



BOARD OF DIRECTORS MEETING
Third Quarter FY 24-25
&
FY25-26 Budget Meeting
June 20, 2025

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Zoom Link:

[https://us02web.zoom.us/j/89310090648?
pwd=HSAhWua1UorgKs1b771LrUw47MuLkM.1](https://us02web.zoom.us/j/89310090648?pwd=HSAhWua1UorgKs1b771LrUw47MuLkM.1)

Agenda



**Fusion Charter Agenda
Board of Directors Meeting
June 20, 2025 9:00 am**

<https://us02web.zoom.us/j/89310090648?pwd=HSAhWua1UorgKs1b771LrUw47MuLkM.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 provide 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.
- **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 August 23, 2024 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. 9:20 AM - Q3 FINANCIAL REPORT*

Quick Summary/Abstract - It is recommended the Board of Directors approve the Q3 Financial Report.
Motion by _____, Second by _____ that the Q3 Financial Report be approved. (V)
- VII. 9:25 AM - PROPOSED FY25-26 BUDGET*

Quick Summary/Abstract - It is recommended the Board of Directors approve the Proposed FY25-26 Budget.
Motion by _____, Second by _____ that the Proposed FY25-25 Budget approved. (V)
- VIII. 9:35 AM – APPROVAL OF DAVID ASHBY, PRINCIPAL OF FUSION CHARTER
Quick Summary/Abstract - It is recommended the Board of Directors approve David Ashby as the new Principal.
Motion by _____, Second by _____ that David Ashby will be the new Principal of Fusion Charter. (V)
- IX. 9:39 AM – APPROVAL OF THE Budget Overview for Parents and LCAP FOR FY25-26
Quick Summary/Abstract - It is recommended the Board of Directors approve the Budget Overview for Parents and LCAP for FY25-26.
Motion by _____, Second by _____ that the Budget Overview for Parents and LCAP for FY25-26 be approved. (V)



- X. 9:42 AM – APPROVAL OF THE LOCAL INDICATORS FOR THE LCAP FOR FY24-25
Quick Summary/Abstract - It is recommended the Board of Directors approve the Local Indicators for the LCAP for FY24-25.
Motion by _____, Second by _____ that the Local Indicators for the LCAP for FY24-25 be approved. (V)
- XI. 9:45 AM – APPROVAL OF THE ANNUAL EPA FUNDING FOR TUSD*
Quick Summary/Abstract - It is recommended the Board of Directors approve the annual EPA funding for TUSD oversight fees and facility landscaping.
Motion by _____, Second by _____ that the annual EPA Funding for TUSD oversight fees and facility landscaping be approved. (V)
- XII. 9:48 AM – APPROVAL OF THE ANNUAL TITLE I BUDGET*
Quick Summary/Abstract - It is recommended the Board of Directors approve the annual Title I budget.
Motion by _____, Second by _____ that the annual Title I budget be approved. (V)
- XIII. 9:51 AM – APPROVAL OF COMPREHENSIVE SCHOOL IMPROVEMENT FUNDS PLAN FOR ELA, MATH, AND COLLEGE/CAREER INDICATORS*
Quick Summary/Abstract - It is recommended the Board of Directors approve the comprehensive school improvement funds plan for ELA, Math, and College/Career Indicators.
Motion by _____, Second by _____ that the comprehensive school of improvement funds plan for ELA, Math, and College/Career Indicators. (V)
- XIV. 9:54 AM – APPROVAL OF THE ANNUAL BOARD CERTIFICATION OF FUSION CORE AND ELECTIVE CURRICULUM FOR FY25-26.
Quick Summary/Abstract - It is recommended the Board of Directors approve the annual board certification of Fusion Core and Elective Curriculum for FY25-26 to include a citizenship component for junior high students.
Motion by _____, Second by _____ that the annual board of certification of Fusion Core and Elective Curriculum for FY25-26 to include a citizenship component for junior high students be approved. (V)
- XV. 9:57 PM – APPROVAL OF EMERGENCY INSTRUCTIONAL CONTINUITY PLAN TO BE LINKED TO THE SCHOOL SAFETY PLAN
Quick Summary/Abstract - It is recommended the Board of Directors approve the Emergency Instructional Continuity Plan to be linked to the School Safety Plan.
Motion by _____, Second by _____ that the Emergency Instructional Continuity Plan to be linked to the School Safety Plan be approved. (V)
- XVI. 10:00 PM - ADJOURNMENT
Motion by _____, Second by _____ that the meeting be adjourned. (V)

Fusion Meeting Minutes



**Board of Directors Meeting Minutes
Fusion Charter Quarter Two Meeting
FY 2024-2025
February 28, 2025**

Members Present:

Kari Sturgeon, President
Carol Risley, Secretary
Vernon Brown, CEO
Heli Maldonado, Member

Staff Present:

Jeannie Imelio, COO
Susan Nisan, Fusion Principal
Korinna Pedrosa-Moore, CHRO
Ann Domingo, CFO
Jhune Clemena, Financial Planning & Analysis Manager
Thess Dones, Controller

Members absent:

Frank Radoslovich, Vice President
Dennis Barry, Member

I. OPENING BUSINESS

Call Public Session to Order 9:01 a.m.; Kari Sturgeon, Board President

II. APPROVAL OF AGENDA

1st motion by Carol Risley, 2nd motion by Heli Maldonado. **Approved.**

III. APPROVAL OF Q1 MEETING MINUTES

1st motion by Carol Risley, 2nd motion by Heli Maldonado. **Approved.**

IV. PERIOD OF PUBLIC COMMENT

No public comment were present.

V. PRINCIPAL'S REPORT

- Fusion class of 2025 winter graduation was held in January 24, 2025 with 25 students completing all graduation requirements. 13 students were recognized as honor students. Fusion has served 222 students during the 24-25 school year, which is 13.3% increase from prior year.
- Fusion currently has enrolled eight Pregnant and Parenting teens, five female and three male. Fusion leadership is exploring ways to benefit this population in collaboration with the Aspiranet Family Resource Center and other services for teen parents and infants. The FRC will come to the Fusion campus to provide assistance in stabilizing clients in crisis, parenting classes, life skills workshops, and job readiness. They will help clients' complete court-ordered open-CPS case plans.

- The 65 students congratulated for good attendance qualified by being enrolled at Fusion for at least two monthly learning periods with 90% or higher cumulative attendance.
- Fusion receives technical assistance from both Community Schools and Seity Health.
- Fusion has reserved \$16,500 in state Learning Communities (LCSSP) funds to support home visits to increase family engagement.
- Fusion submitted the 2023-2024 School Accountability Report Card on the February 1, 2025 deadline.
- Fusion will receive Differentiated Assistance from SCOE to improve Mathematics and English Language Arts (ELA) performance.
- In preparation for 5 year Charter renewal, Fusion has collaborated with TUSD to revise the school charter to reflect Fusion's current mission and vision statements. Changes to the previous charter document require board approval prior to submission to the TUSD board for a public hearing on Tuesday, March 18.
- Community Schools Implementation (CCSPP) grant application was submitted February 6 for a five to seven year period of support from the CDE to engage the community in partnerships to provide an integrated focus on academics, health and social services, youth and community development, and community engagement.
- Fusion has been awarded an additional \$421,191 for Comprehensive School Improvement (CSI) for Fiscal Year 2025-2026.
- FORM 700- Charter school employees and Board members with a potential economic interest in the school's contracts and expenditures must complete the FORM 700 Statement of Economic Interests by April 1 for Fusion to be in compliance with state laws.
- Fusion is collaborating with the local Turlock Unified School District and SCOE for technical assistance in the planning and implementation of these funds.
- Fusion has received the first \$90,000 of \$100,000 award to support dual college enrollment over a three-year period.
- Charter schools must select an annual audit firm at a publicly noticed board meeting and contract with the firm by April 1 of the current fiscal year. Moss Adams conducted the audit of Fusion in the previous school year. Must be submitted to TUSD and SCOE.
- Fusion's on site accreditation renewal visit by WASC will be conducted April 14-16, 2025.
- Spring Graduation will be held by Wednesday, May 28, 2025. The final day of the 2024-2025 school year is May 30, 2025.
- End of the school year, Susan Nisan will be retiring. The Principal position will be open soon.

VI. FINANCIAL REPORT

- Revenues are up for the second Interim Report through January 31, 2025.
- The main basis for the revised revenue is a 12-student ADA funding increase due to improved attendance, generating \$1.8 million in LCFF funds. Additional revenue is offset by \$70,000 for extra teacher salary and benefits and \$30,000 in operating expenditures, primarily for supplementary special education services.
- January 31, 2025 cash bank balance was \$762,130.60.

- VII. APPROVAL OF CHARTER RENEWAL
1ST Motion by Carol Risley, 2nd Motion by Kari Sturgeon. **Approved.**
- VIII. APPROVAL OF AUDIT FIRM FOR 2025-2026.
1ST Motion by Vernon Brown, 2nd Motion by Carol Risley. **Approved.**
- IX. APPROVAL OF MID-YEAR LCAP
1st Motion by Vernon Brown, 2nd Motion by Carol Risley. **Approved.**
- X. APPROVAL REVIEW OF WASC REPORT
1ST Motion by Vernon Brown, 2nd motion by Carol Risley. **Approved.**
- XI. APPROVAL OF TUSD 2025-2026 SCHOOL CALENDAR
1st Motion by Vernon Brown, 2nd motion by Carol Risley. **Approved.**
- XII. APPROVAL OF SCHOOL ACCOUNTABILITY REPORT CARD (SARC)
1st Motion by Vernon Brown, 2nd motion by Kari Sturgeon. **Approved.**
- XIII. APPROVAL OF PRINCIPAL'S REPORT
1ST Motion by Kari Sturgeon, 2nd motion by Carol Risley. **Approved.**
- XIV. APPROVAL OF SECOND INTERIM FINANCIAL REPORT
1ST Motion by Carol Risley, 2nd motion by Heli Maldonado. **Approved.**

Meeting Adjourned at 10:01 am.

Respectfully submitted by

Carol Risley, Secretary

Principal's Report

Principal's Board Report

June 20, 2025



During the third and fourth quarters of the 2024-2025 school year, Fusion Charter has experienced a successful and exciting entry into the second decade of service to students from Turlock and surrounding communities. In March we proudly presented our school to Turlock Unified School District for charter renewal for another five years, hosted an on-site Western Association of Schools and Colleges (WASC) Accreditation Team in April, and made the transition to a new principal, with David Ashby selected in May as successor to Susan Nisan, who is moving after nine years into a semi-retirement grant consulting role at the end of June.

This spring Fusion landed several more substantial grants that support our ongoing Community Schools transformation, with a five-year California Community School Partnership Program (CCSPP) Implementation Grant, a two-year Community Engagement Initiative (CEI) opportunity, and a state Children and Youth Behavioral Health Initiative (CYBHI) relationship that will support behavioral health and wellness for our students and their families. Fusion continues to be a leader throughout the state in alternative, restorative approaches to serving young people who have been impacted by trauma and homelessness and need different strategies and resources to build success.

A. Student Services and Information

For the 2024-2025 school year, Fusion served 269 students, a 16.5% increase from 231 students during the 2023-2024 school year. This increase is due to district referrals and open inquiries from parents and students and is substantial compared to 184 students served in 2022-2023, 201 students in 2021-2022, and 185 in 2020-2021. Fusion has recovered from the pandemic years in which there were few district referrals, and welcomes continual referrals throughout the school year and summer.

