CalServe Final Evaluation Report, 2005-06
Los Angeles Unified School District, District 1

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Introduction

This year-end evaluative report covers Los Angeles Unified School District (LAUSD) Local District 1 service learning-related activities between July 1, 2005 and June 15, 2006. District 1 is in its third and final year of CalServe funding. This evaluation was completed by Public *Works,* Inc., a Pasadena-based non-profit consultancy that focuses on improvement of education. The evaluation team consisted of team lead Michael Butler and project assistant Kurt Rahn. Research was conducted and data was gathered in various stages throughout the year, through interviews, planning meetings, site visits, student interviews, surveys, and student assessments.

Section 1: Vision & Policy

Outcomes to be Measured & Achieved

- **Vision Outcome #1:** Continue to build the organizational capacity of high schools to implement service learning in line with LAUSD's service learning high school graduation requirement.
- **Policy Outcome#1:** Establish body of active, informed service learning site coordinators at all District 1 high schools.

- **Vision Outcome #2:** Instill service learning into the K-8 educational experience.
- **Policy Outcome #2:** Increase the proportion of identified and trained site coordinators at elementary and middle schools.

Methodology

To assess the success of District 1's policy outcomes, evaluators observed a variety of different professional development- and training-related indicators, as well as the use of district-developed certification forms. To assess outcome #1, observed indicators included percentage of high schools with trained school-level service learning coordinators, percentage of high school history/social science teachers who have received training, and percent of high schools utilizing certification forms, which provide teachers with a consistent framework for planning a high-quality service learning project. To measure progress toward outcome #2, evaluators examined the number of elementary, middle and continuation schools involved in District 1's service learning initiatives.

Findings & Evidence

For outcome #1, all 12 District 1 high schools had trained service learning site coordinators. Two high schools had 100% service learning training among its history/social science teachers, and the remaining 10 averaged 65% of teachers trained. Finally, 100% of District 1 schools are utilizing the certification forms, although two of them have decided, due to union issues, not to share the forms with District 1 (the forms are kept on file in the principal's office).

On outcome #2, four middle schools have trained site coordinators, and no elementary schools have coordinators to date. Extensive service learning training is planned in July and

August, and all elementary and middle school teachers and potential coordinators will be encouraged to participate.

Conclusions

District 1 was highly successful in accomplishing outcome #1. With all schools using the certification forms, all schools employing a trained site coordinator and a majority of district history/social science teachers trained, the district can truly claim to have an "body of active, informed" social science staff. Outcome #2 was not as decisive, but a foothold has been established, and the outlook is promising, with extensive training coming up in the summer and throughout 2006-07.

Recommendations & Next Steps

With a highly trained set of teachers and coordinators at its high schools, District 1 is well positioned for future service learning sustainability. This high level of training and participation, in conjunction with the central district commitment to pay District 1 site coordinators for at least one more year, bodes well for service learning in the future.

Section 2

Part A: Case Study Outcomes

Case Study Classrooms

El Camino Real High School

El Camino Real is a diverse high school comprised of 51% Whites, 26% Hispanics, 11% Asians and 8% African Americans. Located the southwestern part of the San Fernando Valley, the school's enrollment is 4,017 students.

The History/Social Science department at El Camino Real adopted the Center for Civic Education's *Project Citizen* curriculum for it's senior-level service learning project. About 240 seniors in six 12th grade American Government classes participated in the project. Students were asked to identify a number of issues they thought were important to their peers and contemporary society, then break into groups of 1-5 students by issue. Issues covered included illegal immigration, underage drinking, more vocational courses in high school, off-campus parking, recycling, teen pregnancy, date rape and alcohol abuse. Each group then researched their issue in depth, including administering surveys and conducting interviews with peers, teachers and community members, and use of periodicals and the Internet.

Next, each group planned, designed and assembled display boards explaining their issue. Each board explained the basic problem, provided possible alternatives, chose what they thought was the best alternative, and developed an action plan for implementing that policy. The displays had to incorporate graphic representations of the research done at each step of the project. Students also assembled a binder documenting each step in the process.

Finally, student's work was presented to judges in the school's auditorium. Each group had to explain their display board to the judges, and answer follow-up questions. Each group was graded using a multi-component rubric covering the group's documentation and their display board. In all, 70 groups presented their board. The last step in the process was for each student to write an essay reflecting on their experience and what they learned, which was added to their binder.

El Camino Real's service learning project qualifies as high-quality service because students responded to an actual community need (i.e., relevant issues to the school and immediate community), as reflected in the feedback from interviews and surveys each group administered to community members. The projects were also age appropriate and well organized, since they followed the well-established *Project Citizen* curriculum. Finally, since each group attempted to think through alternatives and solve their chosen problem, it was designed to solve some of the most vexing problems faced by our communities.

The main academic standards that El Camino Real's project sought to address were:

1. History: American Democracy 12.2 (Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the

relationships among them, and how they are secured) and 12.3 (Students evaluate and take and defend positions on what the fundamental values and principles of civil society are, their interdependence, and the meaning and importance of those values and principles for a free society)

2. ELA Listening & Speaking 1.4 (Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect) 1.6 (Use logical, ethical, and emotional appeals that enhance a specific tone and purpose)_1.7 (Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging)

As mentioned above, each group was assessed according to the Project Citizen Showcase Portfolio and Hearing Evaluation rubric, which measures performance on both the presentation board and students' presentation of their project. The presentation board addressed the History 12.2 and 12.3 standards, and the presentation delivery addressed ELA Listening & Speaking 1.4, 1.5 and 1.6 standards. The integrative component was the reflection essay written after the presentations.

