



Fusion Charter Renewal

2025-2030

California Public Charter School #1695

441 W. Linwood, Turlock, CA 95380



Approved by the ASPIRANET Board: 2/28/2025

Presented to the TUSD Board: 3/18/2025

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Appendix: MOU with TUSD

Introduction and Brief History of Fusion Charter and Aspiranet

Since September of 2014 [Fusion Charter](#) has provided a unique educational opportunity. Fusion is an inclusive, trauma-responsive school where all students are welcome. Fusion serves a highly vulnerable demographic, with students often coming from local district schools after multiple previous interventions to address school failure.

Fusion's open door policy attracts a diverse group of students with unmet educational needs and external threats to wellbeing, including chronic absenteeism related to one or more of the following challenging factors:

- Overwhelming anxiety and stress
- Job or family responsibilities that require a flexible schedule
- A chaotic, unsafe or unsupportive home life
- Housing instability and homelessness
- Street influence of harmful and illicit activities

Fusion seeks to engage these youth through specialized instruction and flexible activities. Committed, collaborative and caring educators employ a variety of learning methods and extracurricular opportunities. Fusion students are not isolated from peers and teachers. As they experience a positive and trustworthy environment, students benefit from each other and from their relationships with adults on campus, both school personnel and community volunteers. Families feel supported and partner with the school for the mutual benefit of their children. Equipped with new skills and a motivation to succeed in school, students are prepared to return to [Turlock Unified School District \(TUSD\)](#) or to continue at Fusion, graduating with a standard high school diploma and connections with postsecondary college and career opportunities.

Fusion Charter represents a collaboration of [Aspiranet](#) programs offering school, home-based, and behavioral health services. For five decades, Aspiranet has met the challenge to provide specialized programs for foster youth, at-risk teens, and emotionally disturbed students in the Central Valley. Established in 1975, Aspiranet is a private, nonprofit organization that provides educational, positive behavioral health interventions, placement, and support services to students and their families in multiple California locations, with nearly nine hundred professionals and support staff, including teachers, therapists, social workers, behavior specialists, and drug and alcohol counselors. Aspiranet has developed effective programs, services, and training specifically targeted to meet individual student needs. This core skill set has distinguished Aspiranet across California and has led to success in Turlock by offering established evidenced-based practice standards and the unique ability to individualize service provision for students and their families.

Aspiranet's distinguished programs in the Turlock area include the following:

- [Fusion Charter](#)
- Stanislaus Academy Nonpublic School
- Aspiranet Residential Services
- Foster Care/Adoption
- Therapeutic Behavioral Services



- Core Treatment Team Mental Health Services
- School-Based Mental Health Services and Risk Assessments
- Family Urgent Response System services
- Wraparound Services
- Child and Family Team Meeting Facilitation
- Family Resource Center
- Welfare to Work Services
- ProFamily – Family Reunification Services
- Promotoras – Family Prevention and Early Intervention Services
- Transitional Housing Programs for Former Foster Youth
- Independent Living Program and Teen Center for current and former foster youth

These research-informed services are designed upon best practice principles that have been shown to be effective in significantly reducing discipline problems, decreasing law enforcement contacts and out-of-home placement, increasing parental involvement in their child's education, improving school attendance, facilitating improved academic outcomes and test scores, and improving the social and emotional needs of students.

AFFIRMATIONS/ASSURANCES

Fusion Charter:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to California Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)].
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition.[Ref. Education Code Section 47605(d)(1)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- Shall admit all pupils who wish to attend Fusion, and who submit a timely application, unless Fusion receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code section 47605 (d)(2), admission to Fusion shall not be determined according to the place of residence of the student or his or her parents within the State.
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education

Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (ADA).

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers at Fusion hold a [Commission on Teacher Credentialing](#) certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil is expelled or leaves Fusion without graduating or completing the school year for any reason, Fusion shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to Fusion, including but not limited to:

---Fusion shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

---Fusion shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs.

---Fusion shall comply with any jurisdictional limitations to locations of its facilities.

---Fusion shall comply with all laws establishing the minimum and maximum age for public school enrollment.

---Fusion shall comply with all applicable portions of the 2015 Every Student Succeeds Act (ESSA), including the [McKinney-Vento Homeless Assistance Act](#).

---Fusion shall comply with the Public Records Act.

---Fusion shall comply with the Family Educational Rights and Privacy Act (FERPA).

---Fusion shall comply with the Ralph M. Brown Act.

---Fusion shall meet or exceed the legally required minimum of school days.

---Fusion shall comply with all Local Control Funding Formula (LCFF) processes and reports, using authorized templates required of charter schools by law, including the annual update¹ on or before July 1 of each year as required pursuant to Section 47606.5.

¹ EC Section 47606.5 requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the Local Control Accountability Plan (LCAP). Consultation with an existing site council may satisfy this requirement if the site council includes membership that meets the requirements of EC Section 47606.5. The chartering authority reviews the LCAP as part of its regular oversight duties pursuant to EC 47604.32.

A. ELEMENT 1 - EDUCATIONAL PROGRAM (Education Code 47605(b)(5)(A)(i))

1. School Information

Name of School: Fusion Charter

Address of the Charter School: 441 W. Linwood Avenue, Turlock, CA 95380

Phone number of the Charter School: (209) 667 9047

Contact at the Charter School: Susan Nisan, Principal; David Ashby, Assistant Principal

The term of this charter shall be from July 1, 2025 to June 30, 2030.

The grade configuration for charter renewal is 7th – 12th grade, also serving special education students through age 22 as needed.

The maximum enrollment of Fusion Charter is 250 students.

The admission requirements are that any student residing in Stanislaus County, California or contiguous counties has a legal right to attend.

The school calendar consists of 180 days as determined by the [Turlock Unified School District](#). The availability of an optional summer school session of 4 to 6 weeks for credit recovery will be determined annually by Fusion Charter, based upon available funding for the supplementary summer program, which is not covered by LCFF state aid.

Fusion Charter follows state attendance guidelines for [Exemplary Independent Study](#).

All legal qualifications will be met regarding teaching credentials, staff, and paraprofessionals. This includes all legal notifications regarding teacher qualifications as required by ESSA. On-site staff needed to implement the Fusion Charter academic and social/emotional program include the following, with staff members added as necessary to keep up with program growth:

- Principal/Assistant Principal
- Counselor
- Community Schools Coordinator (New for 2025 Charter Renewal)
- Student Support Advocate/Wellness Coach (New for 2025 Charter Renewal)
- Campus Supervisor(s)
- Administrative Assistant/Office Manager
- Data Specialist/Registrar
- Certificated General Education Teachers (25:1 ADA to FTE teacher ratio)
- Certificated Education Specialist (no more than 28:1 students with IEPs to FTE teacher)
- Paraprofessional(s)
- Custodian/Groundskeeper

Overview of the Program

Fusion Charter is free public charter high school #1695 authorized by the Turlock Unified School District. Fusion was founded and is overseen by [Aspiranet, a 501\(c\)\(3\) California nonprofit organization](#). The first day of instruction was September 8, 2014. In Spring 2016, Fusion was officially accepted as a candidate for accreditation by the [Western Association of Schools and Colleges \(WASC\)](#). The current term of full accreditation is through June, 2025, with an upcoming accreditation visit in April, 2025.

Mission (Revision Board Approved 2024)

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.

Vision (Revision Board Approved 2024)

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.

2. Targeted population

The Fusion Charter student population is diverse. In many cases the student population is characterized as at-risk: special education, English Learners (EL), homeless, foster youth, or academically and behaviorally challenged. Fusion provides educational opportunities for students from the Turlock Unified School District. Any student residing within Stanislaus County and contiguous counties (San Joaquin, Calaveras, Tuolumne, Mariposa, Merced, Santa Clara and Alameda) has the legal right to attend, although priority enrollment is given to TUSD students. During the 2023-2024 school year, Fusion served a cumulative total of 231 students with 187 (81%) from TUSD, 15 (6.5%) from other Stanislaus County districts and 28 (12.1%) from nearby Merced County districts.

Fusion has the capacity to serve two hundred and fifty students in the following student groups:

- Students in Grades 7 through 12.
- Students who reside in the Turlock Unified School District.
- Students whose behavioral challenges necessitate a small school environment with personalized attention.
- Students whose academic needs are not being met in a traditional school environment.
- Students who face barriers to college enrollment, such as low-income families.
- Students who feel disenfranchised within the traditional program of education.

The school serves students in high-risk groups such as: expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; or retained more than once in Kindergarten through Grade 8. Since 2017, Fusion has qualified for California Department of Education (CDE) [Dashboard Alternative Schools Status \(DASS\)](#) with at least 70% of students enrolling with pre-existing risk factors. Fusion is the only DASS charter school serving students under the age of 18 in Stanislaus, Merced and Tuolumne

Counties. Fusion is an inclusive, trauma-responsive school where all students are welcome and enrollment runs continuously throughout the school year.

3. Attendance

Fusion's flexible schedule offers maximum access to academic guidance and support for independent study. Most Fusion students attend four days per week, Monday through Thursday, ninety minutes per day in a morning or afternoon session for the completion of standards-based core curriculum. Students have opportunities for Friday morning and extended day enrichment and extracurricular activities. In order to maintain a safe school environment, individual student needs determine scheduling on campus or from home.

