



West Contra Costa Unified School District Staff Report for the Voices WCC Charter Renewal Petition

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Charter School Overview

School Name	Voices West Contra Costa Language Academy
Charter Management Organization	Voices College-bound Language Academies
Grades Served	TK - 8
5 year enrollment history (2021-2025)	235, 245, 290, 346, 418 (2025-26)
School Location	201 28th Street (original site) 2354 Andrade Avenue (new annex for TK 2025-26)
School Original Charter Date	September 2018
State Number of Charter School	#1906
CDS code	07-61796-0136903

Report published: 11/20/2025

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Summary of Findings

Strengths	Opportunities
Strong Conceptual Educational Program: The concept of a dual-language program is strong, and is intended to support both English Learners– a sizable demographic served– and potentially students who are interested in learning Spanish. A Robust and Positive School Culture: Families, students and faculty are all deeply appreciative of the warm and welcoming school culture that affirms the worth and dignity of all. The principal has systematically built this throughout her tenure. In interviews with each group the staff heard praise in particular for the excellent communication, and the ability to talk with teachers during the pick-up each day (termed a “warm hand off”). Committed and Consistent School Leadership: The site leader has nurtured a sense of warmth and purpose to the school. Her efforts have won the commitment of families, and most recently, her faculty as demonstrated by full retention of all teaching staff. Positive Enrollment Data: Since starting with 133 students in 2018 the school has shown consistent growth with 418 students this academic year. It should be noted that the 7th and 8th grade are lightly enrolled.	Inconsistent Adherence to the Dual Language Program: The annual school visit showed a patchy and inconsistent adoption and use of the Dual Language program as outlined in the petition. Significant Site Challenges: During the annual visit the WCCUSD leadership team noted widespread inadequacies within the site sufficient to warrant a Letter of Inquiry and a Notice of Concern. The Voices Management Organization responded quickly providing all requested information, but concerns remain regarding the intended construction at the new facility, and inevitable challenges to providing education to students in a safe environment. After Multiple Years of Decline in Academic Data, Last Year Showed Advances: Had the school submitted a charter renewal last year, data would have shown three critical CDE Dashboard Academic Indicator categories in the red, including ELA, Math and EL Progress. Although the school improved on the Dashboard in 2025, the scores still lag behind the state both overall, and for the three top student groups: English Learners, Hispanic and Latino, and Socioeconomically Disadvantaged.
Staff Recommendation California Education Code 47607.2. (a) (1) states: The chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision: (A) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels. [Does NOT apply to Voices]	

- (B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

Dashboard data evaluated within this document show that although letter A does not apply to Voices WCC, letter B does.

Review Team's Recommendation, Option 1 For Board Determination

Upon completion of the review of Charter Renewal Petition, supplemental documents, California Assessment of Student Performance and Progress (CAASPP), Dashboard and ELPAC data, District department reviews and the Annual Site Visit the Charter Oversight review team have provided two options for board action: first, a denial as indicated in California Education Code 47607.2. (a) (1). The action is supported by two key factors. The CAASPP scores dropped between 2023-24 through 2024-25. This continues a downward trend in performance data on the CAASPP test. Second, according to our calculations explained later in this document, Voices is expected to earn a Low Performance designation from the state.

Review Team's Recommendation, Option 2 For Board Determination

The board may also determine to renew the Voices West Contra Costa College-bound Language Academy (Voices WCC) as a Low Performing school for a two-year renewal for the two year term of July 1, 2026 to June 30, 2028 contingent on Voices and the District agreeing on a written improvement plan adopted by the governing body of the charter school toward improvement.

Education code 47607.2(a)(1) is provided here:

(4) The chartering authority shall consider the following factors, and may renew a charter that meets the criteria in paragraph (1) or (20) only upon making both the following written factual findings, specific to the particular petition, setting forth specific facts to support the findings:

(A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(B) There is clear and convincing evidence showing either of the following:

(i) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(ii) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Not applicable).

(C) Clauses (i) and (ii) of subparagraph (B) shall be demonstrated by verified data, as defined in subdivision (c).

(5) Verified data, as defined in subdivision (c) shall be considered by the chartering authority until June 30, 2025 for a charter school pursuant to this subdivision, operating on or before June 30, 2020, only for the charter school's next two subsequent renewals.

(6) For a charter renewed pursuant to this subdivision, the chartering authority may grant a renewal for a period of two years.

The Charter Review Team note that the petitioners provided two charts addressing student growth. They are within this document on page 23.

Evaluation Method

STANDARD FOR REVIEW OF CHARTER RENEWAL PETITIONS:

Charter renewals are governed by the standards and criteria described in Section 47605 of the Education Code (Ed. Code, § 47607(b).) Renewal petitions must be updated to include reasonably comprehensive descriptions of the essential elements of a charter petition. For purposes of completeness, a renewal petition should contain all of the Section 47605(c)(5)(A)-(O) elements required in the initial petition. Rather than reevaluate elements already approved in the initial petition, staff has focused their review on whether the Charter was sufficiently updated to reflect any changes made to applicable laws or any operational changes the school made since the last renewal. Generally, this means that the petition for renewal should include:

1. Any updates to reflect the charter school's obligations to comply with laws that have been added since the charter petition was originally approved, and
2. Any updates that reflect changes made to the program, including but not limited to key areas such as charter school operations, governance, budget, location, educational program, and student enrollment.

Staff asked the petitioners, at the start of this process, if there have been any substantive changes made to the original charter petition that need to be brought to the District's attention. This may include increases in enrollment; addition of grades served; substantial changes to the governance structure or educational program; changes or additions in location. If so, these may be "material revisions" to the petition that may be considered separately by the District. If the changes are simply "updates" to state how the charter school will comply with the law, that is not a material revision.

STANDARDS ACCORDING TO PERFORMANCE CATEGORY:

Most of the standards for district consideration of a charter renewal petition depend upon the category of performance assigned to the school by the California Department of Education (“CDE”) as follows:

- High performing charter school—Section 47607(c)
- Middle performing charter school—Section 47607.2(b)
- Low performing charter school—Section 47607.2(a)

Voices WCC was rated by the California Department of Education (CDE) a middle performing school in the 2023 and 2024 assessment cycles, yet with low performance data in 2023-24 and improved, but still low data in 2024-25, the District team determined a deeper review was necessary. Using guidance by the CDE staff, multiple published sources, and verified, public data published by the CDE, we have determined that the school fits into the Low category for 2025 as was explained in the recommendation, and supported with data throughout this review.

REVIEW OF UPDATES

Because the California Department of Education released the Dashboard with school performance data on November 13, 2025, but does not release performance ratings for schools until as late as March of 2026, the review team made the decision to use the calculated Low performance rating for 2025.

UPDATES	PAGE NUMBER	NOTES
<i>Does the petition reflect legal updates in accordance with recent changes to the Charter Schools Act?</i>	Pages 7 - 13	The petition discusses compliance with newly enacted laws and regulations pertaining to charter schools, including AB 1505 (2019), which revised the renewal criteria. The petition specifically mentions compliance with AB 1505 and its impact on the renewal process, including the tiered system for evaluating charter school performance. Note that the petition was submitted prior to the public release of state level designations for charter schools, e.g. Low, Middle or High Performing. The required that staff follow the process outlined in multiple CDE documents to ascertain the probable Performance Level. This process is outlined in the Renewal Criteria I section of this document.

		Although the school’s improvements reflected in the 2025 CDE Dashboard have shifted Performance levels up in key Academic Indicators, the student scores still lag behind similar students at the state level. This is reviewed in the Renewal Criteria I section of this document.
<i>Changes to operations or programs</i>	Pages 7 - 10	The petition acknowledges struggles that the site has had stemming from the pandemic, and difficulty maintaining their faculty. They point to changes made to turn around persistently falling data from 2022 through 2024 including a focus on professional development to enhance learning for English Learners, new Science curriculum and improved practices such as exit tickets to check for student understanding. The petitioners described changes in the recent addition of Restorative Practices, equity-centered instruction, modernization of assessment structures, changes in the staffing model and greater stability in teaching staff. They relay a focus on professional development, the use of a Multi-Tiered System of Support. The petitioners have provided other necessary policy changes under the law.
<i>Are any of the changes “material” requiring a material revision (including expansion of sites or grade levels)?</i>	No specified page	The school expanded to a second facility, and is continuing existing plans for expansion of enrollment. A material revision was submitted for that change and approved by the WCCUSD Board.

REVIEW OF ACADEMIC PERFORMANCE

REVIEW OF ACADEMIC PERFORMANCE	DATA CONSIDERED AND FINDINGS
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Ed. Code, § 47607.2(b)																	
Schoolwide academic performance on the 2024 California Dashboard and a multiyear review of trends from 2019, 2022, 2023, 2024 and 2025.	As noted above, the petition was submitted prior to the state’s release in March of charter school categories for Low Performing, with a presumed denial. Using trusted resources, support from the CDE Charter Schools Division, and consultation with counsel, staff performed the review outlined to establish Performance level. According to the calculations, Voices WCC will be placed in the Low Performance category. This is explained in the Renewal Criteria I section of this document. A table in the Renewal Criteria I section shows multiple views of the Dashboard data, plus helpful information concerning context. As indicated earlier an option exists for a two year renewal with the drafting and approval of an improvement plan. Student English Language Acquisition Results During the years of 2019 through 2024 a downward trend was evident, and ELP scores consistently fell. In 2025 performance data showed improvement. The review and data are provided in the Renewal Criteria I section.																
Other Data Considered	<i>Dashboard Basics Category: Credentialing</i> The school reported the standard was met in “Basics” (teachers, instructional materials, and facilities); Implementation of Academic Standards; Parent and Family Engagement and the Local Climate Survey. The data provided by the Dashboard shows greater depth concerning credentialing. The school has acknowledged difficulty finding credentialed teachers, and the data show that 9.8% of the teaching staff possess “Clear” credentials, and this is rated as “Below” the statewide average. The District has 75.3% of teaching staff with Clear credentials. The listing in the chart called LEA is Voices WCC. <table><tr><th>Name</th><th>Total Teaching Full-Time Equivalent¹ (FTE)</th><th>Clear² (% of teaching FTE)</th><th>Comparison to Statewide Average</th></tr><tr><td>LEA</td><td>10.25</td><td>9.8%</td><td>Below</td></tr><tr><td>County</td><td>7,867.47</td><td>80%</td><td>Below</td></tr><tr><td>Statewide</td><td>278,927.09</td><td>82.5%</td><td>n/a</td></tr></table> ¹The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. ²"Clear" refers to the percentage of full-time equivalent teachers who are Fully Credentialed (Preliminary or Clear) for Subject and Student Placement (properly assigned). An assignment describes a position based on its setting, subject, and grade level.	Name	Total Teaching Full-Time Equivalent ¹ (FTE)	Clear ² (% of teaching FTE)	Comparison to Statewide Average	LEA	10.25	9.8%	Below	County	7,867.47	80%	Below	Statewide	278,927.09	82.5%	n/a
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	The site leadership has worked at faculty retention, and are proud of the 100% teacher retention rate between 2024 and 2025. CAASPP Data Review The evaluating team conducted a detailed and specific review of the school’s CAASPP data, provided by the California Department of Education through DataQuest. The CAASPP assessment provides information concerning the percentage of students scoring “at or above grade level”– levels three and four. That data is provided in chart form for ease of review in the section of this report titled “School Academic Performance: CAASPP Results”. The review team also gathered and analyzed the Mean Scale Score from the CAASPP found in the same section of this report. In summary, the Voices WCC school has struggled for many years, and this is demonstrated in the chart provided. There the reader will see state, district and school level comparisons for four years. In ELA trends are relatively stable with gains for the state, gradual gains for the District, and drops for Voices. In math, the state makes greater gains, the District makes steady gains, and Voices shows declines. As the Voices leadership team explained during the Annual Visit, the CMO had identified ELPI as an area for focus last year, and those data demonstrate gains.																
Other Student Enrollment Data	Student Subgroups Student Subgroups are provided next to provide context of performance data. Enrollment data provided below indicates that enrollment has steadily increased. <table><tr><th>Subgroup</th><th>Enrollment</th></tr><tr><td>English Learners</td><td>56.3%</td></tr><tr><td>Foster Youth</td><td>0.0%</td></tr><tr><td>Homeless Youth</td><td>1.7%</td></tr><tr><td>Migrant Education</td><td>0.0%</td></tr><tr><td>Students with Disabilities</td><td>15.7%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>83.4%</td></tr><tr><td>All Students</td><td>343</td></tr></table> Student Ethnicity Ethnicity remains predominately Hispanic or Latino. The next chart provides ethnic percentages and enrollment gains over time.	Subgroup	Enrollment	English Learners	56.3%	Foster Youth	0.0%	Homeless Youth	1.7%	Migrant Education	0.0%	Students with Disabilities	15.7%	Socioeconomically Disadvantaged	83.4%	All Students	343
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Evidence of measurable increases in academic achievement	The Voices team offered the following narrative, and two data charts found in the Verified Data section of this report. The excerpts quoted below are from (page 20 of the Charter Renewal Petition submission under Element 1). “Voices College-Bound Language Academy tests all students in grades 2 through 8 during the Fall of each year. We view growth from Fall to the end of the year as a measure of year-long growth. In Math, Voices met or exceeded the IXL target for one year’s growth from Fall 2024 to EOY 2025 school-wide and for key student groups (socioeconomically disadvantaged, English learners, and students with disabilities).” Voices WCC students measured through local indicators (IXL) showed progress that was not consistent with State CAASPP results in either ELA or Math.																																																																																								
Evidence of comparably strong secondary outcomes	Not applicable for the TK through 8th grade school.																																																																																								

RENEWAL PROCESS STEPS

1. The Charter School submitted a renewal petition to the District following District procedure on August 20, 2025.
2. The site visit to Voices WCC for both regular and annual renewal petition element review was completed on September 17, 2024.
3. The Charter School presented their petition in a public forum at the October 8, 2025 WCCUSD meeting of the Board of Trustees.
4. The District and the Charter School signed an agreement to extend the final decision date hearing to no later than December 10, 2025.

