

**2021-2022 SCUSD State Seal of Civic Engagement Criteria
(Version 10/19/2021)**

SCUSD State Seal of Civic Engagement Criteria	Verification/Evidence
Criterion #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)	● Counselor signature to certify progress towards graduation based on transcript and/or student's unique graduation plan
Criterion #2: Demonstrated understanding of civic knowledge 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. Qualification Options: Passing grades ("C" or better) in TWO years of Social Science or other Interdisciplinary Coursework or other demonstration: ● 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 coursework as approved by admin for students out of state/country OR ● Applied learning through alternative learning formats (city, county, or state programs, such as student participation in local government meetings, simulations, and/or internships related to one or more branches of government -- please consult site coordinator for verification) ● Online course/credit recovery on relevant content	● Counselor/teacher/site coordinator signature to certify progress through: ● Transcript ● Online course certificate/evidence of completion ● Community partner/industry mentor testimony/verification ● Senior defense demonstration (or defense of learning)

Criterion #3: Demonstrated civic skills and action through project/activities

- 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 ***intent*** of making a positive difference in their immediate community (such as with one's peers, class, school, neighborhood, city, etc.) or larger society
- Project/student needs to engage with decision-makers or systems of power (such as your school decision-makers, school board, local community and civic leaders, etc.) in some way to understand power dynamics or governance (to apply civic knowledge)

PROJECT OPTIONS:**Coursework Project(s):**

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

OR

Extra-Curricular Options:

Create or lead new initiatives or projects; alternatively, 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 Criterion #4.

- Teacher of record signature based on student evidence of quality coursework projects demonstrating required civic competencies

and/or

- Mentor/Coach/Community Partner/Teacher/Site Coordinator based on personal observations and student evidence of civic/community engagement projects

Criterion #4: Demonstrated quality student reflection Through self-reflection, the student will demonstrate civic knowledge, skills, and dispositions/inclinations acquired and how these met criteria #2 and #3 specifically. Self-reflection should articulate/describe the following: 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 do/did you intend to make a positive difference in your immediate community (such as with one's peers, class, school, neighborhood, city, etc.) or for a democratic idea (such as for 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 with others to understand multiple perspectives? What were your conclusions? 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, such as protests, consumer boycotting, etc.)? 5) REFLECTION: What did you learn about yourself, the community, and how 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 student self-assessments of civic competencies 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...")?	Evaluator signature options include: • Teacher • Panel • Community partner • Mentor • Site Coordinator Reflection documentation options can be shown through different formats such as: • Written • Oral • Digital • Multimedia Other applicable examples could be through: • Showcases, • Senior defenses (such as the defense of learning), • Capstones/portfolios, or • Reflection Circle Interviews
Criterion #5: Testimony of student civic mindedness Adult and peer 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 Criterion #4.	Two recommendations: • One from an adult educator, supervisor, civic or community leader, civic official, mentor, or coach, but not from a family member; • One from a coworker or peer Recommendations are submitted either by Likert scale Google Form and/or through a Letter of Recommendation