

Distance learning is an important tool in serving the unique and complex needs of New Mexico’s students, including those with significant health challenges and secondary students needing credit recovery. However, these programmatic models are continuously evolving in ways that are outpacing existing statutory and regulatory frameworks.

New Mexico is misaligned with national trends on the regulation of distance learning programs, as a growing number of states are enacting comprehensive frameworks for distance learning. These frameworks include modified funding mechanisms, additional teacher professional development, regular synchronous contact between teachers and students, and guaranteed access to internet and technological devices.

Partly because of this lack of statutory guidance, distance learning programs in New Mexico have been the focus of litigation and a source of disruptions in the state equalization guarantee (SEG), the state’s public school funding formula. While the Legislature responded to these trends by passing [Laws 2026, Chapter 8 \(House Bill 253\)](#), which created guardrails for distance learning, addressing this complex landscape may require a comprehensive legislative response, beginning with a focus on learning more about the students these programs are serving.

This brief provides insight into the demographics of distance learning students, the factors that lead to students enrolling and disenrolling, and the programs they’re enrolled in. The brief concludes with an overview of key areas LESC staff may focus on during a study of distance learning.

## Distance Learning in New Mexico

There is considerable variability in how distance learning programs function and in the characteristics of the students they serve. Many of New Mexico’s distance learning programs have been created to meet specific needs in communities, such as credit recovery, constraints in rural areas, and student safety. Building a greater understanding of distance learning, as well as the characteristics of the students enrolled in these models, is vital to understanding why students and families have chosen these programmatic models.

### Definition of Distance Learning Students

[Section 22-30-2 NMSA 1978](#) currently defines a distance learning student as one who is enrolled in one or more distance learning courses, with those courses defined as “an educational course that is taught where the student and primary instructor are separated by time or space and linked by technology.” With the passage of HB253, the definition of a distance learning student was revised to “a qualified student who receives full-time virtual instruction and is not required to attend school at a school building.” In this definition, the word “required” is key to distinguish these programs from hybrid and other programs.

Distance learning can include synchronous and asynchronous instructional time. Synchronous instructional time typically includes live interactions with teachers, including daily core instruction, electives, and office hours. Asynchronous instructional time is often independent and self-directed, such as offline assignments like completing worksheets and progress completion on homework assignments. However, neither of these terms are defined in statute and there may be variability in how programs implement the statutory minimum instructional hours using these two distinct categories of instructional time.

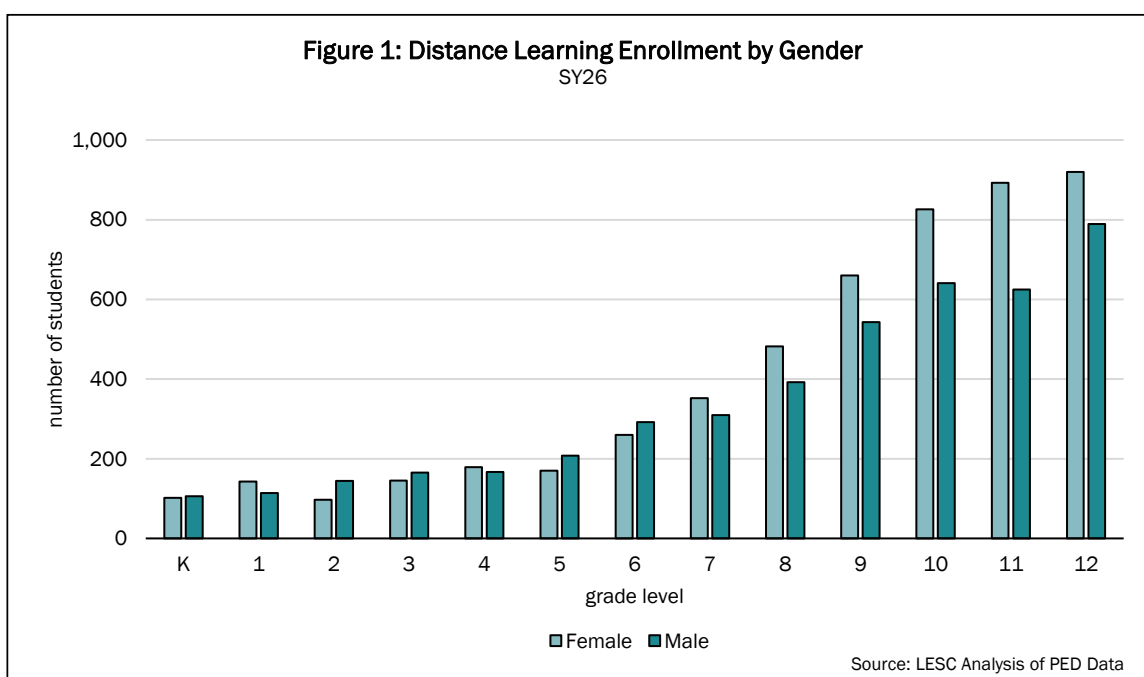
### Key Takeaways

- Distance learning students are not demographically representative of students in New Mexico (*Pages 2-3*).
- There are three primary models of distance learning programs in the state (*Page 5*).
- The Legislature created guardrails for distance learning programs in Laws 2026, Chapter 8 (House Bill 253), including reporting requirements and revisions to the public school funding formula (*Page 6*).
- LESC’s study of distance learning will be guided by statutory requirements and key trends in distance learning (*Page 7-8*).