Reseda High School

Reseda is a high school of 2,857 located in the central portion of the San Fernando Valley. The school's students are predominantly Hispanic (69%), followed by Whites (13%), African Americans (8%) and Asians (6%).

To bring the class materials covering World War II to the present day to life, one Reseda High School history/social science teacher had her 10th grade World History class interview U.S. veterans. The 30 students in the class broke up into four groups, and assigned themselves the roles of manager, videographer or interviewer. Each group was given a list of veteran's organizations and contact numbers. The managers in each group had to contact these groups to identify a veteran willing to participate and set up a time and place to interview him or her. In addition, they were responsible for any involved logistics.

Once their interview was set up, the interviewers developed interview questions, which were then refined with the help of the teacher. In addition, the entire group created a timeline of the conflict in which their veteran was involved, and compared it to their veteran's experiences and travels during the conflict.

Now fully prepared, the students conducted their interviews, with the videographers responsible for video and sound and the interviewer responsible for asking the questions. They also took photographs with their veteran. Finally, each group wrote their veteran a thank-you note, commenting on what they learned from him or her. During the last week of school, the groups will log their videotapes, fill out the necessary paperwork, and send the entire packet to the Library of Congress, where it will be filed for posterity.

Reseda's veteran interviews qualify as high-quality service because the project responded to an actual need to preserve the oral history of U.S. veterans. This project was recognized by the community the project impacted. Veterans are eager to tell their stories, as the groups found out when they contacted the veteran's organizations. Even the organizations that couldn't provide an appropriate veteran were thankful for the opportunity to pass their

insights and knowledge about war on to a younger generation. The project was also age appropriate and well organized. It was also designed to yield long-term benefit to both the veteran community and the students. By sending the interviews and related materials to the Library of Congress, they will be saved for future generations.

The main academic standards that Reseda's project sought to address were:

1. History 10.8 (Students analyze the causes and consequences of World War II), 10.9 (Students analyze the international developments in the post-World World War II world).
2. ELA Listening & Speaking 10th grade 2.3 (Apply appropriate interviewing techniques)

To assess students' proficiency in history standard 10.8, students were required to satisfactorily complete the veteran's timeline component of the project. To assess ELA Listening & Speaking 2.3, each group was required to develop a list of interview questions and conduct the actual interview. The integrative component of the project was the thank-you note to each group's veteran.

Grover Cleveland High School

Cleveland is a high school of 4,019 students located in the heart of the San Fernando Valley. The school is majority (58%) Hispanic, 18% White, 12% Asian, and 8% African American.

Long a proponent of urban studies and planning, one teacher of Cleveland's Urban Studies elective involved two Urban studies classes, totaling 28 students in a semester-long service-learning project linked to the Urban Land Institute's (ULI) UrbanPlan competition. Six teams of 4-5 students first competed against each other to determine the top school-level team. Then the winner advanced to the City-wide finals to compete with teams from seven other LA-area schools.

The first task for each team was to assign its members to one of five roles: CEO, director of marketing, financial officer, site planner/architect and city liaison. Team members learned about their roles and responsibilities. Next, each team was given identical Request for Proposal (RFP) packets asking them to propose a development solution for a plot of land in the Crenshaw district. The RFP also detailed all the guidelines for the project, provided demographic, environmental and market information about the neighborhood, and gave each team a budget to adhere to.

Each team was required to develop a written proposal for submission before the final judging. These reports ranged in length from 50-80 pages and included detailed information including maps, spreadsheets and financial worksheets. Issues each group had to contend with included whether to demolish buildings or try to renovate them, what to do with historical buildings, how many parking spaces to require, how to allocate space among retail, office and residential uses, whether to employ mixed use buildings, and how much space to reserve for parks and recreation. All the students made at least one trip to the actual site, to see it for themselves and get feedback from residents and community leaders.

Once written proposals were completed, the teacher coordinated the competition details. Teams used the information in their written proposals to develop an oral presentation to be delivered to the ULI judges. Just as with a real-world RFP competition, each team developed a name and logo, and each team had to sell their proposal to the judges as if they were vying for the contract. As visual aids for their presentation, each team created a presentation board with examples of the architecture styles they proposed, and a detailed three-dimensional model. Judges used a detailed rubric provided by ULI, which assessed the written and oral components of each project.

During the week between the school-level competition and the City-wide competition, students used their regular class periods to reflect on their projects, discussing what they learned, what they would have done differently and how they could have improved their final proposal and oral presentation.

Cleveland's UrbanPlan project was an example of high-quality service for a variety of reasons. The project responded to a great need for revitalization in the Crenshaw district, a need that was confirmed by the students when they visited the site. The project was very well organized and was age appropriate. Finally, the project was designed to significantly benefit the students participating as well as the community impacted. Students said their eyes were opened to how complicated urban planning is, learned how to work effectively in teams and felt a sense of accomplishment and self-confidence when the project was completed.

The main academic standards that Cleveland's UrbanPlan project sought to address were:

1. ELA Writing 11th and 12th grades 1.3 (Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples) and _1.4 (Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids; and the issuance of a call for action).

