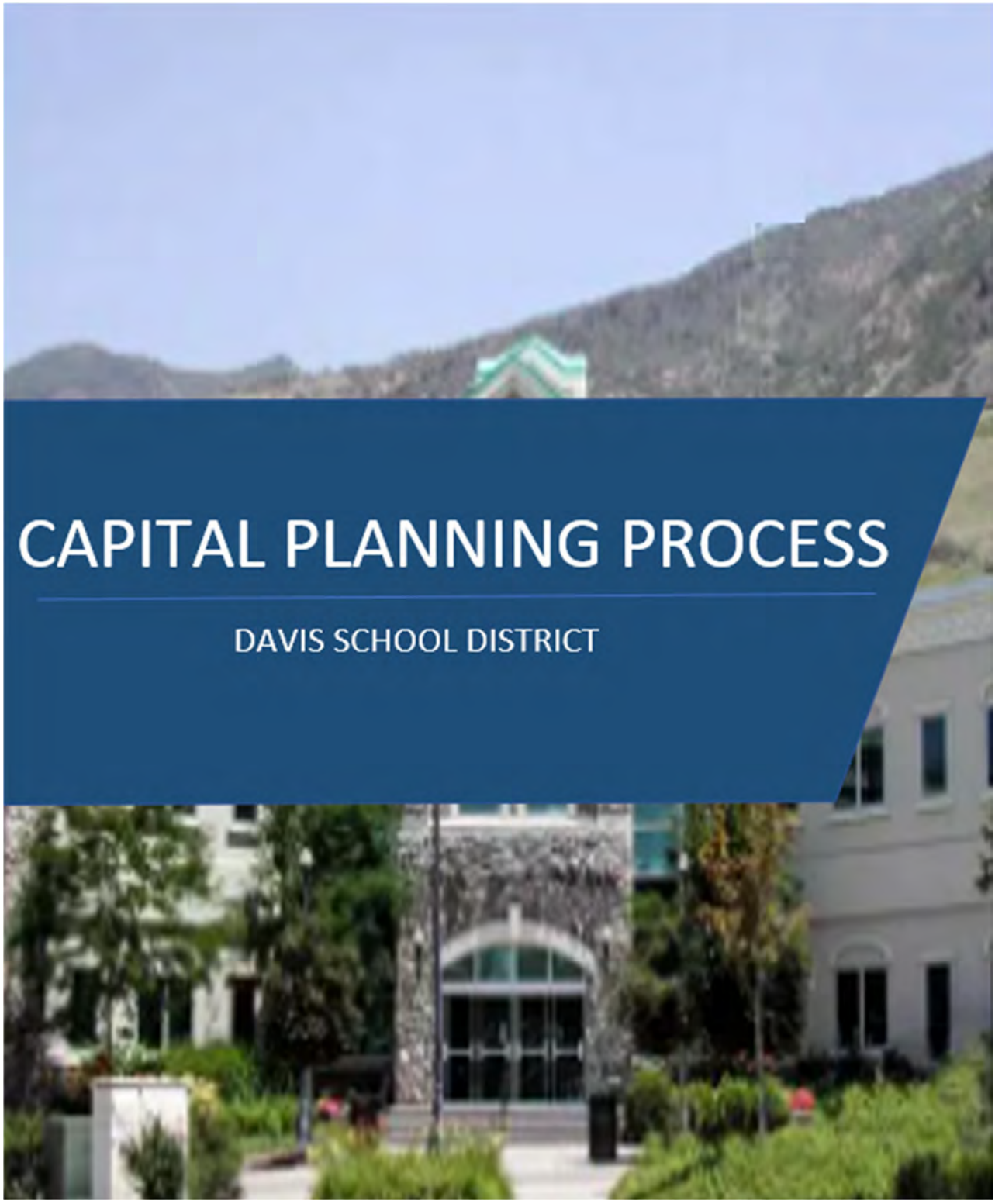

# CAPITAL PLANNING PROCESS

DAVIS SCHOOL DISTRICT

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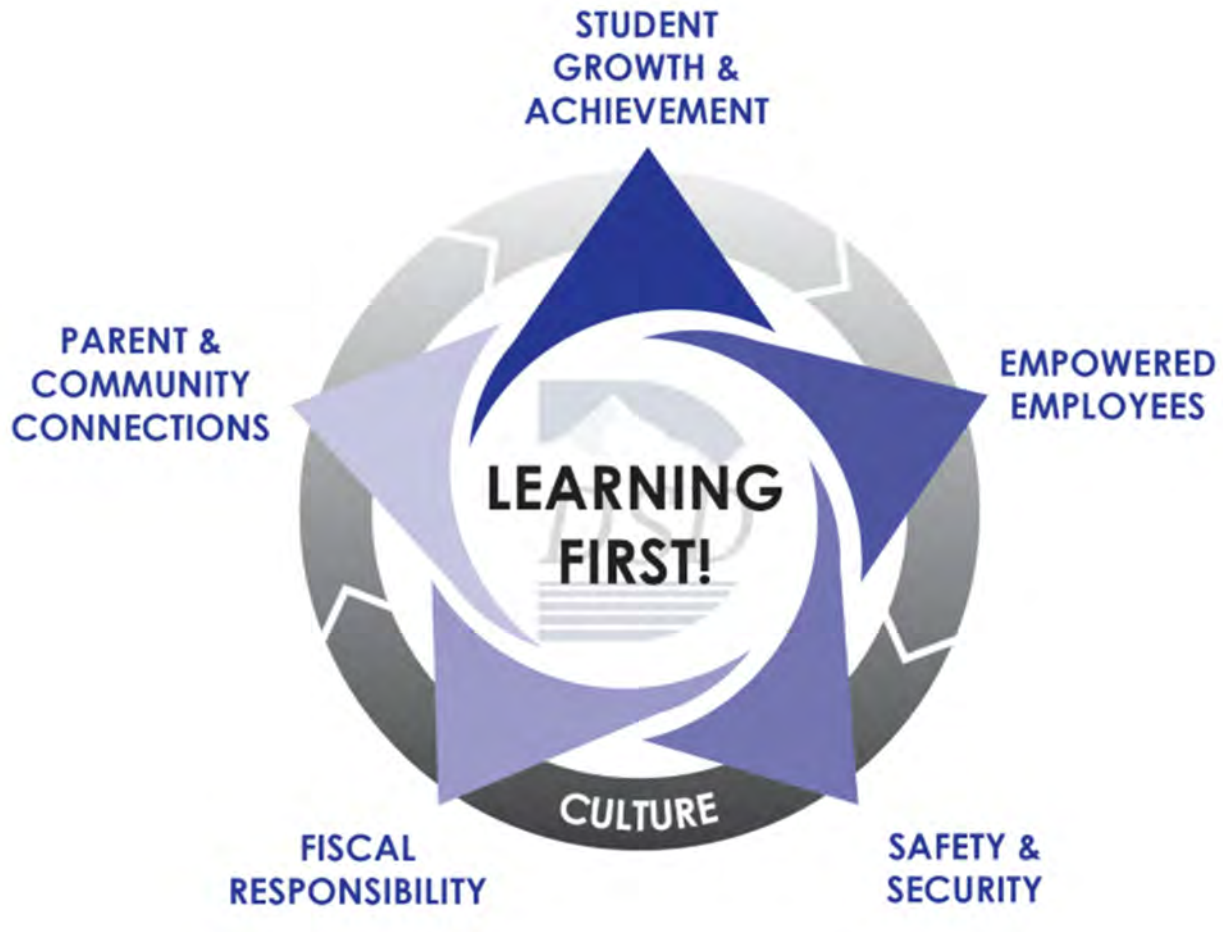
## INTRODUCTION

