FUSION CHARTER
A COMMUNITY SCHOOL

BOARD OF DIRECTORS MEETING
Fourth Quarter FY 25-26

August 21, 2026

~

Zoom Link:

https://us02web.zoom.us/j/84450238914?pwd=mOzaDzFgYtQciHsS7FadFVjE7aPtdw.1

Agenda

Fusion Charter Agenda
Board of Directors Q4 Meeting
August 21, 2026 3:00 pm

Aspiranet
151 E. Canal Drive
Turlock, CA 95380
https://us02web.zoom.us/j/84450238914?pwd=mOzaDzFgYtQciHsS7FadFVjE7aPtdw.1

- **In compliance with the American with Disabilities Act**, if you need special assistance to access the meeting room or to otherwise participate in this meeting, including auxiliary aids or services, please contact Emilia Beas Monroy at 209-667-9047. Notification at least 48 hours prior to the meeting will enable the Governing Board to make reasonable arrangements to ensure accessibility to the meeting.

- **Any writings or documents that are public records** and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection at the Fusion Charter Office located at 441 W. Linwood Avenue, Turlock, CA 95380 during regular business hours. Prior to the meeting agendas may be found at www.fusioncharter.org.

- **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 hable 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

(V) denotes "vote" (D) denotes "discussion" (*) denotes "supporting document"

FUSION CHARTER
A COMMUNITY SCHOOL

I. 3:00 PM - CALL TO ORDER
   a. Call Public Session to Order
   b. Roll Call

II. 3:03 PM - APPROVAL OF AGENDA*
   Motion by _____, Second by _____that the meeting agenda be approved. *(V)*

III. 3:05 PM - MEETING MINUTES*
   Motion by _____, Second by _____that the minutes for the board meeting held on May 29, 2026 be approved. *(V)*

IV. 3:10 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. 3:15 PM - PRINCIPAL'S REPORT*
   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. 3:20 PM - Q4 FINANCE REPORT*
   It is recommended the Board of Directors approve the Unaudited Actuals for 2025-2026 (See attachment).
   Motion by _____, Second by _____that the Q4 Financial Report be approved. *(V)*

VII. 3:22 PM - PARENT STUDENT HANDBOOK AND ANNUAL BOARD CERTIFICATION OF FUSION CORE AND ELECTIVE CURRICULUM FOR 2026-2027
   Parent Student Handbook And Annual Board Certification Of Fusion Core And Elective Curriculum For 2026-2027 (Page 10)
   Motion by _____, Second by _____that the curriculum be accepted. *(V)*

VIII. 3:24 PM – BOARD ETHICS AND CHILD ABUSE PREVENTION TRAINING*
   Board Ethics And Child Abuse Prevention Training (Page 9)
   Motion by _____, Second by _____that the training be accepted. *(V)*

IX. 3:25 PM - FY27 PROP 28 ARTS AND MUSIC IN SCHOOLS PLAN FOR 2025-26, 2026-27
   It is recommended the Board of Directors approve the FY27 Prop 28 Arts and Music in Schools Plan for 2025-26, 2026-27. (See attachment)
   Motion by _____, Second by _____that the plan be accepted. *(V)*

X. 3:30 PM - ADJOURNMENT
   Motion by _____, Second by _____that the meeting be adjourned. *(V)*

(V) denotes "vote" (D) denotes "discussion" (*) denotes "supporting document"

Fusion
Fiscal Year 2026 – 2027
Budget Meeting
Minutes

Docusign Envelope ID: 087DE7C9-8E4A-8436-826E-3683699F534C

Board of Directors Meeting Minutes
Fusion Charter Budget Meeting Fiscal Year 2026 – 2027
June 30, 2026

Members Present:
Kari Sturgeon, President
Carol Risley, Treasurer
Michael Everett, Member

Staff Present:
Jeannie Imelio, Interim CEO
Ann Domingo, CFO
Brandon Eastman-King, COO
Sharon Lawicki, CPO
Susan Nisan, Consultant

Members Absent:
Frank Radoslovich, Vice President
Heli Maldonado, Member
Vernon Brown, Member

Guests:
Nicole Watson, EA

I. CALL TO ORDER
Call Public Session to Order 4:03 pm; Kari Sturgeon, Board President.

II. APPROVAL OF AGENDA
Motion by Kari Sturgeon, Second by Michael Everett that the agenda be approved as presented. **Approved.**

III. MEETING MINUTES
Motion by Kari Sturgeon, Second by Michael Everett that the minutes for the board meeting held on June 19, 2026 be approved as presented. **Approved.**

IV. PERIOD FOR PUBLIC COMMENT
No public were present.

V. SUMMARY OF PRIOR APPROVALS FROM THE 6/19/26 BOARD MEETING OF:
- The Education Protection Account (EPA)
- Cell Phone Policy
- Professional Boundaries And Safe Learning Environments Policy
- Extreme Weather Policy
- Con App For Federal Funds

VI. APPROVAL OF LCAP Budget Overview for Parents and LCAP/SPSA FOR 2026-27
- It is recommended the Board of Directors approve the Budget Overview for Parents and

Docusign Envelope ID: 087DE7C9-8E4A-8436-826E-3683699F534C

combined Local Control Accountability Plan (LCAP)/Single Plan for Student Achievement (SPSA) for 2026-27.

- Motion by Kari Sturgeon, Second by Michael Everett that the Budget Overview for Parents and LCAP/SPSA for 2026-27 be approved as presented. **Approved.**

APPROVAL OF LOCAL INDICATORS FOR THE LCAP FOR 2025-26

- It is recommended the Board of Directors approve the report of the Local Indicators for the LCAP for 2025-26.
- Motion by Kari Sturgeon, Second by Michael Everett that Local Indicators for 2025-26 be approved as presented. **Approved.**

VII. APPROVAL OF Q3 FINANCIAL REPORT and PROPOSED FY27 BUDGET

- It is recommended the Board of Directors approve the Q3 Financial Report with Discussion of Proposed 2026-27 Budget (Principal's Report p. 14)
- Motion by Kari Sturgeon, Second by Michael Everett that the Q3 Financial Report and FY27 BUDGET be approved as presented. **Approved.**

VIII. ADJOURNMENT

Motion by Kari Sturgeon, Second by Michael Everett that the meeting be adjourned. **Approved.**

Meeting Adjourned at 4:26 PM

Respectfully submitted by,

Signed by:
Kari Sturgeon
0EC1B713F0D44F4...

7/22/2026

Kari Sturgeon, President — Date

Principal's Report

FUSION CHARTER
A COMMUNITY SCHOOL

Principal's Board Report **August 21, 2026**

As we begin the 2026–2027 school year, there is a strong sense of excitement and optimism at Fusion Charter School. The first day of school is Wednesday August 12. Our staff has worked hard to prepare for another successful year, and I am especially pleased that we will be returning **all of our teachers from last year**. This continuity is a tremendous strength for Fusion, providing students and families with familiar, trusted educators while allowing our team to build on the relationships, routines, and successes established last year.



Our staff is prepared, energized, and focused on supporting student growth both academically and personally. We are looking forward to welcoming our students back and continuing to strengthen the programs, relationships, and opportunities that make Fusion a unique and supportive school community. I am confident that the 2026–2027 school year will be another year of growth, connection, and success for our students and staff.

A. Student Services and Information

Student Groups



Fusion is excited to begin the 2026–2027 school year with approximately **150 new and returning students** expected to join us on August 12. While we are starting the year with a strong enrollment base, we are optimistic that enrollment will continue to grow throughout the school year. Our continued outreach, strong reputation, and commitment to meeting the needs of students who benefit from a flexible, supportive learning environment position Fusion well for continued growth. We look forward to welcoming new students and families throughout the year and building on the momentum of a very promising start to 2026–2027.

Graduation Update

A total of 57 students completed graduation requirements for 2026, including one during Summer School. As of June 2026, a total of 455 students have earned Fusion diplomas and many others have returned to traditional district schools on track for graduation.

Fusion Historic Enrollment	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
First Day	92	95	105	118	144	102	114	118	139	147	
October Census	108	97	118	125	143	110	126	144	142	170	
Cumulative	**283**	**248**	**257**	**256**	**185**	**201**	**184**	**231**	**269**	**282**	
Graduates	23	46	38	38	43	57	28	45	53	57	
Grad Rate	55.60%	74.40%	79.60%	73.90%	73.30%	83.3%	55.30%	77.20%	78.8%	NA*	

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

Summer School Record Numbers

Congratulations to Daniel Vera and the summer team of math and English tutors. For June 2026, 51 Fusion Students enrolled and 44 students finished Summer School, with a record 321 credits earned in one month to recover credits missed in previous core courses for graduation requirements. In addition, 29 TUSD students earned 238.5 elective credits.

B. Student Activities



Fusion is excited that members of our Student Council had the opportunity to attend **Student Leadership Camp** at UC Santa Barbara, July 12–15, through CADA/CASL, led by advisors Abraham Zuniga and Cynthia Herrera. The program helped students develop practical leadership skills they can use in school, the workplace, and their communities. Through leadership workshops, team-building activities, problem-solving exercises, and collaboration with student leaders from other schools, students strengthened their communication, teamwork, confidence, and decision-making skills. We are especially excited about the opportunity for students to bring these skills back to Fusion and use them to strengthen the Student Council, support their peers, and contribute to a positive school culture. This experience reflects Fusion's commitment to providing students with meaningful opportunities to develop leadership, confidence, responsibility, and civic engagement beyond the classroom.

C. Community Involvement

The **California Serves/State Seal of Civic Engagement** (SSCE) initiative provides Fusion students with meaningful opportunities to connect classroom learning to active community involvement that directly benefits both Fusion and the broader community. Through service and civic engagement, students identify issues they care about, collaborate with local community partners, and take action to create positive, lasting change. These experiences strengthen communication, teamwork, problem-solving, leadership, and responsibility through authentic, real-world learning that extends beyond the classroom and into the Fusion community.

Eligible students may also earn the State Seal of Civic Engagement on their high school diploma, recognizing their commitment to service while enhancing college, career, and scholarship opportunities. Most importantly, California Serves aligns with Fusion's mission to foster confidence, purpose, and belonging, empowering students to see that their voices matter and that their actions can create meaningful impact both at Fusion and in the wider community.

D. <u>Personnel</u>



Alejandro Garcia
Fusion Serves Supervisor

Fusion Charter has hired **Alejandro Garcia** as Program Supervisor to oversee the California Serves/State Seal of Civic Engagement (SSCE). The Program Supervisor provides administrative leadership and direct oversight for the California Serves grant and supports the implementation of the Community Schools Partnership Program (CCSPP) initiative at Fusion Charter School. Responsibilities include supervising staff, coordinating integrated student supports, developing community partnerships, overseeing service-learning and civic engagement opportunities, monitoring grant compliance and reporting requirements, and ensuring alignment with program goals and agency standards. The Program Supervisor collaborates closely with school staff, community organizations, and families to expand student access to academic, social-emotional, and civic engagement opportunities, including support for students pursuing the SSCE.

Fusion is excited to welcome three new Math Tutors to our team this school year. **Elena Mercado** will primarily support students in the Resource Room, providing targeted assistance to students with learning disabilities. **Ethan Gottschalk** and **Marcos Suares** will join Lead Math Tutor Mary Alvernaz in supporting students across campus. Together, the Math Team will rotate through General Education classrooms, providing additional academic support, individualized assistance, and reinforcement of math skills. This expanded team will allow Fusion to provide more consistent and responsive support to students while strengthening our overall approach to math intervention and success.



It is with sincere regret that we share that **Jose Briones**, a long-time Fusion and Aspiranet employee, will not be returning to campus. Jose has been a valued member of our school community, and his years of dedication and service have made a lasting impact on our students, families, and staff. We are deeply grateful for Jose's commitment to Fusion and for the relationships he has built throughout his time with us. His presence on campus will be missed, but his contributions and the positive impact he has made will not be forgotten.

E. <u>Professional Development</u>

Skills Training for Emotional Problem Solving for Adolescents (STEPS-A) will be a key focus of the August 10, 2026 staff in-service training, with a strong emphasis on improving student attendance, engagement, and school connectedness. We are especially excited to welcome Deb Lazarri back to the Fusion team as a consultant to lead and support staff training in the STEPS-A curriculum.

Deb brings valuable experience and knowledge of STEPS-A and will work with our staff to build a common understanding and practical application of the program. STEPS-A provides staff with strategies to help students recognize emotional triggers, develop coping skills, solve problems, and navigate challenges that can contribute to disengagement and absenteeism. By bringing Deb back to Fusion in this consulting role, we are strengthening our commitment to a consistent, skills-based approach that supports both student well-being and academic success. We are excited about the potential of STEPS-A to become an important part of Fusion's school culture and to give both staff and students practical tools they can use every day.

F. <u>Facility</u>



As part of Fusion's continued investment in student wellness services, two Privacy Pods will be installed in the Multipurpose Room. These soundproof spaces will provide counselors and therapists with private, comfortable, and confidential areas to meet with students. The pods will strengthen Fusion's ability to provide accessible behavioral health and clinical support while maintaining appropriate privacy for students and families.

Fusion continues to make progress in developing its behavioral health and clinical support infrastructure in alignment with **California's Children and Youth Behavioral Health Initiative** (CYBHI) and Aspiranet clinical standards. Over the summer, Maria Garcia conducted several home visits, providing outreach and support to students and families while strengthening connections between home, school, and wellness services.

Cynthia Thomas has continued strengthening clinical supervision systems and coordination procedures, while leadership schedules have been adjusted to support consistent participation in weekly supervision meetings. Together, these efforts are building a stronger, more coordinated system of student wellness and behavioral health supports.

G. Accountability

Attendance has improved significantly at Fusion! Spring 2026 P2 Average Daily Attendance (ADA) increased to **133.69**, compared to **117.81 in 2025**. P-Annual ADA was even stronger at **135.22**. We believe this improvement is directly connected to consistent outreach through daily phone calls and text messages, frequent incentives such as meal cards, and engaging school activities that give students additional reasons to remain connected to campus. For 2026–2027, Fusion will build on this progress with a stronger emphasis on attendance accountability and early intervention. While we remain committed to supporting students and families experiencing barriers to attendance, we will also implement stricter disenrollment procedures for students who continue to demonstrate attendance below 50% despite documented outreach, interventions, and support. The goal is to balance compassion and flexibility with the expectation that students must maintain meaningful participation in their education.

Chronic Absenteeism

Despite these increases and noteworthy progress, a high level of student absence and its root causes form Fusion's greatest area of concern. We are seeking ways to reduce the barriers to attendance that lead to students being identified as "Chronically Absent," defined by more than 10% of school days without school participation via either on-site attendance or remote logins. Fusion has identified these students as the most vulnerable as they are not being reached by traditional on-campus strategies. They will receive additional services through the STEPS program.

Fusion Met All LCAP Goals for Chronic Absenteeism in 2025-26

Fusion's LCAP goal is to reduce Chronic Absenteeism to below 70% and to increase daily attendance to 75% or more. In both 2025 and 2026, Fusion met the goal for improved daily attendance with an average of more than 75% attending, however Fusion has not yet met the Chronic Absenteeism goal at any point. The 2025-26 final figures for the cumulative count of 282 students show a 73% Chronic Absence rate, compared to 77.9% in 2024-25 and 76.62% during the 2023-24 school year Although these numbers are still very high, they are a significant decrease from the 2020-2021 school year high of 96% Chronic Absenteeism for all students.

Tentatively the CEI has set a 10% decrease as the goal for Fusion for 2026-27, which would put Chronic Absence at 63% or less. Fusion will closely track the interventions for students in the 70-89% attendance category during 2026-27 and provide support to overcome obstacles to attendance.

