TAMALPAIS UNION HIGH
SCHOOL DISTRICT

LONG-RANGE FACILITY MASTER PLAN

April 2022

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PLANNING & DEVELOPMENT

PBK

TAMALPAIS UNION HIGH SCHOOL DISTRICT

Long Range Facility Master Plan 2022

Prepared for:
Tamalpais Union High School District

Prepared By:
Foresight Planning & Development | PBK Architects, Inc.

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Preface

On behalf of our partners, principals, and staff, we wish to express our sincere appreciation to the Tamalpais Union High School District for the opportunity to assist in the Long Range Facility Master Plan.

We also extend our utmost gratitude to the Tamalpais Union High School District Board of Trustees, Superintendent, Senior Directors, Principals, and Staff that assisted with data collection and review, and provided District and facility-specific information, insight, expertise and vision. Their commitment and contributions were invaluable and significantly contributed to the successful development of the plan.

PBK Architects, Inc.
Foresight Planning and Development

Acknowledgments

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01 Executive Summary

Introduction

The purpose of a long range facility master plan (LRFMP) is to provide a continuous basis for planning educational facilities that will meet the changing needs of a community. Tamalpais Union High School District has identified guiding principals which focus on students and staff health and safety; access to safe, clean, and green classrooms, labs, and other school facilities; ensuring access and equity for all students; communicating with stakeholders; and ensuring flexibility to meet the needs and advocate for all students.

In keeping with these aspirations, Tamalpais Union High School District engaged PBK Architects and Foresight Planning & Development to develop a LRFMP. The LRFMP is a compilation of information, policies, and statistical data about a school district which addresses facilities needs for changes in enrollment and educational pedagogy.

The LRFMP enables the district to:

- Gather and organize quantitative and qualitative information about a community from which present and future educational program needs can be determined.
- Estimate pupil population so that facilities may be planned and provided.
- Make an objective appraisal of the quality and capacity of existing school facilities.
- Make more effective decisions regarding the types, amounts, and quality of new and existing school facilities and the disposition of facilities during periods of declining enrollment.
- Coordinate a program of total school and community planning.
- Develop a system of educational program and facilities priorities as an integral part of the educational process.
- Maintain a program of continuous comprehensive planning and financing of school facilities.

TAMALPAIS UNION HIGH SCHOOL DISTRICT

Mission Draft:

Tamalpais Union High School District is committed to educating students to be caring, collaborative, critical thinking community members who will work to improve a diverse and dynamic society.

Vision:

Staff, students and families will report feeling a part of a trusting, inclusive community that values multiple perspectives. This learning community will eliminate the predictability of student access and outcomes based on race or socioeconomic status.

Master Plan Methodology

The LRFMP is a multi-phase initiative which includes a review of documentation and records related to existing campuses, as well as historical construction and modernization efforts to date. The assessment team evaluated options and related costs for modernization, as well as life-cycle analysis of mechanical, electrical, and plumbing systems and a thorough investigation of building envelopes (exterior walls, windows, doors, and roofing). The assessments include space utilization and impacts from enrollment changes and the affect on campus capacities.

The information obtained during the assessment process is utilized to maximize the long-term useful life of the facilities and results are leveraged to evaluate existing adequacy and long-term needs in order to support informed decision-making and project planning.

Through the initial facilities assessment, the District identified important infrastructure improvements at all of the campuses, which was expected given the age of most of the District's facilities. The District's current vision is to optimize the existing facilities' resources in support of the educational programs and student services and not expand given the District's declining enrollment for the next 10 years.

The Assessment Process

The LRFMP serves as a tool in guiding the District in planning the facilities for the next 10 years. The goal of the LRFMP is to address the long range and the short-term goals and objectives of the Board of Trustees and reflect the needs of the school community. The LRFMP will facilitate the Board of Trustees' ranking of priorities and considerations in future facility investments and improvements.

The process, in general, is to assist the District administration in establishing educational standards against which to assess existing school facility needs, collect information and data identifying the existing school and administrative/operation facility needs.

The development of the LRFMP takes into consideration the completion of educational standards, enrollment trends, existing facility needs, and state, federal, and local funding opportunities.

District Background

The Tamalpais Union High School District is located in southern Marin County and has a 2021-22 enrollment of approximately 5,166 students. The District is comprised of three comprehensive high schools (Redwood, Archie Williams, and Tamalpais) and three alternative high schools (San Andreas, Tamiscal, and Tamalpais Adult School).

At approximately 25 square miles in size, the District is generally located along the Highway 101 corridor from the Golden Gate Bridge to south of the City of San Rafael. The District serves the communities of Sausalito, Marin City, Mill Valley, Corte Madera, Larkspur, Tiburon, Belvedere, Bolinas, Stinson Beach, Kentfield, Greenbrae, Ross, Ross Valley, San Anselmo, Fairfax, San Geronimo, Nicasio, Lagunitas, Woodacre, and various unincorporated county areas.

Given the proximity to San Francisco, the District is in an economically affluent region characterized by primarily residential and retail development. In terms of family income, approximately 11 percent of 2020-21 District students are eligible for free and reduced price lunches.

Enrollment, Capacity & Utilization

This LRFMP utilizes information compiled in the 10-year enrollment forecast study, developed internal district projections. Both a conservative and moderate projection were developed for the District. The report enrollment projection indicates decreasing enrollment in each ensuing year of the projection.

Education Specifications

Educational specifications are interrelated statements that communicate (or specify) to the architect, the public, and other interested parties what educators believe is required of a proposed educational facility to support a specific educational program. They serve as the link between the educational program and school facilities. They translate the physical requirements of the educational program into words and enable the architect to visualize the educational activity to be conducted so that the architectural concepts and solutions support the educational program.

The educational specifications contain recommendations for the net square feet per space and total net square feet per component, number of primary occupants, and description of the space function. Adjacency diagrams, descriptions and specific features are included to provide an understanding of spatial relationships. Detailed criteria descriptions are provided for building systems, doors and windows, furniture, equipment and casework, 21st century learning, and miscellaneous items.

Needs Assessments and Master Plans

The site assessments and master plans reflect the needs and priorities identified through stakeholder input and a detailed assessment of existing conditions. This was then compared to enrollment and capacity projections, space utilization, and educational program specifications. The assessment serves to guide facility planning and future capital investments.

Assessments were conducted by the PBK team of architects and staff. The physical site walks encompassed a building-by-building, room-by-room, system-by-system examination of existing conditions on the school site; an evaluation of building exteriors and interiors, and the major systems and components of each.

Areas of focus that were rated included:

- Hazardous materials in the building
- Structural building integrity
- Fire and life safety concerns
- Access compliance issues
- Condition of roofing material and drainage
- Condition of exterior walls
- Condition of exterior windows
- Condition and accessibility of restrooms
- Condition of interior finishes (floor, walls, ceiling)
- Paving, hardcourts, athletic facilities, landscaping, and flow issues
- Security of site including fencing and secured entry
- Overall look and feel of school

Based on assessments and district/site input, proposed site plans were developed to show the following improvements:

- New construction
- Major modernization
- Moderate modernization
- Light modernization
- Reconfigure/repurpose of spaces
- Fencing
- Site upgrades
- Paving upgrades
- Field and landscape upgrades

Financial Summary

The financial assessment, which serves as the master budget, provides a summary of projected costs for the recommended facility needs and scopes of work at each site. The report includes repair and/or replacement line items as well as proposed modernization and new construction projects.

The master budget establishes project costs in four (4) priorities over the next 10+ years to account for immediate and future needs as part of the road map for long-range facilities improvements. The program level master budget has been drafted based on 2022 industry costs. Each phase of implementation will require adjustment for escalation, inflation, and overall market conditions per year.

Project costs are determined using PBK's database cost which is based on a combination of cost estimation resources including RS Means and Sierra West cost estimating manuals; third-party cost estimators; recent, comparable bid estimates; as well as estimates provided by local contractors and material suppliers as a benchmark to validate or adjust.

This method of estimation is intended to provide a guide for project budgeting parameters. It is not a detailed estimation of project costs, as projects have only been identified in broad scope.

Project costs include hard construction costs, soft costs (fees and inspections), contingency, and escalation. The overall cost summaries are included in Tables 1-1 through 1-3.

District-Wide Summary of Estimated Costs (Priority 1-3)

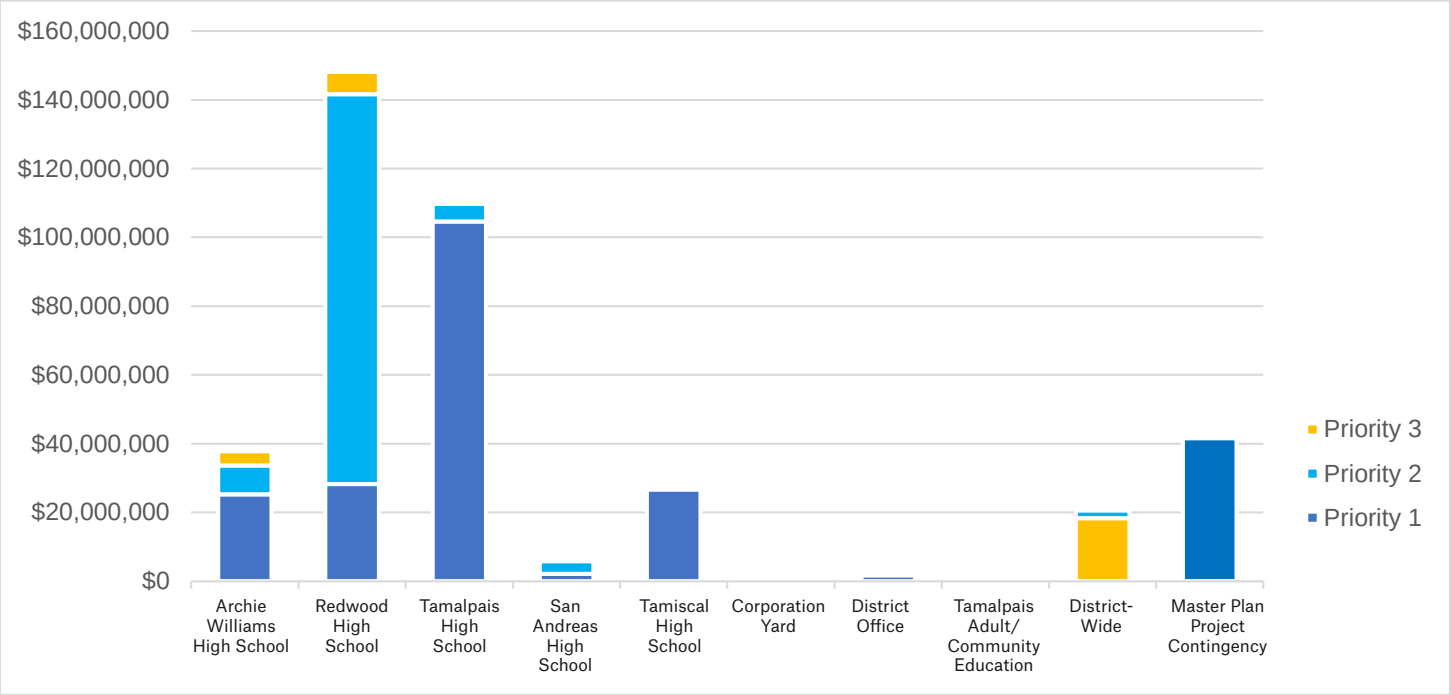


Table 1-1 — **District-Wide Summary of Estimated Costs (Priority 1-3)**

School Site	Priority 1	Priority 2	Priority 3	Grand Total
Archie Williams High School	$25,275,775	$8,388,032	$4,162,500	$37,826,307
Redwood High School	$28,228,148	$113,446,939	$6,425,579	$148,100,666
Tamalpais High School	$104,630,398	$5,093,857	--	$109,724,255
San Andreas High School	$2,162,110	$3,627,938	--	$5,790,048
Tamiscal High School	$26,669,125	--	--	$26,669,125
Corporation/Maintenance Yard	$1,155,624	--	--	$1,155,624
District Office	$1,642,004	--	--	$1,642,004
Tamalpais Adult/Community Education	$491,969	--	--	$491,969
District-Wide	$18,299,385	$2,310,000	--	$20,609,385
Master Plan Project Contingency	$41,625,000	--	--	$41,625,000
Grand Total	**$250,179,537**	**$132,866,765**	**$10,588,079**	**$393,634,381**

Table 1-2 — **Totals By Priority (Priority 1-3)**

Priorities	Estimated Project Cost
Priority 1	$250,179,537
Priority 2	$132,866,765
Priority 3	$10,588,079
Grand Total	**$393,634,381**

Table 1-3 — **District Projects Cost (Priority 1-3)**

Priorities	Estimated Project Cost
Corporation Yard	**$1,155,624**
Priority 1	**$1,155,624**
Mechanical, Electrical, Plumbing Infrastructure	$339,926
Operational Improvements and Infrastructure	$725,000
Roofing	$90,698
District Office	**$1,642,004**
Priority 1	**$1,642,004**
Mechanical, Electrical, Plumbing Infrastructure	$765,878
Roofing	$876,126
District-Wide	**$20,609,385**
Priority 1	**$18,299,385**
Drinking Fountains	$319,385
IT Infrastructure	$17,400,000
Operational Improvements and Infrastructure	$580,000
Priority 2	**$2,310,000**
All Gender Restrooms	$2,310,000
Grand Total	**$23,407,013**

TAMALPAIS UNION HIGH
SCHOOL DISTRICT

02
District Background

02 District Background

Community of the District

Tamalpais Union High School District (Tamalpais UHSD) is located in Marin County in California's northwestern part of the San Francisco Bay Area. The District is a high performing district in a very active, supportive, and educated community. Currently 5,116 students are served in three comprehensive high schools and two alternative programs. In addition, the Tamalpais Adult School courses attract hundreds of community members each year. The District employs approximately 540 staff members.

