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

Bill Number	<u>*HB253/HECS/aHAFC</u>	Sponsor	<u>HEC</u>
Tracking Number	<u>.233731.4</u>	Committee Referrals	<u>HEC/HAFC</u>
Short Title	<u>Public Education Changes</u>		
Analyst	<u>Estupiñan</u>	Original Date	<u>2/9/2026</u>
		Last Updated	<u>2/13/2026</u>

BILL SUMMARY

Synopsis of HAFC Amendment

The House Appropriations and Finance Committee amendment to the House Education Committee Substitute for *House Bill 253 (*HB253/HECS/aHAFC) revises language in the temporary provisions of the bill. The amendment requires a school district with student membership (“MEM”) over 8,000 and that lost at least 10 percent of their enrollment between fiscal year 2025 (FY25) and fiscal year 2026 (FY26) to use the average of their FY25 and FY26 40-day MEM to calculate FY26 program units.

Synopsis of Bill

The House Education Committee Substitute for *House Bill 253 (*HB253/HECS) amends the Public School Code by adding annual reporting requirements for school districts and charter schools serving distance learning students in full-time distance learning programs. *HB253/HECS is accompanied by House Executive Message No. 52.

*HB253/HECS also revises the rural population factor in the state equalization guarantee (SEG), the state’s public school funding formula, by excluding distance learning students from its calculation.

The bill also enacts the “Distance Learning Act” to define distance learning students and full-time distance learning programs. *HB253/HECS requires full-time distance learning programs to comply with all provisions of the Public School Code, comply with state and federal law regarding student privacy, student record confidentiality and secure student record storage, and maintain records of the school district's or charter school's expenditures related to the program.

*HB253/HECS also requires the Public Education Department (PED) to evaluate all full-time distance learning programs by the end of the 2027-2028 school year (SY28) to certify the programs are in compliance with the Public School Code and related administrative rules. PED would be authorized to begin this evaluation upon the effective date of the proposed changes and would be required to reevaluate each program at least every five years.

*HB253/HECS/aHAFC also contains temporary provisions that address an anticipated shortfall in the SEG for FY26. These temporary provisions include a prohibition on enrollment growth program units for distance learning students, and a revision to MEM calculations for some school districts.

Finally, the bill directs a statutorily required study of virtual learning programs that would be due by November 1, 2026.

Given the length of the bill, a section-by-section review of the bill with additional details is included in the **Substantive Issues** section of this analysis.

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

FISCAL IMPACT

*HB253/HECS/aHAFC does not contain an appropriation.

The bill includes changes to the SEG that would reduce program cost in FY26 and subsequent fiscal years. For FY26, *HB253/HECS/aHAFC would eliminate approximately \$65.1 million in program units. For FY27, the bill may eliminate \$5.4 million in program units. See **Table 1: Estimated Fiscal Impact of *HB253/HECS/aHAFC**.

The bill would change the distribution of existing SEG funding, leading to an increased FY26 unit value for school districts and charter schools. Please refer to **Appendix 1: Estimated Fiscal Impact of *HB253/HECS/aHAFC**.

**Table 1: Estimated Fiscal Impact of
*HB253/HECS/aHAFC**

FY26 - FY27
(in millions)

Provision of *HB253/HECS/aHAFC	FY26	FY27
Repealing Enrollment Growth Program Units for Distance Learning Students	(\$41.9)	\$0.0
Requiring Average of FY25 and FY26 40th Day MEM for some School Districts	(\$26.6)	\$0.0
Prohibition of Using Distance Learning Students in Rural Population Factor	\$0.0	(\$5.4)
Total	(\$68.5)	(\$5.4)

Source: LESC Analysis of PED Data

For FY26 and FY27, *HB253/HECS/aHAFC prohibits allocating enrollment growth program units for distance learning students; thus, eliminating at least 6,161 program units in FY26, or approximately \$41.9 million at the FY26 preliminary unit value. The bill would also eliminate about 3,914 program units, or approximately \$26.6 million at the FY26 preliminary unit value, by requiring school districts with more than 8,000 students that also lost more than 10 percent of their students between FY25 and FY26 to use the average of their FY25 and FY26 40-day MEM for calculating FY26 program units.

Beginning in FY27, the bill prohibits rural population program units for distance learning students; thus, eliminating at least 796 program units, or \$5.4 million at the preliminary FY26 unit value.

By eliminating these program units in FY26 and FY27, *HB253/HECS/aHAFC would increase the unit value for both fiscal years, increasing SEG funding for most school districts and charter schools.

SUBSTANTIVE ISSUES

*HB253/HECS/aHAFC enacts reporting and programmatic requirements for full-time distance learning programs offered by school districts and charter schools. The bill also creates a process for PED to evaluate all distance learning programs to certify they are complying with existing law, while also directing LESC, in collaboration with the Legislative Finance Committee (LFC) and PED, to conduct a comprehensive study on virtual education that would be due to the Legislature, PED, and the governor by November 1, 2026.

