



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goals and Actions

Goal

Goal #	Description
1	Long-term Assessment Plan

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA reading/CAASPP ELA scores	Spring 2021 Grade 11 Participation = 33/50 (66%) Mean RIT = 224.7; Below 21stile = 27.3%; Equal or Above 41stile = 42.4%; Grade 8 Participation = 9/10 (90%) Mean RIT = 221.7; Below 21stile = 77.8%; Equal or Above 41stile = 22.2%	No CAASPP Tests 2019-20, 2020-21: CAASPP 2021-22 points below standard =137.8 Grade 11 Participation = 27/32 (84.4% with 95% goal) Grades 7-8 Part. =19/19 (100%) NWEA MAP All Grades 7-11 Participation in Reading 70/104 (67.3%) Below 21stile = 61.4% Equal or Above 41stile = 17.1% Grade 11 Participation = 17/32 (53.1%) Mean RIT = 206.2 Below 21stile = 47%	CAASPP Grade 11 Participation = 35/39 (89.7% with 95% goal); Grades 7-8 Part. =14/14(100%) CAASPP 2023 ELA Overall N = 40 with 161.2 points below standard (a decline of 16.7 points) Standard Met (Level 3) = 10.42% Standard Nearly Met (Level 2) = 12.50% Standard Not Met (Level 1) = 77.08% Hispanic N = 28 with 160.3 points below standard, an increase of 27.9 points over the previous year Socioeconomically Disadvantaged N = 33	CAASPP 2024 ELA Grade 11 Participation N=54/56 (96.43%) Grades 7-8 Participation = 27/27 (100%) CAASPP 2023 ELA Standard Met (Level 3) = 9% (Writing/Research, 0%; Reading/Listening 6%) Standard Nearly Met (Level 2) = 11% Standard Not Met (Level 1) = 80% CAASPP 2024 ELA Grade 8 N=20 Standard Met (Level 3) = 5% (Writing/Research, 0%; Reading/Listening 6%)	Increase by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Equal or Above 41%ile = 30%	with 164.8 points below standard, a decrease of 17.6 points over the prior year All other groups had fewer than 11 students and were not reported NWEA MAP All Grades 7-11 Participation in Reading 79/95 (78.9%) Below 21%ile = 69.4% Equal or Above 41%ile = 15.3%	Standard Nearly Met (Level 2) = 5% Standard Not Met (Level 1) = 90% NWEA MAP Fall 2023 Participation N=63/118 Below 21%ile = 57% Equal or Above 41%ile = 19% NWEA MAP Winter 2024 Participation N = 79 NWEA MAP Spring 2024 Participation N =50	
ELPAC scores	Spring 2021 Participation 29/30 (96.7%) Level 4 = 5 (16.7%)	Two students were reclassified Fluent English Proficient based on 2021 scores. Spring 2022 Participation 33/35 (94.3%) Level 4 = 2 (5.7%)	One student was reclassified Fluent English Proficient based on 2021 and 2022 scores and credit completion in English coursework. Spring 2023 Participation 33/33 (100%) One student was reclassified Fluent English Proficient based on previous	ELPAC Spring 2024 Participation 42/42 (100%) ----- Overall ----- Oral ---- Written Level 4 = 3 (7.14%) N= 9 N=1 Level 3 = 9 (21.43%) N=17 N=1 Level 2 = 19 (44.19%) N= 14 N=12 Level 1 = 10 (23.81%)	Increase by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			scores and credit completion in English coursework. Spring 2023 Participation 31/31 (100%) Number adjusted from Year 2 Report due to CAASPP data reports Level 4 = 1 (3.23%) Eligible for Reclassification 2023 English Learners N = 29 on the ELPAC 48.3% making progress towards English language proficiency, an increase of 34.5%	N=1 N=25	
NWEA/CAASPP Math scores	Spring 2021 Grade 11 Participation = 32/50 (64%) Mean RIT = 234.2; Below 21%ile = 53.1%; Equal or Above 41%ile = 21.9%; Grade 8 Participation = 9/10 (90%)	No CAASPP Tests 2019-20, 2020-21: CAASPP 2021-22 points below standard = 240 Grade 11 Participation = Math 28/32 (87.5% with 95% goal) Grades 7-8 Part. = 19/19 (100%) NWEA MAP	CAASPP 2023 Grade 11 Participation = 34/39 (87.2% with 95% goal) Grades 7-8 Part. =14/14(100%) CAASPP 2023 Math 223.3 points below standard (an increase of 24.8 points) Standard Nearly Met (Level 2) = 2.17%	CAASPP 2024 Math N=53 Standard Met (Level 3) = 4% Standard Nearly Met (Level 2) = 4% Standard Not Met (Level 1) = 94% CAASPP 2024 Math Grade 8 N=20	Increase by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mean RIT = 230.3; Below 21%ile = 77.8%; Equal or Above 41%ile = 0%	All Grades 7-11 Participation = Math 66/104 (63.5%) Below 21%ile = 69.7%; Equal or Above 41%ile = 16.7% Grade 11 Participation = 12/32 (37.5%) Mean RIT = 219.3 Below 21%ile = 50% Equal or Above 41%ile = 25%	Standard Not Met (Level 1) = 97.83% Hispanic N = 28 with 213.5 points below standard, an increase of 44.4 points over the previous year Socioeconomically Disadvantaged N = 33 with 229.5 points below standard, an increase of 17.8 points over the prior year All other groups had fewer than 11 students and were not reported NWEA MAP All Grades 7-11 Participation in Math 79/95 (78.9%) Below 21%ile = 72.2% Equal or Above 41%ile = 11.1%	Standard Met (Level 3) = 0% Standard Nearly Met (Level 2) = 5% Standard Not Met (Level 1) = 95% NWEA MAP Fall 2023 Participation N=72/118 Below 21%ile = 69% Equal or Above 41%ile = 21% NWEA MAP Winter 2024 Participation N = 61 NWEA MAP Spring 2024 Participation N =50	
Credit Recovery Completion	Summer 2020 Credits Completed = 170 by 45 students	Summer 2021 Credits Completed = 335 by 53 students	Summer 2022 Credits Completed = 362 by 40 students	Summer 2023 Credits Completed = 285.5 by 42 students.	Increase by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Summer School 2023 ran for only ten days in one session from June 7 through June 29, with funding through federal Title I and Expanded Learning Opportunities sources. Forty-two of the 52 students enrolled completed 285.5 credits with the support of the summer school team. The 28.5 credits completed per school day in 2023 exceeded the 19.05 credits per day completed for 19 days in 2022. Summer 2024 Credits Completed = 469.5 by 76 students. Summer School 2024 ran for 13 days in June with funding through federal Title I and CSI funding.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
On-time graduation rates	2021 Grade 12 Cohort--65%. In 2021 due to credit deficiency and other reasons, 10% dropped prior to graduation day and 10% needed a fifth year to complete all requirements. An additional 6% transferred before the end of the year, all of whom were Foster Youth in residential treatment programs.	2022 Grade 12 enrolled in Grade 11 44/65 (67.7%) Completed by graduation day with 12.3% Continuing and 20% Dropouts (Note that 3 graduated and 1 continuing at another school)	2023 Grade 12 enrolled in Grade 11 18/33 (54.5%) Completed by graduation day with 8 students (24.2%) Continuing as 5th year, 5 students who transferred to another school (15.2%) and 2 students who left the school as dropouts (6.1%)	For the Class of 2024, 45 students completed all 2024 graduation requirements, including juniors and fifth year seniors. Preliminary data indicates 35 confirmed graduates from a cohort of 52, with a graduation rate of 67.3%. From the same cohort, five graduated early in 2023, two students returned to district schools, eight were still enrolled as of the end of May. Four students were referred to adult education for nonattendance midyear and five did not return to school for the senior year with their dropout status unknown.	Increase by 5% annually
Monitor student focus needs	2021 "Staying Focused" help needed--54.8%	Spring 2022 "Staying Focused" help needed--45.8%	Fall 2022 "Staying Focused" help needed--46.7%	Spring 2024 Student Survey In the past two weeks, I had trouble staying focused. 28/66 = 42.42%	Increase coping strategies metric by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Spring 2024 Parent Survey In the past two weeks, my student has had trouble staying focused. 17/84 = 16.63%	
Balance student stress levels with goal achievement	2021--88.4% reduced stress level (parent report)	2022--84.2% reduced stress level (parent report with zero report of increased stress compared to previous school)	2022-23--85% reduced stress level (parent report with increased stress compared to previous school for two siblings, although there is no analysis of the cause of stress and the students have received support from Fusion)	Spring 2024 Study Survey Compared to my previous school, my stress level at Fusion has decreased. 60/73 = 82.19% Spring 2024 Parent Survey My student's stress level has decreased after enrolling in Fusion. 71/84 = 84.52%	80% of students reporting a reduction in stress level

