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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**54th Legislature, 2nd Session, 2020**

<b>Bill Number</b>	<u>SB171</u>	<b>Sponsor</b>	<u>Sanchez,C.</u>
<b>Tracking Number</b>	<u>.216306.3</u>	<b>Committee Referrals</b>	<u>SEC/SFC</u>
<b>Short Title</b>	<u>School Finance Program Unit Changes</u>		
<b>Analyst</b>	<u>Simon</u>	<b>Original Date</b>	<u>2/5/20</u>
		<b>Last Updated</b>	<u></u>

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**FOR THE LEGISLATIVE FINANCE COMMITTEE**

**BILL SUMMARY**

Synopsis of Bill

Senate Bill 171 (SB171) would increase the multiplier used to calculate the at-risk index from 0.25 in FY20 to 0.27 in FY21 and creates new factors in the public school funding formula to provide additional compensation for special education teachers, bilingual multicultural education teachers and beginning teacher mentors.

**FISCAL IMPACT**

SB171 includes \$57 million in appropriations to cover the costs of additional program units created by the bill. House Appropriations and Finance Committee Substitute for House Bills 2 and 3 includes appropriations to the state equalization guarantee to increase the at-risk index and provide salary differentials for beginning teacher mentors.

**At-Risk Program Units.** SB171 would increase the at-risk multiplier from 0.25 to 0.27, which would alter the allocation of funding formula program units. A school district's at-risk index is based on the three-year average rate of three indicators; the percentage of student membership used to calculate a school district's Title I allocation, the percentage of students that are English learners, and student mobility. These indicators are added together and the number of program units is calculated as follows:

Three-Year Average Rate \* Student Membership \* At-Risk Multiplier = At-Risk Program Units

LESC staff estimate the increase from 0.25 to 0.27 would create an additional 4,406 program units in FY21, valued at \$20.1 million at the FY20 preliminary unit value. SB171 appropriates \$20.2 million to the state equalization guarantee (SEG) distribution to cover the cost of the additional program units. **Attachment: Fiscal Impact of Increase to At-Risk Index in Senate Bill 171** provides an estimate of increased funding for each school district and charter school. House Appropriations and Finance Committee Substitute for House Bills 2 and 3 includes an

appropriation of \$50.2 million, contingent on the enactment of legislation to increase the at-risk multiplier to 0.30, which conflicts with the increase included in SB171.

**Special Education License Endorsement Program Units.** SB171 would create a new factor in the public school funding formula for full time teachers with a special education endorsement who teach special education students. SB171 would provide 0.75 program units per full-time special education teacher in FY21 and 1.1 program units per full-time special education teacher in FY22 and subsequent fiscal years. School districts and charter schools would only generate additional program units if the Public Education Department (PED) certifies the school district or charter school provides a salary differential to special education teachers that is at least equal to the amount the school district or charter schools receive through the funding formula. At the preliminary FY20 unit value, this amounts to \$3,424 in FY21 and \$5,022 in FY22, although this program unit value is likely to increase in FY21 and subsequent years, increasing the value of the salary differential.

SB171 appropriates \$16.4 million to the (SEG) for the addition of special education license endorsement program units. SB171 includes sufficient funding for 4,797 FTE special education teachers, using the preliminary FY20 unit value. Data from the Legislative Finance Committee (LFC) indicates there was an average of about 4,650 FTE special education teachers between FY17 and FY19. House Appropriations and Finance Committee Substitute for House Bills 2 and 3 does not include an appropriation for additional special education license endorsement program units.

SB171 will likely increase the amount New Mexico is required to make available to school districts, charter schools, and other educational providers for services to students with disabilities. To qualify for grants under the federal Individuals with Disabilities Education Act, a state must make available at least as much funding for services to students with disabilities as the state did in the prior fiscal year. Currently, program units for special education ancillary service providers are included in this calculation and it is likely the new program unit for special education licensure endorsement will likewise be included.

