



**Governing Board Meeting
Thursday, May 25, 2023**



NOTICE OF MEETING

The regular meeting of the Governing Board of the Davidson Academy will be held starting at 2 p.m. on Thursday, May 25, 2023.

This public meeting will be held via videoconference and there will be no physical location for the meeting. Members of the public wishing to hear and observe the meeting may do so using the following link: <https://davidsonacademy-unr-edu.zoom.us/j/94817514027>.

Public comment for this meeting will be received via email, videoconference participation, and telephone. Those wishing to provide public comment via email may email their public comments to boardcomments@davidsonacademy.unr.edu. All public comments received via email before and during the meeting will be forwarded to the Governing Board of the Davidson Academy for their consideration and will be included in the public record as minutes but will not be read aloud during the meeting. Those wishing to provide live public comment via videoconference may do so using the following link <https://davidsonacademy-unr-edu.zoom.us/j/94817514027>. Those wishing to provide live public comment via telephone may dial +1 669 900 6833 and use Webinar ID: 948 1751 4027.

AGENDA

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 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.

The Davidson Academy

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www.davidsonacademy.unr.edu

E. APPROVAL OF MINUTES: Meeting of February 16, 2023 *(for possible action)*

F. REPORTS*

1. ACADEMY DIRECTOR*
 - a. General Program Updates
 - b. College Planning Updates
2. MEDIA AND OUTREACH*

G. GENERAL BUSINESS *(for possible action)*

1. Review, discuss, and possibly approve Amended budget for Fiscal Year 2022-2023.
2. Review, discuss, and possibly approve engagement of auditors Holthouse Carlin & Van Trigt to conduct required annual audit of financials by independent third party.
3. Review, discuss, and possibly approve budget for Fiscal Year 2023-2024, presented as a tentative budget at public budget hearing on May 15, 2023.

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)*

Meeting Dates for 2023

- **Thursday, September 21, 2023, at 2:00 p.m.**
- **Thursday, November 16, 2023, at 2:00 p.m.**

**CERTIFICATE OF POSTING
OF THIS NOTICE**

I hereby certify that In accordance with NRS 241.020, on or before Monday, May 22, 2023, at 9:00 a.m., a copy of this notice 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 notices; a copy of this notice was emailed to each person who agreed to receive copies of Davidson Academy Governing Board meeting notices 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/>). A physical copy was posted at the Davidson Academy, Reno NV, per NRS 241.020.

/s/ Aimee Fredericks
Governing Board Clerk
Email: afredericks@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. Susan Enfield, 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/) (<http://www.DavidsonAcademy.UNR.edu/>).

Minutes of the Meeting
The Davidson Academy Governing Board
February 16, 2023

Call to Order

The regular meeting of the Governing Board of the Davidson Academy was called to order at 2:01 p.m. This public meeting was held by videoconference allowing members of the public to hear and observe the meeting. Members of the public were invited to provide comments by telephone, through videoconference, or by email.

A. Roll Call

Roll call was completed by Meeting Chair, Mark Herron. In attendance were Bob Davidson, Roger Davidson, Annette Whittemore (joined meeting at 2:18 pm), Lauralyn McCarthy-Sandoval, and Brian Krolicki. Also, present were Academy Director, Colleen Harsin; Governing Board Clerk, Aimee Fredericks; and IT Support, Ben Brown. Richard Trachok, Brian Sandoval, Susan Enfield and Jhone Ebert were not present. Following completion of roll call, a quorum of voting members was confirmed.

B. Welcome and Introduction

Mark Herron welcomed Board Members and members of the public in attendance.

C. Public Comment

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

Mark Herron stated that this meeting would be held without a physical location, but in compliance with Nevada legislation, was available for visual participation, and audio call-in for public comments. He referenced the public comment details provided in the agenda and confirmed that public comments, if made, would be received by email or by telephone. No comments were received.

D. Approval of Agenda

Mark Herron requested a motion to approve the meeting agenda. Motion was made and seconded for approval of the meeting agenda as submitted. Motion carried unanimously.

E. Approval of Minutes

Mark Herron requested approval of the minutes for the meeting of November 14, 2022, included in the board book for this meeting. 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

Colleen Harsin reported that students participated in school Spirit Week, which included several fun club events such as the GECKO Club garage sale that raised money for Keep Truckee Meadows Beautiful, Student Council held potluck in celebration of the Lunar New Year, and a family social and game night was held. A “melting ice” event allowed students to get to know each other better.

Concerning admissions for the 2023-24 school year, Ms. Harsin reported that ten eligible applicants had completed readiness assessments to date. Of those applicants seven were accepted and three were not offered admission. She complimented the efforts of Davidson Institute in supporting applicants to all Davidson programs through their collaboration with Northwestern Center for Talent Development and Khan Academy in offering testing options of a proctored online SAT and local in-person offerings of the PSAT 8/9.

Ms. Harsin reported that all eleven, Davidson Academy National Merit semi-finalists have now been confirmed as finalists. Upcoming competitions include Science Olympiad with a full high school team, a second almost full high school team and a full middle school team. Davidson Academy teams have held second place in Science Olympiad competitions, which is commendable as a small school, as they typically compete against large high schools that have up to four teams of 15. Eleven DECA participants will travel to Florida for the international competition. Math competitions will begin over spring break.

2. Media and Outreach

Davidson Academy “PALs” are working on a school program for conflict resolution. Two student co-editors wrote a student newspaper, “The Phoenix Focus,” included in the board books. The co-editors are completing fundraising efforts in support of future editions of the paper.

Academy staff continues to monitor and improve website metrics for online visibility of the Davison Academy.

G. Public Comment

There were no comments from the public at this time.

H. Adjournment

Mark Herron let the Board know that the Davidson Academy Budget would be presented at the next meeting of the Board on Thursday, May 25, 2023.

There being no further business coming 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 2:38 p.m.

Respectfully submitted by Aimee Fredericks, Governing Board Clerk

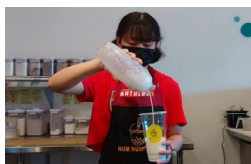
Unapproved

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THE PHOENIX FOCUS

Student Publication of the Davidson Academy

Vol. 1 Issue 2

Spring 2023

Space Race! Academy Considers Current Space Needs

By Max Grinstein '24

A lot has changed at the Davidson Academy since 2008. The Recession has come and gone. Myspace is out of style, and you would be hard pressed to find anyone with a BlackBerry.

But one thing has remained constant: the Academy's physical presence on the University campus. Indeed, the school has occupied the same space for nearly 15 years, since first moving in to the second floor of the Jot Travis Building for the 2008-2009 school year after a previous stint in the PBS Reno Building. Over that same period—while the school has yet to physically expand—enrollment has more than doubled.

The Academy's relatively small size has presented a number of challenges for growth. Many teachers have to move from class to class because of the limited number of classrooms, and there are only so many lockers to accommodate a naturally growing enrollment.

In response to these concerns, Academy and Univer-

sity leaders have proposed several potential solutions. In the short term, one such solution would be to host larger classes in University lecture halls.

"University space is difficult to get," Academy Director Colleen Harsin said. "UNR is working with us to offer a class space here and there for larger classes."

While this plan would allow for increased flexibility and class sizes, it has been met with mixed reactions among members of the Academy community about its practicality. While the University has offered two classrooms in the William J. Raggio Building, the school is unlikely to take them up on the offer given the difficulties of moving students to and from the Academy.

Several students, including sophomore Luke Metzidakis, noted that having to walk to a University lecture hall would not diverge significantly from the status quo.

"We are already walking to UNR classes, so this plan wouldn't be any different," Metzidakis said.



Students wait for the shuttle after the end of the school day. Photo by Kentia Kalanaki

Not everyone shares Metzidakis's view.

"If we do get another building or lecture hall, it would be a challenge to maintain school culture," Instructor Jon Lawhead said, noting that there would be logistical problems walking students to and from a lecture hall in sixty-minute periods.

In the long term, Harsin is focused on how the school could expand into the Jot Travis Building. Presently, the building has four prin-

cipal occupants: the Academy, the Overlook food court, the Department of Art, Art History and Design and the University's Honors College.

"We are an entity that occupies the majority of this building, and the University is well aware that we are interested in occupying more," Harsin said. "In the long term, if the Honors College finds a new home, we want that space."

The Academy, the Art Department, and the Hon-

ors College have already paid for renderings for the school to add classrooms on the first floor of the Jot Travis Building. Efforts are being made to create a way for students to not have to exit the building while traveling from class to class.

While preliminary action has been taken to explore expansion, these plans are still in their infancy.

Justin Reginato, Associate Vice President for Facilities Services at the University of Nevada, Reno, said that the Honors College is currently in the process of exploring expansion options. **EXPANSION Page 3**



Academy faculty and staff look over assessment essays. From left: Megan Hightower, Dr. Jan De Jong, Sara Kwasna, Director of Curriculum and Instruction Erin Vienneau. Photo by Weina Lu

Assessments Back In Person After COVID

By Geo Kim '27

If you applied for the Academy during or after the spring of 2020, your experience with assessments should have been online; however, those who came earlier would know that originally, assessments happened in person. After the pandemic began, COVID-19 made in-person assessments unsafe and impractical, which prompted the decision to move assessments online.

After submitting an application, if it is reviewed and accepted, a student is offered an assessment date, in which the student's family would travel to Reno. The process is similar to online assessments, in which after their application meets published eligibility criteria, the student would be assigned an assessment date in which they would have to take the assessment via online resources and Zoom over the course of a day or two. Erin Vienneau, Direc-

tor of Curriculum and Instruction, played a key role in the effort of making sure the online assessments were as similar to the in-person ones as possible.

However, as many have witnessed during online learning, there are still differences between being in the room and not. One key difference is that it is easier for proctors to monitor the affective traits of applicants.

Owen Chang, a freshman, says that if given the

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Davidson Academy Varsity, Junior Varsity Teams Dominate at 32nd Annual Nevada Science Bowl Competition

Live From Vegas for Front Row Seat to First In Person Event in Three Years

By Emmy Bonser '24

Returning to in-person competition in Las Vegas has done little to shake the Davidson Academy's science bowl streak. The early February competition marks the fourth consecutive win for the Academy's Varsity team and the third consecutive 2nd place finish for the JV team. While this year's finals round was not filmed, both Academy teams certainly put on a show worthy of the small screen.

Although sophomore Dallin Guisti and freshmen Ethan Chan and Alexander Weaver are all science bowl veterans, juniors Jonathan McDow and Bijan Taheri had never competed in-person before. Nonetheless, all five got a chance to buzz on toss-ups and contribute on bonuses. "There was this bonus we got about 'amplified light,' and we all simultaneously went 'LASER!' and laughed for some reason," Ethan said.

As I watched the JV team play, I was struck by how they worked on math and physics bonuses. While the Varsity team often has one, maybe two people working on bonus questions at a time, all four in-game players on JV would work together to come up with an answer.

This tight-knit teamwork led the team through all the stages of the competition, from large-margin round-robin victories to stunning double elimination comebacks. "There was...one later round where we were down at the half, which was a bit stressful," JV captain Alexander said, "but we stayed calm and were able to win the round."

"That school was out buzzing them on a lot of the questions during the first half," said Yajur Chandar, a member of the Varsity team who watched the match, "but on the second half [the other team] just kind of died....It was 50-12 at the half, and it looked kind of hopeless, but [JV] came back."

Even a hundred-point loss against Clark High School did nothing to shake their momentum. Even when the two teams had a rematch in semifinals, JV stayed calm. Despite that earlier loss, the team kept the game close until the end, pulling ahead on the last few questions and securing a third Davidson sweep. "[Making finals] was kind of a surprise," Ethan said.

After seventh place in the National Fall Science Bowl League, second at the MIT invitational, and a wide margin of victory against Georgia's Lakeside High School in a scrimmage the week before, the Academy's Varsity team was poised to dominate the other Nevada teams. Sure enough, the scores followed: 204-4, 254-4, 198-20.

The most striking difference between head-to-head science bowl and the hand raise bowl of the COVID-19 pandemic is speed, and for teams used to the much slower pace of hand raise, the Varsity team's lightning speed must have looked inhuman. The first round alone, only four of the team's fifteen buzzes were after the moderator had finished the question.

"It can be really fun to completely blow a team out of the water," said senior Alan Kappler, the team's math specialist.

However, our momentum stalled in elimination rounds; questions got harder, and we were getting tired. Semifinals in particular, I remember feeling like I needed a nap: lunch had just worn off, and only playing every other timeslot meant that there was no way to build up a good rhythm. The match was close the entire time, our perennial rivals from Clark High School always a few points ahead. I'd hesitate a millisecond, and in that fraction of a second, their captain would buzz in ahead of me.

As time was running out, we were ahead but barely: eight points, with fourteen on the table. Less than a second of hesitation later, the

gap closed to four. "If [Clark had gotten] that bonus, they would've won," Yajur said.

Even Alan and Arvind, the otherwise nonchalant seniors, agree that the game-deciding bonus against Clark was the most stressful moment of the competition.

Going into finals, we were still rattled by the narrow win. Even though our team usually starts strong and dominates the first half, we were playing sloppy. Several careless wrong answers gave ample opportunity for JV to pull ahead. Fortunately, a second-half string of five tossups and three bonuses

let us make up for our half-time deficit and then some.

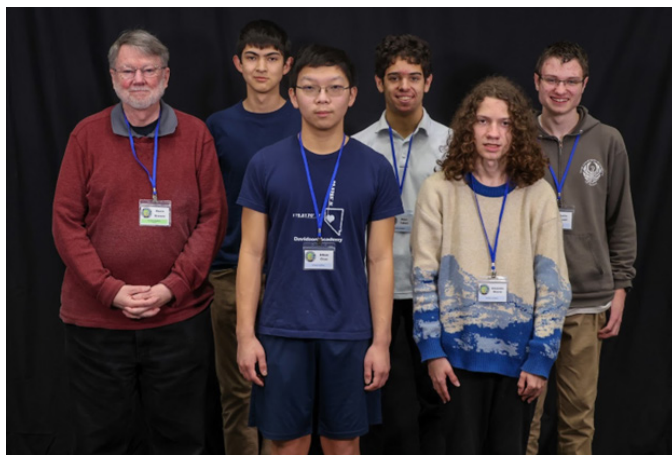
We may have won the match, but the JV team will likely never let us live down that first half. "My favorite moment of the competition was probably when we were ahead of the [Varsity] team," said Alexander.

"[I'll always remember being] ahead of the [Varsity] team at halftime," Ethan agreed.

While the 2023 Science Bowl season is over for the JV team, Alan, Akshansh, Arvind, Yajur and I will be flying to Washington DC in April for the National tournament, where we will

face off against teams from across the country. For all five of us, this trip will be special: Alan's only in-person Nationals, Arvind's last Nationals, Yajur's high school debut, and my and Akshansh's first trip to DC since 2019.

Before then, we will be attending the prestigious, by-invitation-only Olympus Competition, where we'll be rematching our most challenging opponents from throughout the season, including Varsity teams from Buchholz High School, Enloe Magnet High School and The Westminster Schools.



Academy teams stand for their official team portraits. TOP: Junior Varsity, left to right: Coach Dr. Kevin Brewer, junior Jonathan McDow, freshman Ethan Chan, junior Bijan Taheri, freshman Alexander Weaver (captain), sophomore Dallin Guisti. BOTTOM: Varsity, left to right: senior Arvind Murty, junior Emmy Bonser (captain), senior Alan Kappler, sophomore Akshansh Chauhan, freshman Yajur Chandar, coach Brett Guisti. Photos courtesy of Nevada Science Bowl

Broadband Connectivity Program Benefits Local Tribal Communities

By Kayla Lee '25

The Inter-Tribal Council of Nevada (ITCN) is set to receive a total of \$18.9 million from the National Telecommunications and Information Administration (NTIA) to expand Internet access to eleven tribal communities in the State, according to an August press release from then-Nevada Governor Steve Sisolak's office.

