



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fusion Charter

CDS Code: 50757390131185

School Year: 2026-27

LEA contact information:

David Ashby

Principal

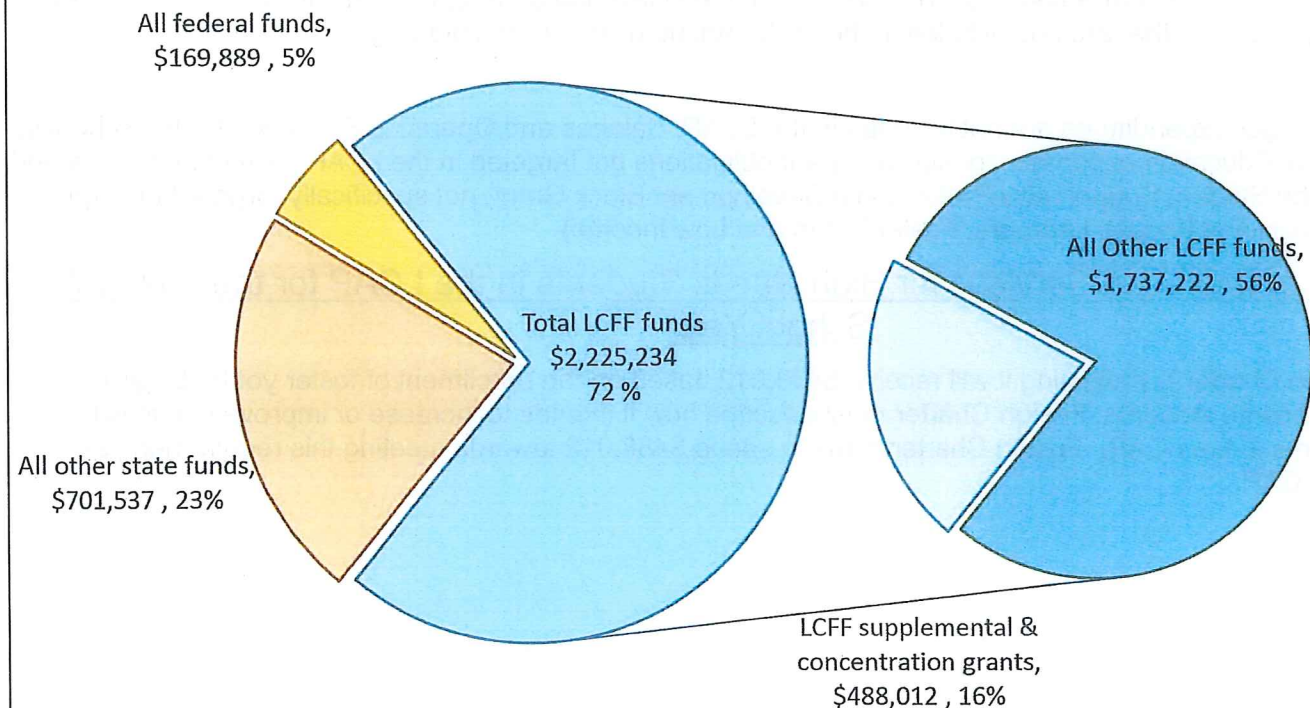
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