2. ELA Listening & Speaking 11th and 12th grades 1.4 (Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect),_1.5 (Distinguish between and use various forms of classical and contemporary logical arguments), 1.6 (Use logical, ethical, and emotional appeals that enhance a specific tone and purpose) and_1.7 (Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging)._

To assess students' proficiency in ELA Writing standards 1.3 and 1.4, students were required to satisfactorily submit their proposal for judging by ULI. To assess ELA Listening & Speaking 1.4, 1.5, 1.6 and 1.7, each group was required to develop a compelling oral presentation to the ULI judges, designed to sell their proposal. The integrative component of the project was the in-class discussions during the week between school-level competition and the city-wide competition.

To choose the three case studies for District 1, two different service learning assessment rubrics — ACCESS and Dipstick — were applied to all projects under consideration. First, district-level provided suggestions for possible case studies and teacher contact information.

Next, each potential candidate was briefly interviewed about their project. From information gathered during those interviews, each contender was rated by the evaluator using both ACCESS and the Dipstick. and the three highest scores were selected as the case studies.

As shown below, all three of the case study service learning projects at these schools rated highly on both rubrics, ensuring that the case studies were examples of "high quality" service learning. For a breakdown of scores at each school, see Appendix A.

School Name	Dipstick[1]	Rating	ACCESS[2]	Rating
El Camino Real HS	56	Excellent	24	Exceptional
Reseda HS	50	Above Average	22	Good
Cleveland MS	58	Excellent	24	Exceptional

Academic Outcomes

El Camino Real High School

Each group's academic performance was assessed using the *Project Citizen* Showcase Portfolio and Hearing Evaluation rubric (see Appendix B for copies of assessments). The rubric asked judges to assign a score of 1 (worst) to 10 (best) for nine criteria related to the oral portion of the project. The oral delivery addressed ELA Listening & Speaking standards 1.4, 1.5 and 1.6.

Case Study S-L Project	Standards Assessed	Method of Student Assessment	% of Students Achieving Proficiency
El Camino Real Project Citizen Portfolios	History American Democracy 12.10	Portfolio and board preparation	93%
	ELA Listening & Speaking 1.4, 1.5, 1.6	Presentation of portfolio	93%
		Overall Class / Group Average	**93%**

For the presentation, projects scoring 90-81 were considered excellent, 80-72 were considered above average, 71-63 were considered average and 62 or less were considered below average. For the purposes of the CalServe assessment the groups scoring average or better were considered to have achieved proficiency on the project. Based on the above scale, 93% of the groups were judged proficient on their oral presentation.

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[1] The "Dipstick" rubric works on a 70-point scale (seven categories, 10 possible in each), and consideration was contingent on schools scoring Excellent (70-56) or Above Average (55-42).
[2] The "ACCESS" rubric utilizes a 28-point scale (seven categories, 4 points possible in each), and the cutoff for consideration was a score of Exceptional (28-24) or Good (19-23).

Reseda High School

To assess students' academic performance in the veteran interview project, two criteria were identified: development of the interview questions und successful completion of the interview itself. Successful development of the questions and the completion of the interview were considered proficiency on ELA Listening & Speaking 2.3.

Public *Works*, Inc. developed a rubric for the teacher to record each group's performance level. Both components were scored on a scale of 1 (Did not meet) to 4 (Exceeded) for each group. Scores were then added up. Groups scoring 7-8 were deemed to have exceeded the requirements of the project, those between 5-6 were considered to have met the requirements, those from 3-4 were considered to have partially met the requirements and those from 1-2 were considered not to have met them. For the purposes of the CalServe assessment, groups deemed to have met or exceeded the requirements were considered proficient.

Case Study S-L Project	Standards Assessed	Method of Student Assessment	% of Students Achieving Proficiency
Reseda Veteran Interviews	History 10.8/10.9	Research & preparation worksheet	100%
	ELA Listening & Speaking 2.3	Development of interview questions	100%
	ELA Listening & Speaking 2.3	Conducting the interviews	75%
		Overall Class / Group Average	**91.7%**

Based on the above criteria, 100% of students achieved proficiency on the question development, and 75% achieved proficiency on the interview itself.

Grover Cleveland High School

Each group's oral presentation was judged using ULI's detailed rubric (see Appendix B). The rubric graded the oral presentations on a wide variety of criteria, including organization, presentation skills, preparation, accuracy and focus, defense of the proposal and visual aids. Total possible on the oral portion was 100 points, and 25 additional points were possible for the 3-D model. Each group's oral presentation addressed ELA Listening & Speaking 1.4, 1.5, 1.6 and 1.7.

On the oral presentation (including the 25 points for the model), groups scoring 125-94 were considered to have exceeded expectations, those scoring 93-63 were considered to have met expectations, those scoring 62-31 were considered to have partially met expectations and those scoring less than 30 we considered insufficient. For the purposes of the CalServe assessment, groups who met or exceeded expectations were considered

proficient. Based on the above criteria, 100% of the groups achieved proficiency on the oral proposal.

Case Study S-L Project	Standards Assessed	Method of Student Assessment	% of Students Achieving Proficiency
Cleveland Urban Land Institute Competition	History 11.11	Proposal development	100%
	ELA Listening & Speaking 1.4, 1.5, 1.6, 1.7	Presentation of proposal	100%
		Overall Class / Group Average	**100%**

Civic Outcomes

El Camino Real High School

As previously mentioned, each group's performance was assessed using the Project Citizen Showcase Portfolio and Hearing Evaluation rubric (see Appendix B). For the project's civic standard, the rubric asked judges to assign a score of 1 (worst) to 10 (best) for 10 different criteria related to the written portfolio materials. The presentation board/portfolio addressed the History 12.2 and 12.3 standards.

