



NOTICE AND AGENDA
REGULAR MEETING OF THE GOVERNING COUNCIL OF
ALBUQUERQUE AVIATION ACADEMY

June 26, 2026

2:00 p.m.

AAA Board Room

6441 Ventana Rd NW, Albuquerque, NM
and Internet/Call-in

(See Special Procedures Below)

AAA MISSION

Albuquerque Aviation Academy cultivates opportunities for 6th-12th grade students to excel in fields related to aviation and STEAM. Students will have unique options to explore and excel in multiple career areas of aviation which are woven throughout an innovative hybrid learning experience.

- I. Call to Order
 - A. Roll Call
 - B. Adoption of the Agenda*
 - C. Review/Approval of Minutes from May 22, 2026 Regular Meeting*
- II. Closed Session *
 - A. Limited personnel matters, head administrator evaluation, pursuant to NMSA 1978, Section 10-15-1(H)(2).
 - B. Limited personnel matters, head administrator contract, pursuant to NMSA 1978, Section 10-15-1(H)(2).
- III. Open Session *
 - A. Action on items discussed in closed session.
- IV. Public Comment (comments will be limited to two minutes) – see attached Special Procedures for more information.
- V. Ongoing Business Matters
 - A. Aviation Program Update
 - B. Aviation Committee Update
- VI. Administrative Update
 - A. Student Achievement Update
- VII. New Business Matters
 - A. Facility Strategic Master Plan Project Roadmap
 - B. Resolution Adopting FY 2028-2032 Infrastructure Capital Improvement Plan (discussion/action) *
 - C. Governing Body Member Change Notification (discussion/action) *



- D. Facilities Committee Establishment (discussion/action) *
- E. Staff Survey Results
- F. Family Survey Results
- G. CLA Statement of Work (discussion/action) *
- H. CES – AK Sales Aircraft Shade Cover Procurement Approval Above \$60,000 (discussion/action)*
- I. School's In – Student Desks and Chairs, Teacher and Conference Room Chairs Procurement between \$20,000 and \$60,000
- J. ACES – PowerOn Chromebooks Procurement Between \$20,000 and \$60,000

VIII. Governing Council Development

- A. No Discussion with Kelly Callahan

IX. Finance Report

- A. Business Office Operations Update
- B. Voucher Approvals (discussion/action) *
- C. Bank Reconciliation (discussion/action) *

X. Announcements

- A. Date for next Regular AAA Governing Council Meeting

XI. Adjournment*

Note: * Indicates Action Item

If you are an individual with a disability who needs a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact Amanda Catanzaro at acatanzaro@abqaviation.com least one week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact Ms. Catanzaro at the email address above if a summary or other type of accessible format is needed.



Special Procedures for June 26, 2026 AAA Governing Council Regular Meeting

The AAA Governing Council Regular Meeting on June 26, 2026 at 2:00 pm will be held at Albuquerque Aviation Academy boardroom and will provide for those not wishing to attend in person access to view and/or participate via Zoom. This will be available to the public, Governing Council members and AAA staff.

The procedures for accessing the meeting are as follows:

From a computer, tablet or smartphone, enter the following URL:

<https://us04web.zoom.us/j/5383341131?pwd=UWpFVWNQejFoRDRYMct3OXlEdkxhUT09>

OR

Call one of the following numbers:

1-669-900-6833

1-301-715-8592

1-253-215-8782

(Because of the increase of Zoom for meeting use, the phone numbers may appear to be busy at first. Keep trying until you get through.)

Meeting ID: 538 334 1131

Access Code: 4100

You will also be asked to enter your (optional) participant ID. Just follow the spoken directions (press #) to skip this step, as it is not needed for this meeting.

Public comment will be allowed during the meeting either via Zoom or in person. To speak during public comment, please email your request to speak with your name to acatanzaro@abqaviation.com up to twenty-four hours prior to the meeting. Requests to speak made after twenty-four hours prior to the meeting will not be honored. Speakers will be un-muted to address the Governing Council. Public comments will be limited to two minutes. The public may email comments to Amanda Catanzaro acatanzaro@abqaviation.com. Email comments will be kept with the records of the meeting.

Audio and video recording of the open meeting will be available upon request.

Should anyone wishing to join the meeting via the internet have issues accessing the meeting you may contact Amanda Catanzaro at 505-608-6441.

These procedures are subject to revision given changing circumstances. Please check the AAA website for any updates to these procedures.



GOVERNING COUNCIL

Regular Meeting of the Albuquerque Aviation Academy Governing Council on
Friday, May 22, 2026

via Zoom.us & In person at 6441 Ventana Road NW

BOARD MEMBERS PRESENT

Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy

BOARD MEMBERS ABSENT

Farrah Nickerson and Jody Meyer

ALSO IN ATTENDANCE

Bridget Barrett, Amanda Catanzaro, Sean Fry, Lauren Chavez and Kelly Callahan

PUBLIC

none

These minutes were approved on _____

By a vote of ____ yes ____ no ____ absent ____ abstained

_____ President

_____ Secretary

I. Call to Order

Larry Kennedy called to order the Regular Meeting of the Governing Council for the Albuquerque Aviation Academy for May 22, 2026 at 9:02 AM on Zoom.us and in person.

A. Roll Call

Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr (via Zoom), and Larry Kennedy (via Zoom).

B. Adoption of the Agenda*

Larry Kennedy asked to amend the agenda, moving the Finance Report earlier in the meeting before Ongoing Business Matters. Larry Kennedy for a motion to approve the amended agenda. Alex Carothers made a motion to approve the amended agenda. Mike Romo seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

C. Review/Approval of Minutes from April 24, 2026 Regular Meeting*

Larry Kennedy asked for a motion to approve the minutes from April 24, 2026 Regular Meeting. Mike Romo made a motion to approve the minutes. Alex Carothers seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

II. Public Comment

Larry Kennedy asked Bridget Barrett and Amanda Catanzaro if there was any public comment. There were no public comments.

III. Finance Report

A. Business Office Operations Update

Sean Fry presented that the Finance Committee met prior to the meeting and reviewed the financial statements through April 2026. We have received 83.32% of budgeted operational revenue to date. Last months revenue exceeded expenditures by \$58,899.51. There were no abnormal transactions.

Mike Romo made a motion to approve the bank vouchers for April 2026. Roland Dewing seconded the motion. Motion was made out of agenda order. Motion was withdrawn.

B. FY 2027 Operating Budget *

Sean Fry presented the FY 2027 Operating Budget. The largest legislative change was the insurance split. Instead of being levels based on annual salary, all employees are at an 80/20 split. That averages out to an 8% increase in average take home pay for employees.

The unit value slightly increased next year and will be just over \$7,000 for the first time ever at \$7117.10. Albuquerque Aviation Academy's TCI Index creased. Special Education C level went down slightly but D level went up slightly.

Discussion regarding At Risk and ELL funding in the budget.

The change in insurance will cost the school approximately \$80,000 additionally in FY27. At this point in time, we are able to maintain the programs we currently have. We will have a slight decrease in FTE from 1.0 to .8 due to request from staff member to move to part time.

Sean Fry reviewed the graphs for operational budget. Operational Unrestricted case is approximately \$850,000 which is 15% of budget to meet our goal from last year.

Auditing costs have increased approximately \$5,000. We have budgeted \$20,000 for advertising for next year. Total budget is \$7,722,797.

Larry Kennedy asked for a motion to approve the FY 2027 Operating Budget as presented. Mike Romo made a motion to approve the budget. Roland Dewing seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

C. Voucher Approvals for April 2026 *

Sean Fry presented the April Vouchers and the Finance Committee can support the approval of the April Voucher Approvals.

Larry Kennedy asked for a motion to approve the bank vouchers for April 2026. Mike Romo made a motion to approve. Roland Dewing seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

D. Bank Reconciliation for April 2026 *

The Finance Committee can support the approval of the April Bank Reconciliations. Larry Kennedy asked for a motion to approve the Bank Reconciliations for April 2026. Mike Romo made a motion to approve. Alex Carothers seconded the motion. Larry

Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

E. Budget Adjustment Requests *

Sean Fry presented BAR 2526-24106-0019-I, an increase due to final award allocation for IDEA-B in the amount of \$13,164.56 that will be used for the Special Education Coordinator salary and benefits.

BAR 2526-27502-0020-M, a maintenance BAR to adjust lines within the Next Gen CTE grant moving within a function in the amount of \$5,000.

BAR 2526-11000-0021-I, an increase of \$91,275.36 in Operational from the Hold Harmless of At-Risk due to a change in the formula. Funds will be used for athletic salaries, ARA payout and supply assets.

BAR 2526-24154-0022-D, a decrease of \$767.43 in Title II from final allocation from the state. Decrease what was paid in stipends and move to operational.

Larry Kennedy asked for a motion to approve BAR 2526-24106-0019-I, BAR 2526-27502-0020-M, BAR 2526-11000-0021-I, and BAR 2526-24154-0022-D. Mike Romo made a motion to approve the BARs. Alex Carothers seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

IV. Ongoing Business Matters

A. Aviation Program/Committee Update

Dr. Chavez presented that they have flown 22.7 hours in Hotel Kilo and 41.7 hours in Addison since the last meeting. Hotel Kilo is getting the 100 hour completed. Last two seniors who were eligible have now earned their private pilot's license.

Reviewed the Final Grade Table. Internships are complete for the school year. New photos with seniors and both planes have been taken and will be shared.

Reviewed expenses.

V. Administrative Update

A. Student Achievement Update

Bridget Barrett presented her report. Reviewed Academics by Enrollment. For the 26/27 School Year, we have 319 students fully registered. Goal is to be closer to 360 so that there is a buffer for students that don't end up attending after all.

Today is graduation!

Question was asked about the 6th grade and what subject areas they are most struggling in coming to Albuquerque Aviation Academy. 6th grade struggles all the way around, we are looking at changing the model so that it is not so heavily reliant on Edgenuity courses. Middle school is already a big change.

VI. New Business Matters

A. Animals on Campus Policy *

Amanda Catanzaro presented the Animals on Campus Policy which has been vetted by the attorney.

Larry Kennedy asked for a motion to approve the Animals on Campus Policy. Alex Carothers made the motion. Mike Romo seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

B. Service Animals Policy *

Amanda Catanzaro presented the Service Animals Policy, that was needed in conjunction with the Animals on Campus Policy. Both have been vetted by the attorney.

Larry Kennedy asked for a motion to approve the Service Animals Policy. Alex Carothers made the motion. Mike Romo seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

C. Governing Council Member Recruitment

Larry Kennedy shared that we are still actively recruiting for another member to join the Governing Council.

VII. Governing Council Development

Kelly Callahan shared that this will be the last meeting for the 2025-2026 school year. Reports for Governing Council training will be sent to CSD and copies will be provided to Bridget Barrett and Larry Kennedy.

Still questions as to what next years trainings might look like with the new Executive Director at PCSNM.

Discussion about losing a member of the Governing Council. Jody will be leaving later in the summer, so we are pro-actively filling the position. CSD notification will take place as required when transition takes place and all required training will be completed when it comes to that time.

VIII. Announcements

Next regular scheduled governing council meeting is scheduled for 6/26/2026. Email will be sent by Amanda Catanzaro and/or Bridget Barrett to verify that we will have quorum.

Graduation is today at 1:00.

IX. Adjournment*

Larry Kennedy called for a motion to adjourn. Mike Romo made a motion to adjourn. Alex Carothers seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Mike Romo, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

The Regular Meeting of the Governing Council for the Albuquerque Aviation Academy adjourned on May 22, 2026 at 9:55 AM.

Monthly Report - June 26, 2026

All figures and outcomes are based on the date of this report - June 18, 2026
(HK Hobbs time: 2039.0 ; Addison Hobbs time: unknown)

FLIGHT TRAINING:

- **Hours:** ~32.2 hrs in HK and ~5 hrs in Addison.
- **Training:** 3 students flying. One close to solo cross-country.

CLASSES: Summer Break

ADDITIONAL:

- **EAA Summer Camp** - Phoenix taught a class on drone careers and it seems to have gone very well

EXPENSES:

- **Fuel:** \$1822.8 (est)
- **Maintenance:** \$0
- **Hangar Rental:** \$357 per month x 2
- **Insurance:** Annual Premium - \$15,658 (both airplanes)

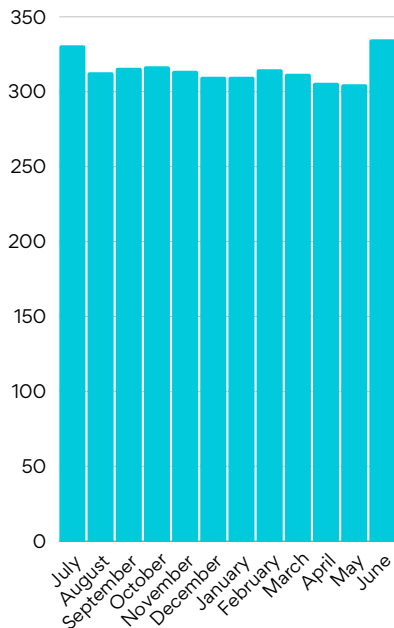


Student Achievement Update *june*. 2026



Student Enrollment

Student Enrollment Goal
SY 25/26: 306



Academics by Enrollment

End of Semester 2: Number of students ahead, behind, failing and passing (overall grade):



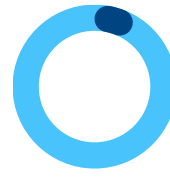
91%
On Pace and Passing
(52% 12/24)



4%
Behind and Passing
(38% 12/24)



3%
On Pace and Failing
(1% 12/24)



3%
Behind and Failing
(9% 12/24)