RENEWAL SITE REVIEW FINDINGS

The site visit to review Voices WCC for both regular annual and renewal petition element review was completed on September 17, 2025. WCCUSD Staff used a School Quality Assessment rubric (see Exhibit A.) to perform the onsite review with results displayed in the tables below.

The Site Visit team included Dr. Kim Moses, Associate Superintendent of Business Services; Ms. Katherine Acosta-Verprauskus, Educational Services Associate Superintendent; Ms. Melissa Payne, Associate Superintendent Maintenance and Operations, Ms. Summer Sigler, Associate Superintendent School Operations; Ms. Raechelle Forrest, Director Communications; Ms. Margarita Romo, Business Services Coordinator of Charter Schools; Mr. John Iwawaki, Coordinator of Science Instruction, and Dr. Linda Delgado and Mr. Douglas Pelton, Charter Oversight Consultants, EdMetrix.

The Rubric is divided into three main areas. The matrix is cross-divided into three factors across all three areas. The resulting grid displays the school site visit team assessments of the nine sections/factors in the table below.

The table below illustrates the scoring from the Site Visit Team. Scores over 3.0 show where the school has demonstrated Implementation or Sustainment for the Area / Factor assessed. Scores lower than 3.0 are considered as Emerging or Developing. Scores are relatively high and even across the matrix as might be considered by a school in operation for over 20 years.

West Contra Costa Unified School District School Quality Assessment Voices Site Visit 9/17/2025			
Criteria	AREA 1: Mission and Vision	AREA 2: Program Implementation	AREA 3: Leadership and Professional Learning
FACTOR A: Instruction	2.2	2.5	2.2
FACTOR B: Culture	2.4	2.6	2.5
FACTOR C: Systems and Structure	2.1	2.3	2.1

The two highest rated areas by the Site Visit team were the (1) Program Implementation / Instruction and (2) Program Implementation / Culture sub categories. Overall, WCCUSD staff rated all areas of the rubric as “Developing”. It may be that pandemic issues and large scale leadership changes over the last 24 months have been made to counter problems at the school.

WCCUSD staff noted in the first of the higher rated areas that Student Success Team (SST) program processes are used as an aid in differentiation over 6 to 8 weeks using MTSS. In the second area, site visit staff noted that the school has a consistent approach to family and student engagement across teaching and administrative staff. At the intersection of Leadership and Culture the WCCUSD staff rated the school in the third highest of sections observed, noting that through parent and student interview responses, Teacher and staff discussions, and observation of systems of engagement the school community seems happy with the school educators and leadership.

The table below shows the highest rated Area/Factors from the assessment. Scores of 3 and 4 are considered as Implementing (3) or Sustaining (4). As noted in the comments above, no areas achieved either a level 3 or 4 rating from the site visit staff.

score	Area / Section	Description
3.0	2.A.3.	2.A.3. Inclusion and Targeted Intervention: Students with IEPs and other vulnerable student groups are meaningfully included in the general education program – including core grade-level instruction, electives/specials, lunch, recess, and school-wide events – as much as possible based on their individualized plan. They have access to grade-level content, and receive the interventions, supports, and services that they need to meet their goals.
3.0	2.B.1.	Environment and Relationships: School staff cultivate caring relationships with students, families and each other. Teachers and school staff know students well. Classroom spaces and routines, common areas and school-wide activities provide a positive and relationship-rich environment for students. The school has a culture and climate plan in place for establishing positive school practices, rituals and routines in classrooms and common spaces grounded in positive behavior incentive systems, accountability, and restorative practices. The culture and climate plan guides the implementation of Tier 1 behavioral and social emotional supports and establishes a fair and transparent approach to student discipline.
3.0	2.C.5	Special Education Policies and Procedures including IEPs: Special Education Case Managers write timely, student-centered, and data-driven IEPs that are individualized to support student growth and educational benefit. Special Education Department policies and procedures are followed for initial assessments, student discipline, and change of least restrictive environment (LRE) determinations.

Thoughts gathered in post interview discussions from WCCUSD staff regarding the three highest rated Area/Factors include:

- Observations that the IEPs were timely and written appropriately although language was found to be inconsistent.
- It was noted that there are four educational specialists on staff for the 52 students in the Special Education category.

- School staff, parents, teachers, and students all were able to talk about ways in which the school communicated with and included all parts of the school community in understanding individual and student body progress and opportunities for students to make the most of their education at the school.
- School staff represented approaches to differentiation and strategies for students at higher levels as well as lower levels.

The table below shows the lowest rated Area/Factors from the assessment:

score	Area / Section	Description
2.0	1.A.3	Ambitious Student Learning Goals: The school has an ambitious set of long and short term student outcomes for cognitive and social-emotional growth and achievement. These outcomes can be measured using available standards-aligned state and local assessments and/or other relevant measures of student success.
2.0	3.A.4	Quality Professional Learning: Educators participate in ongoing, well-planned, high quality professional development (PD) that is clearly aligned to school priorities, is committed to improving teaching and learning, and provides clear expectations for implementation. Educators receive both Foundational PD and Ongoing Professional Learning in core curriculum and standards. In addition to instructional supports, the staff Professional Learning plan includes Relationship Building and Equitable Learning.
2.0	3.C.2	Decision Making Protocols: School has clear protocols in place for accountable decision-making that are transparent and data-driven. School leaders and governing bodies are clear about decision making processes, use data to inform their decisions, and are able to explain their reasoning. Their work is in service of school goals and priorities to which they hold the school and themselves accountable.

Comments in support of the ratings above are as follows:

- It was unclear whether or not a Social-Emotional Learning curriculum was in use.
- Standardized test performance data shows that students are underperforming. Leadership has action plans to address but little progress so far.
- There was no visible evidence of social emotional learning or Tier 1 expectations in the upper grade and middle school classrooms. There were very small classes with a high adult to student ratio, but that doesn't inherently mean that students are getting the skills that they need to self regulate and thrive as they move on to high school.
- Though Professional Development (PD) structures seemed to be in place, the overall staff experience level was relatively low.
- In discussion, school administrators discussed making a shift toward targeted PD to “meet staff where they are at” as opposed to a full and extensive suite of standardized development exercises that can overwhelm the less experienced staff.

In summary, the Site Review team shared observations with Voices WCC academy and CMO staff administrators from the classroom visits and the three interview groups of Parents, students, and teaching staff. Overall, the team was impressed with the ability of the school to attract students from within the community though heavily skewed to a specific demographic, and concluded by asking probing questions in certain areas based on the team observations.

The WCCUSD team noted multiple concerns with the aging facility sufficient to warrant both a Letter of Inquiry and a Notice of Concern. Both achieved immediate and thorough responses from the Voices team.

RENEWAL CRITERIA I:

Has the Charter School Presented a Sound Educational Program?

1. SCHOOL PERFORMANCE: CALIFORNIA DASHBOARD

Evidence of a sound educational program should be reflected in Dashboard data. The table below is a three year performance history comparing Voices WCC to the District and State.

School-wide Performance										
State Measures	Indicator	2022-23			2023-24			2024-25		
		Voices	WCCUSD	State	Voices	WCCUSD	State	Voices	WCCUSD	State
	ELA									
	MATH									
	EL Progress									
	Suspension									
	Chronic Absenteeism									
Local Indicators	Teachers, Instructional Materials, Facilities	Met	Met		Met			Met	Met	
	Implementation of Academic Standards	Met	Met		Met			Met	Met	
	Parent and Family Engagement	Met	Met		Met			Met	Met	
	Local Climate Survey	Met	Met		Met			Met	Met	
	Access to a Broad Course of	Met	Met	N/A	Met		N/A	Met	Met	N/A

	Study									
Note: Suspension and Chronic Absenteeism have performance descriptions opposite of ELA, Math and ELP scales; N/R is Not Reported										
		Red	Orange	Yellow	Green	Blue				
		<---- Range ---->								

The tables above show that Voices WCC performance improved in both ELA and Math in 2024-25 compared to the prior two years, yet the school performed lower than the District and the State.

To add further detail, the following chart includes the distance from standard measure for all students in Voices, WCCUSD and the state.

English Language Arts	2018-19	2021-22	2022-23	2023-24	2024-25
Voices WCC	<i>K - 2 only - No testing</i>	45.0 pts below	54.7 pts below declined -9.7 pts	104.7 pts below declined -15.1 pts	79.7 pts below increased +25.0 pts
WCCUSD	42.8 pts below increased +3.1 pts	54.1 pts below	53.7 pts below maintained +0.6 pts	55.8 pts below maintained -2.2 pts	52.4 pts below increased +3.5 pts
California	2.5 pts below increased +3.7 pts	12.2 pts below	13.6 pts below maintained -1.4 pts	13.2 pts below maintained +0.4 pts	8.1 pts below increased +5.1 pts

- Dataquest State Dashboard Data: 11/14/2025

Voices dropped from a 45 Distance From Standard (dfs) to 54.7 dfs, to 104.7 dfs, then slight gains to 79.7 dfs.

Math	2018-19	2021-22	2022-23	2023-24	2024-25
Voices WCC	<i>K - 2 only - No testing</i>	60.8 pts below	74.7 pts below declined -13.9 pts	113.9 pts below declined -39.2 pts	90.5 pts below increased +23.4 pts
WCCUSD	76.9 pts below maintained +1.5 pts	91.8 pts below	86.8 pts below increased +6.3 pts	85.7 pts below maintained +1 pts	77.9 pts below increased +7.9 pts
California	33.5 pts below maintained +2.9 pts	51.7 pts below	49.1 pts below maintained +2.6 pts	47.6 pts below maintained +1.5 pts	42.4 pts below increased +5.2 pts

In Math Voices dropped from a dfs of 60.8 in 2021-22 to 74.7dfs in 2022-23. In 2023-24 the dfs was 113.9, and it rose very slightly in 2024-25 to 90.5 dfs.

Review to Calculate Performance Category

To complete a deeper review, staff gathered and compared school and State Dashboard data per California Education Code 47607.2. That law dictates that a “chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision:

- (A) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 520064.5 for which it receives performance levels.
- (B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

Section (A) does not apply, as Voices received green or blue Performance Levels on the Dashboard within the preceding years. The next section: B, however does apply so staff reviewed all measurements of academic performance levels for the primary subgroups performing statewide below the state average (on the dashboard). The subgroups reviewed included Hispanic and Latino, English Learners, and Socioeconomically Disadvantaged. Percentages of each group are provided in the charts below. Academic performance includes English Learner Progress (ELP), English Language Arts (ELA), and Math.

In response to the charter review team’s inquiry, the CDE Charter Schools Division clarified the law’s language. They provided that the focus for evaluation is *status*, (not color) that drives the Performance rating of a charter school, and *status* is measured numerically in points above or below standard. So while Voices WCC may share a color designation with the state in the comparison, the status, or Distance from Standard is key.

The chart below uses several abbreviations defined here. “Dfs” is the term used by the CDE to describe “Distance From Standard”, meaning below the Academic Target. With these figures, the lower the number, the stronger the score. “MP” is “Making Progress” shown in percentage form to indicate the growth in the English Language Performance Indicator. For Making Progress, the higher number is the stronger score. In each of the comparisons below, the stronger score is outlined in fuchsia. The state outperformed Voices in every category for two years.