The bill does not place new requirements on hybrid programs, where students are expected to attend school both in-person and online; and it does not require the discontinuation of any existing distance learning program, nor does it remove the availability of those programs for any student group.

Section-By-Section Summary. Given the length of *HB253/HECS/aHAFC, please see a section-by-section summary below:

- **Section 1** of *HB253/HECS/aHAFC revises Section 22-8-2 NMSA 1978 by defining a “distance learning student.”
- **Section 2** requires school districts and charter schools to include distance learning students in membership projections required by Section 22-8-12.1 NMSA 1978.
- **Section 3** requires distance learning students to be reported by grade level in the annual reporting requirements in Section 22-8-13 NMSA 1978.
- **Section 4** revises Section 22-8-23 NMSA 1978 by prohibiting rural population program units in the SEG from being allocated for distance learning students.
- **Section 5** repeals the title of the Statewide Cyber Academy Act and renames it the “Distance Learning Act.”
- **Section 6** repeals definitions of the Statewide Cyber Academy Act in Chapter 22, Article 30 NMSA 1978 and inserts definitions for “full-time distance learning program” and “distance learning student.”
- **Section 7** retains existing language creating the statewide cyber academy and clarifies that PED may provide distance learning courses for students in sixth through 12th grade through the academy—currently, this academy is not currently in operation.
- **Section 8** requires PED to promulgate rules for the Distance Learning Act.
- **Section 9** requires full-time distance learning programs to comply with federal and state statutes, including class-size limits, educator certifications, minimum instructional hour requirements, and student record confidentiality. School districts and charter schools that want to expand grade levels offered by their full-time distance learning programs would also be required to certify to PED that the program has sufficient courses for a full instructional program for the proposed grade level. This section also includes a requirement

that PED is notified by October 15 of each year about the number and grade level of students enrolled in full-time distance learning programs.

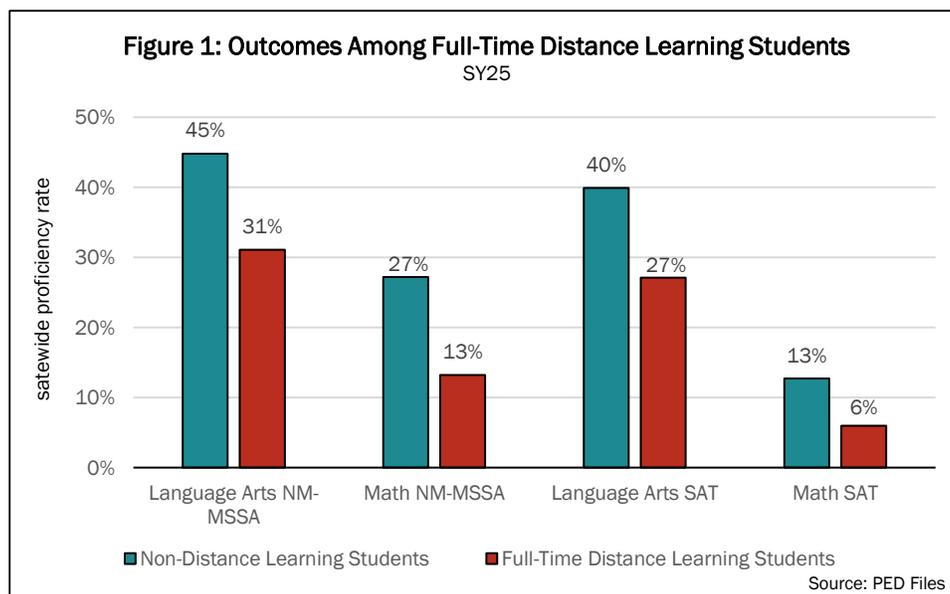
- **Section 10** strikes language that pertained to the previous Statewide Cyber Academy Act and prohibits a school district from requiring students to enroll in a full-time distance learning program, except during a public health emergency.
- **Section 11** requires full-time distance learning programs to provide instructional materials in a format that is usable by students with disabilities.
- **Section 12** requires PED to evaluate all full-time distance learning programs by the end of SY28 and at least every five years thereafter, to ensure the programs are complying with all provisions of the Public School Code and related rules. If a program is found to not be in compliance with the Public School Code or related rules, the superintendent or local head administrator would be required to submit a plan for department approval that specifies how the program will be brought into compliance with the Public School Code in subsequent school years. This evaluation of programs would begin upon the effective date of the bill.
- **Section 13** contains temporary provisions that require a school district with more than 8,000 students that lost more than 10 percent of its students between FY25 and FY26 to use the average of its FY25 and FY26 40-day MEM in calculating FY26 program units. The section also prohibits enrollment growth program units from being allocated for distance learning students in FY26 and FY27. There would also be a one-year moratorium on the creation of new full-time distance learning programs at school districts or charter schools. Section 14 also requires LESC, in collaboration with the Legislative Finance Committee (LFC) and PED, to conduct a comprehensive study on virtual instruction in New Mexico with the study due by November 1, 2026.
- **Section 14** repeals outdated language of the “Statewide Cyber Academy Act.”
- **Section 15** applies an effective date of July 1, 2026, to Sections 1 through 12 and Section 14 of the bill.
- **Section 16** includes an emergency clause, so Section 13 of the bill takes effect upon the signature of the governor.