Under the direction of the Davis School District Board of Education, the Davis School District oversees tens of millions of square feet in facilities. Through careful planning and oversight, these world class facilities provide an excellent learning environment for students and outstanding working conditions for teachers and staff. Students enjoy exceptional test scores and one of the highest graduation rates in the country. The researched-based design of new schools and ongoing renovations greatly add to the learning success of students. The district carefully plans and carries out ongoing maintenance, renovations, additions and new construction through a comprehensive capital planning process. The purpose of this Capital Planning Document is to outline and describe the process in support of the district's Strategic Plan.

Davis School District provides an environment where growth and learning flourish. Educators, parents, and community members work together to create a successful educational experience for each student.



## DAVIS SCHOOL DISTRICT SYNOPSIS

The Davis School District was established in 1911 and shares common boundaries with Davis County. Davis County is located east of the Great Salt Lake and north of Salt Lake County / Salt Lake City. Davis County comprises an area of 268 square miles, with over 350,000 residents. The growth in population has been more than15% over the past 10 years. With that growth, the county has moved from its traditional agricultural dependency, to an interlocking network of suburban communities within close proximity to downtown Salt Lake City (to the south) and Ogden City (to the north). As a suburban area, Davis County does not have a large commercial / industrial tax base to help support the costs of new school construction.

Even though Davis County is Utah's smallest county in land area, the district's enrollment is the second largest in the state.

## CAPITAL PLANNING PROCESS OVERVIEW

An integrated and comprehensive planning process is required to anticipate and provide for new schools, replace aging schools, provide additions and/or renovations at existing schools and to ensure the maintenance of existing schools. The Facility Management Group (FMG) integrates the staff functions of planning, finance, construction, maintenance, and technology with additional input and participation provided by School Directors, Custodial Services and the Community. The Facilities Administration director chairs the Facility Management Group. The Superintendency provides oversight of this process.

The process has three main components: 1) obtaining, managing, and accounting for the capital funds, 2) identification and prioritization of capital facility needs, and 3) project design, bid and completion of facilities.

## FINANCING PROCESS

The method of obtaining capital funding for a school district in Utah is complicated. While the vast majority of capital funds come through bonding, there are other sources of capital which are additive to bonding. Additional ongoing overhead costs associated with opening and operating a school must also be considered.

Sources of Capital:

Financing for school district capital projects currently comes from two sources:

- Capital Outlay Property Tax Rate
- General Obligation School Building Bonds

Capital Outlay Tax Rate: The district uses the proceeds from the Capital Outlay property tax rate for the maintenance of buildings and small capital projects. School Building Bonds are used for major building projects such as new schools, additions to current buildings, major renovations or even some maintenance of existing facilities.

The current Capital Outlay tax rate is not large enough to generate sufficient funding to pay for new construction projects on a pay-as-you-go basis. Much like a home mortgage, General Obligation School Building Bonds allow the district to borrow money incrementally and pay back both the principal and the interest over an extended period of time. These payments are funded through a General Obligation Debt tax rate. The tax rate required to pay debt service on general obligation bonds is lower than pay-as-you-go financing because debt payments are spread out over 15 to 20 years. This method does, however, increase the district's total cost of capital projects because of interest expense that would not be incurred using the pay-as-you-go method.

General Obligation School Building Bonds: The first step in forecasting debt capacity is to predict the total assessed taxable value in the county for each year during the authorization time frame. Each year (with assistance of professional advisors) the district estimates how much growth or decline in total taxable value will occur during the authorized time frame. This estimate is critical as changes in assessed valuation directly affect the amount of bonds that can be issued.

Next, the district examines its current debt service structure compared to the assessed value estimates. This figure determines the tax rate necessary to generate sufficient funding to pay the current debt over its life. The difference between this calculated rate and the current General Obligation rate represents additional debt-incurring capacity available within the current tax rate structure. The Utah State Constitution also imposes a legal debt limit on taxing entities of 4% of the fair market value of all taxable property within the county. This ceiling represents the maximum debt-incurring capacity of the district.

Finally, the district must take the prioritized list of construction needs and compare it with its capacity for incurring additional debt. If there is enough capacity within the current tax rate, the district would seek additional bonding authorization from the voters, with no tax rate increase. If the dollar amount of construction needs cannot be financed within the current tax rate structure, the district would then ask voters to approve a new bonding authorization, which would include a tax rate increase.

As the district contemplates a new bond authorization, it must balance the needs for classroom space and materials for students with the tax burden placed upon taxpayers by incurring debt.

Voter Authorization: To sell bonds and incur debt, the district must have the authorization of a simple majority of Davis County registered voters. These elections

must be held in conjunction with a primary or general election in the county. Voters authorize a total amount of bonds the district can issue. The patrons of Davis County have generously supported every bond election to date.

Time-Phased Sale of Bonds: After a bond authorization is approved by voters, the district is then allowed ten years to issue (sell on the financial market) the bonds up to the limit approved in the authorization. Bonds can be issued for any amount and as often as needed for support of construction timelines. How much and how often the district issues bonds are once again a balance of the construction needs of the district and the tax burden placed on taxpayers.

School Operating Costs: New schools and major additions to existing schools have overhead costs which do not come out of capital funding but are increases to the district's annual operating budget. When a new school is constructed, the district anticipates increased operating costs including office administration, custodial, maintenance, insurance and utilities. These costs are recalculated each year and must be incorporated into the operating budget of the fiscal year when the school is opened. Teachers and associated classroom costs follow the students and simply transfer from existing schools.

When additions are made to existing facilities, the changes to the regular operating budgets are not as dramatic, but must also be calculated and incorporated into the general fund budget. When renovations are made to existing buildings, system updates often reduce operating costs to a level similar to new facilities, e.g., maintenance and utility expenses.

