

LESC bill analyses are available on the New Mexico Legislature website (www.nmlegis.gov). Bill analyses are prepared by LESC staff for standing education committees of the New Mexico Legislature. LESC does not assume any responsibility for the accuracy of these reports if they are used for other purposes.

**LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
57th Legislature, 2nd Session, 2026**

Bill Number	<u>*HB253</u>	Sponsor	<u>Garratt/Herrera/Soules</u>
Tracking Number	<u>.233210.1</u>	Committee Referrals	<u>HEC/HAFC</u>
Short Title	<u>Public Education Changes</u>		
Analyst	<u>Estupiñan</u>	Original Date	<u>2/5/2026</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Bill

*House Bill 253 (*HB253) amends the Public School Code and adds new material to enact the Distance Learning Act to create procedures for school districts and charter schools to establish distance learning programs for kindergarten through 12th grade (K-12) students. *HB253 is accompanied by House Executive Message No. 52. Given the length of the bill, this synopsis includes a section by section review of the bill with additional details included in the Substantive Issues section of this analysis.

- Section 1 of *HB253 revises Section 22-8-2 NMSA 1978 by defining a “distance learning student.”
- Section 2 requires school districts and charter schools to include distance learning students in membership projections required by Section 22-8-12.1 NMSA 1978.
- Section 3 requires distance learning students to be reported by grade level in the annual reporting requirements in Section 22-8-13 NMSA 1978.
- Section 4 revises Section 22-8-23 NMSA 1978 by prohibiting rural population program units in the state equalization guarantee (SEG)—the state’s public school funding formula—from being allocated for distance learning students.
- Section 5 repeals the title of the Statewide Cyber Academy Act and renames it the “Distance Learning Act.”
- Section 6 repeals definitions of the Statewide Cyber Academy Act and inserts definitions for “full-time distance learning program” and “distance learning student.”
- Section 7 retains existing language creating the statewide cyber academy.
- Section 8 requires the Public Education Department (PED) to promulgate rules for the Distance Learning Act.
- Section 9 requires full-time distance learning programs to comply with federal and state statutes, including class-size limits, educator certifications, minimum instructional hour requirements, and student record confidentiality. School districts and charter schools that want to expand the grade levels offered by their full-time distance learning programs would

be required to certify to PED that the program has sufficient courses for a full instructional program for the proposed grade level.

- Section 10 prohibits a school district's full-time distance learning program from enrolling students who are not residents of the school district, requiring students to enroll in a full-time distance learning program, and enrolling students in kindergarten through grade five in a full-time distance program. School districts and some charter schools could also not enroll more than 10 percent of their students in a full-time distance learning program.
- Section 11 requires full-time distance learning programs to provide instructional materials in a format that is usable by students with disabilities.
- Section 12 requires PED to authorize full-time distance learning programs. Applications to establish full-time distance learning programs must be submitted by October 15 of the school year before the program begins. PED would be required to approve or deny applications by January 30 of the school year in which the application is received. Programs would only be approved if the school district or charter school demonstrates its capacity to comply with all provisions of the Public School Code, and if the program is likely to improve student learning outcomes. All new full-time distance learning programs would be required to be reauthorized every three to five years.
- Section 13 prohibits SEG enrollment growth program units from being allocated for distance learning students in fiscal year 2026 (FY26) and fiscal year 2027 (FY27) if the program is provided by a contracted third party that is a for-profit corporation. The bill also prohibits a school district's MEM from including distance learning students in FY27, if their MEM in full-distance learning program is greater than 70 percent of its total MEM. There would also be a one-year moratorium on the creation of new full-time distance learning programs, the enrollment of some new students in a full-time distance learning program, and the creation of new charter schools with most students enrolled in a full-time distance learning program.
- Section 14 repeals outdated language of the “Statewide Cyber Academy Act.”

*HB253 has an emergency clause and would take effect upon the signature of the governor. Sections 1 through 12 and Section 14 would be effective July 1, 2026.

FISCAL IMPACT

*HB253 does not contain an appropriation.