Relative Grade Enrollment Report Fall Semester

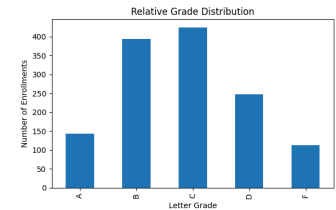
A : 10%

B : 30%

C : 32%

D : 19%

F : 9%



Registration Goal

26/27 Registered Students: 335

Returning : 240 New: 95



Goal: 320

Met: 305

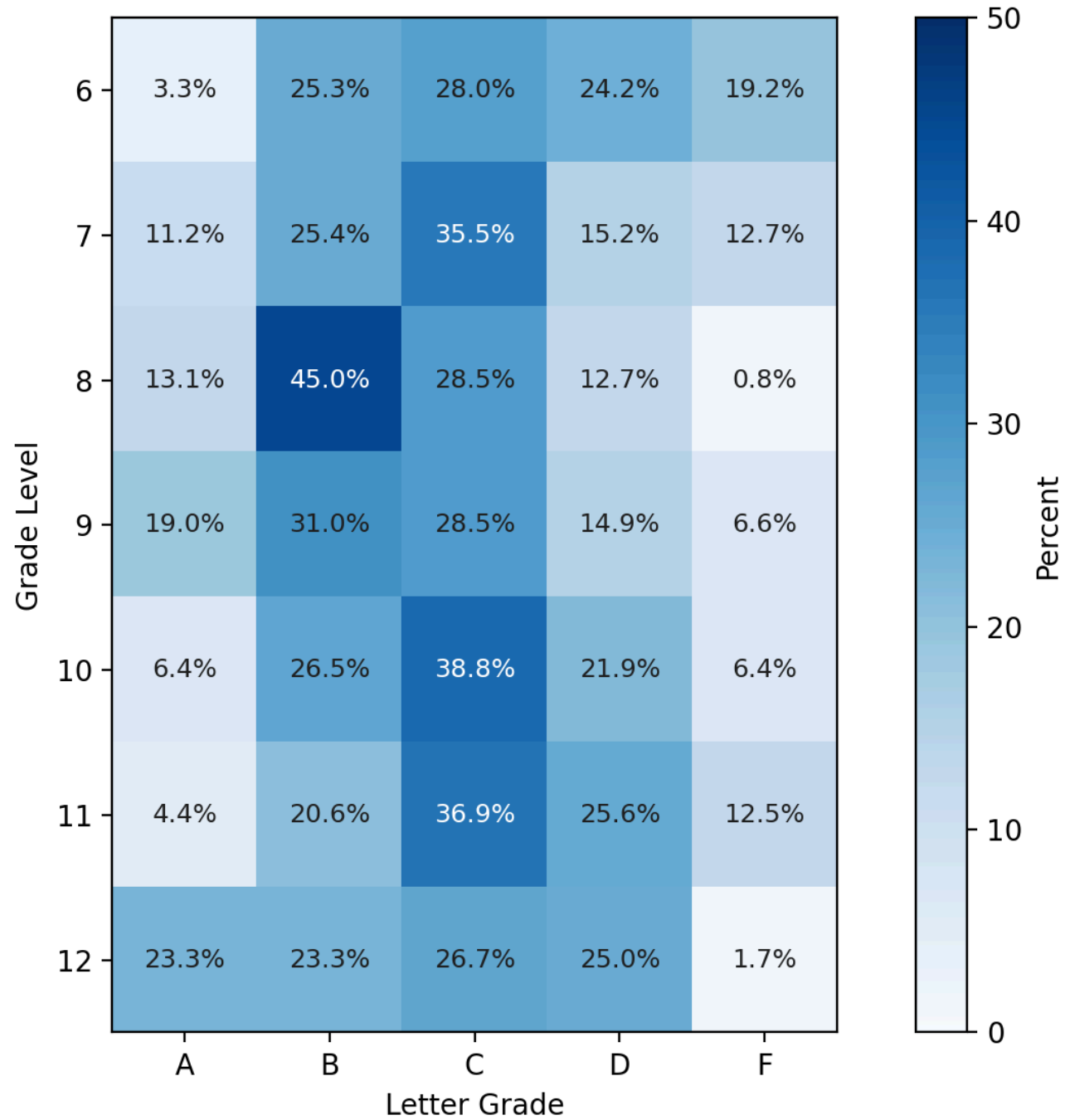
EOY Percentage met: : 95%

Altitude Achievement

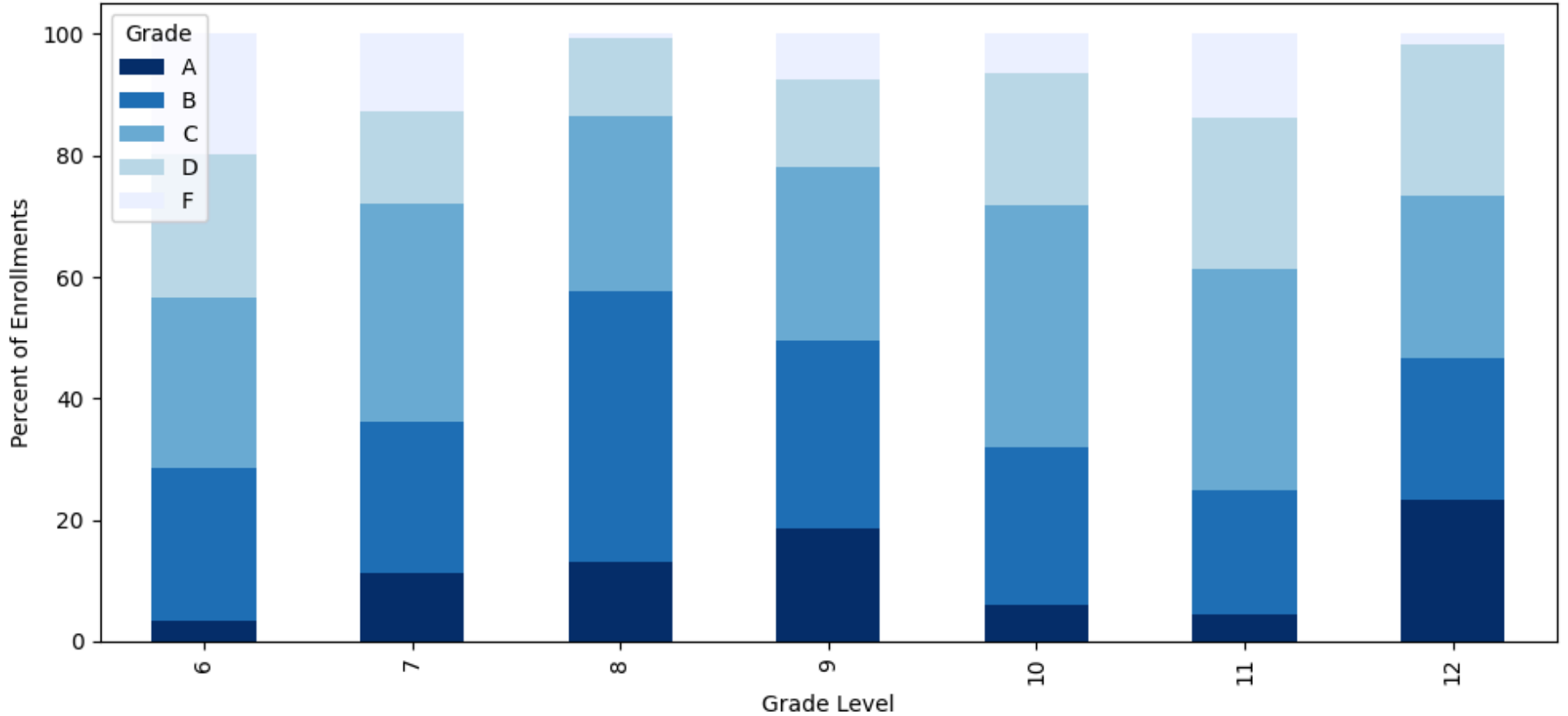
Summer hours and Summer School (through June 25) are in full swing. We had a minor flood on campus, and Amanda handled it exceptionally well. We'll share additional insights from the grade reports at our next meeting.

We're also busy preparing for the 2026-27 school year. There's a lot to do, and time is flying by!

Edgenuity Relative Grade Distribution Heatmap by Grade Level (%)



Edgenuity Relative Grade Distribution by Grade Level



SEMESTER 2 GRADE DISTRIBUTION

ALL COURSES • POWERSCHOOL

All Grades Recorded for the Semester



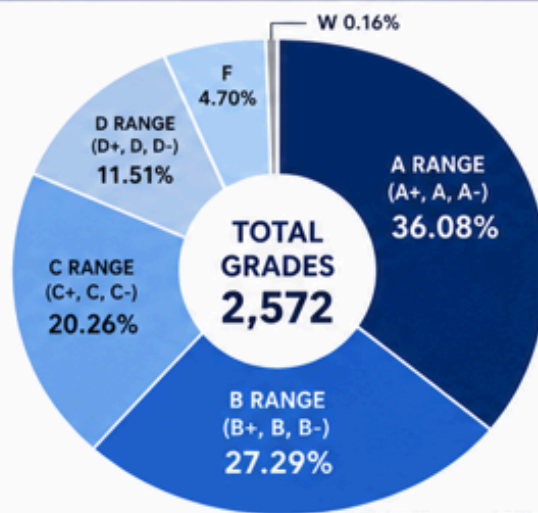
GRADE DISTRIBUTION (BY INDIVIDUAL GRADE)

GRADE	COUNT	PERCENT
A	426	16.56%
A-	261	10.15%
A+	241	9.37%
B	322	12.52%
B-	266	10.34%
B+	114	4.43%
C	214	8.32%
C-	206	8.01%
C+	101	3.93%
D	117	4.55%
D-	119	4.63%
D+	60	2.33%
F	121	4.70%
W	4	0.16%

GRAND TOTAL 2,572 100.00%

W = Withdrawn

GRADE DISTRIBUTION (BY RANGE)



	COUNT	PERCENT
A RANGE (A+, A, A-)	928	36.08%
B RANGE (B+, B, B-)	702	27.29%
C RANGE (C+, C, C-)	521	20.26%
D RANGE (D+, D, D-)	296	11.51%
F	121	4.70%
W (Withdrawn)	4	0.16%

GRAND TOTAL 2,572 100.00%

KEY METRICS



TOTAL GRADES
2,572
100% of Grades



PASS RATE (D- OR HIGHER)
95.30%
2,451 Students



A RANGE RATE (A+, A, A-)
36.08%
928 Students



F RATE
4.70%
121 Students

GRADE PERFORMANCE SUMMARY

A Range (A+, A, A-)	36.08%
B Range (B+, B, B-)	27.29%
C Range (C+, C, C-)	20.26%
D Range (D+, D, D-)	11.51%
F	4.70%
W (Withdrawn)	0.16%

KEY TAKEAWAYS



36.08%
of all grades are
in the A range
(A+, A, A-)



63.37%
of all grades are
B or higher



83.63%
of all grades are
C or higher



95.30%
of all grades are
passing (D- or higher)



4.70%
of all grades are
F



STRATEGIC MASTER PLAN | PROJECT ROADMAP: 2026-2031 & BEYOND



FOUNDATIONAL & FACILITY DATA



REQUESTED DEVELOPER CAD FILES
(Leveraging existing data for efficiency)



TOPOGRAPHIC SURVEY
(Post-Field Installation)

- Updated mapping since current facility addition



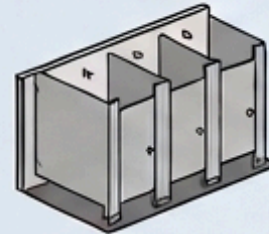
GEOTECH REPORT
(Completed, post-field installation)



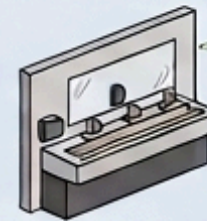
PRIORITY RENOVATIONS & MODERNIZATION



MODERNIZED RESTROOMS (Non-Gender Specific)
★ **PRIORITY: MIDDLE SCHOOL SIDE**



All stalls will be non-gender specific, **individual units with individual doors and locks.**



Communal sink area with accountability cameras



ADD SINKS TO TEACHERS' LOUNGES



ADD ART ROOM SINKS

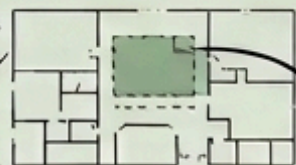


SCIENCE ROOM REDESIGN



STRATEGIC RE-IMAGINING & RE-ORDERED FUTURE EXPANSION (2029 - 2031 & BEYOND)

EMPTY LOT SPACE



RE-IMAGINING OPTION A
(Larger Scale)

Note: Factors for selection include cost and space

space available.

Current Gym

→ Repurpose to Lunch Room

Current Weight Room

→ Convert to Full Warming Kitchen

FULL SIZED GYM WITH APPROPRIATE SEATING
(New Build)

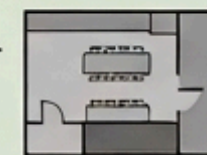
RE-IMAGINING OPTION B
(Compact Scale)



OPEN TO THE FIELD

ANCILLARY GYM & WEIGHT ROOM WITH INTEGRATED LUNCH ROOM/WARMING KITCHEN

CURRENT LUNCH & KITCHEN
(Repurpose)



IT & ANCILLARY OFFICES

PRESENTATION SPACE

INTERVENTIONS CLASSROOM

Resolution Template

County, Municipality/Tribal Government/Special District of
Albuquerque Aviation Academy

COUNTY OF Bernalillo
Resolution No. 2026 06 26

A RESOLUTION ADOPTING THE FY 2028-2032 INFRASTRUCTURE CAPITAL IMPROVEMENT PLAN

- WHEREAS, the Governing Council of ALBAVA recognizes that the financing of public capital projects has become a major concern in New Mexico and nationally; and
- WHEREAS, in times of scarce resources, it is necessary to find new financing mechanisms and maximize the use of existing resources; and
- WHEREAS, systematic capital improvements planning is an effective tool for communities to define their development needs, establish priorities and pursue concrete actions and strategies to achieve necessary project development; and
- WHEREAS, this process contributes to local and regional efforts in project identification and selection in short- and long-range capital planning efforts.

NOW, THEREFORE, BE IT RESOLVED BY THE Governing Council that:

1. The county/municipality/tribal government/special district has adopted the attached FY2028-2032 Infrastructure Capital Improvement Plan, and
2. It is intended that the Plan be a working document and is the first of many steps toward improving rational, long- range capital planning and budgeting for New Mexico's infrastructure.
3. This Resolution supersedes Resolution No. N/A.

PASSED, APPROVED and ADOPTED by the governing body at its meeting of June 26, 2026

Larry Kennedy, Governing Council President

Mayor/County Commission Chair/Board Chair

ATTEST:

Municipal/County Clerk/Other Testator



New Mexico Public Education Commission

Governing Body Member Change Notification Instructions

Purpose: To notify the Public Education Commission (PEC) of a change in a member or members of the school's Governing Body. The school may report multiple member resignations/removals and designations on the same form.

Submission Deadline: Changes to the Governing Body membership do not require prior approval of the PEC; however, notice must be received within 30 calendar days of the change. Vacancies must be filled within 45 days; one 30-day extension may be requested as long as the board is not dropping below five members.

Notifications completed 14 days prior to the next PEC meeting will be placed on the next agenda. Notifications of this type are typically placed on the consent agenda; however, any notification may be removed from the consent agenda and moved to the regular agenda for full discussion and possible action by the PEC.

Meeting minutes of the governing board of the school and the PEC will serve as an amendment to, or compliance with, the charter contract regarding this membership change. The documentation will be added to the board of finance documentation on file with CSD.

Information the school must provide for Governing Body Member change:

- ☒ Fully completed form
- ☒ Certification of the vote taken by the board (assurance by signature on form; no board minutes required)
- ☒ Resignation Letter or board meeting minutes removing the previous member
- ☒ Statement of Governing Body Member to Consult with PED
- ☐ Affidavit of Governing Body Member (N/A)
- ☐ Assurances of Governing Body Member (N/A)

Contact charter.schools@ped.nm.gov if you have questions about completing or submitting documents. Submit this form and all supporting documents to **Epicenter**.

Governing Body Member Change Notification Form

The Charter Contract was entered into by and between the New Mexico Public Education Commission (PEC) and Albuquerque Aviation Academy, hereafter "the school," effective on 7/1/2024

Current Governing Body Members and Positions: Larry Kennedy, President; Farrah Nickerson; Vice President; Roland Dewing, Secretary; Mike Romo, Member; Alex Carothers, Member; Laura Kohr, Member

Governing Body Member Resigning or Removed: Jody Meyer, Member

New Governing Body Member name: N/A at this time

Position/Office held by incoming new governing board member: Member

Contact information for New Governing Body Member (phone and email): N/A

Is the school requesting an extension to fill a vacancy: ☐ Yes ☒ No

If so, provide date of vacancy: [Click or tap here to enter text.](#)

Number of Governing Body Member changes, including this change, submitted to PEC in the last 12 months: 1

Date of board meeting approving the requested amendment: 6/26/2026

Date the requested amendment will go into effect: 6/30/2026

Signatures below constitute assurance that the governing board has approved the requested change:

Signature of School Representative: _____ **Date:** 6/26/2026

Signature of Governing Board Chair: _____ **Date:** 6/26/2026

For PEC/CSD Use Only

PEC Meeting Date: [Click or tap to enter a date.](#)

Agenda: ☐ Consent (typical) ☐ Regular (unusual circumstance)

The school's notification was: ☐ Accepted ☐ Rejected (provide reason)

Electronic signature of CSD Director: _____ **Date:** [Click or tap to enter a date.](#)

April 4, 2026

Larry Kennedy
Albuquerque Aviation Academy Governing Board
6441 Ventura Rd NW
Albuquerque, NM 87114

Dear Larry Kennedy,

I am writing to resign as a member of the Albuquerque Aviation Academy Governing Board effective June 30th, 2026.

This decision was not made lightly and I am grateful for the opportunity to have served alongside such dedicated individuals. I have appreciated the chance to contribute to the mission and vision of Albuquerque Aviation Academy and will always support its goals.

I wish the board and Albuquerque Aviation Academy success in the future.

Thank you for understanding.

Sincerely,

Joette Meyer

2025-2026 Staff Survey

11 responses

What is on your mind right now that you would like us to know?

It is a little frustrating and difficult to get collaboration going with other teachers. I would LOVE the opportunity to plan a collaboration project that can be cross-curricular. The follow through of some of the staff is very inconsistent. The best practices PDs are wonderful, and I have taken away something from each one, so it would be good to continue something similar each year moving forward.

I like working at this school because the administration is awesome.

NA

I think in PLC's and staff meetings it would be good if staff was more accepting of someone who had a different viewpoint or way of thinking about things. Different perspectives can help us to improve. People want to feel like they aren't going to be talked about in a professional environment.

What's on my mind right now is that I care deeply about what I do, but some days it feels like that care is invisible. I'm thinking about the students who are trying, the ones who are struggling, and the ones who pretend not to care—but I know better. I carry all of them with me, even after the bell rings.

I'm thinking about time—how there never seems to be enough of it to do this job the way it should be done. To reach every student. To give meaningful feedback. To build relationships and still keep up with everything else.

I'm thinking about how much of teaching is unseen. The planning, the worrying, the adjusting, the quiet moments of trying to figure out how to reach a kid who hasn't connected yet.

I'm thinking about respect—not in a grand way, but in small, human ways. Being acknowledged. Being asked, "Are you okay?" Being seen as someone who is trying hard to do right by kids.

I'm thinking about the balance between holding students accountable and understanding what they're carrying outside the classroom—and how heavy that can feel some days.

