

The Legislature has made significant strides in increasing its investment in public education, with targeted investments in instructional time, funding for low-income students, and regionally competitive educator compensation. Several indicators suggest these investments are yielding positive outcomes for students, including a decrease in chronic absenteeism, a decrease in teacher vacancies, an increase in literacy proficiency rates, and an increase in graduation rates. However, the state is still experiencing challenges in improving outcomes among low-income students, English learners (ELs), and middle and high school students.

Lawmakers moved to address these challenges with [Laws 2025, Chapter 89 \(House Bill 63\)](#), by revising the at-risk index, creating a factor for ELs and reclassified fluent English proficient (RFEP) students, and increasing the factor for grades six through 12. These changes were paired with a \$132.9 million appropriation to the state equalization guarantee (SEG), resulting in the largest targeted investment intended for low-income students, ELs, and secondary students in the state's history.

While school districts and charter schools have discretion in how they use the resulting funding, the Legislature's intent was for the funding to be invested in additional support for the students that generate it.

This brief summarizes the impact of House Bill 63 (HB63) on the funding allocated to school districts and charter schools, identifies the accountability frameworks that could ensure funding reaches the students that generated it, and discusses the metrics that could guide future assessment of the bill's impact on student outcomes.

Key Takeaways

- The at-risk index and the English learner factor generated \$431.8 million in FY26, an increase of \$51.9 million (*Pages 2-3*).
- Interactions between SEG factors impacts funding for school districts and charter schools (*Page 4*).
- Most school districts and charter schools benefited from HB63 (*Page 5*).
- Improving the conditions in public education requires a cohesive and comprehensive strategy (*Page 8*).
- Existing accountability structures will be used to assess the long-term impact of HB63 (*Pages 9-10*).

Design, Enactment and Implementation of HB63

The SEG is a student-based funding formula that equalizes funding for public schools using factors that account for variances in the cost of serving students with different needs. Most of the funding the Legislature appropriates to the SEG is distributed through the basic program factors assigned to each grade level, with additional funding generated if students have further needs, such as those with a disability.

Background of HB63

There have been more than 80 revisions to the SEG since its inception in 1974, with the most recent changes including the creation of the K-12 Plus program and changes to the staffing cost multiplier. Each of these revisions was intended to enhance the formula's responsiveness to local needs, with a particular focus on the student groups identified in the *Martinez-Yazzie* education sufficiency lawsuit.

In alignment with the [LESC roadmap](#), the committee's long-term plan for addressing the critical gaps in New Mexico's public education system, the Legislature passed House Memorial 51 during the 2023 legislative session, requesting LESC staff complete a comprehensive review of the SEG. As part of this review, LESC staff assembled a working group that found the SEG did not fully respond to the needs of secondary students, did not recognize the differences in student demographics between charter schools, required a higher threshold for student poverty, and was too reliant on federal poverty data.

These findings informed HB63, which revised the methodology for identifying poverty, created a factor for ELs and RFEP students, and increased the factor for grades six through 12. The General Appropriation Act (GAA) of 2025 included a \$132.9 million appropriation to the SEG for HB63, including \$3.5 million for ELs and RFEP students, \$38.2 million for low-income students, and \$91.3 million for secondary students.

Revisions to the At-Risk Index

Prior to the enactment of HB63, the at-risk index included federal poverty data, ELs, and student mobility, and was determined at a geographic level, where school district and charter school data was combined to determine one at-risk index for the school district and the charter schools located within it. This approach was too reliant on federal poverty data, had inconsistent data on student mobility, and lacked differentiated funding for charter schools serving different proportions of low-income students and ELs.

To strengthen how the SEG supports low-income students and ELs, HB63 repealed the three components of the at-risk index and created a dedicated funding stream for low-income students using the methodology of the family income index (FII). The FII was initially a pilot program designed to identify poverty at a school-site level using a three-step process that matches students with their families' household income and groups them in the income categories shown in **Table 1: FII Income Level Categories**.

1. The Taxation and Revenue Department (TRD) matches students with income data on state income tax returns.
2. Students who are not matched by TRD are matched by the Health Care Authority using public benefits data.
3. Any remaining students are matched by the Public Education Department (PED) using census data.

In FY25, 69 percent of students were matched using state income tax returns, significantly reducing the SEG's reliance on federal poverty data (see **Table 2: Students Categorized in Each Step of FII Identification Process**).

After the matching process, each school district and charter school is assigned an FII, based on the percentage of their students with a household income below 130 percent of the federal poverty level. Their FII is then multiplied by 0.40 to determine their at-risk index, which is multiplied by their student membership to generate program units (see **Figure 1: FY26 At-Risk Calculation**).

It is important to note HB63 also increased the at-risk factor from 0.33 to 0.40 and increased the SEG's threshold of measuring student poverty from around 100 percent of the federal poverty line to 130 percent. As a result, for FY26, the FII identified approximately 37 percent of New Mexico's public school students in a household earning below 130 percent of the federal poverty level (see **Figure 2: Percent of Students at FII Income Levels**), resulting in 45,074 at-risk program units, or \$306.6 million at the FY26 preliminary unit value of \$6,801.35.

Table 1: FII Income Level Categories

Level	Income Category	Percentage of Federal Poverty Line
5	Above-average income (AAI)	Above 225%
4	Moderate income (MI)	186%-225%
3	Low income (LI)	131%-185%
2	Very low income (VLI)	76%-130%
1	Extremely low income (ELI)	0-75%

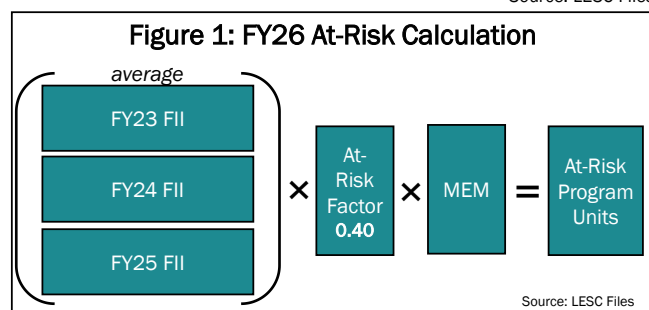
Source: LESC Files

Table 2: Students Categorized in Each Step of FII Identification Process
FY25

Stage	Income Category	Percent of Students Identified
1	Income Taxes	69%
2	Eligibility for Public Benefits	16%
3	U.S. Census	15%

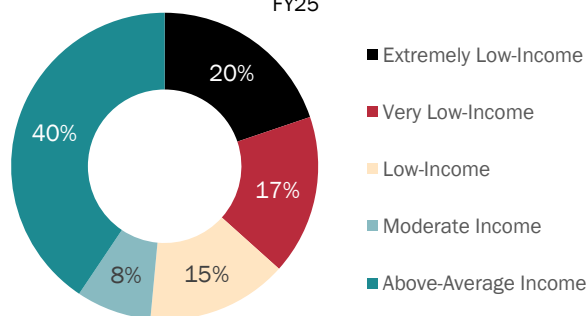
Source: LESC Files

Source: LESC Files



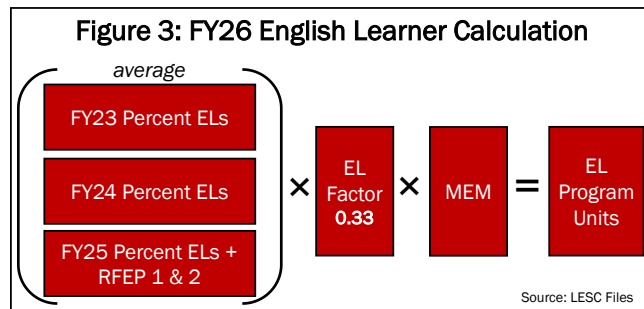
Source: LESC Files

Figure 2: Percent of Students at FII Income Levels
FY25



Creation of the English Learner Factor

The original at-risk index made it difficult for school districts and charter schools to use funding to intentionally serve ELs because they were only one of three components. At the same time, the at-risk index prevented differentiated funding from being allocated to charter schools who served greater proportions of ELs than their broader community. Finally, federal statute requires students who demonstrate fluency in English and exit EL status be monitored for two school years, yet the SEG did not provide additional funding for school districts and charter schools to serve these RFEP students.

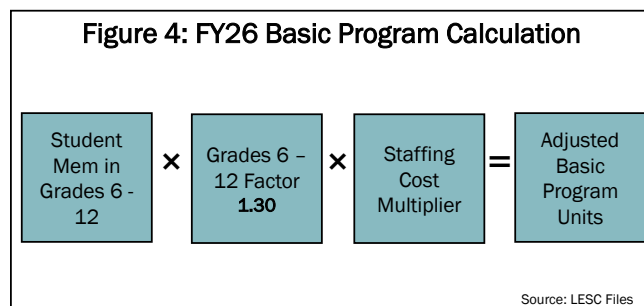


To address these concerns, HB63 created a factor for ELs and students who have exited EL status in the prior two school years, otherwise referred to as RFEP students, and created statutory language specifying where EL funding should be invested, including tutoring, out-of-school time programs, family engagement and innovative staffing models. This factor and accompanying statutory language create incentives for school districts and charter schools to be more intentional in serving ELs and ultimately exiting these students from EL status. By including RFEP students, the SEG also now incorporates outcomes-based funding, where school districts and charter schools receive additional funding for the first two school years after a student achieves fluency in English.

For FY26, there were approximately 54.5 thousand ELs and 3.2 thousand students who have exited EL status in the prior two school years, resulting in 18,413 program units, or \$125.4 million at the FY26 preliminary unit value (see **Figure 3: FY26 English Learner Calculation**).

Increase in the Secondary Factor

Secondary students are experiencing challenges across several indicators, including proficiency and graduation rates, and chronic absenteeism. Of particular concern to policymakers is middle school, where student outcomes typically begin to decline. As the needs of secondary students have evolved, including greater community expectations for career technical education (CTE) programs, secondary fine arts programs, and broader academic supports, the SEG had not been revised to account for those costs in serving secondary students, with the last revision to the secondary factor being in 1976.



To provide additional discretionary support for secondary students, HB63 increased the factor for grade six from 1.045 to 1.30 and increased the factor for grades seven through 12 from 1.25 to 1.30. This funding was intended to support a broad range of programs and services for middle and high school students, including CTE programs, secondary fine arts programs, behavioral health supports, and attendance improvement initiatives. It is important to note, however, school districts and charter schools are not required to invest their additional secondary funding on the students who generate it.

