



# **BOARD OF DIRECTORS MEETING**

## **Second Quarter FY 24-25**

**February 28, 2025**

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**Zoom Link:**

<https://us02web.zoom.us/j/83559865747?pwd=JhjdPnl1Y7dLD0e5SYDo08RenmUWJa.1>

# Agenda



**Fusion Charter Agenda  
Board of Directors Meeting  
February 28, 2025 9:00 am**

<https://us02web.zoom.us/j/83559865747?pwd=JhidPnl1Y7dLD0e5SYDo08RenmUWJa.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 the Emilia Monroy at 209-667-9047. Notification at least 48 hours prior to the meeting will enable the Governing Board to make reasonable arrangements to ensure accessibility to the meeting.
- **Any writings or documents that are public records** and are provide to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection at the Fusion Charter Office located at 441 W. Linwood Avenue, Turlock, CA 95380 during regular business hours. Prior to the meeting agendas may be found at [www.fusioncharter.org](http://www.fusioncharter.org).
- **Fusion Charter welcomes Spanish and other language speakers to the Board meetings.** Anyone planning to attend and needing an interpreter should call 209-667-9047, 48 hours in advance of the meeting so arrangements can be made for an interpreter. *Fusion Charter da la bienvenida a las personas de habla hispana a las juntas de la Mesa Directiva. Si planea asistir y necesita interpretación llame al 209-667-9047, 48 horas antes de la junta, para poder hacer arreglos e interpretación.*
- **Community members have two opportunities to address the Board of Directors.** If you wish to address the Board on an agenda item, please do so when the item is called. The start times are only an estimate and items may be considered in a different order. Presentations will be limited to three (3) minutes. Time limitations are at the discretion of the President of the Board. Individuals have an opportunity to address the Board during the Period for Public Discussion on topics with subject matter falling under the jurisdiction of the Board not listed on the agenda. Presentations will be limited to three (3) minutes, with a total of thirty (30) minutes designated for this portion of the agenda. Individuals with questions related to Fusion Charter issues may submit them in writing. The Board will refer requests to the school's Principal.

**Vision**

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

**Mission**

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

**Values**

*Respect, Integrity, Courage, Hope*



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

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

Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the minutes for the board meeting held on August 23, 2024 be approved. (V)
- IV. 9:10 PM - PERIOD FOR PUBLIC COMMENT

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

Quick Summary/Abstract - It is recommended the Board of Directors accept the Principal's Report.  
Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the Principal's Report be accepted. (V)
- VI. 9:25 AM - FINANCIAL REPORT\*

Quick Summary/Abstract - It is recommended the Board of Directors approve the Financial Report.  
Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the Financial Report be approved. (V)
- VII. 9:30 AM – APPROVAL SECOND INTERIM FINANCIAL REPORT\*

Quick Summary/Abstract - It is recommended the Board of Directors approve the Second Interim Financial Report.  
Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the Second Interim Financial Report be approved. (V)
- VIII. 9:35 AM – APPROVAL MID-YEAR LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)\*

Quick Summary/Abstract - It is recommended the Board of Directors approve the Mid-Year LCAP.  
Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the Mid-year LCAP be approved. (V)
- IX. 9:40 AM – APPROVAL OF AUDIT FIRM FOR 2025-2026 \*

Quick Summary/Abstract - It is recommended the Board of Directors approve the Audit Firm for 2025-2026.  
Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the Audit Firm for 2025-2026 be approved. (V)
- X. 9:42 AM – APPROVAL OF CHARTER RENEWAL\*

Quick Summary/Abstract - It is recommended the Board of Directors approve the Charter Renewal.  
Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the Charter Renewal be approved. (V)

(V) denotes “vote” (D) denotes “discussion” (\*) denotes “supporting document”



- XI. 9:45 AM – APPROVAL OF TUSD 2025-2026 SCHOOL CALENDAR\*  
Quick Summary/Abstract - It is recommended the Board of Directors the TUSD 2025-2026 School Calendar.  
Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that TUSD 2025-2026 School Calendar be approved. (V)
- XII. 9:50 AM – APPROVAL OF THE SCHOOL ACCOUNTABILITY REPORT CARD (SARC)  
Quick Summary/Abstract - It is recommended the Board of Directors approve the School Accountability Report Card.  
Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the SARC be approved. (V)
- XIII. 9:55 PM – DRAFT WESTERN ASSOCIATE OF SCHOOLS AND COLLEGES (WASC) REPORT\*  
Quick Summary/Abstract - It is recommended the Board of Directors review and discuss the draft WASC Report. (D)
- XIV. 10:00 PM - ADJOURNMENT  
Motion by \_\_\_\_\_, Second by \_\_\_\_\_ that the meeting be adjourned. (V)

# Fusion Meeting Minutes



**Board of Directors Meeting Minutes**  
**Fusion Charter Q1 Meeting FY 2024-2025**  
**Nov. 22, 2024**

**Members Present:**

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

**Staff Present:**

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

**Members absent:**

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

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I. OPENING BUSINESS

Call Public Session to Order 9:00 a.m.; Kari Sturgeon, Board President

II. APPROVAL OF AGENDA

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

III. APPROVAL OF Q3 MEETING MINUTES

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

IV. PERIOD OF PUBLIC COMMENT

No public comment were present.

V. PRINCIPAL'S REPORT

- For the FY 24-25, Fusion has served 172 students. Currently 146 students are enrolled and 16 students have completed all requirements for graduation in 2025.
- Two new school programs have been successful with positive feedback; Lunch and Learn with guest speakers about career related topics. Family Movie Nights, which include parents and siblings for the first time.
- Fusion's third annual Community Fall Festival was well attended. Fusion receives technical assistance from Community Schools and Seity Health.

The implementation grant will be submitted in January with plans to provide greater emphasis on increasing parent and community engagement. Counselor Mark Evanoff has taken the lead in securing community support, recently obtaining gifts of barbeque grills and equipment with the plan of integrating the school greenhouse and gardens with student cooking and grilling events.

- Fusion is increasing our special education capacity by using an agency which provides experienced educators on a contract basis. Our school improvement funds are going to be used to increase college and career readiness. Fusion recently hired two university graduates as math tutors they are CSUS interns.
- Open position for custodian/groundskeeper is currently being advertised.
- Last October, the Circles team presented the Homeless Model Innovative Program at the Student Mental Wellness Conference in Anaheim and the California Association of School Counselors in Riverside.
- Fusion did not receive the safety grant from the Department of Justice but is seeking other funds to upgrade safety with a new pedestrian gate, additional cameras and lights to both ends of the building, and improved front door and window safety. Fusion will also install and maintain a direct radio to the Turlock Police Department.
- Attendance is one of Fusion's greatest areas of emphasis. The chronic absence rate based on students absent for more than 10% of the school days, was 52.5%, a great improvement over the FY 23-24 with a 76.62% chronic absence.
- School Improvement funds are being used for staffing to increase daily phone calls to promote on campus attendance.
- Fusion has fully implemented Seity Health mental wellness data collection, the data will be correlated with participation in school activities, especially Circles.
- Fusion is preparing for a five-year Charter renewal with TUSD. Revising the school charter to reflect Fusion's newly revised mission and vision statements.
- There are three changes to the previous charter document that require board approval.
  - The first change is the introduction of Fusion's trauma informed approach to the charter document.
  - The second change is priority in immediate enrollment for foster youth and homeless youth protected by the McKinney-Vento Act, including movement to the top of waiting lists.
  - Third change, the charter is reverting to the original grade span of 7 to 12, not including grade 6, as the development and academic needs of younger students were beyond the scope of Fusion's secondary school program.
- AB 2251 passed into law on September 25, 2024, giving schools additional flexibility in supporting students facing barriers to graduation. The AB 2251 consideration for individual circumstances, including absences due to physical and mental health, is similar to the exemptions already provided to foster youth, homeless youth, and youth impacted by incarceration in the juvenile justice system by reducing graduation requirements to 130 credits.
- Fusion on site accreditation renewal visit by WASC has been delayed until April 14-16, 2025. The WASC report will be presented for board approval at the February meeting.
- Fusion's 10<sup>th</sup> Anniversary will be celebrated at the annual School Choice student awards on January 30, 2025.



- Fall Graduation for the Class of 2025 will be held on Jan. 24, 2025. Spring Graduation will be held on Wednesday, May 28, 2025. The last day of school is May 30, 2025.

VI. APPROVAL OF PRINCIPAL'S REPORT

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

VII. APPROVAL OF CHARTER RENEWAL CHANGES

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

VIII. APPROVAL OF AB 2251 CREDIT REDUCTION

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

IX. FINANCIAL REPORT

- First Interim Report – Over \$200,000 in additional funds coming in that will be added on to monthly state aid that Fusion is currently receiving.
- Homeless Grant is complete, but they'll be sending \$45,000 more as the final payment.
- Currently don't have any community school funds. In the process of applying for the next level, expecting to see Community Schools Funds sometime late in the school year. Which are not included in the budget.
- The Learning Recovery Emergency Block Grant: \$116, 822 was received in 2023-2024 for use through 2028. This grant will be used for salaries and technology access.
- October Revenue was almost \$162,000 and November Revenue was almost \$129,000.
- LCFF funding is increasing and this additional revenue is offset by \$70,000 needed for extra teacher expenses and \$30,000 in other operating expenditures related to increased enrollment.

X. APPROVAL OF FINANCIAL REPORT

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

XI. APPROVAL OF FIRST INTERIM REPORT JULY-OCTOBER 2024

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

XII. SEITY NEEDS ASSESSMENT

- Referenced, Seity Needs Assessment: Results provided by Seity Health, identifies key areas for growth and improvement within Fusion Charter. It examines gaps between the current state and desired outcomes to maximize the impact of the CA Community Schools Partnership Program (CCSPP) grant. The report also highlights successful initiatives already implemented by Fusion, including counseling services, trauma-informed practices, and community-building programs, which align with its trauma-sensitive mission.
- The family needs assessment was conducted between February and May 2024, capturing family feedback over several months.

- A total of 85 families participated in the survey, providing valuable insights into their challenges and needs.
- CCSPP grant can significantly enhance Fusion Charter's existing services by providing the resources needed to: increase counseling support and mental health initiatives, deepen trauma-informed practices and resilience programs, ensure access to healthcare and wellness services, strengthen family and community engagement, promote equity and inclusion through cultural awareness programs.

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

Respectfully submitted by

Carol Risley, Secretary

# Principal's Report

## Principal's Board Report

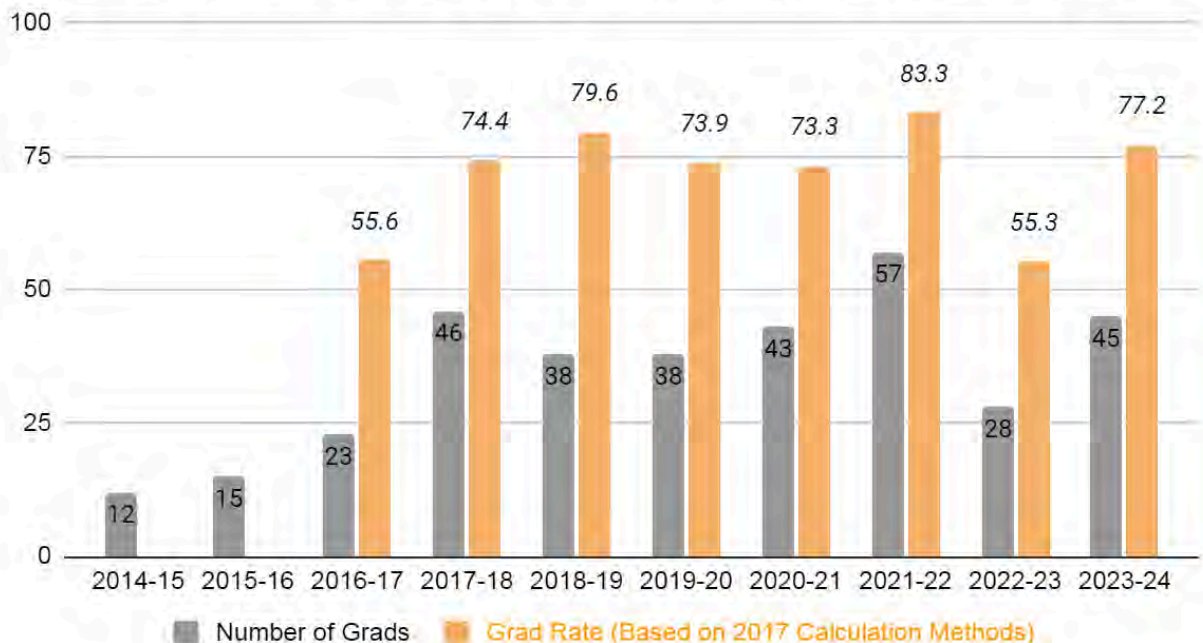
February 28, 2025

**Fusion Class of 2025 Winter Graduation** was held January 24, 2025 to honor the 25 Fusion students who completed all graduation requirements during the first semester. Eighteen students walked the stage at Fusion's eleventh ceremony, the first ever to be held in the winter. Thirteen were recognized as honor students, led by Outstanding Graduate Trent Silva, who attended Fusion since eighth grade as a flexible school of choice and completed his first college course while earning honor grades at Fusion.



All who graduated with honors completed the final two semesters of high school with an A grade point average (GPA 3.5 to 4.0). Ten graduates had 90% attendance in their final semester at Fusion. Hats off to our newest grads who belong to a group of **370 Fusion alumni!**

## Fusion Graduates 2015-2024 with Graduation Rate 2017-2024



Since January, two more students have completed all graduation requirements for 2025. These 27 students represent a 58.8% increase in mid-year completion, compared to 17 graduates a year ago. Fusion currently has 29 seniors, with 10 on track to graduate by May. Others require more support, including several who enrolled far behind in credits.

## A. Student Services and Information

As of 2/12/2025, Fusion has served 222 students during the 2024-25 school year, a 13.3% increase from one year ago. On 2/9/2024, Fusion had served 196 students, a 20.2% increase over the 163 students served as of 2/9/2023. This growth in cumulative numbers result from both district referrals and open inquiries from parents and students.

Since launching the new Fusion website on August 15, 2023, fifty individuals have contacted us via the [www.fusioncharter.org](http://www.fusioncharter.org) website, either to enroll or to request more information about Fusion. To expand Fusion's community outreach, we placed a banner on the front fence on January 14. Six students are in the enrollment process.



For the first time since Fusion opened, there are more girls than boys, with 82 female students, a 51.6% majority, surpassing a previous record percentage of 44.1% one year ago. This is a major difference from the numbers before the pandemic. By comparison, the percentage of female students was only 21.4% in 2018, the same year that the largest subgroup of enrolled students included 73 male residential Foster Youth. The numbers of residential youth declined from that point on,

Female students are enrolling from all subgroups. In the chart below, the proportion of female students (indicated in yellow) to male students (indicated in aqua) is approximately equal for subgroups with 18 or more students included in the analysis.





Currently four out of five students are identified as Socioeconomically Disadvantaged; the number in the chart above is inaccurate, as it does not reflect the qualifying data of many students enrolled after Census Day. The numbers are accurate for the 14.5% of all students designated as Homeless Youth. Of the 23 Homeless Youth enrolled, 13 are female (56.5%) and 10 are male (43.5%). Only three Foster Youth are currently enrolled, two female and one male.

While we do not yet know the full implications of changing demographics, Fusion is ready to adapt and serve our student needs and confront obstacles to school success. For example, Fusion currently has enrolled eight Pregnant and Parenting teens, five female and three male. Fusion leadership is exploring ways to benefit this population in collaboration with the **Aspiranet Family Resource Center** (FRC) and other services for teen parents and infants. The FRC will come to the Fusion campus to provide assistance in stabilizing clients in crisis, parenting classes, life skills workshops, and job readiness. They will help clients complete court-ordered open-CPS case plans. The FRC also provides a walk-in food and hygiene pantry and clothing closet for all ages.

## **B. Student Activities**

Participation in all types of activities has increased at Fusion. The Student Council, under the guidance of teacher Abraham Zuniga, is active and well organized.

Fusion's **Frosty Fest** Holiday Party and Video Game Tournament held on December 20, 2024 was popular with music, food, cookie decorating, holiday crafts, video game tournaments and gifts for 150 students. A fine art workshop was a popular party activity.

On February 12 a record number of 82 students attended on campus for **Cupid's Club**, with creative games, sweet crafts and Candy-grams for all.

The next Student Council activities will be a Mardi-Gras theme in March, state convention in April in Santa Clara and the Fusion Prom in May.



During Fusion's annual **National School Choice** night for families a total of 70 continuing students from all grade levels 7-12 were recognized. Fusion Charter celebrated on Thursday, January 30, 2025 with an awards ceremony, a Title I meeting inviting parent participation in school decision making, door prizes for parents and cake for all. Parents had an opportunity to view a slideshow of student activities and place

orders for the second volume of the Comic Con book created by students in the weekly Friday club.

The 65 students congratulated for **good attendance** qualified by being enrolled at Fusion for at least two monthly learning periods with 90% or higher cumulative attendance. This is more than twice the group of 32 students with good attendance one year ago, a result of daily monitoring of attendance by Fusion office and classroom staff.

For Fusion students, showing up for school consistently leads to success; 34 students were honored for both attendance and grades. The **honor roll** students were required to have completed at least 15 core high school credits. For the B Honor Roll (3.0-3.49 GPA) there were 24 honorees (5 graduates and 19 continuing students), compared to 26 students one year ago. For the A Honor Roll (3.5-4.0 GPA) there were 46 honorees (13 graduates and 33 continuing students) compared to 39 students in 2024.

### **C. Community Involvement**

Fusion receives technical assistance from both Community Schools and Seity Health. On February 6 we submitted an implementation grant with plans to provide greater emphasis on increasing parent and community engagement for the next five years.

The **Fusion BBQ Club** has launched with new grills donated to Fusion by Char-Griller. The club is integrating the greenhouse and gardens with student cooking and grilling events, fostering hands-on learning experiences centered around sustainability, nutrition, and teamwork.

Fusion Charter plans to host more on-campus events that actively engage families, strengthening community ties and creating opportunities for students to showcase their skills. The *Lunch and Learn* career-related presentations and *Family Movie Nights* have been well received, encouraging student participation and family involvement. These initiatives not only enhance our school culture but also reinforce Fusion's commitment to experiential learning, community-building, and student success.

Fusion has reserved \$16,500 in state Learning Communities (LCSSP) funds to support home visits to increase family engagement. This year parents will be invited to respond to the anonymous Healthy Kids Survey along with students and staff. All previous surveys have shown a very high level of parent satisfaction with Fusion's program. We look forward to new ways to build on this satisfaction and build strong collaboration.

#### **D. Personnel**

As always, Fusion's greatest strength is our dedicated staff. Fusion teacher Lorraine Jones retired in January and Casey Hammond increased to full time at Fusion. Classified staff are being hired to replace math tutor Zachary Lambert and CSUS intern Max Olsen, who have both moved on in their career pathways. Our final open position for 2024-25 school year is a new full-time custodian/groundskeeper to be shared with Aspiranet Residential.

With board approval, Fusion will follow the enclosed **TUSD Calendar for 2025-2026** for all student days. The faculty and staff may elect to use **Educator Effectiveness** funds for additional professional development days during school breaks without students.

#### **E. Professional Development**

Fusion continues to engage in academic professional development both in house and at conferences, with regular updates and training from our curriculum providers. We also participate in SCOE and TUSD professional development, especially for new teachers.

All Fusion staff members are assigned Cornerstone Human Resource training by Aspiranet, with an emphasis on Safety topics and Cultural Competencies. Fusion also participates in all Aspiranet Leadership Strategic Planning and is building new connections with other Aspiranet divisions and programs through on-site visits and coordination of services.

Professional development throughout the rest of the school year includes a February presentation on Student Anxiety by our counselor Mark Evanoff and a March introduction to the new Ethnic Studies graduation requirement by teacher Daniel Vera.

In February Abraham Zuniga will attend the California Activities Director Conference, and in March representatives from Fusion will participate in the California Charter School Association conference and the federal "All Titles" conference. By invitation, David Ashby and team members will repeat workshops in June at the Community Schools Conference in Fresno and the PSC Summer Learning Institute in Morro Bay on the topic of **Restorative Practices: The Art and Science of Talking Circles**.



## **F. Facility**

Fusion's facility serves more than academic needs on a daily basis. The campus is a safe place and a community hub for students to access resources such as daily support from credentialed teachers, academic tutors, meals, transportation, career development, engaging activities, counseling and restorative justice talking circles.

Fusion's facility is also used to serve the community. In addition to our parent and family events, the Student Council organizes a Fall Festival in October for neighborhood children from a large low-income housing complex across the street. Our multi-purpose room is used regularly by Aspiranet social workers for new staff training and the Aspiranet Family Resource Center hosts an annual holiday party for foster children.



Again this year Fusion will participate in **Love Turlock Day** on April 26, 2025, with outdoor clean up tasks on campus and an opportunity to share the good work of our program with the community volunteers. We hope that this year a new groundskeeper will be involved in the event and will provide input into ways to keep Fusion's facility beautiful and productive for many years to come.

## **G. Accountability**

Fusion submitted the **2023-2024 School Accountability Report Card** on the February 1, 2025 deadline to the link at [23-24 SARC \(School Accountability Report Card\)](#).

**Attendance has improved but is our greatest area of concern for our students**, most of whom arrive at Fusion with a history of low attendance patterns. Last year, 80.8% were identified as "chronically absent" due to more than 10% of school days without school participation via either on-site attendance or remote logins. (For detailed subgroup information, see page 17 of the SARC.) For the first three attendance periods of the current school year, the chronic absence rate, based on students absent for more than 10% of the school days, was 52.5%.

The daily percentage of students participating in schoolwork has **increased from 70.74% in 2023-24 to 81.66% in 2024-25 to date**. This increase in attendance helps keep students engaged in school and positively impacts Fusion's funding numbers. Our funding level will increase from February 2025 through June 2025 to compensate for the increase in first semester P1 attendance. If the ADA continues to increase through the Spring P2 in April, additional funds will be paid out in the summer to reflect the increase.





Each year Fusion proposes an **Attendance Challenge** to keep students motivated. The 2025 Attendance Challenge begins Thursday, February 20. Students are challenged to login for 25 days of 100% attendance and win prizes for their classroom groups of no more than 12 students (called Sessions) and will have an extra opportunity to earn a **Taco Lunch** for the whole school.

Individual and group incentives will be purchased with funds from our recent Red Robin fundraiser and other donations. **The first Session to reach 25 days of 100% login attendance will have the right to choose their prize package first.**

## H. Mandatory Testing

Fusion Charter has [Dashboard Alternative Schools Status \(DASS\)](#), because we welcome, enroll and serve a majority of at-risk students. Although DASS schools are not evaluated for charter renewal based on state scores, our schools annual test score performance is monitored. Fusion will receive Differentiated Assistance from SCOE to improve Mathematics and English Language Arts (ELA) performance. The only subgroup large enough to generate a separate score is Socioeconomically Disadvantaged, which consists of more than 80% of the total and has similar results.

During February students are completing alternate assessments in Math and Reading through NWEA for tracking of individual growth. Students are reassessing for growth this month, prior to California Standards (CAASPP) tests for grades 7, 8 and 11. English Learner Proficiency (ELPAC) exams are being administered to 35 students classified as English Learners, 22% of our population. These students may need additional support to meet grade level English proficiency on other standardized assessments.

CAASPP State Standards	All Students	Socioeconomically Disadvantaged
<b>ELA</b>  In 2024 eight Fusion students met the CAASPP Dashboard ELA standard. Two Grade 11 students who graduated early in Fall 2024 met the standard. One Grade 8 student and one Grade 11 student who transferred back to the district met the standard. Of currently enrolled students, two in Grade 11 and one in Grade 8 met the state standard.	 <b>Red</b> <b>162.3 points below standard</b> <b>Maintained -1.2 Points</b> <b>Number of Students: 49</b>	 <b>Red</b> <b>175.8 points below standard</b> <b>Declined 11.1 Points</b> <b>Number of Students: 44</b>
<b>Math</b>  For the Math tests in 2024, two Grade 11 students who are no longer enrolled at Fusion met the standard.  No currently enrolled students met the state standard in Math.	 <b>Red</b> <b>236.8 points below standard</b> <b>Declined 13.5 Points</b> <b>Number of Students: 50</b>	 <b>Red</b> <b>246 points below standard</b> <b>Declined 16.5 Points</b> <b>Number of Students: 44</b>

## **I. Strategic Planning for 2024-25**

Fusion continues to work closely with Aspiranet on long-term strategic plans that support a second decade of impact on vulnerable youth in our community.

In preparation for five-year renewal, Fusion has collaborated with TUSD to revise the school charter to reflect Fusion's current mission and vision statements

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.*

Changes to the previous charter document require board approval prior to submission to the TUSD board for a **public hearing on Tuesday evening, March 18**. The primary change to the charter draft is the foundation of Fusion's trauma informed approach.

The draft contains TUSD concerns/requests for change on the following pages:

- Page 6. 180 day school calendar aligned with TUSD dates
- Page 7. TUSD Percentage of Students (80% in 23-24)
- Page 11. Clarifications about core curriculum alignment with State Standards and measures of content mastery
- Page 13. Alternative assessments via NWEA identified with hyperlinks
- Page 14. Fusion English Learner reclassification criteria identified
- Page 15. Special Education MOU identified
- Page 28. Employee Job Descriptions replaced with an organization chart
- Page 32. Admissions lottery preferences remain unchanged from 2017 with TUSD given priority over other districts for new students
- Page 35. Financial reporting deadlines five working days to TUSD before legal deadlines. The June LCAP Board meeting should be held no later than Monday, June 23 in order to adhere to these deadlines.

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

The **Second Interim** report due by March 8 to TUSD and SCOE is attached. Although the projected LCFF is set conservatively at 116.20 ADA for the 2024-25 school year, Fusion has prepared for growth in the second semester by increasing special education capacity and adding another junior high session for students who enroll mid-year.

The **Community Schools Implementation (CCSPP)** grant application was submitted February 6 for a five to seven year period of support from the CDE to engage the community in partnerships to provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

Fusion has been awarded an additional \$421,191 for **Comprehensive School Improvement (CSI)** for Fiscal Year 2025-26. Fusion will receive the new CSI funding to increase the Dashboard College and Career Indicator and Math and English Language test scores. The first 25% will be disbursed by June, followed by reimbursements through September 30, 2026. Improving our foundational math and ELA scores, and increasing the college and career indicator are high priorities for our plans as well.

This new second year of funding follows the first year allocation of \$174,382 with \$43,596 disbursed in June, 2024 and the remainder to be reimbursed in 2024-2025, based upon expenses for “evidence-based” interventions to improve student outcomes. Fusion is collaborating with the local Turlock Unified School District (TUSD) and SCOE for technical assistance in the planning and implementation of these funds.

**College and Career Access Pathways Grant (CCAP)**--Fusion has received the first \$90,000 of a \$100,000 award to support dual college enrollment over a three-year period. Fusion is purchasing a hybrid van for transportation and tutoring to support student success in Modesto Junior College courses prior to high school graduation.

