

**City of Temecula  
Temecula Public Library  
Community Library Needs Assessment**

**1. EXECUTIVE SUMMARY**

The City of Temecula library service area population has increased by 3,137% between 1980 and 2000. In addition, the Temecula Valley Unified School District population has increased by 3,700% during the same 20 years. Currently, Temecula is the second fastest growing city in California. Such dramatic growth has had a tremendous effect on all public services, but especially on the schools and the Library. Over a period of six years, the City has studied alternatives in library service delivery, collaborating with the Friends of the Library, the Temecula Valley Unified School District, the County Library and the City staff and Council. As a result of the planning process, the City will build a new central library facility. The Riverside County Library System will operate the City's new Temecula Public Library and the smaller County branch facility. The decision-making process for this new Temecula Public Library has been informed by an extensive public participation element, including a telephone survey, keys informant interviews and a community meeting.

The students of the Temecula Valley Unified School District (TVUSD) attend school in crowded facilities, with few library media resources. The high school nearest the new Temecula Public Library has a library collection of three books per student, far short of the state standard of twenty books per student. Even if the school purchased the needed materials, there is literally no place to house them. The rate of growth for the school population has been dramatic; in 1980, 500 students attended school in the District, but by 2000, that figure had grown to 19,000 and by 2020 student enrollment is expected to reach 38,000. The TVUSD is building schools and classrooms according to an aggressive capital plan, but growth in the student population is occurring faster than schools can be built. Currently TVUSD operates 24 schools including 5 high schools and anticipates 38 schools when the population of the City reaches build-out.

Students who attend TVUSD need help with homework, access to technology and online resources, all provided on a schedule that allows for after-school activities. The new Temecula Public Library will feature a Joint Venture project to provide students this needed help. The City, County Library and TVUSD are partners in this effort. The proposed Technology and Homework Center will provide tutor-assisted homework help after school hours until 8 p.m. several weeknights, a 24-workstation computer lab, and a reference collection of textbooks and curriculum-related reference materials. This service should greatly augment those now available to students.

Temecula is a community of young working families. Over a third of Temecula residents are under 17, and nearly 76% of Temecula residents are under 44, according to Census 2000. The community has more children and more young adults in proportion to the total population than the state and nation. Family households with children under 18 make up nearly 83% of the resident population, an astounding number, very much ahead of the county, state and national figures. It is also apparent that both parents are working. Unemployment is very low, and while the per capita income is lower than the state and nation, the median family income is higher by a large margin. Library service needs for this population focus strongly on the educational support of students, reference and information services, and service to children. Additionally, community needs include a meeting and program place to bring this rapidly growing community together for community-building activities; the City is

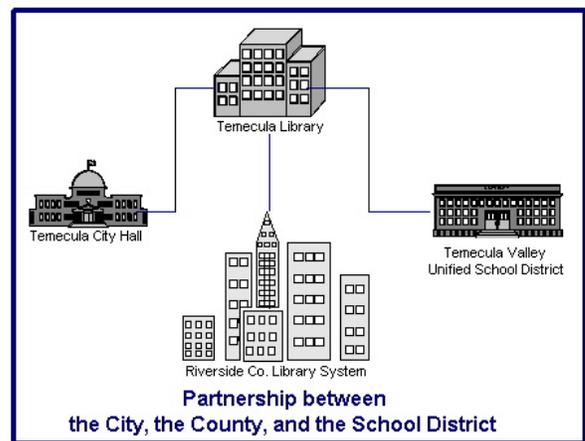
planning several types and sizes of meeting rooms in the new Temecula Public Library to meet this need.

This Community Library Needs Assessment builds on the work done over the last six years. It relies on the analysis included in the 1998 preliminary needs assessment and feasibility study, including the decision to build a new facility and the selection of the site. Census 2000 data was used to establish Temecula in context with the State and nation. Library space needs were determined in 1998 then reviewed and increased in 2002 to accommodate the City's growth. Conceptual plans were developed in 2000 and updated in 2002. The Plan of Service and Cooperative Agreement were outgrowths of the earlier work and were developed concurrently with this Needs Assessment.

When the current County branch library was built in 1992, the population of Temecula was only 31,603. The explosive growth that has brought the population to 72,715 in 2002 has also moved the population center away from the current branch location at the northern boundary of the City. The current branch is heavily used, with a collection turnover rate nearly twice that of any other branch in the County Library system. Forty percent of the County's reference questions are handled in this small facility. As a result of the preliminary needs assessment and the development of the Master Plan, the decision was made to maintain the current branch facility, and to build a facility more than double the size at a central location.

The new Temecula Public Library will have many improvements in technology over the current branch facility. At the current location, there are 7 public access Internet computers, 2 PCs and 11 Online catalogs. The new Library will open with 70 multi-function workstations, with the capacity to increase to over 160 workstations, and a variety of access options for library users who come with their laptops. There will be 28 Internet workstations in the library for general use, 24 in the Technology and Homework Center (available to the public outside of the Homework Center service hours) and 6 more in the Children's area.

The City of Temecula and its partners the Riverside County Library and the Temecula Valley Unified School District, have developed a detailed and fully realizable plan to meet a tremendous community priority. The surveys and interviews with community groups show strong support for a new facility and a real awareness of the current inadequacies. Use figures show a facility in heavy demand and with intense competition for space and resources. The new Library will address these circumstances by tripling the space for library services in Temecula. The combination of the current County facility and the new Temecula Public Library will provide the space, resources and technology needed to serve residents now and in the future.



## 2. INTRODUCTION AND BACKGROUND

This Community Library Needs Assessment is the compilation and analysis of a variety of needs assessment activities conducted by the City of Temecula and the Riverside County Library over the last five years. Among the key activities included in this report are:

- The 1997 formation of a Temecula-Murrieta Library Task Force to study options for governance in light of Riverside County's cancellation of its library service provision contract with the City of Riverside. This included participation from Lake Elsinore. The task force looked for solutions to the financial and organizational problems confronting the system as the County cancelled the contract with the City of Riverside, which had provided library services throughout the County.
- A 1997 analysis of library service alternatives conducted at the behest of the Library Task Force to determine the economic feasibility of city or regional library systems. This analysis, conducted by David M. Griffith and Associates, Ltd. included a series of community workshops and a financial feasibility study for a variety of organizational configurations, and concluded that, aside from the County Library organization, only a regional structure was financially viable. The Task Force dissolved as Temecula and Lake Elsinore elected to stay and work within the County Library system, and Murrieta withdrew from the system.
- A 1998 Assessment Report of the Riverside County Library System conducted by the replacement contract provider of library services, Library Systems and Services, LLC.
- Formation in 1998 of a City Library Planning Committee to study the need for a new central library in addition to or as a replacement for the existing northern branch facility. This Planning Committee has made the principal recommendations to the Temecula City Council over the last four years, as key policy decisions were made about the new Temecula Public Library.
- Development in 1998 of a Library Needs Assessment and Feasibility Study conducted by the architectural firm, LPA and assisted by Library Consultant Linda Demmers. The Needs Assessment was developed in close consultation with the City Library Planning Committee and recommended the construction of a new, larger and centrally located City library, to be operated in conjunction with the existing County branch library. Activities for this project included development of a mission statement, service roles and priorities, and tours of new libraries in the area for Committee members. The final report included a preliminary building program and cost estimates for new construction.

- Conduct of a Temecula Community Attitude Survey in 1998-9 regarding current library use patterns and the need and support for a new library facility. The findings included strong support for building a new library (91.2%). The survey also found that most survey respondents (75.9%) used the library to meet educational and training needs.

The City Library Planning Committee, formed in 1998, included representation from the City, County Library, the Friends of the Library and the Temecula Valley Unified School District. Membership included:

**City of Temecula:**

City Council Member Jeff Stone  
City Council Member Ron Roberts  
City Manager Shawn Nelson  
City Senior Management Analyst Aaron Adams  
Director of Community Services Herman Parker  
Deputy Director of Community Services Phyllis Ruse  
Development Services Administrator Cathy McCarthy  
Senior Engineer, Capital Projects Amer Attar  
Information Systems Manager Tim Thorson

**Friends of the Library**

Grace Mellman  
Althea Coetzee

**Temecula Valley Unified School District:**

Superintendent Dave Allmen  
Assistant Superintendent Jeff Okun  
Director of Special Programs Gary Wilson  
District Librarian/Media Specialist Suzanne Kral  
Coordinator of Family Programs Marilyn Skrbin  
Director of Information Management Systems Jose Romero

**Riverside County Library**

County Library Commissioner Marginia Kelly  
County Librarian Gary Christmas  
Deputy Administrator Mark Smith  
Regional Library Supervisor Gordon Conable  
Temecula Branch Manager Rosie Vanderhaak  
Assistant Branch Manager Mathilda Flores  
Children's Librarian Ginger Safstrom  
Reference Librarian Jo Daugherty  
Automation Manager Luther Brady

This City Library Planning Committee met regularly throughout 1998-2000 and worked with Consultant Demmers and the staff of LPA to develop and review the needs assessment, program and facility plans.

At key points in the project, the City Council made policy and financial decisions. In April 1999, the Council approved the site selection and the preliminary conceptual plan for the Temecula Public Library. In September 2000 the Council approved the Temecula Public Library Master Plan, which included the final design for the building. The City and the Temecula Valley Unified School District also initiated development of a cooperative agreement to address identified student informational needs. The City's Community Services Commission also reviewed all policy decisions before the Council.

When the City decided to prepare an application for Library Bond Act funding, the building plans, program, budget and needs assessment activities were reviewed and updated.

### 3. NEEDS ASSESSMENT METHODOLOGY

#### A. Executive Summary

The City of Temecula has conducted a number of public meetings and surveys to determine the interests and priorities of its residents. In order to better identify the issues affecting a new public library facility, the City commissioned Godbe Research & Analysis (GRA) to assess the needs and perceptions of the community in the winter of 2002.

To gather input from residents, community organizations, special interest groups, special populations, and local agencies, GRA and City Staff divided the study into two main components: a qualitative effort that included in-person one-on-one interviews, focus groups, and a community workshop; and a quantitative effort that included randomized telephone interviews in the community and a hand-out survey for students.

#### Qualitative Study

Participants in the one-on-one interviews were primarily representatives of the Temecula Valley Unified School District (TVUSD), the Temecula Library, and the City of Temecula. Participants of the focus groups represented a cross-section of several community, civic, and non-profit groups, as well as the TVUSD.

For the community workshop, all Temecula residents were invited to attend. To inform the public of the event, City Staff posted flyers detailing the event at all City facilities--the two community recreation centers, the museum, City Hall, the Senior Center and the County branch library as well as advertising on the City's website prior to the event. Flyers were also widely distributed. In addition, the City publicized the event by placing two paid advertisements in the Press-Enterprise newspaper.

In total, 12 individuals participated in the one-on-one interviews, 28 residents attended the community workshop, and 41 individuals participated in the four focus groups. The organizations and agencies represented in the qualitative effort included:

- Assistance League of Temecula Valley
- Boys and Girls Club
- City of Temecula
- Community Solutions
- County Board of Supervisors
- Friends of the Temecula Library
- Inland Valley Filipino American Association
- Mocha Moms
- Riverside County Library System
- Southwest Riverside Hispanic Chamber of Commerce
- Temecula Home Schoolers
- Temecula Sunrise Rotary
- Temecula Teen Council
- Temecula Valley Chamber of Commerce
- Temecula Valley Unified School District
- Temecula Valley Unified School District PTA
- Temecula Valley Women's Club
- Temecula-Murrieta Kiwanis

GRA staff moderated the one-on-one interviews, the focus groups, and the community workshop. All utilized the same discussion guide. Open forum discussion of each worksheet followed the written procedure so that ideas could be shared and more fully explored.

### **Telephone Survey**

To obtain a representative view of the community's needs and perceptions, a randomized telephone survey was conducted. A random sample of area codes and exchanges was developed using zip codes within the City so that all households with a telephone had an equal chance of participating in the study.

The survey instrument was developed in coordination with City staff members and was largely influenced by feedback obtained in the qualitative portion of the study. The survey was also translated into Spanish and Spanish-speaking interviewers were available for those respondents who only spoke, or were more comfortable speaking, Spanish. The average length of the interviews was 12 minutes. Given the randomized procedure for selecting respondents, the overall size of the universe of adult residents in the City, and the sample size, the maximum margin of error for questions answered by all respondents in this study is +/- 4.8 percent (at a 95% confidence level).

The key demographics of the data collected in the telephone survey (i.e., gender, age, and ethnicity) duplicate those identified in Census 2000 data.

### **Student Survey**

As the telephone survey only sought to speak with adult residents, City staff recognized the importance of also gathering feedback from school-aged children in the City. To accomplish this objective, the telephone survey was modified and formatted to be applicable to students in the TVUSD. Students provided information on what they liked most about the current branch library, what they would like to see changed, and their interest in a variety of library services.

Students from four schools completed surveys. The responding youth represented grade school, middle school and high school age students. At each school, a staff member or librarian administered the survey in classrooms. In all, 232 surveys were administered and collected.

The City of Temecula has provided many and varied opportunities to hear from its residents about the need for a new library facility. This effort in the winter of 2002 was comprehensive in including the telephone survey, focus groups, community meeting and one-on-one interviews. Previous community involvement activities included a 1999 telephone survey on library service issues and needs, and a variety of public meetings of City Boards and Commissions. The GRA surveys and meetings were the most comprehensive approach to obtaining community involvement in the process.

## **B. Community Involvement**

The City of Temecula has conducted a number of public meetings and survey work to determine the interests and priorities of its residents. In order to better identify the issues affecting a new public library facility, the City commissioned Godbe Research & Analysis (GRA) to assess the needs and perceptions of the community. GRA is an independent public opinion polling firm that has conducted hundreds of needs assessment surveys for government agencies throughout California.

To gather input from residents, community organizations, special interest groups, special populations, and local agencies, GRA and City Staff divided the study into two main components: a qualitative effort that included in-person one-on-one interviews, focus groups, and a community workshop; and a quantitative effort that included randomized telephone interviews in the community and a hand-out survey for students.

### **Qualitative Study**

Participants in the one-on-one interviews were primarily representatives of the Temecula Valley Unified School District (TVUSD), the Temecula Library, and the City of Temecula. Participants of the focus groups represented a cross-section of several community, civic, and non-profit groups, as well as the TVUSD. For both the one-on-one interviews and the focus groups, City Staff directly contacted individuals and extended invitations.

For the community workshop, all Temecula residents were invited to attend. To inform the public of the event, City Staff posted flyers detailing the event at all City facilities--the two community recreation centers, the museum, City Hall, the Senior Center and the County branch library as well as advertising on the City's website prior to the event. Flyers were also sent to private schools in Temecula and the District's PTA organization. Invitations that were sent for one-on-one interviews or focus groups also included community meeting flyers for posting or distribution. In addition, the City publicized the event by placing two paid advertisements in the Press-Enterprise newspaper.

In total, 12 individuals participated in the one-on-one interviews, 28 residents attended the community workshop, and 41 individuals participated in the four focus groups. The organizations and agencies represented in the qualitative effort included:

- Assistance League of Temecula Valley
- Boys and Girls Club
- City of Temecula
- Community Solutions
- County Board of Supervisors
- Friends of the Temecula Library
- Inland Valley Filipino American Association
- Mocha Moms
- Riverside County Library System
- Southwest Riverside Hispanic Chamber of Commerce
- Temecula Home Schoolers
- Temecula Sunrise Rotary
- Temecula Teen Council
- Temecula Valley Chamber of Commerce
- Temecula Valley Unified School District
- Temecula Valley Unified School District PTA
- Temecula Valley Woman's Club
- Temecula-Murrieta Kiwanis

GRA staff moderated the one-on-one interviews, the focus groups, and the community workshop. All utilized the same discussion guide. For the one-on-one interviews, the moderator walked through the discussion guide and worksheet, taking notes and completing the worksheet as the topics were covered. These sessions were also tape recorded with the participant's permission. A slightly modified procedure was followed for the focus groups and the community workshop -- the worksheet portion of the session was handed out to participants, who completed the sections as instructed. These worksheets were collected upon the completion of each session. Open forum discussion of each worksheet followed the written procedure so that ideas could be shared and more fully explored. GRA documented the verbal discussions and included this information in the final Needs Assessment report.

### **Telephone Survey**

To obtain a representative view of the community's needs and perceptions, a randomized telephone survey was conducted. A random sample of area codes and exchanges was developed using zip codes within the City so that all households with a telephone had an equal chance of participating in the study.

The survey instrument was developed in coordination with City staff members and was largely influenced by feedback obtained in the qualitative portion of the study. Four hundred telephone interviews were conducted between the hours of 4:30pm and 9:00pm during the week and 10:00am and 4:00pm on Saturday and Sunday from February 27 to March 3, 2002. The survey was also translated into Spanish and Spanish-speaking interviewers were available for those respondents who only spoke, or were more comfortable speaking, Spanish. The average length of the interviews was 12 minutes. Given the randomized procedure for selecting respondents, the overall size of the universe of adult residents in the City, and the sample size the maximum margin of error for questions answered by all respondents in this study is +/- 4.8 percent (at a 95% confidence level).

The key demographics of the data collected in the telephone survey (i.e., gender, age, and ethnicity) mimic those identified in Census 2000 data. Additional data collected during the interviews further demonstrates that the findings of the survey speak to the diverse composition of the community: interviews were balanced proportionately throughout the geographic areas of the City and represented the full spectrum of household income levels, and nearly two-thirds had children in their home enrolled in either public schooling, private schooling, or home-schooling.

### **Student Survey**

As the telephone survey only sought to speak with adult residents, City staff recognized the importance of also gathering feedback from school-aged children in the City. To accomplish this objective, the telephone survey was modified and formatted to be applicable to students in the TVUSD. Students provided information on what they liked most about the current library, what they would like to see changed, and their interest level on a variety of library services.

Students from four schools completed surveys: Vail Ranch Middle School, Rancho Elementary, Chaparral High School, and Vail Elementary. At each school, a staff member or librarian administered the survey in classrooms. To minimize bias, their role was limited to distributing the surveys, answering basic questions to assist students in accurately completing their surveys, and collecting them upon completion. In all, 232 surveys were administered and collected between March 4 and March 6, 2002.

### **C. Schools Involvement**

Early in the planning stages for the new Temecula Public Library, City staff met with the Temecula Valley Unified School District Superintendent and other top administrators to discuss District needs and a potential partnership to provide youth services in the new facility. The District Board Members and the Superintendent also participated in the focus group portion of the Community Library Needs Assessment.

The Director of Special Programs for the District was commissioned to participate as a member of the City Library Planning Committee, representing the District's interests and needs. Additional meetings were held with a School Board Member, the District Librarian/Media Specialist, and the Coordinator of Family Programs. The student survey discussed above was an effort to obtain information from a key user group of public library services. While planning for a new library had been underway for several years, and school administrators, teachers and librarians had been involved in the meetings, this survey of students collected much first-hand information about the library and school-support needs of students today. School administrators were very helpful in the administration of the survey.