I'm thinking about wanting to still find joy in this work. Because I know it's there—I see it in flashes: a student's excitement, a breakthrough, a conversation that matters. I just want more of those moments to outweigh the hard ones.

And I want you to know this:

Even on the tough days, I'm still showing up. I'm still trying. I'm still in the fight for these kids.

But sometimes, I need to know that someone notices.

If I can get an office with a window, I'll be a very happy camper! I'm also really excited about the changes happening and the new goals and plans I have brewing for Special Education next year lots of ideas, lots of energy, and I'm looking forward to making some great things happen for our students and staff!

I would also love the opportunity to be more involved in the administrative side during my time completing my admin license. I'm excited to learn more, absorb the knowledge, and support wherever I can while continuing to grow in that direction.

Staff is not treated equally and it creates issues within the team. Staff incidents that should be kept at the admin. level, are sometimes shared with other staff members. Especially, the viewing of camera footage. This has led to rumors, mistrust, tension and hurt feelings amongst coworkers.

That our school is awesome and our leadership is awesomer (yes, a word.) ;)

I want to go home and nap.

SCHOOL CULTURE & LEADERSHIP

What makes a "good day" at school for you?

A good day is when I am given time to collaborate with my peers.

A good day is just showing up, greeting kids and laughter, teaching them a thing or two is pretty cool also.

Team work

A good day is when the kids are respectful and engaged. When things feel productive and purposeful.

When I feel seen — by a student, a colleague, or even just myself

A good day at school for me is filled with laughter and seeing students smile. When the halls and classrooms are full of positive energy (both staff and students) and kids are enjoying being here, it makes everything worth it. It's those little moments laughing with students and seeing them happy that really make the day a great one!

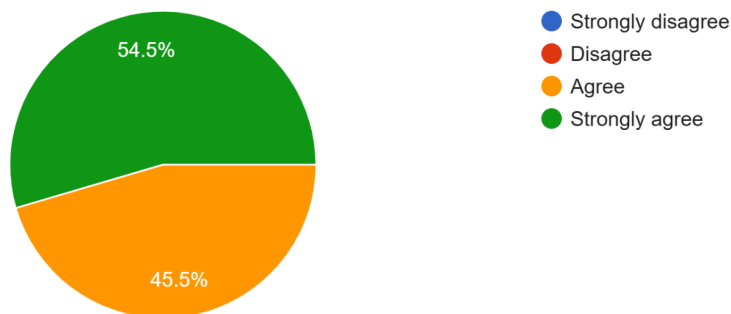
I get to spend more time teaching than correcting behaviors. Positive atmosphere and a supportive team.

Making a positive difference in a student's life

Being needed and useful for my students. Feeling like I taught someone something and that something sank in.

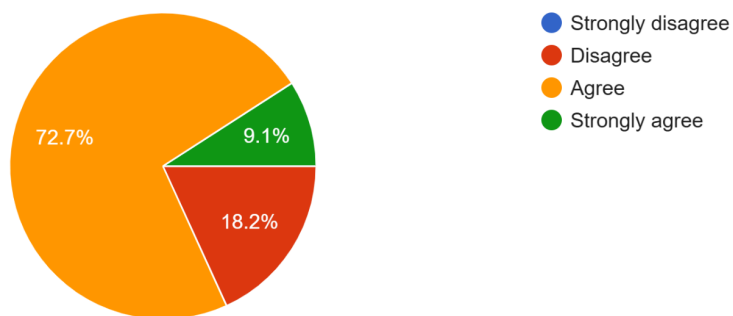
I like working at this school.

11 responses



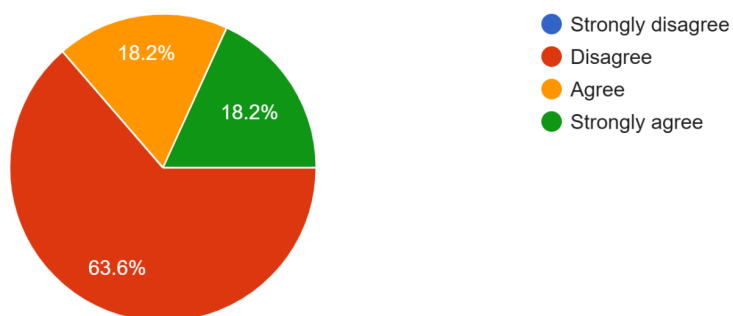
Other staff like working at this school.

11 responses



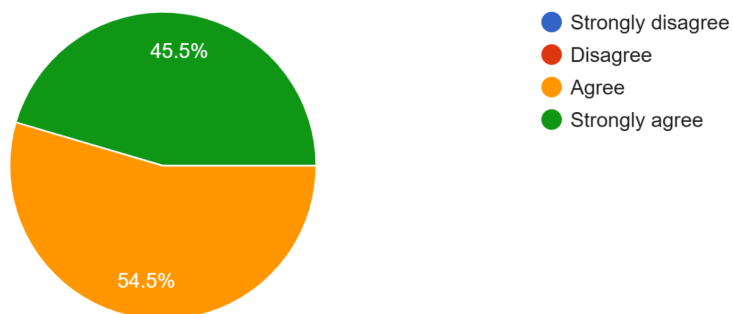
Staff turnover at this school is high.

11 responses



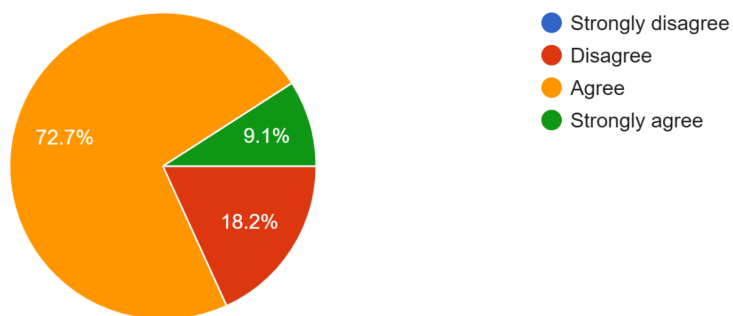
I am committed to the vision and mission of this school.

11 responses



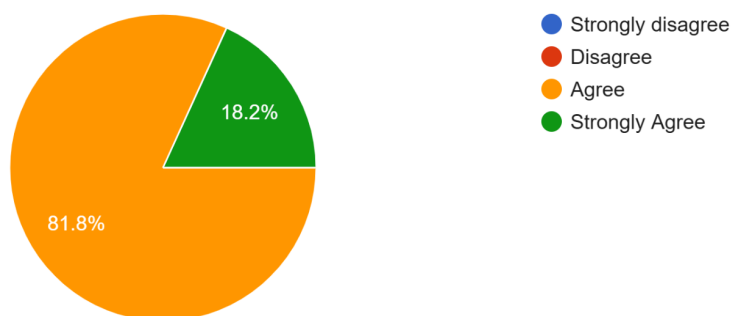
Teachers at this school respect each other's opinions.

11 responses



I believe I am respected by other teachers at this school.

11 responses



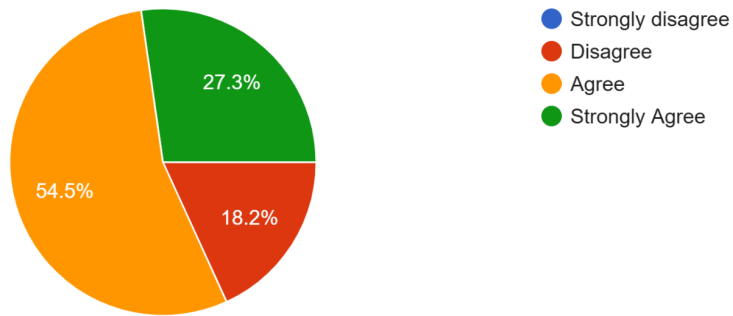
Teachers show respect for students at this school.

11 responses



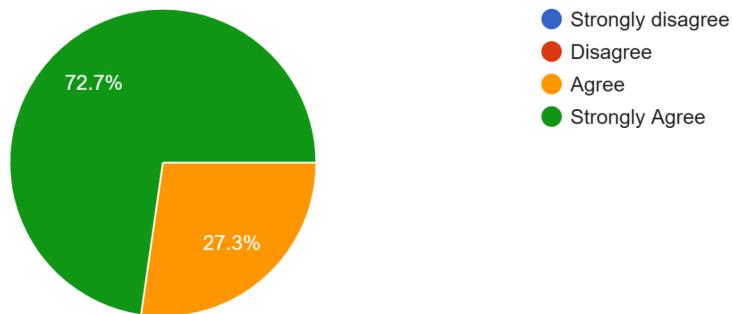
I receive recognition or praise when I do good work.

11 responses



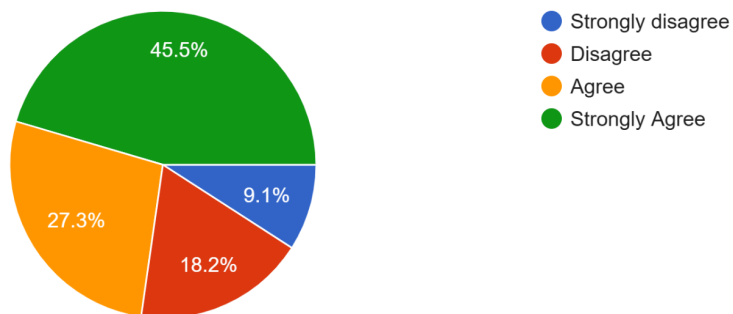
My administration, or someone at work, seems to care about me as a person.

11 responses



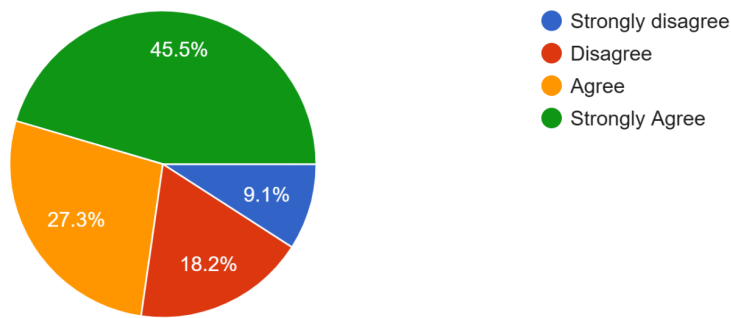
The administration makes me feel my job is important.

11 responses



When you face challenges in the classroom, I feel supported by leadership?

11 responses



What is the most positive aspect of working at this school, and how can we build upon it?

Ideas and suggestions are taken seriously and teachers are given the autonomy to implement projects and activities in the classroom.

I like getting to teach/help in many different areas. You allow me to get out and help.

It is a really small school, it feels like family. It's easy to make relationships with co-works and students!

The people I work with is a positive aspect. The ability to create change and make a difference in student's lives is also important.

The most positive aspect of working at this school is the relationships—both with students and among staff. There is a genuine sense that people care about one another, and that shows up in the small, everyday moments: students opening up, colleagues supporting each other, and a shared commitment to helping kids succeed.

What makes this especially meaningful is that it creates opportunities for real connection. Students feel seen when adults take the time to listen, and staff benefit from working in an environment where collaboration and support are possible.

To build upon this strength, we can be more intentional about recognizing and nurturing those connections. This could include:

Creating more structured opportunities for staff to collaborate and share strategies

Encouraging consistent, small check-ins with students to strengthen relationships

Recognizing both student and staff successes more visibly and regularly

Continuing to foster a culture where people feel comfortable asking for help and offering support

By leaning into what we already do well—building relationships—we can strengthen both student engagement and staff morale, making the school an even more supportive and effective place for everyone.

The most positive aspect of working at this school is my admin staff the laughter we share makes even the busiest days better. It creates a positive atmosphere where we can support each other, stay motivated, and keep things light when challenges come up. Building on that strong teamwork and positive energy will only continue to strengthen our school community and the work we do for our students.

We get to know the students really well and build years long relationships with them. We need to retain our good students.

When the staff is supported by each other and the leadership (which I think we are,) we thrive.

I really like that admin tries to do things for us like Sunshine Committee and Teacher Appreciation Week. I also like the Certificates of Recognition and feel ask though the cute stuff they do is appreciated (at least by me). Continue this culture of being seen.

How much we care about the students.

If you could change one thing about the school's leadership or culture to improve your daily experience, what would it be?

More discipline, accountability for the behaviors with the children!

More flexibility and understanding.

If I could change one thing about the school's leadership or culture to improve my daily experience, it would be to strengthen consistent, visible communication and support for teachers.

There are times when expectations, priorities, or decisions are not fully clear, or when teachers feel they are navigating challenges on their own. Having more regular, transparent communication—and knowing that support is actively present—would make a meaningful difference in both morale and effectiveness.

This could look like:

Clear, consistent messaging about expectations and changes

More frequent check-ins that are focused on support, not just compliance

Visible follow-through on concerns brought forward by staff

A culture where teachers feel heard, valued, and not overlooked in day-to-day interactions

Even small efforts in this area—such as brief, intentional check-ins or acknowledging the work happening in classrooms—can go a long way in helping teachers feel supported and seen.

Strengthening this aspect of leadership and culture would improve not only the daily experience for teachers, but also our ability to best serve our students.

Overall, everything is amazing, and as a school and front office team we are doing great work. At the same time, we can always continue to grow and improve. One thing I would love to see is a chance for the entire front office team to meet regularly maybe once a month to check in on how things are going and spend some time on team building (create funny calendars, plan fun monthly themes for staff, etc). It would be a great way to stay connected, support each other, and keep our positive momentum going.

When students complete a class with a failing grade, students are still allowed to "make up" work until they have a passing grade. This means that ABQ Aviation keeps lowering standards and moving the goalposts until a student can do just enough to check the box. And then teachers are blamed when their students can't preform, and threaten their work and their jobs, so teachers in turn just pass more people who don't deserve to pass because we don't want to be reprimanded or fired for having high fail rates. This is the biggest problem with leadership.

Leadership should enforce consequences for students whose repeated behaviors interfere with the education of their peers.

I can't think of anything (and I'm really trying!) ;)

I don't always feel as though I help my students enough because they don't have grades for my class (except homeroom) so it can be difficult to get them to really care about what I have to say. Maybe I could impact their grades in their other classes in some capacity? I need something that makes them think that I'm as valuable as their other teachers, but I'm not sure what that looks like.

What can administration do to better support your well-being?

I feel like administration does a good job supporting myself and the other faculty.

You guys are great, even when feeling get hurt it's no big deal.

More communication with situations that occur.

Can staff use the weight room/exercise area after school?

What administration can do to better support my well-being is to be more intentional about recognizing, communicating with, and supporting teachers as people—not just as professionals.

Small, consistent actions can make a significant difference. Simple check-ins such as “How are you doing?” or “Is there anything you need?” go a long way in helping teachers feel seen and valued. Feeling acknowledged matters, especially on difficult days.

In addition, support can be strengthened by:

Being visible and present in a supportive—not evaluative—way

Providing clarity around expectations to reduce unnecessary stress

Respecting teachers’ time by being mindful of workload and competing demands

Following up on concerns or challenges that teachers raise

Recognizing the effort and emotional investment that goes into teaching

When teachers feel supported, heard, and valued, it has a direct impact on morale, effectiveness, and ultimately student success.

Even small, genuine efforts in these areas can greatly improve daily well-being.

Administration already does a great job supporting staff, and it’s truly appreciated. One thing that always helps with my well-being is continued open communication and honesty. Taking time to connect, listen to feedback, and make sure staff feel supported and valued goes a long way in maintaining a positive and healthy work environment—which I feel is already being done.

Eliminate any extra tasks that do not improve us as teachers or add any benefit to students. Lighten the workload whenever possible. More time to work in classrooms, grade, prep etc., so we can do less work outside of contracted hours.

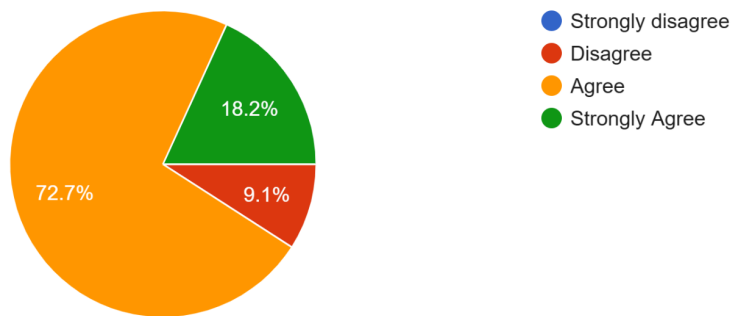
Dark chocolate? Haha

Although it was because they felt I needed guidance, I liked meeting with Bridget regularly to check in. Maybe monthly check ins? I really like talking to Bridget and Amanda but don't always have a reason to stop by. But I do have Antoinette, which also helps.