H. Mandatory Testing

For the 2026–2027 school year, mandatory testing will provide Fusion with important baseline and growth data in Math and Reading. NWEA MAP assessments, along with required state testing, will help staff track individual student progress, identify areas of need, and develop targeted academic support throughout the year.

Fusion will use this information to monitor student growth and evaluate the effectiveness of instructional interventions. We will also continue collecting data related to student mental wellness and engagement, including participation in school activities and Restorative Talking Circles. Examining academic, wellness, and engagement data together will help Fusion better understand the factors that contribute to student success and strengthen our ability to provide individualized support.

I. Strategic Planning for 2026-27



Fusion is excited to anticipate the opening of Aspiranet's new ILP building, which will provide an additional resource for supporting student growth, independence, and future planning. Fusion has already moved in learning tools and resources designed to support students with mental health development, life skills, and career exploration. We look forward to utilizing this space to create meaningful opportunities for students to build confidence, explore career pathways, and develop the skills needed for success beyond high school.

Fusion's strategic planning for the 2026–2027 school year is focused on strengthening the connection between academic success, student wellness, and consistent engagement. A major priority will be expanding our implementation of the California Children and Youth Behavioral Health Initiative (CYBHI) and integrating mental health supports more intentionally into the Fusion school model. The STEPS-A program will be an important component of this work, providing staff with practical, skills-based strategies to help students manage emotions, develop coping skills, solve problems, and remain engaged in school. This approach will complement our restorative practices and provide additional tools to address barriers to learning.

Beginning this school year, students enrolled in at-home Independent Study (IS) will be required to meet with their teacher in person once each week. These meetings will provide a consistent point of connection and allow staff to conduct a wellness check, provide

academic advising, complete mandatory testing, review progress, and connect students with a CYBHI Wellness Coach when appropriate. This increased connection is especially important because many of our at-home IS students face significant barriers to engagement and may experience high levels of anxiety, depression, or other challenges that affect their ability to participate in school. Our goal is to ensure that flexibility does not mean isolation. By combining weekly personal connection, academic support, mental health resources, and early intervention, Fusion will create a stronger safety net for students and increase their opportunities for success.

Fusion continues to work closely with **Aspiranet** on long-term strategic plans that reflect our shared Mission and Vision.

> **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. <u>Financial Developments</u> (The Financial Report contains additional information.)

Fusion has four state grants and four federal funding sources to supplement the academic and social-emotional learning experience for our students:

- **California Serves** grant supports student participation in the State Seal of Civic Engagement (SSCE) from May, 2026 through June, 2028.
- Fusion's **Community Schools Implementation (CCSPP) Implementation** is beginning the second year of the five-year grant period.
- The **Community Engagement Initiative (CEI)** is entering the second/final year.
- The **College and Career Access Pathways (CCAP)** grant is in the third/ final year for Fusion to formalize an ongoing partnership with MJC.
- Fusion will complete the federal **Comprehensive School Improvement (CSI)** in September of 2026. Fusion successfully completed all state-required tasks.
- Federal **Title I, II, and IV** funds provide supplementary funds for academic skills improvement, family engagement, and student enrichment activities.

Fusion requests board approval of the **<u>Financial Report and 2025-26 Unaudited Actuals</u>.**

K. Legal and Advocacy Update

In addition to Brown Act Compliance, California has two new requirements for school board members, Ethics training and Child Abuse Prevention training.

School Board Mandatory Ethics Training

Per California Government Code section 53234 and as of January 1, 2025, all California charter school governing board members must complete two hours of ethics training by January 1, 2026; all newer and ongoing board members must complete two hours of training at least once every two years. Charter School Development Center (CSDC) members (including Fusion) can satisfy the ethics training requirement at no additional cost through CSDC's two-part Ethics **webinar** recordings**.**

Complete the assessment to demonstrate your knowledge with a passing score of 80% or higher. (The link to the assessment is on the webinar page above.) Within 3-5 business days of finishing these steps, CSDC will provide certification that can be used to prove that a board member has met the mandatory requirement. Fusion must maintain training records at the school site for five years and post website instructions for requesting training records for a public records request.

SB 848 Child Abuse Prevention Requirements

By July 1, 2026, Mandated Reporter Training is required annually for employees, covered volunteers, and board members. The board requirement is new for 2026 and can be obtained at no cost. Mandated Reporter takes about three hours the first time that you take it. If you have already completed the training elsewhere, please send confirmation.

Here are the steps for **Mandated Reporter Annual Training**

1. Go to https://mandatedreporterca.com/training/school-personnel
2. Type in your email. As a first time user, you will start and account.
3. Review the information and videos.
4. Take the test and pass it. **There is no need to pay a fee for the certificate.**
5. Send screenshots to dashby@fusioncharter.org and sgolling@aspiranet.org.

Cell Phone Policy and Curriculum Certification for 2026-2027

Fusion has implemented a **Board-approved cell phone policy compliant with California law (AB 3216)**. During instructional time, students must keep cell phones stored away unless staff explicitly permits their use for academic purposes. Limited use may be allowed during designated breaks. The policy is designed to reduce distractions, improve student engagement, and create a focused learning environment. Repeated or inappropriate use

will be addressed through progressive, restorative responses that emphasize accountability and skill-building. Interventions may include redirection, restorative check-ins, parent conferences, temporary phone confiscation, or individualized behavior supports when necessary. administrative confiscation, or individualized behavior support plans when appropriate. This policy reflects Fusion's commitment to maintaining a safe, focused, and supportive learning environment while helping students develop the self-management skills necessary to use technology responsibly.

The cell phone policy has been added to the **Parent/Student Handbook.** Documentation for the **Annual Board Certification of Fusion Core and Elective Curriculum for 2026-2027** is also included on Pages 12-17 of the handbook included in the Board Packet.

Immigration Enforcement Response and Notification

EC Section 32282(a)(2)(N) requires LEAs to include procedures in their **Comprehensive School Safety Plans** (CSSP) for notifying parents, guardians, and caregivers regarding immigration enforcement actions. These procedures should be consistent with state law and California Department of Education (CDE) guidance designed to ensure schools remain safe, welcoming, and supportive environments for all students.

L. Fusion 2026-2027 Local Control Accountability Plan (LCAP) Goals

The LCAP goals, WASC Accreditation Action Plan and Title I School Plan for Student Achievement (SPSA) are entering the third year of a 3-year plan. A more detailed version with details and budget information is included for Board information.

Fusion Charter LCAP/SPSA/WASC Action Plan Local Goals 2026-27

1. Proficient English Literacy Skills for All Students *To equip our students with writing skills*	
Action 1.1 NWEA Map Growth Planning	**2024-27**
Action 1.2 Tutoring Targeted to English Proficiency	**2024-27**
Action 1.3 Summer School for Credit Recovery	**2024-27**
Action 1.4 Writing Rubric for Advisory Course	**2024-26**
Action 1.5 Strategies for Long Term English Learners	**2025-27**
Action 1.6 Reading Support for Students with Disabilities	**NEW 2026**
2. Applied Math Skills for College and Career Readiness *To fill gaps in learning and prepare our students for the future*	

Action 2.1 Math tutors for intensive tutoring	**2024-27**
Action 2.2 Testing and Placement of All Grade 9 Students:	**2024-27**
Action 2.3 Analysis of NWEA MAP Growth in Math	**2025-27**
Action 2.4 Newsela STEM Math and Science Library	**NEW 2026**
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*	
Action 3.1 Chromebook and Wifi Access (LREBG Funds)	**2024-27**
Action 3.2 Community Schools Implementation (CCSPP)	**2024-27**
Action 3.3 Attendance Tracking and Incentives	**2024-27**
Action 3.4 Trauma Responsive Training	**2024-27**
Action 3.5 Van Shuttle Driver/Teacher Assistant	**2024-27**
Action 3.6 Campus Supervision and Safety Upgrades	**2024-27**
Action 3.7 School Personnel focused on high needs students	**2024-27**
Action 3.8 Community Collaboration (CCSPP and CEI)	**2025-27**
Action 3.9 Wellness Data Correlation with Resources	**2025-26**
Action 3.10 Professional Development in Skills Training for Emotional Problem Solving (STEPS-A)	**NEW 2026**
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)*	
Action 4.1 Needs Assessment and Evaluation of Interventions	**2024-27**
Action 4.2 Certificated Teachers for College/Career	**2024-27**
Action 4.3 Classified Support	**2024-27**
Action 4.4 Health Benefits for Personnel (Completed)	**2024-26**
Action 4.5 Technology for Improved Outcomes	**2024-27**
Action 4.6 Hands -on Materials and Supplies for College and Career Readiness	**2024-27**
Action 4.7 Dual Enrollment Persistence	**2025-27**
Action 4.8 On Track for Graduation	**2025-27**
Action 4.9 Civic Engagement through "Fusion Serves"	**NEW 2026**

M. Summary

Fusion is excited to begin the 2026–2027 school year with approximately 150 new and returning students, with strong optimism for continued enrollment growth throughout the year. Our greatest strength is the continuity of our staff, with all teachers from last year returning and a team that is prepared and energized to support student success.

Strategic priorities include expanding CYBHI behavioral health supports, implementing STEPS-A training, and strengthening student wellness through weekly in-person meetings for at-home Independent Study students. These meetings will provide wellness checks, academic advising, mandatory testing, and access to Wellness Coaches.

Fusion is also expanding academic supports with three new Math Tutors and providing leadership opportunities through CADA/CASL Student Leadership Camp. The California Serves/State Seal of Civic Engagement initiative will further develop student leadership, service, and community engagement.

Additional priorities include mandatory academic testing, continued Restorative Talking Circles, installation of two Privacy Pods for confidential counseling, and implementation of the Board-approved cell phone policy. Together, these initiatives reflect Fusion's commitment to creating a supportive, engaging, and student-centered environment where students can thrive academically, socially, and emotionally.

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

1. Unaudited Actuals for 2025-26 (Page 9)
2. Parent-Student Handbook for Board Review and Annual Board Certification of Fusion Core and Elective Curriculum for 2026-2027 (Page 10)
3. Board Ethics and Child Abuse Prevention Training (Page 9, Information Only)
4. Prop 28 Arts and Music in Schools Annual Report (See Attachment)

Respectfully submitted,

David Ashby, Fusion Principal

Q4 Finance Report

FUSION CHARTER
A COMMUNITY SCHOOL

FY26 Q4 Finance Report August 21, 2026

FY26 Unaudited Actuals Annual Budget			
	Final as of 8/11/26	June Estimates	Difference
Total Revenue	$3,096,123	$3,103,418	-$7,295
Total Expenditures	$2,923,980	$2,888,361	$35,619
Personnel	$1,871,622	$1,904,804	-$33,182
Salary	$1,477,958	$1,493,189	-$15,231
Benefits	$393,664	$338,045	$55,619
Operating Costs	$1,052,358	$1,057,127	-$4,769
Balance	$172,142	$215,057	-$42,915

Note that the FY26 spending increase in benefits was anticipated, due to a correction in recording of benefits, resulting in a decrease in the FY27 end of year balance.

FY27 Projected Annual Budget (No Change since June, 2026)			
Total Revenue			$3,319,283
Total Expenditures			$3,182,284
Personnel		$2,147,112	
Salary	$1,703,922		
Benefits	$443,190		
Operating Costs		$1,035,172	
Balance			$136,998

Ending Balance Summary	
July 1, 2025 Beginning Balance	$944,855
Plus Surplus from FY26	$173,579
Minus Long Term Loan Paid in Full	$350,536
June 30, 2026 Unaudited Ending Balance	$767,898
Plus Surplus from FY27	$136,998
June 30, 2027 Unaudited Ending Balance	$904,896

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

Fusion's final quarter of the 2025-26 school year ended with a **P-Annual average daily attendance (ADA) of 135.22**. This follows an April P-2 ADA **14.78%** increase from 117.81 in 2025 to 133.69 in 2026. On average 16 more students attended daily than estimated in the Fiscal Year (FY) 26 Budget adopted June 2025 by the Aspiranet Board, bringing a substantial increase in both last-minute revenues for FY26 and projected funding for FY27. Some of the additional funds will come in as "Prior Year" Revenues as late as Spring 2027.

For the FY26 Unaudited Actuals figures prepared for the district and the annual audit, the final revenue (including accruals) is **$3,096,122.69**, with final expenditures of **$2,923,980.28,** leaving a positive FY26 balance of **$172,142.41** and an overall FY26 year end balance of $767,898, after deducting the full loan repayment of **$350,536** made to Aspiranet during FY26.

Cash Reserves and Deferrals from June 2026

Fusion's July bank balance does not reflect the extra funds generated in the final quarter of the school year or state aid for June. **The Bank Balance for June 30, 2026 was $$1,174,734.97** however **$311,382.92** in deferred revenues had not been received and were recorded as accruals.

As of the week of August 10, both June FY26 and July FY27 funds have been scheduled for release. **Currently, as of August 11, the outstanding accrual for FY26 is $25,967.27, which is included in the FY26 total revenue calculation of $3,096,122.69.**

Cost Center Name	Transaction Description	
CSH (CEI Yr 1) Community Engagement Year 1	*MARIN SCHOOLS VENDOR SYSTEM - CHECK #4*	*(17,500.00)*
CSH (Lott UR 1100/8560) Lottery Unrestricted	*Unrestricted Lottery 4th Quarter*	*(4,287.44)*
CSH (Lott Rest 6300/8560) Lottery Prop 20 Instr Materials	*Restricted Lottery 4th Quarter*	*(4,179.83)*

In addition, a July FY27 payment of $95,654 has been announced and scheduled for release the second week of August. The July and August state aid payments together make up only 10% of the annual advance apportionment of $1,913,083. Beginning in September, the monthly state aid allotment is 9%, or $172,177 through February, at which time an adjustment will be made based on the Fall P1 ADA figures. Monthly state aid includes LCFF, Arts and Mental Health funding based on ADA. The amounts of other state and federal monthly, quarterly and annual resources have not yet been announced.

For FY27 Fusion has access to grant funds from prior year Revenues. The amount of carryover from FY26 to FY27 for each of these grants and other ongoing resources is listed below:

FY26 Grant Years	**Funds to Carry Forward**	**Spending Targets**
California Serves (SSCE) Year 1 of 3	$231,201.78 to carry to FY27, with an additional $234,787.50 to be awarded in Year 2-Year 3.	June, 2028
Community Schools Implementation (CCSPP) Year 1 of 5	Year One is fully expended. Fusion will receive an additional $15,000 in Year 1 reimbursement and $150,000 in Year 2.	June, 2027
Community Engagement Initiative (CEI) Year 1 of 2	$42,425.38 in unspent Year 1 funds to carry forward to FY27 with an additional $70,000 to be disbursed for Year 2.	June, 2027
College and Career Access Pathways (CCAP) Year 2 of 3	Fusion has $56,459.75 in remaining funds with $10,000 remaining to be disbursed. From these funds additional van payments are due.	June, 2027
Comprehensive School Improvement (CSI) Year 2 of 2.25	Fusion has $214,651.03 in remaining unpaid reimbursements from the original award of $472,119. To date $409,904.03 has been spent, with $62,214.97 available for FY27.	September, 2026

Fusion fully expended all grant funds in June 2026 from the following sources:

7412	A-G Access/Success Grant, Received FY22 to increase access to high school graduation with college preparatory a-g coursework.	Original $75,000	FY26 $9,857.78	Expired June 2026
7413	A-G Learning Loss Mitigation Grant, Received FY22 to increase passing grades. Used for tutoring/access in FY26.	$75,000	$28,679.34	June 2026
Local	Children and Youth Behavioral Health Initiative (CYBHI) fund for $50,339 for new training expenditures for future Medi-Cal billing.	$50,339	$50,339	June 2026

Federal ongoing **Title I, II, and IV** funds provide supplementary funds for academic skills improvement, family engagement, and student enrichment activities. Fusion does not have funds to carry forward to FY27, however, additional revenues are expected for FY26 due to increased enrollment. Grants and federal sources also provide a contribution to ongoing operating expenses, calculated based on expenditures for all categories except capital expenditures such as vehicles and equipment such as the new privacy pods, over $20,000. The FY26 **grant Indirect Cost Rate (ICR) is 6.2%,** which will be transferred from the grant accounts to Fusion's general fund in the amount of **$36,947.08.** This amount is also already included in the FY26 balance.

