

State Seal of Civic Engagement Work Group Introduction and Update

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What is the State Seal of Civic Engagement?

- Assembly Bill 24 (2017) instructed the California Department of Education (CDE) to develop a set of criteria to:
 - Award students who have demonstrated excellence in civic education
 - Create pathways for students to become civically engaged beginning in elementary school and extending through secondary school.
- Formal recognition conferred by the State Superintendent of Public Instruction for California students in grades eleven or twelve who demonstrate:
 - Excellence in civics education and participation; and
 - Understanding of the United States Constitution, the California Constitution, and the democratic system of government.
- Student eligibility is based on five statewide criteria adopted by the State Board of Education (SBE) in September 2020.



What is civic engagement learning?

ADOPTED DEFINITION from the California History-Social Science Framework

In a constitutional democracy, productive civic engagement requires:

- ***knowledge of the history, principles, and foundations of our American democracy, and***
- ***the ability to participate in civic and democratic processes.***

People demonstrate civic engagement when they:

- ***address public problems individually and collaboratively*** and
- ***when they maintain, strengthen, and improve communities and societies. ...***

Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations. ...Civics enables students not only to study how others participate, but also to ***practice participating and taking informed action*** themselves.

Initial District State Seal Goals

GOAL

- **Short-term:**
 - Enable SCUSD seniors graduating in 2022 to access the State Seal of Civic Engagement

Deliverables

- Develop a “working” district process for SCUSD seniors to access the State Seal
- Create SCUSD SSCE criteria
- Create assessment rubric to measure projects and progress

State Criteria



To qualify for the State Seal of Civic Engagement, a student must:

1. Be engaged in academic work in a productive way;
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;
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.

Application Packet

Student Application (Cover Sheet)

SCUSD Student Application for the State Seal of Civic Engagement

- Student contact information:
 - Name: _____
 - Student ID#: _____
 - Email: _____
- Parent/guardian contact information
 - Name: _____
 - Email: _____
- Student civic action summary:
 - Meaningful problem(s)/issue(s) addressed: _____
 - Actions taken to build awareness/address problem: _____
 - Engagement with systems of power: _____
 - Other notable accomplishments: _____
- Student reflection of civic participation and personal growth (attached, if appropriate)
- [Optional] Student self-assessment of civic engagement competencies (attached)
- Adult recommendation or completed recommender form (attached); recommender contact information
 - Name: _____
 - Email: _____

State Seal of Civic Engagement Award Verification (please see attachment for SCUSD SSCE requirements)

Criteria	Confirmation
1: Ontrack for graduation	Transcript evidence, or Counselor signature _____
2: Demonstrated understanding of civic knowledge	Transcript evidence, or Counselor signature _____
3: Demonstrated civic skills and action	Observer signature _____ Relationship to student: _____
4: Demonstrated quality student reflection	Evaluator signature _____ Relationship to student: _____
5: Adult testimony of student civic mindedness	Recommender signature _____ Relationship to student: _____

