SCUSD DISTRICT LIBRARY PLAN

2016-2019

“A Library is a good place to go when you feel unhappy, for there, in a book, you may find encouragement and comfort. A Library is a good place to go when you feel bewildered or undecided, for there, in a book, you may have your questions answered” — E.B. White
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INTRODUCTION
Santa Clara Unified School District recognizes the Library Media Program as an essential part of the instructional program. The mission of SCUSD libraries is to improve student achievement, integrate common core and LCAP standards, and increase the opportunity for student success. With an emphasis on skills that enable students to access and synthesize information, the Library Media Program takes on an important role in the success of the entire school. Current research indicates that library media programs have a positive, measurable impact on student achievement (see appendix A).

School libraries have undergone dramatic, technological changes. Just as technology is in perpetual motion so are school libraries. What was once the “quiet zone” of independent studying has now transformed into active information hubs that come alive through collaboration on vibrant projects encompassing many types of resources including media, print and digital resources.

One of our educational goals is to ensure that all SCUSD graduates are literate and possess the knowledge and skills to compete in a global economy. Teacher-librarians promote information literacy, independent learning and social responsibility as they help students to access, synthesize, produce and communicate the information they have gained. Library Media Programs aid in providing opportunities for students to think critically and flourish in a learning community. The SCUSD library media program encourages and supports the collaboration of teachers and teacher-librarians to design authentic learning tasks and assessments as well as identify student information needs.

The California Department of Education acknowledges that a strong Library Media Program is key to increasing student achievement.

Appendix A, B, D, E

THE PURPOSE OF THE LIBRARY MEDIA PROGRAM IS:

• To ensure that each student has the ability to find, evaluate and use information from various sources.

• To support students as they learn to read with a rich and varied collection of materials that provides a diverse selection for both recreational and assigned reading.

• To provide instruction to students and teachers on changing educational technology.

• To support classroom teachers and teacher-librarians as they improve student achievement through collaboration.

• For teacher-librarians to provide leadership role in the instructional program, with a focus on common core standards.

• To guide every student to become informed thinkers, self-directed learners, contributing citizens, information processors and lifelong learners.
ORGANIZATION OF THE STANDARDS

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

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

2. **Students evaluate information**
The student will evaluate and analyze information to determine what is appropriate to address the scope of inquiry.

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

3. **Students use information**
The student will organize, synthesize, create, and communicate information.

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

4. **Students integrate information literacy skills into all areas of learning**
The student will independently pursue information to become a lifelong learner.

   4.1 Read widely and use various media for information, personal interest, and lifelong learning.
   4.2 Seek, produce, and share information.
   4.3 Appreciate and respond to creative expressions of information.


**Appendix B, E**
# District Library Plan

<table>
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<th>LCAP Priority Area of Focus</th>
<th>Description</th>
<th>Library Impact</th>
<th>Implementation in SCUSD</th>
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| **Goal 5.4:** Support English Learners, Migrant, and Immigrant students with translation services for both written and oral translations including coordination of programs specific to student needs and parent outreach. | Library Resources: An effective Library Media Program:  
- Provides appropriate, reliable, and current print and digital resources in all formats to meet the needs of the school community.  
- Shares resources across the school district community.  
- Seeks to obtain a variety of print and digital resources for a diverse student population  
- Engenders a love of reading.  
- Provides access to up-to-date technology. | As quality and quantity of information changes, the most appropriate print and digital resources must be available to students and teachers to ensure student achievement. | Elementary LMAs:  
- Rely on the Director of Educational Media & Learning Resources to coordinate purchases.  
- Introduce library skill lessons, read stories and maintain an inviting library under the direction of the teacher-librarian under the direction of Director of Ed & Media Resources or Designee.  
- Use active exchange of materials between libraries at all levels which maximizes the availability of resources at all schools.  

| **Goal 5.6:** Plan and provide additional supports and services to accelerate student achievement in mathematics and literacy with special consideration of under-performing subgroups such as students with IEPs/504s, English Learners, low-income, homeless, and foster youth. | Basic Services so pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. | Students have access to a wide variety of materials through active exchange of items between schools. | Library Technician:  
- Responsible for all aspects of our Library Service Platform (LSP).  
- Catalogs materials for elementary school libraries.  

| **K-8 and Secondary Teachers:** | Communicate their curriculum support needs to the teacher-librarians. | Teacher-Librarians:  
- Use teacher input, their own judgment, and a variety of professional resources to aid in the selection and purchasing of suitable items and online services.  
- Ensure that all resources and associated equipment are properly catalogued, inventoried, and stored.  
- Collaborate with appropriate agencies to provide resources for special education, English learners, migrant, immigrant, low-income, homeless, and foster youth.  
- Collaborate in selecting and sharing resources with other libraries and the community.  
- Actively solicit input from students and parents to aid in the selection of both recreational and academic items.  
- Use active exchange of materials between libraries at all levels which maximizes the availability of resources at all schools.  

| **Secondary LMA:** | Under the direction of the teacher-librarian, secondary LMAs process and circulate materials and aid students with selection of material for research and recreational reading.  
- Use active exchange of materials between libraries at all levels which maximizes the availability of resources at all schools. | Director of Educational Media & Learning Resources or Designee:  
- Coordinates K-12 library program  
- Reviews all donations to the elementary school libraries  
- Selects and orders all materials for the elementary school libraries  
- Responsible for all aspects of the K-12 Library program  
- Responsibilities include staffing, funding, curriculum coordination, and technology needs. |
CHALLENGES:

- In 1998, California passed the California Public School Library Act. For the first four years (1998-2002), it provided $158,500,000 or $28 per student to public schools. By late 2002, the funding was reduced to $31 million or $5.12 per student. Though our enrollment has continued to climb our funding has plummeted. In 2005, the State reallocated library funds to SLIP and reduced the specific Library funding line item to zero.
- High quality subscription services are very expensive and require a steady, dedicated source of funding. The California Model School Library Plan suggests 2 subscription databases per school. Appendix H
- Routinely purchasing current technology to fit the needs of the ever changing electronic resources is costly and requires ongoing and reliable funding.

Funding for library resources:

- Elementary libraries have inadequate yearly funding. The collections grow from donations and fundraising. The quality and age of the collection does not match curriculum needs.
- Middle school and high school Teacher Librarians secure some site-based funding though it is not adequate.
- The age of the library collection K-12 is at a critical point and needs on-going funding with selections made by Teacher Librarians trained to review and select quality material that match curriculum needs.
- K-12 libraries require a per pupil on-going budget

Appendix C, H
### LCAP Priority Area of Focus

**Goal 2.4:** Provide before and after school support for students at risk.

**Basic Services** so pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair.

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| Flexible Scheduling         | Allows individual, small group and class accessibility to the LMC. | Elementary Library Media Assistants (LMA):  
- Each library is staffed with at least 3.75 hour per day LMA.  
- Elementary LMAs have a fixed schedule to meet with all students every week.  
- Where possible, LMAs allow flexible time for student access as needed.  

K-8, Middle & High School Teacher Librarians (TL):  
- Plan collaboratively with teachers to establish and implement library programs as an integrated part of the curriculum.  
- Take leadership roles in promoting and planning for flexible scheduling.  
- Ensure equitable access to the library by providing extended hours.  

**Teachers:**  
- Use student-centered learning and integrate the Library Media Program into their curriculum.  
- Encourage individual student use by providing time in the LMC. |

Flexible Scheduling:  
An effective Library Media Program: Adjusts library schedules to match the needs of all classes in the school to the extent possible, including adjustments to the length and frequency of sessions.  
- Gives students access to the LMC at the point of need.  
- Enhances the teacher’s access to resources and to the LMC.  
- Increases opportunities for “teachable moments.”  
- Enables instructional partnerships with teachers.  
- Impacts student achievement positively.
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| Goal 2.4: Provide before and after school support for students at risk. | **Staffing** An effective Library Media Program:  
- Provides adequate professional and classified staff to meet the needs of the school community | Library Media Center needs to incorporate both classified and certificated staff to maximize its impact and efficiency.  
- Skilled secondary classified staff (LMA) allows more time for certificated Teacher Librarians to work with students and teachers.  
- Studies have consistently shown that schools that have both a full time Teacher Librarian and a full time clerical assistant have dramatically increased student achievement. | Elementary, Middle and High School LMAs:  
- Manage the day-to-day circulation operations of the library, including shelving books.  
- Assists in fundraisers and special programs.  
- Helps with the management of technology.  
- Oversees and supports students when appropriate.  
- Secondary LMAs aid in textbook processing, distribution and collection.  

Teacher-Librarians:  
- Run special programs (Teen Read Week, author visits)  
- Provide input for selection, training and supervision of classified staff and volunteers.  
- Manage, direct, set policies, select library materials.  
- Manage, schedule, and supervise computer labs associated with the library.  
- Manage the day-to-day processing and circulation operations of the library, including textbooks.  
- Collaborate with teachers to maximize the educational experience of the students.  
- Teach a variety of lessons related to information literacy, technology literacy and reading literacy and include in resource bank.  
- Ensure equitable access to the library by providing extended hours.  