The Tamalpais UHSD is home to students from 19 different communities, including Bolinas-Stinson, Mill Valley, Sausalito-Marin City, Forrest Knolls, Lagunitas, Woodacre, San Anselmo, Fairfax, San Geronimo, Nicasio, Muir Beach, Belvedere, Tiburon, Ross, Larkspur, Corte Madera, Greenbrea, and Kentfield. Students speak more than 30 languages and participate in more than 100 student run clubs and activities.

Tamalpais UHSD's success as a district is reflected by numerous California Distinguished School Awards, National Blue Ribbon Awards, and Gold Ribbon Awards.

Population

116,466

Median Household Income

$200,724

Total Households

53,894

People and Population

Age and Sex

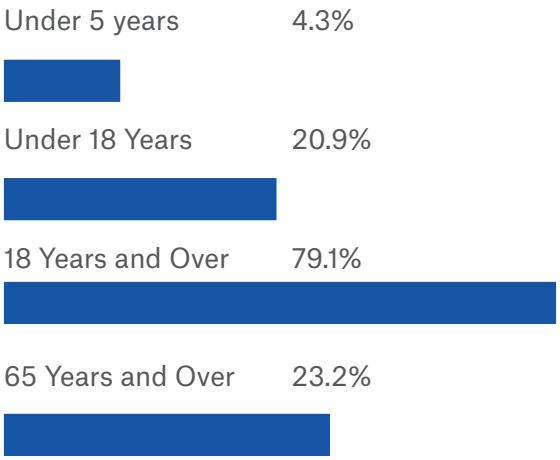
48.7 +/- 0.4%

Median age in Tamalpais Union High School District Boundary

38.1 +/- 0.1%

Median age in the United States

Population by Age Range in Tamalpais Union High School District Boundary



District Profile

Tamalpais UHSD operates three high schools and two alternative high schools.

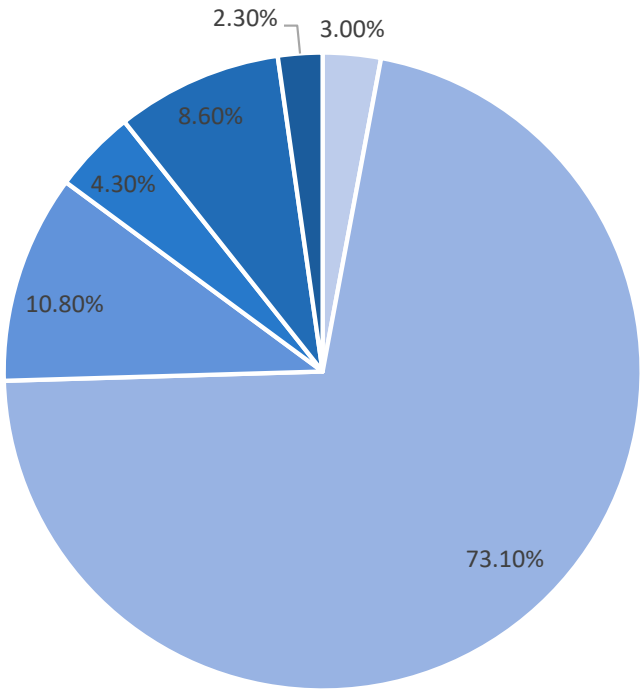
Graduation Rate

97.7%

Enrollment

5,166

District Diversity



Native Hawaiian or Pacific Islander	0.3%
Black or African American	8.6%
Hispanic or Latino	10.8%
White	73.1%
Asian	4.3%
Two or More Races	8.6%

English as a Second Language
9.9%

Socially Economically Disadvantaged
1.1%

Students with Disabilities
12.5%

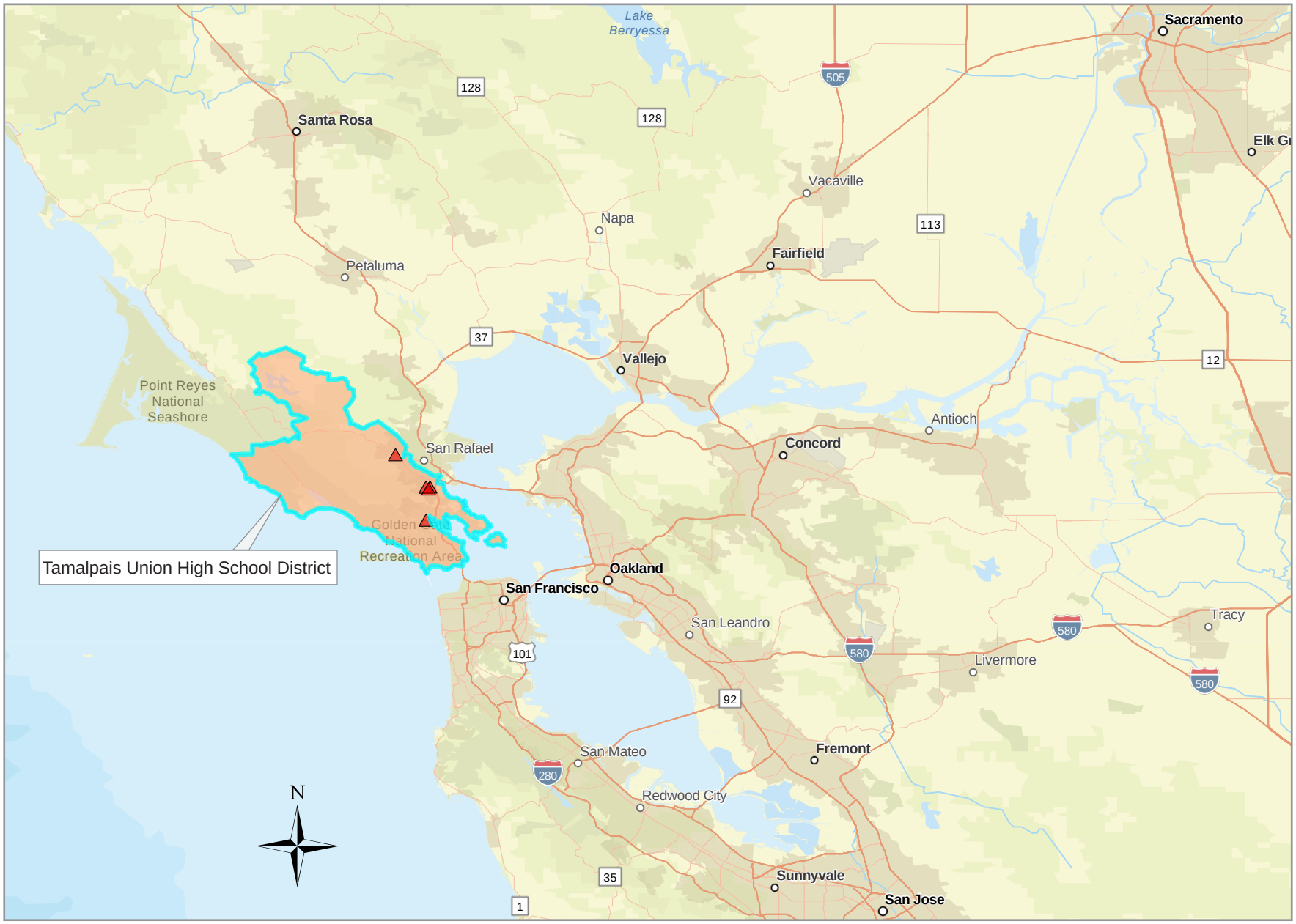


Figure 2-1
Tamalpais Union High School District Boundary

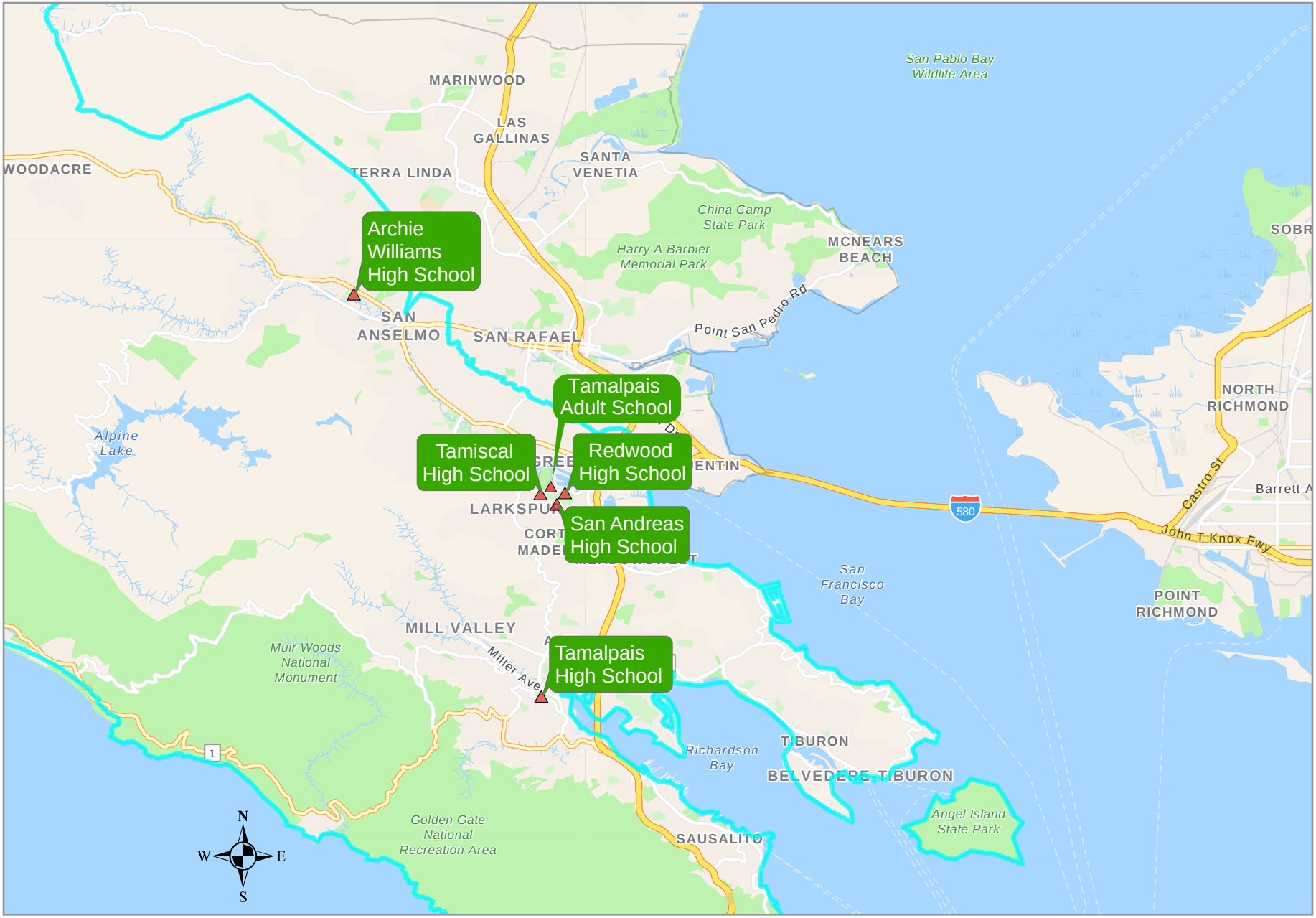


Figure 2-2
Tamalpais Union High School District School Sites

Local Control Accountability Plan

The Tamalpais UHSD has a robust course catalog with nearly all classes meeting the CSU/UC a-g requirements. Students are offered a full range of elective courses in all disciplines, but most specifically in the fine and performing arts, applied technologies, world languages, as well as in the core content areas. The District also offers academic support classes, an English learner support program, after school tutoring, and a partnership with Bridge the Gap College Prep at Tamalpais High School. Students are also provided access to social emotional support services through our counseling and wellness programs.

Reflections: Successes

Tamalpais UHSD identified the goals of narrowing the opportunity and subsequent achievement gaps among student groups to improve learning of all students and to identify and remove institutional barriers. The District is taking specific action steps to build the capacity of staff to achieve these outcomes.

