

Lindero Canyon Middle School Library Activity Report

2007-2008 (Sept. 2007-June 2008)

of School Days: 180 # of Library Days: 160*

*Closed days included beginning and end of school, History Day, Book Fair, training and setup for new library software, and Author Visit day.

Circulation Statistics

By Material Type		By Patron Type	
Fiction	10,881	6 th Grade	5,223
Non-Fiction	690	7 th Grade	4,190
Videos	303	8 th Grade	2,137
Audiobooks	62	Teachers & Staff	588
Magazines	164	Other	17
Other	60		
Total	12,160	Total	12,160

Note: Some numbers are approximate due to changeover to new software.

Library Holdings at End of Year: 13,373 print titles, 649 videos/DVDs, 11 Audiobooks, 6 subscription databases, 17 ebooks

Accelerated Reader Quiz Statistics

Quizzes taken:	12,167	Quizzes passed:	11,215	Ave. % Correct	84.8%
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Online Resources	Visits	Pages Viewed
Visits to Library Web Page since July 2007	12,142	22,792
Searches of online Accelerated Reader list by students/parents/teachers:	9,709 searches	
Subscription database use:		
• Gale ebooks and periodical database:	4,538	4,322
• Grolier online:	6,216	14,009
• ABC-CLIO World History: Ancient & Medieval Eras Database	977	9,364
• ABC-CLIO American History Database	506	3,333
• Greenwood Daily Life Online:		9,498
• Teen Health & Wellness	587	14,897 requests

Class Visits to the library:

**889
approx. 31,115
student visits**
(based on average class size of 35)

Included approx. 280 lessons by teacher librarian (not including booktalks)

Individual Visits (all approximate):

Before school: Open 151 days	Approx. 11,325 students	6 th /7 th Lunch:	4,000	8 th Lunch	795
		Lunch	1,456	Lunch	1,500
		Drop ins:		drop ins:	
After school: Open 155 days	Approx. 4,650 students	During classes:	1,923		

Library accomplishments/activities:

- Continued to teach and collaborate on curriculum-aligned lessons in research and information literacy skills. These included:
 - Librarian instruction delivered to all students:
 - Sixth grade:
 - LASS classes received a library orientation.
 - Science classes received lessons in evaluating online sources, using the computer catalog, and using reference materials, integrated with class “fields of science” project.
 - Math classes received a lesson on the Dewey Decimal system and finding books on the shelf, integrated with class curriculum in decimals and place value.
 - LASS classes received lessons in research, bibliography, databases, and evaluating sources skills integrated with various class research projects.
 - Book talks delivered to all Language Arts classes.
 - Seventh grade:
 - Social Studies classes received lessons in research, bibliography, databases, and evaluating sources skills integrated with Olde World Faire projects.
 - Book talks delivered to all Language Arts classes.
 - Eighth grade:
 - Social Studies classes received lessons in primary sources, research, bibliography, databases, and evaluating sources skills integrated with History Day projects
 - Language Arts classes received a lesson on technical writing.
 - Book talks delivered to all Language Arts classes.
 - Other library instruction:
 - All regular seventh grade Language Arts classes participated in a Moodle-based reading/research project and received lessons in the use of Moodle for online communication and in the use of databases and bibliographic citations.
 - Many Language Arts classes received lessons in note taking.
 - Some Art, Foreign Language, and Physical Education classes visited the library and received brief lessons in various library skills.
 - Worked with some sixth grade Language Arts classes and exploratory classes on projects that introduced them to Moodle and to creating wikis.
- Provided many teachers with print and online resources for use with students in their classrooms either as supplements to or in lieu of class visits.
- Assisted teachers with technology.
- Worked one-on-one with students recommending independent reading books and providing research and technology assistance.
- Selected, purchased, and cataloged new library materials and weeded outdated materials.
- Administered the Accelerated Reader program, purchased new quizzes, and posted quiz lists online.
- Supervised Connie Nesbitt, our library clerk, who performs many clerical functions for the library, processes new library materials and withdrawals, handles most of the library's circulation functions, helps with administration of

Accelerated Reader quizzes, assists with library supervision, and supervises students aides and parent and student volunteers.

