



LAKE TAHOE COMMUNITY COLLEGE

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MEASURE F CITIZEN'S OVERSIGHT COMMITTEE WEB SITE:

[HTTP://WWW.LTCC.EDU/WEB/LTCC/MEASUREF](http://www.ltcc.edu/web/ltcc/measuref)

Measure F Citizen's Oversight Committee (COC)

Membership: Chair – Brooke Laine, Co-Chair – Rich Fischer, Secretary – Matt Lucksinger, Roberta Mason, Carmen Delgado, Leon Malmed, Jim Gallanty

AGENDA

Tuesday, June 2, 2015

CAMPUS TOUR - 5:00 p.m.

MEETING - 6:00

LTCC Board Room (Room L-104)

I. Call to Order

Disability Access

The Administration Building and Room L104 are wheelchair accessible. The following services are available when requests are made by 4:00 p.m. of the Friday before the COC meeting: American Sign Language interpreters or use of a reader during a meeting; large print agenda or minutes in alternative format; assistive listening devices. Please contact, Lisa Shafer, Executive Assistant to the Superintendent/President, (530) 541-4660 ext. 210, if you need assistance in order to participate in a public meeting or if you need the agenda and public documents modified as required by Section 202 of the Americans with Disabilities Act.

II. Pledge of Allegiance

III. Hearing of the Public

This is the public's chance to speak on any item related to the Citizen's Bond Oversight Committee. Please fill out a YELLOW card and hand it to the Committee Chairperson. You will be called on during discussion and before any action is taken on the item. Please hold your comments to three (3) minutes or less. If there is more than one speaker on a single agenda item, the Committee Chairperson may limit the comments to less than three minutes.

IV. Reports

A. Review of Citizen's Oversight Committee Bylaws

B. Series A Bond Projects Schedule

C. South Shore Greenway Shared Use Trail and Community Play Fields

V. Consent Agenda Items

A. Accept Minutes of April 16, 2015 Meeting

VI. Action

A. Consideration of Approval of Meeting Schedule for Academic Year 2015-2016

VII. Next Meeting Date: September 1, 2015

VIII. Adjournment



**MEASURE F CITIZEN'S OVERSIGHT COMMITTEE
(COC)**

LAKE TAHOE COMMUNITY COLLEGE DISTRICT

AGENDA ITEM MEMO

REPORTS & FIRST READINGS

CONSENT

ACTION ITEMS

SUBJECT: Citizen's Oversight Committee Bylaws

Description of Item:

The Citizen's Oversight Committee procedures, polices and guidelines, approved by the Board of Trustees at the February 24, 2015 meeting, will be reviewed.

See Attached

**Lake Tahoe Community College District
County of El Dorado**

Election of November 4, 2014
Measure F General Obligation Bonds (“Measure F”)

Citizens’ Oversight Committee
Procedures, Policies and Guidelines

INTRODUCTION

Measure F was approved by at least 55% of the voters of the Lake Tahoe Community College District (the “District”) pursuant to the provisions of the Strict Accountability in Local School Construction Bonds Act of 2000, codified at Sections 15264 and following of the Education Code. The Act requires the Board of Trustees (the “Board”) to appoint a Citizens’ Oversight Committee (the “Committee”) after the successful bond election.

Legal authority for formation and duties of the Committee is found in Sections 15264 and 15278 to 15282 of the Education Code. The purpose of these Procedures, Policies and Guidelines is to direct the formation and actions of the Committee by reference to the statutory requirements. Where the statutory direction is insufficiently specific, the Board has furnished missing details. In addition, the Board sets forth below its expectations, suggestions, and desires for the operations of the Committee. All references below to the provisions of law are to the Education Code of the State of California, unless otherwise specified in context.

I. Establishment

The Board is required to appoint members to an independent citizens’ oversight committee as a result of the passage of Measure F at the election conducted on November 4, 2014. *Educ. Code §15278(a)*.

II. Purpose

A. Statutory Purposes. The Committee is charged by statute with the following purposes:

1. To promptly alert the public to any waste or improper expenditure of school construction bond money. *Educ. Code §15264(c)*.
2. To inform the public concerning the expenditure of bond revenues. *Educ. Code §15278(b)*.
3. Ensuring that bond revenues are expended only for the purposes described in the Constitution; that is, for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real

property for school facilities. *Calif. Const. art. XIII A, §1(b)(3); Educ. Code §15278(b)(1).*

4. Ensuring that no funds are used for any teacher or administrative salaries or other school operating expenses. *Calif. Const. art. XIII A, §1(b)(3)(A); Educ. Code §15278(b)(2).*

B. Role of Committee vis-à-vis Board.

1. As the legally elected representative of the voters, the Board, on the advice of the Superintendent/President, must make all decisions relating to how bond funds are spent, how bond projects are configured, the cost, priority and timeline for completion of the various bond projects, and all other matters necessary in connection with the District's building program. The Board values the Committee's input on these matters as an advisory body.
2. The Committee will need to refer to the text of Measure F and the Bond Project List contained therein, but the Committee's interpretations of Measure F are not binding on the Board.

III. Members

A. Minimum Size. The Committee shall always be comprised of at least 7 members. *Educ. Code §15282(a).*

B. Required Members. Pursuant to statute, the Board shall appoint to the Committee the following members: *Educ. Code §15282(a).*

1. One member active in a business organization representing the business community located within the District.
2. One member active in a senior citizens' organization.
3. One member active in a bona fide taxpayers' organization.
4. One member who is a student who is both currently enrolled in the District and active in a community college group, such as student government. The community college student member may, at the discretion of the Board, serve up to six months after his or her graduation.
5. One member who is active in the support and organization of a community college or the community colleges of the District, such as a member of an advisory council or foundation.
6. Two other members, selected from the public at large.

C. Board Procedures for Appointment of Committee.

1. Appointment.

- a. Persons interested in serving as members of the Committee shall submit a written application to the Superintendent/President, specifying such information as the Superintendent/President shall reasonably require. Such information shall include, at a minimum:
 - (i) the specific position or positions listed in Section III.B, above, for which the applicant qualifies
 - (ii) such information as may be necessary to verify that the applicant meets that qualification requirement.
- b. The Superintendent/President shall recommend from among the qualifying applications a list of names to the Board for appointment to the committee, specifying how the requirements of Section III.B are met, or as many of those requirements as possible given the applications submitted.
- c. The slate of names shall be approved or rejected as a whole by a majority vote of the Board. If rejected, the Board shall direct the Superintendent/President to prepare a new slate of names for approval, including a new application procedure if appropriate.

2. Failure to Appoint.

- a. Willful failure to appoint the Committee is grounds for legal action by any taxpayer against the Board. *Educ. Code §15284(a)(4)*.
- b. The Board will make a good faith effort to appoint the Committee and fill vacancies to ensure that the Committee is fully constituted and functioning. No vacancy, at initial appointment or otherwise, will prevent the Committee from meeting and conducting its business.
- c. In the event that the Superintendent/President does not receive acceptable applications from the public to fill all of the positions specified in Section III.B, above, or if at any time there is a vacant position on the Committee, the Superintendent/President shall cause a notice of the vacancy to be posted in a conspicuous public place (e.g., where regular public notices of the Board are posted), specifying the eligibility requirement for the vacant position and that a written application must be submitted to the Superintendent/President, and such notice shall remain posted until the vacancy is filled. The Superintendent/President, in her discretion, may advertise the vacant position in a newspaper

reasonably expected to be circulated among interested persons, and may contact organizations to request nomination of interested persons to fill the positions that require active membership in such organization.

3. The Board may determine to appoint members of the Committee from time to time, in addition to the seven positions specified in Section III.B, above, and without regard to the membership requirements so specified.

D. Additional Eligibility Restrictions. The following persons are not eligible to serve on the Committee: *Educ. Code §15282(b)*.

1. Any employee of the District.
2. Any official of the District.

For purposes of this limitation, the Board finds that any elected or appointed member of the Board is an “official of the district” within the meaning of Section 15282(b). The Board finds that no member of any other citizen committee of the District appointed by the Board to serve without pay is an “official of the district” within the meaning of Section 15282(b).

3. Any vendor, contractor or consultant of the District.

The Board finds that no person is a vendor, contractor or consultant of the District prohibited from serving on the Committee within the meaning of Section 15282(b) unless such person, or any company of which such person is an owner or part owner, agrees or has agreed to perform services or furnish goods or supplies to the District under any agreement or contract that has not been fully performed. Prior contractual relationships with the District do not disqualify a person from serving on the Committee.

E. Term.

1. Each of the members specified by statute is appointed for a term of two years. *Educ. Code §15282(a)*.
2. No member shall be appointed to more than three consecutive two-year terms. *Educ. Code §15282(a)*.

The Board hereby further establishes the following provisions on the terms of members:

3. Any additional members appointed pursuant to the Board’s reserved prerogative under Section III.C.3, above, may be appointed to a term of

less than two years, as the Board shall specify, but shall not be appointed to a term any longer than two years.

4. Any additional members appointed pursuant to the Board's reserved prerogative under Section III.C.3 shall serve no more than two consecutive terms.
5. Any member appointed to meet any of the criteria of categories 1 – 5 described in Section III.B, above, shall serve only so long as such member continues to fulfill the requirement of the position to which appointed.
6. Notwithstanding the two-year term required by statute, the term of any member shall terminate upon:
 - a. death of the member
 - b. written resignation of the member
 - c. disability or illness of the member, upon a finding by the Board that the member is unable to effectively continue to serve on the Committee
 - d. the sale or provision of any goods or services to the District, or entry into any contract with the District for such sale or provision, whether or not related to the bond program, such that the member becomes a "vendor, contractor, or consultant" within the meaning of Section III.D.3, above
 - e. the employment, appointment or election of such member to a position with the District, such that the member becomes an "employee of the District" or an "official of the District" within the meaning of Section III.D.1 or 2, respectively
 - f. failure of the member to participate in the meetings and activities of the Committee, upon a finding by the Board that the member is unable or unlikely to effectively continue to serve on the Committee.

The Board requests that Committee members keep the Board informed regarding the status of other members, so that the Board can take appropriate action to replace or reappoint Committee members in a timely manner.

7. The term of any member appointed to succeed a member whose term has been terminated pursuant to Section III.E.6 shall be two years, or such lesser time as remains in the term of the departing member, as the Board shall determine.

8. In order to provide for consistency and continuity in the Committee's operations and deliberations, and to establish a Committee whose entire membership does not turn over every two years, the Board may request the resignation of one or more, but fewer than all, members after one year, in order to reappoint such member, or any other person meeting the requirements for the seat that has been vacated by such resignation, to a two-year term.

F. Compensation. Members serve without compensation. Educ. Code §15282(a).

IV. Authorized Activities

In furtherance of its purposes, the Committee is authorized by statute to engage in the following activities: *Educ. Code §15278(c) and §15286.*

- A. Receiving and reviewing copies of the annual, independent performance audit required by the Constitution, at the same time such audit is submitted to the District, no later than March 31 of each year.
- B. Receiving and reviewing copies of the annual, independent financial audit required by the Constitution, at the same time such audit is submitted to the District, no later than March 31 of each year.
- C. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.
- D. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the District, including any reports required to be given to the Legislature by Section 17584.1 regarding a failure to set aside 1/2 of 1% of current year revenues for deferred maintenance expenditures.
- E. Reviewing efforts by the District to maximize bond revenues by implementing cost-saving measures, including, but not limited to, all of the following:
 1. Mechanisms designed to reduce the costs of professional fees.
 2. Mechanisms designed to reduce the costs of site preparation.
 3. Recommendations regarding the joint use of core facilities.
 4. Mechanisms designed to reduce costs by incorporating efficiencies in schoolsite design.
 5. Recommendations regarding the use of cost-effective and efficient reusable facility plans.

V. Meetings

A. Initial Organization; Officers. In order that the Committee serve effectively and fulfill the purposes for which it is established, the Board recommends to the Committee that the Committee shall organize and conduct meetings as follows:

1. Initial Meeting. At the initial meeting of the Committee, the Superintendent/President or a person designated by the Superintendent/President should open the meeting and facilitate the selection by the Committee members of a presiding officer. Thereafter, selection of a presiding officer and any other officers of the Committee should be by whatever means the Committee determines.
2. President. The Committee should designate a member as presiding officer or president to preside over meetings of the Committee.
3. Representative. The Committee should designate a member or members to represent the Committee at public meetings of the Board and make reports thereto on a regular basis as the Committee shall determine or as the Board may request.
4. Secretary. The Committee should designate a member as secretary to keep accurate minutes of the Committee's meetings and actions, in order to fulfill the legal requirement that such minutes and documents and reports be entered into the public record.

B. Reports; Meetings.

1. Reports. The Committee shall issue regular reports on the results of its activities. A report shall be issued at least once a year. *Educ. Code §15280(b).*
2. Annual Meeting of the Committee. The Committee is required to conduct at least one annual meeting, the purpose of which is to receive the reports and documents required to be provided to the Committee by the Board, and to approve a report of the Committee. *Educ. Code §15280(b), 15278(c).*
3. Other Meetings of the Committee. The Board recommends that the Committee meet as often as necessary, at least [semi-annually/quarterly], in order to effectively perform its duties.
4. The Board will reserve a place on the regular Board agenda for address by a representative of the Committee. The Committee is not expected or required to make a report at each regular Board meeting.

C. Notice of Meetings; Minutes.

1. The Committee's meetings are governed by the Ralph M. Brown Act, commencing at Section 54950 of the Government Code. *Educ. Code §15280(b).*
 - a. All Committee proceedings shall be open to the public.
 - b. Notice to the public of any meeting of the Committee shall be provided in the same manner as the proceedings of the Board.
2. Minutes of the proceedings of the Committee and all documents received and reports issued by the Committee are a matter of public record. *Educ. Code §15280(b).*
3. The District shall maintain and make available to the Committee an Internet website for publication of proceedings of the Committee. *Educ. Code §15280(b).*
4. All documents received and reports issued by the Committee shall be made available to the public on the website. *Educ. Code §15280(b).*

In order to publicize and make available the Committee's proceedings, the Committee Secretary shall provide to the Superintendent/President any documents received by, and reports issued by, the Committee, in whatever form received or issued, and minutes of the meetings of the Committee or any subcommittees created by the Committee.

District staff is directed by the Board to assist the Committee in publicizing its meetings, in complying with the requirements of the Brown Act, and in posting documents and reports on the website maintained by the District for the Committee. District staff will assist the Committee in these and the other activities of the Committee as provided in Section IV.D, below.

D. Technical Assistance.

1. The Board is required to provide the Committee with any necessary technical assistance and shall provide administrative assistance to the Committee in furtherance of its purpose. *Educ. Code §15280(a).*
2. The Board is required to provide sufficient resources to publicize the conclusions of the Committee. *Educ. Code §15280(a).*
3. No bond funds shall be expended on any activities or technical assistance provided to the Committee. *Educ. Code §15280(a).*

The Board will not treat this prohibition against expending bond funds to provide technical assistance to the Committee to include the preparation and photocopying for the members of the Committee copies of the annual independent performance audit and the annual independent financial audit of the bond program required by the Constitution.

4. In order to allow the Committee its independence, the Board does not expect to send a staff representative to each meeting of the Committee. At the Committee's request, the Board will endeavor to provide the materials, meeting space, and staff consultation as the Committee shall require, specifically taking into account whether the request involves a reasonable expenditure of District general funds. The Board does not expect to purchase specialized software or hardware, commit additional staff time, or engage consultants to develop information for, prepare reports for, or attend meetings of, the Committee beyond what is required by statute and what is prepared for the Board.

APPROVED this day, February 24, 2015.

Kerry S. David
President of the Board of Trustees

Attest:

Dr. Frederick Wenck
Clerk of the Board of Trustees



MEASURE F CITIZEN'S OVERSIGHT COMMITTEE *(COC)*

LAKE TAHOE COMMUNITY COLLEGE DISTRICT

AGENDA ITEM MEMO

REPORTS & FIRST READINGS

CONSENT

ACTION ITEMS

SUBJECT: Series A Bond Projects Schedule

Description of Item:

Staff will provide a report to the Citizen's Oversight Committee (COC) on the proposed projects, estimates, and schedule for Series A Bond funding. Series A funding will apply to Bond projects scheduled to begin immediately and continue partially through 2018. This DRAFT Series A Bond Project Schedule (Series A-BPS) includes the following information:

- Schedule from Program Development to/through Construction
- Total Project Estimates
- By Fiscal Year Estimates for Cash Flow Purposes
- References the Bond Language that Drives Each Project
- References the Original Proposed Bond Project Budget

Solidification of this schedule is important in order to allow the District to secure the proper amount of Series A Bond funding. All of the documents referenced below are informed by the Series A-BPS (attachment). A large print version of the DRAFT Series A-BPS will be provided to each member of the COC at the June 2, 2015 meeting.

An earlier version of the Series A-BPS was provided for a first reading by the LTCC Board of Trustees (Board) at the May 26, 2015 meeting. An updated Series A-BPS will return to the Board for consideration of approval on June 9, 2015. This discussion DRAFT is presented to the COC for review and to answer questions.

The timing of the projects listed on the Series A-BPS are driven by staging of construction (in order to minimize campus disruptions), facility needs, potential building failures, and TRPA and Division of State Architects (DSA) timelines. The projects scheduled are informed by the following:

- Original Bond language as adopted by the Board of Trustees on June 24, 2014 under Resolution Number 20 - 2013/14 Ordering a Bond Election
- Lake Tahoe Community College District (LTCCD) Facilities Master Plan (FMP) 2014-2020 adopted by the Board of Trustees on June 10, 2014
- Original Proposed Bond Project Budget approved by the Board December 9, 2014
- Measure F Initial Projects language approved by the Board of Trustees on January 27, 2015 (this document was resubmitted to the Board with edits for review at the May 26, 2015 meeting).

The aforementioned documents are historical and attached for reference, as each document informs the DRAFT Series A-BPS. The Original Bond language, FMP and Original Proposed Bond Project Budget documents were provided to the COC on April 16, 2015.

See Attached

Measure F Initial projects

(Draft list of target projects for the first 18-24 months of the LTCC bond program)

Previously approved by the Board of Trustees on January 17, 2015

Revised discussion draft for May 26, 2015 BOT meeting

PLANNING

Environmental Impact Reports/ Environmental Impact Statement (EIR/EIS/TRPA) and for LTCC Master Plan – LTCC with the assistance of AP Architects will issue a RFQ to select a firm to conduct the EIR. An EIR shall be prepared if there is substantial evidence that the project may have a significant effect on the environment. The determination of whether a project may have a significant effect on the environment calls for careful judgment, based to the extent possible on scientific and factual data. This is a 24 month process.

Site Survey and Utility Master Plan – Develop an initial campus utility master plan to assist the college in the planning and implementation of campus improvements. This is a 6-8 month process.

ADA Transition Plan – Develop an ADA transition plan to assist the college in the planning and implementation of campus improvements. This is a 10-12 month process.

Mechanical, Electrical, Plumbing (MEP) System Scheduled Maintenance Ph. 1 – This project will develop an initial campus MEP System Scheduled Maintenance plan. Inventory all MEP and all utility equipment. Create list from existing drawings, develop spreadsheet list of MEP and utility equipment, conduct a Facility Condition Assessment (FCA), and conduct a site walk to verify MEP and utility equipment, provide drawings and photographs of location and type of equipment. Scheduled Maintenance (SM) planning and commissioning, develop PM schedule, input data into online planning database, determine equipment life cycles and replacement cost projections. This is a 10-12 month process.