## CAPITAL REQUIREMENTS

Capital funds are used to purchase land, construct new facilities or additions to existing facilities, replace aging facilities, and renovate and maintain existing facilities. The district currently has millions of square feet in buildings and thousands of acres of land in operation. Continued investment in current infrastructure is crucial. Other critical expenditures include:

- Americans with Disabilities Act (ADA) compliance
- Asphalt for parking, roadways and playgrounds
- Athletic facilities
- Auditorium upgrades for curtains, sound, seating, and rigging
- Bleacher upgrades, interior and exterior
- Ceiling tile replacement
- Closed circuit television for security
- Data line upgrades for latest technology
- Electrical upgrades
- Energy saving upgrade costs

- Fire alarms
- Floor coverings
- Furniture upgrades
- Heating, ventilating, air conditioning system upgrades
- Kitchen upgrades
- Lighting upgrades
- Portable classroom relocation and updates
- Rebuild and renovation projects
- Restroom / locker room upgrades
- Roof replacement
- Security
- Site improvements, including play toy replacement
- Storage facilities
- Waterline replacements
- Window replacements

## FACILITY ASSESSMENT SURVEY

The ability to accurately prioritize projects in existing buildings requires a detailed, accurate and continually updated assessment of the district's facilities.

The district has developed a Facility Assessment Survey (sample in Appendix A) that provides a real-time evaluation of each part of every facility in the district. Based upon recommendations from the FMG committee and regular site visits, the survey is continually updated. This document serves as a powerful informational and planning tool for a wide variety of interested parties, including school administrators, district personnel and the community. From this survey, projects are prioritized by the FMG committee and Facilities Administration.

## ENROLLMENT & PROJECT FORECASTING

Construction of new schools or additions to existing schools are directly related to changing student enrollments. The district tracks and forecasts enrollments in order to provide information and recommendations for decisions by the Superintendency and the Board of Education.

Davis County experiences two components of growth in school-age children: in-migrations and births. When the economy is stronger than surrounding states, the in-migration contributes to growth in student population. Out-migration has the reverse

effect. The second and largest contributor is births. These births translate to kindergarten students five years later - with the number adjusted to reflect a small increase or decrease depending on anticipated migration patterns or students diverted to charter schools. Any newly approved charter schools (or approval for growth at existing charter schools) must be factored into enrollment projections.

Leading indicators help predict rising enrollment changes. Building permits issued by a city for a development are short range indicators (4-6 months). A city's approval of a development provides a longer lead time (1 to 3 years). A long-term constraint on construction is the amount of raw land still available and suitable for residential construction.

The district uses a sophisticated computer-based Geographical Information System (GIS) to track housing developments and student residence information. The GIS program uses the land and parcel data from cities and the county and overlays the district's student information. This data, along with aerial photographs, provide a visual portrayal of current student locations and growth indicators. The GIS program can also show the time phasing of recent growth in an area. This tool is invaluable in the process of establishing new school boundaries, which accompanies new school openings.

## BOND PROJECT LIST DEVELOPMENT

The initial assessment of which projects should be considered and prioritized is done by the Business Administrator, the Facilities, Planning and Finance directors. The Planning Department maintains a list of possible major construction projects which includes new schools and additions, as well as rebuilds of aging buildings. Funding for land purchases is also included. A small contingency fund is added to provide for unforeseen requirements.

The Facilities Assessment Survey is also used as the starting point for more than 30 categories of recommended project types. Projects which were recommended but not funded in the previous bond are re-evaluated and prioritized against newly identified projects. In prioritizing projects, schools and areas are assessed for growth, overcrowding in existing area schools, options for accommodating the growth with portable classrooms, year-round scheduling or boundary changes.

The Business Administrator then begins discussions with an outside bond advisor to assess the district's debt capacity against the anticipated increase in taxable value and tax rates. From this forecasting, funding scenarios are developed, which project the available funds, both within and above the current tax rate. Assumptions regarding the inflation rates of construction are also forecasted. Multiple project lists may be developed to match each of the amounts identified in the funding scenarios. After

deliberation and refinement by the Superintendency, the final list is presented to and approved by the Board of Education.

The constraints on any year's bond projects are 1) funding and 2) the ability of the New Construction Department to oversee contracts and construction. Cash flow is the largest constraint as each year's expenditures are limited by the cash available to the district.

Time Phasing by year: The projects must be spread out so that construction timing matches the anticipated cash flow from the sale of bonds. Often major projects are listed in the year needed and smaller projects are moved around to balance the year's total funding capacity. It is sometimes difficult for schools and community councils to understand why their specific projects are not started in the first year of the bond.

## CAPITAL AUTHORIZATION PROCESS

The FMG committee is charged with completion of projects on the bond and capital project lists, without exceeding the total capital or bond authorizations.

Capital Project List: The capital project list is a dynamic document that must have sufficient flexibility to respond to unforeseen circumstances. This list is for projects not included on the bond list. Not all projects can be anticipated for inclusion. A school's principal or community council may initiate a request for a project not included on the capital project list. Similarly, a request may come from the EMS Department, or another member of the FMG committee. All unforeseen requests go through the same prioritization and funding scrutiny. Approval cannot be granted unless a funding source is identified. In a period of construction inflation and with only a small contingency amount, not all requests can be funded. Some requests are either denied or deferred until another funding cycle.

Once the FMG committee approves a project, the Architectural/New Construction Services or EMS departments procure the necessary professionals to prepare bidding documents. Proposals from architectural and engineering firms (as well as construction contracts) are approved by the Board of Education.

Project Information Sheet: For each project, the FMG committee reviews the construction cost estimates compared to the amount allocated in the capital project list. If the cost estimate exceeds the amount allocated, the FMG committee will either send the project back for scope review or reallocate funding from other projects. There cannot be an increase in project budget without an identified and comparable reduction in the contingency fund or another project budget.

The sample Project Information Sheet (Appendix B) summarizes the costs that could be encountered in the construction of an elementary school. The top section of the sheet contains general information about the project. The sheet also has the bid amount of

the project and the total contract amount with change orders. It tracks several important dates such as Board of Education approval, bid opening, notice to proceed, and substantial completion dates.

The column titled “Preliminary Estimate” is the initial estimate generated at the inception of the project. The total of this column will match the amount that was listed on the bond list. After several months of design and after the project has been bid, the column titled “Projected Costs” modifies the “Preliminary Estimate” column. This column is a more refined estimate. This column's total may be larger than the “Preliminary Estimate” column due to inflation or scope creep. If this is the case, the overage is approved by the FMG committee.

Finally, the “Amount Paid” column tracks the expenses of the project as they are accrued. Each invoice or pay request that is approved for payment is figured in and the “Percent Complete” column provides a quick dashboard input of the financial status of the project.

