

INTEROFFICE CORRESPONDENCE  
Los Angeles Unified School District  
Intensive Support and Intervention  
Integrated Library & Textbooks Support Services

**INFORMATIVE**

**TO:** Members, Board of Education  
Dr. John E. Deasy, Superintendent

**DATE:** June 25, 2014

**FROM:** Dr. Donna E. Muncey, Chief  
Intensive Support and Intervention

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

**SUBJECT: MODERN LIBRARY TASK FORCE REPORT OF FINDINGS AND RECOMMENDATIONS**

Per the Board of Education's February 11, 2014, resolution "Supporting Educational Equity and Student Achievement through Expanded Access to Libraries," the Modern Library Task Force (Library TF) was formed. Per the Board resolution, the Library TF was comprised of the following members representative of the indicated groups: Valerie McCall (Integrated Library & Textbook Support Services [ILTSS]), Arzie Galvez (Office of Curriculum, Instruction, and School Support), Melinda Buterbaugh (UTLA), Cathy Ellingford (CSEA), Dora Ho (Los Angeles Public Library), Deborah Anderson (Los Angeles County Public Library), Gregory Leazer (UCLA Graduate School of Education & Information Science), Lisa Benson (Heart of America Foundation), and Michelle Corzantes (Parent and Community Services Branch). Esther Sinofsky, Administrative Coordinator, ILTSS, served as the Library TF facilitator. Candace Seale, ITAF, ILTSS, served as the Library TF technical support.

Office of the General Counsel determined that the Library TF fell under the Brown Act and provided an appropriate training to the committee members. A Library TF page was created on the ILTSS website to provide access to the reports and statistics discussed at the meetings (within copyright law).

The Library TF focused on the six topics listed in the Board resolution:

- Outlining the current state of school libraries in the District, with regards to staffing, book collections, and technical capabilities.
- Defining the role of libraries, librarians, and library aides in support of the Common Core State Standards and the District's Common Core Technology Project.
- Funding sources for staffing libraries and increasing access to high quality resources for students throughout the District.
- Exploring potential collaboration with the Los Angeles Public Library system and charitable organizations.
- Proposing alternative plans for making libraries accessible to students at schools throughout the District.
- Identifying and prioritizing communities with highest need for library services.

## EXECUTIVE SUMMARY

A direct correlation exists between student achievement and access to appropriately staffed and well-stocked school libraries. This correlation has been documented in multiple longitudinal studies. Access to such libraries is a necessary tool for student achievement and essential to successful implementation of the Common Core State Standards (CCSS). Currently, Los Angeles Unified School District (LAUSD) does not provide all students with equitable access to school libraries because staffing for libraries is not centrally funded. Many libraries are closed because individual schools choose not to or are financially unable to fund staffing, therefore, denying access to many of the district's students. LAUSD provides no funding to keep current and update library collections with print and electronic resources.

The Library TF recommends that the District fully implement the California *Model School Library Standards* (2010). These standards were, in part, based on the District's own 2002 library media center standards. To graduate students who are college prepared, career and life ready, and life-long learners, LAUSD needs to provide all students with equitable access to effective library services by centrally funding school library staffing, and providing funding for up-to-date print and electronic collections.

## REPORT OF FINDINGS AND RECOMMENDATIONS

### **Outlining the current state of school libraries in the District, with regards to staffing, book collections, and technical capabilities**

#### ***Findings: Staffing***

- The current Teacher Librarian (TL) to student ratio in the District is one (1) TL for every 5,784 students. This is well below the Standards ratio of one (1) TL for every 785 students and the national average of one (1) TL for every 1,026 students. (See Attachment A)
- Only students in large high schools have daily access to open libraries staffed by a full time TL.
- Students in smaller high schools have access to an open library and a TL from one to four days per week.
- Middle schools must use local funding for libraries. TLs direct 16 middle schools, and several libraries are staffed only by a Library Aide (LA).
- Elementary school libraries are staffed solely by LAs.
- Schools libraries – primarily elementary and middle – without TLs rely on LAs for their management. The LAs are not supervised by TLs per model library standards.
- Only 80 elementary schools designated as Office for Civil Rights schools have a three-hour centrally funded LA. One six-hour LA staffs two school libraries for six-hours each on alternate days.
- Only elementary schools that locally funded a LA have open libraries. Most LAs are funded for three hours. There are a few six-hour LA positions.
- Three-hour staffing for elementary school libraries is insufficient to provide

the necessary services and access needed by students and to maintain a functioning, presentable library. In a very large elementary school, it is not enough time for all students to have library time. (See Attachment B)