Residential Living – Develop an initial campus plan for future residential living.

District Standards Development –

CLASSROOM AND STUDENT SERVICE IMPROVEMENTS

Remodel for Efficiency/ Classroom Modernization – This will be a multi phased project. This project will also require grading, utilities, and circulation / access improvements.

- Student Services, A&R, DSPS and other student focused programs will all be a centrally located in addition to a new one-stop shop for students.
- The Science and Biology laboratories will be modernized.
- Faculty offices will be constructed on the second floor.
- The first portion of the art labs will also be remodeled addressing venting, and storage.

Main Building Commons Improvements / One-Stop Shop Integration – Improvements to the Main Building commons area and adjacent hallways, including furniture, carpeting, re-painting/ re-finishes, new signage, and other related items. Integrate with one-stop shop center.

CAPITAL CONSTRUCTION PLANNING

Regional Public Safety Training Center (Planning) – Development of the Final Project Proposal (FPP) for the construction of a vocational training facility that will allow for the integration and expansion of existing programs in areas such as Fire Science, Wild Land Fire Fighting, Wilderness Education, and Search & Rescue. This FPP submission is important to be positioned for potential future State Bond funds.

Early Learning Center (Planning) – Develop plans and construction documents for the construction of a new facility to provide program space for the college’s early childhood education program and Tahoe Parents Nursery School (TPNS) program, such as an additional classroom space, and an observation area.

INFRASTRUCTURE SYSTEMS

Main Building Boiler Replacement – The replacement of the Main Building boiler systems and other related items.

Energy Management System– The replacement of a campus-wide energy management system and other related items.

SITE IMPROVEMENTS

Campus Way-Finding and Signage – The construction of three (3) campus monument signs incorporating electronic message centers and other related site improvements. Way-finding (directional) signs to direct incoming traffic, provide building directories, update Library signage (lettering) and other miscellaneous signage.

Parking Lot Renovation Phase I – Planning for the renovation of the main campus parking lot and drives including adjacent site improvements and other related items.

Demonstration Garden Renovation – Planning for the construction of site improvements at the Demonstration Garden to address storm water management, reception and gathering space, reduce maintenance, and increase accessibility (ADA).

Soccer Field Rehabilitation – Construction of site access improvements including ADA and spectator enhancements for the soccer field and other related items. Expand, upgrade, and/or community field enhancements.

Parking lot expansion– Planning for additional parking lot noted on the Campus Master Site Plan. The addition of the Lisa and Robert Maloff University Center will require additional parking.

Greenway Bike Trail – Planning and construction for a section of the Greenway Bike Trail to be constructed on campus property dependent on the receipt of the Active Transportation Program (ATP) grant.

BUILDING AND GROUNDS REHABILITATION

Gym Restoration – Restoration and repairs to the existing gym floor to include stripping, replacement of boards, re-stripping, coyote logo, refinish, gym wall protective elements, bleachers repair or replacement, and provide carpet deck for protection of the flooring for non-sport events. Replacement and/or protection of wall fixtures, including scoreboards.

Concrete Repairs – replacement of walks, installation of radiant heating system, replacement of stairs and ADA ramps.

Building Exterior Repairs – exterior repairs to roofing systems and exterior siding.

SAFETY & TECHNOLOGY

Technology – Systems improvement to elevate LTCC to a 21st Century facility. Projects include: complete campus wide telecommunications, data network cabling and switching infrastructure, wireless connectivity, building automation, educational audio/video technology, operational solutions including website and human resources (HR) online system, among others.

Safety/Security – Projects to increase protection of students, staff, faculty, and campus facilities. Projects include: intrusion, intelligent access, video, and other systems.

CAPITAL CONSTRUCTION - NONBOND

Lisa and Robert Maloff University Center (private donor) Construction of a new facility to provide program space for partner institutions to offer upper division courses on the LTCC campus.

FACILITIES MASTER PLAN

2014-2020



Vision

California's premier destination community college

Mission

Lake Tahoe Community College serves our local, regional, and global communities by promoting comprehensive learning, success, and life-changing opportunities.

Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.



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1

Executive Summary

In the fall of 2011, an ad hoc Facilities Planning Committee (FPC) was formed to guide the development of the Facilities Master Plan (FMP). As a first order of business, the FPC went through the process of selecting a district architect in order to help bring the vision of the campus community to fruition over the next several years. More than fifteen architectural firms submitted proposals, with six invited for initial interviews. From three finalists, AP Architects was selected to work with Lake Tahoe Community College District on the FMP. The FPC evolved into the Facilities Council (FC). Then the FC identified ten capital facility projects based on the operational/educational needs of the college, which is in alignment with the draft Educational Master Plan (EMP), the Strategic Plan, and the 2020 Vision. The FC has worked through the processes of review and feedback from the stakeholders and the Board of Trustees (BOT).

Five of these projects were identified as state capital outlay projects. These five projects were submitted to the California Community College Chancellors Office (CCCCO) for approval and to be considered for funding when a state general obligation bond is available to fund projects. These five projects include:

1. Remodel for Efficiency (RFE) and Science Modernization Phase 1
2. Regional Public Safety Training Center
3. Main Building Modernization Phase 2
4. Environmental Studies and Sustainability Center
5. Multipurpose Building

The Remodel for Efficiency (RFE) and Science Modernization Phase 1 was developed into a Final Project Proposal (FPP). The Regional Public Safety Training Center, the Main Building Modernization Phase 2, the Environmental Studies and Sustainability Center, and the Multipurpose Building projects were developed into Initial Project Proposals (IPPs). The FPP and IPPs were submitted to the Chancellor's Office on July 1, 2013, as part of the Five Year Construction Plan (5YCP).

Generally speaking, the FMP for Lake Tahoe Community College District is a roadmap for caretaking instead of expansion.

The other five projects, which currently do not qualify for state capital outlay funding, will need to be locally funded and/or be funded through other funding sources, such as grants and partnerships:

6. Student Commons Enhancement
7. University Center
8. Residential Student Living

9. Early Learning Center Expansion

10. Solar Generating Storage Facility

Generally speaking, the FMP for Lake Tahoe Community College District is a roadmap for caretaking instead of expansion. The district should expect to see steady, moderate growth in the coming years. While this will certainly require new facilities; in the short term, the bulk of resources will be focused on raising the efficiency of and maintaining existing assets. Although aesthetically the campus is in good shape, the infrastructure is in need of upgrade and replacement to meet the ever-increasing demands for efficiency and sustainability.

Most of the aging infrastructure, which is from the original construction, results in increased maintenance cost. The two gas-fired boilers in the Main Building, which have exceeded their useful life expectancy, service a majority of the instructional and support staff areas. Many systems have exceeded their useful life and are failing or have failed, including flooring, door hardware, HVAC, exterior finishes, sidewalks, pathways, and utilities.

A primary recommendation of the FMP is to develop a detailed survey and implementation schedule for repairs and maintenance of existing facilities. Upon completion, more accurate budget projections will be known for true ongoing life-cycle costs. Included as part of the FMP is the recommendation to prepare a Master Schedule and cost model to determine what the actual costs are for modernizing and expanding facilities versus the costs of doing nothing. The FMP identifies multiple priorities for investment in replacing infrastructure to realize ongoing operational savings through reduced utility and maintenance costs.

In addition to the focus of identifying strategies to maintain the college's existing assets and meeting the facility needs for future growth, the college's 2020 Vision has identified the goal to become a destination college. In order to address this goal, the FMP supports the need to provide residential student living on campus along with further development of student areas that are needed to provide a positive living experience. The FMP provides a well-planned direction for the college during the coming decade to achieve its vision to become California's premier destination community college.

2

Goals and Objectives

The Lake Tahoe Community College Strategic Plan 2011–2017 and draft Educational Master Plan (EMP) 2014–2020 identify multiple strategic issues and goals that serve to guide the development of the Facilities Master Plan (FMP):

- Student Access
- Student Learning, Success, Equity, and Achievement
 - Goal 4—Connection and Direction
 - Goal 5—Clear and Effective Pathways toward Completion
- Community Engagement
 - Goal 7—Community Leadership and Partnership
- College Sustainability
 - Goal 8—Fiscal Stability, Resilience, and Vitality
 - Goal 9—Vibrant and Sustainable Learning Spaces

Goal 9 Objectives	
Objective 9.1	Establish a robust technology infrastructure and support that reflects proactively the evolving needs of students, faculty, and staff.
Objective 9.2	Maintain healthy, vibrant, and resilient physical spaces and systems.
Objective 9.3	New construction and renovation will achieve model sustainability and efficiency goals.

Table 1

For the purposes of developing the FMP, the college seeks to integrate and align its stated goals and objectives with those of partner agencies and institutions as it considers the continuous development of the campus. Additional considerations include:

- Lake Tahoe Unified School District
- The City of South Lake Tahoe
- The Tahoe Regional Planning Agency (TRPA) Lake Tahoe Regional Plan

The Facilities Master Plan will also include the following goals and objectives as they pertain to the draft Educational Master Plan:

- Reduce potential liability by identifying and correcting any perceived physical hazards.
- Enhance classroom environment by ensuring that all building systems are operating effectively and efficiently.
- Reduce energy/maintenance costs by improving management operations and implementing energy-reduction systems to mitigate the impact of rising utility bills.
- Minimize wear and tear by developing appropriate maintenance cycles and operational tasks that ensure all building systems function at optimal levels.
- Implement sustainability practices and green technology in accordance with the sustainability policy and energy conversation guidelines.
- Maximize space utilization by implementing an integrated space management system to better monitor classroom use and fully assess the instructional and community space needs.
- Utilize facilities in the highest efficiency as practical.
- Plan multiple-use facilities as much as practical.
- Develop partnerships with other outside agencies.

Enhance classroom environment by ensuring that all building systems are operating effectively and efficiently.



3

Background and Existing Conditions

The College

■ Campus History

It's been forty years since Lake Tahoe Community College District (LTCCD) was voted into existence on March 5, 1974. From the time Lake Tahoe Community College District first opened its doors, operating out of what is now the Econo Lodge on Highway 50 in South Lake Tahoe, it has grown from a tiny institution into a world-class educational destination.

Lake Tahoe Community College (LTCC) started with 1,400 students in its first year. Today, LTCC serves 5,500 students each year (unduplicated headcount). LTCC left the old motel behind and now welcomes students to enjoy its beautiful 164-acre wooded campus with a full-service library, a theatre and performing arts building, a fitness education center, a commercial-grade culinary arts kitchen, the Haldan Art Gallery, a child development center, and much more. LTCC started with sixteen full-time faculty members and currently has approximately forty full-time faculty members who are leaders in their fields of study, many of whom hold doctorate degrees from prestigious universities.

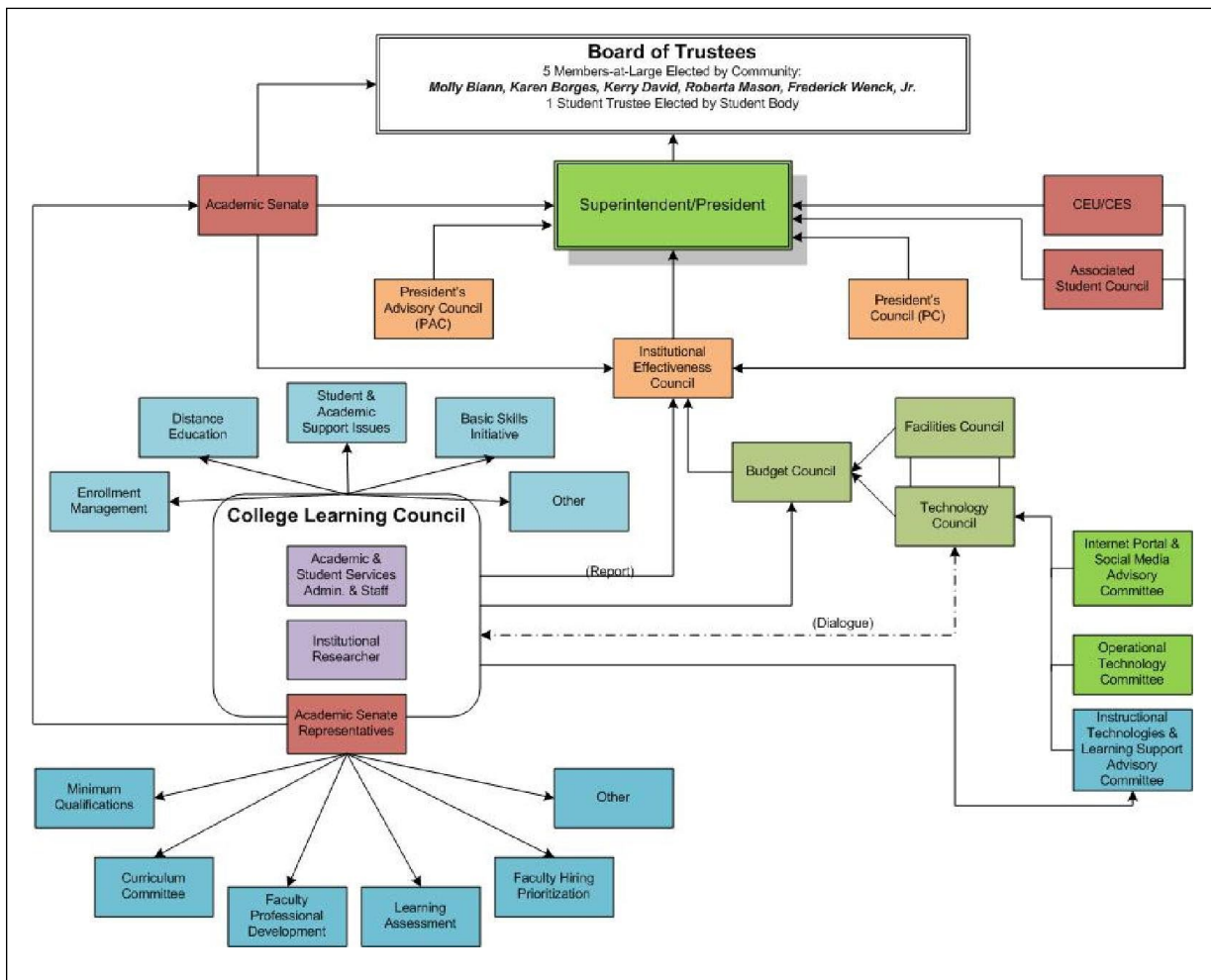
The Facilities Council formed in the fall of 2012 is comprised of three faculty members, three staff members, three management employees, and one student representative. The Facilities Council meets once each month during the academic year, unless otherwise decided by the co-chairs and/or the council members. Annually the co-chairs propose a meeting schedule and it is distributed to the Facilities Council at a meeting for approval. Additional information regarding the Facilities Council can be found in the LTCCD Governance Bylaws Handbook. The Council's primary functions are as follows:

- Hold primary responsibility to develop the FMP.
- Develop and respond to accreditation Standard III.B as well as other relevant accreditation requirements.
- Build institutional annual and long-term goals to develop and implement initiatives leading toward the recommendation of the FMP, the five-year

3 | Background and Existing Conditions

capital outlay plan, space inventory, scheduled maintenance, and other required state and federal reports.

- Develop, interpret, recommend, and communicate policies, guidelines, and procedures related to the FMP.
- Communicate information to faculty, staff, and administration as well as through Institutional Effectiveness Council as appropriate.
- Act as a recommending body to the Budget Council on issues related to facilities.
- Provide overall guidance and direction to Emergency Preparedness/SEMS/ Safety efforts.
- Provide overall guidance and direction to college sustainability efforts.
- Collaborate with the College Learning Council around issues specific to instructional and student services' facility needs.



LTCC Governance Structure

Existing Campus

The LTCC campus is comprised of twelve campus buildings (six of which are temporary modular buildings on campus and one off-campus modular building that is leased) covering approximately 107,578 assignable square feet (ASF) and 165,000 outside gross square feet (OGSF). The permanent structures are clustered on approximately 22 of the 164 acres of campus (see Table 2 for a complete inventory). These buildings provide the space for the support of instruction at a community college: laboratories, classroom lectures, meetings, staff support, library, student services, bookstore, and student center. Since 1988, when the college opened at its current location, it has added to its space inventory to meet the ever-increasing and changing needs of the district.

The campus physical appearance is a direct reflection of the institution’s ability to achieve excellence and the Facilities Master Plan (FMP) provides guidance to maintain a quality image and identity. The college also leases space throughout the community to provide additional instructional facilities, including Lake Tahoe Unified School District facilities, the Family Resource Center, and a variety of physical education venues.

Building	ASF	OGSF	Year Built
Lake Tahoe College Main	27,767	61,438	1988
F Wing/Duke Thatre	23,499	24,824	1995
Student Center/Culinary	6,777	11,167	2002
Physical Education	18,379	24,947	2002
Learning Resource Center	19,134	27,000	2005
Child Development	3,060	4,690	1993
G Building 1	874	1,080	1996
G Building 2	1,629	2,160	1996
G Building 3	1,863	2,160	1996
G Building 4	992	1,080	1996
G Building 5	873	1,165	1999
G Building 6	1,031	1,358	1999
Al Tahoe TPNS	1,700	1,920	1996
TOTAL	107,578	164,989	

Table 2 – Assignable Square Footage (ASF) and Outside Gross Square Footage (OGSF) of existing campus buildings

3 | Background and Existing Conditions

Beyond the classrooms and labs, the 164-acre wooded campus features a 192-seat black box theater, extensive art labs, and a demonstration garden.

The 24,947-square-foot Physical Education Center houses a gymnasium, dance studio, and a fitness education center. The 11,167-square-foot Student Center includes a café, Associated Student Council (ASC) offices, and a professional-grade teaching kitchen for the culinary arts program. In 2005 the college opened a new 27,000-square-foot library and adjoining art gallery. The library is equipped with study rooms for student use to further promote a collaborative learning environment.



Demonstration Garden Entrance



Physical Education Center



Student Center/Dining Hall

Enrollment Trends

Historical Full-Time Equivalent Students (FTES)

Historically LTCC has shown FTES growth. Although there was a purposeful decline for the 2012–13 fiscal year (FY) due to state budget uncertainties, the FTES has steadily grown over the last two decades and is projected to continually grow over the next decade (see Table 3).

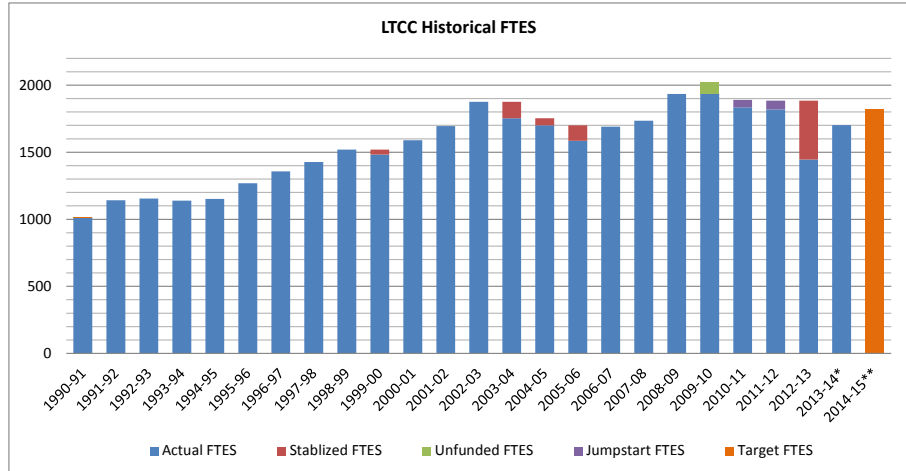


Table 3

* Projected FTES for FY 2013–14 ** Target FTES for FY 2014–15.