Funding Forecast for FY27 and Beyond

Fusion's funding forecast is unchanged for FY27 as of August 11, 2026. The FY27 Budget Projection assumes no growth in enrollment or increase in student participation. Given Fusion's pattern of double-digit increases for the past five years, it is highly likely that Fusion will continue to grow and that mid-year adjustments will be necessary. The LCFF Calculator anticipates these adjustments, with an update required three times per year. We await revised tax revenue information from TUSD in order to run the latest LCFF Calculator released the first week of 2026. This information will be provided at the board meeting if available.

New and Carryover Revenues Not Yet Included in Fusion FY27 Budgets

New FY27 state funds for special education and student support have also been released and FY27 ADA-related lottery and federal updates will be announced soon. The expansion of the **Student Support & Professional Development Block Grant (SSPDBG),** at a tentative **$915** per ADA, which would add **$122,326.35** in Revenues. The new SSPDBR revenues are not included in FY27 projections because insufficient information is available about the specific amount and timing of the funds. Fusion has already received **$36,884** in SSPDBG funds in FY26 for flexible use through 2029. These and any new SSPDBG funds are highly discretionary and can be used for student or staff purposes, including employee recruiting and retention bonuses, conferences and student support expenditures. (See the CDE FAQ link)

Strong Positive Outlook

By maintaining today's strong leadership, effective staff, stable enrollment and improved attendance levels, Fusion will have sufficient resources from annual LCFF funds to sustain the improvements made over several years, and supplementary grant funds to enrich and move forward Fusion's mission and vision.

Fusion requests board approval of the **Financial Report and 2025-26 Unaudited Actuals.**

–Submitted by Susan Nisan, Educational Consultant and Former Fusion Charter Principal

Submitted August 12, 2026

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.

Financial Reports

Division: CSH - Fusion Charter School
Revenue/Expense MTD-YTD Actual and Budget Detail by Cost Center (Allocated)

Report Recap	MTD Actual	MTD Budget	MTD Variance	YTD Actual	YTD Budget	YTD Variance
Revenue						
4637 State Unrestricted Funding (Fusion)	$ 216,347.91	$ 173,717.60	$ 42,630.31	$ 1,526,005.02	$ 1,568,891.78	$ (42,886.76)
4641 State Restricted Funding (Fusion)	$ 16,399.21	$ 18,100.00	$ (1,700.79)	$ 310,747.39	$ 208,600.00	$ 102,147.39
4664 Federal Restricted Funding (Fusion)	$ 22,052.00	$ 1,000.00	$ 21,052.00	$ 170,429.00	$ 377,541.01	$ (207,112.01)
4687 All Other Income	$ 612.78	$ 300.00	$ 312.78	$ 4,370.85	$ 3,000.00	$ 1,370.85
4802 Restrict Donations						
Total - Revenue	**$ 255,411.90**	**$ 193,117.60**	**$ 62,294.30**	**$ 2,011,552.26**	**$ 2,158,032.79**	**$ (146,480.53)**
Direct Expenses						
Personnel						
Salary & Wages						
5031 Administrative Assistant	$ 3,541.44	$ 3,639.93	$ 98.49	$ 37,758.40	$ 36,400.14	$ (1,358.26)
5042 Laborer	$ 2,659.13		$ (2,659.13)	$ 23,410.34		$ (23,410.34)
5131 Program Director	$ 681.90		$ (681.90)	$ 3,057.29		$ (3,057.29)
5152 Associate Division Director	$ 772.85		$ (772.85)	$ 3,252.72		$ (3,252.72)
5328 Mentors/Tutors	$ 18,944.34	$ 7,600.00	$ (11,344.34)	$ 136,292.58	$ 67,756.00	$ (68,536.58)
5404 Teachers Aides	$ 3,986.07	$ 8,151.00	$ 4,164.93	$ 38,694.69	$ 78,035.00	$ 39,340.31
5410 School Counselor	$ 5,505.36	$ 6,066.55	$ 561.19	$ 18,460.90	$ 60,665.50	$ 42,204.60
5432 Teachers - Charter	$ 52,838.31	$ 54,078.96	$ 1,240.65	$ 524,054.53	$ 525,883.22	$ 1,828.69
5436 Principal	$ 10,400.00	$ 9,533.15	$ (866.85)	$ 99,700.00	$ 95,331.50	$ (4,368.50)
5437 School Counselor - Charter	$ 8,320.03	$ 8,319.84	$ (0.19)	$ 84,100.07	$ 83,198.40	$ (901.67)
5451 Instructional Aide - Charter	$ 2,539.80	$ 4,230.00	$ 1,690.20	$ 45,017.92	$ 37,860.00	$ (7,157.92)
5456 Behavior Interventionist - Charter	$ 4,946.62	$ 4,853.24	$ (93.38)	$ 40,197.02	$ 48,533.52	$ 8,336.50
5457 Personal Learning Plan Coordinator - Charter		$ 4,337.80	$ 4,337.80	$ 26,419.85	$ 41,317.20	$ 14,897.35
5458 Administrative - Fusion Charter	$ 5,203.95	$ 5,199.90	$ (4.05)	$ 52,328.13	$ 52,000.20	$ (327.93)
5591 Budgeted Bonus		$ 1,000.00	$ 1,000.00		$ 26,600.00	$ 26,600.00
5322 Teacher/Instructor		$ 8,746.52	$ 8,746.52		$ 80,328.68	$ 80,328.68
5433 Teachers Substitute - Charter		$ 1,820.00	$ 1,820.00		$ 17,036.00	$ 17,036.00
Total - Salary & Wages	**$ 120,339.80**	**$ 127,576.89**	**$ 7,237.09**	**$ 1,132,744.44**	**$ 1,250,945.36**	**$ 118,200.92**
Employee Taxes & Benefits						
5850 Health Insurance	$ 116,893.09	$ 14,862.21	$ (102,030.88)	$ 143,528.88	$ 144,353.25	$ 824.37
5855 ER Pension plan contributions	$ 2,700.09	$ 2,473.14	$ (226.95)	$ 25,469.21	$ 23,893.91	$ (1,575.30)
5860 Worker's Compensation	$ 2,129.57	$ 2,668.85	$ 539.28	$ 19,271.38	$ 25,875.96	$ 6,604.58
5865 Unemployment Insurance	$ 901.41	$ 599.61	$ (301.80)	$ 4,824.31	$ 5,879.41	$ 1,055.10
5870 Employer P/R Taxes @ 7.65%	$ 10,401.09	$ 9,759.64	$ (641.45)	$ 98,476.58	$ 95,697.36	$ (2,779.22)
5871 Allocated Fringe Benefits	$ 339.60	$ 495.47	$ 155.87	$ 5,578.19	$ 4,954.70	$ (623.49)
5874 Employee Paid Benefits	$ (401.16)	$ (198.96)	$ 202.20	$ (2,578.45)	$ (1,989.60)	$ 588.85
5875 Other Benefits				$ 90.00		$ (90.00)
Total - Employee Taxes & Benefits	**$ 132,963.69**	**$ 30,659.96**	**$ (102,303.73)**	**$ 294,660.10**	**$ 298,664.99**	**$ 4,004.89**
Total - Personnel	**$ 253,303.49**	**$ 158,236.85**	**$ (95,066.64)**	**$ 1,427,404.54**	**$ 1,549,610.35**	**$ 122,205.81**
Operating Expenses						
HR/Employee Costs						
5881 Employee Physical				$ 844.00		$ (844.00)
5884 P/R Service	$ 542.94	$ 700.00	$ 157.06	$ 5,738.73	$ 7,000.00	$ 1,261.27
5887 Fingerprint Employees		$ 150.00	$ 150.00	$ 559.13	$ 1,500.00	$ 940.87
5885 Advertising Employees		$ 150.00	$ 150.00		$ 1,500.00	$ 1,500.00

Total - HR/Employee Costs	**$ 542.94**	**$ 1,000.00**	**$ 457.06**	**$ 7,141.86**	**$ 10,000.00**	**$ 2,858.14**
Contract Services						
5911 Consultant-School		$ 9,000.00	$ 9,000.00	$ 93,120.00	$ 90,000.00	$ (3,120.00)
5933 Consultants-Programs	$ 5,218.50	$ 4,100.00	$ (1,118.50)	$ 20,380.50	$ 36,000.00	$ 15,619.50
5971 Consultant				$ 97.50		$ (97.50)
5972 Grant Consultant	$ 1,100.00	$ 3,000.00	$ 1,900.00	$ 11,000.00	$ 30,000.00	$ 19,000.00
5975 Special Ed services		$ 200.00	$ 200.00	$ 7,890.30	$ 2,000.00	$ (5,890.30)
Total - Contract Services	**$ 6,318.50**	**$ 16,300.00**	**$ 9,981.50**	**$ 132,488.30**	**$ 158,000.00**	**$ 25,511.70**
Administrative Support						
6101 Office Leases	$ 14,000.00	$ 14,000.00		$ 140,000.00	$ 140,000.00	
6104 Building Maintance & Supplies	$ 193.48	$ 3,000.00	$ 2,806.52	$ 566.15	$ 79,600.00	$ 79,033.85
6105 Maintenance	$ 1,764.41	$ 1,500.00	$ (264.41)	$ 20,927.41	$ 15,000.00	$ (5,927.41)
6201 General & Liability Insurance	$ 4,148.46		$ (4,148.46)	$ 8,296.92		$ (8,296.92)
6301 Utilities	$ 2,408.16	$ 2,000.00	$ (408.16)	$ 16,826.05	$ 20,000.00	$ 3,173.95
6311 Telephones-Cellular	$ 1,194.67	$ 450.00	$ (744.67)	$ 11,470.79	$ 4,500.00	$ (6,970.79)
6313 Data/Network	$ 223.88	$ 200.00	$ (23.88)	$ 2,168.57	$ 2,000.00	$ (168.57)
6405 Admin/Financial Services	$ 10,000.00		$ (10,000.00)	$ 40,000.00		$ (40,000.00)
6406 Trainer for Employees				$ 11,400.86	$ 3,300.00	$ (8,100.86)
6408 Contract security				$ 4,476.22		$ (4,476.22)
6510 Printing		$ 300.00	$ 300.00	$ 18.24	$ 3,000.00	$ 2,981.76
6512 Postage & Freight	$ 436.09	$ 100.00	$ (336.09)	$ 2,502.71	$ 1,000.00	$ (1,502.71)
6521 Software Expenses				$ 28,959.61	$ 12,000.00	$ (16,959.61)
6523 Office Supplies	$ 8,559.08	$ 500.00	$ (8,059.08)	$ 21,636.97	$ 5,000.00	$ (16,636.97)
6601 Equip Leases/Rental	$ 281.22	$ 300.00	$ 18.78	$ 2,634.18	$ 3,000.00	$ 365.82
6602 Equipment Expense <$5000				$ 1,094.16		$ (1,094.16)
6604 Computer Material		$ 1,000.00	$ 1,000.00	$ 16,401.24	$ 10,000.00	$ (6,401.24)
6605 Equipment Maintenance & Supplies				$ 679.91		$ (679.91)
6606 Office Furniture				$ 18,331.71		$ (18,331.71)
6623 Vehicle Maintenance	$ 195.44	$ 200.00	$ 4.56	$ 5,998.99	$ 2,000.00	$ (3,998.99)
6625 Vehicle Operation		$ 400.00	$ 400.00	$ 74.03	$ 4,000.00	$ 3,925.97
6626 Vehicle License & Fees				$ 841.08		$ (841.08)
6627 Depreciation - Vehicles	$ 1,797.75	$ 511.23	$ (1,286.52)	$ 17,977.50	$ 5,112.30	$ (12,865.20)
6701 Mileage Reimburse	$ 21.75	$ 90.00	$ 68.25	$ 1,293.80	$ 900.00	$ (393.80)
6703 Food for Meetings	$ 30.28	$ 150.00	$ 119.72	$ 885.54	$ 1,500.00	$ 614.46
6705 Educational Conferences/Meetings	$ 9,183.20	$ 362.50	$ (8,820.70)	$ 17,916.63	$ 3,625.00	$ (14,291.63)
6802 Dues		$ 35.63	$ 35.63	$ 11,831.00	$ 12,356.30	$ 525.30
6803 Government Fees/Taxes				$ 10.86		$ (10.86)
6901 Bank Charges	$ 416.05	$ 350.00	$ (66.05)	$ 3,671.76	$ 3,500.00	$ (171.76)
6402 Accounting/Audit Services					$ 22,000.00	$ 22,000.00
6412 Advertising		$ 50.00	$ 50.00		$ 500.00	$ 500.00
Total - Administrative Support	**$ 54,853.92**	**$ 25,499.36**	**$ (29,354.56)**	**$ 408,892.89**	**$ 353,893.60**	**$ (54,999.29)**
Child Related Costs						
7008 Recertification				$ 52.65		$ (52.65)
7025 Food	$ 925.69	$ 600.00	$ (325.69)	$ 9,753.75	$ 5,400.00	$ (4,353.75)
7032 Program Supplies	$ 1,398.74	$ 300.00	$ (1,098.74)	$ 12,915.25	$ 2,800.00	$ (10,115.25)
7033 Food Program	$ 420.00	$ 300.00	$ (120.00)	$ 3,058.00	$ 2,700.00	$ (358.00)
7040 Supervised Activites	$ 7,185.40		$ (7,185.40)	$ 14,880.27		$ (14,880.27)
7041 Program Enrichment		$ 300.00	$ 300.00	$ 3,433.06	$ 2,700.00	$ (733.06)
7042 School Supplies	$ 476.83	$ 400.00	$ (76.83)	$ 43,912.92	$ 4,000.00	$ (39,912.92)
7043 Class Materials	$ 45,939.44	$ 1,300.00	$ (44,639.44)	$ 75,195.17	$ 78,200.00	$ 3,004.83

