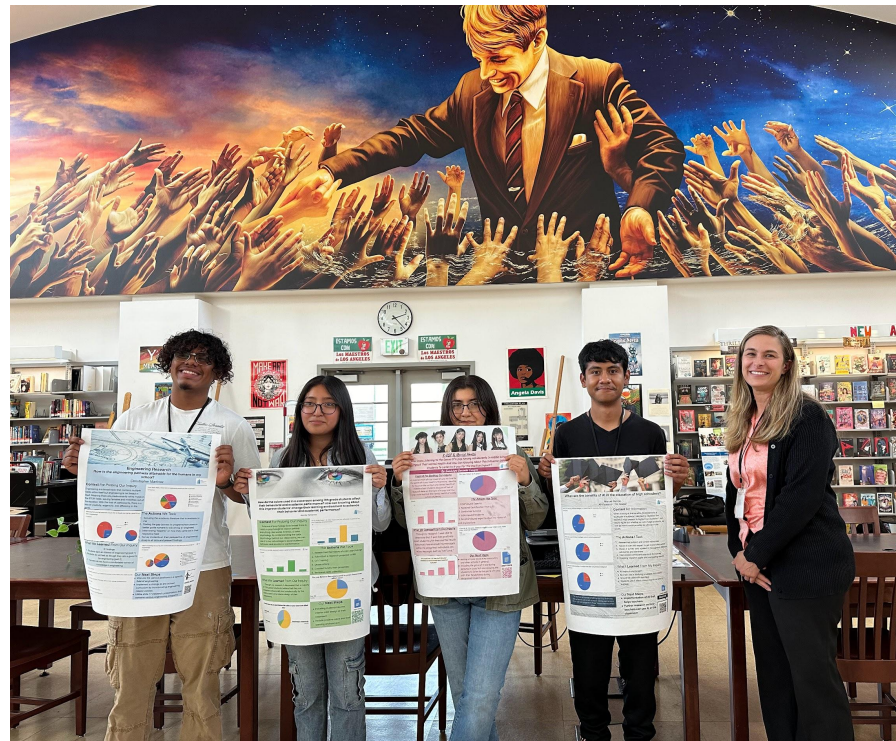


From Inquiry to Impact: Leveraging Research to Foster College-Going Cultures in Community Schools

Research Practice Partnerships that Advance Community Schools
Hosted by the Research Practice Network & University-Assisted
Community Schools National Network

Date: April 2, 2025 | Time: 3:00–4:30 PM EST/12:00-1:30 PM PST



Agenda & Introductions

12:40 | 3:40 **Research Practice Partnerships at the UCLA Community Schools**
Karen Hunter Quartz, Director, UCLA Center for Community Schooling

12:45 | 3:45 **The College RPP**, Ariana Dimagiba, UCLA PhD Student

12:50 | 3:50 **The College and Career Transition Course and Internship**
Jonathan Oyaga, UCLA Research Associate & Julian Jenkins, UCLA Undergraduate Intern

12:55 | 3:55 **Supporting Students as Researchers**
Beth Trinchero, Lead Teacher, RFK UCLA Community School, & Adriane Nguyen, English Teacher, Mann UCLA Community School, Los Angeles Unified School District

Q&A

Our Research-Practice Partnerships

1. Long-term, reviewed and tracked by school-based research committees (school, UCLA, and district members)
2. Three goals:
 - a. Inform the school's practice
 - b. Ensure public accountability
 - c. Generate new knowledge
3. Topics include college-going culture, multilingual education, teacher retention, student agency, immigration, and many other topics
4. We produce annual reports, dissertations, assessments, frameworks, articles, briefs, presentations, and more!