Student Age Distribution

The initiatives that the college has identified in the LTCC 2020 Vision, the Strategic Plan, and the draft Educational Master Plan (EMP) are designed to attract a greater number of students in the 18–24 age group (see Table 4).

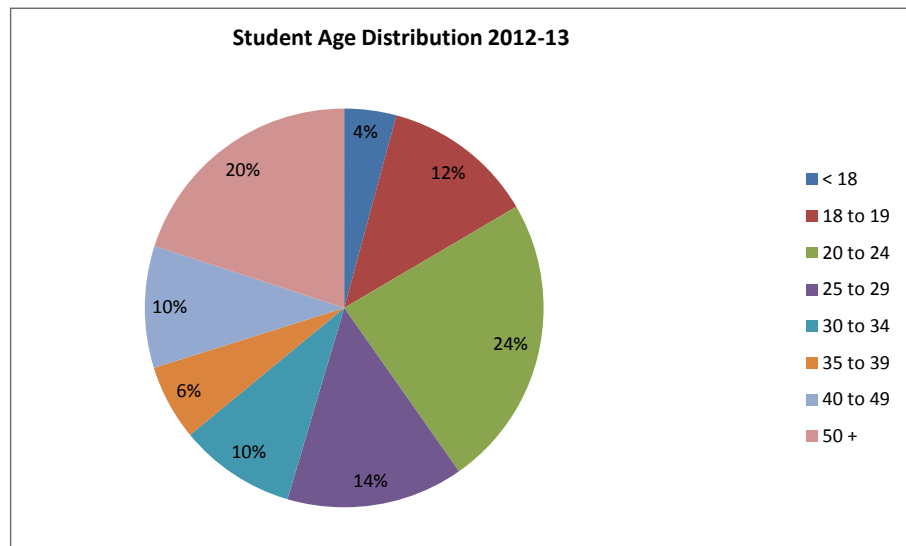


Table 4

Growth in Distance Education

LTCC has experienced a significant growth in Distance Education (DE) with greater than 20% of the college’s FTES being from DE in 2012–13. This is projected to be a growing part of the makeup of the college’s FTES. The Technology Master Plan (TMP) and the Facilities Master Plan (FMP), in alignment with the draft EMP, ensure that LTCC will have the technology infrastructure to support the growth and expansion of the DE program at LTCC (see Table 5).

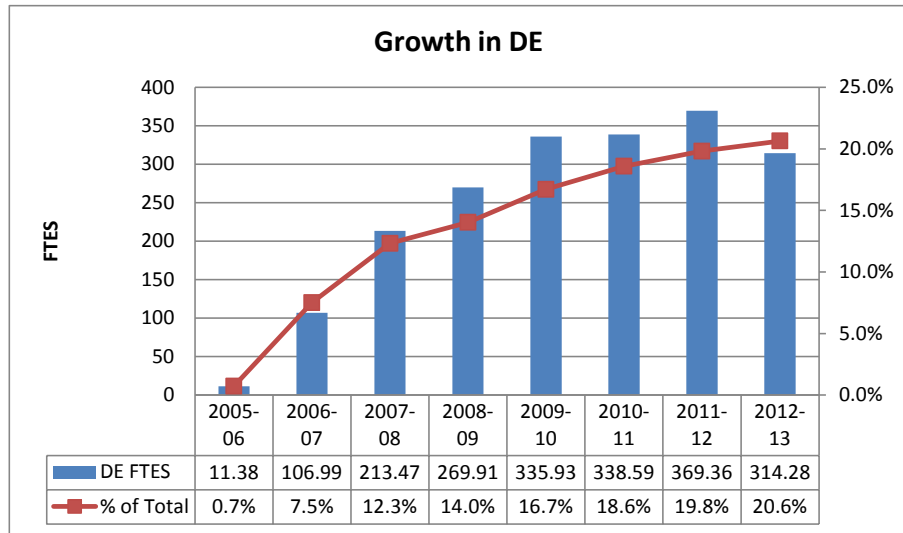


Table 5



LTCC Students

Local Area

■ Demographics

The character of South Lake Tahoe has changed drastically over the past decade. With the downturn in the gaming industry, combined with the national economic recession, the South Shore has seen an exodus of middle-class jobs and families.

- The United States Census reported that South Lake Tahoe had an estimated population of 21,286 for 2012, which is down by 0.5% from 2010.
- The population density was 2,106 people per square mile.
- The racial makeup of South Lake Tahoe was 15,733 (73.5%) Caucasian, 182 (0.9%) African American, 232 (1.1%) Native American, 1,186 (5.5%) Asian, 39 (0.2%) Pacific Islander, 3,230 (15.1%) from other races, and 801 (3.7%) from two or more races. Hispanic or Latino of any race was 6,665 persons (31.1%).
- The Census reported that 21,034 people (98.3% of the population) lived in households, 181 (0.8%) lived in non-institutionalized group quarters, and 188 (0.9%) were institutionalized.
- There were 8,918 total households, out of which 4,677 (52.4%) were family households. Of these total households, 2,183 (24.5%) had children under the age of 18 living in them, 3,100 (34.8%) were married couples, 983 (11.0%) had a female householder with no husband present, and 594 (6.7%) had a male householder with no wife present.
- Households with individuals under 18 years of age were 2,421 (27.1%). Households with individuals 65 years of age and over were 1,588 (17.8%). The average household size was 2.36. The average family size was 3.06.
- The population was spread out with 4,400 people (20.6%) under the age of 18, 2,478 people (11.6%) aged 18 to 24, 6,416 people (30.0%) aged 25 to 44, 6,013 people (28.1%) aged 45 to 64, and 2,096 people (9.8%) who were 65 years of age and older. The median age was 35.0 years. The median household income for 2008–2012 was \$41,445.00. The number of persons below poverty level was 17.5%.

About Unemployment

- South Lake Tahoe has experienced a persistent unemployment rate of more than 8.4% (January 2014).
- In California:
 - South Lake Tahoe (City): 11.5% unemployed (1,700 unemployed; total labor force of 15,200)

3 | Background and Existing Conditions

- Dollar Point (Census Designated Place): 8.2% unemployed (100 unemployed; total labor force of 1,300)
- Kings Beach (Census Designated Place): 7.1% unemployed (200 unemployed; total labor force of 3,100)
- Sunnyside/Tahoe City (Census Designated Place): 8.2% unemployed (200 unemployed; total labor force of 2,000)
- Tahoe Vista (Census Designated Place): 11.9% unemployed (200 unemployed; total labor force of 1,600)
- El Dorado County: 8.4% unemployed (7,600 unemployed; total labor force of 90,400)
- Placer County: 7.1% unemployed (12,800 unemployed; total labor force of 180,600)
- In Nevada:
 - Douglas County: 10.0% unemployed (2,115 unemployed)
 - Washoe County: 8.9% unemployed (19,731 unemployed)
 - The state of Nevada does not break down statistics beyond metropolitan statistical areas and counties.

Source: California economic development department website, at www.labormarketinfo.edd.ca.gov, and Nevada department of employment, training, and rehabilitation website, at www.nevadaworkforce.com, February 2014.



LTCC Students



Lake Tahoe Panorama

■ The Lake

- Lake Tahoe is 22 miles long and 12 miles wide with 72 miles of shoreline. The surface area covers 191 square miles.
- Lake Tahoe is the third deepest lake in North America and the sixteenth deepest in the world. Its greatest measured depth is 1,645 feet with an average depth of 1,000 feet.
- Lake Tahoe is two-thirds in the state of California and one-third in the state of Nevada. At 9,734 feet in elevation Mount Tallac is the highest peak rising from the shoreline in the Lake Tahoe Basin. The highest point in the basin is Freel Peak at 10,881 feet.
- Lake Tahoe's average surface elevation is 6,225 feet above sea level, making it the highest lake of its size in the United States. Its exact elevation, controlled by a dam in Tahoe City, depends on how much water flows in from the mountains and how much is let out into the Truckee River.
- Unlike most bodies of water in North America, Lake Tahoe's water does not eventually flow into the ocean. The Truckee River, its only outlet, flows east through Reno and into Pyramid Lake in Nevada.
- Sixty-three streams flow into Lake Tahoe. The South Upper Truckee River is the largest tributary flowing into the lake.

■ Forest Management

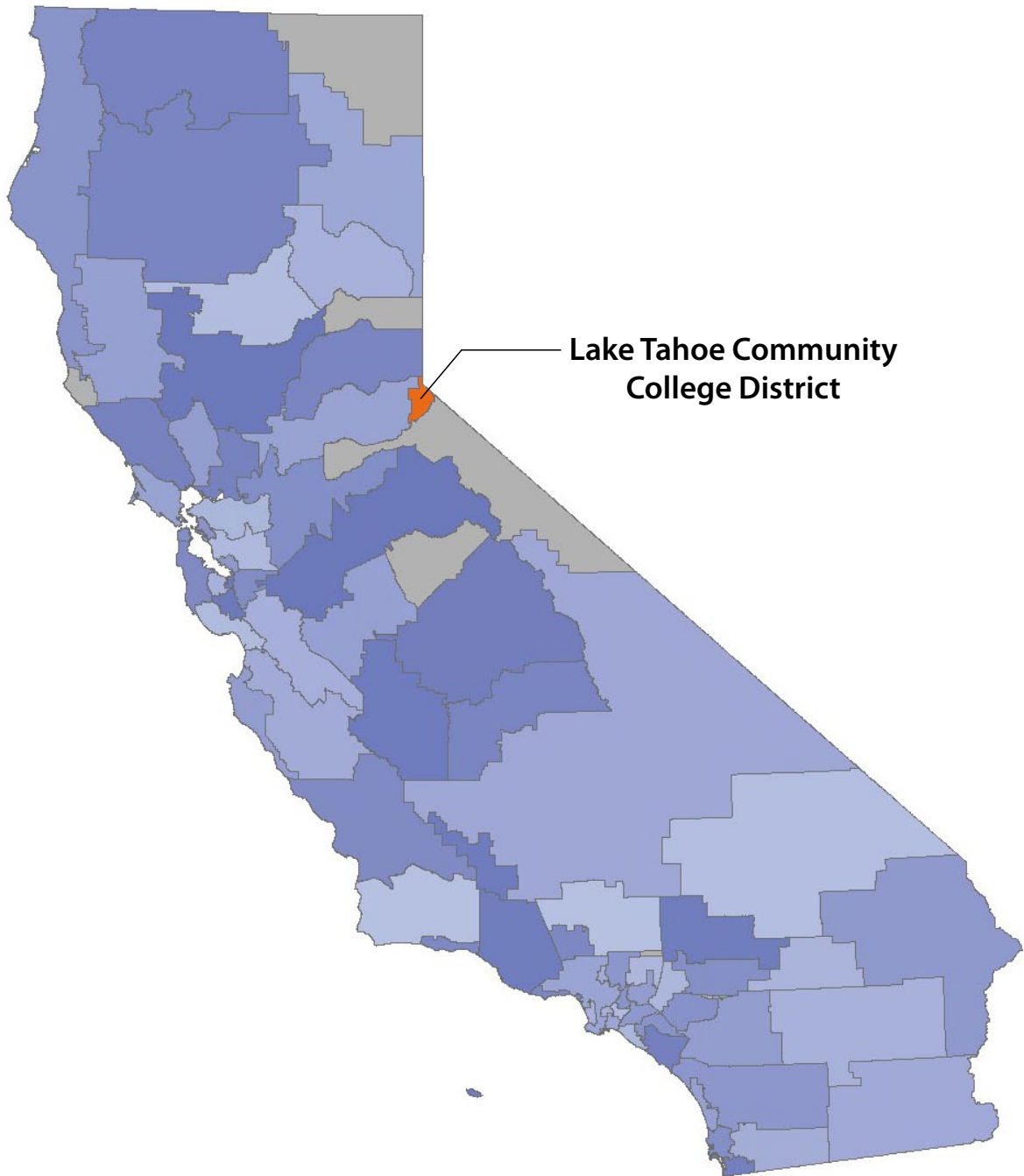
After decades of fire suppression, Lake Tahoe Basin's overstocked forests are highly vulnerable to insect, disease, and catastrophic wildfire. They lack the diversity in age structure and species distribution to support a healthy forest ecosystem. Forest management projects are essential to the safety of Tahoe's communities and the health of its forests. The threat of a catastrophic wildfire at Lake Tahoe is a top concern for the Tahoe Regional Planning Agency (TRPA) and for the entire community. The documents here reflect the lead planning role TRPA has taken to assist local fire protection agencies and forest managers on forest-fuel reduction efforts and Community Wildfire Protection Plans.



Campus Landscape

■ **District Boundary**

The California Community College (CCC) Geographic Information System (GIS) Collaborative has based most of the district maps on the written legal description of the seventy-two CCC district boundaries.

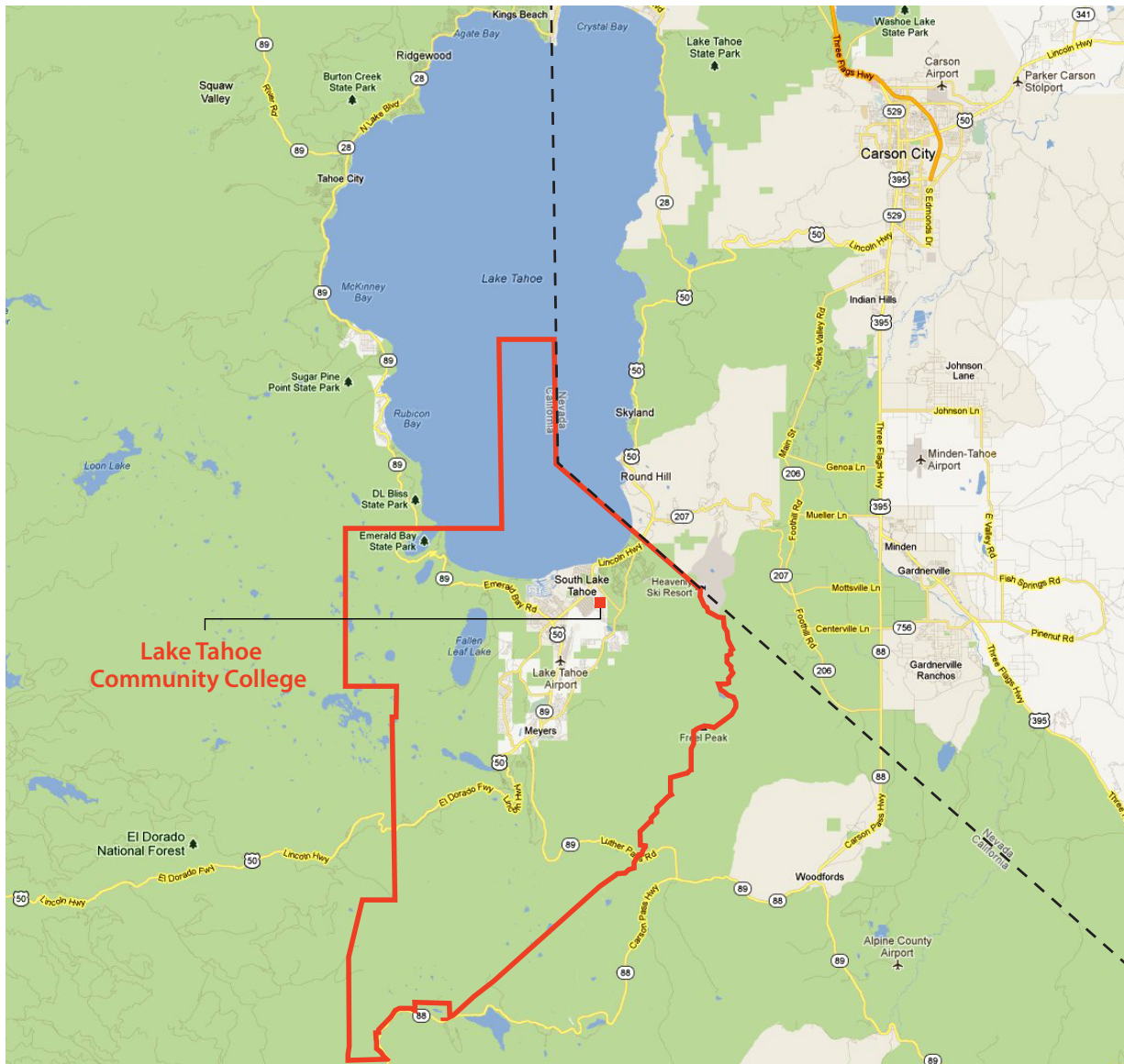


California Community College District Boundaries Map

3 | Background and Existing Conditions

The Lake Tahoe Community College District (LTCCD) Boundaries by definition are not expected to overlap. District service areas, on the other hand, are the areas from which the bulk of students reside for a given college district. Because the CCC system allows open enrollment, students are able to enroll in any college, regardless of their home address. Therefore, neighboring community college districts often have large areas of overlapping service areas.

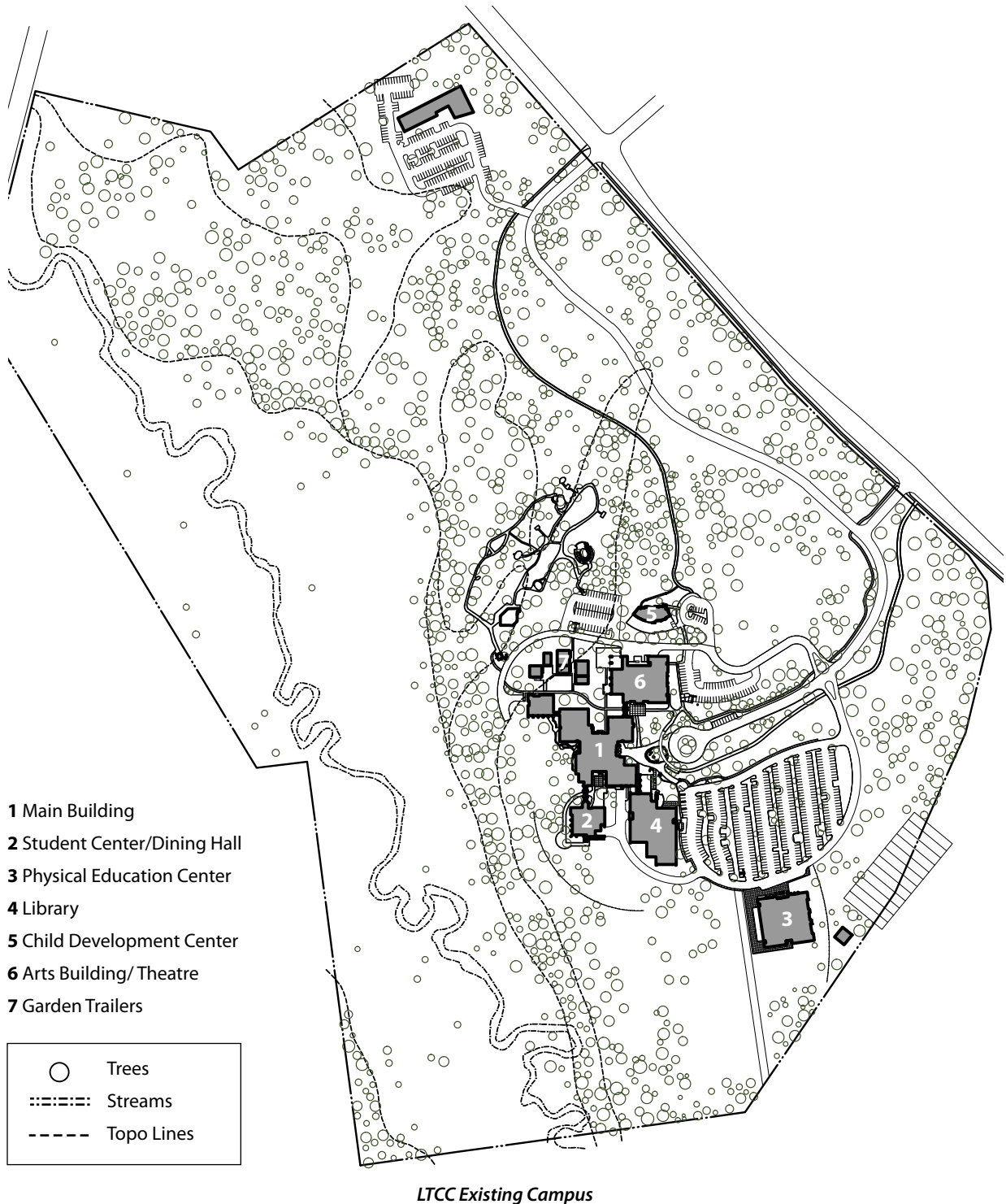
LTCCD is bound by the Lake Tahoe shoreline reaching from the Nevada state line to Emerald Bay. However, The LTCCD service area draws students from throughout the Lake Tahoe Basin, which is also adjoined by Los Rios CCD along the west shore and Sierra CCD along the north shore. The college also draws students from Nevada, which is contiguous with the northeast portion of the LTCCD boundary.