**Bilingual Multicultural License Endorsement Program Units.** SB171 would create a new factor in the public school funding formula for full-time bilingual multicultural education teachers, including certified Native American language and culture teachers. SB171 would provide 0.75 additional program units per full-time bilingual multicultural education teacher or Native American language and culture certified teacher in FY21 and 1.1 program units per full-time bilingual multicultural education teacher or Native American language and culture certified teachers in FY22 and subsequent fiscal years. To be included in the count of teachers, PED must verify the teacher is provided evidence-based instruction that meets the needs of English learners. School districts and charter schools would only generate the additional program units if they provide a salary differential to bilingual multicultural education teachers. At the preliminary FY20 unit value, this amounts to \$3,424 in FY21 and \$5,022 in FY22, although this program unit value is likely to increase in FY21 and subsequent years, increasing the value of the salary differential.

SB171 appropriates \$13.5 million to the SEG for the addition of bilingual multicultural license endorsement program units. SB171 includes sufficient funding for 3,942 bilingual multicultural education teachers, using the preliminary FY20 unit value. House Appropriations and Finance Committee Substitute for House Bills 2 and 3 does not include an additional appropriation for bilingual multicultural license endorsement program units.

**Beginning Teacher Mentor Program Units.** SB171 would create a new factor in the public school funding formula for a level 2 or level 3 teacher who mentors one or more beginning

teachers. SB171 would provide 0.5 additional program units for each teacher mentor in FY21 and 0.75 additional program units for each teacher mentor in FY22. School districts and charter schools would only generate the additional program units if they provide a salary differential to teacher mentors. At the preliminary FY20 unit value, this amounts to \$2,283 in FY21 and \$3,424 in FY22, although this program unit value is likely to increase in FY21 and subsequent years, increasing the value of the salary differential.

SB171 appropriates \$6.8 million to the SEG for the addition of beginning teacher mentor program units. SB171 includes sufficient funding for 3,000 beginning teacher mentors, using the preliminary FY20 unit value. Salary data from PED in FY19 indicated there were about 3,100 FTE among level 1 teachers, but not all level 1 teachers are part of a school district or charter school mentorship program. The School Personnel Act requires a teacher mentorship program for all first-year teachers, but if sufficient funds are available, funding may be extended beyond the first year. Statute provides that the state shall not pay for more than three years’ mentorship for any beginning teacher.

House Appropriations and Finance Committee Substitute for House Bills 2 and 3 includes a \$6.8 million appropriation to the SEG distribution for new program units for beginning teacher mentor program units.

**SUBSTANTIVE ISSUES**

**At-Risk Funding.** To generate funding from the at-risk index a school district or charter school must identify services to improve the outcomes of at-risk students within its department-approved educational plan. While school districts and charter schools have flexibility in choosing what services to offer, PED is required to provide oversight to ensure funding is being directed to services for at-risk students. Statute requires the interventions selected by the school district or charter school be an evidence-based or research based social, emotional or academic intervention, which may include the following:

- Case management, tutoring, reading interventions and after-school programs delivered by social worker, counselor, teachers or other professional staff;
- Culturally relevant professional and curriculum development, including those necessary to support language acquisition, bilingual, and multicultural education;
- Additional compensation strategies for high-need schools;
- Whole school interventions, including school-based health centers and community schools;
- Educational programming intended to improve career and college readiness of at-risk students including dual or concurrent enrollment, career and technical education, guidance counseling services, and coordination with post-secondary institutions; and
- Services to engage and support parents and families in the education of students.

