

LIBRARY PLAN



2017/2018

**RESCUE UNION SCHOOL DISTRICT
2390 Bass Lake Road, Rescue, CA 95672
(530) 677-4461**

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Library/Media Clerk: Rhonda Picard

Library Services provided through Memorandum of Understanding (MOU) with El Dorado County Office of Education

DISTRICT LIBRARY COMMITTEE: 2017- 2018

Dave Scroggins, Assistant Superintendent – Curriculum

& Instruction

Michelle Upton, Library/Media Coordinator

Sheri Allen, Library/Media Coordinator

Theresa Stephanopoulos, Library/Media Coordinator

Natalie Hadden, Library/Media Coordinator

Cindy Carpenter, Library/Media Coordinator

Sandra Villalovoz, Library/Media Coordinator

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Rhonda Picard, Library/Media Clerk

Jill Lawless, Teacher (Lake Forest)

Denise Thomas, Parent (Marina Village & Lake Forest)

Carrie Cash, Parent (Pleasant Grove)

INTRODUCTION

The objective of the Rescue Union School District's Library Media Centers is to develop the research, literacy and critical thinking abilities of our Transitional Kindergarten through 8th grade students. Developing the ability to think clearly, critically, and creatively depends on a steady flow of information through print and non-print media. The school library program provides an abundance of appropriate learning resources in many formats. Critical thinking skills are also fostered when students are instructed in information literacy strategies and provided with opportunities to learn how to locate, analyze, evaluate, interpret and communicate information and ideas.

Our responsibility is to equip students with 21st century skills as well as help them to apply responsible research practices, act with respect for others when utilizing digital devices and continue to grow as life-long learners.

The implementation of the California State Standards presents a transformational opportunity and a call to action for school libraries. This opportunity challenges school libraries to revise programs and focus on the critical role the library can play in engaging and supporting student learning through:

1. Reading comprehension
2. Classroom and library collaborative planning for instruction
3. Inquiry-based research
 - a. Increasing text complexity
 - b. Writing from sources
 - c. Reading in the content areas
 - d. Balancing fiction and nonfiction
 - e. Answering with evidence
 - f. Building vocabulary
 - g. Reading comprehension, inquiry

In late 2010, the California State Board of Education adopted the Model School Library Standards for California Public Schools found at <http://www.cde.ca.gov/ci/cr/lb/schlibrarystds.asp>. These standards are consistent with the California State Standards and will continue to guide schools in teaching students how to access, evaluation and use information effectively so that they can become information literate. Students today need to become prepared for success in a hypercompetitive global economy that is powered by information and knowledge.

The standards are organized around four concepts followed by overarching standards that continue across all grade levels with detailed standards for each grade or grade span.

ORGANIZATION OF THE MODEL SCHOOL LIBRARY STANDARDS:

1. Students Access Information

The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.

- 1.1 Recognize the need for information
- 1.2 Formulate appropriate questions
- 1.3 Identify and locate a variety of resources online and in other formats using effective research strategies
- 1.4 Retrieve information in a timely, safe, and responsible manner

2. Students Evaluate Information

The student will evaluate and analyze information to determine appropriateness in addressing the scope of inquiry.

- 2.1 Determine relevance of information
- 2.2 Assess comprehensiveness, currency, credibility, authority, and accuracy of resources
- 2.3 Consider the need for additional information

3. Students Use Information

The student will organize, synthesize, create, and communicate information.

- 3.1 Demonstrate ethical, legal, and safe use of information in print, media, and digital resources
- 3.2 Draw conclusions and make informed decisions
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding

4. Students Integrate Information Literacy Skills into All Areas of Learning

The student will independently pursue information to become a life-long learner.

- 4.1 Read broadly and use various media for information, personal interest, and life-long learning
- 4.2 Seek, produce, and share information
- 4.3 Appreciate and respond to creative expressions of information

STRONG SCHOOL LIBRARIES BUILD STRONG STUDENTS

Research supports the importance of school libraries and staff in academic achievement and confirms that quality school library programs impact student achievement. "School Library Media Impact Studies" provides evidence based on research studies conducted in Alaska, Colorado, and Pennsylvania between 2000 and 2013 that students perform better on standardized tests when they have access to a well-stocked school library staffed with certificated school library media teachers. It is published by Colorado Library Research Studies (LRS) and is available online at www.lrs.org/. **Factors in these quality school library programs are:**

- Up-to-date books, materials, and equipment
- Up-to-date technology tools including automated collections and availability of databases
- Increased usage of the school library services

- Collaboration between the classroom teacher and the library media specialist
- Integration of the library media center by the classroom teacher information literacy skills
- Increasing the print and electronic resources that are accessible to students at school and at home
- Supporting the development of digital literacy skills including digital citizenship and online

safety

- For comprehensive lists of research related to the impact of school libraries, see below:
 1. Library Research Service
 2. California Department of Education's, Research Related to School Libraries

The Library/Media Center is responsible for providing and coordinating access to knowledge, information, and diversity of ideas. It serves as the hub for students, parents, and the community to access information. Here, users learn to manage technology resources. Students improve their productivity, by having a “one-stop-shop” where they plan, create, and produce materials and projects.