LTCC District Boundary

Campus Site Plan

The Lake Tahoe Community College District Campus Site Plan shows the existing overall site development of the campus.



Regulatory Considerations

■ California Environmental Quality Act

Any public agency (state or local) may be a California Environmental Quality Act (CEQA) lead agency or have CEQA obligations. The best resources for general CEQA information, regardless of lead agency, are the Office of Planning and Research, the Natural Resources Agency, and your local county planner's office.

CEQA applies to all discretionary projects proposed to be conducted or approved by a California public agency, including private projects requiring discretionary government approval. CEQA helps to guide California Department of Fish and Wildlife (CDFW) during issuance of permits and approval of projects.

The purpose of CEQA is to:

- Disclose to the public the significant environmental effects of a proposed discretionary project through the preparation of an Initial Study (IS), Negative Declaration (ND), or Environmental Impact Report (EIR).
- Prevent or minimize damage to the environment through development of project alternatives, mitigation measures, and mitigation monitoring.
- Disclose to the public the agency decision-making process utilized to approve discretionary projects through findings and statements of overriding consideration.
- Enhance public participation in the environmental review process through scoping meetings, public notice, public review, hearings, and the judicial process.
- Improve interagency coordination through early consultations, scoping meetings, notices of preparation, and State Clearinghouse review.

The complete CEQA Statute and Guidelines (PDF) (California Public Resources Code, Sections 21000–21178, and Title 14 CCR, Section 753, and Chapter 3, Sections 15000–15387) are available from the Natural Resources Agency.

CDFW's CEQA review and compliance generally occurs at the regional office that serves the county where the project would take place. When a project spans multiple regions, or would have statewide impacts, the Habitat Conservation Planning Branch (HCPB), in Sacramento, coordinates CDFW's CEQA review and compliance. HCPB also administers the CEQA filing fee program. Other branches of CDFW may be responsible for CEQA review and compliance when a project implements or substantially affects a branch program. CDFW imposes and collects a filing fee to defray the costs of managing and protecting California's vast fish and wildlife resources, including, but not limited to, consulting with other public agencies, reviewing environmental documents, recommending

mitigation measures, and developing monitoring programs (FGC 711.4). The filing fee will be waived, however, if CDFW determines the project will have no effect on fish and wildlife and issues a “No Effect Determination.”

■ Tahoe Regional Planning Agency

The Lake Tahoe Basin is one of the most heavily regulated regions in the entire United States. The Tahoe Regional Planning Agency (TRPA) is a federal agency whose primary mission advocates for a lake environment that is sustainable, healthy, and safe for the community and future generations. TRPA leads the cooperative effort to preserve, restore, and enhance the unique natural and human environment of the Lake Tahoe region while improving local communities and human interactions with its irreplaceable environment.



Lake Tahoe

The Lake Tahoe region finds itself at a pivotal point in its history. Failure to act and to act decisively may result in loss of the Lake’s pristine environment, its famed clarity, and result in the consequent demise of the nearly \$5 billion economy that the Lake supports. Those organizations that do not transform themselves to be successful during these changing times will languish and may not ultimately survive. In recognition of these trends and business practices that are no longer serving the agency, its mission, or the region well, TRPA has evolved over the last few years to adapt to the growing challenges and to better serve its mission. Because Lake Tahoe is a national and international treasure, TRPA’s effectiveness in fulfilling its mission of environmental

protection consistent with effective land-use planning and orderly growth and development is of the utmost importance.

TRPA is uniquely positioned at Lake Tahoe to make significant environmental improvements with good land-use planning. TRPA—along with input from the community and state, federal, and local governments—updated the Lake Tahoe Regional Plan, which was adopted on December 12, 2012. The theme of the plan—restoring Lake Tahoe and supporting sustainable communities—speaks to the intrinsically linked goals of improving lake clarity while improving the quality of life for all who live and visit the Lake Tahoe Basin.

There are three major restrictions that impact the ability of the college to construct new building on its property: allowable coverage, height restrictions, and sensitive stream environment zones. All three of these construction elements are regulated by the TRPA Code of Ordinances. Calculations for building height and sensitive stream environment zones are based on specific site locations chosen for construction on campus property. Allowable coverage is calculated based on several variables derived from the location of the property in question and the attending zone assigned resulting in what is, in effect, a static computation. LTCC is fortunate to have available coverage in order to implement projects described in this Facilities Master Plan (see Table 6). The US Forest Service (USFS) leases approximately 12.25 acres from LTCC; the developed USFS coverage is exempted toward the total coverage calculations for the college.

The college is fortunate to have available coverage in order to implement projects described in this Facilities Master Plan.

Total Allowable	Current Utilized	Approximate Proposed Growth	Remaining Unallocated
1,292,646	696,723	485,864	110,059

Table 6 – Summary of LTCCD Land Coverage in square feet (sf)

■ Division of the State Architect

The Division of the State Architect (DSA) provides design and construction oversight for K–12 schools, community colleges, and various other state-owned and leased facilities. The DSA also develops accessibility, structural safety, and historical building codes and standards utilized in various public and private buildings throughout the state of California.

Utilities

Utilities necessary for Lake Tahoe Community College to operate in the South Lake Tahoe area are provided by a variety of organizations:

- Water is provided by the South Tahoe Public Utility District (STPUD).
- Natural gas is provided by Southwest Gas.
- Electricity is provided by Liberty Energy.
- Sewer is provided by STPUD.
- Telephone is provided by Etherspeak for long distance and by AT&T for local and long distance when needed.
- Cable is provided by Charter Communications.
- Data is provided by the Corporation for Education Network Initiatives in California (CENIC) for the faculty/staff network and by Charter Communications for the student network.

Of these organizations, STPUD is the only locally based utility provider to Lake Tahoe Community College. Of particular note to facilities funding is the fact that these organizations are not the large investor-owned utilities that are prevalent throughout most of California. Because of this, although there are some limited energy saving incentives available for electricity savings through Liberty Energy, many of the typically common rebate programs available to most other community colleges across the state are simply not available to Lake Tahoe Community College.



LTCC Main Building

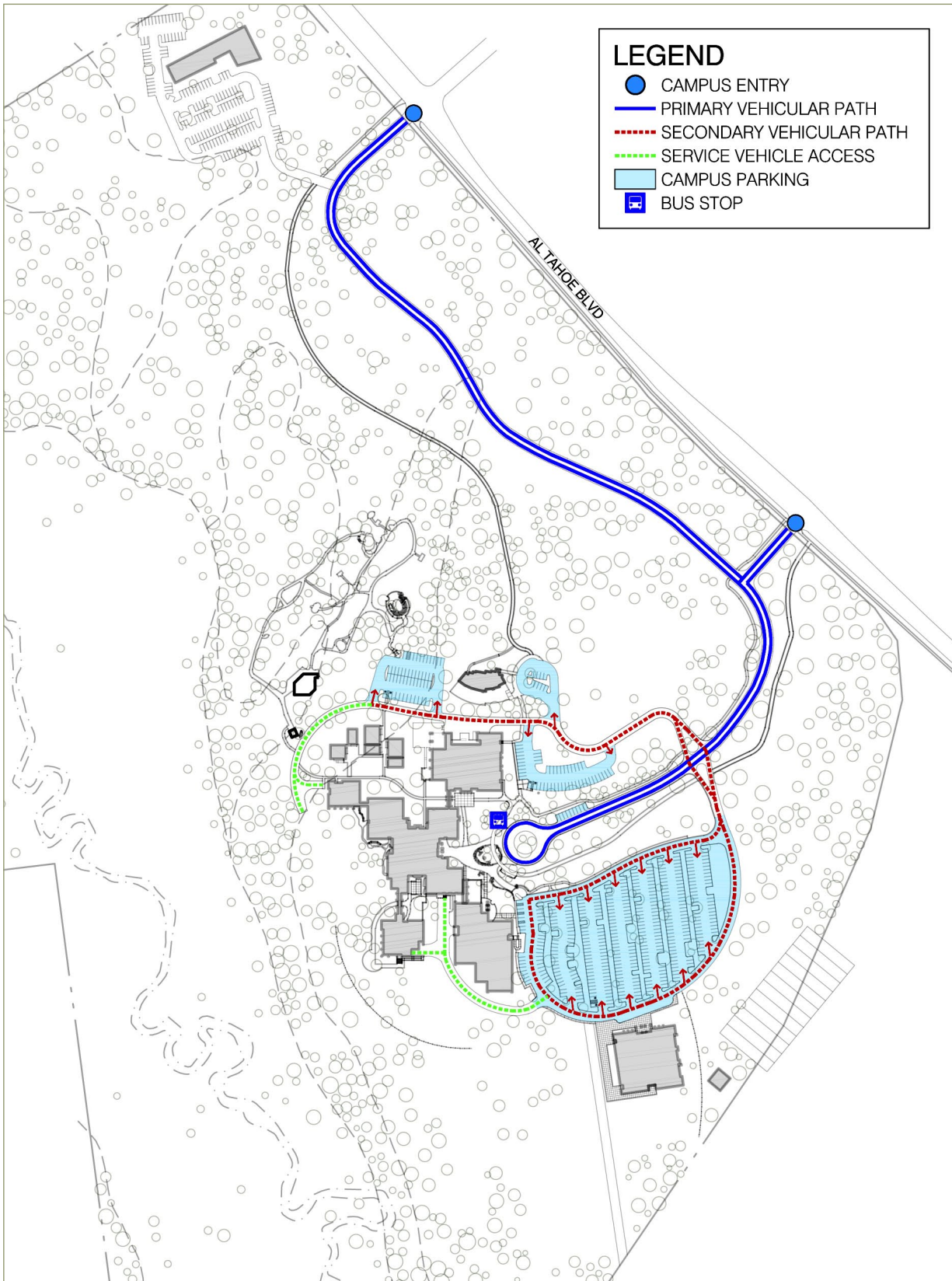
Vehicular Circulation

Five parking areas currently serve the needs of the campus. The Main Building parking lot has 393 parking stalls, the Arts Building parking lot has 50 parking stalls, the Garden Parking lot has 50 parking stalls, the Child Development Center parking lot has 9 stalls, and there are 8 temporary parking stalls along the main road near the turnabout. The main lot needs two additional accessible parking stalls and the temporary parking needs one accessible stall to meet the current ADA requirements for the proper number of accessible stalls.

Vehicles enter the northwest side of the campus from two points along Al Tahoe Boulevard. The main entry is located at a controlled intersection at Johnson Boulevard and College Avenue, which becomes College Way once on campus. There is campus signage at this intersection identifying the college. This entrance also serves the US Forest Service Lake Tahoe Basin Management Unit, located on the campus under a leased facility. A public bus route is also provided on campus by means of College Way and provides a single stop at the Main Building.

The following observations concerning vehicular circulation have been made:

- Emergency vehicle ingress and egress as well as emergency evacuation route is limited to one side of the campus.
- Areas for parking lot and roadway snow removal need to be defined.
- Parking lot lighting levels need to be reviewed.
- Campus identification and directional signage needs to be strengthened.
- Monument signs with electronic message centers need to be added.
- Collector pathways from parking lots to buildings on campus need to be provided to minimize students from walking behind vehicles and crossing secondary roadways.



Existing Campus Vehicular Circulation

Pedestrian Circulation

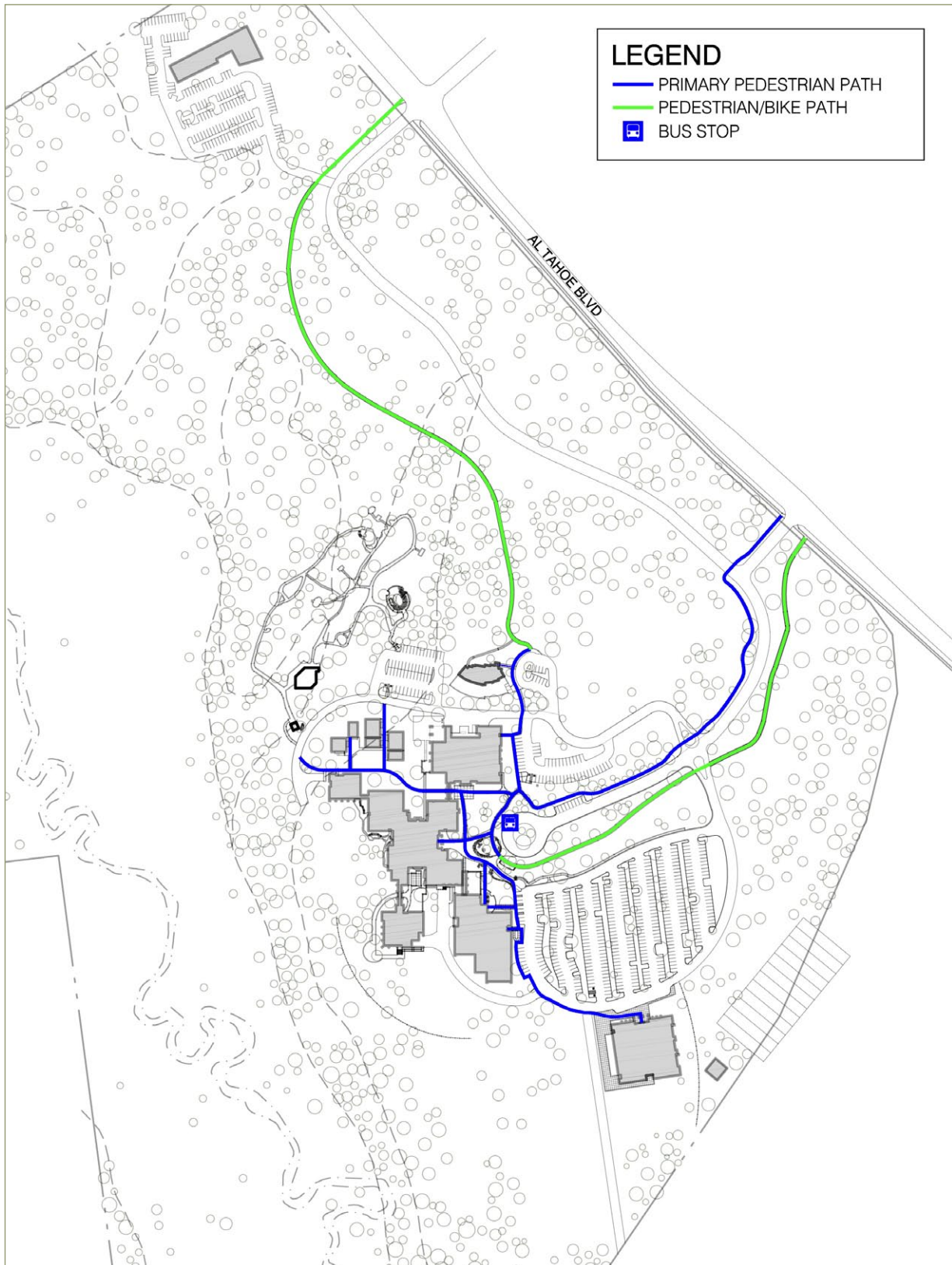
The main pedestrian circulation on campus is from the parking lot areas to the building entrances. Circulation on campus is minimized even further as most of the buildings are adjoining, allowing circulation to occur internally instead of externally. This has significant advantages during the winter months. The exception to this is the Physical Education Center, Child Development Center, and the Garden Buildings. Pedestrian circulation from offsite occurs by way of two walking/bike pathways that link Al Tahoe Boulevard to the campus interior. However these pathways have limited access during the winter months.

The following observations concerning pedestrian circulation have been made:

- Walkway lot lighting levels need to be reviewed.
- Campus identification and directional signage needs to be strengthened.
- Collector pathways from parking lots to buildings on campus need to be provided to minimize students from walking behind vehicles and crossing secondary roadways.
- Main walkways between buildings subject to snow and freezing conditions need to address permanent access and safety solutions during such conditions.
- Greater connectivity between the Physical Education Center and the Student Center is needed.
- Some areas do not currently meet disabled accessibility requirements.
- Replacement of deteriorating walkways is necessary.



Collector Pathways – Partial Campus Pedestrian Circulation Plan



Existing Campus Pedestrian Circulation

4

Findings and Recommendations

The Facilities Master Plan (FMP) for the Lake Tahoe Community College District presents an overall picture of the proposed development that is designed to support the institutional goals of Lake Tahoe Community College. The recommendations listed meet the needs of the projected enrollment and program forecast for the college and are a translation of the educational-planning-data-to-facilities-space needs.

The draft Educational Master Plan (EMP) serves to stimulate creative thoughts and ideas as the foundation for establishing the strategic initiatives of the college. These initiatives will inform the establishment of the Strategic Plan and integrate with other planning activities. The draft EMP serves as the guiding document for the FMP, and contains several goals and objectives related to facilities. These generally relate to, and align with, the FMP theme of maintaining and utilizing facilities in an efficient manner. This FMP takes these goals and expands upon them in greater detail. Facilities must follow this lead. Most, if not all, funding options available from the state have been eliminated. It is not known when these will be restored nor if they will be restored to their previous levels. It is imperative that alternative funding sources be developed.

Recommendations for future development include the construction of new instructional buildings, renovation and expansion of existing facilities, site improvements including both pedestrian pathways and vehicular routes, and onsite residential student living.

Campus Master Site Plan 2014–2030

The Lake Tahoe Community College District Campus Master Site Plan 2014–2030 is a vision for the future development of the campus. It ensures that the physical environment, both built and natural, serves the needs of the college community, enables the institution to realize its goals, provides an effective place to work and study, and welcomes its neighbors and partners. The Campus Master Site Plan allows the college to plan its growth so physical improvements support the strategic vision.

Projects shown in the FMP should be considered conceptual and only intended to convey general location and purpose. Project programs will develop in detail as funding becomes available and through the planning process set in place by the college.

