Fusion Charter CAASPP Score Report Summary

2025-26 Student Score Reports | Aggregate Review for Planning and Staff Discussion

Purpose and scope. This report summarizes Fusion Charter CAASPP student score reports provided in the uploaded score-report file. The review uses the English family reports only and excludes Spanish duplicate family reports. The data set includes 89 English reports and 30 Spanish duplicate reports. Results are reported in aggregate form only; no student names, SSIDs, addresses, or individual records are included.

Important interpretation note. CAASPP results are one measure of student performance and should be interpreted alongside attendance, course performance, intervention history, student engagement, IEP/504 information where applicable, English learner progress, and teacher observations. Because Fusion serves many students with disrupted educational pathways and attendance barriers, the most useful question is not only "How many students are proficient?" but also "What systems will move more students from minimal/developing toward grade-level skills?"

Executive Summary

- The strongest overall pattern is need. Across ELA, mathematics, and science, most student score reports are at Level 1 or Level 2, meaning the majority of tested students are not yet meeting grade-level standards on CAASPP.
- ELA is the relative strength, but still not strong enough. In ELA, 8 of 67 reports (11.9%) reached Level 3 or higher.
- Mathematics is the clearest academic concern. In math, 5 of 67 reports (7.5%) reached Level 3 or higher, while 55 reports were Level 1.
- Science performance is also below target. In science, 2 of 41 reports (4.9%) reached Level 3 or higher.
- Grade 11 deserves special attention because CAASPP ELA and math results are connected to college-readiness messaging through the Early Assessment Program. Grade 11 ELA shows some relative strength, but Grade 11 math remains heavily concentrated at Level 1.
- The data supports a practical, systems-focused response: short-cycle skill diagnostics, intentional reading/writing across the curriculum, math skill rebuilding, targeted intervention groups, and consistent staff use of data to track movement from Level 1 to Level 2 and from Level 2 to Level 3.

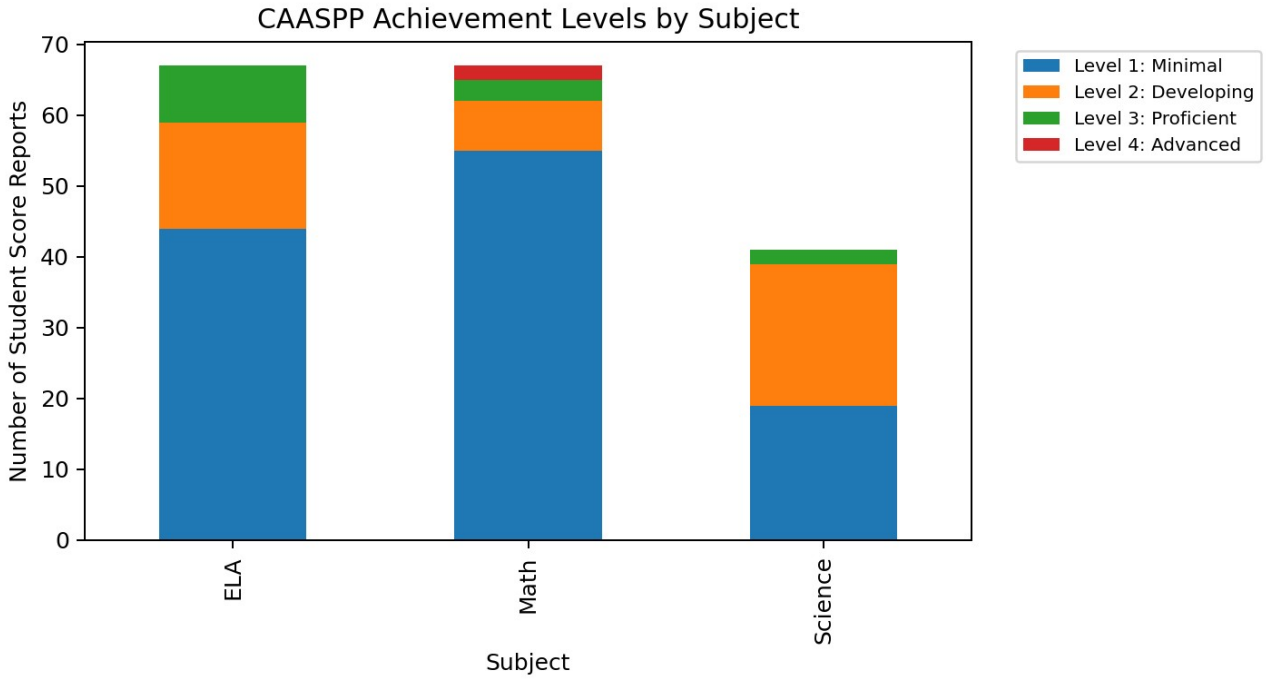
Assessment Coverage in the Uploaded Reports

