

Fountain Valley School District

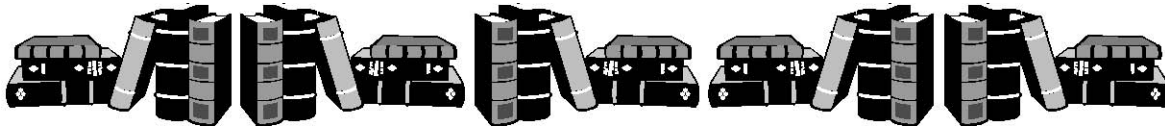
***DISTRICT
LIBRARY
PLAN***

2009-2012



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Fountain Valley School District Library Plan

2009-2012

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**“Show me a school with a good school library and I’ll show you a good school.”
Jack O’Connell, California State Superintendent of Public Instruction**

Resources

Information Power: Building Partnerships for Learning. Chicago: American Association of School Librarians and Association for Educational Communications and Technology, 1998. *Standards and Guidelines for Strong School Libraries.* Sacramento: California School Library Association, 2004. *School Libraries Work!* New York: Scholastic Library Publishing, 2006.

The Library Plan for the Fountain Valley School District

“Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it.” ~ Samuel Johnson

“When professional library staff collaborates with teachers, when students have access to quality and diversity of reading and information resources, and when voluntary reading of self-selected materials is encouraged, achievement is higher despite students’ socioeconomic status. Where school libraries are strong, their students, staff and community become proficient readers who can skillfully access, evaluate, and use information.” ~ Standards and Guidelines for Strong School Libraries, California School Library Association STANDARDS TASK FORCE, Ellen Priest Misakian, Chair, 2004.

BACKGROUND AND SIGNIFICANCE

Revision Process & Stakeholders

The District has had a library plan in place since the California Public School Library Act of 1998 required local Board certification of a District Library Plan in order to receive state funding. The California Classroom Library Materials Act of 1999 resulted in the development of a classroom library plan for grades K-4 that was incorporated in the 2000 District Library Plan. The plan was revised annually through 2003. Due to our changing District needs, as well as the changes in state funding, the District Library Plan for 2008-2012 is a substantially new plan and is not merely a revision.

The 2009-2012 District Library Plan was collaboratively developed over a three-month period by our District library staff task force, with input from multiple stakeholders such as school site staff, each Site Representative Council, the Education Technology Department, and the Curriculum and Instruction Office. The plan presents major goals and objectives, describes our current status, and provides concise action steps that will be implemented in order to achieve the stated goals and objectives.

Current Status

The Fountain Valley School District has a long history of supporting its library programs. The District funding provides for dedicated library staff for all grade levels and district level leadership in order to create and maintain a strong program. The library collections are developed to support the standards-based curriculum and to provide access to books for reading pleasure. Additional online resources include the library catalogs and electronic databases. The library program promotes effective library usage of these resources and advances the District’s literacy goals.

Library Support of District-Wide Initiatives

The District and school library programs partner with and contribute to the success of many school and district-wide initiatives in the following ways:

Educational Technology Integration

- Providing information literacy programs for teachers and students
- Providing access to multiple research databases
- Providing access to Follett library system resources
- Developing and maintaining web pages that provide access to Internet and library resources

Parent Education and Community Involvement

- Offering book clubs
- Promoting book fairs
- Sponsoring literacy nights and programs
- Organizing public library card registration drives

Access to School Libraries Supports Student Achievement

Multiple studies spanning 75 years of research have shown a positive correlation between access to library resources and higher levels of student achievement. Recent studies have focused on specific functions of libraries and librarians that most affect achievement. A four state study has identified five functions: Professionally trained library staff, teacher and principal support, support staff, librarians providing in-service, and expansion of information access beyond the library and into the classrooms. (See Appendix A to find direct links to library research studies.) According to a Research Foundation Paper published by Scholastic Library Publishing, “A substantial body of research since 1990 clearly demonstrates the importance of school libraries to students’ education. Whether student achievement is measured by standardized reading achievement tests or by global assessments of learning, research shows that a well-stocked library, staffed by a certified library media specialist, has a positive impact on student achievement, regardless of the socio-economic or educational level of the community.” Fountain Valley school libraries provide access to books and resources that can support access to content area information at a student’s reading level as well as provide a significant selection of reading materials that students select for enjoyment.

School and Library Improvement Program (SLIP) – Library Resource Allotment

In terms of library support collaborating on partnership programs with local public libraries and development, the *District Library Plan* is a guide and resource for our Site Representative Councils to look to when they are developing their unique School Plans and Library Plans. Each school site will identify the library resources needed for their site that will be purchased with SLIP (*School and Library Improvement Program*) funds. The District Librarian will coordinate library resource orders with site library staff in accordance with their individual School Plan and SLIP allocation. This structure will provide oversight and leadership in making sure that library needs are identified and these materials are ordered and processed effectively.

