

Saugus Union School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

2022-2023



Prepared by:
Education Services Department
Child Development Program

Expanded Learning Opportunities Program Plan

Saugus Union School District

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Local Educational Agency (LEA) Name: Saugus Union School District

Contact Name: Carin Fractor, EdD

Contact Email: cfractor@saugusud.org

Contact Phone: 661-294-5300 ext 5111

Sites that are operating Expanded Learning Opportunities Program (ELO-P) through our Child Development Program (CDP) are listed below:

1. Bridgeport Elementary
2. Cedarcreek Elementary
3. Emblem Academy
4. James Foster Elementary
5. Charles Helmers Elementary
6. Highlands Elementary
7. Mountainview Elementary
8. North Park Elementary
9. Plum Canyon Elementary
10. Rio Vista Elementary
11. Rosedell Elementary
12. Santa Clarita Elementary
13. Skyblue Mesa Elementary
14. Tesoro del Valle Elementary
15. West Creek Academy

Purpose

This plan is required by *EC* Section 46120(b)(2). In this program plan, we describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and academic 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 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.

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

The program will be located on the 15 school campuses. It will follow all Saugus Union School District policies. Upon the beginning of the school year, all employees will be required to participate in the Mandated Reporter Training and additional safety training required by the District which may include modules on Supervision, Workplace Safety, Integrated Pest Management, and Playground safety. In addition to completing employee safety modules presented by Safeschools, our program will also create and participate in all safety protocols which will include fire drills, disaster drills and lockdown drills. These drills will be aligned with the elementary school procedures to maintain consistency for the children. All staff will be trained on the procedures for the various drills and also be required to participate in the drills during the hours of operation for the ELO program. Staff members will be assigned a role in each of the drills and trained on what their position entails. Additionally, when school is not in session, the program will continue to conduct drills to maintain consistency and awareness of both the children and staff members. All drills will be documented.

The program will provide a safe environment by hiring qualified employees, adhering to all school district guidelines and training employees on adhering to proper ratios, age appropriate curriculum, building positive relationships with children, meeting children's needs, communicating with both children and families, and understanding the ability to support the individual child based on individual learning styles and needs. The staff will also participate in Professional Development which will enhance their knowledge of age appropriate activities, social emotional learning, PBIS (Positive Behavioral Interventions and Supports) to help support the needs of the children enrolled in the program as well as using the information to enhance their own social emotional wellbeing.

Developmental- All employees will plan and implement age appropriate activities for their specific age group. Activities may include performing arts activities such as plays or talent shows, arts, science, music and cooking activities. Educational enrichment activities are also implemented within the program. To enhance the physical fitness portion for development, outdoor group games are conducted such as soccer, basketball and activities in a program called SPARKS. The combination of exercise and enjoyable fitness activities help the children develop and enhance their motor skills. Our staff also incorporates various group games weekly that promote physical activity as well as teamwork and problem-solving skills.

Social Emotional - Our employees support the children by showing empathy and teaching empathy to the children. We work on problem solving skills and how to build

positive relationships with both the children and employees. Our program focuses on helping children to be self-aware and assist in managing emotions. We incorporate the schools' PBIS practices into our after school and intersession programs at each site, focusing on teaching the children clear expectations for behaviors.

2—Active and Engaged Learning

The program provides students with academic and homework assistance in all core subjects (i.e., language arts, mathematics, science, etc.), that is aligned with the California Standards and reinforces the daily curriculum during the school day. Best practices include understanding the students' individual learning styles, focusing on their interests and supporting the whole child to succeed at their own pace. Providing hands-on enrichment projects to promote critical thinking and problem-solving skills, helping to improve students' ability to concentrate, and making learning more meaningful, valuable, and rewarding. When students are able to take ownership and have an interest in the material, they have a better understanding of the content.

