Report

Charter School Governance and Support

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Date: July 24, 2025

Since the opening of the first public charter school in Saint Paul, Minnesota in 1992, the number of charter schools in the United States, and the number of students they serve, has grown significantly.Today, approximately 8,150 charter schools operate nationwide, representing 8.1 percent of all public schools, according to the National Alliance for Public Charter Schools, a nationwide nonprofit committed to advancing charter schools. These schools serve about 3.7 million, or 7.6 percent, of the nation's total public school student population.

New Mexico has also experienced significant growth since the state enacted Laws 1993, Chapter 227 (House Bill 888), which authorized the creation of charter schools. Initially, the statute permitted only the conversion of existing public schools into charter schools, resulting in the establishment of the state's first four conversion charter schools. In 1999, the state adopted the Charter Schools Act (Section 22-8B NMSA 1978), which allowed for the creation of "start-up" charter schools. By the 2000–2001 school year, New Mexico had 10 charter schools. This included two conversion schools and eight start-up schools.

Ninety-nine charter schools are currently operating in New Mexico, serving approximately 30.3 thousand students, or about 10 percent of the state's total kindergarten through 12th grade (K-12) enrollment of 305.5 thousand students. Of these 99 charter schools, 60 are state-chartered and 39 are locally-chartered. See **Appendix C: Map of New Mexico Charter School Locations** for a visual representation of the physical distribution of these schools. Three new state-chartered charter schools are expected to open for the 2025–2026 school year: Equip Academy (Albuquerque), Sacramento School of Engineering (Alamogordo), and Sun Mountain Community School (Santa Fe). **Figure 2: Number of Charter Schools in New Mexico** offers a visual representation of the growth in charter schools between FY00 and FY25.

Key Takeaways

- 99 charter schools are currently operating in New Mexico, serving approximately 30,264 students, or about 10 percent of the state's total K-12 enrollment *(Page1).*
- As opposed to traditional public schools, charter schools do not receive 100 percent of the funding generated by the SEG for their school; 2 percent is withheld by their authorizer *(Page 6).*
- All charter schools LESC staff met with expressed a desire for effective and transparent governance from their authorizer. Several school leaders emphasized the importance of clear and consistent communication. (Page 15).

During the 2025 legislative session, lawmakers introduced House Bill 365 (HB365), Senate Bill 245 (SB245) and Senate Bill 516 (SB516), each with potential implications for charter school governance and accountability. During the 2025 interim, LESC staff met with leadership from eight charter schools to understand their operations, finance, and governance structures. These visits included state-chartered charter schools: Explore Academy (Rio Rancho), McCurdy Charter School (Española), Mission Achievement and Success Charter School (Albuquerque), and Raíces del Saber Xinachtli Community School (Las Cruces); and locally-chartered charter schools: Academy for Technology and the Classics (Santa Fe Public Schools), Coral Community Charter School (Albuquerque Public Schools), Deming Cesar Chavez High School (Deming Public Schools), and Anansi Charter School (Taos Municipal Schools). A list of site visit questions used in these visits is included in **Appendix B: Charter School Discussion Questions.** Feedback from site visits is included in context throughout this report.

Staff also met with representatives from the state's two largest charter school authorizers—the Public Education Commission and Albuquerque Public Schools (APS)—as well as the Charter Schools Division (CSD) of the Public Education Department (PED), and other key stakeholders active in New Mexico's charter school system. The purpose of these meetings was to deepen LESC staff's understanding of the charter school system and gather feedback and insight from those directly involved in its oversight and operation. This report discusses proposed legislation in context and provides a foundational overview of the charter school landscape nationally and in New

Mexico. It also explores the state's authorizing processes, oversight entities, funding and support mechanisms, governance, and accountability structures to offer legislative considerations.

Section 1: Background and Context on Charter School Governance and Authorizers

Charter School Authorizers

A charter school authorizer is an entity legally responsible for approving, overseeing, and holding charter schools accountable. Authorizers evaluate new charter school applications, establish performance contracts, monitor academic and operational outcomes, and make decisions regarding the approval, renewal, or cancellation of a school's charter. Their role is critical in ensuring charter schools deliver quality education, operate responsibly, and meet the terms of their charter agreements. The effectiveness of charter schools can depend on the strength and capacity of their authorizers.

Charter School Authorizers: National Landscape

Forty-five states and the District of Columbia have enacted laws permitting the establishment of charter schools. The structure and process for authorizing these schools varies significantly by state, with different entities serving as authorizers depending on the jurisdiction. According to the National Association of Charter School Authorizers, six primary types of authorizers operate across the country: higher education institutions (HEIs), independent chartering boards (ICBs), local education agencies (LEAs), non-educational government entities (NEGs), nonprofit organizations (NPOs), and state education agencies (SEAs). Each type of authorizer presents distinct strengths and limitations, influencing the quality of oversight and autonomy of charter schools under their respective

authority. See **Table 1: Authorizer Types, Advantages and Disadvantages** for a summary of these six authorizer types.

Table 1: Authorizer Types, Advantages and Disadvantages

Authorizer Type	Advantages	Disadvantages
Higher education institutions (HEIs)	Bring academic expertise and credibility; may promote innovation and research-based practices.	May lack operational capacity for K–12 oversight; potential misalignment with university priorities.
Independent chartering boards (ICBs)	Designed solely for charter oversight, it often provides a clear, consistent focus on accountability.	May face political pressure; effectiveness depends on governance structure and resources.
Local education agencies (LEAs)	Familiarity with local context; can coordinate services and facilities.	Potential conflict of interest if LEAs also operate traditional public schools; may limit innovation.
Non-educational government entities (NEGs)	Independent from traditional K–12 systems; may offer neutral oversight.	May lack education-specific expertise; risk of weak educational accountability standards.
Nonprofit organizations (NPOs)	Mission-driven and potentially flexible; may support school innovation and community engagement.	Vary widely in quality and capacity; limited accountability in some states.
State education agencies (SEAs)	Strong regulatory authority; can ensure consistent standards statewide.	May be overextended; centralized oversight may reduce responsiveness to local needs.

Source: National Association of Charter School Authorizers

Authorizing Structure and Procedures in New Mexico

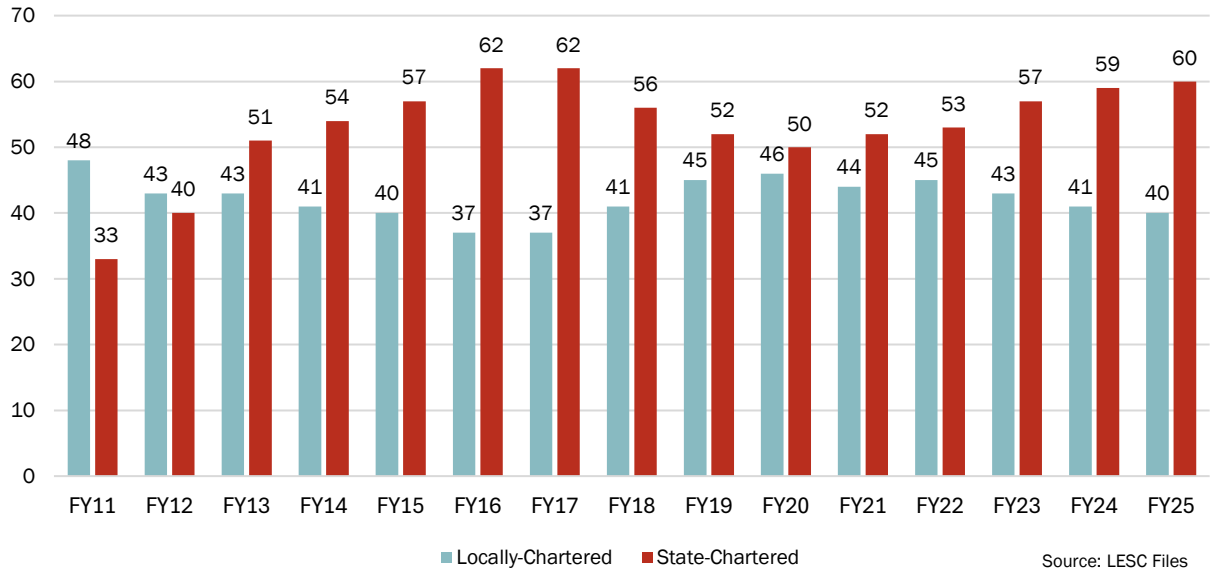
In New Mexico, charter schools may be authorized by one of two chartering entities: a local school board or the state's Public Education Commission (PEC). The Charter Schools Act (Section 22-8B-2 NMSA 1978) defines these two entities as "chartering authorities," responsible for approving and overseeing charter schools. State law specifies charter schools are accountable to the chartering authority for purposes of ensuring compliance with applicable laws, rules, and charter provisions. See **Figure 1: State- and Locally-Chartered Charter Schools in New Mexico (FY11-FY25)** to see the number of state- and locally-chartered charter schools since FY11. Regardless of authorizer, however, all charter schools are required to be accredited by PED. The authorizing entity and PED are responsible for providing oversight and accountability for both the charter school and the charter school governing board.

