

FOR CALIFORNIA AND 21ST CCLC EXPANDED LEARNING PROGRAMS

ELO-P · ASES · 21st CCLC Documentation Packet



Curriculum alignment, funding fit, scope-of-work language, and sample budget line-items for grantees of California's three expanded learning funding streams.

ELO-P

ASES

21ST CCLC

One program. Two language directions.

Spanish for English speakers. English (ESL) for Spanish speakers. Both built on the same patented method, delivered on the same dashboard, defensible under the same allowable-use rules — and grounded in how all humans actually acquire a second language.

For use by California and 21st CCLC districts, after-school operators, community-based organizations (CBOs), and grant writers.

CONTENTS

What's inside

For use by California districts, after-school operators, community-based organizations (CBOs), and grant writers. Read straight through in twenty minutes, or jump to the section you need.

SECTION	PAGE
— A note on fit	3
Why expanded learning was designed to be different from the school day	
01 Why we built this packet	4
The three questions decision-makers keep asking	
02 FabuLingua at a glance	5
Product reference for board memos and grant binders	
03 Allowable use of funds	7
ELO-P, ASES, and 21st CCLC — separately and braided	
04 12 Quality Standards alignment	12
Point-of-service and programmatic standards, mapped	
05 The science	16
Krashen, the Affective Filter, and Magical Translations®	
06 English Learners & their families	19
The bedtime-reading gap and the family-engagement element	
07 Dual-language sites	21
What dual-language children actually need after school	
08 Sample scope-of-work language	23
Paste-ready narratives for Spanish, ESL, and dual-language	
09 Sample budget line-items	26
Pricing, per-pupil cost, ELO-P, ASES, 21st CCLC budget examples	
10 Student data privacy & compliance	30
COPPA, FERPA, AB 1584, SOPIPA — and the DPA	
11 30-day pilot rollout plan	32
Week-by-week for a single-site adoption	
12 Research citations	34
Full bibliographic references	
13 Bring FabuLingua to your program	35
Four concrete ways to take the next step	

A NOTE ON FIT

What expanded learning was designed for

California Education Code §46120 defines expanded learning as “hands-on, engaging learning experiences... pupil-centered, results-driven” that “complement, but do not replicate, learning activities in the regular school day.” That isn’t aspirational. It’s the statutory definition. Expanded learning is supposed to be more joyful, more story-driven, more culturally responsive, and more child-chosen than the school day.

FabuLingua was built for exactly that. To children, it’s a fun mobile game on a magical island where they read interactive stories, unlock new locations, and have fun doing it — making real, measurable progress through play, not pressure. Designed for grades TK–6, it serves two language-learning populations: teaching Spanish to English speakers, and English (ESL) to Spanish speakers.

Whether your school teaches Spanish during the day or not, FabuLingua adds Spanish learning to the after-school block with a fun, high-impact, story-based game.

For your Spanish-speaking English Learners, FabuLingua adds low-stakes, story-based English reading — the kind that English Language Development (ELD) research identifies as essential to acquisition. Most California schools do not run after-school Designated ELD — FabuLingua fills that gap.

Either way, FabuLingua adds what the school day does not provide, and serves the children expanded learning was designed for.



SECTION 1 · A NOTE BEFORE YOU BEGIN

Why we built this packet

This document exists because ELO-P and ASES decision-makers asked for it — directly. Three things keep coming up in conversations with district expanded-learning directors and after-school operators across California:

- Is this an allowable use of our funds, and how do we defend it on paper?
- Does it map to the Quality Standards our auditors will check?
- Will it actually serve our English Learners and our heritage Spanish speakers — not just nominally, but in the way the state is asking us to?

This packet answers all three, in that order. Read straight through in twenty minutes, or jump to the section you need. The product overview is on the next page; the compliance backbone begins in Section 3.

How to read this packet

- **Sections 3 and 4** · the compliance backbone — allowable-use rationale and Quality Standards alignment. Take these to your grant file.
- **Sections 5, 6, and 7** · the equity case for English Learners, families, and dual-language sites. Bring these to your Local Control and Accountability Plan (LCAP) narrative or your board memo.
- **Sections 8 and 9** · the operational details — scope-of-work language and budget line-items a grant writer can paste in.
- **Sections 10 through 12** · the reference material — student data privacy, the 30-day pilot rollout plan, and the full citation list.
- **Section 13** · three concrete ways to bring FabuLingua to your program — a 20-minute walkthrough, the Founding Partner Program, or a single-site pilot.

This packet is designed to be self-serve. When you're ready to talk, the concrete next steps are in Section 13 — or email schools@fabulingua.com.

SECTION 2 · FABULINGUA AT A GLANCE

FabuLingua at a glance

A reference for board memos, scope-of-work narratives, and the inside cover of your grant binder.

FabuLingua is a language learning program for after-school enrichment, grades TK–6. It teaches Spanish to English speakers, and English (ESL) to Spanish speakers — one program, two language directions, one dashboard. No specialist teacher required, in either language.

To children, FabuLingua is a fun mobile game on a magical island where they read interactive stories, meet characters, and unlock new locations as part of a larger hero's journey to save the island.

To a site coordinator, it's a structured four-mode method that progresses each child along a language-learning journey, developing their comprehension, reading, speaking and writing skills.

The method is patented (US Utility Patent for Magical Translations®) and grounded in Dr. Stephen Krashen's research on Comprehensible Input and the Affective Filter — the science that explains how all humans acquire a second language.

Designed for a 30-minute enrichment block. Also runs as a daily rotation, a self-paced station, or at-home practice.

A TYPICAL SESSION, MINUTE BY MINUTE

Minute 0–5 · Children open the app on a tablet or Chromebook and pick a story from their Learning Path.

Minute 5–20 · They read the story while the narrator alternates the home language and the target language in rhythm — the patented Magical Translations® method delivers Comprehensible Input through context the child already understands.

Minute 20–25 · CopyCat recording mode or a mini-game reinforces vocabulary and lets the child use their own voice in the new language.

Minute 25–30 · Site coordinator glances at the dashboard. Today's progress is captured. The block wraps.

Core product facts

What	How it works
Grade band	TK through Grade 6
Languages taught	Spanish (for English speakers) and English / ESL (for Spanish speakers).
Devices	Mobile app on iOS and Android tablets and phones. Web browser version on any laptop, including Chromebooks. Stories can be downloaded for offline use on the mobile app.
Staffing	No Spanish or English specialist required. Self-guided. Site coordinator supervises; the app teaches.
Roster & SSO	Clever, ClassLink, Google Classroom, or CSV upload. SSO for students.
Dashboard	Engagement, completion, voice recordings, time-on-task. Pulls reports for CQI and APR.
Family engagement	Each family adopts the child's profile and continues at home in either language.
Pricing	\$240/license/year per language direction (50 students). \$190/license/year for 3+ sites. Spanish and ESL licensed separately.
Privacy	COPPA and FERPA compliant. Student data is never sold or shared. See Section 10.