Fusion Charter operates on a traditional school calendar for 180 days during the regular school year. The minimum state required minutes for independent study will be followed through a combination of work completed on campus and work completed from home using Fusion Chromebooks issued to each student. We have a goal of a minimum 90% attendance rate, which will be achieved by our diligent approach of communicating with students, parents, and administration on a regular basis.

Fusion Charter is student based. Students work independently on their personal learning plan directly under the supervision of a certificated Advisor/Teacher. Paraprofessionals support students as they work to complete the requirements of their personal learning plan. Students attend classroom instruction according to their individual learning plan.

4. The Educated Person in the 21st Century

Fusion Charter believes an educated person in the 21st Century must be prepared to move from school to career, which requires a minimum of a high school diploma and may require postsecondary education or training at an institution of higher learning.

The following 21st Century Learning Goals are the foundation of Fusion's educational program:

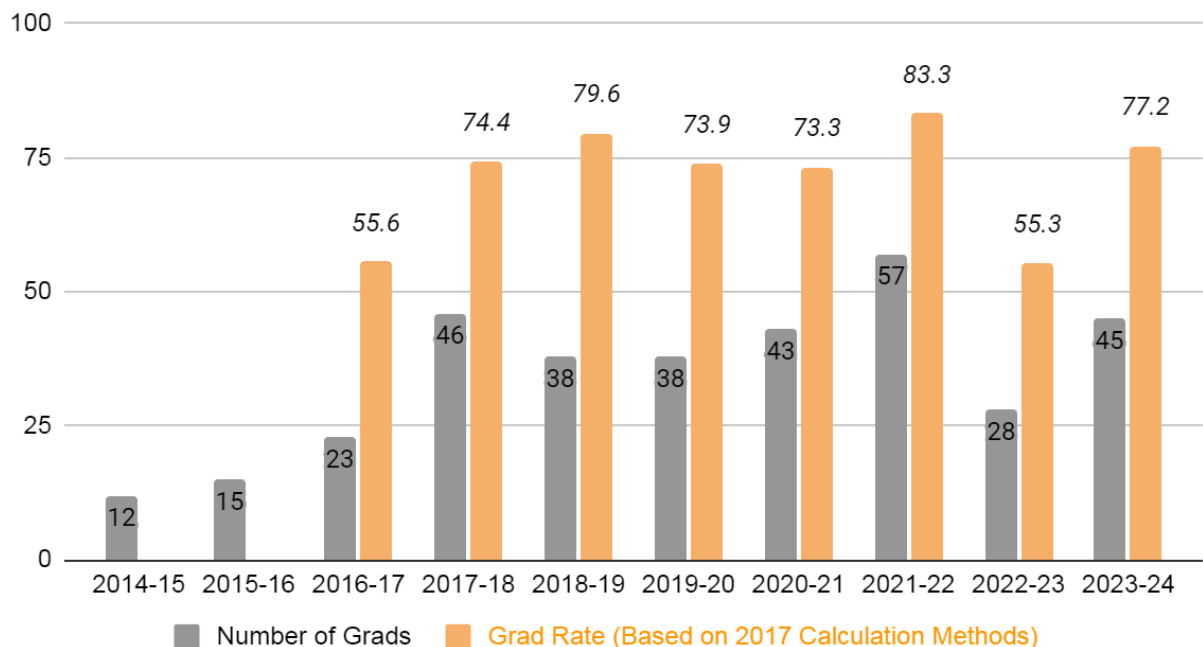
- **Communication Skills:** A focus on the ability to effectively communicate needs emotions, thoughts, and information. Coursework in all curricular areas supports the enhancement of communication skills.
- **Collaboration:** Students learn to work with others to solve problems, develop strategies, and test hypotheses through work with their peers.
- **Critical Thinking:** Students use Common Core Strategies to approach learning. Students learn to think critically about school content as well as life situations they encounter.
- **Creativity:** Students are encouraged to problem solve and think creatively to find innovative and multiple ways to solve real life problems.
- **Comprehensive curriculum:** All students are provided through direct instruction and online opportunities a comprehensive curriculum where communication skills, collaboration, critical thinking, and creativity are planned for and encouraged in the student work product.

5. How Learning Best Occurs

Learning best occurs in a school that is physically, emotionally, and socially safe for students. Fusion has made an impact in Turlock as a caring alternative school community. TUSD refers students to Fusion who would most benefit from a flexible schedule and a trauma-responsive program that considers the academic and social-emotional needs of students. Fusion also enrolls students from other districts, with an open door policy based on space available.

Fusion serves a highly vulnerable demographic, with students often coming to the school after multiple previous interventions to address school failure. At least 70 percent of the students who enroll at Fusion (upon first entry to the school) are identified as students at high risk of school dropout. Many have experienced trauma and multiple obstacles to success in school. Fusion Charter offers the opportunity to make new choices in a non-punitive environment, regardless of past experiences. Graduation rates reflect the hope that many of these students find at Fusion.

Fusion Graduates 2015-2024 with Graduation Rate 2017-2024



With 370 graduates since 2015, the graduation rate at Fusion continues to climb from below 50% the first two years to 80% in recent years. Fusion Charter supports students as they overcome past trauma and the ordinary challenges of adolescence and go out into the world ready to thrive as stable adults with productive careers and satisfying relationships in their personal lives and their roles as community members.

Aspiranet Motto: HOPE FORWARD

Family support is critical to the success of students at Fusion Charter. Additional support is offered through Aspiranet. Families and students develop pride in student accomplishments in order to build “success momentum” as students move forward into the world of work and the challenges adulthood may bring. Fusion Charter provides both formal and informal channels for recognition of student success in academic, career and character growth.

Fusion Charter believes that integrating core academic subjects and looking at them from more than one perspective will develop the skills necessary for students to succeed. Students are equipped for specific employment opportunities, job training and certificates in such critical life skills as CPR and First Aid. Extracurricular programs utilizing technology in an individualized learning environment and meeting college admission requirements provide a framework for students’ success. A small student to staff ratio is provided for more individualized instruction and support. A relevant curriculum that is applicable to their personal goals is a benefit to provide opportunities for hands-on learning.

a. Curriculum and Instructional Design

Fusion Charter recognizes that there is no single pedagogical strategy that is best suited for all students. The school’s framework for instructional design to support our target students’ achievement is to create as many personalized learning opportunities as possible and attend to psychosocial issues such as motivation and persistence. The following features of Fusion Charter are designed to create a sense of community, a challenging learning environment, and more time for “real world learning”. The attributes listed below illustrate the school’s design elements and reflect our belief about how learning best occurs.

Fusion Charter combines highly-respected online curriculum with teacher-directed support. Fusion Charter uses [Edmentum](#) curriculum aligned with California State Standards for grades 7-12. Supplementary curriculum, such as [Newsela](#), is continuously evaluated and developed that meets all state and district requirements through the use of direct instruction and online coursework. As students are assessed, courses and remediation are assigned to meet individual student needs. Fusion Charter collaborates with Turlock Unified School District so students have the opportunity for a seamless return to the comprehensive high school as identified in their individualized learning plan.

Personal Learning Plan: Each Fusion Charter student develops an individualized learning plan with school personnel and family members. Students identify their goals for completion of the high school curriculum and a career path or college bound plan is selected in each student’s Personal Learning Plan. Parents are informed about the transferability of courses to other high schools as well as the eligibility of the courses to meet college entrance requirements. Specific courses are selected to develop a graduation plan. Students participate in [Talking Circles](#) weekly in order to practice these skills with discussion topics that are meaningful to students.

Individualized Instruction: Individualized Instruction through online coursework with a certificated teacher as a coach is best suited for most students at Fusion Charter. Students are able to move as quickly or slowly as necessary to meet their personalized learning needs and

target graduation dates. A minimum of three hours per day for five days a week is allotted for individual online instruction either on campus or at home. Each student is able to complete all coursework required for a standard high school diploma and also may access the online coursework necessary for [University of California a-g admission standards](#).

Small Group Instruction: Knowledge is built from experience and process, especially social-based experience. It is through real-life problems posed for student investigation that the 21st Century skills of communication, collaboration, creativity, and critical thinking are learned and implemented. Fusion conducts restorative [Talking Circles](#) weekly with all students on campus in order to practice these skills.

Career Readiness: College vocational coursework and job-related training and certificates are available to upper-grade Fusion students through local community colleges, federal and state programs. This may include off site internships or on-site training to prepare students for the world of work. A support staff position, Student Support Advocate, interacts with students and the community. Students focus on the application of 21st Century skills in the workplace and the world beyond Fusion Charter.

College Readiness: A student may opt for a college-bound Personal Learning Plan. While at Fusion Charter the student meets regularly with the Guidance Counselor to set a plan that would allow attendance at a college or university of their choice. This includes completing the necessary high school prerequisites, identifying an appropriate course of study, locating a college of choice, and completing admission requirements and applications. Fusion Charter faculty and staff support the student in meeting with college personnel for more specific counseling and preparation.

b. The Instructional Approach

To ensure a full and well-rounded curriculum, the new California State Standards (also known as the Common Core) define the skills, knowledge and the abilities students are expected to master. Online curriculum in the core subjects of English Language Arts, mathematics, social science, science, foreign language and fine arts is aligned to the California State Standards in the same manner as the curriculum used by TUSD.

Fusion employs a wide range of pedagogies based on best practices. Instruction will be integrated using methods such as:

Core Academic Coursework:

Fusion Charter is committed to establishing high standards and expectations for all students, including meeting California State Standards, California high school diploma requirements and a-g admissions requirements for UC/CSU for those choosing a college-bound pathway.