Automation and online resources have revolutionized libraries and the publishing industry in ways not seen since the invention of the printing press. Combining computer and telecommunications technologies allows libraries to access networked electronic information through the electronic super highway. Electronic information increasingly permeates every area of the library. Access to these resources is flexible, available for individuals, small teams, and large groups.

The Media Center facilitates information exploration, resource gathering, and reading through these resources:

- A library/media coordinator
- Readily available on-line resources
- Collections of instructional resources
- Support systems for curriculum activities

Rescue Union School District understands that the goals and objectives in this plan are not binding, are contingent on available funding and, as such, will adapt the plan as necessary to provide the best possible service to our students.

DEMOGRAPHICS

The Rescue Union School District educates approximately 3632 students in Transitional Kindergarten through eighth grade residing in northern portions of El Dorado Hills, Cameron Park, and Shingle Springs, the community of Rescue, and unincorporated areas in northwest El Dorado County. The district is located approximately 25 miles east of Sacramento and 10 miles west of Placerville, just north of the Highway 50 corridor.

The district is bordered by the Sacramento County line to the west, Black Oak Mine Unified School District to the north, Mother Lode Union School District to the east, Gold Trail Union School District to the northeast, and Buckeye Union School District to the south. High school age students attend schools operated by the El Dorado Union High School District.

The district presently has five elementary schools, two middle schools, and one full time, online independent study option:

- Green Valley Elementary School (Grades Transitional K-5)
- Jackson Elementary School (Grades Transitional K-5)
- Lake Forest Elementary School (Grades Transitional K-5)
- Lakeview Elementary School (Grades Transitional K-5)
- Rescue Elementary School (Grades Transitional K-5)
- Marina Village Middle School (Grades 6-8)
- Pleasant Grove Middle School (Grades 6-8)
- COOL School Independent Study Program (Grades 3-8)

In order to accommodate anticipated growth, the district has one more elementary school, the Bass Lake Development, in the building planning stage.

The Rescue Union School District is predominately made up of low-middle to upper income families who place a very high value on education. Because of our relatively homogenous community, our relatively high average income, and our low Aid for Dependent Children qualification, we do not qualify for many additional support programs (i.e., federal and state level grants) that would normally be used to support our efforts toward literacy advancement. This fact, coupled with our relatively low state and federal funding level, creates a significant hardship for our district as we look for ways to fund our goals for students.

LIBRARY COMMITTEE MISSION STATEMENT

The mission of the Rescue Union School District library program is to support the education of all students to their highest potential by ensuring that students are effective users of ideas and information, appreciate and enjoy a variety of literature, become lifelong learners, and are career and college ready.

This mission is accomplished by:

providing intellectual and physical access to technology, resources, and materials;
providing instruction to foster competence, stimulate interest in reading, viewing, and using information, and ensuring students are digitally literate;
and collaborating with other educators to design learning strategies that meet the needs of every student.

SCHOOL AND LIBRARY FUNDING

Funding sources for school libraries located in the Rescue Union School District include funds from the Library Media Program budget, the Local Control Funding Formula (LCFF), site fundraisers, donations, and grants.

The Library Media Program Budget provides funding support to the school libraries in the following manner:

- Annual maintenance agreement for Follett (library management software)
- Library supplies, materials, and equipment
- Magazine subscriptions
- Technology tools, equipment, replacement, and maintenance
- Staff development for library media coordinators
- Temporary assistance as needed
- Miscellaneous expenses

School sites provide funding support to the site libraries through the purchase of new circulation materials. Fundraising and donations from parent organizations provide the majority of the funding for new books and library materials. In addition, some school site councils allocate funding for the purchase of new books for their library based on the local school site plan goals.

LIBRARY PLAN GOALS

1. The Rescue Union School District Library Plan will align with the Board of Trustees Focus Goals and will be coordinated as a Transitional Kindergarten through 8th grade effort. All goals and objectives are dependent on available local, state and district funding on a year-to-year basis.

2. The RUSD Library Committee will meet at least one time annually to review and update the District Library Plan, maintain open communication and to discuss current needs of the library media program.

