

**LOGAN HEIGHTS BRANCH LIBRARY**

**SECTION 20440: APPENDIX 3**

**COMMUNITY LIBRARY NEEDS ASSESSMENT COMPONENTS**



**LOGAN HEIGHTS BRANCH LIBRARY  
COMMUNITY NEEDS ASSESSMENT**

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## **2. OVERALL EXECUTIVE SUMMARY FOR COMMUNITY LIBRARY NEEDS ASSESSMENT**

Logan Heights, also known as Barrio Logan, is the heart of San Diego's Hispanic Community. Rich in culture and spirit, it is now located just a few miles south of the rapidly developing core of downtown San Diego.

The contrast between the areas is striking. The people living in small houses and apartments in Barrio Logan can see the rooftop tents on the expanded San Diego Convention Center and the tops of the luxury hotels and condominiums on the waterfront. Many know the fine restaurants in the bustling Gaslamp Quarter because they work in the kitchens. Their neighbors work in the hotels, at the convention center and in other jobs created by downtown redevelopment.

In their off hours, these people are trying to improve their English because they want to get better jobs. They are trying to help their children learn to read in English and Spanish. Sometimes the children are teaching their parents.

For help, they turn to their school libraries. Some are so small that only one book can be checked out per week, per student. Next, they turn to their San Diego Public Library Branch. It is a 3,967 square foot facility built in 1927. The collection consists of 40,691 volumes, one of the smallest collections in the San Diego system. Only 11 percent of the books are in Spanish. Very often, the book they need for homework, language studies, or recreational reading isn't there. All eight computers in the facility are occupied by other patrons. They go home frustrated.

The people of Logan Heights and supervisors of the San Diego Public Library System recognize the need for a larger branch library that is able to serve the community. Their best hope is Proposition 14 and that City Council man Ralph Inzuna recognized this opportunity for funding. He has made the replacement of the Logan Heights Branch Library a prime goal of his administration.

Demographic statistics collected by consultants to the San Diego Public Library support the need for a larger, technologically equipped facility. The service area consisted of 28,883 people in 2000, up 72 percent from the 1980 census. The population is expected to grow by 50 percent to over 43,300 people by 2020.

Sixty-eight percent of the service area population is Hispanic and is expected to grow to 77 percent by 2020. Twenty-two percent have not passed ninth grade and 16 percent have been to high school, but have no diploma.

Of the seven elementary schools and one middle school in the service area, the average API in 2001 was 1.67 as compared to the statewide goal of 10. That places them in the lowest 10 percent of schools statewide.

Seventy-one percent of the service area speaks English as a second language. Twenty-eight percent speak English “not well,” or not at all,” compared to six percent citywide.

It is obvious that this community needs an expanded library with homework centers, literacy programs for children and their parents, an increased collection, and every piece of electronic equipment that can be wedged into a new library. The community has also expressed the desire to have a library with an extremely large meeting room for school and general community gatherings. An exhibition space to showcase Hispanic cultural accomplishments and those of other cultures is also essential.

The site selection for this proposed new library is very good for several reasons. 6,800 students in seven public schools, 300 from a parochial school and 928 children from five preschools are within a mile and a half of the library. Implementing programs that support and supplement the school programs is a goal of the library.

The library will share land in the Memorial Park “superblock.” Direct neighbors include Memorial Middle School and Logan Elementary. The Boys and Girls Club, a pool and athletic fields are also part of the complex. Memorial Park itself, a large green space, has been used for community gatherings of all types for decades. It is the heart of the community. In many ways, Memorial Park is not unlike the public square that has appeared in cities, towns and villages throughout Mexico for centuries. It is to these places that people are drawn to celebrate, to talk politics, to share their aspirations for the future.

There is no better place to build a library for *Barrio Logan*. Preliminary design drawings indicate that the materials and form of the architecture will express the history of the community in a modern way. And inside, will be the equipment to capture the future.

It’s a win-win situation.

### **3. EXECUTIVE SUMMARY: NEEDS ASSESSMENT METHODOLOGY**

City Council members representing the Logan Heights district have always supported increased library service to the area. Plans to relocate or expand the library have been discussed for 25 years. In May, 2001, Councilman Ralph Inzunza presented a list of “District 8 Top Priorities.” The construction of a new library for Logan Heights was at the top of the list.

Numerous community meetings were held between November, 2001 and April, 2002 with schools and community organizations to discover what citizens wanted in a new library. The answers were the same: newer, bigger, more technology, training on how to use the technology, meeting rooms and a feeling of safety.

Residents were surveyed early in 2002. Over 400 surveys were collected from throughout the community.

School staff participated in focus groups to determine the types of support they needed to help their students. Teachers conducted classroom surveys about students’ concepts of the “ideal library.” Meetings were held with school librarians regarding how to enhance their collections and service.

Because the new library will be located on school property, library staff met with school administrators regarding a joint service agreement. School administrators discussed the types of services they needed from the library and the types of programs they could provide. School district requirements for Internet access and how schools could participate in the partnership were also discussed.

The Logan Heights Branch has established partnerships with many community organizations. The director of each organization was contacted and asked to poll its staff on what they wanted in a new library. They were also asked to identify the needs of their clients.

The architectural team selected for the new Logan Heights Branch Library conducted several community workshops to discover what the residents wanted in the new building and the character of the spaces and the overall character of the building.

A demographic study of the City of San Diego was performed by Civic Technologies, Inc. on behalf of the San Diego Public Library system. The intent was to describe the population characteristics of the various communities served by the library. Included in the study were general population statistics and trends, occupational and educational levels and other factors believed to be important to library service.

## NEEDS ASSESSMENT METHODOLOGY

In 2002, the Logan Heights Library is a woefully inadequate library. It cannot house a collection reflective of the needs of the citizens; its technology base is being strained to the limit; there is simply no room for the staff needed; and, in general, the physical condition of the library has reached a point where it can no longer be maintained in a manner worthy of a library for its residents.

This Community Library Needs Assessment fills in the detail leading to the inevitable conclusion that a new facility must be built. The needs assessment results, together with the proposed Plan of Service, and Library Building Program, paints a compelling picture of a the need for a new library in this community.

The Needs Assessment Report is organized as follows:

- The ***Needs Assessment Methodology*** utilized to gather community needs data pertaining to a new Logan Heights Library is outlined, and consists of the following:
  - A summary of participation in the needs assessment process is provided.
  - The Needs Assessment activities which formed the Community Library Needs Assessment process are described.
  - Efforts to collaborate with the San Diego Unified School District in determining needs for joint venture projects are described.
- A profile of ***community demographics***, and a description of organizations and agencies in the community that utilize the library's collections and services, or influence in some way those services and collections, is presented next.
- A summary discussion of the ***characteristics of the Barrio Logan community*** that have shaped thinking about a new library is provided.
- An analysis is then presented of the ***needs for Library Services*** for a new Logan Heights Library, summarizing much of the needs assessment information derived from the activities described.
- An analysis is presented of the ***service limitations of the current Logan Heights Library*** which will be ameliorated by a new facility.
- A summary of the ***physical limitations*** of the current library facility is offered.
- The needs assessment concludes with a description of services that are needed in the community, but are ***not now being provided*** in any form by the current library.

A variety of methods were used to obtain information on the needs of the community and what services they wished to see in a new Logan Heights Branch Library. The methods are as follows:

**Community Meetings:** *City Councilmembers from Council District District 8* in which Logan Heights is located have always supported increased library service in the community. Plans to relocate or expand the library had been considered since 1977.

On May 1, 2001, Councilmember Ralph Inzunza presented a list of “District 8 Top Priorities” to the Mayor and Councilmembers. The construction and completion of a new library in Logan Heights was at the top of the list.

Numerous community meetings to gather input on what the community wants in a new library were conducted:

- October 11, 2001, the Chair of the City Council’s Natural Resources and Culture Committee announced a series of citywide community hearings to determine a Library Systems Program. Library needs were focused on the district level and each Council district presented a “wish list” of library needs.
- November 14, 2001, the Logan Heights Branch Library was discussed. Members of the community testified to the need for a bigger, better branch library to meet the needs of the community. At the end of all district presentations, the Natural Resources and Culture Committee, by unanimous vote, recommended that the Logan Heights Branch Library project be submitted in the first round of Proposition 14 funding. The San Diego City Council reviewed the recommendations from its Natural Resources and Culture Committee and voted unanimously to move the application forward.
- March 20, 2002, a meeting was held with the Principal of Logan Elementary School regarding the new library site and building plans. Concerns were expressed regarding parking, security and access to the site. The meeting proved very successful with a follow up meeting to be held with all faculty and parents on April 9, 2002.
- March 21, 2002, Barrio Station meeting “spotlighted” plans for a new Logan Heights Library. Participants noted that the library is “storefront size and lacks any good possibilities for full blown library programming.”
- April 19, 2002, at Logan Elementary School, a community/faculty/staff meeting was held to discuss the preliminary drawings and floor plan of the library. Discussions about safety, security, and access were addressed. The overall opinion of the over 60 people present was that this was an exciting building, whose access that was great for their students and the community

with safety and security issues were addressed appropriately. The group was enthusiastic about the new library.

**Surveys:** A survey of residents was conducted from January through April 2002. Over 400 surveys were collected throughout the community. The City of San Diego's Organizational Effectiveness Program tabulated the results of the survey, and verified the findings as statistically significant.

**School Surveys and Focus Groups:** School staff participated in focus groups at faculty/staff meetings to determine the kinds of support that they felt their students needed. Other methods to solicit input ranged from classroom surveys on "what your ideal library" would be and meetings with librarians from each school to obtain information on what they believed were the needs of their students and assisted them in enhancing the curriculum. Their responses were included in report issued by The City of San Diego's Organizational Effectiveness Program, who tabulated the results of the survey, and verified the findings to be statistically significant.

Library staff also met with school officials regarding a joint service agreement. School administrative staff discussed the types of services the library would provide, the District requirements for Internet access and ways the school could participate in the partnership. Since the Logan Heights site is on school property, we knew that we wanted to provide an optimum learning environment for students.

**Contacts with Community Organizations:** The Logan Heights Branch has established partnerships with many community groups in its service area. The Director of each organization was contacted and asked to poll staff on what they felt their organization wanted in a new library and what they identified as needs for their clients.

#### 4. EXECUTIVE SUMMARY: FINDINGS OF COMMUNITY ANALYSIS

The Logan Heights community is generally characterized by low literacy rates, low household income, low home ownership and high rents. Families tend to be larger here than in other areas of San Diego. Combine this information with statistics showing low educational attainment, low API rankings, high English as a second language status and low English proficiency.

It is obvious that this community needs more than a 3,967 square foot library built 75 years ago.

The following conditions point to the need for a new library:

**The Population Will Grow:** Surveys show that the population will grow 50 percent, to over 43,300 people by 2020, as compared to a 38 percent projected increase for San Diego in general. Experts expect two trends to occur: significant growth of the cohort over age 55 with a 261 percent increase over age 75, and significant growth in the cohort under age 19, especially under age 5.

**The Hispanic Population Will Grow:** In 2000, 68 percent of the population was Hispanic. It is projected to grow to 77 percent in 2020. With this increase, certain related conditions will increase as well. Home ownership in the service area is extremely low. Seventy percent of residents rented compared to 48 percent citywide. The average household size is large: 4.00 compared to 2.61 citywide. Median housing prices rose 17 percent from last year, but still remain 42 percent below the county's median value. In 1989, 50 percent of all age groups lived below poverty level. Currently, 99 percent of all school children in the area participate in free lunch programs.

**The Community Needs Books:** The Logan Heights Library should continue to build the largest possible collection of Spanish language print and multimedia resources in the area. Although the community expressed the desire for technology and the training required to use it effectively, they also wanted books. Lots of them.

**Without Aggressive Programs and Partnerships, Literacy Will Not Grow:** Ninety-five percent of adults in relation to the workforce are at a combined Level 1 and 2 literacy proficiency compared with 60 percent statewide. The average API for the schools in the area was 1.67. This placed the schools in the lowest 10 percent of schools statewide.

It is apparent that children and their parents who speak English as a second language, or not at all need extensive help in language skills. A partnership between the Logan Heights schools and the San Diego Public Library could deliver this assistance in a dignified, effective manner.

**The Community Needs Meeting Spaces and Exhibition Areas that Celebrate their Culture:** Although the literacy rate in Logan Heights is low, the citizens' pride and awareness of their art, dance, music and Hispanic heritage is high. They need performance, exhibition and meeting spaces.

## COMMUNITY ANALYSIS

The Logan Heights Branch Library service area is uniquely situated in the heart of the City of San Diego immediately south of the central city/downtown area. Logan Heights is bisected by Interstate 5 and is adjacent to Coronado Bay and military/industrial uses.

The service area, compared to the City of San Diego, the state, and the nation generally is characterized by low literacy rates, low household incomes and low per capita income, low home ownership and high rentals, low housing and rent values, high rates of Hispanic population, low educational attainment, high poverty rates, low API rankings, high English as a second language, low English proficiency, and large households.

The area is planned for significant growth and will see an increasingly middle age cohort. In 2000, Logan Heights' population was 28,883, up by almost 12,000 people from the 1980 census, or 72 percent, compared to the city's 35 percent growth. By 2020 the service area is planned to grow by 50 percent to over 43,300 people, as compared to the city's 38 percent projected growth, California's 34 percent, and the nation's 15 percent.

In 2000, 86 percent of the population was under age 45, and 74 percent was under age 25. Almost 40 percent of the population was between ages 20 and 34. The population between ages 20 and 24 was 55 percent greater than comparable ages citywide, and between ages 5 and 9 were 26 greater than comparable ages citywide. Two significant population trends will occur: (1) significant growth of the cohort over age 55 with 261 percent over age 75; (2) significant growth in the cohort under age 19, especially under age 5.

In 2000, 68 percent of the population was Hispanic and is projected to grow to 77 percent in 2020; 12 percent is African American, decreasing to 11 percent in 2020; 16 percent white decreasing to 11 percent; and four percent Asian/Other decreasing to two percent. Home ownership is extremely low: 70% of residents rented compared to 48 percent citywide, 43 percent statewide, and 34 percent nationally. The average household size is large: 4.00 compared to 2.61 citywide and 2.87 statewide. Within this context, median housing prices rose 17 percent in the year from March 2001 to \$175,000 from \$145,500, but remain some 42 percent below the county's median value.

Educational attainment is low: only two percent hold at least a bachelor's degree compared to 27 percent citywide and virtually none have graduate degrees. Twenty-two percent have not passed 9<sup>th</sup> grade and 16 percent have been to high school but have no diploma. The San Diego Unified School District has seven elementary schools and one junior high school in the service area. The average 2001 API of these schools was 1.67 compared to the statewide goal of 10 and a similar school ranking of 5.5 placing the district in the lowest 10 percent of schools statewide. The average score was 519 compared to the target of 800. A substantial majority, 71 percent speak English as a second language, and of those over 99 percent are Hispanic. Twenty-eight percent speak English "not well" or "not at all," compared to six percent citywide and statewide, and two percent nationally. Almost all students participate in

free or reduced price lunch programs compared to 63 percent citywide and 47 percent statewide.

The top industries in San Diego are manufacturing, defense, and tourism with telecommunications, software, and biotechnology amongst the fastest growing. The service area employment base is projected to grow 13 percent to 2020, compared to 38 percent for the city. San Diego had a 3.8 percent unemployment rate in February 2002 compared to the county (3.7 percent), state (6.2 percent), and nation (5.5 percent). The service area had an exceptionally high poverty rate in 1989: approximately 50 percent of all age groups lived below poverty.

In 1999, San Diego County per capita income was 3.3 percent above the national level but 1.6 percent below California. Between 1990 and 1999 San Diego County's per capita income decreased as a percentage of the nation's from 7.9 percent to 3.3 percent; but increased relative to California. (In real numbers, San Diego County per capita income grew approximately 40 percent while California's grew at a slower rate of approximately 35 percent.)

In 1990, the low skill occupations (sales, clerical, craft, service, labor, assembly, fishing, and farming) accounted for 66 percent of total service area occupations compared to 69 percent citywide. The largest percentage of projected occupational growth (excluding agriculture due to low numeric growth) is sales at 26 percent, professional/technical and service at 23 percent, and managerial/administrative and production/construction at 10 percent.

Literacy improvement especially in relation to the evolving workforce is an important problem to be addressed. Sixty-one percent of adults are at a combined Level 1 and 2 literacy proficiency compared with 41 percent citywide, 40 percent in the county, and 46 percent statewide; approximately one-third of the adults in the service area are at Level 1 literacy proficiency. San Diego literacy problems parallel the findings from the survey of Adult Literacy in California: 69 percent Hispanic population, 38 percent of the population with no high school diploma and only two percent with greater than a bachelor degree, 68 percent worked in low skill occupations, a household size that is 65 percent higher than citywide, 70 percent renters, 50 percent live below poverty, and among students ages 5 to 17, 28 percent speak English not well or not at all.

To understand the impact of the digital divide, the San Diego Regional Technology Alliance (RTA) released an important study in February 2001 entitled "Mapping a Future for Digital Connections: A Study of the Digital Divide in San Diego County." Findings include the following:

- "Of 30 occupations surveyed at 450 employers during the summer of 2000, 80 percent had computer software requirements.

- "Hispanic and African-American households are twice as likely to not own computers as Caucasian and Asian households.

- "...Even though Hispanics make up 25% of the population, they represent 42% of the unwired population... Two-thirds of Hispanics believed that people rely too much on technology, and one-third without computers do not have them because they do not know how to use them.

-“For those with a high school education or less, education level was found to be more significant than ethnicity in determining home computer ownership.  
-“...Only 59% of African-Americans and 52% of Hispanics own computers... and 52% of African-Americans and 41% of Hispanics access the Internet at home...Cost was the number one reason why African-Americans and Hispanics did not purchase computers or access the Internet from home.”

The Report concludes, “Communities with computers and community resources can help. For those who...neither owned a computer not accessed the Internet outside their home...ethnicity, income, and education level were less significant than the fact that few people they knew use computers. Of all ethnic groups, African-Americans are the most likely to use community centers to access the Internet, and of communities that do not own computers, Hispanics (31 percent) are most likely to use the Internet outside their home. Furthermore, those without home Internet access were more likely to use public libraries (22 percent versus 15 percent) than those with home Internet access.”

### **Governmental Agencies**

The Logan Heights Library is a branch of the San Diego Public Library, a department of the City of San Diego. It is primarily dependent upon the City’s General Fund for its operations. General funds are enhanced by grants, donations and the library’s Matching Fund program, which matches dollar for dollar funds donated for books or equipment.

- *Anna Tatar, Library Director.* Ms. Tatar has been Director of the San Diego Public Library since 1997. She oversees more than 450 full time employees, 34 branches and a general fund budget of \$37 million. She serves as the secretary to the Library Commission. She was the Assistant City Librarian between 1988 and 1995. During that time, she has worked on over 16 branch library construction projects in addition to the New Main Library project.
- *William Sannwald, Assistant to the City Manager for Library Design and Development.* Mr. Sannwald has programmed and overseen the design and construction of over 15 branch libraries in the San Diego Public Library system. He served as the Director of the San Diego Public Library between 1979 and 1997. He has been instrumental in planning and programming the New Main Library. An author of two books on library planning, Mr. Sannwald lectures throughout the country. In his career he has been involved in the construction of more than 40 libraries. He is a past president of the Library Administration and Management Association and has been a juror on the American Institute of Architects/American Library Association awards programs.

As a City government agency, the San Diego Public Library is influenced by many elements of City government. Additionally, other agencies affiliated with City government have an influence on plans for the library. In turn, the library often performs information searching and research for staff in other government and government-affiliated agencies. These government agencies are briefly described below.

- *City Manager's Office.* The City of San Diego maintains a City Manager form of government. The City Manager is appointed by the Mayor and City Council. The Library Director reports to the City Manager via a Deputy City Manager.

The City Manager's Office plays a pivotal role in planning for and advocating the building of new libraries. Anna Tatár, the Library Director, and administrative staff work closely with the City Manager's Office in developing policy and planning for the Library system. City Manager Michael T. Uberuaga and Deputy City Manager Bruce Herring are in regular communication with library staff on all phases of the planning for the library.

- *San Diego Data Processing Corporation.* San Diego Data Processing Corporation (SDDPC) is a nonprofit information technology and telecommunications corporation. It was formed in 1979 by the City of San Diego, when the City chose to privatize the Data Processing Department of the City.

SDDPC's mission is to provide excellent quality services to the departments of the City of San Diego, as well as other municipal and nonprofit organizations within the region. The corporation has its own Board of Directors, who are appointed by the Mayor and City Council.

The corporation provides multi-source solutions and leading-edge professional service which provides information systems, innovative technologies and telecommunications services for nearly every city agency, as well as nearly 40 other city, county, state and federal agencies. It focuses primarily on customer driven technologies that enhance the delivery of voice and data services.

SDDPC is the agency that provides the technology infrastructure for the San Diego Public Library.

- *District 8 Council Office:* Councilmember Ralph Inzunza continues to hold community meetings and will be reviewing architectural plans with the community, providing comment on relevant features. Input by the Council Office will be very important in determining the direction the physical "look" of the facility will take, since this branch will be a focal point in the community. The Council Office wants to make sure that the building's appearance and services reflect community desires.

Other City departments that will have a role in this project are:

- Engineering and Capital Projects Department: Sepi Amirazzi. The project manager will oversee architectural services, project schedules, payment applications, and project budget for the entire construction process.
- Real Estate Assessts Department: Lane MacKenzie. The lead in acquiring land, including property valuation, business negotiations, leases.
- Development Services: Larry Monserrate. The lead in any environmental studies and documentation, building inspection, plan review and permitting, landscape review.
- Facilities Maintenance Division: Robert Norman. As the Supervisor of the building trade crews, he will direct his team through the building walk-throughs to address any maintenance issues.
- Board of Library Commissioners. The Board of Library Commissioners was established by the San Diego City Council to provide the Library system with the benefit of advice of interested citizens representative of the community. Commissioners are appointed by the Mayor and confirmed by the City Council. The Board is to consider all policy matters relating to the department and operation of the Library system. Current members of the Board of Library Commissioners include:
  - Mary Lindenstien Walshok, Chair  
Dr. Walshok was appointed to the Library Commission in 1995, and became the Chair in 2000. She is an Associate Vice Chancellor of Extended Studies and Public Service at the University of California, San Diego. She researches and writes about the institutional and curricular issues confronting colleges and universities in their efforts to serve the changing knowledge needs of our complex society. She also serves on many other civic advisory boards.
  - Laurie Black--Most recently the President of the Downtown San Diego Partnership, Ms. Black is well known in San Diego as a political consultant. She served as Chief of Staff for Congresswoman Lynn Schenk, was appointed to the Regional Water Quality Control Board by Governor Gray Davis and serves on many educational advisory boards.
  - Melvin Katz--He is the co-owner of Manpower Temporary Services, the leading temporary help service in San Diego County. He serves on the boards of the Greater San Diego Chamber of Commerce, the San Diego Urban League, the San Diego Convention and Visitors Bureau, the San Diego Convention Center Corporation and many other organizations.
  - Susan Lew--A former Port Commissioner, Ms. Lew is founder and president of S. Lew & Associates, Inc. She serves as Chair for Development Circle for the Union of Pan Asian Communities and as director and Vice Chairman of 1st Pacific Bank

of California. She currently serves on the San Diego Regional Economic Development Corporation.

- Judy McCarty--She served as a City Council member for 15 years and was a delegate to the White House Conference on Library and Information Systems and the Restructuring of California Public Libraries Joint Task Force. Ms. McCarty also chaired the San Diego County Regional Library Authority and founded Citizens in Action for Local Libraries.
- Mary Anne Baca Pintar--Ms. Pintar owns a media relations firm in San Diego. She was the Deputy Chief of Staff for Communications and Policy and later Chief of Staff for former San Diego Mayor Susan Golding. She has served as the Communications Manager for the San Diego READS Literacy Campaign.
- Ernest Wright, Sr.--This former NFL standout with the San Diego Chargers has dedicated his time to improving the quality of life for San Diego's youth. He is Chairman of Pro Kids Golf Academy & Learning Center in City Heights, which he founded in 1993. He is a member of the San Diego Crime Commission, the Lincoln Club of San Diego County, the San Diego Epilepsy Society and a trustee of the San Diego Museum of Art.

The Library Commission was instrumental in initiating the planning for new branches based on the Branch Libraries Facilities Master Plan. This planning document detailed the inadequacy of branches in older neighborhoods and used various formula and accepted library guidelines to demonstrate that a new branch should be built at no less than 13,000 square feet. They built in flexibility to allow for larger branches depending upon community needs. This document will be revised in the near future to reflect the growing need for additional community space and for technology needs for branches to be a minimum of 20,000 square feet.

### **School Agencies**

The status of school libraries in Barrio Logan reflects the status of school libraries throughout the nation, and in California. The problems faced by school libraries in serving the information needs of students in K-12 schools might be roughly grouped into the following categories:

- *Space problems.* Simply put, libraries are being squeezed into smaller and smaller space in the schools. In California, the space problem has been exacerbated by the class size reduction initiatives. Minkel (2001) reports that class size reduction has meant that there are far more classes operating, taking up every inch of some schools, squeezing libraries into hallways and sharply diminishing room for books and other resources.

- *Staffing problems:* Only 132 school districts and county offices, out of 1,047 districts and county offices in the State, offer school library leadership and expertise to their schools from a professional, credentialed library media teacher. The issue appears to be not just adequate funding to hire credentialed people, but to find any such professionals.
- *Funding for school libraries.* In a word, there is just too little of it. Book costs are escalating, access to information resources is expensive; costs are rising, while budgets are not.
- *Age of collections.* Many school libraries have old collections. In 1999, the average copyright date of books in California school libraries was 1982.
- *Size of Collections.* In California, the average number of school library books per student is 11.9. Recommended size of collection is between 16 and 25 books/student.
- *Electronic resources.* Approximately 75% of school libraries in California have electronic catalogs and automated circulation systems. Approximately 72% of school libraries report having internet access in the library.

(Source: California Department of Education, *Statistics about California School Libraries*. [www.cde.ca.gov/library/libstats.html](http://www.cde.ca.gov/library/libstats.html))

In general, it appears that K-12 schools in the Logan Heights service area could benefit from their students and staff having access to more books and electronic resources, access to trained reference librarians, and more recent collections to support research and classroom instruction. Also, schools could benefit from their students having access to these resources during hours the schools themselves are closed. And, given current funding patterns, it does not appear that schools will in the near future be able to support their internal libraries to the extent that might be desirable or possible with a new branch library.

The Logan Heights Branch Library currently engages in numerous cooperative activities aimed at promoting reading, improving academic performance, and enhancing self-esteem in students at all levels in the education system. Examples of the kinds of services provided to schools in the service area include:

- Reserving materials for large homework assignments (e.g. California Missions)
- Children services librarians share expertise and promote the library as a homework center through school visits, orientations and book talks.
- Provide library cards for every child.
- Continue cooperation with the STAR/PAL literacy program.