Of the 269 students served this year, 209 had Turlock Unified as their district of residence (77.7%), with 60 students from outside of Turlock, mostly from Merced County (N=35, or 17.0%). Enrollment from outside the TUSD district has declined recently, with only 22.2% in the current year and 18.61% in 2023-24 from outside TUSD, compared to 26% in 2022-23, 39% in 2021-22 and 34% in 2020-21.



Record Number of Female Students

The cumulative percentage of female students enrolled at Fusion was 46.5% (125 of 269), higher than any year in the past, with 2023-24 at 41.1% (95 of 231), similar to 2022-23 with 42.9% (79 of 184), but increasingly higher than in past years with 21.4% in 2017-18 (53/248), 24.9% in 2018-19 (64/257), 30.1% in 2019-20 (77/256), 35.7% in 2020-21 (66/185), and 34.3% (69/201) in 2021-22. The enrollment changes over time are related to a declining population in Turlock's Aspiranet Residential population, resulting in fewer male Foster Youth enrolled at Fusion, and Fusion's increasing role as a neighborhood school alternative within the Westside Turlock community.

Population changes have resulted in needs for different types of resources. Ten students in 2024-25 were identified as Pregnant/Parenting teens, a record number at Fusion. Fusion is exploring ways to prevent dropout and benefit this population, in collaboration with the Aspiranet Family Resource Center (FRC) and other services for teen parents and infants.

In 2024-25, 55 students left the school for reasons other than graduation, including transfer to another school or juvenile detention; 32 were referred back to local districts due to chronic low attendance and did not return to Fusion during the school year. In addition, 26 students (9.7%) had some type of Juvenile Justice contact, compared to (11.26%) in 2023-24. These numbers show a decline from 2022-23 when Fusion began tracking this subgroup of 30 students (16.3%) with Juvenile Justice contact.

On August 12 Fusion expects about 140 returning and new students to launch 2025-26.

Graduation Congratulations



Hats off to our newest grads! They belong to a group of 397 Fusion alumni after an outdoor graduation ceremony on May 28. Two days later in the Fusion gym, 15 Grade 8 students were promoted to high school in front of proud family members.

Fusion's 2025 Spring graduates were congratulated by the entire Fusion faculty and staff, Aspiranet CEO Vernon Brown, COO Jeannie Imelio, and their family members and friends. A total of 52 students completed all graduation requirements for 2025. Seven others require more support and are currently enrolled in Summer School to earn credits toward graduation at the next Mid-Year Graduation in January 2026.

Fusion Historic Enrollment	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First Day	92	95	105	118	144	102	114	118	139
October Census	108	97	118	125	143	110	126	144	142
Cumulative	283	248	257	256	185	201	184	231	269
Graduates	23	46	38	38	43	57	28	45	52
Grad Rate	55.60%	74.40%	79.60%	73.90%	73.30%	83.3%	55.30%	77.20%	NA*

*The official graduation rate will be released in October after all records are submitted statewide.

Here are a few interesting facts about the Class of 2025:

- A record 85% of 2025 graduates (44/52) walked the stage in two ceremonies in January and May, surpassing the 82% record for 2024 graduates.
- Based on individual preferences, seventeen students chose gold gowns, donated to Fusion by Stanislaus County, and 32 chose traditional black gowns.
- Student Council Vice President Darvin Costa enrolled in Fusion in November 2019 as a 12-year-old seventh grader. Four other graduates also enrolled in junior high. The most recent 2025 graduate enrolled in January 2025.
- A record 27 of 52 graduates (51.9%) completed with honors overall with a 3.5-4.0 average (A's and B's) in the final two semesters of high school at Fusion.
- Six early graduates completed all requirements by the end of Grade 11.
- Turlock Unified was the district of residence for 38/52, or 73.1%, similar to 2024
- Nine graduates came from Merced County and five from other Stanislaus and San Joaquin County districts

Please enjoy the 2025 Fusion graduation photos on our website at fusioncharter.org and Fusion's YouTube channel at www.youtube.com/@fusioncharterschool/videos

Summer School 2025

Summer school began on June 4 for an optional four-week period. Students are supported via individual appointments both remotely and on campus to help them earn an additional 10 credits during the summer. This is the second year of interest by the district in collaborating with Fusion to meet summer school needs. Because Fusion

does not receive funding for these summer students, we must limit the number of TUSD students who participate to the 40 TUSD students who have registered and are working on elective credits for graduation. The 53 Fusion students who are participating are served by funding from federal sources for school improvement and working on core courses with credit deficiencies.

B. Student Activities

The Student Council led by advisor Abraham Zuniga organized a packed Spring schedule of activities, starting with a March 19 Mardi-Gras event and a Little Free Library in memory of Fusion teacher Bekah Remkiewicz. They participated in the TUSD Board meeting and Red Robin dinner on April 1 and held a free Family Film night for the community that was attended by more than 50 people on April 11, followed by three days at the California Student Leadership (CASL) state convention in Santa Clara.



On Friday, May 16 the Student Council rolled out the red carpet for the Prom theme “A Night of Stars” with dinner and dancing in Fusion’s beautifully decorated gym; 29 students and guests attended. This year was the second time that Fusion has held a Prom on campus, with the first Fusion Prom two years ago in 2023. As a reward for meeting a schoolwide attendance challenge in March and April, students were able to earn tickets at no cost.

Other Fusion traditions that were revived include the *Spartan Voice*, which returned after five years full of student artwork and photographs. The Comic Con club launched another edition of their graphic novel, with the first chapter published in the *Spartan Voice*.

The Senior Trip also made a comeback on April 10, with a full day at the Santa Cruz Art and History Museum and the famous Boardwalk on the Pacific beach. A variety of Spring activities and trips included Friday art workshops, the garden and BBQ clubs, and visits to a Stockton Ports baseball game, Turlock auto dealership, bowling, and a university tour during CSU Stanislaus graduation week.



Fusion's new hybrid Toyota Sienna van provided comfortable transportation to all these trips and will support early college attendance by seniors and advanced juniors at Modesto Junior College for early college Dual Enrollment and vocational pathways in Career Technical Education.

For Fusion's final field trip, 28 students and five adults visited the Island Water Park in Fresno on May 29, with attendance up from 23 students and eight adults a year ago. In order to attend students were required to be in good standing with a limited number of absences during the school year.



C. Community Involvement

This year parents have been invited to respond to the anonymous Healthy Kids Survey along with students and staff. To date 90 parents have responded to the Fusion Spring telephone survey with a 95%+ level of parent satisfaction with Fusion's program.

Fusion will continue to receive technical assistance from both Community Schools and Seity Health. The resources of the CCSPP Implementation Grant and the CEI activities will build partnerships to increase community engagement for the next five years.

The final *Lunch and Learn* career-related presentation was held on April 15 with a presentation of an electrician training program. For a third year, Fusion participated in **Love Turlock Day** on April 26, with outdoor clean up tasks on campus and an opportunity to share the good work of our program with the community volunteers. A

new custodian/groundskeeper will continue the Love Turlock tradition and will keep Fusion beautiful and productive for years to come.

D. Personnel

Fusion has hired 2019 graduate and former Student Body President Anthony Mendoza as custodian/groundskeeper just in time for a summer refresh of the building. Fusion will welcome two certificated staff in 2025-26, a biology teacher, Ashley Maderr-Gill, and an experienced charter school general and special education teacher/administrator, Christine Frost. We are currently advertising for a van driver/teacher's aide in compliance with our CCSPP grant plan and will seek additional interns from CSUS.



Pending board approval today, David Ashby will become the new Principal at Fusion Charter on July 1. David is ideally suited for the role, having invested the past eleven years in transforming the Fusion culture through trauma-informed strategies that emphasize meeting social and emotional needs first. He has expertise in Special Education administration and a deep commitment to inclusion in a multicultural society.

David earned a BA in Communications from CSU Chico and started his teaching career in Mexico. In 2008 he completed a California Single Subject Teaching Credential in Social Science. He arrived at Fusion the first day that it opened in 2014, with a commitment to always choose what is best for students. While completing an Administrative Credential, David implemented restorative justice Talking Circles at Fusion to address behavioral issues and focus on social/emotional needs. Circles have positively shaped the entire campus culture, with students and staff participating at least weekly. Parents also participate in circles at new student orientations; welcome circles provide an opportunity to discuss obstacles to school participation, including inconsistent housing. Since 2022 David has led the development of training videos at Fusion through a Homeless Innovative Program (HIP) grant from the CDE to identify and serve homeless youth and is a popular trainer and presenter at conferences throughout the state.

David will continue to work collaboratively with a strong and talented Fusion team and will have the support of retiring principal Susan Nisan in completing and filing the many reports required for Fusion's ongoing grants and fiscal reports. The Fusion team has confidence in his leadership and ability to expand on Fusion's current strengths.

E. Professional Development

Fusion staff received training in Parent Teacher Home Visits on June 2, 2025, with Learning Communities (LCSSP) funds set aside to support home visits to build mutual understanding and rapport and to increase family engagement.

Marlene Ferry completed TUSD induction for new teachers and was named Fusion's Rotary Teacher of the Year. Fusion continues to engage in academic professional development, both in-house and at conferences, with regular updates and training from our curriculum providers. Professional development in March focused on the new Ethnic Studies graduation requirement by veteran teacher Daniel Vera. Other opportunities included the California Activities Director Conference, the California Charter School Association conference and the federal "All Titles" conference. Fusion participated in Aspiranet's strategic planning sessions.



By invitation, David Ashby and team will repeat workshops in June at the Community Schools Conference in Fresno and the PSC Summer Learning Institute in Morro Bay on the topic of **Restorative Practices: The Art and Science of Talking Circles**.

F. Facility



We are running out of indoor space and look forward to making some modifications to a current classroom to accommodate more confidential use for individual counseling and wellness activities. Fusion's multi-purpose room is in constant use by Student Council and staff for both training and student activities, including assessments.

Fusion passed the June fire department inspection with minor corrections. Fusion has not yet completed planned safety updates, with a new pedestrian gate, additional cameras and lights to both ends of the building, improved front door and window safety, and a direct radio to the Turlock Police Department. With the completion of the construction next door of Aspiranet's new Hope Forward Learning Center and transitional residence, we plan to replace our gates and front fences for a cohesive appearance as well as improved safety.

G. Accountability

Please note that the CDE requires a new Instructional Continuity Plan for attendance which is to be added to the Site Safety Plan and requires board approval.

Attendance has improved at Fusion! The Spring 2025 P2 Average Daily Attendance (ADA) is 117.81 and 2025 P-Final ADA is similar at 117.63. Additional state funds will be paid out in July to reflect the increase over the Fall 2024 P1 of 116.20 and the Spring 2024 P2 of 104.17. The increase has been encouraging. We believe that it is a direct result of daily phone calls and text messages, frequent incentives such as meal cards, and engaging activities, like the May 22 auto dealership career field trip shown below.



