



FUSION CHARTER SELF-STUDY REPORT

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

A Program of Aspiranet



Authorized by Turlock Unified School District

Visit Date: April 14-16, 2025

ACS WASC/CDE Focus on Learning Continuous Improvement Guide, 2022 Edition

Visiting Committee Chair

Zachary Boswell, Ed.D.

Associate Superintendent for Educational Services, Tracy Unified School District

Fusion Charter WASC/CDE Self-Study Report 2025

Fusion Leadership Team (in Alphabetical Order by First Name with Hiring Year)

David Ashby, Assistant Principal (2014)
Mark Evanoff, Counselor and Community School Coordinator (2016)
Susan Nisan, Principal (2016)

Fusion Faculty and Staff (in Alphabetical Order by First Name with Hiring Year)

Abraham Zuniga, Resource Specialist and Student Council Advisor (2017)
Alicia Mendes, Data Specialist (2014)
Casey Hammond, Teacher (2024)
Courtney Candelaria, Substitute (2022)
Crystal Zapien, Counselor Intern (2025)
Cynthia Herrera, Student Support Advocate (2021)
Daniel Vera, Teacher (2015)
Emilia Beas Monroy, Administrative Assistant (2024)
Fernando Hernandez, Paraeducator (2021)
Gabrielle Bennett, Teacher (2024)
Jose Briones, Campus Supervisor (2014)
Josiah Hudson, CSUS Intern (2024)
Lindsay Surina, Teacher (2024)
Maria Garcia, Driver and Aide (2022)
Marlene Ferry, Teacher (2023)
Mary Alveraz, Math and Art Tutor (2023)
Rebecca Zier, Math Tutor (2023)
Ryan Gatch, Teacher (2023)
Wes Sawyer, Resource Specialist (2024)
Ximena Heras, Paraeducator (2024)

“Pablo” Emotional Support Australian Shepherd (2019)

Aspiranet Executive Personnel

Vernon Brown, Chief Executive Officer
Jeannie Imelio, Chief Operating Officer
Ann Domingo, Chief Financial Officer

Turlock Unified School District Personnel

David Lattig, Superintendent
Alice Solis, Assistant Superintendent for Educational Services
Marjorie Bettencourt, Assistant Superintendent Finance and Accountability
Gil Ogden, Director of Student Services
Denise DUEWELL, Coordinator of Professional Development and Induction

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Introduction

Fusion Background and Educational Program

[Fusion Charter](#) was established on September 8, 2014 by [Aspiranet](#), a nonprofit family services agency with five decades of service to youth and families in the Central Valley and throughout California. At the request of the [Turlock Unified School District](#) (TUSD), Aspiranet launched Fusion as a pioneering trauma-informed school where the social and emotional learning needs of students come first. As a result, 372 Fusion alumni and many other youth have found a fresh start at a school where Aspiranet’s motto [Hope Forward](#) is lived daily.

Fusion was authorized in 2014 as the only independent, direct-funded charter in [Turlock](#), a city of more than 70,000 in Stanislaus County. Fusion is located on a [single site](#) for up to 250 students in low-income “Westside” Turlock, three miles southwest of the nearest [high school](#) and the TUSD district office. Fusion is a free public school of choice, open to all students in grades 7-12 who seek alternatives to a traditional school environment. Although the [California Department of Education \(CDE\)](#) designates Fusion as a non-classroom based school, Fusion offers a hybrid independent study program. Onsite electives and activities supplement both in-person and remote support for the online [Edmentum](#) curriculum. Most students combine work completed from home on school-issued Chromebooks with daily 90-minute sessions on the Fusion campus. About one third of Fusion students are served via flexible remote instruction with in-person support as needed. Students have access to individualized math tutoring and support from teachers, counselors and paraeducators. Each student with a disability is provided with additional resource services on campus according to an Individual Education Program (IEP). Students in Grades 9 through 12 have access to an optional [summer school](#) session to address partially-completed coursework and to recover credits from classes failed at previous schools.

Fusion entered [WASC Candidacy](#) in 2016, conducted the first [full Self Study in 2019](#), and was granted full accreditation through 2025 following the [January 2021 Progress Visit](#) and [April 2022 Mid-cycle Review](#). In March 2025 Fusion submitted to our authorizing district TUSD an updated [charter renewal petition](#), ready to begin a second decade of service to youth.

Schoolwide Strategies that Promote Diversity, Equity and Inclusion

Fusion’s open door policy attracts a diverse group of students with unmet educational needs and external threats to well-being, including chronic absenteeism related to one or more of the following challenging factors:

- Overwhelming anxiety and stress
- Job or family responsibilities that require a flexible schedule
- A chaotic, unsafe or unsupportive home life
- Housing instability and homelessness
- Street influence of harmful and illicit activities

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As a program of [Aspiranet](#), Fusion Charter is defined by the values of **respect, integrity, courage, and hope**. Aspiranet's attention to [Inclusion, Diversity, Equity and Access \(IDEA\)](#) prepares Fusion staff to build a strong culture of equity;

- Fusion combines trauma-responsive strategies with a flexible personalized schedule.
- Fusion models and practices respectful communication skills in weekly [Talking Circles](#).
- [Counselors](#) offer confidential individual appointments and referrals in crisis situations.
- Fusion provides daily support for core academics and access to opportunities in CTE by providing WiFi-enabled devices for home use and arranging transportation to campus.
- All Aspiranet employees participate in regular monthly professional development online modules in a broad range of cultural competencies with high standards for inclusion.

Fusion is an inclusive, trauma-responsive school where all students are welcome; enrollment runs continuously throughout most of the school year. Fusion serves a highly vulnerable demographic, with students often coming from local district schools after multiple previous interventions to address school failure. Since 2017, Fusion has qualified for CDE [Dashboard Alternative Schools Status](#) (DASS) with at least 70% of students enrolling with pre-existing risk factors (76.8% in the [DASS Recertification](#) process in 2023). Fusion is the only DASS charter school in Stanislaus County which serves students under the age of 18, primarily students with a high level of transiency and/or need for credit recovery, but also including students suspended or expelled from local district schools, pregnant/parenting teens, Homeless and Foster Youth.

Recently Fusion has enrolled a growing number of district referrals of students with disabilities, [Long Term English Learners \(LTEL\)](#), and justice-involved youth. Fusion's dedicated and caring staff promote a safe, positive school climate that offers all students judgment-free credit recovery options and effective non-punitive alternatives to suspension and school failure. 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.

The Self Study Process

Fusion personnel took many opportunities to collaborate with [educational partners](#) throughout the self-study process, while developing three-year goals for the [2024-25 Local Control Accountability Plan \(LCAP\)](#) with merged School Plan for Student Achievement (SPSA), and in preparation for TUSD's 2025 [Fusion Charter Renewal](#). Highlights, summaries and discussions of WASC/LCAP goals were presented at meetings with students, School Site Council, Fusion Friday staff meetings, Aspiranet Board quarterly and annual June Budget/LCAP meetings.

Fusion staff and Aspiranet leadership engaged in extensive collaboration regarding the revised [Fusion Mission and Vision](#) statements approved by the Aspiranet board in 2024, and both [Social Justice Scans](#) in 2022 and [Strategic Planning](#) in 2023 and 2024. In a major comprehensive effort in Spring 2024, Fusion partnered with [Seity Health](#) to conduct a thorough confidential [Needs Assessment and Analysis](#) required by the [California Community Schools](#) implementation grant application. Additional parent/guardian feedback was obtained in person during [new student orientations](#), attendance conferences, schoolwide events, and via [bilingual phone surveys](#).

Chapter I: Progress Report

Significant Developments

Since the previous WASC self study visit in 2019, significant developments impacting Fusion Charter revolve around two intertwined developments. First, the deliberate ongoing refinement of our trauma-responsive school culture and associated major grant activities, and second, the still emerging social-emotional, programmatic and fiscal effects of the global COVID-19 pandemic. The new challenges and unprecedented opportunities created by these developments have brought Fusion to the program that we offer our students in 2025 and our plans for the future.

Trauma-Responsive School Programs in Place in 2019 and 2020

Following the [January 2019 self-study report](#), we were determined to develop a revised mission and vision that set our school apart and provided our students with hope. Fusion entered the Spring semester of 2020 moving upward with a dedicated team and a revised [2019 mission and vision](#) for the future as a “loving, trauma-responsive school.” We had just completed five years of operation as a pioneering program of private nonprofit agency [Aspiranet](#), had launched engaging student activities, earned high levels of parent satisfaction, and a good reputation with the district and the larger Turlock community. Our team was motivated and ready to embrace best practices for our vulnerable population. We actively participated in local workshops at SCOE and SELPA and training for our online [Edmentum](#) and [Newsela](#) curriculum, traveled to intensive retreats for academic strategies as early adopters of [Summit Learning](#), and attended the first [2019 PSC Summer Learning Institute](#), where we found a group of educators in the Central Valley who understood the needs of our population of low-income and at-risk students.

By one year after our first self-study visit, we were looking forward to a future WASC visit to show the positive impact of our trauma-responsive approach. Mastery learning was impacting grades and credit completion, and we had just started to see the success of frequent Talking Circles in transforming our [Student Council](#) and overall school culture. Fusion had a full schedule of events, sports, rallies, arts events, and [field trips](#), including overnight camping trips financed with private grant funds. After college visits, several students completed dual enrollment coursework. Fusion had launched on-site career technical opportunities with a [Specialized Secondary Programs \(SSP\)](#) grant in 2019 to develop Agriscience courses inclusive of all learners.

Fusion’s welcoming, non-punitive approach and commitment to building trusting relationships was clearly working, with students at risk of school dropout. [Enrollment and Average Daily Attendance](#) (ADA) were up by more than 20% in less than two years. Although the graduation rate had jumped to almost 80% by 2019, the low graduation rate in 2017 qualified Fusion for [Comprehensive School Improvement](#) funds in 2019 to improve the CDE [Dashboard Indicators](#). After one year Fusion exited the “Low Grad Rate” status, having used the supplementary funds to build greater capacity to prevent dropout. Fusion developed “[Spotlight on Students](#)” teacher training materials in differentiation and individualization of instruction for students who had experienced trauma, provided additional online access to credit deficient seniors via checking out [Chromebooks](#) and hotspots, increased instructional support with math tutoring for all students, and extended summer school in both 2019 and 2020 to address credit deficiency.

Impact of the Pandemic on Fusion’s Trauma-Responsive School Program

Since the 2019 WASC visit, Fusion personnel have been immersed in continuous professional development on trauma, youth mental health, and social-emotional learning, including social justice issues. We believe that our trauma-informed school program, with individualized support for online coursework already in place, and our commitment to building rapport with our students were protective factors when the pandemic school triggered school shutdowns in March 2020.