SUPPORT & RESOURCES

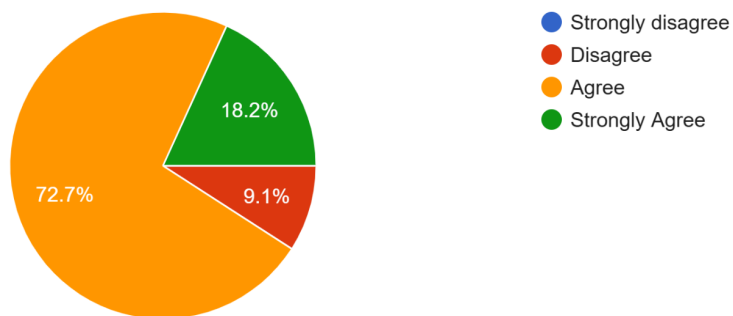
Areas for instruction and activities (e.g. classrooms, gym) are appropriate for how they are being used.

11 responses



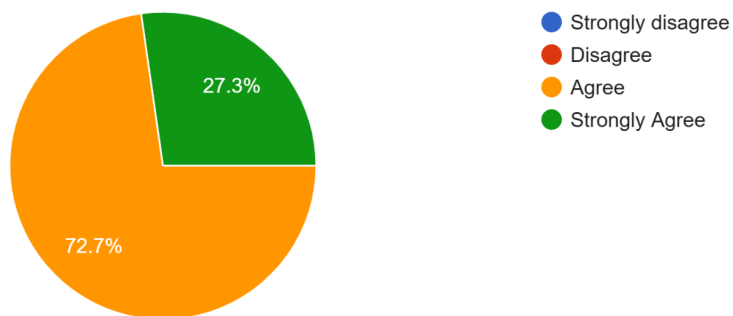
There are resources available to underachieving students.

11 responses



I differentiate my instruction to meet the needs of struggling learners?

11 responses



What resources (technology, materials, staff) are most needed to improve your teaching effectiveness?

There needs to be more manipulatives or access to things like maps, workbooks, etc.

Continue to let me roam and help.

NA

a new laminator

The resources most needed to improve my teaching effectiveness center around time, targeted support, and reliable tools that enhance—not complicate—instruction.

First, additional time for planning, collaboration, and meaningful student feedback would have the greatest impact. Time is the resource that allows everything else to work well.

Second, increased access to targeted student support—such as intervention staff, tutoring support, or structured systems for helping students who are significantly behind—would allow teachers to focus more on instruction while ensuring all students receive the help they need.

Third, technology that is consistent and reliable is essential. Platforms should be streamlined and user-friendly, allowing teachers to monitor student progress, provide feedback, and communicate effectively without adding unnecessary complexity.

Additional helpful resources include:

Access to high-quality instructional materials aligned to course standards

Tools or alternatives that support differentiated instruction for students at varying levels

Clear systems for monitoring student progress and identifying those who need intervention

Occasional classroom support (such as paraprofessionals or coverage) when addressing high-need situations

Overall, the most impactful resources are those that reduce barriers, save time, and allow teachers to focus on what matters most: supporting student learning and building meaningful connections.

N/A

A Dean that will improve our school culture and implement policies or programs to make student expectations and consequences clear, consistent and transparent.

Our smart board is the BEST for teaching (and sooooo appreciated!) Improving my teaching effectiveness is on ME - to never get lazy/complacent and always strive to improve (and DO IT!) I am my own limiting factor.

Maybe a consistent curriculum to follow or support the students who need some foundational skills (like MyPath or even some teacher text books?)

What strategies do you use in the classroom to support students who are struggling academically?

I have tried to do group work, work in pairs, etc. It is a little difficult to complete a more formal intervention when students need to work on Edgenuity.

I use anything I have ever heard about, or I will find new ways to reach any student.

Encouragement / Fun competing for snacks and or prizes/ Help and support

Create a relationship with them

To support students who are struggling academically, I focus on a combination of relationship-building, structured support, and targeted interventions.

First, I make an effort to build relationships with students so they feel comfortable asking for help. When students feel seen and supported, they are more likely to engage and take academic risks.

Second, I break down content into manageable steps and provide clear expectations. This often includes guided notes, modeling, and chunking assignments so students are not overwhelmed.

I also use strategies such as:

Frequent check-ins: Monitoring progress and having quick one-on-one conversations to identify where students are struggling

Differentiation: Adjusting assignments or pacing when appropriate to meet students at their current level

Reinforcement and review: Revisiting key concepts and providing additional practice opportunities

Alternative explanations: Presenting material in different ways when students do not grasp it the first time

Structured accountability: Setting clear goals and timelines to help students stay on track

In addition, I encourage students to take ownership of their learning by helping them set small, achievable goals and recognize their progress.

Overall, my approach is to combine academic support with consistent encouragement, so students feel both capable and accountable as they work toward improvement.

N/A

Frequent check ins, creating individualized plans and building relationships to know if circumstances outside of school are impacting their success.

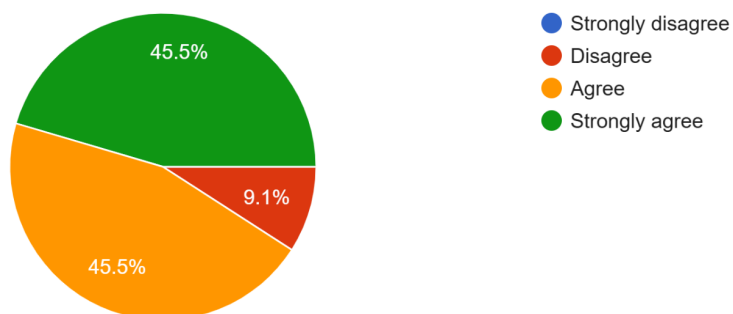
Not enough, to be honest. Encouragement, making myself available for questions, trying to help them prioritize and focus on what's most important.

Everything I do is to support them academically...test reviews, skills focus, test-taking strategies, graphic/writing organizers, etc.

SAFETY & SECURITY

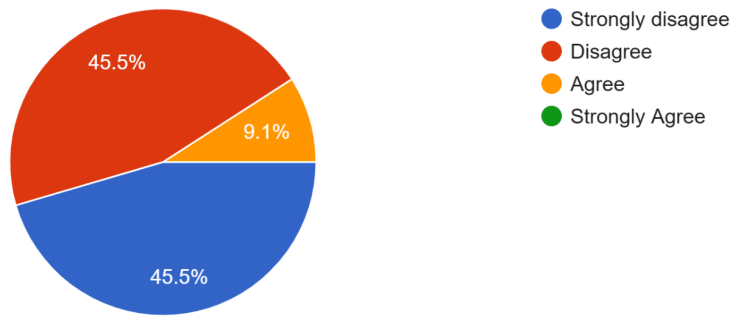
My school building is clean.

11 responses



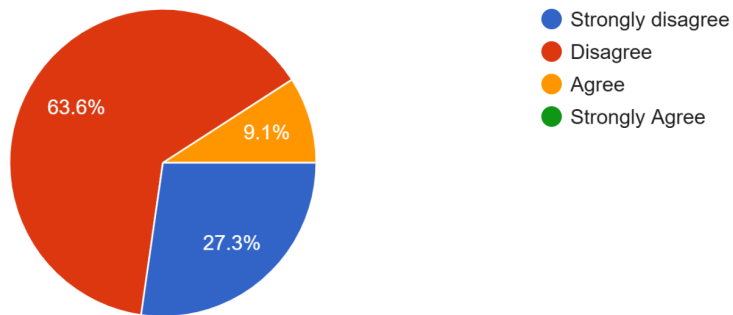
Many things are broken or damaged (e.g. windows, computers, outdoor equipment) at my school.

11 responses



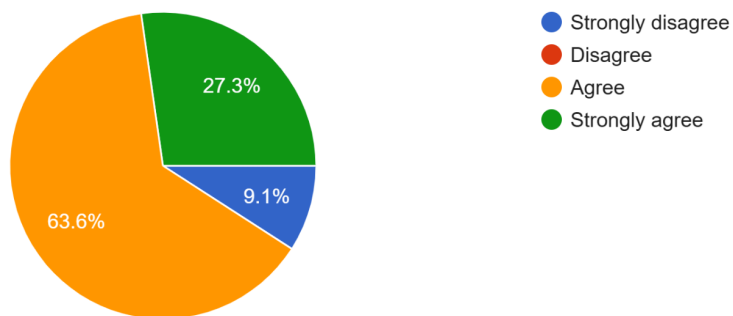
Areas in or around the school could use better lighting for safety reasons.

11 responses



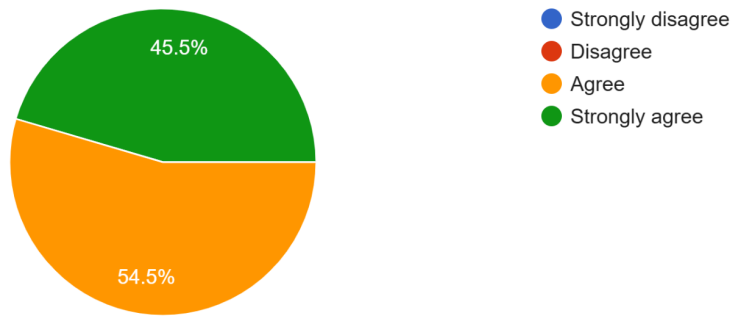
My school is maintained well (e.g. repairs to equipment, landscaping).

11 responses



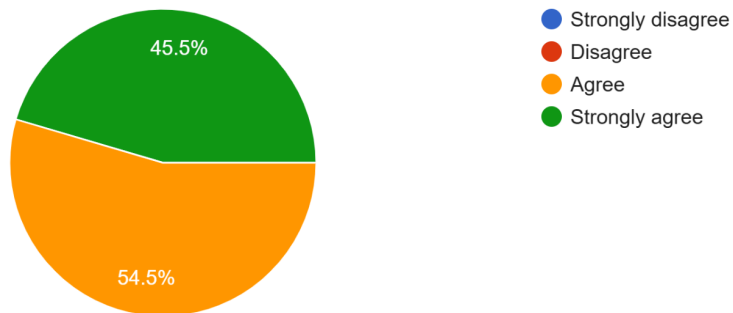
I feel safe when I am at school.

11 responses



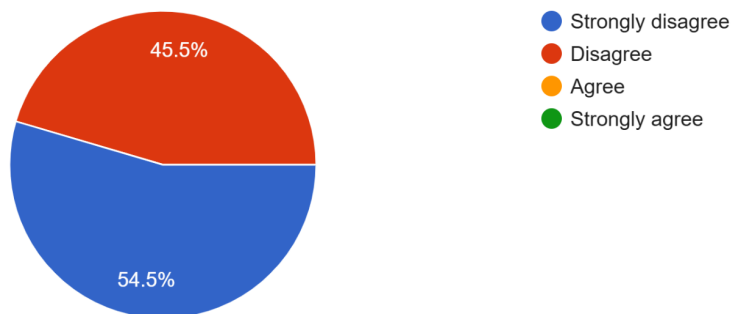
I feel safe when entering or leaving the school campus.

11 responses



I sometimes worry about being a victim of crime because of the school I work in.

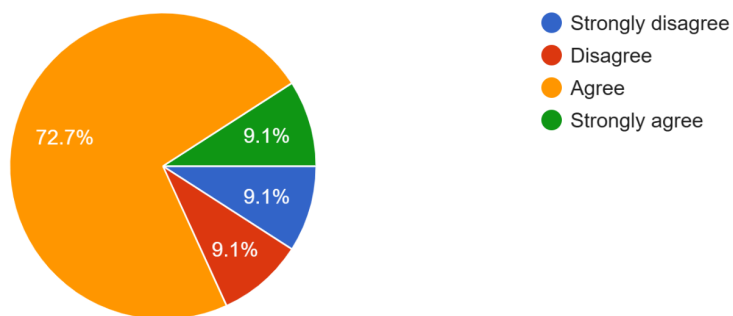
11 responses



COLLABORATION & GROWTH

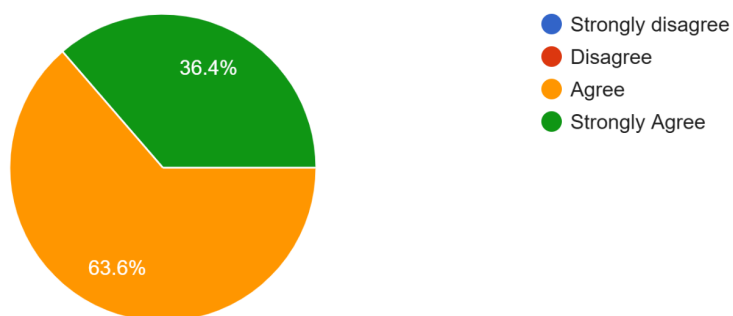
This school places a lot of emphasis on academic standards.

11 responses



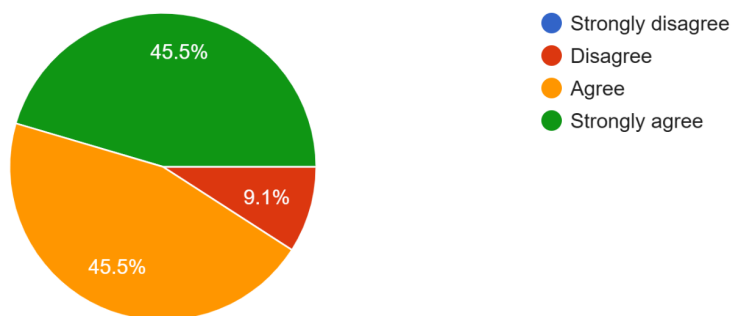
I respect/value other teachers' input when it comes to school matters.

11 responses



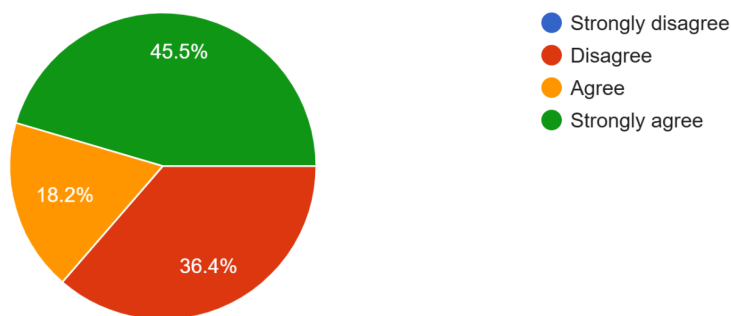
Someone at work encourages my development.

11 responses



At work, my opinions count.

11 responses



What is the biggest obstacle currently in your way in achieving success at this school?

Maybe just being give the opportunity to do more around the school, or being informed of training/advancement opportunities/additional certifications, etc.

parents are difficult

NA

Retaining students. Continuity in staff. Creating too many rules. Follow up and follow through. More hands-on learning in core classes. More school spirit and engagement.

The biggest obstacle currently in my way in achieving success at this school is the challenge of balancing high expectations with limited time and support for students who are significantly behind. Many students require substantial individual attention—academically, behaviorally, and emotionally—but the structure of the day and available resources do not always allow for that level of support. This can make it difficult to ensure that every student is making meaningful progress while also maintaining the pace and rigor expected. In addition, at times there can be a lack of clarity or consistency in expectations and follow-through, which can create uncertainty and make it harder to align efforts effectively. Addressing this obstacle would involve:

- Strengthening systems of support for students who are behind
- Providing more time or flexibility for targeted intervention
- Ensuring clear, consistent communication of expectations
- Supporting teachers in managing both academic and behavioral challenges

With stronger alignment and support in these areas, it would be easier to meet expectations while continuing to provide students with the level of support they need to succeed.

Honestly, my biggest obstacle right now is not having a window... I'm starting to believe I might be part plant and need a little sunlight to truly thrive.

All jokes aside, I'm excited about the work we're doing.

Workload

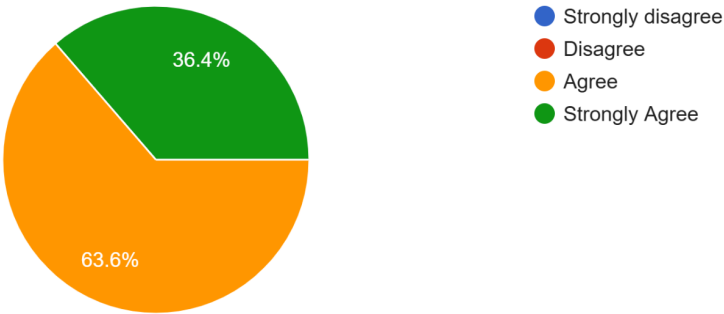
My schedule (my own doing) keeps me from being as involved as I'd like to be (assemblies, meetings, social gatherings.)