Regular attendance is a vital life skill. Most students arrive at Fusion with a history of low attendance patterns. In 2023-24, the daily percentage of students participating in schoolwork was only 70.74%, typical for alternative education programs but far below district standards of 95% to 98%. In addition, 80.8% of our students were identified as "Chronically Absent," due to more than 10% of school days without school participation via either on-site attendance or remote logins. Our LCAP goal is to increase daily attendance to 75% or more and to reduce Chronic Absenteeism to below 70%. For 2024-25, Fusion met the daily goal with an average of 75.46% but not the Chronic Absenteeism goal with 206 of 269 students (76.6%) with less than 90% attendance. This is an improvement from last year but does not quite meet the target of 70%.

H. Mandatory Testing

Fusion has met the state requirement that 95% of all students in Grades 7, 8 and 11. Complete the California Standards (CAASPP) tests for English Language Arts (ELA) and Mathematics. The 2025 LCAP report has a summary of all scores, with the good news that scores have improved for 2025 compared to 2024. We believe that the confidence and trust that students have developed working individually with Fusion teachers and math tutors has motivated students to put more time and attention into the testing process. Due to low scores for Socioeconomically Disadvantaged students reported in the prior year 2024 Dashboard, Fusion will continue to receive Differentiated Assistance from SCOE to improve Math and ELA performance.

English Learner Proficiency (ELPAC) exams were administered to 100% of the 41 students classified as English Learners. Of this group. Three students scored at a Level 4, indicating proficiency, ten students scored a Level 3, 23 students scored Level 2 and five students scored a Level 1. These students will need additional support to meet grade level English proficiency on other standardized assessments.

I. Strategic Planning for 2024-25

Following a public hearing on Tuesday evening, March 18, and letters of support from students delivered on April 1, the TUSD board on May 6 unanimously approved the Fusion Charter for five more years. The primary change to the charter is the pervasive role of Fusion's trauma-informed approach.

Fusion continues to work closely with Aspiranet on long-term strategic plans that support a second decade of impact on vulnerable youth in our community. Fusion leadership participated in Aspiranet planning sessions in February and March and will continue to collaborate with other Aspiranet divisions for the benefit of children and families throughout the state.



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.

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

The State Board of Education granted Fusion **100% funding** for the next two years in response to mitigating circumstances Fusion submitted in February. This report is required for all non-classroom-based schools, with an appeal needed because Fusion spent more than 20% of the annual budget in 2023-24 on expenses that the CDE has identified as “non-instructional,” such as facilities costs and mandatory district oversight, reserve and audit fees. The next budget year that will require a report is the upcoming 2025-26 school year. The new budget has been developed with the restrictions in mind.

Fusion was awarded the **Community Schools (CCSPP) Implementation** Grant for a five-year period of support from the CDE in the amount of \$712,500. The CCSPP engages the community in partnerships to provide an integrated focus on academics, health and social services, youth and community development, and community engagement. This effort has been supplemented by a \$100,000 award for two years from the Community Engagement Initiative (CEI), supporting the work of a collaborative team to improve community engagement.

Fusion has accepted additional funds for **Comprehensive School Improvement (CSI)** for 2025-26. The projected amount has increased from \$421,191 to \$472,119 to be used through September of 2026. Fusion will receive the Year 2 funding to increase the Dashboard College and Career Indicator and Math and English Language test scores. This second year of funding follows the first-year allocation of \$174,382 with \$43,596 disbursed in June 2024 and the remainder still to be reimbursed. The first 25% is scheduled to be disbursed by June, followed by reimbursements through September 30, 2026. Improving our foundational math and ELA scores and increasing the college and career indicator are high priorities for our CSI plan, which requires board approval prior to August 12. The budget is based upon expenses for “evidence-based” interventions to improve student outcomes. Fusion is collaborating with TUSD and SCOE for technical assistance in the planning and implementation of these funds.

Fusion has qualified for and anticipates the receipt of \$50,339 in **Children and Youth Behavioral Health Initiative (CYBHI)** funds to prepare for the implementation of Medi-Cal billing for student behavioral health and wellness activities.

Fusion now has the use of a new hybrid van for transportation and tutoring to support student success in Modesto Junior College courses prior to high school graduation. The final \$10,000 of the **College and Career Access Pathways Grant (CCAP)** grant will be made on a reimbursement basis at the conclusion of all expenses.

K. Advocacy Update

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. As a result, major modifications have been made to AB 84, although harmful language still remains, including the abolition of the mitigating circumstances option for funding non-classroom-based charter schools. All supporters of charter schools are encouraged to reach out to their legislators, especially in highly populated urban areas, in support of the value of charter schools throughout the state.

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

Fusion's on-site accreditation renewal visit by WASC was conducted April 14-16, 2025. No changes were suggested to the current WASC Action Plan, which aligns with the following LCAP goals, WASC Accreditation Action Plan and Title I School Plan for Student Achievement (SPSA).

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)

The LCAP plan for 2025-2026 requires board approval, along with budgets for federal Title I and Comprehensive School Improvement funds for ELA, Math and Career Indicators

Fusion also asks for annual board certification of Fusion core and elective curriculum for 2025-2026, to include a citizenship component for junior high students. The Ethnic Studies requirement for high school has also been added to the required subjects.

M. Summary

The final day of the 2024-2025 school year was May 30, 2025. Summer School continues through June, with the first day of the new school year on August 12, 2025.

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

1. Approval of David Ashby as the new principal of Fusion Charter
2. Emergency Instructional Continuity Plan to be linked to the School Safety Plan
3. Local Indicators for the LCAP for 2025-2026 (Link to be provided)
4. LCAP Budget Overview for Parents and LCAP 2025-2026 (Link to be provided)
5. Proposed Budget for 2025-2026
6. The annual EPA funding for TUSD oversight fees and facility landscaping
7. The annual Title I budget approved by the school site council on March 14, 2025
8. Approval of a plan for the Comprehensive School Improvement funds for ELA, Math and Career Indicators
9. Annual board certification of Fusion core and elective curriculum for 2025-2026, to include a citizenship component for junior high students

Respectfully submitted,

Susan Nisan
Fusion Principal, 2016-2025

June 12, 2025



2025-2026 Expenditures for the Education Protection Account (EPA)

The law requires that the use of Education Protection Account (EPA) funds be determined by the governing board at an open public meeting. Fusion receives the minimum EPA funding of \$200 per unit of ADA, which is set at 118, or \$23,600 annually, for 2025-2026. Fusion asks that the Aspiranet Board approve the use of EPA funds for the 1% TUSD Oversight Fee, with the remainder to be spent on Plant Maintenance and Operations, specifically lawn mowing and weekly landscaping.

The expenditure for the charter school 1% supervisorial oversight fee is payable to the authorizing district on a quarterly basis. CDE guidance updated on June 6, 2017 indicates that the oversight fee can be charged on EPA funds, pursuant to Education Code (EC) sections 47613 and 47632 (<https://www.cde.ca.gov/fq/ac/ac/sacsfaq.asp>)

The projected 1% oversight fee owed to TUSD in 2025-2026 is a total of \$18,882.40 billed quarterly, based on a project LCFF from all sources of \$1,888,240. The projected cost of landscaping is \$1,000 monthly, for a total of \$12,000 for the year to be paid from EPA and general funds. While landscaping is a fixed cost, the EPA and the oversight fee are both based on ADA. As the number of students increases, both amounts will increase, assuring the district oversight fee is “protected.”



Financial Report



Finance Report

June 20, 2025

End of 3rd Quarter Financial Status and Revised Budget for 2024-2025

Definitions: ADA=[Average Daily Attendance](#) (based on daily work completion)
LCFF=[Local Control Funding Formula](#) (Primary state source for school funds)
UPC=[Unduplicated Pupil Count](#) (Low-Income, English Learners, Foster Youth)

Revenues continue to go up. Fusion's final ADA through the end of the school year was 117.63, compared to a budgeted 104 ADA, an increase of 13.63 over projections.

In the previous Finance Report in February, Fusion's Projected FY25 Revenue was revised from \$2,180,092, based on a budgeted 104 ADA, to \$2,516,976, based on an actual 116.20 Fall P1 ADA. The 12-student Fall P1 ADA funding increase generated \$1,822,688 in LCFF funds, compared to \$1,595,437 from the budgeted 104 ADA. This is an additional \$227,521 in LCFF funding for an additional 12.2 ADA, or \$18,649.26 per ADA. At this rate, the P Final ADA of 117.63 will generate \$26,668.45 in added ADA and a revised FY25 revenue of \$2,543,644.45.

The additional P1 revenue was offset by approximately \$70,000 for extra teacher salary and benefits and \$30,000 in operating expenditures, primarily for supplementary special education services. The additional P2 revenue is offset by \$266.68 in TUSD oversight fees and \$4,000 in budgeted ADA bonus for 20 employees. Estimated Projected Expenditures increased from \$2,087,147 to \$2,189,420. At P1 a net balance increase of \$327,556 added to Fusion's FY24 audited ending balance of \$426,115, resulting in a new FY25 year-end fund of \$753,672, with the added \$26,668.45 in revenues and \$4,266.68 in added expenditures, the new estimated ending balance is \$776,073.77.

Current Cash Flow Status

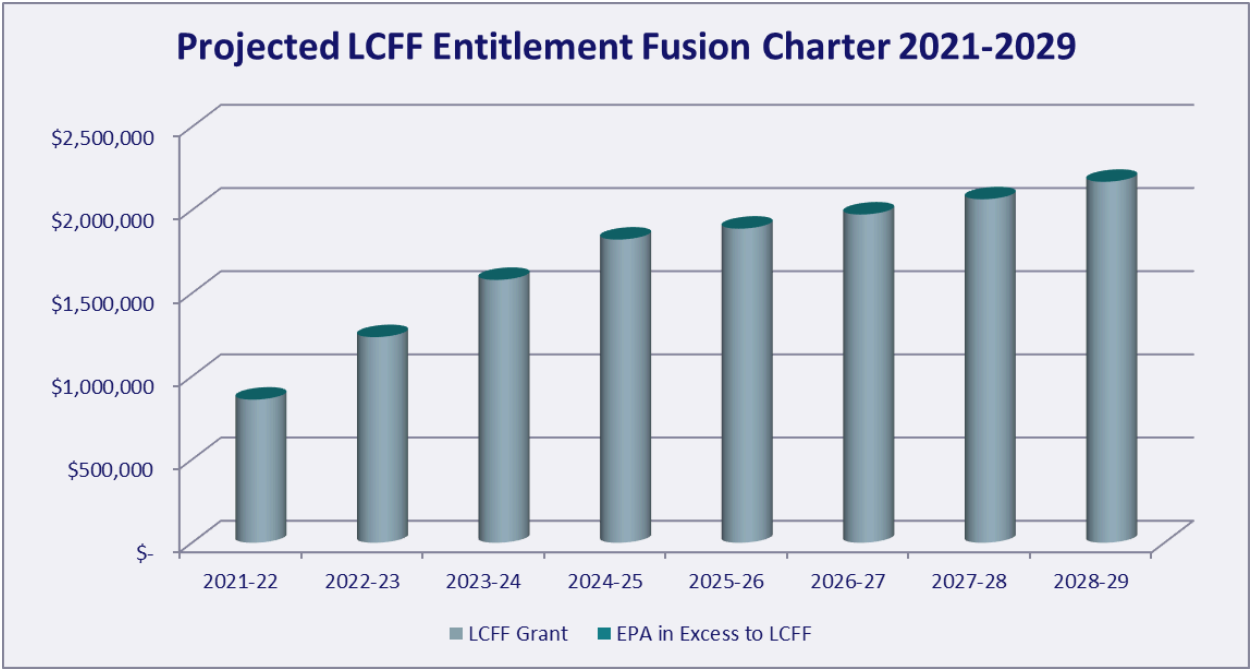
The May 31, 2025 cash bank balance was \$972,497.51. This does not include a late wire for May LCFF in the amount of \$160,649.82 received in June. A second June wire for \$27,699.00 for June In Lieu of Property Tax funds was received on time, but the remaining June LCFF funding will not be disbursed until well into July, due to a statewide deferral of all LCFF funding from June into July. The SCOE wires tend to lag behind state distributions by two to three weeks.

