

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-eeed-sep20item01

# California State Board of Education September 2020 Agenda Item #05

## Subject

State Seal of Civic Engagement Recommended Criteria

## Type of Action

Action, Information

## Summary of the Issue(s)

California *Education Code* Section 51471 directs the State Superintendent of Public Instruction (SSPI) to recommend to the State Board of Education (SBE) criteria for awarding a State Seal of Civic Engagement (SSCE). The statute permits local educational agencies (LEAs) to award the SSCE to students who have demonstrated excellence in civic education and participation, and have demonstrated an understanding of the United States Constitution, the California Constitution, and the democratic system of government. Statute requires that the SBE adopt, reject, or modify the criteria recommended by the SSPI by January 31, 2021.

## Recommendation

The California Department of Education (CDE) recommends that the SBE adopt the SSCE recommended criteria for local use.

## Brief History of Key Issues

Assembly Bill 24, Chapter 604, Statutes of 2017, added sections 51470–51474 to the California *Education Code (EC),* which directs the SSPI to develop, and the SBE to adopt, a set of criteria for LEAs choosing to award the SSCE. The statute requires the SSPI to recommend the criteria to the SBE by January 1, 2020, and that the SBE take action on the criteria by January 31, 2021.

More information regarding Assembly Bill 24 is available on the California Legislative Information web page at <http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB24>.

Statute requires the SSPI to consult with a diverse group of credentialed, current, classroom teachers who teach the subject of history-social science (HSS), including government, in secondary schools. The statute directs the SSPI to provide all students with an opportunity to earn the SSCE to the greatest extent feasible. Further, the SSCE should recognize pupil excellence or achievement, confer some benefit beyond secondary school, and not be based on achievement that is already recognized in another form.

Information regarding the development of the SSCE is available on the CDE SSCE Schedule of Significant Events web page at <https://www.cde.ca.gov/pd/ca/hs/hssschedsigevents.asp>. The CDE solicited applications and identified 14 high school teachers to participate in a SSCE Advisory Group (AG) in September 2018. On November 15, 2018, the CDE held a State Seal of Civic Engagement Advisory Group (SSCEAG) video-conference meeting to solicit their input on the SSCE criteria. More information regarding the SSCEAG members is available on the CDE SSCEAG web page at <https://www.cde.ca.gov/pd/ca/hs/ssceadvisory.asp>.

The SSCEAG member feedback formed the basis for the initial draft criteria. Select CDE staff provided feedback on the draft criteria to ensure that specific student groups, including, but not limited to, students in special education programs, foster youth, students who are homeless, and migrant students, would be able to earn the SSCE. The CDE also conducted a meeting with representatives from the Power of Democracy Committee; the California HSS Project; the Constitutional Rights Foundation; the Los Angeles County Office of Education; the Promoting Authentic College, Career, and Civic Readiness Assessment Systems Committee; and the California Civic Engagement Project to collect additional feedback on the draft criteria.

The draft SSCE criteria were made available online for public comment from March 6, 2019, through March 26, 2019. The public was notified of the public comment period via direct emails to interested parties, the California Council for the Social Studies Board, the CDE HSS listserv, and CDE social media accounts. Stakeholders gave comments via a Snap Survey to provide feedback on each of the five draft criteria. Commenters also provided suggestions regarding implementation of the criteria.

The CDE presented the draft SSCE recommended criteria to the SBE for initial review on July 10, 2019, and again on September 11, 2019, incorporating SBE feedback resulting from the July meeting.

Discussion at the July 2019 SBE meeting included considering adding the SSCE into the College and Career Indicator (CCI). After the meeting, staff from the Educator Excellence and Equity Division (EEED) and the Analysis, Measurement, and Accountability Reporting Division (AMARD) met to inform further deliberation regarding inclusion of the SSCE in the accountability system. Both divisions agreed that the draft recommended criteria and guidance would need to be revised significantly to provide the standardization necessary to include the SSCE as a state indicator. This standardization is required to ensure that the measure be valid, reliable, and fair. Furthermore, standardizing the criteria in this way would reduce the number of students who would have the opportunity to earn the SSCE, which is inconsistent with the intent of the legislation.

