

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 and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Di Giorgio 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.

1. Di Giorgio School

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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Expanded Learning Program will take place on our school site and in conjunction with The Boys and Girls campus located in Lamont. Since we are a small rural district, our students are regularly transported by their parents in private transportation or on our district school buses. Students will be transported to our program either by their parents, on our school buses or will remain on campus at the end of the school day. The program, which takes place after the school day will begin immediately upon dismissal of the instructional day and operate until 4:00 PM.

In efforts to create and maintain safety procedures that are aligned with the instructional day, such as staff training and practice drills with students and staff, daily check-ins, and monthly meeting with school administration will be held will all program staff.

Students and staff intentionally work together to build a shared community. This is evident in the time that our staff spends intentionally communicating one on one and in small group settings with our students. Our staff, and other members of the community know each and every one of our families, their extended families and their siblings. In our small community it is very important to keep consistent, open, calm communication at the forefront of every interaction with staff, students and parents. We feel that the most important thing that we can do each and every day is to pause long enough to listen to a child. They are the reason that we are here.

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.

The design of our program and what makes it a quality program is making certain that we are offering opportunities for our students to learn and grow, beyond what they can do in the instructional day. It offers a very safe and trusted environment for them while their parents work or take care of other business. From the inception of our program we have continually asked for parental, staff and student input as to what they would like the program to look like. Each of the activities are designed based on their input. In order to gauge interest in activities we have the parents sign the students up and to rank the offerings. This allows us to make certain we are offering enough spaces in relation to the interest of our participants. We also know because we are located in such a rural area that our families depend on us to keep their children safe and engaged. The school superintendent and Principal are active participants in supporting this program. They have frequent and open communication with activity leaders to ensure the shared vision. Mission and goals are being achieved.

The Expanded Learning Program will not replicate the instructional day; however, it is important to work together with shared goals, a shared culture, and shared expectations for our students, this helps them to feel safe, be able to anticipate what is expected and acknowledge the shared goal of serving their needs.

The programming is divided into three main components: (1) Instructional intervention, homework support and tutoring tailored to the individual needs of students. This will help meet our goal of adapt our program to the identified needs of our students who enroll. (2) Physical education and sports; and (3) STEM enrichment activities.
Expanded Learning- After School

The three-hour after school program begins with a healthy snack for each child. Then, groups of 15-20 students will transition between individualized or small group instruction and academic support and STEM/project-based enrichment. Each of the program components will last 25 minutes. During academic support, activity leaders group each student in the appropriate group according to class assignment or intervention need. If leading intervention the activity leader will use curriculum provided by instructional day while the other students work on homework or an activity of their choice from a menu provided by staff. During the enrichment programming activity leaders will lead

students in a variety of lessons that include hands-on, real-life problems/solutions, that allow students to explore, investigate, research and create. These activities will result in a culminating activity that the students are able to produce and demonstrate for community members during Open Houses or Spotlight events.

Expanded Learning- Summer School

Current Summer program includes a 20 day program operating five days a week for four weeks. This program will be expanded in both number of days in operation as well as number of hours in the 2022-2023 school year with additional funds from the ELO-P funding. The programming currently operates structured activities from 8 AM to 12 PM daily with the campus open from 7:30 AM- 12:30 PM. (5 hours) This will be expanded to operate 7:30 AM-4:30 PM (9 hours) in the 2022-2023 academic year,

Our program is open to all students however English Language Learners and socioeconomically students are prioritized. We also run a parallel program for our Special Needs students and they are able to receive very specific academic support from our special ed department teachers but also push in to the remainder of the day to participate in physical activities and enrichment activities.

3—Skill Building

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

All enrichment opportunities in the program are designed to inspire creativity and innovation, we work to increase critical thinking and problem solving, by using constant and meaningful communication and collaboration these goals can be achieved. The activities and lessons are designed to support students at their current level of performance and move them towards mastery of skills they have not yet mastered.

Continuous collaboration and input will be facilitated between the Expanded Learning Program and the instructional day staff because the Expanded Learning Program will not replicate the instructional day, however it is important to work together with shared goals, a shared culture, shared expectations, diverse and dynamic learning modalities and time that will help us move outside of the limitations that can bind the instructional day.

Expanded Learning- After School

A few of the activities that we are able to introduce and support in instructional day but may not receive the time or attention needed to support mastery. In expanded learning we can work collaboratively with the instructional day to increase the depth of learning and the level of performance of our students. A few of the activities where we believe they could build mastery in expanded learning include:

Science Fair Experimentation and presentation creation-In expanded learning we can help the students design their experiments reinforcing the Scientific process. Then help them in their observation and writing

Oral Language Festival- students can receive help in selecting an appropriate piece. Work together with teams and coaches to memorize their piece and practice their performance. They can practice in front of live audiences that will help them gain confidence and self-esteem as they increase their level of performance.

Battle of the Books-Students can receive support in their reading by having staff ask them pertinent questions related to their reading, increased time to read their books and share experience and conversations with other students who are also participating.

Our program and program staff can support students in expanding their opportunities to participate, help them to build mastery and help them to create and present culminating activities related to their experiences.

