



# **BOARD OF DIRECTORS MEETING**

## **Fourth Quarter FY 24-25**

**August 22, 2025**

# Agenda



**Fusion Charter Agenda  
Board of Directors Meeting  
August 22, 2025 9:00 am**

Location: 440 E. Canal Dr. CA, 95380 Conference Room

**Zoom Link:**

<https://us02web.zoom.us/j/83781703887?pwd=a1wq3HoqzwcYADRUXI72CJevwuUYSN.1>

- **In compliance with the American with Disabilities Act**, if you need special assistance to access the meeting room or to otherwise participate in this meeting, including auxiliary aids or services, please contact Emilia Beas Monroy at 209-667-9047. Notification at least 48 hours prior to the meeting will enable the Governing Board to make reasonable arrangements to ensure accessibility to the meeting.
- **Any writings or documents that are public records** and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection at the Fusion Charter Office located at 441 W. Linwood Avenue, Turlock, CA 95380 during regular business hours. Prior to the meeting agendas may be found at [www.fusioncharter.org](http://www.fusioncharter.org).
- **Fusion Charter welcomes Spanish and other language speakers to the Board meetings.** Anyone planning to attend and needing an interpreter should call 209-667-9047, 48 hours in advance of the meeting so arrangements can be made for an interpreter. *Fusion Charter da la bienvenida a las personas de habla hispana a las juntas de la Mesa Directiva. Si planea asistir y necesita interpretación llame al 209-667-9047, 48 horas antes de la junta, para poder hacer arreglos e interpretación.*
- **Community members have two opportunities to address the Board of Directors.** If you wish to address the Board on an agenda item, please do so when the item is called. The start times are only an estimate and items may be considered in a different order. Presentations will be limited to three (3) minutes. Time limitations are at the discretion of the President of the Board. Individuals have an opportunity to address the Board during the Period for Public Discussion on topics with subject matter falling under the jurisdiction of the Board not listed on the agenda. Presentations will be limited to three (3) minutes, with a total of thirty (30) minutes designated for this portion of the agenda. Individuals with questions related to Fusion Charter issues may submit them in writing. The Board will refer requests to the school's Principal.

**Vision**

*"We envision trauma-responsive schools in which all students are loved and respected as individuals, and all graduates enter the adult community with the resources to thrive."*

**Mission**

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



### Values

*Respect, Integrity, Courage, Hope*

- I. 9:00 PM - CALL TO ORDER
  - a. Call Public Session to Order
  - b. Roll Call
- II. 9:03 PM - APPROVAL OF AGENDA\*

Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the meeting agenda be approved. (V)
- III. 9:05 PM - MEETING MINUTES\*

Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the minutes for the board meeting held on June 20, 2025 be approved. (V)
- IV. 9:10 PM - PERIOD FOR PUBLIC COMMENT

Presentations will be limited to a maximum of three (3) minutes per person, with a total of fifteen (15) minutes designated for this portion of the agenda. (D)
- V. 9:15 AM - PRINCIPAL'S REPORT\*

Quick Summary/Abstract - It is recommended the Board of Directors accept the Principal's Report.

Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the Principal's Report be accepted. (V)
- VI. 9:25 AM - Q4 FINANCIAL REPORT\*

Quick Summary/Abstract - It is recommended the Board of Directors approve the Q4 Financial Report.

Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the Q4 Financial Report be approved. (V)
- VII. 9:35 AM - APPROVAL OF THE FY25 UNAUDITED ACTUALS\*

Quick Summary/Abstract - It is recommended the Board of Directors approve the FY25 Unaudited Actuals Budget.

Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the FY25 Unaudited Actuals Budget approved. (V)
- VIII. 9:45 AM – APPROVAL OF THE ANNUAL ARTS AND MUSIC PLAN FOR 2025-26\*

Quick Summary/Abstract - It is recommended the Board of Directors approve the ANNUAL ARTS AND MUSIC PLAN FOR 2025-26

Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the Budget Overview for ARTS AND MUSIC PLAN FOR 2025-26 be approved. (V)
- IX. 9:50AM – APPROVAL OF THE CON APP FOR FEDERAL FUNDS\*

Quick Summary/Abstract - It is recommended the Board of Directors approve the APPROVAL OF THE CON APP FOR FEDERAL FUNDS



Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the for FY25-26 CON APP FOR FEDERAL FUNDS be approved. (V)

X. 9:55 AM – REVIEW OF THE FUSION 2025-26 PARENT/STUDENT HANDBOOK and BOARD ETHICS TRAINING\*

Quick Summary/Abstract - It is recommended that the Board of Directors review two items: the Fusion 2025-26 PARENT/STUDENT HANDBOOK and the required Board Ethics Training due by January 1, 2026. (D)

XI. 10:00 PM - ADJOURNMENT

Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the meeting be adjourned. (V)

# Fusion Meeting Minutes



## Board of Directors Meeting Minutes

### Fusion Charter Q3 Meeting FY 24-25 & FY 25-26 Budget Meeting June 20, 2025

#### **Members Present:**

Kari Sturgeon, President  
Carol Risley, Secretary  
Vernon Brown, CEO

#### **Members absent:**

Heli Maldonado, Member  
Frank Radoslovich, Vice President  
Dennis Barry, Member

#### **Staff Present:**

Susan Nisan, Principal  
Jeannie Imelio, COO  
Korinna Pedrosa-Moore, CHRO  
Ann Domingo, CFO  
David Ashby, Vice Principal

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- I. OPENING BUSINESS  
Call Public Session to Order 9:00am; Kari Sturgeon, Board President
- II. APPROVAL OF AGENDA  
1<sup>st</sup> motion by Kari Sturgeon, 2<sup>nd</sup> motion by Vernon Brown. **Approved.**
- III. APPROVAL OF Q2 MEETING MINUTES  
1<sup>st</sup> motion by Kari Sturgeon, 2<sup>nd</sup> motion by Vernon Brown. **Approved.**
- IV. PERIOD OF PUBLIC COMMENT  
No public comment were present.
- V. PRINCIPAL'S REPORT
- Turlock Unified School District approved Fusion's Charter for another five years. Fusion Charter's strong relationship with Turlock Unified School District and our successful summer school program were noted by the Trustees and Senior District Staff as part of the recommendation to approve the charter for the five year period.
  - Fusion Charter served 269 students with 53 graduates during the school year. A record 85% of 2025 graduates walked the stage in two ceremonies in January and May.
  - Summer school began on June 4 for an optional four week period. 53 students from Turlock Unified School District are registered and working on elective credits for graduation. Fusion does not receive funding for summer school. Summer school staff are paid with grant funding.
  - This year was the second time Fusion has held a Prom on campus. This year's Senior Trip was to the Santa Cruz Art and History Museum and the Boardwalk Beach.

- Fusion's new hybrid Toyota Van provided comfortable transportation to van trips for tutoring support focusing on student success, and Modesto Junior College.
- Fusion hired 2019 graduate, and former Student Body President, Anthony Mendoza, as a custodian/groundskeeper. Fusion also welcomed two certificated staff in 2025/2026 a biology teacher and a charter school general and special education teacher/administrator.
- Professional Development – Staff training on Parent Teacher Home Visits was conducted on June 2, 2025. Staff attending were certified as Parent-Teacher Home Visit for the new school year.
- California Department of Education requires that a new Instructional Continuity Plan for attendance be added to the Site Safety Plan requiring board approval.
- Attendance improved at Fusion this school year. Spring 2025 ADA reported was 118. The LCAP goal is to increase daily attendance to 75% or more.
- Fusion will continue to receive Differentiated Assistance from SCOE to improve Math ELA performance.
- Fusion and all charter schools continue to monitor new legislation. The charter school associations have engaged all constituents in opposing AB 84 and promoting SB 414.
- Fusion received a funding increases due to increased attendance and grant funding during the school year. More than twice the size of last year. A plan expend the additional funding of \$472,000 this year is in place for School Year 25/26.
- Pending board approval: David Ashby will become the new Principal at Fusion Charter for upcoming School Year 25/26. A number of other candidates were interviewed. David Ashby was selected as principal after his interview and consideration of other candidates.

## **Motion**

APPROVAL OF DAVID ASHBY AS THE NEW PRINCIPAL OF FUSION CHARTER FOR School Year 25-26.

Motion, by Kari Sturgeon. 2<sup>nd</sup> Motion by Carol Risley. **Approved.**

## **VI. APPROVAL OF LOCAL INDICATORS FOR THE LCAP FY25-26.**

1<sup>st</sup> Motion By: Vernon Brown. 2<sup>nd</sup> Motion By: Carol Risley. **Approved.**

## **VII. APPROVAL OF LCAP BUDGET OVERVIEW FOR PARENTS AND LCAP 2025-2026**

1<sup>ST</sup> Motion By: Vernon Brown. 2<sup>nd</sup> Motion By: Carol Risley. **Approved.**

## **VIII. APPROVAL OF EPA FUNDING FOR TUSD**

1<sup>ST</sup> Motion By: Kari Sturgeon. 2<sup>nd</sup> Motion By: Vernon Brown. **Approved.**

## **IX. APPROVAL OF PRINCIPAL'S REPORT**

1<sup>ST</sup> Motion By: Vernon Brown. 2<sup>nd</sup> Motion By: Kari Sturgeon. **Approved.**



X. FINANCIAL REPORT

- Revenues continue to increase as attendance continues to rise. Due to state funding formulas that ADA lags. Fusion will receive those revenues later in the calendar year.
- Increase in the ADA is the primary increase in funding.
- Cash in the Fusion Charter account is over a million dollars to be utilized during summer school and at the start of the new School Year 25/26.
- New funding sources have not been disbursed to Fusion and will be added to the amounts budgeted in FY 25/26.
- The budget draft provided for FY26 includes LCFF funds targeted toward students with the greatest needs.
- Fusion received \$140,000 unrestricted award for two years to support the work of a collaborative team to improve community engagement.

XI. APPROVAL OF FINANCIAL REPORT

1<sup>ST</sup> Motion by: Vernon Brown. 2<sup>nd</sup> Motion by: Kari Sturgeon. **Approved.**

XII. APPROVAL OF ANNUAL TITLE I BUDGET

1<sup>ST</sup> Motion by: Vernon Brown. 2<sup>nd</sup> Motion by: Carol Risley. **Approved.**

XIII. APPROVAL OF COMPREHENSIVE SCHOOL IMPROVEMENT FUNDS PLAN FOR ELA, MATH, AND COLLEGE/CAREER INDICATORS

1<sup>st</sup> Motion by: Vernon Brown. 2<sup>nd</sup> Motion by: Carol Risley. **Approved.**

XIV. APPROVAL OF PROPOSED FY25-26 BUDGET

1<sup>st</sup> Motion by: Vernon Brown. 2<sup>nd</sup> Motion by: Kari Sturgeon. **Approved.**

XV. APPROVAL OF ANNUAL BOARD CERTIFICATION OF FUSION CORE AND ELECTIVE CURRICULUM FOR FY25-26

1<sup>st</sup> motion by: Vernon Brown. 2<sup>nd</sup> motion by: Carol Risley. **Approved.**

XVI. APPROVAL OF EMERGENCY INSTRUCTIONAL CONTINUITY PLAN TO BE LINKED TO THE SCHOOL SAFETY PLAN

1<sup>ST</sup> motion by: Vernon Brown. 2<sup>nd</sup> motion by: Carol Risley. **Approved.**

**Meeting Adjourned at 10:00am.**

Respectfully submitted by

Carol Risley, Secretary

# Principal's Report

## Principal's Board Report

**August 22, 2025**

It is with great enthusiasm and a deep sense of purpose that I introduce myself as the new principal of Fusion Charter School. I am honored to join a school community that is committed to innovation, equity, and student-centered learning. With over 20 years in education, I bring a passion for building strong relationships, supporting staff, and creating opportunities for every student to thrive. I look forward to working collaboratively with the Board to continue advancing Fusion's mission and expanding the impact we have on the lives of our students and their families.

To date 398 young people are now Fusion alumni and many, many others have been welcomed and served at a school where Hope Forward is lived daily. This year we have an updated charter renewal from TUSD, ready for another decade of service to youth who deserve our best. Fusion has WASC accreditation for another six years.



### **A. Student Services and Information**

The 2025-26 school year is beginning with a much larger number of students compared to the 139 enrolled on Day 1 in 2024. On August 12 we expect as many as 165 students.

Summer School was successful, with funding from federal sources for an optional four-week period. Students were supported via individual appointments both remotely and on-campus to help them earn an additional 10 credits. Both Fusion students and

TUSD district students earned a total of 467 credits. Of the 37 district students, they earned 222.5 credits (an average of 7.95 each); 44 students from Fusion earned 244.5 total credits (an average of 5.69 each).

The 2025-26 Parent/Student Handbook is included in the board packet for your reference. The handbook is provided to every student and parent/guardian in August, or upon enrollment, in English or Spanish.

## **B. Student Activities**

Fusion used grant funds for Dual Enrollment to purchase a van in March that will directly support an increase in early college attendance in 2025-26. Seniors and advanced juniors will be a priority as we develop a Memorandum of Understanding with Modesto Junior College.

Fusion is looking forward to a full year of student activities, with the student council planning monthly events, the faculty leading Friday electives, and many opportunities for arts field trips and college and career visits.



## **Planned Theater Field Trips 2025-2026**

Sierra Repertory Theatre (Columbia)

- *Of Mice and Men*, Wednesday, October 1, 2025, 12:00 PM
- *A Christmas Carol*, Wednesday, December 10, 2025, 12:00 PM

Gallo Center (Modesto)

- *The Legend of Sleepy Hollow (Ballet)*, Friday, October 24, 2025, 11:00 AM
- *Día de los Muertos*, Monday, November 3, 2025, 11:30 AM
- *Drumline LIVE*, Friday, February 27, 2026, 11:30 AM
- *Las Cafeteras*, Monday, April 13, 2026, 11:30 AM

### **C. Community Involvement**

Fusion continues to receive technical assistance from Community Schools coaches and Seity Health. Our Community Schools implementation grant was approved with our plan to provide greater emphasis on increasing parent and community engagement.

The Fusion Community Engagement Initiative Team will begin to meet in September 2025-May 2027 with the following members:



Fusion Charter – CEI Cohort VI Team

- Mark Evanoff – Team Lead / Community School Coordinator & School Counselor
- Casey Hammond – Back-up Team Lead / Fusion Charter Teacher
- Yelena Hinojosa – Student / 12th Grade Student at Fusion Charter
- Cynthia Herrera – School Site Staff / Student Support Advocate, Fusion Charter
- Susan Nisan – District/LEA Level Leadership / Retired Principal, Fusion Charter
- Kim Franck – District/LEA Level Staff / Program Director, Aspiranet
- Eric Ranes – County Office of Education / Program Manager – Wellness, Stanislaus COE
- Kim Hawley – Community Partner / SEITY Health
- Michael Everett – Community Partner / The Creation Lab
- Deborah Lazarri – Community Partner / Retired Clinical Behavioral Analyst, Fusion Charter
- Kristin Wolfley – Community Partner / Core Program Director, Turlock Family Resource Center

At the end of last year Fusion staff was trained on how to conduct home visits. The goal of the home visits is to make connections between families and schools and not to be used as a disciplinary measure. Fusion's Student Support Advocate, Cynthia Herrera, will lead this program along with a buddy staff member.



#### **D. Personnel**

Fusion has a new principal starting in 2025. David Ashby was promoted to Principal, he previously served as the Assistant Principal for the past 6 years. Susan Nisan will stay on as a consultant to support grants and other back office reporting. Fusion is fortunate to have her experience readily available.

Christine Frost will fill the role of Assistant Principal and Special Education teacher. Chris returns to California after living in Vermont for several years. She wanted to be closer to her grandchildren and avoid the cold Vermont winters.

Ashley Maderr will start as a teacher. Ashley holds a Science credential and will also serve as the Ag. Science teacher on Fridays. The Ag Science class will be for students who are interested in gardening and work out of the school Greenhouse and garden beds. Over the summer the Fusion garden grew flowers and vegetables. The veggies were used to make green and red salsa that included jalapenos.



Anthony Mendoza was a former Fusion student and Student Counsel President. He joins the team as a custodian/ groundskeeper and played an important role in maintaining the garden over the summer.

Maya Storey is Fusion's most recent new hire as a Teacher's Assistant. She has ambitions to have a career as a Social Worker. Her primary role will be to work as a Teacher's Assistant with special education students.

## **E. Professional Development**

Home visits offer a unique opportunity for school staff to build stronger, more personal connections with families, fostering a collaborative learning environment that can enhance student success. These visits provide valuable insights into students' home lives, enabling educators to tailor support and create more effective strategies that bridge the gap between school and home. This holistic approach not only boosts academic achievement but also supports the socio-emotional well-being of students. Notably, our school staff participated in comprehensive home visit training in June at the end of last school year, ensuring that our practices are both informed and effective. Fusion staff will begin to implement the home visits at the beginning of our school year.



Fusion Charter staff recently participated in a unique professional learning experience that combined wellness, team building, and educational growth. As part of the event, our team proudly presented a session titled *Restorative Practices: The Art and Science of Talking Circles*, where we shared our strategies for building community, repairing harm, and fostering student voice through meaningful dialogue. The conference offered a valuable opportunity for staff to both learn

from and contribute to a network of passionate educators dedicated to student-centered practices.

## **F. Facility**

Fusion is upgrading safety with a new pedestrian gate, additional cameras and lights to both ends of the building, and improved front door and window safety. We will also install and maintain a direct radio to the Turlock Police Department. We passed our recent fire department inspection with minimal changes needed.

Fusion Charter will convert Room 2 from a classroom into dedicated office space. This change will provide five additional workstations, improve staff collaboration, and create a more functional environment for handling enrollment, student support, and day-to-day operations. The transition will take place before the start of the school year, ensuring minimal disruption to students and staff. This adjustment reflects our ongoing efforts to adapt our facilities in alignment with the evolving needs of our school community.

## **G. Accountability**

Fusion has made improvements in student engagement. For 2024-25, Fusion exceeded the average daily attendance (ADA) budget goal of 104 students participating per day with a Spring 2025 P2 ADA of 117.81, more than 13% over the 2024 P2 of 104.17. This increase surpassed the average daily enrollment increase of 5.5%, from 148 in 2023-24 to 156.1 in 2024-25, an indication of improved engagement on a daily basis.

Despite these increases, attendance is Fusion's greatest area of concern. On any given school day in 2024-25, approximately 75% of our student population completed work that generates ADA funds, compared to 70.96% in 2023-24. Irregular attendance is typical for alternative education programs, but far below school district standards of 95% to 98%. We are seeking ways to reduce the barriers to school engagement that lead to students being identified as "chronically absent," defined by more than 10% of school days without school participation via either on-site attendance or remote logins. The percentage of students in all grade levels with more than 10% of school days absent was 77.5% for 2024-25, similar to 76.62% during the 2023-24 school year. Funding is impacted because charter schools collect ADA only on official school days. Fusion receives no ADA for absences with no work completed or for extra "make-up" days of work on holidays and weekends.

The lowest attendance occurred on Fridays. Fusion staff continue to promote five days a week attendance with an attempt to change Friday attendance patterns by increasing engaging student activities. For some students, however, the appeal of a "Friday off" is more powerful than incentives that we have offered to date.

From the first day of school Fusion will use Year 1 School Improvement funds to increase daily phone calls to increase attendance and Year 2 funds to continue with the Seity Health App with daily wellness checks and referrals to resources for support in our Community Schools approach.

### **California Healthy Kids Survey Highlights**

As a Community School serving low income students with both state and federal funds, Fusion is required to administer the anonymous California Healthy Kids (CHKS) each spring. The survey covers topics such as school climate and safety, student wellness, and youth resiliency. Overall the 2025 survey showed that Fusion students have a fairly positive connection to school staff, although certain lifestyle habits and social-emotional indicators are of concern for adolescent student well-being.



For 2025, a subset of 72 Fusion students in Grades 9-12 voluntarily responded out of a potential group of 153, generating a 170-page report. (The number of Fusion students in the middle school group was too small to report.) The 2025 CHKS tool for interschool comparisons will be released in November; in the meantime, a few key comparisons with Turlock district scores from the previous year are useful. In addition to surveying almost all 9th and 11th grade students, TUSD also included a sample of 54 nontraditional students in continuation high school, with 52 responses for a 96% response rate. This group can be compared to Fusion students, both in group size and alternative school setting.

