



**Governing Board Meeting
Monday, May 24, 2021**



NOTICE OF MEETING

State of Emergency Special Public Notice

The regular meeting of the Governing Board of the Davidson Academy will be held starting at 2 p.m. on Monday, May 24, 2021.

Due to the current State of Emergency declared by the Governor because of the Covid-19 virus, and more specifically the Governor's Directive 006, Section 1, this public meeting will be held via videoconference and there will be no physical location for the meeting. Members of the public wishing to observe the meeting may do so using the following link: <https://davidsongifted.zoom.us/j/83735106603>

Public comment for this meeting will be received via email only. Those wishing to make public comment should email their public comments to boardcomments@davidsonacademy.unr.edu. All public comments received before and during the meeting will be forwarded to the Governing Board of the Davidson Academy for their consideration. All public comments will be included in the public record as minutes but will not be read aloud during the meeting

AGENDA

2 p.m.

A. ROLL CALL*

B. WELCOME AND INTRODUCTIONS*

C. PUBLIC COMMENTS*

The public may comment on any subject that is not on the agenda that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an agenda item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced at the discretion of the chair of the meeting, if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.

D. APPROVAL OF MINUTES: Meeting of February 16, 2021 (for possible action) [|Tab 1|](#)

E. APPROVAL OF AGENDA (for possible action)

The public is notified that the Governing Board may take items on the agenda out of order; combine two or more agenda items for consideration; remove an item from the agenda; or delay discussion relating to an item on the agenda

F. REPORTS*

1. ACADEMY DIRECTOR*

a. General Program Updates

[|Tab 2|](#) [|Tab 3|](#)

b. College Planning Updates

[|Tab 4|](#) [|Tab 5|](#)

2. DIRECTOR OF ONLINE LEARNING*

a. General Program Updates

[|Tab 6|](#)

3. MEDIA AND OUTREACH*

[|Tab 7|](#)

Davidson Academy

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G. GENERAL BUSINESS (for possible action)

1. Review, discuss, and possibly approve engagement of auditors Holthouse Carlin & Van Trigt to conduct required annual audit of financials by independent third party. [|Tab 8|](#)
2. Review, discuss, and possibly approve budget for Fiscal Year 2021–2022, presented as a tentative budget at public budget hearing on May 10, 2021. [|Tab 9|](#)

H. PUBLIC COMMENTS*

The public may comment on any subject that is not on the agenda that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an agenda item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced at the discretion of the chair of the meeting, if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.

I. ADJOURNMENT (for possible action)

Upcoming Meeting Dates for 2021

- Monday, September 20, 2021
- Monday, November 8, 2021

CERTIFICATE OF POSTING OF THIS AGENDA

I hereby certify that In accordance with NRS 241.020, on or before Wednesday, May 20, 2020, at 9:00 a.m., a copy of this agenda was delivered to the post office used by the Davidson Academy addressed to each person who has requested to receive copies of Davidson Academy Governing Board meeting agendas; a copy of this agenda was emailed to each person who agreed to receive copies of Davidson Academy Governing Board meeting agendas by electronic mail; and a copy has been posted online at Notice.NV.gov and at the Academy's website (<http://www.DavidsonAcademy.UNR.edu/>). Physical posting has been suspended in accordance with Nevada Executive Department, Declaration of Emergency, Directive 006 (section 3).

/s/ Holly Lorge
Governing Board Clerk
Email: hlorge@davidsonacademy.unr.edu
Phone: 775-682-5800

Governing Board: Bob Davidson, Roger Davidson, Hon. Brian Krolicki, Mark Herron, Lauralyn Lovell McCarthy Sandoval, Richard Trachok, and Annette Whittemore; Ex-Officio: Dr. Kristen McNeill, Jhone Ebert, and Hon. Brian Sandoval

Note: The Governing Board may take items on the agenda out of order; combine two or more agenda items for consideration; remove an item from the agenda; or delay discussion relating to an item on the agenda.

Those items followed by an asterisk (*) are items on the agenda upon which the Governing Board will take no action.

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to call Colleen Harsin at 775-682-5800 at least 24 hours prior to the meeting.

Copies of the packets containing support material for this agenda are available at no charge on the Davidson Academy website at <http://DavidsonAcademy.UNR.edu>. Copies may also be obtained by sending a request via email to charsin@davidsonacademy.unr.edu or by contacting Aimee Fredericks by mail at Davidson Academy, 9665 Gateway Drive, Ste. B, Reno, NV 89521, or by telephone at 775-682-5800.

Meeting agendas and minutes are available on the Academy's website (<http://www.DavidsonAcademy.UNR.edu/>).

Minutes of the Meeting

The Davidson Academy Governing Board

February 16, 2021

These minutes are not yet approved and are subject to revision at the next meeting of the Governing Board.

CALL TO ORDER

The regular meeting of the Governing Board was called to order at 2:03 p.m. Due to the current State of Emergency declared by the Governor because of the COVID-19 virus, and more specifically the Governor's Directive 006, Section 1, this public meeting was held via videoconference with no physical meeting location.

A. ROLL CALL

Roll call was completed by the chair of the meeting, Mark Herron. Bob Davidson, Roger Davidson, Mark Herron, Richard Trachok, Brian Krolicki, and Brian Sandoval were present. Also present, were Academy Director, Colleen Harsin, Director of Online Learning, Stacy Hawthorne, Legal Counsel, Ann Alexander, Controller, Karin Dixon, Director of Human Resources, Dee Carey and Clerk of the Board, Holly Lorge'. Jhone Ebert, Lauralyn McCarthy-Sandoval, Annette Whittemore and Kristen McNeill were not present. Following completion of roll call, a quorum was confirmed.

B. WELCOME AND INTRODUCTION

Mark Herron welcomed Board members and members of the public in attendance. Colleen Harsin welcomed Academy parents who were joining us, as well as Matt Means, Dean of the University of Nevada, Reno Honors College and the new Davidson Group Director of Human Resources, Dee Carey.

C. PUBLIC COMMENT

Mr. Herron provided instructions concerning public comment as stated under item C. of the meeting agenda.

Mr. Herron also read the State of Emergency information, provided the link from agenda and confirmed that public comments, if made, would be received by email.

D. APPROVAL OF AGENDA

Mr. Herron requested a motion for approval of the agenda. Motion was made and seconded for approval of the meeting agenda. Motion carried unanimously.

E. APPROVAL OF MINUTES

Mark Herron requested approval of the minutes for the meeting of November 9, 2020, under TAB 1 of the Board Book. Motion was made and seconded for approval of the minutes as submitted. There was no discussion and the motion carried unanimously.

F. REPORTS

1. Academy Director
 - a. General Program Updates

Davidson Academy Director, Colleen Harsin, began her report by directing Board members to TAB 2 of the Board Book and sharing that the Academy currently has 115 applications in progress for the Reno campus,

with a final deadline of March 31st. Sixteen applicants have been assessed and of those, seven have been accepted, including five local students, as well as one from southern Nevada, and one from Washington. The most recent curriculum based assessment, completed in January included applicants from a broader range of states and locations. Ms. Harsin shared that the applications tend to increase over the course of the application period, so the numbers tend to be fairly low in the fall and increase in the spring. However, application numbers were acknowledged as being lower than in the past. Ms. Harsin reported that the Reno campus will have its largest graduating class in 2021, and also likely its smallest incoming new student enrollment in 2021. Online outreach is continuing, and the Academy is aware of the circumstances complicating the ability of families to move during this time.

Ms. Harsin continued her report with TAB 2 of the Board Book for a summary of student in-person attendance at the Academy. She brought the Board's attention to the state requirements in providing high-quality remote learning for the entire school year, while also offering a version of hybrid learning in the building at the Reno campus. Ms. Harsin noted that in the ten weeks since the November Board meeting, there is still low in-person attendance, fewer than 10 students per day, although there has been a slight increase since spring semester has started. The Reno campus teachers are primarily teaching remotely via Zoom. Students who are attending in-person are engaged via Zoom for their classes. They typically choose to come into the Academy campus for a change of scenery and to engage socially with other students also attending in-person. The continuing plan is to reach out to the Academy community for feedback from parents, students and staff on reaching the goal of returning to the building for the next school year.

Ms. Harsin continued with an update on reports in progress. There was a Reno campus mid-year parent survey in February, with 41 parents completing the survey as of this meeting. Ms. Harsin will have more information and additional survey completion updates by parents for the next Board meeting scheduled for May 24, 2021. Ms. Harsin also shared the status of the Nevada Department of Education Dual Credit Data Request for the 2020-2021 school year. Approximately one-third of the Reno campus students are taking University classes for dual enrollment at any given time. Ms. Harsin will give an update on this subject at the next Board meeting.

Also included in TAB 2 was the NRS.388C.120(5) report, due March 1, 2021. This report is due every odd-numbered year. Ms. Harsin and Dr. Hawthorne are in the process of working to revamp this format which goes to the Legislative Counsel Bureau and Department of Education, as well as UNR President, Brian Sandoval. In addition, the annual application to operate an alternative schedule will be submitted this spring. Copies of these submitted documents will be provided at the next Board meeting.

Ms. Harsin discussed the accreditation engagement review for the 2023-2024 school year. The Academy is currently waiting for further instruction as to the upcoming review process. Ms. Harsin reached out to the Cognia Standards and Protocol's Senior Director for Accreditation Services for an update and timeline, and she was told Cognia is working on completing certain elements and we will be contacted when the final materials are available.

Ms. Harsin shared student awards and recognition, including Reno campus student, Annabelle Choi, who received the Silver Key and Golden Key Award and is also an American Visions nominee, whose work is being displayed at the Nevada Museum of Art.

Every year the College Board National Recognition Program (CBRP) Scholars provides National Recognition of Scholars. This year, Ikenna Okpukpara is being recognized for the National African American Recognition Program and Asher Hansen for the National Hispanic Recognition Program. Both students attend the Reno campus.

Ms. Harsin's discussion continued under TAB 2 with congratulations to the 2021 National Merit Scholarship Program Finalists; all eligible semi-finalists from the Academy advanced. The list of Finalists includes one student from the Online campus. Ms. Harsin continued with the announcement of 21 U.S. Presidential Scholar nominees, which includes two of the Online campus students – one of whom lives in Pennsylvania and one who lives in southern Nevada; the rest are Reno campus students.

As of February 8, 2021, the college counseling staff confirmed that 39 graduating Academy students have submitted 494 applications which is the largest number of applications ever submitted by and Academy graduating class. Ms. Harsin added that many students are turning in more applications than they normally would, in response due to the higher deferral rate of applications this year. Continuing with the college counseling report Ms. Harsin indicated that Academy students have applied to 143 different colleges. Thus far, 85 have been accepted, 26 have been deferred and 13 have received denials. Many schools are still in play, and there will be more to share at the next Board meeting.

2. Director of Online Learning

a. General Program Updates

Director of Online Learning, Stacy Hawthorne began her report and referred Board Members to TAB 3 of their Board Books to give an applications update. Dr. Hawthorne commented that online learning is gaining more widespread acceptance and our application numbers reflect that as seen in the graph on page 15. Applications are up again for the fourth consecutive year, with the graph reflecting total count through the end of February for each year since 2017. While the chart showed 199 applications, there are actually 289 applications when the extended applications from summer are included.

Dr. Hawthorne continued that the Online campus has completed eight assessment cycles, with a total of 88 applicants assessed currently this year. Nineteen applicants have been fully accepted and 25 are awaiting decisions. Assessments are being administered every two weeks to keep up with the flow of applications, with more being added in March. The goal is to finish assessments by the end of May so that families can make decisions in a timely manner and be ready by start of school in August.

Richard Trachok asked Dr. Hawthorne if those 88 assessed students are awaiting a decision “from us, or we from them?”

Dr. Hawthorne replied that 88 have been through the assessment cycle, 25 are waiting a decision from the Online campus, which means 53 have already gotten their decision, and of those 53, 19 were accepted. Dr. Hawthorne added that the normal acceptance rate hovers around 50%, but with extended applications from summer 2020 applications, different test scores were allowed to be submitted because testing was a problem due to Covid-19 restrictions. Dr. Hawthorne added that as long as there a test score somewhere in the application that showed a qualifying score, applicants were invited to assessment. This allowed applicants who do not meet posted testing requirements to be invited to assessment. Unfortunately, this led to a lower acceptance rate. However, this does help validate posted qualification criteria. Dr. Hawthorne also stated that typically applicants under the age of twelve are required to submit achievement testing, not IQ testing to show performance in each of the subjects. Last year an IQ or achievement score may have qualified and the acceptance rate went down as they weren’t able to show goodness-of-fit on our curriculum-based assessment. Dr. Hawthorne shared the acceptance rate is now back to 50% due to getting through those summer assessments.

Brian Krolicki inquired about the number of online students the Online campus is comfortable accepting, acknowledging that the admission process is still ongoing, and not all have been assessed yet, but what is that comfortable number?

Dr. Hawthorne responded by saying the goal is 70 new students this year. She explained that number is close to double what was added this year, and that this year started with 79 new students. Dr. Hawthorne explained that more Zoom rooms can be added with hiring more teachers, but maintaining quality is difficult the faster the growth. The target number of total students for 2021-22 is 100 to 125 students, but could be as many as 140 students.

Dr. Hawthorne explained that there is a lot that happens once a new staff member is hired, adding that in regards to professional development, there are three important items: 1. expertise in content area; 2. disposition and experience with profoundly gifted students; and 3. technology skills. If the newly hired teacher has items 1 and 2, then item 3 can be something trained. Newly hired teachers start professional development on July 1 with a 7-week hands-on introduction to online learning the Academy way, policies, school culture, and technology. Mini-training workshops are offered throughout the year for all instructors.

Dr. Hawthorne continued with TAB 3 to share with the Board the Professional Growth report, and the award being applied for in this program. Each semester, students are asked to rate the courses in three areas – course content in Blackboard, live sessions, and the instructor. The questions and composite for each area scores are shown in detail on pages 16 and 17 in the Board Book. The composite scores for all categories have increased over the last three years, and any score over a 3, with scoring being 0 to 4, shows the quality of the program and how it is growing.

Dr. Hawthorne shared that this year an 'Accepted Families Night' was created to help new families and students have questions answered. This event has helped new families understand more about the Academy's courses, credits and processes before they enroll. This will also allow the counselors and advisors to dedicate more time during personalized learning plan meetings in the spring to get to know the students since these basic questions have already been addressed. The family nights are one hour long via Zoom and in a small group format. The format allows each of the staff members to talk about their area of responsibility and for parents to ask questions, meet each other online and see who was also accepted. This event was positively received, and a second 'Accepted Families Night' is scheduled later this month.

Dr. Hawthorne highlighted Online student Lucia M. for her progression to the national level of Cyberstart America Competition. This is the first year, first level for this new DAO course called "Cyber Society." This is a free national program for high school students to master cybersecurity, increase their digital skills and compete for college scholarships. The Academy is very excited that Lucia M. has made it to the national level in this competition. There were also additional students Dr. Hawthorne mentioned in grades seven to twelve (age thirteen and up) that won Scholastic Art & Writing Awards.

3. Media and Outreach

Dr. Hawthorne provided the Board with a report of the Academy's recent media and outreach efforts summarized under TAB 4 of the Board Book. Dr. Hawthorne pointed out the Academy students are continuing to do well in Science Olympiad, with student Annabelle W. being named a Top 25 finisher and Julia S. created an award-winning volunteer-matching app. The Online campus was featured and recognized in Education Week, a news source focusing on educational issues, as an online school that has systems and practices in place to mitigate any potential technology issues. Dr. Hawthorne also shared that student Derek C. was named a top 300 scholar in Regeneron's Science Talent Search. Both Derek and the Academy will receive \$2,000 to be used toward STEM-related activities.

Dr. Hawthorne reported that total website visits are up 31% year over year. The Academy is now in the top three rankings for key words that include or mention: online classes for gifted children, online gifted middle school, online gifted programs, online gifted education and online programs for gifted students. Dr. Hawthorne discussed the Academy's 'keyword rankings' on page 23 which showed the full list of key word rankings and moving up/growth in those positions.

