



Galt Youth Master Plan

Learn. Share. Grow.



**Galt Joint Union
Elementary School
District**



PRESENTED BY



Table of Contents

Letter from the Mayor	2
Executive Summary	3
Early Childhood 0–5	7
Elementary Age 6–10	15
Middle School 11–13	23
High School 14–18	31
Young Adult 19–24	41
Acknowledgements	48
Supporters	49

“The Galt Youth Master Plan is a ground breaking collaborative effort; a vision of success for all of our children. As a community, we have a responsibility to act. Working together, we can transform the pages of this document into a crowning achievement, not only for our youth but for our community.”

– *John Gordon, Board President*
Galt Joint Union School District



Office of the Mayor

To the Community of Galt,

Six years ago, the City Council established the Galt City Council Youth Committee to ensure that the needs of the youth are being met. The Youth Committee was made up of students and adults. The schools and the City, including the police department and parks and recreation department collaborated to journey down the path to create a good environment for our youth to grow into future citizens.

A youth coalition was formed that began to work on a youth master plan. The difference with this coalition was that it was youth driven. They supplied the goals for the adults to create the best environment for our youth.

We are proud to present the Youth Master Plan to the community. It is a living document that will grow and change to meet the ever changing times. Thanks to all those who have given their time and effort to create this plan. It is hoped that it will always keep the needs of our children a priority for years to come.

Sincerely,

A handwritten signature in blue ink that reads 'Barbara Payne'. The signature is fluid and cursive, with the first name 'Barbara' being more prominent than the last name 'Payne'.

Barbara Payne, Mayor City of Galt

About The Galt Youth Master Plan

In creating a youth master plan, Galt seeks to effectively coordinate the services, supports and opportunities that youth need to thrive, and develop a shared framework that ensures their healthy development and transition to adulthood.

As a product, the Galt Youth Master Plan offers a vision for the future, an assessment of current resources and needs, and provides a roadmap for moving forward that seeks to ensure accountability and sustainability over time.

As a process, the development of the Galt Youth Master Plan advances a strategy in which municipal leaders, school staff, and young people, as well as community organizations, parents, and other residents and stakeholders, craft a comprehensive and effective agenda for children and youth.

The Youth Master Plan provides a vision for Galt's youth and a roadmap for moving forward.

Need

Most young people in Galt do not make a successful transition from youth to adulthood. However there are many indicators that as a community we can be doing better. Like many communities we are concerned about the school dropout crisis, unemployment rates, access to health care, affordable transportation, crime, and slow economic growth.

During challenging economic times it becomes even more critical that government agencies, educational systems, community organizations, and individuals collaborate. The Galt Youth Master Plan is a tool that can be used to coordinate resources and services and identify areas where there are gaps in supports and opportunities for young people.

Vision

Our vision is that the Galt community is a place where all our children and youth are ready for college, work and life. All our families and community members are supportive. All our leaders are effective.

Our vision for Galt is one in which:

- Youth will be healthy, well-nourished and physically fit
- Youth will have access to a wide range of educational, cultural and recreational activities
- Youth will have meaningful opportunities for involvement, membership and leadership



“The future is now for Galt’s children. The Galt Youth Master Plan serves as a framework to coordinate and expand learning and enrichment resources for our community’s children. This visionary effort is a win/win in times of great economic challenge in a community that prioritizes youth needs.”

– Karen Schauer, Ed.D., Superintendent
Galt Joint Union Elementary
School District

Executive Summary

- Our schools will prepare youth for adulthood by providing a rigorous and relevant education program with multiple opportunities for high-quality service learning
- Our community will provide safe, affordable and accessible facilities for education, recreation and entertainment
- Our community will provide safe and environmentally friendly options for pedestrian, bicycle and vehicle traffic
- Our community will respect and value ethnic and cultural diversity

Mission

The Galt Youth Master Plan formed out of a belief that positive youth development hinges on the existence of supportive communities. Strong institutions and effective programs are critical, but they are only a piece of the solution.

Over the coming years, existing school and community partnerships will be strengthened and expanded. Our focus is on the promotion of youth development, not the reduction of youth problems. This can best be accomplished by engaging all youth in activities that develop and apply broad competencies, and by encouraging and sustaining their connectedness and contribution to individuals, groups and community.

We believe we can increase the likelihood that youth will succeed if we can increase the number of young people engaged in positive activities—both in school and out. We will do this by accomplishing three things:

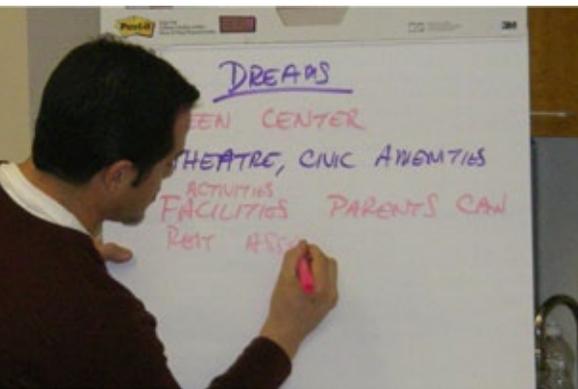
- Increasing youth participation in quality programs.
- Providing opportunities for youth to develop leadership skills while contributing to their community.
- Creating more positive opportunities for youth in the community.

Strategies

The Galt Youth Master Plan is based on the youth development research of the last twenty years. Youth development is both a philosophy and an approach. As a philosophy, it emphasizes the importance of young people's personal development and their contributions to their communities. The youth development approach is an effective method for supporting young people and achieving desired outcomes.

As a planning tool we are using a framework developed by the Forum for Youth Investment that addresses five developmental areas:

- **Learning** (Basic and Applied Academics)
- **Working** (Vocational and Career Experience)
- **Thriving** (Physical Health)



“Developing Galt’s Youth Master Plan has provided young people the opportunity to directly influence policy and decision making throughout the community. As key stakeholders have worked together, this youth-adult partnership has led to the long term sustainability of the Galt Area Youth Coalition efforts.”

– John Durand,
Youth Development Coordinator
Galt Joint Union School District

- **Connecting** (Social and Emotional Well Being)
- **Leading** (Civic and Community Engagement)

As a community we want our youth to develop positive attitudes, skills, and behaviors in each of these areas.

Research shows that investments in young people must begin early and be sustained for more than 20 years. Youth needs and goals are different during the range of development.