Fusion Charter was established to serve students who have experienced trauma that is so powerful that it impacts the developing brain and disrupts progress in a traditional school. The challenges that followed school shutdowns heightened our sensitivity to student loss and anxiety over the future, intensified our focus on student well-being, and clarified our vision.

Prior to [reopening the school in April 2021](#), the Fusion team reflected upon the greatest needs of our students and planned at length for the opportunity to push a “reset” button that would transform our school and [re-engage student attendance](#). Understanding that students struggle with learning when they have experienced or continue to experience trauma, **what could we do to mitigate the losses that had magnified for all students and their families during the pandemic?**



We replaced the previous three-hour schedule with a [90-Minute daily schedule](#), and reduced group size to no more than 12 students per session to minimize distress and deregulation that some students expressed in a larger group and offered a flexible number of days on campus. To compensate for reduced in-person time, we increased the number of staff available for one-on-one support. [Comparing Edmentum records from 2025 to 2020 pre-shutdown](#) statistics, Fusion students have doubled the independent “time on task” spent on coursework each day.

Lasting Significant Changes to Curriculum and Online Access

Fusion’s online core curriculum remained unchanged during the shutdown, but providing access to all students was a priority. Before 2020, most students used the Edmentum curriculum at the school site during daily three-hour support sessions. In the transition to distance learning, we immediately distributed our classroom sets of [Chromebooks for home](#) checkout and increased methods of communication. We targeted emergency CARES Act funds for hotspots and wifi-enabled tablets and Chromebooks for homes without internet access.

Fusion made four enduring changes to the educational program:

1. Discontinued the teacher-intensive project-based activities in [Summit Learning](#) for Grades 7-9, using [Edmentum](#) for all core coursework and [Newsela](#) for current events for all grade levels.
2. Increased at-home support for students at all grade levels, including providing students with packets of [guided notes](#) to fill out for each lesson, and offered Google Meets for tutoring.
3. Developed a series of [Attendance Contact Procedures](#) to monitor engagement and arranged for [school van transportation](#) to get students back on campus, prioritizing homeless youth.
4. Invested in the career technical library of [Edmentum](#) courses to engage students and broaden access for college and career preparation.

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Student Enrollment and Funding Fluctuations Including Grant Opportunities

Over time, Fusion has experienced greater stability in student retention through a school year and an overall increase in [enrollment](#) early in the school year. The exception to this trend was in 2021-22. We started the year with lower numbers due to local students staying in their district remote programs. Lower initial enrollment was compounded by [state law AB104](#), permitting the Class of 2022 to graduate with only 130 core credits, instead of Fusion’s full 200-credit requirement. The earlier departure of these 4th and 5th year seniors impacted ADA at the same time that Fusion experienced overall high rates of chronic absenteeism and fewer new referrals from TUSD. The deep reduction of more than 20 ADA in LCFF funding caused by the resulting low 71.93 ADA Spring 2022 P2 was offset by an influx of new federal and state funds, separate from the basic state ADA-based funding. This new funding came with specific restrictions that impacted staffing decisions and limited the opportunities that we could provide for our students.

Fusion Historic Enrollment	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First Day	92	95	105	118	144	102	114	118	139
October Census	108	97	118	125	143	110	126	144	142
Cumulative	283	248	257	256	185	201	184	231	222
Graduates	23	46	38	38	43	57	28	45	27*
Grad Rate	55.60%	74.40%	79.60%	73.90%	73.30%	83.3%	55.30%	77.20%	NA

*As of 2/12/25

Fusion’s commitment to constantly improving services to our students in the face of volatility in funding prompted us to seek additional [grant funding](#). In 2022-24 the greatest impact on our program came from our schoolwide collaboration on the [Homeless Innovative Practices](#) and [Community Schools](#) grants. For both of these large grants, Fusion received extensive technical support from the CDE and regional centers. Fusion is continuing to seek funding toward full implementation as a [Community School](#) over the next five years. Fusion recently was awarded funding for the [College and Career Access Pathways](#) Grant (CCAP) to support dual enrollment in Modesto Junior College courses prior to high school graduation. The impact of the completed “Agriscience for All Learners” [SSP Grant](#) has continued to support increased career technical education and practical life skills at Fusion through the BBQ club and gardening activities.

Process for Implementing and Monitoring the Fusion Action Plan

Over the past six years, Fusion has implemented the schoolwide action plan (SWAP) in alignment with our annual LCAP Goals and Actions and [Title I](#) (SPSA) program. Both the annual [Fusion LCAP](#) and the new [Mid Year LCAP](#) monitoring tools report our progress in detail. Each quarterly [Fusion Principal’s Report](#) to the Aspiranet Board provides updates on [LCAP/SWAP/WASC](#) progress.

Previous WASC areas for improvement are incorporated into the current schoolwide action plan for the school years 2024-25, 2025-26, and 2026-27. The 2019 [WASC Visiting Committee \(VC\) Report](#) identified three areas for growth. Subsequent WASC visits in 2021 and 2022 commended Fusion on progress in these areas and did not recommend further areas.

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The Fusion team immediately implemented the 2019 VC's most urgent recommendation to revise the mission and vision statements to guide strategic planning in all other areas. We collaborated in a [multi-step process](#) to develop new relevant statements approved by the Aspiranet board in June 2019, with an update approved in May 2024. We continue to align every aspect of our program with our [trauma-responsive mission and vision](#), especially as we pursue grants to benefit high needs students (identified in the LCAP as low income, English Learners, homeless and/or foster youth), a large subgroup comprising most of our students each year.

The 2019 VC agreed with Fusion that a focus on applied math skills was a critical area of need, but disagreed with Career Technical Education (CTE) as one of Fusion's identified critical areas for follow-up. Because CTE is a priority in every survey of student, parent and staff feedback, we have included it in the actions of our goal for strategic planning to meet our students' needs.

The 2019 VC highlighted Fusion's need for a long-term assessment plan that uses quantitative performance data to determine student progress towards academic standards and college and career readiness indicators. This plan would also address how academic achievement on schoolwide learner outcomes would be assessed beyond attendance and participation. While we have made great progress by adopting the [NWEA MAP](#) assessments and alternative metrics, the application of assessment results continues to be an area of need. In 2025 Fusion is receiving [Differentiated Assistance](#) from [Stanislaus County Office of Education \(SCOE\)](#) to develop strategies to promote student participation in assessments, especially for high needs students.

The 2019 VC report recommended that Fusion would benefit from strengthened communications with Aspiranet regarding budgeting, expenditures and operations at the school site. We continue to build stronger bonds with Aspiranet's many other divisions and home office support. We work directly with Aspiranet's Finance department and CareNet budgeting platform after discontinuing a back office provider in July 2020. Since a change in our Aspiranet Division leadership in 2021, Fusion is directly under the supervision of Aspiranet Executive Leadership. Fusion's principal meets weekly with the Aspiranet Chief Operating Officer and participates in Aspiranet quarterly leadership and strategic planning sessions, which often include the entire Fusion Leadership Team. Fusion holds two-hour weekly planning sessions to prepare for collaboration with the entire staff in order to bring all school practices and service to students in line with the vision.

Current Goals and Action Plan

The current [2024-27 LCAP/SPSA/WASC goals and their actions](#) are comprehensive enough to include the three previous goals and new actions that have come out of the self study process.

- 1. Proficient English Literacy Skills for All Students**
- 2. Applied Math Skills for College and Career Readiness**
- 3. Program Alignment with Trauma-Responsive Mission/Vision**
- 4. Schoolwide Improvement in College and Career Indicator and Graduation Rates**

Mid-Year Progress to Report

Although we have only one semester of data for the new LCAP goals, Fusion has made [progress toward our desired outcomes](#) to report to the Aspiranet Board by the February 28 CDE deadline and to mail out to parents in our March quarterly bilingual letter and at the School Site Council.

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1. Proficient English Literacy Skills for All Students: *To equip our students with writing skills*

Low scores on the CAASPP ELA Writing and Research and the ELPAC in 2024, and the large numbers of Long Term English Learners with [Credit Deficiency](#) in English Requirements prompted this new goal for 2024-25 with a focus on tutoring. The Action Plan includes [desired LCAP outcomes](#) for standard and alternative assessments of literacy, specifically writing skills.

2. Applied Math Skills for College and Career Readiness: *To fill gaps in learning and prepare our students for the future*

Fusion has prioritized math support for students since the first self-study. In the past six years, we have attempted several different strategies to support our students, most of whom come to Fusion with very few if any graduation credits in math or algebra, and many gaps in skills. Recruiting and retaining a full-time math teacher for small group classes was not an effective strategy for Fusion. Attendance issues were a major challenge; most students did not show up to the classes. Fortunately after the teacher shortages and budget reductions of 2020, we found a strategy that worked for our students. Using new funding for addressing learning loss, we provided flexible math tutoring on campus with tutor training provided as needed by a local teacher with a masters degree in Math Education. Since 2022 our math tutor paraeducators have tracked student math credits and scheduled onsite and remote classes and tutoring sessions. We are continuing to evaluate the effectiveness of our math supports and interventions in closing learning gaps, but we have already seen improved math scores and credit completion.

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*

Since 2023 we have seen a substantial [decrease in absences](#) and [increase in time on task](#) measures, based on completion of school assignments. Fusion is just beginning to develop new measures of student well-being in collaboration with [Seity Health](#).

We have positive feedback about the impact of our trauma-responsive, non-punitive approach, and especially of the effectiveness of our Talking Circles. During Fall 2023, the deans of three large TUSD schools requested to visit Fusion. They were interested in finding out how they could implement our strategies on their campuses. They reported encounters in the community with previously suspended students who told them that Fusion was a safe place without fights where they could focus on their work because of "Circles." We were happy to provide training to TUSD.

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 implemented a career coach position during Fall 2024 to work with all students on career portfolios, field trips and job searches. We also held our first [January graduation](#) for 25 students.

Chapter 2: School Profile and Supporting Data and Findings

Please see the [2023-2024 \(School Accountability Report Card\)](#) (SARC) and [2025 Mid Year LCAP](#).