- Students in elementary schools are often limited to checking out one book because there is not enough time for the three-hour LAs to administer book circulation.
- LAUSD does not provide equitable access to library services and resources for all students.
- LAUSD is out of compliance with the California Education Code §18103 which states: “School libraries shall be open for use by students and teachers during the school day.”
- Staffing at ILTSS has been drastically reduced. Instead of a Coordinating Librarian (CL) or Coordinating Field Librarian (CFL) for each Local District (now Education Service Center ESC) there are only three certificated TLs in ILTSS: one is the Administrative Coordinator; one, the CFL for new schools; and one, the ITAF.
- Library services and support, such as initial and ongoing training and supervision, provided by ILTSS to the schools is limited, inadequate, and inequitable because of under staffing.

Current Staffing of LAUSD Libraries

	Teacher Librarians	Library Aides	Both
High Schools	67	0	3
Middle Schools	15	23	
Span Schools	9	3	0
Elementary Schools	0	236	0

***Recommendations: Staffing***

- Develop a three-year timeline to provide appropriate staffing for libraries at all LAUSD schools.
- Develop districtwide standards for school library staffing and quality of services that meet state model school library standards.
- The model school library standards state that a team consisting of a credentialed TL and LA should staff each library.

**2014-2015**

- Centrally fund a six-hour C-basis LA position in all elementary libraries. (At a minimum, schools with 500 or more students receive a 6-hour C-basis position; schools with 499 or fewer student receive a three-hour C basis position.)
- Centrally fund one additional CL or CFL for ITLSS specifically to train, supervise and support newly hired LAs and TLs at school libraries.
- Centrally fund TLs for all middle schools.
- Every high school should have one full-time TL.

**2015-2016**

- Centrally fund a six-hour C-basis LA position in all elementary libraries.
- Centrally fund an additional CL or CFL for ITLSS to increase training and support at school libraries and provide professional development.
- Centrally fund a full-time TL for all middle schools.
- Centrally fund a full-time TL for all high schools.

2016-2017

- Centrally fund 6-hour B-basis positions in all elementary libraries.  
Rationale: Student time in the library will not be curtailed due to closures for opening and closing library procedures at the start and end of the school year.
- Centrally fund two additional CL or CFL position for ITLSS so that each ESC has a designated CL or CFL to provide training, support, and professional development.

2017-2018

- In accordance with staffing recommendations in the *Model School Library Standards for California Public School Libraries, K-12*, centrally fund one full-time TL for every 785 students and one LA for every school.

***Findings: Book Collections***

- Only 12% of District schools have collections with an average age of 15 years. The District has not acquired books in significant numbers since 1997.
- The District has 17.6 books per student; the state school library standards call for 28 books per student.
- Recently built schools have new collections.
- Older schools have insufficient and out-of-date collections.
- LAUSD does not provide funding to update and increase collections.
- Many schools have had no money for collection updates and development for more than four years.
- Schools do not have adequate collection to support the needs of the CCSS.
- In elementary schools, priority should be given to increasing and updating the collections in the following areas needed for use in the CCSS: 500's – science with particular emphasis on 567 – fossils and dinosaurs, and 599 mammals; 921 – biographies; 398.2 – folktales, fairy tales, myths, and legends; current fiction and award winners for primary and upper grades.

***Recommendations: Book Collections***

- Starting in 2015-2016 and each year thereafter, LAUSD shall allocate dedicated funding for the express purpose of updating the library collection in all schools to ensure that all students have access to resources that are relevant and Common Core supportive.
- The District should improve centralized library resources, including resource sharing and significantly expanded digital library services coordinated with school technology projects.

- Parent groups, non-profits, corporations, and grants should be engaged to supplement the district funding.
- The District should meet goals of providing 28 books for each student, and thereafter, each year the District should add the following number of books per student to the collection: one at an elementary school, one at a middle school, and one per two students at a high school.