To improve student learning, the District ensured all students have access to a rigorous, relevant and inclusive curriculum as outline in the first goal. To support the teachers and administrators, the District has offered professional development in culturally and linguistically responsive instructional practices, inclusive classroom practices and engaging in necessary conversations about race.

Areas of success include:

- Graduation rates for the District slightly increased by 0.3% to 95.3%, which earned the District a blue rating on the dashboard.
- Suspension rates for African American students dropped by 10%, from 13.3% in 2018-19 to 3.3% in 2019-20 low socioeconomic and Latino/a students decreased over the previous year, placing both groups into the green category on the California dashboard.
- As a District, we scored in the blue category for college and career ready with 70.4% of students classified as college and career ready, as compared to 42.2% of all students in the state

Action Plan Goals

1. Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities.

A. Basic
B. State Standards
C. Pupil Achievement
D. Course Access

Goal one addresses the basic educational needs of all students to ensure they have the opportunities to pursue whatever college or career they choose. Having well-functioning facilities is vital to the educational experiences.

2. Improve the learning outcomes of all students while narrowing the opportunity gaps among our student groups.

Goal two is our primary learning goal. The District strives to provide high level learning opportunities for all students and to disrupt the current pattern of enrollment in advanced classes and academic outcomes. The primary goal is for all students to have access and opportunity to excel in all course, especially advanced classes.

3. Improve communication and relationship with the community and stakeholder groups.

Goal three addresses the following state priority areas Priority 3: Parental Involvement (Engagement). Further, the District held several listening sessions this year as well as convened a parent advisory and consistent feedback was to improve communication and relationship building among the families of the District.

4. Cultivate resilience, independence and social-emotional growth in all students through a comprehensive system of intervention focused on building a community where trauma is met with compassion and each individual feels safe, valued, and known

Social emotional wellbeing is foundational to student learning. There is much recent research that indicates students who feel unsafe in their learning environment or who are struggling with mental health issues are less capable of learning due to brain function interruption. Learning environment must attend to the whole student and provide proper supports for students to be able to learn.

5. Eliminate the predictability of current outcomes of our students of color, ELL, and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

The Tam District has had persistent opportunity and resultant achievement gaps. These gaps fall along racial, socioeconomic and language lines. The District is committed to taking action to correct the gaps among our student groups by identifying barriers and taking them down.

Bond Measure and Parcel Tax History*

Prior Bond Measures

June 2006 GO BOND
$79,900,000
Complete districtwide facilities modernization: technology; renovate and reconstruct facilities.

March 2001 GO BOND
$121,000,000
Modernization, safety, construction, repairs.

Prior Parcel Tax Measures

November 2020 Parcel Tax
$469 per parcel for 9 years
Maintain excellent hands-on science, technology, engineering, math, reading and writing instruction; attract/retain highly qualified teachers; and support music/art.

November 2018 Parcel Tax
$149 per parcel for 4 years
To attract and retain highly qualified teachers, counselors and staff; provide excellent science, technology, engineering, math, reading / writing instruction; protect art /music programs; and maintain small class sizes.

November 2011 Parcel Tax
$245.94 per parcel for 10 years, includes annual 3% increase. Extension and increase of current tax.
Maintain quality public high school education including small class sizes and instructional programs.

November 2004 Parcel Tax
$199 per parcel for 4 years
Maintain quality program, small classes.

*Bonds and Parcel Tax History for 2000 through 2022

TAMALPAIS UNION HIGH
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03
Enrollment and Capacity

03 Enrollment and Capacity

Table 3-2 — **District Enrollment Projections By School Site (Moderate Projections)**

Facility	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Archie Williams High School	1,289	1,203	1,104	1,001	952	882	850	825	812
Redwood High School	2,029	2,005	1,945	1,889	1,872	1,760	1,724	1,644	1,559
San Andreas High School	50	50	50	50	50	50	50	50	50
Tamalpais High School	1,659	1,547	1,525	1,486	1,428	1,449	1,405	1,397	1,388
Tamiscal Adult School	65	65	65	90	90	90	90	90	90
NPS	21	21	21	21	21	21	21	21	21
Total	**5,070**	**4,900**	**4,719**	**4,521**	**4,397**	**4,252**	**4,140**	**4,027**	**3,920**
Increase in Students	-14	-170	-181	-199	-124	-145	-111	-113	-107
Percent Increase	-0.27%	-3.35%	-3.70%	-4.21%	-2.74%	-3.29%	-2.62%	-2.74%	-2.65%

TAMALPAIS UNION HIGH
SCHOOL DISTRICT

04
Facility Assessments

04 Facility Assessments

Process Overview

A primary component of the Tamalpais Union High School District (TUHSD) is the assessment of existing conditions at seven facilities (five school sites, district offices, and corporation/maintenance yard), identification of proposed projects, and estimation of associated costs. This assessment serves to guide facility planning and future capital investments.

Facility assessments are essential to the long-term stewardship of facility assets — the information obtained during the assessment process is utilized to maximize the functionality, value, and useful life of the District's educational facilities. In addition, facility assessments are also a core component of the facility master planning process because assessment results are leveraged to evaluate both the adequacy and equity of existing facilities; determine future program feasibility; identify imminent facility needs; inform decisions regarding facility reinvestment and/or replacement; and to develop and refine budgets and capital improvement plans.

The Assessment Process

During the planning and collection phases, the team reviewed documentation provided by TUHSD pertaining to its sites, including existing site plans, floor plans, construction history, modernization efforts to date, and capacity and enrollment data.

Site walk schedules, and assessment code index, aerial images, and maps were also prepared by the team.

Figure 4-1 — Long Range Facility Master Plan Process Flow Diagram

Areas of Focus

The facility assessment was conducted by a multi-disciplinary team of architects, engineers, and consultants. The physical site walks encompassed a building-by-building, room-by-room, system-by-system examination of existing conditions on the school site, as well as all building exteriors and interiors; and the major systems and components of each. Areas of focus are identified on the following pages.

Learning Spaces

Classrooms (indoor and/or outdoor), Laboratories, Computer Labs, etc.

Ancillary, Support & Common Areas

Kitchens, Cafeteria, Auditorium, Gymnasiums, Locker Rooms, Restrooms, Libraries, Collaboration Spaces, Hallways, Corridors, etc.

Administrative/Support Spaces

Offices, Conference Rooms, Workrooms, Storage Rooms, etc.

Items that were reviewed and rated in the Facility Condition Assessment included:

- Hazardous materials in the building
- Structural building integrity
- Fire and life safety concerns
- Access compliance issues
- Condition of roofing material and drainage
- Condition of exterior walls
- Condition of exterior windows
- Condition and accessibility of restrooms
- Condition of interior finishes (floor, walls, ceiling)
- Paving, hardcourts, athletic facilities, landscaping, and flow issues
- Security of site including fencing and secured entry
- Overall look and feel of school

C

Civil

The civil assessment included a walk-through of each site to observe conditions with regard to drainage and detention, grading, site utilities, and paved surfaces.

The team looked for observable deficiencies that included but were not limited to the following:

- Drainage and retention
- Driveways
- Concrete parking areas
- Asphalt paving
- Sidewalks
- Site grading
- Site utilities (sanitary sewer, storm drain, domestic water, and fire supply)

B

Building Envelope

The basic function of the exterior enclosure of a building is to protect the covered and/or conditioned spaces within from the surrounding external environment.

As such, the building envelope assessment involved a visual inspection of the protective systems, structures and materials that make up the exterior envelope of each building to include exterior doors and door openings, windows, skylights, canopies and roofs.

The team walked the facility inside and out to observe and document existing conditions and provide prioritized recommendations based on any needs identified. Observable deficiencies may have included but were not limited to the following:

- Visible damage, deterioration, and/or exposure with regard to roofs and/or exterior windows, doors, masonry, painted surfaces, etc.
- Missing or damaged system components
- Gutters and/or downspouts improperly anchored to the building; damaged, missing and/or filled with debris and inadequate size or amount
- Active roof leaks and/or visible water damage on ceilings and/or walls
- Sloping or sagging ceilings, floors, and/or roofs
- Damaged doors and frames, including rust
- Window frames and glazing for damage, operation, and thermal value

A Architecture

The architectural assessment included a walk-through of the entire campus to observe interior and exterior building conditions and to identify potential deficiencies. Components evaluated included interior finishes and fixtures such as ceilings, flooring, painted surfaces, casework and millwork; doors and door hardware, walls, windows and window coverings; and over-all structural integrity. A welcoming school campus with well-maintained landscaping and great curb appeal can be a source of pride for both a school and the community. The team evaluated curb appeal, signage, way-finding, accessibility (in and around buildings, to, from and throughout the site), as well as over-all aesthetics, design, and functionality. The architectural team looked for observable deficiencies related to, but certainly not limited to the following:

- General condition of ceilings, walls, and floors (including any areas damaged by water or with visible tears, holes, or cracks)
- Missing, damaged, stained, and/or loose ceiling, wall and/or floor tile
- Damaged, worn, chipping, peeling, and/or cracking plaster or paint
- Poorly functioning and/or poorly conditioned doors and/or door hardware; and inaccessible door openings
- Severe cracks in foundation slab, structural walls, columns, and/or beams
- Missing and/or damaged posts, beams or supports (including portable building posts/beams/supports and/or ramps)
- Damage caused by dry rot or mold in structural components
- Sloping or sagging ceilings, floors, and/or roofs
- Leaning and/or bulging walls
- Poor anchorage of non-structural elements (equipment, casework, book cases, etc.)
- Safe and welcoming entries; signage (including marquee)
- Fencing and gates
- Drop-off/pick-up and circulation
- Site signage/wayfinding/access
- Over-all condition of landscaping and grounds
- Irrigation system condition and functionality
- Hardcourts and play fields

M Mechanical

Properly functioning heating, ventilation, and air conditioning (HVAC) systems are needed to maintain operational facilities with safe, healthy, and comfortable learning environments for both students and staff. HVAC systems are also large consumers of energy and contribute significantly to the total energy usage on school campuses every day.

The mechanical assessment focused on the integrity of building HVAC systems and component systems. The team looked for observable deficiencies that included but were not limited to the following:

- Air conditioning and/or heating systems that are poorly functioning or non-functional
- Outdated, inefficient, and/or non-functional HVAC system units and/or controls
- Vibrating or excessively noisy HVAC units
- Strong odors near HVAC systems and equipment such as chemical smells, mildew, or trash/debris
- Non-functional specialty fans/hoods
- Discomfort, stale air and/or stuffiness in a room or space

E Electrical

To help ensure the safety of students and staff and the protection of facility assets, the electrical assessment involved a walk-through of the entire site to evaluate the integrity of electrical systems and components to include utility service and switchgear; wiring, conduit and distribution; receptacles and appliances; as well as interior and exterior lighting.

The team looked for observable deficiencies that included but were not limited to the following:

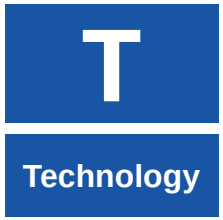
- Inadequate power supply and/or distribution
- Switchboards that are in poor condition, lack space and/or capacity
- Improperly mounted, covered or guarded electrical equipment and/or components
- Blocked electrical panels
- Exposed wiring or frayed cords
- Damaged or missing electrical components
- Outdated, inefficient and/or non-functional lighting fixtures, systems and/or controls
- Poorly functioning and/or outdated low voltage systems and equipment
- Damaged or missing light covers or bulbs
- Corrosion of metal system elements exposed to groundwater

Properly maintained restrooms and drinking fountains contribute to the health of students and staff and also assist in reducing excessive water consumption.

The plumbing assessment included a walk-through of the entire site to observe piping, drainage and distribution systems and related components, with any issues noted and prioritized.

The team looked for observable deficiencies that included but were not limited to the following:

- Outdated, inefficient and/or non-functional fixtures, systems and/or controls
- Inaccessible sinks/fountains and other fixtures
- Loose/improperly attached, clogged and/or damaged fixtures
- Signs of leakage and/or contaminants
- Dirty or moldy fixtures
- Improper water pressure
- Missing restroom partitions and/or stall doors
- Inoperable or missing exhaust fans



The technology assessment included a walk-through of each site to observe conditions with regard to a variety of systems and infrastructure including network, Internet, classroom, security and audio visual. Any observed deficiencies were noted, compared to best-practice standards and District standards, discussed with the assessment team and with District representatives to review recommendations and priorities.

The team looked for observable deficiencies related to the following:

- Classroom Systems - classroom multimedia, telephones, peripherals including document cameras and sound reinforcement
- Wide Area Network - building-to-building connectivity
- Physical Security Systems - video surveillance cameras, access control components, intrusion, campus entrance/exits
- Audio Visual Systems - sound systems, bell, clock, public address and board room systems

S
Safety & Security

To assist in providing a safe and secure facility for students and staff, as well as the protection of facility assets, a safety review was conducted as a part of the condition assessment. The scope of the review included fencing, gates, security, cameras, and intercoms; building elements such as access control; and visibility.