Grade	Assessments represented	English reports reviewed
7	Smarter Balanced ELA and Mathematics	9
8	Smarter Balanced ELA, Mathematics, and CAST Science	19
11	Smarter Balanced ELA and Mathematics	39
12	CAST Science	22

Overall Results by Subject

Subject	Reports	Level 1	Level 2	Level 3	Level 4	Level 3 or 4	Average Score
ELA	67	44	15	8	0	8 (11.9%)	2428.9
Math	67	55	7	3	2	5 (7.5%)	2411.4
Science	41	19	20	2	0	2 (4.9%)	490.5

Reading the table: Level 3 or 4 is the broad “meeting or exceeding standard” indicator. Level 1 and Level 2 are not yet meeting standard, with Level 1 indicating the greatest need for support.



ELA

ELA shows the most encouraging evidence of current academic readiness, but the proficiency rate is still low. The largest group is Level 1, and Writing/Research appears weaker than Reading/Listening based on performance-area patterns.

Mathematics

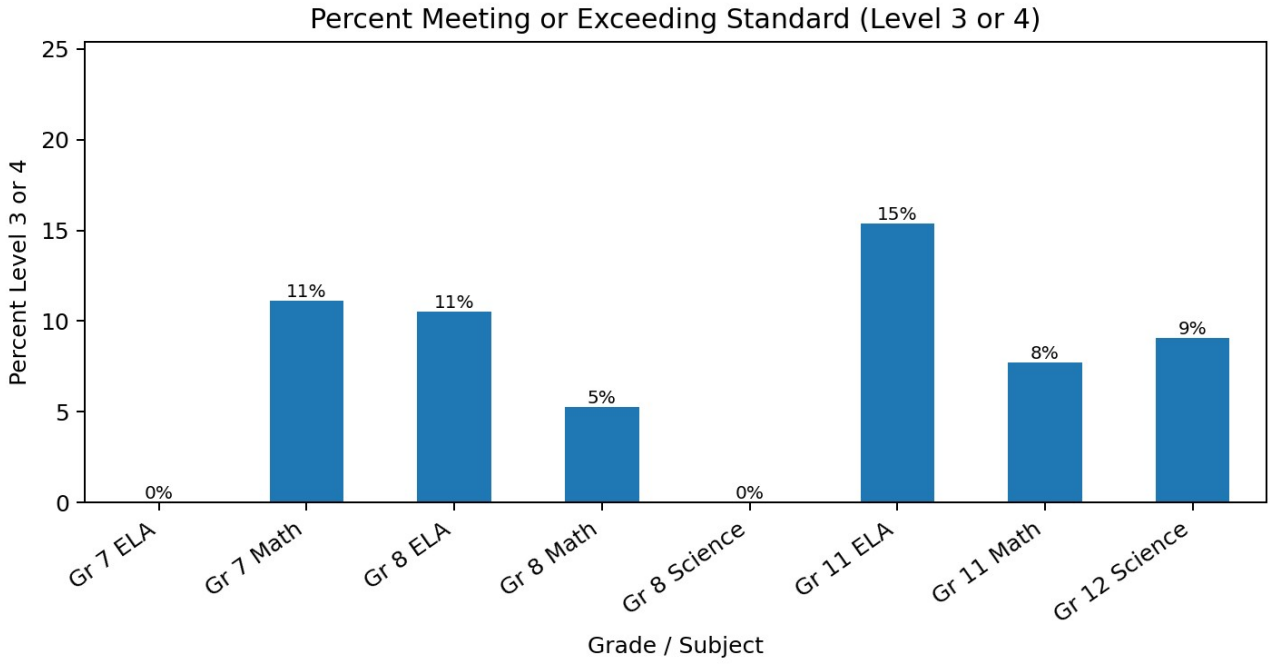
Mathematics is the most urgent instructional priority. The results show a very large concentration at Level 1, which suggests that many students need foundational skill rebuilding, frequent checks for understanding, and targeted support before grade-level work can fully stick.

Science

Science results are mostly Level 1 or Level 2. Grade 12 CAST results are stronger than Grade 8 CAST results, but overall science proficiency remains limited. Science instruction may benefit from explicit vocabulary routines, graph/data interpretation practice, and repeated opportunities to explain reasoning in writing.