7051 Commercial Transportation		$ 50.00	$ 50.00	$ 173.27	$ 450.00	$ 276.73	
7115 Graduation Fund		$ 400.00	$ 400.00	$ 292.97	$ 1,600.00	$ 1,307.03	
7901 Charter School Supplies				$ 517.60		$ (517.60)	
7903 Books and Reference		$ 500.00	$ 500.00	$ 2,988.30	$ 5,000.00	$ 2,011.70	
7904 Student Materials		$ 900.00	$ 900.00	$ 10,079.29	$ 8,800.00	$ (1,279.29)	
7028 Kitchen Supplies		$ 50.00	$ 50.00		$ 500.00	$ 500.00	
Total - Child Related Costs	**$ 56,346.10**	**$ 5,100.00**	**$ (51,246.10)**	**$ 177,252.50**	**$ 112,150.00**	**$ (65,102.50)**	
Total - Operating Expenses	**$ 118,061.46**	**$ 47,899.36**	**$ (70,162.10)**	**$ 725,775.55**	**$ 634,043.60**	**$ (91,731.95)**	
Total - Direct Expenses	**$ 371,364.95**	**$ 206,136.21**	**$ (165,228.74)**	**$ 2,153,180.09**	**$ 2,183,653.95**	**$ 30,473.86**	
Direct Surplus/Deficit	**$ (115,953.05)**	**$ (13,018.61)**	**$ (102,934.44)**	**$ (141,627.83)**	**$ (25,621.16)**	**$ (116,006.67)**	
Non-Operating							
8202 Interest Expense	$ 1,111.00		$ (1,111.00)	$ 1,111.00		$ (1,111.00)	
8262 Gift Card Disbursement				$ 3,000.00		$ (3,000.00)	
8550 Temporarily Undistributed Expenses	$ 1,800.00		$ (1,800.00)	$ 3,400.00		$ (3,400.00)	
Total - Non-Operating	**$ 2,911.00**		**$ (2,911.00)**	**$ 7,511.00**		**$ (7,511.00)**	
Revenue Over/(Under) Expense Allocations	**$ (118,864.05)**	**$ (13,018.61)**	**$ (105,845.44)**	**$ (149,138.83)**	**$ (25,621.16)**	**$ (123,517.67)**	
Indirect Expenses							
Excess Revenue over/(under) Expense	**$ (118,864.05)**	**$ (13,018.61)**	**$ (105,845.44)**	**$ (149,138.83)**	**$ (25,621.16)**	**$ (123,517.67)**	
Net Revenue Over (Under) Expense	**$ (118,864.05)**	**$ (13,018.61)**	**$ (105,845.44)**	**$ (149,138.83)**	**$ (25,621.16)**	**$ (123,517.67)**	

Division: CSH - Fusion Charter School
Revenue/Expense MTD-YTD Actual and Budget Detail by Cost Center (Allocated)

Report Recap	MTD Actual	MTD Budget	MTD Variance	YTD Actual	YTD Budget	YTD Variance
Revenue						
4637 State Unrestricted Funding (Fusion)	$ 222,974.00	$ 167,817.60	$ 55,156.40	$ 1,748,979.02	$ 1,736,709.38	$ 12,269.64
4641 State Restricted Funding (Fusion)	$ 12,956.00	$ 13,100.00	$ (144.00)	$ 323,703.39	$ 221,700.00	$ 102,003.39
4664 Federal Restricted Funding (Fusion)		$ 52,064.32	$ (52,064.32)	$ 170,429.00	$ 429,605.33	$ (259,176.33)
4687 All Other Income		$ 300.00	$ (300.00)	$ 4,370.85	$ 3,300.00	$ 1,070.85
4802 Restrict Donations						
Total - Revenue	**$ 235,930.00**	**$ 233,281.92**	**$ 2,648.08**	**$ 2,247,482.26**	**$ 2,391,314.71**	**$ (143,832.45)**
Direct Expenses						
Personnel						
Salary & Wages						
5031 Administrative Assistant	$ 3,706.08	$ 3,639.93	$ (66.15)	$ 41,464.48	$ 40,040.07	$ (1,424.41)
5042 Laborer	$ 3,030.88		$ (3,030.88)	$ 26,441.22		$ (26,441.22)
5131 Program Director	$ 375.13		$ (375.13)	$ 3,432.42		$ (3,432.42)
5152 Associate Division Director	$ 386.42		$ (386.42)	$ 3,639.14		$ (3,639.14)
5328 Mentors/Tutors	$ 22,786.33	$ 7,600.00	$ (15,186.33)	$ 159,078.91	$ 75,356.00	$ (83,722.91)
5404 Teachers Aides	$ 4,000.01	$ 8,151.00	$ 4,150.99	$ 42,694.70	$ 86,186.00	$ 43,491.30
5410 School Counselor	$ 2,546.03	$ 6,066.55	$ 3,520.52	$ 21,006.93	$ 66,732.05	$ 45,725.12
5432 Teachers - Charter	$ 52,838.32	$ 54,078.96	$ 1,240.64	$ 576,892.85	$ 579,962.18	$ 3,069.33
5436 Principal	$ 10,400.00	$ 9,533.15	$ (866.85)	$ 110,100.00	$ 104,864.65	$ (5,235.35)
5437 School Counselor - Charter	$ 8,320.01	$ 8,319.84	$ (0.17)	$ 92,420.08	$ 91,518.24	$ (901.84)
5451 Instructional Aide - Charter	$ 3,058.20	$ 4,230.00	$ 1,171.80	$ 48,076.12	$ 42,090.00	$ (5,986.12)
5456 Behavior Interventionist - Charter	$ 4,770.64	$ 4,853.24	$ 82.60	$ 44,967.66	$ 53,386.76	$ 8,419.10
5457 Personal Learning Plan Coordinator - Charter		$ 4,337.80	$ 4,337.80	$ 26,419.85	$ 45,655.00	$ 19,235.15
5458 Administrative - Fusion Charter	$ 4,991.40	$ 5,199.90	$ 208.50	$ 57,319.53	$ 57,200.10	$ (119.43)
5591 Budgeted Bonus		$ 3,600.00	$ 3,600.00		$ 30,200.00	$ 30,200.00
5322 Teacher/Instructor		$ 9,516.52	$ 9,516.52		$ 89,845.20	$ 89,845.20
5433 Teachers Substitute - Charter		$ 2,260.00	$ 2,260.00		$ 19,296.00	$ 19,296.00
Total - Salary & Wages	**$ 121,209.45**	**$ 131,386.89**	**$ 10,177.44**	**$ 1,253,953.89**	**$ 1,382,332.25**	**$ 128,378.36**
Employee Taxes & Benefits						
5850 Health Insurance	$ 14,186.85	$ 14,862.21	$ 675.36	$ 157,715.73	$ 159,215.46	$ 1,499.73
5855 ER Pension plan contributions	$ 2,821.15	$ 2,473.14	$ (348.01)	$ 28,290.36	$ 26,367.05	$ (1,923.31)
5860 Worker's Compensation	$ 2,313.15	$ 2,693.90	$ 380.75	$ 21,584.53	$ 28,569.86	$ 6,985.33
5865 Unemployment Insurance	$ 267.39	$ 617.51	$ 350.12	$ 5,091.70	$ 6,496.92	$ 1,405.22
5870 Employer P/R Taxes @ 7.65%	$ 10,882.05	$ 10,051.10	$ (830.95)	$ 109,358.63	$ 105,748.46	$ (3,610.17)
5871 Allocated Fringe Benefits	$ 637.39	$ 495.47	$ (141.92)	$ 6,215.58	$ 5,450.17	$ (765.41)
5874 Employee Paid Benefits	$ (401.16)	$ (198.96)	$ 202.20	$ (2,979.61)	$ (2,188.56)	$ 791.05
5875 Other Benefits				$ 90.00		$ (90.00)
Total - Employee Taxes & Benefits	**$ 30,706.82**	**$ 30,994.37**	**$ 287.55**	**$ 325,366.92**	**$ 329,659.36**	**$ 4,292.44**
Total - Personnel	**$ 151,916.27**	**$ 162,381.26**	**$ 10,464.99**	**$ 1,579,320.81**	**$ 1,711,991.61**	**$ 132,670.80**
Operating Expenses						
HR/Employee Costs						
5881 Employee Physical				$ 844.00		$ (844.00)
5884 P/R Service	$ 544.04	$ 700.00	$ 155.96	$ 6,282.77	$ 7,700.00	$ 1,417.23
5887 Fingerprint Employees	$ 74.00	$ 150.00	$ 76.00	$ 633.13	$ 1,650.00	$ 1,016.87

5885 Advertising Employees		$ 150.00	$ 150.00		$ 1,650.00	$ 1,650.00
Total - HR/Employee Costs	**$ 618.04**	**$ 1,000.00**	**$ 381.96**	**$ 7,759.90**	**$ 11,000.00**	**$ 3,240.10**
Contract Services						
5911 Consultant-School	$ 9,750.00	$ 9,000.00	$ (750.00)	$ 102,870.00	$ 99,000.00	$ (3,870.00)
5933 Consultants-Programs		$ 3,100.00	$ 3,100.00	$ 20,380.50	$ 39,100.00	$ 18,719.50
5971 Consultant	$ (97.50)		$ 97.50			
5972 Grant Consultant	$ 1,100.00	$ 3,000.00	$ 1,900.00	$ 12,100.00	$ 33,000.00	$ 20,900.00
5975 Special Ed services	$ 155.04	$ 200.00	$ 44.96	$ 8,045.34	$ 2,200.00	$ (5,845.34)
Total - Contract Services	**$ 10,907.54**	**$ 15,300.00**	**$ 4,392.46**	**$ 143,395.84**	**$ 173,300.00**	**$ 29,904.16**
Administrative Support						
6101 Office Leases	$ 14,000.00	$ 14,000.00		$ 154,000.00	$ 154,000.00	
6104 Building Maintance & Supplies	$ 4,788.55	$ 3,000.00	$ (1,788.55)	$ 5,354.70	$ 82,600.00	$ 77,245.30
6105 Maintenance	$ 471.89	$ 1,500.00	$ 1,028.11	$ 21,399.30	$ 16,500.00	$ (4,899.30)
6201 General & Liability Insurance	$ 4,148.46		$ (4,148.46)	$ 12,445.38		$ (12,445.38)
6301 Utilities	$ 2,001.88	$ 2,000.00	$ (1.88)	$ 18,827.93	$ 22,000.00	$ 3,172.07
6311 Telephones-Cellular	$ 205.33	$ 450.00	$ 244.67	$ 11,676.12	$ 4,950.00	$ (6,726.12)
6313 Data/Network	$ 223.88	$ 200.00	$ (23.88)	$ 2,392.45	$ 2,200.00	$ (192.45)
6405 Admin/Financial Services	$ 10,000.00		$ (10,000.00)	$ 50,000.00		$ (50,000.00)
6406 Trainer for Employees				$ 11,400.86	$ 3,300.00	$ (8,100.86)
6408 Contract security				$ 4,476.22		$ (4,476.22)
6510 Printing	$ 172.42	$ 300.00	$ 127.58	$ 190.66	$ 3,300.00	$ 3,109.34
6512 Postage & Freight	$ 34.99	$ 100.00	$ 65.01	$ 2,537.70	$ 1,100.00	$ (1,437.70)
6521 Software Expenses	$ 14,796.00		$ (14,796.00)	$ 43,755.61	$ 12,000.00	$ (31,755.61)
6523 Office Supplies	$ 248.92	$ 500.00	$ 251.08	$ 21,885.89	$ 5,500.00	$ (16,385.89)
6601 Equip Leases/Rental	$ 281.22	$ 300.00	$ 18.78	$ 2,915.40	$ 3,300.00	$ 384.60
6602 Equipment Expense <$5000				$ 1,094.16		$ (1,094.16)
6604 Computer Material		$ 1,000.00	$ 1,000.00	$ 16,401.24	$ 11,000.00	$ (5,401.24)
6605 Equipment Maintenance & Supplies				$ 679.91		$ (679.91)
6606 Office Furniture				$ 18,331.71		$ (18,331.71)
6623 Vehicle Maintenance		$ 200.00	$ 200.00	$ 5,998.99	$ 2,200.00	$ (3,798.99)
6625 Vehicle Operation		$ 400.00	$ 400.00	$ 74.03	$ 4,400.00	$ 4,325.97
6626 Vehicle License & Fees				$ 841.08		$ (841.08)
6627 Depreciation - Vehicles	$ 1,797.75	$ 511.23	$ (1,286.52)	$ 19,775.25	$ 5,623.53	$ (14,151.72)
6701 Mileage Reimburse	$ 1,070.83	$ 90.00	$ (980.83)	$ 2,364.63	$ 990.00	$ (1,374.63)
6703 Food for Meetings	$ 285.51	$ 150.00	$ (135.51)	$ 1,171.05	$ 1,650.00	$ 478.95
6705 Educational Conferences/Meetings	$ 4,463.16	$ 362.50	$ (4,100.66)	$ 22,379.79	$ 3,987.50	$ (18,392.29)
6802 Dues	$ 10,649.16	$ 35.63	$ (10,613.53)	$ 22,480.16	$ 12,391.93	$ (10,088.23)
6803 Government Fees/Taxes				$ 10.86		$ (10.86)
6901 Bank Charges	$ 395.69	$ 350.00	$ (45.69)	$ 4,067.45	$ 3,850.00	$ (217.45)
6402 Accounting/Audit Services					$ 22,000.00	$ 22,000.00
6412 Advertising		$ 50.00	$ 50.00		$ 550.00	$ 550.00
Total - Administrative Support	**$ 70,035.64**	**$ 25,499.36**	**$ (44,536.28)**	**$ 478,928.53**	**$ 379,392.96**	**$ (99,535.57)**
Child Related Costs						
7008 Recertification				$ 52.65		$ (52.65)
7025 Food	$ 2,025.52	$ 600.00	$ (1,425.52)	$ 11,779.27	$ 6,000.00	$ (5,779.27)
7032 Program Supplies	$ 3,515.05	$ 300.00	$ (3,215.05)	$ 16,430.30	$ 3,100.00	$ (13,330.30)
7033 Food Program	$ 211.85	$ 300.00	$ 88.15	$ 3,269.85	$ 3,000.00	$ (269.85)
7040 Supervised Activites	$ 1,654.94		$ (1,654.94)	$ 16,535.21		$ (16,535.21)
7041 Program Enrichment	$ 3,338.58	$ 300.00	$ (3,038.58)	$ 6,771.64	$ 3,000.00	$ (3,771.64)

7042 School Supplies	$ 119.45	$ 400.00	$ 280.55	$ 44,032.37	$ 4,400.00	$ (39,632.37)
7043 Class Materials	$ 131.14	$ 1,300.00	$ 1,168.86	$ 75,326.31	$ 79,500.00	$ 4,173.69
7051 Commercial Transportation		$ 50.00	$ 50.00	$ 173.27	$ 500.00	$ 326.73
7115 Graduation Fund		$ 400.00	$ 400.00	$ 292.97	$ 2,000.00	$ 1,707.03
7901 Charter School Supplies				$ 517.60		$ (517.60)
7903 Books and Reference		$ 500.00	$ 500.00	$ 2,988.30	$ 5,500.00	$ 2,511.70
7904 Student Materials		$ 900.00	$ 900.00	$ 10,079.29	$ 9,700.00	$ (379.29)
7028 Kitchen Supplies		$ 50.00	$ 50.00		$ 550.00	$ 550.00
Total - Child Related Costs	**$ 10,996.53**	**$ 5,100.00**	**$ (5,896.53)**	**$ 188,249.03**	**$ 117,250.00**	**$ (70,999.03)**
Total - Operating Expenses	**$ 92,557.75**	**$ 46,899.36**	**$ (45,658.39)**	**$ 818,333.30**	**$ 680,942.96**	**$ (137,390.34)**
Total - Direct Expenses	**$ 244,474.02**	**$ 209,280.62**	**$ (35,193.40)**	**$ 2,397,654.11**	**$ 2,392,934.57**	**$ (4,719.54)**
Direct Surplus/Deficit	**$ (8,544.02)**	**$ 24,001.30**	**$ (32,545.32)**	**$ (150,171.85)**	**$ (1,619.86)**	**$ (148,551.99)**
Non-Operating						
8202 Interest Expense				$ 1,111.00		$ (1,111.00)
8262 Gift Card Disbursement				$ 3,000.00		$ (3,000.00)
8550 Temporarily Undistributed Expenses	$ (1,800.00)		$ 1,800.00	$ 1,600.00		$ (1,600.00)
Total - Non-Operating	**$ (1,800.00)**		**$ 1,800.00**	**$ 5,711.00**		**$ (5,711.00)**
Revenue Over/(Under) Expense Allocations	**$ (6,744.02)**	**$ 24,001.30**	**$ (30,745.32)**	**$ (155,882.85)**	**$ (1,619.86)**	**$ (154,262.99)**
Indirect Expenses						
Excess Revenue over/(under) Expense	**$ (6,744.02)**	**$ 24,001.30**	**$ (30,745.32)**	**$ (155,882.85)**	**$ (1,619.86)**	**$ (154,262.99)**
Net Revenue Over (Under) Expense	**$ (6,744.02)**	**$ 24,001.30**	**$ (30,745.32)**	**$ (155,882.85)**	**$ (1,619.86)**	**$ (154,262.99)**