**Form 700**--Board members and charter school employees with a potential economic interest in the school's contracts and expenditures must complete Form 700 Statement of Economic Interests by April 1 for Fusion to be in compliance with state laws.

**Audit Firm Selection**--Charter schools must select an annual audit firm at a publicly noticed board meeting, and contract with the firm by April 1 of the current fiscal year. Moss Adams conducted the audit of Fusion in the previous school year. Upon board approval we must submit the audit firm confirmation to TUSD and SCOE.

## **K. Advocacy Update**

Fusion and all charter schools continue to monitor new legislation. There are no current advocacy issues that the charter school association has brought to our attention.

## **L. Fusion 2024-2025 Local Control Accountability Plan (LCAP) Goals**

Fusion's on site accreditation renewal visit by WASC will be conducted April 14-16, 2025. A link to the [WASC report](#) will be presented as an information item prior to the February meeting. The WASC Action Plan aligns with the following LCAP goals, WASC Accreditation Action Plan and Title I School Plan for Student Achievement (SPSA).

The CDE has set a February 28 deadline to present a mid-year LCAP report to the Board, based on the schoolwide goals below developed by the Site Council made up of parents, students, and school staff, approved by the Aspiranet Board of Directors

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

*To equip our students with writing skills*

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

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

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

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

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

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

#### **Fusion 2024 Dashboard College and Career Indicator: All Students**

**Red**  
**Prepared = 0%**



## **M. Summary**

Spring Graduation will be held Wednesday, May 28, 2025. The final day of the 2024-2025 school year is May 30, 2025.

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



- **Charter Renewal**
- **Calendar** for 2025-2026 to Follow TUSD School Dates
- **Approval of Audit Firm** for 2025-2026
- **School Accountability Report Card (SARC)** for 2023-24
- **Second Interim** Financial Report through January 31, 2025

Links are provided for the following lengthy documents:

- [Mid Year LCAP](#) for board approval by February 28, 2025
- [WASC 2025 Self Study Report](#) for board review

The annual **Form 700** is due April 1, 2025 for all board members.

Respectfully submitted,

Susan Nisan, Fusion Principal  
February 19, 2025

# Financial Report





## Finance Report

February 28, 2025

### End of 2nd Quarter Financial Status and Revised Budget for 2024-2025

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

**Revenues are up.** For the Second (2nd) Interim Report through January 31, 2025, Fusion's Projected FY25 Revenue is revised from \$2,180,092, based on a budgeted 104 ADA, to \$2,516,976, based on an actual Fall P1 116.20 ADA. Estimated Projected Expenditures increased from \$2,087,147 to \$2,189,420. This leaves a net balance increase of \$327,556 added to Fusion's FY24 audited ending balance of \$426,115, resulting in a new **FY25 year-end fund of \$753,672.**

The main basis for the revised revenue is a **12-student ADA** funding increase due to improved attendance, generating \$1,822,688 in LCFF funds, compared to \$1,595,437 from the budgeted 104 ADA. The additional revenue is offset by \$70,000 for extra teacher salary and benefits and \$30,000 in operating expenditures, primarily for supplementary special education services. Other new federal revenues will arrive late in FY25 and will be reserved to cover FY26 expenses.

### Current Cash Flow Status

The January 31, 2025 cash bank balance was \$762,130.60. This did not include wires for \$68,118 in federal funds (Titles I, II, IV and Homeless funds) received February 7, 2025 or \$140,525 in January state aid received late February 10, 2025. These revenues were included in the **2nd Interim Report** required for finances through January 31 and due to TUSD by March 8.

### Status of Upcoming Grant Funds

The following new grant funding was not included in the FY25 Budget approved in June 2024.

- 1– [Children and Youth Behavioral Health Initiative \(CYBHI\)](#)--Fusion recently has been allocated \$50,399 for new training expenditures for future Medi-Cal billing for Mental Wellness and is receiving technical support from the Stanislaus County Office of Education (SCOE).
- 2– [Comprehensive Support and Improvement \(CSI\)](#)--Fusion has been allocated \$421,191 for a second year of special supplementary federal funding from March 17, 2025 through September 30, 2026 to build capacity to improve performance on the [California Dashboard](#) on the College and Career Indicator and the Academic Indicators for English Language Arts and Math.
- 3– [Community Schools \(CCSPP\)](#) --Fusion has applied and will be notified in June of approval for Cohort 4 of the Implementation Phase of the grant, at an amount of \$150,000 per year for four years in FY 26 through FY29, and \$112,500 in FY30, for a total amount of \$712,500.

**Status of Ongoing State and Federal Grant Funds Available in FY25**

All grant funds are to be expended for **supplementary expenses that fulfill specific grant guidelines**. Refer to the links for detailed CDE information and Fusion resources.

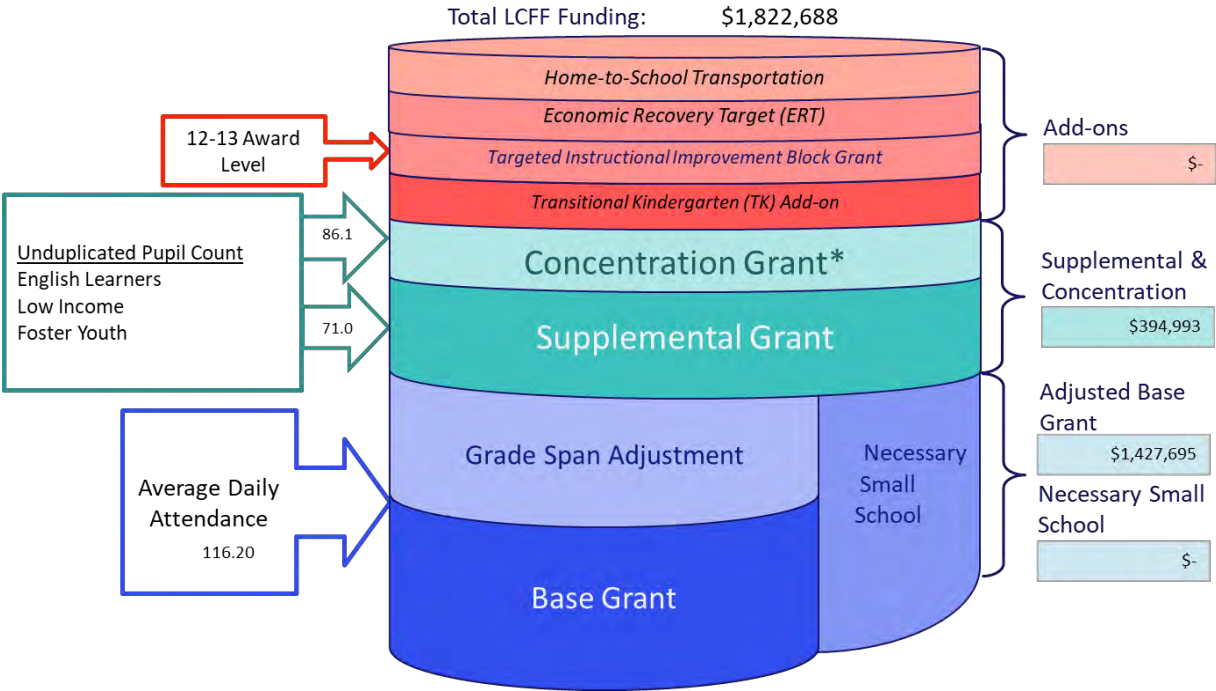
CDE Resource	Description and Fusion Plan Links	Original Award	Available for FY25	Expires
3313-19	All pandemic-related ESSER reimbursements have been received.	NA	NA	NA
<a href="#">3182</a>	ESEA: ESSA School Improvement, CSH (CSI 3182/8290) SISO Year 1, a 25% advance of \$43,596 received 6/2024 with \$26,158 carried forward to FY25 and 75% to be reimbursed for expenses.	<b>\$174,382</b>	\$155,944	9/30/25
<a href="#">3182</a>	ESEA: ESSA School Improvement, CSH (CSI 3182/8290) SISO Year 2, a 25% advance of \$105,298 expected 6/2025.	<b>\$421,191</b>	\$105,298	9/30/26
<a href="#">5633</a>	Homeless Innovative Programs (HIP) is now complete. The final \$45,000 reimbursement for expenses was received on 2/7/2025.	<b>\$450,000</b>	\$17,164.73	9/30/24
<a href="#">6266</a>	<a href="#">Educator Effectiveness (EEBG)</a> , awarded FY22 for both certificated and classified professional development expenses.	<b>\$31,197</b>	14,791.65	6/30/26
<a href="#">6770</a>	Arts and Music in Schools (AMS)--Prop 28 ongoing ADA-based funding for Arts and Music education. The initial allocation of \$22,000 for FY24 was unspent and carried forward to FY25. The amount allocated for FY25 is \$24,574.	<b>\$22,001</b>	\$46,575	Ongoing
<a href="#">7085</a>	CA Learning Communities for School Success Program (LCSSP) reserved for a pilot voluntary home visit program by Fusion staff.	<b>\$16,5000</b>	\$16,5000	2024-25
<a href="#">7339</a>	College and Career Access Pathways Grant (CCAP)--90% awarded in FY25, with 10% to be reimbursed through FY26.	<b>\$100,000</b>	\$90,000	2025-26
<a href="#">7370</a>	Specialized Secondary Programs (SSP)--The SSP Agriscience supplementary grant of \$40,000 is now complete. The remaining unspent balance of \$7,593.21 was returned to the CDE 9/23/24.	<b>\$40,000</b>	-\$7,593.21	2023-24
<a href="#">7412</a>	A-G Access/Success Grant, Received FY22 to increase access to high school graduation with college preparatory a-g coursework.	<b>\$75,000</b>	\$9,893.80	2025-26
<a href="#">7413</a>	A-G Learning Loss Mitigation Grant, Received FY22 to increase passing grades. Used by Fusion for tutoring and access costs.	<b>\$75,000</b>	\$28,679.34	2025-26
<a href="#">7435</a>	Learning Recovery Emergency Block Grant (LREBG)-- included in the 2024-25 budget for salaries and technology access, including WiFi. The original \$136,337 award was received FY23, with an adjustment of \$19,515 reclaimed FY24 as overpayment of these funds for all California schools.	<b>\$116,822</b>	\$116,822	2027-28
<a href="#">7810</a>	Ethnic Studies Block Grant, Received FY22, for teacher training in implementing the new Ethnic Studies graduation requirement.	<b>\$2,684</b>	\$2,684.00	2024-25

**ADA Projections for FY 2024-2025**

The amount of funding per student increased by 3.4% from the previous year. **Fusion's total LCFF funding increased by 15.3%** due to higher average daily attendance (ADA). The graphs below reflect the impact of ADA increases combined with a high percentage of low-income students. Base, supplemental and concentration LCFF funds comprise Fusion's major sources of regular monthly state aid. **Fusion will benefit in FY25 from additional revenue increases for other ADA-related sources**, such as special education, lottery, and federal Title funds.

**2/14/2025 Projected LCFF Calculator Graphs for 2024-25 with 116.20 ADA**

<b><i>LCFF Sources Summary</i></b>	<b><i>2023-24 P2 ADA 104.17</i></b>	<b><i>2024-25 P1 ADA 116.20</i></b>
<b><i>2023-24 Per ADA \$15,170 vs. 2024-25 Per ADA \$15,686</i></b>		
<i>Local Revenue and In-Lieu of Property Taxes (net for school districts)</i>	<i>\$258,713</i>	<i>\$289,800</i>
<i>Education Protection Account Entitlement (\$200/minimum per ADA)</i>	<i>\$20,834</i>	<i>\$23,240</i>
<i>Net State Aid (excludes Additional State Aid)</i>	<i>\$1,300,715</i>	<i>\$1,509,648</i>
<b><i>Total Funding Sources</i></b>	<b><i>\$1,580,262</i></b>	<b><i>\$1,822,688</i></b>



\*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

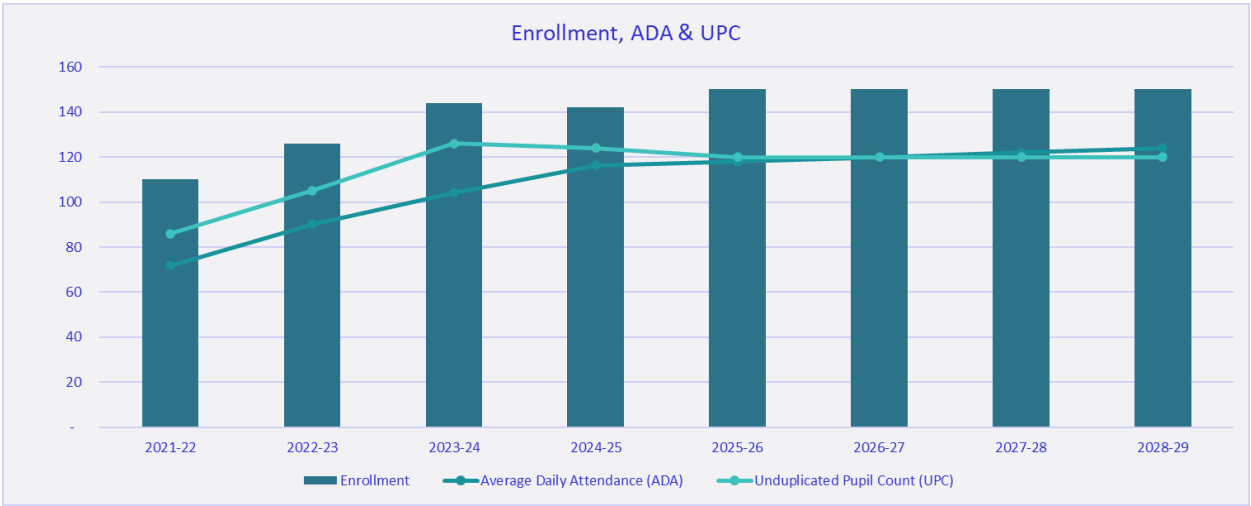
**Funding Forecast for FY 2025-2026 and Beyond**

Fusion’s 2nd Interim Report projects a three-year period with flat enrollment, reflected in the chart below. The conservative approach for the future is to assume a leveling off in enrollment and a correction in UPC levels after a high in FY24 of 87.5% of students who were low-income, English Learners and/or foster youth during the October 2023 Census Day data collection.

Fusion has experienced a period of rapid ADA growth following the unpredictable pandemic, with a **61.55% increase in student attendance in the past three years**. The recent Fall 2024 P1 ADA of 116.20 was an increase of 11.55% over the Spring 2024 P2 ADA of 104.17, which was a 15.39% increase over the Spring 2023 P2 ADA of 90.28, which was 25.51% over the low P2 ADA of

71.93 for Spring 2022. It is unlikely that Fusion will experience a continuation of double-digit percentage increases in ADA over the next three years.

During this same period of time, state funding allocated per ADA grew substantially as COLAs for K-12 education varied from 1.07% to 13.26%. This is also expected to stabilize, with the COLA set at 2.43% for 2025-2026 and 3.52% for 2026-2027.



**100% Funding Determination**

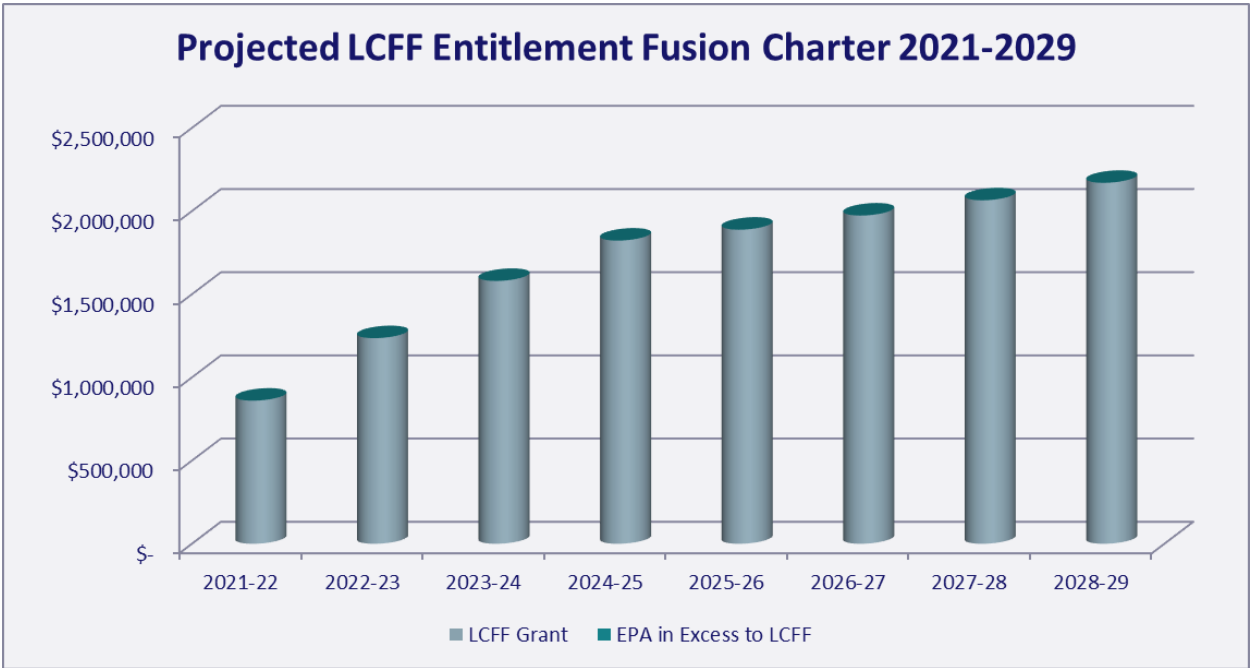
Fusion is considered a **Non-Classroom Based (NCB) charter school** by the CDE, because a portion of the school day consists of an independent study program off campus. Periodically Fusion must submit data to the CDE, based on the most recent audit, demonstrating that the school qualifies for the full funding determined by the Local Control Funding Formula (LCFF). Fusion was granted full funding in 2019 and 2023; I believe that Fusion will be granted 100% funding again, based on the CDE’s evaluation of FY24 expenditures filed February 1, 2025.

For the NCB Funding Determination process, the CDE divides school expenditures into two categories. To qualify for automatic full funding, expenditures for the **Instructional Program** must reach 80% of revenues, while costs for **Facilities and Administrative Overhead** (lease, utilities, maintenance, insurance, audit, district fees and required reserves) cannot exceed 20%, a challenge for small schools. For a 2 million dollar budget, a limit of \$400K would be spent on Facility and Administrative costs; after the school district takes 1% as an oversight fee and requests that 5% be placed in reserve, less than 14% remains for these "non instructional" costs, including rent which was 7.4% of total revenues in FY24. For the FY24 determination, for the second time Fusion met all other requirements except the 80% guideline. Fusion fell short at 71.39%, therefore a submission of **mitigating circumstances** was required to explain the need for LCFF funding at

100%, versus a reduced level of 85%. We now must wait for approval of our explanation to access the full funding reflected in the LCFF projection below.

Although I believe that the funds will be awarded at 100% again, the decision is not announced until after the **State Board of Education (SBE)** meets in May, which is after Aspiranet budget development is complete. To be cautious, the budget should be developed with the possibility of 85% LCFF funding with sufficient expenditures to reach the threshold of 80% total instructional program expenditures compared to full revenues.

I am including below the explanation submitted on February 1, 2025 to the CDE for mitigating circumstances and my response to a clarifying question from the CDE on February 14, 2025. I believe that the Aspiranet Board will gain an understanding of the high level of accountability that



charter schools have to the CDE and will note Fusion’s constant advocacy for educational opportunities to give our students hope.

**2025 Mitigating Circumstances**

Fusion Charter did not meet the required 80% of all revenues spent on Instruction and Related Services. The percentage for FY24 was 71.39%. We request that the CDE and ACCS consider the needs of our students and our community with 100% funding.

Fusion is a small alternative school which has just come through a multi-year period of low attendance-based funds. We were impacted by deferrals and reduced LCFF funding. We sought additional grants and made staffing decisions to preserve our school while increasing services to a vulnerable population of young people at risk of school disengagement and dropout. We also received the support of our nonprofit parent agency Aspiranet, which extended scholarships and student loan forgiveness opportunities to our staff and paid for a major portion of benefits. This assistance reduced the ratio of instruction costs to revenue that resulted in a 71.39% percentage, but it helped Fusion to create an adequate reserve of 5% of overall expenditures in preparation for potential future deferrals and unexpected expenses.

Fusion is classified as a nonclassroom-based school but, in fact, our mission is to bring students on campus daily for a portion of the day for both social-emotional and academic support. Unlike traditional independent student programs, the campus is a safe place and a community hub to students to access resources such as daily support from credentialed teachers, academic tutors, meals, transportation, career development, engaging activities, counseling and restorative justice talking circles. Many of our students gain the skills and confidence to hold part time jobs while completing coursework from both school and home, using Fusion chromebooks and wireless access. Fusion bounced back from a graduation rate of 55.3% in 2023 to 77.2% in 2024.

The Nonclassroom Based Funding Determination formula is challenging for small schools like Fusion. As much as we try to contain expenses without cutting services, our facility and operations costs are about the same whether Fusion is serving 100 students or 200 students. In fact, the cumulative number of students served increased to 231 in FY24 from the previous NCB funding number, which was 201 in FY22. Over the two-year period our services to students and the community increased as we searched for strategies to support struggling students against obstacles like homelessness and increasing anxiety.

The NCB formula only considers facility use by students, but we also increased our use of our facility to serve the community, including a Fall Festival in October 2023 for local families from the low-income housing across the street, regular social worker use of the building for new staff training, and doubling the enrollment in our credit recovery Summer School in June 2024 by opening the program to students from the district. We added more parent outreach activities and parent meetings, such as the Community Schools Needs Assessment in February 2024. During this time the operations and facilities services cost increased from \$190,741 in FY22 to \$241,781 in FY24.

Utilities increased from \$17,762.52 to \$23,325.92 and we experienced a one-time expense of \$17,972.14 for improved facility safety. Following gang-related gunshots adjacent to Fusion and a one-hour lockdown midmorning on January 22, 2024 with many students on campus. Fortunately no one was injured and an arrest was quickly made. Fusion spent \$13,475.28 on a new camera system, just a month after spending \$4,496.86 on an alarm system upgrade and new window and

door hardware. While these costs are not considered part of instructional support, they are absolutely critical for the safety and well-being of our students.

While our annual rent increased from \$142,200 in FY22 to \$168,000 FY24, it was the only expense paid to Aspiranet from our revenues. Aspiranet also paid our insurance and data network costs, offsetting administrative costs and keeping our total instructional costs above 70%. Another change from FY22 to FY24 is that our authorizer Turlock Unified billed Fusion for the 1% oversight costs of \$17,307 in FY24, after a delayed billing of the FY22 costs in December 2022. These are necessary expenses for all charter schools that make it difficult to comply with the 80% level of revenues for instructional costs despite our efforts.

Fusion students learn both academics and life skills on a trauma-responsive campus where all are welcome. With full funding we will be able to spend more on instruction for vulnerable students who are referred to Fusion by their district schools as an intervention to prevent dropout. Fusion is the last option for some students. With the support of 100% funding Fusion will have a greater capacity to develop the career technical courses and preparation for postsecondary jobs and college coursework that they need for a future in which they thrive.

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### **Other Information**

Fusion has Dashboard Alternative School Status (DASS) due to the high proportion of students (more than 70%) who enter the school from the surrounding districts with credit deficiency and other high-risk factors such as homelessness, teen pregnancy and parenting, involvement with the foster care or juvenile justice system. These students are in need of immediate and nonjudgmental individualized attention, tutoring to address gaps in learning, and a low pupil to teacher ratio to prevent dropout. The level of service these vulnerable students need requires 100% funding. To further emphasize the need for full funding from the CDE, Fusion's number of homeless students is increasing, from 17 students in FY22 to 40 in FY24. Fusion continues to pursue additional funds to serve homeless youth and their families and participated in FY23 and FY24 in a federal ARP HCY grant and a state Community Schools planning grant. Fusion is currently applying for a Community Schools implementation grant which will increase access to services in the community and on campus, with Fusion acting as a community hub for many of these resources. We anticipate that community needs will increase significantly in 2025, with the closure of the largest poultry processing plant in Turlock and the loss of 519 jobs.

Fusion's funding is already impacted by low attendance, which in FY24 averaged only 71% with a chronic absentee rate of 80.8%. Fusion serves many more students than our ADA would indicate. During FY24 Fusion served 231 students, with a P2 ADA of 104.17, up from a cumulative enrollment of 201 in FY22 with a P2 ADA of 71.93. A great effort to increase attendance required



funding for additional support staff to communicate with families and students, including sending reminder texts to students and making phone calls to parents in both English and Spanish, increasing wellness checks, and operating a shuttle van to get students to campus. Our costs for certificated staff decreased from \$925,512 in FY22 to FY24 \$911,074. After the very low ADA in FY22, Fusion reduced by two FTE the number of general education teachers working with students, with an unsustainable ratio of 9.59 to 1, resulting in the FY24 ratio of 18.91. For the current fiscal year, the Fall 2024 P1 ADA has increased to 116.20 and Fusion has hired an additional FTE teacher with the increased LCFF funds.

Simultaneously Fusion increased use of classified staff tutors, student support advocate and van driver, increasing the classified staff costs from \$215,845 in FY22 to \$371,897 in FY24. We believe that the increase in ADA that has accompanied these support strategies will sustain the costs of the positions in future years. Due to the increase in revenues from grants and one-time funds, Fusion was able to hire additional classified staff members and train them in effective strategies for working with at-risk students. At the same time we reduced LCFF-based costs for certificated staff positions. Along with increasing ADA-based LCFF revenues, Fusion was able to recover from the situation with no reserves in FY22 and an ending fund balance of -36,086. Fusion improved fiscal health to build up an ending fund balance of \$426,115 in FY24 with reserves in place for potential deferrals and planned future spending of one time and grant funds. While the forecast for funding is currently uncertain in California, we are confident that with full 100% funding, the support of Aspiranet and collaboration with Stanislaus County and Turlock Unified, that we will be able to serve the needs of our students.

### **Question from the CDE on February 14, 2025**

*Is it the charter school's opinion that it will be unable to meet the funding determination expenditure criteria for the foreseeable future? Or does the charter school believe it will meet the expenditure criteria at some point? If so, when?*

For the next two years, I believe that it will be difficult to meet the 80% instructional requirement because non instructional expenses have increased so much more than COLA increases in revenues. Utilities costs alone increased by 31.3% for Fusion from FY22 to FY24 from \$17,762.52 to \$23,325.92. Landscaping, custodial, and security expenses have also increased, resulting in an overall Operations and Facilities increase of 26.8%. The building lease increased by 18.1% in the same time period after many years at \$1 per square foot. Fusion's far below market rate lease was 7.4% of total FY24 revenues.