Dr. Hawthorne concluded her report discussing the outreach of the Online campus via virtual open houses. There have been three Online campus and two Reno campus virtual open houses with one more to come in March. Dr. Hawthorne added that the e-Newsletter reaches 6,000 people every other month, and Academy information can also be found on Instagram, Facebook and YouTube.

G. GENERAL BUSINESS

Mr. Herron referred Board members to TAB 5 of their Board Books to discuss a proposed resolution revising a current policy requiring multiple signatures on Academy checks for amounts in excess of \$10,000. Mr. Herron stated this policy was adopted by the Board at the first Board meeting 15 years ago. Mr. Herron ask the Board to consider removing this item for two reasons: the Academy's internal controls have evolved since 2006, and they are now subject to an annual audit, which covers the internal controls. Mr. Herron added that being in a 'virtual world' and working remotely, getting two signatures on checks has proven to be difficult in a timely manner to get vendors paid when due. There are currently two levels of approval for all purchases over a nominal amount, there is an accounts payable process that requires documentation and signed off by at least two individuals or more before moving next to the accounting function, and in that step payable requests are matched for approval. Mr. Herron continued it was then sent to a check generation process and signature process that is electronic to create physical checks within an electronic

platform. Those checks are printed at three dedicated printers at three office locations, so no person can print a check at random. Mr. Herron stated that he and Colleen Harsin are the only authorized signatories.

Richard Trachok asked two questions of Mr. Herron: "How many checks are written per month, actual physical checks," and "Are you proposing to remove the policy entirely or to increase the amount?" Mr. Herron stated checks are processed once a week, approximately 10 to 20 checks, which can vary. For example, the Academy reimburses tuition that students pay, and at that time of year there can be a sizeable number of checks to be processed. Mr. Herron also confirmed his request to remove the limit. Mr. Herron added that another way vendors are paid is through wire transfers, and that does not require two sign-offs, those processes tend to merge and Mr. Herron would like to make them similar.

Brian Krolicki asked Mr. Herron from a governance standpoint for the accounts payable on a weekly basis, who reviews them after the fact. Mr. Herron confirmed reconciliation is done by an independent party, independent of Karin Dixon. Ms. Dixon reviews, and then Mr. Herron also reviews.

Brian Krolicki stated this is perfectly common, safeguards are in place in this technology world accentuated by Covid-19. Mr. Krolicki made a motion to approve removing the requirement for the double signatory. The motion was seconded.

Mr. Herron invited further discussion. There was no further discussion, and the motion carried unanimously.

Ms. Harsin referred Board Members to TAB 6 showing a list of Davidson Academy Reno campus students who have made satisfactory progress toward graduation, meeting and/or exceeding graduation requirements. Ms. Harsin added that if for some reason a student does not meet the requirement, even if approved by the Board today, that student will not graduate.

Ms. Harsin asked for a motion of approval for this list of 2021 graduates. The motion was made, seconded, and carried unanimously.

Brian Krolicki asked the Board to compliment to Ms. Harsin and Dr. Hawthorne and all the teachers and staff of both Academies, as well as the National Merit Finalist students, the nearly two dozen Presidential Scholarship finalists, and for the Board to acknowledge the positive response and growth rates for the Online campus. Mr. Krolicki commented this was a spectacular performance within the challenges of this last year, and wanted to acknowledge the extraordinary achievements of the students as they are mentored by the Academy's staff and teachers. Ms. Harsin agreed, and stated how fortunate it is to work with such a great team.

Mr. Herron mentioned to the Board there is a Public Budget meeting on May 10, and that Board members are not expected to participate in that meeting. Mr. Herron also reminded the Board of upcoming Board meeting dates of May 24, September 20 and November 8, requiring their attendance.

H. PUBLIC COMMENT

Mr. Herron reminded everyone of the process for public comment. No comments were received.

I. ADJOURNMENT

There being no further business to come before the Board in public meeting, Mr. Herron asked for a motion to adjourn. Motion was made, seconded and carried unanimously. The meeting adjourned at 2:48 p.m.

Holly Lorge

Respectfully submitted by Holly Lorge, Clerk of the Board

Academy Director

The Davidson Academy Governing Board Updates

May 24, 2021

APPLICATION & ASSESSMENT

As of 5/18/2021, and the close of our application review cycle for the 2021–2022 school year, we reviewed a total of 90 completed applications for the Reno campus. Forty-three of these applicants were accepted for admission following successful completion of our curriculum based assessment. Additional demographic information of students accepted by the Reno campus for the 2021–2022 school year includes:

- 26 in-state students
 - 23 Reno
 - 1 Gardnerville
 - 1 Incline Village
 - 1 Stateline
- 17 out-of-state students from 11 states (California, Florida, Illinois, Indiana, Missouri, Oklahoma, New York, North Carolina, Texas, Virginia, Washington)
- 19 female; 24 male

IN-PERSON ATTENDANCE

In the eleven weeks since the previous Governing Board meeting, an average of fourteen students indicated interest in attending the Academy in-person, doubling the average reported for the previous ten weeks. Between nine and twenty-nine (Senior Day) completed the weekly sign-up form in the past eleven weeks, with the fewest number of students signing up for the week of Presidents Day and the week prior to Spring Break. There was a steady increase in in-person attendance during the last five full weeks of school, with a decrease during the last two days of finals. Ninety-nine students signed up to attend the last day of school festivities held at Rancho San Rafael Regional Park.

2020-2021 STATE STANDARDIZED TESTING

In accordance with state and federal standardized testing requirements, the Academy administered The Smarter Balanced Assessment Consortium (SBAC) tests for 6th–8th graders and the High School Science Exam for eligible 9th and 10th graders this spring. Eligible students were invited to campus for both computer-based exams. All COVID-19 Requirements in the handbook were in place during the state test administrations including completing the a COVID-19 Daily Home Screening Form in the morning prior to arrival, six feet of distance, and required face coverings. Several students did not participate in state testing this year due to concerns related to COVID-19.

State Testing Participation Totals

Test	Total # Students Eligible	# of participants	# of non-participants
6th grade SBAC	8	8	0
7th grade SBAC	17	7	10
8th grade SBAC	20	15	5
8th grade Science	20	15	5
High School Science	26	20	6

MID-YEAR PARENT SURVEY (2/16/21) – RENO CAMPUS

Q1: What about the Academy has worked well for your student and your family so far this year?

Because online learning is difficult for Student in general, I believe having live classes with teachers has been vital to their success. Also having work days away from the virtual classroom has been significant.

My student really enjoyed the summer classes (health classes). This year's school session has been great too.

The ability to have a comprehensive and efficient distance learning program.

The DA's deep bench strength with online learning platform has been instrumental during this pandemic. Our children thrived at the DA compared to their past experience both online or otherwise at their previous institutions. The DA's smaller classroom size, dedicated teachers, and selective admission policy has also contributed to the unique learning experience.

The remote option has been great for us and the fact that the teachers have done their best to keep classes as "normal" as possible is much appreciated.

The consistency. Not being in person some of the time and not others. It's been difficult online, but at so grateful that it's has been consistent.

Fantastic work delivering a DA education online! The live Zoom classes are the next best thing to in-person learning and have worked very well for the kids.

Everything! Our student has been thoroughly enjoying their classes, teachers, and peers. Even with schooling online from home, our student is engaged, challenged, motivated, and happy. THANK YOU!

Great

This is a challenging year. One of the things that worked really well to quell anxiety was knowing that if the computer caught fire in the middle of finals (it did), or the Wi-Fi went down (it did), or if the power went out (it did), or if we were evacuated for a fire (we weren't, but almost) that our student could always ask for an extension on projects and homework, or utilize the extra 24 hours they had to turn in assignments. This was truly amazing.

Additionally, we are thankful for all the hard work the teachers have put into making the classes engaging and fun. Student frequently finishes their day with a huge smile, eager to tell us something silly or fun that happened that day.

While nothing is perfect, we feel so grateful for the amazing job you all have done to make this year a good one.

Everything went well until Mathcounts.

Everything! We are very happy with the teachers, the quality of the classes, their format and online delivery.

Flexibility and understanding from staff

Online learning has been seamless, good communicatio

Student loves the Academy. They enjoy their classes and other activities during the day.

The Academy's ability to keep students engaged online.

Very thorough communication and proactive correspondence for academic advisor meetings

Our student has really acclimated to their new school environment and taken on to how Davidson Academy teaches. They are loving school and trying hard to keep up. They are constantly sharing what they are learning and they are very comfortable in their class and among the peers that they have befriended.

That they were never required to go in-person. It was also helpful for them to take an Incomplete and have time over break to finish up.

organized teachers and zoom classroom

Flexibility and help in changing school schedule to help student adjust to being online.

This has been a major transition year for us since we moved here for high school. We decided to come to Reno rather than opt for the DAO because we need our student to be, ultimately, in person. It's also been a gift (or a distraction, or both) to experience a new place in the midst of all the chaos of the year. It was interesting to arrive in Reno right when the local campaign signs were going up, to be in the thick of this California exodus that is so much in the news, and to smell the pine and have these gorgeous walking trails everywhere (I'm pretty sure Reno-ans think it's completely normal to have these!?!). Oh, and it's not hot here, so that's working well for all of us this year... Our family is much more active as Nevadans and we are outside a lot more than we were in our previous home state even though school is virtual.

That's my high level view of what's worked well, but it has a lot to do with what has worked well on a more granular level. (1) Independent PE has been a huge positive for us, and we are able to use it to get our student out on the trails and out of the house. (2) The decision you made to have the school day schedule mirror what the students would have in person has worked well for us, also, giving us a solid routine. (3) Ongoing extracurriculars have made it easier for our student to have more casual, but purposeful, interactions with other students. In particular, they really, really, really enjoyed Ethics Bowl so I have my fingers crossed that Ethics Bowl continues... (4) It's been good that our student wants to meet with their counselor semi-regularly. That's new for us... (5) Today was picture day in the building. Our student looked forward to that five minutes in the building for WEEKS (I wish I could get them to do a day or two in the building).

Dedication of the teachers in putting together a rigorous curriculum!

Under the circumstances and while still not ideal, the remote classes have worked well thanks to the outstanding DA teachers. Laurie, also, has been a wonderful college advisor/counselor for Student. We appreciate the teachers/staff very much.

We have appreciated the DA's conscientious approach to schooling during the pandemic, especially the commitment to online schooling and the quality of that schooling; despite the trying circumstances, Student has learned a great deal during this school year. The increased opportunities for students to take breaks from the computer during the school day has also helped Student.

Being able to stay remote with same work load and expectations. We are pleased with the level of engagement the teachers have with our student and their response time to questions/concerns. Great job!

It has been great not to waste hours of our day in the car commuting. I can also say that some students can learn reasonably well in an online environment and others need more stimulation than is offered via that learning environment.

Remote learning via Zoom has been terrific for Student! Teachers are very accessible.

I am glad the transition to online went smoothly.

All the online classes retain the same rigors as in person.

We have been very satisfied with the online learning platform.

Supportive administration and teacher; strong academics.

Continuity of learning experience through wildfires and snow storms! DA was always on, it seemed. Other children in WCSD distance learning experienced multiple interruptions to match in-person learning on/off/delay days.

So far so good. Everything has worked well so far. You and the awesome DA staff did a great job transitioning the classes to online remote learning. Thank you for giving them a few minutes between classes for breaks.

We greatly appreciate the flexibility and options with distance learning, as well as the continued communications from DA staff (about school and items of extracurricular interest) during these pandemic times. Thank you!

Overall the teachers have done a great job keeping the curriculum consistent with what students would receive in the building.

Student is so happy at the DA and we feel the online schooling has been very strong. It will be so much nicer when they are back in brick & mortar school, but it is a testament to the DA teachers and staff that this year is going so well in an online forum, especially for those of us who are first year families. Student loves having a peer group of bright kids all happy to be at school, teachers who care about their learning and happiness, and finds the topics covered in the classes interesting. Student feels challenged and happily sits down to do their homework because it is interesting and they can see its value.

Keeping the kids on a busy schedule and the same routine as they had when school was present has been a plus for our family

1. High quality of education is maintained.
2. The monthly parent meetings with Colleen and Scooby provide a more personal connection with the school community.
3. The weekly dispatch is very much appreciated.
4. College Night presentation was very informative.

I appreciate that you have chosen to keep the community healthy and safe above all else and that this has been a choice that has remained consistent throughout the school year. I am super grateful that the health of the school teachers/staff was top priority at this school and that they were never asked to come in for the entire year. We have enjoyed the DA community, even in its limited form. Ashley Ingle has been a superb writing teacher. I am always amazed at the amount of time she spends giving writing feedback and I hear there are often good discussions in the class. Spanish class has also worked well in the current online format.

Supportive and accessible teachers and staff, strong curriculum, good attempts by teachers and student groups at student engagement.

The communication and support.

Q2: What would you like to see different during the remainder of the current school year (keeping in mind that we currently remain bound to social distancing and mask-wearing protocols)?

I don't see anything that could be safely done differently at this time. We hope that Student is able - and comfortable - attending in person at least one more time before graduating.

We continue to deal with a very dangerous environment. I don't believe that we are safe until all teachers AND students are vaccinated. No member of the DA community should be reduced to just data point or statistic therefore I think that re-opening the DA to only in person instruction by following "this curve" and "that curve" is simply playing with fire. I would like for our children to have a choice to continue online even if the DA is open for in person class.

I know it's hard, but any attempts to bring kids together for social connection/gathering is very much appreciated right now. The isolation that I know so many of our kids are feeling is a top concern of mine as these kids struggle to connect even in normal times.

I'm happy with how it is going as long as we are online. Of course, I hope to be back in person.

When the weather improves, outdoor classes or meetings might be nice. The outdoor labs Mr. Braik ran were great.

We are happy with how things are given the situation.

My student enjoys the online school now.

Nothing much really. I think the teachers are great, the homework level is reasonable, and the external support is just right.

Team competition selection more open and transparent. Parents not involved in decision making when conflict of interest exists.

I don't have any suggestions.

(Assuming this will happen at least to some degree, but once information is available and as/once decisions are made:) Clear communication regarding what "returning to regular" next year will entail - vaccine requirements, which mitigation policies will continue and what criteria will be used to phase them out, will there be a period of hybrid online/in-person and what will that look like if so, etc.

I'd love for student to meet their classmates in person and make friends outside remote learning.

I'm happy with how it is going as long as we are online. Of course, I hope to be back in person.

To have more in person senior events (with safe protocols)

When the time comes, opportunities for students to safely interact in person.

Nothing from the school right now but I really wish the pandemic would be over already so that the students can all attend school in-person and really enjoy the real Davidson Academy dynamic.

That attending class at 8 not be required on work days. Just being in Zoom is draining for Student and it is almost more draining when there isn't content only work that they do better at other times of the day anyhow.

something special for the seniors

It would be lovely if some of the classes could hold one in-person session or activity outside, with masks, before the end of the school year. This might allow students to connect more before summer break, especially to connect with the new students.

The one thing we have struggled with is meeting other students in person. We've met lots of parents and their students, but it's the student driven interactions of meeting people they want to meet that is hard. I hope that makes sense? To put a fine point on it, the ONLY DA students whom our student has met in person are children of DA parents whom we as parents have found and interacted with. Our student has never met in person any students in their own clubs or classes.

For example, our student loves their World Affairs Club experience but has not met anyone in person. I wish it were possible for some of these smaller clubs to have the chance to meet in person--outdoors--even if it's just once a month until the end of the year. It might help to reduce some burgeoning anxiety about returning to school in the Fall if our student could actually meet some of their "friends" in person. I'm trying to say that getting that anxiety of meeting someone for the first time out of the way this year would potentially make the start of next year much smoother. In this regard, our student is reluctant to meet people "on their own" -- perhaps it is a mix of pandemic- and social-anxiety and that many students already know each other. So if there could be more "officially sanctioned by the school" social opportunities in connection with classes and clubs, that would be a big help. Our student won't go to a "Student Council meet-up in the park," for example, but they would do it one of their clubs or classes was officially meeting there.