Through these discussions and survey results, specific student and youth services were identified and a work plan to implement the programs was developed. Working with the Assistant Superintendent, the Joint Use Cooperative Agreement between the District, County and City was forged to incorporate those programs and services. Throughout this process, great effort was taken to ensure that the needs of the School District and the student population were addressed and met.

### **D. Methods Used to Elicit Community Involvement**

#### **(1.) Qualitative Methods**

One-on-one interviews, workshops, and focus groups are qualitative research techniques that allow for considerable interaction between the participants and interviewer (called a moderator in the context of focus groups), and permit in-depth exploration of themes and ideas that arise throughout the course of discussion. One-on-one interviews, workshops, and focus groups provide an excellent method of assessing residents, key community organizations, and community leaders' opinions concerning the current County branch library and the need for a new, improved Public Library in the City of Temecula. In addition, the sessions can be used to explore the underlying rationale and motivation for residents' opinions on various topics. One-on-one interviews, workshops, and focus groups are also an excellent forum for identifying material and topic areas for inclusion in a telephone survey of residents.

Throughout this report, the one-on-one interview, workshop, and focus group participants will be identified as 'respondents', 'residents', and 'participants'. The small size of the groups does not permit the findings presented here to be reliably (statistically) generalized to larger populations. The one-on-one interviews, workshop, and focus groups should be thought of as a forum to generate ideas, messages, and hypotheses. It is the role of the telephone survey to scientifically test these ideas, messages, and hypotheses.

This research project consisted of 10 one-on-one interviews and a community workshop conducted on January 28, 2002 at the Temecula City Hall and four focus groups conducted on January 29, 2002 at the Temecula Community Center. The groups were composed of special interest groups, community members, organizations, leaders, and school groups within the City of Temecula's library service area. The sessions were led by Richard Sarles, Associate Research Director at Godbe Research and Analysis. In addition, a GRA analyst observed the group interaction at the community workshop and each focus group and took notes throughout each session.

#### **Efforts to Recruit Participants**

Although one-on-one interviews, workshops, and focus groups are not meant to generate statistically valid results for the reasons stated above, it is important that efforts are made to involve residents, community organizations, special interest groups, local agencies, and schools within the Library's service area. Accordingly, scheduling and invitations for the one-on-one interviews and focus groups were handled by City staff. For the one-on-one interviews, the Staff focussed on school administrators and community leaders. For the focus groups, the Staff sought to obtain a cross-section of Temecula groups that best represented the various community, civic, and non-profit groups, as well as the school district within Temecula.

For the community workshop, all Temecula residents were invited to attend. To inform the public of the event, City Staff posted flyers detailing the event at all City facilities--the two community recreation centers, the museum, City Hall, Senior Center and the Temecula Branch Library as well as advertising on the City's website, prior to the event. Invitations that were sent for one-on-one interviews or focus groups also included community-meeting flyers for posting or distribution. Flyers were also sent to private schools in Temecula and the District's PTA organization. In addition, the City publicized the event by placing two paid advertisements in the Press-Enterprise newspaper, one on Wednesday, January 23 and the other on Sunday, January 27 prior to the community workshop on January 28, 2002.

In all, 12 individuals participated in the one-on-one interviews (two of the interviews had two participants), 28 residents attended the community workshop, and 41 individuals participated in the four focus groups, representing approximately 13 community groups and organizations.

### **Discussion Format and Participant Worksheet**

The goal of a one-on-one interview, workshop, or focus group is to have individuals engage in an open, fluid dialogue about the issues of interest for a study. Similarly, one of the goals of the interviewer is to lead each session utilizing a semi-structured format that enables the information gathered in each session to be comparable. With this in mind, each session utilized a similar format for presenting the topics of discussion. Each session started with a general discussion about what participants liked most about the County branch library, the areas they viewed in need of the most improvement, and the services, materials, or attributes offered by the Library that residents perceived as most important. The discussion guide outlined each topic for the one-on-one interviews and included a worksheet that was utilized at various points in the discussion to record individual responses and perceptions. Because participants in a group format can be harder to monitor individually and may decide to work ahead on their own, the community workshop and focus group participants were only presented with the worksheet portion. Workshop and focus group participants were prompted in a similar manner as the one-on-one participants to record responses and perception during the course of the session. This was done to keep participants on the same topics, maximizing participation while relying on the interviewer's guidance.

It is important to note that because of the considerably small sample size involved, the results presented here are not representative of community members' opinions within the Temecula Public Library's service area. They are intended, rather, to provide a summary of the one-on-one interviews, workshop, and focus groups and to assist with the design of the survey instrument for the quantitative stage of the study. A copy of the discussion guide used in the one-on-one interview can be found in Appendix A and a copy of the worksheet presented to community workshop and focus group participants can also be found in Appendix A.

### **Understanding a 'Mean'**

Many results throughout this report will be discussed with respect to a descriptive 'mean'. 'Means' can be thought of as 'averages'. To derive a mean that represents perceived importance of various aspects of the Library (Worksheet Question 2), for example, a number value is first assigned to each response category (e.g., 'very important' = +2, 'somewhat important' = +1, and 'not at all important' = 0). The answer of each respondent is then assigned the corresponding number (from 0 to +2 in this example). Finally, all respondents' answers are averaged to produce a final number that reflects average perceived importance of each statement. The resulting mean makes interpretation of the data considerably easier.

### **Reporting on Focus Groups**

Because one-on-one interviews, workshops, and focus groups provide an opportunity to learn more about the perceptions, attitudes, and opinions of participants, the report presents the comments and opinions without regard to the objective accuracy of participants' statements.

## **(2.) Quantitative Methods**

### **Resident Survey**

As the primary purpose of this portion of the study was to gather representative input from adult residents of Temecula, a random sample of area codes and exchanges was developed using zip codes within the City. Based on Census 2000 data, there are total of 37,684 adult residents in the City of Temecula.

The questionnaire was developed in coordination with the City and was largely influenced by feedback obtained in the qualitative portion of the study. This document is included in Appendix A. The interviews were collected via telephone. Interviewers first asked potential respondents a series of screening questions, which were used to ensure that the person lived within the City and was at least 18 years old.

A screening question was also used to correct one of the inherent tendencies of the Random Digit Dialing (RDD) method to over-sample older residents and women. Specifically, RDD samples typically over-represent women and older residents because they are often more likely to be home in the early evening or on the weekend and are also more likely to answer the telephone. To adjust for this bias, interviewers asked to speak to the youngest adult male in the household. If the youngest male was not available at the time of the call, the interviewer asked to speak to the youngest adult female at home at the time.

Telephone interviews were conducted between the hours of 4:30pm and 9:00pm during the week and 10:00am and 4:00pm on Saturday and Sunday from February 27 to March 3, 2002. The survey was also translated into Spanish and Spanish-speaking interviewers were available for those respondents who only spoke or were more comfortable speaking Spanish. The average length of the interviews was 12 minutes. Given the randomized procedure for selecting respondents, the overall size of the universe of adult residents in the City, and a sample size of 400 respondents, the maximum margin of error for questions answered by all 400 respondents in this study is +/- 4.8 percent. A copy of the survey is included in Appendix A.

### **Student Survey**

As the telephone survey only sought to speak with adult residents, it was important to also gather feedback from school-aged children in the City. To accomplish this objective, the telephone survey was modified and formatted to be appropriate for students in the TVUSD. This document is included in Appendix A.

Students from four schools completed surveys: Vail Ranch Middle School, Rancho Elementary, Chaparral High School, and Vail Elementary. At each school, a staff member or librarian administered the survey in classrooms. To minimize bias, their role was limited to distributing the surveys, answering basic questions to assist students in accurately completing their surveys, and collecting them upon completion. In all, 232 surveys were administered between March 4 and March 6, 2002.

As is often the case when respondents complete their own surveys by hand, many of the items in the student survey were skipped or inadvertently left blank. To provide the most meaningful summary of the data, the findings of the student survey presented here summarize only those who provided a response to the particular question or item, rather than identifying a large 'no response' category for each.

**Cross Tabulations**

The City has a complete set of cross-tabulations of the data from the resident survey. Because of the limited amount of demographic information collected in the student surveys, cross-tabulations were unnecessary. Subgroups identified within these cross-tabulations and/or in the body of this report are presented in the table on the following page.

**Table 1 Subgroup Labels**

Subgroup Label	Respondents were grouped:
Adults in Household	by the number of adults in their household: 1, 2, and 3+ (Question B).
Age	by their age: 18-24 years, 25-34 years, 35-44 years, 45-54 years, 55-64 years, and 65+ years (Question F).
Ages of Children	by the ages of their children: 0 to 5 years, 6 to 12 years, 13 to 14 years, and 15 to 18 years (Question D).
Area of Residence	by the area of Temecula in which they lived: Old Town Area, South of Hwy 79 S, Between Hwy 79 and Rancho CA Rd, and North of Rancho CA Rd (Question A).
Children Under 19	by whether or not they had school-aged children in their home (Question C).
Ethnicity	by the ethnicity the respondent felt closest to: Caucasian/White, Latino(a)/Hispanic, Asian-American, Afr-American/Black, and Other (Question G).
Gender	into their appropriate category based on voice for the resident survey and from a question asked at the end of the student survey.
Grade	by the grade they currently attended (asked in the student survey only): 1-4, 5-8, and 9-12.
Household Income	by the income category chosen by the respondent: Under \$25,000, \$25,000 to \$39,000, \$40,000 to \$54,999, \$55,000 to \$69,999, \$70,000 to \$84,999, \$85,000 to \$99,999, \$100,000 to \$124,999, and Over \$125,000 (Question H).
Interview Language	by the language in which the interview was conducted: English or Spanish.
Type of School Children Attend	by the type of schooling their children attend: Public school, Private school, Home school (Question E).
Visited the Temecula Library in the Last Year	according to whether or not they had visited the Temecula Public Library in the last 12 months (Question 2).

In addition to analysis of response percentages, many results are presented as means, or averages (Questions 1, 5, and 6 of the resident survey and Question 3 of the student survey). To derive a mean that represents perceived importance of various components of library service (Question 1), for example, responses were recoded on a quantitative scale: 'critical' = +3, 'very important' = +2, 'somewhat important' = +1, and 'not at all important' = 0. Respondents' answers were then averaged to produce a final number that reflects average perceived importance of the services. The resulting mean conveniently expresses the results of scale items (Questions 1, 5, and 6 of the resident survey and Question 3 of the student survey) in a single numeric figure, thereby making interpretation of the data considerably easier.

These means represent the average response of each subgroup (see Table 1 above for a description of the subgroups). The table below references the scale used for each corresponding question. Please note that responses of 'don't know' and 'no answer' were not included in calculating the means for any question.

Table 2 ‘Means’ Questions and Corresponding Scales

Survey	Question	Measure	Scale	Values
Resident	1	Importance of Library Service Components	0 to +3	0 = Not at all important +1 = Somewhat important +2 = Very important +3 = Critical
Resident	5	Satisfaction with Aspects of the Library	-2 to +2	-2 = Very dissatisfied -1 = Somewhat dissatisfied +1 = Somewhat satisfied +2 = Very satisfied
Resident	6	Prioritization of Projects	+1 to +5	+1 = Low priority +2 +3 +4 +5 = Highest priority
Student	3	Interest in Various Library Services	0 to +4	0 = Not at all interested +1 +2 +3 +4 = Very interested

## 4. COMMUNITY ANALYSIS

### A. Executive Summary

The City of Temecula library service area population has increased by 3,137% between 1980 and 2000. In addition, the Temecula Valley Unified School District population has increased by 3,700% during the same 20 years. Currently, Temecula is the second fastest growing city in California. Growth is expected to continue over the next twenty years, dominating the planning issues for the next generation of Temecula residents. Such dramatic growth has had a tremendous effect on all public services, but especially on the schools and the Library.

The City's recent incorporation (1989) has allowed careful planning and management of the growth process, as well as oversight of the provision of City services. The rate of growth for Temecula is attributable to both new home construction and to annexation. In its planning efforts, the City has an established practice of consulting the residents through community meetings and surveying of residents. This community library needs assessment process includes statistical surveys, focus groups and community meetings. In all consultations, residents have clearly indicated their clear preference for a new library facility.

Temecula is a community of young working families. Over a third of Temecula residents are under 17 and 75.7% of Temecula residents are under 44, according to Census 2000. The community has more children and more young adults in proportion to the total population than the state and nation, and substantially more than the surrounding Riverside County. Family households with children under 18 make up nearly 83% of the resident population, compared with 68.9% for the state and 68.1% for the country as a whole. It is also apparent that in most homes both parents are working. Unemployment is very low, and while the per capita income is lower than the state and nation, the median family income is higher by a large margin.

The literacy rate among Temecula residents is very high, as is educational attainment. Fully 90% of Temecula residents are high school graduates, which contrasts with the County at 75%, the State at 76.8% and the nation at 81.6%.

The Temecula Valley Unified School District (TVUSD) operates 24 schools in the City and anticipates growth to 38 schools at build out. Although all schools have media centers (except the three charter schools), the schools do not have nearly the space required to accommodate the State's standard of 20 books per student. The high school library nearest the proposed public library site, for example, can only accommodate three books per student.

The demographic and education factors analyzed in this chapter have significant implications for the Library Plan of Service, and for the Library's mission, goals and service objectives.

## **B. Government Agencies**

The City of Temecula is the primary government agency that will have an influence on the planning of a new library facility. The City staff is strongly supported by the Riverside County Library system staff, both at the existing local branch and by the County Library administration.

Key individuals from the City of Temecula who are involved in the project at this time are:

### **City Officials and Staff and Their Roles:**

City Council and Mayor:

Mayor Jeff Stone  
Mayor Pro Tem Michael S. Naggar  
Council Member Jeff Comerchero  
Council Member Albert “Sam” Pratt  
Council Member Ron Roberts

City Manager Shawn Nelson  
Director of Community Services Herman Parker  
Deputy Director of Community Services Phyllis L. Ruse  
Senior Management Analyst to the City Manager Aaron Adams  
Information Systems Manager Tim Thorson

The Mayor and City Council Members were responsible for the vision and direction of the library project throughout the planning process. Their commitment to this project is evidenced by its inclusion in the City’s Five-Year Capital Improvement Program and the policy decision to set aside the required 35 percent matching funds toward this project. Two members of the Council served as advisory members on the City Library Planning Committee.

City staff was responsible for conducting the Community Needs Assessment for library services and facilities. Staff worked with Godbe Research and Analysis to design an effective survey instrument that would statistically measure the community library needs. Staff also organized and advertised the student surveys, community workshop, focus groups and one-on-one interviews in an effort to solicit qualitative input from major stakeholders, including students.

City staff was instrumental in organizing the various stakeholders and assembling the City Library Planning Committee (CLCP). Staff worked closely with the architectural firm to ensure that all CLPC recommendations were appropriately incorporated into the final library design and that program areas are reflective of the needs assessment results.

### **County Library Staff and Their Roles:**

The County Library's planning team consists of:

County Library Commissioner Marginia Kelly  
County Librarian Gary Christmas  
Deputy Administrator Mark Smith  
Regional Library Supervisor Gordon Conable  
Temecula Branch Manager Rosie Vanderhaak  
Assistant Branch Manager Mathilda Flores  
Children's Librarian Ginger Safstrom  
Reference Librarian Jo Daugherty  
Automation Manager Luther Brady

County Library staff members served on the CLPC in an invaluable capacity. Their experience and expertise in library design and operations contributed greatly to the overall design of the library and the service delivery methodology. Through an agreement with the City, the County Library will operate the new Temecula Public Library. In this capacity, their partnership in the Joint Use Cooperative Agreement was critical to the future success of the joint services to be provided to the student population.

### **School District Members and Their Roles:**

The Temecula Valley Unified School District participants are:

School Board Member Barbara Tooker  
Superintendent Dave Allman  
Assistant Superintendent Jeff Okun  
Director of Special Programs Gary Wilson  
District Librarian/ Media Specialist Suzanne Kral  
Coordinator of Family Programs Marilyn Skrbin  
Director of Information Management Systems Jose Romero

As early as 1999, the City of Temecula began a dialog with the School District that identified student service areas that could be introduced or enhanced through a partnership in a new library facility. District staff was candid in their limitations to effectively meet various extracurricular needs.

During the Community Needs Assessment research, Board Members and District staff participated in the one-on-one interviews and focus groups. The District also facilitated the student survey portion of the qualitative Needs Assessment.

District staff served on the CLPC, ensuring that the student services components of the facility would meet the needs of the K-12 population currently and into the future. Special technology meetings were scheduled including information system professionals from the District, County and City to guarantee that the library technology system would integrate with existing systems. Based upon the results of the Community Needs Assessment and direct communication with District staff and Board Members, an effective Joint Use Cooperative Agreement was negotiated. This collaborative effort will provide much-needed services to K-12 students in an integrated and cost-efficient manner.

## C. School Agencies

The Temecula Valley Unified School District (TVUSD) operates five high schools (including 2 comprehensive high schools, a continuation school, an adult education school and an independent home study school), four middle schools, three charter schools, a home-schooling program, and twelve elementary schools.<sup>1</sup> Total K-12 public school attendance for the 2001-02 school year is 20,258, according to California Department of Education data. The District anticipates that at full city build-out, it will operate a total of 38 schools. There are also 10 private schools and several preschools within the City.<sup>2</sup>

According to school personnel, every school in the Temecula Valley School District has a library media center, except for the three charter schools. Certificated librarians staff the high school libraries, while Library Clerks staff the media centers at the other levels. The District itself has a full-time designated Library Coordinator.

The District receives State funding for its collections. However, the media centers do not have nearly the space required to accommodate the State's standard of 20 books per student. The high school library nearest the proposed public library site, for example, can only accommodate three books per student. The TVUSD could benefit from a new city library temporarily depositing books and materials made possible through State funding at a homework center in the public library. Other needs include: space for and assistance with student homework completion and research; enhanced coordination between public librarians and school library media staff; delivery of library materials to/from the school district office and the library; and assistance for students on how to most effectively use the library.