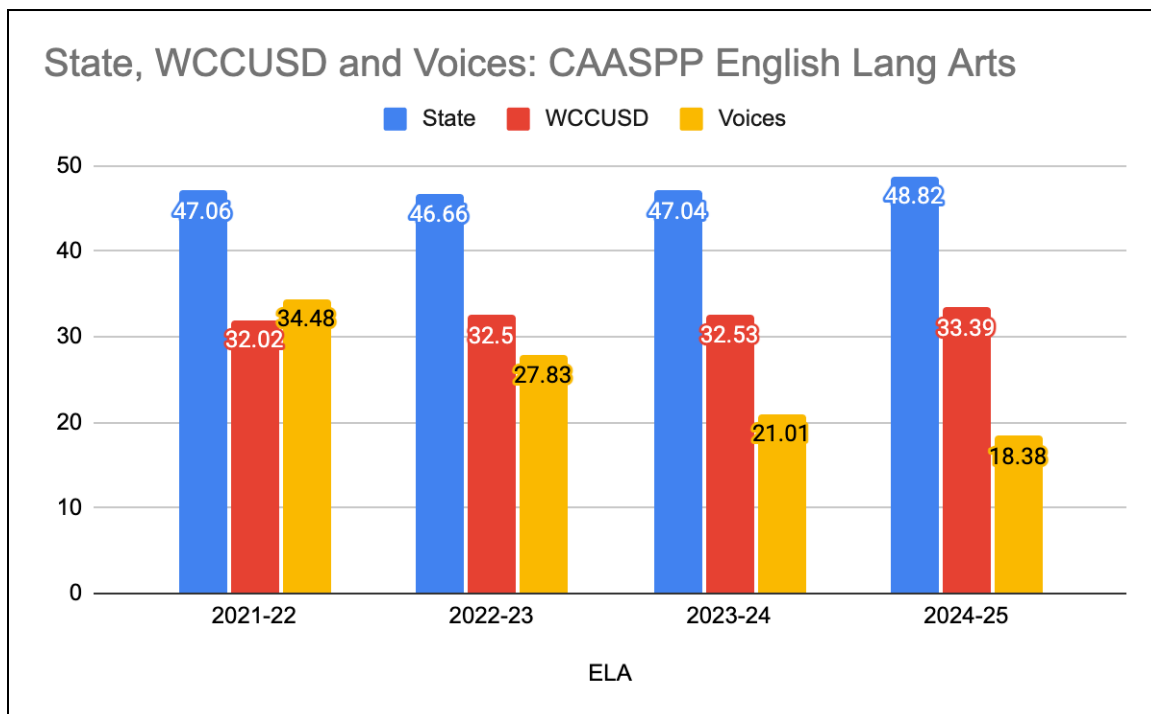
2024	Hispanic/Latino 97.9%	Voices	State	ELs 59%	Voices	State	SED 82.4%	Voices	State
	ELPI	N/A	N/A		31.3% mp	45.7% mp		N/A	N/A
	ELA	107.6 dfs	39.3 dfs		115.2 dsf	67.6 dfs		103.2 dfs	40.9 dfs
	Math	117 dfs	79.2 dfs		124.9 dfs	93.4 dfs		110.1 dfs	78.2 dfs
2025	Hispanic/Latino 97.1%	Voices	State	ELs 56.3%	Voices	State	SED 83.4%	Voices	State
	ELPI	N/A	N/A		42% mp	46.4% mp		N/A	N/A
	ELA	85 dfs	33.7 dfs		94.4 dfs	59.9 dfs		85.1 dfs	35.3 dfs
	Math	93.5 dfs	73.6 dfs		100.5 dfs	86.1 dfs		91.8 dfs	72.9 dfs

To summarize: the probable Performance level based on the data demonstrates that Voices WCC will fall into the Low Performing category.

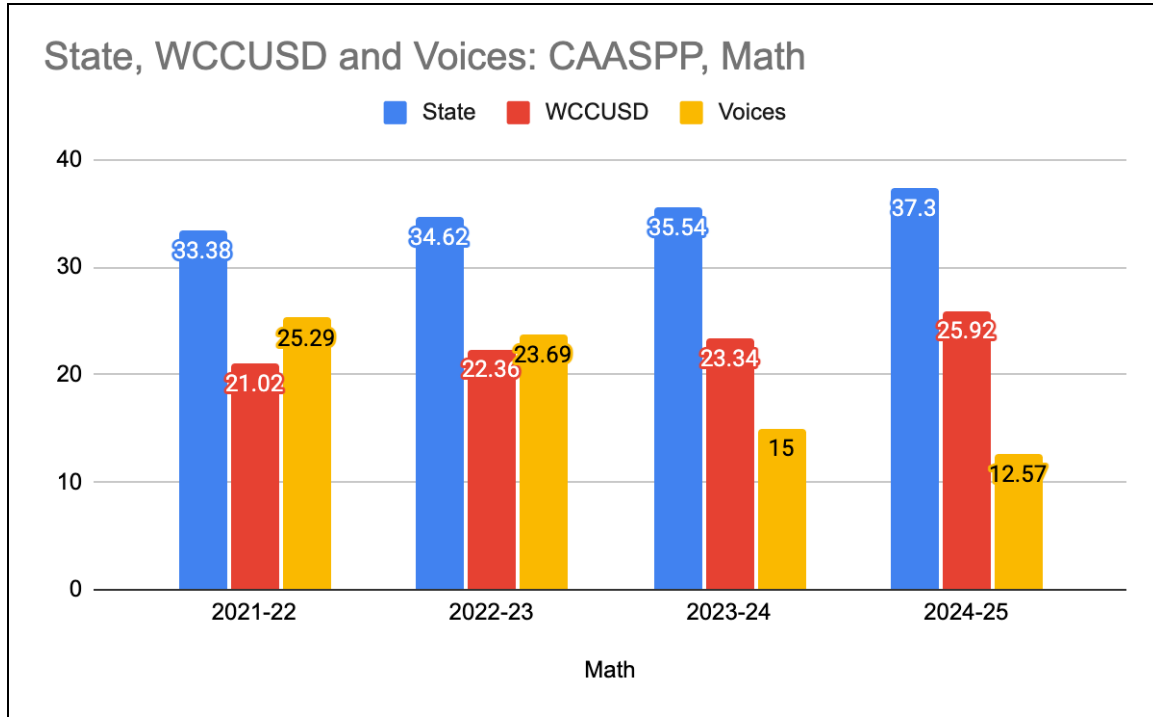
In order to provide as full an understanding of where the data leads, the review team also performed a similarly in-depth review of the CAASPP for 2024 and 2025. Those data follow.

2. SCHOOL ACADEMIC PERFORMANCE: CAASPP RESULTS

This review of the academic results looks first at California Assessment of Student Performance and Progress (CAASPP) for “all students”. Evaluated are the percentage of students scoring “at or above” grade level– on target. The school’s scores are provided in a four-year comparison of West Contra Costa Unified School District, and the state.



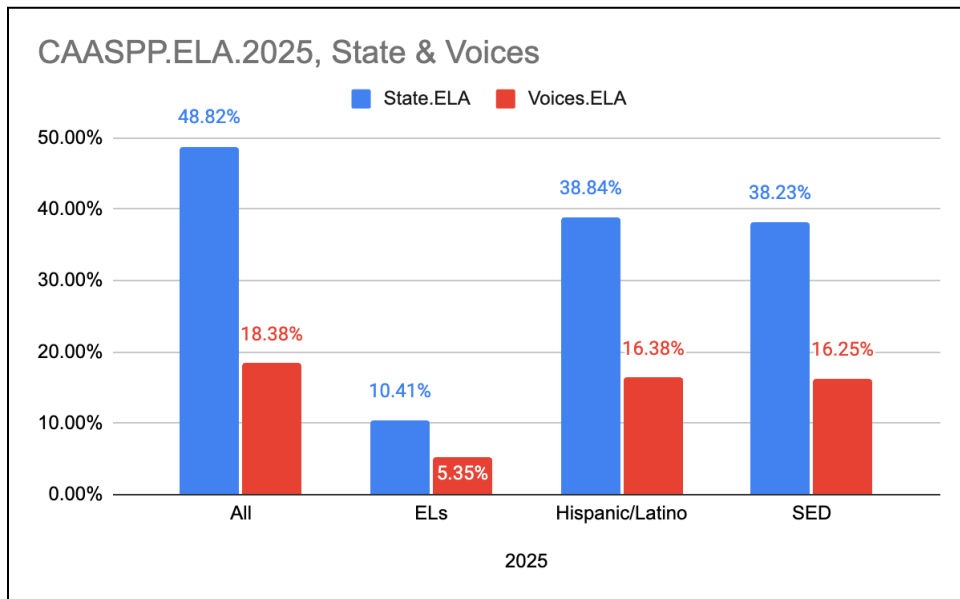
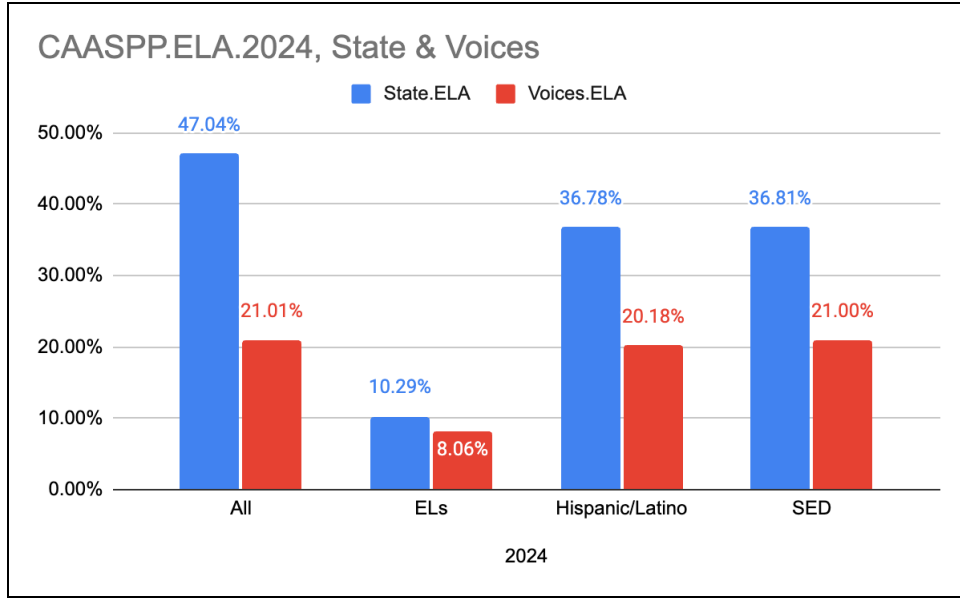
Over four years Voices dropped from a high of 34.48% of students at or above grade level in ELA to a low in 2024-25 of 18.38%.



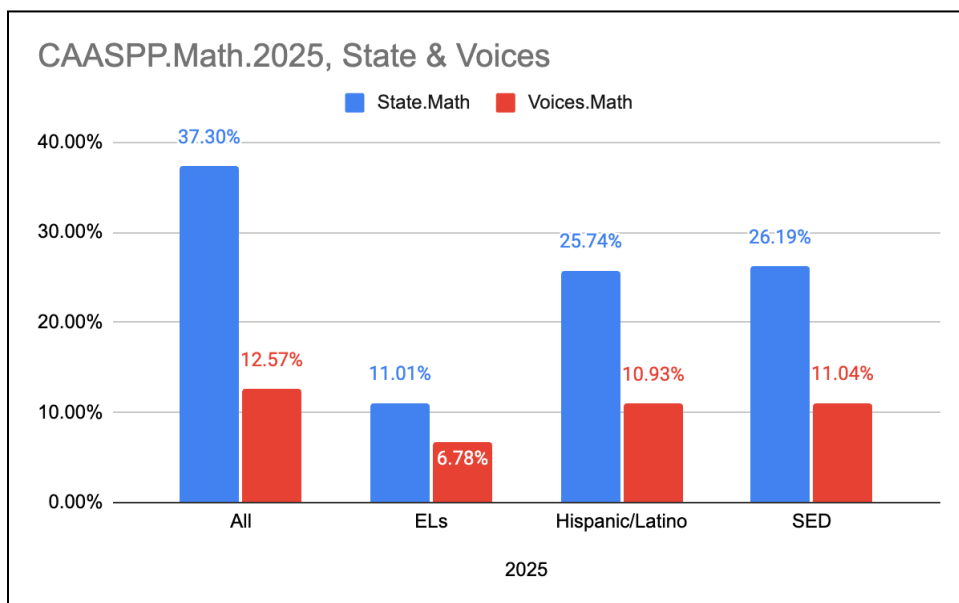
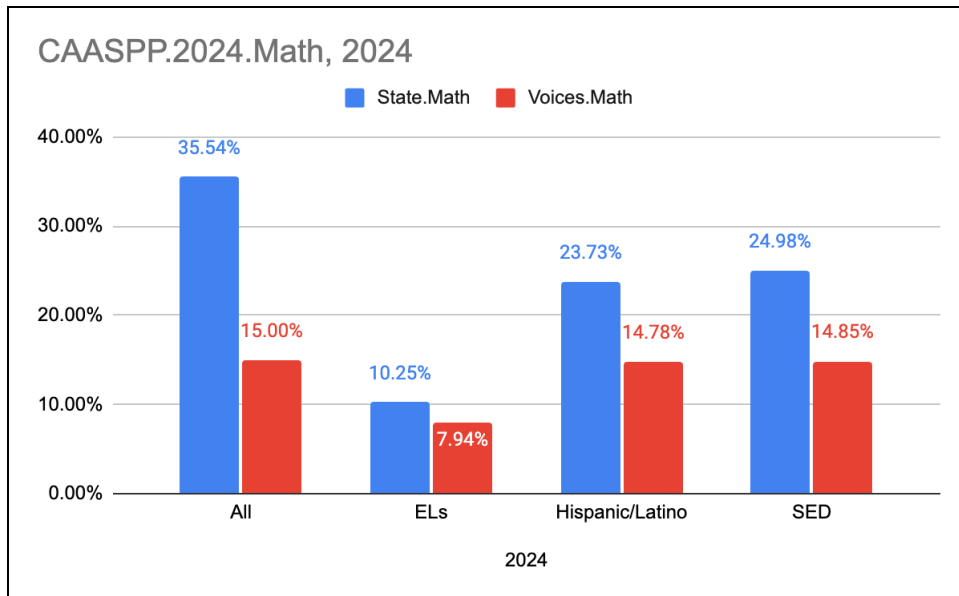
In math Voices led the District from 2021 through 2023 and in 2023-24 and 24-25 the District led. From 2021-22 to 2024-25 the school went from 25.29% at or above grade level to 12.57%.

Note that while informative, the data used to determine a school’s category per the CDE and state education law does not include the district, just the state. The next reviews focus on the school compared to the state.

In order to ensure the comparisons were appropriate, staff gathered further data for each of the enrolled student groups with the highest percentage, including Socioeconomically Disadvantaged, English Language Learners, and Hispanic and Latino students for English Language Arts and Math for the 2024 and 2025 academic years. In all student groups for each year the state has the stronger data, in several cases by a wide margin. Those charts are provided next.