Our staff plans culminating artifacts that align with the lessons and activities in order to showcase learning and a final product. Students also have a variety of activities with options for choice for our students. The weekly activities that are planned incorporate different content areas (math, science, reading) so our students gain a broad knowledge base around the many content areas through our engaging activities. Our students also have access to chromebooks to use for extended learning opportunities (i-Ready, Rosetta Stone, Google Classroom). Our students work together in partners or groups to do activities. Our staff lead the students in shared writing activities that are connected with our school district's cultural heritage awareness monthly celebrations. Our students also have multiple opportunities to teach lessons to their peers based on their comfort level and interests.

Enrichment is an important component of our program. While our staff plans daily enrichment activities, we also seek outside vendors to come and bring new experiences to our students, including programs like art classes, chess, African Drumming, and music. These programs provide hands-on, interactive enrichment opportunities that provide positive experiences for the children.

3—Skill Building

Students in our program are developing critical thinking, self-control, writing skills, connections with peers, friendships, and the essence of being a community. We have explicit lessons focused on building critical thinking skills, physical skills (fine and gross motor), academic skills, and cooperative learning skills. Staff provide multiple opportunities for students to reflect on how these skills based lessons can connect with their everyday lives. The art of problem-solving is an important component and one that we address daily in a variety of situations, whether students think of solutions to identified problems as they come up naturally and are local to the ELO environment or we are solving more global and community problems. Ultimately our goal is to build their skill sets so our students can help us create a culture of collaboration and community.

4—Youth Voice and Leadership

Our students have many opportunities to exercise their voice and develop their leadership skills throughout our programs. In primary grades, students can make choices during the program day. When activities are planned, they have the opportunity to choose which activity they would like to complete first. When playing group games, the children get to vote on which game they would like to play. Choices are available from deciding the color that a child wants to paint with or the type of game that they would like to play. Opportunities are given to support the child's interests. Upper grade children have the opportunity to exercise leadership skills in a variety of ways. Children are given the opportunity to participate in projects that may be consistent with real world problems. For example, our students have identified solutions to local problems within the context of CDP, schoolwide problems such as behaviors that lead from school to after school, and larger global problems such as caring for the elderly in our community. Their leadership skills, along with critical thinking skills, problem solving skills, reflection and creativity all combined help to show the children the impact they have on the projects. Project-based learning projects are planned throughout the school year to support these leadership skills as well. When students have the opportunity to solve a problem that is of interest to them or may affect them, the positive impact on their development has the ability to flourish.

The students, with the guidance of the CDP staff, are also given opportunities to create the rules of the classroom and the daily jobs that are needed. Each day, a new helper is chosen to complete the daily jobs. When participating in activities and group projects, each group has a team leader that helps facilitate the ideas for the group. The program provides many opportunities for children to get up and share their ideas with the entire group. Children may vote on the ideas and decide together as a group which idea they will work on. The upper grade children in the program have the opportunity to write questions or concerns on a piece of paper and place it in a question box. A staff member will pick out a question or concern and read it to the group anonymously. The group then works together to brainstorm ideas on how to answer the question or propose a solution for the concern. This provides a sense of leadership and teamwork amongst the children. As stated above, children also have the opportunity to assist in planning the lesson plans and submit ideas based on their interests.

CDP encourages our students to engage in activities and enhance the projects through their own ideas and leadership. Our students have multiple opportunities to develop ownership for their part in our group projects through collaborative experiences facilitated by CDP staff. Our staff is often asking students how they can contribute to the activities by improving them and making them more relevant to the group, thus encouraging leadership within our students. Students also have multiple opportunities to lead activities and projects within the program.