In recent years, the Legislature has significantly increased the level of at-risk funding school districts and charter schools generate through the at-risk index. In FY15, the funding formula generated about \$86 million in funding for the at-risk index. SB171 is estimated to increase that amount to nearly \$273 million. This is in addition to funding targeted to specific

**Formula Funding Generated Through The At-Risk Index**

Year	At-Risk Multiplier	At-Risk Funding
FY15	0.0915	\$85,863,928
FY16	0.1060	\$103,635,290
FY17	0.1060	\$101,552,696
FY18	0.1060	\$100,306,648
FY19	0.1300	\$123,637,514
FY20*	0.2500	\$252,861,533
FY21 (SB171)*	0.3000	\$272,977,962

Source: LESC Files

\*FY20 and FY21 funding was determined using the FY20 initial program unit value

programs that the court in the consolidated *Martinez* and *Yazzie* lawsuit found increased academic outcomes for at-risk students. These programs include prekindergarten, extended learning time programs, and the K-5 Plus extended school year program.

**Additional Compensation for Teachers with a Special Education License.** School districts and charter schools in New Mexico and nationwide continue to face shortages of teachers with the qualifications to serve students with special needs. This shortage is chronic and exists in every geographic region of the nation. The 2019 educator vacancy report from New Mexico State University notes 151 special education teacher vacancies in New Mexico, although this is down from 267 vacancies in 2018. The 1st Judicial District Court found in the consolidated *Martinez* and *Yazzie* lawsuit that New Mexico had chronic shortages of special education teachers. Nationally, 44 states report shortages of special education teachers. State achievement data shows more schools were designated for targeted support and improvement (TSI) due to low achievement among special education students than low achievement among any other subgroup. Of the 111 TSI schools, 70 had an underperforming special education population.

SB171 would target additional teacher compensation to those licensed in special education; however, many teachers serve students with special needs without a special education license. Federal law requires students with special needs to be educated in the “least restrictive environment.” As a result, many students with special needs spend as much time as appropriate receiving instruction in a general education classroom.

PED notes special education teachers generally earn slightly more than their general education counterparts, citing 2018 data from the federal Bureau of Labor Statistics that shows special education teacher salaries are \$1,410 higher at the elementary school level, \$1,650 higher at the middle school level, and \$280 higher at the high school level. PED further notes survey information that shows a frequent complaint of special education teachers that leave the field is based on their perception of colleagues’ support.

**Bilingual Multicultural Education.** Since the 1970s, the public school funding formula has increased funding for the additional costs of bilingual education. Although many school districts and charter schools report generating insufficient funding to cover the costs of bilingual education programs, these reports often include the total costs and not the marginal cost of offering a bilingual education program versus a regular education program. PED reports in FY18 almost all bilingual funding was spent on bilingual teacher salary, benefits, and stipends, with little spent on supplemental curriculum, instructional materials, or professional development. SB171 would provide additional funding specifically earmarked for teacher pay.

The state Bilingual Multicultural Education Act (BMEA) requires research-based bilingual and multicultural education programs to be fully implemented, including professional development for teachers and instruction and assessment for students. Because key components of the BMEA are not fully implemented by school districts and monitored by PED, students across the state encounter inconsistent bilingual and multicultural learning experiences. PED notes the department is increasing monitoring and improving technical assistance for school districts and charter schools to ensure proper implementation of bilingual and multicultural education programs. The department adopted rule changes to increase bilingual and multicultural education program accountability to ensure academic language proficiency in English and a second language for all student participants.

**Beginning Teacher Mentorships.** Mentorships for beginning teachers are a crucial component to ensuring new teachers receive the guidance and support they need to be effective educators. Research finds effective mentoring includes mentors who have content area expertise, time to support beginning teachers, and support from school leadership. Teacher quality is the number one school-based factor impacting student outcomes, and the district court in the consolidated *Martinez* and *Yazzie* lawsuit noted certain groups of students in New Mexico do not have access to high-quality teachers. Beginning teachers in mentorship programs perform better at various aspects of teaching including lesson plans, adjusting classroom activities to student interests, and successful classroom management. Expanded teacher mentorship programs would allow teachers to return to the classroom each year with the tools to implement best practices that meet their students' needs.