Student Demographics (as of 2/12/2025 with 159 enrolled, unless otherwise noted)

Enrollment Data with Gender, Ethnicity, and District of Residence (see trends below)

Numbers of Socioeconomically Disadvantaged 134; Long-Term English Learners 34; Homelessness 23; Students with Disabilities 18; 504 plans 11; Foster Youth 3

Current Data Trends:

- Enrollment is up. 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.
- For the entire 2023-24 school year Fusion served 231 students, compared to 184 in 2022-2023, a 25.5% increase. The growth in cumulative numbers result from both district referrals and open inquiries from parents and students. Of 231 students served in 2023-24, 188 (80%) had TUSD as their district of residence compared to 74% in 2022-23, 61% in 2021-22 and 66% in 2020-21.
- [Ethnic Subgroups](#) are Hispanic/Latino 114/159 (71.7%), White 32/159 (20.1%), Other (Two or more, Black, or Asian) totaled 13/159 (8.2%). All but one English Learner is a Long-Term English Learner, and all but two have Spanish as their home language.
- Fusion is serving more female students (82/159) than male students (77/159), a slim 51.6% majority, with roughly equivalent numbers in all subgroups of 18 or more.
- Currently four out of five students are identified as Socioeconomically Disadvantaged, with more homeless 23/159 (14.5%) but fewer Foster Youth than in past years.
- The number of Students with Disabilities fluctuates, with several recently graduating.

Analysis: For the first time since Fusion opened, the percentage of female students has surpassed a record percentage of 44.1% one year ago, and compares to 21.4% in 2018, the same year that cumulative enrollment included 73 male residential Foster Youth. The numbers of residential youth declined from that point on and the proportion of female students grew.

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. Currently Fusion has 8 Pregnant and Parenting teens, 5 female and 3 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.

Attendance Data

[Chronic Absenteeism](#) 52.5%

Current Data Trends:

- Chronic absenteeism is on a [downward trend](#) after increases during school shutdowns. In 2023-24, 80.8% were “chronically absent” compared to 96.0% in 2020-21.
- Fusion students exceeded the ADA goal of 100 in 2023-24 with a P2 of 104.17; Fall 2024 P1 ADA of 116.20 increased by more than 15% over Spring 2024 P2.

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- The percentage of students participating in daily schoolwork increased from 70.74% in 2023-24 to 81.66% in Fall 2024. Overall in 2023-24, there were 116 days with attendance at or above 100, compared to 40 days in 2022-23.

Analysis: The first step in success is showing up. Fusion attendance has improved with students more engaged in school, and more students showing up for assessments and included in the metrics that we need to monitor program effectiveness. Our current LCAP goal is to reduce Chronic Absenteeism to below 70% and to increase daily attendance to 75% or more. We have already reached this in Fall 2024. For the first three attendance periods, the chronic absence rate was 52.5%. Many students have inconsistent work habits, especially on Fridays.

Fusion has promoted five-day-a week engagement on campus in an attempt to improve student accountability in a calm and peaceful environment. We arranged the school schedule to maximize support for attendance and to minimize interpersonal conflicts, with small numbers of students on campus at any one time, typically no more than 20 to 30 students during any single session throughout the day, with additional time on Edmentum coursework off-campus using Fusion devices and wireless where requested. We also recognized that students need the option to work at home. About one third of Fusion students are on site less than four days per week.

In 2023-24 a total of 51 students were tracked for low attendance (below 50% for a monthly learning period) and received texts, calls, letters, and in person meetings offering interventions, transportation and support. Five students were seniors who subsequently graduated early, another 20 students were referred by Fusion back to their district schools for nonattendance with a lack of progress toward graduation, and a group of 26 students remained enrolled.

Student Performance Data

2024 California Dashboard, DASS, DataQuest

CAASPP ELA 9% Met Standard; CAASPP Math 1% Met Standard; ELPAC 7.14% Met Standard;
NWEA Reading Winter 2024-25 = 52% at or above the 21st %ile (vs Grade 11 Spring 2021 42.4%)
NWEA Math Winter 2024-25 = 46% at or above the 21st %ile (vs Grade 11 Spring 2021 21.9%)

Current Data Trends:

- Fusion almost met the state participation rate of 95% with 2024 CAASPP ELA Percent tested = 94.12%, N=80/85 All Grades: 9.09% Met or Exceeded Standards; 2023 CAASPP ELA Percent tested = 92.31% N=48/52 All Grades: 10.42% Met or Exceeded Standards
- CAASPP Math scores for 2024 for Grade 8 included 18 students. Only one student nearly met the standard (5%), and 17 (94%) did not meet the standard. Math scores for 2024 for Grade 11 included 51 students. One student met the standard (1%), and one nearly met the standard (1%), and 49 (96%) did not meet the standard. This is similar to past years.
- February 2025 NWEA Reading scores include 114 students in all achievement bands. 1st-20th %ile = 48%; 21st-40th %ile = 20%; 41st-60th %ile = 11%; 61st-80th %ile = 12%; 80th + %ile = 9%.
- February 2025 NWEA MAP Math scores include 114 students in all achievement bands. 1st-20th %ile = 54%; 21st-40th %ile = 17%; 41st-60th %ile = 5%; 61st-80th %ile = 4%; 80th + %ile = 20%.
- ELPAC Spring 2024 Participation 42/42 (100%); Level 4 Overall = 3 (7.14%) Oral = 9 Written =1; Level 3 Overall = 9 (21.43%) Oral =17 Written =1; Level 2 Overall = 19 (44.19%) Oral = 14 Written =12; Level 1 Overall = 10 (23.81%) Oral = 1 Written = 25; in 2023 one student was reclassified Fluent English Proficient based on 2021 and 2022 ELPAC scores and English credit completion.

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Analysis:

To be prepared for the adult world after graduation from high school, students need a broad range of literacy and math skills. As a DASS school, Fusion has the challenge of remediating and accelerating learning for students with below-standard scores on the Smarter Balanced Assessment Consortium (SBAC) CAASPP tests which reflect years of school disengagement and chronic absenteeism that has resulted in learning loss. Anecdotally we have noted that students often avoid state tests. Fusion is a small school. The absence of one or two students in a grade level group can prevent the school from reaching the 95% CAASPP participation rate.

Because Grade 11 students often enroll at Fusion far behind academically, the [summative assessment data](#) is not as useful to Fusion for informing instruction or seeing student progress as alternative NWEA MAP data reported locally. Fusion is developing better ways to use longitudinal NWEA Math scores to identify academic needs for those students enrolled for a period of several years. Most Fusion students now have an NWEA baseline assessment for math and reading comprehension scores and will be reassessed for growth after three months.

We are working with SCOE to present training to our staff on how to best utilize NWEA MAP Math and Reading scores to carefully assign coursework and explore academic opportunities for a broader population. We will also monitor high achieving students with failing grades from previous schools who may have social and emotional needs impacting school success.

The ELPAC test was administered to all 42 English Learners; in a comparison of the Oral and Written Language Subtests, only one student scored at the lowest Level 1 in oral Proficiency, but 25 students scored at a Level 1 on the Written Language tests. Fusion has added an English Literacy Goal to the LCAP for 2024-25 to address English writing skills for all subgroups, with a priority for supporting English Learners.

[College and Career Preparation](#)

Dashboard CCI

Dual Enrollment

Career Technical Education Pathways

Current Data Trends:

- In Fall 2023, three Fusion students completed the Modesto Junior College course "Intro to College" and earned dual enrollment credit, but not a sufficient amount for CCI eligibility.
- Fusion has a zero College and Career Indicator Percentage for 2024 following a "Very Low" rating in 2023, 6.7% were identified as Prepared and 8.9% Approaching Prepared.

Analysis: As an alternative school, we have not participated in AP testing and other typical metrics used on the Dashboard. We are planning three actions to increase the CCI and help our students prepare for College and Career.

1. Collaboration with Modesto Junior College (MJC) on dual enrollment
2. Implementing full Career Technical Education Pathways with Edmentum courses
3. County Office Support for the Dashboard CCI . We have accepted technical assistance from SCOE, have attended a workshop and hosted one visit to our campus.

In 2023-24 three students completed the [Intro to College](#) class for Modesto Junior College dual enrollment credit. Seven other students began the process by registering at MJC or Columbia College but either did not complete enrollment or dropped the courses they started. Our experience showed that more support is required to guide students through to course

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completion. We will provide transportation to academic and vocational training opportunities through a newly received College and Career Access (CCAP) grant. This grant gives students opportunities to prepare for both college and career under Fusion guidance and with regular accountability, so that students do not become discouraged and drop classes or avoid continuing in college courses after graduation from high school.

We have met with our Edmentum representative to implement several full CTE pathways. An authentic but difficult statistic to obtain would be actual postsecondary success in those pathways. While a number of successful graduates visit Fusion from time to time with reports of good news, we have not yet established a consistent long term way of tracking graduates.

In February 2024, Fusion was notified that our school had received a second year of CSI status due to low performance on College and Career Indicator. Only 4.3% of 2024 grads were identified as “Approaching Prepared”. The purpose of CSI funding is to identify the root causes of these low performance indicators, collaborate with educational partners, including school staff, students, parents and community members to locally develop and implement a plan that meets the needs of our students and implement and evaluate strategies to improve outcomes for all our students.

[Graduation Report](#)

Dashboard Indicator; Graduation Rate; Dropout Rate; Summer School Credits;
On Track for Graduation Credits in English and Math

Current Data Trends:

- Fusion had 45 Class of 2024 grads, compared to 28 grads in 2022-23. 40 students left the school for other reasons: 20 transferred to another school or juvenile detention. 20 were referred back to their local districts due to attendance issues and did not return during the school year.
- Based on a cohort of 47 students, the two significant subgroups had similar outcomes in 2023. Of 32 Hispanic students, 56.3% graduated, a decline of 21.3% from 2022, and of 44 Socioeconomically Disadvantaged students, 56.8% graduated, a decline of 24.1%.
- Summer Credit Recovery: 42 of the 52 students enrolled completed 285.5 credits with the support of the 2024 summer team. Each year the number of credits earned increases.
- At the end of May 2024, 17 of 118 students (14.4%) in Grades 9-12 were on track for on-time graduation based on 10 English Credits completed per school year. Eight students in Grade 12 had insufficient English Credits to graduate on time for 2024. As of 2/10/2025, 49 of 71 (69%) students enrolled for two or more semesters were on track in English credits.
- The needs assessment conducted by Seity Health Students (80.8%) and Families (91.7%) agreed or strongly agreed that Fusion is preparing students well for life after graduation, but that more can be done to meet needs.

Analysis: The Graduation Rate on the Dashboard returned to a more typical level in 2024 with 45 graduates and a 77.2% rate, after a high of 83.3% in 2022 fell to 55.3% in 2023, resulting in a Red Indicator on the Dashboard which triggered Comprehensive School Improvement (CSI) Low Grad Rate status. It should be noted that these deep declines followed an abnormally high graduation rate in 2022 that resulted from AB 104, with a reduced number of 130 graduation credits. To keep the Class of 2025 seniors motivated to graduate and not drop out at age 18, Fusion held a Mid-Year Graduation in January with 25 students who completed during Fall 2024.