Virtual Education in New Mexico. The Statewide Cyber Academy Act (Section 22-30-1 NMSA 1978), a statute passed in 2007, allows PED to offer distance learning courses statewide. However, distance learning education in New Mexico has traditionally been provided through virtual charter schools, such as Pecos Cyber Academy and New Mexico Connections Academy—neither of which would be impacted by the bill.

As a result of the Covid-19 pandemic, virtual instructional models have expanded to more communities. A December 2025 PED survey found 8,977 students in New Mexico are enrolled in 67 full-time distance learning programs; however, these numbers remain an estimate since 38 school districts and charter schools have not yet submitted information.

According to the PED survey data, secondary students are disproportionately represented among full-time distance learning students. Grade-level enrollment peaks at about 900 students in grade 10, compared with just over 200 students in grade one. Low-income students are also disproportionately represented among full-time distance learning students. Preliminary data on student assessment for full-time distance learning students was also included, indicating lower student performance in reading and math. Proficiency rates among students in the New Mexico Measures of Student Success and Achievement (NM-MSSA) assessment was 14 percentage points

lower than in-person students in language arts, while proficiency in math was 14 percentage points lower. See **Figure 1: Outcomes Among Full-Time Distance Learning Students**.



National Landscape of Virtual Education. A 2023 [report](#) from the National Education Policy Center, an education research organization housed within the University of Colorado Boulder’s School of Education, found approximately 579 thousand students were enrolled in 726 full-time virtual schools. One third of these full-time virtual schools are organized as charter schools, which collectively enroll over half of all full-time virtual students in the United States. The report noted virtual schools tend to educate substantially fewer minority students, low-income students, and male students, relative to national public school enrollment. The report also found full-time virtual programs trailed the national graduation rate by 21 percentage points. The report partly attributed lower graduation outcomes to student-teacher ratios, as full-time virtual schools reported having 24.4 students per teacher, compared with the national average of 14.8.

The report contained several recommendations for policymakers to consider around full-time virtual education programs, including reporting requirements for virtual education. Other recommendations included reduced student-teacher ratios, regular contact between teachers and students, standardized definitions of adequate quantity of instruction, and individualized education plans for all virtual students. The report also focused on funding frameworks for these programs, with the report finding full-time virtual programs generally have cost efficiencies from not having facilities and other traditional expenses. As a result, the report states policymakers should either consider adjusting their public school funding formulas to account for these savings, or expect these programs to have more teachers and other support for virtual students.

Currently, New Mexico does not have a framework for regulating or funding full-time distance learning programs. The SEG was not designed with full-time distance learning programs in mind, and some of the SEG’s factors are not designed to account for these programs, including the rural population adjustment, the school and district size adjustments, and the enrollment growth factors. Apart from the formula, there is also a lack of statutory language explicitly stating full-time distance learning programs must comply with the Public School Code, including minimum instructional hour requirements, educator qualifications, and minimum compensation for educators.

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

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

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

Source: PED

Despite these differences in costs, the SEG does not distinguish between traditional in-person students and those in a full-time distance learning program. This allows the SEG to generate the same funding for students in a brick-and-mortar instructional setting as those in a virtual setting. Some states, like Arizona, have modified their kindergarten through 12th grade (K-12) public school funding formulas in recent years to account for the lower costs of providing online education.

***HB253/HECS/aHAFC Requirements and Definitions.** Requirements and definitions in the bill are listed below:

- A “distance learning student” is a student who is enrolled in a full-time distance learning program.
- A “full-time distance learning program” is defined as a public school instructional program in which students receive virtual instruction and are not required to attend school at a school building.
- These definitions exclude students enrolled in a hybrid program, where they regularly participate in virtual and in-person instruction.
- All full-time distance learning programs must comply with all provisions of the Public School Code and related rules.
- *HB253/HECS/aHAFC requires all full-time distance learning programs to be evaluated by the department for compliance with the Public School Code and related rules.

Student Eligibility for Full-Time Distance Learning Programs. If enacted, *HB253/HECS/aHAFC would allow all students in New Mexico, regardless of their grade level or personal and academic circumstances, to continue participating in a full-time distance learning program.

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

In FY25, Pecos Cyber Academy, a virtual charter school in Carlsbad, NM, relocated its central office to Moriarity-Edgewood. This relocation to a highly rural school district qualified Pecos Cyber Academy for an additional \$1.7 million in FY26 rural population program units. Pecos Cyber Academy has a MEM of 1,662, many of whom are not physically located in Moriarity-Edgewood. *HB253/HECS/aHAFC would modify the rural population factor by excluding distance learning students from the factor’s calculation, thus eliminating at least 796 program units in FY27.