As indicated above, the state outperformed Voices WCC in English Language Arts for the 2024 and 2024 academic years.



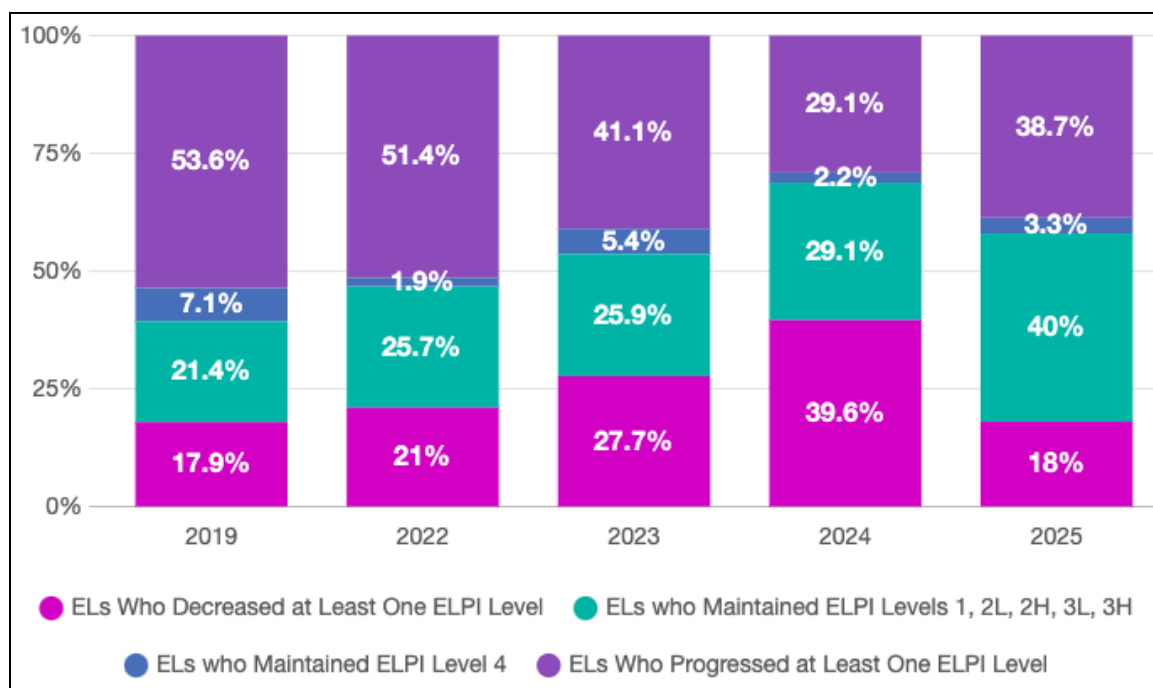
In each student group measured, the state outperformed Voices WCC.

a. ENGLISH LEARNER PERFORMANCE: DASHBOARD & ELPAC

When students are acquiring English they show progress in the purple section above called “ELs Who Progressed at Least One ELPI Level”. Over time desired outcomes for student learning would see the Purple and Blue sections above expand.

The chart below shows declines in language acquisition for the academic years of 2019, 2022, 2023 and 2024. However, the data for 2025 show a gain of 10.7 points for students who grew one category or maintained, and the data support the petitioner’s claims of increased focus in this

area.



The following report from Dataquest shows the status of students by grade level where RFEP column shows those students who were classified EL when starting at the school but have been reclassified as Proficient in English. The first section focuses on Voices data, then a chart comparing Voices with the District, county and State are provided.

Voices WCC - WCCUSD. 20245-25						
Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
TK	19	15.80%	0.00%	0.00%	0.00%	84.20%
KN	42	21.40%	7.10%	59.50%	0.00%	11.90%
1	43	37.20%	11.60%	51.20%	0.00%	0.00%
2	45	26.70%	2.20%	68.90%	2.20%	0.00%
3	56	17.90%	16.10%	62.50%	0.00%	3.60%
4	41	22.00%	7.30%	63.40%	7.30%	0.00%
5	39	30.80%	10.30%	48.70%	10.30%	0.00%
6	39	23.10%	0.00%	61.50%	15.40%	0.00%
7	13	15.40%	7.70%	53.80%	23.10%	0.00%

8	6	16.70%	0.00%	66.70%	16.70%	0.00%
Voices -WCC	343	24.20%	7.60%	56.30%	5.20%	6.70%
WCCUSD	29,284	46.70%	4.80%	30.60%	15.10%	2.70%
Contra Costa	169,261	64.90%	5.80%	16.10%	12.00%	1.20%
State	5,806,221	61.00%	4.60%	17.40%	15.70%	1.10%

- Dataquest State Dashboard Data: 11/15/2025

This data shows that the District, County and State led Voices in Reclassification (RFEP).

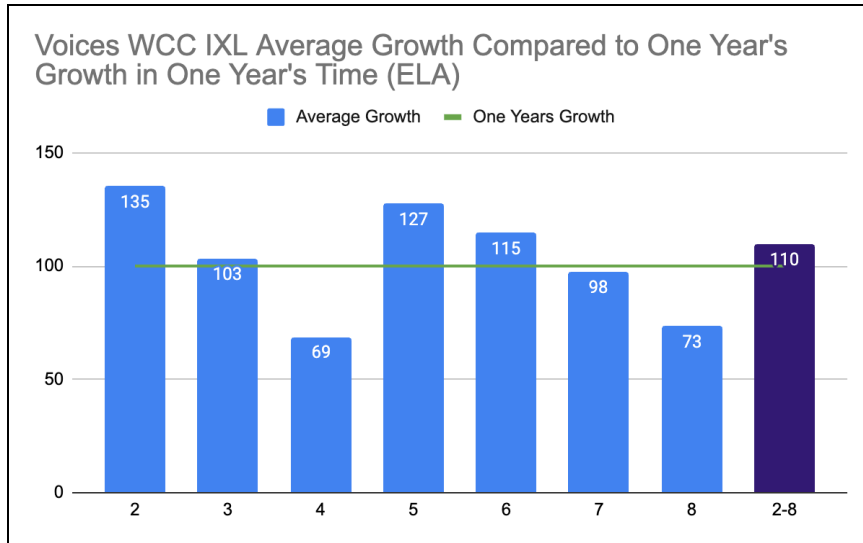
3. VERIFIED DATA

Education Code requires the authorizer of a charter school in the middle or low performing tiers to consider Verified Data for an elementary or middle school showing that the school achieved measurable increases in academic achievement defined by at least one year's progress for each year in school. Verified data submitted for review must include the results of a minimum of 95% of eligible students to be included in the review. The list of qualifying Verified Data that the California State Board of Education allows for use in evaluation in the renewal process is defined in Education Code Section 47607.2(c)(1).

Voices WCC submitted two charts from the IXL summary Conditional Growth Index information for grades K - 8 based on annual testing. By way of further information, the excerpts quoted below are from page 20 of the Charter Renewal Petition submission under Element 1.

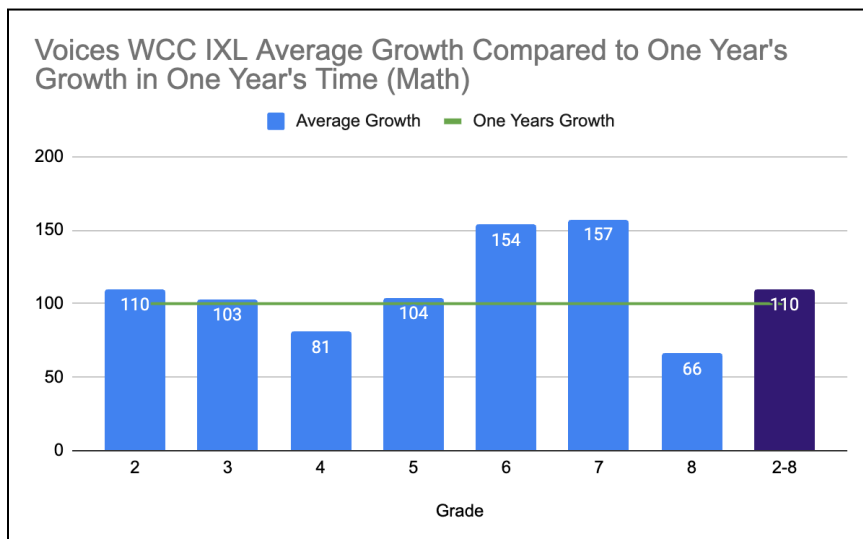
“Voices College-Bound Language Academy tests all students in grades 2 through 8 during the Fall of each year. We view growth from Fall to the end of the year as a measure of year-long growth. In Math, Voices met or exceeded the IXL target for one year's growth from Fall 2024 to EOY 2025 school-wide and for key student groups (socioeconomically disadvantaged, English learners, and students with disabilities).”

Voices WCC students measured through local indicators (IXL) showed progress that was not consistent with State CAASPP results in either ELA or Math.



In math grades 4 and 8th did not make annual growth targets.

According to the petition submission, “In Reading, Voices met or exceeded the Diagnostic Measure target for one year’s growth from Fall 2024 to EOY 2025.” While overall the statement is true, it is also true that for 4th, 7th and 8th grades students did not meet the 1 year growth target for ELA.



In math the 4th, 7th and 8th grade did not meet the year’s growth target, and overall the average suggests that a majority of students did.

Further, the review team noted that while the data view presented would be helpful for evaluating learning in a given cohort toward adapting instruction, it can occlude the school’s progress overall, as enrollment varies from a low in grade 8 of six students, to a high of 56 in third grade.

Voices states in the charter renewal petition that an increase of 100 points in IXL scores defines a one year's growth in student performance. Voices leadership stated during the annual visit that efforts have been taken to “modernize” assessments to more closely mirror the CAASPP, which according to the provided data do not align with the CAASPP for this school.

RENEWAL CRITERIA II:

Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

1. ENROLLMENT

Overall, Voices WCC continued to grow by adding grade levels each year to complete the school's stated original charter goals of serving students in K - 8, and then adding TK in the current year. As enrollment impacts the Average Daily Attendance, gains support a healthy school budget.

Enrollment Comparison								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	total 6 yr change
Voices WCC	133	172	235	245	290	346	418	
		29.3%	36.6%	4.3%	18.4%	19.3%	20.8%	214.3%
WCCUSD (non-charter)	28,246	27,383	26,312	25,737	25,575	25,244		
		-3.1%	-3.9%	-2.2%	-0.6%	-1.3%		-10.6%

- Dataquest State Dashboard Data: 11/1/2025

2. FINANCE

a. FINANCIAL REVIEW

The WCCUSD Fiscal Team reviewed various supporting documents to evaluate the fiscal solvency of the Voices WCC Charter School based on the last audited financials as well as financial documents submitted for the current year in the charter renewal petition package.

b. FINANCIAL REVIEW FINDINGS

- i. Financial reviews of adopted budgets and unapproved actuals have occurred regularly during the course of the current Charter operating cycle without significant event or comment.
- ii. In support of the charter renewal petition report, we reviewed the last five annual audit reports for Voices College-bound Language Academies and noted that there was one audit finding (2020-21) regarding closing process internal controls which was cleared the following year by auditors.
- iii. Independent study lack of forms was noted in the 2022-23 audit.
- iv. The closing process was again identified as a finding in 2023-24.
- v. A finding that \$19,237 should be returned to the state for incorrect Educator Effectiveness reporting.
- vi. TK enrollment exceeded state limits and requirements for Voices WCC in 2023-24, a repeat finding for other Voices CMO schools but the first year identified as a finding for Voices WCC.
- vii. A repeat finding was identified in 2023-24 for Voices WCC regarding independent study agreements missing.

Voices WCC and the Voices CMO should report on the status of these findings and provide the District with documentation describing the corrections made to school and CMO processes to remediate the issues causing the problems found with TK enrollment and independent study requirements for compliance.

Voices WCC		
<i>Audit Issues</i>		
Year	New Findings	Repeat Findings
2019-2020		
2020-2021	2020-001 - closing process internal controls	
2021-2022	None	2021-001 closing process internal control, closed
2022-2023	2023-002 - Independent study without forms	none
2023-2024	2024-001 - Closing Process 2024-002 - Educator effectiveness reporting, funds should be returned (\$19,237 for Voices WCC) 2024-003 - Independent study ADA agreements missing (repeat of 2023-002) 2024-004 - TK enrollment compliance (repeat 2023-001)	2023-001 - TK enrollment exceeds allowed (new in 2024 for Voices WCC) 2023-002 - Independent study without forms
- Complied from audit reports reviewed by District staff from 2020 through 2024		

c. KEY FINANCIAL INDICATORS

The Exhibit below shows key financial indicators for Voices WCC over the last five years available in audited financials. Voices WCC reports an ending fund balance for 2024 of close to \$2.3 million, a reserve ratio of just over 40% of 2024 expenditures. As the school grew to a student population of 343 in 2024-25, and again to 418 students in the current school year, significant changes to expenses and revenues will need to be managed by the school going forward.