Credentials · US Utility Patent for the Magical Translations® method. Grounded in Krashen's Comprehensible Input research. Winner of a competitive academic evaluation judged by second language acquisition experts. In use across the United States and around the world.

SECTION 3 · ALLOWABLE USE OF FUNDS

Allowable Use: ELO-P, ASES, and 21st CCLC

This section is written to be pasted into a grant compliance file. Each subsection identifies the statute, quotes the operative language, and shows how FabuLingua satisfies it — separately for Spanish enrichment and for ESL service, because they are two distinct allowable uses that happen to live on one platform.

3.1 Expanded Learning Opportunities Program (ELO-P)

Statute. California Education Code §46120. Established by AB 130 (2021); expanded by AB 181, AB 185, SB 114, and AB 176. Funded at approximately \$4.5 billion in 2025–26.

THE OPERATIVE LANGUAGE · CALIFORNIA EC §46120(B)(1)(B)

“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.”

WHY SPANISH ENRICHMENT QUALIFIES AS AN ALLOWABLE USE

- **Hands-on, engaging learning experiences** · FabuLingua is literally hands-on. Children read interactive stories — tapping, listening, reading, spelling, recording their voice in CopyCat mode, playing mini-games, and choosing what to read next. Each session is sustained engaged time, not passive screen time.
- **Develops academic, social, emotional, and physical needs** · Language acquisition develops the whole child. Academically, it builds vocabulary, comprehension, and reading. Socially and emotionally, research shows that learning a second language itself builds empathy, perspective-taking, and confidence — a 2021 Singapore study of 805 bilingual children found that longer second-language use correlated with stronger social-emotional and behavioral skills, and University of Chicago researchers found multilingual children show greater capacity for empathy and less egocentric thinking than monolingual peers. These are properties of language acquisition itself — every FabuLingua session delivers them.
- **Pupil-centered, results-driven** · Children choose which story to engage with on their Learning Path. Progress is measurable and visible in the dashboard. This is the literal definition of pupil-centered and results-driven.

- **Complements, does not replicate** · Whether your school teaches Spanish during the day or not, FabuLingua adds something to the after-school block that the school day cannot replicate. At dual-language sites, it adds joyful, story-based reading that complements the school day’s academic Spanish (see Section 7). At sites without school-day Spanish, it opens the door entirely. Either way, the do-not-replicate clause is cleanly satisfied.

WHY ESL SERVICE QUALIFIES AS A DISTINCT ALLOWABLE USE

- **Hands-on, engaging learning experiences** · Same mechanics apply to ESL — tapping, listening, reading, spelling, recording, playing — with one ESL-specific advantage: CopyCat mode gives a child who may rarely speak English in class a private, low-stakes space to practice pronunciation. Engaged time, not high-stakes time. This is particularly important to children who have experienced trauma and are unwilling to speak in class.
- **Develops academic, social, emotional, and physical needs** · The same whole-child research applies — language acquisition itself develops empathy, perspective-taking, and confidence regardless of direction. For Spanish-speaking English Learners, English acquisition does double duty: it develops the whole child AND opens academic access to every subject taught in English. Developing fluent English by 3rd grade is especially critical. Children who fall behind that benchmark risk becoming Long-Term English Learners (LTELs) — a California-defined category for students classified as EL for six or more years. The LTEL designation often leads to academic pathways that may not reflect a child’s intellectual capacity and prevent them from making the most of the education otherwise available to them. After-school enrichment time is one of the strongest intervention windows a district has to address this risk — without competing with the school day’s instructional priorities. FabuLingua is built for that window.
- **Pupil-centered, results-driven** · Spanish-speaking English Learners choose their stories the same way, move at their own pace, and have the same dashboard-visible progress data — engagement, completion, voice recording activity. This gives site coordinators a daily window into individual EL student engagement and completion.
- **Complements, does not replicate** · ESL through FabuLingua complements Designated ELD; it does not replace it. Designated ELD remains a school-day requirement under EC §306 and the EL Roadmap. FabuLingua adds after-school, story-based English practice that the school day cannot deliver — and ELO-P funding is weighted by your district’s Unduplicated Pupil Percentage (UPP), in which English Learners are explicitly named. Programs that serve EL students with high-quality enrichment are precisely what the funding formula was designed to support.

3.2 After School Education and Safety Program (ASES)

Statute. California Education Code §8482 et seq. Established by Proposition 49 (2002). Voter-mandated; the only state-funded after-school program enshrined in the California Constitution. Currently approximately \$650M annually.

THE OPERATIVE LANGUAGE · CALIFORNIA EC §8482.3

Programs are required to include two elements: “an educational element” providing tutoring and homework assistance designed to support meeting state academic standards, and “an educational enrichment element” that may include activities such as visual and performing arts, music, physical activity and health education, and may include other youth development activities.

WHY BOTH SPANISH AND ESL QUALIFY

FabuLingua satisfies the educational enrichment element under ASES. Spanish reading is a literacy enrichment activity — a category ASES explicitly supports. ESL is an academic enrichment that supports the educational element by reinforcing the language children need to access every other subject. Many ASES programs braid ELO-P and 21st CCLC funding at the same site; the language used in those grant plans should be consistent across all three sources, and FabuLingua’s positioning is designed to make that consistency easy.

NOTE ON THE EDUCATIONAL ELEMENT

FabuLingua does not replace tutoring or homework help; it lives in the enrichment slot. If your site coordinator schedules a 30-minute tutoring block plus a 30-minute FabuLingua block, you have cleanly satisfied both ASES elements with one program day.

3.3 21st Century Community Learning Centers (21st CCLC)

Statute. Title IV, Part B of the Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act (ESSA). The Nita M. Lowey 21st Century Community Learning Centers program. The only federal funding source dedicated exclusively to local before-school, after-school, and summer programs. Approximately \$1.3 billion nationwide annually.

THE OPERATIVE LANGUAGE · U.S. DEPT OF EDUCATION

21st CCLC programs help students “meet state and local academic standards in core academic subjects, such as reading and math”; offer “a broad array of enrichment activities that can complement their regular academic programs”; and offer “literacy and other educational services to the families of participating children.”

Three pillars: academic standards alignment, enrichment, family literacy. FabuLingua hits all three.