- Partner with schools and Friends of the Library in a city-wide Essay Contest.
- Work in collaboration with parents, youth and local community partners to ensure that the library meets the community's expectations.

*San Diego Unified School District, Superintendent of Public Instruction, Alan Bersin, Director of Literacy and Social Studies, Staci Monreal and Instructional Media Services Manager Darlene Bates* were contacted to discuss what they felt were the needs of students and faculty in the Logan Heights service area. The schools in this area are all under-performing schools, and the need to provide an enhanced learning environment through the library was crucial.

Schools that have been identified as “under-performing” are known as “Focus Schools”. There are currently nine elementary schools, with a statewide API ranking in the first decile (API 1). Five of these nine schools are in the Logan Heights area. These “Focus Schools” are: Chavez Elementary School, Logan Elementary School, Emerson-Bandini Elementary School, Kimbrough Elementary School and King Elementary School. The School District has extended their school year by 24 days, provided an extra peer coach, extra funds in every first grade classroom for materials, and a special parent training and involvement program for eight of the district's lowest performing elementary schools.

The schools that will benefit most from a library in the Logan Heights service area are Logan Elementary School and Memorial Charter Academy. Logan Elementary School is especially excited about the library, since their resources are so inadequate that a new principal was recently brought in to implement significant instructional changes. Their lack of computers and research resources is severe.

However, a large public library, with a homework resource center and computer resource center would be a significant enhancement to the teaching environment for all these schools and would be a great benefit in the service area.

There are a total of seven (7) schools in the Logan Heights service area. 1,766 children attend Memorial Charter School, 5,762 attend the seven (7) elementary schools: Burbank, Perkins, Emerson-Bandini, Kimbrough, King, King/Chavez and Logan. Four schools, Burbank, Emerson-Bandini, Perkins and Webster also have pre-schools/Headstart on site. All schools have libraries in the service area and were surveyed regarding their needs and the current limitations of their own libraries. Even though there are no high schools in the area, the need for K-12 materials is evident in the reports library staff received from each school faculty. The Logan Heights Branch Youth Services Librarian visited every school in the service area and spoke with principals, faculty and library media technicians. Surveys were distributed and focus groups were held with students, parents and faculty. Survey data was incorporated into a survey report analyzed by the City's Organizational Effectiveness Program.

In addition to public schools, Our Lady's School, is a parochial school that has 295 students. There are also 5 pre-schools serving 928 children and their parents run by community organizations.

Those pre-schools have no libraries and rely upon the branch as their source of materials. The chart on the following page identifies the public schools and private school in the service area, the number of faculty and students, the way information was gathered and what students, faculty or parents reported was needed in a new library.

## SCHOOLS IN THE LOGAN HEIGHTS SERVICE AREA

School	Staff/Students	Library	Source	Comments
Memorial Charter Middle School	Staff: 88 Students: 1,766	Yes 25,000 vols.	-Student focus group -Class discussion -Teacher surveys	-Need a library with a large collection -Computers with Internet to complete homework assignments -A homework center -Quiet study areas
Burbank Elementary	Staff: 70 Students: 500	Yes 5,000 vols.	Telephone interview/surveys	-Children can't check out many books, since library is so small.
Emerson-Bandini Elementary	Staff: 70 Students 1,494	Yes 16,000 vols.	Teacher/staff survey	-Children can only check out 1 book per week -School library is limited in scope and collection -Parents need to learn with their children
Kimbrough Elementary	Staff: 52 Students 1,053	Yes 10,000 vols.	Faculty/staff meeting & focus group	-Children frustrated because they can only check out 1 book per week -More choice at the public library -Need a library with a homework center -Need computers -Need materials and programs in Spanish
King Elementary	Staff: 125 Students: 850	Yes 8,000 vols.	Faculty/staff questionnaire	-Homework center and classes -More computers -Multicultural books -Cultural programs Children need access to materials on weekends, nights, school holidays and vacations -School library inadequate for meeting homework needs
King/Chavez Charter School	Staff: 15 Students: 240	Yes 500 vols.	Teacher/staff focus group and survey	-Need a library with a homework center -Need more computers -Need more materials in Spanish -School library very small & inadequate for meeting homework and reading needs.
Logan Elementary	Staff: 65 Students: 1,100	Yes 5,000 vols.	Faculty/staff focus groups, surveys and meeting (60+)	-Homework center, research area -Computers with Internet, computer training -Information training -Tutoring -Special programs -Large meeting and conference rooms -Library tours -Spanish materials -Early access to library for classes
Our Lady's School	Staff: 20 Students: 295	Yes 5,000 vols.	Faculty/staff focus group meeting	-Need a larger, more accessible public library with more materials -Would like to come to library on school visits
Perkins Elementary	Staff: 55 Students: 525	Yes 8,000 vols.	Teacher/staff focus group	-Need more homework/research materials

## COMMUNITY ORGANIZATIONS

Organizations in the community range from recreational agencies to those helping families with mental health and health issues. All the local agencies were contacted by library staff and surveyed regarding what they felt were issues affecting library services in the Logan Heights community. Staff identified what the library currently does for their clients, and what they provide. In addition, they reported what future support they would provide in the way of programs and services.

- *Friends of the San Diego Public Library.* In 1978, the Friends of the San Diego Public Library was initially formed, with a Coordinating Council of the Friends of the San Diego Public Library meeting for the first time in 1981. Since that time, the Friends of the Logan Heights Library and each of the other branch libraries have raised funds for the operation of the libraries in the system.

More specifically, The Friends organizations support the existing Logan Heights Library in ways such as the following:

- Proceeds from weekly book sales supplement the Library's materials budget.
- Publicize and promote programs for the Library.
- Provide funds for the library's Summer Reading Program.
- Advocate in the community and to local government regarding the libraries needs.
- Participate in the City-wide School Essay Contest, judging entries, providing prizes and awards, planning and sponsoring the awards program.

The relationship between the Friends organizations and the library is one of reciprocity: the Friends provide gifts to the Library, while the Library in turn gives books to the Friends to be sold in book sales. This relationship will continue in the new Logan Heights Library.

- *Barrio Child Development Center - Chicano Federation*  
The Chicano Federation provides services that help parents and their children rise above the unique challenges they face. Services are aimed at assisting clients obtain and maintain employment, reduce at-risk behaviors, improve academic achievement and develop plans and strategies to achieve long term family self-sufficiency. Many services are provided as part of collaboration with other agencies. Services include: crisis intervention, family development, and Juvenile Diversion.

The organization posts flyers for upcoming events, provides audiences that attend programs. They would be willing to present programs on the library's site, but space is currently not available.

Director Celia Menevil was contacted regarding what she and her staff feel would benefit her organization and the community. She reported the following after talking with her staff: computers for both school age and preschool kids, bilingual materials – especially books and videos, more Spanish language resources and programs, especially needed for the parents.

- *Barrio Station*

The Barrio Station is a community agency that serves at-risk youth between the ages of 6-18 through a variety of programs. These services include recreation programs, youth intervention programs; a family counseling component; and a community parents group.

The Barrio Station has always been supportive of the Logan Heights Library, participating as a collaborative partner in the Partnerships for Change program. In 1998, the Barrio Station served as a meeting site for the Hispanic Task Force comprised of community people, educators and local print and television media that was supportive of the San Diego Public Library and the Logan Heights Branch

Barrio Station would consider holding meetings, workshops, or other programs in conjunction with the library for the community, for youth, children and/or adults, regarding various subjects, including the youth diversion programs offered by them. They have not been able to provide any programming with or for the library because the present library is so constrained for space and has no meeting room.

Staff contacted would like to see:

“a top notch library facility, including state of the art computer equipment. They would like to see children’s access to current books, computers and other technology increased; extended hours for better access to the library when needed by the community; more reading and homework programs; greater learning opportunities for adults.” A decade of hard budget choices have left public schools without adequate libraries, a newer, bigger and better equipped neighborhood library would increase educational levels and opportunities for success.

(Barrio Station focus group, 2002)

- *Boys & Girls Club*

This organization provides club programs and services to “promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence”. They currently post flyers for upcoming events, provide the audiences that attend children and youth programs. When available, their gym is used for large library programs since the library has no meeting room or space for programs.

Director Rubin Padilla reports that he and his staff would like to see more computers for children to use, more children's programming, more bilingual materials and cultural programs for both children and their parents.

- *Hablando Claro/Plain Talk-Logan Heights Family Health Center*  
Hablando Claro/Plain Talk is a program of the Logan Heights Family Health Center, which provides basic health services to at-risk, under served, uninsured youth, 12-20 yrs. of age in the community of Logan Heights. All services are free and confidential. Hablando Claro has been a partner of the Logan Heights Library for approximately five years. They built a book shelf to hold free magazines, pamphlets and flyers regarding health services provided by them; general teen health information; teen parenthood; AIDS and venereal diseases.

The organization would continue to maintain their ongoing display with health information, as well as refer clients to the library. They would also continue to select materials that are of value to their clients, from the collection. Programs and workshops would be provided for members of the community at the library, but space is too constrained at the branch.

Staff expressed the need for a larger library with adequate parking, more computers, a larger collection and tutors that would provide homework assistance as well as technical assistance with the computers. Quiet reading/meeting rooms for tutoring, as well as a separate computer lab and art displays are also needs for the community.

- *Head Start*  
Head Start currently serves children in the community in their various programs at schools. The majority of the children are under five years of age from low-income families. Some children may be older than five but are not enrolled in kindergarten. Head Start provides comprehensive health and human services to the children and families it serves.

This organization posts flyers for upcoming events, provides the audiences that attend programs, and provides the library with an important link to the community. They would work with the library staff to develop and present programs, but the current library is constrained by space.

Director Claudette Blackman feels that her staff and the community would like to see the library provide: more computers with educational material for pre-schoolers, a room or section of the library designed especially for children's storytime.

- *HOMEYS Youth Foundation*  
HOMEYS Youth Foundation is part of the Even Start Family Literacy program and California HIPPY (Home Instruction Program for Preschool Youngsters) program. They serve pre-school children 3-5 years of age and their parents.

At this time, they serve families in five San Diego City Schools, two schools are in the Logan Heights service area. This group is one of the original Partnerships for Change collaborative partners, and continues to participate by referring teachers and parents to the library. They cannot provide any programs at the library because there is no meeting room.

The Foundation distributes library flyers, pamphlets or other library related materials to parents, through their schools. They refer parents and children for library services to assist parents, children and youth to achieve a productive lifestyle.

Staff reported that they would like to see more Spanish books that parents can read to their children. They would also like Spanish software to work with on computers. More access to the Internet would be of great benefit to the parents in the program, as well as meeting rooms for seminars.

- *Partnerships in Education*

Partnerships in Education (PIE), a 20-year old program, is committed to providing meaningful opportunities for business/community organizations and community volunteers to build reform-level partnerships that support teaching and learning in the classroom. They are also committed to service learning, a teaching strategy that integrates student service in the community through classroom curriculum. These focus areas are: literacy, tutor/mentor recruitment and training, technology, curriculum, and school-to-career assistance. This organization will be a valuable partner with the library should a new library contain a computer lab or homework center.

Director Janet D. Delaney reports that staff surveyed felt the following is needed for the organization and for the community: more computers for children and parents, a home work center, tutoring help, quiet reading/study areas, bilingual materials to encourage literacy.

- *STAR/PAL* is a non-profit organization that provides meaningful leisure time opportunities for youth ages 5 through 18 in the City and County of San Diego. STAR stands for Sports Training, Academics and recreation and PAL stands for Police Athletic League. The mission of STAR/PAL is to inspire and aid the youth of greater San Diego to make positive life choices through active participation in educational, athletic and recreational activities in collaboration with community partners.

The success of STAR/PAL's programs represents the collaborative efforts between STAR/PAL and its community partners. These committed partners include: City of San Diego Police, Park & Recreation, Fire & Life Safety Services and Libraries; County of San Diego Probation, Sheriff, Office of Education, Parks & Recreation and Libraries; as well as Federal Border Patrol and FBI. The staff of STAR/PAL includes employees from San Diego Police, County

Probation, U.S. Marshals Service and the STAR/PAL Board. STAR/PAL strives to be the most effective juvenile delinquency prevention program in the region.

STAR/PAL program goals are:

- Develop positive relationships between young people and role models from the entire community.
- Provide positive and structured leisure time opportunities and encourage youth participation.
- Keep our youth in school.
- Contribute to the decrease in juvenile crime & violence.

In keeping with these goals, homework assistance has been provided to children through for STAR/PAL's after-school mentor program. STAR/PAL is able to offer incentives for consistent attendance and school progressions. Normal after-school assistance days vary according to library location. Volunteers include law enforcement officers, firefighters, librarians and members of the community. These much needed volunteers donate their questions and assignments. STAR/PAL Homework Assistance Coordinator Rusty Nelson reports that he has had difficulty offering homework assistance at the branch library because there are few tables or quiet areas for the children to work on their assignments. A larger branch library will allow STAR/PAL to more effectively assist children with their homework.

### **Community Survey**

The FY2002 Public Library Community Survey had three main objectives. First, the survey was to identify and demonstrate the community service needs that should be offered and expanded at the new proposed Logan Heights Library. The second objective was to identify and demonstrate the community activity needs the Logan Heights Library should offer and expand. Lastly, the survey was aimed at identifying the current services and activities that the Logan Heights Library provides to the community.

### **Survey Scope of Work**

The FY2002 Public Library Community Survey assessed the following content areas:

- Current Library Services
- Library Services Needed
- Library Activities Needed

The survey instrument was nine (9) items in length and was completed and found to be reliable by industry standards. A total of 412 surveys were completed and returned. Focus Groups of children and teachers from the Logan Heights community were also included in the results.

## **Survey Team**

The survey scope was conducted by the San Diego Public Library employees and the City of San Diego Organization Effectiveness Program. The scope of the work included survey development, implementing data collection, analyzing survey results, and preparing final survey results report.

## **Data Collection**

For the final survey, it was determined that in order to achieve enough statistical power (95 % confidence interval) to truly capture the collective perceptions of the Logan Heights community, a minimum of 382 responses were required. From the randomized stratified sample, 412 surveys were completed and returned to the Logan Heights Library. From the response rate we can unquestionably conclude that the data is truly a representation of the Logan Heights community.

Survey data was obtained from several sources. Primarily surveys were available to the community at the Logan Heights Branch Library. However, Focus Groups conducted by Logan Heights Library employees and surveys provided to local schools (administered by library employees) were an additional source of data. All data collected was gathered and consolidated into a database from which the main findings were generated.

## **Survey Scale**

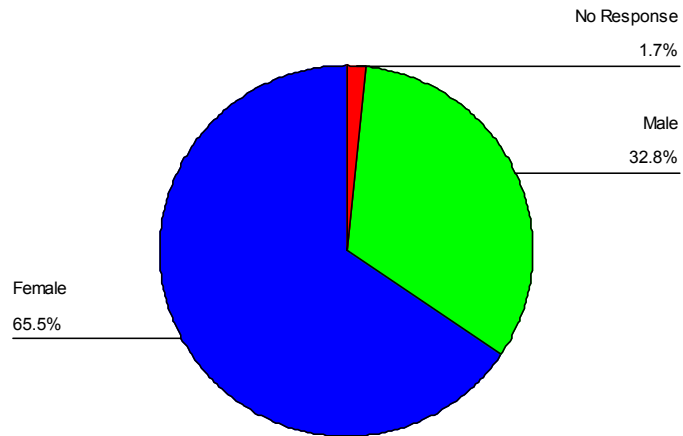
The survey consisted of nine (9) questions. Three were multiple response items, five were demographic information, and one was open ended.

Multiple response items were given a value of '1' for each individual response for purposes of data analysis. Each individual response(s) for a level of an item were aggregated into frequency of response. Multiple response items were as follows:

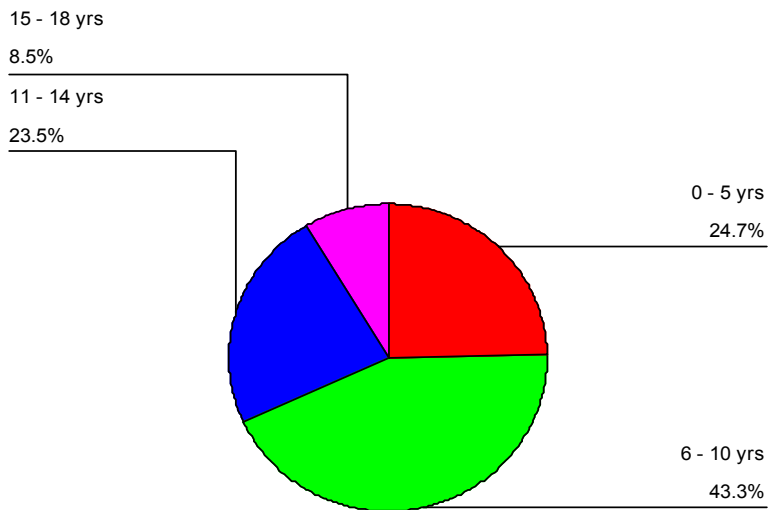
- What library services do you use on a regular basis?
  - 26 response options
- What services should the Logan Heights Library provide for the community and its children?
  - 13 response options
- What activities should Logan Heights Branch provide for schools, teachers, students and parents?
  - 6 response options

**SUMMARY STATISTICS OF THE SURVEY SAMPLE (412 RESPONDENTS)**

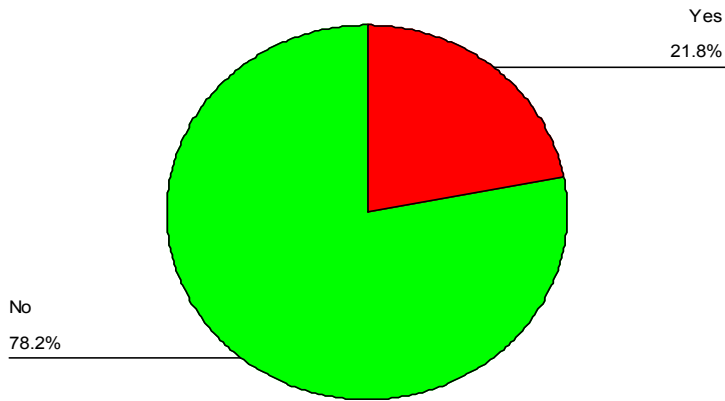
Gender



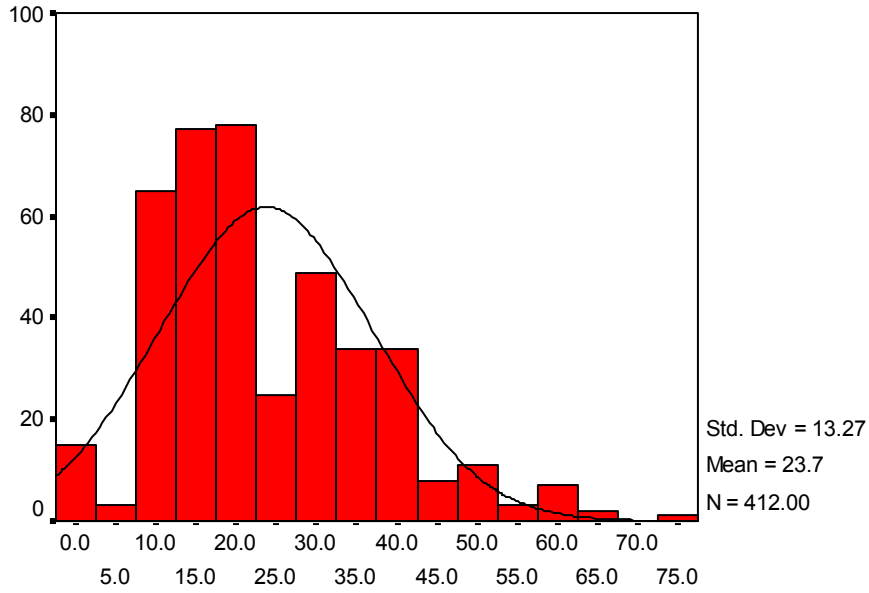
Age of Children Brought to Library



### School Affiliation



### Age of Respondent



AGE

**MAIN FINDINGS**

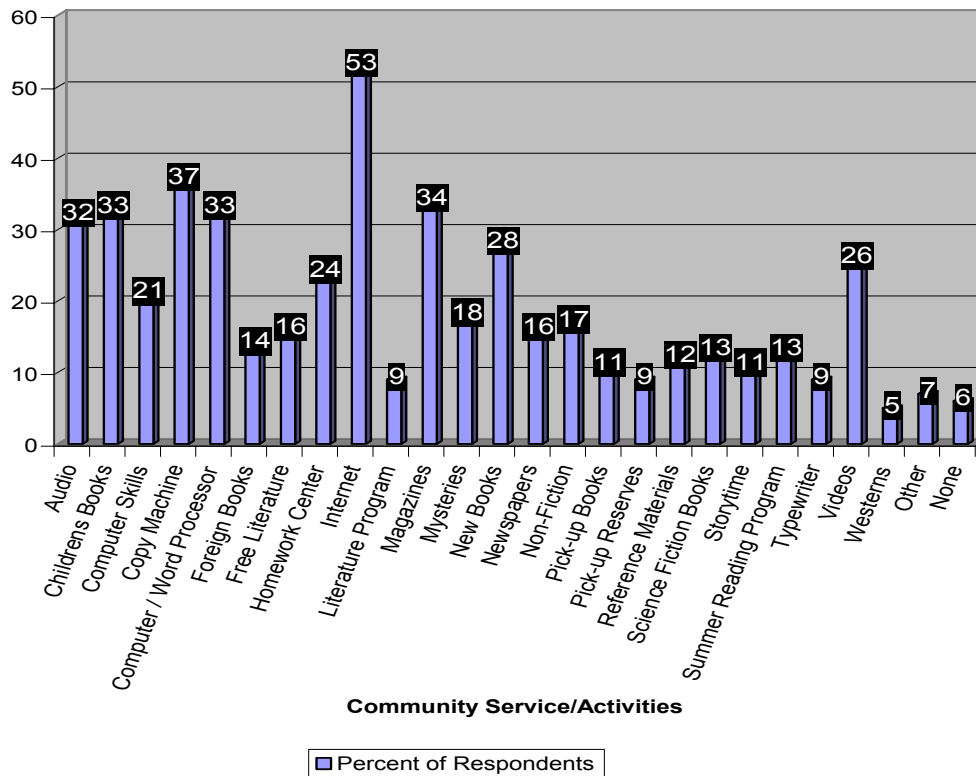
**Current Library Services/Activities Used**

Of the twenty-six (26) multiple response items available to participants, frequency data was transformed into percentages representative of the population. For ease of interpretation within the charts, percentages reported have been rounded up to the nearest values as they exceeded a value of .5 or more. Respectively, values that did not exceed the .5 cut-off were rounded down to the closest value.

Currently used services and activities reported by the Logan Heights Community were as follows (see Chart 1 below): Internet (52.9%), Copy Machine (37.4%), Magazines (33.7%), Computer/Word Processor (32.5%), Children’s Books (32.5%), Audio (31.6%), New Books (27.7%), Videos (26.0%), Homework Center (23.5%), Computer Skills (21.4%), Mysteries (17.7%), Non Fiction (17.2%), Free Literature (16.0%), Newspaper (15.5%), Foreign Books (13.6%), Science Fiction Books (13.1%), Summer Reading Program (12.6%), Reference Materials (12.4%), Pickup Books (11.4%), Story time (11.2%), Pickup Reserves (9.2%), Typewriter (9.0%), Literature Program (8.5%), Other (6.8%), None (6.3%), and Westerns (4.6%).

Chart 1.

**Current Logan Heights Library Services/Activities**

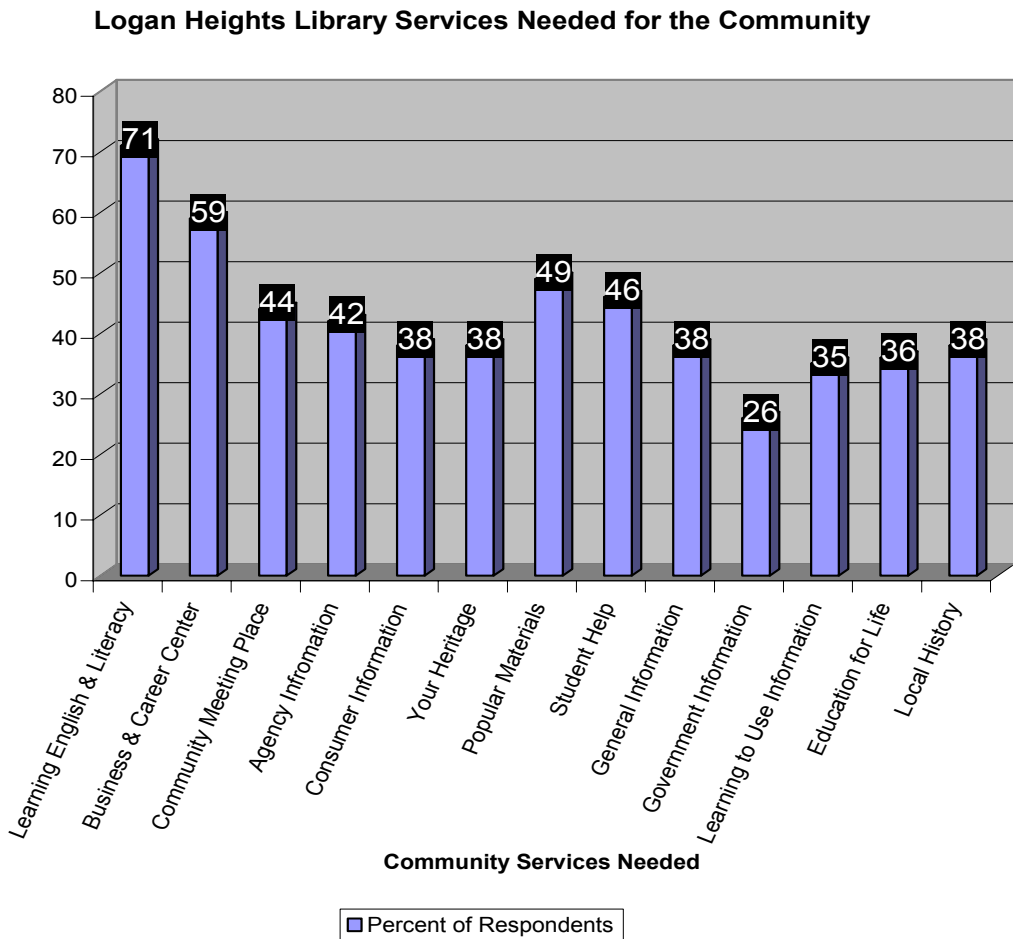


**Library Services Needed for the Community**

Of the thirteen (13) multiple response items available to participants, frequency data was transformed into percentages representative of the population. For ease of interpretation within the charts, percentages reported have been rounded up to the nearest values as they exceeded a value of .5 or more. Respectively, values that did not exceed the .5 cut-off were rounded down to the closest value.