EXECUTIVE SUMMARY

Goal 1: RESOURCES

An effort will be made to increase the access to resources through a variety of funding sources. Collection development will support our program improvement goals by focusing on data analysis of student reading levels and purchasing books and materials that fill the needs identified. Trade book resources will be selected carefully to fill needs for books in a variety of genres and formats so that all students can access appropriate materials to support curriculum areas and reading for pleasure. In addition, access to electronic resources such as databases provides teachers and students with the ability to search for pertinent reading resources such as journal and magazine articles at appropriate reading levels. Technology is another resource used to support student and teacher research, access to content, provide segments that build students' prior knowledge, and provide for personal interest. The general library collection will be managed, updated and supplemented by the dollars generated by the School and Library Improvement Program.

Appropriate library journals and California Department of Education (CDE) library resources and reading lists will be identified as tools to use for identifying book selection choices.

Goal 2: STAFFING – Recommendations

Although the District funds 3 to 6 hours of classified Library Media Technician support at each elementary and middle school, there are inequities in access to library programs due to staffing hours. Some elementary sites choose to augment the District paid hours by using SLIP or PTO/A funds or other categorical funds. There are no set criteria for adding hours and, as a result, many sites are providing more access to a staffed library than other sites. The library plan contributors would like to recommend that District leadership looks at possible ways in which to add hours to the elementary and middle school programs so that there could be more equitable access to library programs and resources.

Goal 3: READING MOTIVATION

The libraries will provide high interest titles, books written by popular authors and well-liked series to support the students' enjoyment of reading. By providing access to books that have reading level designations students and teachers can easily find appropriate materials. Library programs will assist students in learning how to use an online catalog so that they can look for the books and materials that they need for student or enjoyment. Libraries will support integration of literature and curriculum-based books into the classroom, as well as District adopted intervention programs.

Goal 4: INFORMATION LITERACY

Information Literacy curriculum and practices will be introduced and promoted at specific grade levels and will be aligned with state content standards. The *Big6 Research Model* will be the uniform research model that is supported district-wide. Library staff will collaborate with classroom teachers in providing support for teacher and student research. A matrix illustrating the desired K-8 information literacy skills continuum will be developed to provide the framework for library staff and teachers to use in identifying appropriate skills to focus on.

Goal 5: TECHNOLOGY INTEGRATION

Electronic resources such as our Follett library system and research databases will be available to students, teachers and parents both on site and remotely. Our libraries will provide access to library computer equipment that is readily available, dependable, current and functional. Library redesigns will take into account provisions for use of technology such as electrical outlets to allow use of laptops.

Goal 6: COLLABORATION

Library staff will work to coordinate the library program District-wide. Library staff will promote working with teachers collaboratively to support integration of library resources into the instructional program. Library staff will be knowledgeable about district literacy goals and be active participants in working toward achieving the success of the literacy goals. Community partnerships with our local public library branches will continue to be nurtured and evaluated.

Goal 7: FACILITIES

The plan provides standards for all library facilities to insure adequate space for current and growing collections, technology access, and space for working with student groups. Modernization projects are now completed as planned. Additional space, shelving, and work spaces have been provided for all students across the District.

Goal 8: COMMUNICATION

Library staff will provide outreach to support awareness of library resources through District and school site library web pages, school newsletters, brochures, workshops, and participation in school events. Library Media Technicians will attend staff meetings, when appropriate, to promote and share school-wide library community events.

Evaluation of the Plan

The District and site library staff will determine the effectiveness of the library program through annual surveys, analyses of collection usage data, and user statistics for online resources databases. Staff development projects and workshops will be evaluated through use of workshop evaluations and samples of teacher lesson plans and student work. District and site library staff meet monthly to collaborate on program development and implementation and to monitor materials' orders and budgets. Monthly library staff meetings provide an opportunity to gather feedback and input to support an ongoing cycle of program evaluation and improvement.

Education Code 18180

“The legislature finds and declares that school libraries that are staffed by qualified librarians, have adequate numbers of up-to-date library books, resource materials, and media centers, are valuable resources for teachers and pupils. School libraries provide pupils access to resources that help them meet academic standards established for them and to become independent and lifelong learners. School libraries also provide teachers' access to resources that can help to improve teaching strategies, enhance staff development, and implement curriculum objectives in core subject areas.”

Fountain Valley School District Mission Statement

The mission of Fountain Valley School District is to work together with parents and the community to develop critical and creative thinkers who are knowledgeable, responsible, caring participants who contribute to a changing world.

Library Mission Statement

The mission of the Library is to support students in becoming independent and effective users of all variety of information; to support teachers and curriculum through collaboration; and to nurture a lifelong love of reading and learning.

Library Vision

School libraries are much more than books. They are a learning hub with a full range of print and electronic resources that support student achievement. The school library is a gathering place for people of all ages and interests to explore and debate ideas. The librarian and library media technician, working collaboratively with all teachers, help students develop a love of reading, become skilled users of ideas and information, and explore the world through print and electronic resources.