The Tribal Broadband Connectivity Program is part of the Federal Com-

munications Commission's (FCC) broader efforts to bridge the "digital divide" many tribal communities are faced with to build, upgrade and expand their broadband infrastructure. The program specifically aims to support broadband deployment and adoption on tribal lands, which often have limited connectivity due to their remote locations and challenging terrain.

"In the past two years, we have seen plainly and repeatedly just how im-

portant equitable access to high-speed, reliable internet and a connected device is for work, education, healthcare, and civic participation," former Governor Sisolak said. "We cannot and will not leave any community behind as we work to close the digital divide. I am proud that my Office of Science, Innovation and Technology partnered closely with the ITCN to successfully submit for these funds."

Now, it seems that digital equity, which is the assurance that people have equal opportunities to participate in the digital world, is becoming increasingly important for education, work, healthcare and civic engagement.

According to Behzad Zamanian, Chief Information Officer for Washoe County, digital equity should inherently encompass e-connectivity, which is a modern necessity in everyday life.

"The COVID-19 pandemic shed light on what many Americans already knew ... access to the internet is a necessity for everyday life," Zamanian said. "Broadband programs [for tribal communities] ... will provide an investment that will create an economy where Americans can participate from anywhere."

In a world where digital literacy is a standard rather than an advantage, the urgency of digital equity, as described by Zamanian, increases exponentially. By this explanation, it is unsurprising that digital accessibility is one of the hottest modern policy focuses.

In Nevada, the Tribal Broadband Connectivity Program has been particularly transformative to the Washoe Tribe of Nevada and California, including the Carson Colony, Woodfords, Stewart and Dressler-ville communities, and the Reno-Sparks Indian Colony, all of which the ITCN funds for their broadband infrastructure projects.

In the Washoe Tribe of Nevada and California, Chairman Serrell Smokey discusses how the program has enabled the communi-



Serrell Smokey, Chairman of the Washoe Tribe of Nevada and California and President of the Inter-Tribal Council of Nevada. Photo courtesy of the Washoe Tribe of Nevada and California

ty to teach the Washoe language online through virtual classes, which has greatly helped cultural preservation efforts. He explains that the Tribe has also used high-speed internet to connect with other Indigenous communities across the country, sharing digital resources and working together to preserve and promote native cultures.

"This proves to other states this can be done, [serving as a template for] other Tribes to be able to access their lands across the nation," Smokey said.

Similarly, the program has been a "lifeline" for the Reno-Sparks Indian Colony, which received a \$2.2 million grant to build a fiber optic network that now provides high-speed inter-

net access to over 1,000 residents, as well as to schools, health clinics, and government buildings within the community.

The colony has used this new and improved e-connectivity to empower indigenous artists and craftspeople by providing them with a platform to showcase and sell their work to not only a national audience, but an international audience.

Just two months ago, Nevada tribes were awarded \$11.6 million for high-speed internet, which will connect over 800 homes on tribal lands in Nevada. Nevada has allocated 41% of its total funding under the Capital Project Funds (CPF) program, and plans for the remainder are under review.

School Expansion

Continued from Page 1

teacher work area into a new classroom. "That is the most efficient and expedient couple of options we have," Harsin said. "Over the summer we'll really be scrambling to get those classrooms created."

While a significant physical Academy expansion project is still several years away, that has not stopped students from dreaming about what they would like to see included. "A gym would be kind of nice," Metzidakis said. Junior Liam Dorn added that he would like to see more areas with couches for relaxation. But perhaps the most out-of-the-box suggestion came from freshman Daniel Varganov. "Davidson is in dire need of a water slide," he said.

In the meantime, plans are underway to convert the designated computer lab into a small general classroom, and to transform a significant portion of the

THE PHOENIX FOCUS

The Phoenix Focus is the student newspaper of the Davidson Academy of Nevada. Founded to promote public discourse and depict student life at the Academy, The Phoenix Focus embraces truth and freedom of expression. Ultimately we strive for our newspaper to be a lens that focuses and presents the information necessary to advocate for both school and civic accountability. The newspaper aims to provide truthful and ethical coverage of matters here in our school community, but also happenings in our city, state and country that may be of interest to our students.

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The Phoenix Focus welcomes Letters to the Editors that adhere to the Academy's core values of respect, integrity, and responsibility. We reserve the right to edit letters for content and clarity. Letters should be emailed to phoenixfocus@davidsonacademy.unr.edu.

Interested in joining our staff? Newspaper Club meets on Fridays during lunch in Room 244.

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4 | NEWS & FEATURES

Burnout's Slow Creep: Solutions Exist to Avoid Slide to Senioritis

By Jordan Chong '27

Academy students are familiar with the brutal world of academic competitions. But little know about the ruler of them all, where the objective is not to win but just to make it to the end. It runs annually under the name "Senior Year," and its organizers are not a group of powerful, cruel people but the education system. Giving up, as many do, is so ubiquitous that it has a special name: senioritis.

According to the Urban Dictionary, senioritis is a condition affecting high school seniors with symptoms of laziness, procrastination and lack of motivation. The more general manifestation is burnout, which can affect anyone from any grade.

Onset of burnout is not always instant but a slow decline, often coming along with procrastination. Freshman Ryan Nair offers personal experience from last semester – "I dreaded work so much that I wanted to distract myself." When you start to slack off, it can be hard to get back on track, and negative feelings towards work manifest.

While general explanations suffice, it is hard, es-



Seniors Nicholas Flach, Darsh Patel, Lucas Flach, and Arvind Murty relax in the Zen Den. Downtime allows students to decompress. Photo by Kentia Kalanaki

pecially for seniors, to avoid the elephant in the room: college applications.

"The college application process that you go through your senior year is so exhausting and taking so much energy and time," senior Samantha Glover said. Applying to just a handful of colleges can involve writing dozens of essays, on top of testing and other application materials. "It makes it hard to balance out your capacity to work on certain things," Glover said.

Perfectionism is another cause of burnout. Senior and Science Olympiad coach Madi Krieger offers

an analogy. "Let's say I decide to make brownies for my Science Olympiad kids. It's not just brownies, it's: should I add in a second or third swirl of flavor, or what toppings can I add in? And I know those are just brownies, but it's ... the idea that if I am not surpassing the expectations, that I've somehow failed," Krieger said.

It is not just work for others that can cause burnout, but also your own passions. Doing the things he is into, "for me is both a gift and a curse ... because I tend to work myself into the ground," junior Aidan Schneider said. Spending

too much time on even your passions can make you feel overworked. Work is still work, and while you might like doing some things more than others, you should still find time to take a break.

It is important to recognize that burnout doesn't only affect mental health. A lack of effort can also affect future opportunities, even after graduation. There are some people who do not push themselves, who "try to keep their condition very pristine, and the unfortunate truth of that is that you can't achieve your highest goals and you can't get very far," junior Eegan Ram said.

Not all hope is lost for a student experiencing burnout. The best solution is organization. Nair said he "started to work immediately after getting home, and then just, like, prioritizing which assignments are needed for which days, et cetera." To get done with your work, stop overthinking, and start doing it one step at a time.

One thing that helped Ram was to "list all of the things that I'm doing ... assignments, projects, everything, and go through them and prioritize: which ones are the most valuable, which ones are the least valuable?" Separating your tasks, focusing only on what's relevant and using your time wisely can help you get out of a rut. Counselor Laurie Parish's advice to a burnt-out student: "let's take a look at your calendar, and your time, and really see where we can be intentional."

When you experience burnout, it is also important to get outside assistance from a counselor or just let a friend know about it. What's most important is to try your hardest and recognize that the cycle of schoolwork will soon end. After all, the Urban Dictionary's cure for senioritis is "graduation."

Davidson Delivers Honors College Keynote

By Aadi Patwa '26

The Joe Crowley Student Union's Milt Glick Ballroom was abuzz with excitement on February 9th as Bob Davidson, founder of the Davidson Academy, took to the stage to deliver a keynote speech for the Honors College's 60th anniversary celebration.

The event provided an opportunity for an audience of over 250 students, staff and alumni to gain insights into Davidson's life journey and the creation of his education-based programs. Davidson began with anecdotes of his upbringing, including his parents' Scottish immigrant background and their work ethic on the family farm. He explained that his father, a high school graduate at 14, had an innovative approach to building

agricultural machines that influenced his own path, ultimately leading him to establish the Davidson Institute and manage various organizations.

Davidson shared how he started a small family company in 1978, which grew for seven years before becoming public in 1993. He later sold the company as he wanted to develop software for education. One of his first endeavors in this realm, Blizzard Entertainment, has since merged with Activision and been sold to Microsoft for over \$60 billion. His current venture is an avatar company that develops user representations with photo realistic faces.

Davidson emphasized the importance of education, particularly for gifted students. "[They] have unique talents and potential

that need to be nurtured and encouraged," he said. Davidson later discussed the Davidson Academy's commitment to providing a challenging and supportive environment for academic outliers to thrive, calling Principal Colleen Harsin, "the best principal in the United States."

Davidson discussed the founding idea behind the Davidson Academy, which was created after a family approached him unable to find a school for their daughter. He wanted the Academy to be on the University of Nevada, Reno campus and to be a public school, not a charter. "We decided we wanted to give back to education," Davidson said. "We decided the least served cohort was profoundly gifted and because it was such a small cohort we could make



UNR President Brian Sandoval interviews Bob Davidson for Honors College 60th Anniversary. Photo courtesy of UNR Honors College

a difference." Davidson ended the keynote by discussing the various programs offered by the Davidson Institute, including the Davidson Young Scholars program and the Davidson Fellow Scholarship. "Our programs help support and mentor young scholars," he said, stating that their goal is to help talented pupils thrive without limits. The audi-

ence responded positively to the message, with many applauding the Academy's mission and success. For students growing up right now, Davidson offered sound advice about how to be a successful professional. "Be the first one in and [the] last one out," he said. "And make sure you're productive in the meantime."

Work Hard, Play Hard, Learn Hard

Academy Students Juggle Jobs, Reap Benefits From Part-Time Work

By Weina Lu '24

As Rihanna famously sings in her 2016 song "Work," "I have to work, work, work, work, work, work." Many high school students seem to agree with her words.

"There seems to be more [Davidson Academy] students working in recent years," Laurie Parish, Academy counselor, said.

Students work for a variety of reasons, the most common being to earn money, discover new experiences, and learn new skills.

"It's nice to be slightly financially independent, while also feeling fulfilled and meeting new people, learning new things," Ren Adajar, a senior working at Perenn Bakery, said.

"There are some things in a job that you can't learn in class," junior Eegan Ram said. Ram chose to work in various computer science-related positions at AI Camp for experience. He believed that a job helps students specialize in a specific field.

Six students interviewed for this article worked an average of ten hours a week during the school year. Some admitted that balancing school life and work life can be a struggle.

As a result, junior Corey Wu revealed that he is not afraid to ask for extensions

when necessary. Wu teaches math subjects up to Algebra II to K-12th graders at Mathnasium.

How do students manage to fit a job into their packed academic schedules? Some,



Sophomore Edward Bogoslovskiy repairs a bike tire at Reno Bike Project. Photo courtesy Edward Bogoslovskiy

like Xander Humphreys, a junior who referees flag football, said that they only work on weekends.

Similarly, junior Koufax Cranmer, who works at a daycare, explained that he does not worry about balancing work and school life because he only works during school breaks.

Ram put it simply, "It takes a lot of good time-management and planning your schedule."

Despite some difficulties with balancing school and

work, all these students recommended other Academy students to find a job if they are interested.

"I think it's a good experience, and people will learn a lot no matter where they



Junior Weina Lu pours one of her delicious concoctions into a cup for customers. If you have cravings for Lu's absolutely scrumptious boba tea, waffles, or ice cream, be sure to visit Num Num Boba South Reno Friday and Sunday evenings. Photo by Weina Lu

come from and where they work," Adajar said.

"Working in high school is a good way to prepare you for the workforce later

in life," sophomore Edward Bogoslovskiy added. Bogoslovskiy works on the side at Reno Bike Project, a local nonprofit bicycle shop.

"If there is one thing I can recommend to anyone coming from Davidson Academy, it is to get a job while you are young in the service industry," Academy alumni Andrew George, who graduated in 2009 and is now a navy pilot, said. "Learning to talk to complete strangers for a living will give you the communication skills you need to succeed in life."

If you want to find a job

should make sure you have time in your schedule for both school and work before you apply, so balancing both isn't too stressful.

Next, look for work that aligns with your interests. "If your goal is to gather experience, don't compromise on the thing you are going to do," Ram said.

After that, Bogoslovskiy recommended going in-person to ask for an application or interview, if you can.

Be sure to take advantage of opportunities from the connections you already have, Cranmer reminded, like through friends and family.

When deciding between offers, Adajar urged, "Pick a job that you think you'll learn skills that will help you later in life."

Finally, I recommend you make sure you will enjoy your job. I look forward to my semi-weekly shifts at Num Num Boba South, where I chat with customers and cook up tasty beverages and yummy snacks. Working there is fun!

By going to work, work, work, work, work, work, you will be able to "get your money up and your funny up," as Humphreys jokingly said. But perhaps there is a nugget of truth in his seemingly-absurd advice.

but need some tips, do not worry: the students I interviewed were absolutely bursting with advice."

First, Wu stated that you

Assessments Back In Person After COVID

Continued from Page 1

During the in-person choice, he would prefer to come in-person rather than taking the assessment online. "The creativity and the spirit of the DA comes through in-person," Chang said.

At the same time, some students have noted the benefits of testing over Zoom. "Online testing had its pros and cons. I was glad I could be in a comfortable environment, with snacks and a familiar face for when I had completed each part. However, I was not able to see the school, and that made it harder to make my decision upon acceptance," junior Claire Kuhlmann said.

During the in-person assessments, Academy instructors take on various roles such as scoring or proctoring. The proctors have their work cut out for them.

Instructor Dr. Ian De Jong said that "on most assessment days, we host 10-15 students, and we have about two hours to leave feedback on their rough drafts, and each rough draft gets two separate teachers leaving comments on it. You do the math. That's a hectic two hours."

Besides COVID mitigation, another reason to move back to in-person assessments was the evolution

of AI writing technologies such as ChatGPT. Although conversion back to in-person assessments had been discussed before the newest version of ChatGPT came out last November, this technology contributed to the decision to make switching back a priority.

However, one of the downsides to in-person assessments would be decreased accessibility. While online options are available to anybody, wherever they live, the in-person ones may pose equity issues for some.

Instructor Daniel Ferrari said, "I could see an element of unfairness in that, but there are definite concerns

with online assessment [as well]. There probably is a middle ground that could be reached that would increase equity on all sides, but that discussion isn't really up to me."

As of now, online options are not available. When applicants and their families express concerns about attending the assessment, an online option can be considered; however, this is a solution that is unlikely even when it is absolutely necessary.

Erin Vienneau, the head evaluator for assessments, said, "because we're an in-person school, families need to be prepared to move if their child does get in. And so, if they are very un-

able to travel, they are probably very unable to move, too."

However, there are other options that do not include having to travel to Reno, for those who cannot afford to do so. These options include applying through the Young Scholars program or applying for the Davidson Academy Online instead.

Vienneau said, "that was actually the whole point behind online school... we talked about other options, in terms of how we can reach more kids, but [online school] made the most sense for being able to reach kids who their families, for whatever reason, either because of jobs, houses, or finances, couldn't move."



JOCK TRAVEL

Student Athletes Still Find Ways to Participate While Attending a School With a Heavy Academic Load

By Weina Lu '24

Which school is ranked the #1 Public High School in 2022 by Niche and the #1 STEM High School in 2022 by U.S. News & World? That's right, it's us.

The Davidson Academy's academic prestige is well known; on the other hand, our athletic prestige is not. The Academy has never had an official sports team (although there was a student-run basketball team with an impressive four-year 37-game losing streak, finally broken in its 2015-16 season).

There are no official sports teams at the Academy. However, students

still participate in sports, whether playing casually with friends in the Academy courtyard or on teams in zoned public high schools.

