

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency or Equivalent:

Burnt Ranch Elementary School District

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

Burnt Ranch Elementary School

1.

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means 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. (EC Section 8482.1[a])

"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. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

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 on site, describe where in the community it will be and how students will be supported to get there.

Burnt Ranch Elementary School District's Expanded Learning Opportunities Program will provide a safe and supportive environment during both the regular school year days and the thirty non-school days. We are a very rural, one school site TK-8th grade school district located in a frontier county. As the health and safety of children is our primary focus, we work with our local community and many county agencies to provide a nurturing environment and safe haven for children during critical non-school hours.

Staff will complete mandated reporter, sexual harassment, and homeless/foster youth training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

Both components of our program, the school day ASES(after school) and the non-school day ELO are located on our campus.

2—Active and Engaged Learning

Describe 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.

Our ELO programs support and enhance the core curriculum.daily classroom instruction. Students participate in a balance of individual activities, small and large group activities, indoor and outdoor activities, as well as active play.

Our ASES(after school) program serves students in grades TK-8th grades and is divided into three components:

Academic Support and Intervention/Tutoring/Homework:
The academic component offers a quiet, safe environment for students to receive support, tutoring and assistance with core and supplemental content. ASES staff assist and encourage students and work with school-day teachers to ensure the most relevant and targeted assistance is offered.

Enrichment Activities:
After school personnel focus on making connections to the regular school day curriculum, introducing students to new ideas, and developing the talents and interests of each student. Enrichment activities encourage exploration and learning in creative ways. The activities are based on students’ needs and interests. Activities include science, arts, crafts, theater, crafts, music, career awareness, technology, and community service.

Recreation/Physical Activities/Nutrition:
Students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills and recreational and physical activities. A variety of outdoor recreation programs include disc golf, soccer, golf, archery, basketball, tetherball, volleyball, etc. Our site also participates in regional sports programs, such as volleyball, cross country, basketball, and track.

Parent and student annual program survey results are also used to determine new programming.

Our ELO (summer/non-school day) program will incorporate all the components of our ASES program with a holistic and integrated approach. Activities will promote positive youth development through a focus on skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities. The program will not duplicate a regular instructional day, but will instead offer a variety of activities that support the whole child.

Our ELO programs offer nutritious meals that encourage and support a wholesome lifestyle.

3—Skill Building

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

Our program offers academic enrichment including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports achievement in all academic areas. The program provides small group and individual tutoring.

Our program fosters the development of lifelong learners by integrating content areas through reading and literature and by providing lessons that accommodate student learning needs throughout all core content areas. It will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation.

The program will also focus on the social emotional growth of students. It will use a positive discipline approach aligned with the district's research-based Multi Tiered System of Support (MTSS). This includes opportunities for students to practice friendship, communication, and mediation skills as a part of their everyday learning. MTSS practices are designed to produce effective systems which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices.

We also collect data from state assessments, local assessments, student, parent, and staff surveys along with regularly scheduled educational partner meeting input. The results of these data sources, when analyzed, inform our expanded learning practices that improve overall student success.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Our school is invested in providing strong youth leadership development and youth involvement programming. Youth voice and leadership development are weaved into the core of everything we do with students throughout our expanded learning programming. Youth leadership is heavily developed through programming that is enhanced through community involvement projects, student presentations, and student-led recognition programs. Many of the projects involve working with community partners and extended involvement with school groups. This includes Club Live, Tobacco Education, campus and community clean-up, charity and food drives, academic events such as spelling bees and history day, performing arts productions, and mentoring and tutoring younger students.

All programs support student-centered projects that involve research, critical thinking skills, decision-making skills, time management, collaboration, and teamwork. We consistently check-in informally and formally, through our annual student survey, to ensure our programming meets their needs.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Our ELO health and wellness programs align with the school's wellness policy and practices, as well as national best practices for health and wellness. Burnt Ranch School seeks to integrate additional physical activity during and after the school or summer program day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. We emphasize social-emotional and physical health, both of which are supported through healthy practices and program activities.

Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking classes, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours.

