

# CAUSE ADVISORY

**\* Historic Substitute Challenges  
Continue to Perplex District Leadership \*  
CAUSE Resubmits Potential Remedies  
[ Previously Offered in 2015-16, 2016 -17, 2017- 18,  
2018 - 19, 2019 - 20, and Now Again in 2020 - 21 ]**

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Greetings Colleagues,

This evening, District Leadership stated that it could not reopen in-person at the secondary level. Oddly, the CUSD did not cite conditions associated with the COVID-19 pandemic, but rather, cited the CUSD's inability to recruit substitute teachers.

CAUSE Leadership wants to thank Board Member Delgado, who reminded the CUSD that CAUSE has encouraged a solution to this challenge for several years.

Unfortunately, this serves as another example of the District undermining its own success because District leadership [*under the guidance of Superintendent Rigby and the current CUSD School Board members Green, Sheaffer, Robertson, & Bray*] has consistently dismissed the suggestions provided by the Union.

These suggestions, in their original form, are included in the ADVISORY below.

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# CAUSE ADVISORY

**Update: Substitute Shortages  
The union shares potential remedies.**

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Last month, CAUSE Leadership collected potential remedies to address the state-wide substitute shortage. We appreciated the insights and clarifications provided by CUSD staff and faculty. Your efforts helped District Leadership to define the impact of this issue on teaching & learning, as well as clarified opportunities for improvement. Once collated, union leadership shared these potential remedies with stakeholders in the District, including the highest levels of District Leadership.

From the union's perspective, we believe that improving the District's posture (i.e. regarding substitutes) would be best done by taking a 3-pronged approach. This approach would include:

- 1.) Incentivizing substitute compensation.
- 2.) Developing more effective and strategic recruitment techniques.
- ...&...
- 3.) Amending Certificated & Classified Contract/s to Improved Effect.

If further developed, CAUSE leadership believes that the CUSD would be the first District regionally to implement a proactive resolution to this issue. In doing so, CUSD could be in a strong position to reap the benefits a progressive and comprehensive approach to the recruitment and maintenance of a high-quality pool of substitutes. This could well result in increased substitute capacity, professional loyalty, substitutes well versed in our administrative and safety protocols, increased familiarity between our substitutes and our student body, decreased inefficiency (i.e. fiscal & material) surrounding the scheduling and placement of subs on a daily basis, etc.

~ j. Hotchner \* CAUSE President

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PS. Below, you will find **specifics** about each of the "three prongs" mentioned above. We encourage you to review these opportunities, share them with any interested parties, and help us promote improvements across the District and community.

### **1.) Incentivize Substitute Compensation :**

#### **A. Create a standing sub-pool**

- How many teacher subs are needed on any given date across the District? Could this figure serve as the basis for a permanent sub-pool, the members of whom are paid at 'step1/column1' or at a higher hourly rate?
- Could that sub-pool serve as full-time or consistent part-time employees on a year long contract?
- Could this increase the loyalty, capacity, and familiarity of our subs?

**B. Hold a substitute fair:**

- Could we provide a single and efficient opportunity to register for LIVE-SCAN & finger-printing, take the CBEST, complete job applications, etc.?
- Could we offer to reimburse the costs (i.e. of fingerprinting, CBEST, etc.) once a sub has provided a given number of service days?

**C. Raise compensation levels:**

- offer increased hourly pay
- offer full or limited access to health benefits
- Could this make CUSD more attractive to those serious and interested about substitute work?

**2.) Develop More Strategic and Effective Recruitment Techniques :**

- \* Develop a relationship with credentialing offices at local universities and colleges (i.e. UCSB, Antioch, Westmont, SBCC, etc.)
- \* Could we develop a new kind of teacher training opportunity; a version of student teaching that would function like a full time substitute?
- \* Could we offer priority consideration for hiring?
- \* Could we increase or better target our advertising in the local papers, radio, movie theatres, etc. ?
- \* Could we tap retired teachers to provide service?

**3.) Amend Certificated & Classified Contract/s to Improved Effect:**

\* Offer to "Buy-Back" leave days, annually or bi-annually, in order to discourage employees from embracing a "use-it-or-lose-it" approach to earned leave time.

\* Offer contractual incentives for those who use less than an established percentage of their earned leave in a given year.

**\* C.A.U.S.E. - Yes We Can ! \***