Students are expected to demonstrate mastery in the core subject areas: language arts, social sciences, mathematics, science, foreign language and/or fine arts. Students continue to work on units in each of these areas until mastery is achieved as evidenced by test scores and

guided notes completed by the student; failing grades are not issued at Fusion. Fusion Charter online core coursework via Edmentum is University of California approved.

Fusion Charter implements this curriculum using the following instructional Strategies: Direct Instruction, Workshops, Independent Projects, Group Projects, Interviews, Field Studies, Certificate Program, and Individual-one-to-one instructional time. Coursework may also be provided through other sources such as college courses and summer school.

Nonpunitive Trauma-Responsive and Restorative Practices:

Fusion maintains that the school's role in reaching disengaged students is to effectively address those school-based factors that result in a lack of connectedness to school personnel, chronic absence and school dropout. The question that we ask is not "What is wrong with you?" but rather, "What happened to you?" to identify the obstacles to school completion and preparation for life after high school.

This approach led to the introduction of the 2015 [Paper Tigers documentary film](#) to the entire Fusion staff in 2016 and the school-wide adoption of Trauma-Responsive practices, transportation services, and expanded computer access to support students. As a Trauma-Responsive school, Fusion Charter is nonpunitive. Instead of traditional suspension and detention, students are taught to redirect and calm their emotions so they can focus, behave appropriately and not feel rejected. Fusion students participate in weekly Restorative [Talking Circles](#) on campus. In 2022 Fusion began the planning to serve as a [California Community School](#), to better meet the needs of low income students through community partnerships with an integrated focus on academics, health and social services, youth and community development, and community engagement.

Social/Emotional Supports:

Referral services are available to eligible students and families through [Aspiranet](#). Services available may include but are not limited to: Family Resource Center, Counseling, Behavioral Health, Psychiatric Services, and Transitional Services.

Fusion's full-time credentialed counselor addresses all areas of guidance counseling and crisis counseling. Students also benefit from clubs, activities, and daily interactions with one or more Campus Supervisors. The Campus Supervisor maintains a broad view of student progress in all areas including social/emotional growth by directing program opportunities for students to practice new social/emotional skills.

Technology:

Students are expected to develop technological proficiency as they complete their coursework via an online curriculum, which includes a technical graduation elective. Fusion Charter provides a Chromebook device which includes internet connectivity for each student who requires access to curriculum off campus.

Diagnostic Assessment:

Fusion Charter uses [NWEA](#) online diagnostic assessments to determine initial placement in coursework. Fusion Charter systematically assesses student growth in the following areas: English/Language Arts, Reading, Mathematics, Science, and Social Studies. Students are monitored on attendance and informal observations of social emotional growth.

Qualitative data is collected through career readiness activities to determine progress on 21st Century Skills and workplace readiness. This information along with the following measures will provide a complete picture of student achievement: quarterly benchmarks, unit assessments, beginning and end of year assessments, state testing results ([Smarter Balanced](#) and [CAASPP](#)), physical education scores, writing portfolios, student interviews, and teacher/counselor observations and evaluations.

Fusion students take the [NWEA Measures of Academic Progress \(MAP\)](#) test up to three times per year to provide information about individual academic growth and learning needs. Students in Grades 11 and 12 may take other college and career readiness exams such as the [Comprehensive Adult Student Assessment Systems \(CASAS\)](#) and [Armed Services Vocational Aptitude Battery \(ASVAB\)](#).

This comprehensive information allows for data-driven decision making in areas of curriculum, instructional strategies, and individual support for students. Targeted instruction is provided to students at their level to address student needs. Skills needed to master grade level content are the focus of intervention. Intervention is provided during the school day. Students' flexible schedule allows participation in interventions multiple times during a school week. Services are provided by general education teachers, special education teachers, counselors, and administrators. Teachers review with students and parents the results of assessments and progress on the Individualized Learning Plan through an online gradebook which is continuously available to parents and guardians, email, phone call and appointments as needed throughout the year.

c. Plan for Students Who are Low Academic Achievers

Academically-low-achieving students are identified through multi-faceted summative and formative assessments, teacher observation, parent input and performance on standardized assessments. A diagnostic assessment coordinated with our online curriculum is used for class placement and identification of intervention needs. For students who are making insufficient academic progress, an intervention plan will be developed that involves the student, the parents, the teacher and the counselor.

Students receive assistance through participation in the following activities:

- Paraprofessionals to provide individualized assistance
- Parent workshops to support home-school activities and communication
- One-to-one Chromebooks and internet access in all classrooms and at home
- Small group and individualized instruction
- Behavioral and Academic Student Study Teams
- Supplementary materials aligned with core programs

d. Plan for Students Who Are High Academically Achieving

Academically-high-achieving students are identified through multi-faceted summative and formative assessments, teacher observation, parent input and performance on standardized assessment. These students can fulfill advanced or additional course requirements through concurrent college enrollment or through approved online coursework. Students are required to meet with their teacher or counselor on a regular basis to review and discuss progress.

In addition to selecting online secondary curriculum at an Advanced Placement or Honors level, as designated by the University of California, Fusion students may request dual enrollment approval to take online or site-based courses at a local community college, such as [Modesto Junior College \(MJC\)](#) or [Merced College \(MCCD\)](#). According to California *Education Code (EC)* Section 48800, advanced students, upon recommendation from their principal and with parental consent, may attend a California community college as a special part-time student. A Fusion student may enroll in one or more courses, including online courses, earning both high school and college credit concurrently. A Fusion student must meet all eligibility requirements as outlined on the college permission form, such as the MJC Special Part-Time Petition for Advanced Admission or the MCCD Permit for Special K-12 Students. The decision to grant advanced permission to a Fusion student is at the principal's discretion, based on consideration of academic readiness, work habits and maturity.

e. Plan for English Learners

Fusion Charter first identifies English Learner (EL) students by accessing and reviewing current EL status of students from the cumulative record from previous schools, including [Long Term English Learner \(LTEL\)](#) status for students who have attended English-language schools for six or more years without redesignation as fluent in English, beginning in 2024.

Students who may require EL assistance are assessed to determine EL status and level of proficiency. Students identified as English Learners will receive instruction by CLAD certified teachers in all classes. The student's Individualized Learning Plan will outline the specific strategies developed to help the student to become proficient in English and support the student while learning the course curriculum. Bilingual tutors will be provided when ten or more students of the same language require EL assistance.

In order to redesignate EL students to fluent status, Fusion follows these locally-determined procedures for reclassification as Fluent English Proficient (FEP) based on:

1. Individual Annual English Language Proficiency Assessments for California (ELPAC) Score Report--Level 4 Needed
2. Local Requirement of Basic Skills--Scores on standardized tests administered at Fusion such as the CAASPP ELA ("Nearly Met" Status), CASAS (Adult Secondary/Proficiency) or NWEA Map tests (Reading at or above the 21st Percentile)
3. Teacher Input (includes completion of current and previous grade level credits in English coursework and passing grades in the most recent semester English course)
4. Parent Input and Signed Agreement for Reclassification

Progress of students with FEP status will be monitored and reviewed each year to ensure continued academic success.

f. Plan for Special Education: Description of How the Program will Address the Needs of Special Needs Populations

Fusion shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA).

Fusion shall be categorized as a “public school” within Stanislaus County in conformity with Education Code Section 47641(b). Fusion shall comply with a Memorandum of Understanding (MOU) related to the delineation of duties between TUSD and Fusion.

Fusion shall comply with all state and federal laws related to the provision of special education instruction and related services and all [SELPA](#) policies and procedures.

Fusion Charter provides special education services appropriate to the unique needs of individuals with disabilities. Special education students may participate in a non-classroom-based independent study program such as Fusion Charter if independent study is specified as an instructional method in their IEP [See Ed Code Section 51745(c)]. It is the school’s educational intent that each student will have the opportunity to succeed academically at his or her level and to demonstrate successful, personal, vocational, and social interaction during his or her time at Fusion Charter.

It is the school’s intention to:

1. Provide assurances that all eligible individuals with disabilities shall have access to appropriate special education programs and services.
2. Provide assurances of its knowledge and understanding of applicable special education laws.
3. Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment.
4. Utilize all SELPA forms.
5. Follow all SELPA procedures.

Fusion Charter’s philosophy is based on the following:

1. The range of human diversity is embraced and the rights of all to equality and success are guaranteed.
2. All disabled students will be included in general education to the maximum extent possible and will receive the same quality service based on their individually assessed needs.
3. Each individual will have options and be taught and prepared to make choices.
4. All services delivered to all individuals will be based upon the best research possible.
5. State laws and compassion for special individuals will be the basis for our decisions, programs, and actions.

6. Serving High School Students

As a WASC accredited school, Fusion Charter will provide parents of students in Grades 9-12 with a course catalog that describes the transferability of courses to other public high schools and the eligibility of courses to meet UC-CSU entrance requirements. Courses that meet University of California and California State University a-g entrance requirements will be listed in the [Parent/Student Handbook](#) and on the school website www.fusioncharter.org. Both the a-g list and transferability of classes will be updated on an annual basis.