In August 2019, CDE staff communicated these issues in an Information Memorandum, titled “Considerations for Including the SSCE in the College and Career Indicator.” The CDE recommended that the SBE proceed with discussion to adopt the revised proposed criteria to use for awarding a “Basic” SSCE to ensure that as many students as possible have the opportunity to earn the SSCE as soon as possible, as required by statute. The CDE further recommended that the SBE consider exploring development of an “Advanced” SSCE that could be standardized for incorporation into the CCI in the future.

On March 11, 2020, the AMARD presented an item to the SBE putting forward plans and proposed changes for the 2020 Dashboard. This item included a plan to convene a work group that would analyze how to provide a better balance of college and career measures into the CCI, including potentially incorporating the SSCE into the CCI.

The AMARD and EEED are now partnering to convene a work group to discuss possible future criteria for incorporating civic engagement into the CCI on the California School Dashboard. The group met virtually in August 2020 and additional meetings will be held in October and December 2020. Recommendations from stakeholder groups; including the Power of Democracy Steering Committee and Promoting Authentic College, Career, and Civic Readiness Assessment Systems; helped to identify potential work group members. Members were recommended based on expertise in and experience with civics education, site and district leadership, classroom teaching, and/or knowledge of the CCI. The CDE plans to provide an update to the SBE on progress toward integrating civic engagement into the CCI as part of its annual accountability work plan update in March 2021.

The criteria are designed to provide LEAs with a framework for making determinations of student qualifications required to earn the SSCE, based on their own local contexts. The CDE will encourage LEAs to implement the criteria in a manner appropriate for their own local contexts to ensure maximum accessibility for all students, at all grade levels, including those in alternative school settings.

To support LEAs and individuals as they implement the SSCE, the EEED also recently updated its CDE Resources to Support Civic Engagement web page at <https://www.cde.ca.gov/pd/ca/hs/civicengprojects.asp>. This page helps educators, administrators, students, families, and community members support civic engagement inside and outside the classroom. Taking into account educational shifts related to COVID-19, the updated page features resources that support civic engagement in a variety of learning environments, including through distance learning. The updated page also includes a tabbed layout that will help users better navigate the site. The EEED plans to update the page on a regular basis.

Statute requires that the SBE adopt, reject, or modify the criteria recommended by the SSPI by January 31, 2021.

## Summary of Previous State Board of Education Discussion and Action

In July 2019, SBE members discussed the importance of ensuring that the SSCE is accessible to all students, including students with disabilities, and recommended modifying the criteria language to emphasize continuous civic engagement and an interdisciplinary approach. Members also engaged in conversation about whether and how the SSCE might be used for accountability purposes, but no specific recommendation was made.

The CDE then presented the revised draft of the recommended criteria to the SBE on September 11, 2019. The SBE’s discussion led to a request for additional modifications relating to clarifying terminology around civic engagement and pluralism and diversity, further ensuring accessibility for all students in all contexts and communities, incentivizing ongoing civic engagement, and addressing a need for guidance on providing civic engagement opportunities for younger students. SBE members also recommended allowing additional LEA flexibility in reviewing student reflections on civic engagement project activities and requested that instances of civil disobedience be recognized as forms of civic engagement. Lastly, members agreed that future use of the SSCE for accountability purposes should remain a consideration, but the current focus should be on adopting the recommended criteria so that the CDE can begin to collect data on the SSCE as soon as possible.

CDE staff has incorporated this feedback into the revised criteria, provided as Attachment 1.

## Fiscal Analysis (as appropriate)

## The CDE estimates that the development of a casting for the SSCE foil press to produce the seals to affix to diplomas, certificates, or transcripts will cost approximately $3,200, and CDE staff will distribute the seals on an ongoing basis. LEAs are not required to implement a process to award the SSCE, therefore the adoption of the SSCE criteria has no fiscal impact on LEAs.

## Attachment(s)

* **Attachment 1:** State Seal of Civic Engagement Recommended Criteria   
  (9 Pages)
* **Attachment 2:** California Assembly Bill 24: Legislation Authorizing the State Seal of Civic Engagement (California *Education Code* sections 51470–51474) (2 pages)

# State Seal of Civic Engagement Recommended Criteria

## State Seal of Civic Engagement Goal

California *Education Code* Section 51470, one of several sections that provides authority for the State Seal of Civic Engagement (SSCE) states, “It is the intent of the Legislature to establish a State Seal of Civic Engagement to encourage, and create pathways for, pupils in elementary and secondary schools to become civically engaged in democratic governmental institutions at the local, state, and national levels.”