Division: CSH - Fusion Charter School
Revenue/Expense MTD-YTD Actual and Budget Detail by Cost Center (Allocated)

Report Recap	MTD Actual	MTD Budget	MTD Variance	YTD Actual	YTD Budget	YTD Variance
Revenue						
4637 State Unrestricted Funding (Fusion)	$ 503,027.83	$ 188,717.60	$ 314,310.23	$ 2,252,006.85	$ 1,925,426.98	$ 326,579.87
4641 State Restricted Funding (Fusion)	$ 272,449.07	$ 96,100.00	$ 176,349.07	$ 596,152.46	$ 317,800.00	$ 278,352.46
4664 Federal Restricted Funding (Fusion)	$ 77,434.00	$ 124,513.67	$ (47,079.67)	$ 247,863.00	$ 554,119.00	$ (306,256.00)
4687 All Other Income	$ 947.53	$ 300.00	$ 647.53	$ 5,318.38	$ 3,600.00	$ 1,718.38
4802 Restrict Donations	$ 750.00		$ 750.00	$ 750.00		$ 750.00
Total - Revenue	**$ 854,608.43**	**$ 409,631.27**	**$ 444,977.16**	**$ 3,102,090.69**	**$ 2,800,945.98**	**$ 301,144.71**
Direct Expenses						
Personnel						
Salary & Wages						
5031 Administrative Assistant	$ 4,822.95	$ 3,639.93	$ (1,183.02)	$ 46,287.43	$ 43,680.00	$ (2,607.43)
5042 Laborer	$ 4,162.25		$ (4,162.25)	$ 30,603.47		$ (30,603.47)
5131 Program Director				$ 3,432.42		$ (3,432.42)
5152 Associate Division Director				$ 3,639.14		$ (3,639.14)
5328 Mentors/Tutors	$ 15,953.51	$ 3,680.00	$ (12,273.51)	$ 175,032.42	$ 79,036.00	$ (95,996.42)
5404 Teachers Aides	$ 4,406.99	$ 5,126.00	$ 719.01	$ 47,101.69	$ 91,312.00	$ 44,210.31
5410 School Counselor	$ 2,590.23	$ 6,066.55	$ 3,476.32	$ 23,597.16	$ 72,798.60	$ 49,201.44
5432 Teachers - Charter	$ 124,554.32	$ 54,078.96	$ (70,475.36)	$ 701,447.17	$ 634,041.14	$ (67,406.03)
5436 Principal	$ 26,400.00	$ 9,533.15	$ (16,866.85)	$ 136,500.00	$ 114,397.80	$ (22,102.20)
5437 School Counselor - Charter	$ 24,718.00	$ 8,319.84	$ (16,398.16)	$ 117,138.08	$ 99,838.08	$ (17,300.00)
5451 Instructional Aide - Charter	$ 3,146.40	$ 3,570.00	$ 423.60	$ 51,222.52	$ 45,660.00	$ (5,562.52)
5456 Behavior Interventionist - Charter	$ 3,335.48	$ 4,853.24	$ 1,517.76	$ 48,303.14	$ 58,240.00	$ 9,936.86
5457 Personal Learning Plan Coordinator - Charter	$ 3,759.00	$ 2,185.00	$ (1,574.00)	$ 30,178.85	$ 47,840.00	$ 17,661.15
5458 Administrative - Fusion Charter	$ 6,155.20	$ 5,199.90	$ (955.30)	$ 63,474.73	$ 62,400.00	$ (1,074.73)
5591 Budgeted Bonus		$ 15,000.00	$ 15,000.00		$ 45,200.00	$ 45,200.00
5322 Teacher/Instructor		$ 8,746.52	$ 8,746.52		$ 98,591.72	$ 98,591.72
5433 Teachers Substitute - Charter		$ 1,380.00	$ 1,380.00		$ 20,676.00	$ 20,676.00
Total - Salary & Wages	**$ 224,004.33**	**$ 131,379.09**	**$ (92,625.24)**	**$ 1,477,958.22**	**$ 1,513,711.34**	**$ 35,753.12**
Employee Taxes & Benefits						
5850 Health Insurance	$ 17,990.80	$ 14,849.42	$ (3,141.38)	$ 175,706.53	$ 174,064.88	$ (1,641.65)
5855 ER Pension plan contributions	$ 34,209.77	$ 2,305.19	$ (31,904.58)	$ 62,500.13	$ 28,672.24	$ (33,827.89)
5860 Worker's Compensation	$ 3,502.16	$ 2,496.75	$ (1,005.41)	$ 25,086.69	$ 31,066.61	$ 5,979.92
5865 Unemployment Insurance	$ 319.95	$ 617.49	$ 297.54	$ 5,411.65	$ 7,114.41	$ 1,702.76
5870 Employer P/R Taxes @ 7.65%	$ 14,561.24	$ 10,050.51	$ (4,510.73)	$ 123,919.87	$ 115,798.97	$ (8,120.90)
5871 Allocated Fringe Benefits	$ (1,690.28)	$ 495.47	$ 2,185.75	$ 4,525.30	$ 5,945.64	$ 1,420.34
5874 Employee Paid Benefits	$ (596.30)	$ (198.96)	$ 397.34	$ (3,575.91)	$ (2,387.52)	$ 1,188.39
5875 Other Benefits				$ 90.00		$ (90.00)
Total - Employee Taxes & Benefits	**$ 68,297.34**	**$ 30,615.87**	**$ (37,681.47)**	**$ 393,664.26**	**$ 360,275.23**	**$ (33,389.03)**
Total - Personnel	**$ 292,301.67**	**$ 161,994.96**	**$ (130,306.71)**	**$ 1,871,622.48**	**$ 1,873,986.57**	**$ 2,364.09**
Operating Expenses						
HR/Employee Costs						
5881 Employee Physical	$ 155.00		$ (155.00)	$ 999.00		$ (999.00)
5884 P/R Service	$ 556.52	$ 700.00	$ 143.48	$ 6,839.29	$ 8,400.00	$ 1,560.71
5887 Fingerprint Employees	$ 187.58	$ 150.00	$ (37.58)	$ 820.71	$ 1,800.00	$ 979.29

5885 Advertising Employees		$ 150.00	$ 150.00		$ 1,800.00	$ 1,800.00	
Total - HR/Employee Costs	**$ 899.10**	**$ 1,000.00**	**$ 100.90**	**$ 8,659.00**	**$ 12,000.00**	**$ 3,341.00**	
Contract Services							
5911 Consultant-School	$ 34,500.00	$ 9,000.00	$ (25,500.00)	$ 137,370.00	$ 108,000.00	$ (29,370.00)	
5933 Consultants-Programs	$ 6,082.00	$ 3,100.00	$ (2,982.00)	$ 26,462.50	$ 42,200.00	$ 15,737.50	
5971 Consultant							
5972 Grant Consultant	$ 1,100.00	$ 3,000.00	$ 1,900.00	$ 13,200.00	$ 36,000.00	$ 22,800.00	
5975 Special Ed services	$ 1,635.02	$ 200.00	$ (1,435.02)	$ 9,680.36	$ 2,400.00	$ (7,280.36)	
Total - Contract Services	**$ 43,317.02**	**$ 15,300.00**	**$ (28,017.02)**	**$ 186,712.86**	**$ 188,600.00**	**$ 1,887.14**	
Administrative Support							
6101 Office Leases	$ 14,000.00	$ 14,000.00		$ 168,000.00	$ 168,000.00		
6104 Building Maintance & Supplies		$ 3,000.00	$ 3,000.00	$ 5,354.70	$ 85,600.00	$ 80,245.30	
6105 Maintenance	$ 4,358.00	$ 1,500.00	$ (2,858.00)	$ 25,757.30	$ 18,000.00	$ (7,757.30)	
6201 General & Liability Insurance	$ 7,132.46		$ (7,132.46)	$ 19,577.84		$ (19,577.84)	
6301 Utilities	$ 2,537.23	$ 2,000.00	$ (537.23)	$ 21,365.16	$ 24,000.00	$ 2,634.84	
6311 Telephones-Cellular	$ 1,361.58	$ 450.00	$ (911.58)	$ 13,037.70	$ 5,400.00	$ (7,637.70)	
6313 Data/Network	$ 167.35	$ 200.00	$ 32.65	$ 2,559.80	$ 2,400.00	$ (159.80)	
6402 Accounting/Audit Services	$ 22,000.00		$ (22,000.00)	$ 22,000.00	$ 22,000.00		
6405 Admin/Financial Services	$ 10,000.00		$ (10,000.00)	$ 60,000.00		$ (60,000.00)	
6406 Trainer for Employees				$ 11,400.86	$ 3,300.00	$ (8,100.86)	
6408 Contract security				$ 4,476.22		$ (4,476.22)	
6510 Printing	$ 2,586.41	$ 300.00	$ (2,286.41)	$ 2,777.07	$ 3,600.00	$ 822.93	
6512 Postage & Freight	$ 272.85	$ 100.00	$ (172.85)	$ 2,810.55	$ 1,200.00	$ (1,610.55)	
6521 Software Expenses	$ 20,865.64		$ (20,865.64)	$ 64,621.25	$ 12,000.00	$ (52,621.25)	
6523 Office Supplies	$ 585.91	$ 500.00	$ (85.91)	$ 22,471.80	$ 6,000.00	$ (16,471.80)	
6601 Equip Leases/Rental	$ 281.22	$ 300.00	$ 18.78	$ 3,196.62	$ 3,600.00	$ 403.38	
6602 Equipment Expense <$5000	$ 260.69		$ (260.69)	$ 1,354.85		$ (1,354.85)	
6604 Computer Material	$ (122.31)	$ 1,000.00	$ 1,122.31	$ 16,278.93	$ 12,000.00	$ (4,278.93)	
6605 Equipment Maintenance & Supplies				$ 679.91		$ (679.91)	
6606 Office Furniture				$ 18,331.71		$ (18,331.71)	
6623 Vehicle Maintenance		$ 200.00	$ 200.00	$ 5,998.99	$ 2,400.00	$ (3,598.99)	
6625 Vehicle Operation		$ 400.00	$ 400.00	$ 74.03	$ 4,800.00	$ 4,725.97	
6626 Vehicle License & Fees				$ 841.08		$ (841.08)	
6627 Depreciation - Vehicles	$ 1,797.75	$ 511.23	$ (1,286.52)	$ 21,573.00	$ 6,134.76	$ (15,438.24)	
6701 Mileage Reimburse	$ 1,500.75	$ 90.00	$ (1,410.75)	$ 3,865.38	$ 1,080.00	$ (2,785.38)	
6702 Commercial Travel	$ 13,262.47		$ (13,262.47)	$ 13,262.47		$ (13,262.47)	
6703 Food for Meetings	$ 651.86	$ 150.00	$ (501.86)	$ 1,822.91	$ 1,800.00	$ (22.91)	
6705 Educational Conferences/Meetings		$ 362.50	$ 362.50	$ 22,379.79	$ 4,350.00	$ (18,029.79)	
6802 Dues	$ 680.00	$ 8,035.63	$ 7,355.63	$ 23,160.16	$ 20,427.56	$ (2,732.60)	
6803 Government Fees/Taxes				$ 10.86		$ (10.86)	
6901 Bank Charges	$ 400.70	$ 350.00	$ (50.70)	$ 4,468.15	$ 4,200.00	$ (268.15)	
6412 Advertising		$ 50.00	$ 50.00		$ 600.00	$ 600.00	
Total - Administrative Support	**$ 104,580.56**	**$ 33,499.36**	**$ (71,081.20)**	**$ 583,509.09**	**$ 412,892.32**	**$ (170,616.77)**	
Child Related Costs							
7008 Recertification				$ 52.65		$ (52.65)	
7025 Food	$ 2,187.33	$ 100.00	$ (2,087.33)	$ 13,966.60	$ 6,100.00	$ (7,866.60)	
7032 Program Supplies	$ 3,008.60	$ 100.00	$ (2,908.60)	$ 19,438.90	$ 3,200.00	$ (16,238.90)	
7033 Food Program	$ 540.00		$ (540.00)	$ 3,809.85	$ 3,000.00	$ (809.85)	
7040 Supervised Activites	$ 1,800.85		$ (1,800.85)	$ 18,336.06		$ (18,336.06)	

7041 Program Enrichment					$ 6,771.64	$ 3,000.00	$ (3,771.64)	
7042 School Supplies	$ 3,248.46		$ (3,248.46)		$ 47,280.83	$ 4,400.00	$ (42,880.83)	
7043 Class Materials	$ 18,497.30		$ (18,497.30)		$ 93,823.61	$ 79,500.00	$ (14,323.61)	
7051 Commercial Transportation					$ 173.27	$ 500.00	$ 326.73	
7078 TAY Clothing Expense	$ 124.86		$ (124.86)		$ 124.86		$ (124.86)	
7115 Graduation Fund					$ 292.97	$ 2,000.00	$ 1,707.03	
7901 Charter School Supplies	$ 30,674.20		$ (30,674.20)		$ 31,191.80		$ (31,191.80)	
7903 Books and Reference	$ 1,929.39	$ 500.00	$ (1,429.39)		$ 4,917.69	$ 6,000.00	$ 1,082.31	
7904 Student Materials	$ 25,073.78	$ 700.00	$ (24,373.78)		$ 35,153.07	$ 10,400.00	$ (24,753.07)	
7028 Kitchen Supplies		$ 50.00	$ 50.00			$ 600.00	$ 600.00	
Total - Child Related Costs	**$ 87,084.77**	**$ 1,450.00**	**$ (85,634.77)**		**$ 275,333.80**	**$ 118,700.00**	**$ (156,633.80)**	
Total - Operating Expenses	**$ 235,881.45**	**$ 51,249.36**	**$ (184,632.09)**		**$ 1,054,214.75**	**$ 732,192.32**	**$ (322,022.43)**	
Total - Direct Expenses	**$ 528,183.12**	**$ 213,244.32**	**$ (314,938.80)**		**$ 2,925,837.23**	**$ 2,606,178.89**	**$ (319,658.34)**	
Direct Surplus/Deficit	**$ 326,425.31**	**$ 196,386.95**	**$ 130,038.36**		**$ 176,253.46**	**$ 194,767.09**	**$ (18,513.63)**	
Non-Operating								
8202 Interest Expense					$ 1,111.00		$ (1,111.00)	
8251 Unallowed Expenses	$ 0.05		$ (0.05)		$ 0.05		$ (0.05)	
8262 Gift Card Disbursement					$ 3,000.00		$ (3,000.00)	
8550 Temporarily Undistributed Expenses	$ (1,600.00)		$ 1,600.00					
Total - Non-Operating	**$ (1,599.95)**		**$ 1,599.95**		**$ 4,111.05**		**$ (4,111.05)**	
Revenue Over/(Under) Expense Allocations	**$ 328,025.26**	**$ 196,386.95**	**$ 131,638.31**		**$ 172,142.41**	**$ 194,767.09**	**$ (22,624.68)**	
Indirect Expenses								
Excess Revenue over/(under) Expense	**$ 328,025.26**	**$ 196,386.95**	**$ 131,638.31**		**$ 172,142.41**	**$ 194,767.09**	**$ (22,624.68)**	
Net Revenue Over (Under) Expense	**$ 328,025.26**	**$ 196,386.95**	**$ 131,638.31**		**$ 172,142.41**	**$ 194,767.09**	**$ (22,624.68)**	