The bill includes changes to the SEG that would reduce program cost in FY26 and subsequent fiscal years. For FY26, *HB253 would reduce statewide program cost by about \$41.9 million. For FY27, the bill may reduce statewide program cost by \$36.2 million. See **Table 1: Estimated Fiscal Impact of *HB253 on Statewide Program Cost**.

*HB253 would not remove funding from the SEG; it would only change the distribution of existing SEG funding, leading to an increased FY26 unit value for school districts and charter schools. Please refer to **Appendix 1: Estimated Fiscal Impact of *HB253**.

Table 1: Estimated Fiscal Impact of *HB253 on Statewide Program Cost

FY26 - FY27
(in millions)

Provision of *HB253	FY26	FY27
Repealing Enrollment Growth Program Units for Distance Learning Students	(\$41.9)	\$0.0
Prohibition on Using Distance Learning Students in MEM	\$0.0	(\$34.5)
Prohibition of Using Distance Learning Students in Rural Population Factor	\$0.0	(\$1.7)
Total	(\$41.9)	(\$36.2)

Source: LESC Analysis of PED Data

For FY26, *HB253 prohibits allocating enrollment growth program units for distance learning students, eliminating at least 6,161 program units in FY26, or about \$41.9 million at the FY26 preliminary unit value.

For FY27, *HB253 prohibits rural population program units for distance learning students, eliminating at least 249 program units, or \$1.7 million at the preliminary FY26 unit value. *HB253 also prohibits using distance learning students in the calculation of FY27 MEM in school districts where full-time distance learning enrollment exceeds 70 percent of total MEM, eliminating about 5,331 program units in FY27, or \$34.5 million at the preliminary FY26 unit value.

By eliminating these program units in FY26 and FY27, *HB253 would likely lead to an increased unit value for both fiscal years that would lead to increased SEG funding for school districts and charter schools.

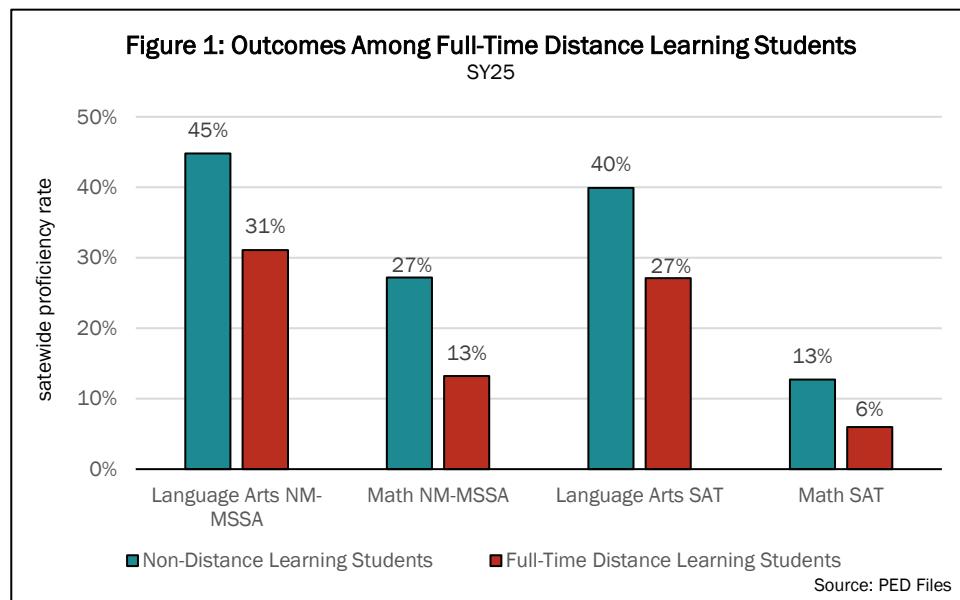
SUBSTANTIVE ISSUES

*HB253 enacts reporting and programmatic requirements for new full-time distance learning programs offered by school districts and charter schools, excluding charter schools whose contract or charter provide for full-time distance learning programs. The bill does not place new requirements on hybrid programs, where students are expected to attend school both in person and online, and it does not require the discontinuation of any existing distance learning program.