Colleen Harsin, Academy Director, said, "When the Academy started, we had 25 students the first year, with a wide range of ages, interests and extracurricular abilities. We did not have the critical mass, so to speak, to put together any sort of team." Harsin also said that the Academy does not "have direct access to athletic facilities or [the means to] employ coaches."

Even now, according to Academy counselor Laurie Parish, only around 10% of Academy high

school students play zoned school sports. "That clearly wouldn't be enough to fill sports teams," Parish said.

However, if an Academy student wishes to participate casually in athletics, they can do so in the Academy's very own courtyard, which houses a basketball hoop and space for football and soccer.

Alex Fisher, an Academy sophomore who plays football in the courtyard during lunch, said, "I just do it because it's just a good time. It's fun to do with friends. We are not taking it seriously at all, and that's when sports are the most fun to me."

When a student wants

to participate seriously in sports, such as soccer, track, or football, the most common path is to co-enroll with their zoned public school and join the team there. Harsin also said that some students join club or community teams for athletic activities such as martial arts, gymnastics and dance.

It can be a bit tough to play sports while being a student at the Davidson Academy. One of the biggest nemeses that students may encounter is the school's schedule.

"It sucks," Kennedy Rouse, a junior playing soccer for Hug, said, "because we get out so much later than other schools."

"I have to have 5th and 6th period [early out] for me to get to practice and games on time," Koufax Cranmer, a junior on the varsity baseball team at Reed, said.

In addition to the inconvenient schedule, Academy students may struggle to balance their time between sports and schoolwork. On average, students interviewed for this article dedicate around 15 hours per week to sports.

"Obviously Davidson has a high course load, which doesn't leave a lot of time for extracurriculars," Sean Sandy, a sophomore playing varsity soccer at McQueen, said. "It helps that the teachers are very flexible, but it's

been a difficult process to make the time."

Xander Humphreys, a junior doing football and track at Hug, said, "I can't do anything except practice and homework during season."

With the Academy's inconvenient schedule and heavy workload, what motivates students to still participate in sports?

For Fisher, who does soccer and track at McQueen, it is an outlet that allows him to keep mentally and physically healthy.

For Cranmer, it is also an outlet, but it is one that lets him release frustration, have fun and challenge himself. Rouse and Humphreys both noted that "it's a good way to meet people outside of Davidson."

Sandy said, "Soccer is one of my passions ... It's been a big part of my life for a couple years." Although balancing school and sports can be difficult, he believes that "if you're passionate about something, you can make the time to do it whenever, wherever, no matter the circumstances."

In a school that puts such an emphasis on academics, it is easy to let athletics fall by the wayside. Fisher said, "I want to encourage everybody: go out there—even if you think you won't like it—because sports are fun."



Sophomore Elliott Glover runs to intercept the ball during a lacrosse game. Glover plays for the Galena Grizzlies. Photo courtesy of Elliott Glover

IS?

ays to Play hout Sports



Eighth grader Melody Song practices ballet in a dance studio. Song performs classical ballet for the Conservatory of Movement and Chinese dance for The Little Swan Dancers. *Photo courtesy of Melody Song*



OPPOSITE PAGE, TOP LEFT: Junior Koufax Cranmer plays varsity baseball for the Edward C. Reed High School Raiders. *Photo courtesy of Koufax Cranmer*

ABOVE: Sophomore Sean Sandy mid-dribble during a soccer game. Sandy plays center back on Robert McQueen High School's varsity soccer team. *Photo courtesy of Sean Sandy*

UPPER RIGHT: Sophomore Alex Fisher prepares for a sprint around a football field during pre-season track practice. McQueen students stand behind him, ready for their turn. Fisher participates in track at Robert McQueen High School. *Photo by Weina Lu*

BOTTOM RIGHT: Junior Liam Dorn kicking a punching bag mid-air. Dorn practices martial arts at ZMA Martial Arts. *Photo courtesy of Liam Dorn*



8 | VIEWPOINTS

Editorial: Can Academy's Plastic Babies Be A Trust Teaching Tool?

Reflections on How a Fun School Trend Might Solidify Core Values

By Kayla Lee '25

We've probably all seen the miniature plastic babies scattered across the Academy: some are suspended in hand sanitizer bottles, while others hang off the sides of whiteboards. While the plastic baby epidemic seems to be on its way out, it can teach us that trust should be a precursor to responsibility — not the reverse.

Although there hasn't been an official bounty hunt of these babies yet, they have clearly been met with mixed reactions all across the board. Some seem to disapprove of the trend, while others find it clever and funny.

"It's a great way to loosen things up, if I do say so myself," a Davidson Academy student, who claimed to have been involved in putting babies in the hand sanitizer, said. "It's like framing art in a museum exhibit, sort of."

If plastic babies are indeed as benign as paintings in an art museum, what, then, is causing grief about the subject?

Well, by now, many students have learned and can

recite the Academy core values by heart: strive for integrity, respect, responsibility, and so on.

To be sure, these values have taken on an even greater importance at our school since last year, when COVID-19 mandates were relaxed for a nation with isolation fatigue and a lack of social interaction from being cooped up for two years. The consequent increase in stringency of school policies and adherence to core values this year is therefore understandable.

Among our list of core values, responsibility has recently been the hot topic of discussion between school administrators and teachers; our past few community meetings discussed exactly how we should go about administering this responsibility.

No need to waste time doubting it: the fact here is that both Academy students and the administration have the same goal of working together to promote a positive school environment. Just cast your eyes upon our hardworking administration — who, each year, works diligently to instill

the best environment possible for us — met appreciatively by students.

But one thing that strikes me is the fact that responsibility has to have been administered, rather than cultivated naturally. There is, however, something that challenges this precedent:



plastic babies. By and large, the school administration has tended towards apprehension in regards to the situation. These concerns might reflect something deeper. Aside from the weirdness of potentially sanitizing your hands with plastic baby-solution, where have these qualms been coming from?

Well, what's being questioned here seems to be trust, not responsibility. There's a difference between wanting students to be re-

sponsible and trusting them to be responsible. And while responsibility is important, I don't believe for a second that it should precede trust as an ethical obligation.

On the one hand, responsibility is the recognition that fun and games shouldn't be taken so far as to erode trust. Trust, however, is shared to lighten the mood and have a good laugh once in a while at school, and it's the opposite of sobering. It can't be administered.

Trust is more vital than responsibility. What happens when we get so wrapped up in academic achievement is a cautionary tale for responsibility and its not-so-potent promises of delivering quick results.

While trusting someone entails believing in their ability to act in their best interests, responsibility regulates it. Though it goes without saying that the success we've seen at the Academy can be attributed to the administration's trust and support in us, so resolute that it makes them the bastion of the school, responsibility is either prioritized over

trust or played out on a split screen.

In order to smoothen the running cogs of our collaborative efforts, we should all prioritize long-term trust over the short-term realpolitik of responsibility. Nothing will work unless both the administration and students work together.

Nurturing a culture of trust isn't as difficult as it sounds; there are a number of ways to do this, and it can be as easy as encouraging administrators and teachers to join in on the fun of school trends.

If the babies themselves aren't a health hazard, I find no reason to be unsettled by this trend. Okay sure, distributing plastic babies may not be the best way to establish this trust — but even so, it's pretty funny.

Both students and the administration should never have to undertake a charm offensive on each other. Mutual appreciation, respect and the nurturing of an academic culture that binds us, though, should be enough. I hope that, in the future, the Phoenix Focus continues to shed light on this growing trust.

Column: The State of Davidson ... Couches

Welcome to our column covering all things that make Davidson, well, Davidson! Periodically, we will examine "The State of Davidson..." This issue, out with the old, in with the new furniture!

By Rainier Porter '26

Almost all returning Davidson students fondly remember the study hall couches of the past. For the unfamiliar, last year, there were two large cushioned couches behind the charging carts, along with two smaller individual armchairs. Due to defects and wear, only one cushioned couch remains. Since the couches had been around since time immemorial, many students were upset about switching

to different couches after the change was announced in the summer. Was the change worth it?

For a short period of time this year, to the annoyance of most students, the couches were replaced with tables. This option left few happy. The tables were quickly forgotten about and went underutilized, with a side effect of people using the couches less. Since study hall proctors have enforced the quiet policy more, the couches have become necessary for having academic conversations. While the tables facilitated this, they were uncomfortable and the legs of the table made for awkward arrangements of chairs. The tables were eventually replaced with what we have today: insti-

tutional-style thin, gray, double-sided couches. Although they seat multiple times more people, the construction is fairly poor (although, unlike our last couches, they aren't broken

yet).

However, there is a glimmer of hope for the popularity of the couches. While many still stay in Jan's Place during study hall for various reasons,

the new greater capacity means the couches are as popular as ever. The couches' shape outlines a square, which makes it a fantastic spot for practicing presentations to friends.



Students make use of the new couches. From left: Luke Giusti, CJ Coudriet, Upamanyu Dutta, Cloud Verano, Weina Lu and Kayla Lee. Photo by Kentia Kalanaki

Opinion: Refugee Crises Touch Reno, Opportunities to Help Abound

By Olivia Garrison '23

As this article goes to print, the one-year anniversary of Putin's invasion of Ukraine has passed. This conflict started on February 23, 2022, though it had been building for several months ahead of time. Scanning the news from before the war, and interviews with Ukrainian refugees, most did not believe the war would happen. Many state that after having lived with a frozen war in Crimea, an eastern Ukrainian peninsula, they did not expect that Putin would follow through on his threat to invade, and only when bombs started dropping that early morning did they realize that they had to leave. One year on, the war has unleashed massive devastation on Ukraine. Cities that were once beautiful have been reduced to rubble, the threat of nuclear war is higher than ever given Putin's ever-increasing spiral, and yet Ukraine still fights on with the backing of NATO countries.

On a more human level, this war has caused thousands to flee their homes,



A group of young Ukrainian refugees in Reno celebrates their arrival in the United States. Photo courtesy of Northern Nevada International Center

without much more than the essentials. One thing that distinguished this conflict from others was that the refugees were almost entirely women and children, given that the men chose and ultimately were required to stay and fight. Countries all over the world have accepted these refugees, and though the vast majority have gone to now-stressed countries like Poland and Romania, some have come farther west to the United States.

Organizations like the

Northern Nevada International Center (NNIC) are meant to help refugees from various crises like Ukraine. Though they do not receive many Ukrainian refugees, given how far away Nevada is from more convenient resettlement areas, they have specifically been helping resettle Afghan refugees, of whom there was a huge influx after the United States withdrawal.

Now, in 2023, neither of these crises are particularly fresh – but there are always refugees who need help, given that many have been here only a few months and it does take time to build up a life in a completely new country. The NNIC tries to help them find employment,

healthcare and education for students – essential, given that nearly all who flee their countries have little to no hope of returning. There is still hope among Ukrainian refugees that one day they will be able to return. As the war drags on, it remains to be seen whether that will be a possibility. For Afghan refugees, unfortunately, there will not be safety back in their country.

The NNIC offers several ways to help these refugees – volunteer opportunities, mentoring, donations and housing assistance. Reno residents can volunteer to help them in various ways. Some of these include transportation, tutoring English and school work, being cultural guides or just helping them learn life skills they need to thrive here. Refugees never know where they are going to go, but we are fortunate enough here in Reno to have an organi-

zation like NNIC to help them, offering opportunities for both building the community and for the people themselves.

Another program the NNIC offers is the Youth Mentoring program, open to 18-25-year-olds to mentor students and refugees who are still teenagers. The requirements for being a mentor are fairly extensive – naturally, no criminal record, a full background check, auto insurance and being willing to communicate frequently with both the mentee and program staff.

However, it is a great opportunity for both mentor and mentee. The NNIC website notes that the mentoring program is not only academic, but is “about building positive relationships that empower and motivate refugee youth” from the community.

The fact that these kinds of opportunities exist is great news for students who, when they get old enough, want to learn more about other situations, grow in empathy and engage more with a different side of the community.

As students, we can contribute to our local community by taking advantage of these many volunteer opportunities, or talking to someone who has. It is important to know that even in Reno, there are still people fleeing from countries who need our help – and that organizations like the NNIC offer direct pathways to give that help.



Solace Tree
2003 — 20 Years — 2023
SUPPORTING GRIEVING CHILDREN, TEENS, AND ADULTS

Mental Health

Mental health conditions affect everyone. They affect every gender, every age, every culture, and every religion. YOU are no exception. But YOU are important, whether you feel that way or not. YOU matter. When we're struggling, it causes disturbances in the way we feel and think as well as our mood and behavior. Sometimes it causes us to feel as though we can't cope with our daily routine.

Social Media

It's the thing we love and hate at the same time. It shows picture perfect people, or allows others to be bullied and bully. It's definitely okay to take a break from your phone and never compare yourself to anyone online.



MANAGING OUR MENTAL HEALTH

Feeling Alone

Depression can make us feel very lonely and alone. We think no one could ever understand what we are possibly going through, especially our parents or siblings. We are NEVER alone and people WILL understand.



Support

If you're reading this and don't feel sad, depressed or anxious, but you know someone who does, be there for them. Check in with them, talk to them, show them that they can trust you. YOU might be the one person that they need. And if you are concerned about them, tell your parent or a teacher that you trust. Saving someone's life is more important than keeping someone's secret.

Why Talking Helps

When we share that we are struggling, it actually feels like a huge weight has been lifted and it can also lead to conversations about coping skills. Just knowing that someone is listening to us can feel extremely supportive. Not everyone can talk to their family or a teacher. But there are so many resources available, such as 988, which is confidential and will connect us to local resources or someone to just talk with. What is the harm in talking to someone when we don't have to give them our name?



The Solace Tree is a non-profit organization that supports children, teens, and adults. For more information, please call 775.324.7723.

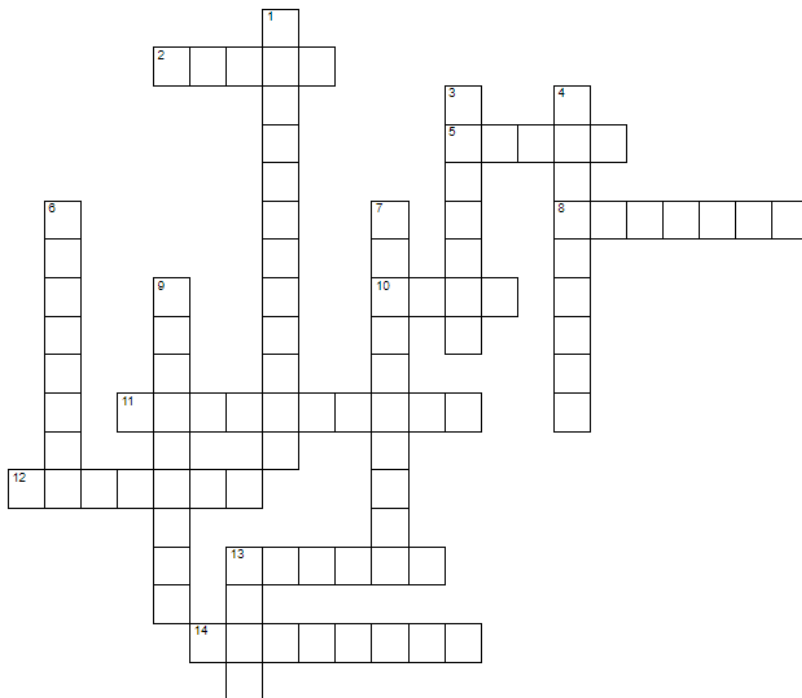
Community Journalism Elective

It is an exciting time in the semester as we begin to plan our schedules for next year. If you are looking for an engaging Friday elective, consider Community Journalism!

During first block, students will have the opportunity to learn about how journalism can impact their communities for the better and, unfortunately, sometimes for the worse. Classes will involve producing stories for The Phoenix Focus, engaging with guest speakers and learning about careers in the media.

Questions? Reach out to Max Grinstein or Kayla Lee.