The City of Temecula is within commuting distance of 22 private and public colleges and universities. There are also five community colleges in the regions, including Mt. Jacinto Community College, which also offers classes at satellite locations in the city.<sup>3</sup>

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<sup>1</sup> Temecula Valley Unified School District website, [www.tvusd.K-12.ca.us](http://www.tvusd.K-12.ca.us)

<sup>2</sup> City of Temecula website, [www.cityoftemecula.org](http://www.cityoftemecula.org)

<sup>3</sup> Husing, John E., *City of Temecula: Demographic, Economic & Quality of Life Data*, July 25, 2000

## D. Community Organizations

There are a number of community organizations in the City of Temecula, and many who have service needs that the Library could address. Following is a partial list of the community organizations that provide services and are recent recipients of City funding for community service agencies:

Outreach Children's Program	Watershed Clean Up
Oratorical Competition Program	YMCA Day Camp Program
Cub Scout Day Camp – Tahquitz District	Race for the Cure
Learning Connection (before & after school program)	Community Pantry
"Have a Heart" Camp	Parents Helping Parents
Temecula Center/Children's Health Care	TVCUG Community Training
Literacy Program: Reading Parties	People Helping People
Children's Theater/Artists in Residence	Temecula's Garden Glory
Old Temecula School House	Temecula Valley Special Olympics
Parent Education	Temecula Valley Historical Society
Youth Strings Competition	Temecula Valley Women's Club
Rape Victims/Rape Awareness	Foster Parent Association

Service needs for these organizations include meeting room space for small and large groups, access to technological advancements, such as Internet access, web-casting, and video-conferencing, space for collection of donations from the community, public notice posting, and local information and referral services.

## **E. Demographics and Growth**

Demographics can provide a “snapshot” of a geographical area, and combined with resident involvement and input, can help define the primary needs and characteristics of a community.

The following section identifies key demographic data for the City of Temecula. The city boundaries also comprise the boundaries of the library service area for the proposed new Temecula Public Library. This data is compared with the same factors for the State of California and for the United States. Comparable data for the County of Riverside is also included, and noted when Temecula data is shown to be significantly different from data for the County as a whole. Most of the data is gathered from Census 2000, the California Department of Finance and the Southern California Association of Governments (SCAG).

### **(1.) Current Population Characteristics and Projected Growth of the Service Area**

The City of Temecula, within Riverside County, is comprised of 27.1 square miles and is located 85 miles southeast of Los Angeles, 55 miles north of San Diego, and 61 miles southwest of Orange County.<sup>4</sup> According to Census 2000, the population of Temecula is 57,716.

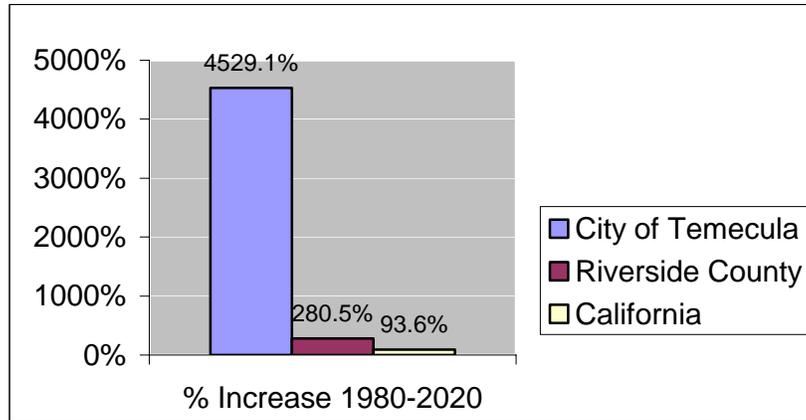
The City of Temecula has experienced tremendous growth over the last 20 years. The City has grown both by annexation and by new residential construction. From a 1980 population of 1,783 to today’s population (57,716) the rate of growth has been a remarkable 3,137%. In comparison, Riverside County has grown 132% in the same period, the State of California 43%, and the United States by 24%.

According to the Southern California Association of Area Governments (SCAG), the City of Temecula is projected to grow an additional 43%, or to 82,536 residents by 2020, compared with the County and State’s projected population increases of 64% and 35% respectively. (Population estimates for the United States through 2020 were not available.) SCAG’s growth projection for Temecula may prove to be an overly conservative projection: as reported by the California Department of Finance in May 2002, the City of Temecula is now the second fastest growing city in California, behind the City of Lincoln. The latest population estimates from the California Department of Finance show the current 2002 population as 72,715, an increase of 15,000 residents, or 26% in the two years since the 2000 census.

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<sup>4</sup> City of Temecula website, [www.cityoftemecula.org](http://www.cityoftemecula.org)

**City of Temecula, Riverside County, California  
Estimated Population Growth 1980-2020**



Source: U.S. Census Bureau, Census 2000; California Department of Finance; Southern California Association of Governments.

Exhibit 1, “Estimated Population Growth 1980-2020”, on the following page contains more detailed information on growth for the City of Temecula, Riverside County, California and the United States.

**(2.) Academic Performance Index (API)**

In California, the Academic Performance Index (API) is used as a measurement of school achievement for accountability purposes. The API is a set of raw numbers from 200 to 1,000. The California Department of Education calculates the API based on a school’s test scores on the Stanford 9 exam and, for the first time for the 2001 API, on the California Standards Test in English-Language Arts (CST ELA) of the Standardized Testing and Reporting (STAR) Program. A score of 800 is considered the mark of quality.<sup>5</sup> Approximately 18% of schools statewide were at or above the 800 mark on the 2001 Base API. Specifically, about 21% of elementary schools, 15% of middle schools, 5% of high schools, and 14% of small schools attained this score.<sup>6</sup> Schools are also ranked in comparison with other schools on a statewide basis and with similar schools based on their API. The rankings are on a 1-10 scale, with 10 being the highest.

<sup>5</sup> California Department of Education, *Explanatory Notes for the 2001 Academic Performance Index Base Report*

<sup>6</sup> California Department of Education, *2001 Base Academic Performance Reported for California Public Schools*

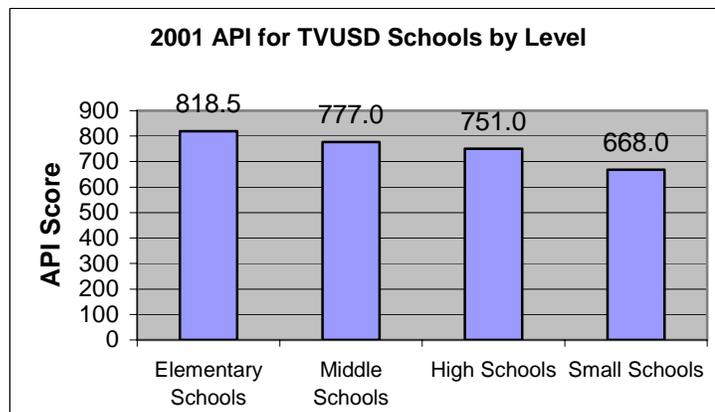
<b>Exhibit 1</b>						
<b>Estimated Population Growth 1980-2020</b>						
<b>City of Temecula, Riverside County, California, United States</b>						
	<b>1980</b>	<b>1990</b>	<b>2000</b>	<b>2010</b>	<b>2020</b>	<b>Pop. Increase 1980-2020</b>
<b>City of Temecula</b>	1,783	27,099	57,716	75,000	82,536	80,753
<b>Riverside County</b>	665,172	1,170,413	1,545,387	2,031,000	2,531,000	1,865,828
<b>California</b>	23,667,902	29,760,021	33,871,648	40,262,400	45,821,900	22,153,998
<b>USA</b>	226,545,805	249,464,000	281,421,906	Not Available	Not Available	
		<b>1980-1990</b>	<b>1990-2000</b>	<b>2000-2010</b>	<b>2010-2020</b>	<b>% Increase 1980-2020</b>
<b>City of Temecula</b>		1419.9%	113.0%	29.9%	10.0%	4529.1%
<b>Riverside County</b>		76.0%	32.0%	31.4%	24.6%	280.5%
<b>California</b>		25.7%	13.8%	18.9%	13.8%	93.6%
<b>United States</b>		10.1%	12.8%	Not Available	Not Available	

*Source: U.S. Census Bureau, Census 2000; Department of Finance, Demographic Research Unit; Southern California Association of Governments*

The Temecula Valley Unified School District (TVUSD) operates 22 schools, 12 elementary, 4 middle schools, and 3 High Schools, one of which is a continuation school, and 3 schools with alternate curricula. Seventeen (17) of the schools received a Base Academic Performance Index for 2001; the five schools that did not receive scores were 3 elementary schools which have opened since the 2001 Base Index was calculated, and two other schools (the continuation high school and a preparatory school) that do not participate in STAR testing.

According to the State Department of Education, K-12 schools within the Temecula public schools had an average 2001 API of 754, a statewide ranking of 7.8, and a similar schools ranking of 8.1. The average score varied with school level and type: the elementary schools as a whole averaged 818.5, above the state's mark of quality. The average API for TVUSD middle schools was 777, with a statewide ranking of 8.3, and a similar schools ranking of 6.8. The two high schools that received an API averaged 751, with a statewide ranking of 9.0 and a similar schools ranking of 10. Lastly, in the small schools category, two schools averaged a 668 API and a statewide schools ranking of 5.0 (a similar schools ranking is not calculated for small schools).

The following charts compare the average API for the four school groupings, and statewide and similar schools ranking for elementary, middle, and high schools, within the Temecula Valley Unified School District. A complete listing of TVUSD schools and their 2001 Base API and school rankings is contained in Exhibit 2, "Temecula Valley Unified School District 2001 Academic Performance Index Ranking", on the following page.



**Exhibit 2  
Temecula Valley Unified School District  
2001 Academic Performance Index Ranking**

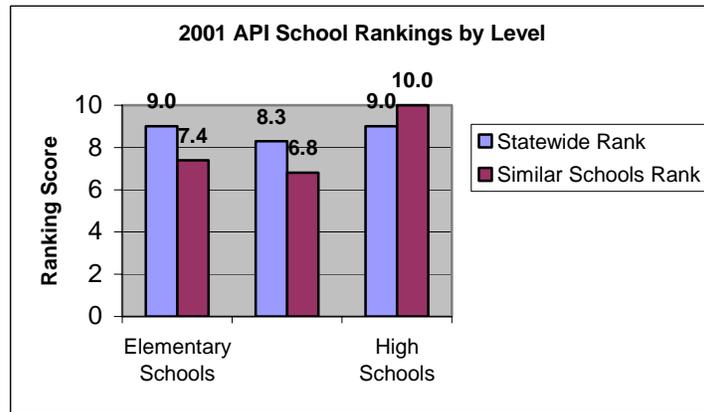
		2001	2001	2001
		API	Statewide Rank	Similar Schools Rank
<b>Elementary School</b>				
1	Jackson (Helen Hunt) Elementary	807	9	7
2	Nicolas Elementary	791	8	5
3	Paloma Elementary	856	10	9
4	Rancho Elementary	854	10	10
5	Red Hawk Elementary	830	9	7
6	Reinke (Abby) Elementary	860	10	9
7	Temecula Elementary	829	9	7
8	Vail Elementary	770	8	5
9	Vintage Hills Elementary	770	8	8
<b>Average API and Rank - Elementary Schools</b>		<b>818.5</b>	<b>9.0</b>	<b>7.4</b>
<b>Middle School</b>				
10	Day (James L.) Middle	771	8	6
11	Margarita Middle	776	8	7
12	Temecula Middle	803	9	9
13	Vail Ranch Middle	758	8	5
<b>Average API and Rank - Middle Schools</b>		<b>777.0</b>	<b>8.3</b>	<b>6.8</b>
<b>High School</b>				
14	Chaparral High	755	9	10
15	Temecula Valley High	747	9	10
<b>Average API and Rank - High Schools</b>		<b>751.0</b>	<b>9.0</b>	<b>10.0</b>
<b>Small Schools</b>				
16	Language Acquisition Magnet School (LAM)	550*	2*	N/A
17	Temecula Learning Center	786*	8*	N/A
<b>Average API and Rank - Small Schools</b>		<b>668.0</b>	<b>5.00</b>	<b>N/A</b>
<b>Average API and Rank - All K-12 Schools</b>		<b>754.0</b>	<b>7.8</b>	<b>8.1</b>

*\* This API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) test scores. APIs are based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.*

*N/A - means a number is not applicable or not available due to missing data.*

*Missing Schools - some schools in the district may not appear on this list because APIs were not generated for them for one of the following reasons. Very small schools, (fewer than 11 pupils with valid STAR test scores serving traditional student populations), special education schools and centers, and alternative, continuation, community day, court, community, and opportunity schools serving high-risk student populations are not in this system. These schools will participate in an alternative accountability system currently being developed. In addition, schools that had no STAR test results in 2001 will not receive a 2001 API Base Report.*

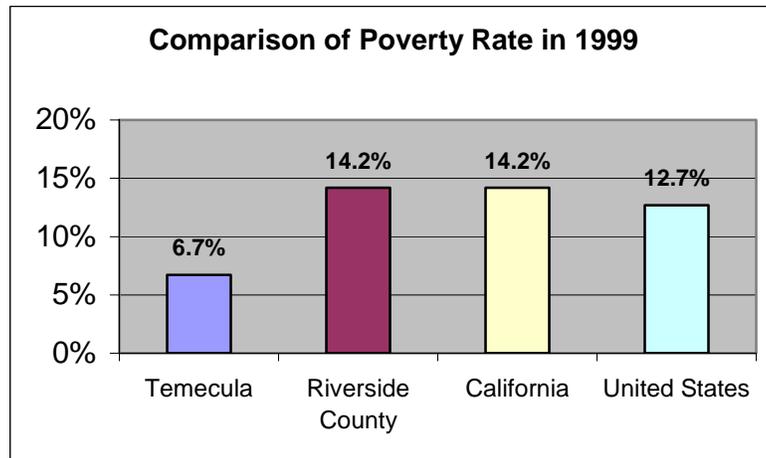
*Source: California Department of Education, DataQuest, Academic Performance Index*



Source: California Department of Education, DataQuest

**(3.) Poverty Rate**

The 1999 poverty rate among residents of the City of Temecula, at 6.7%, was significantly lower than the County's and State's at 14.2%, and the nation's at 12.7%.



Source: U.S. Census Bureau, Census 2000

**(4.) Per Capita Income**

The average per capita income for Temecula residents at \$21,557 was slightly lower than the State's (\$22,711) and the nation (\$21,766), but about 15% greater than that of Riverside County as a whole (\$18,689).

**Comparison of 1999 Per Capita Income**

Characteristic	Temecula	Riverside County	California	United States
Per Capita Income	\$21,557	\$18,689	\$22,711	\$21,766

Source: U.S. Census Bureau, DP-3, QT-03

**(5.) Literacy Rate**

In its 1991 National Literacy Act, Congress defined literacy as:  
*an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve goals, and develop one's knowledge and potential.*<sup>7</sup>

To understand the extent of the nation's literacy problem, the U.S. Department of Education commissioned an assessment of the literacy skills of American adults by the Educational Testing Service (ETS). The result was the National Adult Literacy Survey (NALS), a comprehensive study of adult literacy conducted in 1992. The study measured the English literacy skills of a random sample of 26,000 individuals in the United States aged 16 years and older based on 5 levels of competency.<sup>8</sup>

- ❑ **Level 1** – Almost all adults in this level can read a little, but not well enough to fill out an application, read a food label, or read a simple story to a child.
- ❑ **Level 2** – Adults in this level usually can perform more complex tasks such as comparing, contrasting, or integrating pieces of information, but usually not higher reading and problem solving skills.
- ❑ **Levels 3 through 5** – Adults in these levels usually can perform the same types or more complex tasks on increasingly lengthy and dense texts and volumes.

Researcher Stephen Reder of Portland State University, using sophisticated statistical modeling techniques, was able to calculate synthetic estimates of adult literacy proficiency for states, counties, Congressional districts, and cities with adult populations over 5000 using the 1992 NALS data.<sup>9</sup>

According to Reder's estimates, only thirteen percent (13%) of persons 16 years of age or older residing in Temecula read at lowest Level 1, and only 32% read at Levels 1 or 2. In the following table, it can be seen that a higher percentage of adults in Riverside County, the State and the nation read at Levels 1 and 2 as compared to adults in the City of Temecula.

**Comparison of Literacy Rates**

Literacy Rate	Temecula	Riverside County	California	United States
Level 1	13%	23%	23%	21-23%
Level 1 or 2	32%	48%	46%	46-51%

*Source: 1992 National Literacy Survey (NALS)*

<sup>7</sup>National Institute for Literacy, *The State of Literacy in America: Estimates at the Local, State and National Levels*, [www.nifl.gov](http://www.nifl.gov)

<sup>8</sup> National Institute for Literacy, *Frequently Asked Questions, How is Adult Literacy Measured?*

<sup>9</sup>National Institute for Literacy, *The State of Literacy in America: Estimates at the Local, State and National Levels*, [www.nifl.gov](http://www.nifl.gov)

## (6.) Unemployment Rate

The City of Temecula had a lower unemployment rate as of April 2002 than Riverside County, California and the nation, indicating a strong workforce that is a significant resource for the community. As shown below, Temecula's unemployment rate is 3.2%, less than Riverside County's as a whole at 5.2%, the State's at 6.3% and the nation's at 5.7% during the same period.

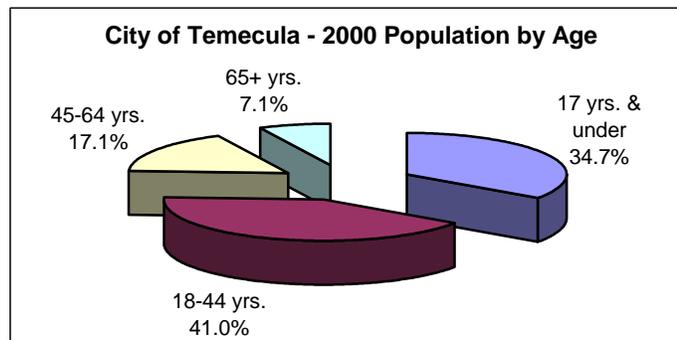
**Comparison of Unemployment Rates  
(Not Seasonally Adjusted)  
April 2002**

Characteristic	Temecula	Riverside County	California	United States
Unemployment Rate	3.2%	5.2%	6.3 %	5.7%

*Source: State of California EDD, Labor Market Information Division, April 2002*

## (7.) Population Composition by Age

The median age of Temecula residents in 2000 is 31.3, lower than the median age for Riverside County (33.1), the State (33.3) and the nation (35.3). Contributing to the lower median age is the fact that slightly more than one-third (34.7%) of Temecula's residents are youth aged 17 years and under. In comparison, this age group makes up 30.3% of Riverside County's population, 27.3% of California's, and 25.7% of the United States'. Temecula's senior population aged 65 years and older, however, makes up only 7.1% of its total population, as compared to the County, State and the nation's share of this age group at 12.7%, 10.6%, and 12.4% respectively.