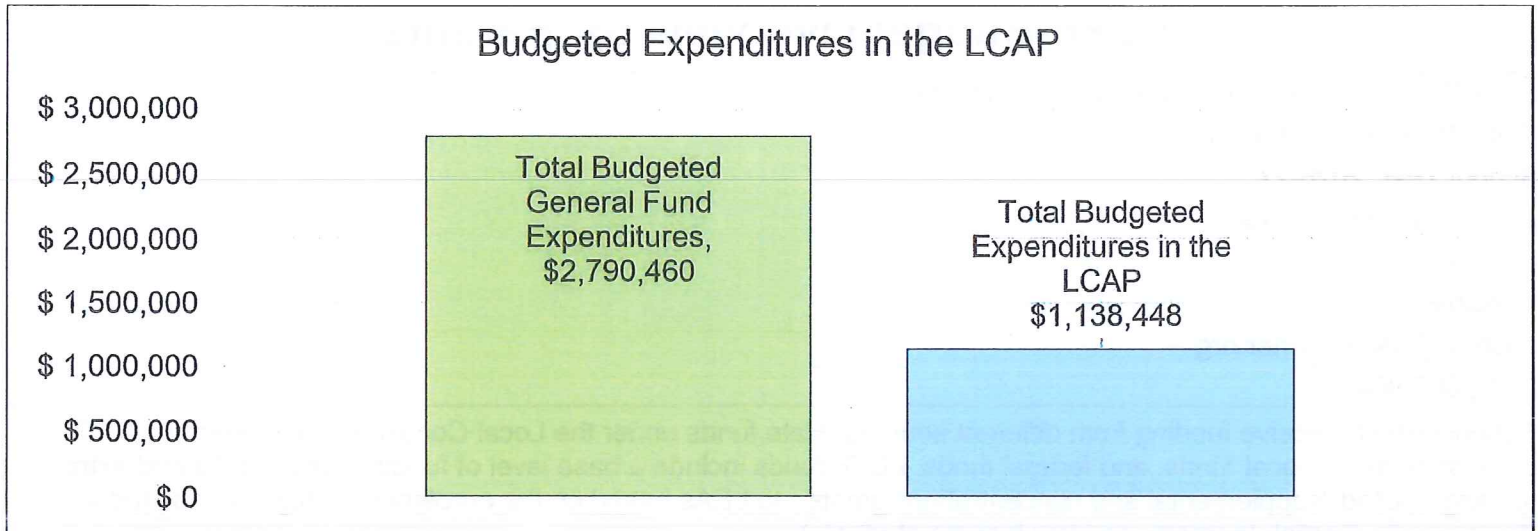


This chart shows the total general purpose revenue Fusion Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fusion Charter is \$3,096,660, of which \$2,225,234 is Local Control Funding Formula (LCFF), \$701,537 is other state funds, \$0 is local funds, and \$169,889 is federal funds. Of the \$2,225,234 in LCFF Funds, \$488,012 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Fusion Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fusion Charter plans to spend \$2,790,460 for the 2026-27 school year. Of that amount, \$1,138,448 is tied to actions/services in the LCAP and \$1,652,012 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Funds Budget Expenditures are not included in the LCAP: Salaries and Operating Expenses for the school in general, for Special Education expenses, for specific grant obligations not targeted in the LCAP, including the Arts and Music grant and the Student Support and Professional Development Block Grant, not specifically targeted for high needs students (including English Learners, Foster Youth and Low Income).

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Fusion Charter is projecting it will receive \$488,012 based on the enrollment of foster youth, English learner, and low-income students. Fusion Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Fusion Charter plans to spend \$488,012 towards meeting this requirement, as described in the LCAP.



FUSION CHARTER

A COMMUNITY SCHOOL

Schoolwide Action Plan/SPSA Action Plan 2026-27

<p>Fusion Charter LCAP/SPSA/WASC Action Plan Local Goals 2026-27</p> <p>The following schoolwide goals have been developed by the Fusion Site Council, made up of parents, students, and school staff, and approved by the Aspiranet Board of Directors for the 2024-2027 Local Control Accountability Plan (LCAP) for a three-year period, and aligned with the Title I School Plan for Student Achievement (SPSA), and WASC Accreditation Action Plan.</p>	
<p>1. Proficient English Literacy Skills for All Students <i>To equip our students with writing skills</i></p>	
<p>Action 1.1 Tutoring targeted to English Proficiency: Score Analysis and goal setting for growth targets for all students in Grades 7-10 to reach recommended MAP scores</p>	
<p>Action 1.2 NWEA Map Growth Collaborative Planning: Train Paraeducators and CSUS Interns to work with English Learners to develop literacy skills by obtaining Newsela Certified Educator Status and working one on one with students</p>	
<p>Action 1.3 Summer School for Credit Recovery: Month long session to recover credits to finish incomplete courses in English that would prevent a timely graduation</p>	
<p>Action 1.4 Writing Rubric for Advisory Course: Substitute teacher to cover classes so that Fusion teachers have common planning time to develop a practical writing skills rubric to Advisory course</p>	
<p>Action 1.5 NEW! Implement and Evaluate Strategies for Long-Term English Learners to gain basic skills to pass the written ELPAC and succeed in college or career responsibilities that require literacy. (Document Participation Rates and NWEA growth)</p>	<p>NEW 2025</p>
<p>Action 1.6 NEW! Reading Support for Students with Disabilities Individual reading support for IEP Goals using Read Naturally Live software, with support staff trained by the Assistant Principal.</p>	<p>NEW 2026</p>

