

Fall River Mills Community Services District
Fire Districts Association of California
Foothill Municipal Water District
Goleta West Sanitary District
Helix Water District
Hidden Valley Lake Community Services District
Hispanic Chamber of Commerce Silicon Valley
Humboldt Bay Municipal Water District
Imperial Irrigation District
Indian Wells Valley Water District
Irvine Ranch Water District
Kern County Cemetery District
Kern County Water Agency
Kings River Conservation District
Lagerlof, Senecal, Bradley, Gosney & Kruse, LLP
Las Virgenes Municipal Water District
League of California Cities
Lincoln Avenue Water Company
Merced Irrigation District
Metropolitan Water District of Southern California
Midpeninsula Regional Open Space District
Modesto Irrigation District
Monte Vista Water District
Mosquito and Vector Control Association of California
Municipal Water District of Orange County
Nevada Irrigation District
Olivenhain Municipal Water District
Orange County Water District
Pajaro Valley Water Management Agency
Public Water Agencies Group
Reclamation District No. 108
Rincon del Diablo Municipal Water District
Rio Alto Water District
San Bernardino Valley Water Conservation District
San Diego County Water Authority
San Juan Water District
Santa Ana Watershed Project Authority
Santa Barbara County Special District Association
Santa Clara County La Raza Roundtable
Santa Clara County Special Districts Association
Santa Clara Valley Water District
Solano Irrigation District
South San Joaquin Irrigation District
South Tahoe Public Utility District
Stockton East Water District
Tehama-Colusa Canal Authority
Tulare Irrigation District
Tuolumne Utilities District
United Water Conservation District
Vallecitos Water District
Valley Center Municipal Water District
Vista Irrigation District
Walnut Valley Water District
Water Replenishment District of Southern California
West Basin Municipal Water District
Yorba Linda Water District
Zone 7 Water Agency of Alameda County

Elizabeth Minter

From: gneill@csgda.net
Sent: Friday, August 26, 2005 9:52 AM
To: eminter@placentalibrary.org
Subject: Legislative Update

SENATE BILL 135 CLOSE TO PASSAGE

Senate Bill 135, relating to updating the community services district law, has passed the Assembly and will be taken-up next week in the Senate for concurrence in Assembly amendments. Senate action could come as early as Monday and CSDA will ask all community services districts to write support letters to the Governor. Watch for the announcement.

ASSEMBLY BILL 1234 AWAITS ACTION ON SENATE FLOOR

While it was anticipated that Senator Torlakson would present Assembly Bill 1234 by Assembly Member Salinas on the Senate Floor yesterday, the Senate did not reach the measure on the calendar. Given that the Senate will be in session every day starting Monday through the remainder of the session, AB 1234 will be considered as early as Monday. We still expect Senator Ortiz to oppose AB 1234 as not going far enough relative to audit and ethics training for special districts. Assembly Bill 1234 relates to all local governments, but we anticipate Senator Ortiz will focus her opposition to special districts. CSDA remains optimistic the Senate will approve AB 1234 shortly and pass the measure back to the Assembly for concurrence in Senate amendments. If you have not responded to CSDA's Legislative Alert asking all CSDA members to contact their Senators, there is still time, but any such contacts should be made immediately.

EMINENT DOMAIN--WHAT'S NEXT

We anticipate policy committee hearings next week on a number of the recently introduced and/or amended constitutional amendments and bills relating to eminent domain. While we see no clear direction as of this writing, there appears to be movement toward the bills imposing a 2-year moratorium on the use of eminent domain for single-family, owner-occupied residential property for private purposes. Republicans want business properties added to the moratorium and failing such, may not support these bills. Assuming the Legislature does not work the Labor Day weekend, the Legislature has nine days left before adjournment and the eminent domain issue is sure to play large during the final days of the Session.

Email Updates Available for All Member Agencies Officials and Employees

If anyone else at your agency would like to receive these updates by email, or if you would like to stop receiving these updates, let us know by calling toll-free 877/924-CSDA or by emailing gneill@csgda.net.

Also, past and current Legislative Updates are available in the Legislation & Action section of the [CSDA Member's website](#).

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(877) 924-CSDA * www.csgda.net

Elizabeth Minter

From: Geoffrey Neill [gneill@csga.net]
Sent: Monday, August 22, 2005 1:14 PM
To: Geoffrey Neill
Subject: AB 1234 Floor Alert - Action Requested



AB 1234 floor
alert.doc (32 KB...)

Attached to this email you will find a sample Floor Alert for Assembly Bill 1234, relating to local governments' good governance practices.

Floor alerts are used as a last push for a piece of legislation, when it is almost time for legislators to vote on a bill, to make sure your legislator knows what the bill is about and that there is support for it in his or her district.

To help ensure AB 1234's passage, please print out the attached page on your district's letterhead and fax it to your state Senator(s) and to Assembly Member Salinas, the bill's author. You can also copy the text of the message and email to your Senator(s) and Mr. Salinas. (Mr.

Salinas can be reached at 916/319-2128 [fax] or
assemblymember.salinas@assembly.ca.gov.)

Also, if you have trouble with the word file attachment, or prefer not to open it for security reasons, you can find the text of the Floor Alert in the 'Legislation & Action' section of CSDA's member website.

You can also find the text of the bill and the contact information for your Senator(s) on that website. If you're not sure what your district's username and password are, please contact the CSDA office toll-free at 877/924-CSDA (2732).

Geoffrey Neill
Public Affairs Specialist
California Special Districts Association 877/924-CSDA www.csga.net

Floor Alert – AB 1234 (Salinas)

SUPPORT

AB 1234 (Salinas) is supported by the following organizations:

*CA Special District Association
Association of CA Water Agencies
League of CA Cities
California State Association of Counties (CSAC)
California Municipal Utilities Association (CMUA)
California Association of Sanitation Agencies
Santa Clara Valley Water District
East Bay Municipal Utility District
Metropolitan Water District of Southern California
San Diego County Water Authority
and more than 80 individual cities, counties, and special districts.*

This measure was introduced by Assembly Member Salinas in order provide reforms in the areas of compensation and ethics training for Local Governments. There have been some recent high profile incidents regarding local government entities (special districts, cities, and counties). AB 1234 seeks to provide more transparency to local governments and accountability to the public.

- This measure contains 3 key provisions to "sunshine" the activities of local government officials.
 1. It includes new provisions for ethics training for local government officials and designated employees.
 2. It clarifies the rules pertaining to compensation to members of a local government legislative body for attendance at authorized meetings and conferences.
 3. It sets guidelines for reimbursement of members of a local government legislative body for actual and necessary expenses incurred in the performance of official duties, such as travel, meals, and lodging.
- AB 1234 has received bi-partisan support in both houses and there is no known opposition to the bill.

We ask for your "aye" vote.

Elizabeth Minter

From: gneill@csgda.net
Sent: Friday, August 19, 2005 9:47 AM
To: eminter@placentalibrary.org
Subject: CSGDA Legislative Update - August 19, 2005

SPECIAL ELECTION TALKS FAIL TO PRODUCE COMPROMISE

In a last minute attempt to reach an accord on the Governor's initiatives pending on the November special election ballot, discussions between the Governor and legislative leaders broke off late last night, and it appears no additional talks are planned. The Secretary of State had set Thursday midnight as his deadline for the Legislature to place alternative measures on November's ballot, even though that deadline was, some thought, soft, and could be extended at least two additional weeks. In any event, the Governor and legislative leaders accepted last night's deadline and now both sides are gearing up for what promises to be a "scorched earth" campaign. The Governor invited former Assembly Speaker Bob Hertzberg to assist in efforts to broker accords, but as the Governor emerged early this morning to meet with the press, he stated that they were "very close" on most issues, but time had run out and he's very disappointed accords were not reached. On to November...

AB 1234 HEADS FOR CRITICAL SENATE FLOOR VOTE

Assembly Bill 1234 by Assembly Local Government Committee Chair Simsn Salinas (D-Salinas), relating to ethics training and related provisions, will be considered by the Senate next Thursday, August 25. Senator Tom Torlakson (D-Antioch) will present AB 1234 on behalf of Assembly Member Salinas. Senator Ortiz (D-Sacramento) has informed Assembly Member Salinas that she will oppose AB 1234 and urge other Senators to do likewise. She will argue the bill does not go far enough to address ethics and auditing of local governments, specifically special districts.

CSGA is asking all of its members to contact their Senators urging them to support AB 1234. Watch for more information from CSGA and please contact your Senator prior to Thursday's scheduled vote.

EMINENT DOMAIN □ WHAT'S NEXT

On Wednesday, August 17, the Senate Local Government Committee held an informational hearing relating to the recent U. S. Supreme Court's ruling in *Kelo v. City of New London* and its effects on California's local governments. Since the decision was issued, numerous constitutional amendments and bills have been introduced and amended to address the opinion. While predictions for the remaining three weeks of this year's legislative session are dangerous at best, it appears that the Legislature will move slowly and may not adopt any constitutional changes this year, but some legislative proposals may move forward.

For example, Senator Kehoe (D-San Diego), Chair of the Senate Local Government Committee, indicated her intention to amend a bill, probably SB 1026, to provide a 2-year moratorium on the use of eminent domain for single-family, owner-occupied residential property. During the moratorium, the California Research Bureau will prepare a comprehensive report on what, if anything, California should do to respond to the Court's opinion. CSGA's Legislative Committee is meeting today and will consider positions for all of the constitutional amendments and bills to be positioned to engage on any of the measures that move forward.

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Elizabeth Minter

From: gneill@csla.net
Sent: Friday, August 12, 2005 9:59 AM
To: eminter@placentia.library.org
Subject: CSDA Legislative Update - August 12, 2005

They're Back

The Legislature returns Monday to complete the first year of the 2005-06 legislative year, scheduled to recess on September 9. The final weeks of the session are always a hectic rush to the finish line, and this year should prove no different. With hundreds of bills pending final action during the remaining four weeks, coupled with the preoccupation with the November special election, this year's end-of-session may actually be more complicated in some respects. Additionally, the final four weeks also signal the "gut and amend" season, wherein totally new language is amended into existing bills, many without the benefit of policy committee oversight and/or hearings. But then, it's only four weeks...

Redistricting Initiative Suffers Another Setback

On Tuesday, August 9, by a 2 to 1 vote, the 3rd District Court of Appeal sustained a Sacramento Superior Court's ruling that struck Proposition 77 from the November special election ballot. The majority opinion described the issue before the Court as a "tragicomedy," and agreed with the trial court that the differences in the language that was submitted to the Attorney General verses that which was submitted for circulation contain differences that warrant the initiative to be stricken from the ballot. Next stop -- the California Supreme Court.

Senate Committee Hearing on Kelo Decision

On Wednesday, August 17, the Senate Local Government Committee will hold an informational hearing on "Kelo & California: How the Supreme Court's Decision Affects California's Local Governments." The hearing will be held in the State Capitol, Room 112, from 10:00 a.m. until noon. The preliminary agenda and background materials are now available in the "Legislation & Action" section of the CSDA Member's website (<http://members.csla.net>), or from the Senate Local Government Committee office. At issue is the recent U. S. Supreme Court ruling in *Kelo v. City of New London*, wherein the Court held that the U. S. Constitution does not prevent the transfer of property, seized through eminent domain, to private entities for private profit. In response to the decision, two constitutional amendments and one bill have been amended to relate to eminent domain. All three pieces of legislation, as well as the text of the Supreme Court's decision, are also available on the CSDA Member's website.

The constitutional amendments are identical and are Senate Constitutional Amendment No. 15 by Senator McClintock (R-Northridge), et al., and Assembly Constitutional Amendment No. 22 by Assembly Member La Malfa (R-Richvale), et al. The legislation is Assembly Bill 590 by Assembly Member Walters (R-Laguna Niguel), which amends the Code of Civil Procedure to read: "In the exercise of eminent domain, "public use" does not include the taking or damaging of property for private use, including, but not limited to, the condemnation of nonblighted property for private business development." SCA No. 15 and ACA No. 22 amend the California Constitution and state in part: "Private property may not be taken or damaged for private use." Additionally, the measures state: "Private property may be taken by eminent domain only for a stated public use and only upon an independent judicial determination on the evidence that the condemnor has proven that no reasonable alternative exists. Property taken by eminent domain shall be owned and occupied by the condemnor or may be leased only to entities that are regulated by the Public Utilities Commission. All property that is taken by eminent domain shall be used only for the stated public use." Finally, the measures state: "If any property taken through eminent domain after the effective date of this subdivision ceases to be used for the stated public

use, the former owner of the property or a beneficiary or an heir, if a beneficiary or heir has been designated for this purpose, shall have the right to reacquire the property for the compensated amount or the fair market value of the property, whichever is less, before the property may be sold or transferred."

We understand the authors desire to have the measure appear on the November special election ballot, which the Secretary of State has advised would require the Legislature to pass the measure by the end of next week. Constitutional amendments require a two-thirds vote of each house. CSDA is formulating positions for these measures.

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Elizabeth Minter

From: Jeri Takeda [jtakeda@mcls.org]
Sent: Monday, August 29, 2005 9:31 AM
To: 'MCLS/SLS/SSCLS/Associate Member Directors'
Cc: shaber; bcusten; bgallardo; ccarlisle; hfirchow; jlambert; jstaff; mgermroth; palger
Subject: FW: [CALIX:4304] News from the Capitol

-----Original Message-----

From: owner-calix@listproc.sjsu.edu
[mailto:owner-calix@listproc.sjsu.edu] On Behalf Of Laura Fisher
Sent: Monday, August 29, 2005 8:50 AM
To: Calix
Subject: [CALIX:4304] News from the Capitol

TO: CLA MEMBERS/ SYSTEMS/ NETWORK CONTACTS

FROM: Mike Dillon, Lobbyist; Christina Dillon, Lobbyist

RE: NEWS FROM THE CAPITOL

SENATE AND ASSEMBLY "HOLD" TWO BIG LIBRARY BILLS DUE TO COST PRESSURES AND POLICY CONCERNS

Thursday afternoon, the Senate Appropriations Committee and Assembly Appropriations Committee met to address their significant list of "suspense file" items. As you will recall, the so-called "suspense file" is a method by which both fiscal committees in each house automatically hold bills with a dollar value in excess of \$150,000 so that each bill may be prioritized on their fiscal and policy merit. Then, on one single day, all fiscal bills are dispensed with and are either passed out of committee and sent to the Floor for vote, or held due to cost or policy concerns (ultimately rendering the bill "dead" for the year.) The "suspense file" process is nerve-wracking for lobbyists and legislators, as it is highly secretive, and one does not know until the minute the bill is announced whether or not it is going to be passed to the Floor or if it is headed to the "suspense" graveyard.

Yesterday, two bills that are being closely monitored by the CLA Legislative Committee, chaired by Mark Smith, were held on the "suspense file."

Specifically, here are some of the details about the two bills held in committee yesterday:

SB 682-SIMITIAN: "THE IDENTITY INFORMATION PROTECTION ACT OF 2005"

"The bill requires that certain security measures be implemented into state and local government-issued identification documents that incorporate Radio Frequency Identification (RFID) technology, with certain specified exceptions, and for three years, prohibits the use of RFID in four classes of government documents including: 1) drivers licenses, 2) ID cards issued to K-12 students, 3) government-issued medical benefit cards, and 4) library cards issued by a public library."

(Source: Assembly Appropriations
analysis)

Earlier in the year, we previously reported that our office received a call from the Senate Office of Research who was conducting confidential research on the use of RFID tags in library cards. When we polled the CLA Legislative

Committee, they indicated that while the books and other materials at the library may contain RFID tags, the actual library cards have bar codes or another identifier, not RFID chips. We later received confirmation that it was Senator Simitian who commissioned the inquiry at Senate Office of Research. As many of you know, Senator Simitian has long been one of CLA's biggest supporters, and we believe he was trying to best determine how much libraries would be impacted by the measure in advance of SB 682 being introduced. A few days later we attended a comprehensive briefing by the sponsors of his bill, the American Civil Liberties Union and the Electronic Frontier Foundation. They explained the bill was prompted by a situation at a school in Northern California where students were asked to wear a badge containing an RFID tag, while on campus, to track their attendance at the school. Scanners were placed above doorways, etc. Parents objected to the invasive badges and the campus quickly disbanded the program. In April, the bill had two substantive hearings in the Senate Judiciary Committee, but no organized opposition was present at either hearing, which surprised us.

The bill then passed the Senate Floor and headed over to the Assembly.

In the meantime, the CLA Legislative Team had established an excellent Task Force, consisting of Chair, Mark Smith (Riverside County Library System), Jackie Griffin of the Berkeley Public Library, and Kathleen Smith at the Fresno Public Library. They had significant concerns that because the RFID technology is "young yet, it would be detrimental to pass a piece of prohibitive legislation so early in the game," and requested that CLA submit language to Senator Simitian calling for an amendment to allow for future "hybrid" or permissive options. The public library could offer 1) a barcode system, or, 2) if the library offered an RFID card system and a barcode system, the patron could choose their style of card, using an opt-in approach, and would sign a waiver of informed consent if they chose the RFID model. Unfortunately, the author and the sponsor rejected our language and the prohibition for public library card usage remained in the bill.