Preliminary data from PED indicate the increase to the secondary factor resulted in 13,750 additional basic program units that would have otherwise not been generated without the enactment of HB63, or approximately \$93.5 million at the FY26 preliminary unit value (see **Figure 4: FY26 Basic Program Calculation**). These preliminary estimates are influenced by a range of factors, including fluctuations in student enrollment and changes in the proportion of teachers with a level two or three license.

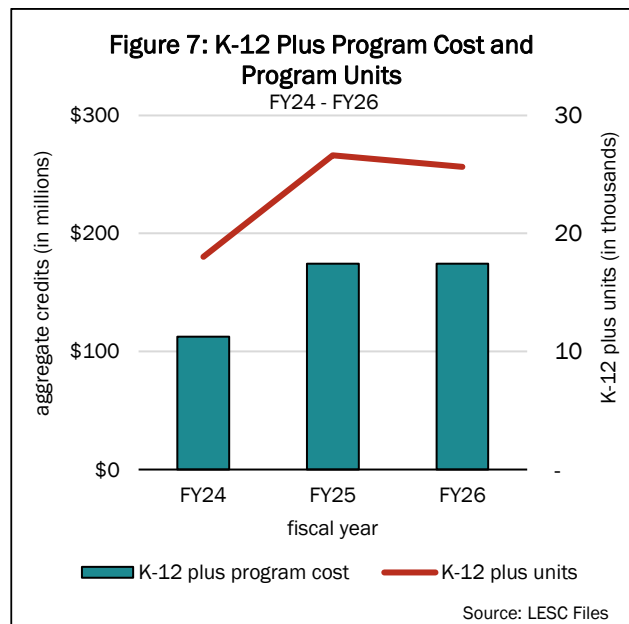
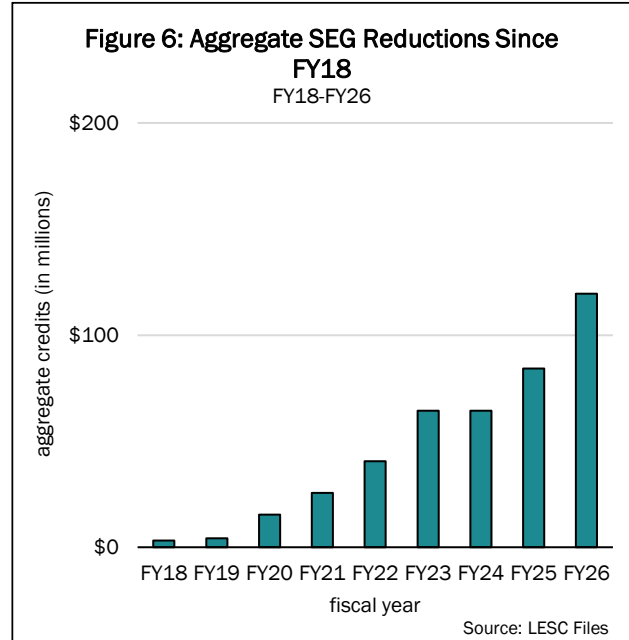
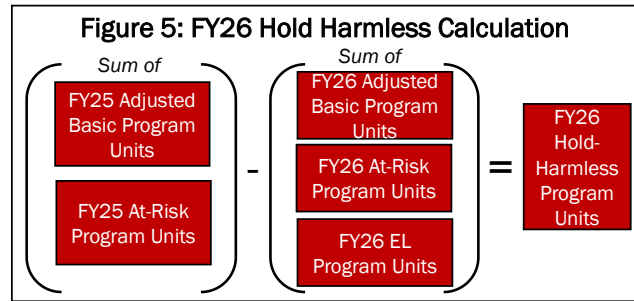
Implementation of the Hold-Harmless

Given the disruptions some charter schools may experience in the transition to their own at-risk funding, HB63 held school districts and charter schools harmless for one fiscal year (see **Figure 5: FY26 Hold Harmless Calculation**). For FY26, there were \$8.7 million in at-risk and secondary program unit reductions, exceeding the \$1 million provided for the hold-harmless in the GAA. Most of these losses were because of HB63, with enrollment declines also impacting program units.

Other factors contributed to the impact of HB63, including reductions that have historically been included in the SEG. As statewide enrollment declines, so do the number of SEG program units, which the Legislature accounts for by reducing the SEG. For FY26, the GAA included a \$35.2 million reduction, the equivalent of a \$53.28 reduction to the FY26 preliminary unit value, or 0.8 percent. The reductions have totaled \$119.6 million since FY18 (see **Figure 6: Aggregate SEG Credits Since FY18**). While these reductions partly account for cost savings associated with declining enrollment, they also make it difficult to assess the long-term impact of legislative policies.

Variability in the K-12 Plus program also impacted SEG distributions (see **Figure 7: K-12 Plus Program Cost and Program Units**). LESC staff analysis of preliminary FY26 K-12 Plus data indicates some school districts and charter schools that lost at-risk program units may have used K-12 Plus to offset those losses. To do so, they transitioned to a four-day school week, thereby reducing the number of instructional days needed to qualify for K-12 Plus from 181 to 156. For example, a charter school with a five-day week and 195 instructional days would generate 15 K-12 Plus days, but it would generate 20 K-12 Plus days if it transitioned to a four-day school week with 175 instructional days. Conversely, some school districts and charter schools that gained program units because of HB63 reduced instructional days because they no longer required additional funding.

These trends show how the interaction between SEG factors and changes in the SEG's allocation can impact funding for school districts and charter schools, which are already attempting to generate additional SEG funding, raising questions about whether there is adequate funding in the SEG.



Impact of HB63

Through an analysis of preliminary FY26 funding data, LESC staff assessed the at-risk, EL, and secondary funding changes for school districts and charter schools, engaged with schools in how they're using their additional funding, and gathered information from communities on their remaining concerns around funding. The goal of these inquiries was to assess whether HB63 enhanced the capacity of school districts and charter schools to effectively and intentionally serve the comprehensive and long-term needs of low-income students, ELs, and middle and high school students.

Total Impact

Around 70 percent of school districts and charter schools gained program units because of HB63, with an average increase in program cost of 5.4 percent and an average decrease of -4.4 percent (see **Table 3: Impact of HB63**). Of the 57 school districts and charter schools that lost at-risk and secondary program units, 43 had enrollment declines that caused the decrease in units, and 13 were charter schools serving disproportionately low numbers of low-income students and ELs.

As shown in **Table 3: Impact of HB63**, the average gain in program cost for charter schools was 8.4 percent, with an average loss of -5.9 percent. Of note, when isolating the effects of HB63, 22 charter schools saw year-over-year funding increases exceeding 10 percent, with four seeing increases exceeding 20 percent, and one seeing growth of 36 percent. The largest gains among charter schools were also concentrated in the South Valley and International District communities of Albuquerque (see **Appendix C: HB63 Impact on Charter Schools in Albuquerque**).

HB63 had a more muted impact on school districts, with an average gain of 2.7 percent and an average loss of -1.6 percent. However, most school districts saw increases in funding because of HB63 (see **Figure 8: HB63 Impact by School District**), with most program unit losses being attributable to enrollment declines.

The school districts with the largest gains in funding from HB63 are those with large concentrations of students who are between 100 and 130 percent of the federal poverty level. Under the previous at-risk index, federal poverty data largely only accounted for students below the federal poverty line. HB63 raised the poverty threshold to 130 percent of the federal poverty level, directing more funding to communities with large concentrations of students who are just above the poverty level.

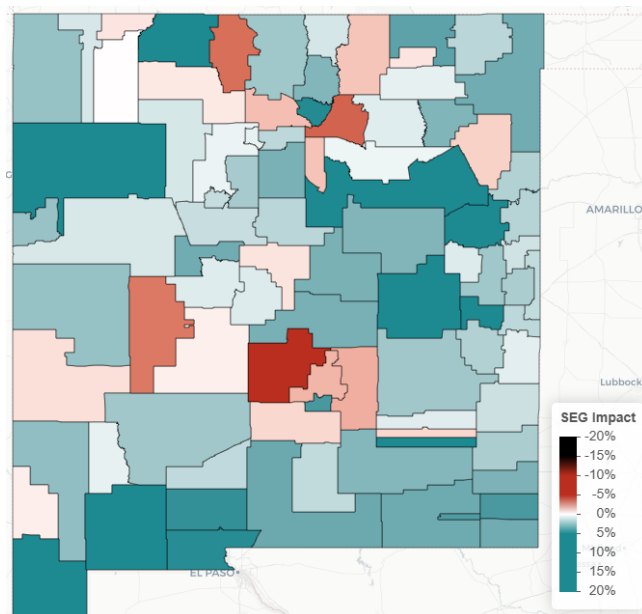
Overall, HB63 positively impacted most school districts and charter schools in the state, with losses in funding being largely limited to school districts with declining enrollment, and charter schools with disproportionately low numbers of low-income students and ELs.

Table 3: Impact of HB63

Category	School Districts	Charter Schools	Total
Changes Among Those Gaining Program Units			
At-Risk Units	62	48	110
Secondary Units	75	68	143
Total Units	69	61	130
Average Program Cost Gain	2.7%	8.4%	5.4%
Changes Among Those Losing Program Units			
At-Risk Units	27	51	78
Secondary Units	14	25	39
Total Units	20	37	57
Average Program Cost Loss	-1.6%	-5.9%	-4.4%

Source: LESC analysis of PED data

Figure 8: HB63 Impact by School District (FY26)



Source: LESC Files

At-Risk Index and English Learners

At-risk funding has significantly increased in recent fiscal years (see **Figure 9: At-Risk and English Learner Program Cost**), with the at-risk index and the EL factor generating \$431.8 million in FY26, an increase of \$51.9 million from FY25. Most of this increase is due to the SEG's increased poverty threshold, an increased at-risk factor, and site-specific at-risk and EL funding for charter schools.

HB63 increased at-risk and EL program units for approximately 59 percent of school districts and charter schools, with an average increase of 40 percent for those gaining units, and an average decrease of 30 percent for those losing units (see **Table 4: Changes to At-Risk and English Learner Funding**).

On average, school districts gained 26 percent more at-risk funding, with an average increase in per-student at-risk funding of \$263.

For charter schools, HB63 increased at-risk funding by an average of 57 percent, or \$625 per student. The charter schools most positively impacted by HB63 saw a 165 percent increase in at-risk funding and a \$1,569 increase in per-student at-risk funding. Conversely, charter schools with few low-income students and ELs saw an average loss in per-student at-risk funding of \$428.