According to the 2019 *New Mexico Education Vacancy Report*, New Mexico had 644 teacher vacancies in 2019. Additionally, turnover rates among New Mexico teachers are among the highest in the United States - at 23 percent and second only to Arizona between 2011 and 2014. Research shows that beginning teachers report that one of the main factors behind their decision to leave the profession is a lack of adequate support. According to The National Conference of State Legislatures international study of world-class educational systems, *No Time to Lose*, top-performing countries place new teachers with officially designated, well-trained master teachers, and often new teachers begin teaching with a reduced workload. Additionally, research has found first-year teachers assigned a mentor were more likely to return the following year, indicating mentoring can be a valuable strategy for teacher retention.

While Section 22-10A-9 NMSA 1978 requires PED to develop a framework for teacher mentorship programs for beginning teachers, SB171 does not specifically refer to this section when describing teacher eligibility for the additional program units. PED may be able to allocate program units to teachers that mentor beginning teachers in a program that does not follow the framework developed by PED that is set out in current law.

## ADMINISTRATIVE IMPLICATIONS

SB171 would require PED to verify program units for additional funding formula factors. PED has limited capacity to audit school district and charter school data. According to PED's performance report card published by LFC, the department conducted 28 data validation audits of funding formula components in FY19, although there were 185 school districts and charter schools generating funding through the public school funding formula.

## OTHER SIGNIFICANT ISSUES

**Consolidated *Martinez* and *Yazzie* Lawsuit.** SB171 addresses issues included in the 1st Judicial District Court's rulings in the consolidated *Martinez* and *Yazzie* lawsuit and may help the state resolve the ongoing litigation. In both the initial decision and the findings and conclusions, the court cited evidence highlighting areas where funding levels, financing methods, and PED oversight were deficient in ensuring at-risk students were provided with the services they need to promote educational success. However, the court stopped short of prescribing specific remedies and deferred decisions on how to achieve education sufficiency to the Legislature and executive.

The decision in the consolidated *Martinez* and *Yazzie* lawsuit generally found the state failed to provide a sufficient education for at-risk students, which the court defined as low-income students, English learners, Native American students, and students with disabilities. The court based the finding of inadequate inputs on low educational outputs in the form of low reading and math

proficiency rates, significant disparities in test score performance between student groups, low high school graduation rates, and high college remediation rates. Evidence of low student academic performance was based in large part on PARCC test results.

**Salary Differentials in the Public School Funding Formula.** The addition of salary differentials in SB171 appear to be based on an existing component in the public school funding formula, which provides a salary differential for teachers that are certified by the National Board of Professional Teaching Standards.

## **RELATED BILLS**

Relates to House Bill 62, Teacher Mentorship Program, which would amend the School Personnel Act to provide annual stipends of up to \$2,000 for teachers that mentor a beginning teacher. Funding for HB62 would be provided through a categorical appropriation, rather than through the public school funding formula, as provided for in SB171.

HB153, Bilingual Multicultural Educational Program, would increase cost differential in the public school funding formula for bilingual multicultural education programs from 0.5 per FTE student in FY20 to 1.0 per FTE student in FY21. While the bills do not conflict, both HB153 and HB241 would increase funding for bilingual multicultural education programs, with the additional funding in HB241 required for salary differentials for teachers. HB153 would allow school districts and charter schools to budget the additional funding at their discretion.

HB135, would create a new program unit, with a 0.5 cost differential, for bilingual multicultural education programs that teach native languages.

HB241, At-Risk & Differential Program Units is a duplicate of SB171.

SB13, Increase Salaries for Special Education Teachers, which would require the minimum salary for a licensed special education teacher providing special education services to be 15 percent higher than the minimum salary of other teachers.