WHY SPANISH ENRICHMENT QUALIFIES

- Reading is the most frequently cited “core academic subject” in the 21st CCLC framework. FabuLingua is, at its mechanical level, a structured reading practice — in Spanish.
- Story-based language acquisition is enrichment by any reasonable definition: it is not what the regular school day is doing, and it explicitly enriches the child’s linguistic and cultural world.
- Family literacy is a statutory requirement, not a nice-to-have. FabuLingua’s family-engagement feature meets two distinct family situations. **For Spanish-speaking families with a child learning Spanish**, it’s a bridge to share their home language proudly with their child. **For English-speaking families with a child in a dual-language program**, it’s the Spanish reading their child needs at home — narrated by native speakers, so the family doesn’t have to be the language model.

WHY ESL SERVICE QUALIFIES

- Reading is the most frequently cited “core academic subject” in the 21st CCLC framework. FabuLingua’s ESL delivery is structured English reading practice for Spanish-speaking children — literacy work in the language they are acquiring.
- Story-based ESL is enrichment, not remediation. It complements but does not replace school-day Designated ELD, and it builds English literacy through stories children actually want to read.
- Family literacy is a statutory requirement here too. FabuLingua’s family-engagement feature lets Spanish-speaking parents adopt their child’s profile and practice English alongside their child — together, in a low-stakes way no classroom can provide.

WHY BOTH QUALIFY UNDER THE EVIDENCE-BASED STANDARD

21st CCLC requires that activities be evidence-based per ESSA’s tiered evidence definitions. FabuLingua’s instructional method — in both language directions — is grounded in Dr. Stephen Krashen’s research on Comprehensible Input, a framework that has been peer-reviewed and applied across decades of second language acquisition research. Combined with the patented Magical Translations® method, FabuLingua’s delivery sits in the strongest category any after-school vendor can credibly claim: research-grounded instruction, not generic “research-backed” gestures.

3.4 Side-by-side: where the three programs converge

The three statutes use different language for the same underlying concepts. The table below is a translation matrix: find the concept in the left column, then use the phrasing from the column matching the grant you’re writing. The callout that follows lists phrases that hold up across all three programs simultaneously — useful when you’re writing a single program description for a site that braids multiple funding sources.

Concept	ELO-P language	ASES language	21st CCLC language
Core purpose	Academic, social, emotional, physical needs	Educational enrichment + literacy + safety	Academic enrichment + complement school program
Hands-on	Hands-on, engaging learning experiences	Educational enrichment element	Broad array of enrichment activities
Don't duplicate	Complement, do not replicate	(implied through enrichment)	Complement regular academic programs
Family	(implied)	(community partnerships)	Literacy and educational services to families
Equity focus	UPP-weighted (EL, FRPM, foster)	Priority for high-need schools	Title I (≥40% FRPM)
Quality / evidence	12 Quality Standards + CQI	Annual outcome data + CQI	Evidence-based + 21APR reporting

CQI = Continuous Quality Improvement. APR = Annual Performance Report (21APR is the federal 21st CCLC version). FRPM = Free and Reduced-Price Meals, a federal indicator of student family income.

When in doubt, use these phrases

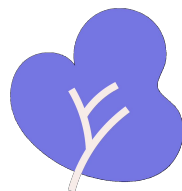
These four phrases are defensible under ELO-P, ASES, and 21st CCLC simultaneously. Drop them into any grant plan description where you need language that holds up across all three reviews.

- ✓ Story-based language enrichment

- ✓ Structured reading practice in [Spanish / English]

- ✓ Family literacy program

- ✓ Evidence-based language acquisition



SECTION 4 · QUALITY STANDARDS ALIGNMENT

Alignment to California’s 12 Quality Standards

The California Department of Education (CDE) assesses every ELO-P and ASES program against 12 Quality Standards. Six are point-of-service standards — what students experience. Six are programmatic standards — how the program is run. FabuLingua maps tightly to four of the six point-of-service standards plus three of the programmatic standards. This alignment is documented below and can be pasted directly into your grant plan or LCAP narrative.

POINT-OF-SERVICE STANDARDS

What students experience

Safe & Supportive Environment ✓	Active & Engaged Learning ✓	Skill Building ✓
Youth Voice & Leadership	Healthy Choices & Behaviors	Diversity, Access & Equity ✓

PROGRAMMATIC STANDARDS

How the program is run

Quality Staff ✓	Clear Vision, Mission & Purpose	Collaborative Partnerships ✓
Continuous Quality Improvement ✓	Program Management	Sustainability

Direct alignment

✓
 Loose alignment
 Other Quality Standards

4.1 Point-of-service standards

Quality Standard	What CDE means	How FabuLingua delivers
Safe & Supportive Environment	A nurturing environment that supports developmental, social-emotional, and physical needs.	The Affective Filter is intentionally kept low. No drills, no grades, no shame. Engaging stories children understand and love — in the relaxed, engaged state language acquisition needs.
Active & Engaged Learning	Active, meaningful, engaging methods; collaboration; multiple modalities.	Children read, listen, record, and play. They choose their own next story on the Learning Path. Multiple modalities are built in.
Skill Building	High expectations, links to 21st-century skills, mastery progression.	Reading, listening, speaking, and biliteracy in the target language. Trackable mastery through Read By Myself mode.
Diversity, Access & Equity	Authentic content; learners see themselves; equal access.	Stories are written and narrated by Latin American and Spanish creators — not translated, not flattened. Heritage learners see themselves. The product is the same for every child.
Youth Voice & Leadership	Authentic leadership roles; student perspectives shape the program.	CopyCat and Read By Myself modes let every child literally use their own voice. Students own their progress, and that unlocks the next location and story. (Partial alignment — student leadership of program design is not a FabuLingua feature.)
Healthy Choices & Behaviors	Physical health, nutrition, well-being.	FabuLingua does not address this standard. (Recommend pairing with a complementary enrichment program.)

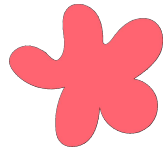
4.2 Programmatic standards

Quality Standard	How FabuLingua aligns
Quality Staff	No Spanish-speaking or ESL-certified specialist is required. Your existing site coordinator supervises; the product teaches. This lowers the staffing burden — particularly meaningful in the current ELO-P expansion.
Clear Vision, Mission & Purpose	FabuLingua’s mission is articulated at fabulingua.com/about and applied consistently across the entire website and all communication channels: “Learning a new language opens doors in life, and our mission is to give every child the unique advantage of learning a new language effectively.” Your program’s vision is amplified, not replaced.
Collaborative Partnerships	Each child’s family can adopt the same profile and continue at home, in either language. The family becomes a partner in the language journey — a real collaborative partnership built into the product.
Continuous Quality Improvement	The Site Coordinator Dashboard captures engagement, completion, time-on-task, and voice recordings. CQI inputs and APR reporting data are produced automatically.
Program Management	Multi-site deployment, single billing, district dashboard available. FabuLingua reduces administrative work rather than adding to it.
Sustainability	Pricing is locked at \$240 per teacher license per year (50 students). Founding Partner pricing locks rates through 2028. Predictable cost across multi-year grant cycles.

