

RUDSDALE NEWCOMER HIGH SCHOOL: AN ALTERNATIVE OPTION FOR NEWCOMER HIGH SCHOOL STUDENTS WITH INTERRUPTED SCHOOLING

*Alternative Education Lessons
from Oakland Unified School District*



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JUNE 2023

This profile details how one school district approaches student-centered services and opportunities for its newcomer immigrant students. Among its alternative options programs for newcomers is Rudsdale Newcomer High School. Rudsdale is a continuation school designed specifically for students who arrive with interrupted schooling or are otherwise over the age of 16 and are simultaneously working to develop grade-level academic English proficiency and the credits needed to graduate. Programming at Rudsdale represents a creative adaptation of the district's full-service community school approach to the California continuation high school model. Rudsdale's novel newcomer program aims to develop students' academic English literacy skills, provide access to the content courses that lead to postsecondary opportunities, and help newcomers to become productive civic participants and independent lifelong learners.

INSIGHTS FROM
ALAMEDA COUNTY



CALIFORNIA LEARNING
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ALTERNATIVE EDUCATION

BACKGROUND

Newcomer Immigrant Youth

Oakland, and its San Francisco East Bay neighboring communities, have long been preferred resettlement sites for newcomer immigrant families from Asia, Latin America, and more recently, the Middle East. The resulting rapid demographic transformation has had a significant impact on Oakland neighborhoods and schools. As recently as 2000-01, for example, African American youth made up a plurality (47 percent) of students in the Oakland Unified School District (OUSD). Today, Latinx youth comprise a plurality of enrolled students (48 percent). Taken together, the children of Latinx, Asian, Filipino, and Pacific Islander immigrant families comprised more than 60 percent of enrolled youth in the 2020-21 school year.

In the last decade, a significant number of OUSD's newcomer youth have been unaccompanied minors from Guatemala and El Salvador, and to a lesser extent Honduras. In fact, Alameda County is home to one of the largest numbers of unaccompanied minors in California – second only to Los Angeles County. A mix of unmitigated poverty, drought, hurricane disasters, violence, and human exploitation at the hands of powerful drug and human trafficking cartels have created powerful factors that push Central American youth and families north to the U.S (Sugarman, 2017).

OUSD's enrollment of unaccompanied minors has doubled between 2013 and 2019.¹

Students with Interrupted Formal Education

Generally, newcomer immigrants (defined as youth who have been in U.S. schools for less than three years) are in early stages of developing academic English proficiency while simultaneously studying core subjects through instruction in “sheltered English.”² These challenges are compounded when newcomers are also students with interrupted formal education (SIFE). SIFE newcomers often arrive reading at the fourth or fifth-grade level or otherwise without the benefit of academic literacy and high-school level education in their native languages (Sugarman, 2017; Short & Boyson, 2012). As well, SIFE newcomers are often not prepared for high school-level texts and assignments, and struggle to accrue language literacy and course credits needed to graduate. Moreover, those who have survived emotional, sexual, or physical abuse in their home countries or during the perilous journey through Mexico will require trauma-informed counseling and psychological interventions to build trust with educators, help them to heal, and to reconnect with formal schooling.

1. As a point of reference, OUSD reported that it enrolled about 2,862 newcomer students across all grades at the end of the 2017-18 school year. While a majority of its newcomers arrive from Guatemala (47.8%), or El Salvador (20.8%), the district reported that a sizable percentage of its newcomer students in 2017-18 were also from Yemen (13.8%) or China (9.75%). Data reported from OUSD Student Information System.

2. Sheltered instruction is a set of strategies designed to help English language learners to develop academic English at the same time they are learning academic content in the subject areas. Teachers integrate language and subject learning by using physical activities, visual aids, and students' cultural knowledge to teach important new words for concept development in mathematics, science, history, and other subjects. The word sheltered is sometimes used interchangeably with the term scaffolded when referring to integrated ELD and academic content instruction.