4—Youth Voice and Leadership

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

Student Leadership and voice is an integral part of our program. With the help of our parent liaison, we have developed a very active student council team. Our liaison mentors these students and helps them to develop and refine their skills and to develop essential character traits including: respect, making good decisions, responsibility, and good work habits. As the students work and grow in these skills, they use their new-found knowledge and empowerment to influence others. They are very instrumental on our campus in a variety of ways including our afterschool program.

The staff in our after-school program are very intentional in making certain that our students have the opportunity to share their opinions, express their desires and take on leadership tasks. The students are provided choice related to what the program offerings will be, what activities they would like to participate in and how they will celebrate their learning.

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.

We are committed to helping our students and their families develop and promote healthy lifestyles. We spend a great deal of time in our instructional day making certain that every grade level from TK to 8th grade have access to regular physical education classes. These instructors provide multiple options so that students can explore and learn new skills, try new sports and experience success. Additionally, we participate in a local Small School District sports league where students play in seasonal basketball, softball, volleyball, and track events. It is evident in our culture that fitness and nutritious eating and promotion of a healthy lifestyle is important.

Snacks that are served to the students in the program follow the national school lunch nutrition guidelines that apply to all food items served at school.

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.

Communication is vital to our success and we use multiple means to communicate with our small community at all times. We use our website, ParentSquare, phone calls, and hard copy notifications. We also make certain that all communication goes out in both English and Spanish to ensure that all parents have access. Expanded learning staff also maintain current contact information for all students enrolled or interested in enrolling in the program so that they can contact them at all times. All promotional materials for any application, Program openings or event are also advertised in all of the above ways in addition to flyers be posted in the office, in the classrooms and passed out to teacher mailboxes.

We welcome all students interested in enrolling in the program into the program. If students have any special needs, we make sure to have open communication so that staff are well aware and provided resources for serving those students. The only time a child is not immediately enrolled in the program is when we are limited by having enough staff to support our staff to student ratios.

Our staff is also very representative of the students that we serve. In such a small community we often hire either family members or former students of our school.

The Expanded Learning Summer program is also open to all students. Our program

celebrates diversity and welcomes all students. Our program is open to all and focused on meeting our mission and vision of supporting all students and supporting their growth while appreciating their diversity.

7—Quality Staff

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

Due to our rural location all of our applicants come right from our school community and most are related to our families or are siblings who have already graduated from our school so they definitely reflect our students, staff and parents. We purposefully seek to hire individuals who exhibit integrity, professionalism, caring and work to be positive role models.

Staffing is accomplished by hiring a combination of Classified and Certificated staff members.

All staff:

Have had their finger prints cleared by both FBI and DOJ (Department of Justice).

Have passed para-professional test.

Holds a valid California credential (Certificated staff only)

CPR Trained

Mandated Reporting Trained

Trained on the signs of self-harm and suicide awareness

Trained to recognize the signs of potential homelessness by our District McKinney Vento Coordinator.

8-Clear Vision, Mission, and Purpose

Our ELO-P will directly correlate with our District's vision, mission and purpose. This vision and mission were developed in a collaborative effort with our teachers and staff.

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

Our ELO-P will directly correlate with our District's vision, mission and purpose. This vision and mission were developed in a collaborative effort with our teachers and staff.

VISION:

The Di Giorgio School students, staff, parents, and community will cooperatively provide a safe, child-centered environment that builds self-esteem, self-discipline, and the essential skills for life long learning. Using responsible decision making, students will exhibit qualities of good citizenship.

MISSION:

Develop a relationship with family and the community; provide a safe and positive learning environment, while respecting the individual differences; challenge students with high expectations and precise standards, resulting in responsible and academically successful students who are well prepared for their future.

Purpose: To put our students first in every decision that we make from safety to staffing to facilities and program offerings. The students are our reason for being here and serving them is our number one priority.

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.

Our greatest effort for collaboration is among the school staff and the program staff to ensure that we are all working together to serve our students. Over the years we have developed several partners who we continue to work with as well as some new partnerships that we are working to increase. Support of the local School Board of Trustees and teachers is a vital piece to the success of our program. Communicating and celebrating the great work that is going on there to support our families is important.

Boys and Girls Club of Kern County-Partnership that provides staffing support, programming and staff professional development as well as HR and payroll services.

Lamont and Arvin Libraries- The Lamont and Arvin libraries have recently reopened and is fully a city operated Library. They are very interested in supporting our students in a variety of ways. We will be working together to help our students get library cards, to help advertise their services and events and to partner in upcoming events.

Kern County Sheriff’s Department- Lamont Substation-Provides support and safety suggestions as well as response in the event we need support.

Arvin and Vineland School Districts- We have a very collaborative relationship with the Arvin and Vineland School districts. We also belong to the Arvin, Lamont, Weedpatch Community Collaborative as well as the Eastside Small School District’s Collaborative which is a group of small school district superintendents who have joined together to share and support each other. We have been hosting meetings and sharing resources for several years.