District Libraries' Goals and Objectives

By providing a program, a professional library staff and a place, school libraries in the Fountain Valley School District will positively impact student achievement. The goals and objectives set forth in this District Library Plan address the program goals:

- Goal 1: Resources
- Goal 2: Staffing
- Goal 3: Reading Motivation
- Goal 4: Information Literacy
- Goal 5: Technology Integration • The Professional
- Goal 6: Collaboration
- Goal 7: Facilities
- Goal 8: Communication • The Place

Library Funding - Overview
Fountain Valley SD libraries are supported through funding from the Local Educational Agency (LEA) and the state (i.e., SLIP and IMF). Other funding can include PTO/A funds.
Local Funding
Currently, local District funds are provided through an allocation from the School and Library Improvement Program. The District funds a full-time District position which includes library/media responsibilities, a part-time Senior Library Media Technician, and part-time Library Media Technicians at all sites.
State Funding – School and Library Improvement Program
Since the passage of the Public School Library Act of 1998, school libraries have been the recipient of categorical funding from the State. The intent of the funding was to improve the instructional resources of the state’s school libraries which had become, due to a lack of funding, among the worst in the nation in quality and quantity of library materials. For four years school libraries experienced a magnificent turn-around, receiving approximately \$28 per pupil for print and electronic materials. Then, in 2002-2003, that amount dropped to \$3.40 per pupil, in 2003-2004 to \$1.41, and in 2004-2005 to approximately \$.70 per pupil. Recently, the Legislature passed categorical funding reform (AB 825) that combined school library funding with the School Improvement Program. Per the requirements of this legislation, all eleven school sites did include a Site Library Improvement Plan in their School Plan.
State Funding – Lottery Instructional Materials Fund
When resources are available, Curriculum and Instruction or the Business Office will allocate funds for the purchase of library materials. Resources are very tight in this small school district. The District funds the eleven Library Media Technician positions from the general funds.
State Funding – Instructional Materials Fund Realignment Program
When resources are available, the Board of Trustees allocates funds from the Instructional Materials Fund, which allows the Technology/Categorical Programs Office to distribute additional funding to the targeted schools.
Funding Plan 2009-2012
<ul style="list-style-type: none"> • Each School Site Council will designate a specific funding amount to support the purchase of library materials and resources in support of their School and Library Improvement Program Plan. • The District will designate a portion of the Instructional Materials Fund Realignment Program to fund K-4 Classroom Libraries dependent on a year-by-year analysis of funding priorities (if appropriate). • The District will encourage the use of Title III funding that supports English language learners where it is appropriate and warranted to provide library materials. • The District will seek out other local, state and Federal funding and grants that can support school libraries and their programs.
Creating Equitable Library Staffing to Support Elementary Programs - Consideration
It is recommended that, if funds are available, the District consider the possibility of increasing its funding of Library Media Technicians at the elementary and middle school sites so as to provide more equitable access for all students to the school library. Perhaps the District support could be funded and allocated by size of school instead of 15-30 hours for each site. This could free SLIP/EIA funds for alternative expenditures.

RESOURCES

GOAL 1: PROVIDE CURRENT, ENTICING, AND RELEVANT RESOURCES IN A VARIETY OF TECHNOLOGIES AND FORMATS TO MEET THE DIVERSE NEEDS OF ALL LEARNERS. The library program is an active partner in preparing Students to become avid readers, competent users of technology, and effective users of information. The library collection is Composed of organized resources needed to develop those skills. These many and varied resources, at different interest and ability levels across the curriculum, include various technologies, print and non print, designed to meet student needs.

	Objectives	Current Status	Action Plan
1.1	Increase the number of books per student in all libraries to meet the state standards of twenty current books per student.	See the Appendices B and C for statistics related to the number of books per student and the average copyright date.	<ul style="list-style-type: none"> • Be familiar with state content standards • Consult with classroom teachers to identify specific curricular areas where supplemental library materials are needed • Refer annually to DataQuest (CDE) to review changing demographics/languages • Conduct collection analysis using professional tools (i.e., TitleWave) • Solicit input from students • Use selection criteria identified in Board Policy 6161 and/or district directives • Use professional selection tools (review, bibliographies, vendor databases) to identify materials for purchase • Continue to augment K-4 classroom libraries when funding is available • Purchase materials with available funding • Catalog and process purchases • Use deselection criteria provided by CDE and CSLA <p>Recommendations:</p> <ul style="list-style-type: none"> • Support district program improvement goals • Support Professional Learning Communities • Increase primary language collections for EL Learners • Consider ebooks and audio ebooks • Pursue additional sources of funding
1.2	Support state standards in all curricular areas by providing materials that extend understanding of course content.	Libraries provide materials that support assignments specifically designed to meet curriculum standards.	
1.3	Develop a collection that motivates independent reading and inquiry.	Libraries provide access to award-winning titles, recommended literature and student/staff requests.	
1.4	Reflect the diverse needs, interests, and learning styles of all students.	Libraries seek to provide materials written at a variety of reading levels.	
1.5	Provide electronic access to varied forms of information that facilitates learning and improves literacy.	Sites offer access to audio books and/or maintain a video collection.	