- **Early Childhood** 0-5 years
- **Elementary Age** 6-10 years
- **Middle School** 11-13 years
- **High School** 14-18 years
- **Young Adults** 19-24 years

Call To Action

The Galt Youth Master Plan is asking for you to do your part! All of us can help our youth "Learn. Share. Grow. "

- What can we do as parents to better support our children in school and after school?
- How can my business provide additional youth services and career opportunities?
- How can our school systems better prepare young people with 21st century skills?
- Are there ways our community organizations can provide additional services for youth and families?
- Is my Faith-based organization coordinating with other youth efforts in the community?
- Are there additional ways to involve young people in decision making and policy change?
- As a community do we look for opportunities for young people to actively participate?
- As individuals do we build positive relationships with young people?

Become familiar with the Galt Youth Master Plan. Help build community understanding of the GYMP through informal discussions, presentations, public events, and community outreach. Participate in one action strategy or develop one of your own. Work with key stakeholders and policy makers. Share your success stories.

"The Galt Youth Master Plan enabled me to have a voice and be heard by the community. Even as a little kid it made me happy to know that my voice was being heard by people that I looked up to and that lived around me. I will never forget the impact that this program has had on my life and I hope it will enable kids to have their own voices heard in the future."

– Ciara Gamble, Galt youth



Galt Youth Master Plan
Early Childhood 0–5 Years



Galt Youth
Master Plan

Learn. Share. Grow.

Developmental Areas
Learning (Basic and Applied Academics)



Outcomes

- All young children ready to learn
- Quality Childcare for ages 0-3
- Pre-School for all children
- Widespread parent awareness of services

Action Strategies

- Fairsite School Readiness and Family Resource Center
 - **Stakeholders**
 - Parents
 - GJUESD
- Pre-school grants and funding
 - **Stakeholders**
 - Parents, GJUESD
- Collaborate with community based preschool programs
 - **Stakeholders**
 - Parents
 - Public and private organizations and agencies

Indicators of Growth

- Kindergarden assessment
- Preschool readiness screenings
- Percentage of children attending preschool in Galt

Inputs from Systems:
Resources

- Child Welfare
- Education
 - GJUESD
 - SCOE
- Health and Human Services
 - Sacramento County, Galt Library
- Employment
- Juvenile Justice
- Community Based Organizations
 - First Five
 - La Familia Counseling, Birth and Beyond

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

Developmental Areas

Thriving (Physical Health)

Outcomes

- All young children are fully immunized
- Structured physical education program for preschool and childcare providers

Action Strategies

- Health and parent liaisons
- Health screenings
 - **Stakeholders**
 - Fairsite School Readiness Center
 - Parents
- Offer free immunizations at Fairsite School Readiness Center
 - **Stakeholders**
 - Fairsite School Readiness Center
 - Parents

Indicators of Growth

- Number of children receiving comprehensive screenings: vision, hearing, dental
- Data from preschool registration forms

Inputs from Systems:
Resources

- Child Welfare
- Education
 - GJUESD
 - SCOE
- Health and Human Services
 - Sacramento County, Galt Library
- Employment
- Juvenile Justice
- Community Based Organizations
 - First Five
 - La Familia Counseling, Birth and Beyond

Checking the Quality of
Services, Supports, and
Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts



Developmental Areas

Connecting (Social/Emotional Well-Being)

Outcome

- All young children have appropriate attachment to a significant adult

Action Strategies

- Parent education
 - Classes dealing with discipline and stress
 - Classes for caregivers and guardians
 - **Stakeholders**
 - Fairsite School Readiness and Family Resource Center
 - Parents, guardians
- Parent-toddler playgroups
 - **Stakeholders**
 - Fairsite School Readiness and Family Resource Center

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

Indicators of Growth

- Numbers of children and adults in playgroup classes
- Percent of parents attending parenting education classes

Inputs from Systems: Resources

- Child Welfare
- Education
 - GJUESD, SCOE
 - Health and Human Services
 - Sacramento County, Galt Library
- Employment
- Juvenile Justice
- Community Based Organizations
 - First Five
 - La Familia Counseling, Birth and Beyond



Developmental Areas**Leading (Civic and Community Engagement)****Outcome**

- All young children feel supported by a community around them

Action Strategies

- Fairsite School Readiness and Family Resource Center
 - **Stakeholders**
 - GJUESD, Faith-based, community organizations
- Grandparent Gardening Program
 - **Stakeholders**
 - GJUESD, community organizations
- Sunshine Clothes and Food Closet
 - **Stakeholders**
 - GJUESD, Faith-based, community organizations

- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

**Indicators of Growth**

- Parent surveys
- Teacher observations

Inputs from Systems:**Resources**

- Child Welfare
- Education
 - GJUESD, SCOE
 - Health and Human Services
 - Sacramento County, Galt Library
- Employment
- Juvenile Justice
- Community Based Organizations
 - First Five
 - La Familia Counseling, Birth and Beyond

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure



Developmental Areas

Working (Vocational/Career Experience)

Outcome

- All young children have an awareness that adults work

Action Strategies

- Community support of childcare and preschool programs
 - Parent and community volunteers provide support
 - Stakeholders

Indicators of Growth

- Parent surveys
- Teacher observations

Inputs from Systems:

Resources

- Child Welfare
- Education
 - GJUESD, SCOE
 - Health and Human Services
 - Sacramento County, Galt Library
- Employment
- Juvenile Justice
- Community Based Organizations
 - First Five
 - La Familia Counseling, Birth and Beyond

Outcomes for all Developmental Areas:

- Get information to the community
- Bring in outside resources
- Universal Community calendar
- Coordinating services

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

2010–2011

Accomplishments

The Fairsite School Readiness program currently serves 130 children. The Fairsite program is funded through the First 5, state preschool and district special education preschool. Parent education classes and parent-toddler playgroups are also regularly scheduled.

Also located on the site is the Sunshine Food and Clothing Closet; providing resources for families across the community in need.

In October preschool students visit the McFarland Ranch Pumpkin Patch which is sponsored by the Galt Area Historical Society, the Galt Kiwanis Club, and the GJUESD. Children participate in a variety of activities including learning about the farm, going on a hayride, and picking out a pumpkin to take home.

During the annual Fairsite School Readiness and Health Fair, families bring their children for free vision and hearing screenings, dental check-ups and fluoride treatments and vaccinations. A variety of community services are also on hand to provide information and resources.

The Galt Joint Union Elementary School District has prioritized preschool for all Galt's four year olds through expanded school readiness classes and coordination with other agencies such as Head Start or private providers.

More than 500 children received books and experienced a range of reading, art and enrichment activities at a Saturday community Children's Day in April. The event was hosted by the Marian O. Lawrence Library, City of Galt, and GJUESD Fairsite First 5 School Readiness Center.

In April 2011, efforts began to build a workforce of community members prepared to teach preschool with a community college degree. Delta College and the Sacramento County of Education are assisting with this effort. A district survey indicates 150 employees or community members interested in acquiring this certification. The City of Galt assisted GJUESD with sharing this potential workforce opportunity by publicizing the survey in the April City Newsletter and utilities bill to Galt's citizens.