4.3 Paste-ready language for your grant plan

SAMPLE LANGUAGE — COPY AND ADAPT

[Program name] will deliver a TK–6 language enrichment block in partnership with FabuLingua, a story-based language learning program built on Dr. Stephen Krashen’s Comprehensible Input research and the patented Magical Translations® method. The program serves English-speaking students with Spanish enrichment and Spanish-speaking English Learners with ESL instruction on a single platform. FabuLingua aligns directly with the California Department of Education’s 12 Quality Standards for Expanded Learning, including: (1) Safe & Supportive Environment — through story-based content that keeps the Affective Filter intentionally low; (2) Active & Engaged Learning — through multimodal interaction with stories, voice recording, and games; (3) Skill Building — through measurable progression on a Learning Path; (4) Diversity, Access & Equity — through authentic content from Latin American and Spanish creators; (5) Quality Staff — through a self-guided design requiring no language specialist; (6) Collaborative Partnerships — through family-engagement features; and (7) Continuous Quality Improvement — through a Site Coordinator Dashboard that captures engagement data for CQI and APR reporting.



SECTION 5 · THE SCIENCE

The science behind FabuLingua

Less than 1% of U.S. students who take a language class become confident speakers. That is not a funding problem. It is a method problem.

Children do not learn to ride a bike by studying gravity. They learn by getting on, wobbling, and trying again. Language works the same way. Language isn't memorized — it's absorbed. This explains why the traditional way of teaching languages (by memorizing vocabulary and doing grammar drills) creates such poor learning outcomes. The most validated framework in second language acquisition research, Dr. Stephen Krashen's Comprehensible Input, explains how all humans acquire a second language: by being exposed to language they can understand, in context, in a low-stress environment. Not by memorizing and drilling. FabuLingua was built on this research. Every product decision flows from it.

5.1 Comprehensible Input

Dr. Stephen Krashen, Emeritus Professor of Education at the University of Southern California, has spent over 40 years developing the concept of Comprehensible Input, beginning with his Input Hypothesis in the late 1970s. The core claim, simplified: a learner acquires a second language not through grammar lessons and vocabulary drills, but by being exposed to input they can understand. The more comprehensible input a learner receives, the more acquisition occurs. Krashen's research establishes this as the single most important factor in second language acquisition.

Stories are the ideal vehicle for Comprehensible Input. A picture, a narrative arc, and a character whose feelings the child already understands all combine to make new words guessable from context. The child does not study the language. They absorb it while being entertained.

KRASHEN'S FRAMEWORK, APPLIED

The best methods supply Comprehensible Input in low-anxiety situations with content compelling enough to motivate engagement.

FabuLingua is the only platform that delivers Comprehensible Input at scale for children, making educators more successful at supporting student language acquisition.

“It's probably the most sophisticated productization of a well-known language acquisition principle for asynchronous learning delivery that I've seen.”

— Vinit Sukhija, EdTech Investor

Krashen’s framework explains how all humans acquire a second language — it does not specify which language is being acquired. The same Comprehensible Input mechanism that delivers Spanish to an English-speaking child delivers English to a Spanish-speaking child. One platform, one set of pedagogical principles, two language directions.

5.2 The Affective Filter

Krashen’s companion hypothesis: stress, anxiety, and shame raise an emotional filter that blocks acquisition. A child being drilled on vocabulary, graded on accuracy, or asked to perform in front of peers will have a high Affective Filter — and very little of the input will be absorbed, regardless of how much is presented.

FabuLingua is engineered to keep the Affective Filter low. Children read at their own pace. They can hear a story as many times as they want. CopyCat recording mode is private — no one watches their first wobbly attempts. There are no grades, no public scores, no shame. This is not soft pedagogy; it is precisely engineered acquisition science.

5.3 Magical Translations® — the patented method

FabuLingua’s signature instructional mechanism is Magical Translations® — a US Utility Patent-protected method for delivering Comprehensible Input through rhythmic alternation between the home language and the target language. The result: the child always understands what they are reading, while a steady stream of target-language phrases is absorbed as part of the story.

On each page, the text appears only in the target language. It is highlighted one word at a time as it is read aloud. A home-language translation is seamlessly and rhythmically woven into the audio — it does not interrupt the flow of the story, but ensures the child understands the gist of each page (we call it the Magical Translation). The translation is only ever spoken, never written, so it does not act as a permanent crutch but as a tool to develop comprehension. This is the operational answer to the question “How can a child read in a language they don’t yet know?”

The subsequent reading modes in that story’s Learning Path progressively drop the Magical Translation as the child’s competence grows. Mini-games between the modes reinforce vocabulary, word order, expressions, listening, and spelling. Read By Myself mode is the final stage — the child reads the target language alone, having absorbed enough through the prior modes to do so confidently.

5.4 ESSA evidence tier

ESSA defines four tiers of evidence: Tier 1 (strong), Tier 2 (moderate), Tier 3 (promising), and Tier 4 (demonstrates a rationale). FabuLingua’s instructional method is grounded in research that has been validated across decades of second language acquisition studies — placing the underlying pedagogy in the strongest tier any after-school language vendor can credibly invoke. We are direct about the

distinction between the method (Krashen-grounded) and FabuLingua-specific outcome studies (forthcoming). We do not overclaim. The honest claim — Krashen-grounded instruction, patented delivery method, no equivalent in the after-school market — is sufficient for 21st CCLC’s evidence-based requirement.

5.5 Additional research grounding

- **Dr. Maria Montessori — the Magical Window** · Children’s brains are optimally wired for language acquisition before age six, and remain highly receptive through age ten. FabuLingua’s TK–6 grade band is the precise window in which acquisition is most effective.
- **National Council of Teachers of English (2019)** · Children who read voluminously for pleasure outperform peers across literacy measures. FabuLingua extends this finding to the second language.
- **Harvey & Ward (2017), From Striving to Thriving** · Four decades of research have established that voluminous, pleasurable reading is key to literacy development. FabuLingua’s story-based design is engineered for exactly this kind of voluminous, pleasurable reading.

NOTE · Full citations are in Section 12. This section keeps them lean for a reader skimming the science argument.

SECTION 6 · ENGLISH LEARNERS AND THEIR FAMILIES

Serving your English Learners and their families

ELO-P funding is weighted by your district's UPP — English Learners, foster youth, and students from low-income families. The threshold dropped to 55% in 2025–26, expanding ELO-P to far more districts than before, and naming UPP students as the population the program is built to serve.