The bill faced a much more difficult time in the Assembly Judiciary Committee. We spent a great deal of time speaking with committee staff regarding our concerns, and ultimately the thorough 11 page committee analysis posed the question: "The Committee may wish to explore with the author the possibility of permitting all educational institutions and libraries to use RFID technology with security protections." Despite the consultant's argument, the author was resistant to exempting public libraries from the bill, but agreed to exempt higher education, partially because the UC system, according to the analysis, "had already invested several million dollars into RFID technology for use on its campuses and in its libraries." At this hearing, a large coalition of opponents turned out, representing various electronics groups, including the American Electronics Association, Oracle, Texas Instruments, etc. and even the state's own Department of Consumer Affairs who is concerned with Homeland Security issues. At the end of the hearing, Chairman Dave Jones said, "I personally have concerns with limiting the technology and with the limiting of certain classifications of documents, but I know the author will continue to work with everyone." The bill passed on a vote of 6 "ayes" (all Democrats) and 3 "noes" (all Republicans).

Subsequently, the Assembly Appropriations Committee identified costs to state and local agencies of several dollars per card and several hundred dollars per reader station for the new, enhanced systems and massive encryption requirements that would be required under this bill. Also, the Committee consultant identified an unusual potential cost brought about by the bill - civil actions. The consultant warns SB 682 could cause "potential unknown cost to the state or local agencies to defend against civil actions brought pursuant to alleged non-compliance" and "potential costs for adverse judgments against the state or local agencies in such actions." In a surprise twist during Thursday's Appropriation's "suspense file" hearing,

Assembly Appropriations Committee Chair, Judy Chu, announced that she would be holding "20 bills over as two-year bills. If you don't hear a bill number called out, that means we are holding on to it until January." SB 682-Simitian was one of the 20 bills held by the Committee, with the opportunity for it to be resurrected any time next year. However, the San Jose Mercury News is reporting that the Senator has stated that he would vow to "try to revive it before the Legislature adjourns for the year on Sept.

9." The Senator would need to obtain a significant amount of rule waivers and obtain the blessing of Assembly and Senate Leadership to be able to move his bill before the end of session, which would be quite difficult.

AB 1388: RIDLEY-THOMAS: ADVANCED TELECOMMUNICATIONS EDUCATION AND HEALTH ACCOUNT WITHIN THE CALIFORNIA TELECONNECT FUND ADMINISTRATIVE COMMITTEE FUND

You may recall that several years ago there was a large surplus contained in the Teleconnect Fund, within the Public

Utilities Commission Budget. As it was a tight Budget year during that session, the Budget Subcommittees and Budget Conference Committees voted to "borrow" \$150 million from the Teleconnect Fund, as it appeared it was not being utilized and could assist the state in helping to balance the Budget. Since that time, a group of lobbyists (representing schools, libraries, and community based organizations), including CLA, have supported annual legislation that seeks to turn some of the "loaned" money to the Teleconnect Fund. This year, AB 1388 by Assemblyman Mark Ridley-Thomas would direct the Public Utilities Commission to administer a grant program pertaining to telemedicine resources in urban and rural areas, and a grant program to "demonstrate the benefits of using the state's telecommunications networks to deliver supplemental education services. Grants may be made to: (a) entities which deliver services to pupils in grades 6 through 12, and (b) public libraries."

The Senate Appropriations Committee analysis noted that it "is difficult to estimate the potential cost pressures, because they would depend on the parameters of the grant programs created by the commission.

Nevertheless, the costs could be millions of dollars annually through 2013, when the provisions of the bill sunset." Perhaps, not surprisingly, the committee chose to hold the bill on its "suspense file" rendering the measure dead for the year.

-----calix-+
Views expressed on CALIX are the opinion of the sender and do not necessarily reflect the position of the California Library Association.

How to get off CALIX: Subscribers are strongly encouraged to keep abreast of CLA and California library news via this mailing list. To sign off from the list, send email to listproc@listproc.sjsu.edu with the following request: SIGNOFF CALIX or UNSUBSCRIBE CALIX in the body of the message. Make sure your subject line is blank and nothing other than the command is in the body of the message.

-----calix--

Agenda Item 25

TO: Elizabeth Minter, Library Director

FROM: Jim Roberts, Public Services Manager/Literacy Coordinator *JR*

DATE: September 19, 2005

SUBJECT: Status of Placentia Library Literacy Services (PLLS) Partnerships with the Community.

Provided below is a list of active PLLS partnerships/coalitions in the community. Those with an asterisk (*) are pending and have not yet begun.

- ◆ This past school year, we had over 100 high school tutors participating in PRREP, a partnership with the PYLUSD and Placentia Rotary.
- ◆ We partner with Even Start at Ruby Drive Elementary School, where we offer Spanish literacy classes on Friday mornings during the school year.
- ◆ Federal Work Study (FWS) is a partnership among Western State University College of Law, Cal State Fullerton and the Library where qualified FWS students work part-time at the Library and off-site, primarily tutoring children. Most FWS staff stop for the summer. Cal State Fullerton and PLLS have two additional partnerships: 1. the Intern Program, and 2. Service Learning.
- ◆ Fullerton College has a Service Learning partnership where several instructors require 10-20 hours of community service. PLLS is a participating agency.
- ◆ *EVEN START* collaboration with Ruby Drive Elementary School began in FY 2003-04 and will continue this FY.
- ◆ PLLS is listed as a participating agency for interns with Valencia High School's Val Tech and International Baccalaureate (IB) programs. We have two IB interns this school year.
- ◆ *In June, the California State Library awarded the PLLS an LSTA Grant to partner with H.I.S. House to start an after school homework program for children there. That project will begin on Monday, September 19.
- ◆ *On Monday, September 19, PLLS will begin a homework club at Topaz Elementary School for 7th grade student who attend Tuffree Middle School and are graduates of Topaz.





TO: Elizabeth Minter, Library Director

FROM: Jim Roberts, Public Services Manager/Literacy Coordinator 

DATE : September 19, 2005

SUBJECT: Poet Laureate.

Meredith Laskow, Poet Laureate of the Placentia Library District, did not meet with the Program Committee since the last Library Board Meeting.

We plan to have future outreach at four senior centers this calendar year, the Placentia Senior Center, Atria De Palma, Bradford Terrace, and Emerald Isle.



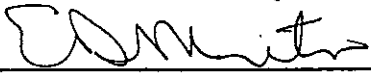
California Library Literacy Services Certification

California State Library
Budget Office
P.O. Box 942837
Sacramento, CA 94237-0001

Library/Agency: Placentia Library District

Certification

I affirm that all information provided to the California State Library for review in association with this award is correct and complete to the best of my knowledge.

Signed  Date July 24, 2005
Authorized representative

Elizabeth D. Minter, Library Director
Type or print name and title, of authorized representative

Placentia Library District
Legal name of local grantee

411 E. Chapman Avenue Placentia
Street address of named grantee City

Orange 92870 (714) 524-8408, ext 203
County Zip Code Telephone of authorized representative

Jim Roberts (714) 524-8408, ext 215
Coordinator/Director of program if different Telephone



REPORTING

California State Library Final Report FY 2004/2005

Name of Library: **Placentia Library District**

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Reporter's Information

Applicant contact:

Phone: (xxx)xxx-xxxx

Fax: (xxx)xxx-xxxx

E-mail:

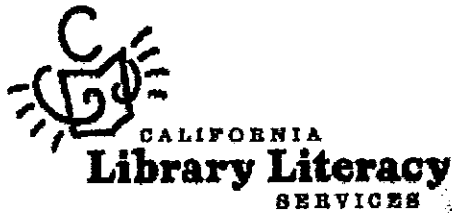
Address:

Check here if your contact information (including email address) has changed since last report submitted.

Number of Library sites in your jurisdiction that provide direct literacy services (e.g. dedicated literacy staff and office) and/or literacy support services (e.g. literacy referral/materials collection/training site/tutor-student meeting place/etc.)

Number of literacy sites in your jurisdiction not in libraries.

[Save and quit](#)



REPORTING

California State Library Final Report FY 2004/2005

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CLLS Adult Learner Activity Report ?

SEMI-ANNUAL SUMMARY				Mid-Year	Final	Total																																																	
1.	Continuing Adult Learners from prior reporting period. ?	Override	94	152			⚠																																																
2.	Adult Learners who began instruction during this reporting period. (January 1 - June 30) ?		58	44																																																			
3.	Total Adult Learners who received instruction during this reporting period. ? (#1 + #2 = #3)		152	196																																																			
4.	Adult Learners who left during this reporting period. ?		0	0																																																			
5.	Adult Learners remaining at the end of this reporting period. ? (#3 - #4 = #5)		152	196																																																			
6.	Cumulative total Adult Learners who received instruction during this fiscal year. Includes students that were instructed but who left before the end of filing periods. ? (#6 from mid-year + #2)		152	196																																																			
Adult Learner Demographics ?																																																							
7.	<table border="1"> <thead> <tr> <th>Ethnicity</th> <th>Mid-Year</th> <th>Final</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>71</td> <td>72</td> </tr> <tr> <td>Black</td> <td>2</td> <td>2</td> </tr> <tr> <td>Latino</td> <td>60</td> <td>100</td> </tr> <tr> <td>Native American</td> <td>0</td> <td>0</td> </tr> <tr> <td>Pacific Islander</td> <td>0</td> <td>0</td> </tr> <tr> <td>White</td> <td>9</td> <td>12</td> </tr> <tr> <td>Other</td> <td>10</td> <td>10</td> </tr> </tbody> </table>		Ethnicity	Mid-Year	Final	Asian	71	72	Black	2	2	Latino	60	100	Native American	0	0	Pacific Islander	0	0	White	9	12	Other	10	10	<table border="1"> <thead> <tr> <th>Age</th> <th>Mid-Year</th> <th>Final</th> </tr> </thead> <tbody> <tr> <td>16-19</td> <td>7</td> <td>7</td> </tr> <tr> <td>20-29</td> <td>12</td> <td>30</td> </tr> <tr> <td>30-39</td> <td>60</td> <td>74</td> </tr> <tr> <td>40-49</td> <td>61</td> <td>69</td> </tr> <tr> <td>50-59</td> <td>9</td> <td>13</td> </tr> <tr> <td>60-69</td> <td>3</td> <td>3</td> </tr> <tr> <td>70+</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		Age	Mid-Year	Final	16-19	7	7	20-29	12	30	30-39	60	74	40-49	61	69	50-59	9	13	60-69	3	3	70+	0	0			
Ethnicity	Mid-Year	Final																																																					
Asian	71	72																																																					
Black	2	2																																																					
Latino	60	100																																																					
Native American	0	0																																																					
Pacific Islander	0	0																																																					
White	9	12																																																					
Other	10	10																																																					
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40-49	61	69																																																					
50-59	9	13																																																					
60-69	3	3																																																					
70+	0	0																																																					

Unknown	0	0	Unknown	0	0
Total:	152	196	Total:	152	196

Gender	Mid-Year	Final
Male	24	33
Female	128	163
Unknown	0	0
Total:	152	196

	Mid-Year	Final	Total
8. Adults referred to other programs (never instructed) this reporting period ?	0	0	
9. Adult Learners awaiting instruction or rematch at end of this reporting period ?	45	65	
10. Total number of Adult Learner instruction hours for this reporting period (can include one-on-one tutoring, small group, computer instruction, etc.) (January 1 - June 30) ?	4100	5346	9446
11. Number of books given to Adult Learners. ?	58	7	65
12. Additional Comments:			
Subject Heading: <input style="width: 90%;" type="text"/>			
<div style="text-align: right;"> Yes No <input type="radio"/> <input checked="" type="radio"/> </div>			
Post to forum? (Will be available for everyone to view.)			



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Family Literacy Report:				
Note: These are unduplicated counts (except where noted)		Mid-Year	Final	Total
1.	Total number of Adult Learner Families Served * ?	10	22	32
2.	Total number of children under 5 served in these families. ?	10	22	32
3.	Total number of children age 5 and over served in these families. ?	17	58	75
4.	Number of FFL Meetings Held ?	1	5	6
5.	Number of FFL Attendees as of report date. (cumulative count) ?	35	129	164
6.	Number of books given to FFL families. ?	30	134	164
Volunteer hour information for family literacy is on following page.				
<input type="button" value="Back"/>		<input type="button" value="Save and quit"/>		<input type="button" value="Continue ?"/>

ELLI Report:				
Note: These are unduplicated counts (except where noted)		Mid-Year	Final	Total
1.	Total number of ELLI Children served. ?	74	76	150
2.	Total number of ELLI Parents served. ?	70	72	142
3.	First or Home Language of ELLI Children served: ?	Mid-Year	Final	Total
	Spanish	59	67	126
	Vietnamese	0	0	0
	Hmong	0	0	0
	Chinese	2	2	4

Other	Farsi (Persian)	4	4	8
Other	Other non-English language	0	3	3
Other		0	0	0
Total		65	76	141

4.	Number of Group Meetings held with just ELLI Children. ?	3	4	7
5.	Number of Group Meetings held with just ELLI Parents. ?	0	0	0
6.	Number of Group Meetings held with ELLI Families. ?	1	1	2
7.	Number of ELLI Attendees as of report date. (cumulative count) ?	144	0	144
8.	Number of books given to ELLI participants. ?	0	0	0

Volunteer hour information for ELLI program is on following page.

?

MLLS Report:

Note: These are unduplicated counts (except where noted)

	Mid-Year	Final	Total	
1.	Number of children under 5 served. ?	0	0	0
2.	Number of children age 5 and older served. ?	0	0	0
3.	Number of Parents/Caregivers served. ?	0	0	0
4.	Number of MLLS Site Visits ?	0	0	0
5.	Number of MLLS Attendees as of report date. (cumulative count) ?	0	0	0
6.	Number of books given to MLLS families. ?	0	0	0

Volunteer hour information for MLLS program is on following page.

?

ESL Report:

Note: If you have already counted these as adult learners do not count them here. These are unduplicated counts (except where noted)

	Mid-Year	Final	Total	
1.	Number of ESL Adults served. ?	0	0	0
2.	First or Home Language of ESL Adults served: ?	Mid-Year	Final	Total
	Spanish	0	0	0
	Vietnamese	0	0	0
	Hmong	0	0	0
	Chinese	0	0	0
	Other	0	0	0
	Other	0	0	0

Other	0	0	0
Total	0	0	0

3. Number of books given to ESL learners. ? 0 0 0

Volunteer hour information for ESL program is on following page.

Back Save and quit Continue ?

"Other Services:"

Include outreach and educational programming to at-risk population provided through your literacy services office and not funded by CLLS. ?

Note: These are unduplicated counts (except where noted)

	Mid-Year	Final	Total
1. Program #1 Name: Spanish Literacy	12	0	12
Program #1 Service Recipients			
<input type="checkbox"/> Other at risk Children under 5	0	0	0
<input type="checkbox"/> Other at risk Children ages 5-17	0	0	0
<input checked="" type="checkbox"/> Other at risk Adults	12	0	12
Briefly describe this service. This program provides literacy instruction in Spanish to those students who are unable to read and			
2. Program #2 Name:	0	0	0
Program #2 Service Recipients			
<input type="checkbox"/> Other at risk Children under 5	0	0	0
<input type="checkbox"/> Other at risk Children ages 5-17	0	0	0
<input type="checkbox"/> Other at risk Adults	0	0	0
Briefly describe this service.			
3. Program #3 Name:	0	0	0
Program #3 Service Recipients			
<input type="checkbox"/> Other at risk Children under 5	0	0	0
<input type="checkbox"/> Other at risk Children ages 5-17	0	0	0
<input type="checkbox"/> Other at risk Adults	0	0	0
Briefly describe this service.			
4. Number of books given to people not part of the CLLS target group.	0	0	0



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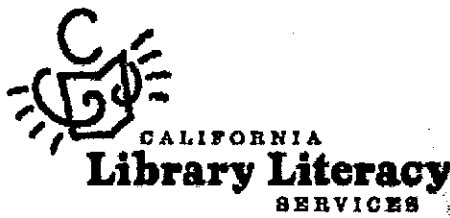
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Volunteer Hours - All Programs

	Volunteer Hours Accrued (In Hours) ?	Mid-Year	Final	Total
1.	All Volunteer Adult Literacy Instruction Hours (ALS/FFL/MLLS) (Can include one-on-one tutoring, small group, computer instruction, etc. provided by volunteer. Does not include prep time) ?	2200	<input type="text" value="5346"/>	<input type="text" value="7546"/>
2.	ELLI Volunteer Tutor Instructional Hours for Adults & Children ?	1706	<input type="text" value="1548"/>	<input type="text" value="3254"/>
3.	ESL Volunteer Tutor Instructional Hours (Not State Library grant supported) ?	0	<input type="text" value="0"/>	<input type="text" value="0"/>
4.	All Other Volunteer Hours in Literacy Services (Non-Instructional hours volunteered. Includes training and prep time.) ?	0	<input type="text" value="0"/>	<input type="text" value="0"/>
5.	Families for Literacy (Non-Instructional hours volunteered) #5 is a subset of #4 ?	320	<input type="text" value="460"/>	<input type="text" value="780"/>
6.	MLLS Volunteer Hours (Non-Instructional hours volunteered) #6 is a subset of #4 ?	0	<input type="text" value="0"/>	<input type="text" value="0"/>
7.	Total of Volunteer Hours	4226	<input type="text" value="7354"/>	<input type="text" value="1158"/>
<input type="button" value="Back"/> <input type="button" value="Save and quit"/> <input type="button" value="Continue"/>				



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Volunteer Tutor Activity Report - Adult Literacy ?