Galt Youth Master Plan
Elementary Age 6–10 Years



Galt Youth
Master Plan

Learn. Share. Grow.



Developmental Areas Learning (Basic and Applied Academics)

Outcome 1

- All children developing basic skills and competencies

Action Strategies

- Great First Teaching
 - District and school coaches
 - Professional development
 - **Stakeholders**
 - Teachers, Administrators
- Math mentoring
- Reading every evening to adult
- Challenging oneself in reading
 - Stakeholders
 - Parents, family members, students

Outcome 2

- All children developing knowledge, skills and attitudes for academic success

Action Strategies

- School and classroom experiences are engaging, relevant:
- Provide high quality service learning at each grade level
- Hands on education, more field trips
- Incorporate technology
 - Make learning fun
 - District and school coaches
 - Professional development
 - **Stakeholders**
 - Teachers, Administrators

Outcome 3

- Improve student-teacher relations and improve parent-teacher relations

Action Strategies

- Small work groups at school
- Train teachers in youth development principles
 - **Stakeholders**
 - Students, Teachers, Administrators, Parents

Outcome 4

- All children have access to after school programs

Action Strategies

- ASES and 21st Century grant initiatives
- Collaborate with community partners to coordinate services
 - **Stakeholders**
 - Teachers, Administrators

Indicators of Growth

- Standardized Testing and Reporting (STAR) Results: CST scores, API
- Attendance Rates, Report Cards

Inputs from Systems:

Resources

- Child Welfare
- Education
 - GJUESD, SCOE
- Health and Human Services
- Employment
- Juvenile Justice
- Community Based Organizations
 - YDN

Developmental Areas

Thriving (Physical Health)

Outcomes 1 & 2

- All children meet physical standards for development
- All children develop healthy habits that will lead to lifetime fitness

Action Strategies

- Develop Comprehensive Youth Wellness Policy promoting healthy eating and physical activity during and outside the school day.
 - Before, during, and after school programs
 - Nutrition education
 - Link to school and community gardens
 - Coordinate with PE, recreation, and sports programs
 - Positive role models for wellness, healthy eating, physical fitness including employees
 - Wellness integrated into core programs

Outcomes 3 & 4

- All children develop healthy habits that lead to long term physical and mental health
- All children develop sense of self confidence, being an individual

Action Strategies

- School PE and Health classes
- After school sports
 - Stakeholders
 - GJUESD,
 - Parks and Recreation
 - Business : Self defense, Karate, Dance, Yoga, Gymnastics

- Prevention programs
- Pedestrian, Vehicle safety
- Nutrition education
 - School and community gardens
 - Stakeholders

Indicators of Growth

- Physical fitness testing
- Obesity rates
- Wellness Survey
- School Attendance Rates

Inputs from Systems: Resources

- Child Welfare
- Education
 - GJUESD
- Health and Human Services
- Employment
- Juvenile Justice
- Community Based Organizations
 - Business
 - Faith-based

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

“Preparing students for success in the 21st century requires learning that extends far beyond the four walls of their classroom.”

—Terry Metzger, Principal of Marengo Ranch Elementary School





Developmental Areas

Connecting (Social/Emotional Well-Being)

Outcomes

- All children have positive self awareness, individuality, and ability to express themselves
- All children learn and develop social skills
- All children develop to their full potential

Action Strategies

- Increase opportunities for visual and performing arts programs
 - **Stakeholders**
 - GJUESD, Library, Parks and Recreation
- Provide good role-models, positive influence
 - **Stakeholders**
 - Galt Character Coalition, GJUESD, community -
- Train teachers in youth development principles
 - **Stakeholders**
 - GJUESD
- Increase opportunities for service learning and community service
 - **Stakeholders**
 - GJUESD, community partners
- Honor youth for being unique
 - **Stakeholders**
 - Galt Character Coalition, GJUESD, service clubs, community
- Increase opportunities for play: board games; learn strategy, cooperation
 - **Stakeholders**
 - Parents, Teachers, Youth leaders,

- Increase parent-youth involvement
 - **Stakeholders**
 - Parents, schools, community

Indicators of Growth

- Numbers of youth recognition events: school assemblies, GCCC, service clubs
- Numbers of youth involved in service
- Numbers of youth involved in youth programs

Inputs from Systems:

Resources

- Child Welfare
- Education
 - GJUESD, after school programs, YDN
- Health and Human Services
- Employment
- Juvenile Justice
- Community Based Organizations
 - Faith-based, scouts, service clubs

Developmental Areas

Leading (Civic and Community Engagement)

Outcome 1

- All children accept rules and social boundaries, recognize extent and limits of authority

Action Strategies

- Community role models
- Adult mentor programs
- Youth mentor programs
 - **Stakeholders**
 - Parents, teachers, coaches, youth leaders, all community members

Outcomes 2–4

- All children develop understanding of their role as citizens
- All children have multiple opportunities to make a difference in their community
- Adults value youth as a resource in the community

Action Strategies

- Increase opportunities for service learning and community service
 - **Stakeholders**
 - GJUESD, community partners, Faith-based, service clubs
- Honor youth for leadership and service
 - Stakeholders
 - Galt Character Coalition, GJUESD, service clubs, community
- Train teachers, community members in youth development principles
 - **Stakeholders**
 - GJUESD, YDN, Faith-based, community

Indicators of Growth

- Numbers of youth recognition events: school assemblies, GCCC, service clubs
 - Numbers of youth involved in service
 - Numbers of youth involved in youth programs
 - CA Healthy Kids Survey

Inputs from Systems:
Resources

- Child Welfare
- Education
 - GJUESD, after school programs, YDN
- Health and Human Services
- Employment
- Juvenile Justice
- Community Based Organizations
 - Faith-based, scouts, service clubs

Checking the Quality of
Services, Supports, and
Opportunities

“We aren’t like most schools and districts whose ineffective practices are cited in texts about improving achievement. We recognize that increasing student learning will occur when there is improvement in the level of content, teacher’s knowledge and skill, and student engagement. We value the opportunity to improve our practices through collaborative efforts with our colleagues.”