Allocated federal funds (Titles I, II, IV and CSI funds) have been delayed all year. Fusion has not received any reimbursements of Comprehensive School Improvement funds since the original 25% disbursement in June 2024. New CSI federal revenues that are projected to arrive late in FY25 will be reserved to cover FY26 expenses.

100% Funding Determination for 2025-26

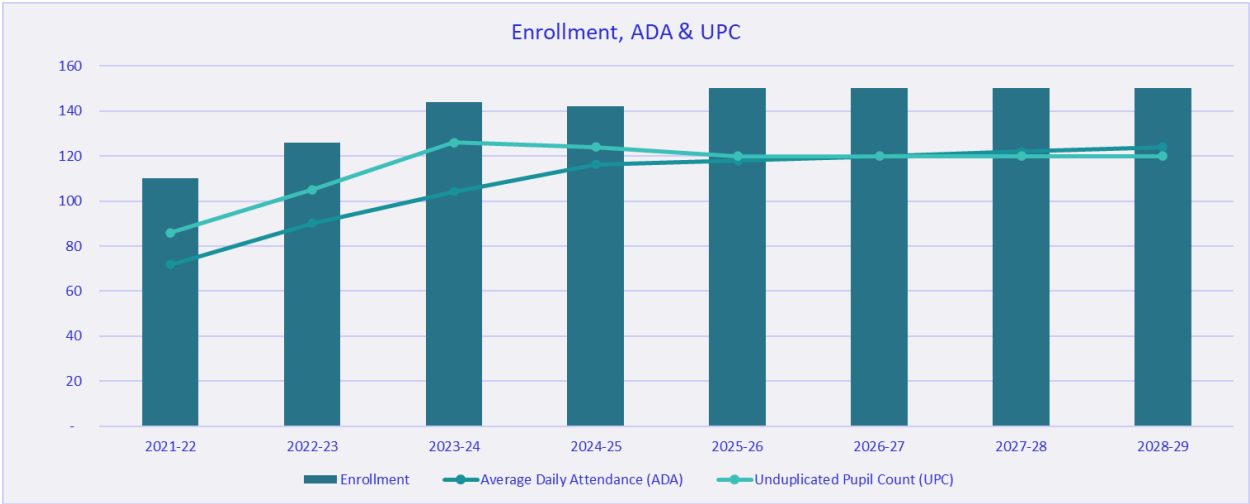
Fusion was granted full funding for 2025-26, based on a **mitigating circumstances** report filed in February 2025 with the State Board of Education (SBE). This explanatory report was required because Fusion is considered as a **Non-Classroom Based (NCB) charter school** because a portion of the school day consists of an independent study program off campus. Periodically Fusion must submit data to the CDE, based on the most recent audit, demonstrating that the school qualifies for the full funding determined by the LCFF. For the NCB process, the CDE divides school expenditures into two categories. To qualify for automatic full funding, expenditures for the **Instructional Program** must reach 80% of revenues, while costs for **Facilities and Administrative Overhead** (lease, utilities, maintenance, insurance, audit, district fees and required reserves) cannot exceed 20%, a challenge for small schools. For a 2 million dollar budget, a limit of \$400K would be spent on Facility and Administrative costs; after the school district takes 1% as an oversight fee and requests that 5% be placed in reserve, less than 14% remains for "non instructional" costs, eg. rent which was 7.4% of total revenues in FY24.

This is the second time Fusion met all other requirements except the 80% guideline. Fusion fell short at 71.39% but was granted approval, based on our explanation, to access the full funding reflected in the LCFF projection below. The next period that will be evaluated is the upcoming 2025-26 school year, so the budget must be monitored carefully for compliance to percentages.



Funding Forecast for FY 2025-2026 and Beyond

Fusion is in sound financial condition. Fusion projects a three-year period with flat enrollment, reflected in the chart below. The conservative approach for the future is to assume a leveling off in enrollment and a correction in UPC levels after a high in FY24 of 87.5% of students who were low-income, English Learners and/or foster youth.



Fusion has experienced a period of rapid ADA growth following the unpredictable pandemic, with a **63.78% increase in student attendance in the past three years**. The recent Spring P2 ADA of 117.81 was an increase of 13.09% over the Spring 2024 P2 ADA of 104.17, which was a 15.39% increase over the Spring 2023 P2 ADA of 90.28, which was 25.51% over the low P2 ADA of 71.93 for Spring 2022. It is unlikely that Fusion will experience a continuation of double-digit percentage increases in ADA over the next three years.

Projected Budget for 2025-2026

The budget entered into Carenet for 2025-2026 was based on the best predictions available in early May. Total Revenues were projected at \$2,800,945.98 and Total Expenses at \$2,606,178.83, leaving a Current Year Balance of \$194,767.15. The carryover from FY25 and previous years is substantial, with multiple grants carried over with revenues that were not expended in the years received.

Status of Ongoing State and Federal Grant Funds Available in FY26

Note: The amount of carryover from FY25 to FY26 has not yet been determined for most of the grants below. The May financial information just became available as this report was being prepared. By the Board Meeting date an estimate of remaining funds will be determined.

All grant funds are to be expended for supplementary expenses that fulfill specific grant guidelines, some of which run for multiple years. Refer to the links for detailed CDE information and Fusion resources.

CDE Resource	Description and Fusion Plan Links	Original Award	Available for FY25	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 and 75% to be reimbursed for expenses.	\$174,382	\$155,944	9/30/25
<u>3182</u>	ESEA: ESSA School Improvement, CSH (CSI 3182/8290) SISO Year 2, a 25% advance of \$105,298 expected 6/2025.	\$472,119	\$118,029.75	9/30/26
<u>6266</u>	<u>Educator Effectiveness (EEBG)</u> , awarded FY22 for both certificated and classified professional development expenses.	\$31,197	14,791.65	6/30/26
<u>6770</u>	Arts and Music in Schools (AMS)--Prop 28 ongoing ADA-based funding for Arts and Music education. The initial allocation of \$22,000 for FY24 was unspent and carried forward to FY25. The amount allocated for FY25 is \$24,574.	\$22,001	\$46,575	Ongoing
<u>7085</u>	CA Learning Communities for School Success Program (LCSSP) reserved for a pilot voluntary home visit program by Fusion staff.	\$16,5000	\$16,5000	12/31/25
<u>7339</u>	College and Career Access Pathways Grant (CCAP)--90% awarded in FY25, with 10% to be reimbursed through FY26.	\$100,000	\$90,000	2025-26
<u>7412</u>	A-G Access/Success Grant, Received FY22 to increase access to high school graduation with college preparatory a-g coursework.	\$75,000	\$9,893.80	2025-26
<u>7413</u>	A-G Learning Loss Mitigation Grant, Received FY22 to increase passing grades. Used by Fusion for tutoring and access costs.	\$75,000	\$28,679.34	2025-26
<u>7435</u>	Learning Recovery Emergency Block Grant (LREBG)-- included in the 2024-25 budget for salaries and technology access, including WiFi. The original \$136,337 award was received FY23, with an adjustment of \$19,515 reclaimed FY24 as overpayment of these funds for all California schools.	\$116,822	\$116,822	2027-28

Other Ongoing Funding Sources: Fusion will benefit in FY25 from additional revenue increases for other ADA-related sources, such as special education, lottery, and federal Title funds.

As of June 12, 2025, these new funding sources had not yet been disbursed to Fusion and can be added to the amounts budgeted in FY26.

1– **Comprehensive Support and Improvement (CSI)**–Fusion has been allocated \$472,119 for a second year of special supplementary federal funding from March 17, 2025 through September 30, 2026 to build capacity to improve performance on the **California Dashboard** on the College and Career Indicator and the Academic Indicators for English Language Arts and Math. The full

amount was included in the FY26 budget. In addition, CSI Year 1 revenues available for reimbursement were not included in the FY26 budget but will be available to cover expenditures.

2– **Community Schools (CCSPP)** –Fusion is included in Cohort 4 of the Implementation grant, at an amount of \$150,000 per year for four years in FY 26 through FY29, and \$112,500 in FY30, for a total amount of \$712,500. \$150,000 of this award is included in the FY26 budget.

The following new grant funding sources were not included in the FY25 Budget approved in June 2024 or in the FY26 Budget.

3– **Children and Youth Behavioral Health Initiative (CYBHI)**--Fusion recently has been allocated \$50,339 for new training expenditures for future Medi-Cal billing for Mental Wellness and is receiving technical support from the Stanislaus County Office of Education (SCOE).

4– **Community Engagement Initiative (CEI)** –Fusion received a \$140,000 unrestricted award for two years to support the work of a collaborative team to improve community engagement. The grant obligations require a school-community team to make six trips to Southern California over a period of two years in 2025-2027 to develop engagement strategies.

LCFF Sources for Unduplicated Pupils (English Learners, Low Income, and Foster Youth)

The budget draft for FY26 includes LCFF funds targeted toward students with the greatest needs. LCAP Goals and Actions have been developed that use these funds to increase services to these populations by at least 27.27%.

Components of LCFF Entitlement 2025-26				
	2025-26	<i>UPP</i>		
Base Grant	\$ 1,447,170		<i>118.00</i>	<i>ADA Projected (11 in 7-8 + 107 in 9-12)</i>
+ <i>Grade Span Adjustment</i>	\$ 34,561		\$ 1,481,731	<i>Adjusted Base Grant</i>
<i>Supplemental Grant</i>	\$ 251,480	<i>84.86%</i>		
<i>Concentration Grant</i>	\$ 152,656	<i>70.85%</i>	\$ 404,136	<i>Supplemental & Concentration</i>
Total	\$ 1,885,287		\$ 1,885,287	<i>Per day = \$10,473.82 Per ADA = \$88.76</i>

Fusion will continue to promote daily attendance/work completion as the best intervention for student outcomes and also as the best means of increasing revenues to serve students, with \$88.76 of lost revenue for each day of student absence/lack of work completion.