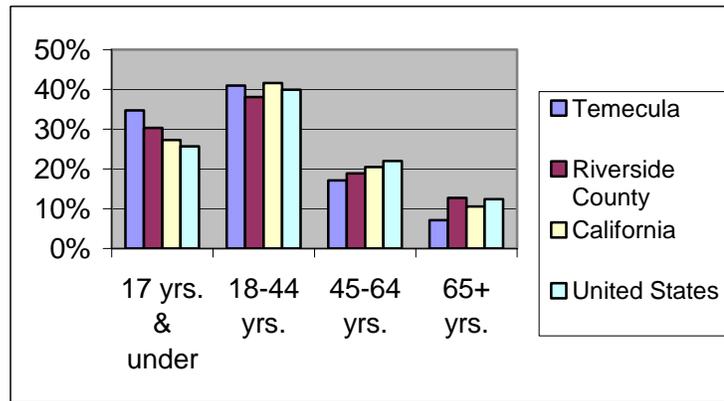
*Source: U.S. Census Bureau, Census 2000*

City of Temecula, Riverside County, California, United States  
Comparison of Population by Age - 2000

	Temecula	Riverside County	California	United States
<b>Total Population</b>	57,716	1,545,387	33,871,648	281,421,906
<b>Under 5 yrs.</b>	8.9%	7.9%	7.3%	6.8%
<b>5-17 yrs.</b>	25.8%	22.4%	20.0%	18.9%
<b>18-44 yrs.</b>	41.0%	38.1%	41.6%	39.9%
<b>45-64 yrs.</b>	17.1%	18.9%	20.5%	22.0%
<b>65 and over</b>	7.1%	12.7%	10.6%	12.4%
<b>Median Age</b>	31.3	33.1	33.3	35.3

*Source: U.S. Census Bureau, Census 2000*

Comparison of Age in 2000



Source: U.S. Census Bureau, Census 2000, DP-1

Exhibit 3, “Comparison of Population by Age”, contains more detailed information on age by population for the City of Temecula, Riverside County, California and the United States.

**Exhibit 3**  
 City of Temecula, Riverside County, California, United States  
 Comparison of Population by Age

	Temecula	Riverside County	California	United States
<b>Total Population</b>	57,716	1,545,387	33,871,648	281,421,906
<b>Under 5 yrs.</b>	5,115	121,629	2,486,981	19,175,798
<b>5-17 yrs.</b>	14,917	347,062	6,762,848	53,118,014
<b>18-44 yrs.</b>	23,689	588,784	14,080,433	112,183,705
<b>45-64 yrs.</b>	9,900	291,948	6,945,728	61,952,636
<b>65 and over</b>	4,095	195,964	3,595,658	34,991,753
<b>Median Age</b>	31.3	33.1	33.3	35.3
	Temecula	Riverside County	California	United States
<b>Under 5 yrs.</b>	8.9%	7.9%	7.3%	6.8%
<b>5-17 yrs.</b>	25.8%	22.4%	20.0%	18.9%
<b>18-44 yrs.</b>	41.0%	38.1%	41.6%	39.9%
<b>45-64 yrs.</b>	17.1%	18.9%	20.5%	22.0%
<b>65 and over</b>	7.1%	12.7%	10.6%	12.4%

Source: U.S. Census Bureau, Census 2000

	Temecula	Riverside County	California	United States
<b>17 yrs. &amp; under</b>	34.7%	30.30%	27.30%	25.70%
<b>18-44 yrs.</b>	41.00%	38.10%	41.60%	39.90%
<b>45-64 yrs.</b>	17.10%	18.90%	20.50%	22.00%
<b>65+ yrs.</b>	7.10%	12.70%	10.60%	12.40%

**(8.) Population by Occupation**

According to Census 2000 data, 25,359 Temecula residents aged 16 years and older were employed in various occupations in 2000. The following table compares the occupational classification of Temecula residents with that of Riverside County, California and the United States.

**Comparison of Population by 2000 Occupation**

Category	Temecula % of Total	Riverside County % of Total	California % of Total	United States % of Total
Managerial, Professional & Related Occupations	35.5%	27.8%	36.0%	33.3%
Service Occupations	14.8%	17.5%	14.8%	15.1%
Sales & Office Occupations	28.8%	27.1%	26.8%	26.7%
Farming, Forestry and Fishing Occupations	0.2%	1.6%	1.3%	0.7%
Construction, Extraction, and Maintenance Occupations	8.7%	11.8%	8.4%	9.5%
Production, Transportation, and Material Moving Occupations.	12.0%	14.3%	12.7%	14.7%

*Source: U.S. Census Bureau, 2000 Census, DP-3; QT-03*

The largest number of Temecula workers is employed in Managerial and Professional occupations (35.5%), with the second largest group being Sales and Office occupations (28.8%). Service (14.8%), Production, Transportation and Material Moving (12.0%), Construction, Extraction and Maintenance (8.7%) and Farming, Forestry and Fishing (0.2%) follow in that order.

Although the percentages vary, the same relative distribution of people among occupational categories exists for the County, State and nation.

**(9.) Median Property Value**

Housing values in the City of Temecula in 2000 were somewhat higher (\$190,100) than values for Riverside County's owner-occupied units (\$146,500). However, the median value for housing in Temecula was still more affordable than in California as a whole (\$211,500). Median property values for Temecula, Riverside County and the State all exceed that of the nation (\$120,978).

**Comparison of Median Property Cost – 2000**

	Temecula	Riverside County	California	United States
Median Property Value	\$190,100	\$146,500	\$211,500	\$120,978

*Source: U.S. Census Bureau, DP-4, QT-04*

**(10.) Population by Educational Level**

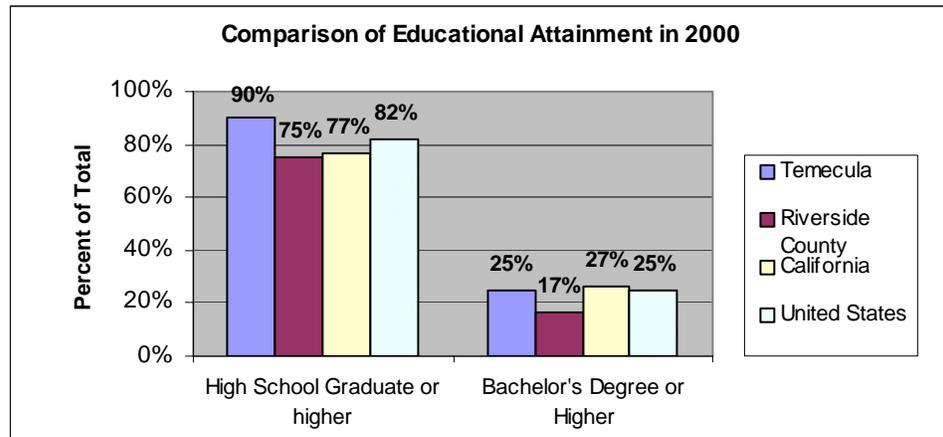
Just over ninety percent (90.1%) of residents 25 years or older are high school graduates or higher, as compared to 75% of Riverside County residents, 76.8% for the State, and 81.6% for the United States. Twenty-five percent (25%) of Temecula residents possess a Bachelor's degree or higher, compared to 16.6% of Riverside County residents. Approximately the same percentage of California (26.6%) and United States (25.1%) residents 25 years of age and older possess a Bachelor's Degree or higher as those in the City of Temecula.

**Comparison of Educational Attainment  
 Persons Age 25+**

Educational Attainment	Temecula	Riverside County	California	United States
Less Than 9 <sup>th</sup> Grade	3.5%	10.6%	11.5%	6.9%
9 <sup>th</sup> to 12 <sup>th</sup> Grade, No Diploma	6.4%	14.5%	11.7%	11.5%
High School Graduate (incl. Equivalency)	21.9%	24.7%	20.1%	29.5%
Some College, No Degree	34.8%	26.8%	22.9%	20.5%
Associate Degree	8.4%	6.9%	7.1%	6.5%
Bachelor's Degree	17.9%	10.7%	17.1%	6.1%
Graduate Degree	7.1%	5.9%	9.5%	9.0%
<b>Total Percent</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: U.S. Census Bureau, Census 2000, DP-2, QT-02

Only 3.5% of Temecula residents have less than a 9<sup>th</sup> grade education, in stark contrast to the rest of Riverside County (10.6%) and the State (11.5%). The United States' proportion (6.9%) is smaller than the County or State, but still substantially above the percentage of this group in City of Temecula.

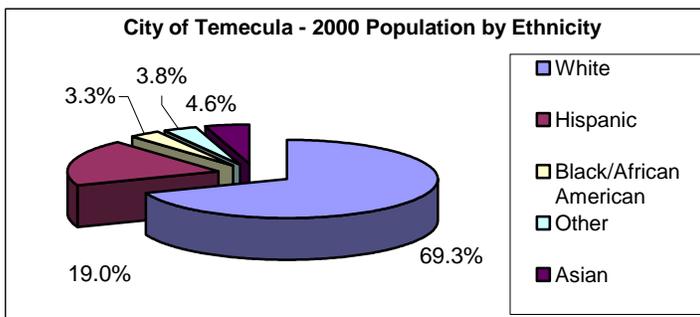


Source: U.S. Census Bureau, Census 2000, DP-2, QT-02

**Other Data**

**(a.) Ethnicity/Race**

The predominant population groups in the City of Temecula are those identifying as White (69.3%) and Hispanic/Latino (19.0%). In comparison, Whites as a group comprise 51% of Riverside County's population and 46.7% of California's population as a whole. The United States has a similar White population as Temecula at 69.1%.



Source: U. S. Census Bureau, Census 2000

Asians comprise 4.6% of Temecula's population, Black/African Americans 3.3%, and those of other races or more than two races make up the remainder of Temecula's residents. Riverside County has a smaller (3.6%) Asian population but a larger (6.0%) Black/African American population compared to Temecula. California's population contains 10.8% Asian and 6.4% Black/African American. The United States has an Asian population of 3.6%, but a much higher proportion of Black/African Americans at 12.1% than the City of Temecula, Riverside County or California.

City of Temecula, California, United States  
 Comparison of Population by Ethnicity/Race  
 Year 2000

	Temecula	Riverside Co.	California	United States
White	69.3%	51.0%	46.7%	69.1%
Hisp./Lat.	19.0%	36.2%	32.4%	12.6%
Black/Afr. Am.	3.3%	6.0%	6.4%	12.1%
Asian	4.6%	3.6%	10.8%	3.6%
Other	3.8%	3.2%	3.7%	2.6%

Source: U.S. Census Bureau, Census 2000

Exhibit 4, "Comparison of Population by Ethnicity/Race", contains detailed information on ethnicity/race for the City of Temecula, Riverside County, California and the United States.

**Exhibit 4**  
**City of Temecula, Riverside County, California, United States**  
**Comparison of Population by Ethnicity/Race**

<b>Ethnicity/Race</b>	<b>Temecula</b>	<b>California</b>	<b>United States</b>
<b>Total Population</b>	57,716	33,871,648	281,421,906
<b>White</b>	40,007	15,816,790	194,462,537
<b>Hispanic</b>	10,974	10,966,556	35,459,160
<b>Black/African American</b>	1,874	2,181,926	34,052,051
<b>American Indian and Alaska Native</b>	321	178,984	1,969,953
<b>Asian</b>	2,667	3,648,860	10,131,189
<b>Hawaiian and Other Pacific Islander</b>	152	103,736	281,422
<b>Some Other Race</b>	81	71,681	562,844
<b>Two or More Races</b>	1,640	903,115	4,502,750
	<b>% of Total</b>	<b>% of Total</b>	<b>% of Total</b>
<b>Total Population</b>	100.0%	100.0%	100.0%
<b>White</b>	69.3%	46.7%	69.1%
<b>Hispanic</b>	19.0%	32.4%	12.6%
<b>Black/African American</b>	3.3%	6.4%	12.1%
<b>American Indian and Alaska Native</b>	0.6%	0.5%	0.7%
<b>Asian</b>	4.6%	10.8%	3.6%
<b>Hawaiian and Other Pacific Islander</b>	0.3%	0.3%	0.1%
<b>Some Other Race</b>	0.1%	0.2%	0.2%
<b>Two or More Races</b>	2.8%	2.7%	1.6%

S. Census Bureau, Census 2000, Table P8

Ethnicity among Temecula’s K-12 public school population is similar to the City as a whole: 68.2% of all students identify as White, 18.1% as Hispanic/Latino, 4.7% as Black/African American, and 6.1% as Asian and Filipino. The remaining 2.9% identify as some other race or of multiple race. A complete listing of K-12 public school enrollment by ethnic group for the Temecula Valley Unified School District is contained in Exhibit 5, “Enrollment by Ethnic Group, 2001-02”, on the following page.

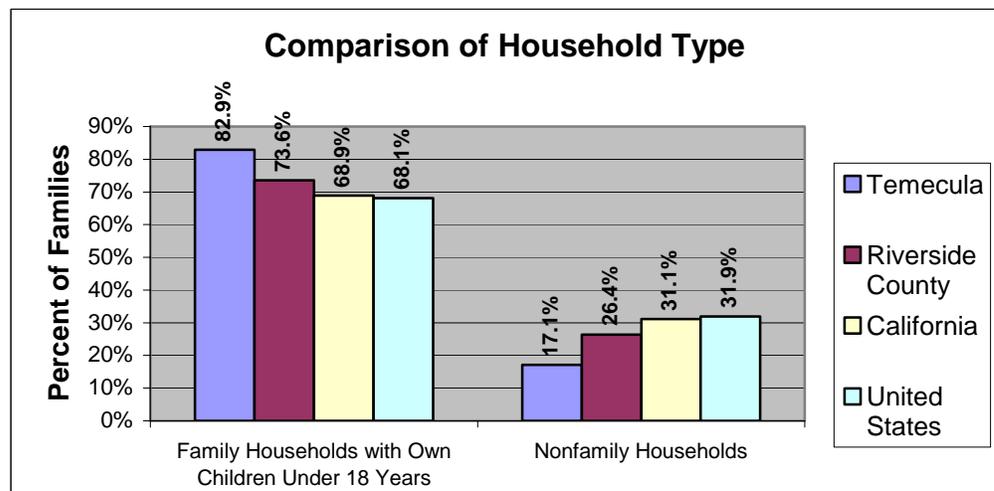
**(b.) Household by Type**

The City of Temecula, as reflected by its high percentage of residents 17 years and under, is a community of families. According to Census 2000 data, 82.9% of households include children less than 18 years of age. In comparison, in Riverside County as a whole, 73.6% are family households. Among California households, this percentage drops to 68.9% and nationally this figure is 68.1%.

**Comparison of Household Type - 2000**

Characteristic	Temecula	Riverside County	California	United States
Family Households with Own Children Under 18 Years	82.9%	73.6%	68.9%	68.1%
Nonfamily Households	17.1%	26.4%	31.1%	31.9%
Total Households	100.0%	100.0%	100.0%	100.0%

Source: U.S. Census Bureau, Census 2000, DP-1



Source: U.S. Census Bureau, Census 2000, DP-1

**(c.) Median Household Income**

The median household income for the City of Temecula in 1999 was \$59,516, as compared to \$42,887 for Riverside County, \$47,493 for California, and \$41,288 for the United States.



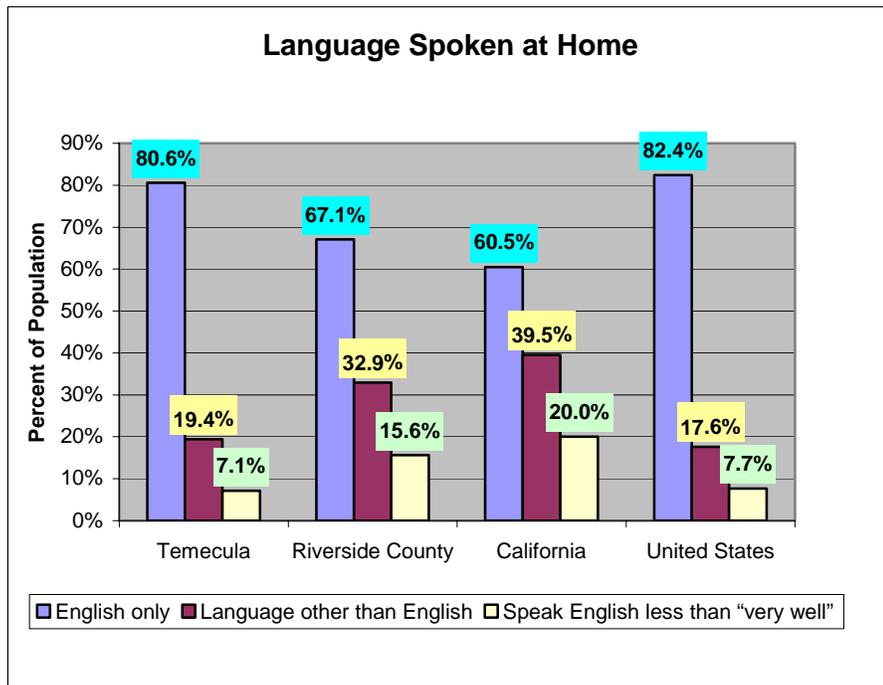
**(d.) Language Spoken at Home**

According to Census 2000 data, among 80.6% of Temecula’s population aged 5 years and older, English is the language spoken at home. Approximately 19 percent (19.4%) speak a language other than English at home, and 7.1% indicate that they speak English less than “very well”. In comparison, in Riverside County, 67.1% speak English only in the home, whereas 32.9% speak another language at home, and 15.6% speak English less than “very well”. Over thirty-nine percent (39.5%) of Californians over 5 years of age speak another language other than English at home and 20.0% speak English less than “very well”. In this regard, Temecula is more similar to the United States as a whole, which has only 17.6% speaking another language at home and 7.7% speaking English less than “very well”.

**Language Spoken at Home**

	Temecula	Riverside County	California	United States
English only	80.6%	67.1%	60.5%	82.4%
Language other than English	19.4%	32.9%	39.5%	17.6%
Speak English less than “very well”	7.1%	15.6%	20.0%	7.7%

Source: U.S. Census Bureau, Census 2000, DP-2, QT-02



Source: U.S. Census Bureau, Census 2000, DP-2, QT-02

## 5. COMMUNITY CHARACTERISTICS

### A. Findings from the Demographic Profile

Rapid growth is the dominant population characteristic of the City of Temecula. Over the last 20 years, the City has grown from a sleepy rural community to a bustling city. Growth is expected to continue over the next twenty years, dominating the planning issues for the next generation of Temecula residents.

Temecula is a community of young working families. Over a third of Temecula residents are under 17 and 75.7% of Temecula residents are under 44, according to Census 2000. The community has more children and more young adults in proportion to the total population than the state and nation, and substantially more than the surrounding Riverside County. Family households with children under 18 make up nearly 83% of the resident population, an astounding number, very much ahead of the county, state and national figures. It is also apparent that both parents are working. Unemployment is very low, and while the per capita income is lower than the state and nation, the median family income is higher by a large margin.

