

El Sol Science and Arts Academy



EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:
El Sol Science and Arts Academy
Expanded Learning Leadership

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

Local Educational Agency (LEA) Name: El Sol Science and Arts Academy

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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. El Sol Science and Arts Academy

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a]) "Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

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

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

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

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

El Sol Academy is dedicated to providing a safe and supportive learning environment for all students, and the after-school program is no exception. The program's on-site location ensures easy access for students to transfer from their regular instructional program to the after-school program without having to worry about transportation.

In alignment with the El Sol Academy Safety Plan, the program's commitment to safety is demonstrated through the participation of all instructors and staff in school-wide safety trainings and drills, including CPR and First Aid Trainings, and mandated reporter trainings. This ensures that all staff members are equipped with the knowledge and skills needed to ensure student safety.

In addition to physical safety, the program also prioritizes socio-emotional well-being. The staff to student ratio is carefully maintained at 20 to 1 in grades 1st – 6th and 10 to 1 in TK and Kindergarten, which allows staff members to address students by name and foster positive interactions. The program's expectations for behavior are clearly defined, and simple, well-known rules are in place to ensure that all students feel included in the program.

Moreover, the program provides a healthy and nutritious snack that meets the California Education requirements, and where necessary, accommodates student dietary needs. The materials used by students are clean, safe, and well-maintained, providing a quiet and safe space to complete homework assignments.

Overall, El Sol Academy's after-school program provides a safe and supportive environment for students, both physically and emotionally. Its commitment to safety and support ensures that students can engage in the program's activities with confidence, knowing that their well-being is a top priority.

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.

El Sol Academy's Extended Day program is designed to provide students with active and engaged learning opportunities that supplement and support their regular instructional day.

The program is based on the school's mission statement, which is centered around 21st century learning through integrated STEAM-based activities. To support this mission, the program offers small group tutoring based on individual student plans for success. The first hour of the

program is dedicated to tutoring/homework support, allowing teachers and extended day staff to evaluate data and create groups based on student needs.

Furthermore, the program offers enrichment programming that complement the regular instructional program, allowing students to explore and learn in areas that interest them. The staff members responsible for these activities undergo monthly professional development, ensuring that they have the necessary skills and knowledge to implement STEAM-driven lessons throughout the week.

The program also offers a wide range of enrichment programs that allow students to engage in activities such as Fine Art, Dance, Basketball, PE, MESA club, E-sports, Coding, and Girls Who Code/Coding Club. These programs are designed to promote creativity, critical thinking, and physical activity while providing opportunities for students to explore their interests and develop new skills.

In addition to these programs, the Extended Day program also provides project-based learning activities such as Readers Theater, ELA/SLA/Science Projects, and Music and Art Showcases. These activities are designed to engage students in hands-on learning experiences that promote creativity, problem-solving, and collaboration.

Overall, El Sol Academy's Extended Day program offers a rich and diverse set of opportunities for students to engage in active and engaged learning. By supplementing and supporting the regular instructional program, the program ensures that students have access to a wide range of opportunities that support their growth and development as 21st century leaders.

3—Skill Building

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

At El Sol, we understand the importance of incorporating STEAM education into our after-school program. That's why we allocate time for our staff to meet with the Academic Program Specialist to build awareness of new initiatives in this area. This allows our teachers to develop engaging lessons that are designed to build critical skills such as collaboration, critical thinking, communication, citizenship, and creativity.

Furthermore, we recognize the value of hands-on experiences for students. That's why we have implemented weekly short-term STEAM challenges that mirror the MESA program. These challenges are designed to provide opportunities for all TK through 8th grade students to engage in active and engaging learning. Through these challenges, students have the opportunity to work on the Engineering Design Process and collect feedback for improvements. Our students work on refining their presentation and collaboration skills through a grade level "buddy" system whereby middle school students work on real-world problems and present them to their elementary peers.

Our monthly challenges are designed to build confidence and sharpen students' written and oral communication skills. Through active problem-solving and trial and error, students learn how to maneuver challenging scenarios that may recur throughout their educational journey. By providing opportunities for students to engage in these types of activities, we believe that they will be better equipped to tackle real-world challenges in the future.