Charter Contracts. Section 22-8B-9 NMSA 1978 requires all chartering authorities to enter into a contract with the governing body of a charter school, also referred to as a governing board or governing council, within 30 days of approving the charter application. A charter school governing body is responsible for the hiring, evaluation, and, if necessary, the termination of the school's head administrator. It is also charged with maintaining the school's vision and overseeing its academic, operational, and financial performance.

Contracts must include several key components. These include any applicable waivers from PED or local school board rules and policies, the mission statement of the charter school, a description of how the school will report on the implementation of that mission, the specific duties and responsibilities of the chartering authority to the school, and a clear explanation of the school's admission policies and procedures. Contracts also include any support services or resources the authorizer will provide the charter school.

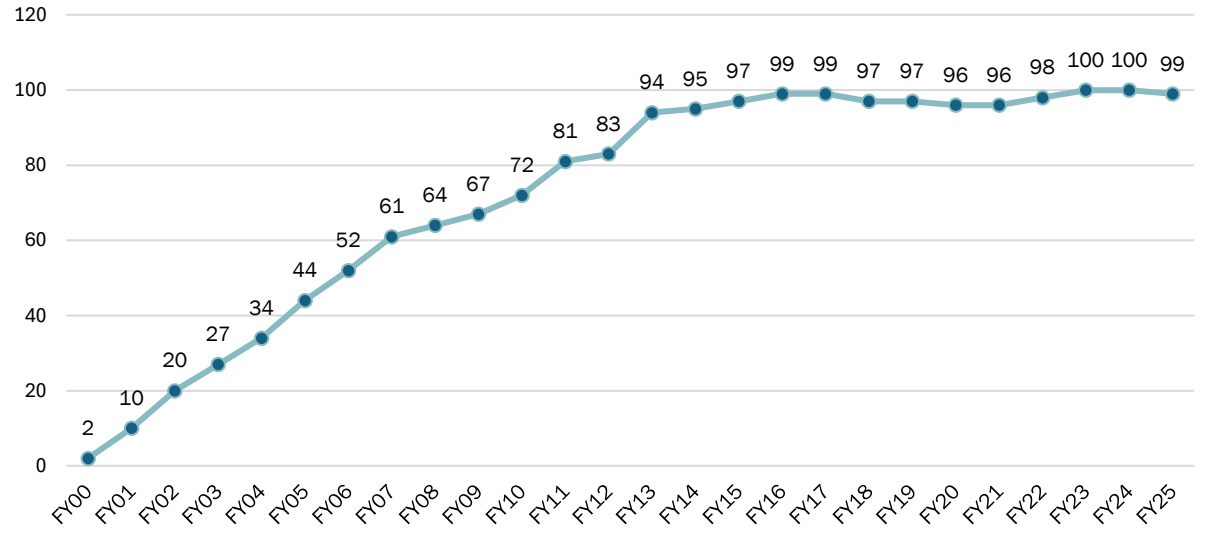
Section 22-8B-9.1 NMSA 1978 stipulates charter contracts must also include performance requirements based on a framework that clearly outlines the academic and operational performance indicators and targets used to evaluate each charter school. This requirement will be discussed in greater detail in the **Accountability** section of this report (pages 14-17). All state-chartered charter school contracts, along with respective annual reports for schools, are available on the PEC website. Contracts for locally-chartered charter schools may be available through the school's or authorizer's website or may need to be requested directly.

Figure 1: State- and Locally- Chartered Charter Schools in New Mexico
FY11-FY25



Source: LESC Files

Figure 2: Number of Charter Schools in New Mexico
(FY00-FY25)



Source: LESC Files

State-Chartered Charter Schools

The term "state-chartered charter school" refers to any charter school authorized by the PEC. Currently, 60 state-chartered charter schools are in operation, with three more expected to open in the 2025–2026 school year. When a charter school applies to and is approved by the PEC, it becomes a state-chartered charter school. State-chartered charter schools are recognized as local education agencies (LEAs), act as act as their own fiscal agent and are required to be qualified as boards of finance in order to be approved for operation (Section 22-8B-6 NMSA 1978). This means all state equalization guarantee (SEG) and federal funds flow directly to state-chartered charter schools.

Formation and Structure of the Public Education Commission. The PEC was created as a result of a 2003 constitutional amendment, that dissolved the State Board of Education. The 10 members of the 2003 State Board of Education became the governing body of the newly created PEC, with the existing State Board of Education member districts serving as the districts for PEC commissioners. Alongside the dissolution of the State Board of Education, the constitutional amendment also established the position of secretary of public education to lead PED. The secretary is appointed by the governor and confirmed by the Senate, as outlined in Article XII, Section 6 of the New Mexico Constitution.

Administratively Attached Agency. The Public Education Department Act (Section 9-24-9 NMSA 1978) codifies the constitutional amendment discussed above and administratively attaches the PEC to PED. PED is directed to provide administrative staff to PEC and any request for additional staff services is to be made to the secretary of public education. Statute requires PEC to provide PED with policy advice and perform other functions stated in law.

Although, PEC is administratively attached to PED, Section 9-1-7 NMSA 1978 describes the autonomy and support provided to PEC to operate in its designed capacity:

A. An agency attached to a department for administrative purposes only shall:
    1) Exercise its functions independently of the department and without approval or control of the department;
    2) Submit its budgetary requests through the department; and

B. Submit reports required of it by law or by the governor through the department.
    1) The department to which an agency is attached for administrative purposes only shall:
    2) Provide, if mutually agreed, the budgeting, record-keeping and related administrative and clerical assistance to the agency; and
    3) Include the agency's budgetary requests, as submitted and without changes, in the departmental budget.

C. Unless otherwise provided by law, the agency shall hire its own personnel in accordance with the Personnel Act (Chapter 10, Article 9 NMSA 1978).

Charter School Division. Section 22-8B-17 NMSA 1978 further details the structure and relationship of PED and PEC and establishes CSD, which composes the administrative staff noted in the Public Education Act within PED. The statutory role of the CSD is to provide staff support to the PEC, provide technical support to all charter schools, review and approve state-chartered charter school budget matters, and make recommendations to the PEC regarding approval, denial, suspension, or revocation of the charter of a state-chartered charter school. CSD staff also provides training to charter school governing boards as required in Section 22-8B-5.1 NMSA 1978.

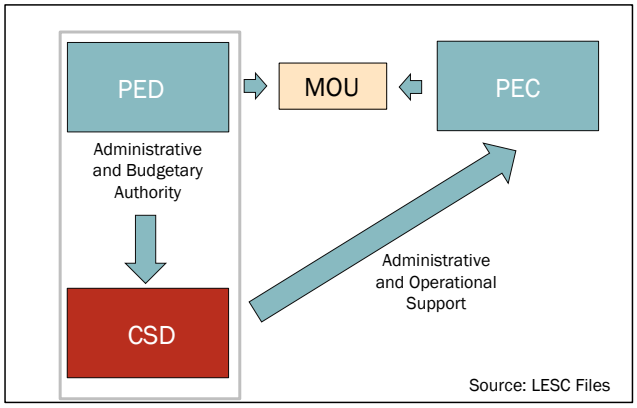
CSD falls under the Options for Parents and Families Division of PED, which also supports home school options. According to the PED website, CSD staff includes the positions below:

- Interim Director;
- Interim Deputy Director;
- Three Authorizing Practices Administrator Positions (one position currently vacant); and
- PEC Liaison.

The Options for Parents and Families Division includes several additional positions: four focused on technical assistance and training, one data analyst, two finance positions, one education administrator, and one business operations specialist. PED does not detail the level of support these additional positions provide to charter schools, directly or indirectly.

Memorandum of Understanding. Based on the statutory governance structure described above, PED's and PEC's collaboration is facilitated by a memorandum of understanding (MOU). See **Figure 3: PED, CSD, and PEC Governance Structure** for a visual representation of this relationship. The MOU includes agreed upon roles and responsibilities including but not limited to: budget, record keeping, administrative support, and clerical assistance. Additionally, the current MOU defines the calculation and management of the Charter School Support Budget by PED. This budget is funded by the statutory administrative fee retained from state-chartered charter schools by PEC, established by Section 22-8B-13 NMSA 1978. This administrative fee is commonly referred to as the "2 percent withholding" or "holdback," which will be discussed in greater detail later in this report. It also delegates the PEC's statutory oversight role for vocational education in New Mexico to PED. This role is defined in Section 22-14-2 NMSA 1978. This statute also allows for this delegation of duties.

