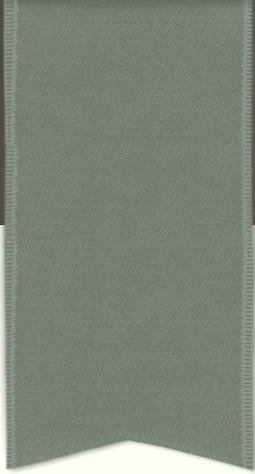


IMPLEMENTING MODEL SCHOOL LIBRARY STANDARDS

Resolution 50-16/17



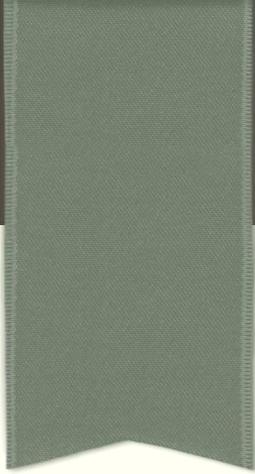


FOCUS OF RESOLUTION

Meeting the recommendations of the *Model School Library Standards for California Public Schools (K-12)*

Staffing school libraries, especially in the middle schools

Reporting on the state of the school library media collections

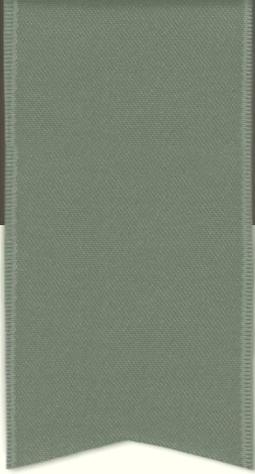


MODEL SCHOOL LIBRARY STANDARDS

Two types of standards:

School Library Standards for Students = Instructional Aspects

School Library Program Standards = Infrastructure



SCHOOL LIBRARY PROGRAM STANDARDS

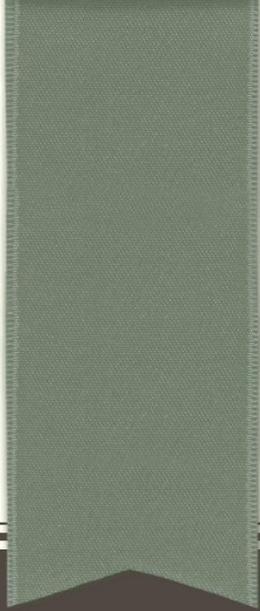
Four Key Areas:

Staffing

Access

Teacher Librarian Responsibilities

Resources



STAFFING

Per the Standards

Team composed of a credentialed Teacher Librarian
and paraprofessional support

1 credentialed Teacher Librarian per 785 students

Teacher Librarians @ All Middle Schools

Cost to Fund 1 Teacher Librarian at each Middle School Library

80 positions x \$116,755 (includes benefits) = \$9,340,400

Library Aides @ Middle Schools

Cost to Fund Library Aide Positions

at the

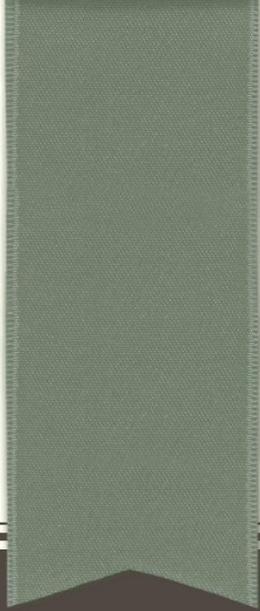
40 Middle School Libraries with No Teacher Librarian

40 library aides x \$48,548 (including benefits) = \$1,941,920

California State Auditor – November 2016

Key Points regarding School Library Staffing in California:

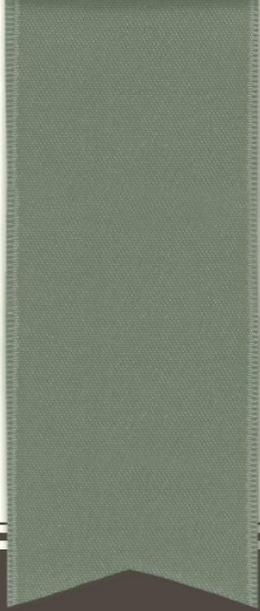
- Schools that employ Teacher Librarians provide more types of services than do those that do not employ Teacher Librarians
- Neither CDE, Teacher Credentialing, nor County Office of Education are responsible for ensuring that “schools do not assign classified staff to perform the authorized duties of a teacher librarian”
- *Title 5, California Code of Regulations* §80053(b) outlines services only Teacher Librarians are authorized to provide