Some key ways we will create opportunities for leadership include:

- Upper grade students help younger students with activities
- Highlight a student Activity Leader for a day
- Reviewing Positive Behavior Interventions and Supports (PBIS) expectations daily and allow students to lead the discussion
- Students can earn leadership roles throughout the week

- Each child has an opportunity to be a class leader
- Students help plan the activities (primary grade students pick from the list of activities)

5—Healthy Choices and Behaviors

Students in CDP learn about healthy choices and behaviors on a daily basis. One of the significant healthy practices is our partnership with The Santa Clarita Valley School Food Service Agency. The SCVSFSA provides a daily nutritious super snack for all students in our program which is aligned with nutritional guidelines to the children enrolled in CDP. Each day, students are offered a super snack and we provide specific time for students to eat this snack. On days where students are not offered a lunch during their school day (i.e. Minimum Day), we provide our students with a healthy lunch instead of a super snack. We give our families a monthly menu to show the nutritional information of the food we are serving so they are aware of what their children are eating while in our program. Our staff also provides daily lessons focused on health that incorporate physical activities as well as educational activities to share information with the students. Specifically, we have at least 15 minutes of structured physical activity every day through games, exercise, and activities. Our goal is to teach the children the skills and knowledge needed to establish and sustain an active and healthy lifestyle. We share the monthly snack calendar to our families so they are aware of what their students will be eating. In addition to the above mentioned, the Social Emotional Wellbeing of the children is front and center when we think of healthy choices and behaviors. Our staff plan activities that appeal to our students' interests and expose them to new rules, games, opportunities etc. where we infuse our social emotional learning instruction. We highlight the six pillars of character by focusing on one each month. We provide explicit lessons and activities around these pillars to help students internalize them.

6—Diversity, Access, and Equity

Our CDP staff members implement specific activities and programs that celebrate and promote the diversity of our students and staff and we collaborate with site admin, district staff, and community to best support the needs of the students in our program. Weekly lessons are created around our school district's adopted calendar of celebrating cultural heritages (i.e. Black History Month, Hispanic Heritage, Women's History).

Some key ways we will create opportunities to address diversity, access, and equity include:

- Highlighting the contributions of heroes from various cultures and heritages that align with our district's monthly recognitions (i.e. For the month of November, Native American Heritage month, the culture was celebrated by providing information to the children on the positive impact and contributions that indigenous people in California have made and continue to make).
- Lessons in Social Emotional Learning that provide our children with strategies and information regarding acceptance and what other cultures and children have to offer ourselves and our community.
- Access to multicultural story books that are read to the children during story time and are provided in a library area for the children to access.
- Children are encouraged to share their customs and traditions with their class and

these will be transformed into art projects highlighting their culture.

- During site team meetings, the assistant site supervisor provides opportunities for discussions around diversity and needs of students so lessons can be targeted and we can ensure all of our students and their families feel seen and valued within our program.
- Meeting with district and site data teams to ensure our unduplicated pupils have access to our afterschool and intersession programs
- Starting the afternoon off with a focused welcome time, including a positive check in to engage our students as a community and review group expectations
- CDP staff works closely with school site staff and students' families to support all of the students and their individual needs within our afterschool program

Our program also ensures that our hiring of staff mirrors the backgrounds of our students. We attend local job fairs to recruit within our local community and neighboring high school district.

7—Quality Staff

Our Child Development Program prides itself by putting relationships at the forefront of what we do. We lead with a student-centered, student-asset focus in all that we do, including hiring practices, program development and activities. Our CDP consists of Site Supervisors, Assistant Site Supervisors, and Activity Leaders. Our staff is recruited through the district website, district weekly newsletters, local colleges, local job fairs and by fliers posted on social media as well as our partnership with the local high school district's office of College and Career Readiness. The hiring process consists of an interview and upon hiring, completion of documents and a fingerprint clearance is needed. The applicant will have the opportunity to discuss their experience, knowledge and interests during the interview. These components will be considered based on the needs of the program. We ensure that the people we hire share our core values and are informed of our mission and vision for the afterschool program.