Teacher-Librarian TOSA:  
- Coordinates K-12 library program  
- Provide assistance and mentoring for elementary LMAs  
- Selects library materials for elementary collection utilizing a variety of professional resources  
- Reviews donations for elementary collections  
- Researches and suggests purchases for electronic resources pertinent to the K12 library program: LSP (Library Service Program) and databases  
- Plans professional development days for teacher-librarian staff. |

Appendix A, C, D, H
CHALLENGES:

- With the changes in information technology and tools, the complexity of Teacher Librarian’s job has increased dramatically. A full-time (7.5) LMA in the middle and high school is essential to enable the Teacher Librarian to perform all the required duties. In the elementary a full-time LMA (6.5) is essential for running full programming.

Appendix D
## DISTRICT LIBRARY PLAN

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| **Goal 2.4:** Provide before and after school support for students at risk.  
**Goal 5.6:** Plan and provide additional supports and services to accelerate student achievement in mathematics and student needs and parent outreach. | Governance and Management  
An effective Library program:  
- Utilizes LMCs as a part of the district structure with governing action taken at various levels.  
- Supports the LMC through various Governing actions.  
- Includes Instructional materials that are ordered and maintained that address the needs of special needs students. | District level activities support all LMCs so that library staff can focus on serving students.  
- Teacher-librarians collaborate with classroom teachers and special education support staff to adapt curriculum for special needs students. | District Administration:  
- Allocates general funds to pay the LMC and DRC staff.  
- Allocates general funds to individual schools in accordance with the District Local Education Agency (LEA) Plan and Single Plan for Student Achievement (SPSA); who in turn allocates funds to site LMCs.  
- Provide funds for personnel to ensure equitable access to the library by providing extended hours.  
- Provide funds to purchase resources for special education, English learners, migrant, immigrant, low-income, homeless, and foster youth.  
- Provides funding from additional sources such as grants, supplemental state and federal funding.  
- Administers bond funded capital LMC projects.  
- Provides technical support for maintenance and repair of LMC technology and associated district technology. |
| **Goal 5.4:** Support English learners, migrant, and immigrant students with translation services for both written and oral translations including coordination of programs specific to student needs and parent outreach.  
**Goal 5.6:** Plan and provide additional supports and services to accelerate student achievement in mathematics and literacy with special consideration of under-performing subgroups such as students with IEPs/504s, English learners, low-income, homeless, and foster youth.  
**Basic Services** so pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. | Instructional Materials  
An effective Secondary Library Media Program in SCUSD:  
- Processes, circulates, stores, and distributes the textbook collection.  
- Inventories and maintains textbooks and instructional materials. | The state mandates that all students have textbooks for the core subjects (Williams Bill). | Middle and High School Teacher-Librarians:  
- Collaborate with appropriate agencies to provide resources for special education, English learners, migrant, immigrant, low-income, homeless, and foster youth.  
- Process and inventory all textbooks.  
- House, distribute, collect, and store the textbooks.  
- Inform DRC textbook personnel and school administrators when shortage appear imminent.  
- Exchange textbooks between schools.  
- Properly dispose of old textbooks. |
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<td>literacy with special consideration of underperforming subgroups such as students with IEPs/504s, English Learners, low-income, homeless, and foster youth.</td>
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Implementation of CCSS for all students including English learners, migrant students, homeless and foster youth.
## DISTRICT LIBRARY PLAN

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<td>Goal 1.2: Provide technology professional development opportunities for staff to stay up to date on the latest best practices in educational technology.</td>
<td><strong>Professional Development</strong>&lt;br&gt;An effective Secondary Library program:&lt;br&gt;• Encourages professional development to better serve the diverse needs of the student population.&lt;br&gt;• Provides funds for professional conferences and workshops such as the County Office of Education workshops and the California School Library Association conference (CSLA).&lt;br&gt;• Provides funds and releases teacher librarians to participate in trainings to stay abreast of latest information and technology developments.&lt;br&gt;An effective Elementary Library program:&lt;br&gt;• Provides training mentoring and support for all LMA staff.</td>
<td>Learn techniques and strategies that enhance staff and student knowledge.&lt;br&gt;• Maintains and expands skills needed to effectively manage a LMC.</td>
<td>Elementary LMAs:&lt;br&gt;• Attend regularly scheduled meetings with the District Director of Educational Media &amp; Learning Resources&lt;br&gt;Director of Media &amp; Ed Resources or Designee:&lt;br&gt;• Revises and adds lessons and resources in the curriculum binder for the elementary LMA staff.&lt;br&gt;• Demonstrates lessons for the LMA staff.&lt;br&gt;• Plans and presents professional development (PD) on innovative education strategies for teacher-librarians.&lt;br&gt;Teacher Librarians:&lt;br&gt;• Attend regularly scheduled department meetings for general discussions important to LMC operations with the Director and Teacher-Librarian TOSA.&lt;br&gt;• Attend conferences and workshops and use the information gained to improve LMC effectiveness.&lt;br&gt;• Read professional journals to stay abreast of current school library trends.&lt;br&gt;• Conducts professional development workshops for school and district staff on new and innovative educational strategies.</td>
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### LCAP Priority Area of Focus

**Goal 2.8:**

Begin to explore and create pathways between elementary, middle and high school that allow for students to remain challenged beyond their grade level.

**Pupil Achievement**

Pupil Achievement performance on standardized tests, increase number of students college & career ready, increase number of EL's that are proficient in English.

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| **Reading Literacy**       | An effective Library Program:  
- Promotes reading for pleasure.  
- Includes coaching of students in the selection of recreational reading that suits their wants and needs.  
- Includes the selection of items that match the social, cultural, and economic diversity of their student population.  
- Teaches students reading strategies for narrative and informational reading.  
- Provides reading material in all formats, i.e. e-books, print, audio and video. | Reading is essential to success in all endeavors.  
- Students who read for pleasure have better test scores and are more likely to succeed in the workforce.  
- People who habitually choose to read various materials have larger vocabularies and better writing skills than those who do not. | Teacher Librarians and Elementary Library Media Assistants:  
- Read stories aloud to students to model reading strategies.  
- Help students make book selections that are a good fit for them on a formal and informal basis.  
- Talk to students about different kinds of genres.  
- Set up book displays signs and posters that encourage reading.  
- Plan and present book talks.  
- Coordinate with teachers to tie student time in the library to classroom curriculum.  
- Teach the use of reference materials and how to effectively manage this information.  
- Promote Read Across America.  
- Support the California Young Reader Medal Program.  
- Provide equitable access to a full range of reading materials for our students.  

**Teacher Librarians**  
- Plan and prepare Teen Read Week for grades 6-12 to increase the number of teens who are skilled, avid readers.  
- Formally and informally discuss books with students to entice them to read outside of their regular assignments.  
- Set up book groups and guided discussions.  
- Promote the reading of nonfiction informational books to better help students challenge themselves and master important reading skills.  
- Produce brochures and bookmarks that are designed to reinforce the importance of reading for students and parents.  
- Creates book lists that cull titles that appeal to specific student group demographics.  
- Set up author visits.  
- Prepare websites to encourage reading that includes print and digital resources.  
- Acquire additional funding via grants and book fairs.  
- Maintain an electronic book collection |
## LCAP Priority Area of Focus

<table>
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<th>Goal 2.8:</th>
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<tr>
<td><strong>Information Literacy</strong>&lt;br&gt;An effective school Library Media Program</td>
<td><strong>Mastering information literacy skills</strong>&lt;br&gt;Provides opportunities and resources for teachers to integrate information literacy skills into the curriculum</td>
<td><strong>Elementary LMAs</strong>&lt;br&gt;• Provide research help to students.&lt;br&gt;• Organize materials to expedite student research projects.&lt;br&gt;• Show students how to use an online encyclopedia&lt;br&gt;<strong>K-8 and Secondary Teacher Librarians:</strong>&lt;br&gt;• Develop partnerships with teachers to integrate information literacy skills into the curriculum to achieve academic standards.&lt;br&gt;• Purchase appropriate books and materials in a variety of formats for students to use for research projects.&lt;br&gt;• Direct instruction of information literacy skills.&lt;br&gt;• Coach students in their selection of credible and accurate research materials.</td>
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### Challenges

- *Due to limited hours in LMA staffing, the services listed above are limited or curtailed.*
- Elementary teachers need opportunities and resources to integrate information literacy skills into the curriculum.
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<td>Goal 1.1: Increase technology access for staff and students by purchasing more devices and increasing IT staff and tools such as online/on demand technical support.</td>
<td>Technology Literacy An effective Library Media Program:</td>
<td>• Technology facilitates individual and small group research as well as large group instruction.</td>
<td>All</td>
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<td>Goal 1.3: Investigate and implement more STEAM/STEM and and Project-Based Learning programs, activities and opportunities.</td>
<td>• Utilizes appropriate technology for efficient access to and effective dissemination of information.</td>
<td>• Students are taught how to use technology to acquire data.</td>
<td>• Teach lessons on the use of the Internet, School Loop, Online Public Access Catalog, online databases (Gale, etc.) and publishing tools (Google docs)</td>
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<td>Improve Pupil Engagement to boost school attendance rate and reduce dropout rates</td>
<td>• Familiarity with current technology enables people to more quickly utilize future technology.</td>
<td>• Technology facilitates the analysis and dissemination of information.</td>
<td>• Assist students in locating websites that will support research project.</td>
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<td>• The ability to use technology enhances the student's ability to take advantage of access to real-world, real-time data.</td>
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<td>• Provide additional resources to support the STEAM/STEM programs.</td>
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<td>• Inform students about services offered by the local public libraries.</td>
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<td><strong>Elementary LMA:</strong></td>
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<td>• Introduce the use of the Online Public Access Catalog.</td>
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<td>• Introduce the use of an online subscription database, i.e. Grolier Online.</td>
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<td><strong>K-8 and Secondary Teacher Librarians:</strong></td>
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<td>• Provide leadership in the long-range planning for the use of technology as the information technology specialist in the school.</td>
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<td>• Plan cooperatively with teachers for purchase and use of curriculum-specific digital resources.</td>
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<td>• Manage and maintain library and lab computer facilities.</td>
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<td>• Provide instruction on digital citizenship, privacy, copyright, and fair use.</td>
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**CHALLENGES**