## **SOURCES OF INFORMATION**

- LESC Files

**JWS/tb/mc/my**

## Fiscal Impact of Increase to At-Risk Index in Senate Bill 171

	School District or Charter School	FY20 At-Risk Units	Projected FY21 At-Risk Units	Projected Funding Increase
1	ALAMOGORDO	839.3	909.2	\$319,314
2	ALBUQUERQUE	14,047.2	15,158.3	\$5,072,527
3	ACE LEADERSHIP	50.6	54.6	\$18,280
4	ALBUQUERQUE CHARTER ACADEMY	53.7	58.0	\$19,398
5	ALB TALENT DEV SECONDARY	28.7	30.9	\$10,354
6	ALICE KING COMMUNITY SCHOOL	82.6	89.1	\$29,817
7	CHRISTINE DUNCAN COMMUNITY	69.0	74.4	\$24,909
8	CIEN AGUAS INTERNATIONAL	75.2	81.2	\$27,164
9	CORAL COMMUNITY	38.1	41.1	\$13,760
10	CORRALES INTERNATIONAL	43.2	46.6	\$15,595
11	COTTONWOOD CLASSICAL ST. CHARTER	127.0	137.0	\$45,860
12	DIGITAL ARTS & TECH ACADEMY	47.3	51.1	\$17,097
13	EAST MOUNTAIN	63.2	68.2	\$22,818
14	EL CAMINO REAL	55.8	60.2	\$20,133
15	GILBERT L. SENA STATE CHARTER (APS)	31.0	33.4	\$11,185
16	GORDON BERNELL	77.1	83.2	\$27,835
17	HEALTH LEADERSHIP CHARTER (APS)	40.3	43.5	\$14,541
18	INT'L SCHOOL MESA DEL SOL ST. CHARTER	56.0	60.5	\$20,229
19	LA ACADEMIA DE ESPERANZA	55.1	59.5	\$19,910
20	LOS PUENTES	26.6	28.7	\$9,587
21	MONTESSORI OF THE RIO GRANDE	38.1	41.2	\$13,774
22	MOUNTAIN MAHOGANY	32.7	35.3	\$11,824
23	NATIVE AMERICAN COMM ACAD.	80.4	86.8	\$29,050
24	NEW AMERICA CHARTER SCHOOL	49.5	53.4	\$17,864
25	NEW MEXICO INTERNATIONAL	47.5	51.3	\$17,161
26	MARK ARMIJO (NUESTROS VALORES)	31.2	33.7	\$11,281
27	PAPA	75.3	81.3	\$27,196
28	ROBERT F. KENNEDY	60.5	65.3	\$21,859
29	SIEMBRA LEADERSHIP HIGH SCHOOL	21.2	22.8	\$7,638
30	SOUTH VALLEY	108.5	117.1	\$39,180
31	TECHNOLOGY LEADERSHIP	38.6	41.6	\$13,934
32	TWENTY FIRST CENT.	52.1	56.3	\$18,823
33	WILLIAM W & JOSEPHINE DORN CHARTER	10.6	11.5	\$3,835
34	ANIMAS	23.5	25.3	\$8,259
35	ARTESIA	413.5	447.9	\$157,297
36	AZTEC	277.5	299.0	\$98,385
37	MOSAIC ACADEMY CHARTER	18.5	20.0	\$6,574
38	BELEN	763.1	824.8	\$281,521
39	BERNALILLO	623.8	674.2	\$229,891
40	BLOOMFIELD	387.5	416.5	\$132,379
41	CAPITAN	87.2	94.2	\$32,022
42	CARLSBAD	948.6	1,028.7	\$365,963
43	JEFFERSON MONT. ACAD.	33.2	36.0	\$12,820
44	PECOS CONNECTIONS	131.7	142.8	\$50,813
45	CARRIZOZO	26.4	28.5	\$9,811
46	CENTRAL CONS.	1,297.3	1,398.8	\$463,499
47	DREAM DINE'	3.8	4.1	\$1,356