■ Immediate Recommendations

- Develop strategies to actively pursue available funding sources in order to initiate projects described in the FMP. The scheduling of projects will largely be determined by available funding.
- In cooperation with the district architect, develop detailed equipment and staffing reports in order to determine the scope of deferred/scheduled maintenance and necessary repairs. This master schedule will be implemented immediately upon completion.
- Assess current energy usage by the facility and provide recommendations to reduce energy demands.
- Develop a sustainability plan.
- Develop an Americans with Disabilities Act (ADA) Transition Plan to address Architectural Barrier Removal (ABR).
- Prepare comprehensive a 5YCP and a CCCCCO Participation Program.
- Establish product, materials, and construction standards for any new construction, repairs, and replacement.

■ Long-Term Recommendations

- Prioritize growth into programs.
- Assess facility successes and struggles.
- Prepare schedule of modernization by program/department and overlay by facility age/condition to determine rankings.



LAKE TAHOE COMMUNITY COLLEGE
CAMPUS MASTER SITE PLAN 2014-2030



State Funded Capital Projects

■ Regional Public Safety Training Center

The construction of a new instructional center will allow for the integration and expansion of existing programs in support of fire science and wilderness education. LTCC has recently been invited to meet with the South Bay Regional Public Safety Training Consortium (SBRPSTC) JPA, who would like to see a joint public safety facility in South Lake Tahoe. The college already has a regionally accredited fire academy and has benefitted from the partnerships with all of the local fire departments to help support the learning environment.

In addition, the FMP is showing the location of a proposed active municipal fire station (non-district) adjacent to the Regional Public Safety Training Center (RPSTC). In addition to providing services to South Lake Tahoe, this facility would also provide an excellent opportunity to host onsite training and support educational programs offered by the college. This is a potential partnership project that would be funded by the City of South Lake Tahoe and not LTCC or state resources. The Regional Public Safety Training Center could move forward as a stand-alone project regardless of the build-out of the adjacent municipal fire station.

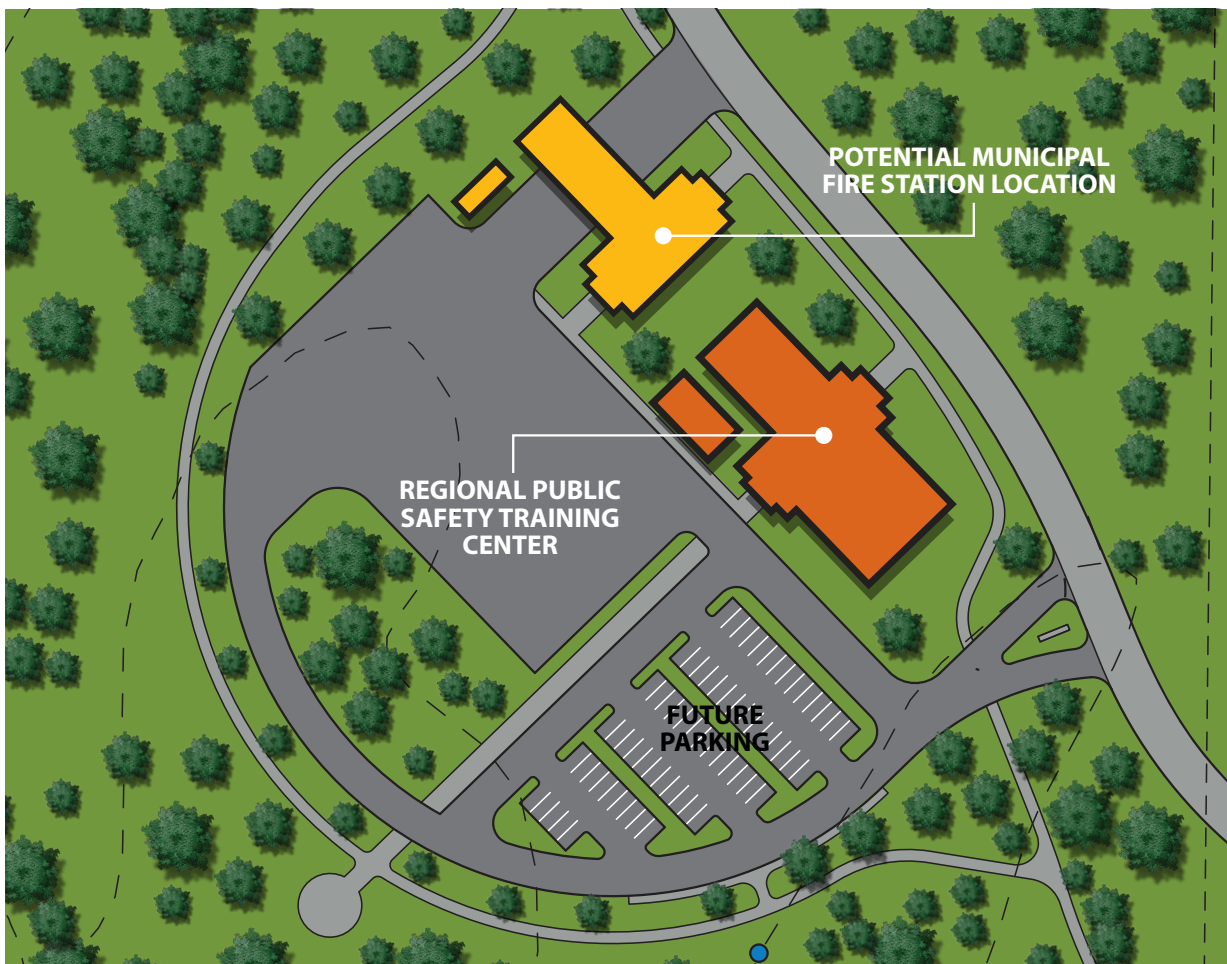
Currently more than 20% of the college's entire full-time equivalent enrollment is associated with programs identified to be consolidated into the new center.

As such, the college has a unique opportunity to position itself as a center of excellence in public safety training, particularly in those areas that reflect the unique realities of the Lake Tahoe Basin, including wild land firefighting and logistics, search and rescue, and wilderness medicine and pre-hospital care. Approached in collaboration with existing public safety partners, such a center has the potential to provide the following:

- Provide state-of-the-art indoor and outdoor learning spaces, from classrooms to training towers and simulation areas in order to enhance the learning environment and support the expansion of the Lake Tahoe Basin Fire Academy. Additionally, the center would serve as the home for the fire science, fire officer, and criminal justice programs.
- Serve as the nexus for meeting the ongoing professional development and continuing education needs of fire, police, and other public safety professionals. Within this area, opportunities exist to expand CE training to include other public safety partners, such as the USFS.
- Provide highly flexible learning and learning support spaces/rooms that contain the necessary technology and communications in order to be quickly converted to serve as an incident command center during times of public emergencies.

- Serve as the home for the college's search and rescue and emergency response programs, including emergency medical technician (EMT), emergency medical responder (EMR), wilderness EMT (WEMT), wilderness first responder (WFR), and wilderness first aid (WFA) programs. Such programs complement and leverage those in the public safety realm and create unique interdisciplinary educational opportunities between public safety and wilderness education programming. For example, instructional equipment and learning spaces, such as a fire training tower, can be utilized for myriad wilderness education curricula, including rock climbing, ice climbing, and high-angle ropes rescue.

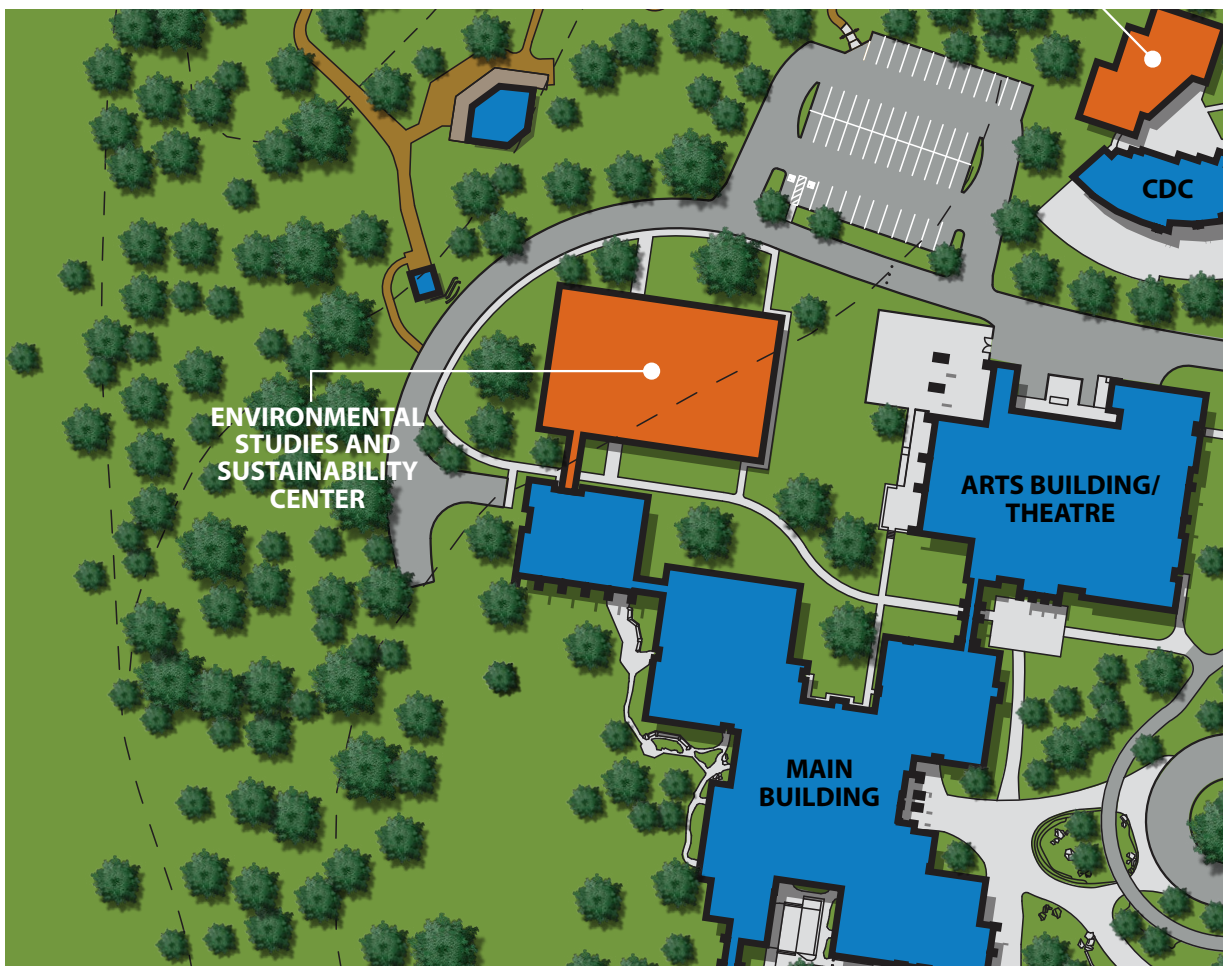
Currently more than 20% of LTCC's entire full-time equivalent enrollment is associated with programs identified to be consolidated into this new center.



Partial View Campus Master Site Plan

■ Environmental Studies and Sustainability Center

The construction of a new facility will support an interdisciplinary academic field which systematically studies human interaction with the environment in the interests of solving complex problems. The new facility will be located adjacent to the Main Building science wing as well as the Demonstration Garden in order to support and share program resources. In addition, the existing natural resources on the campus and along the creek provide ideal outdoor learning environments in support of the educational programs. It is also anticipated that this facility would be designed to achieve a LEED (Leadership in Energy and Environmental Design) certification or equivalent standard. This facility could also be designed and operated in partnership with universities, government agencies, and non-profit organizations to creating an educational pathway from K-12 to community college, universities, and the workforce.



Partial View Campus Master Site Plan

Multipurpose Building

The construction of a new facility will provide a large flexible space to support educational programs as well as community events on campus. Some of those programs will move from the current temporary modular units to the new facility in order to make way for the removal of those buildings. The facility will also provide space to support the growth and expansion of athletic programs on campus, including home and away locker rooms and other needed support spaces. This project would also allow for an expansion of field sports programs as well as provide additional resources and opportunities to enhance student living on campus.

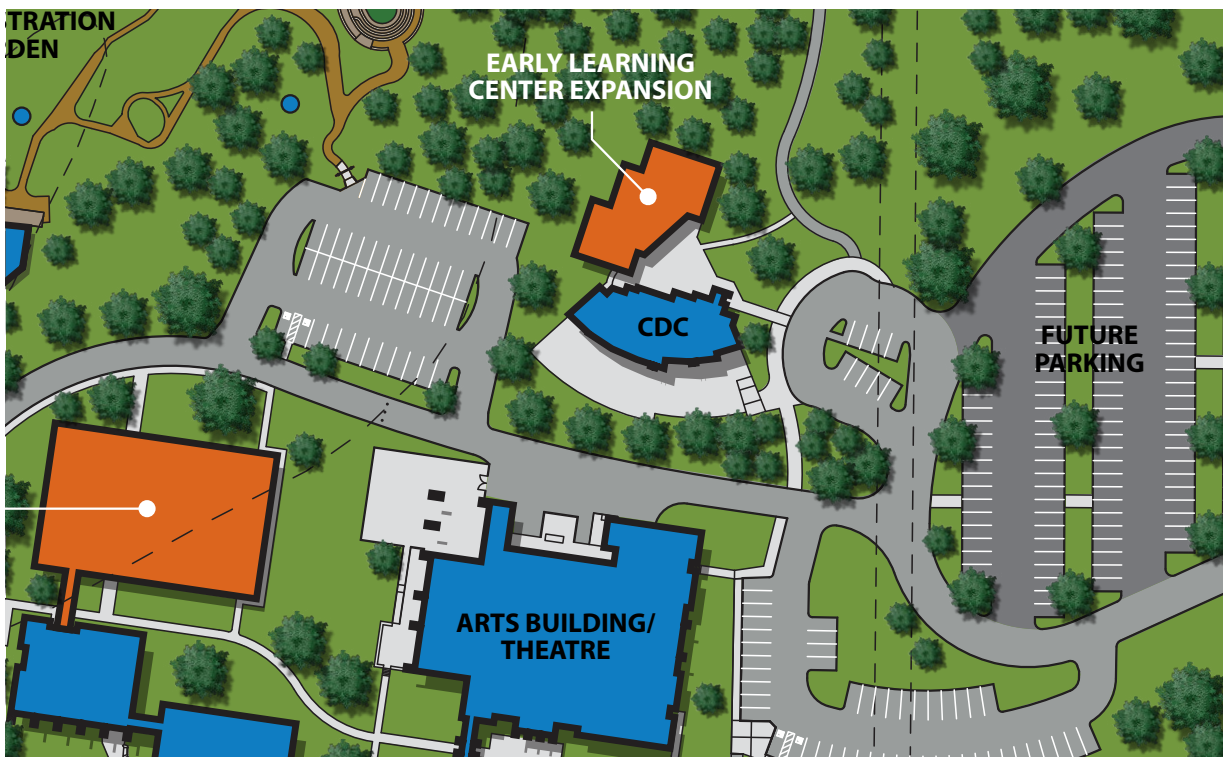


Partial View Campus Master Site Plan

Local Funded Capital Projects

■ Early Learning Center Expansion

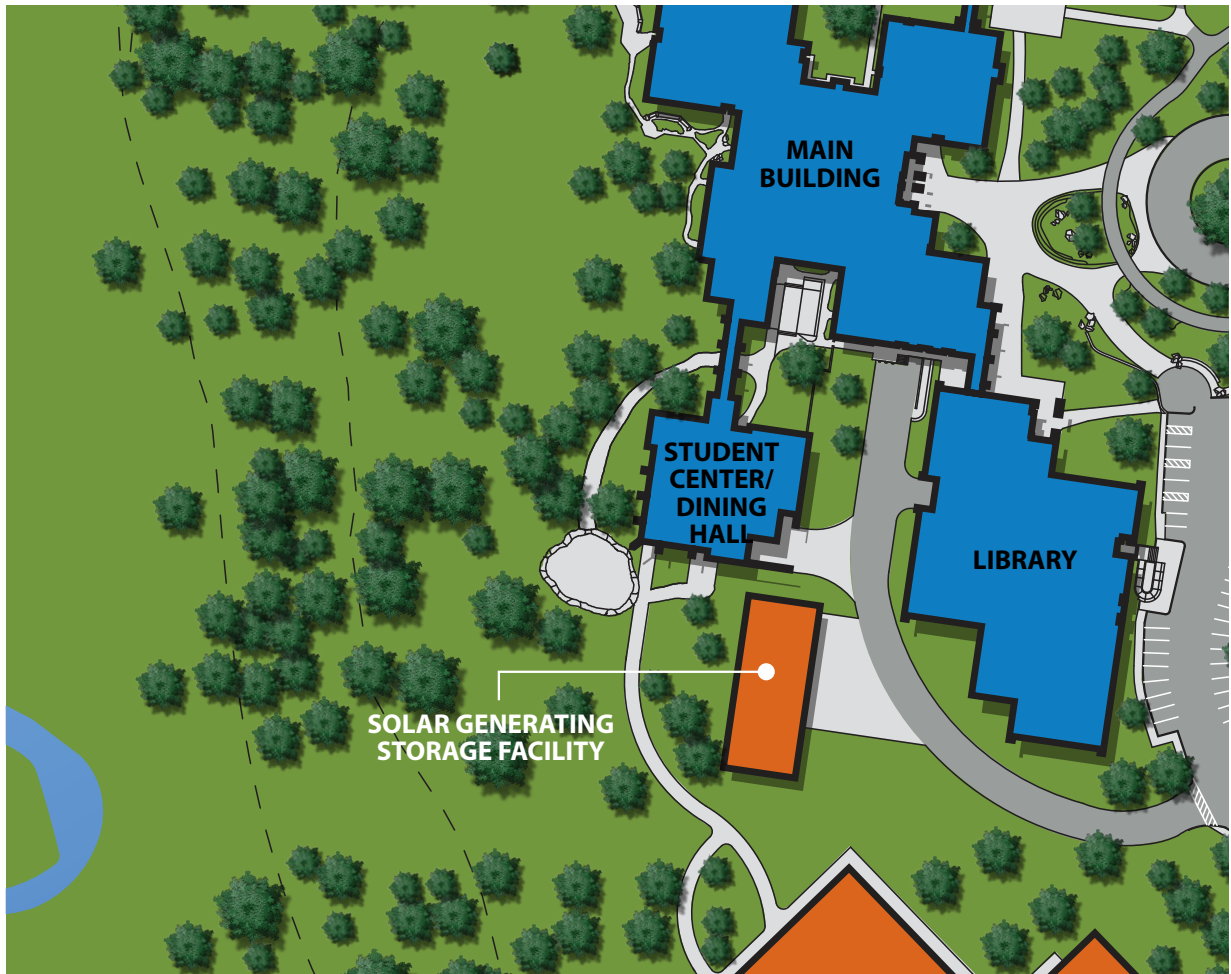
The expansion would construct a new early learning center adjacent to the existing Child Development Center to provide space for bringing the Tahoe Parents Nursery School (TPNS) program on campus. The location adjacent to the Child Development Center will provide the ability to share existing staffing resources and shared physical spaces such as a preschool playground, outdoor learning space, resource library, and meeting spaces. The Early Learning Center would include educational components in support of the college's early childhood education program, such as an additional classroom space, an observation area, and an opportunity to observe and participate in the Tahoe Parents Nursery School (TPNS) program. This colocation of programs will develop a positive connectivity between the programs and provide an opportunity for TPNS students to easily access the services of the CDC during hours in which TPNS is not operational. Per the draft EMP, this will allow for the potential to build a more comprehensive and integrated program in the areas of parenting/family development for adult learners. The relocation will also provide a more synergistic environment for child, parent, and family development programming.