Figure 3: PED, CSD, PEC Governance Structure



Proposed Changes to the Agreement. PEC has proposed several changes to the terms of the current MOU. These proposed changes have been submitted to the PED secretary for review, where they are currently awaiting a decision from the secretary. The specific changes proposed to the MOU are listed below:

- 2 Percent Charter School Support Budget
  - **Proposal**: PED would provide information on SEG funding for state charters to the PEC.
  - **Proposal**: PEC would create and submit an operational budget, including CSD, to PED within the budget cycle, and this budget would be utilized for the respective fiscal year.
- Staffing
  - **Proposal**: Regarding the hiring and retention of the CSD director, PEC would develop the job description, recommend candidates to the secretary of public education when there is a vacancy in the position, provide an annual evaluation of the director to the secretary, have the ability to recommend removal of the director for cause, and the PEC Executive Committee would meet with the director's supervisor at PED quarterly to review duties and performance.
  - **Proposal**: Regarding the hiring of the committee liaison, PEC would develop the job description, recommend candidates to the CSD director when there is a vacancy in this position, recommend removal of committee liaison for cause, and provide an annual evaluation of this position.

- **State Charters as Component Unit of PEC Audit**
    - **Proposal**: PEC proposes designating state-chartered charter schools as primary government agencies, in consultation with the Office of the State Auditor. The goal of this designation is to remove state-chartered schools as component units in future PED audits and to allow them to select their own auditors.

Some of these proposals have been included in past proposed legislation, such as House Bill 365, which is discussed in greater detail below.

Statutory Oversight of Vocational Education. In addition to the proposed changes above, PEC commissioners have raised questions about the suitability of their statutory oversight role in vocational education, commonly referred to as career and technical education (CTE). As noted, this responsibility is currently delegated to the Public Education Department (PED) and carried out by PED's College and Career Readiness Bureau (CCRB). Several commissioners have noted PEC lacks the staff and expertise necessary to fulfill this role effectively. While CCRB has historically provided updates to the commission, the PEC has not played an active role in the oversight of CTE programs.

2025 Legislative Session House Bill 365

House Bill 365 (HB365), introduced during the 2025 legislative session, proposed several structural changes to the oversight of charter schools in New Mexico by amending the Public Education Department Act (Chapter 9, Article 24 NMSA 1978). The bill would have removed the PEC as an administratively attached agency from PED and separated CSD from PED's governance structure. In its place, HB365 would have established a new State Charter Schools Office, which would be staffed by CSD staff to support the PEC in its functions. Under the proposed changes, the PEC would have assumed full responsibility as the state chartering authority.

It also defined the PEC's duties, which included overseeing the newly established office, authorizing state-chartered charter schools, and coordinating with PED through data-sharing agreements. Additionally, the bill would have required PEC to solicit input from charter school governing bodies, adding them to the list of entities consulted on public school policy. HB365 would have also transferred the 2 percent charter school administrative fee currently managed by PED to the new office to fund the oversight and support for state-chartered charter schools.

In addition to CSD personnel, all funding, contracts, and resources associated with the CSD would have been moved to the new office. The office would also have taken over responsibility for producing the annual charter school report. A House floor amendment to the bill stipulated the proposed State Charter Schools Office would provide technical support to all charter schools, not just state-chartered charter schools. The bill ultimately did not pass.

Authorizing and Renewing of State-Chartered Schools. The Charter Schools Act (Section 22-8B-16 NMSA 1978) outlines the powers and duties of PEC in its role of approving and renewing charter applications as a chartering authority, which include:

- Receiving, approving, or denying applications for initial charters and renewals for state-chartered charter schools.
- Approving, denying, suspending, or revoking charters in accordance with the Charter Schools Act.
- Existing charter schools (as of July 1, 2007), may transfer their local chartering authority to the PEC.
- Transferred schools must continue to operate under their existing charter terms until renewal, unless suspended or revoked.

- Charter school applications submitted to local boards before July 1, 2007, but not approved, may be transferred to the PEC.

The PEC has formulated policies and procedures for every stage of the charter school cycle. Administrative rule (see NMAC 6.2.9) outlines the specific processes the PEC follows in relation to the schools under its authorization. These processes outline how the PEC will achieve its statutory duties to provide oversight and monitor charter schools, and the steps that will be taken if these processes are changed or amended.

Locally-Chartered Charter Schools

If a charter school applies to, and is approved by a local school board, becoming a locally-chartered charter school, the local school board of the school district in which a charter school is located becomes the chartering authority of that charter school (22-8B-6 NMSA 1978). There are currently 39 locally-chartered charter schools, and a total of 10 local school boards currently serving as charter school authorizers throughout the state. See **Table 2: Locally-Chartered Charter Schools** for more information on how these schools are distributed among local authorizers. Unlike state-chartered charter schools, locally chartered charter schools are not considered LEAs. They submit their budgets through their local authorizers, and both their SEG and federal funds flow through the local authorizer, who serves as the fiscal agent.

Table 2: Locally-Chartered Charter Schools

Authorizer	Number of Charter Schools
Albuquerque Public Schools	29*
Aztec Public Schools	1
Carlsbad Municipal Schools	1
Cimarron Municipal Schools	1
Deming Public Schools	1
Roswell Independent Schools	1
Santa Fe Public Schools	1
Socorro Consolidated Schools	1
Taos Municipal Schools	2**
West Las Vegas Public Schools	1

*William W. & Josephine Dorn Charter Community School (Closed 2024)
** Anansi Charter School and Taos Charter School

Source: LESC Files

Renewal, Non-Renewal, and Revocation Process for Charter Schools

The chartering authority must establish procedures for potential suspension, revocation, or nonrenewal of a charter that:

1. Ensures the charter school receives prompt notification of the possibility of suspension, revocation, or nonrenewal, along with the reasons for such actions;
2. Provides the charter school with a sufficient timeframe to prepare and present a response to the actions taken by the chartering authority; and
3. Mandates that the chartering authority's ultimate decision be formally submitted to the department for review.

CSD includes resources for local school districts authorizing charter schools, including New Mexico Principals and Standards for Quality Authorizing, as well as an Authorizer Self-Evaluation tool which allows school districts that authorize charter schools to evaluate their own authorizing practices, and an Annual Report Template which school districts that authorize charter schools can use for reporting to CSD as required by Section 22-8B-17.1 NMSA 1978.

Virtual Charter Schools

Virtual charter schools are publicly funded charter schools that deliver instruction exclusively through online platforms. Unlike traditional or hybrid models, these schools are designed specifically for full-time remote learning, and allow students to complete coursework, receive instruction, and take assessments entirely online. In New Mexico, virtual charter schools may be authorized by either the PEC or a local school board.

While the Covid-19 pandemic may have accelerated the adoption of online instruction, virtual charter schools were in operation prior to 2020. Virtual schools continue to operate in the post-pandemic era. According to Fordham Institute, there were 726 virtual schools operating across the United States during the 2021-22 school year; 60 percent of those were charter schools.

There are currently two virtual charter schools in New Mexico: New Mexico Connections Academy (state-chartered) and Pecos Cyber Academy (state-chartered). As of the 2024-2025 school year, New Mexico Connections Academy enrolled 1,397 students (grades four through 12), and Pecos Cyber Academy enrolled 1,662 students (K-12). Together, the two schools account for approximately 10 percent of all students enrolled in charter schools across New Mexico.

The are also multiple district, non-charter virtual schools in New Mexico which include: eCADEMY High School (APS), Destinations Career Academy (Gallup-McKinley County Schools), Virtual Learning Academy (Las Cruces Public Schools), and Taos Tiger Connect K-12 Online Academy (Taos Municipal Schools), among others.

A 2018 joint program evaluation by LESC and the Legislative Finance Committee (LFC) reported four findings regarding the performance and oversight of these schools:

1. Virtual charter schools tend to serve lower proportions of low-income students, English learners, and students with disabilities compared with the statewide average. Despite serving fewer at-risk students, these schools generally produce lower academic proficiency rates and show slower growth in academic achievement.
2. The state's funding formula treats virtual charter schools the same as brick-and-mortar schools, which leads to inefficient use of public funds and may incentivize school districts to authorize virtual charters. On average, virtual charter schools spend only about one-third as much per student on instructional staff and just one-quarter as much on operations and maintenance compared to traditional schools.
3. For-profit companies play a significant role in the management of virtual charter schools, raising concerns about financial accountability and educational priorities.
4. The report noted authorizing agencies often struggle to provide adequate oversight, despite efforts to improve accountability.