Community Services needed for the library reported by the Logan Heights Community were as follows (see Chart 2 below): Learning English & Literacy (71.1%), Business & Career Center (58.6%), Popular Materials (48.9%), Student Help (45.9%), Community Meeting Place (44.4%), Agency Information (41.7%), Consumer Information (38.3%), General Information (38.1%), Local History (37.9%), Your Heritage (37.9%), Education for Life (36.2%), Learning to Use Information (34.5%), and Government Information (26.2%).

Chart 2.

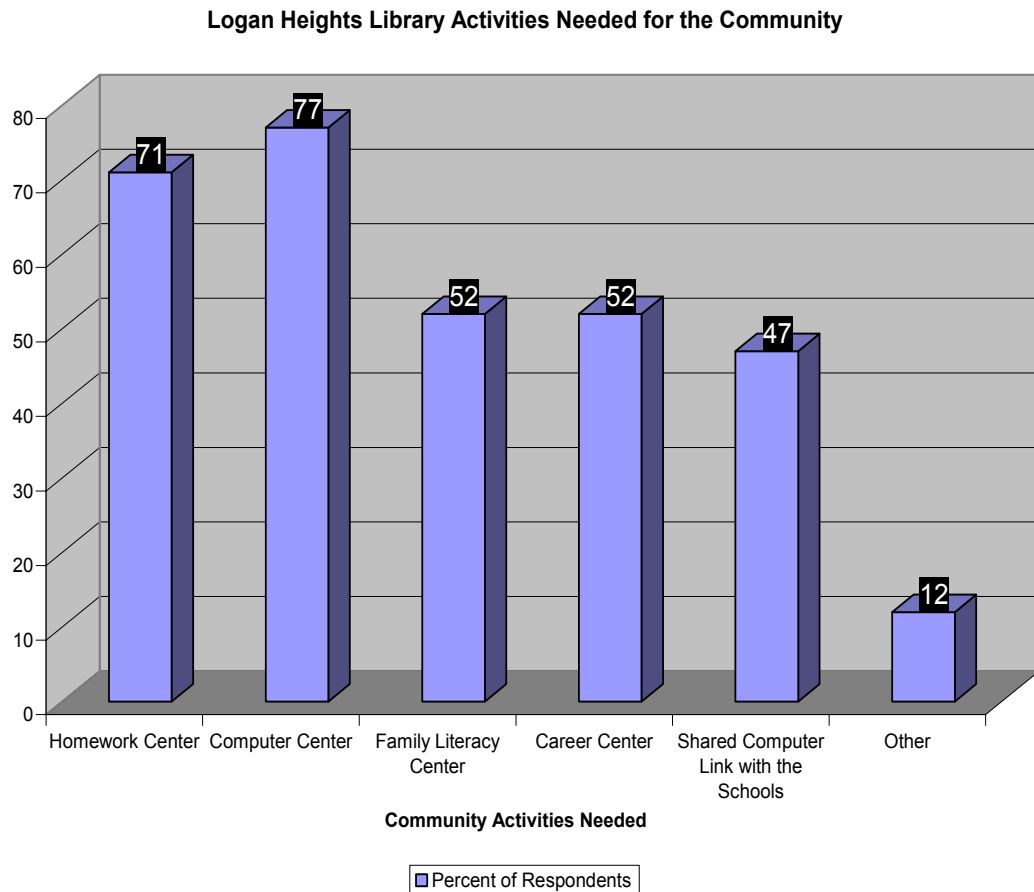


### Library Activities Needed for the Community

Of the six (6) multiple response items available to participants, frequency data was transformed into percentages representative of the population. For ease of interpretation within the charts, percentages reported have been rounded up to the nearest values as they exceeded a value of .5 or more. Respectively, values that did not exceed the .5 cut-off were rounded down to the closest value.

Community Activities needed for the library reported by the Logan Heights Community were as follows (see Chart 3 below): Computer Center (77.4%), Homework Center (70.9%), Family Literacy Center (52.4%), Career Center (51.5%), Shared Computer Link with the Schools (47.1%), and Other (11.7%).

Chart 3.



It is clear from the data collected that residents of the Logan Heights community believe that having a computer center and homework center in their library would be the most desirable services a new library could provide. In addition, anecdotal comments from respondents, as well as from focus groups, indicated a strong cultural identity, wishing to see many more materials in Spanish and programs and exhibits about their cultural heritage.

## DEMOGRAPHIC PROFILE OF THE COMMUNITY

### (1) Population Characteristics

- Location

The Logan Heights Branch Library Service Area (service area) is uniquely situated in the heart of the City of San Diego. The service area is a highly urbanized area located immediately south of the central city/downtown area. Logan Heights is bisected by Interstate 5 which travels south to the border and north towards Los Angeles. Interstate 5 intersects State Route 75 which connects to Coronado Island to the west. Logan Heights fronts Coronado Bay toward the west, which is also adjacent to military and industrial uses.

There are seven elementary schools and one middle school in the San Diego Unified School District located mostly towards the north and west parts of the service area.

- Overview of Service Area Population Characteristics

The Logan Heights Branch Library Service Area, compared to the City of San Diego, the state, and the nation generally is characterized by low literacy rates, low household incomes and low per capita income, low home ownership and high rentals, low housing and rent values, high rates of Hispanic population, low educational attainment, extremely high poverty rates, high English as a second language, low English proficiency and large households. In addition, the area is planned for population and residential growth and density increases, and will see a significant increase in middle age and elderly population.

- Data Sources

To prepare the community needs assessment a wide range of data sources and reference materials was utilized including the following:

- San Diego Association of Governments (SANDAG)
- United States Census Bureau
- United States Bureau of Labor Statistics
- United States Bureau of Economic Analysis
- National Center for Educational Statistics
- National Institute for Literacy
- State of California Department of Finance
- State of California Department of Education
- State of California Employment Development Department
- Portland State University
- CASAS
- READ/San Diego, San Diego Public Library Adult Literacy Program
- City of San Diego
- San Diego Regional Technology Alliance
- San Diego City Schools

- Dataquick/*San Diego Tribune*

The following FIPS were used to obtain United States Census and other data: 06073003800, 06073003900, 06073004000, 06073004900, and 06073005000.

- Growth

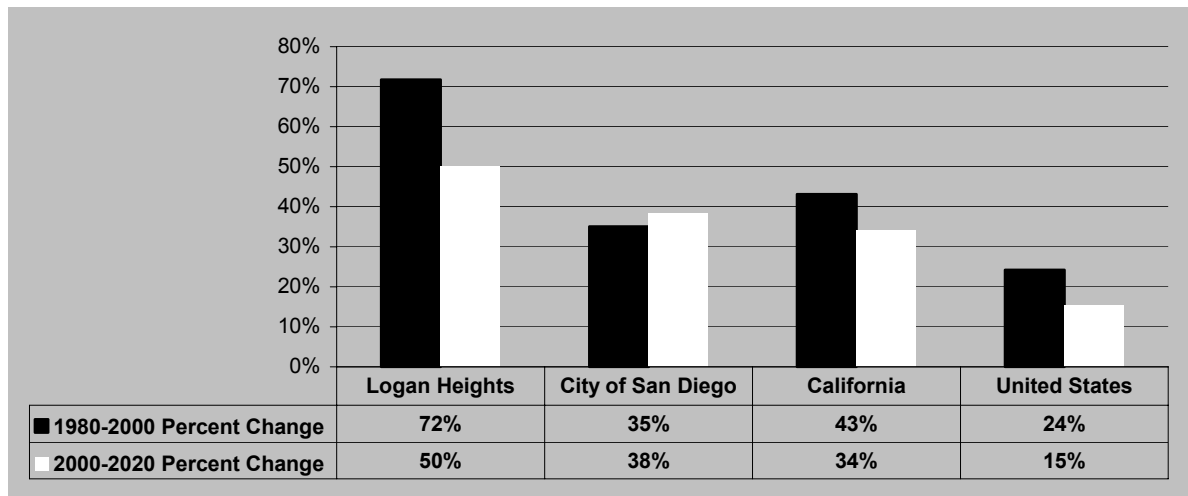
As depicted in the table and figure below, Census 2000 recorded the population at 28,883, up over 12,000 people since the 1980 census, or 72 percent. This compared to the population of the City of San Diego which grew during the same period by 35 percent. Today, San Diego is the second largest city in California. By the year 2020 SANDAG projects that the service area population will reach over 43,316 people, a growth of over 14,400 people, or 50 percent. This compares with the City of San Diego's overall growth rate of 38 percent, California's 34 percent growth rate, and nation's 15 percent growth rate. Between 2000 and 2020 the City of San Diego is projected to grow by some 470,000 people, three percent of whom will live in the service area.

**Table 1: 1980, 2000, 2020 Population Growth by Geography**

	Logan Heights	City of San Diego	California	US
1980	16,816	906,221	23,667,902	226,545,805
2000	28,883	1,223,400	33,871,648	281,421,906
2020	43,316	1,693,533	45,448,727	324,927,000

Source: SANDAG and Census 2000

**Figure 1: Population Change 1980, 2000, 2020 by Geography**

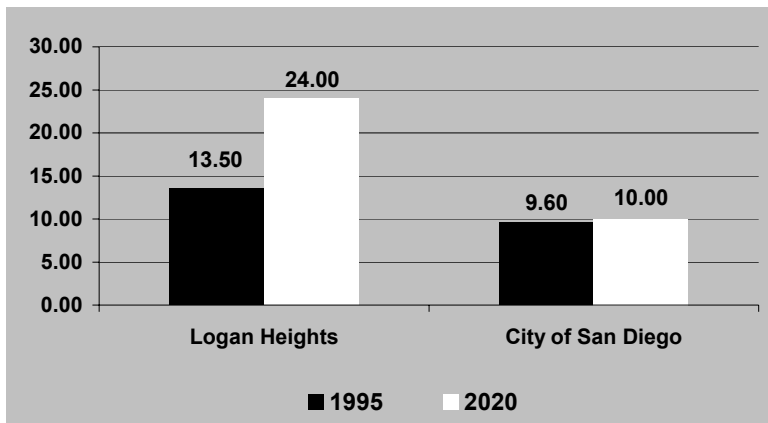


Source: SANDAG and Census 2000

- Residential Density

As depicted in the following figure, SANDAG projects that between 1995 and 2020 residential density in the service area will increase 78 percent from 13.5 total housing units per developed residential acre to 24.0. Almost 6,000 new multifamily housing units are projected to be added, an increase of approximately 296 percent, replacing some 1,500 single family homes. In comparison with the City of San Diego, SANDAG projects that residential density will increase by approximately five percent from 9.6 to 10.0 during the same period.

**Figure 2: 2000-2020 Change in Residential Density**

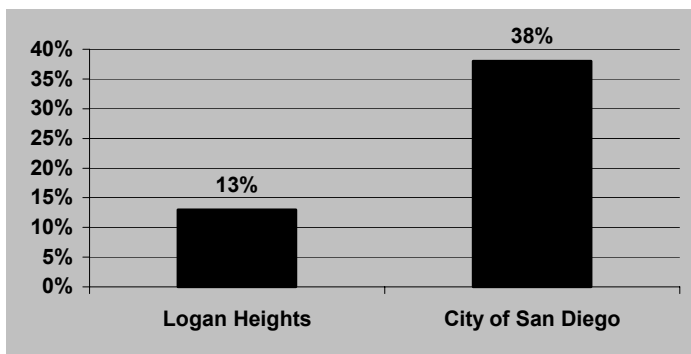


Source: SANDAG

- Employment Growth

SANDAG projects that by the year 2020 employment growth in the service area will increase by 13 percent from 17,613 jobs to 19,941 jobs. By comparison, jobs in the City of San Diego will increase by 38 percent from 606,561 to 835,913 for the same period.

**Figure 3: Employment Growth Rate**

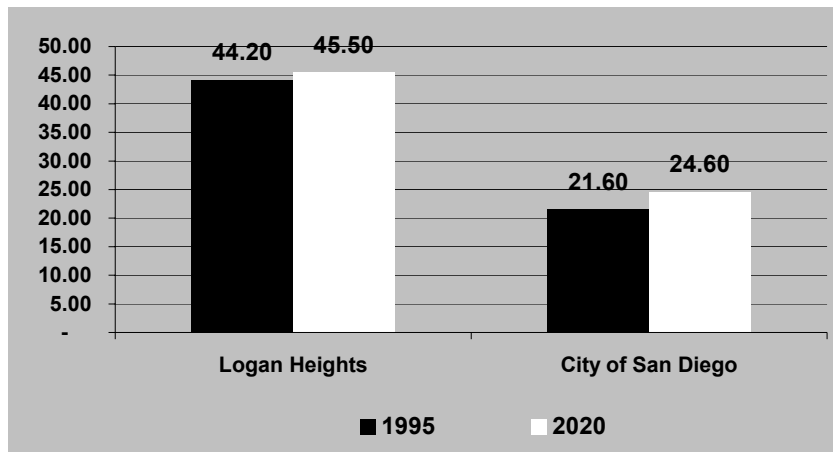


Source: SANDAG

- Employment Density

To accommodate the new jobs, SANDAG projects slight growth in employment density from 44.2 civilian employment per developed employment acre (includes industrial, retail, office, and schools) to 45.5, as depicted in the figure below. That compares with the City of San Diego’s 14 percent growth from 21.6 in 1995 to 24.6 in 2020.

**Figure 4: 2000-2020 Change in Employment Density**

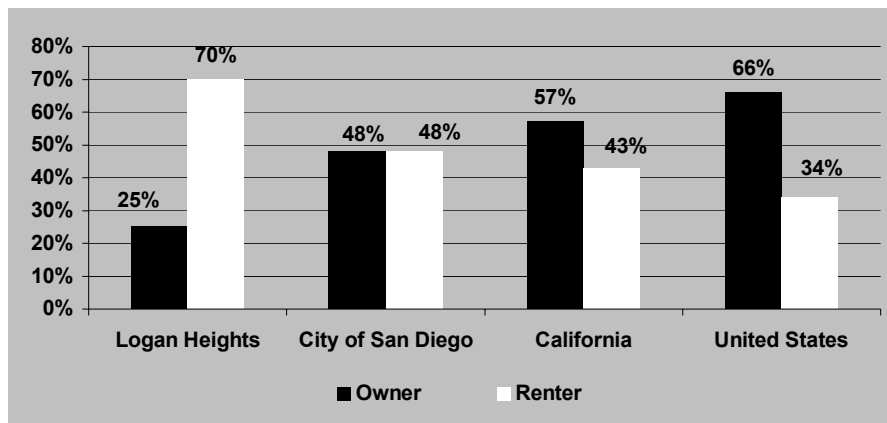


Source: SANDAG

- Occupied Housing Units and Persons per Household

In 2000, 25 percent, or 5,540 of the occupied housing units in the service area were owner occupied, compared to 48 percent citywide, 57 percent statewide, and 66 percent nationally. 70 percent, or 16,031 of the occupied housing units in the service area were renter occupied compared to 48 percent citywide, 43 percent statewide, and 34 percent nationally. As noted above, the addition of approximately 6,000 new multifamily residential units and the removal of approximately 1,500 single family homes by 2020 will result in approximately 75% percent of units as rentals.

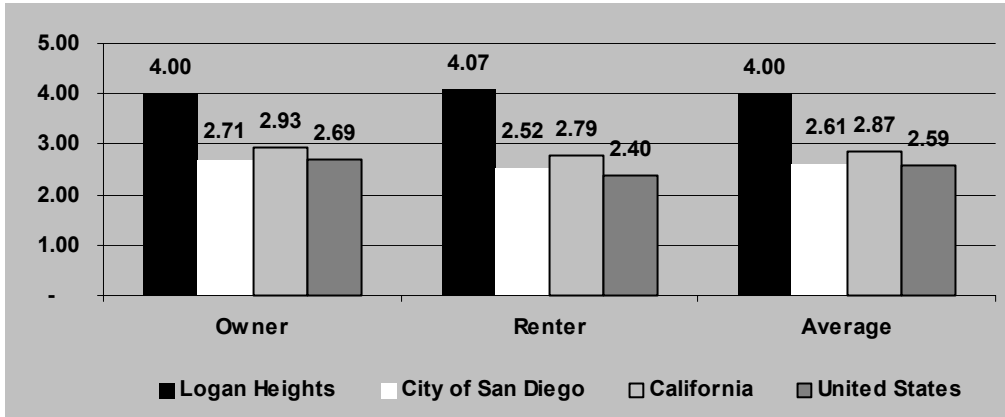
**Figure 5: 2000 Percent of Owner/Renter Occupied Housing Units**



Source: SANDAG

In 2000, the average household size for owner occupied units in the service area was 4.00, approximately one-third higher than the household size citywide at 2.71, statewide at 2.93, and nationally at 2.69. The average household size for renter occupied units in the service area was 4.07, approximately 38 percent higher than the size citywide and statewide at 2.52, and nationally at 2.79. The total average household size in the service area was 4.00, approximately 35 percent higher than citywide at 2.61 citywide, statewide at 2.87, and nationally at 2.59.

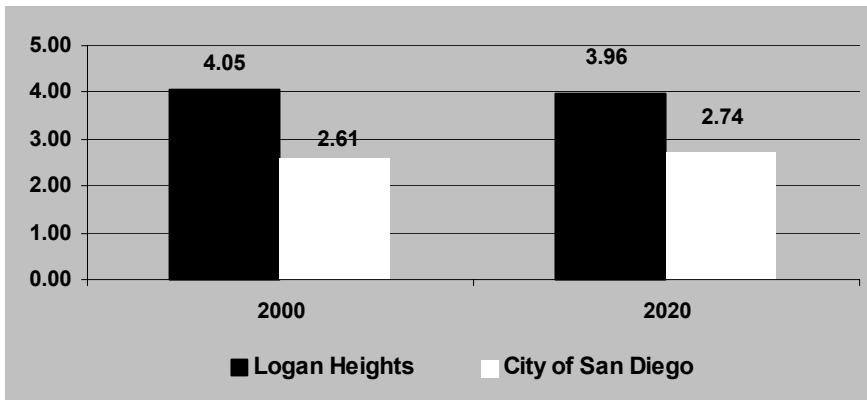
**Figure 6: 2000 Occupied Housing Units**



Source: SANDAG

As projected by SANDAG, the service area’s 2020 persons per household is projected to decrease by two percent from 4.05 to 3.96 due to a reduction in military persons living in the service area, compared with the citywide increase from 2.61 to 2.74. In 2020 Logan Heights will remain approximately 69 percent above the citywide level.

**Figure 7: 2000-2020 Persons per Household**



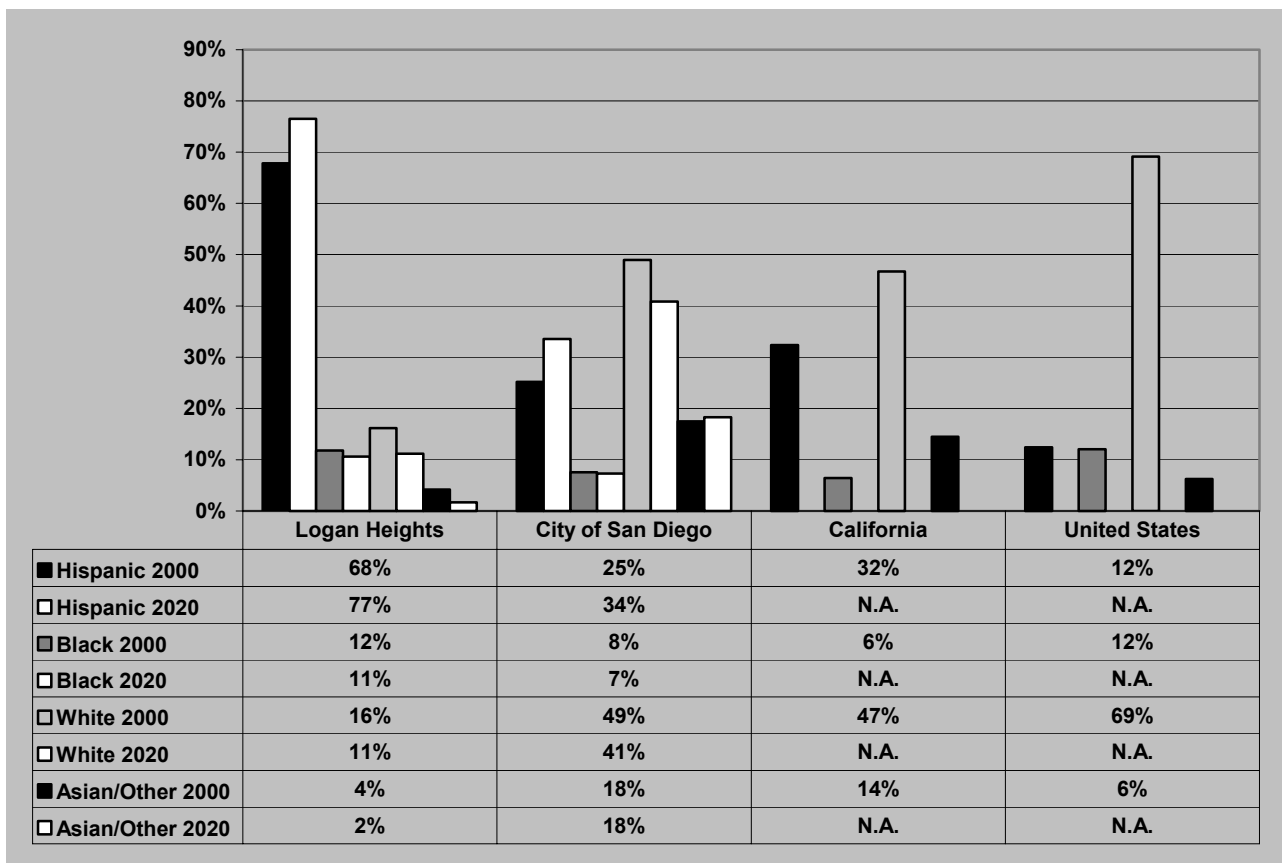
Source: SANDAG

- Population by Ethnicity

Population by ethnicity is an important factor in understanding the service area. As depicted in the figure below, SANDAG and Census 2000 data indicate that 2000 service area population is 68 percent Hispanic growing to 77 percent in 2020. That compares with 25 percent for the City of San Diego in 2000, projected to grow to 34 percent in 2020. The California 2000 Hispanic population was 32 percent and 12 percent for the nation.

In the service area, the 2000 African American population was 12 percent and is projected to decrease to 11 percent in 2020; white is 16 percent decreasing to 11 percent; and Asian/Other is four percent decreasing to two percent.

Figure 8: 2000-2020 Population by Ethnicity and Geography



Source: SANDAG, Census 2000

The following table provides Census 2000 population and 2020 projections from SANDAG by ethnicity.

**Table 2: 2000-2020 Real Population by Ethnicity and Growth**

Name	Hispanic		African American		White		Asian/Other	
	2000	2020	2000	2020	2000	2020	2000	2020
San Ysidro	19,598	33,145	3,411	4,603	4,668	4,830	1,206	738
City of San Diego	310,752	568,474	92,830	123,452	603,892	691,530	215,926	310,077
California	10,966,556	N.A.	2,181,926	N.A.	15,816,790	N.A.	4,906,376	N.A.
United States	35,035,818	N.A.	33,947,837	N.A.	194,552,774	N.A.	17,615,477	N.A.

Source: SANDAG, Census 2000

### **Major Population Characteristics Findings:**

1. **Growth:** the 2000 service area population was 28,883, an approximately 12,000 person, or 72 percent increase, compared with 35 percent increase for the city, 35 percent statewide, and 24 percent nationally. The service area is expected to grow by 50 percent to over 43,300 people in 2020 compared to 38 percent for the city, 34 percent statewide, and 15 percent nationally.
2. **Employment Growth and Density:** the service area’s employment base is projected to grow 13 percent by 2020 compared to 38 percent for the city. Employment density is expected to increase slightly by 2020.
3. **Occupied Housing Units and Persons per Household:** in 2000, 70 percent of residents rented compared to 48 percent in the city, 43 percent statewide, and 34 percent nationally. The average service area household size was 4.00 compared to 2.61 for the city, 2.87 statewide, and 2.59 nationally. By 2020 the average household size is projected to increase to decrease slightly due to a reduction in military persons living in the service area.
4. **Ethnicity:** In 2000, 68 percent of the population was Hispanic growing to 77 percent in 2020; 12 percent African American decreasing to 11 percent; 16 percent white decreasing to 11 percent; and four percent Asian/Other decreasing to two percent.

### **(2) Data Not Available**

The following data was not available for the preparation of the community needs assessment:

- Unreleased Census 2000 data such as educational attainment, poverty status, language spoken, and occupation, among many others are not available until the summer of 2002. As a result Census 1990 data was utilized.
- The only currently available data for housing prices was Dataquick/*San Diego-Tribune* data with median housing prices.
- School enrollment figures for 1980 for the San Diego Unified School District were unavailable so 1980 Census data ages 5 to 19 was used.

- School enrollment projections for 2020 for the San Diego Unified School District were unavailable so SANDAG population projections for 2020 for ages 5 to 19 were used.
- Current per capita income is not available for the local library service area (by census tract).
- Unemployment data is not available below the City of San Diego scale.

### **History of the Logan Heights Community (Barrio Logan)**

Barrio Logan is one of the oldest communities in San Diego. It is also a community in which deteriorating conditions were caused in part by public actions. In the 1930's, the area was rezoned from residential to industrial which encouraged the redevelopment of the area for industrial use. In the early 1960's Interstate 5 was constructed which physically divided the community and resulted in the forced relocation of residents. In the mid-60's more residents were displaced by the building of the Coronado Bay Bridge.

The reduction of the residential population severely damaged the economic base of the commercial establishments serving the residential area, causing many to go out of business. Inadequate commercial facilities and a slow redevelopment to industrial uses has resulted in increased deterioration, making the area a less desirable place to live.

Despite this slow deterioration, residents and business people joined together to rebuild the community. There has been a collaborative effort since the 1980s to bring about changes. A new community plan, recommended land use and zoning changes, an industrial park, housing rehabilitation and new housing construction all are catalysts for change. Steady improvement in the community has begun using Capital Improvement funds, Community Development Block Grant funds, and.

Logan Heights, now frequently called Barrio Logan, has long been identified as the cultural and historical center of the Chicano community. It still stands as a symbol of the roots of the Chicano community, even with the deterioration of the neighborhood that began in the 1930s. Annual events such as Dia de la Raza Parade, Cesar Chavez Parade, and Chicano Park Day, and its murals under the Coronado Bridge, all reflect strong community pride.

The Barrio Logan Redevelopment Plan is now in place. New community developments since 1996, include:

- A police sub-station at 25<sup>th</sup> and Imperial Avenue
- A City of San Diego Community Services Center at 25<sup>th</sup> and Commercial
- The Dr. Jack Kimbrough Elementary School, named after a prominent African-American dentist opened in 1997.
- The King/Chavez Academy of Excellence, a K-7 Charter school, housed at Calvary Baptist Church at Crosby and Kearney, opened in 2000.

