

ETHNIC DISTRIBUTION & LATINO POPULATION-PERCENTAGES

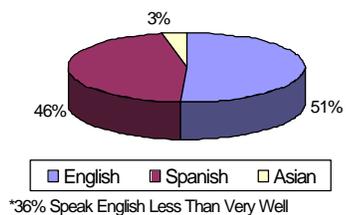
	Local Service Area	Larger Community Service Area	Oakland	California	United States
White	19.5	16.7	31.3	59.5	75.1
African American	43.3	60.2	35.7	6.7	12.3
Asian	2.5	3.7	15.2	10.9	3.6
Other/Two or More	34.7	29.4	17.8	22.8	8.9
Latinos	49.0	41.0	21.9	32.4	12.5

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

Nativity and Languages Spoken at Home

One third of the residents living closest to the proposed library site were born outside the United States. Most are from Latin America, with almost 46% of the population speaking Spanish as the primary language at home. More than one third of the residents in the area speak English less than very well. In the current ACORN Woodland School 55% of the students are English language Learners, an indication that their English language proficiency is limited.

Nativity and Languages - Percentages



NATIVITY AND LANGUAGES-PERCENTAGES

	Local Service Area	Larger Community Service Area	Oakland	California	United States
Native Born	67	70.5	73.4	73.8	88.9
Foreign Born	33	29.5	26.6	26.2	11.1
Language Spoken at Home					
English Only	50.6	55.7	63.2	60.5	82.1
Spanish	45.9	39.1	19.3	25.8	10.7
Other Indo-European	.2	.5	2.6	4.3	3.8
Asian	3.3	4.8	13.7	8.6	2.7
Speak English Less Than Very Well	35.7	29.5	22.3	20	8.1

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

Disabilities

There is a larger proportion of disabled residents in Oakland than either the state or the nation, most of them adults. Over 55% of those above 65 reported a disability during the 2000 census. The proposed library's service area includes even more persons with disabilities—more than one-fourth of the population.

DISABILITIES--PERCENTAGES

Local Service Area	Oakland	California	United States
27.5	22.8	19.2	19.3

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

COMMUNITY ANALYSIS

California Academic Performance Index

There will be four elementary schools (ACORN Woodland, EnCompass Academy, Highland and Stonehurst), one Charter School (Growing Children, K-3) and one NSA high school (High School of Social Justice) in the immediate neighborhood of the proposed library. The API scores of those tested have been poor, with each one scoring “1”, the lowest decile ranking, in both statewide and similar school ranking. Students from five other elementary and two middle schools in the east Oakland area will also use this library as a backup to the smaller Martin Luther King, Jr., Elmhurst and Brookfield branches. The API scores of these schools are also all “1” for statewide ranking all but two have ratings of “1” for similar schools.

While there is no traditional Middle or High School in the immediate service area, students from Elmhurst Middle School and Castlemont High School are expected to use this new library. Their API scores are also low.

In summary, the schools in the service area of the 81st Avenue Branch Library are among the lowest in a District that has 39% of its elementary schools, 67% of its middle schools and 100% of its high schools rated at “1” compared to other California schools. Students in all the schools are testing poorly.

ACADEMIC PERFORMANCE INDEX OF PUBLIC SCHOOLS SERVED BY BRANCH				
School	Number Tested	2002 API Base	Statewide Rank	Similar Schools Rank
Local Service Area				
Highland Elementary.	464	464	1	1
ACORN Woodland Elementary	151	392	1	1
Stonehurst Elementary**	--	--	--	--
EnCompass Academy***	New	New	New	New
Average	-	428	1	1
Larger Community Service Area				
Brookfield Elementary	349	523	1	1
Cox Elementary	706	559	1	4
Lockwood Elementary	456	503	1	1
Sobrante Park Elementary	223	530	1	1
Webster Academy	557	496	1	1
Whittier Elementary	151	392	1	1
Elmhurst Middle	952	477	1	2
Havenscourt Middle	620	446	1	1
Madison Middle	442	441	1	1
Castlemont High	825	417	1	1
Average	-	476	1	1.4
AVERAGE-TOTAL	-	468	1	1.4

Source: California Department of Education, CBEDS, 2002.

** There are no scores for this school

*** EnCompass Academy is in the process of being assembled, with construction of its classroom building to begin in early 2004

Population by Educational Level

The educational attainment of adults in the community surrounding the proposed library site is relatively low compared to the City of Oakland as a whole, California and the United States. About 60% have less than a high school diploma and over 26% less than a 9th grade education.

The 2002 California Basic Education Data (CBEDS) for the ACORN Woodland School reinforces this statistic, indicating that 46% of the parents who responded to the question about their educational attainment have less than a high school education.

POPULATION BY EDUCATIONAL LEVEL-PERCENTAGES					
	Local Service Area	Extended Service Area	Oakland	California	United States
Less Than 9 th Grade	26.5	23.9	13.3	11.5	7.5
9 th -12 th Grade, No Diploma	23.6	22.8	12.8	11.7	12.1
High School Graduate	25	23.4	17.7	20.1	28.6
Some College, No Degree	17.6	20.4	19.9	22.9	21.0
Associate Degree	2.6	3.8	5.5	7.1	6.3
Bachelor's Degree	3.2	3.8	18	17.1	15.5
Graduate/Professional Degree	1.6	1.9	12.9	9.5	8.9
High School Grad or Higher	49.9	53.3	73.9	76.8	80.4
Bachelor's Degree or Higher	4.8	5.7	30.9	26.6	24.4

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

Literacy Rate

The illiteracy rate in Oakland is staggering - 38%. The staff of the Library's Second Start literacy program report that the patrons they see are primarily adults with very low skill levels. Many of the older adult students did not attend school or dropped out; the younger students are those who have actually graduated from high school in Oakland without basic reading and writing skills. Level 1 readers are those who can perform many tasks involving simple texts, but have difficulty using certain reading, writing and computational skills considered necessary for every day life.

PERCENTAGE OF ADULTS READING AT LEVEL 1 LEVEL		
Oakland	California	United States
38	24	23

Source: Stephen Reder. *State of Literacy in America*

COMMUNITY ANALYSIS

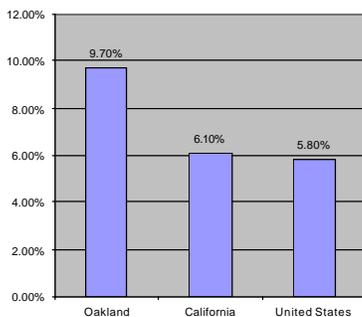
Per Capita Income

This is an economically depressed community. While the per capita income of the entire City of Oakland lies between that of the state and the nation, for residents of the east Oakland service area of the proposed library incomes are significantly lower. The per capita income in the proposed service area ranges from 31% to 57 % below that of Oakland as a whole.

