

CA State Seal of Civic Engagement

- October 2017, Governor Jerry Brown signed Assembly Bill 24 into law requiring the State Superintendent of Public Instruction to recommend criteria for awarding a State Seal of Civic Engagement to students.
- September 10, 2020, the State Board of Education adopted criteria and guidance toward a State Seal of Civic Engagement (SSCE)
- The Board approved for FUHSD to develop our own criteria for eligibility and award.



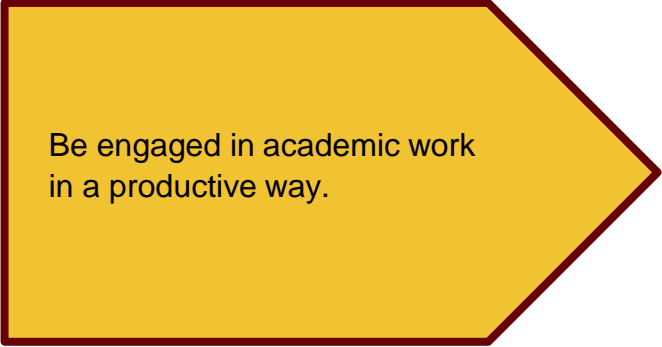
SSCE Criteria



The student must:

1. Be engaged in academic work in a productive way;
2. Demonstrate a competent understanding of the United States and California constitutions; functions and governance of local governments; tribal government structures and organizations; the role of the citizen in constitutional democracy; and democratic principles, concepts, and processes;
3. Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts;
4. Demonstrate civic knowledge, skills, and dispositions through self-reflection; and
5. Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society.

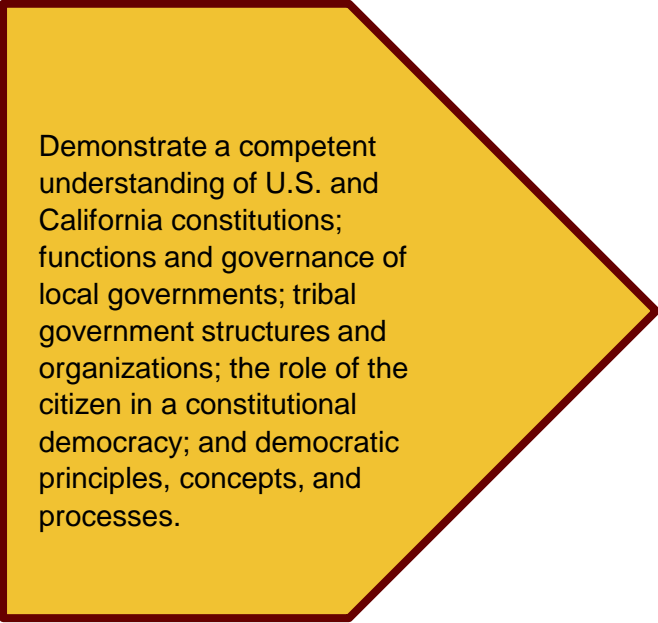
Criteria 1



Be engaged in academic work
in a productive way.

- Being enrolled in and attending classes, and/or on track to graduate or earn a Certificate of Completion at any FUHSD campus.
- Record of 80% positive attendance.
- Submit a letter of recommendation from an FUHSD certificated employee (administrator, teacher, counselor, etc.) highlighting:
 - a. academic achievement and/or improvement; and,
 - b. the student's constructive relationships within the school community.

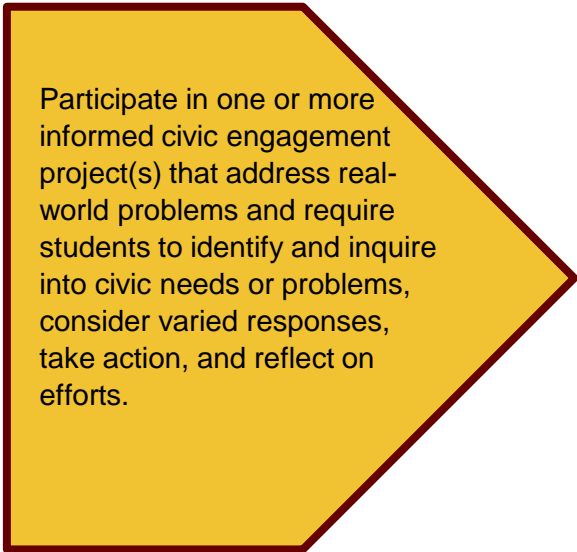
Criteria 2



Demonstrate a competent understanding of U.S. and California constitutions; functions and governance of local governments; tribal government structures and organizations; the role of the citizen in a constitutional democracy; and democratic principles, concepts, and processes.