It is unfortunate that there have been no community Zoom meetings to help with morale. It has been a very sad senior year and a sad way to end our time at the DA. I really wish there was a way to help make the seniors feel a bit more celebrated.

I would like to see more classes meeting in person outdoors. I assume that not all students would participate, so there would have to be a mechanism for including students who could not be there. (Obviously this would also depend on the teacher being there, and it would be completely understandable if some teachers were unwilling to do that.) For Student, going to school indoors in person with a very small number of students, which meant that they were sometimes the only person actually present in a classroom, was not appealing. I think classes outdoors could provide more substantive in-person interactions for them and other students.

I would love to see some in-person schooling happening, with teachers teaching in their rooms both remotely and for in-person students. There are schools in Reno doing this with success that do not have all the resources and technology that the DA has at their disposal. This is a way to keep the student numbers low enough to accommodate the required spacing while also giving students some face-to-face time with their teachers.

Keep the remote classrooms as is! Great job!

Active participation in class can be difficult for online learning. I would like to see teachers can somehow enforce student participation especially for my younger student who tends to be quiet and is easily overlooked when the zoom window can only display a limited students.

More interaction with other students.

Nothing to add here. We are fairly satisfied. The only item I would mention is teachers talk about the importance of getting a break from screen during class but then give reading assignments on screen. English / history classes in particular would be nice if they handed out more packets or books for them to read. Easier on the eyes

More outdoor in person activities for individual classes. Student really enjoyed seeing their classmates and teacher for the first time during the trench warfare reenactment. They also said the activity was fun! Thank you -- we know that takes lots of time to plan and execute.

Concentration/focus/staying on task have been ongoing challenges. It would be wonderful to disable Teams during class so all conversations are through Zoom, directed to everyone in class. A long shot, I know.

Would love more socially distanced activities where possible, maybe outdoors on campus. Our children are needing the social interactions so desperately beyond the Zoom tiles. If staff are vaccinated, our family is OK with our child back on campus with mask and safety precautions. Wondering if we might adopt the middle/high school model with half students on, half students off each day, but something with more in-person opportunities which is a big part of their overall learning experience.

Can't think of any thing.

I can't think of anything now, but I do appreciate the DA adhering to safety standards and keeping us abreast of pandemic-related developments that affect the DA and its students.

I would like students to have an in-person learning option that doesn't require them to be on Zoom. My child is struggling emotionally right now and they get too distracted being on their computer during class. It would be nice for teachers to use a setup where some students could attend in person without Zoom and those working from home could login to Zoom for the same class. I've been in meetings that worked well this way.

I have been scaffolding Student by weekly checking their calendar with them after they have input their assignments for the following two weeks to ensure they know what is due and by when. It would help if: (a) all teachers used the same system to show assignments and tests; (b) all teachers showed multiple weeks in advance so students can learn to long term plan better (c) all teachers have due times at the same time ie the beginning of class (d) all teachers used the same

system to turn things in ie BlackBoard or Turnitin. I feel the weekly schedule deciphering creates an unnecessary obstacle for students. Some teachers' systems are clear and easy to use, some are very confusing, but my point is to have them all use a consistent system so the students all know what is due and when. *I am going to mark "yes" on the following question because I tried to keep my points brief and am happy to elaborate. That being said, if you do not feel it would be helpful to the school please don't think I need/expect a call concerning this.

I think some kids are having trouble with some classes being online and are looking for tutoring outside the school since it is being difficult getting extra help from teachers or TAs, so probably teachers can try to give a one on one meetings so help when kids ask for help or if they see that kids are not doing very well.

More zoom meetings with counselors and other DA staff to maintain direct and personal connections.

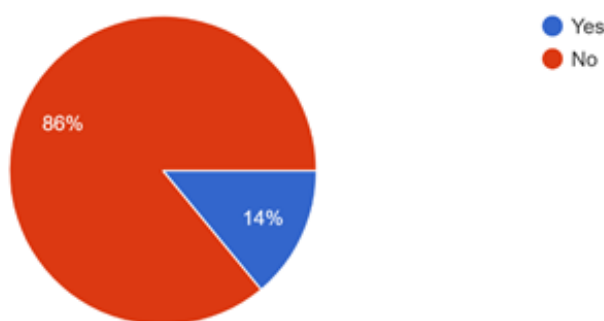
Flipped classrooms depend on the students hearing the teacher help other students in class and students helping each other at times. For some reason it's harder to ask for help when it's needed and it's also harder to stay engaged with an online meeting when there's not much going on. I would prefer that the pre-recorded lessons were on some platform besides YouTube. I realize that it's easy to work in YouTube, but with the current all online school setup, it's even harder to keep my student on track if he has to go to YouTube for his lessons.

Opportunities for in-person celebrations and/or academic endeavors that adhere to protocols. Our household is hoping for an in-person graduation of some sort in particular.

We are satisfied on how the year is going.

Q3: Would you like to schedule a time to discuss any questions or concerns?

Would you like to schedule a time to discuss any questions or concerns?
43 responses



Q4: Please add any additional comments you wish to share at this time.

As always, we are extremely grateful for the DA staff and their continuous support of their students.

Overall, the DA is doing a fantastic job. The students are temporarily online but they are picking up invaluable skills since remote learning and being part of a remote workforce are already happening before the pandemic. The pandemic simply accelerated their adoption. Thank you for keeping everyone safe.

Thank you for being a constant in this tumultuous time. I hope you are healthy and well.

I think you guys have done a tremendous job being flexible to this tough situation.

Thank you for making the best out of a very bad situation. I feel like the kids are still learning as much as ever. Some (my kids and others) thought homework and/or test lengths increased this year (esp math) due to the teachers not being as close to the student heartbeat. I haven't heard of any frustration recently, so perhaps that has settled down.

Our family would like to thank all the staff and teachers at the Davidson Academy. You all are doing an excellent job – keep it up!

Given the circumstances of living through a pandemic, we couldn't be happier. We are so thankful for all the hard work both the staff and teachers have put in to make this year the best it could be. Moving across the country was fraught with anxiety, but we all are so happy we're here.

I think it would be beneficial if the school did something just before or after spring break to recognize the 1-year mark. Not celebrating it exactly, but recognizing that it's been a really tough year for everyone and they've persevered and made it this far, to where the light at the end of the tunnel is visible.

I think you guys have done a tremendous job being flexible to this tough situation.

The seniors this year got lost in the system. Last year when COVID hit, everyone was trying to accommodate and help the seniors end their year on a special note. The class of 2021 has been completely forgotten in this aspect.

Stay safe and keep up the great work!

Y'all have managed the pandemic with transparency and grace.

Appreciate everyone's time and effort

Thank you for the wonderful job the Academy has done this year to do its best for the kids in difficult circumstances.

I saved comments about teachers for this section because I want these comments to stand out. As far as I can tell from Student's level of motivation, which has remained high, all of their teachers are going all out to make connections and show interest in individual students. We're extraordinarily grateful for that. As parents, we don't have much to do with Student's school life, so I don't know anything about their teacher relationships beyond their grades, but I do know that student seems satisfied, full, and happy. Sure, student gets super busy some nights and we don't see them, but they have not complained at all this year about the level of work or intensity. Sometimes I think student puts way too much time into individual assignments, but I let it go because I suspect they overdo it because they want to open up to their teachers.

One name that keeps coming up is Mr. Powell's. I don't know what magic he's cast, but I really think Student sees him as someone they really look up to and admires for his intellectual curiosity and willingness to engage. Mr. Powell is one of these angels we've never met who will define this Pandemic for us. His willingness to entertain Student's philosophical rants about who-knows-what, and what I can only imagine to be endless patience with Student's enthusiasm about politics and ideology, has been really, really important to all of us.

I understand the pandemic has made it tough for so many and we are not unusual or special, but I do feel, as a parent, a bit invisible – especially when it comes to unanswered/unaddressed emails.

I appreciate the great work that the DA staff has done during these difficult times.

Would prefer the graduation is also remote, because it seems unlikely for students and family member under 65 will be able to get vaccinated by then.

I would like to see school/teacher can provide some 1:1 guidance or counseling on how to establish good learning skills, such as note taking, concentration/focusing. Kids sometimes don't want to take advice from parents but teachers can make a difference.

Thank you for being flexible and understanding right now. Everyone is under a lot of stress

Thank you!

Thank you – staff have done an amazing job on maintaining consistency in the midst of all the change!

Thank you to all the DA staff for your dedication, hardwork and attention to detail. We appreciate all you are doing for the students and us.

General questions: 1) I understand the goal is to return to in-person learning for the 2021-2022 school year, if conditions allow. Will DA use, or has it used, any ventilation mitigation strategies to help minimize the risk of covid transmission? I'm not sure if this has already been addressed. 2) Will SHARE or sex ed be offered this year, or is it on hold until everyone is able to safely return to in-person learning? Last year there wasn't enough parent interest so the presentation was cancelled.

We are very happy with the DA and although this year is not what we (or anyone) expected and online makes the transition to a school of this rigor more difficult for some of the students, we wholly believe this is the best place for Student. I love being involved with the schools and want to help out in any way the DA needs. I have some ideas of my own as to how I may be able to help, especially for incoming families. Hopefully, once we are vaccinated and able to get back to normal school, I will have the opportunity to sit down with whomever the appropriate person is to discuss this. Thank you!

Thank you for all your hard work and commitment, we appreciate all of you!

I know that this year has been hard for everyone, and I do truly appreciate the work that the DA staff has put in to make it as successful as possible. Transitioning from homeschooling via online learning to the online version of DA this year has actually been a lot harder than I thought I would be. Even though our student had been having most all their classes online before we moved here, the format of sitting at the computer of seven hours a day plus homework time (with breaks) is so much different that other online classes we have taken. Before classes would be held 1 to 3 times a week, thus reducing online time, all homework would always be due on a consistent/predictable schedule so that you wouldn't need to be constantly connected to your computer to check in if things were due/assigned.etc. You could take a day off to get outside and know exactly what needed to be done for the week. classes and student interaction were actually much better (even in classes that were mostly teacher's lecturing).

Thank you for all you continue to do.



MEMORANDUM

TO: Jhone Ebert, Superintendent of Public Instruction
 Brian Sandoval, President, University of Nevada, Reno
 Felicia Ortiz, President, State Board of Education
 Brenda Erdoes, Director, Legislative Counsel Bureau

FROM: Colleen Harsin, Director, Davidson Academy

DATE: 2/28/21

CC: Bob Davidson, Chairman, Davidson Academy Governing Board
 Mark Herron, Vice President & CFO, Davidson Academy Governing Board
 Brian Krolicki, Davidson Academy Governing Board Member
 Annette Whittemore, Davidson Academy Governing Board Member
 Roger Davidson, Davidson Academy Governing Board Member
 Kristen McNeill, Davidson Academy Governing Board Member
 Richard Trachok, Davidson Academy Governing Board Member
 Lauralyn Sandoval, Davidson Academy Governing Board Member

SUBJECT: NRS 388C.120(5) REPORT

Per NRS 388C.120(5), on or before March 1 of each odd-numbered year, the governing body of a university school for profoundly gifted pupils shall prepare and submit to the Superintendent of Public Instruction, the President of the university where the university school for profoundly gifted pupils is located, the State Board and the Director of the Legislative Counsel Bureau a report that contains information regarding the school, including, without limitation, the process used by the school to identify and recruit profoundly gifted pupils from diverse backgrounds and with diverse talents, and data assessing the success of the school in meeting the educational needs of its pupils.

P.O. Box 9119 • Reno, Nevada 89507
 (775) 682-5800 • www.DavidsonAcademy.UNR.edu



NRS 388C.120(5) Report

March 1, 2021

Part 1: Overview

The Davidson Academy, Reno campus, is now in its fifteenth year of operation, and its thirteenth year receiving Distributive School Account (DSA) funding from the State of Nevada. The Davidson Academy Online campus (DAO), is in its fourth year of operation, and receives DSA funding in accordance with Nevada students enrolled as full time students.

Updates that have occurred since the NRS 388C.120(5) Report issued March 1, 2019, include:

COVID-19 Response

Since early 2019, Academy leaders have been in contact with the appropriate state, local, and university officials regarding COVID-19 mitigation efforts and planning. March 13, 2020, was the last day of in-person instruction for Reno campus students, who then started their regularly scheduled spring break. As of March 23, 2020, directly following spring break, the Reno campus moved to a fulltime remote learning model for the remainder of the 2019-2020 school year. The availability of technology, experience, and support associated with the Academy already having a fulltime Online campus was instrumental in making the successful shift to fulltime remote learning for Reno campus students. Any students needing designated laptop computers at home for this purpose were issued laptops from the pool of laptops available to them at a 1:1 ratio when in-person classes were in session.

In accordance with [Nevada's Path Forward](#): A Framework for a Safe, Efficient, and Equitable Return to School Buildings, the Reno campus complied with and completed all necessary tasks in a timely manner. This includes the submission of a board-approved plan for the 2020-2021 school year that encompassed access to a high quality remote learning option, as well as safe and appropriate in-person learning opportunities. Providing students and their families a choice between remote learning and a hybrid in-person learning model was a key assumption in the planning process for the 2020-2021 school year. Following approval by the Academy's Governing Board, the completed and signed [Certification](#) for Path Forward Programs of Distance Education was submitted to the Nevada Department of Education. This submission was accompanied by the [Davidson Academy Path Forward](#) material, as it was presented to and approved by the Academy's Governing Board on July 30, 2020.

Recognizing that at-home learning in the context of a global pandemic has far reaching implications for students and their families across both Academy campuses, staff and faculty

P.O. Box 9119 • Reno, Nevada 89507
(775) 682-5800 • www.DavidsonAcademy.unr.edu

Steve Sisolak
Governor

Jhone M. Ebert
Superintendent of
Public Instruction



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STATE OF NEVADA
DEPARTMENT OF EDUCATION

700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101

April 29, 2021

Colleen Harsin
Director
Davidson Academy of Nevada
PO Box 9119
Reno, NV 89507

Dear Director Harsin,

The proposed calendar for the 2021-2022 school year has been reviewed and determined to be in compliance with NAC 387.125.

The following details have been officially recorded:

- School calendar is Alternative
 - There are 153 Days in Session
- First Day of Instruction: 08/23/2021
- Last Day of Instruction: 05/11/2022
- Three required Contingency Dates are as follows: 05/12/2022, 05/13/2022, 05/16/2022
- Professional Development Dates counted toward your total days in session are as follows:
 - Professional Development Day #1: Not assigned yet
 - Professional Development Day #2: Not assigned yet
 - Professional Development Day #3: Not assigned yet
 - Professional Development Day #4: Not assigned yet
 - Professional Development Day #5: Not assigned yet

Calendar revisions or additional professional development requests must be received at least two weeks in advance to ensure sufficient processing time.

Please address all calendar-related correspondence or questions to Megan Peterson by phone at (775) 687-9236 or by email meganp@doe.nv.gov.

Sincerely,

Jhone M. Ebert
Superintendent of Public Instruction

JE/mp

Enclosure: Calendar Application



April 26, 2021

Ms. Jhone Ebert
Superintendent of Public Instruction
Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701

RE: Davidson Academy 2021-2022 Calendar

Dear Ms. Ebert,

I am submitting the annual Application to Operate an Alternative Schedule and supporting documents for the 2021-2022 school year on behalf of the Davidson Academy. As in previous years, the Davidson Academy seeks to have a school year calendar that is consistent with that of the University of Nevada, Reno.

The calendar as submitted includes the following:

- First day of school is scheduled for August 23, 2021
- Last day of school is scheduled for May 11, 2022
- Three contingency days are scheduled for May 12, 13, and 16, 2022

The Davidson Academy is not seeking approval for professional development days, as we conduct professional development outside of our school calendar dates.