- Introduced a Google-based online calendar for library scheduling that can be viewed online through the library webpage.
- Along with Carole Firestone, Language Arts Department Chair, Lindero's part in the City of Agoura's "One City, One Book" program. We encouraged students to read *Esperanza Rising* and to participate in a doll/figure-making contest and poetry/reflection contest. Promotional efforts included class book talks, a lunchtime reading session, and providing class discussion guides. Students who participated attended a RAD event where thematic food was served, music was played, and winners received awards.
- Inaugurated a twice-monthly "Lindero Out Loud" lunch program in the library for 6th/7th graders. Students signed up to come during lunch and hear a guest faculty member reader read aloud. The response by students to this program was very positive.
- Continued to sponsor a lunchtime Book Club for 6th/7th graders that met approximately every two weeks (alternating with Lindero Out Loud meetings). The library also had a small 8th grade advisory group that met periodically to offer input on library programs and promotions.
- Had several library contests that encouraged students to use the library more and learn new skills.
- Continued monthly recognitions of the top five school-wide AR points earners. These students received certificates and small prizes and I made a READ poster of them to post in the library and in their class. I also posted a group picture of the top five in a slideshow on the library webpage (<http://www.lvusd.k12.ca.us/lindersite/lindero/library>). Also continued periodic classroom awards for the top AR points earners in each Language Arts class. At the end of the year, all students earning 100+ points and top students in each class received certificates, awards, and recognition.
- As an additional motivational reward for high achieving AR students, I host an annual field trip. This year, we went to UCLA for a tour of the campus and lunch at the student union. The participants were very enthusiastic.
- Continued coordinating and hosting of a mystery event for the 6th grade GATE students tied into their completion of a mystery unit. I recruited 7th grade students who were participants last year to form the cast and worked with them to put on the event.
- The library again participated in and promoted reading of the books nominated for the statewide California Young Reader Medal program. Students who participated received small recognitions and extra credit in their Language Arts classes.
- All the LVUSD teacher librarians recommended the new Alexandria library software for the district following nearly a year of evaluation of options. This software was approved and purchased, and we received training and installed it in April. The new catalog offers a much more user-friendly interface to appeal more to students and to improve search results. It also offers online, remote access (onsite link: <http://192.168.254.232/>, remote access link: <http://lmscatalog.lvusd.org>) as well as improved management options.
- I worked with the two PFC book fair chairs to host our annual Barnes & Noble book fair. My roles included creating all the publicity, getting input for requested items from students and teachers, arranging class visits, and working with Barnes & Noble to obtain a high quality selection.
- Arranged our annual author visit with author Lisa Yee and promoted and coordinated the day-long event. Students were invited to participate in the assembly if they read and completed the AR quiz on one of Yee's books. They

also were invited to a smaller workshop if they read two or more books. All students who purchased books were invited to the book signing. The PFC hosted a lunch as part of the day-long event. The event was very successful, and all the feedback indicated that everyone was very happy with the choice of author. I also scheduled a visit with Neal Shusterman for May 2009. He previously visited Lindero in 2006.

- Participated in preparing a report about what the LVUSD teacher librarians do as part of a meeting of the librarians with Mary Schillinger. I also prepared and delivered a speech to the Board about what teacher librarians do.
- Continued to maintain Lindero's website (<http://www.lvusd.k12.ca.us/linderosite/lindero>) and introduced a Google calendar for school events for the 2007-2008 school year.
- Maintained the library website (<http://www.lvusd.k12.ca.us/linderosite/lindero/library>) Integrated new features, including an online History Day tutorial, a custom Google search engine for History Day primary sources, some wiki-based resource pages, a book talks blog of book talks developed in Voicethread.com, a library news blog, and periodic polls and educational games.
- Created a 2008 Summer Reading Recommendations List and posted it on the Lindero library webpage.
- Attended the district training for the new website, and began work with other staff members on preparing it for public use in the fall.