RUDSDALE NEWCOMER HIGH SCHOOL

Rudsdale Newcomer High School is a public continuation and community high school created specifically to respond to newcomer immigrant youth age 16 and above with below grade-level or interrupted formal education. In January 2022, at the beginning of the second semester of the 2021-22 school year, Rudsdale enrolled 139 students and 7 teachers. Most of the students came to the United States from Central America. 64.7% of students were from Guatemala, 21.6% from El Salvador, 5.8% from Honduras, and the remaining 8% from other countries in Latin America, and Africa. Thus, most of the students' primary languages are Spanish and Mam, a Mayan language. Additionally, almost 70 percent of students are male, and 30 percent are female.³

More than two-thirds of Rudsdale's newcomers (66.9% in January of 2022) were classified as unaccompanied migrant youth. Many of these students entered the U.S. without their parents and have resettled with friends or extended family members (e.g., uncles or cousins). These students face the challenges of living in a new country with unfamiliar people, while others have left their initial placements and live alone. Additionally, many students must work with lawyers and the judicial system to resolve their immigration status and asylum applications.

Many students also work to sustain themselves, repay debts, and send money to family in their home countries, requiring a flexible study schedule that will accommodate part or full-time work.

Key Student Level Outcomes

Rudsdale Newcomer's counseling staff assess each entering student's available transcripts (if any) and assign every student with an individual target graduation date, which considers the student's English proficiency level, past credits earned, and credits required for graduation. Each student's credit accumulation and progress to graduation is subsequently assessed every six weeks. In the most recent school year, 2022-23, Rudsdale Newcomer enrolled a total of 243 newcomer students⁴. Of those students, 88.5% (215 students) had graduated, made a documented transfer to another school, or were still enrolled as continuing students at the end of the academic year (Spring term).

That same academic year, the school cumulatively enrolled 116 newcomers who had been assigned a December 2022 or May 2023 graduation target date when initially enrolled. Of those students, 84% (97 students) completed the requirements to graduate with a standards-based diploma by May of 2023. Another 10% (12 students) missed their initial target but indicated an intention to return and complete graduation in the next academic term (2023-24). Only 6% (seven students) with a 2022-23 target graduation date dropped out before completing the requirements for graduation that year. Most of those seven students, according to school staff, reported leaving school because of the need to work, or to care for children or other family members. Rudsdale Newcomer's one-year graduation rate is remarkable given that without the school's extraordinary community school design, supports, and liberal age limit, almost all these students would have been expected to dropout or to have aged out of school before earning a valuable diploma.

3. Data reported from OUSD's student information system (SIS), 2021-22.

4. Cumulative 2022-23 Rudsdale Newcomer enrollment, including students who were (1) enrolled by the school district to Rudsdale, and (2) attended at least 2 days of school.

Policy Goals

Rudsdale Newcomer High School's mission is to support OUSD newcomer students to acquire the skills to be lifelong-learners and to be successful in the U.S. The school's Assistant Principal, Emma Batten-Bowman writes that "our vision is that Rudsdale Newcomer students are equipped with the academic tools necessary to advocate for healthy, productive, and stimulating lives in the United States." To meet this goal, OUSD has committed to providing a four-year high school opportunity to as many of its newcomers as possible and permissibly enrolls students in K-12 schools as late as age 22.

In January of 2022, students at Rudsdale Newcomer High School ranged between 16 and 22 years old; 25 percent were 18 years old; 20.9 percent were 19 years old and over one-third of students (33.8 percent) were between 20 and 22 years old.⁵

Students are referred to Rudsdale Newcomer only if district intake personnel determine that they have not experienced sufficient academic progress in one of the traditional schools or are otherwise at significant risk of dropping out of school. For example, while roughly half of the students in Rudsdale's January 2022 census count (51.1 percent) were either new to OUSD or had been at Rudsdale in the prior school year, almost 49 percent of students had been referred to Rudsdale after an initial placement in one of OUSD's more traditional high schools. The school has consequently shaped its programming to re-engage struggling students in school and to help them to obtain a valuable high school diploma.

Key Norms (Beliefs that guide school design)

Teachers and school leaders at Rudsdale embrace student-centered pedagogical approaches. In classroom and extra-curricular activities, teachers

form students into pairs, groups, and teams to encourage active participation in their own learning. Teachers encourage students to co-construct knowledge in collaboration with their peers and with the teacher acting as a learning partner or facilitator.

Staff at Rudsdale work to employ culturally responsive and linguistically sustaining techniques that position each student's culture, family, community-derived knowledge, and prior language learning experiences as assets to be leveraged – conceptual bridges to the standards-based curriculum. Teachers very purposefully seek to connect lessons to every learner's interest, prior knowledge, and experience. In this way, they seek to build understanding and trusting relationships with diverse learners from different cultural, linguistic, and experiential backgrounds. "Our vision," says assistant principal Batten-Bowman, is that "students recognize their resiliency and strengths as multilingual participants in our community."