## Demographics of Distance Learning Students

The National Education Policy Center, a research center housed at the University of Colorado Boulder School of Education, [found](#) distance learning students across the United States do not represent the demographics of the broader student population. Instead, they found distance learning programs often serve fewer minority students, low-income students, and male students than traditional in-person public school settings. Some of these findings align with the demographics of distance learning students in New Mexico, but there are also key differences in the demographic makeup of distance learning students in New Mexico that do align with national trends.

**Student Characteristics.** In SY26, there were 9.7 thousand students in a full-time distance learning program (see **Appendix A: Distance Learning Enrollment by School District and Charter School**). Female students represent 54 percent of distance learning students, compared to a statewide rate of 49 percent. This overrepresentation varies by grade level, as gender identity is proportionate in some elementary grade levels, but the disparity begins to materialize in seventh grade (see **Figure 1: Distance Learning Enrollment by Gender**). After seventh grade, the gender disparity grows significantly through 11th grade, and narrows in 12th grade, mainly because the number of enrolled male students grows significantly in 12th grade. Nationally, female students are often overrepresented in distance learning programs, mirroring the trends seen in New Mexico.

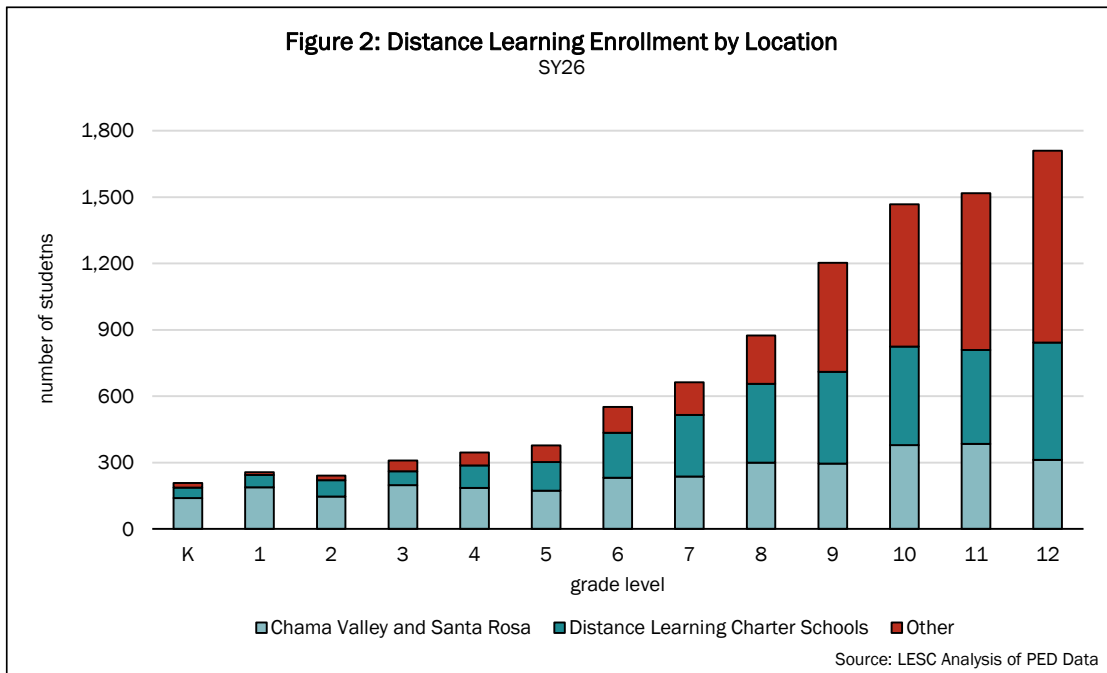


Student gender among distance learning students also varies by school district and charter school, with large statewide programs like Pecos Cyber Academy and New Mexico Connections Academy having a slight overrepresentation of female students of around 54 percent. Some rural distance learning programs have a much larger overrepresentation of female students, with some programs reporting up to 89 percent of their distance learning students are female. Of all distance learning programs throughout the state, only 26 percent of programs have a male representation of more than 50 percent.