—Annette Lane, Valley Oaks Elementary Principal





Developmental Areas

Working (Vocational/Career Experience)

Outcome

- All children have positive attitudes toward the employment of adults in their lives

Action Strategies

- Adult mentor programs
 - **Stakeholders**
 - After school programs, service clubs, Faith-based
- Provide high quality service learning programs with community partners and adult role models
 - **Stakeholders**
 - GJUESD, community partners, service clubs

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

Indicators of Growth

- Youth surveys
- Long term case studies, employment data

Inputs from Systems:

Resources

- Child Welfare
- Education
 - GJUESD, after school programs
- Health and Human Services
- Employment
 - Business
- Juvenile Justice
- Community Based Organizations
 - Faith-based, service clubs

Outcomes for all Developmental Areas:

- Coordinate the use of facilities in the community: schools, parks, churches, recreation, libraries, and conference areas where youth can safely gather for activities
- Get information to the community
- Universal Community calendar

2010–2011

Accomplishments

Great First Teaching is being implemented within the GJUESD which means that the classroom teacher provides initial content instruction with attention to 1) Rigor, relevance, and relationships, 2) Instructional quality and 3) Organizational consistency. Grade level teams expand Great First Teaching by working collaboratively to use common data to adjust and improve instruction for all students, including identified subgroups.

As a result of Great First Teaching successful implementation, the GJUESD achieved an Academic Performance Index (API) of 811. Quality instruction includes attention to intentional youth development practices that help schools promote caring, engaging and relevant learning experiences.

Galt's 46,000 acre Cosumnes River Preserve provides unparalleled educational and recreational opportunities for youth. The Preserve's growing environmental education program teaches students about the unique habitats within the watershed. Students learn about the complexities of the ecosystem and how their actions impact the environment. Service learning is a teaching strategy that provides a structure for students to investigate community issues and take action. The Galt school districts and the Cosumnes River Preserve have embraced service learning as an environmental education strategy that provides lasting benefits to the community. As students participate in forest, grassland, and wetland restoration projects they develop a sense of responsibility for the environment.

Each year students participate in programs at the McFarland Living History Ranch. In October fifth grade students attend the Antique Engine and Tractor Show School's Day. Student activities and demonstrations provide hands on activities to learn about the Industrial Revolution and the impacts of the Industrial Revolution. During the spring months fourth grade students participate in Pioneer Days. Working with parent and community volunteers, students dip candles, build a wooden bench, grind corn and feed chickens, and make rope, and do tinsmith and leather work projects.



Elementary Age 6–10 Years



Sixth grade students attend the Sly Park Environment Science Camp with support from community donations and school parent teacher clubs.

Grant funded after school programs are offered throughout the school year at three school locations, Valley Oaks Elementary School, Greer Elementary School, and McCaffrey Middle School. The After School Education and Safety (ASES) program at each school site provides a balance of academic tutoring and intervention, youth development practices, and enrichment activities. There are approximately 80-100 students who participate at each school. Classroom teachers provide prescriptive and targeted instruction 3 or 4 times each week. This instruction is based on student achievement data and is designed through collaboration with the regular day classroom teacher. Recreation Leaders provide homework assistance daily, and also facilitate enrichment activities. These activities include field trips, arts and crafts, and horse-assisted learning. Youth development practices include mentoring, technology, and project-based service learning. Program data is collected throughout the school year and shows evidence of academic improvement, improved attendance during regular day school and after school, fewer discipline referrals, and greater parent involvement.



The Galt Character Coalition recognizes students and community members for character traits with photos recorded in the Galt Herald. The Galt Rotary Noon Club recognizes students for character and academic achievement during club meetings. The Kiwanas Service Club supplies pumpkins for the pumpkin patch activities at McFarland Ranch each fall for young children.



Galt Youth Master Plan
Middle School 11–13 Years



Galt Youth
Master Plan

Learn. Share. Grow.



“The GJUESD’s commitment over the past decade to lead an Environmental Education Program at the Cosumnes River Preserve has been a critical step in educating Galt’s youth. This partnership connects more than 10,000 youth per year with nature, allowing them to participate in hands-on activities that teach skills that cannot be learned in the formal classroom.”

—Harry McQuillen, Cosumnes River Preserve Manager

Developmental Areas

Learning (Basic and Applied Academics)

Outcome 1

- All youth succeeding in school

Action Strategies

- Great First Teaching
 - District and school coaches
 - Professional development
 - **Stakeholders**
 - Teachers, Administrators

Outcomes 2–4

- All youth developing knowledge, skills and attitudes for academic success
- Engage disconnected youth
- Keep all youth involved

Action Strategies

- School and classroom experiences are engaging, relevant:
- Provide high quality service learning at each grade level
- Provide active, hands on education
- Increase student-to-student and student-to-teacher interaction
- Provide more opportunities for student leadership
- Connect 6-9 grade needs to high school
- Link to afterschool program
- Provide cross-age tutoring with elementary and high school
- Incorporate technology
- Foreign language classes
- Make learning fun, motivators
- Less homework

– Stakeholders

- Teachers, Administrators, Curriculum Coaches, Parents

Outcome 3

- All children have access to after school programs.

Action Strategies

- ASES and 21st Century grant initiatives
- Provide morning classes
- Science and other academic clubs
- Provide weekend classes and programs
- Collaborate with community partners to coordinate services
 - **Stakeholders**
 - Teachers, Administrators

Indicators of Growth

- Standardized Testing and Reporting (STAR) Results: CST scores, API
- Attendance Rates, Report Cards
- Inputs from Systems: Resources
- Child Welfare
- Education
 - GJUESD, SCOE
- Health and Human Services
- Employment
- Juvenile Justice
- Community Based Organizations

Developmental Areas

Thriving (Physical Health)

Outcomes

- All youth develop proper nutrition, hygiene, and exercise routines
- Increase opportunities for physical activity for all youth
- Positive role models for wellness, healthy eating, physical fitness including employees
- Wellness integrated into core programs

Action Strategies

- Provide a variety of sports and activities including football, elementary flag football, elementary basketball leagues, tennis, lacrosse, sports and game days, camps, martial arts, dance
 - **Stakeholders**
 - GJUESD, Parks and Recreation, Business, Magical Place, parents
- Provide bike lanes and improved pedestrian access and safety
 - **Stakeholders**
 - City of Galt, community, youth and parents
- Provide health education and prevention programs in school, after school, community
 - **Stakeholders**
 - GJUESD, community, Faith-based, police department, parents
- Develop Comprehensive Youth Wellness Policy promoting healthy eating and physical activity during and outside the school day.
 - Before, during, and after school programs
 - Nutrition education
 - Link to school and community gardens
 - Coordinate with PE, recreation, and sports programs

Indicators of Growth

- Physical fitness testing
- Obesity rates
 - CA Healthy Kids Survey
- Wellness Survey
- School Attendance Rates

Inputs from Systems:
Resources

- Child Welfare
- Education
 - GJUESD, after school programs
- Health and Human Services
- Employment
- Juvenile Justice
- Community Based Organizations
 - Business, Faith-based

Checking the Quality of
Services, Supports, and
Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts



Developmental Areas

Connecting (Social/Emotional Well-Being)