Virtual Education in New Mexico. The Statewide Cyber Academy Act, a statute passed in 2007, allows PED to offer distance learning courses statewide. However, distance learning education in New Mexico has traditionally been provided through virtual charter schools, such as Pecos Cyber Academy and New Mexico Connections Academy. As a result of the Covid-19 Pandemic, virtual instructional models have expanded to more communities. A December 2025 PED survey revealed 8,977 students in New Mexico are enrolled in 67 full-time distance learning programs; however, these numbers remain an estimate since 38 school districts and charter schools have not yet submitted information.

According to the PED survey data, secondary students are disproportionately represented among full-time distance learning students; with grade-level enrollment peaking at about 900 in grade 10, compared with just over 200 in grade one. Low-income students are also disproportionately represented among full-time distance learning students. Preliminary data on student assessment for full-time distance learning students was also included, indicating lower student performance in

reading and math. Proficiency rates among these students in the New Mexico Measures of Student Success and Achievement (NM-MSSA) assessment was 14 percentage points lower than in-person students in language arts, while proficiency in math was 14 percentage points lower. See **Figure 1: Outcomes Among Full-Time Distance Learning Students**.



Statutory Costs and Requirements of Virtual Education in New Mexico. Statute does not contain distinct programmatic requirements for distance learning programs, but all school districts and charter schools must comply with the Public School Code, including minimum instructional hour requirements, educator qualifications, and class size limits. Furthermore, full-time distance learning programs typically do not incur the same expenditures as traditional in-person instruction, as these programs typically do not have facility expenditures like maintenance or utilities. Additionally, many full-time distance learning programs often provide different levels of instructional support in partnership with a contracted third party. The SEG distributes approximately \$15.2 thousand per student in FY26; but PED data indicates the per-student costs of these full-time distance learning programs vary significantly. See **Table 2: Reported Costs of Full-Time Distance Learning Programs**.

Table 2: Reported Costs of Full-Time Distance Learning Programs

Provider	Reported Cost Per Student
Edgenuity	\$9,762 on average across eight school districts/charter schools
Subject.com	\$8,000 for six months for one school district/charter school
Acellus	\$8,163 on average across two school districts/charter schools
Edmentum	\$2,231 on average across two school districts/charter schools
Stride K12	\$15,700 on average across two school districts

Source: PED

Despite these differences in costs, the SEG does not distinguish between traditional in-person students and those in a full-time distance learning program. This allows the SEG to generate the same funding for students in a brick-and-mortar instructional setting and virtual setting. Some

states, like Arizona, have modified their K-12 public school funding formulas in recent years to account for the lower costs of providing online education.

***HB253 Requirements and Definitions.** The requirements and definitions contained within *HB253 are listed below:

- A “distance learning student” is a student who is enrolled in a full-time distance learning program.
- A “full-time distance learning program” is defined as a public school instructional program in which students receive virtual instruction and are not required to attend school at a school building.
- These definitions exclude students enrolled in a hybrid program, where they regularly participate in virtual and in-person instruction, and they do not apply to charter schools that have full-time virtual instructional models, such as Pecos Cyber Academy and New Mexico Connections Academy.
- *HB253 requires all school districts and charter schools to receive approval from PED before providing a full-time distance learning program.
- Applications for approval would be required to be submitted to PED before October 15 of the school year immediately preceding the school year in which the program would be operated.
- PED would then have until January 30 of the same school year to issue a decision on the application. If a full-time distance learning program is approved, the approval would be valid for a period of between three and five years.
- *HB253 states the approval process for full-time distance programs does not apply to charter schools whose charter or charter contract states that school only provides full-time distance learning programs.
- PED must determine whether a full-time distance learning program would positively impact student outcomes as part of the approval process.
- The school district or charter school must demonstrate its capacity to comply with all relevant provisions of the Public School Code, such as minimum instructional hour requirements, class size limits, and educator qualifications.
- If a full-time distance learning program would be provided through a contracted third-party, PED’s approval process would be required to consider the past performance of that contracted third-party, if that information is available.

Student Eligibility for Full-Time Distance Learning Programs. *HB253 requires a school district to not enroll a student in a full-time distance learning program if that student is not a resident of the school district. This would prohibit current practices where some school districts are enrolling substantial numbers of students from outside of their school district’s geographic

boundaries. Charter schools with full-time distance learning programs would not be limited by this provision as they do not have traditional geographic boundaries like those of school districts.