SEMI-ANNUAL SUMMARY			Mid-Year	Final	Total																																																													
1.	Continuing Volunteer Tutors instructing from prior reporting period ?	Override	90	97		⚠																																																												
2.	Volunteer Tutors who began instructing during this reporting period. (January 1 - June 30) ?		44	29																																																														
3.	Total Volunteer Tutors who instructed during this reporting period. ? (#1 + #2 = #3)		134	126																																																														
4.	Volunteer Tutors who left during this reporting period. ?		37	10																																																														
5.	Volunteer Tutors remaining at the end of this reporting period. ? (#3 - #4 = #5)		97	116																																																														
6. Cumulative total Volunteer Tutors who instructed this fiscal year to date (YTD) ? (#6 from mid-year + #2)			134	163																																																														
Volunteer Tutor Demographics ?																																																																		
7.	<table border="1"> <thead> <tr> <th>Ethnicity</th> <th>Mid-Year</th> <th>Final</th> </tr> </thead> <tbody> <tr><td>Asian</td><td>35</td><td>38</td></tr> <tr><td>Black</td><td>6</td><td>7</td></tr> <tr><td>Latino</td><td>40</td><td>48</td></tr> <tr><td>Native American</td><td>0</td><td>0</td></tr> <tr><td>Pacific Islander</td><td>0</td><td>0</td></tr> <tr><td>White</td><td>53</td><td>70</td></tr> <tr><td>Other</td><td>0</td><td>0</td></tr> <tr><td>Unknown</td><td>0</td><td>0</td></tr> <tr><td>Total:</td><td>134</td><td>163</td></tr> </tbody> </table>		Ethnicity	Mid-Year	Final	Asian	35	38	Black	6	7	Latino	40	48	Native American	0	0	Pacific Islander	0	0	White	53	70	Other	0	0	Unknown	0	0	Total:	134	163	<table border="1"> <thead> <tr> <th>Age</th> <th>Mid-Year</th> <th>Final</th> </tr> </thead> <tbody> <tr><td>16-19</td><td>17</td><td>17</td></tr> <tr><td>20-29</td><td>24</td><td>35</td></tr> <tr><td>30-39</td><td>24</td><td>32</td></tr> <tr><td>40-49</td><td>31</td><td>36</td></tr> <tr><td>50-59</td><td>28</td><td>32</td></tr> <tr><td>60-69</td><td>10</td><td>10</td></tr> <tr><td>70+</td><td>0</td><td>1</td></tr> <tr><td>Unknown</td><td>0</td><td>0</td></tr> <tr><td>Total:</td><td>134</td><td>163</td></tr> </tbody> </table>		Age	Mid-Year	Final	16-19	17	17	20-29	24	35	30-39	24	32	40-49	31	36	50-59	28	32	60-69	10	10	70+	0	1	Unknown	0	0	Total:	134	163		
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60-69	10	10																																																																
70+	0	1																																																																
Unknown	0	0																																																																
Total:	134	163																																																																

Gender	Mid-Year	Final
Male	38	46
Female	96	117
Unknown	0	0
Total:	134	163

	Mid-Year	Final	Total
8. Volunteer Tutors trained during this reporting period (January 1 - June 30) ?	44	29	73
9. Volunteer Tutors awaiting training/matching/re-matching at end of this reporting period ?	10	15	
10. Number of pre-service Volunteer Tutor training offered. ?	0	0	0
11. Number of in-service Volunteer Tutor workshops offered during this reporting period. ?	0	0	0
12. Volunteers are required to complete ___# of hours tutor training before beginning service. ?	3	3	
13. Additional Comments:			
Subject Heading: <input type="text"/>			
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>			
<p style="text-align: right;">Yes No</p> <p>Post to forum? (Will be available for everyone to view.) <input type="radio"/> <input checked="" type="radio"/></p>			
<input type="button" value="Back"/>	<input type="button" value="Save and quit"/>		<input type="button" value="Continue"/>



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Staff Commitment - Library Personnel

The online program will provide you with the figures you reported Mid-year for this section. You will only have to enter any changes.

Library Personnel (staff is city, county or district employee)

The following has been entered:

Position/Job Title	Report as FTE							
	Adult Program	Family Program	ELLI Program	MLLS Program	ESL	Other Services		
Literacy Coordinator	1	0	0	0	0	0	Edit	Delete
ELLI & FFL Coordinator	0	0.5	0.5	0	0	0	Edit	Delete
ELLI COORDINATOR	0	0	0.5	0	0	0	Edit	Delete
ELLI tutor	0	0	3	0	0	0	Edit	Delete
Spanish Literacy	0	0	0	0	0	0.25	Edit	Delete
Total:	1	0.5	4	0	0	0.25		
Back	Add New Job						Continue	



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Staff Commitment - Contract Personnel

Contract Personnel (not a city/county/district employee)

The online program will provide you with the figures you reported Mid-year for this section. You will only have to enter any changes.

The following has been entered:

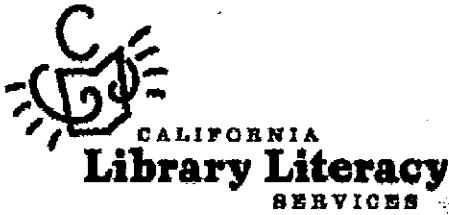
Position/Job Title	Report as FTE					
	Adult Program	Family Program	ELLI Program	MLLS Program	ESL	Other Services
Total:	0	0	0	0	0	0
<input type="button" value="Add New Job"/>						

Additional Comments:

Subject Heading:

Yes **No**

Post to forum? (Will be available for everyone to view.)



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Community Partners (for all program components)

The online program will provide you with the figures you reported Mid-year for this section. You will only have to enter any changes.

Community Partner Name	Role (Hold ctrl and click to choose more than one)	Partner Provides Service to the Library	Library Provides Service to the Partner	Mutual Exchange of Services
	Supplemental funding Use of facilities Staffing or volunteers Learning materials	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="button" value="Back"/>	<input type="button" value="Save and quit"/>	<input type="button" value="Add"/>	<input type="button" value="Continue"/>	

The following has been entered:

Community Partner Name	Role	Partner Provides Service to the Library	Library Provides Service to the Partner	Mutual Exchange of Services	
Vita-Herb	Other		X		Delete
Placentia Rotary Club	Supplemental funding			X	Delete
Placentia/Yorba Linda Unified School District	Staffing or volunteers			X	Delete
El Dorado High School	Staffing or volunteers			X	Delete
Valencia High School	Staffing or volunteers			X	Delete

Cal State Fullerton	Staffing or volunteers			X	<u>Delete</u>
City of Placentia	Other		X		<u>Delete</u>
Placentia Head Start	Staffing or volunteers			X	<u>Delete</u>
Western State U. College of Law	Staffing or volunteers			X	<u>Delete</u>
Ruby Drive Elementary School	Use of facilities		X		<u>Delete</u>
Tynes Elementary School	Use of facilities		X		<u>Delete</u>
Women's Transitional Living Center	Use of facilities		X		<u>Delete</u>
Melrose Elementary School	Use of facilities		X		<u>Delete</u>
University of Phoenix	Staffing or volunteers			X	<u>Delete</u>



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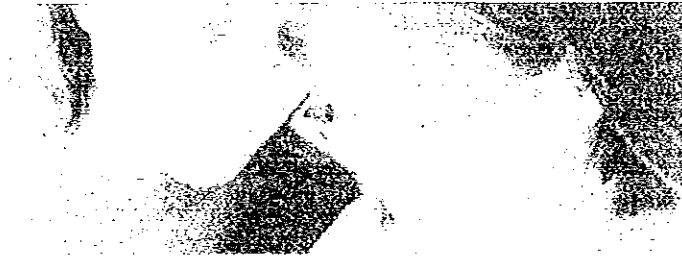
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In-kind Resource Development Report ?

Who Donated?	What did they donate? (Hold ctrl and click to choose more than one)	Dollar Equivalent
Business	Space Materials Equipment Printing	0
County/Municipal	Space Materials Equipment Printing	0
Education	Space Materials Equipment Printing	2500
Faith Based	Space Materials Equipment Printing	0
Foundation/Non-profit	Space Materials Equipment Printing	0
Friends of the Library	Space Materials Equipment Printing	0
Individual	Space Materials Equipment Printing	0
Library Literacy Regional Network		0

	Space Materials Equipment Printing	
Membership Organizations	Space Materials Equipment Printing	0
Service Group/Club	Space Materials Equipment Printing	0
Other:	Space Materials Equipment Printing	0
	Total:	2500
<input type="button" value="Back"/>	Save and quit	<input type="button" value="Continue"/>



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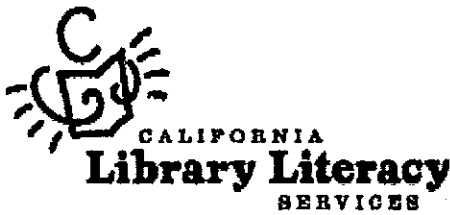
Library Impact. How have your literacy services impacted the rest of the library in this report period? Must be completed by Library Director.

The literacy services that we provide have had significant impact on the rest of the library. The literacy programs bring additional patrons and volunteers into the building. Many of these people participate in other library programs and use library services. The community based partnerships developed by the literacy department have positive effects throughout the library as a whole. Our community outreach has provided the library with an outstanding reputation for caring about the citizens of Placentia and neighboring cities.

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[Save and quit](#)

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Final Financial Report for Fiscal Year 2004/2005

Budget Categories	Approved Budget							Funding
	Adult Literacy Services	Families for Literacy	ELLI	MLLS	ESL	Other Services	Total	
								State Revenue
1. Salaries and Benefits	\$164,255.00	\$9,000.00	\$17,000.00	\$0.00	\$0.00	\$47,751.00	\$238,006.00	\$59,191.00
2. Contract Staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Operations	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00
4. Library Materials	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00
5. Equipment (\$5K+)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Indirect Costs (not to exceed 10%)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$174,255.00	\$12,000.00	\$20,000.00	\$0.00	\$0.00	\$47,751.00	\$254,006.00	\$59,191.00
	Grand Total:							\$254

Reporting period: July 1 to June 30 (full year)

Budget Categories	Expenditures for YTD							Funding S	
	Adult Literacy Services		Families for Literacy	ELLI	MLLS	ESL	Other Services	Total	State Revenue
	CLLS	Local							
1. Salaries and	164255	59191	9000	17000	0	0	47751	59191	2

Benefits										
2. Contract Staff	0	0	0	0	0	0	0		0	0
3. Operations	10000	0	0	0	0	0	0		0	11
4. Library Materials	0	3000	3000	0	0	0	0		0	61
5. Equipment (\$5K+)	0	0	0	0	0	0	0		0	0
6. Indirect Costs (not to exceed 10%)	0	0	0	0	0	0	0		0	0
	*	174255	62191	* Portion of expenditures that will be matched in the funding formula for CLLS						
Total:		236446	12000	17000	0	0	47751		59191	21
Grand Total:										31319
<input type="button" value="Back"/> <input type="button" value="Save and quit"/> <input type="button" value="Continue"/>										

Additional Comments:

Subject Heading:

Yes **No**
 Post to forum? (Will be available for everyone to view.)



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ROLES AND GOALS

Roles and Goals

[Life-Long Learner](#)

[Family Member](#)

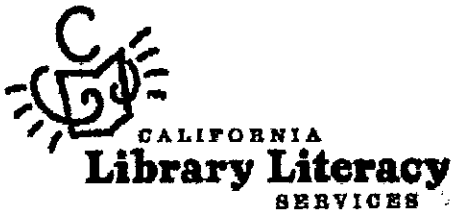
[Worker](#)

[Community Member/Citizen](#)

Total # of adult learners who set at least one goal during this reporting period.

Note: Ideally this number will be as close to your number of adult learners served as possible, if not exactly the same. (Adult Learner Activity Report on page 2, Question #3)

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Minimum Standards for California Library Literacy Services

Adult Literacy Services

Please describe how you met the remaining minimum standards below. (Note: Other Minimum Standards are answered elsewhere in the report.) (each entry will not take more than 500 characters):

When regular literacy programming is provided outside of a public library setting, how is a strong connection to the library made?

The literacy department participates in extensive community outreach. We work closely with other community based literacy programs like: Evenstart, CBET, and Headstart.

We provide information about the library, and library services, to participants of all off-site programming. The literacy staff

How are adult learners provided with on-going support services as needed?

See above, the narrative addresses all of the questions.

In which regional network(s) (BALIT, CVLLN,

NCLC, SCLLN, CSJVLN, etc.) does your literacy staff participate? How many network meetings did your literacy staff attend during this fiscal year?

We are in SCLLN. We attended one regional meeting this past six months.

Please describe the local adult literacy coalition your library participates in.

Placentia Library Literacy Services has a local literacy coalition with the City of Placentia, the Placentia/Yorba Linda Unified School District, The Placentia Rotary Club, Altrusa International, Cal State Fullerton, and Western State U. College of Law, to name some.

Update



REPORTING

California State Library Final Report FY 2004/2005

Name of Library: **Placentia Library District**

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Minimum Standards for California Library Literacy Services

Families for Literacy (FFL)

Please describe how you met the remaining minimum standards below. (Note: Other Minimum Standards are answered elsewhere in the report) (each entry will not take more than 500 characters):

Since we have recently identified that adult caregivers are the primary focus of family literacy instruction, please describe how your program has evolved to ensure that all adult caregivers participating in family literacy are participants in the library's adult literacy services or in another adult literacy program in the community?

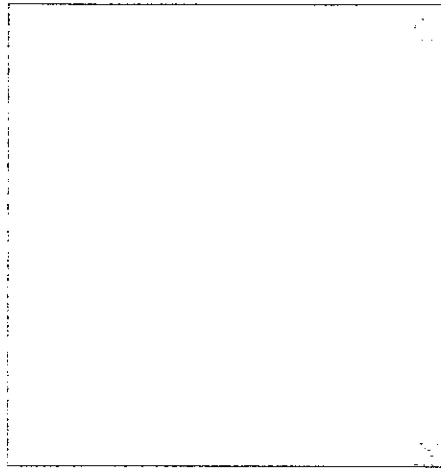
FFL:
The literacy department participates in extensive community outreach. We work closely with other community based literacy programs like: Evenstart, CBET, and Headstart. We provide information about the library, and library services, to participants of all off-site programming.

When regular programming is provided outside of a public library setting, how is a strong connection to the library made?

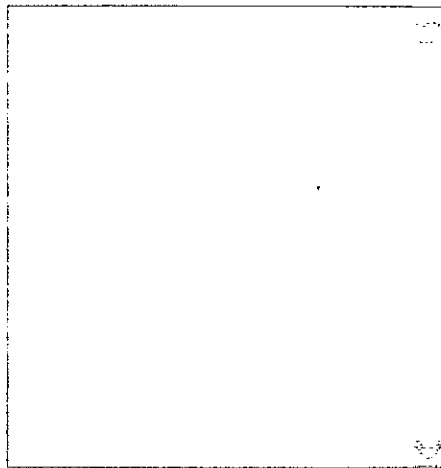
See above. The narrative addresses all of the following questions.

How do literacy and children's services library

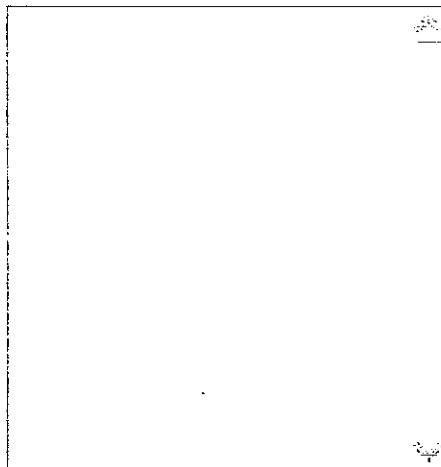
staff cooperate, partner and collaborate to assure maximum integration of library services for participating parents and children?



Please describe programming activities like storytelling, word games and other exercises you utilize that are designed to promote the enjoyment of reading in adults and children.



Please describe how parents/caregivers are given instruction in the use of children's books, in reading aloud to children, in the selection of books on topics such as parenting, childcare, health, nutrition and family life education, and in how to create a literacy-rich environment at home.



Update



REPORTING

California State Library Final Report FY 2004/2005

Name of Library: **Placentia Library District**

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Minimum Standards for California Library Literacy Services

English Language & Literacy Intensive Program (ELLI)

Please describe how you met the remaining minimum standards below. (Note: Other Minimum Standards are answered elsewhere in the report) (each entry will not take more than 500 characters):

When regular programming is provided outside of a library setting, how is a strong connection to the public library made?

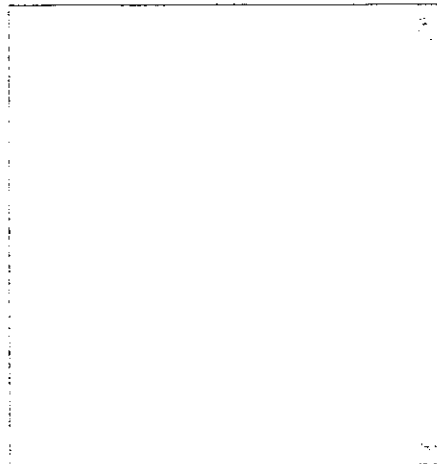
ELLI
Our ELLI program staff works closely with the Placentia/Yorba Linda Unified School District (PYLUSD). The library has a strong connection to all off-site programming. We invite parents to come to the library and to avail themselves of the programs and services that we provide. The library staff

Please describe how you provide instruction to parents on how to navigate the school system and get involved with their child's school as well as other aspects of parenting.