Temporary Provisions. *HB253/HECS/aHAFC addresses the current shortfall in the FY26 SEG distribution through several temporary revisions to the formula, including a prohibition on the allocation of enrollment growth program units for distance learning students in FY26 and FY27. Another temporary provision would require a school district with more than 8 thousand students that lost more than 10 percent of its students between FY25 and FY26 to use the average of its FY25 and FY26 40th Day MEM in calculating FY26 program units. In sum, these temporary provisions would eliminate approximately \$41.9 million in enrollment growth funding in FY26 and \$26.6 million in other program units, eliminating the entirety of the SEG shortfall and leading to a \$63 increase in the FY26 final unit value to \$6,864.43 (the FY26 preliminary unit value is \$6,801.35). See **Table 3: Estimated Impact of *HB253/HECS/aHAFC on the FY26 Unit Value.**

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

	Preliminary FY26 Unit Value	Estimated FY26 Unit Value with no Statutory Changes	Estimated FY26 Unit Value if *HB253/HECS/aHAFC Were Enacted
Scenarios	\$6,801.35	\$6,760.35	\$6,864.43

Source: LESC analysis of PED Data

Other temporary provisions in the bill include a one-year moratorium on requests to reorganize to create a school district, school, or school program, that would enroll most students in a full-time distance learning program.

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

In FY26, Stride K12, Inc. signed agreements with the Chama Valley and Santa Rosa school districts to host DCA. As part of these agreements, approximately 3,055 virtual students, many of whom were previously enrolled in GMCS’ DCA, enrolled in the Chama Valley and Santa Rosa DCA. As a result, approximately \$41.9 million in SEG enrollment growth program units were created. These unanticipated program units created a need for a supplemental appropriation to the

SEG of up to \$35 million to keep the FY26 unit value flat at \$6,801.35. The FY27 budget recommendations from LESC, LFC, and the executive did not include this \$35 million supplemental appropriation request.

ADMINISTRATIVE IMPLICATIONS

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

RELATED BILLS

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

SOURCES OF INFORMATION

- LESC Files
- Legislative Finance Committee (LFC) Files

DE/ec/mca/jkh

Appendix 1: Estimated Fiscal Impact of *HB253/HECS/aHAFC

FY26

School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253/HECS /aHAFC	Percentage Change	Change in Program Cost if *HB253/HECS /aHAFC Were Enacted	Percentage Change
1 Alamogordo	\$65,576,331	\$279,608	-0.4%	\$608,222	0.9%
2 Albuquerque	\$1,003,990,482	\$4,280,874	-0.4%	\$9,312,039	0.9%
3 Animas	\$3,498,376	\$14,917	-0.4%	\$32,448	0.9%
4 Artesia	\$48,023,985	\$204,768	-0.4%	\$445,424	0.9%
5 Aztec	\$29,661,558	\$126,473	-0.4%	\$275,112	0.9%
6 Belen	\$50,420,087	\$214,984	-0.4%	\$467,648	0.9%
7 Bernalillo	\$44,089,867	\$187,993	-0.4%	\$408,935	0.9%
8 Bloomfield	\$34,047,021	\$145,172	-0.4%	\$315,787	0.9%
9 Capitan	\$7,776,303	\$33,157	-0.4%	\$72,125	0.9%
10 Carlsbad	\$95,808,924	\$408,516	-0.4%	\$888,630	0.9%
11 Carrizozo	\$3,845,279	\$16,396	-0.4%	\$35,665	0.9%
12 Central Cons.	\$65,946,917	\$281,188	-0.4%	\$611,659	0.9%
13 Chama	\$5,880,026	\$20,656,419	351.3%	\$54,537	0.9%
14 Cimarron	\$5,939,857	\$25,327	-0.4%	\$55,092	0.9%
15 Clayton	\$7,055,442	\$30,083	-0.4%	\$65,439	0.9%
16 Cloudcroft	\$8,578,026	\$36,575	-0.4%	\$79,561	0.9%
17 Clovis	\$93,646,931	\$399,297	-0.4%	\$868,578	0.9%
18 Cobre Cons.	\$15,772,678	\$67,252	-0.4%	\$146,292	0.9%
19 Corona	\$2,973,244	\$12,677	-0.4%	\$27,577	0.9%
20 Cuba	\$12,628,080	\$53,844	-0.4%	\$117,126	0.9%
21 Deming	\$71,378,590	\$304,348	-0.4%	\$662,038	0.9%
22 Des Moines	\$3,139,027	\$13,384	-0.4%	\$29,115	0.9%
23 Dexter	\$12,743,241	\$54,335	-0.4%	\$118,194	0.9%
24 Dora	\$4,052,986	\$17,281	-0.4%	\$37,592	0.9%
25 Dulce	\$10,286,287	\$43,859	-0.4%	\$95,406	0.9%
26 Elida	\$3,454,249	\$14,728	-0.4%	\$32,038	0.9%
27 Espanola	\$39,864,807	\$169,978	-0.4%	\$369,747	0.9%
28 Estancia	\$11,218,194	\$47,833	-0.4%	\$104,049	0.9%
29 Eunice	\$10,757,362	\$45,868	-0.4%	\$99,775	0.9%
30 Farmington	\$137,115,923	\$584,643	-0.4%	\$1,271,754	0.9%
31 Floyd	\$4,614,730	\$19,677	-0.4%	\$42,802	0.9%