**Table A1.1 Fusion 2025 Student Sample Size with 2024 TUSD Comparison**

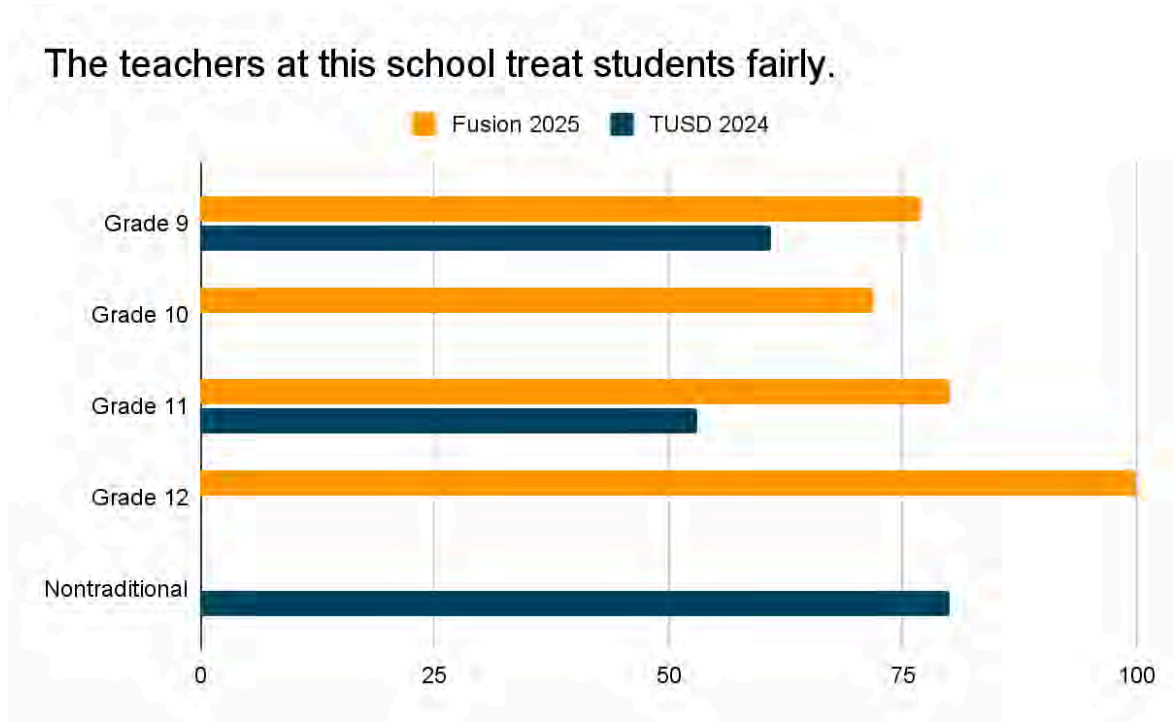
<b>Fusion 2025</b>	Grade 9	Grade 10	Grade 11	Grade 12	
Target sample	42	38	47	26	
Final number	21	19	20	12	
Response Rate	50%	50%	43%	45%	
<b>TUSD 2024</b>	Grade 9	Grade 10	Grade 11	Grade 12	Nontraditional
Target sample	941		1,047		54
Final number	879		888		52
Response Rate	93%		85%		96%

A key school climate indicator that Fusion Charter staff members prioritize is caring relationships with adults in school. Questions HS/MS A.47, 50, 53 displayed in Table A6.5 ask: *There is a teacher or some other adult from my school... who really cares about me... who notices when I'm not there... who listens to me when I have something to say.* For this indicator and many others in the CHKS, younger students have a less positive response than older students. Nontraditional TUSD students have less positive responses than Grade 11 Fusion and all other TUSD students, but more positive than Fusion 9th graders who may need more intervention to develop trust in adult staff.

**Table A6.5 Caring Adults:** Students reporting “Pretty much true” or “Very much true”

<b>Fusion 2025</b>	Grade 9	Grade 10	Grade 11	Grade 12	
True/Very True %	29%	52%	69%	77%	
<b>TUSD 2024</b>	Grade 9	Grade 10	Grade 11	Grade 12	Nontraditional
True/Very True %	53%		59%		38%

Fusion students are more likely than Turlock district students to report that their teachers are fair, and that their school facility is clean and tidy, both key components of a welcoming school environment. The Facilities Upkeep question A6.15 asks *How strongly do you agree or disagree with the following statement?... My school is usually clean and tidy*; 90% of Fusion Grade 11 students agreed or strongly agreed, compared with only 37% of TUSD Grade 11 students and 67% of nontraditional TUSD students.



When contrasted with TUSD students, Fusion students tend to report a higher percentage of unhealthy habits. More than half skipped breakfast and stayed up past midnight; 61% of Fusion Grade 11 students went to bed after 12am the night before the survey, compared to 31% of TUSD Grade 11 students, and 55% of TUSD nontraditional students in alternative education settings. A bedtime at 12 am or later is closely related to absences from school due to insufficient sleep the night before. Question HS/MS A.25, 26 asks: *In the past 30 days, did you miss a day of school for any of the following reasons?* Responses for selected items are compared with TUSD responses below.

Fusion students were more likely than TUSD students to report absences due to emotional distress, the need to provide care for another person, and a lack of transportation, and slightly more likely to report boredom or disinterest.

**Table A6.3 Reasons for Absence, Past 30 Days (A Few Responses for Comparison)**

<b>Fusion 2025</b>	Grade 9	Grade 10	Grade 11	Grade 12	
Felt very sad, hopeless, anxious, stressed, or angry	24%	11%	19%	9%	
Didn't get enough sleep	18%	17%	19%	27%	
Had to take care of or help a family member or friend	24%	17%	31%	45%	
Were bored or uninterested in school	12%	11%	19%	9%	
Had no transportation to school	25%	19%	*	*	
<b>TUSD 2024</b>	Grade 9	Grade 10	Grade 11	Grade 12	Nontraditional
Felt very sad, hopeless, anxious, stressed, or angry	8%		11%		13%
Didn't get enough sleep	10%		15%		22%
Had to take care of or help a family member or friend	4%		7%		15%
Were bored or uninterested in school	7%		8%		15%
Had no transportation to school	4%		4%		13%

\*A group size with fewer than 10 responses is not displayed.

### Social and Emotional Health

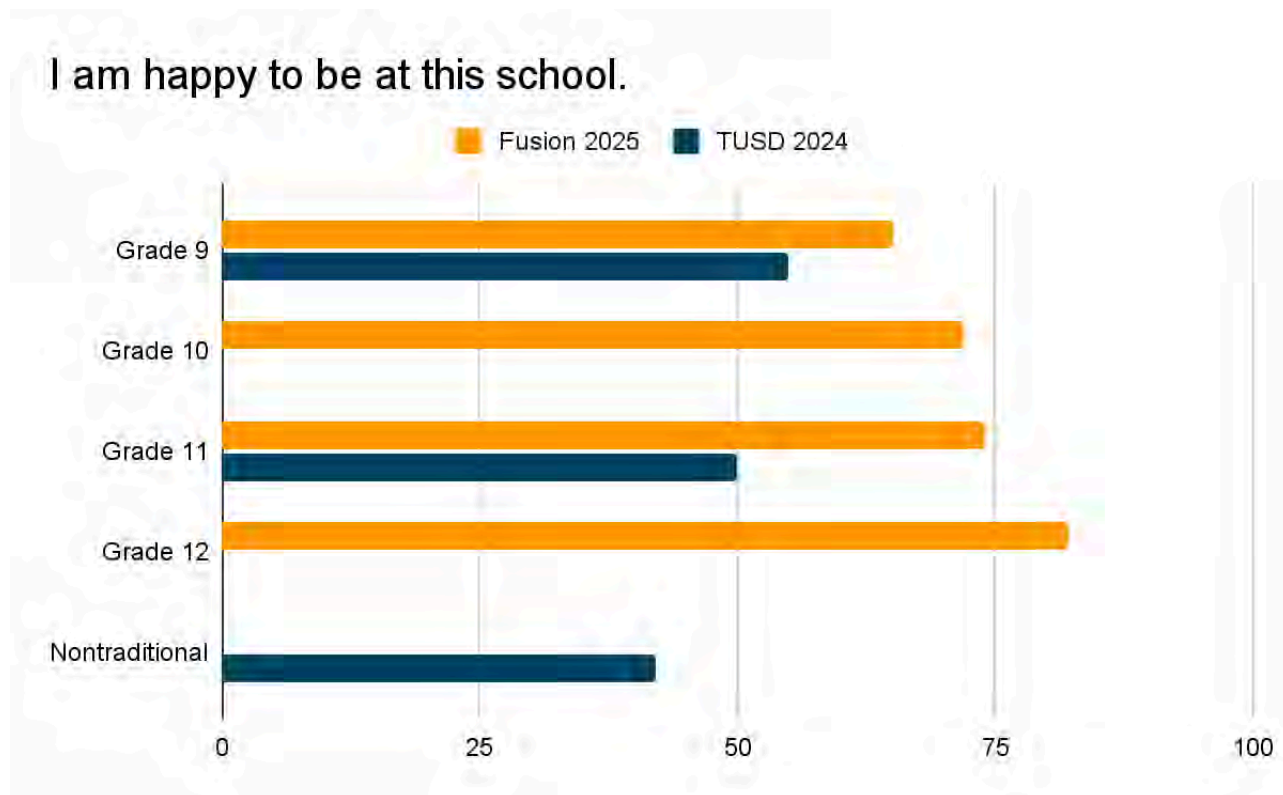
CHKS results for both Fusion and TUSD confirm the need for more support for student well-being through wellness coaching and mental health services. Question HS A.153/MS A.146 asks: *During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

**Table A2.3 Key Indicators of Student Well-Being**

<b>Fusion 2025</b>	Grade 9	Grade 10	Grade 11	Grade 12	
Experienced chronic sadness/hopelessness	36%	31%	33%	*	
Considered suicide	18%	8%	20%	*	
<b>TUSD 2024</b>	Grade 9	Grade 10	Grade 11	Grade 12	Nontraditional
Experienced chronic sadness/hopelessness	32%		33%		30%
Considered suicide	13%		13%		8%

\*A group size with fewer than 10 responses is not displayed.

Because more than 80% of Fusion’s students are referred from the district, we can anticipate that some of the TUSD students answering this question with responses indicating distress will become Fusion students in need of intervention. The results of Table A6.8 School Connectedness questions indicate that Fusion is effective in providing support for distressed students. Fusion students were more likely to report that they were happy to be at Fusion, with each successive grade displaying a more positive result than the grade level below.



## **H. Mandatory Testing**

Fall 2025 baseline scores in Math and Reading through NWEA MAP assessment of all students will provide for tracking of individual growth. We are collecting data on mental wellness and correlating with participation in school activities, especially Circles.

## **I. Strategic Planning for 2025-26**

Fusion Charter School’s Strategic Plan for the 2025–26 school year focuses on expanding our role as a hub of support and opportunity for students and families by developing into a full-service Community School. As part of this vision, Fusion is proud to partner with Aspiranet’s Mental Health Division and Family Resource Center to bring on-site mental health services, case management, and family support directly to our

school community. These partnerships are designed to address barriers to learning and ensure that every student has access to the academic, emotional, and social resources they need to thrive.

A key component of this strategic growth is the anticipated completed construction of Aspiranet's *Hope Forward Learning Center*, scheduled for December 2025. The Learning Center is located on the property next to Fusion Charter and we look forward to utilizing the center's state-of-the-art training facilities to offer hands-on vocational opportunities in auto-shop, welding, culinary arts and landscaping. These programs will give students real-world skills, certifications, and career pathways as part of a broader commitment to college and career readiness. Together, these initiatives form the foundation of a more connected, supportive, and future-focused school community.



#### **J. Financial Developments** (The Financial Report contains additional information.)

The CDE approved the second year of the Comprehensive School Improvement plan presented to the board in June. The funds are used to support hands-on simulations and staffing to improve the College and Career Indicator and math and English scores.

#### **Arts and Music Plan**

Ongoing Arts and Music (AMS) funding requires an annual plan with board approval. The amount allocated for 2023-24 was \$22,001 and for 2024-25 was \$24,576. To date the expenditures have been only \$12,153.14 leaving \$34,425.86 available to carry over to spend on arts workshops and trips to engage and enrich students. For 2025-26 the Arts award will be \$27,719, available for use for up to three fiscal years.



California *Ed Code* Section 8820(g) states that, as a condition of receipt of funds, a local educational agency (LEA) shall annually certify that all AMS funds will be used to provide arts education programs and that AMS funds expended in the prior fiscal year were, in fact, used for those purposes, and submit an annual board- or body-approved report in a manner determined by the Superintendent, that shall be posted on the LEA and the California Department of Education's internet websites and that details the type of arts education programs funded by the program, the number of full-time equivalent teachers, classified personnel, and teaching aides, the number of pupils served, and the number of school sites providing arts education programs with those funds.

### **K. Advocacy Update**



On July 14, 2025 Governor Newsom signed into law AB 1034 requiring that teacher credentialing programs include a basic understanding of youth mental health, among other health education topics, including the study of nutrition, cardiopulmonary resuscitation, and the physiological and sociological effects of the abuse of alcohol, narcotics, and drugs and the use of tobacco.

The California Charter School Associations continue to oppose AB 84 School Accountability as harmful to nonclassroom-based charter schools. This bill has the potential to increase mandates and reduce funding available for alternative schools like Fusion. When the legislature resumes later this month, charter school advocates will provide additional direction in how to fight this bill.

### **Board Ethics Training**

Before a January 1, 2026 deadline, Ethics Training is required per government code 53234 with a minimum of two hours of training that covers specific information related to conflicts of interest. The Charter Schools Development Center (CSDC) offers a free Ethics training; members can take an assessment and, if they pass, receive a certificate that is valid for two years. The (newly-updated) Brown Act Training is also free to CSDC members and is available on-demand on [chartercenter.org](https://chartercenter.org). Fusion Charter is a CSDC member and will provide the access code to board members.

CSDC will provide a certificate of completion.

From the CSDC website:

*The Brown Act training is not required by state law, although it may be required as a condition of your authorizer or as a requirement of your charter school. The Brown Act training covers different information, and it is specifically designed to facilitate compliance with California's legal requirements for open meetings.*

CSDC also provides Form 700 guidance for board members to file before the April 1 annual deadline, confirming there are no financial conflicts of interest.

#### **L. Fusion 2025-2026 Local Control Accountability Plan (LCAP) Goals**

Fusion's **LCAP Goals** align with our WASC Accreditation Action Plan and Title I School Plan for Student Achievement (SPSA).

The Title I plan requires submission of the Consolidated Application (CON APP) twice per year. Our most recent application was submitted on June 27, which gives access to federal funds for low income schools. We must certify that we will comply with a number of requirements, including the protection of prayer in schools and funds set aside for homeless youth.

##### **1. Proficient English Literacy Skills for All Students**

*To equip our students with writing skills*

##### **2. Applied Math Skills for College and Career Readiness**

*To fill gaps in learning and prepare our students for the future*

##### **3. Program Alignment with Trauma-Responsive Mission/Vision**

*To improve well-being and graduation outcomes for all our students, including through grant activities for low income, homeless and foster youth*

##### **4. Schoolwide Improvement in College and Career Indicator and Graduation Rates**

*To demonstrate growth on the California Dashboard for College and Career Indicator and Graduation Rate for all measurable subgroups each year (Socioeconomically Disadvantaged, Hispanic)*

### **M. Summary**

The first day of the 2025-2026 school year is Tuesday, August 12. School will end May 29, 2026. Fall Graduation for the Class of 2026 will be held January 23, 2026. Spring Graduation will be held Wednesday, May 27, 2026.

On the August board agenda, Fusion requests approval of the following items:



1. Unaudited Actuals for 2024-25
2. Approval of the Prop 28 Arts and Music Plan
3. CON APP annual approval for federal funding

And for board reference:

4. The Fusion 2025-26 Parent/Student Handbook
5. Board Ethics Training Information

Your Obedient Servant,

David Ashby, Fusion Principal  
August 7, 2025



# Financial Report



## Finance Report

August 22, 2025

### End of 4th Quarter Financial Status for 2024-2025 and Revised Budget for 2025-2026

Definitions: ADA=[Average Daily Attendance](#) (based on daily work completion)

LCFF=[Local Control Funding Formula](#) (Primary state source for school funds)

UPP=[Unduplicated Pupil](#) Percentage (Low-Income, English Learners, Foster Youth)

Fusion is entering the new school year with a strong financial foundation, due to the increase in funds for student attendance and additional grant funding. The latest FCMAT Calculator released on August 1, 2025 shows Fusion's FY25 LCFF allocation increased to \$1,848,907, compared to \$1,595,437 based on a predicted ADA of 104 in the approved budget in June 2024. This positive difference of \$253,470 is due to a **Spring P2 ADA of 117.81** (9.93 for Grades 7-8 and 107.88 for Grades 9-12). In addition, the FY25 ADA and the UPP form the basis for the FY26 Budget.

Overall, Fusion's **Unaudited FY25 Revenue is \$2,506,389.12**, which is \$326,297.12 more than the original June 2024 Budgeted Revenue of \$2,180,092 and \$23,312.37 more than the estimated actuals of \$2,483,076.75 reported to the board on June 20, 2025, due to ADA revisions.

The FY25 Revenue includes \$2,010,259.62 already received and \$496,129.50 in accrued funds deferred into July and August. These late state, federal and local funds (received from SCOE in July and announced for August) exceeded the anticipated accrual of \$472,817.13 by \$23,312.37.

Deferred June State Aid to Be Wired August 14, 2025 from SCOE	Estimated	Actual in August
FY 24-25 LCFF State Aid (\$151,510 June + \$53,580 P-2 Addition)	(205,090.00)	(205,090.00)
FY 24-25 Special Ed Mental Health Services (\$968 June + \$221 P-2 Addition)	(1,189.00)	(1,189.00)
June FY 24-25 Proposition 28, Arts and Music (less rounding difference)	(2,212.00)	(2,210.00)
June FY 24-25 Special Ed/Master Apportionment (+ P-2 Addition)	(5,421.00)	(18,232.00)
June 2025 Interest (+ P-2 Addition)	(255.56)	(458.93)
LCFF PY FY24 Adjustment not included in accrual estimate	NA	(375.00)
Deferred FY25 Revenues in July (7/23/25, 7/28/25)		Actual in July
P-2 Final In Lieu Apport to = 289,834 annual per CDE	(15.00)	(15.00)
P-2 Final EPA Apport to = 23,562 annual per CDE (+ \$5,874 in Prior Year)	(273.00)	(6,147.00)
SELPA 24-25 Based on Projected \$20,890 Annual Total	(9,076.00)	(13,127.00)
50% Received 7/28/25 from CYBHI (Behavioral Health Medi-cal)	(25,169.50)	(25,169.50)
<b>Subtotal of Deferred Funds for FY25 Accrual</b>	<b>(248,701.06)</b>	<b>(272,013.43)</b>

Fusion is still awaiting FY25 state and federal funds delayed past their July 18 scheduled date.

CCSPP Planning 21-22 Final Reimbursement	(19,041.00)	
May 2025 Interest	(255.56)	
3rd Quarter 24-25 Lottery Prop 20	(3,922.80)	
3rd Quarter 24-25 Lottery Unrestricted	(3,732.39)	
ESEA: ESSA CSI 4th Apportionment 23-24	(29,367.00)	
ESEA: ESSA CSI 1st 25% 24-25	(118,030.00)	
<b>Subtotal of Accrual Funds to be Wired June 18 but were delayed</b>	<b>(174,348.75)</b>	

Other FY25 balances in the table below have an unknown date of disbursement.

4th Quarter 24-25 Lottery Prop 20 (estimate)	(2,337.62)	
4th Quarter 24-25 Lottery Unrestricted (estimate)	(1,365.20)	
Remaining 24-25 Title I Allocation from CDE Funding Files	(16,320.00)	
Remaining 24-25 Title II Allocation from CDE Funding Files	(973.00)	
Remaining 24-25 Title IV Allocation from CDE Funding Files	(3,602.00)	
Final 50% Pending from CYBHI (Behavioral Health Medi-cal)	(25,169.50)	
<b>Subtotal of Accrued Balances</b>	<b>(49,767.32)</b>	

**Fusion's FY25 Total Unaudited Actual Expenditures were \$1,973,842.45** with \$1,357,325 in Personnel Expenditures (69% of Total Expenditures and 54.15% of Total + Accrued Revenues). Operating Expenditures were \$616,517.38 (24.60% of Total + Accrued Revenues.) This was lower than the **FY25 Budgeted Expenditures of \$2,087,147** by \$113,304.53, due to planned expenses that were not spent, or were deferred into FY26.

### Current Cash Flow Status

<b>FY25 Revenues</b> (Includes July 23, 2025 Wire and Accruals)	<b>(2,506,389.12)</b>	
<b>FY25 Expenditures</b>	<b>1,973,842.45</b>	
<b>FY25 Balance to Carry Forward</b>		<b>(532,546.67)</b>

**The bank balance on June 30 was \$924,576.57**, which includes funds carried over from both FY24 and FY25 for use to fulfill grant obligations in FY26.

### **Revised Projected Budget for 2025-2026**

The budget for FY26 includes LCFF funds targeted toward Fusion’s “Unduplicated Pupils” with the greatest needs. The 2025-26 LCAP Goals and Actions approved by the Aspiranet Board in June use these funds to improve or increase services to these populations by at least 27.53%.