3. The RUSD Library Media Program will assist in the preparation of career and college ready students:

- Through collaboration with colleagues.
- By assisting students to access and evaluate information (print, media and digital resources).
- By demonstrating to students the ethical use and integration of information that results in a creative and functional product.
- Through an ongoing committee consisting of teachers, parents, district representatives, and library/media coordinators. The committee will meet annually in an effort to update this plan and to coordinate library media activities and programs.

GOAL ONE

THERE WILL BE ONGOING COMMUNICATION AND COLLABORATION BETWEEN ALL LIBRARY MEDIA CENTERS, SCHOOL SITES, THE DISTRICT, PARENTS, STAFF, STUDENTS, AND THE COMMUNITY.

BOARD FOCUS GOAL III: Communication / Community Involvement

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District and community.

OBJECTIVES:

Rescue Union School District will maintain a District Library Committee whose purpose will be to provide ongoing communication and to ensure program consistency throughout the district. This committee will be composed of the Director of Media and Technology Services, library/media coordinators, parents, teachers, administrators and other district representatives.

Current Conditions:

1. A Committee was formed in 1998 and meets regularly to develop and/or update the Library Plan.
2. Since its inception, the committee has been the leading force in coordinating District library activities, revising the District Library Plan, and working to achieve the goals of the Library Plan.

Committee Recommendations:

1. Collaborate with school site personnel and participate in decision making that addresses student access to additional technology resources in the library that are necessary for Information Literacy skills instruction.
2. Communicate needs for printed materials, electronic resources, technology, databases and other resources regularly to site and District leadership.
3. Continue to foster communication and collaboration with the local public libraries for a more integrated learning experience across library environments.
4. Create and maintain library websites for all school sites to complement the District Library and Media website.
5. The District Library Committee will actively participate in the planning of the library in our new school located on Sienna Ridge Road. The projected opening date of this school is unknown at this time.
6. Committee members will be informed of upcoming library media events on a regular basis throughout the year.

GOAL TWO

THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN SUFFICIENT STAFFING AT EACH SITE

I. BOARD FOCUS GOAL 1: Student Needs

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

BOARD FOCUS GOAL IV: Staff Needs

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

OBJECTIVES:

Library staffing will meet the needs of students and staff as necessary for each individual school site.

Current Conditions:

1. All school site libraries are open five days per week and are staffed by an eight-hour paraprofessional.
2. The library program is coordinated by the Assistant Superintendent, Curriculum & Instruction.
3. Library Services are provided through a Memorandum of Understanding with the El Dorado County Office of Education.
4. Library Media Coordinators perform a variety of services including maintaining the library, assisting staff, providing staff and students with instructional and curriculum materials, and providing students with opportunities to visit the school library in an effort to improve literacy, succeed academically, and develop a lifelong love of learning.

Committee Recommendations:

1. Evaluate staffing needs in the library media center on a regular basis. Additional staff may be added as necessary and in accordance with the CSEA contract.
2. Utilize the Model School Library Standards for California Public Schools and the Standards and the Guidelines for Strong School Libraries to assist in determining staffing levels and the types of staffing; i.e. certificated and classified.
3. Make every effort to budget for and provide library media coordinator substitutes as needed in order to keep the libraries open for student use.
4. Provide library coordinators with adequate time for staff development, collaboration and networking opportunities.
5. Provide assistance with the distribution of new curriculum adoptions and for other needs as necessary.

GOAL THREE

THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN FACILITIES AND EQUIPMENT

BOARD FOCUS GOAL I: Student Needs

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

BOARD FOCUS GOAL IV: Facility / Housing

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

OBJECTIVES:

Provide physical and virtual spaces where complex learning can take place.

Current Conditions:

1. All sites have a library facility that will accommodate a class of 31 plus students and have sufficient space to house the site's library collection.
2. All elementary sites have a minimum of 6 - 8 computer stations and/or mobile devices for student use. Middle school sites have 12-15 computer stations and/or mobile devices for student use. Each site has at least one computer station for library circulation and management.
3. Staff and students have access to G Suite (formerly known as Google Aps for Education Suite), Follett Destiny, Microsoft Office, Scholastic Reading Counts, Typing Agent, and other resources.
4. All sites are currently connected to the District's Local Area Network (LAN) and Wide Area Network (WAN) allowing staff and student access to the network, email, and the Internet. Internet use is filtered throughout the district in compliance with the Children's Internet Permission Act (CIPA) to prevent students from accessing inappropriate sites or sites having no educational value.
5. All sites utilize Follett Destiny, a web-based library management solution with online access for students and teachers. Destiny centralizes and streamlines library management across all schools; provides circulation, cataloging, searching, reporting and management in one easy to use solution.
6. The middle schools utilize Follett Textbook Manager to distribute, manage and inventory textbook materials.
7. All library media coordinators are connected to the Aeries database to provide immediate access to student and classroom data.
8. The District Office Media Center is centralized and housed at the District Office. The distribution of the District DVD collection is managed by the District media staff.
9. The District Library Media budget is currently utilized to:
 - a. Update and maintain the Follett Destiny software subscription annually
 - b. Provide supplies and materials to the library media programs
 - c. Update and maintain library equipment and software
 - d. Provide staff development to library media coordinators
 - e. Purchase new books and resources as budget allows