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School Climate

Zero Suspension and Expulsion Rate; [Community Schools Needs Assessment](#); Juvenile Justice Contacts and Detention; [CA Healthy Kids](#); Perception Data; [Parent Surveys](#); Talking Circles

Current Data Trends:

- Of the 231 students enrolled in 2023-24, 26 (11.26%) were detained in juvenile hall or on probation, plus 30 of 184 (15%) enrolled in 2022-23.
- Students prioritize finding a job. Some students experience challenges at home, and some have requested additional wellness support for depression or substance abuse.
- A campus supervisor and full time school counselor are available daily, with a therapy dog on campus a couple of days a week.

Analysis: Although Fusion has maintained a Zero Suspension Rate since the Dashboard was introduced in 2017, students may have problems off campus. Fusion has begun to track juvenile justice contacts. Resources from our anticipated Community Schools grant will support collaboration with the CSU Stanislaus Criminal Justice Department and county juvenile probation system to proactively address related school attendance and mental health issues.

We believe that it is noteworthy that only 2.5% of the 85 students surveyed anonymously by Seity Health during the Spring of 2024 disagreed with the statement “I feel like Fusion listens to my opinions and interests.” Students (39.7%) and Families (76.2%) answered “Yes” to questions about the need for an internship/apprenticeship program and a mentoring program (Students 57.5% and Families 72.6%). Overall, students report a positive climate at Fusion. They feel safe, connected to caring adults at the school and feel their teachers are fair and have high expectations for them. Small school size and high staff to student ratio provides help for students struggling with health and safety issues.

Major Preliminary Student Learner Needs

- Students need a variety of schedules, course options, post secondary pathways and positive interactions with school staff to overcome obstacles to graduation.
- Some students need wellness support for mental health, pregnancy and homelessness.
- Long-Term English Learners need basic skills to pass the written ELPAC and succeed in college or career responsibilities that require literacy.
- Students need better preparation and focus to persist in college and vocational training.
- Some students need alternatives to harmful relationships and risky activities off campus that result in injury, court, probation and incarceration.

Important Questions Raised by Analysis of Student Performance and Demographic Data

1. How can we improve attendance for students who do not respond to typical incentives?
2. How can we help our students complete CTE pathways and get jobs with a living wage?
3. How can we increase access to wellness support for students facing mental health struggles, pregnancy, and/or homelessness?
4. How can we create safer alternatives and support networks for students engaged in harmful relationships and risky behaviors outside of school?

Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile:

Fusion grew out of the Aspiranet nonprofit Board of Directors' commitment "to take collective action to support communities and families as they love and care for children" and is in full agreement with the current Aspiranet vision: "We envision a world in which all children and youth are loved and cared for and all families have the resources to thrive." In 2014, Fusion's local authorizer, the Board of Trustees of the Turlock Unified School District (TUSD), approved Fusion as an independent charter school with the following purposes to:

1. Provide a safe and effective learning environment for youth expelled or transferred due to behavioral issues from comprehensive junior and senior high schools
2. Reduce disruptive behavior on traditional school campuses
3. Improve attendance – decrease dropout rates
4. Return students to traditional campuses

Over the past decade, Fusion has been **highly effective** in accomplishing these district goals and more. As we have respected, valued and engaged students in meeting relevant educational goals, we have first addressed social and emotional needs foundational to academic progress. Improved behavior and school attendance, credit recovery and increased graduation rates are byproducts of an approach based on recognizing the impact of past trauma and present chaotic lives. We have welcomed and supported all students: long-term English learners, foster youth, students with disabilities, and growing numbers facing homelessness and housing instability.

Fusion Charter's "[Graduation Outcomes and Life Skills](#)" (GOaLS) reflect what we believe is most important for all Fusion students, not only in earning a diploma, but in gaining the habits of success for adult life. Fusion continues to work closely with Aspiranet on a long-term [Strategic Plan and Initiatives for 2024-2027](#) that support a second decade of impact on youth in our community. In preparation for [five-year charter renewal through 2030](#), Fusion has collaborated with TUSD to revise the school charter to reflect Fusion's current trauma-responsive mission and vision statements and commitment to serving the most vulnerable youth in our community.

A1.2 Equity and Inclusion:

Fusion Charter is **highly effective** in addressing the Organization for Student Learning criteria and all supporting indicators, considering the unprecedented challenges of the past decade. Fusion's vision and purpose reflects a belief that all students can learn and achieve, regardless of past experiences in traditional school settings. Fusion does not give up on students, as evidenced by the high percentage who respond on anonymous surveys that "someone believes in me." Fusion's flexible options and individual strengths focus on diversity, equity, and inclusion.

A1.3 Development/Refinement of Vision and Purpose:


Fusion and Aspiranet have **effective** processes in place to ensure involvement of all educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile. Following the first WASC Visiting Committee report, Fusion’s mission and vision statements were revised in 2019 and refined in 2024 to reflect the unique purpose of the school:

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. (Approved 5.31.24)

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. (Approved 5.31.24)

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:

Fusion has implemented **effective** processes for communicating with all educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals. Fusion has good community response to surveys (phone, online, in person, bilingual), and holds new parent/student orientations and one-on-one conversations to focus on goals. Our frequent letters, calls, ParentSquare messages, social media and website (with more than 600 followers) present Fusion as a place where they will be respected and their students will receive support.



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

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Criterion A2: Governance

Fusion's purpose is completely aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School:

Fusion **effectively** carries out the Aspiranet governing board's focus on well-being for vulnerable youth and their families. 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. At all events Aspiranet is recognized as Fusion's founder with the aim of improving academic achievement and well-being of all students.

Fusion serves the families in TUSD and surrounding districts with a whole child alternative that carries out Aspiranet's vision at a secondary school level. The Turlock community may not be fully aware of the scope of the Aspiranet board as a [501\(c\)\(3\) California nonprofit organization](#) with a broad range of family service programs across the state. However, many in Turlock have experienced the way Aspiranet's decisions, expectations and initiatives guide the work at Fusion.

Criterion A3: Leadership for Learning

Fusion's leadership, faculty, staff, parents and community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the LCAP.

A3.1 Broad-based and Collaborative:

Fusion's leadership, faculty and staff **effectively** a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

As a charter school, Fusion is by definition a parent choice school. We are accountable to our parents and students to individually assess each student's needs, beginning at orientation. We collaboratively develop a course schedule and graduation plan tailored to each student. Fusion monitors attendance and curriculum completion data daily for student progress and signs of student disengagement. Teachers meet with each individual student weekly and prepare [monthly reports \(MAL\)](#) of student progress, including work samples for the Independent Study file. On a quarterly basis Fusion sends a [bilingual newsletter](#) to all parents with grade reports and credit tracking. We monitor senior graduation credits and assign tutoring as needed to keep students on track. Parents of minors who are Students with Disabilities receive detailed written reports of progress on IEP goals and collaborate in IEP meetings, as needed but at least annually. We participate in Differentiated Assistance from the district and county of education, and our faculty and staff meet regularly with our Edmentum rep and other curriculum vendors to determine better ways to use and/or supplement our curriculum to maximize student learning.

A3.2 Leadership Role in Accountability:

Fusion leadership and faculty **highly effectively** demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

Aspiranet leadership has carefully overseen Fusion Charter during the past several years, first in providing financial and programmatic support during the pandemic and subsequent state deferrals of public school funding. Second in engaging the Fusion organization in self-reflection and strategic planning in preparation for school transitions of leadership. They also have collaborated with Fusion during the Community Study Team process of California Community Schools Partnership planning (CCSPP), contributed to the development of grant applications for supplemental funding streams and supported Fusion in monitoring new legislation and advocacy issues that the [California Charter School Association \(CCSA\)](#) brings to our attention. For example, Aspiranet leadership helped Fusion present to the Board of Directors and secure approval for a new process in compliance with AB 2251, which allows students suffering from a mental or physical illness to be able to be exempted from additional [graduation requirements](#) beyond the 130 required by law for all students. This is similar to the exemptions already provided to foster youth, homeless youth, and youth impacted by incarceration in the juvenile justice system.

A3.3 School Action Plan/SPSA Correlated to Student Learning

Fusion's [schoolwide action plan/SPSA](#) is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP. For this reason, the Action Plan is a dynamic document that is regularly reviewed and updated to reflect changing laws and to accommodate a broader range of student needs and strengths than in the past

Criterion A4: Qualified Staff and Professional Development

Criterion A4: Qualified Staff and Professional Development

Fusion's qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff

Fusion's school and Aspiranet agency procedures ensure that leadership and staff are qualified based on staff background and preparation. Fusion employs a dedicated and [highly qualified staff](#), with 18 full-time and 5 part-time team members. Additional leadership and operational support from Aspiranet's local office in Turlock and home office in South San Francisco. The Fusion team includes both long term members and others who stay a year or two as they move through various stages of their education and careers. Seven staff members have worked at Fusion since the first self-study visit in 2019 and four are new to the school in 2024-2025.

Fusion staff bring a broad range of skills and experience to the school. All staff are appropriately [credentialed](#) for their positions; twenty current staff members hold at least Bachelor's degrees,

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and nine have earned Master's degrees. Twelve are fluent in Spanish.

Fusion Charter is committed to fostering a supportive and inclusive environment. Using a trauma-responsive approach, we prioritize the social and emotional well-being of our students. Recently we increased special education capacity by contracting with an agency which has provided an experienced retired educator to serve students with mandatory resource minutes. Additional staffing also supports Fusion's capacity to enroll students, as school laws prevent discrimination based on ability or disability and limit the number of students per teacher..

Our final open position for 2024-25 school year is a new full-time custodian/groundskeeper to be shared with Aspiranet Residential. Fusion advertises [job openings on Indeed](#), followed by [Hiring Circles](#) with representatives from Fusion staff who first ask questions of the job candidate and then share their responses with the candidates. New hires have responded well to this process, which helps them to understand Fusion's program. Unfortunately finding a qualified candidate has been a challenge. Surveys have indicated that Fusion's nonprofit pay rate for hourly positions is simply not competitive with both district schools and wages offered in other professions.

Fusion implements **effective** supervision and evaluation procedures in order to promote professional growth of staff. Fusion has participated in Turlock's district teacher induction program for the past four years, with one beginning teacher having completed the program with an excellent final evaluation, and another candidate due to complete the program in Spring 2025. One experienced teacher who recently retired served as a mentor teacher in the program.

All Fusion staff are evaluated using Aspiranet evaluation materials through Cornerstone. 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.