STAFFING

GOAL 2: PROVIDE STAFFING NECESSARY TO IMPLEMENT AN EFFECTIVE, DISTRICTWIDE LIBRARY PROGRAM. The success of a library program ultimately depends on the quality and number of personnel responsible for the program. A well-Educated, highly motivated professional staff, adequately supported by clerical staff members, is critical to this endeavor. Libraries are open and accessible to students before, during and after school *only* to the degree that they are adequately staff.

	Objectives	Current Status	Action Plan
2.1	Staff all elementary school libraries to the minimal level of one full-time Library Media Technician, as recommended in <i>Standards and Guidelines for Strong School Libraries</i> , if funds become available.	The elementary and middle schools are staffed by Library Media Technicians for 15-30 hours per week. Sites use categorical funds (SLIP) to augment library staffing to varying levels, thereby creating a lack of equity in the library service. Currently there are no certificated librarians in the K-5 or middle schools.	<ul style="list-style-type: none"> • Investigate the costs and other implications of increasing the District funding of library media technicians over a three-year period to provide equitable access to library service Districtwide. • Reexamine the funding formula for libraries.
2.2	Staff all middle school libraries to the level of one credentialed librarian, as recommended in <i>Standards and Guidelines for Strong School Libraries</i> , if funds become available.	All school libraries are currently staff with Library Media Technicians (classified).	
2.3	Employ a district librarian to administer the district library program.	The District currently assigns the task of administering the district library program to the Director, Technology/Categorical Programs.	<ul style="list-style-type: none"> • Investigate the cost and funding available to add full-time staffing to the Senior Library Media Technician position in order to assist and facilitate reading motivation programs, information literacy units, and grant writing.

READING MOTIVATION

GOAL 3: PROVIDE AN ATMOSPHERE AND ACTIVITIES THAT ENGAGE STUDENTS AND ENCOURAGE THEM TO READ.

Libraries promote intellectual freedom and the right to read, as articulated in *The Library Bill of Rights* (ALA, 1980). The library staff works with teachers at the site to support a school-wide culture of reading. The library collection enables students to read for knowledge, understanding, enjoyment, and pursuit of individual interests. Regular library hours and/or class visits provide access to resources and services.

	Objectives	Current Status	Action Plan
3.1	Motivate students to become avid readers	The steps outlined under <i>Action Plan</i> demonstrate current practices Districtwide.	<ul style="list-style-type: none"> • Provide high interest titles, popular authors and well-liked series • Supply reading materials in a variety of formats (i.e., audio books, ebooks, graphic novels, magazines) and languages • Arrange regular story hours at the elementary level • Prepare formal and informal book talks • Create displays of books, develop bibliographies, and other promotional materials • Sponsor library activities that encourage reading (e.g., author visits, book clubs) • Encourage participation in national, state and local programs (e.g., Read Across America, California Young Reader Medal and Public Library Programs).
3.2	Guide students in selecting books appropriate to their reading/interest level.	The school funds the library collection from dollars allocated from SLIP.	<ul style="list-style-type: none"> • Teach students effective use of the OPAC (Online Public Access Catalog) • Assist students in locating reading materials at their appropriate reading level
3.3	Broaden students' reading experience by exposing them to quality literature, different genres and multicultural perspectives.	At this time, the Library Media Technicians do not teach lessons in the library to students because time does not allow for this task.	<ul style="list-style-type: none"> • Select professionally reviewed and recommended books that reflect excellence for children and young adults • Encourage reading assignments that introduce a variety of genres • Promote multicultural authors and titles
3.4	Embrace District and school-wide literacy efforts.	The library staff meets with school leaders to ensure compliance with District Program Improvement goals.	<ul style="list-style-type: none"> • Integrate literature into all curriculum areas • Support reading incentive and intervention programs (e.g., Accelerated Reader, Sustained Silent Reading, Read 180)

INFORMATION LITERACY

GOAL 4: PROVIDE STUDENTS WITH THE ESSENTIAL SKILLS REQUIRED TO LOCATE, EVALUATE, AND USE INFORMATION EFFECTIVELY.

Information literacy, or the ability to access and use information, is an essential skill for answering questions and solving problems. The library staff works with the school community to design, implement and evaluate instruction which meets information literacy and content standards for all students. The library staff also provides guidance in the analytical and affective stages of the information literacy process in order to prepare students for the workplace and to function effectively in society.