Professional Organization Work and Professional Development:

- Served as Poster Sessions chair for the California School Library Association (CSLA) annual meeting in Ontario in November 2007, and gained significant ideas for the library from this work and the conference.
- Have been serving a two-year term, which began in November 2006, as one of two CSLA Southern Section Region 2 Representatives on the CSLA Southern Section Board. Part of my responsibilities, along with my co-representative, included coordinating presenters for a day-long Southern Section Workshop in early March, at which I also chaired a panel on Web 2.0 tools. We also coordinated a Region 2 workshop on teacher librarian organizational tools in late March.
- Member of the CSLA Curriculum Committee and Curriculum Editor for the organization's monthly newsletter. I have also written several columns for the newsletter.
- Wrote an article, "New Ideas Take Flight," for the Spring 2008 *CSLA Journal* as part of a theme issue focusing on "Teacher Librarians on the Cutting Edge."
- In June, I was elected Southern Section President Elect, with my term to officially begin in November 2008. The Southern Section President is responsible for the Southern Section Board (the state is divided into two section) and also serves on the State Board.
- Attended the AASL (American Association of School Libraries) conference in Reno in October and gained significant ideas for the library. I also attended Book Expo America in Downtown Los Angeles in May and learned about many forthcoming books for the library collection.
- Last summer, I completed a nine-week online tutorial – School Library Learning 2.0 – developed by CSLA that had participants explore a large variety of Web 2.0 tools. These are tools that allow users to use many applications online and to make web pages interactive. As a result of completing the course, I have added a number of new interactive elements to the library web page and am taking advantage of more online tools both for teaching and for improved efficiency.

CSLA has now developed a Classroom Learning 2.0 version of the tutorial for classroom teachers, and, as a result of LVUSD librarians bringing it to Mary Hamre's attention, a number of classroom teachers are now completing it. The librarians who completed it are serving as "cheerleaders" for the current LVUSD participants by reading their blogs about their work and posting supportive comments.

- Jill Cope, Agoura High School Teacher Librarian, and I presented a session on research databases at the LVUSD District Professional Development Day in 2007.
- I attended the district presentation system software and several other technology training sessions.
- Met with all the LVUSD teacher librarians on a monthly basis to share ideas and concerns and resolve issues. Also set up a Google Group for easier email communication among our group.

Forthcoming Professional Organization Work and Professional Development:

- In June, I was elected Southern Section President Elect, with my term to officially begin in November 2008. The Southern Section President is responsible for the Southern Section Board (the state is divided into two divisions) and also serves on the State Board. I will be attending retreats for both incoming boards this summer.
- I will be attending the American Library Association Meeting in Anaheim June 27- July 2. I plan to visit vendors who provide library furniture and floor plans, learn about more new books and ideas for the library, attend sessions that explore how to better work with students on reading and technology, and attend a pre-conference workshop on library advocacy.

Challenges for the Coming Year:

- Better define the role of teacher librarians in the district, explore how we can be as effective as possible, and update our job descriptions.
- New Alexandria library software:
 - While we now have new library software, I need to work on customizing it to make it as effective as possible.
 - We need a better defined support system from the district for the new library software. Since the server is at the District Office, we need to define a mechanism by which the district technicians can perform needed utilities, such as restores from archive, for the libraries, or give the libraries access so we can perform these functions ourselves. At present, no one is prepared to do this for us and we do not have access to the server to do so ourselves.
 - We need to have our software receive daily updates of Aeries student data. This task, which was originally planned for completion at the time of the software installation in April, has not yet been accomplished. Mike Carmody has committed to accomplishing this update facility in time for the 2008-2009 school year.
- Set up the library in temporary quarters and participate in planning for the new library.
- Transition to the new district website.

Submitted by:
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June 22, 2008