During recent site visits, LESC staff found school districts and charter schools benefiting from the at-risk changes are investing in dual-language programs, social workers, and community liaisons. Loving Municipal Schools, for example, hired one additional bilingual teacher, a middle school bilingual education assistant, and a part-time social worker. Christine Duncan Heritage Academy used additional SEG funding for an attendance coordinator, a community liaison, an interventionist, two additional licensed teachers for middle school students, the expansion of secondary fine arts programs, and further compensation for teacher residents.

These school districts and charter schools also cited the inclusion of RFEP students in the EL factor as a significant benefit, as it provides additional funding to support these students in maintaining academic progress. Preliminary FY26 data indicates that one of the largest benefactors of this was the Gadsden Independent School District, which reported 605 RFEP students, generating \$467 thousand for those students.

For charter schools that lost at-risk program units in the transition to site-specific indicators for low-income students and ELs, common adjustments to operating budgets have included drawdowns in fund balances, restrictions on out-of-state travel, increased contributions from foundations, and changes to school calendars.

School districts and charter schools continued to cite concerns about the lack of linguistically relevant instructional materials, increasing social-emotional and academic need among low-income students and ELs, and a lack of educators with a Teaching English to Speakers of Other Languages certification.

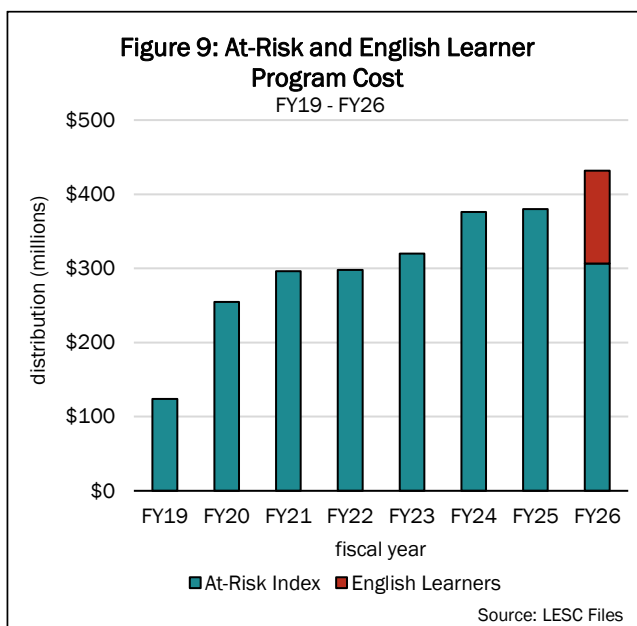


Table 4: Changes to At-Risk and English Learner Funding

Category	School Districts	Charter Schools
Changes Among Those Gaining At-Risk and EL Program Units		
Maximum Gain in At-Risk Funding	110%	165%
Average Percentage Gain in At-Risk Funding	26%	57%
Maximum Gain in At-Risk Funding PER Mem	\$681	\$1,569
Average Gain in At-Risk Funding PER Mem	\$263	\$625
Changes Among Those Losing At-Risk and EL Program Units		
Maximum Loss in At-Risk Funding	-52%	-83%
Average Percentage Loss in At-Risk Funding	-14%	-38%
Maximum Loss in At-Risk Funding PER Mem	(\$1,315)	(\$998)
Average Loss in At-Risk Funding PER Mem	(\$240)	(\$428)

Source: LESC analysis of PED data

Secondary School Supports

HB63 increased the funding generated by each sixth through 12th grade student from \$8,253 to \$8,842, an increase of \$589, or 7 percent (see **Figure 10: Inflation-Adjusted SEG Funding Per Secondary Student**). This was the second largest increase in per-student funding in recent years, following the enactment of increased minimum instructional hours and the K-12 Plus program in FY24.

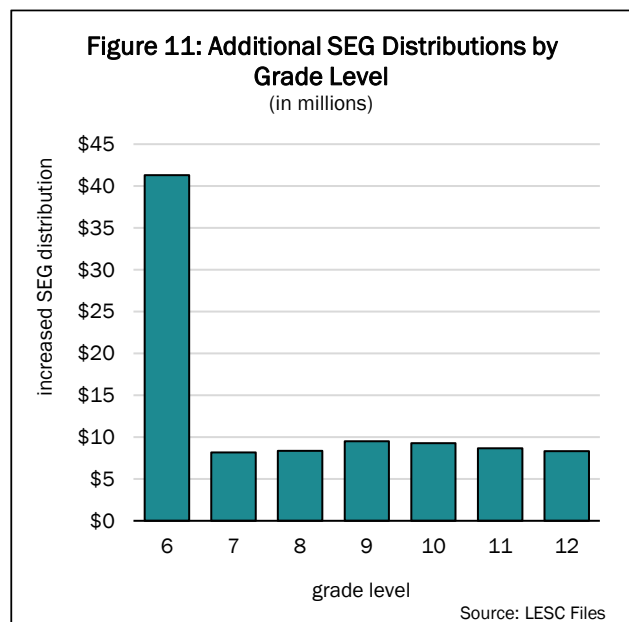
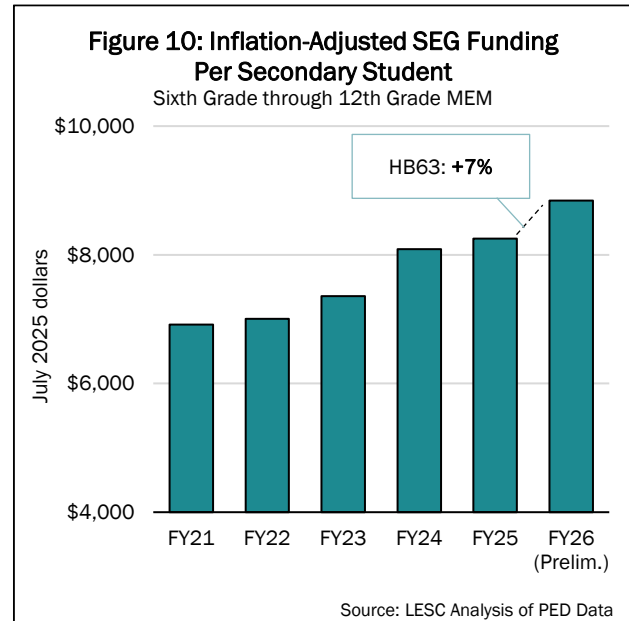
The increase in the secondary factor provides more funding for middle schools, as this is when student outcomes begin to decline. As shown in **Figure 11: Additional SEG Distributions by Grade Level**, \$41.3 million in additional funding was generated by sixth grade students, or \$1,851 per student. This funding change is critical, as sixth grade students have historically not been considered secondary students, even though most school districts and charter schools serve sixth grade students in a middle school setting.

On average, HB63 also provided an average of \$363 in additional funding for seventh through 12th grade students. However, despite this additional funding, HB63 did not increase basic programs share of all program units in the SEG, largely due to growth in at-risk, EL, and special education program units. While this suggests the SEG is allocating additional resources to students with increased needs, it also aligns with feedback received from school districts and charter schools during recent LESC site visits, where staff reported more students are requiring greater academic and socioemotional support.

HB63 alleviates the funding constraints school districts and charter schools experience in serving secondary students, many of whom are disengaged and experiencing low proficiency rates. Reengaging these students has been a legislative priority, resulting in the revision of the high school graduation requirements, the expansion of CTE programs, the introduction of literacy initiatives for secondary educators, and multi-year appropriations for attendance and math initiatives.

Increasing the secondary factor also provided additional funding to secondary charter schools that were adversely impacted by the changes to the at-risk index, some of which are achieving high rates of student proficiency through innovative programming and staffing models that could serve as examples of what an adequate and responsive public education system could look like in New Mexico. Sustaining and scaling these models, however, will require investments in the SEG that communities can flexibly use at the local level.

Recent LESC site visits suggest HB63 is supporting locally responsive programming that compliment statewide initiatives intended to reengage students at critical inflection points, including middle school CTE programs and career pathways, dual-language programs, and the elimination of school supply lists. Budgeted FY26 expenditures from the Operating Budget Management System also show positive trends, including an increase of \$8.3 million for bilingual programs, \$7.7 million for co-curricular and extracurricular activities, and \$7.1 million for vocational and technical education programs.



Local Responses to Gains in At-Risk, EL, and Secondary Funding

School districts and charter schools that gained program units because of HB63 are making strategic investments in priorities that align with their local context, including:

- Licensed teachers with bilingual endorsements;
- Education assistants for middle school students;
- Attendance coordinators;
- Social workers;
- Parent and community liaisons;
- Secondary fine arts programs;
- CTE and career pathways in middle school settings;
- Eliminating school supply lists; and
- Dual-language programs.

LESC staff will continue to monitor the implementation of HB63 to assess changes in local uses of at-risk, EL, and secondary funding.

Overall, HB63 enhanced the capacity of school districts and charter schools to serve the comprehensive and long-term needs of low-income students, ELs, and middle and high school students.

Ensuring Accountability in Effective Uses of Operational Funds

While it may take several years to identify and assess trends in how school districts and charter schools are using their additional secondary and at-risk funding, it will be important for policymakers to have a shared understanding of the accountability frameworks and metrics they will use in assessing the impact of HB63.

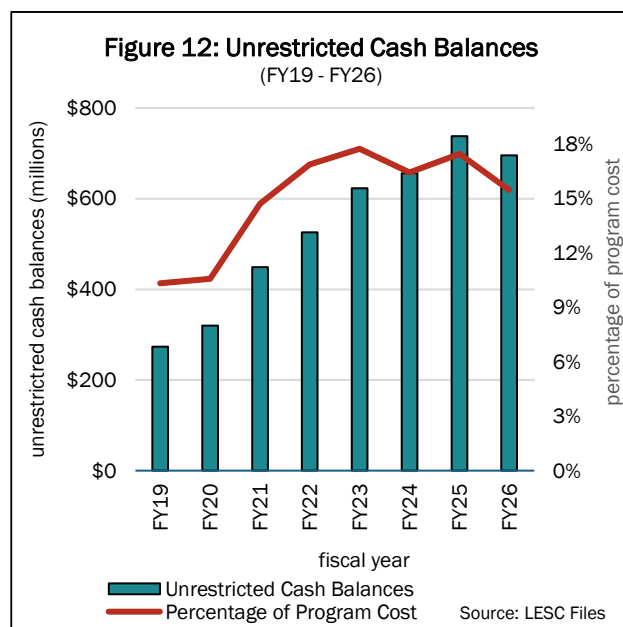
Current Conditions of Public Education

Establishing a shared understanding of the accountability frameworks and metrics that will be used in evaluating the programmatic impact of HB63 also requires a shared understanding of the current conditions of public education in New Mexico. These conditions will assist policymakers and legislative staff in assessing whether the additional secondary, at-risk, and EL funding had a measurable impact on student outcomes.

