

Fusion Charter School

2021-2022 School Accountability Report Card **(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Fusion Charter School
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	http://www.fusioncharter.org
County-District-School (CDS) Code	50757390131185

2022-23 District Contact Information

District Name	Fusion Charter
Phone Number	(209) 667-9047
Superintendent	Brown, Vernon
Email Address	vbrown@aspiranet.org
District Website Address	www.fusioncharter.org

2022-23 School Overview

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 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 and practical, high-interest, individualized learning to engage students and provide a pathway to college or career."

Fusion Charter's Vision

"We envision a loving, trauma-responsive school where all students prepare for a future in which they 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 2021, 225 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 2022,
Susan Nisan, MS
Fusion Charter Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	5
Grade 9	9
Grade 10	21
Grade 11	29
Grade 12	46
Total Enrollment	110

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.2
Male	61.8
American Indian or Alaska Native	0.0
Asian	0.9
Black or African American	3.6
Filipino	0.0
Hispanic or Latino	60.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.7
White	30.0
English Learners	22.7
Foster Youth	4.5
Homeless	8.2
Migrant	0.0
Socioeconomically Disadvantaged	72.7
Students with Disabilities	10.0

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.10	20.77	551.80	86.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.70	0.58	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.60	2.13	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.30	79.23	35.90	5.63	12115.80	4.41
Unknown	0.00	0.00	33.30	5.22	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.10	15.62	562.30	88.04	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	13.35	8.60	1.35	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.70	1.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	67.29	24.70	3.87	11953.10	4.28
Unknown	0.20	3.60	35.30	5.53	15831.90	5.67
Total Teaching Positions	7.40	100.00	638.70	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	4.30	4.00
Total Out-of-Field Teachers	4.30	5.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Fusion uses online curriculum from Edmentum (PLATO for Grades 9-12) and Summit Learning (Grades 7-8) with supplementary reading and writing activities from Newsela current events and informational texts.

Year and month in which the data were collected	January 2023		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Edmentum online curriculum is used for all students in Grades 9-12. Summit Learning is used for some students in Grades 7 and 8 who attend on-campus support sessions. 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. Wifi is provided for home use for all students in need of access.	Yes	0
Mathematics	Edmentum online curriculum is used for all students in Grades 9-12. Summit Learning is used for some students in Grades 7 and 8 who attend on-campus support sessions. 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 viareMOTE learning if the student is unable to attend in person.	Yes	0
Science	Edmentum online curriculum is used for all students in Grades 9-12. Summit Learning is used for some students in Grades 7 and 8 who attend on-campus support sessions. All students have access to curriculum through the use of Chromebooks both on campus and athome. Wifi is provided for home use for all students in need of access.	Yes	0
History-Social Science	Edmentum online curriculum is used for all students in Grades 9-12. Summit Learning is used for some students in Grades 7 and 8 who attend on-campus support sessions. All students have access to curriculum through the use of Chromebooks both on campus and athome. Wifi is provided for home use for all students in need of access.	Yes	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.	Yes	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.	Yes	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 Chromebooks both on campus and at home. Wifi is provided for home use for all students in need of access	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		0

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 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 sports 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, an increase from three days per week prior to the pandemic. When the school reopened to a daily schedule in August 2021, 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.

Year and month of the most recent FIT report

January 2023

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.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The school has monthly pest inspections. Increased attention to cleanliness following COVID-19 guidelines include spraying desks and other surfaces twice a week with a disinfectant for school settings.
Electrical	X			All new lights and water heater were installed in 2018.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Minor paint touch ups are needed in restrooms.
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. Fire extinguishers and sprinkler systems are installed in all interior spaces. The school-wide intercom operates from every phone on campus. All personnel are trained in safety measures.
Structural: Structural Damage, Roofs	X			Cracks in the back parking lot require resealing.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Fusion plans to replace the main gate in 2023 with an electronic gate for additional safety and convenience. The back of the property is completely fenced

