# Fusion Charter

## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

## General Information about the School Accountability Report Card (SARC)

| SARC Overview | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. |
|---|---|
| | - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. |
| | - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. |
| | - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| | A hard copy of the School Accountability Report Card is available at your School Office, upon request. |
| DataQuest | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| California School Dashboard | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

| | |
|---|---|
| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2024-25 School Contact Information

| | |
|---|---|
| **School Name** | Fusion Charter |
| **Street** | 441 W. Linwood Avenue |
| **City, State, Zip** | Turlock, CA 95380 |
| **Phone Number** | (209) 667-9047 |
| **Principal** | Susan Nisan |
| **Email Address** | snisan@fusioncharter.org |
| **School Website** | http://www.fusioncharter.org |
| **Grade Span** | 7-12 |
| **County-District-School (CDS) Code** | 50757390131185 |

## 2024-25 District Contact Information

| | |
|---|---|
| **District Name** | Turlock Unified School District |
| **Phone Number** | (209) 667-0633 |
| **Superintendent** | Lattig, David |
| **Email Address** | dlattig@turlock.k12.ca.us |
| **District Website** | www.turlock.k12.ca.us |

## 2024-25 School Description and Mission Statement

About Our School
Fusion Charter was founded by Aspiranet, a private non-profit family services agency. Fusion was authorized as free public independent charter school #1695 in 2014 and renewed in 2017 by the Turlock Unified School District (TUSD) to meet the needs of vulnerable students at risk of school dropout, including students with chronic truancy, disruptive behavior on traditional school campuses, and youth served by the foster care system or juvenile justice courts.

Fusion Charter offers a unique nonclassroom-based program with a hybrid of online independent study coursework, daily

## 2024-25 School Description and Mission Statement

instructional support sessions and engaging student activities on campus. Fusion entered WASC candidacy in 2016 and was granted accreditation following the first self study in January 2019. During the 2021-22 WASC midterm visit, accreditation was confirmed through 2025.

Fusion Charter's Mission
"Fusion Charter will use a trauma-responsive approach that puts social and emotional needs first, followed by practical, flexible, individualized learning to engage students and provide a pathway to college or career."

Fusion Charter's Vision
"We envision trauma-responsive schools in which all students are loved and respected as individuals and all graduates enter the adult community with the resources to thrive."

At Fusion students have access to credit recovery, support for social-emotional issues, employment and job training support and a flexible learning schedule. As of January 2025, 370 students have earned Fusion high school diplomas and many others have returned to traditional district schools on track for graduation. We are proud of our Fusion family and our service to our students and the local community.

Hope forward for 2025 and beyond,

Susan Nisan, MS
Fusion Charter Principal

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 7 | 3 |
| Grade 8 | 11 |
| Grade 9 | 15 |
| Grade 10 | 17 |
| Grade 11 | 49 |
| Grade 12 | 49 |
| Total Enrollment | 144 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 38.2 |
| Male | 61.8 |
| American Indian or Alaska Native | 2.1 |
| Asian | 2.8 |
| Black or African American | 2.1 |
| Hispanic or Latino | 67.4 |
| Two or More Races | 3.5 |
| White | 22.2 |
| English Learners | 20.1 |
| Foster Youth | 4.9 |
| Homeless | 18.8 |
| Socioeconomically Disadvantaged | 86.8 |
| Students with Disabilities | 16.7 |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 1.10 | 20.77 | 551.80 | 86.43 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.70 | 0.58 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 13.60 | 2.13 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 4.30 | 79.23 | 35.90 | 5.63 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 33.30 | 5.22 | 18854.30 | 6.86 |
| Total Teaching Positions | 5.40 | 100.00 | 638.40 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 1.10 | 15.62 | 562.30 | 88.04 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 13.35 | 8.60 | 1.35 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 7.70 | 1.21 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 5.00 | 67.29 | 24.70 | 3.87 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.20 | 3.60 | 35.30 | 5.53 | 15831.90 | 5.67 |
| Total Teaching Positions | 7.40 | 100.00 | 638.70 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 1.50 | 31.60 | 536.10 | 87.60 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 10.50 | 1.72 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 12.80 | 2.09 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 3.40 | 68.20 | 20.70 | 3.39 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 31.80 | 5.20 | 14303.80 | 5.15 |
| Total Teaching Positions | 5.00 | 100.00 | 612.00 | 100.00 | 277698 | 100 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 | 0 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 1.00 | 0 |
| Local Assignment Options | 4.30 | 4.00 | 3.4 |
| Total Out-of-Field Teachers | 4.30 | 5.00 | 3.4 |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Fusion uses online curriculum from Edmentum (PLATO for Grades 7-12) with supplementary reading and writing activities from Newsela current events and informational texts.

