

Selected comments from R4 Survey respondents

Estrada:

I rarely receive work from DAEP. When I do, it is very basic one page things like crossword puzzles; the grades are always 100's. My students in class are completing actual assignments that require critical thinking. The students sent to Estrada get 100's handed to them and then come back, don't do work, get into more trouble, go back and so on. What a disservice to the students. What a terrible cycle.

Students returning from Estrada comment that they do not do very much work in their core subjects. They are in the gym or cleaning, painting, etc. I am not sure what or how this is good academically for these students. It only makes them want to return, and that should not be the idea.

Students return having completed work that is years below their grade level.

The kids say it is very easy and they are learning nothing. They like the short stay.

During first semester, the work was not following district CG, then something changed that, this semester the work or at least what they were suppose to be working on was aligned with district CG in math and even my AVID program. It has gotten better, and for any new program to work, it takes 2-3 years to change the paradigm of that campus and its culture to learning.

I have only received work from one of my student's who has returned and it was not acceptable. It seemed like he got credit for just putting any answer. We have also been told that student will not be sent or accepted if they are under the influence. I think that creates an unsafe environment for all students.

I have received work from this program for HIGH SCHOOL JUNIORS that consists of WORD FINDS, and pointless elementary style activities. Then they come back with a 95 average with 4 unfinished assignments for a month's worth of work. Then the students want that grade in a real class. What are we showing them?

The work the students are doing at Estrada does not follow their schedule and upon their return, they are not ready to take assessments. The work they do is minimal and not meeting the objectives. For example, a student is supposed to be doing work for U.S. History and they are doing Geography assignments.

Returning students usually are not working in the same curriculum area as our High School. Also the student has fallen behind to the point that they really need to apply themselves to catch up, and some students choose not to try as they

say the grades at Estrada are given to them, that they don't have to work for them. I wonder if this is true because when they return they are so far behind.

Worksheets do not replace real teaching and every single kid has received a 100 on every single assignment/worksheet.

SOME grades are "surface teaching"- it looks good on paper. The grading criteria are way too easy. However, there are some teachers there doing an amazing job with these students. They bring back more than 4 grades and the work shows a solid understanding of the standards.

The kids tell each other, "Go to Estrada. It'll raise your grades."

I recently received 2 kids back from Estrada....and their assignments are a joke..... if the child did anything...one problem, they got a 100...I decided to grade the work, and the student did not make hundreds...62, 74, 0, 100.

Students want to go to Estrada to do "easy" work and therefore pad their grade.

Students return to the campus stating that they did not have to follow district policies, such as dress code. They have also been saying that it is easy and not much of a punishment.

Grades are almost always 100's, papers have come back with drawings of marijuana leaves on it and gang graffiti.

Work is returned with no indication of grading or inflated grading (100s on papers with incorrect work and answers) and is not at grade level. 7th graders are given 8th grade work; SPED student (3rd grade level) not given modified work. He was given 8th grade work. He said a high schooler was placed next to him to help him by simply telling him what to write. Another said the Coach told them he was not a certified teacher. According to this student, she was graded on the quantity of work she turned in, not what she learned.

The teachers are not certified in the subject area. Example: English certification teaching science. Ask for the certifications of the staff and correlate them to the classes offered.

Attendance should be kept at Estrada. Estrada should be held responsible for students that are absent.

I have concerns of keeping the home school teachers as the official teachers of record when the student is truly not at the home campus. Attendance records are also being maintained by the home campus when the student is at a different location.

Many teachers are confused - we're told we have to give grades to students (who are at Estrada) on our rosters. Sometimes we don't even know the kid!

We were told Estrada does NOT accept "under the influence" referrals.

Students that fight are never sent.

The time rarely fits the crime. Minor offenses are there too long; major, too short.

There was a student at my campus who hit a teacher in the face and was given the same placement time as other students who committed less serious offenses.

We have been told that Estrada is filled and therefore no repeaters will be sent.

A student swung a tennis racket at a teacher and hasn't been sent to Estrada. What ever happened to ZERO TOLERANCE?

We, as teachers and administrators need to take back our schools and make sure it is a safe environment and 100% conducive for learning.

OCI:

How can behavior be fixed in 3-6 days, when it is so severe that they got there in the first place?

The administration has no choice. They have been directed to reduce the number of students that attend Estrada. Does not look good - messes with the data.

At the beginning of the year, everyone was very excited about OCI. The coach implemented the plan, students were somewhat compliant and teachers were excited about the possibilities. HOWEVER, we were told that after students went to OCI twice, they would go to Estrada. This doesn't happen. The same students go again and again to OCI, and they disrespect the coach, the people who sub for the coach, and the counselors when they go in to do their counseling portion. These students still somehow get back OUT of OCI.

The way it is being run bears little resemblance to the program that I was trained in (RISE).

No clear process or rubric is followed, and guidelines for entrance and exit of OCI are very unclear.

Students get placed but have days counted even when absent.