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	12	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	2	N/A	25	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	49	42	85.71	14.29	11.90
Female	20	17	85.00	15.00	11.76
Male	29	25	86.21	13.79	12.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	36	29	80.56	19.44	10.34
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	15	83.33	16.67	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	34	82.93	17.07	8.82
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	50	43	86.00	14.00	2.33
Female	21	17	80.95	19.05	5.88
Male	29	26	89.66	10.34	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	37	30	81.08	18.92	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	15	78.95	21.05	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	35	85.37	14.63	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	7.41	25.92	22.84	28.5	29.47

2021-22 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	47	27	57.45	42.55	7.41
Female	18	12	66.67	33.33	0
Male	29	15	51.72	48.28	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	18	62.07	37.93	5.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	5	41.67	58.33	--
English Learners	13	9	69.23	30.77	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	19	65.52	34.48	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Fusion Charter began to offer Agriscience coursework in 2021-22 through a CDE Specialized Secondary Program grant for a two-course sequence in a new course created by Fusion faculty titled "Agriscience for All Learners".

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

2021-22 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	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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 9	74	74	74	74	74

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.

2022-23 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

2022-23 Opportunities for Parental Involvement

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" at the quarter, Student Awards and Title I Annual Parent meeting during "National School Choice Week" in January, and a Spring event in March. In 2023 the event will introduce our greenhouse and school gardens. Parents and family members are involved in graduation 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 Mrs. Cynthia Herrera-Sanchez, 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		15.2	15.4		3.2	5.2		8.9	7.8
Graduation Rate		73.9	81.5		94.2	93.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	65	53	81.5
Female	23	20	87.0
Male	42	33	78.6
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	35	26	74.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	23	23	100.0
English Learners	11	8	72.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	56	44	78.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	201	164	142	86.6
Female	69	61	52	85.2
Male	132	103	90	87.4
American Indian or Alaska Native	1	0	0	0.0
Asian	3	3	3	100.0
Black or African American	9	8	8	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	131	105	93	88.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	5	4	80.0
White	49	41	32	78.0
English Learners	42	34	33	97.1
Foster Youth	9	5	5	100.0
Homeless	17	14	11	78.6
Socioeconomically Disadvantaged	151	122	109	89.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	24	18	16	88.9

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.07	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.99	6.47	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 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
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

2022-23 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 September 2020. In addition, the Covid-19 School Reopening safety plan was last discussed with School Site Council on 12/4/2020. An updated Fusion Charter Covid-19 plan for 2021-2022 was approved by the Aspiranet Board of Directors on November 18, 2022.

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. 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 drill 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	3	18		
Science	5	12		
Social Science	4	23		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	21	1	
Mathematics	7	11	1	
Science	5	12	1	
Social Science	4	23		

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		

2021-22 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	110

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$14327.00	\$2731.00	\$11596.00	\$66490.00
District	N/A	N/A		\$87,264
Percent Difference - School Site and District	N/A	N/A		-27.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	55.0	-28.2

2021-22 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 credit recovery, tutoring via Title 1 and ESSER 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 a liaison for Homeless and Foster Youth and connects with local nonprofits 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. Through Aspiranet, Fusion also provides holiday gifts for every student.

During the 2021-22 school year Fusion staff and students built a greenhouse with grant funds from the CDE Specialized Secondary program and participated in activities outdoors to enhance the 4-acre campus. Via a donation from a retiring educator, Fusion placed a "Peace Pole" and outdoor seating near the entry gate for students to have a calming spot to focus on relaxation and relationship building.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$57,714	\$54,370
Mid-Range Teacher Salary	\$81,321	\$82,681
Highest Teacher Salary	\$109,390	\$106,610
Average Principal Salary (Elementary)	\$143,186	\$135,283
Average Principal Salary (Middle)	\$147,401	\$141,244
Average Principal Salary (High)	\$153,718	\$152,955
Superintendent Salary	\$238,130	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 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 is developing 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, held in August 2022 before school began, focused on Student Mental Health. All other group professional development days follow the district calendar. Each staff member also has access to individual professional development according to needs and availability.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4