WCCUSD						
Voices WCC	Financial Overview					2024/25 (unaudited actuals)
	2019/20	2020/21	2021/22	2022/23	2023/24	
Ending Fund Balance (K. Fund Bal. Net Position)	\$901,548	\$1,601,693	\$2,084,456	\$2,213,854	\$2,293,546	\$2,150,479
Revenues (A.5. Total Revenues)	\$2,331,615	\$2,775,993	\$3,944,935	\$4,311,359	\$5,808,422	\$6,851,302
Expenses (B.8. Total Expenditures)	\$1,839,608	\$2,075,848	\$3,462,172	\$4,181,961	\$5,728,730	\$6,994,374
Transfers			0	0	0	
Spending (Revenues - Expenses)	\$492,007	\$700,145	\$482,763	\$129,398	\$79,692	-\$143,072
Spending ratio (% of Revenue Spent)	78.90%	74.78%	87.76%	97.00%	98.63%	102.09%
Reserve ratio (Ending Fund Balance / Current Expenses)	49.01%	77.16%	60.21%	52.94%	40.04%	30.75%
Enrollment	172	210	235	245	290	343
<i>Note: Data is assembled from Audit reports submitted each year to WCCUSD per MOU.</i>						

The following figure shows current enrollment by grade level. This chart is included to highlight the growth from the first year of the school in operating as a charter in West Contra Costa through last year (2024-25). As a reminder, enrollment drives a school's budget.

Voices WCC - Enrollment by grade											
Academic Year	Total	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8

2018-19	133	0.0%	59.4%	21.1%	19.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2019-20	172	0.0%	33.7%	33.1%	16.9%	16.3%	0.0%	0.0%	0.0%	0.0%	0.0%
2020-21	210	0.0%	24.8%	23.3%	25.7%	13.3%	12.9%	0.0%	0.0%	0.0%	0.0%
2021-22	235	0.0%	21.3%	17.9%	20.9%	21.7%	11.1%	7.2%	0.0%	0.0%	0.0%
2022-23	245	0.0%	20.0%	15.1%	15.5%	20.0%	17.6%	6.9%	4.9%	0.0%	0.0%
2023-24	290	4.5%	14.8%	13.4%	16.9%	14.1%	15.5%	13.4%	5.2%	2.1%	0.0%
2024-25	343	5.5%	12.2%	12.5%	13.1%	16.3%	12.0%	11.4%	11.4%	3.8%	1.70%

Note - Downloaded from CDE - DataQuest, 11/15/2025

3. STAFFING AND TEACHER CREDENTIALING

Following Education code 47605(I)(1), WCCUSD monitors and assesses charter school compliance to meet CDE requirements for classroom teachers. The following Exhibit shows the latest three years of CDE teacher credential data from Dataquest for Voices WCC, the District, the County, and State.

Voices WCC								
Name	Total Teaching FTE	Clear	Out-of Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24								
Voices WCC	10.3	9.80%	0.00%	9.80%	80.50%	0.00%	0.00%	0.00%
WCCUSD	1,399.4	72.60%	5.80%	3.10%	13.60%	4.30%	0.10%	0.40%
Contra Costa	7,867.5	80.00%	4.70%	2.10%	8.60%	4.40%	0.10%	0.20%
Statewide	278,927.1	82.50%	4.30%	2.20%	6.00%	4.60%	0.10%	0.30%
2022-23								
Voices WCC	7	14.30%	0.00%	0.00%	7.10%	0.00%	78.60%	0.00%
WCCUSD	1,433.2	75.50%	3.90%	3.20%	10.80%	5.20%	1.40%	0.00%
Contra Costa	7,869.1	81.90%	4.20%	1.90%	7.00%	4.50%	0.40%	0.10%
Statewide	277,698.0	83.20%	4.20%	2.00%	5.40%	4.70%	0.30%	0.20%
2021-22								
Voices WCC	10.3	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
WCCUSD	1,522.9	75.50%	3.30%	3.90%	11.30%	5.40%	0.30%	0.30%
Contra Costa	8,140.5	83.00%	4.20%	2.20%	5.60%	4.60%	0.20%	0.10%

Statewide	279,044.9	84.00%	4.30%	1.70%	4.30%	5.20%	0.30%	0.20%
2020-21								
Voices WCC	8	25.00%	0.00%	0.00%	50.00%	25.00%	0.00%	0.00%
WCCUSD	1,404.0	82.60%	3.50%	4.40%	7.60%	1.80%	0.00%	0.00%
Contra Costa	7,928.0	84.60%	4.80%	1.70%	4.90%	3.90%	0.10%	0.00%
Statewide	274,759.1	83.10%	4.40%	1.50%	4.10%	5.70%	1.00%	0.20%

The charts demonstrate the struggle to attract and maintain teaching staff with appropriate teaching credentials as defined by the Education Code. The school has lagged the District and State in the number of clear credentials though Voices WCC and Voices Language Academies CMO have shared specific actions designed to bring more of the teaching staff to fully credentialled status.

RENEWAL CRITERIA III:

Is the Petition Reasonably Comprehensive?

Element	Yes/No
Description of educational program	Yes
Measurable pupil outcomes	Yes
Method for assessing pupil progress	Yes
Governance structure of the school	Yes
Employee qualifications	Yes
Health & safety procedures	Yes
Means to achieve race/ethnic balance	Yes, but yet to manifest.
Admission requirements, if applicable	Yes
Manner in which annual independent financial audits shall be conducted	Yes
Student suspension & expulsion procedures	Yes
Staff coverage by State Teachers' Retirement System, Public Employees' Retirement System or Social Security	Yes
Public school attendance alternatives	Yes
District employee leave & return rights	Yes
Dispute resolution process	Yes
Procedures for closure of school	Yes

RENEWAL CRITERIA IV:

Is the Charter School Serving All Students Who Wish to Attend?

REVIEW OF STUDENT DISENROLLMENT

The table below is based on the Education Code 47607(d) information supplied by the CDE to Districts requesting for the school or schools submitting renewal petitions. The table reflects the percentage of students who leave before the end of the school year or who do not return the next year. These numbers reflect a stable quantity of students who are enrolled at the beginning of the year but leave before the end of the year, as well as students who do not return for the next year. Note: students who would be moving to a grade level not offered at the school are not included in the percentage.

There is no clear indicator that Voices WCC is not serving all of the students in the district who wish to attend on this particular assessment criteria.

Retention			
2023-2024			
	Students leaving / not returning	School Average scores	Difference from school average scores
% leaving before end of year	12.21%		
<i>ELA Distance from Std.</i>	-51.13	-79.7	28.6
<i>MATH Distance from Std.</i>	-89.44	-90.5	1.1
% not returning	20.87%		
<i>ELA Distance from Std.</i>	-51.26	-79.7	28.4
<i>MATH Distance from Std.</i>	-87.32	-90.5	3.2
Voices WCC - Requested data from CDE for renewals			

- Note: Assembled from 47607(d)(1)(B) and (C) data requested from CDE

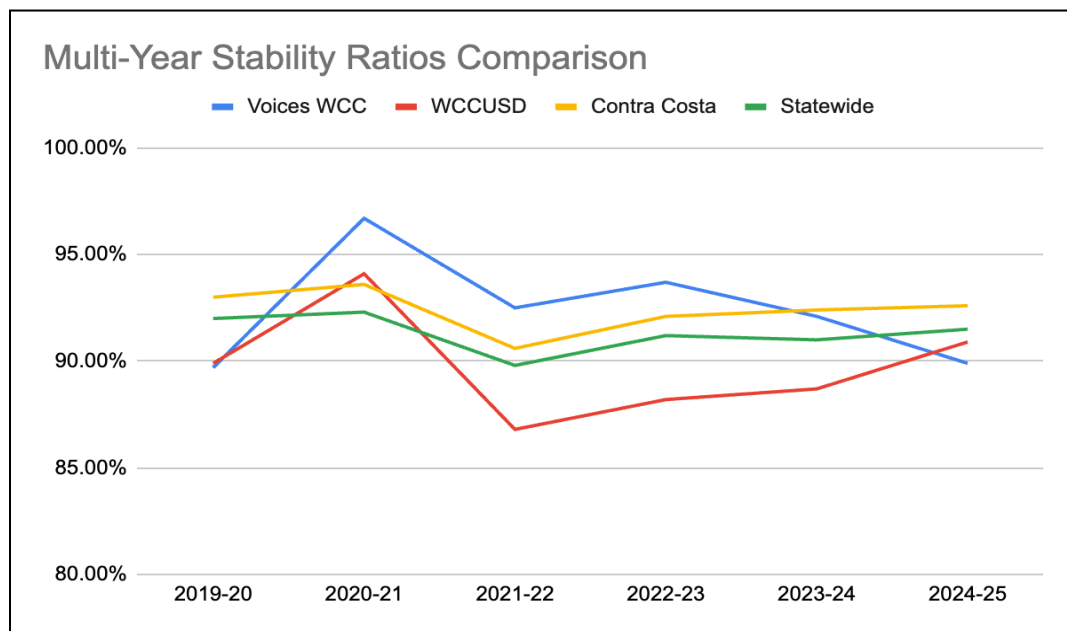
The following chart is another view of disenrollment data, disaggregated by subgroup for the 2024-2025 school year. In particular, Students with Disabilities who can be vulnerable to disenrollment are shown as a lower proportion of those students who do leave before the end of the year.

Voices WCC	Student Group	Adjusted Cumulative Enrollment	Stability Count	Stability Rate	Non-Stability Count	Non-Stability Rate
------------	---------------	--------------------------------	-----------------	----------------	---------------------	--------------------

2024-25	English Learners	209	194	92.80%	15	7.20%
	Homeless Youth	*	*	*	*	*
	Students With Disabilities	68	63	92.60%	5	7.40%
	Foster Youth	*	*	*	*	*
	Socioeconomically Disadvantaged	307	279	90.90%	28	9.10%

Multi Year Stability Rate						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Voices WCC	89.70%	96.7%	92.5%	93.7%	92.1%	89.9%
WCCUSD	89.90%	94.1%	86.8%	88.2%	88.7%	90.9%
Contra Costa	93.00%	93.6%	90.6%	92.1%	92.4%	92.6%
Statewide	92.00%	92.3%	89.8%	91.2%	91.0%	91.5%
<i>Note: All tables and charts from DataQuest Stability Reports data 11/16/2025</i>						

The comparative view of stability data generated by the California Department of Education shows that Voices compared favorably with the District, County, and State until the 2024-25 school year.



Note: Chart developed from DataQuest Stability Reports data

ENROLLMENT BY ETHNICITY

In the chart below, it is demonstrated that the school is predominantly the Hispanic and Latino student group.

Report Date:
08/20/2025

Voices Language Academy at WCC Report
(07-61796-0136903)

Subgroup Enrollment 5 year trends - by percentage					
					<i>from School</i>
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
African American	0.9%	0.4%	0.3%	0.58%	0.48%
American Indian or Alaskan Native	0.0%	0.0%	0.0%	0.00%	0.00%
Asian	1.3%	1.2%	1.0%	0.58%	0.24%
Filipino	0.9%	0.8%	0.7%	0.58%	0.48%
Hispanic/LatinX	94.9%	97.1%	97.9%	95.95%	83.97%
Pacific Islander	0.0%	0.0%	0.0%	0.00%	0.00%
White	0.0%	0.4%	0.0%	0.29%	0.48%
Two or more Ethnicities	0.0%	0.0%	0.0%	0.00%	0.00%
Decline to State	2.1%	0.0%	0.0%	1.45%	14.11%
All Students	235	245	290	346	418

OTHER RENEWAL CRITERIA:

Issues, Information Requests, and Notices:

Events table	Voices WCC							
	<i>Submissions total</i>	<i>Submissions Late</i>	<i>Submissions past due</i>	<i>late submissions %</i>	<i>Past due %</i>	<i>Letters of inquiry</i>	<i>Notices of Concern</i>	<i>Notices to Correct</i>
2022-23	0	0	0	n/a	n/a	0	0	0
2023-24	30	0	8	0%	27%	0	0	0
2024-25	57	30	0	53%	0%	0	0	0
2025-26 - through 11//15/25	30	6	0	20%	0%	0	0	0

Voices WCC has improved communication during the last two years and done a reasonable job of transitioning through two changes in how requests for document submissions are submitted. In some cases the late documents in the current year were due to misunderstanding submission requirements. There have been no known and registered concerns/complaints against the school by students / families, or staff in the last three years. Following the WCCUSD staff visit to Voices WCC (both sites) in September 2025, the District sent one Letter of Inquiry (LoI) and one Notice of Concern (NoC) to the school.

REQUESTS FOR ADDITIONAL INFORMATION AFTER SITE VISIT

A Request was made to Voices WCC for additional information in a Letter of Inquiry, and a notice to the school as well (Notice of Concern).

EXHIBITS

EXHIBIT A. LETTER OF INQUIRY– SEPTEMBER 26, 2025 (2 pages)



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

1108 Bissell Avenue | Richmond, CA 94801-3135

Office: (510) 231-1170

www.wccusd.net

Cheryl Cotton,
Superintendent of Schools

Kim Moses, Ed.D.,
Associate Superintendent, Business Services

Letter of Inquiry

Ms. Margarita Romo
Business Services Coordinator
1400 Marina Way South, Richmond, CA 94804

Ms. Keri Szymanski, Principal
Voices College-Bound Language Academy
201 28th St.
Richmond, CA 94804-2522

September 26, 2025

This letter is to request information about the following questions. Please provide a written response to each bullet point by October 10, 2025.

Facilities, Health and Safety

- 2025-26 Calendar for Safety Drills, training dates, and a copy of the signed participant roster.
- Copies of the Voices WCC site evacuation plans for both West Contra Costa facilities.
- A map bathroom locations, and list the quantity of toilets for both students and staff/teachers. Please also provide a detailed and labeled facility map indicating bathrooms.
- Copies of completed "Unsafe or Hazardous Conditions Log" (p.93) and a "Classroom Safety Checklist" (p.94) of the Voices All School Safety Plan (2024-25).