Please let me know if any additional information is required in order to consider this application.

Warmest regards,

Colleen M. Harsin
Director

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(775) 682-5800 • www.DavidsonAcademy.unr.edu

School Calendar for 2021-2022 School Year										Davidson Academy		Start Date: 23-Aug-21	
Type of calendar	Monday	Tuesday	Wednesday	Thursday	Friday	Total Days		Days	NT	Days	Total Days		
August 2021	2	3	4	5	6	0	0	0	0	0	0	First Day: 8/23/2021	
	9	10	11	12	13	0	0	0	0	0	0		
	16	17	18	19	20	0	0	0	0	0	0		
	23	24	25	26	27	1	1	1	1	1	5	School Month 1	
September 2021	30	31	1	2	3	1	1	1	1	1	5	Labor Day 9/6/2021	
	LD 6	7	8	9	10	0	1	1	1	1	4		
	13	14	15	16	17	1	1	1	1	1	5		
	20	21	22	23	24	1	1	1	1	1	5	School Month 2	
October 2021	27	28	29	30	1	1	1	1	1	1	5		
	4	5	6	7	8	1	1	1	1	1	5		
	11	12	13	14	15	1	1	1	1	1	5		
	18	19	20	21	22	1	1	1	1	1	5	School Month 3	
November 2021	25	26	27	28	NV Day 29	1	1	1	1	0	4	Veterans Day 11/11/21	
	1	2	3	4	5	1	1	1	1	1	5		
	8	9	10	VET Day 11	12	1	1	1	1	0	4		
	15	16	17	18	19	1	1	1	1	1	5	School Month 4	
December 2021	22	23	DAFD 24	THKD 25	FD 26	1	1	0	0	0	2	DA Family Day 11/24/21	
	29	30	1	2	3	1	1	1	1	1	5	Thanksgiving Break 11/25/21 - 11/26/21	
	6	7	8	9	10	1	1	1	1	1	5		
	13	14	15	WB 16	WB 17	1	1	1	0	0	3		
	WB 20	WB 21	WB 22	WB 23	WB 24	0	0	0	0	0	0	Winter Break 12/16/21 - 1/17/22	
	WB 27	WB 28	WB 29	WB 30	WB 31	0	0	0	0	0	0	School Month 5	
January 2022	WB 3	WB 4	WB 5	WB 6	WB 7	0	0	0	0	0	0		
	WB 10	WB 11	WB 12	WB 13	WB 14	0	0	0	0	0	0		
	MLK Day 17	18	19	20	21	0	1	1	1	1	4	Martin Luther King Day 1/17/2022	
	24	25	26	27	28	1	1	1	1	1	5		
February 2022	31	1	2	3	4	1	1	1	1	1	5		
	7	8	9	10	11	1	1	1	1	1	5	School Month 6	
	14	15	16	17	18	1	1	1	1	1	5	President's Day 2/21/22	
March 2022	PRES Day 21	22	23	24	25	0	1	1	1	1	4		
	28	1	2	3	4	1	1	1	1	1	5		
	7	8	9	10	11	1	1	1	1	1	5	School Month 7	
	SB 14	SB 15	SB 16	SB 17	SB 18	0	0	0	0	0	0		
April 2022	21	22	23	24	25	1	1	1	1	1	5	Spring Break: 3/14/22 - 3/18/22	
	28	29	30	31	1	1	1	1	1	1	5		
	4	5	6	7	8	1	1	1	1	1	5	School Month 8	
	11	12	13	14	15	1	1	1	1	1	5		
	18	19	20	21	22	1	1	1	1	1	5		
	25	26	27	28	29	1	1	1	1	1	5		
May 2022	2	3	4	5	6	1	1	1	1	1	5	School Month 9	
	9	10	11	CD 12	CD 13	1	1	1	0	0	3	Last Day: 5/11/22	
	CD 16	17	18	19	20	0	0	0	0	0	0		
	23	24	25	26	27	0	0	0	0	0	0	Contingency days: 5/12/22, 5/13/22, 5/16/22	
June 2022	30	31	1	2	3	0	0	0	0	0	0	School Month 10	
Totals											153	52	153
Professional Development for all teachers													
PD													
WB													
SB													
CD													

**NEVADA DEPARTMENT OF EDUCATION
APPLICATION TO OPERATE AN ALTERNATIVE SCHEDULE
PURSUANT TO NRS 388.090
SCHOOL YEAR 2021-2022**

School Name Davidson Academy	Beginning Date of School Year 08/23/2021	Ending Date of School Year 05/11/2022
Address P.O. Box 9119 (UNR campus)	City, Zip Reno, 89507	Telephone 775-682-5800
Authorized Contact Person's Name Colleen M. Harsin	Title Director	E-Mail charsin@davidsonacademy.unr.edu

I hereby certify that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the District/Charter School's meeting held on N/A. The Board of Trustees is aware that a written report is required to be submitted to the State Superintendent of Public Instruction on or before December 31, 2020. This written report must include a description of the alternative schedule and an evaluation of the effect of the program.

Colleen M. Harsin Director 4/23/2021
Signature of District Superintendent or Authorized Person (include title) Date

1. The district/charter school is applying to operate the schools noted in this application on an alternative instruction schedule due to the following reason. Please check **one** of the following:

- ☐ A. The district requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2. The district is in a rural or remote area, whereby the population of the county is less than 100,000.
- ☐ B. The district requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2. Although the population of the county is more than 100,000, the district has schools in a rural or remote area.
- ☐ C. The district requests to operate on an alternative instruction schedule in accordance with NRS 388.090.3 due to enrollment growth or overcrowding. Please provide the supporting documentation to justify the claim of growth or overcrowding.
- ☐ D. The district requests to operate on an alternative instruction schedule in accordance with NRS 388.090.2.b due to providing regular professional development to educational personnel.
- ☒ E. The ~~charter~~ **university** school requests to operate on an alternative instruction schedule in accordance with NRS 388A.366 due to reasons described in item 2 of this application.

2. What is the purpose for which the school charter school is requesting an alternative schedule?
The Davidson Academy offers an accelerated and rigorous academic program. For many students, this includes university courses. Access to these courses, as well as the location of the Academy on the university campus, makes the university school year calendar the best fit for Academy students.

3. What problems does the school district/charter school hope to alleviate through an alternative schedule?

Having the Davidson Academy school calendar aligned with the University of Nevada, Reno calendar alleviates the need to offer additional classes or options for Academy students whose university courses have ended but who are expected to continue Academy attendance through the end of each term/year.

4. List the names and addresses of all schools that will offer an alternative schedule of instruction if this application is approved.

School Name	School Address	Grade Levels
Davidson Academy	P.O. Box 9119 Reno, NV 89507 (UNR campus)	middle & secondary; ungraded

5. For school year 2021-2022, how many pupils are estimated to attend the schools covered by this application?

145

6. The bell schedule for schools operating on an alternative schedule will be:

Bell Schedule	Kindergarten	Grades 1-2	Grades 3-6	Grades 7-12
Classes Begin				8:00
Lunch/Nutrition Break Begins				11:15
Lunch/Nutrition Break Ends				12:00
Lunch/Nutrition Break Begins				--
Lunch/Nutrition Break Ends				--
Classes End				3:15

Note: Recess Breaks are included in class time. Do **NOT** include Lunch/Nutrition Breaks as class time. If the bell schedule is not exactly the same for each school or each day of the school week, attach a separate bell schedule as appropriate.

7. The school schedule for the first school month of the schools covered by this application will be the following:

Daily Minutes of Attendance by Grade
Sunday Monday Tuesday Wednesday Thursday Friday Saturday
Week 1

Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12		390	390	390	390	390	
Week 2							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12		390	390	390	390	390	
Week 3							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12		0*	390	390	390	390	
Week 4							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12		390	390	390	390	390	

*Labor Day 9/6/21

Note: Attach additional schedules if all schools do not operate on the same schedule. The district/charter school must attach an applicable school calendar covering the schools with changed schedules as provided to the Nevada Department of Education in accordance with NAC 387.120.

8. NAC 387.131 requires that **kindergarten** pupils receive a minimum of **43,200** minutes of instruction per school year. Kindergarten requires **240 daily minutes** per school day x 180 school days = 43,200 minutes per school year. How many minutes of instruction per school year will be received by Kindergarten pupils attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

N/A

9. NAC 387.131 requires that pupils in **grades one and two** receive a minimum of **43,200** minutes of instruction per school year. First and second grade requires **240 daily minutes** per school day x 180 school days = 43,200 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades one and two that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

N/A

10. NAC 387.131 requires that pupils in grades **three, four, five and six** receive a minimum of **54,000** minutes of instruction per school year. Grades three, four, five and six require **300 daily minutes** per school day x 180 school days = 54,000 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades three, four, five and six that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

N/A

11. NAC 387.131 requires that pupils in grades **seven through twelve** receive a minimum of **59,400** minutes of instruction per school year. Grades seven through twelve require **330 daily minutes** per school day x 180 school days = 59,400 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades seven through twelve that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

59,670

Submit:

1. School Calendar per NAC 387.120
2. Alternative Schedule Application, Completed
3. For school district applications, a copy of a letter from a representative of the local teachers association agreeing to the alternative schedule is also required.


FOR DEPARTMENT OF EDUCATION USE ONLY

The application to offer an alternative schedule of instruction per week at the aforementioned schools is recommended/not recommended for approval.

School District/Charter School:

Date Approved	Fiscal Year	Recommendation for Approval By
4/29/21	FY2022	

DEPARTMENT OF EDUCATION APPROVAL

	Date
Jhone Ebert, Superintendent of Public Instruction	5/3/2021

Davidson Academy

1. Except as otherwise provided in this section and except for an alternative schedule approved pursuant to NAC 387.125, a school day in session must consist of the following minimum daily periods for each grade, including recess and t activities, but not including the time allowed for lunch: Kindergarten - 240 minutes; 1 and 2 - 240 minutes; 3 through 6 - 300 minutes; 7 through 12 - 330 minutes; NAC 387.131 School day in session. (NRS 385.080, 387.123)

Please complete one table per each unique calendar

School Name:	Davidson Academy				Start Date:	8/23/2021	End Date:	5/11/2022		
GRADE	START	LUNCH BEGIN	LUNCH END	END OF DAY	LESS NUTR BREAK	TOTAL DAILY MINUTES - 300 MIN	TOTAL SCHOOL DAYS	TOTAL ANNUAL MIN + LATE START +MIN DAY	ANNUAL MINUTES Compliant ?	
	K					0		0	NO	
	1					0		0	NO	
	2					0		0	NO	
	3					0		0	NO	
	4					0		0	NO	
	5					0		0	NO	
	6	8:00	11:15	12:00	15:15	195	153	59,670	YES	
	7	8:00	11:15	12:00	15:15	195	153	59,670	YES	
	8	8:00	11:15	12:00	15:15	195	153	59,670	YES	
	9	8:00	11:15	12:00	15:15	195	153	59,670	YES	
	10	8:00	11:15	12:00	15:15	195	153	59,670	YES	
	11	8:00	11:15	12:00	15:15	195	153	59,670	YES	
	12	8:00	11:15	12:00	15:15	195	153	59,670	YES	
			0		0	0	0	NO		

SHORT/MINIMUM DAY

GRADE	START	LUNCH BEGIN	LUNCH END	END OF DAY	LESS NUTR BREAK	TOTAL DAILY MINUTES - 200 MIN	TOTAL SCHOOL DAYS	TOTAL MINUTES - MIN DAY	MINIMUM DAY MINUTES Compliant ? 200

CLASS OF 2021 COLLEGE ADMISSIONS CYCLE 2020-2021

As of May 18, 2021:

- Total Number of Applications: 484
- Early Applications (Early Decision, Early Decision II, and Early Action): 74
- Priority (for scholarship or other purposes): 30
- Regular/Rolling: 380

Total Number of Colleges: 143

Total Number of Acceptances: 224

Total Number of Waitlists: 80

Total Number of Denials: 168

Total Number of Deferrals from Early Applications: 22

12 Applications still pending – Students have not yet updated admission decisions

Schools to which Academy Students were accepted:

Aberystwyth University	Michigan State University
American University	Middlebury College
Amherst College	Montana State University
Arizona State University (Main Campus)	Mount Holyoke College
Baylor University	New York University
Boston College	Northern Arizona University
Boston University	Oregon Institute of Technology
Brandeis University	Oxford College of Emory University
Brown University	Pennsylvania State University (Main Campus)
California Institute of Technology	Pepperdine University
California Polytechnic State University (San Luis Obispo)	Pomona College
Carnegie Mellon University	Purdue University (Main Campus)
Case Western Reserve University	Reed College
Chapman University	Rensselaer Polytechnic Institute
Colorado School of Mines	Rice University
Columbia University	Saint Louis University
DePaul University	Santa Clara University
Drexel University	Sarah Lawrence College
Duke Kunshan University	Sciences Po
Duke University	Scripps College
Emory University	Soka University of America
Florida State University	Southern Methodist University
Fordham University	Stanford University
Franklin & Marshall College	Stevens Institute of Technology
George Washington University	Stony Brook University
Georgetown University	SUNY at Albany
Georgia Institute of Technology (Main Campus)	Swarthmore College
Harvard University	Syracuse University
Harvey Mudd College	Temple University
Hillsdale College	Texas A&M University
Indiana University (Bloomington)	The College of New Jersey
James Madison University	The Ohio State University (Main Campus)
Johns Hopkins University	The University of Alabama
Loyola Marymount University	The University of Edinburgh
Macalester College	The University of Manchester
Massachusetts Institute of Technology	The University of Texas at Austin
McGill University	The University of Texas at Dallas
	Trinity College Dublin

Davidson Academy

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www.davidsonacademy.unr.edu

Tufts University	University of North Carolina at Chapel Hill
Union College	University of Oklahoma
University College Cork	University of Oregon
University College Dublin	University of Pennsylvania
University of Alabama at Birmingham	University of Pittsburgh (Main Campus)
University of British Columbia	University of Portland
University of California (Berkeley)	University of Puget Sound
University of California (Davis)	University of Rochester
University of California (Irvine)	University of Southern California
University of California (Los Angeles)	University of St Andrews
University of California (San Diego)	University of Toronto
University of California (Santa Barbara)	University of Utah
University of Chicago	University of Virginia (Main Campus)
University of Colorado Boulder	University of Washington (Seattle Campus)
University of Connecticut	University of Wisconsin (Madison)
University of Florida	University of Wyoming
University of Glasgow	Vanderbilt University
University of Hawaii at Manoa	Virginia Commonwealth University
University of Idaho	Washington University in St Louis
University of Illinois at Urbana-Champaign	Wellesley College
University of Maryland (College Park)	Wesleyan University
University of Michigan	Willamette University
University of Nevada (Reno)	Yale University
University of New Mexico (Main Campus)	

Enrollments as of 5/18 and Number of Students

Arizona State University (Main Campus)	1
Brown University	1
Carnegie Mellon University	1
Columbia University	1
Duke Kunshan University	1
Emory University	1
Fordham University	1
George Washington University	1
Georgia Institute of Technology (Main Campus)	1
Indiana University (Bloomington)	1
Pepperdine University	1
Pomona College	1
Purdue University (Main Campus)	1
Rice University	1
Sarah Lawrence College	1
Stanford University	1
The University of Alabama	1
The University of Edinburgh	1
The University of Texas at Dallas	1
Trinity College Dublin	1
University of British Columbia Science Po Dual Enrollment Program	1
University of California (San Diego)	1
University of California (Santa Barbara)	1
University of Chicago	2
University of Hawaii at Manoa	1
University of Nevada (Reno)	4
University of Oklahoma	1
University of Pittsburgh (Main Campus)	1
University of Rochester	1
University of Washington (Seattle Campus)	1
Washington University in St Louis	2
Yale University	1

*Two members of the Class of 2021 will be taking Gap Years.