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	School District or Charter School	FY20 At-Risk Units	Projected FY21 At-Risk Units	Projected Funding Increase	
48	CHAMA VALLEY	54.3	59.0	\$21,421	48
49	CIMARRON	47.1	51.0	\$17,791	49
50	MORENO VALLEY HIGH	8.2	8.9	\$3,114	50
51	CLAYTON	57.4	62.3	\$22,174	51
52	CLOUDCROFT	57.0	61.4	\$20,010	52
53	CLOVIS	1,344.3	1,453.7	\$499,552	53
54	COBRE CONS.	175.4	190.3	\$68,043	54
55	CORONA	5.5	6.0	\$2,064	55
56	CUBA	187.3	202.3	\$68,518	56
57	DEMING	1,119.2	1,205.7	\$394,830	57
58	DEMING CESAR CHAVEZ	34.7	37.3	\$12,226	58
59	DES MOINES	6.8	7.3	\$2,438	59
60	DEXTER	122.7	132.5	\$44,654	60
61	DORA	24.3	26.1	\$8,519	61
62	DULCE	156.8	169.2	\$56,926	62
63	ELIDA	16.0	17.3	\$5,798	63
64	ESPAÑOLA	671.0	724.9	\$246,295	64
65	ESTANCIA	106.5	115.0	\$38,998	65
66	EUNICE	114.5	123.7	\$41,956	66
67	FARMINGTON	1,765.2	1,907.7	\$650,703	67
68	FLOYD	30.0	32.5	\$11,322	68
69	FT. SUMNER	42.2	45.6	\$15,929	69
70	GADSDEN	3,393.7	3,653.8	\$1,187,258	70
71	GALLUP	3,131.0	3,381.0	\$1,141,558	71
72	GRADY	8.9	9.5	\$2,739	72
73	GRANTS	687.4	741.3	\$246,149	73
74	HAGERMAN	79.1	85.9	\$30,753	74
75	HATCH	323.0	348.4	\$115,984	75
76	HOBBS	1,596.6	1,716.4	\$546,699	76
77	HONDO	28.0	30.2	\$10,227	77
78	HOUSE	7.4	7.9	\$2,474	78
79	JAL	53.6	58.1	\$20,773	79
80	JEMEZ MOUNTAIN	43.4	46.9	\$15,700	80
81	LINDRITH AREA HERITAGE	4.3	4.7	\$1,561	81
82	JEMEZ VALLEY	54.0	58.3	\$19,850	82
83	SAN DIEGO RIVERSIDE CHARTER	19.9	21.5	\$7,332	83
84	LAKE ARTHUR	20.0	21.7	\$7,670	84
85	LAS CRUCES	3,731.2	4,018.3	\$1,310,359	85
86	LAS VEGAS CITY	256.1	277.2	\$96,271	86
87	LOGAN	22.9	24.8	\$8,725	87
88	LORDSBURG	72.6	78.4	\$26,516	88
89	LOS ALAMOS	118.1	129.1	\$50,530	89
90	LOS LUNAS	1,163.1	1,254.5	\$417,210	90
91	LOVING	78.7	85.2	\$29,506	91
92	LOVINGTON	542.4	586.0	\$199,417	92
93	MAGDALENA	71.2	76.9	\$26,009	93
94	MAXWELL	14.0	15.2	\$5,588	94