The literacy rate among Temecula residents is very high, as is educational attainment. Fully 90% of Temecula residents are high school graduates, which contrasts with the County at 75%, the State at 76.8% and the nation at 81.6%.

The Temecula Valley Unified School District (TVUSD) operates 24 schools in the City and anticipates growth to 38 schools at build out. Although all schools have media centers (except the three charter schools), the schools do not have nearly the space required to accommodate the State's standard of 20 books per student. The high school library nearest the proposed public library site, for example, can only accommodate three books per student.

### B. Findings from Surveys and Interviews

#### (1.) Need for a new library in Temecula

The results of the qualitative and quantitative study indicate that residents clearly identify the need for a new, larger library in the community. Without being prompted, the majority of comments about areas for improvement in the current County branch library centered on a space deficiency. A lack of available parking -- especially during peak times; a severe shortage of chairs, tables, and study areas; too few computer workstations with Internet access; inadequate floor space and seating in the children's area; one community meeting room that is often booked solid for weeks at a time; and limited space for book collections and multimedia materials dominated concerns.

Many respondents also felt the location of the current County library branch was a particular problem. Because it is near the far northern edge of the town, many felt that its location neglects the majority of the City -- especially with much of the City's growth over the last ten years focused on the southern edge.

Many felt the Library should be more central to schools and neighborhoods -- more accessible to the City's residents overall. Additionally, one of the most problematic areas of traffic congestion in the City occurs along the streets that provide access to the County branch library and, around peak hours, results in requiring more than 20 minutes to travel less than a mile.

Availability and accessibility of the branch library and its services and programs were key concerns of residents. The limited space of the current branch often results in turning away library users (children in particular) from participating in programs such as book clubs and story times. With only seven computers with Internet access, participants expressed great concern with lengthy wait times and the inability to utilize the web on a consistent basis for their research needs.

### **(2.) Students Perceptions Of Library Needs**

The results of the handout survey to 232 students in elementary school, middle school, and high school indicate that students are very familiar with the shortage of space at the current County branch library and would greatly benefit from a new, larger library. When asked 'If you could make a couple changes or improvements to the Temecula Library, what would they be?' The most common responses included a bigger and better selection of books, adding more computers and Internet access, and increasing the size of the Library.

### **(3.) Students' Library Service Needs**

Students' needs included a mix of traditional and non-traditional library services. Although the most common task performed by students at the Library was simply checking out books to read at home or school, most also mentioned using the Internet, chatting with friends online, and checking out multimedia materials, such as CDs and DVDs. Students (and younger individuals identified in the telephone survey) were the most likely demographic groups to recognize value in the Library offering technology and multimedia materials to its users. Unfortunately, as identified in the resident survey, the number of computer workstations (there are currently a total of six) and the availability of multimedia materials received nearly the lowest levels of satisfaction of the many aspects tested.

When students were asked specifically about their interest level in a list of library services, several options rose to the top. Expanding the multimedia collection was the most popular, which is not surprising given that students mentioned accessing multimedia materials as one of their most common activities at the library. Increasing library hours was also very popular. Students who participated in the qualitative portion of the study were quick to point out that the County branch library is currently only open until six o'clock during the week except Monday night, when it is open until nine o'clock. The current location of the branch library and these hours make it very difficult for students to use the library for homework or school-related projects during the week. Students also identified providing assistance in applying for colleges and financial aid and having the ability to access the Library's collection via the Internet as high priorities for themselves and their classmates.

#### **(4.) General Population Library Service Needs**

Although individuals differed in where they thought the primary focus should be, everyone felt the Library should provide services for the entire community -- all ages and ethnic groups. Examples include: reading readiness programs and puppet shows should be offered to preschoolers, story times and book clubs for grade schoolers, after school programs and homework assistance for teens, literacy programs, book clubs, and community meeting rooms for adults, and genealogy and Internet training classes for seniors. Several mentioned that the Library should provide cultural opportunities and materials and, moreover, these should be distributed throughout the Library rather than confined to a special 'cultural section'.

Having the most up to date technology was also viewed as of the utmost importance. Again, individuals maintained different opinions on the extent of technology that should be available at the Library, but nearly all believed that economizing in this area would be a fatal error in design and planning. That is, in a world full of bookstores and with the Internet expanding and becoming more ingrained in society, the Library has the opportunity to capture the best of both worlds: providing the up to date reading materials of a bookstore and the powerful research capabilities of the Internet, combined with the community and learning-centered focus of the Public Library.

Another topic that received a lot of attention was the Library's collaboration with local schools. Many sought a stronger link between the efforts of the two government entities. In fact, in the quantitative study, collaboration between the schools and the Library and after school homework programs were two of the highest rated components of the library. Examples mentioned in the qualitative study included better 'advertisement' of library-sponsored programs and services within the schools, coordination of the schools' software or research material requirements with the Library's collection and available resources, after-school tutoring or study sessions, an express shuttle bus between the schools and the Library, and more frequent visits from the school to the Library to introduce, or reintroduce, children to the Library.

## **C. Findings Concerning Current Library Use**

This section analyzes current County branch library use and holdings. It is based on information received from the Riverside County Library for the fiscal year 2000-2001.

More detail supporting this section can be found in Exhibits 6-8, "Monthly Statistics for July 2000 through June 2001", "Holdings and Circulation by Collection Category", and "Item Count Report Through December 31, 2001" respectively, at the end of this section.

### **(1.) Library Holdings**

The County branch library has a collection of approximately 73,353 items. These include adult, young adult and children's materials, and materials in Spanish, and in a variety of formats such as videocassettes and audiocassettes. The juvenile collection (materials for children) is approximately 37% of the total collection and contains fiction and non-fiction materials, a substantial reference collection, a small collection of Spanish language materials and 773 media items (videos, audio books and music). The Adult/Young Adult collection is approximately 63% of the total collection, and includes the same types of materials as the juvenile collection, but also includes the local history collection, DVDs, CD Roms, and CDs for circulation. The Spanish Language collection is found in both children's and adult areas, and includes books, videos, fotonovellas, paperback books, and magazines.

The collection of library materials is supported and expanded by the Riverside County Library system. The library is a branch of a system that includes 11 branches, 13 stations, and a bookmobile. The County Library also manages an automated catalog that provides an extended system for borrowing by allowing the expedited sharing of the holdings of the County Library facilities and the City of Riverside Library, the Moreno Valley Library, the Murrieta Library and the San Bernardino County Library system. In total, these collections provide 1.7 million items available to Temecula residents within a short period of time. A regional delivery system transfers materials to the patron's branch facility for pick up. The County branch library houses approximately 5% of the collection available within the County Library and extended system.

### **(2.) Library Use**

During FY 2000/2001, the County branch library in Temecula circulated nearly one half million items (471,157). This is approximately 22% of the total circulation of the County Library and about 11.4 % of the extended system circulation, in stark contrast to the 5% of the collection actually housed at the branch.

Approximately 257,000 users visited the County branch library during 2000-2001. 13,542 people used the meeting room and 270 meetings were held in the community meeting room.

The County branch library staff answered nearly 200,000 reference questions. This service is provided in person, by telephone, fax or e-mail. The branch library serves as the back-up reference center for the other libraries in the mid-south area of the County. The reference questions represent approximately 40% of all reference questions answered by County Library staff throughout the system.

Volunteers are a big presence in the County branch library. Nearly one quarter of the volunteer hours contributed throughout the system are provided in the Temecula branch.

During 2000-2001 the Library staff conducted a number of programs for children and adults. Following is a brief summary illustrating the kind and diversity of programs.

<b>Programs</b>	<b>Number of Programs FY 2000-2001</b>
Toddler Storytimes	18
Preschool Storytimes	101
K-grade 8 Programs	6
Family Reading Programs	15
Adult Programs	3
Tours of the Library	71
Total Programs	214

### **(3.) Findings Regarding Library Use**

The current County branch library is a heavily used facility, one that represents a substantial portion of the library use Countywide. Forty percent of the system's reference questions are answered at the County branch library in Temecula, and 22% of the materials circulation is from the Temecula branch. The branch library hosted 270 meetings and staff conducted another 214 programs for people of all ages.

Access to the collections and resources of the other branches of the Riverside County Library and to the collections of other members of the automated system provide a substantial benefit to County branch library users, expanding the resources available to 1.7 million items. An additional 1.1 million volumes are available to library patrons through an interlibrary loan program with the San Bernardino County Library system. While the Temecula branch houses approximately 5% of the County Library's holdings, the circulation from this branch is, as already mentioned, 22% of the system total.

The turnover rate for the Temecula branch is by far higher than any other facility (Turnover rate is a measure of the Library's average annual circulation per item in the collection; it is a general measure of the intensity of use of the collection). This fact has two implications:

- Demand for library materials is very high at the Temecula branch library; and
- Staff does a very good job of making available materials that the Temecula borrowers want.

The County branch library in Temecula is a busy facility with very high measures of library use. Additional information can be found in Exhibit 6, "Monthly Statistics for July 2000 through June 2001", on the following page.

The next chapter of this report will explore the service, program and collection needs of the community in light of this level of use.

Exhibit 6.  
Temecula Library Branch  
Monthly Statistics for July 2000 through June 2001

I. LIBRARY USAGE	Temecula	County Library	Percent of Total
A. Total door count:	257,449	1,463,860	17.6%
B. Total hours open for the month:	2,393	39,410	6.1%
C. Meeting room use:			
1. Number of meetings:	270	3,524	7.7%
2. Attendance:	13,542	54,399	24.9%
<b>II. REFERENCE QUESTIONS:</b>	<b>192,128</b>	<b>485,486</b>	<b>39.6%</b>
<b>III. VOLUNTEER/ THIRD PARTY WORKERS</b>			
A. Number of volunteers:	647	2,753	23.5%
B. Total number of Hours:	5,646	24,423	23.1%
C. New volunteers for the month:	76	287	26.5%
D. Number of third party workers:	0	6	0.0%
E. Total third party hours:	0	64	0.0%
<b>IV. OUTREACH</b>			
A. Visits with community agencies & groups:	18	553	3.3%
B. Number of meetings with Friends:	4	233	1.7%
C. Number of presentations made:	6	192	3.1%
D. Number of school classes visited:	15	646	2.3%
E. Shut-in/Home Library Service			
1. Visits to shut-ins:	20	240	8.3%
2. Materials delivered to shut-ins:	171	1,066	16.0%
3. Number of shut-ins:	52	208	25.0%
4. Number of times materials were pulled:	12	144	8.3%
F. State Library Blind & Physically Handicapped			
1. Residents served:	0	85	0.0%
2. Materials circulated:	0	684	0.0%
<b>V. PROGRAMS</b>			
A. Toddler Storytimes:	18	54	33.3%
1. Attendance:	634	1,065	59.5%
B. Preschool Storytimes:	101	638	15.8%
1. Attendance:	2,714	14,811	18.3%
C. K-8 Programs:	6	211	2.8%
1. Attendance:	420	5,347	7.9%
D. 9-12 Programs:	0	27	0.0%
1. Attendance:	0	213	0.0%
E. Reading incentive programs			
1. Number of sign-ups:	5,150	13,353	38.6%
2. Participants completing program:	2,100	6,023	34.9%
F. Family reading programs:	15	482	3.1%
1. Attendance:	1,490	8,261	18.0%
G. Adult programs:	3	197	1.5%
1. Attendance:	73	2,693	2.7%
H. Number of visits by school classes:	1,109	1,730	64.1%
1. Attendance:	1,771	13,232	13.4%
I. Visits to the library (other):	9	60	15.0%
1. Attendance:	192	954	20.1%
J. Number of tours of the library:	71	106	67.0%
1. Attendance:	1,377	2,330	59.1%

Source: Riverside County Library System

**Exhibit 7.  
 Temecula Branch Library  
 Riverside County Library  
 Holdings and Circulation  
 by Collection Category**

	<b>Holdings</b>	<b>2000/2001 Circulation</b>	<b>Turnover Rate</b>	<b>Percent of Total Circulation</b>
<b>Adult Collection</b>				
Non Fiction	21,781	72,986	3.4	15.5%
Fiction	13,782	72,652	5.3	15.4%
Languages	1,036	1,434	1.4	0.3%
Reference	5,121	362	0.1	0.1%
Media	2,406	29,815	12.4	6.3%
Other Adult Media*	570	4,582	8.0	1.0%
Miscellaneous**	549	73	0.1	0.0%
Adult Magazines/VF	1,093	8,274	7.6	1.8%
<b>Total Adult Collection</b>	<b>46,338</b>	<b>190,178</b>	<b>4.1</b>	<b>40.4%</b>
<b>Juvenile Collection</b>				
Non Fiction	11,631	60,161	5.2	12.8%
Fiction	13,236	204,495	15.4	43.4%
Languages	680	1,659	2.4	0.4%
Reference	1,095	4	0.0	0.0%
Media	773	14,660	19.0	3.1%
<b>Total Juvenile Collection</b>	<b>27,415</b>	<b>280,979</b>	<b>10.2</b>	<b>59.6%</b>
<b>Total Collection</b>	<b>73,753</b>	<b>471,157</b>	<b>6.4</b>	<b>100.0%</b>

Source: Riverside County Library Monthly Item Circulation by Material Code FY 2000/2001

\*Other Adult Media includes: DVDs, CD Rom, CDs, and AV Kits.

\*\*Miscellaneous includes: Local History recordings, microform, uncataloged, music scores, etc.



## 6. LIBRARY SERVICE NEEDS

### A. Executive Summary

The rapid growth of the Temecula community over the last generation has strained school and public services and challenged public agencies to keep up with the growth. Library services are a good example of this growth challenge. When the County branch facility was built in 1992, the population of Temecula was 31,603. The explosive growth that has taken place has moved the City center away from the current branch location.

The current branch facility is clearly too small to meet community library needs today. In 1999, after reviewing a preliminary needs assessment, the City decided to build a new 34,000 square foot facility in a more centrally located area, while the County continues to operate its current branch. According to 2020 population projections, the combined size of the two facilities will provide the City with .61 square feet per capita, within the adequate range of many standards for library space.

### Children's Services

Serving Temecula's children is a key aspect of current library services; nearly 53% of the annual circulation is children's materials. Currently, library staff conducts 60% of the County's toddler story hours in the County branch. Survey research shows that the community places a high value on high quality service to children. Survey respondents rated children's services as either "critical" or "very important" including the following:

- Summer reading clubs
- Reading readiness programs for preschoolers
- Homework centers for students to get tutoring assistance
- Working directly with the schools in Temecula

Finally, the demographics show that Temecula is a community of families; nearly 83% of the households had children under 18, a figure substantially ahead of the county, state and nation. Children's services will continue to be one of the highest demand services in any library facility in Temecula.

### Youth Services

In Temecula, services to children and youth are high priority. Survey research shows that 75% of respondents believed that a homework center for students is "critical" or "very important". Students themselves were surveyed, and their most requested improvement was a "bigger/better selection of books"; second priority was given to more computers and Internet access. The teens of Temecula come from families with high educational attainment, where both parents work. These teens need a separate dedicated space in the Library, with curriculum support and technology access.

Growth issues are also affecting the public schools in Temecula. Classroom space is at a premium, and space for library/media centers throughout the system is small. The school media centers do not have space to house adequate materials for students and look to the public library to help meet these needs.

It has been established that the education of youth is a primary community value, and the public library should support this value. The creation of a homework and technology area in the new Temecula Public Library will be a tremendous increase in the learning resources available to students. In addition, students need hours of service beyond the school district-provided homework programs. The homework center proposed for the new Temecula Public Library should have expanded hours of service until 8 p.m. at least some evenings during the week. The Plan of Service should address the hours of service and the Building Program should include appropriate space, equipment and collections to create such a space.

School Board Members and District staff have requested these services be offered to K-12 school children in the library as a means of enhancing programs offered at all grade levels. Temecula Valley Unified School District, as the administrative agency for many home-schooled students, is also supportive of providing study assistance and technology access to home-schooled students. Providing the same level of technology and access to District proprietary databases to home-schooled or privately schooled children will ensure equal learning opportunities for all students within the City.

### **Adult Services**

The adult population of Temecula is comprised of working commuters who place high value on the Library collections and technology. The telephone survey indicated that services popular with commuters included expanded evening hours (47%), and a collection of books on tape or CD was a “critical” or “very important” service (57%). Faced with incredible demand for reading material, the staff has been hugely successful in developing the collection of the current branch as a popular library. The collections turnover rate of the branch is by far the highest of any County library facility. However, the community needs additional print resources that the current inadequate facility has not been able to support. At minimum, the reference collection of the new Temecula Public Library should double the collection in the current branch. It is also necessary to expand the scope of the reference collection and the non-fiction collections. The general collection size for the City of Temecula should be approximately 2 to 2.5 items per capita, for a total by the year 2020 of 165,072 – 206,340. The collection in the current branch library facility is approximately 73,753, so that the new facility should have 132,587 items based on 2.5 items per capita. Temecula’s demographics reveal that 26.5% of the population speaks a language other than English in the home. The majority of languages other than English identified are Spanish and various Asian languages. The very small Spanish language collection at the current branch does not meet the community’s collections needs. Expanding the special collection of International Languages collection will increase the number of items to 3.0 per capita.

In a community growing as rapidly as Temecula, residents need a place for community gatherings and meetings. Meeting room space is at a premium in the City and the numerous clubs and organizations have difficulty finding locations for their activities. The library should offer several smaller rooms for committee work and small group meetings. The large meeting room should feature videoconferencing technology, enabling residents to take advantage of far-off cultural events and distance-learning opportunities. Such amenities offer a forum for people and ideas to come together in the spirit of community and the public library is the perfect setting for this interaction.

## **B. Space Issues**

The City of Temecula is currently served by a branch of the Riverside County Library located in the far northern side of the City. When the branch facility was built in 1992, the population of Temecula was only 31,603. In the year 2000 the population was 57,716 and had grown to 72,715 by 2002. The explosive growth that has taken place has moved the center of the City away from the current branch location, and has resulted in the facility being inadequate to serve the population.

The facility is approximately 16,000 square feet, or .28 square feet per capita for the 2000 population of the City; projections for 2020 put the population at 82,536, and if this facility were the only library available to residents at that time, the measure would be .19 square feet per capita.

The branch is small but well maintained and furnished. Accommodations for library users include a total of sixty-seven reader seats for the combined adult and children's areas. There is a community program room which seats 100.

In terms of public access and staff assistance points, the branch has a circulation service desk, a reference desk and a service desk in the children's area of the Library.

The Library collections are at capacity for shelving, and indeed appear to have reached this status some years ago. The collection is very active, with large amounts of the collection in circulation at any one time, and a very high turnover rate, which indicates high-use, in-demand popular items. An overview of the library use statistics is found in the previous chapter, *Community Characteristics*. Additional information on the current branch holdings and use is contained in Exhibits 6-8 at the end of that chapter.