In the planning stages are:

- A commercial center between National and Main Streets, at the east of Crosby Street. It will provide services not only to residents but to the 50,000 employees who spend part of their day in the community.
- A major tenant food supermarket is being sought for a piece of property one block south of the existing branch.
- A new elementary school is being planned that will ease overcrowding at Kimbrough school.

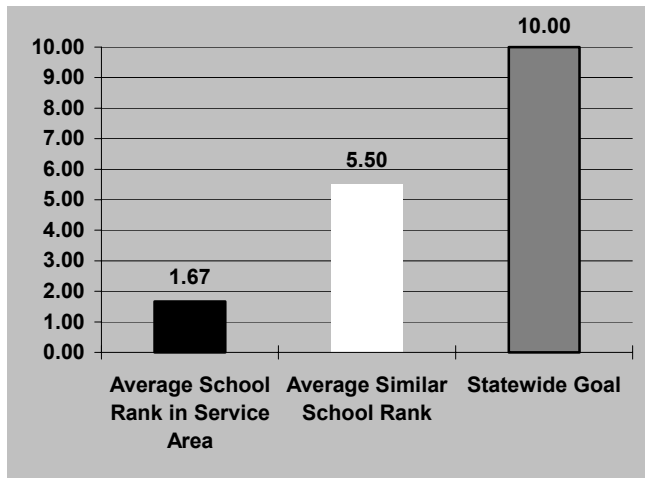
### (3) Demographic Data and Analysis

#### 3.1 Average California Academic Performance Index for Public Schools in the Library Service Area

The service area encompasses seven elementary schools and one junior high school in the San Diego Unified School District (CD Code 37-68338) (SDUSD).

The average 2001 Academic Performance Index (API) rank for the schools in the service area was 1.67, and the average similar schools rank was 5.5, compared to a statewide goal of 10, as depicted in the following figure. The average 2001 API score was 519 compared to a statewide performance target of 800.

**Figure 9: 2001 Average Logan Heights Elementary School District API Rank**



Source: California Department of Education

The following table provides detailed API related information for each of the service area schools:

**Table 3: 2001 Academic Performance Index (API) Base**

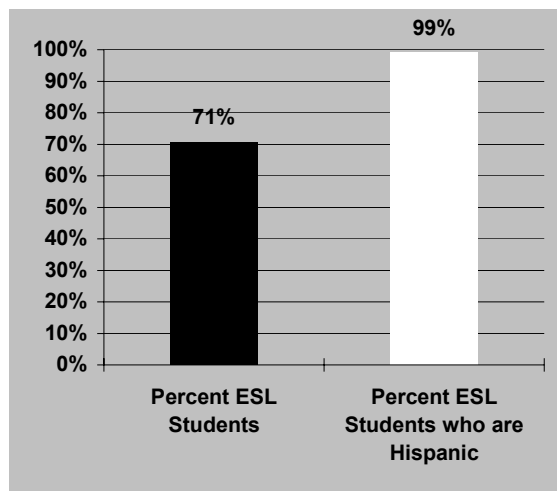
	STAR 2001 Percent Tested	Number of Students Included in the 2001 API	2001 API (Base)	Ranks		Targets	
				2001 State- wide Rank	2001 Similar Schools Rank	2001- 2002 Growth Target	2002 API Target
<b>Elementary Schools</b>							
Burbank Elementary	100	176	601	3	10	10	611
Kimbrough Elementary	99	582	532	2	7	13	545
King Elementary	99	499	481	1	2	16	497
Logan Elementary	100	666	498	1	5	15	513
Perkins Elementary	100	331	555	2	6	12	567
<b>Middle Schools</b>							
Memorial Junior High	96	1265	448	1	3	18	466

Source: California Department of Education

Service area school API rankings and scores are extremely low. There are three factors in consideration of these low rankings:

1. English Learners: As depicted in the following figure, approximately 71 percent of the students enrolled are English as a Second Language (ESL) (3,519 ESL students compared to the total enrollment of 4,980 students.) Of the total ESL students over 99 percent (3,488 students) are Hispanic. This indicates that issues associated with transitioning to English fluency limit the vast majority of students' educational potential.

**Figure 10: 1990 Percent of ESL Students and ESL Students Who Are Hispanic**



Source: Census 1990

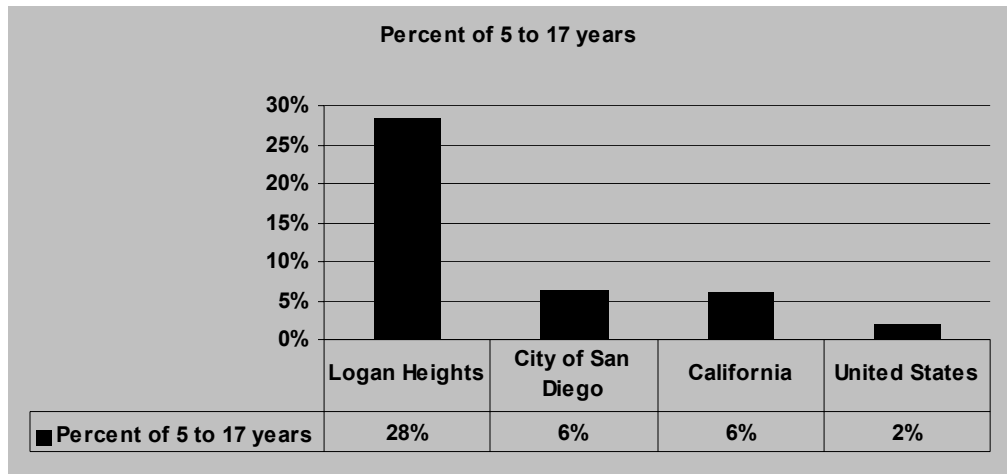
As depicted in the following table and figure, 28 percent of the people age 5 to 17 speak English “not well” or “not at all” compared to six percent in the City of San Diego and statewide, and two percent in the nation.

**Table 4: 1990 English Language Proficiency**

	Logan Heights	City of San Diego	California	United States
Total 5 to 17 years	5,157	176,255	5,363,005	45,342,448
Total Speak English "not well" or "not at all"	1,467	11,284	330,009	907,563

Source: Census 1990

**Figure 11: 1990 Percent of People who do Speak English “Not Well” or “Not at All”**

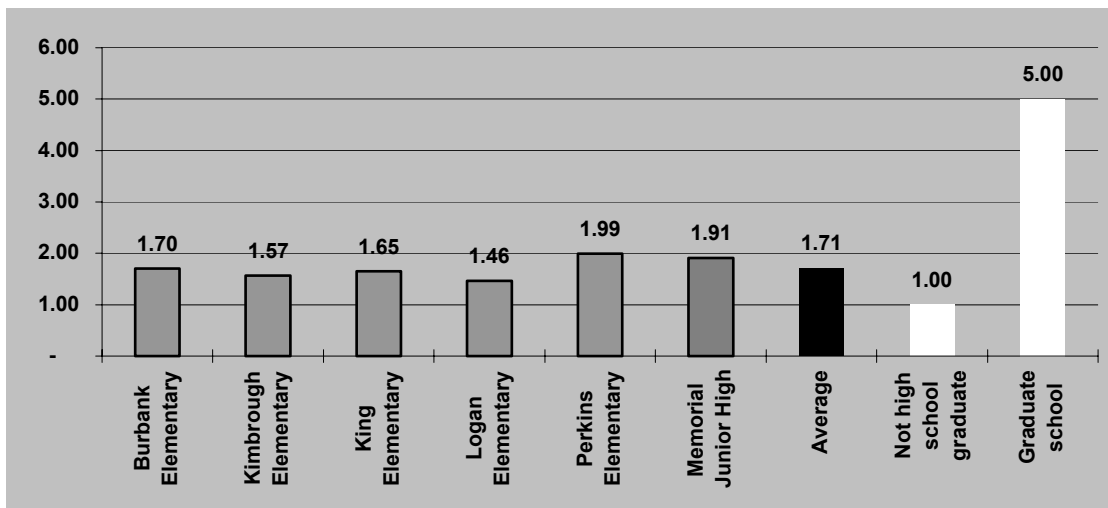


Source: Census 1990

2. Subsidized Lunch Program: over 99 percent of enrolled students participate in the free or reduced price lunch programs.

3. **Poor Parent Education:** As depicted in the following figure, most parents of enrolled students have a very low educational level of 1.71, which is slightly above “not high school graduate.”

Figure 12: 2001 Parent Education Levels



Source: California Department of Education

### ***Major API-Related Findings:***

1. In 2001, schools in the service area rank in the second decile or lowest 10 percent of all schools reporting API’s statewide.
2. Seventy-one percent of students speak English as a second language of whom over 99 percent are Hispanic.
3. Twenty-eight percent of the people age 5 to 17 speak English “not well” or “not at all.”
4. Over 99 percent of all students participate in free or reduced price lunch programs.
5. Parents of students report being poorly educated; most parents indicated that they are “not a high school graduate.”

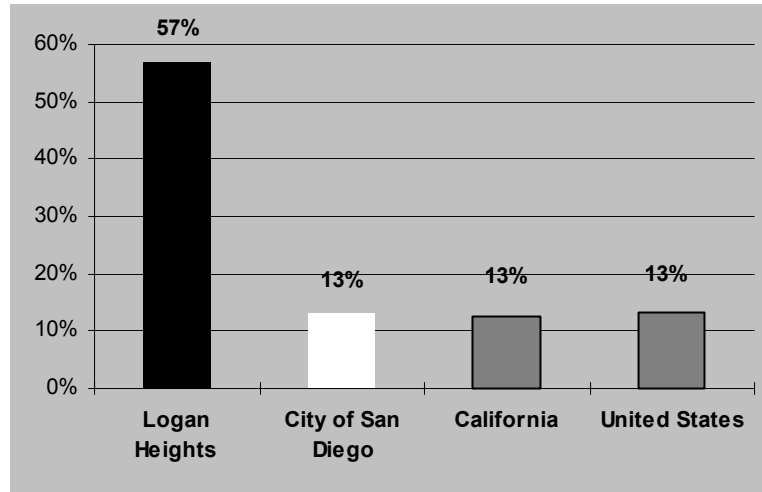
### **3.2 Poverty Rate**

The latest Census data available to analyze poverty rates that will allow for cross-jurisdictional comparisons by normalizing data is from 1989. The Census 2000 SF-3 data will include more current and geographically specific poverty information but will not be available until the summer of 2002.

As depicted in the following figure, in 1989, approximately 57 percent of all age groups in the service area live below poverty. This compares with approximately 13 percent of all age groups living below poverty in the City of San Diego, California, and the United States. (Note: in the Census 1990 all states except Alaska used the same income guidelines to establish the poverty

threshold; therefore, California and the United States are both at 13 percent below poverty).

**Figure 13: 1990 Percent of All Persons for Whom Poverty Status was Calculated**



Source: Census 1990

The following table provides the population counts used to normalize the percentages shown in the figure above.

**Table 5: 1990 Persons for Whom Poverty Status was Calculated**

	Below Poverty	Above Poverty	Total
<i>Logan Heights</i>	11,183	8,456	19,639
City of San Diego	143,676	943,725	1,087,401
California	3,627,585	25,375,634	29,003,219
United States	31,742,864	210,234,995	241,977,859

Source: Census 1990

***Major Poverty Status Findings:***

1. Fifty-seven percent of people living in the service area are below the poverty threshold, considerably higher than 13 percent in the City of San Diego, state, and nation.

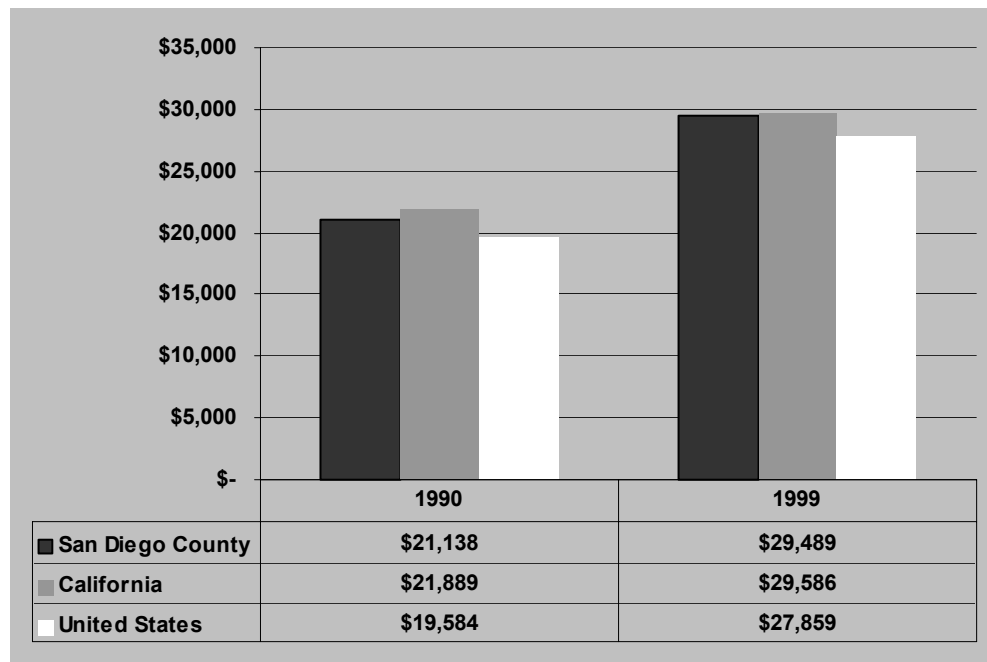
**3.3 Per Capita Income**

The Bureau of Economic Analysis, U.S. Department of Commerce (BEA Regional Facts) provides per capita income data that is limited in geography (county-scale is the smallest measure) and period (1999 is the latest measure for the county-scale).

As depicted in the following figures, in 1999 San Diego County per capita income was 3.3 percent above the national level and 1.6 percent below California. Between 1990 and 1999 San Diego County's per capita income decreased as a percentage of the nation's from 7.9 percent to 3.3 percent; but increased relative to California.

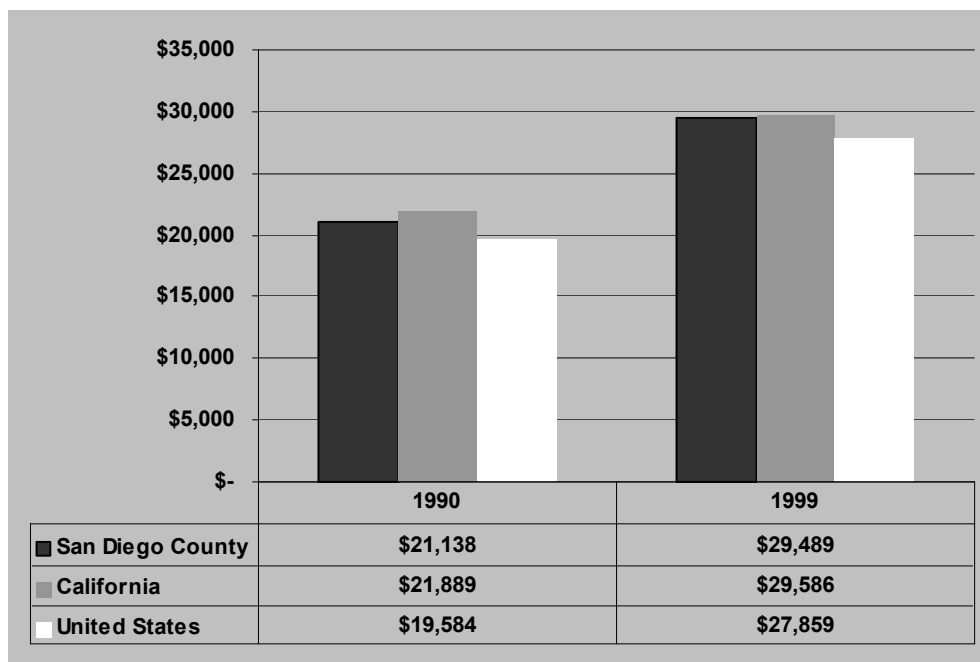
In real numbers, San Diego County per capita income grew approximately 40 percent from \$21,138 to \$29,489 between 1990 to 1999. During that same period California's per capita income grew at a slower rate of approximately 35 percent from \$21,889 to \$29,586. The nation's per capita income grew at a faster rate of approximately \$19,584 to \$27,859.

**Figure 14: 1990-1999 Per Capita Income as a Percentage of National per Capita Income**



Source: Bureau of Economic Analysis, U.S. Department of Commerce (BEA Regional Facts)

**Figure 15: 1990-1999 Per Capita Income**



Source: Bureau of Economic Analysis, U.S. Department of Commerce (BEA Regional Facts)

***Major Per Capita Income Findings***

2. San Diego County per capita income increased in real terms between 1990 and 1999 faster than the rate of growth in California but slower than the national rate of growth.

**3.4 Literacy Rate**

Data utilized to obtain literacy rates is from Portland State University and was accessed through CASAS. The method used by Portland State University is “...a synthetic estimation that employs statistical models to combine information from different data sources to estimate information not available in any one source by itself. The synthetic estimates of adult literacy proficiency combine information from the National Adult Literacy Survey (NALS) and the 1990 U.S. Census to estimate adult literacy proficiencies in geographical areas not adequately sampled by NALS.”

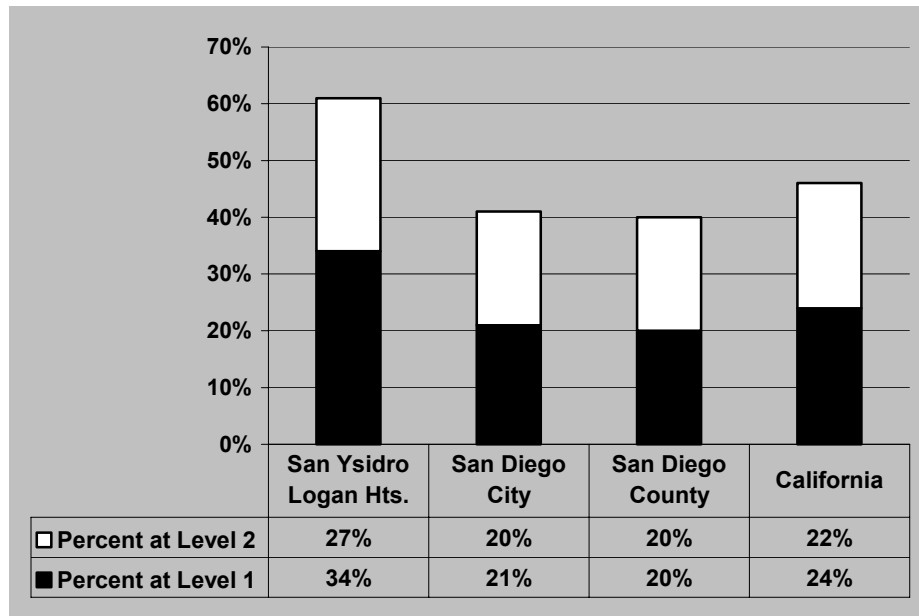
The data utilized in the analysis below is for U.S. Congressional District 50, which includes the service area and other local areas. We were not able to identify any other industry accepted literacy indicator that could provide cross-geographical (national, state, county, and city-scaled) comparisons.

As depicted in the following figure, approximately 34 percent of the adult population in Congressional District 50 is at Level 1 literacy. This high percentage of the adult population far exceeds that of the City of San Diego (21 percent Level 1 literacy) by approximately 38 percent; San Diego County (20

percent Level 1 literacy) by approximately 41 percent; and California (24 percent Level 1 literacy) by approximately 29 percent.

Approximately 61 percent of the adult population in District 50 is at Level 1 or Level 2 literacy. This is also a high percentage that far exceeds that of the City of San Diego (41 percent at Level 1 or Level 2 literacy) by approximately 33 percent; San Diego County (40 percent at Level 1 or Level 2 literacy) by approximately 34 percent; and California (46 percent at Level 1 or Level 2 literacy) by approximately 25 percent.

**Figure 16: Level 1 and Level 2 Adult Literacy Proficiency**



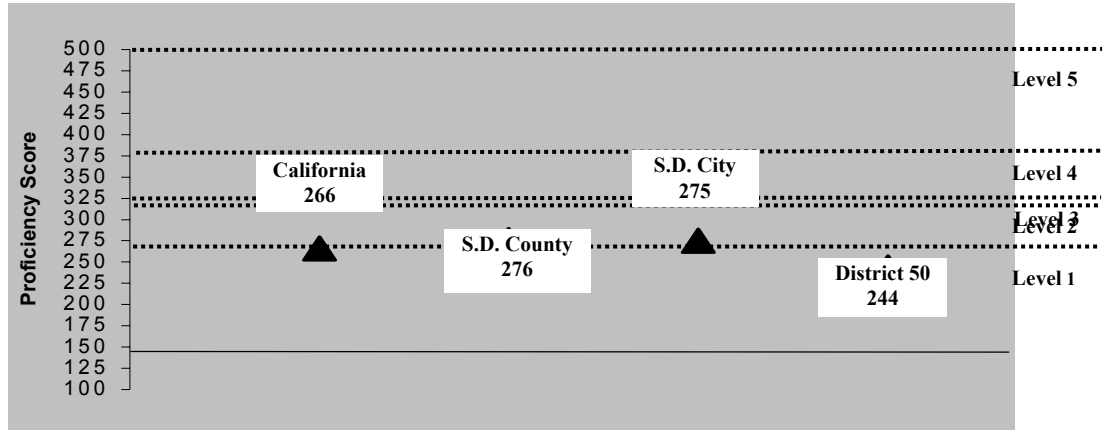
As depicted in the figure below, the mean proficiency score for relevant geographical areas is set forth in terms of a five level proficiency scale as follows:

- Level 1 (1 to 225)
- Level 2 (226 to 275)
- Level 3 (276 to 325)
- Level 4 (326 to 375)
- Level 5 (376 to 400)

District 50 mean literacy proficiency scored at 244 compared to a score of 275 for the City of San Diego, 276 for San Diego County, and 266 for California.

**Figure 17: Mean Literacy Proficiency Scores**

Source: Portland State University, 1996; CASAS.



**Major Literacy Rate Findings:**

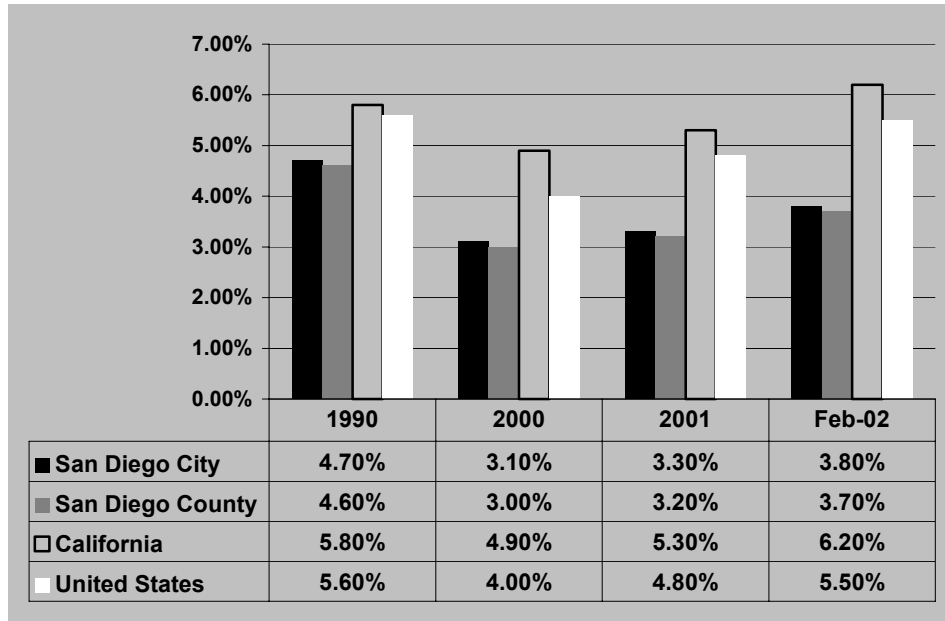
1. 34 percent of adults in District 50 are at Level 1 literacy proficiency.
2. 61 percent of adults in District 50 are at Level 1 or Level 2 literacy proficiency.
3. Mean literacy proficiency score of 244 for the service area compared to 275 for the City of San Diego, 276 for San Diego County, and 266 for California.

**3.5 Unemployment Rate**

Data for the unemployment rate was obtained from the Bureau of Labor Statistics and the California State Employment Development Department. The City of San Diego is the most detailed geographical scale for which unemployment data is available.

As depicted in the figure below the City of San Diego had a 3.8 percent unemployment rate in February 2002 compared to San Diego County at 3.7 percent, California at 6.2 percent, and the nation at 5.5 percent. The same pattern—the City of San Diego having a higher unemployment rate than the County but lower than California and the nation—generally holds over the past decade.

Figure 18: Unemployment Rate over Time by Geography



Source: Bureau of Labor Statistics and the California Employment Development Department

**Major Unemployment Rate Findings**

1. In 1990, 2000, 2001, and February 2002, the City of San Diego’s unemployment rate is lower than California and the nation, but is slightly higher than San Diego County.

3.6 Population Composition by Age

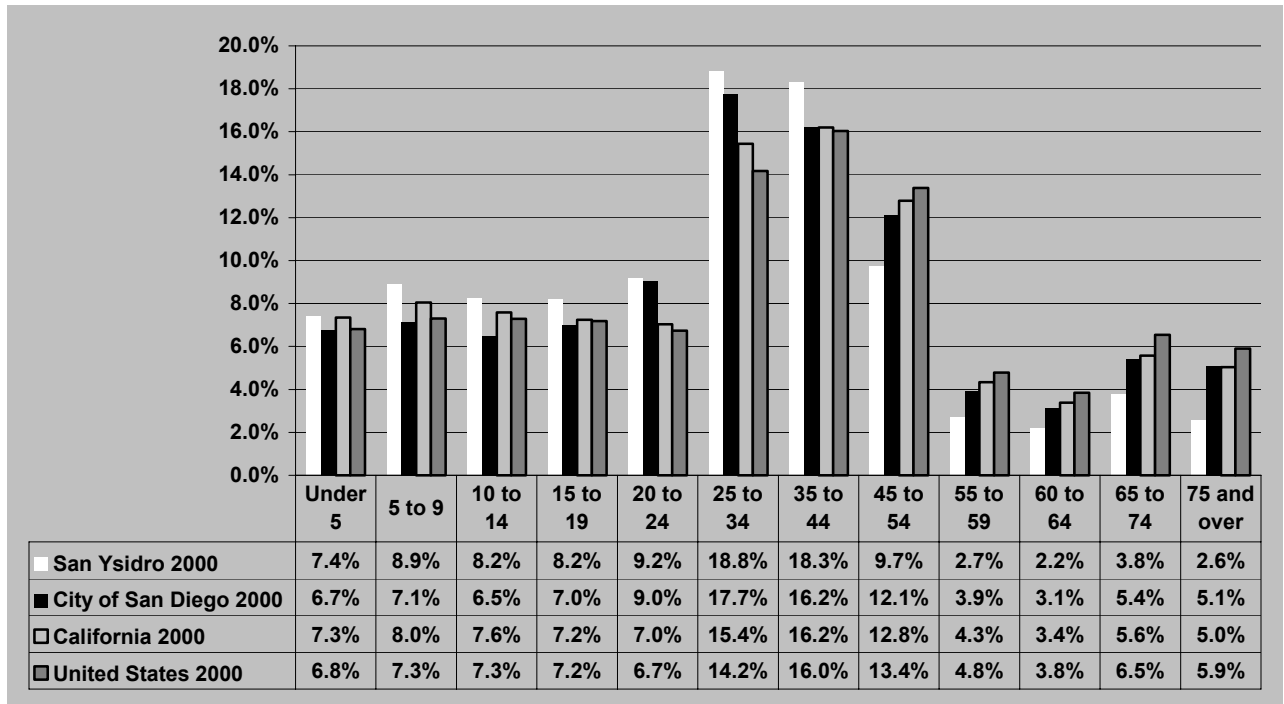
The population composition by age for the service area is based upon data obtained from SANDAG and Census 2000.