The Californians Together coalition has been explicit: California's expanded learning system should be staffed and programmed with partners who center culturally and linguistically responsive practices. The state's English Learner Roadmap names equitable access to enrichment as a structural requirement, not an optional add-on. FabuLingua was designed to be exactly that partner — in both language directions.

6.1 The bedtime-reading gap

WHAT THE RESEARCH SAYS

Children who read voluminously for pleasure outperform peers across literacy measures.¹ Four decades of research have established that voluminous, pleasurable reading is key to literacy development.² For first-language English-speaking children from middle-class households, this voluminous reading happens at home, in bed, before sleep, with a parent or caregiver reading aloud. For children of immigrant families whose parents work long or irregular hours, or who feel uncertain reading aloud in a language they are still learning themselves, this nightly hour does not happen — through no fault of the family. The result is a bedtime-reading gap that is invisible in attendance data but visible in literacy outcomes. After-school programs are the most direct place to close it.

FabuLingua's ESL product was designed with this population in mind. A Spanish-speaking child opens a story — English text on the page, Spanish-language audio support woven in (the Magical Translation; see Section 5.3 for the mechanism). The child reads English from page one, scaffolded by the language they already know.

The story is engaging. The child earns more rewards with each subsequent story mode read and each mini-game played on the story's Learning Path. As they progress, they push back the Fog of Forgetfulness that has taken over the Island of FabuLingua — the child is the hero who brings the island back to life.

The Affective Filter is low. The child reads. Then reads again. Then takes the tablet home — where the family can adopt the profile and practice English alongside their child, together, in a compelling but low-stakes way no classroom can provide.

6.2 Family literacy — and the 21st CCLC family-engagement element

21st CCLC requires programs to offer “literacy and other educational services to the families of participating children.” Most after-school vendors treat this as a checkbox. FabuLingua treats it as a product feature.

- **Spanish-speaking families with children learning English** · Parents can practice English alongside their child — together, in a low-stakes way the classroom cannot provide. They learn together. This is family literacy in its truest sense.
- **Spanish-speaking families with children learning Spanish** · Parents share their home language proudly with their child. The home language becomes a source of strength, not a private secret.
- **English-speaking families with children learning Spanish** · Parents and children learn together. Family engagement around language acquisition becomes a shared activity, not a homework supervision burden.

Family-engagement data appears in the Site Coordinator Dashboard — adoption rates, at-home session counts, and recording activity. These are the kinds of metrics that satisfy a 21st CCLC family literacy report without manufactured paperwork.



NOTE · Citations ¹ and ² refer to NCTE 2019 and Harvey & Ward 2017. Full citations in Section 12.

SECTION 7 · DUAL-LANGUAGE SITES

Serving your dual-language sites

If your district runs dual-language immersion programs at one or more of its schools, you have probably been told — or have assumed — that those sites do not need a Spanish enrichment partner in their after-school block, because they get Spanish all day.

The opposite is true. Dual-language sites are precisely where FabuLingua delivers its most distinctive value. The reason is a misconception about what dual-language children need outside the classroom.

7.1 What dual-language children actually need after school

FROM RESEARCH AND FROM THE FIELD

In a dual-language classroom, Spanish is the medium of instruction for academic subjects — Math, Science, Social Studies. Children read about photosynthesis in Spanish. They write a paragraph about the water cycle in Spanish. They take a Spanish-language quiz on the Bill of Rights. This is rigorous, content-rich, school-day work. It is also exhausting, high-stakes, and emotionally adjacent to performance pressure.

Children in dual-language programs are doing real intellectual labor in their second language for six hours a day. By 3 p.m., they have had enough of academic Spanish. What they need after school is the opposite of academic Spanish: pleasurable Spanish. Story Spanish. The Spanish of bedtime reading, of jokes, of characters and adventure. The Spanish that builds love of the language alongside competence in it.

This is the gap FabuLingua fills at a dual-language site. The school day delivers academic Spanish; FabuLingua delivers the joyful Spanish reading these children need to build durable biliteracy. The two are complementary, not redundant.

The research is clear: Harvey & Ward (From Striving to Thriving, 2017) found that “four decades of research have established that voluminous, pleasurable reading is key to literacy development.” After-school is exactly where this can happen — thirty minutes a day, stories narrated by native Spanish speakers, fun, low-stakes, high-engagement. The conditions language acquisition research identifies as essential. Children read every day. They play with the language. They build the volume of exposure that classroom hours alone cannot provide. And their families don’t have to feel responsible for what they couldn’t do.

7.2 What the families said

An ethnographic study FabuLingua commissioned — over 40 hour-long interviews with dual-language families, conducted by an independent researcher — surfaced a pattern that explains why dual-language children often plateau in Spanish reading despite years of immersion schooling:

- English-speaking parents of dual-language children rarely read to their children in Spanish at home. Most do not feel comfortable enough to do so, are embarrassed by their pronunciation, or feel it's hard work.
- Spanish-speaking parents of dual-language children either default to English at home (to support their child's English acquisition) or often don't have a consistent daily bedtime reading practice in Spanish.
- Either way, the at-home Spanish reading hour — the same hour that the research identifies as essential to literacy development — does not happen.

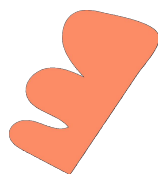
FabuLingua restores that hour. The parent does not need to read aloud — FabuLingua does it, with a warm, native-speaker voice. The parent and child read together, side by side, in the shared activity that builds love of language and family connection at once. The English-speaking parent learns alongside the child; the Spanish-speaking parent reclaims the home language as a source of joy and pride.

7.3 How this lands in your grant plan

The same allowable-use logic from Section 3 applies at a dual-language site: FabuLingua complements but does not replicate the school day, it's pupil-centered and hands-on, and it serves the same UPP population. What's distinctive here is the literacy gap it closes — the joyful, story-based Spanish reading the academic school day does not provide. Paste-ready scope-of-work language is in Section 8.3.

FOR YOUR DUAL-LANGUAGE SITE NARRATIVE

FabuLingua provides the joyful, story-based Spanish reading that complements the academic Spanish of the school day — closing the at-home reading gap that research identifies as the principal limiting factor in long-term biliteracy.



SECTION 8 · SAMPLE SCOPE-OF-WORK LANGUAGE

Sample scope-of-work language

Three paste-ready scope-of-work narratives — one for Spanish enrichment, one for ESL service, and one for dual-language sites. Each is written to drop into a budget narrative or RFP response with minimal editing. Substitute [Program name], [District / CBO], and [number of sites] as needed.

