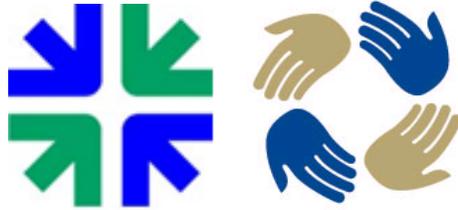


City/School Committee

Councilmember, Ruth Atkin Co-Chair
School Board Member, John Affeldt Co-Chair
Councilmember Jac Asher
Councilmember Kurt Brinkman
Councilmember Nora Davis
Councilmember Jennifer West
School Board Member Joshua Simon
School Board Member Joy Kent
School Board Member Melodi Dice
School Board Member Miguel Dwin
Student Member VACANT
Student Member VACANT



AGENDA

City/School Committee

Regular Meeting of the Advisory Committee

Special Meeting of the Emeryville City Council and Emery Unified School District Board of Trustees

October 3, 2013

5:30 PM

Ralph Hawley School

1275 61st Street

All Advisory Committee meetings are noticed as Special City Council and School District Board of Trustees Meetings so that any or all of the City Council or School District Board of Trustees may attend and participate in the Advisory Committee's deliberations. However, actions taken by Advisory Committees are not official actions of the City Council and School District Board of Trustees but must be ratified at a regular City Council and School District Board of Trustees Meeting. All writings that are public records and relate to an agenda item below which are distributed to a majority of the City/School Committee (including writings distributed to a majority of the City/School Committee less than 72 hours prior to the meeting noticed below) will be available at the Information Counter, 1333 Park Avenue, Emeryville, California during normal business hours (9am to 5pm, Monday through Friday, excluding legal holidays).

1. Roll Call
2. Public Comment
3. Approval of 9/5/13 Minutes
4. Staff/Committee Member Comments
5. Information Items
 - a. Update from Emery Ed Fund (Powell – 5 mins)
 - b. COC Report (Rausch – 5 mins)
 - c. EUSD Financial Report (Bonnett – 30 mins)
 - d. Third Party Agreements-Library/Lifelong Medical (45 mins)
 - e. Joint Occupancy Agreement Timeline (Miller - 5 mins)
 - f. Task Force Report (Miller – 15 mins)
6. Action Items
7. Adjournment

FURTHER INFORMATION may be obtained by contacting Cindy Montero, City/School Committee Secretary, at (510) 596-3770

Dated: 9/27/2013
Post on: 9/27/2013

Karen Hemphill, City Clerk

Post until: 10/4/2013

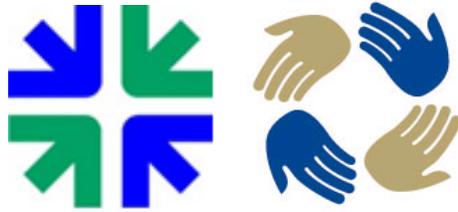
Debbra Lindo

Debbra Lindo, EUSD Superintendent

All documents are available in alternative formats, on request. In compliance with the Americans with Disabilities Act, a person requiring an accommodation, auxiliary aid or service to participate in this program should contact the sponsoring department at (510) 450-7813 or ADA Coordinator as far in advance as possible, but no later than 72 hours before the scheduled event. The best effort to fulfil the request will be made.

City/School Committee

Councilmember, Ruth Atkin Co-Chair
School Board Member, John Affeldt Co-Chair
Councilmember Jac Asher
Councilmember Kurt Brinkman
Councilmember Nora Davis
Councilmember Jennifer West
School Board Member Joshua Simon
School Board Member Joy Kent
School Board Member Melodi Dice
School Board Member Miguel Dwin
Student Member VACANT
Student Member VACANT



Action Minute
City/School Committee

Regular Meeting of the Advisory Committee

Special Meeting of the Emeryville City Council and Emery Unified School District Board of Trustees

September 5, 2013

5:30 PM

Ralph Hawley School

1275 61st Street

1. Roll Call (5:30 P.M.)
 - a. Present: Affeldt, Asher, Brinkman (late, 5:45 PM), Davis, West, Simon
 - b. Excused: Atkin, Dice, Dwin
 - c. Absent: Kent

2. Public Comment
 - a. Donahue expressed his feelings toward School Board Member Dwin regarding EUSD Teacher's Resolution
 - b. Wong expressed his opinion on the need of a medical/healthcare facility in the city of Emeryville

3. Approval of 7/11/13 Minutes
 - a. Motion: Dice
 - b. Second: Dwin
 - c. Abstain: Affeldt
 - d. Minutes approved by acclamation

4. Staff/Committee Member Comments
 - a. Montero invited the committee and public members to attend the Emeryville's 2013 Dinner and Movie Series. She also announced that the Emeryville Child Development Center (ECDC) is now accepting children from all bay area residents
 - b. Davis requested the committee to provide a report from the October City/School meeting to be brought back to ECCL Taskforce meetings
 - c. Superintendent Lindo applauded all staff and parents in their cooperation on a successful first day of school day. She also informed that David Martinez had resigned as COC committee member due to relocation. Lindo concluded her report by inviting everyone to Anna Yates Back to School Night on Thursday, September 12, 2013
 - d. Davis inquired about the status of Student Members as contributing members in City/School Committee. Lindo reported that select students are currently still being trained for this position

5. Information Items
 - a. Update from Emery Ed Fund

- i. Powell reported that the Emery Ed Fund had finished their annual report and that it is available online. He also request committee members to be involved in Senior Advisor Program for sixty (60) Emery Secondary School's students
- ii. Donahue requested a brief report on the financial history of each contributing companies which provide donations for Emery Ed Fund

b. EUSD Enrollment and Test Scores

- i. Lindo requested item c. to go before item b.
- ii. Lindo presented the committee with an overview of EUSD's student data and admission statistics, along with test scores report
- iii.

c. Alameda County Health Obama Care

- i. Alex Briscoe from Alameda County Health Care Services Agency gave his report regarding The Affordable Care Act
- ii. Lisa Forti continued the presentation by further explaining the eligibility guidelines of programs within Affordable Care Act
- iii. Dwin proposed a Taskforce related to health care education to be formed as a partnership between the City of Emeryville, EUSD, and the public and business sectors. Juliette Dunn reported that EUSD Family Resource Center are currently providing health-care related services to residents of Emeryville and surrounding areas
- iv. Davis and West requested LifeLong Medical Update to be included as a standing Agenda Item for future City/School Committee meetings

d. EUSD Financial Report

- i. Items 5d. through 5g to be moved to future meetings
 1. Motion: Brinkman
 2. Second: Dice
 3. Adjournment approved by acclamation

e. Update Joint Occupancy Agreement

- i. Item moved to future meetings

f. ECCL Future Agenda Items

- i. Item moved to future meetings

g. City/Schools Committee Functions

- i. Item moved to future meetings

6. Action Items

- a. None

7. Adjournment (7:37 P.M.)

Introduction

The members of the Measure J Citizens' Oversight Committee (COC) have prepared this annual report for public record. We present this report to the members of the Emery Unified School District (EUSD), elected officials of the City of Emeryville, to the citizens of Emeryville, and the public at large. Under the provisions of the California Constitution as amended by Prop 39, an independent Citizens' Oversight Committee must be established to assure that voter approved 2010 Measure J School Facilities Bond funds are spent as approved by the voters. The Committee is required to publish an annual report of its findings. As chartered by the Board of Trustees (Board) of EUSD, the Citizens' Oversight Committee may also act as a communications channel for disseminating Bond Program information and collecting community remarks or concerns.

The Committee is not a Bond Program advisory body and has no authority to make policy decisions or set priorities in the spending of bond funds or District operations. All School Facilities Bond projects are authorized and approved by the EUSD Board.

Measure J Background

In the spring of 2010, EUSD conducted a community survey and found that Emeryville residents continue to value quality education and safe, adequate school facilities. Accordingly, the EUSD Board unanimously placed Measure J on the November 2010 ballot to address the urgent needs in the District. After years of District planning and community input, the Board identified the following priorities to upgrade EUSD schools that Measure J would address, including:

- Building seismically safe schools;
- Improving energy-efficiency & lowering utility costs, putting more money into the classroom;
- Bringing classroom technology up to date;
- Providing facilities for youth after-school recreational and learning programs;
- Updating school science labs;
- Establishing a job-training center for students and the community.

Measure J includes stringent fiscal accountability guarantees, such as an Independent COC to ensure all funds are spent properly. No Measure J funds can be spent on administrators' salaries, pensions or benefits. All funds will be spent for Emeryville schools, and cannot be taken away by the State of California Legislature.

Consistent with Emeryville community's tradition of civic support for its schools, EUSD continues to collaborate with the City of Emeryville. Measure J will not only replace aging schools that do not meet current seismic safety standards, but will also provide facilities that include a range of essential services such as adult education, job training, after-school activities, childcare, and health services all at the same location where schools are housed to benefit all children and families.

Citizens' Oversight Committee Overview

Following the passage of Measure J in November 2010, the Board, after a rigorous selection process, appointed COC members in the spring of 2011. The purposes, duties, and rights of the Committee are set forth in Prop 39. The duties of the COC include the following:

1. Provide fiscal oversight for Measure J bond funds;
2. Ensure that community engagement occurs as part of Measure J projects;
3. Make recommendations to the City/Schools committee as needed to move the Measure J project work forward.

The COC meets every third Wednesday of the month at the scheduled time of 6:00 pm – 7:30 pm¹, with occasionally scheduled special meetings. For more information regarding all COC meetings, including agendas, minutes and audio recordings, please visit Emeryville Center for Community Life website at <http://www.emeryvillecenter.org/COC.htm>

¹ The COC voted in March 2013 to reduce the number of scheduled meetings to six (6) per year. The meeting time remains 6:00 PM – 7:30 PM. The Chair of the COC reserves the right to call special meetings during the year, with public notifications consistent with the Brown Act.

For more information about California Citizen Oversight Committees, please visit this website:

California League of Bond Oversight Committees

<http://www.calboc.org/>

COC Appointment and Membership

Education Code Section 15278(a) require that if the bond measure called pursuant to Proposition 39 and the related legislation is successful, the committee must be established. The Committee may not include any employer or official of the School District or any vendor, contractor, or consultant of the school district. The Committee shall consist of at least seven (7) members (and may be larger) to serve for a term of two (2) years, without compensation, and for no more than two (2) consecutive terms. Initially, the COC Bylaws stated the following under Section 5.4 entitled "Membership":

"Except as otherwise provided herein, 8 members will be appointed to one-year terms and 9 members will be appointed to two-year terms. All appointees, regardless of the original term of appointment, are limited to a second term not to exceed two years."

The Bylaws originally specified that the term for the Chair and Vice Chair officers would be two (2) years. In order to ensure that all members had the opportunity to serve in the officer leadership positions, the Board amended the Bylaws to limit the officer term to 1 year.

COC Chair	COC Vice Chair	Term
Brian Carver	Charlie Schuman	2011-2012
Charlie Schuman (acting)	Vacant	March 2012 – May 2012
Tom Rauch	Lisa Carlisle (completed two-year term March 2013)	June 2012-2013

Statutory Members

The Committee must include all of the following statutory members:

- One (1) parent.
- One (1) member active in a business organization representing the business community located in the District.
- One (1) member active in a senior citizen's organization.
- Two (2) members of the community at-large appointed by the Board.
- One (1) member active in a bona-fide taxpayers association.
- One (1) parent active in a support organization for the District, such as the Parent Teacher Organization.

Designated Members

In addition to the above designations, the EUSD Board has identified the following Committee member designations for membership

- One (1) member with experience w/Facilities Management/Development
- One (1) student alumnus/alumna of the school district
- Two (2) students

In January 2013, the COC voted to reduce required membership to eleven (11) voting members composed of the Statutory Members listed above, plus the designated members listed above. The COC also voted at that meeting to reduce its quorum requirement to six voting members. The COC also voted in May 2013 to reduce its meeting frequency to six (6) meetings per year, with the Chair reserving the right to call special meetings during the year, with public notification consistent with the Brown Act.

Scope of Work

The duties of the Citizens Bond Oversight Committee (COC) are as follows:

- Inform the public concerning the district's expenditures of bond proceeds.
- Review expenditures to ensure bond proceeds are expended only for purposes set forth in Measure J.
- Compile an annual report stating whether the District is in compliance with the California Constitution and a summary of the COC's proceedings and activities for the year.
- Ensure community engagement as stipulated by Measure J.
- Monthly updates and recommendations to City/Schools to move Measure J bond project work forward.

The Citizens Oversight Committee in 2013 conducted its business in accordance with Section 2 of the First Amended Citizens' Bond Oversight Committee Bylaws, namely that the Board/District "is the insurer in that it is held accountable for its actions" and that the Board/District decides "(1) what to spend bond proceeds on and in what amounts; and (2) what plan and steps should be utilized to create community engagement."

Section 2 concludes: "Put simply, the Committee (COC) passively observes: (1) to ascertain whether the District spent bond proceeds on the identified project list categories; and (2) to determine whether the community engagement activities chosen by the District are consistent with the adopted community engagement plan."

Review Expenditures

The Committee shall review quarterly expenditure reports produced by the District to ensure that (a) bond proceeds are expended only for the purposes set forth in the ballot measure; (b) no bond proceeds are used for any teacher or administrative salaries or other operating expenses, (c) bond proceeds are maximized.

In 2013, the COC reviewed Bond Measure J through the following financial reports:

1. Memorandum of Understanding Budget Report
2. Independent Financial Audit
3. Performance Audit
4. Monthly Summary Report Expenditures
5. Monthly Transactions Detail Report
6. Monthly Warrants Report

The COC continues to monitor these six financial reports at its meetings through a finance sub-committee to provide a single point of contact to minimize staff time, preview the monthly reports, and resolve open questions and present reports and resolutions to the larger group.

Within the monthly financial reports from the District, the COC reviewed the financial statements related to Measure J Bond funds only:

- Monthly Summary Report Expenditures
- Monthly Transactions Detail Report
- Monthly Warrants Report

Measure J Bonds

The voters of Emeryville, by passing Measure J, approved the sale of ninety-five (95) million dollars in bonds to finance the ECCL project. Currently, \$65.317 million in bonds have been sold.

Past Bond Activity – 2011/2012 (from *Measure J Citizens' Oversight Committee Annual Report 2011/2012 Fiscal Year*)

In April 2011 approximately twenty-five point five (25.5) million dollars in bonds were sold at 5.91% with a 25- year average maturity. The estimated payback on those bonds is approximately 2.3 times the twenty-five point five million dollar principal amount of the bonds.

The EUSD also qualified for and was allocated a maximum of twenty-five (25) million dollars in Qualified School Construction Bonds (QSCB) from the Federal Government through the State of California. QSCB are tax credit bonds that provide the bond holder with tax credits that reduce interest payments. The QSCB program supports school construction and the funds must be expended on construction activities within three (3) years of the bond sale. In October 2011, EUSD sold fifteen (15) million dollars in QSCB Series B and received a discounted interest rate of point forty-seven percent (.47%). In February 2012, EUSD sold seven point sixty-four (7.64) million dollars in QSCB Series C and received a discounted interest rate of point seventy-four percent (.74%).

The ability of the EUSD to sell bonds authorized by Measure J is dependent upon the assessed value of property in Emeryville. The maximum tax to property owners is limited to \$60 per \$100,000 of assessed value of each property. The current 6% reduction in assessed value of Emeryville properties may affect the planned phases of the ECCL project. "Bond Summary Statistics" reports are provided to the District by municipal finance company, Stone and Youngberg at the close of each series of bond sales. The progress of this situation will be followed by the COC.

The total amount of Measure J Funds utilized as of **May 31, 2012 was \$3,028,334.11**

Current Bond Activity – 2012/2013

The Emeryville Unified School District Board of Trustees, at its meeting on December 10, 2012, instructed the Finance Team to seek a sale of Series D bonds that conformed to the following parameters:

- A minimum project fund of \$17,000,000
- All bonds sold will be callable in the tenth year after their issuance
- A maximum term of 32 years and 8 months
- Proceeds to total debt service payback ratio not to exceed 4 to 1
- Estimated tax rate less than \$60 per \$100,000 of assessed valuation

The Series D Bonds were sold on January 31, 2013 with the following results:

- Project Fund - \$17,177,895
- Both current interest bonds and capital appreciation bonds are callable after their tenth year of issuance
- Final Maturity – August 1, 2045 (32 years and 6 months)
- Proceeds to total debt service payback ratio – 3.991 to 1
- Estimated tax rate less than \$60 per \$100,000 of assessed valuation

At its February 2013 meeting, the COC received a report from Mr. Lalo Trujillo of Caldwell Flores Winters, the financial advisors to the EUSD Board of Trustees who provided financial consulting services on the bond sale. Mr. Trujillo reviewed the District's previous bond sales and the sale of Series D, the fourth series of Measure J bonds. Mr. Trujillo also provided an explanation of how capital appreciation bonds work, and offered a perspective to address concerns raised in the media about capital appreciation bonds.

Additional information about the Series D Bonds can be found on the District website: <http://www.emeryusd.org>

The total amount of Measure J Funds utilized thus far as of **April 30, 2013 is \$7,394,179.22**. For a complete breakdown of funding categories (as referenced below) and expenditures for each, please see the bar chart below. Please note that only categories with expenditures to date appear in the chart.

***Measure J Fund 21 Categories:**

Fund 21

- A. (801) Construct, Furnish & Equipment Facilities**
- B. (802) Replace, demolish or renovate District properties**
- C. (803) Replace portables with permanent classrooms
- D. (804) Construction school-site support
- E. (805) Upgrade and replace classroom technology**
- F. (806) Acquire available real property
- G. (807) Provide appropriate parking facilities

H. (808) Provide Interim[school site] housing

I. (809) Make additional repairs and upgrades

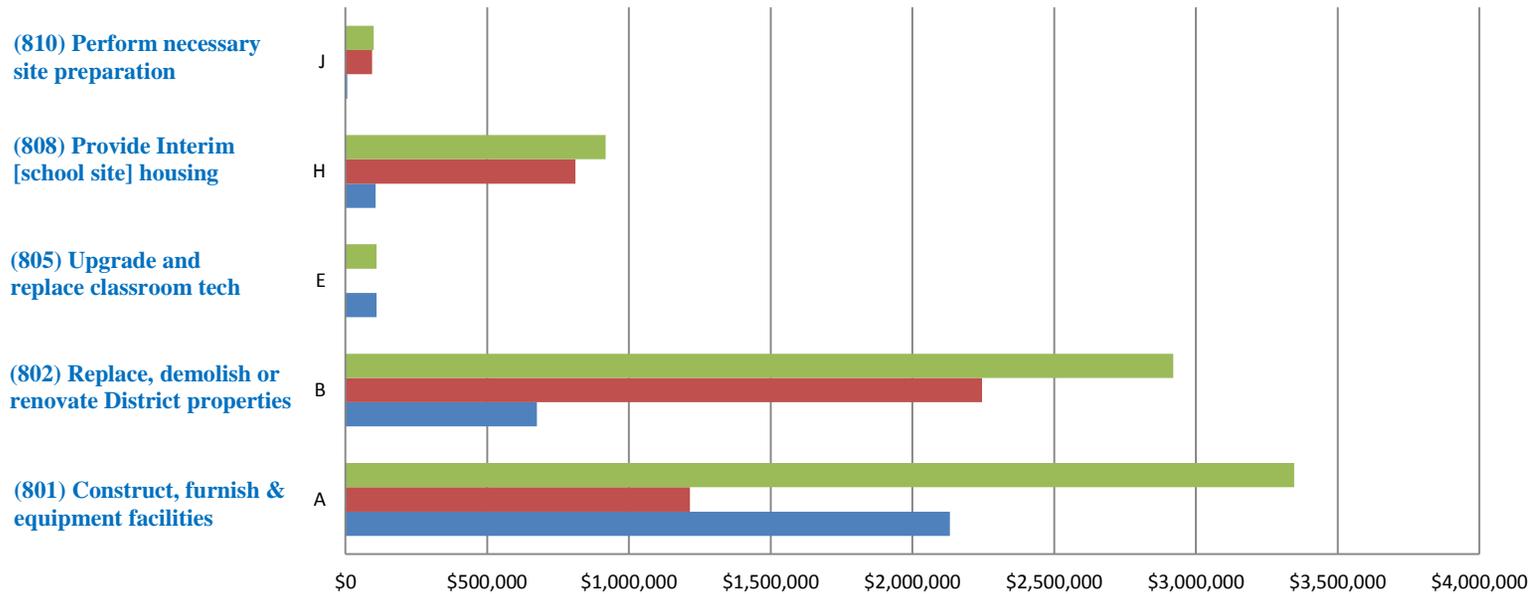
J. (810) Perform necessary site preparation

K. (811) Address unforeseen conditions revealed by construction

L. (812) Mitigate items identified by the EIR

M. (813) Install energy efficient systems

Expenditures - Measure J Funds as of May 31, 2013



	A	B	E	H	J
■ Total Expenditures as of May 31, 2013	\$3,346,974.05	\$2,920,395.07	\$109,907.20	\$917,365.12	\$99,537.78
■ 2012/2013 Measure J Expenditures	\$1,215,232.81	\$2,245,260.07	\$205.41	\$811,440.48	\$93,706.34
■ 2011/2012 Measure J Expenditures	\$2,131,741.24	\$675,135.00	\$109,701.79	\$105,924.64	\$5,831.44

Independent Audit Summary of Findings

Crowe Horwath, LLP conducted both the Financial and Performance audit covering July 1, 2011 through June 30, 2012. An independent audit was prepared for the year ending June 30, 2012, complying with the provisions of the Education Code and reviewed by the Citizens' Oversight Committee. The audit referenced here was reviewed by the Citizens' Oversight Committee on January 18, 2012. Crowe Horwath., LLP, found the EUSD, the financial statements referred to above present accurately, in all

material respects, the financial position of the Building Fund Measure J of the Emery Unified School District at June 30, 2012, and the results of its operations for the year found no financial misconduct or misappropriation of funds for the 2011/2012 fiscal year. For a full review of the Independent Auditors Report, please visit the ECCL Website under the May 15th, 2013 COC meeting materials.