10. New library books and additional library resources are purchased with school funds, parent club donations, community donations, proceeds from book fairs, and site fundraisers.
11. All schools have integrated Scholastic Reading Counts and/or Scholastic Reading Inventory into their Library Media Program resulting in an increased interest in reading and increased circulation.
12. Secure wireless access is available in all school libraries.
13. Connected the library computer stations to projection devices with speakers - completed in February 2016.

Committee Recommendations:

1. Create a plan to modernize our library media centers to incorporate more collaboration areas, flexibility, and technology tools.
2. Continue to create and maintain a comfortable and safe library setting that meets the diverse needs of all learners.
3. Provide a comfortable and inviting physical environment for students to read, research and utilize resources.
4. Provide adequate funding to assist with the replacement, upgrading and/or maintenance of outdated library furniture, shelving, equipment and software.
5. The District Library Committee will continue to pursue alternative funding sources to supplement the budget for purchasing books at the site level.

GOAL FOUR

THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN QUALITY PRINT AND DIGITAL RESOURCES THAT SUPPORT THE CALIFORNIA STATE STANDARDS

BOARD FOCUS GOAL I: Student Needs

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

OBJECTIVES:

Maintain the library collections to meet the needs of students and staff.

Current Conditions:

1. The collection at each site is varied and supports the district curriculum. Size of book collections vary due to age, support by parent groups, grants, choices made at the site level with available funding, and school improvement plans. The recommended State standard is 20 up-to-date, relevant, enticing books for each student.
2. All sites utilize Follett Destiny, a web-based, electronic catalog, for organizing and researching library materials.
3. A collection of eBooks is now available for students and staff to use at school and at home.

Committee Recommendations:

1. Promote increased funding for the Media budget in an effort to provide and maintain adequate, quality, up-to-date library collections.
2. Educate and encourage school site councils of the need to utilize funding for the school library.
3. Weed and replace outdated and worn materials. An on-going weeding process will assure review of all collections. Library coordinators will provide the Assistant Superintendent of Curriculum and Instruction with a list of books that have been weeded at the end of the current school year.
4. Continue to replace paperback format with more durable library editions. The District goal is no more than 15% of the collection in paperback format.
5. Continue to improve the average copyright date in all library collections.
6. Continue to strive towards our District-wide goal of 25 relevant, interesting, up-to-date books for each student at all sites.
7. Provide exceptional fiction and non-fiction titles to support the information needs and recreational reading interests of students and staff.

8. Continue to purchase books that have Scholastic Reading Counts quizzes associated with them.
9. Promote the use of eBooks to students and staff in the classroom and from home.
10. Continue to purchase recommended titles to support the current district adopted curriculums, Reading Counts and the California State Standards.
11. Seek out funding sources to improve the average copyright date of the collections.
12. Research and implement quality online resources for students and staff such as:
 - a. Streaming video
 - b. Online databases such as GALE
 - c. Safe, age appropriate, web-based research resources
13. Provide Makerspaces for students to engage in planning, design, and engineering activities.

GOAL FIVE

THE RESCUE UNION SCHOOL DISTRICT WILL SUPPORT INSTRUCTION

BOARD FOCUS GOAL I: Student Needs

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

OBJECTIVES:

Utilize digital and print resources to support instructional goals for literacy and technology implementation.

Current Conditions:

Library Media Coordinators currently support students and staff in the following areas:

1. Training students and staff on the use of Follett Destiny, a web-based, electronic catalog for organizing and researching library materials.
2. Promoting the use of information literacy skills, including the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information.
3. Integrating library and Internet resources with adopted District curriculum.
4. Promoting safe and ethical use of the Internet: (AB 307)
 - a. Appropriate and ethical use of information technology
 - b. Internet safety
 - c. The avoidance of plagiarism
 - d. The concept, purpose, and significance of a copyright so that pupils can distinguish between lawful and unlawful online downloading
 - e. Knowledge regarding the implications of illegal peer-to-peer network file sharing.
5. Providing staff with resources and materials as necessary to support instruction and the California State Standards.