A Blended Continuation and Community School Design

Rudsdale has key elements adapted from both California continuation and OUSD's unique community school approaches.

1. Continuation School Elements

Over time, the school has adapted to its students' needs and context. Rudsdale has small classes and has a modified schedule, from 9:30 am until 2:30 pm, giving flexible time for students to work part-time while continuing to develop proficiency in English and pursue a standards-based high school diploma. Additionally, the school focuses on direct instruction and performance-based assessment and credit accumulation, rather than on approaches that rely on seat-time, independent study, or homework.

5. Data reported from OUSD's student information system (SIS), 2021-22.

The typical Continuation school design elements include:

- a master schedule where credits are earned in six-week cycles;
 - 190 credit minimum for graduation focused on the state's minimum distribution requirement and preparation for transition to credit-bearing study in the community college system;
 - a five-hour day, including a lunch break that allows flexibility participation in workplace learning, internships, part-time work;
 - performance-based credit accumulation, that includes opportunities for project-based learning and authentic assessment;
 - partnerships with employers and community-based organizations, including connections to social services and resources appropriate to youth in alternative settings;
 - *Positive/Restorative Behavior Practices.* Rudsdale embraces positive restorative discipline practices to help students learn from their mistakes and foster positive climates where it is safe to learn and where respect and compassion are guiding principles.
- *An emphasis on equitable access to the assessed common-core curriculum learning standards.* This includes culturally relevant teaching, linguistically sustaining practices, and integrated social and emotional learning strategies across the curriculum.
 - *Heterogeneous and collaborative learning structures* that optimize learning by building student agency, fostering peer-to-peer learning, and taking an asset-based approach to the cultural and linguistic strengths of every individual member of the school community.
 - *Expanded learning opportunities.* At Rudsdale these include learning and enrichment activities before and after the regular school day, including sports, and the arts. A health professions CTE pathway theme at the school also helps students transition from classroom learning to workplace learning, internships, and post-secondary education.
 - *Collaborative Teaching and Site Leadership.* The leadership team at Rudsdale includes site administrators, teachers and other school staff, and uses student performance data to ensure that student needs are identified, and that student-centered learning opportunities are designed to address them. Teachers and support staff meet regularly as a coordination of services team to discuss individual students, as well as to review over-all student academic progress, review Tier 1 services for all students, and set schoolwide learning goals in collaboration with the site leaders.

2. Community School Elements

A central goal of Oakland's full-service community school approach is to create student-centered schooling environments in all its P-12 schools. Community schools are a strategy for tapping into community resources to dramatically increase the developmental assets and deeper learning opportunities available on a regular basis to all youth enrolled in OUSD schools.

Approach to Learning Goals:

The educational experience at Rudsdale Newcomer is organized to support 4 instructional goals (pillars):

1. Focus on integrated English Language Development (ELD), literacy, and grade-level content learning:

A foundational goal of programming at Rudsdale Newcomer is that all students acquire a level of fluency in spoken and written English that will enable effective communication and expand students' career and academic options. Beyond literacy and English as a second language (ESL) skill development, students' course of study features integrated (sheltered) content instruction to help accelerate access to grade-level coursework in mathematics, sciences, and the social sciences.

The school's program design encourages even beginning-level ESL learners to attempt credit-bearing academic units needed for graduation. Teachers in the content areas generally use some combination of heterogeneous small-group instruction, peer-to-peer groupings, or sheltered instruction with language development support to promote access to age-appropriate, deeper learning opportunities.

As students gain command of higher ESL levels, teachers in the content areas (e.g., math, social studies, science) shift their focus to providing written and oral presentation assignments that are anchored in content but that explicitly deepen students' ability to engage with more complex texts, academic language, and English writing skills. This approach to language and content integration reflects research that describes how language skills emerge most naturally in purposeful, culturally relevant, language-rich, subject-matter study (Short & Boyson, 2012).

Once a week, on Wednesdays, the school's academic master schedule is abbreviated to provide teachers with a common collaboration afternoon, and so that students can devote time to expanded learning partners who offer special courses like cooking, music, CTE courses, health education, sports, or driver's education.

