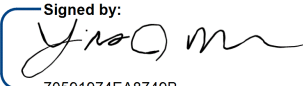
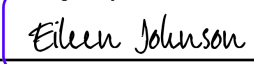


Charter School Renewal Condition Compliance

The Public Education Commission (PEC) has voted to renew Northpoint Charter School, f/k/a Southwest Secondary Learning Center for a five-year term from July 1, 2024 to June 30, 2029 with the following Conditions:

- That the school's record of performance demonstrates improved student academic growth beginning with specific immediate action. The specific immediate action to improve student academic growth consistent with state standards, particularly in ELA, Math, and graduation growth, will be outlined in the school's negotiated Performance Framework, and
- That the school identifies a robust strategic educational plan to improve student outcomes and appropriate staff professional development related to content instruction.

The first annual report will confirm completion of each item listed above or, if either concern is not corrected, will identify the uncorrected unsatisfactory performance that will be subject to further PEC action.

School Contact Information		
Name: <i>Northpoint Charter School</i>	Address: <i>10301 Candelaria Rd NE Albuquerque, NM 87112</i>	Date of Submission: <i>June 18, 2025</i>
School Head Administrator Name, email and signature: <i>Lisa Mora; lmora@northpointcharter.com</i>		Signed by:  70591974EA8749B
Governing Board Chair, email and signature: <i>Eileen Johnson; ejohnson@northpointcharter.com</i>		Signed by:  190DFF2532E249E...

Condition 1

- ☐ Record of Performance demonstrates improved academic growth in ELA, Math, and Graduation Rates as outlined in the Performance Framework.
- ☐ 2024-2025 End-of-Year student growth results:
- ___ improved proficiency in ELA as outlined in the performance framework 1.A.2
- ___ improved proficiency in Mathematics as outlined in the performance framework 1.A.2
- ___ Graduation Rate
- ☐ 2025-2026 End-of-Year student growth results:
- ___ improved proficiency in ELA as outlined in the performance framework 1.A.2
- ___ improved proficiency in Mathematics as outlined in the performance framework 1.A.2
- ___ Graduation Rate
- ☐ 2026-2027 End-of-Year student growth results:
- ___ improved proficiency in ELA as outlined in the performance framework 1.A.2

_____improved proficiency in Mathematics as outlined in the performance framework 1.A.2
_____ Graduation Rate

☐ 2027-2028 End-of-Year student growth results:
_____improved proficiency in ELA as outlined in the performance framework 1.A.2
_____improved proficiency in Mathematics as outlined in the performance framework 1.A.2
_____ Graduation Rate

☐ 2028-2029 End-of-Year student growth results:
_____improved proficiency in ELA as outlined in the performance framework 1.A.2
_____improved proficiency in Mathematics as outlined in the performance framework 1.A.2
_____ Graduation Rate

Condition 1 (continued)

- ☐ Completion of Action Plan for improving student academic growth in:
- ELA: growth in SAT from 29% to 41% in 2024 (2025 scores embargoed but show significant growth over 2024)
 - Math: growth in SAT from 10.5% to 11% in 2024 (2025 scores embargoed but show significant growth over 2024)
 - Graduation Rates: growth from 61% to 71.9% in 2024; new 2025 scores decreased to 62.16%, still demonstrating growth over baseline
- ☐ Performance Framework: Did growth take place in all three areas every year of the term of the contract (Annual Report)

Notes/Reasons for incompleteness or lack of growth:

Condition 2

- ☐ Completion of Action Plan for Professional Development in content instruction to improve student outcomes:
- Content specific and other instructional PD were added to include:
- Data Coaching analysis for NWEA scores including action steps to improve proficiency
 - new intervention curriculum training including progress monitoring and reporting use
 - relevant PD in Special Education, Gifted Education, ELL support, Trauma Informed Classroom, Adolescent Neuroscience, and more

Narrative of Action Plan for Condition 1

Describe the Action Plan to support student growth in ELA, Math, and in graduation rates growth. (**Update each year as needed.**)

Northpoint Charter School will improve proficiency rates in ELA and Math through in-person instruction and support courses to supplement the online learning program utilized by the school. Currently, these courses provide in-person content instruction to remediate learning gaps, provide multiple modes of instruction, and combat subject avoidance. A 9th grade English supplementary class will be required for all freshmen to focus on the writing process and create a stronger foundation. Math support classes are scheduled for Algebra I, including a traditional class option, Geometry, Algebra II, and a math skills session for basic skill remediation. Additionally, Northpoint will add on-demand and high dosage tutoring sessions and reading and math intervention curriculum. Staff meet at least bi-weekly in PLCs to review individual student observations and needs.