The current branch facility is clearly too small to meet library needs today. In 1999, the City, after reviewing the preliminary needs assessment developed by Library Consultant Linda Demmers and LPA, decided to build a separate 34,000 square foot facility in a more centrally located area, while the County continues to operate the current library branch in conjunction with the new facility. According to 2020 population projections, the combined size of the two facilities will provide the City with .61 square feet per capita, within the range of many standards for library space. Further discussion of library space standards can be found in the following chapter, *Space Needs Assessment*.

## **C. Children's Programs and Services**

Given the demographic characteristics of the Temecula community, it is not surprising to find that children's materials and programs are among the most popular offerings of the current branch library. Circulation of children's materials accounts for almost 60% of the library branch circulation, while the collection is less than half. Children's programs are heavily attended; during the last year, staff provided 119 programs for preschool children and attracted 75.3% of all County Library System program attendees. The current facility can't accommodate the number of children who desire to attend programs, and staff is limited in the number of programs they can reasonably conduct and still attend to other duties. A new Temecula Public Library will offer story times in addition to those offered at the current branch and will be a significant increase in the capacity of the Library to meet the need.

The collection of children's materials is heavily used and not adequate for the community. With a turnover rate of 10.2 for the entire juvenile collection, it is apparent that the collection receives intense use. A new facility with a much larger collection and room to expand will help meet current and future demand. Children's services will be an essential component of the Temecula Public Library now and for the foreseeable future.

#### **D. Youth and Teen Services**

The community need for homework assistance and support for the schoolwork of students has been documented in previous chapters. Because the community has grown so rapidly, the Temecula Valley Unified School District (TVUSD) has struggled to build schools and classrooms to meet demand. Classroom space is at a premium, and space for the library/media centers throughout the system is small. The school media centers do not have space to house adequate materials for students. The High School closest to the new Temecula Public Library has three books per students, a serious deficiency when State standards call for twenty books per student.

Students also need the hours of service beyond the school district-provided homework programs, which operate a limited schedule of hours after school. Numerous after school activities and programs are offered by the schools and by a variety of City and community agencies, and students need to take advantage of these programs without limiting their access to homework assistance. The homework center proposed for the new Temecula Public Library should have expanded hours until 8 p.m. at least some evenings during the week.

Tutor assistance, the reference collection, and access to electronic technology, databases and other information resources would be a good combination for the Temecula Public Library's homework center. Having a direct link to the School District's own media catalog and databases could augment these services. Further, the County Library can include the School District on its daily delivery route, in order to expedite student borrowing from the Public Library and from other County Library branches.

#### **E. Adult Collections and Services**

The residents of Temecula are using the current small branch facility so heavily that its circulation rate far exceeds any other branch of the County Library system. The shelves are at capacity and there is no room to expand. As a result, the staff has given priority to high-demand items. The collection has thus developed as a popular library, but the community needs additional print resources that the current inadequate facility has not been able to support. The collections of the new Temecula Public Library will need to support the reference and research needs of the community, and these items will be non-circulating or low circulation items. The collections should build to greater depth and have a more comprehensive coverage of subjects and issues.

A greatly expanded media collection with current technology materials (DVDs, audiobooks on CD, etc.) will also be a feature of the new facility. The children's materials--which currently represent nearly half of the circulation of materials from the branch facility--will be strengthened. A similar focus on the media and non-print collection for children will also change the appearance and offerings of the children's area.

The general collection size for the City of Temecula should be approximately 2 to 2.5 items per capita, for a total by 2020 of 165,072 – 206,340. The collection in the current branch library facility is approximately 73,753, so that the new facility should have 132,587 items based on 2.5 items per capita. A substantial special collection of International Languages collection would increase the number of items per capita to 3.0.

The current inadequate branch facility in Temecula now handles 40% of all reference questions in the entire Riverside County Library system. The new Temecula Public Library facility should provide the space to develop non-fiction collections and resources so that a much more complete and higher level of reference and research can be handled in this facility. The technology workstations planned for the new Temecula Public Library should also provide a tremendous increase over the existing branch library offerings.

The projected collection of reference materials includes the juvenile and adult print materials and the databases and electronic resources provided by the County Library. At minimum, the reference collection of the new Temecula Public Library should double the collection in the current branch. Reference materials should also be planned for the homework center area, where students can reliably find a small collection of curriculum related materials. It is also necessary to expand the scope of the reference collection in a complementary fashion to the expansions planned for the non-fiction collections.

The Temecula Public Library is an important part of the County Library System's reference and information resource. The new facility, with its expanded collections and access, will provide much greater breadth and depth of resources for the residents of Temecula and for the entire County.

Because today's public library is the crossroads of ideas in print, many public libraries have also adopted the concept in their programming and public meeting services. The Temecula Public Library will provide a public meeting room for a variety of community meetings and programs. The meeting room should feature the latest in videoconferencing technology. This capability will provide the public with access to and participation in teleconferenced programs, distance education, and other formal and informal educational opportunities. Library staff will coordinate the programs and the scheduling of group meetings. Temecula has a tremendous need for public meeting space. Many new and developing communities have found the heart of the community in the library, where ideas and community supporters come together. The new Temecula Public Library has been designed to become such a place, and the Plan of Service and Building Program should reflect this feature.

## 7. SPACE NEEDS ASSESSMENT

### A. Overview and Introduction

This section is largely based on the 1998 work of Library Consultant Linda Demmers, who developed the preliminary needs assessment and building program documents for the proposed Temecula Public Library. This work was completed in October 1998; statistics in the Exhibits cited throughout this chapter reflect 1998 figures.

The work contained in this chapter led the City to decide to build a new, more centrally located facility in Temecula, while continuing to partner with the County in the continued operation of the branch facility. In this way, the standards for space, collections and services will be met. The current branch facility is not being replaced; rather, a new facility will augment and enhance the services already in place at the current branch.

Historically, quantitative guidelines and standards were available to determine the "right size" for a small to medium-sized public library. Several examples of these are depicted in Appendix B, Exhibit 1, "Guidelines and Standards for Public Libraries". The simpler formulae, such as that developed by Wheeler and Githens result in a basic square foot allowance known as the V.S.C. formula (projected volumes/10) + (projected seating x 40) + (projected circulation/40) = combined floor area. To apply this formula to existing conditions, the current Temecula Public Library would require the following:

Volumes (90,000)/10	9,000
Seating (71 x 40)	2,840
Circulation (500,000/40)	12,500
Total space	24,340

Another simple formula used by the Nevada State Library divides projected population by 3 and multiplies the result by 2.5. For example a city of 41,000 would require 34,166 square feet. Applying this formula to Temecula's 2020 projected population of 82,536 would result in the need for 68,780 square feet of public library space.

Applying the American Library Association Interim Standards (1962) results in the need for a 24,700 square foot library for a city of 40,000. For a city of 82,536, the need would be 57,775 square feet.

Results using other formula range roughly from a 26,000 - 28,000 square foot facility for a 40,000 population, and proportionally the same for a city double the size.

Formulas based on square feet per capita are falling into disuse today. Ray Holt writes that the 1962 ALA standards are dated and fail to account for non-print collections and technology services. Further:

*...per capita measures of floor space don't allow for differences in need among communities of equal size. Differing service priorities can result in different space needs.*<sup>10</sup>

<sup>10</sup> Raymond M. Holt, Wisconsin Library Building Project Handbook. Second revised edition by Anders C. Dahlgren. Department of Public Instruction, Madison, WI, 1991.

### **(1.) Comparative Analysis**

Another useful tool in evaluating library service to a community is through comparative analysis with comparable institutions. The libraries selected for inclusion in Appendix B, Exhibits 2-5, are municipal libraries in California, serving populations ranging from 38,900 to 82,500. Data that was not readily available from the California State Library was requested directly from individual libraries.

### **(2.) Input Measures**

The average size for libraries in California serving communities with populations of 39,000 to 82,000 is .50 square feet per capita. Of the 21 single outlet libraries surveyed in Appendix B, Exhibit 2, "California Public Libraries: Facilities Local Income Per Capita, Operating Expenditures", nine exceed the average. Two of the others, Tulare and San Rafael, are currently studying library expansion possibilities. The smallest of the group, Hemet, returned state funding for a possible expansion several years ago. At 16,000 square feet or .382 per capita, the Temecula Library is in the bottom one-third of the group.

The average number of volumes in municipal libraries serving communities with 39,000 to 82,000 residents in California is 2.4 (Appendix B, Exhibit 3, "California Public Libraries: Volumes Held, Volumes Per Capita, Circulation Per Capita, Turnover Per Item"), which is below the historic American Library Association and Public Library Association standards of 2.5 to 3.5. At 90,000 volumes, or 2.15 volumes per capita Temecula, falls 10% below the California average. At 175 current periodical subscriptions, or .0041 per capita, Temecula is 37% below the state average of .0065 periodical subscriptions per capita.

For these libraries, the average number of residents served per librarian is 10,997 and the average number of residents served per full time equivalent staff member is 3,293 (Appendix B, Exhibit 4, "California Public Libraries: Borrowers Per Capita, Population Served Per F.T.E. Librarian, Per F.T.E. Staff"). The County branch library in Temecula currently exceeds both of these averages by approximately 15 to 20 percent. This is significant when coupled with the output measures that follow.

### **(3.) Output measures**

Statistics relating to output measures can be interpreted to signal the level of overall library use by the community, level of interest in the library by the community, and performance level of input measures relating to hours available, space, and resources to satisfy the community's requirements. The annual circulation of the library at over 500,000 (11.97 per capita) (Appendix B, Exhibit 3) far exceeds the state average of 7.29 items per capita. Only four libraries in the group exceed this figure and each of these four also exceeds the number of volumes per capita, the square feet per capita, the number of librarians per capita, and the local income per capita.

#### **(4.) Conclusions**

Currently, the County branch library serving Temecula is a very heavily used facility. It exceeds the per capita circulation average for public libraries in the state by 64%. Other input measures such as square feet per capita and funding per capita are far below the State averages. It is safe to assume that should the volumes per capita and the space per capita rise to meet the average, the circulation would rise proportionately. A comparison of all output measures for public libraries proves that the libraries with the highest facility, local income, staffing, and collection ratios, have the highest output measures across the board.

As a branch of the Riverside County System and not an independent municipal library, one can expect some variations in the results of the comparative studies. Some of these disparities include space required for technical processing, collections held, and borrowers per capita. A branch library would not necessarily have to support the same technical services personnel or space that an independent library would. However, in fact, many independent libraries are now out-sourcing cataloging and processing or purchasing preprocessed materials so they are not maintaining large technical services organizations either. A branch library might have smaller holdings with the vast collections of the County available for loan. In fact, most municipal libraries are now members of cooperative organizations that offer expedited interlibrary loan to member libraries. A branch library might have a higher number of borrowers per capita than an independent library that does not make its resources available to residents of other municipalities. In fact, many municipal libraries currently have a per capita borrower ratio that exceeds 1:1, serving the residents of neighboring cities and unincorporated areas. In summary, today there are far fewer space-related differences between branch libraries of large county systems and independent city libraries.

#### **(5.) Summary of Space Requirements**

The following chart, "Summary of Space Requirements", presents in summary form the requirements for a variety of spaces in the Library. It shows the size of each major collection, and provides information on the number of reader seats in each area of the Library. This summary chart is intended as an overview. Detailed analysis of the collections, seating, staff work areas, technology, meeting rooms and the Technology and Homework Center follow. Exhibit 6 of Appendix B, "Revised Space Needs Summary", also provides detailed information on collections and occupancy.

### SUMMARY OF SPACE REQUIREMENTS

Division	Collections	Reader Seats	Tech. Seats	Unit	Extended SF Subtotal
<b>Reference</b>					<b>2,454</b>
Collections/Seating areas	9,372	7	19	1,789	
OPACS			7	185	
Service Desk/Workroom			2	480	
<b>Adult Areas</b>					<b>6,269</b>
Collections-FICTION	21,314	10		1,366	
Collections-Large Print	1,680				
Collections-NON-FICTION	42,050	21	7	2,766	
Collections-Genealogy	2,500	6	2	322	
Collections-Intern. Language	3,688	2		206	
Collections-Local History	864	2		307	
Audio Visual	7,635			156	
Current Periodicals	347	14		925	
Browsing	550	3		221	
<b>Young Adult</b>					<b>1,050</b>
Collections/Seating Areas	7,550	22		1,050	
<b>Technology / Homework Center</b>					<b>815</b>
Computer Lab/Collections	900		24	815	
<b>Children's Area</b>					<b>4,394</b>
Collections/Seating Areas	33,372	77	9	3,174	
Service Desk/Workroom			2	630	
Storytime				590	
<b>Circulation/Staff Areas</b>					<b>4,644</b>
Circulation Desk/Return			8	1,238	
Library Manager Office			1	264	
Staff Workroom/Storage			15	2,384	
Staff Lounge				553	
Copy Center				205	
<b>Public Meeting Rooms</b>					<b>4,496</b>
Community Room				2,315	
Study Rooms (5)		32		830	
Heritage Room		14		595	
Support-Storage,Kitchenette				756	
<b>Library Entrance</b>					<b>1,378</b>
Friends Bookstore/Storage				1,098	
Display & Exhibits				280	
Non-assignable 25%					<b>8,500</b>
<b>TOTAL</b>	<b>131,822</b>	<b>210</b>	<b>96</b>		<b>34,000</b>

## **B. Collections**

### **(1.) Current Collection**

The current collections including books and media completely fill the available shelves to capacity and do not allow for any growth. Approximately 20,000 of the 73,753 items should be moved over to the new library to supplement the new collections initially. The capacity of the new Temecula Public Library will accommodate up to 131,822 total items. Adding the projected holdings of the two facilities together, Temecula's total capacity will be approximately 205,575. This represents an average volume per capita of 2.49 for a projected 2020 population of 82,536 and a 278% increase in collections size.

All areas of the collection will increase as outlined in the Plan of Service in the Children's, Young Adult and Adult areas. Additional emphasis will be given to the partnership between the School District, the County Library and the City, which includes collections of the following:

- Reference related curriculum for homework resources
- School textbooks
- Career
- College Prep and Catalogs

### **(2.) Purchase Patterns And Development**

The County Library has established an annual process for purchasing new materials. Branch collection development budgets reflect individual library circulations directly, with budgets approximately proportional to annual circulation rates. Once the branches are ranked in order by annual circulation statistics, the budgets for each genre/format are established by the overall circulation rate (e.g. if picture book circulation represents 33% of the total juvenile circulation, 33% of the juvenile budget would be allocated for the purchase of picture books).

The County currently places priority on reference, community information, early childhood, popular materials and educational enrichment for the school-aged. The library emphasizes very current, high demand resources in order to meet patron's needs.

Each year branch managers and their staff review their local collections and develop a purchasing profile for the new fiscal year. They consider the condition of the collection, materials usage, circulation and patron requests when developing their profiles. So far, branch managers have been using informal or soft data as information sources.

In 2002, the County Library Collection Development Department has begun to compile material codes and Dewey division statistical information in a manner that can be used to support the development of the profiles and drive purchasing decisions. Demographic information based on Census and California Department of Education information, in particular, influence foreign language acquisitions. Additional anecdotal information from staff is also helpful in identifying the need for new languages.

**(3.) Allocation of Collections**

The allocations for the Library's Collections were developed in the *Libris DESIGN*<sup>TM</sup> program for the new Temecula Public Library.

- Size – projected total and projected collection of shelves,
- Format,
- Category,
- Subcategory-percent of collection,
- Conversion Factors for type, number of volumes per shelf and assignable square feet, and
- Percent in Circulation

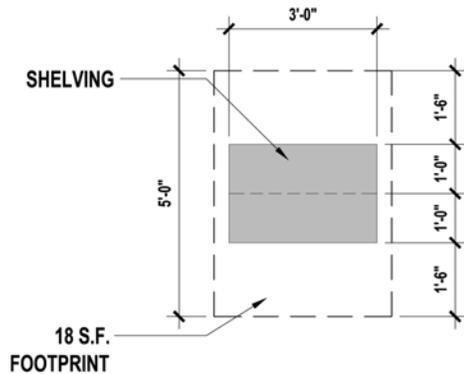
<b>Allocation of Library's Collections - BOOKS</b>					
<b>Subcategory Volume Type</b>	<b>Percent of Collection</b>	<b>Projected Total</b>	<b>Percent in Circulation</b>	<b>Projected Volumes on Shelf</b>	<b>Volumes/ Linear</b>
<b>Adult/Young Adult</b>	<b>73.05%</b>	<b>90,468</b>	<b>16.44%</b>	<b>75,598</b>	<b>8.678</b>
New Books	0.36%	450	50.00%	225	8
New Books (Face Out)	0.08%	100	50.00%	50	1
Fiction	10.14%	12,557	25.00%	9,418	8
Mysteries	3.03%	3,757	25.00%	2,818	8
Paperbacks	1.41%	1,750	40.00%	1,050	16
Romance	1.01%	1,250	25.00%	938	8
Science Fiction & Fantasy	1.05%	1,300	25.00%	975	8
Westerns	0.57%	700	25.00%	525	8
Genealogy	1.61%	2,000	0.00%	2,000	12
Genealogy-Special Collections	0.40%	500	0.00%	500	8
Reference For Homework Curriculum	0.48%	600	0.00%	600	8
Textbooks (Reserve)	0.24%	300	0.00%	300	8
Asian Languages	1.02%	1,260	20.00%	1,008	15
Spanish Language Fiction	1.40%	1,728	25.00%	1,296	12
Spanish Language Non-Fiction	0.57%	700	15.00%	595	8
Large Print	1.36%	1,680	5.00%	1,596	8
Local History	0.70%	864	0.00%	864	8
Non-Fiction	33.96%	42,050	15.00%	35,743	8
Business Reference	0.35%	432	0.00%	432	8
Investments	0.22%	270	0.00%	270	5
Legal	0.40%	500	0.00%	500	7
Ready Reference	0.16%	200	0.00%	200	6
Reference	5.65%	7,000	0.00%	7,000	6
Reference (Encyclopedias, Directories, Etc.)	0.20%	250	0.00%	250	6
Special Books	0.58%	720	0.00%	720	8
Careers	0.32%	400	15.00%	340	6
College Catalogs	0.12%	150	10.00%	135	12
Young Adult Fiction	5.65%	7,000	25.00%	5,250	12
<b>Children/Juvenile</b>	<b>26.95%</b>	<b>33,372</b>	<b>25.07%</b>	<b>25,006</b>	<b>16.87</b>
Children's Easy Readers	3.23%	4,000	30.00%	2,800	20
Children's Picture Books	2.42%	3,000	35.00%	1,950	20
Children's Ready Reference	0.04%	50	0.00%	50	8
Children's Reference	1.74%	2,160	0.00%	2,160	8
Children's Spanish Language	0.58%	720	30.00%	504	20
Children's Spanish Language Picture Books	0.64%	792	30.00%	554	33
Juvenile Fiction	6.54%	8,100	25.00%	6,075	13
Juvenile Non-Fiction	11.75%	14,550	25.00%	10,913	13
<b>BOOKS TOTALS:</b>	<b>100.00%</b>	<b>123,840</b>	<b>18.76%</b>	<b>100,604</b>	<b>10.5</b>