**Some students remain on waitlists

Davidson Academy

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Davidson Academy Online

The Davidson Academy Governing Board Updates

May 24, 2021

APPLICATIONS UPDATE

For the fourth straight year our applications are up. The acceptance rate was lower this year than we have seen in the past. This is due to the large number of younger students who applied. The average age for applicants is one full year younger than 2020-21 applicants. We also saw a significant dip in the number of female applicants.

	Total	M	F	U	YS	Average Age
Application	300	206	92	1	135	12.8
Assessed	171	128	43	0	98	12.9
Accepted	56	41	15	0	34	12.9
Enrolled	38*	30	8	0	22	12.7

**accurate as of May 11, 2021. Updated numbers will be shared during the presentation to the Governing Board.*

SUMMER SCHOOL

The Online campus is offering our in-house Health, Financial Literacy, and Fitness electives as full online courses this summer. Davidson Academy Online Summer is open to students from both campuses. There is one Reno campus and 21 Online campus students registered for a total of 28 courses enrollments this summer. The courses meet for eight weeks from June 7 - July 30. Summer school tuition is \$150 per course. We have three staff members teaching summer school courses this year.

DAO THE ALBUM

DAO the Album premiered on Friday, May 14. Featuring songs written and performed by DAO students, DAO the Album is a musical celebration of what makes Davidson Academy Online amazing. In a variety of styles, the album recounts the history and current runnings of DAO in a project involving many student singers, musicians, and composers. Featuring hits like "Oh, Social World," "DAO English," and "Designed to Be Different," DAO the Album has something for everyone.

SENIOR NIGHT

We hosted our annual Senior Night to honor our two 2021 graduates on May 14, 2021. This was an opportunity for our whole campus community to honor our second graduating class. The evening was planned by our Student Services Manager, Erica Shumaker, and included teacher speeches, a presentation from the Junior class, and comments from the Online Director. Graduates received a party in a box with custom made pinatas (courtesy of Krysta Pascual) to help them celebrate.

SCHOOL PLAY

Seven students starred in our first ever DAO school play. The play, featuring Beatrice A., Ida C., Lincoln F., Alex L., Liliana S., Brodie S., and Sriya W. was presented live on May 21st. "Objection! Disorder in the Court!" by Briana Dehn tells the tale of Casey who is on a cross-country road trip when she's apprehended and held for trial in



a town appropriately named Berserksville. Charged with an outrageous triple crime, Casey maintains her innocence. But as the trial begins, our level-headed defendant realizes her hapless defense attorney is an ineffective dolt, and the prosecution effectively uses silly, childish distractions to win the case. The parade of witnesses offers testimony that's nothing more than twisted fibs, boastful self-promotion, and gabby gossip. The event was a great time for all.

TUESDAY SCHEDULE

We are adding in more social opportunities, schoolwide events, and a new program, DAO Oracle (see more details below), next year. To help facilitate all these events we are adjusting our Tuesday schedule. The new Tuesday schedule will be:

Block 0	6am - 7:30am PT
Block 1	8am - 9:30am PT
Block 2	9:45am - 11:10am PT
Community Time	11:15am - 11:45am PT
Lunch	11:45am - 12:10pm PT
Block 3	12:10pm - 1:35pm PT

DAO ORACLE

As we continue to grow, we want to maintain a small school feel to DAO. We understand the value of being socially connected and knowing that you matter in a community. To help keep the feel of DAO small we are implementing a new advisory-like program called DAO Oracle next year.

Oracle will serve as a social hub for students. Students will be placed with their similarly-aged peers and will be able to build communities in those groups. Oracle groups will help to introduce DAO culture to younger students and will serve as a positive anchor for older students. Oracle is designed to help students have a stronger sense of belonging.

Oracle is another place where students can learn social-emotional skills. Younger students might be exposed to social-emotional learning (SEL) for the first time in Oracle, while older students can integrate SEL into their changing sense of self.

Students will be able to build relationships with adults who are not necessarily their teachers. Teachers who traditionally work with older students can become a larger presence for younger students. Additionally, teachers will be able to see students outside the context of their content areas, which is useful with extremely asynchronous students. Oracle advisors will be another adult on each student's team and would get to know them as humans. These advisors could be another resource of letters of recommendation. Finally, having an additional, supportive adult might also demystify the process of asking teachers for help, which is a common struggle for DAO students.

Oracle groups will be structured primarily by age. Groups would be kept small and will meet with their advisor twice each month for 30 minutes. Oracle meetings will be set at the beginning of the school year.

A flexible curriculum for Oracle is being established by the Oracle team. This curriculum will grow along with the advisory program. Oracle does not replace counseling.

DAO SPLASH

Another new DAO event coming this summer! This event will bring high school and middle school students together at DAO for two days of the most amazing student-led learning around! The goal of Splash is to share our love of learning and teaching with a larger community! Splash will be held on June 9th and 10th.

STUDENT KUDOS

National Science Bowl

Congrats to Samuel W. and his team for finishing in first place at this year's National Science Bowl for Middle School Students!

MATHCOUNTS National Competition

Congratulations to Marvin M. for receiving first place in the National MATHCOUNTS competition. This is the first time that a Davidson Academy student has won first place. It is truly exceptional!

Mathematical Olympiad Summer Program

Marvin M. and Linus T. qualified for the Mathematical Olympiad Program (abbreviated MOP) this year based on their USAMO/USAJMO scores. This 3-week intensive problem solving camp held at the Carnegie Mellon University is designed to help high school students prepare for math olympiads, especially the International Mathematical Olympiad. While the program is free to participants, invitations are limited to the top finishers on the USAMO. It is usually very rare for middle school-aged students to be invited to MOP.

USAMO/USAJMO

Congratulations to Sam G., Linus T., Alan K., Marvin M., Jasmine P., Juhi P., Justin L. and Christopher B. on qualifying for the USAMO/USAJMO with their AMC/AIME scores. Approximately 500 students (out of around 300,000 from the AMC) made it to this round. Congratulations to Marvin M. as the USAJMO winner.

Henry Clay Warm Up For Nationals SR JR Speech Debate Tournament

Congratulations to our first ever DAO Speech and Debate team members, Elle G., Ida C., Nathan K., AJ B., Gavin G., and Vlad S. for competing in the Henry Clay Warm Up For Nationals SR JR Speech Debate Tournament. Elle and Ida made the finals, Nathan and AJ made the semi-finals, and Gavin and Vlad held their own against some tough teams. Good job, Team DAO!

National Russian Essay Contest

Elizabeth K. received a Gold Medal in the National Russian Essay contest.

National Latin Exam

Beginning Latin

Justin L. Gold Summa cum Laude

Gabriel S. (new student for 21-22) Gold Summa cum Laude

Elizabeth K. Silver Maxima cum Laude

Intermediate Latin

Isabelle G. Gold Summa cum Laude

Sarah H. Gold Summa cum Laude

Nadia W. Silver Maxima cum Laude

Intermediate Latin Reading Comprehension

Adelaide A. (new student for 21-22) Gold Summa cum Laude

Advanced Latin Poetry

Alan K. Gold Summa cum Laude

Purple Comet Math Competition

Congrats to Samuel G., Justin L., Marvin M., Linus T., Samuel W., and Chris B. (DAR) for placing 5th place in the Purple Comet Math Competition!

San Francisco Conservatory of Music

On April 10th, was the debut performance of “Behind the Scenes” a string quartet composed by Lincoln F. It was performed by the Telegraph Quartet at the San Francisco Conservatory of Music.

Davidson Academy Science Bowl Tournament

Congratulations to Sam G. and Justin L. for eking out a close win against Alan K. and Sequoia D. Sam said it was the first time they hadn't gotten all the math questions. Alan and Sequoia got 3 of them to Justin and Sam's 2. It was pretty exciting. They got out to 50-0 lead and Alan got back to 50-38, but Sam and Justin were able to pick up another question to put it away. What base would the number 169 be equal to 400 in base 10?

F = ma Physics Exam

The results of the F = ma Physics Exam are in! We had 5 students take the test sponsored by AAPT (American Association of Physics Teachers). Marvin M., Justin L., Samuel W., Linus T., and Samuel G. It was a tough test with 25 questions and students who score 15 or higher go on to take the USAPhO (USA Physics Olympiad) test in April for a spot on the US Physics Team. Congratulations to Justin Lee for qualifying to take the USAPhO!

UNM PNM high school math contest

Congrats Laszlo Z. for winning the UNM PNM high school math contest! As a 7th grader-by-age, not only did Laszlo come in first place but he outscored all the 10th graders and most 11th graders who were competing in a division above him. Thanks to Laszlo, DAO now has a NM trophy!

Media and Outreach Updates

The Davidson Academy Governing Board Updates

May 24, 2021

MEDIA UPDATES/ NOTABLE WEBSITE MENTIONS

- Two Nevada students enrolled at same Reno academy named 2021 U.S. Presidential Scholars
May 13, 2021 – *CarsonNow.org* (Recognizes DA students Derek Lin Chien & Priyanka Senthil, the only two students in Nevada to be named U.S. Presidential Scholars, and Ellie A. Huh, a semifinalist)
<https://www.carsonnow.org/story/05/13/2021/two-nevada-students-enrolled-same-reno-academy-named-2021-us-presidential-scholars>
- Two Nevada Students Named 2021 U.S. Presidential Scholars
May 13, 2021 – *State of Nevada Department of Education* (Official press release on the above announcement)
https://doe.nv.gov/News__Media/Press_Releases/2021/Two_Nevada_Students_Named_2021_U_S_Presidential_Scholars/
- Davidson Academy Announces Graduating Class of 2021
May 2021 – *Davidson Academy press release on the 2021 graduating class*
<https://www.davidsonacademy.unr.edu/about-us/press-room/press-releases/davidson-academy-announces-graduating-class-of-2021>
- 2021 Raytheon Technologies MATHCOUNTS National Competition Winners
May 10, 2021 – *MATHCOUNTS* (Online campus student Marvin Mao was honored as the Raytheon Tech MATHCOUNTS National Champion, the first even DA student to receive this honor)
<https://www.mathcounts.org/2021-raytheon-technologies-mathcounts-national-competition>
<https://twitter.com/MATHCOUNTS/status/1391941517896556545>
- See the 2021 Best Public High Schools
April 26, 2021 – *U.S. News & World Report* (The Davidson Academy was named the #3 best school in the U.S.!)
https://www.usnews.com/education/best-high-schools/articles/slideshows/us-news-best-high-schools?slide=24&utm_source=usn_tw
- Davidson Academy student Samantha Glover was featured in a number of news stories for her proposed bill hopes to abolish “Period Poverty” by requiring free menstrual products at public high schools and middle schools in Nevada.
 - Local teen presents “Period Poverty” bill to Assembly Education Committee
April 7, 2021 – KOLO
<https://www.kolotv.com/2021/04/07/local-teen-presents-period-poverty-bill-to-assembly-education-committee/>
 - Reno teen brings heightened awareness to “Period Poverty”
March 8, 2021 – KOLO
<https://www.kolotv.com/2021/03/09/reno-teen-brings-heightened-awareness-to-period-poverty/>
 - Local Group Looking To End Period Poverty
March 7, 2021 – KTVN
<https://www.ktvn.com/story/43458255/local-group-looking-to-end-period-poverty>
- 2021 Coke Scholars
March 22, 2021 – *Coca-Cola Scholars Foundation* (Davidson Academy student Ellie H. was named a 2021 Coca-Cola Scholar! Ellie will receive a \$20,000 college scholarship)
<https://www.coca-colascholarsfoundation.org/blog/our-2021-coke-scholars/>

- Reno Students Win National Science Bowl® Regional Competition, Secure Spot in National Finals
March 1, 2021 – U.S. Department of Energy (A team of DA middle school students won regional competition for 2021 National Science Bowl to compete in the NSB National Finals)
<https://science.osti.gov/-/media/wdts/nsb/pdf/2021-Media-Releases-Regional-Winners/The-Davidson-Academy-of-Nevada-Reno-Nevada.pdf>
- Why a School for Gifted Students Adopted Todoist as Its Homework Planner
February 25, 2021 – Todoist (Features Davidson Academy's online campus, spotlighting how the DA is effectively managing communication through Todoist)
<https://blog.doist.com/davidson-academy-homework-planner-todoist/>

WEBSITE METRICS

(Feb 1, 2021 – May 12, 2021)

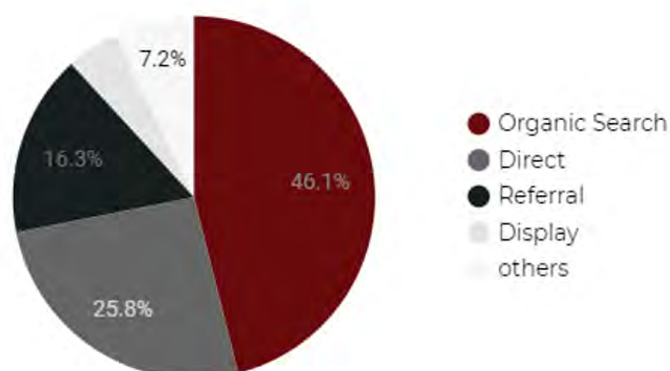
Key Takeaways

- Total website visits are up 5.5% year-over-year even with a smaller application window, primarily due to organic search (such as Google) and direct visits to website.
- Traffic coming from search engines (i.e. Google) is up 37.7%.
- The highest traffic day this period was March 10, with a 117% increase over the same day in 2020 (also the highest traffic day on the Davidson Academy site in at least six years).
- Traffic to the Admissions pages is up 26% year-over-year. Average time on these pages is up 9.37%.

Total Website Traffic & Engagement

Sessions	Organic Sessions	Avg. Session Duration	Pages / Session	Bounce Rate
30,536	14,069	00:02:17	2.59	49.74%
↑ 5.5%	↑ 39.5%	↑ 5.3%	↑ 3.3%	↓ -11.3%

Website Visits by Source



Organic Sessions by City

	City	Session...	% Δ
1.	Reno	3,089	208.3% ↑
2.	San Jose	1,794	2,229.9% ↑
3.	(not set)	1,346	354.7% ↑
4.	Las Vegas	1,104	371.8% ↑
5.	New York	603	246.6% ↑
6.	Los Angeles	540	288.5% ↑
7.	Sparks	462	294.9% ↑
8.	San Francisco	392	87.6% ↑
9.	Chicago	386	260.7% ↑
10.	Houston	276	300.0% ↑

Organic search: search engines such as Google

Direct: directly visiting our website

Referral: Arriving on our website via a link from another website, such as NAGC or a news article

Social: Social Media such as Facebook and Twitter

New Keywords in Top 3 Rankings

Keyword	Pos.	Prev. Pos.
online classes for gifted children	2	4
online programs for gifted students	3	4
online gifted education	2	4

Keyword Rankings

Keyword	Position	Position change ▾	Previous position
school for gifted children	21	28	49
schools for geniuses	8	24	32
school for the highly gifted	13	22	35
school for exceptionally gifted	10	9	19
the academy for gifted children	7	7	14
school for the gifted	28	6	34
academy for the gifted	3	6	9
schools for profoundly gifted students	6	5	11
highly gifted program	38	4	42
gifted and talented programs online	7	3	10
online courses for gifted students	10	1	11

ONGOING OUTREACH

Virtual Open House – Davidson Academy Reno Campus

- March 2, 2021

Digital Learning Annual Conference (DLAC)

- Dr. Stacy Hawthorne, Dr. Jessica Potts, & Tracy Sangster from Davidson Academy online campus to present at 2021 DLAC Program June 14-16

Davidson Academy eNewsletter – distributed every other month to 6,000 recipients

- April 2021
- February 2021

eNews-Update – Often prominently features the Davidson Academy; distributed every other month to more than 15,00 recipients

- April 2021

Social Media

- Instagram – <https://www.instagram.com/thedavidsonacademy/>
- Facebook – <https://www.facebook.com/TheDavidsonAcademy/>
- Twitter – <https://twitter.com/TheDavidsonAcad>
- YouTube – <https://www.youtube.com/user/DavidsonAcademyNV>

Tab 2

Tab 3

Tab 4

Tab 5

Tab 6

Tab 7

Tab 8

Tab 9



April 14, 2021

Governing Board of Directors
c/o Mr. Bob Davidson
The Davidson Academy of Nevada
1670 N. Virginia Street, 2nd Floor
Reno, Nevada 89503

Re: Year-End Financial Statements

Governing Board of Directors:

We are pleased to confirm our understanding of the services we are to provide for The Davidson Academy of Nevada (the School), a division of the Davidson Institute for Talent Development, for the year ending June 30, 2021. This letter will set forth the substance, procedures and limitations of our engagement and, upon your signature signifying the School's acceptance of and agreement to its contents, shall be referred to as "the Engagement Agreement."