Cost Components of a New School: There are costs associated with the construction of a new school building beyond brick and mortar such as:

- Architect/Engineer Fees - Usually a percentage of the construction cost. This is paid to the architect who then will hire a structural, mechanical, and electrical engineer to provide plans and specifications for the building.
- Geotechnical Engineering - This is to test the soil at the building site for the design of the footings and foundation.
- Survey and Civil Engineering - Locates the property corners and identifies the topography so that rain water and site utilities are handled properly.
- Construction Testing - An independent testing company that takes soil, concrete, and masonry tests to ensure that the designed strengths are achieved.
- Direct Purchases – The district contracts directly with suppliers to provide building materials at a significant savings over general contractor pricing.
- Furniture, Fixtures, and Equipment (FF&E) – Desks, chairs, textbooks, computers, printers, copiers, telephones, office and custodial supplies, etc.
- Contingency - The district carries a contingency on new construction and remodel projects for unforeseen conditions or changes in scope.
- Utility Connection and Impact Fees

The only other cost associated with the cost of a building would be the price paid for the purchase of the land. The district purchases parcels of land years in advance. Therefore, the land cost is not considered part of the total cost of a building.

## NEW CONSTRUCTION PROCESS

With approval of the Board of Education, the planning department determines the need, scope and location of projects. The Professional Service Selection Committee recommends the architect and the contractor which are then approved by the board.

Professional Services Selection Committee: The Professional Services Selection Committee is comprised of the Administrator of Facilities Management, Director of Purchasing and the Director of Architectural/Construction Services. The committee is supplemented with additional members as a particular project warrants, such as city administrators or planners, principals, purchasing employees and others.

Architect Selection: Under the direction of the Architectural Services Director, the Purchasing Department advertises a request for proposal. The Professional Services Selection Committee convenes and reviews all submittals and rates them using a predetermined questionnaire that is provided as part of the request for proposal. If the project is large, the submitting firms will be asked to make a formal presentation to the Professional Services Selection Committee. Scores are entered into a matrix and the highest scoring architectural firm is recommended to the Board of Education for approval.

Contractor Selection: Contractor selection process is similar to the architect selection. Requests for proposal are advertised, submittals reviewed, interviews conducted (for large projects) and firms ranked. During the design phase, the contractor selection process is determined - either “low bid” or “Construction Manager/General Contractor” (CM/GC).

Low bid means that the district receives bids from qualified contractors. Construction documents are available to all qualifying bidders; those that meet the bonding and insurance qualifications and who submit bids at a specified time. The district then may select the lowest bidder, if fully qualified for a project of that scope.

The CM/GC works as part of the design team and offers expertise for budgets, means, and methods of construction to ensure the project stays on budget and on time. When construction documents are complete, the CM/GC solicits bids. Once the bids have been opened and secured, the Construction Manager (CM) becomes the General Contractor (GC) overseeing the construction of the project.

Plans Review / Value Engineering: To ensure that the district is getting the best value for the money, all building plans are thoroughly reviewed. Before any project is placed out to bid, a plan review meeting is held with representatives from several district departments: Maintenance, Custodial, Nutrition Services, Transportation, Risk Management, Information Technology, etc. The goal of this meeting is to review the plans and specifications for completeness and compatibility with existing district systems and standards.

When a new building prototype is created, it undergoes a value engineering process. This process involves hiring an independent set of design consultants, not involved with the design, to review and recommend to the district alternate solutions or options, as well as the costs associated with each choice.

Each building project plan is reviewed by the County Health Department and the State Fire Marshal's Office for compliance to the International Fire and Life Safety codes. Plans are also reviewed by a Certified Plans Examiner for compliance to the State approved construction codes.

Life Cycle Cost Considerations: Buildings must be durable, maintainable, yet economical, and designed and built to last 75 years or more. District buildings are built with quality materials that are relatively inexpensive – yet maintainable. Thousands of children spend countless hours in these buildings, which causes considerable wear and tear to the facilities. The district has been able to construct quality facilities for a cost-per-square-foot well below the national average.

Overall Timelines: Many factors affect the length of the construction process such as, cash flow, current workload in the construction industry, and the complexity or phasing requirements of a particular project. The following is the recommended timeline for construction projects:

Pre-Construction Process:

| | |
|---|---|
| Scoping of Project | 1 to 2 months |
| Architect Selection | up to 2 months |
| Architectural Programming | up to 12 months |
| Design Phase | 3 to 12 months |
| Contractor Selection | 1 to 2 months |
| Bidding | 1 month |

Construction Process:

| | |
|---|---|
| Elementary School | 15 to 18 months |
| Junior High School | 20 to 24 months |
| High School | 24 to 30 months |
| Move In and Set Up | 2 to 4 months |

## TECHNOLOGY

Rapidly changing technologies requires the district to create teaching and learning spaces that are functional for today and flexible enough to meet future needs. Predicting the future implementation of building automation, educational content presentation, and connectivity to the outside world via the Internet is extremely challenging. The never ending challenge of keeping up with current technology can be quite expensive. As new schools are constructed (especially secondary schools with longer construction timelines) the district continually strives to create facilities that will support future technologies.

New schools are designed to provide opportunities for computing throughout the entire building. Along with computer labs which are specifically designed for unique curriculums, all schools have high availability access to computers throughout the facility. Full wireless access is provided in all learning spaces, common areas, collaboration spaces and administrative sections of the school.

It is important to make classrooms easy to reconfigure based on changing technologies, curriculum and/or teaching styles. New classrooms have the ability to support a computer for each student in varying configurations. District classrooms also include projectors or televisions, advanced sound systems and multi-media capability to support personalized learning.

By using capital and E-Rate funds the district has established a computer refresh program which provides high access to technology resources for students and faculty. Where possible, air conditioning is installed to make the labs as comfortable as possible during hot summer months. Older schools have been retrofitted with wireless access so that students and faculty members can safely access the network.

## ENERGY

The district has implemented strategies to reduce energy costs, increase energy efficiency, improve indoor air quality in existing schools (regardless of age), and to install energy saving equipment in new construction projects.

Re-Commissioning Existing Buildings: Re-commissioning is a process used to detect and diagnose building operation faults in order that system corrections can be made. It is recognized as a cost-effective strategy -- typically involving on-going activities for improvement. Benefits from re-commissioning range from low cost upgrades in building operations and control strategies to replacement of failed components with recommendations for future capital improvements and equipment replacements. Proper control/maintenance of equipment can lead to energy savings, extended equipment life,

increased building comfort and improved indoor air quality. These outcomes are all proven to increase student performance and enhance teacher morale in school facilities.

New Construction Projects: The district employs experienced architects and engineers from the beginning of each project. These architects and engineers take great care in determining relative merits of how building systems work together for maximum energy savings, desired indoor air quality and ease of maintenance. New construction projects are designed to meet the standards set by the International Code Council (ICC) as well as the International Energy Construction code dealing with energy. When a new school is planned and designed, every effort is made to provide the building with the highest quality equipment.

Buildings are designed around the Zero Energy Building (ZEB) model wherever possible. The U.S. Department of Energy released "A common definition of Zero Energy Buildings" which states:

> "A Zero Energy Building (ZEB) is an energy-efficient building where, on a source basis, the actual delivered energy is less than or equal to the on-site renewable exported energy."

## MAINTENANCE

The maintenance of school district facilities is managed by the Environmental Maintenance Services (EMS) Department in conjunction with the Custodial Services Department.