PER CAPITA INCOME, 1999*				
Local Service Area	Larger Community Service Area	Oakland	California	United States
\$9,545 - \$14,388	\$9,305 - \$15,228	\$21,936	\$22,711	\$21,587

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

Unemployment Rate



Unemployment Rate

The unemployment rate in Oakland is exceptionally high, over 1.5 times that of the state and 1.7 times that of the nation. Oakland has had a chronic unemployment problem since the dismantling of the manufacturing that accompanied the end of Work War II. Service providers in the area pointed out that it is often the women in the families that are able to find work - office and clerical work - while the men and young men remain unemployed. This causes stress on families and the community and has contributed to the relatively high crime level in this area.

UNEMPLOYMENT RATE—PERCENTAGES September 2003
(Preliminary, Not Seasonally Adjusted)

Oakland	California	United States
9.7	6.1	5.8

Source: State of California. Employment Development Dept. *Labor Market Data*,

Poverty Rate

The poverty rate in Oakland as a whole is significantly higher (over 1.5 times) that of the state and over 1.75 times that of the nation. With the per capita income so low and the unemployment rate so high, it is not surprising that almost one in five residents live below the poverty level in Oakland. In parts of the service area of the proposed library, the number of individuals living in poverty is as high as one in three. Even the neighborhoods that are “better off” still have over 15% of families in poverty.

POVERTY RATE-PERCENTAGES

	Local Service Area	Larger Community Service Area	Oakland	California	United States
Families	15.3 --29.9	15.3 – 29.9	16.2	10.6	9.2
Individuals	23 – 26.7	13.4 – 33.3	19.4	14.2	12.4

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

Population by Occupation

Residents who are employed in the east Oakland area are primarily in the production and transportation industries, service jobs and sales and office positions. The number in management or professional occupations is less than one-third the percentage of Oakland residents as a whole. This is consistent with the per capita income and the rate of poverty.

POPULATION BY OCCUPATION--PERCENTAGES					
Occupations	Local Service Area	Larger Community Service Area	Oakland	California	United States
Management, Professional, Etc.	11.6	14.4	39.2	36.0	33.3
Service	23.9	23.5	15.8	14.8	15.1
Sales and Office	23.7	23.8	25.1	26.8	26.7
Farming, Fishing, Forestry	.7	.6	.2	1.3	.7
Construction, Maintenance Etc.	16.5	14.8	7.4	8.4	9.5
Production, Transportation Etc.	23.6	23	12.3	12.7	14.7

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

Median Property Value

The cost of housing in Oakland has begun to rise significantly. With San Francisco so densely populated, many who work there are moving to Oakland, a quick BART ride away. The properties in the east Oakland area are valued far below those in the area as a whole-as low as 47.5% of the value. Many are older small homes built during World War II.

MEDIAN PROPERTY VALUE *				
Local Service Area	Larger Community Service Area	Oakland	California	United States
\$111,700-\$130,300	\$111,700-\$141,100	\$235,500	\$211,500	\$119,600

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

** The median property values are given in ranges, representing the median for the individual census tracts and includes data for "specified owner-occupied units" per the Census.*

Housing Characteristics

The percentage of Oakland residents who own their own homes is much lower than that for the state or nation - 41.4% compared to 56.9% and 66.2%. The service area of the 81st Avenue Branch has a slightly higher number of homeowners than the City as a whole. Driving through the neighborhoods, one can see both immaculate homes and pockets of blight. Many homes need repair and maintenance and are on the verge of being in disrepair. The housing stock in the area is old, with almost a quarter of units built before 1940, and 60% before 1960. There are mildew and lead poisoning health issues in these older residences. Blight is an issue in some areas.

COMMUNITY ANALYSIS

HOUSING--PERCENTAGES					
	Local Service Area	Extended Service Area	Oakland	California	United States
<i>Ownership</i>					
Owner-Occupied	43.2	48.8	41.4	56.9	66.2
Renter Occupied	56.8	51.2	56.6	43.1	33.8
<i>Family and Household Size</i>					
Ave. Household Size	3.27 - 3.96	3.1 – 3.96	2.6	2.87	2.59
Ave. Family Size	4.03- 4.26	3.58 – 4.26	3.38	3.42	3.14
<i>Number of Units in Structures</i>					
One	61.6	68.6	49.9	64.4	67
Two to Nine	31.9	26.6	25.2	14.3	13.6
Ten or More	6.1	4.4	24.6	17	12.4
Other	.3	.5	.3	4.3	7.1
<i>Age of Structures</i>					
1995-2000	3.4	2.8	2.2	5.8	9.5
1980-1994	10.2	8.5	7.7	24	23.2
1960-1979	25.7	21	24.5	37.3	32.3
1940-1959	35.6	46	30.4	23.5	20.1
1939 and Before	24.9	21.7	35.3	20.1	14.9

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

There is a larger percentage of single-family units in this service area than in Oakland as a whole, but the average family size and household size are considerably larger. This indicates a higher density of population than would be expected in a community with many single-family dwellings. It is likely that more than one family is occupying some of the units. This was confirmed by both residents and service providers

Transportation

Almost 20% of Oakland residents manage to get around without a car in their household. BART connects Oakland to other cities in the Bay Area, and local busses provide access to most areas of the City, including the east Oakland service area of the proposed library. Hours of public transportation should be considered in planning library services and programs.

VEHICLES AVAILABLE PER HOUSEHOLD-PERCENTAGES					
	Local Service Area	Extended Service Area	Oakland	California	United States
None	18.7	19.8	19.6	9.5	10.3
One	40.7	43.5	41.9	34.1	34.2
Two or More	40.6	41.4	38.4	56.3	55.5

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

V. ANALYSIS AND DISCUSSION OF COMMUNITY CHARACTERISTICS

This section summarizes the demographic characteristics described in the preceding section, and provides additional information and background on the community and its characteristics.

Summary of Demographics

Diverse Population

The library's service area has a diverse population, with significant numbers of whites, African Americans and Latinos. The local service area is 49% Latino, compared to 22 % for Oakland as a whole. The area is in transition from a predominantly African American to increasingly Latino community. Many of the residents are recent immigrants (33%), primarily from Latin America, speaking Spanish.

Moderate Population Growth

The population of this service area is anticipated to grow from 7% to 8% between 2000 and 2020. With little open land available, the growth will occur either through replacement of the aging housing or by increased numbers of families sharing homes, creating a denser population.

Many Youth

There are many children, youth and young families in this service area, a considerably larger percentage than in the rest of the City.

Schools Facing Challenges

API scores for the local schools are in the lowest decile of California public schools. These schools are among the lowest within a District that is experiencing major problems that culminated in its "takeover" by a State Administrator in 2002.