Professional development to analyze strengths & weaknesses in student test scores has been engaged to identify areas of need. New in-person courses will be added as appropriate following data analysis and master schedule review.

Northpoint Charter School will improve graduation rates through mandatory summer school credit recovery for students who fail to make expected progress towards graduation. Other strategies include: Next Step plans completed each spring and reviewed during August registration to ensure students' courses align with graduation requirements; failure warning letters mailed to parents mid-semester to ensure awareness and plan for intervention; course progress data analysis bi-weekly to identify students falling behind for early intervention; sponsor teacher weekly progress updates to parents to keep them apprised of their student's progress toward earning credit. Students at risk of failing will be referred to a credit recovery manager and require a parent meeting to create a plan for success. This is outlined in the school's 90 day plan.

Student Growth in ELA and Math				
Action/Activity	Person Responsible	Timeline	Students affected and outcomes	Completion
English 9 support class	sponsor teachers and content teachers	start of semester	All 9th grade students were scheduled for an in-person writing class to supplement the online English course and complete writing assignments in a traditional setting. Students responded favorably, and the class eased the	Scheduled 2x per week, beginning August 2024; will continue in 25-26

			transition to online learning with in-person support to build a strong writing foundation. The new class proved effective with 97 % of 9th grade English classes earning credit.	
Math Skills support course	sponsor and math teachers	start of each semester, as needed; course meets 2x per week	Students identified as needing remediation in basic math skills are scheduled for in-person support class to review/practice basic skills; expected outcome is improved math skills and student confidence, leading to improved proficiency, course completion and earned credit. Provided small group instruction utilizing a mix of personalized intervention curriculum and direct instruction.	course will continue in 25-26
Math Assessments	Math teachers	start of first semester 24-25	All math courses will move to paper unit tests to improve engagement with math, require students to show calculations, and improve math ability for increased understanding and performance in coursework, mandated assessments, and college readiness. End results were	Initiated August 2024; will continue in 25-26

			increased math engagement, though an anticipated drop in math course completion was observed. This is expected to improve as students adjust to the new format.	
Subject Intensive Algebra I; Geometry; Algebra II	sponsor teachers and content teachers	start of semester and as needed	Optional in-person support class for students to supplement online coursework with hands-on skill practice; expected outcome is improved proficiency, course completion, and earned credit. Student feedback is positive to continue supports.	continue 24-25; Algebra II added for 2nd semester from student request and identified need; will offer all 3 in 25-26
Tutoring	sponsor teachers; content teachers, Academic Dean, Executive Director, parents	start of school year	NCS began a partnership with Varsity Tutors to provide both on demand chat tutoring to all students and 1:1 and/or small group high dosage tutoring for those identified for intervention. Participation in high dosage tutoring was low, with only a few students attending regularly. Transitioned to parent assigned tutoring sessions to improve scheduling flexibility and participation. Positive feedback from those engaged.	On demand services for all students enabled in October 2024; High dosage began in November 2024; will continue on demand in 25-26; high dosage to be continued based on grant funding

MyPath Intervention	sponsor teachers, content teachers, Academic Dean, Executive Director	planned for 1st semester; enabled 2nd semester	MyPath individualized intervention in reading and math based on short-cycle scores and/or academic performance; expected outcome is increased proficiency, increased course completion, and improved student confidence. Math interventions fully enabled with 83% of the 53 students assigned engaged in intervention. Reading implementation delayed; 57% of 14 students assigned engaged in intervention.	Identified need for professional development before enabling; PD held in January 2025 and Feb 2025; math intervention assigned in Jan; reading in March for select groups only; expand and continue for 25-26.
PLC	instructional staff	bi-weekly	data analysis for NWEA scores, course progress, and MLSS needs are discussed; expected outcome is identification of individual students for intervention, leading to improved proficiency, course completion, and earned credit	ongoing