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The assessment plan goal Action 1.1 was implemented as planned. The NWEA MAP was not fully used as a measurement of individual growth, especially in the final year of this three-year goal, as intense emphasis was placed by Fusion personnel in testing all eligible students for required state tests, instead of the alternate MAP test. Action 1.2 Professional Development in Assessment was not fully implemented, partly because charter renewal was delayed one year by the State Legislature, and partly because staff professional development time was focused on presenting our Talking Circles throughout the state and local areas.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Action 1.1 Title II and Educator Effectiveness funds were not spent as originally planned for professional development in assessment, instead most trainings on the NWEA and state tests were conducted as part of our weekly staff meetings and through individual meeting with the school counselor, who worked with our new teachers during planning periods to administer the assessments. We were able to make use of low cost trainings provided by the NWEA publisher and the CDE, using our new large screen panels to show the trainings to small groups.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Fusion achieved Action 1.1 metric of motivating students to participate in state testing, especially through the role of the student support advocate who administered the ELPAC to English Learners, and made many follow up calls to achieve 100% participation for 2023 and 2024. Although graduation rates were disrupted by the pandemic and were low in 2023, they appear to be recovering. The alternate metric of student and parent reports of improving stress levels stayed above the 80% target. Reports of focus needs improved from 2021, although it is difficult to determine if this was due to coping strategies or for other reasons.

Fusion also achieved Action 1.2 of Summer School with one certificated teacher and five teacher assistants supporting 76 students. The completion rate of 469.5 credits recovered in 13 days of Summer School was more than a 20% increase over the previous year's rate of 28.5 credits per day. Because Summer School was open to all students, including TUSD students, it was removed as a "contributing" action on the LCAP's requirement for serving only high needs students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The assessment plan goal was not continued as a separate goal, but was included in the measurements and outcomes for other planned goals for the new 2024-25 LCAP. All the actions of the goal will be considered under the broad goals for English literacy and math.