LCFF per ADA increased by \$320.57 from FY25 \$15,694 to FY26 \$16,014.57. Fusion will continue to promote ADA as the best means of increasing revenues to serve students, with \$88.97 of lost revenue for each day of absence/lack of work completion on the 180 scheduled school days. Fusion students also will benefit in FY26 from carryover and revenue increases for other ADA-related funds such as special education, lottery, and federal Title funds.

<b>Components of LCFF Entitlement 2025-26 (Unchanged in FCMAT Calculator V.26.2)</b>				
	<b>2025-26</b>	<i>UPP</i>		
Base Grant	\$1,447,170		<b>118.00 ADA</b>	<b>Projected (11 in 7-8 + 107 in 9-12)</b>
+ Grade Span Adjustment	\$34,561		<b>\$1,481,731</b>	<b>Adjusted Base Grant</b>
Supplemental Grant	\$251,480	84.86%		
Concentration Grant	\$156,508	71.25%	<b>\$407,988</b>	<b>Supplemental &amp; Concentration</b>
<b>Total</b>			<b>\$1,889,719</b>	<b>Per school day = \$10,498.44</b>

### **LCFF Based on Unduplicated Pupils (English Learners, Low Income, and Foster Youth)**

LCFF based on prior semester ADA is Fusion’s primary source of revenue. Based on a minor recalculation in the latest August 1, 2025 FCMAT LCFF Calculator using the 3-Year Rolling UPP for TUSD as indicated in the chart below, the FY26 LCFF Revenue increased by \$3,757.00.

<b>Calculator Data</b>	22-23	23-24	24-25	25-26	26-27	27-28
In Lieu from TUSD	207,615	259,027	<b>289,538</b>	<b>289,538</b>	<b>289,538</b>	<b>289,538</b>
TUSD UPP 3-yr avg	65.11%	69.00%	<b>71.05%</b>	<b>71.25%</b>	<b>71.18%</b>	<b>71.18%</b>
Census Enrollment	126	144	142	150	150	150
Unduplicated UPC	105	126	124	120	120	120
Fusion UPP 3-yr	82.06%	83.42%	86.17%	84.86%	82.35%	80.00%
Fusion Total ADA	90.28	104.17	117.81	118.00	120.00	122.00
Fusion ADA 7-8	11.77	13.52	9.93	11.00	12.00	13.00
Fusion ADA 9-12	78.51	90.65	107.88	107.00	108.00	109.00

8/14/25

Revised In Lieu and 3-Year rolling TUSD UPP data from 8/12/25 TUSD email.

### Other Adjustments to Revenues

The adopted budget for 2025-2026 was based on predictions available in May. Since the end of June, new apportionment information has informed the adjustment of federal and state revenues. Due to anticipated timelines, some federal funds were moved to a different fiscal year, as indicated in the table below. **FY26 Revenues** projected in June have decreased by \$39,744.94, to **\$2,825,628.04**, offset by a large **\$366,528.59 Carryover of grant funds from FY25 to FY26**. This carryover will be used to fund FY26 Expenditures outlined in each specific grant budget.

Comparison of 6.13.25 Report and 8.13.25 Report after Corrections and 1.5% Carryover		Revised 6.13.25 COLA/LCFF	Revised 8.13.25 TUSD UPP/In Lieu	Source of Funding Amount
<b>Total FY26 Revenue Decreased \$39,744.94</b>		<b>\$2,865,372.98</b>	<b>\$2,825,628.04</b>	
CSH (LCFF 0002/8011)From LCFF Calculator	GL4637	\$1,572,467.00	\$1,576,581.00	Apportioned
CSH (EPA 1400/8012) @\$200 per ADA	GL4637	\$23,600.00	\$23,600.00	Apportioned
CSH (In Lieu 0001/8011) per TUSD	GL4637	\$289,800.00	\$289,538.00	Apportioned
<b>LCFF Sources Increased \$3,852.00</b>		<b>\$1,885,867.00</b>	<b>\$1,889,719.00</b>	
CSH (Title IV 4127/8290) Student Support	GL4664	\$10,000.00	\$10,000.00	Apportioned
CSH (Title II 4035/8290) Teacher Quality	GL4664	\$7,000.00	\$7,000.00	Estimated
CSH (Title I 3010/8290) Low-Income	GL4664	\$55,000.00	\$53,286.00	Apportioned
CSH (CSI 3182/8290) ESEA: SISO, Year 1	GL4664	Reported in FY25	\$101,419.00	from FY25
CSH (CSI 3182/8290) ESEA: SISO, Year 2	GL4664	\$472,119.00	\$354,089.00	25% to FY25
CSH (SPED IDEA 3310/8181)	GL4664	\$10,000.00	Moved to GL 4641	Estimated
<b>Federal Sources Decreased \$28,325.00</b>		<b>\$554,119.00</b>	<b>\$525,794.00</b>	
CSH (SPED MH 6546/8590) Mental Health	GL4641	\$10,000.00	\$9,998.00	Apportioned
CSH (SPED Other/8800) SELPA Other	GL4641	\$28,000.00	\$21,010.00	SELPA email
CSH (SPED Master Plan 6500/8311) AB 602	GL4641	\$88,000.00	\$71,704.59	SELPA email
Community Engagement Initiative (CEI)	GL4637	\$70,000.00	\$70,000.00	Apportioned
CSH (CAASPP 7810/8590)	GL4637	\$1,000.00	\$1,000.00	Estimated
CSH (MPBG 0000/8550) Mandated	GL4637	\$6,186.98	\$6,483.45	Apportioned
CSH (Lottery UR 1100/8560) Lottery	GL4637	\$30,000.00	\$30,000.00	Estimated
CSH (AMS Prop 28 6770/8590) Arts	GL4641	\$20,000.00	\$27,719.00	Apportioned
CSH (CCSPP 6332/8590) Community Schools	GL4641	\$150,000.00	\$150,000.00	Apportioned
CSH (Lottery IM 6300/8560) Lottery Prop 20	GL4641	\$15,000.00	\$15,000.00	Estimated
CSH Stan Fusion Charter (All Other)	GL4687	\$3,600.00	\$3,600.00	Estimated
<b>State Sources Decreased \$15,271.94</b>		<b>\$421,786.98</b>	<b>\$406,515.04</b>	
CSH Stan Fusion Rstrct IC (Donations)	GL4802	\$3,600.00	\$3,600.00	Estimated
<b>Donations Unchanged</b>		<b>\$3,600.00</b>	<b>\$3,600.00</b>	

**State and Federal Grant Funds Carry Over of \$366,528.59 Available in FY26**

All grant funds are used for supplementary expenses that fulfill specific grant guidelines, which may run for multiple years before expiration. Refer to the links for detailed CDE information.

CDE Resource	Description and Fusion Plan Links	Original Award	Carryover to FY26	Expires
<u>3182</u>	ESEA: ESSA School Improvement, CSH (CSI 3182/8290) SISO Year 1, a 25% advance of \$43,596 received 6/2024 with \$26,158 carried forward to FY25. Expenses of \$113,100.94 + ICR \$6,565 leave \$54,716.06 to be expended by 9/30/25. Delayed CSI Year 1 revenues of \$101,419 are included in the FY26 budget revision.	\$174,382	\$54,716.06	9/30/25 SOON!
<u>3182</u>	ESEA: ESSA School Improvement, CSH (CSI 3182/8290) SISO Year 2, a 25% advance of \$118,030.00 is accrued to FY25 less FY25 expenditures of \$18,069.05 and Indirect Cost of \$1,073.30 = \$98,887.64 + reimbursement balance of \$354,087=\$452,974.64	\$472,119	\$98,887.64	9/30/26
<u>6266</u>	<u>Educator Effectiveness (EEBG)</u> , awarded FY22 for certificated and classified professional development expenses is expended.	\$31,197	Zero	6/30/26 Closed
<u>6332</u>	<u>Community Schools (CCSPP)</u> –Fusion is included in Cohort 4, with \$150,000 for Year 1 of the five-year Implementation grant.	\$712,500	New	2029-30
<u>6770</u>	<u>Arts and Music in Schools (AMS)</u> --Prop 28 ADA-based funding for Arts and Music. The initial allocation of \$22,001 for FY24 was carried forward unspent to add to FY25 \$24,578. Total expense for AMS = \$84.56 in FY24 and \$12,068.58 in FY25 for \$12,153.14 with \$34,425.86 balance to carry forward for use within 3 years. No Indirect Costs claimed (1% allowed.) FY26 will be \$27,719.	Ongoing	\$34,425.86	Must be used in 3 years
<u>7085</u>	CA Learning Communities for School Success Program (LCSSP) reserved for a pilot voluntary home visit program by Fusion staff.	\$16,500	\$15,175.71	12/31/25 SOON!
<u>7339</u>	College and Career Access Pathways Grant (CCAP)--90% awarded in FY25, with 10% to be reimbursed through FY27. Fusion purchased a van for \$45,411.04 and had \$1,324.51 in other expenses, leaving \$53,264.45 balance with no ICR charged.	\$100,000	\$53,264.45	2026-27
<u>7412</u>	A-G Access/Success Grant, Received FY22 to increase access to high school graduation with college preparatory a-g coursework. Fusion had \$9,893.80 carryover minus \$34.00 in expenses and \$2.02 ICR for a balance of \$9,857.78 to be spent in FY26.	\$75,000	\$9,857.78	2025-26 SOON!
<u>7413</u>	A-G Learning Loss Mitigation Grant, Received FY22 to increase passing grades. Not used for tutoring/access in FY25. Expiring.	\$75,000	\$28,679.34	2025-26 SOON!
<u>7435</u>	Learning Recovery Emergency Block Grant (LREBG)--used for Special education and access, including WiFi, in FY25 \$90,276.81 + ICR \$5,362.44 = balance of \$21,182.75 to carry to FY27, FY28	\$116,822	\$21,182.75	2027-28
Local	<u>Children and Youth Behavioral Health Initiative (CYBHI)</u> fund for \$50,339 for new training expenditures for future Medi-Cal billing. As a placeholder, expenses will be listed as operating expenses.	\$50,339	\$50,339	TBD

### **Revisions to Budgeted Expenditures since June Budget Approval**

An increase in funds is available for FY26 Expenditures, due to the carryover of funds from grants and from increased apportionments based on ADA. FY26 Expenditures will increase due to two new awards received after budget development closed, with \$120,339.00 in revenues and a corresponding amount for expenditures. As a placeholder, the expenses will be entered as FY26 Operating Expenses in the revised budget, although they may also be spent on personnel.

1. **Children and Youth Behavioral Health Initiative (CYBHI)** fund for \$50,339.00 for preparation for future Medi-Cal billing for Mental Wellness. The revenues are included in the FY25 budget, although expenditures will be made in FY26.
2. **Community Engagement Initiative (CEI)** Fusion has received an unrestricted award for two years to support a collaborative community engagement team. The \$70,000.00 fund will be designated in the budget as FY26 Operating Expenses; however, the team will determine expenditures and report annually.

For the June budget provided to TUSD, FY26 Revenues were projected at \$2,865,372.98 and FY26 Expenditures at \$2,644,692.02, with a balance of \$220,680.96. The additional \$120,339.00 in grant obligations brings the total **FY26 Expenditures to \$2,765,031.02**, with a small increase from **FY26 Revenues of \$60,597.02**, and the completion of multiple grant funds.

### **Overhead to Be Paid to Aspiranet**

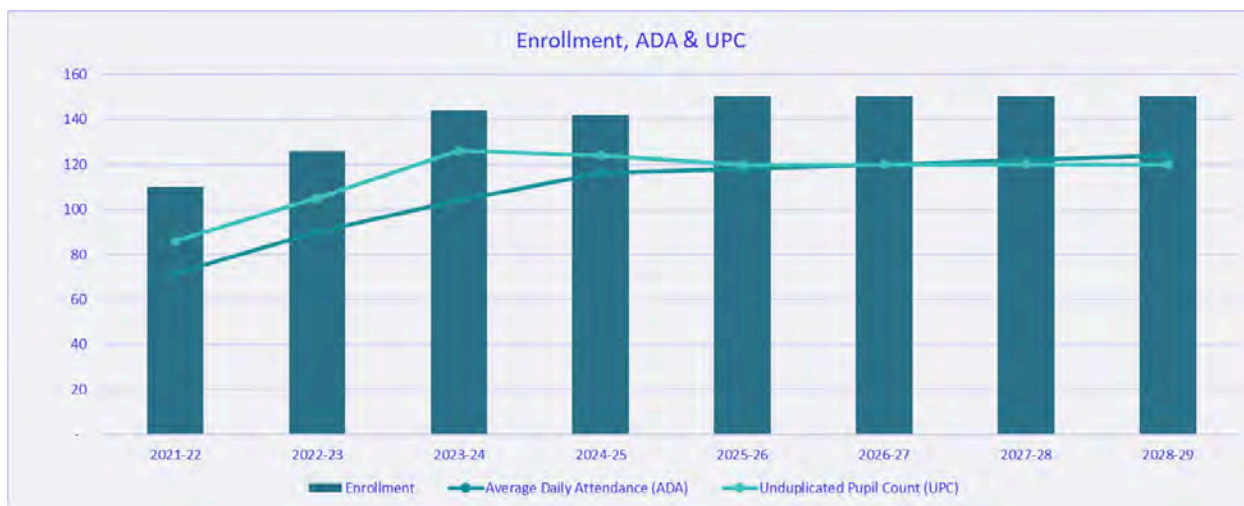
For the first time, Fusion's budget includes **6.95% of Revenues** to be paid to Aspiranet. The table below shows the calculation of both this overhead and the 5% Reserve required by TUSD as reported in the **Unaudited Actuals for 2025**.

<b>Calculation of Fiscal Year Ending Balances</b>	<b>FY25</b>	<b>FY26</b>
Revenues from LCFF Sources (including prior year)	1,891,639.00	1,889,719.00
Total Revenues (LCFF, Federal, State and Local)	2,506,389.12	2,825,628.04
Less Total Expenditures	(1,973,842.45)	(2,765,031.02)
Excess (Deficiency) of Revenues over Expenditures	532,546.67	60,597.02
Less Agency Overhead of 6.95% of Revenues	(174,194.04)	(196,381.15)
Net Increase (Decrease) in Fund Balance	358,352.63	(135,784.13)
Plus Beginning Fund Balance (Prior Year Ending Fund)	426,115.00	784,467.63
Ending Fund Balance (Also Beginning Fund for Next Year)	<b>784,467.63</b>	<b>648,683.50</b>
5% of LCFF Sources Reserved for Economic Uncertainties	(94,581.95)	94,485.95
Undesignated Amount	689,885.68	541,740.60



### **Funding Forecast for FY 2025-2026 and Beyond**

Fusion has experienced a period of rapid increase in ADA with a 63.78% increase in student attendance in the past three years, from a low Spring 2022 P2 ADA of 71.93 to a high Spring 2025 P2 ADA of 117.81. The one-year increase from 2024 to 2025 was 13.09%; a similar rate of growth during FY26 would result in a Spring 2026 P2 ADA of 133.23.



For the FY26 budget adopted in June 2025, Fusion projected a three-year period with flat enrollment, represented in the graph above with a predicted Census Day enrollment of 150.

### **LCFF Sources Multiyear Projection with Enrollment of 150 Students (Revised 8/14/25)**

	2024-25	Increase	2025-26	Increase	2026-27	Increase	2027-28
ADA (Projected)	117.81		118		120		122
State Aid	\$1,535,807	\$40,774	\$1,576,581	\$79,023	\$1,655,604	\$91,032	\$1,746,636
EPA \$200 per ADA	\$23,562		\$23,600		\$24,000		\$24,400
In Lieu from TUSD	\$289,538	TBD	\$289,538	TBD	\$289,538	TBD	\$289,538
<b>Total LCFF</b>	<b>\$1,848,907</b>	<b>\$40,774</b>	<b>\$1,889,719</b>	<b>\$79,023</b>	<b>\$1,969,142</b>	<b>\$91,032</b>	<b>\$2,060,574</b>

While the conservative approach assumes a leveling off in future enrollment, the beginning count for August 12, 2025 is a record. On the first Wednesday in October, the Unduplicated Pupil Percentage (UPP) will be determined, based on numbers of students who are low-income, English Learners and/or foster youth. The UPP is used by the CDE when allocating extra LCFF funds to low-income schools such as Fusion. We anticipate revising the budget upward mid-year.

*—Submitted by Susan Nisan, Educational Consultant and Former Fusion Charter Principal  
August 12, 2025; Revised August 14, 2025 due to new information from TUSD*



# **Fusion Financial Reports**

**Aspiranet      Agency Consolidated Revenue & Expense, MTD w/Budget Variance -      June 30, 2025**  
**Fusion**

	M-T-D Actual	M-T-D Budget	Variance
<b>REVENUES</b>			
Foster Care Revenues	0.00	0.00	0.00
IHS Revenues	0.00	0.00	0.00
Mental Health Grant Revenues	0.00	0.00	0.00
Afterschool Revenues	0.00	0.00	0.00
Family and Community	0.00	0.00	0.00
Adoption Revenues	0.00	0.00	0.00
Transitional Revenues	0.00	0.00	0.00
School Program Revenues	0.00	0.00	0.00
Group Home Revenues	0.00	0.00	0.00
Mental Health & Counseling Revenues	0.00	0.00	0.00
Charter Revenues	661,165.95	170,846.48	490,319.47
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	0.00	1.41	(1.41)
Miscellaneous Income	0.00	0.00	0.00
<b>Total Revenues</b>	<b>661,165.95</b>	<b>170,847.89</b>	<b>490,318.06</b>
<b>EXPENSES</b>			
<b>Personnel</b>			
Salaries & Wages			
Administrative Support	5,054.15	5,359.00	304.85
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	8,377.03	6,124.00	(2,253.03)
Educational Workers	92,529.62	91,720.43	(809.19)
Mental Health Workers	0.00	0.00	0.00
Other Earnings	500.00	0.00	(500.00)
<b>Total Salaries &amp; Wages</b>	<b>106,460.80</b>	<b>103,203.43</b>	<b>(3,257.37)</b>
Employee Taxes & Benefits	26,875.42	24,450.86	(2,424.56)
<b>Total Personnel</b>	<b>133,336.22</b>	<b>127,654.29</b>	<b>(5,681.93)</b>
Operating Costs			
HR/Employee Costs	1,958.06	1,000.00	(958.06)
Contract Services	2,462.00	900.00	(1,562.00)
Administrative Support			
Occupancy	17,080.75	18,036.33	955.58
Insurance	0.00	0.00	0.00
Utilities & Telephone	5,415.72	2,650.00	(2,765.72)
Professional Services	0.00	165.00	165.00
Supplies and Office Expense	1,113.14	1,575.00	461.86
Equipment Costs	5,720.85	1,450.00	(4,270.85)
Travel & Employee Related	7,612.91	700.00	(6,912.91)
Taxes, Licenses, Fees	12,172.76	1,597.00	(10,575.76)
Miscellaneous	312.50	50.00	(262.50)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	2,814.95	535.00	(2,279.95)
Youth Expenses	122.69	385.00	262.31
<b>Total Operating Costs</b>	<b>56,786.33</b>	<b>29,043.33</b>	<b>(27,743.00)</b>
<b>Total Direct Expenses</b>	<b>190,122.55</b>	<b>156,697.62</b>	<b>(33,424.93)</b>
<b>Direct Surplus/(Loss)</b>	<b>471,043.40</b>	<b>14,150.27</b>	<b>456,893.13</b>
Non-Operating Expense	(10,279.95)	0.00	10,279.95
<b>Revenue Over (Under) Expenses Before Allocations</b>	<b>481,323.35</b>	<b>14,150.27</b>	<b>467,173.08</b>
Total HQ Indirect Allocation	0.00	0.00	0.00
<b>Excess Revenue Over (Under) Expenses</b>	<b>481,323.35</b>	<b>14,150.27</b>	<b>467,173.08</b>
<b>Net Revenue Over (Under) Expenses</b>	<b>481,323.35</b>	<b>14,150.27</b>	<b>467,173.08</b>