A school district or charter school would also not be eligible to enroll a student in kindergarten through grade five in a full-time virtual program. Some exceptions to this requirement include an Individualized Education Program (IEP) or a federal Section 504 plan that requires enrollment in a full-time distance learning program.

A school district or charter school would also not be allowed to enroll more than 10 percent of its MEM in a full-time distance learning program. Charter schools would be exempt from this requirement if their charter or current contract authorize full-time distance learning programs.

Rural Population Funding. Currently, Section 22-8-23 NMSA 1978 provides additional program units for school districts and charter schools located in communities with high concentrations of rurality to support the unique needs of rural students.

In FY25, Pecos Cyber Academy, a virtual charter school in Carlsbad, moved the location of its central office to Moriarity-Edgewood. This relocation to a highly rural school district qualified Pecos Cyber Academy for \$1.7 million in FY26 rural population program units for its 1,662 students, many of whom are not physically located in Moriarity-Edgewood.

*HB253 would modify the rural population factor by excluding distance learning students from the factor's calculation.

Temporary Provisions. *HB253 addresses the current shortfall in the SEG through several temporary revisions to the formula, including a prohibition on the allocation of enrollment growth program units for distance learning students in FY26 and FY27. This prohibition would eliminate about \$41.9 million in enrollment growth funding in FY26, eliminating the entirety of the SEG shortfall and leading to a \$22 increase in the FY26 final unit value to \$6,823.35. See **Table 3: Estimated Impact of *HB253 on the FY26 Unit Value**.

Table 3: Estimated Impact of *HB253 on the FY26 Unit Value

	Preliminary FY26 Unit Value	FY26 Final Unit with no Statutory Changes	FY26 Final Unit Value if *HB253 Were Enacted
Scenarios	\$6,801.35	\$6,760.35	\$6,823.35

Source: LESC analysis of PED Data

*HB253 also includes a temporary revision to the SEG for FY27 that would only apply to a school district that had more than 70 percent of its students enrolled in a full-time distance learning program provided by a contracted third party that is a for-profit corporation. For FY27, these school districts would not be eligible to count their distance learning students in their FY27 MEM, affecting only the Chama Valley and Santa Rosa school districts. This temporary provision would reduce the estimated FY27 statewide program cost by about \$38.5 million, leading to an increased FY27 unit value for all school districts and charter schools.

Other temporary provisions in the bill include a one-year moratorium on the enrollment of new students in full-time distance learning programs, except for students who have an IEP or section

504 plan that allows for enrollment in those programs. A one-year moratorium would also be enacted on requests to reorganize to create a school district, school or school program that would enroll most students in a full-time distance learning program. In FY27, school districts and the public education commission would also be prohibited from authorizing a new charter school that would have most students enrolled in a full-time distance learning program.

FY26 SEG Shortfall. Gallup-McKinley County Schools (GMCS) contracted with Stride K12, Inc. in school year 2020-2021 (SY21) to operate a virtual program called Destinations Career Academy (DCA) of New Mexico. GMCS generated 2,152 enrollment growth program units in FY21 because of this partnership. However, in May 2025, GMCS ended its contract with Stride K12, Inc. The district alleged poor operations from DCA in academic performance, staffing, instructional time, special education services, enrollment processes, and reporting practices. Additional allegations include conspiracy, fraud, and misinformation.

In FY26, Stride K12, Inc. signed agreements with the Chama Valley and Santa Rosa school districts to host DCA. As part of these agreements, approximately 3,055 virtual students, many of whom were previously enrolled in GMCS' DCA, enrolled in the Chama Valley and Santa Rosa DCA. As a result, about \$41.9 million in SEG enrollment growth program units were created. These unanticipated program units created a need for a supplemental appropriation to the SEG of up to \$35 million to keep the FY26 unit value flat at \$6,801.35. The FY27 budget recommendations from the LESC, LFC, and the executive did not include this \$35 million supplemental appropriation request.