- Sufficient, reliable funding sources for the maintenance and replacement cycle of the existing technology and for the procurement of new technologies.
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| **Goal 1.3:** Investigate and implement more STEAM/STEM and Project-Based Learning programs, activities and opportunities. | **Environment**  
An effective Library Media Program:  
- Provides an inviting, accessible and stimulating place for individual and group use.  
- Provides an innovative and technology-rich place | • Appropriate resources coupled with an appealing environment maximize the impact of academic and recreational use by students. | • Provide additional resources to support the STEAM/STEM programs.  
• Provide equitable access to the library in grades 6-12 by allowing access before and after school.  
• Installed air conditioning in all elementary libraries. (summer, 2016)  
• Installed library projection systems in elementary libraries for better delivery of instruction (Fall 2016). |
| **Goal 2.4:** Provide before and after school support for students at risk. | School Climate to decrease suspension & expulsion rates, increase satisfaction on school climate in the California Healthy Kids Survey from both students, teachers, and parents. | • Adequate, well-designed space provides areas for independent, small group and large group student activities. | |

### CHALLENGES
- Consult with Teacher Librarians in the design or renovation of all libraries.
- Elementary libraries are open 3.75 hours per day with the 4 larger elementary libraries open 5 hours per day.
- All elementary libraries are on a fixed schedule with little flexible time for students to visit the library as needed.
- Refurbish and renovate libraries as needed.
### Overarching LMC & District Wide Growth Goals:

**Fixed to Growth Mindset**

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<th>Fixed Mindset</th>
<th>Growth Mindset</th>
<th>Promising Practices</th>
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<td>Library Media Center as an Island</td>
<td>Library Learning Commons</td>
<td>Creating 21st Century Learning Environments with makerspaces and learning commons as a center of inquiry including technology access for study and content creation</td>
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<tr>
<td>Isolated Learning Activities</td>
<td>Multi-purpose Learning Environment</td>
<td>STEAM, Project Based Learning (PBL), and constructivist learning emphasizing CCSS and NGSS.</td>
</tr>
</tbody>
</table>
| Limited Mixed Research & Literacy Resources | Rich, varied research and reading opportunities | - Updated print collections  
- District supported online databases  
- Expanded Ebook collections |
| Digital Citizenship Curriculum taught by some teachers | All teachers educated and teaching Digital Literacy | Overall district plan to address digital literacy issues namely student privacy and copyright integrity |
| Part Time Library Media Assistants (LMAs) | Full Time LMAs | Align with the 4 C’s  
**Elementary:** Move from fixed schedules where every class comes to the library weekly at designated time slots to flexible schedules where classes use the library when needed for PBL activities  
**K-8, Middle School & High Schools:** Secondary LMAs provide support to teacher-librarians to increase teacher/teacher-librarian collaboration. |
| Full Time Teacher-Librarians at Secondary Schools | Full Time Teacher-Librarians at all Schools (Intermediate steps could include roving TLs for elementary libraries) | Schools with full time Teacher-Librarians have higher student learning outcomes including deeper research skills and stronger literacy competence Appendix B, C, D, E |
| Supporting Students with the Greatest Needs including ELL & Special Education Programs | Co-Teaching with all teachers, including ELL and Special Education teachers | Collaboration of school staff with the library staff to increase active engagement of students with greatest needs.  
SCUSD LCAP Goal 5: Students demonstrating the greatest needs and risk factors are provided with additional support to ensure academic and social emotional success |
## DISTRICT LIBRARY PLAN

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<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
<th>Promising Practices</th>
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<tbody>
<tr>
<td>Library Staff Implements Most Library Programs</td>
<td>Collaborative Structures support Community Involvement</td>
<td>Teacher-librarians work with stakeholders to enhance library programs such as student advisory councils/committees, PTSA involvement, student and faculty book clubs and parent and community volunteers</td>
</tr>
<tr>
<td>High School LMC provide Resources for College &amp; Career Readiness Programs</td>
<td>All LMC will provide resources for College &amp; Career Readiness</td>
<td>All Library Media Centers will provide college and career connections at every stage of the student’s school journey</td>
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</table>

**Appendix F**
**School Libraries & Student Achievement**

School Librarians are Linked to Improved Standardized Reading Test Scores

![Image](image_url)

Studies conducted over the past two decades, both in Colorado and nationwide, show that students in schools with endorsed librarians score better on standardized achievement tests in reading, compared with students in schools without endorsed librarians.

- **This increase in scores exists regardless of:**
  - Student Poverty Level
  - Overall Staffing Losses

In a Colorado study, the presence of school librarians positively impacted students’ standardized reading scores even when controlling for student poverty (free and reduced-cost meal status).

In a national study, even if schools had overall staff declines between 2004 and 2008, students’ standardized reading scores were better in schools that maintained or gained a librarian during this time period.

**What other school library characteristics are associated with better test scores?**

- School Librarians Teaching Information Literacy Skills to Students
- Staffed by Endorsed Librarian
- Collaborative Planning Between School Librarians & Teachers
- Extended Library & Staff Hours
- School Librarians Providing In-Service Training to Teachers
- Larger & Newer Collections
- More Student Visits
- Flexible Scheduling
- Higher Expenditures

See [www.lrs.org/state-facts/school-libraries/impact-studies/](www.lrs.org/state-facts/school-libraries/impact-studies/) for a list of school library impact studies.


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Model School Library Standards for California Public Schools

Kindergarten Through Grade Twelve

Adopted by the California State Board of Education
September 2010
APENDIX C: 2016 EDITION SCHOOL LIBRARIES WORK!

DOUBLE CLICK ON THE IMAGE TO OPEN THE PDF
LATEST STUDY: A FULL-TIME SCHOOL LIBRARIAN MAKES A CRITICAL DIFFERENCE IN BOOSTING STUDENT ACHIEVEMENT

BY DEBRA E. KACHEL AND KEITH CURRY LANCE ON MARCH 7, 2013

ILLUSTRATION BY DAVID FLAHERTY.

IMAGINE TRYING TO TEACH KIDS HOW TO SWIM IN AN EMPTY POOL.


SIMPLY PUT, STUDENTS SUFFER WHEN THEY DON’T HAVE ADEQUATE RESOURCES—AND, IN PARTICULAR, WE’VE FOUND THAT STUDENT ACHIEVEMENT SUFFERS WHEN SCHOOLS LACK LIBRARIES THAT ARE STAFFED BY FULL-TIME LIBRARIANS. “NEARLY EVERY PUBLIC SCHOOL IN Bucks, Delaware, and Montgomery Counties HAS A LIBRARY WITH CERTIFIED STAFF, WHICH HAS BEEN PROVEN TO INCREASE STUDENT READING AND COMPREHENSION,” NOTES KINTISCH. “IN CONTRAST, MOST PUBLIC SCHOOLS IN PHILADELPHIA DO NOT EMPLOY A CERTIFIED LIBRARIAN, AND MORE THAN 140 DO NOT HAVE A LIBRARY.”

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EVEN WEALTHY SUBURBAN DISTRICTS FIND LIBRARY REDUCTIONS ACCEPTABLE. FOR EXAMPLE, MANHEIM TOWNSHIP IN LANCASTER COUNTY, PA, HAS SLASHED LIBRARIAN POSITIONS BY 80 PERCENT SINCE 2010, GOING FROM 10.5 TO 2.5 MEDIA SPECIALISTS. AT THE SAME TIME, OTHER DISTRICTS EMPLOY FULL-TIME LIBRARIANS IN EVERY BUILDING, MANY WITH SUPPORT STAFF AND ANNUAL BUDGETS THAT ENABLE THEM TO UPDATE THEIR COLLECTIONS AND TECHNOLOGY. HOW DO THESE INEQUITIES AFFECT TEACHER EFFECTIVENESS AND STUDENT ACHIEVEMENT? AND WHY IS THE RESEARCH THAT SHOWS THE IMPACT OF QUALITY SCHOOL LIBRARY PROGRAMS AND LIBRARIANS ON STUDENTS BEING IGNORED?