Aspiranet

Agency Consolidated Revenue & Expense, MTD W/LY MTD Variance -  
Fusion

June 30, 2025

	M-T-D Actual	M-T-D LY MTD	Variance
<b>REVENUES</b>			
Foster Care Revenues	0.00	0.00	0.00
IHS Revenues	0.00	0.00	0.00
Mental Health Grant Revenues	0.00	0.00	0.00
Afterschool Revenues	0.00	0.00	0.00
Family and Community	0.00	0.00	0.00
Adoption Revenues	0.00	0.00	0.00
Transitional Revenues	0.00	0.00	0.00
School Program Revenues	0.00	0.00	0.00
Group Home Revenues	0.00	0.00	0.00
Mental Health & Counseling Revenues	0.00	0.00	0.00
Charter Revenues	661,165.95	438,306.63	222,859.32
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	0.00	0.00	0.00
Miscellaneous Income	0.00	0.00	0.00
<b>Total Revenues</b>	<b>661,165.95</b>	<b>438,306.63</b>	<b>222,859.32</b>
<b>EXPENSES</b>			
<b>Personnel</b>			
Salaries & Wages			
Administrative Support	5,054.15	2,766.97	(2,287.18)
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	8,377.03	2,152.26	(6,224.77)
Educational Workers	92,529.62	98,679.92	6,150.30
Mental Health Workers	0.00	0.00	0.00
Other Earnings	500.00	0.00	(500.00)
<b>Total Salaries &amp; Wages</b>	<b>106,460.80</b>	<b>103,599.15</b>	<b>(2,861.65)</b>
Employee Taxes & Benefits	26,875.42	16,297.18	(10,578.24)
<b>Total Personnel</b>	<b>133,336.22</b>	<b>119,896.33</b>	<b>(13,439.89)</b>
Operating Costs			
HR/Employee Costs	1,958.06	711.75	(1,246.31)
Contract Services	2,462.00	14,309.06	11,847.06
Administrative Support			
Occupancy	17,080.75	17,608.86	528.11
Insurance	0.00	0.00	0.00
Utilities & Telephone	5,415.72	3,514.59	(1,901.13)
Professional Services	0.00	0.00	0.00
Supplies and Office Expense	1,113.14	1,242.40	129.26
Equipment Costs	5,720.85	777.60	(4,943.25)
Travel & Employee Related	7,612.91	12,292.52	4,679.61
Taxes, Licenses, Fees	12,172.76	2,732.00	(9,440.76)
Miscellaneous	312.50	(144.46)	(456.96)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	2,814.95	850.91	(1,964.04)
Youth Expenses	122.69	845.53	722.84
<b>Total Operating Costs</b>	<b>56,786.33</b>	<b>54,740.76</b>	<b>(2,045.57)</b>
<b>Total Direct Expenses</b>	<b>190,122.55</b>	<b>174,637.09</b>	<b>(15,485.46)</b>
<b>Direct Surplus/(Loss)</b>	<b>471,043.40</b>	<b>263,669.54</b>	<b>207,373.86</b>
Non-Operating Expense	(10,279.95)	(774.99)	9,504.96
<b>Revenue Over (Under) Expenses Before Allocations</b>	<b>481,323.35</b>	<b>264,444.53</b>	<b>216,878.82</b>
Total HQ Indirect Allocation	0.00	0.00	0.00
<b>Excess Revenue Over (Under) Expenses</b>	<b>481,323.35</b>	<b>264,444.53</b>	<b>216,878.82</b>
<b>Net Revenue Over (Under) Expenses</b>	<b>481,323.35</b>	<b>264,444.53</b>	<b>216,878.82</b>

Aspiranet

## Agency Consolidated Revenue &amp; Expense, YTD w/Budget Variance - Fusion June 30, 2025

	Y-T-D Actual	Y-T-D Budget	Variance
<b>REVENUES</b>			
Foster Care Revenues	0.00	0.00	0.00
IHS Revenues	0.00	0.00	0.00
Mental Health Grant Revenues	0.00	0.00	0.00
Afterschool Revenues	0.00	0.00	0.00
Family and Community	0.00	0.00	0.00
Adoption Revenues	0.00	0.00	0.00
Transitional Revenues	0.00	0.00	0.00
School Program Revenues	0.00	0.00	0.00
Group Home Revenues	0.00	0.00	0.00
Mental Health & Counseling Revenues	0.00	0.00	0.00
Charter Revenues	2,478,191.09	2,180,074.91	298,116.18
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	4,885.66	16.94	4,868.72
Miscellaneous Income	0.00	0.00	0.00
<b>Total Revenues</b>	<b>2,483,076.75</b>	<b>2,180,091.85</b>	<b>302,984.90</b>
<b>EXPENSES</b>			
<b>Personnel</b>			
Salaries & Wages			
Administrative Support	46,782.49	93,610.10	46,827.61
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	101,804.95	78,312.00	(23,492.95)
Educational Workers	1,049,904.35	1,099,694.19	49,789.84
Mental Health Workers	0.00	0.00	0.00
Other Earnings	2,000.00	37,679.66	35,679.66
<b>Total Salaries &amp; Wages</b>	<b>1,200,491.79</b>	<b>1,309,295.95</b>	<b>108,804.16</b>
Employee Taxes & Benefits	171,468.80	305,051.32	133,582.52
<b>Total Personnel</b>	<b>1,371,960.59</b>	<b>1,614,347.27</b>	<b>242,386.68</b>
Operating Costs			
HR/Employee Costs	12,172.00	11,800.00	(372.00)
Contract Services	77,958.98	23,800.00	(54,158.98)
Administrative Support			
Occupancy	206,680.49	216,435.96	9,755.47
Insurance	41,059.81	0.00	(41,059.81)
Utilities & Telephone	34,498.16	31,800.00	(2,698.16)
Professional Services	3,401.66	7,198.54	3,796.88
Supplies and Office Expense	45,732.63	18,900.00	(26,832.63)
Equipment Costs	38,873.82	69,165.00	30,291.18
Travel & Employee Related	33,855.98	22,300.00	(11,555.98)
Taxes, Licenses, Fees	27,450.72	19,164.00	(8,286.72)
Miscellaneous	2,384.11	600.00	(1,784.11)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	31,509.58	27,420.00	(4,089.58)
Youth Expenses	63,854.15	32,216.00	(31,638.15)
<b>Total Operating Costs</b>	<b>619,432.09</b>	<b>480,799.50</b>	<b>(138,632.59)</b>
<b>Total Direct Expenses</b>	<b>1,991,392.68</b>	<b>2,095,146.77</b>	<b>103,754.09</b>
<b>Direct Surplus/(Loss)</b>	<b>491,684.07</b>	<b>84,945.08</b>	<b>406,738.99</b>
Non-Operating Expense	(9,116.55)	0.00	9,116.55
<b>Revenue Over (Under) Expenses Before Allocations</b>	<b>500,800.62</b>	<b>84,945.08</b>	<b>415,855.54</b>
Total HQ Indirect Allocation	0.00	0.00	0.00
<b>Excess Revenue Over (Under) Expenses</b>	<b>500,800.62</b>	<b>84,945.08</b>	<b>415,855.54</b>
<b>Net Revenue Over (Under) Expenses</b>	<b>500,800.62</b>	<b>84,945.08</b>	<b>415,855.54</b>

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Agency Consolidated Revenue &amp; Expense,YTD w/LYTD Variance - Fusion

June 30, 2025

	Y-T-D Actual	Y-T-D LYTD	Variance
<b>REVENUES</b>			
Foster Care Revenues	0.00	0.00	0.00
IHS Revenues	0.00	0.00	0.00
Mental Health Grant Revenues	0.00	0.00	0.00
Afterschool Revenues	0.00	0.00	0.00
Family and Community	0.00	0.00	0.00
Adoption Revenues	0.00	0.00	0.00
Transitional Revenues	0.00	0.00	0.00
School Program Revenues	0.00	0.00	0.00
Group Home Revenues	0.00	0.00	0.00
Mental Health & Counseling Revenues	0.00	0.00	0.00
Charter Revenues	2,478,191.09	2,263,210.44	214,980.65
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	4,885.66	11.30	4,874.36
Miscellaneous Income	0.00	0.00	0.00
<b>Total Revenues</b>	<b>2,483,076.75</b>	<b>2,263,221.74</b>	<b>219,855.01</b>
<b>EXPENSES</b>			
<b>Personnel</b>			
Salaries & Wages			
Administrative Support	46,782.49	40,691.62	(6,090.87)
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	101,804.95	28,151.13	(73,653.82)
Educational Workers	1,049,904.35	1,053,853.80	3,949.45
Mental Health Workers	0.00	0.00	0.00
Other Earnings	2,000.00	0.00	(2,000.00)
<b>Total Salaries &amp; Wages</b>	<b>1,200,491.79</b>	<b>1,122,696.55</b>	<b>(77,795.24)</b>
Employee Taxes & Benefits	171,468.80	168,335.49	(3,133.31)
<b>Total Personnel</b>	<b>1,371,960.59</b>	<b>1,291,032.04</b>	<b>(80,928.55)</b>
Operating Costs			
HR/Employee Costs	12,172.00	8,029.51	(4,142.49)
Contract Services	77,958.98	101,514.93	23,555.95
Administrative Support			
Occupancy	206,680.49	213,329.48	6,648.99
Insurance	41,059.81	0.00	(41,059.81)
Utilities & Telephone	34,498.16	38,509.49	4,011.33
Professional Services	3,401.66	18,333.25	14,931.59
Supplies and Office Expense	45,732.63	16,871.96	(28,860.67)
Equipment Costs	38,873.82	47,034.78	8,160.96
Travel & Employee Related	33,855.98	55,835.27	21,979.29
Taxes, Licenses, Fees	27,450.72	23,122.64	(4,328.08)
Miscellaneous	2,384.11	4.00	(2,380.11)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	31,509.58	36,689.54	5,179.96
Youth Expenses	63,854.15	17,563.64	(46,290.51)
<b>Total Operating Costs</b>	<b>619,432.09</b>	<b>576,838.49</b>	<b>(42,593.60)</b>
<b>Total Direct Expenses</b>	<b>1,991,392.68</b>	<b>1,867,870.53</b>	<b>(123,522.15)</b>
<b>Direct Surplus/(Loss)</b>	<b>491,684.07</b>	<b>395,351.21</b>	<b>96,332.86</b>
Non-Operating Expense	(9,116.55)	136.01	9,252.56
<b>Revenue Over (Under) Expenses Before Allocations</b>	<b>500,800.62</b>	<b>395,215.20</b>	<b>105,585.42</b>
Total HQ Indirect Allocation	0.00	(4,887.96)	(4,887.96)
<b>Excess Revenue Over (Under) Expenses</b>	<b>500,800.62</b>	<b>400,103.16</b>	<b>100,697.46</b>
<b>Net Revenue Over (Under) Expenses</b>	<b>500,800.62</b>	<b>400,103.16</b>	<b>100,697.46</b>

## Aspiranet

## Consolidated Statement of Financial Position Comparison Previous Month - Fusion -

As of 6/30/2025

	Current Year 6/30/2025	Previous Month 5/31/2025	Change in SOFP
<b>Assets</b>			
Current Assets			
Cash	870,884.27	937,668.99	(66,784.72)
Accounts receivable	474,075.72	(2,171.27)	476,246.99
AR Reserve for Doubtful Account	0.00	0.00	0.00
Accrued Revenue	0.00	0.00	0.00
Inventory	0.00	0.00	0.00
Prepaid expenses	0.00	(774.99)	774.99
Total Current Assets	1,344,959.99	934,722.73	410,237.26
Property and equipment, net	48,589.79	50,387.54	(1,797.75)
Investments	0.00	0.00	0.00
Due from Affiliate (Fusion)	0.00	0.00	0.00
Other assets	0.00	0.00	0.00
<b>Total Assets</b>	<b>1,393,549.78</b>	<b>985,110.27</b>	<b>408,439.51</b>
<b>Liabilities and Net Assets</b>			
<b>Liabilities</b>			
Current Liabilities			
Accounts payable, trade	2,882.29	12,079.30	9,197.01
Accounts payable, certified homes	0.00	0.00	0.00
Overpayments refundable to counties	0.00	0.00	0.00
Fusion Reserve	0.00	0.00	0.00
Accrued payroll and payroll taxes	55,918.39	53,771.81	(2,146.58)
Accrued vacation	12,214.92	11,946.73	(268.19)
Other accrued expenses	27,143.93	79,106.01	51,962.08
Reserve for Shared Program Costs	0.00	0.00	0.00
Short term portion of long term debt	0.00	0.00	0.00
Total Current Liabilities	98,159.53	156,903.85	58,744.32
Long Term Debt			
Due to Aspiranet	350,535.86	370,535.86	20,000.00
Other long term debt	0.00	0.00	0.00
Total Long Term Debt	350,535.86	370,535.86	20,000.00
<b>Total Liabilities</b>	<b>448,695.39</b>	<b>527,439.71</b>	<b>78,744.32</b>
<b>Net Assets</b>			
Net Assets: Balances			
Temporarily Restricted Retained Earnings - Fusion	426,115.13	426,115.13	0.00
Total Net Assets: Balances	426,115.13	426,115.13	0.00
Year-to-date change in net assets			
Restricted net assets - Fusion	512,888.30	131,089.74	(381,798.56)
Total Year-to-date change in net assets	512,888.30	131,089.74	(381,798.56)
<b>Total Net Assets</b>	<b>939,003.43</b>	<b>557,204.87</b>	<b>(381,798.56)</b>
<b>Total Liabilities and Net Assets</b>	<b>1,387,698.82</b>	<b>1,084,644.58</b>	<b>(303,054.24)</b>

## Aspiranet

## Consolidated Statement of Financial Position Comparison Previous Year - Fusion - REVISED Dec 2017

As of 6/30/2025

	Current Year 6/30/2025	Previous Year 6/30/2024	Change in SOPF
<b>Assets</b>			
Current Assets			
Cash	870,884.27	698,423.42	172,460.85
Accounts receivable	474,075.72	246,057.98	228,017.74
AR Reserve for Doubtful Account	0.00	0.00	0.00
Accrued Revenue	0.00	0.00	0.00
Inventory	0.00	0.00	0.00
Prepaid expenses	0.00	0.00	0.00
Total Current Assets	1,344,959.99	944,481.40	400,478.59
Property and equipment, net	48,589.79	12,269.57	36,320.22
Investments	0.00	0.00	0.00
Due from Affiliate (Fusion)	0.00	0.00	0.00
Other assets	0.00	0.00	0.00
<b>Total Assets</b>	<b>1,393,549.78</b>	<b>956,750.97</b>	<b>436,798.81</b>
<b>Liabilities and Net Assets</b>			
<b>Liabilities</b>			
Current Liabilities			
Accounts payable, trade	2,882.29	18,340.52	15,458.23
Accounts payable, certified homes	0.00	0.00	0.00
Overpayments refundable to counties	0.00	0.00	0.00
Fusion Reserve	0.00	0.00	0.00
Accrued payroll and payroll taxes	55,918.39	88,153.78	32,235.39
Accrued vacation	12,214.92	9,831.36	(2,383.56)
Other accrued expenses	27,143.93	43,774.32	16,630.39
Reserve for Shared Program Costs	0.00	0.00	0.00
Short term portion of long term debt	0.00	0.00	0.00
Total Current Liabilities	98,159.53	160,099.98	61,940.45
Long Term Debt			
Due to Aspiranet	350,535.86	370,535.86	20,000.00
Other long term debt	0.00	0.00	0.00
Total Long Term Debt	350,535.86	370,535.86	20,000.00
<b>Total Liabilities</b>	<b>448,695.39</b>	<b>530,635.84</b>	<b>81,940.45</b>
<b>Net Assets</b>			
Net Assets: Balances			
Temporarily Restricted Retained Earnings - Fusion	426,115.13	26,011.97	(400,103.16)
Total Net Assets: Balances	426,115.13	26,011.97	(400,103.16)
Year-to-date change in net assets			
Restricted net assets - Fusion	512,888.30	506,747.78	(6,140.52)
Total Year-to-date change in net assets	512,888.30	506,747.78	(6,140.52)
<b>Total Net Assets</b>	<b>939,003.43</b>	<b>532,759.75</b>	<b>(406,243.68)</b>
<b>Total Liabilities and Net Assets</b>	<b>1,387,698.82</b>	<b>1,063,395.59</b>	<b>(324,303.23)</b>

# Aspiranet

## Fusion Financials

### Running 12 months Consolidated Revenue & Expense by Class - Fusion

June 30, 2025

	Budget All 7/31/2024	Budget All 8/31/2024	Budget All 9/30/2024	Budget All 10/31/2024	Budget All 11/30/2024	Budget All 12/31/2024	Budget All 1/31/2025	Budget All 2/28/2025	Budget All 3/31/2025	Budget All 4/30/2025	Budget All 5/31/2025	Budget All 6/30/2025	Forecast
<b>REVENUES</b>													
Foster Care Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IHS Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mental Health Grant Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Afterschool Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family and Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Adoption Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transitional Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School Program Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Group Home Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mental Health & Counseling Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Charter Revenues	132,236.54	124,356.50	169,779.28	300,332.25	178,950.14	156,893.31	211,047.65	167,217.28	173,046.68	220,834.12	174,534.68	170,846.48	2,180,074.91
Interest Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Donations	11.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.41	1.41	1.41	1.41	16.94
Miscellaneous Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Revenues</b>	<b>132,247.84</b>	<b>124,356.50</b>	<b>169,779.28</b>	<b>300,332.25</b>	<b>178,950.14</b>	<b>156,893.31</b>	<b>211,047.65</b>	<b>167,217.28</b>	<b>173,048.09</b>	<b>220,835.53</b>	<b>174,536.09</b>	<b>170,847.89</b>	<b>2,180,091.85</b>
<b>EXPENSES</b>													
<b>Personnel</b>													
<b>Salaries &amp; Wages</b>													
Administrative Support	10,972.22	11,271.72	11,252.22	11,271.72	5,338.50	5,338.50	5,368.50	11,231.72	5,378.50	5,338.50	5,489.00	5,359.00	93,610.10
Program services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Child Care Workers	344.00	7,100.00	7,320.00	7,530.00	6,712.00	6,712.00	7,530.00	6,790.00	7,530.00	7,310.00	7,310.00	6,124.00	78,312.00
Educational Workers	78,719.23	92,389.99	93,188.73	93,169.71	91,508.44	91,400.44	93,301.96	93,580.43	93,949.69	93,276.43	93,488.71	91,720.43	1,099,694.19
Mental Health Workers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Earnings	7,893.22	7,893.22	7,893.22	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	0.00	0.00	37,679.66
<b>Total Salaries &amp; Wages</b>	<b>97,928.67</b>	<b>118,654.93</b>	<b>119,654.17</b>	<b>113,971.43</b>	<b>105,558.94</b>	<b>105,450.94</b>	<b>108,200.46</b>	<b>113,602.15</b>	<b>108,858.19</b>	<b>107,924.93</b>	<b>106,287.71</b>	<b>103,203.43</b>	<b>1,309,295.95</b>
Employee Taxes & Benefits	22,911.20	27,351.68	27,757.52	26,511.10	24,933.14	24,919.79	25,238.06	26,200.56	25,030.04	24,931.67	24,815.70	24,450.86	305,051.32
<b>Total Personnel</b>	<b>120,839.87</b>	<b>146,006.61</b>	<b>147,411.69</b>	<b>140,482.53</b>	<b>130,492.08</b>	<b>130,370.73</b>	<b>133,438.52</b>	<b>139,802.71</b>	<b>133,888.23</b>	<b>132,856.60</b>	<b>131,103.41</b>	<b>127,654.29</b>	<b>1,614,347.27</b>
<b>Operating Costs</b>													
HR/Employee Costs	900.00	1,000.00	1,000.00	1,000.00	1,000.00	900.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	11,800.00
Contract Services	1,900.00	2,900.00	2,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	900.00	23,800.00
Administrative Support													
Occupancy	18,036.33	18,036.33	18,036.33	18,036.33	18,036.33	18,036.33	18,036.33	18,036.33	18,036.33	18,036.33	18,036.33	18,036.33	216,435.96
Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Utilities & Telephone	2,650.00	2,650.00	2,650.00	2,650.00	2,650.00	2,650.00	2,650.00	2,650.00	2,650.00	2,650.00	2,650.00	2,650.00	31,800.00
Professional Services	165.00	165.00	165.00	165.00	165.00	5,383.54	165.00	165.00	165.00	165.00	165.00	165.00	7,198.54
Supplies and Office Expense	1,575.00	1,575.00	1,575.00	1,575.00	1,575.00	1,575.00	1,575.00	1,575.00	1,575.00	1,575.00	1,575.00	1,575.00	18,900.00
Equipment Costs	1,450.00	1,450.00	1,850.00	1,450.00	1,450.00	50,315.00	1,950.00	1,950.00	1,950.00	1,950.00	1,950.00	1,450.00	69,165.00
Travel & Employee Related	400.00	7,600.00	8,400.00	900.00	700.00	100.00	900.00	700.00	1,000.00	700.00	200.00	700.00	22,300.00
Taxes, Licenses, Fees	1,597.00	1,597.00	1,597.00	1,597.00	1,597.00	1,597.00	1,597.00	1,597.00	1,597.00	1,597.00	1,597.00	1,597.00	19,164.00
Miscellaneous	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	600.00
Child Related costs													
Direct Child support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Child Support	535.00	2,335.00	2,635.00	2,835.00	2,635.00	2,835.00	2,335.00	2,735.00	2,835.00	2,835.00	2,335.00	535.00	27,420.00
Youth Expenses	26,281.00	585.00	385.00	385.00	385.00	385.00	385.00	385.00	885.00	835.00	935.00	385.00	32,216.00
<b>Total Operating Costs</b>	<b>55,539.33</b>	<b>39,943.33</b>	<b>41,243.33</b>	<b>32,543.33</b>	<b>32,143.33</b>	<b>85,726.87</b>	<b>32,543.33</b>	<b>32,743.33</b>	<b>33,643.33</b>	<b>33,293.33</b>	<b>32,393.33</b>	<b>29,043.33</b>	<b>480,799.50</b>
<b>Total Direct Expenses</b>	<b>176,379.20</b>	<b>185,949.94</b>	<b>188,655.02</b>	<b>173,025.86</b>	<b>162,635.41</b>	<b>216,097.60</b>	<b>165,981.85</b>	<b>172,546.04</b>	<b>167,531.56</b>	<b>166,149.93</b>	<b>163,496.74</b>	<b>156,697.62</b>	<b>2,095,146.77</b>
<b>Direct Surplus/(Loss)</b>	<b>(44,131.36)</b>	<b>(61,593.44)</b>	<b>(18,875.74)</b>	<b>127,306.39</b>	<b>16,314.73</b>	<b>(59,204.29)</b>	<b>45,065.80</b>	<b>(5,328.76)</b>	<b>5,516.53</b>	<b>54,685.60</b>	<b>11,039.35</b>	<b>14,150.27</b>	<b>84,945.08</b>
Non-Operating Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Revenue Over (Under)</b>	<b>(44,131.36)</b>	<b>(61,593.44)</b>	<b>(18,875.74)</b>	<b>127,306.39</b>	<b>16,314.73</b>	<b>(59,204.29)</b>	<b>45,065.80</b>	<b>(5,328.76)</b>	<b>5,516.53</b>	<b>54,685.60</b>	<b>11,039.35</b>	<b>14,150.27</b>	<b>84,945.08</b>
<b>Expenses Before Allocations</b>													
Total HQ Indirect Allocation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Excess Revenue Over (Under)</b>	<b>(44,131.36)</b>	<b>(61,593.44)</b>	<b>(18,875.74)</b>	<b>127,306.39</b>	<b>16,314.73</b>	<b>(59,204.29)</b>	<b>45,065.80</b>	<b>(5,328.76)</b>	<b>5,516.53</b>	<b>54,685.60</b>	<b>11,039.35</b>	<b>14,150.27</b>	<b>84,945.08</b>
<b>Expenses</b>													
<b>Net Revenue Over (Under)</b>	<b>(44,131.36)</b>	<b>(61,593.44)</b>	<b>(18,875.74)</b>	<b>127,306.39</b>	<b>16,314.73</b>	<b>(59,204.29)</b>	<b>45,065.80</b>	<b>(5,328.76)</b>	<b>5,516.53</b>	<b>54,685.60</b>	<b>11,039.35</b>	<b>14,150.27</b>	<b>84,945.08</b>
<b>Expenses</b>													