As depicted in the figure below, the service area has a significantly higher cohort population under age 44 compared to the City of San Diego, California, and the nation. For people over 45 years old, the service area has a lower percentage of the population compared to city, state, and national figures.

The service area youth outpaces the comparable geographies as follows:

- Population under 5 years old population is 10 percent greater than comparable ages citywide.
- Population between 5 and 9 years old is 30 percent greater than comparable ages citywide.
- Population between 10 and 14 years old is 30 percent greater than comparable ages citywide.
- Population between 25 and 34 years old is 6 percent greater than comparable ages citywide.

- Population between 35 and 44 years old is 12 percent greater than comparable ages citywide.



**Figure 19: 2000 Population Composition by Age**  
Source: SANDAG and Census 2000

The following table provides real 2000 population by age and geography.

**Table 6: 2000 Real Population Composition by Age and Geography**

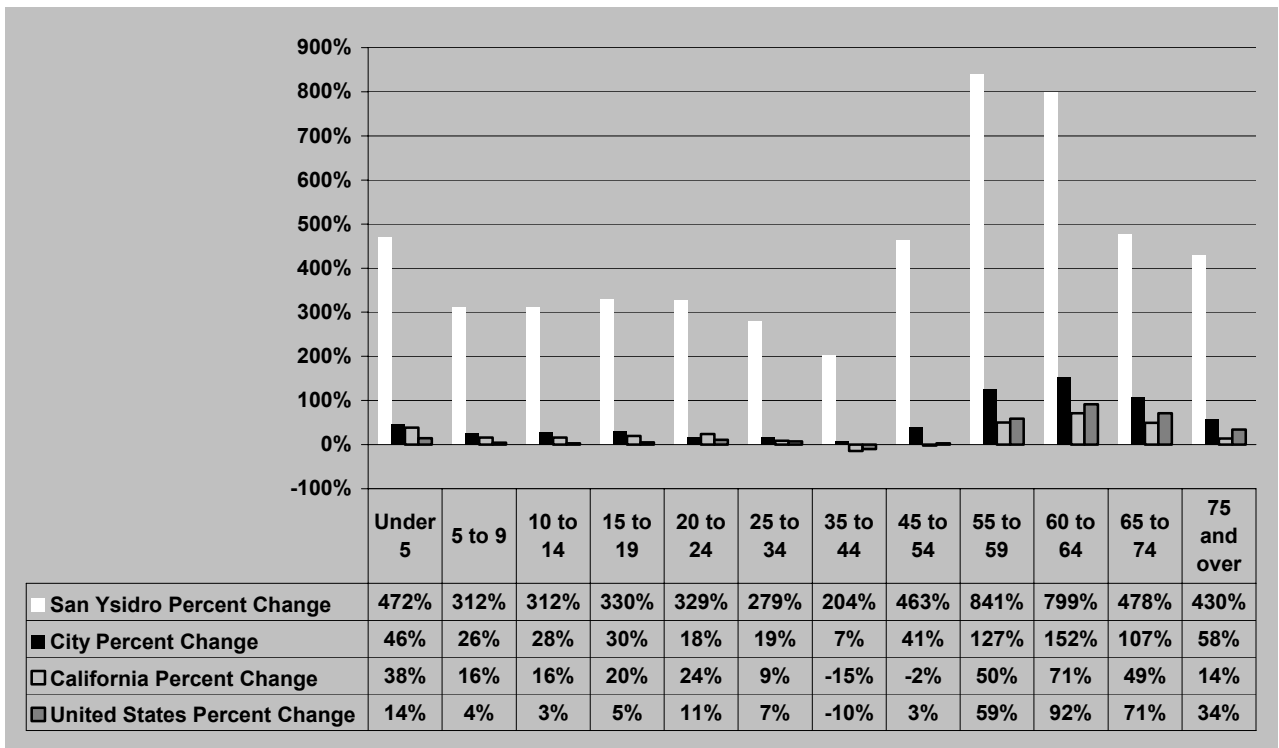
	San Ysidro	City of San Diego	California	United States
Under 5	2,399	82,523	2,486,981	19,175,798
5 to 9	2,879	87,347	2,725,880	20,549,505
10 to 14	2,663	79,520	2,570,822	20,528,072
15 to 19	2,649	85,664	2,450,888	20,219,890
20 to 24	2,976	110,614	2,381,288	18,964,001
25 to 34	6,091	217,032	5,229,062	39,891,724
35 to 44	5,923	198,474	5,485,341	45,148,527
45 to 54	3,145	148,127	4,331,635	37,677,952
55 to 59	876	48,016	1,467,252	13,469,237
60 to 64	714	38,075	1,146,841	10,805,447
65 to 74	1,229	65,922	1,887,823	18,390,986
75 and over	830	62,086	1,707,835	16,600,767
<b>Total</b>	<b>32,374</b>	<b>1,223,400</b>	<b>33,871,648</b>	<b>281,421,906</b>

Source: SANDAG and Census 2000

As described in the figure below, and based upon SANDAG’s 2020 population projections, three primary trends will influence the service area:

- 1) The percent of baby-boomers in the 55 to 74 cohort will grow significantly. The growth rate in the 55 to 64 cohort is over 800 percent, significantly higher than that of the City of San Diego at over 127 percent.
- 2) There will be significant growth in the under 24 age cohort, in addition to the under 5 age group. The 5 to 24 age cohort generally increases over 310 percent compared to that of the City of San Diego which increases between 26 and 30 percent.
- 3) There is a significant growth in the under 5 years old cohort. This cohort is projected to increase by 472 percent compared with the City of San Diego’s projected increase by 46 percent. The service area will absorb a significant percentage of the City’s overall growth in this cohort.

**Figure 20: 2000-2020 Population Growth Rate of Change**



Source: SANDAG and Census 2000

**Major Population Composition by Age Findings:**

1. The service area is planned to absorb a significant amount of the City of San Diego’s population growth through the year 2020.

2. In 2000 the under 44 age cohort is greater than citywide, California, and the nation.
3. Three significant population trends will occur: (1) significant growth (approximately 800 percent) in the 55 to 64 cohort; (2) significant growth (approximately 312 percent) in the 5 to 24 cohort; and (3) significant growth (approximately 472 percent) in the under 5 cohort.

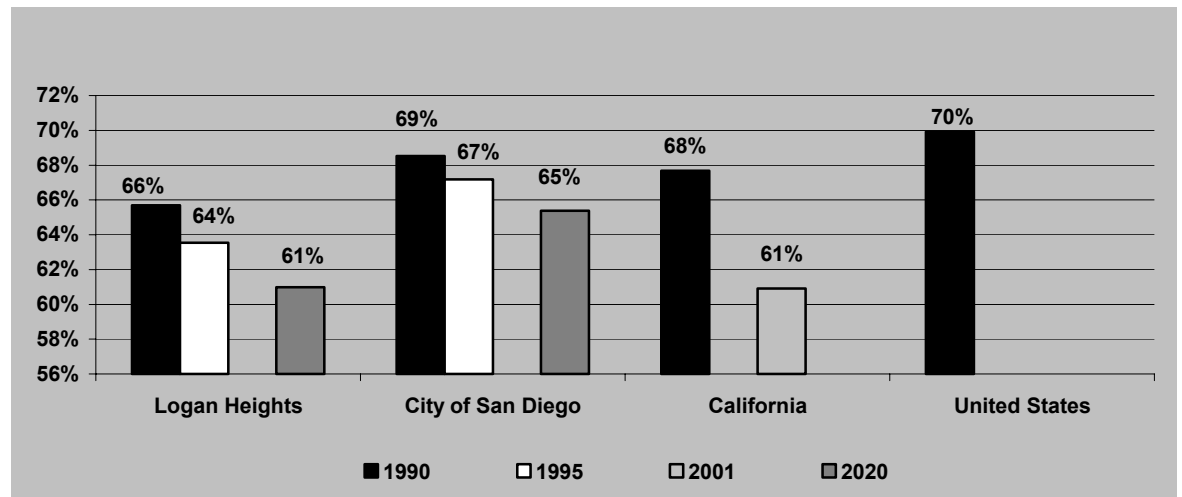
### 3.7 Population by Occupation

While data for occupation is not entirely consistent across geography and time, we can obtain a reasonably accurate picture for the service area especially with regard to the implications for literacy and library services.

As reported in the *Executive Summary form Adult Literacy in California* (L. Jenkins and I. Kirsch, May 1994), “California residents who reported being in professional, technical, or managerial positions in their current or most recent jobs had higher average literacy scores than those in other types of occupations including sales or clerical, craft or service, or labor, assembly, fishing, or farming positions.”

The following figure depicts “low skill” occupations of sales, clerical, craft, service, labor, assembly, fishing, and farming positions as a percentage of total occupations. This figure aids in understanding the relative impact of such occupations on literacy in the service area with reference to comparable geographies. In 1990, low skill occupations in the service area account for 66 percent of the population compared to 69 percent in the City of San Diego, 68 percent in California, and 70 percent nationally. Over time, based upon available data, the service area continues to have relatively higher levels of low skill occupations as those occupations have decreased in the City of San Diego and California.

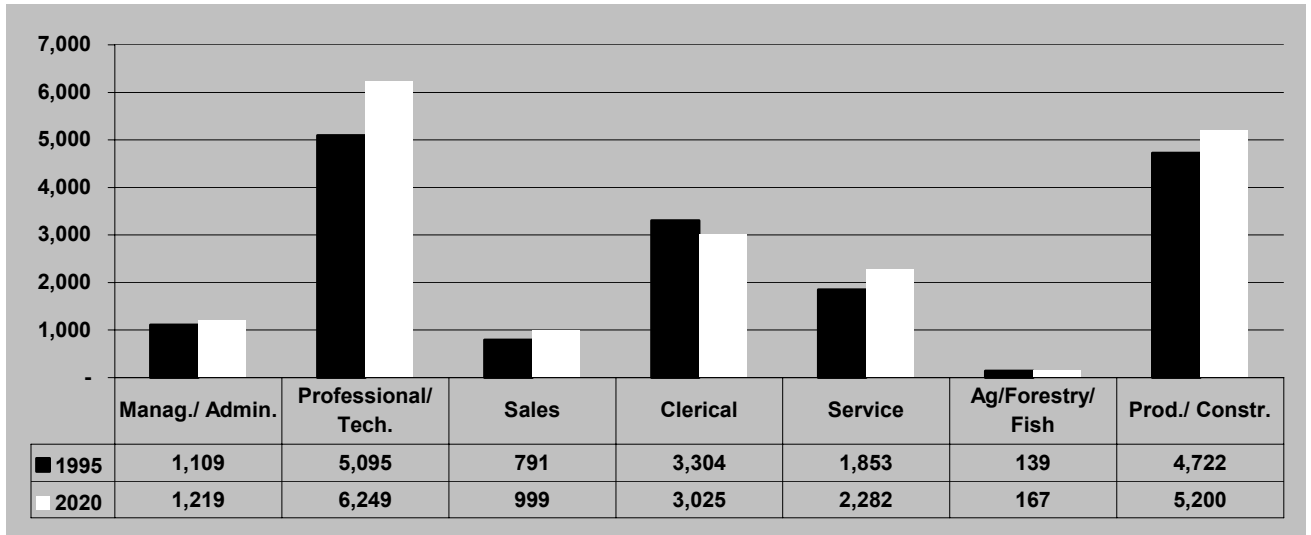
**Figure 21: Low Skill Occupations as a Percentage of All Occupations over Time**



Source: Census 2000 and SANDAG

As depicted in the following figure, SANDAG projects the most real growth between 1995 and 2020 in professional/technical, sales, service, and production/construction.

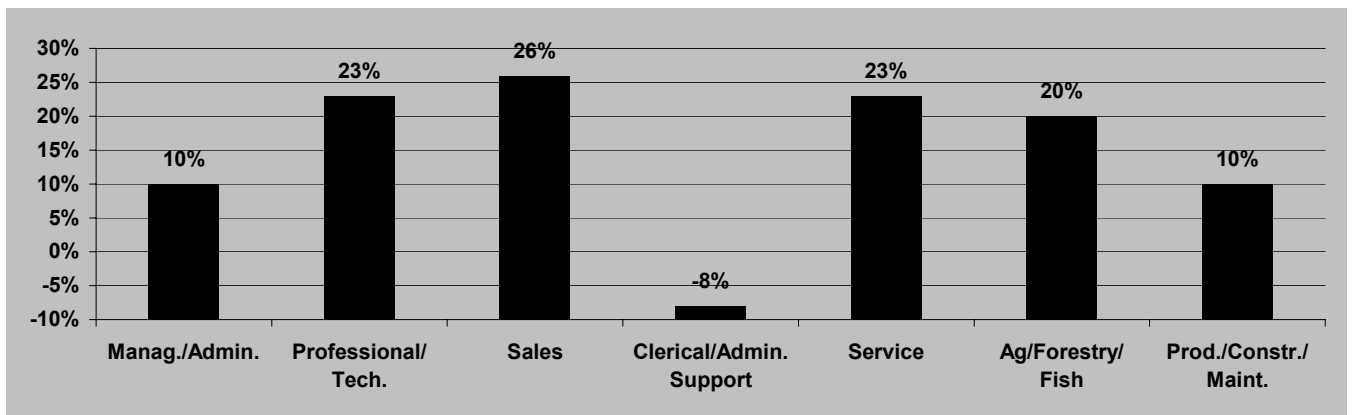
Figure 22: 1995-2000 Projected Real Occupational Change



Source: SANDAG

As depicted in the following figure, the largest percentage of projected occupational growth, excluding agriculture/forestry/fishing due to low numeric growth, is in sales at 26 percent, professional/technical and service at 23 percent, and managerial/administrative and product/construction at 10 percent. There is a decline of eight percent in clerical.

Figure 23: 1995-2020 Projected Occupational Change



Source: SANDAG

### ***Major Population by Occupation Findings:***

1. In 1990, low skill occupations in the service area account for 66 percent of the population compared to 69 percent in the City of San Diego, 68 percent in California, and 70 percent nationally.
2. The most significant occupational growth will be in sales; professional/technical and service; and managerial/administrative and production/construction. Occupational growth in the former will necessitate a more skilled workforce.
3. The least significant growth will be in clerical/administrative support.

### **3.8 Median Property Value**

As depicted in the table and figures below, and as quoted by the San Diego Union-Tribune on April 16, 2001 utilizing data provided by La Jolla-based DataQuick, "...San Diego County housing prices rose in March 2002 nearly 17 percent from the same month in 2001, crossing over the \$300,000 threshold for the first time. The overall median for new and existing houses and condominiums was \$304,000, up from \$260,000 in March 2001, and \$15,000 more than in February 2002.

"Existing single-family homes, which had hit the \$300,000 mark in February, rose to \$307,250 and existing condos were up 22.2 percent, from \$180,000 in March last year to \$220,000 last month. Newly built houses and condos rose 14 percent to \$394,000, no doubt headed for the \$400,000 mark this month.

"Underscoring the continued demand for housing, DataQuick said the 5,027 sales that closed last month were the highest for any March since 1989. DataQuick said a continuing upward price trend is inevitable, given San Diego's relatively strong economy, projected growth and a resulting demand for homes. A limited supply of for-sale housing is not meeting the area's population growth, analysts said. And builders say they are having difficulty finding acreage to build on and are forced to pass on high development fees to homebuyers.

"Commission spokeswoman Bobbie Christensen said the number that most dramatizes San Diego's housing problems is the doubling since 1997 of the median price of newly built housing."

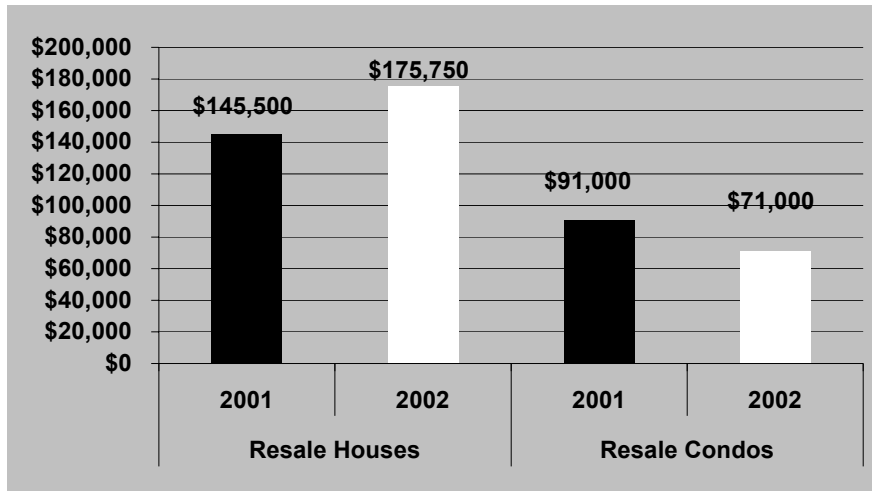
**Table 7: 2001 and 2002 Median Property Value**

	<b>March-01</b>	<b>March-02</b>	<b>Change</b>
<b>Los Angeles</b>	\$ 218,000	\$ 251,000	15.10%
<b>Orange County</b>	\$ 292,000	\$ 332,000	13.70%
<b>San Diego County</b>	\$ 260,000	\$ 304,000	16.90%
<b>Riverside</b>	\$ 180,000	\$ 202,000	12.20%
<b>San Bernardino</b>	\$ 145,000	\$ 156,000	7.60%
<b>Ventura</b>	\$ 278,000	\$ 312,000	12.20%
<b>So. California</b>	\$ 228,000	\$ 257,000	12.70%

Source: San Diego Union Tribune and DataQuick

As noted in the figure below the Logan Heights median house value increased from March 2001 to March 2002 by approximately 17 percent from \$145,500 to \$175,500. The current median property value for service area homes are \$128,000 below the county’s median value, or approximately 42 percent.

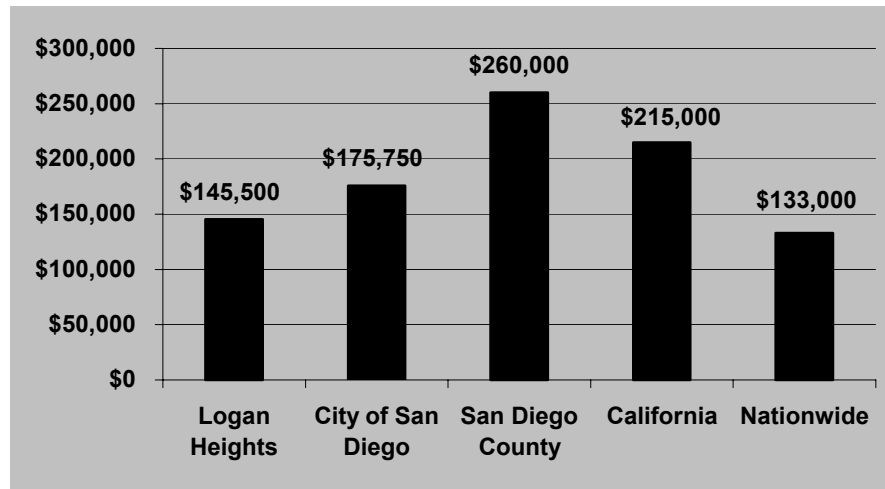
**Figure 24: 2001 and 2002 Logan Heights Median House and Condo Value**



Source: San Diego Union-Tribune and DataQuick

As depicted in the figure below, 2001 median house values for Logan Heights were significantly lower, 17 percent, than the City of San Diego, 44 percent below San Diego County, and 32 percent below California, but above the national level.

**Figure 25: Median House Values by Geography**



Source: San Diego Union-Tribune, DataQuick, and California Association of Realtors

***Major Median Property Value Findings:***

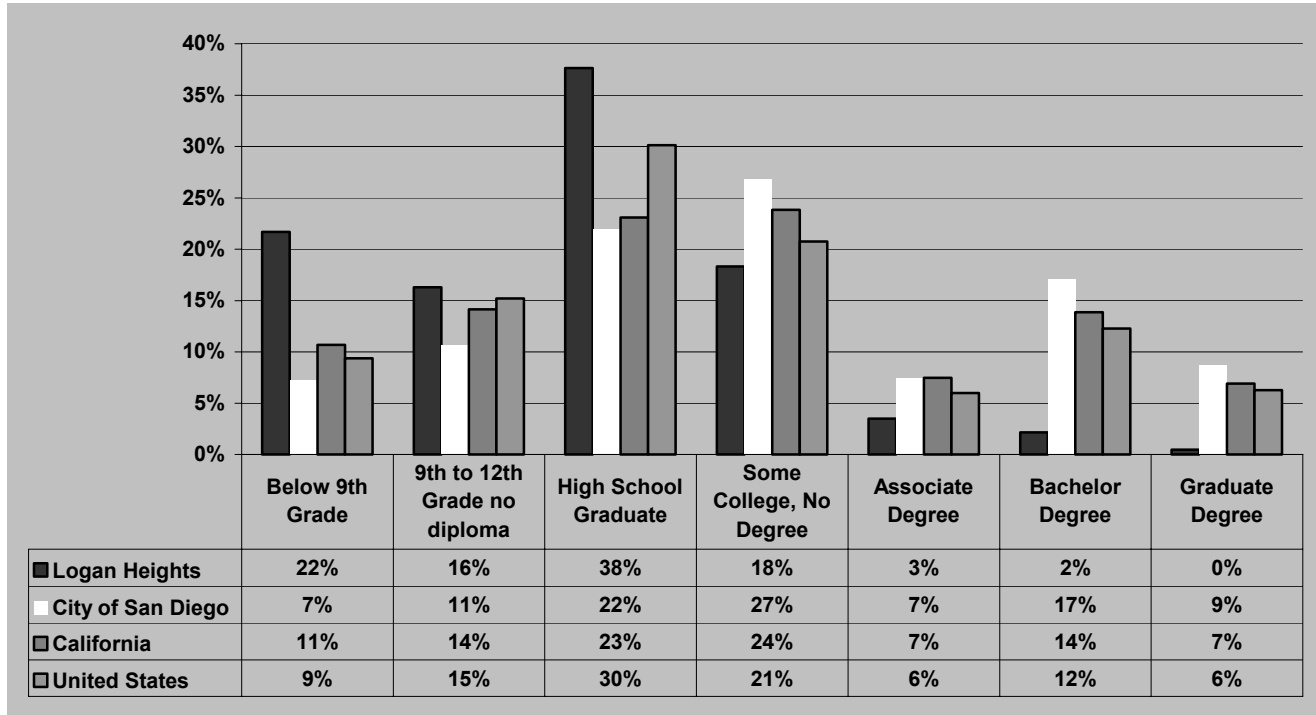
4. In 2001, service area median property value significantly trails the City of San Diego, the County of San Diego, and California by 25 percent, 25 percent, and nine percent respectively.
5. For the one-year period between March 2000 and 2001, service area median prices rose over 17 percent for home sales from \$145,500 to \$175,500, some \$128,000 below the county's median value, or approximately 44 percent.

**3.9 Population by Educational Level**

Generally speaking, people living in the service area have low educational attainment as reported by Census 1990 and corroborated by the data provided for parent-based educational levels with regard to API, as set forth in Section 3.1. As depicted in the figure below:

- Approximately 22 percent have below a 9<sup>th</sup> grade education, approximately three times worse than the City of San Diego, twice that of California, and two and one-half times worse than nationally.
- Approximately 16 percent have a 9<sup>th</sup> to 12<sup>th</sup> grade education with no high school diploma, one-third worse than the city, but comparable to the state and nation.
- Thirty-eight percent of the population has a high school degree, significantly higher than the city, state, and nation.
- Only two percent of the population, compared to 17 percent citywide, 14 percent statewide, and 12 percent nationally has bachelor degrees.
- Virtually no one has a graduate degree.

Figure 26: 1990 Educational Attainment by Census Tract Age 18 and Over



Source: Census 1990

**Major Educational Attainment Level Findings:**

1. Overall, educational attainment is significantly lower than the City of San Diego, California, and the nation except for high school graduates.
2. Twenty-two percent of the population in the service area has a below 9<sup>th</sup> grade education and only 16 percent have been to high school without a diploma.
3. Thirty-eight percent of the service area population is a high school graduate, some 16 percent higher than citywide, 15 percent higher than statewide, and eight percent higher than nationwide.
4. Only two percent have a bachelor degree and virtually none have graduate degrees.

3.10 Other: San Diego Industry Clusters

**Introduction**

The concept of industrial clusters has been discussed at both a state and national level for many years. Recently, industrial clusters have gained added importance as a tool for economic development at a regional level because they provide a much richer and more meaningful representation of local industry drivers and regional dynamics. So what are they? Basically, industrial clusters are a labeling of subsets of industries in a regional economy that are interconnected by flows of goods and services that are stronger than those linking them to the rest of the economy (Czmanski and Ablas 1979; pp62).

### **San Diego Industry Clusters**

Firms within a cluster exhibit strong inter-relationships among themselves. The flow of goods and services between geographically concentrated industries in a cluster is stronger than the flow linking them to the rest of the economy. An industry cluster is different from the classic definition of industry sectors (e.g., construction, manufacturing, services, etc.) because it represents the entire value chain of a broadly defined industry from suppliers to end producers, including supporting services and specialized infrastructure.