The things mentioned above, but I still feel somewhat successful. I just think there is room for improvement.

STUDENT FOCUS

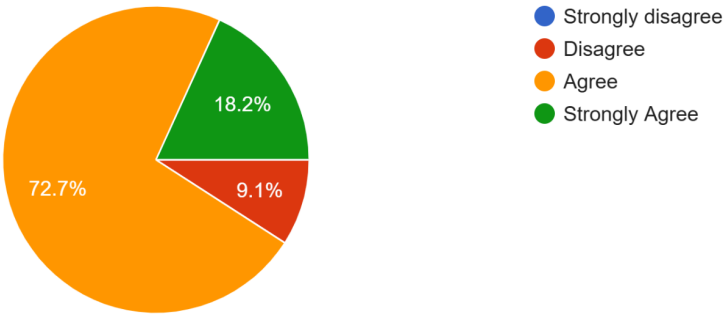
This school is a great place for students to come to get an education.

11 responses



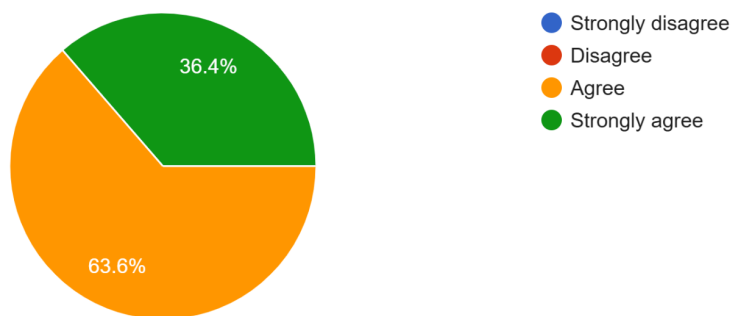
The standardized test scores at this school are high.

11 responses



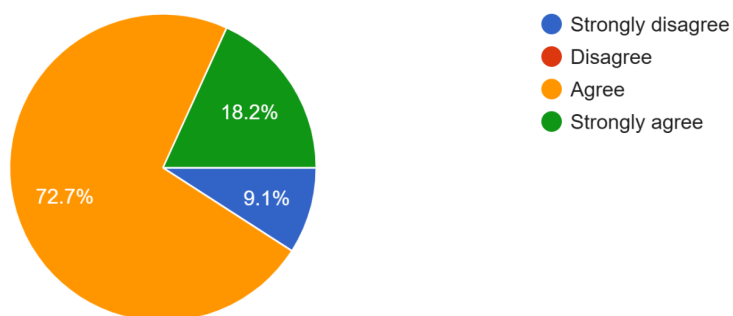
The curriculum offered to students at this school is challenging.

11 responses



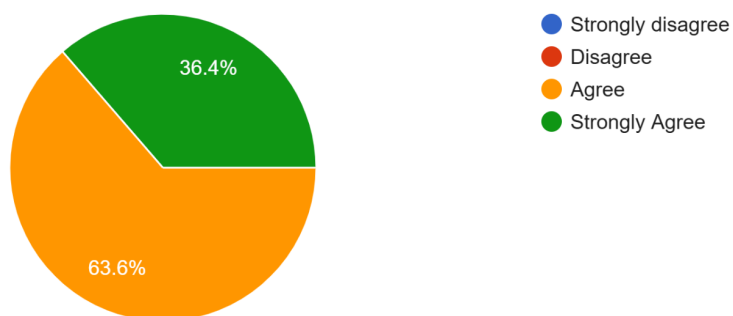
I am able to modify or add to the curriculum to make it more creative.

11 responses



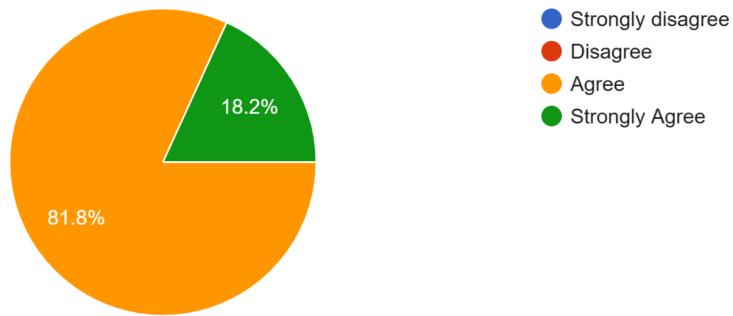
I believe mini lessons support student learning.

11 responses



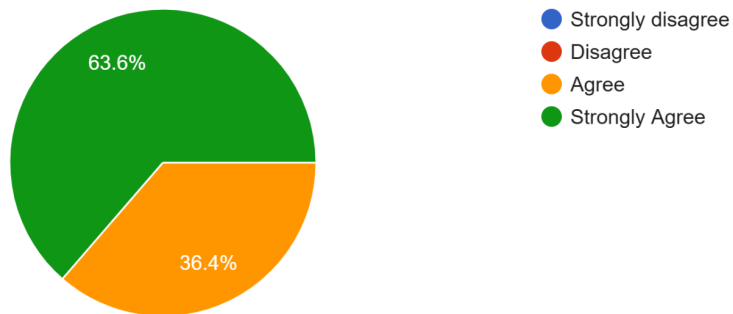
Adults in this school have high expectations for students' success.

11 responses



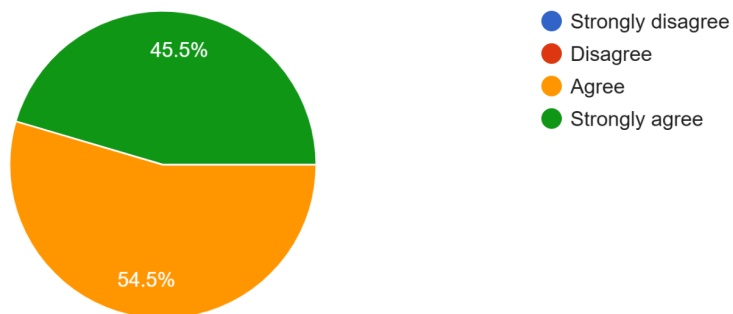
Most teachers want their students to be successful.

11 responses



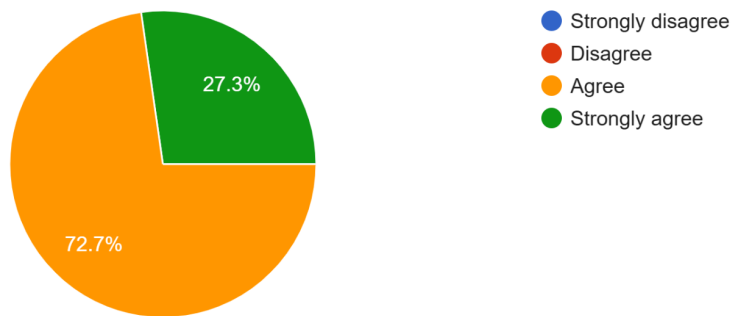
Most teachers show interest in their students as people.

11 responses



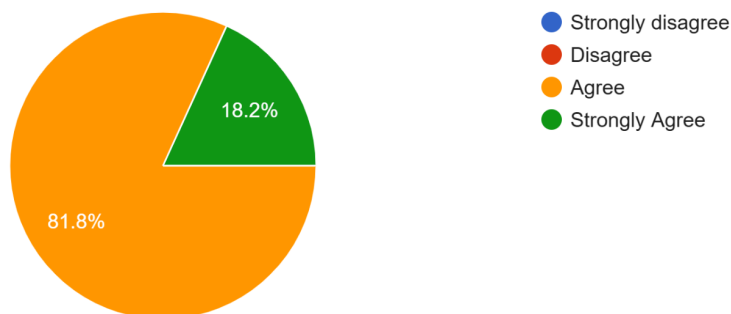
Most teachers try to help students when they are having problems.

11 responses



Most teachers try to make this school a place students like to be.

11 responses



FINAL THOUGHTS

What's on your mind right now that you would like to tell us?

One thing that could help teachers and students is if there was a "committee" that handles activities. I know at other schools there is an Athletic Director, AND an Activities Director. This could be a committee that could meet and be in charge of anything additional happening at the school aside from sports. It should be other teachers instead of the two teachers that generally are in charge of everything. It is a little frustrating that responsibilities are given to the same two teachers every year. There are many teachers that can offer ideas and expertise.

I would like a raise.

Best sound system in gym for assemblies!

I think it's important for staff to feel supported in issues of discipline. If a student is disrupting class or causing an unsafe environment, it's important that we are able to remove them from class, so the other students learning is not disrupted. Paperwork may not always be able to be filled out at the time of the incident but should be done asap.

Follow up and communication on the action take would also be helpful. I've seen more of this lately, so thank you for that.

Over the last few years there has been a shift in how students, parents and staff view the school. We have grown and that is great for \$\$\$ but we also have a high percentage of students on IEP's, 504's or in need of some form of accomidations. Slightly smaller classes (20-22) would make this more manageable. This would also allow teachers to spend more time with each student and help them be successful here. Edgenuity is an important part of our program but it is not as effective with the newer generation of students. They lack the independence and drive needed to stay on target and get bored or frustrated often because they do not find it engaging. Many behaviors occur during this time. If student voice is important to us then we need to listen to them. How can we keep Edgenuity but modify it to retain more students? Students are very vocal about their dislike of Edgenuity, but I do believe we can change their perception if we come up with inovative ways to supplement Edgenuity campus wide. We need adapt to a different type of learner. The other issue that needs a solution ASAP is our school culture. We have a few students who feel like they own the school, students have stated that they don't even know who the Principal is. Rules need to be consistent and admin needs to be present and visible to students. Teachers are feeling drained and these topics are discussed often in staff conversations. Several staff members have vocalized the posibility of leaving our school due to the physical and mental toll.

You are AWESOME! Oh, and the question that said, "Areas in or around the school could use better lighting for safety reasons." I am not there in the dark enough to have noticed, so I just said, "agree" because I had to pick something (and more lighting is better than less!) ;)

I'd still like a nap.

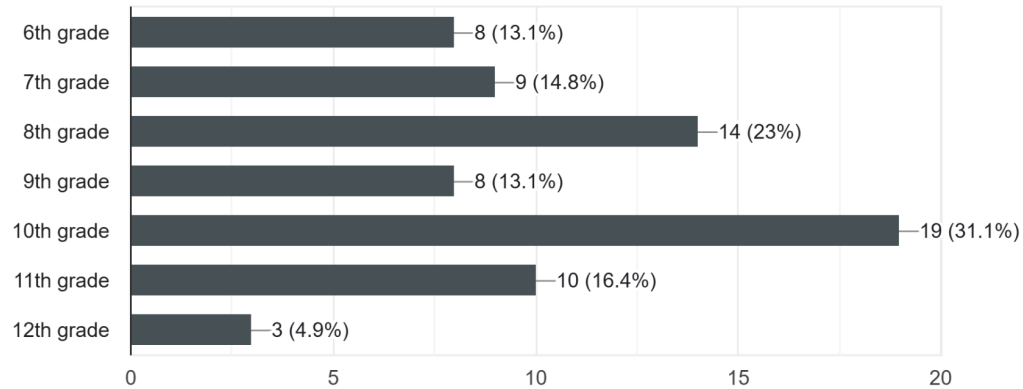
It would be nice to see the students who are doing well academically and behavior-wise get more recognition. It seems like sometimes the students who get in trouble often and don't do their work get a lot of attention.

2025-2026 Family Survey

61 responses

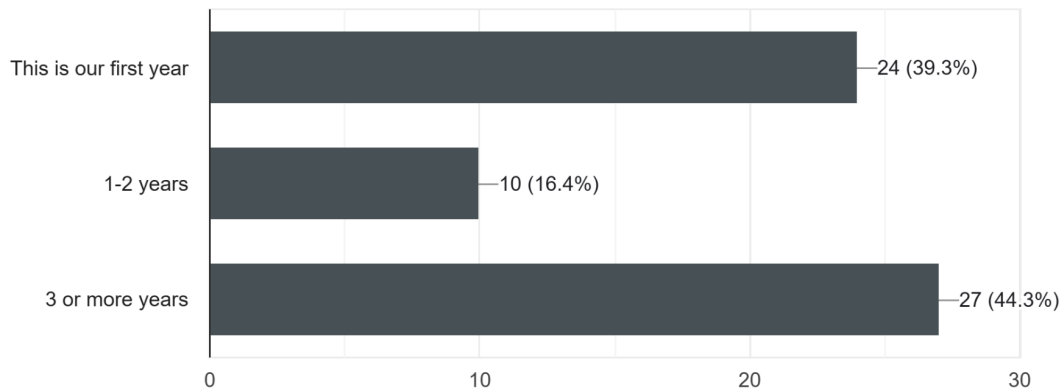
Please mark ALL the levels that represent your student(s) this year:

61 responses



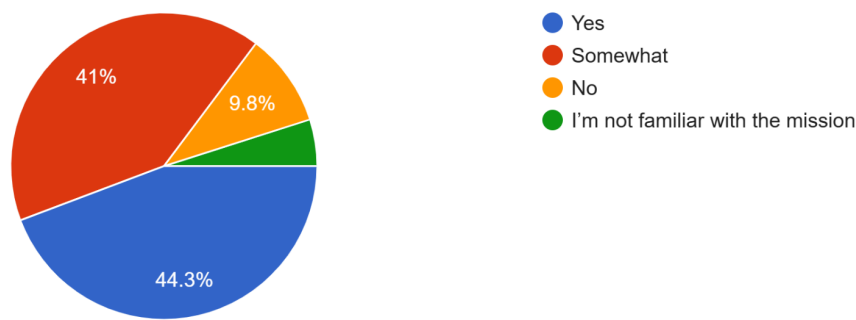
How long has your student been attending this school? If you have more than one student, how long has the student been attending the longest?

61 responses



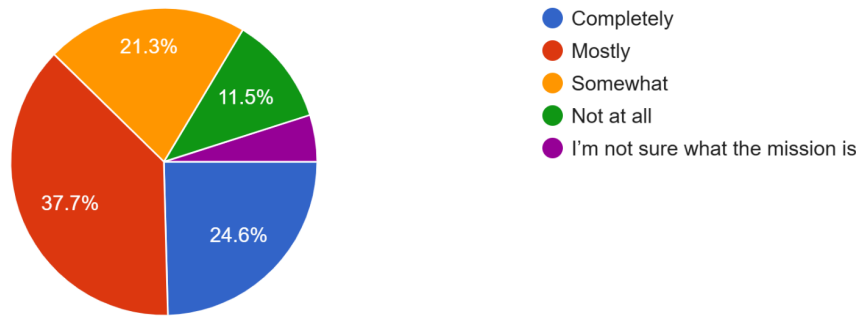
Do you believe our school is fulfilling its mission as stated in our charter?

61 responses



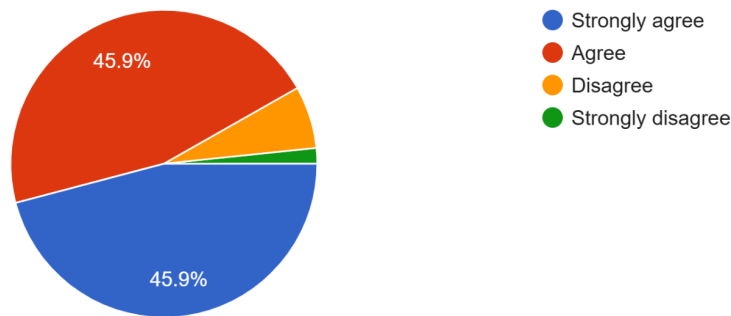
To what extent do you feel the school's actions and priorities reflect its mission?

61 responses



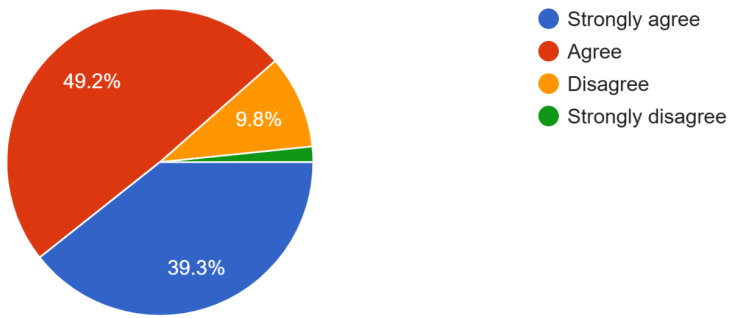
My student feels safe at school.