## ASPIRAnet

## Agency Revenue/Expense MTD-YTD Actual and Budget Detail - Fusion

As of June 30, 2025

## Financial Report

	MTD Actual	MTD Budget	Variance	YTD Actual June 30, 2025	YTD Budget June 30, 2025	Variance
<b>Revenue</b>						
4637 State Unrestricted Funding (Fusion)	390,060.59	140,630.95	249,429.64	1,912,092.33	1,624,206.33	287,886.00
4641 State Restricted Funding (Fusion)	51,800.42	8,027.13	43,773.29	255,003.49	225,365.54	29,637.95
4664 Federal Restricted Funding (Fusion)	168,292.00	21,941.34	146,350.66	264,598.00	327,538.32	(62,940.32)
4674 Supplemental Special Secondary Prev Year	0.00	0.00	0.00	(7,593.21)	0.00	(7,593.21)
4687 All other revenue	51,012.94	247.06	50,765.88	54,090.48	2,964.72	51,125.76
4801 Unrestricted Donations	0.00	0.00	0.00	3,975.00	0.00	3,975.00
4802 Restricted Donations	0.00	1.41	(1.41)	910.66	16.94	893.72
<b>Total Revenue</b>	<b>661,165.95</b>	<b>170,847.89</b>	<b>490,318.06</b>	<b>2,483,076.75</b>	<b>2,180,091.85</b>	<b>302,984.90</b>
<b>Direct Expense</b>						
<b>Personnel</b>						
<b>Salaries &amp; Wages</b>						
5031 Admin Assist/Secretary	4,012.97	3,349.00	(663.97)	41,429.38	40,144.00	(1,285.38)
5032 Executive Assistant Exempt	0.00	0.00	0.00	2,353.26	29,466.10	27,112.84
5042 Maintenance Worker	1,041.18	2,010.00	968.82	2,999.85	24,000.00	21,000.15
5321 Child Care Workers	(511.20)	0.00	511.20	1,026.40	0.00	(1,026.40)
5322 Instructor	0.00	3,310.00	3,310.00	0.00	39,000.00	39,000.00
5328 Mentors/Tutors	8,888.23	2,814.00	(6,074.23)	100,778.55	39,312.00	(61,466.55)
5404 Teachers Aides	2,518.46	2,420.00	(98.46)	37,950.89	49,184.00	11,233.11
5410 School Counselor	0.00	0.00	0.00	7,317.76	0.00	(7,317.76)
5432 Teachers - Charter	57,012.73	51,624.02	(5,388.71)	588,131.95	608,119.13	19,987.18
5433 Teachers Substitute - Charter	0.00	960.00	960.00	0.00	13,199.98	13,199.98
5436 Principal - Charter	11,700.00	11,438.05	(261.95)	141,600.01	137,256.60	(4,343.41)
5437 School Counselor - Charter	9,210.00	6,586.54	(2,623.46)	86,020.01	79,038.48	(6,981.53)
5451 Instructional Aide - Charter	(3,706.40)	6,492.00	10,198.40	31,343.27	63,136.00	31,792.73
5455 Campus Supervisor - Charter	0.00	4,506.58	4,506.58	0.00	54,080.00	54,080.00
5456 Behavior Interventionist - Charter	2,360.00	0.00	(2,360.00)	55,618.06	0.00	(55,618.06)
5457 Personal Learning Plan Coordinator - Charter	2,414.77	2,840.00	425.23	26,266.33	37,440.00	11,173.67
5458 Administrative - Charter	5,159.58	4,853.24	(306.34)	61,020.55	58,240.00	(2,780.55)
5591 Budgeted Bonus	500.00	0.00	(500.00)	2,000.00	37,679.66	35,679.66
<b>Total Salaries &amp; Wages</b>	<b>100,600.32</b>	<b>103,203.43</b>	<b>2,603.11</b>	<b>1,185,856.27</b>	<b>1,309,295.95</b>	<b>123,439.68</b>
<b>Employee Taxes &amp; Benefits</b>						
5850 Health Insurance	7,009.62	11,817.51	4,807.89	22,093.63	146,425.49	124,331.86
5855 ER Pension plan contributions	8,102.17	1,924.11	(6,178.06)	32,094.49	24,105.74	(7,988.75)
5860 Worker's Compensation	1,453.28	2,314.44	861.16	18,008.92	28,029.31	10,020.39
5865 Unemployment Insurance	276.43	485.07	208.64	(119.83)	6,153.80	6,273.63
5870 Employer P/R Taxes @ 7.65%	9,883.62	7,895.08	(1,988.54)	98,595.22	100,161.20	1,565.98
5871 Allocated Fringe Benefits	268.19	(167.65)	(435.84)	2,383.56	(2,011.82)	(4,395.38)
5874 Employee Paid Benefits	(117.89)	182.30	300.19	(1,587.19)	2,187.60	3,774.79
<b>Total Employee Taxes &amp; Benefits</b>	<b>26,875.42</b>	<b>24,450.86</b>	<b>(2,424.56)</b>	<b>171,468.80</b>	<b>305,051.32</b>	<b>133,582.52</b>
<b>Total Personnel</b>	<b>127,475.74</b>	<b>127,654.29</b>	<b>178.55</b>	<b>1,357,325.07</b>	<b>1,614,347.27</b>	<b>257,022.20</b>
<b>Operating Costs</b>						
<b>HR/Employee Costs</b>						
5881 Employee Physical	487.00	50.00	(437.00)	1,182.00	600.00	(582.00)
5884 P/R Service	510.75	600.00	89.25	7,089.20	7,200.00	110.80

## ASPIRAnet

## Agency Revenue/Expense MTD-YTD Actual and Budget Detail - Fusion

As of June 30, 2025

## Financial Report

	MTD Actual	MTD Budget	Variance	YTD Actual June 30, 2025	YTD Budget June 30, 2025	Variance
5885 Advertising Employees	424.31	250.00	(174.31)	2,347.30	3,000.00	652.70
5887 Fingerprint Employees	536.00	100.00	(436.00)	1,553.50	1,000.00	(553.50)
<b>Total HR/Employee Costs</b>	<b>1,958.06</b>	<b>1,000.00</b>	<b>(958.06)</b>	<b>12,172.00</b>	<b>11,800.00</b>	<b>(372.00)</b>
<b>Contract Services</b>						
5911 Consultant Scholl	0.00	0.00	0.00	3,850.00	10,000.00	6,150.00
5933 Consultants-Programs	1,200.00	0.00	(1,200.00)	3,212.50	0.00	(3,212.50)
5972 Grant Consultant	0.00	0.00	0.00	39,037.50	3,000.00	(36,037.50)
5975 Special Ed services	1,262.00	900.00	(362.00)	29,658.98	10,800.00	(18,858.98)
<b>Total Contract Services</b>	<b>2,462.00</b>	<b>900.00</b>	<b>(1,562.00)</b>	<b>75,758.98</b>	<b>23,800.00</b>	<b>(51,958.98)</b>
<b>Administrative Support</b>						
6101 Office Leases	14,000.00	16,000.00	2,000.00	168,000.00	192,000.00	24,000.00
6104 Building Maintance & Supplies	495.63	100.00	(395.63)	8,189.69	1,200.00	(6,989.69)
6105 Maintenance	2,585.12	1,936.33	(648.79)	30,490.80	23,235.96	(7,254.84)
6125 Amortization Expense	124,454.37	0.00	(124,454.37)	124,454.37	0.00	(124,454.37)
6126 Rent Expense	(124,454.37)	0.00	124,454.37	(124,454.37)	0.00	124,454.37
6201 General & Liability Insurance	0.00	0.00	0.00	41,059.81	0.00	(41,059.81)
6301 Utilities	3,579.41	2,000.00	(1,579.41)	25,575.04	24,000.00	(1,575.04)
6311 Telephones-Cellular	1,635.06	350.00	(1,285.06)	6,892.84	4,200.00	(2,692.84)
6312 Communication	0.00	50.00	50.00	0.00	600.00	600.00
6313 Data/Network	201.25	250.00	48.75	2,030.28	3,000.00	969.72
6402 Accounting/Audit Services	0.00	0.00	0.00	0.00	5,218.54	5,218.54
6406 Trainer for Employees	0.00	15.00	15.00	3,300.00	180.00	(3,120.00)
6408 Contract Security	0.00	150.00	150.00	0.00	1,800.00	1,800.00
6412 Advertising	0.00	0.00	0.00	101.66	0.00	(101.66)
6510 Printing	0.00	25.00	25.00	901.60	300.00	(601.60)
6512 Postage & Freight	134.99	150.00	15.01	2,362.35	1,800.00	(562.35)
6521 Software Expenses	863.64	900.00	36.36	39,158.72	10,800.00	(28,358.72)
6523 Office Supplies	114.51	500.00	385.49	3,309.96	6,000.00	2,690.04
6601 Equip Leases/Rental	251.55	250.00	(1.55)	2,975.07	3,000.00	24.93
6602 Equipment Expense <\$5000	0.00	300.00	300.00	0.00	3,600.00	3,600.00
6604 Computer Material	3,553.75	700.00	(2,853.75)	22,656.54	8,400.00	(14,256.54)
6623 Vehicle Maintenance	0.00	100.00	100.00	253.87	1,200.00	946.13
6625 Vehicle Operation	117.80	100.00	(17.80)	2,939.02	4,200.00	1,260.98
6626 Vehicle License & Fees	0.00	0.00	0.00	55.00	400.00	345.00
6627 Depreciation - Vehicles	1,797.75	0.00	(1,797.75)	9,994.32	48,365.00	38,370.68
6701 Mileage Reimburse	1,460.24	100.00	(1,360.24)	2,797.64	1,100.00	(1,697.64)
6702 Commercial Travel	0.00	0.00	0.00	8,682.89	4,000.00	(4,682.89)
6703 Food for Meetings	365.60	100.00	(265.60)	2,082.70	1,900.00	(182.70)
6705 Educational Conferences/Meetings	5,787.07	500.00	(5,287.07)	19,189.63	7,300.00	(11,889.63)
6802 Dues	12,172.76	1,597.00	(10,575.76)	25,379.60	19,164.00	(6,215.60)
6803 Government Fees/Taxes	0.00	0.00	0.00	2,071.12	0.00	(2,071.12)
6901 Bank Charges	312.50	50.00	(262.50)	2,384.11	600.00	(1,784.11)
<b>Total Administrative Support</b>	<b>49,428.63</b>	<b>26,223.33</b>	<b>(23,205.30)</b>	<b>432,834.26</b>	<b>377,563.50</b>	<b>(55,270.76)</b>
<b>Child Related Costs</b>						
7025 Food	1,545.28	100.00	(1,445.28)	7,184.11	5,200.00	(1,984.11)
7028 Kitchen Supplies	0.00	0.00	0.00	7.99	0.00	(7.99)
7032 Program Supplies	920.50	150.00	(770.50)	4,317.16	1,800.00	(2,517.16)

**ASPIRAnet****Agency Revenue/Expense MTD-YTD Actual and Budget Detail - Fusion****As of June 30, 2025****Financial Report**

	MTD Actual	MTD Budget	Variance	YTD Actual June 30, 2025	YTD Budget June 30, 2025	Variance
7033 Food Program	(1,031.25)	0.00	1,031.25	3,854.74	2,000.00	(1,854.74)
7040 Supervised Activities	366.47	0.00	(366.47)	2,481.13	6,000.00	3,518.87
7041 Program Enrichment	0.00	35.00	35.00	4,688.08	3,420.00	(1,268.08)
7042 School Supplies	114.51	0.00	(114.51)	4,076.56	1,000.00	(3,076.56)
7043 Class Materials	485.97	250.00	(235.97)	3,345.05	6,000.00	2,654.95
7051 Commercial Transportation	413.47	0.00	(413.47)	1,554.76	2,000.00	445.24
7115 Graduation Fund	103.19	0.00	(103.19)	2,719.82	1,500.00	(1,219.82)
7901 Charter School Supplies	0.00	100.00	100.00	26.57	1,200.00	1,173.43
7903 Books and Reference	0.00	250.00	250.00	52,209.03	29,096.00	(23,113.03)
7904 Student Materials	19.50	35.00	15.50	8,898.73	420.00	(8,478.73)
<b>Total Child Related</b>	<b>2,937.64</b>	<b>920.00</b>	<b>(2,017.64)</b>	<b>95,363.73</b>	<b>59,636.00</b>	<b>(35,727.73)</b>
<b>Total Operating Costs</b>	<b>56,786.33</b>	<b>29,043.33</b>	<b>(27,743.00)</b>	<b>616,128.97</b>	<b>472,799.50</b>	<b>(143,329.47)</b>
<b>Total Direct Expense</b>	<b>184,262.07</b>	<b>156,697.62</b>	<b>(27,564.45)</b>	<b>1,973,454.04</b>	<b>2,087,146.77</b>	<b>113,692.73</b>
<b>Direct Surplus/(Deficit)</b>	<b>476,903.88</b>	<b>14,150.27</b>	<b>462,753.61</b>	<b>509,622.71</b>	<b>92,945.08</b>	<b>416,677.63</b>
<b>Non-Operating</b>						
8202 Interest Expense	0.00	0.00	0.00	1,111.00	0.00	(1,111.00)
8241 Referral Bonus	0.00	0.00	0.00	125.00	0.00	(125.00)
8251 Unallowed Expenses	(774.99)	0.00	774.99	(1,622.58)	0.00	1,622.58
8258 AP Vendor Clean-Up	(9,504.96)	0.00	9,504.96	(8,729.97)	0.00	8,729.97
<b>Total Non-operating</b>	<b>(10,279.95)</b>	<b>0.00</b>	<b>10,279.95</b>	<b>(9,116.55)</b>	<b>0.00</b>	<b>9,116.55</b>
<b>Revenue Over/(Under) Expense Before Allocations</b>	<b>487,183.83</b>	<b>14,150.27</b>	<b>473,033.56</b>	<b>518,739.26</b>	<b>92,945.08</b>	<b>425,794.18</b>
<b>Excess Revenue over/(under) Expense</b>	<b>487,183.83</b>	<b>14,150.27</b>	<b>473,033.56</b>	<b>518,739.26</b>	<b>92,945.08</b>	<b>425,794.18</b>
<b>Net Revenue Over (Under) Expense</b>	<b>487,183.83</b>	<b>14,150.27</b>	<b>473,033.56</b>	<b>518,739.26</b>	<b>92,945.08</b>	<b>425,794.18</b>

# **Annual Arts & Music Plan**

## Board Documents

August 22, 2025

### Fusion Plan for Prop 28 Arts and Music in Schools (AMS) Funds 2025-2026

GL 4641	9-9-82-712-10 10922 4	CSH (AMS Prop 28 6770/8590) Arts and Music Ongoing
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Fusion received an allocation of \$27,719 in AMS funds for 2025-26, with a carryover of \$34,425.86 from 2024-25 and 2023-2 available for up to three fiscal years.

Total Revised Budgeted Expenditures \$43,990.00 with \$18,154.86 remaining to carry forward to 2026-27.

California *Ed Code* 8820(g) states that, as a condition of receipt of funds, an LEA shall annually

- A. Certify that all AMS funds
1. will be used to provide arts ed programs;
  2. expended in the prior fiscal year were, in fact, used for those purposes;
  3. will be used for training, supplies and materials, and arts ed partnership programs
  4. received will be used to supplement funding for arts ed programs. AMS funds expended in the prior fiscal year were used to supplement arts ed programs
  5. certify that no more than 1% of AMS funds received will be used for administrative expenses and that AMS funds received in the prior fiscal year were used within that limit; Fusion will not use the 1% permitted funds for administrative costs.

B. Submit an annual board-approved report in a manner determined by the Superintendent, that shall be posted on the LEA and the CDE's internet websites and that details the type of arts education programs funded by the program, the number of full-time equivalent teachers, classified personnel, and teaching aides, the number of pupils served, and the number of school sites providing arts education programs with those funds.

With fewer than 500 students, Fusion is not required to spend 80% on arts personnel costs. Fusion will use funds to increase art and music workshops and field trips to engage students and enrich opportunities, based on student interests. Aspiranet Carenet Budget estimates will be revised for the extra funds allocated due to increasing ADA. Action plans and services will be adjusted as a result of monitoring outcomes, including student feedback.