Leadership and faculty use an [Educator Coaching Feedback](#) tool created at Fusion to continuously improve classroom instruction. Each teacher has a daily prep period and opportunity for collaborating with colleagues, contacting parents and students, completing documentation of student work, and accessing Aspiranet Cornerstone training. Fusion teachers work with leadership to collaboratively develop [expectations](#) during the school year and for [paraeducators during summer school](#). The principal is provided with supervision and support in weekly meetings with the Aspiranet Chief Operating Officer (COO), quarterly leadership development on topics such as training in GROW Coaching conversations and strategic planning.

A4.2 Professional Learning and Impact on Student Learning

Fusion **effectively** supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

Fusion professional development focuses on school climate and rapport with at-risk students, social-emotional learning, the administration and use of assessments, Social Justice and trauma-responsive teaching strategies. Through practical, flexible, and individualized learning strategies, we aim to engage students and provide clear pathways to college and career success.

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Fusion is fortunate to help launch many new professionals. With our school improvement funds to increase college and career readiness, we have hired recent university graduates as math tutors and CSUS interns. We provide our trauma-informed training and mental health first aid to all new hires. Implement evaluations of PD apart from grants and mandatory PD

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. 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. Staff members have access to individual professional development based on needs and availability, monitored via a [Staff Survey of Events for 2024-2025 Revised January 20, 2025](#)

In 2022-24, Fusion developed video-based training in identifying and supporting homeless students via restorative talking circles. In 2023-24 the Fusion team provided professional development presentations for the Homeless Innovative Practices grant-supported toolkit to at least 20 local districts and statewide conferences. Fusion's Model Innovative Program link is live on the CDE website with this description: [Restorative Practices: The Art and Science of Talking Circles](#). By invitation, the Fusion team will repeat workshops in June 2025 at the Community Schools Conference in Fresno and the [PSC Summer Learning Institute](#) in Morro Bay.

A4.3 Communication and Understanding of School Policies and Procedures

Fusion **effectively** implements a clear system to communicate written policies, procedures, handbooks and assigned tasks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Fusion supplements the [Aspiranet 2024 Employee Handbook](#) with extensive use of Fusion Charter's Google for Education calendar, drive and spreadsheets. The leadership team shares responsibility for adding materials to each of these communication sources. Fusion uses both the agency [aspiranet.org](#) email and the [fusioncharter.org](#) email through Google to communicate daily morning messages via email and agendas for Friday afternoon staff meetings and planning times.

Criterion A5: Resources

Fusion's human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions

Fusion leadership and staff are involved in **effective** resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP. The entire Fusion community, including students and parents, are involved in decisions about the expenditure of federal Title I funds, and some state resources, such as the [Prop 28 Arts and Music](#) ongoing funds. Highly restricted/competitive grants provide supplemental funds to support student needs. Careful recordkeeping and collaboration with the Aspiranet financial departments support Fusion in tracking and maximizing the following state and federal funds.

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1. College and Career Access Pathways Grant (CCAP) In late 2024 Fusion 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.
2. The Community Schools Implementation (CCSPP) grant application was submitted February 6, 2025 to 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. totalling \$712,500 for five to seven years.
3. Fusion has been awarded an additional \$421,191 for Comprehensive School Improvement (CSI) for 2025-26 to increase the Dashboard College and Career Indicator and Math and English Language test scores through September 30, 2026. This second year of funding follows a first year allocation of \$174,382 in 2024-2025, based upon expenses for “evidence-based” interventions to improve student outcomes. Fusion is collaborating with TUSD and SCOE experts for technical assistance in budgeting these funds.

A5.2 Practices and Procedures:

Fusion Charter is governed by Aspiranet’s **effective** and transparent procedures, which are in place to develop an annual budget, conduct audits and follow quality accounting practices. In 2021 Fusion discontinued the services of a charter school vendor for “back office” support with such tasks as budget forecasting, state financial and attendance reporting. The Fusion Principal and Data Specialist now work with the agency business office to obtain financial statements and submit all budget plans and reports to the Aspiranet CEO and Board, TUSD, SCOE and CDE. These members of the Fusion team have benefited from both CSDC Business Officer Training and Document Tracking Services (a modest annual fee of \$382 on 10/1/2024).

The new Aspiranet Chief Financial Officer (CFO) has reached out to Fusion to provide support and guidance for fiscal activities and arrange for funding in the event of additional state deferrals or other cash flow delays, such as charter schools experienced statewide in 2021. Long range planning with Aspiranet focuses on sustainability after large grant funds expire and balances enrollment growth with the challenges inherent in providing low income students with needs for basic resources, such as computer devices and WiFi access for home use, and access to math tutoring, academic and career support and counseling.

A5.3 Instructional Materials:

The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are **effective** but burdensome. With the new Aspiranet CEO, we look forward to collaborating on supply chain improvement and attention to timelines for purchases, including grant funds with expiration dates. Fusion hopes to establish a balance between multi-step approval procedures and the timeliness of requests with deadlines, such as registration and travel for conferences, and urgent classroom requests. Fusion keeps a minimal amount of petty cash on site for urgent needs. All reimbursements, receivables and payables are handled through the Aspiranet Financial Department. A number of improvements are already in place that Fusion did not have at the previous onsite WASC visit in 2019, including stamps.com and an ARCO gas card which is kept in a locked drawer for checkout by one of three authorized users. Credit card purchases handled by the Fusion Office Administrative Assistant require

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Aspiranet pre-approval for all amounts of any size.

A5.4 Facilities Conducive to Learning: Fusion’s facilities are safe, functional, well-maintained, and sufficient to **effectively** support student achievement and the educational program(s) including the use of technology and digital learning.

Fusion staff and students take pride in Fusion’s six-classroom building with offices and a multipurpose room/gym. Aspiranet is building a beautiful new learning center adjoining Fusion on the west side of the campus. The property will include housing for youth transitioning from residential foster care to independent living and will offer the capacity for additional job training, digital technology and wellness resources, for all students but especially for homeless youth.

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. A local artist worked with students to paint a [community-based mural](#) on the storage unit in the Fusion yard, a contractor constructed a greenhouse and a professional landscaper installed raised garden beds in the former playground area, all projects provided by private and/or government grant funds and in-kind services.

Fusion’s facility is also used to serve the community. In addition to our parent and family events, the 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. When asked in an [anonymous survey](#), 91% of the parents surveyed responded that they agreed or strongly agreed with the statement “My student feels safe at school”. When asked if they feel welcome, 95% of parents surveyed felt welcome in our school.

Despite perceptions of safety, increasing campus use requires more attention to routine maintenance and safety. Fusion uses a limited custodial service four hours a week and crime in the local area continues to be an issue, with reports of both property crimes and violent crimes. The Student Council Fall Festival held each October for neighborhood children was cancelled in 2022 due to the threat of local gang activity after a neighborhood stabbing. In early 2024 the intercom system failed when [lockdown](#) was called following a brief series of gunshots near the campus. Radios were used instead as our backup plan and an arrest was quickly made. Both incidents emphasized the need for greater allocation of resources to support the facility. Unfortunately charter funding for facilities purposes is limited; Fusion must seek private funds for facility costs, such as safety upgrades or restroom updates to better serve our students.

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

4. Fusion's greatest strength is our dedicated staff
5. Trauma-Responsive Mission and Vision reflect staff beliefs and school practices
6. Broad-based and collaborative agency
7. Extensive professional learning opportunities

Areas of Growth

1. Competitive pay based on school-based jobs to attract and retain staff
2. Custodian/Groundskeeper to maintain the property
3. Funds for safety and facility upgrades
4. Better communication of school policies and business procedures
5. Practice and procedures for supply chain logistics

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Fusion students have access to online coursework through the Edmentum learning platform, with options for core credit recovery or rigorous a-g level coursework, and Career Technical Education library of courses from Edmentum, our curriculum publisher. For 2025 Fusion faculty will collaborate to select several Career Pathways from these well developed, University of California approved courses for students to more fully prepare for college and career as measured by the College and Career Indicator.

Professional development around our current grants include information and training that directly benefit our students Community Schools, Dual College Enrollment, Arts and Career Technical Education, Ethnic Studies and Financial Literacy courses adopted by the state.

As Fusion continues to improve educational opportunities for all students, the faculty collaborated to increase the rigor of English courses. All Edmentum English courses are presented to students without individualized substitutions or modifications, unless required by an IEP for a student with a disability. Supplementary activities to support the English curriculum will be at the discretion of the classroom teacher for elective credit in IRW, especially for those students needing motivation or support for reading comprehension or English proficiency.

Note: Since the previous self-study Fusion discontinued the project-based activities in Summit Learning for Grades 7-9, and is now using Edmentum for all core coursework and Newsela for current events for all grade levels. Summit was an ambitious undertaking which required regular teacher training and supervision of students. Since returning to the classroom with shorter sessions Fusion has continued Edmentum for all grade levels,

Strengths	Evidence	Need for Growth
Edmentum Core online courses Career Library Collaborative Professional development for teachers	Course lists Quizizz EdPuzzle Newsela	Focus on offering a few Career Pathways from Edmentum

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Criterion B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

All Fusion students have access to a full range of online coursework through the Edmentum learning platform, with options for credit recovery or a-g level coursework. All students have access to Newsela online with a Social Emotional Learning library included.

Students have access to a challenging math curriculum through the guidance of Fusion's team of math tutors. Teachers and tutors plan curriculum which bring them joy and are encouraged to offer new courses. Their enthusiasm draws students to attempt a new curriculum. Fusion's resource specialist runs two options on Fridays, a comic con club and Student Council. Since the last self study, one teacher helped construct the Fusion greenhouse and taught students how to trim tree branches and another teacher offered AP Computer Science and eSports, and collaborated with other teachers to hold bake-off contests and hands-on crafts. Friday art workshops are popular as students experiment with materials and skills. In January the school counselor started a Friday BBQ club with a customized curriculum.

Students in Grades 11 and 12 also have access to courses at community colleges, with MJC as the nearest college; Merced and Columbia are also nearby options. Fusion's student support advocate assists students in enrolling and completing courses. With the purchase of a second van with CCAP grant funds Fusion will provide limited transportation to the college.

Fusion students have trusted adults to facilitate opportunities that they might not have experienced in a traditional school setting. Fusion has conducted five field trips so far in Fall 2024: Modesto Junior College Apprenticeship Expo, Columbia College Claim Jumper Day, Renaissance Faire, and two trips to Yosemite.