61 responses



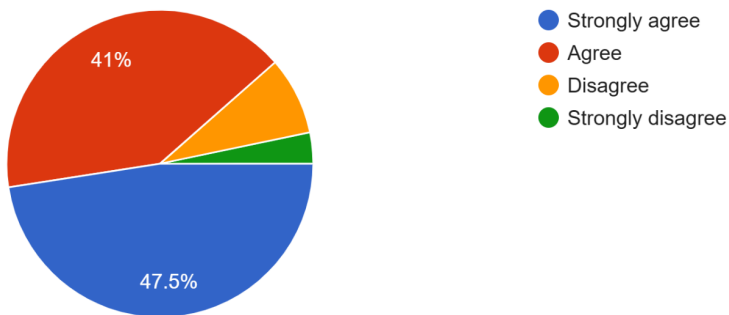
My student feels welcomed and included at school.

61 responses



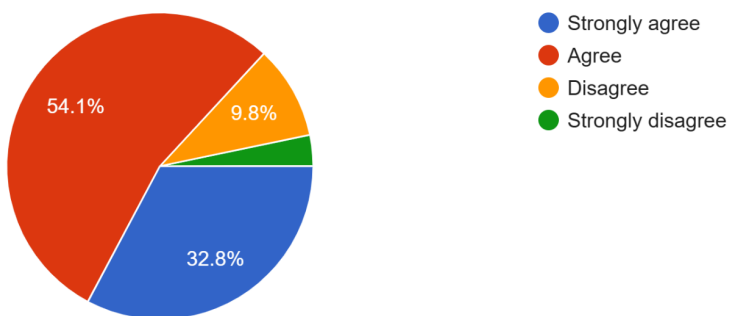
I feel respected and welcomed by school staff when I reach out or visit.

61 responses



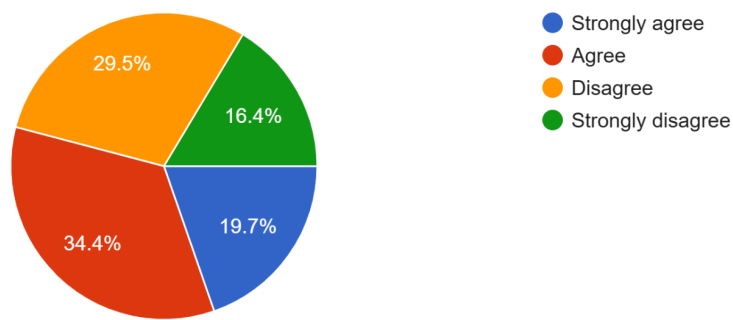
The school office/administration communicates clearly and frequently about important information.

61 responses



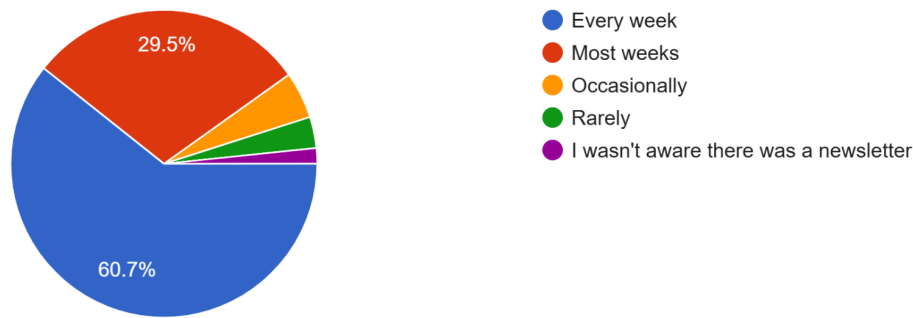
My student(s) teachers communicate clearly and frequently about important information.

61 responses



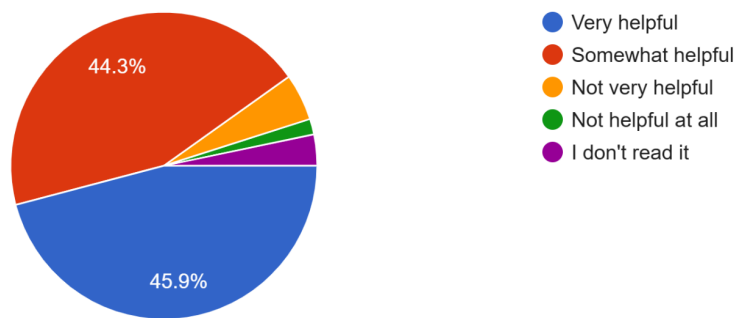
How often do you read the school's weekly newsletter?

61 responses



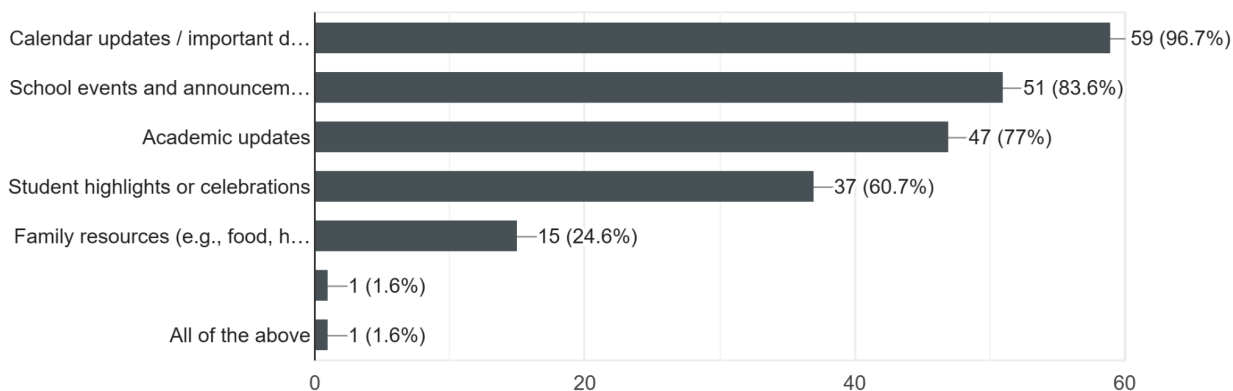
How helpful do you find the information in the weekly newsletter?

61 responses



What type of information in the newsletter is most useful to you? (Select all that apply)

61 responses



How can we improve the weekly newsletter to better support you and your family?

None

Not make it so I have to download it. The links are not clickable.

Providing opportunities for parents to become involved with the school. Many parents may not want to be involved but there may be missed opportunities for those who do and that could give teachers time back if parents are volunteering.

get it out before the week starts and put useful information like what is going on for the week

I like it

all fine

Put the new information on top

Sending in an actual email not as an attachment

Less busy

Much earlier communication on the change in next year of the school calendar.

no need to

It's too small to read.

Possibly giving links to things that need to be completed

Can't think of anything

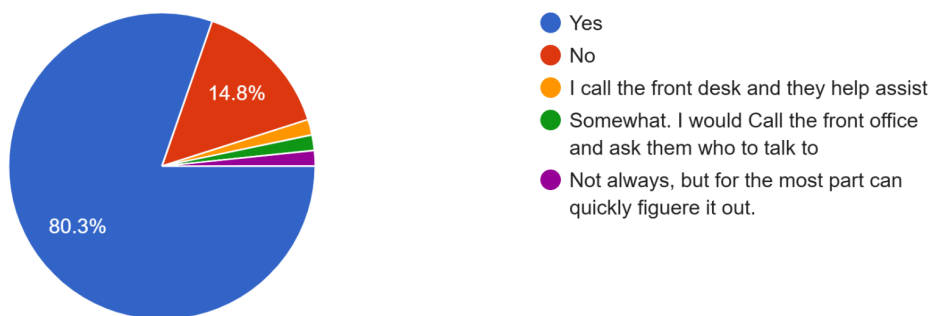
i do not know

My daughter missed one of the dances last semester, I didn't see anything in the newsletter about it. So maybe more information regarding the social functions the school is having.

Supporting all academic and sports evenly.

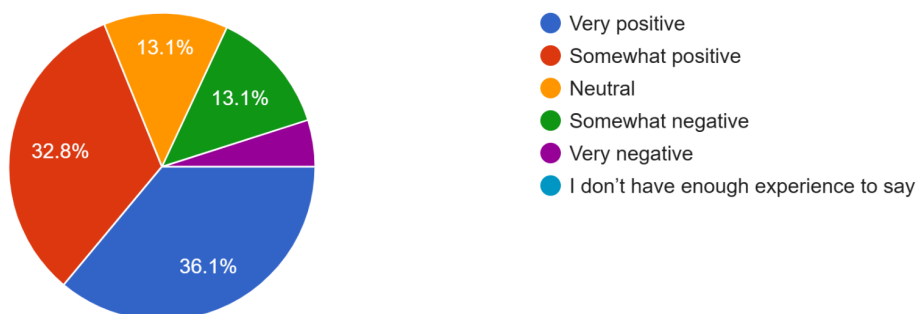
I know who to contact if I have concerns or questions.

61 responses



What is your overall impression of the administration at Albuquerque Aviation Academy?

61 responses



Please share any specific feedback, concerns, or praise about the school's administration.

I sometimes find it challenging to make them understand my children's challenges and how to help them

Had an issue with a student (not my child) and there was zero discipline done by principal (not dean - he was willing).

I loved that it had sports like girls basketball it really helped my daughter become active, social and excited to go to school.

The school provides important information out fast such as lock downs and what not. I would appreciate seeing more support and follow-through from the administration when student concerns are brought forward.

It would be nice to see/hear from the principal. For her to be more available.

BRING BACK OLD EDGENUITY THE NEW ONE IS SLOW AND TERRIBLE

We love the school, my only issue is the lunch situation. I wish we could pay into a food exchange like cottonwood Classical does.

Lack of support. States there is support but truly isn't. Lack of resources and lack of accountability. The school has been great for our child. We were worried about it being our first year, but everyone has been great. It has been nice that the administration noticed there was an issue with the math teacher and something was actually done about it. I feel like our child is on a great path with the school. I am a little confused still about how much work should be done online at school vs at home still, but I think overall everything is going great.

i have none

Would like to more consistency in the teaching. Would also appreciate keeping all politics out of the classroom. it has been brought up to me from quite a few students

I filled out way to many applications on class interests and schedules for them to be completely wrong on the first day. It shouldn't take weeks to fix a schedule. And if books are needed to succeed in aviation it should be on the list of school materials. We were told about aviation manual late, and when my son dropped the class he gave his to another student who was aware of it.

Communication is lacking with new students.

The teachers are great

Marcus, & Jenny most welcoming, friendly & helpful

I would really appreciate if next year's calendar was released before the end of school.

The constant changes of math teachers

I still have teachers that have provided no feedback for my child. They didn't participate with either fall or spring conferences.

Communication with all teachers besides homeroom and behaviors of students

Care about students

I receive updates about the school and important dates but I never received any input from ANY teacher about my child, who was not getting good grades, at previous schools they have always notify me if there are any issues with low grades and offer to help but at SAMS academy I feel like there is no caring, no action plan, not even a note saying your child needs help, nothing. The school had 3 different math teachers in one year and I don't think that's helpful for the kids. I know my kid goes to school on Mondays for extra help, but I never get any news about what exactly they do. My husband and I don't like the grading system, it's hard to understand. When administration calls us, sometimes they ask to speak to the "Parental Unit of" (student name), what is that supposed to mean? We are a Mother and a Father, not a parental unit.

Disappointed it took so long to get the 2026-27 school calendar out and then learned that school starts 2 weeks earlier than APS. Summer airline travel has already been purchased and family trips will interfere with the change. This was poorly communicated.

No one seems to care about my child at this school. He feels it and so do I. My child is brilliant, very social and excited about life. We were both excited about him getting into AAA, but now are very very disappointed that we chose to enroll him there.

it good

I would like to see more concrete information provided about the aviation program. What is provided each year? What are the expectations to continue in the aviation program? How many students graduate each year with a pilot's license? How many get the drone license?

The front desk is amazing, the **Dean Mr Dickson** is very knowledgeable, respectful and professional same with **Mrs Watson**. As for **Sebastian** new math teacher she's very disrespectful to my son. He can't even get water or use the restroom. **Amanda catanzaro** Needs more empathy and communication skills.

Mr. Dixon is wonderful!! Other administration are standoffish and defensive.

I am really disappointed in the support and lack of recognition of student athletes in various sports.

Concerned with the turnover rate of the teachers

Overall, the administration is wonderful. There has been a fair amount of teacher turnover. I imagine this is due to poor hires or poor retention. The turnover rate has had an affect on my student and student friends.

States they are supportive but they are not.

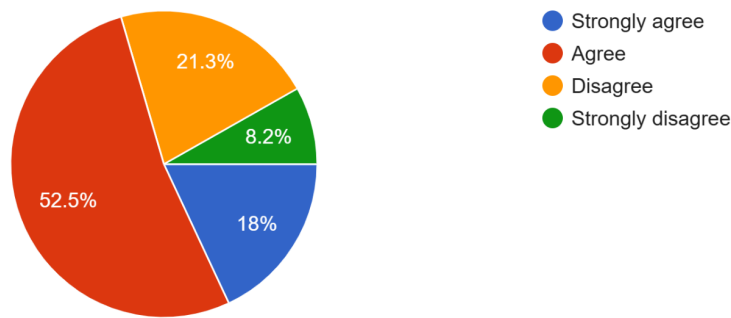
. We appreciate the opportunity to provide feedback regarding the school administration and staff. Last year, our child's 6th grade math class experienced challenges related to classroom management and student interactions/comments, which made it difficult for students to concentrate and learn effectively in a disruptive environment. We are very pleased with the changes that have since been made. We value teachers who maintain an authoritative yet supportive classroom management style, as it helps promote positive student relationships, clear expectations, consistency, and a productive learning environment. We would also like to recognize **Mr. Dixon** for the positive impact he has on students and the school community. He is a wonderful teacher and administrator who is consistently flexible, supportive, and willing to step in and help where needed. His positive attitude and leadership are greatly appreciated by both students and families.

I do wish the school had a cafeteria, performance arts options and a locker or some kind of storage. My daughter's backpack gets so heavy.

The administration is good about reaching out when things happen. I just feel that not all sports have the same support as others.

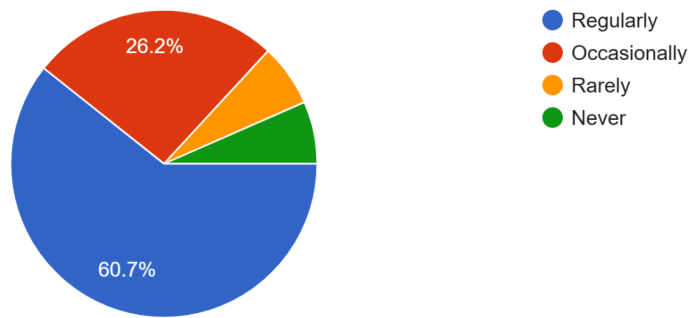
I believe the school provides the academic support my student needs to succeed.

61 responses



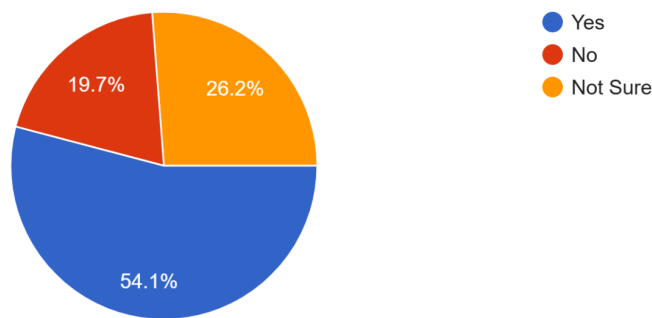
I am informed about my child’s academic progress.

61 responses



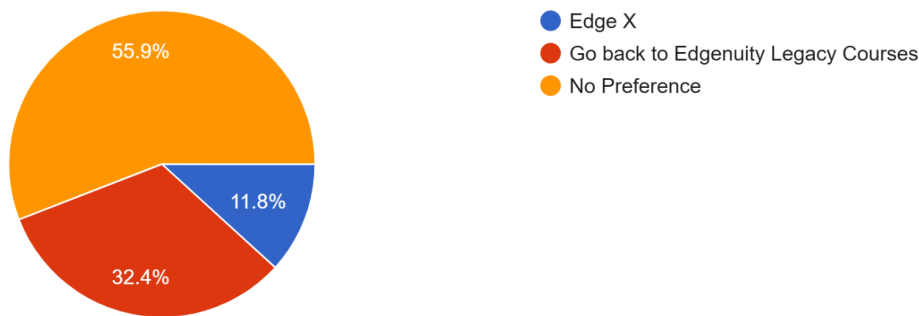
I have opportunities to be involved in school activities or decisions.

61 responses



High School Students: If given the choice, which would you prefer for your classes?