Parent Student Handbook, Annual Board Certification of Fusion Core and Elective Curriculum for 2026-2027

FUSION CHARTER
A COMMUNITY SCHOOL

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



2026-2027 Parent/Student Handbook

Fusion Charter Parent/Student Handbook

2026-2027 Contents

Link to Spanish/ Enlace al español

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Fusion Charter

441 W. Linwood Avenue
Turlock, CA 95380
Phone (209) 667-9047
Fax (209) 667-9205

Mailing Address: PO Box 3459 Turlock, CA 95381

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

www.fusioncharter.org

Administrative and Classified Staff:

David Ashby, Principal/Circles Coordinator

Christine Frost, Assistant Principal/Teacher

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

Cynthia Herrera-Sanchez, Counselor

Alicia Mendes, Data Specialist/Registrar

Emilia A Beas Monroy, Administrative Assistant II

Alejandro Garcia, Fusion Serves Supervisor

Veronica Morales, Fusion Serves Support/Wellness Coach

Jose Briones, Campus Supervisor

Maria Garcia, Campus Supervisor/Wellness Coach

Ximena Heras Valenzuela, Student Support Advocate/Wellness Coach

Mya Storey, Teacher Aide/Wellness Coach

Kim Gmachowski, Van Driver/Teacher Aide

Mary Alvernaz, Art and Math Tutor

Ethan Gottschalk, Math Tutor

Elena Mercado, Math Tutor

Marcos Suarez, Math Tutor

Josiah Hudson, CSUS Intern/Tutor

Teaching Faculty:

Room 1: Ryan Gatch, Teacher

Room 2: Gabrielle Bennett, Teacher Independent Study

Room 2: Ashley Maderr, Teacher

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

Room 4: Marlene Ferry, Teacher

Room 5: Casey Hammond, Teacher

Room 6: Daniel Vera, Lead Teacher

2026-27 School Schedule and Holidays

- Student activities are based on individualized schedules Monday through Friday.
- The Fusion Office is open from 8:30 to 4:30, Monday through Thursday.
- The Fusion gate opens for students at 8:30 each day and closes at 5:00pm.
- On Fridays, the office opens at 8:30 and closes at 2:30 for staff meetings.
- The Fusion Office is closed on these holidays during the school year:

September 7, 2026	Labor Day
October 19, 2026	TUSD No School
November 11, 2026	Veterans Day
November 23-27, 2026	Thanksgiving Break
December 21, 2026-January 1, 2027	Winter Break
January 18, 2027	Martin Luther King Day
February 11-15, 2027	Presidents Day
March 26-April 2, 2027	Spring Break
May 25, 2027	Memorial Day

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

School Events

August 11, 2026	Round Up (Parent and Student Signatures)
August 12, 2026	First Day of School/1st Semester
September 17, 2026	Back to School Night
October 23, 2026	Fall Festival
December 18, 2026	End of 1st Semester
January 4, 2027	First Day of 2nd Semester
January 22, 2027	Winter Graduation
January 24-30, 2027	National School Choice Week
March 8-12, 2027	Civic Learning Week
May 4-8, 2027	Teacher Appreciation Week
May 26, 2027	Spring Graduation
May 28, 2027	End of 2nd Semester/8th Grade Promotion
June 7-29 2027	Summer School for Credit Recovery

About Fusion Charter School

Fusion Charter is a unique independent charter school for Grades 7-12, authorized by the Turlock Unified School District (TUSD) in 2014 and accredited by the Western Association of Schools and Colleges (WASC). The California Department of Education (CDE) has identified Fusion with Dashboard Alternative School Status (DASS) because our school meets the state criteria that at least 70 percent of the students who enroll at Fusion (upon first entry to the school) are identified as students at high risk of school dropout. Many have experienced trauma and multiple obstacles to success in school. Fusion offers the opportunity to make new choices in a non-punitive environment that offers hope to each one, regardless of past experiences.

Fusion Charter's Founding by Aspiranet

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

Aspiranet Core Values

Respect

Integrity

Courage

Hope

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

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

Fusion's Reputation for Caring for Students

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

With 455 graduates since 2015, the graduation rate at Fusion continues to climb from 20% the first year to 80% in recent years. Fusion Charter supports students as they overcome past trauma and the ordinary challenges of adolescence and go out into the world ready to thrive as stable adults with productive careers and satisfying relationships in their personal lives and their roles as community members.

Rights and Responsibilities

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

Vision, Mission and Expected Schoolwide Learning Results

Mission Statement:

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

Vision Statement:

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

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

Fusion Charter Local Goals

FUSION GOaLS 2026-27

Graduation Outcomes and Life Skills

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

Expected Schoolwide Learning Results, ie. Fusion GOaLS

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

Fusion Charter LCAP/SPSA/WASC Action Plan Local Goals 2026-2027

The following schoolwide goals have been developed through collaboration with the Fusion faculty and staff and the Fusion Site Council, made up of parents, students, and school staff, and approved by the Aspiranet Board of Directors for the 2024-2027 Local Control Accountability Plan (LCAP) for a three-year period, and aligned with the Title I School Plan for Student Achievement (SPSA), and WASC Accreditation Action Plan.

1. Proficient English Literacy Skills for All Students

To equip our students with writing skills

Action 1.1 NWEA Map Growth Planning	**2024-27**
Action 1.2 Tutoring Targeted to English Proficiency	**2024-27**
Action 1.3 Summer School for Credit Recovery	**2024-27**
Action 1.4 Writing Rubric for Advisory Course	**2024-26**
Action 1.5 Strategies for Long Term English Learners	**2025-27**
Action 1.6 Reading Support for Students with Disabilities	**NEW 2026**

2. Applied Math Skills for College and Career Readiness

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

Action 2.1 Math tutors for intensive tutoring	**2024-27**
Action 2.2 Testing and Placement of All Grade 9 Students:	**2024-27**
Action 2.3 Analysis of NWEA MAP Growth in Math	**2025-27**
Action 2.4 Newsela STEM Math and Science Library	**NEW 2026**

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

Action 3.1 Chromebook and Wifi Access (LREBG Funds)	**2024-27**
Action 3.2 Community Schools Implementation (CCSPP)	**2024-27**
Action 3.3 Attendance Tracking and Incentives	**2024-27**
Action 3.4 Trauma Responsive Training	**2024-27**
Action 3.5 Van Shuttle Driver/Teacher Assistant	**2024-27**
Action 3.6 Campus Supervision and Safety Upgrades	**2024-27**
Action 3.7 School Personnel focused on high needs students	**2024-27**
Action 3.8 Community Collaboration (CCSPP and CEI)	**2025-27**
Action 3.9 Wellness Data Correlation with Resources	**2025-26**
Action 3.10 Professional Development in Skills Training for Emotional Problem Solving (STEPS-A)	**NEW 2026**

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)*	
Action 4.1 Needs Assessment and Evaluation of Interventions	**2024-27**
Action 4.2 Certificated Teachers for College/Career	**2024-27**
Action 4.3 Classified Support	**2024-27**
Action 4.4 Health Benefits for Personnel (Completed)	**2024-26**
Action 4.5 Technology for Improved Outcomes	**2024-27**
Action 4.6 Hands -on Materials and Supplies for College and Career Readiness	**2024-27**
Action 4.7 Dual Enrollment Persistence	**2025-27**
Action 4.8 On Track for Graduation	**2025-27**
Action 4.9 Civic Engagement through "Fusion Serves"	**NEW 2026**

Fusion Special Education Goals

Fusion Charter collaborates with Turlock Unified for Special Education compliance. A student with special education goals documented in an **Individualized Education Program** (IEP) shall receive services and support to make progress on their goals as required by the Individuals with Disabilities Act (IDEA). Fusion adheres to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities in Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act ("ADA"). All students are given equal access, regardless of disabilities, and Fusion will not discriminate against any student based on his or her disabilities.

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

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

For more information visit Independent Study Frequently Asked Questions at cde.ca.gov or refer to the Aspiranet Board of Directors Independent Study Policy incorporating the most recent changes to independent study law.

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

Title IX Notification and Complaint Procedures

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

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

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

Fusion Compliance Officer and Title IX/ADA Coordinator:
Christine Frost, Assistant Principal Phone: 209-667-9047
cfrost@fusioncharter.org
Fusion Charter, PO Box 3459, Turlock, CA 95381

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

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

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

Admissions and Enrollment

Fusion is a free public school of choice. All students who seek to attend Fusion shall be admitted, subject to capacity, age and residence, and protected from discrimination. Fusion is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic, including immigration status, that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual with any of these characteristics).

Admission Requirements and Procedures

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

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

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

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

- Fusion enrollment packet
- Current transcript for course enrollment purposes
- Special education record, IEP/504 (if applicable in order to meet services)
- Birth certificate (or an alternative proof of birth)
- Immunization records
- Verification of residency
- Withdrawal form from the previous school as well as clearance of all fines
- Alternative Income Form

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

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

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

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

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

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

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

Lottery--If Required

The open application period for Fusion Charter starts February 1 and concludes June 1.
If the number of students who wish to attend exceeds Fusion's capacity, admission, except for existing students of Fusion, shall be determined by a public random drawing held the first week of June, with the following students given preference for admission to the Fusion:

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

All applications drawn after reaching capacity will be waitlisted in the order drawn.

Attendance

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

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



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

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

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

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

Contemporaneous Log

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

An Educated Person in the 21st Century

(Adapted from the Fusion Charter Document authorized by TUSD in 2014 and renewed 2017 and 2025)

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

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

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

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

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

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

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.

Curriculum and Access

Fusion Charter combines highly-respected online curriculum with teacher-directed support. Students complete handwritten Guided Notes and online Course Assignments/Assessments to demonstrate mastery of each lesson and unit.



Connectivity: Fusion Charter provides a device and internet connectivity for each student who requires access to curriculum off campus. Forms are provided at orientation and the front office.

Logins and Email Accounts: Each student receives a fusioncharter.org email account through Google for Education. The login and account are subject to monitoring by Fusion staff. A technology agreement must be signed annually.

All students use **Edmentum** Online Courseware for both credit recovery and initial course instruction, as approved by the University of California’s “a-g” admissions process.

Fusion uses the online instructional content platform **Newsela** (newsela.com) with differentiated instruction for multiple reading levels for each text in English and Spanish. Texts are assigned at least weekly, including academic and social-emotional learning materials. New for 2026-27: **Newsela STEM** for math and science!

New for 2026-27: **Read Naturally Live** program to help struggling readers gain skills and fluency.

Also new for 2026-27, **iCivics** online resources provide deeper understanding for juniors and seniors in American Government courses.

Community Service and Internships

The **Fusion Serves** program offers service-learning opportunities, student leadership development, and community engagement. Students who participate and complete all qualifications in their Junior and Senior years will receive an official **State Seal of Civic Engagement** on their diplomas.

See Page 11 for information about how service projects will link the curriculum with students' real world experiences, making learning relevant and valuable to their lives outside of school.

Internships (Juniors and Seniors)

Fusion Charter offers internship opportunities designed to provide juniors and seniors with hands-on, real-world experience in various career fields. These programs allow upperclassmen to apply their academic knowledge in professional settings, develop essential workplace skills, and explore potential career paths prior to graduation. To participate in an internship, students must maintain satisfactory academic progress and regular attendance. Interested juniors and seniors should contact their Fusion Counselor to learn more about available placement opportunities, application procedures, and guidelines for earning school credit.

Work Permits

A Fusion student seeking paid employment in the community should contact Fusion Counselor Mark Evanoff for a work permit by calling the school office for an appointment at 209-667-9047. A student with satisfactory completion of school work and progress toward graduation will be encouraged to reapply for the work permit throughout the school year and summer.

Curriculum Expectations for All Students

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

Academic Integrity for a-g Courses for College Admissions

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

Cheating and plagiarism 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.

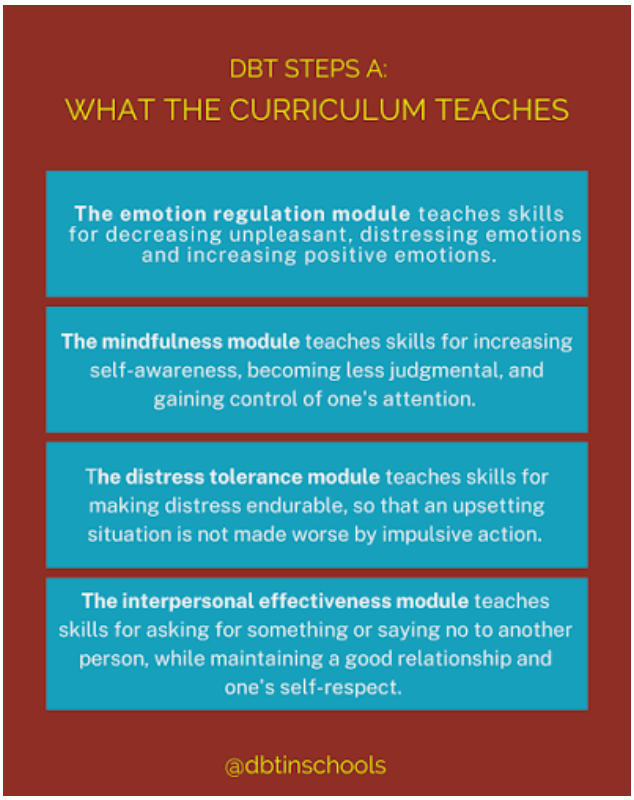
Curriculum for Emotional Regulation and Stress Management

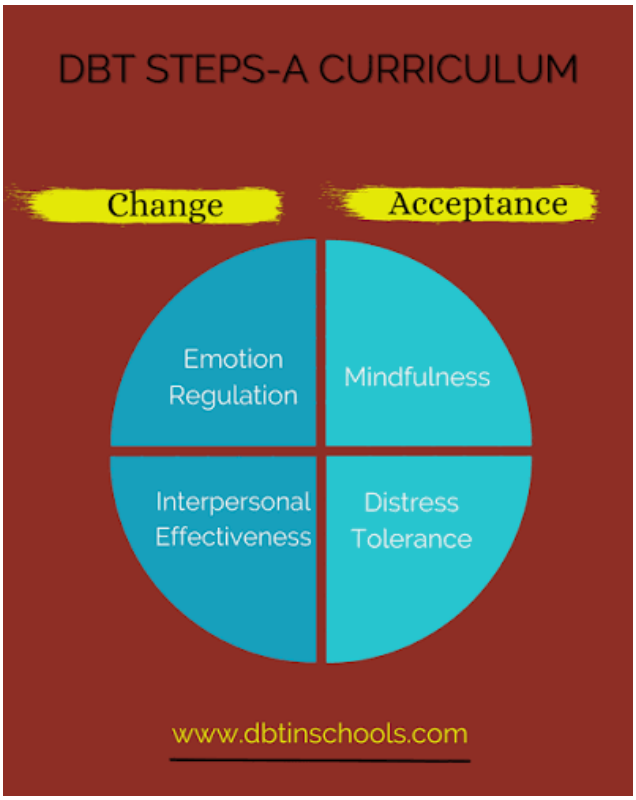
New for 2026-27: Skills Training for Emotional Problem Solving for Adolescents **(STEPS-A)**

Fusion is committed to preparing all students for the present and future challenges they face. Beginning in 2026 Fusion teachers, counselors and support staff will use STEPS-A. This new curriculum offers a skills-based approach to help students recognize emotional triggers, develop coping skills, and navigate challenges that contribute to absenteeism at school and on the job.