<http://www.emeryvillecenter.org>

Community Engagement

The Committee shall ensure community engagement as stipulated by the Measure J bond language. In 2011 and 2012, community engagement efforts focused on Emeryville Center for Community Life Community Design Workshops (CDW) to get specific input from the public and EUSD staff. EUSD staffs and Nexus Partners also conducted various surveys and community meetings to solicit feedback from the community about architectural designs, conceptual designs, and facilities use of the ECCL. For a complete listing of events, workshops and activities conducted in 2011 and 2012 please see the “Community Engagement” section of the *Measure J Citizen’s Oversight Committee Annual Report 2011/2012 Fiscal Year*.

1. Community Design Presentations

In 2012-2013, the focus of community engagement continued to evolve. Staff and Nexus Partners devoted time and attention to presenting schematic design to the community, as well as engaging students in the design process. In addition an animated “flyover/walkthrough” video was produced by Nexus Partners showcasing a three dimensional model of the Center for Community Life. This animated presentation documents the proposed design (to date) of the facility and surrounding area (see example screen shots from the animation below):







To view the animation in its entirety, please visit:

<http://vimeo.com/61541096>

1A. Community Design Presentations by Date (Nexus Partners)

- November 17, 2012 – Presentation of the Schematic Design
- April 20, 2013 – Presentation of the Design Development

**Flyers (English/Spanish) for Community Presentations were sent home via AY “Wednesday Packets”

**City-wide (English/Spanish) postcard mailings for each presentation was done.

2. Student Engagement Efforts

From November to April, students were invited to provide design input and develop leadership skills, culminating in a joint meeting (held Saturday, April 13 at the Anna Yates Center) of students leaders and adult members of the Citizens Oversight Committee, and the City/Schools Committee. The goals of this meeting were:

- Strengthen relationships between students and adults (members of the governing bodies)
- Deepen understanding of the governing bodies’ roles and responsibilities
- Increase student involvement on these governing bodies
- Help adults understand how they can better partner with youth
- Begin to develop a vision/next steps for a student-adult partnership

Students have been debriefing the convening and developing ideas for next year. The COC anticipates having two students join the COC as voting members, in the Fall of 2013. The convening in April and subsequent training will prepare these two students to participate actively and meaningfully in COC meetings and discussions.

2A. Student Engagement Efforts by Date

- November 2012 – June 2013: Nexus Partners working with Sara Stillman’s (ESS art teacher) 3D and Design class;

- February 13, 27: two all-day leadership training workshops with Emery Secondary School’s Associated Student Body students (15 students grades 9-12);
- February 13 – March 27: five week leadership training workshop with Anna Yates Student Council (23 students, grades 7-8);
- April 13: A smaller cohort of five ESS students helped design a spring convening for students and adult members of the COC, School Board, and City/Schools Committee;
- April 17 – June 12: Continual work with ESS and AY student cohorts to develop a student engagement proposal for the 2014 school year.

3. *City and District Staff Engagement*

December 2012 – May 2013: Nexus Partners held design input meetings with various City of Emeryville community Services and EUSD staff with regards to the following spaces:

General Classrooms	Athletic Field and Gym
Science Classrooms	Administrative space
Art Classrooms	Health Center space
Music Classrooms	Outdoor Social space
Learning Center	Play Area

4. *Additional Community Engagement Activities*

- ECCL final design displays will be put up at various locations within the Emeryville community (District

Office, Emery Secondary School, Anna Yates School, Senior Center, Rec Center);

- Project Updates re: Facilities, Relationships, Supports were given at every School Board (2x/month), City/Schools (1x/month), and COC meetings (1x/month);
- The ECCL website is getting redesigned and refined for better user access and understanding. It will be ready for launch in 1-2 months;
- Two articles were written for the AY PTO newsletters at the beginning of the school year.

Relationship with City/Schools Committee

The Committee has been providing a monthly update on COC activities to the City/Schools Committee and shall make recommendations to the City/Schools Committee as needed to move the Measure J bond project work forward. The following are not part of the COC responsibilities but those of the Board and/or Superintendent.

Duties of the Board/Superintendent

The Committee shall not have responsibility for the following types of activities. Either the Board or the Superintendent, as the Board shall determine, shall have the following powers reserved exclusively to it:

- | | | | |
|-----|---|-----|--|
| i | Approval of construction contracts, | vi | Approval of Deferred Maintenance Plan, and |
| ii | Approval of construction change orders, | vii | Approval of the sale of bonds. |
| iii | Appropriation of construction funds, | | |
| iv | Handling of all legal matters, | | |
| v | Approval of construction plans and schedules, | | |

The Committee shall review, in summary form, items (ii) through (iii) above as part of its financial oversight duties. The Committee may review, in summary form, others of these items to the extent that the Board/Superintendent approves and to the extent that they are necessary to the Committee's duties.

COC Findings and Recommendations for the 2011/2012 Fiscal Year

COC Liaison Reports

1. Finding

The Community Engagement and Finance Committee Monthly Liaison report are presented sometimes verbally and sometimes in writing. They are not always included in the COC packet. Reviewing past reports is difficult due to this inconsistency.

1A. Recommendation

A standardized report template be developed for reporting liaison and subject activity and will be submitted in a timely manner for inclusion in the monthly COC packet. In addition the liaison will present the report verbally at the monthly COC meeting.

1B. Action Taken

Community Engagement and Finance Committee Monthly Liaison reports have been prepared and included in COC packets; feedback on the accuracy and effectiveness of the reports is positive.

Community Engagement Resolutions and Status Reports

2. Finding

In early 2011, the COC made Community Engagement recommendations to EUSD during a brainstorming meeting at the Emeryville Senior Center. Those recommendations were included in the EUSD Community Engagement resolutions. Status of those COC recommendations/resolutions is not reported at the monthly COC meeting.

2A. Recommendation

Provide a written monthly status report to include the recommendation(s), actions taken or to be taken, date of action taken or to be taken and any elaborating comments.

2B. Action Taken

EUSD staff provides updates at COC meetings that cover Facilities, Relationships and Support. The COC finds this approach helpful and informative.

Fellows Pilot Program

3. Finding

The Fellows Pilot Program is a part of the Community Engagement process even though the program is not currently funded through Measure J Bond funds. Fellows Program information is not accessible on the ECCL Website with the other Engagement reports.

3A. Recommendation

Create an ECCL website presence for the Fellows programs to show planned activities, completed activities, and a Fellows' membership and performance evaluation. Provide the COC with quarterly Fellows activity reports.

3B. Action Taken

The Fellows Pilot Program has developed into a more comprehensive student leadership program (see *Student Engagement Efforts* in this report, under *Community Engagement*).

Community Engagement Effectiveness Evaluation

4. Finding

Community Engagement including Fellows programs need to be evaluated for effectiveness of the effort, cost, and impact on the public. What are the lessons learned and how should the programs be improved?

4A. Recommendation

Develop an Evaluation process and present written reports to COC and City/Schools. Post the report on the ECCL Website.

4B. Action Taken

The EUSD decided not to fund a survey to measure Community Engagement.

COC Findings and Recommendations for the 2012/2013 Fiscal Year

Presentations from Consultants, EUSD Administration, and other Stakeholders

1. Finding

The COC received presentations from EUSD administrators and consultants about curriculum, financial matters and programs relating to the ECCL project. These presentations helped the COC be more fully informed about the project.

1A. Recommendation

The COC encourages EUSD staff, City leaders and School Board members to continue inviting stakeholders, consultants and administrators to COC meetings.

Student Leadership Programs in Support of the ECCL Project

2. Finding

The COC advocates for the active participation of student leaders in community affairs. We support an engaged, well-prepared student leadership presence on the COC, with full voting rights.

2A. Recommendation

EUSD staff and city leadership work to organize and prepare students for leadership positions within the community. Efforts to do so are underway (see Student Engagement Efforts in this report); the COC recommends that these efforts continue and result in two (2) student leaders with voting rights be appointed to the COC in Fall of 2013.

Construction Expenditures Approval Process – Bond Measure J

3. Finding

Understanding the approval process used by EUSD staff for *construction* expenditures is an important component of the COC's financial oversight responsibility. Expenses relating to construction will start appearing in financial reports in 2014. The COC does not currently have a detailed understanding of how construction expenditures are approved by EUSD staff.

3A. Recommendation

EUSD staff present a detailed explanation of the construction expenditure approval process to the COC at their September 2013 meeting.

This concludes the COC Annual report for the 2012/2013 fiscal year. The COC respectfully submits this report to the EUSD School Board, City of Emeryville, and to Emeryville's City Schools Committee.

COC Members for 2012/2013 Term

1. Charlie Schuman, Active Member (Vice Chair for 2011/2012 term, Acting Chair March – May 2013)
2. Francisco Aalbers, Active Member (Resigned November 2012)
3. Lisa Carlisle, Active Member (COC Vice-Chair for 2012/2013 term, completed two year term in March 2013)
4. Mitchell Fine, Active Member
5. Dr. Marcelline Krafchick, Active Member
6. Judy Inouye, Active Member
7. Dave Martinez, Active Member
8. Tom Rauch, Active Member (Current COC Chair for 2012/2013 term)
9. Barbie Robinson, Active Member (Resigned, March 2013)
10. Rodney Wong, Active Member (nominated for Vice Chair position, May 2013)

COC Chair, Tom Rauch

Date



Emeryville Center for Community Life
Library

BUILDING PROGRAM

April 2013

Prepared by
Page + Moris LLC
354 Los Palmos Drive
San Francisco CA 94127

Emeryville Center for Community Life
Library

BUILDING PROGRAM

April 2013

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Page + Moris LLC
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San Francisco CA 94127

Emeryville Center for Community Life
Library
Building Program

April 2013

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I. Executive Summary

The Library described in this building program is part of a much larger project with immense importance to Emeryville - the Emeryville Center for Community Life, a visionary plan to create community and enhance quality of life for all Emeryville residents. The ECCL will occupy a site that covers several blocks along San Pablo Avenue between 47th and 53rd Streets, bringing together schools, a community center, recreational facilities, School District and City Community Services offices and a library. The facilities and services will create a civic “campus” unprecedented in the history of the community.

A library facility dedicated to serving Emeryville will also be unprecedented. For decades, the City has contracted with the City of Oakland for public library service. Under this agreement, Emeryville residents have used Oakland’s Golden Gate Branch as their local library. As the ECCL opened up possibilities for significant improvements in civic infrastructure, project planners decided to include space for a library on the new campus, to serve both EUSD schools and the community at large. Organizational planning and governance of the new library is underway, in a parallel process to the building design. Among the prime planning considerations is linkage to an established library system to give residents access to universal borrowing.

The synergies associated with service co-location have also fostered an emphasis on shared facilities and collaboration. This perspective has been incorporated into the Library program: the Library will have a physical presence with dedicated space and a high-visibility location. Library services will also be distributed across the campus to maximize the benefit of the mixed-use space.

The dedicated Library space will occupy a prime location, adjacent to one of the campus entrances facing San Pablo Avenue, offering 4,400 square feet of space. The community will enter the Library through a Café and casual seating space at the edge of the site. A second entrance for students of the EUSD schools on the campus will provide direct, controlled access to the school population.

The Library space will feature:

- Shelving for 20,000 print and media titles; another 8,400 digital titles will be available for download
- Browsable display shelving for new, popular books and for AV media
- Three self checkout machines and self-service holds pickup
- 69 reader and study seats, in open access areas and a group study room
- 31 public access computer workstations and laptop computers
- A wireless communications network throughout the building and power for customer-supplied laptop computers at every reader seat
- Flexible storytelling space for kindergarten classes of 20 – 25 as well as groups of 15 – 20 preschool children and their parents and caregivers
- A dedicated area for teens, complemented by activity space in the ECCL Teen Center
- Class visit space for groups of 30 students
- Book return drops available 24/7
- Additional casual seating in the adjoining Café, Welcome Center and the Community Plaza

Additional spaces that can support library services include the Café, Welcome Center, Community Plaza, Community Services Multipurpose Space, Computer/Tech Lab, Teen Center/Game Room and Senior Lounge.

II. Programming Scope and Methodology

In Summer 2011, two library planning firms, Page+Moris and Ouye Mingram Consulting, were engaged to assist the Emery Unified School District, City of Emeryville and Nexus Partners organize, program and design the new Emeryville Library. The new facility will be a focal point on the Emeryville Center for Community Life campus, serving both the students, faculty and staff of EUSD schools and the Emeryville community at large.

While consultants K. G. Ouye and Pauline Mingram continue to develop the organizational structure, service roles and policies and operating budget for the new library, Kathryn Page has developed a detailed building program to guide the library design. During Fall-Winter 2011, the consultants collaborated on a library-specific community input process that included a widely distributed community survey and eight public input meetings, summarized below. In addition, the consultants interviewed key stakeholders representing the School District and the City of Emeryville, reviewed community and student demographics, met with Nexus Partners designers to understand overall ECCL campus design parameters and visited several joint school/public libraries in California and co-located public libraries on school campuses.

Ms. Page developed proposed service levels, based on results from the information gathering process and reflecting current best planning practice for libraries. She adjusted the recommendations following client review and expanded the recommendations into more detailed space allocations. This work has been developed into the full program document that follows.

III. Community Profile and Library Service Needs

A. Community Demographics and Service Population

Emeryville is geographically compact (1.2 square miles) and culturally, ethnically and economically diverse. Its 10,000 residents range from relatively affluent high-tech workers, creative artists and condominium dwellers on the city's West Side to lower income individuals and families who live primarily on the city's East Side. The city's daytime population adds another 25,000 people as the city's workforce commutes from throughout the Bay Area to fuel Emeryville's vibrant economy. Resident population is projected to grow modestly over the next two decades.

According to the 2010 Census, Emeryville residents' median age was 33.9, slightly lower than the median age for all Californians, at 35.2 years. The population segment most responsible for skewing Emeryville toward the younger end of the age spectrum is the 25-to-34 age cohort, which represents more than one-third of the population – 35.9% (Statewide, this age group makes up just 14.3% of the population). Children and youth ages 0-to-19 represent 11% of total residents, significantly lower than for California overall, at 28.1%. Residents 60 years or older are 13.2% of the total, slightly less than this age group's statewide representation of 16.3%.

There are 717 students enrolled in Emeryville public schools in 2012/13 - 448 at the Anna Yates Elementary School (grades K - 7) and 269 at the Emery Secondary School (grades 8 – 12). Almost all students live on Emeryville's East Side (99%), with 80% living in poverty and 13% identified as English language learners.

For planning purposes, the program is based on a hypothetical 2030 service population of 15,000, including a slightly larger projected resident population, augmented by approximately 20% of the daytime population. The estimated future population has been used to develop population-based service level recommendations, summarized below.

B. Community Input

During October 2011, the consultants conducted a community survey and facilitated eight focus group sessions with a combined total of 131 participants, including parents, children, teens, teachers and members of the Citizens Oversight Committee.

Community Survey

The survey was conducted concurrently with the focus groups to elicit input from a broad cross section of the community. Printed surveys were distributed at key community locations. An online version of the survey was made available on the City and School District websites. There were 152 responses received, approximately one-half (82) from in-person respondents and one-half (70) from online respondents. A complete summary of survey results may be found in *Appendix B*.

Respondents were primarily adults – 33% between the ages of 35 and 54, 13% between 19 and 34, 12% between 55 and 64 and 13% over the age of 65. Teens between the ages 15 and 18 represented 21% of respondents and 3% were 14 or younger.

Emeryville residents represented 54% of respondents (82), followed by Oakland residents at 20% (31), six Berkeley residents, five San Franciscans, three El Cerrito residents, two each from Fremont, Hercules, San Leandro and Vallejo, and one each from Albany, Concord, El Sobrante, Richmond, San Lorenzo, San Pablo and Sebastopol.

Approximately two-thirds (65%) reported that they drive their own vehicle while 22% noted that walking is their primary mode of transport. Thirteen percent ride a bicycle or use a skateboard, another 13% depend on public transport and 11% depend on family or friends for transportation.¹

Less than 20% of respondents reported using a library (either public libraries, at 18%, or school libraries at 16%) at least one use per week. Occasional library use was reported much more frequently – 27% reported using once per month, 26% several times per year and 22% rarely or never. The most frequently used information sources reported were “Internet” (91% at least once per week), “TV or radio” (83% at least once per week), “reading newspapers or magazines” (65% at least once per week) and “buying or renting books, music or videos online” (28% at least once per week).

Respondents tend to use multiple libraries. More than one-third reported their primary library is the Oakland Public Library Golden Gate Branch (36%), while 20% noted the Emery Secondary School Library and 7% the Anna Yates Elementary School Library as their primary libraries. In addition, 37% reported that their primary library is a Oakland Public Library outlet other than the Golden Gate Branch, 22 use one of Berkeley Public Library’s facilities, four use the Albany Library, two each use a public library in San Francisco, Richmond or Kensington. Twelve other libraries were reported by a single person, ranging from UC Berkeley to Hayward. Almost two-thirds of respondents reported that they use more than one library and of those, more than one-half noted that either the Oakland Main Library or Berkeley Central Library was the additional library used most often. Reasons given for this were most often the larger resources found at these libraries, the convenience of their locations, more parking and better service hours.

Borrowing books is the most frequently reported service that respondents use – 80% check out books. Use of the Library’s media collections is also popular - 43% check out DVDs or videos. Beyond this, usage levels of most other services is spread between 35% and 13%, with a balanced mix of traditional uses (reading books and magazines at the library – 35%, working on school assignments – 24%, attend children’s programs – 19%) and more recent, technology-based services (using own laptop – 33%, using library wifi connection – 31%, downloading ebooks – 13%).

Respondents’ highest priorities for services and features in the new library included the desire for access to new materials, especially new books (61%) and new movies (34%) as well as access to quiet spaces to sit, read and study (56%) and increased wireless access (34%). Between one-fifth and one-third of respondents felt the following services are important:

- Café/refreshments for sale
- Public meeting room
- Programs and events for children
- Homework help and tutoring
- Programs and events for adults

¹ The total percentage equals more than 100% because some respondents marked more than one mode of transportation.

- Volunteer opportunities
- Ability to request books and media from other libraries

Although most respondents – 84% - indicated that English is their primary language, eleven other languages were reported as spoken and those individuals commented that availability of materials in their languages would be important to them.

Most-reported reason for non-library use were lack of time (22%), inconvenient open hours (18%), respondents purchase and/or download the books and media they need (14%), inconvenient library location (12%), their library does not have what they need (9%), difficult parking (4%) or outstanding library fines (1%).

Focus Groups

Eight facilitated focus group sessions were held between October 11 and 20, 2011. The sessions targeted the following groups. Complete summaries of each session are included in *Appendix A*.

- Anna Yates School Parent Teacher Organization
- Anna Yates School Faculty
- Citizens' Oversight Committee
- Emery Secondary School Students, grades 7 – 12
- Emery Secondary School Faculty
- Emeryville Recreation Center Youth, grades K - 1
- Emeryville Recreation Center Youth, grades 2 – 3
- Emeryville Recreation Center Youth, grades 4 - 6

Library users represented a majority at each session. Most active users identified the Golden Gate Branch, Berkeley Main or another Oakland library facility as their “home” library. Many students reported that they use the Anna Yates School Library or have used it in the past. Major concerns and priorities expressed by adults included:

- A safe and secure environment for children and youth with cozy, kid-friendly spaces and seating
- Welcoming space and programs for teens – a hangout alternative to the mall
- Programs and materials that highlight the heritage and culture of Emeryville’s population
- Space – quiet areas, comfortable seats, sense of spaciousness, natural light – a calming environment with distinct spaces for all age groups
- Tutoring, homework help, programs for parents, computer skills training for all ages and for individuals as well as classes
- Open hours that match community needs
- Programming for children and families and intergenerational programming
- Books and AV media, especially DVDs and audiobooks, for all ages – a good selection to browse and select from – lots new and interesting titles
- Access to refreshments – food and drink available
- More computers available

C. Library Service Needs and Roles

The Emeryville Library will serve dual roles, supporting the study and reading needs of students, faculty and staff at two schools located on the ECCL campus and providing all Emeryville residents with the library services they need in a comfortable facility that encourages use by the entire community. The Library must be designed to respect both constituencies, with spaces that address both academic and community needs and the flexibility to allow service and space adjustments over time. These two roles often parallel each other and allow for combined or at least coordinated delivery of services.

A successful school library needs to provide space both for class instruction and for individual student use. An open, spacious environment is essential with materials, seating and computers sized and dimensioned for young users. The environment must also be safe, secure and readily monitored by staff. Faculty and school staff needs access, as well, to resources for research and planning.

A successful public library plays multiple roles in the life of the community, also providing access to the world of learning, knowledge and human creativity. Access to books and the printed word for all age groups is in ongoing primary service expectation of many residents and remains a basic public library function. Library services to children starts at birth, introducing families to the joy of reading and establishing a foundation for a lifetime of reading. This role has expanded in recent years to include access to creative and informative works in many formats, including digital media and electronic content.

Public libraries are a primary community gateway to online information, offering free access to the Internet, wireless access for laptop computer users and providing guidance in navigating and assessing the wealth of material available through these resources.

Even as the public library's role as a resource for virtual information and literature continues to grow, its traditional role as a community destination and gathering place is also evolving and expanding. Libraries now serve as the community's venue for solitary reading and study as well as a venue for collaboration and group interaction. Book discussion groups, teen programming and family literacy evenings are a few examples of the multitude of educational and social community events that draw large audiences. The Library should be a sanctuary for solitary reflection, a quiet work space for work on a school assignment or a social space for connecting with peers.

To perform these roles, the Library needs appropriate space – for collections, for people, for programming and for functional operations. The space needed to support specific services is described below.

The service levels recommended for the Emeryville Library are summarized below. These recommendations – for collection size, seating capacity, public computers and programming space – reflect community needs and priorities and current best planning practice. They also match the space available for library service on the ECCL campus.