Fusion Financial Reports

Aspiranet Agency Consolidated Revenue & Expense, MTD w/Budget Variance - March 31, 2025
Fusion

	M-T-D Actual	M-T-D Budget	Variance
REVENUES			
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	214,635.87	173,046.68	41,589.19
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	160.66	1.41	159.25
Miscellaneous Income	0.00	0.00	0.00
Total Revenues	214,796.53	173,048.09	41,748.44
EXPENSES			
Personnel			
Salaries & Wages			
Administrative Support	3,979.85	5,378.50	1,398.65
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	8,741.37	7,530.00	(1,211.37)
Educational Workers	87,720.73	93,949.69	6,228.96
Mental Health Workers	0.00	0.00	0.00
Other Earnings	0.00	2,000.00	2,000.00
Total Salaries & Wages	100,441.95	108,858.19	8,416.24
Employee Taxes & Benefits	13,450.70	25,030.04	11,579.34
Total Personnel	113,892.65	133,888.23	19,995.58
Operating Costs			
HR/Employee Costs	941.70	1,000.00	58.30
Contract Services	6,680.00	1,900.00	(4,780.00)
Administrative Support			
Occupancy	16,878.11	18,036.33	1,158.22
Insurance	41,059.81	0.00	(41,059.81)
Utilities & Telephone	3,362.82	2,650.00	(712.82)
Professional Services	0.00	165.00	165.00
Supplies and Office Expense	1,315.98	1,575.00	259.02
Equipment Costs	1,204.90	1,950.00	745.10
Travel & Employee Related	5,789.45	1,000.00	(4,789.45)
Taxes, Licenses, Fees	0.00	1,597.00	1,597.00
Miscellaneous	318.66	50.00	(268.66)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	2,129.61	2,835.00	705.39
Youth Expenses	2,067.41	885.00	(1,182.41)
Total Operating Costs	81,748.45	33,643.33	(48,105.12)
Total Direct Expenses	195,641.10	167,531.56	(28,109.54)
Direct Surplus/(Loss)	19,155.43	5,516.53	13,638.90
Non-Operating Expense	(11,073.98)	0.00	11,073.98
Revenue Over (Under) Expenses Before Allocations	30,229.41	5,516.53	24,712.88
Total HQ Indirect Allocation	0.00	0.00	0.00
Excess Revenue Over (Under) Expenses	30,229.41	5,516.53	24,712.88
Net Revenue Over (Under) Expenses	30,229.41	5,516.53	24,712.88

Aspiranet

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

March 31, 2025

	M-T-D Actual	M-T-D LY MTD	Variance
REVENUES			
Foster Care Revenues	0.00	0.00	0.00
IHS Reveneus	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	214,635.87	222,366.82	(7,730.95)
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	160.66	0.00	160.66
Miscellaneous Income	0.00	0.00	0.00
Total Revenues	214,796.53	222,366.82	(7,570.29)
EXPENSES			
Personnel			
Salaries & Wages			
Administrative Support	3,979.85	2,455.76	(1,524.09)
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	8,741.37	2,819.48	(5,921.89)
Educational Workers	87,720.73	86,118.73	(1,602.00)
Mental Health Workers	0.00	0.00	0.00
Other Earnings	0.00	0.00	0.00
Total Salaries & Wages	100,441.95	91,393.97	(9,047.98)
Employee Taxes & Benefits	13,450.70	16,646.30	3,195.60
Total Personnel	113,892.65	108,040.27	(5,852.38)
Operating Costs			
HR/Employee Costs	941.70	1,007.54	65.84
Contract Services	6,680.00	51.50	(6,628.50)
Administrative Support			
Occupancy	16,878.11	16,897.94	19.83
Insurance	41,059.81	0.00	(41,059.81)
Utilities & Telephone	3,362.82	3,171.20	(191.62)
Professional Services	0.00	0.00	0.00
Supplies and Office Expense	1,315.98	1,356.25	40.27
Equipment Costs	1,204.90	14,307.45	13,102.55
Travel & Employee Related	5,789.45	5,080.08	(709.37)
Taxes, Licenses, Fees	0.00	0.00	0.00
Miscellaneous	318.66	(68.79)	(387.45)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	2,129.61	889.02	(1,240.59)
Youth Expenses	2,067.41	718.83	(1,348.58)
Total Operating Costs	81,748.45	43,411.02	(38,337.43)
Total Direct Expenses	195,641.10	151,451.29	(44,189.81)
Direct Surplus/(Loss)	19,155.43	70,915.53	(51,760.10)
Non-Operating Expense	(11,073.98)	1,590.00	12,663.98
Revenue Over (Under) Expenses Before Allocations	30,229.41	69,325.53	(39,096.12)
Total HQ Indirect Allocation	0.00	0.00	0.00
Excess Revenue Over (Under) Expenses	30,229.41	69,325.53	(39,096.12)
Net Revenue Over (Under) Expenses	30,229.41	69,325.53	(39,096.12)

Aspiranet

Agency Consolidated Revenue & Expense, YTD w/Budget Variance - Fusion March 31, 2025

	Y-T-D Actual	Y-T-D Budget	Variance
REVENUES			
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	1,400,652.94	1,613,859.63	(213,206.69)
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	4,135.66	12.71	4,122.95
Miscellaneous Income	0.00	0.00	0.00
Total Revenues	1,404,788.60	1,613,872.34	(209,083.74)
EXPENSES			
Personnel			
Salaries & Wages			
Administrative Support	31,474.41	77,423.60	45,949.19
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	65,961.19	57,568.00	(8,393.19)
Educational Workers	791,274.91	821,208.62	29,933.71
Mental Health Workers	0.00	0.00	0.00
Other Earnings	0.00	35,679.66	35,679.66
Total Salaries & Wages	888,710.51	991,879.88	103,169.37
Employee Taxes & Benefits	107,537.85	230,853.09	123,315.24
Total Personnel	996,248.36	1,222,732.97	226,484.61
Operating Costs			
HR/Employee Costs	8,570.99	8,800.00	229.01
Contract Services	66,968.98	19,100.00	(47,868.98)
Administrative Support			
Occupancy	156,044.34	162,326.97	6,282.63
Insurance	41,059.81	0.00	(41,059.81)
Utilities & Telephone	24,819.27	23,850.00	(969.27)
Professional Services	3,401.66	6,703.54	3,301.88
Supplies and Office Expense	29,112.24	14,175.00	(14,937.24)
Equipment Costs	21,556.67	63,815.00	42,258.33
Travel & Employee Related	20,901.63	20,700.00	(201.63)
Taxes, Licenses, Fees	15,277.96	14,373.00	(904.96)
Miscellaneous	1,388.86	450.00	(938.86)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	18,393.05	21,715.00	3,321.95
Youth Expenses	61,294.96	30,061.00	(31,233.96)
Total Operating Costs	468,790.42	386,069.51	(82,720.91)
Total Direct Expenses	1,465,038.78	1,608,802.48	143,763.70
Direct Surplus/(Loss)	(60,250.18)	5,069.86	(65,320.04)
Non-Operating Expense	(376.57)	0.00	376.57
Revenue Over (Under) Expenses Before Allocations	(59,873.61)	5,069.86	(64,943.47)
Total HQ Indirect Allocation	0.00	0.00	0.00
Excess Revenue Over (Under) Expenses	(59,873.61)	5,069.86	(64,943.47)
Net Revenue Over (Under) Expenses	(59,873.61)	5,069.86	(64,943.47)

Aspiranet

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

March 31, 2025

	Y-T-D Actual	Y-T-D LYTD	Variance
REVENUES			
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	1,400,652.94	1,293,019.59	107,633.35
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	4,135.66	11.30	4,124.36
Miscellaneous Income	0.00	0.00	0.00
Total Revenues	1,404,788.60	1,293,030.89	111,757.71
EXPENSES			
Personnel			
Salaries & Wages			
Administrative Support	31,474.41	32,374.36	899.95
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	65,961.19	20,106.13	(45,855.06)
Educational Workers	791,274.91	773,636.82	(17,638.09)
Mental Health Workers	0.00	0.00	0.00
Other Earnings	0.00	0.00	0.00
Total Salaries & Wages	888,710.51	826,117.31	(62,593.20)
Employee Taxes & Benefits	107,537.85	125,319.09	17,781.24
Total Personnel	996,248.36	951,436.40	(44,811.96)
Operating Costs			
HR/Employee Costs	8,570.99	6,206.41	(2,364.58)
Contract Services	66,968.98	19,335.87	(47,633.11)
Administrative Support			
Occupancy	156,044.34	164,291.62	8,247.28
Insurance	41,059.81	0.00	(41,059.81)
Utilities & Telephone	24,819.27	28,914.56	4,095.29
Professional Services	3,401.66	18,205.54	14,803.88
Supplies and Office Expense	29,112.24	12,450.79	(16,661.45)
Equipment Costs	21,556.67	43,350.24	21,793.57
Travel & Employee Related	20,901.63	28,722.50	7,820.87
Taxes, Licenses, Fees	15,277.96	16,955.84	1,677.88
Miscellaneous	1,388.86	356.55	(1,032.31)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	18,393.05	32,534.41	14,141.36
Youth Expenses	61,294.96	14,533.48	(46,761.48)
Total Operating Costs	468,790.42	385,857.81	(82,932.61)
Total Direct Expenses	1,465,038.78	1,337,294.21	(127,744.57)
Direct Surplus/(Loss)	(60,250.18)	(44,263.32)	(15,986.86)
Non-Operating Expense	(376.57)	1,590.00	1,966.57
Revenue Over (Under) Expenses Before Allocations	(59,873.61)	(45,853.32)	(14,020.29)
Total HQ Indirect Allocation	0.00	(4,887.96)	(4,887.96)
Excess Revenue Over (Under) Expenses	(59,873.61)	(40,965.36)	(18,908.25)
Net Revenue Over (Under) Expenses	(59,873.61)	(40,965.36)	(18,908.25)

ASPIRAnet

Agency Revenue/Expense MTD-YTD Actual and LAST YEAR Detail - Fusion
As of March 31, 2025