ADMINISTRATIVE IMPLICATIONS

PED would be required to recalculate FY26 enrollment growth units and reset the FY26 unit value by February 27, 2026. The department would also be required to promulgate rules for the approval of full-time distance learning program and assess new full-time virtual programs for approval.

RELATED BILLS

Relates to *SB19, School Finance Unit Value Reset, which delays the establishment of the final unit value for FY26 until February 27, 2026, to provide the legislature with additional time to consider statutory changes related to full-time distance learning programs.

SOURCES OF INFORMATION

- LESC Files
- Legislative Finance Committee (LFC) Files
- Public Education Department (PED) Files

DE/ec/mca/jkh

Appendix 1: Estimated Fiscal Impact of *HB253

FY26

School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253	Change in Program Cost if *HB253 Were Enacted
1 Alamogordo	\$65,576,331	\$279,608	\$212,117
2 Albuquerque	\$1,003,990,482	\$4,280,874	\$3,247,560
3 Animas	\$3,498,376	\$14,917	\$11,316
4 Artesia	\$48,023,985	\$204,768	\$155,341
5 Aztec	\$29,661,558	\$126,473	\$95,945
6 Belen	\$50,420,087	\$214,984	\$163,091
7 Bernalillo	\$44,089,867	\$187,993	\$142,615
8 Bloomfield	\$34,047,021	\$145,172	\$110,130
9 Capitan	\$7,776,303	\$33,157	\$25,154
10 Carlsbad	\$95,808,924	\$408,516	\$309,909
11 Carrizozo	\$3,845,279	\$16,396	\$12,438
12 Central Cons.	\$65,946,917	\$281,188	\$213,315
13 Chama	\$5,880,026	\$20,656,419	\$19,020
14 Cimarron	\$5,939,857	\$25,327	\$19,213
15 Clayton	\$7,055,442	\$30,083	\$22,822
16 Cloudcroft	\$8,578,026	\$36,575	\$27,747
17 Clovis	\$93,646,931	\$399,297	\$302,915
18 Cobre Cons.	\$15,772,678	\$67,252	\$51,019
19 Corona	\$2,973,244	\$12,677	\$9,617
20 Cuba	\$12,628,080	\$53,844	\$40,847
21 Deming	\$71,378,590	\$304,348	\$230,885
22 Des Moines	\$3,139,027	\$13,384	\$10,154
23 Dexter	\$12,743,241	\$54,335	\$41,220
24 Dora	\$4,052,986	\$17,281	\$13,110
25 Dulce	\$10,286,287	\$43,859	\$33,273
26 Elida	\$3,454,249	\$14,728	\$11,173
27 Espanola	\$39,864,807	\$169,978	\$128,949
28 Estancia	\$11,218,194	\$47,833	\$36,287
29 Eunice	\$10,757,362	\$45,868	\$34,796
30 Farmington	\$137,115,923	\$584,643	\$443,522
31 Floyd	\$4,614,730	\$19,677	\$14,927
32 Ft Sumner	\$5,347,378	\$22,800	\$17,297
33 Gadsden	\$180,197,517	\$768,337	\$582,876
34 Gallup-Mckinley	\$193,341,106	\$824,379	\$625,391
35 Grady	\$3,679,687	\$15,690	\$11,903
36 Grants	\$43,015,825	\$183,413	\$139,141
37 Hagerman	\$7,539,249	\$32,146	\$24,387
38 Hatch	\$18,349,573	\$78,240	\$59,354
39 Hobbs	\$140,223,555	\$597,894	\$453,574
40 Hondo	\$3,393,758	\$14,471	\$10,978
41 House	\$2,451,703	\$10,454	\$7,930
42 Jal	\$9,727,583	\$41,477	\$31,465
43 Jemez Mountain	\$3,831,180	\$16,336	\$12,393
44 Jemez Valley	\$6,464,812	\$27,565	\$20,911
45 Lake Arthur	\$3,888,862	\$16,582	\$12,579
46 Las Cruces	\$318,572,513	\$1,358,348	\$1,030,471
47 Las Vegas City	\$17,263,622	\$73,610	\$55,842