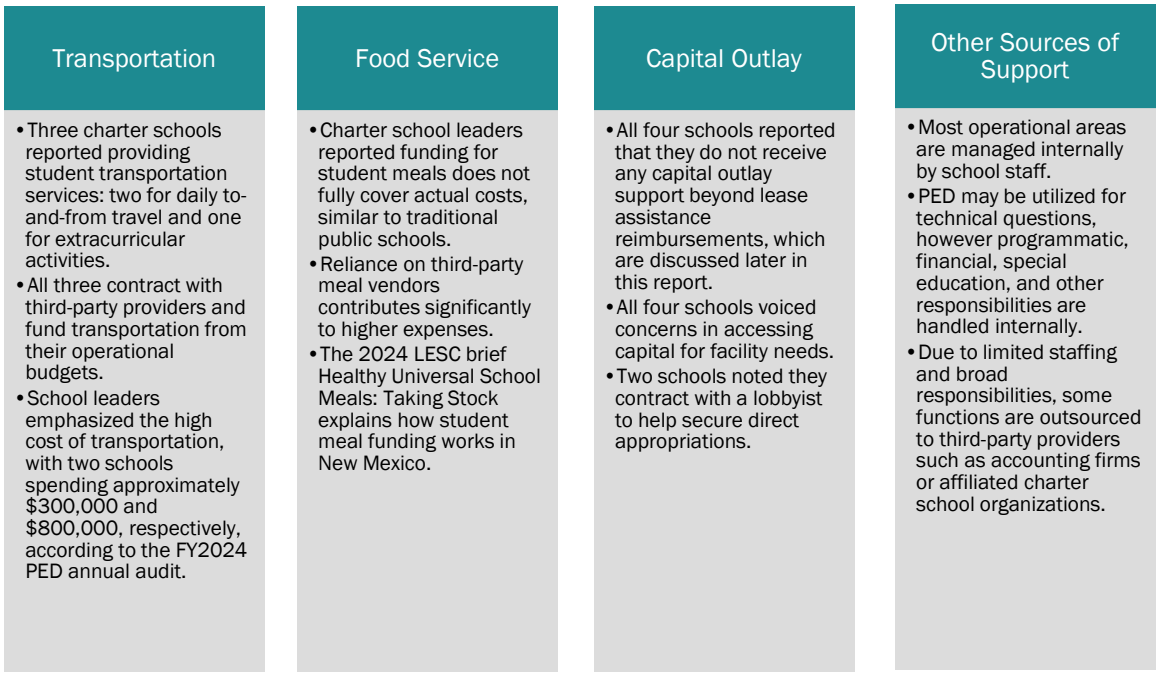
It is important for policymakers to understand the unique structure and operational needs of virtual charter schools to ensure appropriate oversight, equitable resource distribution, and effective accountability systems. The 2021 LESC Annual Report offers additional insight on virtual charter schools.

Section 2: Charter School Supports

The eight charter schools LESC staff met with during the 2025 interim represented a range of sizes, geography, and authorizing entities. Some are authorized by the largest local authorizer, Albuquerque Public Schools (APS), while others are overseen by smaller authorizers with only one or two charter schools under their jurisdiction.

During these meetings, LESC staff asked charter school leaders about specific support services or resources they receive from authorizers. The responses revealed varying levels of support, with notable differences between state and local authorizers, as well as among local districts. See **Figure 4: State-Chartered Charter School Supports** and **Figure 5: Locally-Chartered Charter School Supports** for detail on the support areas discussed and the responses charter school leaders provided.

Figure 4: State-Chartered Charter School Supports



State-Chartered Charter Schools

The length of tenure of the head administrators at the four state-chartered charter schools LESC staff spoke with varied widely, ranging from one year to 13 years. Their experience in education ranged from 18 to 40+ years.

All four schools reported the PEC and CSD generally did not provide regular operational or programmatic support. While CSD was described as accessible for technical assistance and offered training for governing board members, schools noted most operational responsibilities were handled internally. In some cases, schools also relied on external contractors to support these functions. Section 22-8B-4 NMSA 1978 allows charter schools to "contract with a school district or other party for provision of financial management, food services, transportation, facilities, education-related services or other services." However, "the governing body shall not contract with a for-profit entity for the management of the charter school."

Other Sources of Support. School leadership noted all other operational areas discussed were primarily managed internally by staff. Due to limited staffing and the wide range of responsibilities, some functions are contracted out to third-party providers. One vendor frequently used by charter schools is the Vigil Group, LLC, which provides business management services such as financial reporting, budgeting, payroll processing, audit preparation, grant and reimbursement support, internal controls assessment, and assistance with charter school development.

Several other entities also serve as sources of support for charter schools. One key organization is Public Charter Schools of New Mexico (PCSNM), which charters frequently relied on for information sharing, professional development, and policy advocacy. PCSNM offers services such as governing board training, networking opportunities, and updates on charter-related issues. As a membership-based organization, PCSNM charges a tiered membership fee based on enrollment ($16 per student), which is capped at $12 thousand annually. There are additional fees for services such as staff training.

In 2023, New Mexico was awarded a $52.8 million federal Charter Schools Program grant administered by PCSNM. The organization distributes subgrants to support the creation, replication, and expansion of high-quality charter schools. New Mexico has received this federal funding in the past, but it was previously administered by the PED.

Charter schools also engage with other organizations, such as Regional Education Cooperatives (RECs), the Association for Charter School Educational Services (ACES), and Cooperative Educational Services (CES), to access support in areas such as training, special education, billing, procurement, substitute teacher placement, and staffing. However, most of these services involve additional costs to the schools.

Locally-Chartered Charter Schools

Based on conversations with school leaders, **locally-chartered charter schools generally appear to receive a higher level of operational support from their authorizers compared to state-chartered schools.** However, the level of support provided by school districts can vary depending on factors such as the school board's or superintendent's stance on charter schools, and the extent of staffing and resources dedicated to oversight.

Figure 5: Locally-Chartered Charter School Supports

Transportation	Food Service	Capital Outlay	Other Sources of Support
• Three charter schools reported offering student transportation services, all of which were provided in coordination with their local authorizer. • One school highlighted that its authorizer provided transportation services for $5 thousand per year, an arrangement they considered highly beneficial. • In contrast, one school reported minimal transportation support from its authorizer, which did not align with the school's ridership or the funding it generated for the district.	• Three charter schools received food services from their authorizing district, though two of these school paid extra for these services. • One charter school did not receive any support from their authorizer, and paid a third-party vendor to provide meals for students. • As noted above, reliance on third-party meal vendors contributes significantly to charter school expenses.	• One school noted they are included in capital outlay plans and represented general obligation bond issuances. • One school stated they did not receive any capital outlay support, but were in a district-owned building that was well maintained and suitable. • The two other schools reported they were not included in capital outlay support, owned their own buildings, and were solely responsible for securing resources to meet their facility and capital outlay needs.	• Three schools noted varying levels of support from their authorizer in other areas. • They reported access to items such as districtwide training on areas such as special education resources and mental health, school nurse resources and district data systems. • One school reported receiving no significant support or access to district resources. • It is important to note, all the same resources may be available from authorizers, charters schools pay for the services and programs they provide.

Most schools described a positive relationship with their authorizer and reported receiving various forms of support. However, some charter school leaders also raised concerns, including a lack of dedicated district resources, despite the belief that such support should be funded by the 2 percent administrative fee, as well as a general sentiment that their school was not receiving the level of support originally expected when it was first chartered.

Section 3: Financial Landscape

Funding for Operational Costs

Every year, charter schools, similar to traditional public schools, receive funding from the SEG for operational costs through the state's public school funding formula. In addition to this funding, charter schools may also be eligible for various federal funding programs to supplement their operational costs, including Title I funds for low-income students; Title II for professional development; Title III, VI, VII, and IX for support of special populations; Individuals with Disabilities Education Act (IDEA) funds for special education; and Title IV grant funds provided through the Expanding Opportunity through Quality Charter Schools Program.

Capital Outlay

Charter Schools have access to capital outlay funds through multiple avenues in New Mexico. Access to some of these funds may differ depending on whether they are state- or locally-chartered. These avenues include state funding sources such as: direct legislative appropriations, funding programs administered by the Public School Capital Outlay Council (PSCOC) or the New Mexico Finance Authority (NMFA); or local funding sources such as general obligation bonds (GO Bonds), the Public School Capital Improvements Act (Section 22-25-1 NMSA 1978), also known as "SB9" or the "two-mill levy", the Public School Buildings Act (Section 22-26-1 NMSA 1978), also known as "HB33", or Education Technology Notes.

Public School Facilities Authority. The Public School Facilities Authority (PSFA), which serves as staff to PSCOC, administers several programs that are available to charter schools such as:

- Lease assistance awards, which are partial reimbursements for lease payment on school facilities;
- Facility Management Plan funding to complete to 5-year facility master plans, which are required by PSCOC funding eligibility;
- Standards-based awards, for the replacement or renovation of school facilities based on established adequacy standards;
- Systems-based awards, for the replacement of building systems in the effort to extend the life span of a facility, or lower maintenance or operational costs;
- Prekindergarten awards, to provide funding to build or renovate existing Pre-K spaces; and
- Broadband funding through federal funding for broadband equipment or infrastructure. This was traditionally administered by PSFA, however, administration of this funding was transferred to the Department of Information Technology by Laws 2025, Chapter 82 (Senate Bill 401), during the 2025 legislative session.

New Mexico Finance Authority. NMFA administers several lending programs that are accessible to charter schools in New Mexico including:

- The charter school facility revolving fund, a $10 million fund for purpose of renovating, expanding, or building charter school facilities;
- The public project roving fund, for the purpose of financing infrastructure, building, and capital equipment projects; and
- The New Markets Tax Credit Program, which provides financing for for-profit and nonprofit entities with a project located in a federally designated rural census tract in New Mexico to build infrastructure, purchase equipment, or cover working capital.