Outcome

- All youth engage in socially acceptable behavior and have healthy self concept

Action Strategies

- Increase opportunities for visual and performing arts programs
 - Stakeholders
 - GJUESD, Library, Parks and Recreation
 - Increase opportunities for enrichment and recreation classes: cooking, crafts
 - Including access for youth with special needs: English language learners, disabilities
 - Stakeholders
 - GJUESD, Library, Parks and Recreation
 - Provide good role-models, positive influence
 - Stakeholders
 - Galt Character Coalition, GJUESD, community -
 - Train teachers in youth development principles
 - Stakeholders
 - GJUESD
 - Increase opportunities for service learning and community service
 - Stakeholders
 - GJUESD, community partners
- Honor youth for being unique
- Stakeholders
 - Galt Character Coalition, GJUESD, service clubs, community

Indicators of Growth

- Numbers of youth recognition events: school assemblies, GCCC, service clubs
- Numbers of youth involved in service
- Numbers of youth involved in youth programs

Inputs from Systems: Resources

- Child Welfare
- Education
 - GJUESD, after school programs, YDN
- Health and Human Services
- Employment
- Juvenile Justice
- Community Based Organizations
 - Faith-based, scouts, service clubs

Developmental Areas

Leading (Civic and Community Engagement)

Outcomes

- All youth demonstrate attitudes and behaviors of civic responsibility
- All youth have multiple opportunities to make a difference in their community
- Adults value youth as a resource in the community

Action Strategies

- Increase opportunities for service learning and community service
 - Work with people in need
 - Work with animals that need special care
 - **Stakeholders**
 - GJUESD, community partners, Faith-based, service clubs
- Increase opportunities for mentoring and peer programs: elementary and high
 - **Stakeholders**
 - Students, GJUESD, service clubs, community, parents
- Honor youth for leadership and service
 - **Stakeholders**
 - Galt Character Coalition, GJUESD, service clubs, community
- Train teachers, community members in youth development principles
 - **Stakeholders**
 - GJUESD, YDN, Faith-based, community

Indicators of Growth

- Numbers of youth recognition events: school assemblies, GCCC, service clubs
- Numbers of youth involved in service
- Numbers of youth involved in youth programs
- CA Healthy Kids Survey

Inputs from Systems: Resources

- Child Welfare
- Education
 - GJUESD, after school programs, YDN
- Health and Human Services
- Employment
- Juvenile Justice
- Community Based Organizations
 - Faith-based, scouts, service clubs

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts



Developmental Areas

Working (Vocational/Career Experience)



Outcome

- All youth are aware of possible career paths that give them hope and purpose

Action Strategies

- Provide opportunities for job shadowing
- Create internships
- Promote adult mentor programs
 - Stakeholders
 - After school programs, service clubs, Faith-based
 - Business partners
 - Chamber of Commerce
- Provide high quality service learning programs with community partners and adult role models
 - Stakeholders
 - GJUESD, community partners, service clubs

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

Indicators of Growth

- Youth surveys
- Business partner surveys
- Long term case studies, employment data

Inputs from Systems:

Resources

- Child Welfare
- Education
 - GJUESD, after school programs
- Health and Human Services
- Employment
 - Business
- Juvenile Justice
- Community Based Organizations
 - Faith-based, service clubs

Outcomes for all Developmental Areas:

- Build facilities including teen center
- Transportation

2010–2011

Accomplishments

McCaffrey Middle School students demonstrated exemplary academic achievement with the middle school receiving recognition as a California Distinguished School in April 2011. This is the first time a middle school in Galt has received this achievement award.

The Pastors on Premises program involves local pastors joining students for lunch each week while serving as role models and caring adult.

An After School program is coordinated with Galt Parks and Recreation to provide academic and enrichment activities. The After School Program includes a therapeutic riding program called GALEP- Galt horse Assisted Learning and Enrichment Program.

A variety of supports are offered at the school location in coordination with Galt Parks and Recreation including soccer, volleyball, softball, cross country, basketball, color guard. Special Olympics, boy scouts, girl scouts, local faith based organizations provide additional enrichment programs.

Each year 8th grade students have an opportunity to take trip to Washington D.C. Science classes visit the Exploratorium in San Francisco. The middle school drama program performs a spring play for K-8 students and the community.

Seventh grade students participate in the Salmon and Steelhead Restoration Project in partnership with CA Fly Fishers Unlimited. Volunteers from the local fishing club bring fertile salmon eggs to a chilled aquarium in the classroom. Students observe the eggs hatch and develop, learn about river and stream ecology, and take a field trip to the American River to release the fish.

Two cohorts of Youth Development trainings were conducted district wide in August, October and November 2010. Participants included school teams of principals, teachers, after school coordinators. Community participants included the Galt Police Department, Pastors on Premises leaders and City of Galt Parks and Recreation after school program staff.



Galt Youth Master Plan
High School 14–18 Years



Galt Youth
Master Plan

Learn. Share. Grow.

Developmental Areas

Learning (Basic and Applied Academics)



Outcome 1

- All young people are fully prepared for higher education or work

Action Strategies

- Implement Rigor Relevance and Relationship Framework
- Provide professional development
- After school programs at each campus offering academics and enrichment
 - **Stakeholders**
 - Galt High School District, SCOE, YDN, community partners

Outcome 2

- Increase graduation rates

Action Strategies

- Providing engaging educational experiences
- Promote high quality service learning experiences at each grade level
- Increase mentoring opportunities for high school youth to work with elementary
- Increase mentoring opportunities for high school youth to work with adults
 - **Stakeholders**
 - Galt High School District, SCOE, YDN, community partners

Indicators of Growth

- Percent of students achieving at grade level

- Percent of students actively involved in service learning programs
- Percent of students who “skipped” or “cut” classes or school days in the last three weeks
- Percent of students who are not enrolled in school
- Number of students in mentoring programs

Inputs from Systems:

Resources

- Child Welfare
- Education
 - Galt High School District
- Health and Human Services
 - Sacramento County
- Employment
 - SETA, Chamber of Commerce, Business Builders
- Juvenile Justice
 - Galt Police Dept., Sacramento County, Safety Center Inc.
- Community Based Organizations
 - Service Clubs, Faith-based, Cosumnes River Preserve

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

Developmental Areas

Thriving (Physical Health)

Outcome 1

- All youth are engaged in physical activity

Action Strategies

- Increase opportunities for recreational and competitive sports
 - **Stakeholders**
 - City, School Districts, Businesses

Outcome 2

- All youth avoid risk-compromising behaviors

Action Strategies

- Increase access to Prevention Programs
 - Brain Studies Work; Social Host Ordinance; Alcohol, Tobacco & Other Drug Prevention; Sexually Transmitted Disease Prevention; Pregnancy Awareness; Suicide Prevention
 - **Stakeholders**
 - City, School Districts, Businesses, Faith-based