Our staff undergoes a variety of professional development opportunities. Site Supervisors and Assistant Site Supervisors meet biweekly with our Coordinator of Child Development Programs and our Director of Categorical and Special Programs where they engage in professional learning, leadership development, and program development focused on our program goals, mission, and vision. We have a team of site leaders who collaborate and create weekly lessons that are then reviewed and shared with each site. The site leaders then review these activities and lessons weekly with the activity leaders, providing guidance, seeking feedback, and ensuring that resources and materials are available to implement. Some of our site leaders are able to attend conferences and workshops and then present their new learning back to our staff. The Coordinator visits sites and provides on-the-job coaching for all site leaders through mentorship, collaboration, and meetings.

Professional Development will occur in a variety of ways including:

- Through monthly staff meetings
- District-provided professional development for activity leaders and assistant site and site supervisor

8—Clear Vision, Mission, and Purpose

The Child Development Program aims to ensure we support the social, emotional, and academic growth of our students through an enriching, fun, and supportive after school and intersession program. Our program goal is to extend the learning experience of students within the Saugus Union School District and provide consistency and support to meet the needs of our students and their families. Our students, staff, and families take an annual survey that is aligned to the Quality Standards for Expanded Learning. We also meet with our educational partners and discuss our ELO-P input through meetings with our District English Language Advisory Council, Parent Advisory Council, and school-based Site Councils and English Language Advisory Council.

We will ensure that we are truly living our vision, mission, and purpose through the monitoring of our goals which include:

- Implementing homework and enrichment components daily in a quiet environment to support student learning and develop student curiosity and skillset.
- Engaging our staff in professional learning opportunities that empower them to address the variety of student and family needs.
- Implementing our weekly calendar of events, activities, and lessons so that all 15 sites are aligned in meeting the program vision, mission, and purpose.
- Maintaining accurate attendance records and maintaining target attendance traditionally underserved students.
- Communicate program activities and learning goals to our families on a consistent basis for all 15 school sites

9—Collaborative Partnerships

The Child Development Program works collaboratively with the CDP staff, school site and district staff, students and families, as well as with our community. We are developing a partnership with the Early Child Education department at the College of the Canyons, a local community college, to provide some professional development for our staff as well as provide mentorships within our CDP. We are also collaborating with local enrichment vendors to provide fun enrichment opportunities for our students such as chess, visual arts, and music. We share highlights about our program at every school board meeting to ensure the SUSD board members and community are made aware of what our program has to offer our students within our school community. We work with school site administrators to ensure our goals are aligning with the needs of the students at each school site. We collaborate with our district parent liaisons to ensure we are providing access and support to our students from low socioeconomic backgrounds and our students who are experiencing homelessness or are in foster care. The goals of our program are monitored by both internal and external educational partners through district administrative meetings, district PAC and DELAC meetings, as well as LCAP meetings.

10—Continuous Quality Improvement

The Child Development Program will use the California After School Program Quality Self Assessment Tool (CAN-QSA), annual CDP survey aligned to the CDE's Quality Standards, on-site observations, interviews, and staff training to assess and improve the

program quality. The program will collect data, reflect on the information and implement an action plan for any areas needed for improvement. Upon analyzing the data and devising an action plan, the CDP staff will implement the plan, reassess frequently and update any needed areas.

The focus areas this coming year will be:

- Youth, Voice, and Leadership
- Diversity, Access, and Equity

Timelines - Meetings will be scheduled in July, November, and March, yearly. The meeting in July will be used to plan the remaining meetings for the school year, develop a schedule for site planning and goals, select individuals responsible for activities, construct a timeline for completion, and review our budget. The surveys will be conducted once a year to align with our district's LCAP Connectedness Survey. The plan will be reviewed at each of our meetings to ensure we have the ability to adjust and modify the plan.

Staff Roles - Through the collaboration process with the Director of Categorical and Special Programs, CDP Coordinator, CDP staff, site and district level staff, parents and students, all educational partners will be active participants in the program quality improvement process. Ongoing collaboration and communication with educational partners will support the assessment process. Staff will be included and encouraged to help create surveys and interview questions and analyze data. The staff will be supported by the Site Supervisors and Assistant Site Supervisor to ensure fidelity and efficiency in implementing the plan.