The SSCE criteria have been developed to assist local educational agencies (LEAs) in supporting all students to develop civic competencies and identities while learning about civic responsibilities by providing high-quality opportunities for student voice, civic engagement, and participation in civic life in their schools, communities, and all levels of government.

Research shows that (1) students of color and those living in poverty receive significantly fewer and inferior civic educational opportunities, (2) people living in areas of concentrated poverty are significantly less likely to be engaged civically, and have fewer opportunities for civic engagement (Kahne, Joseph, and Ellen Middaugh. 2008. “Democracy for Some: The Civic Opportunity Gap in High School.” February 2008), and (3) the more often a young person is civically engaged, the more likely they are to be civically engaged throughout their life (Kahne, Joseph, and Susan E. Sporte. 2008. “Developing Citizens: the Impact of Civic Learning Opportunities on Students’ Commitment to Civic Participation.” September 2008.)

Throughout their History–Social Science (HSS) educational experience, students are given opportunities to learn about the governance structures in which they operate (such as political process, power in democracy, current and controversial issues, civic leaders and candidates, etc.). Other content areas may inform students about issues they care about and/or that impact their communities, all the while appreciating multiple viewpoints and working with the institutions of power to serve the common good.

Even the youngest students can engage in and demonstrate civic knowledge, skills, and dispositions. Civic learning opportunities may begin as early as pre-kindergarten, elementary, and middle school. School districts may consider collaborating with their feeder elementary and middle schools and English language development specialists as they develop local criteria, interim award opportunities, and applicable on-ramps for the SSCE. LEAs that enable early and ongoing opportunities for all students to gain civic knowledge, practice and apply civic skills, develop digital citizenship skills, realize civic responsibilities, and cultivate relationships with their communities will help to prepare civically aware, skilled, and engaged citizens. Throughout the process, students are encouraged to consider interdisciplinary projects and issues that extend over time,

using all the knowledge and skills they have gained across the curriculum to engage with their communities.

For the purposes of the SSCE, *civics* is defined below using an excerpt from the 2016 California *HSS Framework*, available on the CDE HSS Framework web page at <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>:

…People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society. Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn about state and local governments; markets; courts and legal systems; civil society; other nations’ systems and practices; international institutions; and the techniques available to citizens for preserving and changing a society.

Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations…What defines civic virtue, which democratic principles apply in given situations, and when discussions are deliberative are not easy questions, but they are topics for inquiry and reflection…Civics enable students not only to study how others participate, but also to practice participating and taking informed action themselves.

## Recommended Criteria

The five criteria presented below are meant to provide LEAs with a framework for making determinations of student qualifications required to earn the SSCE, based on their own local contexts. The criteria are written to ensure that no student is excluded from an opportunity to earn the SSCE based on academic ability, alternative school settings, or unique or unconventional expressions of civic engagement.

The student must:

1. Be on track to complete required high school coursework (or be engaged in academic work in a productive way);
2. Demonstrate a competent understanding of United States (U.S.) and California constitutions; functions and governance of local governments; functions of the three branches of government; roles of international governments, tribal

government structures and organizations;the role of the citizen in a constitutional democracy, including rights and responsibilities; and democratic principles, concepts, and processes;

1. Participate in one or more informed civic engagement project(s) that address real-world problems and require students to consider varied problem statements and responses from their own perspective as well as the perspectives of others, take action, and reflect on efforts to make the proposed solutions meaningful for multiple segments of the community;
2. Present a written or otherwise demonstrated reflection of student civic engagement project activities; and
3. Exhibit character traits that reflect civic-mindedness and a commitment to impacting the school, community and/or society, supported by one or more written or digital recommendations from a peer, educator, mentor, local, state, or national official, or non-familial community member.

## State Seal of Civic Engagement Implementation Guidance

The following guidance for each criterion offers ideas and considerations to structure local SSCE requirements. Each LEA can determine how to implement the criteria in its own local context to ensure maximum accessibility for all students, at all grade levels, including those in alternative school settings. Local school district boards are encouraged to approve or adopt their own policies regarding implementation of the SSCE criteria.