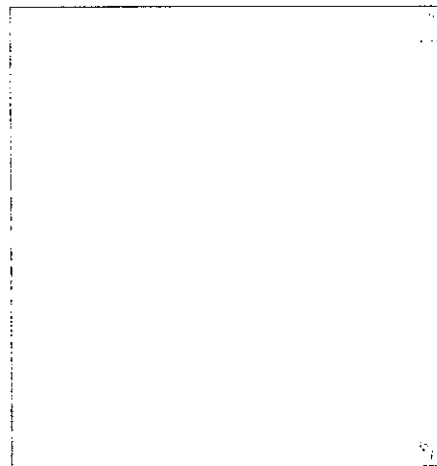
See above. The narrative addresses all of the following questions

How do literacy and children and young adult

services library staff cooperate, partner and collaborate to assure maximum integration of library services for participating parents and children?



Please describe how programming activities like storytelling, educational games, tutoring, arts programming and book discussions designed to promote the enjoyment of reading and writing in children and adults.



Update



REPORTING

California State Library Final Report FY 2004/2005

Name of Library: **Placentia Library District**

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Survey Questions for FFL Parents

LEARNER	PRE TEST	POST TEST	AMT CHANGE
<input type="text"/>			
1. Do you read books to your child (ren) or share books with them?	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
1A. How often do you read or share books with your child(ren)?	Times a week: <input checked="" type="radio"/> 7x <input type="radio"/> 6x <input type="radio"/> 5x <input type="radio"/> 4x <input type="radio"/> 3x <input type="radio"/> 2x <input type="radio"/> 1x <input type="radio"/> Under 1x	<input checked="" type="radio"/> 7x <input type="radio"/> 6x <input type="radio"/> 5x <input type="radio"/> 4x <input type="radio"/> 3x <input type="radio"/> 2x <input type="radio"/> 1x <input type="radio"/> Under 1x	<input type="text" value="0x"/>
2. Do you and your child play with words? Like making up rhymes, telling stories, or singing songs together?	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
2A. How often do you and your child(ren) play with words together?	Times a week: <input checked="" type="radio"/> 7x <input type="radio"/> 6x <input type="radio"/> 5x <input type="radio"/> 4x <input type="radio"/> 3x <input type="radio"/> 2x <input type="radio"/> 1x <input type="radio"/> Under 1x	<input checked="" type="radio"/> 7x <input type="radio"/> 6x <input type="radio"/> 5x <input type="radio"/> 4x <input type="radio"/> 3x <input type="radio"/> 2x <input type="radio"/> 1x <input type="radio"/> Under 1x	<input type="text" value="0x"/>
3. Do you take your child(ren) to the library?	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> Yes	

No No
 Weekly Weekly
 Every 2 or 3 Weeks Every 2 or 3 Weeks
 Monthly Monthly
 Less Than 1x a month Less Than 1x a month

 [Save and quit](#)

The following has been entered:

LEARNER	PRE TEST			POST TEST			AMT CHANGE			
	Q1	Q2	Q3	Q1	Q2	Q3	Q1A	Q2A	Q3A	
M.R.	Yes	No	Yes	Yes	Yes	Yes	1x	2x	3x	Delete
R.B.	Yes	Yes	Yes	Yes	Yes	Yes	2x	1x	3x	Delete
S.K.	No	No	Yes	No	No	Yes	0x	0x	0x	Delete
C.E.	Yes	No	Yes	Yes	No	Yes	2x	0x	0x	Delete
A.B.	No	No	Yes	Yes	Yes	Yes	2x	1x	0x	Delete
A.P.	Yes	Yes	Yes	Yes	Yes	Yes	0x	2x	0x	Delete
P.P.	Yes	Yes	Yes	Yes	Yes	Yes	2x	1x	0x	Delete
G.F.	Yes	Yes	Yes	Yes	Yes	Yes	0x	1x	0x	Delete
R.M.	Yes	Yes	Yes	Yes	Yes	Yes	1x	1x	0x	Delete
C.F.	Yes	No	Yes	Yes	Yes	Yes	3x	2x	0x	Delete
Y.K.	Yes	Yes	Yes	Yes	Yes	Yes	2x	2x	0x	Delete
A.W.	Yes	No	Yes	Yes	Yes	Yes	2x	2x	0x	Delete
P.O.	No	No	Yes	Yes	Yes	Yes	2x	3x	0x	Delete
	Yes	Yes	Yes	Yes	Yes	Yes	0x	0x	0x	Delete



INDEPENDENT SPECIAL DISTRICTS OF ORANGE COUNTY (ISDOC)

August 22, 2005

Executive Committee Members

Hon. John S. Dudley
President
El Toro Water District

Hon. Bob Moore
1st Vice President
South Coast Water District

Hon. Trudy Ohlig-Hall
2nd Vice President
Mesa Consolidated Water District

Hon. Saundra Jacobs
3rd Vice President
Santa Margarita Water District

Elizabeth D. Minter
Secretary
Placentia Library District
of Orange County

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Municipal Water District of
Orange County

Hon. Arlene Schafer
Past President
Costa Mesa Sanitary District

Tom Reed
At Large Representative
Irvine Ranch Water District

Hon. Dan Worthington
At Large Representative
Costa Mesa Sanitary District

Staff Administration

David J. Cordero
Municipal Water District of
Orange County

Kirsten Garey
Orange County Water District

Mailing Address

P.O. Box 20895
Fountain Valley, CA 92728
(714) 963-3058
(714) 964-5930 fax

Ms. Joyce Crosthwaite
Executive Officer
Orange County LAFCO
12 Civic Center Plaza, Room 235
Santa Ana, CA 92701

Re: Special District Alternative Funding Formula for LAFCO

Dear Ms. Crosthwaite:

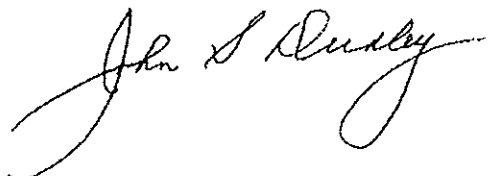
The Independent Special Districts of Orange County (ISDOC) conducted an election this summer for the county's 28 independent special districts to vote on the continued use of the alternative funding formula for LAFCO that was first implemented in 2001.

I am pleased to report that a majority of the 28 independent special districts representing a majority of the combined total population of independent special districts in the county have now passed resolutions supporting the continued use of the alternative funding formula.

ISDOC hereby requests that LAFCO continue using the alternative funding formula for the purpose of allocating one-third of the cost of its budget to the county's independent special districts.

If you require any additional information, please do not hesitate to contact our staff administrator, David Cordero, at (714) 593-5012.

Sincerely,



John S. Dudley
President
Independent Special Districts of Orange County



**INTEROFFICE MEMO
PLACENTIA LIBRARY DISTRICT**

To: Elizabeth Minter, Library Director

From: Jim Roberts, Public Services Manager/Literacy Coordinator JR

Date: September 13, 2005

Subject: CSDA Award

Early afternoon last Thursday, September 8, 2005, Sarah Deelstra of the CSDA office in Sacramento, telephoned me to inform me that the Placentia Library District will receive the CSDA's Innovative Award Program for the Placentia Library Literacy Services. The award will be presented at the CSDA Annual Conference Opening Luncheon and Annual Meeting, 11:00 AM to 12:30 PM on September 27, at the Westin Hotel, 333 East Ocean Boulevard, Long Beach.

A copy of the award application is at Attachment A.

Attachment A: Placentia Library District Application for CSDA Innovative Award Program.



PLACENTIA LIB

411 East Chapman Avenue, Placentia, CA 92870-6198

Elizabeth D. Minter, M.L.S., Library Director

(714) 528-1925, Ext. 202 administration@placentialibrary.org
(714) 528-8236 (Fax) www.placentialibrary.org

Board of Trustees

Richard DeVecchio, Ed.D.

Betty Escobosa

Al Shkoler

Jean Turner

Gaeten M. Wood

September 1, 2005

CSDA's Awards Program

RE: Exceptional Public Outreach Award.

CSDA's Awards Program:

Enclosed you will find the Placentia Library District's nomination for the Placentia Library Literacy Services for the CSDA Exceptional Public Outreach Award.

Thank you for giving me the opportunity to nominate a dynamic library service that outreaches to communities throughout North Orange County.

Respectfully,

**Elizabeth D. Minter
Library Director
Placentia Library District**

Contact:

Jim Roberts

Public Services Manager/Literacy Coordinator

411 East Chapman Avenue

Placentia, CA 92870

(714) 524-8408, ext 215

E-mail: jroberts@placentialibrary.org

PLACENTIA LIBRARY LITERACY SERVICES: FORMING AND MAINTAINING DIVERSE COMMUNITY PARTNERSHIPS

The Placentia Library Literacy Services (PLLS) was established in 1984 as a charter member of the California Library Literacy Services. Originally established as a one-to-one adult tutoring program, PLLS has dramatically expanded over the past five and a half years.

In Fiscal Year 2000-2001, PLLS began a campaign to outreach and provide expanded literacy services to the community.

In July 2000, PLLS received a grant from the State Library to establish a Families for Literacy (FFL) Program. To qualify for FFL services, parents with limited English or reading must have a pre-school age child. One of the primary goals of FFL is for the parent to become the child's first teacher. It is our philosophy to have two tutors for each family, one for the parent and one for the child. In this way a pre-school student is shown the importance of reading at a very formative age. FFL also incorporates a variety of programming, such as parenting classes and family events. Since its inception, over 100 families have participated in and successfully completed the FFL Program.

In August 2000, PLLS formed a partnership with Western State University College of Law to begin a Federal Work Study Program. In Fiscal Year 2003-04, Cal State Fullerton added PLLS as a Federal Work Study partner. Federal Work Study is a U.S. Department of Education funded program where qualified college students receive an hourly wage paid by the Federal Government. Fiscal Year 2004-05 was a remarkable Federal Work Study year for PLLS, as a total of thirty-nine students from Western State College of Law and Cal State Fullerton tutored in the Library and off-site in grade school classrooms, thus accounting for more than \$100,000 of in-kind funding from the U.S. Department of Education.

In March 2001, PLLS joined the California State Library's "Partnerships for Change" Program, which was a Library Science and Technology Act grant to outreach in the community. In September 2001, PLLS began a Spanish class, a coalition with Placentia Head start and the City of Placentia's Human Services Division. In North Orange County, there is a small percentage of our Spanish-speaking population who are limited in their ability to read and write Spanish. The philosophy of Spanish Literacy is that after students become literate in Spanish they are better prepared to learn English-as-a second language. Thus far, over 40 students have graduated from the Spanish literacy class.

In Fiscal Year 2001-02, PLLS initiated the English Language and Literacy Intensive (ELLI) Program, a California State Library grant funded project. Since its inception, ELLI tutors have been active at five local elementary schools, helping more than 800 students in classrooms. ELLI tutors work under the direction and supervision of teachers to assist students individually or in small groups. They provide extra help in a variety of

subjects, and because most are university students, they also serve as role models for children lacking exposure to higher education.

In September 2002, the Placentia Library Literacy Services, the Placentia/Yorba Linda Unified School District and the Rotary Club of Placentia joined together to begin the Placentia Rotary Reading Enrichment Program (PRREP). With the Placentia Library Literacy Coordinator as the lead, PRREP began recruiting local high school students from El Dorado and Valencia High Schools to tutor and provide homework assistance to grade school students. During the past three school years, over 300 PRREP volunteers have tutored more than 400 grade school students, accounting for over 3,000 hours of community service.

Providing homework help is another outreach that PLLS began at the Placentia Library District in October 2004. Utilizing high school students, Federal Work Study, and Cal State Fullerton Interns, PLLS began a drop-in, first-come first-served homework club that helped students in grades K-12. Nearly 300 students received homework assistance this past school year, and we anticipate that number to double this coming school year.

As a result of its diverse components, statistics for the Placentia Library Literacy Services in Fiscal Year 2004-05 were impressive: 27 tutor training workshops and 215 new tutors trained; 300 adult and teen tutors accounted for more than 16,000 hours of instruction to more than 800 students; and nearly 300 students received homework assistance.

Not to rest on its laurels, the Placentia Library Literacy Services will continue to expand its services during Fiscal Year 2005-06, as two new homework projects will begin the third week of September. One will be at the Homeless Intervention Shelter, H.I.S. House, a shelter located in Placentia. When homeless clients go to H.I.S. House, they often have children. In that respect, there are presently fourteen children there now, ranging in age from five to thirteen. These children are under-served and at-risk, particularly when it comes to homework assistance. The PLLS homework program at H.I.S. will provide that needed assistance. The other homework project will be at Topaz Elementary School. Last school year, Topaz graduates began attending seventh grade at Tuffree Middle School, and many of them did not do as well as expected. PLLS and Topaz Elementary will sponsor a homework club, after school on campus for seventh grade students. As these seventh grade students walk home from Tuffree Middle School, they can stop and receive homework help in a familiar setting. Many of the students who graduate from Topaz are at-risk, so we anticipate this new homework project to be extremely popular and beneficial.

The Placentia Library Literacy Services is the only full-service, Library-based literacy program in North Orange County. During Fiscal Year 2004-05, PLLS had students receiving free one-to-one tutoring who came from eleven different cities in Orange County. That's why the Placentia Library Literacy Program is exceptional because its public outreach extends significantly farther than the boundary of the Placentia Library District.



**AUDITOR-CONTROLLER
COUNTY OF ORANGE**

CI

Agenda Item 31
Page 1 of 8

HALL OF FINANCE AND RECORDS
12 CIVIC CENTER PLAZA, ROOM 202
POST OFFICE BOX 567
SANTA ANA, CALIFORNIA 92702-0567
(714) 834-2450 FAX: (714) 834-2569

www.ac.ocgov.com

WILLIAM A. CASTRO
ASSISTANT AUDITOR-CONTROLLER
SATELLITE ACCOUNTING OPERATIONS

MAHESH N. PATEL
ASSISTANT AUDITOR-CONTROLLER
INFORMATION TECHNOLOGY

DAVID E. SUNDSTROM, CPA
AUDITOR-CONTROLLER

August 22, 2005

TO: All Orange County Property Tax Receiving Agencies
ATTENTION: Finance Directors
SUBJECT: Estimated FY 2005-2006 Basic Levy Property Tax Revenue

Enclosed are estimates of property tax revenues for your agency for FY 2005-2006. The countywide increase on the secured roll was 10.55 percent, while the unsecured tax roll increased by 0.1739 percent.

For those funds on the alternate allocation system, or "Teeter" plan, we have used a 1.5 percent combined roll change/refund factor for secured taxes. For non-Teeter funds we have used a 2.5 percent combined delinquency/roll change/refund factor for secured taxes. For all taxing agencies the unsecured combined delinquency/roll change/refund factor is 10.0 percent.

The refund/roll change rates remain material in nature due to the continuation of large value assessment appeals being processed. You should allow for these adjustments to your tax revenue estimates in preparing your 2005-2006 revenue projections.

The 2005-2006 State-assessed public utility unitary roll increased by 1.42 percent. The enclosure does not reflect your share of the revenue attributable to the public utility unitary roll. We estimate that the public unitary roll revenue will be approximately 101.42 percent of your FY 2004-05 actual public utility unitary revenue.

We estimate that revenue from the supplemental tax roll will be approximately 100 percent of your FY 2004-2005 actual supplemental tax revenue. The supplemental roll estimate is highly variable due to the uncertainties associated with preparing the supplemental roll. The supplemental roll in 2004-2005 was our largest supplemental roll since its inception in 1983-84.

The enclosed estimates again reflect the State property tax shift as computed under the current statutes following statewide guide lines as they existed for FY 2003-04. Recently passed State property tax shifts for 2004-05 and 2005-06, namely ERAF III, have not yet been reduced in our tax revenue estimate computations. In these cases, we will adjust our tax allocation files as necessary to ensure that each taxing agency receives the correct amount of property taxes under the latest interpretation of the law. The ERAF III State-mandated property tax shifts for FY 2004-05 and FY 2005-06 are the same, no growth.

We hope this information will help you in preparing or amending your FY 2005-2006 revenue budget. If you have any questions or desire additional information, please contact Neal Gruber at 834-4437 or Kathleen Long at 834-3839.

Neal G. Gruber
Supervisor, Property Tax Unit

NGG
Enclosure



PLACENTIA LIBRARY DISTRICT
FINANCE DEPT-REVENUE
411 E. CHAPMAN AVE.
PLACENTIA, CA 92670

Santa Ana, California 92702-0567

(714) 834-2450 Fax: (714) 834-2569
A/C Tax Unit (714) 834-4437

AUGUST 22, 2005

ESTIMATED 2005-2006 PROPERTY TAX REVENUE
AT68AF-72

FUND/AGENCY FUND DESCRIPTION

707 -707.01 PLACENTIA LIBRARY DIST-GEN FUND

SECURED	1,432,472.06
PUBLIC UTILITY	0.00
HOMEOWNER	16,852.88
UNSECURED	<u>60,928.84</u>
TOTAL	1,510,253.78

Placentia Library District
Property Tax Estimates Provided by the Orange County Auditor
August 22, 2005

Category	Projected by OCA	Budgeted by District	Difference
Secured	1,432,472.06	1,333,163.00	99,309.06
Public Utility	0.00	22,500.00	-22,500.00
Homeowner	16,852.88	17,000.00	-147.12
Unsecured	60,928.84	61,000.00	-71.16
TOTAL	1,510,253.78	1,433,663.00	76,590.78



**AUDITOR-CONTROLLER
COUNTY OF ORANGE**

HALL OF FINANCE AND RECORDS
12 CIVIC CENTER PLAZA, ROOM 202
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MAHESH N. PATEL
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INFORMATION TECHNOLOGY

DAVID E. SUNDSTROM, CPA
AUDITOR-CONTROLLER

July 20, 2005

TO: All Taxing Agencies in Orange County
ATTENTION: Finance Directors
SUBJECT: Property Tax Apportionments — Fiscal Year 2005-2006

We are pleased to again advise you of our plan for distribution of tax collections to your agency for the next fiscal year.