***Findings: Technology Capabilities***

- Recently built schools have new technology.
- Older schools have aging computers and technology.
- Many elementary schools have only a circulation station computer. Few have student station computers.
- Many secondary schools have very old computers for student stations.
- Theft detection systems in some secondary libraries are inoperable or work sporadically.
- Problems with students' LAUSD email accounts prevent them from setting up their Destiny Library accounts, which prevents 24/7 access to the complete Digital Library.
- Some schools and school libraries have slow Internet connectivity.
- TLs and LAs have not adequately been included in or informed of LAUSD technology projects.

***Recommendations: Technology Capabilities***

- TLs have significant skills matching technology to learning, and should be included in the CCTP implementation.
- Every student should have access to adequate digital library services, including digital texts and other resources.
- Libraries should be included in the funding for new computers and devices.
- All libraries should have sufficient student station computers to serve their student population.
- LAUSD should fund the software to add Lexile Levels to the MARC record in Destiny as Lexile Levels are used extensively by the CCSS.

**Defining the role of libraries, librarians, and library aides in support of the Common Core State Standards and the District's Common Core Technology Project**

***Findings:***

- Common Core has a great emphasis on research starting in the primary grades.
- School libraries and their resources will have a critical role and are more necessary than ever as LAUSD moves forward in implementing the rigorous CCSS that emphasize research skills across all grade levels. (See Attachments C, D, E, F, and G)
- The school library is the main and sometimes only resource for students to access the necessary materials and technology to complete Common Core assignments.

- TLs are in a unique position to be in the forefront of the integration of technology and learning because of their expertise in informational literacy and digital citizenship, their knowledge of curriculum and teaching, and their training in technology.
- LAs are essential in managing and maintain libraries and their collection and resources, assisting teachers and students in locating resources.
- LAs provide the first experience students have with a school library and work to provide a positive experience that will help develop a love of books and reading.
- LAs provide resources, both print and electronic, for reading and writing projects particularly for students without access outside of school.

***Recommendations***

- TLs and LAs are essential in meeting Common Core standards and should be included in planning for the Common Core State Standards and play a central role in the District's Common Core Technology Planning.

**Funding sources for staffing libraries and increasing access to high quality resources for students throughout the District**

***Findings:***

- The district centrally funds TLs for high schools.
- The district centrally funds 40 LAs for 80 Office for Civil Rights designated schools.
- Parent groups help fund LA positions in some schools.
- Parent groups, business and corporations, grants, non-profits and donations are currently the main source for resources in elementary schools to purchase resources.

***Recommendations:***

- LAUSD should provide central funding for library staffing to provide consistency and equitable access.
- Because the LCAP funding is to provide improved services for targeted students, and because school libraries greatly enhance the opportunity for academic achievement, it is justifiable to use LCAP funds for library staffing and resources.
- ILTSS and TLs should be fully engaged in the Local Control Funding Formula (LCFF) to ensure that equitable library services are available to all students.
- Collaborate with philanthropic and corporate partnerships to provide library resources.

**Exploring potential collaboration with the Los Angeles Public Library system and charitable organizations**

***Findings:***

- LAUSD TLs and public librarians have collaborated and participated in professional developments to be informed of the services available through LAPL and to discuss how both can work together to more effectively support student learning.
- TLs and LAPL librarians have had joint professional developments for the purposes of sharing and highlighting the digital resources each has available for student use.

***Recommendations:***

- Bring LAPL children's and YA librarians to the schools to inform students of programs and services, and digital resources available at LAPL.
- Develop resource lists—books, websites, databases—for commonly taught subjects that are available to students when they come to either library.
- Provide library card applications for LAPL at the school.
- Send Assignment Alerts to the designated LAPL contact for major assignments so the LAPL staff can prepare to assist students.
- Utilize the Parent Community representatives in developing partnerships with LAPL and other public library districts. (See Attachment H)
- Promote LAPL programs such as Summer Reading.
- Arrange field trips to the public library when practical.

**Proposing alternative plans for making libraries accessible to students at schools throughout the District**

***Findings:***

- Research on school libraries demonstrates appropriately staffed and funded school libraries with adequate resources are essential to student achievement.
- Every LAUSD student needs access to adequate in-school library services.

***Recommendations:***

- Increase resources in the Digital Library.
- Increase access to resources in the Digital Library
- Collaborate with Los Angeles Public Library (LAPL) and County of Los Angeles Library by putting links to their services on the Destiny home page at schools.