10 | GAMES



Down

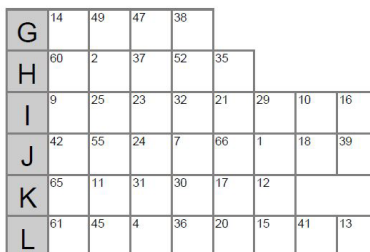
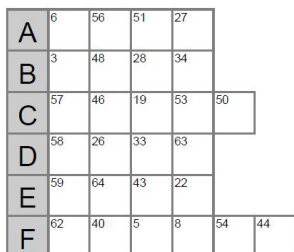
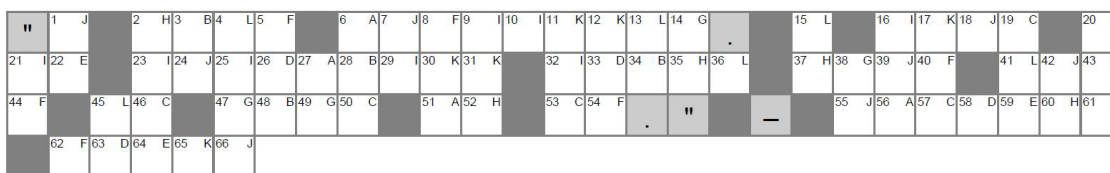
1. When you cross a sheep dog with a rose
3. A mainland U.S. state that does not observe Daylight Saving Time
4. Century in which "spring-time" was shortened to "spring"
6. Juice from this flower used to make glue
7. This state produces 76% of flowers sold in the U.S.
9. Nevada's state flower
13. God that March is named after

Puzzle courtesy of Weina Lu

Across

2. Tulip bulbs can substitute this common recipe ingredient
5. A bird that will steal your possessions
8. Natural disaster most common in spring, least common in winter
10. Spring in Old English
11. Greek goddess of spring
12. Immune system condition affecting over 50 million Americans, common in spring and fall
13. Emergency in the spring
14. U.S. president that first (satirically) proposed Daylight Saving Time

Time Flies (Acrostic Puzzle)



Fill in each answer at the bottom using the clue corresponding by letter. Fill in each box of the top quote with letters in the bottom answers, corresponding by number and letter. By the end, you should have a quote and its author.

Puzzle courtesy of Jordan Chong

Clues

- | | | |
|----------------------------------|---|---|
| A: Akitas and poodles, for two | E: Anagram of vegetable rich in Vitamin K | I: With "go," decrease in quality |
| B: "Hey there!" (2 words) | F: "_____, captain!" (2 words) | J: Hot glue, for one |
| C: Type of date (food) (2 words) | G: Ancient Egyptian God of chaos and war | K: Filet _____ |
| D: Counterpart of service | H: Sopranos, _____, tenors, basses | L: Take a shortcut, for example (2 words) |

ARTS & ENTERTAINMENT | 11

Review: Imposter Syndrome and Other Confessions of Alejandra Kim

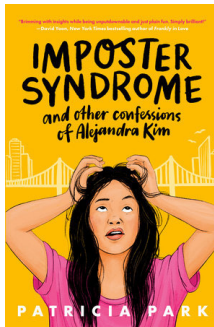


Photo by Penguin Random House

By Hana de Queiroz '25

If you read Geo Kim's article in the previous edition of *The Phoenix Focus*, you will know those with imposter syndrome may feel that they do not deserve their accomplishments or achievements. However, imposter syndrome is not just about belonging in the academic world; it can also

be about belonging in a racial sense, and many Brown Americans experience imposter syndrome as it relates to their perception of their race. In a new contemporary YA novel, Korean Argentine American author Patricia Park delves into the problem of imposter syndrome for young Brown women—and questions whether calling it “imposter syndrome” is helpful at all.

Alejandra Kim feels stuck between two identities. As a Korean Argentine American, she finds that people make decisions about her based on her Spanish/Korean name before even hearing her speak. Her “woke” white classmates at her prestigious Quaker high school are nice enough, but they stay silent when a white teacher makes a joke about Ale's ethnicity. And it does not help that her cousins look down on her for not speaking Korean, while her Latinx neigh-

bors think of her as “that Chinese girl.”

And Ale and her mother are still reeling from the day eight months ago when Papi's body was found on the subway tracks. Ale's mother refuses to accept what Ale believes is the harsh truth behind her father's death. Things between Ale and her ma have been cold ever since.

Ale knows that if she gets into her dream college in Maine, she will be free from people judging her name before her personality and ignoring the blatant racism that is directed at her. Free from her mother's silence, and the painful memories that pervade her apartment in Queens. But senior year has a lot to throw at her before she gets to graduation: the return of an old neighborhood friend, the increasingly over-the-top activism of her white best friend at school, and the fact that her

ma is absolutely opposed to Ale going to college outside of New York. But not even imposter syndrome is going to stop Ale from following her dreams.

I spontaneously picked this book off a library shelf a few weeks ago—something I rarely do, as I'm the type of person to make a detailed to-read list and stick to it like the law. But by the first line, “When you have a name like Alejandra Kim, teachers always stare at you like you're a typo on the attendance sheet,” I was hooked. (How many of you have had practically every-one you encounter butcher your name the first, or fifth, time you meet them?) Alejandra Kim had said it to me straight, and I was willing to listen to her for the next 291 pages.

In “Imposter Syndrome,” Park does a fabulous job acknowledging the pain, complexities, and discrimination

that are inherent to the lives of multiethnic Americans, while keeping things funny and relatable. Alejandra's perception of her race is tied into others' perception of her, and their opinions about where she “belongs” in relation to other Asian and Latinx people; however, Ale is acutely aware of herself and her feelings, giving the readers a lot to think about as she questions her identity. There are so many things to talk about in this book: the way Ale and her ma deal with grief; the sometimes tense, uncomfortable truth of family; the rise and fall of friendships; the feeling of sticking out like a sore thumb no matter where you go. Not only does “Imposter Syndrome” offer a window (or a mirror) into someone else's experiences, it is an incredibly enjoyable, thought-provoking read with an unforgettable protagonist.

Review: “Spare” by Prince Harry

By Sophia Burbano '23

I love memoirs. I go through bookstores and seek them out. If a life sounds remotely interesting—I read it. Some of the best memoirs I have read are quite uneventful. We engage with memoirs to read about other people's lives: their struggles, triumphs and inner musings. Memoirs give us glimpses into others' lives with an opportunity to make sense of our own. We can take insights, considerations and revelations from events and have space for reflection. If a memoir is well written, these insights come together to weave a larger tapestry, one that we can step back from, look at and understand.

I tried to find these opportunities in “Spare,” but regretfully, did not. The book had all the potential in the world. It sold more than “1.43 million copies in all formats in the United States, Canada and Britain” as reported by the *NY Times*, with such a number marking “the largest first-day sales for any nonfiction book ever published by Penguin Random House, the world's largest publisher.”

The book was meant to be a “compelling insight” full of revelations and profound realizations. Instead, I found triviality and triteness strung together in a stream of consciousness that offered very little in terms of conclusion or reflection.

Part of my struggle with “Spare” is that the short, staccato writing style throughout made it difficult to read. It lacked rhythm and direction, and it seemed as if there were more fragments than actual sentences. Harry also falls short at using metaphors. One instance comes to mind, when he likens seeing Meghan Markle to the experience of a conveyor belt, “For thirty-two years I'd watched a conveyor-belt of faces pass by and only a handful ever made me look twice. This woman stopped the conveyor-belt. This woman smashed the conveyor-belt to bits.” Such a comment calls to light however, his one-sided treatment of Meghan. Too often, Harry relies on descriptions of her appearance before anything more substantial.

For the majority of the book, Prince Harry jumps back and forth from story to story. He recounts his

mother's death, self-destruction, tour in Afghanistan, relationship with his father and brother and marriage to Meghan Markle. Harry peppers back and forth from scenes throughout his life, sometimes sharing funny stories, sad stories and the occasionally bewildering stories.

Most of the stories Harry chooses to tell seem nonsensical. He babbles about Elizabeth Arden's hand cream and his failing prep school grades. However, the book does become more focused and introspective as it progresses. As Harry meets and develops a relationship with Meghan Markle, the narrative hones in on the struggles of public perception and judgment. The desperation felt by Harry and Meghan is one of the most clearly portrayed emotions in the book. Harry's



Photo by Penguin Random House

relationship with Meghan Markle is where all his previous one-off comments of frustration about the press and the British public are unified.

Harry wants to set his story straight – he wants his experiences to be seriously counted in the history books. I think they will be counted, but people may first laugh at Harry's belief in Scottish mermaids or his obsession with the tv show *Friends*.

Puzzle Answers

DOWN

1. Colliflower
3. Arizona
4. Sixteenth
6. Bluebell
7. California
9. Sagenrush
13. Mars

ACROSS

2. Onion
5. Robin
8. Tornado
10. Lent
11. Persephone
12. Allergy
13. Mayday
14. Franklin

ACROSTIC

“I love deadlines. I love the whooshing noise they make as they go by.” - Douglas Adams

- A: DOGS
B: OH HI
C: USE BY
D: GOOD
E: LAKE
F: AYE AYE
G: SETH
H: ALTOS
I: DOWNHILL
J: ADHESIVE
K: MIGNON
L: SAVETIME

Scan the QR code for *The Phoenix Focus* experience in full color.



12 | ARTS & ENTERTAINMENT



Seventh graders Karin Suzuki and Ahana Mukhopadhyay use their laptops during study hall. Photos by Kentia Kalanaki

Students Use Laptop Stickers to Forge Identities, Sometimes

By Jordan Chong '28

In an alternate universe, people are banned from putting stickers on their computing machines. How would you react? "I'd be extremely sad," Ahana Mukhopadhyay, owner of ten laptop stickers, said. "I don't know if I'd start the revolution, but I'd definitely be part of [it]."

Such a poignant and emotional response shows that laptop stickers aren't just cartoon drawings of cute animals or your favorite Genshin Impact character. They're a form of artistic expression and a way of showing one's interests, for example, your favorite local coffee shop. Nathanael Hsu says his "I Love Science" sticker from the Discovery Museum "represents my love of academics." For a school with many niche interests, laptop stickers become important, if not essential.

Laptop stickers can also serve as souvenirs for the places a student has been. For example, Puzzle Room Reno hands out stickers with funny cartoon animals. Practically every student in Composition and Analysis has one, as the whole class goes there in the fall. Many tourist attractions also have branded or third-party stickers that you can buy elsewhere. Purchasing lots of these on Amazon is a great way to pretend to be more interesting than you really are.

Isabella Tran got her "Yosemite National Park" sticker from GECKO's water bottle sale. She got her "Chill Since 1993: Florida" stickers from controversial fast-fash-

ion brand Brandy Melville. "I don't buy stuff from there because they're not a good brand, but they have buckets and buckets and buckets of free stickers," Tran said. "So I just go there to get the stickers, and then I leave."

Taking from bad companies and getting cool stickers in the process is one way of activism. Having stickers from groups you support, like the American Civil Liberties Union, is another. Along with your "See You In Court" dog toy and "Future Voter" baby onesie, you can also buy three-dollar "We The People" laptop stickers from the ACLU shop.

In the wrong hands, laptop stickers can just become another meaningless marketing device. For example, the University of California, Los Angeles once sent Tran dozens of stickers for little reason. "I mean, I don't know if I'm going to UCLA, but it looks like I'm committed ... I don't know what that says about me."

You don't have to take it so seriously, though. Many people simply like the way stickers look and what they tell about themselves. "My friend had a lot of stickers, and I just kind of picked the ones that I liked," Mukhopadhyay said.

According to Geo Kim, "a lot of kids at the DA really enjoy having laptop stickers." If peer pressure means anything, you should too. It isn't hard: 300 laptop stickers on Amazon can be as low as \$5.99. One life hack is to print out stickers, an effective and essentially cost-free solution. If you really want to show your devotion, use super glue!

Radical Cat a Unique Bookstore, Cat Refuge

By Hana de Queiroz '25

Entering the shop, a customer is met with a cheerful, well-lit room lined with bookshelves. Colorful paper lanterns and strings of lights hang from the ceiling above the children's area and large old-fashioned speakers on top of the shelves play gentle indie pop music as customers peruse the store's unique selections.

This space is the Radical Cat, a feminist bookstore, community center and cat adoption location on Wells Avenue in Midtown. In addition to a bright and colorful storefront, the building houses a cozy cat lounge, with walls constructed out of recycled windows and stained glass.

The cat room is a relaxing way to escape the business of everyday life. Complete with cat toys, pillows and a cozy couch, the cats move between this space and, if they get overwhelmed by affection, a private room where customers aren't permitted.

Not everyone who comes in is obligated to consider adopting a cat, though. Rosie Zuckerman, shop co-owner, said that though she cares about getting the cats adopted, "it's important to me that we have this space that people despite anything can come and hang out and reap the mental and physiological benefits of hanging out with an animal." Zuckerman strongly believes in

the ability for cats to positively affect people's mental health, whether the cat lives with them or not.

Though people may be drawn to the Radical Cat for feline companionship, it is hard not to give in to temptation and buy a book. The Radical Cat tries to keep a selection of books that give a voice to less-represented people. Zuckerman said that the store focuses on shelving titles by "authors who are women, people of color, queer-identifying, gender expansive...people who are from communities that are generally marginalized." Among these titles are *Hexing the Patriarchy* by Ariel Gore, a feminist guide to modern witchcraft; and *The Bruising of Qilwa* by local author Naseem Jamnia, a Persian-inspired, queer-normative high fantasy novella.

Sophomore Shelly Yang loves the inclusivity and diversity of the bookstore's inventory. "I remember lots of LGBTQ+ stuff, which is nice because I feel like that doesn't get a lot of representation in your regular bookstore like Barnes and Noble," Shelly said. She also thinks that the Radical Cat is a great opportunity to introduce kids to relevant topics. "They also have picture books, so younger kids get exposed to those kinds of topics that are usually not talked about, but that are important to talk about."

Freshman Alexander Weaver was also very im-

pressed with the wide range of books. "All the books there seemed interesting, like literally everything there," Weaver said. In addition to picture books, their non-fiction selection also holds some intriguing titles. Weaver remembers seeing "a book that was just a lot of different essays about environmentalism which seemed really interesting, and they had a book about the history of LGBTQ people in the US."

But it is not just books and cats that draw the Reno community to the Radical Cat. The store also invites local speakers and artists to host fun and informative events. Among these events are monthly movie nights, where people get to see a film and hang out with the current cats; and meetings of the Heretics Workshop, a small writing group run by local authors. The week before Valentine's Day, a local ceramic artist hosted a mug-drawing workshop. "It's really nice to be able to support local artists," Zuckerman said.

In the big picture, the Radical Cat exists as a peaceful sanctuary within the hustle and bustle of everyday life. "I hope that ... it just provides a sort of safe, comfortable, cozy space for people who feel like they can come and hang out and learn something new and you know, see themselves reflected [in the books we carry]," Zuckerman said.



A black cat lounges next to a pile of books. Radical Cat stocks books across many genres, representing a diversity of viewpoints. Photos courtesy of Radical Cat



Class of 2023 College Admissions

Total Number of Students: 18 graduates; 1 student taking a gap year and did not apply to any colleges or universities.