Partial View Campus Master Site Plan

■ Solar Generating Storage Facility

In addition, the project will address the need to provide a much more pleasing, secure, and built-out environment at that end of the campus considering the future development of residential student housing and outdoor spaces. This will include the development of a solar generating storage facility that will provide secure and covered storage for college vehicles and for a variety of equipment used to maintain the facilities and grounds of the college. This facility will receive power from a rooftop solar power-generating array that will also provide an educational demonstration of the feasibility and application of such systems.



Partial View Campus Master Site Plan

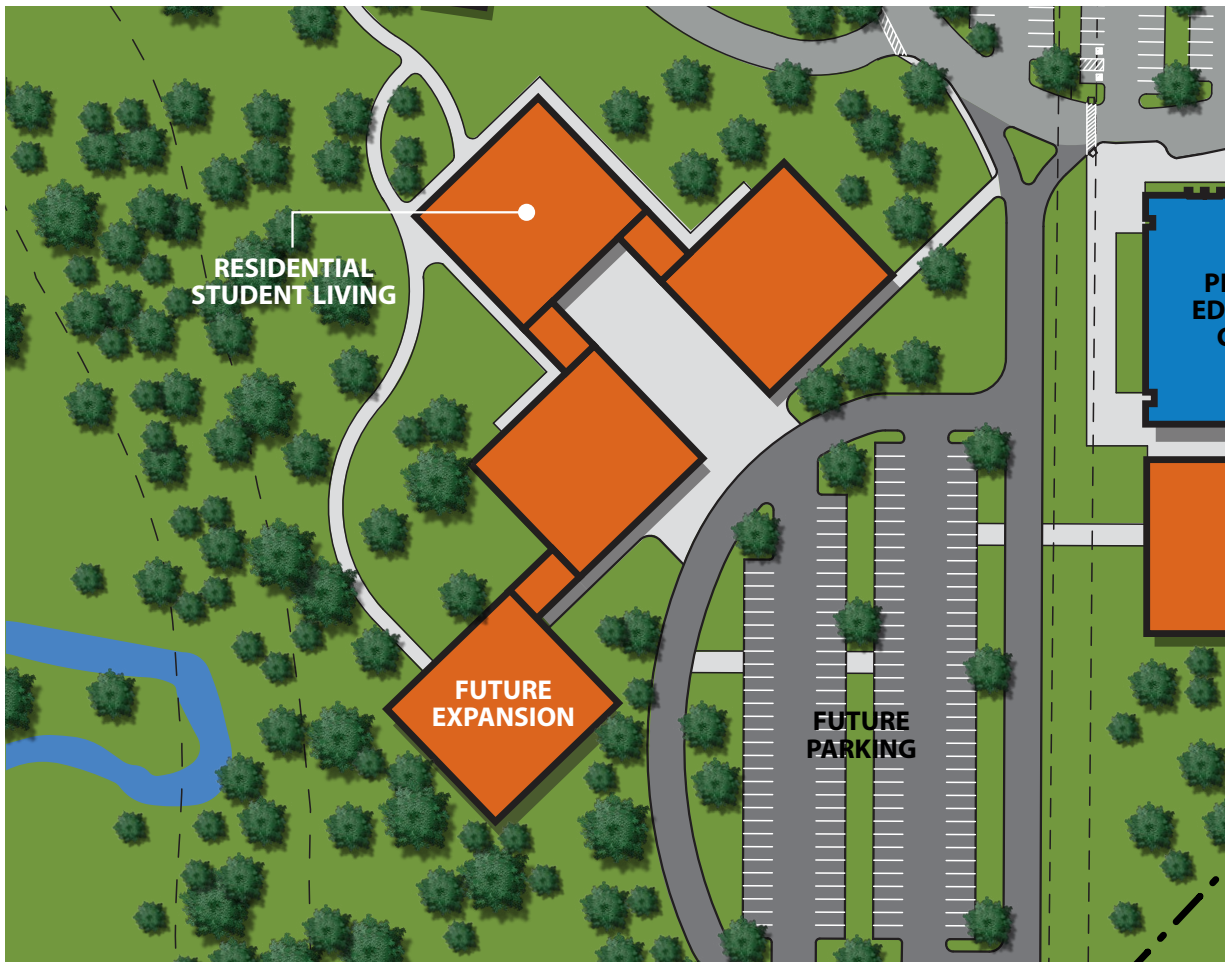
Residential Student Living

The Residential Student Living project is intended to provide affordable student housing on campus as an option to a limited off-campus market for both students living in the area and for students looking to attend Lake Tahoe Community College from outside the Lake Tahoe Basin. Adding Residential

Residential living is a cornerstone project for LTCC to achieve its vision of becoming “California’s premier destination community college.”

Student Living was a key recommendation of the LTCC 2020 Vision. Residential living is a cornerstone project for LTCC to achieve its vision of becoming “California’s premier destination community college.” The first phase would provide approximately 150 student-focused living units with amenities to support full student living on campus. Immediate access to the Student Center, the dining hall, and the Physical Education

Center will provide further support to establishing a positive living experience on the campus. The college is actively researching alternative funding sources such as public private partnerships (PPP). A second phase of approximately fifty additional units is possible for future build-out.



Partial View Campus Master Site Plan

Modernizations/Renovations

■ Student Commons Enhancement

The project will enhance the area currently referred to as “the Commons,” centrally located in the Main Building and immediately adjacent to the main entrance. With its central hub location, it has long been the gathering place for students. It is recommended that the college consider expanding on this key element by reconfiguring current academic support services around this central core. By doing so, LTCC can create a seamless connection between these services and “the Commons” for a more engaging and stronger informal learning environment.

■ Remodel for Efficiency and Science Modernization Phase 1

LTCC has submitted four Initial Project Proposals (IPPs) and one Final Project Proposal (FPP) to the California Community College Chancellor’s Office (CCCCO). At the top of that list is the Remodel for Efficiency and Science Modernization Phase 1 that will not only upgrade existing facilities, but also address capacity load ratio issues and position the college to apply for future funding opportunities from the state.

This project will remodel and modernize 18,070 ASF for the Remodel for Efficiency (RFE) and Science Modernization (LTCC Main Building) project (see attached floor plan). This project is comprised of 10,398 ASF of laboratory space; 6,302 ASF of office space; and 1,370 ASF of other space. The project will match the existing construction and space standards set by the district.

This project will provide much-needed instructional space for vocational instruction and will have multiple uses, thus allowing these spaces to be shared by other disciplines and usable technology laboratories as well as for student studies and research. This usage will assist in aligning the capacity load ratios. This project also requires grading, utilities, and circulation/access improvements on the existing campus.

The art laboratory does not meet the original intent/ use of this space. The art program has outgrown the existing area and was expanded into an area not originally designed for instruction. The kilns, welding equipment, mixing stations, and industrial equipment all share the same space. The science, chemistry, and biology laboratories will be modernized and aligned with current state guidelines. Many of the instructional spaces do not meet the current accessibility requirements; for example, the fixed counters in the science labs do not have proper knee spaces underneath the counters for students, nor

is there space for accessible stations within the room. The fume hoods are also non-accessible and do not conform to current industry standards.

This project will also address the following:

- Flexible twenty-first-century learning environments—renovate existing instructional and instructional support space using a set of design principles related to technology, lighting/temperature/sound, collaborative and flexible learning, etc.
- Office spaces—where practical, the college should reconfigure existing common spaces in ways that support more informal collaborative learning environments. Student Services, Disabled Students Program Services (DSPS), and Admissions and Records will all be centrally located within the main facility, creating a true one-stop shop that provides better services to students. DSPS is located on the second floor at the end of a long hallway; Student Services is located downstairs near the front entrance to the campus main building; Admissions and Records is currently adjacent to Student Services. DSPS has outgrown its current space, with interior walls added in order to create additional office spaces. Office spaces are spread throughout the campus, causing duplication of resources for both students and staff, when the efficient solution is to consolidate offices to share common resources. Moving DSPS from the second floor will open up additional space for faculty offices. By grouping a set of faculty offices on the second floor it will help foster informal collaboration.
- Collaborative learning spaces—where practical, the college should reconfigure existing common spaces in ways that support more informal collaborative learning environments.
- Infrastructure upgrades—additional infrastructure will need to be increased with the additional facilities to include water, fire service, electrical, sewer, storm drain, and technology. The main plant, Energy Management System (EMS), and HVAC systems are also in dire need of upgrade. Currently the campus does not house the campus servers and does not incorporate current technologies.

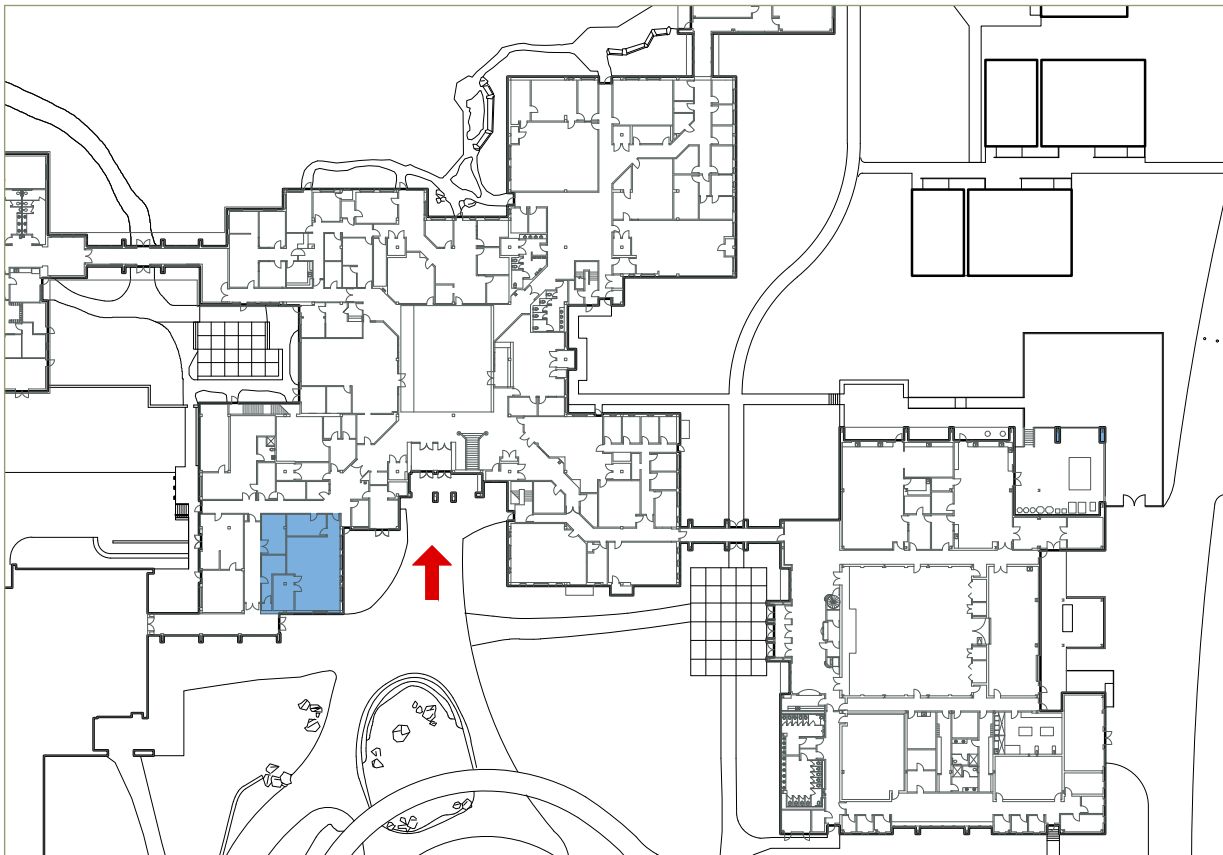


2nd Floor

Approximate Area of Renovation

■ University Center

As identified in the draft EMP the vision of a seamless preschool-to-postsecondary educational pathway requires establishing local access to a baccalaureate education through either becoming a four-year-degree-granting institution and/or establishing partnerships with California State University (CSU) and University of California (UC) institutions wherein their programs would be offered on the campus of LTCC. Creating a dedicated space (i.e., University Center) to support such programming will be critical from both an internal operational management and external branding perspective. State Senate Bill 850 (SB-850), which is being considered currently by the legislature, could usher in four-year degrees at community colleges in the state of California. If passed, the bill would set up a pilot program that allows a pathway to a baccalaureate education program by becoming a four-year-degree-granting institution and/or establishing partnerships with such institutions wherein their programs would be offered on the campus.



Approximate Area of Renovation

■ Main Building Modernization Phase 2

This project proposes to remodel approximately 28,000 ASF of the Main Building that was not renovated during the RFE and Science Modernization Phase I project (see attached floor plan). Art laboratories, classrooms, and office spaces will be remodeled into more efficient spaces to allow for better utilization.



2nd Floor

Approximate Area of Renovation

Site Improvements

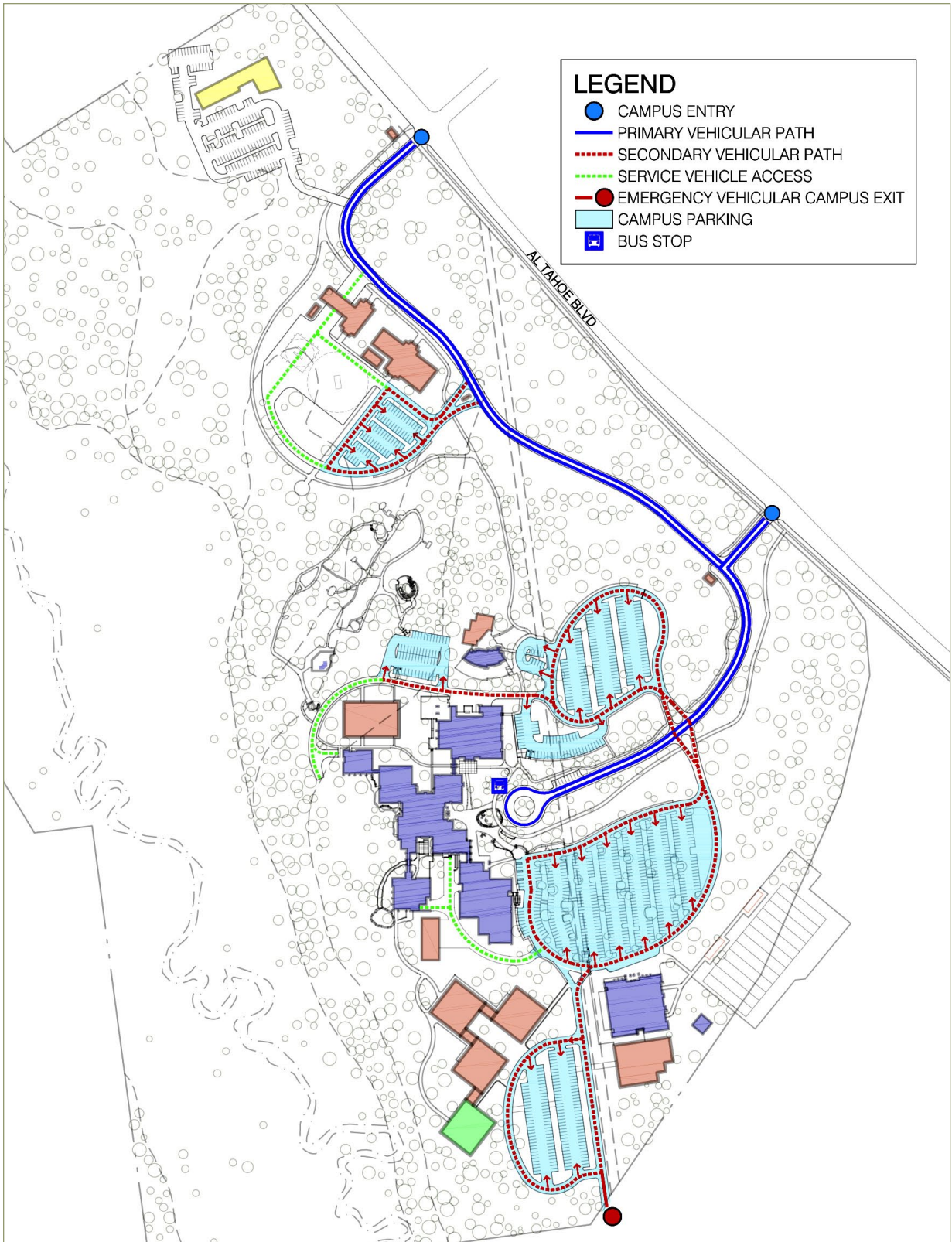
■ Vehicular Circulation

The proposed vehicular circulation recommendations call for strategies to improve the vehicular access and egress points on the campus. A third campus exit is recommended for development at the south end of the campus along the STPUD easement to serve as an exit in an emergency situation. Proposed signage will also improve identification and circulation on campus. Future parking lots near the Arts Building, the Public Safety Training Center, and the proposed Residential Student Living will allow for campus growth. Accommodations for electric vehicles will also be considered in various parking lot locations throughout the campus. Existing and new parking lot and roadway lighting will be improved with energy-efficient lamps, which will be night-sky compliant in order to be sensitive to the surrounding environment.