**Identifying and prioritizing communities with highest need for library services**

Because the District is so far from meeting model school library standards, every school should be considered in critical need for adequate library services, particularly in the area of staffing. The problem with identifying and prioritizing highest need communities and concentrating resources upon them while giving less to other school communities is that such a strategy leaves the district open to civil rights complaints. It is better to adopt a plan of phasing in equitable library services for all than to favor one community over another. There are high-need students at every school.

## General findings and recommendations

### *Findings:*

- Common Core has a great emphasis on research starting in the primary grades.
- Research skills and the appropriate use of library resources in answering questions are best taught by a TL.
- “Effective school libraries are much more than books. They are learning hubs, each with a full range of print and electronic resources that support student achievement. Today’s school libraries must be gathering places for people of all ages and all interests to explore and debate ideas. School libraries have the most significant impact on learning outcomes when they are supervised by a library media specialist, who works collaboratively with teachers, to help all students develop a love of reading, become skilled users of ideas and information, and explore the world of print and electronic media resources.” *School Libraries Work!* (2008)

### *Recommendations:*

- The current method of operating, funding, and staffing school libraries needs revision to match the requirements and resources needed by students and teachers, particularly as the District moves toward CCSS.
- The Library TF recommends that the District adopt as its vision for twenty-first century school libraries the full implementation of the *California Model School Library Standards* (2010). These standards were, in part, based on the District’s own 2002 library media center standards.
- ILTSS should develop training videos on subjects such as Destiny Home Page Design, Resource List Development, Lexile Levels, and Web Path Express.
- ITLSS should provide adequate training for principals and assistant principals in the appropriate function and use of the school library and TMs and LAs, with annual training.
- Professional Developments on using Destiny to support the CCSS should be developed and provided for teachers through the ESC.



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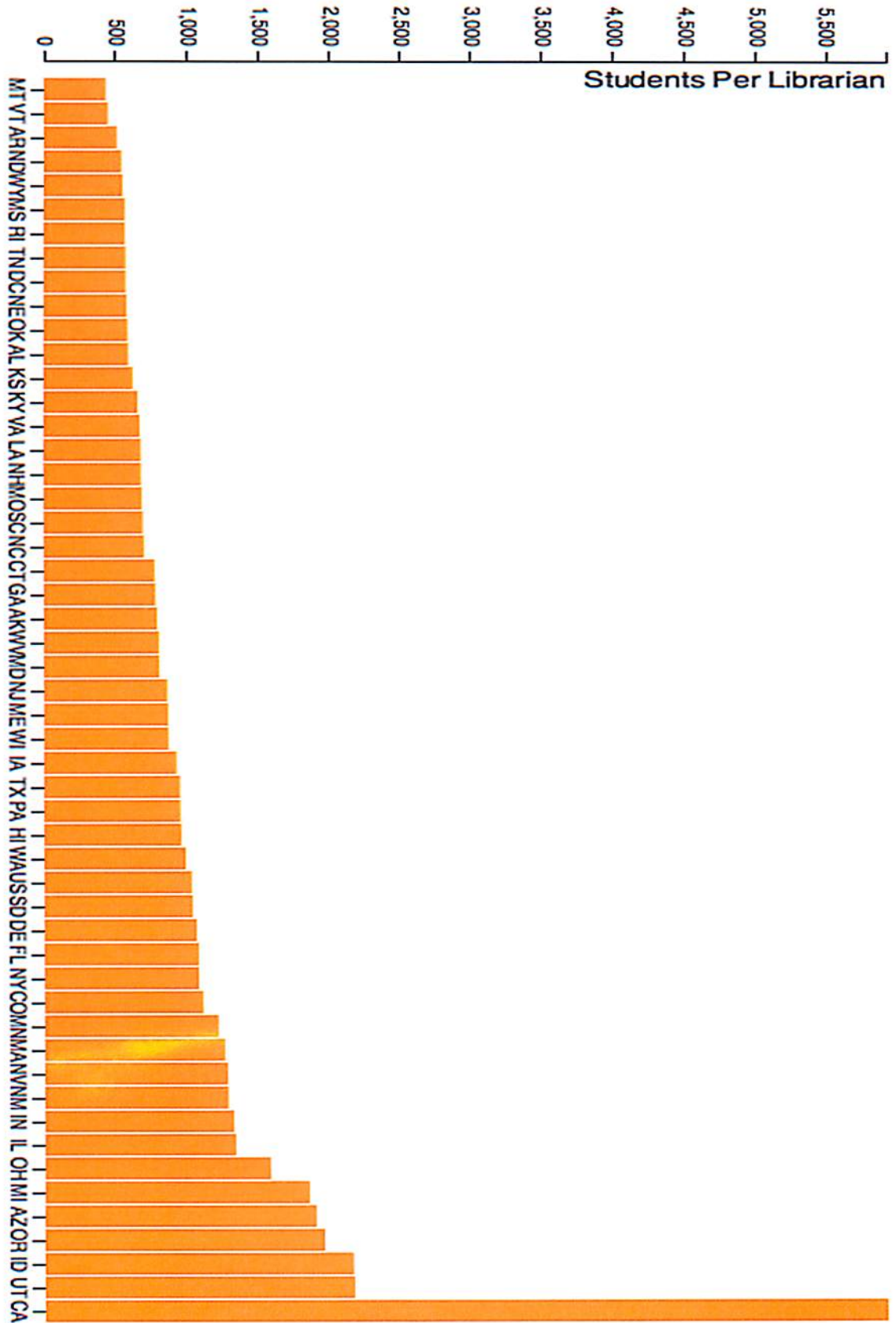
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**Elementary School Library Data Report**