Teachers have flexibility in the design of Weekly Lesson Plans for Talking Circles. They also have the flexibility to maximize student interest with one-time opportunities such as a 2023 Steinbeck Author study at all grade levels followed by a trip to Steinbeck's birthplace and attendance at a theatrical production of "Of Mice and Men." Fusion purchased classroom sets of a number of Steinbeck's works and the entire school was immersed in the highly relatable stories from California's agricultural past. These events occurred while the school greenhouse and gardens were being built with student participation.

Parents and students have opportunities to collaborate and build a sense of community as they discuss graduation plans and possible CTE courses during Fusion's initial new student orientation session. As Fusion continues to improve educational opportunities for all students, the faculty is revising Fusion's in-house elective Advisory to include specific life skills benchmarks such as the writing of cover letters, job interviews skills and basic financial literacy.

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Strengths	Evidence	Need for Growth
Friday Electives Circles Newsela SEL Library Novel studies and quizzes Field Trips	Parent Student Handbook Portfolios	More CTE focus on Career Pathways Revision of Advisory Course to include Life Skills/Career Readiness

ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Edmentum Core Courses
2. Circles Lesson Plans
3. Friday Electives and other teacher created curriculum
4. Newsela SEL Library

Areas of Growth

1. Edmentum CTE Library Usage
2. Support student enrollment in MJC Courses
3. Advisory Class Revision with life skills

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Fusion credentialed teachers and math and English tutors are **highly effective** in building rapport with students and encouraging students to earn a high school diploma instead of dropping out. Unlike many independent study programs and most traditional high schools, the student develops a strong connection with the teacher and rarely asks to change to a different teacher.

All Fusion students have access to up-to-date materials and curriculum under continual revision by their publishers (Edmentum, Newsela) and technology required to complete all state-mandated coursework. The expectations for course completion are clear. Students work for mastery learning outcomes without a pacing requirement. Some students overuse looking up answers and would benefit from more one-one-one instruction. The online account shows the work completed and the grades earned. On Fridays Fusion holds electives that are not graded but act as enriching motivators for students to attend.

Students experience different teaching styles though work with math and English tutors who come into the class, paraeducators and through Friday elective classes, such as Comic Con, Student Council, Art Workshops, BBQ Club, and, other past offerings such as eSports, Computer Science, Drones and Agriscience.

Strengths	<u>Evidence</u>	Need for Growth
We challenge our students to learn new IEP goals Arts funding for Fridays Rigorous options at MJC Students are given lots of resources	Newsela Chromebook Checkout list	Build curriculum for life skills Writing and Math instruction Focus more on Newsela for reading comprehension and writing

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of effective strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

- Broad feedback from our educational partners and test results show that students scored below standards on English Language arts, plus English Learner scores that indicated Oral proficiency for many but Written proficiency for very few. In addition, feedback from parents and teachers called for improved writing skills for workplace and college readiness.
- Due to low scores on the CAASPP ELA Writing and Research and the ELPAC in 2024, and the increasing numbers of EL students, a goal for 2024-25 was developed to improve literacy, specifically writing skills, with a focus on intensive tutoring for English Learners and other students with low ELA scores on standardized tests and performance assessments in core and supplementary curriculum. A frequent recommendation on score reports was to use informational texts to improve ELA skills.
- Some students are served via remote learning by choice, requiring teachers to be more flexible.
- Independent students without access to the internet at home have access to devices and wireless on campus and via a checkout system for Chromebooks and data enabled Chromebooks for home use. By virtue of being online they are being prepared to use digital learning resources.
- Teachers work with IEP teams to set goals to get students ready for college and career. Students in Grades 11 and 12 are encouraged to enroll in Modesto Junior College for dual enrollment.
- Students have a voice in independent learning, choice of schedules, when to work on each class, etc Students progress at the rate that is right for them.
- At Fusion teachers have the flexibility to plan instruction around student interests beyond the classroom.
- 2023 Steinbeck Author study at all grade levels followed by trip to Steinbeck's birthplace and attendance at the play "Of Mice and Men"
- On Fridays Fusion holds electives that are not graded but are motivators for students to attend. Students choose classes, which gives them control over their education.
- Arts funding supports field trips and art workshops, which provides for student creativity and wellbeing.
- Mobile panels, large screens which replaced the obsolete projectors in the classrooms, and accessories in 2024 to extend their capacity for instructing our students. Teachers create relatable lessons by gathering background info. With topics such as "Who said it, Shakespeare or Tupac?"
- Teachers use random selection, asking questions, student choice, advising, group discussions.

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Strengths	Evidence	Need for Growth
IEP Transition planning One screens and tech Teachers create Weekly Lesson Plans for RJ circles Reading novels together IRW/Newsela Very individualized 1:1 time with teacher	Field trips Aeries Student Information System (SIS) Circle Planning Template Circles, surveys, Advisory and schedules, Google classroom, Edmentum, Newsela, google docs. Surveys, student council, flexible schedule and modifications in curriculum	Build life skills curriculum Career exploration course. Careers course, assistance with resume or job applications, directing them to school counselor in regards to work permits or drivers ed. More graphic novels to access literature Audio books to use with students

ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Social Emotional Teaching through Circles
2. Individualized instruction
3. Literature to supplement Edmentum

Areas of Growth

1. Life skills curriculum
2. Career course
3. Practical support for adult tasks
4. Accessible audio and video materials for literature

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use **somewhat effective** and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Fusion's school wide [assessment plan](#) includes mandatory state tests (CAASPP, ELPAC, PE testing) and NWEA MAP (math and reading) as well as Edmentum and Newsela assessments. Measures of well being include the [California Health Kids](#) and other surveys, including [SEITY](#) Health. We have used game-based assessments like Kahoot and Quizizz in the past and are piloting Edpuzzle, an engaging reading comprehension assessment in 2025.

Grade reports are sent out four times per year. Fusion's Edmentum curriculum is built around embedded tests. Students take the tests understanding that Fusion values Mastery Learning and focus on the number of passing course credits earned but that students complete work at their individual pace with no failing grades issued..

For the past several years we have focused on the required [ELPAC](#) and the [NWEA MAP](#) from the CDE list of approved assessments, and previously approved by TUSD for Charter Renewal. We dedicated professional development time to understanding and analyzing the assessments and ways to communicate results and goals to students and parents. As new staff come in to replace those who retire, these [workshops](#) will be repeated.

We accomplished the following and will include meaningful assessment in monitoring in all LCAP goals.:

- Trained a paraeducator in the administration of the ELPAC for English Learners
- Received approval for NWEA MAP from TUSD for Charter Renewal
- Initiated assessment with the NWEA MAP in April and May 2021
- Trained teachers to administer the NWEA and utilize the results
- Developed an ELPAC [teacher recommendation and parent input](#) in both Spanish and English
- Collaborated with Edmentum about additional quantitative performance data reports to determine student progress towards academic standards in all core courses
- Developed Communities of Practice focused on improving student engagement and attendance

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Fusion teachers **effectively** employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches to meet individual student needs.

Because Fusion is a small school with small group sizes, a strength is the rapport that teachers have with their students. Appropriate assessments include teacher observation, written, verbal, and visual methods, often one-on-one and individualized. Special Education teachers also use the [Woodcock Johnson](#) for assessments and a variety of performance based measures and observations to monitor IEP goals. Teachers have collaborated to decide on embedding assessment in Advisory-Adding skills rubrics and career readiness expectations. They also want to teach students how to do their contemporaneous work logs required in IS records and P.E logs. We have not yet implemented a mental wellness screening for all students or a planned life skills rubric for advisory.

As DASS school educators, Fusion teachers have the challenge of remediating and accelerating learning for students with below-standard scores on the Smarter Balanced Assessment Consortium (SBAC) tests. These scores reflect years of school disengagement at previous schools and chronic absenteeism that has resulted in learning loss. We also question whether standardized tests are meaningful measures of skill levels for students who are not motivated to try on the tests.

Standardized tests can be questionable tools to measure the skill level of students in alternative education settings. The impact of motivation and students' social and emotional reaction to the tests is likely to have an impact on the outcome. In fact, comparing some recent test results indicate that performance on the CAASPP is much lower than the performance on the NWEA tests, where about half the group has earned scores above 21st %ile, and some have earned scores above the 81st%ile.

ELA—Typically only the 11th grade has enough students in the group to report the scores. For example in 2021 there were 47 11th grade students. Only 33 tested on the NWEA ELA with 42.4% above the 21st %ile. In 2025, that number was higher, with 36 11th grade students testing with 58% above the 21st%ile.

The Grade 11 CAASPP in 2024 included 53 students. Only five students (9%) met the standard, six (11%) nearly met the standard, and 42 (79% did not meet the standard.)

Math —In 2021 on the NWEA Math 32 students tested with 21.9% above the 21st %ile. In 2025 36 tested with 50% above 21st %ile. By contrast CAASPP Math scores for 2024 for Grade 11 included 51 students. Only one student met the standard (1%), and one nearly met the standard (1%), and 49 (96%) did not meet the standard. Because the NWEA Map can generate repeat testing during the year, we are looking forward to seeing the Growth score on the NWEA.

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For many years Fusion has prioritized participation in mandatory state assessments. As a charter school Fusion is required to administer the CAASPP to at least 95% of 11th, 8th and 7th grade students and the ELPAC to at least 95% of English Learners. Each year teachers have been able to persuade all but one or two students per grade level to take the CAASPP, just missing the percentage required. They take the tests to please their teacher but most do not engage with the test to score at the standard level. Fusion teachers typically do not like the tests either, considering that they are at best a waste of valuable time, and at worst, a highly stressful experience for students. The only information that we have from the CAASPP tests is that it is rare to see a score that is on or approaching the standard. There seems to be no point in disaggregating the data because the scores are similar for all subgroups. Fusion leadership is collaborating with SCOE for different perspectives on how standardized tests can be used to benefit individual students.

Only the 11th grade class has a large enough group size for CAASPP reporting purposes. The CAASPP tests are taken too late in the high school years to inform interventions that might have benefitted the students at an earlier point. The individually-administered ELPAC, on the other hand, has a more practical value, in that it is a performance-based assessment of English fluency that can inform decisions about interventions and program improvement. Teachers need additional training in how to share scores with students in a positive way and how to set realistic goals for growth at all achievement levels of tests like the ELPAC and the NWEA.

Fusion is continuing to develop better ways to use longitudinal NWEA MAP [Aeries Analytics 2022 2023 2024](#) Math Growth scores to identify academic needs for those students who are enrolled for a period of several years. We will monitor high achieving students who take the NWEA and perform above the 81st%ile, one fifth of the most recent group tested. Students who enrolled with failing grades from previous schools but above grade level test performance may have social and emotional needs impacting school success.