Typically, a minimum of 200 units is required to receive a Fusion High School Diploma. Fusion Charter waives the total of 200 credits for high school graduation for students eligible for legally-mandated reduced graduation requirements of 130 credits for youth in foster care (AB 167), the juvenile justice system (AB 216), students experiencing homelessness (AB 1806) after Grade 10, migrant and equitable and inclusive AB 2251 exemptions based on individual situations to ensure that students are not unfairly penalized due to factors beyond their control, such as physical or mental illness. These students, with parental permission if under 18, may opt to graduate with only 130 “core” credits. The English course requirement is reduced from 40 to 30 credits and all 60 elective credits are waived.

If a student has chosen the CSU/UC college track, their individualized learning plan will include all appropriate coursework:

· English	40 credits
· Mathematics (Algebra I or Integrated Math I)	20 credits
· Science (Biological and Physical)	20 credits
· Social Studies (World History, U.S. History, Government/Economics)	30 credits
· Visual/Performing Arts OR Foreign Language OR Career Technical	10 credits
· Physical Education	20 credits
· Technology	5 credits
· Health	5 credits
· Electives and/or additional UC requirements	50 credits

A state-certified high school diploma will be issued to all students who meet Fusion’s graduation requirements. The special needs of some students may make the certificate program an appropriate alternative to a high school diploma for those students. When indicated on an IEP, a certificate of completion will be awarded.



B. MEASURABLE PUPIL OUTCOMES (Education Code 47605(b)(5)(B))

Local Control Accountability Plan (LCAP)

The educational program at Fusion aligns with state and local priorities for pupil achievement.

Fusion shall develop annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served, or the nature of the program operated by Fusion and specific annual actions to achieve those goals.

In consultation with parents, students, faculty, staff and community members, Fusion shall identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. The priorities, goals and action will be presented annually to the public, TUSD, and the state by means of Fusion's Local Control Accountability Plan (LCAP).

The state priorities applicable to Fusion are as follows:

(1) The degree to which Fusion teachers are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to former Section 60811.3, as that section read on June 30, 2013, or Section 60811.4, for purposes of gaining academic content knowledge and English language proficiency.

(3) Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

(4) Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The California School Dashboard, which in 2017 replaced the Academic Performance Index (API), as described in Section 52052.

(C) The percentage of pupils 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 that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

- (D) The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC or any subsequent assessment of English proficiency, as certified by the state board.
 - (E) The English learner reclassification rate.
 - (F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
 - (G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.
- (5) Pupil engagement, as measured by all of the following, as applicable:
- (A) School attendance rates.
 - (B) Chronic absenteeism rates.
 - (C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.
 - (D) High school dropout rates.
 - (E) High school graduation rates.
- (6) School climate, as measured by all of the following, as applicable:
- (A) Pupil suspension rates.
 - (B) Pupil expulsion rates.
 - (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
- (7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.
- (8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

The local priorities applicable to Fusion are as follows:

Fusion Charter seeks to graduate students who possess the academic skills and personal habits desired of 21st Century learners. Pupil outcomes will be assessed for both achievement and engagement with respect to the following measurable pupil outcomes:

Goal 1: Life Readiness for Career/College and Community—Students will enter into higher education or a career path of their choice after graduation from Fusion Charter.

Measurable Outcomes:

Students finishing their program at Fusion Charter will enter a career path or an institution of higher learning at a rate of 75% as measured by student data tracking through follow-up surveys. The percentage will increase by 2% a year. College completion rates and at least five-year longevity in a job will begin to be collected in the year 2025 for those who have graduated from Fusion over the past ten years.

Goal 2: Independent Practical Problem Solvers—Students will master the rigorous academic content of the California State Content Standards in Reading, Language Arts, Math, Social Science, and Science and apply their knowledge and skills to practical real-life needs.

Measurable Outcomes:

Students earning a standard diploma will increase each year by 2%. This will include the completion of all graduation requirements. Student proficiency rates on the California Smarter Balanced test or alternate assessment will increase by 2% each year as indicated by students who move out of the “Below Standard” designation.

Goal 3: Focused on Reaching Personal and Academic Goals—Students will demonstrate personal responsibility, caring, and leadership.

Measurable Outcomes:


Students will evaluate themselves on self-responsibility, caring, and leadership. Students will monitor progress yearly on their individualized learning plan. The number of students suspended or expelled will decrease by 1% each year or maintain at a zero level. Student attendance, based on work completion, will be 90% or higher. The number of students engaged in leadership roles, including community service, will increase by 2% each year.

Goal 4: Effective Writers and Confident Speakers—Students will communicate clearly in writing and in graphics, demonstrate the use of technology, critical thinking, creativity, and evidence of collaboration.

Measurable Outcomes:

Students will regularly measure progress by the use of rubrics developed for individual college/career portfolios. Self assessment and teacher assessment data will be collected along with writing samples at least once per semester.

The achievement of these outcomes will be the result of a rigorous and relevant curriculum aligned with the California Content and Common Core Standards. Successful achievement of these outcomes will be determined through multiple measures including: teacher evaluations, student exhibitions, and regular local benchmark testing. In addition, Fusion Charter will administer all prescribed state assessments to meet established state performance standards.



FUSION GOaLS

Graduation Outcomes and Life Skills

- **L**ife Readiness for Career/College and Community
- **I**ndependent Practical Problem Solvers
- **F**ocused on Reaching Personal and Academic Goals
- **E**ffective Writers and Confident Speakers

Revised by the Fusion Charter School Site Council, 2017-2018, 2020-2021
Presented to the Aspiranet Board of Directors, November 16, 2018; February 2021
Adopted by the Fusion Charter School Site Council, December 7, 2018; February 2021

Fusion teachers maintain a welcoming and positive classroom environment and behavior system and implement the identified curriculum in student individualized learning plans.

Fusion staff members document student attendance and behavior incidents and wellness information in the [AERIES Student Information System](#) (SIS). Referrals are made for students who need additional academic or social/emotional intervention, with parent contact when a team approach is needed to support the student.

C. METHOD TO ASSESS PUPIL PROGRESS TOWARD OUTCOMES (Education Code 47605(b)(5)(C))

Fusion has [Dashboard Alternative School Status \(DASS\)](#). California law requires governing boards of all schools voluntarily participating in DASS to periodically recertify their high-risk student enrollments. As of the most recent DASS recertification in 2023, Fusion continues to be in this category, with an unduplicated pupil count of at least 70 percent of enrollment (upon first entry to the school) made up of high-risk groups:

- Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
- Suspended (*EC* Section 48925[d]) more than 10 days in a school year
- Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (*WIC* Section 300 or 654)
- Pregnant and/or Parenting
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on *EC* Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (*EC* Section 42238.01[b])
- [Homeless Youth \(McKinney-Vento Act\)](#) (42 U.S.C. § 11431-11435)

State Required Methods to Assess Student Outcomes

Fusion affirms that its methods for measuring pupil outcomes for State Priorities, as described in Element B of this charter, shall be consistent with the way information is reported on a [School Accountability Report Card \(SARC\)](#) as required by Education Code Section 47605(b)(5)(C).

1. Pupil achievement will be measured by multiple methods, including, but not limited to, the following indicators:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The [California School Dashboard](#) as described in Section 52052 (d).

Fusion Charter conducts pupil assessments as required pursuant to Education Code 60605 and other statewide standards or pupil assessments required for pupils in DASS public charter schools as applicable. The Dashboard contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement.

California Education Code (EC) Section 52052(d) requires: *The Superintendent, with the approval of the State Board of Education, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, . . . and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools . . .*

Fusion will demonstrate the capacity to meet alternative statewide accountability measures and continuously improve performance as indicated by local indicators.

(C) The percentage of pupils 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 clusters of courses that satisfy the requirements of subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692, and align with state board-approved career technical education standards and frameworks.

(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the [English Language Proficiency Assessments for California \(ELPAC\)](#), which replaced the California English Language Development Test (CELDT) in 2018, or any subsequent assessment of English proficiency, as certified by the state board.

(E) The English learner reclassification rate.

(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. For Fusion, this percentage is expanded to include students who have completed transfer-level college courses with a grade of C- or higher.

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness. For Fusion, this percentage is expanded to include students who have completed alternate standardized measures of college preparedness, including the MJC placement tests in English, Reading and Mathematics.

2. Pupil engagement will be measured by school attendance rates, chronic absenteeism rates, high school dropout rates, and high school graduation rates. Pupil engagement will also be measured by voluntary participation in Fusion extracurricular activities.

3. School climate will be measured by pupil suspension and expulsion rates, and by other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Local Methods to Measure Student Outcomes

Fusion will measure student outcomes in varied ways, including, but not limited to, the following:

- time on task, as appropriate to the student's individual plan;
- authentic demonstration of skills/knowledge;
- performance-based assessments;
- parent/teacher observation;
- project completion;
- use of tutorials;
- participation in and adherence to individual contracts;
- curriculum unit testing;
- individual portfolios (work samples);
- use of numerous resources available;
- results of parent conferences;
- group discussions and analysis;
- school performance criteria;
- nationally-normed standardized achievement testing; and
- the use of rubrics and self-reflection.