Unrestricted Cash Balances. Unrestricted cash balances held by school districts and charter schools fell by \$42.1 million in FY26, the first year-over-year decline since FY17 (see **Figure 12: Unrestricted Cash Balances**). As a percentage of program cost, unrestricted cash balances are 15 percent, their lowest level since FY21. Preventing continued increase in cash balances has been a legislative priority and their decline in FY26 suggests more of that money is being used in actively serving students.

A large proportion of unrestricted cash balances are held by a small number of school districts, with the five largest school districts representing \$232 million of the statewide total of \$696 million, or 33 percent. Unrestricted cash balances as a proportion of program cost also vary, with stated rationale from school districts and charter schools including capital outlay priorities, insurance premium payments, and the state's grant reimbursement process.

Additional efforts to address the root causes of elevated unrestricted cash balances will be a continued focus for legislative staff.



Student Proficiency Rates. Proficiency rates in reading have increased, which is partly attributable to investments in professional development, summer literacy programming, and targeted grants and staffing (see **Figure 13: Statewide Proficiency Rates**). Increasing math outcomes is also a legislative priority, with FY27 LESC budget considerations including appropriations for high-impact tutoring, professional learning, and high-quality instructional materials.

There are several key insights for these increases in proficiency rates, including the importance of a cohesive statewide approach to increasing outcomes, the role that comprehensive investments in public education play in building the conditions needed to realize increased outcomes, and the importance of sustained and targeted investments in building local capacity to achieve legislative priorities.

Enrollment Decline. New Mexico is experiencing a persistent decline in student membership, largely driven by declining birth rates and out-migration. After a peak of 332 thousand in FY16, student membership declined to 296 thousand in FY26, or 11 percent. The National Center of Education Statistics, a federal statistical agency that collects, analyzes, and reports data on the condition of public education, projects student membership may decline through FY31, when student membership may reach 267 thousand (see **Figure 14: Projected Student Membership**).

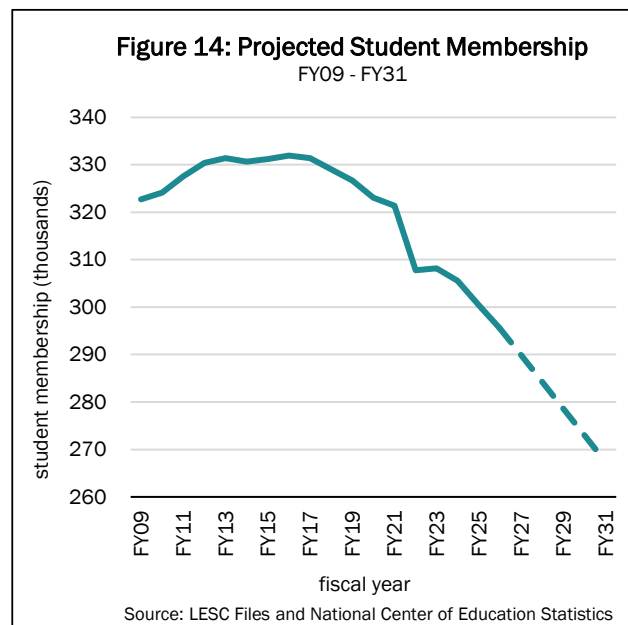
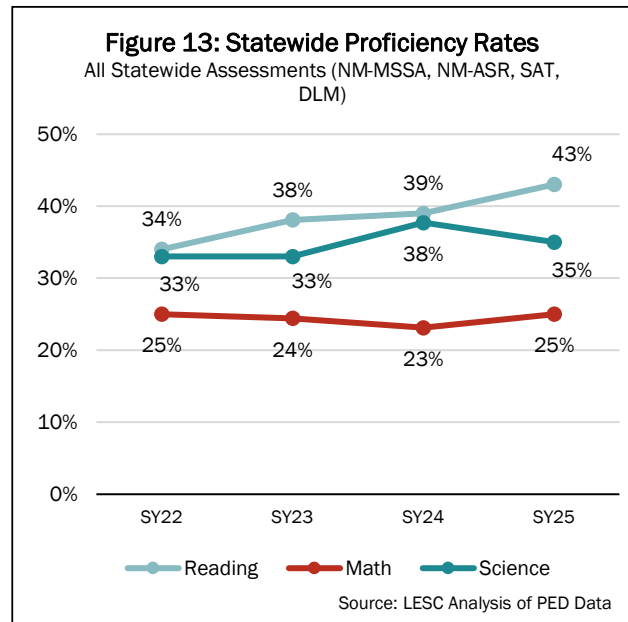
Despite these trends, New Mexico does not have a cohesive and comprehensive strategy for navigating the fiscal and programmatic impact of declining enrollment. Instead, the only mechanism for addressing these trends has been the reductions applied to the SEG that partially account for cost savings associated with declining enrollment (see **Figure 6: Aggregate SEG Credits**). This approach may not be sustainable in the long-term, particularly as some school districts are already proactively responding to declines in enrollment through school closures and revisions to staffing strategies.

Building a responsive public education system amid enrollment declines will require a cohesive and comprehensive strategy that centers strategic resource management at both the state and local levels. This will require a range of budgetary and policy actions, including the alignment of local planning processes, promoting greater intentionality at the local level in preparing for long-term challenges, and developing a shared understanding among policymakers in how to account for declining enrollment in the SEG.

Accountability Structures

There are several accountability structures currently in place that LESC staff may use in measuring the future programmatic impact of the SEG changes included in HB63.

Accreditation. [Section 22-2-2 NMSA 1978](#) requires PED to accredit public schools based on their student outcomes and staff preparation. In 2024, PED promulgated rules that establish 10 components that will be used in assessing whether a school district or charter school should be accredited, one of which requires school districts and charter schools to budget their at-risk funding on programs and services for low-income students.



This process will be a critical tool in ensuring school districts and charter schools are intentional in using at-risk funding for programs and services intended for low-income students.

Educational Plans. [Section 22-8-6 NMSA 1978](#) requires school districts and charter schools to complete an educational plan (Ed Plan) each school year, which requires certifications of special education and at-risk index funding allocations and narrative responses for how that funding will be used. With the implementation of the accreditation process, school districts and charter schools must also use their Ed Plan to inform their operating budgets. These plans will provide a preliminary insight into whether programming for low-income students and ELs is modified with the implementation of the revised at-risk index and EL factor.

Open Books. [Section 22-8-13.3 NMSA 1978](#) requires PED to establish a financial reporting system that enables the public to compare expenditures between public schools and school districts, including administrative expenditures, and those for low-income and special education students. As the provisions of HB63 are implemented in FY26, LESC staff will monitor Open Books for changes in local priorities.

Metrics for Measuring Impact of SEG Revision

Assessing the impact of HB63 will require a shared understanding among policymakers and legislative staff of the metrics that could be used in measuring how the funding is being used at the local level in improving outcomes among low-income students, ELs, and secondary students.

At-Risk Index. Approximately 37 percent of students live in a household earning below 130 percent of the federal poverty level, with a significant body of research showing a relationship between the economic conditions of a community and academic outcomes among students. As the revision to the SEG's methodology for identifying student poverty is implemented, the key indicators for assessing its impact may include the number of social workers and school counselors in public schools, proficiency rates, and school climate survey results.

English Learners. New Mexico has a large EL population as a proportion of all students, many of whom remain in EL status for several years. Those that ultimately exit EL status must then be monitored for academic progress for two school years. As the EL factor is implemented, the key indicators for assessing its impact may include the number of ELs identified across the state, the number of students who exit EL status each year, and the number of bilingual seals and other measures of language acquisition.

Secondary School Supports. Secondary students are experiencing significant challenges, with middle school typically being the point when proficiency rates decline, chronic absenteeism rises, and emotional and mental health challenges begin to develop. While the Legislature has invested significant funding in improving the secondary experience, such as through CTE programs, many public schools continue to struggle in increasing student engagement. As the increase to the secondary factor is implemented, the key indicators for assessing its impact may include the number of CTE completers, the number of CTE participants, high school graduation rates, proficiency rates among secondary students, chronic absenteeism rates, and school climate survey results.

Policy Considerations and Recommendations

While assessing the impact of HB63 on student outcomes and educator wellbeing may require several years of implementation, achieving positive results from the SEG revision will require consistent funding that is invested in evidence-based programming for the students that generated it.

The Legislature should...

- Pause the use of credits in the SEG for FY27 and require LESC, the Legislative Finance Committee, and PED staff to collaborate on a shared approach to accounting for declines in enrollment in Fiscal Year 2028 and subsequent fiscal years.
- Study innovative programming and staffing models that could serve as examples of what an adequate and responsive public education system could look like in New Mexico and how flexible funding in the SEG could sustain and scale those programs.
- Continue monitoring the programmatic and fiscal impact of HB63 using the accountability structures currently in place, including accreditation and Ed Plans.

The Public Education Department should...

- Review programs and services available to ELs and students who have exited EL status in the prior two school years to ensure funding from the EL factor is being used to support evidence-based practices.