Financial Report

	MTD Actual	MTD Last YR	Variance	YTD Actual March 31, 2025	YTD Last YR March 31, 2024	Variance
Revenue						
4633 Local Control Funding Formula	0.00	0.00	0.00	0.00	32,384.00	(32,384.00)
4637 State Unrestricted Funding (Fusion)	205,406.00	177,520.00	27,886.00	1,148,520.40	940,150.58	208,369.82
4640 Title IV Prior Year	0.00	0.00	0.00	0.00	2,585.00	(2,585.00)
4641 State Restricted Funding (Fusion)	8,601.00	5,186.00	3,415.00	184,245.21	53,200.90	131,044.31
4644 Title II, A Teacher Quality	0.00	0.00	0.00	0.00	3,983.00	(3,983.00)
4645 Title I, A Basic Grants Low-Income	0.00	0.00	0.00	0.00	4,674.00	(4,674.00)
4650 CA Assessment Stu Progress Prior Year	0.00	0.00	0.00	0.00	209.00	(209.00)
4658 Lottery - Restricted	0.00	0.00	0.00	0.00	3,067.85	(3,067.85)
4664 Federal Restricted Funding (Fusion)	0.00	0.00	0.00	72,782.00	78,768.00	(5,986.00)
4665 Lottery - Restricted Inst Mat	0.00	0.00	0.00	0.00	2,862.64	(2,862.64)
4669 Federal Unrestricted Funding (Fusion)	0.00	39,429.00	(39,429.00)	0.00	89,412.00	(89,412.00)
4674 Supplemental Special Secondary Prev Year	0.00	0.00	0.00	(7,593.21)	10,000.00	(17,593.21)
4677 Spec Ed Revenue	0.00	0.00	0.00	0.00	4,337.00	(4,337.00)
4679 SPED State Transfers	0.00	0.00	0.00	0.00	5,855.00	(5,855.00)
4682 Title IV-Part A (Student Support)	0.00	0.00	0.00	0.00	4,924.00	(4,924.00)
4687 All other revenue	628.87	231.82	397.05	2,698.54	2,278.62	419.92
4691 ESSER III	0.00	0.00	0.00	0.00	54,328.00	(54,328.00)
4801 Unrestricted Donations	0.00	0.00	0.00	3,975.00	0.00	3,975.00
4802 Restricted Donations	160.66	0.00	160.66	160.66	11.30	149.36
Total Revenue	214,796.53	222,366.82	(7,570.29)	1,404,788.60	1,293,030.89	111,757.71
Direct Expense						
Personnel						
Salaries & Wages						
5031 Admin Assist/Secretary	3,943.67	2,455.76	(1,487.91)	28,862.72	27,359.33	(1,503.39)
5032 Executive Assistant Exempt	36.18	0.00	(36.18)	2,132.89	2,713.83	580.94
5042 Maintenance Worker	0.00	0.00	0.00	478.80	2,301.20	1,822.40
5321 Child Care Workers	442.00	0.00	(442.00)	442.00	0.00	(442.00)
5328 Mentors/Tutors	8,299.37	2,819.48	(5,479.89)	65,519.19	20,106.13	(45,413.06)
5404 Teachers Aides	3,134.70	3,321.45	186.75	29,446.30	26,196.97	(3,249.33)
5410 School Counselor	0.00	201.60	201.60	7,317.76	807.68	(6,510.08)
5432 Teachers - Charter	50,463.30	44,286.89	(6,176.41)	437,366.83	398,815.10	(38,551.73)
5433 Teachers Substitute - Charter	0.00	1,055.52	1,055.52	0.00	17,729.28	17,729.28
5436 Principal - Charter	11,700.00	11,440.00	(260.00)	106,500.00	104,460.07	(2,039.93)
5437 School Counselor - Charter	6,760.00	7,853.91	1,093.91	63,290.01	52,470.42	(10,819.59)
5451 Instructional Aide - Charter	4,085.45	5,702.49	1,617.04	29,438.65	55,877.77	26,439.12
5456 Behavior Interventionist - Charter	4,529.39	4,378.27	(151.12)	43,522.53	42,672.13	(850.40)
5457 Personal Learning Plan Coordinator - Charter	2,157.33	3,152.20	994.87	19,623.94	30,058.80	10,434.86
5458 Administrative - Charter	4,890.56	4,726.40	(164.16)	45,993.85	44,548.60	(1,445.25)
Total Salaries & Wages	100,441.95	91,393.97	(9,047.98)	879,935.47	826,117.31	(53,818.16)
Employee Taxes & Benefits						
5850 Health Insurance	1,133.88	2,725.84	1,591.96	4,690.37	17,185.39	12,495.02
5855 ER Pension plan contributions	2,175.53	2,290.98	115.45	19,651.48	19,130.21	(521.27)
5860 Worker's Compensation	1,497.34	1,939.68	442.34	13,416.99	18,438.53	5,021.54
5865 Unemployment Insurance	250.22	481.77	231.55	(208.38)	706.28	914.66
5870 Employer P/R Taxes @ 7.65%	8,333.75	8,707.65	373.90	71,242.33	75,272.91	4,030.58

ASPIRAnet

Agency Revenue/Expense MTD-YTD Actual and LAST YEAR Detail - Fusion
As of March 31, 2025

Financial Report

	MTD Actual	MTD Last YR	Variance	YTD Actual March 31, 2025	YTD Last YR March 31, 2024	Variance
5871 Allocated Fringe Benefits	186.98	1,108.62	921.64	42.50	1,812.22	1,769.72
5874 Employee Paid Benefits	(127.00)	(608.24)	(481.24)	(1,297.44)	(7,226.45)	(5,929.01)
Total Employee Taxes & Benefits	13,450.70	16,646.30	3,195.60	107,537.85	125,319.09	17,781.24
Total Personnel	113,892.65	108,040.27	(5,852.38)	987,473.32	951,436.40	(36,036.92)
Operating Costs						
HR/Employee Costs						
5881 Employee Physical	185.00	0.00	(185.00)	575.00	374.00	(201.00)
5884 P/R Service	579.20	761.85	182.65	5,164.50	5,647.45	482.95
5885 Advertising Employees	0.00	47.69	47.69	1,922.99	(764.04)	(2,687.03)
5887 Fingerprint Employees	177.50	198.00	20.50	908.50	949.00	40.50
Total HR/Employee Costs	941.70	1,007.54	65.84	8,570.99	6,206.41	(2,364.58)
Contract Services						
5911 Consultant Scholl	0.00	0.00	0.00	3,850.00	5,412.00	1,562.00
5933 Consultants-Programs	105.00	0.00	(105.00)	362.50	51.50	(311.00)
5972 Grant Consultant	0.00	0.00	0.00	39,037.50	8,000.00	(31,037.50)
5975 Special Ed services	6,575.00	51.50	(6,523.50)	21,518.98	5,872.37	(15,646.61)
Total Contract Services	6,680.00	51.50	(6,628.50)	64,768.98	19,335.87	(45,433.11)
Administrative Support						
6101 Office Leases	14,000.00	14,000.00	0.00	126,000.00	126,000.00	0.00
6104 Building Maintance & Supplies	51.11	0.00	(51.11)	7,479.86	12,878.17	5,398.31
6105 Maintenance	2,827.00	2,897.94	70.94	22,564.48	25,413.45	2,848.97
6201 General & Liability Insurance	41,059.81	0.00	(41,059.81)	41,059.81	0.00	(41,059.81)
6301 Utilities	2,741.04	1,402.68	(1,338.36)	18,793.06	18,845.38	52.32
6311 Telephones-Cellular	210.35	1,568.54	1,358.19	4,608.63	7,962.68	3,354.05
6312 Communication	0.00	0.00	0.00	0.00	38.30	38.30
6313 Data/Network	411.43	199.98	(211.45)	1,417.58	2,068.20	650.62
6406 Trainer for Employees	0.00	0.00	0.00	3,300.00	0.00	(3,300.00)
6408 Contract Security	0.00	0.00	0.00	0.00	18,205.54	18,205.54
6412 Advertising	0.00	0.00	0.00	101.66	0.00	(101.66)
6510 Printing	0.00	0.00	0.00	901.60	35.07	(866.53)
6512 Postage & Freight	586.05	384.86	(201.19)	1,535.42	1,311.87	(223.55)
6521 Software Expenses	(50.00)	806.25	856.25	23,499.08	5,998.75	(17,500.33)
6523 Office Supplies	779.93	165.14	(614.79)	3,176.14	5,105.10	1,928.96
6601 Equip Leases/Rental	251.42	244.36	(7.06)	2,220.42	2,160.06	(60.36)
6602 Equipment Expense <\$5000	0.00	0.00	0.00	0.00	3,513.00	3,513.00
6604 Computer Material	0.00	13,551.86	13,551.86	12,123.12	29,084.26	16,961.14
6623 Vehicle Maintenance	45.00	0.00	(45.00)	253.87	1,185.88	932.01
6625 Vehicle Operation	397.25	0.00	(397.25)	2,303.19	2,405.97	102.78
6626 Vehicle License & Fees	0.00	0.00	0.00	55.00	400.00	345.00
6627 Depreciation - Vehicles	511.23	511.23	0.00	4,601.07	4,601.07	0.00
6701 Mileage Reimburse	175.52	652.04	476.52	963.32	1,840.18	876.86
6702 Commercial Travel	4,116.66	1,586.38	(2,530.28)	8,622.89	8,660.85	37.96
6703 Food for Meetings	197.27	131.41	(65.86)	1,242.44	1,460.99	218.55
6705 Educational Conferences/Meetings	1,300.00	2,710.25	1,410.25	8,969.86	16,790.48	7,790.62
6802 Dues	0.00	0.00	0.00	13,206.84	16,955.84	3,749.00
6803 Government Fees/Taxes	0.00	0.00	0.00	2,071.12	0.00	(2,071.12)
6901 Bank Charges	318.66	(68.79)	(387.45)	1,388.86	356.55	(1,032.31)

ASPIRAnet

Agency Revenue/Expense MTD-YTD Actual and LAST YEAR Detail - Fusion
As of March 31, 2025

Financial Report

	MTD Actual	MTD Last YR	Variance	YTD Actual March 31, 2025	YTD Last YR March 31, 2024	Variance
Total Administrative Support	69,929.73	40,744.13	(29,185.60)	312,459.32	313,247.64	788.32
Child Related Costs						
7025 Food	118.03	0.00	(118.03)	2,354.55	5,513.88	3,159.33
7028 Kitchen Supplies	0.00	0.00	0.00	7.99	0.00	(7.99)
7032 Program Supplies	516.66	0.00	(516.66)	2,371.27	11,331.97	8,960.70
7033 Food Program	941.07	193.75	(747.32)	3,476.78	1,392.50	(2,084.28)
7040 Supervised Activities	0.00	639.77	639.77	898.26	837.52	(60.74)
7041 Program Enrichment	385.34	0.00	(385.34)	2,558.96	6,030.50	3,471.54
7042 School Supplies	23.87	0.00	(23.87)	3,100.09	3,168.82	68.73
7043 Class Materials	144.64	55.50	(89.14)	2,710.73	3,750.74	1,040.01
7051 Commercial Transportation	0.00	0.00	0.00	914.42	508.48	(405.94)
7115 Graduation Fund	290.30	485.50	195.20	2,260.53	515.21	(1,745.32)
7901 Charter School Supplies	0.00	233.33	233.33	26.57	349.77	323.20
7903 Books and Reference	39.98	0.00	(39.98)	52,209.03	13,668.50	(38,540.53)
7904 Student Materials	1,737.13	0.00	(1,737.13)	6,798.83	0.00	(6,798.83)
Total Child Related	4,197.02	1,607.85	(2,589.17)	79,688.01	47,067.89	(32,620.12)
Total Operating Costs	81,748.45	43,411.02	(38,337.43)	465,487.30	385,857.81	(79,629.49)
Total Direct Expense	195,641.10	151,451.29	(44,189.81)	1,452,960.62	1,337,294.21	(115,666.41)
Direct Surplus/(Deficit)	19,155.43	70,915.53	(51,760.10)	(48,172.02)	(44,263.32)	(3,908.70)
Non-Operating						
8241 Referral Bonus	0.00	0.00	0.00	125.00	0.00	(125.00)
8251 Unallowed Expenses	(153.98)	(200.00)	(46.02)	(1,001.57)	(200.00)	801.57
8550 Temporarily Undistributed Expenses	(10,920.00)	1,790.00	12,710.00	500.00	1,790.00	1,290.00
Total Non-operating	(11,073.98)	1,590.00	12,663.98	(376.57)	1,590.00	1,966.57
Revenue Over/(Under) Expense Before Allocations	30,229.41	69,325.53	(39,096.12)	(47,795.45)	(45,853.32)	(1,942.13)
9999 HQ Indirect Allocation	0.00	0.00	0.00	0.00	(4,887.96)	(4,887.96)
Excess Revenue over/(under) Expense	30,229.41	69,325.53	(39,096.12)	(47,795.45)	(40,965.36)	(6,830.09)
Net Revenue Over (Under) Expense	30,229.41	69,325.53	(39,096.12)	(47,795.45)	(40,965.36)	(6,830.09)

Aspiranet

Consolidated Statement of Financial Position Comparison Previous Month - Fusion -
As of 3/31/2025