There are 16 recognized industry clusters in the San Diego Region. These clusters include:

- Biomedical Services
- Biotechnology and  
Pharmaceuticals
- Business Services
- Communications
- Computer and Electronics
- Defense and Aircraft  
Manufacturing
- Entertainment and  
Amusement
- Environmental Technology
- Financial Services
- Fruits and Vegetables
- Horticulture
- Medical Services
- Recreational Goods and  
Manufacturing
- Software and Computer  
Services
- Visitor Industry Services
- Uniformed Military

### **Future Economic Growth and Workforce Development**

The socio-economic problems described by the demographic analysis set forth above, combined with SANDAG's targeting significant job growth into the Logan Heights service area and literacy proficiency problems, clearly demonstrates the importance of the library providing appropriate programs and services. These programs and services should 1) assist patrons to become prepared to enter into the workforce, step up to better jobs over time, and to evolve in response to changing workforce demands; 2) assist patrons to target career opportunities in existing and emerging industry clusters; 3) provide patrons with support for their educational development to secure better jobs; and 4) provide computer technology resources to assist patrons improve their skills and abilities and to aid them in understanding the importance of such resources in the information technology oriented economy.

### 3.11 Other: Digital Divide

#### **Regional Technology Alliance and the Digital Divide**

The RTA was established under the California Trade & Commerce Agency by California legislation in 1993 in response to the 1990s defense downsizing and base closures. The RTA is a private/public partnership that assists San Diego's high-tech industries and serves as a catalyst for the San Diego educational and business communities for community economic development by:

- Equipping entrepreneurs with the tools to develop their technology businesses.
- Creating partnerships between the private and public sector to bridge the "digital divide" and create a skilled workforce for our region's future.
- Conducting research to educate the region on its technology strength.

Through the Community Development Program (CDP) the RTP investigates and analyzes the extent of the digital divide locally and serves as a catalyst to lead the community towards a solution.

Through partnerships with business, community leaders, and educators the RTA strives to bridge the "digital divide" by working with community centers to assist in the development of their technology resources for their constituencies. These partnerships lay the groundwork for meeting the needs of the region's growing high-tech workforce.

#### **Mapping a Future for Digital Connections: A Study of the Digital Divide in San Diego County**

In February 2001, the San Diego Regional Technology Alliance (RTA) released an important study entitled "Mapping a Future for Digital Connections: A Study of the Digital Divide in San Diego County." The RTA study was supported by the California Technology, Trade & Commerce Agency, The Wiatt Family Foundation, and the San Diego Workforce Partnership.

The following is a synopsis of key aspects of the report related to the service area:

The purpose of the study was to examine the state of San Diego's digital divide...The study conducted a comprehensive survey of 1,000 county residents, querying them on computer ownership, computer use, and various demographic profiles. A statistician analyzed the data to understand the impacts of various factors. And this analysis was balanced by interviews of those impacted by the divide.

The insidious digital divide is a simple problem with enormous implications: not accessing and understanding how to use computers and the Internet cuts off significant populations from modern social and economic life. As a matter of equity and economics, the issue poses concern. San Diego must now demonstrate the initiative to solve this community problem.

In its survey and analysis, the RTA made the following findings:

- Of 30 occupations surveyed at 450 employers during the summer of 2000, 80 percent had computer software requirements.
- Wealthy households are twice as likely to own computers as low-income households.
- Hispanic and African-American households are twice as likely to not own computers as Caucasian and Asian households.
- Although an increase in household income appears to eliminate the digital divide for African-Americans, it appears to have less impact of the Hispanic population. Even though Hispanics make up 25% of the population, they represent 42% of the unwired population. Finally, two-thirds of Hispanics believed that people rely too much on technology, and one-third without computers do not have them because they do not know how to use them.
- Cost was the number one reason why African-Americans and Hispanics did not purchase computers or access the Internet from home.
- For those with a high school education or less, education level was found to be more significant than ethnicity in determining home computer ownership.
- Eighty-one percent of Asians and 80% of Caucasians own computers, while only 59% of African-Americans and 52% of Hispanics own computers. 74 percent of Caucasians and 72 percent of Asians access the Internet at home, but only 52% of African-Americans and 41% of Hispanics access the Internet at home.
- Communities with computers and community resources can help. For those who were totally detached (they neither owned a computer nor accessed the Internet outside their home), ethnicity, income, and

education level were less significant than the fact that few people they knew use computers. Of all ethnic groups, African-Americans are the most likely to use community centers to access the Internet, and of communities that do not own computers, Hispanics (31 percent) are the most likely to use the Internet outside their home. Furthermore, those without home Internet access were more likely to use public libraries (22 percent vs. 15 percent) than those with home Internet access.

The RTA report recommends general strategies to bridge the digital divide, especially the support of programs to enhance access through community access centers and programs for schools and libraries and educational programs to enhance readiness to use the Internet and the information resources it offers.

Public libraries, and the Logan Heights Branch Library in particular, can have a significant role in assisting community members' access computer and Internet resources.

## **5 ANALYSIS AND DISCUSSION OF COMMUNITY CHARACTERISTICS**

The Logan Heights community will be undergoing significant changes in the next two decades. This is a community very unique to San Diego. It has a rich cultural history and is very proud of its Chicano heritage. The pride the community takes in this heritage is seen in the murals under the Coronado Bridge, the festivals and holidays that are celebrated by the community. It has a very large Hispanic population, that continues to grow. The challenges facing the library will be to create a service plan that will provide resources to this community and maintain its character.

These areas of significant change will be concentrated in the areas of population, ethnicity and employment growth. Community surveys and discussions with school faculty and staff also acknowledge the low literacy levels of parents and children, as well as their lack of English language skills. They all acknowledge the need to “do something” about this issue. However, they are also emphatic about keeping the culture of the community alive. The demographic data identifies the following significant characteristics of the community.

### **a. Overview of Population Characteristics**

- Location

The Logan Heights Branch Library Service Area (service area) is uniquely situated in the heart of the City of San Diego. The service area is a highly urbanized area located immediately south of the central city/downtown area. Logan Heights is bisected by Interstate 5 which travels south to the border and north towards Los Angeles. Interstate 5 intersects State Route 75 which connects to Coronado Island to the west. Logan Heights fronts Coronado Bay toward the west, which is also adjacent to military and industrial uses.

There are seven elementary schools and one junior high school in the San Diego Unified School District located mostly towards the north and west parts of the service area.

- Overview of Service Area Population Characteristics

The Logan Heights Branch Library Service Area, compared to the City of San Diego, California, and the nation generally is characterized by low literacy rates, low household incomes and low per capita income, low home ownership and high rentals, low housing and rent values, high rates of Hispanic population, low educational attainment, extremely high poverty rates, high English as a second language, low English proficiency and large households. In addition, the area is planned for population and residential growth and density increases, and will see a significant increase in middle age and elderly population.

- Growth

Census 2000 recorded the population at 28,883, up over 12,000 people since the 1980 census, or 72 percent. This compared to the population of the City of San Diego

which grew during the same period by 35 percent. Today, San Diego is the second largest city in California. By the year 2020 SANDAG projects that the service area population will reach over 43,316 people, a growth of over 14,400 people, or 50 percent. This compares with the City of San Diego's overall growth rate of 38 percent, California's 34 percent growth rate, and nation's 15 percent growth rate. Between 2000 and 2020 the City of San Diego is projected to grow by some 470,000 people, three percent of whom will live in the service area.

- Employment Growth

SANDAG projects that by the year 2020 employment growth in the service area will increase by 13 percent from 17,613 jobs to 19,941 jobs. By comparison, jobs in the City of San Diego will increase by 38 percent. To accommodate the new jobs, SANDAG projects slight growth in employment density from 44.2 civilian employment per developed employment acre (includes industrial, retail, office, and schools) to 45.5. That compares with the City of San Diego's growth from 21.6 in 1995 to 24.6 in 2020.

- Occupied Housing Units

In 2000, 25 percent, or 5,540 of the occupied housing units in the service area were owner occupied, compared to 48 percent citywide, 57 percent statewide, and 66 percent nationally. 70 percent, or 16,031 of the occupied housing units in the service area were renter occupied compared to 48 percent citywide, 43 percent statewide, and 34 percent nationally. The addition of approximately 6,000 new multifamily residential units and the removal of approximately 1,500 single family homes by 2020 will result in approximately 75 percent of units as rentals. In 2000, the average household size for owner occupied units in the service area was 4.00, approximately one-third higher than the household size citywide at 2.71. The average household size for renter occupied units in the service area was 4.07, approximately 38 percent higher than the size citywide. The total average household size in the service area was 4.00, approximately 35 percent higher than citywide at 2.61 citywide, statewide at 2.87, and nationally at 2.59.

- Population by Ethnicity

SANDAG and Census 2000 data indicate that 2000 service area population is 68 percent Hispanic growing to 77 percent in 2020. That compares with 25 percent for the City of San Diego in 2000, projected to grow to 34 percent in 2020. The California 2000 Hispanic population was 32 percent and 12 percent for the nation. In the service area, the 2000 African American population was 12 percent and is projected to decrease to 11 percent in 2020; white is 16 percent decreasing to 11 percent; and Asian/Other is four percent decreasing to two percent.

- Population Composition by Age

In 2000, the service area had a significantly higher cohort population under age 24 compared to the City of San Diego, California, and the nation, but is evenly matched from ages 25 to 34. People living in the service area over age 35 are a significantly lower percentage of the population compared to city, state, and nation. Only 14 percent of the population was above age 45. An astounding 74 percent was under age 25, and almost 40 percent of the population was between ages 20 and 34.

2020 population projections indicate three primary trends:

- Significant growth age 55 and over of which the age 75 and over is projected at more than 261 percent, higher than the 58 percent growth citywide.
- Significant growth in the under age 19 with 114 percent growth in ages 0 to 5 compared to 46 percent citywide. Ages 5 and 9 will some grow 57 percent compared to 26 percent citywide; ages 10 to 14 will grow some 62 percent compared to 28 percent citywide; and ages 15 to 19 will grow some 58 percent compared to 30 percent citywide.
- Growth will generally be comparable to citywide levels for the age cohort 20 to 54.

### **Major Population Characteristics and Needs Findings:**

1. **Location:** the service area is a highly urbanized area immediately south of the central city/downtown and is bisected by freeways and adjacent to military/industrial uses at nearby Coronado Bay.
2. **Growth:** the service area growth far exceeds city, state, and national growth rates from 1980 to 2020. The service area grew by over 72 percent from 1980 (16,816 people) to 2000 (28,883 people), and is projected to grow 50 percent to 2020 (43,316 people).
3. **Employment Growth:** service area employment is projected to grow 13 percent by 2020, compared with 38 percent for the city.
4. **Occupied Housing Units and Persons per Household:** in 2000, 70 percent of the population rented housing units compared to 48 percent citywide, 43 percent statewide, and 34 percent nationally. The average service area household size was 4.00 compared to 2.61 citywide. The service area will see the addition of 6,000 new multifamily residential units and the removal of approximately 1,500 single-family homes by 2020 resulting in approximately 75 percent of units as rentals.
5. **Ethnicity:** in 2000, 68 percent of the service area was Hispanic, projected to grow to 77 percent in 2020 (compared with 25 percent and 34 percent citywide and statewide, respectively); 12 percent African American decreasing to 11 percent; 16 percent white decreasing to 11 percent; and four percent Asian/Other decreasing to two percent.
6. **Age:** In 2000 86 percent of the population was under age 45 and 74 percent was under age 25. Forty percent of the population was between ages 20 and 34. 2020 population projections will be characterized by two trends: (1) significant growth of the population over age 55 with over age 75 projected at a 261 percent increase; and significant growth under age 19 with 115 percent growth in ages 0 to 5, and 57 percent growth in ages 5 to 9, 62 percent growth ages 10 to 14, and 58 percent growth ages 15 to 19.

## **b. Literacy Characteristics**

- Literacy Rate

Approximately 34 percent of the adult population in Congressional District 50 of which Logan Heights is a part, is at Level 1 literacy. This high percentage of the adult population far exceeds that of the City of San Diego (21 percent Level 1 literacy) by approximately 38 percent; San Diego County (20 percent Level 1 literacy) by approximately 41 percent; and California (24 percent Level 1 literacy) by approximately 29 percent.

Approximately 61 percent of the adult population in District 50 is at Level 1 and Level 2 literacy. This is also a high percentage that far exceeds that of the City of San Diego (41 percent at Level 1 or Level 2 literacy) by approximately 33 percent; San Diego County (40 percent at Level 1 or Level 2 literacy) by approximately 34 percent; and California (46 percent Level 2 literacy) by approximately 25 percent.

The mean proficiency score for relevant geographical areas is set forth in terms of a five level proficiency scale as follows: Level 1 (1 to 225); Level 2 (226 to 275); Level 3 (276 to 325); Level 4 (326 to 375); and Level 5 (376 to 400). District 50 mean literacy proficiency scored at 244 compared to a score of 275 for the City of San Diego, 276 for San Diego County, and 266 for California.

- Service Area Literacy Problems Parallel *Adult Literacy in California* Findings

There are many characteristics of the socio-economic characteristics of the service area that fit the findings of the literacy-challenged described in *Adult Literacy in California*, (L. Jenkins and I. Kirsch, May 1994). For example:

1. “African Americans and Latino adults were more likely than White adults to perform in lowest literacy level and less likely to obtain the two highest levels.” *In the service area, 68 percent of the population is Hispanic and 95 percent area Level 1 and 2 literacy proficiency.*
2. “Differences in the average years of schooling completed by adults in various subpopulations tend to parallel the observed differences in literacy proficiencies.” *In the service area, educational attainment is very low: 22 percent have below a 9<sup>th</sup> grade education (7 percent citywide and 11 percent statewide); 16 percent have a 9<sup>th</sup> to 12<sup>th</sup> grade education with no high school diploma (11 percent citywide and 14 percent statewide); and only two percent have a bachelor degree (17 percent citywide and 14 percent statewide).*
3. “California residents who reported being in professional, technical, or managerial positions in their current or most recent jobs had higher average literacy scores than those in other types of occupations including sales or clerical, craft or service, or labor, assembly, fishing, or farming positions.” *In the service area in 1990, 66 percent of the population worked in low skill occupations compared to 69 percent in the city and 68 percent in California.*
4. “Eighteen percent of California residents were classified as poor or near poor, based on household size and income.” *In the service area, household size is, on average, one-third higher than citywide (4.00 versus 2.61). For renters, who*

*occupy 70 percent of the units in the service area household size is 4.07 compared to 2.71 citywide. Fifty percent of the service area population lived below poverty compared with 13 percent citywide, statewide, and nationally.*

5. “Those who usually speak English outperformed those who usually speak another language.” *In the service area among students 5 to 17, 28 percent speak English not well or not at all compared with six percent citywide and statewide, and three percent nationally.*

### **Major Literacy Rate Findings:**

1. **Major problem:** Literacy is a major problem in the service area. Sixty-one percent of adults, compared to 41 percent citywide, 40 percent in the County, and 46 percent statewide are at a combined Level 1 and Level 2 literacy proficiency. Over one-third of the population is Level 1 literacy proficiency compared with 21 percent citywide, 20 percent in the County, and 24 percent statewide.
2. **Parallel other studies:** Literacy problems in the service area parallel the findings from the Adult Literacy in California (L. Jenkins and I. Kirsch, May 1994). These include the following:
  - A high Hispanic population with 95 percent of the total population at Level 1 and Level 2 literacy proficiency.
  - Very low educational attainment with 38 percent of the population with no high school diploma: 22 percent have below a 9<sup>th</sup> grade education (seven percent citywide and 11 percent statewide); and 16 percent have a 9<sup>th</sup> to 12<sup>th</sup> grade education with no high school diploma (11 percent citywide and 14 percent statewide). Only two percent have a bachelor degree (17 percent citywide and 14 percent statewide).
  - Sixty-six percent of the population worked in low skill occupations compared to 69 percent in the city and 61 percent in California.
  - Household size is, on average, one-third higher than citywide (4.00 versus 2.61). For renters, who occupy 70 percent of the units in the service area household size is 4.07 compared to 2.71 citywide.
  - Fifty percent of the service area population lived below poverty compared with 13 percent citywide, statewide, and nationally.
  - In the service area among students 5 to 17, 28 percent speak English not well or not at all compared with six percent citywide and statewide.
3. **Economic challenges on horizon:** Literacy problems will exacerbate the challenge of the service area as a highly urbanized industrial setting in which competition for jobs will grow stronger as business changes challenging residents to be better prepared.

**c. Employment Economic Development and Use of Technology Characteristics**

- Poverty

The service area is characterized by exceptionally high poverty rates. In 1989, approximately 50 percent of all age groups in the service area lived below poverty. This is 250 percent higher than the approximately 13 percent of the population that lived below poverty citywide, statewide, and nationally.

- Per capita income

In 1999, San Diego County per capita income was 3.3 percent above the national level and 1.6 percent below California. Between 1990 and 1999 San Diego County's per capita income decreased as a percentage of the nation's from 7.9 percent to 3.3 percent; but increased relative to California.

In real numbers, San Diego County per capita income grew approximately 40 percent from \$21,138 to \$29,489 between 1990 to 1999. During that same period California's per capita income grew at a slower rate of approximately 35 percent from \$21,889 to \$29,586. The nation's per capita income grew at a faster rate of approximately \$19,584 to \$27,859.

- Unemployment rate

The City of San Diego had a 3.8 percent unemployment rate in February 2002 compared to San Diego County at 3.7 percent, California at 6.2 percent, and the nation at 5.5 percent. The same pattern—the City of San Diego having a higher unemployment rate than the County but lower than California and the nation—generally holds over the past decade: in 1990, 2000, 2001, and February 2002, the City of San Diego's unemployment rate is lower than California and the nation, but is slightly higher than San Diego County.

- Occupation

In 1990, the low skill occupations of sales, clerical, craft, service, labor, assembly, fishing, and farming, accounted for 68 percent of total occupations in the service area compared to 69 percent citywide. SANDAG projects that for 2020, low skills occupations will account for 61 percent of the occupations in the service area compared with 65 percent citywide.

- Median Property Value

As quoted by the San Diego Union Tribune on April 16, 2001 utilizing information provided and La Jolla-based DataQuick, "...San Diego County housing prices rose in March 2002 nearly 17 percent from the same month in 2001, crossing over the \$300,000 threshold for the first time. The overall median for new and existing houses was \$304,000, up from \$260,000 in March 2001, and \$15,000 more than in February 2002.

"Existing single-family homes, which had hit the \$300,000 mark in February, rose to \$307,250 and existing condos were up 22.2 percent, from \$180,000 in March last year to \$220,000 last month. Newly built houses and condos rose 14 percent to \$394,000, no doubt headed for the \$400,000 mark this month.

“Underscoring the continued demand for housing, DataQuick said the 5,027 sales that closed last month were the highest for any March since 1989. DataQuick said a continuing upward price trend is inevitable, given San Diego's relatively strong economy, projected growth and a resulting demand for homes. A limited supply of for-sale housing is not meeting the area's population growth, analysts said. And builders say they are having difficulty finding acreage to build on and are forced to pass on high development fees to homebuyers.

The Logan Heights median house value increased from March 2001 to March 2002 by approximately 17 percent from \$145,500 to \$175,500. Year 2001 median house values for San Ysidro were significantly, or 44 percent below San Diego County and 32 percent below California, but above the national level.

- Mapping a Future for Digital Connections: A Study of the Digital Divide in San Diego County

In February 2001, the San Diego Regional Technology Alliance (RTA) released an important study entitled “Mapping a Future for Digital Connections: A Study of the Digital Divide in San Diego County.”

“In its survey and analysis, the RTA made the following findings:

- “Of 30 occupations surveyed at 450 employers during the summer of 2000, 80 percent had computer software requirements.
- “Wealthy households are twice as likely to own computers as low-income households.
- “Hispanic and African-American households are twice as likely to not own computers as Caucasian and Asian households.
- “Although an increase in household income appears to eliminate the digital divide for African-Americans, it appears to have less impact of the Hispanic population. Even though Hispanics make up 25% of the population, they represent 42% of the unwired population. Finally, two-thirds of Hispanics believed that people rely too much on technology, and one-third without computers do not have them because they do not know how to use them.
- “Cost was the number one reason why African-Americans and Hispanics did not purchase computers or access the Internet from home.
- “For those with a high school education or less, education level was found to be more significant than ethnicity in determining home computer ownership.
- “81 percent of Asians and 80% of Caucasians own computers, while only 59% of African-Americans and 52% of Hispanics own computers. 74 percent of Caucasians and 72 percent of Asians access the Internet at home, but only 52% of African-Americans and 41% of Hispanics access the Internet at home.
- “Communities with computers and community resources can help. For those who were totally detached (they neither owned a computer nor accessed the Internet outside their home), ethnicity, income, and education level were less significant than the fact that few people they knew use computers. Of all ethnic groups, African-Americans are the most likely to use community centers to access the Internet, and of communities that do not own computers, Hispanics (31 percent)

are the most likely to use the Internet outside their home. Furthermore, those without home Internet access were more likely to use public libraries (22 percent vs. 15 percent) than those with home Internet access.

The RTA report recommends general strategies to bridge the digital divide, especially the support of programs to enhance access through community access centers and programs for schools and libraries and educational programs to enhance readiness to use the Internet and the information resources it offers.

Public libraries, and the Logan Heights Branch Library in particular can have a significant role in assisting community members access computer and Internet resources.

### **Major Findings:**

1. People living in the service area largely characterize the ethnic, socio-economic, and educational conditions of the people who suffer from the digital divide, as demonstrated through San Diego-based survey research. As stated in the RTA report:
  - “Hispanic and African-American households are twice as likely to not own computers as Caucasian and Asian households.
  - “Although an increase in household income appears to eliminate the digital divide for African-Americans, it appears to have less impact of the Hispanic population. Even though Hispanics make up 25% of the population, they represent 42% of the unwired population. Finally, two-thirds of Hispanics believed that people rely too much on technology, and one-third without computers do not have them because they do not know how to use them.
  - “Cost was the number one reason why African-Americans and Hispanics did not purchase computers or access the Internet from home.”
2. An educated workforce that can utilize computer and communications technologies are needed to meet current and future job placement requirements. The service area population lacks those resources at home and on the job due to low per capita income, low skill occupations, and high poverty rates. As stated in the RTA report:
  - “For those with a high school education or less, education level was found to be more significant than ethnicity in determining home computer ownership.
  - “Communities with computers and community resources can help. For those who were totally detached (they neither owned a computer nor accessed the Internet outside their home), ethnicity, income, and education level were less significant than the fact that few people they knew use computers. Of all ethnic groups, African-Americans are the most likely to use community centers to access the Internet, and of communities that do not own computers, Hispanics (31 percent) are the most likely to use the Internet outside their home. Furthermore, those without home Internet access were more likely to use public libraries (22 percent vs. 15 percent) than those with home Internet access.”

#### **d. Educational and English Language Characteristics**

- Average California Academic Performance Index (API) for Public Schools in the Library Service Area

The service area encompasses seven elementary schools and one junior high school in the San Diego Unified School District. In 2001, schools in the service area rank in the lowest 10 percent of all schools reporting API's statewide. The average 2001 API rank for the schools in the service area was 1.67, and the average similar schools rank was 5.5, compared to a statewide goal of 10, as depicted in the following figure. The average 2001 API score was 519 compared to a statewide performance target of 800. There are three factors in consideration of these low rankings:

4. English Learners: approximately 71 percent of the students enrolled are English as a Second Language (ESL) of which over 99 percent are Hispanic. Twenty-eight percent of the people age 5 to 17 speak English "not well" or "not at all" compared to six percent citywide and statewide, and two percent nationally.
5. Subsidized Lunch Program: over 99 percent of enrolled students participate in the free or reduced price lunch programs.
6. Poor Parent Education: Most parents of enrolled students have a very low educational level of 1.71, which is slightly above "not high school graduate."

#### **Major API and English Learner Findings:**

1. **Rank**: In 2001, schools in the service area rank in the second decile or lowest 10 percent of all schools reporting API's statewide.
2. **Ability to speak English**: Almost all students, 71 percent speak English as a second language of whom over 99 percent are Hispanic. Twenty-eight percent of people ages 5 to 17 speak English not well or not at all.
3. **Free lunch programs**: All students participate in free or reduced price lunch programs.
4. **Poor parent education**: Parents of students report being poorly educated; most parents indicated that they are not a high school graduate.

#### **e. Summary of Resident Needs**

- Growth, Geography, Ethnicity, and Culture

The Logan Heights Branch Library service area is located in a heavily urbanized area that conditions resident needs for library services. First, the 2020 projected population growth of 50 percent (compared to the city's 38 percent growth) means that the scale of library services should generally be increased to meet resident needs.

Given the uniquely urbanized and growing service area, library services will remain an important part of building a sense of community, providing a much needed school resources, and providing a community center for learning, information, and cultural resources. Part of the service area's highly urbanized setting is defined by its adjacency to port-oriented and industrial uses; and major highway and rail

infrastructure crosses through the area. There is little open space. The library, in this context, is an important anchor, or magnet for neighborly relations, and provides a very important human scale locale.

The Hispanic ethnic heritage of the service area reflects a history of social mobility and cultural awareness. By 2020, 77 percent of the population will be Hispanic, up from 68 percent in 2000, compared with 34 percent projected for the city. Residents clearly need library services that acknowledge and address the Hispanic ethnic and cultural linkages.

- Age

Residents will need library services aimed at two unique age markets: 1) in general, the adult market over age 55 will grow but the market over age 75 which will grow most significantly, by 261 percent compared with 58 percent citywide; and 2) in general under age 19 will grow with the most significant growth as follows: age 0 to 5 will grow 114 percent compared to 46 percent citywide; ages 5 to 9, 57 percent compared to 26 percent citywide; and ages 10 to 14, 62 percent compared to 28 percent citywide.

- Education, Literacy, and Language

Service area residents need library services that will address substantial educational and literacy problems, and the transition from Spanish language to English. The service area population needs library services that will help transition from low to better educational attainment; currently, 38 percent of the population has no high school diploma and 22 percent has less than a 9<sup>th</sup> grade education. Only two percent of the population has a bachelor degree compared to 17 percent citywide.

Furthermore, library services are needed by residents to transition from very low to higher API scores; currently, schools in the service area ranked in the second decile or lowest 10 percent of all schools reporting API's statewide.

Library services are also needed to assist residents better speak English. Currently, 71 percent speak English as a second language. Twenty-eight percent of the population age 5 to 17 speaks English not well or not at all.

Families need literacy assistance through the library. Approximately 33 percent of adults are at Level 1 literacy proficiency and 61 percent are at combined Level 1 and 2 literacy proficiency compared to 41 percent, 40 percent, and 46 percent citywide, in the County, and statewide, respectively. Combined with a predominately Hispanic population, high renter population, large household size, low skill occupations, low API scores, high poverty rates, and low English proficiency across the entire population age range, residents need literacy training aimed at the whole family.

In light of these overwhelming social, educational, and demographic conditions, the Logan Heights Branch Library should, as a whole, meet the needs of residents for learning to learn, learning support, and learning development.

- Overcoming the Digital Divide

Residents need library services that will assist them overcome the digital divide. As set forth in "Mapping a Future for Digital Connections: A Study of the Digital Divide

in San Diego County,” it is clear that the service area population has the characteristics of and in fact does suffer the results of the “digital divide,” as defined above. Providing appropriate library-based technology services to residents is a critical need to maintain a competitive workforce, support social mobility, and support educational improvement.

