

Expanded Learning Opportunities Program Plan Guide

**TRAVIS UNIFIED
SCHOOL DISTRICT**



2025-2026

**Travis Unified School District
2751 De Ronde Drive
Fairfield, CA 94533
707-437-4604**

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Travis Unified School District

Contact Name: Nick Girimonte

Contact Email: ngirimonte@travisusd.org

Contact Title: Assistant Superintendent, Educational Services

Contact Phone: 707-437-4604

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Center Elementary
2. Scandia Elementary
3. Travis Elementary

Definitions

“Expanded learning”: Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”: Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)].)

Educational Element: An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency’s program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. .

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The program employs a layered safety approach that includes strict supervision protocols, secure check-in and check-out procedures, and regular emergency drills. All sites operate with specific emergency plans aligned with district policies, and staff are trained in health, safety, and mandated reporting requirements. Critically, all employees are fingerprinted and vetted in accordance with California law to ensure the highest standards of student safety. All incidents which require reporting are emailed to the site administrator and ELOP district office contact.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

To foster a supportive environment, the program integrates Positive Behavior Support (PBS) and Social-Emotional Learning (SEL) into daily routines. Staff are trained in trauma-informed care and restorative practices, emphasizing respectful relationships and teaching students positive conflict resolution skills to build trust and resilience. Additionally, after school program staff consult with the site PBIS team to ensure alignment of practices.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Project-Based Learning (PBL): The curriculum utilizes project-based learning to encourage inquiry, teamwork, and communication. Students participate in STEAM exploration, service-learning projects, and thematic units that integrate arts and culture.

Academic Enrichment: Dedicated homework time is provided in a supportive setting with individualized assistance from trained staff. Literacy and math concepts are reinforced through hands-on activities such as coding, scientific experiments, and interactive games. To ensure instructional consistency, sites will coordinate with program leadership to align curricular resources and instructional techniques with the regular school day.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

The program intentionally addresses the academic, social, emotional, and cognitive development of every student. By extending classroom learning through project-based enrichment, the program fosters executive function and 21st-century skills such as critical thinking and inquiry-based learning. Service-learning projects and STEAM exploration provide real-world applications for core skills, ensuring that students develop both academically and socially.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Older students (grades 4–5) participate in a mentorship program where they take on responsibilities such as monitoring transitions, leading activities, or assisting younger peers. This leadership development is closely linked to the district's Positive Behavioral Interventions and Supports (PBIS) framework, as student leaders model school-wide behavioral expectations—such as being safe, respectful, and responsible—for their peers.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Physical Activity: Students engage in daily, structured physical activity designed to promote healthy bodies, cardiovascular fitness, and collaborative teamwork. Activities range from organized group games to specific fitness routines that encourage lifelong movement and active play.

Wellness Education: Beyond providing nutritious snacks, the program integrates wellness education that teaches students about balanced lifestyles and healthy choices. During snack times, staff facilitate discussions on nutrition and health, while encouraging student independence through self-serve protocols that foster responsibility.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity,

access, and equity. Include how the ELO-P will provide access for students with disabilities.

The district's ELOP is designed to create an inclusive and equitable environment for all learners, particularly within the unique context of the Travis Unified community.

The program integrates a culturally responsive curriculum that ensures diverse backgrounds, identities, and experiences are reflected and celebrated in daily activities and program materials.

Recognizing the high population of military-connected families in Travis Unified, the program employs a thoughtful approach that is responsive to the unique needs of these students, such as frequent relocations or parental deployments, so that their unique and diverse experiences are honored in ELOP programming.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

Recruitment and Qualifications: The program utilizes a strategic, data-driven recruitment process to identify professionals dedicated to youth development. Outreach extends to local colleges, universities, and military family networks to ensure a diverse and qualified applicant pool.

Candidates are vetted using specialized talent selection tools that evaluate relationship-building skills, motivation, and commitment to student growth, ensuring all staff meet or exceed state qualifications and California Department of Education standards for expanded learning.

In addition, recruitment for the programs on the two Travis AFB schools was centered on military connected candidates. As a result, the majority of staff working at these programs are military connected.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

All staff meet the requirements for an instructional assistant as detailed in the job description. As part of onboarding, all staff are screened for tuberculosis and fingerprinted by our third party

vendors and by the district. For those working at our Base schools, an additional screening is done by the TAFB Security Forces to allow access to the military installation.