34 responses



High School Students: Please provide any feedback about your Edge X courses you would like us to consider for next year.

Frequent wrong answers, tricky and misleading questions and challenging to make faculty understand that there are technical challenges that don't need to be used to "teach lessons " about responsibility rather than just help students understand how to navigate a difficult situation

Edge X was AWFUL. Legacy was better

My daughter liked Edgenuity Legacy better

My student hasn't had the opportunity to have any edge x courses this year.

make it like old edgenuity like exactly like old edgenuity same set up haw it tells you how behind you are and it makes the sound when you get a question wrong and it was easy to navigate before now its just doing too much please bring back old edgenuity it was cutie

I'm not sure

Edge X is literally the same content but constantly crashes, continuously refuses to work on home computers, and slows down the work process with it's jank. The solutions it provides, that being towards cheating and offloading the grading/checking work to AI, does nothing but infuriate me CONSTANTLY, and GoGuardian and proper work on the teachers behalf fixes the issues it says it solves!

no preference

Make e notes accessible during quizzes

There's too many error messages that pop up that can kick you out of a quiz which would lock the questions you haven't answered. Some of the diagrams did not show up on some tests and quiz's which led me to getting the wrong answer because I did know the way it was oriented.

You can't change the brightness of the screen. It's a very bright white all the time.

My student says she doesn't know what edge X is, but she does not the current program.

Its glitchy and almost unusable and the proctoring software is malware

Proctorio doesn't always work. I like the concept, but it causes frustration when it does not work.

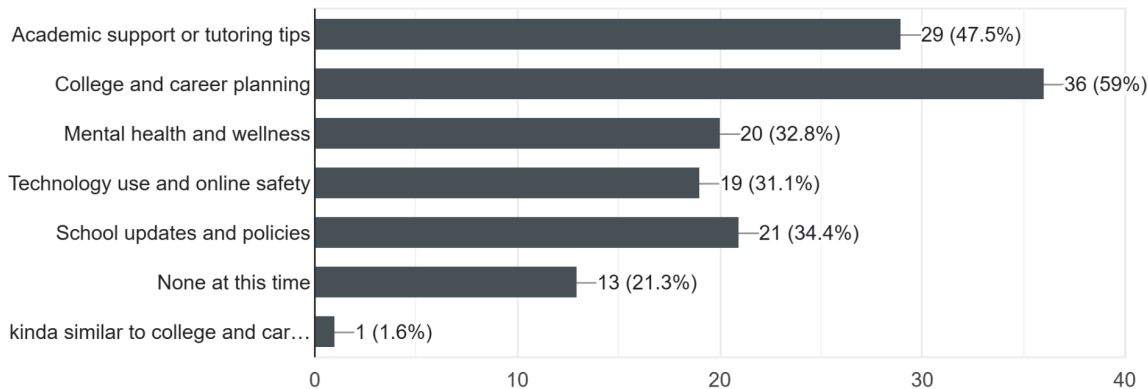
N/A

You are able to review and check for understanding when something is wrong.

The Edge X has proven to be glitchy and slow. Overall, no benefit has resulted from changing to Edge X.

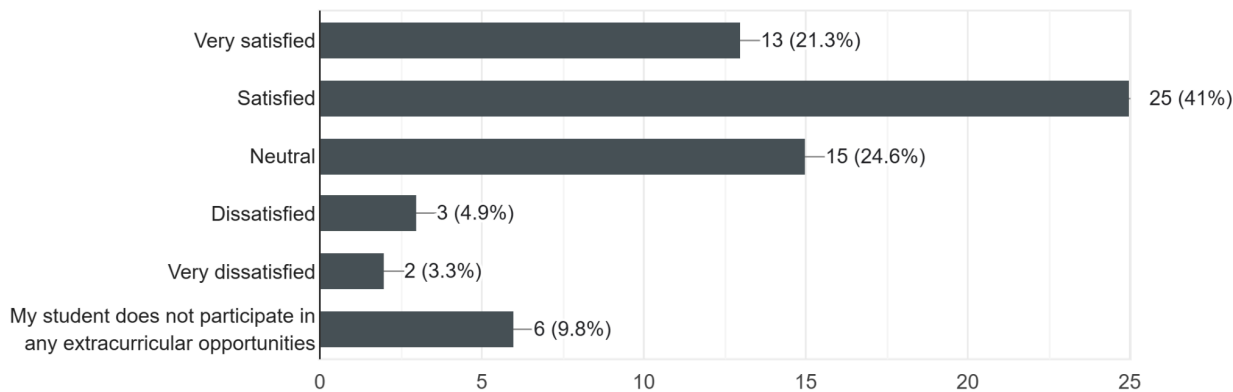
What type of events or workshops would you be interested in attending? (Select all that apply)

61 responses



How satisfied are you with the extracurricular opportunities available to your child?

61 responses



What types of activities would you like to see more of at our school?

The school is too small. Maybe you should join other schools for bigger events

More sports opportunities

Girls basketball to continue. And more art classes

More hands on projects in school. Experiments, building things etc

Weekly grade checks during sports versus just 1 grade check at the Beginning.

E-Sports

SOOOO MANY SENIOR ACTIVITIES like senior assain and a senior trip maybe just fun things please

Band, sports, choir

More extracurricular activities for students who aren't athletically inclined. Maybe a robotics club or something to do with computers/programming

Tech based out-of-school electives, timing akin to the field sports.

more hands on work within the classes

I think there's a good balance currently

More pilot information after graduation, more collaboration with the EAA as they have events we as parents aren't necessarily aware of

Sports

I'd like to see more opportunities for clubs

Boys volleyball

Robotics, programming.

The cheerleading department needs more support. The kids can't do any kind of tumbling or proper cheering without proper trained coaches.

Esports and shop class

Teaching--with classes meeting only once per week and tests every 2-3 weeks, there is not much time left for teaching. Is it possible that tests could be proctored during study hall allowing class time to be solely designated for teaching?

Less screen time. More teaching in person

Chess

Archery

Maybe more activities for the non athletically inclined, like chess club, or theater.

A baseball team of some sort would be a wish

Better resources for their classes. After school in person tutoring or more electives for such.

Before school activities,

kickball

Golf club

Maybe music class, middle school volleyball for everybody

More clubs, examples: Chess Club, Math Club, Art Club, Drone Club/soccer, just some ideas.

What do you think our school is doing well?

The faculty that cares is phenomenal.

It's great idk

Providing students with technology and learning experiences

Supporting students who struggle

the seniors going one dy it keeps the school less crowded and its less stressful

Everything. We really love the school.

I think the school is doing well at getting to know all of the students personally.

Focusing on the students and giving them the academic structure they need

The content is great.

Airplane.

everything

Investing in the campus and the future of the school in general

Keeping kids safe, for a small charter school it seems to have a great variety for sports and activities. It has a safe place for kids to be outside moving and inside. We like the two step security of the gate and door locks.

Love the school

Electives

Safety is well established

Giving everyone an equal chance

The school is doing well with keeping everything clean. The respect towards students and teachers is great. And education is good.

Small class sizes and personal attention. Aviation program

Extra curricular activities.

Recruiting

avaiton

Consistency and opportunities to improve grades with retakes or additional work. Students have the opportunity to succeed.

Finally having utensils in the lunch room

Flexibility arround school days (i.e. asynchronous leaning days).

Being flexible with academic assistance

The fixed wing flight program has been excellent.

I feel the only concern of the schools is their an aviation program and nothing else.

It's a hard job- I applaud you all! THANK YOU!!

yes

I do like the weekly newsletter and curriculum

The Aviation program.

What suggestions do you have to improve our school?

Have teachers spend more time helping students navigate the online content and be more consistent and uniform. Communicating better with students and parents without sarcasm helps too

1. Get rid of the actual vs relative grade. This is as absurd. My child freaks out every semester when you do this. Instead of helping, it is detrimental. And I know I'm not the only parent who feels this way.

2. If I have to watch Bundy force hugs to all the girls who get off and on the bus one more year I'm going to lose it. It's so inappropriate. I've complained about this each year. How is this still allowed?

3. All computer learning is awful. I know you use a program, but why aren't grades distributed equally in each class? Why can't teachers actually teach?

4. You have some bad teachers. Really, really bad. It's like a school of misfit teachers. My child needs a teacher who can teach. The math teacher (Chancellor) was great. He taught. That was it. Bundy likes to hear himself talk about politics and makes kids gang up on other kids who have opinions different than his. His bully behavior is so gross. (It goes along with the forced hugs). Plus, he psychologically manipulates kids about grades and makes himself seem like a hero. Sanchez didn't teach a thing. Garcia Galvez is nice, but also didn't teach much that was comprehensible. My kids just can't understand him.

Rio rancho bus route,

More class time for those who like a classroom environment, instead of online work by themselves.

Better communication on events where kids are recognized. I only hear about it once it's happened and then am told other parents were there.

Providing more tutoring options within the school for additional help. Yes there is online tutoring but it is not the same as learning concepts in person.

Teachers understanding students and listening versus brushing them off. It's a learning environment and teachers should want to see the students succeed. I also don't understand why teachers do not go over test with students to help them understand where they went wrong - not saying all but most don't provide that feedback and expect the student to advocate for themselves. It's just not realistic in my opinion at their age to always ask for that feedback.

More approachable teachers - I have reached out via email to meet with a teacher and each time he has deflected and rather explain to me through email what needed to be completed. There is little to no involvement between teachers and parents from my perspective.

Visibility of principal. Using AI to clarify messaging when sending messages/email.

the schedule id make passing period longer like how it was a few years ago and maybe make homeroom once a week its really not important and its kind of a waste of time

Lunch is the only issue in my book. For instance, my daughter is in 7 Th grade (been since 6th) brought her lunch that I packed everyday she had school for the first two months but I slowly noticed the food would still be in the lunch box after school. I asked her why she isn't eating her lunch

anymore she said because most other moms don't packed their kids lunches and when I pull my lunch out everyone starts stealing my lunch. So, she stopped bringing a lunch and is now intermittent fasting until I pick her up.

More in based actual lessons with teachers. It was promised years ago. Still no change.

I think the school could do a better job of explaining the end of semester schedule (finals days and finishing early) up front so first year parents are not caught off guard if their student is able to finish early. As well as having information about how the students' schedule expectations will change for the next school year. It affects my work schedule and availability and would like to be able to have some idea of what the schedule would be.

1) it is hard to track my students progress when the new assignments are loaded into edgenuity. He always blames the procrastination of assignments being graded and it makes it hard to see if he is in track.

More clear communication about the academic year, what it should look like and what is to come. I. E. A clear syllabi with dates would be nice that correspond to the dates in edgenuity more clearly more hands on work in classes

Keeping politics out of the classroom completely.

Have an orientation to teach the online program, orientation on how to use parent portal, more organized with class schedules, notifications of elective class grades, Time for teachers to meet with kids and teach what they don't understand (kids here are using a guy on YouTube to learn) when sign up let us know who the staff if and who we reach out to.

Need more information or more pilot events to keep the momentum going

More after clubs.

I'd like there to be an in school option for food

The hallways can be a bit packed during the passing period if there was a way to fix that it would be nice.

Move to less use of Chromebook/online learning and more in class instruction.

You should include parents more.

Care about each and every student.

Better online platforms. More up-to-date information on grades.

fix the hs urinal divider

Classroom review for final exams to help students synthesize material. Equation sheet for math--especially geometry.

Free lunch

Classroom discipline and a little less focus on Edgenuity when doing in person classes.

More support for the archery athletes and program

A platform that is not Edgenuity

Ensure teachers are respecting students as the students are required to respect teachers

Less rigid on edgenuity

The teachers often change or deviate from the syllabus that make the semester challenging for the students. Clearly establishing the coursework and grading to said expectations could be improved. Additionally, lab based coursework is often completed using Edgenuity instead of performing hands-on activities.

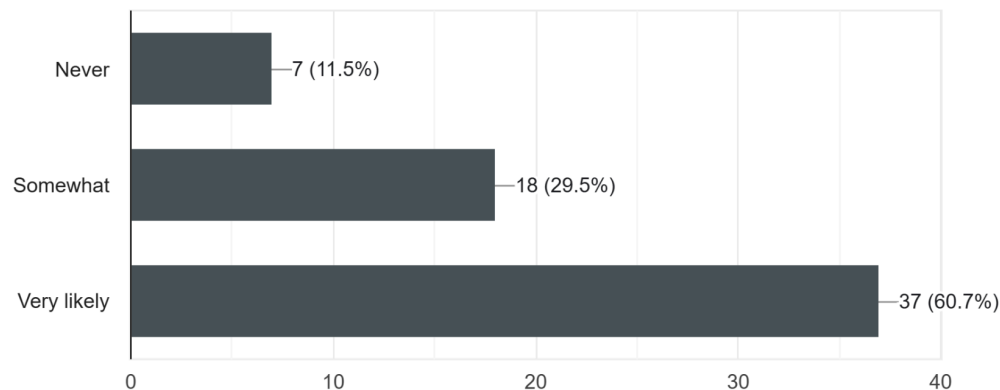
Edgedunity is not it. It is not teaching these kids. The teachers don't even do in person lessons to help support these classes. The kids are mostly lost.

Have the teachers email more with the parents' -any suggestions to improve the child's success- the parent teacher's meetings twice a year is not enough. And we only get the home room teacher who is not in touch with the everyday of the child.

A better platform of Edgenuity that keeps the kids engaged. The biggest complaint is glitchy and the people who give the lesson speak in a monotone voice.

How likely are you to recommend Albuquerque Aviation Academy to other families?

61 responses



Is there anything else you'd like us to know?

Your aviation classes are awful. My child was excited to become a pilot, but the structure of the class is SO BORING. They lost interest. Awesome job. So the main focus of the school needs to be totally restructured. Make the kids interested in aviation, by making the classes interesting and fun. What a concept.

First, **Bundy** the most manipulative bully of a teacher we've ever experienced. My daughter has told me of several incidents of him bullying students. He has kids gang up on other kids who have an opinion he doesn't agree with. He is like a deranged puppet master. He is also emotionally manipulative with grades. He makes things impossible to pass and then acts like a hero by passing kids.

This. Is. Psychological. Manipulation.

He singles kids out he doesn't like.

Also --- if this school is all about not using AI. Then why does he use AI to grade assignments?!

Second, **Garcia Galvez** weighs his tests at 45% of their overall grade. This is way too high. It isn't college.

Third, if you want kids interested in aviation maybe make the classes interesting. The whole course needs to be restructured. My daughter wants nothing to do with it after taking that first class...

Make guided notes mandatory for 6th graders and maybe even 7th grade. Going into middle school is a huge adjustment and assuming they will take notes/ask for help is not always the case. Many children have different home lives and learn at different paces. With using 2 different platforms for grades - it can get confusing when edgenuity grades are not always updated in PowerSchool.

Also maybe think about having parent teacher conferences where the parents can walk around to each classroom and ask questions if needed. They can see the rooms their kids are in, projects that have been completed and get to have a working relationship with all teachers versus just the home room teacher. I get the time aspect but the home room teacher doesn't always have the same perspective as the other teachers making it confusing in how the child is doing.

I also home there is less change over next year. This year there were multiple moving pieces and **Mr Dixon** being tossed around to a variety of different positions. I am sure this was not ideal for him but also not great for the students and the continuity of content they were learning from a variety of teaching styles.

I hope next year is better, if not I will probably be looking for an alternative school for my child.

Some of the edgenuity courses are outdated

Mr. Garcia is trying to ruin lives with the weights he puts on his grades

You are doing a great job and my family thanks each and everyone of you

I appreciate this school and staff. As a parent with a child who could easily get lost in the shuffle, I am grateful that the staff gets to know all of the students and cares for them.

Please separate middle school archery from high school archery. It seems as if the combination of the two has made it hard for the high school archers to focus. Maybe limit the amount of archery positions and make it more competitive if separating MS from HS is not an option. It would create a team that would be more focused on the sport.

Thank you for a great year!

that's all thank you

Teachers keeping political opinions out of the classrooms

We wish you nothing but success in years to come but we will not be returning. We unfortunately had way more negatives than positive experiences and will take this semester as just an experience.

I love this school. My son is thriving and it's all to you all! THANK YOU!

I appreciate the opportunity to provide feedback. I believe many students would benefit from more hands-on teaching and direct instruction in the classroom, rather than relying SO heavily on computer only learning. Every child learns differently, and some students do better with interactive teaching, books, discussion, and more teacher engagement in front of the class.

I also think it is important for teachers to remain approachable and create an environment where students feel comfortable asking questions or seeking help without fear or intimidation or made to feel dumb/ stupid. Students thrive when they feel supported and encouraged.