BACKGROUND

IN 2007, WHEN THE TREND TO CUT LIBRARY PROGRAMS AND STAFFING BECAME APPARENT TO US, THE PENNSYLVANIA SCHOOL LIBRARIANS ASSOCIATION (PSLA) TEAMED UP WITH THE EDUCATION LAW CENTER (ELC), A NONPROFIT EDUCATIONAL ADVOCACY ORGANIZATION THAT HAS MADE SUBSTANTIAL GAINS FOR THE STATE’S MOST VULNERABLE CHILDREN—INCLUDING POOR KIDS, KIDS OF COLOR, KIDS WITH DISABILITIES, ENGLISH-LANGUAGE LEARNERS, AND OTHERS. PSLA AND ELC DISCOVERED THAT THEY HAD MANY SIMILAR INTERESTS AND GOALS, INCLUDING A STRONG URGE TO ENSURE A QUALITY PUBLIC EDUCATION FOR EVERY CHILD. THE TWO GROUPS BEGAN TO LOBBY FOR STATEWIDE REGULATIONS AND REFORMS TO ENSURE LIBRARY EQUITY FOR PENNSYLVANIA’S 1.8 MILLION K–12 STUDENTS.
WHEN REPRESENTATIVES OF THE TWO ORGANIZATIONS APPROACHED INFLUENTIAL STATE LEGISLATORS, THEY QUICKLY DISCOVERED THAT SOME LAWMAKERS DIDN’T KNOW THAT SCHOOLS WEREN’T REQUIRED TO HAVE LIBRARIES, AND OTHERS HAD NO IDEA HOW RAPIDLY THESE PROGRAMS WERE BEING ELIMINATED. AMONG MANY LEGISLATORS’ FIRST QUESTIONS WERE, “HOW MANY SCHOOLS DO NOT HAVE LIBRARIES OR LIBRARIANS?” AND “HOW DO SCHOOL LIBRARIANS IMPROVE STUDENT ACHIEVEMENT AND BY HOW MUCH?” CLEARLY, RESEARCH AND VERIFIABLE DATA WERE NEEDED TO INFLUENCE THESE POLICYMAKERS.

IN THE ABSENCE OF DATA TO ANSWER THEIR QUESTIONS, PSLA PERSUADED THE STATE’S HOUSE OF REPRESENTATIVES TO COMMISSION THE PENNSYLVANIA SCHOOL LIBRARY STUDY OF 2011—A “SNAPSHOT” OF LIBRARY PROGRAMS IN WHICH 73 PERCENT OF PUBLIC SCHOOLS PARTICIPATED. WHILE THE STUDY UNCOVERED HUGE INEQUITIES AMONG VARIOUS DISTRICTS, ACCORDING TO PSLA SURVEYS, SCHOOL LIBRARY PROGRAMS AND STAFF HAVE CONTINUED TO BE CUT. FOR INSTANCE, IN 2011–2012, AN ADDITIONAL SEVEN PERCENT OF LIBRARIANS WERE LET GO, AND, IN 2012–2013, ANOTHER SIX PERCENT WERE JETTISONED. AS A RESULT, “ALMOST 200,000 STUDENTS HAVE BEEN AFFECTED BY ELIMINATION OR SEVERE CURTAILMENT OF SCHOOL LIBRARY SERVICES THROUGHOUT THE COMMONWEALTH,” SAYS PSLA’S PRESIDENT, EILEEN KERN.

RESEARCH AND KEY FINDINGS
DISTRICT LIBRARY PLAN

JOINING FORCES WITH THE EDUCATION LAW CENTER AND THE HEALTH SCIENCES LIBRARY CONSORTIUM (A NONPROFIT GROUP THAT MANAGES ACCESS PA AND POWER LIBRARY ELECTRONIC DATABASES), PSLA WAS AWARDED AN INSTITUTE OF MUSEUM AND LIBRARY SERVICES (IMLS) NATIONAL LEADERSHIP RESEARCH GRANT TO DETERMINE WHAT SCHOOL LIBRARY INFRASTRUCTURE CONTRIBUTES MOST TO STUDENT ACHIEVEMENT, THE COSTS AND BENEFITS ASSOCIATED WITH IT, AND WHAT’S NEEDED TO DEVELOP STUDENTS WITH 21ST-CENTURY LEARNING SKILLS. ALTHOUGH MORE THAN TWO DECADES OF SIMILAR RESEARCH HAS BEEN CONDUCTED IN OVER 22 STATES, THE PENNSYLVANIA STUDY UNCOVERED THE FOLLOWING NEW AND SIGNIFICANT FINDINGS:

QUALITY SCHOOL LIBRARY PROGRAMS SIGNIFICANTLY IMPACT THE MOST VULNERABLE STUDENTS. FOR THE FIRST TIME, THE IMPACT OF LIBRARY PROGRAMS ON SELECTED STUDENT GROUPS THAT TEND TO EXPERIENCE ACHIEVEMENT GAPS WAS EXAMINED DIRECTLY. THE PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA), WHICH MEASURES HOW WELL SCHOOLCHILDREN ARE DOING IN READING, WRITING, MATH, AND SCIENCE ACCORDING TO THE STATE’S EDUCATION STANDARDS, MAINTAINS SEPARATE TEST SCORES FOR SUBGROUPS OF STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED, BLACK, HISPANIC, AND HAVE INDIVIDUALIZED EDUCATION PROGRAMS (IEPS). PSSA SCORES RANGE FROM “ADVANCED,” WHICH INDICATES AN IN-DEPTH UNDERSTANDING OF THE SUBJECT AND SUPERIOR ACADEMIC PERFORMANCE, TO “BELOW BASIC,” WHICH REFLECTS POOR UNDERSTANDING AND INADEQUATE ACADEMIC PERFORMANCE.

CONSISTENTLY, READING AND WRITING SCORES ARE BETTER FOR STUDENTS WHO HAVE A FULL-TIME CERTIFIED LIBRARIAN THAN THOSE WHO DON’T. STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED, BLACK, HISPANIC, AND HAVE IEPS (I.E., STUDENTS WITH DISABILITIES) BENEFIT PROPORTIONALY MORE THAN STUDENTS GENERALLY. THESE FINDINGS SUGGEST THAT STAFFING LIBRARIES WITH CERTIFIED LIBRARIANS CAN HELP CLOSE ACHIEVEMENT GAPS. WHAT ARE SOME OF THE OTHER KEY FINDINGS?

• STUDENTS WHO ARE POOR, MINORITY, AND HAVE IEPS, BUT WHO HAVE FULL-TIME LIBRARIANS, ARE AT LEAST TWICE AS LIKELY TO HAVE “ADVANCED” WRITING SCORES AS THEIR COUNTERPARTS WITHOUT FULL-TIME LIBRARIANS.

• GENERALLY, THE BENEFITS ASSOCIATED WITH LARGER STAFFING AND COLLECTIONS AND INCREASED ACCESS TO TECHNOLOGY, DATABASES, AND TO THE LIBRARY ITSELF ARE PROPORIONALY GREATER FOR STUDENTS WHO ARE POOR, BLACK, HISPANIC, AND DISABLE.

• FOR BLACK AND HISPANIC STUDENTS, ACCESS TO MORE BOOKS MORE THAN DOUBLES THEIR CHANCES OF OBTAINING “ADVANCED” WRITING SCORES AND CUTS THEIR RISK OF “BELOW BASIC” WRITING SCORES IN HALF.

• THE ASSOCIATION BETWEEN FLEXIBLE SCHEDULING AND WRITING SCORES IS MORE PRONOUNCED. WITH FLEXIBLE SCHEDULING, ALL STUDENTS ARE ABOUT FOUR TIMES MORE LIKELY TO EARN “ADVANCED” WRITING SCORES, AND HISPANIC STUDENTS ARE ALMOST SEVEN TIMES MORE LIKELY TO EARN “ADVANCED” SCORES WITH FLEXIBLE SCHEDULING.

WRITING SCORES ARE MORE POSITIVELY IMPACTED THAN READING SCORES. SINCE 21ST-CENTURY LEARNERS MUST BE EFFECTIVE KNOWLEDGE PRODUCERS AS WELL AS INFORMATION CONSUMERS, EXAMINING THE RELATIONSHIP BETWEEN WRITING SCORES AND QUALITY SCHOOL LIBRARY PROGRAMS WAS ESSENTIAL. WRITING SCORES OF STUDENTS WERE STUDIED AT BOTH THE “ADVANCED” AND “BELOW BASIC” LEVELS. INTERESTINGLY, THE IMPACT OF SCHOOL LIBRARY PROGRAMS WAS GREATER PROPORIONALY ON WRITING THAN READING SCORES. STUDENTS WITH ACCESS TO WELL-RESOURCED LIBRARIES ARE TWO TO FIVE TIMES MORE LIKELY TO SCORE “ADVANCED” IN WRITING THAN STUDENTS WITHOUT SUCH LIBRARIES. OTHER SIGNIFICANT FINDINGS INCLUDE:

• FOR ALL STUDENTS, THOSE WITH FULL-TIME LIBRARIANS ARE ALMOST THREE TIMES AS LIKELY TO HAVE “ADVANCED” WRITING SCORES AS STUDENTS WITHOUT FULL-TIME LIBRARIANS.