The team looked for observable deficiencies with regard to a variety of elements and universally adopted best practice standards to include, but not limited to the following:

- Secure vestibules with restrictive access
- Adequate visibility of campus front, entrances, and internally
- Cameras
- Lock down ability
- Secure pedestrian gates
- Fencing
- Site and building signage

AD
ADA Accessibility

Accessibility to site, buildings, and components are required to adhere to the Americans with Disabilities Act (ADA) Our team extensively walked the sites to look for the following deficiencies:

- Inadequate path of travel from public way
- Inadequate Parking stalls
- Non-Compliant Drop-offs
- Non-Compliant Ramps and stairs
- Non-Compliant Restroom facilities
- Non-Compliant Entries and thresholds
- Incorrect height for Sinks and casework
- Proper type and height of drinking fountains

How Costs Were Developed

After gathering data and information from the district, district meetings, and onsite inspections, the team determined individual components needed to be incorporated into the Long Range Facility Master Plan. In the cost estimating, each line item identifies components of work needed and is categorized by scope item (Civil, Building Envelope, Architecture, Mechanical, Electrical, Plumbing, Technology, Safety & Security, and ADA).

As presented in the cost documents, we have categorized and noted priorities of each line item for each school facility. Furthermore, we listed each areas and structure of each facility into the work that needed to be done to its corresponding priority. The priority was established at the initial phases of the project during district meetings. Each priority includes an accompanying percentage cost of escalation based on timeline into the future.

Each line item cost included in the scope of work items for each site assessed is based on a larger, DSA approved, contractor design-bid-build project delivery where each item is part of a larger project. Each line item cost includes the following:

- Construction Cost
- Labor
- Materials
- General Contractor's Overhead and Profit
- General Conditions
- Contingency (7%)
  - Design
  - Construction
- Insurance and Bonds
- Soft Costs: architectural/engineering fees, DSA fees, testing, inspector fees, legal fees, reimbursables, furniture and equipment (25%)
- Escalation
  - Priority 1 — 8% (1-3 years)
  - Priority 2 — 16% (4-7 years)
  - Priority 3 — 24% (8-15 years)
  - Priority 4 — 32% (16-20 years)

The resources used in order to determine the cost and prices of the project is mentioned in the listed below Resource Information. Disclaimer to the project costing are fluctuations of prices depending on current economic trend and economy.

Resources Information:

1. PBK Database
2. Book: Current Construction Remodeling/Repair Costs 2019
   55th Annual Edition, Sierra West Publishing
   ISBN 979-1-937984-32-8

Priority Codes

Priority 1

MUST DO
Based on legal, safety reason of critical replacements with a life expectancy of fewer than five years.

Timeframe: 1 - 4 Years

Priority 1 items include critical replacements, upgrades and/or modernization of systems and infrastructure; deferred maintenance items such as, roofing, heating, ventilating and air conditioning (HVAC), electrical, fire alarm, clock/bell/intercom/communication, or removal of hazardous materials, that have reached (or will soon reach) the point where failure to address the issue will cause additional damage and/or interruption in school operations or possible endangerment to students/staff and/or facilities.

Priority 1 also includes health, safety and welfare items required to meet code, to address fire/life-safety issues, and to achieve full accessibility compliance as required by law (items that must be completed if upgrades are initiated at the campus).

Priority 2

SHOULD DO
Based on co-curricular, instructional, and program need with a life expectancy of 6 to 15 years.

Timeframe: 6 - 15 Years

Priority 2 addresses the need to provide facility upgrades noted under Priority 1 in addition to appropriate educational facilities, including instructional, administrative, food services, extracurricular, and support facilities to meet the needs of existing programs and activities. This may include modernization of existing facilities, the replacement of outdated facilities (or facilities in disrepair), as well as the construction of new facilities to meet the immediate programmatic and/or capacity needs of the school and District.

Priority 3

WOULD LIKE TO DO
Includes curricular, instructional, and program enhancement with a life expectancy of 16 to 20 years.

Timeframe: 16 - 20 Years

Priority 3 includes the modernization of existing facilities or the replacement of existing facilities that do not fall within Priority 2. Priority 3 also encompasses identified needs/issues that are not of an immediate nature. These items, while important, do not need to be addressed immediately, but should be addressed if sufficient resources are available.

Priority 4

FUTURE CONSIDERATIONS
With 21 to 25 years of life expectancy.

Timeframe: 16- 20 Years

Nice to have, wish list items and/or anticipated future life-cycle repair/replacement needs as buildings and components age out.

TAMALPAIS UNION HIGH
SCHOOL DISTRICT

05
Community Outreach

05 Community Outreach

Stakeholder Involvement

At the outset of this facility master planning process, the District Leadership team set out to define roles and responsibilities of the stakeholder participant groups. Their goal was to ensure representation of users, district leadership, parent and community members, and neighboring cities and towns where potential projects might have an impact.

Stakeholders were grouped by role and included the Tamalpais Union High School District Board of Trustees, Steering Committee, District Facility Master Planning Committee, Site Staff, Students, and the Community. Engagement was facilitated using a layered process that moved from kick-off to visioning, to user input, to feedback, to presentation and finally adoption.

Description of Stakeholder Groups

Board of Trustees provided direction and final decision making for the facility master plan. In addition, two (2) representative board members participated in other stakeholder meetings as observers to develop detailed insight of the process.

Steering Committee comprised of District and facilities leadership, this team provided guiding principles and overall direction of the project. They helped to synthesize input gathered from other stakeholder groups and develop a clear understanding of priorities and recommendations to be incorporated into the plan.

District Facility Master Plan Committee (District FMP) comprised of a diverse group of district leadership, school site representatives, staff, and community stakeholders. This group led the overall visioning for the facility master plan. They developed facility priorities, identified desired space typologies and adjacencies and provided direction in aligning facilities with educational delivery.

User Groups. The facility planning team met with a variety of user groups including focus groups, site staff, and students. Focus groups provided detailed insights into the needs of specific program activities, interactions, adjacencies and needed resources. Site staff gave the planning team an in-depth understanding of the perspective of teachers and administrators; students shared critical understanding of their experience as learners and their desires to create spaces which facilitate a variety of social-emotional, and engaging experiences.

Community. The district made every effort to reach out to as many community groups as possible. This included a focus group specifically for parents and community members actively involved at school sites; a community survey which sought to develop broad understanding of community priorities; community forums where the public was invited to partake in providing direct input to the facility planning team; and outreach to surrounding town councils and city planning managers to ensure the team collected feedback and built consensus with municipalities which also have a vested interest in the district's facility planning.

Engagement is a critical component to developing strong, long-term plans that reflect the values of users, stakeholders, and the broader community.

775+

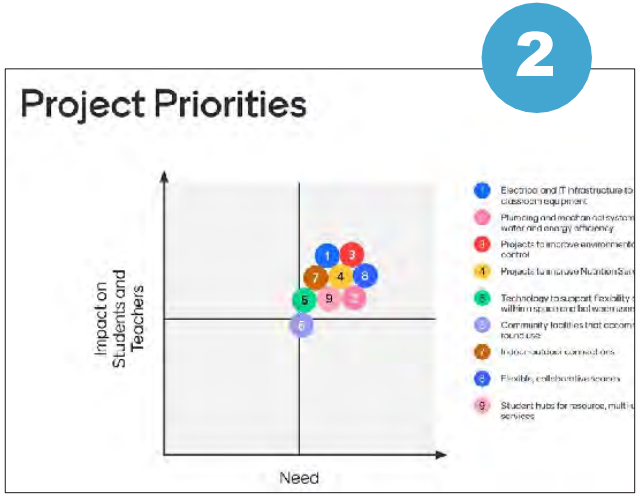
Contributing Voices

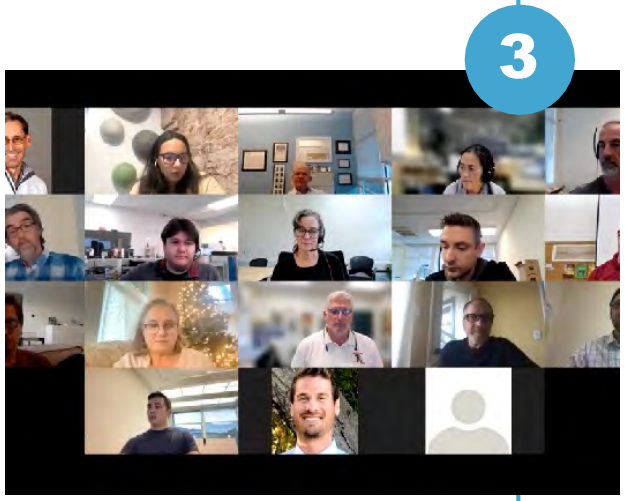
Participants engaged in a variety of structured activities, aimed at soliciting input to develop a vision for aligning facilities with educational outcomes, identifying specific user needs and developing project priorities.

Structured Engagement

Participants engaged in a variety of structured activities, aimed at soliciting input to develop a vision for aligning facilities with educational outcomes, identifying specific user needs and developing project priorities.

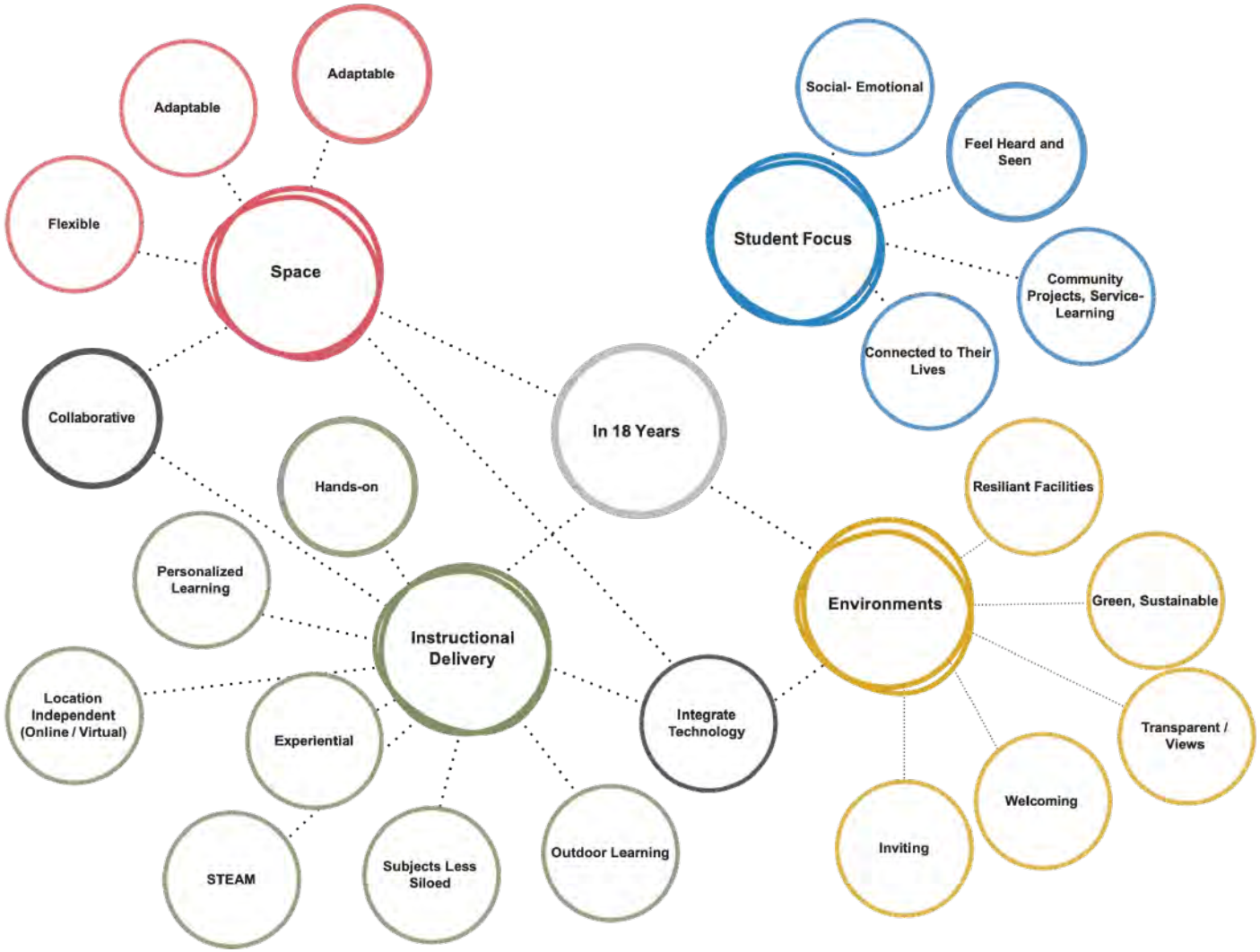
1. SURVEYS
2. LIVE POLLING
3. FOCUS GROUPS





Participants were asked to develop a long-term vision to help align outcomes, instructional frameworks, and space.

What Does Education Look Like in 18 Years?