Service Level Recommendations

	Current Best Planning Practice	
Service Population in 2030		15,000
		(10,000 residents + 20% of daytime pop)
Collection Size	1.8 to 2.2 volumes/capita	28,400 books + media 1.9 volumes/capita
		(20% adult + children's books digital; 75% teen books digital)
Seating	4 to 6 seats/ 1,000 people served	69 seats 4.6 seats/1,000
		(including 30 seats for class visits + 4 seats in group study room)
Computers	1.5 to 2 computers/ 1,000 people served	31 computers 2.1 computers/1,000
		(11 workstations + 20 laptops)
Programming Space	50 – 75 seats	80 seats in Community Multipurpose Room
Children's Storytelling	15 – 30 floor seats	floor seating for 20
Total Square Footage	0.75 to 1.0+ SF/capita	12,400 SF 0.83 SF/capita
		(4,400 SF in Library + 8,000 SF on ECCL campus)

Collections

The Library's service population needs access to an up-to-date collection of books and AV media onsite, in print and digital formats, offering a critical mass of titles for adults, teens and children. The onsite collection should reflect community diversity, serving all age groups and languages. Additional materials for teens will be housed in the ECCL Teen Center. The onsite collection will be supplemented by the resources of the Library system that Emeryville contracts with for services, providing quick, convenient access to the hundreds of thousands of additional titles delivered regularly by system courier. The combined print and digital onsite collection needs to include approximately 28,400 titles, both books and AV media, to offer the community a baseline onsite collection of 1.9 volumes per capita.

Retail-display shelving is needed in selected areas to support high visibility, face-out shelving for new and in-demand materials. Circulation space and aisle widths in stack areas need to support stand-end spot marketing displays throughout the collection. Shelving capacity needs to

allow shelves to be kept 20% to 25% clear so that space for incoming materials is reliably available.

A proposed Collection Growth Plan is presented in *Appendix C* and outline of shelving needed for each part of the collection is available in *Appendix D*.

Seating

Seating capacity in the new Library needs to support a variety of activities and uses. Generally, a range of 4 to 6 seats per 1,000 people served will accommodate the service population needs. A total of 69 seats – 65 in open access space and 4 in a group study room – is recommended, to provide an overall seating capacity of 4.6 seats per 1,000 people served. Seating in the children's/school library space needs to accommodate seating appropriate for classes of 30 students. Additional seating will be available in the Café and Welcome Center and exterior seating will be found on the Community Plaza. *Appendix E* contains a proposed seating distribution for the new library.

Computers

Desktop workstations and laptop computers are needed to meet community demand. Children and teens will be able to use computers in classrooms, computer labs and in the Teen Center. Also, EUSD intends to distribute digital tablets to students for learning and study purposes. Computers for children and teens, therefore, are provided selectively within the Library. The children's area will offer early literacy workstations primarily aimed at preschool age children. Teens may use the desktop computers in the core community space or the laptops provided for in-library use. This equipment may also be used for computer skills training sessions conducted by Library staff.

Compact online catalog units are needed at key stack locations to provide convenient catalog access to visitors as they browse the collection. Space has been allocated also for an in-library laptop computer lending service, with a storage and recharging unit located at the service desk.

A total of 31 public access computers is recommended – 2.1 computers for every 1,000 people served. *Appendix F* contains a proposed distribution of public access computers and other public access technology for the new library.

Programming Space

Most public programming by the Library will take place in the Community Services Multipurpose Space located on the ECCL campus. At 3,900 square feet, this space will more than accommodate Library-sponsored programs, with audiences anticipated to range from 25 to 75 people.

Children's Storytelling Space

Space has been allocated within the Library footprint for smaller scale events and programs. The 286 square foot Family Space/Children's Storytelling area, be furnished with mobile, easily movable tables and chairs will be able to accommodate audiences of 15 to 20 children and parents seated on the floor.

Total Square Footage

The Library will provide 4,400 square feet dedicated to library services. Approximately 8,000 additional square feet in other campus areas will be available for Library functions, providing potentially 12,400 square feet of space in support of library services. This represents 0.83 square feet per capita, well within the norm for current best practice in planning library facilities.

The additional spaces include:

Café	1,000 SF
Welcome Center	400 SF
Community Plaza	TBD
Community Services	
Multipurpose Space	3,900 SF
Computer/Tech Lab	200 SF
Teen Center/Game Room	1,000 SF
Senior Lounge	800 SF

Space for the following quasi-library functions is being identified:

Used Book Sale and Donations Storage
Class Set Book Collection Storage
Textbook Distribution and Storage

IV. Overall Programming Concepts

A. Site and Context

1. Visibility/Relationship to Surroundings

The Library must be clearly recognizable to visitors as they enter the ECCL campus. The Library Community Entrance and views into the interior should be visible from the Community Plaza to enhance Library visibility and draw visitors in to the facility.

2. Access and Entrances

The Library will draw many visitors each day onto the ECCL campus. Planning physical access, parking organization and pathways available to pedestrians and vehicles is critical to the Library's success. The Library's dual role as a community library and a school library requires two entrances for visitors.

Community Entrance

The community entrance is the Library's "front door". It must be visually prominent, expansive, well lighted and welcoming. The entrance and lobby are often social spaces in which visitors cross paths with friends and neighbors. Space is needed for casual conversations as well as self-orientation as visitors sort out where in the Library they wish to go. The public pathway into the Library may travel through other ECCL spaces, such as the Café, as long as signage and other visual cues make the route to the Library explicit from outside the building.

The entrance should be close to public parking and easily accessible to visitors once they have parked their cars. Special care should be taken to ensure easy access by older people, family groups with strollers and visitors with physical limitations. A sheltered area outside the building, adjacent to the entrance, is highly desirable for people waiting for a ride either during open hours or after the Library has closed. Any exterior seating or architectural elements associated with the entrance needs protection from skateboard access.

Student/School Entrances

Two additional entrances are needed to give ECCL campus students, faculty and staff direct access to the Library during school hours – one for K-8 students, adjacent to the Anna Yates recess playground and one for Emery Secondary School students (grades 9 – 12) that is directly accessible from the high school space.

These will be the primary library entrances for students during school hours. The K-8 entrance needs to accommodate visiting classes of as many as thirty students, with generous circulation space as they enter and exit and a covered walkway leading from the school to the entrance. A doorbell with intercom is needed at both doors to enable teachers to summon Library personnel when the doors are locked.

All three entrances need to accommodate theft security portals, be visible from the service desk and, ideally, from each other. The K-8 and community entrances will be adjacent to self checkout machines. High school students will use the community self checkout machines.

Staff/Delivery Entrance

A dedicated delivery entrance is highly desirable for system courier pickups, for Library staff to enter the building and for service and maintenance personnel. This entrance should be at grade, with immediate vehicular access for delivery vehicles and adjacency to the Sorting>Returns/Deliveries space. A door overhang is needed to protect deliveries and people during poor weather, dimensioned to accommodate the Library system vehicle. The door will remain locked with a bell to alert staff that a delivery has arrived.

If a dedicated delivery entrance is not feasible, deliveries can be brought in through the community entrance.

Donations

Community members are expected to donate significant numbers of books and other items to the Library on an ongoing basis. These donations are often substantial, delivered in several bags or boxes. The Library will not have sufficient storage space to house book donations. A designated donation drop-off point is desirable on campus, preferably located adjacent to a secure sorting and storage area, rather than at the Library service desk.

3. Vehicular Access/Parking

Library visitors need nearby parking along San Pablo Avenue to provide convenient physical access all segments of the community, including parents with children and seniors. In general, library planners estimate community parking needs at 3 to 5 spaces per 1,000 square feet of building space, or 13 to 22 spaces. Bicycle parking is also needed at the entrance to accommodate 10 to 15 bicycles. Strive to make bike racks visible from the lobby, designed to be lockable and meet current security standards.

4. Landscaping and Indoor/Outdoor Relationship

Attractive landscaping will enhance Library visitors' experience. Exterior landscaping associated with the Library should be:

- Low-maintenance
- Drought-tolerant
- Sloped away from the building
- Integrated with parking areas and walkways
- Open and low-profile for safety

Interior spaces and views should be visually linked to the exterior with windows that overlook landscaping. Outdoor reading areas are desirable to expand seating options for visitors, with wireless access for laptop computer users. Care must be taken to design these spaces in coordination with Library security needs.

The adjacent Community Plaza will augment and complement community seating within the Library proper. Ideally, each seat should have reliable laptop plug-in access and shielding from sunlight glare.

B. Operations and Functionality

1. Service Delivery Principles

The Library will be a civic building that serves its community for several decades, offering daily service and space to hundreds of visitors each week. It must be designed to support an environment of constant, intense use. The Emeryville Library's dual role as public library and school library needs to work for both constituencies with simple, flexible interior spaces to accommodate services that will evolve over time.

a. Open, welcoming spaces. Public spaces need to welcome the public and draw them in, communicating that the Library is the community's "living room", encouraging every visitor to find their place within the facility.



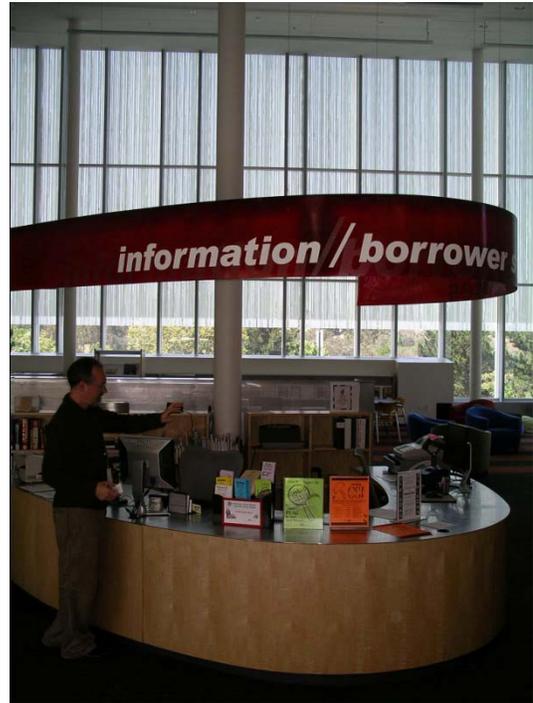
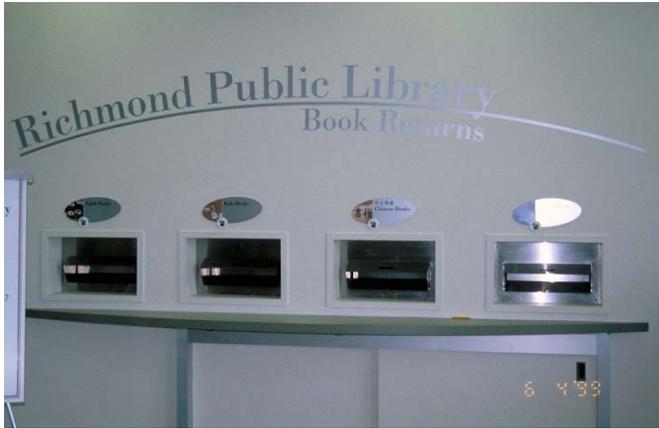
b. Acoustical zoning. The interiors need to be organized to provide quiet areas for concentrated study and comfortable reading, spaces in which casual conversations and other collaborative activity can take place and active, noisy areas. Although acoustical zones often align with user age levels, adults, teens, children and families, all visitors need access both to quieter spaces and spaces in which conversations and higher noise levels are tolerated.



c. Self-Explanatory Layout / Visibility. Visitors should be able to find their way to the spaces and services they need without undue reliance on staff to point the way or to dependence on a building directory. Simple, straightforward pathways, visual cues in the architecture and building finishes, clear major signage and similar imbedded wayfinding strategies minimize the need to ask for directions and optimize building functionality.



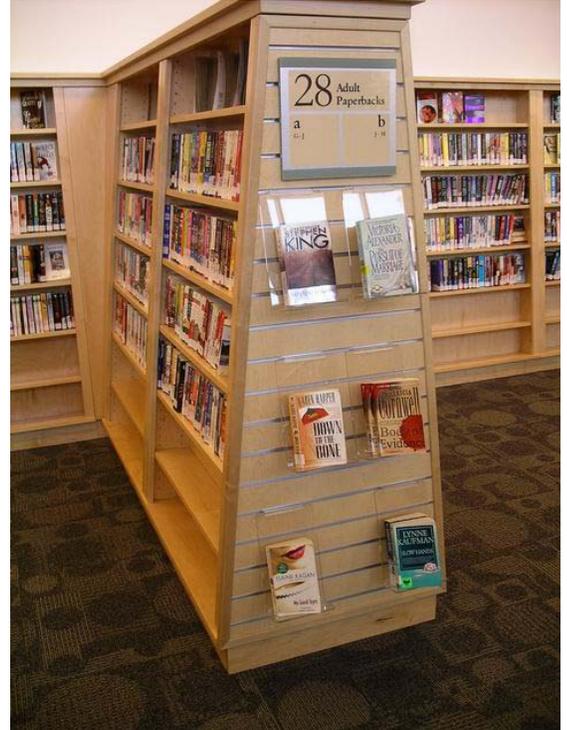
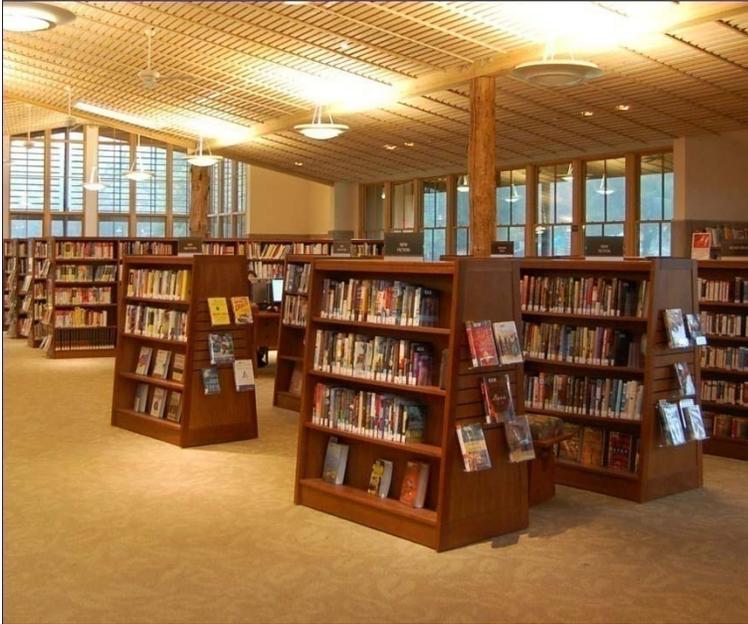
d. Operation with minimal staff / Self service / Combined service points. Limited fiscal resources are a given in today's library universe. The building layout and organization must support operation with the fewest number of staff and include effective use of self checkout technology, self-service holds pickup, self-service returns and check-in and a growing array of similar resources. Library staff is increasingly mobile and interactive with the public, moving through the public space to intercept users with questions. Service desks are becoming more compact and flexible, often with adjustable height counters. Many libraries are adopting concierge-like service points rather than sit-down service desks.



e. Flexible spaces and furniture. As the library's role as a community "third place" evolves, flexible interiors are needed to allow space reconfiguration over time. Dedicated computer workstations may be replaced by work tables for individual laptop users or rolling work tables that can be pushed together or pulled apart over the course of the day. Mobile shelving units on casters are needed to allow collections to be reconfigured or temporarily assembled at different locations. Seating in the children's area needs to be reconfigurable both for use by individual children and for class visits with 30 students.



f. Browsable, accessible collections. Increasing use of mid-height display shelving improves physical access to the collection and browsability. While standard steel shelving may still be needed for parts of the adult collection, maximum shelf height should be 78" (rather than 84" or 90" high) and a higher percentage of the collection will be housed on mid-height merchandising display units. Books and media will be organized by topic, to the extent feasible, to encourage browsers to find materials that interest them.



g. Technology and architecture integration. Electronic technology is integral to library service today. Many library visitors carry their own computing devices with them – laptop computers, digital tablets, smart phones. Visitors need and expect sufficient broadband access for Internet connectivity as well as electrical power access during their visit. Library spaces typically must provide power outlets at all seats, including lounge seating, in group study and meeting rooms and in casual seating areas. Wifi access is standard in public spaces. Typically, separate wireless networks are provided for public use and for internal staff use. Almost universally, libraries provide free, high-speed computer access to the public at desktop workstations reserved for individual use. In many communities, people gather outside the Library even during closed hours to access the Library wifi network.

The Library will offer laptops for in-house lending to complement the desktop workstations. The building infrastructure must provide power and data distribution that supports all this technology as well as the integrated library system (ILS) that supports the online catalog, information databases, ebook offerings and a multitude of other digital information resources.

Many additional technological resources and features are part and parcel of library services, such as AV/digital projection systems, flat screen monitors, video game console and book and AV vending kiosks. The design team needs timely access to a specific, detailed technology program that supplements the building program to appropriately specify the building power and data systems.



h. Functional staff work space. With minimal staff, the Library needs an efficient layout of employee work space for a productive operation. Sorting and check-in of returned materials, for example, should take place away from the service desk in an enclosed, appropriately sized space. The shared staff work room should accommodate desks and work counters of appropriate sizes, located close to public space and the staff/delivery entrance.

3. Spatial Relationships Summary

To be successful, the Library space must not only accommodate needed service components but also be organized in functional relationships with each other. The spatial relationship principles below should guide space planning and the building design. The adjacency diagram that follows provides a visual summary of these relationships.

Acoustical and Activity Level Zones

To the extent possible within the Library's envelope of space, areas should be laid out to create distinct zones that support different activity and noise levels so that visitors can find the spaces and environments that match their needs. Active spaces with exuberant users, such as the children's area, need to be separate from areas intended for quiet, concentrated reading and study. Space for group study, collaboration and programming should be acoustically buffered to contain noise.

Acoustical zoning will be most important during community library service hours when visitors of all ages will be using the facility. Effective buffering of children's and family spaces from areas used by adults is a priority.

Core Community Space

Several high-use, high-demand services and spaces need to be adjacent to, or visible from, the community entrance to provide quick, convenient access to visitors. This includes browsing collections of popular and new books and media, self checkout units and holds shelving. The service desk should be visible from the entrance although adjacency is not necessary or even preferable. The core space should be open with generous paths of travel and a "marketplace" ambiance that encourages visitors to stroll, explore, encounter friends and neighbors and generally enjoy the space.

Children's Spaces

These will include areas intended to serve school age children (K-8 grades) and preschool age children and their families. Spaces 2.2, 2.3 and 2.4 should be considered a "library within the library", a cluster of services targeted to support the students, faculty and staff of the ECCL K-8 school. Direct access to this zone from the K-8 student entrance is critical as is effective acoustical separation from the rest of the library.

Spaces 2.5, 2.6 and 2.7 will target toddlers, preschool age children and their families. These spaces should be distinct and somewhat separated from the student spaces, and "contained" to stop young children from wandering away from their adult caregivers.

The service desk should straddle this area and the core community space, visible and accessible from both entrances and positioned so that staff can effectively monitor as much of the space as possible. If public restrooms are included within the Library footprint, their entrances should be visible from the service desk for security reasons.

The Group Study room should be adjacent to the student/school space to provide students with direct access to this service.

Teen Space

Teens will have multiple venues on the ECCL campus for recreation, collaboration and individual study. Within the Library, a limited area with seating and some book display will encourage this age group to use the facility while not duplicating services elsewhere. Space 1.10 needs to be close to the high school student entrance and visible from the service desk, with proximity to the community computers.

Quiet Reading and Study

Quiet reading and study space for adults should be located away from the student/school space.

Public Computers

The Library will provide public computer access with both desktop and laptop devices. The desktop workstations should be clustered and readily visible to community visitors as they enter. The computers also need proximity to the service desk to allow staff to monitor equipment use.

Collaborative Space

An enclosed group study room is proposed for the Library, as well as casual seating areas in the core public space, Café and Community Plaza.

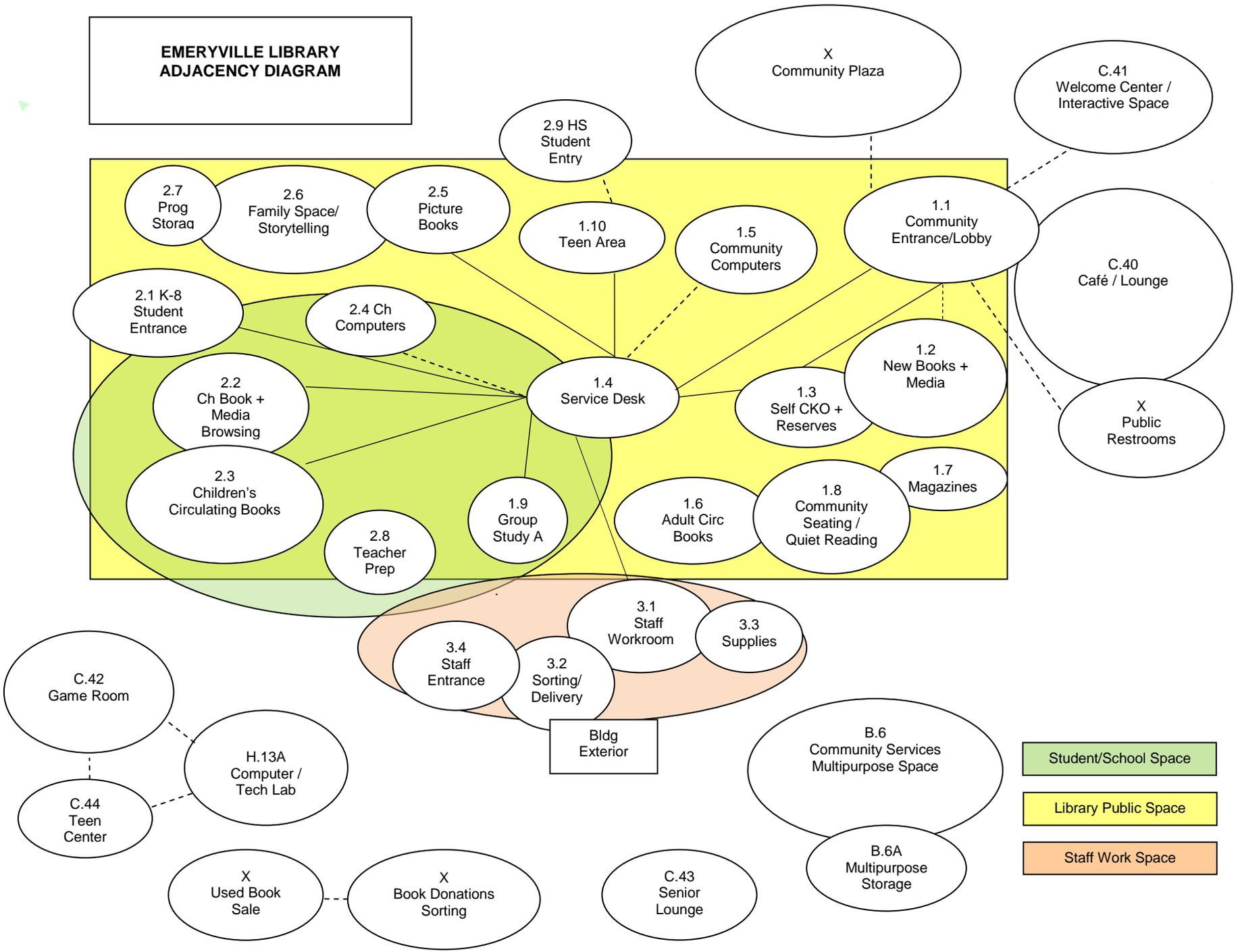
Programming Space

Many Library programs will take place in the Multipurpose Space located elsewhere on the campus. A storytelling area in Space 2.6 will host children's programs for 10 to 15 participants.