Even with the rapid growth of the district and increasing number of new facilities, it is imperative that the focus remains on the preservation of existing facilities valued at a total of nearly $2 billion dollars.

Maintenance of Existing Facilities: Recognizing the tremendous taxpayer investment that the district's facility inventory represents, processes must be in place to sustain their vitality and usefulness. Many of the maintenance practices currently employed extend the useful life of building systems well beyond industry standards. For example, it is not uncommon for roofs to last from ten to twenty years longer than industry standards.

Recent bond initiatives allocated significant funding for projects such as boiler replacements, culinary waterline replacements, re-roofing, fire alarm upgrades, parking/asphalt upgrades, painting, energy systems control upgrades, security access,

and window replacement. Many of these projects realize cost savings through energy upgrades or increased levels of safety and security for patrons and staff.

Work Orders: Requests for maintenance work in a school are managed through a computer work order system which is part of the DSD comprehensive computer system. Tens of thousands of requests are processed annually and the trend is upward, fueled by a steady increase of new schools. Reports generated from the district computer system are utilized by EMS to manage the workload to prioritize, forecast, track, job cost, and provide data to enable accurate response to internal customer inquiries.

Small Capital Projects: The EMS staff members are used to complete many small capital projects. These projects are designed in-house and are comprised of minor building remodels such as offices and restrooms, cabinet fabrication, closed circuit television systems, fire protection systems and access control systems.

EMS also utilizes contractual resources to perform work during peak seasons, and/or whenever these resources are more cost effective, or when specialized expertise is required. The EMS staff routinely supervises contracts for projects such as concrete work and asphalt.

## PROPERTY PURCHASES

Property purchases and sales are reviewed by the FMG and the Superintendency. Final decisions regarding property issues are made by the district Board of Education.

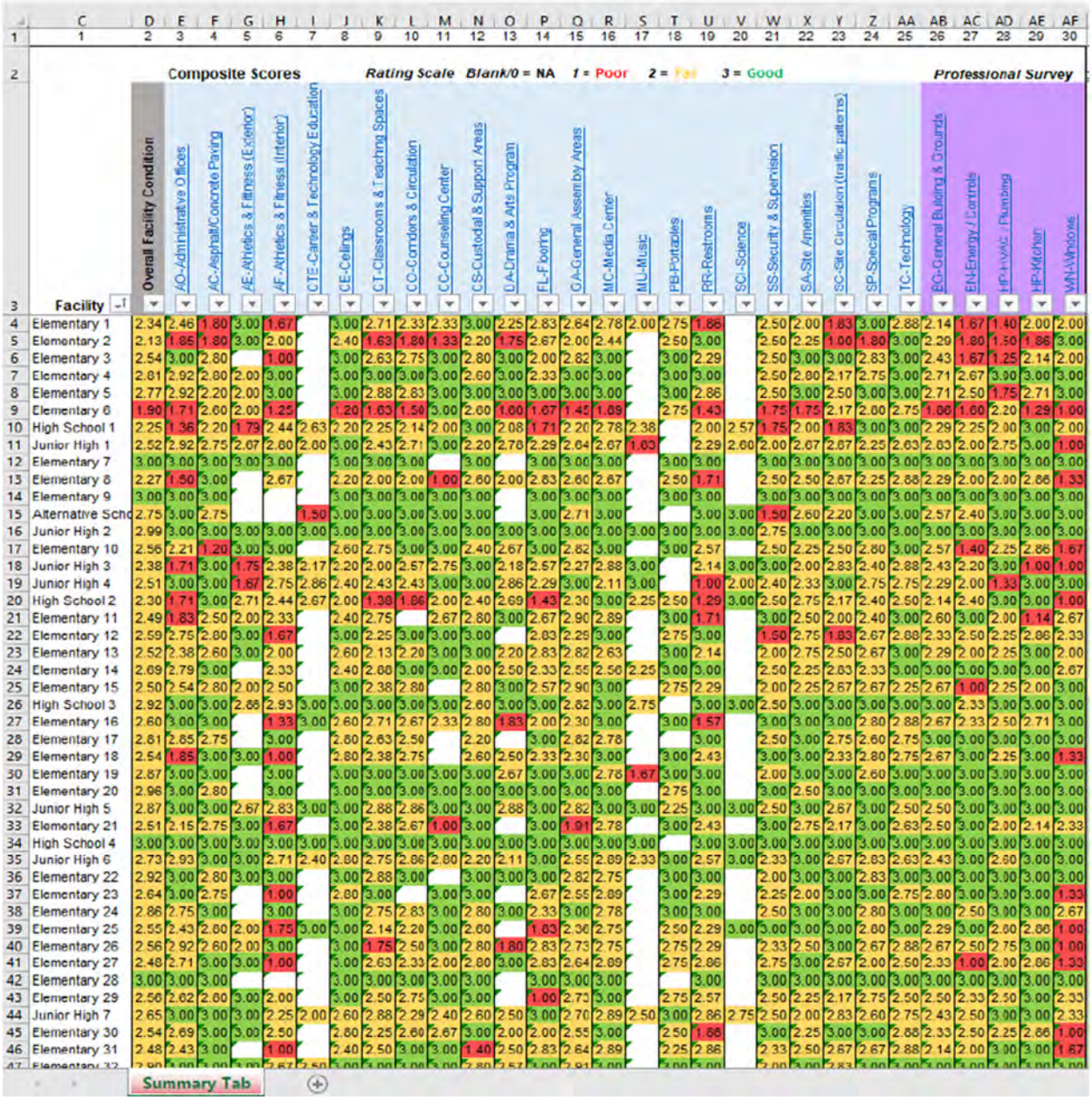
The district attempts to acquire and hold enough property for school sites sufficient for the next twenty years. The goal is to obtain large land parcels prior to their development into sites too small for a school and playfields. Any school location requires a large enough parcel that is generally flat, of the right shape, on an appropriate road (elementary schools can be on a road inside a development - secondary schools should be on a main road) and has the required infrastructure. Storm drainage and water pressure (for fire flow) are some of the many other considerations for property purchases. The acreage requirements for a school are generally:

High Schools 40-50 acres Junior Highs 20-24 acres Elementaries 10-12 acres.

Close cooperation between the district and cities is mutually beneficial. If both agree on a general site location for a future school, the city can anticipate the presence of a school as they build infrastructure and allow development. Property is preferentially acquired through either purchase, but if required, the process of eminent domain could also be used.