School Districts Inclusion of Charter School Capital Outlay Needs. Section 22-8B-4.H NMSA 1978 states "locally-chartered charter school facilities are eligible for state and local capital outlay funds and shall be included in the school district's five-year facilities plan. Additionally, Section 22-24-5.11 NMSA 1978 states no application to the public school capital outlay fund shall be approved by PSCOC unless "the school district has submitted a five-year facilities plan that includes… the capital needs of charter schools located in the school district."

2 Percent Administrative Withholding

As opposed to traditional public schools, charter schools do not receive 100 percent of the funding generated by the SEG for their school. Instead, up to 2 percent is withheld by their authorizer. Section 22-8B-13 NMSA 1978 states "the amount of funding allocated to a charter school shall be not less than 98 percent of the school-generated program cost". The remaining 2 percent of the school-generated program cost may be retained by the charter school's authorizer and used to support the administrative functions related to overseeing and supporting the charter school. The 2 percent withholding for state-chartered charter schools is retained by PED on behalf of PEC, while the 2 percent withholding for locally-chartered charter schools is retained by the respective local school board authorizing entity. A total of $8.9 million was withheld from charter schools in New Mexico during the 2024-2025 school year. Of this, $5.9 million was withheld from state-chartered charter

schools, and $2.9 was withheld from locally-chartered charter schools. For information on the amount withheld from each individual charter school, see **Appendix A: 2 Percent Withholding per Charter School.**

State-Chartered Charter Schools

As outlined in law, PED, on behalf of the PEC, may withhold up to 2 percent of state-chartered charter schools' SEG distribution to support the administrative functions associated with authorizing these schools. This funding is used for activities such as staffing CSD, supporting PEC operations, and other related administrative costs.

To determine the portion of the 2 percent allocation designated for PEC and CSD, PED applies a formula: the number of state-chartered charter schools divided by the total number of all charter schools and school districts. This ratio is multiplied by the total amount generated by the 2 percent SEG withholding from all charter schools. This formula determines the distribution of the 2 percent withholding from state-chartered charter schools, allocating approximately 30 percent to PED and the remaining 70 percent to PEC and CSD. The allocation is designed to reflect a proportionate share based on the number of state-chartered charter schools. Notably, as the number of state-authorized charter schools increases, the portion allocated to PED also grows. See **Figure 6: Charter School Administrative Support Calculation** for a visual representation of this formula. This allocation is discussed in greater detail in the following section.

Figure 6: Charter School Administrative Support Calculation

$$\frac{\text{State Authorized Charters (60)}}{\text{All Charter Schools (99) + School Districts (89)}} \times \text{Charter 2 Percent} = 31.9\%$$

Source: PEC and PED

The remaining funds from this calculation are retained by PED to prioritize support for the CSD and to collaborate with the PEC in developing an annual budget that meets CSD's operational needs. Any unencumbered or unexpended funds available as of March 1 of each fiscal year may be accessed by PED for additional charter school administrative support purposes.

Each year, PEC and CSD work jointly to develop a proposed budget within the available allocation. This budget may include expenses related to staffing, charter school support, commissioner travel, technology, meeting costs, and memberships in relevant professional organizations. PED is required to provide the PEC with an annual summary report detailing how the withheld funds were spent.

State Charter School Support Budget. Currently, the charter school support budget is divided into an approximate 70/30 split between PEC and CSD (70 percent) and PED (30 percent). The allocation for PEC (70 percent) funds the administrative and operational needs of PEC, including staffing for CSD. The remaining 30 percent is retained by PED for administrative functions across the department. According to PED, this 30 percent supports positions and operations that directly or indirectly benefit charter schools.

The total FY25 Charter School Support Budget was $5.7 million. Of that amount, $4.1 million was allocated for use by PEC and CSD. These funds were earmarked for expenses such as PEC legal representation, travel and conference costs, the annual charter school conference, and CSD staff salaries. The remaining $1.6 million was designated for "total PED/ASD." According to discussions between LESC, PED, and CSD staff, this portion is used for administrative functions across PED, supporting positions that directly or indirectly assist charter schools.

A detailed accounting of how the $1.6 million allocated to total "PED/ASD" for charter school support is used was not readily available at the time of this report. During the interim, LESC staff attended PEC meetings and spoke with several commissioners. Some commissioners expressed concerns about the level of transparency regarding the use of the charter school budget, including approximately 30 percent ($1.6 million) of the total charter school support budget that is retained by PED. They emphasized the need for more clarity on how these funds are spent.

Reversion of Unspent Funds to the General Fund. An additional reason for concern relates to a reported reversion of unspent funds from the charter school support budget to the state's general fund. Under current practice, any portion of the 2 percent withheld from state-chartered charter schools that remains unexpended by March 1 may

be reallocated by PED for charter school support. Any funds still unspent at the end of the fiscal year revert to the general fund.

Commissioners have expressed concern that these reverted funds, originally withheld from charter schools' SEG distributions, are not being used to benefit the schools from which they were taken. LESC staff found that commissioners feel that if the funds are not fully expended on oversight, support, or services that directly assist charter schools, they should be returned to the schools rather than being used for non-charter uses or being reverted to the state. The use for non-charter related expenditures or any reversion of these funds raises broader question about whether the full 2 percent withholding is necessary, especially if a portion of those funds remains unused each year. LESC staff have requested detailed information on the amount of charter school support funds that may have reverted to the general fund; however, this data has not yet been made available.

Locally-Chartered Charter Schools

The use and accounting of the 2 percent withheld from locally-chartered schools varies by school and is determined by the practices of each authorizer. For example, Section 6 of the charter school contract between Santa Fe Public Schools (SFPS) and the Academy for Technology and the Classics (ATC) clearly outlines the intended use of these funds. In contrast, some contracts lack this level of detail.

Detailed, year-to-year reporting on how withheld funds are spent does not appear to be a consistent practice among authorizers. While all authorizers apply the standard 2 percent withholding, the level and type of oversight and support provided to charter schools varies significantly. Feedback received by LESC staff on these practices is discussed later in this report. This lack of general reporting makes it difficult to assess if schools are receiving the appropriate level of support and oversight across the board, or if authorizers are being compensated appropriately for responsibilities involved in being an authorizer.

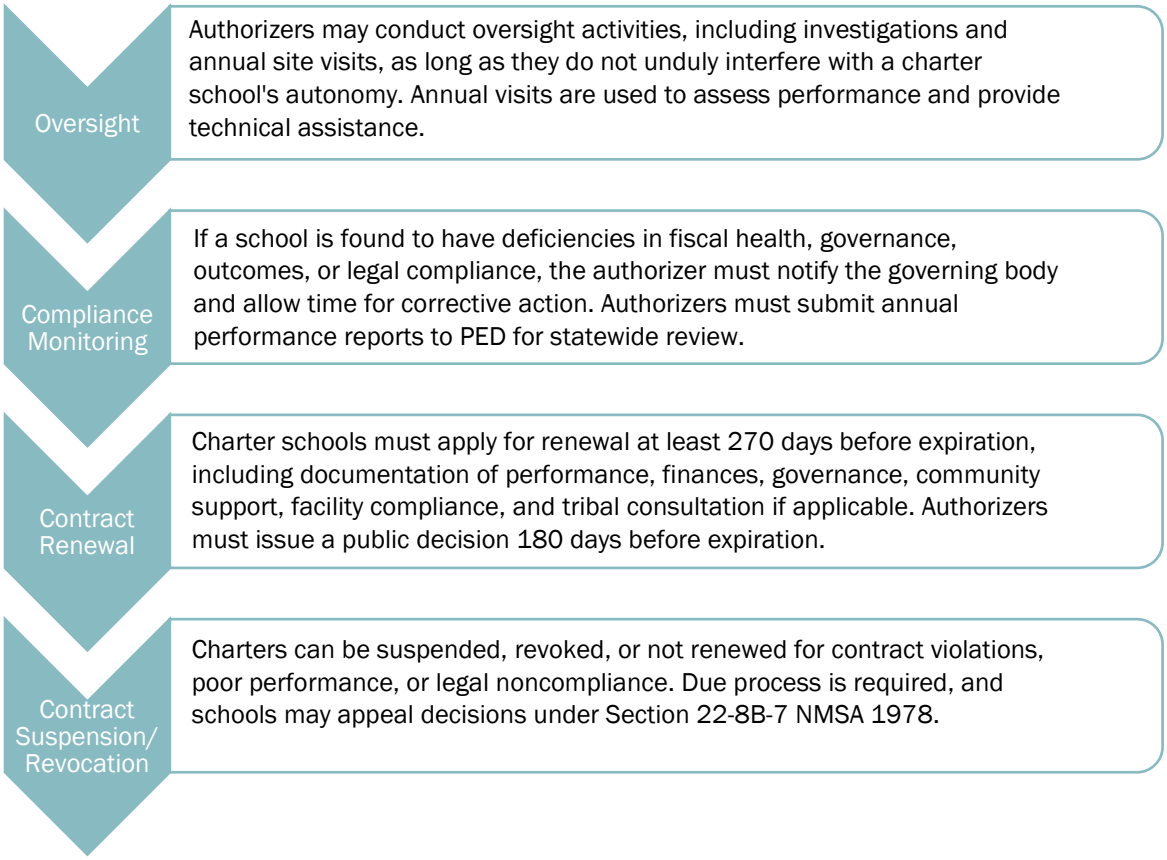
Past Proposed Changes to the Current Structure. During the 2023 legislative session, House Bill 375 (HB375) was introduced. This bill proposed two changes. First, it would have amended Section 22-8B-13 NMSA 1978, changing language to state that charter school authorizers may withhold *up to* 2 percent of a charter school's school-generated program cost, rather than exactly 2 percent. Second, HB375 would have required chartering authorities to submit an oversight and expenditure plan detailing how the funds withheld from charter schools would be used. LESC analysis of HB375 highlighted several ongoing concerns related to the current 2 percent withholding structure that the bill aimed to address but still persist in the charter school landscape. These issues include:

- Whether a flat, 2 percent withholding is appropriate for all charter schools;
- The general lack of formal accounting for how the withheld funds are used; and
- Whether charter schools are receiving the level of oversight and support the 2 percent withholding is intended to provide.

Section 4: Accountability

In New Mexico, charter schools are held accountable by both PED and their authorizing entity. Section 22-8B-12 NMSA 1978 establishes authorizing entities are required to monitor the "fiscal, overall governance and student performance and legal compliance of the charter schools that it oversees, including reviewing the data provided by the charter school to support ongoing evaluation according to the charter contract." See **Figure 7: Authorizer Responsibilities** for detail on the role of a charter school authorizer.

Figure 7: Authorizer Responsibilities



Secretary of Public Education Authority. Section 22-8B-7 NMSA 1978 stipulates the secretary of public education may review decisions made by a chartering authority either upon receiving a formal appeal, or on the secretary's own initiative. Charter applicants or governing bodies may file an appeal within 30 days of a decision related to the denial, nonrenewal, suspension, revocation, or imposition of unacceptable conditions. Appeals must be based on the specific grounds cited by the chartering authority and include a brief explanation of why the decision was in error.

Within 60 days of the disputed decision, the secretary must hold a public hearing, typically in the relevant school district, and may reverse the decision if it is found to be arbitrary, capricious, unsupported by substantial evidence, or unlawful. The secretary may also independently review approvals and deny charters that would violate civil rights laws, court orders, or pose a threat to student health or safety. If a charter is denied due to facility inadequacies, determined by the Public School Capital Outlay Council, the secretary may reverse the decision only if it is legally or evidentially flawed. All decisions by the secretary are final.

Monitoring and Oversight

Oversight and Monitoring of State-Chartered Charter Schools. Oversight and monitoring measures include the requirement that during the charter term, a record of school performance is to be developed by the state-chartered charter school, the PEC, and CSD per NMAC 6.2.9.11. PEC performs annual site visits to verify a charter school is in compliance with the terms of their charter contract; the charter school is meeting targets and indicators established in the performance framework; has corrected or is in the process of correcting unsatisfactory performance, including any performance items noted in an annual report notice; and is implementing any corrective actions imposed by the PEC.

PEC requires additional documentation and reporting to be included in a charter contract. These items include, but are not limited to, governing board bylaws, assurances to comply with federal laws, Board of Finance documentation, conflict of interest disclosures, facility assurances, and insurance documents. All active contracts for state-chartered schools can be found on the PEC website.

Oversight and Monitoring of Locally-Chartered Charter Schools. As stated above, local school boards, as the chartering authority, have authority over charter schools located in the school district they govern, with and with whom they have a charter contract with. Local school boards also have the authority to decline "charter applications that fail to meet the requirements of the Charter Schools Act or are otherwise inadequate; negotiate and execute, in good faith, charter contracts that meet the requirements of the Charter Schools Act with each approved charter school; monitor, in accordance with the requirements of the Charter Schools Act and the terms of the charter contract, the performance and legal compliance of charter schools under their authority; and determine whether a charter school merits suspension, revocation or nonrenewal."

Feedback From Charter Schools Regarding Monitoring and Oversight. The majority of state-chartered charter schools described consistent experiences with the monitoring and oversight practices of PEC and CSD. All schools reported receiving annual site visits and being evaluated using the established performance framework. These visits typically included CSD staff speaking with various members of the school staff and governing board, observing classrooms, and reviewing student and staff files for compliance. Leaders also noted that any audit findings were incorporated into the school's annual report.

In contrast, locally-chartered charter school leaders described more variation in their oversight experiences. For example, a school authorized by APS reported receiving consistent oversight and monitoring, including reviews of academic goals, annual academic plans, and adherence to a performance framework developed and used by the district.

On the other hand, another locally-chartered school reported a general lack of oversight and monitoring, noting they had only received one site visit throughout the school's existence, even after completing multiple five-year reauthorization cycles. The recent visit, according to the school, was brief and lasted no more than 30 to 60 minutes.

All charter schools visited by LESC staff noted academic performance, attendance requirements, and related reporting are typically reviewed during authorizer reauthorization processes but are primarily under the purview of PED, like traditional public schools. Performance and accountability data for charter schools are publicly available through PED's NM VISTAS platform.

Desire for Effective Governance. All charter schools LESC staff met with expressed a desire for effective and transparent governance from their authorizer. Several school leaders emphasized the importance of clear and consistent communication. One school noted, "It is very stressful to not know where you stand with your authorizer or whether your charter will be renewed when the time comes." Several schools also questioned how the 2 percent administrative fee is used, expressing concern that the oversight and support they receive do not always appear to align with the amount withheld from their budgets.

Auditing Practices

In New Mexico, charter schools are included in the annual audit as "component units" of their respective authorizing entities. State-chartered charter schools are component units of PED, and locally-chartered charter schools are component units of their respective school district.

Charter Schools as Component Units. A component unit is a legally separate organization that is financially tied to a primary government entity, in this case, PED or a school district. Its finances are included in the government's reports when the government can control the organization or may be financially affected by its actions. Charter schools are not only included as component units, but are also required to use the same auditing firm as their authorizer. Thes auding costs are an additional cost to charter schools and are not included in the 2 percent withholding.

This structure has been the subject of ongoing debate and the basis for proposed legislation. Supporters argue that including charter schools as component units under their authorizers enhances financial transparency and allows authorizers to more effectively monitor the schools' financial practices. Authorizers are included in internal

communications and requests between auditors and charter schools, as well as in audit exit interviews. They contend that this arrangement supports stronger oversight and accountability.

Critics, however, raise concerns that audit findings related to charter schools may negatively and unfairly impact the audit opinions of the primary government entities, typically school districts or the state PED. Additionally, opponents argue that charter schools, as component units, are often required to pay higher audit costs without having the ability to independently select their own auditors or negotiate lower prices, limiting their financial autonomy.

Senate Bill 245. During the 2025 legislative session, Senate Bill 245 (SB245) proposed changes to the Audit Act (Section 12-6-4 NMSA 1978), the Public School Finance Act (Section 22-8-38 NMSA 1978), and the Charter Schools Act (Section 22-8B-4 NMSA 1978). The bill would have required charter schools to conduct independent audits separate from their authorizing authorities, while still being included in the authorizers' overall audits. This change would have allowed charter schools to select their own auditors and independently negotiate audit costs. Additionally, SB245 would have mandated that all charter schools obtain board of finance status as a condition for finalizing new charter contracts or renewing existing ones. This requirement aimed to strengthen financial oversight and ensure fiscal accountability at the school level.

Complexities Presented by Independent Audits. The Office of the State Auditor (OSA) also noted requiring all charter schools to undergo separate audits from their respective authorizing authorities could introduce auditing complexities. Based on Governmental Accounting Standards Board (GASB), charter schools included as component units of their chartering authority results in their financial information being included in the audited statements of the local school district or PED, depending on whether they are state- or locally-chartered. Additionally, any discrepancies in financial data between a charter and its chartering authority would require reconciliation. This could cause reporting delays and additional administrative costs for charter schools, chartering authorities, and OSA. OSA indicates the state audit rule would need be updated and OSA would need to review other provisions on charter school audits to clarify how data from two auditors will be reconciled into a unified presentation.

Senate Bill 516. Senate Bill 516 (SB516), also introduced during the 2025 legislative session, would have required all public schools, including charter schools, to undergo financial monitoring. The bill also directed PED to produce a report evaluating the impact of local education spending on student achievement. The intent was to assess the return on investment (ROI) in public education and examine how spending decisions influence academic outcomes.