On the portfolio, projects scoring 100-90 were considered excellent, 89-80 were considered above average, 79-70 were considered average, and those scoring 69 or less were considered below average. For the purposes of the CalServe assessment the groups scoring average or better were considered to have achieved proficiency on the civic portion of the project. Based on the above scoring ranges, 93% of the groups were judged proficient on the portfolio.

Reseda High School

Civic performance in the veteran interview project was measured by assessing the veteran's timeline, Successful completion of veteran's timeline was considered proficiency in history standard 10.8. The timeline component was assessed using the Public *Works*, Inc. rubric mentioned above. It was scored on a scale of 1 (Did not meet) to 4 (Exceeded) for each group. Groups scoring 4 were deemed to have exceeded the requirements of the project, those scoring 3 were considered to have met the requirements, those scoring 2 were considered to have partially met the requirements and those scoring 1 were considered not to have met them. For the purposes of the CalServe assessment, groups deemed to have met or exceeded the requirement were considered proficient. Based on the above criteria, 100% of students achieved proficiency on the timeline.

Grover Cleveland High School

The ULI rubric (see Appendix B) was also used to assess the civic component of the project by grading the written proposal. It observed five categories (format adherence, group information, proposal details, financial worksheets and site map) for a maximum of 125 total points. Each group's written proposal addressed History standard 11.11. On the written proposals, projects scoring 125-94 points were considered to have exceeded expectations, those scoring 93-63 were considered to have met expectations, those scoring 62-31 were considered to have partially met expectations, and those scoring less than 30 were considered insufficient. For the purposes of the CalServe assessment, groups who met or exceeded expectations were considered proficient. Based on the above criteria, 100% of the groups achieved proficiency on the written proposal.

Other Outcomes in Case Studies

All of the students involved in the case study classrooms participated in a survey at the end of their service learning project. The survey aimed to prompt student reflection about they key benefits of service learning participation, as well as solicit information on how to further improve service learning experiences for students. We have reported the results below:

Service Learning Helped Me Learn…	% of students responding "A Great Deal"		
Personal and Social Development	Cleveland (N=22)	El Camino (N=177)	Reseda (N=19)
That I can have an impact on the school community	45%	18%	16%
That I can have an impact on my neighborhood and surrounding community	45%	16%	11%
That I can be a successful student	64%	36%	58%
That I can be a leader in my community	50%	22%	11%
How to work together in a team to accomplish a goal	86%	41%	79%
That it is important to get along with people who are different from me	73%	43%	68%
That it is important to stay out of trouble if I want to be successful in my future	36%	39%	58%
The value of cultural, ethnic, and racial diversity in the people I work with and know	64%	31%	33%
Civic Responsibility			
Which issues are important at my school	18%	27%	5%
Which issues are important in my community	36%	29%	11%
The history of social and community problems	68%	18%	21%
The value of helping and "giving back"	45%	28%	32%
How to direct concerns and questions to the appropriate level of government	45%	20%	11%
The importance of voting and participating in political discussions and issues	36%	22%	37%

As shown above, students were most positive about the personal and social benefits of participation in service learning. In particular, service learning helped students develop self-confidence, work together in teams, view diversity as a resource, and develop leadership

skills. Students were much less likely to see the benefits of service learning for civic responsibility.

The survey also included sections for students to rate themselves in terms of the academic standards of their service learning project and on the value of service learning on research and presentation skills learned as part of the projects.

How would you improve service learning projects for the next groups of students?	% of students responding		
	Cleveland (N=22)	El Camino (N=177)	Reseda (N=19)
Provide more time for service learning	53%	56%	44%
Allow more student input into the design of service learning projects	42%	34%	44%
Provide more time to actually work with those receiving the service	58%	43%	44%
Make closer connections to the content/subject matter of this class	53%	51%	39%

Lastly, the survey data provided an opportunity for students to reflect on their service learning experience. For the vast majority (63%-73%) of students, this was their first service learning experience. Most (74%-95%) said that they understood the purpose of service learning and most (67%-91%) said that they would recommend service learning to other students. Survey data suggest that students were most interested in increasing the amount of time allocated to service learning and on connecting service learning more closely to classroom curriculum and instruction.

Conclusions, Recommendations and Next Steps

Among the high-quality case studies included in this evaluation, there is strong evidence that students are benefiting from participation in service learning. In particular, the vast majority of students demonstrated mastery of key academic content standards (typically a combination of English/Language Arts and History/Social Studies) as part of service learning projects. In addition, students viewed service learning as a vehicle for personal and social development. Students were much less likely to see the civic aspects of service learning. LAUSD District 1 intends to use the results from this evaluation to highlight the benefits of service learning as part of the on-going expansion of service learning in secondary schools.

Section 3: Training & Professional Development

Outcomes to be Measured & Achieved

- **Outcome #1:** Provide teachers with the training and support they need to integrate high-quality service learning into their curricula.
- **Outcome #2:** Offer teachers at least four service learning training sessions throughout the year, including one full-day training.

Methodology

To measure outcome #1, feedback from teacher training sessions was analyzed. For outcome #2, evaluators observed the number and type of training offered to date, as well as that planned for the future.