AUDIT

Holthouse Carlin & Van Trigt LLP (HCVT) will audit the School's financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements of the School as of and for the year ending June 30, 2021, and the related notes to the financial statements.

Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's decision and analysis (MD&A), to accompany the School's basic financial statements. As part of our engagement, we will apply certain limited procedures to the School's RSI. These limited procedures will consist primarily of inquiries of management regarding the methods of measurement and presentation, which management is responsible for affirming to us in its representation letter. Unless we encounter problems with the presentation of the RSI or with procedures relating to it, we will disclaim an opinion on it. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on the:

- Management's Discussion and Analysis

Also, the following supplementary financial information required by the Government Accounting Standards Board, will be subjected to auditing procedures in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other procedures in accordance with auditing standards generally accepted in the United States of America, and our auditor's report will provide an opinion on it in relation to the financial statements as a whole:

- Budgetary Comparison Schedule

AUDIT OBJECTIVES

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles (U.S. GAAP)

and to report on the fairness of the supplementary information referred to in the fourth paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. We will issue a written report upon completion of our audit of the School's financial statements. Our report will be addressed to the board of directors of the School. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinion on the financial statements is other than unmodified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or issue reports, or we may withdraw from this engagement.

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and 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 and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of 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 on compliance and (2) 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 School 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 in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

AUDIT PROCEDURES—GENERAL

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve professional judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, 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 School or to acts by management or employees acting on behalf of the School. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. 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 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 of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. 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.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals,

funding sources, creditors, and financial institutions. We may also request written representations from the School's attorneys as part of the engagement regarding pending or threatened litigation or other matters, and the attorneys may bill the School for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

During the course of our engagement, we will request information and explanations from management regarding School operations, internal controls, future plans, specific transactions, and accounting systems and procedures. At the conclusion of our engagement, we will require, as a precondition to the issuance of our report, that management provide certain representations in a written representation letter ("management representation letter"). The procedures we will perform in our engagement and the conclusions we reach as a basis for our report will rely and be dependent upon the written and oral representations that we receive from management, including the management representation letter. In view of the foregoing, the School agrees to release our firm and its personnel from any liability and costs relating to our services under this letter arising from false or misleading representations made to us by any member of the School's management, whether in the management representation letter or otherwise.

AUDIT PROCEDURES—INTERNAL CONTROL

Our audit will include obtaining an understanding of the School and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and 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 significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

AUDIT PROCEDURES—COMPLIANCE

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. 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*.

OTHER SERVICES

We will prepare the financial statements of the School and related notes of the School in conformity with U.S. GAAP based on information provided by you and in accordance with Governmental Accounting Standards Board Statement No. 34 as required by the Nevada State Department of Education.

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement preparation and related notes services previously defined. We, in our sole professional

judgment, reserve the right to refuse to perform any procedures or take any action that could be construed as assuming management responsibilities.

MANAGEMENT RESPONSIBILITIES

Management is responsible for (1) designing, implementing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement whether due to fraud or error, including monitoring ongoing activities and for helping to ensure that appropriate goals and objectives are met; (2) following laws and regulations; and (3) ensuring that management is reliable and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also 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, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the organization from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter (as described above) 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.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the organization 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 School received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the School complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud, noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report.

You are required to disclose the date through which subsequent events have been evaluated and whether that date is the date the financial statements were issued or were available to be issued. You will not date the subsequent event note earlier than the date of the management representation letter and the date of the independent auditor's report.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity 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. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

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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 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. The School is 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.

You agree to assume all management responsibilities relating to the financial statements, related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with the preparation of the financial statements and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to assume all management responsibilities for the financial statement preparation services, and any other nonattest services we provide; you agree to oversee the nonaudit services by designated an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on the School's website, management understands that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Finally, you agree to execute and to provide us in a timely fashion, prior to the issuance of our report, with the management representation letter described above, confirming the foregoing and your understanding that it is HCVT's intention to rely upon such representations in performing services hereunder.

FILE RETENTION POLICY

The audit documentation for this engagement is the property of HCVT and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the applicable regulator or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of HCVT personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

We will maintain copies of financial statements and miscellaneous reports prepared by our firm, along with supporting workpapers, for approximately seven years after the report release date. Once the seven-year time period has run, we reserve the right to destroy our files relating to those financial statement years without any further notice to you. Please contact us if you have any questions about this policy.

DOCUMENT SUBPOENAS AND TESTIMONY

Our fees for this engagement do not cover our charges for any subpoena or other discovery request we receive for documents, information or testimony (in court, before an arbitrator or arbitration panel, or in deposition) related to this engagement, in proceedings to which we are not a party. We will bill the School separately for our time and expenses incurred in connection with responding to any such requests and testifying in any such proceedings, including reasonable attorney's fees we may incur, and including, without limitation, any negotiations, "meet and confer" process or motion practice concerning the nature and scope of any such subpoena, or as to other procedural and/or substantive issues concerning such document requests or testimony. Should you or your

counsel in such proceedings have any objection to the nature or scope of any such subpoena for our workpapers and records, you agree that it shall be your or your counsel's responsibility in the first instance to present such objections and/or to file an appropriate motion to contest or to seek to limit the scope of such subpoena. HCVT will cooperate with any such efforts consistent with the legal requirements imposed upon HCVT by the subpoena including, without limitation, making such workpapers and records available to you and/or your counsel for inspection prior to their production. However, because the workpapers for this engagement are the property of HCVT, absent a specific Court order concerning any objection or motion to limit the scope of production, or a written agreement by the School with the party issuing the subpoena to which we have agreed, we reserve the right to make the final decision as to which documents from our workpapers and records shall be produced in response to such a subpoena.

In addition, HCVT may be requested to produce or to give access to workpapers for this engagement in connection with due diligence engagements and for other purposes, including providing workpapers to successor auditors, potential purchasers, lenders or investors and their representatives upon the School's request. In the event such a request is made, the School further agrees to reimburse HCVT at standard billing rates for its professional time and expenses, including reasonable attorney's fees we may incur (if applicable), incurred in responding to such requests and in securing usual and customary authorizations from the School and agreements from third parties as to the confidentiality of and limitations as to the use of and reliance upon such workpapers.

ENGAGEMENT ADMINISTRATION, FEES AND OTHER

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

We understand that your employees will prepare all cash, accounts and grant receivable and other confirmations and schedules we request and will locate any documents selected by us for testing. A list of information we expect to need for our audit (and related dates that the information will be provided to us) will be provided to management. We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

I am the engagement partner and am responsible for supervising the engagement and signing the report or authorizing another individual to sign it. Our engagement ends on delivery of our audit report. We will provide an electronic copy of the report to you; however, management is responsible for distribution of the report and the financial statements. Any follow-up services that might be required will be a separate, new Engagement Agreement. The terms and conditions of that new engagement will be governed by a new specific Engagement Agreement for that service.

Our fees for the audit of the financial statements will be \$28,250, plus travel and other out-of-pocket expenses. Invoices will be rendered monthly and are payable upon presentation. These fees are based on the complexity of the issues and the time required of individuals who will be performing the services.

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The fee estimate quoted in this letter is contingent on your accounting personnel providing us with accounting system narratives and other information in connection with the risk assessment and planning procedures, final trial balance with minimal post-closing adjustments, general ledger, supporting schedules and reconciliations, access to closing adjusting journal entries and other adjusting journal entries we may select, and other documents and information that were agreed to prior to commencement of fieldwork (defined as the "audit pack"). Additionally, permanent file information including, but not limited to, contracts, loan agreements, notes payable, mortgages payable, School agreements, lease agreements, etc. should be provided to us as soon as possible. The fee estimate is also based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If your accounting personnel are unable to provide us with the above, then we will contact you immediately to discuss the effect on meeting reporting requirements and to discuss revisions to the fee estimate.

Unexpected circumstances encountered during the performance of these services that warrant additional time or expense could cause us to be unable to complete the audit within the above estimates. This includes additional time necessary to resolve unexpected audit or accounting issues, auditing procedures with respect to post-closing adjustments and/or inefficiencies related to not receiving the above requested information on a timely basis. We will endeavor to notify you of any such circumstances as they are assessed, and any additional time incurred will be billed at our standard hourly rates.

HCVT is owned by professionals who hold CPA licenses as well as by professionals who are not licensed CPAs. Depending on the nature of the services we provide, non-CPA owners may be involved in providing services to you now or in the future.

In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and will not be resumed until your account is paid in full. In addition, an interest charge based on an annual rate of 10 percent may be assessed on all amounts 30 days or more past due. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not issued our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

We may from time to time, and depending on the circumstances, utilize personnel outside the USA in serving your account under the supervision of your HCVT engagement partner and other HCVT personnel working domestically. We formed HCVT International, LLC to employ personnel outside the USA to assist us with audit services.

EMPLOYMENT OF HCVT OR SCHOOL PERSONNEL

HCVT invests a great deal of time and effort in ensuring that we have top quality and appropriately trained professionals to service our clients. Likewise, our clients have made a similar investment in their personnel. When a client contacts us about its desire to hire one of our professionals, we recognize and appreciate the client's confidence in our engagement team members. However, when we lose a valued member of our engagement team, we incur significant expenses in hiring and training his or her replacement. Also, in some situations, a client's employment of an engagement team member may raise independence issues. Accordingly, during the term of this engagement and for a period of one (1) year after the services are completed, HCVT and the School each agree not to solicit, directly or indirectly, or to hire, any of the other party's personnel participating in the performance of this engagement without first obtaining the express prior written consent of the other party. The parties agree that ascertaining the extent of injury, cost or damage in the event of non-compliance would be difficult or impossible to calculate; accordingly, the parties agree that if either party fails to comply with the foregoing prior written consent requirement before soliciting, directly or indirectly, or hiring, any of the other party's personnel, and provided that any such personnel are actually hired, the violating party will pay the other party a fee equal to 30% of any such hired person's annual salary in effect at the time of the hiring as a reasonable estimate of the costs to such party of the costs of hiring and training replacement personnel.

DISPUTE RESOLUTION – PROFESSIONAL FEES

If a dispute arises out of or relates to HCVT's professional fees, and if the dispute cannot be settled through negotiation, the parties agree first to try in good faith to settle the dispute by mediation administered by either JAMS or the American Arbitration Association under its Dispute Resolution Rules for Professional Accounting and Related Services Disputes before resorting to litigation, or some other dispute resolution procedure before a different tribunal if both of us so agree. The parties shall share equally in the administrative costs assessed by the tribunal for any such mediation process and shall otherwise bear their own attorney's fees and costs so incurred.

EXTERNAL ELECTRONIC COMMUNICATION AUTHORIZATION

HCVT may send documents or other information concerning this engagement using external electronic communication ("EC") (via the internet or other network). The School understands that EC is not an absolutely secure method of communication. The School's execution of this Engagement Agreement through its authorized representative(s) will serve to acknowledge and accept the risk and authorize HCVT to use EC means to communicate with the School, its personnel or others necessary to effectively perform services for School. If there are certain documents or information with respect to which the School wishes to maintain absolute confidentiality, the School must advise HCVT in writing not to transmit such documents or information via EC and HCVT will thereafter comply with the School's request.

ENTIRE AGREEMENT

This Engagement Agreement represents our entire agreement, which is effective on the date you execute it. No other agreement, statement or promise made on or before the date of this Engagement Agreement will be binding on the parties. This original Engagement Agreement has been executed on behalf of HCVT. You should sign and retain it for your file, and sign and return a copy to HCVT. By counter-signing in the space provided below and returning to HCVT a copy of this Engagement Agreement, the School's representative confirms that she or he has read, understands and agrees to the terms of this Engagement Agreement and that she or he is authorized to execute this Engagement Agreement on the School's behalf to confirm the engagement of HCVT to perform the referenced services, subject to the terms and conditions set forth above.

DATA PRIVACY

HCVT will not collect, retain, use, sell, or otherwise disclose Personal Information for any purpose other than for the specific purpose of performing the services specified in this engagement or as otherwise required by law. "Personal Information" means information that: (i) HCVT processes on behalf of the School; and (ii) identifies, relates to, describes, is reasonably capable of being associated with, or could reasonably be linked, directly or indirectly, with a particular individual or household.

EXECUTION OF ENGAGEMENT AGREEMENT

If this Engagement Agreement was executed on behalf of a corporate or partnership entity, the representative(s) of such corporate or partnership entity represent(s) that he/she/they is/are a duly appointed officer, partner, shareholder or manager of such corporation or partnership, that the corporation or partnership is active and in good standing and that he/she/they possessed actual authority to enter into this engagement agreement with HCVT on behalf of such corporate or partnership entity.

This Engagement Agreement may be executed in one or more counterparts each of which shall be deemed an original but all of which together shall constitute one and the same instrument. Signed signature pages may be transmitted by facsimile, electronically scanned or electronically signed, and any such signature shall have the same legal effect as the original.

You may request that we perform additional services not addressed in this Engagement Agreement. If this occurs, we will communicate with you concerning the scope of the additional services and the estimated fees. We may

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April 14, 2021
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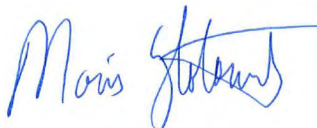
also require a separate or supplemental Engagement Agreement covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this Engagement Agreement.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. A copy of our most recent peer review report accompanies this letter.

We appreciate the opportunity to be of service to you and believe this agreement accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described herein, please sign below and return an executed Engagement Agreement to us.

Very truly yours,

HOLTHOUSE CARLIN & VAN TRIGT LLP



Morris Zlotowitz

MZ/cb

cc: Mark Herron
Karin Dixson
Kimberly Hastings

ENGAGEMENT TERMS ACCEPTED:

Signature of Authorized Officer

Date

Name and Title

Minutes of the Required Public Hearing on The Davidson Academy 2021-2022 Fiscal Year Budget May 10, 2021

The Required Public Hearing on the Davidson Academy Tentative 2021-2022 Fiscal Year Budget was called to order at 2:00 p.m. by Meeting Chair, Mark Herron. Due to the current State of Emergency declared by the Governor because of the Covid-19 virus, and more specifically the Governor's Directive 006, Section 1, this public hearing was held via videoconference.

A. PUBLIC COMMENTS

No members of the public were present. No public comments were received via email prior to or during the hearing.

B. REQUIRED PUBLIC HEARING ON THE DAVIDSON ACADEMY'S 2020-21 FISCAL BUDGET

Vice President and Chief Financial Officer of the Davidson Academy and member of the Academy's Governing Board, Mark Herron, began this meeting by stating that this was a public hearing on the Tentative Budget for the Davidson Academy for the 2021-2022 fiscal year commencing on July 1, 2021, and was being held pursuant to regulations of the Nevada State Board of Education contained in the Nevada Administrative Code, section 387.720.