If the next three years follow the current post-pandemic trend of improving attendance, Fusion could be at an ADA of 150 by FY28. Based on the most recent LCFF Calculator at FCMAT, an ADA of 150 would result in LCFF funding of \$2,538,971. Typically non-LCFF revenues would add about 25% to LCFF funding, bringing the total revenues to \$3,173,714. No more than 20% of revenues could be spent on Operations and Facilities costs and Administrative costs, which would

be limited to \$634,743 in this hypothetical 150 ADA situation. I believe that this amount would be sufficient for these two non instructional categories of expenditures and target reserve levels, based on projected costs in three years, as long as the revenue COLA is not greatly outpaced by increases in costs.

If the recent dramatic increase in attendance slows down in the next three years, then meeting the expenditure criteria would continue to be challenging for any small school. If Fusion's funding growth slows to only two additional ADA per year, then FY28 would have a more conservative 122 P2 ADA, which would result in LCFF funding of \$2,065,029 at the projected LCFF calculator COLA increases. Estimating non-LCFF revenues at 25% results in total revenues of \$2,581,286 and a limit of \$516,257 for non instructional costs, including Operations and Facilities which are similar whether the ADA is 122 or 150, and Administrative costs, such as the 1% district oversight fee linked to ADA, and annual audit and reporting expenses, which are fixed regardless of ADA. Assuming that Aspiranet continues to cover the cost of insurance and other administrative services, which were not charged to Fusion in FY24, and Fusion does not see operations and facilities cost increases overwhelming the COLA increases in revenues, keeps only the minimum required reserves and spends all revenues in the year received, then the expenditure criteria possibly could be met by FY28 with an ADA of 122.

For many of our vulnerable students the individualized attention and small school setting is a major factor keeping them from dropping out. However, it is my opinion that Operations and Facilities costs are going to be challenging to meet with an ADA of less than 150, especially for an NCB alternative school with twenty staff members providing daily on campus services and intensive support for at-risk youth.

*Respectfully submitted by:*

*Susan Nisan, Principal*

*2/28/2025*

# **Fusion Financial Reports**

**Aspiranet      Agency Consolidated Revenue & Expense, MTD w/Budget Variance -      December 31, 2024**  
**Fusion**

	M-T-D Actual	M-T-D Budget	Variance
<b>REVENUES</b>			
Foster Care Revenues	0.00	0.00	0.00
IHS Revenues	0.00	0.00	0.00
Mental Health Grant Revenues	0.00	0.00	0.00
Afterschool Revenues	0.00	0.00	0.00
Family and Community	0.00	0.00	0.00
Adoption Revenues	0.00	0.00	0.00
Transitional Revenues	0.00	0.00	0.00
School Program Revenues	0.00	0.00	0.00
Group Home Revenues	0.00	0.00	0.00
Mental Health & Counseling Revenues	0.00	0.00	0.00
Charter Revenues	245,291.44	156,893.31	88,398.13
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	3,975.00	0.00	3,975.00
Miscellaneous Income	0.00	0.00	0.00
<b>Total Revenues</b>	<b>249,266.44</b>	<b>156,893.31</b>	<b>92,373.13</b>
<b>EXPENSES</b>			
<b>Personnel</b>			
Salaries & Wages			
Administrative Support	4,013.34	5,338.50	1,325.16
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	7,911.32	6,712.00	(1,199.32)
Educational Workers	89,838.93	91,400.44	1,561.51
Mental Health Workers	0.00	0.00	0.00
Other Earnings	0.00	2,000.00	2,000.00
<b>Total Salaries &amp; Wages</b>	<b>101,763.59</b>	<b>105,450.94</b>	<b>3,687.35</b>
Employee Taxes & Benefits	10,825.04	24,919.79	14,094.75
<b>Total Personnel</b>	<b>112,588.63</b>	<b>130,370.73</b>	<b>17,782.10</b>
Operating Costs			
HR/Employee Costs	904.85	900.00	(4.85)
Contract Services	17,454.00	1,900.00	(15,554.00)
Administrative Support			
Occupancy	16,299.00	18,036.33	1,737.33
Insurance	0.00	0.00	0.00
Utilities & Telephone	1,718.15	2,650.00	931.85
Professional Services	0.00	5,383.54	5,383.54
Supplies and Office Expense	235.13	1,575.00	1,339.87
Equipment Costs	892.74	50,315.00	49,422.26
Travel & Employee Related	6,050.85	100.00	(5,950.85)
Taxes, Licenses, Fees	0.00	1,597.00	1,597.00
Miscellaneous	323.30	50.00	(273.30)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	2,410.23	2,835.00	424.77
Youth Expenses	4,159.04	385.00	(3,774.04)
<b>Total Operating Costs</b>	<b>50,447.29</b>	<b>85,726.87</b>	<b>35,279.58</b>
<b>Total Direct Expenses</b>	<b>163,035.92</b>	<b>216,097.60</b>	<b>53,061.68</b>
<b>Direct Surplus/(Loss)</b>	<b>86,230.52</b>	<b>(59,204.29)</b>	<b>145,434.81</b>
Non-Operating Expense	1,059.87	0.00	(1,059.87)
<b>Revenue Over (Under) Expenses Before Allocations</b>	<b>85,170.65</b>	<b>(59,204.29)</b>	<b>144,374.94</b>
Total HQ Indirect Allocation	0.00	0.00	0.00
<b>Excess Revenue Over (Under) Expenses</b>	<b>85,170.65</b>	<b>(59,204.29)</b>	<b>144,374.94</b>
<b>Net Revenue Over (Under) Expenses</b>	<b>85,170.65</b>	<b>(59,204.29)</b>	<b>144,374.94</b>

Aspiranet

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

December 31, 2024

	M-T-D Actual	M-T-D LY MTD	Variance
<b>REVENUES</b>			
Foster Care Revenues	0.00	0.00	0.00
IHS Revenues	0.00	0.00	0.00
Mental Health Grant Revenues	0.00	0.00	0.00
Afterschool Revenues	0.00	0.00	0.00
Family and Community	0.00	0.00	0.00
Adoption Revenues	0.00	0.00	0.00
Transitional Revenues	0.00	0.00	0.00
School Program Revenues	0.00	0.00	0.00
Group Home Revenues	0.00	0.00	0.00
Mental Health & Counseling Revenues	0.00	0.00	0.00
Charter Revenues	245,291.44	123,684.19	121,607.25
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	3,975.00	0.00	3,975.00
Miscellaneous Income	0.00	0.00	0.00
<b>Total Revenues</b>	<b>249,266.44</b>	<b>123,684.19</b>	<b>125,582.25</b>
<b>EXPENSES</b>			
<b>Personnel</b>			
Salaries & Wages			
Administrative Support	4,013.34	3,984.97	(28.37)
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	7,911.32	2,529.60	(5,381.72)
Educational Workers	89,838.93	109,232.00	19,393.07
Mental Health Workers	0.00	0.00	0.00
Other Earnings	0.00	0.00	0.00
<b>Total Salaries &amp; Wages</b>	<b>101,763.59</b>	<b>115,746.57</b>	<b>13,982.98</b>
Employee Taxes & Benefits	10,825.04	13,352.76	2,527.72
<b>Total Personnel</b>	<b>112,588.63</b>	<b>129,099.33</b>	<b>16,510.70</b>
Operating Costs			
HR/Employee Costs	904.85	1,662.45	757.60
Contract Services	17,454.00	154.50	(17,299.50)
Administrative Support			
Occupancy	16,299.00	3,864.39	(12,434.61)
Insurance	0.00	0.00	0.00
Utilities & Telephone	1,718.15	2,373.06	654.91
Professional Services	0.00	330.00	330.00
Supplies and Office Expense	235.13	3,632.81	3,397.68
Equipment Costs	892.74	7,808.93	6,916.19
Travel & Employee Related	6,050.85	3,954.24	(2,096.61)
Taxes, Licenses, Fees	0.00	0.00	0.00
Miscellaneous	323.30	(56.58)	(379.88)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	2,410.23	11,646.56	9,236.33
Youth Expenses	4,159.04	116.44	(4,042.60)
<b>Total Operating Costs</b>	<b>50,447.29</b>	<b>35,486.80</b>	<b>(14,960.49)</b>
<b>Total Direct Expenses</b>	<b>163,035.92</b>	<b>164,586.13</b>	<b>1,550.21</b>
<b>Direct Surplus/(Loss)</b>	<b>86,230.52</b>	<b>(40,901.94)</b>	<b>127,132.46</b>
Non-Operating Expense	1,059.87	0.00	(1,059.87)
<b>Revenue Over (Under) Expenses Before Allocations</b>	<b>85,170.65</b>	<b>(40,901.94)</b>	<b>126,072.59</b>
Total HQ Indirect Allocation	0.00	0.00	0.00
<b>Excess Revenue Over (Under) Expenses</b>	<b>85,170.65</b>	<b>(40,901.94)</b>	<b>126,072.59</b>
<b>Net Revenue Over (Under) Expenses</b>	<b>85,170.65</b>	<b>(40,901.94)</b>	<b>126,072.59</b>

Aspiranet

## Agency Consolidated Revenue &amp; Expense, YTD w/Budget Variance - Fusion December 31, 2024

	Y-T-D Actual	Y-T-D Budget	Variance
<b>REVENUES</b>			
Foster Care Revenues	0.00	0.00	0.00
IHS Revenues	0.00	0.00	0.00
Mental Health Grant Revenues	0.00	0.00	0.00
Afterschool Revenues	0.00	0.00	0.00
Family and Community	0.00	0.00	0.00
Adoption Revenues	0.00	0.00	0.00
Transitional Revenues	0.00	0.00	0.00
School Program Revenues	0.00	0.00	0.00
Group Home Revenues	0.00	0.00	0.00
Mental Health & Counseling Revenues	0.00	0.00	0.00
Charter Revenues	790,069.29	1,062,548.02	(272,478.73)
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	3,975.00	11.30	3,963.70
Miscellaneous Income	0.00	0.00	0.00
<b>Total Revenues</b>	<b>794,044.29</b>	<b>1,062,559.32</b>	<b>(268,515.03)</b>
<b>EXPENSES</b>			
<b>Personnel</b>			
Salaries & Wages			
Administrative Support	19,826.39	55,444.88	35,618.49
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	42,072.54	35,718.00	(6,354.54)
Educational Workers	525,586.56	540,376.54	14,789.98
Mental Health Workers	0.00	0.00	0.00
Other Earnings	0.00	29,679.66	29,679.66
<b>Total Salaries &amp; Wages</b>	<b>587,485.49</b>	<b>661,219.08</b>	<b>73,733.59</b>
Employee Taxes & Benefits	69,536.92	154,384.43	84,847.51
<b>Total Personnel</b>	<b>657,022.41</b>	<b>815,603.51</b>	<b>158,581.10</b>
Operating Costs			
HR/Employee Costs	5,624.42	5,800.00	175.58
Contract Services	36,405.68	13,400.00	(23,005.68)
Administrative Support			
Occupancy	105,477.94	108,217.98	2,740.04
Insurance	0.00	0.00	0.00
Utilities & Telephone	17,319.96	15,900.00	(1,419.96)
Professional Services	3,300.00	6,208.54	2,908.54
Supplies and Office Expense	26,641.60	9,450.00	(17,191.60)
Equipment Costs	18,305.48	57,965.00	39,659.52
Travel & Employee Related	14,023.09	18,100.00	4,076.91
Taxes, Licenses, Fees	6,202.00	9,582.00	3,380.00
Miscellaneous	413.68	300.00	(113.68)
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	13,638.47	13,810.00	171.53
Youth Expenses	57,433.23	28,406.00	(29,027.23)
<b>Total Operating Costs</b>	<b>304,785.55</b>	<b>287,139.52</b>	<b>(17,646.03)</b>
<b>Total Direct Expenses</b>	<b>961,807.96</b>	<b>1,102,743.03</b>	<b>140,935.07</b>
<b>Direct Surplus/(Loss)</b>	<b>(167,763.67)</b>	<b>(40,183.71)</b>	<b>(127,579.96)</b>
Non-Operating Expense	1,369.49	0.00	(1,369.49)
<b>Revenue Over (Under) Expenses Before Allocations</b>	<b>(169,133.16)</b>	<b>(40,183.71)</b>	<b>(128,949.45)</b>
Total HQ Indirect Allocation	0.00	0.00	0.00
<b>Excess Revenue Over (Under) Expenses</b>	<b>(169,133.16)</b>	<b>(40,183.71)</b>	<b>(128,949.45)</b>
<b>Net Revenue Over (Under) Expenses</b>	<b>(169,133.16)</b>	<b>(40,183.71)</b>	<b>(128,949.45)</b>

Aspiranet

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

December 31, 2024

	Y-T-D Actual	Y-T-D LYTD	Variance
<b>REVENUES</b>			
Foster Care Revenues	0.00	0.00	0.00
IHS Revenues	0.00	0.00	0.00
Mental Health Grant Revenues	0.00	0.00	0.00
Afterschool Revenues	0.00	0.00	0.00
Family and Community	0.00	0.00	0.00
Adoption Revenues	0.00	0.00	0.00
Transitional Revenues	0.00	0.00	0.00
School Program Revenues	0.00	0.00	0.00
Group Home Revenues	0.00	0.00	0.00
Mental Health & Counseling Revenues	0.00	0.00	0.00
Charter Revenues	790,069.29	774,766.06	15,303.23
Interest Income	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00
Donations	3,975.00	11.30	3,963.70
Miscellaneous Income	0.00	0.00	0.00
<b>Total Revenues</b>	<b>794,044.29</b>	<b>774,777.36</b>	<b>19,266.93</b>
<b>EXPENSES</b>			
<b>Personnel</b>			
Salaries & Wages			
Administrative Support	19,826.39	23,741.03	3,914.64
Program services	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Child Care Workers	42,072.54	15,305.94	(26,766.60)
Educational Workers	525,586.56	526,311.83	725.27
Mental Health Workers	0.00	0.00	0.00
Other Earnings	0.00	0.00	0.00
<b>Total Salaries &amp; Wages</b>	<b>587,485.49</b>	<b>565,358.80</b>	<b>(22,126.69)</b>
Employee Taxes & Benefits	69,536.92	84,295.86	14,758.94
<b>Total Personnel</b>	<b>657,022.41</b>	<b>649,654.66</b>	<b>(7,367.75)</b>
Operating Costs			
HR/Employee Costs	5,624.42	2,970.63	(2,653.79)
Contract Services	36,405.68	14,475.37	(21,930.31)
Administrative Support			
Occupancy	105,477.94	85,260.12	(20,217.82)
Insurance	0.00	0.00	0.00
Utilities & Telephone	17,319.96	15,656.16	(1,663.80)
Professional Services	3,300.00	660.00	(2,640.00)
Supplies and Office Expense	26,641.60	8,291.25	(18,350.35)
Equipment Costs	18,305.48	25,782.46	7,476.98
Travel & Employee Related	14,023.09	12,120.02	(1,903.07)
Taxes, Licenses, Fees	6,202.00	8,995.98	2,793.98
Miscellaneous	413.68	608.65	194.97
Child Related costs			
Direct Child support	0.00	0.00	0.00
Indirect Child Support	13,638.47	26,202.49	12,564.02
Youth Expenses	57,433.23	13,814.65	(43,618.58)
<b>Total Operating Costs</b>	<b>304,785.55</b>	<b>214,837.78</b>	<b>(89,947.77)</b>
<b>Total Direct Expenses</b>	<b>961,807.96</b>	<b>864,492.44</b>	<b>(97,315.52)</b>
<b>Direct Surplus/(Loss)</b>	<b>(167,763.67)</b>	<b>(89,715.08)</b>	<b>(78,048.59)</b>
Non-Operating Expense	1,369.49	0.00	(1,369.49)
<b>Revenue Over (Under) Expenses Before Allocations</b>	<b>(169,133.16)</b>	<b>(89,715.08)</b>	<b>(79,418.08)</b>
Total HQ Indirect Allocation	0.00	(4,887.96)	(4,887.96)
<b>Excess Revenue Over (Under) Expenses</b>	<b>(169,133.16)</b>	<b>(84,827.12)</b>	<b>(84,306.04)</b>
<b>Net Revenue Over (Under) Expenses</b>	<b>(169,133.16)</b>	<b>(84,827.12)</b>	<b>(84,306.04)</b>

## ASPIRAnet

Agency Revenue/Expense MTD-YTD Actual and LAST YEAR Detail - Fusion  
As of December 31, 2024

## Financial Report

	MTD Actual	MTD Last YR	Variance	YTD Actual December 31, 2024	YTD Last YR December 31, 2023	Variance
<b>Revenue</b>						
4633 Local Control Funding Formula	0.00	0.00	0.00	0.00	32,384.00	(32,384.00)
4637 State Unrestricted Funding (Fusion)	144,733.00	116,918.00	27,815.00	648,653.00	511,949.51	136,703.49
4640 Title IV Prior Year	0.00	0.00	0.00	0.00	2,585.00	(2,585.00)
4641 State Restricted Funding (Fusion)	100,176.00	6,405.00	93,771.00	140,198.83	22,094.19	118,104.64
4644 Title II, A Teacher Quality	0.00	0.00	0.00	0.00	3,983.00	(3,983.00)
4645 Title I, A Basic Grants Low-Income	0.00	0.00	0.00	0.00	4,674.00	(4,674.00)
4650 CA Assessment Stu Progress Prior Year	0.00	0.00	0.00	0.00	209.00	(209.00)
4658 Lottery - Restricted	0.00	0.00	0.00	0.00	3,067.85	(3,067.85)
4664 Federal Restricted Funding (Fusion)	0.00	0.00	0.00	6,920.00	59,758.00	(52,838.00)
4665 Lottery - Restricted Inst Mat	0.00	0.00	0.00	0.00	2,862.64	(2,862.64)
4669 Federal Unrestricted Funding (Fusion)	0.00	0.00	0.00	0.00	49,983.00	(49,983.00)
4674 Supplemental Special Secondary Prev Year	0.00	0.00	0.00	(7,593.21)	10,000.00	(17,593.21)
4677 Spec Ed Revenue	0.00	0.00	0.00	0.00	4,337.00	(4,337.00)
4679 SPED State Transfers	0.00	0.00	0.00	0.00	5,855.00	(5,855.00)
4682 Title IV-Part A (Student Support)	0.00	0.00	0.00	0.00	4,924.00	(4,924.00)
4687 All other revenue	382.44	361.19	21.25	1,890.67	1,771.87	118.80
4691 ESSER III	0.00	0.00	0.00	0.00	54,328.00	(54,328.00)
4801 Unrestricted Donations	3,975.00	0.00	3,975.00	3,975.00	0.00	3,975.00
4802 Restricted Donations	0.00	0.00	0.00	0.00	11.30	(11.30)
<b>Total Revenue</b>	<b>249,266.44</b>	<b>123,684.19</b>	<b>125,582.25</b>	<b>794,044.29</b>	<b>774,777.36</b>	<b>19,266.93</b>
<b>Direct Expense</b>						
<b>Personnel</b>						
<b>Salaries &amp; Wages</b>						
5031 Admin Assist/Secretary	3,797.81	3,832.16	34.35	17,587.98	18,726.00	1,138.02
5032 Executive Assistant Exempt	215.53	0.00	(215.53)	2,096.71	2,713.83	617.12
5042 Maintenance Worker	0.00	152.81	152.81	141.70	2,301.20	2,159.50
5328 Mentors/Tutors	7,911.32	2,529.60	(5,381.72)	42,072.54	15,305.94	(26,766.60)
5404 Teachers Aides	3,463.30	4,577.91	1,114.61	19,694.23	15,851.47	(3,842.76)
5410 School Counselor	1,226.24	0.00	(1,226.24)	7,317.76	0.00	(7,317.76)
5432 Teachers - Charter	51,332.70	55,786.87	4,454.17	281,685.41	265,954.43	(15,730.98)
5433 Teachers Substitute - Charter	0.00	2,649.12	2,649.12	0.00	13,314.72	13,314.72
5436 Principal - Charter	11,700.00	12,940.01	1,240.01	71,400.00	70,140.05	(1,259.95)
5437 School Counselor - Charter	6,760.00	8,086.65	1,326.65	43,010.01	41,019.94	(1,990.07)
5451 Instructional Aide - Charter	3,547.70	8,703.12	5,155.42	21,091.80	40,246.69	19,154.89
5456 Behavior Interventionist - Charter	4,763.75	5,833.94	1,070.19	29,720.53	28,983.91	(736.62)
5457 Personal Learning Plan Coordinator - Charter	2,086.67	4,525.00	2,438.33	11,840.18	20,750.00	8,909.82
5458 Administrative - Charter	4,958.57	6,129.38	1,170.81	31,051.60	30,050.62	(1,000.98)
<b>Total Salaries &amp; Wages</b>	<b>101,763.59</b>	<b>115,746.57</b>	<b>13,982.98</b>	<b>578,710.45</b>	<b>565,358.80</b>	<b>(13,351.65)</b>
<b>Employee Taxes &amp; Benefits</b>						
5850 Health Insurance	(2,490.01)	310.44	2,800.45	2,436.72	11,740.72	9,304.00
5855 ER Pension plan contributions	3,835.27	2,174.18	(1,661.09)	13,440.26	12,548.07	(892.19)
5860 Worker's Compensation	1,783.15	2,620.49	837.34	8,962.85	12,661.76	3,698.91
5865 Unemployment Insurance	334.48	455.34	120.86	(292.85)	424.45	717.30
5870 Employer P/R Taxes @ 7.65%	8,133.90	10,114.97	1,981.07	46,897.88	50,164.53	3,266.65
5871 Allocated Fringe Benefits	(650.72)	(1,292.06)	(641.34)	(1,135.42)	1,711.70	2,847.12



## ASPIRAnet

Agency Revenue/Expense MTD-YTD Actual and LAST YEAR Detail - Fusion  
As of December 31, 2024

## Financial Report

	MTD Actual	MTD Last YR	Variance	YTD Actual December 31, 2024	YTD Last YR December 31, 2023	Variance
5874 Employee Paid Benefits	(121.03)	(1,030.60)	(909.57)	(772.52)	(4,955.37)	(4,182.85)
<b>Total Employee Taxes &amp; Benefits</b>	<b>10,825.04</b>	<b>13,352.76</b>	<b>2,527.72</b>	<b>69,536.92</b>	<b>84,295.86</b>	<b>14,758.94</b>
<b>Total Personnel</b>	<b>112,588.63</b>	<b>129,099.33</b>	<b>16,510.70</b>	<b>648,247.37</b>	<b>649,654.66</b>	<b>1,407.29</b>
<b>Operating Costs</b>						
<b>HR/Employee Costs</b>						
5881 Employee Physical	0.00	0.00	0.00	390.00	279.00	(111.00)
5884 P/R Service	857.15	967.90	110.75	3,233.45	3,300.00	66.55
5885 Advertising Employees	47.70	620.55	572.85	1,575.97	(1,220.37)	(2,796.34)
5887 Fingerprint Employees	0.00	74.00	74.00	425.00	612.00	187.00
<b>Total HR/Employee Costs</b>	<b>904.85</b>	<b>1,662.45</b>	<b>757.60</b>	<b>5,624.42</b>	<b>2,970.63</b>	<b>(2,653.79)</b>
<b>Contract Services</b>						
5911 Consultant Scholl	1,650.00	0.00	(1,650.00)	1,650.00	3,912.00	2,262.00
5933 Consultants-Programs	0.00	0.00	0.00	257.50	51.50	(206.00)
5972 Grant Consultant	12,700.00	0.00	(12,700.00)	25,237.50	5,000.00	(20,237.50)
5975 Special Ed services	3,104.00	154.50	(2,949.50)	9,260.68	5,511.87	(3,748.81)
<b>Total Contract Services</b>	<b>17,454.00</b>	<b>154.50</b>	<b>(17,299.50)</b>	<b>36,405.68</b>	<b>14,475.37</b>	<b>(21,930.31)</b>
<b>Administrative Support</b>						
6101 Office Leases	14,000.00	0.00	(14,000.00)	84,000.00	56,000.00	(28,000.00)
6104 Building Maintance & Supplies	0.00	314.69	314.69	7,170.13	12,878.17	5,708.04
6105 Maintenance	2,299.00	3,549.70	1,250.70	14,307.81	16,381.95	2,074.14
6301 Utilities	917.22	1,892.15	974.93	12,895.55	13,731.66	836.11
6311 Telephones-Cellular	599.70	72.00	(527.70)	3,619.49	431.88	(3,187.61)
6312 Communication	0.00	0.00	0.00	0.00	38.30	38.30
6313 Data/Network	201.23	408.91	207.68	804.92	1,454.32	649.40
6406 Trainer for Employees	0.00	0.00	0.00	3,300.00	0.00	(3,300.00)
6408 Contract Security	0.00	330.00	330.00	0.00	660.00	660.00
6510 Printing	0.00	0.00	0.00	365.49	17.45	(348.04)
6512 Postage & Freight	131.67	147.28	15.61	721.07	704.66	(16.41)
6521 Software Expenses	0.00	3,225.00	3,225.00	23,549.08	3,580.00	(19,969.08)
6523 Office Supplies	103.46	260.53	157.07	2,005.96	3,989.14	1,983.18
6601 Equip Leases/Rental	244.36	237.83	(6.53)	1,466.16	1,426.98	(39.18)
6602 Equipment Expense <\$5000	0.00	0.00	0.00	0.00	3,513.00	3,513.00
6604 Computer Material	0.00	7,033.90	7,033.90	12,123.12	15,106.98	2,983.86
6623 Vehicle Maintenance	0.00	0.00	0.00	208.87	762.15	553.28
6625 Vehicle Operation	137.15	25.97	(111.18)	1,384.95	1,505.97	121.02
6626 Vehicle License & Fees	0.00	0.00	0.00	55.00	400.00	345.00
6627 Depreciation - Vehicles	511.23	511.23	0.00	3,067.38	3,067.38	0.00
6701 Mileage Reimburse	72.80	20.16	(52.64)	679.72	1,173.58	493.86
6702 Commercial Travel	0.00	3,432.90	3,432.90	4,506.23	4,606.67	100.44
6703 Food for Meetings	328.05	501.18	173.13	789.16	1,237.84	448.68
6705 Educational Conferences/Meetings	5,650.00	0.00	(5,650.00)	6,944.86	5,101.93	(1,842.93)
6802 Dues	0.00	0.00	0.00	4,130.88	8,995.98	4,865.10
6803 Government Fees/Taxes	0.00	0.00	0.00	2,071.12	0.00	(2,071.12)
6901 Bank Charges	323.30	(56.58)	(379.88)	413.68	608.65	194.97
<b>Total Administrative Support</b>	<b>25,519.17</b>	<b>21,906.85</b>	<b>(3,612.32)</b>	<b>190,580.63</b>	<b>157,374.64</b>	<b>(33,205.99)</b>