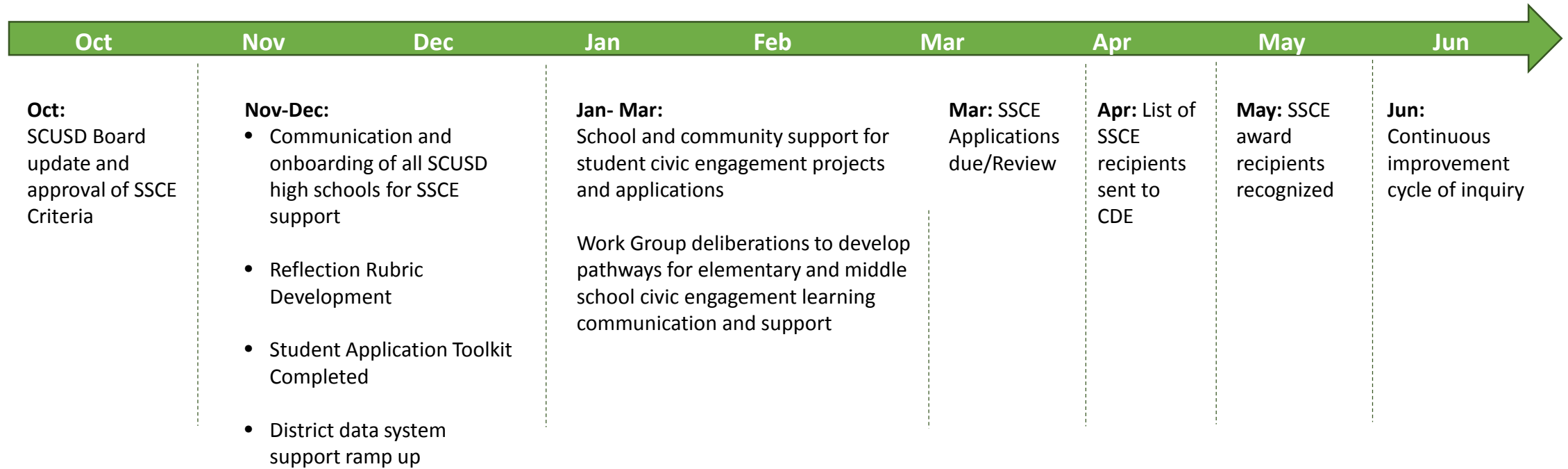
SCUSD Criteria Guidance

<p>Criteria #3: Demonstrated civic skills and action</p> <ul style="list-style-type: none"> • Students need to take action on a problem/issue that is meaningful to them • Student action needs to at least build awareness of an issue/problem with the <i>intent</i> of making a positive difference in their immediate community or larger society • Project/student needs to engage with decision-makers or systems of power in some way to understand power dynamics or governance (to apply civic knowledge) <p>PROJECT OPTIONS:</p> <p>Coursework Projects: Must participate in at least ONE project over the course of the high school career that addresses real-world problems and requires students to identify and inquire into civic needs or problems that are meaningful to them, consider and discuss varied responses based on research, take informed action, and reflect on their efforts</p> <p>OR:</p> <p>Extra-Curricular Options Students may choose to spearhead new initiatives or projects; alternatively, students may also choose to participate in activities that improve upon a pre-existing opportunity on campus or in the community independent of teacher oversight. Examples include active participation or leadership in an organization or activity (e.g., a club, community group, nonprofit, etc.) with the goal of addressing students/school/community problems/needs. Activities should enable students to respond to the self-reflection prompts for Criteria #4.</p>	<ul style="list-style-type: none"> • Teacher of record signature based on student evidence of quality coursework/projects demonstrating required civic competencies. <p>and/or</p> <ul style="list-style-type: none"> • Mentor/Coach/Community Partner/Teacher/Site Coordinator based on personal observations and student evidence of civics/community engagement projects
<p>Criteria #4: Demonstrated quality student reflection</p> <p>Through self-reflection, the student will demonstrate civic knowledge, skills, and dispositions acquired and how these met criteria #2 and #3 specifically. Self-reflection should articulate/describe the following:</p> <ol style="list-style-type: none"> 1). INQUIRY: What problem(s)/issue(s) are you trying to address through the civic engagement project(s)/activities? Why is this meaningful to you? How did you intend to make a positive difference (in their immediate community or for a democratic idea, such as equity and justice)? 2). INVESTIGATION: What actions/activities did you take on? How did you investigate the root causes of the problem(s) using different lenses? What new insights did you gain? 3). DISCOURSE: How did you engage in conversational research to understand multiple perspectives? What conclusion did you arrive at? What additional insights did you gain? 4). INFORMED ACTION: What informed action did you take on to build awareness of the issue(s) and/or your conclusion(s)? How did you engage with your community, institutional decision-makers, and/or governing entities (including other avenues to influence for change, e.g., protests, consumer boycotting, etc.)? 5). REFLECTION: What did you learn about yourself, the community, and how our power dynamics in our society work? What civic knowledge/skills did you apply and/or master? Which ones will you continue to work on? (See <i>student self-assessments of civic competencies</i> for ideas) How did your efforts impact the community or the common good (or not)? What else could you (or someone else) have done, or could continue to do, to create deeper or more lasting change? How did you personally grow through the project/activity (sample framing: "I used to think ..., now I think...")? <p>Criteria #5: Adult testimony of student civic mindedness</p> <p>Adult testimony of student civic engagement activities that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society. Testimony recommendations may allude to civic competencies and rubric for criteria #4.</p>	<p>Evaluator signature options include:</p> <ul style="list-style-type: none"> • Teacher • Parent • Community partner • Mentor • Site Coordinator <p>Reflection documentation options can be shown through different formats such as:</p> <ul style="list-style-type: none"> • Written • Oral • Digital • Multimedia <p>Other examples could be through:</p> <ul style="list-style-type: none"> • Showcases • Senior defenses • Capstones/ portfolios • Reflection Circle Interviews
<p>Criteria #5: Adult testimony of student civic mindedness</p> <p>Adult testimony of student civic engagement activities that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society. Testimony recommendations may allude to civic competencies and rubric for criteria #4.</p>	<ul style="list-style-type: none"> • Likert scale on a Google Form submitted by student but completed by an adult recommender(s) • Letter(s) of recommendation from educators, coworkers, supervisors; civic leaders; civic officials; mentors; or coaches, but not from a family member.