Relatively Low Education and Literacy Levels

Approximately one fourth of the adults have less than a ninth grade education; 50% have less than a high school education and 38% of adults read at the lowest reading levels.

Socio-economically Disadvantaged Area

East Oakland is economically depressed, with low per capita income, an extremely high poverty rate, and high unemployment compared to the City, state and nation.

Persons with Disabilities

There is a significant adult population with disabilities, including those in the 21-64 age bracket and those above 65. The number of adults with disabilities far exceeds the percentage for the city as a whole.

COMMUNITY CHARACTERISTICS



City of Oakland

Background

The City of Oakland is a mature city with a rich history. Oakland occupies about 54 square miles and is the largest city in Alameda County and the sixth largest in the state, with a bustling harbor, an international airport, important transportation lines and a temperate climate.

East Oakland has many assets - professional sports, entertainment, a variety of housing, the Oakland Airport, and access to a regional transportation network. On the other hand, east Oakland is now an economically depressed area.

The area thrived after 1928, when the newly independent Port of Oakland developed the Oakland Airport. During World War II the population expanded dramatically. Large housing projects were developed to house blue-collar wartime production workers. Over 50,000 African Americans came to Oakland from the poor rural areas of the South and Midwest. There was a strong military presence in the area, with the Oakland Army Base, Alameda Naval Station, Oak Knoll Naval Hospital and Oakland Naval Supply Center.

The area declined in industry after the World War II boom. Suburbanization shifted populations and the construction of freeways changed the nature of the area. East Oakland has struggled since then to maintain industry and commercial development along its major corridors and to rehabilitate the aging housing stock. Many properties along major corridors and some residential area are neglected. Industry and housing are intermixed, with problems arising from incompatible uses.

A Community with Many Challenges

This is a community that has challenges. East Oakland has many needs. According to the City's *Envision Oakland; City of Oakland General Plan 1998*, east Oakland needs commercial revitalization and basic services. While the City plans to encourage "commercial nodes" along the major corridors, including International Blvd. near the library site, this has not yet occurred. The library service area is part of the Coliseum Redevelopment Area. It is redevelopment funds that will provide the local matching funds required for the Proposition 14 grant application, with the full support of the City Council and business community represented in the Coliseum Commerce Center Advisory Committee.

A CEDA Survey in 2001 concluded that the east Oakland community is most in need of clean streets, housing rehabilitation, general public safety, pedestrian safety, a medical center and health care, youth programs, employment programs, training centers and recreation programs.



Coliseum BART Station

East Oakland has no single community focal point. Several large transportation arteries tend to divide the area, leaving it a series of small geographic areas rather than a true community. The 880 Nimitz Freeway is a presence in the southern-most area, although largely above grade. The BART line passes through East Oakland adjacent to San Leandro Street and impacts that area. Further north, International Blvd is a wide busy street that discourages pedestrian

COMMUNITY CHARACTERISTICS

crossing. And to the far north MacArthur Blvd and the 580 freeway divide the foothills and hillside areas from the flatlands. The population in the hills tends to be less dense and more affluent.

Mixed Land Use

The school/library site is at the boundary between a residential and industrial area. There is very little park space-this is truly an urban environment. There are no markets nearby. The Eastmont Mall, once a thriving retail shopping center, has been reduced largely to housing community service agencies.

Crime

Aggravating all of these issues is the concern about crime. The most significant crime issues identified by one of the NSCs are prostitution, drug sale and use, illegal dumping, loitering and loud music and noise. There are speed humps on every block to reduce the speed of traffic. Crime is a concern of parents who will not let their children play in the park. Crime is driving business away, to the point that there are no full-service markets within this area and residents leave the area for shopping and banking. The involved residents constantly battle those with no investment in the community. Residents adopted a three block stretch along International Blvd., picking up litter every day. The area targeted by a major community trash clean up was littered again within several days. The Oakland Tribune headline was "Oakland street drowning in trash".

Hopeful Future

Despite all of these challenges, people are living productive lives and raising families with hopes for a bright future. The NCPC is applying for *Weed and Seed* program money to provide a comprehensive strategy to bring together community people and resources to prevent and control crime and improve the quality of life. It is a community-based, innovative and comprehensive multi-agency approach to law enforcement, crime prevention and neighborhood restoration. The new small autonomous schools are expected to boost the education of children.

The new library can play an important part in this coalition, providing meeting space and resources to help community members. It promises to be a beacon in this community, a gathering place for community members and a stand for literacy, education and civic pride.



Industrial uses (Mother's Cookies) near site



Illegal dumping along Rudsdale and 81st will be greatly reduced by the presence of the School and the 81st Avenue Branch Library

LIBRARY SERVICE NEEDS

VI. ANALYSIS OF LIBRARY SERVICE NEEDS

Executive Summary

The library service needs identified during the CLNA that will affect the Library Plan of Service are summarized below. They include:

- General Library Services
- Learning Support
- Technology
- Programming for All Ages—Lifelong Learning
- Community Gathering Place
- Service to Those with Special Needs
- Effective and Efficient Operations

General Library Services

This library will have three constituencies. the students and teachers of the two schools for which this is the school library, the local neighborhood and the larger east Oakland community currently underserved.

Collection

With little discretionary income, residents will rely upon the library rather than bookstores for their educational and recreational reading. The collection needs of the three constituencies are:

- Up-to-date collections in both Spanish and English for children and adults, popular rather than scholarly materials, with a range of reading levels to match reading skills of residents
- A large broad and deep collection to provide additional resources for the three small neighborhood branches in east Oakland
- Teen collection of recreational fiction, non-fiction, magazines, magazines and CDs
- Collections in print (books and periodicals), audiovisual and electronic formats
- Curriculum support materials and resources for teachers
- Reading enrichment books for children of all ages, including pre-readers
- Materials for those with special needs, including ESL, literacy, employment skills, large print and audio books for those with vision impairment.

Seating

Ample seating is needed for students. Judging from the population density compared to the number of housing units in the area, it can be assumed that many students are living in crowded conditions at home and need a place to study after school uninterrupted by siblings and other family members. Latinos tend to use the library as families; seating for families to read together is needed. While supporting the use of the library by youth, adults want a quiet place to read that is somewhat acoustically isolated. Teens want a place of their own to gather.

Safety

One of the prime concerns of parents is the safety of their children. With parental concern about crime in the neighborhood, the library needs to be and be seen as a safe place for use by children, youth and families.

Learning Support

Students need much support. Public schools in east Oakland are in the lowest decile of California schools both in

statewide and similar schools rankings. School libraries are small, minimally staffed and open limited hours. Students need:

- Curriculum support materials available after school and on weekends as well as during the school day
- Computers and computer training; media post-production equipment
- Media viewing area and listening/viewing stations
- Homework assistance and training in study skills
- Class visits to the library and information literacy instruction
- Many parents in the neighborhood cannot assist their children with schoolwork because of language or education limitations and want homework assistance programs.