Total Number of Applications: 186

Early Applications: 25

(Includes Early Decision, Early Decision II, Restrictive Early Action, and Early Action)

Priority: 9

(For scholarship or other purposes)

Regular/Rolling: 152

Total Number of Colleges: 72

Total Number of Acceptances: 81

Total Number of Waitlists: 29

Total Number of Denials: 76

Total Number of Deferrals from Early Applications: 4

List of Schools where Students were offered enrollment:

Arizona State University (Main Campus)

Bentley University

Boston University

Bryn Mawr College

California Institute of Technology

California State Polytechnic University, Pomona

Carnegie Mellon University

Colgate University

Columbia University

Emory University

Fordham University

Georgia Institute of Technology

Harvey Mudd College

Johns Hopkins University

Massachusetts Institute of Technology

New York University

Northeastern University (London Campus)

Oberlin College

Olin College of Engineering

Purdue University (Main Campus)

Rensselaer Polytechnic Institute

Rice University

Rochester Institute of Technology

Stanford University

Stevens Institute of Technology

The College of Wooster

The University of Alabama

The University of Texas at Dallas

University of California (Berkeley)

University of California (Davis)

University of California (Irvine)

University of California (Los Angeles)

University of California (San Diego)

University of California (San Diego)

University of California (Santa Barbara)

University of California (Santa Cruz)

University of Illinois at Urbana-Champaign

University of Maine

University of Michigan

University of Nevada (Reno)

University of North Carolina at Chapel Hill

University of Pittsburgh (Pittsburgh)

University of Rochester

University of Southern California

University of Virginia (Main Campus)

University of Wisconsin (Madison)

Vanderbilt University

Williams College



Media and Outreach Updates May 2023

Media Updates/ Notable Website Mentions

- Print 3D Club Recognized by Former Albanian President*
 April 28, 2023 – *Radio Televizioni Shqiptar*, the national public broadcasting company of Albania, and *Tibo News* (Davidson Academy student Aidan Schneider went on a mini press tour describing the Print 3D Club's efforts donating ten 3D printed prosthetic hands)
<https://www.davidsonacademy.unr.edu/news/print-3d-club-recognized-by-former-albanian-president/>
- Davidson Academy Science Olympiad Demonstrates Their Prowess*
 April 11, 2023 (Davidson Academy team performed very well at the Nevada Science Olympiad Tournament in Las Vegas)
<https://www.davidsonacademy.unr.edu/news/davidson-academy-science-olympiad-demonstrates-their-prowess/>
- The wonderful but weighty challenges of parenting a gifted child*
 April 5, 2023 – *Fordham Institute* (references a blog post on the Davidson Academy website)
<https://fordhaminstitute.org/national/commentary/wonderful-weighty-challenges-parenting-gifted-child>
- PRESS RELEASE: Students Win Nevada Math Competition*
 April 5, 2023 (A team of middle school Davidson Academy students took top honors at the Nevada State MATHCOUNTS Competition. The top individual was Davidson Academy student Julian Kuang)
<https://www.davidsonacademy.unr.edu/news/press-release-davidson-students-win-nevada-math-counts-competition/>
- Local middle school students win big at Nevada State MATHCOUNTS competition*
 March 27, 2023 – *KTVN* (A team of middle school Davidson Academy students took top honors at the Nevada State MATHCOUNTS Competition. The top individual was Davidson Academy student Julian Kuang)
https://www.2news.com/news/local-middle-school-students-win-big-at-nevada-state-mathcounts-competition/article_84c0b8f8-cce8-11ed-b3e5-f3224b7596e4.html
- Two Local Robotics Teams Headed to World Championship*
 March 6, 2023 – *KKOH* (A team composed of Davidson Academy students and other students across the community finished second overall in the Inspire section at the Nevada State Championship for robotics)
<https://www.kkoh.com/2023/03/06/two-local-robotics-teams-headed-to-world-championship/>
- Davidson Academy's DECA Team Dominates at SCDC*
 February 23, 2023 (The Davidson Academy's DECA team performed very well at Nevada DECA's State

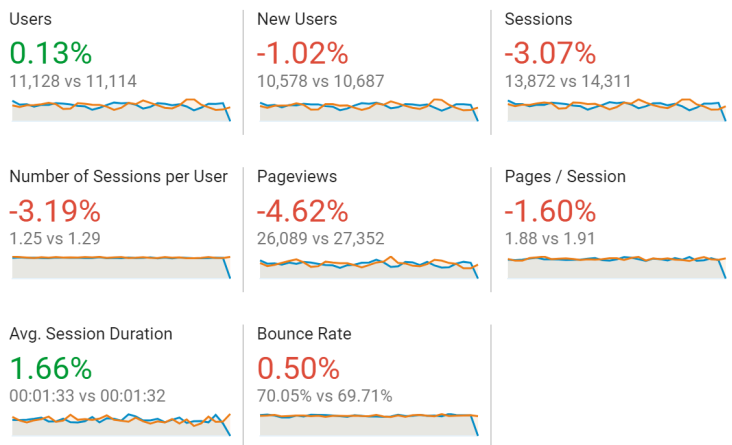
Career and Development Conference)

<https://www.davidsonacademy.unr.edu/news/davidson-academys-deca-team-dominates-at-scdc/>

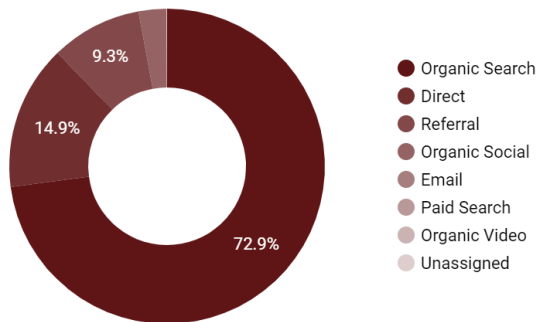
Davidson Academy Website Metrics

(Apr 11 – May 10, 2023)

Most metrics down slightly from previous 30-day period, but to be expected with application season over:



Users by Acquisition Channels



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

| Top Viewed Pages | | |
|--|-------------|----------|
| Page title | Pageviews ▾ | % Δ |
| Davidson Academy: A School for Highly Gifted Students | 4,511 | -6.8% ↓ |
| Types of Behavioral Problems Gifted Children Face Davidson | 2,071 | 7.8% ↑ |
| Eligibility - Davidson Academy | 1,720 | -8.6% ↓ |
| Accepted Tests Davidson Academy | 1,360 | -11.7% ↓ |
| What Does Profoundly Gifted Mean? Davidson Academy | 1,194 | -3.0% ↓ |
| Profoundly Gifted Student Characteristics Davidson Academy | 1,165 | - |
| Underachievement in Gifted Students - Davidson Academy | 900 | 1.6% ↑ |
| How to Apply - Davidson Academy | 780 | -17.0% ↓ |
| Tuition - Davidson Academy | 626 | -2.6% ↓ |
| How Does a Child Get into a Gifted Program? Davidson Academy | 595 | -4.0% ↓ |
| Davidson Academy Admissions | 581 | -15.7% ↓ |
| Ability Grouping for Gifted Students - Davidson Academy | 462 | 15.5% ↑ |

SEO keyword improvements/wins:

- “gifted curriculum for middle school” #16 -> #2
- “challenges for gifted students” #2 -> #1 (with a featured snippet on Google)
- “schools for gifted children” #6 -> #3
- “gifted curriculum for middle school” #20 -> #2
- “gifted schools” #7 -> #3

Ongoing Outreach

Davidson Institute Eligibility Assessment Partnership

Partnership with Northwestern University’s Center for Talent Development (CTD) to offer the opportunity to take an official PSAT 8/9 for 3rd-8th grade students and an official practice SAT for 6th-10th grade students; scores can be used to apply for the Davidson Academy.

- SAT test administration dates (held virtually):
 - March 4, 2023
- PSAT test administration dates (held at Davidson Academy):
 - March 4, 2023
 - March 5, 2023

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

- [February 2023](#)

eNews-Update – Often prominently features the Davidson Academy; distributed every other month to more than 17,000 recipients

- [March 2023](#)

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>
- LinkedIn - <https://www.linkedin.com/school/davidsonacademy/>

PROPOSED AMENDED Budget

2022/2023

Davidson Academy

| | Proposed AMENDED Budget Year 22/23 | Approved FINAL Budget (05/22) Year 22/23 | AMENDED v. FINAL (05/22) Change | % of BUDGET | | Per Student Spending | |
|------------------------------|---|---|--|-------------|-------------|----------------------|---------------|
| | | | | AMEND | APPROVED | Actual | Estimated |
| | | | | Year 22/23 | Year 22/23 | 162 | 145 |
| | Year 22/23 | Year 22/23 | Change | Year 22/23 | Year 22/23 | Year 22/23 | Year 22/23 |
| Davidson Contributions | 2,670,500 | 2,640,500 | 30,000 | 69% | 67% | 16,485 | 18,210 |
| State of Nevada | 1,142,800 | 1,172,800 | (30,000) | 29% | 30% | 7,054 | 8,088 |
| Other Activities | 75,000 | 155,000 | (80,000) | 2% | 4% | 463 | 1,069 |
| TOTAL REVENUE | 3,888,300 | 3,968,300 | (80,000) | 100% | 100% | 24,002 | 27,368 |
| Classroom | 2,066,180 | 2,014,665 | 51,515 | 50% | 48% | 12,754 | 13,894 |
| Guidance & College Advising | 377,060 | 530,920 | (153,860) | 9% | 13% | 2,328 | 3,662 |
| Assessment/Curriculum/IT | 250,620 | 233,505 | 17,115 | 6% | 6% | 1,547 | 1,610 |
| Legal/Audit/Liability Insur. | 83,750 | 83,750 | - | 2% | 2% | 517 | 578 |
| Admin & Records | 441,005 | 418,085 | 22,920 | 11% | 10% | 2,722 | 2,883 |
| IT/PR/Fiscal/HR | 316,945 | 367,335 | (50,390) | 8% | 9% | 1,956 | 2,533 |
| Building/Security/Safety | 471,310 | 420,995 | 50,315 | 11% | 10% | 2,909 | 2,903 |
| Shuttle & Transport | 77,480 | 77,480 | - | 2% | 2% | 478 | 534 |
| Indirect | 44,875 | 27,875 | 17,000 | 1% | 1% | 277 | 192 |
| TOTAL EXPENDITURES | 4,129,225 | 4,174,610 | (45,385) | 100% | 100% | 25,489 | 28,790 |
| Less Non-Cash Items: | | | | | | | |
| Prepaid Rent | 196,170 | 196,170 | - | | | | |
| Depreciation | 54,150 | 48,430 | 5,720 | | | | |
| NET FUND BALANCE | 9,395 | 38,290 | (28,895) | | | | |

ENROLLMENT AND PUPIL CENTERED FUNDING PLAN INFORMATION

| | WEIGHTED ACTUAL ADE PRIOR YEAR ENDING 06/30/21 | WEIGHTED ACTUAL ADE CURRENT YEAR ADE ENDING 06/30/22 | WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/23 |
|---|--|--|--|
| 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 | 169 | 155 | 161 |
| 5. Ungraded | | | |
| 6. Subtotal | 169.0 | 155.0 | 161.0 |
| 7. Students transported into Nevada from out-of-state | | | |
| 8. Students transported to another state | | | |
| 9. Total WEIGHTED enrollment | 169.0 | 155.0 | 161.0 |
| 10. Hold Harmless | | | |
| 11. Adjusted Base Per Pupil Rate as of FY21-23 (found in Pupil Centered Funding Plan Payment Book) | | \$7,098 | |
| | | Total Adjusted Base Allocation (ADE * per pupil rate) | \$1,142,800 |
| 12. Total Local Special Education Distributions | | | |
| 13. Total English Learner Allocation (if applicable) | | | |
| 14. Total At-Risk Student Allocation (if applicable) | | | |
| 15. Total Gifted and Talented Allocation (if applicable) | | | |
| 16. TOTAL PUPIL CENTERED FUNDING PLAN (Number 11 + 12 + 13 + 14 + 15) | | | \$1,142,800 |

Fiscal Year 2022-2023 Charter School Davidson Academy of Nevada

| Form 3 | (1) | (2) | (3) | (4) | (4) |
|---|------------------|------------------|------------------|------------------|------------------|
| Davison Academy of Nevada | ACTUAL PRIOR | ESTIMATED | BUDGET YEAR | ENDING 06/30/23 | AMENDED |
| REVENUE | YEAR ENDING | YEAR ENDING | TENTATIVE | FINAL | FINAL |
| | 06/30/21 | 06/30/22 | 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 | | | | | |
| Revenue from Local Govmt Units other than School | | | | | |
| 1200 Districts | | | | | |
| 1300 Tuition | 628,487 | 773,300 | | | |
| 1400 Transportation Fees | | | | | |
| 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 District Activities | | | | | |
| 1800 Community Service Activities | | | | | |
| 1900 Other Revenues | | | | | |
| 1910 Rent | | | | | |
| 1920 Donations | 3,055,337 | 3,025,000 | 2,640,500 | 2,640,500 | 2,670,500 |
| 1930 Gains/Loss on Sales of Capital Assets | | | | | |
| 1940 Textbook Sales & Rentals | | | | | |
| 1950 Misc Revenues from Other Districts | | | | | |
| 1951 Pass Through dollars from sponsored district | | | | | |
| 1960 Misc Revenues from Other Local Govt | | | | | |
| 1970 Operating Revenues | | | | | |
| 1980 Refund of Prior Year's Expenditures | | | | | |
| 1990 Miscellaneous - local sources | 31,594 | 27,000 | 155,000 | 155,000 | 75,000 |
| TOTAL LOCAL SOURCES | 3,715,418 | 3,825,300 | 2,795,500 | 2,795,500 | 2,745,500 |
| 3000 REVENUE FROM STATE SOURCES | | | | | |
| 3100 Unrestricted Grants-in-Aid | | | | | |
| 3110 PCFP - Adjusted Base Funding | 1,304,401 | 1,179,684 | 1,172,800 | 1,172,800 | 1,142,800 |
| 3113 PCFP - Auxillary Services - Transportation | | | | | |
| 3114 PCFP - Auxillary Services - Food Service | | | | | |
| 3115 Local Special Education Funding under PCFP | | | | | |
| 3200 State Govt Restricted Funding | | | | | |
| 3210 Special Transportation | | | | | |
| 3220 Adult High School Diploma Program Fnd | | | | | |
| 3230 Class Size Reduction | | | | | |
| 3250 PCFP - (restricted use) | | | | | |
| 3254 PCFP - English Learner (restricted use) | | | | | |
| 3255 PCFP - At-Risk (restricted use) | | | | | |
| 3256 PCFP - Gifted and Talented (restricted use) | | | | | |
| 3270 State Special Ed Funding | | 6,775 | | | |
| 3800 Revenue in Lieu of Taxes | | | | | |
| 3900 Revenue for/on Behalf of School Dist | | | | | |
| TOTAL STATE SOURCES | 1,304,401 | 1,186,459 | 1,172,800 | 1,172,800 | 1,142,800 |

Davison Academy of Nevada

Budget Fiscal Year 2022-2023

| REVENUE | (1) | (2) | (3) | (4) | (4) |
|---|---|---|--------------------------------------|----------------------------------|---|
| | ACTUAL PRIOR YEAR ENDING 06/30/21 | ESTIMATED CURRENT YEAR ENDING 06/30/22 | BUDGET YEAR TENTATIVE APPROVED | BUDGET YEAR FINAL APPROVED | ENDING 06/30/23 AMENDED FINAL APPROVED |
| 4000 FEDERAL SOURCES | | | | | |
| 4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt | | | | | |
| 4103 E-Rate Funds | | | | | |
| Unrestricted Grants-in-Aid from Fed Govt pass thru the State | | | | | |
| 4200 Restricted Grants-in-Aid Direct - Fed | | | | | |
| Restricted Grants-in-Aid Fed Govnt pass-thru the State | | | | | |
| 4300 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies | | | | | |
| 4400 Revenue in Lieu of Taxes | | | | | |
| 4500 Revenue for/on Behalf of School District | | | | | |
| TOTAL FEDERAL SOURCES | 0 | 0 | 0 | 0 | 0 |
| OTHER RESOURCES AND FUND BALANCE | (1) | (2) | (3) | (4) | (4) |
| | ACTUAL PRIOR YEAR ENDING 06/30/21 | ESTIMATED CURRENT YEAR ENDING 06/30/22 | BUDGET YEAR TENTATIVE APPROVED | BUDGET YEAR FINAL APPROVED | ENDING 06/30/23 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 Gain/Loss on Disposal of Assets | | | | | |
| 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 | 1,403,697 | 1,184,039 | 980,000 | 980,000 | 980,000 |
| Unreserved Opening Balance | 26,157 | (127,985) | (70,000) | (70,000) | (70,000) |
| TOTAL OPENING FUND BALANCE | 1,429,854 | 1,056,054 | 910,000 | 910,000 | 910,000 |
| Prior Period Adjustments | | | | | |
| Residual Equity Transfers | | | | | |
| TOTAL ALL RESOURCES | 6,449,673 | 6,067,813 | 4,878,300 | 4,878,300 | 4,798,300 |