## ASPIRAnet

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

## As of December 31, 2024

## Financial Report

	MTD Actual	MTD Last YR	Variance	YTD Actual December 31, 2024	YTD Last YR December 31, 2023	Variance
<b>Child Related Costs</b>						
7025 Food	0.00	784.91	784.91	1,703.94	3,991.16	2,287.22
7032 Program Supplies	0.00	6,423.77	6,423.77	1,758.00	9,477.26	7,719.26
7033 Food Program	100.00	193.75	93.75	2,189.28	767.50	(1,421.78)
7040 Supervised Activities	0.00	5.25	5.25	898.26	72.75	(825.51)
7041 Program Enrichment	340.26	2,396.39	2,056.13	1,900.25	4,775.48	2,875.23
7042 School Supplies	0.00	1,842.49	1,842.49	1,708.23	2,914.62	1,206.39
7043 Class Materials	1,969.97	0.00	(1,969.97)	2,566.09	3,695.24	1,129.15
7051 Commercial Transportation	0.00	0.00	0.00	914.42	508.48	(405.94)
7115 Graduation Fund	40.13	0.00	(40.13)	1,048.99	29.71	(1,019.28)
7901 Charter School Supplies	(49.97)	116.44	166.41	26.57	116.44	89.87
7903 Books and Reference	0.00	0.00	0.00	52,169.05	13,668.50	(38,500.55)
7904 Student Materials	4,168.88	0.00	(4,168.88)	4,188.62	0.00	(4,188.62)
<b>Total Child Related</b>	<b>6,569.27</b>	<b>11,763.00</b>	<b>5,193.73</b>	<b>71,071.70</b>	<b>40,017.14</b>	<b>(31,054.56)</b>
<b>Total Operating Costs</b>	<b>50,447.29</b>	<b>35,486.80</b>	<b>(14,960.49)</b>	<b>303,682.43</b>	<b>214,837.78</b>	<b>(88,844.65)</b>
<b>Total Direct Expense</b>	<b>163,035.92</b>	<b>164,586.13</b>	<b>1,550.21</b>	<b>951,929.80</b>	<b>864,492.44</b>	<b>(87,437.36)</b>
<b>Direct Surplus/(Deficit)</b>	<b>86,230.52</b>	<b>(40,901.94)</b>	<b>127,132.46</b>	<b>(157,885.51)</b>	<b>(89,715.08)</b>	<b>(68,170.43)</b>
<b>Non-Operating</b>						
8241 Referral Bonus	0.00	0.00	0.00	125.00	0.00	(125.00)
8251 Unallowed Expenses	(140.13)	0.00	140.13	44.49	0.00	(44.49)
8550 Temporarily Undistributed Expenses	1,200.00	0.00	(1,200.00)	1,200.00	0.00	(1,200.00)
<b>Total Non-operating</b>	<b>1,059.87</b>	<b>0.00</b>	<b>(1,059.87)</b>	<b>1,369.49</b>	<b>0.00</b>	<b>(1,369.49)</b>
<b>Revenue Over/(Under) Expense Before Allocations</b>	<b>85,170.65</b>	<b>(40,901.94)</b>	<b>126,072.59</b>	<b>(159,255.00)</b>	<b>(89,715.08)</b>	<b>(69,539.92)</b>
9999 HQ Indirect Allocation	0.00	0.00	0.00	0.00	(4,887.96)	(4,887.96)
<b>Excess Revenue over/(under) Expense</b>	<b>85,170.65</b>	<b>(40,901.94)</b>	<b>126,072.59</b>	<b>(159,255.00)</b>	<b>(84,827.12)</b>	<b>(74,427.88)</b>
<b>Net Revenue Over (Under) Expense</b>	<b>85,170.65</b>	<b>(40,901.94)</b>	<b>126,072.59</b>	<b>(159,255.00)</b>	<b>(84,827.12)</b>	<b>(74,427.88)</b>

**Aspiranet**  
**Consolidated Statement of Fin Pos Prev Month New - Fusion**  
**As of 12/31/2024**

	Current Year 12/31/2024	Previous Month 11/30/2024	Change in SOFP
<b>Assets</b>			
Current Assets			
Cash	719,071.39	657,245.43	61,825.96
Accounts receivable	2,077.00	2,892.00	(815.00)
AR Reserve for Doubtful Account	0.00	0.00	0.00
Accrued Revenue	0.00	0.00	0.00
Inventory	0.00	0.00	0.00
Prepaid expenses	0.00	0.00	0.00
Total Current Assets	721,148.39	660,137.43	61,010.96
Property and equipment, net	9,202.19	9,713.42	(511.23)
Investments	0.00	0.00	0.00
Due from Affiliate (Fusion)	0.00	0.00	0.00
Other assets	0.00	0.00	0.00
<b>Total Assets</b>	<b>730,350.58</b>	<b>669,850.85</b>	<b>60,499.73</b>
<b>Liabilities and Net Assets</b>			
<b>Liabilities</b>			
Current Liabilities			
Accounts payable, trade	14,435.02	23,955.27	9,520.25
Accounts payable, certified homes	0.00	0.00	0.00
Overpayments refundable to counties	0.00	0.00	0.00
Fusion Reserve	0.00	0.00	0.00
Accrued payroll and payroll taxes	54,610.62	75,580.16	20,969.54
Accrued vacation	8,695.94	9,346.66	650.72
Other accrued expenses	15,213.01	8,743.42	(6,469.59)
Reserve for Shared Program Costs	0.00	0.00	0.00
Short term portion of long term debt	0.00	0.00	0.00
Total Current Liabilities	92,954.59	117,625.51	24,670.92
Long Term Debt			
Due to Aspiranet	370,535.86	370,535.86	0.00
Other long term debt	0.00	0.00	0.00
Total Long Term Debt	370,535.86	370,535.86	0.00
<b>Total Liabilities</b>	<b>463,490.45</b>	<b>488,161.37</b>	<b>24,670.92</b>
<b>Net Assets</b>			
Net Assets: Balances			
Temporarily Restricted Retained Earnings - Fusion	426,115.13	426,115.13	0.00
Total Net Assets: Balances	426,115.13	426,115.13	0.00
Year-to-date change in net assets			
Restricted net assets - Fusion	(55,870.28)	(159,179.20)	(103,308.92)
Total Year-to-date change in net assets	(55,870.28)	(159,179.20)	(103,308.92)
<b>Total Net Assets</b>	<b>370,244.85</b>	<b>266,935.93</b>	<b>(103,308.92)</b>
<b>Total Liabilities and Net Assets</b>	<b>833,735.30</b>	<b>755,097.30</b>	<b>(78,638.00)</b>

## Aspiranet

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

As of 12/31/2024

	Current Year 12/31/2024	Previous Year 12/31/2023	Change in SOFP
<b>Assets</b>			
Current Assets			
Cash	719,071.39	378,031.71	341,039.68
Accounts receivable	2,077.00	0.00	2,077.00
AR Reserve for Doubtful Account	0.00	0.00	0.00
Accrued Revenue	0.00	0.00	0.00
Inventory	0.00	0.00	0.00
Prepaid expenses	0.00	(774.99)	774.99
Total Current Assets	721,148.39	377,256.72	343,891.67
Property and equipment, net	9,202.19	15,336.95	(6,134.76)
Investments	0.00	0.00	0.00
Due from Affiliate (Fusion)	0.00	0.00	0.00
Other assets	0.00	0.00	0.00
<b>Total Assets</b>	<b>730,350.58</b>	<b>392,593.67</b>	<b>337,756.91</b>
<b>Liabilities and Net Assets</b>			
<b>Liabilities</b>			
Current Liabilities			
Accounts payable, trade	14,435.02	7,349.58	(7,085.44)
Accounts payable, certified homes	0.00	0.00	0.00
Overpayments refundable to counties	0.00	0.00	0.00
Fusion Reserve	0.00	0.00	0.00
Accrued payroll and payroll taxes	54,610.62	48,488.93	(6,121.69)
Accrued vacation	8,695.94	10,513.26	1,817.32
Other accrued expenses	15,213.01	14,521.19	(691.82)
Reserve for Shared Program Costs	0.00	0.00	0.00
Short term portion of long term debt	0.00	0.00	0.00
Total Current Liabilities	92,954.59	80,872.96	(12,081.63)
Long Term Debt			
Due to Aspiranet	370,535.86	370,535.86	0.00
Other long term debt	0.00	0.00	0.00
Total Long Term Debt	370,535.86	370,535.86	0.00
<b>Total Liabilities</b>	<b>463,490.45</b>	<b>451,408.82</b>	<b>(12,081.63)</b>
<b>Net Assets</b>			
Net Assets: Balances			
Temporarily Restricted Retained Earnings - Fusion	426,115.13	26,011.97	(400,103.16)
Total Net Assets: Balances	426,115.13	26,011.97	(400,103.16)
Year-to-date change in net assets			
Restricted net assets - Fusion	(55,870.28)	36,800.20	92,670.48
Total Year-to-date change in net assets	(55,870.28)	36,800.20	92,670.48
<b>Total Net Assets</b>	<b>370,244.85</b>	<b>62,812.17</b>	<b>(307,432.68)</b>
<b>Total Liabilities and Net Assets</b>	<b>833,735.30</b>	<b>514,220.99</b>	<b>(319,514.31)</b>

Fusion Financials

Aspiranet

Running 12 months Consolidated Revenue & Expense by Class - Fusion

December 31, 2024

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	Actual + Allocation 1/31/2024	Actual + Allocation 2/29/2024	Actual + Allocation 3/31/2024	Actual + Allocation 4/30/2024	Actual + Allocation 5/31/2024	Actual + Allocation 6/30/2024	Budget All 7/31/2024	Budget All 8/31/2024	Budget All 9/30/2024	Budget All 10/31/2024	Budget All 11/30/2024	Budget All 12/31/2024	Forecast
REVENUES													
Foster Care Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IHS Reveneus	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mental Health Grant Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Afterschool Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family and Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Adoption Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transitional Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School Program Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Group Home Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mental Health & Counseling Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Charter Revenues	160,911.71	134,975.00	222,366.82	174,134.22	357,750.00	438,306.63	132,236.54	124,356.50	169,779.28	300,332.25	178,950.14	156,893.31	2,550,992.40
Interest Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Donations	0.00	0.00	0.00	0.00	0.00	0.00	11.30	0.00	0.00	0.00	0.00	0.00	11.30
Miscellaneous Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Revenues</b>	<b>160,911.71</b>	<b>134,975.00</b>	<b>222,366.82</b>	<b>174,134.22</b>	<b>357,750.00</b>	<b>438,306.63</b>	<b>132,247.84</b>	<b>124,356.50</b>	<b>169,779.28</b>	<b>300,332.25</b>	<b>178,950.14</b>	<b>156,893.31</b>	<b>2,551,003.70</b>
EXPENSES													
Personnel													
Salaries & Wages													
Administrative Support	3,312.37	2,865.20	2,455.76	3,488.87	2,061.42	2,766.97	10,972.22	11,271.72	11,252.22	11,271.72	5,338.50	5,338.50	72,395.47
Program services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Child Care Workers	0.00	1,980.71	2,819.48	2,948.15	2,944.59	2,152.26	344.00	7,100.00	7,320.00	7,530.00	6,712.00	6,712.00	48,563.19
Educational Workers	87,093.51	74,112.75	86,118.73	84,892.44	96,644.62	98,679.92	78,719.23	92,389.99	93,188.73	93,169.71	91,508.44	91,400.44	1,067,918.51
Mental Health Workers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Earnings	0.00	0.00	0.00	0.00	0.00	0.00	7,893.22	7,893.22	7,893.22	2,000.00	2,000.00	2,000.00	29,679.66
<b>Total Salaries &amp; Wages</b>	<b>90,405.88</b>	<b>78,958.66</b>	<b>91,393.97</b>	<b>91,329.46</b>	<b>101,650.63</b>	<b>103,599.15</b>	<b>97,928.67</b>	<b>118,654.93</b>	<b>119,654.17</b>	<b>113,971.43</b>	<b>105,558.94</b>	<b>105,450.94</b>	<b>1,218,556.83</b>
Employee Taxes & Benefits	12,256.74	12,120.19	16,646.30	11,111.36	15,607.86	16,297.18	22,911.20	27,351.68	27,757.52	26,511.10	24,933.14	24,919.79	238,424.06
<b>Total Personnel</b>	<b>102,662.62</b>	<b>91,078.85</b>	<b>108,040.27</b>	<b>102,440.82</b>	<b>117,258.49</b>	<b>119,896.33</b>	<b>120,839.87</b>	<b>146,006.61</b>	<b>147,411.69</b>	<b>140,482.53</b>	<b>130,492.08</b>	<b>130,370.73</b>	<b>1,456,980.89</b>
Operating Costs													
HR/Employee Costs	1,319.44	908.80	1,007.54	646.00	465.35	711.75	900.00	1,000.00	1,000.00	1,000.00	1,000.00	900.00	10,858.88
Contract Services	2,603.00	2,206.00	51.50	64,870.00	3,000.00	14,309.06	1,900.00	2,900.00	2,900.00	1,900.00	1,900.00	1,900.00	100,439.56
Administrative Support													
Occupancy	16,880.19	45,253.37	16,897.94	16,299.00	15,130.00	17,608.86	18,036.33	18,036.33	18,036.33	18,036.33	18,036.33	18,036.33	236,287.34
Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Utilities & Telephone	9,228.16	859.04	3,171.20	1,731.93	4,348.41	3,514.59	2,650.00	2,650.00	2,650.00	2,650.00	2,650.00	2,650.00	38,753.33
Professional Services	4,070.26	13,475.28	0.00	127.71	0.00	0.00	165.00	165.00	165.00	165.00	165.00	5,383.54	23,881.79
Supplies and Office Expense	1,492.96	1,310.33	1,356.25	1,757.05	1,421.72	1,242.40	1,575.00	1,575.00	1,575.00	1,575.00	1,575.00	1,575.00	18,030.71
Equipment Costs	1,425.46	1,834.87	14,307.45	1,596.88	1,310.06	777.60	1,450.00	1,450.00	1,850.00	1,450.00	1,450.00	50,315.00	79,217.32
Travel & Employee Related	4,033.57	7,488.83	5,080.08	3,700.01	11,120.24	12,292.52	400.00	7,600.00	8,400.00	900.00	700.00	100.00	61,815.25
Taxes, Licenses, Fees	7,959.86	0.00	0.00	0.00	3,434.80	2,732.00	1,597.00	1,597.00	1,597.00	1,597.00	1,597.00	1,597.00	23,708.66
Miscellaneous	(110.52)	(72.79)	(68.79)	(75.96)	(132.13)	(144.46)	50.00	50.00	50.00	50.00	50.00	50.00	(304.65)
Child Related costs													
Direct Child support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Child Support	3,653.31	1,789.59	889.02	1,529.23	1,774.99	850.91	535.00	2,335.00	2,635.00	2,835.00	2,635.00	2,835.00	24,297.05
Youth Expenses	0.00	0.00	718.83	987.22	1,197.41	845.53	26,281.00	585.00	385.00	385.00	385.00	385.00	32,154.99
<b>Total Operating Costs</b>	<b>52,555.69</b>	<b>75,053.32</b>	<b>43,411.02</b>	<b>93,169.07</b>	<b>43,070.85</b>	<b>54,740.76</b>	<b>55,539.33</b>	<b>39,943.33</b>	<b>41,243.33</b>	<b>32,543.33</b>	<b>32,143.33</b>	<b>85,726.87</b>	<b>649,140.23</b>
<b>Total Direct Expenses</b>	<b>155,218.31</b>	<b>166,132.17</b>	<b>151,451.29</b>	<b>195,609.89</b>	<b>160,329.34</b>	<b>174,637.09</b>	<b>176,379.20</b>	<b>185,949.94</b>	<b>188,655.02</b>	<b>173,025.86</b>	<b>162,635.41</b>	<b>216,097.60</b>	<b>2,106,121.12</b>
<b>Direct Surplus/(Loss)</b>	<b>5,693.40</b>	<b>(31,157.17)</b>	<b>70,915.53</b>	<b>(21,475.67)</b>	<b>197,420.66</b>	<b>263,669.54</b>	<b>(44,131.36)</b>	<b>(61,593.44)</b>	<b>(18,875.74)</b>	<b>127,306.39</b>	<b>16,314.73</b>	<b>(59,204.29)</b>	<b>444,882.58</b>
Non-Operating Expense	0.00	0.00	1,590.00	311.00	(990.00)	(774.99)	0.00	0.00	0.00	0.00	0.00	0.00	136.01
<b>Revenue Over (Under)</b>	<b>5,693.40</b>	<b>(31,157.17)</b>	<b>69,325.53</b>	<b>(21,786.67)</b>	<b>198,410.66</b>	<b>264,444.53</b>	<b>(44,131.36)</b>	<b>(61,593.44)</b>	<b>(18,875.74)</b>	<b>127,306.39</b>	<b>16,314.73</b>	<b>(59,204.29)</b>	<b>444,746.57</b>
<b>Expenses Before Allocations</b>													
Total HQ Indirect Allocation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Excess Revenue Over (Under)</b>	<b>5,693.40</b>	<b>(31,157.17)</b>	<b>69,325.53</b>	<b>(21,786.67)</b>	<b>198,410.66</b>	<b>264,444.53</b>	<b>(44,131.36)</b>	<b>(61,593.44)</b>	<b>(18,875.74)</b>	<b>127,306.39</b>	<b>16,314.73</b>	<b>(59,204.29)</b>	<b>444,746.57</b>
<b>Expenses</b>													
<b>Net Revenue Over (Under)</b>	<b>5,693.40</b>	<b>(31,157.17)</b>	<b>69,325.53</b>	<b>(21,786.67)</b>	<b>198,410.66</b>	<b>264,444.53</b>	<b>(44,131.36)</b>	<b>(61,593.44)</b>	<b>(18,875.74)</b>	<b>127,306.39</b>	<b>16,314.73</b>	<b>(59,204.29)</b>	<b>444,746.57</b>
<b>Expenses</b>													

# **Second Interim Financial Report**

Charter School Name:

Fusion Charter School

CDS #:

50-75739-0131185

Charter Approving Entity:

Turlock Unified District

County:

Stanislaus

Charter #:

1695

For information regarding this report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
Marjorie Bettencourt	Vernon Brown
Name	Name
Assistant Superintendent, Finance & Accountability	Chief Executive Officer, Aspiranet
Title	Title
209-667-0632	650-866-4080
Telephone	Telephone
<a href="mailto:mbettencourt@turlock.k12.ca.us">mbettencourt@turlock.k12.ca.us</a>	<a href="mailto:vbrown@aspiranet.org">vbrown@aspiranet.org</a>
E-mail address	E-mail address

To the entity that approved the charter school:

2024-25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT:

This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* section 47604.33

Signed:

Charter School Official

(Original signature required)

Date:

Printed Name:

Vernon Brown

Title:

Chief Executive Officer

To the County Superintendent of Schools:

2024-25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT: This report has been reviewed pursuant to Education Code section 47604.32, and is hereby filed with the County Superintendent pursuant to *Education Code* section 47604.33

Signed:

Authorized Representative of  
Charter Approving Entity

(Original signature required)

Date:

Printed Name:

Title:

CDS Number:	50-75739-0131185	Charter Name:	FUSION CHARTER SCHOOL
Contact Name:	Susan Nisan	Authorizer:	TURLOCK UNIFIED SCHOOL DISTRICT

SECOND INTERIM REPORT ASSUMPTIONS		2024-25	2025-26	2026-27	Sources
<b>Projected Enrollment</b>					
Grades 7-8		12	18	18	2/14/25 FY26, FY27 LCFF Calculator
Grades 9-12		147	132	132	Projected FY26, FY27 Census Day
Total Enrollment		159	150	150	2/12/25 FY25 Actual Enrollment
Percent Change Over Prior Year		--	-5.66%	0.00%	
<b>Projected P-2 ADA</b>					
Grades 7-8		10	11	12	2/14/25 FY26, FY27 LCFF Calculator
Grades 9-12		106	107	108	2/14/25 FY26, FY27 LCFF Calculator
Total ADA		116	118	120	2/12/25 FY25 Actual P1 ADA
Percent Change Over Prior Year		--	1.72%	1.69%	
ADA to Enrollment Ratio		0.73	0.79	0.80	Generated by LCFF Calculator
<b>Staffing</b>					
Number of Teachers (FTE)		7.25	8.00	7.00	
Average Teacher Cost (Salary and Benefits)		\$111,345.27	\$115,753.76	\$119,318.98	6/28/24 Adopted Budget
<b>Classroom Staffing Ratio</b>					
Students per FTE		21.93	18.75	21.43	Within the 25 students per teacher
<b>Administrative Service Agreements</b>					
Oversight Fees to Authorizer (1 or 3 percent)		1%	1%	1%	1% based on LCFF funds
Administrative Services Contract		\$18,226.88	\$18,882.40	\$197,337.70	2/14/25 LCFF Calculator
<b>Other Major Expenditure Assumptions</b>		TUSD Oversight Fee increased by \$2,72.51 from \$15,954.37 Oversight Fee in Adopted Budget. Teacher retirement in January 2025 offset by .4 teacher increased to 1.0 FTE. Overall cost of additional teacher \$56,000 in salary and \$14,000 in benefits. Additional service contract for .25 FTE Special Education teacher hours \$30,000.			
<b>Other Major Revenue Assumptons</b>		Fusion awaits receipt of \$130,786 in reimbursement funds for 2023 Dashboard CSI and \$105,297.75 in new federal funds for 2024 Dashboard CSI with the balance of \$315,892.35 to be available as a reimbursement in 2025-26.			
<b>Revenue Adjustment after Budget Adoption in June 2024.</b>		Revised COLA from fcmat.org LCFF Calculator =1.07% for 2024-2025, 2.43% for 2025-2026, and 3.52% for 2026-2027. ADA adjustment from 104 to 116 based on Fall P1, resulting in an LCFF increase of \$227,611.			



**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT  
Second Interim Report - Detail**

Charter School Name: Fusion Charter School  
CDS #: 50-75739-0131185  
Charter Approving Entity: Turlock Unified School District  
County: Stanislaus  
Charter #: 1695  
Fiscal Year: 24-25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**  
☐ **Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)**

Description	Object Code	Adopted Budget - July 1st			Actuals thru 1/31/25			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	1,316,082		1,316,082	724,381		724,381	1,509,648		1,509,648
Education Protection Account (EPA) - Current Year	8012	20,800		20,800	16,291		16,291	23,600		23,600
Transfers to Charter Schools in Lieu of Property Taxes	8096	258,555		258,555	165,805		165,805	289,800		289,800
Other Charter Revenues (Interest)	8091, 8097	2,965		2,965	2,070		2,070	2,965		2,965
Total, LCFF Sources		1,598,402	-	1,598,402	908,547		908,547	1,826,013	-	1,826,013
2. Federal Revenues										
ESSA (Title I, II, IV, CSI, ARP, including Prior Year)	8290	-	297,339	297,339		53,997	53,997	-	402,637	402,637
Special Education - Federal			30,200	30,200		13,634	13,634		30,200	30,200
Child Nutrition - Federal (NSLP)	8220		-	-		0	0		-	-
Total, Federal Revenues		-	327,538	327,538		67,631	67,631	-	432,836	432,836
3. Other State Revenues										
Special Education - State	StateRevSE	-	93,746	93,746	-	48,668	48,668	-	93,746	93,746
All Other State Revenues (Lottery, Mand Block, AMS, CCAP, LCSSP)	StateRevAO	28,769	131,620	160,389	18,952	102,563	121,514	28,769	131,620	160,389
Total, Other State Revenues		28,769	225,366	254,135	18,952	151,231	170,182	28,769	225,366	254,135
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	17	-	17	-	3,975	3,975	17	3,975	3,992
Total, Local Revenues		17	-	17	-	3,975	3,975	17	3,975	3,992
5. TOTAL REVENUES										
		1,627,188	552,904	2,180,092	927,498	222,837	1,150,335	1,854,799	662,177	2,516,976
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	434,321	173,798	608,119	285,023	47,428	332,451	490,321	173,798	664,119
Certificated Pupil Support Salaries	1200	68,399	10,640	79,038	46,315	3,455	49,770	68,399	10,640	79,038
Certificated Supervisors' and Administrators' Salaries	1300	130,645	6,612	137,257	81,243	1,857	83,100	130,645	6,612	137,257
Other Certificated Salaries	1900	26,720	24,160	50,880	2,904	4,414	7,318	26,720	24,160	50,880
Total, Certificated Salaries		660,085	215,209	875,294	415,485	57,154	472,639	716,085	215,209	931,294
2. Non-certificated Salaries/Classified Salaries										
Non-certificated Instructional Aides' Salaries	2100	84,592	121,120	205,712	11,008	63,710	74,719	84,592	121,120	205,712
Non-certificated Support Salaries	2200	20,800	16,640	37,440	48,585	1,014	49,599	20,800	16,640	37,440
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	103,157	24,693	127,850	57,259	2,766	60,025	103,157	24,693	127,850
Other Non-certificated Salaries	2900	24,000	39,000	63,000	4,228	19,213	23,441	24,000	39,000	63,000
Total, Non-certificated Salaries		232,549	201,453	434,002	121,080	86,704	207,783	232,549	201,453	434,002
3. Employee Benefits										
Total, Employee Benefits	3000-3999	201,908	103,144	305,051	60,508	22,287	82,794	215,908	103,144	319,051
4. Books and Supplies/Child-Related Expenses										
Total, Books and Supplies	4000-4999	31,208	50,628	81,836	46,723	25,782	72,504	31,208	50,628	81,836
5. Contracts & Services/Other Operating Expenditures										
Total, Services and Other Operating Expenditures	5000-5999	297,919	44,680	342,599	169,244	109,175	278,419	300,191	74,680	374,871
6. Capital Outlay										
Total, Capital Outlay	6000-6999	-	48,365	48,365	0	0	0	-	48,365	48,365
7. Other Outgo (Indirect Cost Transfer of 5.94% for FY25)										
	7400-7499	-	-	-	8,782	-8,782	-	32,256	-32,256	-
8. TOTAL EXPENDITURES										
		1,423,668	663,478	2,087,147	821,821	292,318	1,114,140	1,528,197	661,223	2,189,420
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)										
		203,520	-110,575	92,945	105,677	-69,482	36,195	326,602	954	327,556
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	0	0	0	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES										
		0	0	0	0	0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)										
		203,520	-110,575	92,945	105,677	-69,482	36,195	326,602	954	327,556
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9,791	305,033	491,130	796,163	481,204	205,515	686,719	481,204	205,515	686,719
b. Adjustments to Beginning Balance (FY24 Audit p. 19)	9793, 9795	0	0	0	-260,604	0	-260,604	-260,604	0	-260,604
c. Adjusted Beginning Balance		451,557	344,606	796,163	220,600	205,515	426,115	220,600	205,515	426,115
2. Ending Fund Balance, June 30 (E + F.1.c.)		655,077	234,031	889,108	326,277	136,033	462,311	547,202	206,469	753,672
5% Reserve for Economic Uncertainties (Based on LCFF)	9789	79,920	0	79,920	91,301	0	91,301	91,301	0	91,301
Undesignated/Unappropriated Amount	9790	575,157	234,031	809,188	234,976	136,033	371,010	455,902	206,469	662,371