8.1 Spanish enrichment — scope-of-work language

PASTE-READY NARRATIVE

[Program name] will deliver a TK–6 Spanish enrichment block at [number of sites] sites in partnership with FabuLingua, a story-based language learning program built on Dr. Stephen Krashen’s Comprehensible Input research and the US Utility Patent–protected Magical Translations® method. The program is self-guided, requires no Spanish-speaking specialist, and is designed for a 30-minute after-school enrichment block. FabuLingua complements but does not replicate the regular school day — most California TK–6 schools do not teach Spanish during the school day, and FabuLingua adds story-based Spanish reading, listening, and speaking practice within a low-Affective-Filter environment that supports voluntary, voluminous reading. The program aligns with the California Department of Education’s 12 Quality Standards for Expanded Learning, with primary alignment to four point-of-service standards (Safe & Supportive Environment, Active & Engaged Learning, Skill Building, Diversity / Access / Equity) and three programmatic standards (Quality Staff, Collaborative Partnerships, Continuous Quality Improvement). FabuLingua’s Site Coordinator Dashboard captures engagement, completion, and time-on-task data that feeds [Program name]’s Continuous Quality Improvement process and annual outcome reporting. Family engagement is built in: families can adopt their child’s profile and read along at home in either language, supporting program continuity beyond the after-school block.

8.2 ESL service — scope-of-work language

PASTE-READY NARRATIVE

[Program name] will deliver an English (ESL) enrichment block at [number of sites] sites in partnership with FabuLingua, serving English Learner students whose home language is Spanish. The program complements — and does not replicate — the school day's Designated and Integrated ELD instruction by providing a story-based, low-Affective-Filter context for English acquisition during the after-school enrichment block. FabuLingua's instructional method is grounded in Dr. Stephen Krashen's Comprehensible Input theory, the most validated framework in second language acquisition research, and delivered through the patented Magical Translations® method that allows children to read English stories with Spanish-language support that progressively reduces as competence grows. The Site Coordinator Dashboard provides engagement and progress data that feeds the program's CQI process and supports outcome reporting against state EL Roadmap indicators. Family literacy is a built-in feature: Spanish-speaking parents can adopt their child's profile and practice English alongside their child at home — a family-engagement model that satisfies the 21st CCLC family literacy element and supports the family-engagement priorities of the California EL Roadmap.

8.3 Dual-language sites — scope-of-work language

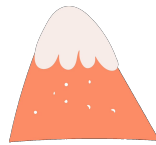
PASTE-READY NARRATIVE

At [number of sites] dual-language immersion sites, [Program name] will deliver an after-school Spanish enrichment block through FabuLingua. The program is designed to complement — not duplicate — the dual-language school-day instruction by providing story-based, joyful Spanish reading practice in a low-stakes, Affective Filter-reducing context. Where the school day delivers academic Spanish (Math, Science, Social Studies), FabuLingua delivers pleasurable Spanish (stories, characters, adventure), supporting durable long-term biliteracy by closing the at-home Spanish reading gap that research identifies as a principal limiting factor in dual-language outcomes. FabuLingua's family engagement model allows parents — both Spanish-speaking and English-speaking — to participate in the at-home Spanish reading practice that dual-language programs have historically struggled to extend beyond the school building. The Site Coordinator Dashboard captures engagement and progress data that supports the program's CQI process and aligns with dual-language program outcome metrics.

8.4 Short narrative for an LCAP or board memo

120-WORD VERSION FOR A TIGHTER FORMAT

[Program name] will deliver TK–6 Spanish and English (ESL) enrichment through FabuLingua, a patented story-based language learning program grounded in Krashen’s Comprehensible Input research. The program runs as a 30-minute self-guided block, requires no Spanish-speaking or ESL-certified specialist, and aligns with seven of California’s 12 Quality Standards for Expanded Learning. Family engagement is built in. Engagement and progress data feed the program’s Continuous Quality Improvement process and outcome reporting. FabuLingua serves both UPP students through culturally responsive content and English Learners through evidence-grounded ESL instruction — closing a literacy gap that traditional after-school programming has not addressed.



SECTION 9 · SAMPLE BUDGET LINE-ITEMS

Sample budget line-items

All figures below are illustrative and use FabuLingua’s published 2026 pricing. They are designed to be pasted into a budget narrative and adapted for your site count and student enrollment. Spanish and ESL are licensed and budgeted separately — each direction has its own license, giving your auditor a clean view of how each is funded.

9.1 Pricing structure

<p>SINGLE-SITE PLAN</p> <p>\$240</p> <p>per teacher license / year · up to 50 students</p> <hr/> <p>When it applies · 1 or 2 sites</p>	<p>MULTI-SITE PLAN</p> <p>\$190</p> <p>per teacher license / year · up to 50 students</p> <hr/> <p>When it applies · 3 or more sites (volume tier)</p>	<p>FOUNDING PARTNER PLAN</p> <p>Locked</p> <p>pricing locked through 2028 · up to 50 students</p> <hr/> <p>First 10 districts / operators · applications close July 31, 2026</p>
---	---	---

Each teacher license covers one language direction (Spanish enrichment or ESL service) for up to 50 students. Sites running both directions need both license types — one Spanish, one ESL — and scale licenses to enrollment. Multi-classroom sites add licenses as enrollment requires. Payment by PO, ACH, or school credit card. Annual invoicing with multi-year options available.

9.2 Per-pupil cost at standard pricing

Scenario	Per-pupil annual cost
Single-site Plan (\$240 / 50 students)	\$4.80 per student per year
Multi-site Plan (\$190 / 50 students)	\$3.80 per student per year

WHY THIS MATTERS FOR YOUR ELO-P BUDGET

ELO-P Rate 1 (UPP ≥ 55%) is \$2,750 per Average Daily Attendance student. FabuLingua’s per-pupil annual cost is \$3.80–\$4.80 per student. That is **0.14% to 0.17%** of the per-pupil ELO-P apportionment — for a program that maps to seven of the twelve Quality Standards and serves either Spanish enrichment or ESL needs (or both, with separate licensing).

9.3 Sample ELO-P budget line — single site

Example: a single elementary site with 300 TK–6 students, of whom 90 are designated English Learners (a typical California ELO-P site profile). The site coordinator runs FabuLingua as the enrichment block four days a week.

Line item	Description	Qty	Unit cost	Annual cost
Curriculum — Spanish enrichment	One license per 50 students, Spanish enrichment block.	5	\$240	\$1,200
Curriculum — ESL service	One license per 50 students, ESL service for designated EL population (90 students).	2	\$240	\$480
Setup & onboarding	One-time, included with annual licensing.	1	\$0	\$0
Family engagement materials	Parent overview, take-home cards. Included.	1	\$0	\$0
Site total				\$1,680

Note: licensing is structured per teacher license, with each license covering up to 50 students. One license per teacher is the minimum, regardless of enrollment size; classrooms or programs with more than 50 students per teacher require additional licenses.