	Current Year 3/31/2025	Previous Month 2/28/2025	Change in SOFP
Assets			
Current Assets			
Cash	870,912.11	803,262.57	67,649.54
Accounts receivable	82.96	(800.81)	883.77
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	870,995.07	802,461.76	68,533.31
Property and equipment, net	7,668.50	8,179.73	(511.23)
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
Total Assets	878,663.57	810,641.49	68,022.08
Liabilities and Net Assets			
Liabilities			
Current Liabilities			
Accounts payable, trade	16,655.07	12,922.02	(3,733.05)
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	54,088.61	53,091.75	(996.86)
Accrued vacation	9,873.86	9,686.88	(186.98)
Other accrued expenses	49,190.49	16,314.71	(32,875.78)
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	129,808.03	92,015.36	(37,792.67)
Long Term Debt			
Due to Aspiranet	370,535.86	370,535.86	0.00
Other long term debt	0.00	0.00	0.00
Total Long Term Debt	370,535.86	370,535.86	0.00
Total Liabilities	500,343.89	462,551.22	(37,792.67)
Net Assets			
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	20,178.33	(30,555.33)	(50,733.66)
Total Year-to-date change in net assets	20,178.33	(30,555.33)	(50,733.66)
Total Net Assets	446,293.46	395,559.80	(50,733.66)
Total Liabilities and Net Assets	946,637.35	858,111.02	(88,526.33)

Aspiranet

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

As of 3/31/2025

	Current Year 3/31/2025	Previous Year 3/31/2024	Change in SOFP
Assets			
Current Assets			
Cash	870,912.11	445,878.49	425,033.62
Accounts receivable	82.96	(2,087.42)	2,170.38
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	870,995.07	443,016.08	427,978.99
Property and equipment, net	7,668.50	13,803.26	(6,134.76)
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
Total Assets	878,663.57	456,819.34	421,844.23
Liabilities and Net Assets			
Liabilities			
Current Liabilities			
Accounts payable, trade	16,655.07	27,986.74	11,331.67
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	54,088.61	50,074.23	(4,014.38)
Accrued vacation	9,873.86	10,613.78	739.92
Other accrued expenses	49,190.49	12,562.12	(36,628.37)
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	129,808.03	101,236.87	(28,571.16)
Long Term Debt			
Due to Aspiranet	370,535.86	370,535.86	0.00
Other long term debt	0.00	0.00	0.00
Total Long Term Debt	370,535.86	370,535.86	0.00
Total Liabilities	500,343.89	471,772.73	(28,571.16)
Net Assets			
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	20,178.33	167,413.25	147,234.92
Total Year-to-date change in net assets	20,178.33	167,413.25	147,234.92
Total Net Assets	446,293.46	193,425.22	(252,868.24)
Total Liabilities and Net Assets	946,637.35	665,197.95	(281,439.40)

Aspiranet

Fusion Financials

Running 12 months Consolidated Revenue & Expense by Class - Fusion

March 31, 2025

	Actual + Allocation 4/30/2024	Actual + Allocation 5/31/2024	Actual + Allocation 6/30/2024	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	Forecast
REVENUES													
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 Reveneus	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	174,134.22	357,750.00	438,306.63	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	2,584,050.48
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	0.00	0.00	0.00	11.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.41	12.71
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
Total Revenues	174,134.22	357,750.00	438,306.63	132,247.84	124,356.50	169,779.28	300,332.25	178,950.14	156,893.31	211,047.65	167,217.28	173,048.09	2,584,063.19
EXPENSES													
Personnel													
Salaries & Wages													
Administrative Support	3,488.87	2,061.42	2,766.97	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	85,740.86
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	2,948.15	2,944.59	2,152.26	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	65,613.00
Educational Workers	84,892.44	96,644.62	98,679.92	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	1,101,425.60
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	0.00	0.00	0.00	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	35,679.66
Total Salaries & Wages	91,329.46	101,650.63	103,599.15	97,928.67	118,654.93	119,654.17	113,971.43	105,558.94	105,450.94	108,200.46	113,602.15	108,858.19	1,288,459.12
Employee Taxes & Benefits	11,111.36	15,607.86	16,297.18	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	273,869.49
Total Personnel	102,440.82	117,258.49	119,896.33	120,839.87	146,006.61	147,411.69	140,482.53	130,492.08	130,370.73	133,438.52	139,802.71	133,888.23	1,562,328.61
Operating Costs													
HR/Employee Costs	646.00	465.35	711.75	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	10,623.10
Contract Services	64,870.00	3,000.00	14,309.06	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	101,279.06
Administrative Support													
Occupancy	16,299.00	15,130.00	17,608.86	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	211,364.83
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	1,731.93	4,348.41	3,514.59	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	33,444.93
Professional Services	127.71	0.00	0.00	165.00	165.00	165.00	165.00	165.00	5,383.54	165.00	165.00	165.00	6,831.25
Supplies and Office Expense	1,757.05	1,421.72	1,242.40	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	18,596.17
Equipment Costs	1,596.88	1,310.06	777.60	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	67,499.54
Travel & Employee Related	3,700.01	11,120.24	12,292.52	400.00	7,600.00	8,400.00	900.00	700.00	100.00	900.00	700.00	1,000.00	47,812.77
Taxes, Licenses, Fees	0.00	3,434.80	2,732.00	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	20,539.80
Miscellaneous	(75.96)	(132.13)	(144.46)	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	97.45
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	1,529.23	1,774.99	850.91	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	25,870.13
Youth Expenses	987.22	1,197.41	845.53	26,281.00	585.00	385.00	385.00	385.00	385.00	385.00	385.00	885.00	33,091.16
Total Operating Costs	93,169.07	43,070.85	54,740.76	55,539.33	39,943.33	41,243.33	32,543.33	32,143.33	85,726.87	32,543.33	32,743.33	33,643.33	577,050.19
Total Direct Expenses	195,609.89	160,329.34	174,637.09	176,379.20	185,949.94	188,655.02	173,025.86	162,635.41	216,097.60	165,981.85	172,546.04	167,531.56	2,139,378.80
Direct Surplus/(Loss)	(21,475.67)	197,420.66	263,669.54	(44,131.36)	(61,593.44)	(18,875.74)	127,306.39	16,314.73	(59,204.29)	45,065.80	(5,328.76)	5,516.53	444,684.39
Non-Operating Expense	311.00	(990.00)	(774.99)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(1,453.99)
Revenue Over (Under)	(21,786.67)	198,410.66	264,444.53	(44,131.36)	(61,593.44)	(18,875.74)	127,306.39	16,314.73	(59,204.29)	45,065.80	(5,328.76)	5,516.53	446,138.38
Expenses Before Allocations													
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
Excess Revenue Over (Under) Expenses	(21,786.67)	198,410.66	264,444.53	(44,131.36)	(61,593.44)	(18,875.74)	127,306.39	16,314.73	(59,204.29)	45,065.80	(5,328.76)	5,516.53	446,138.38
Net Revenue Over (Under) Expenses	(21,786.67)	198,410.66	264,444.53	(44,131.36)	(61,593.44)	(18,875.74)	127,306.39	16,314.73	(59,204.29)	45,065.80	(5,328.76)	5,516.53	446,138.38

Local Indicators for LCAP FY25-26



2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Fusion Charter	Susan Norval Nisan Principal	snisan@fusioncharter.org (209) 667-9047

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-2025	6.5	7	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards		2				
Physical Education Model Content Standards		2				
Visual and Performing Arts			3			
World Language	1					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

For Grades 7-12, including students working independently off campus, Fusion uses the Edmentum online curriculum which is continually updated to meet state standards. Professional development is provided to new and continuing faculty and staff in the curriculum platform. In addition, Fusion Charter faculty and staff provide peer support and training in differentiating instruction with an at-risk population of students, many of whom have experienced trauma.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

One of Fusion Charter's greatest strengths is our dedicated and caring staff. During the 2024-2025 school year our staff engaged in additional professional development in assessment and social-emotional approaches, with a focus on building rapport individually and in group circles. Teachers and staff received training to conduct home visits for our families. Teachers are trained in the use of our Parent communication system, ParentSquare and are able to communicate through the program to parents in their chosen language. All students upon enrollment in Fusion participate in an orientation, which includes participation in a circle with their parent/guardian. They are given a tour of the school and meet staff such as the counselor, campus supervisor and their teacher. Parents are invited to our monthly Site Council meetings. Parents were surveyed and asked questions in regards to student services, internet needs and have an opportunity to provide Fusion with general input.

We held multiple family events in the 24-25 school year. We held 3 Family Film Nights, 3 Lunch and Learn Career events, Back to School night and an annual award ceremony. In October we held a Fall Festival organized by our student council for our families and the local community. We had the largest attendance to date. We also continued to build community support for our school garden and agriscience projects, including participation in Love Turlock Day on April 26, where community volunteers completed improvements to our chicken coop area and the school garden.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Fusion will focus on personal phone calls and home visits to give Fusion personnel an opportunity to promote school and community support for students in need of improved school attendance. Students and their family members will also receive information about transportation options, check for adequate internet access for chromebooks issued by the school, and receive invitations to extracurricular activities that increase connectedness to school. We will collect data about improved school attendance and increased parental involvement in school activities following the visits.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In conjunction with Fusion's Community Schools approach, underrepresented families will be invited to participate in the needs assessment and other activities to promote the collaboration between school and home.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Fusion applied for and was granted a College and Career Access Pathways grant (CCAP) from the CDE and will use the grant funds to strengthen our collaboration with college and vocational training opportunities for our students. We have coordinated with local partners to create Lunch and Learn events where our students and their families can learn about local career programs and career options.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Our focus areas continue to be Social-Emotional learning and preparation for future careers and other adult life skills.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Fusion has a student support advocate to address the engagement of underrepresented families and will include additional activities through dual enrollment and community school activities.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We provide many opportunities for our educational partners to provide input towards Fusion Charters decision making. Parents are invited to attend our Monthly Site council meetings as are our students and especially our student council members. They are also invited to provide their input on the discussion topics of the Monthly Site Council meetings if they are unable to attend in person or by teleconference. Parents are also surveyed through phone calls at least twice a year and were invited to participate in the California Healthy Kids Parent Survey. Many of our parents are Spanish speakers and we are fortunate to have bilingual staff that can communicate in their language. Staff members participate in ongoing strategic planning on Friday afternoons throughout the year. The Fusion Leadership Team meets weekly to prepare plans and agendas for meetings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Our focus area for improvement is in encouraging parents and community members to attend our site council and advisory meetings. We continue to have success in regards to the attendance of our family events and parent survey participation.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The Community Schools grant has provided for a bilingual student support advocate to address the engagement of underrepresented families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