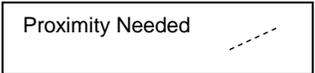
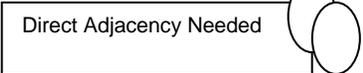
Staff Work Space

The staff workroom should be close to the public space and service desk. Sorting>Returns and the supply room should be adjacent to the staff workroom. The staff/delivery entrance needs direct adjacency to the Sorting>Returns space and the building exterior.

**EMERYVILLE LIBRARY
ADJACENCY DIAGRAM**



- Student/School Space
- Library Public Space
- Staff Work Space



C. Security and Accessibility

1. Safety and Physical Security

The Library will be a major destination for community members of all ages. The design must contribute to the safety and security of both public and staff, incorporating strategies that guarantee a physically safe environment and an atmosphere that deters misbehavior or unsafe conditions, such as:

- Open, clear visibility along exterior pathways and throughout the interior space.
- Skateboard protection for any exterior areas, seating or architectural elements.
- Well lighted public space with minimal area outside the direct visual control of staff and open circulation pathways that encourage self policing.
- Enclosed public spaces, such as the group study room, have large, unobstructed windows facing the public space.
- Doors to controlled access spaces lock (e.g., staff work areas, group study room).
- Non-skid walking surfaces are applied appropriately along exterior pathways and as appropriate within the building.
- Furniture and casework are designed without sharp corners or climbing/tripping hazards.
- Inclusion in the ECCL campus-wide security system.

2. Collection Security

The interior layout needs to discourage theft or mutilation of Library materials. Seating needs to be along circulation pathways for visibility. Public restrooms should be visible from the service desk and ideally located outside the security point at the community entrance. Windows that open in the public space should be controlled by staff and not vulnerable to tampering. Electronic theft detection devices are needed at each exit.

The interior environment must also ensure that both collection and visitors are in comfortable conditions that maintain steady temperature and humidity levels within recommended ranges. Shelving should be oriented to avoid direct sunlight. Window coverings that guarantee effective UV protection are needed in areas that allow exposure to sunlight.

3. Universal Access

The building needs to meet or exceed guidelines set out in the Americans with Disabilities Act (ADA). The design should consider these guidelines broadly with the understanding that many people experience temporary disabilities and many people with physical limitations who do not consider themselves disabled use the Library.

D. Building Systems, Structure and Maintenance

1. Acoustics

Acoustical conflicts and inadequate noise control are problems that users mention frequently when asked what improvements they would make to their library. The design needs to address the following acoustical issues:

- Create acoustical zones that separate public areas into quiet, medium and active, noisy spaces.
- Protect interior spaces from sources of exterior noise, from nearby streets or other sources of sound.
- Buffer noise and conversations generated by Library staff in the course of their duties from disturbing the public.
- Ensure that spaces in which events and programs are held have excellent acoustical characteristics.
- The Library PA system needs to be able to mute announcements made over the school PA system during open public hours.
- Control noise and vibration generated by the building mechanical equipment.

Each space in the building needs to meet acoustic criteria that include standard noise criteria rating requirements, as shown below².

Space Type	Noise Criteria Rating
Core Community Space	35 – 40
Computer Work Area	40
Staff Work Area	35 – 40
Group Study Room	Max. 25
Reading Areas	25 – 30

Effective acoustic control strategies include:

- Lay out main traffic patterns to avoid quiet areas
- Selective use of interior glazing, pocket doors and similar techniques to acoustically enclose specific areas
- Thoughtful, effective use of sound absorbing building materials
- Careful specification, selection and placement of mechanical and electrical equipment
- Careful specification and selection of audiovisual projection equipment

Acoustical issues related to specific spaces and services are noted in the Space Descriptions that follow.

2. Building Finishes and Maintenance

Among the goals for building design and building finish selection should be a building that is easy to clean with minimal maintenance.

a. Floor Coverings

Floor coverings should be both attractive and durable. High-quality, commercial grade, anti-static nylon carpet square is preferred for most public and staff spaces. Resilient floor coverings, such as vinyl, cork, linoleum, rubber or composites, rather than carpet, should be considered for the following areas.

² Salter, Charles M. *Acoustics for Libraries*. California State Library for the Libris Design website, no date.

- Entrances and lobby
- Supply room
- Restrooms
- Staff/delivery entrance
- Sorting and returns

b. Wall coverings

Wall coverings should be durable and appropriate to the space. Painted surfaces should use high quality, standard paint from a major manufacturer. Painted walls should be avoided in high traffic areas, such as the entrances. Fabric wall coverings should be avoided except where tackable surfaces are specified. Durable corner guards and chair rails should be considered in areas where book trucks, stacking chairs and other items with high-risk for wall damage are in use.

c. Restrooms

Restroom walls and floors require durable, vandal resistant coverings such as ceramic tile.

d. Building Maintenance

Building finishes must be durable, and not require frequent painting or staining. Finishes such as high quality masonry, pre-cast concrete or similar products are preferable to wood or stucco.

Avoid surface treatments that require waxing, polishing, frequent repainting or refinishing or have special cleaning requirements. Select finishes that are washable and vandal-resistant. Install corner guards at all appropriate locations in both public and staff work areas and chair rails on walls adjacent to areas where book trucks may accumulate.

3. Sustainable Design

The Library should incorporate sustainable design principles that enable the facility to operate with minimal dependence on energy. To the extent feasible, building systems, windows, lighting and building materials should be selected and specified on the basis on their contribution toward lowering overall the building life cycle costs, without reducing the functionality of the building.

4. Electrical Power and Data

a. Overall

The Library must have powerful, flexible electrical and telecommunications distribution systems that can support current and future wiring and cabling needs. A detailed, specific technology program should be developed to provide the information needed to appropriately design and specify building technology infrastructure.

Over time, interior spaces will be reconfigured to meet changing service needs. This will include the possible repositioning of equipment and installation of new equipment. The building needs built-in capacity to accommodate these changes, through ready access to electrical and data outlets in the floor and furniture raceways, universal and unobstructed wireless access and

generous capacity in electrical and telecommunications closets, conduit and under-floor raceways.

Visitors must be able to plug in electrically powered devices at every seat in the public space.

Wire management associated with furniture in the public spaces and at the service desk needs to allow efficient work surface access to power and data, with no wiring exposed or hanging loosely from furniture. Power and data locations need to be coordinated with furniture layouts in a timely manner to ensure that interfaces with tables and other furniture are not awkwardly placed or cause tripping hazards.

The Library data network requirements are extensive. The technology program recommended will call out its needs in detail and will be a major driver of infrastructure design.

b. Computer room

The Library will rely on the ECCL campus IT infrastructure rather than maintain a dedicated computer room within the Library footprint.

5. Lighting

a. Overall

Light quality within the Library is a prime design consideration. Lighting must be uniform throughout each space without glare or excessive contrast. All public and staff occupied spaces should have optimum access to natural light. Indirect lighting in all spaces is preferred. Energy conservation requirements must be achieved while lighting levels and light quality are retained.

b. Lighting levels

Lighting levels should meet recommendations based on the *Illuminating Engineering Society Handbook*, 2000 edition or later.

Reading Areas: 30 – 40 footcandles average, measured at the desktop, augmented by task lighting where appropriate.

Book stacks: 6 – 35 footcandles, measured vertically at any height along the book stack face to achieve a 6-to-1 maximum-to-minimum ratio across the stack face. Lighting over stacks may be parallel or perpendicular to the stacks as long as the required lighting level is achieved.

Service Desk: 40 – 50 footcandles average measured at the countertop.

Group Study Room: 30 – 40 footcandles average measured at the tabletop.

Staff Workroom: 40 – 50 footcandles average, measured at the desktop, augmented by task lighting where appropriate.

Programming Space: 30 – 40 footcandles average with all lights on. Lighting should be dimmable or switchable to provide approximately 2 footcandles for note-taking during AV presentations.

c. Light fixtures and light sources

Lighting fixtures should effectively control glare, through shielded parabolic louvers in downlights, uplighting and other similar techniques. Indirect lighting throughout the building is preferred. Lighting in areas in which computer use is intense (e.g., public computers, staff workroom) should meet standards for visual display terminal lighting.

Fluorescent lighting, in warm, medium or cool color with a color-rendering index of 82, is preferred for general use. Use electronic ballasts whenever possible. Avoid incandescent lamps due to life-cycle costs. Minimize the number of different lamp types used to simplify maintenance and economize on lamp stocking. Avoid placing light fixtures in inaccessible locations that will require special scaffolding for access.

Make optimal use of daylighting principles to reduce energy costs and enhance building sustainability without undue direct sunlight falling on book stacks, display areas or seating spaces. Consider exterior shading devices or similar strategies to minimize solar heat gain and diffuse sunlight along east, south and west-facing windows.

d. Lighting controls

Library lighting, including task lights, should be controlled by a programmable timer system that staff can turn off all lights at once or turn on only selected lights. The control system needs a manual override.

6. Mechanical Systems and Plumbing

The building mechanical systems provide air distribution throughout all interior spaces. The system needs to ensure comfortable and steady air flow with temperatures and relative humidity within ranges recommended for personal comfort and health, including the following requirements:

- Ventilation units should be zoned according to the intended use, occupancy level, orientation and hours of operation of each space.
- Exhaust fans should be provided for restrooms and food preparation areas, at appropriately specified levels.
- Electrical and telecom rooms should be supplied with backup air conditioning and ventilation units, as appropriate.
- Mechanical equipment with rotating and reciprocal motors should be isolated to prevent transmission of noise or vibration. Reading and study areas, meeting rooms and other spaces considered sensitive to noise should be provided with acoustically treated ducts. Acoustically rated interior partitions that are penetrated should be sealed with acoustically rated sealant.
- Mechanical areas for air handling units should provide sufficient free space for proper air flow and maintenance and positioned to mitigate acoustical impact on adjacent spaces.
- Mechanical equipment, ductwork and connections should not be located over shelving areas.
- Provide adequate venting in areas with equipment that emits significant airborne particles, such as copy machines.

Sustainable approaches to air distribution and temperature control should be given strong consideration, including natural ventilation, window orientation and exterior overhangs at east, south and west facing windows.

Plumbing

Restrooms should be easy to find and accessible, designed for durability and resistant to vandalism. For security reasons, avoid single occupancy restrooms that serve Library visitors.

Restrooms should be designed using the following criteria:

- Each plumbing fixture should be equipped with a separate shut-off valve, located for convenient maintenance access.
- Energy efficient strategies, such as shut-off faucets, should be employed in all restrooms.
- Fixtures should be wall-mounted and cubicle partitions ceiling-mounted for easy maintenance.
- Floor and wall finishes should be hard surfaces, such as ceramic tile, coved at the point at which the floor and wall meets.
- Each restroom needs a sloping floor drain and hose bib.
- Restrooms must be ADA compliant with entrances that ensure easy entrance by people in wheelchairs.
- Vandal resistant fixtures and finishes within restrooms are essential.
- Restrooms should be separately vented and acoustically isolated from adjacent spaces.

The following specifics are required in all restrooms:

- Soap dispensers must be tamper resistant and mounted directly over the sink to avoid soap and water drips on the floor or counter.
- Paper towel dispensers or air drying units or both? Recessed or wall-mounted?
- Baby changing tables are required
- Low flush toilets are required
- Purse/parcel shelves are required in each stall

E. Technology

1. Overall

The Library needs a power and data infrastructure that can support a technology-rich array of services over time as it continues to provide the community with access to the online world through a constantly evolving configuration of digital equipment. The Library must be designed to support introduction of new technologies to the maximum extent feasible. Power and telecommunications plans should be designed for flexibility, to “future proof” the Library for the next ten to twenty years or more. Under-floor plenums, wireless access networks and other strategies should be considered throughout the building.

2. Data Network

The Library data network requirements are extensive. Wiring must be color-coded, tamper-resistant, numbered and easily accessible to staff. Network security and access control are critical.

Use concealed wire management strategies wherever electronic equipment is located (e.g., public computers, service desk, staff workroom). Allow easy access to power and data at or slightly above work surface height. Prevent exposed wiring on the floor or exposed below furniture work surfaces. The power and data interface between the building and furniture must be easy to use, difficult to damage and tucked away from traffic or exposure to tampering.

Conduit should be sized for Category 6 (100Mbps) universal twisted pair copper or better.

Provide power and data to support online interactivity for demonstrations and programming in the group study room.

3. Public Computers

The Library will offer public online access at desktop computer workstations, laptop computers and possibly digital tablets for in-library checkout. Over time, the ratio of desktop to laptop workstations may change and seating allocated to desktop workstations may be re-allocated to other functions. The public space needs to support reconfiguration of public technology to the extent feasible.

On opening day, each public computer workstation with a desktop computer needs a work surface that accommodates a flat screen monitor and keyboard as well as clear work space for note-taking and research.

The design team needs to confer with ECCL IT staff during design to obtain specifications and dimensions of equipment to accommodate on these work surfaces – for adults, teens and children. Placement and orientation of equipment must consider avoidance of screen glare and must maintain a balance between visual surveillance by staff and a measure of privacy for each user.

Consideration should be given to self-contained laptop and digital tablet kiosks that manage the checkout operation, recharge the device and clear the user's search history after each use and provide secure storage. Two California libraries - San Francisco Public Library and Santa Clarita Public Library - are now testing these units for public use.

F. Service Desk, Staff Work Space and Storage

1. Service Desk

The Library will have one service point, centrally located and visible from both entrances. Staff will move back and forth from the desk to the public areas on a continual basis, helping visitors as needed.

The space programmed at the desk includes the desk itself as well as circulation space behind and in front of the service counter, with concealed wire management for computer equipment located on the counter.

The desk must be oriented so that staff faces approaching visitors, with generous queuing space. The counter should be set at a child-friendly height between 34" and 29" above the floor. Each desk must accommodate people in wheelchairs, both public or staff. Consider the use of a consultation chair or stool on the public side of the desk.

The countertop should be durable and easily cleaned. A purse shelf and toe space at the foot of each desk should be considered for maintenance and to keep the countertop clear. Floor cushioning is critical on the staff side of the desk. Counters should be approximately 24" deep with 4' to 5' of lateral space at each staff position.

2. Staff Work Space

Staff will spend most of their time working in the public space, helping customers and managing service. The staff workroom will provide quiet space for work on tasks that require concentration. Workstations in the staff workroom need to be flexible and designed to support staff collaboration. Discreet visibility from the workroom into the public space is desirable, using methods that avoid "fishbowl" views from the public areas into the staff space.

3. Deliveries, Material Returns and Sorting

Dedicated space for receiving, sorting and processing returning Library materials and handling deliveries is needed, away from the public space. This area requires rigorous ergonomic design to support ongoing handling of books, AV media and all sorts of boxes and shipments. Sufficient circulation space is needed to accommodate constantly moving book trucks and return bins. Easy access between this space and the public area is also required as staff will move back and forth between the two areas on a continual basis.

5. Storage Needs

The Library needs dedicated, secure, well organized storage space for supplies and small equipment needed to operate the facility as well as storage for programming supplies and props. The program designates specific storage areas for several functions. The design needs to respect these needs to ensure staff productivity.

In addition, storage space is needed elsewhere on the ECCL campus for books used in classrooms ("class sets"), an estimated 2,000 volumes and for book donations received from the community. Approximately 250 square feet of space is needed for secure storage and sorting space for donations.

6. Volunteers

The Library may use community volunteers for a variety of functions. The layout, therefore, needs to anticipate the presence of volunteers in the Library and include work space for them both in the Staff Workroom and in the public areas.

G. Movable Furniture and Shelving

1. Seating and Tables

Movable furniture must be flexible and support both temporary and long-term reconfiguration of the public space. All table and lounge seating needs to accommodate laptop computer plug-in, at the tabletop or at floor level. Mobile furniture is needed in several areas for flexibility, although chairs with casters should be avoided in the Teen space. Electrical outlets in these areas should be located thoughtfully and plentifully to support laptop computer use while avoiding dangerous tripping hazards.

2. Shelving

The “marketplace” approach to collection display should be the standard throughout the Library, including both wide-footprint display shelving for books and media as well as general shelving for the balance of the collection. Adult and teen shelving should be a maximum of 78” high and children’s shelving a maximum of 66” high, assuming 36” wide adjustable metal shelving. Stack aisle widths should be 42” to 48” wide. Slatwall displays on end panels are needed throughout. All shelving must meet State of California seismic bracing requirements. *Appendix D* lists specific shelving requirements for each part of the collection.

Distribute seating among the shelving areas to the extent feasible, to provide convenient seating for customers as they browse or consult the various parts of the collection.

H. Signage and Wayfinding

1. Exterior

A large-scale, exterior sign with the Library name and an OPEN/CLOSED sign are needed, both visible from San Pablo Avenue. Additional exterior signage is required, visible at both the school and community entrances, with the following information. This signage must be easily revised by onsite staff. Consideration should be given to a secure, enclosed announcement window that Library staff can use to post open hour changes as well as OPEN/CLOSED signs that are rotated each time the Library opens or closes.

- Library service hours – both for school access and community access
- Library Internet address

2. Interior

Consistent, easily understood signage and wayfinding is needed throughout the public space. Signage must use clear, logical visual and textual hierarchies that allow visitors to find their way through the building.

Interior signs in languages other than English may be needed.

Major signs that identify service points and primary spaces need to be oriented toward the most used approach to each space and designed in coordination with the building space planning, interior finishes and reflected ceiling plan.

Emeryville Center for Community Life
Library
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In keeping with space flexibility, signage must be specified for easy relocation and re-installation. Secondary signage, such as stack end signs, must be designed and specified for easy, economical revision by Library staff.

	SPACE	SQUARE FEET
1.1	Community Entrance/Lobby	34
1.2	New Book + Media Browsing	208
1.3	Self Checkout + Reserves Pickup	80
1.4	Service Desk	203
1.5	Community Public Access Computers	72
1.6	Adult Circulating Books	336
1.7	Magazines + Newspapers	136
1.8	Community Seating /Quiet Reading	210
1.9	Small Group Study Room	88
1.10	Teen Collection + Seating	246
2.1	K-8 Student Entrance	49
2.2	Children's Book + Media Browsing	142
2.3	Children's Circulating Books / Elementary + Middle School Collection	876
2.4	Children's Public Access Computers	112
2.5	Picture Books + Easy Readers	238
2.6	Family Space/Children's Storytelling	292
2.7	Storytelling Storage	58
2.8	Teacher Prep Space	25
2.9	High School Student Entrance	24
3.1	Staff Workroom	172
3.2	Sorting / Returns / Deliveries	108
3.3	Supply Room	32
3.4	Staff/Delivery Entrance	IN GSF
	Library Net Assignable Square Feet:	3,740
	Library Gross Square Feet @ 85% Efficiency:	4,400
ADDITIONAL LIBRARY SPACES		
C.40	Café / Lounge	1,000
X	Public Restrooms	IN GSF
C.41	Welcome Center / Integrated Interactive Space	400
X	Community Plaza (exterior adult seating)	TBD
B.6	Community Services Multipurpose Space	3,900
B.6	Meeting Room Storage / AV Equipment	108
H.13a	Computer / Tech Lab	1,200
C.44	Teen Center	200
C.43	Senior Lounge	400
C.42	Game Room	800
	Total Additional Square Feet:	8,008
ADDITIONAL LIBRARY SPACES - LOCATION TO BE IDENTIFIED		
X	Used Book Sale	TBD
X	Book Donations Sorting Space	TBD
X	Class Set Book Collection	TBD

1.1 Community Entrance/Lobby

Square Feet: 34 sq ft

Target Audience: All visitors

Occupancy: 2 - 6

Functional Description:

The community entrance should be perceived as the Library's "front door". Visitors need to be able to see the entrance clearly as they enter the ECCL campus, through signage and architectural cues, even if physical access is through intervening space, such as the Café. The entrance should be well lighted and welcoming, with easy opening doors that people of all ages and physical abilities can use.

Two additional entrances will be located separately for the exclusive use of Anna Yates School and Emery Secondary School students, faculty and staff to enter the Library. All three entrances will be equipped with theft detection equipment. At times that the Library is open only for school use, Library staff may relocate mobile book display units into the Café, adjacent to the community entrance, for off-hours browsing. Provision for check out of this material must be made during closed hours, preferably by locating a self checkout unit outside the entrance. A roll-down grill may be considered, as well, to allow controlled access to the self checkout equipment.

When the Library is closed, customers will return materials they have checked out at a pair of return drop slots located on the building exterior, accessible, 24/7, that empties directly into the Sorting Area (Space 3.2). In addition, a third return slot is needed inside the Library, ideally also emptying directly into the Sorting Area.

A large screen monitor with high visibility is needed in this space, controlled by Library staff, to allow posting of announcements and publicity about Library and ECCL events and resources.

A community information display unit is needed here also to complement the digital display, designed to hold free publications, bus schedules, catalogs and other community information handouts in a neat and efficient manner. Closed, secure storage of additional copies is essential.

Spatial Relationships:

Direct Adjacency:

C.40 Café / Lounge

Proximity:

1.2 New Book + Media Browsing

C.41 Welcome Center / Integrated Interactive Space

X Public Restrooms

X Community Plaza (exterior adult seating)

Sightline:

1.3 Self Checkout + Reserves Pickup

1.4 Service Desk

1.1 Community Entrance/Lobby

Acoustics: Conversations generated by incoming and outgoing visitors or Café customers need to be buffered so that noise does not migrate into Library spaces. Avoid floor surfaces that generate loud footfalls and harsh acoustical reverberation.

Lighting: Consider downlighting at the community information display.