This proposed distribution plan is for anticipated tax collections based on historical experience. Any substantial deviation from past collection experience would necessarily require us to adjust our apportionments accordingly.

Secured and unsecured tax apportionments are apportioned based on actual collections rather than on a percentage advance basis.

Tax apportionments are planned for the scheduled dates below; however, unforeseen circumstances could cause distribution dates to change:

Secured: All Funds—Teeter and non-Teeter:

Apport Number	Apport Date	Available Date	Actual Amount to be Apportioned	Estimated Percent of Secured Levy
1	11-22-05	11-23-05	Collections at 11-10-2005	7% - 10%
2	12-08-05	12-09-05	Collections at 12-02-2005	14% - 20%
3	12-20-05	12-21-05	Collections at 12-09-2005	20% - 25%
4	01-19-06	01-20-06	Collections at 01-13-2006	3% - 7%
5	03-20-06	03-21-06	Collections at 03-10-2006	5% - 7%
6	04-20-06	04-21-06	Collections at 04-07-2006	15% - 20%
7	05-18-06	05-19-06	Collections at 05-12-2006	10% - 15%
Final	07-13-06	07-14-06	Final Collections at Year-end	1% - 2%

Secured Teeter Funds only:

Apport Number	Apport Date	Available Date	Actual Amount to be Apportioned	Estimated Percent of Secured Levy
1	07-18-06	07-19-06	Actual Final Delinquencies	1% - 3%

Prior Year Secured Taxes and Prior Year Secured Penalties: non-Teeter Funds only:

Apport Number	Apport Date	Available Date	Collections for the Month of
1	08-10-05	08-11-05	July
2	09-14-05	09-15-05	August
3	10-12-05	10-13-05	September
4	11-16-05	11-17-05	October
5	12-14-05	12-15-05	November
6	01-11-06	01-12-06	December
7	02-15-06	02-16-06	January
8	03-15-06	03-16-06	February
9	04-12-06	04-13-06	March
10	05-10-06	05-11-06	April
11	06-14-06	06-15-06	May
12	07-13-06	07-14-06	June

The following schedules apply to both Teeter and non-Teeter funds:

Unsecured:

Apport Number	Apport Date	Available Date	Actual Amount to be Apportioned	Estimated Percent of Tax Levy
1	09-22-05	09-23-05	Collections at 08-31-2005	80% - 85%
2	01-19-06	01-20-06	Collections at 12-31-2005	5% -8%
FINAL	06-20-06	06-21-06	Collections at 05-31-2006	2%- 5%

State-Assessed Public Utility—Unitary and Operating non-Unitary:

Apport Number	Apport Date	Available Date	Actual Amount to be Apportioned	Estimated Percent of Tax Levy
1	01-26-06	01-27-06	1 st Installment Collections	49% - 50%
2	05-25-06	05-26-06	2 nd Installment Collections	49% - 50%

Supplemental:

Apport Number	Apport Date	Available Date	Actual Amount to be Apportioned
1	08-10-05	08-11-05	Collections for July
2	09-22-05	09-23-05	Collections for August
3	10-12-05	10-13-05	Collections for September
4	11-16-05	11-17-05	Collections for October
5	12-20-05	12-21-05	Collections for November
6	01-19-06	01-20-06	Collections for December
7	02-15-06	02-16-06	Collections for January
8	03-20-06	03-21-06	Collections for February
9	04-20-06	04-21-06	Collections for March
10	05-18-06	05-19-06	Collections for April
11	06-20-06	06-21-06	Collections for May
12	07-13-06	07-14-06	Collections for June

Delinquent Prior Year Supplemental Taxes and Penalties:

Apport Number	Apport Date	Available Date	Actual Amount to be Apportioned
1	07-13-06	07-14-06	07-01-05 through 06-30-06 Collections

Delinquent Prior Year Unsecured:

Apport Number	Apport Date	Available Date	Actual Amount to be Apportioned
1	06-20-06	06-21-06	06-01-05 through 05-31-06 Collections

Homeowners Property Tax Relief:

Apport Number	Apport Date	Available Date	Actual Amount to be Apportioned
1	12-08-05	12-09-05	15%
2	01-10-06	01-11-06	35%
3	05-10-06	05-11-06	35%
4	06-08-06	06-09-06	15%

Educational Revenue Augmentation Tax Fund:

Apport Number	Apport Date	Available Date	Estimated Amount to be Apportioned
1	01-03-06	01-04-06	For Non-schools \$182 million + growth
2	04-25-06	04-26-06	For Schools \$102 million + growth
3	05-01-06	05-02-06	For Non-schools \$182 million + growth
4	05-25-06	05-26-06	For Schools RDA tax shift, \$21.6 million
5	06-08-06	06-09-06	For Schools \$52 million + growth
6	06-29-06	06-30-06	For Schools Balance in Fund

Sales and Use Tax Compensation --Triple Flip (Cities and County only):

Apport Number	Apport Date	Available Date	Actual Amount to be Apportioned	Estimated Percent
1	01-05-06	01-06-06	Cities and County only	50%
2	05-04-06	05-05-06	Cities and County only	50%

Property Tax In-Lieu of Vehicle License Fees—State VLF Swap (Cities and County only):

Apport Number	Apport Date	Available Date	Actual Amount to be Apportioned	Estimated Percent
1	01-05-06	01-06-06	Cities and County only	50%
2	05-04-06	05-05-06	Cities and County only	50%

The amount of each actual apportionment may be estimated by applying the percentage shown to the actual levies for your various funds as shown on the computer listings identified as Secured Tax charge and Homeowners Tax Charge. This data with the tax levies will be on our website, www.ac.ocgov.com/ as soon as these are available during the fourth week of September.

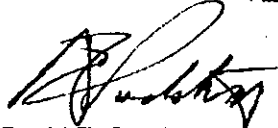
Collection charges, if appropriate, will be deducted from the following apportionments: Secured, Unsecured, Prior Year Secured, Prior Year Secured Penalties, Delinquent Prior Year Unsecured, Teeter Plan Secured, and Public Utility—Unitary and Operating non-Unitary.

For the apportionment dates in the above schedule, payments will be made by (EFT) Electronic Fund Transfer to those agencies that use a depository other than the County Treasury, while a journal voucher transfer will be made by this office crediting the funds of those agencies using the County Treasury as their depository.

Interest earned on property tax collections prior to apportionment is allocated and distributed to all taxing agencies, based on calculations by the County Treasurer-Tax Collector. It is anticipated to be paid in December and June.

We hope this schedule will assist you in planning your fiscal program for the year. Please contact Neal Gruber or Kathleen Long of our Tax Unit at (714) 834-4437 if you have any questions regarding this schedule.

Also, as reminder, this tax apportionment schedule, the apportionment remittance advices, and the year to date tax ledger, which is updated weekly are all available on our website, www.ac.ocgov.com/.



David E. Sundstrom, CPA
Auditor-Controller

NGG

- cc: John Moorlach, Treasurer-Tax Collector
- Gary Cowan, Treasurer-Tax Collector
- Paul Gorman, Treasurer-Tax Collector
- Kim Hansen, Treasurer-Tax Collector
- Wendy Benkert, Department of Education
- Richard Serich, Department of Education
- John Fogarty, Department of Education
- William Mahoney, County Executive Office
- Steve Dunivent, County Executive Office
- Jan Grimes, Auditor-Controller
- Bob Leblow, Auditor-Controller
- Kathy Permenter, Auditor-Controller

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STATE OF CALIFORNIA,)
) ss.
County of Orange)

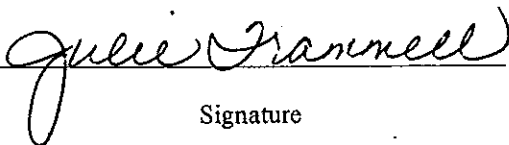
I am a citizen of the United States and a resident of the County aforesaid; I am over the age of eighteen years, and not a party to or interested in the above entitled matter. I am the principal clerk of the Placentia News-Times, a newspaper that has been adjudged to be a newspaper of general circulation by the Superior Court of the County of Orange, State of California, on October 26, 1982, Case No. A-2665 in and for the City of Placentia, County of Orange, State of California; that the notice, of which the annexed is a true printed copy, has been published in each regular and entire issue of said newspaper and not in any supplement thereof on the following dates, to wit:

August 4, 2005

"I certify (or declare) under the penalty of perjury under the laws of the State of California that the foregoing is true and correct":

Executed at Santa Ana, Orange County, California, on

Date: August 4, 2005


Signature

Placentia News-Times
625 N. Grand Ave.
Santa Ana, CA 92701
(714) 796-2209

PROOF OF PUBLICATION

Placentia Library District
411 E. Chapman Avenue
Placentia, CA 92870

Administrative Offices (714) 528-1925

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN that the Board of Directors of the Placentia Library District will hold a public hearing in the Board of Directors Conference Room of the Placentia Library, 411 E. Chapman Avenue, at 6:30 P.M., Monday, August 15, 2005, to consider the following items:

PROPOSED BUDGET FOR 2005-2006 FISCAL YEAR FOR THE PLACENTIA LIBRARY DISTRICT

Summary of the proposed budget is as follows:

Equipment & Structure Repair	FUND 702	\$ 125,503.00
Automated Replacement	FUND 703	\$ 10,784.00
Interest & Sinking	FUND 706	\$ 169,608.00
General Fund	FUND 707	\$ 2,781,272.00
Unused Sick Leave Payoff	FUND 708	\$ 10,332.00

Copies of the preliminary budget may be viewed at the Administrative Office of the Placentia Library District, 411 E. Chapman Avenue, Placentia.

PROPOSED FINES AND FEES SCHEDULE FOR 2005-2006 FISCAL YEAR FOR THE PLACENTIA LIBRARY DISTRICT

Summary of the proposed schedule is as follows:

FINES	PER DAY
All Items	\$ 20
*There is a two day grace period on fines for all items except videos and CD-ROMS. At the end of the grace period fines are calculated from the date that the item is due, not from the end of the grace period.	
MAXIMUM FINE PER ITEM	MAXIMUM
All Items	\$10.00
RESERVES & SHELF CHECKS	PER ITEM
All Items	\$150.00
Interlibrary Loans, actual charges by lending library, plus postage, plus	\$ 5.00
LOST MATERIALS	DEFAULT*
Catalogued Adult & Children's Books	Item Cost + \$5.00
Uncatalogued Paperbacks	Item Cost + \$5.00
Magazines/Pamphlets	No Processing Fee
Cassettes	No Processing Fee
CD's, CD-ROM's & Videos	Item Cost + \$5.00
Audio Books (all formats)	Item Cost + \$5.00
*Default price will be used in the event the item cost is not available. The processing fee of \$5.00 is not part of the default price and needs to be added for the total amount due.	
SPECIAL SERVICES	PER ITEM
Library card replacement	\$ 2.00
Checkout with non-Library identification	\$ 1.00
Laminating, per sheet	\$ 3.00
Notary Services	\$10.00
Printing, black ink, per page	\$ 1.00
Photocopy, black ink, per page	\$.75
Printing & photocopy, color, per page	\$ 1.00
Passport check preparation	\$ 2.00
Passport photo, per person	\$10.00
Test monitoring, per exam	\$30.00
MULTIPURPOSE ROOM	PER DAY
Up to four hours	\$35.00
Additional hours, in four hour increments	\$25.00
Set-up & clean-up combination	\$20.00
Set-up fee	\$20.00
Clean-up fee	\$20.00
SURCHARGES	
Returned check, up to 30 days	\$ 30.00
Returned check, 30th day and over the greater	\$ 100.00
of 3 times value of check	
Report to Collector Agency, per report	\$ 15.00

All interested parties are invited to attend this hearing and express opinions upon the items listed above.

Wendy Goodson
Placentia Library Administration
(714) 528-1925 x202

Publish: Placentia News Times
August 4, 2005 22-104 6753431

PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees

FROM: Elizabeth D. Minter, Library Director *EDM*

SUBJECT: Background information on Building Your Organization's Brand Equity

DATE: September 19, 2005

As a follow-up to the presentation made at the August 15, 2005 Library Board Meeting by Susan Petrella I have made you copies of the hand-out materials from a Planned Giving Round Table seminar I attended in August 2004 on the subject of "Brand Equity for Nonprofits".

The presenter was Dr. Mary Joyce, Gianneschi Professor of Nonprofit Marketing from the Department of Marketing at Cal State Fullerton.

The Board might want to consider having Dr. Joyce as a speaker for a workshop for the Library Board, Staff, Friends Board and Foundation Board sometime during the next year.

Building your Organization's Brand Equity

Dr. Mary Joyce
mjoyce@fullerton.edu
Gianneschi Professor of Nonprofit Marketing
California State University, Fullerton
August 25, 2004

August 25, 2004 Dr. Mary Joyce AFP Conference 1

What is a brand?

- ◆ The word "brand" is derived from the Old Norse word "brandr," which means "to burn."
- ◆ A brand is the sum total of consumers' perceptions and feelings about the product's attributes and how they perform, about the brand name and what it stands for, and about the company associated with the brand (Achenbaum, 1993).
- ◆ A brand is the conduit through which all of our strategic, operational, and tactical decisions pass.

August 25, 2004 Dr. Mary Joyce AFP Conference 4



Customer-based brand equity

"... the differential effect that brand knowledge has on customer response to the marketing of that brand."

Kevin Lane Keller, 2003

August 25, 2004 Dr. Mary Joyce AFP Conference 5

Seminar objectives

- ◆ define the term brand and differentiate brand from BRAND;
- ◆ understand the concept of customer-based brand equity;
- ◆ learn how to build and value your organization's brand equity; and
- ◆ assess your organization's brand and develop priorities for managing your organization's brand equity.

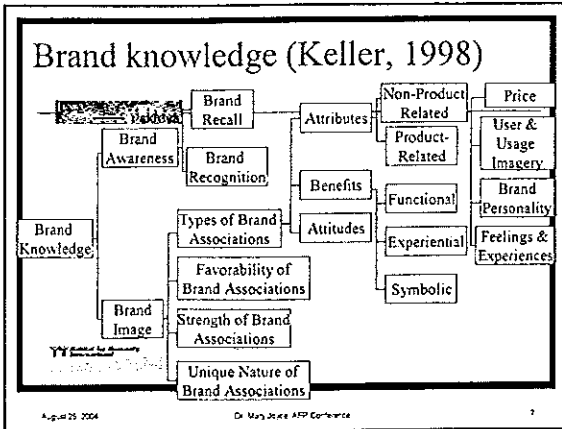
August 25, 2004 Dr. Mary Joyce AFP Conference 3

Brand knowledge

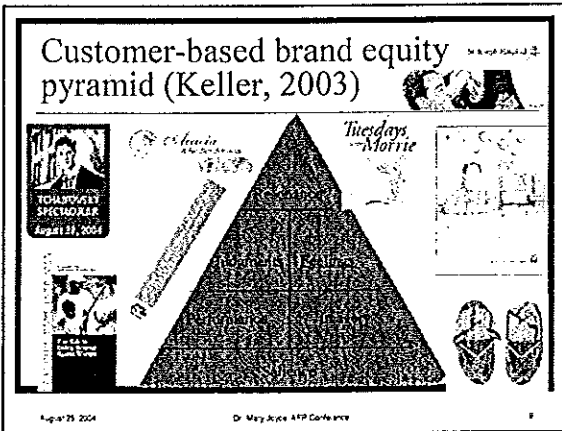
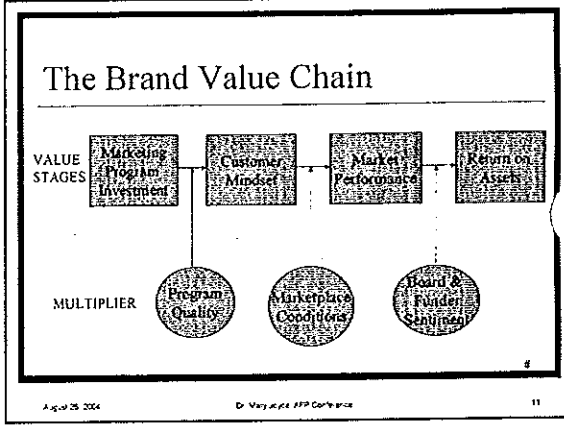
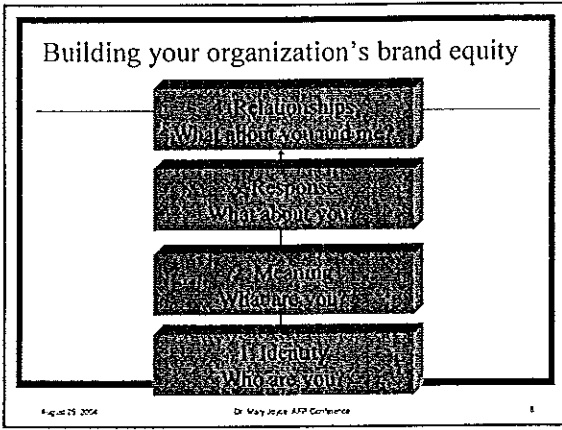
- ◆ "... is a function of awareness, which relates to consumers' ability to recognize or recall the brand, and image, which consists of consumers' perceptions of and associations for the brand."