Appendix 1: Estimated Fiscal Impact of *HB253

FY26

	School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253	Change in Program Cost if *HB253 Were Enacted
48	Logan	\$5,707,251	\$24,335	\$18,461
49	Lordsburg	\$7,421,150	\$31,643	\$24,005
50	Los Alamos	\$47,175,878	\$201,151	\$152,598
51	Los Lunas	\$110,465,602	\$471,010	\$357,318
52	Loving	\$11,952,461	\$50,964	\$38,662
53	Lovington	\$55,659,433	\$237,324	\$180,039
54	Magdalena	\$6,033,797	\$25,727	\$19,517
55	Maxwell	\$2,788,785	\$11,891	\$9,021
56	Melrose	\$5,252,084	\$22,394	\$16,989
57	Mesa Vista	\$5,141,447	\$21,922	\$16,631
58	Mora	\$6,451,536	\$27,508	\$20,868
59	Moriarty-Edgewood	\$33,932,289	\$144,683	\$109,759
60	Mosquero	\$2,926,614	\$12,479	\$9,467
61	Mountainair	\$4,136,540	\$17,638	\$13,380
62	Pecos	\$7,504,644	\$31,999	\$24,275
63	Penasco	\$5,812,332	\$24,783	\$18,801
64	Pojoaque	\$22,684,570	\$96,724	\$73,377
65	Portales	\$35,891,118	\$153,035	\$116,095
66	Quemado	\$4,017,109	\$17,128	\$12,994
67	Questa	\$6,470,988	\$27,591	\$20,931
68	Raton	\$12,004,430	\$51,185	\$38,830
69	Reserve	\$2,795,504	\$11,920	\$9,042
70	Rio Rancho	\$230,344,782	\$982,158	\$745,085
71	Roswell	\$124,160,161	\$529,401	\$401,615
72	Roy	\$2,427,524	\$10,351	\$7,852
73	Ruidoso	\$23,347,137	\$99,549	\$75,520
74	San Jon	\$3,004,952	\$12,813	\$9,720
75	Santa Fe	\$148,036,123	\$631,205	\$478,845
76	Santa Rosa	\$11,019,663	\$20,995,958	\$35,645
77	Silver City	\$30,848,686	\$131,534	\$99,785
78	Socorro	\$17,728,678	\$75,593	\$57,346
79	Springer	\$3,286,344	\$14,013	\$10,630
80	Taos	\$26,630,183	\$113,547	\$83,683
81	Tatum	\$5,743,094	\$24,488	\$18,577
82	Texico	\$8,994,493	\$38,351	\$29,094
83	Truth Or Cons.	\$18,948,479	\$80,794	\$61,292
84	Tucumcari	\$13,609,801	\$58,030	\$44,023
85	Tularosa	\$15,968,529	\$68,088	\$51,653
86	Vaughn	\$2,534,210	\$10,806	\$8,197
87	Wagon Mound	\$2,338,447	\$9,971	\$7,564
88	West Las Vegas	\$22,591,657	\$96,328	\$92,918
89	Zuni	\$19,109,202	\$81,479	\$61,812
90	Charter Schools			
91	21St Century Public Academy	\$4,470,793	\$19,063	\$14,461
92	Abq Charter Academy	\$5,604,516	\$23,897	\$18,129
93	Abq School Of Excellence	\$13,171,875	\$56,163	\$42,606
94	Abq Sign Language Academy	\$5,628,552	\$23,999	\$18,206