[Evidence Assessment Plan](#)

ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Individualized performance-based assessments
2. An Assessment Plan that includes alternative measures of assessment
3. Mastery Learning with no failing grades

Areas of Growth

1. Monitoring all LCAP goals with appropriate assessments
2. Disaggregating Data for program decisions
3. Using NWEA Growth Data to inform instruction
4. Creating a Life Skills Rubric for Advisory

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

This narrative assesses Fusion Charter’s effectiveness in fostering a supportive and inclusive school culture that promotes student personal, social-emotional, and academic growth. The evaluation is structured around three key criteria: Family and Community Involvement (E1), School Culture and Environment (E2), and Multi-tiered Personal, Social-Emotional, and Academic Supports (E3). This report integrates data from the self-study, highlights strengths and areas for growth, and aligns with the Western Association of Schools and Colleges (WASC) accreditation standards.

Criterion E1: Family and Community Involvement

Fusion school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Fusion Charter exemplifies a strong commitment to engaging families and the broader community, recognizing their crucial role in enhancing student learning and well-being. The school employs a variety of culturally responsive strategies to foster these relationships.

E1.1 Strategies and Processes: Fusion is **highly effective** in implementing a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

Fusion Charter effectively utilizes multilingual communication tools, such as bilingual Aeries and Parent Square, to ensure that families from diverse linguistic backgrounds can engage with the school. Events like Parent and Award Nights, alongside options for oral and written assignment support, facilitate meaningful family participation. Additionally, exposure to diverse cultures through school activities enriches the learning environment. Despite these strengths, challenges persist in maintaining consistent contact with families due to disconnected phone lines and high transiency rates. Addressing these issues by verifying phone numbers and increasing translator availability will enhance family engagement.

Strengths	Evidence	Need for Growth
Multiple languages communication Parent and Awards Night Have options for oral & reading of assignments. Bilingual Aeries Expose to cultural information Attendance numbers increasing	Documents home, Aeries texts in native language, Parent Square, Semester awards Mailing digital communication Bilingual staff Aeries translate Ethnic studies High attendance	Difficult to contact families due to disconnected phones and transiency, more staff translators, phone verifications as active. Verifying phone numbers On going More translators available for phone calls.

E1.2 Inclusive Cultural Understanding: Fusion and Aspiranet leadership value the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding. **Effectiveness is measured primarily by participation and survey results.**

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The school’s dedication to cultural inclusivity is evident through its vibrant festival and school events, the inclusion of culturally relevant articles via Newsela, and the implementation of Weekly Talking Circles. These initiatives foster an environment where diverse cultural backgrounds are celebrated and understood. However, increasing student engagement in these programs and expanding culturally inclusive elective courses, such as the new Ethnic Studies course, will further strengthen this area.

Strengths	Evidence	Need for Growth
Festival/ school events, multiple cultural activities, cultural relevant articles. Newsela Circles School garden Multi languages	Flyers and photos, Newela.com, Correspondence sent in multiple languages. Student & Staff participation Culturally relevant articles Student council Choices of articles on culture Survey results	Promote new cultural and ethnic class electives. Student engagement Ethnic studies More inclusive classes on Edmentum

E1.3 Rapport and Trust: Fusion leadership and staff are **highly effective** in developing rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Fusion Charter prioritizes building strong relationships and trust among students, staff, and families. Trauma-informed staff and open communication channels contribute to a supportive school atmosphere. Programs like new student orientations and Restorative Talking Circles enhance rapport and trust. To build on these strengths, the school aims to increase family involvement, continue trauma-informed training for all staff, and promote greater participation in student governance through the student council.

Strengths	Evidence	Need for Growth
Building relationships and rapport, New student orientation. Open communication access to Building rapport Award nights Yes phone calls Car rides Work permits School events	Restorative Talking Circles, trauma informed staff and training. Parent Square Staff contact Survey results Stay in contact through phone Students share with teachers about life. Mexican Independence Fall festival	Train new staff on trauma informed practices. Continue to promote participation in the student council. Increase family involvement.

Criterion E2: School Culture and Environment Criterion (1–2 pages maximum)

Fusion school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Fusion Charter has cultivated a safe, respectful, and equitable school environment that supports high academic and personal standards. The school’s policies and resources, along with its emphasis on trust and respect, create a nurturing space for all students.

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E2.1 Policies and Resources: Fusion is **effective** in ensuring that policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety. Due to increasing external neighborhood violence additional safety measures are being planned.

The school maintains a secure environment with measures such as locked doors, a full-time campus supervisor, and comprehensive no-vaping/smoking/drug policies. Security cameras and consistent staff communication further ensure safety. However, enhancements are needed, including more secure gates, additional cleaning supplies, and improved fencing, to bolster the existing safety infrastructure.

Strengths	Evidence	Need for Growth
Safety Locked doors Campus supervisor Janitorial services Student handbook No vaping or smoking, no drugs No backpacks No gang attire College & career Close monitoring security Constant comm among staff	Doors lock automatic Available by radios Clean classrooms Student handbook Dual enrollment Student handbook Supervision Fencing Meet and Greet	Cleaning supplies and tools available. Suggested box More discussions with parents/students. More outside supervision parking lot Cafeteria for students Mental health support Better cleaning of outside school structure More cameras Monitoring devices Closing gates Additional fencing

E2.2 Trust, Respect, and Equity: Fusion is **highly effective** in implementing an outstanding school culture that demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

Fusion Charter’s trauma-responsive approach and non-punitive environment foster trust and respect among students and staff. Counseling services and mental health support are integral to maintaining an equitable learning atmosphere. To enhance this foundation, the school seeks to expand student voice in decision-making processes and increase overall student participation in school initiatives.

Strengths	Evidence	Need for Growth
Trauma Informed practices/strategies Counseling services Individual support Electronic support Low expulsion rate School inclusion Trauma responsive approach ILP	Non-Punitive Talking Circles (restorative justice) Lots of grace students are not often dropped Site council Surveys Trainings M/F ratio equal Check-ins & meetings	Expanding student voice in decision making. Student participation More staff More chromebooks Suggestion boxes

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E2.3 School Culture: Fusion is **highly effective** in nurturing an entire school community with an atmosphere of trust, respect, equity, and professionalism.

The school’s inclusive and supportive culture is reinforced by respectful treatment of all students, trauma-informed staff, and engaging school events such as field trips and cultural festivals. Continuous training for staff ensures the sustainability of this positive environment. To further develop the school culture, Fusion Charter plans to secure additional funding for events, enhance parental and community engagement, and provide ongoing professional development for staff.

Strengths	<u>Evidence</u>	Need for Growth
All students treated with respect School events Trauma informed School trips Staff and student relationships transparency Inclusive and supportive community.	Staff trained in SEL skills School cultural events Fall festival, Mexican independence Staff attendance at holiday events Surveys High enrollment Recognition and Awards	Ongoing training More funding for events More family involved Communication with parents about student progress. Staff retention Increasing parental and community engagement.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports

All Fusion students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

Fusion Charter implements a comprehensive multi-tiered support system that addresses the diverse academic and socio-emotional needs of its students, ensuring their readiness for college and career success.

E3.1 Multi-tiered Support: Fusion leadership is **highly effective** in implementing personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

The school provides personalized support through regular one-on-one teacher check-ins, small group tutoring, and the use of trauma-informed instructional strategies. Programs such as dual enrollment and access to Special Education and socio-emotional counseling further support student needs. To enhance these supports, Fusion Charter aims to acquire an additional school vehicle for student transportation and expand resources available for family support.

Strengths	Evidence	Need for Growth
Teachers do progress Check-ins Gift cards incentives Alternative assignments Trauma informed Guided notes Tutoring Edmentum Modified assignments Access to Special ED	Tutoring small groups Guided notes Phone calls Transportation Increased Edmentum time Projects vs. test Student handbook Student master agreement Math tutors, hiring more. Ability to use guided notes Mastery test	More personal Extra homework for students who are struggling. Another vehicle Teacher check-ins extended hours/staff More resources Exiting a program for non attending students. Need another instructor

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E3.2 Multi-tiered Support Effectiveness: Fusion leadership **needs additional growth** in assessing the effectiveness of multi-tiered support for students’ social-emotional learning needs for a population with an increasing level of need..

Fusion Charter partners with organizations like Seity Health to assess and enhance the effectiveness of its support systems. Restorative Justice Talking Circles and regular surveys help gauge the success of these initiatives. Increasing parental involvement and student engagement will further improve the effectiveness of the multi-tiered support framework.

Strengths	Evidence	Need for Growth
Seity Health RJ circle Trauma informed Check-Ins with teachers	Surveys Daily check-ins Talking Circles Seity-program Counselor No suspensions: no expellable offenses and no suspensions	Increase participation rates for all methods of assessment Increase involvement Student engagement Ongoing need seity app community More staff for checking

E3.3 Student Involvement: Fusion is **effective** in ensuring a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness. While some students are consistently engaged, others lack focus and have minimal levels of participation.

The school encourages high levels of student involvement through activities such as student council, field trips, college visits, and dual enrollment opportunities. These programs align with schoolwide goals for academic standards and college readiness. To boost participation, Fusion Charter seeks additional funding, increased staff involvement, and enhanced student engagement in these activities.

Strengths	Evidence	Need for Growth
Student council Field trips College visits Career peers Electives new ones Fridays Dual enrollment	Improve attendance compared to prior. Rallies Holiday events Columbia JC Career Expo Volt Career based Edmentum course Increased Friday attendance Given out gift cards	More staff involvement More event funding More student participation Funding Student engagement

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E3.4 Student Self Advocacy: Anecdotal evidence suggests that some Fusion students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Fusion Charter promotes student self-advocacy through various initiatives, including student clubs, community guest speakers, and regular teacher check-ins. These opportunities allow students to develop meaningful personal and community connections. To further support self-advocacy, the school plans to secure more funding and expand opportunities for community involvement.

Strengths	Evidence	Need for Growth
Counseling with Mark Site council Work permits College enrollments Student activities Teacher weekly check-ins	School events Dual enrollment Student council Fun days Teacher check-ins	More funds Expanding opportunities for community involvement. Ongoing

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Trauma-Informed Practices: Staff training and supportive policies create a safe and nurturing environment.
2. Social-Emotional Wellness – The school integrates mental health and wellness practices through counseling, weekly Talking Circles, and a non-punitive approach to student discipline.
3. Flexible, Individualized Learning – A low student-to-teacher ratio and multiple scheduling options ensure personalized academic and social-emotional support for all students.
4. Community and Family Engagement – Strong partnerships with TUSD, SCOE, and local organizations provide students with career-based learning, family support services, and wraparound resources.
5. Safe and Inclusive School Culture – Fusion Charter fosters a welcoming, student-centered environment where all students are treated equitably and encouraged to thrive academically and socially.
6. Multilingual Communication: Effective use of bilingual tools and resources ensures broad family engagement.
7. Culturally Inclusive Programs: Diverse cultural events and inclusive curricular offerings promote understanding and respect.