• THE DIFFERENTIAL IMPACT OF LIBRARIANS SUGGESTS THAT WRITING RATHER THAN READING SCORES MAY BE A BETTER INDICATOR OF A STUDENT’S MASTERY OF 21ST-CENTURY LEARNER AND PENNSYLVANIA/COMMON CORE STANDARDS.
THE ROLE OF THE SCHOOL LIBRARY PROGRAM AND ACADEMIC STANDARDS. THIS IS THE FIRST STATEWIDE STUDY TO ASSESS THE ROLES OF LIBRARIANS IN TEACHING THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS’ (AASL) STANDARDS FOR THE 21ST-CENTURY LEARNER AS WELL AS COMMON CORE STANDARDS. WE AND OUR ASSOCIATES AT RSL RESEARCH GROUP IN LOUISVILLE, CO, SURVEYED MORE THAN 1,850 LIBRARIANS, TEACHERS, AND SCHOOL ADMINISTRATORS TO DETERMINE THE EXTENT TO WHICH THESE STANDARDS ARE ADDRESSED BY SCHOOL LIBRARY PROGRAMS AND THE INSTRUCTION BY LIBRARIANS. TO VERIFY THEIR PERCEPTIONS, SURVEY RESULTS WERE THEN CORRELATED WITH THE READING AND WRITING SCORES OF THE RESPONDENTS’ SCHOOLS. THIS STUDY PROVIDES THE FIRST EVIDENCE THAT WHAT LIBRARIANS TEACH BOTH ADDRESSES ACADEMIC STANDARDS AND IMPACTS STUDENTS’ STANDARDIZED TEST SCORES.

• THESE RELATIONSHIPS ARE ESPECIALLY STRONG FOR THE PENNSYLVANIA/COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS AND READING AND WRITING FOR HISTORY AND SOCIAL STUDIES.

• NOTABLY, THE POSITIVE ASSOCIATION OF THE LIBRARIAN’S ROLE IN TEACHING AASL’S STANDARDS FOR THE 21ST-CENTURY LEARNER WITH “ADVANCED” WRITING SCORES IS DRAMATICALLY HIGHER THAN WITH “ADVANCED” READING SCORES.
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- Consistently, students are less likely to score “Below Basic” on reading and writing in schools in which administrators, teachers, and librarians assess as “excellent” the library program’s teaching of inquiry-based learning.

As Carol Heinsdorf, a National Board–certified school librarian at Philadelphia’s Youth Study Center High School, explains, “These nationally adopted academic aspirations, supported by empirical evidence of school librarians’ effectiveness, are at odds with the 87 percent of Philadelphia’s incoming ninth graders who have never experienced an adequately resourced school library managed by a certified librarian, don’t know how books are arranged on a library shelf, do not know to, or how to, cite sources, and have not read a book from beginning to end for either academic purposes or pleasure. How are these students being prepared to successfully complete a two- or four-year college program? How are they to be reading role models as their children’s first teachers? How are those policy and decision makers shepherding public education as a public good for the future of our democracy going to prioritize adequately resourced school libraries managed by certified school librarians, to align with the evidence?”

Staffing remains the key factor. This study suggests that there’s no substitute for a full-time, certified school librarian who’s fully engaged in the teaching and learning process. Key findings include:

- With a full-time librarian, students are more likely to score “Advanced” and less likely to score “Below Basic” on reading and writing tests.

- Consistently, reading scores are better for elementary, middle, and high school students who have full-time certified librarians. In schools with full-time librarians, “Below Basic” scores not only improve, but improve more from elementary to middle to high school as well.

- The proportional difference in “Advanced” reading scores associated with a full-time librarian grows from elementary to middle to high school.

- Students who are Hispanic and whose full-time librarians have support staff are three times as likely to earn “Advanced” writing scores as their counterparts whose full-time librarians lack such support staff.

- On average, almost nine percent more students score “Advanced” in reading where students have a full-time, certified librarian with support staff than where they have a full-time, certified librarian alone. Further, almost eight percent more students score “Advanced” in reading where students have a full-time, certified librarian than where they do not.

- On average, the percentage of students scoring “Advanced” in writing is two and a half times higher for schools with a full-time, certified librarian than those without one. Similarly, the average percentage of students scoring “Advanced” in writing is almost twice as high for schools with a full-time, certified librarian with support staff as for those with only a full-time certified librarian.

As Jessie B. Ramey, a parent of two Pittsburgh public school students, wrote on her educational advocacy blog, YinzerCation, “Without a full-time librarian in each of our schools, we are still short-changing our kids…. As this most recent study clearly found, librarians are even more significant for our most struggling students, yet these are often the very kids forced to go without books, staff, or space.”

We couldn’t agree more. Of all the factors examined in this study, the one with the most impact on students is the presence of a full-time certified librarian in the school library.

Conclusion

This study adds to the evidence that all K–12 students need and deserve quality school library programs with full-time certified staff. Students are more likely to succeed when they have library programs that are well staffed, well funded, technologically well equipped, well stocked, and more accessible. And, the neediest learners may benefit the most from trained librarians and quality library programs.
HOWEVER, MUCH WORK STILL NEEDS TO BE DONE TO USE THIS RESEARCH TO REACH INFLUENTIAL STAKEHOLDERS WHO CONTROL THE FUTURE OF SCHOOL LIBRARY PROGRAMS AND THEIR STAFFING. WHILE MANY STATES ARE PURSUING STATE REFORMS AND REGULATIONS, THIS DOESN’T NEGATE THE ROLE OF THE INDIVIDUAL SCHOOL LIBRARIAN TO LEARN AND SHARE THESE FINDINGS LOCALLY. EVERYONE NEEDS TO NURTURE LIBRARY CHAMPIONS WHO WILL DEFEND THE POSITION THAT ALL K–12 SCHOOL STUDENTS NEED AND DESERVE FULL-TIME SCHOOL LIBRARIANS AND WELL-RESOURCED SCHOOL LIBRARIES IN ORDER TO DEVELOP THE SKILLS NEEDED TO BE PRODUCTIVE IN THE 21ST CENTURY.
SC STUDY SHOWS LINK BETWEEN SCHOOL LIBRARIANS AND HIGHER TEST SCORES

THE MEMBERS OF THE SOUTH CAROLINA ASSOCIATION OF SCHOOL LIBRARIANS (SCASL) HAVE ALWAYS KNOWN HOW IMPORTANT SCHOOL LIBRARIANS AND LIBRARY PROGRAMS ARE TO STUDENT ACHIEVEMENT IN THEIR STATE; HOWEVER, THEY NEEDED A WAY TO PROVE IT TO ADMINISTRATORS, TEACHERS, PARENTS, AND LEGISLATORS WHO WERE YET TO BE CONVINCED. TO DEVELOP THEIR CASE, IN 2013, THE SCASL BOARD COMMISSIONED A STUDY CONDUCTED BY KEITH CURRY LANCE, CONSULTING WITH RSL RESEARCH GROUP PRESIDENT MARCIA J. RODNEY AND VICE PRESIDENT BILL SCHWARZ. THE GROUP HAD PREVIOUSLY CONDUCTED 17 SCHOOL LIBRARY IMPACT STUDIES IN 14 STATES. AS WITH THOSE STUDIES, DATA FROM HOW LIBRARIES TRANSFORM SCHOOLS BY CONTRIBUTING TO STUDENT SUCCESS: EVIDENCE LINKING SOUTH CAROLINA SCHOOL LIBRARIES AND PASS & HSAP RESULTS REVEALED THAT SCHOOL LIBRARY PROGRAMS CONTRIBUTE TO STUDENT SUCCESS. "WE HAVE KNOWN IN THE PAST HOW IMPORTANT OUR ROLE IS, BUT THIS GROUNDBREAKING STUDY PROVES THAT AND VALIDATES WHAT WE ALREADY KNOW: THE SCHOOL LIBRARIAN AND THE LIBRARY PROGRAM HELP MAKE SCHOOLS STRONGER," SAYS DIANA CARR, PRESIDENT OF SCASL AT THE TIME OF THE STUDY.

OUR SOUTH CAROLINA STUDY IS THE FIRST TO DOCUMENT THE CONTRIBUTION OF SCHOOL LIBRARIANS TO STUDENT SUCCESS THROUGH THE USE OF TEST RESULTS FOR SPECIFIC ENGLISH LANGUAGE ARTS (ELA) AND WRITING STANDARDS. THE STUDY LINKS DATA TO DETAILED TEST RESULTS FOR THREE ELA STANDARDS—LITERARY TEXT, INFORMATIONAL TEXT, AND RESEARCH—AND TWO WRITING STANDARDS—CONTENT AND ORGANIZATION. THE DATA WAS DRAWN FROM TEST RESULTS FROM SOUTH CAROLINA PALMETTO ASSESSMENT OF STATE STANDARDS (PASS) FOR ELEMENTARY AND MIDDLE SCHOOL STUDENTS AND SOUTH CAROLINA HIGH SCHOOL ASSESSMENT PROGRAM (HSAP).

SEVEN SCHOOL LIBRARY CHARACTERISTICS WERE ASSOCIATED WITH THESE MEASURES OF STUDENT ACHIEVEMENT. THE LINKS COULD NOT BE EXPLAINED AWAY BY DEMOGRAPHICS SUCH AS GENDER, RACE/ETHNICITY, DISABILITY, AND SUBSIDIZED OR FREE MEALS ELIGIBILITY.