Appendix 1: Estimated Fiscal Impact of *HB253/HECS/aHAFC

FY26

School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253/HECS /aHAFC	Percentage Change	Change in Program Cost if *HB253/HECS /aHAFC Were Enacted	Percentage Change
32 Ft Sumner	\$5,347,378	\$22,800	-0.4%	\$49,597	0.9%
33 Gadsden	\$180,197,517	\$768,337	-0.4%	\$1,671,337	0.9%
34 Gallup-Mckinley	\$193,341,106	\$824,379	-0.4%	\$25,072,361	-13.0%
35 Grady	\$3,679,687	\$15,690	-0.4%	\$34,129	0.9%
36 Grants	\$43,015,825	\$183,413	-0.4%	\$398,973	0.9%
37 Hagerman	\$7,539,249	\$32,146	-0.4%	\$69,927	0.9%
38 Hatch	\$18,349,573	\$78,240	-0.4%	\$170,193	0.9%
39 Hobbs	\$140,223,555	\$597,894	-0.4%	\$1,300,577	0.9%
40 Hondo	\$3,393,758	\$14,471	-0.4%	\$31,477	0.9%
41 House	\$2,451,703	\$10,454	-0.4%	\$22,740	0.9%
42 Jal	\$9,727,583	\$41,477	-0.4%	\$90,224	0.9%
43 Jemez Mountain	\$3,831,180	\$16,336	-0.4%	\$35,534	0.9%
44 Jemez Valley	\$6,464,812	\$27,565	-0.4%	\$59,961	0.9%
45 Lake Arthur	\$3,888,862	\$16,582	-0.4%	\$36,069	0.9%
46 Las Cruces	\$318,572,513	\$1,358,348	-0.4%	\$2,954,769	0.9%
47 Las Vegas City	\$17,263,622	\$73,610	-0.4%	\$160,121	0.9%
48 Logan	\$5,707,251	\$24,335	-0.4%	\$52,935	0.9%
49 Lordsburg	\$7,421,150	\$31,643	-0.4%	\$68,831	0.9%
50 Los Alamos	\$47,175,878	\$201,151	-0.4%	\$437,558	0.9%
51 Los Lunas	\$110,465,602	\$471,010	-0.4%	\$1,024,571	0.9%
52 Loving	\$11,952,461	\$50,964	-0.4%	\$110,859	0.9%
53 Lovington	\$55,659,433	\$237,324	-0.4%	\$516,243	0.9%
54 Magdalena	\$6,033,797	\$25,727	-0.4%	\$55,964	0.9%
55 Maxwell	\$2,788,785	\$11,891	-0.4%	\$25,866	0.9%
56 Melrose	\$5,252,084	\$22,394	-0.4%	\$48,713	0.9%
57 Mesa Vista	\$5,141,447	\$21,922	-0.4%	\$47,687	0.9%
58 Mora	\$6,451,536	\$27,508	-0.4%	\$59,838	0.9%
59 Moriarty-Edgewood	\$33,932,289	\$144,683	-0.4%	\$314,723	0.9%
60 Mosquero	\$2,926,614	\$12,479	-0.4%	\$27,144	0.9%
61 Mountainair	\$4,136,540	\$17,638	-0.4%	\$38,367	0.9%
62 Pecos	\$7,504,644	\$31,999	-0.4%	\$69,606	0.9%