Additionally, Fusion Charter monitors ongoing student progress in each of the core academic skill areas by a combination of ongoing assessments (demonstrating real-life competency) and standardized testing. We will collaborate with the granting district, Stanislaus County Office of Education, and Smarter Balanced to assist with the design and implementation of the various assessments. These assessments will be aligned to our core curriculum and California Content and Smarter Balanced Standards and will include but not be limited to the following:

Measurable Outcomes	Method of Measurement
Meet Dashboard Performance Targets for DASS schools	California Dashboard Report
Students to meet the state average in the Healthy Fitness Zone (HFZ) in all six physical fitness areas	California Fitness Test Results
EL students to improve in proficiency level each school year, ultimately reaching FEP status.	ELPAC results
Advanced Placement test scores, where appropriate, target an increasing % of students who take an AP test and score a 3 or above. (0 in 2014-2024)	Advance Placement Test scores
Percent of students that demonstrate mastery of the California Content Standards will increase by 2% at each grade level every year.	<ul style="list-style-type: none"> ·California Standards Test results ·School level standardized testing ·Teacher testing and student exhibitions
Increasing % of students whose personal learning plan selects a UC/CSU path who will meet UC or CSU requirements by graduation (0 in 2014-2024)	<ul style="list-style-type: none"> ·Required courses completed ·GPA ·ACT and SAT scores
Increasing % of students who meet goals on their personal learning plans (Not evaluated in 2014-2024)	<ul style="list-style-type: none"> ·Individual Learning Plan Evaluation ·Student portfolios
% of students who enter Fusion below grade level in Language Arts, Reading, and/or Mathematics who increase achievement levels to an 80% mastery of grade level content (Not evaluated in 2014-2024)	<ul style="list-style-type: none"> ·California Standards Tests ·NWEA MAP Growth Scores in Reading and Math ·Local Edmentum unit and course tests
Increasing % of students concurrently enrolled in a course at a postsecondary school who pass the course with a “C-” or higher grade. (0 in 2024)	Grade reporting from postsecondary program or school
Increasing % of graduating students who enroll in a postsecondary school or successfully utilize skills learned in their personal learning plan during the year following graduation. (Not evaluated in 2024)	Graduate Follow-up Study Report
95% overall satisfaction rating of Fusion and its staff by students and their parents (Consistently met 2019-2024)	Fusion Charter Satisfaction Survey
90% Average Daily Attendance rate goal. (Below 80% in 2014-2023, above 80% in 2024)	P1, P2 and year end attendance report

Plan to Collect, Analyze, and Report Student/School Performance

Each year Fusion Charter designates an assessment coordinator to facilitate ordering and implementation of all state-required testing. The coordinator will meet all student achievement reporting requirements. Fusion will assign oversight of all testing to the Principal or designee.

Fusion Charter students will be evaluated yearly in each of the core academic areas. All students in grades 7-11 will be assessed at least two times a year in language arts, reading, and mathematics utilizing the online curriculum pre and post assessments or similar testing instruments, as well as the yearly California Standards Tests. All student information will be collected, stored and reported using AERIES Student Information System, an approved attendance and student data system.—Academic progress is recorded each quarter with letter

grades. Credit is granted at the semester on the student's transcript. These reports will be shared with parents via mail and at parent conferences. Student state testing results will be mailed or given to parents at parent conferences and a copy will be kept in student files. Assessments will be used to develop individualized learning plans and provide appropriate instruction.

Fusion Charter intends to combine the testing data of students and the results of the survey data to report to the granting district, the Turlock Unified School District, staff, parents and students.

D. SCHOOL GOVERNANCE (Education Code 47605(b)(5)(D))

1. The Status of the Charter as a Non-profit Public Benefit Corporation

Fusion Charter is an independent charter school governed by [Aspiranet](#), a California not-for-profit corporation, in accordance with Education Code 47605(b)(5)(D). The Aspiranet Board of Directors reside throughout the State of California and meet on a quarterly basis to provide governance, program oversight and fiscal review. In addition to quarterly meetings, the Aspiranet Board of Directors meets annually to review and approve the [Fusion Local Control Accountability Plan \(LCAP\)](#) and the Aspiranet annual operating budget and conduct an annual audit and performance review. The Aspiranet Board of Directors delegates the responsibility of day-to-day operation and performance to the Chief Executive Officer who is also a member of the Board of Directors.

Fusion's daily management is provided by the Principal and on-site administrative team. Aspiranet will provide senior divisional oversight of the Fusion Principal from its offices in Turlock and will rely on the advice and recommendations of the Local Advisory Board to provide community input. As part of its governance of Fusion Charter, Aspiranet will control all aspects of the school and will delegate appropriate responsibilities in order to meet the requirements of the charter. Aspiranet, with input from the Local Advisory Board, will endeavor to ensure the school adheres to the Fusion Charter concepts and philosophy and complies with generally accepted managerial, operational and fiscal policies and practices. Aspiranet determines the hiring and termination of the school's Division Director and Principal and regularly reviews Fusion's performance data. Regular meetings regarding Fusion Charter will include representation from the school administration, certificated and classified staff, parents, and community partners when appropriate.

2. Fusion Charter's Local Advisory Board

The Local Community Schools Advisory Board will consist of up to 10 members who have pledged their support to the Fusion Charter model's philosophy. One of the members will be a parent from Fusion Charter. Members of the Local Advisory Board will be part of the Turlock community and contribute expertise and advice to the school administration to make Fusion Charter a successful educational entity. Although the Local Advisory Board's decisions are not binding, the Local Advisory Board represents the eyes and ears of the community and is therefore essential to the success of the school. This Local Advisory Board will help the school administration with major tasks such as mentor recruitment and development, student recruitment, access to concurrent college courses, fundraising, student scholarships, advertising, and problem solving. The Local Advisory Board will meet a minimum of six times per year. The

Local Advisory Board may develop ad hoc sub-committees to help complete its work. The Fusion administration will attend all Local Advisory Board meetings. The Local Advisory Board will have a charter approved and held solely by the Aspiranet Board of Directors.

3. Method of Conducting Meetings

All meetings of the Aspiranet Board of Directors and Local Advisory Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq, and Robert's Rules of Order.

4. Parental Involvement

Parent choice is the cornerstone of Fusion Charter. Opportunities for parent involvement include:

- In-depth Intake Orientation–Each newly enrolling parent and student participate in an individualized [Orientation Talking Circle](#) with an administrator and support staff member as part of the enrollment process.
- Personalized Learning Plan – Parents, students and teacher/advisors meet at the beginning of each school year to sign the annual [independent study master agreement](#), plan and assess each student’s learning progress and determine goals. The student and teacher check in weekly to monitor progress and inform the parent of concerns and celebrations of success.
- Parents receive quarterly written reports in their home language and are encouraged to follow up with meetings with the teacher.
- Parents of students with disabilities are active participants in the IEP process and must justify why Fusion Charter is the most appropriate setting for their student to achieve their IEP goals.
- Parents of students with chronic absences are included in mandatory meetings to identify obstacles to school attendance and collaborate on solutions for improvement.
- Parents and family members are invited via letter and [ParentSquare](#) phone/text messages to attend graduation and recognition events for students with good attendance and good grades.
- Parents are encouraged to attend Turlock Rotary meetings in recognition of “Students of the Month” and Fusion career-oriented “Lunch and Learn” programs.
- School and staff evaluations – Parents respond to phone surveys at least once each year evaluating the strengths and weaknesses they identify within the program at the school. Fusion parents consistently respond with a 95% or higher satisfaction rating.
- Parents are invited to participate in needs assessment processes for various programs such as Community Schools, Dual Enrollment and Career Technical Education planning.
- Volunteer opportunities at the school – Various opportunities will arise for parents to volunteer at Fusion. For example, parents may assist in planning for events such as Back to School Night, the community Fall Festival, [National School Choice Week](#), [Love Turlock Day](#) and other ongoing garden projects, and serve on parent committees for LCAP and WASC.
- Fundraising – Parents and community members may work with Fusion to raise resources to support students and school programs, such as [Aspiranet Holiday Gift Drive](#) for all students.
- Advocacy – Parents and community members communicate the school design and outcomes to the public, educators, policy makers and advocate for necessary policies and resources.
- Parent representation on the Local Advisory Board – One parent, elected by parents, will be a member of the Local Advisory Board. In addition, each parent will be encouraged to attend at least one Local Advisory Board meeting per year.

Local Control Accountability Plan (LCAP)

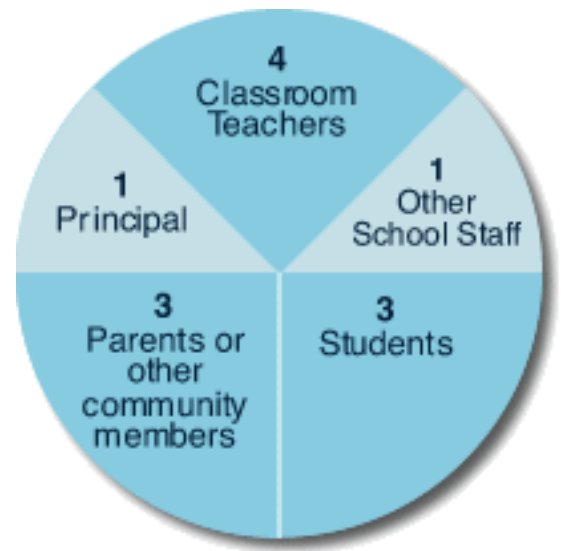
The charter school shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan. (Education Code 47606.5 e)

School Site Council (SSC)

Fusion Charter encourages all groups to participate in and take responsibility for the educational process and educational results of students. Fusion is built around the philosophy that instructional staff and parents should have a substantial impact on the structure, procedures, and direction of the school. To this end, Fusion will establish a School Site Council (SSC), which will primarily be responsible for providing input and decision making for [federal Title I funds](#) disbursed to Fusion to improve outcomes for low-income students. Their secondary role is to provide input on school safety and curriculum.

