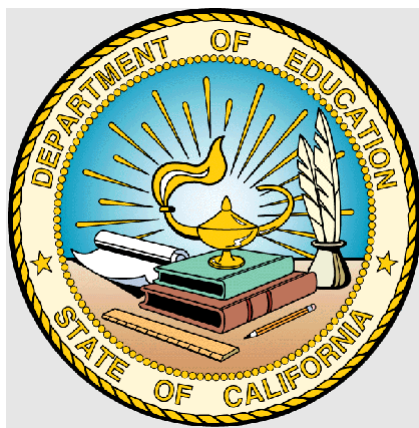


**Expanded Learning Opportunities
Program Plan Guide**

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)**

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Los Banos Unified School District
Contact Name: Zach Cruz
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Contact Phone: (209) 827-0231

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. TK Center
2. Los Banos Elementary
3. Westside Union Elementary
4. Henry Miller Elementary
5. Lorena Falasco Elementary
6. R.M. Miano Elementary
7. Mercey Springs Elementary
8. Grasslands Elementary
9. Volta Elementary
10. Charleston Elementary

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

Expanded Learning Opportunities Program Plan Guide

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>.

Expanded Learning Opportunities Program Plan Guide

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.

Los Banos Unified School District (LBUSD) has operated an Expanded Learning Program (EXLP) called LEAP for over 20 years. LEAP (Learning Educational Activities Program) currently operates on nine elementary school sites and one Transitional Kindergarten Center. Each school site has a specific plan regarding safety procedures, which LEAP staff regularly review and follow. Program staff are required to attend ongoing training designed to help establish a safe and supportive environment for students. Moreover, LEAP will close programs for up to three days to ensure all staff have the opportunity to participate in professional development. Examples of such training are CPR/First Aide, Active Shooter Scenarios; Disaster Preparedness, Mandated Reporting, Leadership; Classroom Management, Anti Bullying, PBIS, etc.

Expanded Learning Program staff maintain a rigorous student sign-in and sign-out policy to accurately account for each student enrolled in the program. LEAP sites maintain a 20 to 1 student-to-staff ratio for 1st through 6th grade and a 10 to 1 student-to-staff ratio for TK and K. Maintaining student-to-staff ratios ensures consistent student supervision and consistent student access to academic support. Furthermore, LEAP has established headcount, attendance tracking, absence notification, student supervision, and student engagement plans that are regularly updated and reviewed by all program staff. Thus, LEAP implements plans and procedures to ensure a safe and supportive environment.

When possible, the district will use ELOP funds to ensure a safe and supportive expanded learning environment by upgrading LEAP entrance and exit gates to more secure options. Likewise, when possible, the district will use ELOP funds to enhance safety by adding campus security personnel and entrance and exit video monitoring. Finally, the program will use funds to purchase curricula, programs, materials, supplies and technology as well as hire personnel needed to provide opportunities for students to experience a safe and supportive environment. Additionally, the program may promote safe and supportive environments through family outreach, family engagement events, and family engagement trips.

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.

LBUSD utilizes the Smarter Balanced Assessment System (SBAS) to guide the alignment of curriculum to the Common Core State Standards. Each school creates academic plans to meet the district's goals established by the SBAS. The LEAP team meets regularly with school principals and learning directors to receive input regarding how the program can effectively support academic achievement through planned homework, tutoring, and enrichment activities that do not duplicate school day instruction. School day teachers contribute by providing detailed information regarding specific students, which in turn helps the expanded learning program fine-

Expanded Learning Opportunities Program Plan Guide

tune lesson planning, and homework assistance that supports instructional time without duplicating the instructional day. Therefore, by coordinating with instructional time administrators and teachers, each LEAP leadership team develops an expanded learning program that supports but does not duplicate the instructional day.