Based on

54 school reporting data

30 minute time slots from *in the door* to *out the door*

165 average number of books returned per day

15 minutes average time to sort books on book cart for shelving

6 books per minute average for shelving a mixture of Fiction and Non-Fiction books

45 minutes daily needed for shelving books

7.5 hours per week is the average number of unpaid hours “volunteered” by Library Aides to maintain the library at a minimum functional level.

*No time factored for room maintenance, cleaning and repairing books, ordering and/or processing new books, preparing and sending out notices, and other library duties.*

Two types of class scheduling are utilized

Weekly – Schools with 26 or fewer classes

Alternating Weeks (A-B) – Schools with 27 or more classes

**Weekly**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Class 1	Class 7	Class 13	Class 19	Class 25
9:30-10:00	Class 2	Class 8	Class 14	Class 20	Class 26
10:00-10:30	Class 3	Class 9	Class 15	Class 21	*
10:30-11:00	Class 4	Class 10	Class 16	Class 22	*
11:00-11:30	Class 5	Class 11	Class 17	Class 23	*
11:30-12:00	Class 6	Class 12	Class 18	Class 24	*

**Alternating Weeks – Schedule A and Schedule B**

ime	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Class 1	Class 7	Class 13	Class 19	Class 25
9:30-10:00	Class 2	Class 8	Class 14	Class 20	Class 26
10:00-10:30	Class 3	Class 9	Class 15	Class 21	*
10:30-11:00	Class 4	Class 10	Class 16	Class 22	*
11:00-11:30	Class 5	Class 11	Class 17	Class 23	*
11:30-12:00	Class 6	Class 12	Class 18	Class 24	*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Class 27	Class 33	Class 39	Class 45	Class 51
9:30-10:00	Class 28	Class 34	Class 40	Class 46	Class 52
10:00-10:30	Class 29	Class 35	Class 41	Class 47	*
10:30-11:00	Class 30	Class 36	Class 42	Class 48	*
11:00-11:30	Class 31	Class 37	Class 43	Class 49	*
11:30-12:00	Class 32	Class 38	Class 44	Class 50	*

Library Aide Staffing Overview Based on a 20 Percent Response to Data Collection

School	Population	Classes	Schedule	Hours
Blythe	465	28	A	
Kennedy	600	25		3
Chase	810	35	A B	3
Noble	1000	42	A B	3
Michelle Obama	898	31	A B	3
Elem	873	45	A B	3
Bertrand	477	24	A B	3
Elem	460	21	A	3
156th	398	16	A	3
Elem	450	25	A B	6
Elem	1087	37	A B	3
Kentwood	450	18	A	3
Elem	1000	39	A B	6
Wonderland	550	25	A B	6
San Jose	1000	40	A B	3
Peary MS	1200	80	MS	3
Burton	514	25	A B	
Canterbury	1159	66	A B	3
Valerio	1200	68	A B	3
Elem	483	18		3
Playa Vista	400	17		
Olympic Primary	350	16		
Chatsworth Park	400	17		3
Elem - OCR	900	38	A B	3
Elem - OCR	425	20		3
Elem	415	16	A	3
ERE Elem	956	38	A B	3
Sylmar	915	40	A B	6
Hillcrest	950	42	A B	3
El Oro Way	500	19	A	3
Elem - OCR	1200	44	A B	3
Elem - OCR	525	22		3
	550	25	A	3