Findings & Evidence

On outcome #1, District 1 made a positive impact on teachers interested in incorporating service learning into their curriculum. According to the feedback collected at District 1's teacher trainings, about 80% was positive. Of the remaining 20%, almost all simply wanted additional help or had individual questions. This in and of itself proved a positive, as it allowed District 1 staff to give individual attention to teachers who felt they needed more training. On the second outcome, District 1 was able to offer two district-sponsored training sessions, and two trainings focused on teaching the *Project Citizen* curriculum, in conjunction with the Center for Civic Education, and one full-day training session in conjunction with District 2. In addition, a series of three-hour workshops is scheduled for July 17-18 and August 14-18. Topics include Service Learning 101, conducting oral histories, incorporating service learning to history at each grade level, and more.

Conclusions

District 1 has been very successful in focusing on teacher service learning preparation. Almost all teachers providing feedback on District 1 service learning training had something positive to say about their experience or wanted even more training. In addition, the district exceeded its outcome goal for training sessions by one, and more training is planned for the summer.

Recommendations & Next Steps

Training teachers is crucial to the sustainability of CalServe's service learning initiative, as the knowledge passed on during those sessions endures well beyond the funding period. As long as District 1 continues to commit itself to training teachers in service learning, it will continue to be a well-utilized, high-quality teaching tool.

Section 4: Organizational Capacity & Leadership

Part A: Advisory Committees

Outcomes to be Measured & Achieved

- **Outcome #1:** Significantly expand central-district advisory committee membership and hold regular meetings every two months.

Methodology

To determine the success of District 1's advisory committee, two indicators were used. First was the number of people that were added to the committee. Second was whether the group met at least once every two months, as planned.

Findings & Evidence

The central district advisory committee expanded in membership in 2005-06. In addition to teachers and education agencies already on the committee, its roster now includes Catalyst Ambassadors, a group of students intended to help build support for service learning at the student level. These students attended the final two advisory committee meetings. There were also community based organization (CBO) additions, like Junior Achievement, the Volunteer Center, Center for Civic Education, and the Educational Alliance. Fulfilling the second part of outcome #1, the advisory committee met an average of once every two months throughout the school year, as planned.

Conclusions

By adding new members to the advisory committee, its capacity to identify resources, troubleshoot problems, generate ideas, assess needs, plan, and share ideas across the district was greatly increased. In addition, the fact that the committee met regularly meant that teachers had a consistent means of solving their problems and getting new ideas to improve their service learning projects. It also expanded teachers' contacts and resources, giving them a broader choice of people to call if they had a question or wanted advice.

Recommendations & Next Steps

The advisory committee is one of the most valuable and sustainable components of Local District 1's service learning initiative. Because it requires very little money to sustain, and because participants are eager to participate, the committee meetings should continue to flourish after CalServe funding has ceased.

Part B: Other Organizational Capacity

Outcomes to be Measured & Achieved

- **Outcome #1:** Expand District 1's roster of community-based organization (CBOs) partners and expand the menu of resources available to District 1 schools.

Methodology

Effectiveness of District 1's organizational capacity outcomes was measured by tallying the number of new CBO partners it now works with through the central district. The quality of support provided by those partners was assessed by examining what each new partner brought to the table.

Findings & Evidence

District 1's CBO partnerships have mainly been cultivated at the central district level, though some have also been forged in conjunction with District 2. In the last year, new or expanded partnerships have been forged with the Center for Civic Education, Junior Achievement, Bank of America, Disney, the Cesar Chavez Foundation, and the Museum of Tolerance. These partnerships have yielded a wide range of valuable benefits, like instructional materials, professional development resources and training, meeting space, food and refreshments, and transportation.

Conclusions

District 1's ability to attract and involve new partners to support its service learning initiatives will be a key contributor to sustainability after CalServe Funding has dried up. By compensating for valuable lost resources with partner involvement, the district can continue to serve schools interested in helping schools fulfill their obligation to secure service learning credit for all their graduates.

Recommendations & Next Steps

District 1 should continue to cultivate strategic relationships with CBOs, to try and compensate for some of the loss of CalServe funding and further improve the quality and variety of service learning it can offer students.

Section 5: Resource Development

Outcomes to be Measured & Achieved

- **Outcome #1:** Support community events and other outreach activities at District 1 schools.
- **Outcome #2:** Generate matching fund support for district-wide service learning activities to move further toward program sustainability.

Methodology

The level of success of outcome #1 was determined by observing the school-based community events held in 2005-06 in District 1. To assess outcome #2, evaluators analyzed the amount and quality of fund matching provided by both the district and by CBO partners.

Findings & Evidence

There were several successful instances of outreach in 2005-06. El Camino Real High School invited community leaders and elected officials to participate in the final judging of its *Project Citizen* presentation products. Cleveland High School made great strides in making contacts at local museums for its art docent project. And Frost Middle School worked with the Los Angeles Daily News on an article covering its pet rescue newsletter project.

Fund matching from the district and partner CBOs accounted for a wide variety of resources. For example, the salary of the District 1 Social Science Specialist, whose responsibilities include oversight of service learning activities, is matched by the district. In addition, resource kits, instructional materials, professional development, meeting facilities, transportation, and refreshments have all been covered by the district and CBO partners.

Conclusions

While the district did not plan or execute any community outreach events itself, it did successfully support the events and PR activities of schools that did reach out to the community. These outreach is important, as it creates excitement and buy-in within the community, and expands the list of potential partners and donors. The district has also been successful in working with the central district and its CBO partners to generate matching fund support of its schools. Both outcomes will be key in District 1 achieving sustainability of its service learning initiatives, as they allow District 1 to transition away from CalServe funds and still maintain the quality of its programs.