9.4 Sample ELO-P budget line — multi-site district

Example: a mid-sized California district running ELO-P at twelve elementary sites, with a district-wide license deployment. The district qualifies for the Multi-site Plan at \$190 per license.

Line item	Description	Qty	Unit cost	Annual cost
Curriculum — Spanish enrichment (district)	FabuLingua Multi-site Plan, district-wide deployment, average 5 licenses per site × 12 sites.	60	\$190	\$11,400
Curriculum — ESL service (district)	FabuLingua Multi-site Plan, average 2 licenses per site × 12 sites.	24	\$190	\$4,560
District onboarding & training	Site coordinator and district admin onboarding. Included.	1	\$0	\$0
District dashboard & multi-site reporting	Included with Multi-site Plan.	1	\$0	\$0
District total				\$15,960

For a district with 3,600 enrolled TK–6 students across these twelve sites, the per-pupil annual cost works out to **\$4.43** — well within the ELO-P per-pupil apportionment, and budgeted across both Spanish enrichment and ESL service.

9.5 Sample ASES budget line

ASES funding typically covers approximately \$9.21 per pupil per day (FY 2025–26 reimbursement rate). FabuLingua’s per-pupil annual cost is well under one day of ASES reimbursement — meaning the program pays for itself with less than 1% of a typical ASES site’s annual budget.

Line item	Description	Annual cost
Educational enrichment — language	FabuLingua Single-site Plan, single ASES site, 5 licenses for Spanish enrichment, 2 licenses for ESL service.	\$1,680
Educational element support	FabuLingua reinforces literacy across both languages, supporting the educational element of ASES.	(included)

9.6 Sample 21st CCLC budget line

21st CCLC has the most explicit family-literacy requirement of the three programs. FabuLingua's family-engagement features should be named explicitly in the line-item narrative.

Line item	Description	Annual cost
Enrichment — language acquisition (Spanish)	FabuLingua Single-site Plan, Spanish enrichment block.	\$1,200
Family literacy services	FabuLingua family-engagement feature: each child's family can adopt the profile and read at home in either language. Adoption data captured in dashboard for APR reporting.	(included with licensing)
ESL service for English Learners	FabuLingua Single-site Plan, ESL service for designated EL population.	\$480

NOTE · These line-item examples are templates — adjust quantities, site counts, and per-pupil figures to your actual program profile. Your auditor will care about consistency between your grant plan narrative and the actual licensing invoiced by FabuLingua. We can provide a single quote that breaks out Spanish and ESL on separate lines for exactly this purpose.

SECTION 10 · STUDENT DATA PRIVACY & COMPLIANCE

Student data privacy & compliance

FabuLingua handles student data in compliance with federal and California state requirements. This page is a one-pager for your district’s data-privacy review or DPA process.

10.1 Federal compliance

Regulation	How FabuLingua complies
COPPA (Children’s Online Privacy Protection Act)	FabuLingua is COPPA-compliant. We collect only the minimum information necessary to operate the educational service for children under 13. We do not use student data for behavioral advertising. Parental consent is obtained through the school under the school-authorized exception, per FTC COPPA guidance for education service providers.
FERPA (Family Educational Rights and Privacy Act)	FabuLingua operates as a school-authorized educational service provider under FERPA’s school official exception. Student records are not disclosed to third parties without authorization. Parents retain the right to inspect, correct, or request deletion of their child’s records through the school.

10.2 California state compliance

Regulation	How FabuLingua complies
California AB 1584 (Buchanan Bill)	FabuLingua’s terms of service for educational customers include all required AB 1584 provisions: student records remain the property of the LEA; data is not used for non-educational purposes; data is securely destroyed upon contract termination; security procedures are documented.
SOPIPA (CA Student Online Personal Information Protection Act)	FabuLingua does not engage in targeted advertising to students, does not build a profile for non-educational purposes, does not sell student information, and does not disclose student information except for the limited purposes permitted under SOPIPA.

10.3 What data we collect, and why

- **Account information** · Student first name, grade level, classroom assignment. Used to deliver age-appropriate content and to populate the Site Coordinator Dashboard.
- **Progress data** · Stories completed, time-on-task, words encountered, voice recordings. Used to power the Learning Path and provide CQI / APR reporting.
- **Voice recordings (CopyCat mode)** · Used internally for the child's own playback and review. Not used to train external speech-recognition models. Securely stored and deleted on contract termination.
- **No data we do not need** · FabuLingua does not collect home address, full date of birth, biometric data beyond voice recordings used for the learning experience, or any other category not directly required to deliver the educational service.

10.4 Data Privacy Agreement (DPA)

FabuLingua can execute a California Student Privacy Alliance (CSPA) standard Data Privacy Agreement or your district's preferred DPA template. Please request through schools@fabulingua.com; turnaround is typically 5 business days.

FabuLingua does not sell student data. Ever. Not in this contract, not in a future contract, not in an acquisition scenario. This is not a marketing claim — it is a contractual term in our DPA.

SECTION 11 · 30-DAY PILOT ROLLOUT PLAN

30-day pilot rollout plan

This is the recommended rollout for a single site adopting FabuLingua, assuming a site coordinator with no prior FabuLingua experience and a 30-minute enrichment block. Multi-site rollouts follow the same pattern in parallel; your district success team coordinates.

Pre-launch · Week 0

- Decide which classrooms / cohorts will use FabuLingua. Identify the site coordinator and any after-school staff who will supervise the block.
- Confirm what devices will be used: tablets, Chromebooks, or laptops. FabuLingua runs on all. IT prep depends on device type:
 - **Tablets:** IT pushes the FabuLingua app via MDM software (e.g., Jamf) and keeps it updated.
 - **Chromebooks / laptops:** IT whitelists unity3d.com, unity.com, and a.run.app.
- Set up the roster on the FabuLingua Dashboard — through Clever, ClassLink, or Google Classroom for single sign-on (SSO), so students access FabuLingua with the same login they use for other school apps. CSV upload is also available, with students logging in via a class code; setup completes within 10 minutes of upload.
- Schedule the 30-minute site coordinator onboarding call. No prep required from the site team.

Week 1 · Onboarding & first sessions

- Site coordinator onboarding call (30 minutes). Walk-through of the Site Coordinator Dashboard, how to monitor progress, how to support a child who needs encouragement. No Spanish or ESL expertise required from the staff.
- Days 1–3: Children pick their first story. The onboarding mode introduces the Island, characters, and the Learning Path. Engagement climbs steeply as children learn the navigation.
- Day 5: First dashboard check. Engagement and time-on-task should be visible per child. If any child's engagement is low, FabuLingua's success team helps troubleshoot — usually a device or login issue.