ACCESS

Components of Access

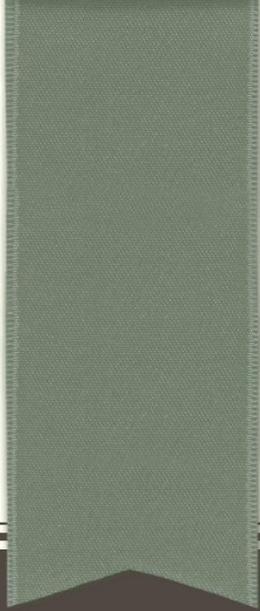
- Library open to students 36+ hours per week
- Integrated library management system has OPAC
- Library has a web page or portal
- Library has Internet access for students
- Library offers flexible schedule
- Library provides computers for student use
- Library facilities provide class, small group, and individual student space in addition to accommodating the collection



TEACHER LIBRARIAN RESPONSIBILITIES

Components of TL Responsibilities

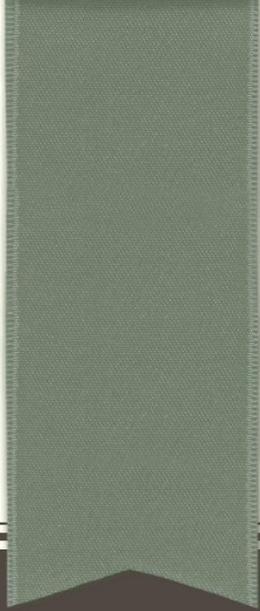
- Schedule collaborative planning and teaching
- Deliver instruction 20 or more hours per week
- Manage the library, e.g., collection development, weeding
- Provide reading guidance
- Develop and maintain policies and procedures
- Submit an annual library plan



RESOURCES

Components of Resources

- Align with standards
- Age- and grade-level appropriate
- Reflect diversity
- Support language needs
- Provide for all students' cognitive needs
- Online subscription databases
- Print magazines
- Currency
- Books per student
- Collection development



IMPLEMENTATION

Components of Implementation

Central Office Staff to

- Assist school personnel on library-related issues
- Train new library staff, school personnel, and Local District staff
- Provide staff development for K-12 personnel
- Support and maintain *Destiny*
- Coordinate issues such as collection development, weeding
- Advise schools regarding modifications of library media centers
- Evaluate library books, select and develop collections, and catalog titles
- Assist in developing California Model Library Standards-based courses and lessons
- Train, review, provide information for library-related grants and funding sources

Implementation Staffing

1 Coordinating Field Librarian

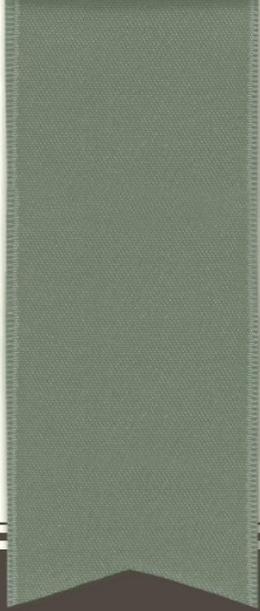
6 Coordinating Librarians

1 ITAF

1 Cataloging Supervisor

7 Library Media Clerks

Total (including benefits) = \$1,830,321



QUESTIONS?

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Division of Instruction

INFORMATIVE

DATE: March 21, 2017

TO: Members, Board of Education
Michelle King, Superintendent

FROM:  Frances M. Gipson, Ph.D.
Chief Academic Officer

 Esther Sinofsky, Ph.D., Administrative Coordinator
Integrated Library & Textbook Support Services

SUBJECT: IMPLEMENTING MODEL SCHOOL LIBRARY STANDARDS IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT (RES-050-16/17) REPORT OF FINDINGS AND RECOMMENDATIONS

This informative is in response to the Board of Education's January 10, 2017, Resolution 050-16/17 "Implementing Model School Library Standards in the Los Angeles Unified School District." The resolution focused on three major topics:

- Reporting on the state of the District school libraries, specifically as it relates to meeting the recommendations of the *Model School Library Standards for California Public Schools Kindergarten Through Grade Twelve* (CDE, 2010).
- Reporting specifically on the state of libraries in the middle schools and the feasibility of staffing those libraries with credentialed teacher librarians, or at a minimum, a full time library aide.
- Reporting on the state of the school library media collections, including information such as the average age of texts and student-to-book ratios, and present a plan for updating school library media collections, including potential costs.