Budget Fiscal Year 2022-2023

Davison Academy of Nevada

Budget Fiscal Year 2022-2023

Form 4 Expenditures

2/15/2022

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (4) | (5) |
|---|---|---|-----------------------------|--|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/21 | ESTIMATED CURRENT YEAR ENDING 06/30/22 | BUDGET YEAR ENDING 06/30/23 | | FINAL APPROVED | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | | | |
| 450 Gifted and Talented Programs | | | | | | |
| 1000 Instruction | | | | | | |
| 100 Salaries | 2,010,752 | 1,837,000 | 1,371,140 | | 1,371,140 | 1,431,000 |
| 200 Benefits | 612,433 | 648,000 | 558,085 | | 558,085 | 519,240 |
| 300/400/500 Purchased Services | 150,552 | 142,000 | 23,270 | | 23,270 | 23,270 |
| 600 Supplies | 90,709 | 108,000 | 61,345 | | 61,345 | 91,845 |
| 700 Property | 1,021 | 0 | | | | |
| 800 Other | 730 | 2,500 | 825 | | 825 | 825 |
| 2100-2600, 2900 Other Support Services | | | | | | |
| 100 Salaries | 1,369,164 | 1,357,000 | 1,029,210 | | 1,029,210 | 962,870 |
| 200 Benefits | 385,934 | 387,000 | 327,380 | | 327,380 | 306,820 |
| 300/400/500 Purchased Services | 603,821 | 570,000 | 572,795 | | 572,795 | 492,795 |
| 600 Supplies | 73,385 | 70,000 | 103,160 | | 103,160 | 107,160 |
| 700 Property | 49,593 | 49,000 | 45,590 | | 45,590 | 83,090 |
| 800 Other | 17,446 | 7,000 | 4,330 | | 4,330 | 4,330 |
| 2700 Student Transportation | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | 28,080 | 35,000 | 77,480 | | 77,480 | 77,480 |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 440 Total Gifted and Talented Programs | 5,393,620 | 5,212,500 | 4,174,610 | | 4,174,610 | 4,100,725 |
| 490 Other Instructional 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 | | | | | | |
| 490 Total Other Instructional Programs | 0 | 0 | 0 | | 0 | 0 |

Davidson Academy of Nevada

Budget Fiscal Year 2022-2023

Form 4 Expenditures

2/15/2022

| | | | | | |
|---|---|---|---|---|---|
| 800 Community Services 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 | | | | | |
| 800 Total Community Services Programs | 0 | 0 | 0 | 0 | 0 |
| 900 Co-curricular & Extra-Curricular | | | | | |
| 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 | | | | | |
| 900 Co-curricular & Extra-Curricular | 0 | 0 | 0 | 0 | 0 |

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

Form 4 Expenditures

2/15/2022

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (4) | (5) |
|--|---|---|-----------------------------|--|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/21 | ESTIMATED CURRENT YEAR ENDING 06/30/22 | BUDGET YEAR ENDING 06/30/23 | | FINAL APPROVED | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | | | |
| 000 UNDISTRIBUTED EXPENDITURES | | | | | | |
| 2100 Support Services-Students | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2100 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 2200 Support Services-Instruction | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2200 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 2300 Support Services-Gen Admin | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2300 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 2400 Support Serv-School Admin | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2400 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 2500 Central Services | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2500 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

Form 4 Expenditures

2/15/2022

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (4) | (5) |
|---|---|---|-----------------------------|--|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/21 | ESTIMATED CURRENT YEAR ENDING 06/30/22 | BUDGET YEAR ENDING 06/30/23 | | FINAL APPROVED | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | | | |
| 2600 Operating/Maintenance Plant Service | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2600 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 2700 Student Transportation | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2700 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 2900 Other Support (All Objects) | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2900 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 2000s TOTAL SUPPORT SERVICES | 0 | 0 | 0 | | 0 | 0 |
| 3100 Food Service | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 3100 TOTAL FOOD SERVICES | 0 | 0 | 0 | | 0 | 0 |

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

Form 4 Expenditures

2/15/2022

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (4) | (5) |
|--|-----------------------------------|--|-----------------------------|--|----------------|------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/21 | ESTIMATED CURRENT YEAR ENDING 06/30/22 | BUDGET YEAR ENDING 06/30/23 | | FINAL APPROVED | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | | | |
| 4100 Land Acquisition | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4100 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 4200 Land Improvement | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4200 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 4300 Architecture/Engineering | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | 28,500 |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4300 SUBTOTAL | 0 | 0 | 0 | | 0 | 28,500 |
| 4400 Educational Specifications Dev | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4400 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 4500 Building Improvement | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4500 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 4600 Site Improvement | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4600 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

Form 4 Expenditures

2/15/2022

| | | | | | |
|--|-----|-----|-----|-----|-----|
| | (1) | (2) | (3) | (4) | (5) |
|--|-----|-----|-----|-----|-----|

| PROGRAM FUNCTION OBJECT | ACTUAL PRIOR YEAR ENDING 06/30/21 | ESTIMATED CURRENT YEAR ENDING 06/30/22 | BUDGET YEAR ENDING 06/30/23 | | AMENDED FINAL APPROVED |
|--|---|---|-----------------------------|-------------------|------------------------------|
| | | | TENTATIVE APPROVED | 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 | 28,500 |
| 5000 Debt Service | | | | | |
| 000 TOTAL UNDISTRIBUTED EXPENDITURES | 0 | 0 | 0 | 0 | 28,500 |
| TOTAL ALL EXPENDITURES | 5,393,620 | 5,212,500 | 4,174,610 | 4,174,610 | 4,129,225 |
| 6300 Contingency (not to exceed 3% of Total Expenditures) | XXXXXXXXXXXX | | | | |
| 8000 ENDING FUND BALANCE | | | | | |
| Reserved Ending Balance | 1,184,039 | 980,000 | 784,000 | 784,000 | 784,000 |
| Unreserved Ending Balance | (127,985) | (70,000) | 259,000 | 259,000 | 269,000 |
| TOTAL ENDING FUND BALANCE | 1,056,054 | 910,000 | 1,043,000 | 1,043,000 | 1,053,000 |
| TOTAL APPLICATIONS | 6,449,674 | 6,122,500 | 5,217,610 | 5,217,610 | 5,182,225 |

| | | | | | | |
|----------------|---------------------------------------|-----------|---------|---------|---------|---------|
| CHECKS: | Contingency cannot exceed: | XXXXXXXX | 156,375 | 125,238 | 125,238 | 123,877 |
| | Calculated Total Ending Fund Balance: | 1,056,053 | 855,313 | 703,690 | 703,690 | 669,075 |

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

Form 4 Expenditures

2/15/2022

| TENTATIVE BUDGET 2022-2023 | | 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 | 0 | 0 | 0 | 0 | 0 |
| 300 Vocational | 0 | 0 | 0 | 0 | 0 |
| 400 Other PK-12 | 2,400,350 | 885,465 | 888,795 | 4,174,610 | |
| 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 | 2,400,350 | 885,465 | 888,795 | 4,174,610 | |
| 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 |
| 5000 Debt Service | | | | 0 | 0 |
| 6300 Contingency | | | | | 0 |
| 8000 Ending Balance | | | | | 1,043,000 |
| UNDISTRIBUTED TOTALS | 0 | 0 | 0 | 0 | 1,043,000 |
| TOTAL ALL FUNDS TENTATIVE | 2,400,350 | 885,465 | 888,795 | 4,174,610 | 5,217,610 |
| FINAL BUDGET 2022-2023 | | | | | |
| (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 | 0 | 0 | 0 | 0 | 0 |
| 300 Vocational | 0 | 0 | 0 | 0 | 0 |
| 400 Other PK-12 | 2,400,350 | 885,465 | 888,795 | 4,174,610 | |
| 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 | 2,400,350 | 885,465 | 888,795 | 4,174,610 | |
| 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 |
| 5000 Debt Service | | | | 0 | 0 |

| | | | | |
|-------------------------------------|------------------|----------------|----------------|------------------|
| 6300 Contingency | | | | 0 |
| 8000 Ending Balance | | | | 1,043,000 |
| UNDISTRIBUTED TOTALS | 0 | 0 | 0 | 1,043,000 |
| TOTAL ALL FUNDS FINAL BUDGET | 2,400,350 | 885,465 | 888,795 | 5,217,610 |

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

Form 5 Exp Summary

Page 1 of 1

2/15/2022

| FINAL AMENDED BUDGET - Estimate | | 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 |
| 200 | Special | 0 | 0 | 0 | 0 |
| 300 | Vocational | 0 | 0 | 0 | 0 |
| 400 | Other PK-12 | 0 | 0 | 0 | 0 |
| 500 | Nonpublic School | 0 | 0 | 0 | 0 |
| 600 | Adult Education | 0 | 0 | 0 | 0 |
| 800 | Community Services | 0 | 0 | 0 | 0 |
| 900 | Co-Curricular/Extra Curricular | 0 | 0 | 0 | 0 |
| PROGRAM TOTALS | | 0 | 0 | 0 | 0 |
| UNDISTRIBUTED EXPENDITURES | | | | | |
| 000 | Undistributed Expenditures | | | | |
| 2000 | Support Services | 0 | 0 | 0 | 0 |
| 3100 | Food Service | 0 | 0 | 0 | 0 |
| 4000 | Facility Acquisition and Construction | | | 28,500 | 28,500 |
| 5000 | Debt Service | | | 0 | 0 |
| 6300 | Contingency | | | | 0 |
| 8000 | Ending Balance | | | | 1,053,000 |
| UNDISTRIBUTED TOTALS | | 0 | 0 | 28,500 | 1,081,500 |
| TOTAL FINAL AMENDED BUDGET | | 0 | 0 | 28,500 | 1,081,500 |

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

Form 5 Exp Summary

Page 2 of 2

2/15/2022

Form 6

PROPRIETARY OR ENTERPRISE FUND

Davdison Academy of Nevada

| Fund: REVENUE | (1) | (2) | (3) (4) | |
|---|---|---|-----------------------------|-------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/21 | ESTIMATED CURRENT YEAR ENDING 06/30/22 | BUDGET YEAR ENDING 06/30/23 | |
| | | | TENTATIVE APPROVED | FINAL APPROVED |
| 1000 LOCAL SOURCES | | | | |
| 1300 Tuition | | | | |
| 1400 Transportation Fees | | | | |
| 1500 Investment Income | | | | |
| 1600 Food Services | | | | |
| 1700 District 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 |

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

Form 6 Proprietary/Enterprise

Page 1 of 2

2/15/2022

| Form 6 Proprietary/Enterprise FUNCTION / OBJECT | (1) | (2) | (3) (4) | |
|--|---|---|--|---|
| | ACTUAL PRIOR YEAR ENDING 06/30/21 | ESTIMATED CURRENT YEAR ENDING 06/30/22 | BUDGET YEAR ENDING 06/30/23 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 |

Davdison Academy of Nevada

ALL EXISTING OR PROPOSED

- | | |
|------------------------------------|--|
| * - Type - use codes 1-11 | 6 - Medium-Term Financing - Lease Purchase |
| 1 - General Obligation Bonds | 7 - Capital Leases |
| 2 - G. O. Revenue Supported Bonds | 8 - Special Assessment Bonds |
| 3 - G. O. Special Assessment Bonds | 9 - Mortgages |
| 4 - Revenue Bonds | 10 - Other (Specify Type) |
| 5 - Medium-Term Financing | 11 - Proposed (Specify Type) |

| (1) NAME OF LOAN List and Subtotal By Fund | (2) Type * | (3) Number of Months of TERM | (4) ORIGINAL AMOUNT OF ISSUE | (5) ISSUE DATE | (6) FINAL PAYMENT DATE | (7) INTEREST RATE | (8) BEGINNING OUTSTANDING BALANCE 7/1/2022 | (9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/23 | | (11) (9) + (10) 6/30/2023 TOTAL |
|--|------------------|---|---------------------------------------|----------------------|---------------------------------|-------------------------|--|---|----------------------|--|
| | | | | | | | | INTEREST PAYABLE | PRINCIPAL PAYABLE | |
| FUND: | | | | | | | | | | |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| TOTAL ALL DEBT SERVICE | | | \$0 | | | | \$0 | \$0 | \$0 | \$0 |

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

Davdison Academy of Nevada

| REPORT FOR ALL FUNDS | | 2022-2023 | | FROM DISTRICTS WITHIN NEVADA | | FROM DISTRICTS OUTSIDE NEVADA | |
|-------------------------------|--------------------------|---|---|---|---|-------------------------------|--|
| | | (1) TUITION | (2) TRANSPORTATION | (3) TUITION | (4) TRANSPORTATION | | |
| REVENUES | Revenue CODES | 1310 NV Individual 1321 NV School Dist | 1410 NV Individual 1421 NV School Dist | 1310 Out-of-state Ind 1331 Out-of-state SD | 1410 Out-of-state Ind 1431 Out-of-state SD | | |
| Nevada Individuals | 1310/1410 | | | | | | |
| Nevada School Districts | 1321/1421 | | | | | | |
| Out-of-state Individuals | 1310/1410 | | | | | | |
| Out-of-State School Districts | 1331/1431 | | | | | | |
| | | \$0 | \$0 | \$0 | \$0 | | |

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

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

Davdison Academy of Nevada

| FUND TRANSFERS 2022-2023 (1) FUND TYPE | TRANSFERS IN | | TRANSFERS OUT | |
|--|------------------|---------------|----------------|---------------|
| | (2) FROM FUND | (3) AMOUNT | (4) TO FUND | (5) AMOUNT |
| GENERAL FUND | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SUBTOTAL | 0 | 0 | 0 | 0 |
| SPECIAL REVENUE FUNDS | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SUBTOTAL | 0 | 0 | 0 | 0 |
| TOTAL TRANSFERS | 0 | 0 | 0 | 0 |

Davdison Academy of Nevada

Budget Fiscal Year 2022-2023

FORM 9 FUND TRANSFERS

2/15/2022

LOBBY EXPENSES 2022-2023

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 activity in Carson City on behalf of the Davidson Academy on a pro bono basis.

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 2022-2023



May 16, 2023

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, 2023. This agreement 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 "Audit Engagement Agreement."

Audit Scope, Objectives and Reporting

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, 2023, and the related disclosures to the financial statements (collectively, 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 (GAAS), and our auditor's report will provide an opinion on it in relation to the financial statements as a whole:

- Budgetary Comparison Schedule

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our 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 second paragraph when considered in relation to the financial statements as a whole.

Governing Board of Directors
The Davidson Academy of Nevada
May 16, 2023
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Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements.

The objective also includes reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

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. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinion is other than unmodified, we will discuss the reason with you 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 withdraw from this engagement. If circumstances arise relating to the condition of the School's records, the availability of appropriate audit evidence, or indications of a significant risk of material misstatement of the financial statements because of error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment, prevent us from completing the audit or forming an opinion, we retain the unilateral right to take any course of action permitted by professional standards, including declining to express an opinion, issue a report, or withdraw from the engagement. We understand that you intend to furnish a copy of the School's financial statements, including our report thereon, to The State of Nevada Department of Education.

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 or laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control over financial reporting and on compliance and other matters will state 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 or 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 report will state that it 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 GAAS and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Auditor's Responsibilities for the Audit of the Financial Statements

We will conduct our audit in accordance with GAAS; 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. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable

Governing Board of Directors
The Davidson Academy of Nevada
May 16, 2023
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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 waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting waste or 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 an unavoidable risk that some material misstatements or noncompliance may exist and may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS 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 comes 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. 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.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and direct confirmation of certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. We may also request written representations from your 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.

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.

Our audit of the financial statements does not relieve you of your responsibilities.