Appendix 1: Estimated Fiscal Impact of *HB253

FY26

School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253	Change in Program Cost if *HB253 Were Enacted	
95 Academy For Technology & Classics	\$4,589,633	\$19,570	\$14,846	95
96 Ace Leadership High School	\$4,303,405	\$18,349	\$13,920	96
97 Aces Technical Charter School	\$3,579,414	\$15,262	\$11,578	97
98 Albuquerque Aviation Academy	\$4,228,617	\$18,030	\$13,678	98
99 Albuquerque Bilingual Academy	\$5,135,305	\$21,896	\$16,611	99
100 Albuquerque Collegiate Charter School	\$3,474,694	\$14,816	\$11,239	100
101 Albuquerque Institute Of Math & Science	\$3,804,900	\$16,224	\$12,308	101
102 Aldo Leopold Charter	\$2,885,894	\$12,305	\$9,335	102
103 Alice King Community School	\$5,959,819	\$25,412	\$19,278	103
104 Alma D'Arte Charter	\$1,473,030	\$6,281	\$4,765	104
105 Altura Preparatory School	\$2,908,284	\$12,401	\$9,407	105
106 Amy Biehl Charter High School	\$2,876,699	\$12,266	\$9,305	106
107 Anansi Charter School	\$2,957,234	\$12,609	\$9,566	107
108 Cesar Chavez Community School	\$2,802,823	\$11,951	\$9,066	108
109 Christine Duncan Heritage Academy	\$9,014,829	\$38,438	\$29,160	109
110 Cien Aguas International	\$6,051,216	\$25,802	\$19,574	110
111 Coral Community Charter	\$3,258,105	\$13,892	\$10,539	111
112 Corrales International	\$3,673,185	\$15,662	\$11,881	112
113 Cottonwood Classical Prep	\$10,519,172	\$44,852	\$34,026	113
114 Cottonwood Valley Charter	\$2,710,209	\$11,556	\$8,767	114
115 Deap	\$866,084	\$3,693	\$2,801	115
116 Deming Cesar Chavez	\$2,450,860	\$10,450	\$7,928	116
117 Digital Arts And Technology Academy	\$4,037,363	\$17,215	\$13,059	117
118 Dream Dine	\$212,202	\$905	\$686	118
119 East Mountain High School	\$6,005,490	\$25,607	\$19,426	119
120 El Camino Real Academy	\$5,275,630	\$22,495	\$17,065	120
121 Equip Academy	\$981,312	\$4,184	\$3,174	121
122 Estancia Valley Classical Academy	\$7,130,359	\$30,403	\$23,064	122
123 Explore Academy	\$19,861,363	\$84,686	\$64,245	123
124 Explore Academy - Las Cruces	\$9,947,450	\$42,415	\$32,177	124
125 Explore Academy - Rio Rancho	\$8,821,922	\$37,615	\$28,536	125
126 Gilbert L Sena Charter Hs	\$2,650,765	\$11,302	\$8,574	126
127 Gordon Bernell Charter	\$3,368,246	\$14,362	\$10,895	127
128 Health Leadership High School	\$3,144,563	\$13,408	\$10,172	128
129 Horizon Academy West	\$5,904,660	\$25,177	\$19,100	129
130 Hozho Academy	\$13,153,988	\$56,087	\$42,549	130
131 International School At Mesa Del Sol	\$4,242,356	\$18,089	\$13,723	131
132 J Paul Taylor Academy	\$2,812,814	\$11,993	\$9,098	132
133 Jefferson Montessori Academy	\$2,549,731	\$10,872	\$8,247	133
134 La Academia De Esperanza	\$3,896,208	\$16,613	\$12,603	134
135 La Academia Dolores Huerta	\$1,388,312	\$5,920	\$4,491	135
136 Los Puentes Charter	\$2,361,687	\$10,070	\$7,639	136
137 Mark Armijo Academy	\$3,697,751	\$15,767	\$11,961	137
138 Mccurdy Charter School	\$6,616,115	\$28,210	\$21,401	138
139 Middle College High School	\$2,188,906	\$9,333	\$7,080	139
140 Mission Achievement And Success	\$26,028,270	\$110,981	\$84,192	140
141 Monte Del Sol Charter	\$5,300,258	\$22,600	\$17,144	141