4—Youth Voice and Leadership

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

El Sol Academy's extended day program places a strong emphasis on empowering students to have a voice and take on leadership roles. One way this is accomplished is through allowing students to choose from a variety of enrichment options starting in TK, giving them the opportunity to actively participate in designing their own educational experience. Additionally, for older students, the program provides opportunities to engage in extracurricular programming such as sports, leadership, and community advocacy, allowing them to have a direct say in school policies and practices.

The program also encourages students to provide feedback and recommendations through surveys that are used to inform program practices, curricula, and policies. Staff and administrators take these recommendations seriously and strive to create a safe and supportive environment that is responsive to the needs and perspectives of all students.

Students also have the opportunity to develop leadership skills through participation in music, art, and STEAM showcases. These events provide a platform for students to plan and prepare for important events, hone their public speaking and communication skills, and showcase their creativity and talents to the wider school community. By encouraging youth voice and leadership, the program aims to foster a sense of ownership and engagement among students and empower them to take an active role in shaping their own educational experiences.

5—Healthy Choices and Behaviors

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

To further support healthy choices and behaviors, the Extended Day program will also offer nutrition education for students. Through interactive activities and discussions, students will learn about the importance of healthy eating habits and the benefits of making nutritious food choices.

In addition to the physical activity provided by coaches and instructors, the program offers structured sports activities and games that promote teamwork, sportsmanship, and healthy

competition. These activities will be designed to engage all students regardless of their athletic ability and will be facilitated by staff members trained in coaching and leading group activities.

To ensure that all students have access to nutritious meals during the ELO-P hours of programming, El Sol offers a dinner program for students. Dinner is provided to all students enrolled in Extended Day at no additional cost. The dinner menu is designed to be both nutritious and kid-friendly, and it includes a variety of options to accommodate different dietary needs and preferences.

Overall, the Extended Day program at El Sol is committed to providing students with opportunities to engage in healthy behaviors and make positive choices that will support their physical and emotional well-being.

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.

El Sol's Extended Learning Opportunity Program (ELO-P) is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. The program celebrates the diversity of the student body and works to create a safe and inclusive environment where all students can thrive.

One way the program addresses cultural diversity is through its Folkloric program, which highlights and honors the unique backgrounds and cultures of the students. In addition, the program includes culturally relevant programming that celebrates major holidays and cultural celebrations in coordination with the school's dual immersion curriculum.

El Sol's ELO-P also works closely with the school's Special Education team to develop Individual Education Plans (IEPs) for students with special needs. The program ensures that all students with disabilities have access to the same opportunities as their peers, with appropriate modifications and adaptations to ensure student success. For English Language Learners (ELLs), the program provides specific activities designed to support their language development, such as thematic teaching, GLAD strategies, center-based learning, reader's theater, drama, and art. The program works with the Academic Program Assistant to regularly assess and evaluate student progress to ensure that all ELLs are making progress toward their language development goals.

Overall, El Sol's ELO-P is designed to provide all students with access and opportunity, regardless of their cultural or linguistic background, disability status, or any other individual characteristic. The program works to create an inclusive and supportive environment where all students can thrive and achieve their full potential.

7—Quality Staff

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

In addition to the ongoing professional development and support provided to staff, the program also prioritizes hiring quality staff who have a passion for education and working with students. All staff members go through a rigorous hiring process that includes multiple interviews, reference checks, and a thorough background check.

The program also provides opportunities for students to engage with outside experts and guest speakers in the fields of STEAM, art, and music, leadership, and business. These individuals bring unique perspectives and experiences to the program and serve as positive role models for students.

To further support students' engagement with quality staff, the program implements a mentorship program. Staff members are paired with small groups of students to develop a deeper connection and provide personalized support. This allows for more individualized attention and opportunities for students to ask questions and receive guidance from someone they trust.

Most importantly, instructors maintain close working relationships and partnerships with the classroom teachers. By providing instructional support and resources, teachers take an active role in supporting the instructors first-hand while also improving the overall experience of the students.