The *Model School Library Standards for California Public Schools Kindergarten Through Grade Twelve* provides two types of standards. The "School Library Standards for Students" section delineates the instructional aspect of "what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce" (p. vii). The "School Library Program Standards," in contrast, "describe base-level staffing, resources, and infrastructure, including technology, required for school library programs to be effective and help students to meet the school library standards" (p. vii).

Per the Board's resolution, this report reviewed the state of the District's school libraries through the lens of the second set of standards: "School Library Program Standards." Focusing on these standards provided a venue allowing for closer inspection of middle school libraries and their staffing as well as addressing the state of the District's school library media collections. The "School Library Program Standards" cover four key areas: (A) Staffing; (B) Access; (C) Teacher Librarian Responsibilities; and, (D) Resources. Each area will be addressed in this report.

STAFFING

As indicated in the Board’s resolution, this section sets the staffing standard as “a team consisting of a credentialed teacher librarian and paraprofessional support staff, e.g., a classified position such as a library aide. The recommended minimum ratio is one (1) credentialed teacher librarian per 785 students. The library aide position should be full time with full time defined as “at least 34 hours per week” (p. 32)

As reported on December 6, 2016, to the Budget, Facilities, and Audit Committee, District schools are staffed as follows:

Library Aides

FY 2016-17	Elementary	Middle	Senior High	Span	Total
# Schools	487	22	5	15	529
3-Hour	370	10	3	9	392
4-Hour	1	0	0	0	1
6-Hour	116	12	2	6	136
Total	487	22	5	15	529

Source: Personnel Commission

Teacher Librarians K-12

SCHOOL LEVEL	2016-17
Elementary	1
Middle	40
Senior High	79
Total	120

Middle Schools with No Teacher Librarian

Board Dist	School	Board Dist	School	Board Dist	School
1	Audubon MS*	4	Emerson CC	6	Byrd MS
1	Burroughs MS	4	Marina Del Rey MS	6	Mt Gleason MS
1	Palms MS	4	Mark Twain MS*	7	Carnegie MS
2	Griffith MS	4	Portola MS*	7	Curtiss MS*
3	Frost MS	4	Revere CMS	7	Dana MS*
3	Hale CA*	4	Webster MS*	7	Dodson MS*
3	Henry MS*	4	Woodland Hills Acad*	7	Drew MS*
3	Holmes MS*	4	Wright Eng Des Mag	7	Gompers MS
3	Lawrence MS*	5	Carver MS	7	Markham MS
3	Mulholland MS	5	Gage MS*	7	Peary MS*
3	Northridge MS	5	Irving MS*	7	Wilmington MS
3	Porter MS*	5	King MS		
3	Van Nuys MS*	5	Nightingale MS*		
		5	Nimitz MS*		
		5	South Gate MS*		

*Schools that have Library Aides

Focusing specifically on the middle schools, there are 80 middle school libraries (if two school share a library, it is considered one library for this count). One middle school which did receive funding to purchase a teacher librarian this year (Fund 10400), decided not to purchase that position because the principal plans to repurpose the funding in the 2017-18 school year. That school retained its library aide. Of the 40 middle school teacher librarian positions, 33 were purchased from Fund 10400; 7 were purchased from school site funds. Of those with no teacher librarians, 21 purchased library aide positions to keep the school library open. This leaves 19 with no staff. To fully fund teacher librarians for all 80 middle schools would cost \$9,340,400 calculated as follows:

$$80 \text{ teacher librarian positions} \times \$116,755 \text{ per position} = \$9,340,400$$

If library aide positions were purchased for the 40 middle schools (including those already purchasing the position), the cost would be as follows:

$$40 \text{ library aide positions} \times \$48,548 \text{ per position} = \$1,941,920$$

However, as noted in the Board resolution, the California State Auditor's November 2016 report found:

- School districts audited generally provided fewer types of library services to students in their elementary and middle schools than to students in their high schools; and
- Schools that employ teacher librarians provide more types of services than do those that do not employ teacher librarians

In essence, staffing the middle school libraries with library aides instead of credentialed teacher librarians leads to an imbalance in terms of services provided.

Further, the California State Auditor's discussion of staff noted that neither CDE, Teacher Credentialing, nor county offices of education "are responsible for ensuring that schools do not assign classified staff to perform the authorized duties of a teacher librarian" (p. 2). The California State Auditor highlighted that when this was found, the agencies referred to is as a *misassignment* rather than as an inappropriately staffed position due to their lack of authority to monitor classified staff assignments (p. 2).