Hispanic students are also overrepresented among distance learning students, with about 64 percent of distance learning students identifying as Hispanic, compared with around 57 percent throughout the state. Of note, Black students are also overrepresented among distance learning students, where 6.5 percent of all distance learning students identify as Black, compared with a statewide rate of 1.7 percent. Based on this data, approximately 12 percent of all Black students in New Mexico are enrolled in a distance learning program.

English learners (ELs) are underrepresented among distance learning students, with only 10 percent of distance learning students being identified as EL, compared with a statewide rate of 19 percent. This proportion varies by school district and charter school, as large statewide distance learning programs have an underrepresentation of ELs, and other more regionally focused programs having a higher proportion of ELs.

**Grade Level by Type of Program.** Distance learning students are predominantly secondary students (see **Figure 2: Distance Learning Enrollment by Location**). Enrollment in these programs is consistent through elementary grade levels and begins to increase in middle school, before showing notable gains in high school. Some of this increase is likely driven by credit recovery programs that use distance learning to reach students who have other obligations during the school day.



Of the 65 school districts and charter schools providing distance learning, only 12 regularly allow students in kindergarten through grade five (K-5) to enroll. However, most of these programs operate on a small scale, with 86 percent of all K-5 distance learning students being enrolled in Pecos Cyber Academy and New Mexico Connections Academy, or the privately managed distance learning program hosted by Chama Valley Independent Schools (CVIS) and Santa Rosa Consolidated Schools (SRCS). Enrollment among K-5 students is so concentrated that CVIS and SRCS enroll 74 percent of all 1st grade distance learning students in the state.

**Student Locations.** In SY26, 40-day MEM showed at least 70 percent of distance learning students were enrolled in a distance learning program outside of their school district’s geographic area. These distance learning students reported primary residencies in 75 school districts (see **Appendix B: Number of Students Enrolled in a Distance Learning Program by the Student’s Geographic Location**), with 41 school districts hosting those students in their distance learning programs. While these students are dispersed into several types of programs throughout the state, around 81 percent are concentrated in the five largest distance learning programs in New Mexico: CVIS, SRCS, Pecos Cyber Academy, New Mexico Connections Academy, and Albuquerque Public Schools.

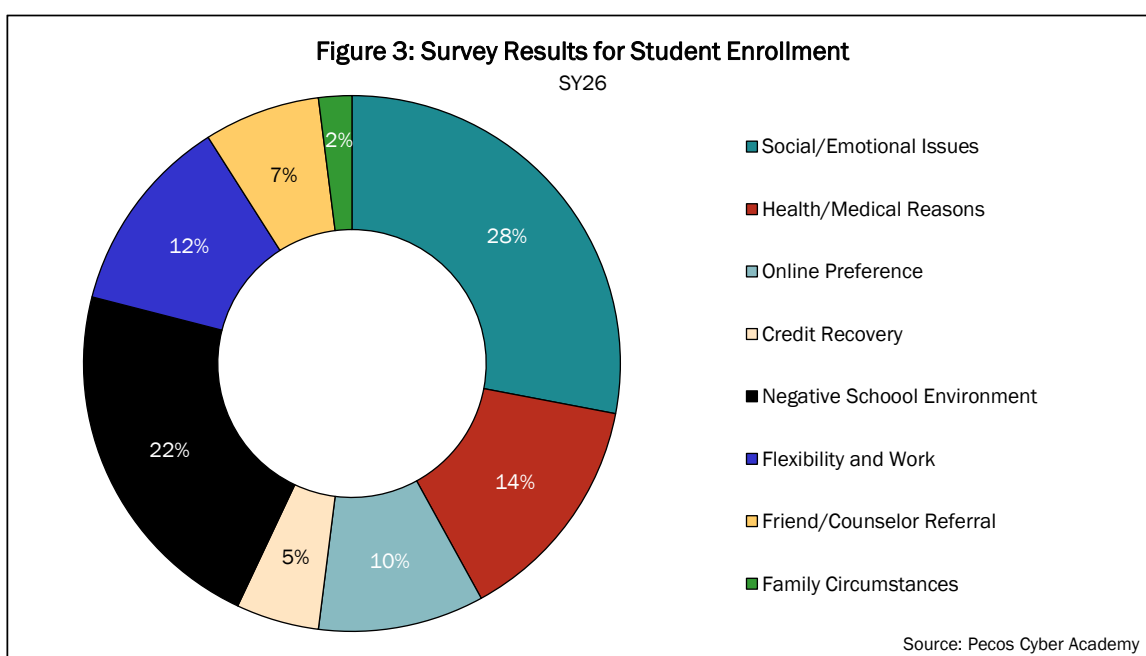
Distance learning as a proportion of enrollment also varies in school districts, with some the highest proportions concentrated in small and rural school districts (see **Appendix C: Percentage of Students Enrolled in a Distance Learning Program**). For some of these small and rural school districts, the concentration of distance learning students shows that over 25 percent of their enrollment is distance learning students, many of whom live outside of their school district’s boundaries. These concentrations of distance learning students have been reported as critical financial components of some school district’s operations, particularly micro-districts, as the funding generated for those students subsidizes programs and services for traditional in-person students.