ELOP funds will be used to support active and engaged learning by hiring additional support staff and certificated teachers to provide small-group and one-on-one academic support. The district will use ELOP funds to develop new expanded learning positions that grow opportunities for students to experience active and engaged learning. ELOP funds will be used to contract with Community-Based Organizations (CBO) and vendors to provide STEM, Arts, literacy, and physical activity programming that allows students to experience a wide range of active and engaged learning that supports but does not duplicate the instructional day. Moreover, the program will purchase materials, curricula, supplies, and technology that support active and engaged learning as well as purchase adequate storage containers to secure these resources. Lastly, the program will develop a cost-share agreement with the district to purchase physical activity and playground equipment that supports active and engaged learning during expanded learning program hours.

3—Skill Building

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

LBUSD's Expanded Learning Program provides a variety of skill-building opportunities. LEAP offers a robust Youth Voice and Leadership platform where students build leadership skills by guiding peers in the development of activities and programming aligned with their interests. LEAP provides an opportunity for students to sharpen their academic and literacy skills through daily small-group tutoring and homework assistance. Moreover, LEAP contracts with academic support vendors to provide individualized one-on-one tutoring which promotes academic skills. LEAP contracts with a variety of vendors to offer opportunities for skill building via hands-on STEAM (science, technology, engineering, arts, and math), physical activities, culinary arts, and drama classes. LEAP holds special events that provide opportunities for students to build skills such as Friendship Feasts, STEAM Fairs, Exercise Days, guest speakers, and study trips. LBUSD will continue to use ELOP funds for study trips, programs, curricula, and materials that provide a vast array of opportunities for students to experience skill-building. When practical, the program will use funds to provide opportunities for students to attend intersession overnight camps where students can engage in hands-on skill-building.

4—Youth Voice and Leadership

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

LEAP sites have a student council or student representative cohort. Student representatives will come from all grade levels, thus allowing each student an opportunity to engage in youth voice and leadership. With assistance from program staff, the student council will facilitate meetings with peers to express their viewpoints, concerns, and interests. The student group is tasked with representing

Expanded Learning Opportunities Program Plan Guide

the student body and giving the LEAP team feedback that influences the direction of the program. Moreover, the purpose of the student leadership cohort is to generate specific student-driven recommendations on how the program can implement practices, curricula, or plans that address student needs. In addition to representing their peers, the student council assists with planning and running special events, welcoming new students, and helping peers.

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 programing.

Expanded Learning sites incorporate the recommended 30-60 minutes of physical activity into each day's schedule. LEAP partners with vendors and community-based organizations to provide daily physical activities that incorporate social-emotional learning curriculum. The program will utilize ELOP funds to provide physical activity curricula, programming, guest speakers, study trips and presentations from a variety of organizations that promote healthy choices and behaviors.

Every program day, students are served a variety of appealing foods that meet the health and nutritional needs of the students. Daily meals and snacks, provided by the LBUSD's Food Service Department, meet state and federal requirements that are based on the USDA Dietary Guidelines.

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.

Each site's student council cohort and LEAP staff will collaborate to create culturally diverse enrichment activities and cultural awareness events. Furthermore, the aforementioned student council process will give regular feedback regarding how the program can plan and implement curricula, events, or activities aimed at cultural and linguistic diversity. School administrators, LEAP staff, teachers, and parents recruit students into LEAP. Recruitment and enrollment include students with disabilities and English language learners. Moreover, the program may utilize ELOP funds to collaborate with community organizations and vendors for curricula, programs, materials and training designed to address cultural and linguistic diversity and provide opportunities for all students, including students with disabilities, to experience diversity and equity.

When possible, the program will provide greater access opportunities for all students by providing transportation options for intersession and regular day programs. When feasible, the district will use ELOP funds to develop afterschool busing options, and/or, the district will hire drivers and purchase white fleet vans to transport students home from the afterschool and intersession programs. Additionally, when practical, the district will provide greater diversity, access and equity by using ELOP funds to increase staffing, purchase portable classrooms and/or contract with community based organizations and agencies.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

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

All Expanded Learning staff must submit an LBUSD application and resume on Ed.Join.org prior to being considered for an interview. The minimum qualifications for LEAP staff are 48 college semester units or pass a proficiency test. Furthermore, LBUSD actively recruits within the district's employee base via regular announcements concerning open positions. This helps LEAP get the word out to district employees, family, and friends, as well as recruit already qualified district employees who might be interested in a career in expanded learning. Furthermore, the program regularly recruits from Community College and University campuses by way of classroom presentations and job fair outreach. Additionally, LEAP partners with the Merced Community College Liberal Studies internship program to provide both paid and volunteer positions for future education professionals.