Power/Technology: Coordinate with the selected vendor to ensure appropriate power and data requirements for the theft detection equipment are met.

Components:

	Quantity	Item	SF/Item	Total SF Needed
community information display unit, wall-mounted, with brochure + newspaper rack, bulletin board, storage below, 4'L x 4'H x 1.5'D	1	unit	10	10
large screen LCD display monitor, for announcements, wall mounted	1	screen	0	0
collection theft security portals	1	pair	24	24
total				34

1.2 New Book + Media Browsing

Square Feet: 208 sq. ft.

Target Audience: Adults, Teens, Families

Occupancy: 6 - 16

Functional Description:

This will be one of the busiest, most visited features of the Library. New and popular books will be displayed here on browsing display shelves. In addition, the Library's AV media for adults and teens will be available in this space. Many visitors will head to this area to browse, take what they find to the self checkout machine and exit. Wide aisles with generous browsing room are crucial.

The book display units need to be mobile with lockable casters, of medium height and easy for staff to move. During school library hours, when the community cannot enter the Library, these units may be located in the Café outside the community entrance, for browsing, with provision for self checkout. The AV media shelving will not be mobile, however, since it requires a higher level of security.

Spatial Relationships:

Direct Adjacency:

1.3 Self Checkout + Reserves Pickup

Proximity:

1.1 Community Entrance/Lobby

Sightline: None

Acoustics: N/A

Lighting: Lighting over shelves should meet recommended lighting levels in Section IV.D.5.

Power/Technology: N/A

Components:

	Quantity	Item	SF/Item	Total SF Needed
shelving, retail display, 2' x 4' x 66", for new and popular books + media, slatwall display @ either end	3	units	36	108
shelving, 78", for paperbacks	1	sections	10	10
shelving, 78" for DVDs	7	sections	10	70
shelving, 78" for audiobooks on CD	2	sections	10	20
total				208

1.3 Self Checkout + Reserves Pickup

Square Feet: 80 sq. ft.

Target Audience: All visitors (an additional self checkout machine will be located at the school entrance)

Occupancy: 2 – 8 (to accommodate family groups)

Functional Description:

Most customers will check out their materials independently using the self checkout machines in this area. Each unit will check out books and AV items and deactivate an imbedded theft security sensitizer so the customers can carry their materials out the door. Placement and spacing of this equipment is similar to bank ATM equipment. The area should be organized so that customers can line up to wait their turn at busy times. Ample circulation space is also needed to allow family groups to gather around a machine as each person checks out his or her items. Each machine needs a clear horizontal surface approximately 18” x 18” on each side to provide users with a work surface while they check out their items.

While adjacency to the community entrance is not required, nor even preferred, customers should be able to see this equipment as they enter the Library and orient themselves to basic services. Many people will visit the Library expressly to browse the new books and AV, check out their materials and exit the building. This area must be designed to accommodate ‘quick in/quick out’ activity.

Shelving for books and AV media on hold will be located adjacent to the self checkout units. This shelving must include comfortable circulation space at each shelf to accommodate several people browsing at once for titles they have on reserve. Adjacency to New Book + Media is important as well as sightlines both from the Community Entrance and the Service Desk.

Spatial Relationships:

Direct Adjacency:

- 1.2 New Book + Media Browsing

Sightline:

- 1.1 Community Entrance/Lobby
- 1.4 Service Desk

Acoustics: N/A

Lighting: Lighting over shelving should match lighting levels over Library stacks.

Power/Technology: Coordinate self checkout equipment power and data requirements with the vendor during design. Connections need to be easily accessible to Library staff and equipment maintenance personnel.

Components:

	Quantity	Item	SF/Item	Total SF Needed
self-checkout machines	2	machines	25	50
shelving 78", for reserves	3	sections	10	30
total				80

1.4 Service Desk

Square Feet: 203 sq. ft.

Target Audience: All visitors who need assistance using Library resources

Occupancy: 1 – 2 staff; 1 – 4 public

Functional Description:

While the Library will be organized to encourage customers' independent use of the Library, it is important that visitors can find staff when needed, either as they enter the building or later during their visit. The service desk location and design, therefore, must make it visible, accessible and welcoming to all users.

The desk design will reflect the Library's dual role as a public and a school library, with two staffing positions. While the positions should be designed to support both school and public library functions, one position must be oriented toward the student/school space and the other toward the community public space. The desk counter should be at desk height (approximately 29") to accommodate children and ADA access.

The overall strategy for designing the facility has yet to be resolved. Should the division of services be handled through two sets of service hours (one for school access and another for public access), the desk location simply must be central and visible from all entrances. On the other hand, if a physical separation of student/school spaces from community space is required, the desk needs to straddle the two zones so that a single desk can serve both populations.

In either case, the desk needs to be designed and oriented so that customers, both students and the general public, perceive it as a place they can approach staff for help.

The Library staff will be mobile, moving through the public space to assist customers as needed. The desk must be compact and yet have sufficient space to allow staff to easily move from the desk to the public area and back. At the same time, visitors must perceive and respect the area behind the desk as 'staff-only' space.

Each staff position will include a computer, telephone handset and slotted storage for forms and handouts. A printer will be shared between the two positions, located behind or under the desk counter. Staff will not check-in and process returned materials here, but in the enclosed Sorting/Returns space.

Lighting over the desk counter needs to be strong and consistent, without glare or direct daylight, to support comfortable reading and viewing of print and computer screens. Ergonomic and accessibility design principles are critical to the desk design. The counter must accommodate customers and staff in wheelchairs. Ample clear counter space is essential at each position.

Staff will check out mobile devices - laptop computers and/or tablets - for in-library from this service point. Space for secure device storage/recharging is needed behind the desk.

1.4 Service Desk

Spatial Relationships:

Direct Adjacency:

Student/School Space

Public Space

Proximity:

- 1.5 Community Public Access Computers
- 2.4 Children's Public Access Computers
- 3.1 Staff Workroom

Sightline:

- 1.1 Community Entrance/Lobby
- 1.3 Self Checkout + Reserves Pickup
- 1.9 Small Group Study Room
- 1.10 Teen Collection + Seating
- 2.1 K-8 Student Entrance
- 2.2 Children's Book + Media Browsing
Children's Circulating Books / Elementary +
- 2.3 Middle School Collection
- 2.5 Picture Books + Easy Readers
- 2.9 High School Student Entrance

Acoustics: Activity here will often be brisk and sometimes noisy. Use building finishes that minimize noise spillage into the rest of the Library.

Lighting: Provide 40 – 50 foot-candles average, measured horizontally at the counter top, carefully coordinated with computer screen locations, to minimize glare. Consider supplemental lighting over the counter, as needed, to allow sufficient lighting levels.

Power/Technology: Provide standard power/data outlets at each position, conveniently mounted under the counter, with effective wire management that prevents the appearance of loose cables or wiring on the counter or behind the desk. Provide dedicated power outlets for laptop/tablet recharging.

Components:

	Quantity	Item	SF/Item	Total SF Needed
staff counter positions with computers	2	positions	40	80
cash register behind desk	1	machine	6	6
laptop storage/recharging station, 20-laptop capacity (or in workroom) + keyboard storage	1	storage unit	16	16
book truck parking	1	truck	8	8
shelving, wall-mounted, 78" h, for secure reserves	2	sections	9	18
shelving, 66" for ready reference books	1	section	10	10
computer, reservation station	1	workstation	16	16
shelving, 66", for adult reference books	1	sections	10	10
shelving, 66", for children's reference books	1	section	10	10
copy machine, standard	1	machine	25	25
debit card dispenser, change machine	1	each	4	4
total				203

1.5 Community Public Access Computers

Square Feet: 72 sq. ft.

Target Audience: Adults and Teens

Occupancy: 2 – 4 (when two people use a computer together)

Functional Description:

The Library will provide both desktop and laptop computers for public use. These workstations will provide hard-wired desktop computer access to customers who for whatever reason do not use one of the Library's laptops, available for checkout at the Service Desk.

Generous clear work surfaces are needed at each workstation as well as sufficient lateral space to allow two individuals to sit side by side facing the monitor. One or both workstations should offer print enlargement and other accessibility features. The design team needs to consult with the Library IT staff during design to obtain specific dimensions and specifications for all computer equipment in use in the building, to ensure that power/data distribution will accommodate the equipment.

Locate the computers within easy access of the Service Desk to enable staff to monitor use and remain aware of customers who need help.

Spatial Relationships:

Direct Adjacency: None

Proximity:

1.4 Service Desk

Sightline: None

Acoustics: Building finishes here need to mitigate machine and keyboard noise generated by the computers.

Lighting: Ensure that lighting (daylighting and artificial) in this area does not create screen glare or interfere with screen visibility.

Power/Technology: Provide a separate data jack for each workstation, preferably integrated into the computer tables.

Other Issues: Computer equipment can generate heat build-up when grouped. Ensure that the space is zoned to accommodate this condition.

Components:

	Quantity	Item	SF/Item	Total SF Needed
computer workstations, sit-down	2	workstations	30	60
networked printer/print release station	1	printer	12	12
total				72

1.6 Adult Circulating Books

Square Feet: 336 sq. ft.

Target Audience: Adults and Teens

Occupancy: 4 - 8

Functional Description:

The adult book physical collection, fiction and nonfiction, will be shelved in New Books and Media Browsing (Space1.2) and here, on 78" high adjustable metal shelving with slatwall end panels for spot displays of titles. Nonfiction, biographies, mysteries, science fiction, general fiction, large print books and other genres should be clearly identified by signage mounted on end panels. Emery Secondary School students will make use of this material as well adults from the community. An online catalog lookup station will be mounted on a stack-end for customer convenience.

Spatial Relationships:

Direct Adjacency:

1.8 Community Seating /Quiet Reading

Proximity: None

Sightline: None

Acoustics: This area is intended for quiet browsing and reading. Locate book stacks to buffer seating from more active areas.

Lighting: Lighting over stacks needs to meet the recommendations in Section IV.D.5.

Power/Technology: Seating here needs access to electrical power for laptop and other digital device plug-in, integrated into the furniture or similarly located to ensure safety. Wireless network access is needed throughout the public space.

Power and data must be integrated into the shelving to support the stack-end online catalog.

Components:

	Quantity	Item	SF/Item	Total SF Needed
shelving, 78" for genre fiction	4	sections	10	40
shelving, 78" for fiction	4	sections	10	40
shelving, 78" for large print books	1	sections	10	10
shelving, 78" for adult nonfiction, biographies	13	sections	10	130
shelving, 78" for oversize books	1	section	10	10
shelving, 78", for International languages books	2	sections	10	20
shelving, 78", for language learning books	1	section	10	10
shelving, 78", for ESL & Language learning materials	1	section	10	10
online catalog workstation @ stack end	1	workstation	6	6
seating, lounge chairs	2	seats	30	60
total				336

1.7 Magazines + Newspapers

Square Feet: 136 sq. ft.

Target Audience: All visitors; Adults considered primary audience

Occupancy: 2 - 4

Functional Description:

Current and recent issues of approximately 60 magazines and newspapers will be kept here for customer browsing. A pair of reader tables will be available here although browsers will often take this material to other seating areas for quiet reading.

The area should be separate from high traffic or active areas. Views to the exterior are highly desirable.

Spatial Relationships:

Direct Adjacency:

1.7 Magazines + Newspapers

Proximity: None

Sightline: None

Acoustics: This area is intended for quiet reading. Locate book stacks in nearby areas to buffer seating from more active areas.

Lighting: Consider downlighting over the magazine display

Power/Technology: Each seat needs access to electrical power for laptop and other digital device plug-in, integrated into the furniture or similarly located to ensure safety. Wireless network access is needed throughout the public space.

Components:

	Quantity	Item	SF/Item	Total SF Needed
seating @ 2-place tables	4	seats	25	100
slatwall display for current magazine display, 50-title capacity	1	unit	30	30
acrylic wall-mounted waterfall display for current newspapers, 8-title capacity	1	unit	6	6
total				136

1.8 Community Seating/Quiet Reading

Square Feet: 210 sq. ft.

Target Audience: Adults and/or teens

Occupancy: 4 - 8

Functional Description:

This area is intended to provide a baseline number of seats within the Library public space, primarily for adults who need a quiet place for individual reading and study. Additional reading and study seating will be located in the adjacent Café, the Welcome Center and on the Community Plaza.

Proximity to the book collection and magazines/newspapers display is highly desirable.

Spatial Relationships:

Direct Adjacency:

- 1.6 Adult Circulating Books
- 1.7 Magazines + Newspapers

Proximity: None

Sightline: None

Acoustics: Building finishes should mitigate noise travelling from other parts of the public space

Lighting: Task lighting may be necessary at each seat to ensure lighting levels conducive to long-term, concentrated work.

Power/Technology: Wireless access is needed here for laptop computer users.

Components:

	Quantity	Item	SF/Item	Total SF Needed
seating @ 2-place tables	6	seats	25	150
seating @ lounge chairs	2	seats	30	60
total				210

1.9 Small Group Study Room

Square Feet: 88 sq. ft.

Target Audience: All customers

Occupancy: 2 - 4

Functional Description:

This room will provide acoustically enclosed space in which small groups – students, business people, committees, book discussion groups, tutoring pairs, homeschoolers and others – may work collaboratively without disturbing other visitors.

The room will be outfitted with one conference table and 4 chairs and will offer wireless network access. A wall-mounted whiteboard or Smartboard™ should be considered, if budget allows.

Visibility into the room is essential. At a minimum, one wall separating the room from the main public space needs to be glass enclosed from a height of 36” to the ceiling. The room should be located along the main path of travel in the public space and within sight of the Service Desk.

Spatial Relationships:

Direct Adjacency: None

Proximity: None

Sightline:

1.4 Service Desk

Acoustics: Building and furniture finishes should absorb sound and enhance the room’s acoustical qualities. The room should be designed to allow minimal noise spillage into adjacent spaces.

Power/Technology: The room needs wireless access as well as access to electrical power for laptop and other digital devices.

Components:

	Quantity	Item	SF/Item	Total SF Needed
table, conference	1	table	0	0
seating @ 4-place conference table	4	seats	22	88
total				88

1.10 Teen Collection + Seating

Square Feet: 246 sq. ft.

Target Audience: Teens and Preteens

Occupancy: 4 - 10

Functional Description:

A Teen Center and Game Room will be the primary recreational services for youth on the ECCL campus. These spaces, administered by the City of Emeryville, will house most of the Library's physical YA collection. In addition, teens will have access to a Computer/Tech Lab that will provide access to equipment for both academic and recreational needs.

A teen-focused space is needed in the Library, as well, to make sure that teens know they are welcome and recognize a space that is "their own".

Seating here should avoid casters for mobility. This space should be visible from the Service Desk, open to the surrounding area rather than an enclosed room.

Spatial Relationships:

Direct Adjacency: None

Proximity:

2.9 High School Student entrance

Sightline:

1.4 Service Desk

Acoustics:

A somewhat higher level of ambient noise will be experienced here. Acoustical treatment of the interior is therefore essential, to contain noise spillage.

Power/Technology:

Each seat needs access to electrical power for laptop and other digital device plug-in, integrated into the furniture or similarly located to ensure safety. Wireless network access is needed throughout the public space.

Power and data must be integrated into the shelving to support the stack-end online catalog.

Components:

	Quantity	Item	SF/Item	Total SF Needed
shelving, 2' x 4' x 66", retail display, for new and popular teen books	2	units	36	72
shelving, 78" for teen audiobooks	1	section	10	10
acrylic wall-mounted waterfall display for magazines, 12-title capacity	1	unit	6	6
online catalog workstation @ stack end	1	workstation	6	6
seating @ 4-person round tables	4	seats	22	88
laptop/study counter seating	4	seats	16	64
wall-mounted display boards	2	boards	0	0
total				246

2.1 K-8 Student Entrance

Square Feet: 49 sq. ft.

Target Audience: Students, faculty and staff of Anna Yates School

Occupancy: 1 - 30

Functional Description:

Students, faculty and staff of the schools on the ECCL campus will have exclusive access to the Library during certain time periods over the course of the week. During school hours, K-8 students will enter the Library through a door adjacent to the K-8 school recess area. High school students will enter through a separate door, also adjacent to the academic area of the campus. The K-8 entrance needs to provide immediate access to the Library from the school campus, accommodating as many as thirty students at a time, since teachers will bring classes on Library visits on a daily basis.

This entrance will have a pair of theft security portals to prevent loss of Library materials. It will also have a self checkout machine for student use. The self checkout equipment needs to be positioned away from the door with sufficient circulation space to allow classes to queue up prior to leaving the Library. A doorbell with an intercom is needed here to enable teachers to summon Library personnel when the door is locked.

Spatial Relationships:

Direct Adjacency:

Building Exterior
Student/School Space

Proximity: None

Sightline:

1.4 Service Desk

Acoustics: Avoid floor surfaces that generate loud footfalls and harsh acoustical reverberation.

Power/Technology: Coordinate with the selected vendor to ensure appropriate power and data requirements for the theft detection equipment are met.

Components:

	Quantity	Item	SF/Item	Total SF Needed
collection theft security portals	1	pair	24	24
self-checkout machine	1	machine	25	25
total				49

2.2 Children's Book + Media Browsing

Square Feet: 142 sq. ft.

Target Audience: Children, students and families

Occupancy: 4 - 10

Functional Description:

This area will be a magnet for students as well as preschool children, their families and caregivers. The furnishings and ambience should relate to the New Book + Media Browsing space while presenting a unique, child-centric look and feel. Visitors will browse display units that offer hardback and paperback books, as well as AV media, with slatwall display end panels.

Wide aisles between shelving units and generous circulation space are needed to accommodate family groups, strollers and informal conversations when friends and neighbors meet. This space should be visible from the Service Desk and adjacent to the main children's collection shelving.

Spatial Relationships:

Direct Adjacency:

2.3 Children's Circulating Books / Elementary +
 Middle School Collection

Proximity: None

Sightline:

1.4 Service Desk

Acoustics: The area needs to contain noise spillage as much as possible through sound absorbing building finishes.

Components:

	Quantity	Item	SF/Item	Total SF Needed
shelving, 2' x 4' x 66", retail display for children's new books	1	unit	36	36
shelving, 66", for paperbacks	6	sections	10	60
acrylic wall-mounted waterfall display for magazines, 12-title capacity	1	unit	6	6
shelving, 66" for J DVDs	2	sections	10	20
shelving, 66" for J audio books on CD	1	sections	10	10
shelving, 66" for J media kits	1	sections	10	10
total				142

2.3 Children's Circulating Books / Elementary + Middle School Collection

Square Feet: 876 sq. ft.

Target Audience: Children and students in grades K - 8

Occupancy: 6 - 36

Functional Description:

This area will be the centerpiece of the school/student space within the Library. It will house children's fiction, nonfiction and world languages book collections. The shelving must be spaciouly arranged, both visually and physically browsable, on mid-height shelving with slatwall end panels for display. Adjacency to the Children's Browsing area is important to allow children and their families to move easily between the display shelving and the main shelving.

The space will also provide table seats for individual study as well as to accommodate K-8 class visits. This will be the primary location on the ECCL campus for elementary school-age students to work on individual school assignments and read.

An online catalog will be located on a compact shelf at the end of a prominent stack range for convenient catalog lookups.

Spatial Relationships:

Direct Adjacency:

2.2 Children's Book + Media Browsing

Proximity: None

Sightline:

1.4 Service Desk

Acoustics: Locate book stacks to buffer the seating here from other Library spaces to minimize noise spillage during class visits.

Power/Technology: Each seat needs access to electrical power for laptop plug-in, integrated into the furniture or similarly located to ensure safety. Wireless network access is needed throughout the public space.

Power and data must be integrated into the shelving to support the stack-end online catalog.

Components:

	Quantity	Item	SF/Item	Total SF Needed
shelving, 66" for J fiction	7	sections	10	70
shelving, 66" for J nonfiction/biography	16	sections	10	160
shelving, 66" for J holiday books	1	section	10	10
shelving, 66" for J International languages F/NF/picture books	3	sections	10	30
online catalog workstation @ stack end	1	wkstn	6	6
seating @ 6-place tables	30	seats	20	600
total				876

2.4 Children's Public Access Computers

Square Feet: 112 sq. ft.

Target Audience: Children, students, their parents and caregivers

Occupancy: 4 - 8

Functional Description:

Four desktop computer workstations for children will be located here, networked to a printer located in Space 1.5. The area needs to be easily monitored from the Service Desk. Work surfaces at each computer should be generous to allow the use of notebooks and other study materials while online. Two people should be able to sit side by side at each workstation to allow two children or a parent and child to work together.

Students will also have access to computers in the ECCL Computer/Tech Lab.

Spatial Relationships:

Direct Adjacency: None

Proximity:

1.4 Service Desk

Sightline: None

Acoustics: Building finishes here need to mitigate machine and keyboard noise generated by the computers.

Lighting: Ensure that lighting (daylighting and artificial) in this area does not create screen glare or interfere with screen visibility.

Power/Technology: Provide a separate data jack for each workstation, preferably integrated into the computer tables.

Components:

	Quantity	Item	SF/Item	Total SF Needed
computer workstations, sit-down, with 2 low seats @ each	4	workstations	28	112
total				112

2.5 Picture Books + Easy Readers

Square Feet: 238 sq. ft.

Target Audience: Children (primarily ages 0 – 5) and families

Occupancy: 6 – 20 (before and after children’s programming)

Functional Description:

Books for the Library’s youngest customers will be located here, on low and mid-height shelving (45” and 66” high). The area needs to be adjacent to the Family Space/Children’s Storytelling area, since many families with young children will use both of these areas. Comfortable seating, at toddler tables, windows seats and floor seating, is needed to encourage parents and children to read together. Puppets used in storytelling programs will be displayed above and around the picture book shelving.

Good sightlines from the Service Desk to this space are especially important. The areas should be organized to “contain” its users, removed from the Community Entrance, for the safety of the children who visit here.

This space needs to be close to the Student/School space but within the main public area, to ensure that families with preschool children have access to this collection independent of school hours.

Spatial Relationships:

Direct Adjacency:

2.6 Family Space/Children’s Storytelling

Proximity: None

Sightline:

1.4 Service Desk

Acoustics: The area needs to contain noise as much as possible through the use of sound absorbing finishes.