	Objectives	Current Status	Action Plan
4.1	Institute an Information Literacy Curriculum that is structured by grade level with clearly defined goals and objectives.	The District library staff have attended OCDE, CTAP, CSLA and Information Literacy trainings and begun to prioritize CSLA information literacy standards. The elementary library staff has begun work on a K-5 curriculum.	<ul style="list-style-type: none"> • Complete prioritization of CSLA Information Literacy Standards • Produce a K-8 continuum that specifies skills to be introduced, reinforced and mastered at each grade level • Develop and present curriculum lessons/activities • Create a means to assess/evaluate student achievement
4.2	Align Information Literacy Curriculum with State Content Standards and integrate into the curriculum.	In the absence of a formal Information Literacy Curriculum aligned with the State Content Standards, the library staff has been offering some instruction.	<ul style="list-style-type: none"> • Work with the Ed Tech Committee to revise the District Curriculum/Technology Integration Matrix to incorporate Information Literacy standards in the two core curricular areas (i.e., Language Arts and Mathematics) • Investigate ways to integrate Information Literacy Standards in other subject areas as well (e.g., Science and Social Science)
4.3	Integrate information literacy standards with District Technology Standards	The Library Staff collaborated on the revision of the District Ed Tech Plan (Summer, 2008).	<ul style="list-style-type: none"> • Ensure library representation on District Ed Tech Committee • Participate in future revisions of District Ed Tech Plan
4.4	Promote the use of the Big6 Research Model	The District adopted the Big6 Research Model and the library staff, in collaboration with classroom teachers, is developing model lessons.	<ul style="list-style-type: none"> • Publish a Big6 Brochure outlining research steps • Offer staff development on use of the Big6 • Collaborate with classroom teachers to continue developing Big6 Research Projects • Post Big6 Lessons/Projects on District Web Site

TECHNOLOGY INTEGRATION

GOAL 5: PROVIDE A MEANS TO INTEGRATE TECHNOLOGY INTO ALL ASPECTS OF TEACHING AND LEARNING.

Information and communication technologies have revolutionized school library service, facilities, and resources. The library is part of the District's technology infrastructure. Technology is used in the library to streamline managerial tasks, provide access to digital resources, facilitate communication, support instruction, and aid in the production of academic projects. The library staff at each site is integral to the effective, appropriate and ethical use of technology.

	Objectives	Current Status	Action Plan
5.1	Provide information technology resources to all users on-site and remotely.	The District provides a Web-based online public access catalog (OPAC) and online subscription resources.	<ul style="list-style-type: none"> Continue to offer a Web-based OPAC and online subscription resources Re-evaluate online subscription resources prior to annual renewal Identify funding for technology resources
5.2	Supply a fully automated and integrated library catalog and circulation system that is networked District-wide.	The District provides a fully automated and integrated library catalog and circulation system (Follett Software Company).	<ul style="list-style-type: none"> Maintain Follett software support agreement that covers technical support and software upgrades Offer library staff ongoing training in use of Follett software Investigate the merit of Follett's web-based product, <i>Destiny</i>
5.3	Use technology whenever possible to enhance teaching and learning.	Student/staff currently use library computers to access information/software, produce academic projects, store and retrieve files.	<ul style="list-style-type: none"> Continue to provide access to motivational electronic resources and programs Assist students/staff with use of hardware/software Use and/or purchase presentation equipment (e.g., LCD projectors, screens, TV/VCR/DVD players) for libraries Embrace new technologies (i.e., podcasts)
5.4	Teach students to use technology responsibly and ethically.	The Board has adopted a Student Computer/Internet Usage policy (BP & AR 6163.4)	<ul style="list-style-type: none"> Enforce the District computer and internet use policies Work to curtail plagiarism at the site level Research, write and implement a District-wide plagiarism policy
5.5	Ensure all library computer equipment is readily available, dependable, current, and correctly imaged.	The replacement and/or addition of library computers has been funded by the District general fund from the Technology budget. The IT Department maintains hardware and application maintenance and upgrades.	<ul style="list-style-type: none"> Use additional funds to augment the number of computers at each site to meet guidelines in the District Library Facilities Plan Update technological support as needed

COLLABORATION AND PROFESSIONAL DEVELOPMENT

GOAL 6: PROVIDE FOR EFFECTIVE STUDENT LEARNING THROUGH A COLLABORATIVE PROCESS FOR PLANNING, TEACHING AND ASSESSMENT.

The District librarian shares in the leadership for the curricular, instructional and professional development of the school and District. Many benefits to student learning occur when classroom teachers and the librarian work as a teaching team, bringing their own specialized skills to collaborate for student success. Activities are designed with available resources in mind; therefore, students become effective users of information and ideas within the context of the subject taught.