**f. Implications for the Library Plan of Service**

Based upon the analysis set forth above, the needs of the residents in the Logan Heights Branch Library Service will best be met by configuring the plan of service to address the following thematic areas:

1. Information literacy.
2. Formal learning and learning support.
3. Lifelong learning and youth development.
4. Cultural awareness.
5. Technology applications.

These five themes should be considered as the touchstone, or point of departure, for establishing the roles that the library will have in the community and the values for which the library will be associated. Furthermore, these themes should become the basis for setting the library’s goals and objectives as defined in the library plan of service.

Information literacy is necessary to imbue the skills related to finding, evaluating, and using information effectively. Demographic and other data described above clearly indicate that these skills should be developed at the earliest possible age with continued development in terms of school support and in the context of a lifelong learning strategy.

Undertaking a lifelong learning strategy will strengthen the library’s overall and on-going role in the community, reinforce shared learning experiences across generations, and encourage parent’s to use the library more frequently in relation to their children’s educational well being. Programs and services should address homework support for children and technology to bridge the digital divide for all ages.

In addition, the evidence demonstrates the need for formal learning and learning support especially for children. While this may take several forms, it is most likely, in this service area, to gain leverage in partnership with school programs to achieve youth development. Youth development should focus on individual and peer-group improvements, family learning, and community connections, including cultural awareness. Formal learning and learning support is an important value that should be transmitted through resources and materials, activities and programs, staff support and attitudes.

Cultural awareness of resident’s Hispanic heritage through library programming and services will support positive self-identity; strengthen intergenerational experiences and respect for elders; stimulate creativity, leadership, and self-determination; and imbue a sense of tolerance and interest in cross-cultural awareness. In addition to Spanish language materials and resources, it may include such features as exhibits and displays, and various types of activities.

As indicated in the digital divide study cited above, minority residents are most at risk to suffer from the digital divide, including lack of economic progress as the economy continues to transition to a digitally sophisticated workforce. An important goal for the service area is to bridge the digital divide by providing access to computers and the Internet, for all ages.

As a result of this needs assessment, it is recommended that the Logan Heights Branch Library develop a **homework center** and **computer resource center**. The homework center should include a complement of programs and services such as computer stations to support homework requirements; supplementing school textbooks; providing staff-support to answer student questions and provide teaching instruction; and providing teacher resources, among other features.

The community technology resource center can make computers and Internet access available to all members of the community and can provide training for software use, research methods, and database use, among other features.

## 6. EXECUTIVE SUMMARY: ANALYSIS OF LIBRARY SERVICE NEEDS

Agreement exists among residents of Logan Heights, library staff and city officials that the branch library in this area needs to be housed in a larger building to accommodate more books, technology, literacy training rooms, homework centers and general community meeting space to better serve the area.

Feedback from the community suggests the following services need to be provided by the new library:

- **The Logan Heights Library should serve as a place where all residents can celebrate their cultural heritage.** Serving as a community center is one of the most important roles for this library to fulfill. The Cultural Awareness role will be answered with the large meeting room and the *Centro Cultural*, an exhibition space that will honor the community's Hispanic heritage.
- **The Logan Heights Library should offer ready access to technology-based resources to all patrons.** Participants in the needs assessment meetings left no doubt that the library must offer access to computers and computer resources. In this community, the Public Library is often the only avenue most residents have to engage in a technology-connected world.

A computer resource center was identified as an essential part of the new library. Teachers will use it to instruct their students. Students will use it to learn skills required for school success. Parents will use the center to help their children and to get better jobs. Community organizations will come here to help their clients get information and develop skills.

- **The library should continue to build and maintain the largest collection of Spanish language print and multimedia resources in the area.** Spanish language books are needed to assist children to transition from Spanish to English and to maintain their skills in Spanish. The library must plan for increased capacity to store and display books and plan its budget for continuous acquisition of materials.
- **The library should be a place of learning for all citizens. It should strongly and aggressively support efforts in the community to enhance the school success of children.** The need to assist all residents, particularly those for whom English is not their first language, is paramount. The library will work with other agencies engaged in literacy work to address this goal.

## ANALYSIS OF LIBRARY SERVICE NEEDS

### History of the Logan Heights Library

In 1914, Mabel Farrell, Principal of Logan Elementary School, and other civic minded local citizens rented a building at 28<sup>th</sup> Street and Marcy for two years as a site for a library, and the City of San Diego's fourth branch library opened there in January 1915. When the library outgrew its quarters, a second and larger facility was rented in 1917 near Logan Avenue and 26<sup>th</sup> Street. The current library building of 3,967 square feet was constructed at the corner of Logan Avenue and 28<sup>th</sup> Street, and opened in 1927 at a total cost of \$17,840 including furniture. Public restrooms were added in the 1970's, and access for the disabled was improved with the building of a ramp with railings and the remodeling of public restrooms in 1994. In the early 1990's, electrical upgrades were made to the building that have made the current technological upgrades possible. Logan Heights Branch Library, with its dark wood and original 1927 windows, adjacent to the Memorial Academy Middle school and Logan Elementary school, provides a cozy place for the people of Barrio Logan (Logan Heights).

The unique character of Barrio Logan must be considered when developing services for this community. These characteristics and traits include:

- 68% of the residents are of Hispanic heritage, increasing to 77% by year 2020.
- Approximately 71 percent of the students enrolled are English as a Second Language (ESL) of which over 99 percent are Hispanic.
- Twenty-eight percent of the people age 5 to 17 speak English “not well” or “not at all” compared to six percent citywide and statewide, and two percent nationally.
- Over 99 percent of enrolled students participate in the free or reduced price lunch programs.
- Most parents of enrolled students have a very low educational level of 1.71, which is slightly above “not high school graduate.
- 2020 population projections indicate three primary trends:
  - a. Significant growth age 55 and over of which the age 75 and over is projected at more than 261 percent, higher than the 58 percent growth citywide.
  - b. Significant growth in the under age 19 with 114 percent growth in ages 0 to 5 compared to 46 percent citywide. Ages 5 and 9 will some grow 57 percent compared to 26 percent citywide; ages 10 to 14 will grow some 62 percent compared to 28 percent citywide; and ages 15 to 19 will grow some 58 percent compared to 30 percent citywide.
- An increasingly mobile population as indicated by the increase in renter occupied housing units at 75% versus 25%.
- Fifty-seven percent of people living in the service area are below the poverty threshold, considerably higher than 13 percent in the City of San Diego, state, and nation.

It is clear that these characteristics impact a new building and the services the library should provide.

- Community space is needed for continuing education, adult education, parenting classes and homework programs
- The “focus school” status of schools in the service area implies a great need for enhanced homework materials and computer resources.
- The community’s large concentration of Hispanic residents should be taken into consideration in providing services and programs.
- Computer resources are lacking and computers are needed to help residents breach the digital divide.
- Children’s and young adult collections should reflect the coming growth in population.
- The library’s collection should take into consideration that a significant number of the community is Spanish-speaking. A large Spanish language collection should be included.
- The high poverty rate among residents indicates a need for services and materials people cannot afford.
- The Community Survey’s largest service needs are in the areas of Homework Center and Computer Center.

The need for a new, expanded Logan Heights Branch Library has been explored since the 1970s. In 1977, the San Diego public Library published the *Master Plan for the San Diego Public Library*. This document was the first to propose the relocation and expansion of the Logan Heights Branch Library. Subsequent revisions, until the most recent *Branch Library Facilities Report* (1998) have continued to recommend that the branch be expanded to meet the needs of the community. In 1984, a BECA (Barrio Educational Cultural Activities Complex) also recommended the relocation of Logan Heights Branch Library and that it be a joint use project with an educational facility. At the time, the recommendation was to co-locate with an adult education complex. However, this plan was not recommended by the library, the Board of Library Commissioners or by the City Council. A major factor for not recommending the BECA plan was the location of the current branch, which is within walking distance of 3 schools and numerous preschools.

### **Community Survey Results**

It is evident that clear and strong support for a new Logan Heights Library exists among the many constituent groups in the Logan Heights service area. The Council Office has declared building a library as one of the priorities for the region. The City Manager’s Office has exhibited strong support for the new facility, and has initiated numerous steps to move the process of site selection and planning along. Community groups and individuals have endorsed the concept of a new facility.

As to the services that library should provide to the community, by looking across all the input received from the needs assessment activities identified above, there appear to be a number of services the community wishes to receive from the Logan Heights Library. This section provides a description of those services.

- **Logan Heights Library should serve as a place where all Barrio Logan residents can celebrate their cultural heritage.**

There is virtually a consensus in the community that the library should serve as a major meeting place, a gathering place for all kinds activities and programs. In his survey of public library users, Simon (2002) underscored the importance of libraries serving as a community and social center.

The community or lecture room was a central feature in most of the Carnegie libraries erected during the early part of the twentieth century. And even though the services, collections, staff and technology of libraries has changed radically over the past century, the community center remains an integral function of most public libraries. The meeting room provides space to enable people to come together. It is a nonpolitical, nonreligious, egalitarian space that supports all sorts of disparate groups. (p. 104)

Serving as a community center is one of the most important roles to be played by the Logan Heights Library. The Cultural Awareness role, outlined in the Library Plan of Service, describes how the library will address this important community need. This role will include a large meeting room and a “Centro Cultural” which will house displays and exhibits by and about the community and their Hispanic heritage.

- **Logan Heights Library should offer ready access to technology-based resources to all patrons.**

Those participating in the community needs assessment activities left no doubt that they want the library to offer access to computers and computer resources. In this community, the public library is the only avenue most residents have for taking part in a technology-connected world and in obtaining access to technology-based resources (such as databases).

The community was almost unanimous in echoing the need for more computers and access to information. A computer resource center was identified as a vital component of a new library:

- Teachers see it as a way to instruct their students.
- Students see it as a way to learn the skills they need to achieve school success and enhance their research skills.
- Parents want to learn so they can help their children and also learn the skills needed for better jobs.
- Community organizations as a way to help their clients get the information and skills they need.

While the needs assessment did not probe into the specifics of kinds of databases patrons would like access to; there was expressed more a general awareness that huge amounts of information exist electronically, and patrons appear to feel a general desire to have ready access to those information resources.

The findings in San Diego are consistent with results of the San Diego Regional Technology Alliance Study. Some of their findings included:

Although African-Americans and Hispanics are on the unwired side of the [digital] divide, their use of the Internet indicates that, with access, computers and Internet will be used for functions that can assist them in work and school. Furthermore, African-American and Hispanics clearly use public facilities to access the Internet more often than other ethnic groups. This indicates that improving access to public facilities could help bridge the digital divide.

(RTA, 2001 pg.10)

- **Logan Heights Library should continue to build and maintain the largest possible collection of Spanish language print and multimedia resources in the area.**

While the public in Barrio Logan wants its library have plenty of up-to-date technology, that public is not willing to see this technology come at the price of a lesser print collection, especially materials in Spanish. The public wants its library to have books, and lots of them.

Comments that support this general observation can be found in almost every focus group and survey. Participants spoke of wanting more Spanish books. They want books to assist their children in the transition from English to Spanish, therefore more bilingual materials. They want to maintain their language skill as well as read for recreation.

Logan Heights Library must thus plan for increased capacity to store and display books, and must plan its budget to reflect a need for continued acquisition of print resources. For a time still, there will be debate as to how much money should be spent on technology-based resources, and how much for print resources. This must also be balanced with the need for materials in another language.

- **The Logan Heights Library should be a place of learning for all citizens. It should strongly and aggressively support efforts in the community to enhance the school success of its children.**

Citizens in the needs assessment process recognized the importance of achieving high literacy levels for all residents, particularly for those whose initial language is not English. The Library, as an important social and educational institution in the community, should work with other agencies engaged in literacy work to address this important community goal.

Those expressing their sentiments identified the need for good homework resources for children to use when they were not in school. Additionally, the need for a resource collection for parents and teachers was also identified.

While some have viewed libraries simply as repositories of materials, the public participating in the needs assessment view the public library as an institution that is to promote learning: learning of social, work, cultural, and other skills and to provide more formal instruction in areas such as the following:

- How to use technologies to find needed resources;
- How to use technologies to connect with others;
- How to use the catalog and other finding tools to identify and find just the right information resources;
- How to do library research;
- How to assess the quality of online resources.

Patrons want to know how to use the technologies to access collections. The current Logan Heights Library has limitations in the services it can provide, attributable primarily to the lack of space and technology in the current building, including woefully inadequate shelving space, readers' seating space, and no public meeting or exhibit space. The current technology infrastructure also limits services.

## 7. EXECUTIVE SUMMARY: SERVICE LIMITATIONS OF EXISTING LIBRARY FACILITY

The current Logan Heights Branch was built in 1927 and comprises 3,967 square feet. It has not been expanded or improved except for the addition of public restrooms in the 1970s and an access ramp for the disabled in 1994. There is no on-site parking.

The service area includes 28, 883 people. It is projected that 43,300 people will live here by 2020. By all measures, the size of the library precludes adequate service to the residents. The word “shameful” is not on the list of bureaucratic adjectives, but no other word applies as well to the *Barrio Logan* Library.

- **Collections:** At 40,691 volumes, the branch has one of the smallest collections in the San Diego Public Library system. In this Spanish-speaking community, only 11 percent of the materials are in Spanish for children. Non-book materials such as videos, music cds and tapes and books on tape are woefully inadequate. Reference materials for homework assignments are not there. People surveyed in the community complained of a general lack of materials in Spanish or English. Space constraints preclude the addition of materials.
- **Reader Seating:** The total seating capacity is 44. There are 13 seats for children and 31 for adults. This includes disabled seating and computer workstations. Patrons attending programs must stand or sit on the floor, often disrupting quiet study.

There are no spaces for private tutoring or research. Organized class orientations, or other programs cannot occur because of space constraints. Residents surveyed expressed the opinion that more seating, tutoring spaces and meeting rooms were essential.

- **Staff Offices, Workstations and Visual Supervision:** Two people have difficulty working at the circulation desk. There is no office for the branch manager, or any other space for private meetings. Computers for staff are shared. The arrangement of 72” stacks makes visual supervision impossible. There is no video or security equipment. The workroom serves as a rest area, processing area and staff area. The book drop is in a closet with the custodian’s cleaning supplies.
- **Technology:** There is a total of 8 Internet connected computers for the public. Six of these are programmed for word processing. The electrical infrastructure cannot accommodate any additional computers, even if there was the floor space for the desks. There are no computers on the librarian’s reference desks. Children have to wait for computer access. The public has complained about lack of computer terminals.
- **Meeting Rooms:** There aren’t any. There are no private areas for tutors and learners, seminar rooms, or study carrels.
- **Special Purposes:** The copy machine blocks the circulation desk. The bulletin board for community announcements is inadequate in size because of limited space. There is no fire suppression system.

Needed School Services That Are Not Currently Provided: The new Logan Heights Branch Library will need larger collections in Spanish; multiple copies of school reading assignment materials; tutoring or homework assistance; programs and library orientations; library research classes; computer classes; easy access for the disabled; performance space; quiet study areas for tutors and their learners and spaces for children to be read to.

Presently, teachers find it difficult to bring their classes to the library due to lack of space. There are so few computers for demonstration classes and they are always in use. Students become frustrated while waiting. Programs with audio-visual components cannot be offered at the branch. Tutor-learner workshops or classes are not possible because of lack of space. Video conferencing is unavailable. The four schools in the area have asked for faculty training space, but the current library has no meeting room to accommodate these conferences.

## SERVICE LIMITATIONS OF EXISTING LIBRARY FACILITIES

The current Logan Heights Branch was built in 1927. It has a total of 3,967 square feet for providing services. The building has not been expanded or enhanced, except for a ramp on the side of the building, constructed in 1994, as access for disabled patrons and accessible public restrooms. The branch has no on site parking.

The present library site is too small to effectively provide the library services needed to meet the current demands of the public.

### Collections

The Logan Heights branch currently has one of the smallest collections in the San Diego Public Library system.

- 40,691 volumes.



- 4575 (11%) are adult Spanish language
- 4612 (11%) are materials in Spanish for children.
- Non-book materials: videos, 642 titles, 36 music cds and tapes, 320, books on tape and 47 CDROM titles.
- Children cannot find adequate information to complete homework assignments, and reference materials are sparse.
- School assignment materials are few.
- Community surveys, school surveys, agencies contacted mentioned the lack of materials in general and a great need for more materials in Spanish was a high priority for the community.
- Since the shelving is so constrained, additional materials acquisitions are very difficult.

### Readers Seating



- Total seating capacity of 44, 13 for children and 31 for adults.
- Includes any seating for the disabled or for using computer terminals.
- Children and adults who attending programs must either stand or sit on the floor, disrupting patrons from any quiet work.
- No areas for tutoring, programs, research or quiet study.
- Community members surveyed reported that more reader's seats, quiet study areas, meeting rooms and tutoring space are something they feel is necessary and important to any library.
- Organized class orientations are very difficult and disruptive to other patrons.
- Few class programs are planned due to space constraints.

### Staff offices, workstations, and visual supervision



- Staff is cramped and constrained in the present branch.
- The circulation desk is so small that it is difficult for even two staff members to work there at the same time.



- No Branch Manager's Office or even a space for private meetings.
- Computers for staff are shared, which means that reports and personnel evaluations of a sensitive nature must be saved on disk and done away from the site.



- The layout of the 72" stack shelving makes supervision within the stack areas virtually impossible.
- No video cameras or other security equipment.
- Workroom is shared space as a rest area, processing area and staff area.



- Book drop area is shared with the custodial closet.



### *Technology*



- A total of 8 Internet connected computers for the public.
- 6 of the computers have word processing.
- Electrical infrastructure cannot accommodate any additional computers.



- No floor space for additional computers
- No computers on librarian's reference desks.
- Children must wait to use the computers to complete school assignments.
- Many public complaints over the lack of computer terminals.

### *Meeting Rooms*

- No meeting rooms or performance spaces.
- No privacy for tutor and learner.
- No seminar rooms
- No study carrels

### *Special Purposes*

- Copier is in front of circulation desk, partially blocking access by the public.
- No adequate bulletin board for community announcements.



- Community information space is restricted because of inadequate space.
- A ramp at the emergency exit serves as the disabled access.
- Bookdrop is shared with custodial closet.
- No fire suppression system.

### **Services needed but currently unavailable**

In most branch libraries, one finds a vast array of programs and services, from typewriters and word processors, to Internet, to programs for children and adults.

*School services needed but not provided by the current branch library :*

- Larger collections in Spanish
- Multiple copies of reading assignment materials
- Tutoring or homework assistance
- Programs and library orientations
- Library research classes
- Computer classes
- Easy access for the disabled
- Space for performers.
- Quiet study areas for tutors and their learners.

- Parents need space to read quietly to their children.
- Collection limitations make obtaining materials on homework assignment topics difficult.
- Teachers find it difficult for their students to visit the branch for orientations and classes on using library resources.
- So few computers, which are in constant use, make explaining online resources difficult, especially when students must cluster around computers in use by adults.
- Students are frustrated because there are so few Internet computers and computers for them to complete homework assignments.
- Programs with an audio-visual component cannot be offered at the branch.
- Tutor-learner workshops or classes are not possible
- Video conferencing is unavailable.
- The four schools in the area have expressed a desire for faculty training, with the library as the ideal place for these teacher conferences.
- Adult learners want privacy when working with their tutors.

## **8. EXECUTIVE SUMMARY: PHYSICAL LIMITATIONS OF EXISTING LIBRARY FACILITY**

No amount of retrofitting can make a 3,967 square foot structure built in 1927 accommodate the needs of a modern branch library for Logan Heights. City building technicians have tried to cobble together the electrical system to run the eight computers and upgrade the heating and air conditioning systems. Everything runs as long as no one plugs in an electric pencil sharpener. The system is running at maximum. There are not enough outlets and there is no conduit for additional computers. Please see the video that accompanies this submittal.

Structurally, the little library has the problems commonly found in 75 year old buildings: asbestos, dry rot and termites. It is not fully insulated and does not have central air conditioning. The wood floors cannot carry an increased load without deflecting. The plumbing system is deteriorating and there aren't enough restrooms for the patrons.

Staff has tried to conserve energy. They turn off lights and don't turn on computers until the moment the library opens. However, single pane windows, insufficient insulation and lack of natural light make the effort difficult.

The building does not have a fire sprinkler system, a fire-rated book drop, or a video surveillance system. The cramped conditions within the building create a fire hazard.

Public restrooms are accessible to the disabled, but staff restrooms are not. An entry ramp was built at the emergency exit, adjacent to the restrooms. It was the only way to mitigate ADA requirements. The circulation desk is not ADA compliant.

Regarding acoustics, the high ceilings amplify noise.

Regarding space flexibility and expandability, no additional shelving can be added because it would impede access. In a building this small, spatial relationships were set in stone many years ago.

## PHYSICAL LIMITATIONS OF EXISTING LIBRARY FACILITIES

A building built in 1927 was never meant to handle the existing library services now provided. At its time, the Logan Heights Branch was probably “state-of the art”, with card catalogs, wooden floors, large, heavy bookcases with an atmosphere of quiet and contemplation. Cars were “new fangled inventions” and people walked to the library for their books.

Today’s libraries require more than books. The challenge for the City’s buildings technicians was to install computers, equipment and even upgrade heating and air conditioning. This has sorely tested the branch’s electrical capacity and space. (See the video)

### a. Structural

The library contains *asbestos*. The old wood that surrounds the windows is now beginning to have *dry rot and termites*. The building is *not fully insulated, nor does it have central air conditioning*. The wooden floors hold as much as they can, and *cannot carry more book load without the possibility of serious deflection*. *Electrical capacity is at maximum. There are not enough outlets and there is no available conduit for computers. Plumbing is also inadequate.*



### b. Energy Conservation

Logan Heights Branch has tried to be energy conscious. Staff has taken some energy saving measures, trying not to sacrifice public service. They turn off lights, and do not turn on computers until right before opening. These are simple measures, however, *single paned windows, lack of insulation and lack of natural light* make conservation difficult.

### c. Health & Safety

Malicious vandalism, including fires, has become an increasing hazard in libraries. The *lack of video surveillance cameras, lack of fire-rated book drop and lack of sprinkler and fire suppression system* are serious safety issues at the Logan Heights Branch library. There is also *lead paint* on windows. *Lack of storage* creates cramped and overcrowded conditions which can be fire hazards. *Restrooms are inadequate* for the number of patrons who use the library.



d. Disabled Access

In 1927, no one thought about access for people with disabilities. As a result the building is not designed for easy access. The library has made every effort to comply with the Americans for Disability Act. *Public restrooms are accessible, but the staff restroom is not. A ramp was built at the emergency exit, adjacent to public restrooms, as the only way to mitigate ADA access to the building. Neither the circulation desk, the copy machine, nor the staff restroom is accessible.*



e. Acoustics

No insulation and high ceilings create noise

f. Space Flexibility and Expandability

*No additional shelving can be added because it would impede access*

*No parking is available*

*The building cannot be expanded because the site is surrounded by schools*



g. Site

The site is constrained and is *surrounded on all sides by schools*.



## 9. SPACE NEEDS ASSESSMENT

Excellence in library service is achieved by matching library roles to community expectations and needs. Roles also determine space allocation and to some extent size and adjacencies in the branch. Based on community input to date, the following roles are suggested for the Logan Heights Branch:

### *Cultural Awareness*

The library will offer services to help satisfy the desire of community residents to gain an understanding of their own cultural heritage and the cultural heritage of others. The library will provide in-depth collections of materials and resources in many formats and will offer programs and special displays that reflect the cultural heritage of populations in the library service area.

The library staff will be multilingual. Print materials, media materials, the library's online catalog, other electronic resources, and cultural programming will be offered in the languages spoken or read by the residents of the community. The library may also offer resources and services that promote awareness of cultures in addition to those represented in the community.

Some basic components of a Cultural Awareness Center include:

- Ethnic resource center
- Lectures and book discussion groups in the languages of the service population
- Performance and exhibit space
- Cultural fairs and exhibits
- Dramatic fairs and exhibits
- Diversity and cultural sensitivity forums

### *Formal Learning Support Center*

The library assists students of all ages in meeting educational objectives established during their formal course of study. This may include students in elementary and secondary schools, home schooling, colleges, community colleges, universities, or technical schools, as well as those involved in training programs, literacy or adult basic education, and continuing education courses. The target audience for this role is students attending classes at the schools near the library.

Some possible components of a Formal Learning Support Center would include:

- Specialized curriculum-based collections

- Homework help center
- Computer laboratory
- Tutoring
- Group study facilities
- Electronic links to San Diego City School curriculum sites and other educational site

### ***Information Literacy***

This library role addresses the need for skills related to finding, evaluating, and using information effectively. The branch provides training and instruction in skills related to locating and using information resources of all types. Teaching customers to find and evaluate information will be stressed over simply providing answers to questions. The library will provide access to information in a variety of formats and will offer public Internet training and access. The target audience for this program will be school children and adults who need training in how to access information for personal and professional reasons.

Some possible components of a Information Literacy Center would include:

- Classroom space
- Special programs on media literacy
- Teacher resource collection
- Basic library skills and bibliographic instruction
- Instructional technology

### **Assignable vs. Gross Square Footage**

The Library Building Program, Appendix A, lists square footage requirements for assignable areas within the library project and some non-assignable spaces. Non-assignable spaces are listed in order to give a recommendation on size. All spaces are listed in Net Square Feet (NSF). It is important to distinguish between the terms net square feet and gross square feet. The total area in a building, the area on all floors enclosed by the outer walls of the structure, is known as the building's gross area. It can be divided into "assignable" and "non-assignable" space. Net square footage, sometimes referred to as assignable space, is the amount of usable space in the building.

Assignable space can be defined as "the sum of all areas (measured in square feet) in the building, assignable to, or useful for, library functions and purposes. It includes space for readers and reading areas, book-stack, or related storage areas, or the book collections and other library materials, working spaces for staff, space for services to

readers (including the on-line catalogs), public service desks, copying equipment, aisles between book-stack ranges, library furnishings, and similar spaces.”

Non-assignable space, on the other hand, is defined as “those areas or rooms of the library necessary for the general use and operation of the building, but not serving specific library functions.” Examples include foyers, vestibules, corridors (but not aisles in book-stacks, or among other furnishings), stairs, elevators, toilets, janitor room or closets, ventilation ducts, and mechanical equipment areas.

Non-assignable space also includes space required for general storage for supplies, seasonal displays, etc. Specific needs for non-assignable space will be directed largely by architectural requirements, which will vary from library to library.

For estimating purposes, it is assumed that 20% of the building will be classed as gross or non-assignable space. The space needs that can be estimated for collection space, user seating space, staff work space, meeting room space, and special use space will be 80% of the building.

#### **a. Library Collections**

The current library collection at the Logan Heights Branch Library contains 40,691 volumes. Since the branch’s patrons are primarily of Hispanic origin, 30% of the collection is in Spanish and is constantly being expanded and updated. Over 50% of all materials circulated at the branch are in Spanish and over 65% of the circulation is juvenile materials.