Indicators of Growth

- Percent of youth who are active in programs to promote physical health among their peers
- Percent of youth reporting regular exercise, healthy diet, and reproductive health
- Percent of students who are overweight or obese, have STD's, use tobacco or illicit drugs, or binge drink

- Rates of youth deaths
- CA Healthy Kids Survey

Inputs from Systems:
Resources

- Child Welfare
 - Galt High School District
- Education
 - Sacramento County
- Health and Human Services
 - SETA, Chamber of Commerce, Business Builders
- Employment
 - Galt Police Dept., Sacramento County, Safety Center Inc.
- Juvenile Justice
 - Service Clubs, Faith-based, Cosumnes River Preserve
- Community Based Organizations
 - Service Clubs, Faith-based, Cosumnes River Preserve

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

“The most significant achievement of the Galt Youth Master Plan has been the creative process that brought together a diverse team of adult and youth leaders representing different organizations throughout the community. This process has led to a shared vision and roadmap for the future of the youth in Galt that will help shape the community for years to come.”

—Jason Behrmann, City Manager, City of Galt



Developmental Areas

Connecting (Social/Emotional Well-Being)



Outcome

- All young people have a sense of independence as well as positive relationships with those around them

Action Strategies

- Increase opportunities for visual and performing arts programs
 - **Stakeholders**
 - Galt High School District, Library, Parks and Recreation
- Increase opportunities for enrichment and recreation classes: cooking, crafts, hobbies
 - **Stakeholders**
 - Galt High School District, Library, Parks and Recreation
- Provide good role-models, positive influence
 - **Stakeholders**
 - Galt Character Coalition, Galt High School District, community -
- Train teachers in youth development principles
 - **Stakeholders**
 - Galt High School District, community
- Increase opportunities for service learning and community service
 - **Stakeholders**
 - Galt High School District, community partners
- Honor youth for service, citizenship, character, leadership
 - **Stakeholders**
 - Galt Character Coalition, Galt High School District, service clubs, community

Indicators of Growth

- Percent of youth serving as peer tutors and counselors
- Percent of youth reporting “adults in my community care about people my age” and “students in my school treat each other with respect”
- Percent of youth who are reported to be sad, unhappy, or depressed
- Suicide rates

Inputs from Systems:

Resources

- Child Welfare
- Education
 - Galt High School District
- Health and Human Services
 - Sacramento County
- Employment
 - SETA, Chamber of Commerce, Business Builders
- Juvenile Justice
 - Galt Police Dept., Sacramento County, Safety Center Inc.
- Community Based Organizations
 - Service Clubs, Faith-based, Cosumnes River Preserve

Developmental Areas

Leading (Civic and Community Engagement)

Outcome

- All young people are involved in programs to give back

Action Strategies

- Increase opportunities for service learning and community service
- Provide staff development through Project Citizen, Service Learning workshops
 - **Stakeholders**
 - Galt High School District, SCOE, community partners
- School board policies adopted that support high quality service learning
 - **Stakeholders**
 - Galt High School District

Indicators of Growth

- Percent of youth who participate in one or more community organizations
- Percent of youth who report physical fighting
- Number of juvenile arrests per juvenile population

Inputs from Systems:
Resources

- Child Welfare
- Education
 - Galt High School District
- Health and Human Services
 - Sacramento County
- Employment
 - SETA, Chamber of Commerce, Business Builders
- Juvenile Justice
 - Galt Police Dept., Sacramento County, Safety Center Inc.

- Community Based Organizations
 - Service Clubs, Faith-based, Cosumnes River Preserve

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

“Through the City Council Youth Committee, Galt youth are connected to opportunities to give back in their community. Youth serve as the experts on many issues facing the City of Galt. Young people are sought out by city leaders for their ideas and solutions.

Coming together is a beginning, keeping together a process, staying together success.”

– Janet Munoz, Galt City Council Youth Committee





Developmental Areas

Working (Vocational/Career Experience)

Outcomes

- All young people make a successful transition to adulthood
- All youth have exposure and knowledge of career options

Action Strategies

- Senior project linked to job skills
- Provide additional opportunities for business mentoring
 - Stakeholders
 - Business Builders; Galt Chamber of Commerce;

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

Indicators of Growth

- Percent of youth engaged in workplace activities
- Percent of youth with workplace skills
- Unemployment rate among 16–19 year olds
- Number of youth in hazardous and illegal working conditions

Inputs from Systems:

Resources

- Child Welfare
- Education
 - Galt High School District
- Health and Human Services
 - Sacramento County
- Employment
 - SETA, Chamber of Commerce, Business Builders
- Juvenile Justice
 - Galt Police Dept., Sacramento County, Safety Center Inc.
- Community Based Organizations
 - Service Clubs, Faith-based, Cosumnes River Preserve

2010–2011

Accomplishment

At the Galt Joint Union High School District, approximately fifty teachers and all district administrators have been trained in “Elements of Effective Instruction” to support student learning in the classroom. In order to maintain a sharp focus on teaching, learning and articulated school operation, in the 2010-11 school year, the district went through a process to develop a District Master Plan. The Master Plan will serve as the blueprint to support the goal of educating all students so they will be successful and ready for college and career.

The 21st Century After-School Program located at Galt High School (GHS) and Estrellita High School (EHS) is in its third of fifth years of operation and federal funding. The key components of the program include tutoring, California High School Exit Exam (CAHSEE) assistance, Physical Education/ Recreation, and family literacy. The program receives support from Region 3 of Sacramento County Office of Education, Youth Development Network, and UC Davis. The after school program served over 1,300 students in the 2009/10 school year and provides a safe place for students to be after school.

Galt High School and Liberty Ranch High School (LRHS) each ran an award winning Agricultural Program. Most recently, a local dairy producer nominated GHS for a \$2,500 grant award. The GHS Agriculture students and teachers had a reception in April to accept the award. GHS students will use the grant award to develop a farm project at Oak View Elementary School to provide the elementary and high school students with hands on learning experiences in production agriculture. The LRHS's first Novice Parliamentary Procedure team recently competed at the 83rd California State Future Farmers of America (FFA) Convention and qualified second in the region, which in turn qualified them to compete at the state level. The team came in second at the state competition. For a second year FFA program, this is tremendous accomplishment.

Estrellita High School offers a Regional Occupational Culinary Program. Students receive their vocational training in a state of the art kitchen. They receive group as well as hands-on instruction. Students serve the community in the school restaurant every Wednesday. The Culinary Competition team competed recently at the Art Institute in Sacramento and was awarded a \$5,000 scholarship for their outstanding performance.