Technology

Public access to computers and computer training were by far the most requested service by community members. With a high poverty rate and high unemployment, the number of residents who can access a computer at home is very small. The two schools for which this is the school library need a Computer Lab, where teachers can bring classes for technology instruction. Seniors also expressed a desire for computer classes. None of the local schools has a computer lab; there is a need for computer instruction for children and youth as well.

Programming for All Ages—Lifelong Learning

The need for programming extends to all ages and includes:

- Preschool story times to encourage emerging literacy
- After school and summer reading enrichment, reading incentive and cultural programs for children to build reading interest and skills
- Programs for families
- Teen programs for both recreation and academics
- Adult programs including classes (ESL, parenting), “how to” workshops, computer classes, senior programs

Service to Those with Special Needs

With 38% of adults in Oakland reading at Level “1” there is a need for basic literacy instruction. Family literacy is needed to break a cycle of illiteracy and encourage young children to read. Spanish-speaking residents want ESL classes and life-skills programs. With a high percentage of adults with disabilities in this area, there is a need for a fully accessible facility, adjustable workstations, adaptive technology for computer use

Community Gathering Place

This impoverished area of Oakland is not truly as community, but rather a geographic area. It needs a focal point and a place for residents to gather. There is nothing in the area to serve the entire community, although some churches have their own programs. It needs a place to find out about community services and activities.

Effective and Efficient Operations

Operations must be streamlined to free staff time to provide the extraordinary range of programs needed. The design of the library and its service models need to emphasize staff efficiency. These efficiencies should free staff to be more available for assistance.

LIBRARY SERVICE NEEDS

Library Service Needs

The purpose of the CLNA was to identify the library service needs of residents in the community surrounding the proposed 81st Avenue Branch Library site. Due to the demographics of the area, these needs are extensive and diverse. While collections are important, programs and services are, perhaps, even more needed in this community. The library service needs can be organized into seven general categories.

- General Library Services
- Learning Support
- Technology
- Programming for All Age Levels – Lifelong Learning
- Service to Those with Special Needs
- Community Gathering Place
- Effective and Efficient Operations

A. General Library Services—Local and Larger Community

Three constituencies need general services. The first is the two local schools with which the library shares a campus. The second is the local neighborhood; the third is a larger community in east Oakland. They share many of the same characteristics—a high proportion of children and young families, high density population, a large proportion of Latino and Spanish-speaking residents, low-performing schools, low educational attainment for adults, a significant rate of illiteracy, relatively low incomes, and high unemployment and poverty levels.



Brookfield Library

The larger community includes the service areas of the three closest small branch libraries—Elmhurst, Martin Luther King, Jr. and Brookfield. These branches have limited collections, few public access computers, inadequate seating, and insufficient space for programs and services needed by the residents. Neither the Martin Luther King, Jr. nor the Elmhurst Branch can be expanded due to lack of land. Brookfield shares a facility with the East Oakland Senior Center and its only expansion option is into park space and so will be minimal if at all.

The 164 users who responded to the library's users survey from the three closest branches to the proposed site indicate that general library services—collections, reference and research, and computers were the three most important services to be provided by the public library. In the summary below reference and research are inherent in all the services.

LIBRARY SERVICE NEEDS

USER SURVEY RESPONSES; PRIORITY LIBRARY SERVICES				
	ELMHURST	MARTIN LUTHER KING, JR.	BROOKFIELD	TOTAL
COMPUTERS	63	17	47	127
BOOK COLLECTIONS- GENERAL & CHILDREN'S	27	14	21	62
NEW BOOKS		1		1
BOOKS ON TAPE	40	5	27	72
VIDEOS	6	8	16	30
LANGUAGES	2		2	4
MAGAZINES & NEWSPAPERS	6		1	7
REFERENCE & RESEARCH	29	11	28	68
PROGRAMS- GENERAL	8	1	8	17
LITERACY	1			1
SPACE FOR WORKING	5	3	2	10
COMMUNITY INFORMATION	1	1	2	4
EDUCATION SUPPORT	1		1	2
MEETING SPACE		1		1

General Collection Needs

The collection needs were derived from community interaction, demographic analysis and the current use of materials in nearby branches with similar demographics. Those segments of the collections that accounted for 3% or more of the aggregated circulation for the Martin Luther King, Jr., Elmhurst and Brookfield Branches during 2002-2003 are shown below. The same materials are expected to be popular at the 81st Avenue Branch.

LIBRARY SERVICE NEEDS

COLLECTION SEGMENT	PERCENT OF CIRCULATION
CHILDREN'S MATERIALS	
SPANISH LANGUAGE	11.83
NON-FICTION	9.67
PICTURE BOOKS	6.89
FICTION	4.67
AUDIOVISUAL	3.95
EASY BOOKS	3.43
BROWSING (PAPERBACK)	3.04
TEEN MATERIALS	
TEEN MATERIALS (NO BREAKDOWN)	3.87
ADULT MATERIALS	
NON-FICTION	7.77
MAGAZINES	5.84
NEW MATERIALS	5.22
AUDIOVISUAL	5.11
BLACK HISTORY	4.29
SPANISH LANGUAGE	3.29

Collections in Both English and Spanish

More than 35% of adults have limited English proficiency and 55% of students at ACORN Woodland School are English Language Learners. Spanish language materials for preschoolers will allow parents to read to their children in Spanish and encourage a lifelong love of learning. ESL materials, particularly videos, will allow adults to improve their English language reading and writing skills.

Spanish-speaking parents requested children's books in Spanish on curriculum-related topics, so that they could assist their children with homework, even if the child is doing the assignments in English. Spanish speaking adults identified particular topics that they would like to read about in Spanish. These include science, math, parenting, nutrition, women's health, personal development, cooking and magazines.

Large Collection for a Community Branch

As a Community Branch, this library will back up the collections of the three small adjacent libraries. Patrons from this area who want a larger collection to browse through will come to this branch. (All patrons throughout Oakland have access to the entire collection through the online catalog and may request that items be sent to their local branch.) As a resource for the larger community, the 81st Avenue Branch will need a deep and broad collection. It will be more popular and practical than scholarly.

Up-to-date Materials

One of the main improvements requested by those surveyed by the City Auditors was a collection that is up-to-date. This includes new materials for browsing as well current and relevant curriculum-related titles for students. The definition of popular materials will be different than in other areas of the City where best selling titles are in high demand. The popular materials in this branch will be basic how-to books and videos, resume and life skills books, citizenship guides and parenting materials for adults, popular fiction and non-fiction for teens, and picture books and curriculum related titles for children.

Range of Reading Levels

With the wide span in reading skills largely because of language, the collection will need to include materials at a variety of reading levels. The division between children's, teen and adult materials should be less distinct to minimize the stigma of reading in the "wrong" section of the library.