LIBRARY STAFFING

THE SOUTH CAROLINA STUDY SUPPORTS THE FINDINGS OF PREVIOUS STATE STUDIES THAT BETTER TEST RESULTS TEND TO BE ASSOCIATED WITH THE PRESENCE OF PROFESSIONAL SCHOOL LIBRARIANS AND LIBRARY SUPPORT STAFF. IN SOUTH CAROLINA, ALL STUDENTS WERE MORE LIKELY TO SHOW STRENGTHS AND LESS LIKELY TO SHOW WEAKNESSES ON PASS WRITING STANDARDS, BOTH OVERALL AND ON CONTENT AND ORGANIZATION, IF THEIR SCHOOL LIBRARIES WERE STAFFED BY AT LEAST ONE FULL-TIME LIBRARIAN AND AT LEAST ONE FULL- OR PART-TIME ASSISTANT, THAN IF THEIR LIBRARIES WERE STAFFED OTHERWISE.
LIBRARY EXPENDITURES

STUDIES IN MORE THAN A DOZEN STATES HAVE SHOWN THAT HIGHER SPENDING ON SCHOOL LIBRARY PROGRAMS HAS BEEN LINKED TO BETTER RESULTS ON ACHIEVEMENT TESTS. THIS RELATIONSHIP WAS FURTHER CONFIRMED IN THE SOUTH CAROLINA STUDY, AS INDICATED BY PASS WRITING AND ELA TEST RESULTS. FOR ALL STUDENTS, HIGHER TOTAL LIBRARY SPENDING WAS ASSOCIATED WITH MORE STUDENTS SHOWING STRENGTHS AND FEWER SHOWING WEAKNESSES ON THE PASS WRITING STANDARDS, BOTH OVERALL AND ON CONTENT AND ORGANIZATION. HIGHER SPENDING ON SCHOOL LIBRARIES WAS ALSO ASSOCIATED WITH MORE STUDENTS HAVING EXEMPLARY RESULTS ON PASS ELA STANDARDS, AND FEWER STUDENTS NOT MEETING THOSE STANDARDS.

INSTRUCTIONAL COLLABORATION BETWEEN TEACHERS AND LIBRARIANS

EFFECTIVE SCHOOL LIBRARIANS COLLABORATE WITH CLASSROOM TEACHERS TO HELP STUDENTS DEVELOP INFORMATION LITERACY SKILLS ACROSS THE CURRICULUM.

SEE ALSO: A PRIME CO-TEACHING OPPORTUNITY

LIBRARIANS AT SCHOOLS THAT RESPONDED TO THE SOUTH CAROLINA SCHOOL LIBRARY SURVEY, AND FOR WHICH PASS RESULTS WERE AVAILABLE, REPORTED SPENDING ABOUT 20 HOURS PER WEEK ON TEACHING ACTIVITIES. THE TOP 25 PERCENT SPENT 25 OR MORE HOURS, WHILE THE BOTTOM 25 PERCENT SPENT LESS THAN 10 HOURS. GENERALLY, WHERE LIBRARIANS SPENT 20 OR MORE HOURS PER WEEK TEACHING, ALL STUDENTS WERE MORE LIKELY TO HAVE EXEMPLARY RESULTS ON PASS ELA STANDARDS AND LESS LIKELY NOT TO MEET THOSE STANDARDS.
CIRCULATION NUMBERS

STUDENTS AND TEACHERS ALIKE RELY ON INFORMATION OBTAINED VIA THE INTERNET, WHETHER FROM FREE WEBSITES OR LICENSED DATABASES. THE ROLE OF EBOOKS IS ALSO EXPANDING. NONETHELESS, BOOKS AND OTHER TRADITIONAL PRINT AND NON-PRINT MATERIALS ARE STILL RESPONSIBLE FOR THE MAJORITY OF LIBRARY CIRCULATION TRANSACTIONS, PARTICULARLY THOSE ASSOCIATED WITH READING AND THOSE USED FOR WRITING ASSIGNMENTS.

IN SOUTH CAROLINA, FOR THE 2012–2013 SCHOOL YEAR, THE MEDIAN CIRCULATION OF LIBRARY MATERIALS AMONG ELEMENTARY AND MIDDLE SCHOOLS THAT RESPONDED TO THE SOUTH CAROLINA SCHOOL LIBRARY SURVEY AND FOR WHICH PASS TEST RESULTS WERE AVAILABLE WAS APPROXIMATELY 20,000 CHECKOUTS. ON A PER-STUDENT BASIS, THE MEDIAN WAS 36 CHECKOUTS. FINDINGS FROM THE STUDY REVEALED THAT ALL STUDENTS WERE MORE LIKELY TO SHOW STRENGTHS ON THE PASS WRITING STANDARDS IF THEIR LIBRARIES CIRCULATED AT LEAST 20,000 ITEMS. SIMILARLY, FOR ALL STUDENTS HIGHER TOTAL CIRCULATION WAS ASSOCIATED WITH EXEMPLARY RESULTS ON ELA STANDARDS. FURTHER, PER-STUDENT CIRCULATION WAS ASSOCIATED WITH AN EVEN BROADER ARRAY OF STUDENT COHORTS FOR ELA RESULTS. ALL STUDENTS WERE MORE LIKELY TO HAVE EXEMPLARY ELA RESULTS AND LESS LIKELY TO FAIL TO MEET THESE STANDARDS WHERE PER-STUDENT CIRCULATION WAS HIGHER.
CIRCULATION AT HIGH SCHOOL LIBRARIES IS TYPICALLY LOWER THAN AT ELEMENTARY AND MIDDLE SCHOOL LIBRARIES. FOR SCHOOLS THAT RESPONDED TO THE 2013 SOUTH CAROLINA SCHOOL LIBRARY SURVEY, AND FOR WHICH HSAP RESULTS WERE AVAILABLE, THE MEDIAN FOR TOTAL CIRCULATION WAS APPROXIMATELY 7,500 CHECKOUTS FOR THE 2012–13 SCHOOL YEAR. ALL STUDENTS WERE MORE LIKELY TO MEET HSAP STANDARDS IF THEIR SCHOOL LIBRARIES CIRCULATED MORE MATERIALS. SIMILARLY, ALL STUDENTS WERE ALSO MORE LIKELY TO HAVE PROFICIENT OR BETTER RESULTS ON HSAP STANDARDS.

COLLECTION SIZE

ELEMENTARY AND MIDDLE SCHOOLS THAT RESPONDED TO THE SOUTH CAROLINA SCHOOL LIBRARY SURVEY AND FOR WHICH PASS RESULTS WERE AVAILABLE HAD A MEDIAN PRINT COLLECTION OF APPROXIMATELY 10,000 ITEMS. THE TOP QUARTER HAD AROUND 13,000 ITEMS OR MORE, AND THE BOTTOM QUARTER HAD FEWER THAN 7,500 ITEMS. BOTH MALE AND FEMALE STUDENTS WERE MORE LIKELY TO SHOW STRENGTHS ON WRITING AND TO HAVE EXEMPLARY RESULTS ON ELA IF THEIR LIBRARIES HAD LARGER PRINT COLLECTIONS.

ALTHOUGH EBOOKS ARE GAINING IN POPULARITY NATIONWIDE, THEY ARE STILL RELATIVE NEWCOMERS TO SOUTH CAROLINA'S SCHOOL LIBRARIES. THE MEDIAN SIZE OF AN EBOOK COLLECTION WAS 40 TITLES. FEMALE AND MALE STUDENTS WITH ACCESS TO LARGER EBOOK COLLECTIONS WERE MORE LIKELY TO SHOW STRENGTHS AND LESS LIKELY TO SHOW WEAKNESSES ON PASS WRITING STANDARDS. IN ADDITION, POORER STUDENTS, THOSE ELIGIBLE FOR SUBSIDIZED OR FREE MEALS, WERE MORE LIKELY TO SHOW WRITING STRENGTHS.

ACCESS TO COMPUTERS

RESULTS DEMONSTRATED THAT ACCESS TO COMPUTERS IN THE SCHOOL LIBRARY, AND LIBRARY-NETWORKED COMPUTERS IN OTHER SCHOOL LOCATIONS, FACILITATE STUDENT ACHIEVEMENT. ALL STUDENTS, ESPECIALLY MALE, HISPANIC, THOSE WHO SPEAK LIMITED ENGLISH, AND THOSE ELIGIBLE FOR FREE MEALS, WERE MORE LIKELY TO SHOW STRENGTHS AND LESS LIKELY TO SHOW WEAKNESSES ON PASS WRITING STANDARDS, AND HAVE EXEMPLARY ELA RESULTS, IF THEIR SCHOOL LIBRARIES HAD COMPUTERS.
FREQUENCY OF GROUP VISITS TO THE LIBRARY

As demonstrated in previous state studies, the number of times classes visited the school library each week boosted student learning in integral ways. The large majority of South Carolina school administrators reported that they felt it was essential that access to the school library was based on instructional needs, rather than on a fixed schedule. For elementary and middle schools that responded to the South Carolina school library survey and for which PASS results were available, the average number of weekly group library visits was four. As displayed in below, all students were more likely to show strengths and less likely to show weaknesses on PASS writing standards when they had four or more group visits per week.