We promote healthy behaviors and physical, mental, and social growth. Our school garden continues to evolve and gives students the opportunity to work in the garden and sample produce. A positive mindset is promoted throughout our programming, focusing on positive student thinking and discouraging negative thinking while deterring students from unhealthy behaviors that alter the mind and hurt the body.

We provide nutritious snacks and meals. Our nutritious snacks/meals are in accordance with the California nutrition standards. The goal of the after school nutrition program is to provide nutritious well-balanced snacks and or meals that enhance a student's ability to learn.

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. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The ELO programs at Burnt Ranch School serve diverse students from backgrounds that include many different ethnic, racial, and socio-economic backgrounds. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and in the community. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Staff orientation and ongoing professional development services will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills,

needs, and best practice supports. Working with teachers, program staff will implement useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

7—Quality Staff

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

We ensure that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to employment. To further confirm, the superintendent and/or principal is involved in the interviewing process for ELO programing staff.

All ELO program staff must meet the requirements in one of three ways:

1. 48 units of college coursework;
2. Hold an Associate's Degree; OR
3. Pass the local instructional aide proficiency exam.

Due to our frontier and rural nature, recruitment for staff members is accomplished through both formal and informal means. Often, ELO program school staff is also employed during the regular school day as classroom instructional assistants. During the summer program, classroom teachers are also part of the staffing. The staff is retained through positive personal relationships that are developed between administrators, teaching staff, and ELO program personnel.

Professional development includes on-site collaboration time and off-site professional development workshops. Topics include, but academic content and instructional strategies, classroom management, enrichment and recreation programs, conflict management, and mediation skills.

8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

Burnt Ranch School’s mission is to prepare children academically and socially by providing a nurturing school environment with extensive enrichment opportunities to help them live responsibly and to envision and achieve their goals in life. Aligned with this, our school's Expanded Learning Opportunities program will offer an after school ASES program open to all TK - 8 students every regular school day and a 30-Day Summer/Non-school day Expanded Learning Opportunities Program for students in TK- 6. Our Expanded Learning Opportunities programs are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- An enrichment program that offers students exposure and access to visual and performing arts, STEM programs, interest-groups such as Animal Club, Chess Club, Robotics, cooking, gardening, and crafts • Athletic programs focused on developing physical and social skills needed to participate and excel in a variety of sports

Our vision is to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students’ positive development as students, scholars, and social justice leaders.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non LEA entities to administer and implement ELO-P programs.

The Burnt Ranch School ASES and ELO-P team works collaboratively with school administrators, school personnel and families to gather feedback, design programming, and implement high-quality after-school and summer programming. The ELO-P team works with community partners to provide additional enrichment activities and wraparound supportive services in order to help increase educational equity and expand educational opportunities for students.

Our site uses a collaborative planning and review process in all aspects of our expanded learning programming, which allows our staff to respect our school day policies and our local community needs. The plan is developed through discussion with each educational partner group. Our staff and students were involved in the creation of this plan as they provided feedback based upon their interactions with educational partners via their partner meetings, daily interactions, and the collection of annual surveys from parents, staff, and students.

Collaborative members include the Trinity County Office of Education, the Local Childcare Planning Council Coordinator, our school administration, our teachers, our support staff, and our after school Site Coordinator. Our ASES program has a Memorandum Of Understanding (MOU) between TCOE and our school district. This annual MOU details program administration which is overseen by TCOE for records, accountability, coordination of cross-district activities (e.g. professional development workshops and administrator meetings) grant development, and reporting.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Our Expanded Learning Opportunities programs engage all educational partners in a variety of activities to ascertain program quality and conduct continuous program improvement. Listed below is a summary of the process:

Administration, teachers, program staff, students, parents, and community partners engage in an annual survey to garner feedback on program quality based on the Expanded Learning standards for quality. Input is collected, analyzed, and disseminated annually using our locally designed online survey instruments/along with paper versions for stakeholders with limited-to-no internet access.

Analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on specific success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

For our ASES program, we also use elements from the California After School Program Quality Self-Assessment Tool. Through focus groups, our after school program coordinator uses the self-assessment tool and rates each standard based upon feedback. Practices that receive a 1 or 2 rating may be addressed in the short term, practices receiving a 3 may be addressed during the school year, and practices receiving a 4 may need to be monitored and sustained. Once the self-assessment is completed our site works closely with TCOE to develop an action and technical assistance plan as needed to annually assess our program's quality and continuously improve. This assessment protocol will also include our additional expanded learning programming through the Expanded Learning Opportunities Program.

