

Fusion Charter

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Fusion Charter
Street	441 W. Linwood Avenue
City, State, Zip	Turlock, CA 95380
Phone Number	(209) 667-9047
Principal	David Ashby
Email Address	dashby@fusioncharter.org
School Website	http://www.fusioncharter.org
Grade Span	7-12
County-District-School (CDS) Code	50757390131185

2025-26 District Contact Information

District Name	Fusion Charter
Phone Number	(209) 667-0633
Superintendent	Lattig, David
Email Address	dlattig@turlock.k12.ca.us
District Website	www.turlock.k12.ca.us

2025-26 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 unanimously renewed in 2017 and 2025 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 instructional support sessions and engaging student activities on campus. Fusion entered Western Association of Schools and

2025-26 School Description and Mission Statement

Colleges (WASC) candidacy in 2016. During the 2025 WASC visit, accreditation was confirmed through 2030.

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 2026, 428 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 2026 and beyond,

David Ashby, MA
Fusion Charter Principal

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	12
Grade 9	12
Grade 10	30
Grade 11	42
Grade 12	46
Total Enrollment	142

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Asian	2.1
Black or African American	2.8
Hispanic or Latino	71.1
Two or More Races	3.5
White	20.4
English Learners	20.4
Foster Youth	3.5
Homeless	16.9
Socioeconomically Disadvantaged	85.2
Students with Disabilities	16.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.1	15.62	562.3	88.04	234405.2	84
Intern Credential Holders Properly Assigned	1	13.35	8.6	1.35	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.7	1.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5	67.29	24.7	3.87	11953.1	4.28
Unknown/Incomplete/NA	0.2	3.6	35.3	5.53	15831.9	5.67
Total Teaching Positions	7.4	100	638.7	100	279044.8	100

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.5	31.6	536.1	87.6	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	10.5	1.72	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.8	2.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.4	68.2	20.7	3.39	11746.9	4.23
Unknown/Incomplete/NA	0	0	31.8	5.2	14303.8	5.15
Total Teaching Positions	5	100	612	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.2	20.7	543.4	87.97	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.5	0.57	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	16.53	7.6	1.24	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.2	54.26	22.2	3.59	12112.8	4.34
Unknown/Incomplete/NA	0.5	8.35	40.9	6.63	13705.8	4.91
Total Teaching Positions	5.9	100	617.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	4.00	3.4	3.2
Total Out-of-Field Teachers	5.00	3.4	3.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	6.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	15.5

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

2025-26 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 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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.	0
Mathematics	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.	0
Science	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.	0
History-Social Science	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.	0
Foreign Language	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.	0
Health	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.	0
Visual and Performing Arts	Edmentum online curriculum is used for all students in Grades 9-12. All students have access to curriculum through the use of	0

	Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access	
Science Laboratory Equipment (grades 9-12)	N/A	0

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 daily, as of June 2025.

Year and month of the most recent FIT report

January 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New HVAC in 2018. Sewer receives regular service as needed.
Interior: 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. Some flooring in restrooms and carpet tiles need replacement/cleaning in two classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The school has monthly pest inspections.
Electrical	X			All new lights and water heater were installed in 2018. The HVAC system was installed in 2018 and serviced in 2025.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Minor paint touch ups are needed in restrooms and gym.
Safety: 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. A dedicated emergency radio to the local police station was added in 2025. Handheld

School Facility Conditions and Planned Improvements

			radios updated in 2026 are used as a back for the school-wide intercom. All personnel are trained in safety measures.
Structural: Structural Damage, Roofs	X		Cracks in the back parking lot require resealing. Gutters need annual cleaning.
External: 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:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	9	7	37	40	47	48
Mathematics (grades 3-8 and 11)	1	8	25	27	35	37