LTCC Parking Lot Analysis

Existing Parking Lot	Existing Stalls	Existing Access Stalls	Required Access Stalls	Required Van Stalls	Required Total
Main Building	393	6	6	2	8
Arts Building	50	2	1	1	2
Garden Trailers	50	3	1	1	2
Child Development Center	9	1	0	1	1
20 Min Parking	8	0	0	1	1
Total	510	12	8	6	14
Proposed Parking Lot	Proposed Stalls		Required Access Stalls	Required Van Stalls	Total
Residential Living	139		4	1	5
Northeast Lot	153		5	1	6
Public Safety Training Center	66		2	1	3
Total	358		11	3	14
Overall Campus Totals	868		19	9	28

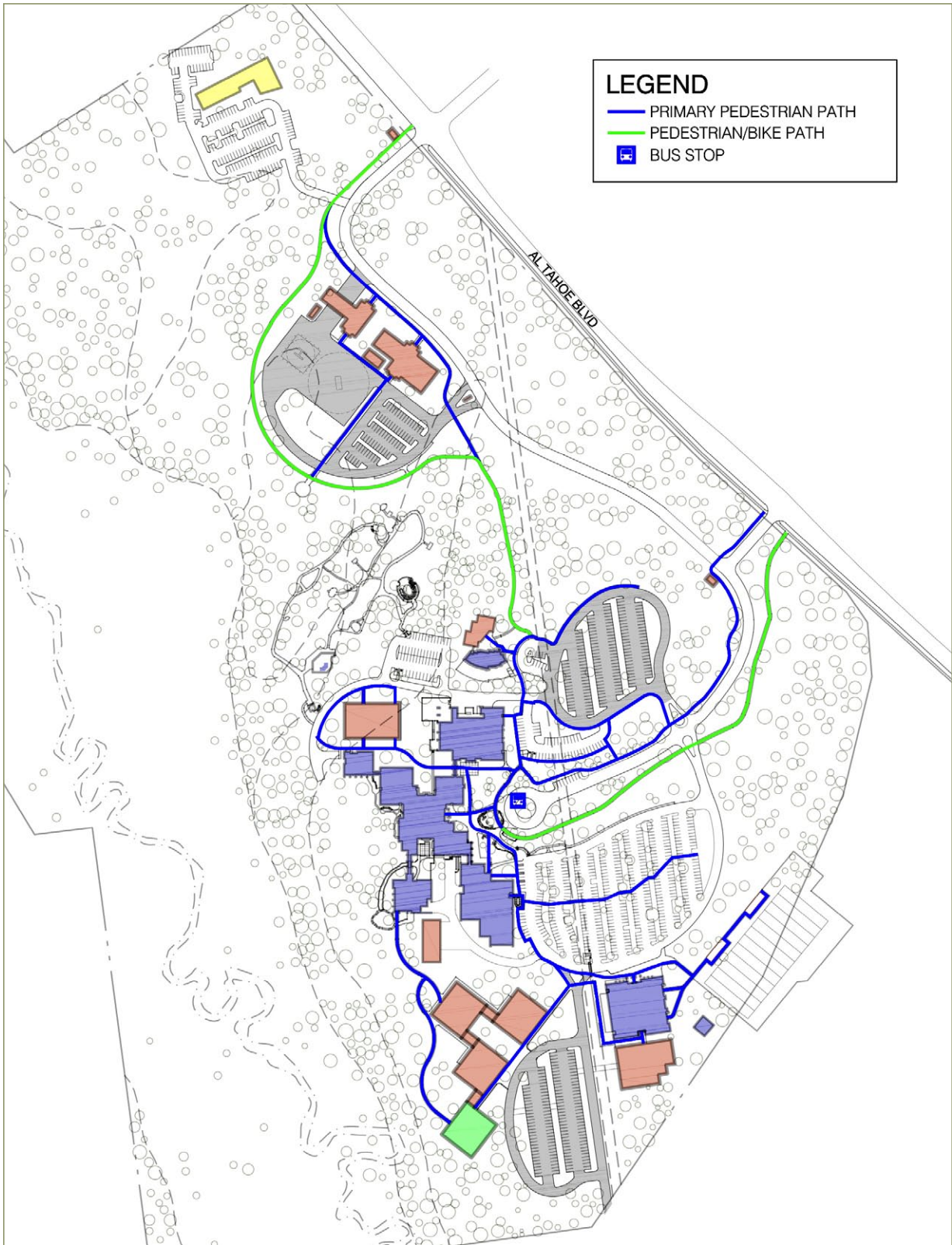
Table 7- Summary of LTCC parking lot analysis



Campus Vehicular Circulation Plan

■ Pedestrian Circulation

The proposed pedestrian circulation recommendations will provide safe and accessible pathways from parking lots, bus stops, and passenger drop-off zones to building entrances and outdoor spaces. Pedestrian and bicycle pathways will continue to connect the campus to Al Tahoe Boulevard and other offsite public routes. Existing and new pathway lighting will be improved with energy-efficient lamps, which will be night-sky compliant in order to be sensitive to the surrounding environment.



Campus Pedestrian Circulation Plan

Repairs, Improvements, and Renovations

The Facility Condition Assessment (FCA) program provides quality-assured assessments for all California community colleges. An FCA is a professional, methodical review of a facility's key components and systems, such as foundation and waterproofing, heating, ventilation, and electrical, in order to define problems, develop cost estimates, and create plans for repairs. There are two levels of FCA: a life-cycle systems assessment (Level 1) and a comprehensive assessment (Level 2). The Level 2 (L-2) assessment is a detailed physical survey of the condition of existing facilities, during which the assessors document hundreds or thousands of current deficiencies. These deficiencies are added to the L-1 component building system life cycles to determine a comprehensive facility evaluation of both current deficiencies and future renewal costs. It is a tool for facility managers to identify specific deferred maintenance and capital renewal items in need of repair or replacement.

LTCC in conjunction with the FCA has conducted a campus-wide survey to further evaluate the current conditions of facilities on campus. The list below identifies specific areas that need to be immediately addressed:

- Site work
- Interior finishes
- Exterior finishes
- HVAC equipment replacement
- Energy efficiency
- Building systems

■ Site Work

- Replacement of existing concrete curbs, gutters, and walkways; heated walkways to be installed at primary paths of travel for accessibility and safety
- Replacement of existing asphalt paving in parking lots and driveways
- Removal of barriers to provide accessible paths of travel among all areas of the campus
- New and existing parking lots to address current accessibility parking and signage requirements



Concrete Deterioration in Front of Physical Education Center

■ Interior Finishes

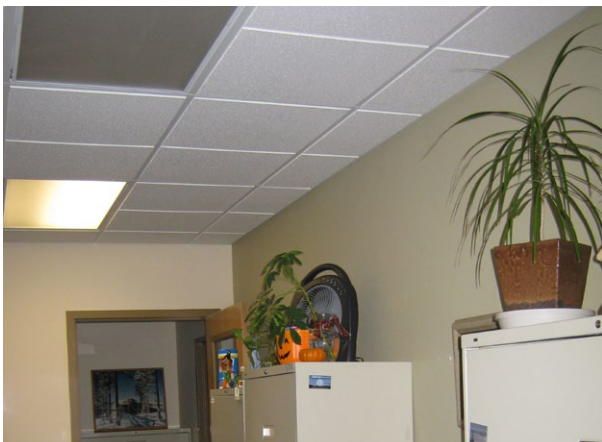
- Replacement of existing interior finishes and painting
- Replacement of existing carpeting and other floor finishes
- Replacement of existing ceilings to meet current seismic requirements
- Replacement of windows, doors, and door hardware



Typical Flooring Deterioration



Typical Carpet Wrinkles



Typical Ceiling Not Seismically Current



Flooring Replacement

■ Exterior Finishes

- Replacement and repair of existing metal roofing
- Replacement, repair, and refinishing of existing exterior wood finishes
- Refinishing of exterior finishes



Typical Exterior Wood Siding Bowing and Separation

■ HVAC Equipment Replacement

- Replacement of aging campus-wide building HVAC split systems with energy efficient equipment
- Replacement of aging boiler systems with high-efficiency equipment
- Replacement of aging cooling tower and chiller with high-efficiency equipment
- Replacement of aging pneumatic controls with digital controls to maximize efficiency and reliability
- All equipment to be monitored and controlled through a new energy management system



Aged HVAC Equipment

■ Energy Efficiency

- Replacement of aging existing energy management system with new program to increase reliability and efficiency
- Installation of exterior lighting controls
- Installation of interior lighting management systems and devices
- Review of the potential for alternative energy sources applicable to the area
- Replacement of aging water heaters with high-efficiency models



Outdated Energy Management System

5

Funding

Community college districts have the responsibility to maintain, renew, and enlarge the facilities at their institutions on behalf of the students they serve. In order to accomplish these objectives, the districts are authorized to issue commercial paper and to seek local and state financing for their facilities.

In addition to these local efforts, the state's capital outlay program provides voter-approved statewide general obligation bonds through grants to fund capital outlay projects on community college campuses. These grants are developed pursuant to the annual State Capital Outlay Grant Application Process and approved by the Board of Governors (BOG) of the California Community Colleges. Districts often leverage these grants with local funds; however, for some districts with minimal local resources for facilities, funds provided from the State Capital Outlay Grant Application Process are the only source of funds available to modernize facilities and/or construct new buildings.

The BOG has adopted Priority Funding Categories to assist districts in their capital planning efforts so that the capital outlay proposals submitted for consideration of state funding reflect the state's priorities. The BOG Priority Funding Categories give preference to projects that best meet the following priorities:

- Expand campuses appropriately to meet enrollment demands.
- Modernize aging facilities.
- Meet the space utilization standards found in the California Code of Regulations, Title 5.
- Leverage state funds with local funds to provide facilities at the least cost to the state.

Lake Tahoe Community College submitted the following Final Project Proposal (FPP) in June 2013 for grant funding under the capital outlay program:

- Remodel for Efficiency and Science Modernization Phase 1

In addition, Lake Tahoe Community College submitted the following Initial Project Proposals (IPPs) in June 2013 for grant funding under the capital outlay program:

- Multipurpose Building
- Public Safety Training Center
- Environmental Studies and Sustainability Center
- Main Building Modernization Phase 2

It is recommended that the college continue to pursue funding through this program as a means to support new facilities and modernization of existing facilities as projected in the Facilities Master Plan. Other avenues of funding should also be pursued to finance new facilities and modernizations as well as scheduled maintenance. Funding from the State's Physical Plant and Instructional Support program (Scheduled Maintenance) was just reestablished last year (2013) after being suspended in 2008.

Other funding sources may include the following:

- Local bond issues
- New market tax credit
- Local and regional partnerships
- Low-interest loans
- Proposition 39 California Clean Energy Jobs Act funds
- Utility rebate incentives

Once full facility cost needs are determined, including growth projects, it will be important to develop alternatives to providing necessary funding and matching resources. These will likely come from multiple sources and at varying times. It is expected that state funding will be restored with a statewide facilities bond, which is anticipated in November 2014 for the 2015–16 fiscal year (FY), but this will not be a complete solution. The FMP must be capable of adapting to funding realities and unique opportunities as they present themselves; the Statewide General Obligation Bond (SGOB) is only one component and will not meet the entire scope of facilities needs for the campus. Typically projects funded by the SGOB have a local contribution component tied to them.

6

References

- Educational Master Plan (EMP)
- Strategic Master Plan (SMP)
- Lake Tahoe
 - http://en.wikipedia.org/wiki/Lake_Tahoe
- Demographics
 - <http://www.census.gov/>
 - www.labormarketinfo.edd.ca.gov
 - www.nevadaworkforce.com
- CCC District Boundaries
 - <http://cccgis.org/>
- CCCCO Facilities Planning
 - <http://extranet.cccco.edu/Divisions/FinanceFacilities/FacilitiesPlanning/ReferenceMaterials.aspxhttp>
 - <http://fusion.deltacollege.edu/default.asp>
- California Environmental Quality Act (CEQA)
 - <http://www.dfg.ca.gov/habcon/ceqa/>
- Tahoe Regional Planning Agency (TRPA)
 - <http://www.trpa.org/>
- Division of the State Architect (DSA)
 - <http://www.dgs.ca.gov/dsa/home.aspx>
- Facility Condition Assessment (FCA)
 - <http://fusion.deltacollege.edu/default.asp>
 - <http://www.foundationccc.org/>

7

Appendix

- Proposed General Obligation Bond Project List
- LTCC 2020 Vision

Proposed General Obligation Bond Project List

(Projects are listed in alphabetical order.)

Capital Outlay:

State: (projects with partial bond funds)

- *Remodel for Efficiency and Science Modernization Phase I
- *Regional Public Safety Training Center
- *Main Building Modernization Phase II
- *Environmental Studies and Sustainability Center
- *Multipurpose Building and Field Sports Improvement
- (*Projects above are dependent on State matching funds.)*

Local: (locally funded capital outlay projects)

- University Center
- Student Commons Enhancement
- Early Learning Center Expansion
- Library Construction Debt Retirement
- Solar Generation Storage Facility
- Residential Living Pre-site Development

Demonstration Garden Improvements and Maintenance:

- Pathways; accessibility
- Expansion of amphitheater/reception areas
- General garden maintenance, irrigation, landscape, lighting

Energy Efficiency:

- Energy management system replacement
- Lighting controls system
- Interior lighting management (e.g., occupancy sensors)
- Geothermal (passive geothermal—heating and cooling)
- High-efficiency irrigation system
- Parking lot lighting retrofit

Furniture and Equipment:

Replacement of outdated commons and study area furniture

Replacement of classroom instructional furniture

Other furniture replacements (e.g., Student Center, Tutoring & Learning Center, science area)

Enhancement and updating of meeting room furniture

Hardscape:

Concrete paving replacement

Heated paving/covered walkways

Ramp replacement

Asphalt concrete replacement (hardscape replacement)

Improve community bike paths through and around campus

Campus accessibility (path of travel)

***HVAC:**

Building HVAC retrofit and upgrade

Boiler replacement—increase efficiency and capacity

Cooling tower/chiller

*(*dependent on geothermal decision)*

Natural Environment Campus Enhancements:

Preservation and interpretive signage of natural spaces

Native landscape improvements

Enhance trail system

Partnership Projects:

Middle school field lighting projects

Recreational Enhancements:

- 5K running path
- Enhance Nordic ski track and service facilities
- Community field accessibility and bleachers
- Field sports improvements

Repairs, Improvements, and Renovations:

- Exterior wood siding replacement
- Exterior painting
- Interior painting
- Carpet/flooring replacement
- Roof replacement/repairs
- Windows replacement
- Doors replacement

Roads and Parking:

- Emergency vehicle access roadway
- Student housing parking lot
- Main building/CDC parking lot
- Public Safety Training Center parking lot

Safety/Security:

- Video surveillance
- Electronic access system
- Public address system
- Door hardware
- Campus security
- Intrusion alarm replacement/expansion
- Door locks (master key system)
- Instructional safety (e.g., art materials space)
- Key card system/centralized lockdown ability

Site Improvements:

*American with Disabilities Act (ADA) site-wide improvements

(**Hardscape, roads, pathways, and parking lots*)

Campus student and community-gathering space enhancements

Experiential learning course

Student Center enhancements

Campus signage

Electronic message boards with monument signs

Technology:

Twenty-first-century classroom technology modernization to district standard

Server upgrades

MDF expansion (server room upgrade/backup power to server room)

IDF

Voice Over Internet Protocol (VOIP) expansion (phone system to classrooms)

Data center (potentially shared with LTUSD)

Centralized time clock system

Network wiring

Campus fiber

LTCC 2020 Vision



ROLE OF LTCC IN THE COMMUNITY

LTCC is the Hub of the Community

- Center of Arts and Culture
- Intellectual and Educational Center
- Nexus of Innovation and Economic Development
- Career and Workforce Training

Partnerships are a Key to Success

- City, County, LTUSD, Chamber of Commerce, Public/Private, Regional

STUDENTS

A Destination College

- Regional, National, International

Increase Diversity of the College and the Community

- Reflection of the Community
- International Students
- Diversity of Thought and Experience

Serve the Students of the Entire Tahoe Basin

EDUCATIONAL PROGRAMS AND COMMUNITY SERVICES

A Comprehensive Community College integrated with the Unique Character of the Tahoe Basin

- Regional Public Safety Training
- Environmental Science
- Sports Medicine/Kinesiology/Athletics

Many Pathways to Many Successes

- Transfer/Degree
- CTE Certification
- Lifelong Learning
- Distance Education and Online Learning

Four-Year Degree Programs at LTCC

- High School -> LTCC -> 4-Year Degree
- Bridge from High School Programs

EDUCATIONAL TOOLS AND TECHNOLOGIES

State-of-the-Art 21st Century Learning Environment

- Technology Rich Learning Environment
- Students Drive Technology
- Hi-Touch and Hi-Tech: Personal Connections in a Digital World

PHYSICAL FACILITIES

Protect and Upgrade Current Investment

Residential Campus

- Vibrant Campus and Student Life

State-of-the-Art Sustainable Buildings

Community Partnerships for Shared Facilities

- Public Safety Training Center
- Environmental Studies Center

SOURCES OF REVENUE, RESOURCES, AND FINANCIAL SUPPORT

Community Support

- General Obligation Bond

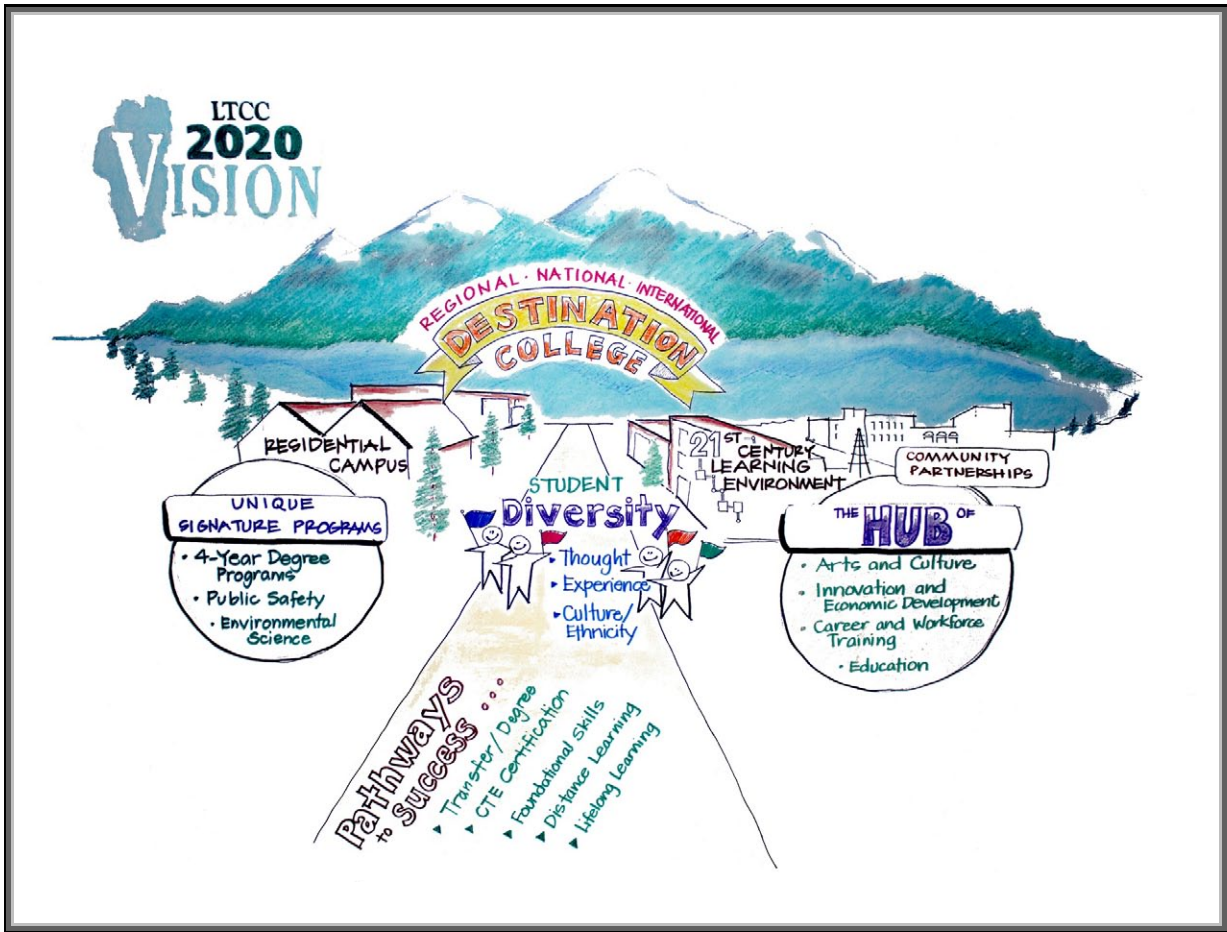
Expand Philanthropic Giving and the Role of the LTCC Foundation