Variety of Formats

Community members need audiovisual materials, including book and tape combinations that allow young children to read along with a story (media kits). New reading adults want audio books to practice their reading skills. Families with limited discretionary income want both entertainment and educational videos to borrow for home use. Teens, children and adults all want music CDs, albeit different music. Teachers want educational videos and CDs for students to view in the library.

N.B. While it is likely that the formats will migrate from video to DVD and from cassette to CD during the course of the planning for this library, it will be necessary to check in with community members at the time the "opening day collection" is ordered to determine if they are still using video and cassette equipment at home as they are now.

Collections for Curriculum Support and Reading Enrichment

The local schools do not have extensive libraries. Collections that support students in doing their homework assignments and research are needed. Because there is such a range of reading skills among the English Language Learners, the English language collection will need a range of reading levels for curriculum-related topics. Teachers also need professional resources.

LIBRARY SERVICE NEEDS



Family reading areas are needed

Materials to encourage children to read for enjoyment are needed, from preschool picture books through teen anime. Any materials to support emerging literacy are critical to breaking the cycle of illiteracy and helping children be prepared for school.

Collections for Special Needs

Those with visual impairments need large print books and audio books. Those with limited literacy skills need high interest low vocabulary materials. The unemployed need materials to build job skills and search for jobs. Those learning English need ESL materials and programs. Another special collection desired is Black History, important to continue to highlight as the population is changing.

Seating Needs

Ample seating for students is needed in this library. Many local residents live in households with a number of extended family members. Students in these families will have a hard time finding quiet space to concentrate on homework assignments without the interruption of younger siblings in such settings.

While the seating standard that is emerging in the Master Plan for a library of 20,000 square feet is a range of 90-110, this facility should have the higher number to respond to the need above and because it shares a campus with two elementary schools, whose students are expected to use the library after school.

The diversity of the community affects seating needs. There are two seating needs that will have to be reconciled in the new facility. There are community members, many of whom are recent immigrants, who want to use the library as families and want as little separation as possible between the collections and seating of the various age groups. There are others who prefer the more traditional model of age segregation. While fully supporting library services for children and teens, they also want a somewhat isolated quiet place for adults to read. The library will need to provide both family seating and quiet seating for adults that is acoustically isolated.

A summary of seating needs identified in this CLNA follows:

- Seating for parents to read with their children, particularly young children, and to participate in lap-sit and preschool storytelling sessions
- Quiet seating for adults
- A variety of seating in the Teen Area that is teen-friendly, providing opportunities for individual study and small group discussions and activities
- Ample table and carrel seating for students and others using the library independently
- Small meeting rooms that can be used by groups working on projects together
- Listening/viewing stations to enjoy audio-visual materials
- Quiet space for tutoring adults in basic literacy

- Quiet acoustically isolated space for patrons with diminished vision to use equipment that reads books or to listen to “talking books”
- Comfortable lounge chairs for adults
- Whimsical seating for children that draws them into the library for recreational reading

Safety and Security

With the high crime rate and the location of the library at the edge of an industrial area, security and safety of children is a major concern of parents and community service providers. Many parents do not allow their children to play at the nearby Tassafaronga Recreation Center because of safety concerns. The library must be designed and supervised so that it is and is seen as a safe environment, especially for children.

The library needs to be aware of the security of patrons and staff, materials and facility. It should have good visual supervision from the staff service desks, especially into those areas of the library most used by children. Security staff located on the school campus should be available to the library for emergencies. CEDA staff member Jay Musante recommends the library establish partnerships with local industries to provide extra “eyes” on the site.

With a shared campus, both the schools and the library identified a need to control general public access to the gated school campus through the library. At the same time, students from the school should be able to enter the library from their gated campus and not have to go through a public entrance during school hours. This will ensure the safety of children and comply with District requirements due to the *in loco parentis* responsibilities of school staff.

B. Learning Support Needs

Needs of the Joint Venture Schools

The 81st Avenue Branch will serve as a school library for the two NSAs with which it shares a campus. The needs of a school Library and Media Center were specified as part of the needs assessment associated with the design of the ACORN Woodland Elementary School replacement facility even before the project was expanded to include a second small elementary school and the public library. The school library needs included:

- Collection that supports curriculum (including bilingual reference), recreational reading and early literacy
- Computer Lab with post production equipment
- Reading areas for individuals and groups, younger and older students
- Homework Center
- Media Viewing Area and Listening/Viewing stations
- Safety for students (see above)
- Professional collection for teachers
- Library instruction



*Temporary Woodland School
Buildings*

LIBRARY SERVICE NEEDS

- Structured schedule for bringing classes to the library
- Place to display student art

General Student Needs

With the low test scores, there is considerable need for the library to support the formal education of the local students. They need books and audio-visual materials to help them learn, they need computers and instruction to develop computer skills. Teachers need resources for developing lessons.

There will be two Early Childhood Education classrooms on the same campus as the library and schools. These are designed to prepare young children for success in school. The development of pre-literacy skills is an important element of this training to which the library can contribute.

The middle and high schools are also failing the students. It will be important to reach out to these pre-teens and teens, get them into the library and provide both a gathering place and a place where they can explore and learn together.

Parents with limited education may find it difficult to assist their children with their homework or to provide the kind of support that will encourage the children to excel in school. The library and school together can meet some of that need, providing homework assistance, English language skill building materials and software for the children, reading readiness programs in conjunction with the Early Childhood Education Center on campus and reading incentive programs. Parents sending their children to these small schools agree to participate in school activities, so they will be able to partner with the library in supporting the students.

With demographics of the charter and other public schools in the area similar to those of the ACORN Woodland and EnCompass Academy, their needs are the same.

Curriculum Support

This library will serve as the school library for the two elementary schools with which it shares a campus. A strong part of its children's collection should support the curriculum of the schools, providing resources to assist with homework and research projects. With the range of English language skills among bilingual students, the English language collection will need a range of reading levels in all segments of the collection to match the reading skills of students. The schools have bilingual programs; Spanish language materials are needed.

Computer Lab-Computers and Computer Training

A Computer Lab is required so that each of the K-5 classes in the two NSAs can receive computer training. Furnishings in the Lab should be designed for mid-elementary school children. Post-production equipment is needed for older students preparing video and digital projects.

Reading Areas

With many students living in crowded homes and others without parental supervision after school, there is a need for a place for students to stay after school to read or do their homework.

Homework Assistance

Almost every person participating in the CLNA—community leaders, community service providers, students, parents, and teachers— identified tutoring, training in study skills and homework assistance as priority services. API scores for local schools are in the lowest range of all California schools. Students need help to be successful in school. Many of the parents in the neighborhood cannot provide assistance to their children because of language, or educational limitations or time constraints.