Human Resources

- Provide an organizational chart indicating all Voices WCC employees, the position title, and indicate whether the position is shared through the network. Also indicate the percentage of each position that is dedicated to the Voices WCC.
- Salary Schedules for certificated and classified staff (Associate Teachers, office staff, etc.)
- Information on how 1 janitor is able to work the shift from 7am to 7pm each school day.
- A timeline for the principal to complete California teaching and administrative credentials.

Fiscal/ Construction

- An explanation of how students will safely receive instruction in a building that is undergoing major structural change.
- A discussion of the multiyear cashflow that incorporates additional costs for planned construction at the Andrade site.



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

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Cheryl Cotton,
Superintendent of Schools

Kim Moses, Ed.D.,
Associate Superintendent, Business Services

Special Education

- Detailed information on the number of students who were evaluated outside the triennial timeline and indicate outcome (change in services, disenrollment, etc.).
- A detailed plan for achieving consistency in how Individualized Education Plans (IEPs) are drafted.
- Information on training for how teachers handle student IEP provision including a calendar on recent or planned trainings.
- Information on how teachers apprised of IEP needs.

Communications

- What safeguards are in place to insure student, family and teacher privacy is maintained in the parent communication methods through an unsecured application such as What'sAp.
- How do families access the What'sAp group?
- What plans are in place to insure families can access the Voices website by phone, as many families use only cell phones to access information?

Please respond to this letter with an explanation or provision of any requested documentation by October 10, 2025.

Thank you in advance for your prompt response; we appreciate your partnership. Please note that failure to respond will lead to an escalation in action as outlined in the footer section below, and this may impact charter renewal.

Sincerely,

A handwritten signature in blue ink that reads "Margarita Romo".

Ms. Margarita Romo
Business Services Coordinator
margarita.romo@wccusd.net

**EXHIBIT B. RESPONSE FROM VOICES WCC TO WCCUSD LETTER OF INQUIRY–
SEPTEMBER 26, 2025, RECEIVED October 13, 2025 (9 pages)**



October 10, 2025

Ms. Margarita Romo
Business Services Coordinator
West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, CA 94801-3135

Subject: Response to Letter of Inquiry Dated September 26, 2025

Dear Ms. Romo,

This letter is in response to your Letter of Inquiry dated September 26, 2025. We have provided the requested information and documentation below, following the structure of your correspondence. We appreciate the opportunity to address these questions and reaffirm our partnership.

Facilities, Health and Safety

- **2025-26 Calendar for Safety Drills, training dates, and a copy of the signed participant roster.**
 - Safety drills are conducted once a month, and notes are recorded in the document attached:
📎 WCC Voices Drill Schedule Feedback 25_26.pdf
- **Copies of the Voices WCC site evacuation plans for both West Contra Costa facilities.**
 - 📎 WCC 28th St Evacuation Map.pdf
 - 📎 Andrade Evac Map.pdf
- **A map of bathroom locations, and list the quantity of toilets for both students and staff/teachers. Please also provide a detailed and labeled facility map indicating bathrooms.**
 - 📎 201 28th St_Richmond_Asbuilt Services Drawing - Exhibit A (002) (1).pdf
 - 📎 Andrade Restroom List.pdf
- **Copies of completed "Unsafe or Hazardous Conditions Log" (p.93) and a "Classroom Safety Checklist" (p.94) of the Voices All School Safety Plan (2024-25)**
 - 📎 Facility Walkthroughs 25-26 SY.xlsx
 - 📎 WCC Unsafe or Hazardous Conditions Log.xlsx
 - 📎 Voices WCC Safety Plan and ICP 2025-2026 .pdf

Student Performance

- **Please provide the entire SBAC data file for the 2022-23, 2023-24, 2024-25 academic years in spreadsheet format.**
 - The requested files have been submitted through Epicenter, attached to this email, and are titled as follows:
 - 📎 VWCC_2025_CAASPP_Student_Score_Data_File.xlsx
 - 📎 VWCC_2024_CAASPP_Student_Score_Data_File.xlsx
 - 📎 VWCC_2023_CAASPP_Student_Score_Data_File.xlsx
- **Please provide your verified local data for the same periods, including a disaggregation by ethnicity**



and student groups.

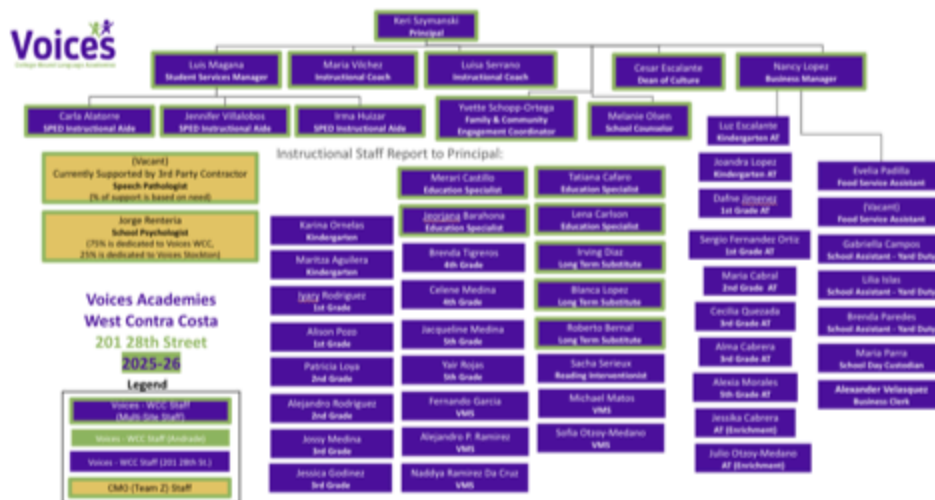
- Voices uses several approved assessments for verified data, including:
 - 2022-23_Fall_NWEA_MAP_Assessment.xlsx
 - 2022-23_Spring_NWEA_MAP_Assessment.xlsx
 - 2023-24_Fall_NWEA_MAP_Assessment.xlsx
 - 2023-24_Spring_NWEA_MAP_Assessment.xlsx
 - 2024-25_Fall_NWEA_MAP_Assessment.xlsx
 - Star_Renaissance_2023-2026.xlsx

Human Resources

- Provide an organizational chart indicating all Voices WCC employees, the position title, and indicate whether the position is shared through the network. Also, indicate the percentage of each position that is dedicated to the Voices WCC.
 - Please see the organizational charts below for the 2025-2026 school year. The charts detail staff at both the 201 28th Street campus and the 2354 Andrade Avenue campus, as well as the central management office staff (Team Z). The legend on the charts indicates multi-site staff, staff specific to each site, and central office staff. For shared positions, such as the School Psychologist, the percentage of time dedicated to Voices WCC is noted (e.g., 75% dedicated to Voices WCC).

Organizational Chart for Voices WCC at 201 28th Street, Richmond, CA

All positions in purple and green are Voices WCC staff and are dedicated 100%



Updated 10/07/2025



Organizational Chart for Voices WCC at 2354 Andrade Avenue, Richmond, CA

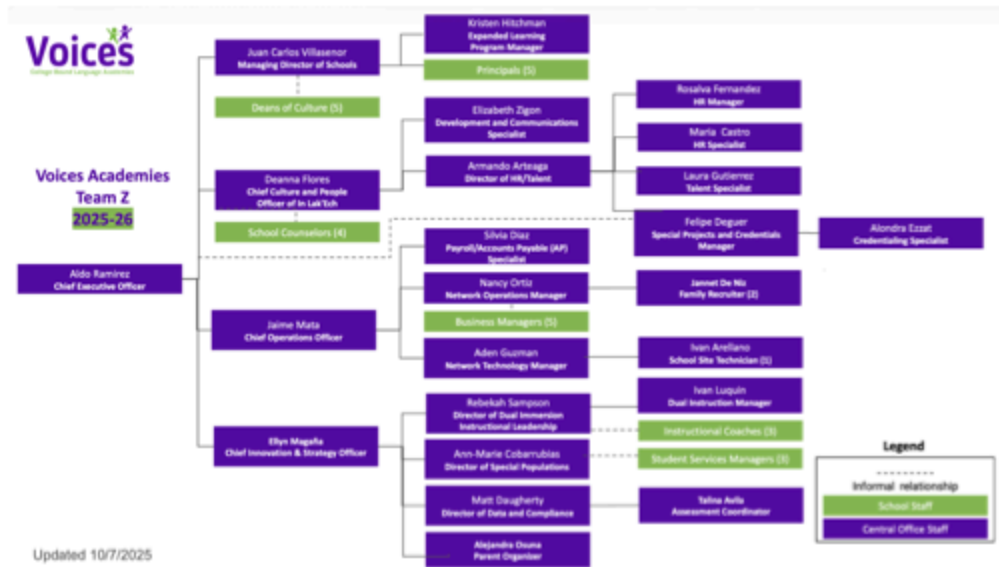
All positions in purple and green are Voices WCC staff and are dedicated 100%



Updated 10/07/2025



Organizational Chart for Voices Central Management Office (referred to as El Zocalo, or Team Z)





- **Salary Schedules for certificated and classified staff (Associate Teachers, office staff, etc.)**
 - The salary schedules and ranges for certificated and classified staff for 2025-2026 are as follows:

2025-2026 Teacher Salary Levels				
Expected Professional Growth & Development				
Step	Novice	Emerging	Proficient	Master
1	62,920			
2	64,218	65,945		
3	Must progress to Emerging for renewal	68,343	70,620	
4		70,393	73,018	75,537
5		To progress to Proficient for renewal Must have Intern/Preliminary Credential	75,537	78,177
6			78,177	80,817
7			80,817	83,567
8			83,567	86,449
9			Must have Cleared Credential to progress to Master	89,042
10				91,714
11				94,465
12				97,299
CRITERIA 25-26				
Ts with no experience (student tea Start at N1				
Ts with AT experience at Voices Start at N2				
Ts with 6 month experience as lon; Start at N2				
Ts with 1 year experience new to V Start N2				
Ts with 2-3 years experience new t Start E3				
Ts with 4-6 years experience new t Start at P3				
Ts with 7-10 years experience new Start at P5				
Ts with 11-14 years experience new Start at P6				
Ts with 15+ years experience Start at P7				
Proficient level with inter/preliminary credential				
Current Ts at proficient will have 2 years to get preliminary credential				
No master teacher without a cleared credential				

Associate Teacher 2025 - 2026						
Basic Skills Test	48 College Units, 2+ years experience	AA	AA & 2+ Years Experience	BA	BA/Sub	BA/Sub & 2+ Years experience
\$22.00	\$22.50	\$23.00	\$23.50	\$24.00	\$24.50	\$25.00

SPED Instructional Aide 2025 - 2026							
Basic Skills Test	48 College Units	48 College Units, 2+ years experience	AA	AA & 2+ Years Experience	BA	BA/Sub	BA/Sub & 2+ Years experience
\$23.00	\$24.00	\$25.00	\$26.00	\$27.00	\$28.00	\$29.00	\$30.00

School-site Leadership Team:	
Position	Range
Principal	\$120,000 - \$140,000
Instructional Coach	\$75,000 - \$88,500
Business Manager	\$68,000 - \$82,000
Dean of Culture	\$78,000-\$90,000
School Counselor	\$75,000 - \$88,500
Student Services Manager	\$75,000 - \$88,500

Classified Team:	
Position	Range
Associate Teacher	\$22.00 to \$25.00 Date of Employment (DOE)
Sped Instructional Aide	\$23.00 - \$30.00 DOE
Business Clerk (Bilingual Sp/Eng)	\$22.00 - \$25.00
Office Clerk (Bilingual Sp/Eng)	\$18.00 to \$21.00 DOE
Food Service Assistant	\$18.00 - \$20.00
School Assistant (Yard Duty)	\$18.00
Custodian	\$18.00 - \$21.00
Custodian/ Light Maintenance	\$22.00 - \$28.00

- Information on how 1 janitor is able to work the shift from 7am to 7pm each school day.
 - Voices WCC does not have one janitor working a 12-hour shift. We employ two janitors, one for each site. The janitor at the 201 28th Street campus works from 6:30 am to 2:30 pm, and the



janitor at the 2354 Andrade Avenue site works from 7:00 am to 3:00 pm.

- **A timeline for the principal to complete California teaching and administrative credentials.**
 - Our principal, Ms. Keri Szymanski, holds a Teaching License and an Administrative Credential in Wisconsin.
 - She currently holds a preliminary teaching credential in California, which is valid through November 1, 2027.
 - She has completed her 2-year induction program for her teaching credential.
 - She is in the process of taking the required exams for her English-Learner Authorization in California (CLAD/BCLAD).
 - Once Ms. Szymanski's multisubject credential is cleared, then she can apply for her Preliminary Administrative Service Credential. We anticipate this will happen in 2027.