Audit Procedures – Internal Controls

We will obtain an understanding of the School and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error, fraud, or 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, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinion. Because the determination of waste or abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may include collusion, forgery, intentional omissions, misrepresentation, or the override of internal control.

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The Davidson Academy of Nevada
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An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. Accordingly, we will express no such opinion. However, during the audit, we will communicate to you and those charged with governance internal control related matters that are required to be communicated under professional 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 provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures 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*.

Our audit of the financial statements does not relieve you of your responsibilities.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for 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, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management 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. GAAP, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

You are also responsible for making drafts of financial statements, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). 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, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (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. 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 GAAS and *Government Auditing Standards*.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements 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 School 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 and noncompliance with provisions of laws, regulations, contracts, and grant agreement that we report.

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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.

You are 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 Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Other Services

We will assist in preparing 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.

You agree to assume all management responsibilities relating to the financial statement preparation, including supplementary information, and related disclosures, 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, including supplementary information, and relate disclosures, and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, including supplementary information, and related disclosures, prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

Engagement Fees and Billing

We estimate that our fees for the audit and other services will be \$35,000. You will also be billed for other out-of-pocket costs. Additional expenses are estimated to be no more than \$250.

These fees have been estimated based on the following assumptions:

- 1) Your accounting personnel will supply us with the following:
 - a. Trial balance(s) prepared in accordance with U.S. GAAP.
 - b. Supporting schedules for various accounts reconciled to the trial balance.
 - c. Agreements with, but not limited to, customers, vendors and financial institutions, as requested.
 - d. Accounting system narratives and other information in connection with the risk assessment and planning procedures.
 - e. Cash, accounts receivable and other confirmations, as requested.
 - f. Other supporting documents that we consider necessary to complete our engagement.

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 The Davidson Academy of Nevada
 May 16, 2023
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The following services are outside the scope of the audit engagement (out of scope services):

- 1) Formal resolution of complex accounting issues. ^(a)
- 2) Reconciling supporting documents and/or support schedules to the general ledger. ^(b)
- 3) Proposing post-closing adjustments due to deficiencies in the financial closing process. ^(c)

- (a) Providing advice or assistance on an informal basis will be considered within the scope of the engagement.
- (b) Schedules are expected to be reconciled to the trial balance during the financial closing procedures and prior to being provided during the engagement.
- (c) Occasional errors found during the engagement will not be considered post-closing adjustments.

If additional services outside the scope of the audit engagement are requested, a written change order will be issued.

Fees will be billed as presented in the table below and are payable upon presentation.

| Installment Date | Amount Payable |
|--|-----------------------|
| At execution of the engagement agreement | \$8,750 |
| June 15, 2023 | \$8,750 |
| July 15, 2023 | \$8,750 |
| At delivery of our audit report | \$8,750 |

In the event the engagement is completed before all installments have been billed, all remaining installment billings will be billed at delivery of our audit report.

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, including interest on any amounts 30 days or more past due, as described above.

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.

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

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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

Engagement Team

Kimberly Hastings is the engagement partner and is responsible for supervising the engagement, including signing this Audit Engagement Agreement, and signing the report or authorizing another individual to sign it. Morris Zlotowitz is the technical resource partner providing ongoing support to the engagement team, and Dave Bierhorst is the quality control concurring partner responsible for the independent review of the financial statements prior to issuance.

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.

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.

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.

HCVT may terminate this relationship immediately in its sole discretion if HCVT determines that continued performance would result in a violation of laws, regulatory requirements, applicable professional standards or HCVT's client acceptance or retention standards.

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File Retention Policy

A portal may be used during the engagement for information to be shared. However, once our report has been issued, information housed on the portal will be destroyed. In addition, we do not keep any original School records, so we will return those to you. The School is responsible for providing their own data backup for business continuity and disaster recovery, including any potential future examinations by government or regulatory agencies, and copies of School information provided to us during the engagement is not to be used for these purposes. Miscellaneous reports prepared by our firm as part of any nonattest service, will be provided to management at the completion of such work. The School is responsible for storing such schedules for the School's data and records. We do not accept responsibility for hosting client information; therefore, you have the sole responsibility for ensuring you retain and maintain in your possession all your financial and non-financial information, data and records.

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.

The working papers for this engagement are the property of HCVT and constitute confidential information.

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. We take reasonable measures to secure your confidential information in our email transmissions. However, as email can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom it is directed and only to such parties, we cannot guarantee or warrant that email from us will be properly delivered and read only by the addressee. The School's execution of this Audit 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 the School.

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 Audit Engagement Agreement

This Audit 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 Audit Engagement Agreement will be binding on the parties. This original Audit 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 Audit Engagement Agreement, the School's representative confirms that she or he has read, understands and agrees to the terms of this Audit Engagement Agreement and that she or he is authorized to execute this Audit 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.

If this Audit 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

Governing Board of Directors
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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 Audit Engagement Agreement with HCVT on behalf of such corporate or partnership entity.

This Audit 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.

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 Audit Engagement Agreement to us.

Sincerely,



HOLTHOUSE CARLIN & VAN TRIGT LLP

cc: Mark Herron
Karin Dixson

ENGAGEMENT TERMS ACCEPTED:

Signature of Authorized Officer

Date

Name and Title



NOTICE OF REQUIRED PUBLIC HEARING

A public hearing for presentation of the tentative budget for the 2023-2024 fiscal year for the Davidson Academy will be held starting at 10:00 a.m. on Monday, May 15, 2023.

This public hearing will be held via videoconference and there will be no physical location for the meeting. Members of the public wishing to hear and observe the meeting may do so using the following link : <https://davidsonacademy-unr-edu.zoom.us/j/93474909656?pwd=OHhsVmwwweVI6UFIDcmxPNjhzRE0zdz09>.
Passcode: 847559.

Public comment for this hearing will be received via email, videoconference participation, and telephone. Those wishing to provide public comment via email may email their public comments to boardcomments@davidsonacademy.unr.edu. All public comments received via email before and during the hearing will be forwarded to the meeting chair for their consideration and will be included in the public record as minutes but will not be read aloud during the meeting. Those wishing to provide live public comment via videoconference may do so using the following link <https://davidsonacademy-unr-edu.zoom.us/j/93474909656?pwd=OHhsVmwwweVI6UFIDcmxPNjhzRE0zdz09>. Those wishing to provide live public comment via telephone may dial +1 669 900 6833, Webinar ID: 934 7490 9656, Passcode: 847559.

The Davidson Academy has prepared the budget in such detail as prescribed by the Nevada Department of Education on forms prescribed by the Nevada Department of Taxation. Support materials (tentative budget) for this agenda are available at no charge on the Davidson Academy website at: <http://www.DavidsonAcademy.unr.edu/>. Copies of said budget are on file for public inspection at the business office of the Academy at 9665 Gateway Drive, Suite B, Reno, Nevada.

- 2 p.m. A. PUBLIC COMMENTS*
- The public may comment on any subject that is not on the notice that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.*
- B. REQUIRED PUBLIC HEARING ON THE DAVIDSON ACADEMY'S
2023-2024 FISCAL BUDGET*
- This public hearing will be held no earlier than 10:00 a.m. and as soon thereafter as practicable. Changes, if any, to the tentative budget will be presented at the May 25, 2023, meeting of the Governing Board, where action may be taken to approve the budget for Fiscal Year 2023-2024.*

C. PUBLIC COMMENTS*

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

CERTIFICATE OF POSTING OF THIS NOTICE

I hereby certify that In accordance with NRS 241.020, on or before Friday, May 5, 2023, at 9:00 a.m., a copy of this notice 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 hearing notices; a copy of this notice was emailed to each person who agreed to receive copies of Davidson Academy Governing Board hearing notices 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/>). A physical copy was posted at the Davidson Academy, Reno NV, per NRS 241.020.

/s/ Aimee Fredericks
 Governing Board Clerk
 Email: afredericks@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. Susan Enfield, Jhone Ebert, and Hon. Brian Sandoval.*

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

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

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



PROOF OF PUBLICATION

STATE OF WISCONSIN SS.
COUNTY OF BROWN

THE DAVIDSON ACADEMY OF NEVADA
9665 GATEWAY DR STE B

RENO NV 89521

NOTICE OF PUBLIC HEARING ON TENTATIVE BUDGET Fiscal Year 2023/2024. Notice is hereby given that a public hearing will be held on the tentative budget of the Davidson Academy of Nevada for fiscal year 2023/2024 on Monday, May 15, 2023, at 10:00 a.m. There will be no physical location for this hearing. The posted meeting Notice contains information 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 prescribed by the Nevada Department of Education. Copies of said budget are on file for public inspection at the business office of the Academy at 9665 Gateway Drive, Suite B, Reno, Nevada, No. 5687282

May 5, 2023

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 issue dated between: 05/05/2023 - 05/05/2023, for exact publication dates please see last line of Proof of Publication below.

05/05/2023

Legal Clerk

Subscribed and sworn before me this
5th of May 2023.

NOTARY PUBLIC RESIDING
AT STATE OF WISCONSIN
COUNTY OF BROWN

Notary Expires:

1-7-25

Ad#:0005687282
P O : Davidson Academy

of Affidavits 1
This is not an invoice

KATHLEEN ALLEN
Notary Public
State of Wisconsin

**Minutes of the Required Public Hearing on
The Davidson Academy 2023-2024 Fiscal Year Budget
May 15, 2023**

The Required Public Hearing on the Davidson Academy Tentative 2023-2024 Fiscal Year Budget was called to order at 10:00 a.m. by Meeting Chair, Mark Herron. This public hearing was held via Zoom videoconference.

A. PUBLIC COMMENTS

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

B. REQUIRED PUBLIC HEARING ON THE DAVIDSON ACADEMY'S 2022-2023 FISCAL BUDGET

Vice President and Chief Financial Officer of the Davidson Academy and member of the Academy's Governing Board, Mark Herron, began this hearing by stating that this was a public hearing on the Tentative Budget for the Davidson Academy for the 2023-2024 fiscal year commencing on July 1, 2023, 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 and Colleen Harsin, Director of the Davidson Academy. He confirmed that this tentative budget was submitted to the State Board of Education by April 15, 2022, as required. He confirmed that on Thursday, May 25, 2023, the Governing Board of the Davidson Academy will meet to, among other things, review, discuss and adopt the budget for the 2023-2024 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. Friday, May 5, 2023, and by publishing a notice in the Reno-Gazette Journal newspaper on Friday, May 5, 2023. Notices was also physically posted at the entrance of the Davidson Academy. A Certificate of Posting and Proof of Publication were completed.

A copy of the 2023-2024 Tentative Budget for the 2023-2024 fiscal year was made available during the hearing. Mark Herron confirmed that the Tentative Budget for 2022-2023 was submitted to the Nevada Department of Education and the Clerk of the Davidson Academy Governing Board on April 15, 2023. 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 reflected Total Revenue of \$4,831,950 with estimated Pupil Centered Funding (PCF) payments of \$1,237,950 and \$3,594,000 in contributions from the Davidsons and activity fees. The Academy estimates Pupil Centered Funding based upon enrollment of 175 students. The budgetary form requires that Expenditures be reported by type. Expenditures on the Tentative Budget were estimated to be \$5,065,030 for 2023-2024.

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 for the Davidson Academy.

The full budget as submitted to the Nevada Department of Education may be viewed at <http://bit.ly/3B328iz>.

C. PUBLIC COMMENTS

No members of the public were present.

D. Adjournment

The Required Public Hearing on the Davidson Academy Budget Fiscal Year 2023-2024 adjourned at 10:06 a.m.

Aimee Fredericks

Respectfully submitted by Aimee Fredericks, Clerk of the Board

PROPOSED FINAL Budget

2023/2024

Davidson Academy

| | BUDGET | | | % of BUDGET | | Per Student Spending | |
|------------------------------|------------------|------------------|-----------------|-------------|-------------|----------------------|---------------|
| | Year 23/24 | Year 22/23 | Change | Year 23/24 | Year 22/23 | 175 | 155 |
| | Year 23/24 | Year 22/23 | Change | Year 23/24 | Year 22/23 | Year 23/24 | Year 22/23 |
| Davidson Contributions | 3,519,000 | 2,640,500 | 878,500 | 73% | 67% | 20,109 | 17,035 |
| State of Nevada | 1,237,950 | 1,172,800 | 65,150 | 26% | 30% | 7,074 | 7,566 |
| Other Activities | 75,000 | 155,000 | (80,000) | 2% | 4% | 429 | 1,000 |
| TOTAL REVENUE | 4,831,950 | 3,968,300 | 863,650 | 100% | 100% | 27,611 | 25,602 |
| Classroom | 2,796,900 | 2,014,665 | 782,235 | 55% | 48% | 15,982 | 12,998 |
| Guidance & College Advising | 330,600 | 530,920 | (200,320) | 7% | 13% | 1,889 | 3,425 |
| Assessment/Curriculum/IT | 296,270 | 233,505 | 62,765 | 6% | 6% | 1,693 | 1,506 |
| Legal/Audit/Liability Insur. | 83,500 | 83,750 | (250) | 2% | 2% | 477 | 540 |
| Admin & Records | 429,720 | 418,085 | 11,635 | 8% | 10% | 2,456 | 2,697 |
| IT/PR/Fiscal/HR | 536,485 | 367,335 | 169,150 | 11% | 9% | 3,066 | 2,370 |
| Building/Security/Safety | 474,005 | 420,995 | 53,010 | 9% | 10% | 2,709 | 2,716 |
| Shuttle & Transport | 89,180 | 77,480 | 11,700 | 2% | 2% | 510 | 500 |
| Indirect | 28,370 | 27,875 | 495 | 1% | 1% | 162 | 180 |
| TOTAL EXPENDITURES | 5,065,030 | 4,174,610 | 890,420 | 100% | 100% | 28,943 | 26,933 |
| Less Non-Cash Items: | | | | | | | |
| Prepaid Rent | 196,170 | 196,170 | - | | | | |
| Depreciation | 48,430 | 48,430 | - | | | | |
| NET FUND BALANCE | 11,520 | 38,290 | (26,770) | | | | |

Joe Lombardo
Governor

Jhone M. Ebert
Superintendent of
Public Instruction



Southern Nevada Office
2080 East Flamingo Rd,
Suite 210
Las Vegas, Nevada 89119-0811
Phone: (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) 687-1116

Charter School Budget

Davidson Academy herewith submits the FINAL budget for the fiscal year ending June 30, 2024

This budget contains 1 governmental fund types with estimated expenditures of \$ 5,065,030
0 proprietary funds with estimated expenses of \$ 0.