2. Cultivating lifelong learners:

Given norms of public schooling in their home countries and the circumstances that led to their migration, many adolescent newcomers arrive in the U.S. having acquired identities as independent adults whose formal education is behind them.



Consequently, an explicit goal at Rudsdale Newcomer is to help each new student to require an identity as a “learner” and to help students reconceive learning as a life-long human development activity. Teachers, expanded learning staff, and school leadership report working to develop key developmental social and emotional mindsets and capacities that will help newcomers learn to learn.

Trust and Partnership with Adult Educators.

Teachers describe student-centered teaching techniques that encourage new students to see their teachers as partners who care about and are invested in their learning. Teachers construct lessons and activities that invite students to participate in responsible decision-making, learn to manage their time, and to co-construct how they will investigate or analyze new ideas, and reflect productively on their own learning. One Rudsdale teacher described how he had become a better teacher as he learned how to adjust his lessons and teaching techniques according to students’ needs, while his students became more engaged in their learning. He also helped his students to adopt more powerful learn-to-learn habits by modeling for them his own strategies for exploring things he wanted to learn about his students’ languages and cultures. This approach also invites students to contribute to their peer-to-peer learning and to build a culture where it is safe to make mistakes in the service of learning and improvement.

Build a sense of Community and Belonging.

Teachers and staff work to make sure that every student feels that they have a safe, mutually respectful, and supportive relationship with adults at the school. The culture of belonging moves beyond academic support, to social and emotional support as well. Rudsdale Newcomer strives to be a second home for students who have come to the US without parents. Students at Rudsdale Newcomer reported that they feel welcomed at the school, for instance, they mentioned that when they miss a day of school, they receive phone calls from different teachers and staff members to check on their wellbeing. The school’s walls and extra-curricular activities are filled with art, messages, and cultural images that communicate cultural and linguistic responsiveness and inclusion. Teachers emphasize the relevance and the immediate and long-term purpose of lessons and content. They seek opportunities to facilitate peer learning and emphasize collaboration over competition in all school spaces. These efforts at promoting a sense of community and belonging are positively associated in the research literature with the promotion of self-esteem, collaborative learning, academic persistence, and with reductions in the likelihood of mental health problems (Walton & Brady, 2017).

Cultivate Growth Mindset and Academic Perseverance. Rudsdale Newcomer faculty and staff recognize that youth who come to Rudsdale have experienced failure and negative feedback in prior schooling experience. Students often describe arriving at Rudsdale believing that they “couldn’t learn” or that they were “not intelligent enough” to succeed in school. A first order of business for teachers, consequently, is to help each student to experience success and to realize their ability to learn, expand, and improve through persistence, steady work, and by seeking help from others. For instance, one student reported proudly how at Rudsdale she got her first A in school. Teachers help students to see that the biggest impediment to language learning is the internal voice that warns them that if they try something new and fail, they will experience humiliation. To learn, they must stop being afraid to fail. In fact, it is equally true on the sports field as in the classroom that failing early and often is just an opportunity to continue learning and growing.

Help students transition from dependent to independent learning. Students with interrupted schooling, or with poor prior experiences in school often rely on teachers to make decisions about how to solve a problem, where to look for evidence to support their arguments, how to prioritize tasks, or how to frame questions for inquiry. In essence, they are dependent on the teacher because they have not learned to learn on their own.

At Rudsdale Newcomer, helping students transition to becoming independent learners is a central priority. They want students to take responsibility for their own learning, and to develop motivation and agency for life-long learning. If you spend time in classrooms, you will see teachers coaching students to set personal goals for their learning and to develop plans beyond K-12 schooling. Teachers encourage students to reflect on their performance and whether they’ve met their learning goals. This helps them to become more aware of their strengths, and weaknesses. Teachers help students to identify sources of information and provide opportunities for students to conduct independent research. In an upper-level English class, students are encouraged to tap into their creativity and to write and share vignettes about themselves, inspired by reading Sandra Cisneros’ *The House on Mango Street*. As part of a classroom project, teacher Ms. Melody Noll’s students self-published a book that included their original stories called *We Can Also Dream*.



The school also partners with community organizations that expose students to expanded learning opportunities in the local community colleges to gain college knowledge and develop a culture of motivation for college and career readiness. Teachers often share their own learning interests and hobbies and emphasize that learning always entails struggle, making mistakes, and learning from those mistakes. In this way, teachers model a passion for learning that they believe will inspire and motivate their students to want to learn how to learn on their own as they transition to work or to post-secondary education.