Some larger school districts, like Rio Rancho Public Schools and the Gadsden Independent School District, also have a notable number of students living in their geographic areas that are enrolled in an out-of-district distance learning program. These large numbers of students are partly explained by these school districts not offering their own distance learning programs, but there are also many distance learning students who are not enrolled in a distance learning program hosted by their local school district or a neighboring charter school.

## Purpose and Models of Distance Learning Programs

Distance learning programs vary in their purpose and design, depending on the context of the communities they serve. Broadly, distance learning programs serve some students who experience various social emotional, environmental, or personal health challenges in an in-person environment. But even though distance learning is an important tool in addressing these students' unique and complex needs, the environment of these programs is also a challenge for some students, leading to significant rates of churn among distance learning students.

**Purpose of Distance Learning Programs.** Statute does not require a student to disclose why they are enrolling in a distance learning program. However, in SY26, Pecos Cyber Academy, a distance learning charter school, conducted a student survey to assess the reasons they chose a distance learning program (see **Figure 3: Survey Results for Student Enrollment**). The most common reasons students cited for enrolling in Pecos Cyber Academy were social emotional factors and negative school environments. These two reasons comprised about half of surveyed students and were followed by health and medical reasons, flexibility and work commitments, credit recovery, and family circumstances. It is important to note about 83 percent of students in the survey identified a specific factor that caused them to enroll in a distance learning program, whether it was the quality or environment of their prior public school, health conditions, or other personal circumstances.



Because of the complex nature of factors influencing students to enroll in distance learning, these programs often have high levels of churn, where students continuously enroll and disenroll from the programs. According to Pecos Cyber Academy, the main reasons students disenroll include a lack of social engagement, a heavy workload, the transition being too difficult, and too much screen time (see **Table 1: Primary Reasons for Distance Learning Student Disenrollment**). In SY26, Pecos Cyber Academy reports 58 percent of its students are enrolled for a full academic year, meaning there are approximately 984 students enrolled in the school who were not enrolled in the school for the full academic year.

**Table 1: Primary Reasons for Distance Learning Student Disenrollment**

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Primary Reason for Withdrawal	Percentage of Students Citing Reason
Social Reasons	26%
Overwhelming Workload	22%
Transition too Difficult	17%
Administrative Withdrawals (No Shows)	17%
Too Much Screen Time	15%

Source: Pecos Cyber Academy

**Models of Distance Learning Programs.** There are three primary models of distance learning in New Mexico, each of which is designed to meet the diverse and unique needs of different student populations. On a programmatic level, many of these programs are similar in how they elevate flexibility as a core theme of their programming. However, distance learning programs differ significantly in how they use local personnel and contractors to provide core instruction and broader support services.

**Table 2: Primary Models of Distance Learning Programs in New Mexico**

Type of Model	Description
Locally Managed and Operated	Instruction is typically provided through an online learning platform, with certified personnel employed directly by the school district or charter school also being responsible for tracking student progress or providing one-to-one support.
Third-Party Management	Instruction is exclusively provided by a third-party provider and supported by certified personnel who are not employed directly by the school district or charter school. In these programs, the school district or charter school has typically relinquished authority and responsibility for selecting, evaluating, supervising, and compensating the certified personnel providing the instruction. These programs also commonly increase their size through statewide expansion.
Distance Learning Charter Schools	Instruction is provided by charter schools that are authorized to exclusively provide distance learning instruction using certified personnel employed by the charter school.

Third-party managed distance learning programs are relatively new to New Mexico, but they typically involve a school district delegating core functions to a third-party provider, including control over the hiring, evaluation, and dismissal of employees providing instruction to public school students. In these situations, a superintendent and his or her staff are largely excluded from the day-to-day functions of their school district’s distance learning program. It is important to note these arrangements can be with either for-profit or non-profit entities, and they can also vary in whether they’re exclusively providing all core instruction to students in the program, or whether they are providing targeted support, like credit recovery. Statute prohibits these arrangements between for-profit entities and charter schools. Section 22-8B-4(R) NMSA 1978 states a charter school “shall not contract with a for-profit entity for the management of the charter school.” Statute also defines “management” as meaning “authority over the hiring, termination and day-to-day direction of a school's employees or contractors, whether they are licensed or not.” Similar prohibitions do not extend to school districts or non-profit entities.