UCLA Community Schools Research Handbook



Center for
Community Schooling

Last updated, 10/28/22

College RPP

2010

College Research-Practice Partnership Founding

2017

[High School Internships: Utilizing a Community Cultural Wealth Framework to Support Career Preparation and College-Going Among Low-Income Students of Color](#)

2019

[Framing, Supporting, and Tracking College-for-All Reform: A Local Case of Public Scholarship](#)

2020

[Creating Persistent Community](#)

2023-2025

College Transitions for First Generation College Students



PROJECT MUSE®

Framing, Supporting, and Tracking College-For-All Reform: A
Local Case of Public Scholarship

Karen Hunter Quartz, Marco A. Murillo, Beth Trinchero, Rebecca Colina Neri,
Sidronio Jacobo



RESEARCH, PRACTICE, & POLICY BRIEF
SPRING 2017



[Supporting College-going for Undocumented Students](#)



Using Data to Drive Research and Practice

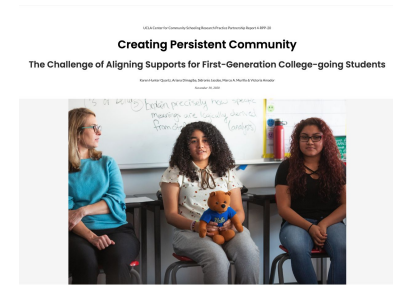
Data Collection

- Postsecondary plans collected by College Counseling Team
- College enrollment records from National Student Clearinghouse (NSC)
- Follow up data collection with school staff for students not reported by NSC

Data Analysis

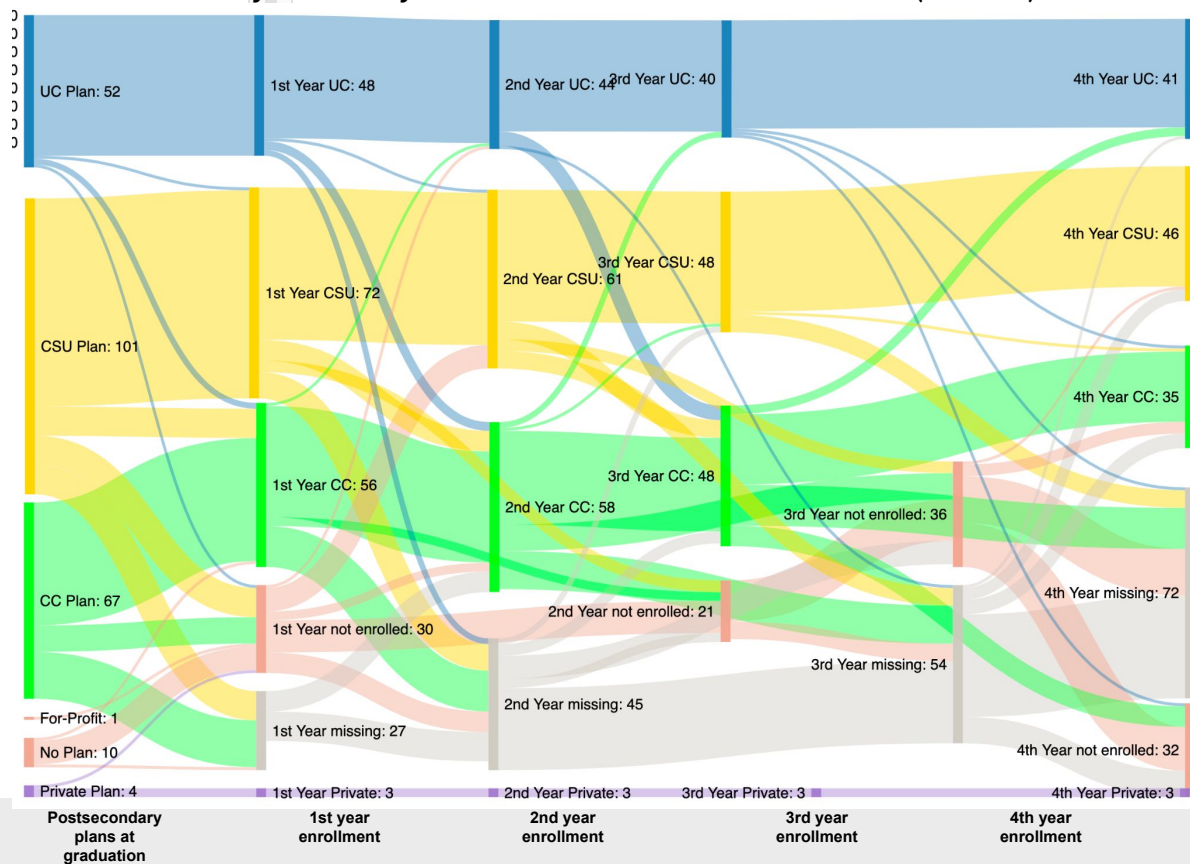
- RPP hosts college retreats to share college outcome data including
 - Immediate Enrollment
 - 1st to 2nd Year Persistence
 - College Completion