(Narrative 2468/2500 Character Limit)

Prop 28 Arts and Music Funds, 2025-2026 – Revised due to funding increase				
New Revenue for 2025-26				(27,719.00)
Carryover from 2024-25 and 2023-24				(34,425.86)
<b>Total Funds Available</b>				<b>(62,144.86)</b>
150 students served, one site		Wage	Hours	
.3 FTE Classified staff arts/music enrichment	GL5328	\$23	600	<b>13,800.00</b>
.3 FTE Classified staff transport to events	GL5404	\$22	536	<b>11,792.00</b>
Health Benefits for Staff AMS Hours	GL5800			<b>6,398.00</b>
Food for Events	GL7025			<b>1,000.00</b>
Supervised Activities off campus	GL7040			<b>3,000.00</b>
Program Enrichment on campus	GL7041			<b>1,000.00</b>
Materials/Gas	GL7043			<b>3,000.00</b>
Commercial Transport to Events	GL7051			<b>2,000.00</b>
Educational Conferences /Staff Training	GL6705			<b>2,000.00</b>
NO ICR claimed (only 1% permitted)				
<b>Total Budgeted Expenditures</b>				<b>43,990.00</b>
<b>Total \$ Remaining to Carry Over</b>				<b>(18,154.86)</b>

Submitted by Susan Nisan, snisan@fusioncharter.org

**CDE:**  
**Consolidated**  
**Application**



**2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2024–25 Title II, Part A allocation	\$6,682
Transferred–in amount	\$625
Transferred–out amount	\$0
2024–25 Total allocation	\$7,307

**Professional Development Expenditures**

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$3,300
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$3,610

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$397
Equitable services for nonprofit private schools	\$0
Total expenditures	\$7,307
2024–25 Unspent funds	\$0

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692  
Deborah Avalos, Integrated Student Support and Programs Office, [DAvalos@cde.ca.gov](mailto:DAvalos@cde.ca.gov), 916-319-0599

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

### Homeless Liaison Contact Information

Homeless liaison first name	Mark
Homeless liaison last name	Evanoff
Homeless liaison title	School Counselor and Homeless/Foster Youth Liason
Homeless liaison email address (Format: abc@xyz.zyx)	mevanoff@fusioncharter.org
Homeless liaison telephone number (Format: 999-999-9999)	209-667-9047
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.00

### Homeless Liaison Training Information

#### \*\*\*Warning\*\*\*

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**2024–25 Homeless Education Policy, Requirements, and Implementation**

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**CDE Program Contact:**

Karina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692  
Deborah Avalos, Integrated Student Support and Programs Office, [DAvalos@cde.ca.gov](mailto:DAvalos@cde.ca.gov), 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

**Homeless Education Policy and Requirements**

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	05/15/2015
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

**Housing Questionnaire Identifying Homeless Children**

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

**Title I, Part A Homeless Expenditures**

2024–25 Title I, Part A LEA allocation	\$54,906
2024–25 Title I, Part A direct or indirect services to homeless children reservation	\$549

**\*\*\*Warning\*\*\***

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2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov) , 916-327-9692  
Deborah Avalos, Integrated Student Support and Programs Office, [DAvalos@cde.ca.gov](mailto:DAvalos@cde.ca.gov), 916-319-0599

Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$669
Homeless services provided  (Maximum 500 characters)	Van shuttle to and from school site and field trips upon parent request with priority for homeless students
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Susan Norval Nisan
Authorized Representative's Signature	
Authorized Representative's Title	Principal
Authorized Representative's Signature Date	06/27/2025

\*\*\*Warning\*\*\*

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2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**  
Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Susan Norval Nisan
Authorized Representative's Title	Principal
Authorized Representative's Signature Date	06/27/2025
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**2025–26 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	06/20/2025
Authorized Representative's Full Name	Susan Norval Nisan
Authorized Representative's Title	Principal

**\*\*\*Warning\*\*\***

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**2025–26 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

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2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**  
Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**2023–24 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2023–24 Title II, Part A allocation	\$4,817
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$4,817

**Professional Development Expenditures**

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$2,050
Retention activities	\$1,940
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$202
Equitable services for nonprofit private schools	\$0
Total expenditures	\$4,192
2023–24 Unspent funds	\$625

**\*\*\*Warning\*\*\***

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**Parent/Student  
FY25-26 Handbook**



**FUSIONCHARTER**  
► Technology ► Arts ► Sports

**Fusion Charter School  
441 W. Linwood Ave.  
Turlock, Ca 95380  
(209) 667-9047**



**2025-2026 Parent/Student  
Handbook**

# Fusion Charter Parent/Student Handbook

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**441 W. Linwood Avenue**

**Turlock, CA 95380**

**Phone (209) 667-9047**

**Fax (209) 667-9205**

**Mailing Address: PO Box 3459 Turlock, CA 95381**

Please see our website to contact individual Staff and Faculty via email.

**[www.fusioncharter.org](http://www.fusioncharter.org)**

**Administrative and Classified Staff:**

David Ashby, Principal/Circles Coordinator

Christine Frost, Assistant Principal/Teacher

Mark Evanoff, Counselor/Community School Coordinator, Homeless/Foster Youth Liaison

Crystal Zapien, Counselor

Alicia Mendes, Data Specialist/Registrar

Jose Briones, Campus Supervisor/Coach

Emilia A Beas Monroy, Administrative Assistant II

Cynthia Herrera-Sanchez, Student Support Advocate

Maria Garcia, Campus Supervisor

Fernando Hernandez, Van Driver/Teacher Aide

Mya Storey, Teacher Aide

Mary Alvernaz, Art and Math Tutor

Clara Fuentes, Math Tutor

Connor Regan, Math Tutor

Anthony Mendoza, Custodian

**Teaching Faculty:**

Room 1: Ryan Gatch, Teacher, Grades 7-11

Room 2: Gabreille Bennet, Teacher Independent Study, Grades 7-12

Room 2: Ashley Maderr, Science Teacher

Room 3: Abraham Zuniga, Resource Specialist, Comic Con and Student Council

Room 4: Marlene Ferry, Teacher, Grades 9-12

Room 5: Casey Hammond, Teacher and Counselor, Grades 10-12

Room 6: Daniel Vera, Teacher, Grades 11-12 and Agriscience Coordinator



## School Schedule and Holidays

- Student activities are based on individualized schedules Monday through Friday.
- The Fusion Office is open from 8:30 to 4:30, Monday through Thursday.
- The Fusion gate opens for students at 8:30 each day and closes at 5:00pm.
- On Fridays, the office opens at 8:30 and closes at 3:00 for staff meetings.
- The Fusion Office is closed on these holidays during the school year:

<b>September 1, 2025</b>	Labor Day
<b>October 20, 2025</b>	TUSD No School
<b>November 11, 2025</b>	Veterans Day
<b>November 24-28, 2025</b>	Thanksgiving Break
<b>December 19, 2025-January 2, 2026</b>	Winter Break
<b>January 19, 2026</b>	Martin Luther King Day
<b>February 13-17, 2026</b>	Presidents Day
<b>April 3-April 10, 2026</b>	Spring Break
<b>May 25, 2026</b>	Memorial Day

Parents (including parents/legal guardians/caregivers) are invited to the following events throughout the year and to School Site Council and Community meetings to be announced.

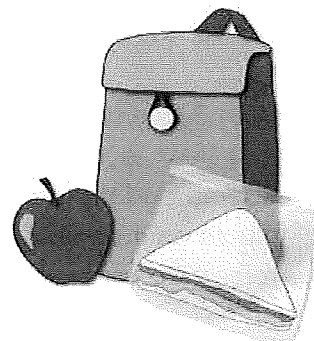
## School Events

<b>August 8, 2025</b>	Round Up (Parent and Student Signatures)
<b>August 12, 2025</b>	First Day of School/1 <sup>st</sup> Semester
<b>September 5, 2025</b>	Back to School Night/Ten Years of Fusion Charter
<b>December 19, 2025</b>	End of 1 <sup>st</sup> Semester
<b>January 5, 2026</b>	First Day of 2 <sup>nd</sup> Semester
<b>January 23, 2026</b>	Winter Graduation
<b>January 25-31, 2026</b>	National School Choice Week
<b>May 4-8, 2026</b>	Teacher Appreciation Week
<b>May 27, 2026</b>	Spring Graduation
<b>May 29, 2026</b>	End of 2 <sup>nd</sup> Semester/8th Grade Promotion

## School Nutrition Program (Free Breakfast)

The school nutrition program is provided free of charge for all students.

Fusion serves breakfast daily. Meals are available between 8:45 am and 4:00 pm in classrooms. A student may also request a meal by contacting the school office at 209-667-9047.



Please place all food wrappers and litter in trash cans.

## About Fusion Charter School

Fusion Charter is a unique independent charter school for Grades 7-12, authorized by the Turlock Unified School District (TUSD) in 2014 and accredited by the Western Association of Schools and Colleges (WASC). The California Department of Education (CDE) has identified Fusion with Dashboard Alternative School Status (DASS) because our school meets the state criteria that 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 offers the opportunity to make new choices in a non-punitive environment that offers hope to each one, regardless of past experiences.

### Fusion Charter's Founding by Aspiranet

Fusion is a program of Aspiranet, a private, nonprofit family services agency with a long history of addressing the social and emotional needs of students who lack a connection with school. Established in 1975, Aspiranet provides educational, positive behavioral health interventions, placement and support services to students and their families in multiple California locations. Aspiranet teachers, therapists, social workers, behavior specialists and drug and alcohol counselors have served Stanislaus County for more than 30 years in a family-centered approach. The family has a profound impact on the student's ability to succeed in their academic program.

#### Aspiranet Core Values

*Respect*

*Integrity*

*Courage*

*Hope*

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

- Family Resource Center
- Outpatient Behavioral Health Clinics
- Wraparound
- Therapeutic Behavioral Services
- Aspiranet Residential Services
- Stanislaus Academy Nonpublic School
- Fusion Charter



### Fusion's Reputation for Caring for Students

Fusion Charter has made an impact in Turlock as a caring 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.

With 345 graduates since 2015, the graduation rate at Fusion continues to climb from 20% the first year 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.

## **Rights and Responsibilities**

Fusion Charter is committed to a partnership for all learners whose goal it is to help make this the most rewarding of any educational experience. All members of our school community have a responsibility to ensure a positive learning environment. We know that attending Fusion Charter is a **choice** and we will do all within our power to ensure that this choice is one that will respect and empower learners.

## **Vision, Mission and Expected Schoolwide Learning Results**

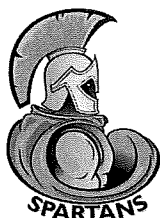
### **Mission Statement:**

*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.*

### **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.*

Adopted by the Aspiranet Board of Directors, May 31, 2024



# **FUSION GOaLS 2025-26**

## **Graduation Outcomes and Life Skills**

- **L**ife Readiness (Career, College, Community)
- **I**ndependent Problem Solvers (Self-regulated, Resilient and Practical/Real)
- **F**ocused on Goals (Academic, Social and Emotional)
- **E**ffective Communicators (Written and Spoken, Clear and Emphatic)

### **Expected Schoolwide Learning Results, ie. Fusion GOaLS**

Adopted by the Aspiranet Board of Directors, February 20, 2021

## Fusion Charter Local Goals

<p style="text-align: center;"><b>Fusion Charter LCAP/SPSA/WASC Action Plan Local Goals 2025-2026</b></p> <p>The following schoolwide goals have been developed through collaboration with the Fusion faculty and staff and 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><b>1. Proficient English Literacy Skills for All Students</b></p> <p><i>To equip our students with writing skills</i></p>
<p><b>2. Applied Math Skills for College and Career Readiness</b></p> <p><i>To fill gaps in learning and prepare our students for the future</i></p>
<p><b>3. Program Alignment with Trauma-Responsive Mission/Vision</b></p> <p><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><b>4. Schoolwide Improvement in College and Career Indicator and Graduation Rates</b></p> <p><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>

## Fusion Special Education Goals

Fusion Charter collaborates with Turlock Unified for Special Education compliance. A student with special education goals documented in an **Individualized Education Program (IEP)** shall receive services and support to make progress on their goals as required by the Individuals with Disabilities Act (IDEA). Fusion adheres 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 are given equal access, regardless of disabilities, and Fusion will not discriminate against any student based on his or her disabilities.

"Independent study charter schools must enroll all students who meet the enrollment requirements set in their charter." EC Section 47605(d)(2)(A)

For a student who has an IEP and wants to participate in independent study, a determination as to whether Fusion independent study is an appropriate placement must be made within 30 days by a team consisting of the parent/educational rights holder, the Fusion Education Specialist, a general education teacher and a Fusion administrator, and written into the IEP.

For more information visit [Independent Study Frequently Asked Questions](#) at [cde.ca.gov](http://cde.ca.gov) or refer to the Aspiranet Board of Directors Independent Study Policy incorporating the most recent changes to independent study law.

All students with disabilities shall receive resource services on campus as indicated in their IEP. *Parents must contact Fusion if a student needs assistance with transportation in order to attend all scheduled resource sessions.*

## **Title IX Notification and Complaint Procedures**

Title IX of the Education Amendments Act of 1972 is a federal law that states:

*No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.*

Title IX requires that each school district have at least one person designated as the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Fusion Compliance Officer and Title IX/ADA Coordinator:

David Ashby, Assistant Principal      Phone: 209-667-9047      [dashby@fusioncharter.org](mailto:dashby@fusioncharter.org)  
Fusion Charter, PO Box 3459, Turlock, CA 95381

After a report of sexual harassment has been made, the Title IX Coordinator will reach out to the individual affected by the alleged misconduct, provide supportive measures, discuss the grievance policy, and offer the opportunity for the complainant to file a formal complaint if the behavior meets the Title IX definition of sexual harassment. If a formal complaint is filed, appropriate steps will be taken to investigate. Upon completing the investigation, the outcome will be shared with all stakeholders.

If a party does not agree with the final determination made by the school or has concerns of noncompliance with Title IX or actions that would be prohibited by Title IX, he/she may appeal the determination to Aspiranet Chief Operating Officer Jeannie Imelio at 209-669-2582.

- An employee conditioning the provision of an aid, benefit, or service on participation in unwelcome conduct;
- Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Fusion's education program or activity;
- Sexual assault, dating violence, domestic violence, or stalking, as defined by applicable law.

## Admissions and Enrollment

**Fusion is a free public school of choice. All students who seek to attend Fusion shall be admitted, subject to capacity, age and residence, and protected from discrimination.** Fusion is 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, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic, including immigration status, that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual with any of these characteristics).

### Admission Requirements and Procedures

**Age:** Any minor student under age eighteen (18) in Grades 7 through 12 may enroll, with parent permission. Adult students aged eighteen (18) to twenty-one (21) must have been continuously enrolled in school since their eighteenth birthday to be eligible for enrollment at Fusion.

**Residence:** Admission to Fusion shall not be determined by the place of residence of the student or parent, except as provided in Education Code section 47605(d)(2) and Education Code section 51747.3. A student must reside in the area served by Fusion Charter, which includes Stanislaus County and adjacent counties (Alameda, Calaveras, Mariposa, Merced, San Joaquin, Santa Clara, Tuolumne). An interdistrict transfer agreement is not required to enroll.

**Transportation:** Students and families who choose charter schools are responsible for their own transportation. Fusion supports students and families by providing city bus information.

**Records:** Fusion Charter shall not request a pupil's records or require a parent, guardian, or pupil to submit records before enrollment. The registration form is limited to contact information. Parents and students must provide accurate and complete enrollment information after the confirmation of space available at the student's grade level. **Enrollment may be temporarily restricted during the final grading period at the end of each semester.**

- Fusion enrollment packet
- Current transcript for course enrollment purposes
- Special education record, IEP/504 (if applicable in order to meet services)
- Birth certificate (or an alternative proof of birth)
- Immunization records
- Verification of residency and current utility bill
- Withdrawal form from the previous school as well as clearance of all fines
- National School Lunch Program or alternate paperwork

**Pre-enrollment Conference:** The counselor will evaluate the transcript and assign courses to meet the academic needs of the student. A teacher and session time will be scheduled based on space available. Prior to completing enrollment, each parent has the right to request a conference to include the teacher of record, student, parent (and a translator, if needed) to consult about the program before signing the Independent Study Master Agreement. Notice of this right will be posted on the Fusion website at [www.fusioncharter.org](http://www.fusioncharter.org).

The **Independent Study Master Agreement** is based on current laws for students in grades 7-12 with regard to **Synchronous Weekly Instruction** with a certificated teacher in person, via phone or online, **“Live Interaction”** with Fusion personnel and/or **Daily Asynchronous Instruction** on their own. Depending upon individual needs and available space, a student will be enrolled for group sessions of 90 minutes for up to five days per week or a weekly individual or group meeting with a credentialed teacher. Students must submit assignments in person or online and progress academically as indicated in the Master Agreement.

★ For success, students should work on coursework two or more hours daily from home.

During the initial conference and subsequently upon request, the teacher will inform parents about the transferability of courses and the eligibility of courses to meet university entrance requirements. Fusion is accredited by the Western Association of Schools and Colleges (WASC); courses are considered transferable to other public high schools. Any courses approved by the University of California or the California State University as creditable under the “a-g” admissions criteria are considered to meet entrance requirements for four-year colleges.

The teacher will establish regular parent communication and provide reports of student progress and support for daily engagement within five (5) school days of a parent’s request. Whenever possible, communication will be provided in the primary language for parents who speak a home language other than English.

**Enrollment Guidelines and Fines from Previous School:** Students may be enrolled in only one school at a time. Parents/legal guardians must be certain to withdraw the student from any other school prior to attending Fusion Charter and finalize all incurred fines from the previous school prior to enrollment. Unpaid fines may result in restricted activities or diplomas being held until all fines are paid at the previous school.

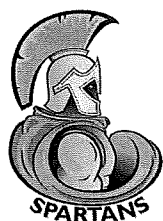
**Transfers to Another School:** Students must be notified that they have the continued option of returning to a classroom-based program. Students who opt not to attend Fusion Charter may attend a district school or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of their home district or county of residence. Fusion Charter will provide documentation for this transition within five (5) instructional days of a parent’s request to do so. Cumulative records will be sent by mail when a written request is received from the new school.

### **Lottery--If Required**

**The open application period for Fusion Charter starts February 1 and concludes June 1.**

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 held the first week of June, with the following students given preference for admission to the 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 waitlisted in the order drawn.



## Attendance

Fusion Charter operates on the TUSD traditional school calendar and is in session for 180 days during the regular school year. **Students must complete school assignments every day.**

Fusion's philosophy is a flexible schedule with maximum access to activities while meeting required instructional minutes for independent study under the supervision of a certificated teacher. Fusion students have the opportunity to attend daily with opportunities for extracurricular activities and access to all curriculum off site for extended learning. In order to maintain a safe school environment, individual student needs will determine scheduling.



**There are no excused absences in independent study.** If possible, personal and medical appointments should be made at other times. Regular meeting attendance is critical to the quality education that Fusion students deserve.

Students are expected to complete assigned work each day that is equivalent to a full-time compulsory education, either in person/online/via phone with teacher support (Synchronous) or off-site through individual study (Asynchronous). In general a high school student will be assigned a minimum of six modules per week in the Edmentum curriculum in order to complete graduation requirements on time, adjusted for individual needs and credit deficiency. Junior high students have daily coursework.

A student who is not completing assignments at least **90% of the time**, who misses more than 50% of scheduled on-campus activities, or is off-track for graduation, requires an intervention to support success. **Tiered Re-engagement Procedures** are set in place, beginning with phone calls and moving to written notices and a meeting between the teacher, student and parent to discuss obstacles to work completion to help get the student back on track.

Education Code Section 51747(b) requires an evaluation to determine whether or not a student should remain in independent study. A Student Study Team (SST) may include the student, parent, administrator, teacher and counselor. The SST recommendations will be monitored and the student will receive support to be successful in independent study. If the student continues with chronic absences and incomplete work, the district of residence will be notified. Minor students may be subject to truancy laws and restrictions such as delay of driving privileges and loss of work permits. **Students over age 18 will be referred to programs for adult students.**

### Contemporaneous Log

Fusion Charter students complete a daily checklist called the "Contemporaneous Log" indicating the subjects they worked on each day. A student must engage in assigned school work every day on the 180-day school calendar in order to meet compulsory education attendance requirements for charter school independent study programs. Please contact your student's teacher for any questions related to assigned independent school work.

## An Educated Person in the 21<sup>st</sup> Century

(Adapted from the Fusion Charter Document authorized by TUSD in 2014 and renewed in 2017)

Fusion Charter believes an educated person in the 21<sup>st</sup> century must be prepared to move from school to career. The following learning goals will be the foundation of the educational program:

- **Communication Skills:** A focus on the ability to effectively communicate their needs, emotions, thoughts, and information. Coursework in all curricular areas will support the enhancement of communication skills.
- **Collaboration:** Students will learn to work with others to solve problems, develop strategies, and test hypotheses through work with their peers.
- **Critical Thinking:** Students will use Common Core Strategies to approach learning. Students will learn to think critically about school content as well as life situations they encounter.
- **Creativity:** Students will be encouraged to problem solve and think creatively to find multiple innovative ways to solve real life problems.
- **Comprehensive curriculum:** All students will be 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.

**Individualized Instruction:** Individualized Instruction through on-line coursework with a certified teacher as a coach is best suited for the students at Fusion Charter. Each student will complete the coursework necessary for high school graduation, post-secondary training and/or college entrance as quickly or slowly as necessary to meet their personalized learning needs.

**Small Group Instruction:** Problems or scenarios are proposed for students to investigate. Knowledge is built from experience and process, especially social based experience. It is the belief that through real-life problems posed for student investigation that the 21<sup>st</sup> century skills of communication, collaboration, creativity, and critical thinking are learned and implemented.

**Inquiry-based Instruction:** Inquiry learning encourages students to examine content as well as discipline-specific reasoning skills and practices by collaboratively engaging in investigations. Students are cognitively engaged in using sense making, developing evidence-based explanations, and communicating their ideas. Students expand and clarify their ideas with the help of the teacher who facilitates the process and guides students to content knowledge. This type of inquiry learning requires written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization. All of these skills are needed for success in college and the world beyond.

Projects will also link the curriculum content with students' real world experiences, making learning relevant and valuable to their lives outside of school. Twenty-first century skills will be applied in student processes and products. Research on authentic instruction indicates the importance of connections between classroom curriculum and the world beyond the classroom.

## Curriculum and Access

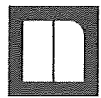
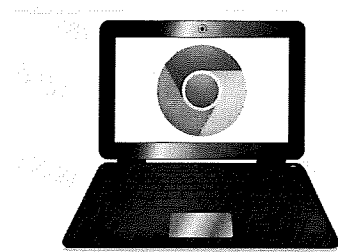
Fusion Charter combines highly-respected online curriculum with teacher-directed support.

**Connectivity:** Fusion Charter provides a device and internet connectivity for each student who requires access to curriculum off campus. Please let your teacher know your needs.