Programs are staffed in compliance with ELOP regulations, and each program has an additional site director to ensure ratios are maintained when substitute workers cannot be found for the day.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students.

All staff complete a minimum of 24 hours of annual professional development covering SEL, trauma-informed care, and cultural responsiveness. Ongoing feedback and mentorship are provided to ensure high-quality instruction and program stability.

After school staff are also invited to relevant regular staff trainings, such as PBIS, to ensure continuity for students between the regular school day and after school.

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

The program's vision is to provide inclusive, developmentally rich learning environments that inspire curiosity and support students beyond the school day. It aims to complement classroom instruction while extending academic and social-emotional growth in a way that is tailored to local needs but grounded in best practices.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The TUSD ELOPs were formed as a result of expressed interest from our parent partners. In particular, those families most connected with the military base were vocal in their need for more after school options for their students. Parental input is always welcome, and the programs at Scandia and Travis Elementary offer a phone application which allows for them to easily provide feedback any time they want.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

TUSD engaged with the Travis AFB School Liaison consistently throughout the development of the programming. Additionally, staff consulted with the Travis Air Force Base Civic Leaders group, and the Travis Regional Armed Forces Committee (TRAFC) to better understand and respond to the needs of the military connected families.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students.

The district's plan will utilize a systematic approach to assessment and reflection, aligning with state standards and data-driven best practices.

The district is committed to a rigorous cycle of improvement that adheres to the Quality Standards for Expanded Learning in California. This process is guided by the resources and framework provided on the California Department of Education (CDE) Quality Standards and CQI web page.

- **Data Collection and Assessment Tools:** To evaluate program effectiveness, the district will utilize a variety of data collection methods, including annual satisfaction surveys and focus groups for students, families, and staff. Furthermore, site and district leaders will conduct regular observations to monitor instructional quality, staff-student interactions, and overall program climate.

Data collection will specifically target the development of key social-emotional competencies, including social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness.

- **Reflection and Intentional Management:** Program leadership will facilitate a "reflection and action" loop where collected data is reviewed with staff and district administrators. This process ensures that program management is intentional, using data to identify strengths and areas for growth.

- **Action Planning for Enhancement:** Feedback from families and students will directly inform the evolution of the program and subsequent ELOP plans. These plans will outline specific steps for program enhancement, such as targeted professional development for staff, among other things.

11—Program Management

Describe the plan for management.

Program Management and Oversight

Overall program oversight is the responsibility of district administration, in close collaboration with site-level administrators. Under the direction of the Assistant Educational Services, leadership provides the necessary oversight in planning, implementing, and supervising the district's expanded learning programs. Key responsibilities include:

- Guiding the continuous program improvement process and ensuring alignment with the Expanded Learning Quality Standards.
- Submitting all necessary data and fiscal reports to CDE.
- Facilitating coordination meetings with Site Leads.
- Pursuing and maintaining community partnerships and providing program information to the broader district community.
- Conducting regular site visits.

Site-Level Operations

Site Leads guide the daily operations of the program at each school site. Their duties include:

- Recording and tracking daily attendance using electronic platforms to ensure accuracy and compliance.
- Sharing program information with parents and facilitating site-based communication
- Ordering necessary materials and leading site-based staff meetings.
- Meeting regularly with site administrators.

Staffing and Ratios

The district utilizes contracted partner agencies to provide highly qualified staff who facilitate classroom activities. The program adheres to the following staffing ratios:

Transitional Kindergarten and Kindergarten (TK/K): 10 students to 1 adult.

Grades 1 through 5: 20 students to 1 adult.

25-26 ELOP BUDGET

Revenues	
24-25 Carryover	\$252,182.00
25-26 Estimated	\$368,773.00
	\$620,955.00
Expenses	
Center Program-City of Fairfield	\$409,073.00
Travis Program- Champions	\$51,272.40
Scandia Program- Champions	\$63,482.80
Personnel	\$65,040.08
Food	\$55,527.50
	\$644,395.78
Estimated Balance	\$(23,440.78)