### Third-Party Managed Programs in Chama Valley and Santa Rosa

CVIS and SRCS host a third-party managed distance learning program in partnership with Stride K-12, Inc. While the program is operated by two school districts, the program is organized as one school named Destinations Career Academy. This school is overseen by a principal employed by Stride K-12, Inc., and students in the program are assigned to each school district by the company.

The agreement with K-12 Stride, Inc, is effective through SY31 and requires the school districts to pay 95 percent of program revenues for students or staff of the distance learning program. Program revenues are defined as SEG revenue, federal funds, state-provided facility funding, and other revenues obtained on behalf of the program. In a statewide survey conducted by PED, this agreement is the only distance learning contract that does not include an explicit per-student or per-fiscal-year cost, which creates the potential for indeterminable liabilities for both the school districts and the state.

## Laws 2026, Chapter 8 (House Bill 253)

Prior to the 2026 legislative session, the only statutory language related to distance learning was the Statewide Cyber Academy Act, which allowed PED to provide distance learning courses to students in collaboration with higher education institutions. Other than the Statewide Cyber Academy Act, New Mexico has not had statutes specific to distance learning, including definitions, reporting requirements, staffing requirements, or funding mechanisms. In response to this lack of statutory guidance, the Legislature passed [Laws 2026, Chapter 8 \(House Bill 253\)](#), which created guardrails for distance learning programs, including:

- Definitions and annual reporting requirements for distance learning programs;
- A requirement that distance learning programs comply with the Public School Code;
- Requirements that distance learning programs comply with state and federal law regarding student privacy, student record confidentiality, and secure student record storage;
- A requirement that school districts and charter schools record program expenditures;
- A requirement that PED evaluate all distance learning programs by the end of SY29 and at least every five years thereafter; and
- A provision allowing PED to withhold up to 100 percent of operational funding for distance learning programs that do not comply with the Public School Code.

HB253 also included temporary and permanent revisions to the SEG, including:

- A prohibition of enrollment growth program units for some distance learning students in FY26 and FY27;
- A permanent prohibition of rural population program units for distance learning students; and
- A requirement that certain school districts calculate their FY26 program units by averaging their MEM on the first reporting dates of FY25 and FY26.

Aside from these provisions, HB253 also included a one year prohibition on the creation of a new school district, school, or school program, where more than half of students would be enrolled in a distance learning program.

### Fiscal Impact of House Bill 253

The SEG provisions of HB253 were intended to address a shortfall in the FY26 SEG distribution that was caused by distance learning programs in three school districts. As previously noted, HB253 temporarily prohibited enrollment growth program units for distance learning students and recalculated program units for some school districts. The fiscal impact of these provisions is shown in **Table 3: FY26 Impact of Laws 2026, Chapter 8 (House Bill 253) on School Districts and Charter Schools**, where the bill's fiscal impact is detailed by the three school districts that were most affected. In total, HB253 eliminated about 10.9 thousand FY26 program units, which increased the final FY26 unit value by \$75.75, to \$6,877.10.

**Table 3: FY26 Impact of Laws 2026, Chapter 8 (House Bill 253) on School Districts and Charter Schools**

	Santa Rosa	Chama Valley	Gallup-McKinley	Other
Enrollment Growth Prohibition	(\$21,231,912)	(\$21,547,419)	\$0	(\$997,798)
MEM 40-Day Averaging	\$0	\$0	(\$31,336,063)	\$0
<b>TOTAL</b>	<b>(\$21,231,912)</b>	<b>(\$21,547,419)</b>	<b>(\$31,336,063)</b>	<b>(\$997,798)</b>

Source: LESC Files

## Background of FY26 SEG Shortfall

Between SY21 and SY25, Gallup-McKinley County Schools (GMCS) operated a distance learning program, in partnership with Stride K-12, Inc., enrolling about 4 thousand students from throughout the state. In May 2025, GMCS terminated its contract with Stride K-12, Inc. after citing issues with the company's academic performance, staffing, instructional time, special education services, enrollment processes, and reporting practices and alleging conspiracy, fraud, and misinformation.

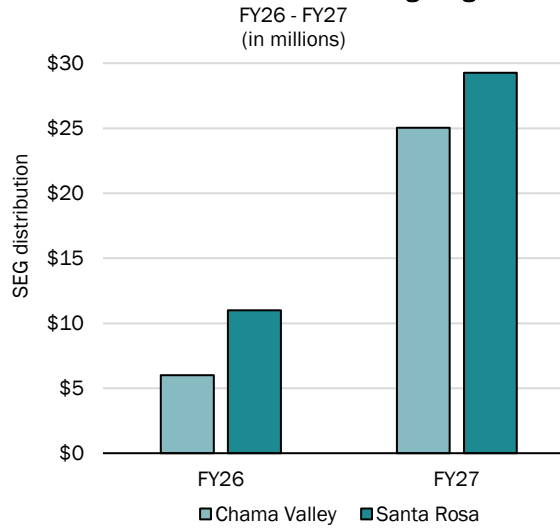
Shortly thereafter, CVIS and SRCS entered a joint agreement with Stride K-12, Inc., to operate a similar program, resulting in Destinations Career Academy (DCA), which is managed by Stride K-12, Inc., and enrolls about 3,174 students statewide. Because CVIS and SRCS only enrolled about 1,015 students before SY26, the influx of 3,174 students into DCA created 6,221 unanticipated enrollment growth program units in FY26. These unanticipated program units were in addition to the prior-year funding GMCS was receiving for the same distance learning students.