**Logins and Email Accounts:** Each student receives a **fusioncharter.org** email account through Google for Education. The login and account may be accessed both on campus and off site and is subject to monitoring by Fusion personnel. A technology agreement must be signed annually.

# edmentum™

Students in Grades 7- 12 use Edmentum Courseware's PLATO Learning Environment for both credit recovery and initial course instruction, as approved by the University of California's "a-g" admissions process.



**newsela**

Fusion uses the instructional content Platform "Newsela" ([newsela.com](https://newsela.com)) with differentiated instruction for multiple reading levels for each text in both English and Spanish. Texts are assigned at least weekly, including academic and social-emotional learning materials

**Personalized Learning Plan:** Each student develops a learning plan with a Fusion teacher or mentor that is regularly updated. Students identify goals for completion of the High School curriculum. Specific courses will be selected to develop a graduation plan and a career path or college plan, including an explanation of how UC "a-g" courses meet university requirements.

### Academic Integrity for a-g Courses for College Admissions

Students in Grades 9-12 who are seeking a-g designation will complete course final examinations under the supervision of a Fusion staff member or designee in order to maintain academic integrity with cell phones in a secure location as directed during the examination.

### Cheating and Plagiarism

Cheating and plagiarism are not tolerated and will result in the repetition of a test, assignment, paper, or project, and may require the proctoring of all work on site. Parents are notified in writing of incidents involving cheating.

- ★ Students are expected to attend all assigned daily sessions at Fusion.
- ★ For success, students also should work for two or more hours daily from home.
- ★ Students approved for remote independent study should expect four hours of daily work.

# Graduation Requirements for Fusion Charter Class of 2025-2026

## Accreditation

Fusion is fully accredited by the Western Association of Schools and Colleges (WASC). With WASC accreditation and UC/CSU course approval, Fusion coursework is recognized by other high schools, by California and out of state universities and colleges and by the admissions committees of the UC/CSU system, as well as the US Armed Forces (Army, Navy, Marines and Air Force.)



Each student who meets Fusion's graduation requirements earns a California state-certified standard high school diploma.

Required Subjects	Credits	
ENGLISH	40*	*Fusion Charter requires a total of 200 credits for high school graduation, except 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), and students experiencing homelessness (AB 1806) after Grade 10. 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.
SCIENCE (To include life and physical)	20	
ALGEBRA/Integrated Math 1	10	
MATH	10	
SOCIAL SCIENCE		
World History	10	
U.S History	10	
American Government	5	
Economics	5	
PHYSICAL EDUCATION	20	
VAPA** Visual and Performing Arts/Foreign Language/Career Technical Education (CTE)	10	**Per Education Code, TUSD has elected to allow CTE courses to satisfy Visual and Performing Arts or Foreign Language graduation requirements.
TECHNOLOGY	5/0*	
HEALTH	5/0*	
Electives	50*	
<b>Total Credits for Graduation</b>	<b>200*</b>	



Graduation Ceremonies will be held Friday, January 23, 2026 and Wednesday, May 27, 2026

To walk the stage, a student must be within 10 credits of all graduation by weeks prior to graduation, unless a written appeal is submitted to and approved by the principal. Graduation gowns are provided free of charge to students for use during the ceremony. Students may keep graduation caps, pins, awards, official transcripts and diplomas.

## Credits

### Semester Credit Cap and Appeal Process

In order to stay on track for graduation with 200 credits, a student should complete a minimum of 25 academic credits per semester in grades 9 through 12. A student who enrolls at Fusion Charter with fewer than this minimum must increase the number of academic credits earned each semester while in credit recovery. Fusion Charter recognizes the need to cap the credits earned at a maximum to promote mastery and retention of course content.

- Grade 9--Maximum of 35 credits per semester
- Grade 10--Maximum of 40 credits per semester
- Grade 11--Maximum of 45 credits per semester
- Grade 12--Maximum of 50 credits per semester



### Summer School Cap

All students are limited to a maximum of 10 academic credits during each summer session.

### Appeal Process

A student who requests permission to earn more than 50 academic credits in a semester must file a written appeal with the teacher of record and the principal. The decision to grant the appeal for excess credit recovery to a Fusion Charter student is at the principal's discretion and includes consideration of work habits and the student's projected graduation date.

### Physical Education Credits

Fusion Charter students record daily physical activity on a log submitted monthly. For each 15 hours of activity a student earns one non-academic credit. The maximum number of credits granted for any monthly learning period is two, the equivalent of 30 hours of physical activity. The graduation requirement is 20 credits. A student may earn up to 20 additional elective credits of physical education.

### Dual Enrollment College Credit

Supplementary credit earned at a community college or university is not subject to these semester limitations. Examples are MJC courses Introduction to College and Healthful Living. For more information on earning college credit while enrolled in high school, please see the **Fusion Charter Policy for Dual Enrollment Credit**.

### College Bound Plan

While at Fusion Charter the student will meet with the Guidance Counselor to set a plan that would allow attendance at a college or university of their choice. This may include completing the necessary high school requirements, identifying an appropriate course of study, locating a college of choice, and completing admission requirements and applications. Fusion Charter provides opportunities each year for students to tour colleges and universities and/or to meet with representatives from post-high school educational and vocational training options. These events are free of charge and require parent permission if travel off campus is included.

## Fusion Charter Policy for Dual Enrollment Credit

According to California *Education Code (EC)* Section 48800 a school governing board may authorize certain advanced students, upon recommendation from their principal and with parental consent, to attend a California community college as a special part-time student. A Fusion student may enroll in one or more courses at the community college level, including online courses, earning both high school and college credit concurrently. A Fusion student must meet all eligibility requirements as outlined on the appropriate college permission form, such as the Modesto Junior College (MJC) Special Part-Time Petition for Advanced Admission or the Merced College (MC) Permit for Special K-12 Students. The decision to grant advanced permission to a Fusion Charter student is at the principal's discretion and includes consideration of academic readiness, work habits and maturity.

The award of high school credit is subject to these additional qualifications:

1. Prior to or during the first term of enrollment in community college classes, a Fusion student must complete an "Introduction to College" course, if available.
2. A Fusion student may receive high school credit for only those college courses and specific course sessions with prior approval from the principal or counselor.
3. One semester of a non-remedial college course with a grade of C- or higher is equivalent to one year of high school coursework, following this formula: For less than three (3) college credits, triple the value of the course. A two (2) credit college course is equivalent to six (6) high school credits. For a non-remedial college course of three credits to five credits, ten (10) high school credits will be granted.
4. Any UC-transferable college course listed on the community college's University of California a-g course list as an HONORS course and earns an extra GPA point. A grade of D or F is not granted an extra point according to UC admissions policy.
5. College courses satisfy high school graduation requirements based on categorization on the community college's UC a-g course list for the year the course was completed.
6. A Fusion student in good standing in both high school and college coursework, including completing all coursework with a C- or higher, may request in writing that Fusion pay associated student and textbook fees. The granting of this request depends upon funds available and the timeliness of the request. Requests made less than two weeks before the beginning of a class are unlikely to be granted.

For more information about dual enrollment, visit these sites:

University of California admissions policies:

[University of California Admissions](#)

University of California ag course lists:

[University of California AG Course List](#)

Modesto Junior College Special Advanced Admission for High School Students:

[Application Information - MJC](#)

Merced College Special Admission for High School Students:

[Merced College - K-12 Students](#)

## **Fusion Courses for Elective Credit**

### **Advanced Placement Computer Science--AP CSa, AP CSb (Not offered in 2025-2026)**

AP Computer Science is a college-preparatory elective course for students in Grades 10 through 12. The course will be submitted to the University of California for approval and will culminate in the AP Computer Science examination each spring.

The student will earn five (5) credits for the first semester and five (5) credits for the second semester. A student with a qualifying grade on the AP exam may receive college credit upon enrollment at a 4-year university (Presented to the Aspiranet Governing Board on 6/24/2022)

### **Agriscience, Years 1 and 2**

#### **1. Agriculture--A Life Skills Approach--Ag LSAA, AG LSAB**

Agriculture--A Life Skills Approach is an Agriscience Credit/No Credit elective course for students in Grades 10 and 11, developed at Fusion Charter with the Specialized Secondary Program (SSP) grant for new Career Technical Education (CTE) courses.

During the first year of implementation in 2021-2022, the student may earn non-core academic credit by participation in coursework and projects related to building a school greenhouse and establishing raised beds for a school garden. The student will earn five (5) ungraded credits for the first semester and five (5) ungraded credits for the second semester. (Approved by the Aspiranet Governing Board on 8/20/2021)

#### **2. Principles of Integrated Agriculture and Social Science--Ag PIAA, AG PIAB**

Principles of Integrated Agriculture and Social Science is an Agriscience Credit/No Credit elective course for students in Grades 11 and 12, developed at Fusion Charter with the Specialized Secondary Program (SSP) grant for new Career Technical Education (CTE) courses.

The student may earn non-core academic credit by participation in coursework and projects related to the school agriscience projects. The student will earn five (5) ungraded credits for the first semester and five (5) ungraded credits for the second semester. (Presented to the Aspiranet Governing Board on 6/24/2022)

### **Fusion Charter Advisory--Advisory 9, Advisory 10, Advisory 11, Advisory 12**

Advisory is a mandatory Credit/No Credit independent study course for all Fusion students in Grades 9-11. A student may earn non-core academic credit by completing assignments from a menu of activities designed by the Fusion faculty to promote college and career readiness and community engagement. Activities vary by grade level and include: the creation of a portfolio with resume, letters of reference and sample job applications; attendance at Friday events and activities outside the regular classroom session; reflections and follow-up assignments related to school visitors and community presentations. A student will earn one credit for the equivalent of 15 documented hours of activities approved by the teacher of record, up to a maximum of 2.5 credits per semester. (Approved by the Aspiranet Governing Board on 8/19/2016; Approved revision on 6/30/2023 for a reduction in credits from 5 to 2.5 per semester.)

Note: During the 2025-2026 school year, the faculty, students and families will collaborate to improve and implement a revised College and Career Life Skills portfolio for each graduate. Fusion's in-house electives and Advisory will include specific life skills benchmarks, such as the writing of cover letters, job interviews skills and basic financial literacy.

### **Fusion Charter Individualized Reading and Writing (IRW)--IRW9, IRW10, IRW11, IRW12**

IRW is a Credit/No Credit independent study course for Fusion students in Grades 9-12. A student may earn non-core academic credit by completing supplementary reading and writing assignments from a menu of activities designed to promote reading comprehension and writing fluency and skills. Activities vary by grade level and include individual reading recorded on a reading log with written reflections and summaries as assigned by the teacher of record based on individual student needs. Students will also receive credit for participation in reading comprehension and writing activities in class and through the Instructional Content Platform "Newsela" and other comparable programs, which may supplement but not supplant Edmentum English coursework. A student will earn one credit for the equivalent of 15 documented hours of activities approved by the teacher of record, up to a maximum of 2.5 credits per semester. The course may be repeated up to a maximum of 20 credits per student.

Note: TUSD requires 10 credits of reading class as a graduation requirement for a student reading below grade level. The IRW course is recommended for students returning to TUSD.

(Approved by the Aspiranet Governing Board on 5/18/2018; Approved revision on 6/30/2023 for a reduction in credits from 5 to 2.5 per semester.)

**Online Driver's Ed**--Fusion provides an online course for 2.5 credits of the Technology credit required for graduation. This course from Pacific High School is approved by the California Department of Motor Vehicles for a DMV Learner's Permit for students aged 15.5 years and older. A student under age 17.5 years seeking a California Learner's Permit needs a separate "behind the wheel" Driver Education practice course with a professional driving school. Fusion does not pay for this course. (Approved by the Aspiranet Governing Board on 11/10/2017)

### **Student Choice Mini Course Elective**

Each Mini is a Credit/No Credit project-based course for Fusion students in Grades 9-12.

A student may earn non-core elective credit by completing customized activities designed to stimulate the joy of learning, cultural literacy and life skills. Activities vary by course and include a project designed by a student or a group of students under the supervision of a Fusion Staff member and both approved and assigned by the teacher of record based on student interest and needs.

Student Choice Minis include examples such as:

- Art of the Comic Book
- Audio and Video Technology
- Aviation and Rocketry
- Comic Con
- Coding
- Culinary Exploration
- Digital Journalism
- Drone Club
- eSports
- History of Music
- Media Arts
- Robotics
- Student Leadership

A student will earn one credit for the equivalent of 15 documented hours of activities approved by the teacher of record, up to a maximum of five credits per year. Mini courses may total a maximum of 20 credits per student over four years of high school and are entirely voluntary.

(Approved by the Aspiranet Board, November 15, 2019; Revised 6/24/2022)

### **For Grades 7 and 8 Only**

**Fusion Charter Citizenship**-- Citizenship 7/ab, Citizenship 8a/b

Citizenship is an independent study course for all Fusion students in Grades 7-8, designed by the Fusion faculty to promote citizenship and community engagement. Activities vary by grade level and may include attendance at Friday events and activities outside the regular classroom session

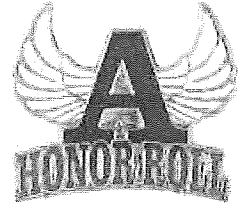


## Grading Policy

Class grades are determined by the individual teacher according to the grading criteria established by that course. Teachers explain the criteria at the beginning of the course. Report cards are mailed to parents approximately 10 days after the close of the grading period.

Letter grades will reflect the following:

A	Excellent
B	Above Average
C	Satisfactory
D	Passing
P or Cr*	Passing (P grades are not computed into G.P.A.)
INC or NM	Incomplete or No Mark – To be replaced by final mark later



Teachers include a student's **in-class participation** in determining the overall grade for grades 7 and 8 and for the number of credits assigned for Fusion high school electives such as Agriscience, Individualized Reading and Writing (IRW) and Advisory.

### Awards and Recognition

Students in Grades 7-8 are recognized at the end of the academic year. Each semester students in Grades 9-12 are recognized for an honor roll grade point average at one of two levels: a B average of 3.0 or higher or an A average of 3.5 or higher.

A student with outstanding citizenship and honor roll grades the final two years of high school and the completion of 200 graduation credits may be recommended to the Aspiranet Board of Directors by the Fusion Charter Principal for recognition as Fusion Charter Valedictorian.

### Monthly Character Traits

Fusion Charter participates in the Turlock Rotary Character Trait program. Throughout the school year, each Fusion teacher recognizes a student who has demonstrated one of the following character traits: **Achiever, Resiliency, Empathy, Focus, Futuristic, Includer, Kindness, Positivity, Responsibility, Self-Assurance**. Fusion students in all grades are honored for this recognition. Each month a high school junior or senior is selected to represent Fusion at the Rotary Luncheon and receives acknowledgment by the local news media.

### Work Permits

A Fusion student seeking employment in the community should contact Fusion Counselor Mark Evanoff for a work permit by calling the school office for an appointment at 209-667-9047.

A student with satisfactory completion of school work and progress toward graduation will be encouraged to reapply for the work permit throughout the school year and summer.

## Standardized Assessments

### California Assessment of Student Performance and Progress Testing (CAASPP)

The **California Assessment of Student Performance and Progress (CAASPP) System** was established on January 1, 2014. The CAASPP system replaced the Standardized Testing and Reporting (STAR) Program. All California students in grades 3-8 and 11 are required to take this test in the spring. The test helps improve learning by providing accurate and timely measures of student progress towards career and college readiness. It is part of a comprehensive plan for the state of California for high-quality teaching in every school to prepare our students for the challenges of the future. Testing includes the Smarter Balanced Assessments, computer based tests aligned with the state's rigorous new standards for English language arts/literacy and math. The Smarter Balanced Assessments are computer adaptive.

### Other State Assessments

All California public school students in grades 7 and 9 take the **California Fitness Test**. Students whose native language is not English are assessed each year with the **English Language Proficiency Assessments for California (ELPAC)** until reclassified as Proficient.

### Alternate Measures of Accountability

Fusion Charter has **California School Dashboard (Dashboard) Alternative School Status (DASS)** for schools in which at least 70 percent of students enrollment (upon first entry to the school) are identified as students at high risk of school dropout. Alternate measures of accountability appropriate for high-risk students include dropout rates, graduation rates, and measures of Adverse Childhood Experiences (ACEs).

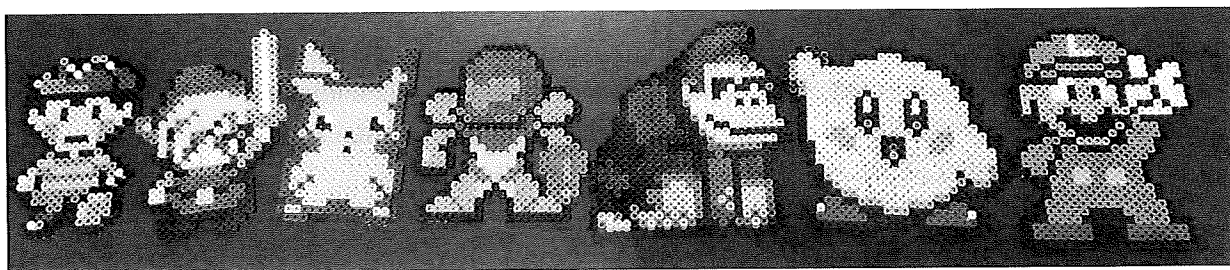
### NWEA MAP in Math and English Language Arts

Fusion students take the **NWEA Measures of Academic Progress (MAP)** test three times per year to provide information about academic growth and learning needs. Students in Grades 11 and 12 may take other college and career readiness exams such as the **CASAS** and **AVSAB**.

### Voluntary Assessments

Fusion students in grades 10, 11 and 12 may take the US Armed Forces assessment, the **ASVAB**, on one or more occasions throughout the year to help with career planning and qualification for military enlistment.

All students in schools receiving Title I federal funds are offered the **California Healthy Kids Survey (CHKS)**, an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency.



## **Fusion Conduct Code**

**An orderly and non-threatening atmosphere is essential if learning is to take place.**

**Fusion is open to all students grade 7-12 who wish to enroll.** The school is non-sectarian and non-discriminatory by gender, ethnicity, religion, national origin, ability or disability.

The goal of our educational program is to provide a school climate and atmosphere that encourages and provides for academic achievement, independence, responsibility, and physical and emotional well being for all of our students.

## **Trauma-Responsive Parent-Student-School Agreement**

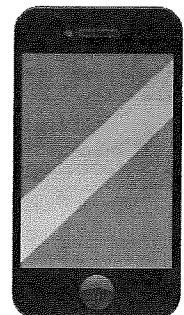
Fusion Charter students will be treated with dignity and respect. The school environment will be positive and supportive of students, allowing them to attend school without experiencing fear and undue anxiety. It is the goal of Fusion Charter to provide an atmosphere where each student can develop the academic and social skills necessary for independence in a changing society. An appreciation for the value of learning and development of self-discipline and a positive self-image will be encouraged.

1. School Staff – The staff has the primary responsibility for providing a teaching/learning environment which contributes to an atmosphere of trust and respect. The school staff is responsible for modeling and teaching students the behavioral standards that exist in the classroom and throughout the school as a whole. The staff enforces the rules in the school and supports the administration in carrying out Fusion Charter policy.

2. Parents/Guardians – Parents/Guardians are responsible for enforcing their student's behaviors consistent with the Parent/Student Handbook/Conduct Code and Fusion Charter policy. Parents/Guardians are in partnership with the school staff regarding decisions affecting the student and the wellbeing of the school as a whole. Parents/Guardians are responsible for attending meetings and actively following up on health-related and substance abuse counseling referrals.

3. Students – Students are responsible for following school rules and procedures established in the Fusion Charter Conduct Code, and elsewhere. Respecting the rights of others and demonstrating self-discipline are primary requirements for a positive school climate.

**Fusion needs your current phone number!** All parents with students under 18 sign Master Agreements for each new school year and continue to receive information via Parent Square, text message or voicemail about the importance of daily school attendance for students to stay on track for graduation. Always keep your phone number and emergency contact information up to date. Call 209-667-9047 to report any changes.



## **SPARTAN Norms**

**S**

**Speak and listen appropriately**

**P**

**Purposeful collaboration**

**A**

**All technology is for learning**

**R**

**Respect others' time**

**T**

**Test with integrity**

**A**

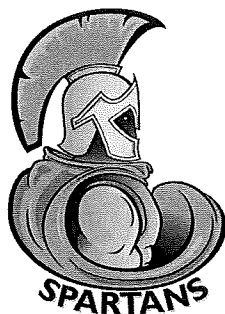
**Active participation**

**N**

**Never give up**

## **Student Routines and Procedures**

1. One voice at a time
2. Listen actively
3. Do not interrupt others
4. Provide positive feedback
5. Use kind words
6. Disagree respectfully
7. Use an inside voice
8. Do not gossip or spread rumors
9. Follow seating directions
10. Work with your assigned group
11. Take turns
12. Give all members a chance to share ideas
13. Use chromebooks for schoolwork, tests, and teacher approved activities
14. Use all technology in view of an adult
15. Keep headphone volume low
16. No food or drinks near technology
17. Be on time
18. Use every minute wisely
19. Zero distractions
20. Study until you know the material
21. Prepare and bring notes
22. Take tests silently while proctored by teachers
23. Set goals
24. Keep your head up and your eyes open
25. Join discussions
26. Make productive comments
27. Do your share of problem solving
28. Expect to make mistakes and revise work
29. Reflect on your learning process
30. **Remember that struggle is good**



## Teaching Healthy Behavior and Social-Emotional Skills

As Fusion develops the positive, non-punitive approach of a trauma-informed school, all stakeholders: students, parents, faculty, staff and community members will be asked to evaluate and contribute to an evolving Parent/Student Handbook that truly reflects the principles and practices that make Fusion successful with our students.