**Fusion Charter School**  
**Interim Report and Multi-Year Projections**  
**2024-2025 through 2026-2027**

DESCRIPTION			Actuals	2nd Interim	Percent	Projected	Projected
			Unaudited	Operating	to		
			Actuals	Budget	Date		
			2023-24	2024-25	1/31/2025	2024-25	2025-26
						Change over PY	2026-27
ADA Actual/Projection (Number)			104	104	116	116	11%
	SACS						
	Object Codes						
<b>REVENUES</b>							
LCFF/EPA Revenue Sources	8010-8099		1,573,022	1,598,402	908,547	1,826,013	16%
Federal	8100-8299		491,268	327,538	67,631	432,836	-12%
State	8300-8599		198,920	254,135	170,182	254,135	28%
Local	8600-8799		11	17	3,975	3,992	
Total Revenue			2,263,222	2,180,092	1,150,335	2,516,976	11%
<b>EXPENDITURES</b>							
Certificated Salaries	1000-1999		792,279	875,294	472,639	931,294	18%
Classified Salaries	2000-2999		330,418	434,002	207,783	434,002	31%
Benefits	3000-3999		168,335	305,051	82,794	319,051	90%
Books & Supplies	4000-4999		88,943	81,836	72,504	81,836	-8%
Contracts & Services	5000-5999		481,759	342,599	278,419	374,871	-22%
Capital Outlay	6000-6999		6,135	48,365		48,365	
Other Outgo (Interest)	7438		1,111				
Total Expenditures			1,868,980	2,087,147	1,114,140	2,189,420	
<b>OTHER SOURCES &amp; USES</b>							
Transfers In & Other Sources	8900-8999						
Transfers Out & Other Uses	7600-7699						
Total Expenditures & Uses			1,868,980	2,087,147	1,114,140	2,189,420	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>			394,241	92,945	36,195	327,556	
<b>FUND BALANCE, RESERVES</b>							
Adjusted Beginning Balance			287,726	796,163	426,115	426,115	
Ending Balance			681,967	889,108	462,311	753,672	
5% Reserve for Economic Uncertainties	9789		78,651	79,920	91,301	91,301	
Undesignated/Unappropriated Amount	9790		603,316	809,188	371,010	662,371	

Projected Cash Flow July 2024-June 2025  
Fusion Charter (from Aspiranet CareNet with 1st and 2nd Interim Revisions in Yellow)

Alternate Accounting Codes Used in Column B. Note that the Aspiranet CareNet budget tool does not allow cash flow adjustments midyear.		(7) jul	Qtr 1 (8) aug	(9) sep	Qtr 1 Total Budget	(10) oct	Qtr 2 (11) nov	(12) dec	Qtr 2 Total Budget	(1) jan	Qtr 3 (2) feb	(3) mar	Qtr 3 Total Budget	(4) apr	Qtr 4 (5) may	(6) jun	Qtr 4 Total Budget	Grand Total with Interim Revisions	2nd Interim Revised Budget Total	
<b>Revenue</b>																				
4630 - Charter Revenues		132,236.54	124,356.50	169,779.28	426,372.32	299,679.74	179,602.65	156,893.31	636,175.70	211,047.65	167,217.28	173,046.68	551,311.61	220,834.12	174,534.68	170,846.48	566,216.28	\$ 2,180,074.91	Charter Revenues	
4900 - Miscellaneous Income		11.30	0.00	0.00	11.30	0.00	0.00	0.00	0.00	0.00	0.00	1.41	1.41	1.41		1.41	4.23	\$ 15.94	Misc.	
<b>Budgeted Revenue with 104 ADA July 1, 2024</b>		<b>132,247.84</b>	<b>124,356.50</b>	<b>169,779.28</b>	<b>426,383.62</b>	<b>299,679.74</b>	<b>179,602.65</b>	<b>156,893.31</b>	<b>636,175.70</b>	<b>211,047.65</b>	<b>167,217.28</b>	<b>173,048.09</b>	<b>551,313.02</b>	<b>220,835.53</b>	<b>174,536.09</b>	<b>170,847.89</b>	<b>566,218.51</b>	<b>\$ 2,180,091.85</b>	Budgeted Revenue	
<b>New 1st Interim LCFF Revenues Related to Increased P1 ADA</b>																		<b>\$ -205,505.15</b>	New LCFF Revenue	
<b>1st Interim Revenue Revised December 15, 2024</b>		<b>132,247.84</b>	<b>124,356.50</b>	<b>169,779.28</b>	<b>426,383.62</b>	<b>299,679.74</b>	<b>179,602.65</b>	<b>156,893.31</b>	<b>636,175.70</b>	<b>211,047.65</b>	<b>208,318.31</b>	<b>214,149.12</b>	<b>633,515.08</b>	<b>261,938.56</b>	<b>216,637.12</b>	<b>211,848.92</b>	<b>689,522.06</b>	<b>\$ 2,395,597.00</b>	1st Interim Revenue	
<b>Additional 2nd Interim LCFF Revenues Related to Increased P1 ADA</b>																		<b>\$ 22,105.85</b>	Added LCFF Revenue	
<b>4630 - New 2025 CSI (25% of award)</b>																		<b>\$ 109,297.75</b>	New CSI Grant 25%	
<b>Local - Holiday Donation</b>							3,975.00		3,975.00									<b>\$ 3,975.00</b>	New Donation	
<b>2nd Interim Revenue Revised February 15, 2025</b>		<b>132,247.84</b>	<b>124,356.50</b>	<b>169,779.28</b>		<b>299,679.74</b>	<b>179,602.65</b>	<b>160,868.31</b>		<b>211,047.65</b>	<b>212,739.48</b>	<b>218,570.29</b>		<b>266,357.73</b>	<b>220,058.29</b>	<b>321,667.84</b>		<b>\$ 2,516,975.60</b>	2nd Interim Revenue	
<b>Expenses</b>					<b>\$ 426,383.62</b>				<b>\$ 640,150.70</b>				<b>\$ 642,357.42</b>				<b>\$ 808,083.86</b>		<b>\$2,516,976.00</b>	Aligns with 2nd Interim Revenues
<b>Salary and Benefits</b>																				
5001 - Administrative Support		(10,972.22)	(11,271.72)	(11,252.22)	(33,496.16)	(11,271.72)	(5,338.50)	(5,338.50)	(21,948.72)	(5,368.50)	(11,231.72)	(5,378.50)	(21,978.72)	(5,338.50)	(5,489.00)	(5,369.00)	(16,186.50)	\$ (93,610.10)		
5300 - Child Care Workers		(344.00)	(7,100.00)	(7,320.00)	(14,764.00)	(7,330.00)	(6,712.00)	(6,712.00)	(20,554.00)	(1,536.00)	(6,790.00)	(7,530.00)	(21,850.00)	(7,310.00)	(7,310.00)	(6,124.00)	(20,744.00)	\$ (78,312.00)		
5400 - Educational Workers		(78,719.22)	(92,389.98)	(93,188.72)	(264,297.93)	(93,169.70)	(91,506.44)	(91,400.44)	(275,078.58)	(93,301.87)	(93,580.43)	(93,949.69)	(280,832.08)	(93,276.43)	(93,488.71)	(91,720.43)	(278,485.56)	\$ (1,069,694.15)		
5590 - Other Earnings		(7,893.22)	(7,893.22)	(7,893.22)	(23,679.66)	(2,000.00)	(2,000.00)	(2,000.00)	(6,000.00)	(2,000.00)	(2,000.00)	(2,000.00)	(6,000.00)	(2,000.00)	0.00	0.00	(2,000.00)	\$ (37,679.66)		
5800 - Employee Tax and Benefits		(22,911.19)	(27,351.64)	(27,757.50)	(78,020.33)	(26,511.10)	(24,933.12)	(24,919.86)	(76,364.02)	(25,238.07)	(28,200.55)	(25,030.02)	(78,468.64)	(24,931.67)	(24,815.70)	(24,450.82)	(74,198.20)	\$ (305,051.19)		
<b>Salary and Benefits Budgeted</b>		<b>(120,839.89)</b>	<b>(146,006.56)</b>	<b>(147,411.66)</b>	<b>(414,258.08)</b>	<b>(148,482.52)</b>	<b>(130,492.06)</b>	<b>(130,370.14)</b>	<b>(401,345.33)</b>	<b>(133,438.54)</b>	<b>(139,802.79)</b>	<b>(133,888.21)</b>	<b>(407,129.44)</b>	<b>(132,856.60)</b>	<b>(131,103.41)</b>	<b>(127,634.25)</b>	<b>(391,614.26)</b>	<b>\$ (1,614,347.18)</b>	Salary and Benefits (	
<b>Operating Costs</b>																				
5880 - HR/Employee Costs		(900.00)	(1,000.00)	(1,000.00)	(3,900.00)	(1,000.00)	(1,000.00)	(900.00)	(2,900.00)	(1,000.00)	(1,000.00)	(1,000.00)	(3,000.00)	(1,000.00)	(1,000.00)	(1,000.00)	(3,000.00)	\$ (11,800.00)		
5900 - Contract Services		(1,900.00)	(2,900.00)	(2,900.00)	(7,700.00)	(1,900.00)	(1,900.00)	(1,900.00)	(5,700.00)	(1,900.00)	(1,900.00)	(1,900.00)	(5,700.00)	(1,900.00)	(1,900.00)	(1,900.00)	(4,700.00)	\$ (23,800.00)		
6100 - Occupancy		(18,036.33)	(18,036.33)	(18,036.33)	(54,108.99)	(18,036.33)	(18,036.33)	(18,036.33)	(54,108.99)	(18,036.33)	(18,036.33)	(18,036.33)	(54,108.99)	(18,036.33)	(18,036.33)	(18,036.33)	(54,108.99)	\$ (216,435.96)		
6300 - Utilities & Telephone		(2,650.00)	(2,650.00)	(2,650.00)	(7,950.00)	(2,650.00)	(2,650.00)	(2,650.00)	(7,950.00)	(2,650.00)	(2,650.00)	(2,650.00)	(7,950.00)	(2,650.00)	(2,650.00)	(2,650.00)	(7,950.00)	\$ (31,800.00)		
6400 - Professional Services		(1,650.00)	(1,650.00)	(1,650.00)	(4,950.00)	(1,650.00)	(1,650.00)	(1,650.00)	(4,950.00)	(1,650.00)	(1,650.00)	(1,650.00)	(4,950.00)	(1,650.00)	(1,650.00)	(1,650.00)	(4,950.00)	\$ (17,186.54)		
6500 - Supplies and Office Expense		(1,575.00)	(1,575.00)	(1,575.00)	(4,725.00)	(1,575.00)	(1,575.00)	(1,575.00)	(4,725.00)	(1,575.00)	(1,575.00)	(1,575.00)	(4,725.00)	(1,575.00)	(1,575.00)	(1,575.00)	(4,725.00)	\$ (18,900.00)		
6600 - Equipment Costs		(1,450.00)	(1,450.00)	(1,450.00)	(4,350.00)	(1,450.00)	(1,450.00)	(50,315.00)	(53,215.00)	(1,950.00)	(1,950.00)	(1,950.00)	(5,850.00)	(1,950.00)	(1,950.00)	(1,450.00)	(5,350.00)	\$ (69,165.00)		
6700 - Travel & Employee Related		(400.00)	(5,064.28)	(2,935.72)	(8,400.00)	(1,031.04)	(700.00)	(100.00)	(1,831.04)	(900.00)	(568.96)	(1,000.00)	(2,468.96)	(700.00)	(200.00)	(700.00)	(1,600.00)	\$ (14,300.00)		
6800 - Taxes, Licenses, Fees		(1,597.00)	(1,597.00)	(1,597.00)	(4,791.00)	(1,597.00)	(1,597.00)	(1,597.00)	(4,791.00)	(1,597.00)	(1,597.00)	(1,597.00)	(4,791.00)	(1,597.00)	(1,597.00)	(1,597.00)	(4,791.00)	\$ (19,164.00)		
6900 - Miscellaneous		(50.00)	(50.00)	(50.00)	(150.00)	(50.00)	(50.00)	(50.00)	(150.00)	(50.00)	(50.00)	(50.00)	(150.00)	(50.00)	(50.00)	(50.00)	(150.00)	\$ (600.00)		
7020 - Indirect Child Support		(535.00)	(2,335.00)	(2,835.00)	(5,505.00)	(2,835.00)	(2,835.00)	(2,835.00)	(8,505.00)	(2,335.00)	(2,735.00)	(2,835.00)	(7,905.00)	(2,835.00)	(2,335.00)	(535.00)	(5,705.00)	\$ (27,420.00)		
7070 - Youth Expenses		(26,281.00)	(385.00)	(385.00)	(27,251.00)	(385.00)	(385.00)	(385.00)	(1,155.00)	(385.00)	(385.00)	(385.00)	(1,655.00)	(385.00)	(385.00)	(385.00)	(2,155.00)	\$ (32,216.00)		
<b>Operating Costs Budgeted</b>		<b>(55,639.33)</b>	<b>(37,407.61)</b>	<b>(35,779.95)</b>	<b>(128,725.91)</b>	<b>(32,674.37)</b>	<b>(32,143.33)</b>	<b>(85,725.87)</b>	<b>(150,544.57)</b>	<b>(32,543.33)</b>	<b>(32,612.29)</b>	<b>(33,643.33)</b>	<b>(96,798.95)</b>	<b>(33,293.33)</b>	<b>(33,293.33)</b>	<b>(29,043.33)</b>	<b>(94,729.99)</b>	<b>\$ (472,799.50)</b>	Operating Expenses	
<b>Budgeted Expenses with 104 ADA July 1, 2024</b>		<b>(176,379.18)</b>	<b>(183,414.17)</b>	<b>(183,190.71)</b>	<b>(542,984.07)</b>	<b>(173,156.89)</b>	<b>(162,635.39)</b>	<b>(216,097.61)</b>	<b>(551,889.90)</b>	<b>(185,981.87)</b>	<b>(172,414.99)</b>	<b>(167,531.54)</b>	<b>(565,928.39)</b>	<b>(186,149.93)</b>	<b>(183,496.74)</b>	<b>(158,697.58)</b>	<b>(486,344.25)</b>	<b>\$ (2,087,146.68)</b>	Budgeted Expenses	
<b>New Expenses Related to Increased P1 ADA</b>																		<b>\$ (2,055.05)</b>	New Personnel and Oversight Expenses	
<b>1st Interim Expenses Revised December 15, 2024</b>		<b>(176,379.18)</b>	<b>(183,414.17)</b>	<b>(183,190.71)</b>	<b>(542,984.07)</b>	<b>(173,156.89)</b>	<b>(162,635.39)</b>	<b>(216,097.61)</b>	<b>(551,889.90)</b>	<b>(185,981.87)</b>	<b>(192,414.99)</b>	<b>(187,531.54)</b>	<b>(565,928.39)</b>	<b>(186,149.93)</b>	<b>(183,496.74)</b>	<b>(158,732.63)</b>	<b>(528,399.30)</b>	<b>\$ (2,189,201.65)</b>	1st Interim Expenses	
<b>Additional 2nd Interim LCFF Expenses Related to Increased P1 ADA</b>																		<b>\$ (217.95)</b>	2nd Interim Additional Oversight	
<b>2nd Interim Expenses Revised February 15, 2025</b>		<b>(176,379.18)</b>	<b>(183,414.17)</b>	<b>(183,190.71)</b>	<b>(5542,984.07)</b>	<b>(173,156.89)</b>	<b>(162,635.39)</b>	<b>(216,097.61)</b>	<b>(5551,889.90)</b>	<b>(185,981.87)</b>	<b>(192,414.99)</b>	<b>(187,531.54)</b>	<b>(565,928.39)</b>	<b>(186,149.93)</b>	<b>(183,496.74)</b>	<b>(158,978.58)</b>	<b>(5528,617.25)</b>	<b>\$ (2,189,419.60)</b>	1st Interim Expenses	
<b>Budgeted Net Revenue Over (Under) Expenses June 30, 2024</b>		<b>(44,131.35)</b>	<b>(59,057.67)</b>	<b>(13,411.43)</b>	<b>(116,600.45)</b>	<b>126,522.85</b>	<b>16,967.26</b>	<b>(59,204.30)</b>	<b>84,285.81</b>	<b>45,065.78</b>	<b>(5,197.70)</b>	<b>5,516.56</b>	<b>45,384.63</b>	<b>54,685.60</b>	<b>11,039.35</b>	<b>14,150.31</b>	<b>79,875.26</b>	<b>\$ 92,945.25</b>	Budgeted Balance	
<b>1st Interim Balance Revised December 15, 2024</b>					<b>(116,600.45)</b>				<b>84,285.81</b>				<b>67,586.69</b>				<b>161,123.20</b>	<b>\$ 196,395.25</b>	1st Interim Balance	
<b>2nd Interim Balance Revised February 15, 2025</b>					<b>(116,600.45)</b>				<b>88,260.80</b>				<b>76,423.03</b>				<b>279,466.61</b>	<b>\$ 327,555.99</b>	2nd Interim Balance	
<b>Adjusted Beginning Balance from FY24 Audit</b>																		<b>\$ 686,719.00</b>	Starting Balance July 1, 2024	
<b>Adjusted Beginning Balance from FY24 Audit</b>																		<b>\$ 426,115.00</b>	Adjusted Beginning Balance from FY24 Audit	
<b>Ending Balance June 30, 2025</b>																		<b>\$ 753,670.99</b>	Ending Fund Balance June 30, 2021	
<b>5% Reserve for Economic Uncertainties (Based on LCFF)</b>																		<b>\$ 91,301.00</b>	5% Reserve for Economic Uncertainties (Based on LCFF)	
<b>Cash Balance</b>																		<b>\$ 662,369.99</b>	Cash Balance	
<b>Final Projected Year End Balance with 116 ADA June 30, 2025</b>																		<b>\$ 753,670.99</b>	Aligns with 2nd Interim Balance of \$753.6	

**Mid-Year  
Local Control  
Accountability Plan**

**Link will be sent out via  
Email**

**Approval of  
Audit Firm  
2025-2026**



### **Approval of Audit Firm for 2025-2026**

Charter schools must select an auditing firm at a publicly noticed board meeting, and contract with the firm by April 1 of the current fiscal year.

Moss Adams was previously approved to conduct the audit of Fusion in the 2024-2025 school year. Fusion seeks approval to continue to use Moss Adams in 2025-2025.

# **Charter Renewal**





# **Fusion Charter Renewal**

## **2025-2030**

**California Public Charter School #1695**

**441 W. Linwood, Turlock, CA 95380**

**Approved by the ASPIRANET Board:**

**Approved by the TUSD Board:**

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Appendix: MOU with TUSD

## Introduction and Brief History of Fusion Charter and Aspiranet

Since September of 2014 [Fusion Charter](#) has provided a unique educational opportunity for a population of students who may feel disenfranchised and lack a connection with school, often following a history of trauma. Fusion Charter meets the needs of behaviorally-challenging and underperforming students in the Turlock area who might otherwise overwhelm county programs or find themselves isolated and with limited support in traditional "Independent Study" programs. Due to factors that make it difficult to function in a typical classroom, these students are inadequately prepared for future college and career and may completely drop out of school.

Responding to a population that expects to be disappointed poses unique challenges. Fusion Charter seeks to engage these youth through specialized instruction and flexible activities. Committed, collaborative and caring educators employ a variety of learning methods and extracurricular opportunities. Fusion students are not isolated from peers and teachers. As they experience a positive and trustworthy environment, students benefit from each other and from their relationships with adults on campus, both school personnel and community volunteers. Families feel supported and partner with the school for the mutual benefit of their children. Equipped with new skills and a motivation to succeed in school, students are prepared to return to [Turlock Unified School District \(TUSD\)](#) or to continue at Fusion, graduating with a standard high school diploma and connections with postsecondary college and career opportunities.

Fusion Charter represents a collaboration of [Aspiranet](#) programs offering school, home-based and behavioral health services. For five decades, Aspiranet has met the challenge to provide specialized programs for foster youth, at-risk teens and emotionally disturbed students in the Central Valley. Established in 1975, Aspiranet is a private, nonprofit organization which provides educational, positive behavioral health interventions, placement and support services to students and their families in multiple California locations, with nearly nine hundred professionals and support staff, including teachers, therapists, social workers, behavior specialists and drug and alcohol counselors. Aspiranet has developed effective programs, services and training specifically targeted to meet individual student needs. This core skill set has distinguished Aspiranet across California and has led to success in Turlock by offering established evidenced-based practice standards and the unique ability to individualize service provision for students and their families.

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

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



These services are research informed and designed upon best practice principles that have shown to be effective in significantly reducing discipline problems, decreasing out-of-home placement, decreasing law enforcement contacts, improving school attendance, facilitating improved

academic outcomes and test scores, improving the social and emotional needs of students and increasing parental involvement in their child's education.

## **AFFIRMATIONS/ASSURANCES**

Fusion Charter:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to California Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)].
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition.[Ref. Education Code Section 47605(d)(1)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- Shall admit all pupils who wish to attend Fusion, and who submit a timely application, unless Fusion receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code section 47605 (d)(2), admission to Fusion shall not be determined according to the place of residence of the student or his or her parents within the State.
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (ADA).
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers at Fusion hold a [Commission on Teacher Credentialing](#) certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.

- If a pupil is expelled or leaves Fusion without graduating or completing the school year for any reason, Fusion shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to Fusion, including but not limited to:

---Fusion shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

---Fusion shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs.

---Fusion shall comply with any jurisdictional limitations to locations of its facilities.

---Fusion shall comply with all laws establishing the minimum and maximum age for public school enrollment.

---Fusion shall comply with all applicable portions of the 2015 Every Student Succeeds Act (ESSA), including the [McKinney-Vento Homeless Assistance Act](#).

---Fusion shall comply with the Public Records Act.

---Fusion shall comply with the Family Educational Rights and Privacy Act (FERPA).

---Fusion shall comply with the Ralph M. Brown Act.

---Fusion shall meet or exceed the legally required minimum of school days.

---Fusion shall comply with all Local Control Funding Formula (LCFF) processes and reports, using authorized templates required of charter schools by law, including the annual update<sup>1</sup> on or before July 1 of each year as required pursuant to Section 47606.5.

---

<sup>1</sup> EC Section 47606.5 requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the Local Control Accountability Plan (LCAP). Consultation with an existing site council may satisfy this requirement if the site council includes membership that meets the requirements of EC Section 47606.5. The chartering authority reviews the LCAP as part of its regular oversight duties pursuant to EC 47604.32.

**A. ELEMENT 1 - EDUCATIONAL PROGRAM (Education Code 47605(b)(5)(A)(i))**

**1. School Information**

**Name of School:** Fusion Charter

**Address of the Charter School:** 441 W. Linwood Avenue, Turlock, CA 95380

**Phone number of the Charter School:** (209) 667 9047

**Contact at the Charter School:** Susan Nisan, Principal; David Ashby, Assistant Principal

The term of this charter shall be from July 1, 2025 to June 30, 2030.

The grade configuration for charter renewal is 7<sup>th</sup> – 12<sup>th</sup> grade, also serving special education students through age 22 as needed.

The maximum enrollment of Fusion Charter is 250 students.

The admission requirements are that any student residing in Stanislaus County, California or contiguous counties has a legal right to attend.

The school calendar consists of 180 days as determined by the [Turlock Unified School District](#). The availability of an optional summer school session of 4 to 6 weeks for credit recovery will be determined annually by Fusion Charter, based upon available funding for the supplementary summer program, which is not covered by LCFF state aid.

Fusion Charter follows state attendance guidelines for [Exemplary Independent Study](#).

All legal qualifications will be met regarding teaching credentials, staff, and paraprofessionals. This includes all legal notifications regarding teacher qualifications as required by ESSA. On-site staff needed to implement the Fusion Charter academic and social/emotional program include the following, with staff members added as necessary to keep up with program growth:

- Principal/Assistant Principal
- Counselor
- Community Schools Coordinator (New for 2025 Charter Renewal)
- Student Support Advocate/Wellness Coach (New for 2025 Charter Renewal)
- Campus Supervisor(s)
- Administrative Assistant/Office Manager
- Data Specialist/Registrar
- Certificated General Education Teachers (25:1 ADA to FTE teacher ratio)
- Certificated Education Specialist (no more than 28:1 students with IEPs to FTE teacher)
- Paraprofessional(s)
- Custodian/Groundskeeper

## **Overview of the Program**

Fusion Charter is free public charter high school #1695 authorized by the Turlock Unified School District. Fusion was founded and is overseen by [Aspiranet, a 501\(c\)\(3\) California nonprofit organization](#). The first day of instruction was September 8, 2014. In Spring 2016, Fusion was officially accepted as a candidate for accreditation by the [Western Association of Schools and Colleges \(WASC\)](#). The current term of full accreditation is through June, 2025, with an upcoming accreditation visit in April, 2025.

## **Mission** (Revision Board Approved 2024)

*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** (Revision Board Approved 2024)

*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.*

## **2. Targeted population**

The Fusion Charter student population is diverse. In many cases the student population is characterized as at-risk: special education, English Learners (EL), homeless, foster youth, or academically and behaviorally challenged. Fusion provides educational opportunities for students from the Turlock Unified School District. Any student residing within Stanislaus County and contiguous counties (San Joaquin, Calaveras, Tuolumne, Mariposa, Merced, Santa Clara and Alameda) has the legal right to attend, although priority enrollment is given to TUSD students. During the 2023-2024 school year, Fusion served a cumulative total of 231 students with 187 (81%) from TUSD, 15 (6.5%) from other Stanislaus County districts and 28 (12.1%) from nearby Merced County districts.

Fusion has the capacity to serve two hundred and fifty students in the following student groups:

- Students in Grades 7 through 12.
- Students who reside in the Turlock Unified School District.
- Students whose behavioral challenges necessitate a small school environment with personalized attention.
- Students whose academic needs are not being met in a traditional school environment.
- Students who face barriers to college enrollment, such as low-income families.
- Students who feel disenfranchised within the traditional program of education.

The school serves students in high-risk groups such as: expelled; suspended; wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; or retained more than once in Kindergarten through Grade 8. Since 2017, Fusion has qualified for California Department of Education (CDE) [Dashboard Alternative Schools Status \(DASS\)](#) with at least 70% of students enrolling with pre-existing risk factors. Fusion is the only DASS charter school serving students under the age of 18 in Stanislaus, Merced and Tuolumne



Counties. Fusion is an inclusive, trauma-responsive school where all students are welcome and enrollment runs continuously throughout the school year.

### **3. Attendance**

Fusion's flexible schedule offers maximum access to academic guidance and support for independent study. Most Fusion students attend four days per week, Monday through Thursday, ninety minutes per day in a morning or afternoon session for the completion of standards-based core curriculum. Students have opportunities for Friday morning and extended day enrichment and extracurricular activities. In order to maintain a safe school environment, individual student needs determine scheduling on campus or from home.

Fusion Charter operates on a traditional school calendar for 180 days during the regular school year. The minimum state required minutes for independent study will be followed through a combination of work completed on campus and work completed from home using Fusion Chromebooks issued to each student. We have a goal of a minimum 90% attendance rate, which will be achieved by our diligent approach of communicating with students, parents, and administration on a regular basis.