Due to low scores on the CAASPP ELA Writing and Research subsections and the Written portion of the ELPAC in 2024, compared to the Oral portions, and the increasing numbers of EL students, a new Goal 1 for 2024-25 was developed to improve literacy, specifically writing skills. This goal will focus on intensive tutoring for English Learners and other students with low ELA scores on standardized tests and performance assessments in core and supplementary curriculum. A frequent recommendation on individual student score reports was to use informational texts to improve ELA skills. These will be incorporated into writing for workplace readiness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Applied Math Skills for College and Career Readiness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math credits recovered in Summer School	Summer 2020 45 enrolled Math Deficiency = 49 credits. 13 credits completed by 5 students Zero credits by 9 students	Summer 2021 52 enrolled Math Deficiency = 124.5 credits 67 credits completed by 16 students (53.8% of credits recovered) Zero credits by 10 students	Summer 2022 40 enrolled Math Deficiency = 96 credits 42 credits completed by 13 students (43.8% of credits recovered) Zero credits by 11 students	Summer 2023 52 enrolled Math Deficiency = 123.5 credits 63 credits completed by 18 students (51% of credits recovered) Zero credits by 11 students Summer 2024 36 enrolled Math Deficiency = 93 credits 64 credits were completed (68.8%) by 16 students (13 completed all their missing math credits) Zero credits by 8 students	80% of Summer students completing math credits; 50% of credits recovered.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math scores (Grade 9 Growth)	Spring 2021 Grade 9 Participation = 11/19 (57.9%) Mean RIT = 230; Below 21%ile = 45.5%; Equal or Above 41%ile = 18.2%	Spring 2022 Grade 9 Participation = 17/19 (89.5%) Mean RIT = 201.5 Below 21%ile = 94% Equal or Above 41%ile = 6% Annual Growth Scores not available due to small sample size	Spring 2023 Grade 9 Participation = 7/13 (53.8%) Below 21%ile = 85.7% Equal or Above 41%ile = 0% RIT and Annual Growth Scores not available due to small sample size	Fall 2023 (August/September) Grade 9 Participation = 7/15 (46.7%) Below 21%ile = 57% Equal or Above 41%ile = 29% RIT and Annual Growth Scores not available due to small sample size	Growth in individual math scores by at least one grade level per year for 80% of students

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Both Actions 2.1 and 2.2 were carried out mostly as planned, with dedicated part-time math tutors instead of one full-time tutor. Seniors who had not yet completed all math credits were given priority in tutoring. All Fusion students in Grades 7 through 11 were scheduled for at least weekly instruction and/or targeted intervention for math improvement for a broad range of college/career readiness levels. Baseline assessments consisted of Edmentum pretesting.

Action 2.2 was effective in recovering Math credits in summer school. Considering only the 36 Fusion students who completed credits in Summer School, 93 credits were deficient with 64 credits (68.8%) recovered by 16 students (13 fully and 3 partial) with 8 students not earning any Math credits. This compares favorably to 2023 when 63 credits were recovered by 18 students (51%) and 11 students did not complete any of their deficiencies in Math.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Fusion spent more on Action 2.2 than planned because Summer School was held for more days and hours than in the past, due to the larger enrollment of students. Because Fusion served all students in Summer School, without targeting High Needs students, Action 2.2 was removed from the list of "contributing" items on the LCAP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1 Tutoring was effective, considering that no student was held back from graduating on time due exclusively to missing math credits. Action 2.1 showed increased performance each year. Summer School 2024 was very effective as 68.8% of credits were recovered by 16 Fusion students. Summer School 2023 was also effective with 51% of credits recovered compared to 43.8% of credits recovered in Summer 2022.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 2.1 Fusion will continue with classified math tutors for 24-25, for both on campus and remote learning. Fusion has devoted funds from several different sources to meet this need.

Action 2.2 Although most students recovered credits in the summer, 11 students did not in 2023 and 8 did not in 2024. Students did not complete Algebra in 2024. All work was done on foundational and consumer math. Fusion's experience is that continued one on one math tutoring is needed during the school year and in the summer to effectively support students who have little or no math credit and major learning gaps at the time that they enter Fusion. For 24-25 the planned action will be to continue to recruit and hire part-time math tutors instead of one credentialed math teacher and to distribute hours throughout the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Program Alignment with Trauma-Responsive Mission/Vision