Components:

	Quantity	Item	SF/Item	Total SF Needed
shelving, 45” for picture books	8	sections	10	80
shelving, 66” for easy readers	3	sections	10	30
seating @ 4-person mobile toddler tables, round	4	seats	22	88
window seats	2	seat	20	40
total				238

2.6 Family Space/Children's Storytelling

Square Feet: 292 sq. ft.

Target Audience: Children, students and their families and caregivers

Occupancy: Kindergarten classes with 20 – 25 students
 15 – 20 preschool children and their parents or caregivers

Functional Description:

This multifunctional space will serve as a comfortable reading and play area for families with toddlers and preschoolers as well as provide an acoustically protected area in which storytelling programs will take place. Furniture within the space should be mobile, to the extent possible, to allow staff to move seating and shelving aside for programming. The space needs sliding or pocket doors that can be pulled out to enclose the space during events and can be pushed aside to provide an open access space for individual families at other times. A mobile puppet theater will be housed here for storytelling programs. Puppets will be displayed on specially designed wall-mounted units in this space.

Two early literacy computer workstations and a collection of puzzles and toys will be located here, set up for use by children.

Lay out the space so that parents and caregivers can check on their children without interfering with audience concentration.

Spatial Relationships:

Direct Adjacency:

2.5 Picture Books + Easy Readers

2.7 Storytelling Storage

Proximity: None

Sightline: None

Acoustics: The area needs to contain noise as much as possible through the use of sound absorbing finishes.

Lighting: Consider downlighting and dimmer switches to enhance the performance capacity of the space.

Power/Technology: Dedicated power and data outlets are needed for the computers

Components:

	Quantity	Item	SF/Item	Total SF Needed
shelving, 66" for parenting collection - mobile	1	section	10	10
lounge seating, mobile, for parents + children	2	chairs	35	70
seating @ 4-person mobile toddler tables, round	4	seats	22	88
early literacy computers, child-height, 2 seats each	2	workstations	28	56
cabinet for puzzle and toy storage	1	cabinet	6	6
clear space for storytelling programs	1	space	50	50
puppet theatre, mobile	1	unit	12	12
total				292

2.7 Storytelling Storage

Square Feet: 58 sq. ft.

Target Audience: Library staff

Occupancy: 1

Functional Description:

This lockable space will provide secure storage for the programming collection, programming supplies and props. Both standard metal and deep industrial shelving are needed.

Staff should be able to store the mobile puppet theatre in Space 2.6 in this area. Puppet storage should be incorporated as displays above and around shelving in Space 2.5, the Picture Books area and in Space 2.6.

Easy access from the Family Space/Children's Storytelling space is required.

Spatial Relationships:

Direct Adjacency:

2.6 Family Space/Children's Storytelling

Proximity: None

Sightline: None

Components:

	Quantity	Item	SF/Item	Total SF Needed
shelving, industrial, 80" for puppets, programming props	4	sections	12	48
shelving, 84" for programming book collection	1	section	10	10
total				58

2.8 Teacher Prep Space

Square Feet: 25 sq. ft.

Target Audience: ECCL Schools Faculty

Occupancy: 1

Functional Description:

A small desk or work table dedicated to teachers' use is needed in a quiet corner of the children's space to provide faculty from the K-8 or the high school with space in which to prepare lesson plans and research topics for their classes. Ideally, the desk will be shielded from general public view although not in a separate room, for teachers' privacy and ability to concentrate. A desktop computer is not needed as teachers will use a laptop computer, either their own or a Library-provided unit.

Spatial Relationships:

Direct Adjacency: None

Proximity: None

Sightline: None

Acoustics: This space should be shielded from active, noisy areas of the Library

Lighting: Task lighting may be necessary to ensure lighting levels conducive to long-term, concentrated work.

Power/Technology: Wireless access is needed here for laptop computer use.

Components:

	Quantity	Item	SF/Item	Total SF Needed
table, 1-person, and task chair	1	table	25	25
total				25

2.9 High School Student Entrance

Square Feet: 24 sq. ft.

Target Audience: Students, faculty and staff of Emery Secondary School

Occupancy: 1 - 10

Functional Description:

Students, faculty and staff of the schools on the ECCL campus will have exclusive access to the Library during certain time periods over the course of the week. During school hours, K-8 students will enter the Library through a door adjacent to the K-8 school recess area. High school students will enter through a separate door, also adjacent to the academic area of the campus.

The high school entrance must be separated from the K-8 student entrance and should be close to the Library teen space.

This entrance will have a pair of theft security portals to prevent loss of Library materials. A doorbell with an intercom is needed here to enable teachers to summon Library personnel when the door is locked.

Spatial Relationships:

Direct Adjacency:

Building Exterior
Teen Collection + Seating

Proximity: None

Sightline:

1.4 Service Desk

Acoustics: Avoid floor surfaces that generate loud footfalls and harsh acoustical reverberation.

Power/Technology: Coordinate with the selected vendor to ensure appropriate power and data requirements for the theft detection equipment are met.

Components:

	Quantity	Item	SF/Item	Total SF Needed
collection theft security portals	1	pair	24	24
total				24

3.1 Staff Workroom

Square Feet: 172 sq. ft.

Target Audience: Library staff

Occupancy: 1 – 2 staff; 1 – 2 volunteers

Functional Description:

Library staff will spend most of their time in the public space, helping customers use the Library, conducting programs and managing services, collections and equipment. This work area will be an enclosed area in which staff can perform tasks and activities they cannot effectively complete in the public space, such as processing new materials, checking in print magazines or mending damaged materials.

The desks and workspace furniture specified here need to encourage collaboration and communication. Mobile, reconfigurable work group furniture is needed rather than office landscaping cubicles. Excellent task lighting as well as adequate ambient lighting levels are critical in this space. The workstations here will be assigned to staff with ongoing duties that require a desk. There will also be a work table for common use and a work counter with a sink and storage above and below. Library volunteers will also work on assigned projects in this space, primarily at the work table.

Spatial Relationships:

Direct Adjacency:

- 3.2 Sorting / Returns / Deliveries
- 3.3 Supply Room

Proximity:

- 1.4 Service Desk

Sightline: General visibility into public spaces is desirable

Acoustics: Conversations and noise generated in this space should not spill into the public space.

Lighting: Each work surface needs appropriate lighting levels, achieved through a combination of ambient and task lighting.

Power/Technology: Data and voice drops are required at each workstation.

Components:

	Quantity	Item	SF/Item	Total SF Needed
workstations, 6' x 6' + circ space	2	workstations	42	84
work table , 5' x 2.5'	1	table	20	20
shelving, 84", for closed reserves, mending, work-in-progress, new materials	3	sections	10	30
bulletin board, white board, wall-mounted	2	boards	0	0
networked printer, @ shared workstation	1	printer	incl above	0
lockers, half-height, 2 per stack (for 4 people)	2	stacks	4	8
Work counter with sink, storage cabinets above + below	1	Counter	30	30
total				172

3.2 Sorting / Returns / Deliveries

Square Feet: 108 sq. ft.

Target Audience: Library staff

Occupancy: 1 - 2

Functional Description:

Staff will process returning books and AV media here rather than at the Service Desk or in the public area. Return drops at the exterior of the building and inside the Library will allow customers to return materials to this room. Staff will empty and sort materials from their bins, check them in and then take loaded book carts to the appropriate collection area for re-shelving. Empty return bins will be on hand, to replace bins as they fill.

Adjacency to the Service Desk is not required. The returns area should be designed to prevent the noise of materials dropped through the slots from intruding into either public or staff spaces. The space needs to accommodate 4 book carts clustered in an open "parking area" while sorting takes place. The check-in workstation should be equipped with a simple 3' x 2' adjustable-height work table since several staff will share the workstation each day. Staff will move carts in and out of the space throughout the day.

Walls and corners should be reinforced or equipped with surface-mounted guards at book cart height for protection from the constant impact of trucks and bins. There should be no door between this space and adjoining spaces to make book truck movement easy.

This space should be directly adjacent to the Staff/Delivery entrance and will be used repeatedly each day. Library deliveries will arrive daily to drop off and pick up shipments of requested materials, new books and AV media, supplies and other items sent to/from other Library locations. In addition, U.S. Postal Service, FedEx and other couriers will deliver and pick up at this location.

Adequate receiving and sorting space with an ergonomically appropriate counter is essential. A dedicated mail sorting counter with multiple cubby holes located above counter height will be located here, as well.

Staff should be able to move directly between this space and the Staff Workroom without entering the public space.

Spatial Relationships:

Direct Adjacency:

- Building Exterior
- 3.1 Staff Workroom
- 3.4 Staff/Delivery Entrance

Proximity: None

Sightline: None

3.2 Sorting / Returns / Deliveries

Acoustics: The area must be acoustically buffered to keep noise from intruding into the surrounding public spaces. In addition, the space itself must be acoustically treated to ensure working conditions within the room are sustainable.

Power/Technology: Provide power and data connections for the computer workstation within the space.

Components:

	Quantity	Item	SF/Item	Total SF Needed
book return bins for exterior drops	2	bins	5	10
book return bin for interior drop	1	bins	5	5
staff workstation for returns + check-ins, 3' x 4'	1	workstation	12	12
book truck parking	4	trucks	8	32
shelving, 84" for damaged items and temporary storage	1	section	8	8
spare return bin	1	bin	5	5
mail + delivery sorting counter, 5' x 3'	1	counter	25	25
delivery box stacking space (2 stacks @ 4 boxes each)	2	stacks	4	8
trash container, large	1	unit	3	3
total				108

3.3 Supply Room

Square Feet: 32 sq. ft.

Target Audience: Library staff

Occupancy: 0 - 1

Functional Description:

This storage area will permit convenient storage of office and mending supplies, equipment, forms and handouts, computer and copy machine supplies and other items needed for Library operations. Both shelving and clear floor space is needed.

The children’s storytelling area and custodial supplies need separate, dedicated storage spaces elsewhere in the building.

Spatial Relationships:

Direct Adjacency:

3.1 Staff Workroom

Proximity: None

Sightline: None

Acoustics: N/A

Lighting: Consider motion sensors to control lighting in this space.

Power/Technology: None

Components:

	Quantity	Item	SF/Item	Total SF Needed
shelving, 84", for Library supplies	4	sections	8	32
total				32

3.4 Staff/Delivery Entrance

Square Feet: IN GSF

Target Audience: Library staff, delivery drivers, service/repair vendors

Occupancy: 1 - 2

Functional Description:

A separate, secure entrance is highly desirable to provide expedited Library access for ECCL staff, delivery personnel and service/repair personnel, directly adjacent to the Sorting and Deliveries area.

Ideally, the entrance will be at the perimeter of the building, at grade to ensure that deliveries and outgoing shipments can be loaded and unloaded with minimal effort. If this can be achieved, a canopy is needed over the doorway to protect shipments during inclement weather. The canopy must be high enough to accommodate delivery vehicles without exposing shipments to the elements.

The entrance should be well lighted and equipped with a doorbell and intercom to allow someone outside the facility to alert staff of their presence.

Spatial Relationships:

Direct Adjacency:

3.2 Sorting / Returns / Deliveries

Proximity: None

Sightline: None

Acoustics: N/A

Lighting: Adequate lighting is needed at the entrance to ensure safety.

Power/Technology: Doorbell delivery alert equipment is recommended.

APPENDIX A

Emeryville Center for Community Life Library Community Survey

The City and School District conducted a community survey in October 2011 as part of an information gathering process regarding community library needs and service priorities. Printed survey forms were distributed at key community locations. Also, an online version of the survey was made available on the City and School District websites. There were 152 responses received, approximately one-half from in-person respondents and one-half from online respondents.

- 82 print responses were received
- 70 responses were received online

Percentages given in the summary that follows are based on the total of survey responses (152) rather than total responses to individual questions.

1. How often do you get information from the following sources?

Sources of Information	Once/Week	Once/Month	Several Times/Year	Rarely/Never
Public library	18%	27%	26%	22%
School Library	16%	18%	14%	32%
Book store, video store or music store	14%	38%	32%	13%
Buy/rent books, music or videos online	28%	33%	21%	12%
Newspapers or magazines	65%	16%	8%	7%
Internet	91%	1%	2%	0%
TV or radio	83%	1%	3%	4%
Other	0%	0%	0%	0%

Other Information Sources	
FM-radio	1
Podcasts	1
Social media apps e.g. twitter	1
Online news and newsletters	1
Grocery store	1
Nonfiction books/material	1

2. If you are a Library user, which library do you use the most?

Primary Library	# Responses	Percentage
Golden Gate	55	36%
Emery Secondary School Library	30	20%
Anna Yates	11	7%
Other	1	1%

Other		
Berkeley Public Library	BPL	22
Oakland Main/Oakland Public Library	OPL	11
Piedmont Avenue Branch	OPL	5
Temescal	OPL	5
Asian Branch	OPL	4
Rockridge	OPL	4
Albany		4
Lakeshore Branch	OPL	3
UC Berkeley		3
West Oakland Branch	OPL	2
San Francisco Main/SFPL	SFPL	2
Barnes and Noble		2
Kensington		2
Richmond		2
Berkeley South Branch	BPL	1
Berkeley West Branch	BPL	1
Dimond Branch	OPL	1
Elmwood Branch	OPL	1
Fruitvale Branch	OPL	1
SFPL Oceanview Br	SFPL	1
Alameda Free Library		1
CCA Library		1
Corte Madera		1
El Cerrito		1
Hayward Library		1
Hercules		1
Manor Library, San Leandro		1
Merritt College Library		1
My Community		1
Sebastopol		1

3. Do you use more than one library?

	# Responses	Percentage
Yes	93	61%
No	49	32%

4. If so, which library do you use in addition to the library you use the most?

Other Primary Libraries	# Responses	Percentage
Berkeley Central	33	22%
Oakland Main	33	22%

Other libraries used		
Berkeley Public Library	BPL	12
UC Berkeley		11
Rockridge Branch	OPL	9
Golden Gate Branch	OPL	4
Lakeshore Branch	OPL	4
Temescal Branch	OPL	4
San Francisco Main/SFPL	SFPL	4
Piedmont Avenue Branch	OPL	3
Asian Branch	OPL	2
Richmond		2
Stanford		2
Fruitvale Branch	OPL	1
Martin Luther King Library	OPL	1
West Oakland Branch	OPL	1
Alameda County		1
Albany		1
Anna Yates School		1
Barnes and Noble		1
book stores		1
Castro Valley		1
Contra Costa Library		1
CSU East Bay		1
El Cerrito		1
Hayward		1
Mill Valley		1
Napa County		1
Novato		1
Overdrive-enabled libraries for ebooks		1
San Leandro		1
San Mateo Library		1
Santa Rosa		1
SFSU		1
Solano County		1
UC Berkeley - DOE		1
UCSF Mission Bay		1
Walnut Creek		1

5. If you use more than one library, why do you use the additional libraries you listed?

	# Responses	Percentage
More resources there	54	36%
Convenient to my home/work/school	35	23%
Better parking	34	22%
Better open hours	22	14%
Other	19	13%

Other reasons for using additional libraries:
I walk Lake Merritt daily, then go to Main Branch (in Oakland)
because sometimes my school doesn't have certain books I need
I am there on weekends
Go to grandma's
future information
access
larger, staff more available to help (and more willing), better staffed, better lighting

6. When would you most likely use the new library? Please rank the time periods below from #1 to #4 in order of preference.

Priority	9A-12noon		12noon - 3 P		3 - 6P		6 - 9P	
1	29	19%	28	18%	59	39%	40	26%
2	15	10%	25	16%	31	20%	27	18%
3	34	22%	46	30%	29	19%	13	9%
4	37	24%	18	12%	7	5%	36	24%

Please rank the days of the week below from #1 to #7 in order of preference.

Priority	Mon		Tues		Wed		Thurs		Fri		Sat		Sun	
1	39	26%	22	14%	17	11%	13	9%	15	10%	44	29%	20	13%
2	12	8%	30	20%	11	7%	8	5%	7	5%	17	11%	29	19%
3	19	13%	11	7%	28	18%	13	9%	21	14%	9	6%	4	3%
4	11	7%	22	14%	21	14%	48	32%	21	14%	8	5%	13	9%
5	12	8%	14	9%	25	16%	10	7%	35	23%	2	1%	3	2%
6	10	7%	16	11%	10	7%	18	12%	4	3%	33	22%	5	3%
7	17	11%	10	7%	8	5%	14	9%	21	14%	10	7%	45	30%

7. Which library services do you use now?

Services used	# Responses	Percentage
Check out books	121	80%
Check out movies (DVDs or videos)	65	43%
Read books/magazines at the library	53	35%
Use my own laptop	50	33%
Use the Library Wi-Fi connection	47	31%
Use the Library computers	45	30%
Request books from other libraries	45	30%
Work with others on a group project	39	26%
Buy used books	36	24%
Study for school assignments	37	24%
Do personal research for my business or investments	30	20%
Use the Library website	30	20%
Attend events for children at the library	29	19%
Check out audio books	28	18%
Check out music on CD	27	18%
Attend events for adults at the library	22	14%
Download ebooks from the Library website	19	13%

Search for jobs or update my resume	12	8%
Attend events for teens at the library	11	7%
Attend computer classes	8	5%
Other (services not specified)	7	5%

8. What features or services at the new Emeryville library would be most important to you and/or your family? Please mark up to six that would be your highest priorities.

Important Features	# Responses	Percentage	Overall Ranking
New books to check out	93	61%	
Quiet places to sit, read or study	85	56%	
Wireless access for more hours	52	34%	
New movies to check out	51	34%	
Café/refreshments for sale	49	32%	
Public meeting room	49	32%	
Programs/events for children	40	26%	
Homework help/tutoring	37	24%	
Programs/events for adults	33	22%	
Volunteer opportunities	33	22%	
Request materials from other libraries	32	21%	
Group study space	29	19%	
New music to check out	29	19%	
Space for teens	29	19%	
Space for children and families	29	19%	
Digital media devices to check out (e.g., laptops, ereaders)	27	18%	
Books and media in languages other than English	27	18%	
Programs/events for teens	28	18%	
Used books, videos, and music for sale	27	18%	
Place to meet/socialize with friends	25	16%	
Computer classes	21	14%	
New audio books to check out	21	14%	
Video games to check out	18	12%	
Literacy tutoring	17	11%	
Audio/video production studio	17	11%	
Other (most not specified)	8	5%	
"Other" comments: classes in film making			

9. What is your primary language?

Language	
English	128
Spanish	2
Arabic and English	1
Chinese	1
English/Spanish	1
Hindi	1
Malagasy	1
Mandarin	1
Punjabi	1
Russian	1

Swedish	1
Thai and English	1

10. If your primary language is other than English, would books and media in that language be an important priority for you at the new library?

	# Responses	Percentage
Yes	15	10%
No	10	7%

Comments
Buy books and tapes in other languages too
We speak Russian and German and use libraries heavily for books in those languages
I would love books in French
We have a large East Indian community and need to outreach to them to ascertain their needs
Chinese and Spanish language books for our children

11. If you use libraries rarely or not at all, what keeps you from using them?

Non-user reasons	# Responses	Percentage
I don't have time	33	22%
Open hours are not convenient	28	18%
I buy my printed books and media	22	14%
I download my music	22	14%
Location is inconvenient	18	12%
I download my videos	17	11%
Library doesn't have what I need	13	9%
I buy my own ebooks	7	5%
Parking is difficult	6	4%
Outstanding library fines	1	1%

Other non-user reasons
I go to Barnes and Noble
Poor marketing of existing programs
Read online and buy used books
For Berkeley, parking is expensive
I would like walking distance alternative here in Emeryville where I can get away from the noise at home and just read or browse the Internet
On my own laptop or tablet.

12. What is your home ZIP code?

Zip codes		
94608	82	Emeryville
94609	6	Oakland
94610	6	Oakland
94601	4	Oakland
94607	4	Oakland
94530	3	El Cerrito
94602	3	Oakland
94605	3	Oakland
94536	2	Fremont
94547	2	Hercules
94591	2	Vallejo
94606	2	Oakland
94703	2	Berkeley
94709	2	Berkeley
94102	1	San Francisco
94116	1	San Francisco
94118	1	San Francisco
94122	1	San Francisco
94131	1	San Francisco
94521	1	Concord
94546	1	Castro Valley
94577	1	San Leandro
94578	1	San Leandro
94580	1	San Lorenzo
94618	1	Oakland
94619	1	Oakland
94621	1	Oakland
94702	1	Berkeley
94705	1	Berkeley
94706	1	Albany
94803	1	El Sobrante
94804	1	Richmond
94806	1	San Pablo
95472	1	Sebastopol

13. What is your age category? (the person completing the survey)

Age	# Responses	Percentage
14 years or younger	4	3%
15-18 years	32	21%
19-34 years	20	13%
35-54 years	50	33%
55-64 years	18	12%
65+ years	20	13%

14. If you are completing a survey for your entire family, do you have children living at home?

	# Responses	Percentage
Yes	52	34%
No	64	42%

If you do have children living at home, what are their ages?

Age	# Responses	Percentage (of total responses)
0-5	21	14%
6-11	27	18%
12-17	17	11%
18+	5	3%

15. What is your primary mode of transportation?

Mode of Transportation	# Responses	Percentage
Personal vehicle (car, truck, motorcycle)	99	65%
Walk	34	22%
Personal wheels (bicycle, skateboard, etc.)	19	13%
Public transit	20	13%
Get a car ride with family member or friend	16	11%

Other
BART
Emery-Go-Round
Go shuttle

16. Do you have any other comments about planning the new Library?

Other comments
I hope that people find this a convenience to them
My ideal library has good food, interesting books with many variety and good music
Personal suggestions for new books
Nice computers
Have video game rentals
There should be an open bulletin for free posting
Young adult books
Golden Gate is a gem!
Golden Gate is adequate; we don't need our "own" library
I'm so happy Emeryville will have its own library! Can't wait!
Reading newspapers/magazines and Internet access is at home, not at the library.
I also take advantage of Oakland's lending system so I'm borrowing books from other branches, too.

APPENDIX B
Library at the Emeryville Center for Community Life
Focus Group: ESS PTO, Emery Secondary School Library
10/25/11

Hayin Kim, EUSD, introduced and explained the joint-use project as well as the community design process which is nearing the end of the conceptual design phase. She then explained purpose of the focus group and introduced the consultants Pauline Mingram, KG Ouye and Peg McGowan, recorder.

Attendees: 15-16 (approximately)

KG Ouye - further intro of consultants (experience at/with other libraries; KP = close to 100 projects, etc. She then explained photos and spaces displayed on the boards.