- A grade of “C” or better in World History and U.S. History, including Honors, AP, and IB courses. This criteria can also be met by obtaining a grade of “C” or better in Advanced Placement European History or IB History of the Americas in lieu of World History; and/or, U.S. History Through the Chicano Perspective in lieu of U.S. History.
- Attendance and participation at three (3) local meetings related to all three branches of government. Attendance should be documented with an agenda and/or signature from a meeting official.

Criteria 3

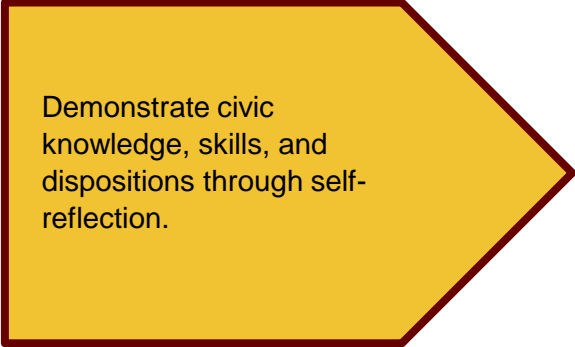


Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts.

- A preapproved written outline of the civic engagement project the student is participating in. Students are encouraged to identify and submit their civic engagement project as early as possible through the online portfolio. This will allow students ample time to complete the project. The written outline must identify:
 - The problem the student has identified;
 - Root causes and possible solutions;
 - Plans to address the problem.
- One hundred (100) hours of service learning with a reflective essay or presentation focusing on how institutional policies are being influenced to address the issue. The service hours must be verified.

Criteria Three can be met individually or as a group but pre approval is required. Criteria Three can be started as early as freshman year.

Criteria 4



Demonstrate civic knowledge, skills, and dispositions through self-reflection.

- Completion of an online portfolio showing satisfactory completion of all criteria.
- Participation in a District civics showcase during senior year which highlights the project selected in Criteria Three and builds on the reflective essay. Participation in the District civics showcase is a self-reflection in a variety of formats including but not limited to oral, digital, audio, video, multimedia, etc. The format is the student's choice. Students will be notified during the summer if they are invited to participate. The showcase will be held during the Fall semester to allow the awarding of the Seal of Civic Engagement before college applications are due.

Criteria 5

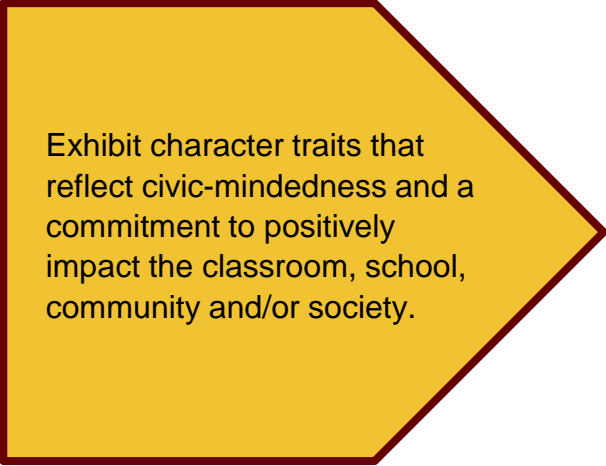


Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society.

- A reflective essay or teacher recommendation that addresses the student's:
 - Concern for the rights and well-being of all and a desire to contribute to the common good;
 - Proactive commitment to equity, inclusivity, racial and ethnic diversity, fairness, and dismantling structures and practices that have previously excluded select groups from civic participation;
 - Appreciation and seeking out a variety of perspectives and valuing differences;
 - Sense of civic duty at local, state, national, and global levels;
 - Awareness of the value of their own experiences, their knowledge of the community, and their power to change things for the better, as well as respect for contributions of other members of the polity who do not share the same racial, cultural, or economic background.



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Excellence*