Appendix 1: Estimated Fiscal Impact of *HB253/HECS/aHAFC

FY26

School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253/HECS /aHAFC	Percentage Change	Change in Program Cost if *HB253/HECS /aHAFC Were Enacted	Percentage Change
63 Penasco	\$5,812,332	\$24,783	-0.4%	\$53,910	0.9%
64 Pojoaque	\$22,684,570	\$96,724	-0.4%	\$210,400	0.9%
65 Portales	\$35,891,118	\$153,035	-0.4%	\$332,891	0.9%
66 Quemado	\$4,017,109	\$17,128	-0.4%	\$37,259	0.9%
67 Questa	\$6,470,988	\$27,591	-0.4%	\$60,019	0.9%
68 Raton	\$12,004,430	\$51,185	-0.4%	\$111,341	0.9%
69 Reserve	\$2,795,504	\$11,920	-0.4%	\$25,928	0.9%
70 Rio Rancho	\$230,344,782	\$982,158	-0.4%	\$2,136,454	0.9%
71 Roswell	\$124,160,161	\$529,401	-0.4%	\$1,151,589	0.9%
72 Roy	\$2,427,524	\$10,351	-0.4%	\$22,515	0.9%
73 Ruidoso	\$23,347,137	\$99,549	-0.4%	\$216,545	0.9%
74 San Jon	\$3,004,952	\$12,813	-0.4%	\$27,871	0.9%
75 Santa Fe	\$148,036,123	\$631,205	-0.4%	\$1,373,039	0.9%
76 Santa Rosa	\$11,019,663	\$20,995,958	190.5%	\$102,208	0.9%
77 Silver City	\$30,848,686	\$131,534	-0.4%	\$286,122	0.9%
78 Socorro	\$17,728,678	\$75,593	-0.4%	\$164,434	0.9%
79 Springer	\$3,286,344	\$14,013	-0.4%	\$30,481	0.9%
80 Taos	\$26,630,183	\$113,547	-0.4%	\$244,524	0.9%
81 Tatum	\$5,743,094	\$24,488	-0.4%	\$53,267	0.9%
82 Texico	\$8,994,493	\$38,351	-0.4%	\$83,424	0.9%
83 Truth Or Cons.	\$18,948,479	\$80,794	-0.4%	\$175,748	0.9%
84 Tucumcari	\$13,609,801	\$58,030	-0.4%	\$126,231	0.9%
85 Tularosa	\$15,968,529	\$68,088	-0.4%	\$148,109	0.9%
86 Vaughn	\$2,534,210	\$10,806	-0.4%	\$23,505	0.9%
87 Wagon Mound	\$2,338,447	\$9,971	-0.4%	\$21,689	0.9%
88 West Las Vegas	\$22,591,657	\$96,328	-0.4%	\$209,538	0.9%
89 Zuni	\$19,109,202	\$81,479	-0.4%	\$177,238	0.9%
90 Charter Schools					
91 21St Century Public Academy	\$4,470,793	\$19,063	-0.4%	\$41,467	0.9%
92 Abq Charter Academy	\$5,604,516	\$23,897	-0.4%	\$51,982	0.9%
93 Abq School Of Excellence	\$13,171,875	\$56,163	-0.4%	\$122,169	0.9%

Appendix 1: Estimated Fiscal Impact of *HB253/HECS/aHAFC

FY26

	School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253/HECS /aHAFC	Percentage Change	Change in Program Cost if *HB253/HECS /aHAFC Were Enacted	Percentage Change	
94	Abq Sign Language Academy	\$5,628,552	\$23,999	-0.4%	\$52,205	0.9%	94
95	Academy For Technology & Classics	\$4,589,633	\$19,570	-0.4%	\$42,569	0.9%	95
96	Ace Leadership High School	\$4,303,405	\$18,349	-0.4%	\$39,914	0.9%	96
97	Aces Technical Charter School	\$3,579,414	\$15,262	-0.4%	\$33,199	0.9%	97
98	Albuquerque Aviation Academy	\$4,228,617	\$18,030	-0.4%	\$39,221	0.9%	98
99	Albuquerque Bilingual Academy	\$5,135,305	\$21,896	-0.4%	\$47,630	0.9%	99
100	Albuquerque Collegiate Charter School	\$3,474,694	\$14,816	-0.4%	\$32,228	0.9%	100
101	Albuquerque Institute Of Math & Science	\$3,804,900	\$16,224	-0.4%	\$35,291	0.9%	101
102	Aldo Leopold Charter	\$2,885,894	\$12,305	-0.4%	\$26,767	0.9%	102
103	Alice King Community School	\$5,959,819	\$25,412	-0.4%	\$55,277	0.9%	103
104	Alma D'Arte Charter	\$1,473,030	\$6,281	-0.4%	\$13,662	0.9%	104
105	Altura Preparatory School	\$2,908,284	\$12,401	-0.4%	\$26,974	0.9%	105
106	Amy Biehl Charter High School	\$2,876,699	\$12,266	-0.4%	\$26,681	0.9%	106
107	Anansi Charter School	\$2,957,234	\$12,609	-0.4%	\$27,428	0.9%	107
108	Cesar Chavez Community School	\$2,802,823	\$11,951	-0.4%	\$25,996	0.9%	108
109	Christine Duncan Heritage Academy	\$9,014,829	\$38,438	-0.4%	\$83,613	0.9%	109
110	Cien Aguas International	\$6,051,216	\$25,802	-0.4%	\$56,125	0.9%	110
111	Coral Community Charter	\$3,258,105	\$13,892	-0.4%	\$30,219	0.9%	111
112	Corrales International	\$3,673,185	\$15,662	-0.4%	\$34,069	0.9%	112
113	Cottonwood Classical Prep	\$10,519,172	\$44,852	-0.4%	\$97,566	0.9%	113
114	Cottonwood Valley Charter	\$2,710,209	\$11,556	-0.4%	\$25,137	0.9%	114
115	Deap	\$866,084	\$3,693	-0.4%	\$8,033	0.9%	115
116	Deming Cesar Chavez	\$2,450,860	\$10,450	-0.4%	\$22,732	0.9%	116
117	Digital Arts And Technology Academy	\$4,037,363	\$17,215	-0.4%	\$37,447	0.9%	117
118	Dream Dine	\$212,202	\$905	-0.4%	\$1,968	0.9%	118
119	East Mountain High School	\$6,005,490	\$25,607	-0.4%	\$55,701	0.9%	119
120	El Camino Real Academy	\$5,275,630	\$22,495	-0.4%	\$48,932	0.9%	120
121	Equip Academy	\$981,312	\$4,184	-0.4%	\$9,102	0.9%	121
122	Estancia Valley Classical Academy	\$7,130,359	\$30,403	-0.4%	\$66,134	0.9%	122
123	Explore Academy	\$19,861,363	\$84,686	-0.4%	\$184,215	0.9%	123
124	Explore Academy - Las Cruces	\$9,947,450	\$42,415	-0.4%	\$92,263	0.9%	124