While both the Boys & Girls Club and the EOYDC offer some tutoring service, it is limited. Tim Jones, Director of Housing Management for the Oakland Housing Authority, provided insight into the local Tassafaronga Housing Development, indicating that the non-profit network that supported homework programs in the housing development have declined with the general decline in economy and that homework assistance is no longer provided in the development.

Media Viewing Area and Listening/Viewing Stations

The schools identified the need for an area where they can view media in groups and for individual listening/viewing stations. Teachers want to use audio-visual programs (educational DVDs or videos, for example) or educational TV programs. Teens also want someplace to view movies on a large screen TV. Cable TV hook-up is needed.

Individual students listen to music, read along with books on cassettes or CDs, or view educational programs as part of their education. Equipment and headphones, or an acoustically isolated area is needed for this function.

Class Visits and Information Literacy Instruction

The two NSAs want to have their teachers bring their classes to the library regularly, both to borrow materials and to have information literacy instruction. Other local schools also need this instruction so that students can find, evaluate and use information resources effectively. They need this instruction to effectively navigate the Internet and to do research projects during their school career.

C. Technology

The technology needs of this community are primarily access and training rather than depth of electronic resources. It will be important to assist patrons in navigating the electronic resources and services available in the library. Many will have little experience with computers.



Students working after school

LIBRARY SERVICE NEEDS



Limited computer access at
Elmhurst Library

Public Access Computers

Public access computers were identified as a major priority in the new library. While over two thirds of respondents to the Auditor's Library Survey reported having Internet access, there were telling differences among communities. Those least likely to have Internet access follow, with the percentage of each category that DO NOT have Internet access.

- Those who chose to take the survey in a language other than English (84%)
- Retirees (63%)
- Seniors (62%)
- Latinos (58%)
- Unemployed (57%)
- Those with household incomes under \$30,000 (54%)
- Those not registered to vote (45%)
- Those without a college education (45%)

These demographic patterns reflect broader national trends whereby older, less affluent, less educated and non-English speaking residents have less Internet access. The residents of east Oakland fit these characteristics. This was confirmed in the user survey, which showed that 49% of respondents did not have access to a computer at home or work.

The technology is needed to bridge the digital divide caused by the poverty of this area. Students learning computer skills in school can practice their skills, do research on the Internet and type reports using word processing software. Adults can use specialized job training software to develop typing and other skills and research job opportunities.



Computer assistance is needed for
all ages

Computer Training

Along with public access computers, computer training is a great need in this community. Teachers need a Computer Lab for computer training classes on a regular basis. They will need 30 computers to accommodate all the students in a class. The computers will include both PCs and iMACs for post-production work on videos and DVDs created by older students.

Families want to learn to use computers together. The furnishings in the Computer Lab will be scaled for upper elementary students for this purpose. Seniors also requested computer training, from basic use of the mouse to Internet searching.

D. Programming and Services for All Age Levels—Lifelong Learning

While collections will be important in this Community Library, programs and services were requested even more often than materials by community members. The circulation in the branches that are closest to the proposed site and with the same demographics have relatively low circulations but high patron in-house use.

LIBRARY SERVICE NEEDS

Unlike some of the higher circulating libraries in the OPL system, patrons may need to be enticed into the library and introduced to its resources. Many in this area do not have extensive experience with public libraries, coming from other countries without this service. Others are used to the smaller branches in the area that do not have the space to provide programming needed by children, teens and adults. Publicizing the library and its services to both English and Spanish speaking residents should be a key element in the library's plan of service.



Afterschool programs are needed by area children

Programs and Services for Children and Families

Services for youth were among those most requested by community members. About 30% of residents of the local and larger community are under 14 years of age. The academic needs of the youth are covered above in the Learning Support section.

After School Programs

The need most commonly identified was for after-school programs for children. There are few parks or recreation facilities in the area. There is little open space-this is a true urban environment. According to the Director of the Tassafaronga Recreation Center, many of the local children have a single working parent who cannot afford after school care and are virtually self-raised.

Community activist and Tassafaronga resident Jacqueline Taylor suggested the need for art and music programs, both to support the children after school and to expose them to cultural programming they would not otherwise receive. She also emphasized the need for a safe environment for children and families.

Summer Programs

Residents also asked for a strong summer program of activities for children. Students do not go to school year-round, and there is little for them to do in the summer other than to be on the streets. The library will need to work with the local Boys and Girls Club and with the EOYDC to develop summer programs for as many children as possible. Community members suggested story times, arts and craft programs, book clubs, poetry clubs, writing workshops, computer classes and tutoring programs as either needs or beneficial for the children.

Reading Incentive Programs

Recognizing that an early introduction to the joy of reading can impact academic success, parents and teachers want reading incentive and enrichment programs for children to encourage the habit of reading.

The children need to experience the joy of reading and develop a love for lifelong learning. Many will not get this encouragement at home-some

LIBRARY SERVICE NEEDS



Storytelling will be an important service to young children

parents are absent entirely, with many children taking care of themselves. In other cases the parents themselves have little education or limited English language skills.

Family Programs

Programs that families can attend together were requested. Many of the recent immigrants are Latino families; those interviewed said they want to use the library as a family. They need a place where parents and children can read together comfortably. Residents asked for a place in the children's area of the library where young children could draw, do puzzles or play while the parent is reading with an older child or helping the child find library materials.

Preschool Programs and Emerging Literacy

Two City Early Childhood Education Centers (ECE) will share the campus with the two elementary schools and the library. Teachers want to use the picture books and bring children to storytelling programs to encourage reading readiness, preparing the children for success in school. The Growing Children Charter School (K-3) will also bring classes for storytelling. Home-based childcare providers also want to enrich their pre-K and K students with story times.



Space for parents and children to use the Library together is a big need in the area

Parents want story times for young children—for preschoolers and toddlers as young as two years of age. They want these story times to be held while their older children are in school, during the morning, in both English and Spanish. These parents also want to learn how to help their children become good readers.

Programs for Teens

Older teens (15-19) comprise about 8% of the library's service community. This is a substantial constituency. The activities for teens in the area are limited. In a survey conducted by one of the neighborhood's NCPCs, youth said that there is nothing to do. The parks are small and poorly staffed. The two other places for youth after school, the Boys & Girls Club and the East Oakland Youth Development Center (EYODC), cannot accommodate the large number of teens in this area (17% of the population is between 10 and 19).



Member of Oakland Public Library Youth Leadership Council

East Oakland is truly an urban area. Adjacent to industrial properties, there are few parks and very little open space. Children and youth need after school and summer activities and enrichment programs. Teens need an environment that will entice them off the streets and an inviting place to gather and "hang out" with friends.