These two factors resulted in a shortfall in the FY26 SEG distribution of up to \$35 million that would have resulted in a decrease to the final unit value for FY26, absent legislative action.

**Fiscal Impact on School Districts.** HB253 eliminated \$42.8 million in FY26 enrollment growth units in CVIS and SRCS. For FY27, both school districts will see significant increases in their SEG distributions because of distance learning students (see **Figure 4: Differences in SEG Distributions as a Result of Distance Learning Programs**). Both school districts will retain little of the \$37.3 million in additional funding they will receive, however, as around 95 percent will be due to Stride K-12, Inc. This fiscal obligation does not include federal or state facility funding the school districts may receive, which are also included in the definition of program revenue.

HB253 also eliminated \$31.3 million in FY26 program units for GMCS. In April 2026, the GMCS school board was informed that the reduction in SEG funding would not have a direct impact on programming or student services in FY26.

**Figure 4: Differences in SEG Distributions as a Result of Distance Learning Programs**



## Road Ahead

HB253 requires LESC staff to lead a collaborative study of distance learning programs, with a focus on student outcomes and the costs of operating the programs. Based on these findings, LESC staff will identify policy and budget recommendations regarding distance learning programs, with a report due to LESC before November 1, 2026. As LESC staff begin this collaborative study, several key trends have already emerged from conversations with school administrators, several of which may guide the LESC's work throughout the interim.

**In-Person Support and Professional Development.** Both of New Mexico's distance learning charter schools have considered implementing in-person opportunities for their students or staff, with both entities elevating the importance of in-person collaboration for educators and supplemental in-person academic support for students.

**Verifying Student Identities.** New Mexico does not have formal processes to verify whether distance learning students are truly qualified students, which leaves the state vulnerable to the manipulation of enrollment counts. Both of New Mexico's distance learning charter schools have adopted strategies for certified staff to regularly engage with students, both to verify student identities and ensure students remain engaged in the program.

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**Access to Technological Devices and Internet.** Adequate access to high-quality distance learning is dependent on reliable access to technological devices and internet connectivity, particularly for students in rural communities and students who may not have the financial ability to acquire their own devices.

**Funding Structures and Costs.** Distance learning programs incur different expenditures than traditional in-person programs that are not accounted for in the SEG. The SEG also remains vulnerable to manipulation and destabilization by distance learning programs in ways that may require permanent changes to the formula.

As part of the study required by HB253, LESC staff will engage with school districts and charter schools to learn more about how their distance learning programs meet the diverse needs of students. These conversations will include topics related to staffing models, instructional time, and student support services, as well as how these programmatic features impact student outcomes. Using this context, LESC staff will identify best practices to inform policy and budget recommendations that ensure students receive high-quality instruction, distance learning programs are appropriately funded, and that programs remain grounded in community needs.

**Appendix A: Distance Learning Enrollment by School District and Charter School**

SY26

	<b>School District or Charter School</b>	<b>Number of Students Enrolled in a Distance Learning Program</b>	
1	ACE Leadership High School	26	1
2	Alamogordo Public Schools	22	2
3	Albuquerque Public Schools	1,264	3
4	Albuquerque Charter Academy	61	4
5	Animas Public Schools	1	5
6	Archer Academy of Accelerated Learning	31	6
7	Bloomfield Schools	34	7
8	Carlsbad Municipal Schools	120	8
9	Central Consolidated Schools	8	9
10	Cesar Chavez Community School	69	10
11	Chama Valley Independent Schools	1,585	11
12	Clovis Municipal Schools	66	12
13	Cobre Consolidated Schools	11	13
14	Deming Cesar Chavez Charter High School	2	14
15	Deming Public Schools	67	15
16	Digital Arts and Technology Academy	4	16
17	Dora Consolidated Schools	10	17
18	Dulce Independent Schools	9	18
19	Dzit Dit Lool School of Empowerment, Action and Perseverance	5	19
20	El Camino Real Academy	10	20
21	Estancia Municipal Schools	7	21
22	Gadsden Independent Schools	7	22
23	Gallup-McKinley County Schools	468	23
24	Gilbert L. Sena Charter High School	67	24
25	Gordon Bernell Charter School	5	25
26	Grady Municipal Schools	4	26
27	Grants County Schools	45	27
28	Hatch Valley Public Schools	15	28
29	Hobbs Municipal Schools	28	29
30	House Municipal Schools	11	30
31	Jemez Valley Public Schools	11	31
32	La Academia de Esperanza Charter School	41	32
33	La Academia Dolores Huerta	2	33
34	Lake Arthur Municipal Schools	77	34
35	Las Cruces Public Schools	306	35
36	Las Vegas City Public Schools	1	36
37	Logan Municipal Schools	44	37
38	Lordsburg Municipal Schools	2	38