Week 2 · Building rhythm

- Children are now picking their own stories on the Learning Path. Engagement plateaus into a steady-state at high levels. This is the moment the program is doing its work.

- Send the family-engagement invitation from the FabuLingua Teacher Dashboard. Each child's family can adopt the profile and continue at home.
- Site coordinator records any anecdotes worth capturing — a child's first recording, a parent reading at home, a moment of pride. These become the foundation of your CQI narrative.

Week 3 · First measurement

- First CQI data pull. The Site Coordinator Dashboard now has 3 weeks of attendance, time-on-task, story completion, and voice recording data. Most sites see 80%+ engagement at this point.
- Identify your top 3 most-engaged children. Use them as case studies in your next board update.
- Family adoption check: target 30%+ of children with a parent active in the app by end of Week 3. Lower means the family invitation needs a different channel — let's retry.

Week 4 · Review & first quarterly update

- Site coordinator and FabuLingua success team review the first month's data together (30-minute call).
- Prepare your first quarterly engagement summary. Pull engagement, completion, family-adoption, and a short narrative from the site coordinator. This is your CQI and APR ready-to-go data.
- Decide on scale. If this site is performing well, this is the moment to add additional sites or expand the block.

WHAT SUCCESS LOOKS LIKE AT 30 DAYS

By end of Week 4, a healthy FabuLingua site shows: 80%+ engagement per block, 4+ stories per child, 30%+ family adoption, at least one voice recording per child, and a site coordinator who could walk a visitor through the program. Below these markers? Reach out to schools@fabulingua.com for added training.

SECTION 12 · RESEARCH CITATIONS

Research citations

SECOND LANGUAGE ACQUISITION THEORY

- Krashen, S. D. (1982).** Principles and Practice in Second Language Acquisition. Pergamon Press. (Foundational text on the Input Hypothesis and the Affective Filter.)
- Krashen, S. D. (1985).** The Input Hypothesis: Issues and Implications. Longman.
- Krashen, S. D. (2003).** Explorations in Language Acquisition and Use: The Taipei Lectures. Heinemann. (Updated overview of Comprehensible Input theory and its applications.)

LITERACY AND PLEASURE READING

- National Council of Teachers of English. (2019).** Position Statement on Independent Reading. Retrieved from ncte.org/statement/independent-reading.
- Harvey, S., & Ward, A. (2017).** From Striving to Thriving: How to Grow Confident, Capable Readers. Scholastic Inc.

CHILD LANGUAGE DEVELOPMENT

- Montessori, M. (1949).** The Absorbent Mind. Theosophical Publishing House. (Foundational text on the absorbent mind and sensitive periods, including the early-childhood window for language acquisition.)
- Sun, H., Yussof, N. T. B., Habib Mohamed, M. B. B., Rahim, A. B., Bull, R., Cheung, M. W. L., & Cheong, S. A. (2021).** Bilingual language experience and children's social-emotional and behavioral skills: A cross-sectional study of Singapore preschoolers. *International Journal of Bilingual Education and Bilingualism*, 24(3), 324–339. (Study of 805 Singaporean preschoolers; found that longer bilingual use correlates with stronger social-emotional and behavioral skills.)
- Fan, S. P., Liberman, Z., Keysar, B., & Kinzler, K. D. (2015).** The exposure advantage: Early exposure to a multilingual environment promotes effective communication. *Psychological Science*, 26(7), 1090–1097. (University of Chicago study showing multilingual children outperform monolingual peers on perspective-taking and effective communication tasks.)

CALIFORNIA PROGRAM REFERENCES

- California Department of Education. (2014).** Quality Standards for Expanded Learning in California. Retrieved from cde.ca.gov/ls/ex/qualstandcqi.asp.
- California Department of Education. (2024).** Expanded Learning Opportunities Program Plan Guide. Retrieved from cde.ca.gov/ls/ex/documents/eloppogplanguide.pdf.
- Californians Together. (2021).** Expanded Learning Opportunity Grants: Recommendations for Making them Work for English Learners. Retrieved from californianstogether.org/expanded-learning-opportunity-grants.
- California Department of Education. (2017).** California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners. Retrieved from cde.ca.gov/sp/ml/roadmap.asp.

SECTION 13 · BRING FABULINGUA TO YOUR PROGRAM

Bring FabuLingua to your program

There are four ways to take the next step. Pick the one that fits where you are.

1

Email us to join the program

Email schools@fabulingua.com with:

- Organization name
- License types needed (Spanish and/or ESL) and number of students per license
- Billing contact and preferred payment (PO, ACH, or card)

We'll send an invoice within 2 business days. For locked pricing through 2028, apply instead to the Founding Partner Program below.

2

Apply for the Founding Partner Program

FabuLingua is inviting its first ten district and after-school partners to become Founding Partners — locked pricing through 2028, a custom case study, first access to new content, conference co-presentation, and PD for site coordinators. **Applications close July 31, 2026.**

Apply at fabulingua.com/founding-partner

Applications take about 15 minutes. We respond within 2 business days.

3

Still not sure?

Visit fabulingua.com/after-school for more information. Or book a 20-minute walkthrough.

Email schools@fabulingua.com or schedule at calendly.com/leslie-fab/30min.

4

Pilot at a single site

Pilot at a single site using the 30-day plan in Section 11. Standard \$240 per teacher license. No pilot fee, no setup cost, no obligation to continue. The engagement, completion, and family-adoption data is yours for your next funding decision.



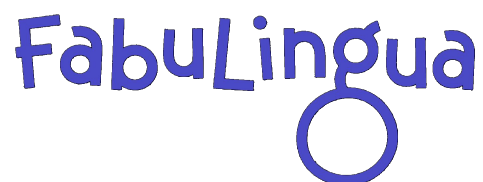
A FINAL NOTE FROM FABULINGUA

After-school programming has to do three things at once: be allowable under ELO-P, ASES, and 21st CCLC; serve the UPP population the funding formula targets; and engage students well enough to keep them coming back. Programs that feel too much like school will not be allowable under ELO-P and will not succeed at retaining students.

FabuLingua feels like the opposite of school. Children play a mobile game on a magical island — they meet characters, unlock locations, save the island, and absorb a second language while they're doing it. It aligns with seven of California's twelve Quality Standards. It serves Spanish learners, English Learners, and dual-language sites on one platform. It runs without a language specialist. It costs less than 0.2% of your per-pupil ELO-P apportionment.

We do one thing: fun, highly effective story-based language acquisition that works in two language directions and fits squarely inside what the state has asked you to fund. If that is what your program needs, we should talk.

Expanded learning is designed to be different from the school day. So are we.



Language isn't memorized — it's absorbed.

www.FabuLingua.com/After-school · Schools@FabuLingua.com