Improving Graduation Rates				
Action/Activity	Person Responsible	Timeline	Students affected and outcomes	Completion
Parent/student Meeting	sponsor teacher	August registration; review credits	All students meet with their sponsor teacher prior to	completed August 2024 and ongoing

		and Next Step plan	beginning classes, progress towards graduation is analyzed; expected outcome is a plan to ensure appropriate credits and establish parent/teacher relationships	with new registrations
Next Step Plan	sponsor teacher	August and April	all students complete a Next Step plan with their sponsor teacher and parent; expected outcome is plan to ensure appropriate credits for graduation and post-secondary goals	reviewed August 2024 during parent/teacher/student registration conferences; updated Next Step Plan conferences completed in April 2025
Potential Failure Letters	sponsor teacher; registrar; Academic Dean, Executive Director	mid-semester, October & March	all students with current failing grades have a letter sent home to parents; expected outcome is improved communication to ensure awareness and plan for intervention with time to complete courses for credit	completed October 2024 and March 2025
Credit Recovery Managers	sponsor teacher	Oct & March following failure letters	Students at risk of failing will require a meeting with parent and sponsor teacher to plan for credit recovery; expected outcome is increased communication with families and improved course completion and graduation progress. First semester data revealed 75% success rate for at-risk classes	completed for fall and spring semesters. Continue in 25-26

			completed for credit. Second semester success rate was 76% of at-risk classes completed for credit.	
Course Progress Data	Academic Dean; sponsor teachers	weekly	All students' progress is reported to parents weekly; those falling behind are identified for intervention; expected outcome is communication with parents, improved course completion and earned credit	ongoing; sponsor teachers send weekly emails and have monthly contact with phone call or meeting
Summer School Credit Recovery	sponsor teacher, academic dean, Executive Director		Students with a failing grade in any course will be required to make up lost credits during summer school, offered without cost during the month of June. FY24 summer results: 61 students; 83 classes; 89% (74 classes) were completed for credit; 11% (9 classes/6 students) with no credit, including 4 classes (2 students) dropped for non-attendance. June 2025 has 55 students enrolled as of 6/4.	Completed summer 2024; Summer 2025 is underway.

Narrative of Action Plan for Condition 2

Describe what professional development teachers will pursue or participate in each year of the contract term to improve student outcomes. Explain how this robust strategic educational plan will improve student outcomes. (**Update each year as needed.**)

Northpoint Charter School will increase participation in professional development. Northpoint will contract with Charter School Testing to analyze NWEA short-cycle data

in reading and math. Analysis of strengths and weaknesses in student scores will enable teachers and administration to identify specific professional development to address weak areas and gaps in the online learning system instruction. Once identified, relevant professional development will be engaged to design supplemental instruction to improve student outcomes. The first of these sessions was held on February 23, 2024.

All staff will engage in professional development to fully implement new gifted education rules as required. With a larger pool of students identified as gifted and/or in the talent pool, it is expected this learning will benefit all students.

A log of all professional development participation will be provided to CSD and PEC.

Action/Activity	Person Responsible	Timeline	Students affected and outcomes	Completion
NWEA Data Teams	Executive Director; Academic Dean	3 times annually	Staff will analyze short cycle assessments to identify trends and potential areas of weakness. Students will be identified for intervention using the data. Expected outcome is improved understanding of short cycle scores and goal setting with students, leading to improved proficiency and growth on the assessment. Implemented sponsor teacher/student meetings following each assessment to	Professional development held 7/31/24 to review FY24 EOY data; 9/20/24, 2/7/25, and 5/9/25. Will continue in 25-26.

			review scores and set goals. Analyzing alignment for needed NWEA score to achieve proficiency on 11th grade SAT.	
Gifted PD	Executive Director, Gifted staff	as needed	Improved identification of gifted/talented students and increased opportunities; expected outcomes are increased engagement; course completion, and earned credit	Gifted Education plan approved in March 2025; plan staff PD for July 2025 and as needed
MyPath Reading and Math PD	All instructional staff	prior to implementing intervention	Individualized reading and math interventions tied to NWEA short cycle assessment scores; students identified will complete lessons to remediate skills and learning gaps. Expected outcomes are improved proficiency and confidence and improved course completion.	Professional development on implementation and tools held on 1/6/25 ; follow up session on 2/28/25 for progress monitoring and using system reports; will continue in 25-26
Ongoing access to PD for individual teacher needs;	Executive Director	throughout 24-25	all students will benefit from staff engagement in professional development to	training opportunities provided to all staff each month; see list for all PD completed throughout the year, including focused

			improve practice	PD in special education, ELL support, gifted identification and support, adolescent neuroscience, and the trauma informed classroom.
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