Committee Recommendations:

1. Increase collaboration with classroom teachers in support of California State Standards.
2. Explore district level subscriptions to database services providing students with resources necessary to be successful with the California State Standards.
3. Continue to develop school library websites that provide information and off campus access to databases, eBooks, research resources and links to other credible sources necessary for 21st Century learning.
4. Evaluate and seek the addition of current and relevant print and electronic resources for fiction and literary nonfiction in support of California State Standards.
Provide Library Media Coordinators with appropriate staff development that will assist them in continuing to support instruction utilizing information literacy skills Provide students and staff with curriculum and resources necessary to instruct students on the use of online resources such as electronic encyclopedias, video streaming, and online research databases.

GOAL SIX

THE RESCUE UNION SCHOOL DISTRICT WILL CREATE LIBRARIES FOR THE 21ST CENTURY STUDENT

BOARD FOCUS GOAL I: Student Needs

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

BOARD FOCUS GOAL III: Communication / Community Involvement

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District and community.

BOARD FOCUS GOAL IV: Staff Needs

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

BOARD FOCUS GOAL V: Facility / Housing

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

OBJECTIVES:

Strive to provide an exceptional learning environment in the Rescue Union School District library media centers for ALL students.

Committee Recommendations:

1. Continue to research and strive to be the “library media center of the future”.
2. Transform the school library media center into a physical and virtual learning center for 21st Century teaching and learning by providing:
 - a. Emphasis on information handling skills that are critical to the processes of critical thinking and problem solving.
 - b. Inviting and flexible room accommodations for reading, research and collaboration.
 - c. Projection offering the Library Media Specialist and classroom teachers the ability to provide instruction in the Library Media Center.
 - d. Mobile devices such as tablets, Chromebooks, and/or iPads for collaboration and research.
 - e. S.T.E.A.M. Ahead with Makerspaces.

COLLECTION HISTORY AND STATISTICS

*Note: When analyzing the number of books per student, consider the student population and the average copyright date.

Green Valley School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
Fall 2017	418	14,570	34.9	n/a yet	n/a yet	13.5%	1997	6 / 4
Fall 2016	445	14,642	32.9	22,156	49.8	13.2%	1997	6 / 4
Fall 2015	433	14,220	32.8	22,563	52.1	13.3%	1996	6 / 4
Fall 2014	511	13,942	27.3	27,116	53.1	13.3%	1996	6
Fall 2013	551	14,406	26.1	21,287	38.6	14.5%	1996	6
Fall 2012	600	14,507	24.2	26,267	43.8	15.7%	1995	6
Fall 2011	659	14,662	22.2	25,104	38.1	16.4%	1995	6
Fall 2010	687	14,304	20.8	23,273	33.9	17.2%	1994	6
Fall 2009	711	13,586	19.1	22,374	31.5	18.1%	1994	6
Fall 2008	687	13,394	19.5	19,403	28.2	19.1%	1993	6
Fall 2007	662	13,080	19.8	16,434	24.8	19.0%	1992	4
Fall 2006	643	12,596	19.6	16,709	26.0	19.1%	1991	5
Fall 2005	643	12,173	18.9	16,171	25.2	17.6%	1991	5
Fall 2004	688	11,480	16.6			17.9%	1991	4
Fall 2003	673	11,177	16.3			17.0%	1990	3
Fall 2002	612	10,706	17.5			16.8%	1990	5
Fall 2001	586	10,430	17.8			19.5%	1988	1
Fall 2000	587	10,800	18.4			21.3%	1987	1

Jackson School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
Fall 2017	461	15,051	32.7	n/a yet	n/a yet	14.4%	2000	5 / 9
Fall 2016	463	15,131	32.7	16,411	35.4	16.7%	1999	5 / 4
Fall 2015	434	14,816	34.1	16,460	37.9	17.2%	1998	5 / 4
Fall 2014	420	15,029	35.8	15,337	36.5	17.9%	1998	5
Fall 2013	410	14,840	36.2	11,678	28.5	18.1%	1997	5
Fall 2012	452	14,558	32.2	15,571	34.4	18.8%	1996	5
Fall 2011	424	14,422	34.0	14,130	31.3	19.3%	1996	5
Fall 2010	411	14,082	34.3	12,569	30.6	19.3%	1995	5
Fall 2009	417	14,449	34.7	10,438	25.0	19.3%	1994	5
Fall 2008	420	14,269	34.0	10,628	25.3	18.5%	1994	5
Fall 2007	460	14,035	30.5	11,248	24.5	18.0%	1993	5
Fall 2006	437	14,150	32.4	11,272	25.8	19.3%	1993	5
Fall 2005	427	13,758	32.2	10,742	25.2	17.1%	1993	5
Fall 2004	590	13,271	22.5			17.2%	1992	6
Fall 2003	574	12,844	22.3			17.1%	1992	5
Fall 2002	698	12,124	17.4			16.9%	1991	5
Fall 2001	700	11,200	16			15.7%	1989	2
Fall 2000	670	11,390	17			18.5%	1988	2