The SSC consists of 12 voting members and other participants who contribute to the discussion, following Greene Act Requirements (*EC*) Section 35147.

1. Meetings must be open to the public. The public may address the council.
2. Meeting notice must be posted 72 hours in advance and must specify date, time and place. (The notice is also placed on the school website at www.fusioncharter.org)
3. Council action limited by the posted agenda.
4. Questions or information need not be on the agenda.
5. Violations require the item to be reconsidered at the next meeting after public input.
6. Any materials provided to the council must be available to the public.



The SSC teacher and parent representatives are elected by the Fusion community. Specifically, Fusion faculty and staff vote on faculty and staff members, students vote for students and the Fusion parent community votes for parent members.

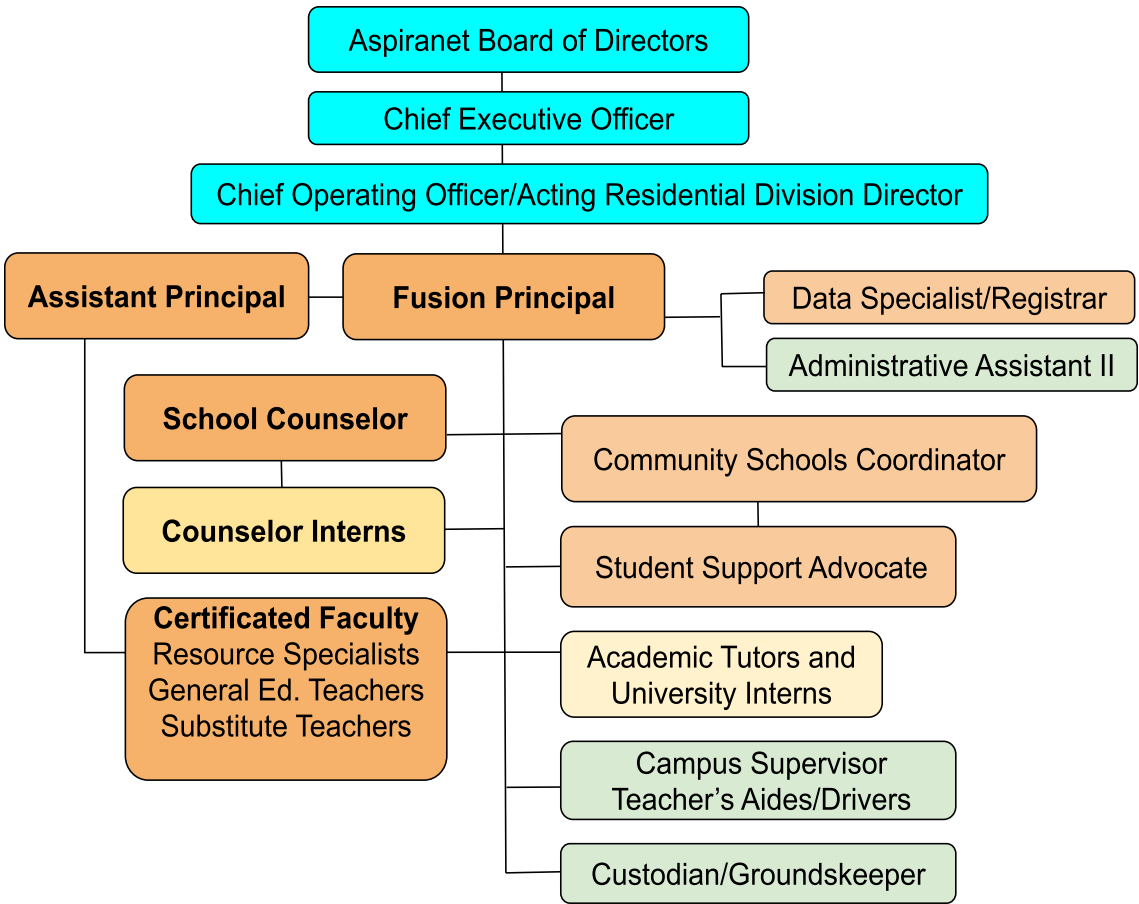
The Fusion Principal is responsible for communicating School Site Council input to the Aspiranet Board of Directors.

E. EMPLOYEE QUALIFICATIONS (Education Code 47605(b)(5)(E))

Fusion Charter reflects Aspiranet’s high standards for employees, contractors, interns and volunteers. These standards will be reflected in the school's hiring practices, evaluation methods, supervisory procedures, communication systems and protocols, and professional development. Fusion is operated under the [Aspiranet Residential Division](#) and [Aspiranet Corporate Headquarters](#) for governance, human resources, accounting and fiscal control. The Fusion principal reports to the Residential Division Director and/or Chief Operating Officer and is accountable to the CEO and the Board of Directors for Fusion policies and progress.

All legal qualifications shall be met regarding teaching credentials, staff, and paraprofessionals. This includes all legal notifications regarding teacher qualifications as required by ESSA. Teachers shall hold appropriate California teaching certificates, permits, and/or other documents issued by the Commission on Teacher Credentialing, in compliance with Ed Code Section 47605(1). The number of certificated General Education Teachers will reflect no more than a 25:1 ADA to FTE teacher ratio. Certificated Education Specialists will carry a caseload of no more than 28:1 students with IEPs to FTE teacher.

On-site staff needed to implement the Fusion Charter academic and social/emotional program include the following, with staff members added as necessary to keep up with program growth. Fusion and Aspiranet are planning to add a Wellness Coach after 2025 Charter Renewal.



F. HEALTH AND SAFETY PROCEDURES (Education Code 47605(b)(5)(E))

Fusion Charter will provide and maintain a safe learning environment for all pupils and employees. All staff will be First Aid and CPR certified. Regulation medical First Aid kits will be stored in appropriate places. Criminal record clearance will be required for all Fusion Charter employees. The school's policies for charter employees will comply with Section 44237 of the Educational Code referencing criminal record summaries.

Fusion Charter has adopted and implemented a comprehensive set of health, safety, and risk management policies in the [Parent/Student and Faculty/Staff Handbook](#). These policies will be developed in consultation with the school's insurance carriers and at the minimum will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations and staff provide TB testing documentation to the extent required for enrollment and employment in non-charter schools.
- Policies and procedures for response to natural disasters and emergencies including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training as well as mandated reporting guidelines or its equivalent.
- Policies related to administration of prescription drugs and other medicines.
- A policy establishing that Fusion Charter will be housed in facilities that have received state Fire Marshal approval.
- A policy establishing that the school site functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee and volunteer who work directly with students of the charter School meet the California State Board of Education and any other state of California safety requirements, including background checks and fingerprinting in a method approved by the state as required by Education Code Section 44237.

(A) Procedures for Background Checks

Employees and contractors of Fusion will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Employees must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of Fusion, along with the Aspiranet Human Resources Department, shall monitor compliance with this policy and report to Fusion Advisory Board on a quarterly basis. Aspiranet shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

(B) Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by Aspiranet

(C) TB Testing

Employees will be tested for tuberculosis prior to commencing employment as required by Education Code Section 49406.

(D) Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations sections 6000-6075.

(E) Medication in School

Fusion will adhere to Ed. Code Section 49423 regarding administration of medication in school.

(F) Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, et seq., as applicable to the grade levels served by Fusion.

(G) Emergency Preparedness

Fusion shall adopt, utilize, and follow Aspiranet's Comprehensive District Safety Plan, Emergency Operations Plan, and Emergency Response Procedures.

(H) Blood borne Pathogens

Fusion shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Fusion Advisory Board shall adopt Aspiranet's written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

(I) Drug Free/Alcohol Free/Smoke Free Environment

Fusion shall function as a drug, alcohol and tobacco free workplace.

(J) Facility Safety

Fusion shall be located at 441 W. Linwood Avenue, Turlock, California. Fusion shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. Fusion agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Fusion shall conduct fire drills as required under Education Code Section 32001.

(K) Comprehensive Sexual Harassment Policies and Procedures

Fusion is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Fusion will adopt a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Fusion (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Fusion's sexual harassment policy.

These policies will be incorporated as appropriate into Fusion Charter's [Student/Parent and Staff Handbooks](#) and will be reviewed on an ongoing basis in the school's staff development efforts and Board of Directors policies.

Fusion Charter will be in compliance with Education Code 47605 (b)(6) in accordance with health related issues.

- Immunization and Health Records will be required as a condition of enrollment.
- Health care will be available to all full-time employees of Fusion Charter. All staff will be examined for Tuberculosis as required in the Education Code 49406. All employees will be required to report any suspected child abuse of any student as required by law.

**G. MEANS TO ACHIEVE A REFLECTIVE RACIAL AND ETHNIC BALANCE
(Education Code 47605(b)(5)(G))**

Fusion Charter has a strong commitment to assure ethnic diversity to the community it serves. Fusion Charter will be centrally located to give the students easy access to the facility. Fusion will not discriminate against any student on the basis of ethnicity, national origin, religion, sexual orientation, gender or disability. The overall racial and ethnic balance among student enrollment will, as much as possible, be reflective of the general population residing within the territorial jurisdiction of the granting agency as set forth in the Annual Report of the District Research Department or other District-approved reports.

Fusion Charter will rigorously enforce all Federal, State and [Aspiranet](#) agency guidelines regarding non-discrimination of students, faculty, and staff. The school expects to have ethnic diversity in the student and faculty population.

Fusion will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies include the following:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the district.