In Spring 2024 Fusion students participated in the Healthy Kids Survey of perceptions of school safety and overall feelings of connection to school within the past 12 months. Our students also participated in an additional survey through the Seity Health program. 73 students answered in the Seity Health survey. Grade 9 was the only grade with a sample size large enough to produce data in the California Healthy Kids Survey. In the Seity Survey 94% of students responded “No” when asked if they had been bullied in the last two weeks. 97% of students responded “Yes” when asked if they feel welcome when they enter school. 76% of students reported that they felt there were high expectations from the adults at school and 58% felt there were caring adults at school. Not enough students answered questions regarding safety. We also surveyed our parents at the end of the semester and when asked how safe they felt their student was on our campus, 61% of the parents surveyed felt their student was safer at Fusion than their last school. 27% of parents felt their student was as safe as their last school. When asked in an anonymous survey, 91% of the parents surveyed responded that they agreed or strongly agreed with the statement “My student feels safe at school”. When asked if they feel welcome, 95% of parents surveyed felt welcome in our school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall, students report a positive climate at Fusion. They feel safe, connected to caring adults at the school and feel their teachers are fair and have high expectations for them. Small school size and high staff to student ratio provides help for students struggling with health and safety issues. A campus supervisor and full time school counselor are available daily, with a therapy dog on campus a couple of days a week.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We will be conducting the California Healthy Kids Survey again next spring and focus on increasing student participation. Fusion staff will continue to engage in professional development in social-emotional approaches, with a focus on building rapport individually and in group circles.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Fusion uses an analysis of transcripts for incoming students to make sure that each student is assigned to the course of study that best meets each student's needs. For example, entering foster youth in Grades 11 and 12 are enrolled in only core academic courses required for high school graduation based on their eligibility under AB 167 for a reduction to the 130 credits necessary for graduation under California Education Code. For students who are eligible, our counselor works with the student and the Educational Rights Holder to determine if the reduction in credits is in the student's best interests in receiving a high school diploma and continuing to post-secondary study or if a fifth year of high school would better meet individual needs. All students have access to a broad course of study through the extensive library of Edmentum courses. All students have access to timely nonfiction reading, vocabulary and writing curriculum through the Newsela platform. Special education teachers work closely with students and general education teachers to accommodate or modify the course assignments so that all students have access and can achieve mastery.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Fusion is a single school LEA. All students are enrolled in a broad course of study with core curriculum provided by a site license with Edmentum for online curriculum and a site license for Newsela reading engagement content and Social Emotional learning library. Students in Grades 11 and 12 also have access to concurrent enrollment in local community colleges, based on student interest. The resource specialist supports students with exceptional needs to provide services required by their IEPs in meeting graduation standards.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Barriers to access the curriculum include lack of computer and/or internet access at home and lack of transportation to get to Fusion for support from credentialed teachers, tutors and teacher assistants. Barriers to college preparatory coursework include credit deficiency and needs for intervention to address gaps in learning in prior grades.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Fusion has been able to purchase and provide more wi-fi enabled chromebooks to students without internet access at home and non-connected chromebooks to students with home internet access but without a device to access their coursework. Fusion's schedule has multiple sessions and late afternoon sessions in order to accommodate families' transportation needs. The local city bus continues to be free with a student ID. Fusion provides free student ID's and student ID replacements as needed. Fusion has a shuttle service to provide transportation for students who are unable to access the city bus because of distance from a bus stop or safety concerns.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils,					

Coordinating Instruction	1	2	3	4	5
gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Annual Title I Budget

	2024-2025	Federal Funds that require School Site Council (SSC) approval	Final Allocation 2023-2024	Budget 2023-2024	Allocation 2024-2025	Revised Budget 2024-2025	
		Title I --Improving Academic Achievement (Supplementary)	\$38,955	\$38,885.00	\$ 54,906.00		Revised March 14, 2025
	Students						Better attendance = \$16,021 more
1a		Supplemental (Extra) Instruction/Support	Teacher Assistant (This includes all core academics and support, including transportation and nutrition.)	\$28,774.20	Increased	\$39,024.25	
1b		Summer School for Credit Recovery	Teacher to supervise in June (\$400 per day x 10 days)	\$4,000.00		\$4,000.00	
1c		School Climate Interventions	Incentives such as certificates, pins and trophies are allowable, but NO gift cards (not to exceed 1% of total Title 1 funds)	\$388.85	1%	\$549.06	
1d		Formative or interim assessments and/or screening	NWEA assessment for 150 students	\$2,500.00		\$2,500.00	
1e		Required Survey for Title I Schools	Healthy Kids Survey for Students and Parents	\$500.00		\$500.00	
1f		Homeless Student Set-Aside *	Shoes, necessary clothing and hygiene	\$388.85	1%	\$549.06	
	Teachers		Teacher training on curriculum and standards (See Title II-2a)				
2a		Teacher Support Activities	Induction and training support from Title II and EEBG funds	\$0.00		\$0.00	
	Parents	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp	Parent Engagement (See Title IV-4d)				
3a		Family and Community Engagement Activities	Costs associated with parent meetings (1% permitted for refreshments)	\$388.85	1%	\$549.06	
3b		Aeries ParentSquare Communication	Current system with phone, text and translation	\$4,000.00	Price Increase	\$4,620.00	Previously Title IV
	Total Title I**		\$36,940.75	\$36,940.75		\$52,291.43	
		Indirect Costs on Title I	5% of all expenditures for operating expenses (overhead)	\$1,944.25		\$2,614.57	Used for overhead expenses
		*The Title I Part A amendments on homelessness are particularly important in light of the harmful effects of homelessness on student achievement. Based on 2016-2017 data from 44 states, the national graduation rate for homeless students is 64% — significantly lower than the graduation rate for low-income students (77%) and all students (84.6%).					
		**Unspent funds roll to 1a expenses in future years					
		Other Federal Funds that do not require SSC approval					
		Title II — Preparing, Training, and Recruiting High Quality Teachers and Principals	\$4,794.00		\$6,555		
2a		Professional Development	Teacher recruitment, retention and training on curriculum/standards	\$4,554.30	Increased	\$6,242.86	
	Total Title II			\$4,554.30		\$6,242.86	
		Indirect Costs on Title II	5% of all expenditures for operating expenses (overhead)	\$239.70		\$312.14	Used for overhead expenses
		Title IV — Student Support and Academic Enrichment	\$10,000.00				
4a		Technology	Aeries Conference for Parent and Student Support	\$199.00			Use Educator Effectiveness Funds
4b		Social Emotional Learning	Newsela	\$2,970.00		\$2,970.00	
4c		Student Support and School Climate	Student Council Activities/Field Trips	\$2,831.00	Reduced	\$2,030.00	Use the Arts Grant
4d		Student Support and School Climate	Student Leadership Training Conference and Activities		Added	\$5,000.00	April, 2025
4d		Aeries ParentSquare Communication	Current system with phone, text and translation	\$4,000.00	Transferred to Title I		
	Total Title IV			\$10,000.00		\$10,000.00	Fixed award for small schools
	Total Federal	Sum of Title I, Title II, Indirect Costs on Title I and Title II, and Title IV	\$53,679.00	\$53,679.00		\$71,461.00	

**Annual Board
Certification of Fusion
Core & Elective
Curriculum FY25-26**

Board Documents**June 20, 2025**

On the June board agenda, Fusion requests approval of the following item:

Annual board certification of Fusion core and elective curriculum for 2025-2026

Annual Board Certification of Fusion Core Courses and Electives

(from the draft of the Fusion Parent/Student Handbook 2025-2026)

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 on and off campus and is subject to monitoring by Fusion personnel. A technology agreement must be signed annually.



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.



Fusion uses the instructional content Platform "Newsela" (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, 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.

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*
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
TECHNOLOGY	5/0*
HEALTH	5/0*
ETHNIC STUDIES	5/0*
Electives	45/0*
Total Credits for Graduation	200*

**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 requirement is reduced from 40 to 30 credits and all 60 elective credits are waived.*

***Per Education Code, TUSD has elected to allow CTE courses to satisfy Visual and Performing Arts or Foreign Language graduation requirements.*



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 completion of all graduation requirements by two 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

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 2025-26)

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 in 2022 and will culminate in the AP Computer Science examination in the Spring of 2023 and thereafter.

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. (Presented to 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)

Note: During the 2024-2025 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 Advisory-- Advisory 9a/b, Advisory 10a/b, Advisory 11a/b, Advisory 12a/b

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; Presented for revision on 6/30/2023 for a reduction in credits from 5 to 2.5 per semester.)

Fusion Charter Individualized Reading and Writing (IRW)-- IRWa, IRWb, IRWc, IRWd

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 the 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; Presented for 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)



Proposed for 2025-26

For Grades 7 and 8 Only

Fusion Charter Citizenship—Citizenship 7a/b, 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.

Emergency Instructional Continuity Plan

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Fusion Charter	Fusion Charter	Susan Nisan, Principal	snisan@fusioncharter.org 209-667-9047

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 6/12/2025 and adopted by Fusion Charter on 6/20/2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Fusion Charter will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- Direct Text Messages, Notices on Edmentum Student Messaging

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

ParentSquare SMS, phone calls and text messages are accessible through mobile access to quickly get messages out to parents and community members.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Fusion Charter will send out message with text and phone numbers to directly access school staff and will include reminders to access 24-hour support resources such as 988 Suicide Prevent Lifeline and the 741741 Crisis Text Line.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Fusion Charter will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Fusion Charter is an independent study program using Edmentum curriculum online. All Fusion students are issued a chromebook for home use with mobile access provided by the school upon request.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Fusion Charter remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Fusion Charter is already an independent study program with full capacity to serve student needs remotely.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Instruction will be offered via independent study supported by phone and video meetings for tutoring and feedback.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Fusion Charter is already an independent study program with full access to remote instruction.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Fusion Charter provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Fusion Charter is an independent study program using Edmentum curriculum online. If distribution of materials is required, Fusion will make the distributions from another Aspiranet property in the nearest safe location.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Fusion Charter is already an independent study program with full capacity to serve communication needs remotely. More than 95% of families are reachable by ParentSquare and the Aeries SIS contact information is accessible remotely by all staff members. In an emergency situation emergency messaging will be used to reach all in the SIS, and any parents or students not reachable through these methods will be contacted directly via text or phone to their emergency contacts on file. Frequency will depend upon the situation with as many daily messages as required to maintain a connection and call back information will always be given, along with any expectation of a time for an update.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Fusion Charter is already an independent study program with signed written agreements, online instructional platforms and full technological capacity to serve student needs remotely.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Fusion Charter is already an independent study program with no expected interruptions to essential learning and other services to students.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Fusion Charter is already an independent study program with a high unduplicated pupil percentage and alternative school status with equal access for all students to instructional resources.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Fusion Charter is already an independent study program with signed written agreements and IEP documents that acknowledge IEP team agreement that independent study is an appropriate educational placement for the student.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Fusion Charter is already an independent study program with service to English Learners in alignment with all state standards.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Fusion Charter is already an independent study program with all staff members fully trained and experienced in the use of remote instructional and assessment strategies.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Fusion Charter is a Community School with the technology and training to serve student needs remotely.

Plans to provide access back-up, water and medicines in the event of an emergency.

Fusion Charter is an independent study program. For small numbers of students who may be on campus at time of an emergency, the current site safety plan protocol is sufficient.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Fusion Charter is already an independent study program with access to meet all student needs remotely in place.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Fusion is a small school with a strong collaborative team and a monthly safety meeting for all staff. Any additional issues that need attention by the entire leadership team or school staff will be addressed promptly and implemented without delay.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Fusion Charter is already an independent study program with the capacity to serve student needs remotely. The school will reopen sites for supplementary services as advised by government officials with the authority to make those decisions.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Fusion Charter's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Fusion Charter's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

The ICP is presented the Aspiranet Board of Directors on June 20, 2025 and included with the CSSP immediately upon approval.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

During the annual preparation for the Student/Parent Handbook, leadership will consult with all pertinent educational partners with regard to necessary modifications and revisions. The plan will also be reviewed annually with the site safety plan for compliance with Aspiranet agency guidelines.