	Objectives	Current Status	Action Plan
6.1	Library staff works together to coordinate the library program District wide.	Elementary and Middle School Library Media Technicians (LMT) meet monthly with the District librarian for collaboration and training.	<ul style="list-style-type: none"> Continue to share good ideas and best practices among library staff members Rotate monthly meeting location to remain familiar with all site libraries Attend conferences such as CSLA and OCDE programs to update and strengthen professional development
6.2	Work with teachers on integrating library services/resources with curriculum in support of the instructional program.	Librarians and classroom teachers collaborate on lesson planning, teaching and assessment. Additionally, the library staff provides materials to teachers, students and staff members.	<ul style="list-style-type: none"> Continue to meet with teachers during planning time and department/grade level meetings to collaborate Maintain librarians' presence on Curriculum Council or other sit leadership teams
6.3	Plan and implement professional development programs and training.	The library staff facilitates training in various research models and resources (i.e., Big6, Enhancing Education through Technology [EETT], Web Collection Plus).	<ul style="list-style-type: none"> Continue to provide training in available research models and resources at all levels Assess annually professional development needs Design, promote, schedule and evaluate training Offer ongoing support to all trainees Develop specific orientation/training for new teachers Advocate for inclusion in all District staff development programs
6.4	Participate in community partnerships and organizations (e.g., Fountain Valley and Huntington Beach public libraries).	The District works in conjunction with the city public libraries to sponsor city-wide and District-wide reading events, summer programs, and collaborative reading lists.	<ul style="list-style-type: none"> Continue to promote community library services (i.e., laptop access, summer reading program, public library cards, Poetry Slam, Community-based English Tutoring) Maintain support of Friends of the Library, who offer free books to school sites and sponsor an annual scholarship

FACILITIES

GOAL 7: PROVIDE APPROPRIATE FACILITIES TO MEET THE LEARNING AND TEACHING NEEDS OF AN EFFECTIVE LIBRARY PROGRAM. The exemplary library facility is an inviting and comfortable place where students, staff and the community can find resources and use information and communication technologies effectively. There are learning spaces for instruction, research, browsing, listening, viewing, reading, studying and the production of academic projects, as well as administrative areas for library management and collaborative meetings.

	Objectives	Current Status	Action Plan
7.1	Monitor standards for all library facilities to insure adequate space for current collection and technology, with room for future expansion.	Following Modernization, all school libraries have been upgraded to current code and architectural improvements to meet current and future needs.	<ul style="list-style-type: none"> Communicate future facility standards to District and site administrators, and site leadership teams Involve library staff in design plans for any renovations at school libraries Attend Ed Tech meetings at the site/District level to keep abreast of new technologies, particularly as they pertain to facility updates
7.2	Assess annually all library facilities for functionality, comfort and safety.	The District Library Facilities Plan has provided an instrument to use in the evaluation of existing facilities.	<ul style="list-style-type: none"> Continue to work with site leadership teams to insure that an appropriate and thorough needs assessment is conducted prior to any additional request for improvements
7.3	Maintain existing facilities	Modernization has provided libraries with needed improvements (e.g., lighting, flooring, wiring, painting, shelving, and check-out counter).	<ul style="list-style-type: none"> Inform District Maintenance of needed repairs.

COMMUNICATION

GOAL 8: PROVIDE AWARENESS OF LIBRARY RESOURCES, ENCOURAGE USE OF LIBRARY SERVICES, AND ADVOCATE FOR SUPPORT OF THE LIBRARY PROGRAM. Keeping the school community informed of library resources and services is critical to ensure that the library program continues to impact student achievement. Students, staff, parents, administrators and the community at large can all benefit from an awareness of the library program. An effective public relations effort garners ongoing support for the library program.

	Objectives	Current Status	Action Plan
8.1	Promote awareness of library resources and services to students and staff.	The District and all school sites have developed library web pages. Workshops are conducted at the District/site level, promoting use of available resources.	<ul style="list-style-type: none"> Utilize existing communication venues (e.g., daily announcements, school newspaper, email, school newsletters, staff meetings) Publish brochures/flyers advertising resources/services Maintain a library web page for each site Create displays promoting the library program Communicate library policies and procedures in school publications (e.g., student handbook, new teacher packet)
8.2	Publicize to parents the library resources and services available at the school library and those available online.	Currently, the library staff occasionally contributes to school newsletters. The library staff participates in events such as Open House.	<ul style="list-style-type: none"> Include the library in special events (e.g., Back-to-School Night, Open House, PTA Meetings, GATE Night) Investigate possible interest in providing training for parents in the use of library resources
8.3	Encourage ongoing support for the library program from site/District administrators, the Board of Trustees and the community.	The Board of Trustees approves the District Library Plan. A Library Improvement Plan is a component in each site's School Improvement Plan.	<ul style="list-style-type: none"> Present Library Improvement Plan annually to School Site Councils Provide information on library issues to site/District administrators during their regular meetings Report annually to District Board of Trustees on progress regarding goals/objectives in District Library Plan Promote library in local newspapers Offer volunteer opportunities for students, parents and the community to become involved in the library Participate in community-based library committees/events

Assessment and Evaluation

ASSESSMENT GOAL: CONDUCT ON-GOING ASSESSMENTS AS AN INTEGRAL PART OF THE DISTRICT AND SCHOOL SITE LIBRARY PLANS.