H. ADMISSION REQUIREMENTS (Education Code 47605(b)(5)(H))

Fusion will be nonsectarian in its programs, admission policies, and all other operations and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Fusion shall comply with all applicable legally required minimum and maximum age requirements.

All students who wish to attend Fusion shall be admitted, subject to capacity. Admission to Fusion shall not be determined by the place of residence of the student or his or her parent in the state, except as provided in Education Code Sections 47605(d)(2) and 51747.3.

If the number of students who wish to attend exceeds Fusion's capacity, admission, except for existing students of Fusion, shall be determined by a public random drawing. In the case of a public random drawing, the following will be given preference for admission to Fusion:

1. Existing students enrolled in Fusion;
2. Siblings of existing students enrolled in Fusion;
3. Students enrolled in Turlock Unified School District;
4. Students who reside in Stanislaus County.

All applications drawn after reaching capacity will be placed on a wait list, in order in which they are drawn. Foster Youth and Homeless Youth protected by the [McKinney-Vento Act](#) will receive priority placement on wait lists, due to the legal requirement for immediate enrollment as space becomes available.

Students that have been expelled for offenses listed in Education Code Section 48900(a) or (c) that seek admission to the charter school will be subject to the rules and conditions set forth in Fusion's Admission Policy.



Admission to Fusion Charter, a free public charter high school, shall be open to any student in Stanislaus and contiguous counties. Fusion Charter will serve students primarily from the culturally diverse population of families that currently reside within the boundaries of the Turlock Unified School District. Our student population will be made up of at-risk, high achieving, special education, EL, or academically average students.

Enrollment in Fusion Charter shall be on a voluntary basis. Students who opt not to attend Fusion Charter may attend their home district school or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of their district or country of residence. Fusion Charter identifies the following admission policies and procedures:

1. Students will be considered for admission without regard to ethnicity, national origin, gender, disability, achievement level, or any other prohibited classification. All prospective students will be required to fill out and submit an [Interest Application](#) and complete a Student Application Packet to submit for admission into the school.
2. Students who submit the completed application packet will attend an individual enrollment orientation with Fusion staff.
3. Admission to Fusion shall not be determined according to the student's place of residence or that of his or her parents or guardian, provided it is within the state of California. Any student residing in Stanislaus County, California or contiguous counties has a legal right to attend.
4. If the number of students applying to attend Fusion exceeds the school's capacity, a public, random lottery will be held.

1. Public Random Drawing

All students who wish to attend Fusion Charter shall be enrolled only to the capacity of two hundred-fifty students. The school shall hold an open application period starting February 1 and concluding June 1. If the school receives more applicants than available spaces, all parents and students will be notified by mail that a single public random drawing will be conducted in accordance with state and federal law. If the school does not receive enough applicants to fill vacant spaces, open enrollment will continue until all spaces are filled.

Student applications will be drawn in the public random drawing until all classes are filled and then will continue to be drawn randomly to create a waiting list to be used to fill spaces that may arise during the current school year. Upon notification of selection, parents and students will have five working days from the day of receipt of the offer of admission to submit a written confirmation of acceptance.

I. FINANCIAL (AND PROGRAMMATIC) AUDIT (Education Code 47605(b)(5)(I))

An annual fiscal audit required under state law will be conducted by an auditor with experience in educational finance and attendance accounting. The auditor will use generally accepted accounting principles. Aspiranet conducts a consolidated annual audit of all program services provided. The audit of Fusion Charter will be conducted in accordance with Education Code 47605(b)(5)(I). Aspiranet's Board of Directors has an established Audit Committee that provides oversight of the selection and supervision of the audit firm and the conducting of the independent audit. Aspiranet retains the services of an independent auditor to complete annual audits of all of our programs.

Results of the independent audit will be shared with the granting district and any other entities, such as the State Board of Education, County Office of Education, California Department of Education, or any other agency as directed by law by December 15th of each year. Aspiranet will resolve audit exceptions and deficiencies in a timely fashion.

1. Resolutions of Audit Exceptions and Differences

Fusion Charter's Advisory Board and management group in cooperation with the audit committee will review any audit exceptions or differences and report to the monitoring agency's board of education with recommendations on how to resolve them. Fusion Charter will report to the California State Board of Education, Turlock School District, and monitoring agency's board of education regarding how the exceptions or differences have been or will be resolved.

2. Programmatic Audit Report

Financial Audit

Aspiranet assures fiscal accountability for revenue and expenses provided by its funders through the oversight and work product of its Finance and Accounting Department. Aspiranet's commitment to fiscal accountability assures that all revenues are received on time, posted, and matched with the financial records of our clients and are monitored for accuracy. Various financial deadlines are met by established internal procedures based upon accepted accounting principles to maintain and monitor fiscal review and control. Aspiranet maintains a defined set of policies and procedures as detailed in its Agency Accounting Manual. Aspiranet utilizes a fund-based accounting system that accounts for and tracks all transactions and balances and fund equity in pooled assets for each funding source and contract. The fiscal activities and methodology for maintaining the internal controls are audited annually for conformance to Accounting Board Standards as well as OMB Circulars A-122 and A-133.

Aspiranet uses a fund-based accounting system that accounts for and tracks all transactions, balances, and fund equity in pooled assets for each funding source and contract. The fiscal activities and methodology for maintaining the internal controls are audited annually for conformance to Accounting Board Standards and 2CFR Part 200 Subpart E Cost Principles. Aspiranet's Accounting Department receives and disperses more than \$6 million in revenues

and expenses and issues more than 5,000 payments to clients, foster parents, vendors, and contractors each month. The department also accounts for the Agency's inventory and coordinates the bi-monthly payroll to nearly 900 employees. Aspiranet has the fiscal expertise, stability, and experience to fully deliver the fiscal oversight to Fusion Charter. The agency has an annual audit that is reviewed and accepted by the Board of Directors. Any exceptions or deficiencies that are raised by the auditors require a response and an implementation schedule from management that the Board monitors for completion.



Program Audit

Fusion Charter will comply with state educational program reporting requirements and provide an annual performance report. This report will, at a minimum, include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques listed in Methods of Assessment.
- An analysis of whether student performance is meeting the school's goals. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school's Advisory Board during the year.
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.

- Information demonstrated whether the school implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- And overview of the school's admissions practices during the year and data regarding the number of students enrolled. The number on waiting lists and the number of students expelled and/or suspended.
- Analysis of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.
- the school and monitoring agency will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports.
- Fusion Charter and Aspiranet will also jointly develop an annual site visitation process and protocol to enable the chosen district to gather information needed to confirm the school's performance and compliance with the terms of this charter.

In addition to the foregoing requirements, Fusion Charter shall annually prepare and submit the following reports to the District and the Stanislaus County Superintendent of Schools:

- (1) Five working days before July 1, an adopted budget and LCAP; (for fiscal years beginning after June 30, 2015, this includes estimated actuals for the prior year.)
- (2) Five working days before December 15, a first interim financial report, reflecting changes through October 31;
- (3) Five working days before March 15, a second interim financial report, reflecting changes through January 31; and
- (4) Five working days before September 15, a final unaudited report for the full prior fiscal year.

• NOTE: Fusion Charter shall use the Stanislaus County Office of Education Financial Report Submission Checklist to assure submission of comprehensive financial reports.

The Aspiranet Board of Directors may request from the Turlock Unified School District Board a renewal or amendment of the charter at any time prior to expiration. Any amendments to this charter shall be made by the mutual agreement of the Aspiranet Board and the TUSD Board of Education. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Fusion may petition for renewal of this charter, and the TUSD Board of Education shall consider renewal of the charter, in accordance with the standards, criteria and timelines set forth in Education Code Section 47607.

The authority that granted the charter may inspect or observe any part of the charter school at any time. Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

J. PUPIL SUSPENSION AND EXPULSION (Education Code 47605(b)(5)(J))

Fusion Charter will adhere to California State law regarding suspension and expulsion of students (EC Sections 48900-48927). The school will develop and maintain a detailed comprehensive set of student discipline policies. These policies will be printed and distributed as part of [Fusion Charter's Student/Parent Handbook](#). The handbook clearly describes the school's expectations regarding work habits, school attendance, and mutual respect for all people, substance abuse, violence, and criminal action. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment.

1. Suspension

Suspension is the temporary removal of a student from regular classroom instruction or from school as initiated by a teacher or administrator for adjustment purposes.

Suspension Procedure requires:

1. An informal conference with the student;
2. A reasonable effort made to contact the pupil's parent/guardian in person or by telephone at the time of suspension: a written notice to follow;
3. That parents/guardians respond to the school's request for a conference without delay, as per state law;
4. That parents/guardians be informed that suspension may be reviewed by the Division Director or designee; and
5. That suspended student must remain under parent/guardian supervision and is not to be on or around any school campus or attend school activities for the duration of the suspension.

Students may be suspended or expelled for the following reasons under E.C. 48900: (a) - (v), E.C. 48900.2, E.C. 48900.3, E.C. 48900.4, E.C. 48900.7.

2. Expulsion

An expulsion is defined as the removal of a pupil from:

1. The immediate supervision and control; or
2. The general supervision of school personnel, as those terms are used in Education Code 46300. The basis for rules and procedures of expulsion are found in E.C. 48918.