Overall, the program is committed to providing a supportive and engaging environment that values and respects the contributions of all staff members and provides students with a diverse and enriching educational experience.

El Sol expanded learning staff receive the following training each year:

1. CPR/First Aid
2. Lesson Planning
3. GLAD strategies
4. Thematic Teaching
5. Project Based Learning
6. Health and Wellness
7. Character Counts
8. Differentiated Instruction
9. Classroom Management
10. Interpreting Data
11. Accelerated Reader
12. Moby Max
13. Guided Reading

- 14. Common Core Math
- 15. SEL Best Practices
- 16. STEAM Planning

8—Clear Vision, Mission, and Purpose

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

The Extended Day Program at El Sol is designed to support the academic and socio-emotional growth of its students through a variety of enrichment activities. Our program's vision is to provide students with integrated STEAM-based activities that help them develop critical thinking, collaboration, communication, citizenship, and creativity skills. Our mission is to create learning experiences that promote a culture of kindness, creativity, courage, and critical thinking, supporting El Sol's overall mission of providing a high-quality education to all students.

The program's purpose is to provide opportunities for students to engage in activities that they may not have access to during the regular school day, while also ensuring that all students have a safe and supportive environment to learn, grow and thrive. By integrating STEAM activities, the program aims to prepare students for the challenges and opportunities of the 21st century.

The program's planning and implementation process is highly collaborative, involving teachers, administrators, Student Council, Parent PTO, and staff. Weekly meetings, staff development, and data evaluations are used to ensure that the program's vision, goals, and plans are constantly updated to meet the needs of the students. The ultimate goal of the program is to provide all students with quality out-of-classroom experiences that help them become confident and capable global citizens.

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.

As a community school, El Sol has an extensive network of community partners. Below are some of the partnerships that El Sol has established to implement ELO-P programs.

- 1 - Global Glow provides program curriculum and mentoring for 6th through 8th grade.
- 2 - Girls Who Code provides coding clubs for girls.
- 3 - Chapman University provides tutors for students.
- 4 - Sage Hill High School students offer STEAM and Coding clubs.
- 5 - Project Scientist provides STEAM activities for girls.
- 6 - Uplift Teen Yoga provides Yoga and mindfulness and meditation classes
- 7 - Lumen program provides math enrichment for students at or above grade level
- 8 - Cultura con Raspberry Pi provides classes for students on digital computing.

9 - Orange County High School of the Arts provides performing arts assemblies, poetry and theatrical arts sessions.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

El Sol's Continuous Quality Improvement plan is an integral part of the program's commitment to ongoing improvement. The plan involves a multi-faceted approach that includes the collection and analysis of data from various sources. This data is used to inform and guide the program's strategies and goals, as well as to identify areas for improvement.

To collect data, El Sol uses multiple strategies including assessments, interviews, and surveys conducted with staff, teachers, parents, and students. This data is then analyzed by program leaders and staff to identify strengths and areas for improvement. Based on this analysis, a program improvement plan is developed that outlines strategies and goals for enhancing program quality.

The improvement plan is used to guide the revision and refinement of organizational strategies and goals, define staff development goals, and direct resources towards areas that need improvement. Teachers modify and adjust the grade level academic instruction plan and use the academic component of the plan to differentiate instruction. Administration, teachers, and staff modify policies, manuals, and enrichment instruction and use the safety, enrichment, health, and behavior components of the plan.

To ensure ongoing improvement, El Sol uses the Quality Standards for Expanded Learning to assess program quality. The program's directors and support staff use these standards to review and refine areas of need and growth. Additionally, weekly staff check-in meetings provide real-time data on the program's progress, allowing site leaders to respond quickly to emerging needs and make necessary adjustments to the program. Overall, El Sol's Continuous Quality Improvement plan is a comprehensive approach to program evaluation and improvement, aimed at providing high-quality enrichment experiences for all students.

11—Program Management

Describe the plan for program management.

The school’s Director of Curriculum and Instruction oversees program operations and planning. The program director provides the school's executive director and Board of Directors with program updates and plans. Also supporting the program are the Academic Program Assistant, who works primarily with staff and student support, and the Administrative Assistant, who manages program logistics, payments, and works closely with families.