It was noted that Emeryville contracts with OPL for library services and that the “rent is raised regularly.”

Concern: Will the Golden Gate Branch close?

Tell me about yourselves and about the community.

1. You’re all parents – what are your children’s ages?

0-4	1
5-9	0
10-13	0
14-18	10
Older	6

2. Is everyone an Emeryville resident?

Emeryville	4
Oakland	3
Berkeley	0
San Leandro	1
Antioch	1

3. How long have you lived in the area?

0-5 years	6
5-10 years	2
Over 10 years	7

4. How many of you consider yourselves library users?

Approximately 5 raised their hands.

5. Which library/libraries do you use?

Berkeley
Oakland PL, Main
Contra Costa College
Golden Gate Branch, Oakland PL 3
San Leandro
San Francisco Main

6. For those of you who are library users, which services do you use?

- Books
- DVDs
- Learn how to navigate on computer at the library so don't have to use the library as much
- Helps adult daughter with research
- Adult computers 4

7. When do you use the library?

Whenever it's open
Prefer evening hours
Most use the library on weekends

8. Do you use electronic services?

Computers 4

9. What do you appreciate the most or like about the library you use?

- Lots of material available
- Research materials at San Francisco Public Library
- Classes at San Francisco Public Library

10. What would you change about your library?

- Building – more light
- More comfortable seating – lounge type
- Quiet space/areas; zones; study rooms
- Referred to a library that's open all night (possibly university or college libraries)
- Noise in library to blunt sound – like a fountain; KG: architects can blunt sound - fabric ceiling
- Aquarium in library
- More hours: more evening hours, more Saturday and Sunday hours

11. Ideally, how could the library best serve you and your family?

- Homework support
- Study groups;
- Reader's guidance area - children's needs

12. What thoughts or concerns, if any, do you have about the proposed joint-use library that serves both schools and the public?

- How will it work?
- Don't feel comfortable with strangers coming into library
- Safety and security is general concern
- Comment from parent: educate children to go out and be safe
- Comment from parent: school is considered safe, but how do you handle "don't talk to strangers" out in public

Hayin – architects will take this into consideration when designing space

KG – security cameras everywhere; people are aware they're being observed; monitors are very visible

KG: Recommended visiting places in the Bay Area where joint-use is working

**Library at the Emeryville Center for Community Life
Focus Group: Anna Yates Elementary School Teachers
10/19/11**

Hayin Kim, EUSD, introduced consultants Kathy Page, Pauline Mingram and Peg McGowan, recorder, and then summarized the purpose of the meeting. The session was conducted in the faculty lounge during teachers' lunch break. A total of eight teachers participated over the course of four lunch periods. Teachers reported teaching students in most grade levels offered at the school.

1. Participants described their students' academic profile and home lives.
 - One-third of the students are high-level readers, one-third read at their grade level and one-third read below grade level (second graders).
 - Approximately one-half do not have a computer available at home or the home computer/printer/online connection is not reliable (fourth graders).
 - Ethnically and culturally diverse – students speak a variety of languages: Yoruba, Russian, Vietnamese, Hebrew, Punjabi, Arabic, Farsi, Amharic (Somalia?), Spanish, Chinese, Tigrigna
 - Parents often are limited English speakers, have trouble helping their kids with their homework because they cannot read or understand the instructions.
2. Do you use the public library with your students? If so, how/when?
 - Field trips to the public library not mentioned – Golden Gate Branch is closest and it is far for kids to walk from Anna Yates Elementary.
 - Participants are aware of the programming for children at Golden Gate, however, and would like to have their students avail themselves of this service.
 - One teacher mentioned wanting to do class visits at which the public librarian would make an introduction to services and then the teacher would follow up.
 - One teacher mentioned meeting his students over the summer at Golden Gate to encourage them to keep up their reading so they would not lose skills over the summer.
 - Major focus of public library use by students: to check out books and do research projects.
3. What services or features should the new Library provide that will be most important and beneficial to your students?
 - Huge selection of books
 - Sets of books that teachers can check out to take to their classes
 - Puzzles
 - Comfortable chairs – bean bag chairs – places to sit and read
 - Computers for kids to use
 - Books and other resources to allow follow-up on subjects and themes introduced in class (e.g., books on kindness)

- Instruction on how to use the Library and its resources, how to do research, help kids build knowledge base – taught by librarian
- Free homework help (not fee-based) – high school students, older kids as volunteers
- Space organized so that individuals can use the facility even when a class is visiting (elementary school library now too small for this mixed use)
- Services and resources in languages other than English – for kids and their parents – books etc. in the native languages of the students
- Special computers for hearing and sight impaired and other kids with special needs (e.g., autistic children).
- Physical security for students – concern about public and students sharing space at the same time – school time access hours should be different from public access hours
- Learning workshops for parents – parenting skills training
- Storytime programs in the evening
- Resources for teachers on the cultures of the families represented at the school
- Programs where kids act out the story (programming)
- DVDs for kids and families: Leap Frog, science, nature, history, math – both for the classroom and for home use
- iPads for student checkout
- Spaces should be safe for K-5 kids, should contain them as they tend to wander off, and keep adults from wandering in
- A movie club – emphasis on discovery and exploration
- Play area outdoors should be proximate to the library space, to enable kids to use both when not in class
- Picture books for all ages (children and their parents)
- A science reading corner – need more science books!
- Audio/book kids for reading and listening together (family literacy help)

4. How prevalent is computer access among your students? Do most have sufficient access to do their homework assignments on a computer?

- There are computers in each classroom – available during class
- New campus will have computer labs for students
- About 1/3 of students seem to be familiar with computers, play computer-based games
- Need computer teaching classes for kids and parents
- Would be useful to offer job search training online for adults
- Suggest providing Nook ebooks instead of iPads – more interactive and richer in building reading skills than Apple products

5. Is study space, after school or on weekends, an issue for your students?

- Kids need tutoring help and tutoring space, homework help
- Think about providing tiered study space – some kids like to crawl or climb up into their own space (nooks and cubbyholes)
- Late safe pickup needed
- Need space for activities as well as quiet room space
- Provide a mindfulness room

6. Are there ways that the public library could collaborate with the school district to improve kids' reading and learning skills?
 - Intergenerational programming (though Emeryville Senior Center not planned to move into new Center)
 - Primary readers/helpers with Preschool

**Library at the Emeryville Center for Community Life
Focus Group: Citizens Oversight Committee
10/19/11**

Hayin Kim, EUSD, introduced consultants KG Ouye, Pauline Mingram and Peg McGowan. KY Ouye introduced the project; Pauline Mingram facilitated the meeting; Peg McGowan was the recorder.

Attendees: 7

1. How many of you are parents?

Two parents

2. What are your children's ages?

Ages of children ranged from between 10 and 13 years to older than 18.

3. How long have you lived in the area?

0-5 years	1
5-10 years	1
Over 10 years	5 (estimated)

4. How many of you consider yourselves "library users"?

Five consider themselves library users.

5. Which library/libraries do you use?

Golden Gate Branch, Oakland PL
Rockridge Branch, Oakland PL
Oakland Main Library
San Francisco Main Library
Laney Library
Mechanics Institute Library
Berkeley Public Library

6. For those of you who are library users, how do you use the library?

Checkout books: fiction; financial
Movies, financials
Books in various categories
Online process hard to use
History room
Online subscriptions available if you have a card at all libraries
Children's books

Tool lending library

WiFi

Hours are limited at the Golden Gate Branch

Below are concerns expressed by one participant:

- Why would we need a library if we have a school library down the street and the Golden Gate and Temescal Branches of the Oakland PL
- Emery kids are not college ready
- Kids not likely to use new library anyway

7. When do you use the library?

In the morning 1

In the afternoon and evenings 2

Weekend mornings 2

“Computers have changed my life. Why do we need a new library?”

KG: Some services require payment

KG: Kids need to learn how to do research and current research

KG: Librarians can teach kids (and adults) how to use print and electronic resources

KG: Kids need to learn how to evaluate resources

Almost all financial resources charge

Points raised by participants:

- Joint use: how does it work with children/adults/business?
- Contractual services: limited hours may need to pay more for more hours
- School libraries close at 3:00
- Concern about staffing
- Emeryville is now paying a substantial fee to Oakland for library services
- Need to obtain info as to how much Emeryville residents use library services
- Think about using library in a different way. Chicago – place for teens; recording studio, video games, etc. Need to think outside the box.
- Largest comic book collection – what if we had that?
- Or lending art? – so many artists in Emeryville
- Toy lending library?
- Need wide vision
- Language lab – resources to learn foreign language; Rosetta Stone can be borrowed from the library
- Get people interested enough to come to the library
- Story time needed
- Electronic books downloaded would be used – free at library
- e-Books don't do color

8. What do you appreciate the most or like about the library you use?

What do you consider its strengths?

- Librarians are helpful at the Golden Gate Branch
- Reserve book system works well

Comments:

- Berkeley PL has more books available than Oakland PL
- Berkeley PL uses a van for checking out/in books – at a park, etc.

9. Comments/concerns:

- Pauline: you can never have enough computers in a library
- Librarians can recommend which online sites are best to use
- How to separate adults and children in a joint-use facility?
- Security is a concern with combined use
- KG explained how some joint-use libraries work – different models
- Would expect library to be open to everyone during the day
- Video cameras
- Monitor
- Where are we going to get the money to maintain the library?
- Concern about collection and access to it
- “If I donate books for kids, I don’t want anyone else taking them out.”
- Multi-level library for different users? KG: can be a big cost factor
- Cut back staff; use self-checkout
- People will want to volunteer in a new facility
- Maybe drop off books at work – Novartis, etc.

**Emeryville Center for Community Life Library
Focus Group: Emery Secondary School Staff
10/20/11**

Kathy Page introduced the project and consultants (Pauline Mingram, K.G. Ouye, Peg McGowan, recorder) and explained the purpose of focus group. She also explained the display of pictures of spaces in other libraries. Kathy showed the group images of recently opened library spaces to introduce the range of possibilities available in the new Library.

Attendees: 5

School librarian
School nurse
Nurse volunteer
Special Education/ ESL teacher
Science teacher (for part of the session)

1. Describe the students in your classes.

- Approximately one-third are but more than half are not
- Most students have computers at home
- Encouraged to use computers at the Golden Gate Branch
- There are 21 students identified specifically as ELL (English language learners), who speak Spanish and Vietnamese as well as various Indian and Arabic languages

2. How can the library help your students?

- Computer and Internet access for low vocabulary/high interest readers
- Access to international language materials in library would be helpful as well as audio books
- A good collection of audio books would be amazing
- Current info for science – need access to cutting-edge material including current science journals
- Health education materials would be great

3. What services or features would most help Emeryville youth? How about programming?

- There is an after-school book club at the secondary school, though not certain about popularity
- Language labs in a separate place; i.e., closed off areas for 15-20 - maybe a nook or corner – elementary level
- Serve entire classes – teachers tend to send whole classes at once
- School library is a classroom also; librarian works with teachers; school librarian teaches skills – including how to do a bibliography

- Look at university libraries with special spaces – we could use these, too
4. What degree of separation is appropriate between elementary and high school students?
- Berkeley Public Library layout was cited as a good model by school librarian – different zones on different floors
5. What services should be part of the library program versus located within the school?

Hayin noted that some services provided may be distributed rather than all located within the physical space of the library.

- Depends on design of classrooms
- Ability to access library resources electronically from classroom
- School librarian likes the idea of having the children's library on a separate level from the secondary school library
- ESS text book inventory is stored in each classroom – not managed by school library staff
- ESS is now conducting a pilot project to distribute iPads to students for math homework
- School librarian would like to offer eBooks through the library
- ESS library has cancelled most magazine subscriptions due to cost and processing labor required
- ESS library no longer maintains online reference resources, such as EBSCO full text or Facts on File, due to budget cuts; this year has started an online subscription to World Book online. This is the only online reference database currently available.

Emeryville Center for Community Life Library
Focus Group: Students at Emery Secondary School
10/19/11

Hayin Kim, EUSD, introduced consultants Kathy Page, Pauline Mingram, KG Ouye and Peg McGowan, recorder, and then summarized the purpose of the meeting. Kathy showed the group images of recently opened library spaces to introduce the group to the range of possibilities available in the new Library.

Attendees: approximately 17 students

1. What grades are you in?

Grades 7 to 9 were represented; most participated were 7th graders.
One parent attended

2. Do you use a library now?

Most reported that they are library users

3. Which library do you use?

- Golden Gate Branch, Oakland PL 10
- Temescal Branch, Oakland PL 2
- Oakland Main 1
- Several noted they have used the Anna Yates school library in the past (some participants did not respond)

4. If you do visit the library, how do you use it?

- Check out books 10
- Printing (from Internet?) 2
- Do homework 6
- Use computers 8
- Almost all have home computers
- Almost all do homework at home
- Some would do homework at the library, if available
- Computers are used for homework and downloading music

5. What do you like about the Library you currently use?

- It has a lot of different books
- Quiet - not crowded
- Computer games
- Reptile books
- Fun books

6. What would you change about the library?

- Bigger space
- More interesting books for older kids
- Checkout more books at one time – school library has very limited checkout policy
- Better access to computers
- Would like computer skills classes at the new library – how to save files, learn different parts of the computer
- There is presently a computer lab at school where touch typing is taught; computer lab is only used for the whole class, not open for individual use

7. Do you attend programs at the library?

- Some attend story time
- Some participate in crafts and activities
- Several would like to volunteer
- Would attend movie programs, if available
- Eight presently belong to the Library Club at Anna Yates Elementary

8. Does anyone read for fun? If so, what do you read?

- Six report they read for their own enjoyment
- Series books
- Animal books
- Reptile books
- Fantasy and adventure
- Books that are fun
- Books that are interesting
- Twilight series
- YA books
- Books with lots of drama
- Mystery and suspense
- Magazines: *People*, tabloids, *Time*, *New York Times*, *Dog Fancy*

9. Does anyone check out DVDs, CDs, audio books?

- Would like to check out movies
- Would like to listen to audio books
- Would like to download music from the Internet; some do this now at the library; some download from home (for purchase)

10. What would you like to see in the new Emeryville library?

Hayin explained that part of the new school will include a recreation center, an elementary school, a high school and a public library.

- A place for free food or inexpensive food – costing no more than \$0.75
- A space separate from little kids – we need our own space

- Homework space
- Computers
- Comfortable seating: bean bags, couches, pillows
- Little kids' furniture in the little kids area
- Rocking chairs for adults
- Little kids should have their own space with plastic furniture

11. What would you like your space to be like?

- Comfortable seating
- Family space
- Table seating
- Study space that's quiet
- Not necessary to have sofas
- Make it attractive so kids will want to go there – an attractive, up-to-date color scheme
- Librarians should ask kids about what kinds of books to have in the library
- WiFi would be helpful at the new library
- Would love to be able to checkout laptops and/or iPads
- Some expressed concern about Internet filtering – school computers are very limited because of this
- Would like escalators or elevators
- Kids should be downstairs; adults upstairs

Ouye Mingram Consulting LLC
1360 Ada Street
Berkeley, CA 94702

Emeryville Center for Community Life Library
Focus Group: Grades K and 1, Emeryville Recreation Center
10/20/11

The meeting took place with 30-40 K thru 1st graders in a discussion of library experiences, preferences, computer and reading habits. KG Ouye and Pauline Mingram facilitated the meeting. ½ of the group were African American, ¼ White, ¼ Other (Asian, Latino). The discussion was abruptly concluded when a 3.8 earthquake hit and the children went into “duck and cover” mode at 2:40 pm.

PICTURES

The children looked at pictures on recently built libraries and commented on their preferences.

- neon sign “KIDS”
- Soft chairs, small seats, sitting on the floor
- Book displays
- Table with wheels
- Crawling through doors to storytime area

DESIGN FEATURES

- Climbing structures
- Boat to sit in and read (Barnes and Noble)
-

LIBRARY USE

- Most use the Anna Yates school library
- 12 use the Golden Gate Library in Oakland
- A few use the Oakland Main Library
- Most use the library to check out books
- Most have a library card
- Go to the library with family
- Use the computers

HOME

- ½ have a computer at home
- Games, video, club games, write, homework

BOOKS AND MATERIALS

- Sponge Bob
- Pony
- Chapter
- Comics
- How things work, what is inside
- Dora, Olivia , Princess Tiana
- Current movies, DVDs
- Fairy tales

Emeryville Center for Community Life Library
Focus Group: Grades 2 and 3, Emeryville Recreation Center
10/20/11

Hayin Kim, EUSD, introduced consultants Kathy Page, facilitator, and Peg McGowan, recorder, and explained the new library project. Kathy showed the group images of recently opened library spaces to introduce the group to the range of possibilities available in the new Library.

Attendees:

Students: 12

After School staff: 2

NOTE: The session was stopped after approximately 20 – 25 minutes due to an earthquake.

The group of 2^d and 3rd graders was quite knowledgeable about libraries and knew where the local public library and their school library were located.

1. Everyone in the group said they use the library now.

2. What do you like about the library? What sorts of books do you like to read?
 - All like to read books

 - Chapter books
 - Diary of a Wimpy Kid
 - Video games
 - Fantasy books
 - King Arthur books
 - Books about fairies and mermaids
 - Books about the world
 - Kids channel on TV network (?)
 - History books
 - Comic books
 - Chapter books
 - Books about volcanoes
 - *Star Wars* books

3. What libraries do you visit?
 - School Library 5
 - Golden Gate Branch, Oakland PL 3
 - West Oakland Branch, Oakland PL 2
 - Richmond Public Library 3

- “Library in the mall” 2
(the local Barnes & Noble store, which recently closed)
- Home library 3

4. Tell me about the library that you use. What do you like best about it?

- Books!
- Bean bag chairs
- Children’s section and books
- History books
- Like it because I go every day
- Computers
- Chapter books
- Picking out own books

5. Who has a computer that you can use at home? If you do, what do you do with it?

- Ten have their own computers at home.
- Look up books
- Games
- Movies
- Buy books
- Video games 5
- iPads 4

6. If you could change one thing about the library you use, what would it be?

- More mermaid and fairy princess books
- Bigger – more space and more books
- More video games
- Wii games
- Computers to type on
- Computer class
- More chapter books
- More computers
- More older kids’ books
- More interesting books for me
- Lots of computers
- Self checkout
- Computers will be free
- CDs would be good
- Comfortable chairs
- Café
- Good seating is important
- Bean bag chairs
- Tables and chairs

7. Tell me about your family – do you have brothers and sisters? Do you go to the library with them?

- Approximately 60% have brothers and sisters. All have cousins.
- Would like space to contain younger sister in library
- Needs to be able to see older sister
- Different spaces to read
- Different kinds of books

8. If you could give one piece of advice, what would it be?

Several stated that they would like a café with reasonably priced snacks available.

**Emeryville Center for Community Life Library
Focus Group: Grades 4, 5 and 6, Emeryville Recreation Center
10/20/11**

Hayin Kim, EUSD, introduced the project and the consultants Kathy Page, Pauline Mingram, KG Ouye and Peg McGowan, recorder. Kathy showed the group images of recently opened library spaces to introduce the group to the range of possibilities available in the new Library.

Attendees: 13

Everyone in the group said that they use a library.