Action Plan

- Complete the CDE School Library survey annually in accordance with the Consolidated Programs application. Information will be analyzed on both the District and site levels to determine progress of Library programs and areas for improvement. Copies of said surveys will be kept on file and available for review.
- Use collection-mapping aids such as Follett's *TitleWave* online collection analysis software and the collection statistics function of Follett's Circulation and Catalog software to determine which parts of the collection are under-performing and which need more development.
- Complete an annual site Library Improvement Plan using the template provided in Appendix E. District Library staff will consider revising Site Library Improvement Plan template to more closely parallel the District Library Plan.
- Present Site Library Improvement Plan annually to School Site Council.
- Review District Library Plan with Elementary and Middle School administrators. Provide administrators with examples of qualitative documentation of those library program components (e.g., Reading Motivation, Information Literacy, Technology Integration, Collaboration and Communication) that do not lend themselves to quantitative assessment.
- Document successful library programs for sharing with peers and administrators. Said document could take the form of a hard copy or electronic portfolio. Successful library-teacher collaborations will also be posted to Library web pages.
- Devise a District Library Program Survey. Survey administrators, teachers, parents, and students. Use survey results to evaluate and improve library services at both the District level and site level.

Library Research

The data listed below was gathered in research studies from 1993-2004, in fourteen states. Each of the elements named had a positive, measurable impact on student achievement. These studies and other information about school libraries are presented in the *School Libraries Work!* Published in 2006 by Scholastic Library Publishing. These studies are also available online at: <http://www.lrs.org/impact.asp>.

Library Program Element	State Study Supporting Factor	Year	Measurable Result
Full-time Certificated Library Media Teacher	Alaska Michigan Minnesota	1999 2003 2003	2X as likely to score higher on achievement tests, higher reading test scores, above-average scores
Full-time Certificated Library Media Teacher + at least 1 support staff	Pennsylvania	2000	Positive and statistically significant relationship to reading scores
Size of Library staff	Colorado	1993, 2000	21% higher reading scores
Adequate library staffing	Pennsylvania	2000	Average or above elementary reading scores
Certificated Librarian	Texas	2001	10% more students met minimum reading expectations
Increased spending	Minnesota Pennsylvania	2003 2000	Reading Achievement at elementary levels Best state reading scores
Flexible scheduling	Michigan White House conference (TN)	2003	Students with highest reading scores 4X more likely to be able to use library on flexibly scheduled basis Higher student achievement
Frequency of library/information literacy instruction	Alaska	1999	Higher test scores
Full-time library media teachers or increased staff and hours	Minnesota Oregon North Carolina Texas	2003 2001 2003 2001	Above-average scores Increased reading scores Increased scores in reading and English Positive association with TAAS performance grades K-12
Size of library collection	Colorado	1993, 2000	21% higher reading scores
Minimum of 60 hours staffing/week	Florida	2002	9% improvement in elementary test scores, 3.3% in middle schools, 22.2% in high schools
Existing library program	Massachusetts Missouri New Mexico North Carolina	2002 2003 2002 2003	Higher test scores at each grade level

Appendix A - Continued

Library Program Element	State Study Supporting Factor	Year	Measurable Result
Collaborative library media teachers	Colorado	2000	21% higher elementary test scores
	Oregon	2001	Best statewide high school reading/language scores
Frequency of library visits	Oregon	2001	Higher reading/language scores
Higher student use of library materials	Iowa	2002	Highest reading test scores
Larger, improved collections; newer books	North Carolina	2003	Increased scores in reading and English
	Oregon	2001	
	Texas	2001	
Access to licensed databases via a school library network	New Mexico	2002	Highest language arts scores
Effective school library, led by credentialed library media professional	Ohio	2004	Student learning is facilitated
School library program	Missouri	2003	10.6% statistically significant impact on student achievement
Librarian interaction with teachers and students Library technology levels	Texas	2001	Positive association with TAAS performance grades K-12

Collection Statistics – Books per Student						
	Student Enrollment		Books in Collection		Books per Student	
	2008	2009	2008	2009	2008	2009
Elementary Schools						
Courreges	635		18,591		29	
Cox	750		18,609		25	
Gisler	500		12,395		25	
Moiola	540		15,899		29	
Newland	369		10,622		29	
Oka	373		11,220		30	
Plavan	410		16,423		40	
Tamura	432		14,572		34	
Middle Schools						
Fulton	800		14,780		18	
Masuda	824		12,673		15	
Talbert	517		10,288		19	
Declining enrollment has the same effect of increasing the ratio of books per student as increasing the number of books in the collection. Increasing enrollment has the same effect of decreasing the ratio of books per student as discarding from the collection.						