What Kinds of Activities are Most Engaging?

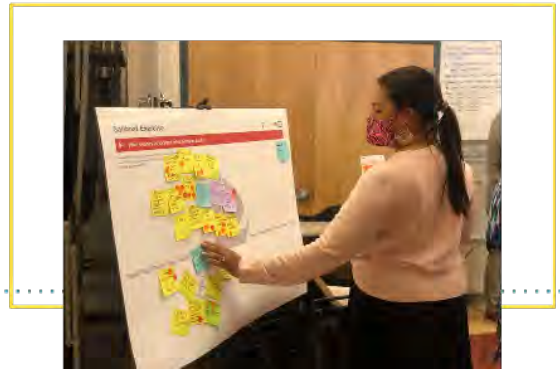
ACTIVITY

Sail Boat, Lightning Design

Goal: Identify what works and what holds us back from achieving our goals and aligning environments with outcomes.

Exercise: Sailboat, Lightening Design
Time: approx.1 hour total

1. Add sticky notes for the elements in the environment that help you achieve your goals
2. Then add sticky notes for what is holding you back
3. Use dot voting stickers to vote for those issues that you feel should be a top priority
4. Identify top vote-getters and organize into categories
5. Brainstorm potential solutions- no idea is too big or too small
6. Use dot voting to prioritize potential solutions



Engagement activities yielded perspectives and priorities

Participants were asked to rank needs and potential solutions to develop a list of priorities.

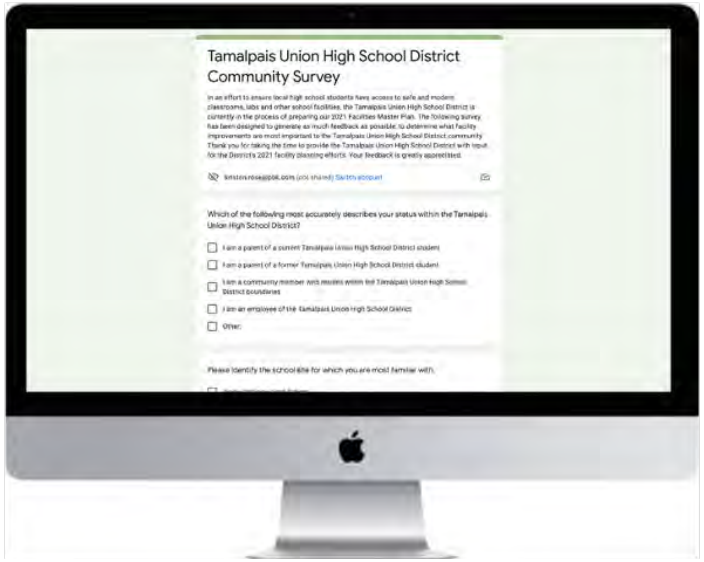
Rank	Item	Votes
1	Space Options / Open Spaces	13
2	Outdoor Sheltered Space	11
3	Teacher Prep Space	10
4	Climate Control	9
5	Extra Curricular Activity Options	7
5	Collaborative Teaching	7
5	Need More Restrooms	7
6	Aging Buildings & Infrastructure	6
6	Flexible / Re-arrangeable Space	6
6	Smoke / PSPS (Public Safety Power Shutoff) & Covid	6
6	More Student-Centered Space	6
7	Old Buildings	5
7	Open Space on Each Campus	5
7	"Achieve Tamiscal Indoor & Outdoor Spaces"	5
7	Functioning Equipment in Kitchen	5
7	More Collaborative Spaces	5

Community Survey

A digital survey was used to collect a wide variety of input from community members. Survey respondents were asked to provide their perceptions of the Tamalpais Union High School District's existing facilities and their priorities for projects they would like to see prioritized. This input was layered into the master plan along with input gathered from other stakeholder groups.

Common Feedback

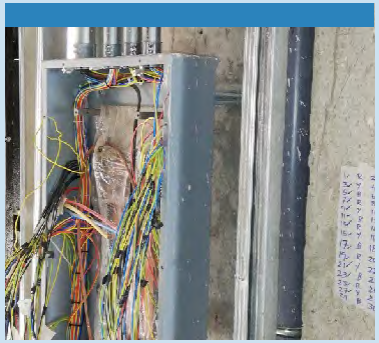
- Bathroom Monitoring
- Expand outdoor covered spaces where students can socialize.
- Address traffic and parking issues
- Focus on vocational education
- Specialized facilities to support the same specialized program.
- Beatification of buildings / classrooms as well as landscaping.
- Bathrooms improvements / Bathroom safety for staff as well as students
- School grounds maintenance
- More lighting especially at athletic fields
- Attention to sports facilities
- HVAC improvements.
- Lack of space, more classrooms



Educational Vision

Big Ideas

Big ideas encapsulate the vision for facilities



Infrastructure First

- Electrical infrastructure to support IT backbone
- IT infrastructure to support demand
- Plumbing infrastructure to improve operational efficiency

Functional Environments

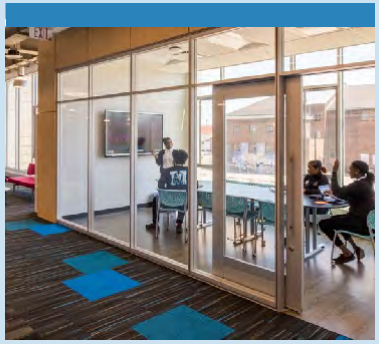
- Roofs & Building Envelopes
- HVAC and environmental comfort
- Restrooms

Nutrition Services

- Kitchen improvements to support increased demand
- Improvements to food service speed and efficiency

Student Hubs

- Nutrition Services
- Multipurpose Room
- Resource Center
- Student Services / Wellness

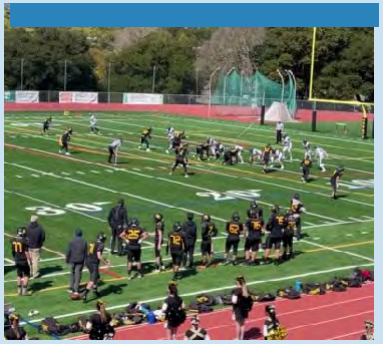


Flexible/Collaborative Spaces

- Adaptable spaces to accommodate varying sizes
- Flexible furniture to accommodate a variety of activities

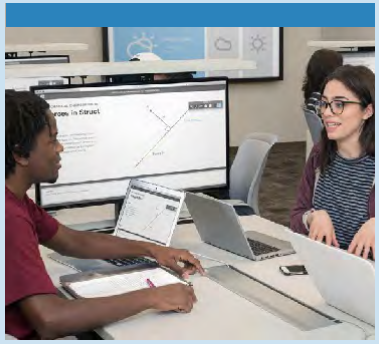
Indoor/Outdoor Connection

- Indoor space, covered outdoor, open outdoor



Community Facilities

- Athletics facilities that accommodate year-round use and welcome the community
- Performing Arts facilities with updated equipment to support robust program



Instructional Technology

- Right sized for specific educational programs
- Technology to support flexibility and connectivity within space and between users

TAMALPAIS UNION HIGH
SCHOOL DISTRICT

06
School Site Assessments

06 School Site Assessments

This section includes the individual school and district sites of Tamalpais Union High School District and provides site information and photographs, site walk, assessment findings, existing site plans, proposed master site plans, and projected costs by categories with priorities.

- Archie Williams High School
- Redwood High School
- San Andreas High School
- Tamalpais High School
- Tamiscal High School
- Tamalpais Adult/Community Education
- District Office
- District-Wide Work Items
- Corporation/Maintenance Yard