3. Community college and career exploration:

Rudsdale Newcomer has an active workplace learning program that is supported by the district's Linked Learning initiative.⁶ The school's goal is to expand career opportunities for students, so the school provides internships and vocational training in the health sciences and medical technologies, as well as food services, construction, and other trades. They also sponsor field trips to community colleges and help students with job application support, resume writing, mock interviews, expert speaker panels, and access to community resources.

As Melanie's story illustrates, transition planning includes making sure that there are accelerated pathways for students whose goals include a college degree. Teachers know that even if students are not aiming for post-secondary education right out of high school, their long-term plans may motivate them to pursue college work later in their 20s when their economic situation permits. Consequently, the Newcomer program also plans special events, including college visits or presentations by newcomer graduates who return to the high school to share their post-graduation pathway experiences. In relating her story, Melanie shared that Rudsdale Newcomer expanded her horizons of what was achievable and opened to her a new world of opportunity.

4. Holistic Individualized Support:

Some of Rudsdale's newcomer students have experienced trauma in their home countries and while traveling to the United States. Some experienced violence and abuse, some were detained by border protection authorities. Some experienced sexual exploitation or forced induction into criminal gangs. Others suffered from malnutrition and disease and did not receive proper health care.

⁶ The Oakland Unified School District's Linked Learning pathways initiative supports the development of industry-themed curricula in all high schools that integrate career and technical education courses, core academic courses, work-based learning opportunities, and student support services.

Given widespread student experiences with trauma, mental and behavioral health services were noted by Rudsdale students as a key support provided by their school. Social workers and behavioral health staff providers offer a wide range of therapy and counseling services. Students reported that they felt comfortable using these services and talking to counselors about their personal issues. A site-based safety officer provides behavioral health interventions, such as safety risk reduction counseling, restorative justice circles, and Positive Behavior Interventions & Supports (PBIS) programs, to improve school climate, reduce disciplinary issues, and respond to students' needs. For instance, Rudsdale Newcomer supports students to find a job, get legal assistance, and navigate the process of getting a license id and paying taxes.

Rudsdale Newcomer also partners with community health organizations that provide direct health services to students, including primary care, dental services, vision testing, counseling, and other behavioral health supports. These partners also provide internship opportunities for students interested in pursuing work in the health field. Integrating wellness services on campus helps to de-stigmatize students' participation, thereby increasing utilization and access.

School leaders report that these integrated services remove barriers to learning, increase attendance and academic engagement. In this way the school supports students' academic, social, and emotional needs while providing them with self-advocacy tools.



MELANIE'S STORY

An interview with Melanie Chavez, Rudsdale Newcomer High School, Class of 2022.
by Maria Camila Rivera, MA

Melanie was born in Guatemala and came to the United States with her mother when she was 12 years old. When they arrived in Oakland, they did not know how to enroll Melanie at a school and found the process complicated. However, after they approached the Oakland Unified School District, the process was fast, and within a week, Melanie was enrolled in seventh grade at a Middle School. Initially, Melanie enrolled in a class exclusively for English language learners, where she studied with students of different ages. She recalls that her middle school teacher was one of the best teachers Melanie has ever had because of the great support she provided and the personal stories that the teacher shared about her life as an immigrant in the USA. Melanie learned basic English during these two years, and when she advanced to eighth grade, she graduated from middle school and was transferred to a traditional high school.



Melanie Chavez on her graduation day

Melanie was placed in an English language development class, and she continued to increase her English proficiency. However, the school decided to put her in a regular class with English-speaking students for tenth grade. This was very hard because Melanie understood only about 50 percent of the class. She felt that her teachers did not support her and did not understand that she needed more English knowledge to fully engage the subjects being taught. Moreover, socializing with other students was difficult, not only because of the English barrier, but also because the other students knew each other, and were in established friend groups. Melanie recalls having anxiety and hearing from teachers that she would not be able to graduate since she was missing credits. At this time, the COVID19 pandemic hit, and Melanie finished tenth grade and began eleventh grade online. Melanie knew, nevertheless, that she could not complete the credits needed to graduate high school within the structure of the traditional high school. So, she asked for a transfer to Rudsdale Newcomer High School which offered expanded learning time and a more flexible continuation high school schedule.