■ Keller, 1998

August 25, 2004 Dr. Mary Joyce AFP Conference 5



- ### Developing Brand Equity Measurement and Management Systems
- ◆ The Brand Value Chain
 - ◆ Brand Tracking Studies
 - ◆ Who to track
 - ◆ When and where to track
 - ◆ Brand Equity Management System
 - ◆ Brand equity charter & report
 - ◆ Overseeing brand equity (i.e., champion, architect, protector)
 - ◆ Organizational design/structure
- August 28, 2004 Dr. Mary Joyce AFP Conference 10



- ### Measuring Sources of Brand Equity: Capturing Consumer Mindset
- ◆ Qualitative research
 - ◆ Quantitative research
- August 28, 2004 Dr. Mary Joyce AFP Conference 12

Measuring Outcomes of Brand Equity: Capturing Market Performance

- ◆ Comparative methods
 - ◆ Brand-based comparative approaches
 - ◆ Marketing-based comparative approaches
- ◆ Holistic methods
 - ◆ Valuation approaches
 - ◆ Interbrand (<http://brandchannel.com>) brandchannel.com
 - ◆ BrandWizard® Technologies (<http://brandwizard.com>)
BrandWizard® Technologies

August 25, 2004 Dr. Mary Joyce ATP Conference 13

Brand equity and organizational goals

- ◆ What is your brand's biggest vulnerability?
- ◆ What is your brand's biggest strength?
- ◆ What are steps that you can take to strengthen your brand?

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Why should you care about your organization's brand valuation?

August 25, 2004 Dr. Mary Joyce ATP Conference 14

Brand equity and organizational goals

- ◆ Now that you've completed your brand report card, let's talk about your specific goals in light of your findings. Would you like to . . . ?

August 25, 2004 Dr. Mary Joyce ATP Conference 17

Exercise #3

- Brand Report Card (see handout)

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References

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- Jill Avery and Mark DeFanti (2004). "Brand Orchestration," *Marketing Science Institute Reports*, Working Paper Series, No. 04-001, Cambridge, MA: Marketing Science Institute, 25-46.
- Kevin Lane Keller (2003). *Strategic Brand Management*, 2nd edition, Upper Saddle River, NJ: Pearson Education, Inc.
- _____, Brian Sternthal, and Alice Tybout (2002). "Three Questions You Need to Ask About Your Brand," *Harvard Business Review*, September, Reprint R0209F.
- Nirmalya Kumar (2003). "Kill a Brand, Keep a Customer," *Harvard Business Review*, December, Reprint R0312G.
- John A. Quelch, James E. Austin, and Nathalie Laidler-Kylander. "Mining Gold in Not-for-Profit Brands," *Harvard Business Review*, April, Reprint F0404D.

August 25, 2004 Dr. Mary Joyce ATP Conference 18



The Brand Report Card

by Kevin Lane Keller



Harvard Business Review

Reprint R00104

Harvard Business Review

JANUARY-FEBRUARY 2000

Reprint Number

MICHAEL MACCOBY	Narcissistic Leaders: The Incredible Pros, the Inevitable Cons	R00105
C.K. PRAHALAD AND VENKATRAM RAMASWAMY	Co-opting Customer Competence	R00108
KATHLEEN M. EISENHARDT AND D. CHARLES GALUNIC	Coevolving: At Last, a Way to Make Synergies Work	R00103
PETER CAPPELLI	A Market-Driven Approach to Retaining Talent	R00101
SUZY WETLAUFER	Common Sense and Conflict: An Interview with Disney's Michael Eisner	R00111
DEBRA E. MEYERSON AND JOYCE K. FLETCHER	A Modest Manifesto for Shattering the Glass Ceiling	R00107
ETIENNE C. WENGER AND WILLIAM M. SNYDER	Communities of Practice: The Organizational Frontier	R00110
JERRY STERNIN AND ROBERT CHOO	FORETHOUGHT The Power of Positive Deviancy	F00101
ANS KOLK	Green Reporting	F00102
A CONVERSATION WITH KATHLEEN VALLEY	The Electronic Negotiator	F00103
HERMANN SIMON AND MAX OTTE	The New Atlantic Century	F00104
DICK GROTE	Performance Appraisal Reappraised	F00105
JOHN PHILIP JONES	The Mismanagement of Advertising	F00106
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ADRIAN J. SLYWOTZKY; CLAYTON M. CHRISTENSEN AND RICHARD S. TEDLOW; AND NICHOLAS G. CARR	PERSPECTIVES The Future of Commerce	R00112
KEVIN G. RIVETTE AND DAVID KLINE	THINKING ABOUT... Discovering New Value in Intellectual Property	R00109
KEVIN LANE KELLER	MANAGER'S TOOL KIT The Brand Report Card	R00104
J. BRADFORD DELONG AND A. MICHAEL FROOMKIN	BOOK IN REVIEW Beating Microsoft at Its Own Game	R00102

*The world's strongest brands
share ten attributes. How does
your brand measure up?*

THE BRAND REPORT CARD

by Kevin Lane Keller

Building and properly managing brand equity has become a priority for companies of all sizes, in all types of industries, in all types of markets. After all, from strong brand equity flow customer loyalty and profits. The rewards of having a strong brand are clear.

The problem is, few managers are able to step back and assess their brand's particular strengths and weaknesses objectively. Most have a good sense of one or two areas in which their brand may excel or may need help. But if pressed, many [understandably] would find it difficult even to identify all of the factors they should be considering. When you're immersed in the day-to-day management of a brand, it's not easy to keep in perspective all the parts that affect the whole.

In this article, I'll identify the ten characteristics that the world's strongest brands share and construct a brand report card—a systematic way for managers to think about how to grade their brand's performance for each of those characteristics. The report card can help you identify areas that need improvement, recognize areas in which your brand is strong, and learn

more about how your particular brand is configured. Constructing similar report cards for your competitors can give you a clearer picture of their strengths and weaknesses. One caveat: Identifying weak spots for your brand doesn't necessarily mean identifying areas that need more attention. Decisions that might seem straightforward – "We haven't paid much attention to innovation: let's direct more resources toward R&D" – can sometimes prove to be serious mistakes if they undermine another characteristic that customers value more.

The Top Ten Traits

The world's strongest brands share these ten attributes:

1. The brand excels at delivering the benefits customers truly desire. Why do customers really buy a product? Not because the product is a collection of attributes but because those attributes, together with the brand's image, the service, and many other tangible and intangible factors, create an attractive whole. In some cases, the whole isn't even something that customers know or can say they want.

Consider Starbucks. It's not just a cup of coffee. In 1983, Starbucks was a small Seattle-area coffee retailer. Then while on vacation in Italy, Howard Schultz, now Starbucks chairman, was inspired by the romance and the sense of community he felt in Italian coffee bars and coffee houses. The culture grabbed him, and he saw an opportunity.

"It seemed so obvious," Schultz says in the 1997 book he wrote with Dori Jones Yang, *Pour Your Heart Into It*. "Starbucks sold great coffee beans, but we didn't serve coffee by the cup. We treated coffee as pro-

Kevin Lane Keller is the E.B. Osborn Professor of Marketing at the Amos Tuck School of Business at Dartmouth College in Hanover, New Hampshire. He is the author of Strategic Brand Management (Prentice-Hall, 1998).

duce, something to be bagged and sent home with the groceries. We stayed one big step away from the heart and soul of what coffee has meant throughout centuries."

And so Starbucks began to focus its efforts on building a coffee bar culture, opening coffee houses like those in Italy. Just as important, the company maintained control over the coffee from start to finish – from the selection and procurement of the beans to their roasting and blending to their ultimate consumption. The extreme vertical integration has paid off. Starbucks locations thus far have successfully delivered superior benefits to customers by appealing to all five senses – through the enticing aroma of the beans, the rich taste of the coffee, the product displays and attractive artwork adorning the walls, the contemporary music playing in the background, and even the cozy, clean feel of the tables and chairs. The company's startling success is evident: The average Starbucks customer visits a store 18 times a month and spends \$3.50 a visit. The company's sales and profits have each grown more than 50% annually through much of the 1990s.

2. The brand stays relevant. In strong brands, brand equity is tied both to the actual quality of the product or service and to various intangible factors. Those intangibles include "user imagery" (the type of person who uses the brand); "usage imagery" (the type of situations in which the brand is used); the type of personality the brand portrays (sincere, exciting, competent, rugged); the feeling that the brand tries to elicit in customers (purposeful, warm); and the type of relationship it seeks to build with its customers (committed, casual, seasonal). Without losing sight of their core strengths, the strongest brands stay on the leading edge in the product arena and tweak their intangibles to fit the times.

Gillette, for example, pours millions of dollars into R&D to ensure that its razor blades are as technologically advanced as possible, calling attention to major advances through subbrands (Trac II, Atra, Sensor, Mach3) and signaling minor improvements with modifiers (Atra

Rating Your Brand

Rate your brand on a scale of one to ten (one being extremely poor and ten being extremely good) for each characteristic below. Then create a bar chart that reflects the scores. Use the bar chart to generate discussion among all those individuals who participate in the management of your brands. Looking at the results in that manner should help you identify areas that need improvement, recognize areas in which you excel, and learn more about how your particular brand is configured.

It can also be helpful to create a report card and chart for competitors' brands simply by rating those brands based on your own perceptions, both as a competitor and as a consumer. As an outsider, you may know more about how their brands are received in the marketplace than they do.

Keep that in mind as you evaluate your own brand. Try to look at it through the eyes of consumers' rather than through your own knowledge of budgets, teams, and time spent on various initiatives.

score

The brand excels at delivering the benefits customers truly desire.

Have you attempted to uncover unmet consumer needs and wants? By what methods? Do you focus relentlessly on maximizing your customers' product and service experiences? Do you have a system in place for getting comments from customers to the people who can effect change?

The brand stays relevant.

Have you invested in product improvements that provide better value for your customers? Are you in touch with your customers' tastes? With the current market conditions? With new trends as they apply to your offering? Are your marketing decisions based on your knowledge of the above?

The pricing strategy is based on consumers' perceptions of value.

Have you optimized price, cost, and quality to meet or exceed customers' expectations? Do you have a system in place to monitor customers' perceptions of your brand's value? Have you estimated how much value your customers believe the brand adds to your product?

The brand is properly positioned.

Have you established necessary and competitive points of parity with competitors? Have you established desirable and deliverable points of difference?

The brand is consistent.

Are you sure that your marketing programs are not sending conflicting messages and that they haven't done so over time? Conversely, are you adjusting your programs to keep current?

The brand portfolio and hierarchy make sense.

Can the corporate brand create a seamless umbrella for all the brands in the portfolio? Do the brands in that portfolio hold individual niches? How extensively do the brands overlap? In what areas? Conversely, do the brands maximize market coverage? Do you have a brand hierarchy that is well thought out and well understood?

The brand makes use of and coordinates a full repertoire of marketing activities to build equity.

Have you chosen or designed your brand name, logo, symbol, slogan, packaging, signage, and so forth to maximize brand awareness? Have you implemented integrated push and pull marketing activities that target both distributors and customers? Are you aware of all the marketing activities that involve your brand? Are the people managing each activity aware of one another? Have you capitalized on the unique capabilities of each communication option while ensuring that the meaning of the brand is consistently represented?

The brand's managers understand what the brand means to consumers.

Do you know what customers like and don't like about a brand? Are you aware of all the core associations people make with your brand, whether intentionally created by your company or not? Have you created detailed, research-driven portraits of your target customers? Have you outlined customer-driven boundaries for brand extensions and guidelines for marketing programs?

The brand is given proper support, and that support is sustained over the long run.

Are the successes or failures of marketing programs fully understood before they are changed? Is the brand given sufficient R&D support? Have you avoided the temptation to cut back marketing support for the brand in reaction to a downturn in the market or a slump in sales?

The company monitors sources of brand equity.

Have you created a brand charter that defines the meaning and equity of the brand and how it should be treated? Do you conduct periodic brand audits to assess the health of your brand and to set strategic direction? Do you conduct routine tracking studies to evaluate current market performance? Do you regularly distribute brand equity reports that summarize all relevant research and information to assist marketers in making decisions? Have you assigned explicit responsibility for monitoring and preserving brand equity?

Plus, SensorExcel). At the same time, Gillette has created a consistent, intangible sense of product superiority with its long-running ads, "The best a man can be," which are tweaked through images of men at work and at play that have evolved over time to reflect contemporary trends.

These days, images can be tweaked in many ways other than through traditional advertising, logos, or slogans. "Relevance" has a deeper, broader meaning in today's market. Increasingly, consumers' perceptions of a company as a whole and its role in society affect a brand's strength as well. Witness corporate brands that very visibly support breast cancer research or current educational programs of one sort or another.

3. The pricing strategy is based on consumers' perceptions of value. The right blend of product quality, design, features, costs, and prices is very difficult to achieve but well worth the effort. Many managers are woefully unaware of how price can and should relate to what customers think of a product, and they therefore charge too little or too much.

For example, in implementing its value-pricing strategy for the Cascade automatic-dishwashing detergent brand, Procter & Gamble made a cost-cutting change in its formulation that had an adverse effect on the product's performance under certain—albeit somewhat atypical—water conditions. Lever Brothers quickly countered, attacking Cascade's core equity of producing "virtually spotless" dishes out of the dishwasher. In response, P&G immediately returned to the brand's old formulation. The lesson to P&G and others is that value pricing should not be adopted at the expense of essential brand-building activities.

By contrast, with its well-known shift to an "everyday low pricing" (EDLP) strategy, Procter & Gamble did successfully align its prices with consumer perceptions of its products' value while maintaining acceptable profit levels. In fact, in the fiscal year after Procter & Gamble switched to EDLP (during which it also worked very hard to streamline operations and lower costs), the com-

pany reported its highest profit margins in 21 years.

4. The brand is properly positioned. Brands that are well positioned occupy particular niches in consumers' minds. They are similar to and different from competing brands in certain reliably identifiable ways. The most successful brands in this regard keep up with competitors by creating *points of parity* in those areas where competitors are trying to find an advantage while at the same time creating *points of difference* to achieve advantages over competitors in some other areas.

The Mercedes-Benz and Sony brands, for example, hold clear advantages in product superiority and match competitors' level of service. Saturn and Nordstrom lead their respective packs in service and hold their own in quality. Calvin Klein and Harley-Davidson excel at providing compelling user and usage imagery while offering adequate or even strong performance.

helped Visa stake out a formidable position for its brand. Visa became the consumer card of choice for family and personal shopping, for personal travel and entertainment, and even for international travel, a former American Express stronghold.

Of course, branding isn't static, and the game is even more difficult when a brand spans many product categories. The mix of points of parity and point of difference that works for a brand in one category may not be quite right for the same brand in another.

5. The brand is consistent. Maintaining a strong brand means striking the right balance between continuity in marketing activities and the kind of change needed to stay relevant. By continuity, I mean that the brand's image doesn't get muddled or lost in a cacophony of marketing efforts that confuse customers by sending conflicting messages.

Just such a fate befell the Michelob brand. In the 1970s, Michelob ran ads

Maintaining a strong brand means striking the right balance between continuity and change.

Visa is a particularly good example of a brand whose managers understand the positioning game. In the 1970s and 1980s, American Express maintained the high-profile brand in the credit card market through a series of highly effective marketing programs. Trumpeting that "membership has its privileges," American Express came to signify status, prestige, and quality.

In response, Visa introduced the Gold and the Platinum cards and launched an aggressive marketing campaign to build up the status of its cards to match the American Express cards. It also developed an extensive merchant delivery system to differentiate itself on the basis of superior convenience and accessibility. Its ad campaigns showcased desirable locations such as famous restaurants, resorts, and events that did not accept American Express while proclaiming, "Visa. It's everywhere you want to be." The aspirational message cleverly reinforced both accessibility and prestige and

featuring successful young professionals that confidently proclaimed, "Where you're going, it's Michelob." The company's next ad campaign trumpeted, "Weekends were made for Michelob." Later, in an attempt to bolster sagging sales, the theme was switched to "Put a little weekend in your week." In the mid-1980s, managers launched a campaign telling consumers that "The night belongs to Michelob." Then in 1994 we were told, "Some days are better than others," which went on to explain that "A special day requires a special beer." That slogan was subsequently changed to "Some days were made for Michelob."

Pity the poor consumers. Previous advertising campaigns simply required that they look at their calendars or out a window to decide whether it was the right time to drink Michelob; by the mid-1990s, they had to figure out exactly what kind of day they were having as well. After receiving so many different messages, consumers could hardly

be blamed if they had no idea when they were supposed to drink the beer. Predictably, sales suffered. From a high in 1980 of 8.1 million barrels, sales dropped to just 1.8 million barrels by 1998.