The Advancement Via Individual Determination program, “AVID”, is a program located at Galt and Liberty Ranch High Schools. It provides a supportive network to help all students prepare academically for college, and ready the students for success. Essential areas of focus are organization, note-taking, time management, and effective study skills.



Access to guest speakers and college visitations offer the students first hand information to assist in planning for their future. In the AVID class, the students learn the value of collaboration, and they participate in team building activities. AVID strengthens weaknesses and promotes life-long learning, and it gives the students the tools they need to be successful citizens in our global society. Current AVID seniors will be attending UCLA, UC Davis, UCMerced, St. Mary's, and CSUS.

One hundred Child Development and Careers with Children Regional Occupational Program (ROP) students tutor and teach language arts and math lessons to nearly 1,000 preschool through 6th grade students each day in 43 classrooms located at City Tots Preschool, Fairsite, Valley Oaks, or Greer Elementary School. The GHS students assist elementary students who are often below grade level, helping them to raise their proficiency and achievement levels through the daily literacy and math skills practice that they provide. The GHS students tutor and teach one on one, through small group and whole class instruction. The high school students as well as the elementary students benefit from this daily interning experience; many GHS students have gone on to obtain bachelors and masters degrees in education or other careers with children because they were inspired by the hands-on teaching practice and experiences they gained. Nearly 50 former GHS grads are teachers, preschool directors, day care operators, school administrators, or speech therapists; many of them are in our local schools mentoring the current GHS Child Development and Careers with Children ROP students.

The Interior Design program is also successful in preparing students for college and careers in the field of interior design, housing and home furnishings. Many former students have been inspired by what they learned in the course and have gone on to major in interior design and are highly successful in retail and commercial design careers. An articulation agreement is nearly complete whereby Galt High School interior design students will be able to receive college credit if they subsequently take the course at San Joaquin Delta Community College in Stockton.

This year GHS started the Biomedical, Engineering, Science, and Technology (BEST) Academy and implemented the first class "Principles of the Biomedical Sciences," (PBS) in the series of four. Each year an additional class will be added until all four classes are offered on the GHS campus. Teachers who are involved in the Biomedical Sciences program receive extensive summer training in the Project Lead the Way (PLTW) core curriculum, enabling our teachers to offer students rigorous, hands-on activities, projects, and labs, that are based in real world experience.

This year, student work in the PBS class involves the study of human medicine, research processes and an introduction to bioinformatics. Our students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases through hands on activities, research based projects and numerous labs, which includes the use of technology relevant to the health and medical fields. Additionally, students research careers in the health and medical fields and keep a career journal throughout the entire series of classes.

This is the 8th year that seniors at Galt High School have participated in the Forensic Science class. This is an integrated class that brings together many phases of science in a practical hands-on way that reflects how science is used to solve crimes in the real world. Although Forensic Science, or Criminalistics, is the application of Science to this specific use, the class emphasis is to expose students to a wide range of scientific disciplines that may lead to their pursuing that portion of science later in their careers. Galt High School is continuing partnership with San Joaquin Delta College's Center for Microscopy and Allied Science. Galt High School's Forensic Science class is the only group allowed this hands-on use of literally millions of dollars worth of high-tech electron microscopes. This program allows our students to experience the benefit of a two-year certificate program that sees companies hiring students for high paying careers before they can even finish the college program.

Liberty Ranch High School opened on August 18th, 2009 with an initial student population of 589 students. Currently it has a student population of 877 students. Approximately 1150 students will be enrolled in all four grade levels for the 2011-2012 school year. The second phase of construction was completed in May of 2011, when the Agriculture building and green house were completed. These new buildings will house Agriculture Biology, Chemistry, Anatomy, Agriculture Mechanics, ROP Advanced Agriculture Mechanics (Welding), Power Mechanics, and Floriculture classes. Students that complete the ROP Advanced Agriculture Mechanics program, a program offered to all GJUHSD students in a state of the art welding facility, will be able to apply for the National Center for Construction Education and Research Level 1 Welding Certification.

Galt Youth Master Plan
Young Adults 19–24 Years



Galt Youth
Master Plan

Learn. Share. Grow.



Developmental Areas

Learning (Basic and Applied Academics)

Outcome

- All young adults enter workforce or higher education with marketable skills

Action Strategies

- Promote recruiting opportunities from higher education, business
- Collaborate with local community colleges
- Promote school career centers
 - **Stakeholders**
 - Colleges, universities, trade schools
 - SETA, Sacramento Job Corps

Indicators of Growth

- Number of visits to Career Center
- Zip codes for students enrolled in Los Rios, Delta College, CSUS, UOP, UCD
- Employment rates

Inputs from Systems:

Resources

- Child Welfare
- Education
 - Galt High School District
 - Adult Education, Colleges and Universities
- Health and Human Services
 - Sacramento County
- Employment
 - SETA, Chamber of Commerce, Business Builders
- Juvenile Justice
 - Galt Police Dept., Sacramento County, Safety Center Inc.
- Community Based Organizations

- Service Clubs, Faith-based, Cosumnes River Preserve

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

Developmental Areas

Thriving (Physical Health)

Outcome

- All young adults have good health and health habits

Action Strategies

- Promote local recreation local opportunities: walking, hiking, swimming, paddling
- Promote recreation leagues for adults: soccer, softball
 - **Stakeholders**
 - Parks and Recreation
 - Cosumnes River Preserve
 - SMUD, Rancho Seco Park
- Promote local health clubs: provide incentives for membership
 - **Stakeholders**
 - Better Body, Anytime Workout, Magical Place

Indicators of Growth

- Use of recreational facilities, parks, preserves
- Obesity rates
- Smoking rates

Inputs from Systems:

Resources

- Child Welfare
- Education
 - Galt High School District Adult Education, Colleges and Universities
- Health and Human Services
 - Sacramento County
- Employment
 - SETA, Chamber of Commerce, Business Builders

- Juvenile Justice
 - Galt Police Dept., Sacramento County, Safety Center Inc.
- Community Based Organizations
 - Service Clubs, Faith-based, Cosumnes River Preserve

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts





Developmental Areas

Connecting (Social/Emotional Well-Being)

Outcome

- All young adults foster personal and social growth in the people in their lives

Leading (Civic and Community Engagement)

Outcome

- All young adults are making a difference in their community

Action Strategies

- Increase participation in community events
- Promote opportunities to volunteer
- Promote mentoring programs at the school sites
 - **Stakeholders**
 - City, Local Business, Parks and Recreation
 - Service Clubs, Schools and Colleges, Cosumnes River Preserve
 - Faith-based and civic organizations
 - Galt Community of Character Coalition

Indicators of Growth

- Participation in community events
- Recognition events

Inputs from Systems:

Resources

- Child Welfare
 - Galt High School District Adult Education, Colleges and Universities