Stanley Mosk

MS	1600	53	MS	6
Superior	629	24	A B	3
Elem	487	22	A B	3
Elem	1130		A B	
Elem	1200		A B	
Elem	1000		A B	
Sharp	1000+	50	A B	3
Mayhall	450	20	A	3
Elem	628			
Topeka Drive	581	21	A*	3
Elem	719	29	A	3
Berendo MS	1100		MS	6
Elem	930		A B	3
Elem	800	29	A B	3
Elem	500	22	A	3
Encino	580	22		6
Dixie Canyon	706	28	A	3

### **What the Research Shows**

Research shows that school libraries staffed by TLs who are supported by library aides play a critical role in advancing student achievement (Lance, p. 3). The school library staffed by a TL SHOULD be playing a leading role in LAUSD's efforts to integrate technology into learning and to raise achievement: "Because of their knowledge of pedagogical principles and curriculum, paired with technology and information expertise, school librarians are in a unique position to serve as leaders and valuable assets through making meaningful contributions toward the integration of technology and learning." (Wolf, p. 1)

Additionally, vigorous, well-supported school library programs are more necessary than ever as the District moves forward in implementing rigorous Common Core State Standards that emphasize research skills across ALL grade levels, kindergarten to grade 12. See, for example, Writing Standards: Writing, K. 7, 8; Writing, 1.7, 8; Writing, 2.7, 8; Writing, 3.7, 8; Writing, 4.7, 8; Writing, 5.7, 8; Writing, 6.7, 8; Writing, 7.7, 8; Writing, 8.7, 8; Writing, 9-10.7, 8; Writing, 11-12.7, 8.

Furthermore, the ability to conduct research projects is College and Career Readiness (CCR) Anchor Standard 7. "Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation" ("Read the Standards").

Research skills and the appropriate use of a library's resources in answering questions are best taught by a library professional, that is, a credentialed TL. That Common Core lays such an emphasis on research at such young ages should be a wake-up call to LAUSD to change its current method of operating and staffing school libraries and to look at ways of increasing access to credentialed TLs for students in ALL grades.

### **California Model School Library Standards and Common Core State Standards**

In 2010, the State of California adopted the Model School Library Standards. In February, 2012, the California Department of Education published a document showing how these library standards support and dovetail with the Common Core State Standards. When the Common Core State Standards were published, TIs were encouraged by how well they meshed with the existing over-arching library standards upon which the larger document is based:

1. Students access information.
2. Students evaluate information.
3. Students use information.
4. Students integrate information literacy skills into all areas of learning.

Everything TLs do supports CCSS.

That the District has underutilized and misused its TL workforce is evident in test data. From 2002 to 2013, 80 to 89% of LAUSD 8<sup>th</sup> graders scored below basic to basic in the NAEP Reading test (The Nation's Report Card). Indeed, 2% more are scoring below basic and basic than scored at that level in 2002:

2002: 80%  
2003: 89%  
2005: 87%  
2007: 87%  
2009: 85%  
2011: 83%  
2013: 82%

Modest gains were made among students who scored proficient:

2002: 10%  
2003: 10%  
2005: 12%  
2007: 12%  
2009: 14%  
2011: 15%  
2013: 18%

From 2003 to 2013, no gains were made among students who scored advanced:

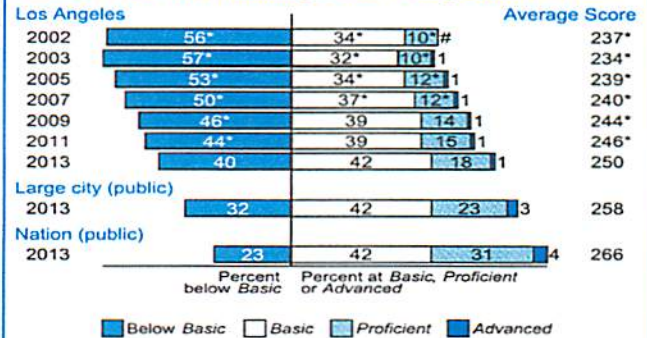
2003-2013: 1%

**The Nation's Reading Report Card** 2013 Trial Urban District Snapshot Report **Los Angeles Unified School District** **Grade 8 Public Schools**