<b>Allocation of Library's Collections - MEDIA</b>					
<b>Subcategory Volume Type</b>	<b>Percent of Collection</b>	<b>Projected Total</b>	<b>Percent in Circulation</b>	<b>Projected Volumes on Shelf</b>	<b>Volumes/ Linear</b>
<b>MEDIA</b>					
<b>Adult/Young Adult</b>	<b>65.49%</b>	<b>5,000</b>	<b>40.50%</b>	<b>2,975</b>	<b>19.85</b>
Audio Book Cassette	8.51%	650	30.00%	455	10
Audio Book CD (CD ROM)	6.55%	500	50.00%	250	25
Audio Cassette	7.86%	600	30.00%	420	19
Audio Compact Disc (CD)	11.79%	900	30.00%	630	25
CD-ROM	1.96%	150	20.00%	120	25
DVD	11.79%	900	50.00%	450	25
Video Cassette	17.03%	1,300	50.00%	650	10
<b>Children/Juvenile</b>	<b>34.51%</b>	<b>2,635</b>	<b>31.84%</b>	<b>1,796</b>	<b>20.8</b>
Audio Cassette	3.93%	300	40.00%	180	19
Audio Compact Disc (CD)	9.17%	700	40.00%	420	25
CD-ROM	4.91%	375	20.00%	300	25
DVD	9.17%	700	20.00%	560	25
Video Cassette	7.33%	560	40.00%	336	10
<b>MEDIA TOTALS:</b>	<b>100.00%</b>	<b>7,635</b>	<b>44.85%</b>	<b>4,771</b>	<b>20.25</b>

<b>Allocation of Library's Collections - PERIODICALS</b>					
<b>Subcategory Volume Type</b>	<b>Percent of Collection</b>	<b>Projected Total</b>	<b>Percent in Circulation</b>	<b>Projected Volumes on Shelf</b>	<b>Volumes/ Linear</b>
<b>PERIODICALS</b>					
<b>Adult/Young Adult</b>	<b>93.66%</b>	<b>325</b>	<b>24.92%</b>	<b>244</b>	<b>1</b>
Current Magazines	74.93%	260	25.00%	195	1
Current Newspapers	4.62%	15	25.00%	11	1
Young Adult Current Magazines	15.38%	50	25.00%	38	1
<b>Children/Juvenile</b>	<b>6.34%</b>	<b>22</b>	<b>0.00%</b>	<b>22</b>	<b>1</b>
Children's Current Magazines	6.34%	22	0.00%	22	1
<b>PERIODICALS TOTALS:</b>	<b>100.00%</b>	<b>347</b>	<b>48.92%</b>	<b>266</b>	

**(4.) Type And Sizes of Shelving Needed**

A basic double-face metal shelving unit has an assignable 18 square feet. This is calculated by multiplying the unit (2'x3') and adding the 1'6" of aisle in the front, back and sides, for a total of 18 square feet. Single face shelving has 1'x3' plus a 3' aisle in front for a total of 12 square feet. Paperback spinners have 70 square feet assigned to them. There are a variety of shelving types specified to maximize collection size, provide appropriate display, and access to all materials.



**SHELVING UNIT AREA CALCULATION**

A shelf refers to a single unit whether double or single face. A range is multiple shelf sections set together. Per code, spacing between ranges can be 36" wide, although a 44" wide aisle is required in more frequently occupied collections, such as periodicals.

Volumes per lineal foot are another method of studying collections and shelves required. The depth of books is important in calculating the shelves required for the collections. Below is a list of average volumes per lineal foot based on collection type:

Collection	Volumes per Ln Ft
Browsing	8
Careers	8
Children's	20
Fiction	8
Juvenile	13
Large Print	8
Non-Fiction	8
Paperbacks	16
Reference	6
Textbooks	8
Young Adult	12

Generally, the Adult/Young Adult Fiction and Non-Fiction collections are placed on 90" high double face shelving. The number of shelves varies with the size of books and averages between 12-14 shelves per double face section. Traditionally, Reference collections are recommended on shelving no higher than 78" due to the large size of the reference books. Temecula's Adult Reference collection is recommended on a combination of 90" high and 45" high shelving for shelving size and consistency. Naturally, as Reference books are larger, fewer shelves per section are necessary. It is recommended that the layout should be alternating 90" and 45" high so a large reference book could be placed on top of the 45" high shelves.

Paperbacks are generally best utilized in spinner displays for easy access, however the County and City have requested the paperbacks be housed in regular shelving for greater flexibility and capacity.

Children's collections are best shelved at 45" high while Juvenile is recommended at 66" high. The proposed shelving heights assist the staff in monitoring the area. An area dedicated to large picture book display is recommended, and can be either shelving or built into the small tables.

Media shelving is evolving and more individual options are available. The preferred option is to house the collections in appropriately designed shelves that fit within the basic upright frame. This would be considered more flexible in the future as all of the base frames are consistent with the other collections. Lockable CD cover displays allow patrons to view the selections but occupy more square feet, which is always at a premium.

## **C. Readers Seats**

### **(1.) Allocation of Seating**

Seating supports many different types of uses in the library - reading, writing, studying, referencing and meeting. The *Libris DESIGN*<sup>™</sup> program separates the seats into categories - readers, electronic and meeting. This is the industry nomenclature for calculating seats within a library. The Temecula Public Library will have 210 Reader seats, 200 Meeting seats, and accommodations for 55 children's program area seating as shown on the following Occupancy Table. 96 Technology workstations will be available as explained in the Technology Section D.

This seating allocation can be confirmed within the Wisconsin Library Building Project Handbook recommendation for seating per capita. They propose 3 seats per 1,000 population at the 50,000 population category and 2 seats per 1,000 at the 100,000 population. With Temecula's projected population in the year 2020 of 82,536, 2.35 seats per capita is recommended. Dividing 1,000 into 82,536 people results in a rounded need for a (83) population factor. Then multiply (83) by the 2.35 factor for a recommended seating count of 195 seats.

<b>OCCUPANCY</b>		
<b>Division</b>		
Space Name	Patron	Staff
DESCRIPTION/DETAIL	Reader Seats	Seat Count
<b>BROWSING</b>	3	
<b>CHILDREN'S LIBRARY</b>		
Children's Collection & Seating	42	
Children's Reference Collection & Seating	12	
Children's Service Desk		1
Children's Workroom & Storage		1
Juvenile Collection & Seating	23	
<b>CIRCULATION SERVICES</b>		
Book Return/Processing Room		2
Circulation Office		1
Circulation Service Desk		6
Library Manager's Office		1
Staff Workroom		10
Volunteer Coordinator's Office		1
<b>FICTION COLLECTION</b>	10	
<b>GENEALOGY COLLECTION</b>	6	
<b>INTERNATIONAL LANGUAGES</b>	2	
<b>LOCAL HISTORY COLLECTION</b>	2	
<b>NON-FICTION COLLECTION</b>	21	
<b>PERIODICALS COLLECTION</b>	14	
<b>PUBLIC MEETING ROOMS</b>		
Conference Room A	8	
Heritage Room	14	
Study/Tutoring Room A	6	
Study/Tutoring Room B	6	
Study/Tutoring Room C	6	
Study/Tutoring Room D	6	
<b>REFERENCE SERVICES</b>	7	
Reference Service Desk		2
Reference Workroom		2
<b>YOUNG ADULT SERVICES</b>	22	
<b>Subtotal</b>	<b>210</b>	<b>27</b>
<b>MEETING ROOM SEATS</b>		
Community Room	200	
Children's Program Area	55	
<b>TOTAL</b>	<b>465</b>	

**(2.) Types And Space Needs**

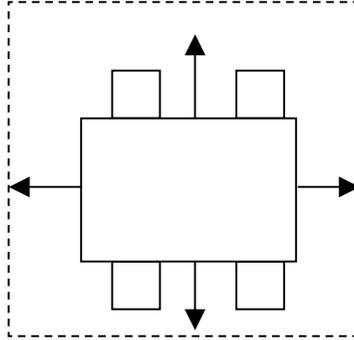
Lounge seating is selected to support casual and comfortable reading in the Fiction and periodical areas. While such lounge seating is more comfortable than study table seating, the lounge chairs are heavier and not easily moved. Fabrics and finishes will be selected that lend themselves to heavy usage.

Study chairs are upright and sturdy to support all body types. Study chairs are moderately comfortable and can have arms for older patrons. They usually slide in and out from under the tables or carrels.

Task chairs are needed for ergonomic support for longer periods of sitting time. They are used for staff, and recently recommended for patrons in the computer labs. The time allowed (for patron usage) by the library is typically longer in the

computer labs compared to an Internet focused personal computer located within the Reference Section that may limit usage to one hour.

The *Libris DESIGN*<sup>TM</sup> program does not calculate seating square feet if it is associated with a table or carrel or desk. Areas calculate square footage. For example, for a 4 x 6 table, there would be 3'-0" behind for the chairs and 2'-0" on each side of the table. This table would utilize 100 square feet. The following is a diagram explaining:



However, the program recognizes lounge chairs and visitor seating. These calculations are obtained by taking the average size of a lounge chair (3'x3') and adding 3' circulation in front of the chair and 12" space on the sides and back for a total of 5'x7' or 35 square feet.

Reader's Seats	Square Feet
Lounge	35
Guest Chair	15

The following chart shows the type of reader seats in each division and the unit and subtotal square feet assigned to each type. The Temecula Public Library will have over 4,851 square feet total dedicated to reader seating areas. This chart also demonstrates how *Libris Design*<sup>TM</sup> assigns the square feet to the table.

Allocation of the Library's Reader Seats							
Space	Type of	CHAIR			TABLES		TOTAL
		QTY	SF/ Unit	TOTAL	QTY	SF/ Unit	
<b>New Book Display</b>							
	Chair, Lounge	3	35	105			
<b>Children's</b>							
	Bench, Child's (3 Person)	3	14	42			
	Chair, Child's	22	0	0			
	Chair, Lounge	4	35	140			
	Table, Children's				3	80	240
<b>Children's Program Area</b>							
	Bench, Child's (2 Person)	10	12	120			
	Chair, Rocking	1	20	20			
<b>Children's Reference</b>							
	Chair, Juvenile	12	0	0			
	Table, Juvenile				3	80	240
<b>Children's Service Desk</b>							
	Stool, Child's	2	0	0			

<b>Juvenile</b>						
Bench, Child's (2 Person)	7	12	84			
Chair, Juvenile	16	0	0			
Table, Juvenile				4	80	320
<b>Fiction</b>						
Chair, Lounge	4	35	140			
Chair, Reader's	6	0	0			
Table, Coffee				1	50	50
Table, Reader's				3	50	150
<b>Genealogy</b>						
Chair, Reader's	4	0	0			
Chair, Task	2	0	0			
<b>International Languages</b>						
Chair, Reader's	2	0	0			
Table, Reader's				1	80	80
<b>Local History</b>						
Chair, Reader's	2	0	0			
Table, Reader's				1	50	50
<b>Non-Fiction</b>						
Chair, Reader's	21	0	0			
Table, Reader's				7	80	560
<b>Periodicals</b>						
Chair, Lounge	12	35	420			
Chair, Reader's	2	0	0			
Table, Coffee				3	45	135
Table, Reader's				1	100	100
<b>Public Meeting Rooms</b>						
<b>Heritage Room</b>						
Chair, Lounge	4	35	140			
Chair, Conference	10	0	0			
Table, Conference				1	225	225
<b>Conference Room A</b>						
Chair, Reader's	8	0	0			
Table, Group Study				1	190	190
<b>Study/Tutoring Room A</b>						
Chair, Reader's	6	0	0			
Table, Group Study				1	160	160
<b>Study/Tutoring Room B</b>						
Chair, Reader's	6	0	0			
Table, Group Study				1	160	160
<b>Study/Tutoring Room C</b>						
Chair, Reader's	6	0	0			
Table, Group Study				1	160	160
<b>Study/Tutoring Room D</b>						
Chair, Reader's	6	0	0			
Table, Group Study				1	160	160
<b>Reference Collection &amp; Seating</b>						
Chair, Reader's	7	0	0			
<b>Young Adult Collection &amp; Seating</b>						
Carrel, Tutoring Wood				4	60	240
Chair, Lounge	6	35	210			
Chair, Reader's	16	0	0			
Table, Coffee				1	50	50
Table, Reader's				2	80	160
<b>TOTAL</b>	<b>210</b>	<b>1,421</b>	<b>40</b>			<b>3,430</b>

## D. Technology

### (1.) Number and Type of Workstations Needed

Temecula recognizes the need to expand access to resources available through computers. The computer area within the library will realize the greatest growth (2,600 square feet) from the existing County branch library, a need identified in the focus groups and telephone survey. The current branch library has only 7 public access Internet computers, 2 PC workstations and 11 Online catalogs. The proposal for the new library is 70 patron multifunctional, technology workstations and 26 staff. This represents an increase of 350%. The technology allocation is divided into patrons and staff as shown on the following chart:

Public Area	PCs	Printers
Adult Reference		
OPAC	7	2
Technology Station	28	4
Self Check-out	2	0
Young Adult		
Homework Center	24	1
Children's Reference		
OPAC	3	1
Technology Station	6	1
<b>Totals Public Areas</b>	<b>70</b>	<b>9</b>
<b>Staff Stations</b>		
Circulation Desk (Check Out Stations)	6	2
Reference Service Desk	2	1
Children's Service Desk	2	1
Staff Workroom	15	3
Branch Manager	1	1
<b>Total Staff Stations</b>	<b>26</b>	<b>8</b>
<b>Grand Total All Areas</b>	<b>96</b>	<b>17</b>

### (2.) Allocation Principles

The square foot allocations for Technology stations are the same for the seating in the *Libris DESIGN™* program. These PC workstations listed above do not have a square feet assigned. The equipment sits on top of table, desk or carrel and therefore, those items are assigned the square feet. A technology carrel, depending on the width selected, has 35 to 50 square feet assigned. Depending on the task, such as using reference databases on-line, more space is likely required. Layout space beside the computer is needed to compare and contrast print materials with on-screen data.

### **Technology Terms**

In general, on-line catalog services software, which traditionally has been separate from Internet equipment, can all be combined into one machine in the future. However, most libraries make the distinctions because of the differing amounts of time users spend on the equipment. OPACs are generally used for 10-15 minutes while searching for library materials. It is important that these machines be easily recognized when entering or traversing through the library. It is desirable for the OPACs to be standing height to encourage quick use and availability for all users. It is also recommended that a few OPACs be interspersed within the main shelving areas, especially the Non-Fiction areas. These can be placed at the shelving end panels.

The technology workstations are for research, reference and document composition. These machines have allocated time usages, usually in one-hour increments. They should be closer to the reference desk. They should be placed at seated carrels and provide space for note taking and consultation of print resources.

Each of these technology assets will be selected and/or sized according to the database programs discussed by the Library design team and guided by the technology consultant. Since the Temecula Public Library includes a joint venture between the City, County Library and the School District, close coordination between all parties is needed to ensure adequate technology to accommodate the services and needs of the library and provides access to the school resources.

### **Technology Integration**

The main data communications room will be sized to house racks and cabinets necessary for data cabling terminations (both copper and fiber), data switches, internet routers, local servers including print servers, firewall equipment, and wireless hubs. Additionally, the main data communications room should have a significant telephone backboard for mounting phone switching equipment, cable TV service, telephone service provider equipment space, voice and cable TV cable termination fields, access control and security panels. Consider the following within this room:

- Space in this room is allotted for small Uninterruptible Power Systems (UPS). These battery systems provide a standby source of power in the event of a power outage allowing orderly shutdown of data and computer equipment. Their other prime function is to provide conditioned power to the sensitive equipment located in the room.
- Consideration will be given to installing either pre-action (dry pipe) sprinkler systems or possibly a gaseous fire suppression system such as FM-200. In either case, a small room, accessible from the data room, is provided to house this equipment.

- Raised flooring, while beneficial for equipment cooling and cable management, is not generally used in library data rooms predominantly due to cost and the relatively low cable/equipment density seen in library data rooms. However, Temecula will explore this alternative due to the connection with the Fire Station next door which is an Emergency Operations Center for the City of Temecula.
- A typical data communications room is generally at least 12 feet deep depending on whether the client chooses open relay racks or deeper enclosed data cabinet. The length of the room varies with number of racks/cabinets, UPS modules etc. In this case, planning for 25 feet should provide a room capable of handling the systems described above.

## **E. Staff Offices And Workstations**

### **(1.) Staff Organization**

Riverside County Library System is proposing a staff size of (17.5) full time equivalent (FTE) to support the 34,000 square foot Temecula Public Library. This is a 30% increase from the existing staff size in the current branch facility. The County will provide: one library manager, four librarians with a Master of Library Science degree, two library associates, two library technicians, five library assistants, one volunteer coordinator and 2.6 FTE library pages. The Riverside County Library System administration staff has over 40+ years of experience operating over twenty-four branch libraries. They have projected the staff allocation for Temecula in many ways using experience, comparisons to other similar size libraries, and analyzing the cooperative agreement among the City, County Library and the School District, and the Plan of Service requirements from a staffing perspective.

The City and County want to provide as much space as possible of the total library square feet to the patrons and public service. Staff work areas shown in the Occupancy chart for the Reader Seats are developed through selecting furniture and equipment that support the activities of the staff. Again the program utilized is *Libris DESIGN*<sup>TM</sup>.

### **(2.) Staff Work Areas**

**Library Manager Office:** There is a separate office planned for the Library Manager, approximately 264 square feet. This office will be close to the circulation desk with an entrance adjacent to the public corridor so this person is available at all times to assist the patrons. Private conversations with staff and the public require that this person have an enclosed office.

**Staff Work Areas:** There are several spaces associated with the functions of the Temecula Public Library staff; 1,705 square feet of workrooms, a separate book-processing area of 320 square feet, and three approximately 125 square foot office/workrooms dedicated to the volunteer, reference and circulation management.

Within the main workroom, there will be individual workstations for all six full-time staff not to exceed 50 square feet, which is a County standard. The area will be able to accommodate work processes for development of programs utilizing materials such as PC's, books and paper resources. Filing space is required and storage for books, manuals and binders. The staff workroom will also support six library assistants and volunteers performing mending, sorting and processing activities.

**Children's Workroom/Storage:** The total square feet allocated for this area is 380 square feet. This room will be located within the children's area and behind the service desk. It will be utilized for storage of story time props (puppets, etc.), working areas, storage to develop children's crafts that relate to the stories, and general storage for the displays that frequently occur within the area.

