



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Reference Guide

---

**TITLE:** Service-Learning Graduation Requirement

**NUMBER:** Reference Guide No. REF-914

**ISSUER:** Liza Scruggs, Assistant Superintendent  
Instructional Support Services

**DATE:** April 19, 2004

**MAJOR CHANGES:** This Reference Guide replaces Instructional Support Services Reference Guide M-58 of the same title dated June 23, 2003. The District organization has been updated to reflect current information.

**GUIDELINES:** The following guidelines apply.

**ROUTING**  
Local District Superintendents  
Local District Directors of Instruction  
Local District Directors of School Support Services  
Principals  
Assistant Principals, SCS  
Counselors  
Department Chairs  
UTLA Chapter Chairs

I. INTRODUCTION

In March 1999, the School Board Members approved a change in graduation requirements to include service-learning for the Class of 2007. Students will complete a service-learning experience integrated into the curriculum of an academic course in grades 9 through 12 in order to graduate from high school.

LAUSD is in line with the State of California Department of Education service-learning goals. In 1996 the State Superintendent of Public Instruction established goals for implementing service-learning in California. By the year 2000, 25% of California's school districts should have offered all students at least one community service or service-learning opportunity at each grade span (K-5, 6-8, 9-12). California reached that goal. By 2004, 50% of all California districts should offer all students at least one service-learning or community service opportunity at each grade span.

II. PURPOSE

The purpose of this document is to identify the procedures for students to complete the service-learning requirement and to identify the procedures for school personnel to use to verify and document completion of the requirement.

III. DEFINITIONS AND COURSES

Service-learning is a teaching/learning strategy in which students learn and develop through active participation in high quality service that meets the needs of a community and which is integrated into and enhances a rigorous academic curriculum. Service-learning is aligned with the state standards,



fosters civic responsibility, and provides structured time for student reflection. While *community service* has long been a part of school activities through service, club, student government, and leadership activities, it is often an “add-on” that is not integrated into the core curriculum. Through *service-learning*, a service activity can be made into an educational experience, directly tied to the standards.

By the academic year 2005-2006, a service-learning experience will be embedded into the Instructional Guide for the United States History 20<sup>th</sup> Century AB and the AP U.S. History AB courses.

In addition, any teacher who incorporates a service-learning experience into his/her course at any grade level 9 through 12 may request that the Principal review the curriculum and course syllabus to verify that a high quality service-learning experience is part of the course curriculum. The Principal, or designee, will use Attachment A Elements of High-Quality Service-Learning to verify the quality of the proposed experience and authorize the teacher and the course as completing the service-learning requirement for graduation. Students completing the experience and passing the course will satisfy the service-learning graduation requirement.

#### IV. VERIFYING COMPLETION OF THE REQUIREMENT

As a student successfully completes an identified District United States History course, the SIS system will automatically check off the service-learning requirement on the appropriate SIS screen.

The Assistant Principal Secondary Counseling Services or designee will follow the directions specified below for posting the completion of the service-learning requirement when a teacher and course have been authorized by the Principal as having a high-quality service-learning experience embedded in the course curriculum.

1. Ensure that there is a bubble number in CL31 each semester for District Course number 42-99-49 SERVE LEARN 0.0. The course must be listed for 0.0 credits.
2. Use the above bubble number in CL01 to create a class in the Master Schedule. The class should use a period that currently is not used in your school (i.e. period B, period C, etc.). For year-round schools, this course should have a class on each track, each semester.
3. When the Principal authorizes a teacher and class for service-learning, the students are enrolled as a group in 42-99-49 Service-learning Requirement.



## LOS ANGELES UNIFIED SCHOOL DISTRICT Reference Guide

---

4. At the end of the semester, the teacher of the authorized class will notify the APSCS and the Credit Clerk or designee of the students who have satisfactorily completed the service-learning experience. The Credit Clerk or designee enters a final academic mark of "P" in MR04 for the 42-99-49 class.

Making the final grade of "P" in the computer will cause the course and academic mark to print on a cumulative grade label when CL22 is run at the end of the semester. Also, the course and academic mark will be posted to TR01 when TR22 is run at the end of the semester.

**ASSISTANCE:** For assistance or further information, please contact Bud Jacobs, Director, High School Programs at (213) 241-6895.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Instructional Support Services

ATTACHMENT A

ELEMENTS OF HIGH-QUALITY SERVICE-LEARNING

The Principal or designee will use the elements identified below to evaluate a proposed service-learning experience to be incorporated into a course for meeting the service-learning requirement for graduation requirement.

- Core Academic Learning  
The service experience enhances the knowledge, value, or skill goals of the class or school. The service-learning experience is an effective instructional strategy that is aligned to the state content standards identified for the course.
- Meaningful Service  
The service experience helps to increase each student's sense of civic responsibility, meets a real need in the community as defined by the community, is appropriate to the student's age or development, is well organized, and results in a valued outcome.
- Student Voice  
Students assist in planning, implementing, and evaluating the service-learning experience.
- Reflection  
Students reflect prior to the service-learning experience to plan and prepare for the activities, during the experience to review and assess, and after the service-learning experience to evaluate the process and the activities.
- Collaboration  
All stakeholders, including administrators, social service agencies, businesses, community and college partners, parents, students, and teachers, are involved in planning, implementing, and evaluating the service-learning experience.