**Overall Results**

- In 2013, the average score of eighth-grade students in Los Angeles was 250. This was lower than the average score of 258 for public school students in large cities.
- The average score for students in Los Angeles in 2013 (250) was higher than their average score in 2011 (246) and in 2002 (237).
- The score gap between higher performing students in Los Angeles (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 47 points in 2013. This performance gap was not significantly different from that in 2002 (48 points).
- The percentage of students in Los Angeles who performed at or above the NAEP *Proficient* level was 19 percent in 2013. This percentage was not significantly different from that in 2011 (16 percent) and was greater than that in 2002 (10 percent).
- The percentage of students in Los Angeles who performed at or above the NAEP *Basic* level was 60 percent in 2013. This percentage was greater than that in 2011 (56 percent) and in 2002 (44 percent).

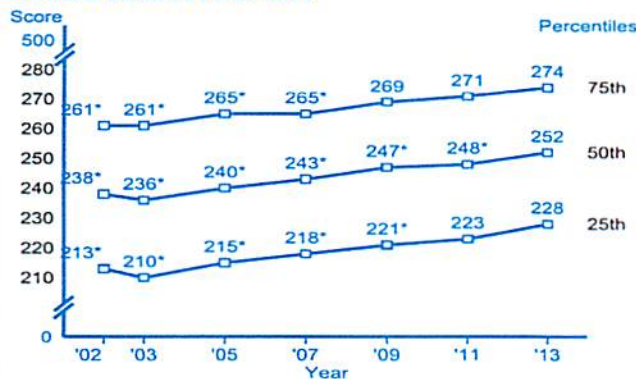
**Achievement-Level Percentages and Average Score Results**



\* Significantly different ( $p < .05$ ) from district's results in 2013. Significance tests were performed using unrounded numbers.  
 # Rounds to zero.

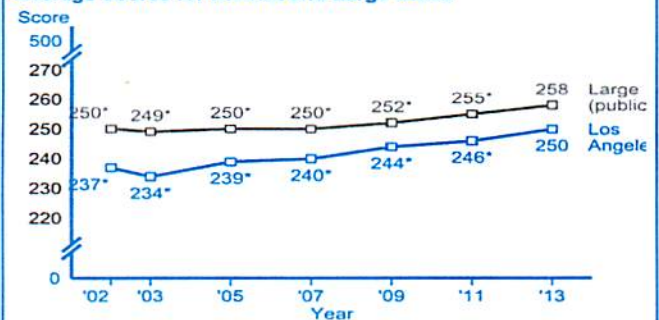
NOTE: Detail may not sum to totals because of rounding. Large city (public) includes public schools located in the urbanized areas of cities with populations of 250,000 or more including the participating districts.

**Scores at Selected Percentiles**



\* Significantly different ( $p < .05$ ) from 2013. Significance tests were performed using unrounded numbers.

**Average Scores for District and Large Cities**



\* Significantly different ( $p < .05$ ) from 2013. Significance tests were performed using unrounded numbers.

NOTE: Large city (public) includes public schools located in the urbanized areas of cities with populations of 250,000 or more including the participating districts.

**Results for Student Groups in 2013**

Reporting Groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	11	276	84	48	5
Black	8	240	48	12	1
Hispanic	73	245	58	13	#
Asian	7	272	84	40	3
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	#	‡	‡	‡	‡
<b>Gender</b>					
Male	51	246	56	17	1
Female	49	254	64	21	2
<b>National School Lunch Program</b>					
Eligible	80	246	57	15	1
Not eligible	9	263	75	31	3

# Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

**Score Gaps for Student Groups**

- In 2013, Black students had an average score that was 36 points lower than White students. This performance gap was not significantly different from that in 2002 (28 points).
- In 2013, Hispanic students had an average score that was 31 points lower than White students. This performance gap was not significantly different from that in 2002 (34 points).
- In 2013, female students in Los Angeles had an average score that was higher than male students by 8 points.
- In 2013, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 17 points lower than students who were not eligible. Data are not reported for students who were not eligible and eligible for free/reduced-price school lunch in 2002, because reporting standards were not met.