Recommendations & Next Steps

Although District 1 is doing a good job supporting community outreach among its schools and cultivating CBO partners, more should be done to encourage these activities. Creating buy-in and generating additional CBO resources and partnerships will only make the District's service learning activities more robust and independent.

Section 6: Local Evaluation

Strengths

At the last service learning coordinators meeting, District 1 administered a needs assessment survey to all coordinators and teachers in attendance. While the district is still collecting surveys, this instrument should yield some valuable insights. It should allow the district to further direct its training and resource development efforts toward areas of greater need

Weaknesses

Due to the CalServe report deadline, the evaluation team was forced to complete its evaluation before the end of the school year. Most teachers seem to push their service learning projects to the end of the school year, due to statewide testing. As a result of a June report deadline, case studies had to be rushed, which irritated some of the teachers. CalServe might want to consider moving the report deadline to July 1 or thereabouts.

Instruments & Measures

Creating custom assessments and survey instruments, based on each case study school's individual project, was a marked improvement on the macro-level approach used in 2004-05. The reason for their effectiveness was that the instruments accounted for the particulars of each individual project, rather than try to force individual projects to fit a template mold. The assessments and surveys required more work for evaluators, but the quality of the data gathered justified the extra work.

Recommendations & Next Steps

Discussions with District 1 staff yielded two recommendations for improving service learning evaluation efforts in the future:

1. The district needs to find ways of making the evaluation process less cumbersome. Some teachers get annoyed and feel less likely to cooperate as a team when their workload is consumed with task they see as busywork. Also, they question the wisdom of spending too much time filling out paperwork and not enough on providing high-quality service learning to their students.

2. It would help even further toward the goal of sustainability if the district were able to focus on talking with coordinators more often to determine what problems or questions they confronted, and take advantage of more opportunities to provide them with counsel and resources. The aforementioned needs assessment will help greatly in this regard, but more opportunities for dialog must be created.

Appendix A

Measure of Service Learning Quality

ACCESS Rubric

	Cleveland	El Camino Real	Reseda
Meaningful Service	3	3	3
Collaboration	4	4	4
Fosters Civic Responsibility	4	4	3
Integrates Learning	4	3	4
Reflection	3	3	3
Student Voice	2	4	2
Evaluation & Assessment	4	3	3
Total	24	24	22

ACCESS Quality Key
Exceptional: 24-28
Good: 19-23
Limited: 14-18
Minimal: 13-17
Incomplete: 0-12

Dipstick Rubric

	Cleveland	El Camino Real	Reseda
Integrated Learning	10	8	8
High Quality Service	6	7	7
Collaboration	10	9	8
Student Voice	6	9	6
Civic Responsibility	9	8	7
Reflection	7	7	7
Evaluation	10	8	7
Total	58	56	50

Disptick Quality Key
Excellent: 70-56
Above Average: 55-41
Limited: 40-26
Minimal: 25-12
Incomplete: 11-0

Appendix B

Service Learning
Performance Rubric

Service Learning Proposal Scoring Rubric
Cleveland High School

Group Name/Participants: _____

Directions: Teachers should rate students' performance in each of the three areas below. Students must score 6 or above to pass.

Extent to which the student performed on the following project components	Insufficient	Partially Met	Met	Exceeded
1. Proposal development (History 11.11)	1	2	3	4
2. Presentation of proposal (ELA Listening & Speaking 1.4, 1.5, 1.6, 1.7)	1	2	3	4

Comments:

Service Learning Interview Scoring Rubric
El Camino Real High School

Group Name/Participants: _____

Directions: Teachers should circle students' performance level in both areas below.
Students must score average or better in both components to pass.

Extent to which the student performed on the following project components	Below Average	Average	Above Average	Excellent
1. Portfolio and board preparation (History American Democracy 12.2, 12.3)	69-0	79-70	89-80	100-90
2. Presentation of portfolio (ELA Listening & Speaking 1.4, 1.6, 1.7)	62-0	71-63	80-72	90-81

Comments:

Appendix C

Service Learning
Student Survey

Service Learning Student Survey, Grades 9-12

You have been selected to participate in a survey about your experiences with service learning. This information will help your school better understand what you have learned through service learning and how service learning can benefit students and the community. The survey should take about 15 minutes to complete. When you are finished, please return the completed survey to your teacher.

Definition of service learning: A classroom strategy in which students learn and develop through active participation in high quality service that meets the needs of a community. Service learning helps students learn state standards, fosters civic responsibility and provides structured time for students to reflect on their experiences. *Service learning is <u>not</u> an internship, community service or volunteer work.*

Section I: Description of your Service Learning Experience

1. How long did the service learning project in this class last? (select one):

☐ 1-2 weeks ☐ 3-4 weeks ☐ 5-8 weeks ☐ the whole semester

2. Who participated in your service learning project? (select one):

☐ I did it alone ☐ I worked in a small group of 2-5 students
☐ I did it along with the whole class ☐ I worked in a larger group of 6-15 students

3. Did you help select or design the service learning project that you participated in?

☐ Yes ☐ No ☐ Not sure

4. What topic or policy area was the focus of your service learning project? (check all that apply):

☐ Education ☐ Public Works or Safety ☐ Civic Action
☐ Health ☐ Human services and social needs ☐ Environment/Recycling
☐ Other (please describe) _____

5. What community was the focus of your service learning project? (check all that apply):

☐ School community (benefited students at this school)
☐ Immediate surrounding community (benefited another school or the neighborhood)
☐ Larger community (served others outside the school or neighborhood)

Section II: Benefits of Service Learning

Please circle the response that best reflects your opinion about what you have learned through participating in service learning during this class.