Ongoing training in STEPS-A equips staff with practical strategies to help strengthen students' ability to manage stress and stay engaged in school, work and community activities. Visit the website www.dbtinschools.com for more information.

Teaching Healthy Behavior and Social-Emotional Skills





The STEPS Model for TEENS

Big emotions come from a mix of biology and environment.

SENSITIVITY

Our brains and bodies can be more sensitive.

Some people are just wired to feel more intensely.



Sensitive Nervous System

- Easily overwhelmed
- Big feelings hit fast
- Hard to calm down

ENVIRONMENT

Where we grow up shapes how we learn to cope.

Growing up in an environment where emotions aren't validated or understood can send the wrong messages.

These messages come from the people around us.



When this happens, people may learn to:

- Criticize emotions
- Minimize feelings
- Ignore what others feel
- Only respond to extremes

ESCALATING EMOTIONS

This can lead to:

- Negative reactions
- Worse behaviors (yelling, shutting down, arguing, etc.)



STEPS: SKILLS THAT HELP US COPE

S — Self-Awareness
Notice what you're feeling and what you need.

T — Take a Pause
Slow down. Take a breath. Give yourself space.

E — Explore Options
Think of healthy choices that can help.

P — Pick a Path
Choose one step forward that feels doable.

S — Stay Connected
Reach out to people who support and encourage you.



Using STEPS helps us handle big emotions, make better choices, and keep moving forward.

REGULATION & GROWTH

When we use STEPS, we can:

- Calm our bodies and minds
- Handle challenges
- Stay on track with our goals
- Feel more in control



You are NOT broken.
You were never taught the skills needed to manage intense emotions.
STEPS can help you build those skills.

SEITY Wellness Check Ins

Fusion has partnered with Seity health to provide wellness check-ins that students can complete in minutes each day. The check-ins help our counselor support your student's overall wellness. Students can access the Seity Health app through their phones or chromebooks.



Graduation Requirements for Fusion Charter Class of 2026-2027

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***
Total Credits for Graduation	**200***

*Fusion Charter requires a total of 200 credits for high school graduation, except for students after Grade 10 eligible for legally-mandated reduced graduation requirements of 130 credits:

- AB 167 (Foster Youth),
- AB 2306 (Juvenile Court Pupil),
- AB 1806 (McKinney-Vento Act),
- AB 2251 (consideration for individual circumstances, including absences due to physical and mental health)
- AB 2121 (Migratory Pupil or Pupil Participating in Newcomer Program)

These students, with parental permission if under 18, may opt to graduate with only 130 "core" credits. The English course requirement is reduced from 40 to 30 credits and all 60 elective credits waived.

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



Graduation will be held Friday, January 22, 2027 and Wednesday, May 26, 2027

To walk the stage, a student must have completed all requirements by two weeks prior to the ceremony, 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.

College Bound Plan

While at Fusion Charter the student will meet with a 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.

California College Career Guidance Initiative

Californiacolleges.edu is the official California career planning website. Students are able to take career inventories, see college eligibility and find step by step instructions to complete the FAFSA or DREAM act applications. All California students are able to create an account and access their information. Fusion Charter has partnered with CaliforniaColleges.edu in compliance with California Education Code Section 60900.5 providing student course and transcript information. If you would not like for your student course information to be sent in, please contact the school office.

Credits

Semester Credit Cap and Appeal Process

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

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

Summer School Cap

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

Appeal Process

A student who requests permission to earn more than 50 academic credits in a semester must file a written appeal with the teacher of record and the principal. The decision to grant the appeal for excess credit recovery to a Fusion 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. 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, with 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.**

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

Fusion Charter Advisory--Advisory 9, Advisory 10, Advisory 11, Advisory 12
Advisory is a mandatory Credit/No Credit independent study course for all Fusion students in Grades 9-11. A student may earn non-core academic credit by completing assignments from a menu of activities designed by the Fusion faculty to promote college and career readiness and community engagement. Activities vary by grade level and include: the creation of a portfolio with resume, letters of reference and sample job applications; attendance at Friday events and activities outside the regular classroom session; reflections and follow-up assignments related to school visitors and community presentations. A student will earn one credit for the equivalent of 15 documented hours of activities approved by the teacher of record, up to a maximum of 2.5 credits per semester. (Approved by the Aspiranet Governing Board on 8/19/2016; Approved revision on 6/30/2023 for a reduction in credits from 5 to 2.5 per semester.)

Note: During the 2026-2027 school year, the faculty, students and families will collaborate to improve and implement a revised College and Career Life Skills portfolio for each graduate. Fusion's in-house electives and Advisory will include specific life skills benchmarks, such as the writing of cover letters, job interviews skills and basic financial literacy.

Fusion Charter Individualized Reading and Writing (IRW)--IRW9, IRW10, IRW11, IRW12
IRW is a Credit/No Credit independent study course for Fusion students in Grades 9-12. A student may earn non-core academic credit by completing supplementary reading and writing assignments from a menu of activities designed to promote reading comprehension and writing fluency and skills. Activities vary by grade level and include individual reading recorded on a reading log with written reflections and summaries as assigned by the teacher of record based on individual student needs. Students will also receive credit for participation in reading comprehension and writing activities in class and through the Instructional Content Platform "Newsela" and other comparable programs, which may supplement but not supplant Edmentum English coursework. A student will earn one credit for the equivalent of 15 documented hours of activities approved by the teacher of record, up to a maximum of 2.5 credits per semester. The course may be repeated up to a maximum of 20 credits per student.

Note: TUSD requires 10 credits of reading class as a graduation requirement for a student reading below grade level. The IRW course is recommended for students returning to TUSD.
(Approved by the Aspiranet Governing Board on 5/18/2018; Approved revision on 6/30/2023 for a reduction in credits from 5 to 2.5 per semester.)

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

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)

Advanced Placement Computer Science–AP CSa, AP CSb (Not offered in 2026-2027)

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

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

Agriscience, Years 1 and 2 (Not offered in 2026-2027)

1. **Agriculture--A Life Skills Approach**--Ag LSAa, AG LSAb

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

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

2. **Principles of Integrated Agriculture and Social Science**--Ag PIAa, AG PIAb

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

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

Grading Policy

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

Letter grades will reflect the following:

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



Teachers include a student's **in-class participation** in determining the overall grade for grades 7 and 8 and for the number of credits assigned for high school electives such as Advisory.

Awards and Recognition

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

A student with outstanding citizenship and honor roll grades during their final two semesters and the completion of 200 graduation credits may be recognized by the Fusion Principal as Valedictorian or Outstanding Student.



The **Fusion Serves** program offers service-learning opportunities, student leadership development, and community engagement. Students who participate and complete all qualifications in their Junior and Senior years will receive an official **State Seal of Civic Engagement** on their diplomas.

Monthly Character Traits

Fusion Charter participates in the Turlock Rotary Character Trait program. Throughout the school year, each Fusion teacher recognizes a student who has demonstrated one of the following character traits: **Achiever, Resiliency, Empathy, Focus, Futuristic, Includer, Kindness, Positivity, Responsibility, Self-Assurance.**

Each month a high school junior or senior is selected to represent Fusion at the Rotary Luncheon and receives acknowledgment by the local news media.

Standardized Assessments

California Assessment of Student Performance and Progress Testing (CAASPP)

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

Other State Assessments

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

Alternate Measures of Accountability

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

NWEA MAP in Math and English Language Arts

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

Voluntary Assessments

Fusion students may take the US Armed Forces assessment, the **ASVAB**, throughout the year to help with career planning and qualification for military enlistment.

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

Fusion Conduct Code

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

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

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

Trauma-Responsive Parent-Student-School Agreement

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

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

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

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

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



SPARTAN Norms & Student Procedures

S	**Speak and listen appropriately**	1. One voice at a time 2. Listen actively 3. Do not interrupt others 4. Provide positive feedback 5. Use kind words 6. Disagree respectfully 7. Use an inside voice 8. Do not gossip or spread rumors
P	**Purposeful collaboration**	9. Follow seating directions 10. Work with your assigned group 11. Take turns 12. Give all members a chance to share ideas
A	**All technology is for learning**	13. Use chromebooks for schoolwork, tests, and teacher approved activities 14. Use all technology in view of an adult 15. Keep headphone volume low 16. No food or drinks near technology
R	**Respect others' time**	17. Be on time 18. Use every minute wisely 19. Zero distractions
T	**Test with integrity**	20. Study until you know the material 21. Prepare and bring notes 22. Take tests silently while proctored by teachers
A	**Active participation**	23. Set goals 24. Keep your head up and your eyes open 25. Join discussions 26. Make productive comments 27. Do your share of problem solving
N	**Never give up**	28. Expect to make mistakes and revise work 29. Reflect on your learning process **30. Remember that struggle is good**

Teaching Healthy Behavior and Social-Emotional Skills

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

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

Nonpunitive Trauma-Responsive Practices and Restorative Justice

Fusion maintains that the school's role in reaching disengaged students is to effectively address those school-based factors that result in a lack of connectedness to school personnel, chronic absence and school dropout. This approach led to the introduction of the *Paper Tigers* film to the entire staff and the school-wide adoption of Trauma-Responsive practices, transportation services, and expanded computer access to support students. As a Trauma-Responsive school, Fusion Charter is nonpunitive. Instead of traditional suspension and detention, students are taught to redirect and calm their emotions so they can focus, behave appropriately and not feel rejected. Fusion students participate in weekly Restorative Justice Circles on campus or online.

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

Mastery Learning and Trusting Relationships

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

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

Personalized Learning Plan and Student Study Team Support

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

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

School and Community Resources



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

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

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

Closed Campus, School Hours and Expectations

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

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

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

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

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

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

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

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

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

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

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



School Nutrition Program (Free Breakfast)



- The school breakfast nutrition program is provided free of charge for all students.
- Fusion serves breakfast daily, including milk, fruit, and cereal or other whole grain items.
- Meals are available between 8:45 am and 4:00 pm in classrooms.
- A student may also request a meal to go by contacting the school office at 209-667-9047.

Please place all food wrappers and litter in trash cans. **Littering is always unacceptable.**

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

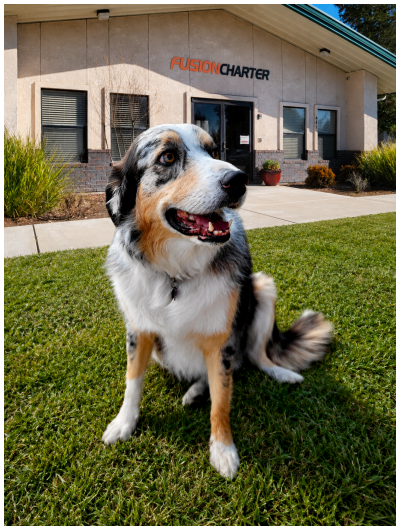
Tables: Please do not stand or sit on the tops of picnic tables outside. Keep them clean!



Fusion’s BBQ Club generally meets twice each month on Fridays at 1:00 p.m. in the garden area. During Session C, participating students work under staff supervision to prepare and serve lunch items for students and staff on campus.

Students participating in food preparation must follow all school rules, staff directions, hygiene requirements, and food-safety procedures. BBQ Club dates, menus, RSVP instructions, and any schedule changes will be announced in advance.

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



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

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

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

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

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

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

Driving Simulators

Fusion Charter has two student simulators available for supervised use. Students may sign up to use the simulators on Fridays or schedule an appointment with staff at another approved time. Students are expected to follow all staff directions, use the equipment appropriately, and treat the simulators and related equipment with care. Any damage, defacement, destruction, or loss caused by a student may be subject to the school's restitution procedures for damaged or lost school property. Students should immediately report any equipment problems or damage to supervising staff.



Driving

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

All Vehicles Subject To Search

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

Security Cameras

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

Locked Doors and Keys

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

Backpacks

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

Field Trips

Fusion Charter offers field trips throughout the year to universities, colleges, science, technology, arts, sports and career exploration opportunities. All field trips must be approved by the principal and field trip permission slips issued.

Parental consent signatures are required in advance of all field trips. All school rules, eligibility and dress code apply to field trips.

Fusion School Colors

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

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

Dress Code

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

Regular Daily Dress Code

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

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

Condition, Wear and Safety of Clothing

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

Shirts/Tops

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

Pants/Shorts/Skirts

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

Footwear and Accessories

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

Language/Illustrations on Clothing

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

Dress Code Violation

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

Alcohol and Drugs--Use/Possession

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

Smoking

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



Crisis Intervention

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

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

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

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

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



HoneyBee, Fusion's first therapy dog in training

Phone Use

Our vision is to teach our students responsible cell phone use that will serve them beyond their time here at Fusion.

Limited and Structured Cell Phone Use Policy

Aspiranet Board Approved 6/30/2026

Students must keep cell phones stored during instructional time unless explicitly permitted by staff for instructional purposes. Limited use may be allowed during designated breaks or with teacher approval for academic activities.

Repeated or inappropriate use will result in progressive restorative and disciplinary responses that emphasize accountability and skill-building.



Interventions may include

- restorative check-ins,
- classroom redirection,
- reflective assignments,
- parent conferences,
- temporary phone confiscation by administration, or
- individualized behavior support plans when necessary.

This approach balances flexibility with clear expectations for responsible technology use.

Cell phone and headphone use will be permitted at the discretion of the teacher in the classroom. Fusion staff respects the privacy of all students, but holds the right to secure the phone in the classroom or office until the school day is over. Envelopes are available for individual phones.

Families: Please do not call or text your student during school hours.

If you need to contact your student during a class session, please call the school office at 209-667-9047.

Discrimination, Harassment, Sexual Harassment, Intimidation, Bullying, Cyberbullying, and Threats

Fusion Charter is committed to providing a safe, respectful, inclusive, and supportive learning environment. All students have the right to participate fully in school programs and activities without being subjected to discrimination, harassment, sexual harassment, intimidation, bullying, cyberbullying, retaliation, or threats.

Students, employees, volunteers, visitors, and others participating in school programs or activities are expected to treat one another with dignity and respect. Prohibited conduct will be addressed through appropriate intervention, support, corrective action, and discipline consistent with California law and applicable Fusion Charter and Turlock Unified School District policies.

Prohibited Conduct

Prohibited conduct may be verbal, visual, written, electronic, physical, or sexual. It may include, but is not limited to:

- Insults, slurs, derogatory comments, teasing, or name-calling;
- Threats, intimidation, coercion, or attempts to frighten another person;
- Unwanted touching, physical aggression, blocking movement, or damaging property;
- Offensive gestures, drawings, notes, signs, photographs, recordings, or images;
- Spreading harmful rumors or deliberately excluding, humiliating, or targeting another person;
- Sending, posting, sharing, forwarding, or displaying harmful messages, images, videos, or recordings;
- Creating false accounts or profiles, impersonating another person, or encouraging others to participate in harassment or bullying;
- Unwelcome sexual comments, advances, jokes, gestures, images, requests, or physical contact; and
- Any other conduct that creates or contributes to an intimidating, hostile, threatening, or offensive educational environment.

Conduct does not need to occur repeatedly before the school may intervene. A single serious incident may require an immediate response.

Discrimination and Harassment

Discrimination or harassment includes conduct directed toward a person based on an actual or perceived protected characteristic, or because of the person's association with an individual or group with one or more protected characteristics.

Protected characteristics include, but are not limited to, race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, religion, age, marital status, pregnancy, parental status, physical or mental disability, medical condition, genetic information, sex, sexual orientation, gender, gender identity, gender expression, military or veteran status,

homelessness, foster-youth status, or any other characteristic protected by federal or California law.

Harassment is prohibited when it is sufficiently severe, pervasive, persistent, or objectively offensive that it interferes with or limits a student's ability to participate in or benefit from the school's educational programs, services, activities, or opportunities.