**Staff Lounge:** This area is sized at 553 square feet. The lounge is necessary because library staff need a break and meal preparation area. In order to be more accessible to the public, library staff, particularly reference staff, strives to be "on the floor" the majority of the day. This allows staff to be approached in a more user-friendly environment or even ask patrons if they need assistance. The additional physical demands of standing, walking, bending and stretching for a majority of the day dictates that the facility provides an appealing staff lounge area for breaks and meals.

This area will accommodate food preparation and be outfitted with a refrigerator and microwave. Table seating and seating at lounge chairs are needed. Lockers are required for staff and volunteers to store personal belongings.

**Staff Restroom:** A single compartment restroom off of the staff lounge is required for staff needs. Its placement accommodates efficiency from the staff work and lounge areas. Public restrooms are located outside of the main library service areas, requiring excessive time for staff to utilize the facility. The location also puts the staff restroom in close proximity to staff lockers so staff can access supplies they might need. The staff restroom is also accessible from the Friends of the Temecula Public Library bookstore and work area, further increasing efficient use of space. This square footage is allocated within the 25% of non-assignable space within the *Libris DESIGN™* program. This size will accommodate disabled access.

### **(3.) Public Service Points**

There are three service desks needed at the new Temecula Public Library to support the community needs – **Circulation, Reference and Children's**. The *Libris DESIGN™* program builds the square feet of these spaces by selecting furniture and equipment that support the work processes of each service desk.

**Circulation Desk:** This desk supports the following activities: checking out materials; holding reserved books for pick up; obtaining library cards and paying overdue fines. Six checkout workstations are needed. Additional counter space for fines/fees and registration are needed. Two self-check out machines are planned for this area to enable patron self-sufficiency. An area for five book trucks is needed for materials movement. Files for handouts advertising library programs are needed. Shelving for reserved books behind the desk is needed.

It is critical that this desk be placed near the library entry with the staff workroom immediately behind. Six patron queuing spaces in front of the desk are included, calculated at 25 square feet per person. The total square feet assigned to the circulation area is 918.

**Reference Desk:** This service point is considered the “Information” desk. The staff assigned here must be the “go-to” research experts for many aspects of the collection and technology. Increasingly, more librarians spend the majority of their time helping patrons with computer resources. There are two workspaces at the desk for librarians. Files and shelving for ready reference will be close at hand. The total square footage assigned is 360.

**Children’s Desk:** This desk is similar to Reference in function but has workspace for one librarian only, so the square feet is reduced to 250. The desk will be conveniently located near the entrance to the children’s area.

## F. Meeting Rooms

### (1.) Meeting Rooms

There is a tremendous need to provide collaborative spaces for groups of all types and sizes to meet the needs of the residents of Temecula as indicated in both the focus groups and the telephone survey. Spaces required need to support both small and large groups. For the Temecula Public Library, five group study rooms, a Children’s Program area, and a public meeting room are required.

### (2.) Meeting Rooms Space Needs

**Study Rooms:** The proposed library space programming will provide five (5) private study rooms that will accommodate one-on-one tutoring activities and small study groups up to six individuals. The average square footage allowance of 160 will provide adequate space behind the chairs for users to walk around without scarring up the walls. One is sized for a larger group of eight at 190.

**Children’s Programs:** Temecula has an incredibly successful Children’s Program at the current branch location, and plans to continue to increase programming at the new Temecula Public Library facility. Plans are to accommodate up to 75 children and also provide seating for parents and strollers. The *Libris DESIGN*<sup>™</sup> program allots 7 square feet to each child equating to a floor space requirement of 590 square feet. Area is needed for storyteller’s props such as puppet theaters and rocking chairs. There are many choices of seating materials such as carpet tile squares or cushions that will help define each child’s space and keep them in place during the story.

**Community Room:** There is strong demand for an up-graded meeting room with full audiovisual and videoconferencing capabilities to support the various events, functions, and activities in the Temecula community. The community has no public meeting space that accommodates videoconferencing activities. This technological tool will enhance educational, cultural, and commerce goals well into the 21<sup>st</sup> century.

There are currently several dozen civic organizations in Temecula that need meeting spaces for special events, programs and meetings. In addition, several private music teachers/schools need a space for students to participate in recitals. A piano has been donated to the City and is currently used for such purposes in the County branch library, however these events have already outgrown the space available at the branch. The piano will be moved to the Community Room in the new Temecula Public Library for its continued use by the community.

The number of people to be accommodated in individual seats determined the overall size of the room. The size recommended would provide one of the largest meeting facilities in Temecula. The Community Room at the Temecula Public Library is planned to accommodate over 200 people. At 10 square feet per person, this totals 2,000 square feet. Additional space is needed for the presenter's props such as flip charts and lecterns (with adequate space for a document camera and PC/Laptop on the side). 315 square feet is added to the Community Room to accommodate the donated piano, for a total of 2,315 square feet. A moveable partition wall will allow the dividing of the room to provide for maximum flexibility in use.

**Heritage Room:** The City of Temecula has a strong commitment to teaching its heritage. A formal meeting room has been dedicated to further that commitment. This room will have a conference table/chairs to seat 10. In addition, 4 lounge seats will be placed around a fireplace, designed to encourage adult reading. Display cases are included for rotating historical exhibits. This room totals 595 square feet.

## **G. Special Purpose: Technology and Homework Center**

### **(1.) Technology and Homework Center Requirements**

Temecula residents, School District Board Members, and staff indicated in a strong need for a homework center. The City, Temecula Valley Unified School District and the County Library have entered into a joint venture to provide space, computers, staff and programs for homework assistance and computer training. The programs are defined in the Joint Use Cooperative Agreement and the Plan of Service. The Technology and Homework Center room will accommodate 24 technology stations and an instructor's space.

The School District offers limited homework assistance at some, but not all, school sites for one hour after school. With dwindling resources, a centralized location and greatly expanded hours of service will provide a much more cost-effective method of service delivery. Evening and weekend hours will make services more available to more students. A state-of-the-art technology system integrated with School District electronic databases, Internet filters, and shared catalogs will offer opportunities for computer training and enhanced classroom learning.

## (2.) Technology and Homework Center Space Needs

The space required for the Technology and Homework Center was calculated by identifying the number of technology machines needed and the number of PCs that could be accommodated per table. The recommendation is for twelve (12) 30" x72" training tables that would accommodate two people each. The square footage (50 square feet each for a total of 600 square feet) is assigned to the training tables, not the chairs or PC's. The 24 Technology and Homework Center workstations will be equipped with flat screens and input devices at a workspace that also offers a hard surface adequate to complete handwritten assignments. This configuration will facilitate a move towards a 21<sup>st</sup> Century use of technology, research and homework. An instructor's workstation will accommodate a desktop PC, printers, phone and teaching materials, plus space to navigate the front of the room. In addition, the room will accommodate the collection of library materials related to reference for homework, curriculum and textbooks. The square footage assigned is 815.

### Needs Assessment Statistic

76% of respondents expressed that "having the most up-to-date computer and Internet technology" was "very important or critical".

## H. Non-Assignable Spaces

The *Libris DESIGN*<sup>TM</sup> program allows 25% of the total square footage to non-assignable functions of any library. This is the recommended base model. Based upon the *Libris DESIGN*<sup>TM</sup> program, 8,500 square feet of the 34,000 square feet Temecula Public Library would be "non-assignable". This will accommodate the following:

- Entrance lobby
- Public restrooms including one family rest room
- Staff restrooms
- Wall Thickness
- Main and distributed electrical rooms
- Fire riser and roof access room
- Data communications room
- Janitor's/building supply closet
- Separate staff entrance
- Main circulation paths for the building, including ADA access

Because Temecula is a one-story structure, the non-assignable square footage typically assigned to stairs and elevators is being reallocated to a larger Data/Communications room and larger entry circulation path.

## 8. SITE CONSIDERATIONS

### A. Site Selection Process

Before discussing the site selection process for the new Temecula Public Library, it is important to understand its context within the community. In most cases, modern cities have grown up around older towns that were centers for local agriculture or were service points along the early railroads. This traditional development pattern resulted in centralized commercial and government centers at the heart of most communities. In Temecula, this was not the case.

The Temecula area began to develop and urbanize in the early 1980's. The form of its development was seemingly random residential and commercial developments located east of Interstate 15. By the time the City incorporated in 1989, the underlying land use pattern was already established, and the opportunity to form a traditional commercial and governmental center had long since disappeared. For this reason there is no city center to locate a library near, and for this reason, Temecula is very different from most communities in California.

What this means is that in attempting to locate the new Temecula Public Library, the City had to use criteria that were more appropriate for the unique local situation. The local criteria for locating the new library focused on a geographically central location with easy access from residential neighborhoods, schools and shopping areas.

The site selected for the new Temecula Public Library is one of the loveliest spots within the City, overlooking what many consider to be the best-known location in



town. It is no accident that the site on Pauba Road was chosen as the optimal setting for a cherished and important public facility.

The City Library Planning Committee, comprised of community members, Council Members, a Community Services Commissioner, County representatives, School District staff, Library staff, and City staff, began by listing all potential sites of adequate size, whether already owned by the City or not. Nine sites were initially studied, taking into account:

- Location within the City
- Location in relationship to schools and other municipal venues
- Visual prominence within the community
- Access to the site
- Existing infrastructure

- Potential facilities placement and layout
- Seismic characteristics
- Flood plain and groundwater considerations
- Site aesthetics
- Acquisition costs
- Site development costs

Working with the architect, LPA, each site was photographed, documented, and utilities availability, and grading considerations were studied. City staff determined the zoning, land use, and readily obtainable seismic and flood information for each property. For those parcels not owned by the City, an acquisition cost was approximated. All of this information, together with schematic layouts prepared by LPA of potential building, parking, and site improvements for each site, were presented to the City Library Planning Committee (CLPC).

During public workshops and the Needs Assessment activities, respondents cited the need for a centrally located library near schools and homes, as an important consideration. The CLPC weighed these concerns as they examined the opportunities and constraints and other criteria of all proposed library locations. Ultimately, the CLCP selected the Pauba Road site based on its central location within the City, its proximity to several public and private schools, the adjacency to the highest-trafficked public facility in the City, good pedestrian and vehicular access, and its breathtaking vistas. Surrounded by existing homes and residential development, the site is also within a 1-mile radius of seven public schools, three private K-8 schools, one private K-12 school and one pre-school. Another six public schools are within a two-mile radius of the site, six more public schools fall within the 3-mile radius, with just four public schools in the district falling outside of the 3-mile radius.

The site selection recommendation of the CLCP was presented to the Community Services Commission and subsequently to the City Council for approval. These meetings were open to the public and residents addressed both governing bodies in support of the Pauba Road location as the site of the new Temecula Public Library. Both the Commission and the Council unanimously approved the site.

## **B. Importance of Location**

Overlooking the Rancho California Sports Park, the Temecula Public Library will be located in the geographical center of the City of Temecula. Adjacent to the library site, the sports park is the most heavily used park in the City's large park system. Hosting a variety of youth and adult sports and major special events, such as the 4th of July celebration and fireworks display, the park is already a central gathering place for the community. As a component to the sports park, the 26,000 square foot Community Recreation Center (CRC) is home to the City's teen center, swimming pool complex, indoor gymnasium, amphitheatre, and community meeting rooms. Already familiar with the area, people will naturally gravitate to the new library location on their way to activities at the CRC, sports park, or when shopping throughout the City.

Across Margarita Road, the Temecula Valley High School, Rancho Vista Continuation High School and Temecula Valley Unified School District office will act synergistically to draw students and staff to the library. Older, more established residential developments are to the immediate north, east and west of the library site. Residential development continues to grow to the immediate south of the site, as well as large master planned communities and in-fill development occurring throughout the City. The Library's location near homes and schools makes it readily accessible to residents and students. With the projected growth of the City in the next five to ten years, the library will act as a community beacon, establishing and solidifying a sense of community character. The library will become one of the major neighborhood gathering places where people meet and interact, providing many opportunities for people to come together to gain knowledge, solve community problems, and share visions for the future.

### **C. Access Considerations**

Recognizing that a new library facility will generate additional vehicular traffic, the City Council approved a road improvement project in the City's Five-Year Capital Improvement Program. The project will widen Pauba Road to its ultimate width and include a dedicated left hand turn pocket for eastbound traffic to access the library parking facility. The project is fully funded and the street improvements will be completed prior to the opening of the library.

With continued development of the south of the site and the widening of the road to accommodate increased traffic, Pauba Road will become an even greater east-west axis throughout Temecula and act as a conduit to bring people to the library site. In addition, class II bike lanes and adjacent sidewalks make the site accessible for bicyclists and pedestrians.

Early in the planning process, City staff contacted the Riverside Transit Authority (RTA) about the selected location for the new Temecula Public Library. The RTA service area spans 2,500 square miles, making it the second largest service area of any transit company in the United States. Three separate RTA lines, all of which currently converge at the County buildings in Temecula, service the City of Temecula. This makes it possible for a patron to get to any RTA stop in the City through the use of transfers.

In recognition of how important a new library facility will be in the community and analyzing the demand for transportation to the existing County branch library, RTA has committed to add and service a bus stop at the new Temecula Public Library. In addition, RTA also supports a local Dial-a-Ride program within the community. This program provides economical door-to-door transportation for senior citizens and the disabled.

## D. Site Opportunities

The dramatic nature of the site for the Temecula Public Library provides many design challenges and opportunities. The opportunities come in the form of a dramatic, linear site with a direct and prominent northern exposure, a centralized location and an extremely visible hillside location with views to and from the entire Temecula Valley. The challenges are stated in the form of the topography and the narrow width of the



site. These challenges resulted in a better and stronger design solution and the creation of a striking design statement.

To mitigate the steepness of the hillside, the facility will be integrated into the topography as much as possible. This creates many design opportunities and also enables the facility to become

part of the hillside rather than an object sitting atop it. This is achieved through a limited amount of grading to preserve the nature of the hillside. The site itself will be lowered to gain level access from Pauba Road, while eliminating the need for many costly retaining walls. The minimal retaining walls that remain will be clad in indigenous stacked granite to appear as natural as possible, further minimizing the impact of the building on the hillside. The result is a building that appears stable and comfortable as it rests within the hillside.

The narrow nature of the site was originally the greatest initial concern and resulted in one of the project's greatest attributes. The major existing buildable pad area on the linear site exists to the east. The building is placed on this portion of the property to minimize expensive grading and lengthy retaining walls. This created a long, narrow parking condition, which led us to an intriguing and contextually relevant design solution: the west end of the site is the beginning of a historical Timeline Promenade, complete with tree-shaded arbors, leading visitors to the entry of the library. The Timeline Promenade will become a learning tool for the community, featuring fables, stories and historical facts from Temecula's abundant past.

The history revealed along the timeline augments the third and fourth grade school curricula. The story told by the timeline will enhance that which is related in the Temecula History Museum and the research books that will be found upon entering the Library. Reinforced learning through several mediums is a proven teaching method. In a community with rich history that is experiencing tremendous growth and change, this design element will help to inform and educate residents about those who came to this area and made it their home hundreds of years ago. It will relate their stories, their hardships, their hopes and dreams. It will tell of the City's history, heritage and legacy, helping to define and preserve its community character as a young city exploring and creating its future. Again, the innovation and creativity behind this design element allows learning to begin before patrons actually enter the front door of the library.

## **E. Community Context within the Library**

The architectural design of the facility also speaks to the community's heritage within the building itself. Strategic use of granite accents both inside and outside the building are symbolic of the granite quarry mining that occurred in the area during the late eighteen hundreds. The form of the building, while modern in style is reminiscent of the agrarian structures that are still in evidence throughout the locale.

This theme is carried inside the facility, as well. The Grace Mellman Heritage Room operates off of the library's main entry spine, which is actually a continuation of the Timeline Promenade beginning in the parking facility. This strong line leads the visitor from the timeline through the entry doors, terminating at the far end of the library in the Heritage Room, with all of the other library program areas operating off of the spine. The Heritage Room is a special space that will display local artifacts and special collections. One of Temecula's famous past residents is the late Erle Stanley Gardner, the author of the Perry Mason mystery series. A bequest to the library from his estate will allow the Library to obtain a collection of his works and display them for the public. Furnished with a conference table and comfortable chairs, the Heritage Room will serve as a meeting room or, when not reserved, as a special reading nook.

The Children's area is another space that lends itself to community culture. Temecula is known for its hot air ballooning opportunities and is host to the annual Balloon and Wine Festival. For many, the sight of huge colorful balloons floating in the air is an unforgettable experience. Children in Temecula regularly see balloons suspended between earth and sky and may well have actually taken a basket voyage in a local balloon. Children will be invited to enter the story room through the "basket" while the balloon appears to be crashing through the ceiling. Incorporation of hot air ballooning into the story room creates a significant tie to the local landscape and economy. The balloon sailing into the atmosphere is a symbol to children that "the sky is the limit" in their learning experience.

The building takes great advantage of its long linear north face. Designed with a glass enclosed reading porch that appears to hang suspended over the slope, the northern light is directed into the library for optimal use of natural light. The views from this direction are some of the most spectacular in the City, looking out over the valley and toward the mountains in the distance. The natural lighting denotes enlightenment and learning for all who wish to seek it.

Temecula's population has grown from 1980 to 2000 at an unprecedented rate of 3,137% with strong growth forecasted for years to come. The majority of those moving to Temecula are young families with children. The people of Temecula value education and library services; they want to keep their children challenged and motivated; they want all adults to become literate; they want all residents to have equal access to leisure and educational materials. The residents of Temecula are interested in providing outstanding education for their children, being on the forefront of a sophisticated technology wave and enjoying lifelong learning opportunities. The new Temecula Public Library is planned with the input of the community and is designed with the future in mind.

The Temecula Public Library will sit prominently upon a highly visible hilltop, across the street from the city's oldest public high school and overlooking the Rancho California Sports Park/Community Recreation Center (CRC). Ask virtually anyone in Temecula where the Rancho California Sports Park and CRC are located and they can tell you. It is there that the residents of Temecula:

- Play youth or adult softball, baseball, basketball, soccer, and roller hockey
- Skateboard in the state-of-the-art Temecula skateboard facility
- Participate in Teen Council or any of the teen events
- Enjoy the annual 4<sup>th</sup> of July celebration and fireworks show in the park along with 40,000 neighbors
- Participate in water aerobics, swim lessons, lap swim, competitive swim, or other water sports
- Participate in any one of hundreds of classes or activities
- Attend the summer concert series
- Simply join with family and friends to delight in an old-fashioned picnic

The Rancho California Sports Park and Community Recreation Center are the heart of the City. The last piece of the puzzle in this public complex will be the Temecula Public Library.