Fusion Charter, 441 W. Linwood Ave., Turlock, CA 95380

Authorized by Turlock Unified School District, a Program of Aspiranet



Fusion Charter WASC/CDE/SPSA Action Plan for 2026-27

<p>2. Applied Math Skills for College and Career Readiness <i>To fill gaps in learning and prepare our students for the future</i></p>	
<p>Action 2.1 Math tutors for intensive tutoring: Fusion will continue with classified math tutors for 24-25, for both on campus and remote learning. All math tutors to be trained by a math teacher in the use of Edmentum to fill in gaps in learning.</p>	
<p>Action 2.2 Testing and Placement of All Grade 9 Students: All Grade 9 students to be assessed with the NWEA Map within two weeks of enrollment and assigned to an appropriate math course with support to complete at least 5 math credits in Grade 9</p>	
<p>Action 2.3 NEW! Analyze MAP Growth with attendance and tutoring participation data.</p>	<p>NEW 2025</p>
<p>Action 2.4 NEW! The addition of video support for math and science content for independent use to supplement the Edmentum curriculum.</p>	<p>NEW 2026</p>
<p>3. Program Alignment with Trauma-Responsive Mission/Vision <i>To improve well-being and graduation outcomes for all our students, including through grant activities for low income, homeless and foster youth</i></p>	
<p>Action 3.1 Chromebook and Wifi Access: Maintain, repair and replace Chromebooks on an ongoing basis with Wifi provided as needed.</p>	
<p>Action 3.2 Community Schools Implementation: Apply for Community Schools funding for "whole child" student support for families via voluntary home visits and collaboration with local nonprofits and mental wellness resource providers, as indicated by the Community Schools needs assessment, and will engage with professional development while waiting for the Implementation Grant.</p>	
<p>Action 3.3 Attendance Tracking and Incentives: Fusion will schedule office personnel to make daily phone calls and periodic texts and letters to Spanish and English speaking parents of students who are absent. We will survey students to identify incentives for improved individual attendance. After one year, evaluate the impact of the calls and fund with increased ADA.</p>	
<p>Action 3.4 Trauma Responsive Training: Position of student support advocate, mentored by counselor and enrolled in PPS program. Mental health first aid training for new employees and interns. Provide training to other schools via conferences and workshops.</p>	
<p>Action 3.5 Van Shuttle Driver/Teacher Assistant: Provide safe transportation to low income students and make reminder calls/texts about shuttle pickup.</p>	
<p>Action 3.6 Campus Supervision and Safety Upgrades: Maintain the level of supervision of students on campus and monitor campus needs for safety upgrades, including communication devices, cameras for complete coverage, and alarm systems.</p>	

Fusion Charter WASC/CDE/SPSA Action Plan for 2026-27

<p>Action 3.7 School Personnel focused on high needs students: Maintain the team of school personnel funded by LCFF Supplemental and Concentration funds to serve students in Fusion's alternative setting, including the bilingual data specialist/registrar, counselor who serves as Homeless and Foster Youth Liaison, and bilingual 50% assistant principal/teacher focused on school culture and restorative practices with disengaged student populations and homeless youth.</p>	
<p>Action 3.8 NEW! Collaborate with local community and regional partners to provide resources, opportunities, and support for students and families who need behavioral support and alternatives to harmful relationships and risky activities off campus that result in injury, court, probation and incarceration.</p>	<p>NEW 2025</p>
<p>Action 3.9 NEW! Correlate Seity Health wellness data with resources for support for mental health, pregnancy and homelessness.</p>	<p>NEW 2025</p>
<p>Action 3.10 NEW! Professional Development in Skills Training for Emotional Problem Solving (STEPS-A) Fusion continues to implement “evidence-based” interventions to improve student outcomes for the Dashboard College and Career Indicator. Funds from the State Seal of Civic Engagement and Mental Health funding coordinate to support this training.</p>	<p>NEW 2026</p>
<p>4. Schoolwide Improvement in College and Career Indicator and Graduation Rates <i>To demonstrate growth on the California Dashboard for College and Career Indicator and Graduation Rate for all measurable subgroups each year (Socioeconomically Disadvantaged, Hispanic)</i></p>	
<p>Action 4.1 Needs Assessment: Fusion faculty team to consult with students, families and community partners about the root causes of low graduation rates, substitute teacher coverage and guidance counselor collaboration.</p>	
<p>Action 4.2 40% Certificated Teacher for College and Career Focus: Certificated Teacher to provide targeted support in collaboration with each Fusion teacher of record to promote college and career access.</p>	
<p>Action 4.3 Classified Support: Student Support Advocate (416 hours), Writing and Math Tutors (1,000 hours) University Mentor/Tutor Interns (480 hours) Attendance Clerk Support (416 hours).</p>	
<p>Action 4.4 Health Benefits for Personnel: Health benefits for staff temporarily on the assignments to increase the Dashboard Indicators.</p>	
<p>Action 4.5 Technology for Improved Outcomes: Chromebooks for classroom use, Interactive VR headsets and virtual reality software for career exploration.</p>	
<p>Action 4.6 Field Trips and Professional Development Travel: College/Career field trip expenses and Professional Development costs in support of the CSI activities.</p>	

Fusion Charter WASC/CDE/SPSA Action Plan for 2026-27


<p>Action 4.7 NEW! Assess, implement and evaluate strategies, including attendance records, for students in Dual Enrollment to participate and persist in college and/or vocational training.</p>	<p>NEW 2025</p>
<p>Action 4.8 NEW! Document interventions to get students back on track for graduation. Students need a variety of schedules, course options, post secondary pathways and positive interactions with school staff to overcome obstacles to graduation.</p>	<p>NEW 2025</p>
<p>Action 4.9 NEW! Civic Engagement through “Fusion Serves” The new California Serves grant supports student participation in the State Seal of Civic Engagement (SSCE) from May, 2026 through June, 2028. Funds will provide for staffing and transportation to help prepare students to persist in completing service projects, internships and paid jobs.</p>	<p>NEW 2026</p>

Mission Statement: 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. (Approved 5.31.24)

Vision Statement: 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. (Approved 5.31.24)

FUSION GOALS

Graduation Outcomes and Life Skills



- **Life Readiness** for Career/College and Community
- **Independent** Practical Problem Solvers
- **Focused** on Reaching Personal and Academic Goals
- **Effective** Writers and Confident Speakers

Adopted by the Fusion Charter School Site Council, December 7, 2018; February 2021