Fusion Charter is student based. Students work independently on their personal learning plan directly under the supervision of a certificated Advisor/Teacher. Paraprofessionals support students as they work to complete the requirements of their personal learning plan. Students attend classroom instruction according to their individual learning plan.

### **4. The Educated Person in the 21<sup>st</sup> Century**

Fusion Charter believes an educated person in the 21<sup>st</sup> Century must be prepared to move from school to career, which requires a minimum of a high school diploma and may require postsecondary education or training at an institution of higher learning.

The following 21st Century Learning Goals are the foundation of Fusion's educational program:

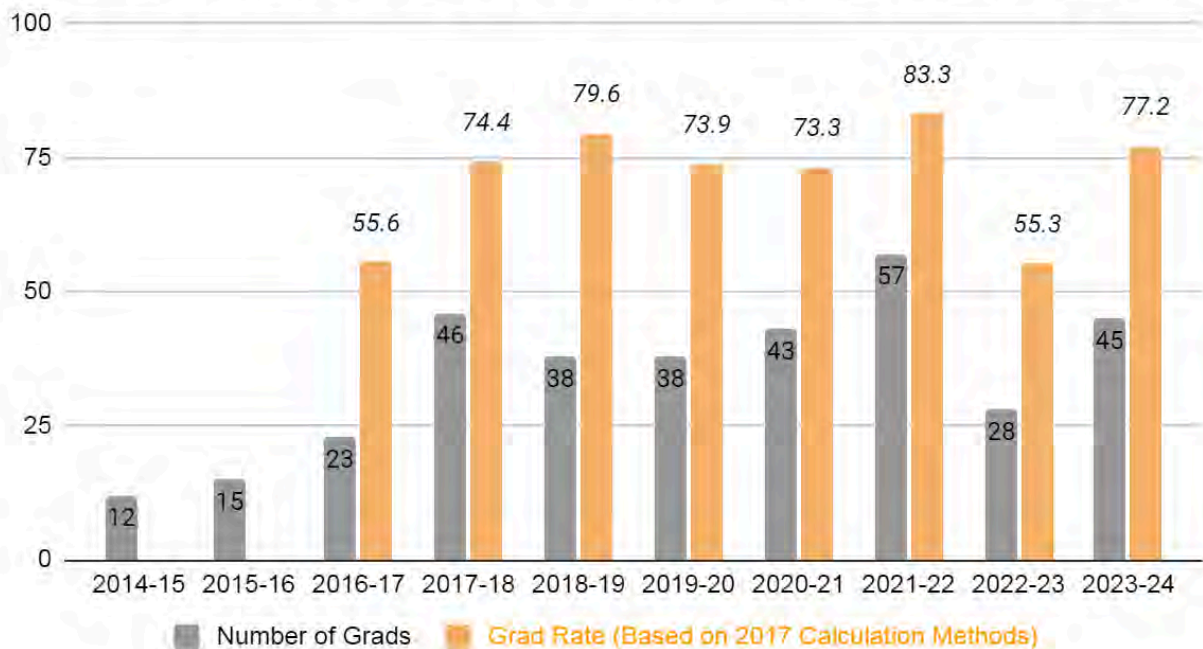
- **Communication Skills:** A focus on the ability to effectively communicate needs emotions, thoughts, and information. Coursework in all curricular areas supports the enhancement of communication skills.
- **Collaboration:** Students learn to work with others to solve problems, develop strategies,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

## 5. How Learning Best Occurs

Learning best occurs in a school that is physically, emotionally, and socially safe for students. Fusion has made an impact in Turlock as a caring alternative 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.

Fusion serves a highly vulnerable demographic, with students often coming to the school after multiple previous interventions to address school failure. 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 Charter offers the opportunity to make new choices in a non-punitive environment, regardless of past experiences. Graduation rates reflect the hope that many of these students find at Fusion.

**Fusion Graduates 2015-2024 with Graduation Rate 2017-2024**



With 370 graduates since 2015, the graduation rate at Fusion continues to climb from below 50% the first two years 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.

**Aspiranet Motto: HOPE FORWARD**

Family support is critical to the success of students at Fusion Charter. Additional support is offered through Aspiranet. Families and students develop pride in student accomplishments in order to build “success momentum” as students move forward into the world of work and the challenges adulthood may bring. Fusion Charter provides both formal and informal channels for recognition of student success in academic, career and character growth.

Fusion Charter believes that integrating core academic subjects and looking at them from more than one perspective will develop the skills necessary for students to succeed. Students are equipped for specific employment opportunities, job training and certificates in such critical life skills as CPR and First Aid. Extracurricular programs utilizing technology in an individualized learning environment and meeting college admission requirements provide a framework for students’ success. A small student to staff ratio is provided for more individualized instruction and support. A relevant curriculum that is applicable to their personal goals is a benefit to provide opportunities for hands-on learning.

#### **a. Curriculum and Instructional Design**

Fusion Charter recognizes that there is no single pedagogical strategy that is best suited for all students. The school’s framework for instructional design to support our target students’ achievement is to create as many personalized learning opportunities as possible and attend to psychosocial issues such as motivation and persistence. The following features of Fusion Charter are designed to create a sense of community, a challenging learning environment, and more time for “real world learning”. The attributes listed below illustrate the school’s design elements and reflect our belief about how learning best occurs.

Fusion Charter combines highly-respected online curriculum with teacher-directed support. Fusion Charter uses [Edmentum](#) curriculum aligned with California State Standards for grades 7-12. Supplementary curriculum, such as [Newsela](#), is continuously evaluated and developed that meets all state and district requirements through the use of direct instruction and online coursework. As students are assessed, courses and remediation are assigned to meet individual student needs. Fusion Charter collaborates with Turlock Unified School District so students have the opportunity for a seamless return to the comprehensive high school as identified in their individualized learning plan.

**Personal Learning Plan:** Each Fusion Charter student develops an individualized learning plan with school personnel and family members. Students identify their goals for completion of the high school curriculum and a career path or college bound plan is selected in each student’s Personal Learning Plan. Parents are informed about the transferability of courses to other high schools as well as the eligibility of the courses to meet college entrance requirements. Specific courses are selected to develop a graduation plan. Students participate in [Talking Circles](#) weekly in order to practice these skills with discussion topics that are meaningful to students.

**Individualized Instruction:** Individualized Instruction through online coursework with a certificated teacher as a coach is best suited for most students at Fusion Charter. Students are able to move as quickly or slowly as necessary to meet their personalized learning needs and

target graduation dates. A minimum of three hours per day for five days a week is allotted for individual online instruction either on campus or at home. Each student is able to complete all coursework required for a standard high school diploma and also may access the online coursework necessary for [University of California a-g admission standards](#).

**Small Group Instruction:** Knowledge is built from experience and process, especially social-based experience. It is through real-life problems posed for student investigation that the 21<sup>st</sup> Century skills of communication, collaboration, creativity, and critical thinking are learned and implemented. Fusion conducts restorative [Talking Circles](#) weekly with all students on campus in order to practice these skills.

**Career Readiness:** College vocational coursework and job-related training and certificates are available to upper-grade Fusion students through local community colleges, federal and state programs. This may include off site internships or on-site training to prepare students for the world of work. A support staff position, Student Support Advocate, interacts with students and the community. Students focus on the application of 21st Century skills in the workplace and the world beyond Fusion Charter.

**College Readiness:** A student may opt for a college-bound Personal Learning Plan. While at Fusion Charter the student meets regularly with the Guidance Counselor to set a plan that would allow attendance at a college or university of their choice. This includes completing the necessary high school prerequisites, identifying an appropriate course of study, locating a college of choice, and completing admission requirements and applications. Fusion Charter faculty and staff support the student in meeting with college personnel for more specific counseling and preparation.

### **b. The Instructional Approach**

To ensure a full and well-rounded curriculum, the new California State Standards (also known as the Common Core) define the skills, knowledge and the abilities students are expected to master. Online curriculum in the core subjects of English Language Arts, mathematics, social science, science, foreign language and fine arts is aligned to the California State Standards in the same manner as the curriculum used by TUSD.

Fusion employs a wide range of pedagogies based on best practices. Instruction will be integrated using methods such as:

### **Core Academic Coursework:**

Fusion Charter is committed to establishing high standards and expectations for all students, including meeting California State Standards, California high school diploma requirements and a-g admissions requirements for UC/CSU for those choosing a college-bound pathway.

Students are expected to demonstrate mastery in the core subject areas: language arts, social sciences, mathematics, science, foreign language and/or fine arts. Students continue to work on units in each of these areas until mastery is achieved as evidenced by test scores and

guided notes completed by the student; failing grades are not issued at Fusion. Fusion Charter online core coursework via Edmentum is University of California approved.

Fusion Charter implements this curriculum using the following instructional Strategies: Direct Instruction, Workshops, Independent Projects, Group Projects, Interviews, Field Studies, Certificate Program, and Individual-one-to-one instructional time. Coursework may also be provided through other sources such as college courses and summer school.

**Nonpunitive Trauma-Responsive and Restorative Practices:**

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. The question that we ask is not "What is wrong with you?" but rather, "What happened to you?" to identify the obstacles to school completion and preparation for life after high school.

This approach led to the introduction of the 2015 [Paper Tigers documentary film](#) to the entire Fusion staff in 2016 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 [Talking Circles](#) on campus. In 2022 Fusion began the planning to serve as a [California Community School](#), to better meet the needs of low income students through community partnerships with an integrated focus on academics, health and social services, youth and community development, and community engagement.

**Social/Emotional Supports:**

Referral services are available to eligible students and families through [Aspiranet](#). Services available may include but are not limited to: Family Resource Center, Counseling, Behavioral Health, Psychiatric Services, and Transitional Services.

Fusion's full-time credentialed counselor addresses all areas of guidance counseling and crisis counseling. Students also benefit from clubs, activities, and daily interactions with one or more Campus Supervisors. The Campus Supervisor maintains a broad view of student progress in all areas including social/emotional growth by directing program opportunities for students to practice new social/emotional skills.

**Technology:**

Students are expected to develop technological proficiency as they complete their coursework via an online curriculum, which includes a technical graduation elective. Fusion Charter provides a Chromebook device which includes internet connectivity for each student who requires access to curriculum off campus.

**Diagnostic Assessment:**

Fusion Charter uses [NWEA](#) online diagnostic assessments to determine initial placement in coursework. Fusion Charter systematically assesses student growth in the following areas: English/Language Arts, Reading, Mathematics, Science, and Social Studies. Students are monitored on attendance and informal observations of social emotional growth.

Qualitative data is collected through career readiness activities to determine progress on 21<sup>st</sup> Century Skills and workplace readiness. This information along with the following measures will provide a complete picture of student achievement: quarterly benchmarks, unit assessments, beginning and end of year assessments, state testing results ([Smarter Balanced](#) and [CAASPP](#)), physical education scores, writing portfolios, student interviews, and teacher/counselor observations and evaluations.

Fusion students take the [NWEA Measures of Academic Progress \(MAP\)](#) test up to three times per year to provide information about individual academic growth and learning needs. Students in Grades 11 and 12 may take other college and career readiness exams such as the [Comprehensive Adult Student Assessment Systems \(CASAS\)](#) and [Armed Services Vocational Aptitude Battery \(ASVAB\)](#).

This comprehensive information allows for data-driven decision making in areas of curriculum, instructional strategies, and individual support for students. Targeted instruction is provided to students at their level to address student needs. Skills needed to master grade level content are the focus of intervention. Intervention is provided during the school day. Students' flexible schedule allows participation in interventions multiple times during a school week. Services are provided by general education teachers, special education teachers, counselors, and administrators. Teachers review with students and parents the results of assessments and progress on the Individualized Learning Plan through an online gradebook which is continuously available to parents and guardians, email, phone call and appointments as needed throughout the year.

**c. Plan for Students Who are Low Academic Achievers**

Academically-low-achieving students are identified through multi-faceted summative and formative assessments, teacher observation, parent input and performance on standardized assessments. A diagnostic assessment coordinated with our online curriculum is used for class placement and identification of intervention needs. For students who are making insufficient academic progress, an intervention plan will be developed that involves the student, the parents, the teacher and the counselor.

Students receive assistance through participation in the following activities:

- Paraprofessionals to provide individualized assistance
- Parent workshops to support home-school activities and communication
- One-to-one Chromebooks and internet access in all classrooms and at home
- Small group and individualized instruction
- Behavioral and Academic Student Study Teams
- Supplementary materials aligned with core programs



**d. Plan for Students Who Are High Academically Achieving**

Academically-high-achieving students are identified through multi-faceted summative and formative assessments, teacher observation, parent input and performance on standardized assessment. These students can fulfill advanced or additional course requirements through concurrent college enrollment or through approved online coursework. Students are required to meet with their teacher or counselor on a regular basis to review and discuss progress.

In addition to selecting online secondary curriculum at an Advanced Placement or Honors level, as designated by the University of California, Fusion students may request dual enrollment approval to take online or site-based courses at a local community college, such as [Modesto Junior College \(MJC\)](#) or [Merced College \(MCCD\)](#). According to California *Education Code (EC)* Section 48800, advanced students, upon recommendation from their principal and with parental consent, may attend a California community college as a special part-time student. A Fusion student may enroll in one or more courses, including online courses, earning both high school and college credit concurrently. A Fusion student must meet all eligibility requirements as outlined on the college permission form, such as the MJC Special Part-Time Petition for Advanced Admission or the MCCD Permit for Special K-12 Students. The decision to grant advanced permission to a Fusion student is at the principal's discretion, based on consideration of academic readiness, work habits and maturity.

**e. Plan for English Learners**

Fusion Charter first identifies English Learner (EL) students by accessing and reviewing current EL status of students from the cumulative record from previous schools, including [Long Term English Learner \(LTEL\)](#) status for students who have attended English-language schools for six or more years without redesignation as fluent in English, beginning in 2024.

Students who may require EL assistance are assessed to determine EL status and level of proficiency. Students identified as English Learners will receive instruction by CLAD certified teachers in all classes. The student's Individualized Learning Plan will outline the specific strategies developed to help the student to become proficient in English and support the student while learning the course curriculum. Bilingual tutors will be provided when ten or more students of the same language require EL assistance.

In order to redesignate EL students to fluent status, Fusion follows these locally-determined procedures for reclassification as Fluent English Proficient (FEP) based on:

1. Individual Annual English Language Proficiency Assessments for California (ELPAC) Score Report--Level 4 Needed
2. Local Requirement of Basic Skills--Scores on standardized tests administered at Fusion such as the CAASPP ELA ("Nearly Met" Status), CASAS (Adult Secondary/Proficiency) or NWEA Map tests (Reading at or above the 21st Percentile)
3. Teacher Input (includes completion of current and previous grade level credits in English coursework and passing grades in the most recent semester English course)
4. Parent Input and Signed Agreement for Reclassification

Progress of students with FEP status will be monitored and reviewed each year to ensure continued academic success.

**f. Plan for Special Education: Description of How the Program will Address the Needs of Special Needs Populations**

Fusion shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA).

Fusion shall be categorized as a “public school” within Stanislaus County in conformity with Education Code Section 47641(b). Fusion shall comply with a Memorandum of Understanding (MOU) related to the delineation of duties between TUSD and Fusion.

Fusion shall comply with all state and federal laws related to the provision of special education instruction and related services and all [SELPA](#) policies and procedures.

Fusion Charter provides special education services appropriate to the unique needs of individuals with disabilities. Special education students may participate in a non-classroom-based independent study program such as Fusion Charter if independent study is specified as an instructional method in their IEP [ See Ed Code Section 51745(c)]. It is the school’s educational intent that each student will have the opportunity to succeed academically at his or her level and to demonstrate successful, personal, vocational, and social interaction during his or her time at Fusion Charter.

**It is the school’s intention to:**

1. Provide assurances that all eligible individuals with disabilities shall have access to appropriate special education programs and services.
2. Provide assurances of its knowledge and understanding of applicable special education laws.
3. Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment.
4. Utilize all SELPA forms.
5. Follow all SELPA procedures.

**Fusion Charter’s philosophy is based on the following:**

1. The range of human diversity is embraced and the rights of all to equality and success are guaranteed.
2. All disabled students will be included in general education to the maximum extent possible and will receive the same quality service based on their individually assessed needs.
3. Each individual will have options and be taught and prepared to make choices.
4. All services delivered to all individuals will be based upon the best research possible.
5. State laws and compassion for special individuals will be the basis for our decisions, programs, and actions.



## 6. Serving High School Students

As a WASC accredited school, Fusion Charter will provide parents of students in Grades 9-12 with a course catalog that describes the transferability of courses to other public high schools and the eligibility of courses to meet UC-CSU entrance requirements. Courses that meet University of California and California State University a-g entrance requirements will be listed in the [Parent/Student Handbook](#) and on the school website [www.fusioncharter.org](http://www.fusioncharter.org). Both the a-g list and transferability of classes will be updated on an annual basis.

Typically, a minimum of 200 units is required to receive a Fusion High School Diploma. Fusion Charter waives the total of 200 credits for high school graduation for students eligible for legally-mandated reduced graduation requirements of 130 credits for youth in foster care (AB 167), the juvenile justice system (AB 216), students experiencing homelessness (AB 1806) after Grade 10, migrant and equitable and inclusive AB 2251 exemptions based on individual situations to ensure that students are not unfairly penalized due to factors beyond their control, such as physical or mental illness. These students, with parental permission if under 18, may opt to graduate with only 130 “core” credits. The English course requirement is reduced from 40 to 30 credits and all 60 elective credits are waived.

If a student has chosen the CSU/UC college track, their individualized learning plan will include all appropriate coursework:

• English	40 credits
• Mathematics (Algebra I or Integrated Math I)	20 credits
• Science (Biological and Physical)	20 credits
• Social Studies (World History, U.S. History, Government/Economics)	30 credits
• Visual/Performing Arts OR Foreign Language OR Career Technical	10 credits
• Physical Education	20 credits
• Technology	5 credits
• Health	5 credits
• Electives and/or additional UC requirements	50 credits

A state-certified high school diploma will be issued to all students who meet Fusion’s graduation requirements. The special needs of some students may make the certificate program an appropriate alternative to a high school diploma for those students. When indicated on an IEP, a certificate of completion will be awarded.



## **B. MEASURABLE PUPIL OUTCOMES (Education Code 47605(b)(5)(B))**

### **Local Control Accountability Plan (LCAP)**

The educational program at Fusion aligns with state and local priorities for pupil achievement.

Fusion shall develop annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served, or the nature of the program operated by Fusion and specific annual actions to achieve those goals.

In consultation with parents, students, faculty, staff and community members, Fusion shall identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. The priorities, goals and action will be presented annually to the public, TUSD, and the state by means of Fusion's Local Control Accountability Plan (LCAP).

### **The state priorities applicable to Fusion are as follows:**

(1) The degree to which Fusion teachers are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to former Section 60811.3, as that section read on June 30, 2013, or Section 60811.4, for purposes of gaining academic content knowledge and English language proficiency.

(3) Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

(4) Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The California School Dashboard, which in 2017 replaced the Academic Performance Index (API), as described in Section 52052.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

- (D) The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC or any subsequent assessment of English proficiency, as certified by the state board.
  - (E) The English learner reclassification rate.
  - (F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
  - (G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.
- (5) Pupil engagement, as measured by all of the following, as applicable:
- (A) School attendance rates.
  - (B) Chronic absenteeism rates.
  - (C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.
  - (D) High school dropout rates.
  - (E) High school graduation rates.
- (6) School climate, as measured by all of the following, as applicable:
- (A) Pupil suspension rates.
  - (B) Pupil expulsion rates.
  - (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
- (7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.
- (8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

**The local priorities applicable to Fusion are as follows:**

Fusion Charter seeks to graduate students who possess the academic skills and personal habits desired of 21<sup>st</sup> Century learners. Pupil outcomes will be assessed for both achievement and engagement with respect to the following measurable pupil outcomes:

**Goal 1: Life Readiness for Career/College and Community**—Students will enter into higher education or a career path of their choice after graduation from Fusion Charter.

**Measurable Outcomes:**

Students finishing their program at Fusion Charter will enter a career path or an institution of higher learning at a rate of 75% as measured by student data tracking through follow-up surveys. The percentage will increase by 2% a year. College completion rates and at least five-year longevity in a job will begin to be collected in the year 2025 for those who have graduated from Fusion over the past ten years.

**Goal 2: Independent Practical Problem Solvers**—Students will master the rigorous academic content of the California State Content Standards in Reading, Language Arts, Math, Social Science, and Science and apply their knowledge and skills to practical real-life needs.

**Measurable Outcomes:**

Students earning a standard diploma will increase each year by 2%. This will include the completion of all graduation requirements. Student proficiency rates on the California Smarter Balanced test or alternate assessment will increase by 2% each year as indicated by students who move out of the “Below Standard” designation.

**Goal 3: Focused on Reaching Personal and Academic Goals**—Students will demonstrate personal responsibility, caring, and leadership.

**Measurable Outcomes:**

Students will evaluate themselves on self-responsibility, caring, and leadership. Students will monitor progress yearly on their individualized learning plan. The number of students suspended or expelled will decrease by 1% each year or maintain at a zero level. Student attendance, based on work completion, will be 90% or higher. The number of students engaged in leadership roles, including community service, will increase by 2% each year.

**Goal 4: Effective Writers and Confident Speakers**—Students will communicate clearly in writing and in graphics, demonstrate the use of technology, critical thinking, creativity, and evidence of collaboration.

**Measurable Outcomes:**

Students will regularly measure progress by the use of rubrics developed for individual college/career portfolios. Self assessment and teacher assessment data will be collected along with writing samples at least once per semester.

The achievement of these outcomes will be the result of a rigorous and relevant curriculum aligned with the California Content and Common Core Standards. Successful achievement of these outcomes will be determined through multiple measures including: teacher evaluations, student exhibitions, and regular local benchmark testing. In addition, Fusion Charter will administer all prescribed state assessments to meet established state performance standards.



# FUSION GOaLS

## Graduation Outcomes and Life Skills

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

Revised by the Fusion Charter School Site Council, 2017-2018, 2020-2021  
Presented to the Aspiranet Board of Directors, November 16, 2018; February 2021  
Adopted by the Fusion Charter School Site Council, December 7, 2018; February 2021

Fusion teachers maintain a welcoming and positive classroom environment and behavior system and implement the identified curriculum in student individualized learning plans.

Fusion staff members document student attendance and behavior incidents and wellness information in the [AERIES Student Information System](#) (SIS). Referrals are made for students who need additional academic or social/emotional intervention, with parent contact when a team approach is needed to support the student.

### **C. METHOD TO ASSESS PUPIL PROGRESS TOWARD OUTCOMES (Education Code 47605(b)(5)(C))**

Fusion has [Dashboard Alternative School Status \(DASS\)](#). California law requires governing boards of all schools voluntarily participating in DASS to periodically recertify their high-risk student enrollments. As of the most recent DASS recertification in 2023, Fusion continues to be in this category, with an unduplicated pupil count of at least 70 percent of enrollment (upon first entry to the school) made up of high-risk groups:

- Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
- Suspended (*EC* Section 48925[d]) more than 10 days in a school year
- Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (*WIC* Section 300 or 654)
- Pregnant and/or Parenting
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on *EC* Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (*EC* Section 42238.01[b])
- [Homeless Youth \(McKinney-Vento Act\)](#) (42 U.S.C. § 11431-11435)

## State Required Methods to Assess Student Outcomes

Fusion affirms that its methods for measuring pupil outcomes for State Priorities, as described in Element B of this charter, shall be consistent with the way information is reported on a [School Accountability Report Card \(SARC\)](#) as required by Education Code Section 47605(b)(5)(C).

1. Pupil achievement will be measured by multiple methods, including, but not limited to, the following indicators:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The [California School Dashboard](#) as described in Section 52052 (d).

Fusion Charter conducts pupil assessments as required pursuant to Education Code 60605 and other statewide standards or pupil assessments required for pupils in DASS public charter schools as applicable. The Dashboard contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement.

California Education Code (EC) Section 52052(d) requires: *The Superintendent, with the approval of the State Board of Education, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, . . . and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools . . .*

Fusion will demonstrate the capacity to meet alternative statewide accountability measures and continuously improve performance as indicated by local indicators.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or clusters of courses that satisfy the requirements of subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692, and align with state board-approved career technical education standards and frameworks.

(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the [English Language Proficiency Assessments for California \(ELPAC\)](#), which replaced the California English Language Development Test (CELDT) in 2018, or any subsequent assessment of English proficiency, as certified by the state board.

(E) The English learner reclassification rate.

(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. For Fusion, this percentage is expanded to include students who have completed transfer-level college courses with a grade of C- or higher.

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness. For Fusion, this percentage is expanded to include students who have completed alternate standardized measures of college preparedness, including the MJC placement tests in English, Reading and Mathematics.

2. Pupil engagement will be measured by school attendance rates, chronic absenteeism rates, high school dropout rates, and high school graduation rates. Pupil engagement will also be measured by voluntary participation in Fusion extracurricular activities.

3. School climate will be measured by pupil suspension and expulsion rates, and by other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

### **Local Methods to Measure Student Outcomes**

Fusion will measure student outcomes in varied ways, including, but not limited to, the following:

- time on task, as appropriate to the student's individual plan;
- authentic demonstration of skills/knowledge;
- performance-based assessments;
- parent/teacher observation;
- project completion;
- use of tutorials;
- participation in and adherence to individual contracts;
- curriculum unit testing;
- individual portfolios (work samples);
- use of numerous resources available;
- results of parent conferences;
- group discussions and analysis;
- school performance criteria;
- nationally-normed standardized achievement testing; and
- the use of rubrics and self-reflection.