2024-25 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
All Students	72	62	86.11	13.89	6.56
Female	39	31	79.49	20.51	3.33
Male	33	31	93.94	6.06	9.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	53	47	88.68	11.32	6.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	11	8	72.73	27.27	--
English Learners	15	13	86.67	13.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	50	86.21	13.79	6.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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
All Students	75	64	85.33	14.67	7.94
Female	39	31	79.49	20.51	13.33
Male	36	33	91.67	8.33	3.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	54	48	88.89	11.11	8.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	9	69.23	30.77	--
English Learners	15	13	86.67	13.33	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	60	51	85.00	15.00	8.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	2.7	22.32	24.16	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	40	37	92.50	7.50	2.70
Female	17	16	94.12	5.88	6.25
Male	23	21	91.30	8.70	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	33	31	93.94	6.06	3.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	31	91.18	8.82	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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. In 2025 Fusion added driving simulators, 3-D printing and other hands-on simulations and experiences.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
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.

2024-25 California Physical Fitness Test Participation Rates

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	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	65.96	61.7	61.7	61.7	65.96

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.

2025-26 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. Parents 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. Parents and family members are involved in winter and spring graduation ceremonies and 8th grade promotion.

In 2023 Fusion introduced the Circle videos created at Fusion 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. In 2025 Fusion became a member of the statewide Community Engagement Initiative, which includes parents and community members in increasing school partnerships.

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.

Los padres de habla hispana pueden comunicarse con la oficina para solicitar ayuda con la traducción.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	46.7	27.7	8.3	4.7	5.2	4.2	8.2	8.9	8
Graduation Rate	53.3	72.3	76.7	93.5	93.3	93.4	86.2	86.4	87.5

2024-25 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	60	46	76.7
Female	26	22	84.6
Male	34	24	70.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	41	32	78.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	11	9	81.8
English Learners	19	14	73.7
Foster Youth	--	--	--
Homeless	21	15	71.4
Socioeconomically Disadvantaged	55	41	74.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	269	240	187	77.9
Female	125	114	85	74.6
Male	144	126	102	81.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	191	173	134	77.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	53	45	35	77.8
English Learners	60	51	41	80.4
Foster Youth	--	--	--	--
Homeless	43	38	31	81.6
Socioeconomically Disadvantaged	231	208	167	80.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	34	23	67.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	6.93	4.05	2.2	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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 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.

2025-26 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 November of 2025. 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 plans, approved by the Aspiranet Board of Directors on November 18, 2022 and August 25, 2023.

The Aspiranet Board approved the Emergency Instructional Continuity Plan on June 20, 2025, which is now included with the School Safety Plan.

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
- STANDARDIZED EMERGENCY MANAGEMENT SYSTEM
- EVACUATION ROUTES AND ASSEMBLY SITE
- 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. Two experienced campus supervisors and a school counseling team 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. In 2025 Fusion created a confidential counseling and student support center to meet ongoing student academic and mental health needs. Fusion provides on-site behavioral health services billed to Medi-Cal and private insurance.

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 Charter has a dedicated radio in the office to connect directly to the Turlock Police Department in the even of an emergency.

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.

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	0	0
Mathematics	5	17	0	0
Science	7	11	0	0
Social Science	5	22	0	0

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		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17		
Science	7	10		
Social Science	4	23		

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$71,853
District	N/A	N/A	NA	\$104,970
Percent Difference - School Site and District	N/A	N/A	NA	-37.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	4.0	-36.3

Fiscal Year 2024-25 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 2024-25 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. A bilingual full-time Student Support Advocate meets with every new student and family members upon enrollment to assess and support any obstacles to attendance and school success.

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$69,264	\$62,783
Mid-Range Teacher Salary	\$97,595	\$97,783
Highest Teacher Salary	\$131,283	\$128,020
Average Principal Salary (Elementary)	\$168,526	\$160,224
Average Principal Salary (Middle)	\$170,158	\$166,992
Average Principal Salary (High)	\$186,834	\$180,971
Superintendent Salary	\$300,299	\$313,465
Percent of Budget for Teacher Salaries	33.24%	30.05%
Percent of Budget for Administrative Salaries	4.65%	5%

2024-25 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. Current professional development is focused on career technical opportunities and student mental and behavioral health.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	