LEAP staff receive a variety of training that equip staff to successfully support students. Site leadership teams participate in collaborations offered by the district and the expanded learning field. On-site mentoring and coaching of staff is ongoing through daily huddle sessions and monthly staff meetings. Site Leaders review and model the classroom management and academic support techniques that staff then use with students. Additional training in CPR/First Aide, Active Shooter Scenario; Disaster Preparedness, Mandated Reporting, Anti Bullying, and Early Childhood Education are offered to EXLP staff throughout the school year. Thus, LBUSD has a robust recruitment, retention, and training plan that provides opportunities for students to engage with quality staff.

8—Clear Vision, Mission, and Purpose

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

LBUSD's Expanded Learning Program's mission and purpose is to be an important part of students' education, interesting them in learning opportunities that prepare them for college, vocational school, career, and life. Furthermore, the district's vision is to combine multiple expanded learning funding sources, such as ASES and ELOP, to establish one comprehensive LEAP-Expanded Learning Program that provides every student in TK through 6th-grade year-round access to expanded learning services.

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 District collaborates with a variety of community-based organizations such as the Merced County Boys & Girls Club (B&GC) to help administer and implement expanded learning services.

Expanded Learning Opportunities Program Plan Guide

LEAP works collaboratively with non-district agencies to fill any gaps that may prevent LBUSD from offering expanded learning opportunities. Furthermore, the district partners with city agencies such as the Los Banos Community Center to expand learning programs. Lastly, community partners such as the Los Banos After School Program Steering Committee, Los Banos Parks and Recreation; Merced County Office of Education, The City of Los Banos; Merced College and Los Banos Police and Fire Departments will continue to be involved in helping the district implement expanded learning services.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Continuous Quality Improvement (CQI) plan includes evaluating data from the CAASP English Language and Math testing results and the AERIES Student Data Collection System, which tracks student attendance, discipline issues, and the frequency in which they occur. Additionally, LEAP uses feedback from school site administrators, teachers, parents, and students to help determine the quality of expanded learning services. Feedback from educational partners is gathered and evaluated through surveys and regularly scheduled meetings. Lastly, LEAP uses the CDE Quality Improvement Plan template and the findings collected through CAASP, Aeries, surveys, and meetings to complete yearly CQI plans. All information is gathered to help expanded learning administrators and staff improve and strengthen the program.

Current LEAP CQI Plan:

Goal 1: Provide a safe, supportive and engaging environment that retains student enrollment and has limited student turnover.

Data/Evaluation: Yearly LEAP enrollment data collected in Aeries will be examined at the end of each school year to determine the percentage of student turnover occurring each year. Enrollment data will be evaluated to determine the amount of students that re-enroll from school year to school year. Yearly Outcomes reports and Quality Standards evaluations will further assess student retention and quality of the program

Goal 2: Participating students will improve academically

Data/Evaluation: Teacher surveys will be completed bi-yearly to provide LEAP staff with input on the academic progress of participating students. CAASP results and Aeries grades will be evaluated from year to year to determine areas of improvement and determine areas in need of additional support.

11—Program Management

Describe the plan for program management.

The district has an Expanded Learning Program Director who administers the program. The Program Director reports to the LBUSD Chief Academic Officer and the Chief Academic Officer

Expanded Learning Opportunities Program Plan Guide

reports to the LBUSD Superintendent. Each expanded learning school site has a LEAP Site Leader who reports to the Program Director. LEAP Site Leaders coordinate the day-to-day site operations and oversee a staff of paraprofessionals. The LEAP paraprofessionals report to the Site Leader and work directly with students to provide expanded learning services.