Appendix A: Total Impact of HB63

FY26

School District or Charter School	Funding Change for Grades 6 - 12	Funding Change for At-Risk and English Learners	Total Funding Change at the Preliminary FY26 Unit Value	Total Funding Change as a Percentage of FY25 Program Cost	
1 Alamogordo	\$1,175,341	\$1,061,310	\$2,236,651	3.6%	1
2 Albuquerque	\$8,339,618	\$4,777,309	\$13,116,927	1.4%	2
3 Animas	\$137,448	\$33,524	\$170,972	5.2%	3
4 Artesia	\$882,849	\$484,827	\$1,367,677	3.0%	4
5 Aztec	\$276,196	\$472,293	\$196,097	-0.6%	5
6 Belen	\$283,848	\$106,734	\$390,581	0.8%	6
7 Bernalillo	\$250,215	\$658,357	\$908,572	2.2%	7
8 Bloomfield	\$219,527	\$233,756	\$14,228	-0.0%	8
9 Capitan	\$79,671	\$64,783	\$144,454	-1.8%	9
10 Carlsbad	\$2,340,256	\$794,976	\$3,135,232	3.5%	10
11 Carrizozo	\$130,817	\$79,923	\$210,740	-5.3%	11
12 Central Cons.	\$1,969,759	\$349,610	\$1,620,150	2.6%	12
13 Chama	\$185,772	\$36,129	\$221,901	-3.6%	13
14 Cimarron	\$59,920	\$26,178	\$86,098	-1.4%	14
15 Clayton	\$237,816	\$3,115	\$240,931	3.5%	15
16 Cloudcroft	\$98,851	\$17,996	\$116,847	1.5%	16
17 Clovis	\$1,330,358	\$526,023	\$1,856,381	2.1%	17
18 Cobre Cons.	\$29,797	\$68,299	\$98,096	0.6%	18
19 Corona	\$45,317	\$50,500	\$95,817	3.3%	19
20 Cuba	\$142,196	\$18,003	\$124,193	1.0%	20
21 Deming	\$805,191	\$2,544,922	\$3,350,114	5.1%	21
22 Des Moines	\$14,528	\$36,823	\$51,350	1.7%	22
23 Dexter	\$10,311	\$87,969	\$98,280	0.8%	23
24 Dora	\$5,121	\$23,186	\$28,307	0.7%	24
25 Dulce	\$210,543	\$341,666	\$552,208	5.9%	25

Appendix A: Total Impact of HB63

FY26

School District or Charter School	Funding Change for Grades 6 - 12	Funding Change for At-Risk and English Learners	Total Funding Change at the Preliminary FY26 Unit Value	Total Funding Change as a Percentage of FY25 Program Cost	
26 Elida	\$5,978	\$56,676	\$62,654	1.9%	26
27 Espanola	\$195,416	\$424,384	\$619,800	-1.6%	27
28 Estancia	\$95,301	\$166,511	\$71,210	-0.7%	28
29 Eunice	\$380,794	\$56,281	\$437,075	4.3%	29
30 Farmington	\$771,382	\$515,440	\$1,286,822	1.0%	30
31 Floyd	\$85,296	\$135,442	\$220,738	5.5%	31
32 Ft Sumner	\$155,731	\$124,131	\$279,862	5.7%	32
33 Gadsden	\$2,571,216	\$5,550,092	\$8,121,308	4.9%	33
34 Gallup-Mckinley	\$9,520,713	\$1,394,202	\$10,914,915	6.3%	34
35 Grady	\$8,162	\$32,810	\$40,971	1.2%	35
36 Grants	\$884,699	\$463,199	\$421,500	1.0%	36
37 Hagerman	\$17,486	\$86,384	\$68,898	-1.0%	37
38 Hatch	\$114,222	\$396,315	\$282,093	1.6%	38
39 Hobbs	\$2,530,367	\$1,562,637	\$4,093,005	3.2%	39
40 Hondo	\$105,693	\$39,298	\$66,395	-2.0%	40
41 House	\$33,197	\$12,317	\$20,880	0.8%	41
42 Jal	\$217,208	\$86,799	\$304,007	3.5%	42
43 Jemez Mountain	\$10,821	\$32,510	\$21,690	-0.5%	43
44 Jemez Valley	\$136,476	\$105,945	\$30,531	0.5%	44
45 Lake Arthur	\$224,805	\$20,016	\$244,821	6.3%	45
46 Las Cruces	\$5,919,024	\$7,832,271	\$13,751,296	4.7%	46
47 Las Vegas City	\$221,636	\$152,935	\$68,700	0.4%	47
48 Logan	\$29,538	\$72,550	\$102,088	1.9%	48
49 Lordsburg	\$51,881	\$21,132	\$30,749	-0.4%	49
50 Los Alamos	\$406,612	\$129,436	\$277,175	0.6%	50

Appendix A: Total Impact of HB63

FY26

School District or Charter School	Funding Change for Grades 6 - 12	Funding Change for At-Risk and English Learners	Total Funding Change at the Preliminary FY26 Unit Value	Total Funding Change as a Percentage of FY25 Program Cost	
51 Los Lunas	\$1,942,826	\$1,608,302	\$3,551,128	3.5%	51
52 Loving	\$329,015	\$149,276	\$478,291	4.2%	52
53 Lovington	\$382,365	\$686,794	\$1,069,159	2.1%	53
54 Magdalena	\$198,484	\$398,607	\$200,123	-3.3%	54
55 Maxwell	\$45,862	\$28,470	\$17,391	-0.6%	55
56 Melrose	\$69,884	\$49,500	\$119,384	2.3%	56
57 Mesa Vista	\$177,182	\$60,954	\$116,228	2.3%	57
58 Mora	\$248,290	\$27,892	\$276,182	-3.8%	58
59 Moriarty-Edgewood	\$296,335	\$230,749	\$527,084	1.7%	59
60 Mosquero	\$80,657	\$49,371	\$31,286	-1.1%	60
61 Mountainair	\$10,556	\$22,376	\$32,932	0.8%	61
62 Pecos	\$142,699	\$26,804	\$115,895	-1.5%	62
63 Penasco	\$272,748	\$1,857	\$274,605	4.9%	63
64 Pojoaque	\$34,020	\$312,570	\$346,590	1.6%	64
65 Portales	\$377,040	\$163,552	\$540,592	1.6%	65
66 Quemado	\$74,767	\$22,785	\$97,552	2.6%	66
67 Questa	\$87,044	\$24,771	\$62,273	1.1%	67
68 Raton	\$182,807	\$250,337	\$433,144	3.9%	68
69 Reserve	\$22,921	\$43,318	\$20,397	-0.8%	69
70 Rio Rancho	\$3,389,120	\$333,960	\$3,055,160	1.4%	70
71 Roswell	\$2,497,279	\$248,127	\$2,745,406	2.3%	71
72 Roy	\$38,400	\$31,184	\$69,585	3.1%	72
73 Ruidoso	\$575,938	\$341,584	\$917,523	4.4%	73
74 San Jon	\$1,068	\$50,194	\$51,262	1.8%	74
75 Santa Fe	\$55,955	\$4,622,517	\$4,566,562	3.3%	75

Appendix A: Total Impact of HB63

FY26

School District or Charter School	Funding Change for Grades 6 - 12	Funding Change for At-Risk and English Learners	Total Funding Change at the Preliminary FY26 Unit Value	Total Funding Change as a Percentage of FY25 Program Cost	
76 Santa Rosa	\$130,062	\$193,764	\$323,826	3.1%	76
77 Silver City	\$238,129	\$542,000	\$780,128	2.7%	77
78 Socorro	\$173,679	\$104,353	\$69,326	-0.4%	78
79 Springer	\$36,285	\$17,010	\$19,275	0.6%	79
80 Taos	\$421,765	\$356,268	\$778,034	3.0%	80
81 Tatum	\$99,830	\$26,369	\$73,461	1.3%	81
82 Texico	\$66,395	\$57,050	\$123,445	1.5%	82
83 Truth Or Cons.	\$202,082	\$191,281	\$393,363	2.3%	83
84 Tucumcari	\$566,654	\$208,393	\$775,048	6.4%	84
85 Tularosa	\$100,191	\$254,153	\$153,962	-1.0%	85
86 Vaughn	\$57,873	\$23,900	\$81,773	3.3%	86
87 Wagon Mound	\$24,138	\$6,733	\$17,405	0.8%	87
88 West Las Vegas	\$959,718	\$868,519	\$1,828,237	8.8%	88
89 Zuni	\$224,383	\$234,830	\$459,214	2.5%	89
90 Charter Schools					90
91 21st Century Public Academy	\$11,494	\$161,491	\$149,997	-3.4%	91
92 Abq Charter Academy	\$32,783	\$60,124	\$92,906	1.7%	92
93 Abq School Of Excellence	\$814,652	\$37,482	\$777,170	6.5%	93
94 Abq Sign Language Academy	\$88,336	\$11,426	\$99,762	1.8%	94
95 Academy For Technology & Classics	\$225,322	\$201,708	\$23,614	0.5%	95
96 Ace Leadership High School	\$334,286	\$191,676	\$525,962	12.7%	96
97 Aces Technical Charter School	\$44,413	\$41,679	\$2,734	0.1%	97
98 Albuquerque Aviation Academy	\$380,121	\$171,904	\$208,217	5.5%	98
99 Albuquerque Bilingual Academy	\$270,116	\$318,174	\$48,058	0.9%	99
100 Albuquerque Collegiate Charter School	\$203,360	\$138,285	\$341,645	12.5%	100

Appendix A: Total Impact of HB63

FY26

School District or Charter School	Funding Change for Grades 6 - 12	Funding Change for At-Risk and English Learners	Total Funding Change at the Preliminary FY26 Unit Value	Total Funding Change as a Percentage of FY25 Program Cost	
101 Albuquerque Institute Of Math & Science	\$138,333	\$300,626	\$162,294	-4.2%	101
102 Aldo Leopold Charter	\$115,453	\$45,923	\$161,376	6.0%	102
103 Alice King Community School	\$18,908	\$286,099	\$305,007	-5.0%	103
104 Alma D'Arte Charter	\$568,838	\$53,581	\$622,419	-42.0%	104
105 Altura Preparatory School	\$0	\$198,341	\$198,341	-6.9%	105
106 Amy Biehl Charter High School	\$130,593	\$85,303	\$215,895	-6.4%	106
107 Anansi Charter School	\$32,762	\$59,240	\$26,478	-0.9%	107
108 Cesar Chavez Community School	\$69,619	\$188,540	\$258,159	10.2%	108
109 Christine Duncan Heritage Academy	\$273,782	\$841,436	\$1,115,217	15.3%	109
110 Cien Aguas International	\$106,251	\$198,348	\$304,598	5.3%	110
111 Coral Community Charter	\$0	\$65,660	\$65,660	-2.2%	111
112 Corrales International	\$40,216	\$107,985	\$148,201	-4.2%	112
113 Cottonwood Classical Prep	\$834,390	\$817,359	\$17,031	0.2%	113
114 Cottonwood Valley Charter	\$75,339	\$74,543	\$796	0.0%	114
115 Deap	\$50,874	\$31,307	\$82,181	11.0%	115
116 Deming Cesar Chavez	\$240,298	\$132,361	\$372,660	16.9%	116
117 Digital Arts And Technology Academy	\$14,283	\$202,327	\$216,609	-5.4%	117
118 Dream Dine	\$0	\$20,901	\$20,901	-6.0%	118
119 East Mountain High School	\$197,912	\$373,333	\$175,420	-3.0%	119
120 El Camino Real Academy	\$184,806	\$406,762	\$591,568	13.1%	120
121 Equip Academy	-	-	-	-	121
122 Estancia Valley Classical Academy	\$15,317	\$297,661	\$312,978	-4.4%	122
123 Explore Academy	\$1,103,138	\$1,109,525	\$6,386	-0.0%	123
124 Explore Academy - Las Cruces	\$539,089	\$184,344	\$723,432	9.4%	124
125 Explore Academy - Rio Rancho	\$744,442	\$57,029	\$801,471	15.0%	125