Not al all = 1   A little = 2   Some = 3   A great deal = 4

PERSONAL AND SOCIAL DEVELOPMENT				
Service learning helped me learn…	**Not at all**	**A little**	**Some**	**A great deal**
6. That I can have an impact on the school community.	1	2	3	4
7. That I can have an impact on my neighborhood and surrounding community.	1	2	3	4
8. That I can be a successful student.	1	2	3	4
9. That I can be a leader in my community.	1	2	3	4
10. How to work together in a team to accomplish a goal.	1	2	3	4
11. That it is important to get along with people who are different from me.	1	2	3	4
12. That it is important to stay out of trouble if I want to be successful in my future.	1	2	3	4
13. The value of cultural, ethnic and racial diversity in the people I work with and know.	1	2	3	4
CIVIC RESPONSIBILITY				
Service learning helped me learn…	**Not at all**	**A little**	**Some**	**A great deal**
14. Which issues are important at my school.	1	2	3	4
15. Which issues are important in my community.	1	2	3	4
16. The history of social and community problems.	1	2	3	4
17. The value of helping and "giving back"	1	2	3	4
18. How to direct questions and concerns to the appropriate level of government.	1	2	3	4
19. The importance of voting and participating in political discussions and issues.	1	2	3	4
ACADEMIC STANDARDS & SKILLS				
Service learning helped me learn…	**Not at all**	**A little**	**Some**	**A great deal**
20. How to use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources (ELA Standard, Writing Strategies, Research & Technology 1.3).	1	2	3	4
21. How to develop the main ideas within the body of a composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). (ELA Standard, Writing Strategies, Research & Technology 1.3).	1	2	3	4

22. How to analyze human modifications of landscapes and examine the resulting environmental policy issues (Historical and Social Sciences, Analysis skills 5)	1	2	3	4

RESEARCH AND PRESENTATON SKILLS				
Service learning helped me learn…	Not at all	A little	Some	A great deal
23. Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)._ (ELA Standard, Writing Strategies, Research & Technology 1.6).	1	2	3	4
24. Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies) (ELA Standard, Writing Strategies, Research & Technology 1.7).	1	2	3	4
25. Integrate databases, graphics, and spreadsheets into word-processed documents (ELA Standard, Writing Strategies, Research & Technology 1.8).	1	2	3	4
28. How to deliver an multimedia presentation that combines text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images (ELA Standard, Listening & Speaking 2.4).	1	2	3	4
29. How to deliver an expository presentation that marshals evidence in support of a thesis and related claims, conveys information and ideas from primary and secondary sources, and organizes and displays information on charts, maps, and graphs. (ELA Standard, Listening & Speaking 2.2).	1	2	3	4

Section III: Reflection on Your Service Learning Experiences

30. Was this the first time you have had service learning in a class?
   ☐ Yes   ☐ No   ☐ Not sure

31. Did you understand the purpose of service learning?
   ☐ Yes   ☐ No   ☐ Not sure

32. Would you recommend service learning to other students?
   ☐ Yes   ☐ No   ☐ Not sure

33. What was the most meaningful or important part of your service learning project? What helped you most?

_____

_____

34. How would you improve service learning projects for the next group of
     students in this class? (check all that apply)

☐ Provide more time for service learning
☐ Allow more student input into design of service learning projects
☐ Provide more time to actually work with those receiving the service
☐ Make closer connections to the content/subject matter of this class

Section IV: About You

35. What grade are you in?

☐ **9**th   ☐ **10**th   ☐ **11**th   ☐**12**th

36. What is your ethnicity? (mark one)
☐ African American   ☐ American Indian or Alaskan Native
☐ Asian American/Pac Islander ☐ Hispanic/Latino ☐ White/Caucasian ☐ Other

37. What is your gender? ☐ Male   ☐ Female

**38. What is the highest-level math class that you have taken, including any class
that you are currently taking. (mark one)**

☐ No math   ☐ Algebra I   ☐ Algebra II
☐ Geometry   ☐ Trigonometry   ☐ Calculus
☐ Other _____

39. What kind of grades did you get on your last report card? (mark one)

☐ Mostly A and B   ☐ Mostly B and C
☐ Mostly C and D   ☐ Mostly D and F

Thank you for your time.
Please return the completed survey to your teacher.

Service Learning Student Survey, Grades 9-12

You have been selected to participate in a survey about your experiences with service learning. This information will help your school better understand what you have learned through service learning and how service learning can benefit students and the community. The survey should take about 15 minutes to complete. When you are finished, please return the completed survey to your teacher.

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Section I: Description of your Service Learning Experience

6. How long did the service learning project in this class last? (select one):

☐ 1-2 weeks   ☐ 3-4 weeks   ☐ 5-8 weeks   ☐ the whole semester

7. Who participated in your service learning project? (select one):

☐ I did it alone   ☐ I worked in a small group of 2-5 students
☐ I did it along with the whole class   ☐ I worked in a larger group of 6-15 students

8. Did you help select or design the service learning project that you participated in?

☐ Yes   ☐ No   ☐ Not sure

9. What topic or policy area was the focus of your service learning project? (check all that apply):

☐ Education   ☐ Public Works or Safety   ☐ Civic Action
☐ Health   ☐ Human services and social needs ☐ Environment/Recycling
☐ Other (please describe) _____

10. What community was the focus of your service learning project? (check all that apply):

☐ School community (benefited students at this school)
☐ Immediate surrounding community (benefited another school or the neighborhood)
☐ Larger community (served others outside the school or neighborhood)

Section II: Benefits of Service Learning

Please circle the response that best reflects your opinion about what you have learned through participating in service learning during this class.