For high schools that responded to the South Carolina school library survey and for which HSAP results were available, the average number of group visits per week was 15. This is a dramatically higher number than the four for elementary and middle schools, where flexibly scheduled access to school libraries tends to be less common. The study revealed that all high-school students were more likely to meet HSAP standards if they had 15 or more group visits per week.

LIBRARIANS AS LEADERS

In addition to the previous data that was collected for the study, the survey responses of South Carolina school administrators (273), teachers (917) and school librarians (321) were obtained and compared to test results from PASS for elementary and middle schools.

Notably, as a result of the availability of standard-level test results, South Carolina is the first state in which such a study has been conducted with this type of detailed analysis. Furthermore, over 430 of the survey respondents shared their comments about the library programs and librarians in their schools.
ONE OF THE KEY FINDINGS FROM THE SURVEY RESULTS, TEST SCORES, AND SUCCESS STORIES IS THAT THE MAJORITY OF SCHOOL ADMINISTRATORS VALUE LIBRARY POLICIES AND PRACTICES, AS WELL AS THE LEADERSHIP ROLES THAT SCHOOL LIBRARIANS PLAY IN THEIR SCHOOLS. IN THE WORDS OF A DISTRICT DIRECTOR OF PLANNING AND DEVELOPMENT, “OUR LIBRARIANS ARE LEADERS IN OUR DISTRICT. ... IT IS SO WONDERFUL TO SEE THEM SHARE THEIR PASSION FOR READING AND LEARNING NOT ONLY WITH OUR STUDENTS, BUT WITH OUR TEACHERS! NO LONGER ARE THE LIBRARIES IN OUR DISTRICT A PLACE WHERE OUR STUDENTS GO TO QUIETLY PULL A DUSTY ENCYCLOPEDIA OFF OF THE SHELF ... THEY SERVE AS THE HUB OF THE SCHOOL. ... ARE EXCITING PLACES, AND OUR STUDENTS ARE BENEFITING FROM IT.”

THE FINDINGS FROM THIS STUDY PROVIDE EVIDENCE THAT SOUTH CAROLINA’S SCHOOL LIBRARIANS AND SCHOOL LIBRARY PROGRAMS MAKE A DIFFERENCE IN STUDENT ACHIEVEMENT. FURTHER, THESE FINDINGS ARE CONSISTENT WITH PREVIOUS STUDIES REVEALING ASSOCIATIONS BETWEEN THE ACADEMIC PERFORMANCE OF STUDENTS AND A VARIETY OF SCHOOL LIBRARY CHARACTERISTICS.

THIS ARTICLE WAS FEATURED IN OUR FREE EXTRA HELPING ENEWSLETTER. SUBSCRIBE TODAY TO HAVE MORE ARTICLES LIKE THIS DELIVERED TO YOU TWICE A WEEK.


VIDEOS (CONTROL AND CLICK TO WATCH)

1. SCHOOL LIBRARIES MATTER: THE CHANGING ROLE OF THE SCHOOL LIBRARIAN

2. DESIGNED FOR LEARNING: SCHOOL LIBRARIES

3. DOES YOUR SCHOOL HAVE A TEACHER LIBRARIAN?

4. TEACHER LIBRARIANS AT THE HEART OF STUDENT LEARNING
APPENDIX H: STATISTICS ABOUT CALIFORNIA SCHOOL LIBRARIES

STATISTICS ABOUT CALIFORNIA SCHOOL LIBRARIES

This is the annual data collection of trends pertaining to California School Libraries and the level of library resources made available to students from year to year.

THE CALIFORNIA DEPARTMENT OF EDUCATION ANNUALLY COLLECTS INFORMATION ABOUT SCHOOL LIBRARIES USING AN ONLINE SURVEY PROCESS. IN 2013-14, 4,273 CALIFORNIA SCHOOLS COMPLETED THE SURVEY REPRESENTING 43 PERCENT OF SCHOOLS. THE FOLLOWING STATISTICAL SNAPSHOT IS BASED ON THESE DATA AS WELL AS DATA COLLECTED BY THE CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM (CALPADS). WHEN POSSIBLE, PREVIOUS AND NATIONAL DATA ARE PROVIDED FOR COMPARISON.

NUMBER OF LIBRARIES

Among California public schools responding to the library survey, 84 percent have a place designated as the library, although staffing, collections, and programs range from exemplary to substandard. Sixteen percent of the schools responding do not have a library.

STAFFING

Approximately 9 percent of California schools have a credentialed teacher librarian on campus part time or longer; the majority of professional staffing is found at the high school level. A teacher librarian has both a California teaching credential and a California teacher librarian services credential. Although the national ratio of teacher librarians to students in the fall of 2011 was 1:1,023 (the most recent national numbers available; Digest of Education Statistics Tables and Figures 2011, National Center for Education Statistics), California continues to rank at the bottom of professional library staffing numbers. In 2012, the California ratio was 1:7,374 (2011-12 CBEDS report) and in 2014-15 the ratio dropped to 1:7,187. The following table reviews the ratio of teacher librarians to students from 2000 to the most recent numbers available. In 2013-14, 86 percent of California public schools reported classified staff in the library.
### DISTRICT LIBRARY PLAN

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Staff</th>
<th>Total CA Public School Enrollment</th>
<th>Ratio of Students Per Teacher Librarian</th>
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<tr>
<td>2014-2015</td>
<td>859</td>
<td>6,173,314</td>
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<tr>
<td>2013-2014</td>
<td>820</td>
<td>6,167,906</td>
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<tr>
<td>2012-2013</td>
<td>804</td>
<td>6,156,604</td>
<td>1:7,657</td>
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<tr>
<td>2011-2012</td>
<td>834</td>
<td>6,149,704</td>
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<td>2010-2011</td>
<td>895</td>
<td>6,144,415</td>
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<td>2009-2010</td>
<td>DATA NOT AVAILABLE</td>
<td>6,113,464</td>
<td>DATA NOT AVAILABLE</td>
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<td>2008-2009</td>
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<td>6,166,147</td>
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<td>2007-2008</td>
<td>1253</td>
<td>6,182,933</td>
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<tr>
<td>2006-2007</td>
<td>1227</td>
<td>6,198,239</td>
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<td>2005-2006</td>
<td>1217</td>
<td>6,237,471</td>
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<td>2004-2005</td>
<td>1148</td>
<td>6,247,345</td>
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<td>2003-2004</td>
<td>1199</td>
<td>6,222,680</td>
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<tr>
<td>2002-2003</td>
<td>1375</td>
<td>6,168,798</td>
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LIBRARY BOOKS

The latest figure for the average number of school library books per student in kindergarten through grade twelve (K–12) as reported in the 2013-14 CDE online school library survey is 20.4, an increase of 1.5 over the last time data were reported. In 1986, the number reported per student was ten. To find a national comparison, it is necessary to look at the average collection size. The 2012 School Libraries Count survey reports the average number of books as 13,517. During the same time period, California K–12 schools report the average number of books as 13,285. According to the 2013-14 CDE online school library survey, the average number of books has risen to 14,137. “Books” includes both print and digital formats.

According to the Sixth-Annual 2015 Ebook Usage in U.S. School (K–12) Libraries survey, “the median number of ebooks available per school has reached 235 titles (mean 1,857), with high schools having significantly more ebooks in their collections than other schools. To put this in perspective, the median number of print books in school library collections is 13,000 (mean 14,800), meaning that ebooks comprise only about two percent of all books available to students in the typical school library (not accounting for audiobooks). ‘lack of ereading devices available’ is the top cited reason for not making ebooks available, followed by ‘no money for ebooks,’ although both are down from last year. ‘no interest in ebooks’ holds steady at number three.”

AGE OF COLLECTION

The age of the library books is as important as the number of books available to students. In 1995 the average copyright date of a California school library nonfiction book was 1972 or 23 years old. In 2004-05, with new state funding, the average copyright date rose to 1993 where it remained through 2012-13, and rose to 1995 in 2013-14. It is important to note the average copyright date is still 20 years old. The average copyright date is measured in the nonfiction section and includes both print and digital books.

BOOK COSTS

The average cost of a children’s title hardcover book in 2015 was $19.32, up 29 cents from 2013. The average cost of a young adult title hardcover book in 2015 was $20.77, down 5 cents from 2013. Trade paperbacks for children’s and young adult titles were $8.81 and $11.53 respectively in 2015.

NEED FOR BOOKS

The Internet does not replace the need for books and often increases the demand for up-to-date library materials. Library resources come in various formats—both print and electronic—and are selected based on the best format for the intended user and use. In a school library today, many of the resources are aligned to the common core state standards (CCSS). The CCSS expect students to engage with a wide variety of informational and literary texts in English language arts/literacy.