# FACILITY ASSESSMENT SURVEY

## APPENDIX A



Composite Scores — Rating Scale: Blank/0 = NA, 1 = Poor, 2 = Fair, 3 = Good — Professional Survey

| Facility | Overall Facility Condition | AO-Administrative Offices | AC-Asphalt/Concrete Paving | AE-Athletics & Fitness (Exterior) | AF-Athletics & Fitness (Interior) | CTE-Career & Technology Education | CE-Ceilings | CT-Classrooms & Teaching Spaces | CO-Corridors & Circulation | CC-Counseling Center | CS-Custodial & Support Areas | DA-Drama & Arts Program | FL-Flooring | GA-General Assembly Areas | MC-Media Center | ML-Music | PB-Portables | RR-Restrooms | SC-Science | SS-Security & Supervision | SA-Site Amenities | SC-Site Circulation (traffic patterns) | SP-Special Programs | TC-Technology | EG-General Building & Grounds | EN-Energy / Controls | HP-HVAC / Plumbing | HP-Kitchen | WN-Windows |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elementary 1 | 2.34 | 2.46 | 1.80 | 3.00 | 1.67 | | 3.00 | 2.71 | 2.33 | 2.33 | 3.00 | 2.25 | 2.83 | 2.64 | 2.78 | 2.00 | 2.75 | 1.86 | | 2.50 | 2.00 | 1.83 | 3.00 | 2.88 | 2.14 | 1.67 | 1.40 | 2.00 | 2.00 |
| Elementary 2 | 2.13 | 1.85 | 1.80 | 3.00 | 2.00 | | 2.40 | 1.63 | 1.80 | 1.33 | 2.20 | 1.75 | 2.67 | 2.00 | 2.44 | | 2.50 | 3.00 | | 2.50 | 2.25 | 1.00 | 1.80 | 3.00 | 2.29 | 1.80 | 1.50 | 1.86 | 3.00 |
| Elementary 3 | 2.54 | 3.00 | 2.80 | | 1.00 | | 3.00 | 2.63 | 2.75 | 3.00 | 2.80 | 3.00 | 2.00 | 2.82 | 3.00 | | 3.00 | 2.29 | | 2.50 | 3.00 | 3.00 | 2.83 | 3.00 | 2.43 | 1.67 | 1.25 | 2.14 | 2.00 |
| Elementary 4 | 2.81 | 2.92 | 2.80 | 2.00 | 3.00 | | 3.00 | 3.00 | 3.00 | 3.00 | 2.60 | 3.00 | 2.33 | 3.00 | 3.00 | | 3.00 | 3.00 | | 2.50 | 2.80 | 2.17 | 2.75 | 3.00 | 2.71 | 2.67 | 3.00 | 3.00 | 3.00 |
| Elementary 5 | 2.77 | 2.92 | 2.20 | 2.00 | 3.00 | | 3.00 | 2.88 | 2.83 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | | 3.00 | 2.86 | | 2.50 | 3.00 | 2.50 | 3.00 | 3.00 | 2.71 | 2.50 | 1.75 | 2.71 | 3.00 |
| Elementary 6 | 1.90 | 1.71 | 2.60 | 2.00 | 1.25 | | 1.20 | 1.63 | 1.50 | 3.00 | 2.00 | 1.60 | 1.67 | 1.45 | 1.89 | | 2.75 | 1.43 | | 1.75 | 1.75 | 2.17 | 2.00 | 2.75 | 1.86 | 1.60 | 2.20 | 1.29 | 1.00 |
| High School 1 | 2.25 | 1.36 | 2.20 | 1.79 | 2.44 | 2.63 | 2.20 | 2.25 | 2.14 | 2.00 | 3.00 | 2.08 | 1.71 | 2.20 | 2.78 | 2.38 | | 2.00 | 2.57 | 1.75 | 2.00 | 1.83 | 3.00 | 3.00 | 2.29 | 2.25 | 2.00 | 3.00 | 2.00 |
| Junior High 1 | 2.52 | 2.92 | 2.75 | 2.67 | 2.60 | 2.60 | 3.00 | 2.43 | 2.71 | 3.00 | 2.20 | 2.78 | 2.29 | 2.64 | 2.67 | 1.63 | | 2.29 | 2.60 | 2.00 | 2.67 | 2.67 | 2.25 | 2.63 | 2.63 | 2.00 | 2.75 | 3.00 | 1.00 |
| Elementary 7 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | | 3.00 | 3.00 | 3.00 | | 3.00 | | 3.00 | 3.00 | 3.00 | | 3.00 | 3.00 | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Elementary 8 | 2.27 | 1.50 | 3.00 | | 2.67 | | 2.20 | 2.00 | 2.00 | 1.00 | 2.60 | 2.00 | 2.83 | 2.60 | 2.67 | | 2.50 | 1.71 | | 2.50 | 2.50 | 2.67 | 2.25 | 2.88 | 2.29 | 2.00 | 2.00 | 2.86 | 1.33 |
| Elementary 9 | 3.00 | 3.00 | 3.00 | | | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | | 3.00 | 3.00 | 3.00 | | 3.00 | 3.00 | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Alternative Scho | 2.75 | 3.00 | 2.75 | | | 1.50 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | | 3.00 | 2.71 | 3.00 | | | 3.00 | 3.00 | 1.50 | 2.60 | 2.20 | 3.00 | 3.00 | 2.57 | 2.40 | 3.00 | 3.00 | 3.00 |
| Junior High 2 | 2.99 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.75 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Elementary 10 | 2.56 | 2.21 | 1.20 | 3.00 | 3.00 | | 2.60 | 2.75 | 3.00 | 3.00 | 2.40 | 2.67 | 3.00 | 2.82 | 3.00 | | 3.00 | 2.57 | | 2.50 | 2.25 | 2.50 | 2.60 | 3.00 | 2.57 | 1.40 | 2.25 | 2.86 | 1.67 |
| Junior High 3 | 2.38 | 1.71 | 3.00 | 1.75 | 2.38 | 2.17 | 2.20 | 2.00 | 2.57 | 2.75 | 3.00 | 2.18 | 2.57 | 2.27 | 2.88 | 3.00 | | 2.14 | 3.00 | 3.00 | 2.00 | 2.83 | 2.40 | 2.88 | 2.43 | 2.20 | 3.00 | 1.00 | 1.00 |
| Junior High 4 | 2.51 | 3.00 | 3.00 | 1.67 | 2.75 | 2.86 | 2.40 | 2.43 | 2.43 | 3.00 | 3.00 | 2.86 | 2.29 | 3.00 | 2.11 | 3.00 | | 1.00 | 2.00 | 2.40 | 2.33 | 3.00 | 2.75 | 2.75 | 2.29 | 2.00 | 1.33 | 3.00 | 3.00 |
| High School 2 | 2.30 | 1.71 | 3.00 | 2.71 | 2.44 | 2.67 | 2.00 | 1.38 | 1.86 | 2.00 | 2.40 | 2.69 | 1.43 | 2.30 | 3.00 | 2.25 | 2.50 | 1.29 | 3.00 | 2.50 | 2.75 | 2.17 | 2.40 | 2.50 | 2.14 | 2.40 | 3.00 | 3.00 | 1.00 |
| Elementary 11 | 2.49 | 1.83 | 2.50 | 2.00 | 2.33 | | 2.40 | 2.75 | | 2.67 | 2.80 | 3.00 | 2.67 | 2.90 | 2.89 | | 3.00 | 1.71 | | 3.00 | 2.50 | 2.00 | 2.40 | 3.00 | 2.60 | 3.00 | 2.00 | 1.14 | 2.67 |
| Elementary 12 | 2.59 | 2.75 | 2.80 | 3.00 | 1.67 | | 3.00 | 2.25 | 3.00 | 3.00 | 3.00 | | 2.83 | 2.25 | 3.00 | | 2.75 | 3.00 | | 1.50 | 2.75 | 1.83 | 2.67 | 2.88 | 2.33 | 2.50 | 2.25 | 2.86 | 2.33 |
| Elementary 13 | 2.52 | 2.38 | 2.60 | 3.00 | 2.00 | | 2.60 | 2.13 | 2.20 | 3.00 | 3.00 | 2.20 | 2.83 | 2.82 | 2.63 | | 3.00 | 2.14 | | 2.00 | 2.75 | 2.50 | 2.67 | 3.00 | 2.29 | 2.00 | 2.25 | 3.00 | 2.00 |