Although the Board's resolution equated teacher librarians and library aides in terms of services provided students ("Whereas, Librarians and library aides cultivate and curate information resources, teach information literacy skills, collaborate with faculty, and work with students to establish a foundation for life-long learning"), the California State Auditor's report clearly indicated the difference in services including which position can provide the most services. Both the California State Auditor's report and the "School Library Program Standards" refer to *Title 5, California Code of Regulations*, Section 80053(b), which states that the teacher librarian credential authorizes the holder to do all of the following: instruct pupils in the choice and use of library materials, plan and coordinate school library programs with the instructional programs of a school district, select materials for school and district libraries, coordinate or supervise library programs at the school district or county level, plan and conduct a course of instruction for those pupils who assist in the operation of school libraries, supervise classified personnel assigned school library duties, and develop procedures for an management of the school and district libraries. The District's BUL-6040.2 "Library Staffing" also references *Title 5* and its authorizations.

ACCESS

The Access section consists of seven (7) expectations:

1. *The library is open to students 36 hours or more per week.*

A full time library aide position is 6 hours per day x 5 days per week = 30 hours per week.

Many library aides work 3-hour positions at two different schools. The library aide is either at each school 30 hours per week on an alternating basis or alternating days at each school.

According to UTLA contract Article IX Section 3.4., library media teachers (teacher librarians) shall have a scheduled minimum on-site obligation of sufficient duration that they can personally keep the library open to students one-half hour before and after the normal full pupil day for the school.

2. *The integrated library management system has online public access capabilities.*

The District instituted *Destiny Library Manager* as the online automated catalog and circulation system accessible by students at school and remotely. The implementation of *Destiny Library Manager* was one of the library-related Bond-funded projects.

3. *There is a library Web page/portal.*

Most teacher librarians provide a library web page as part of their school's website and/or as part of their *Destiny* home page. Integrated Library and Textbook Support Services (ILTSS) provides a Digital Library website (more below in **Resources**).

4. *Students in the library have Internet access.*

All students should have Internet access in the school library per the District's E-Rate projects.

5. *The schedule is flexible (at least 20 hours per week).*

Usually, the schedule for students and class visits is most flexible at the secondary schools, especially those staffed by a teacher librarian. At the elementary school level, the schedule is usually a fixed one for class library visits. At the elementary level, there is also the issue of supervising students not accompanied by credentialed staff during instructional time.

6. *Number of computers in the school library.*

The number of computers or devices (e.g., laptops, tablets) varies from school to school, especially as many schools continue to implement 1:1 devices for all students.

7. *Facilities have enough space to accommodate one class for instruction plus additional individuals and small groups working independently; also space to accommodate the library collection, furnishings, and equipment.*

The District's specifications for newly constructed school libraries and for remodeling of older libraries adhere to this standard. When ILTSS staff work with schools, creating such areas in the current library space is always a point of discussion.

TEACHER LIBRARIAN RESPONSIBILITIES

This section consists of five (5) expectations:

1. *Schedules collaborative planning and teaching with at least two grade levels or departments or 20 percent or more of individual teachers.*
The training and professional development provided by ILTSS to teacher librarians includes a focus on collaboration with all teachers and departments.
2. *Delivery of instruction: 20 or more hours per week.*
Teacher librarians work with whole classes – including Special Education – small groups of students, and individual students. Some are the teacher of record for students enrolled in online classes which are accessed via the library’s computers.
3. *Library management: 5 hours per week.*
As funding and resources allow, teacher librarians engage in collection development, weeding, ordering, cataloging, and supervising the work of student aides and library aides. Student aides in the library do receive instruction in the operation of the school library.
4. *Reading guidance*
Teacher librarians provide book talks to classes and small groups of students, as well as individual students looking for a “good book to read.”
5. *Develops and maintains a current set of policies and procedures and a yearly library plan that includes assessment of the program.*
Through training and professional development, teacher librarians are encouraged to be sure to share via website, posters, newsletters, and other communications the policies and procedures for the library. They are also encouraged to review their library plan via a monthly report to their administrators as well as an over-arching annual one.