| **Year and month in which the data were collected** | January 2025 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Edmentum online curriculum is used for all students in Grades 7-12. For reading, vocabulary and writing activities, all grade levels use NEWSELA , an instructional content platform adopted in 2109, which supports reading comprehension and social-emotional learning. All students have access to curriculum through the use of Chromebooks both on campus and at home. Chromebooks with Wifi are provided for home use for all students in need of access. | Yes | 0 |
| **Mathematics** | Edmentum online curriculum is used for all students in Grades 7-12.  All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access. Math tutoring is provided to all students on campus, or via remote learning if the student is unable to attend in person. | Yes | 0 |
| **Science** | Edmentum online curriculum is used for all students in Grades 7-12.  All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access. | Yes | 0 |
| **History-Social Science** | Edmentum online curriculum is used for all students in Grades 7-12.  All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access. | Yes | 0 |
| **Foreign Language** | Edmentum online curriculum is used for all students in Grades 9-12. All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access. | Yes | 0 |
| **Health** | Edmentum online curriculum is used for all students in Grades 9-12. All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access. | Yes | 0 |

| Visual and Performing Arts | Edmentum online curriculum is used for all students in Grades 9-12. All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access | Yes | 0 |
|---|---|---|---|

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Fusion Charter is located on a three-lane street, with new surfacing and new sidewalks installed in 2022. Fusion is 500 feet from a district K-6 school.

The Fusion facility is owned by Aspiranet and has six classrooms, a multipurpose room, and offices. A new greenhouse was completed in 2022 and school garden were completed in 2023 through a Career Technical Education grant.

The six classrooms are available for use from 8:45 to 5:00 daily. The multipurpose room is used for art workshops, sports, assemblies and enrichment activities, as well as shelter for meals during inclement weather.

The school upgraded the facility during the summer of 2018 with Prop 39 funds to increase energy efficiency by replacing lighting and HVAC, following a TID energy audit to determine the best use of funds the state has set aside for improvements to each school. A new drainage system was installed in the playground area in the fall of 2018.

The school was fully repainted and new carpet was installed during the summer of 2019.

A small kitchen serves the needs of staff members and stores food for meals prepared by and purchased from the Turlock USD kitchens. The facility has passed health inspections by the County Health Department and the City Fire Department.

The facility is well-maintained, clean and well-kept, with weekly landscaping service. Fusion has custodial service four times per week in 2023-24 with five times per week planned for 2025. When the school reopened to a daily schedule in August 2021 after pandemic-related remote learning, sanitation was increased and health precautions were emphasized with signage, and carts at each door with sign-in clipboards. Masks, digital thermometers and hand-sanitizer continue to be available in the office to any student or parent who requests them.