Per NAC 387.715:

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

APPROVED BY THE GOVERNING BOARD

I, Robert 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: _____

SCHEDULED PUBLIC HEARING:

Date and Time: ##### Publication Date 5/5/23 12:00 AM

Place: 9665 Gateway Dr., Suite B
Reno, Nevada (virtual attendance by public)

ENROLLMENT AND PUPIL CENTERED FUNDING PLAN INFORMATION

| | WEIGHTED ACTUAL ADE PRIOR YEAR ENDING 06/30/22 | WEIGHTED ACTUAL ADE CURRENT YEAR ADE ENDING 06/30/23 | WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/24 |
|---|--|--|--|
| 1. Pre-kindergarten (NRS 387.123) | <u> </u> x .6 = <u>0.0</u> | <u> </u> x .6 = <u>0.0</u> | <u> </u> x .6 = <u>0.0</u> |
| 2. Kindergarten | <u> </u> x .6 = <u>0.0</u> | <u> </u> x .6 = <u>0.0</u> | <u> </u> x .6 = <u>0.0</u> |
| Kindergarten | <u> </u> x 1 = <u>0.0</u> | <u> </u> x 1 = <u>0.0</u> | <u> </u> x 1 = <u>0.0</u> |
| 3. Elementary | <u> </u> | <u> </u> | <u> </u> |
| 4. Secondary | <u>156</u> | <u>162</u> | <u>175</u> |
| 5. Ungraded | <u> </u> | <u> </u> | <u> </u> |
| 6. Subtotal | <u>156.0</u> | <u>162.0</u> | <u>175.0</u> |
| 7. Students transported into Nevada from out-of-state | <u> </u> | <u> </u> | <u> </u> |
| 8. Students transported to another state | <u> </u> | <u> </u> | <u> </u> |
| 9. Total WEIGHTED enrollment | <u>156.0</u> | <u>162.0</u> | <u>175.0</u> |
| 10. Hold Harmless | <u> </u> | <u> </u> | <u> </u> |
| <hr/> | | | |
| 11. Adjusted Base Per Pupil Rate as of FY21-23 (found in Pupil Centered Funding Plan Payment Book) | | <u>\$7,074</u> | |
| | | Total Adjusted Base Allocation (ADE * per pupil rate) | <u>\$1,237,950</u> |
| 12. Total Local Special Education Distributions | | <u> </u> | |
| 13. Total English Learner Allocation (if applicable) | | <u> </u> | |
| 14. Total At-Risk Student Allocation (if applicable) | | <u> </u> | |
| 15. Total Gifted and Talented Allocation (if applicable) | | <u> </u> | |
| 16. TOTAL PUPIL CENTERED FUNDING PLAN (Number 11 + 12 + 13 + 14 + 15) | | | <u>\$1,237,950</u> |

Fiscal Year 2023-2024 Charter School Davidson Academy

| Form 3 | (1) | (2) | (3) | | (4) |
|---|--------------|-------------|-----------------------------|-----------|----------|
| Davidson Academy | ACTUAL PRIOR | ESTIMATED | BUDGET YEAR ENDING 06/30/24 | | (4) |
| REVENUE | YEAR ENDING | YEAR ENDING | TENTATIVE | FINAL | AMENDED |
| | 06/30/22 | 06/30/23 | APPROVED | APPROVED | FINAL |
| | | | | | 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 | | | | | |
| Revenue from Local Govmt Units other than School | | | | | |
| 1200 Districts | | | | | |
| 1300 Tuition | 772,989 | 0 | 0 | 0 | |
| 1400 Transportation Fees | | | | | |
| 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 District Activities | | | | | |
| 1800 Community Service Activities | | | | | |
| 1900 Other Revenues | | | | | |
| 1910 Rent | | | | | |
| 1920 Donations | 3,768,000 | 2,850,000 | 3,594,000 | 3,594,000 | |
| 1930 Gains/Loss on Sales of Capital Assets | | | | | |
| 1940 Textbook Sales & Rentals | | | | | |
| 1950 Misc Revenues from Other Districts | | | | | |
| 1951 Pass Through dollars from sponsored district | | | | | |
| 1960 Misc Revenues from Other Local Govt | | | | | |
| 1970 Operating Revenues | | | | | |
| 1980 Refund of Prior Year's Expenditures | | | | | |
| 1990 Miscellaneous - local sources | | | | | |
| TOTAL LOCAL SOURCES | 4,540,989 | 2,850,000 | 3,594,000 | 3,594,000 | 0 |
| 3000 REVENUE FROM STATE SOURCES | | | | | |
| 3100 Unrestricted Grants-in-Aid | | | | | |
| 3110 PCFP - Adjusted Base Funding | 1,186,199 | 1,155,525 | 1,237,950 | 1,237,950 | |
| 3113 PCFP - Auxillary Services - Transportation | | | | | |
| 3114 PCFP - Auxillary Services - Food Service | | | | | |
| 3115 Local Special Education Funding under PCFP | | | | | |
| 3200 State Govt Restricted Funding | | | | | |
| 3210 Special Transportation | | | | | |
| 3220 Adult High School Diploma Program Fnd | | | | | |
| 3230 Class Size Reduction | | | | | |
| 3250 PCFP - (restricted use) | | | | | |
| 3254 PCFP - Englisht Learner (restricted use) | | | | | |
| 3255 PCFP - At-Risk (restricted use) | | | | | |
| 3256 PCFP - Gifted and Talented (restricted use) | | | | | |
| 3270 State Special Ed Funding | | | | | |
| 3800 Revenue in Lieu of Taxes | | | | | |
| 3900 Revenue for/on Behalf of School Dist | | | | | |
| TOTAL STATE SOURCES | 1,186,199 | 1,155,525 | 1,237,950 | 1,237,950 | 0 |

Davidson Academy

Budget Fiscal Year 2023-2024

| REVENUE | (1) | (2) | (3) | (4) | (4) |
|---|---|---|--------------------------------------|----------------------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR TENTATIVE APPROVED | BUDGET YEAR FINAL APPROVED | AMENDED FINAL APPROVED |
| 4000 FEDERAL SOURCES | | | | | |
| 4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt | | | | | |
| 4103 E-Rate Funds | | | | | |
| 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 RESOURCES AND FUND BALANCE | | | | | |
| | (1) | (2) | (3) | (4) | (4) |
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR TENTATIVE APPROVED | BUDGET YEAR 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 Gain/Loss on Disposal of Assets | | | | | |
| 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 | 1,184,039 | 1,066,297 | 705,854 | 705,854 | |
| Unreserved Opening Balance | (127,985) | 224,633 | 342,146 | 342,146 | |
| TOTAL OPENING FUND BALANCE | 1,056,054 | 1,290,930 | 1,048,000 | 1,048,000 | 0 |
| Prior Period Adjustments | | | | | |
| Residual Equity Transfers | | | | | |
| TOTAL ALL RESOURCES | 6,783,242 | 5,296,455 | 5,879,950 | 5,879,950 | 0 |

Budget Fiscal Year 2023-2024

Davidson Academy

Budget Fiscal Year 2023-2024

Form 4 Expenditures

3/24/2023

| PROGRAM FUNCTION OBJECT | (1) ACTUAL PRIOR YEAR ENDING 06/30/22 | (2) ESTIMATED CURRENT YEAR ENDING 06/30/23 | (3) BUDGET YEAR ENDING 06/30/24 | | (5) AMENDED FINAL APPROVED |
|---|--|--|---------------------------------|--------------------------|-------------------------------------|
| | | | (3) TENTATIVE APPROVED | (4) FINAL APPROVED | |
| 450 Gifted and Talented Programs | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | 2,115,915 | 1,410,000 | 1,934,720 | 1,934,720 | |
| 200 Benefits | 716,186 | 520,000 | 638,650 | 638,650 | |
| 300/400/500 Purchased Services | 145,978 | 25,000 | 29,730 | 29,730 | |
| 600 Supplies | 109,037 | 60,000 | 192,040 | 192,040 | |
| 700 Property | 508 | | 0 | 0 | |
| 800 Other | 2,436 | 1,000 | 1,760 | 1,760 | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | 1,349,286 | 1,020,000 | 940,570 | 940,570 | |
| 200 Benefits | 361,551 | 312,000 | 292,070 | 292,070 | |
| 300/400/500 Purchased Services | 533,932 | 472,550 | 758,035 | 758,035 | |
| 600 Supplies | 58,072 | 115,750 | 120,995 | 120,995 | |
| 700 Property | 58,838 | 65,000 | 60,590 | 60,590 | |
| 800 Other | 5,518 | 4,000 | 6,690 | 6,690 | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | 35,053 | 79,000 | 89,180 | 89,180 | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 440 Total Gifted and Talented Programs | 5,492,310 | 4,084,300 | 5,065,030 | 5,065,030 | 0 |
| 490 Other Instructional 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 | | | | | |
| 490 Total Other Instructional Programs | 0 | 0 | 0 | 0 | 0 |

Davidson Academy

Budget Fiscal Year 2023-2024

Form 4 Expenditures

3/24/2023

| | | | | | |
|---|---|---|---|---|---|
| 800 Community Services 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 | | | | | |
| 800 Total Community Services Programs | 0 | 0 | 0 | 0 | 0 |
| 900 Co-curricular & Extra-Curricular | | | | | |
| 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 | | | | | |
| 900 Co-curricular & Extra-Curricular | 0 | 0 | 0 | 0 | 0 |

Davidson Academy

Budget Fiscal Year 2023-2024

Form 4 Expenditures

3/24/2023

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (4) | (5) |
|--|---|---|-----------------------------|-------------------|----------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 | | 06/30/24 | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | FINAL APPROVED | | |
| 000 UNDISTRIBUTED EXPENDITURES | | | | | | |
| 2100 Support Services-Students | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2100 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
| 2200 Support Services-Instruction | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2200 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
| 2300 Support Services-Gen Admin | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2300 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
| 2400 Support Serv-School Admin | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2400 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
| 2500 Central Services | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2500 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |

Davidson Academy

Budget Fiscal Year 2023-2024

Form 4 Expenditures

3/24/2023

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (4) | (5) |
|---|---|---|-----------------------------|--|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 | | FINAL APPROVED | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | | | |
| 2600 Operating/Maintenance Plant Service | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2600 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 2700 Student Transportation | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2700 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 2900 Other Support (All Objects) | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 2900 SUBTOTAL | 0 | 0 | 0 | | 0 | 0 |
| 2000s TOTAL SUPPORT SERVICES | 0 | 0 | 0 | | 0 | 0 |
| 3100 Food Service | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 3100 TOTAL FOOD SERVICES | 0 | 0 | 0 | | 0 | 0 |

Davidson Academy

Budget Fiscal Year 2023-2024

Form 4 Expenditures

3/24/2023

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (4) | (5) |
|--|---|---|-----------------------------|-------------------|----------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 | | 06/30/24 | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | FINAL APPROVED | | |
| 4100 Land Acquisition | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4100 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
| 4200 Land Improvement | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4200 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
| 4300 Architecture/Engineering | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4300 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
| 4400 Educational Specifications Dev | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4400 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
| 4500 Building Improvement | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4500 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
| 4600 Site Improvement | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4600 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |

Davidson Academy

Budget Fiscal Year 2023-2024

Form 4 Expenditures

3/24/2023

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (4) | (5) |
|--|---|---|-----------------------------|-------------------|-----|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 | | | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | 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 | 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 | 0 |
| 4000s TOTAL FACILITIES ACQUISITION & CONSTR | 0 | 0 | 0 | 0 | 0 | 0 |
| 5000 Debt Service | | | | | | |
| 000 TOTAL UNDISTRIBUTED EXPENDITURES | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL ALL EXPENDITURES | 0 | 0 | 0 | 0 | 0 | 0 |
| 6300 Contingency (not to exceed 3% of Total Expenditures) | XXXXXXXXXXXX | | | | | |
| 8000 ENDING FUND BALANCE | | | | | | |
| Reserved Ending Balance | 1,066,297 | 705,854 | 444,686 | 444,686 | | |
| Unreserved Ending Balance | 224,633 | 342,146 | 361,314 | 361,314 | | |
| TOTAL ENDING FUND BALANCE | 1,290,930 | 1,048,000 | 806,000 | 806,000 | | 0 |
| TOTAL APPLICATIONS | 1,290,930 | 1,048,000 | 806,000 | 806,000 | | 0 |

| | | | | | | |
|----------------|--|-----------|-----------|-----------|-----------|---|
| CHECKS: | Contingency cannot exceed: | XXXXXXXX | 0 | 0 | 0 | 0 |
| | Calculated Total Ending Fund Balance: | 6,783,242 | 5,296,455 | 5,879,950 | 5,879,950 | 0 |

Davidson Academy

Budget Fiscal Year 2023-2024

Form 4 Expenditures

3/24/2023

| TENTATIVE BUDGET 2023-2024 | | 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 | 0 | 0 | 0 | 0 | 0 |
| 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 | 0 | 0 | 0 | 0 | 0 |
| | | | | | |
| 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 |
| 5000 Debt Service | | | 0 | | 0 |
| 6300 Contingency | | | | | 0 |
| 8000 Ending Balance | | | | | 806,000 |
| UNDISTRIBUTED TOTALS | 0 | 0 | 0 | 0 | 806,000 |
| TOTAL ALL FUNDS TENTATIVE | 0 | 0 | 0 | 0 | 806,000 |
| | | | | | |
| FINAL BUDGET 2023-2024 | | 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 | 0 | 0 | 0 | 0 | 0 |
| 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 | 0 | 0 | 0 | 0 | 0 |
| | | | | | |
| 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 |
| 5000 Debt Service | | | 0 | | 0 |
| 6300 Contingency | | | | | 0 |
| 8000 Ending Balance | | | | | 806,000 |
| UNDISTRIBUTED TOTALS | 0 | 0 | 0 | 0 | 806,000 |
| TOTAL ALL FUNDS FINAL BUDGET | 0 | 0 | 0 | 0 | 806,000 |

| FINAL AMENDED BUDGET - Estimate | | 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 |
| 200 | Special | 0 | 0 | 0 | 0 |
| 300 | Vocational | 0 | 0 | 0 | 0 |
| 400 | Other PK-12 | 0 | 0 | 0 | 0 |
| 500 | Nonpublic School | 0 | 0 | 0 | 0 |
| 600 | Adult Education | 0 | 0 | 0 | 0 |
| 800 | Community Services | 0 | 0 | 0 | 0 |
| 900 | Co-Curricular/Extra Curricular | 0 | 0 | 0 | 0 |
| PROGRAM TOTALS | | 0 | 0 | 0 | 0 |
| | | | | | |
| 000 | Undistributed Expenditures | | | | |
| 2000 | Support Services | 0 | 0 | 0 | 0 |
| 3100 | Food Service | 0 | 0 | 0 | 0 |
| 4000 | Facility Acquisition and Construction | | | 0 | 0 |
| 5000 | Debt Service | | | 0 | 0 |
| 6300 | Contingency | | | | 0 |
| 8000 | Ending Balance | | | | 0 |
| UNDISTRIBUTED TOTALS | | 0 | 0 | 0 | 0 |
| TOTAL FINAL AMENDED BUDGET | | 0 | 0 | 0 | 0 |

Davidson Academy

Budget Fiscal Year 2023-2024

Form 5 Exp Summary

Page 2 of 2

3/24/2023

| Form 6 Proprietary/Enterprise FUNCTION / OBJECT | (1) | (2) | (3) (4) | |
|--|---|---|---|----------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 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

ALL EXISTING OR PROPOSED

- | | | |
|------------------------------------|--|--|
| * - Type - use codes 1-11 | | 6 - Medium-Term Financing - Lease Purchase |
| 1 - General Obligation Bonds | | 7 - Capital Leases |
| 2 - G. O. Revenue Supported Bonds | | 8 - Special Assessment Bonds |
| 3 - G. O. Special Assessment Bonds | | 9 - Mortgages |
| 4 - Revenue Bonds | | 10 - Other (Specify Type) |
| 5 - Medium-Term Financing | | 11 - Proposed (Specify Type) |

| (1) NAME OF LOAN List and Subtotal By Fund | (2) Type * | (3) Number of Months of TERM | (4) ORIGINAL AMOUNT OF ISSUE | (5) ISSUE DATE | (6) FINAL PAYMENT DATE | (7) INTEREST RATE | (8) BEGINNING OUTSTANDING BALANCE 7/1/2023 | (9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/24 | | (11) (9) + (10) 6/30/2024 TOTAL |
|--|------------------|---|---------------------------------------|----------------------|---------------------------------|-------------------------|--|---|----------------------|--|
| | | | | | | | | INTEREST PAYABLE | PRINCIPAL PAYABLE | |
| FUND: | | | | | | | | | | |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| TOTAL ALL DEBT SERVICE | | | \$0 | | | | \$0 | \$0 | \$0 | \$0 |

Davidson Academy

Budget Fiscal Year 2023-2024

Davidson Academy

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

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

Davidson Academy

Budget Fiscal Year 2023-2024

Davidson Academy

| FUND TRANSFERS 2023-2024 (1) FUND TYPE | TRANSFERS IN | | TRANSFERS OUT | |
|--|------------------|---------------|----------------|---------------|
| | (2) FROM FUND | (3) AMOUNT | (4) TO FUND | (5) AMOUNT |
| GENERAL FUND | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SUBTOTAL | 0 | 0 | 0 | 0 |
| SPECIAL REVENUE FUNDS | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SUBTOTAL | 0 | 0 | 0 | 0 |
| TOTAL TRANSFERS | 0 | 0 | 0 | 0 |