Our OCI teachers are great and follow all guidelines to how OCI works.

Many times the students don't serve the days required or they don't show up for OCI at all.

Students are placed there in a kind of limbo and can stay there for anywhere from a week to two months

They are allowed to dress however they want, curse at employees, etc.

Unsure what the criteria is to get in or out and it does not seem to follow any pattern I know of.

Our OCI teacher has done and is doing an outstanding job. Many students would rather be suspended than to return to his OCI classroom, he runs a really really tight ship.

OCI at this school is seen more as a badge of honor than a deterrent to negative behavior. The goal of OCI should be rehabilitative but should also be unpleasant enough as to effect to change in behavior.

My students actually do their work in OCI as compared to regular class.

The District has tied the hands of the schools by eliminating the ISS placement. Not every infraction merits days out of the instructional setting. However, not every problem can be handled within the classroom and still address the needs of the remaining students. Please come to spend real time in real situations to observe, first-hand, how adept some students are at very sophisticated disruptive techniques. Behaviors can 'mutate' and become 'resistant' to control, just as insidiously as the deadliest virus.

It appears that the school wants to minimize the number of student referrals to Estrada so it can appear as though they are dealing with discipline in an effective manner with OCI, but this image is a false one.

It is said that four referrals gets a student sent to OCI. I have given the same student 10 and he is in my class still.

There apparently is a cap on how many students can be in OCI. If a very disruptive student is someone beyond the cap they receive a counseling by the administrator and return to class.

OCI is not used for the purpose it was meant to serve. The students get to go to OCI, get points for working on certain duties (i.e. picking up trash or going to ask for work from the teacher for other students) and get released within a day or two. This happens over and over again regardless of whether it is the student's 1st or 8th time in OCI! This is not a consequence, it seems like playtime.

Many persistent problems are not being adequately addressed e.g., serious and persistent disruptions in class and in hallways by the same students, repeat tardiness/truancy. This is sending a message to other students that, because it is tolerated or minimized, the behavior is acceptable.

Some of our students have used all of their allotted time in OCI and the VP cannot place them there anymore.

There is one student in particular that has been in OCI 10-15 different times already. Some students are never placed in OCI, they are just sent home and returned to my classroom the next day.

The kids think OCI is a joke. They welcome the opportunity to go to OCI.

Our R4 teacher is great....It's the program that does not work.

OCI is often referred to as a joke - so very often the admin. will send the tough kids to the BAC unit.

These few students disrupt the school environment and it causes parents to withdraw the "good" students and send them elsewhere. The district has low enrollment due to students that create an "unsafe" learning environment.

I have seen OCI students work as office assistants and runners for the attendance office as their form of service. These kids are out of uniform and allowed to walk the halls with friends.

Students look forward to OCI. They do very little work, and get to be with their friends. What message does that send?

We have one particular student at our campus who has been in OCI several times and even suspended more than 5 times for disrespecting teachers and this student has yet to be sent to Estrada.

Some students keep getting sent back or suspended. At first a few were sent, but it seems like there might be a cap because the admin. quit sending them to Estrada. Now, students can be released after 100 points or a variation of the original guidelines. Then they are sent back to class and students continue the violations of the code of conduct.

Some of my students have spent up to 18 days in OCI and never been to Estrada

There are many, many times we look at the OCI daily list and we see the same students with 4th, 5th, and more times in OCI.

We have numerous kids that are repeat offenders that spend on average one day in OFI for offenses like cussing out faculty and staff on a daily basis.

We have the same names on the OCI list REPEATEDLY and then they are returned to the regular classroom

The OCI program at our school has made a great impact on our campus. Most of the students have bought into the requirement and expectation laid out for them by the OCI staff, the students enter willingly and do their time with out any problems. This can be attributed to the consistency in the implementation of the OCI program, the students know what to expect when they are sent to OCI.

In the fall I had a student who between being in OCI and being absent was missing from class for about 4 weeks. He couldn't make the points to get out, but he's never been to Estrada.

The OCI program can work but it takes a very strong person first to run the class in the way it is to be run.

The good students are suffering because of poor behavior from a few students.

There are three students who come to my mind that have spent more time in OCI than in the classroom. They are still here on campus and not Estrada.

We have had sexual harassment (student to staff) and the student received one day in OCI, students passing drugs to other students and the students received OCI only for their behavior, threats from students to teachers.

Our campus OCI is actually pretty good, but I think the kids that get sent there, prefer to be in OCI b/c of the one on one attention they receive.

OCI is a good idea, but something needs to change to make it more productive. Students fall too far behind in class when they are in OCI for days at a time, then I have to spend my time trying to catch them up.

Along with OCI should be parent participation for students, especially repeat students.

OCI and in-school suspension have no effect on changing student behaviors. Research tells us so. OCI is the same as ISS, and most students who have behavioral problems find it rewarding to be there with their friends. Research tells us this doesn't work. Positive Behavior Supports have to be in place to change behavior. It's a fact.