Under Section 22-8-18 NMSA 1978, local school boards and charter school governing bodies are responsible for setting spending priorities for their respective entities. SEG funding is discretionary, allowing local communities flexibility in its use, so long as school boards or governing bodies prioritize programs and strategies shown to improve student achievement.

Under SB516, school districts would be required to implement a financial monitoring system to track programmatic expenditures and analyze student outcomes, disaggregated by student demographics. Districts would have been allowed to contract with commercial data analytics providers to meet this requirement.

State-Chartered School Audit Findings. LESC staff reviewed PED's FY24 annual audit to evaluate how audit findings from charter schools may impact authorizers' audits and to identify the types of charter school findings reported by auditors. PED's audit had a total of 211 findings, 51 of which were material weakness findings.

Charter schools accounted for 151 of the 211 findings. The most common types of findings across charter schools included weaknesses in financial reporting, internal controls over cash handling, budgetary compliance, and capital asset management. Other frequent issues included payroll errors, procurement noncompliance, and audit untimeliness, with many findings repeated from prior years.

Audit findings related to a component unit are typically evaluated within the context of the governance structure of the primary organization. For example, auditors may consider whether gaps in oversight or monitoring by the primary organization contributed to the issue and whether the proposed corrective actions align with the existing governance framework. If the cause and conditions of the component unit finding were not attributable to the primary organization's negligence to perform any applicable oversight functions, findings attributed to component units tend to be viewed as a reflection of operations and management practices of the component unit itself.

Policy Recommendations

This report is intended to provide an overview of the national and New Mexico charter school landscape, examine key legislative proposals in context, and provide an overview the state's authorizing processes, oversight structures, and funding mechanisms. As policymakers consider future legislation, and authorizers contemplate their policies, the findings outlined here offer a framework to guide informed decision-making and support effective charter school oversight and improvement.

The Legislature should…

- Consider establishing transparency requirements for how authorizing entities use the 2 percent administrative support fee withheld from charter schools.
- Reevaluate whether the 2 percent withholding from charter schools is the appropriate amount to adequately fund oversight activities.
- Explore additional training and support mechanisms to assist local authorizers in effectively overseeing and supporting the charter schools under their jurisdiction.

The Public Education Department should…

- Commit to regular, publicly accessible reporting on the use of the 2 percent administrative support fee used for the oversight and authorizing functions of state-chartered charter schools.
- Evaluate and expand support available to local authorizers to help them fulfill their governance and oversight responsibilities.

Local authorizers should…

- Commit to transparent, ongoing accessible reporting on how the 2 percent withholding is used, including a breakdown of services provided to locally-chartered charter schools and the associated costs.
- Work collaboratively with PEC, CSD, and PED to identify tools, resources, or practices that may strengthen authorizing quality and ensure charter schools receive appropriate support.

Appendix A: 2 Percent Withholding per Charter School (2024-2025)

(in thousands)

	Charter School Name	Geographical Location	Total SEG Distribution (Program Cost)	2 Percent Administrative Withholding	SEG Distribution after Admin.	
	Locally Chartered Charter Schools					
1	ABQ CHARTER ACADEMY	ALBUQUERQUE	$5,359.1	$107.2	$5,251.9	1
2	ACADEMY FOR TECHNOLOGY & CLASSICS	SANTA FE	$4,450.1	$89.0	$4,361.1	2
3	ACE LEADERSHIP HIGH SCHOOL	ALBUQUERQUE	$4,147.8	$83.0	$4,064.9	3
4	ALICE KING COMMUNITY SCHOOL	ALBUQUERQUE	$6,116.4	$122.3	$5,994.1	4
5	ANANSI CHARTER SCHOOL	TAOS	$2,888.7	$57.8	$2,830.9	5
6	CHRISTINE DUNCAN HERITAGE ACADEMY	ALBUQUERQUE	$7,285.6	$145.7	$7,139.9	6
7	CIEN AGUAS INTERNATIONAL	ALBUQUERQUE	$5,705.9	$114.1	$5,591.8	7
8	CORAL COMMUNITY CHARTER	ALBUQUERQUE	$2,961.6	$59.2	$2,902.4	8
9	CORRALES INTERNATIONAL	ALBUQUERQUE	$3,567.8	$71.4	$3,496.5	9
10	COTTONWOOD VALLEY CHARTER	SOCORRO	$2,487.3	$49.7	$2,437.6	10
11	DEMING CESAR CHAVEZ	DEMING	$2,206.9	$44.1	$2,162.8	11
12	DIGITAL ARTS AND TECHNOLOGY ACADEMY	ALBUQUERQUE	$4,030.6	$80.6	$3,950.0	12
13	EAST MOUNTAIN HIGH SCHOOL	ALBUQUERQUE	$5,835.7	$116.7	$5,719.0	13
14	EL CAMINO REAL ACADEMY	ALBUQUERQUE	$4,530.6	$90.6	$4,440.0	14
15	GILBERT L SENA CHARTER HS	ALBUQUERQUE	$2,603.8	$52.1	$2,551.8	15
16	GORDON BERNELL CHARTER	ALBUQUERQUE	$2,918.0	$58.4	$2,859.6	16
17	HEALTH LEADERSHIP HIGH SCHOOL	ALBUQUERQUE	$2,840.0	$56.8	$2,783.2	17
18	INTERNATIONAL SCHOOL AT MESA DEL SOL	ALBUQUERQUE	$4,769.0	$95.4	$4,673.6	18
19	JEFFERSON MONTESSORI ACADEMY	CARLSBAD	$2,616.8	$52.3	$2,564.4	19
20	LA ACADEMIA DE ESPERANZA	ALBUQUERQUE	$3,324.7	$66.5	$3,258.2	20
21	LOS PUENTES CHARTER	ALBUQUERQUE	$2,008.2	$40.2	$1,968.0	21
22	MARK ARMIJO ACADEMY	ALBUQUERQUE	$3,084.6	$61.7	$3,022.9	22
23	MONTESSORI OF THE RIO GRANDE	ALBUQUERQUE	$3,019.9	$60.4	$2,959.5	23
24	MORENO VALLEY HIGH	CIMARRON	$1,042.0	$20.8	$1,021.1	24
25	MOSAIC ACADEMY CHARTER	AZTEC	$2,547.6	$51.0	$2,496.6	25
26	MOUNTAIN MAHOGANY COMMUNITY SCHOOL	ALBUQUERQUE	$3,234.5	$64.7	$3,169.8	26
27	NATIVE AMERICAN COMMUNITY ACADEMY	ALBUQUERQUE	$6,261.4	$125.2	$6,136.2	27
28	NEW AMERICA SCHOOL	ALBUQUERQUE	$2,238.6	$44.8	$2,193.8	28
29	NEW MEXICO INTERNATIONAL SCHOOL	ALBUQUERQUE	$5,494.3	$109.9	$5,384.4	29
30	PUBLIC ACADEMY FOR PERFORMING ARTS	ALBUQUERQUE	$5,060.8	$101.2	$4,959.6	30
31	RIO GALLINAS SCHOOL	WEST LAS VEGAS	$1,381.5	$27.6	$1,353.8	31
32	ROBERT F. KENNEDY CHARTER	ALBUQUERQUE	$4,600.3	$92.0	$4,508.3	32
33	SIDNEY GUTIERREZ MIDDLE	ROSWELL	$2,379.2	$47.6	$2,331.6	33