RESOURCES

This section consists of six (6) expectations:

1. *The numbers represent the minimum that should be available...align with the curriculum and are accessible to students with various cognitive or language needs.*
ILTSS promotes diverse library collections that support the California State Standards and frameworks, that provide appropriate age- and grade-level materials that support language needs, and, that provide for all students’ cognitive needs.
2. *Online subscription databases: at least two*
ILTSS provides the Digital Library for all students for use at school and via remote access. There are 13 subscriptions representing 89 databases as well as links to vetted free sites.
3. *Print magazines in addition to those available electronically (25 at elementary; 20 at middle school; 15 at high school)*
Magazine subscriptions are included as part of the opening day collections for all libraries in newly built schools. After the 2-year subscriptions expires, it is up to the school to renew. Due to the current funding crisis, many schools cut back on magazine subscriptions. While

this expectation focuses on print magazines, this was written in 2010. Since then, “zines” and regular magazines are available in electronic format. The Digital Library includes magazines.

4. *Currency: At least two-thirds of the collection is less than 15 years old.*

The overall age of the District’s collections is 21 years old.

5. *Books per student: 28*

Based on a 2016-17 norm enrollment of 513,875, the current ratio is 18.26 books per pupil.

In calculating the *Currency* and *Books per student* data, challenges were encountered in verifying the accuracy of the data in *Destiny Library Manager*. Examples include:

- Improper and/or inconsistent call number entries for the same items; e.g., paperback books were cataloged in a variety of ways generating different age and value averages for the same paperback titles.
- Copies lacked copyright dates.
- Copies lacked price information.
- Collection copy counts and the copies with dates and/or prices do not match; e.g., an encyclopedia set has one ISBN but various copies.
- Cost of books may be inaccurate; e.g., the cost of an encyclopedia set as a whole may be entered for each individual volume causing the value of the collection to be inaccurate.
- Inventories have not been performed at all sites.
 - Therefore, there are an unknown number of books no longer in collections, possibly lost, weeded, or otherwise removed.
 - Phantom data shows books available at sites where in fact the books no longer exist.
- A lack of quality assurance during the transition of cataloging records between library automation systems over the years may also be a factor.

6. *Collection development: Each year add the following number of books per student to the collection: one at elementary and middle school, **one per two students** at high school*

Based on the expectation stated above:

$$\begin{aligned} 1 \text{ elementary book} \times \$30 \text{ per book} \times 265,233 \text{ students (including Special Day)} \\ = \$ 7,609,260 \end{aligned}$$

$$\begin{aligned} 1 \text{ middle school book} \times \$45 \text{ per book} \times 108,495 \text{ students (including Special Day)} \\ = \$ 4,612,815 \end{aligned}$$

$$\begin{aligned} 1 \text{ high school book} \times \$45 \text{ per book} \times 67,948 \text{ students (including Special Day)} \\ = \underline{\$ 2,864,700} \\ \textbf{Total} = \textbf{\$15,896,925} \end{aligned}$$

Collection development also includes replacing “well loved” books or weeding obsolete volumes from the collection and replacing them with current titles. If 5% of the collection is replaced annually, using the above total for adding new books each year, that would amount to an additional \$794,846.

IMPLEMENTATION

The implementation of the *Model School Library Standards*, “School Library Program Standards” section, does not give any recommendation on central office staffing to oversee and assist with the actual implementation. Central office staff provide services such as:

- Assisting school site personnel on library media center issues and the development of library leadership teams.
- Training new teacher librarians, library aides, school personnel, and Local District staff.
- Providing staff development for elementary and secondary personnel.
- Supporting and maintaining *Destiny*.
- Coordinating school issues such as library media center schematics, collection development, weeding, and staffing.
- Advising schools regarding modifications of library media centers.
- Evaluating library books, selecting and developing collections, and cataloging.
- Assisting in the development of California Model Library Standards-based courses and lessons.
- Training, reviewing, and providing information for library-related grants and funding sources.

To fully support the implementation, central office staff should include at least 1 Coordinating Field Librarian, 6 Coordinating Librarians, 1 ITAF, 1 Cataloging Specialist, and 7 Library Media Clerks.

1 Coordinating Field Librarian	= \$ 162,676
6 Coordinating Librarians	= \$ 904,047
1 ITAF	= \$ 150,674
1 Cataloging Supervisor	= \$ 87,978
7 Library Media Clerks	= \$ <u>524,945</u>
Total	= \$ 1,830,321

If you have any questions, please contact Esther Sinofsky, Administrative Coordinator or Candace Seale, Specialist, Integrated Textbook and Library Support Services at (213) 241-2733.

c: Alma Peña Sanchez
David Holmquist
Dr. Thelma Meléndez de Santa Ana
Cheryl Simpson
Marjorie Josaphat
Dr. Jose Cantu
Najeeb Khoury
Rob Samples
Nicole Elam-Ellis
Jefferson Crain