Reflection Rubric

(UPCOMING)

Proposed 2021-2022 SSCE Timeline



Next Steps:

- Work Group Continuation
- High school onboarding and support
- Stakeholder communication and engagement
- Cycle of continuous improvement
- Sustainability plans

Student testimonials



Q&A

Appendix



Why should SCUSD be interested?

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given
an equal opportunity to graduate
with the greatest number of postsecondary choices
from the widest array of options

“Every system is perfectly designed to get the results that it gets.”

– Dr. Paul Batalden/Dr. W. Edwards Deming

Background/Overview

Talking points

Sept '20:
State Board Approval
of the State Seal

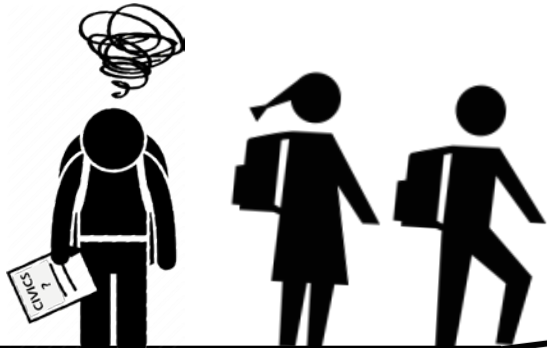
- State plans to include a civics assessment into the CCI
- Plans for a statewide SSCE Early Adopter Pilot Network

Oct '20:
Sacramento City recognition
of SCUSD achievements in
civic learning and engagement

- Hiram Johnson interest in student access to the SSCE
- McClatchy interest in early student access to the SSCE
- ...

Equity implications: leadership and learning needs

CIVIC OPPORTUNITY GAP



CURRENT REALITY:

- Marginalized student disinterest in and/or distrust of democratic processes and government
- School/educator hesitance and discomfort in promoting student voice and/or political* action
- Limited access to high quality civic learning for underserved students and underperforming schools
- Lack of community consensus on the definition of civic engagement



GOAL:

All students can demonstrate excellence in civic competencies (knowledge, skills, and actions) across personal, community, and societal/systemic domains through political action, policy advocacy or civic influence to demonstrate and uphold our democratic ideals of governance

* Note: there is a difference between “politics” that is political via party politics and getting someone elected to office vs. “politics” that has to do with influencing government entities to get what you want accomplished. While we lean towards the latter, those reluctant stakeholders tend to associate with the former

Why now?



building back
community

learning purpose:

individual → + collective
self isolation → empathy/community

recognition of learning:

classroom → + outside classroom
→ + community
→ + virtually

building back the
“whole” child

driver of learning: reframing from
hierarchical to distributive power
teacher → + student

learning valued:

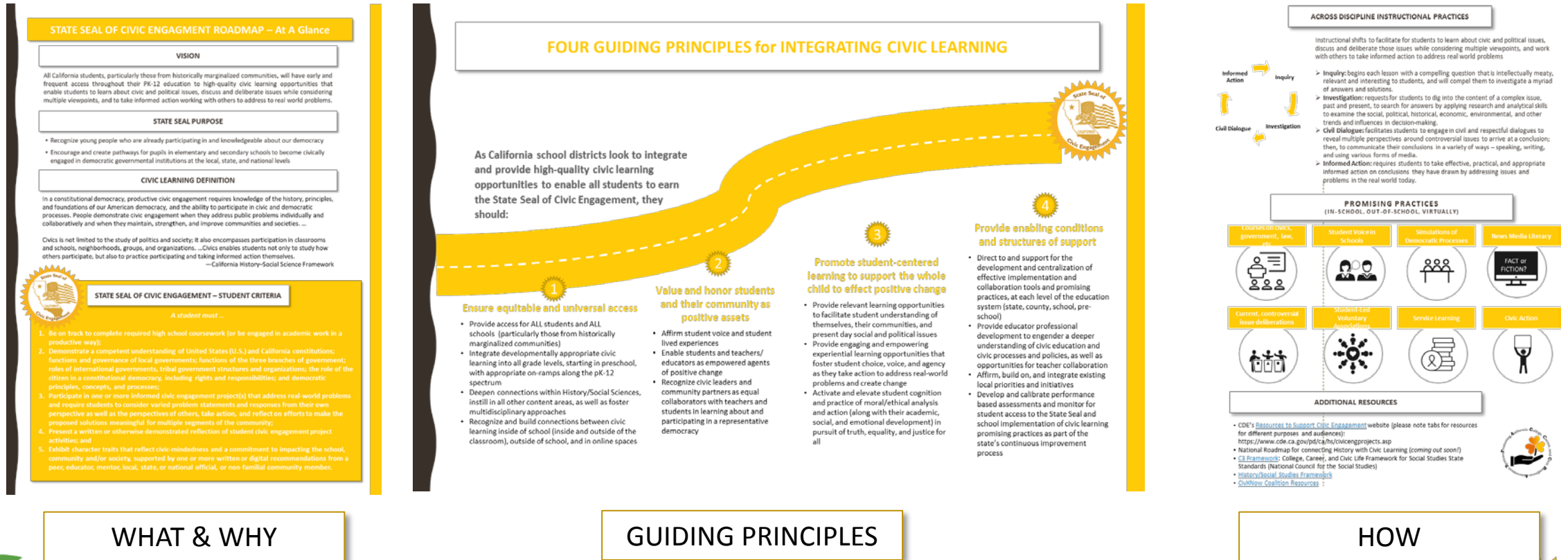
reframing “learning loss” to asset based
academics → + social emotional
knowledge → + skills and actions

The State Seal of Civic Engagement is a systemic lever to more directly address inequity and to support the SCUSD community to re-become “whole”



State Seal of Civic Engagement Overview: The Implementation Roadmap

Implementation Roadmap



WHAT & WHY

GUIDING PRINCIPLES

HOW

<https://www.civicseal.org/supporting-resources>



FOUR GUIDING PRINCIPLES for INTEGRATING CIVIC LEARNING



As California school districts look to integrate and provide high-quality civic learning opportunities to enable all students to earn the State Seal of Civic Engagement, they should:

1

Ensure equitable, universal, and early access

- All students, all schools
- All grade levels, with on-ramps
- Multidisciplinary
- Ubiquitous

2

Value and honor students and their community as positive assets

- Student voice and lived experiences
- Students and teachers as empowered agents
- Civic and community partners as equal collaborators

3

Promote student-centered learning to support the whole child to effect positive change

- Relevant/real world learning
- Experiential learning promoting student voice, choice, and agency
- Activates moral/ethical analysis for informed action

4

Provide enabling conditions and structures of support

- Vision inclusive of civic learning and action
- Collaborative resource development
- Educator PD and support
- Builds on local priorities
- Performance-based assessments

District Work Group creation

Talking points

Group Composition

- Students
- Teachers
- Principals
- Parents
- Community Stakeholders
- District administrators