The program director works closely with the Academic Program Assistant to manage day to day operations and program development. The Administrative Assistant supports the program coordinator and manages the communication with parents, attendance, and other fiscal components of the program.

Academic instructors teach and supervise the students. Academic instructors are responsible for the academic intervention and support and homework support. Enrichment instructors provide the enrichment instruction and supervise the students during their classes.

Two additional full-time positions, Site Supervisor and Site Coordinator will be added this year to provide targeted and specific program expansion support. These positions will manage all program operations and logistics and will work in tandem with the regular instructional program to continue partnering with teachers, leadership and families.

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.

El Sol Academy plans to continue operating a single site-based TK - 8 comprehensive program. As a result, all ELO-P funding will be combined to continue offering a universal Expanded Learning program. El Sol is a single site LEA, allowing for all funding to be allocated to existing and growing programming. Additional ELO-P funding will be used to invest in training existing staff, investing in STEAM resources and technologies, and where necessary hiring of new staff based on projected increased enrollment. Additionally, funding will be used to support intersession and summer programming. All students will benefit from course offerings and enrichment opportunities.

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?

In accordance with existing pupil-to-staff ratios of 10:1, El Sol will keep Transitional Kinder and Kinder classroom enrollment within the range and hire staff when enrollment exceeds the ratio. Working with younger populations requires a unique perspective and skill set. We will begin by conducting a thorough evaluation of existing staff in order to determine if any in-house moves can be made to better suit our younger age groups. After such determination, we will conduct an outside search to fill any vacancies and add staff where necessary.

We will partner with El Sol's TK and Kinder teachers to provide professional learning to all staff working with this age group. Designated play areas and spaces will be reevaluated to ensure that students in these age groups benefit from developmentally appropriate curriculum and support.

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.

All services will be made available to TK and Kindergarten students. Within the Exploration and Enrichment blocks, students will participate in a variety of rotations including physical activity, art, dance, basketball, and project based and STEAM activities.

Transitional Kindergarten and Kindergarten Daily Schedule

8:00 a.m. - 2:30 pm. Regular Program and Instruction with Classroom Teacher
2:30 p.m. - 2:45 p.m. Students transition to their extended day classes
2:45 p.m. - 3:15 p.m. Exploration and Enrichment Activities
3:15 p.m. - 3:30 p.m. Snack
3:30 p.m. - 4:05 p.m. Exploration and Enrichment Activities
4:05 p.m. - 4:20 p.m. Recess
4:20 p.m. - 4:55 p.m. Exploration and Enrichment Activities
4:55 p.m. - 5:10 p.m. Recess
5:10 p.m. - 5:45 p.m. Exploration and Engagement Activities
5:45 p.m. - 6:00 p.m. Closing and Dismissal

Summer Schedule

7:45 a.m. Welcome and Breakfast
8:30 a.m. - 9:00 a.m. Exploration and Enrichment Activities
9:00 a.m. - 9:15 a.m. Recess/Outdoor Play
9:15 a.m. - 10:00 a.m. Exploration and Enrichment Activities
10:00 a.m. - 10:30 a.m. Lunch
10:30 a.m. - 11:15 a.m. Exploration and Enrichment Activities

11:15 a.m. - 11:30 a.m. Recess/Outdoor Play
11:30 a.m. - 12:30 a.m. Exploration and Enrichment Activities
12:30 p.m. - 12:45 p.m. Students transition to their extended day classes
12:45 p.m. - 1:30 pm. Exploration and Enrichment Activities
1:30 p.m. - 1:45 pm. Snack
1:45 p.m. - 2:45 p.m. Exploration and Enrichment Activities
2:45 p.m. - 3:00 pm. Recess/Outdoor Play
3:00 p.m. - 3:45 p.m. Exploration and Enrichment Activities
3:45 p.m. - 4:00 p.m. Recess
4:00 p.m. - 4:30 p.m. Closing Activities
4:30p.m. Dismissal

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 school sites, 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 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 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.