6. The brand portfolio and hierarchy make sense. Most companies do not have only one brand; they create and maintain different brands for different market segments. Single product lines are often sold under different brand names, and different brands within a company hold different powers. The corporate, or companywide, brand acts as an umbrella. A second brand name under that umbrella might be targeted at the family market. A third brand name might nest one level below the

BMW name. At the same time, BMW created well-differentiated subbrands through its 3, 5, and 7 series, which suggest a logical order and hierarchy of quality and price.

General Motors, by contrast, still struggles with its brand portfolio and hierarchy. In the early 1920s, Alfred P. Sloan decreed that his company would offer "a car for every purse and purpose." This philosophy led to the creation of the Cadillac, Oldsmobile, Buick, Pontiac, and Chevrolet divisions. The idea was that each division would appeal to a unique market segment on the basis of price, product design, user imagery, and so forth. Through the years, however, the marketing overlap among the five main GM divi-

7. The brand makes use of and coordinates a full repertoire of marketing activities to build equity. At its most basic level, a brand is made up of all the marketing elements that can be trademarked—logos, symbols, slogans, packaging, signage, and so on. Strong brands mix and match these elements to perform a number of brand-related functions, such as enhancing or reinforcing consumer awareness of the brand or its image and helping to protect the brand both competitively and legally.

Managers of the strongest brands also appreciate the specific roles that different marketing activities can play in building brand equity. They can, for example provide detailed product information. They can show consumers how and why a product is used, by whom, where, and when. They can associate a brand with a person, place, or thing to enhance or refine its image.

Some activities, such as traditional advertising, lend themselves best to "pull" functions—those meant to create consumer demand for a given product. Others, like trade promotions, work best as "push" programs—those designed to help push the product through distributors. When a brand makes good use of all its resources and also takes particular care to ensure that the essence of the brand is the same in all activities, it is hard to beat.

Coca-Cola is one of the best examples. The brand makes excellent use of many kinds of marketing activities. These include media advertising (such as the global "Always Coca-Cola" campaign); promotions (the recent effort focused on the return of the popular contour bottle, for example); and sponsorship (its extensive involvement with the Olympics). They also include direct response (the Coca-Cola catalog, which sells licensed Coke merchandise) and interactive media (the company's Web site, which offers, among other things, games, a trading post for collectors of Coke memorabilia, and a virtual look at the World of Coca-Cola museum in Atlanta). Through it all, the company always reinforces its key values of "originality," "classic refreshment," and so

Boundaries are important. Overlapping two brands in the same portfolio can be dangerous.

family brand and appeal to boys, for example, or be used for one type of product.

Brands at each level of the hierarchy contribute to the overall equity of the portfolio through their individual ability to make consumers aware of the various products and foster favorable associations with them. At the same time, though, each brand should have its own boundaries; it can be dangerous to try to cover too much ground with one brand or to overlap two brands in the same portfolio.

The Gap's brand portfolio provides maximum market coverage with minimal overlap. Banana Republic anchors the high end, the Gap covers the basic style-and-quality terrain, and Old Navy taps into the broader mass market. Each brand has a distinct image and its own sources of equity.

BMW has a particularly well-designed and implemented hierarchy. At the corporate brand level, BMW pioneered the luxury sports sedan category by combining seemingly incongruent style and performance considerations. BMW's clever advertising slogan, "The ultimate driving machine," reinforces the dual aspects of this image and is applicable to all cars sold under the

divisions increased, and the divisions' distinctiveness diminished. In the mid-1980s, for example, the company sold a single body type (the J-body) modified only slightly for the five different brand names. In fact, advertisements for Cadillac in the 1980s actually stated that "motors for a Cadillac may come from other divisions, including Buick and Oldsmobile."

In the last ten years, the company has attempted to sharpen the divisions' blurry images by repositioning each brand. Chevrolet has been positioned as the value-priced, entry-level brand. Saturn represents no-haggle customer-oriented service. Pontiac is meant to be the sporty, performance-oriented brand for young people. Oldsmobile is the brand for larger, medium-priced cars. Buick is the premium, "near luxury" brand. And Cadillac, of course, is still the top of the line. Yet the goal remains challenging. The financial performance of Pontiac and Saturn has improved. But the top and bottom lines have never regained the momentum they had years ago. Consumers remain confused about what the brands stand for, in sharp contrast to the clearly focused images of competitors like Honda and Toyota.

on. The brand is always the hero in Coca-Cola advertising.

8. The brand's managers understand what the brand means to consumers. Managers of strong brands appreciate the totality of their brand's image—that is, all the different perceptions, beliefs, attitudes, and behaviors customers associate with their brand, whether created intentionally by the company or not. As a result, managers are able to make decisions regarding the brand with confidence. If it's clear what customers like and don't like about a brand, and what core associations are linked to the brand, then it should also be clear whether any given action will dovetail nicely with the brand or create friction.

The Bic brand illustrates the kinds of problems that can arise when managers don't fully understand their brand's meaning. By emphasizing the convenience of inexpensive, disposable products, the French company Société Bic was able to create a market for nonrefillable ballpoint pens in the late 1950s, disposable cigarette lighters in the early 1970s, and disposable razors in the early 1980s. But in 1989, when Bic tried the same strategy with perfumes in the United States and Europe, the effort bombed.

The perfumes—two for women ("Nuit" and "Jour") and two for men ("Bic for Men" and "Bic Sport for Men")—were packaged in quarter-ounce glass spray bottles that looked like fat cigarette lighters and sold for about \$5 each. They were displayed in plastic packages on racks at checkout counters throughout Bic's extensive distribution channels, which included 100,000 or so drugstores, supermarkets, and other mass merchandisers. At the time of the launch, a Bic spokesperson described the products as logical extensions of the Bic heritage: "High quality at affordable prices, convenient to purchase and convenient to use." The company spent \$20 million on an advertising and promotion blitz that featured images of stylish people enjoying the perfumes and used the tag line "Paris in your pocket."

What went wrong? Although their other products did stand for convenience

and for good quality at low prices, Bic's managers didn't understand that the overall brand image lacked a certain cachet with customers—a critical element when marketing something as tied to emotions as perfume. The marketers knew that customers understood the message they were sending with their earlier products. But they didn't have a handle on the associations that the customers had added to the brand image—a utilitarian, impersonal essence—which didn't at all lend itself to perfume.

By contrast, Gillette has been careful not to fall into the Bic trap. While all of its products benefit from a similarly extensive distribution system, it is very protective of the name carried by its razors, blades,

Tapping customers' perceptions and beliefs often uncovers the true meaning of a brand.

and associated toiletries. The company's electric razors, for example, use the entirely separate Braun name, and its oral care products are marketed under the Oral B name.

9. The brand is given proper support, and that support is sustained over the long run. Brand equity must be carefully constructed. A firm foundation for brand equity requires that consumers have the proper depth and breadth of awareness and strong, favorable, and unique associations with the brand in their memory. Too often, managers want to take shortcuts and bypass more basic branding considerations—such as achieving the necessary level of brand awareness—in favor of concentrating on flashier aspects of brand building related to image.

A good example of lack of support comes from the oil and gas industry in the 1980s. In the late 1970s, consumers had an extremely positive image of Shell Oil and, according to market research, saw clear differences between that brand and its major competitors. In the early 1980s, however, for a variety of reasons, Shell cut back considerably on its advertising and marketing. Shell has yet to regain the ground it lost. The brand no longer enjoys the same

special status in the eyes of consumers, who now view it as similar to other oil companies.

Another example is Coors Brewing. As Coors devoted increasing attention to growing the equity of its less-established brands like Coors Light, and introduced new products like Zima, ad support for the flagship beer plummeted from a peak of about \$43 million in 1985 to just \$4 million in 1993. What's more, the focus of the ads for Coors beer shifted from promoting an iconoclastic, independent, western image to reflecting more contemporary themes. Perhaps not surprisingly, sales of Coors beer dropped by half between 1989 and 1993. Finally in 1994, Coors began to address the problem, launching a campaign to prop up sales that

returned to its original focus. Marketers at Coors admit that they did not consistently give the brand the attention it needed. As one commented: "We've not marketed Coors as aggressively as we should have in the past ten to 15 years."

10. The company monitors sources of brand equity. Strong brands generally make good and frequent use of in-depth brand audits and ongoing brand-tracking studies. A brand audit is an exercise designed to assess the health of a given brand. Typically, it consists of a detailed internal description of exactly how the brand has been marketed (called a "brand inventory") and a thorough external investigation, through focus groups and other consumer research, of exactly what the brand does and could mean to consumers (called a "brand exploratory"). Brand audits are particularly useful when they are scheduled on a periodic basis. It's critical for managers holding the reins of a brand portfolio to get a clear picture of the products and services being offered and how they are being marketed and branded. It's also important to see how that same picture looks to customers. Tapping customers' perceptions and beliefs often uncovers the true meaning of a

brand, or group of brands, revealing where corporate and consumer views conflict and thus showing managers exactly where they have to refine or redirect their branding efforts or their marketing goals.

Tracking studies can build on brand audits by employing quantitative measures to provide current information about how a brand is performing for any given dimension. Generally, a tracking study will collect information on consumers' perceptions, attitudes, and behaviors on a routine basis over time; a thorough study can yield valuable tactical insights into the short-term effectiveness of marketing programs and activities. Whereas brand audits measure where the brand has been, tracking studies measure where the brand is now and whether marketing programs are having their intended effects.

The strongest brands, however, are also supported by formal brand-equity-management systems. Managers of these brands have a written document—a "brand equity charter"—that spells out the company's general philosophy with respect to brands and brand equity as concepts (what a brand is, why brands matter, why brand management is relevant to the company, and so on). It also summarizes the activities that make up brand audits, brand tracking, and other brand research; specifies the outcomes expected of them; and includes the latest findings gathered from such research. The charter then lays out guidelines for implementing brand strategies and tactics and documents proper treatment of the brand's trademark—the rules for how the logo can appear and be used on packaging, in ads, and so forth. These managers also assemble the results of their various tracking surveys and other relevant measures into a brand equity report, which is distributed to management on a monthly, quarterly, or annual basis. The brand equity report not only describes what is happening within a brand but also why.

Even a market leader can benefit by carefully monitoring its brand, as Disney aptly demonstrates. In the late 1980s, Disney became con-

cerned that some of its characters (among them Mickey Mouse and Donald Duck) were being used inappropriately and becoming overexposed. To determine the severity of the problem, Disney undertook an extensive brand audit. First, as part of the brand inventory, managers compiled a list of all available Disney products (manufactured by the company and licensed) and all third-party promotions (complete with point-of-purchase displays and relevant merchandising) in stores worldwide. At the same time, as part of a brand exploratory, Disney launched its first major consumer research study to investigate how consumers felt about the Disney brand.

The results of the brand inventory were a revelation to senior managers. The Disney characters were on so many products and marketed in so many ways that it was difficult to understand how or why many of the decisions had been made in the first place. The consumer study only reinforced their concerns. The study indicated that people lumped all the product endorsements together. Disney was Disney to consumers, whether they saw the characters in films, or heard them in recordings, or associated them with theme parks or products.

Consequently, all products and services that used the Disney name or characters had an impact on Disney's brand equity. And because of the characters' broad exposure in the marketplace, many consumers had begun to feel that Disney was exploiting its name. Disney characters were used in a promotion of Johnson Wax, for instance, a product that would seemingly leverage almost nothing of value from the Disney name. Consumers were even upset when Disney characters were linked to well-regarded premium brands like Tide laundry detergent. In that case, consumers felt the characters added little value to the product. Worse yet, they were annoyed that the characters involved children in a purchasing decision that they otherwise would probably have ignored.

If consumers reacted so negatively to associating Disney with a strong brand like Tide, imagine how they

reacted when they saw the hundreds of other Disney-licensed products and joint promotions. Disney's characters were hawked everything from diapers to cars to McDonald's hamburgers. Consumers reported that they resented all the endorsements because they felt they had a special, personal relationship with the characters and with Disney that should not be handled so carelessly.

As a result of the brand inventory and exploratory, Disney moved quickly to establish a brand equity team to better manage the brand franchise and more selectively evaluate licensing and other third-party promotional opportunities. One of the mandates of this team was to ensure that a consistent image for Disney—reinforcing its key association with fun family entertainment—was conveyed by all third-party products and services. Subsequently, Disney declined an offer to cobrand a mutual fund designed to help parents save for their children's college expenses. Although there was a family association, managers felt that a connection with the financial community suggested associations that were inconsistent with other aspects of the brand's image.

The Value of Balance

Building a strong brand involves maximizing all ten characteristics. And that is, clearly, a worthy goal. But in practice, it is tremendously difficult because in many cases when a company focuses on improving one, others may suffer.

Consider a premium brand facing a new market entrant with comparable features at a lower price. The brand's managers might be tempted to rethink their pricing strategy. Lowering prices might successfully block the new entrant from gaining market share in the short term. But what effect would that have in the long term? Will stepping outside its definition of "premium" change the brand in the minds of its target customers? Will it create the impression that the brand is no longer top of the line or that the innovation is no longer solid? Will the brand's message become cloudy? The price change may in fact attract customers

from a different market segment to try the brand, producing a short-term blip in sales. But will those customers be the true target? Will their purchases put off the brand's original market?

The trick is to get a handle on how a brand performs on all ten attributes and then to evaluate any move from all possible perspectives. How will this new ad campaign affect customers' perception of price? How will this new product line affect the brand hierarchy in our portfolio? Does this tweak in positioning gain enough ground to offset any potential damage caused if customers feel we've been inconsistent?

One would think that monitoring brand performance wouldn't necessarily be included in the equation. But even effectively monitoring brand performance can have negative repercussions if you just go through the motions or don't follow through decisively on what you've learned.

Levi-Strauss's experiences are telling. In the mid-1990s, the company put together a comprehensive brand-equity-measurement system. Practically from the time the system was installed, it indicated that the brand image was beginning to slip, both in terms of the appeal of Levi's tight-fitting flagship 501 brand of jeans and how contemporary and cutting edge the overall Levi's brand was. The youth market was going for a much baggier look; competitors were rushing in to fill the gap. Distracted in part by an internal reengineering effort, however, Levi's was slow to respond and when it did, it came up with underfunded, trans-

parently trendy ad campaigns that failed to resonate with its young target market. Its market share in the jeans category plummeted in the latter half of the 1990s. The result? Levi's has terminated its decades-long relationship with ad agency Foote, Cone & Belding and is now attempting to launch new products and new ad campaigns. For Levi's, putting in the system was not enough; perhaps if it had adhered more closely to other branding principles, concentrating on innovating and staying relevant to its customers, it could have better leveraged its market research data.


Negative examples and cautionary words abound, of course. But it is important to recognize that in strong brands the top ten traits have a positive, synergistic effect on one another, excelling at one characteristic makes it easier to excel at another. A deep understanding of a brand's meaning and a well-defined brand position, for example, guide development of an optimal marketing program. That, in turn, might lead to a more appropriate value-pricing strategy. Similarly, instituting an effective brand-equity-measurement system can help clarify a brand's meaning, capture consumers' reactions to pricing changes and other strategic shifts, and monitor the brand's ability to stay relevant to consumers through innovation.

Brand Equity as a Bridge

Ultimately, the power of a brand lies in the minds of consumers or customers, in what they have experienced and learned about the brand over time. Consumer knowledge is

really at the heart of brand equity. This realization has important managerial implications.

In an abstract sense, brand equity provides marketers with a strategic bridge from their past to their future. That is, all the dollars spent each year on marketing can be thought of not so much as expenses but as investments—investments in what consumers know, feel, recall, believe, and think about the brand. And that knowledge dictates appropriate and inappropriate future directions for the brand—for it is consumers who will decide, based on their beliefs and attitudes about a given brand, where they think that brand should go and grant permission (or not) to any marketing tactic or program. If not properly designed and implemented, those expenditures may not be good investments—the right knowledge structures may not have been created in consumers' minds—but they are investments nonetheless.

Ultimately, the value to marketers of brand equity as a concept depends on how they use it. Brand equity can help marketers focus, giving them a way to interpret their past marketing performance and design their future marketing programs. Everything the company does can help enhance or detract from brand equity. Marketers who build strong brands have embraced the concept and use it to its fullest to clarify, implement, and communicate their marketing strategy. 

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Brand Report Card Exercise

- ✓ On the following pages, you will find different aspects of brand management.
- ✓ Please rate your brand on each aspect, choosing a response between 1 (inadequately) and 5 (breakthrough) for each question.
- ✓ On the last page, please enter the results from each “overall” question at the end of each page, then follow the directions as given.

Research Associate Elizabeth Bornheimer prepared this exercise under the supervision of Professor Katherine N. Lemon and Professor Kevin L. Keller (Tuck School of Business at Dartmouth College) as the basis for class discussion rather than to illustrate either effective or ineffective handling of an administrative situation.

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501-004

Brand Report Card Exercise

Delivering On Customers' Desires

1.) To what extent have you attempted to uncover unmet consumer needs and wants?
Inadequately 1 2 3 4 5 Breakthrough

2.) To what extent do you focus relentlessly on maximizing your customers' product and service experiences?
Inadequately 1 2 3 4 5 Breakthrough

3.) To what extent do you have a system in place for getting comments from customers to the people who can effect change?
Inadequately 1 2 3 4 5 Breakthrough

To what extent does your brand excel at delivering the benefits that customers truly desire?