According to the citywide teen survey, with over 1100 responses:

- Teens who use the public library come for a number of reasons: 45% to study or do research; 28% to get materials for free-time reading, 26% to study with friends; 26% to use the Internet; 15% to "hang" with friends and 11% for magazines.

- The teens get to the library in a variety of ways: 43% walk, 32% take the bus, 30% are transported by parents and 4% bike
- What teens like most about the library that it is free, has computers and provides access to the Internet
- They said the libraries should have more computers, CDs, volunteer opportunities, school yearbooks, fiction, programs for teens, magazines and videos
- What some liked was that the library provided quiet space; other disliked the library because one has to be quiet there

An OPL Youth Leadership Council (YLC) has been active in the identification of services, materials and spaces that will entice teens to the library. Three meetings were held with the YLC regarding this project. From the work done by these young leaders, from the 2002 Teen User Survey and from a smaller survey sampling conducted by the East Oakland Youth Development Center, the library needs for teens include:

- An area in the library that is teen-friendly and distinct from the Children's and Adult Areas, a place where they can "be"
- Computers, with academic electronic resources and games, arranged so that they can be used by a couple of teens at the same time; teens should be welcome to use the computers in the café area
- Books for both school assignments and recreational reading, including magazines, popular fiction, paperback teen books, and graphic novels. Music CDs are in high demand.
- The academic materials can be located in the other areas of the library; the designated teen area should have the newest recreational materials, well displayed.
- Programming for teens in the library
- Teen-friendly seating, both for individuals and for small groups.
- An informal space for groups to meet - not a formal study room, but an informal area



Programs for Adults and Seniors

Adults

Adults who participated in the CLNA focused on the needs of youth more than their own library needs. What was gleaned, however, from conversations with general library users and from the combination of users and non-users contacted for the City Auditor's survey was that the library should have a solid general collection of materials that includes new and popular titles, audiocassette books, videos and DVDs and CDs for recreation. In addition, there were several critical needs of the east Oakland area:

- Public access computers and computer classes for adults
- Job information and vocational skill-building materials and software
- Information about services available for those in need in the

LIBRARY SERVICE NEEDS

community—information and referral and distribution of community information brochures etc.

Adult Education Classes

The school has as a priority the provision of adult education classes of many types, including ESL classes and parenting classes for neighborhood adults. The preferred time for these classes for parents is while the children are in school. There is no space in the schools during the school day. Classroom and meeting space is needed for classes - ESL, literacy, parenting, safety, home repair, citizenship life skills, computer use, and job skills.

Many residents are concerned about survival issues; providing life skills resources will be important. They need programs such as home maintenance and safety, as well as “how to” videos on home repair.

Senior Adults

There are a number of senior housing facilities within the library’s service area. The closest is the Allen Temple Arms with three complexes, including one for those with AIDS. Josie Barrow, President of the Residents’ Council, said that the complexes have a bus 5 days a week that could bring seniors to the library. Most of the residents are mobile and active. She identified four library services that are needed by her residents:



Allen Temple Arms Senior Housing

- Computer classes specifically for seniors. Many are interested in learning this new skill and would feel most comfortable if classes were given specifically for seniors. Most do not have computers in their suites, but would use the library computers to e-mail grandchildren and search the Internet.
- Entertainment videos. The complex has several large screen TV’s that can play videos. This is a regular entertainment for residents. The library’s collection of videos could be used by individuals in their own rooms or for small groups gathered in the common rooms.
- Audiocassette books and large type books for those who have vision impairment or who find it difficult to hold books for reading. Recreational titles would be most popular.
- Many residents have grandchildren who visit them. Having children’s books from the library to share with them would be very useful.



*Allen Temple Manor
Senior Housing*

A group of 100 seniors participating in an exercise class at the East Oakland Senior Center identified additional materials and services below, and echoed the desire for computer training classes.

- Health and nutrition books
- Quiet areas to read
- Unabridged audiocassette books
- Programmed activities for seniors in the new library

The East Oakland Senior Center serves all of east Oakland. Programming space is limited and is insufficient to provide all the programs desired by the 1500 seniors who are registered, 800 of whom are active. The Center's Director, Leroy Slaughter, needs more programming space and would like to partner with the Library to provide classes for seniors at the new library facility. Since many of the seniors are from this neighborhood, this would reduce the travel time and expand the programs available for seniors.

E. Resources for Those with Special Needs

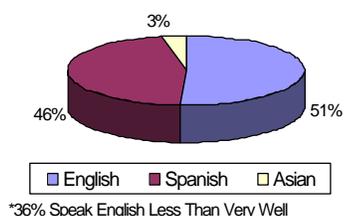
Spanish-Speaking Residents

One third of local residents are immigrants, most from Latin America. Almost 36% of local residents speak English less than very well; almost 46% speak Spanish as their primary language. In the ACORN Woodland School 55% of the students are English language learners, with limited English skills. They need a strong Spanish language and bilingual collection, as well as English materials at a variety of reading levels to match their skills. They need ESL classes, basic literacy tutoring, and family literacy.

Spanish-speaking parents of students at the ACORN Woodland School attended a focus group with a Spanish interpreter, as well as a follow up bilingual meeting regarding the building design. The library service needs they identified included:

- Plenty of comfortable seating
- Books at all reading levels to accommodate those with limited reading skills
- Books to help parents help their children
- A family reading area
- Children's play space where children can draw or do puzzles
- Place for teens, with computers, job applications and exam preparation materials
- Lounge with a coffee machine where parents can go while their children are attending library programs; there should also be vending machines with healthy snacks that are not too expensive
- Arts and crafts programs for children
- Group study rooms
- Computers and computer training for parents
- Story times for preschoolers and toddlers as young as 2 years old in the morning
- Safety programs
- Homework Center
- An open space-very roomy
- Security guards
- ESL and other classes
- Programs in Spanish

Nativity and Languages - Percentages



LIBRARY SERVICE NEEDS



Oakland's second start literacy tutoring

Limited Literacy Skills

From the demographic data, it appears that a full 38% of Oakland adults are functionally illiterate. Basic literacy classes or instruction was one of the needs identified by residents in the Auditor's survey and by teachers at the ACORN Woodland School. Basic literacy instruction was recommended by teachers and community leaders. The basic literacy course should include strategies for those with limited English proficiency, given the high number of foreign-born residents. A private place is needed for one-to-one tutoring to lessen the intimidation of students.

Disabled

The number of disabled residents in the local area is exceptionally high; almost 28% of residents reported some disability according to the 2000 Census. The percentage is highest among adults and seniors. This library facility and its services will have to be fully accessible.

A focus group that included those with visual, auditory, mobility and learning disabilities identified the following that would make the library more accessible, in addition to compliance with the Americans with Disabilities Act (ADA). Most refer to devices or equipment to aid in the use of general library materials, rather than specific collections.