Sharing Out



Using Data to Drive Research and Practice

Postsecondary Pathways, Classes of 2014, 2015, 2016 (n=229)



Student trajectories through the California higher education systems are non-linear

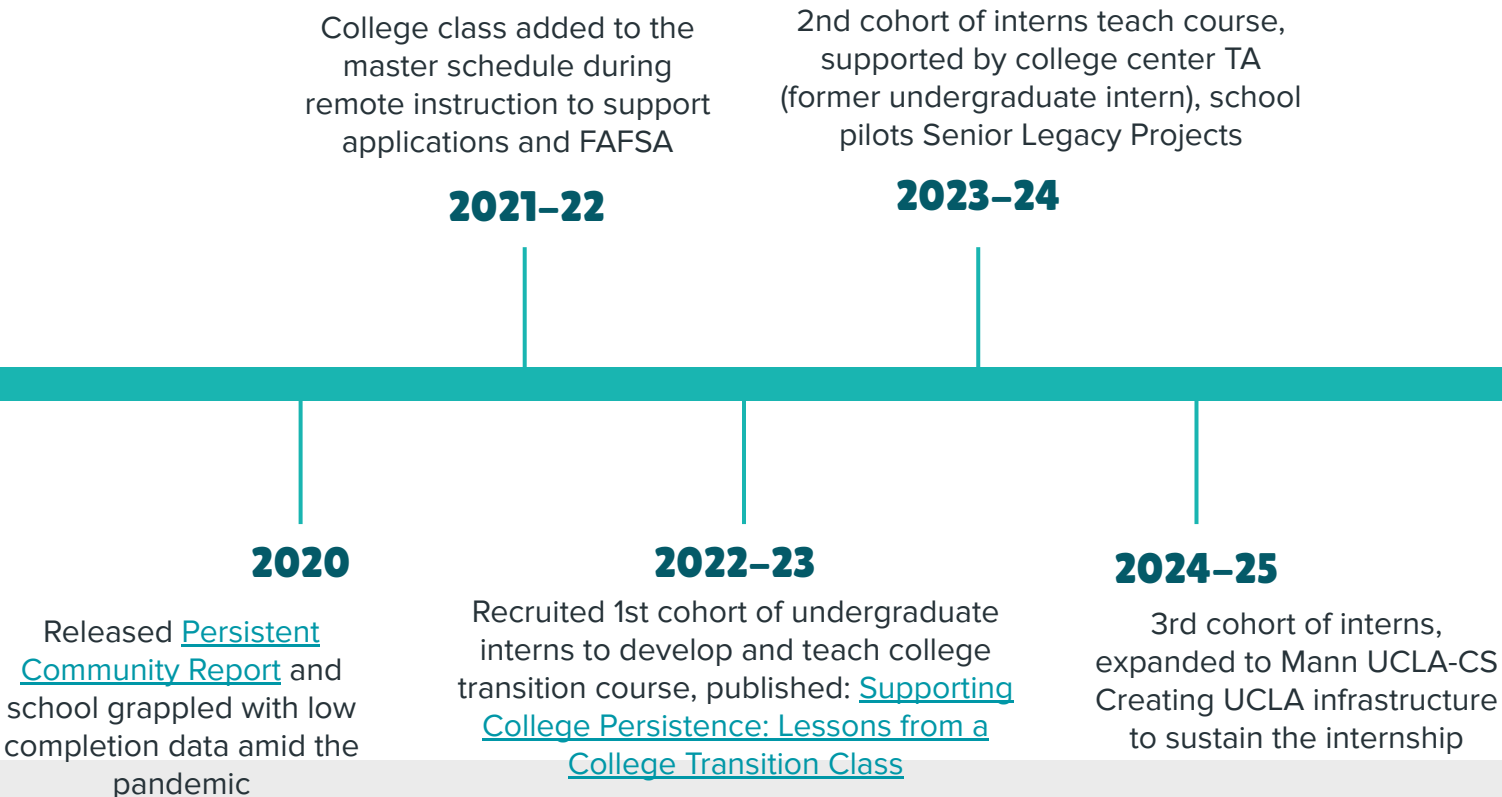
There is a declining college persistence rate after the first year