Results by Grade and Subject

Grade	Subject	N	L1	L2	L3	L4	% L3/L4	Avg Score	School Avg	State Avg
Grade 7	ELA	9	7	2	0	0	0.0%	2373.7	N/A	2539
Grade 7	Math	9	7	1	1	0	11.1%	2376.8	N/A	2515
Grade 8	ELA	19	14	3	2	0	10.5%	2395.9	2400	2551
Grade 8	Math	19	15	3	1	0	5.3%	2366.9	2368	2525
Grade 8	Science	19	12	7	0	0	0.0%	378.7	378	401
Grade 11	ELA	39	23	10	6	0	15.4%	2457.6	2443	2592
Grade 11	Math	39	33	3	1	2	7.7%	2441.1	2427	2550
Grade 12	Science	22	7	13	2	0	9.1%	587.1	582	602



Grade 7

Grade 7 results show early warning indicators in both ELA and mathematics. No Grade 7 ELA reports reached Level 3, while one Grade 7 mathematics report reached Level 3. School averages were listed as not available on the Grade 7 reports, likely because of small reporting groups.

Grade 8

Grade 8 has a full assessment picture across ELA, math, and science. The strongest individual pattern is ELA, where two students reached Level 3. Mathematics and science are more concentrated in Levels 1 and 2. Because Grade 8 is a transition point into high school, these results should be used to identify students who need structured high-school readiness support.

Grade 11

Grade 11 results matter for both schoolwide accountability and student college-readiness messaging. ELA shows the most traction, with six students at Level 3. Math remains a major concern, with most students at Level 1, though the presence of two Level 4 math results shows that high performance is possible within the student group.

Grade 12 Science

Grade 12 CAST results are stronger than Grade 8 science, with most students at Level 2 and two students at Level 3. However, the overall pattern still indicates that most students are not yet meeting science standards.

Performance Area Patterns

Subject	Performance Area	Scored Reports	Below	At/Near	Above
ELA	Reading and Listening	62	37	24	1
ELA	Writing and Research	62	47	12	3
Math	Concepts and Procedures	67	57	8	2
Math	Mathematical Practices	67	50	15	2

Performance area data reinforces the overall findings. ELA Writing/Research is more often below proficient than Reading/Listening. In mathematics, both Concepts/Procedures and Mathematical Practices are heavily below proficient, which points to a need for both skill fluency and problem-solving/reasoning support.

ELA Essay Performance

Essay Category	Average / Count
Organization/Purpose	1.42 / 4
Evidence/Elaboration	1.38 / 4
Conventions	1.17 / 2
Complete scored essays found	24
Not scored / incomplete essay data	43

The essay data suggests that extended writing is a meaningful area for schoolwide support. Many students need repeated practice with organization, evidence use, elaboration, academic vocabulary, and conventions in low-stakes classroom routines before the assessment.

Planning Implications for Fusion Charter

1. Treat Level 1 movement as a primary growth target. A realistic first goal is not only increasing proficiency, but also moving students out of Level 1. For many Fusion students, growth from Level 1 to Level 2 may represent meaningful academic recovery and improved access to grade-level instruction.

2. Make math intervention more explicit and more frequent. The math data points to broad foundational gaps. Students likely need diagnostic grouping by skill, short daily or weekly routines, and targeted practice around number sense, equations, functions, proportional reasoning, and problem-solving explanations.

3. Strengthen writing across the curriculum. ELA performance areas and essay results point to writing as a leverage point. Short constructed responses, evidence sentences, claim-evidence-reasoning frames, and vocabulary routines can support ELA, science, history, and career-readiness writing.

4. Use Grade 11 results as a college/career readiness conversation. Grade 11 CAASPP results can be framed not as judgment, but as feedback connected to postsecondary readiness. Students should know what their results mean and what specific skills they can still build before graduation.

5. Connect CAASPP planning to attendance, STEPS, and engagement work. Academic skill gaps and chronic absenteeism reinforce each other. Students who avoid school because they feel overwhelmed academically may need both instructional scaffolds and emotional-regulation supports. This aligns well with Fusion's STEPS/CEI direction.

Recommended Next Steps

1. Create a short CAASPP data review protocol for staff: What does the data say? What skill need is showing up? What will we do in the next 4-6 weeks?
2. Identify students in Level 1 for ELA, math, and science and cross-check with attendance, grades, credits, IEP/504/EL status, and intervention history.
3. Launch small, focused skill groups for the highest-need math standards and for ELA constructed response/writing skills.
4. Build a simple progress-monitoring tracker that shows movement by skill, not just annual test level.
5. Use Grade 11 ELA/math results in individual student planning meetings connected to graduation, college, career, and confidence-building.
6. For Grade 8 students, use the results as part of high-school transition planning so incoming high school supports are proactive rather than reactive.

Bottom Line

The CAASPP results show that Fusion Charter has a significant academic recovery and skill-building challenge, especially in mathematics and science. The encouraging side is that the data is clear enough to guide action. The school does not need a vague "test prep" response; it needs consistent systems for identifying skill gaps, teaching the missing skills directly, connecting academic support to attendance and engagement work, and tracking student movement over time. The goal should be steady, visible growth that helps students experience academic competence, not just compliance with statewide testing.