Sports For Learning- Partnership that provides experienced coaches that make learning fun, through interactive and social activities. Sports for Learning coaches provide a positive learning experience in the following areas:

- Social emotion learning
- Positive role models for students
- Improves school attendance
- Academic success

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

We have a long history of using a quality improvement cycle to develop, implement, review and adjust our systems as we work to provide the best possible services to our students. In addition to data driven decision making we are also committed to providing a program that serves the needs of our community, our families and our students.

Program reviews will be performed Quarterly in order to ensure that we are producing a program that suites the needs of our families.

We will also have student, staff and parent surveys as well as informal data gathering opportunities.

11—Program Management

Describe the plan for program management.

Our program values our staff and their professional development We aim to hire individuals who have a genuine interest in working in education or the child development field. The funding is used in a way that matches our vision, mission, and goals of creating a positive, safe, environment where students, families, and staff thrive.

All fiscal management is done using the SACS coding system and tracked in our budget software. Funding streams are managed separately:

LCFF: Managed directly by Di Giorgio Administration with oversight by the local Board of Education and Kern County Superintendent of Schools.

ELO-P: Managed directly by Di Giorgio Administration with oversight by the local Board of Education and Kern County Superintendent of Schools.

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.

Our district does not receive either 21stCCLC or ASES (After School Education and Safety) funding. Our program will be funded with supplemental LCAP funds. We will follow all program guidelines with each of our funding streams to develop one comprehensive and expanded learning opportunity to the greatest number of students possible.

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?

Our transitional Kindergarten program currently operates on a full day schedule. In the 22-23 school year, we will transition to a 10:1 student to staff ratio for our youngest learners as well as ensure appropriate programming that is specifically designed for serving the needs of our youngest Dragons.

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.

Before School Expanded Learning offering:

Before School offers a safe environment for students who need to travel to work. In our rural community many parents travel 25-50 miles to go work in larger neighboring towns such as Bakersfield. By opening our library an hour and ten minutes before school starts, at 7:00 AM, we are able to provide not only extended library time so that parents are able to drop students off in a safe environment before their commute to work, but also staff members who are available to help students with any remaining homework they may have or to practice reading skills with them.

Expanded Learning- After School:

The programming is divided into three main components: (1) Instructional intervention, homework support and tutoring tailored to the individual needs of students. This will help meet our goal of adapt our program to the identified needs of our students who enroll. (2) Physical education and sports; and (3) STEM enrichment activities. To continuously improve and develop the program we will continue to review and refer to the Quality Standards for Expanded Learning. https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

The two hour after school program begins with a healthy snack for each child. Then, groups of 15-20 students will transition between individualized or small group instruction/academic support, STEM/project-based enrichment, and physical activities and sports. Each of the program components will last 25 to 50 minutes. During academic support, activity leaders group each student in the appropriate group according to class assignment or intervention need. If leading intervention the activity leader will use curriculum provided by instructional day while the other students work on homework or an activity of their choice from a menu provided by staff. During the enrichment programming activity leaders will lead students in a variety of lessons that include hands-on, real-life problems/solutions, that allow students to explore, investigate, research and create. These activities will result in a culminating activity that the students are able to produce and demonstrate for community members during Open Houses or Spotlight events. We have partnered with Sports for Learning to provide our students with engaging Social Emotional and Physical Education lessons as part of our daily program.

Example:

Morning Enrichment

7:00-8:10 am-Library and auditorium are open for students to access computers, Accelerated Reader quizzes, library books, enrichment activities, and homework help.

After School

2:30-2:45- healthy snack served and enjoyed by students

2:45-3:15

Rotation 1: homework help, intervention/academic support, SEL support, Sports for Learning.

3:15-3:45

Rotation 2: homework help, intervention/academic support, SEL support, Sports for Learning.

3:45-4:15

Rotation 3: homework help, intervention/academic support, SEL support, Sports for Learning,

4:15-4:30- clean -up, load buses, parent pick up

Thursday Schedule (early out for PLCs)

1:45-2:00-healthy snack served and enjoyed by students

Rotation 1: 2:00-2:45

Rotation 2: 2:45-3:30

Rotation 3: 3:30-4:15

Expanded Learning- Summer School:

Current Summer program includes a 20-day program operating five days a week for four weeks. This program will be expanded in both number of days in operation as well as number of hours in the 2022-2023 school year with additional funds from the ELO-P funding. The programming currently operates structured activities from 8 AM to 12 PM daily with the campus open from 7:30 AM- 12:30 PM. (5 hours) This will be expanded to operate 7:30 AM-4:30 PM (9 hours) in the 2022-2023 academic year,

Our program is open to all students however English Language Learners and socioeconomically students are prioritized. We also run a parallel program for our Special Needs students and they are able to receive very specific academic support from our special ed department teachers but also push in to the remainder of the day to participate in physical activities and enrichment activities.

The learning in this program is robust and includes the required 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. In addition to an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Expanded Learning Intersession Offerings:

We will partner with The Boys and Girls Club Lamont campus to provide a week-long Spring Break Camp for our students and Camp Keep through KCSOS to provide a 5-day Summer Break Camp in July.

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.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites 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 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.