Group Convenings & Discussions

- Six 1.5 hour virtual meetings after work hours
- Started on April 29th with subsequent meetings over the summer
- Teacher-led additional discussions to drill down on district criteria
- Insightful member input and co-creation of resource documents, virtually, asynchronously, in between meetings
- Ongoing member conversations to strategize next steps

SCUSD [Draft] Criteria 1

SCUSD State Seal of Civic Engagement Criteria	Verification/Evidence
<p>Criteria #1: On track for graduation Student should be on track to graduate based on each student's unique graduation plan (in alignment with state and local graduation requirements)</p>	<ul style="list-style-type: none">● Counselor signature to certify progress towards graduation based on transcript and/or student's unique graduation plan



SCUSD [Draft] Criteria 2

SCUSD State Seal of Civic Engagement Criteria	Verification/Evidence
<p>Criteria #2: Demonstrated understanding of civic knowledge Passing grades (“C” or better) in TWO years of Social Science or other Interdisciplinary Coursework or other demonstration:</p> <ul style="list-style-type: none">• World History, U.S. History, American Government, Geography, and/or Ethnic Studies,• Interdisciplinary coursework may also include civic aspects of government, law, history, culture, international governments, economics, and current events• Other course work as approved by admin for students out of state/country <p>OR</p> <ul style="list-style-type: none">• Applied learning through alternative learning formats (city, county, or state programs -- please consult site coordinator for verification.)• Online course/credit recovery on relevant content <p>Note: Student content knowledge should demonstrate a competent understanding of United States 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.</p>	<ul style="list-style-type: none">• Counselor/teacher/site coordinator signature to certify progress through:<ul style="list-style-type: none">• Transcript• Online course certificate/evidence of completion• Community partner/industry mentor testimony/verification• Senior defense demonstration



SCUSD [Draft] Criteria 3

SCUSD State Seal of Civic Engagement Criteria	Verification/Evidence
<p>Criteria #3: Demonstrated civic skills and action</p> <ul style="list-style-type: none"> • Students need to take action on a problem/issue that is meaningful to them • Student action needs to at least build awareness of an issue/problem with the <i>intent</i> of making a positive difference in their immediate community or larger society • Project/student needs to engage with decision-makers or systems of power in some way to understand power dynamics or governance (to apply civic knowledge) <p>PROJECT OPTIONS:</p> <p><u>Coursework Projects:</u> Must participate in at least ONE project over the course of the high school career that addresses real-world problems and requires students to identify and inquire into civic needs or problems that are meaningful to them, consider and discuss varied responses based on research, take informed action, and reflect on their efforts</p> <p>OR:</p> <p><u>Extra-Curricular Options</u> Students may choose to spearhead new initiatives or projects; alternatively, students may also choose to participate in activities that improve upon a pre-existing opportunity on campus or in the community independent of teacher oversight. Examples include active participation or leadership in an organization or activity (e.g., a club, community group, nonprofit, etc.) with the goal of addressing student/school /community problems/needs. Activities should enable students to respond to the self-reflection prompts for Criteria #4.</p>	<ul style="list-style-type: none"> • Teacher of record signature based on student evidence of quality coursework projects demonstrating required civic competencies, <p><i>and/or</i></p> <ul style="list-style-type: none"> • Mentor/Coach/Community Partner/Teacher/Site Coordinator based on personal observations and student evidence of civic/community engagement projects



SCUSD [Draft] Criteria 4

SCUSD State Seal of Civic Engagement Criteria	Verification/Evidence
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SCUSD [Draft] Criteria 5

SCUSD State Seal of Civic Engagement Criteria	Verification/Evidence
<p>Criteria #5: Adult testimony of student civic mindedness Adult testimony of student civic engagement activities that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society. Testimony/ recommendations may allude to civic competencies and rubric for criteria #4.</p>	<ul style="list-style-type: none">• Likert scale on a Google Form submitted by student but completed by an adult recommender(s)• Letter(s) of recommendation from educators, coworkers, supervisors; civic leaders; civic officials; mentors; or coaches, but not from a family member.