- Health and Human Services
 - Sacramento County
- Employment
 - SETA, Chamber of Commerce, Business Builders
- Juvenile Justice
 - Galt Police Dept., Sacramento County, Safety Center Inc.
- Community Based Organizations
 - Service Clubs, Faith-based, Cosumnes River Preserve

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts

Developmental Areas

Working (Vocational/Career Experience)

Outcome

- All young adults are employed with living wage and benefits

Action Strategies

- Advertise Career Center, Sacramento Works, Adult Education
- Ongoing job training
- Promote local employment opportunities, job growth
 - **Stakeholders**
 - Businesses, Chamber of Commerce, Business Builders

Indicators of Growth

- Percent of youth engaged in workplace activities
- Percent of youth with workplace skills
- Unemployment rate among 20-24 year olds
- Number of young adults in hazardous and illegal working conditions

Inputs from Systems:

Resources

- Child Welfare
- Education
 - Galt High School District Adult Education, Colleges and Universities
- Health and Human Services
 - Sacramento County
- Employment
 - SETA, Chamber of Commerce, Business Builders
- Juvenile Justice

- Galt Police Dept., Sacramento County, Safety Center Inc.

- Community Based Organizations
 - Service Clubs, Faith-based, Cosumnes River Preserve

Checking the Quality of Services, Supports, and Opportunities

- Physical and Psychological Safety
- Appropriate structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy
- Opportunities for Skill Building
- Integration of Family, School, and Community Efforts



2010–2011

Accomplishments



Galt Adult School, founded in 1987 and officially certified by the California Department of Education in 1993, operates within the Galt Joint Union High School District. Galt Adult School has a long tradition of providing public services and education opportunities to adults in the community. Students range in age from 16 to 90 years old. This age range represents young adults who are seeking to complete their high school diploma or GED Certificate to elderly adults wanting to gain personal knowledge and to be able to use the computer as a tool. The school serves immigrants who want to acquire English skills and life skills as well as individuals who are looking for career training opportunities.

From 2000-2011, the school has served over 10,000 students in all program areas. During this ten year time period, 58% of the school's graduates have been in the 18-24 year old age range. Students, including young adults in the 18-24 year old category, have access to several programs that are tailored to meet their needs as well as their schedules. Galt Adult School offers classes in these program areas as outlined by the California Department of Education for Adult Schools: English as a Second Language (ESL); Adult Secondary Education (ASE) and concurrently enrolled high school students, Career and Technical Education (CTE), Adults with Disabilities (AWD), and Older Adults (OA). Galt Adult School provides an environment where English language learners, economically disadvantaged students, single parents, person with disabilities, displaced workers, high school drop outs, and other at-risk or hard-to-serve students are able to access learning opportunities and succeed.

Galt Adult School teaching staff members utilize strategies for student engagement and achievement that are supported by best practices research. Teachers act as facilitators of learning in the classroom rather than just relying on the teacher-led only approach. Many activities are routinely used to help students achieve the standards-based curriculum. The activities include:

- One-on-one student goal setting with teachers
- Promoting activities to develop family, civic, and community responsibilities
- Differentiated learning
- Common assessments
- Students assume role in learning/practice for self-directed learning
- Whole group, small group, and pair work
- Warm-up activities

- Quizzes, journals, personal reflections or narratives
- Games
- Teaching to the various learning modalities (auditory, visual, kinesthetic)
- Peer coaching/tutoring
- Note taking
- Group projects and discussions
- Hands on tasks or projects
- Using technology to support classroom instruction
- Enhancement of critical thinking skills
- Field trip activities (library night and visiting the state capital)
- Career and Technical Education Externships

For the 2010–2011 school year, student enrollment is 582 and students in the 18-24 age group represent 23% of the school's total student enrollment. In our Medical Assisting Training Program and our Emergency Medical Technician Training Program, 60% of our students are in the 18-24 year old age range. At 86%, the school's EMT Training completion rate is considerably higher than that of local area college completion rates. No completion data is available for Medical Assistant Training as this class is still in progress.

The school believes in an educational process where complexity and variety are combined to reinforce student learning and achievement. Each of our students comes to us with individual needs, circumstances, interests, and unique experiences. It is these factors that shape the school's instructional methods and curriculum across our program areas. Galt Adult School is committed to excellence in our educational programs and to our students' success. Galt Adult School is truly "Changing Our Community Through Education"!



Acknowledgments



We want to recognize the groups that were instrumental in creating the vision and gathering input for the plan. The Galt Youth Master Plan is the result of diligent work by many dedicated members of our community.

CAST (City and Schools Together) is the collaboration of the City of Galt and GJUESD and GJUHS. CAST has been instrumental in creating a vision for the Galt Youth Master Plan and will ensure its implementation.

Galt Area Youth Coalition is a community partnership formed to create positive opportunities for youth within the boundaries of the Galt Joint Union High School District. Galt AYC youth and adults coordinated the Galt Youth Master Plan community forums and organized outreach events.

Capital Region eMerge is a nonpartisan collaboration of adults and youth dedicated to helping our community make sure all young people are ready for college, work, and life.

Compact for Youth was signed by the City of Galt and the GJUESD and GJUHS. These commitments are: investing in youth, providing safe places, caring adults, a good education and teaching youth 21 century skills, and providing meaningful opportunities to participate in the community.

Galt City Council Youth Committee is a group of youth appointed by Galt City Council members to promote youth leadership and involvement through community events including Galt Diversity Day, the Galt Festival, and Crafting With Santa.

Galt Community of Character Coalition creates a community culture built on values, good will and community accepted character traits including Integrity, Honesty, Respect, Responsibility, Caring, Compassion, and Pride in Community.

REACH is a grant initiative of Sierra Health Foundation to support healthy development of youth to ensure their successful transition to adulthood. This substantial grant funded efforts in Galt from 2007 to 2010 to build community support for youth.



Our Supporters

Galt Joint Union Elementary School District

Galt Joint Union High School District

City of Galt

Sierra Health Foundation

Youth Development Network

Center for Collaborative Planning

Community School Partnerships -CRESS Center, UC Davis

Cosumnes River Preserve

Many community organizations, churches, and individuals also contributed to the success of this effort.

Significant grant funds supported the development and early implementation of the Galt Youth Master Plan:

Sierra Health Foundation REACH initiative

California Department of Education CalServe Sustainable Partnership grant

California Department of Education Region 3 Service Learning grants

21st Century and ASES afterschool grants





**Galt Youth
Master Plan**
Learn. Share. Grow.



The Galt Youth Master Plan is available online at:



**Galt Joint Union
Elementary School
District**

For more information and to provide feedback please contact:

John Durand, Youth Development Coordinator
Galt Joint Union Elementary School District
reach@galt.k12.ca.us