## Fiscal Impact of Increase to At-Risk Index in Senate Bill 171

	School District or Charter School	FY20 At-Risk Units	Projected FY21 At-Risk Units	Projected Funding Increase	
95	MELROSE	27.6	29.7	\$9,523	95
96	MESA VISTA	56.2	60.7	\$20,645	96
97	MORA	53.6	57.6	\$18,526	97
98	MORIARTY	341.3	367.4	\$119,020	98
99	MOSQUERO	1.8	1.9	\$644	99
100	MOUNTAINAIR	33.4	36.0	\$11,724	100
101	PECOS	86.3	93.2	\$31,529	101
102	PEÑASCO	55.3	59.8	\$20,640	102
103	POJOAQUE	215.5	232.7	\$78,356	103
104	PORTALES	543.1	587.9	\$204,626	104
105	QUEMADO	42.1	45.3	\$14,838	105
106	QUESTA	53.7	58.2	\$20,677	106
107	RATON	123.3	133.1	\$44,855	107
108	RESERVE	18.6	20.1	\$6,679	108
109	RIO RANCHO	1,645.6	1,781.3	\$619,608	109
110	ROSWELL	1,702.9	1,844.0	\$644,047	110
111	SIDNEY GUTIERREZ	11.2	12.1	\$4,218	111
112	ROY	4.1	4.4	\$1,552	112
113	RUIDOSO	308.3	332.4	\$109,693	113
114	SAN JON	14.3	15.4	\$5,278	114
115	SANTA FE	1,944.9	2,105.0	\$730,584	115
116	ACAD FOR TECH & CLASSICS	60.4	65.4	\$22,704	116
117	SANTA ROSA	83.3	90.3	\$31,702	117
118	SILVER CITY CONS.	335.3	359.8	\$111,748	118
119	SOCORRO	254.7	276.0	\$97,435	119
120	COTTONWOOD VALLEY CHARTER	30.4	33.0	\$11,642	120
121	SPRINGER	22.1	23.9	\$8,309	121
122	TAOS	348.7	376.7	\$127,763	122
123	ANANSI CHARTER	31.3	33.9	\$11,487	123
124	TAOS CHARTER	34.5	37.3	\$12,642	124
125	VISTA GRANDE	15.1	16.4	\$5,552	125
126	TATUM	42.3	45.9	\$16,600	126
127	TEXICO	71.5	77.0	\$25,306	127
128	TRUTH OR CONSEQ.	230.9	249.5	\$85,022	128
129	TUCUMCARI	155.9	168.9	\$59,314	129
130	TULAROSA	185.5	200.3	\$67,737	130
131	VAUGHN	15.4	16.6	\$5,474	131
132	WAGON MOUND	22.4	24.2	\$8,108	132
133	WEST LAS VEGAS	254.9	276.4	\$98,065	133
134	RIO GALLINAS CHARTER SCHOOL	12.3	13.3	\$4,725	134
135	ZUNI	347.9	376.3	\$129,548	135
136	<b>STATE-CHARTERED CHARTER SCHOOLS</b>				136
137	ALBUQUERQUE INSTI. MATH & SCI. (AIMS) ST. (APS)	62.2	67.1	\$22,466	137
138	ALBUQUERQUE COLLEGIATE (APS)	6.2	6.7	\$2,237	138
139	ALBUQUERQUE SCHOOL OF EXCELLENCE (APS)	110.1	118.8	\$39,756	139
140	ALBUQUERQUE SIGN LANGUAGE ST. CHARTER (APS)	17.1	18.4	\$6,168	140
141	ALDO LEOPOLD ST. CHARTER (SILVER CITY)	22.0	23.6	\$7,327	141