### Criteria 1:

**Be on track to complete required high school coursework (or be engaged in academic work in a productive way).**

Districts may use their own requirements for a student to graduate or grade promote, such as:

* Being on track to graduate—using district or state requirements
* Demonstrating academic improvement for all youth (challenges faced by students who are English Learners [EL], homeless, in foster care, incarcerated, and/or in alternative school settings, should be considered)
* Building constructive relationship(s) with the school community, (e.g., prosocial behaviors)

LEAs may also consider using student Individualized Education Programs (IEPs) to specify levels needed for students to be on track to receive a Certificate of Completion or otherwise productively engaged in academic work.

**Criteria 2:**

**Demonstrate a competent understanding of U.S. and California constitutions; functions and governance of local governments; functions of the three branches of government; roles of international governments; tribal government structures and organizations; the role of the citizen in a constitutional democracy, including rights and responsibilities; and democratic principles, concepts, and processes.**

Students must complete grade-level HSS course requirements, or their equivalent, in World History, U.S. History, and American Government with a passing grade. Interdisciplinary coursework may also include civic aspects of government, law, history, geography, culture, ethnic studies, international governments, economics, and current events, as well as how to apply such knowledge in different settings and circumstances. LEAs may determine, through local board of education policy, their local definitions of a passing grade. LEAs may choose to measure fulfillment of HSS course requirements with a district-specific content benchmark or civic assessment. LEA encouragement of student participation in local meetings related to all three branches of government may also be considered. LEAs may encourage the integration of experiential learning opportunities into these courses, including civic discussions and simulations. LEAs may also consider encouraging grade eleven student fulfillment of the criteria in order for a seal to be affixed to a transcript for use in post-secondary college applications.

### Criteria 3:

**Participate in one or more informed civic engagement project(s) that address real-world problems and require students to consider varied problem statements and responses from their own perspective as well as the perspectives of others, take action, and reflect on efforts to make the proposed solutions meaningful for multiple segments of the community.**

When taking informed action, students may be encouraged to choose and define problems in their own communities, investigate root causes and possible solutions, develop and implement plans to address those problems, and reflect on their actions to help them develop identities as citizens with rights and responsibilities. These problems may relate to any of the three branches of government, with particular attention paid to actions the student takes to effect change within the civic engagement project. This type of civic engagement augments service learning by encouraging students to consider influencing institutional policies along with other options for addressing problems. Students’ informed action should be significant as evidenced by the duration, depth,

and/or impact of their engagement in the school and/or community. Efforts may be undertaken individually, with classmates, or in partnership with community members and organizations. LEAs are encouraged to form ongoing partnerships with community organizations that may help guide students to acts of civic engagement unique to their own community. LEAs may also encourage students to develop ongoing civic engagement projects that develop over time as their communities’ needs also change. By forming long-term community partnerships, this could present LEAs with an opportunity to incentivize ongoing civic engagement for students beginning at preschool and kindergarten.

Participation in informed civic engagement activities may take many forms. Students may choose to spearhead new initiatives or projects; alternatively, students may also choose to participate in projects that improve upon a pre-existing opportunity. In order to promote student use of inquiry, educators are encouraged to use the Six Proven Practices for Effective Civic Learning document, which is available on the Education Commission of the States web page at <http://www.ecs.org/clearinghouse/01/10/48/11048.pdf>. This document can help educators support students as they build civic skills during class and on the school campus as a whole, and in the community. In addition, to support students as they gain civic skills, educators may want to consider several complementary streams of practice such as digital media literacy education, social-emotional learning, and school climate reform, as noted in *The Republic is (Still) at Risk—and Civics is Part of the Solution* document, which is available on the CivXNow web page at <https://www.civxnow.org/sites/default/files/resources/SummitWhitePaper.pdf>. Both of these documents provide information to support students’ civic knowledge and skill development as they endeavor to earn the SSCE.

Additional information on civic engagement activities can be found in the *Revitalizing K–12 Civic Learning in California: A Blueprint for Action* document, which is available on the California Department of Education (CDE) Civics, Government, and Service Learning Resources web page at <https://www.cde.ca.gov/eo/in/documents/cltffinalreport.pdf>. Students are encouraged to pursue projects that relate to issues that matter to them and their communities and that incorporate social action and policy change that could range from local to global. Civic engagement projects may integrate skills and knowledge across content areas.