Mr. Herron introduced himself for the record, along with Karin Dixon, CPA, Controller of the Davidson Academy, Stacy Hawthorne, Director of the Davidson Academy Online Campus, Dee Carey, Director of Human Resources, Ben Brown, Online Technology Manager and Holly Lorge, Governing Board Clerk, who were present. He confirmed that this tentative budget was submitted to the State Board of Education by April 15, 2021 as required. He confirmed that on Monday, May 24, 2021, the Governing Board of the Davidson Academy will meet to, among other things, review, discuss and adopt the budget for the 2021-2022 fiscal year. He further confirmed that public comment would be taken at this hearing and the Board would be provided with a summary of the comments received. This hearing was properly noticed, with notices posted online to the Davidson Academy website and to Notice.NV.gov no later than 9 a.m. Wednesday, May 5, 2021, and by publishing a notice in the Reno-Gazette Journal newspaper on Friday, April 30, 2021. Physical posting has been suspended per Directive 006, Section 3. A Certificate of Posting and Proof of Publication were completed.

A copy of the 2021-2022 Tentative Budget for the 2021-2022 fiscal year was made available during the hearing. Mark Herron confirmed that the Tentative Budget for 2021-2022 was submitted to the Nevada Department of Education and the Clerk of the Davidson Academy Governing Board on April 15, 2021. He then provided an overview of the Tentative Budget. The Tentative Budget was prepared on the form prescribed by the Nevada Department of Taxation and copies are available upon request. The Tentative Budget shown reflected Total Revenue of \$6,299,900 with estimated DSA revenue of \$1,414,400 and \$3,612,000 in contributions from the Davidsons. The budgetary form requires that Expenditures be reported by type. Expenditures on the Tentative Budget were estimated to be \$6,516,720 for 2021-2022.

A supplementary summary of revenues and expenditures, including graphs, is available upon request. This summary provides additional detail as to the breakdown of revenue and expenditures between the Reno and Online Academy.

The full budget as submitted to the Nevada Department of Education may be viewed at <https://bit.ly/3tRqd5I>.

C. PUBLIC COMMENTS

No members of the public were present.

D. ADJOURNMENT

The Required Public Hearing on the Davidson Academy Budget Fiscal Year 2021-2022 adjourned at 2:06 p.m.

Holly Lorge

Respectfully submitted by Holly Lorge', Clerk of the Board

**PROOF OF
PUBLICATION**

**STATE OF WISCONSIN SS.
COUNTY OF BROWN**

THE DAVIDSON ACADEMY OF NEVADA
9665 GATEWAY DR STE B

RENO NV 89521

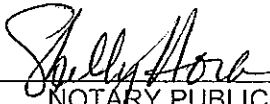
Being first duly sworn, deposes and says: That as the legal clerk of the Reno Gazette-Journal, a daily newspaper of general circulation published in Reno, Washoe County, State of Nevada, that the notice referenced below has published in each regular and entire issue of said newspaper between the date: 04/30/2021 - 04/30/2021, for exact publication dates please see last line of Proof of Publication below.

NOTICE OF PUBLIC HEARING
ON TENTATIVE BUDGET Fiscal
Year 2021/2022. Notice is
hereby given that a public hear-
ing will be held on the tentative
budget of the Davidson Academy
of Nevada for fiscal year
2021/2022 on Monday, May 10,
2021, at 2 p.m. Due to the cur-
rent state of emergency because
of the COVID-19 virus and pur-
suant to Directive 006 of the Gov-
ernor of the State of Nevada
there will be no physical location
for this hearing. The posted
meeting Notice contains infor-
mation on how members of the
public may participate in the
hearing. The Notice is posted
online at Notice.NV.gov and at
the Academy's website (<http://www.DavidsonAcademy.UNR.edu/>
). The tentative budget has been
prepared in such detail and on
the appropriate forms as pre-
scribed by the Nevada Depart-
ment of Education. Copies of
said budget may be obtained by
sending a request to 2022budget@davidsongifted.org.
No. 4710125 April 30, 2021

04/30/2021


Legal Clerk

Subscribed and sworn before me this
30th of April 2021.


NOTARY PUBLIC RESIDING
AT STATE OF WISCONSIN
COUNTY OF BROWN

Notary Expires: 8-25-23

SHELLY HORA
Notary Public
State of Wisconsin

Ad#:0004710125

P O : 5/10 PH

of Affidavits 1

This is not an invoice

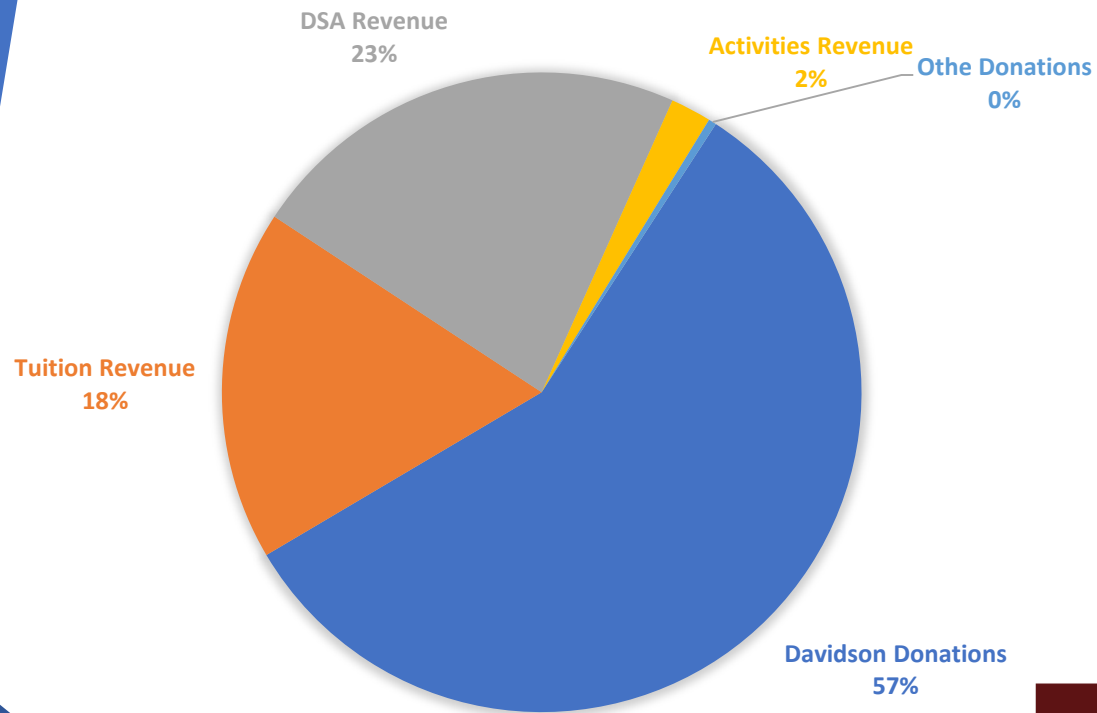
Summary of Tentative Budget

	Grand Total	Online	Reno
Revenue Sources			
Davidson Donations	3,612,000	1,470,000	2,142,000
Tuition Revenue	1,118,500	1,118,500	
DSA Revenue	1,414,400	131,250	1,283,150
Activities Revenue	130,000		130,000
Othe Donations	25,000		25,000
Total Revenue	6,299,900	2,719,750	3,580,150
Expenditure by Type			
Wages	3,825,370	1,585,150	2,240,220
Taxes/Benefits	1,270,730	488,475	782,255
Professional Services	580,890	407,955	172,935
Building/Parking	216,690	-	216,690
Purchased Services	296,720	96,045	200,675
IT & Supplies	266,205	131,715	134,490
Capital & Depreciation	45,590	-	45,590
Dues & Fees	14,525	9,355	5,170
Total Expenditures	6,516,720	2,718,695	3,798,025
Less non-cash items	(247,440)	(2,840)	(244,600)
Change in Net Assets	30,620	3,895	26,725
Expenditure by Function			
Classroom	3,620,495	1,719,155	1,901,340
Support	2,818,815	999,540	1,819,275
Transportation	77,410		77,410
	6,516,720	2,718,695	3,798,025



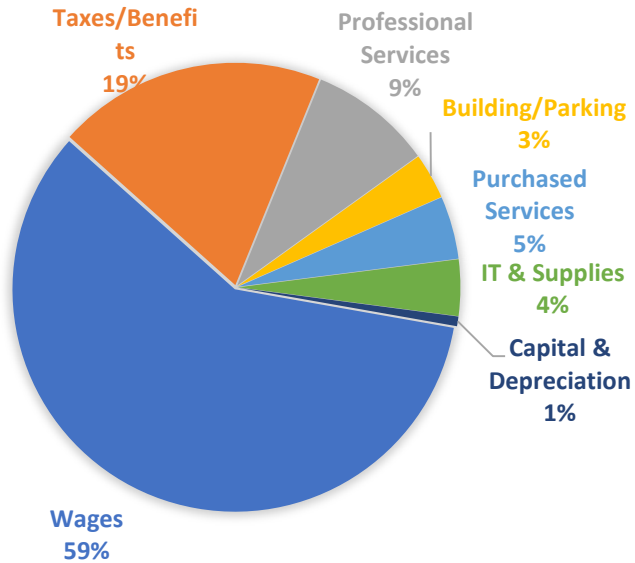
Revenue Sources

REVENUE SOURCES

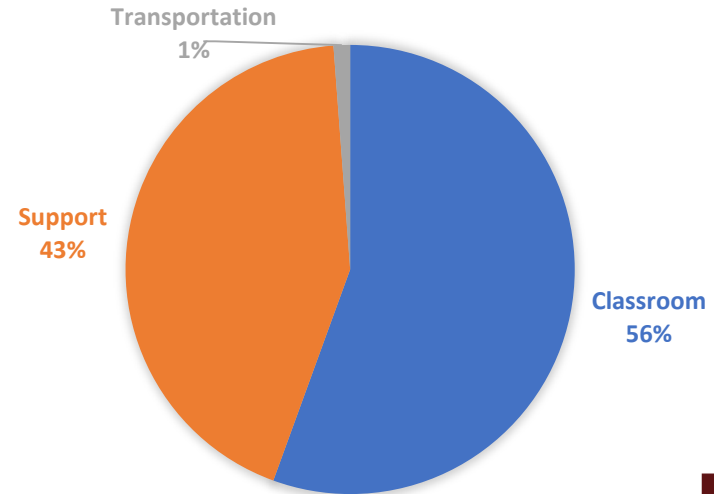


Expenditures

By Type



By Function



PROPOSED FINAL Budget
2021/2022
Davidson Academy

	PROPOSED 2021/2022			FINAL APPROVED 2020/2021			VARIANCE		
	Reno	Online	TOTAL	Reno	Online	TOTAL	Reno	Online	TOTAL
	145	80	225	155	65	220	-10	15	5
Davidson Contributions	2,142,000	1,470,000	3,612,000	1,970,000	1,655,000	3,625,000	172,000	(185,000)	(13,000)
Tuition	-	1,118,500	1,118,500	-	650,000	650,000	-	468,500	468,500
State of Nevada	1,283,150	131,250	1,414,400	1,220,000	-	1,220,000	63,150	131,250	194,400
Other Activities	155,000	-	155,000	140,000	-	140,000	15,000	-	15,000
TOTAL REVENUE	3,580,150	2,719,750	6,299,900	3,330,000	2,305,000	5,635,000	250,150	414,750	664,900
Classroom	1,901,340	1,719,155	3,620,495	1,776,825	1,317,320	3,094,145	124,515	401,835	526,350
Guidance & College Advising	371,340	199,415	570,755	344,600	126,620	471,220	26,740	72,795	99,535
Assessment/Curriculum/IT	269,080	189,300	458,380	289,960	303,860	593,820	(20,880)	(114,560)	(135,440)
Legal/Audit/Liability Insur.	47,390	43,650	91,040	84,040	6,500	90,540	(36,650)	37,150	500
Admin & Records	444,925	290,410	735,335	318,660	243,005	561,665	126,265	47,405	173,670
IT/PR/Fiscal/HR	248,830	267,045	515,875	196,210	295,005	491,215	52,620	(27,960)	24,660
Building/Security/Safety	410,995	-	410,995	399,600	-	399,600	11,395	-	11,395
Shuttle & Transport	77,410	-	77,410	104,560	-	104,560	(27,150)	-	(27,150)
Indirect	26,715	9,720	36,435	49,545	6,485	56,030	(22,830)	3,235	(19,595)
TOTAL EXPENDITURES	3,798,025	2,718,695	6,516,720	3,564,000	2,298,795	5,862,795	234,025	419,900	653,925
Less Non-Cash Items:									
Prepaid Rent	196,170	-	196,170	196,170	-	196,170	-	-	-
Depreciation	48,430	2,840	51,270	45,590	-	45,590	2,840	2,840	5,680
NET FUND BALANCE	26,725	3,895	30,620	7,760	6,205	13,965	18,965	(2,310)	16,655

Steve Sisolak
Governor

Jhone M. Ebert
Superintendent of Public
Instruction



Southern Nevada Office
2080 East Flamingo Rd,
Suite 210
Las Vegas, Nevada 89119-0811
(702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101

Charter School Budget

DAVIDSON ACADEMY OF NEVADA herewith submits the **FINAL**
budget for the fiscal year ending June 30, 2022

This budget contains 1 governmental fund types with estimated expenditures of \$ 6,516,720
0 proprietary funds with estimated expenses of \$ 0.

Per NAC 387.715 through 735

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

I, Robert M. Davidson
(Print Name of Governing Board President)

(Signature of Governing Board President)

certify that all applicable funds and financial
operations of this Local Government are
listed herein

Signed _____

Dated: _____

APPROVED BY THE GOVERNING BOARD

SCHEDULED PUBLIC HEARING:

Date and Time: May 10, 2021 at 2:00 pm

Publication Date 4/30/2021

Place: 1164 N. Virginia St (Davidson Academy UNR campus)
Reno, Nevada (virtual attendance by public)

Form 1
2/9/2021

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/20	WEIGHTED ACTUAL CURRENT YEAR ADE ENDING 06/30/21	WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/22
1. Pre-kindergarten (NRS 387.123)	x .6 = 0.0	x .6 = 0.0	x .6 = 0.0
2. Kindergarten	x .6 = 0.0	x .6 = 0.0	x .6 = 0.0
Kindergarten	x 1 = 0.0	x 1 = 0.0	x 1 = 0.0
3. Elementary			
4. Secondary	145	169	160
5. Ungraded			
6. Subtotal	145.0	169.0	160.0
7. Students transported into Nevada from out-of-state			
8. Students transported to another state			
9. Total WEIGHTED enrollment	145.0	169.0	160.0
10. Hold Harmless			169.0

11. Basic support per pupil amount, Year Ending 06/30/22		6,155	
Actual 2021 per pupil amount used for budgeting purposes	WEIGHTED Est. SY20-21		Use rates below:
	ADE	Subtotal	Reference amounts for #12 Estimate: "Outside Revenue"
School District	2021		
Carson City	7,305	\$14,610	1,326
Churchill	7,126	\$0	1,335
Clark	6,135	\$30,675	1,268
Douglas	6,147	\$12,294	3,644
Elko	8,018	\$0	1,634
Esmeralda	21,491	\$0	6,205
Eureka	9,016	\$0	19,891
Humboldt	7,245	\$0	2,304
Lander	4,602	\$0	9,281
Lincoln	12,335	\$0	1,958
Lyon	7,836	\$23,508	1,086
Mineral	10,087	\$0	1,661
Nye	7,973	\$0	2,021
Pershing	10,037	\$0	3,659
Storey	3,786	\$0	13,823
Washoe	6,109	\$959,113	1,551
White Pine	9,165	\$0	2,259
Multidistrict	169.0	\$1,040,200	6,155
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.		\$2,214	
13. Total basic support for enrollee including outside revenue		Total Weighted-#9 \$ 1,339,077.87	Hold Harmless-#10 \$ 1,414,401.00
14. Estimated dollar value of special education weighted funding		\$0	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)		Total Weighted \$ 1,339,077.87	Hold Harmless \$ 1,414,401.00