Not al all = 1   A little = 2   Some = 3   A great deal = 4

PERSONAL AND SOCIAL DEVELOPMENT			
Service learning helped me learn…	**Not at all**	**A little**	**Some**	**A great deal**
6. That I can have an impact on the school community.	1	2	3	4
7. That I can have an impact on my neighborhood and surrounding community.	1	2	3	4
8. That I can be a successful student.	1	2	3	4
9. That I can be a leader in my community.	1	2	3	4
10. How to work together in a team to accomplish a goal.	1	2	3	4
11. That it is important to get along with people who are different from me.	1	2	3	4
12. That it is important to stay out of trouble if I want to be successful in my future.	1	2	3	4
13. The value of cultural, ethnic and racial diversity in the people I work with and know.	1	2	3	4
CIVIC RESPONSIBILITY			
Service learning helped me learn…	**Not at all**	**A little**	**Some**	**A great deal**
14. Which issues are important at my school.	1	2	3	4
15. Which issues are important in my community.	1	2	3	4
16. The history of social and community problems.	1	2	3	4
17. The value of helping and "giving back"	1	2	3	4
18. How to direct questions and concerns to the appropriate level of government.	1	2	3	4
19. The importance of voting and participating in political discussions and issues.	1	2	3	4
ACADEMIC STANDARDS & SKILLS			
Service learning helped me learn…	**Not at all**	**A little**	**Some**	**A great deal**
20. To evaluate, take, and defend positions on the fundamental values and principles of civil society for a free society (U.S. History Standard 12.3)	1	2	3	4
21. How civil society provides opportunities for individual to associate for social, cultural, religious, economic and political purposes (U.S. History Standard 12.3.1)	1	2	3	4
22. How civil society makes it possible for people to bring their influence to bear on government in ways other than voting and elections (U.S. History Standard 12.3.2)	1	2	3	4
23. To discuss the historical role of religion and religious diversity (U.S. History Standard 12.3.3)	1	2	3	4
24. To compare the relationship of government and civil society in constitutional democracies and authoritarian/totalitarian regimes (U.S.	1	2	3	4

History Standard 12.3.4)				

RESEARCH AND PRESENTATON SKILLS				
Service learning helped me learn…	**Not at all**	**A little**	**Some**	**A great deal**
25. How to select an issue or problem to investigate.	1	2	3	4
26. How to collect information on a topic using written sources such as books, newspaper articles, Internet searches, etc..	1	2	3	4
27. How to collect information on a topic using in-person interviews, listening to a guest speaker, etc.	1	2	3	4
28. How to collect information on a topic using a survey of students, parents, or other community members.	1	2	3	4
29. How to develop an action plan for solving a community issue or problem.	1	2	3	4
30. How to make a presentation of your project to others.	1	2	3	4

Section III: Reflection on Your Service Learning Experiences

31. Was this the first time you have had service learning in a class?
    ☐ Yes   ☐ No   ☐ Not sure

32. Did you understand the purpose of service learning?
    ☐ Yes   ☐ No   ☐ Not sure

33. Would you recommend service learning to other students?
    ☐ Yes   ☐ No   ☐ Not sure

34. What was the most meaningful or important part of your service learning project? What helped you most?

_____

_____

_____

35. How would you improve service learning projects for the next group of students in this class? (check all that apply)

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39. What is the highest-level math class that you have taken, including any class that you are currently taking? (mark one)

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40. What kind of grades did you get on your last report card? (mark one)

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13. Did you help select or design the service learning project that you participated in?

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14. What topic or policy area was the focus of your service learning project? (check all that apply):

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☐ Health   ☐ Human services and social needs   ☐ Environment/Recycling
☐ Other (please describe) _____

15. What community was the focus of your service learning project? (check all that apply):

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18. How to direct questions and concerns to the appropriate level of government.	1	2	3	4
19. The importance of voting and participating in political discussions and issues.	1	2	3	4
ACADEMIC STANDARDS & SKILLS			
Service learning helped me learn…	**Not at all**	**A little**	**Some**	**A great deal**
20. About the causes and consequences of World War II (World History Standard (10.8)	1	2	3	4
21. About international developments in the post-World War II world (World History Standard (10.9)	1	2	3	4
22. How to write and speak with a command of standard English (ELA Standard 1.0 – Written and Oral English Language Conventions).	1	2	3	4

RESEARCH AND PRESENTATON SKILLS				
Service learning helped me learn…	**Not at all**	**A little**	**Some**	**A great deal**
23. How to select an issue or problem to investigate.	**1**	**2**	**3**	**4**
24. How to collect information on a topic using written sources such as books, newspaper articles, Internet searches, etc..	**1**	**2**	**3**	**4**
25. How to collect information on a topic using in-person interviews, listening to a guest speaker, etc.	**1**	**2**	**3**	**4**
26. How to collect information on a topic using a survey of students, parents, or other community members.	**1**	**2**	**3**	**4**
27. How to develop an action plan for solving a community issue or problem.	**1**	**2**	**3**	**4**
28. How to make a presentation of your project to others.	**1**	**2**	**3**	**4**

Section III: Reflection on Your Service Learning Experiences

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30. Did you understand the purpose of service learning?
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_____

_____

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Thank you for your time.
Please return the completed survey to your teacher.