- Clear aisles to facilitate mobility (provide parking spaces for book trucks)
- Adaptive equipment for computers including large screen monitors, alternative keyboard and trackball, and a touch screen monitor, audible Internet
- Reading machine for visually impaired
- Training for staff on dealing with various disabilities
- Non-slip floors
- Private, quiet area for use of a reading machine and listening to talking books, with adjustable lighting; these were needed by those with vision impairment and anxiety disorders
- Height-adjustable workstations
- Information on services available for those with disabilities
- Additional time on computers for those with developmental disabilities

Unemployed

With the high unemployment rate and high level of poverty, the Coliseum Commerce Center Advisory Committee and others interviewed during the CLNA identified a basic need in this community – that of job information and resources to help build marketable skills. They suggested a partnerships with the one-stop Career Center in east Oakland, and local business owners to expose youth to job opportunities.

F. Community Center and Gathering Place

This area needs a Community Center and Gathering Place.

Local residents, the school staff, and library staff envision the school/library complex as a major community asset that will provide a focal point for an area that does not have one at the present time. Community service organizations asked for meeting rooms that could be used for community meetings and workshops. They want the meeting rooms to be accessible in the evenings and on weekends, even if the library itself is closed.

Looking at the school/library as a community center, residents asked for meeting rooms of varying sizes for different functions. These include classrooms; a large meeting room for both reading enrichment programs for youth and large community meetings; and small rooms that can be used by groups of students for collaborative projects.

Library staff requested space large enough for reading enrichment programs that are expected to draw as many as 250 children.

A Café was requested by both parents and teens; there is no restaurant in the area. Parents want this space for times they are waiting to pick up their children after school or in conjunction with classes they may attend during the time their children are in school. The schools cannot at this time provide programs for parents while their children are in school because of space constraints.

Teens will enjoy using the express terminals while they snack after school. The type of food to be dispensed from the vending machines in the Café will be determined by the Advisory Committee that will implement the joint use agreement between the District and the Library.

Teens asked for a place in the library where they would be welcome to gather, just to “hang” with their buddies. They want a place that is relatively quiet, but where they can talk and interact.

Another need of the community expressed by a number of both residents and service providers is the function of the library as a community center. They want the library to be a central place to find out what is going on in their community—the services that are available and activities scheduled. There is no central distribution point for this kind of printed information.

The Principals of the two local schools and the EOYDC Director requested that the library provide display cases and bulletin boards for the artwork created by students, so that the community can view these creations.

LIBRARY SERVICE NEEDS



Self checkout machine

G. Effective and Efficient Library Operations

This set of needs was identified by library staff and administrators rather than by community members, and relates to the operational budget of the library. With the development of the Oakland Public Library's Master Plan, there will be an expansion of services and the addition of three new libraries, including this 81st Avenue Community Branch. While there will be some staff increase to cover the new libraries, the implementation of the Master Plan requires that library operations be streamlined, providing effective service very efficiently. Library staff needs to be strategically deployed for programming and customer service "on the floor" rather than tied to repetitive operations that can be accomplished with technology.

Library staff and administration have identified specific needs to be addressed in this library that will reduce the repetitive tasks of staff, freeing them to work with patrons on more complex reference or circulation activities. Efficiencies to be accommodated include:

- The introduction of self service check out and independent pick up of reserved items
- Rough sorting of returned materials by patrons at the library's entry into return slots for children's, audiovisual and adult materials
- Automatic return and re-sensitizing of materials using RFID technology
- The centralized ordering of materials for the library based upon a collection profile developed in conjunction with the local schools
- New reference delivery through mobile reference stations

SERVICE LIMITATIONS

VII. SERVICE LIMITATIONS OF EXISTING LIBRARY FACILITIES WITH EXECUTIVE SUMMARY

This will be a new library in east Oakland that is currently underserved; there is no existing library on this site. Residents currently use three branches in the area - Elmhurst, Martin Luther King, Jr., and Brookfield - all of which are small and have extremely limited collections, seating, access to computers and programming space, and are outside the local service area of the 81st Avenue Library. In addition to its own service area, the 81st Avenue Branch will serve these libraries as their nearby Community Branch. .

Located within a residential neighborhood, the 3,220 square foot Elmhurst Branch is small and cramped. Land constraints will prevent this library from being expanded to meet the needs of local residents for collections, seating, meeting room space and computers.

Established in 1957 and sharing space with the East Oakland Senior Center, this 4,260 square foot Brookfield facility is too small to provide the programming needed for youth and families and to provide the Spanish language collection needed for an increasingly diverse population.

When the 3,800 square foot Martin Luther King, Jr. Branch opened in 1970, an evaluation by the American Library Association concluded “the building is charming and attractive, easy and efficient to work in, but essentially too small for efficient services.” This inadequacy has only increased as the population has increased.



Elmhurst Branch Library



Brookfield Branch Library



Martin Luther King, Jr. Branch Library

VII. PHYSICAL LIMITATIONS OF EXISTING LIBRARY FACILITIES WITH EXECUTIVE SUMMARY

This will be a new library in the southeast area of Oakland that is currently underserved; there is no existing library. Residents currently use three branches in the area- Elmhurst, Martin Luther King, Jr., and Brookfield- all of which are small and have extremely limited collections, seating, access to computers and programming space.

IX. SPACE NEEDS ASSESSMENT

The Oakland Public Library has been developing a Master Plan for facilities and services for the past 18 months that will result in equity and efficiency throughout the City. As part of this process the current facilities and their resources were evaluated vis-à-vis service populations. From this, underserved areas of the City, such as east Oakland, were identified. The 81st Avenue Branch will be a large Community Branch added to the OPL system to supplement three smaller branches that have great importance to their neighborhoods but are too small to provide needed collections, seating, computers, meeting space and services. The Master Plan has established service guidelines for Community Branches that are recommended in the draft Master Plan. The Neighborhood Branches will all be maintained. Those with severe space constraints that cannot be expanded will have more limited service, supplemented by Community Branches. The range of proposed neighborhood branches reflects this.



PROPOSED SERVICE LEVELS:
Community and Neighborhood Libraries

	Neighborhood Libraries	Community Libraries
Collection	24-75,000 vol.	65-70,000 vol.
Seating	21-75 seats	90-110 seats
Computers	5-30 comp.	50-60 comp.
Storytelling	0-30 spaces	30-40 spaces
Community Rm.	0-75 seats	75-125 seats
Group Study	0-14 seats	12-18 seats
Teen Area	0-20 seats	20-25 seats
Library Space	3,800-11,000 sf	15-20,000 sf

A. Library Collections

The new 81st Avenue Branch should include a generous collection of print, audiovisual, magazine and electronic resources to serve both the student and the general population of the area. It will be strong in formal education support and will include both Spanish and English materials. Providing ease of access is extremely important.