Fiscal Year 2021-2022 Charter School DAVIDSON ACADEMY OF NEVADA

Form 2 Enrollment - DSA

2/10/2021

= Schedule BB

Form 3		(1)	(2)	(3)	(4)	(4)
DAVIDSON ACADEMY OF NEVADA		ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING 06/30/22		AMENDED
REVENUE		YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
		06/30/20	06/30/21	APPROVED	APPROVED	APPROVED
1000	LOCAL SOURCES					
1100	Taxes					
1110	Ad Valorem Taxes					
1111	Net Proceed of Mines					
1120	Sales & Use/School Support Taxes					
1140	Penalties & Interest on Tax					
1150	Residential Construction Tax					
1190	Other					
1200	Revenue from Local Govmt Units other than School Districts					
1300	Tuition					
1310	Tuition from Individuals	271,737	625,000	1,118,500	1,118,500	
1320	Tuition-other Govt sources within State					
1330	Tuition-other Govt sources out of State					
1400	Transportation Fees					
1410	Trans Fees from Individuals					
1420	Trans Fees - other Govt within State					
1430	Trans Fees - other Govt out of State					
1440	Trans Fees - Other Private Sources					
1500	Investment Income					
1600	Food Services					
1610	Daily Sales - Reimbursable Program					
1620	Daily Sales - Non-Reimbursable Program					
1630	Special Functions					
1650	Daily Sales - Summer Food Program					
1700	Direct Activities					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rent					
1920	Donations	2,911,143	3,000,000	3,612,000	3,612,000	
1930	Gains/Loss on Sales of Capital Assets					
1940	Textbook Sales & Rentals					
1950	Misc Revenues from Other Districts					
1951	Charter School Fees portion of code 1951					
1960	Misc Revenues from Other Local Govt					
1970	Operating Revenues					
1980	Refund of Prior Year's Expenditures					
1990	Miscellaneous - local sources	59,084	46,000	155,000	155,000	
TOTAL LOCAL SOURCES		3,241,964	3,671,000	4,885,500	4,885,500	0
3000	REVENUE FROM STATE SOURCES					
3100	Unrestricted Grants-in-Aid					
	State Education Funding					
3110	Distributive School Account (DSA)	1,158,968	1,306,500	1,414,400	1,414,400	
3115	Special Ed portion of DSA					
3200	State Govt Restricted Funding					
3210	Special Transportation					
3220	Adult High School Diploma Program Fnd					
3230	Class Size Reduction	1,398				
3800	Revenue in Lieu of Taxes					
3900	Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES		1,160,366	1,306,500	1,414,400	1,414,400	0

DAVIDSON ACADEMY OF NEVADA

Budget Fiscal Year 2021-2022

Form 3 Revenues

Page 1 of 2

2/10/2021

		(1)	(2)	(3)	(4)	(4)
		ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING 06/30/22		AMENDED
REVENUE		YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
		06/30/20	06/30/21	APPROVED	APPROVED	APPROVED
4000	FEDERAL SOURCES					
	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4100						
4103	E-Rate Funds					

Davidson Academy

1164 N. Virginia Street, Second Floor, Reno, Nevada 89503 • (775) 682-5800 • FAX (775) 682-5801
www.davidsonacademy.unr.edu

4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300	Restricted Grants-in-Aid Direct - Fed					
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800	Revenue in Lieu of Taxes					
4900	Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES		0	0	0	0	0
OTHER RESOU FUND		(1)	(2)	(3)	(4)	(4)
		ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 06/30/22 TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000	OTHER FINANCING SOURCES					
5100	Issuance of Bonds					
5110	Bond Principal					
5120	Premium of Discount on the Issuance of Bonds					
5200	Fund Transfers In					
5300	Proceeds from the Disposal of Real or Personal Property					
5400	Loan Proceeds					
5500	Capital Lease Proceeds					
5600	Other Long-Term Debt Proceeds					
6000	Other Items					
6100	Capital Contributions					
6200	Amortization of Premium on Issuance of Bonds					
6300	Special Items					
6400	Extraordinary Items					
TOTAL OTHER SOURCES		0	0	0	0	0
8000 OPENING FUND BALANCE						
Reserved Opening Balance		1,629,450	1,403,595	1,168,795	1,168,795	
Unreserved Opening Balance		129,433	26,157	51,637	51,637	
TOTAL OPENING FUND BALANCE		1,758,883	1,429,752	1,220,432	1,220,432	0
Prior Period Adjustments						
Residual Equity Transfers						
TOTAL ALL RESOURCES		6,161,213	6,407,252	7,520,332	7,520,332	0

Budget Fiscal Year 2021-2022

DAVIDSON ACADEMY OF NEVADA

Budget Fiscal Year 2021-2022

Form 4 Expenditures

2/10/2021

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 06/30/22			
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED	
450 Gifted and Talented Programs						
1000 Instruction						
100 Salaries	1,517,093	2,004,000	2,399,240	2,399,240		
200 Benefits	459,986	603,870	849,640	849,640		
300/400/500 Purchased Services	379,212	116,500	238,910	238,910		
600 Supplies	102,776	101,000	129,065	129,065		
700 Property	0	0	0	0		
800 Other	2,843	1,000	3,640	3,640		
2100-2600, 2900 Other Support Services						
100 Salaries	1,191,010	1,380,000	1,426,130	1,426,130		
200 Benefits	337,352	380,300	421,090	421,090		
300/400/500 Purchased Services	549,021	413,150	777,980	777,980		
600 Supplies	85,500	70,000	137,140	137,140		
700 Property	41,708	71,000	45,590	45,590		
800 Other	5,907	18,000	10,885	10,885		
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services	58,950	28,000	77,410	77,410		
600 Supplies						
700 Property						
800 Other						
450 TOTAL Gifted & Talented Programs	4,731,358	5,186,820	6,516,720	6,516,720		0
300 Vocational & Technical Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
300 Total Vocational & Technical Prog	0	0	0	0		0

DAVIDSON ACADEMY OF NEVADA

Budget Fiscal Year 2021-2022

Form 4 Expenditures

2/10/2021

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 06/30/22 TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION & CONSTR	0	0	0	0	0
5000 Debt Service					
000 TOTAL UNDISTRIBUTED EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	4,731,358	5,186,820	6,516,720	6,516,720	0
6300	XXXXXXXXXXXXXX				
Contingency (not to exceed 3% of	XXXXXXXXXXXXXX				
Total Expenditures)	XXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance	1,403,595	1,168,795	972,000	972,000	
Unreserved Ending Balance	26,157	51,637	45,000	45,000	
TOTAL ENDING FUND BALANCE	1,429,752	1,220,432	1,017,000	1,017,000	0
TOTAL APPLICATIONS	6,161,110	6,407,252	7,533,720	7,533,720	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	155,605	195,502	195,502	0
	Calculated Total Ending Fund Balance:	1,429,855	1,220,432	1,003,612	1,003,612	0

DAVIDSON ACADEMY OF NEVADA

Budget Fiscal Year 2021-2022

Form 4 Expenditures

2/10/2021

TENTATIVE BUDGET 2021-2022		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS	
PROGRAM EXPENDITURES					
100 Regular	0	0	0	0	0
200 Special	3,825,370	1,270,730	1,420,620	6,516,720	
300 Vocational	0	0	0	0	0
400 Other PK-12	0	0	0	0	0
500 Nonpublic School					0
600 Adult Education					0
800 Community Services	0	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0	0
PROGRAM TOTALS	3,825,370	1,270,730	1,420,620	6,516,720	
000 Undistributed Expenditures					
2000 Support Services	0	0	0	0	0
3100 Food Service	0	0	0	0	0
4000 Facility Acquisition and Construction			0	0	0
5000 Debt Service			0	0	0
6300 Contingency				0	0
8000 Ending Balance					0
UNDISTRIBUTED TOTALS	0	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	3,825,370	1,270,730	1,420,620	6,516,720	
FINAL BUDGET 2021-2022		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS	
PROGRAM EXPENDITURES					
100 Regular	0	0	0	0	0
200 Special	3,825,370	1,270,730	1,420,620	6,516,720	
300 Vocational	0	0	0	0	0
400 Other PK-12	0	0	0	0	0
500 Nonpublic School	0	0	0	0	0
600 Adult Education	0	0	0	0	0
800 Community Services	0	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0	0
PROGRAM TOTALS	3,825,370	1,270,730	1,420,620	6,516,720	
000 Undistributed Expenditures					
2000 Support Services	0	0	0	0	0
3100 Food Service	0	0	0	0	0
4000 Facility Acquisition and Construction			0	0	0
5000 Debt Service			0	0	0
6300 Contingency				0	0
8000 Ending Balance					0
UNDISTRIBUTED TOTALS	0	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	3,825,370	1,270,730	1,420,620	6,516,720	

DAVIDSON ACADEMY OF NEVADA

Budget Fiscal Year 2021-2022

Form 5 Exp Summary

Page 1 of 1

2/10/2021

Form 6 **PROPRIETARY OR ENTERPRISE FUND**

DAVIDSON ACADEMY OF NEVADA

Fund: REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22	
			TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
1300 Tuition				
1400 Transportation Fees				
1500 Investment Income				
1600 Food Services				
1700 Direct Activities				
1800 Community Service Activities				
1900 Other Revenues				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3200 State Govt Restricted Funding				
TOTAL STATE SOURCES	0	0	0	0
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300 Restricted Grants-in-Aid Direct - Fed				
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES	0	0	0	0
5000 OTHER FINANCING SOURCES				
5200 Fund Transfers In				
5300 Proceeds from the Disposal of Real or Personal Property				
5400 Loan Proceeds				
5500 Capital Lease Proceeds				
5600 Other Long-Term Debt Proceeds				
6000 Other Items				
TOTAL OTHER SOURCES	0	0	0	0
8000 OPENING FUND BALANCE				
Reserved Opening Balance				
Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE	0	0	0	0
TOTAL ALL RESOURCES	0	0	0	0

DAVIDSON ACADEMY OF NEVADA

Budget Fiscal Year 2021-2022

Form 6 Proprietary/Enterprise

Page 1 of 2

2/10/2021

Form 6 Proprietary/Enterprise	(1)	(2)	(3)	(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/22	
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/20	CURRENT YEAR ENDING 06/30/21	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

DAVIDSON ACADEMY OF NEVADA

Budget Fiscal Year 2021-2022

Form 6 Proprietary/Enterprise

Page 2 of 2

2/10/2021

DAVIDSON ACADEMY OF NEVADA

REPORT FOR ALL FUNDS		2021-2022	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
REVENUES	Revenue CODES		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
Nevada Individuals	1310/1410		1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind
Nevada School Districts	1321/1421		1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD
Out-of-state Individuals	1310/1410					
Out-of-State School Districts	1331/1431					
			\$0	\$0	\$1,118,500	\$0

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes				
100 - Regular Programs		561	511	562	512
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		\$0	\$0	\$0	\$0

DAVIDSON ACADEMY OF NEVADA

Budget Fiscal Year 2021-2022

FORM 8 - TUITION and TRANSPORTATION

2/10/2021

FORM 9 FUND TRANSFERS

DAVIDSON ACADEMY OF NEVADA

LOBBY EXPENSES 2021-2022

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity: The Davidson Academy does not engage in lobbying activities. A registered lobbyist does monitor legislative a

2. Funding Source: _____

3. Transportation \$ -

4. Lodging and meals \$ -

5. Salaries and Wages \$ -

6. Compensation to lobbyists \$ -

7. Entertainment \$ -

8. Supplies, equipment & facilities; other personnel and services spent in Carson City \$ -

Total \$ -

Entity: _____

Lobbying Expense Estimate,

DAVIDSON ACADEMY OF NEVADA

Budget Fiscal Year 2021-2022

Form 10 LOBBY EXPENSE

2/10/2021

School Name: DAVIDSON ACADEMY OF NEVADA
Budget: Tentative

Select whether this budget is Tentative, Final or Amended from the drop down box in cell B2.

Projected Cash Flow

Projected Cash Flow

2021-2022	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET	TOTAL REVENUES FROM FORM 3	VARIANCE
REVENUES															
DSA (Basic Support)		353,600			353,600			353,600						1,414,400	
DSA Sponsorship Fee															
State Special Ed															
IDEA - Early Childhood (Part C)															
IDEA - Special Education (Part B)															
Title I															
Title II															
Title III															
Bully Prevention (SB504)															
Pre K															
E-Rate Funds															
Gifted and Talented															
SPCSA Charter Loan															
Tuition	279,625	279,625	38,950	38,950	38,950	279,625	38,950	38,950	38,950	38,950	38,925	317,000	1,118,500		
Local	250,000	250,000	350,000	350,000	250,000	250,000	350,000	350,000	350,000	350,000	350,000	317,000	3,767,000		
Total Revenues	529,625	883,225	389,950	389,950	643,550	529,625	389,950	743,550	389,950	389,925	703,600	317,000	6,299,900	6,299,900	
Total Revenues Y-T-D	529,625	1,412,850	1,802,800	2,192,750	2,836,300	3,365,925	3,755,875	4,495,425	4,889,375	5,279,300	5,982,900	6,299,900			
Percent of Revenues Y-T-D	8.41 %	22.43 %	28.62 %	34.81 %	45.02 %	53.43 %	59.62 %	71.42 %	77.61 %	83.80 %	94.97 %	100.00 %			
EXPENDITURES															
Salaries	300,780	318,780	323,780	323,780	323,780	318,780	318,780	323,780	323,780	323,780	323,780	301,780	3,825,370		
Benefits	99,915	105,894	107,555	107,555	107,555	105,894	105,894	107,555	107,555	107,555	107,555	100,250	1,270,730		
Purchased Services	5,000	20,000	40,000	25,350	25,350	30,000	40,000	30,000	25,350	25,350	25,350	5,000	296,720		
Supplies	35,000	35,000	20,135	20,135	20,135	20,135	20,135	20,135	20,135	20,135	20,125	15,000	266,205		
Other	45,690												45,690		
Property	200,000	19,690	100	100	100	100	100	100	100	100	100	100	218,690		
Dues & Fees	1,200	1,200	1,200	1,200	1,200	1,325	1,200	1,200	1,800	1,200	1,200	600	14,525		
Professional Services	35,000	51,000	51,000	51,000	51,000	51,000	51,000	51,890	51,000	51,000	51,000	35,000	580,890		
Total Expenditures	722,485	547,564	543,770	529,120	529,120	527,234	537,109	534,660	529,720	529,120	529,080	457,740	6,516,720		
Total Expenditures Y-T-D	722,485	1,270,048	1,813,818	2,342,938	2,872,058	3,395,292	3,936,401	4,471,060	5,000,780	5,279,900	6,098,980	6,516,720			
Percent of Expenditures Y-T-D	11.09 %	19.49 %	27.83 %	35.95 %	44.07 %	52.16 %	60.40 %	68.61 %	76.74 %	84.86 %	92.88 %	100.00 %			
Net Change	(192,860)	335,661	(153,820)	(139,170)	114,430	2,391	(147,159)	208,890	(139,770)	(139,195)	174,520	(140,740)	(216,820)		
Net Change Y-T-D	(192,860)	142,802	(11,016)	(150,188)	(35,758)	(33,307)	(180,526)	26,365	(111,405)	(250,600)	(76,080)	(216,820)			
Percent of Net Change Y-T-D	88.95 %	(65.86) %	5.08 %	69.27 %	16.49 %	15.39 %	83.26 %	(13.09) %	51.38 %	115.58 %	35.09 %	100.00 %			

Projected Cash Balance

Projected Cash Balance

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET
Net Change in Cash (FB)	(192,860)	335,661	(153,820)	(139,170)	114,430	2,391	(147,159)	208,890	(139,770)	(139,195)	174,520	(140,740)	(216,820)
Begin Cash Balance(FB)	1,220,432	1,027,572	1,365,234	1,209,414	1,070,244	1,184,674	1,187,065	1,039,906	1,248,797	1,109,027	969,832	1,144,352	
End Cash Balance (FB)	1,027,572	1,363,234	1,209,414	1,070,244	1,184,674	1,187,065	1,039,906	1,248,797	1,109,027	969,832	1,144,352	1,003,612	(216,820)

Davidson Academy

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