Additionally, Fusion Charter monitors ongoing student progress in each of the core academic skill areas by a combination of ongoing assessments (demonstrating real-life competency) and standardized testing. We will collaborate with the granting district, Stanislaus County Office of Education, and Smarter Balanced to assist with the design and implementation of the various assessments. These assessments will be aligned to our core curriculum and California Content and Smarter Balanced Standards and will include but not be limited to the following:



<b>Measurable Outcomes</b>	<b>Method of Measurement</b>
Meet Dashboard Performance Targets for DASS schools	California Dashboard Report
Students to meet the state average in the Healthy Fitness Zone (HFZ) in all six physical fitness areas	California Fitness Test Results
EL students to improve in proficiency level each school year, ultimately reaching FEP status.	ELPAC results
Advanced Placement test scores, where appropriate, target an increasing % of students who take an AP test and score a 3 or above. (0 in 2014-2024)	Advance Placement Test scores
Percent of students that demonstrate mastery of the California Content Standards will increase by 2% at each grade level every year.	<ul style="list-style-type: none"> <li>•California Standards Test results</li> <li>•School level standardized testing</li> <li>•Teacher testing and student exhibitions</li> </ul>
Increasing % of students whose personal learning plan selects a UC/CSU path who will meet UC or CSU requirements by graduation (0 in 2014-2024)	<ul style="list-style-type: none"> <li>•Required courses completed</li> <li>•GPA</li> <li>•ACT and SAT scores</li> </ul>
Increasing % of students who meet goals on their personal learning plans (Not evaluated in 2014-2024)	<ul style="list-style-type: none"> <li>•Individual Learning Plan Evaluation</li> <li>•Student portfolios</li> </ul>
% of students who enter Fusion below grade level in Language Arts, Reading, and/or Mathematics who increase achievement levels to an 80% mastery of grade level content (Not evaluated in 2014-2024)	<ul style="list-style-type: none"> <li>•California Standards Tests</li> <li>•NWEA MAP Growth Scores in Reading and Math</li> <li>•Local Edmentum unit and course tests</li> </ul>
Increasing % of students concurrently enrolled in a course at a postsecondary school who pass the course with a “C-” or higher grade. (0 in 2024)	Grade reporting from postsecondary program or school
Increasing % of graduating students who enroll in a postsecondary school or successfully utilize skills learned in their personal learning plan during the year following graduation. (Not evaluated in 2024)	Graduate Follow-up Study Report
95% overall satisfaction rating of Fusion and its staff by students and their parents (Consistently met 2019-2024)	Fusion Charter Satisfaction Survey
90% Average Daily Attendance rate goal. (Below 80% in 2014-2023, above 80% in 2024)	P1, P2 and year end attendance report

### **Plan to Collect, Analyze, and Report Student/School Performance**

Each year Fusion Charter designates an assessment coordinator to facilitate ordering and implementation of all state-required testing. The coordinator will meet all student achievement reporting requirements. Fusion will assign oversight of all testing to the Principal or designee.

Fusion Charter students will be evaluated yearly in each of the core academic areas. All students in grades 7-11 will be assessed at least two times a year in language arts, reading, and mathematics utilizing the online curriculum pre and post assessments or similar testing instruments, as well as the yearly California Standards Tests. All student information will be collected, stored and reported using AERIES Student Information System, an approved attendance and student data system.—Academic progress is recorded each quarter with letter

grades. Credit is granted at the semester on the student's transcript. These reports will be shared with parents via mail and at parent conferences. Student state testing results will be mailed or given to parents at parent conferences and a copy will be kept in student files. Assessments will be used to develop individualized learning plans and provide appropriate instruction.

Fusion Charter intends to combine the testing data of students and the results of the survey data to report to the granting district, the Turlock Unified School District, staff, parents and students.

## **D. SCHOOL GOVERNANCE (Education Code 47605(b)(5)(D))**

### **1. The Status of the Charter as a Non-profit Public Benefit Corporation**

Fusion Charter is an independent charter school governed by [Aspiranet](#), a California not-for-profit corporation, in accordance with Education Code 47605(b)(5)(D). The Aspiranet Board of Directors reside throughout the State of California and meet on a quarterly basis to provide governance, program oversight and fiscal review. In addition to quarterly meetings, the Aspiranet Board of Directors meets annually to review and approve the [Fusion Local Control Accountability Plan \(LCAP\)](#) and the Aspiranet annual operating budget and conduct an annual audit and performance review. The Aspiranet Board of Directors delegates the responsibility of day-to-day operation and performance to the Chief Executive Officer who is also a member of the Board of Directors.

Fusion's daily management is provided by the Principal and on-site administrative team. Aspiranet will provide senior divisional oversight of the Fusion Principal from its offices in Turlock and will rely on the advice and recommendations of the Local Advisory Board to provide community input. As part of its governance of Fusion Charter, Aspiranet will control all aspects of the school and will delegate appropriate responsibilities in order to meet the requirements of the charter. Aspiranet, with input from the Local Advisory Board, will endeavor to ensure the school adheres to the Fusion Charter concepts and philosophy and complies with generally accepted managerial, operational and fiscal policies and practices. Aspiranet determines the hiring and termination of the school's Division Director and Principal and regularly reviews Fusion's performance data. Regular meetings regarding Fusion Charter will include representation from the school administration, certificated and classified staff, parents, and community partners when appropriate.

### **2. Fusion Charter's Local Advisory Board**

The Local Community Schools Advisory Board will consist of up to 10 members who have pledged their support to the Fusion Charter model's philosophy. One of the members will be a parent from Fusion Charter. Members of the Local Advisory Board will be part of the Turlock community and contribute expertise and advice to the school administration to make Fusion Charter a successful educational entity. Although the Local Advisory Board's decisions are not binding, the Local Advisory Board represents the eyes and ears of the community and is therefore essential to the success of the school. This Local Advisory Board will help the school administration with major tasks such as mentor recruitment and development, student recruitment, access to concurrent college courses, fundraising, student scholarships, advertising, and problem solving. The Local Advisory Board will meet a minimum of six times per year. The

Local Advisory Board may develop ad hoc sub-committees to help complete its work. The Fusion administration will attend all Local Advisory Board meetings. The Local Advisory Board will have a charter approved and held solely by the Aspiranet Board of Directors.

### **3. Method of Conducting Meetings**

All meetings of the Aspiranet Board of Directors and Local Advisory Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq, and Robert's Rules of Order.

### **4. Parental Involvement**

Parent choice is the cornerstone of Fusion Charter. Opportunities for parent involvement include:

- In-depth Intake Orientation–Each newly enrolling parent and student participate in an individualized [Orientation Talking Circle](#) with an administrator and support staff member as part of the enrollment process.
- Personalized Learning Plan – Parents, students and teacher/advisors meet at the beginning of each school year to sign the annual [independent study master agreement](#), plan and assess each student’s learning progress and determine goals. The student and teacher check in weekly to monitor progress and inform the parent of concerns and celebrations of success.
- Parents receive quarterly written reports in their home language and are encouraged to follow up with meetings with the teacher.
- Parents of students with disabilities are active participants in the IEP process and must justify why Fusion Charter is the most appropriate setting for their student to achieve their IEP goals.
- Parents of students with chronic absences are included in mandatory meetings to identify obstacles to school attendance and collaborate on solutions for improvement.
- Parents and family members are invited via letter and [ParentSquare](#) phone/text messages to attend graduation and recognition events for students with good attendance and good grades.
- Parents are encouraged to attend Turlock Rotary meetings in recognition of “Students of the Month” and Fusion career-oriented “Lunch and Learn” programs.
- School and staff evaluations – Parents respond to phone surveys at least once each year evaluating the strengths and weaknesses they identify within the program at the school. Fusion parents consistently respond with a 95% or higher satisfaction rating.
- Parents are invited to participate in needs assessment processes for various programs such as Community Schools, Dual Enrollment and Career Technical Education planning.
- Volunteer opportunities at the school – Various opportunities will arise for parents to volunteer at Fusion. For example, parents may assist in planning for events such as Back to School Night, the community Fall Festival, [National School Choice Week](#), [Love Turlock Day](#) and other ongoing garden projects, and serve on parent committees for LCAP and WASC.
- Fundraising – Parents and community members may work with Fusion to raise resources to support students and school programs, such as [Aspiranet Holiday Gift Drive](#) for all students.
- Advocacy – Parents and community members communicate the school design and outcomes to the public, educators, policy makers and advocate for necessary policies and resources.
- Parent representation on the Local Advisory Board – One parent, elected by parents, will be a member of the Local Advisory Board. In addition, each parent will be encouraged to attend at least one Local Advisory Board meeting per year.

### Local Control Accountability Plan (LCAP)

The charter school shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan. (Education Code 47606.5 e)

### School Site Council (SSC)

Fusion Charter encourages all groups to participate in and take responsibility for the educational process and educational results of students. Fusion is built around the philosophy that instructional staff and parents should have a substantial impact on the structure, procedures, and direction of the school. To this end, Fusion will establish a School Site Council (SSC), which will primarily be responsible for providing input and decision making for [federal Title I funds](#) disbursed to Fusion to improve outcomes for low-income students. Their secondary role is to provide input on school safety and curriculum.

The SSC consists of 12 voting members and other participants who contribute to the discussion, following Greene Act Requirements (*EC*) Section 35147.

1. Meetings must be open to the public. The public may address the council.
2. Meeting notice must be posted 72 hours in advance and must specify date, time and place. (The notice is also placed on the school website at [www.fusioncharter.org](http://www.fusioncharter.org))
3. Council action limited by the posted agenda.
4. Questions or information need not be on the agenda.
5. Violations require the item to be reconsidered at the next meeting after public input.
6. Any materials provided to the council must be available to the public.



The SSC teacher and parent representatives are elected by the Fusion community. Specifically, Fusion faculty and staff vote on faculty and staff members, students vote for students and the Fusion parent community votes for parent members.

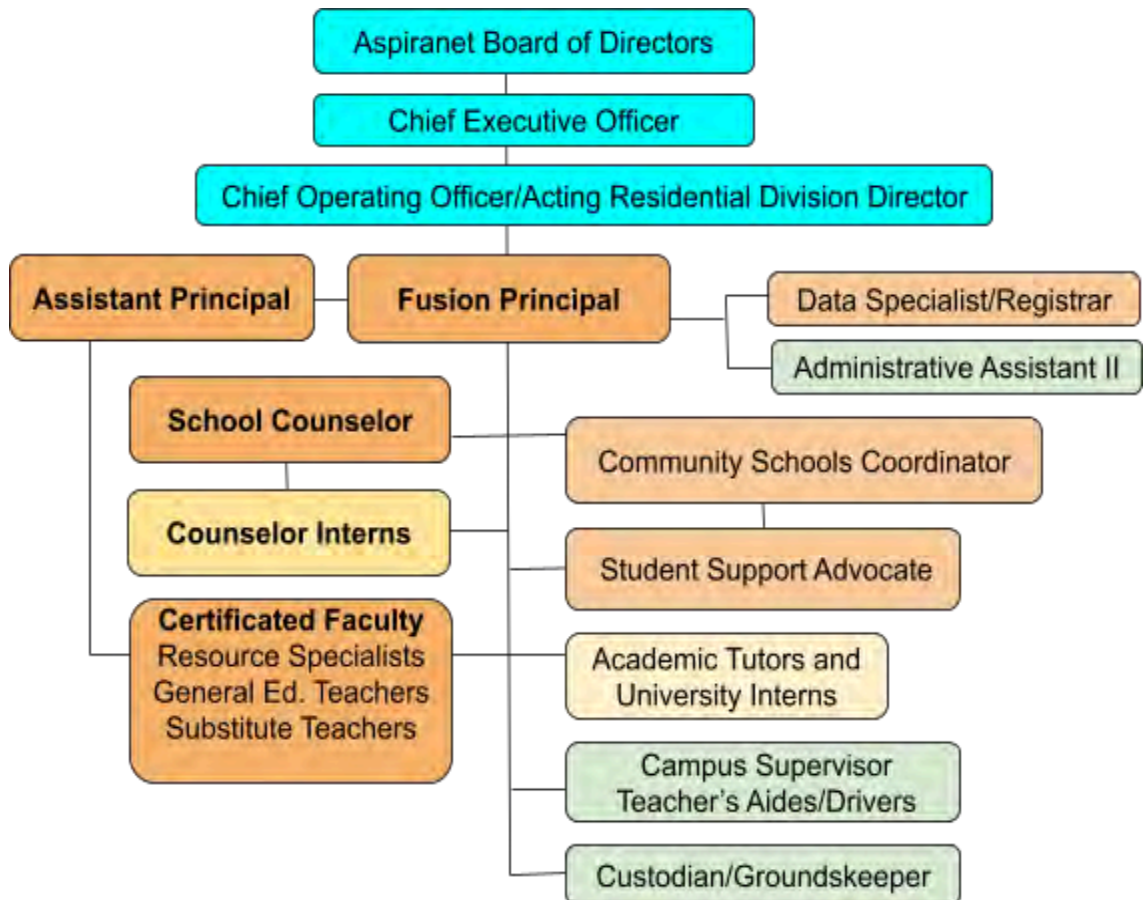
The Fusion Principal is responsible for communicating School Site Council input to the Aspiranet Board of Directors.

## E. EMPLOYEE QUALIFICATIONS (Education Code 47605(b)(5)(E))

Fusion Charter reflects Aspiranet's high standards for employees, contractors, interns and volunteers. These standards will be reflected in the school's hiring practices, evaluation methods, supervisory procedures, communication systems and protocols, and professional development. Fusion is operated under the [Aspiranet Residential Division](#) and [Aspiranet Corporate Headquarters](#) for governance, human resources, accounting and fiscal control. The Fusion principal reports to the Residential Division Director and/or Chief Operating Officer and is accountable to the CEO and the Board of Directors for Fusion policies and progress.

All legal qualifications shall be met regarding teaching credentials, staff, and paraprofessionals. This includes all legal notifications regarding teacher qualifications as required by ESSA. Teachers shall hold appropriate California teaching certificates, permits, and/or other documents issued by the Commission on Teacher Credentialing, in compliance with Ed Code Section 47605(1). The number of certificated General Education Teachers will reflect no more than a 25:1 ADA to FTE teacher ratio. Certificated Education Specialists will carry a caseload of no more than 28:1 students with IEPs to FTE teacher.

On-site staff needed to implement the Fusion Charter academic and social/emotional program include the following, with staff members added as necessary to keep up with program growth. Fusion and Aspiranet are planning to add a Wellness Coach after 2025 Charter Renewal.



## **F. HEALTH AND SAFETY PROCEDURES (Education Code 47605(b)(5)(E))**

Fusion Charter will provide and maintain a safe learning environment for all pupils and employees. All staff will be First Aid and CPR certified. Regulation medical First Aid kits will be stored in appropriate places. Criminal record clearance will be required for all Fusion Charter employees. The school's policies for charter employees will comply with Section 44237 of the Educational Code referencing criminal record summaries.

Fusion Charter has adopted and implemented a comprehensive set of health, safety, and risk management policies in the [Parent/Student and Faculty/Staff Handbook](#). These policies will be developed in consultation with the school's insurance carriers and at the minimum will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations and staff provide TB testing documentation to the extent required for enrollment and employment in non-charter schools.
- Policies and procedures for response to natural disasters and emergencies including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training as well as mandated reporting guidelines or its equivalent.
- Policies related to administration of prescription drugs and other medicines.
- A policy establishing that Fusion Charter will be housed in facilities that have received state Fire Marshal approval.
- A policy establishing that the school site functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee and volunteer who work directly with students of the charter School meet the California State Board of Education and any other state of California safety requirements, including background checks and fingerprinting in a method approved by the state as required by Education Code Section 44237.

### **(A) Procedures for Background Checks**

Employees and contractors of Fusion will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Employees must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of Fusion, along with the Aspiranet Human Resources Department, shall monitor compliance with this policy and report to Fusion Advisory Board on a quarterly basis. Aspiranet shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.



(B) Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by Aspiranet

(C) TB Testing

Employees will be tested for tuberculosis prior to commencing employment as required by Education Code Section 49406.

(D) Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations sections 6000-6075.

(E) Medication in School

Fusion will adhere to Ed. Code Section 49423 regarding administration of medication in school.

(F) Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, et seq., as applicable to the grade levels served by Fusion.

(G) Emergency Preparedness

Fusion shall adopt, utilize, and follow Aspiranet's Comprehensive District Safety Plan, Emergency Operations Plan, and Emergency Response Procedures.

(H) Blood borne Pathogens

Fusion shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Fusion Advisory Board shall adopt Aspiranet's written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

(I) Drug Free/Alcohol Free/Smoke Free Environment

Fusion shall function as a drug, alcohol and tobacco free workplace.

(J) Facility Safety

Fusion shall be located at 441 W. Linwood Avenue, Turlock, California. Fusion shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. Fusion agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Fusion shall conduct fire drills as required under Education Code Section 32001.

**(K) Comprehensive Sexual Harassment Policies and Procedures**

Fusion is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Fusion will adopt a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Fusion (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Fusion's sexual harassment policy.

These policies will be incorporated as appropriate into Fusion Charter's [Student/Parent and Staff Handbooks](#) and will be reviewed on an ongoing basis in the school's staff development efforts and Board of Directors policies.

Fusion Charter will be in compliance with Education Code 47605 (b)(6) in accordance with health related issues.

- Immunization and Health Records will be required as a condition of enrollment.
- Health care will be available to all full-time employees of Fusion Charter. All staff will be examined for Tuberculosis as required in the Education Code 49406. All employees will be required to report any suspected child abuse of any student as required by law.

**G. MEANS TO ACHIEVE A REFLECTIVE RACIAL AND ETHNIC BALANCE  
(Education Code 47605(b)(5)(G))**

Fusion Charter has a strong commitment to assure ethnic diversity to the community it serves. Fusion Charter will be centrally located to give the students easy access to the facility. Fusion will not discriminate against any student on the basis of ethnicity, national origin, religion, sexual orientation, gender or disability. The overall racial and ethnic balance among student enrollment will, as much as possible, be reflective of the general population residing within the territorial jurisdiction of the granting agency as set forth in the Annual Report of the District Research Department or other District-approved reports.

Fusion Charter will rigorously enforce all Federal, State and [Aspiranet](#) agency guidelines regarding non-discrimination of students, faculty, and staff. The school expects to have ethnic diversity in the student and faculty population.

Fusion will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies include the following:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the district.



## H. ADMISSION REQUIREMENTS (Education Code 47605(b)(5)(H))

Fusion will be 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, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Fusion shall comply with all applicable legally required minimum and maximum age requirements.

All students who wish to attend Fusion shall be admitted, subject to capacity. Admission to Fusion shall not be determined by the place of residence of the student or his or her parent in the state, except as provided in Education Code Sections 47605(d)(2) and 51747.3.

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. In the case of a public random drawing, the following will be given preference for admission to 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 placed on a wait list, in order in which they are drawn. Foster Youth and Homeless Youth protected by the [McKinney-Vento Act](#) will receive priority placement on wait lists, due to the legal requirement for immediate enrollment as space becomes available.

Students that have been expelled for offenses listed in Education Code Section 48900(a) or (c) that seek admission to the charter school will be subject to the rules and conditions set forth in Fusion's Admission Policy.



Admission to Fusion Charter, a free public charter high school, shall be open to any student in Stanislaus and contiguous counties. Fusion Charter will serve students primarily from the culturally diverse population of families that currently reside within the boundaries of the Turlock Unified School District. Our student population will be made up of at-risk, high achieving, special education, EL, or academically average students.

Enrollment in Fusion Charter shall be on a voluntary basis. Students who opt not to attend Fusion Charter may attend their home district school or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of their district or country of residence. Fusion Charter identifies the following admission policies and procedures:

1. Students will be considered for admission without regard to ethnicity, national origin, gender, disability, achievement level, or any other prohibited classification. All prospective students will be required to fill out and submit an [Interest Application](#) and complete a Student Application Packet to submit for admission into the school.
2. Students who submit the completed application packet will attend an individual enrollment orientation with Fusion staff.
3. Admission to Fusion shall not be determined according to the student's place of residence or that of his or her parents or guardian, provided it is within the state of California. Any student residing in Stanislaus County, California or contiguous counties has a legal right to attend.
4. If the number of students applying to attend Fusion exceeds the school's capacity, a public, random lottery will be held.

### **1. Public Random Drawing**

All students who wish to attend Fusion Charter shall be enrolled only to the capacity of two hundred-fifty students. The school shall hold an open application period starting February 1 and concluding June 1. If the school receives more applicants than available spaces, all parents and students will be notified by mail that a single public random drawing will be conducted in accordance with state and federal law. If the school does not receive enough applicants to fill vacant spaces, open enrollment will continue until all spaces are filled.

Student applications will be drawn in the public random drawing until all classes are filled and then will continue to be drawn randomly to create a waiting list to be used to fill spaces that may arise during the current school year. Upon notification of selection, parents and students will have five working days from the day of receipt of the offer of admission to submit a written confirmation of acceptance.

## **I. FINANCIAL (AND PROGRAMMATIC) AUDIT (Education Code 47605(b)(5)(I))**

An annual fiscal audit required under state law will be conducted by an auditor with experience in educational finance and attendance accounting. The auditor will use generally accepted accounting principles. Aspiranet conducts a consolidated annual audit of all program services provided. The audit of Fusion Charter will be conducted in accordance with Education Code 47605(b)(5)(I). Aspiranet's Board of Directors has an established Audit Committee that provides oversight of the selection and supervision of the audit firm and the conducting of the independent audit. Aspiranet retains the services of an independent auditor to complete annual audits of all of our programs.

Results of the independent audit will be shared with the granting district and any other entities, such as the State Board of Education, County Office of Education, California Department of Education, or any other agency as directed by law by December 15th of each year. Aspiranet will resolve audit exceptions and deficiencies in a timely fashion.

### **1. Resolutions of Audit Exceptions and Differences**

Fusion Charter's Advisory Board and management group in cooperation with the audit committee will review any audit exceptions or differences and report to the monitoring agency's board of education with recommendations on how to resolve them. Fusion Charter will report to the California State Board of Education, Turlock School District, and monitoring agency's board of education regarding how the exceptions or differences have been or will be resolved.

### **2. Programmatic Audit Report Financial Audit**

Aspiranet assures fiscal accountability for revenue and expenses provided by its funders through the oversight and work product of its Finance and Accounting Department. Aspiranet's commitment to fiscal accountability assures that all revenues are received on time, posted, and matched with the financial records of our clients and are monitored for accuracy. Various financial deadlines are met by established internal procedures based upon accepted accounting principles to maintain and monitor fiscal review and control. Aspiranet maintains a defined set of policies and procedures as detailed in its Agency Accounting Manual. Aspiranet utilizes a fund-based accounting system that accounts for and tracks all transactions and balances and fund equity in pooled assets for each funding source and contract. The fiscal activities and methodology for maintaining the internal controls are audited annually for conformance to Accounting Board Standards as well as OMB Circulars A-122 and A-133.

Aspiranet uses a fund-based accounting system that accounts for and tracks all transactions, balances, and fund equity in pooled assets for each funding source and contract. The fiscal activities and methodology for maintaining the internal controls are audited annually for conformance to Accounting Board Standards and 2CFR Part 200 Subpart E Cost Principles. Aspiranet's Accounting Department receives and disperses more than \$6 million in revenues and expenses and issues more than 5,000 payments to clients, foster parents, vendors, and

contractors each month. The department also accounts for the Agency's inventory and coordinates the bi-monthly payroll to nearly 900 employees. Aspiranet has the fiscal expertise, stability, and experience to fully deliver the fiscal oversight to Fusion Charter. The agency has an annual audit that is reviewed and accepted by the Board of Directors. Any exceptions or deficiencies that are raised by the auditors require a response and an implementation schedule from management that the Board monitors for completion.



### **Program Audit**

Fusion Charter will comply with state educational program reporting requirements and provide an annual performance report. This report will, at a minimum, include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques listed in Methods of Assessment.
- An analysis of whether student performance is meeting the school's goals. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school's Advisory Board during the year.
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.



- Information demonstrated whether the school implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- And overview of the school's admissions practices during the year and data regarding the number of students enrolled. The number on waiting lists and the number of students expelled and/or suspended.
- Analysis of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.
- the school and monitoring agency will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports.
- Fusion Charter and Aspiranet will also jointly develop an annual site visitation process and protocol to enable the chosen district to gather information needed to confirm the school's performance and compliance with the terms of this charter.

In addition to the foregoing requirements, Fusion Charter shall annually prepare and submit the following reports to the District and the Stanislaus County Superintendent of Schools:

- (1) Five working days before July 1, an adopted budget and LCAP; (for fiscal years beginning after June 30, 2015, this includes estimated actuals for the prior year.)
- (2) Five working days before December 15, a first interim financial report, reflecting changes through October 31;
- (3) Five working days before March 15, a second interim financial report, reflecting changes through January 31; and
- (4) Five working days before September 15, a final unaudited report for the full prior fiscal year.

• NOTE: Fusion Charter shall use the Stanislaus County Office of Education Financial Report Submission Checklist to assure submission of comprehensive financial reports.

The Aspiranet Board of Directors may request from the Turlock Unified School District Board a renewal or amendment of the charter at any time prior to expiration. Any amendments to this charter shall be made by the mutual agreement of the Aspiranet Board and the TUSD Board of Education. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Fusion may petition for renewal of this charter, and the TUSD Board of Education shall consider renewal of the charter, in accordance with the standards, criteria and timelines set forth in Education Code Section 47607.

The authority that granted the charter may inspect or observe any part of the charter school at any time. Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

## **J. PUPIL SUSPENSION AND EXPULSION (Education Code 47605(b)(5)(J))**

Fusion Charter will adhere to California State law regarding suspension and expulsion of students (EC Sections 48900-48927). The school will develop and maintain a detailed comprehensive set of student discipline policies. These policies will be printed and distributed as part of [Fusion Charter's Student/Parent Handbook](#). The handbook clearly describes the school's expectations regarding work habits, school attendance, and mutual respect for all people, substance abuse, violence, and criminal action. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment.

### **1. Suspension**

Suspension is the temporary removal of a student from regular classroom instruction or from school as initiated by a teacher or administrator for adjustment purposes.

Suspension Procedure requires:

1. An informal conference with the student;
2. A reasonable effort made to contact the pupil's parent/guardian in person or by telephone at the time of suspension: a written notice to follow;
3. That parents/guardians respond to the school's request for a conference without delay, as per state law;
4. That parents/guardians be informed that suspension may be reviewed by the Division Director or designee; and
5. That suspended student must remain under parent/guardian supervision and is not to be on or around any school campus or attend school activities for the duration of the suspension.

Students may be suspended or expelled for the following reasons under E.C. 48900: (a) - (v), E.C. 48900.2, E.C. 48900.3, E.C. 48900.4, E.C. 48900.7.

### **2. Expulsion**

An expulsion is defined as the removal of a pupil from:

1. The immediate supervision and control; or
2. The general supervision of school personnel, as those terms are used in Education Code 46300. The basis for rules and procedures of expulsion are found in E.C. 48918.

**Expulsion Timeline:** An expulsion hearing shall be held within thirty (30) school days of date the Principal or designee determines that the student committed the violation. A written notice of the hearing shall be forwarded to the student at least ten (10) calendar days prior to the date of the hearing. If the parent or guardian wants to have the hearing take place before this time, the parent or guardian can sign a ten (10)-day waiver. To postpone the expulsion panel hearing, make the request in writing five (5) days prior to the expulsion hearing and send it to the Executive Director.

The Board of Directors shall make a decision about the student's expulsion within forty (40) school days after the student's removal from school for the incident for which the recommendation for expulsion is made.

**K. STAFF RETIREMENT SYSTEM (Education Code 47605(b)(5)(K))**

All employees at the school will participate in the federal Social Security system and will have access to school-approved retirement plans according to policies developed by the Board of Directors and adopted as the school's employee policies. Fusion Charter retains the option for its Board of Directors to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the Social Security System or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff.

**L. ATTENDANCE ALTERNATIVES (Education Code 47605(b)(5)(L))**

Students who opt not to attend Fusion Charter may attend their home district school or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of their district or country of residence.