Collection Statistics – Average Age of Collections								
School	Fiction		500-599		600-699		Non Fiction 000-999	
	Includes E (Everyone) books at elementary level		General Science		Applied Science		Includes biography at elementary level only	
	2008	2009	2008	2009	2008	2009	2008	2009
Elementary Libraries								
Courreges	1984		1990		1990		1988	
Cox	1981		1989		1987		1984	
Gisler	1989		1994		1994		1993	
Moiola	1985		1988		1987		1984	
Newland	1984		1985		1986		1986	
Oka	1983		1989		1988		1985	
Plavan	1986		1990		1987		1987	
Tamura	1980		1987		1990		1984	
Middle School Libraries1978								
Fulton	1984		1980		1983		1978	
Masuda	1983		1984		1985		1981	
Talbert	1988		1987		1989		1984	

Library Plan Template					
	Where do we want to be?	Resources to help find answers	Where are we now?	What can we do this year?	How will we do it?
COLLECTION					
Number of books	<ul style="list-style-type: none"> Relevant to classroom assignments Students can always find something enticing to read Enough books to have circulating classroom libraries 	<ul style="list-style-type: none"> Use automated library system Refer to CDE Online School Library Survey results 			
Average age (copyright) of nonfiction books	Collection is up-to-date, relevant, and enticing to students	<ul style="list-style-type: none"> Use automated library system Refer to CDE Online School Library Survey results Sample a nonfiction Dewey section 			
Periodicals	Elem: 10+ M.S.: 25+	<ul style="list-style-type: none"> See <i>Standards & Guidelines for Strong School Libraries</i>, p. 44 Use automated library system 			
Non-print/Online databases	Elem: 5% / 4+ M.S.: 5% / 6+	<ul style="list-style-type: none"> See <i>Standards & Guidelines for Strong School Libraries</i>, p. 44 Use automated library system 			
Books per student ratio. <i>How many books per student do we have?</i>	Elem: 20+ / ADA M.S.: 25+ / ADA	<ul style="list-style-type: none"> National average is 22 books per student See <i>Standards & Guidelines for Strong School Libraries</i>, p. 44 			
What information does the CDE Online School Library Survey collect?	Must be completed for the Consolidated Application process. Collected annually.	See http://www.cde.ca.gov/ci/cr/lb and selected "CDE Online School Library Survey"			
STAFFING					
<i>A library media teacher (LMT) is certificated staff, possessing both a teaching credential and a library media teacher credential. Districts determine classified library staff titles. Titles include library clerk, technician, assistant, etc.</i>	Elem: 1 LMT / 1 clerk M.S.: 1 LMT / 1 tech / 1 clerk	See <i>Standards & Guidelines for Strong School Libraries</i> , p. 17			
ACCESS & USE					
Hours/days open <i>What are the hours of our school library?</i>	The library provides barrier-free access for students, staff, and the community during the schools days before, during and after school hours and beyond the school year when needed.	<ul style="list-style-type: none"> See <i>Standards & Guidelines for Strong School Libraries</i>, p. 8, p. 36 Review library schedule or calendar 			
Number of classes that use the library.	Compare with past years	<ul style="list-style-type: none"> Your automated library system Tally count Estimates based on class schedule 			
Circulation: <i>numbers of materials circulated since 9/1/04</i>	Compare with past years	<ul style="list-style-type: none"> Refer to numbers collected by automated library system If not automated, is a daily circulation summary collected? 			
	Where do we want to be?	Resources to help find answers	Where are we now?	What can we do this year?	How will we do it?

Appendix D – Continued

LIBRARY PROGRAM ELEMENTS					
Information literacy <i>Information literacy is the ability to locate, evaluate and use information effectively.</i>		<ul style="list-style-type: none"> • See <i>Standards & Guidelines for Strong School Libraries</i>, p. 13, p. 42 • See <i>Information Power: Building Partnerships for Learning</i>, chapter 2 • District information literacy plan and/or technology plan • See California content standards for those relating to information literacy 			
Reading Motivation	California standards require that, by the end of middle school, students will have read one million words annually on their own. (1 million=15-20 minutes of reading per day.)	<ul style="list-style-type: none"> • <i>Reading/Language Arts Framework for California Public Schools</i> • Evidence of author or illustrator visits to the school • Look for evidence of current or past reading motivational events, e.g., assemblies, contests, celebrations • Look for library displays or bulletin boards about books and reading 			
Technology Integration	Library is part of the school's technology infrastructure. Technology use is demonstrated and practiced in the library.	<ul style="list-style-type: none"> • See District Technology Plan • See school and library web pages • See <i>Standards & Guidelines for Strong School Libraries</i>, p. 46 			
Collaborative planning and teaching with classroom teachers	Appropriate when a library media teacher is employed	See <i>Standards & Guidelines for Strong School Libraries</i> , p. 17			
Ethical use of resources	Students and staff practice ethical behavior in regard to information and information technology. Concepts of cut, paste and plagiarism are discussed.	<ul style="list-style-type: none"> • See District Internet Use Policy • See school's "style manual" for citing resources used 			
Cooperation with other libraries, school and public	Students are encouraged to have public library cards and are invited to participate in summer reading programs.	<ul style="list-style-type: none"> • Look for a link to the public library web pages on the school web site 			
BUDGET					
	A library budget is developed based on the District and school library plans. Budgeting is consistent for planning purposes.	<ul style="list-style-type: none"> • Look at prior year library budgets • Identify other funding sources used for library development 			