| Year and month of the most recent FIT report | January 2025 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | New HVAC in 2018. Sewer receives regular service as needed. |
| **Interior:** Interior Surfaces | X | | | The entire school was repainted and carpeted in the summer of 2019. There is an annual need for paint touch up to heavy use areas such as doors and restrooms. The gym floor is in need of resurfacing. |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | The school has monthly pest inspections. |
| **Electrical** | X | | | All new lights and water heater were installed in 2018. The HVAC system was installed in 2018 and serviced in 2025. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | Minor paint touch ups are needed in restrooms and gym. |
| **Safety:** Fire Safety, Hazardous Materials | X | | | The front door was outfitted with a safety intercom in 2022. A button at the reception desk permits the door to be opened remotely. All doors on campus are locked by default. All window alarm sensors were replaced in Fall 2023 and cameras were updated. Fire extinguishers and sprinkler systems are installed in all interior spaces. Handheld radios are used as a back |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | for the school-wide intercom. All personnel are trained in safety measures. |
| **Structural:**<br>Structural Damage, Roofs | X | | | Cracks in the back parking lot require resealing. Gutters need annual cleaning. |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Fusion constructed a new greenhouse and raised garden beds in 2022 and 2023. The back of the property is completely fenced with an upgrade to perimeter fencing planned in 2025. Doors receive annual paint touchups. |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 10 | 9 | 38 | 37 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 0 | 1 | 24 | 25 | 34 | 35 |

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 85 | 80 | 94.12 | 5.88 | 9.09 |
| Female | 35 | 32 | 91.43 | 8.57 | 6.67 |
| Male | 50 | 48 | 96.00 | 4.00 | 10.64 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 63 | 60 | 95.24 | 4.76 | 7.02 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |

| | | | | | |
|---|---|---|---|---|---|
| **White** | 13 | 12 | 92.31 | 7.69 | 8.33 |
| **English Learners** | 24 | 24 | 100.00 | 0.00 | 0.00 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 13 | 11 | 84.62 | 15.38 | 0.00 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 68 | 63 | 92.65 | 7.35 | 6.67 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 12 | 12 | 100.00 | 0.00 | 0.00 |

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| **All Students** | 84 | 78 | 92.86 | 7.14 | 1.39 |
| **Female** | 35 | 32 | 91.43 | 8.57 | 0.00 |
| **Male** | 49 | 46 | 93.88 | 6.12 | 2.44 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 61 | 57 | 93.44 | 6.56 | 1.92 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 14 | 13 | 92.86 | 7.14 | 0.00 |
| **English Learners** | 24 | 23 | 95.83 | 4.17 | 0.00 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 13 | 11 | 84.62 | 15.38 | 0.00 |
| **Military** | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| **Socioeconomically Disadvantaged** | 68 | 63 | 92.65 | 7.35 | 0.00 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 12 | 11 | 91.67 | 8.33 | 0.00 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 0.00 | 0.00 | 23.56 | 22.32 | 30.29 | 30.73 |

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 46 | 37 | 80.43 | 19.57 | 0.00 |
| Female | 18 | 13 | 72.22 | 27.78 | 0.00 |
| Male | 28 | 24 | 85.71 | 14.29 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 31 | 25 | 80.65 | 19.35 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 39 | 32 | 82.05 | 17.95 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 2023-24 Career Technical Education Programs

A CTE library of courses was added to the Fusion Edmentum offerings in 2023. Students complete a technology elective as a graduation requirement.

Many other CTE courses are available to students at local community colleges and school district vocational programs.

## 2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| Number of Pupils Participating in CTE | 141 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0 |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | NA | NA | NA | NA | NA |
| Grade 7 | -- | -- | -- | -- | -- |
| Grade 9 | 24% | 27.6% | 27.6% | 27.6% | 27.6% |

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

Fusion is a parent-choice independent charter school, open to all students in grades 7 through 12 in Stanislaus and surrounding counties. Students are enrolled all year as long as space is available.

Fusion parents and guardians are involved in a student's enrollment from the beginning with an orientation with a "talking circle" to discuss concerns and ask questions. Fusion is a trauma-responsive school and often students and their families have had difficult interactions with school personnel in the past. Fusion staff make the effort to welcome parents and earn nearly 100% in parent satisfaction ratings.

Parent receive frequent communication in both English and Spanish, including phone surveys, school news updates by text and phone message, calls from teachers and support staff, quarterly letters from the principal, and social media posts. Parents are surveyed by phone and in-person for school planning and participate in interviews and advisory meetings.