Appendix 1: Estimated Fiscal Impact of *HB253/HECS/aHAFC

FY26

School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253/HECS /aHAFC	Percentage Change	Change in Program Cost if *HB253/HECS /aHAFC Were Enacted	Percentage Change
125 Explore Academy - Rio Rancho	\$8,821,922	\$37,615	-0.4%	\$81,824	0.9%
126 Gilbert L Sena Charter Hs	\$2,650,765	\$11,302	-0.4%	\$24,586	0.9%
127 Gordon Bernell Charter	\$3,368,246	\$14,362	-0.4%	\$31,241	0.9%
128 Health Leadership High School	\$3,144,563	\$13,408	-0.4%	\$29,166	0.9%
129 Horizon Academy West	\$5,904,660	\$25,177	-0.4%	\$54,766	0.9%
130 Hozho Academy	\$13,153,988	\$56,087	-0.4%	\$122,004	0.9%
131 International School At Mesa Del Sol	\$4,242,356	\$18,089	-0.4%	\$39,348	0.9%
132 J Paul Taylor Academy	\$2,812,814	\$11,993	-0.4%	\$26,089	0.9%
133 Jefferson Montessori Academy	\$2,549,731	\$10,872	-0.4%	\$23,649	0.9%
134 La Academia De Esperanza	\$3,896,208	\$16,613	-0.4%	\$36,137	0.9%
135 La Academia Dolores Huerta	\$1,388,312	\$5,920	-0.4%	\$12,877	0.9%
136 Los Puentes Charter	\$2,361,687	\$10,070	-0.4%	\$21,905	0.9%
137 Mark Armijo Academy	\$3,697,751	\$15,767	-0.4%	\$34,297	0.9%
138 Mccurdy Charter School	\$6,616,115	\$28,210	-0.4%	\$61,365	0.9%
139 Middle College High School	\$2,188,906	\$9,333	-0.4%	\$20,302	0.9%
140 Mission Achievement And Success	\$26,028,270	\$110,981	-0.4%	\$241,413	0.9%
141 Monte Del Sol Charter	\$5,300,258	\$22,600	-0.4%	\$49,160	0.9%
142 Montessori Of The Rio Grande	\$2,914,555	\$12,427	-0.4%	\$27,033	0.9%
143 Moreno Valley High	\$1,058,127	\$4,512	-0.4%	\$9,814	0.9%
144 Mosaic Academy Charter	\$2,451,581	\$10,453	-0.4%	\$22,738	0.9%
145 Mountain Mahogany Community School	\$3,637,716	\$15,511	-0.4%	\$33,740	0.9%
146 Native American Community Academy	\$6,442,817	\$27,471	-0.4%	\$59,757	0.9%
147 New America School	\$2,100,726	\$8,957	-0.4%	\$19,484	0.9%
148 New America School - Las Cruces	\$2,628,844	\$11,209	-0.4%	\$24,383	0.9%
149 New Mexico Academy For The Media Arts	\$1,876,526	\$8,001	-0.4%	\$17,405	0.9%
150 New Mexico Connections Academy	\$20,013,074	\$85,333	-0.4%	\$185,622	0.9%
151 New Mexico International School	\$5,321,349	\$22,689	-0.4%	\$49,356	0.9%
152 Nm School For The Arts	\$4,059,263	\$17,308	-0.4%	\$37,650	0.9%
153 North Valley Academy	\$3,549,067	\$15,133	-0.4%	\$32,918	0.9%
154 Northpoint Charter School	\$2,012,832	\$8,582	-0.4%	\$18,669	0.9%
155 Pecos Cyber Academy	\$25,986,020	\$110,801	-0.4%	\$241,021	0.9%