Appendix A: Total Impact of HB63

FY26

School District or Charter School	Funding Change for Grades 6 - 12	Funding Change for At-Risk and English Learners	Total Funding Change at the Preliminary FY26 Unit Value	Total Funding Change as a Percentage of FY25 Program Cost	
126 Gilbert L Sena Charter Hs	\$250,902	\$118,996	\$369,898	14.2%	126
127 Gordon Bernell Charter	\$13,718	\$44,039	\$57,757	2.0%	127
128 Health Leadership High School	\$29,008	\$196,335	\$225,342	7.9%	128
129 Horizon Academy West	\$0	\$307,945	\$307,945	-5.2%	129
130 Hozho Academy	\$736,525	\$441,571	\$294,954	2.7%	130
131 International School At Mesa Del Sol	\$346,685	\$161,110	\$507,796	-10.6%	131
132 J Paul Taylor Academy	\$32,232	\$61,892	\$29,661	-1.1%	132
133 Jefferson Montessori Academy	\$66,252	\$47,779	\$114,031	-4.4%	133
134 La Academia De Esperanza	\$232,844	\$335,103	\$567,947	17.1%	134
135 La Academia Dolores Huerta	\$177,107	\$143,427	\$320,534	24.4%	135
136 Los Puentes Charter	\$572,034	\$152,065	\$724,099	36.1%	136
137 Mark Armijo Academy	\$216,283	\$269,857	\$486,140	15.8%	137
138 Mccurdy Charter School	\$252,541	\$280,855	\$28,314	-0.4%	138
139 Middle College High School	\$58,424	\$123,961	\$65,538	-3.1%	139
140 Mission Achievement And Success	\$885,855	\$1,141,015	\$2,026,870	8.5%	140
141 Monte Del Sol Charter	\$413,842	\$134,034	\$547,876	10.9%	141
142 Montessori Of The Rio Grande	\$0	\$201,878	\$201,878	-6.7%	142
143 Moreno Valley High	\$10,739	\$1,993	\$8,747	0.8%	143
144 Mosaic Academy Charter	\$34,122	\$71,135	\$105,258	-4.1%	144
145 Mountain Mahogany Community School	\$159,383	\$100,027	\$59,355	1.8%	145
146 Native American Community Academy	\$24,566	\$37,537	\$12,970	0.2%	146
147 New America School	\$330,036	\$114,834	\$215,202	-9.6%	147
148 New America School - Las Cruces	\$327,145	\$240,060	\$567,205	20.8%	148
149 New Mexico Academy For The Media Arts	\$76,563	\$71,849	\$148,412	-8.2%	149
150 New Mexico Connections Academy	\$2,062,333	\$102,374	\$1,959,959	10.6%	150

Appendix A: Total Impact of HB63

FY26

School District or Charter School	Funding Change for Grades 6 - 12	Funding Change for At-Risk and English Learners	Total Funding Change at the Preliminary FY26 Unit Value	Total Funding Change as a Percentage of FY25 Program Cost
151 New Mexico International School	\$302,837	\$327,193	\$24,356	-0.4%
152 Nm School For The Arts	\$33,469	\$179,549	\$213,018	-5.5%
153 North Valley Academy	\$65,109	\$79,501	\$144,610	-4.6%
154 Northpoint Charter School	\$126,396	\$76,549	\$49,847	2.7%
155 Pecos Cyber Academy	\$1,617,885	\$260,859	\$1,878,744	7.6%
156 Public Academy For Performing Arts	\$438,551	\$295,913	\$142,638	2.8%
157 Raices Del Saber Xinachtli Community	\$0	\$73,781	\$73,781	4.4%
158 Red River Valley Charter School	\$29,239	\$748	\$29,987	-2.0%
159 Renaissance Academy Charter School	\$296,961	\$96,552	\$393,513	-19.4%
160 Rio Gallinas School	\$72,489	\$71,394	\$1,095	-0.1%
161 Rio Grande Academy Of Fine Arts	\$291,417	\$122,608	\$414,025	16.6%
162 Robert F. Kennedy Charter	\$108,420	\$168,796	\$60,376	1.3%
163 Roots & Wings Community	\$9,032	\$10,324	\$1,292	-0.1%
164 Sacramento School Of Engineering And Science	-	-	-	-
165 San Diego Riverside Charter	\$7,760	\$36,258	\$28,498	2.6%
166 Sandoval Academy Of Bilingual Education	\$2,748	\$79,120	\$76,372	2.7%
167 School Of Dreams Academy	\$133,368	\$47,072	\$180,440	-2.2%
168 Sendero School Of Academics And Career Preparation	\$354,826	\$196,790	\$551,617	19.7%
169 Sidney Gutierrez Middle	\$99,102	\$204,517	\$105,414	-4.4%
170 Siembra Leadership High School	\$988,066	\$238,197	\$1,226,263	19.5%
171 Six Directions Indigenous School	\$36,877	\$20,615	\$16,262	2.0%
172 Solare Collegiate Charter School	\$115,888	\$155,452	\$271,340	6.4%
173 South Valley Academy	\$366,627	\$649,236	\$1,015,863	12.1%
174 South Valley Prep	\$88,241	\$72,645	\$160,886	8.5%
175 Sun Mountain Community School	-	-	-	-

Appendix A: Total Impact of HB63

FY26

School District or Charter School	Funding Change for Grades 6 - 12	Funding Change for At-Risk and English Learners	Total Funding Change at the Preliminary FY26 Unit Value	Total Funding Change as a Percentage of FY25 Program Cost
176 Taos Academy	\$60,763	\$46,229	\$14,534	0.3%
177 Taos Integrated School Of Arts	\$153,540	\$15,201	\$138,339	5.0%
178 Taos International School	\$36,244	\$63,212	\$26,967	1.1%
179 Taos Municipal Charter	\$53,418	\$69,115	\$15,698	-0.5%
180 Technology Leadership High School	\$451,521	\$245,583	\$697,104	16.7%
181 The Alb Talent Development Charter	\$62,423	\$67,320	\$129,743	7.6%
182 The Ask Academy	\$198,246	\$225,859	\$27,613	-0.4%
183 The Great Academy	\$343,135	\$9,025	\$352,160	-26.5%
184 The Masters Program	\$149,256	\$47,188	\$102,068	2.9%
185 The Montessori Academy	\$173,829	\$361,179	\$187,350	-3.5%
186 Thrive Community School	\$266,708	\$99,796	\$366,504	8.4%
187 Tierra Adentro	\$113,671	\$47,487	\$161,158	4.8%
188 Tierra Encantada Charter School	\$115,351	\$128,580	\$243,930	6.4%
189 Turquoise Trail Charter School	\$3,353	\$88,159	\$84,806	1.1%
190 Vista Grande High School	\$11,542	\$12,419	\$23,961	1.7%
191 Voz Collegiate Preparatory Charter School	\$373,870	\$114,065	\$487,936	24.5%
192 Walatowa Charter High	\$42,393	\$22,077	\$64,470	7.0%

Notes: These changes in funding are limited to those for secondary students, at-risk students, and English learners, may be partially a result of fluctuations in student enrollment, do not include changes in other SEG factors, and do not represent the total change in funding a school district or charter school may have received in FY26.

Source: LESC Analysis of PED Data

Appendix B: Changes in At-Risk and English Learner Funding

FY26

School District or Charter School	Student Poverty		English Learners		Total At-Risk and EL Gain or Loss at the Preliminary FY26 Unit Value	Gain or Loss as a Percentage of FY25 Program Cost
	FY25 Low-Income Rate	FY26 Low-Income Rate	FY25 EL Rate	FY26 EL & Reclassified Fluent English Proficient Rate		
1 Alamogordo	27.4%	38.3%	3.7%	4.3%	\$1,061,310	1.7%
2 Albuquerque	21.9%	34.5%	19.6%	21.2%	\$4,777,309	0.5%
3 Animas	22.1%	41.0%	10.4%	9.7%	\$33,524	1.0%
4 Artesia	17.1%	29.3%	8.8%	9.8%	\$484,827	1.1%
5 Aztec	29.7%	35.5%	5.4%	6.2%	\$472,293	-1.5%
6 Belen	32.5%	45.0%	13.7%	14.8%	\$106,734	0.2%
7 Bernalillo	28.5%	44.5%	33.6%	34.1%	\$658,357	1.6%
8 Bloomfield	40.8%	46.0%	10.9%	13.6%	\$233,756	-0.7%
9 Capitan	28.7%	36.5%	0.7%	0.7%	\$64,783	-0.8%
10 Carlsbad	14.3%	28.5%	11.9%	14.8%	\$794,976	0.9%
11 Carrizozo	53.2%	49.3%	0.6%	2.1%	\$79,923	-2.0%
12 Central Cons.	44.4%	51.8%	34.9%	35.5%	\$349,610	-0.6%
13 Chama	28.4%	33.3%	17.2%	19.7%	\$36,129	-0.6%
14 Cimarron	19.5%	31.5%	3.9%	3.4%	\$26,178	-0.4%
15 Clayton	38.8%	44.0%	4.6%	4.2%	\$3,115	0.0%
16 Cloudcroft	23.9%	35.0%	0.7%	0.8%	\$17,996	0.2%
17 Clovis	26.0%	43.0%	14.7%	15.4%	\$526,023	0.6%
18 Cobre Cons.	27.5%	40.5%	6.9%	7.5%	\$68,299	0.4%
19 Corona	19.2%	38.0%	0.0%	0.0%	\$50,500	1.7%
20 Cuba	49.7%	56.5%	41.0%	40.5%	\$18,003	-0.1%
21 Deming	31.5%	55.0%	42.6%	46.3%	\$2,544,922	3.9%
22 Des Moines	11.9%	26.8%	1.1%	1.1%	\$36,823	1.2%