Appendix 1: Estimated Fiscal Impact of *HB253

FY26

	School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253	Change in Program Cost if *HB253 Were Enacted	
142	Montessori Of The Rio Grande	\$2,914,555	\$12,427	\$9,428	142
143	Moreno Valley High	\$1,058,127	\$4,512	\$3,423	143
144	Mosaic Academy Charter	\$2,451,581	\$10,453	\$7,930	144
145	Mountain Mahogany Community School	\$3,637,716	\$15,511	\$11,767	145
146	Native American Community Academy	\$6,442,817	\$27,471	\$20,840	146
147	New America School	\$2,100,726	\$8,957	\$6,795	147
148	New America School - Las Cruces	\$2,628,844	\$11,209	\$8,503	148
149	New Mexico Academy For The Media Arts	\$1,876,526	\$8,001	\$6,070	149
150	New Mexico Connections Academy	\$20,013,074	\$85,333	\$64,735	150
151	New Mexico International School	\$5,321,349	\$22,689	\$17,213	151
152	Nm School For The Arts	\$4,059,263	\$17,308	\$13,130	152
153	North Valley Academy	\$3,549,067	\$15,133	\$11,480	153
154	Northpoint Charter School	\$2,012,832	\$8,582	\$6,511	154
155	Pecos Cyber Academy	\$25,986,020	\$110,801	\$84,056	155
156	Public Academy For Performing Arts	\$5,436,809	\$23,182	\$17,586	156
157	Raices Del Saber Xinachtli Community	\$1,941,262	\$8,277	\$6,279	157
158	Red River Valley Charter School	\$1,502,105	\$6,405	\$4,859	158
159	Renaissance Academy Charter School	\$1,783,906	\$7,606	\$5,770	159
160	Rio Gallinas School	\$1,337,159	\$5,701	\$4,325	160
161	Rio Grande Academy Of Fine Arts	\$4,411,662	\$18,811	\$14,270	161
162	Robert F. Kennedy Charter	\$5,428,579	\$23,147	\$17,560	162
163	Roots & Wings Community	\$1,115,449	\$4,756	\$3,608	163
164	Sacramento School Of Engineering And Science	\$786,644	\$3,354	\$2,545	164
165	San Diego Riverside Charter	\$1,113,592	\$4,748	\$3,602	165
166	Sandoval Academy Of Bilingual Education	\$3,555,725	\$15,161	\$11,502	166
167	School Of Dreams Academy	\$7,274,683	\$31,018	\$23,531	167
168	Sendero School Of Academics And Career Preparat	\$3,189,554	\$13,600	\$10,317	168
169	Sidney Gutierrez Middle	\$2,416,955	\$10,306	\$7,818	169
170	Siembra Leadership High School	\$8,705,898	\$37,121	\$28,161	170
171	Six Directions Indigenous School	\$877,789	\$3,743	\$2,839	171
172	Solare Collegiate Charter School	\$7,376,350	\$31,452	\$23,860	172
173	South Valley Academy	\$9,849,450	\$41,997	\$31,860	173
174	South Valley Prep	\$2,020,409	\$8,615	\$6,535	174
175	Sun Mountain Community School	\$1,402,377	\$5,980	\$4,536	175
176	Taos Academy	\$4,313,185	\$18,391	\$13,952	176
177	Taos Integrated School Of Arts	\$2,953,452	\$12,593	\$9,553	177
178	Taos International School	\$2,600,326	\$11,087	\$8,411	178
179	Taos Municipal Charter	\$3,515,101	\$14,988	\$11,370	179
180	Technology Leadership High School	\$4,535,970	\$19,341	\$14,672	180
181	The Alb Talent Development Charter	\$2,097,305	\$8,943	\$6,784	181
182	The Ask Academy	\$7,007,308	\$29,878	\$22,666	182
183	The Great Academy	\$1,181,340	\$5,037	\$3,821	183
184	The Masters Program	\$3,826,045	\$16,314	\$12,376	184
185	The Montessori Academy	\$6,150,733	\$26,226	\$19,895	185
186	Thrive Community School	\$5,080,949	\$21,664	\$16,435	186
187	Tierra Adentro	\$3,549,570	\$15,135	\$11,482	187
188	Tierra Encantada Charter School	\$4,076,137	\$17,380	\$13,185	188

Appendix 1: Estimated Fiscal Impact of *HB253

FY26

	School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253	Change in Program Cost if *HB253 Were Enacted	
189	Turquoise Trail Charter School	\$8,129,178	\$34,662	\$26,295	189
190	Vista Grande High School	\$1,702,936	\$7,261	\$5,508	190
191	Voz Collegiate Preparatory Charter School	\$2,890,193	\$12,323	\$9,349	191
192	Walatowa Charter High	\$969,254	\$4,133	\$3,135	192

Source: LESC Analysis of PED Files