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Revise Graduation Outcomes and Life Skills (GOaLS) and create a rubric to assess progress.	2021--The acronym LIFE was developed.	2022--Life skills emphasis in school culture	2023--Life skills emphasis in school culture with schoolside student participation in Restorative Talking Circles. Fusion has not yet created the rubric and will do so with student and parent input in 2023-24.	Expanded Restorative Talking Circles. Fusion revised the Mission and Vision statements with board approval, and has not yet created the rubric and will begin to do so with student and parent input in 2024-25 as part of the revised Advisory course.	GOaLS and school policies aligned with Mission/Vision.
Community engagement	Local agriscience advisory support for CTE; College connections with MJC, Merced, CSUS	Maintained agriscience projects and participated in Love Turlock Day 2022 with volunteers helping on campus; connections with SCOE CTE Director, VOLT Institute, TUSD farm manager.	Maintained agriscience projects. Connections with Project YES, VOLT Institute, and City of Turlock.	Maintained connections and added reciprocal visits with Haven, Prodigal Sons and Daughters, Come Back Kids. Partnered with Seity Health for school community needs assessment. Welcomed volunteers from TID to Love	Increase local support by two contacts per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Turlock Day. Dual enrolled students in MJC courses.	
Parent engagement	2020 August Roundup in person; 2021 Spring survey 100% feel welcome at Fusion	2021 August Roundup outdoors in person; Fall Community Festival; 2022 Spring survey maintained 100% welcome feeling at Fusion	Four parent events in person, including a family dinner and film preview in May 2023. Parents responded to three phone surveys with high response rates.	Four parent events in person, including August 2023 RoundUp, October 2023 Open House with family dinner, October Fall Festival, January 2024 School Choice awards and family dinner. Parents responded to Fall 2023 and Spring 2024 phone survey with high ratings. In person survey kickoff in February 2024.	Restore on site events with remote options; Increase parent participation by 10% annually; Maintain 100% satisfaction ratings.
Academic/social-emotional guidance	Full-time guidance counselor (1) Fusion offers a range of services to support students with academic and nonacademic needs. In addition to the services provided to meet special education needs as outlined in the Individualized Education Program (IEP) of eligible	Full-time guidance counselor trained para-educator and classroom teachers to conduct assessments	Position of student support advocate created. Mental health first aid training. Extensive training in restorative justice circles for entire staff, including leading a statewide workshop for other educators in June, 2023.	Position of student support advocate continued, mentored by counselor and enrolled in PPS program at CSUS. Mental health first aid training for new employees and interns. Extensive training in restorative justice circles for entire staff, including multiple presentations and statewide	Maintain counseling levels; Mentor one CSUS graduate student per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students, services available to all students include: small class size, flexible schedule, summer school session for credit recovery, tutoring via Title 1 funds, enriching electives and sports, student council, field trips and university visits.			workshops presented. Two CSUS Sociology interns and one Business ethics intern served in Spring 2024.	
Student Engagement	2021 Chronic Absenteeism--89.6%	2022 Chronic Absenteeism--79.6%; resumed weekly Circles in person	2023 Chronic Absenteeism--76.08%; increased Average Daily Attendance by more than 25% with a Census Day enrollment increase of less than 15%	2024 Chronic Absenteeism--76.62%, similar to 2023. Overall ADA increased by more than 15% from Spring 2023 P2 to Spring 2024 P2.	Restore prepandemic levels of attendance to 80% with less than 70% Chronic Absenteeism.
Adequate materials and highly effective teachers	One to one Chromebooks; 100% fully credentialed teachers. In 2020-2021 Fusion employed seven (7) teachers with full credentials and one (1) teacher with an	One to one Chromebooks; 100% fully credentialed teachers. Added a dedicated math teacher and three para-educators to staff for 2021-22	Purchased 30 new Chromebooks with wifi access and received a federal grant for 70 more, for a total of 100 new Chromebooks with wifi access. One full-time and three new part	Purchased 70 more Chromebooks for a total of 170 Chromebooks less than 18 months old with wifi access. All classrooms outfitted with new large screen panels. Classified staff	Chromebook replacement schedule, teacher evaluation aligned with Mission.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	intern credential, with zero mis-assignments; no student lacked materials, including continuously updated PLATO and Newsela curriculum and an individual Chromebook to use at home, with a classroom device to use on-site. All Students with Disabilities had access on-site and remotely to services to meet IEP accommodations and modifications.		time classified staff members were hired mid year to support students.	members continued to support students. Two teachers enrolled in TUSD beginning teacher induction program, with one completing the program and one continuing for a second year in 2024-25. One full time para-educator in education specialist credential program. Six of nine certificated staff hold Master's degrees in education, psychology or information science. All classified instructional staff and teacher substitutes hold Bachelor's degrees or higher.	
Suspensions, Expulsions	Zero suspensions, expulsions in 5 years	Zero suspensions, expulsions in 6 years	Zero suspensions, expulsions in 7 years	Zero suspensions, expulsions in 8 years	Maintain zero suspension rate.
Safe, secure campus	Facility rating: In 2020-2021 Fusion had a baseline facility rating of "Good"; custodial services increased from three (3) to four (4) times per week; secure	Facility "Good" rating in 2021-22; Campus supervisor supported by para-educators in maintaining campus safety and driving students in need of	Facility "Good" rating in 2022-23 93% of students answering the 2023 Healthy Kids Survey agreed that the campus is neat and tidy. The campus	Facility "Good" rating in 2023-24 on SARC. School gardens and irrigation completed in October. Mural completed in December. A January 2024 lockdown after	Maintain facility; Improve grounds through agriscience grant