| Elementary 14 | 2.69 | 2.79 | 3.00 | | 2.33 | | 2.40 | 2.60 | 3.00 | 3.00 | 2.00 | 2.50 | 2.33 | 2.55 | 2.50 | 2.25 | 3.00 | 3.00 | | 2.50 | 2.25 | 2.83 | 2.33 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.67 |
| Elementary 15 | 2.50 | 2.54 | 2.80 | 2.00 | 2.50 | | 3.00 | 2.38 | 2.80 | | 2.80 | 3.00 | 2.57 | 2.90 | 3.00 | | 2.75 | 2.29 | | 2.00 | 2.25 | 2.67 | 2.67 | 2.25 | 2.67 | 1.00 | 2.25 | 2.00 | 3.00 |
| High School 3 | 2.92 | 3.00 | 3.00 | 2.86 | 2.93 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.60 | 3.00 | 3.00 | 2.82 | 3.00 | 2.75 | | 3.00 | 3.00 | 2.50 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.33 | 3.00 | 3.00 | 3.00 |
| Elementary 16 | 2.60 | 3.00 | 3.00 | | 1.33 | 3.00 | 2.60 | 2.71 | 2.67 | 2.33 | 2.80 | 1.83 | 2.00 | 2.30 | 3.00 | | 3.00 | 1.57 | | 3.00 | 3.00 | 3.00 | 2.80 | 2.88 | 2.67 | 2.33 | 2.50 | 2.71 | 3.00 |
| Elementary 17 | 2.81 | 2.85 | 2.75 | | 3.00 | | 2.80 | 2.63 | 2.50 | | 2.20 | | 3.00 | 2.82 | 2.78 | | | 3.00 | | 2.50 | 3.00 | 2.75 | 2.60 | 2.75 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Elementary 18 | 2.54 | 1.85 | 3.00 | 3.00 | 1.00 | | 2.80 | 2.38 | 2.75 | | 2.60 | 2.50 | 2.33 | 2.30 | 3.00 | | 3.00 | 2.43 | | 3.00 | 3.00 | 2.33 | 2.80 | 2.75 | 2.67 | 3.00 | 2.25 | 3.00 | 1.33 |
| Elementary 19 | 2.87 | 3.00 | 3.00 | | 3.00 | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.67 | 3.00 | 3.00 | 2.78 | 1.67 | 3.00 | 3.00 | | 2.00 | 3.00 | 3.00 | 2.60 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Elementary 20 | 2.96 | 3.00 | 2.80 | | 3.00 | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | | 2.75 | 3.00 | | 3.00 | 2.50 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Junior High 5 | 2.87 | 3.00 | 3.00 | 2.67 | 2.83 | 3.00 | 3.00 | 2.88 | 2.86 | 3.00 | 3.00 | 2.88 | 3.00 | 2.82 | 3.00 | 3.00 | 2.25 | 3.00 | 3.00 | 2.50 | 3.00 | 2.67 | 3.00 | 2.50 | 2.50 | 3.00 | 3.00 | 3.00 | 3.00 |
| Elementary 21 | 2.51 | 2.15 | 2.75 | 3.00 | 1.67 | | 3.00 | 2.38 | 2.67 | 1.00 | 3.00 | | 3.00 | 1.91 | 2.78 | | 3.00 | 2.43 | | 3.00 | 2.75 | 2.17 | 3.00 | 2.63 | 2.50 | 3.00 | 2.00 | 2.14 | 2.33 |
| High School 4 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Junior High 6 | 2.73 | 2.93 | 3.00 | 3.00 | 2.71 | 2.40 | 2.80 | 2.75 | 2.86 | 2.80 | 2.20 | 2.11 | 3.00 | 2.55 | 2.89 | 2.33 | 3.00 | 2.57 | 3.00 | 2.33 | 3.00 | 2.67 | 2.83 | 2.63 | 2.43 | 3.00 | 2.80 | 3.00 | 3.00 |
| Elementary 22 | 2.92 | 3.00 | 2.80 | 3.00 | 3.00 | | 3.00 | 2.88 | 3.00 | | 3.00 | 3.00 | 3.00 | 2.82 | 2.75 | | 3.00 | 3.00 | | 2.00 | 3.00 | 3.00 | 2.83 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Elementary 23 | 2.64 | 3.00 | 2.75 | | 1.00 | | 2.80 | 3.00 | | 3.00 | 3.00 | | 2.67 | 2.55 | 2.89 | | 3.00 | 2.29 | | 2.25 | 2.00 | 3.00 | 3.00 | 2.75 | 2.80 | 3.00 | 3.00 | 3.00 | 1.33 |
| Elementary 24 | 2.86 | 2.75 | 3.00 | | 3.00 | | 3.00 | 2.75 | 2.83 | 3.00 | 2.80 | 3.00 | 2.33 | 3.00 | 2.78 | | 3.00 | 3.00 | | 2.50 | 3.00 | 3.00 | 2.80 | 3.00 | 3.00 | 2.50 | 3.00 | 3.00 | 2.67 |
| Elementary 25 | 2.55 | 2.43 | 2.60 | 2.00 | 1.75 | 3.00 | 3.00 | 2.14 | 2.20 | 3.00 | 2.60 | | 1.63 | 2.36 | 2.75 | | 2.50 | 2.29 | 3.00 | 3.00 | 3.00 | 3.00 | 2.80 | 3.00 | 2.29 | 3.00 | 2.80 | 2.86 | 1.00 |
| Elementary 26 | 2.56 | 2.92 | 2.60 | 2.00 | 3.00 | | 3.00 | 1.75 | 2.50 | 3.00 | 2.80 | 1.80 | 2.83 | 2.73 | 2.75 | | 2.75 | 2.29 | | 2.33 | 2.50 | 3.00 | 2.67 | 2.88 | 2.67 | 2.50 | 2.75 | 3.00 | 1.00 |
| Elementary 27 | 2.48 | 2.71 | 3.00 | 3.00 | 1.00 | | 3.00 | 2.63 | 2.33 | 2.00 | 2.80 | 3.00 | 2.83 | 2.64 | 2.89 | | 2.75 | 2.86 | | 2.75 | 3.00 | 2.67 | 2.00 | 2.50 | 2.33 | 1.00 | 2.00 | 2.86 | 1.33 |
| Elementary 28 | 3.00 | 3.00 | 3.00 | | | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | | 3.00 | 3.00 | 3.00 | | | 3.00 | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Elementary 29 | 2.56 | 2.62 | 2.60 | 3.00 | 2.00 | | 3.00 | 2.50 | 2.75 | 3.00 | 3.00 | | 1.00 | 2.73 | 3.00 | | 2.75 | 2.57 | | 2.50 | 2.25 | 2.17 | 2.75 | 2.50 | 2.50 | 2.33 | 2.50 | 3.00 | 2.33 |
| Junior High 7 | 2.65 | 3.00 | 3.00 | 3.00 | 2.25 | 2.00 | 2.60 | 2.88 | 2.29 | 2.40 | 2.60 | 2.50 | 3.00 | 2.70 | 2.89 | 2.50 | 3.00 | 2.86 | 2.75 | 2.50 | 2.00 | 2.83 | 2.60 | 2.75 | 2.43 | 2.50 | 3.00 | 3.00 | 2.33 |
| Elementary 30 | 2.54 | 2.69 | 3.00 | 3.00 | 2.50 | | 2.80 | 2.25 | 2.60 | 2.67 | 3.00 | 2.00 | 2.00 | 2.55 | 3.00 | | 2.50 | 1.86 | | 3.00 | 2.25 | 3.00 | 3.00 | 2.88 | 2.33 | 2.50 | 2.25 | 2.86 | 1.00 |
| Elementary 31 | 2.48 | 2.43 | 3.00 | | 1.00 | | 2.40 | 2.50 | 3.00 | 3.00 | 1.40 | 2.50 | 2.83 | 2.64 | 2.89 | | 2.25 | 2.86 | | 2.33 | 2.50 | 2.67 | 2.67 | 2.88 | 2.14 | 2.00 | 3.00 | 3.00 | 1.67 |
| Elementary 32 | 2.90 | 3.00 | 3.00 | 3.00 | 1.67 | 2.50 | 3.00 | 3.00 | 3.00 | 3.00 | 2.80 | 2.57 | 3.00 | 2.91 | 3.00 | | 3.00 | 3.00 | | 2.00 | 3.00 | 2.83 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |

Summary Tab

## PROJECT INFORMATION SHEET

## APPENDIX B

| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | DSD | Davis School District | | | **Elementary #20** | |
| 3 | | *Learning First* | | | 1200 E 2000 South | |
| 4 | | | | | Davis County, Utah | |
| 6 | | | | | | |
| 7 | 7/17/17 | Capital Planning Approval | | | **Project Information Sheet** | |
| 9 | **ACME Architecture** | | A/E Fee % | negotiated | Program Number | **9400** |
| 10 | | | Square Footage | 96,000 | Funding Source | Bond '15 |
| 11 | n/a | Board of Education Approval | Price / Square Foot | $248.00 | USOE Number | 3823 |
| 13 | **Rugged General Contractor** | | Bid Amount | $23,808,077 | Bid Opening | 10-Apr-2018 |
| 14 | | | Total Contract | $23,808,077 | Notice to Proceed | 17-Apr-2018 |
| 15 | 3/5/18 | Board of Education Aproval | Retainage | $15,297 | Substantial Comp | date |
| 17 | | | | | | |
| 18 | **Code** | **Description** | **Preliminary Estimate** | **Projected Costs** | **Amount Paid** | **Percent Complete** |
| 20 | **330** | **Consultant** | | | | |
| 21 | 330.1 | Architect / Engineer Fees | $840,000 | $963,000 | $810,836 | 84% |
| 22 | | Fee Adjustments | $0 | $0 | $123,000 | |
| 23 | 330.2 | Printing | $5,000 | $5,000 | $6,418 | 128% |
| 24 | 330.3 | Fire Flow Engineering | $2,500 | $2,500 | $0 | 0% |
| 25 | 330.4 | Building Commissioning | $50,000 | $50,000 | $32,442 | 65% |
| 26 | 330.5 | Soils Engineering | $10,000 | $10,000 | $5,999 | 60% |
| 27 | 330.6 | Survey | $15,000 | $15,000 | $7,910 | 53% |
| 28 | 330.7 | Civil Engineering | $45,000 | $34,405 | $34,405 | 100% |
| 29 | 330.8 | Conductivity Testing | $18,000 | $17,900 | $17,900 | 100% |
| 30 | 330.9 | Structural Peer Review | $5,000 | $5,000 | $0 | 0% |
| 31 | 330.10 | Construction Materials Testing | $65,000 | $65,000 | $47,771 | 73% |
| 32 | | | | | | |
| 33 | | **Consultant Total** | **$1,055,500** | **$1,167,805** | **$963,680** | **83%** |
| 35 | **460** | **Contractor** | | | | |
| 36 | 460.1 | Estimate / Bid | $23,808,077 | $23,808,077 | $23,970,431 | 101% |
| 37 | 460.2 | Change Orders | $714,242 | $0 | $0 | 100% |
| 38 | | | | | | |
| 39 | | **Contractor Total** | **$24,522,319** | **$23,808,077** | **$23,970,431** | 101% |
| 41 | **690** | **Direct Purchases** | | | | |
| 42 | 690.1 | Carpet | $173,333 | $175,000 | $0 | 0% |
| 43 | 690.2 | Generator | $0 | $0 | $0 | 100% |
| 44 | 690.3 | Utilities | $35,000 | $35,000 | $0 | 0% |
| 45 | 690.4 | Impact Fees | $500,000 | $500,000 | $408,944 | 82% |
| 46 | 690.5 | Builders Risk | $13,000 | $13,000 | $12,618 | 97% |
| 47 | | | | | | |
| 48 | | **Direct Purchases Total** | **$721,333** | **$723,000** | **$421,562** | **58%** |
| 50 | **733** | **Furniture Fixtures & Equipment** | | | | |
| 51 | 733.1 | Furnishings | $1,500,000 | $1,500,000 | $1,768,000 | 118% |
| 52 | 733.2 | Custodial Setup | | | | |
| 53 | 740.0 | Computer Equipment | | | | |
| 54 | 750.0 | Text Books and Supplies | | | | |
| 55 | | | | | | |
| 56 | | **FF&E Total** | **$1,500,000** | **$1,500,000** | **$1,768,000** | **118%** |
| 58 | | **GRAND TOTAL** | **$27,799,153** | **$27,198,882** | **$27,123,673** | **100%** |