Fusion holds several parent events each year, starting with a "Round-Up" in August, "Open House" in the first quarter, Student Awards and Title I Annual Parent meeting during "National School Choice Week" in January, and a Spring parent event. In 2023 Fusion introduced the Circle videos created at Fusion during the 2022-23 school year with grant funds from CDE to promote the identification of homelessness. In 2024 the spring event introduced the Community Schools grant and invited parents to participate in a needs analysis. Parents and family members are involved in winter and spring graduation ceremonies and 8th grade promotion.

For more information about participating in the Fusion School Site Council (SSC) or the English Learner Advisory Committee (ELAC), please call the school office at 209-667-9047. Spanish speaking parents may also contact Ms. Cynthia Herrera student support advocate, during school office hours via text or phone at 209-718-3716.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 15.4 | 46.7 | 27.7 | 5.2 | 4.7 | 5.2 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 81.5 | 53.3 | 72.3 | 93.1 | 93.5 | 93.3 | 87 | 86.2 | 86.4 |

## 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group.  For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 47 | 34 | 72.3 |
| Female | 21 | 14 | 66.7 |
| Male | 26 | 20 | 76.9 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 32 | 23 | 71.9 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | 15 | 11 | 73.3 |
| Socioeconomically Disadvantaged | 41 | 29 | 70.7 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 231 | 219 | 177 | 80.8 |
| Female | 95 | 93 | 72 | 77.4 |
| Male | 136 | 126 | 105 | 83.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 163 | 154 | 122 | 79.2 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 46 | 44 | 38 | 86.4 |
| English Learners | 50 | 48 | 38 | 79.2 |
| Foster Youth | 11 | -- | -- | -- |
| Homeless | 40 | 40 | 37 | 92.5 |
| Socioeconomically Disadvantaged | 199 | 192 | 158 | 82.3 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 34 | 32 | 24 | 75.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| C. Engagement | State Priority: School Climate |
|---|---|
| | The SARC provides the following information relevant to the State priority: School Climate (Priority 6): <br><br> • Pupil suspension rates; <br> • Pupil expulsion rates; and <br> • Other local measures on the sense of safety |

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 6.47 | 6.93 | 4.05 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0.03 | 0 | 0.01 | 0.07 | 0.08 | 0.07 |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Fusion Charter participates in Aspiranet's quarterly safety meetings and follows Aspiranet safety protocol. The most recent SSERP (Site Specific Emergency Response Plan) was updated in May 2023 and December 2024. The Covid-19 School Reopening safety plan reviewed with the School Site Council on 12/4/2020 was updated with the Fusion Charter Covid-19

## 2024-25 School Safety Plan

plans, approved by the Aspiranet Board of Directors on November 18, 2022 and August 25, 2023.

The Fusion SSERP Includes:
EMERGENCY CONTACT LIST
EMERGENCY COMMUNICATIONS
SITE SAFETY COORDINATOR'S ROLE
EMERGENCY EVACUATION PLAN
SERVICES TO CLIENTS IN THE EVENT OF AN EMERGENCY
UTILITIES
MEDICAL EMERGENCY
LOCATIONS OF BUILDING'S FIRE SAFETY FEATURES
FIRE PREVENTION AND CORRECTION
FIRE EXTINGUISHERS
EARTHQUAKES
BOMB THREATS
OTHER THREATS
ALL-HAZARD EMERGENCY PREPAREDNESS POLICY
WORKPLACE VIOLENCE
LOCKDOWN – LOCKOUT- EVACUATE – SHELTER
STANDARDIZED EMERGENCY MANAGEMENT SYSTEM
REUNIFICATION PROCESS
EVACUATION ROUTES AND ASSEMBLY SITE
SHELTER ROUTES AND ASSEMBLY SITE
REUNIFICATION STAFF RESPONSIBILITIES
SCHOOL INCIDENT COMMAND SYSTEM
MAJOR CROSS STREETS
FIRE DRILL EVALUATION FORM
DISASTER DRILL POLICY AND EVALUATION FORM
LOCKDOWN-LOCKOUT-EVACUATE-SHELTER