Fiscal/Construction

- **An explanation of how students will safely receive instruction in a building that is undergoing major structural change.**
 - Student safety is our top priority. We are in the early planning stages and are working with an architect, contractor, structural engineer, and a structural testing agency to determine the scope of improvements. The construction will be phased over 2-3 years to ensure the educational process is not interrupted or disturbed. All work will be limited to off-hours, weekends, and non-student days. During any active phase of work, students will be relocated to temporary classrooms or alternate spaces that are fully compliant with safety and instructional standards. The construction crew will provide thorough cleaning to ensure no harmful or unsafe materials are left behind. Our Janitor will also conduct morning walk-throughs to ensure the environment is safe from hazardous conditions. For the safety of students, staff, and families, areas with active construction will be blocked off with a temporary wired fence.
- **A discussion of the multiyear cashflow that incorporates additional costs for planned construction at the Andrade site.**
 - Voices anticipates construction costs for Phase 1 at the Andrade site to total \$500,000, to be paid from Fiscal Year 2026 through Fiscal Year 2029. These expenses are allocated in line 5615 of our financial projections.
 - The projected annual costs are as follows:
 - **2025-26:** \$40,000
 - **2026-27:** \$100,000
 - **2027-28:** \$180,000
 - **2028-29:** \$180,000
 - We will update our financial projections as we receive more refined estimates. The 'CASH FLOW WCC' file is attached as  Voices West Contra Costa - FY26-31 MYP and Cash Flow - 10.01.25.xl.

Special Education

- **Detailed information on the number of students who were evaluated outside the triennial timeline and indicate outcome (change in services, disenrollment, etc.).**
 - We had 2 students who were evaluated outside of the triennial timeline, and the result was the addition of services in both cases.



- **A detailed plan for achieving consistency in how Individualized Education Plans [sic.] (IEPs) are drafted.**
 - We have implemented a multi-faceted plan to ensure IEP consistency:
 - At the beginning of the year, we conduct a training for teachers that walks through an IEP page by page, to support teachers' knowledge of the document. This is repeated as needed throughout the year and codified in a resource document to refer to regularly.
 - The Director and/or Student Services Managers (SSMs) review IEPs prior to finalization, to ensure they are drafted correctly.
 - We maintain a Special Education Information System (SEIS) that houses important IEP documents.
- **Information on training for how teachers handle student IEP provision including a calendar on recent or planned training.**
 - Our Education Specialists communicate directly with general education teachers and review the "IEP at a glance" with them at the beginning of the year and ongoing especially as changes are made.
 - General education teachers attend IEP meetings to ensure they are fully informed.
 - We are also in the process of implementing "IEP&Me," a tool that will further support communication, accommodation and modification implementation, goal tracking, and teacher knowledge of student IEPs.
 - To ensure teachers understand the accommodations and modifications they are providing to students, they receive explicit professional development on "Differentiation Basics and Adapting Lessons" and have regular time to collaborate with the Education Specialists to partner on the lesson accommodations and modifications design and implementation.
 - Explicit Professional Development occurs weekly as does Professional Learning Community meetings. The topics for these sessions are identified based on the most recent student outcome data using our standards-aligned Common Formative Assessments broken out by subgroup, as well as observation and feedback data on recent strategies learned and implemented in the classroom.
- **Information on how teachers are apprised of IEP needs.**
 - Copies of the IEP are distributed
 - Teachers who are responsible for implementing any part of the IEP receive the "IEP at a glance", which communicates accommodation and modification needs, as well as goals, services, and supports. The teacher and Education Specialist review this document together to ensure understanding of responsibilities.
 - Teacher involvement / input
 - Regular education teachers are involved in IEP development, especially providing input on what accommodations or supports are feasible in their classroom.
 - This happens during weekly Professional Learning Community meetings.
 - Sharing / Access systems
 - We are in the process of integrating SEIS with a secure digital system titled "IEP&Me" where staff can view their key responsibilities by student and class level.

Communications

- **What safeguards are in place to secure student, family, and teacher privacy in the parent communication methods through an unsecured application such as WhatsApp?**
 - Voices Network's primary and official communication platform is ParentSquare, which provides a secure space for all school-family communication that adheres to our privacy policies. General reminders and direct messages are conducted through this secure platform. The WhatsApp



parent group in question was not created or sponsored by Voices; it was created by a parent. Our Family and Community Engagement Coordinator was invited to the chat by the parent administrator as a way to build rapport with families.

- **How do families access the WhatsApp group?**
 - It is our understanding that the parent who acts as the group's administrator invites other parents to join. It is not a Voices-sponsored communication platform.
- **What plans are in place to ensure families can access the Voices website by phone, as many families use only cell phones to access information?**
 - Our website can be accessed via any web browser on cell phones, tablets, or computers. However, most of our critical updates, reminders, and events are posted on ParentSquare, which is designed for mobile access. Our Business Clerk is available to support parents with troubleshooting to ensure they have proper access to the ParentSquare application. Currently, 99.3% of Voices WCC families are contactable via ParentSquare.

Thank you again for the opportunity to provide this information. We trust that these responses address your inquiries, and we look forward to our continued partnership in serving the students and families of West Contra Costa.

Sincerely,

Keri Szymanski
Principal
Voices College-Bound Language Academy

EXHIBIT C: WCCUSD NOTICE OF CONCERN SENT OCTOBER 26, 2025 (4 pages)

September 26, 2025

By E-Mail: aldoramirez@voicescharterschool.com

Mr. Aldo Ramirez
Chief Executive Officer
Voices College-Bound Language Academies

Re: Notice of Concern - Safety Issues

This letter is to notify the Charter School Voices West Contra Costa of the following serious, student safety concerns requiring remediation. District staff noted that:

1. The drinking fountains outside the building appeared inoperable.
2. There were two classes in one room, resulting in conditions unconducive to learning.
3. Duct tape on observation windows in several doors occluded visibility.
4. In at least one second floor classroom had windows that are very low in the wall, and could represent falling and injury issues.
5. Food preparation was taking place in areas where students were engaged in classwork, suggesting multiple violations of building, occupancy, health and student safety codes.
6. Interior doors lacked locking capability, a risk associated with active-shooter and lockdown scenarios.
7. Electrical cords were extended across the floor and taped down without adequate protective covers.
8. Multiple bathrooms have significant hygiene issues, including in-stall garbage cans overflowing with used toilet tissue; at minimum, likely an OSHA violation.
9. There were non-operating emergency exit signs.
10. Multiple Americans With Disability Access (ADA) issues with exits where door locks were not at an appropriate level or of a type that could be manipulated by disabled occupants in an emergency.
11. Deadbolts were on doorways, and though they were not engaged they must be removed to ensure safety when the rooms are occupied.
12. Egress “bottlenecks” in some areas of the building on the posted evacuation plans.
13. Teaching and other staff use steep stairs from the ground floor to the second floor. Site leadership stated that students are not supposed to use those stairways, though District staff observed students on the stairways at different times during the classroom tours.
14. I-Pad computers were stacked one atop the next in 2nd grade, which can be a fire issue.

Issue and resolution table

1. The drinking fountains outside the building appeared inoperable. Does the recently completed FIT for the VOICES WCC main campus document the issue of non-functional water fountains? Please provide an explanation of the issue, how the school is handling and communicating the issue, and the action plan to remediate.		
Response:	Action Plan:	Target resolution date:
2. There were two classes in one room, resulting in crowded conditions and lack of rapid egress in case of emergency. Please document the emergency plans for these crowded rooms and the school's action plan to remediate safety issues associated with these rooms.		
Response:	Action Plan:	Target resolution date:
3. Duct tape on observation windows in several doors occluded visibility. Please describe the situation regarding the taped over door glass and describe the actions planned to resolve this issue.		
Response:	Action Plan:	Target resolution date:
4. In at least one second floor classroom had windows that are very low in the wall, and could represent falling and injury issues. Please describe the situation regarding the low glass windows and describe the actions planned to resolve this issue.		
Response:	Action Plan:	Target resolution date:
5. Food preparation was taking place in areas where students were engaged in classwork, suggesting multiple violations of building, occupancy, and student safety codes. Please describe the situation and actions planned to resolve the problem.		
Response:	Action Plan:	Target resolution date:
6. Interior doors lacked locking capability, a risk associated with active-shooter and lockdown scenarios. Please describe the situation and actions planned to resolve the problem.		
Response:	Action Plan:	Target resolution

		date:
7. Electrical cords were extended across the floor and taped down without adequate protective covers. Please describe the situation and actions planned to resolve the problem.		
Response:	Action Plan:	Target resolution date:
8. Multiple bathrooms have significant hygiene issues, including in-stall garbage cans overflowing with used toilet tissue; at minimum likely an OSHA violation. Please describe the situation and actions planned to resolve the problem.		
Response:	Action Plan:	Target resolution date:
9. There were non-operating emergency exit signs. Please document that all required emergency signage is placed properly, evaluated and signed off by appropriate authorities, and documented as fully functional. Please describe the situation and actions planned to resolve the problem.		
Response:	Action Plan:	Target resolution date:
10. Multiple Americans With Disability Access (ADA) issues with exits where door locks were not at an appropriate level or of a type that could be manipulated by occupants in an emergency.		
Response:	Action Plan:	Target resolution date:
11. Deadbolts were on doorways, and though not engaged must be removed to ensure safety when the rooms are occupied. Please describe the situation and actions planned to resolve the problem.		
Response:	Action Plan:	Target resolution date:
12. Egress “bottlenecks” in some areas of the building on the posted evacuation plans. Please describe the situation and actions planned to resolve the problem.		
Response:	Action Plan:	Target resolution

		date:
13. Teaching and other staff use narrow stairs from the ground floor to the second floor. Site leadership stated that students are not supposed to use those stairways, though District staff observed students on the stairways at different times during the classroom tours. Please describe the situation and actions planned to resolve the problem.		
Response:	Action Plan:	Target resolution date:
14. I-Pad computers were stacked one atop the next in 2nd grade, which can be a fire issue. Please describe the situation and actions planned to resolve the problem.		
Response:	Action Plan:	Target resolution date:

Please respond to this letter with an explanation or provision of any requested documentation by October 5, 2025.

Thank you in advance for your prompt response; we appreciate your partnership. Please note that failure to respond will lead to an escalation in action as outlined in the footer section below, and this may impact charter renewal.

Sincerely,

Dr. Kim Moses
Associate Superintendent, Business Services

Letters to Charter Schools stemming from issues or concerns indicating escalation and seriousness. Levels include:

- Letter of Inquiry (LOI):** A preliminary request for information concerning a potential issue, or request for clarity. Charter oversight signs.
- Notice of Concern (NOC):** A notification that a problem exists, and demand for curative action or explanation with a deadline. Charter oversight drafts, Deputy Superintendent signs.
- Notice of Violation (NOV):** Notification that a school is out of compliance, and a trigger that requires immediate action, possible steps toward closure, superintendent and governance board signs.

EXHIBIT D: VOICES WCC RESPONSE TO NOTICE OF CONCERN, RECEIVED OCTOBER 5, 2025 (6 pages)

Voices College-Bound Language Academy			
Re: Notice of Concerns Safety Issues			
Issue and Resolution Table			
Date: 10/3/2025			
The drinking fountains outside the building appeared inoperable. Des the recently completed FIT for the Voices WCC main campus document the Issue of non-functional water fountains? Please provide an explanation of the issue, how the school is handling and communicatin the issue, and the action plan to 1 remediate.			
Response:	Action Plan:	Target Resolution Date:	
The current Facility Inspection Tool (FIT) does not document exterior water fountains, which are original to the building and mostly unused by students or staff. Students are provided access to indoor water bottle filling stations, which supply filtered water with Elkay WaterSentry 71300C NSF/ANSI certified filters for PFAS, lead, and microplastics. During recess, students may use water bottles on the playground and are permitted to refill them as needed under supervision. Temporary measures include providing water in insulated dispensers and paper cups for easier student access outdoors.	To address long-term needs, the school will consult with facilities professionals to evaluate the feasibility of installing exterior drinking fountains, obtain quotes, and ensure all installations meet compliance guidelines.	Installation will proceed once recommendations are approved, with a target resolution date of February 10, 2026.	
There were two classes in one room, resulting in crowded conditions and lack of rapid egress in case of emergency. Please document the emergency plans for these crowded 2 rooms and the school's action plan to remediate safety issues associated with these rooms.			
Response:	Action Plan:	Target Resolution Date:	
This classroom is equipped with double doors at both ends, enabling evacuation through two	Professional facilities consultants will be engaged to verify that all exits, doors, and windows comply	Consultation date by November 30, 2025. Target date for resolution if work is needed:	

	ensuring evacuation through two separate exits simultaneously, and effectively doubling egress capacity compared to a single-door layout. During emergencies, this arrangement supports faster and safer evacuation by preventing bottlenecks. Additionally, the presence of 18 windows, all less than five feet above ground level, offers supplemental egress routes as part of the safety plan.	Exits, doors, and windows comply with California and local safety codes, ensuring both compliance and safety best practices.	Resolution if work is needed: February 10, 2026.	
3	Duct tape on observation windows in several doors occluded visibility. Please describe the situation regarding the taped over door glass and describe the actions planned to resolve this issue.			
	Response: Windows on interior classroom doors were temporarily covered during code red lockdowns to restrict visibility in the event of an intruder.	Action Plan: The coverings have been removed. The school will consult professionals to evaluate compliant removable coverings for future code red events, ensuring fire and safety codes are upheld.	Target Resolution Date: Completed; further solutions for emergency coverings will be implemented upon professional recommendation by December 1, 2025	