ELECTRONIC ACCESS TO RESOURCES

LIBRARY HOURS

THE AVERAGE NUMBER OF HOURS THAT A CALIFORNIA SCHOOL LIBRARY IS OPEN TO STUDENTS IS 25 HOURS PER WEEK. SIXTY-EIGHT PERCENT OF SCHOOL LIBRARIES REPORTED BEING OPEN DURING BREAKS, 67 PERCENT DURING LUNCH, AND 57 PERCENT BEFORE SCHOOL. FOUR PERCENT OF SCHOOLS REPORTED HAVING THE LIBRARY AVAILABLE SOME EVENINGS AND SOME WEEKENDS.

FUNDING

SINCE THE DEMISE OF THE SCHOOL AND LIBRARY IMPROVEMENT BLOCK GRANT, THE PRIMARY SOURCE OF LIBRARY FUNDING FOR 51 PERCENT OF CALIFORNIA SCHOOLS COMES FROM FUND-RAISING ACTIVITIES. IT IS IMPORTANT TO NOTE, SINCE THE IMPLEMENTATION OF THE LOCAL CONTROL FUNDING FORMULA (LCFF) IN 2013-14, THE FUNDING PROVIDED BY DISTRICTS HAS STEADILY INCREASED FROM 28 PERCENT IN 2011-12 TO 45 PERCENT REPORTING LIBRARY FUNDING FROM GENERAL/LCFF.

California School Library Funding
A Brief History

Pre-1994 no state funding was allocated for school libraries. Any funding was determined at the school and district levels.

The tax checkoff program from 1994-1997 generated funds from taxpayer donations and dispersed them on a competitive grant basis.
## DISTRICT LIBRARY PLAN

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Funding Source</th>
<th>Statewide Amount</th>
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</thead>
<tbody>
<tr>
<td>1994</td>
<td><strong>California Public School Library Protection Fund</strong>— tax checkoff Goals 2000 Funding</td>
<td>$266,000 (funded 53 grants) $500,000 (funded 97 grants)</td>
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<tr>
<td>1995</td>
<td><strong>California Public School Library Protection Fund</strong>—tax checkoff</td>
<td>$345,000 (funded 68 grants)</td>
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<tr>
<td>1996</td>
<td><strong>California Public School Library Protection Fund</strong></td>
<td>$12,300,247 (funded 2,433 grants)</td>
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<tr>
<td>N/A</td>
<td>The Library Act initiated the first ongoing per pupil funding for school libraries. (AB 862)</td>
<td>N/A</td>
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<tr>
<td>1998-2001</td>
<td><strong>California Public School Library Act</strong>—ongoing state funding for all California school libraries</td>
<td>$158.5 million (or approx. $28.88 per ADA)</td>
</tr>
<tr>
<td>2002-2003</td>
<td><strong>Library Act</strong> funds—reduced 87% during midyear budget adjustment process. From 1998 to 2003, the California Public School Library Act was reduced 92%</td>
<td>$21.5 million (or approx. $3.46 per pupil)</td>
</tr>
<tr>
<td>2003-2004</td>
<td><strong>Library Act</strong> funds—reduced additional 5%</td>
<td>$8.8 million (or approx. $1.51 per pupil)</td>
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<tr>
<td>2004-2005</td>
<td><strong>Library Act</strong> funds</td>
<td>$4.2 million (or approx. $0.71 per pupil)</td>
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<td>N/A</td>
<td>THE SCHOOL AND LIBRARY IMPROVEMENT BLOCK GRANT COMBINED TWO PROGRAMS: THAT FORMERLY KNOWN AS SCHOOL IMPROVEMENT PROGRAM (SIP) AND THE CALIFORNIA PUBLIC SCHOOL LIBRARY ACT (LIBRARY ACT). IT IS DISTRIBUTED ON THE BASIS OF A DISTRICT’S PROPORTIONAL SHARE OF THE ORIGINAL TWO FUNDS AND IS DISPERSED WITHIN THE DISTRICT ACCORDING TO SCHOOL SITE COUNCILS. (AB 825)</td>
<td>N/A</td>
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<tr>
<td>Year</td>
<td>Description</td>
<td>Estimated Amount</td>
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<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------</td>
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<tr>
<td>2005-2006</td>
<td>NEW FUNDING MODEL BEGINS: SCHOOL AND LIBRARY IMPROVEMENT BLOCK GRANT (AB 825).</td>
<td>$422,421,000</td>
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<td></td>
<td>ESTIMATED AMOUNT USED FOR LIBRARY FUNCTIONS IS $22,868,858.</td>
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<td>2006-2007</td>
<td>SCHOOL AND LIBRARY IMPROVEMENT BLOCK GRANT</td>
<td>$447,348,872</td>
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<td>2007-2008</td>
<td>SCHOOL AND LIBRARY IMPROVEMENT BLOCK GRANT</td>
<td>$465,265,365</td>
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<td>2008-2009</td>
<td>SCHOOL AND LIBRARY IMPROVEMENT BLOCK GRANT</td>
<td>$472,836,000</td>
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<tr>
<td>N/A</td>
<td>FUNDING FOR THIS PROGRAM IS UNRESTRICTED PURSUANT TO SBX3 4 (CHAPTER 12, STATUTES OF 2009), ENACTED FEBRUARY 2009. FOR ADDITIONAL INFORMATION, PLEASE REFER TO THE ACTION ON 2008 AND 2009 BUDGET ACTS WEB PAGE.</td>
<td>N/A</td>
</tr>
<tr>
<td>2009-2013</td>
<td>FISCAL CATEGORICAL PROGRAM FUNDS: THESE FUNDS MAY BE USED FOR ANY EDUCATIONAL PURPOSE. FORMERLY, THEY WERE RESTRICTED TO THE SCHOOL AND LIBRARY IMPROVEMENT BLOCK GRANT COMBINING FUNDS FROM SCHOOL LIBRARY MATERIALS (SLM) AND SCHOOL IMPROVEMENT PROGRAM (SIP).</td>
<td>N/A</td>
</tr>
<tr>
<td>2013-2018</td>
<td>LOCAL CONTROL FUNDING FORMULA GOES INTO EFFECT.</td>
<td></td>
</tr>
</tbody>
</table>

**COMPARATIVE ANALYSIS OF SCHOOL LIBRARIES NATIONWIDE**

THE FOLLOWING SITES CONTAIN STATISTICAL INFORMATION ABOUT SCHOOL LIBRARIES ACROSS THE COUNTRY:
DISTRICT LIBRARY PLAN

2015 EBOOK USAGE IN U.S. SCHOOL (K–12) LIBRARIES
FREE DOWNLOAD OF SCHOOL LIBRARY JOURNAL’S 6TH ANNUAL SURVEY OF EBOOK USAGE IN U.S. SCHOOL (K-12) LIBRARIES.

DIGEST OF EDUCATION STATISTICS
NATIONAL CENTER FOR EDUCATION STATISTICS
THE DIGEST OF EDUCATION STATISTICS PROVIDES A COMPILATION OF STATISTICAL INFORMATION COVERING THE BROAD FIELD OF AMERICAN EDUCATION FROM PREKINDERGARTEN THROUGH GRADUATE SCHOOL. THE DIGEST INCLUDES A SELECTION OF DATA FROM MANY SOURCES, BOTH GOVERNMENT AND PRIVATE, AND DRAWS ESPECIALLY ON THE RESULTS OF SURVEYS AND ACTIVITIES CARRIED OUT BY THE NATIONAL CENTER FOR EDUCATION STATISTICS (NCES).

LIBRARY RESEARCH SERVICE, COLORADO
RESEARCH AND STATISTICS ABOUT LIBRARIES
LRS IS PART OF THE COLORADO STATE LIBRARY, A UNIT OF THE COLORADO DEPARTMENT OF EDUCATION, WHICH DESIGNS AND CONDUCTS LIBRARY RESEARCH FOR LIBRARY AND EDUCATION PROFESSIONALS, PUBLIC OFFICIALS, AND THE MEDIA TO INFORM PRACTICES AND ASSESSMENT NEEDS.

LIBRARY STATISTICS PROGRAM
NATIONAL CENTER FOR EDUCATION STATISTICS
IN 1989 THE NCES BEGAN COLLECTING NATION-WIDE LIBRARY STATISTICS THAT INCLUDE A SCHOOL LIBRARY MEDIA CENTER SURVEY. AMONG THE TOPICS COVERED IN THIS SURVEY ARE STAFFING, SERVICES, EXPENDITURES, AND COLLECTIONS.

RESEARCH AND STATISTICS, AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
AN ONLINE CLEARINGHOUSE FOR SCHOOL LIBRARY RESEARCH AND STATISTICS COLLECTED BY THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL) INCLUDING RESEARCH CONDUCTED BY AASL AS WELL AS LINKS TO OUTSIDE RESEARCH AND STATISTICS.

QUESTIONS: CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION | CFIRD@CDE.CA.GOV | 916-319-0881 LAST REVIEWED: MONDAY, AUGUST 15, 2016
# APPENDIX I: SCUSD LIBRARY COLLECTION STATS, FEBRUARY 6, 2017

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<tr>
<th>Site</th>
<th>Total</th>
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<th>TXT 3</th>
<th>TXT 4</th>
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<th>CT</th>
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<th>FIC</th>
<th>MAG</th>
<th>NF</th>
<th>REF</th>
<th>SC</th>
<th>TREF</th>
<th>VT</th>
<th>TOTAL minus TXT</th>
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