Both Aspiranet and authorizing district TUSD refer students to Fusion because of truancy and challenging behaviors that make it difficult to function in a traditional school setting. Fusion staff expect to serve students with a high number of adverse childhood experiences (ACEs) which interfere with learning and lead to behaviors associated with health and social problems throughout the lifespan. Most students who enroll at Fusion have multiple indicators of risk and a history of decreasing engagement with traditional schooling. Many exhibit anxiety and have challenges with impulse control, distractibility, and frustration in the classroom setting. While Fusion cannot change the past or alter the current home environment, Fusion supports students by whatever means are within the school's capacity to promote success in designing the school schedule, preparing curriculum, interventions, and enrichment activities.

## Nonpunitive Trauma-Responsive Practices and Restorative Justice

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. This approach led to the introduction of the *Paper Tigers* film to the entire staff 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 Justice Circles on campus or online.

Please note that Fusion had no expellable offenses and no suspensions from 2016-2024 due to the school's commitment to alternatives to suspension and mindfulness of trauma-responsive practices with at-risk youth, many of whom have a history of suspensions and problem behavior.

## Mastery Learning and Trusting Relationships

At Fusion, academic engagement, credit recovery and self-regulation at school are promoted by a Mastery Learning approach where students work at an individualized pace on no more than three courses at any one time. Students use an online curriculum published by Edmentum. Although Fusion is considered a non-classroom based school by the California Department of Education, daily sessions in either the morning or the afternoon offer students access to technology and support from one or two credentialed teachers instead of the six to eight teachers at a traditional site. Limiting the number of transitions and adults with whom each student interacts is designed to build trusting relationships between students and teachers.

- ★ Students are expected to attend all assigned daily sessions at Fusion.
- ★ For success, students also should work for two or more hours daily from home.
- ★ Students approved for remote independent study should expect four hours of daily work.

## **Personalized Learning Plan and Student Study Team Support**

The Fusion Student Support Advocate provides students with options to develop and implement individualized approaches through the Personalized Learning Plan. Students who need more intense intervention are served through an SST, or Student Support Team meeting. The SST team reviews previous attendance and grades, home environment, family relationships, school resources, and past interventions in order to create an action plan. Parents are included in these collaborative team meetings, with translators as needed, along with the student, teacher, administrator and counselor. Follow-up sessions are scheduled to track progress.

To ensure that all students have the same opportunity at success and access to resources, as required by federal law, Fusion Charter holds regular IEPs (Individualized Education Program) for each student with an identified disability who qualifies for Special Education services; these meetings include the educational rights holder, who is generally the parent, an administrator and both general and special education teachers. They may also include the student, translators, district representatives, counselors, and psychologists. The team meets to discuss assessment results and obtain an update as to students progress. The team sets individual goals and determines appropriate services for the student who works directly with the resource teacher. Similar to IEP meetings, 504 meetings are held to address student's specific behavioral or health needs in the General Education setting.

## **School and Community Resources**

The statistically-average Fusion student is a 16-year-old male who has missed a lot of school and scores in the lowest band on California standardized tests, neither of which is very meaningful to him. He has a hard time focusing on schoolwork and has been labeled “at-risk of dropout.” He may have an IEP or live in a residential treatment home or both. He may be discouraged and feel hopeless and has likely used alcohol or other substances this month.



He has a cell phone but wants a better one. He dreams about a car but does not even own a used bicycle. He certainly wants a job that he enjoys and that pays enough to support him. He knows that to reach his goals, he must earn a high school diploma. This may be the first school where he feels welcome because at Fusion Charter he is seen as an individual and not as a statistic. This may be the first time that he recognizes that adults truly do care about him as a person and support his hopes and goals for the future.

Current efforts to foster safety, support students' social-emotional needs and prevent dropout include school access, scheduling, counseling and referrals to community agencies. Fusion students have access to a full-time counselor who provides appropriate support and referrals for additional assistance, consultation and collaboration. Referral services are available to eligible students and families through Aspiranet and community mental health professionals and volunteers. Additional behavior support to help students make positive choices and develop new habits are provided through community-based programs.

## Closed Campus, School Hours and Expectations

Fusion Charter maintains a closed campus – once students arrive on campus, they must stay for their scheduled session or activity. **Students are considered to be on campus once they arrive at school even if they do not enter through the gates.**

**Start/Dismissal Time:** Students must be in their classrooms at or before the appointed start time and may not leave until dismissed by a teacher or other school personnel.

**Early Departure:** If a student needs to leave school during regular school hours, a parent must sign out that student in the office. Students are strongly discouraged from missing school. School staff will call the parent if a student is sick and must be picked up.

Whenever there is a need to leave school for any reason, students must check out through the Fusion Office. Students should not send a text for a ride home in the middle of a session without permission from the teacher, but may request for the office to phone their home.

**Health:** Personal hygiene items, including menstrual period supplies, are available at no cost in the front office upon request.

Students are to immediately report all illness and health issues to their teacher. **Students are not allowed to carry medication and self-administer during the school day.** This includes over-the-counter medications such as cough drops, cold or allergy medication or pain relief.

Asthma medication may be carried by the student and used during the day with written authorization by a physician and parent/guardian, and approval from the school office. Asthma medication may pose serious side effects. Please discuss your student's needs with the school.

**Computer use:** Computers and Chromebooks are available on campus for study, research and writing. Students must have a signed "Internet Contract" on file to use the computers on campus or to check out a Chromebook for use at home. Fusion expects careful handling of all equipment and uses an Internet filtering system to block inappropriate websites.

**School Photo ID Cards:** One photo ID card is issued free of charge during each school year.

**Visitors:** Fusion students are not allowed to have visitors at Fusion. Visitors who have called the office for permission to tour the school must report to the office upon arrival.

**Parent/Family Visits:** When parents or students need a transcript or other paperwork, it is always helpful to call in advance stating what is needed and when it is needed. Arriving unannounced with a request may require a longer wait time since the office staff have other activities requiring their immediate attention.

If parents are interested in meeting with a teacher or other staff member, an appointment shall be arranged in advance within five (5) days of a request. Parents and visitors must check in at the front office before entering any classroom. A class considered in session will not be interrupted unless for an emergency.

**Kitchen Use:** Students do not have access to the refrigerator or microwave without permission. For sanitation reasons, the kitchen is “off limits” to students unless accompanied and supervised by an appropriate school staff member.

**Tables:** Please do not stand or sit on the tops of picnic tables outside. Keep them clean!

### **Restitution for Damaged, Defaced, Destroyed, or Lost School Property**

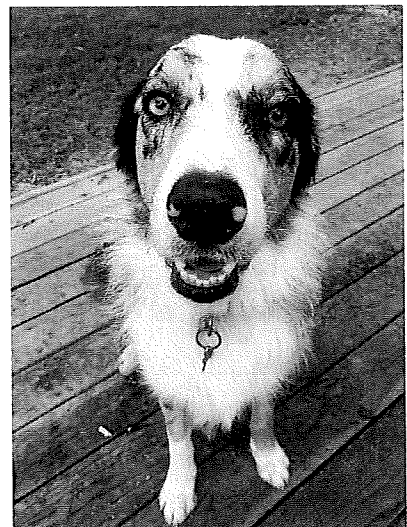
Any student, who defaces, destroys, damages, or loses equipment or instructional materials entrusted to him/her is responsible for those items. This includes, but is not limited to, books, science equipment, physical education equipment, Chromebooks, tablets, computers, computer software, and camera/video equipment. Legal procedures may be taken for restitution.

**Littering is always unacceptable.** Students are expected to pick up trash and keep the campus and our community clean. This includes special care for our school greenhouse and gardens. Volunteers are needed to keep our campus beautiful. Contact the front office to help.

**Respect for Animals:** Fusion Charter benefits from therapy dogs in training. Students may interact gently and respectfully with permission of a faculty member. **When eating outside, make sure that you carefully discard all wrappings and uneaten food to protect the health of dogs like Pablo.**

If you have concerns or questions about dogs on campus, please contact the office.

Fusion Charter is in a rural area with neighboring farm animals. Students are to stay away from the back fences and are not to disturb or feed animals. On occasion, animals may be on campus for educational purposes. All interactions with animals will be supervised by staff.



### **Driving**

For permission to drive on campus, a student must complete the appropriate form available in the school office. All drivers of motorized vehicles are to observe all existing vehicle code provisions, school regulations, and common sense while operating their vehicles. Any driver who endangers the lives of others in the parking lot or road adjacent to the school by speeding or reckless driving is subject to citation by local police as well as disciplinary action.

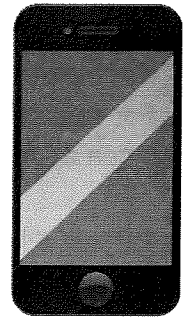
### **All Vehicles Subject To Search**

(CA Vehicle Code Sect. 21113(A) By entering the Fusion parking lot, the person driving any vehicle is deemed to consent to a complete search of the vehicle – all its compartments and contents – by school officials or law enforcement personnel for reasonable suspicion. This applies to all vehicles of any type and is in force 24 hours a day.



## Phone Use

Cell phone and headphone use will be permitted at the discretion of the teacher in the classroom. Our vision is to teach our students responsible cell phone use that will serve them beyond their time here at Fusion. Fusion staff respects the privacy of all students, but holds the right to secure the phone in the classroom or office until the school day is over. Envelopes are available for individual phones.



**Families: Please do not call or text your student. If you need to contact your student during a class session, please call the school office at 209-667-9047.**

## Security Cameras

Fusion Charter is under 24-hour video surveillance. Video cameras monitor campus security in common areas and parking lots. Restrooms and other private areas are excluded and audio capability is disabled to prevent the recording of sounds. Students will be held responsible for any violations of school discipline rules or illegal activity caught by the cameras. Any release or viewing of such records is confidential and shall be in accordance with current law.

## Locked Doors and Keys

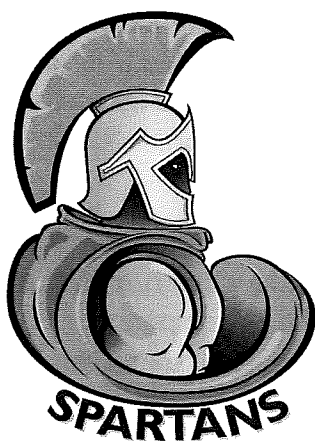
For safety reasons, all classroom, gym, restroom and office doors are locked and require keys which are available to staff only. Students should not prop open doors. Request assistance with entry through gates and doors.

## Backpacks

Students are not to bring backpacks or other bags to school. All school supplies are provided on site. Any student who brings a backpack, such as for a special event or field trip, must store it in a locked closet and must agree to a search of the bag prior to entering campus.

## Field Trips

Fusion Charter offers field trips throughout the year to universities, colleges, science, technology, arts, sports and career exploration opportunities. All field trips must be approved by the principal and field trip permission slips issued. Parental consent signatures are required in advance of all field trips. All school rules, eligibility and dress code apply to field trips.



## Fusion School Colors

Fusion Charter's mascot is the Spartan and school colors are orange and black. Students are permitted to wear sports jerseys or other items of clothing related to Fusion's school sports.

For safety purposes, other sports team apparel or masks/face coverings, including professional and collegiate teams, are not permitted at Fusion, with the exception of local colleges and universities. Alternate items/plain masks will be available in the office.

## Alcohol and Drugs--Use/Possession

Students are prohibited from using any drugs, consuming any alcohol, and being under the influence of any drugs or alcohol or intoxicant of any kind while on school property, during school-sponsored activities and under school jurisdiction. Possession of drugs, alcohol and/or intoxicants of any kind is also expressly prohibited. **Students may be referred for Substance Abuse counseling as an alternative to disciplinary action.**

## Smoking

Smoking in California is illegal for all individuals under the age of 21. Parents and other visitors may not smoke on school premises or on areas adjacent to campus at any time, including the normal school day as well as at school sponsored activities. This includes nicotine, cannabis and vapes.



## Crisis Intervention

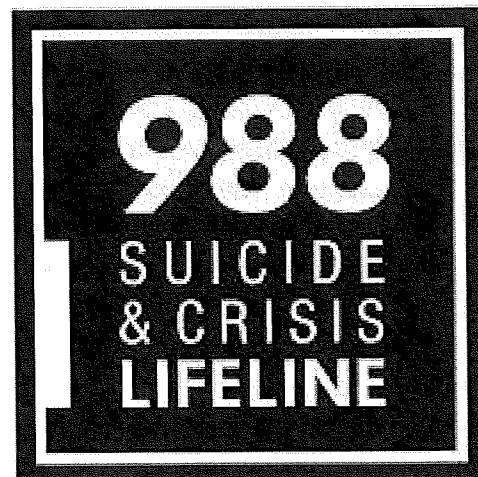
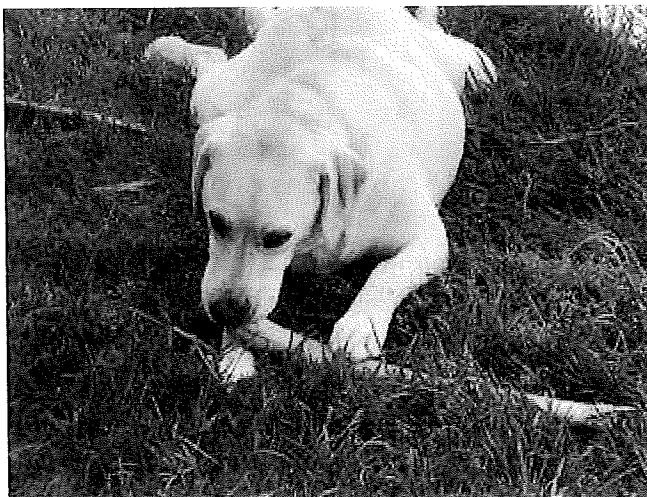
Fusion staff are **mandated reporters** of suspected abuse and/or neglect of children under 18.

**Wellness and Mental Health:** Fusion Charter takes seriously all threats of suicide or signs of severe emotional distress in anyone of any age, whether a family member, a friend, or **YOU**.

**Contact a Fusion staff member or call 988 or 1-800-273-TALK or 1-800-SUICIDE to speak with a counselor to prevent suicide. Help is available.**

**For the 24/7 Crisis Text Line any time, text "Talk" to 741-741.** (Any word that you enter will receive a free, confidential response.) **For non-crisis help, contact Stanislaus County Behavioral Health at 888-376-6246.**

**The Trevor Project for LGBTQ Teens (24/7) Call 1-866-488-7386 or text START to 678678.**



**HoneyBee, Fusion's first therapy dog in training**

## Dress Code

The following sections outline a dress code that is a teaching tool to help students understand what proper dress means. The dress code does not contain every possible description of proper or improper dress. The dress code is part of Fusion Charter school culture and is in effect while students are at school, riding to school on public transportation to and from school, and/or participating in any school-related activity or field trip. Therefore, it is expected that all staff enforce and all students follow the **intent of the dress code** at all times.

### Regular Daily Dress Code

Students are expected to give proper attention to personal cleanliness and to clothes that are suitable for the school activities in which they participate. Students' clothing must not interfere with the educational process. **For this reason, predominantly red and blue clothing and other gang-related articles or styles of dress are not permitted at Fusion Charter.**

The following **General Dress Code Rules** apply to all regular school activities. Field trips and special events may have alternate dress codes that will be distributed with permission forms.

### Condition, Wear and Safety of Clothing

- No clothing or items deemed by Fusion personnel to be a health or safety issue

#### Shirts/Tops

- No exposed undergarments or revealing clothing
- Tops must cover the upper and middle torso at all times
- Inappropriate tops must be covered with shirts, sweatshirts or jackets

#### Pants/Shorts/Skirts

- No exposed undergarments or sagging pants or shorts
- Pants/shorts/skirts must cover lower torso with no skin showing at the waist
- Shorts, skirts and dresses must be at least mid-thigh in length
- No single rolled up pant leg or unfastened overalls

#### Footwear and Accessories

- Wear proper footwear at all times (such as athletic shoes for sports activities)
- No gang-related colors on hats and accessories
- No hanging chains, spiked or studded accessories
- No decorative teeth covering or removable grills

#### Language/Illustrations on Clothing

- No obscene, vulgar, profane, or derogatory language or illustrations
- No demeaning or sexual overtones
- No promotion of alcohol, drugs, cannabis, tobacco, gang membership, or violence
- No altered insignias or graffiti in/on personal belongings symbolizing an identified gang

### Dress Code Violation

The student must correct any clothing violation, prior to returning to his/her class schedule or use of school facilities. Refusal to change clothes may result in being sent home.

## Harassment, Sexual Harassment, Bullying, and Terrorist Threat

No student shall engage in harassing behavior, sexual or otherwise, toward another student or staff member. Harassment includes willful engagement in unwelcome verbal or physical behavior that creates a hostile environment for another person or group of people. Included, but not limited to: words, touching, gestures, notes, pictures, signs, posturing, or any other behavior that creates a hostile or threatening environment including through social networking such as Facebook, Twitter, Instagram and Snapchat.

### ANTI-BULLYING POLICY

1. A safe and respectful environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.
2. "Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – e.g. internet, cell phone, personal digital assistant (pda), or wireless hand-held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.
3. "Harassment" is conduct that meets all of the following criteria:
  - is directed at one or more pupils;
  - substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
  - adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
  - is based on a pupil's actual or perceived distinguishing characteristic, or is based on an association with another person who has or is perceived to have any of these characteristics.
4. "Bullying" is conduct that meets all of the following criteria:
  - is directed at one or more pupils;
  - substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
  - adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities by placing the
  - pupil in reasonable fear of physical harm or by causing emotional distress; and,
  - is based on a pupil's actual or perceived distinguishing characteristics, or is based on a pupil's actual or perceived distinguishing characteristics, or is based on an association with another person who has or is perceived to have any of these characteristics.

5. Students are expected to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and visitors.
6. The best discipline is self-imposed; it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline.
7. Since bystander support of harassment or bullying can support these behaviors, both active and passive support for acts of harassment or bullying is prohibited. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.
8. Reprisal or retaliation against any person who reports an act of harassment or bullying is prohibited. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.
9. False accusation of another as a means of harassment or bullying is prohibited.
10. Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance.
11. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.
12. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

### **Changes Mid Year**

New laws and policies and updates to practices will be distributed to Fusion staff, students and families throughout the year as they are enacted, especially with regard to COVID-19 testing, tracking, vaccination and all public health measures.



## **Rights of Students at Fusion Charter**

### **Dignity and Respect**

Every student is entitled to be treated with civility and respect at Fusion Charter. Each student should expect the same from members of the staff and fellow students. Preserving the dignity of students is important to all staff and faculty of Fusion Charter.

### **Complaints and Appeals**

Students and/or their parents are entitled to make complaints against any member of the school staff and to appeal the decisions made by members of the staff. Complaints can also be made against administrators or other school employees. The appropriate procedure is to first request to meet with that person in private. Most complaints are the result of misunderstanding and can usually be resolved by the two persons meeting in private to discuss the problem. If such a meeting fails to resolve the problem, a student may wish to bring it to the attention of the Principal in a written letter, detailing the reasons behind the complaint. A student who is dissatisfied with the administrator's response, may request a meeting with the Division Director.

Students or parents can appeal a grade for a class, but no one can order a teacher to change a grade unless it can be proven that either incompetence or miscalculation caused an error.

A student who has a complaint should request to meet in private with that teacher or administrator to discuss it. A student may also consult with his/her counselor before meeting with the teacher or administrator. The student's counselor will participate in the meeting in the manner the student chooses. Whatever the complaint, a student should proceed through the appropriate channels as described above.

For appropriate complaint forms, please see our website at [fusioncharter.org](http://fusioncharter.org) or request in person at the Fusion Charter office.

### **Please Support Our School**

Fusion Charter is always in need of city bus passes for student transportation as well as gift certificates and gift cards in small denominations (\$5 and up) for weekly attendance drawings. If you are interested in making a donation of these items or any other gift, please contact the school office at **209-667-9047**.

Parents and family members are invited to the School Site Council held monthly during afternoon or after school hours. Parent representatives will be elected at Back to School night.

**Fusion Charter is a public school of choice. Thank you for enrolling and supporting your students and your school.**