**M. DESCRIPTION OF EMPLOYEE RIGHTS (Education Code 47605(b)(5)(M))**

Aspiranet will be solely responsible for the hiring of all School staff, the setting of qualifications, and establishment of employee's compensation scales and benefits. No preferences will be given to employees of the granting district. Return rights of employees who previously worked for the granting district will only be determined by the granting district agency's policies. Fusion Charter shall be deemed the exclusive public school employer of the employees of the charter for the purposes of the Education Employment Relations Act.

**N. DISPUTE RESOLUTION PROCESS (Education Code 47605(b)(5)(N))**

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Local Advisory Board members of the school, shall be resolved pursuant to policies and process developed by Aspiranet. Any complaints or reports regarding such disputes shall be referred to Aspiranet which will follow its dispute resolution procedures at its sole discretion. The monitoring agency agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless Aspiranet has requested the district to intervene in the dispute as mutually agreed to or outlined further in this section.

**1. Relevant Timelines for the Dispute Resolution**

In the event that the school or monitoring agency has disputes regarding the terms of this charter or any other issue regarding the school and agencies relationship, both parties agree to follow the process below.

Fusion Charter and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. Fusion Charter staff, employees, Aspiranet and District agree first to frame the issue in written format ("dispute statement") and refer the issue to the TUSD Superintendent and Division Director of the Fusion Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with

Education Code Section 47607, the Charter School requests that the District note this in the written dispute statement (but understands it is not required by law).

Participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Division Director of Fusion Charter and Turlock Unified School District Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify and agree upon a dispute resolution process and shall attempt to resolve the dispute within 15 business days from receipt of the dispute statement. Each party shall bear its own costs related to the dispute statement, informal meeting, and joint meeting.

If this joint meeting fails to resolve the dispute, the TUSD Superintendent and the Division Director of Fusion Charter shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the TUSD Superintendent and the Division Director.

Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator and mediation shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section or procedures may be revised upon mutual written agreement of the District and the Charter School.

**O. LABOR RELATIONS (Education Code 47605(b)(5)(O))**

Fusion Charter shall be deemed the exclusive public school employer of the employees of the charter for the purposes of the Education Employment Relations Act.

**P. SCHOOL CLOSURE PROCEDURES (Education Code 47605(b)(5)(P))**

The following procedures shall apply in the event Fusion Charter closes. The following procedures apply regardless of the reason for closure.

Closure of Fusion Charter shall be documented by official action of the Board of Directors of Aspiranet. The action shall identify the reason for closure. Fusion Charter Board shall promptly notify TUSD, within 10 business days, of the closure and the effective date of the closure. The official action shall also identify an entity responsible for closure-related activities. Fusion Charter Board of Directors shall also notify the County Office of Education, the school's SELPA, the retirement systems in which the school's employees participate (i.e., Public Employees' Retirement System, State Teachers Retirement System, and federal Social Security), and the California Department of Education of the closure, as well as the effective date of the closure.



This notice will also include the name(s) of and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records.

Fusion Charter Board shall also develop a list of students in each grade level and the classes they have completed, together with information on each student's districts of residence, which the Board shall provide to the entity responsible for closure-related activities.

Fusion Charter Board of Directors shall ensure notification to the parents and students of the school of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly, within ten (10) business days following Fusion Charter's decision to close the school. As available from TUSD, Fusion Charter shall transfer all appropriate student records to the TUSD and shall otherwise assist students in transferring to their next school. If TUSD will not store pupil records, Fusion Charter will seek an arrangement with Stanislaus County Office of Education and shall provide a copy for parents/guardians of the pupil record of their child prior to closure. All transfers of student records shall be made in compliance with the [Family Educational Rights and Privacy Act \(FERPA\)](#), 20 U.S.C. § 1232g.

All state assessment results, special education records, and personnel records shall be transferred and maintained in accordance with applicable law.

As soon as is reasonably practical, the school shall prepare final financial records. Fusion Charter shall also have an independent audit completed as soon as is reasonably practical, which period is generally no more than six months after closure. Fusion Charter shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by Fusion Charter and shall be provided to TUSD promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the school. Any assets remaining after all obligations are satisfied shall be returned to Aspiranet.

#### **Q. COMPLAINT PROCEDURES RELATED TO LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) COMPLIANCE** [*Education Code Section 52075*]

A complaint that Fusion has not complied with the requirements of this article or Sections 47606.5 and 47607.3, as applicable, may be filed with a school district, county superintendent of schools, or charter school pursuant to the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

## **I. IMPACT STATEMENT**

*[Education Code Section 47605 (g)]*

### **1. Separate Public Entity**

Fusion shall operate as a separate public entity authorized by the Turlock Unified Board of Education and overseen by Aspiranet. Aspiranet, on behalf of Fusion, shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and based on Aspiranet Insurer recommendations.

### **2. Potential Civil Liability Effects**

Aspiranet is a California 501 (c)(3) nonprofit corporation and is responsible for matters of civil and financial liability resulting from the operation of Fusion Charter. Aspiranet will register Fusion Charter as a DBA of the nonprofit corporate entity. The granting district or monitoring agency will not be liable for the debts or obligations of Fusion Charter and Aspiranet will hold either agency harmless from all matters of civil liability for its operation under this charter. Aspiranet shall provide any and all of its attorney, court, and litigation costs during its operation under the charter and shall be fully liable for such costs, including those that extend beyond the term of the charter that resulted from any claims filed that were associated with the Fusion Charter. Aspiranet assumes these responsibilities and will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies. The insurance coverage shall meet insurance standards and amounts as set forth in a certificate of insurance or other appropriate document satisfactory to the Agency Risk Manager and approved prior to the initiation of school operations. Fusion Charter will be responsible for claims resulting from the school's operations that are made during or after existence of the school.

### **3. Insurance**

Aspiranet, Inc. is incorporated as a public benefit corporation. As such, the Aspiranet presumes that the monitoring agency will not be liable for the debts or obligations of the school pursuant to Education Code Section 47604 (c). Aspiranet intends to purchase liability, property, and errors and omissions insurance to protect the school's assets, staff, and governing board members. Fusion Charter will have general liability up to one million dollars per occurrence, excess liability up to five million dollars, workers compensation and employer's liability up to one million dollars, and directors' and officers' liability up to one million dollars. The school shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the monitoring agency shall have no responsibility for losses of student property for any reason whatsoever and shall hold the monitoring agency fully harmless from any such losses.

Education Code Section 47604(c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the school.

## II. SPECIAL EDUCATION LOCAL PLAN AREA

### IDEA

Fusion Charter shall be deemed to be a public school of the District for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending the charter school shall receive special education instruction and designated instruction and services, in accordance with the individualized educational program (IEP) in the same manner as a child with disabilities who attends another public school within the District.

- The Charter School will seek to establish a memorandum of understanding with Stanislaus County [SELPA](#) with regard to distribution of state and federal special education funding.
- Fusion Charter shall provide special education instruction and related services to Fusion Charter School students enrolled in the school in accordance with their IEP.
- The Charter School will provide special education instruction or related services in accordance with the student's most recent IEP.
- Fusion Charter will respond to complaints relating to special education services at the school site. Ultimate decisions relating to dispute resolution, including but not limited to the settlement of complaints, mediation, taking matters to hearing and retention of counsel rest with the Charter school.

Section 504/ADA Fusion Charter shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the school shall be accessible for all students with disabilities in accordance with the ADA.

Fusion Charter recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability that substantially limits a major life activity such as learning, is eligible for accommodation by Fusion Charter and shall be accommodated.

Students suspected of having disabilities will be referred to a Student Study Team/504 Team (SST), made up of qualified persons knowledgeable about the student such as teachers, principal, specialists, and parents. The team will be responsible for 1) determining whether and what kind of general education interventions would assist the student, and/or 2) whether the student should be referred to the authorizing District for assessment for special education eligibility under the IDEA. The school will adhere 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 will be given equal access to the school, regardless of disabilities, and the school will not discriminate against any student based on his or her disabilities. Fusion Charter shall not require the modification of an IEP or 504 plan as a condition of acceptance at the Charter School.

Fusion Charter recognizes the importance of providing education opportunities to all students regardless of physical challenges or special needs. To that end, the school pledges to work in cooperation with the District and all other applicable LEAs, to ensure that the students enrolled in the school are served in accordance with applicable federal and state law. Fusion Charter and TUSD shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. Fusion Charter shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). The school and the District shall work in good faith to document the specific terms of this relationship and detailed roles and responsibilities in an annual contract or memorandum of understanding.



**TUSD**  
**School Calendar**  
**2025-2026**

# Turlock Unified School District

## SCHOOL IN SESSION

## SCHOOL CALENDAR 2025-2026



Holiday

### SCHOOL VACATIONS & HOLIDAYS

Independence Day (observed)	July 4
Labor Day	Sept. 1
Veterans Day	Nov. 11
Thanksgiving	Nov. 24 - 28
Winter Break	Dec. 22 - Jan. 2
Martin Luther King, Jr. Day	Jan. 19
Lincoln's Birthday (observed)	Feb. 12
In Lieu Admission Day	Feb. 13
Washington's Birthday	Feb. 16
Spring Break	Apr. 3 - 10
Memorial Day	May 25
Juneteenth	June 19
<b><u>MINIMUM DAYS</u></b>	
First Day of School*	Aug. 12
TK-6 Parent Teacher Conf.	Nov. 17 - 21
Day Before Winter Break	Dec. 19
Last Day of School	May 29

### EARLY RELEASE DAYS

TK-12 Wednesdays	Every Wednesday
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### K-6 TRIMESTERS

Trimester 1 (62 days)	Aug. 12 - Nov. 7
Trimester 2 (60 days)	Nov. 10 - Feb. 27
Trimester 3 (58 days)	Mar. 2 - May 29

### 7-12 QUARTERS/SEMESTER DATES

Quarter 1 (43 days)	Oct. 10
Quarter 2 (43 days)/Semester 1 (86 days)	Dec. 19
Quarter 3 (46 days)	Mar. 13
Quarter 4 (48 days)/Semester 2 (94 days)	May 29

### JULY 2025

S	M	T	W	Th	F	S
		1	2	3	X	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### AUGUST 2025

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### SEPTEMBER 2025

S	M	T	W	Th	F	S
	X	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### OCTOBER 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### NOVEMBER 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	X	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	X	X	29
30						

### DECEMBER 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	X	X	26	27
28	29	30	31			

### JANUARY 2026

S	M	T	W	Th	F	S
				X	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	X	20	21	22	23	24
25	26	27	28	29	30	31

### FEBRUARY 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	X	X	14
15	X	17	18	19	20	21
22	23	24	25	26	27	28

### MARCH 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### APRIL 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### MAY 2026

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	X	26	27	28	29	30
31						

### JUNE 2026

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	X	20
21	22	23	24	25	26	27
28	29	30				

Note: August 8, 11, and October 20 are teacher workdays per the TUSD and TTA collective bargaining agreement.

\*The first day of School for TK and Kindergarten will remain as a regular day schedule (both a.m. and p.m. sessions)

Board Approved: February 20, 2024

**School  
Accountability  
Report Card**



# Fusion Charter

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

School Name	Fusion Charter
Street	441 W. Linwood Avenue
City, State, Zip	Turlock, CA 95380
Phone Number	(209) 667-9047
Principal	Susan Nisan
Email Address	snisan@fusioncharter.org
School Website	<a href="http://www.fusioncharter.org">http://www.fusioncharter.org</a>
Grade Span	7-12
County-District-School (CDS) Code	50757390131185

## 2024-25 District Contact Information

District Name	Turlock Unified School District
Phone Number	(209) 667-0633
Superintendent	Lattig, David
Email Address	dlattig@turlock.k12.ca.us
District Website	<a href="http://www.turlock.k12.ca.us">www.turlock.k12.ca.us</a>

## 2024-25 School Description and Mission Statement

### About Our School

Fusion Charter was founded by Aspiranet, a private non-profit family services agency. Fusion was authorized as free public independent charter school #1695 in 2014 and renewed in 2017 by the Turlock Unified School District (TUSD) to meet the needs of vulnerable students at risk of school dropout, including students with chronic truancy, disruptive behavior on traditional school campuses, and youth served by the foster care system or juvenile justice courts.

Fusion Charter offers a unique nonclassroom-based program with a hybrid of online independent study coursework, daily

2024-25 School Description and Mission Statement

instructional support sessions and engaging student activities on campus. Fusion entered WASC candidacy in 2016 and was granted accreditation following the first self study in January 2019. During the 2021-22 WASC midterm visit, accreditation was confirmed through 2025.

Fusion Charter's 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."

Fusion Charter's 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."

At Fusion students have access to credit recovery, support for social-emotional issues, employment and job training support and a flexible learning schedule. As of January 2025, 370 students have earned Fusion high school diplomas and many others have returned to traditional district schools on track for graduation. We are proud of our Fusion family and our service to our students and the local community.

Hope forward for 2025 and beyond,

Susan Nisan, MS  
Fusion Charter Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	3
Grade 8	11
Grade 9	15
Grade 10	17
Grade 11	49
Grade 12	49
Total Enrollment	144

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.2
Male	61.8
American Indian or Alaska Native	2.1
Asian	2.8
Black or African American	2.1
Hispanic or Latino	67.4
Two or More Races	3.5
White	22.2
English Learners	20.1
Foster Youth	4.9
Homeless	18.8
Socioeconomically Disadvantaged	86.8
Students with Disabilities	16.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.10	20.77	551.80	86.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.70	0.58	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.60	2.13	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.30	79.23	35.90	5.63	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	33.30	5.22	18854.30	6.86
<b>Total Teaching Positions</b>	5.40	100.00	638.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.10	15.62	562.30	88.04	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	13.35	8.60	1.35	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.70	1.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.00	67.29	24.70	3.87	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.20	3.60	35.30	5.53	15831.90	5.67
<b>Total Teaching Positions</b>	7.40	100.00	638.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.50	31.60	536.10	87.60	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	10.50	1.72	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	12.80	2.09	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.40	68.20	20.70	3.39	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	31.80	5.20	14303.80	5.15
<b>Total Teaching Positions</b>	5.00	100.00	612.00	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	0
<b>Local Assignment Options</b>	4.30	4.00	3.4
<b>Total Out-of-Field Teachers</b>	4.30	5.00	3.4

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Fusion uses online curriculum from Edmentum (PLATO for Grades 7-12) with supplementary reading and writing activities from Newsela current events and informational texts.

Year and month in which the data were collected

January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Edmentum online curriculum is used for all students in Grades 7-12. For reading, vocabulary and writing activities, all grade levels use NEWSELA , an instructional content platform adopted in 2109, which supports reading comprehension and social-emotional learning. All students have access to curriculum through the use of Chromebooks both on campus and at home. Chromebooks with Wifi are provided for home use for all students in need of access.	Yes	0
<b>Mathematics</b>	Edmentum online curriculum is used for all students in Grades 7-12. All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access. Math tutoring is provided to all students on campus, or via remote learning if the student is unable to attend in person.	Yes	0
<b>Science</b>	Edmentum online curriculum is used for all students in Grades 7-12. All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access.	Yes	0
<b>History-Social Science</b>	Edmentum online curriculum is used for all students in Grades 7-12. All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access.	Yes	0
<b>Foreign Language</b>	Edmentum online curriculum is used for all students in Grades 9-12. All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access.	Yes	0
<b>Health</b>	Edmentum online curriculum is used for all students in Grades 9-12. All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access.	Yes	0

<b>Visual and Performing Arts</b>	Edmentum online curriculum is used for all students in Grades 9-12. All students have access to curriculum through the use of Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access	Yes	0
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Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Fusion Charter is located on a three-lane street, with new surfacing and new sidewalks installed in 2022. Fusion is 500 feet from a district K-6 school.

The Fusion facility is owned by Aspiranet and has six classrooms, a multipurpose room, and offices. A new greenhouse was completed in 2022 and school garden were completed in 2023 through a Career Technical Education grant.

The six classrooms are available for use from 8:45 to 5:00 daily. The multipurpose room is used for art workshops, sports, assemblies and enrichment activities, as well as shelter for meals during inclement weather.

The school upgraded the facility during the summer of 2018 with Prop 39 funds to increase energy efficiency by replacing lighting and HVAC, following a TID energy audit to determine the best use of funds the state has set aside for improvements to each school. A new drainage system was installed in the playground area in the fall of 2018.

The school was fully repainted and new carpet was installed during the summer of 2019.

A small kitchen serves the needs of staff members and stores food for meals prepared by and purchased from the Turlock USD kitchens. The facility has passed health inspections by the County Health Department and the City Fire Department.

The facility is well-maintained, clean and well-kept, with weekly landscaping service. Fusion has custodial service four times per week in 2023-24 with five times per week planned for 2025. When the school reopened to a daily schedule in August 2021 after pandemic-related remote learning, sanitation was increased and health precautions were emphasized with signage, and carts at each door with sign-in clipboards. Masks, digital thermometers and hand-sanitizer continue to be available in the office to any student or parent who requests them.

### Year and month of the most recent FIT report

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			New HVAC in 2018. Sewer receives regular service as needed.
<b>Interior:</b> Interior Surfaces	X			The entire school was repainted and carpeted in the summer of 2019. There is an annual need for paint touch up to heavy use areas such as doors and restrooms. The gym floor is in need of resurfacing.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			The school has monthly pest inspections.
<b>Electrical</b>	X			All new lights and water heater were installed in 2018. The HVAC system was installed in 2018 and serviced in 2025.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Minor paint touch ups are needed in restrooms and gym.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			The front door was outfitted with a safety intercom in 2022. A button at the reception desk permits the door to be opened remotely. All doors on campus are locked by default. All window alarm sensors were replaced in Fall 2023 and cameras were updated. Fire extinguishers and sprinkler systems are installed in all interior spaces. Handheld radios are used as a back

School Facility Conditions and Planned Improvements

				for the school-wide intercom. All personnel are trained in safety measures.
<b>Structural:</b> Structural Damage, Roofs	X			Cracks in the back parking lot require resealing. Gutters need annual cleaning.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Fusion constructed a new greenhouse and raised garden beds in 2022 and 2023. The back of the property is completely fenced with an upgrade to perimeter fencing planned in 2025. Doors receive annual paint touchups.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**  
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	10	9	38	37	46	47
<b>Mathematics</b> (grades 3-8 and 11)	0	1	24	25	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	85	80	94.12	5.88	9.09
<b>Female</b>	35	32	91.43	8.57	6.67
<b>Male</b>	50	48	96.00	4.00	10.64
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	63	60	95.24	4.76	7.02
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	13	12	92.31	7.69	8.33
<b>English Learners</b>	24	24	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	11	84.62	15.38	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	68	63	92.65	7.35	6.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100.00	0.00	0.00

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	84	78	92.86	7.14	1.39
<b>Female</b>	35	32	91.43	8.57	0.00
<b>Male</b>	49	46	93.88	6.12	2.44
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	61	57	93.44	6.56	1.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	13	92.86	7.14	0.00
<b>English Learners</b>	24	23	95.83	4.17	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	11	84.62	15.38	0.00
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	68	63	92.65	7.35	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	11	91.67	8.33	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	0.00	0.00	23.56	22.32	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	37	80.43	19.57	0.00
Female	18	13	72.22	27.78	0.00
Male	28	24	85.71	14.29	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	25	80.65	19.35	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	32	82.05	17.95	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

A CTE library of courses was added to the Fusion Edmentum offerings in 2023. Students complete a technology elective as a graduation requirement.

Many other CTE courses are available to students at local community colleges and school district vocational programs.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	141
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	--	--	--	--	--
Grade 9	24%	27.6%	27.6%	27.6%	27.6%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Fusion is a parent-choice independent charter school, open to all students in grades 7 through 12 in Stanislaus and surrounding counties. Students are enrolled all year as long as space is available.

Fusion parents and guardians are involved in a student's enrollment from the beginning with an orientation with a "talking circle" to discuss concerns and ask questions. Fusion is a trauma-responsive school and often students and their families have had difficult interactions with school personnel in the past. Fusion staff make the effort to welcome parents and earn nearly 100% in parent satisfaction ratings.

Parent receive frequent communication in both English and Spanish, including phone surveys, school news updates by text and phone message, calls from teachers and support staff, quarterly letters from the principal, and social media posts. Parents are surveyed by phone and in-person for school planning and participate in interviews and advisory meetings.

Fusion holds several parent events each year, starting with a "Round-Up" in August, "Open House" in the first quarter, Student Awards and Title I Annual Parent meeting during "National School Choice Week" in January, and a Spring parent event. In 2023 Fusion introduced the Circle videos created at Fusion during the 2022-23 school year with grant funds from CDE to promote the identification of homelessness. In 2024 the spring event introduced the Community Schools grant and invited parents to participate in a needs analysis. Parents and family members are involved in winter and spring graduation ceremonies and 8th grade promotion.

For more information about participating in the Fusion School Site Council (SSC) or the English Learner Advisory Committee (ELAC), please call the school office at 209-667-9047. Spanish speaking parents may also contact Ms. Cynthia Herrera student support advocate, during school office hours via text or phone at 209-718-3716.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	15.4	46.7	27.7	5.2	4.7	5.2	7.8	8.2	8.9
Graduation Rate	81.5	53.3	72.3	93.1	93.5	93.3	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	47	34	72.3
Female	21	14	66.7
Male	26	20	76.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	32	23	71.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	15	11	73.3
Socioeconomically Disadvantaged	41	29	70.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	231	219	177	80.8
Female	95	93	72	77.4
Male	136	126	105	83.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	163	154	122	79.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	46	44	38	86.4
English Learners	50	48	38	79.2
Foster Youth	11	--	--	--
Homeless	40	40	37	92.5
Socioeconomically Disadvantaged	199	192	158	82.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	34	32	24	75.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	6.47	6.93	4.05	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Fusion Charter participates in Aspiranet's quarterly safety meetings and follows Aspiranet safety protocol. The most recent SSERP (Site Specific Emergency Response Plan) was updated in May 2023 and December 2024. The Covid-19 School Reopening safety plan reviewed with the School Site Council on 12/4/2020 was updated with the Fusion Charter Covid-19

2024-25 School Safety Plan

plans, approved by the Aspiranet Board of Directors on November 18, 2022 and August 25, 2023.

- The Fusion SSERP Includes:
- EMERGENCY CONTACT LIST
  - EMERGENCY COMMUNICATIONS
  - SITE SAFETY COORDINATOR'S ROLE
  - EMERGENCY EVACUATION PLAN
  - SERVICES TO CLIENTS IN THE EVENT OF AN EMERGENCY
  - UTILITIES
  - MEDICAL EMERGENCY
  - LOCATIONS OF BUILDING'S FIRE SAFETY FEATURES
  - FIRE PREVENTION AND CORRECTION
  - FIRE EXTINGUISHERS
  - EARTHQUAKES
  - BOMB THREATS
  - OTHER THREATS
  - ALL-HAZARD EMERGENCY PREPAREDNESS POLICY
  - WORKPLACE VIOLENCE
  - LOCKDOWN – LOCKOUT- EVACUATE – SHELTER
  - STANDARDIZED EMERGENCY MANAGEMENT SYSTEM
  - REUNIFICATION PROCESS
  - EVACUATION ROUTES AND ASSEMBLY SITE
  - SHELTER ROUTES AND ASSEMBLY SITE
  - REUNIFICATION STAFF RESPONSIBILITIES
  - SCHOOL INCIDENT COMMAND SYSTEM
  - MAJOR CROSS STREETS
  - FIRE DRILL EVALUATION FORM
  - DISASTER DRILL POLICY AND EVALUATION FORM
  - LOCKDOWN-LOCKOUT-EVACUATE-SHELTER

Fusion Charter places a strong emphasis on student safety. Our small school size and high staff to student ratio ensures that staff is available when students have concerns. An experienced campus supervisor and a full time school counselor are available to our students daily. Both physical and emotional safety continue to be a focus for Fusion Charter. Fusion staff members focus on trauma-informed school practice. All staff have been trained in trauma-responsive strategies in house by a highly-experienced resource specialist/board certified behavior analyst and have access to both Aspiranet Behavioral Health and Stanislaus County Behavioral Health and Recovery Services.

Public areas of the school are monitored by security cameras which were update in the fall of 2023. Locked doors and gates require that visitors check in at the office and are escorted to the classroom on the fully fenced campus. Periodic fire and earthquake drills are practiced at the school site. Key staff members are trained in crisis and lockdown procedures.

Fusion has had no suspensions, due to the school's commitment to alternatives to suspension and mindfulness of non-punitive practices with at-risk youth, many of whom have a history of suspensions and some of whom have been previously expelled.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	24		
Mathematics	5	17		
Science	5	13		
Social Science	2	31		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	25		
Mathematics	5	17		
Science	7	11		
Social Science	5	22		

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	22		
Mathematics	6	16		
Science	5	15		
Social Science	4	25		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	144

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,327.00	\$2,731.00	\$11,596.00	\$66,490.00
District	N/A	N/A	NA	\$98,370
Percent Difference - School Site and District	N/A	N/A	NA	-38.7
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	7.4	-38.1

## Fiscal Year 2023-24 Types of Services Funded

Fusion offers a range of services to support students with academic and nonacademic needs.

In addition to the services provided to meet special education needs as outlined in the Individualized Education Program (IEP) of eligible students, services available to all students include: small class size, flexible schedule, summer school session for

## Fiscal Year 2023-24 Types of Services Funded

credit recovery, tutoring via Title I and grant funds, enriching electives, student council, field trips and college/vocational school visits. Our full-time guidance counselor offers career readiness and participation in job programs that benefit both general and special education services. Our counselor also acts as the Community Schools Coordinator, liaison for Homeless and Foster Youth, and connects with local nonprofits and university personnel to meet basic needs.

Fusion provides meals on campus for any student at any time, Chromebooks and internet access for students who do not have reliable access at home. Limited van shuttle service is provided for students in the Turlock area, with a priority for homeless students. Through Aspiranet, Fusion also provides holiday gifts for every student.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$65,018	\$59,551
<b>Mid-Range Teacher Salary</b>	\$91,612	\$93,855
<b>Highest Teacher Salary</b>	\$123,236	\$120,219
<b>Average Principal Salary (Elementary)</b>	\$158,303	\$151,525
<b>Average Principal Salary (Middle)</b>	\$159,835	\$158,215
<b>Average Principal Salary (High)</b>	\$175,500	\$171,087
<b>Superintendent Salary</b>	\$281,971	\$300,043
<b>Percent of Budget for Teacher Salaries</b>	32.19	31
<b>Percent of Budget for Administrative Salaries</b>	4.43	4.91

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Fusion professional development focuses on school climate and rapport with at-risk students, social-emotional learning, the administration and use of assessments, and trauma-responsive teaching strategies. For 2022-2024, Fusion developed training in identifying and supporting homeless students via restorative talking circles.

In 2022 Fusion added a fourth day of professional development using Educator Effectiveness funds. The additional day in August 2022 focused on Student Mental Health. The additional day in August 2023 provided training with new large screen technology in all six classrooms. Each staff member also has access to individual professional development according to needs and availability. In 2024 and 2025 professional development is devoted to a needs analysis and school improvement priorities, especially with regard to differentiated assistance for CDE Dashboard indicators.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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