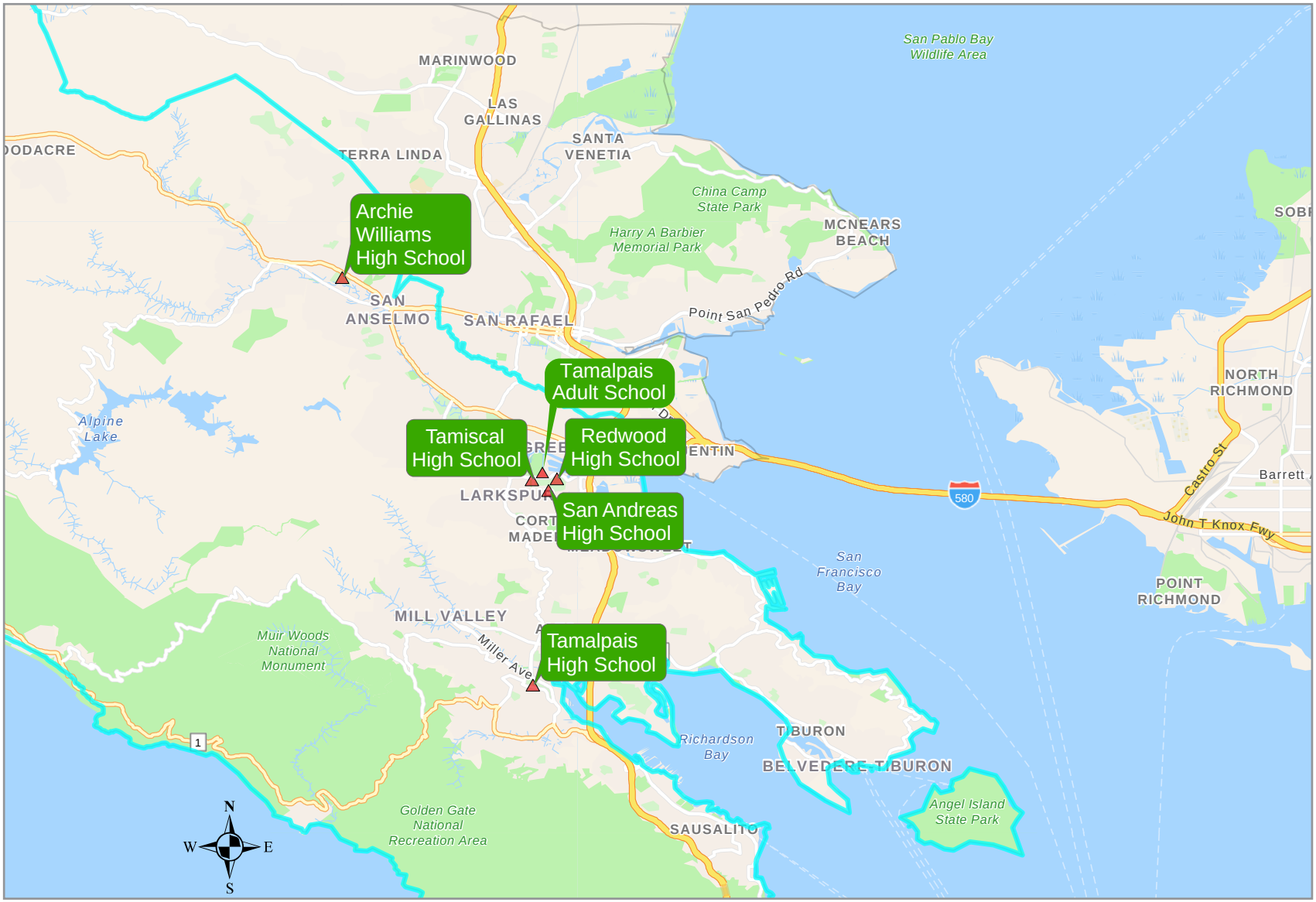


Figure 6-1 — School Sites

Archie Williams High School

1327 Sir Francis Drake Boulevard | San Anselmo, CA 94960 | (415) 458-3400

LaSandra White, Principal

Grade Level

9-12

Year Built

1951

Current Enrollment

1,342

Square Feet

175,607 square feet

Property Size

22.5 acres

CDS Code

21-65482-2131340

Archie Williams High School






Archie Williams High School

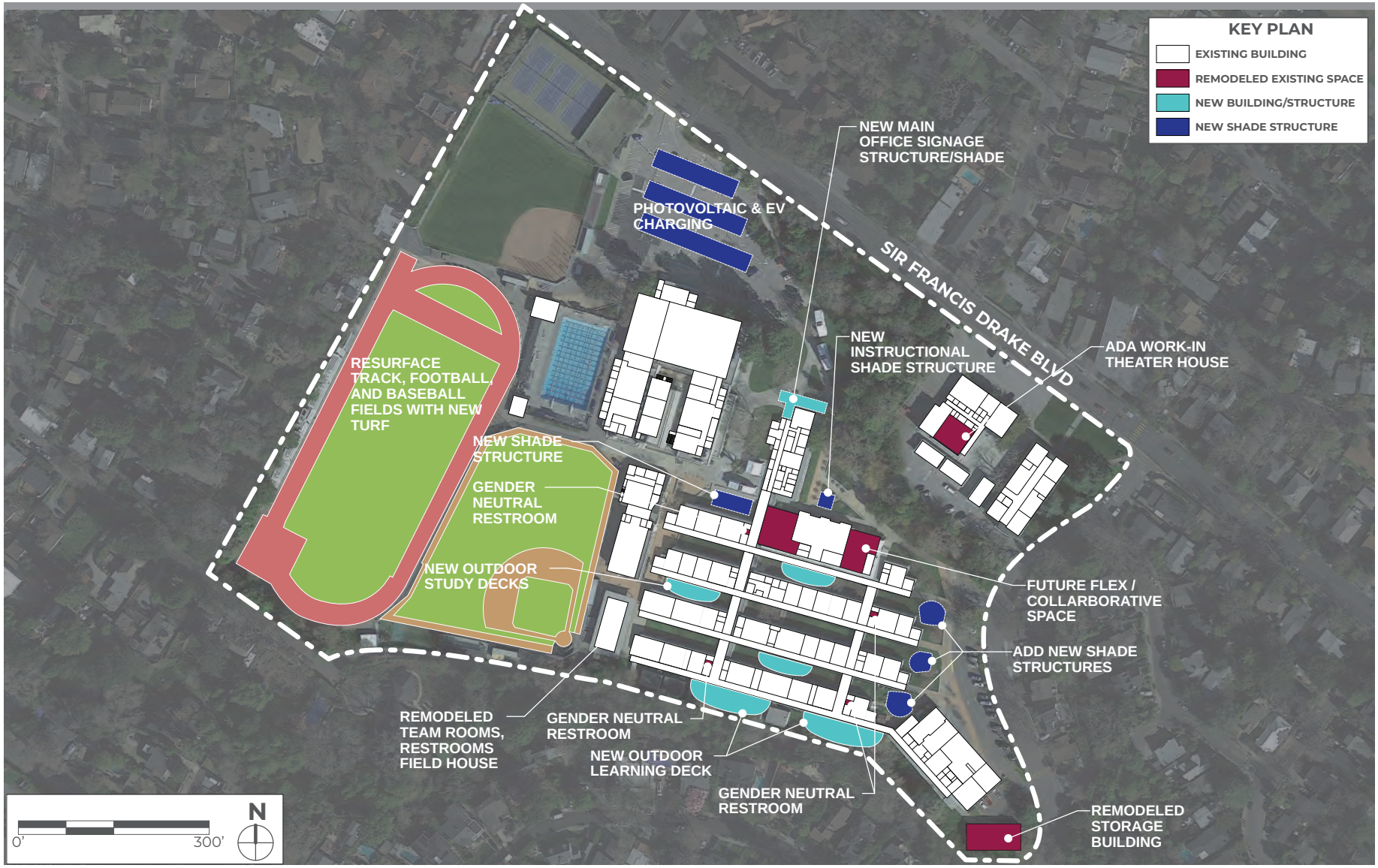
Existing Site

Archie Williams High School

Proposed Improvements of Existing Facilities

Archie Williams High School

Proposed New Improvements



Archie Williams High School

Priority Summaries

Archie Williams High School	Estimated Project Cost
Priority 1	**$25,275,775**
ADA Improvements	$1,450,000
Athletics Improvements	$3,018,558
Irrigation Infrastructure Improvements	$2,406,420
Mechanical, Electrical, Plumbing Infrastructure	$8,186,909
Minor Modernization	$1,268,750
Outdoor Learning Environments	$2,900,000
Roofing	$5,360,014
Utilities Infrastructure	$630,750
Portable Demolition	$54,375
Priority 2	**$8,388,032**
Asphalt Repair	$350,625
Athletics Improvements	$1,908,672
Energy Efficiency Improvements - Cogeneration	$702,740
Energy Efficiency Improvements - Solar	$1,890,405
Energy Efficiency Improvements - Solar Water Heating	$96,896
Minor Modernization	$145,406
Outdoor Learning Environments	$81,675
Shade Structure	$2,578,125
Signage and Way-Finding	$10,828
Theater Lighting Improvements	$622,659
Priority 3	**$4,162,500**
Student Services and Wellness	$4,162,500
Grand Total	**$37,826,307**

Redwood High School

395 Doherty Drive | Larkspur, CA 94939 | (415) 945-3600

David Sondheim, Principal

Grade Level

9-12

Year Built

1958

Current Enrollment

1,947

Square Feet

459,570 square feet

Property Size

63 acres

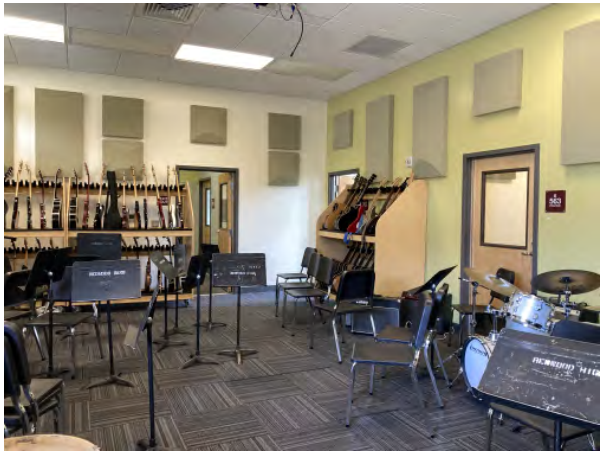
CDS Code

21-65482-2134419

Redwood High School





Redwood High School

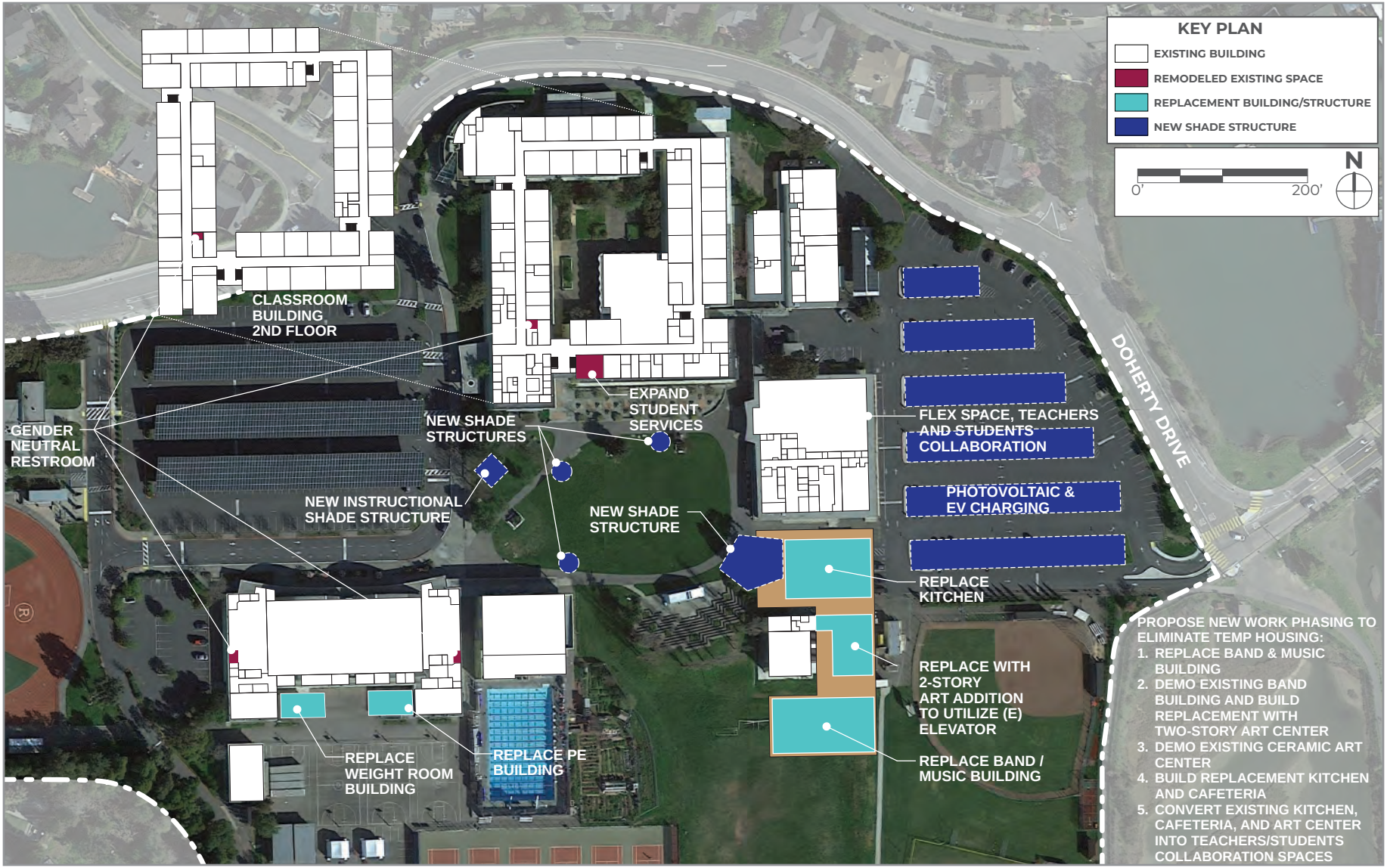
Existing Site

Redwood High School

Proposed Improvements of Existing Facilities

Redwood High School

Proposed New Improvements



Redwood High School

Proposed Improvements of Existing Fields

Redwood High School

Priority Summaries

Redwood High School	Estimated Project Cost
Priority 1	**$28,228,148**
ADA Improvements	$1,450,000
Irrigation Infrastructure Improvements	$5,597,435
Mechanical, Electrical, Plumbing Infrastructure	$16,070,524
Roofing	$4,530,189
Utilities Infrastructure	$580,000
Priority 2	**$113,446,939**
Access Control	$97,473
Asphalt Repair	$350,625
Athletics Improvements	$4,248,899
Building Replacement	$107,668,844
Energy Efficiency Improvements - Cogeneration	$657,403
Energy Efficiency Improvements - Solar	$290,194
Energy Efficiency Improvements - Solar Water Heating	$133,502
Priority 3	**$6,425,579**
Athletics Improvements	$1,396,829
Portable Replacement	$3,780,000
Student Services and Wellness	$1,248,750
Grand Total	**$148,100,666**

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San Andreas High School

599 William Avenue | Larkspur, CA 94939 | (415) 945-3770

David Luongo, Principal

Grade Level

10-12

Year Built

1993

Current Enrollment

69

Square Feet

14,918 square feet

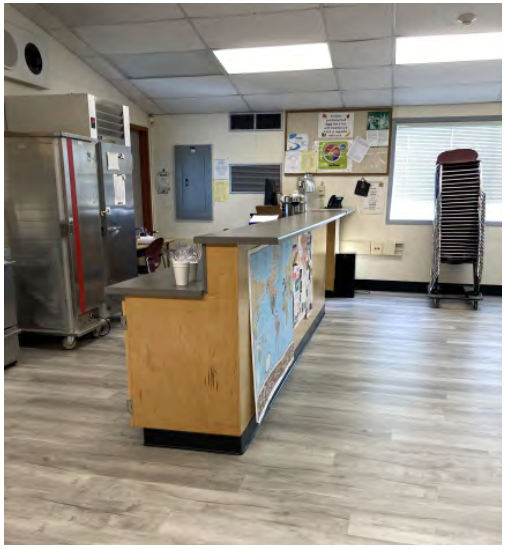
Property Size

6 acres

CDS Code

21-65482-2134419

San Andreas High School



San Andreas High School

Existing Site

San Andreas High School

Proposed Site Improvements of Existing Facilities

San Andreas High School

Proposed New Improvements

San Andreas High School

Priority Summaries

San Andreas High School	Estimated Project Cost
Priority 1	**$2,162,110**
ADA Improvements	$1,450,000
Mechanical, Electrical, Plumbing Infrastructure	$483,952
Roofing	$228,158
Priority 2	**$3,627,938**
Asphalt Repair	$175,313
Nutrition Services Improvements	$1,782,000
Shade Structure	$515,625
Student Services and Wellness	$1,155,000
Grand Total	**$5,790,048**