Inadequately 1 2 3 4 5 Breakthrough

Brand Report Card Exercise

501-004

Relevance

- 1.) To what extent have you invested in product improvements that provide better value for your customers?
- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|
- 2.) To what extent are you in touch with your customers' tastes?
- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|
- 3.) To what extent are you in touch with the current market conditions?
- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|
- 4.) To what extent are you in touch with new trends as they apply to your offering?
- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|
- 5.) To what extent are your marketing decisions based on your knowledge of the above conditions (customers' tastes, current market conditions, new trends)?
- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|
- To what extent does your brand stay relevant?**
- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|

501-004

Brand Report Card Exercise

Value

1.) To what extent have you optimized price, cost and quality to meet or exceed customers' expectations?

Inadequately 1 2 3 4 5 Breakthrough

2.) To what extent do you have a system in place to monitor customers' perceptions of your brand?

Inadequately 1 2 3 4 5 Breakthrough

3.) To what extent have you estimated how much value your customers believe the brand adds to your products?

Inadequately 1 2 3 4 5 Breakthrough

To what extent is your pricing strategy based on consumers' perceptions of value?

Inadequately 1 2 3 4 5 Breakthrough

Brand Report Card Exercise

501-004

Positioning

- 1.) To what extent have you established necessary and competitive points of parity with competitors?
Inadequately 1 2 3 4 5 Breakthrough
- 2.) To what extent have you established desirable and deliverable points of difference with competitors?
Inadequately 1 2 3 4 5 Breakthrough
- 3.) To what extent is the brand consistent?
Inadequately 1 2 3 4 5 Breakthrough
- 4.) How confident are you that your marketing programs are not sending conflicting messages and that they haven't done so over time?
Inadequately 1 2 3 4 5 Breakthrough
- 5.) To what extent are you adjusting your programs to keep current?
Inadequately 1 2 3 4 5 Breakthrough
- To what extent is your brand properly positioned?**
Inadequately 1 2 3 4 5 Breakthrough

Brand Report Card Exercise

501-004

Portfolio

- 1.) How well does the corporate brand create a seamless umbrella for all the brands in the brand portfolio?
Inadequately 1 2 3 4 5 Breakthrough
- 2.) To what extent do the brands in that portfolio hold individual niches?
Inadequately 1 2 3 4 5 Breakthrough
- 3.) How well do brands maximize market coverage?
Inadequately 1 2 3 4 5 Breakthrough
- 4.) To what extent is your brand hierarchy well thought out and well understood?
Inadequately 1 2 3 4 5 Breakthrough
- To what extent does the brand portfolio hierarchy make sense?**
Inadequately 1 2 3 4 5 Breakthrough

Brand Report Card Exercise

501-004

Integrated Marketing Activities

1.) To what extent have you chosen or designed your brand name, logo, symbol, slogan, packaging, signage, and so forth, to maximize brand awareness?

Inadequately 1 2 3 4 5 Breakthrough

2.) How aware are you of all the marketing activities that involve your brand?

Inadequately 1 2 3 4 5 Breakthrough

3.) To what extent are the people managing each activity aware of each other?

Inadequately 1 2 3 4 5 Breakthrough

4.) To what extent have you capitalized on the unique capabilities of each communication option, while ensuring that the meaning of the brand is consistently represented?

Inadequately 1 2 3 4 5 Breakthrough

How well does the brand make use of and coordinate a full repertoire of marketing activities to build equity?

Inadequately 1 2 3 4 5 Breakthrough

501-004

Brand Report Card Exercise

Management

- 1.) To what extent do you know what consumers like and don't like about a brand?
- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|
- 2.) To what extent are you aware of all the core associations people make with your brand, whether intentionally created by your company or not?
- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|
- 3.) To what extent have you created detailed, research-driven portraits of your target customers?
- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|
- 4.) To what extent have you outlined customer-driven guidelines for brand extensions and marketing programs?
- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|

To what extent do the brand's managers understand what the brand means to consumers?

- | | | | | | | |
|--------------|---|---|---|---|---|--------------|
| Inadequately | 1 | 2 | 3 | 4 | 5 | Breakthrough |
|--------------|---|---|---|---|---|--------------|

Brand Report Card Exercise

501-004

Support

1.) To what extent are the successes and failures of marketing programs fully understood before they are changed?

Inadequately 1 2 3 4 5 Breakthrough

2.) To what extent is the brand given sufficient R&D support?

Inadequately 1 2 3 4 5 Breakthrough

3.) To what extent have you resisted the temptation to cut back marketing support in reaction to a downturn in the market or a slump in sales?

Inadequately 1 2 3 4 5 Breakthrough

To what extent is the brand given proper support, and to what extent is that support sustained over the long run?

Inadequately 1 2 3 4 5 Breakthrough

501-004

Brand Report Card Exercise

Monitoring

1.) To what extent have you created a brand charter that defines the meaning and equity of the brand and how it should be treated?

Inadequately 1 2 3 4 5 Breakthrough

2.) To what extent do you conduct periodic brand audits to assess the health of your brand and to set strategic direction?

Inadequately 1 2 3 4 5 Breakthrough

3.) To what extent do you conduct routine tracking studies to evaluate current market performance?

Inadequately 1 2 3 4 5 Breakthrough

4.) How regularly do you distribute brand equity reports that summarize all relevant research and information to assist marketers in making decisions?

Inadequately 1 2 3 4 5 Breakthrough

5.) To what extent do you assign explicit responsibility for monitoring and preserving brand equity?

Inadequately 1 2 3 4 5 Breakthrough

To what extent does the company monitor sources of brand equity?

Inadequately 1 2 3 4 5 Breakthrough

501-004

Brand Report Card Exercise

Brand Report Card Priorities

Brand Report Card Attribute	Your score (from the last questions on previous pages)	Rate these elements in order of importance for your brand	Using Column 2 and Column 3, prioritize the key areas for focusing improvements*
Delivering on Customers' Desires			
Relevance			
Value			
Positioning			
Portfolio			
Integrated Marketing Activities			
Management			
Support			
Monitoring			

*For this column, the key areas for improvement will be the areas which received a low score in Column 1 (indicating poor performance by the brand), and a low score in Column 2 (indicating an attribute which is of high importance for your brand). Rate these attributes from 1-9 in order of importance to your brand.

PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees

FROM: Elizabeth D. Minter, Library Director *EDMinter*

SUBJECT: Legislative Issues and a Review of the Status of the State Budget and State Library Budget

DATE: September 19, 2005

BACKGROUND

The recent Legislative Alerts from the California Special Districts Association (CSDA) are contained in Agenda Item 24.

The Legislature has just adjourned from the first year of a two year session. The Board may discuss whether it wishes to schedule visits with area legislators during the recess and what the agenda for such a meeting would be.

Any updated information will be presented at the Board Meeting.

RECOMMENDATION

Action to be determined by the Library Board of Trustees.

PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director *EDM*
SUBJECT: Strategic Planning
DATE: September 19, 2005

BACKGROUND

Vision & Mission Statement

The Mission Statement Committee met on August 24, 2005. The Vision statement as developed at the Strategic Planning Workshop on July 15 and the Mission Statement as proposed by the Mission Statement Committee are printed on Attachment A. At this time the Board may adopt the Vision Statement and Mission Statement for Placentia Library District. Once they are adopted staff can begin using them in publications.

Plan Development

The staff proposals for items in the various Plan categories were not ready for discussion at the Staff Meeting on September 7. The deadline for the initial submissions was extended to the September 21 Staff Meeting. The categories being prepared include, but are not limited to those identified in Attachment B.

Focus Groups

Staff arranged for three focus groups to explore community opinions about Placentia Library services.

1. Current Placentia Library users identified by the Public Services Staff and coordinated by Public Services Manager Roberts.
2. Placentia residents who use the Yorba Linda Library as their primary library identified and coordinated by Technology Manager Napier.
3. Representatives from Placentia Library's collaborative partners identified and coordinated by Public Services Manager Roberts.

Buena Park Library Director Louise Mazerov was selected to conduct the focus groups since she has had training and experience with this type of activity.

The Current Placentia Library Group met on Saturday, September 10. The report from this meeting is Attachment C.

The Placentia residents who use the Yorba Linda Library group was originally scheduled for Monday, September 12 but was delayed until Monday, October 3 because additional members for the group need to be recruited.

The Collaborative Partners Group will meet on Thursday, September 15 and its report will be distributed at the Library Board Meeting.

Plan Writer

Library Director Minter has been talking with a few professional planners identified by Local Area Formation Commission (LAFCO) Executive Director Joyce Crosthwaite and Non-Profit Consultant Jeffrey Wilcox. I am requesting Library Board approval for selecting and hiring a plan writer at a cost not to exceed \$5,000 for the project. This person will be able to work directly with the Managers, staff and board on the development and structure of the plan document. Using a plan writer will also help to keep us close to the original schedule.

Interim Administrative Office Rearrangement

At its meeting on August 15, 2005 the Library Board received a request from the Placentia Library Foundation Board of Directors to create an office space for the Foundation in the Library. The Library Managers have reviewed this request and make the following recommendations that could be implemented before the end of the calendar year:

1. Transfer the Conference Room Table to the Placentia History Room and purchase twelve conference table chairs to go with the table. This means that the Library Board and Great Books Discussion Group would meet in the Placentia History Room.
2. Move the Volunteer Coordinator in to the old Conference Room. Include a meeting table suitable for six chairs so that small administrative meetings may take place in that space.
3. Create a Passport Processing Office in the outer office area using two identical desks no longer needed in Technical Services. This will put all of the Passport-related activities in one space.

The costs involved in this recommendation include new chairs for the Conference Table (\$4,800), new book case for the old Conference Room (\$600); cabling the old Conference Room for computer (\$200), telephone reassignment (\$200) and moving furniture (up to \$1,000). The estimate is up to \$6,800. The Library Board might want to ask the Foundation to provide the chairs for the Conference Table in the Placentia History Room.

RECOMMENDATIONS

1. Adopt the recommended Vision Statement and Mission Statement for Placentia Library District.
2. Authorize the Library Director to select a writer to organize and prepare the strategic plan document at a cost not to exceed \$5,000.

3. Authorize the Library Director to move the Conference Room table and Library Board Meetings to the Placentia History Room, convert the Conference Room to an Administrative Office and the outer office to a Passport Processing Office.

PLACENTIA LIBRARY DISTRICT

VISION STATEMENT

(Draft)






The Vision of the Placentia Library District is to inspire exploration, open minds and bring people together.

MISSION STATEMENT

(Draft)

The Purpose of the Placentia Library District is to provide services and materials to our every changing and diverse community.

To accomplish this goal the Library:

-  Provide a qualified staff to acquire, organize, and maintain a collection of print and non-print materials in an easily accessible facility and assist the public with its use;
-  Provide literacy outreach and services to the community;
-  Provide a special collection to document and preserve Placentia's History and Authors;
-  Present programs and provide technology access to everyone in order to promote reading and lifelong learning; and
-  Promote the Library's vision through consistent messages to the public.

Areas of Strategic Intent:

- Facility
- Operations
 - Staff
 - Volunteers
 - Finance
 - Library Board of Trustees
- Support Organizations
 - Friends
 - Foundation
- Technical Services
 - Collection
 - Technology
- Public Services
 - Adult
 - Children
 - Literacy
 - Placentia History

PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees

FROM: Elizabeth D. Minter, Library Director *EDM*

SUBJECT: Final Adoption of Placentia Library District Policy 3040, Expense Authorization & Petty Cash as revised August 15, 2005.

DATE: September 19, 2005

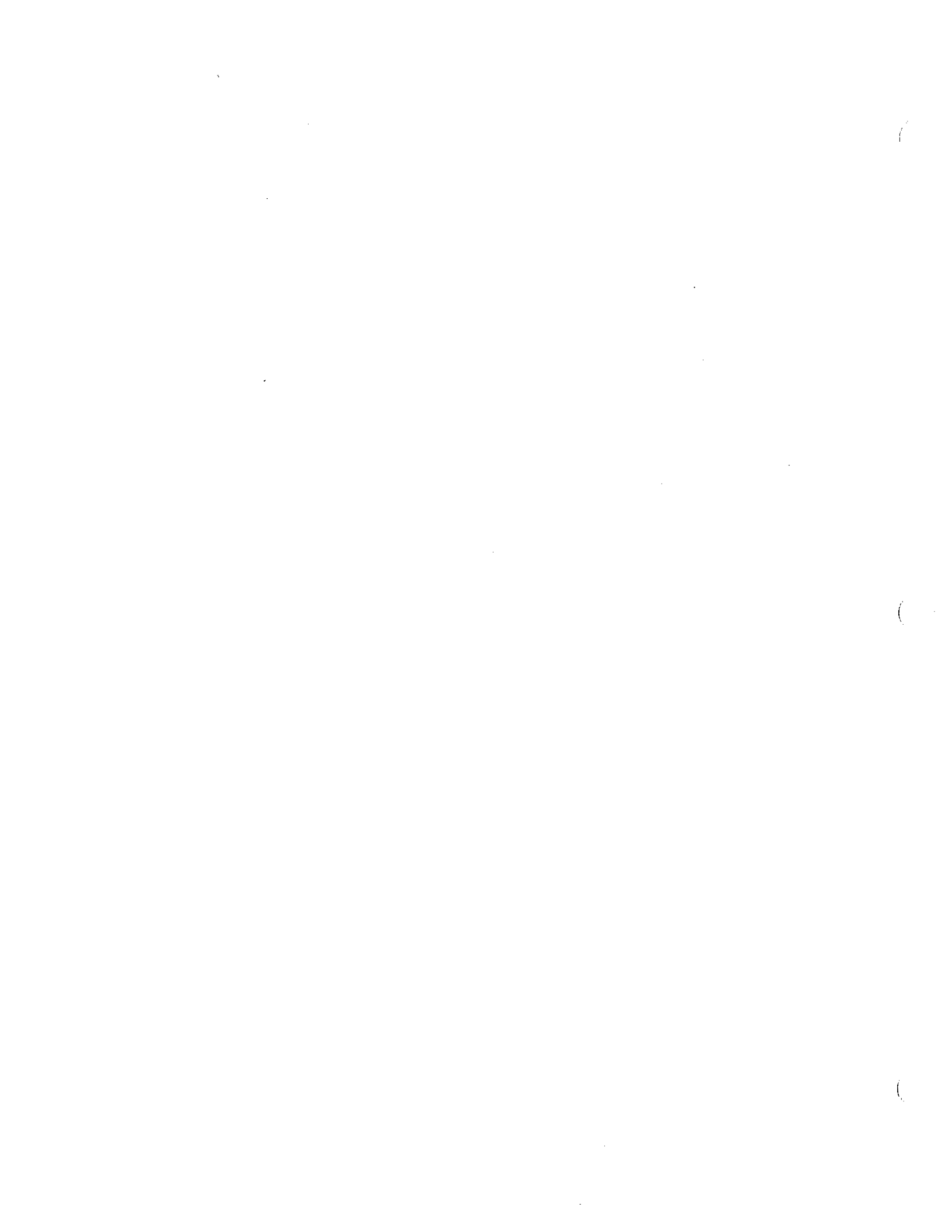
BACKGROUND:

At its meeting on July 18, 2005 the Library Board requested an Agenda Item to change the Claim authorization for the Library Director. The intent is to change from the Library Director's signature only for Claims up to \$20,000 for routine, budgeted items for which there is a penalty for late payment, to the Library Director's signature with one Trustee countersignature.

Placentia Library District Policy 3040, Expense Authorization & Petty Cash as amended to reflect the new Claims procedures is Attachment A. This policy was adopted as a first reading at the August 15, 2005 Library Board Meeting.

RECOMMENDATION:

Final adoption of Placentia Library District Policy 3040, Expense Authorization & Petty Cash as revised August 15, 2005.



Placentia Library District

POLICY HANDBOOK

POLICY TITLE: Expense Authorization & Petty Cash
POLICY NUMBER: 3040

3040.1 All purchases made for the District by staff will be authorized by the Library Director, and will be in conformance with the approved District budget.

3040.2 Any commitment of District funds for a purchase or expense greater than \$10,000.00 will first be submitted to the Board of Directors for approval, or will be in conformance with prior Board action and/or authorizations.

3040.3 A "petty cash" checking account fund will be maintained in the District office having a balance-on-hand maximum of \$10,000.00. Included in this fund will be a \$350.00 Circulation Cash Register cash fund and a \$100.00 Office Petty Cash fund.

3040.3.1 Petty cash may be advanced to District staff or Trustees upon their request and the execution of a receipt for same, for the purpose of procuring item(s) or service(s) appropriately relating to District business. After said item(s) or service(s) have been obtained, a receipt for same will be submitted to the Library Director, and any remaining advanced funds will be returned. The maximum petty cash advance will be \$100.00.

3040.3.2 No personal checks will be cashed in the petty cash fund.

3040.3.3 The petty cash fund will be included in the District's annual independent accounting audit.

3040.4 Whenever employees or Directors of the District incur "out-of-pocket" expenses for item(s) or service(s) appropriately relating to District business as verified by valid receipts, said expended cash will be reimbursed upon request from the District's petty cash fund. In those instances when a receipt is not obtainable, the requested reimbursement will be approved by the Library Director prior to remuneration.

3040.5 In compliance with the Orange County Counsel opinion A-1000, dated June 20, 1983, stating, "...a local public entity, by resolution may authorize an employee to perform the functions of the governing body with respect to the allowance, compromise or settlement of a claim that is \$20,000 or less" the Board of Trustees authorizes the Library Director to process