The Resources to Support Civic Engagement web page at <https://www.cde.ca.gov/pd/ca/hs/civicengprojects.asp> provides a variety of resources to help guide student civic engagement and satisfy Criteria 3 for the SSCE. Civic engagement may look different in different LEA contexts, and the wide variety of resources available may be considered a starting point for local decision making. The goal is for all students to have opportunities for experiential learning to advance democratic ideals.

Note that volunteering may be considered an act of civic engagement; however,

volunteering alone does not constitute a project to address a real-world problem. Additionally, some acts of civil disobedience, such as walk-outs or sit-ins, may be considered acts of civic engagement, when taken in context of the student’s community. Historic examples of this include the 1960 Greensboro lunch sit-ins and the 1963 Birmingham Children’s March, and fall under the category of what Congressman John Lewis referred to as “good trouble.” LEAs may refer to guidance regarding civic mindedness in Criteria 5 when considering how to approach acts of civil disobedience as an acceptable form of civic engagement**.** LEAs may also refer to chapter 17 of the 2016 *HSS Framework*, available at: <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf> for additional information on the role of dissent and civil disobedience in the American democratic system.

**Criteria 4:**

**Present a written or otherwise demonstrated reflection of student civic engagement project activities.**

Not only do the abilities to analyze and critique their own work, collaborate, take action, and self-reflect help students fulfill the SSCE criteria, but they also ensure that an eligible candidate for the SSCE is college, career, and civic ready.

Through self-reflection, the student will demonstrate civic knowledge, skills, and dispositions. Student self-reflection could show:

* How the student engaged with institutions of power to advance a common good (for the student’s community and/or society as a whole) or a democratic ideal, such as equity and justice; What the student learned and how the student has personally grown through the civic engagement activity;
* The extent to which the efforts had their desired impact, and what might be done differently or additionally to create deeper or more lasting change; and
* How the student was continuously involved in the project or engagement activity over a period of time.

Self-reflection may be exhibited in written or otherwise demonstrated form (such as digital) and may include the project’s impact on the student’s learning and growth in civic skills. This may include working with others, the interdisciplinary skills applied, the effectiveness of the action taken for the community the student endeavored to serve, and ideas for further or future work. Some examples include:

* A capstone project or portfolio with self-reflection on project activities, including successes and challenges,
* A public presentation regarding information on roadblocks, or issues that happened within the civic engagement activity;
* A public presentation such as (but not limited to) a video, slide show, speech, digital presentation, photo exhibit, podcast, social media use, or scheduled meeting with a policy maker;
* A written essay explaining why an activity was chosen; what activities were undertaken; what was learned; what civic skills, competencies, and knowledge were gained; how the efforts impacted the community; and how the activity may inspire future civic engagement activities for the student or others.

The reflection or presentation should reflect a student’s choice of civic engagement activities. LEAs might consider an annual or bi-yearly civics showcase event for students to have a platform to present their civics engagement work.

### Criteria 5:

**Exhibit character traits that reflect civic-mindedness and a commitment to impacting the school, community and/or society, supported by one or more written or digital recommendations from a peer, educator, mentor, local, state, or national official, or non-familial community member.**

1. Civic mindedness may encompass:

* Concern for the rights and well-being of all and a desire to contribute to the common good, including members of historically disenfranchised racial and ethnic groups;
* A proactive commitment to equity, inclusivity, racial and ethnic diversity, fairness, and dismantling structures and practices that have previously excluded select groups from civic participation (e.g., racism; discrimination and exclusion of immigrants, or descendants of immigrants, from civic inclusion and participation);
* Appreciating and seeking out a variety of perspectives and valuing differences, including those voices that are underrepresented or marginalized;
* Having a sense of civic duty at local, state, national, and global levels;
* Being aware of the value of their own experiences, their knowledge of their 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.

1. Evidence of observed character traits that reflect civic-mindedness and a commitment to supporting the school, community, and/or society may include:
   * Speaking and engaging others with respect, civility, and welcome, especially those who are different and/or have diverse racial or ethnic backgrounds or opposing views;
   * Demonstrating empathy and understanding through inclusion and helping to elevate the voices of others; Standing up for oneself or another student who is experiencing bullying, harassment, discrimination, exclusion or unwanted attention; and leading a group to work toward providing a common good.
2. Evidence of ongoing civic engagement may include:
   * Demonstrating civic engagement at various points throughout one’s schooling experiences by engaging with one or more groups or organizations that attend to community or societal priorities in addition to forms of engagement that are part of a required classroom experience.