Appendix B: Changes in At-Risk and English Learner Funding

FY26

	School District or Charter School	Student Poverty		English Learners		Total At-Risk and EL Gain or Loss at the Preliminary FY26 Unit Value	Gain or Loss as a Percentage of FY25 Program Cost	
		FY25 Low-Income Rate	FY26 Low-Income Rate	FY25 EL Rate	FY26 EL & Reclassified Fluent English Proficient Rate			
23	Dexter	27.1%	38.8%	23.5%	24.6%	\$87,969	0.7%	23
24	Dora	12.5%	25.0%	8.2%	7.2%	\$23,186	0.6%	24
25	Dulce	40.3%	65.5%	19.7%	22.0%	\$341,666	3.6%	25
26	Elida	9.8%	35.3%	0.5%	0.9%	\$56,676	1.7%	26
27	Espanola	41.5%	40.0%	21.3%	23.2%	\$424,384	-1.1%	27
28	Estancia	30.8%	43.5%	4.9%	6.2%	\$166,511	-1.5%	28
29	Eunice	17.0%	26.0%	9.6%	9.5%	\$56,281	0.6%	29
30	Farmington	24.4%	37.8%	11.8%	12.9%	\$515,440	0.4%	30
31	Floyd	8.3%	45.8%	19.5%	16.0%	\$135,442	3.4%	31
32	Ft Sumner	33.4%	51.3%	3.8%	3.3%	\$124,131	2.5%	32
33	Gadsden	41.2%	59.5%	43.7%	47.5%	\$5,550,092	3.3%	33
34	Gallup-Mckinley	40.7%	54.3%	30.8%	28.4%	\$1,394,202	0.8%	34
35	Grady	6.2%	23.3%	1.8%	1.4%	\$32,810	0.9%	35
36	Grants	46.5%	47.5%	11.7%	10.7%	\$463,199	-1.1%	36
37	Hagerman	34.7%	37.3%	26.7%	25.8%	\$86,384	-1.2%	37
38	Hatch	33.8%	51.5%	52.7%	54.3%	\$396,315	2.2%	38
39	Hobbs	19.8%	36.0%	21.8%	22.9%	\$1,562,637	1.2%	39
40	Hondo	24.1%	47.8%	16.5%	17.5%	\$39,298	1.2%	40
41	House	15.2%	35.0%	0.0%	3.2%	\$12,317	-0.5%	41
42	Jal	19.3%	27.0%	13.6%	16.0%	\$86,799	1.0%	42
43	Jemez Mountain	43.5%	51.8%	19.5%	17.1%	\$32,510	-0.8%	43
44	Jemez Valley	37.5%	39.8%	29.9%	31.5%	\$105,945	-1.7%	44

Appendix B: Changes in At-Risk and English Learner Funding

FY26

School District or Charter School	Student Poverty		English Learners		Total At-Risk and EL Gain or Loss at the Preliminary FY26 Unit Value	Gain or Loss as a Percentage of FY25 Program Cost
	FY25 Low-Income Rate	FY26 Low-Income Rate	FY25 EL Rate	FY26 EL & Reclassified Fluent English Proficient Rate		
45 Lake Arthur	25.3%	31.8%	22.4%	23.1%	\$20,016	0.5%
46 Las Cruces	23.7%	41.8%	15.8%	16.4%	\$7,832,271	2.7%
47 Las Vegas City	38.1%	42.0%	8.9%	9.3%	\$152,935	-0.9%
48 Logan	15.0%	34.0%	0.0%	0.0%	\$72,550	1.4%
49 Lordsburg	39.2%	48.3%	1.5%	1.2%	\$21,132	0.3%
50 Los Alamos	2.5%	7.0%	4.0%	3.8%	\$129,436	-0.3%
51 Los Lunas	22.2%	37.0%	12.5%	13.6%	\$1,608,302	1.6%
52 Loving	7.6%	26.8%	15.2%	16.3%	\$149,276	1.3%
53 Lovington	18.1%	33.5%	29.9%	30.8%	\$686,794	1.3%
54 Magdalena	96.4%	44.3%	11.3%	11.0%	\$398,607	-6.6%
55 Maxwell	11.7%	39.0%	0.0%	0.0%	\$28,470	1.0%
56 Melrose	12.7%	26.8%	0.0%	0.0%	\$49,500	1.0%
57 Mesa Vista	39.3%	40.0%	10.1%	7.7%	\$60,954	-1.2%
58 Mora	30.6%	42.0%	7.2%	6.6%	\$27,892	-0.4%
59 Moriarty-Edgewood	18.3%	36.3%	6.4%	8.3%	\$230,749	0.7%
60 Mosquero	4.2%	41.0%	0.0%	0.0%	\$49,371	1.8%
61 Mountainair	38.8%	49.3%	0.0%	0.2%	\$22,376	0.6%
62 Pecos	25.7%	40.0%	10.3%	7.2%	\$26,804	0.3%
63 Penasco	44.3%	42.3%	5.0%	5.5%	\$1,857	0.0%
64 Pojoaque	15.8%	28.8%	14.3%	14.9%	\$312,570	1.5%
65 Portales	30.3%	42.8%	13.1%	13.7%	\$163,552	0.5%
66 Quemado	36.0%	46.0%	0.0%	0.0%	\$22,785	0.6%

Appendix B: Changes in At-Risk and English Learner Funding

FY26

School District or Charter School	Student Poverty		English Learners		Total At-Risk and EL Gain or Loss at the Preliminary FY26 Unit Value	Gain or Loss as a Percentage of FY25 Program Cost
	FY25 Low-Income Rate	FY26 Low-Income Rate	FY25 EL Rate	FY26 EL & Reclassified Fluent English Proficient Rate		
67 Questa	34.6%	44.5%	2.2%	2.3%	\$24,771	-0.4%
68 Raton	33.5%	51.8%	2.6%	2.9%	\$250,337	2.3%
69 Reserve	64.5%	45.3%	1.0%	2.2%	\$43,318	-1.6%
70 Rio Rancho	9.9%	20.5%	5.2%	5.9%	\$333,960	-0.2%
71 Roswell	32.4%	42.8%	13.1%	14.7%	\$248,127	0.2%
72 Roy	11.5%	35.0%	0.0%	0.0%	\$31,184	1.4%
73 Ruidoso	27.8%	44.0%	12.0%	12.8%	\$341,584	1.6%
74 San Jon	15.1%	44.0%	2.1%	2.4%	\$50,194	1.8%
75 Santa Fe	16.4%	36.3%	25.9%	31.2%	\$4,622,517	3.3%
76 Santa Rosa	28.9%	50.3%	4.9%	5.1%	\$193,764	1.8%
77 Silver City	29.3%	40.3%	2.1%	2.1%	\$542,000	1.9%
78 Socorro	40.9%	49.3%	4.7%	7.1%	\$104,353	0.6%
79 Springer	45.1%	42.8%	3.8%	3.8%	\$17,010	-0.5%
80 Taos	29.0%	45.5%	8.8%	11.1%	\$356,268	1.4%
81 Tatum	16.3%	25.8%	11.8%	11.7%	\$26,369	-0.5%
82 Texico	18.8%	26.3%	10.2%	10.6%	\$57,050	0.7%
83 Truth Or Cons.	40.6%	50.8%	9.0%	7.6%	\$191,281	1.1%
84 Tucumcari	42.9%	56.5%	5.7%	5.7%	\$208,393	1.7%
85 Tularosa	54.0%	47.3%	1.8%	1.8%	\$254,153	-1.6%
86 Vaughn	77.6%	66.0%	14.2%	12.9%	\$23,900	1.0%
87 Wagon Mound	40.3%	45.8%	7.2%	4.5%	\$6,733	-0.3%
88 West Las Vegas	29.7%	48.0%	3.3%	3.6%	\$868,519	4.2%

Appendix B: Changes in At-Risk and English Learner Funding

FY26

School District or Charter School	Student Poverty		English Learners		Total At-Risk and EL Gain or Loss at the Preliminary FY26 Unit Value	Gain or Loss as a Percentage of FY25 Program Cost
	FY25 Low-Income Rate	FY26 Low-Income Rate	FY25 EL Rate	FY26 EL & Reclassified Fluent English Proficient Rate		
89 Zuni	51.7%	62.8%	43.1%	43.2%	\$234,830	1.3%
90 Charter Schools						
91 21St Century Public Academy	21.9%	25.3%	19.6%	9.4%	\$161,491	-3.7%
92 Abq Charter Academy	21.9%	38.5%	19.6%	19.7%	\$60,124	1.1%
93 Abq School Of Excellence	21.9%	28.0%	19.6%	18.6%	\$37,482	-0.3%
94 Abq Sign Language Academy	21.9%	37.5%	19.6%	9.6%	\$11,426	0.2%
95 Academy For Technology & Classics	16.4%	16.5%	25.9%	9.8%	\$201,708	-4.5%
96 Ace Leadership High School	21.9%	51.0%	19.6%	19.3%	\$191,676	4.6%
97 Aces Technical Charter School	21.9%	30.3%	19.6%	5.5%	\$41,679	-1.9%
98 Albuquerque Aviation Academy	21.9%	21.0%	19.6%	6.6%	\$171,904	-4.5%
99 Albuquerque Bilingual Academy	21.9%	51.8%	19.6%	52.0%	\$318,174	6.0%
100 Albuquerque Collegiate Charter School	21.9%	46.0%	19.6%	21.1%	\$138,285	5.1%
101 Albuquerque Institute Of Math & Science	21.9%	9.3%	19.6%	2.8%	\$300,626	-7.7%
102 Aldo Leopold Charter	29.3%	40.0%	2.1%	0.0%	\$45,923	1.7%
103 Alice King Community School	21.9%	19.5%	19.6%	4.9%	\$286,099	-4.7%
104 Alma D'Arte Charter	23.7%	44.8%	15.8%	9.8%	\$53,581	-3.6%
105 Altura Preparatory School	21.9%	15.8%	19.6%	3.7%	\$198,341	-6.9%
106 Amy Biehl Charter High School	21.9%	23.0%	19.6%	14.1%	\$85,303	-2.5%
107 Anansi Charter School	29.0%	33.5%	8.8%	1.7%	\$59,240	-2.1%
108 Cesar Chavez Community School	21.9%	54.3%	19.6%	32.7%	\$188,540	7.4%
109 Christine Duncan Heritage Academy	21.9%	49.0%	19.6%	66.0%	\$841,436	11.5%
110 Cien Aguas International	21.9%	32.0%	19.6%	40.3%	\$198,348	3.5%