UCLA-CS graduates, like other first generation college students face challenges completing college

Focus on the College Transition



History of the College Transition Course



Undergraduate Internship

Fall 2024

Undergraduate student interns begin visiting the school to connect with students and teach college transition course

Unit 1

Interns identified challenges with student engagement in the course

Winter 2025

Interns redesign unit 2 of the curriculum to increase engagement and design a case study to measure the impact of the redesign on engagement

Winter 2025

Interns present case study proposal to UCLACS Research and Accountability Committee to be reviewed and approved

Present

Interns are currently teaching the redesigned curriculum and collecting survey and interview data to understand impact on engagement

May 2025

Interns will present findings at UCLA Undergraduate Research Week Symposium and share these findings with the school and future teaching interns.



Focus on the Academic Program



History of UCLA-CS AP Capstone Program

AP Capstone: Year 1
1 Class AP Seminar
Offered as Elective

2017–18

AP Capstone: Year 3
1 Class AP Seminar
1 Class AP Research
Offered as Electives
*Modified Exams

2019–20

AP Capstone: Year 5
1 Class AP Seminar
1 Class AP Research
Offered as Electives

2021–22

AP Capstone: Year 7
AP Seminar/English 10:
All 10th Grade
1 Class AP Research

2023–24

2016–17

Wrote AP
Capstone
Proposal

2018–19

AP Capstone: Year 2
1 Class AP Seminar
1 Class AP Research
Offered as Electives
Summer R&D Project

2020–21

AP Capstone: Year 4
1 Class AP Seminar
AP Research: Independent Study
*Modified Exams

2022–23

AP Capstone: Year 6
1 Class AP Seminar
1 Class AP Research
Pilot: 10th Grade Cohort

2024–25

AP Capstone: Year 8
LAUSD approved: All 10th Grade
1 Class AP Research
UCLA Expert Advisors
Sister School Collaboration



2019: Summer Research & Design Project

❖ Findings:

- **Strong Support from Alumni for AP Courses:** 54% received college credit for one AP course; 62.2% AP courses prepared them academically; 54.1% AP courses helped them to save money
- **AP Course Enrollment Did Not Reflect School Demographics:** Underrepresentation of Latinx students, students with IEPs, and emergent bilingual students

❖ Recommendations:

- **Asset-based AP program:** Expand AP course offerings that support students in exhibiting aspirational, cultural, linguistic, navigational, and social capital (Yosso, 2005)
 - AP Spanish Language, AP Spanish Literature, AP Capstone courses
- **“AP for all” Model:** Expand AP course offerings so ALL high school students take at least one AP Course throughout their high school career

❖ Progress To Date:

- **Improved** the number of students taking AP courses: AP Enrollment increased from 40% of high school students in 2019 to 71% of high school students in 2023
- **Mitigated disparities** in demographic representation: 70% of AP students identify as Latinx; 51% of students identify as male; and 40% qualify as emergent bilinguals
- **Awarded** Platinum Honor Roll for the class of 2024: 65% of students passed at least 1 AP class

History of Mann-UCLA-CS YPAR Conference



Early Years

Worked with Roosevelt teacher leads and community groups to develop conference, PhD dissertation captures students' experience

Year 3

Continuing to expand partnerships, and deepen student projects
[Curriculum Timeline and Resources](#)

2018–2022



2024–25



2016–2017

Roosevelt High School organizes and hosts “Eastside Stories”, setting the stage, passing the baton

2023–2024

Year 1/2- Freedom Dreams Conference

Expanded partnerships to include UC Irvine History Project
UCLA-CS students presented

2025–26

Looking Ahead

Integrate YPAR conference and AP Seminar as 10th Grade English
Continue sister school collaboration

2025 Sister School RPP: AP Capstone meets YPAR



- Collaboration to study and improve each school's work to develop opportunities for community-based student research
- Two learning exchanges so far!
- Field trip to UCLA in May for students to share research projects and meet with UCLA mentors
- Next year: Joining a research-practice-policy partnership (RP3) consortium that connects innovative community school redesign efforts with research and policy partners ([RFP](#) open to UACS partners in California, due May 1st)