Expulsion Timeline: An expulsion hearing shall be held within thirty (30) school days of date the Principal or designee determines that the student committed the violation. A written notice of the hearing shall be forwarded to the student at least ten (10) calendar days prior to the date of the hearing. If the parent or guardian wants to have the hearing take place before this time, the parent or guardian can sign a ten (10)-day waiver. To postpone the expulsion panel hearing, make the request in writing five (5) days prior to the expulsion hearing and send it to the Executive Director.

The Board of Directors shall make a decision about the student's expulsion within forty (40) school days after the student's removal from school for the incident for which the recommendation for expulsion is made.

K. STAFF RETIREMENT SYSTEM (Education Code 47605(b)(5)(K))

All employees at the school will participate in the federal Social Security system and will have access to school-approved retirement plans according to policies developed by the Board of Directors and adopted as the school's employee policies. Fusion Charter retains the option for its Board of Directors to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the Social Security System or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff.

L. ATTENDANCE ALTERNATIVES (Education Code 47605(b)(5)(L))

Students who opt not to attend Fusion Charter may attend their home district school or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of their district or country of residence.

M. DESCRIPTION OF EMPLOYEE RIGHTS (Education Code 47605(b)(5)(M))

Aspiranet will be solely responsible for the hiring of all School staff, the setting of qualifications, and establishment of employee's compensation scales and benefits. No preferences will be given to employees of the granting district. Return rights of employees who previously worked for the granting district will only be determined by the granting district agency's policies. Fusion Charter shall be deemed the exclusive public school employer of the employees of the charter for the purposes of the Education Employment Relations Act.

N. DISPUTE RESOLUTION PROCESS (Education Code 47605(b)(5)(N))

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Local Advisory Board members of the school, shall be resolved pursuant to policies and process developed by Aspiranet. Any complaints or reports regarding such disputes shall be referred to Aspiranet which will follow its dispute resolution procedures at its sole discretion. The monitoring agency agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless Aspiranet has requested the district to intervene in the dispute as mutually agreed to or outlined further in this section.

1. Relevant Timelines for the Dispute Resolution

In the event that the school or monitoring agency has disputes regarding the terms of this charter or any other issue regarding the school and agencies relationship, both parties agree to follow the process below.

Fusion Charter and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. Fusion Charter staff, employees, Aspiranet and District agree first to frame the issue in written format ("dispute statement") and refer the issue to the TUSD Superintendent and Division Director of the Fusion Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with

Education Code Section 47607, the Charter School requests that the District note this in the written dispute statement (but understands it is not required by law).

Participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Division Director of Fusion Charter and Turlock Unified School District Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify and agree upon a dispute resolution process and shall attempt to resolve the dispute within 15 business days from receipt of the dispute statement. Each party shall bear its own costs related to the dispute statement, informal meeting, and joint meeting.

If this joint meeting fails to resolve the dispute, the TUSD Superintendent and the Division Director of Fusion Charter shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the TUSD Superintendent and the Division Director.

Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator and mediation shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section or procedures may be revised upon mutual written agreement of the District and the Charter School.

O. LABOR RELATIONS (Education Code 47605(b)(5)(O))

Fusion Charter shall be deemed the exclusive public school employer of the employees of the charter for the purposes of the Education Employment Relations Act.

P. SCHOOL CLOSURE PROCEDURES (Education Code 47605(b)(5)(P))

The following procedures shall apply in the event Fusion Charter closes. The following procedures apply regardless of the reason for closure.

Closure of Fusion Charter shall be documented by official action of the Board of Directors of Aspiranet. The action shall identify the reason for closure. Fusion Charter Board shall promptly notify TUSD, within 10 business days, of the closure and the effective date of the closure. The official action shall also identify an entity responsible for closure-related activities. Fusion Charter Board of Directors shall also notify the County Office of Education, the school's SELPA, the retirement systems in which the school's employees participate (i.e., Public Employees' Retirement System, State Teachers Retirement System, and federal Social Security), and the California Department of Education of the closure, as well as the effective date of the closure.

This notice will also include the name(s) of and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records.

Fusion Charter Board shall also develop a list of students in each grade level and the classes they have completed, together with information on each student's districts of residence, which the Board shall provide to the entity responsible for closure-related activities.

Fusion Charter Board of Directors shall ensure notification to the parents and students of the school of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly, within ten (10) business days following Fusion Charter's decision to close the school. As available from TUSD, Fusion Charter shall transfer all appropriate student records to the TUSD and shall otherwise assist students in transferring to their next school. If TUSD will not store pupil records, Fusion Charter will seek an arrangement with Stanislaus County Office of Education and shall provide a copy for parents/guardians of the pupil record of their child prior to closure. All transfers of student records shall be made in compliance with the [Family Educational Rights and Privacy Act \(FERPA\)](#), 20 U.S.C. § 1232g.

All state assessment results, special education records, and personnel records shall be transferred and maintained in accordance with applicable law.

As soon as is reasonably practical, the school shall prepare final financial records. Fusion Charter shall also have an independent audit completed as soon as is reasonably practical, which period is generally no more than six months after closure. Fusion Charter shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by Fusion Charter and shall be provided to TUSD promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the school. Any assets remaining after all obligations are satisfied shall be returned to Aspiranet.

Q. COMPLAINT PROCEDURES RELATED TO LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) COMPLIANCE [*Education Code Section 52075*]

A complaint that Fusion has not complied with the requirements of this article or Sections 47606.5 and 47607.3, as applicable, may be filed with a school district, county superintendent of schools, or charter school pursuant to the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

I. IMPACT STATEMENT

[Education Code Section 47605 (g)]

1. Separate Public Entity

Fusion shall operate as a separate public entity authorized by the Turlock Unified Board of Education and overseen by Aspiranet. Aspiranet, on behalf of Fusion, shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and based on Aspiranet Insurer recommendations.

2. Potential Civil Liability Effects

Aspiranet is a California 501 (c)(3) nonprofit corporation and is responsible for matters of civil and financial liability resulting from the operation of Fusion Charter. Aspiranet will register Fusion Charter as a DBA of the nonprofit corporate entity. The granting district or monitoring agency will not be liable for the debts or obligations of Fusion Charter and Aspiranet will hold either agency harmless from all matters of civil liability for its operation under this charter. Aspiranet shall provide any and all of its attorney, court, and litigation costs during its operation under the charter and shall be fully liable for such costs, including those that extend beyond the term of the charter that resulted from any claims filed that were associated with the Fusion Charter. Aspiranet assumes these responsibilities and will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies. The insurance coverage shall meet insurance standards and amounts as set forth in a certificate of insurance or other appropriate document satisfactory to the Agency Risk Manager and approved prior to the initiation of school operations. Fusion Charter will be responsible for claims resulting from the school's operations that are made during or after existence of the school.

3. Insurance

Aspiranet, Inc. is incorporated as a public benefit corporation. As such, the Aspiranet presumes that the monitoring agency will not be liable for the debts or obligations of the school pursuant to Education Code Section 47604 (c). Aspiranet intends to purchase liability, property, and errors and omissions insurance to protect the school's assets, staff, and governing board members. Fusion Charter will have general liability up to one million dollars per occurrence, excess liability up to five million dollars, workers compensation and employer's liability up to one million dollars, and directors' and officers' liability up to one million dollars. The school shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the monitoring agency shall have no responsibility for losses of student property for any reason whatsoever and shall hold the monitoring agency fully harmless from any such losses.

Education Code Section 47604(c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the school.

II. SPECIAL EDUCATION LOCAL PLAN AREA

IDEA

Fusion Charter shall be deemed to be a public school of the District for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending the charter school shall receive special education instruction and designated instruction and services, in accordance with the individualized educational program (IEP) in the same manner as a child with disabilities who attends another public school within the District.

- The Charter School will seek to establish a memorandum of understanding with Stanislaus County [SELPA](#) with regard to distribution of state and federal special education funding.
- Fusion Charter shall provide special education instruction and related services to Fusion Charter School students enrolled in the school in accordance with their IEP.
- The Charter School will provide special education instruction or related services in accordance with the student's most recent IEP.
- Fusion Charter will respond to complaints relating to special education services at the school site. Ultimate decisions relating to dispute resolution, including but not limited to the settlement of complaints, mediation, taking matters to hearing and retention of counsel rest with the Charter school.

Section 504/ADA Fusion Charter shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the school shall be accessible for all students with disabilities in accordance with the ADA.

Fusion Charter recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability that substantially limits a major life activity such as learning, is eligible for accommodation by Fusion Charter and shall be accommodated.

Students suspected of having disabilities will be referred to a Student Study Team/504 Team (SST), made up of qualified persons knowledgeable about the student such as teachers, principal, specialists, and parents. The team will be responsible for 1) determining whether and what kind of general education interventions would assist the student, and/or 2) whether the student should be referred to the authorizing District for assessment for special education eligibility under the IDEA. The school will adhere to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities in Education Act ([IDEA](#)), its amendments, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). All students will be given equal access to the school, regardless of disabilities, and the school will not discriminate against any student based on his or her disabilities. Fusion Charter shall not require the modification of an IEP or 504 plan as a condition of acceptance at the Charter School.

Fusion Charter recognizes the importance of providing education opportunities to all students regardless of physical challenges or special needs. To that end, the school pledges to work in cooperation with the District and all other applicable LEAs, to ensure that the students enrolled in the school are served in accordance with applicable federal and state law. Fusion Charter and TUSD shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. Fusion Charter shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). The school and the District shall work in good faith to document the specific terms of this relationship and detailed roles and responsibilities in an annual contract or memorandum of understanding.