LEAP Site Paraprofessionals and Site Leaders have daily planning/debriefing meetings where site staff go over the day's agenda including homework assistance, tutoring interventions, enrichment lessons, physical activities, and staff responsibilities. Monthly, Site Leaders meet with Site Staff to go over safety plans, student council meetings, overall program structure and changes as well as the information produced in meetings with the Program Director. Site Leaders meet monthly with the Program Director to discuss programmatic concerns and any expanded learning-related information (e.g. results from educational partner meetings, evaluation results, program planning, CDE mandates, etc.). Additionally, Site Leaders have one centralized LEAP office where daily check-ins with the Program Director occur. The Program Director meets regularly with principals, community based organizations, and other educational partners to coordinate efforts. The Program Director meets weekly with the Chief Academic Officer and the Educational Services team to report expanded learning-related business as well as receive feedback and information related to educational services. Lastly, as part of the superintendent's cabinet, the director meets monthly with LBUSD cabinet members to discuss district business.

General Questions

A. 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.

Through the ASES grant, LBUSD has successfully established an expanded learning program called LEAP. The district plans to use ELOP funds to increase student access to LEAP by increasing staffing and opening new programs. Furthermore, ELOP funds will be utilized as the district's match to the ASES grant as well as being used to purchase quality enrichment and academic curricula, materials, technology and supplies to support one comprehensive program. Therefore, the district plans to use ELOP and ASES funding to make LEAP the district's one comprehensive Expanded Learning Program.

B. 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.

Expanded Learning Opportunities Program Plan Guide

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?

The district will continue collaborating with such agencies as the California Department of Education (CDE) and the Merced County Office of Education (MCOE) for training and TK/K-based educational opportunities that prepare staff to support the younger population. Moreover, LEAP will utilize the System of Support for Expanded Learning to develop best practices for serving younger students. LEAP will team up with LBUSD preschool, TK and Kindergarten administrators and teachers to develop TK/K expanded learning curriculum and programming. Furthermore, the district hosts job fairs where LEAP can recruit future TK and Kindergarten staff. Besides recruitment outside of the district, LBUSD has preschool and TK/K programs with a pool of well-qualified staff. LEAP will recruit from this pool to maintain the 10 to 1 ratio. Active recruitment of TK/K qualified staff along with utilizing other afterschool program staff will allow for a consistent 10 to 1 ratio.

C. 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.

Kindergarten Schedule:

Programs	Program	Hours	Min
LEAP BSP	All days- 6:50-8:20	1 hr 30 min	90
Instructional Time	Reg School Day- 8:25-12:10	3 hr 45 min	225
	Min School Day- 8:25-11:30	3 hr 5 min	185
LEAP ASP	Regular Day-12:10-6:00	5hr 50min	350
	Min Day-11:30-6:00	6hr 30min	390
		Regular Day	11 hr 8 min
		Minimum Day	11 hr 8 min

Expanded Learning Opportunities Program Plan Guide

Transitional Kindergarten Schedule:

Programs	Program	Hours	Min
Instructional Time	Reg. School Day- 7:40-11:25 am	3 hr 45 min	225
	Min. School Day- 7:40-10:45 am	3 hr 5 min	185
LEAP ASP	Reg. Day-11:25 am-6:00 pm	6 hr 35 min	395
	Min. Day-10:45 am-6:00 pm	7 hr 15 min	435
	Regular Day	10 hr 20 min	620
	Minimum Day	10 hr 20 min	620

Expanded Learning Intercession/Summer Daily Schedule:

6:30-8:30	Sign-In
8:00-8:30	Breakfast
8:30-9:20	Enrichment Activities
9:20-9:25	Transition
9:25-10:15	Enrichment Activities
10:15-10:20	Transition
10:20-11:10	Enrichment Activities
11:10-11:30	Break
11:30-12:00	Lunch
12:00-12:10	Transition
12:10-1:00	Enrichment Activities
1:00-1:10	Transition
1:10-1:50	Enrichment Activities
1:50-1:55	Transition
1:55-2:45	Enrichment Activities
2:45-2:50	Transition
2:50-3:20	Enrichment Activities
3:20-3:30	Cleanup/Sign-out

Expanded Learning Opportunities Program Plan Guide

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 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

Expanded Learning Opportunities Program Plan Guide

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 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 that 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

Expanded Learning Opportunities Program Plan Guide

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

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.