- Scholarships
- Program Support

Cooperative Grants and Resource Development

- Collaboration and Partnerships

Entrepreneurship





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LTCCD FACILITY PLAN

ORIGINAL PROPOSED BOND PROJECT BUDGET



Measure F

BOT APPROVED DECEMBER 9, 2014

Project #	Priority	PROJECT	Bond Series	State GO Bond FY	First Funding Year *	Total Project Budget	CCCCO Capital Outlay	Other/ Partnership/ Grants/ Rebates	CCCCO SMSR / HazMat	CCCCO CO Match	CCCCO SMSR Match	Allocation	Bond Allocations	Remarks
State Capital Outlay Projects (Dependent on State funding and program growth)														
1	1	RFE/ Science Modernization Phase I	A / B	2016 or 2018	2017-18	\$ 13,387,000	\$ 6,206,000	\$ -	\$ 50,000	\$ 6,206,000	\$ -	\$ 925,000	\$ 7,131,000	50% match RFE = Remodel for Efficiency
2	2	Regional Public Safety Training Center	B	2018 to 2020	2019-20	\$ 18,459,000	\$ 12,722,000	\$ -	\$ -	\$ 5,262,000	\$ -	\$ 475,000	\$ 5,737,000	30% match
3	3	Main Building Modernization Phase II	C	2020 to 2022	2021-22	\$ 16,531,000	\$ 10,955,000	\$ -	\$ 50,000	\$ 5,226,000	\$ -	\$ 300,000	\$ 5,526,000	30% match
4	4	Environmental Studies & Sustainability Center	D	2022 to 2024	2023-24	\$ 16,768,000	\$ 11,524,000	\$ -	\$ -	\$ 4,944,000	\$ -	\$ 300,000	\$ 5,244,000	30% match
		Multi-Purpose Building & Field Sports Improvement				\$ 8,443,000	\$ 6,900,000	\$ -	\$ -	\$ 768,000	\$ -	\$ 775,000	\$ 1,543,000	10% match
Locally Funded Capital Projects														
5	1	University Center	A			\$ 825,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 825,000	\$ 825,000	Remodel/ Designation of existing space(s)
6	2	Student Commons Enhancement	A			\$ 350,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 350,000	\$ 350,000	
7	3	Early Learning Center Expansion	B			\$ 5,500,000	\$ -	\$ 1,000,000	\$ -	\$ -	\$ -	\$ 4,500,000	\$ 4,500,000	
8	4	Library Construction Debt Retirement	A			\$ 1,400,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,400,000	\$ 1,400,000	
9	5	Solar Generation Storage Facility	B			\$ 2,750,000	\$ -	\$ 250,000	\$ -	\$ -	\$ -	\$ 2,500,000	\$ 2,500,000	
10	6	Residential Living Pre-Site Development	A			\$ 1,500,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500,000	\$ 1,500,000	
Campus-wide Improvements														
11	1	Technology Infrastructure	A - D			\$ 3,000,000	\$ -	\$ -	\$ 1,000,000	\$ -	\$ -	\$ 2,000,000	\$ 2,000,000	Shared Data Center ?
12	2	Safety Security	A - D			\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500,000	\$ 500,000	
13	3	Chiller/ Boiler/ HVAC Replacement/ Coolers/ Exhaust/ VAV/ Pump Replacement	A - D			\$ 3,742,500	\$ -	\$ 162,500	\$ 330,000	\$ -	\$ 3,250,000	\$ -	\$ 3,250,000	
14	4	Pathways/ Patios/ Demonstration Garden/ Trails Improvements	A - D			\$ 1,200,000	\$ -	\$ 200,000	\$ -	\$ -	\$ -	\$ 1,000,000	\$ 1,000,000	
15	5	Facilities Maintenance (door, window, flooring/ paint, siding)	A - D			\$ 3,858,000	\$ -	\$ -	\$ 330,000	\$ -	\$ 3,528,000	\$ -	\$ 3,528,000	
16	6	Instructional Equipment	A - D			\$ 1,200,000	\$ -	\$ -	\$ 900,000	\$ -	\$ -	\$ 300,000	\$ 300,000	
17	7	Furniture Fixtures & Equipment	A - D			\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500,000	\$ 500,000	
18	8	Parking/ Roads/ Hardscape/ ADA/ improvements	A - D			\$ 1,822,500	\$ -	\$ -	\$ 330,000	\$ -	\$ 1,492,500	\$ -	\$ 1,492,500	
19	9	Roof Maintenance/ Replacement	A - D			\$ 1,042,500	\$ -	\$ -	\$ 330,000	\$ -	\$ 712,500	\$ -	\$ 712,500	
Bond Planning and Management														
20	1	Master Planning / CEQA/ NEPA/ TRPA	A - D			\$ 2,250,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,250,000	\$ 2,250,000	
21	1	Bond Management	A - D			\$ 1,750,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,750,000	\$ 1,750,000	Includes Bond Finance, Procurement, & PM Staff
22	1	Bond Financial Advisory Services	A - D			\$ 190,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 190,000	\$ 190,000	Estimated \$47,500 per bond series sale
23	1	Bond Legal Counsel	A - D			\$ 260,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 260,000	\$ 260,000	
Total						\$ 107,228,500	\$ 48,307,000	\$ 1,612,500	\$ 3,320,000	\$ 22,406,000	\$ 8,983,000	\$ 22,600,000	\$ 53,989,000	

* First Year Funding
 CCCCCO
 CO Match
 SMSR Match
 Allocation
 Bond allocations
 Series A
 Series B
 Series C
 Series D

Contingent upon State GO Bond
 California Community College Chancellor's Office
 Local Contribution - Matches State Capital Outlay funds
 Local Match for State Scheduled Maintenance Special repairs monies (Physical Plant/ Haz Mat/ Instructional Support)
 Non match monies allocated and Non-State supportable items (eg: parking lots, classroom equipment)
 Total Bond monies allocated to each project (sum of above)
 Bond Sales 2014 - 17
 Bond Sales 2017 - 20
 Bond Sales 2020 - 23
 Bond Sales 2023 - 26



**MEASURE F CITIZEN'S OVERSIGHT COMMITTEE
(COC)**

LAKE TAHOE COMMUNITY COLLEGE DISTRICT

AGENDA ITEM MEMO

REPORTS & FIRST READINGS

CONSENT

ACTION ITEMS

SUBJECT: South Shore Greenway Shared Use Trail and Community Play Fields

Description of Item:

At the April 21, 2015 Board of Trustees (Board) Study Session, the May 12, 2015 Regular Meeting, and the May 19, 2015 Special Meeting, the Board was presented with information on several issues and opportunities arising from various initiatives within the South Shore community regarding community connectivity initiatives and access to the community play fields located partially on District property.

South Shore Greenway Shared Use Trail

The Board took action to commit \$700,000 on the South Shore Greenway Shared Use Trail (Greenway Trail) at May 19, 2015 Board meeting based on the following:

- The Measure F Resolution 20 – 2013-14 includes the following language:
 - ***Upgrade Pedestrian Corridors and Bike Paths.*** Upgrade, expand, and/or construct, pathways and walkways including radiant paving at high traffic areas, asphalt paving, walkway and parking lot lighting, signage, and bike paths.
- Strategic Issue #3 of the LTCC Strategic Plan – Community Engagement
 - *It is essential that the College seek opportunities to further engage the community in new and innovative ways in order to support community development as well as College sustainability*
- Promise to the community we would try to leverage bond funds to bring in outside funding
- Investing in bicycle trails and transit centers will assist in mitigating transportation and air quality issues raised in the CEQA process
- Excellent opportunity to leverage bond funding to bring \$1.927 million in grant funding and maintain \$1 million of CTC funding for use on the Greenway Trail

The following table shows the funding that will be leveraged through obtaining the ATP grant.

Total Cost	Conservancy	CMAQ	LTCC	ATP
\$4,026,000	\$1,000,000	\$399,000	\$700,000	\$1,927,000

Community Field

Additionally, the staff continues to pursue viable options in creating a community collaboration for recreation fields and the conditions Lake Tahoe Community College District (District) requires to participate in providing easements and spending Measure F funding on the existing Community Field. When Measure F was proposed the College had the full intent of improving the existing Community Field as noted in the following bond language:

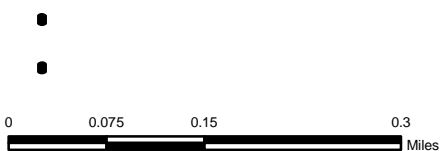
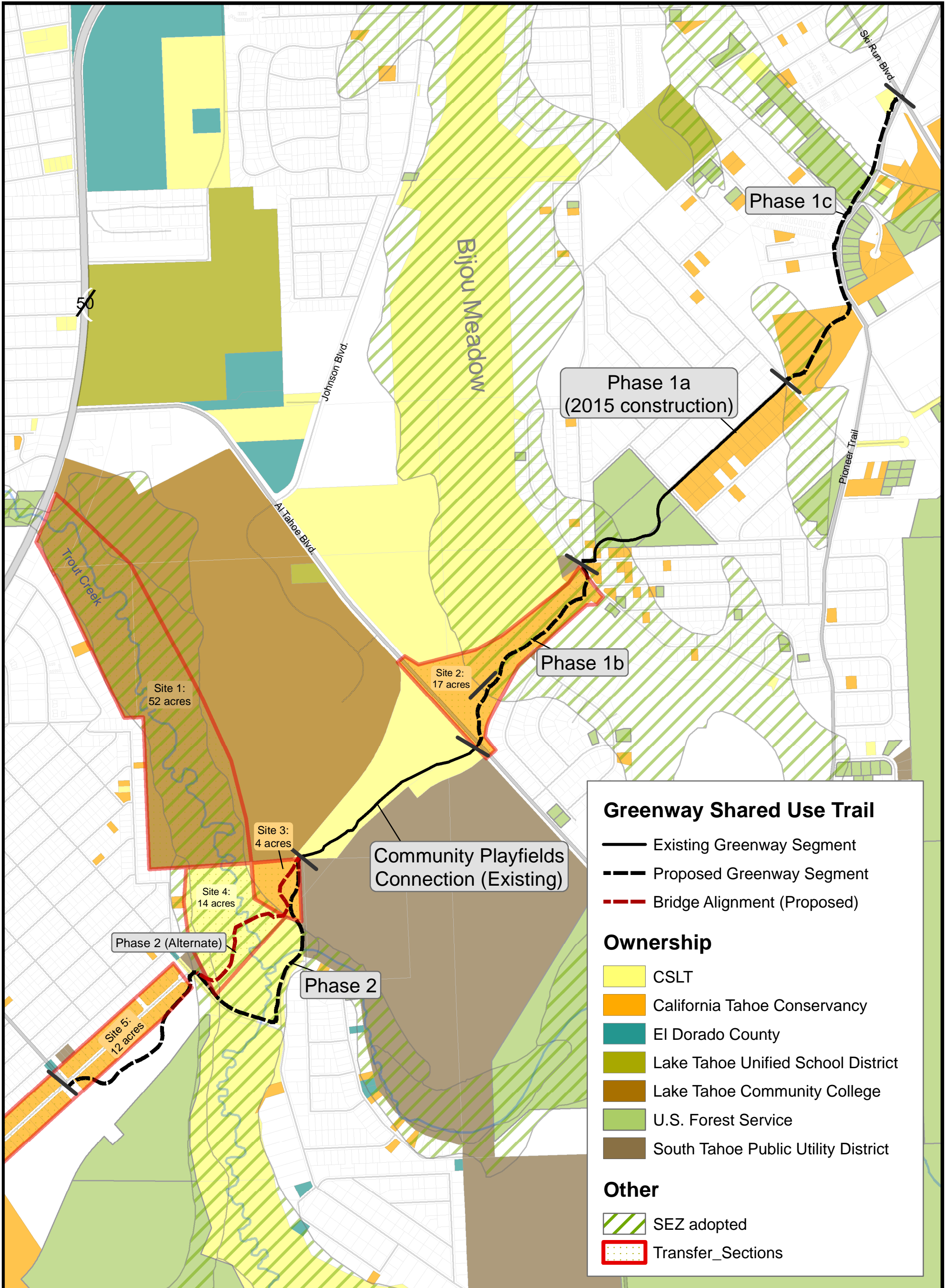
Recreational Facility Improvements. Expand, upgrade and/or construct community use paths, cross-country ski tracks, exterior field lighting, community field bleachers, and community field enhancements.

In working through the legalities of renegotiating an agreement with the South Lake Tahoe Recreation Facilities Joint Powers Authority (Authority), it was discovered that the existing Joint Community Facilities Agreement (MOU) and college easements are not in effect due to procedural errors and omissions. The District must go through a process to establish the easement and renegotiate a MOU that includes the follow intent:

Any facility that the District plans to improve but doesn't own, the joint use agreement, or whatever document governs the use by both parties should state that the District has an irrevocable right to quiet use and enjoyment of the facility for the entire useful life of the improvement with the longest useful life. So, for example, were you to install bleachers with a useful life of 15 years, the agreement would need to give the District irrevocable use of the facility for at least 15 years.

See Attached

2015 ATP Application Components





*MEASURE F CITIZEN'S OVERSIGHT COMMITTEE
(COC)*

LAKE TAHOE COMMUNITY COLLEGE DISTRICT

AGENDA ITEM MEMO

REPORTS & FIRST READINGS

CONSENT

ACTION ITEMS

SUBJECT: Acceptance of Minutes of April 16, 2015 Meeting

Description of Item:

The minutes of the April 16, 2015 Citizen's Oversight Committee (COC) meeting are provided for review and acceptance. Staff recommends the COC accept the minutes as presented.

See Attached

LAKE TAHOE COMMUNITY COLLEGE

MEASURE F CITIZEN OVERSIGHT COMMITTEE

April 16, 2015
6:00-8:00 p.m.
Board Room

MINUTES

- PRESENT:** Chair Brooke Laine, Co-Chair Richard Fischer, Matt Lucksinger, Roberta Mason
- ABSENT:** Carmen Delgado, Leon Malmed
- STAFF:** Vice President of Administrative Services Jeff DeFranco, Superintendent/President Kindred Murillo, Executive Assistant Lisa Shafer
- GUESTS:** John Palmer, Ami Chilton, Al Frangione, Roger Thomas
- Call to Order*** President Kindred Murillo called the meeting to order and led the pledge of allegiance.
- Introductions*** Members introduced themselves and gave brief comments on their interest in the work of the Committee; key college staff also introduced themselves.
- Hearing of the Public*** None
- Election of Chair and Co-Chair*** The election of Chair and Co-Chair will allow the Citizen's Oversight Committee (COC) to have clear leadership during meetings of the Committee.
- Richard Fischer nominated Brooke Laine as chair. The nomination was seconded by Matt Lucksinger, and passed unanimously.
- Chair Brooke Laine then called for nominations of a co-chair. Roberta Mason nominated Rich Fischer as co-chair, seconded by Brooke Laine, and passed unanimously.
- Chair Brooke Laine than called for nominations for Secretary. Matt Lucksinger was nominated by Rich Fischer, seconded by Roberta Mason, and passed unanimously.

UNADOPTED MINUTES

Reports

***History of Measure F –
General Obligation
Bond Measure for
Lake Tahoe
Community College***

Superintendent/President Kindred Murillo reviewed the history of Measure F and the reasoning behind a bond measure for the Lake Tahoe Community College District (LTCC). Included for the Committee's reference is the unabridged Resolution passed by the LTCC Board of Trustees at the June 24, 2014 meeting.

President Murillo gave a presentation on the history of the bond measure and the efforts that went into the passage of the bond. The presentation reviewed college history and current programs, as well as the role of the College within the community.

***Citizen's Oversight
Committee
Responsibilities and
Committee
Procedures,
Policies and
Guidelines***

John Palmer, Managing Associate, Orrick, Herrington, & Sutcliffe will present information on the role and responsibilities of the Citizen's Oversight Committee (COC). Additionally, the COC procedures, policies and guidelines, approved by the Board of Trustees at the February 24, 2015 meeting will be reviewed.

John Palmer focuses his practice on financing for school facilities, general obligation bond issues, and city and county facilities and infrastructure. His practice includes serving as bond and disclosure counsel on revenue and tax-supported bond financings involving school districts, charter schools, cities, and transportation. Mr. Palmer has experience with a variety of financing structures and characteristics, including synthetic fixed rate bonds and conduit issues.

Mr. Palmer provided information on Prop 39 and the legislation dictating bond accountability measures. The bond project list is the "bible" of the COC. The role of the COC is to verify that the actions of the District are in compliance with the bond language. Conversation took place on the use of bond funds to cover the expenses associated with bond management. It was noted the audits required (fiscal and performance) are required by law and are a permissible bond expense. The COC will receive the audits, review, and then report out to the community the findings. The COC may also view construction sites and any activity designed to implement savings to the bond project. The primary role of the COC is to review expenditures, not to approve or dictate projects. The key to a successful bond project is good communication between staff, the Board of Trustees (Board) and the COC. The bylaws have been adopted by the Board of Trustees and will be the guiding principles of the COC.

The COC asked clarifying questions:

- Is reduction of scope of a project part of the role of the COC?
No, the District makes that determination.

- What if the COC feels that bond funds are not being used appropriately? **The COC could bring suit against the District to keep them from spending any more money. The court could call for repayment and/or criminal penalties.**

Mr. Palmer answered additional questions regarding the COC's ability to halt progress, should there be grave concerns. It was noted that if the Board of Trustees were to have an interpretation different than the COC, they could choose to move forward and expend bond funds, even if the COC says it is unadvisable. However, legal council will be available to staff, members of the Board, and the COC in order to answer any questions. The conservative nature of the Board was mentioned, and joint meetings of the Board and the COC could take place in order to ensure clear lines of communication. It was also noted there will often be a representative of the COC that reports back to the Board. It was also mentioned that the meetings of the Board of Trustees are open to the public, and participation from the COC in these meetings would be welcome.

Overview of Projects and Current Bond Issuance

Vice President of Administrative Services (VPAS), Jeff DeFranco, will provide an overview of the bond project list and priorities as well as the current bond issuance.

VPAS DeFranco began by reviewing each of the printed materials provided to the COC, including the facility master plan, the bond project list, the abbreviated bond measure, and the approved projects for the first issuance. The "moving pieces" in the planning process were described (e.g. University Center). Constraints within the issuance process and the phases were also shared.

Future Meeting Dates and Times

Discussion of Future Meeting Dates

Late May or early June were discussed as the best date for the next meeting, then meet quarterly (e.g. September, January, etc.). It was suggested that the COC receive the Board of Trustees meeting notifications and link to Board meeting agendas in order to be aware of decisions by the Board regarding bond funds.

A tour of the campus will be planned for the next meeting of the COC.

Next Meeting Date

June 2, 2015 in the Board Room (L-104) at Lake Tahoe Community College.

Adjournment

Adjourned at 7:45 p.m.

Attachment:

Lisa Shafer
Secretary

APPROVED:



*MEASURE F CITIZEN'S OVERSIGHT COMMITTEE
(COC)*

LAKE TAHOE COMMUNITY COLLEGE DISTRICT

AGENDA ITEM MEMO

REPORTS & FIRST READINGS

CONSENT

ACTION ITEMS

SUBJECT: Consideration of Approval of Meeting Schedule for Academic Year 2015-2016

Description of Item:

At the April 16, 2015 meeting of the Citizen's Oversight Committee (COC), it was determined quarterly meetings would be sufficient for the business of the Committee. The first Tuesday of the month was identified as available for the members in attendance. The attached draft schedule for academic year 2015-2016 is provided to the COC for review and acceptance.

Staff recommends the Citizen's Oversight Committee approve the Meeting Schedule for Academic Year 2015-2016 as presented.

See attached

LAKE TAHOE COMMUNITY COLLEGE

Citizen's Oversight Committee (COC)

DATE: June 2, 2015
TO: Citizen's Oversight Committee
FROM: Superintendent/President
SUBJECT: 2015/16 Citizen's Oversight Committee Meeting Dates

Regular Meeting Dates:

September 1, 2015

January 5, 2016

May 3, 2016

DRAFT