Surveys will be administered annually as part of the LCAP process. Feedback garnered through this process is used to make improvements to the programs for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school

wide basis by looking at local data as well as CAASPP proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students

Site program walk-throughs and observations of program activities are regularly conducted and used to inform practices toward quality improvement and the progress of our quality improvement plan.

11—Program Management

Describe the plan for program management.

Fiscal accounting and reporting are our responsibility coupled with our partnership with the Trinity County Office of Education (TCOE). The TCOE Administrative Assistant is charged with overseeing the preparation and submission of all attendance and expenditure reports for our after school programming, however, our site will manage the Expanded Learning Opportunities Program funding and reporting with assistance from TCOE as needed. All expenditure reports are also reviewed by TCOE Business Department and we are subject to annual audits conducted by an outside certified agency. All program expenditures are reviewed by TCOE for compliance and appropriate purposes.

Our After School Program will serve as an in-kind contribution to the ELOP.

Policies are in place for early release, attendance procedures, program scheduling, nutritious snack, and operational logistics.

Attendance is recorded daily with student sign-in sheets and staff oversight.

Our Program Plan is reviewed annually with our educational partner groups and revised as needed.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Burnt Ranch ESD currently operates an After School Education and Safety (ASES) program in collaboration with the Trinity County Office of Education (TCOE). The District will now add the ELO-P to our after school programming. We also will utilize ELO-P funding in conjunction with all other funding sources to create a comprehensive program to mitigate learning loss by adding an after-school tutoring plan funded through ELO-P that will support students who need further instructional minutes over and above regular class time to master grade-level standards and recoup learning loss. With additional staffing, the district will be able to seamlessly implement the ELO-P and ASES program. Both funding streams will be utilized to reach the goal of a single comprehensive program. Both programming requirements will be adopted to guide the process.

Field Trips will be part of the ELO-P planning. These field trips will provide expanded learning opportunities for all students enrolled in the after school, weekend, intersession, and Summer programs. All expenses including transportation, fees, and meals will be provided at no cost to the students.

The ELO-P program funds will also be used to provide additional janitorial services during intersessions/summer and weekends because of the increased use of school sites during those times.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address

this younger age group?

Transitional kindergarten and kindergarten students identified with the highest areas of academic need will participate in after-school tutoring and hired staff will assist with reducing the after school student to staff ratio from 20:1 to 10:1 when working with transitional kindergarten and kindergarten students. We will work directly with families to ensure appropriate staffing occurs when the program is utilized by families with students in this age range. New staff will work collaboratively with TCOE's Early Childhood Education Department to receive the appropriate training for working with this age group. Curriculum and programming will be differentiated based on student age and development to ensure appropriate activities and services are provided.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

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Services will be provided for both TK and Kindergarten students.

180-day Instructional year sample program schedule:

8:10AM-11:40AM TK Instructional Day with certificated primary teacher

11:40AM-1:00 PM Lunch and recess

1:00PM-2:45PM Transitional Kindergarten After School Program/ELO-P : enrichment activities, academic support, outdoor and indoor physical activities, special sessions, cultural activities

2:45-5:00PM TK-8th grade After School Program : enrichment activities, academic support, outdoor and indoor physical activities, special sessions, cultural activities, nutritional snack/supper

30-day summer or intersession sample program schedule:

8:00AM-12:00pm ELO-P, including enrichment activities, academic support, outdoor and indoor physical activities, special sessions, cultural activities, and nutritional snack

12:30-1:30 Lunch and recess

1:30-4:00 PM ELO-P, including enrichment activities, academic support, outdoor and indoor physical activities, special sessions, cultural activities, and nutritional snacks

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschool days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision

(b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program was established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child who is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay. *(We accept enrollment for all BRS students; however, in the unlikely event that enrollment exceeds our staffing capacity, priority enrollment will be given to students with the greatest academic needs, including those eligible for free/reduced lunch, English language learners, and foster youth.)*

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.