Lake Forest School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
Fall 2017	425	15,200	35.8	n/a yet	n/a yet	7.8%	2000	0/10 + 6 iPads
Fall 2016	457	15,308	33.5	15,351	33.6	7.7%	1999	0/10 + 6 iPads
Fall 2015	437	14,916	34.1	15,836	36.2	7.7%	1998	0 / 10
Fall 2014	430	14,599	34.0	14,888	34.6	7.9%	1997	4
Fall 2013	430	13,830	32.2	14,401	33.5	7.9%	1996	4
Fall 2012	444	13,048	29.4	11,678	26.3	5.3%	1996	4
Fall 2011	491	13,783	28.1	15,691	32.0	8.4%	1995	4
Fall 2010	515	13,714	26.6	13,861	26.9	8.9%	1995	4
Fall 2009	539	12,797	23.7	14,768	23.7	8.9%	1994	4
Fall 2008	561	13,030	23.2	15,544	27.7	8.9%	1994	4
Fall 2007	593	13,217	22.3	15,291	25.8	8.2%	1993	4
Fall 2006	600	13,446	22.4	14,754	24.6	8.2%	1993	4
Fall 2005	606	13,397	22.1	17,466	28.8	8.7%	1992	4
Fall 2004	632	12,815	20.2			9.1%	1992	3
Fall 2003	636	12,792	20.1			7.6%	1992	3
Fall 2002	802	12,384	15.4			5.9%	1992	3
800Fall	734	11,156	15.2			6.1%	1990	2
Fall 2000	732	10,101	13.8			7.9%	1989	2

Lakeview School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
Fall 2017	548	14,635	26.7	n/a yet	n/a yet	15.5%	2004	6 / 2
Fall 2016	549	14,018	25.5	16,539	30.1	15.3%	2003	6 / 2
Fall 2015	528	14,078	26.7	17,874	33.9	16.5%	2003	6 / <u>2</u>
Fall 2014	549	13,414	24.4	18,117	33.0	15.7%	2002	6
Fall 2013	588	12,431	21.1	18,041	30.7	22.2%	2002	6
Fall 2012	600	11,625	19.4	19,036	31.7	21.2%	2001	6
Fall 2011	588	11,012	18.7	18,832	32.0	23.4%	2001	6
Fall 2010	607	10,625	17.5	18,376	30.3	23.2%	2001	6
Fall 2009	626	9,478	15.1	18,799	30.0	21.2%	2000	4
Fall 2008	566	8,062	14.2	17,175	30.3	20.6%	2000	3
Fall 2007	502	6,637	13.2	13,988	27.9	16.7%	2000	5
Fall 2006	420	4,859	11.6	12,311	29.3	6.5%	2000	5
Fall 2005	307	4,222	13.8	8,530	27.8	16.6%	2000	5

Rescue School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers/ Chromebooks
Fall 2017	447	12,175	27.2	n/a yet	n/a yet	14.6%	2000	6 / 4
Fall 2016	446	12,132	27.2	18,494	41.5	14.3%	1999	6 / 4
Fall 2015	430	12,167	28.3	17,979	41.8	13.6%	1998	6 / 4
Fall 2014	398	12,341	31.0	16,577	41.7	13.6%	1997	6
Fall 2013	391	12,055	30.8	15,108	38.6	13.4%	1996	6
Fall 2012	390	11,952	30.7	14,364	36.8	13.6%	1996	6
Fall 2011	398	11,927	30.0	14,043	35.3	13.2%	1995	6
Fall 2010	415	11,911	28.7	15,234	36.7	12.6%	1995	6
Fall 2009	425	11,922	28	13,761	32.4	13.0%	1994	6
Fall 2008	462	12,603	27.3	15,797	34.2	13.1%	1993	5
Fall 2007	508	12,204	24.0	10,872	21.0	13.3%	1992	10
Fall 2006	504	11,757	23.3	16,096	32.0	16.2%	1992	10
Fall 2005	503	11,151	22.2	14,526	28.9	16.3%	1991	10
Fall 2004	485	10,361	21.4			11.5%	1991	12
Fall 2003	419	9,684	23.1			11.2%	1990	12
Fall 2002	589	9,539	16.2			10.6%	1990	8
Fall 2001	557	9,023	16.2			11.4%	1989	2
Fall 2000	525	8,662	16.5			11.5%	1989	2