Fusion Charter places a strong emphasis on student safety. Our small school size and high staff to student ratio ensures that staff is available when students have concerns. An experienced campus supervisor and a full time school counselor are available to our students daily. Both physical and emotional safety continue to be a focus for Fusion Charter. Fusion staff members focus on trauma-informed school practice. All staff have been trained in trauma-responsive strategies in house by a highly-experienced resource specialist/board certified behavior analyst and have access to both Aspiranet Behavioral Health and Stanislaus County Behavioral Health and Recovery Services.

Public areas of the school are monitored by security cameras which were update in the fall of 2023. 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.

Fusion has had no suspensions, due to the school's commitment to alternatives to suspension and mindfulness of non-punitive practices with at-risk youth, many of whom have a history of suspensions and some of whom have been previously expelled.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 4 | 24 | | |
| Mathematics | 5 | 17 | | |
| Science | 5 | 13 | | |
| Social Science | 2 | 31 | | |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 5 | 25 | | |
| Mathematics | 5 | 17 | | |
| Science | 7 | 11 | | |
| Social Science | 5 | 22 | | |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 6 | 22 | | |
| Mathematics | 6 | 16 | | |
| Science | 5 | 15 | | |
| Social Science | 4 | 25 | | |

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 144 |

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 1 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 1 |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $14,327.00 | $2,731.00 | $11,596.00 | $66,490.00 |
| **District** | N/A | N/A | NA | $98,370 |
| **Percent Difference - School Site and District** | N/A | N/A | NA | -38.7 |
| **State** | N/A | N/A | $10,771 | $97,756 |
| **Percent Difference - School Site and State** | N/A | N/A | 7.4 | -38.1 |

## Fiscal Year 2023-24 Types of Services Funded

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 students, services available to all students include: small class size, flexible schedule, summer school session for

## Fiscal Year 2023-24 Types of Services Funded

credit recovery, tutoring via Title I and grant funds, enriching electives, student council, field trips and college/vocational school visits. Our full-time guidance counselor offers career readiness and participation in job programs that benefit both general and special education services. Our counselor also acts as the Community Schools Coordinator, liaison for Homeless and Foster Youth, and connects with local nonprofits and university personnel to meet basic needs.

Fusion provides meals on campus for any student at any time, Chromebooks and internet access for students who do not have reliable access at home. Limited van shuttle service is provided for students in the Turlock area, with a priority for homeless students. Through Aspiranet, Fusion also provides holiday gifts for every student.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries.  For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $65,018 | $59,551 |
| Mid-Range Teacher Salary | $91,612 | $93,855 |
| Highest Teacher Salary | $123,236 | $120,219 |
| Average Principal Salary (Elementary) | $158,303 | $151,525 |
| Average Principal Salary (Middle) | $159,835 | $158,215 |
| Average Principal Salary (High) | $175,500 | $171,087 |
| Superintendent Salary | $281,971 | $300,043 |
| Percent of Budget for Teacher Salaries | 32.19 | 31 |
| Percent of Budget for Administrative Salaries | 4.43 | 4.91 |

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| Percent of Students in AP Courses | 0 |
|---|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---|---|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

Fusion professional development focuses on school climate and rapport with at-risk students, social-emotional learning, the administration and use of assessments, and trauma-responsive teaching strategies. For 2022-2024, Fusion developed training in identifying and supporting homeless students via restorative talking circles.

In 2022 Fusion added a fourth day of professional development using Educator Effectiveness funds. The additional day in August 2022 focused on Student Mental Health. The additional day in August 2023 provided training with new large screen technology in all six classrooms. Each staff member also has access to individual professional development according to needs and availability. In 2024 and 2025 professional development is devoted to a needs analysis and school improvement priorities, especially with regard to differentiated assistance for CDE Dashboard indicators.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 4 | 4 | 4 |