Sexual Harassment

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal, visual, written, electronic, or physical conduct of a sexual nature.

Sexual harassment may include, but is not limited to:

- Sexual comments, jokes, rumors, gestures, or propositions;
- Comments about a person's body, appearance, sexuality, or sexual activity;
- Unwanted touching, hugging, grabbing, brushing against, or blocking another person;
- Displaying or sharing sexual images, messages, videos, or recordings;
- Pressuring someone to engage in romantic or sexual behavior;
- Repeated unwanted requests for dates or romantic attention;
- Sexual intimidation, threats, or coercion;
- Sharing or threatening to share intimate images without consent; or
- Conduct based on a person's sex, sexual orientation, gender, gender identity, gender expression, pregnancy, or related condition.

Conduct may constitute sexual harassment regardless of the intent of the person engaging in it and regardless of whether the individuals involved are of the same or different sexes or genders.

Bullying

Bullying includes severe or pervasive physical or verbal conduct, including written or electronic communications, directed toward one or more students that has, or can reasonably be expected to have, one or more of the following effects:

- Placing a student in reasonable fear of harm to the student or the student's property;
- Causing a substantially detrimental effect on a student's physical or mental health;
- Substantially interfering with a student's academic performance; or
- Substantially interfering with a student's ability to participate in or benefit from school programs, services, activities, or privileges.

Bullying may involve an actual or perceived imbalance of power, including differences in physical strength, popularity, access to embarrassing information, social influence, or the number of students involved.

Bullying is prohibited whether or not it is based on a protected characteristic.

Cyberbullying

Cyberbullying is bullying carried out through electronic communications or digital platforms. It may occur through text messages, email, websites, online games, social media, messaging applications, group chats, photographs, videos, recordings, or other current or future forms of digital communication.

Cyberbullying may include:

- Sending or posting threatening, humiliating, or harmful content;
- Sharing private, embarrassing, sexual, or altered images or recordings;
- Spreading rumors or encouraging online attacks;
- Impersonating another person or creating a false account or profile;
- Deliberately excluding a student from an online group for the purpose of harming or humiliating the student;
- Disclosing another person's private information without permission;
- Cyber sexual bullying; or
- Repeatedly contacting another person after being told to stop.

Fusion Charter may respond to cyberbullying or other electronic conduct that originates away from school or outside school hours when the conduct causes, or can reasonably be expected to cause, a substantial disruption to school activities, interfere with a student's educational opportunities, or create a hostile or threatening school environment.

Threats and Terroristic Threats

Threatening statements or actions directed toward students, employees, school officials, visitors, school property, or private property are prohibited.

A terroristic threat includes certain written, verbal, or electronic statements threatening death, great bodily injury, or significant property damage when the person making the statement intends it to be understood as a serious threat, even if the person does not intend to carry it out.

Threats may be addressed regardless of whether they are made in person, in writing, electronically, through social media, as a joke, through another person, or from an anonymous or false account. Statements described as jokes may still result in intervention or discipline when they reasonably cause fear or disrupt the school environment.

Students should never repeat, repost, forward, or share a threat except when providing the information directly to a trusted adult or law-enforcement officer for reporting purposes.

Student and Staff Responsibilities

Students are expected to conduct themselves in a manner appropriate to their age, maturity, and demonstrated abilities, with proper regard for the rights, safety, and welfare of other students, employees, volunteers, and visitors.

Students are encouraged to:

- Refuse to participate in harassment, bullying, or intimidation;
- Avoid liking, sharing, reposting, forwarding, or encouraging harmful content;
- Support students who are being targeted when it is safe to do so;
- Walk away from harmful conduct rather than escalating it;
- Preserve relevant messages, screenshots, photographs, or other evidence; and
- Promptly report concerns to a trusted adult.

School employees are expected to model respectful behavior and use preventive, trauma-informed, restorative, and developmentally appropriate practices to promote accountability and help students build healthy relationships, communication, conflict-resolution, and self-regulation skills.

Any school employee who witnesses discrimination, harassment, intimidation, bullying, or cyberbullying shall take immediate steps to intervene when it is safe to do so and shall report the incident in accordance with school and district procedures.

Bystander Participation

Students may not actively assist, encourage, record for entertainment, share, repost, or otherwise support acts of discrimination, harassment, intimidation, bullying, cyberbullying, or violence.

Students will not be disciplined merely for witnessing an incident or for being unable to intervene safely. Students are encouraged to seek assistance from an adult and report the conduct as soon as possible.

Reporting

Students, parents, guardians, employees, and other individuals are encouraged to report suspected discrimination, harassment, sexual harassment, intimidation, bullying, cyberbullying, retaliation, or threats as soon as possible.

A report may be made to:

- A teacher;
- A school counselor;
- The principal or another school administrator;
- Any trusted school employee; or
- The appropriate district compliance officer identified in the school or district complaint procedures.

Reports may be made verbally or in writing. A person does not need to use a specific form or know the legal name of the behavior to make a report.

Reports may be submitted anonymously. However, the school's ability to investigate or impose formal discipline may be limited when the identity of the reporting person or other essential information is unavailable. Formal disciplinary action will not be based solely on an anonymous allegation without supporting evidence.

In an emergency or when there is an immediate threat of harm, students and adults should call 911 and notify school administration as soon as possible.

School Response

Reports will be reviewed promptly and addressed in accordance with applicable law and school and district procedures. The response may include:

- Immediate safety planning;
- Support for the student who experienced the conduct;
- Interviews with involved individuals and witnesses;
- Review of messages, photographs, recordings, or other evidence;
- Parent or guardian notification when appropriate;
- Counseling, education, restorative practices, or behavioral intervention;
- Corrective or disciplinary action;
- Increased supervision or other protective measures;
- Referral to district personnel, law enforcement, or community services when appropriate; and
- Follow-up to determine whether the conduct has stopped and whether additional support is needed.

The school will seek to protect the privacy of all individuals involved to the extent possible. Confidentiality cannot be guaranteed when disclosure is necessary to investigate, provide support, protect safety, or comply with the law.

Retaliation

Retaliation against a person who makes a good-faith report, provides information, requests assistance, supports another person, or participates in an investigation is prohibited.

Retaliation may include threats, intimidation, exclusion, rumor-spreading, online attacks, pressure to withdraw a report, or any other adverse treatment connected to the person's report or participation.

Suspected retaliation should be reported immediately and may result in separate corrective or disciplinary action.

Knowingly False Reports

Knowingly making a false accusation for the purpose of harming, harassing, intimidating, or retaliating against another person is prohibited and may result in corrective or disciplinary action.

A report that cannot be substantiated is not necessarily a knowingly false report. A person will not be disciplined for making a good-faith report, even when the available evidence is insufficient to establish that a violation occurred.

Interventions, Corrective Action, and Discipline

Responses to prohibited conduct will be determined individually based on factors that may include:

- The nature and severity of the conduct;
- The student's age, maturity, and developmental needs;
- The frequency and duration of the conduct;
- The effect on the targeted student and the school community;
- The student's disciplinary and behavioral history;
- Whether the student accepted responsibility;
- The need to protect students and prevent recurrence; and
- Requirements of California law and applicable school and district policy.

Consequences may include education, counseling, restorative practices, behavior agreements, loss of privileges, schedule or placement changes, suspension, a recommendation for expulsion, referral to law enforcement, or other appropriate action.

Remedial measures will be designed to stop the conduct, prevent it from happening again, address its effects, protect the student who experienced the conduct, and help students develop the skills necessary to make safer and more respectful choices.

Nothing in this section prevents Fusion Charter from responding immediately to conduct that creates a safety concern or from taking any action authorized or required by law.

Changes Mid Year

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



Rights of Students at Fusion Charter

Dignity and Respect

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

Complaints and Appeals

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

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

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

For appropriate complaint forms, please see our website at fusioncharter.org or request in person at the Fusion Charter office.

Please Support Our School

Fusion Charter is always in need of gift certificates and gift cards in small denominations ($10 and up) for weekly attendance drawings. If you are interested in making a donation of these items or any other gift, please contact the school office at **209-667-9047.**

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

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

FY27 PROP 28 Arts and Music in Schools Plan for 2025-2026, 2026-2027

Board Documents **August 21, 2026**

Fusion Plan for Prop 28 Arts and Music in Schools (AMS) Funds 2026-2027

GL 4641	**9-9-82-712-10 10922 4**	**CSH (AMS Prop 28 6770/8590) Arts and Music Ongoing**

Annual Update for FY26

- Fusion received $27,737 in Prop 28 AMS funds for 2025-26, with a carryover of $34,425.86 from 2024-25 and 2023-24, available for up to three fiscal years.
- Fusion spent $20,974.01 in FY26 for arts education programs and supplies and claimed $0 for administrative costs for Prop 28 AMS.
- Fusion added $6,762.99 to the existing balance of $34,425.86 for a total of $41,186.85 to carry forward to FY27.

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

A. Certify that all AMS funds
   1. will be used to provide arts ed programs;
   2. expended in the prior fiscal year were, in fact, used for those purposes;
   3. will be used for training, supplies and materials, and arts ed partnership programs
   4. received will be used to supplement funding for arts ed programs. AMS funds expended in the prior fiscal year were used to supplement arts ed programs
   5. certify that no more than 1% of AMS funds received will be used for administrative expenses and that AMS funds received in the prior fiscal year were used within that limit; Fusion did not use the 1% permitted funds for administrative costs in FY26.

B. Submit an annual board-approved report in a manner determined by the Superintendent, that shall be posted on the LEA and the CDE's internet websites and that details:

1. the type of arts education programs funded by the program: art and music workshops open to all; arts field trips (including theater and dance) to engage students and enrich opportunities, based on student interests and available to all
2. the number of full-time equivalent teachers: 0.1 FTE
3. the number of classified personnel and teaching aides: 0.4 FTE
4. the number of pupils served: 170 (estimated)
5. the number of school sites providing arts education programs with those funds: 1 Site

With fewer than 500 students, Fusion is not required to spend 80% on arts personnel costs. Action plans and supplementary arts services will be adjusted as a result of monitoring outcomes, including student feedback.

Plan for FY27

- Fusion estimates an allocation of $33,744 in AMS funds for 2026-27, with a carryover of $41,186.85 from 2025-26 and 2024-25 available for up to three fiscal years.
- Total Budgeted Expenditures $41,105.39
- Carry Forward to FY28 $33,825.46

(2403/2500 Character Limit)

Prop 28 Arts and Music Funds, 2026-2027				
New Revenue for FY27		(33,744.00)		
Carryover from FY25, FY26		(41,186.85)		
Total Funds Available for FY27		**(74,930.85)**		**(74,930.85)**
Budgeted Expenditures	**GL Code**		**Budget Item**	
Certificated Teachers for arts enrichment .1FTE	GL5432		**9,424.75**	
Certificated Extra Duty/PD Hours	GL5591		**2,000.00**	
Classified Instructor for arts workshops .2FTE	GL5322		**9,534.27**	
Classified staff transport to arts events .1FTE	GL5328		**470.42**	
Classified staff chaperone arts events .1FTE	GL5451		**857.78**	
Benefits for Staff AMS Hours	GL5800		**4,618.17**	
Consultant/PD	GL5911		**1,200.00**	
Supervised Activities off campus	GL7040		**5,000.00**	
Program Enrichment on campus	GL7041		**3,000.00**	
Class Materials	GL7043		**5,000.00**	
No ICR/Administrative Costs			0.00	
Total Budgeted Expenditures				**41,105.39**
Total Funds Remaining to Carry to FY28				**(33,825.46)**

Revenue/Expense MTD-YTD Actual and Budget Detail by Cost Center (Allocated)
Cost Center: CSH (AMS Prop 28 6770/8590) Arts and Music Ongoing

Report Recap	MTD Actual	MTD Budget	MTD Variance	YTD Actual	YTD Budget	YTD Variance
Revenue						
4641 State Restricted Funding (Fusion)	$ 4,998.00	$ 1,800.00	$ 3,198.00	$ 27,739.00	$ 20,000.00	$ 7,739.00
Total - Revenue	**$ 4,998.00**	**$ 1,800.00**	**$ 3,198.00**	**$ 27,739.00**	**$ 20,000.00**	**$ 7,739.00**
Direct Expenses						
Personnel						
Salary & Wages						
5328 Mentors/Tutors		$ 690.00	$ 690.00	$ 6,349.04	$ 10,580.00	$ 4,230.96
5404 Teachers Aides				$ 143.86		$ (143.86)
5432 Teachers - Charter				$ 457.60		$ (457.60)
Total - Salary & Wages		**$ 690.00**	**$ 690.00**	**$ 6,950.50**	**$ 10,580.00**	**$ 3,629.50**
Employee Taxes & Benefits						
5850 Health Insurance	$ 0.72	$ 124.68	$ 123.96	$ 1,020.52	$ 2,494.00	$ 1,473.48
5860 Worker's Compensation	$ 3.03	$ 7.18	$ 4.15	$ 115.45	$ 110.06	$ (5.39)
5855 ER Pension plan contributions		$ 13.80	$ 13.80		$ 211.60	$ 211.60
5865 Unemployment Insurance		$ 3.24	$ 3.24		$ 49.68	$ 49.68
5870 Employer P/R Taxes @ 7.65%		$ 52.79	$ 52.79		$ 809.38	$ 809.38
Total - Employee Taxes & Benefits	**$ 3.75**	**$ 201.69**	**$ 197.94**	**$ 1,135.97**	**$ 3,674.72**	**$ 2,538.75**
Total - Personnel	**$ 3.75**	**$ 891.69**	**$ 887.94**	**$ 8,086.47**	**$ 14,254.72**	**$ 6,168.25**
Operating Expenses						
HR/Employee Costs						
Total - HR/Employee Costs						
Contract Services						
5911 Consultant-School				$ 180.00		$ (180.00)
Total - Contract Services				**$ 180.00**		**$ (180.00)**
Administrative Support						
Total - Administrative Support						
Child Related Costs						
7025 Food				$ 325.00		$ (325.00)
7032 Program Supplies				$ 6,006.63		$ (6,006.63)
7040 Supervised Activites				$ 2,992.00		$ (2,992.00)
7041 Program Enrichment				$ 1,928.00		$ (1,928.00)
7042 School Supplies				$ 314.31		$ (314.31)
7043 Class Materials	$ 494.29		$ (494.29)	$ 968.33		$ (968.33)
7051 Commercial Transportation				$ 173.27		$ (173.27)
Total - Child Related Costs	**$ 494.29**		**$ (494.29)**	**$ 12,707.54**		**$ (12,707.54)**

Total - Operating Expenses	**$ 494.29**		**$ (494.29)**	**$ 12,887.54**		**$ (12,887.54)**
Total - Direct Expenses	**$ 498.04**	**$ 891.69**	**$ 393.65**	**$ 20,974.01**	**$ 14,254.72**	**$ (6,719.29)**
Direct Surplus/Deficit	**$ 4,499.96**	**$ 908.31**	**$ 3,591.65**	**$ 6,764.99**	**$ 5,745.28**	**$ 1,019.71**
Non-Operating						
Total - Non-Operating						
Revenue Over/(Under) Expense Allocations	**$ 4,499.96**	**$ 908.31**	**$ 3,591.65**	**$ 6,764.99**	**$ 5,745.28**	**$ 1,019.71**
Indirect Expenses						
Excess Revenue over/(under) Expense	**$ 4,499.96**	**$ 908.31**	**$ 3,591.65**	**$ 6,764.99**	**$ 5,745.28**	**$ 1,019.71**
Net Revenue Over (Under) Expense	**$ 4,499.96**	**$ 908.31**	**$ 3,591.65**	**$ 6,764.99**	**$ 5,745.28**	**$ 1,019.71**