Educational Partners- Educational Partners will be involved in the process of participating in and analyzing the surveys as well. They will also be involved in the assessment process. The results of the above assessment will be used to revise plans, ensure that standards are being met, modify program activities, and plan staff training to ensure the quality of staff is maintained, and help to improve the resources and services that are being provided by the program.

11—Program Management

The program has an organizational structure to ensure management of the program and implementation of the ELO plan. We have a Director of Categorical and Special Programs who oversees the program itself including funding, program implementation, and educational partner collaboration and community partnerships. There is a Program Coordinator who is responsible for the direct supervision of the program and manages the contract budget. The Program Coordinator also plans and schedules the professional development for the employees, facilitates hiring, and manages the CDP budgets for the afterschool program. The Program Coordinator works closely with the Site Supervisors. The Site Supervisors are responsible for supervising and mentoring the assistant site supervisors who are housed at each site, purchasing materials for activities, maintaining open communication with each school site's personnel and families in the program, and ensuring all safety guidelines and procedures are up to date. We also have Assistant Site Supervisors located at each site who are responsible for supervising and mentoring the activity leaders, maintaining open communication with personnel and families in the

program, and ensuring all safety guidelines and procedures are up to date. Our activity leaders are the program's front line workers that work directly with the children. They implement the scheduled activities, assist with homework, and support the children with their individual needs. The Assistant Site Supervisor schedules meetings weekly with the activity leaders to review program activities and provide ongoing support and mentorship to ensure we are living our vision, mission, and purpose. The Site Supervisor has bimonthly meetings with the district program staff to review best leadership practices in implementation of our program plan including examining curriculum, safety procedures, behavior supports, staffing, etc. and the Assistant Site Supervisors and Site Supervisors meet bimonthly to review curriculum, safety procedures, behavior supports, enrichment, etc. that pertain to all the sites. The methods of communication between staff members include emails, notices for the staff bulletin board, phone calls and in person meetings.

General Questions

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

Our current After School Education and Safety (ASES) program and the ELO-P are considered part of a single, comprehensive program within the Saugus Union School District. 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. While we have one afterschool program designated as an ASES program, it operates the same as our other 14 school site programs. Aside from being funded differently, our staff are trained alongside our other CDP staff and the programmatic activities, schedule, and staffing mirror that of all of our other 14 after school programs.

Transitional Kindergarten and Kindergarten

We plan to provide additional professional development to our staff in working with younger students, through training from our district's Teachers on Special Assignment (TOSAs) as well as through our partnership with College of the Canyons. We are planning to meet the pupil-to-staff ratio through a variety of ways including our assistant site supervisors and activity leaders. We are currently advertising for additional positions within our after school program through Indeed, Edjoin, local high school district's Director of College and Career Readiness, as well as our local community college's Early Childhood Education department. The curriculum that is being developed for our TK and K students is vetted by our district experts in the area of childhood development, including our current state preschool teachers.

Sample Program Schedules

Sample Schedule During School Day

8:00-2:45	School Day
2:45-3:15	Snack
3:15-3:45	Academic Support
3:45-4:15	Physical Education Games
4:15-5:15	Enrichment
5:15-6:00	Art/Craft/Literacy

Sample Schedule During Intercession Day

8:00-9:00	Welcome Circle and Activity
9:00-10:00	Enrichment Activity
10:00-10:30	Snack and Outdoor Play
10:30-11:30	Art/Craft
11:30-12:00	Outdoor Group Game
12:00-12:30	Lunch
12:30-1:30	Enrichment
1:30-2:00	Choice Center Time
2:00-3:00	Math Games
3:00-4:00	STEAM Activity
4:00-5:00	Group Game Outside
5:00-6:00	Art Lesson

Program Plan Legal Requirements

Below are additional legal requirements for the ELO-P.

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 non schooldays, 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.