Tamalpais High School

700 Miller Avenue | Mill Valley, CA 94941 | (415) 380-3500

J.C. Farr, Principal

Grade Level

9-12

Year Built

1908

Current Enrollment

1,590

Square Feet

226,735 square feet

Property Size

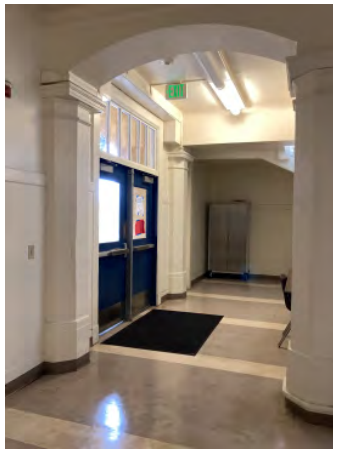
32 acres

CDS Code

21-65482-2133692

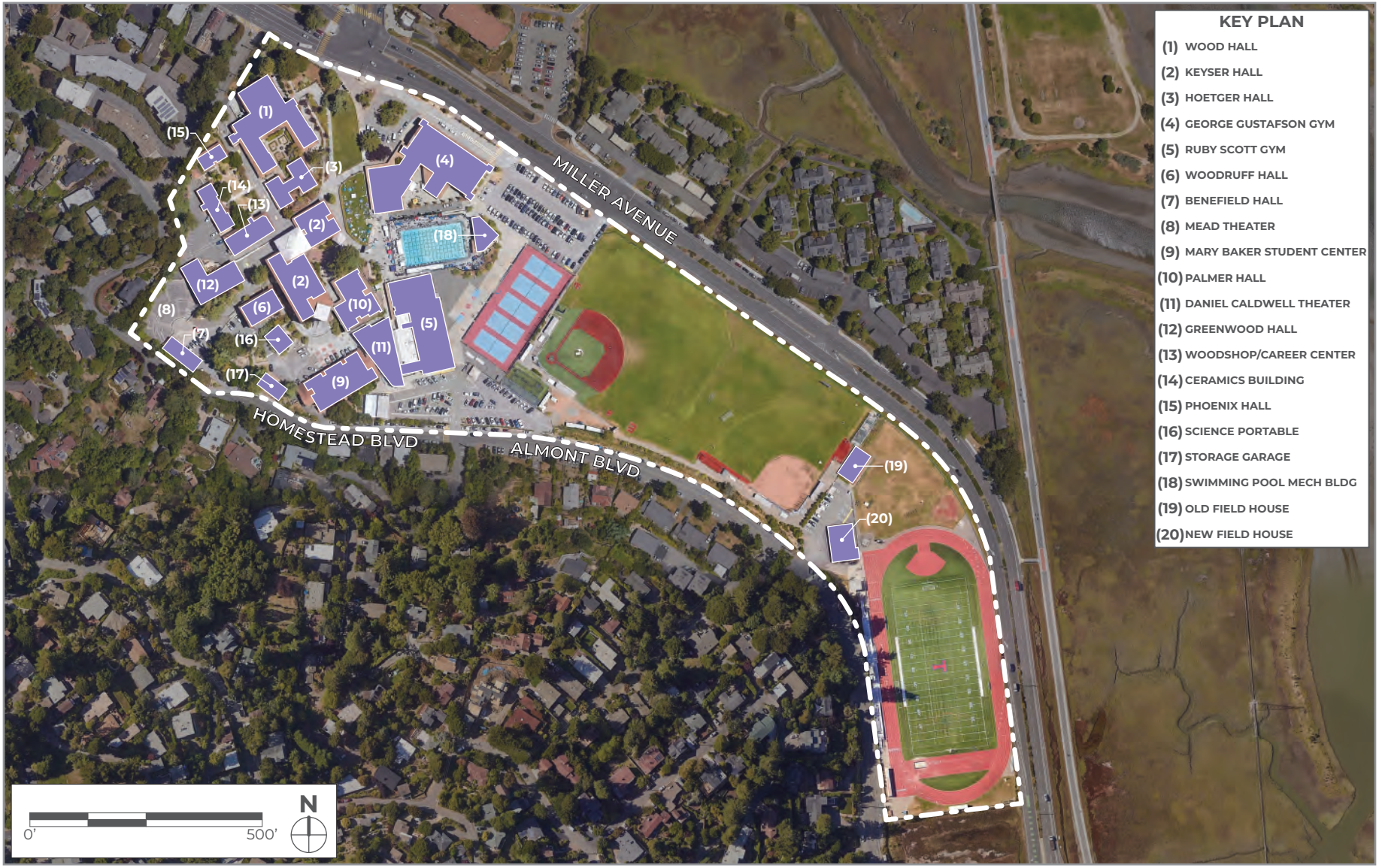
Tamalpais High School





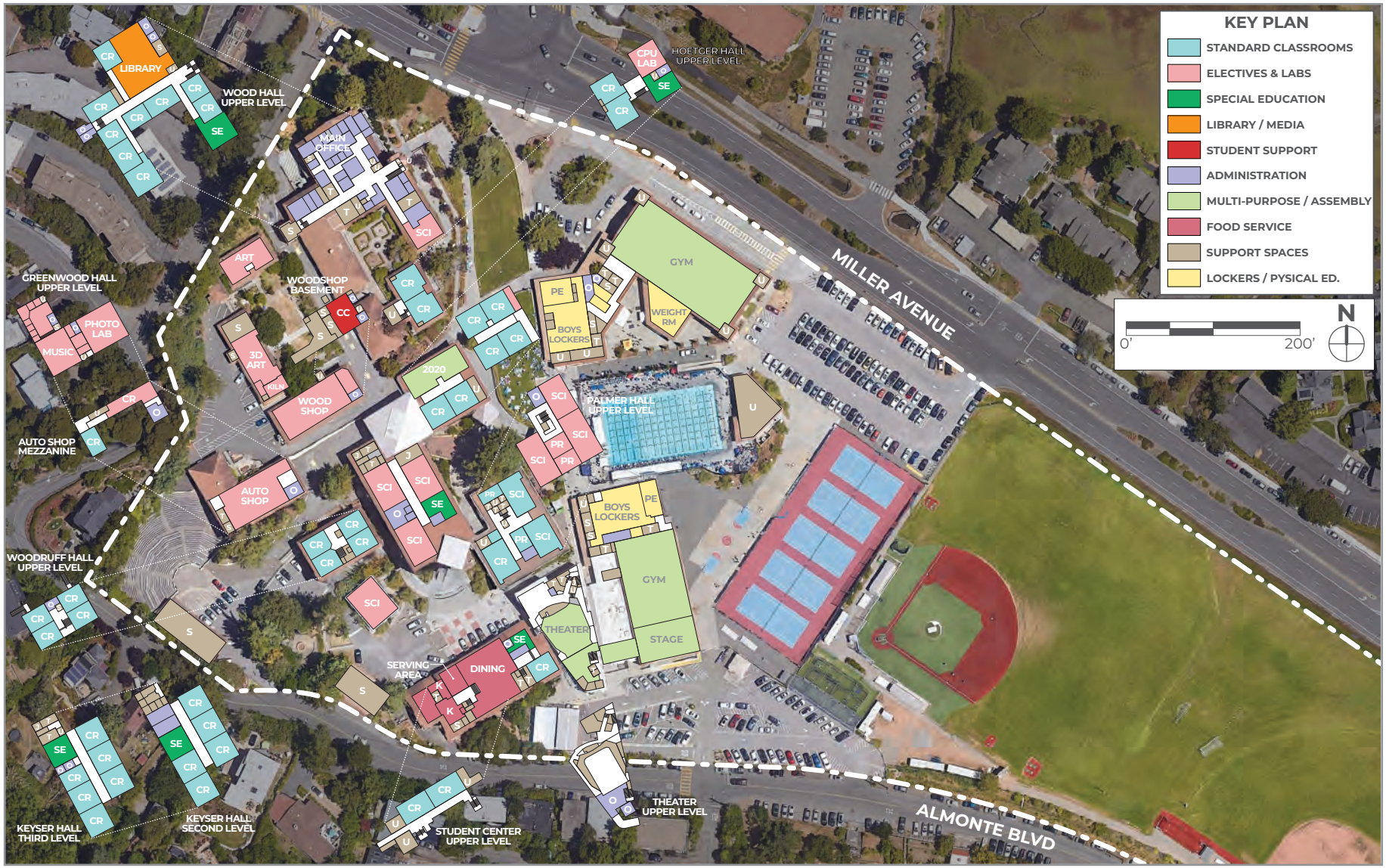

Tamalpais High School

Overall Existing Site



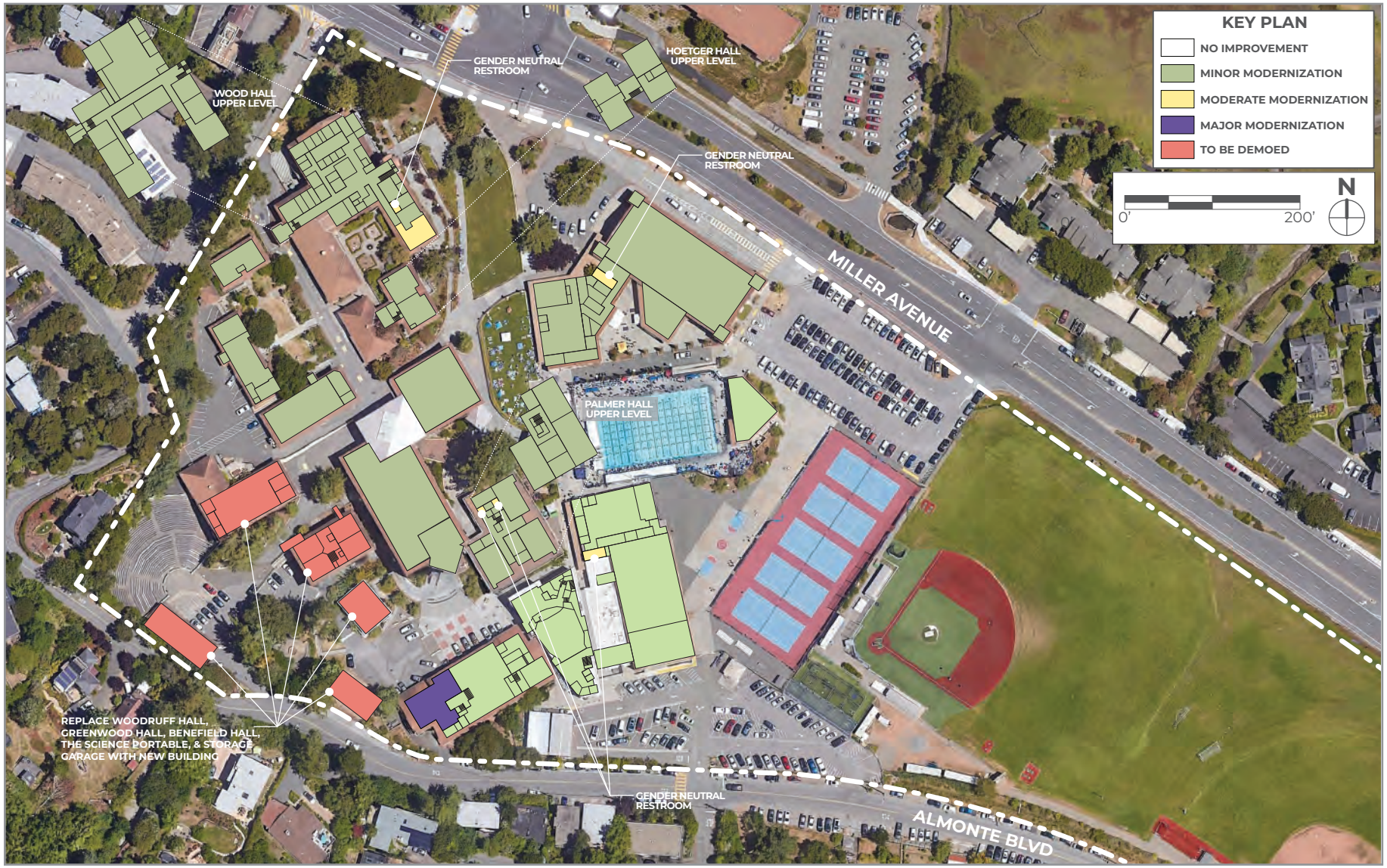
Tamalpais High School

Existing Site



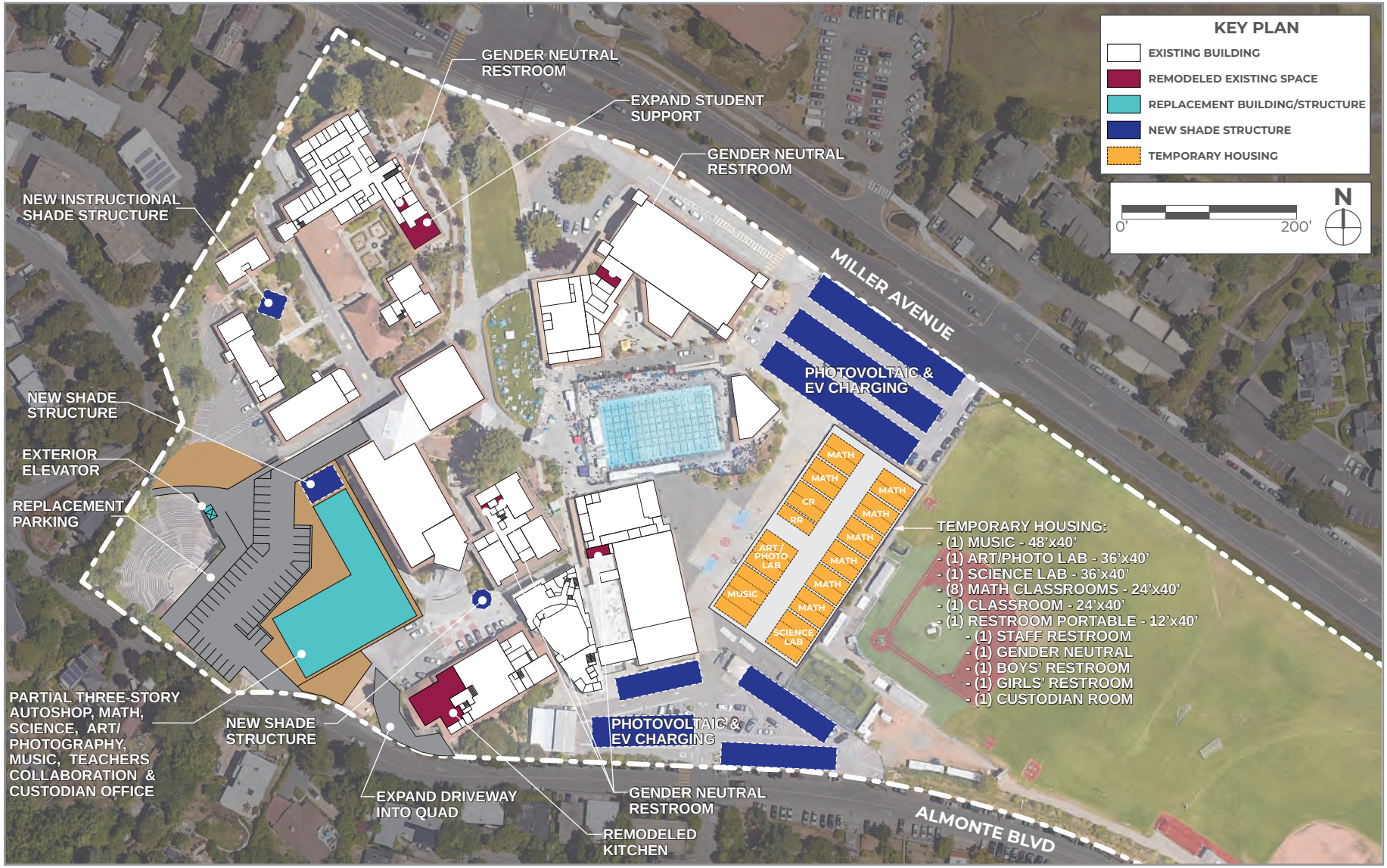
Tamalpais High School

Proposed Improvements of Existing Facilities



Tamalpais High School

Proposed Improvements



Tamalpais High School

Proposed Improvements of Existing Fields

Tamalpais High School

Priority Summaries

Tamalpais High School	Estimated Project Cost
Priority 1	**$104,630,398**
ADA Improvements	$4,074,500
Athletics Improvements	$8,254,198
Fire Life Safety	$67,062,500
Building Replacement	$978,750
Irrigation Infrastructure Improvements	$4,230,810
Mechanical, Electrical, Plumbing Infrastructure	$14,510,746
Roofing	$2,492,019
Student Services and Wellness	$2,446,875
Utilities Infrastructure	$580,000
Priority 2	**$5,093,857**
Asphalt Repair	$350,625
Athletics Improvements	$742,500
Energy Efficiency Improvements - Cogeneration	$657,403
Energy Efficiency Improvements - Solar	$1,324,389
Energy Efficiency Improvements - Solar Water Heating	$43,065
New Construction	$16,500
Nutrition Services Improvements	$928,125
Shade Structure	$1,031,250
Grand Total	**$109,724,255**

Tamiscal High School

305 Doherty Drive | Larkspur, CA 94939 | (415) 945-3750

Kim Stiffler, Ed.D., Principal

Grade Level

9-12

Year Built

1990

Current Enrollment

147

Square Feet

9,600 square feet

Property Size

10 acres

CDS Code

21-65482-2130078

Tamiscal High School

Existing Site

Tamiscal High School

Proposed Improvements of Existing Facilities

Tamiscal High School

Proposed New Improvements

Tamiscal High School

Priority Summaries

Tamiscal High School	Estimated Project Cost
Priority 1	**$26,669,125**
Portable Replacement and Expansion	$26,216,000
Shade Structure	$453,125
Grand Total	**$26,669,125**

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Tamalpais Adult School

395 Doherty Drive | Larkspur, CA 94939 | (415) 945-1000

Jaemi Naish, Director

Grade Level

10-12 and Adult

Current Enrollment

Varies

Property Size

1 acre

Tamalpais Adult School

Existing Site Utilization

Tamalpais Adult School

Proposed New Improvements

Tamalpais Adult School

Priority Summaries

Tamiscal High School	Estimated Project Cost
Priority 1	**$491,969**
Mechanical, Electrical, Plumbing Infrastructure	$224,669
Roofing	$267,300
Grand Total	**$491,969**

Corporation/Maintenance Yard

333 Doherty Drive | Larkspur, CA 94939 | (415) 945-1065

David O'Connor, Director of Maintenance & Operations

Corporation/Maintenance Yard

Existing Site

Corporation/Maintenance Yard

Proposed New Improvements

Corporation/Maintenance Yard

Priority Summaries

Corporation/Maintenance Yard	Estimated Project Cost
Priority 1	
Butler Building with roll up doors	$725,000
MEP Assessment Items	$339,926
Roof Assessment Items	$90,698
Grand Total	**$1,155,624**

District Projects

333 Doherty Drive | Larkspur, CA 94939 | (415) 945-1065

District-Wide Projects	Estimated Project Cost
Priority 1	**$18,299,385**
Drinking Fountains	$319,385
IT Infrastructure	$17,400,000
Operational Improvements and Infrastructure	$580,000
Priority 2	**$2,310,000**
All Gender Restrooms	$2,310,000
Grand Total	**$20,609,385**

District Office Projects

Priority Summaries

District Projects	Estimated Project Cost