	Charter School Name	Geographical Location	Total SEG Distribution (Program Cost)	2 Percent Administrative Withholding	SEG Distribution after Admin.	
34	SIEMBRA LEADERSHIP HIGH SCHOOL	ALBUQUERQUE	$6,273.1	$125.5	$6,147.6	34
35	SOUTH VALLEY ACADEMY	ALBUQUERQUE	$8,424.1	$168.5	$8,255.6	35
36	TAOS MUNICIPAL CHARTER	TAOS	$3,423.8	$68.5	$3,355.3	36
37	TECHNOLOGY LEADERSHIP HIGH SCHOOL	ALBUQUERQUE	$4,174.7	$83.5	$4,091.2	37
38	THE ALB TALENT DEVELOPMENT CHARTER	ALBUQUERQUE	$1,696.8	$33.9	$1,662.8	38
39	VOZ COLLEGIATE PREPARATORY CHARTER SCHOOL	ALBUQUERQUE	$1,992.0	$39.8	$1,952.1	39
	State-Chartered Charter Schools					
40	21st CENTURY PUBLIC ACADEMY	ALBUQUERQUE	$4,384.9	$87.7	$4,297.2	40
41	ACES TECHNICAL CHARTER SCHOOL	ALBUQUERQUE	$2,237.4	$44.7	$2,192.7	41
42	ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	ALBUQUERQUE	$3,902.4	$78.0	$3,824.3	42
43	ALBUQUERQUE BILINGUAL ACADEMY	ALBUQUERQUE	$5,326.2	$106.5	$5,219.7	43
44	ALBUQUERQUE COLLEGIATE CHARTER SCHOOL	ALBUQUERQUE	$2,730.0	$54.6	$2,675.4	44
45	ABQ SCHOOL OF EXCELLENCE*	ALBUQUERQUE	$11,891.7	$237.8	$11,653.9	45
46	ABQ SIGN LANGUAGE ACADEMY	ALBUQUERQUE	$5,659.2	$113.2	$5,546.0	46
47	ALDO LEOPOLD CHARTER	SILVER CITY	$2,682.7	$53.7	$2,629.0	47
48	ALMA D'ARTE CHARTER	LAS CRUCES	$1,481.2	$29.6	$1,451.6	48
49	ALTURA PREPARATORY SCHOOL	ALBUQUERQUE	$2,889.1	$57.8	$2,831.3	49
50	AMY BIEHL CHARTER HIGH SCHOOL	ALBUQUERQUE	$3,379.5	$67.6	$3,311.9	50
51	CESAR CHAVEZ COMMUNITY SCHOOL	ALBUQUERQUE	$2,542.6	$50.9	$2,491.7	51
52	COTTONWOOD CLASSICAL PREP	ALBUQUERQUE	$10,286.1	$205.7	$10,080.4	52
53	DEAP CHARTER SCHOOL	GALLUP-MCKINLEY	$744.5	$14.9	$729.6	53
54	DREAM DINE	CENTRAL CONS.	$348.1	$7.0	$341.1	54
55	ESTANCIA VALLEY CLASSICAL ACADEMY	MORIARTY-EDGEWOO	$7,190.4	$143.8	$7,046.6	55
56	EXPLORE ACADEMY	ALBUQUERQUE	$17,922.0	$358.4	$17,563.5	56
57	EXPLORE ACADEMY - LAS CRUCES	LAS CRUCES	$7,708.9	$154.2	$7,554.7	57
58	EXPLORE ACADEMY - RIO RANCHO	RIO RANCHO	$5,329.2	$106.6	$5,222.6	58
59	HORIZON ACADEMY WEST	ALBUQUERQUE	$5,974.4	$119.5	$5,854.9	59
60	HOZHO ACADEMY	GALLUP-MCKINLEY	$10,933.2	$218.7	$10,714.5	60
61	J PAUL TAYLOR ACADEMY	LAS CRUCES	$2,811.5	$56.2	$2,755.2	61
62	LA ACADEMIA DOLORES HUERTA	LAS CRUCES	$1,314.4	$26.3	$1,288.1	62
63	LAS MONTANAS CHARTER	LAS CRUCES	$2,806.0	$56.1	$2,749.9	63
64	MCCURDY CHARTER SCHOOL	ESPANOLA	$6,518.4	$130.4	$6,388.0	64
65	MIDDLE COLLEGE HIGH SCHOOL	GALLUP-MCKINLEY	$2,147.0	$42.9	$2,104.0	65
66	MISSION ACHIEVEMENT AND SUCCESS	ALBUQUERQUE	$23,771.0	$475.4	$23,295.6	66
67	MONTE DEL SOL CHARTER	SANTA FE	$5,030.3	$100.6	$4,929.7	67
68	MONTESSORI ELEMENTARY SCHOOL	ALBUQUERQUE	$5,290.8	$105.8	$5,185.0	68

	Charter School Name	Geographical Location	Total SEG Distribution (Program Cost)	2 Percent Administrative Withholding	SEG Distribution after Admin.	
69	NEW AMERICA SCHOOL - LAS CRUCES	LAS CRUCES	$2,723.2	$54.5	$2,668.7	69
70	NEW MEXICO ACADEMY FOR THE MEDIA ARTS	ALBUQUERQUE	$1,803.9	$36.1	$1,767.8	70
71	NEW MEXICO CONNECTIONS ACADEMY	SANTA FE	$18,569.7	$371.4	$18,198.3	71
72	NM SCHOOL FOR THE ARTS	SANTA FE	$3,882.5	$77.7	$3,804.9	72
73	NORTH VALLEY ACADEMY	ALBUQUERQUE	$3,113.3	$62.3	$3,051.0	73
74	PECOS CYBER ACADEMY	MORIARTY-EDGEWOO	$24,815.2	$496.3	$24,318.9	74
75	RAICES DEL SABER XINACHTLI COMMUNITY	LAS CRUCES	$1,686.3	$33.7	$1,652.5	75
76	RED RIVER VALLEY CHARTER SCHOOL	QUESTA	$1,535.4	$30.7	$1,504.7	76
77	RIO GRANDE ACADEMY OF FINE ARTS	ALBUQUERQUE	$2,493.7	$49.9	$2,443.8	77
78	ROOTS & WINGS COMMUNITY	QUESTA	$1,123.5	$22.5	$1,101.0	78
79	SAN DIEGO RIVERSIDE CHARTER	JEMEZ VALLEY	$1,116.9	$22.3	$1,094.6	79
80	SANDOVAL ACADEMY OF BILINGUAL EDUCATION	RIO RANCHO	$2,874.4	$57.5	$2,816.9	80
81	SCHOOL OF DREAMS ACADEMY	LOS LUNAS	$8,230.7	$164.6	$8,066.1	81
82	SIX DIRECTIONS INDIGENOUS SCHOOL	GALLUP-MCKINLEY	$819.1	$16.4	$802.7	82
83	SOLARE COLLEGIATE CHARTER SCHOOL	ALBUQUERQUE	$4,245.9	$84.9	$4,160.9	83
84	SOUTH VALLEY PREP	ALBUQUERQUE	$1,893.6	$37.9	$1,855.7	84
85	ALBUQUERQUE AVIATION ACADEMY (previously SAMS)	ALBUQUERQUE	$3,817.2	$76.3	$3,740.9	85
86	RENAISSANCE ACADEMY CHARTER SCHOOL (prev. SWPL	ALBUQUERQUE	$2,032.7	$40.7	$1,992.0	86
87	SOUTHWEST SECONDARY LEARNING CENTER	ALBUQUERQUE	$1,855.2	$37.1	$1,818.0	87
88	TAOS ACADEMY	TAOS	$4,418.9	$88.4	$4,330.5	88
89	TAOS INTEGRATED SCHOOL OF ARTS	TAOS	$2,777.0	$55.5	$2,721.4	89
90	TAOS INTERNATIONAL SCHOOL	TAOS	$2,561.7	$51.2	$2,510.5	90
91	THE ASK ACADEMY	RIO RANCHO	$6,487.1	$129.7	$6,357.4	91
92	THE GREAT ACADEMY	ALBUQUERQUE	$1,326.4	$26.5	$1,299.9	92
93	THE MASTERS PROGRAM	SANTA FE	$3,475.6	$69.5	$3,406.1	93
94	THRIVE COMMUNITY SCHOOL	SANTA FE	$4,373.9	$87.5	$4,286.4	94
95	TIERRA ADENTRO	ALBUQUERQUE	$3,337.9	$66.8	$3,271.1	95
96	TIERRA ENCANTADA CHARTER SCHOOL	SANTA FE	$3,786.0	$75.7	$3,710.3	96
97	TURQUOISE TRAIL CHARTER SCHOOL	SANTA FE	$7,812.6	$156.3	$7,656.3	97
98	VISTA GRANDE HIGH SCHOOL	TAOS	$1,414.8	$28.3	$1,386.5	98
99	WALATOWA CHARTER HIGH	JEMEZ VALLEY	$927.4	$18.5	$908.8	99
	LOCALLY CHARTERED CHARTER SCHOOLS TOTAL		**$148,983.9**	**$2,979.7**	**$146,004.2**	
	STATE-CHARTERED CHARTER SCHOOLS TOTAL		**$296,564.2**	**$5,931.3**	**$290,632.9**	
	GRAND TOTAL		**$445,548.1**	**$8,911.0**	**$436,637.1**	

*Albuquerque School of Excellence has two locations.

Source: LESC Files

Appendix B: Charter School Discussion Questions

1. What is the tenure of senior staff?

2. What specific support services or resources does your school receive from your authorizer?
   (Examples: transportation, food service, programming support, special education resources, capital outlay support/inclusion, state/federal reporting support, fiscal support, other)

3. Do you receive support from any other entities?
   (Example: RECs, PCSNM, ACES, CES, other)

4. What oversight activities or responsibilities does your authorizer carry out?
   (Examples: site visits, reporting, re-authorization preparation, other)

5. How is attendance accountability provided, monitored, and enforced by your authorizer?

6. How is academic performance accountability provided, monitored, and enforced by your authorizer?

7. How is financial and budgetary compliance supported, monitored, and enforced by your authorizer?

8. How is financial and budgetary compliance supported, monitored, and enforced by your governing council?

9. Open Discussion: general feedback from charter school leaders.

- Discussion topics included:
  - Recommendations for the legislature;
  - Resources, support, or funding needed;
  - Feedback on governance for charter schools; and
  - Updates or information about the school or community.

Appendix C: Map of New Mexico Charter School Locations

State-Chartered Charter Schools: 60

Locally-Chartered Charter Schools:39

Source: LESC Files