Additionally, I feel it is important to keep personal and political views out of the classroom so that all students and families feel respected and included.

Communication between teachers and parents is also very important. If concerns arise regarding a student, early and open communication with parents can help address issues before they grow into larger problems. Maintaining honesty, openness, and teamwork between families and schools creates a stronger environment for student success.

I would also like to see sports and extracurricular activities continue to be an important part of the school experience. Clear expectations, rules, and regulations should remain consistent from the beginning of the school year to the end. Whether policies are strict or more flexible, consistency is important so students and families clearly understand expectations and feel there is fairness throughout the year.

Thank you for taking family feedback into consideration.

Please release next year's calendar asap

No.

My son is graduating and it's because of your teachers and faculty at this school! Thank you !!

I would like more information about what the seniors will be doing on the second day of attendance next year. Will this be used as instruction time or just study halls?

Some of the teachers use AI to grade essays. I think if the kids are writing essays, the teachers should be reading them. AI isn't a perfect tool.

Also, a situation arose that a student used AI on a project. Instead of punishing that student, the teacher pulled the project for the whole class. My student spent 6 hours on the project and now doesn't get any credit for it. This doesn't seem fair.

I think the teachers should have a clear syllabus at the beginning of the year and stick to it. One teacher is changing coursework (taking assignments out) at the end of the semester which can affect grades, because there are fewer total points.

No

no

They hybrid teaching philosophy is good, but I think it falls apart when students do not have even one teaching lesson per week. Again, as I said above, losing entire lessons to testing when there's only one lesson a week is a problem. A Monday class had 16 meetings this semester. Classes have an average of 5-7 unit tests. That means there were only about 10 lessons where there was teaching or reinforcement of course material.

Amanda catanzaro Needs to be more understanding, empathetic, and not so rude. She needs to watch her tone because she comes off like it's her school.

Extra curricular activities are doing a good job keeping kids motivated to do school work.

Keep up the great work! Our school gets better every year!

The drone and hot air balloon flight programs have struggled over the years. The drone program seems to be going somewhere again. It hasn't always been clear what their purpose is or what opportunities may arise from these programs.

I was told since the beginning of this three year journey that there would be changes to help these kids learn better. That has been a lie. It has not gotten better since we started here. Awful communication in the kids progress and just no support.

Concerns over edgenuity. The kids complain about how frustrating it is to use.



June 18, 2026

Statement of Work - Audit Services

This agreement constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated June 19, 2023, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Albuquerque Aviation Academy ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2026.

Matt Bone is responsible for the performance of the audit engagement.

Scope of audit services

We will audit the financial statements of the governmental activities, the aggregate discretely presented component units (if applicable), each major fund, and the aggregate remaining fund information (if applicable), which collectively comprise the basic financial statements of Albuquerque Aviation Academy, the related notes to the financial statements, and the budgetary comparisons for the general fund and each major special revenue fund as of and for the year ended June 30, 2026.

The Governmental Accounting Standards Board (GASB) provides for certain required supplementary information (RSI) to accompany the entity's basic financial statements.

The RSI will be subjected to certain limited procedures, but will not be audited.

We will also evaluate and report on the presentation of the supplementary information other than RSI accompanying the financial statements in relation to the financial statements as a whole.

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements and the related notes.
- Preparation of the required supplementary information (RSI).
- Preparation of the supplementary information.
- Converting cash basis accounting records to accrual basis.
- Preparation of adjusting journal entries

- GASB-87 Lease Assistance (as requested)
- GASB-96 SBITA Assistance (as requested)
- GASB-101 Compensated Absences (as requested)
- Depreciation Calculation Assistance (as requested)

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinions.

We will apply certain limited procedures to the RSI in accordance with U.S. GAAS. However, we will not express an opinion or provide any assurance on the RSI because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) other than RSI accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

We will issue a written report upon completion of our audit of your financial statements.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming opinions on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue a report, or withdrawing from the engagement.

We will also provide a report (which does not include an opinion) on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements, as required by *Government Auditing Standards*. The report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the entity is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of the entity and its environment, including the system of internal control, relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified

the following significant risk(s) of material misstatement as part of our audit planning:

- Management override of controls
- Cash to modified accrual adjustments and full accrual adjustments

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS and *Government Auditing Standards*. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred

that are required to be communicated under *Government Auditing Standards*.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and RSI in accordance with U.S. GAAP.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for 12 months beyond the financial statement date.

You are responsible for the design, implementation, and maintenance of effective internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met. You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered. You are responsible for taking timely and appropriate steps to remedy any fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we may report.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party

relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers); (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

Management is responsible for the preparation of the supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit and the presentation of the basic financial statements and RSI. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's activities, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit on approximately June 15, 2026.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

We will provide copies of our reports to the entity; however, management is responsible for distribution of

the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of CLA and constitutes confidential information. However, we may be requested to make certain audit documentation available to regulatory bodies pursuant to authority given to it by law or regulation. If requested, access to such audit documentation will be provided under the supervision of CLA's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to those regulators. The regulators may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by a regulator. If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Financial Statement Audits - Schools	\$22,750.00
Financial Statement Audit - School - Planning Year (as applicable)	\$6,000.00
Financial Statement Audit - School - Closeout Year (as applicable)	\$7,500.00
Financial Statement Audit - Foundation (if required)	\$6,000.00
School or Foundation - Debt Issuance in Current Year (as applicable)	\$1,750.00

School or Foundation - Previous Debt Issuance (as applicable)	\$1,000.00
Stand-Alone Report (if requested)	\$3,500.00
Non-Audit Consulting services if requested, may require a separate SOW	\$275.00

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement

We appreciate the opportunity to provide the services described in this SOW related to the MSA. All terms and provisions of the MSA shall apply to these services. If you agree with the terms of this SOW, please sign below to indicate your acknowledgement and understanding of, and agreement with, this SOW.

Sincerely,

CliftonLarsonAllen LLP

Response:

This letter correctly sets forth the understanding of Albuquerque Aviation Academy.

CLA

CLA (CliftonLarsonAllen LLP)



Matt Bone, Principal

SIGNED 6/19/2026, 6:38:21 AM MDT

Client

Albuquerque Aviation Academy



Bridget Barrett

SIGNED 6/19/2026, 2:20:40 PM MDT

Albuquerque Aviation Academy

SIGN:

Larry Kennedy

DATE:



1202 E. 19th Street
Roswell, NM 88201
575.623.1488
www.aksales.org

Name/Address

Albuquerque Aviation Academy
6441 Ventara Rd NW

Date

5/11/2026

Item Number	Description	Qty.	Unit	Retail Price	Extended Price	Discount	Total
PROJECT: Aircraft Shade Structure QT# 12774 SCOPE OF WORK: This project encompasses the design, engineering, fabrication and installation of a custom shade structure designed to resemble the wings of a Cessna Aircraft. The primary purpose of the structure is to provide shading over a designated student drop-off and pick-up area. In addition, the project will include the installation of (9) window awnings and (2) awnings over two doors. The final color selection will be determined during the design phase, with coordination and approval by customer.							
10308-S	Aircraft Shade Structure	1	ea	\$274,461.76		-10%	\$247,015.60
01040-24x12	Freight for Aircraft Shade Structure	1	ea	\$14,270.60			\$14,270.60 T
	#8 Gr. 60 Domestic Rebar (30 each @ 11'-7")	938	ea	\$1.40	\$ 1,313.20	-5%	\$1,247.54
	#4 x 24" Ring w/ 12" Overlap	114	ea	\$24.31	\$ 2,771.34	-5%	\$2,632.77
	Labor to Tie 6 Rebar Cages	1	ea	\$1,287.00		-5%	\$1,276.27 T
	Concrete for the Above Scope of Work	1542	ea	\$6.98	\$ 10,764.70	-5%	\$10,226.46
	Drilling of Footings for the Above Scope of Work	6	ea	\$988.82	\$ 5,932.92	-5%	\$5,636.27 T
	Materials for Awnings	11	ea	\$1,443.60	\$ 15,879.60	-5%	\$15,085.62
	Installation of Awnings	11	ea	\$325.00	\$ 3,575.00		\$3,575.00 T
	Lead Installer Hours	80	ea	\$75.00	\$ 6,000.00		\$6,000.00 T
	General Laborers Hours	240	ea	\$60.00	\$ 14,400.00		\$14,400.00 T
	Travel Time	13.72	ea	\$100.00	\$ 1,372.00		\$1,372.00 T
	Mileage	996	ea	\$0.65	\$ 647.40		\$647.40 T
	Per Diem & Lodging	4	ea	\$1,160.00	\$ 4,640.00		\$4,640.00 T
	Disposal	1	ea	\$1,001.37			\$1,001.37 T
	Equipment Rental	1	ea	\$5,414.20			\$5,414.20 T
	**No taxes have been added to materials. However, if an NTTC is not provided, applicable taxes will be added to the final invoice.						
Terms and Conditions - We will contact line locate companies, but owners are required to locate private lines. - We will not be held responsible for damage to underground utilities. - An additional charge may be required if adverse digging conditions occur. - We shall not be held responsible for damage to the existing landscape. - Access with construction equipment is required. - Issuance of Purchase Order is acceptance of terms stated in this estimate. - Tax rate may change at time of invoicing due to NM Gross Receipts Tax Schedule - Quote valid for 30 days.				County and Tax Rate Bernalillo County 7.625%		Subtotal: \$334,441.10 Sales Tax: \$4,440.27 Total: \$338,881.37	



PURCHASE ORDER

Original Copy

PO Number: 26-232

TO:
School's In, LLC
Po Box 4293
Cincinnati OH 45242

BILL TO:
Albuquerque Aviation Academy
6441 Ventana Rd. NW
Albuquerque NM 87114

SHIP TO:
Albuquerque Aviation Academy
6441 Ventana Rd. NW
Albuquerque NM 87114

Issue Date: 06/01/2026
Change Number: 0
PR Number: 3386

Quote Number: QUO-039920-1
Quote Notes:
PO Type: Regular

Qty	Unit	Part #	Description	Alloc. Amt.	Unit Price	Tax Rate	Total Price
25.0000	ea	BLT-54548	5 pk. - Shapes Collaborative Student Desks & 18" Hierarchy Chairs (BLT-54543)		\$1,576.92	7.06%	\$39,423.00
			31400-4000-56119-0000-544001-0000-0000-0000	\$39,423.00			
10.0000	ea		B10101 Faux Leather Executive Chair (BOSB10101)		\$176.00	7.06%	\$1,760.00
			31400-4000-56119-0000-544001-0000-0000-0000	\$1,760.00			
25.0000	ea		Vinyl Horizontal Task Chair with Mesh Back (BOSB6566AM)		\$162.80	7.06%	\$4,070.00
			31400-4000-56119-0000-544001-0000-0000-0000	\$4,070.00			
1.0000	ea		Shipping		\$3,144.31	7.06%	\$3,144.31
			31400-4000-56119-0000-544001-0000-0000-0000	\$3,144.31			
Subtotal:							\$48,397.31
Tax:							\$0.00
Shipping:							\$0.00
TOTAL:							\$48,397.31

Comments: New Student Desks

Instructions to Vendor:

1. Itemized invoices in duplicate and enclose packing list with ALL shipments.
2. No deviation in price or substitution in kind permitted without prior approval via revised PO.
3. All deliveries F.O.B. destination unless otherwise specified. If freight is to be charged, prepay and add to invoice.
4. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR ALL TOXIC MATERIALS.
PLEASE ENCLOSE WITH INVOICE.
5. This Purchase Order number must be printed on all invoices, packing lists, correspondence, and on all boxes, or packages.
6. Tax Exempt certificates furnished upon request.

By

Amanda D. Catanzano

Business Manager / CPO



PURCHASE ORDER

Original Copy

PO Number: 26-224

TO:

ACES | Association of Charter Schools Education Services
PO Box 16326
Albuquerque NM 87191

Voice: 505-269-2109

BILL TO:

Albuquerque Aviation Academy
6441 Ventana Rd. NW
Albuquerque NM 87114

SHIP TO:

Albuquerque Aviation Academy
6441 Ventana Rd. NW
Albuquerque NM 87114

Issue Date: 06/08/2026
Change Number: 1
PR Number: 3376

Quote Number: AAQ1907
Quote Notes: PowerOnACES Contract: RFP 24-02 AAIC
PO Type: Regular

Qty	Unit	Part #	Description	Alloc. Amt.	Unit Price	Tax Rate	Total Price
100.0000	ea	B5JJ9UT#ABA	HP Fortis G1m 11.6" Rugges Clamshell Chromebook - HD - Octa-core (ARM Cortez A76 + A55) 4 GM - 32 GB Flash Memory- NEglish Keyboard- Jet Black- Smart Buy-Media Tek Kompanio 520 Chip- 1366x768 ChromeOS- ARM Mali G52 MP2 Graphics - Front Camera/Webcam- IEEE 802.11ax Wireless LAN Standard 11000-1000-56119-1010-544001-0000-0000-0000	\$30,566.00	\$305.66	7.06%	\$30,566.00
100.0000	ea	CROS-SW-DIS-EDU-NEW	Google Chrome OS Management Console 11000-1000-56113-1010-544001-0000-0000-0000	\$3,200.00	\$32.00	7.06%	\$3,200.00
1.0000	ea		Shipping 11000-1000-56118-1010-544001-0000-0000-0000	\$234.79	\$234.79	7.06%	\$234.79
Comments: PowerOn ACES Contract: RFP 24-02 AAIC							Subtotal: \$34,000.79
							Tax: \$0.00
							Shipping: \$0.00
							TOTAL: \$34,000.79

Instructions to Vendor:

1. Itemized invoices in duplicate and enclose packing list with ALL shipments.
2. No deviation in price or substitution in kind permitted without prior approval via revised PO.
3. All deliveries F.O.B. destination unless otherwise specified. If freight is to be charged, prepay and add to invoice.
4. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR ALL TOXIC MATERIALS. PLEASE ENCLOSE WITH INVOICE.
5. This Purchase Order number must be printed on all invoices, packing lists, correspondence, and on all boxes, or packages.
6. Tax Exempt certificates furnished upon request.

By

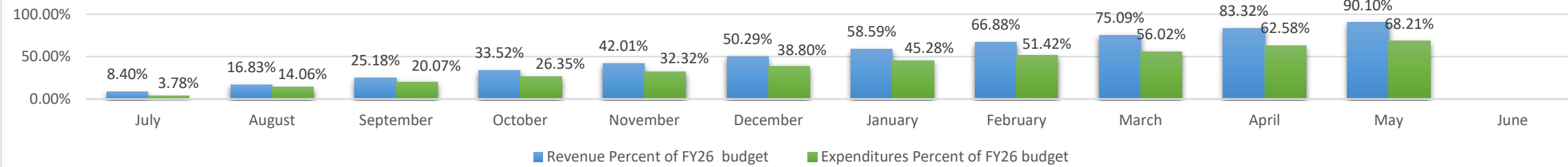
Amanda D. Catanzano

Business Manager / CPO



Finance Summary as of May 31, 2026

Operational Revenue vs. Expenditures



AA Academy received 90.10% of budgeted Operational revenue & expended 68.21% of budget thru May 2026

Bank Reconciliation:

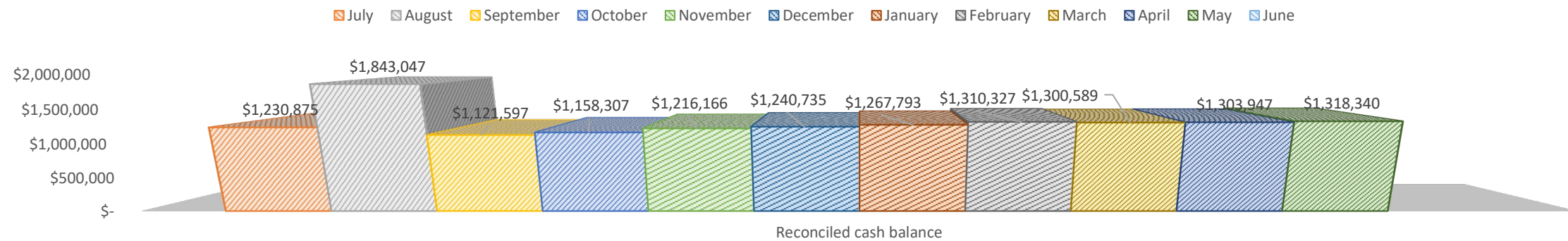
➤ May 2026

- o Reconciled cash balance at month end was \$2,324,463.36
- o Outstanding items total \$58,878.23
- o Revenues exceeded Expenditures by \$37,146.18 for the month.

BARS for Approval:



FY26 OPERATIONAL CASH BALANCE



HISTORICAL OPERATIONAL FUND BALANCE