Melanie arrived at Rudsdale Newcomer HS in the middle of eleventh grade and began her classes online because of COVID19. Even with virtual courses, Melanie felt the difference between Rudsdale and her previous high school. She knew immediately that in Rudsdale, people wanted to support students: "I felt in a family," said Melanie. What Melanie appreciated from the very beginning was the flexibility of the schedules and the willingness of teachers to help students -- constantly asking if they needed support to do the homework or study.

At Rudsdale, Melanie continued to improve her mastery of English, especially her pronunciation, since the school has a specific period where teachers support students with pronunciation and vocabulary.



MELANIE'S STORY

Moreover, Melanie deepened her academic knowledge. She learned about US history, native American history, and world art, and she got her first A grade in mathematics. At the same time, Melanie developed valuable life skills. For instance, Melanie learned how to write a resumé, how to behave during an interview, self-advocacy tools, and learned the average salaries for different jobs. Melanie felt welcomed at the school and sensed that her cultural and social identity was embraced by the school's strong culture of learning and belonging. Melanie made friends immediately when classes were in person. Everyone was kind and humble, and there was no bullying at this school. Everyone respected each student's individual learning process and English acquisition. Moreover, teachers asked students to take care of new students and to support them in making friends.

Soon after arriving at Rudsdale, Melanie met with a counselor who asked about her plans for the future. Melanie wanted to go to college, so they designed a plan to achieve this goal. In the first place, they reviewed the credits that Melanie had to obtain to graduate, and they developed a study plan at Rudsdale to get those missing credits. The school flexibility and the option of gaining credits every six weeks helped Melanie compensate for the credits she had lost at her previous high school. Additionally, Melanie and the counselor agreed that she would apply to a community college and then make a transfer to a university.

In this career path process, Rudsdale supported Melanie to find a program that would suit her preferences and characteristics. At Rudsdale, the staff helps students find and apply for internships at different organizations. Melanie applied for an internship at Highland Hospital and worked there in the intensive care unit (ICU), where she learned to read monitors, perform CPR, measure blood pressure, etc. Melanie also earned an internship at the John Gardner Center at Stanford University, where she learned about qualitative research methods and how to conduct interviews.

After her internship at the hospital, Melanie was convinced that she wanted to be a nurse. Thus, Rudsdale supported her in finding different community colleges where she could study to become a nurse assistant and then transfer to a university to get a nurse degree. Various community colleges visited the school and showed them the programs they offered. Melanie researched the different options, and she decided to study at Chabot College since this is a high-quality program with many alumni who transferred to Berkley and other various universities. Thus, Melanie knew that going to Chabot would help her transfer later to another university and get a nursing degree. Rudsdale supported her with her application, and Melanie got accepted into Chabot College for the fall 2022. Rudsdale assisted Melanie in searching for financial aid options and in navigating the application process.

Melanie is graduating on May 25th and is excited about closing the high school chapter in her life and beginning a new chapter in college. Melanie is both nervous and eager to start her journey toward fulfilling her dream of becoming a nurse!



ABOUT THE AUTHORS

María Camila Rivera joined the Gardner Center in 2022 as a Policy Analyst after previously working with the Gardner Center while a graduate student in the Stanford graduate School of Education. Maria Camila works on several complex research projects, providing support with quantitative analysis to determine a program's effectiveness in reaching their goals. Her research focuses on equity in public education system, early literacy, and English language learners. Prior to her studies at Stanford, Maria Camila worked as an education consultant at the Inter-American Development Bank. She earned an MA in Education Policy, Organization, and Leadership Studies at Stanford University and an MA and BA in Economics at the Universidad de Los Andes, Colombia.

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PROFILES IN CALIFORNIA ALTERNATIVE EDUCATION

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This profile is part of a series created to highlight challenges, creative policy responses, and exemplary practices in California's legislatively created public alternative high schools. The series is a project of the John W. Gardner Center for Youth and Their Communities at Stanford University in support of the California Learning Collaborative on Alternative Education. It is intended to invite a new conversation among educators and policymakers about innovations to better support the success of youth enrolled in public alternative secondary schools across the nation. The series is funded by generous grants from the William & Flora Hewlett Foundation and the Stuart Foundation.

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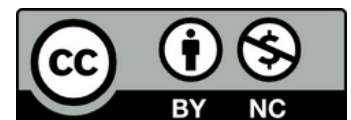
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