Areas of Growth

1. Enhanced Family Communication: Improve contact methods and verification processes to reach all families.
2. Increased Student Engagement: Develop more culturally inclusive electives and encourage active participation in support programs.
3. Resource Expansion: Secure additional funding and resources to support transportation, event funding, and family support initiatives.
4. Staff Development: Continue trauma-informed training and expand professional development opportunities.
5. Community Involvement: Foster greater parental and community engagement to support school events and student activities.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas.

1. Improved Attendance to Access Support in English Literacy and Math Skills
2. Trauma-Responsive Support and Resources for Mental Wellness
3. Community Collaboration in Addressing Student Needs
4. Focus on College and/or Career Readiness
5. Application of Assessment Results to Drive Growth

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- Insert the table with [prioritized strengths and growth areas](#) (Fusion's SCOT Analysis).

Fusion Charter is a school of choice that offers students the opportunity to make new choices, regardless of past experiences. We want to see students leave behind harmful relationships and risky behaviors and prepare for productive careers and satisfying relationships in their personal lives and their roles as community members.

Attendance continues to be Fusion's greatest area of concern for our students, with more than half our school population chronically absent and one out of five students absent on any given school day. Most students arrive at Fusion's doors with a history of low attendance patterns, accompanied by gaps in English literacy and math skills, and unprepared for the adult world of college or career. At Fusion our vision is to see each one thrive, and yet in 2023-24 nearly one out of ten young people were sent back to their districts, after repeated absences and repeated attempts by Fusion personnel to improve attendance, whether in person or remotely.

For whatever reason, whether past trauma or the present challenges of adolescence, they did not show up. We offered a trauma-responsive, non-punitive team of caring adults, and yet we could not get them to show up and focus on school. We offered school-based strategies like transportation and WiFi access and math tutoring, but that was not what they needed to show up. Fusion's caring adults need the collaboration of other caring adults in the community to get all students to show up and persist in school. When the habits of attendance improve the students will have access to the support and resources in Literacy, Math, and College and/or Career Readiness that Fusion offers.

Whether mental health crisis or school suspension for fighting, whether pregnancy or homelessness, whether language barriers or behavioral issues, Fusion needs support to assess each student's individual obstacles to attendance and graduation. Fusion needs training to evaluate whether or not our strategies are effectively preparing students to show up and prepare to go out into the world ready to thrive as stable adults.

Chapter 5: Schoolwide Action Plan/SPSA Preliminary Actions 2025

[Index for Hyperlinks to Websites, Fusion Metrics and Local Evidence](#)

<p>Fusion Charter LCAP/SPSA/WASC Action Plan Local Goals 2024-2025</p> <p>The following schoolwide goals have been developed by the Fusion Site Council, made up of parents, students, and school staff, and approved by the Aspiranet Board of Directors for the 2024-2027 Local Control Accountability Plan (LCAP) for a three-year period, and aligned with the Title I School Plan for Student Achievement (SPSA), and WASC Accreditation Action Plan.</p>	
<p>1. Proficient English Literacy Skills for All Students</p> <p><i>To equip our students with writing skills</i></p>	
<p>Action 1.1 Tutoring targeted to English Proficiency: Score Analysis and goal setting for growth targets for all students in Grades 7-10 to reach recommended MAP scores</p>	
<p>Action 1.2 NWEA Map Growth Collaborative Planning: Train Paraeducators and CSUS Interns to work with English Learners to develop literacy skills by obtaining Newsela Certified Educator Status and working one on one with students</p>	
<p>Action 1.3 Summer School for Credit Recovery: Month long session to recover credits to finish incomplete courses in English that would prevent a timely graduation</p>	
<p>Action 1.4 Writing Rubric for Advisory Course: Substitute teacher to cover classes so that Fusion teachers have common planning time to develop a practical writing skills rubric to Advisory course</p>	
<p>Action 1.5 NEW! Implement and Evaluate Strategies for Long-Term English Learners to gain basic skills to pass the written ELPAC and succeed in college or career responsibilities that require literacy. (Document Participation Rates and NWEA growth)</p>	<p>NEW 2025</p>
<p>2. Applied Math Skills for College and Career Readiness</p> <p><i>To fill gaps in learning and prepare our students for the future</i></p>	
<p>Action 2.1 Math tutors for intensive tutoring: Fusion will continue with classified math tutors for 24-25, for both on campus and remote learning. All math tutors to be trained by a math teacher in the use of Edmentum to fill in gaps in learning.</p>	
<p>Action 2.2 Testing and Placement of All Grade 9 Students: All Grade 9 students to be assessed with the NWEA Map within two weeks of enrollment and assigned to an appropriate math course with support to complete at least 5 math credits in Grade 9</p>	
<p>Action 2.3 NEW! Analyze MAP Growth with attendance and tutoring participation data.</p>	<p>NEW 2025</p>

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<p>3. Program Alignment with Trauma-Responsive Mission/Vision</p> <p><i>To improve well-being and graduation outcomes for all our students, including through grant activities for low income, homeless and foster youth</i></p>	
<p>Action 3.1 Chromebook and Wifi Access: Maintain, repair and replace Chromebooks on an ongoing basis with Wifi provided as needed.</p>	
<p>Action 3.2 Community Schools Implementation: Apply for Community Schools funding for "whole child" student support for families via voluntary home visits and collaboration with local nonprofits and mental wellness resource providers, as indicated by the Community Schools needs assessment, and will engage with professional development while waiting for the Implementation Grant.</p>	
<p>Action 3.3 Attendance Tracking and Incentives: Fusion will schedule office personnel to make daily phone calls and periodic texts and letters to Spanish and English speaking parents of students who are absent. We will survey students to identify incentives for improved individual attendance. After one year, evaluate the impact of the calls and fund with increased ADA.</p>	
<p>Action 3.4 Trauma Responsive Training: Position of student support advocate, mentored by counselor and enrolled in PPS program. Mental health first aid training for new employees and interns. Provide training to other schools via conferences and workshops.</p>	
<p>Action 3.5 Van Shuttle Driver/Teacher Assistant: Provide safe transportation to low income students and make reminder calls/texts about shuttle pickup.</p>	
<p>Action 3.6 Campus Supervision and Safety Upgrades: Maintain the level of supervision of students on campus and monitor campus needs for safety upgrades, including communication devices, cameras for complete coverage, and alarm systems.</p>	
<p>Action 3.7 School Personnel focused on high needs students: Maintain the team of school personnel funded by LCFF Supplemental and Concentration funds to serve students in Fusion's alternative setting, including the bilingual data specialist/registrar, counselor who serves as Homeless and Foster Youth Liaison, and bilingual 50% assistant principal/teacher focused on school culture and restorative practices with disengaged student populations and homeless youth.</p>	
<p>Action 3.8 NEW! Collaborate with local and regional partners to provide resources, opportunities, and support for students and families who need behavioral support and alternatives to harmful relationships and risky activities off campus that result in injury, court, probation and incarceration.</p>	<p>NEW 2025</p>
<p>Action 3.9 NEW! Correlate Seity Health wellness data with resources for support for mental health, pregnancy and homelessness.</p>	<p>NEW 2025</p>

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<p>4. Schoolwide Improvement in College and Career Indicator and Graduation Rates</p> <p><i>To demonstrate growth on the California Dashboard for College and Career Indicator and Graduation Rate for all measurable subgroups each year (Socioeconomically Disadvantaged, Hispanic)</i></p>	
<p>Action 4.1 Needs Assessment: Fusion faculty team to consult with students, families and community partners about the root causes of low graduation rates, substitute teacher coverage and guidance counselor collaboration.</p>	
<p>Action 4.2 40% Certificated Teacher for College and Career Focus: Certificated Teacher to provide targeted support in collaboration with each Fusion teacher of record to promote college and career access.</p>	
<p>Action 4.3 Classified Support: Student Support Advocate (416 hours), Writing and Math Tutors (1,000 hours) University Mentor/Tutor Interns (480 hours) Attendance Clerk Support (416 hours).</p>	
<p>Action 4.4 Health Benefits for Personnel: Health benefits for staff temporary on the assignments to increase the Dashboard Indicators.</p>	
<p>Action 4.5 Technology for Improved Outcomes: Chromebooks for classroom use, Interactive VR headsets and virtual reality software for career exploration.</p>	
<p>Action 4.6 Field Trips and Professional Development Travel: College/Career field trip expenses and Professional Development costs in support of the CSI activities.</p>	
<p>Action 4.7 NEW! Assess, implement and evaluate strategies, including attendance records, for students in Dual Enrollment to participate and persist in college and/or vocational training.</p>	<p>NEW 2025</p>
<p>Action 4.8 NEW! Document interventions to get students back on track for graduation. Students need a variety of schedules, course options, post secondary pathways and positive interactions with school staff to overcome obstacles to graduation.</p>	<p>NEW 2025</p>

Tribute to Ms. R

March 19, 1977-July 19, 2024

On July 19, 2024 Fusion Charter staff and students experienced the untimely loss of our dear colleague and friend Rebekah Remkiewicz, known as Ms. R to all Fusion students. Since the beginning of the 2023 school year, Bekah battled an aggressive form of breast cancer; she fought until the very end to capture every opportunity with her teenage son and daughter and her many students and friends. Although Bekah received many state and national awards, including **Computer Using Educators Affiliate Leader of the Year** in at the state conference in March 2024, her family chose to highlight her educational accomplishments with the students at Fusion in her obituary published on July 23 in the local [Oakdale newspaper](#)



Rebekah was hired by Fusion Charter School in Turlock and felt she had truly found her “forever school”. Fusion Charter School’s mission as extracted from their website:

“Fusion Charter provides a unique educational choice for students in grades 7-12 seeking alternatives to a traditional school environment. Fusion prioritizes social/emotional needs and obstacles to school progress. Our team focuses on a personalized approach to education from caring credentialed teachers and daily support for online learning in a hybrid independent study program.” Rebekah excelled at working with at-risk students and was recently named “Fusion Teacher of the Year” for 2023.

Bekah joined the Fusion team in the midst of the Pandemic and quickly built strong bonds with her students and colleagues. She was a 2022 Edmentum Inspiring Educator, a Google Certified Instructor, and a member of the iCivics network. She earned a Master of Information Science, from the University of Tennessee in May 2024, traveling to Tennessee to receive her degree.