## Fiscal Impact of Increase to At-Risk Index in Senate Bill 171

	School District or Charter School	FY20 At-Risk Units	Projected FY21 At-Risk Units	Projected Funding Increase	
142	ALMA D' ARTE STATE CHARTER (LAS CRUCES)	22.7	24.4	\$7,971	142
143	ALTURA PREPARATORY SCHOOL (APS)	10.2	11.0	\$3,675	143
144	AMY BIEHL ST. CHARTER (APS)	52.7	56.8	\$19,015	144
145	ASK ACADEMY ST. CHARTER (RIO RANCHO)	50.4	54.6	\$18,992	145
146	CESAR CHAVEZ COMM. ST. CHARTER (APS)	35.9	38.8	\$12,975	146
147	DZIT DIT LOOL DEAP (GALLUP)	11.2	12.1	\$4,095	147
148	ESTANCIA VALLEY (MORIARTY)	79.7	85.8	\$27,799	148
149	EXPLORE ACADEMY (APS)	70.4	76.0	\$25,438	149
150	HORIZON ACADEMY WEST ST. CHARTER (APS)	80.5	86.9	\$29,082	150
151	HOZHO ACADEMY (GALLUP)	39.5	42.6	\$14,386	151
152	J. PAUL TAYLOR ACADEMY (LAS CRUCES)	31.2	33.6	\$10,957	152
153	LA ACADEMIA DOLORES HUERTA (LAS CRUCES)	18.7	20.2	\$6,574	153
154	LA PROMESA ST. CHARTER (APS)	60.8	65.6	\$21,955	154
155	LAS MONTANAS (LAS CRUCES)	25.7	27.6	\$9,012	155
156	LA TIERRA MONTESSORI (ESPANOLA)	14.6	15.8	\$5,369	156
157	MASTERS PROGRAM ST. CHARTER (SANTA FE)	33.5	36.3	\$12,582	157
158	MCCURDY CHARTER SCHOOL (ESPANOLA)	107.1	115.7	\$39,299	158
159	MEDIA ARTS COLLAB. ST. CHARTER (APS)	44.2	47.7	\$15,947	159
160	MIDDLE COLLEGE HIGH (GALLUP)	27.5	29.7	\$10,030	160
161	MISSION ACHIEVEMENT & SUCCESS-MAS (APS)	201.3	217.3	\$72,704	161
162	MONTE DEL SOL (SANTA FE)	54.9	59.4	\$20,627	162
163	MONTESSORI ELEMMENTARY ST. CHARTER (APS)	76.3	82.3	\$27,548	163
164	NEW AMERICA SCHOOL (LAS CRUCES)	31.7	34.2	\$11,149	164
165	NEW MEXCIO CONNECTIONS VIRTUAL (SANTA FE)	170.6	184.7	\$64,098	165
166	NEW MEXICO SCHOOL FOR THE ARTS ST. CH (SANTA FE)	33.7	36.4	\$12,642	166
167	NORTH VALLEY ACADEMY ST. CHARTER (APS)	83.3	89.9	\$30,072	167
168	RAICES DEL SABER XINACHTLI (LAS CRUCES)	9.4	10.1	\$3,287	168
169	RED RIVER VALLEY (QUESTA)	13.3	14.4	\$5,127	169
170	ROOTS & WINGS (QUESTA)	8.3	9.0	\$3,196	170
171	SANDOVAL ACADEMY OF BIL ED SABE (RIO RANCHO)	13.3	14.4	\$5,004	171
172	SCHOOL OF DREAMS ST. CHARTER (LOS LUNAS)	60.2	65.0	\$21,608	172
173	SIX DIRECTIONS (GALLUP)	19.3	20.8	\$7,035	173
174	SOLARE COLLEGIATE (APS)	27.6	29.8	\$9,971	174
175	SOUTH VALLEY PREP ST. CHARTER (APS)	27.3	29.5	\$9,875	175
176	SOUTHWEST AER.,MATH & SCIENCE-SAMS (APS)	48.9	52.8	\$17,673	176
177	SOUTHWEST PREPATORY LEARNING CENTER (APS)	32.7	35.3	\$11,824	177
178	SOUTHWEST SECONDARY LEARNING CENTER (APS)	41.2	44.4	\$14,860	178
179	TAOS ACADEMY ST. CHARTER (TAOS)	35.2	38.0	\$12,879	179
180	TAOS INTEGRATED SCHOOL OF ARTS ST. (TAOS)	27.3	29.5	\$10,003	180
181	TAOS INTERNATIONAL (TAOS)	21.7	23.5	\$7,953	181
182	THE GREAT ACADEMY (APS)	32.1	34.7	\$11,601	182
183	TIERRA ADENTRO ST. CHARTER (APS)	51.1	55.1	\$18,440	183
184	TIERRA ENCANTADA CHARTER (SANTA FE)	46.1	49.8	\$17,303	184
185	TURQUOISE TRAIL (SANTA FE)	81.8	88.6	\$30,743	185
186	WALATOWA CHARTER HIGH (JEMEZ VALLEY)	9.5	10.3	\$3,493	186
187	<b>Statewide Total</b>	<b>55,386.1</b>	<b>59,792.3</b>	<b>\$20,116,429</b>	187

Source: LESC and LFC Analysis of PED data