Additional information on civic values may be found in the *Revitalizing K–12 Civic Learning in California: A Blueprint for Action* document, which is available on the CDE Civic Education Initiatives web page at <https://www.cde.ca.gov/eo/in/documents/cltffinalreport.pdf>.

Recommenders may choose the format of their recommendation. Formats may include:

* Written letters of recommendation
* Videos
* Audio clips
* Digital presentations

Students may submit recommendations from peers who hold an appointed or elected position in a school or civic related organization or from a coworker at a salary earning job or volunteer or paid internship, or a mentor who has earned the State Seal of Civic Engagement.

Students may submit recommendations from adults who are educators, coworkers/supervisors; civic leaders; local, state, or national officials; mentors; or coaches. LEAs may want to consider a letter of recommendation template or an endorsement form that is translated into multiple languages and could be easily completed and more accessible to a range of community members.

Grade-span guidance and examples of civic engagement projects for students from pre-kindergarten through grade twelve is available on the CDE Examples and Resources for Civic Engagement Projects web page at <https://www.cde.ca.gov/pd/ca/hs/civicengprojects.asp>.

# Assembly Bill 24: Legislation Authorizing the State Seal of Engagement (California *Education Code*, sections 51470–51474)

## Assembly Bill No. 24

CHAPTER 604

An act to add Article 7 (commencing with Section 51470) to Chapter 3 of Part 28 of Division 4 of Title 2 of the Education Code, relating to instructional programs.

[Approved by Governor October 09, 2017. Filed with Secretary of State October 09, 2017.]

**THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:**

**SECTION 1.** Article 7 (commencing with Section 51470) is added to Chapter 3 of Part 28 of Division 4 of Title 2 of the Education Code, to read:

## Article 7. State Seal of Civic Engagement

**51470.** It is the intent of the Legislature to establish a State Seal of Civic Engagement to encourage, and create pathways for, pupils in elementary and secondary schools to become civically engaged in democratic governmental institutions at the local, state, and national levels.

**51471.** (a) On or before January 1, 2020, the Superintendent shall recommend to the state board criteria for awarding a State Seal of Civic Engagement to pupils who have demonstrated excellence in civics education and participation and have demonstrated an understanding of the United States Constitution, the California Constitution, and the democratic system of government. In developing criteria for the State Seal of Civic Engagement, the Superintendent shall incorporate the Six Proven Practices for Effective Civic Learning, developed by the Education Commission of the States, and any and all other best practices for civic learning and engagement. In developing criteria for the State Seal of Civic Engagement, the Superintendent shall also consult with a diverse group of credentialed, current, classroom teachers who teach the subject of history-social science, including government, in secondary schools. The Superintendent shall also consider including criteria based on each of the following:

(1) Successful completion of history, government, and civics courses, including courses that incorporate character education.

(2) Voluntary participation in community service or extracurricular activities.

(3) Any other related requirements as it deems appropriate.

(b) In developing criteria pursuant to subdivision (a), the Superintendent shall ensure, to the greatest extent feasible, that the criteria:

(1) Provide all pupils with an opportunity to earn the State Seal of Civic Engagement.

(2) Recognize pupil excellence or outstanding achievement.

(3) Are not based primarily on pupil achievement that is already recognized through grades or other standard measures of pupil achievement.

(4) To the extent possible, result in a seal that confers some benefit to pupils beyond secondary school.

(c) On or before January 31, 2021, the state board shall adopt, reject, or modify the criteria recommended by the Superintendent pursuant to subdivision (a).

(d) School district participation in this program is voluntary.

**51472.** The Superintendent shall do both of the following:

(a) Prepare and deliver to participating school districts an appropriate insignia to be affixed to the diploma or transcript of the pupil indicating that the pupil has been awarded a State Seal of Civic Engagement by the Superintendent.

(b) Provide other information he or she deems necessary for school districts to successfully participate in the program.

**51473.** A school district that participates in the program under this article shall do both of the following:

(a) Maintain appropriate records in order to identify pupils who have earned a State Seal of Civic Engagement.

(b) Affix the appropriate insignia to the diploma or transcript of each pupil who earns a State Seal of Civic Engagement.

**51474.** No fee shall be charged to a pupil to receive a State Seal of Civic Engagement.