Priority 1	**$1,642,004**
MEP Assessment Items	$224,669
Roofing	$267,300
Grand Total	**$1,642,004**

TAMALPAIS UNION HIGH
SCHOOL DISTRICT

07
Implementation Plan

07 Implementation Plan

Table 7-1 - Implementation Plan: Site/Year (Priority 1-3)

Site	2022	2024	2025	2026	2027	2028	Grand Total
Archie Williams High School	$888,508	$20,689,824	$1,166,172	$10,919,303		$4,162,500	$37,826,307
Redwood High School		$26,478,117	$1,162,500	$8,147,627	$1,396,829	$110,915,594	$148,100,666
San Andreas High School		$2,149,364		$3,640,684			$5,790,048
Tamalpais Adult/Community Education		$224,669		$267,300			$491,969
Tamalpais High School		$103,640,035		$6,084,220			$109,724,255
Tamiscal High School		$26,669,125					$26,669,125
Corporation/Maintenance Yard		$1,091,026		$64,598			$1,155,624
District Office		$1,609,829		$32,175			$1,642,004
District-Wide		$18,299,385		$2,310,000			$20,609,385
Master Plan Project Contingency						$41,625,000	$41,625,000
Grand Total	**$888,508**	**$200,851,373**	**$2,328,672**	**$31,465,906**	**$1,396,829**	**$156,703,094**	**$393,634,381**

Table 7-2 - Implementation Plan: Project Category/Year (Priority 1-3)

Projects	2022	2024	2025	2026	2027	2028	Grand Total
Building Replacement		$67,062,500				$107,668,844	$174,731,344
Planning & Construction Contingency						$41,625,000	$41,625,000
Mechanical, Electrical, Plumbing Infrastructure		$40,582,604					$40,582,604
Portable Replacement and Expansion		$26,216,000					$26,216,000
Athletics Improvements	$888,508	$10,384,248	$2,328,672	$4,571,399	$1,396,829		$19,569,655
IT Infrastructure		$17,400,000					$17,400,000
Roofing		$7,029,847		$6,814,657			$13,844,503
Irrigation Infrastructure Improvements		$12,234,665					$12,234,665
Student Services and Wellness		$2,446,875		$1,155,000		$5,411,250	$9,013,125
ADA Improvements		$8,424,500					$8,424,500
Shade Structure		$453,125		$4,125,000			$4,578,125
Portable Replacement				$1,782,000		$1,998,000	$3,780,000
Energy Efficiency Improvements - Solar				$3,504,988			$3,504,988
Outdoor Learning Environments		$2,900,000		$81,675			$2,981,675
Nutrition Services Improvements				$2,710,125			$2,710,125
All Gender Restrooms				$2,310,000			$2,310,000
Energy Efficiency Improvements - Cogeneration				$2,017,546			$2,017,546
Utilities Infrastructure		$1,790,750					$1,790,750
Minor Modernization		$1,268,750		$145,406			$1,414,156

Table 7-2 - Implementation Plan: Project Category/Year (Priority 1-3) (continued)

Projects	2022	2024	2025	2026	2027	2028	Grand Total
Operational Improvements and Infrastructure		$1,305,000					$1,305,000
Asphalt Repair				$1,227,188			$1,227,188
Fire Life Safety		$978,750					$978,750
Theater Lighting Improvements				$622,659			$622,659
Drinking Fountains		$319,385					$319,385
Energy Efficiency Improvements - Solar Water Heating				$273,463			$273,463
Access Control				$97,473			$97,473
Portable Demolition		$54,375					$54,375
New Construction				$16,500			$16,500
Signage and Way-Finding				$10,828			$10,828
Grand Total	**$888,508**	**$200,851,373**	**$2,328,672**			**$156,703,094**	**$393,634,381**

TAMALPAIS UNION HIGH
SCHOOL DISTRICT

A

Priority 4 Cost Summaries

Appendix A Priority 4 Cost Summaries

District-Wide Summary of Estimated Costs (Priority 4 Only)

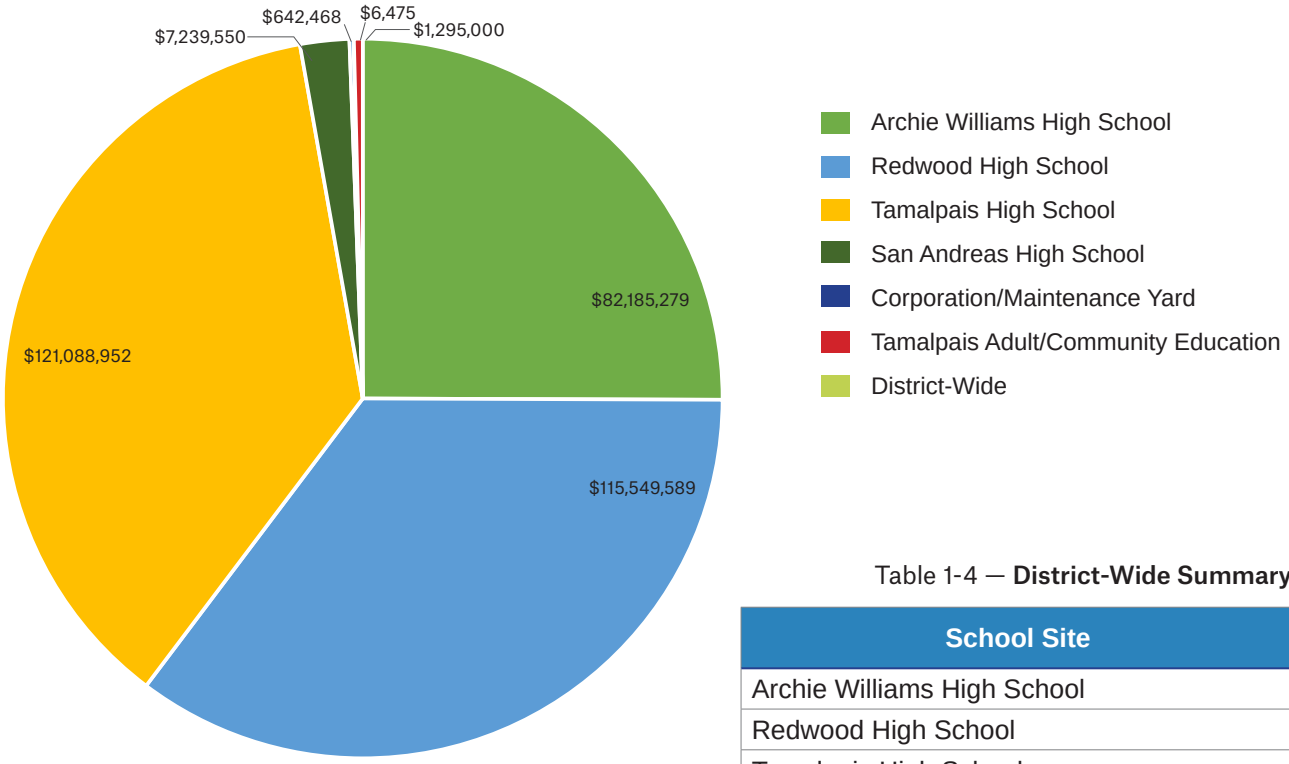

Table 1-4 — **District-Wide Summary of Estimated Costs (Priority 4)**

School Site	Priority 4
Archie Williams High School	$82,185,279
Redwood High School	$115,549,589
Tamalpais High School	$121,088,952
San Andreas High School	$7,239,550
Corporation/Maintenance Yard	$642,468
Tamalpais Adult/Community Education	$6,475
District-Wide	$1,295,000
Grand Total	**$328,007,313**