1. How many of you like to read for fun? What sorts of books do you like to read?

- Most like to read for fun.
- Humorous books
- History books
- All books
- Funny books
- Mysteries
- Scary books
- Comic books 3
- Fiction
- My Sister is a Vampire series
- Baby books
- Realistic books
- Nonfiction 7
- Fairy tales

2. What libraries do you use?

- Golden Gate Branch, Oakland PL 8
- West Oakland Branch, Oakland PL 2
- Library in the mall (Barnes & Noble) 2
- “Any library I come across” 1

All use the Anna Yates school library

3. Tell me about your favorite library. What do you like best about it?

- A lot of books
- Puppet shows
- Computers
- Bean bag chairs 2

- Special section for games
 - Books for sale at the (Scholastic) Book Fair
 - Harvest festival event (costumes, games, haunted house) 3
 - Comic books 3
 - Room that says “no teenagers allowed”
 - Favorite books available
 - Computers
 - Storytime
 - Library Club: three belong and some help with Harvest Festival (Anna Yates School)
4. What would you change to make your favorite library better?
(Several comments refer to the library images shown at the beginning of the session)
- Better bean bags chairs
 - Better comic books
 - Add more computers
 - Kids room where we could play and more computers
 - No teenagers in kids room
 - More Michael Jackson books and more games
 - A space with cubbyholes to you can crawl into (like the storytelling space at Thousand Oaks PL)
 - More space
 - A “kids zone” 2
 - More color and light – our library is dull
 - Computer lab
 - Kids zone with a “glow in the dark” section
 - Little places to crawl in and read
 - Café with free food
 - Bunk beds in kids area
 - Spray paint the walls
 - Tunnels – up, down, sideways! – cozy places for kids to read, with a slide from upstairs to downstairs
 - Kids area should be glass enclosed with books behind the glass
 - Homework section with tables
 - Children’s space upstairs; books downstairs
 - Ice cream stand
 - Game section
 - So big you can hear an echo - need larger building
 - Music! So you can samba while you read, listen to samba music
 - Patio café
5. How many of you have computers at home?
- All have computers at home.
 - Most have own computers.
 - 50% have laptops
 - 50% have iPads or use of one

- Four have Wi-Fi at home
- Would like to be able to borrow iPads from the library

6. If you have your own computer, why would you want to go to the library?

Some may not have a computer at home
The online catalog tells you where to find the books

7. What do your parents do while they are at library with you?

- They would know where you are because you would have a tracking device
- They should have their own area
- They stay in adult section while I'm in kids section
- Have a quiet zone for adults
- Kids and adults should go to their own sections
- Have a music section for listening
- I tell my mom where I want to go while I am in the library
- Sign in to say where you're going and if you move so you don't get lost

APPENDIX C
Emeryville Library Collection Growth Plan



	Adult	Teens	Children	Total
Total Book & Media Collection				28,400
Electronic Titles - 20% of Adult Books; 75% teen bks; 20% children's books				8,400
Physical Collection				20,000
AV Media - 20% of Physical Collection				4,000
Books - 80% of Physical Collection				16,000
Physical Book Collection	5,600	1,600	8,800	16,000
	35%	10%	55%	
Physical Media Collection	3,000	80	920	4,000
	75%	2%	23%	
Total	8,600	1,680	9,720	20,000
	43%	8%	49%	
Physical Books	Adult	Teens	Children	Total
Ready Reference	25			25
Reference Books	50		50	100
New Books/Browsing	500	400	200	1,100
Genre Fiction: Mysteries/Science Fiction	750			750
Fiction/J Series + Chapter Books	750	0	1,500	2,250
Nonfiction/Biographies	2,400	0	3,200	5,600
Oversize Books	75			75
International Languages F/NF	400		500	900
Language Learning	80			80
Large Print	200			200
Picture Books			1,500	1,500
Easy Readers			600	600
Holiday Books			250	250
Paperbacks / Graphic Novels	250	0	1,000	1,250
Parenting Collection	120			120
Books housed in Teen Center		1,200		1,200
Total Books:	5,600	1,600	8,800	16,000
	0	0	0	
Physical Media				
DVDs	2,500		620	3,120
Audiobooks on CD (F/NF)	450	80	200	730
AV Media Kits (book + CD)			100	100
ESL/Language Learning	50			50
Total Media	3,000	80	920	4,000
	0	0	0	
Total Physical Collection:	8,600	1,680	9,720	20,000
NOTE: approximately 75% of YA physical collection housed in the Teen Center				
NOTE: approximately 1200 books used by classes are housed elsewhere + not counted in the library collection				

APPENDIX D
Emeryville Library Collections and Shelving Needs

	Standard steel shelving footprint is 3' x 1' and is allocated 10.3 SF/single-sided section									
	Merchandising display shelving footprint is 2' d x 4' w and is allocated 36 SF/double-sided section									
	Magazine/newspaper shelves slanted display, with hinged shelf, back issues below									
		Items in 2030	% on Shelf	Items Shlvd	Shelf Type	Items/LF or shelf	LF Needed	Sections Needed	Sections Needed	SF Needed
Adult Books										
Reference Collection										
1.4	Ready Reference	25	100%	25	66"/5 sh	7	4	0.2	1	10
1.4	Reference Books	50	100%	50	66"/5 sh	7	7	0.5	1	10
	Reference Collection	75		75			11	1	2	20
Circulating Books										
1.2	New Books/Browsing	500	60%	300	66"/5 sh, retail display, 2' d x 4' w	8	38	2.5	3	108
1.2	Paperbacks	250	66%	165	78"/6 sh	8	21	1.1	1	10
1.6	Genre Fiction: Mysteries/Science Fiction	750	70%	525	78"/6 sh	8	66	3.6	4	40
1.6	Fiction	750	70%	525	78"/6 sh	8	66	3.6	4	40
1.6	Large Print	200	75%	150	78"/5 sh	8	19	1.3	1	10
1.6	Nonfiction/Biographies	2,400	75%	1,800	78"/6 sh	8	225	12.5	13	130
1.6	Oversize Books	75	75%	56	78"/5 sh	8	7	0.5	1	10
1.6	International Languages Books	400	75%	300	78"/6 sh	10	30	1.7	2	20
1.6	Language Learning Books	80	75%	60	78"/6 sh	8	8	0.4	1	10
2.6	Parenting Collection	120	75%	90	66"/5sh	8	11	0.8	1	10
	Total Adult Circulating Books	5,525		3,971			489	28	31	310
	Total Adult Books	5,600		4,046			500	28.7	33	330
Teen Books										
1.10	New Books	400	60%	240	66"/5 sh, retail display, 2' d x 4' w	8	30	2.0	2	72
	Total Teen Books	400		240			30	2	2	72

APPENDIX D
Emeryville Library Collections and Shelving Needs

		Items in 2030	% on Shelf	Items Shlvd	Shelf T Type	Items/LF or shelf	LF Needed	Sections Needed	Sections Needed	SF Needed
Children's Books:										
1.4	Children's Reference	50	100%	50	66"/4 sh	7	7	0.6	1	10
2.2	New Books	200	60%	120	66"/5 sh, retail display, 2' d x 4' w	8	15	1.0	1	36
2.2	Paperbacks	1,000	70%	700	66"/5 sh	8	88	5.8	6	60
2.3	Children's Fiction	1,500	70%	1,050	66"/5 sh	10	105	7.0	7	70
2.3	Nonfiction/Biography	3,200	75%	2,400	66"/5 sh	10	240	16.0	16	160
2.3	Holiday Books	250	80%	200	66"/5 sh	10	20	1.3	1	10
2.3	Children's International Languages Collection	500	75%	375	66"/5 sh	10	38	2.5	3	30
2.5	Picture Books	1,500	75%	1,125	45"/3 sh	15	75	8.3	8	80
2.5	Easy Readers	600	75%	450	66"/4 sh	15	30	2.5	3	30
Total Children's Books		8,800		6,470			617	45	46	486
Total Book Collection:		14,800		10,756			1,147	76	81	888
Media Collections										
Adult/Teen Media:										
1.2	DVDs	2,500	50%	1,250	78"/6 sh	10	125	6.9	7	70
1.2	Audiobooks on CD (F/NF)	450	66%	297	78"/6 sh	8	37	2.1	2	20
1.6	ESL/Language learning (all formats)	50	80%	40	78"/6 sh	8	5	0.3	1	10
1.10	Teen Audiobooks	80	80%	64	78"/6 sh	8	8	0.4	1	10
Total Adult/Teen Media:		3,080		1,651			175	10	11	110

APPENDIX D
Emeryville Library Collections and Shelving Needs



		Items in 2030	% on Shelf	Items Shlvd	Shelf Type	Items/LF or shelf	LF Needed	Sections Needed	Sections Needed	SF Needed
	Children's Media:									
2.2	Children's DVDs	620	50%	310	66"/5 sh	10	31	2.1	2	20
2.2	Children's AudioBooks on CD	200	75%	150	66"/5 sh	8	19	1.3	1	10
2.2	AV Media Kits	100	75%	75	66"/5 sh	6	13	0.8	1	10
	Total Children's Media:	920		535			62	4	4	40
	Total Media Collection:	4,000		2,186			237	14	15	150
	Total Books & Media:	18,800		12,942			1,384	90	96	1,038
	Magazines & Nsp Display									
1.7	Adult Magazine Display/Backfiles	50 titles	100%	50	slatwall display, wall-mounted	1	50	3	3	30
1.7	Newspapers - Display/Backfiles	8 titles	100%	8	acrylic waterfall display, wall-mounted	1	8			6
1.10	Teen Magazines	15 titles	100%	15	acrylic waterfall display, wall-mounted	1	8			6
2.2	Children's English Language Magazines	12 titles	100%	12	acrylic waterfall display, wall-mounted	1	8			6
	Total Mag & Nsp Display:	85		85		4	74	3		48
	Total Linear & Square Ft Needed:						1,458	93		1,086

APPENDIX E
Emeryville Library Public Seating



Space		Seating Type	# Tables	# Seats	SF/Chair	SF Needed
Reader Seats:						
For Adults						
1.6	Adult Circulating Books	lounge chairs		2	30	60
1.7	Magazines + Newspapers	2-place tables	2	4	25	100
1.8	Community Seating /Quiet Reading	2-place tables	3	6	25	150
1.8	Community Seating /Quiet Reading	lounge chairs		2	30	60
Adult Seats subtotal:				14		370
For Teens						
1.10	Teen Collection + Seating	1-place tables or counter	4	4	22	88
1.10	Teen Collection + Seating	laptop/study counter seating	1	4	16	64
Teen Seats subtotal:				8		152
For Children						
2.3	Children's Circulating Books	6-place tables	5	30	20	600
2.5	Picture Books + Easy Readers	4-place toddler table, round	1	4	20	80
2.5	Picture Books + Easy Readers	window seats	0	2	20	40
2.6	Family Space/Children's Storytelling	lounge chairs, mobile, parent/child	0	2	35	70
2.6	Family Space/Children's Storytelling	4-place toddler table, round	1	4	20	80
2.8	Teacher Prep Space	1-place table	1	1	30	30
Children's Seats subtotal:				43		900
Reader Seats Total:				65		1422
Group Study/Conference Room Seats:						
1.9	Small Group Study Room	seats @ conference table	1	4	25	100
Group Study/Tutoring Room Seats Total:				4		100
Total Reader and Group Study Seats:				69		1522
Programming Seats:						
B6	Community Services Multipurpose Space	stacking chairs		80	12	960
2.6	Family Space/Children's Storytelling	clear floor space for storytelling		10	5	50
						1522
Additional Community Seating:						
C40	Café	café seats		16		
C41	Welcome Center	lounge seats		12		
X	Community Plaza	table seats + benches		20		

APPENDIX F
Emeryville Library Computers and Other Public Equipment



Space #		Equipment Type	Table	Units	SF/Seat	SF Needed
Public Access Computers						
1.4	Service Desk	laptop computers for in-library use, on storage unit		20	0	0
1.5	Community Public Access Computers	sitdown computer wkstns	2	2	30	60
1.6	Adult Circulating Books	online catalog wkstn @ stack end		1	6	6
1.10	Teen Collection + Seating	online catalog wkstn @ stack end		1	6	6
2.3	Children's Circulating Books	online catalog wkstn @ stack end		1	6	6
2.4	Children's Public Access Computers	sitdown computer wkstns	4	4	28	112
2.6	Family Space/Children's Storytelling	early literacy computers	2	2	28	56
Public Access Computers Total:			8	31		246
Other Public Equipment:						
1.1	Community Entrance/Lobby	LCD display screen, wall mounted	0	1	0	0
1.3	Self Checkout + Reserves Pickup	self checkout stations	1	2	25	50
1.4	Service Desk	laptop computer storage/recharging unit, 20-unit cap	NA	1	12	12
1.4	Service Desk	computer reservation station	1	1	16	16
1.4	Service Desk	copy machine	0	1	25	25
2.1	School/Student Entrance	self checkout station	1	1	25	25
Other Public Equipment Total:			3	6		128
Public Printers						
1.5	Community Public Access Computers	networked printer/print release station	1	1	12	12
Public Printers Total:			1	1		12
Total Public Equipment:			12	38		386
Total Public Computers:				31		

10.04.12 City Schools Committee meeting

Agenda Item VI.b.

Master Plan Task Force Resolution -- For many years now, the City of Emeryville and the Emery Unified School District have discussed publicly, both in Board and Council meetings and jointly at City/Schools meetings, uses and programs housed at their facilities.

Envisioned for all those years is the achieving of what might be referred to as a "Full-Service Community" where the programs and opportunities offered positively impact the quality of life for all members of the Emeryville community. A fundamental cornerstone of that "Full-Service Community" vision is the accomplishment of a "Full-Service Community School District" that provides educational opportunities that play a major role in lifting the quality of life.

The properties and programs related to these on-going City Schools efforts have been: 1. the Ralph Hawley School site, 2. the Anna Yates Elementary School site, 3. the Emery Secondary School site, 4. the Recreation Center site, 5. the Emeryville Child Development Center site, and 6. the Senior Center site. Both the School Board and the City Council have previously determined present and future uses for four of those sites, namely: the Ralph Hawley School site, the Emery Secondary School site, the Emeryville Child Development Center site, and the Senior Center site. Staff is proposing to City Schools that we engage the Emeryville community, through the creation of a task force, in giving input on the future uses and programs to be located at the Anna Yates Elementary School and the Recreation Center properties. With input on those two sites from the task force, staff will then assemble a "City Schools Comprehensive Master Plan for a Full-Service Community" document that gathers together a comprehensive six-site picture of how the programs and facilities are aligned to achieve the joint vision of the City and the School District.

This Resolution charters the task force that will give input on the two sites where program and use still need to be defined, and it also gives direction to staff to compile that "Comprehensive Master Plan".



Date: September 124, 2013
To: Sabrina Landreth, City Manager
From: Mark Bonnett, CBO
Re: Approval of the 2012-13 Fiscal Year Unaudited Actuals

Purpose

The purpose of this Item is to provide the City/Schools Committee with an overview of the financial health of the Emery Unified School District.

Background

Per Education Code Section 42100, the district must submit their approved Unaudited Actuals to the county education office prior to September 15 of the subsequent fiscal year. The Unaudited Actuals depict the districts' ending fund balance (i.e. reserves) and any designations the board has identified within the reserve. The 2012-13 fiscal year books have been closed and Unaudited Actuals have been prepared in the SACS format for the board's review and approval. The Unaudited Actuals reflect both the amount of revenue received by the district and the amounts expended by the district over the course of the 2012-13 fiscal year.

At the close of the fiscal year June 30, 2012 the district remained solvent in all funds. The Ending Fund Balances for all Funds are listed below.

• General Fund	\$	5,091,099
• Child Development	\$	0
• Cafeteria Fund	\$	4,191
• Deferred Maintenance	\$	33,532
• Special Reserve		
Retiree Benefits	\$	35,107
• Building Fund – Bond	\$	56,103,704
• Capital Facilities	\$	3,360,226
• Bond Interest & Redemption	\$	2,049,937

The General Fund maintained \$393,344 for its Designated for Economic Uncertainty Reserve (4.0%).

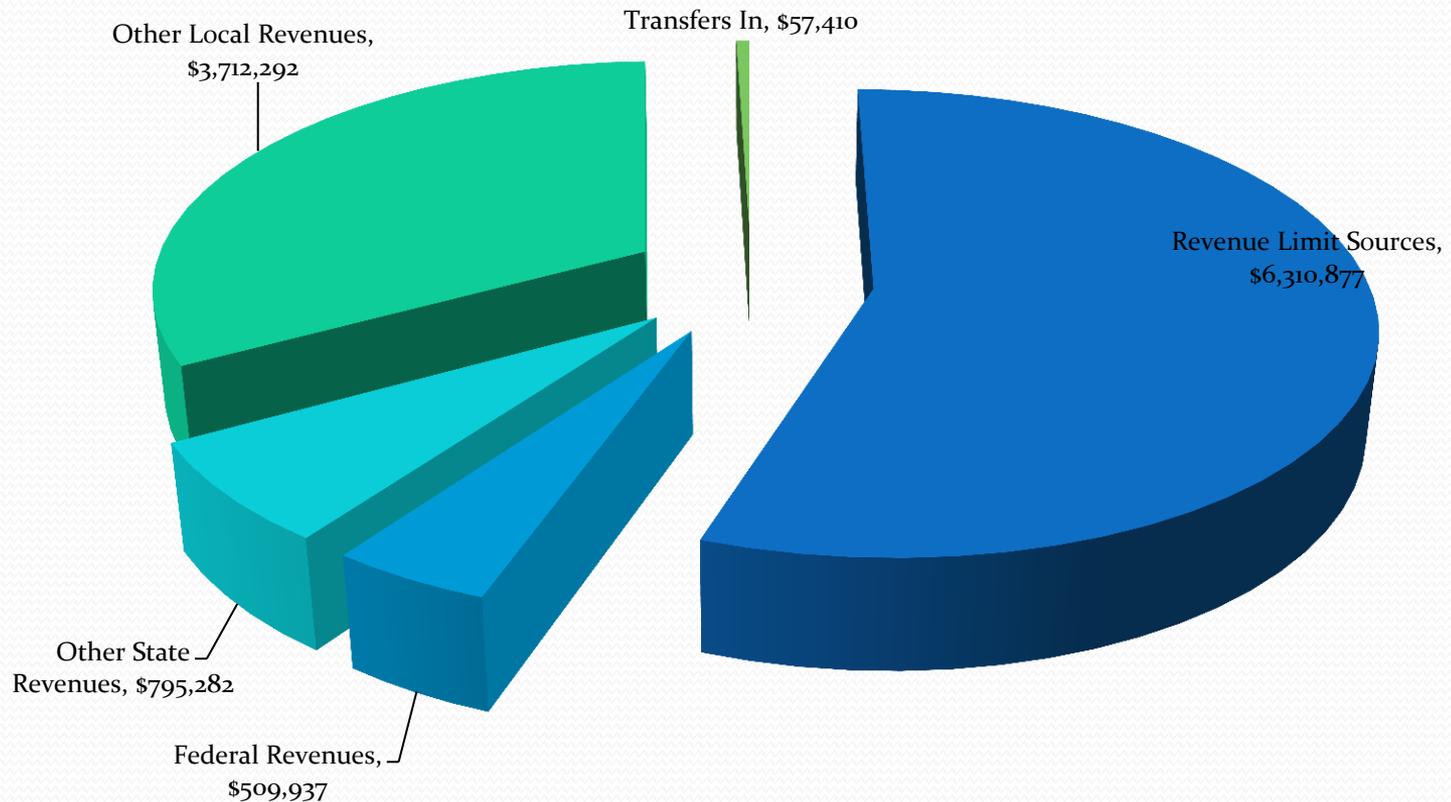
2012-2013 UNAUDITED ACTUALS

EMERY UNIFIED SCHOOL DISTRICT
Presented September 11, 2013

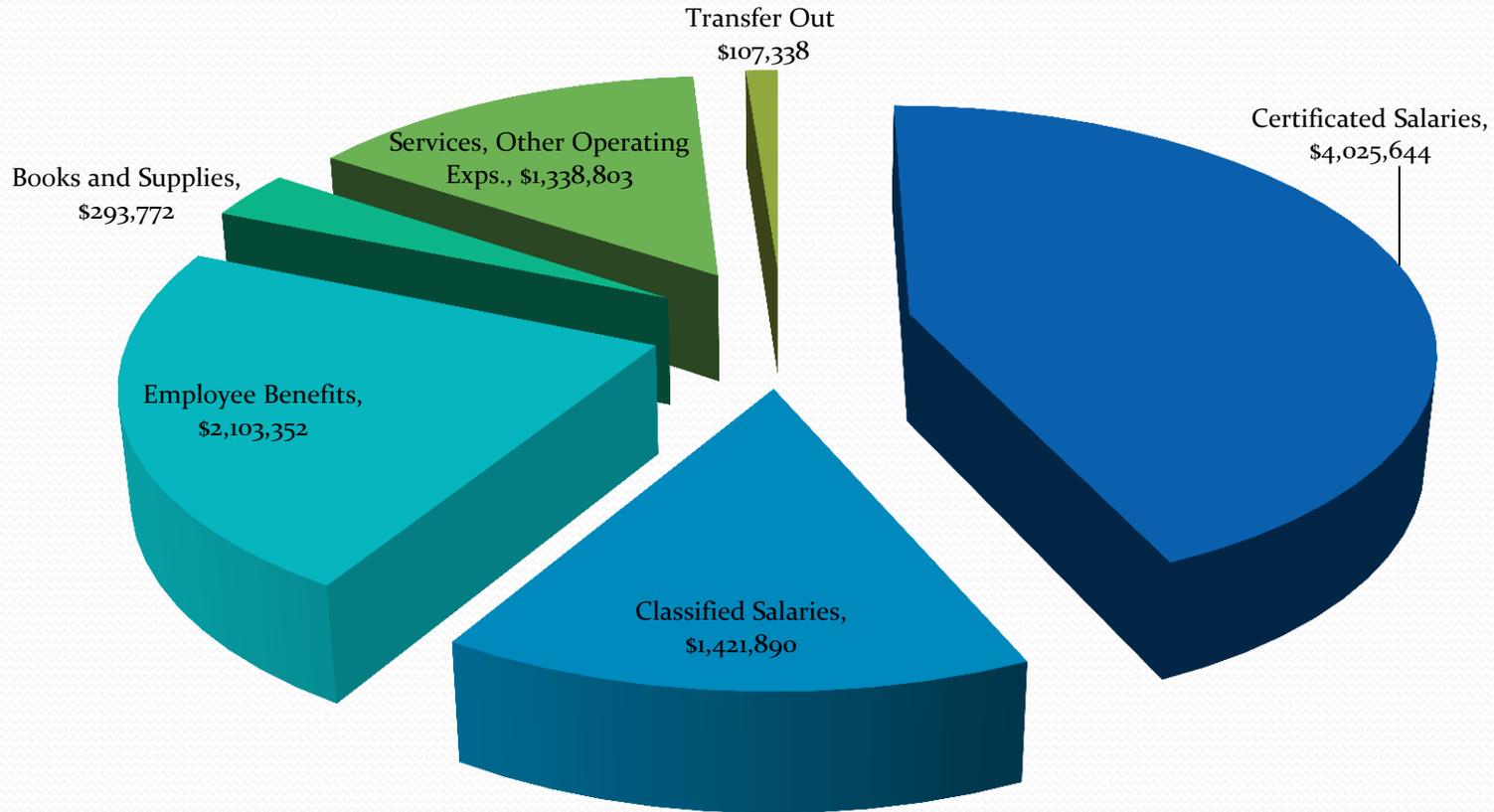
Review Unaudited Actuals with Multi-Year Projections

- See Spreadsheet

General Fund Revenues 2012-13



General Fund Expenditures 2012-13



Contributions from Unrestricted to Restricted Resources

- The District has reduced its contributions to restricted programs from \$902,098 to \$557,620
- This represents a difference of \$344,478

Interfund Transfers Out

FUND	TITLE	AMOUNT
120	Child Development	\$ 199.61
130	Child Nutrition	107,138.31
		\$ 107,337.92

Multi-Year Projections

Restricted/Unrestricted

	2012-13	2013-14	2014-15	2015-16
	Estimated Actuals	Revised Budget	Projected	Projected
Revenue	\$11,385,798	\$ 9,955,925	\$ 9,448,182	\$ 9,774,924
Expense	9,267,511	9,894,390	9,761,335	10,014,835
<u>Rev-Exp</u>	<u>2,118,287</u>	<u>61,535</u>	<u>(313,153)</u>	<u>(239,911)</u>
Beg fund Bal	\$2,972,812	\$5,091,099	\$5,152,634	\$4,839,481
Restricted /stores/prepaid	3,541,417	3,895,175	3,517,966	3,577,209
Required Reserves	393,344	406,578	400,657	400,657
Unappropriated Reserves	1,156,338	850,861	920,858	621,704
Fund Balance	\$5,091,099	\$ 5,152,634	\$4,839,481	\$4,599,570

2012-13 Fund Balances

• General Fund	\$	5,091,099
• Child Development	\$	0
• Cafeteria Fund	\$	4,191
• Deferred Maintenance	\$	33,532
• Special Reserve		
Retiree Benefits	\$	35,107
• Building Fund – Bond	\$	56,103,704
• Capital Facilities	\$	3,360,226
• Bond Interest & Redemption	\$	2,049,937

Questions