The Spanish language collections at the library are not separated from the English language collections.

In general, with the exception of fiction (which is more popular in Spanish than in English), if a book would be valuable to the branch in English, it would be equally valuable in Spanish and will be purchased in that language if available and if funds permit.

Fiction and picture books in Spanish are maintained as separate browsing collections, but other Spanish-language materials are interfiled with their English equivalents. There is not enough shelf space to separate out the heavily-used collection. Collection needs are met by staff regularly attending and purchasing at local and international non-English language book fairs, including the Feria Internacional del Libro held each fall in Guadalajara, Jalisco, Mexico.

The current size of the facility, at 3,967 square feet, severely limits the size and scope of collection development. A new 25,000 square foot facility will significantly increase the number and scope of the library’s collection. As demonstrated by surveys, workshops and focus groups, the collection will provide support to those roles that were identified. The branch will shelve a collection of 72,787. However,

since past library practices indicate that 20% of a collection is usually in circulation, the branch's capacity could easily be close to 84,000 volumes.

One must also consider the available information via electronic means when discussing collection management. The Benton Foundation study, for example, asked survey respondents several questions about technologies in libraries. Some of their findings included:

- The public strongly supports public libraries and wants them to take a leadership role in providing access to computers and digital information. At the same time, the public voices substantial support for maintaining such traditional library services as book collections and offering reading hours and other programs for children.
- A majority of Americans do not think the importance of libraries will decrease as personal computer use becomes more widespread. Equal numbers of Americans believe libraries should spend their resources on digital information, as opposed to book and other printed information. (Source: *Buildings, Books, and Bytes: Libraries and Communities in the Digital Age*. Benton Foundation, 1997.)

In addition to balancing the collection of books versus databases, there is the challenge of a balanced collection of English and Spanish materials. This presents even further challenges, since Spanish trade books and materials often come from overseas publishers. As reported in *Library Services for Hispanic Children: A guide for Public and School Librarians* (Oryx, 1987):

The Spanish-language book industry makes no clear distinction between textbooks and trade books (those published for libraries). This is because there are proportionately fewer public libraries serving children in the Hispanic world, and most of the books bought for Spanish-speaking children are to support school curricula.

(Allen, pg. 41)

While this may have changed slightly over the years, the same collection considerations will hold true today.

We must be cognizant not only of the content of the material, but of other factors that compromise our collection decisions such as format, quality of paper and binding, and even language. Spanish that is spoken in Latin America is not the same as that spoken in Spain.

Collection decisions must also address the demands from the public for additional computers and access to electronic information that far exceeds the current access points available in the current facility. Balancing the needs for books versus what can be found electronically will be a challenge for all librarians.

The needs assessment demonstrates that:

- Community space is needed for programs and cultural events.
- The community's heavy concentration of Hispanic residents will be considered in the services and design of the facility.
- The library will function as a clearinghouse and information center to promote educational opportunities, community assistance programs and cultural events.
- Separate study areas and better homework resources will be incorporated as needed.
- There will be appropriate and adequate space for children's programs.
- Computers are required to help students and residents become computer literate; and to access the library's databases.
- Book and media collections need to take into consideration that a significant number of the population is Spanish speaking. This should include signage in Spanish and English, as well as development of a large Spanish language collection.

To provide enough space for books, meeting spaces and technology, the collection breakdown as shown in the chart below.. In identifying categories, a significant portion of the collection in Spanish was identified. 50% of the current circulation comes from the existing (and very small) Spanish language collection. It is anticipated that circulation will be even greater with increased material. The focus of having a homework resource area, textbook and teacher resource collection also necessitated separate collections. These collections will also include electronic databases.

The table below describes the categories of library materials, the number of units and the assigned square footage, as explained in the Library’s Building Program:

### Collection Space at the Logan Heights Branch Library

<b>Books &amp; Media</b>	<b>#</b>	<b>Units</b>	<b>Sq. Ft/Unit</b>	<b>Sq Ft.</b>
<i>Adult</i>				
<b>Circulating</b>	40,000	265	10.3	2,729
<b>Circulating Spanish</b>	12,000	70	10.3	721
<b>Reference</b>	650	12	10.3	124
<b>Paper Backs</b>	1,200	3	40.0	120
<b>Display</b>	300	10	10.3	103
<b>Audio CD’s</b>	1,500	2	75.0	150
<b>Video DVD’s</b>	600	4	50.0	200
<b>Young Adult</b>	1,500	10	10.3	103
<b>Magazines</b>	100	5	15.0	75
<b>Total Adult</b>	<b>57,850</b>			<b>4,325</b>
<i>Children's</i>				
<b>Circulating</b>	10,000	70	10.3	721
<b>Children's Reference</b>	200	4	10.3	41
<b>Curriculum Collection</b>	600	8	10.3	82
<b>Picture Books</b>	2,400	8	40.0	320
<b>Paper Backs</b>	1,125	3	40.0	120
<b>Magazines</b>	12	1	10.3	10
<b>Audio</b>	300	1	50.0	50
<b>Videos</b>	300	1	50.0	50
<b>Total Children's</b>	<b>14,937</b>			<b>1,394</b>
<b>Total</b>	<b>72,787</b>			<b>5,719</b>

The library’s Building Program clearly identifies shelving needs and capacities. Shelving layout as well as the height of bookshelves influence storage efficiency. Seven-shelf high units (full height 82”) are recommended throughout the Adult and Young Adult Areas, with four shelf-high units (full height 42”) suggested for all areas within the Reference Area. The Children’s Area is recommended to have four shelf-high units (42”) and five shelf-high units (60”) throughout. These shelf heights can be used in conjunction with the table below to calculate book storage capacity. No shelf should be less than 10” deep.

The standard shelving module is 36” wide and either 10” or 12” deep. All areas (except the Reference Area and the picture books in the Children’s Area) should use 10” deep shelving. In addition, 42” aisle width is required between all shelves.

The chart below identifies the media, depth of the shelf and volumes per shelf-foot assumptions that were used to calculate the shelf capacity. These indicators were derived from The American Library Association’s *Building Blocks for Planning Functional Library Space* (Scarecrow Press, 2001) and William Sannwald’s *Checklist of Library Building Considerations* (ALA, 1997). Current San Diego Public Library experiences with new building design and construction were also factored into the capacity assumptions:

**Book Storage Assumptions:**

Media	Depth of Shelf	Volumes Per Shelf-Foot
Adult Fiction	10”	9.0
Adult Non-Fiction	10”	8.0
Reference	12”	6.0
Bound Periodicals	12”	5.5
Picture Books	12”	20.0
Children’s Books	10”	15.0
Display Shelving	12”	2.0

In addition to pure book shelving efficiency, the shelving layout should define reader areas as well as break up large spaces into more intimate spaces. Care must be taken to avoid blocking the view from staff areas to the readers and to avoid heavy traffic among readers. Every attempt must also be made to locate rows of shelving so that the books can be grouped logically according to the library classification scheme.

Over the next several decades, as has been the case in the past, the library will experience an extensive evolution in collections, services, and user needs. Flexibility must be a major feature of the library’s design. Traditionally, libraries have relied on creating large open spaces with a minimum of columns, load-bearing walls, or other constraints to modification. While there is no reason to abandon this policy, it must be carefully evaluated along with other priorities (such as the need to provide a variety of spatial areas so that the library user can choose an area that best suits their mood or need at the time of use).

**b. Reader Seats**

Observation and behavioral research has shown that rarely will more than two people sit at a four or six-person reading table, unless the people know each other. This indicates that small tables and carrels will work better than larger reading tables. The recommendation is for table seating for no more than four people.

Rectangular tables are considered to be generally better for work and concentration, while circular tables are best for conversation. On a rectangular table, a person can more easily mark his or her territory. An exception to this is in the children’s area of the library. A good mixture of circular and rectangular tables may be best there because many children like to work together or sit side by side. Comfortable seating in lounge or casual chairs is very popular with readers, and is included. Each seat requires access to electrical and data connections.

The library program suggests the following seating targets within the 25,000 square foot library. These figures are the total figures for all types of reading areas for adults, young adults, and children within the library as well as seating associated with the reference area. Figures were derived from The American Library Association’s *Building Blocks for Planning Functional Library Space* (Scarecrow Press, 2001), William Sannwald’s *Checklist of Library Building Considerations* (ALA, 1997), past experience with new library building projects, and the San Diego Public Library’s Branch Libraries Facilities Report (1998).

The table, below, reflects the number and types of reader’s seats in the new Logan Heights Branch Library and reflected in the Logan Heights Library Building Program:

<b>Reader Seats</b>				
<b>Seats</b>	<b># Required</b>	<b># Seats</b>	<b>Sq. Ft.</b>	<b>Total Sq. Ft.</b>
<i>Adult</i>				
<b>Lounge</b>	14	14	35	490
<b>Nook Seating</b>	14	14	16	224
<b>Carrel</b>	15	15	35	525
<b>Electronic Units</b>	49	19	45	2,205
<b>Table (4 Place)</b>	11	56	120	1,320
<b>Young Adult</b>	8	8	35	280
<b>Total Adult</b>		<b>126</b>		<b>5,044</b>
<i>Children's</i>				
<b>Lounge</b>	4	4	30	120
<b>Nook Seating</b>	4	4	20	80
<b>Carrel</b>	4	4	30	120
<b>Table (4 Place)</b>	7	28	100	700
<b>2 Place AV listening viewing station</b>	2	4	45	90
<b>Electronic Units</b>	16	16	45	90
<b>Total Children's</b>		<b>53</b>		<b>1,670</b>
<b>Total Public Seating (excluding Meeting/seminar spaces)</b>		<b>186</b>		<b>6,714</b>

Seating for meeting room and seminar spaces will be addressed in “section e” of this space needs assessment.

### c. Technology

To effectively provide the services that community members identified in their surveys, focus groups and workshops, a collection balanced with books and technology must be considered. In each portion of the library, books will combine with electronic materials to create an integrated approach to providing information to the public. Space allocations and indicators were derived from The American Library Association's *Building Blocks for Planning Functional Library Space* (Scarecrow Press, 2001), William Sannwald's *Checklist of Library Building Considerations* (ALA, 1997), the San Diego Public Library's Branch Libraries Facilities Report (1998) and past experience with new library buildings. Since the library is part of the City of San Diego, it must conform to current City standards regarding equipment. The type of equipment purchased would be "state of the art" as consistent with the standards for citywide equipment in the City of San Diego. The San Diego Data Processing Corporation and the City's Information, Technology Communication's Division would work closely with the library to ensure that the proper computers, printers, peripherals, servers and routers would be appropriate.

For libraries today, a high-speed flexible data network is a critical requirement for effective communication. Technology is changing so fast that what was considered cutting edge a couple of years ago might not have the capability to run today's applications. Telecommunications now includes voice, data, and video transmission of information. Building monitoring systems include fire/security, audio, environmental and other intelligent building controls. Information from these systems is carried over a variety of systems including fiber optics, specialized copper data cabling, microwave and radio wave.

The new library will have a useful life expectancy of at least fifty years. Software, hardware and communications equipment has shorter life spans of one to five years. Continuous moves, additions and changes may be expected to accommodate evolving library needs and programs. A generic structured cabling system, capable of running any voice or data application foreseeable is required to enhance the useful life of the building. The cabling system will probably be required to serve many generations of hardware and software evolutions.

The library's Building Program identifies the following components regarding technology in the new Logan Heights Branch Library building:

## **PUBLIC TECHNOLOGY AREAS:**

### ***First Floor***

#### ***Public On-line Catalog Area***

Five On-line Public Access Catalog (OPAC) terminals at workstations, staggered to enhance noise control and privacy. The terminals require both power and dedicated data phone access.

#### ***Computer Resource Center***

The library will be wired for cable television and sound, and be linked to an existing or future City fiber optics system. This is required not only for the computer lab, but also for all other electronic workstations in the building.

Fiber optic cable is the long-run preferred connection to all workstations and is highly recommended. The reason why fiber is recommended is that bandwidth for twisted pair copper data cable will not likely exceed 100 megabits per second (100 MBPS), which is the current standard for so called fast Ethernet. Optical fiber supports rates of up to 200 MBPS, and as new standards evolve, this rate is expected to increase. Future equipment will require the faster speed only available from fiber.

Because audio and visual technologies are rapidly changing (as well as the nature of the library's responsibilities for them), emphasis should be placed on flexibility. For example, the rapid evolution of video equipment and video recordings over the last few years will make video a major component of the library's collection.

#### **Computer Lab**

35 electronic workstations that function as independent stand-alone computers for word processing, spreadsheets, and databases, as well as connections to local, national, and international network services. Two printers can serve the workstations. Workstations will also access audio and video information. The lab will have an instructor's workstation linked to all the other workstations in the lab, a video projector, a screen.

#### ***Children's Audio Listening Stations***

Two, two-place audio listening stations will be provided. Each station should consist of a compact disc player and/or an audio cassette player. Each station requires two headphones. The stations should be able to be controlled and programmed at the station, and have an internal theft alarm.

#### ***Children's Video Watching Station***

Provide a standing viewing station with headphones for two children.

#### ***Children's Homework Center***

Twelve computer workstations with one printer are needed, and the printer may be located at the children's librarian's desk. These terminals require both power and

dedicated data phone access. The library will provide the package. The homework center should be adjacent to the reference book collection.

### ***Children's Public On-line Catalog***

Four On-line Public Access Catalog (OPAC) terminals at workstations that are staggered to enhance noise control and privacy will be provided. Building power routes and conduit runs should be flexible enough to accommodate any future changes in technology, and to provide future additional OPAC terminals. Electrical cords and cables should be protected, out of sight; wiring surge protected, and has adequate room for ventilation.

### ***Seminar Room Equipment***

An important feature of the first floor will be seminar rooms for small group presentations and workshops. The rooms are designed for students who wish to work in groups, teachers to meet with students and their families or to have workshops with parents. Televisions with video, DVD and sound equipment will be used as for presentations and training.

## ***Second Floor***

### ***Video Viewing Bars***

Two, two-place video viewing bars. Each station should consist of a DVD Player and two sets of headphones. The stations should be able to be controlled and programmed at the station, and have an internal theft alarm. The Stations should have a control system that allows monitoring of the Stations from the circulation desk.

### ***CD Listening Bars***

Two, two-place listening stations will be provided. Each station should consist of a compact disc player and/or an audio cassette player. Each station requires two headphones. The stations should be able to be controlled and programmed at the station, and have an internal theft alarm.

### ***Centro Cultural***

The room should be wired for cable television, and have a large screen television/data projector, as well as chalkboards, tack boards, and display boards. The room will be wired to receive cable TV from the local Cable Company, as well as any telex and fiber optic signals from the City. The room will also be wired to receive signals from a satellite dish. The room requires an overhead AV projector for video and computer presentations, a large screen that may be raised and lowered for presentations, and a five-speaker surround system built into the walls.

The table on the following page identifies the type and location of equipment.

d. Staff Offices and Workstations

<i>Public Technology Needs</i>		
<b>Equipment Type</b>	<b>Location</b>	<b>Quantity</b>
<b>TV 32</b> <i>(used for computer presentations, video conferencing)</i>	10 Person Seminar Room	1
<b>VCR</b>	10 Person Seminar Room	1
<b>DVD</b>	10 Person Seminar Room	1
<b>TV 32"</b> <i>(used for computer presentations, video conferences)</i>	10 Person Seminar Room	1
<b>VCR</b>	10 Person Seminar Room	1
<b>DVD</b>	10 Person Seminar Room	1
<b>TV 32"</b> <i>(used for computer presentations, video conferences)</i>	20 Person Seminar Room	1
<b>VCR</b>	20 Person Seminar Room	1
<b>DVD</b>	20 Person Seminar Room	1
<b>OPAC</b>	Adult/Young Adult Area	6
<b>PC</b>	Adult/Young Adult Area	8
<b>Printer</b>	Adult/Young Adult Area	1
<b>Large Screen Television/Data Projector</b>	Centro Cultural	1
<b>Overhead AV Projector</b>	Centro Cultural	1
<b>Sound System</b>	Centro Cultural	1
<b>Audio Listening Station</b>	Children's Area	2
<b>OPAC</b>	Children's Area	4
<b>Video Watching Station</b>	Children's Area	2
<b>PC</b>	Computer Resource Center	35
<b>Printer</b>	Computer Resource Center	2
<b>Projection Screen</b>	Computer Resource Center	1
<b>Video Projector</b>	Computer Resource Center	1
<b>PC</b>	Homework Center	12
<b>Printer</b>	Homework Center	2
<b>CD</b>	Meeting Room	1
<b>DVD</b>	Meeting Room	1
<b>Large Screen Television/Data Projector</b>	Meeting Room	1
<b>Overhead AV Projector</b>	Meeting Room	1
<b>Sound System</b>	Meeting Room	1
<b>Teleconference equipment</b>	Meeting Room	1
<b>VCR</b>	Meeting Room	1
<b>CD Listening Bars</b>	Multi-Media Area	2
<b>Video Viewing Bars</b>	Multi-Media Area	2
<b>Electric Book Theft System</b>	Public Entry	1
<b>Express Check Out Station</b>	Public Entry	1
<b>Fax Machine</b>	Public Entry	1
<b>OPAC</b>	Public Entry	5
<b>Photocopier</b>	Public Entry	1
<b>Printer</b>	Public Entry	2
<b>PC</b>	Reference Area	3
<b>Total Public Units</b>		<b>113</b>

The Branch Libraries Facilities Report (revised, 1998) specifies the minimum number of staff at each branch. A minimum staff of 6.7 FTE (full time equivalent) positions is recommended. It has also been the library's experience that new, larger facilities result in significant growth in usage and circulation. Therefore, incremental increases in staff would be needed when service levels increase.

This 6.7 FTE figure is for a branch that is open a standard 48 hours per week. Since the Logan Heights Branch Library will increase its hours of operation to 62 hours per week when it opens, the minimum staffing would be 8.90 FTE to accommodate these increased hours. As usage and circulation increases, staffing would be adjusted. The staff would be composed of full-time, part-time and hourly employees.

Assumptions regarding staff workspaces:

- Able to accommodate at least 4-6 staff in the building at all times
- May not be used by all staff at all times
- Must be ergonomic and "user-friendly"

#### ***Circulation Counter & Work Area***

The circulation counter & work area is primarily to provide space for staff, equipment and users involved in record-keeping operations which enable the library to process borrowed materials. It is completely separate from the Information/Reference Desk used by the librarian to assist users. The circulation counter will be staffed by at least one person (although able to accommodate three or four staff). The circulation counter will provide space for three computer terminals, to handle circulation or services.

#### ***Information/Reference Desks***

There will be two information desks in this building. One desk will be located so that people can see it almost immediately after they enter the library and be located near the Children's and Homework areas. The desk will be separate, but not far from the circulation counter in a location that supplements the staff viewing angles from the circulation counter. Almost all-public areas of the library should be in view from either the circulation counter or reference desk. The second desk will be located on the second floor in the adult/young adult area with good sight lines to the computer area and OPAC terminals. The desk will be the access and information point for patrons. It will have space for a computer and printer.

#### ***Children's Area Staff Desk***

The children's staff desk will be located as centrally as possible, surrounding it with activities that require the most help and guidance from staff. The desk accommodates a computer terminal and printer.

The desk is positioned adjacent to the children's OPAC Terminal, which is used by the librarian both for reference and for instructing the children in its use.

### ***Librarian's Office/Conference Room***

The office serves as a functional office as well as a small conference room for library staff. Therefore there is space for a four-person table as well as a separate desk and file storage cabinet. The desk will be a workstation built with computer terminal and printer.

### ***Work Room***

The workroom is the heart of the staff support areas. It is the place where staff performs the “back of the house” activities, and where books and other items are received from the branch delivery. Books and magazines to return to the public shelves are sorted in this area. Minor mending of books takes place, which requires one 60” bookshelf plus a worktable. Typing and other business chores not done at the circulation desk and which require space and quiet concentration are done here.

The work room provides storage for a variety of materials, including paper supplies, office supplies, special holiday book collections not kept on regular shelves throughout the year, special display materials, poster paper and art supplies for making displays, small equipment items, etc.

Furniture and equipment to include in the room includes:

- Three workstations with telephones, computers and printers are required. At least one, possibly more of the workstations should be desk-height, and one should be handicapped accessible.
- An additional computer terminal on a table for check-in and checkout of books. The central worktable should also be available for filing, simple book mending, checking, sorting and other activities.

The chart on the following page identifies the types of equipment that staff would need in providing services and information to the public:

<i>Staff Technology Needs</i>		
<b>Equipment Type</b>	<b>Location</b>	<b>Quantity</b>
<b>PC</b>	Children's Reference	1
<b>Printer</b>	Children's Reference	1
<b>OPAC</b>	Circulation Counter	3
<b>Printer</b>	Circulation Counter	1
<b>PC</b>	Computer Resource Center	1
<b>Printer</b>	Computer Resource Center	1
<b>PC</b>	Librarian's Office	1
<b>Printer</b>	Librarian's Office	1
<b>OPAC</b>	Reference Desk	1
<b>Printer</b>	Reference Desk	1
<b>Fax Machine</b>	Workroom	1
<b>OPAC</b>	Workroom	1
<b>PC</b>	Workroom	3
<b>Printer</b>	Workroom	3
<b>PC</b>	Young Adult Reference	1
<b>Printer</b>	Young Adult Reference	1
<b>Telephones*</b>		8
<b>Total Staff Units</b>		<b>30</b>
<b>Total Units (Staff &amp; Public)</b>		<b>141</b>

*Telephone units should be in all offices, on all service desks, the circulation counter and workroom. Telephone and data lines would be in all meeting and seminar rooms.*

**e. Meeting Room Requirements**

The community library also is a social gathering place for people that just enjoy being around other people, or for children on their way home from school. Therefore, the library must also support a comfortable level of casual conversation and quiet interaction in what are traditionally is thought of as very quiet individual spaces. The community meeting and seminar rooms can fulfill this need. Additionally, community members expressed a need for larger rooms to hold cultural events and programs. The special features of the Logan Heights Branch will incorporate seminar rooms for small meetings and workshops as well as a larger meeting room for community programs.

***Seminar Rooms***

There will be two seminar rooms at the Logan Heights Library. As part of the roles identified by the community, and as translated into the services of computer center, homework center and “Centro Cultural”, these seminar rooms will provide a venue for small meetings and workshops, tutoring and small classes. In addition, it is planned to convert one seminar room into a School Librarian’s Office, should personnel become available from the School District. This is explained in the Joint School-Public Library Agreement that was developed for the Logan Heights Branch Library.

The room should be wired for computer presentations and teleconferences. Space for a 32" screen television monitor should be in the room. Conduit should run from the rooms back to the workroom. Conduit should also be run from a control panel location in the seminar room to locations where the television, electronic bulletin boards, and computers will be located.

### ***Meeting/Multi-Purpose Room***

The community meeting room is designed for a wide range of functions, including group work activities, individual or group tutoring, story telling, lectures, concerts, community meetings, film and video presentations, theatrical performances, and art exhibits. A portable stage will be available that does not hinder the flexibility of the room. Flexibility is the key to accommodate all these activities. The room should be able to accommodate a seated audience of approximately 300 people.

The room should be wired for cable television, and have a large screen television/data projector, as well as chalkboards, tack boards, and display boards. Floor jacks for an A-V connected movable podium should be included, and lighting should be controllable in intensity with full darkening of the room available for visual presentations.

The room should be wired to receive cable TV from the local Cable Company, as well as any telex and fiber optic signals from the City and have the latest videoconferencing equipment. The room should also be wired to receive signals from a satellite dish. The room requires an overhead AV projector for video and computer presentations, a large screen that may be raised and lowered for presentations, and a five-speaker surround system built into the walls. TV/DVD/CD and audiocassette system for presentations.

### ***Children's Multi-Purpose Room***

This room is designed to accommodate a class or group working on special school projects. It will be located adjacent to the Homework Resource Center and is designed for students and their teacher to work on research projects, for small "family night" projects or parenting classes.

### ***Centro Cultural***

Designed to seat approximately 75, the room will be a centerpiece for Mexican-American culture and Logan Heights community history. Adjacent to the Spanish language collection, it will be a location for receptions, cultural programming and civic gatherings.

The chart below identifies the rooms, seating and square footage allocations:

<i>Community Room Areas</i>	<b># Required</b>	<b># Seats</b>	<b>Sq. Ft.</b>	<b>Total Sq. Ft.</b>
<b>Meeting/Multi Purpose Room</b>	1	300	10	3,000
<b>Centro Cultural</b>	1	75	NA	1,000
<b>Children’s Multi-Purpose Room</b>	1	30	NA	300
<b>Seminar Rooms</b>	3	40	15	600
<b>Total Community Seating</b>		<b>445</b>		<b>4,900</b>

**f. Special Purpose: Miscellaneous**

No additional special purpose has been identified for this project.

**g. Non-Assignable Space**

As discussed in the Logan Heights Library Building program (Appendix 5) the following assumptions are made with respect to non-assignable square footage.

For estimating purposes, it is assumed that twenty percent of the building will be classed as gross or non-assignable space. The space needs that can be estimated for collection space, user seating space, staff work space, meeting room space, and special use space will be eighty percent of the building.

The chart below identifies the non-assignable square footage in the Logan Heights Library.

**LOGAN HEIGHTS BRANCH LIBRARY**

<b>Total Level 1 Assignable Square Feet</b>	<b>12,559</b>
<b>Non Assignable Space ( approx. 20% of total Assignable Space)</b>	<b>1,249</b>
<b>Total Level 2 Assignable Square Feet</b>	<b>9,451</b>
<b>Plus Non Assignable Space ( approx. 20% of total Assignable Space)</b>	<b>1,729</b>
<b>Total Library Square Feet</b>	<b>24,988</b>

<b>LEVEL 1</b>	<b>Non-Assignable Square Feet</b>
<b><i>ENTRY/ COMMUNITY SERVICES</i></b>	
▪ Public Entry	150
<b><i>ENTRY/ COMMUNITY SERVICES</i></b>	
▪ Public Entry	150
<b><i>COMMUNITY ROOM AREAS</i></b>	
▪ Staff Restroom	70
▪ Janitor Closet	50
▪ Phone/ Telecommunications Room	135
▪ Mechanical Room	70
▪ Electrical Room	70
▪ Machine Room (elevator)	72
<b><i>CHILDREN'S AREA</i></b>	
▪ Girl's Restroom	64
▪ Boy's Restroom	83
▪ Janitor	35
<b>Total Level 1</b>	<b>1,249</b>
<b>LEVEL 2</b>	
<b><i>ADULT/ YOUNG ADULT AREA</i></b>	
▪ Men's Restroom	145
▪ Women's Restroom	145
▪ Janitor Closet	30
<b><i>GENERAL CIRCULATION</i></b>	
▪ General Circulation	1,409
<b>Total Level 2</b>	<b>1,729</b>
<b>TOTAL (Levels 1 &amp; 2)</b>	<b>2,978</b>