Appendix B: Changes in At-Risk and English Learner Funding

FY26

School District or Charter School	Student Poverty		English Learners		Total At-Risk and EL Gain or Loss at the Preliminary FY26 Unit Value	Gain or Loss as a Percentage of FY25 Program Cost	
	FY25 Low-Income Rate	FY26 Low-Income Rate	FY25 EL Rate	FY26 EL & Reclassified Fluent English Proficient Rate			
111 Coral Community Charter	21.9%	28.5%	19.6%	9.6%	\$65,660	-2.2%	111
112 Corrales International	21.9%	21.8%	19.6%	14.5%	\$107,985	-3.0%	112
113 Cottonwood Classical Prep	21.9%	8.3%	19.6%	1.0%	\$817,359	-7.9%	113
114 Cottonwood Valley Charter	40.9%	31.0%	4.7%	4.1%	\$74,543	-3.0%	114
115 Deap	40.7%	77.3%	30.8%	18.4%	\$31,307	4.2%	115
116 Deming Cesar Chavez	31.5%	62.5%	42.6%	34.7%	\$132,361	6.0%	116
117 Digital Arts And Technology Academy	21.9%	21.0%	19.6%	6.6%	\$202,327	-5.0%	117
118 Dream Dine	44.4%	61.0%	34.9%	17.0%	\$20,901	-6.0%	118
119 East Mountain High School	21.9%	12.0%	19.6%	0.9%	\$373,333	-6.4%	119
120 El Camino Real Academy	21.9%	49.5%	19.6%	48.0%	\$406,762	9.0%	120
121 Equip Academy	-	34.5%	-	21.2%	-	-	121
122 Estancia Valley Classical Academy	18.3%	20.8%	6.4%	1.3%	\$297,661	-4.1%	122
123 Explore Academy	21.9%	12.5%	19.6%	3.6%	\$1,109,525	-6.2%	123
124 Explore Academy - Las Cruces	23.7%	29.5%	15.8%	8.0%	\$184,344	2.4%	124
125 Explore Academy - Rio Rancho	9.9%	20.5%	5.2%	2.2%	\$57,029	1.1%	125
126 Gilbert L Sena Charter Hs	21.9%	48.5%	19.6%	20.2%	\$118,996	4.6%	126
127 Gordon Bernell Charter	21.9%	39.0%	19.6%	21.2%	\$44,039	1.5%	127
128 Health Leadership High School	21.9%	48.5%	19.6%	35.9%	\$196,335	6.9%	128
129 Horizon Academy West	21.9%	19.3%	19.6%	2.5%	\$307,945	-5.2%	129
130 Hozho Academy	40.7%	36.5%	30.8%	14.4%	\$441,571	-4.0%	130
131 International School At Mesa Del Sol	21.9%	30.8%	19.6%	7.7%	\$161,110	-3.4%	131
132 J Paul Taylor Academy	23.7%	25.8%	15.8%	5.0%	\$61,892	-2.2%	132

Appendix B: Changes in At-Risk and English Learner Funding

FY26

	School District or Charter School	Student Poverty		English Learners		Total At-Risk and EL Gain or Loss at the Preliminary FY26 Unit Value	Gain or Loss as a Percentage of FY25 Program Cost	
		FY25 Low-Income Rate	FY26 Low-Income Rate	FY25 EL Rate	FY26 EL & Reclassified Fluent English Proficient Rate			
133	Jefferson Montessori Academy	14.3%	25.3%	11.9%	9.9%	\$47,779	-1.8%	133
134	La Academia De Esperanza	21.9%	52.3%	19.6%	52.8%	\$335,103	10.1%	134
135	La Academia Dolores Huerta	23.7%	62.8%	15.8%	35.6%	\$143,427	10.9%	135
136	Los Puentes Charter	21.9%	56.8%	19.6%	15.2%	\$152,065	7.6%	136
137	Mark Armijo Academy	21.9%	51.0%	19.6%	42.8%	\$269,857	8.7%	137
138	Mccurdy Charter School	41.5%	31.0%	21.3%	13.0%	\$280,855	-4.3%	138
139	Middle College High School	40.7%	33.3%	30.8%	15.4%	\$123,961	-5.8%	139
140	Mission Achievement And Success	21.9%	42.5%	19.6%	30.9%	\$1,141,015	4.8%	140
141	Monte Del Sol Charter	16.4%	34.3%	25.9%	26.8%	\$134,034	2.7%	141
142	Montessori Of The Rio Grande	21.9%	11.0%	19.6%	3.4%	\$201,878	-6.7%	142
143	Moreno Valley High	19.5%	22.3%	3.9%	15.5%	\$1,993	-0.2%	143
144	Mosaic Academy Charter	29.7%	30.5%	5.4%	1.5%	\$71,135	-2.8%	144
145	Mountain Mahogany Community School	21.9%	28.3%	19.6%	3.7%	\$100,027	-3.1%	145
146	Native American Community Academy	21.9%	35.5%	19.6%	19.6%	\$37,537	0.6%	146
147	New America School	21.9%	53.3%	19.6%	52.1%	\$114,834	5.1%	147
148	New America School - Las Cruces	23.7%	55.8%	15.8%	25.8%	\$240,060	8.8%	148
149	New Mexico Academy For The Media Arts	21.9%	32.0%	19.6%	4.1%	\$71,849	-4.0%	149
150	New Mexico Connections Academy	16.4%	33.3%	25.9%	6.2%	\$102,374	-0.6%	150
151	New Mexico International School	21.9%	12.0%	19.6%	5.0%	\$327,193	-6.0%	151
152	Nm School For The Arts	16.4%	21.3%	25.9%	4.5%	\$179,549	-4.6%	152
153	North Valley Academy	21.9%	28.3%	19.6%	5.1%	\$79,501	-2.6%	153
154	Northpoint Charter School	21.9%	24.0%	19.6%	4.6%	\$76,549	-4.1%	154

Appendix B: Changes in At-Risk and English Learner Funding

FY26

School District or Charter School	Student Poverty		English Learners		Total At-Risk and EL Gain or Loss at the Preliminary FY26 Unit Value	Gain or Loss as a Percentage of FY25 Program Cost
	FY25 Low-Income Rate	FY26 Low-Income Rate	FY25 EL Rate	FY26 EL & Reclassified Fluent English Proficient Rate		
155 Pecos Cyber Academy	18.3%	38.0%	6.4%	6.5%	\$260,859	1.1%
156 Public Academy For Performing Arts	21.9%	20.0%	19.6%	3.7%	\$295,913	-5.8%
157 Raices Del Saber Xinachtli Community	23.7%	50.3%	15.8%	18.9%	\$73,781	4.4%
158 Red River Valley Charter School	34.6%	47.3%	2.2%	0.0%	\$748	-0.0%
159 Renaissance Academy Charter School	21.9%	25.8%	19.6%	5.8%	\$96,552	-4.7%
160 Rio Gallinas School	29.7%	63.3%	3.3%	0.8%	\$71,394	5.2%
161 Rio Grande Academy Of Fine Arts	21.9%	42.0%	19.6%	15.7%	\$122,608	4.9%
162 Robert F. Kennedy Charter	21.9%	52.0%	19.6%	24.7%	\$168,796	3.7%
163 Roots & Wings Community	34.6%	41.0%	2.2%	0.0%	\$10,324	-0.9%
164 Sacramento School Of Engineering And Science	-	38.3%	-	4.3%	-	-
165 San Diego Riverside Charter	37.5%	53.8%	29.9%	63.3%	\$36,258	3.2%
166 Sandoval Academy Of Bilingual Education	9.9%	25.8%	5.2%	18.0%	\$79,120	2.8%
167 School Of Dreams Academy	22.2%	33.8%	12.5%	12.2%	\$47,072	-0.6%
168 Sendero School Of Academics And Career Preparation	23.7%	58.5%	15.8%	13.8%	\$196,790	7.0%
169 Sidney Gutierrez Middle	32.4%	11.8%	13.1%	2.6%	\$204,517	-8.6%
170 Siembra Leadership High School	21.9%	44.5%	19.6%	14.1%	\$238,197	3.8%
171 Six Directions Indigenous School	40.7%	54.8%	30.8%	11.7%	\$20,615	-2.5%
172 Solare Collegiate Charter School	21.9%	40.5%	19.6%	31.8%	\$155,452	3.7%
173 South Valley Academy	21.9%	48.0%	19.6%	47.9%	\$649,236	7.7%
174 South Valley Prep	21.9%	40.5%	19.6%	31.4%	\$72,645	3.8%
175 Sun Mountain Community School	-	36.3%	-	31.2%	-	-
176 Taos Academy	29.0%	35.5%	8.8%	4.6%	\$46,229	-1.0%

Appendix B: Changes in At-Risk and English Learner Funding

FY26

	School District or Charter School	Student Poverty		English Learners		Total At-Risk and EL Gain or Loss at the Preliminary FY26 Unit Value	Gain or Loss as a Percentage of FY25 Program Cost	
		FY25 Low-Income Rate	FY26 Low-Income Rate	FY25 EL Rate	FY26 EL & Reclassified Fluent English Proficient Rate			
177	Taos Integrated School Of Arts	29.0%	38.5%	8.8%	2.8%	\$15,201	-0.5%	177
178	Taos International School	29.0%	51.5%	8.8%	12.1%	\$63,212	2.5%	178
179	Taos Municipal Charter	29.0%	27.8%	8.8%	6.5%	\$69,115	-2.0%	179
180	Technology Leadership High School	21.9%	53.0%	19.6%	22.0%	\$245,583	5.9%	180
181	The Alb Talent Development Charter	21.9%	45.5%	19.6%	29.4%	\$67,320	4.0%	181
182	The Ask Academy	9.9%	10.0%	5.2%	2.2%	\$225,859	-3.5%	182
183	The Great Academy	21.9%	44.0%	19.6%	27.2%	\$9,025	-0.7%	183
184	The Masters Program	16.4%	25.3%	25.9%	12.2%	\$47,188	-1.4%	184
185	The Montessori Academy	21.9%	13.3%	19.6%	4.9%	\$361,179	-6.8%	185
186	Thrive Community School	16.4%	33.3%	25.9%	17.4%	\$99,796	2.3%	186
187	Tierra Adentro	21.9%	34.0%	19.6%	25.9%	\$47,487	1.4%	187
188	Tierra Encantada Charter School	16.4%	36.8%	25.9%	33.3%	\$128,580	3.4%	188
189	Turquoise Trail Charter School	16.4%	32.3%	25.9%	23.6%	\$88,159	1.1%	189
190	Vista Grande High School	29.0%	47.5%	8.8%	6.9%	\$12,419	0.9%	190
191	Voz Collegiate Preparatory Charter School	21.9%	50.8%	19.6%	21.8%	\$114,065	5.7%	191
192	Walatowa Charter High	37.5%	36.8%	29.9%	67.1%	\$22,077	2.4%	192

Notes: These changes in funding are limited to those for at-risk students and English learners, may be partially a result of fluctuations in student enrollment, do not include changes in other SEG factors, and do not represent the total change in funding a school district or charter school may have received in FY26.

Source: LESC Analysis of PED Data

Appendix C: HB63 Impact on Charter Schools in Albuquerque

FY26