Marina Village Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
Fall 2017	768	11,947	15.6	n/a yet	n/a yet	13.4%	1997	15 / 14
Fall 2016	782	12,153	15.5	2,649	3.4	13.8%	1996	15 / 0
Fall 2015	776	12,186	15.7	3,070	4.0	13.6%	1996	15 / 4
Fall 2014	808	12,151	15.0	2,637	3.3	13.4%	1995	15
Fall 2013	798	12,044	15.1	2,701	3.4	14.1%	1995	16
Fall 2012	780	11,645	15.0	2,155	2.8	15.0%	1994	17
Fall 2011	785	11,776	15.0	2,178	2.8	13.9%	1994	6
Fall 2010	793	11,507	14.5	2,571	3.2	12.9%	1994	6
Fall 2009	729	12,581	17.0	3,377	4.6	12.1%	1991	8
Fall 2008	748	12,067	16.1	3,671	4.9	12.7%	1989	8
Fall 2007	709	12,290	17.3	3,168	4.5	12.2%	1989	8
Fall 2006	660	11,959	18.1	4,106	6.2	12.3%	1989	10
Fall 2005	649	11,791	18.2	2,788	4.3	12.4%	1989	10
Fall 2004	639	11,444	17.9			12.5%	1988	10
Fall 2003	691	11,026	16.0			12.3%	1987	9
Fall 2002	812	10,750	13.2			11.6%	1987	16
Fall 2001	772	9,264	12.0			13.9%	1984	16
Fall 2000	709	9,217	13.0			14.6%	1983	14

*Middle school circulation statistics will traditionally be lower than elementary statistics due to a variety of factors.

Pleasant Grove School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers/ Chromebooks /
Fall 2017	555	10,332	18.6	n/a yet	n/a yet	15.8%	2002	2 / 13
Fall 2016	574	10,000	17.4	10,302	18.6	15.8%	2001	2 / 13
Fall 2015	610	9,771	16.0	5,529	9.0	14.8%	2001	12 / 0
Fall 2014	603	9,539	15.8	4,145	6.9	15.0%	2001	12
Fall 2013	611	9,041	14.8	5,971	9.8	15.0%	2000	14
Fall 2012	626	8,873	14.2	4,808	7.7	14.7%	2000	15
Fall 2011	647	8,140	12.6	3,841	6.1	12.6%	2000	15
Fall 2010	664	7,950	12.0	4,116	6.2	6.6%	2000	12
Fall 2009	665	7699	11.5	3,289	4.9	7.0%	2000	12
Fall 2008	682	7,129	10.5	4,083	6.0	5.6%	1999	15
Fall 2007	667	6,864	10.3	3,846	5.8	5.2%	1999	18
Fall 2006	658	5,965	9.1	3,115	4.7	5.0%	1998	9
Fall 2005	636	5,465	8.6	2,645	4.2	4.9%	1998	4
Fall 2004	624	4,641	7.4	3,149	5.0	3.2%	1997	4
Fall 2003	655	3,346	5.1	1,904	2.9	1.0%	1999	4

*Middle school circulation statistics will traditionally be lower than elementary statistics due to a variety of factors.

BOARD FOCUS GOAL V: Financial Planning

Keep the district fiscally solvent through prudent budget processes in order to meet the needs of our students.

Community and School Site Funding Library Media Program Budget, 2016-2017

	Green Valley Elem	Jackson Elem	Lake Forest Elem	Lakeview Elem	Rescue Elem	Marina Village MS	Pleasant Grove MS
Site Funds			1,112			1,500	2,761
Book Fairs	3,623	3,123	4,663	3,844	4,420	570	
Parent Organizations	1,201	2,500		2,000			
Celebration/ Birthday Club		1,560	1,385	2,780	350		
Fundraiser	333						
District Funds	1,500	1,500	1,500	1,500	1,500	1,500	1,500
TOTAL FUNDS	\$6,657	\$8,683	\$8,660	\$10,124	\$6,270	\$3,570	\$4,261
Students Served	445	463	457	549	446	782	574
	Funds were spent on new books, reading incentives, and an author visit.	Funds were spent on new books, supplies, incentives, and decorations.	Funds were spent on new books, supplies, and incentives. *** \$1966 in Scholastic Dollars- new book binding machine.	Funds were spent on new books, eBooks, supplies, incentives, and Little Bits Kits	Funds were spent on new books.	Funds were spent on new books.	Funds were spent on new books.