In at least one second floor classroom had windows that are very low in the wall, and could represent falling and injury issues. Please describe the situation regarding the low glass windows and describe the actions planned to resolve this issue.			
4	Response: The vintage windows are original to the building, and no safety reports have identified any issues to date.	Action Plan: The school will consult with professionals and the landlord to check for any code violations related to the pre-existing windows and promptly make any recommended improvements to ensure safety and compliance.	Target Resolution Date: Consult by November 30, 2025. If work is needed the target resolution will by January 30, 2026.
Food preparation was taking place in areas where students were engaged in classwork, suggesting multiple violations of building, occupancy, and student safety codes. Please describe the situation and actions planned to resolve the problem.			
5	Response: The multi-purpose/cafeteria space is temporarily being used as a classroom, with the kitchen located in a separate adjacent area. A room divider is also being used.	Action Plan: Consult with inspectors to ensure all safety codes are met. Explore and implement permanent kitchen separation options, such as rolling gates or doors, to improve compliance and safety.	Target Resolution Date: Consult with inspectors by October 30, 2025. If work is needed complete by December 30, 2025
Interior doors lacked locking capability, a risk associated with active-shooter and lockdown scenarios. Please describe the situation and actions planned to resolve the problem.			
6	Response: The building's door hardware is vintage and most doors have interior locking capabilities.	Action Plan: Develop a plan to install updated, safer, and consistent locking mechanisms on interior doors. Consult a third-party school safety expert for assessment and guidance, making repairs or upgrades as needed.	Target Resolution Date: February 1, 2026

7	Electrical cords were extended across the floor and taped down without adequate protective covers. Please describe the situation and actions planned to resolve the problem.		
	Response:	Action Plan:	Target Resolution Date:
	Gaffer tape was provided for taping extension cords, and some classrooms currently use insulated extension covers. Staff receive clear instructions regarding extension cord safety.	Review extension cord safety procedures with staff per Williams classroom safety guidelines. Explore, procure, and install compliant, identifiable extension cord covers. Document all completed modifications.	October 15, 2025
8	Multiple bathrooms have significant hygiene issues, including in-stall garbage cans overflowing with used toilet tissue; at minimum likely an OSHA violation. Please describe the situation and actions planned to resolve the problem.		
	Response:	Action Plan:	Target Resolution Date:
	Bathrooms are regularly monitored, with trash cleaned at least three times daily. School restroom expectations are reinforced with students, and hallway monitoring addresses bathroom behavior issues.	Install wall-mounted sanitary product disposal units and remove small trash bins from the girls' multi-stall restroom. Ensure custodial and support staff conduct restroom checks every 1–2 hours as needed.	October 10
9	There were non-operating emergency exit signs. Please document that all required emergency signage is placed properly, evaluated and signed off by appropriate authorities, and documented as fully functional. Please describe the situation and actions planned to resolve the problem.		
	Response:	Action Plan:	Target Resolution Date:
	The two most recent FIT inspection reports and past fire department inspections did not identify the lack of lighted exit	Verify requirements with the fire department or City of Richmond Fire Marshal. Obtain quotes for lighted exit sign installation if	November 7, 2025

	signs as a remediation issue. California regulations do not require illuminated exit signs for doors that are clearly marked and easily visible as exits.	found necessary and proceed if required by local authorities.	
10	Multiple Americans With Disability Access (ADA) issues with exits where door locks were not at an appropriate level or of a type that could be manipulated by occupants in an emergency.		
	Response:	Action Plan:	Target Resolution Date:
	No ADA issues have been cited in any FIT or safety inspections to date. All door hardware and doors are original to the building, with vintage installation predating current occupancy, and remain fully operational for emergency egress.	Verify the building's "legal non-conforming," "grandfathered," or "safe harbor" status regarding ADA and code compliance. Consult with the landlord to review door and access compliance options and document all findings.	Consult with the Landlord by November 15th.
11	Deadbolts were on doorways, and though not engaged must be removed to ensure safety when the rooms are occupied. Please describe the situation and actions planned to resolve the problem.		
	Response:	Action Plan:	Target Resolution Date:
	Deadbolts on classroom doors may have been present at occupancy. Proforma invoice will be obtained for removal of	Review all classroom doors, remove deadbolts as feasible, and ensure remaining hardware meets safety standards. Secure	February 15, 2026

	I-Pad computers were stacked one atop the next in 2nd grade, which can be a fire issue.	
14	Please describe the situation and actions planned to resolve the problem.	
Response:	Action Plan:	Target Resolution Date:
Each classroom is equipped with a dedicated charging cart for iPads or Chromebooks. Any temporary device stacking was an isolated occurrence for storage during routine activities.	Develop and train teaching staff on an action plan for safe and adequate device storage in all classrooms, with a focus on the second grade. Operations staff will perform weekly skip checks to ensure compliance with the storage plan and technology safety standards.	10/6/2025

EXHIBIT E: DEMONSTRATION OF 2-YEAR RENEWAL COMPLIANCE (4 pages)

WCCUSD - 11/20/2025

Exhibit for Charter Renewal Petition Report: Voices WCC 2025 charter renewal petition

- **Supporting documentation for Authorizer approval of 2-year renewal of low performance rated charter school.**

The CDE requires an authorizer to document the following when approving a 2-year renewal of a charter petition:

Under *EC* Section 47607.2(a)(1), a chartering authority may renew a charter school that has been identified as low performing by composing written factual findings specifying evidence of the following:

- (A) The charter school is making meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school, pursuant to *EC* Section 47607.2(a)(3)(4).
- (B) There is clear and convincing evidence that the charter school achieved measurable increases in academic achievement, pursuant to *EC* Section 47607.2(a)(3)(B).

This Exhibit is intended to document compliance by WCCUSD in documenting findings in support of the 2-year renewal

First:

WCCUSD requires the charter school to formalize the documentation of specific “underlying causes of low performance” and document in a written plan to be adopted by the governing board of Voices College-bound Language Academies for Voices West Contra Costa Charter School no later than January 30 2026.

Second:

Voices West Contra Costa has provided in the charter renewal petition document the following verified data and SBAC data, referenced below from the charter renewal petition pp. 19 - 22:

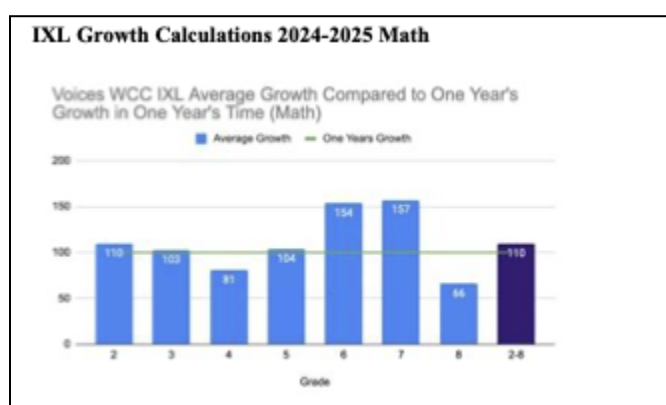
“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produces.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes the California Assessment of Student Performance and Progress Data (“CAASPP”) and IXL to meet the verified data requirement.

AB1505 lists IXL Diagnostic Measures as a norm-referenced assessment that can be used to demonstrate one year’s growth. IXL identifies a Diagnostic Level for each student. Each one hundred points count as a grade level. For example, a score of 100 represents a 1st-grade level, 200 represents a 2nd-grade level, and

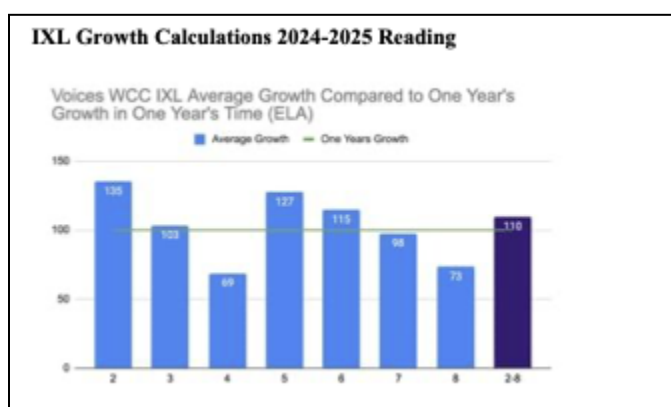
so on. This measure can be used as an aggregate growth measure to show grade level growth for a group of students. The IXL Flex Diagnostic and LevelUp Diagnostic reports provide the student's Diagnostic Measure.

Based on guidance from IXL researchers, we utilized the Student Diagnostic Measure value to calculate the school-wide and grade band growth rates. According to IXL guidance in using IXL Diagnostic Measures, for both the student and school Diagnostic Level value changes of 100 points are equivalent to one year's growth in a subject and indicate that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.

Voices College-Bound Language Academy tests all students in grades 2 through 8 during the Fall of each year. We view growth from Fall to the end of the year as a measure of year-long growth. In Math, Voices met or exceeded the IXL target for one year's growth from Fall 2024 to EOY 2025 school-wide and for key student groups (socioeconomically disadvantaged, English learners, and students with disabilities).



In Reading, Voices met or exceeded the Diagnostic Measure target for one year's growth from Fall 2024 to EOY 2025.



IXL measures paint a picture of students growing at better than a year's growth during the 2024-2025 school year. This reinforces that the updated dual aligned instructional approach in combination with strong educator training set Voices WCC up to move to exemplary academic results quickly.

Additionally, preliminary SBAC Scale Score results also show better than one year's growth in one years time for most grade levels in 2024-25.

SBAC Achievement Results by Grade, Math and ELA

<i>SchoolName</i>	<i>24-25 Test Name</i>	Change in Scale Score	# of Students Compared	Diff from Scale Score Growth Needed to Maintain Meets
Voices College-Bound Language Academy at West Contra Costa	ELA Summative Grade 4	52.15	40	11.15
	ELA Summative Grade 5	53.61	32	24.61
	ELA Summative Grade 6	35.81	38	6.81
	ELA Summative Grade 7	35.56	9	14.56
	ELA Summative Grade 8	53	5	38
	Math Summative Grade 4	22.9	40	-26.1
	Math Summative Grade 5	41.88	35	-1.12
	Math Summative Grade 6	38.54	38	14.54
	Math Summative Grade 7	48.33	9	33.33
	Math Summative Grade 8	-21.2	5	-40.2

Voices College-Bound Language Academy at West Contra Costa has achieved meaningful progress in student achievement on SBAC during the 2024-2025 school year, with notable gains in both English Language Arts (ELA) and Mathematics. The school's focus on dual-aligned instruction and targeted support is yielding measurable academic acceleration across multiple grade levels.

In ELA, students showed significant improvement, exceeding the growth needed to maintain meets from one year to another in all grades tested:

- Grades 4, 5, and 8 saw particularly strong gains, with scale score increases of 52.15, 53.61, and 53 points, respectively, surpassing the growth needed to maintain proficiency by 11 to 38 points.
- Grades 6 and 7 also demonstrated positive growth, exceeding targets by 6.81 and 14.56 points. Math results were more varied but included standout performances:
- Grades 5, 6, and 7 exceeded expected growth, with Grade 7 achieving an impressive 48.33-point increase, surpassing the benchmark by 33.33 points.
- Grades 4 and 8 faced challenges, with scores below growth targets, highlighting areas for further focus this school year.

These results reflect the impact of Voices WCC's instructional strategies, including standards-based dual-aligned instruction, collaborative teacher planning, and data-driven assessments. While celebrating successes in ELA and upper-grade math, the school remains committed to strengthening foundational math skills where needed. The consistent upward trajectory in most subjects underscores the effectiveness of the school's academic model and the hard work of its students, educators, and families. Continued refinement of these practices will ensure all students reach their full potential.

It is important to note that although these growth patterns are faster than the required one-year growth in one year's time, we expect to surpass this level of growth once again to get back to our pattern of exemplary acceleration.

EXHIBIT F: WCCUSD SCHOOL QUALITY ASSESSMENT RUBRIC

West Contra Costa Unified School District Charter School Oversight

School Quality Assessment Rubric

Background and Purpose

Test scores and other quantitative measures of school performance provide a partial view into the quality of a school. This School Quality Assessment includes the experiences of students, families, and staff who make up the school community. The School Quality assessment includes classroom observation, interviews, and interviews conducted by a review team during a school site visit.

Design and Structure

The School Quality Assessment Rubric is organized into three sections: **Mission & Vision**, **Quality Program Implementation**, and **Collective Leadership & Professional Learning**. Each of the three sections is subdivided into three sub-sections: **Instruction**, **School Culture**, and **Systems & Structures**.

Rubric Scale

In order to score a practice, consider all the evidence gathered, then select the level from 1 to 4 that represents the best overall fit. Please use whole numbers. There are 34 practices in total.

Emerging (level 1)	Developing (level 2)	Implementing (level 3)	Sustaining (level 4)
Practice occurs among 0-24% of the school community.	Practice occurs among 25-49% of the school community.	Practice occurs with shared understanding among 50-74% of the school community.	Practice occurs with shared understanding among 75-100% of the school community.
Practice is not backed up by systems.	Individuals are starting to create systems to support this practice.	Some shared systems exist to support the implementation of the practice.	Shared systems to support the practice are embedded into the culture of the school, regardless of who works there.
Practice exists with no or little alignment to schoolwide priorities.	Practice exists with some alignment to schoolwide priorities.	Practice is aligned to schoolwide priorities.	Practice is strongly or always aligned to schoolwide priorities.
Practice is not implemented in service of students and/or does not transform the culture of	Practice sometimes is implemented in service of students and/or sometimes transforms	Practice frequently is implemented in service of students and/or frequently transforms	Practice is almost always implemented in service of students and is transforming the culture of learning.

learning.	the culture of learning.	the culture of learning.	
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