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	fencing, cameras and pest-control and a full-time campus supervisor/behavior interventionist monitored the site on school days. Public areas of the school are monitored by security cameras. Locked doors and gates require that visitors check in at the office and are escorted to the classroom on the fully fenced campus. Periodic fire and earthquake drills are practiced at the school site. Key staff members are trained in crisis and lockdown procedures.	transportation to and from school	supervisor was supported by para-educators in maintaining campus safety and driving students in need of transportation to and from school. Two after hours break ins to the property did not breach any classrooms or pose a threat to any student or staff member.	shots fired near campus did not result in harm to any student or staff member. Cameras, alarm pad, and intercom system were tested and repaired or replaced as needed. Law enforcement toured campus in May 2024 and made suggestions for improved safety.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions were implemented as planned. Fusion maintained or improved all of the following:

- -Maintain a safe, secure and well-equipped campus with adequate materials and highly effective teachers
- -Overall facility rating of "Good"
- -Custodial services were maintained at four (4) times per week
- -Full-time campus supervisor monitored the site on school days
- -No student lacked materials, including a late model individual Chromebook to use at home, with wifi as needed
- -All Students with Disabilities had access on-site and remotely to Special Education services
- -Six teachers and one teacher/administrator with full credentials and no intern credentials or misassignments
- -Teacher assistants and tutors worked with individuals and small groups under the supervision and training of credentialed faculty

Action 3.1 The Life Skills Rubric will be created with student and parent input in 2024-25 as part of a revised Advisory course for all students in Grades 9-12.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.2 Fusion spent about 10% less on staffing than originally planned because the three school personnel spent time working on a grant funded project sharing Model Innovative Program for identifying and serving Homeless Youth.

Action 3.3 Fusion spent more than planned due to an increase in enrollment and a lack of access to free wifi from the Emergency Connectivity Fund, so that we paid a monthly fee to T-Mobile for each device.

Action 3.4 Fusion spent more on safety than originally planned due to need for new cameras and alarm systems monitored by the campus supervisor.

Action 3.5 Fusion spent more than planned on the facility due to necessary upgrades to make the school yard safe and accessible to all students.

Action 3.7 Fusion spent less than planned on the Homeless Innovative Programs due to an extension of the funding period in the next fiscal year. We will continue to provide training on our Model program and present at conferences in 24-25.

Action 3.9 Fusion spent less than planned on a van shuttle driver due to the need for staff in other roles as our enrollment grew.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1 Fusion revised the Mission and Vision statements with board approval. Faculty have not yet created the rubric, but have started the planning process and will begin to do so with student and parent input in 2024-25 as part of the revised Advisory course. The emphasis on school culture with student participation in Restorative Talking Circles was highly successful with both parents (97.6%) and students (84.9%) reporting high levels of agreement that Fusion values their input and listens to their opinions and concerns.

All other actions were effective and made excellent progress toward our trauma-responsive mission and vision.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no major changes to Goal #3, as it is a maintenance goal. Actions that support student safety will be revised and prioritized, following increased community threats during the past two school years.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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