**RUSD District Funding
Library Media Program Budget**

Object	Description	Budgeted Amount		Purpose
		2016-2017	2017-2018	
2000	Classified Salaries (Long Term Substitutes)			Long Term Substitute & Temporary Help
3000	Employee Benefits (Long Term Substitutes)			Long Term Substitute & Temporary Benefits
4100	Textbooks			
4200	Books Other than Textbooks	3,450.74	5,433	Library replacement materials for lost or damaged books
4300	Supplies	13,047.00	6,802	Book repair materials, library enhancement materials, magazine subscriptions, and other miscellaneous library supplies
4400	Non-Capitalized Equipment	1,022.00	1,407	Scanners, tablets, Chromebooks, computers, hardware, and software
5200	Travel & Conference			
5300	Dues & Memberships			
5610	Rents/Lease/Contracts/Repairs			
5690	Other Leases (Cellular, Copier Supplies)			
5692	Other Repairs			
5802	Con-App Fee			
5806	Other Services & Operating Expenses			
7334	Inter-program – Indirect Costs 2.62%			
	17,519.74	17,519.74	13,642	
	Carryover	0	2,725	Lost/Damaged book replacement funds
	TOTAL Budget	17,519.74	16,367	

EVALUATION

The long-range plan of the library media program focuses on providing both physical and intellectual access to informational, recreational and instructional resources from within and beyond the school. To evaluate whether the additional resources have a substantial impact on staff and students, the following is recommended:

1. Satisfaction with library services to be included on LCAP surveys for staff, students and parents.
2. Circulation statistics will be monitored to see if circulation increases with additional materials.
3. Sign-up sheets and class schedules will be reviewed to determine the number of classes using the library.
4. Re-evaluate the books per student ratio at the end of each year.

RESOURCES FOR PLANNING

California Department of Education: Barbara Jeffus, School Library Consultant, 916-319-0445.

Implementing the Common Core State Standards: The Role of the School Librarian

<http://www.achieve.org/files/CCSSLibrariansBrief-FINAL.pdf>

California School Library Association Web site offers links to key library documents, staff development opportunities, and more.

Particularly helpful on this site for planning teams is **Good Ideas**, published annually to spotlight quality school library programs. Planning team visits to these programs can be extremely helpful. www.schoollibrary.org

Information Power: Building Partnerships for Learning contains national standards for school library media centers, particularly as they pertain to student learning. Emphasis is placed on collaboration, leadership, and the use of technology. Call 800-545-2433, then press 7, or see www.ala.org/aasl/ip_products.html.

Literature for Science and Mathematics : Kindergarten Through Grade Twelve offers an annotated collection of recommended literature in the content areas of science and mathematics.

A Planning Guide for Information Power: Building Partnerships for Learning with School Library Media Program Assessment Rubric for the 21st Century is particularly helpful when the school library program is evaluated as part of the teaching and learning environment. Call 800-545-2433, then press 7, or see www.ala.org/aasl/ip_products.html.

School Library Media Impact Studies provides evidence based on research studies conducted in Alaska, Colorado, and Pennsylvania in 2000 that students perform better on standardized tests when they have access to a well-stocked school library staffed with certificated school library media teachers. It is published by Colorado Library Research Studies (LRS) and is available online at www.lrs.org/.

Standards and Guidelines for Strong School Libraries by the California School Library Association. This 2004 publication brings together in text, tables, and bibliographies topics such as facilities, resources, staffing, and information literacy. To view the table of contents, sample pages, and ordering information see www.schoollibrary.org

California Reading List located at <http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>. This list is filled from the 2000 Recommended Readings list. It has not been updated since then and does not include the titles from the Mathematics and Science list.

Recommended Literature: Kindergarten Through Grade Twelve is a collection of outstanding literature for children and adolescents. The recommended titles reflect the quality and the complexity of the types of material students should be reading at school and outside of class.

New NETS (Nat'l Educational Technology Standards) from ISTE (Int'l Society for Technology in Education) for teachers. <http://www.iste.org/>

Model School Library Standards for California Public Schools were adopted by the State Board of Education in September 2010.

School Library Standards Supporting Common Core contain examples of Model School Library Standards supporting Common Cores State Standards (CCSS) in English Language Arts. <http://www.rescueusd.org/LibraryMedia>

The Library Standards on iTunes U now offers four narrated presentations: an overview, an analysis of the library standards and the Common Core State Standards, an introduction to the student standards, and an introduction to the program standards. Access the presentations through the Apple Store/iTunes U/K-12/California Department of Education.

Brokers of Expertise "the place where California educators go to get connected." Best practices, strategies and resources are shared.