	School District or Charter School	Number of Students Enrolled in a Distance Learning Program	
39	Los Alamos Public Schools	8	39
40	Lovington Municipal Schools	39	40
41	Magdalena Municipal Schools	2	41
42	Mark Armijo Academy	34	42
43	Mesa Vista Consolidated Schools	16	43
44	Moriarty-Edgewood Municipal Schools	57	44
45	Mosquero Schools	46	45
46	New America School-Las Cruces	41	46
47	New Mexico Connections Academy	1,508	47
48	Northpoint Charter School	3	48
49	Pecos Cyber Academy	1,616	49
50	Portales Municipal Schools	25	50
51	Quemado Independent Schools	1	51
52	Santa Fe Public Schools	19	52
53	Santa Rosa Consolidated Schools	1,589	53
54	School of Dreams Academy	12	54
55	Sendero School of Academics and Career Preparation	12	55
56	Siembra Leadership High School	41	56
57	Silver Consolidated School District	16	57
58	Socorro Consolidated Schools	2	58
59	Taos Academy	21	59
60	Tatum Municipal Schools	14	60
61	Technology Leadership High School	15	61
62	Tierra Adentro	12	62
63	Truth or Consequences Municipal Schools	24	63
64	Tucumcari Public Schools	7	64
65	Vista Grande Charter High School	1	65