Appendix 1: Estimated Fiscal Impact of *HB253/HECS/aHAFC

FY26

	School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253/HECS /aHAFC	Percentage Change	Change in Program Cost if *HB253/HECS /aHAFC Were Enacted	Percentage Change	
156	Public Academy For Performing Arts	\$5,436,809	\$23,182	-0.4%	\$50,427	0.9%	156
157	Raices Del Saber Xinachtli Community	\$1,941,262	\$8,277	-0.4%	\$18,005	0.9%	157
158	Red River Valley Charter School	\$1,502,105	\$6,405	-0.4%	\$13,932	0.9%	158
159	Renaissance Academy Charter School	\$1,783,906	\$7,606	-0.4%	\$16,546	0.9%	159
160	Rio Gallinas School	\$1,337,159	\$5,701	-0.4%	\$12,402	0.9%	160
161	Rio Grande Academy Of Fine Arts	\$4,411,662	\$18,811	-0.4%	\$40,918	0.9%	161
162	Robert F. Kennedy Charter	\$5,428,579	\$23,147	-0.4%	\$50,350	0.9%	162
163	Roots & Wings Community	\$1,115,449	\$4,756	-0.4%	\$10,346	0.9%	163
164	Sacramento School Of Engineering And S	\$786,644	\$3,354	-0.4%	\$7,296	0.9%	164
165	San Diego Riverside Charter	\$1,113,592	\$4,748	-0.4%	\$10,329	0.9%	165
166	Sandoval Academy Of Bilingual Educatio	\$3,555,725	\$15,161	-0.4%	\$32,979	0.9%	166
167	School Of Dreams Academy	\$7,274,683	\$31,018	-0.4%	\$67,473	0.9%	167
168	Sendero School Of Academics And Caree	\$3,189,554	\$13,600	-0.4%	\$29,583	0.9%	168
169	Sidney Gutierrez Middle	\$2,416,955	\$10,306	-0.4%	\$22,417	0.9%	169
170	Siembra Leadership High School	\$8,705,898	\$37,121	-0.4%	\$80,747	0.9%	170
171	Six Directions Indigenous School	\$877,789	\$3,743	-0.4%	\$8,142	0.9%	171
172	Solare Collegiate Charter School	\$7,376,350	\$31,452	-0.4%	\$68,416	0.9%	172
173	South Valley Academy	\$9,849,450	\$41,997	-0.4%	\$91,354	0.9%	173
174	South Valley Prep	\$2,020,409	\$8,615	-0.4%	\$18,739	0.9%	174
175	Sun Mountain Community School	\$1,402,377	\$5,980	-0.4%	\$13,007	0.9%	175
176	Taos Academy	\$4,313,185	\$18,391	-0.4%	\$40,005	0.9%	176
177	Taos Integrated School Of Arts	\$2,953,452	\$12,593	-0.4%	\$27,393	0.9%	177
178	Taos International School	\$2,600,326	\$11,087	-0.4%	\$24,118	0.9%	178
179	Taos Municipal Charter	\$3,515,101	\$14,988	-0.4%	\$32,603	0.9%	179
180	Technology Leadership High School	\$4,535,970	\$19,341	-0.4%	\$42,071	0.9%	180
181	The Alb Talent Development Charter	\$2,097,305	\$8,943	-0.4%	\$19,453	0.9%	181
182	The Ask Academy	\$7,007,308	\$29,878	-0.4%	\$64,993	0.9%	182
183	The Great Academy	\$1,181,340	\$5,037	-0.4%	\$10,957	0.9%	183
184	The Masters Program	\$3,826,045	\$16,314	-0.4%	\$35,487	0.9%	184
185	The Montessori Academy	\$6,150,733	\$26,226	-0.4%	\$57,048	0.9%	185
186	Thrive Community School	\$5,080,949	\$21,664	-0.4%	\$47,126	0.9%	186

Appendix 1: Estimated Fiscal Impact of *HB253/HECS/aHAFC

FY26

	School District or Charter School	FY26 Preliminary Program Cost	Change in Program Cost Without *HB253/HECS /aHAFC	Percentage Change	Change in Program Cost if *HB253/HECS /aHAFC Were Enacted	Percentage Change	
187	Tierra Adentro	\$3,549,570	\$15,135	-0.4%	\$32,922	0.9%	187
188	Tierra Encantada Charter School	\$4,076,137	\$17,380	-0.4%	\$37,806	0.9%	188
189	Turquoise Trail Charter School	\$8,129,178	\$34,662	-0.4%	\$75,398	0.9%	189
190	Vista Grande High School	\$1,702,936	\$7,261	-0.4%	\$15,795	0.9%	190
191	Voz Collegiate Preparatory Charter Scho	\$2,890,193	\$12,323	-0.4%	\$26,807	0.9%	191
192	Walatowa Charter High	\$969,254	\$4,133	-0.4%	\$8,990	0.9%	192

Source: LESC Analysis of PED Data