Source: LESC Files

**Appendix B: Number of Students Enrolled in a Distance Learning Program by the Student's Geographic Location**

SY26

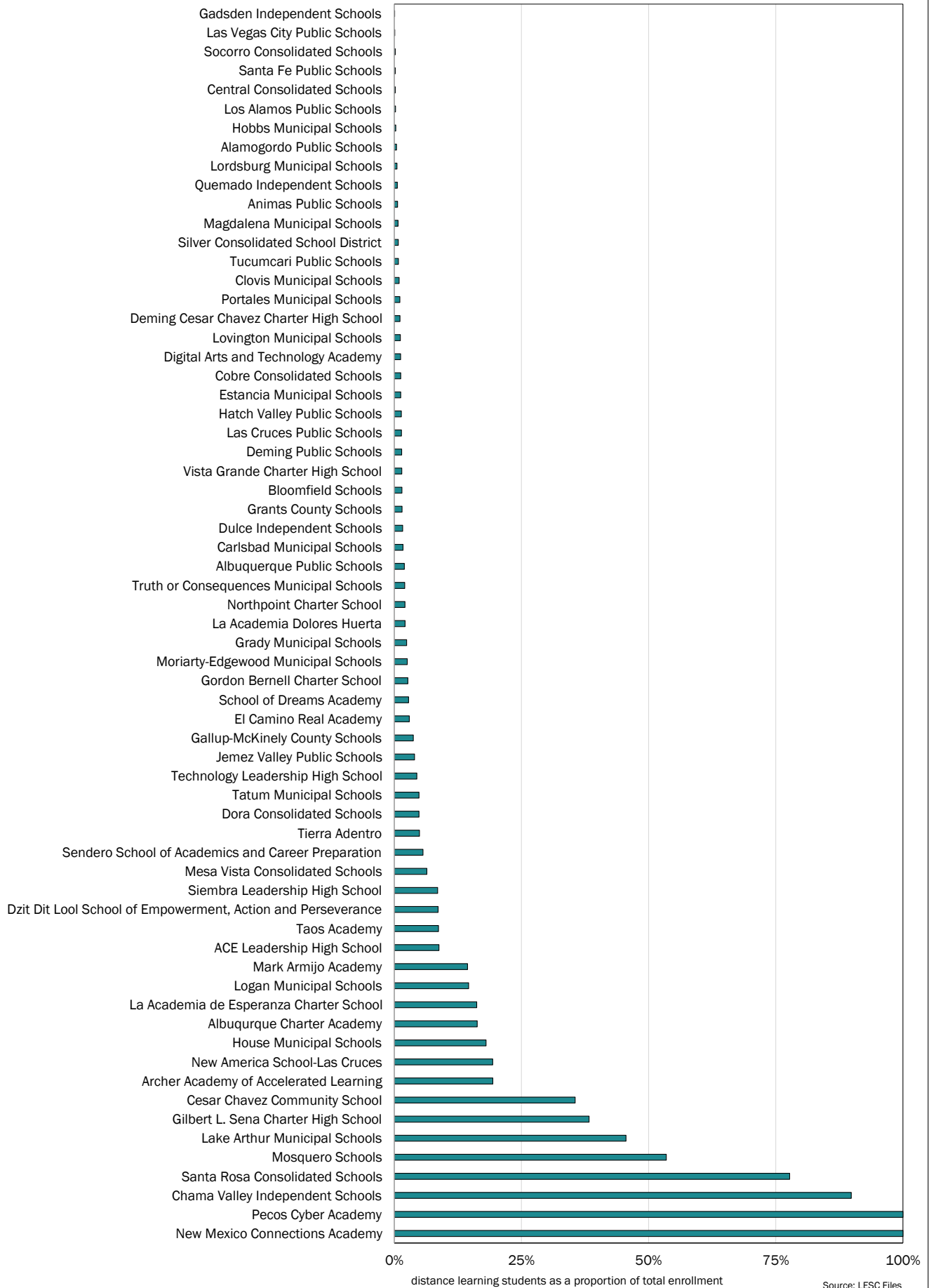
School District	Number of Distance Learning Students Living in the School District
1 Alamogordo Public Schools	232
2 Albuquerque Public Schools	2,790
3 Artesia Public Schools	127
4 Aztec Municipal Schools	87
5 Belen Consolidated Schools	160
6 Bernalillo Public Schools	43
7 Bloomfield Schools	120
8 Capitan Municipal Schools	18
9 Carlsbad Municipal Schools	296
10 Carrizozo Municipal Schools	2
11 Chama Valley Independent Schools	41
12 Cimarron Municipal Schools	11
13 Clayton Municipal Schools	5
14 Cloudcroft Municipal Schools	10
15 Clovis Municipal Schools	246
16 Corona Public Schools	3
17 Cuba Independent Schools	10
18 Deming Public Schools	120
19 Des Moines Municipal Schools	1
20 Dexter Consolidated Schools	22
21 Dulce Independent Schools	20
22 Elida Municipal Schools	1
23 Española Public Schools	143
24 Estancia Municipal Schools	18
25 Eunice Municipal Schools	11
26 Farmington Municipal Schools	287
27 Floyd Municipal Schools	2
28 Fort Sumner Municipal Schools	8
29 Gadsden Independent Schools	204
30 Gallup-McKinley County Schools	319
31 Grady Municipal Schools	1
32 Grants-Cibola County Schools	188
33 Hagerman Municipal Schools	8
34 Hatch Valley Public Schools	38
35 Hobbs Municipal Schools	374
36 Hondo Valley Public Schools	8

	<b>School District</b>	<b>Number of Distance Learning Students Living in the School District</b>	
37	House Municipal Schools	1	37
38	Jemez Mountain Public Schools	20	38
39	Las Cruces Public Schools	733	39
40	Las Vegas City Schools	111	40
41	Logan Municipal Schools	6	41
42	Lordsburg Municipal Schools	27	42
43	Los Alamos Public Schools	13	43
44	Los Lunas Schools	253	44
45	Lovington Municipal Schools	121	45
46	Magdalena Municipal Schools	6	46
47	Melrose Municipal Schools	3	47
48	Mescalero Apache Schools	10	48
49	Mora Independent Schools	39	49
50	Moriarty-Edgewood School District	147	50
51	Mosquero Municipal Schools	2	51
52	Mountainair Public Schools	5	52
53	Pecos Independent Schools	16	53
54	Penasco Independent Schools	33	54
55	Portales Municipal Schools	105	55
56	Quemado Independent Schools	8	56
57	Questa Independent Schools	9	57
58	Raton Public Schools	48	58
59	Reserve Independent Schools	14	59
60	Rio Rancho Public Schools	509	60
61	Roswell Independent Schools	279	61
62	Roy Municipal Schools	10	62
63	Ruidoso Municipal Schools	59	63
64	Santa Fe Public Schools	198	64
65	Santa Rosa Consolidated Schools	29	65
66	Silver Consolidated Schools	120	66
67	Socorro Consolidated Schools	127	67
68	Taos Municipal Schools	42	68
69	Tatum Municipal Schools	7	69
70	Truth or Consequences Municipal Schools	86	70
71	Tucumcari Public Schools	59	71
72	Tularosa Municipal Schools	21	72
73	Vaughn Municipal Schools	3	73
74	Wagon Mound Public Schools	14	74
75	Zuni Public Schools	49	75

Source: LESC Files

**Appendix C: Percentage of Students Enrolled in a Distance Learning Program**

SY26



Source: LESC Files