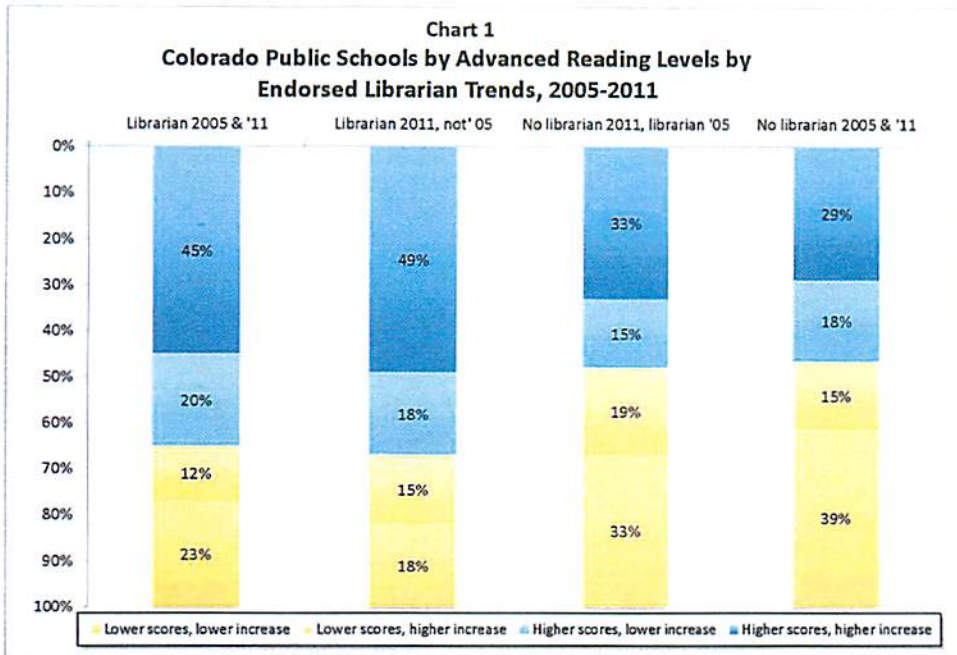


### **2011 Colorado School Study**

A 2011 study of schools in Colorado noted that “There is a positive and statistically significant relationship between advanced reading levels and endorsed librarian [credentialed librarian] staffing trends...Schools that either maintained or gained an endorsed [credentialed] librarian between 2005 and 2011 tended to have more students scoring advanced in reading in 2011 and to have increased their performance more since 2005 (45% and 40% , respectively) than in schools that either lost their librarians or never had one (33% and 29%). Conversely, schools that either lost a librarian during that period or never had one (33% and 39%) tended to have fewer students scoring advanced in 2011 and to have seen lesser gains...since 2005 than schools that maintained or gained a librarian (23% and 18%)” (Lance, p. 3).

The same study went on to say, “Notably, schools with the largest percentage of higher advanced reading scores in 2011 and higher increases in advanced reading scores between 2005 and 2011 (49%) were those that gained an endorsed librarian during that interval. If an endorsed [i.e., certificated] librarian is doing her or his job well, this is what one would expect” (Lance, p. 4).

There is a negative and statistically significant relationship between unsatisfactory reading levels and endorsed librarian staffing trends. Schools that either maintained or gained an endorsed librarian between 2005 and 2011 tended to have fewer students scoring unsatisfactory in reading in 2011 (i.e., lower scores) (28% and 26%, respectively) and to have reduced that problem more since 2005 (i.e., lower increase) than schools that either lost their librarians or never had one (both at 34%). Conversely, schools that either lost a librarian during this period or never had one (32% and 34%) tended to have more students scoring unsatisfactory in 2011 and to have seen that problem increase more since 2005 than schools that maintained or gained a librarian (21% and 30%). Notably, schools with the largest percentage of lower unsatisfactory reading scores in 2011 and lower increases in that figure between 2005 and 2011 (34%) were those that gained an endorsed librarian during the interval. As with advanced reading scores, if an endorsed librarian is doing her or his job well, this is what one would expect (p. 4).



Notably, schools with the largest percentage of higher advanced reading scores in 2011 and higher increases in advanced reading scores between 2005 and 2011 (49%) were those that gained an endorsed librarian during that interval. If an endorsed librarian is doing her or his job well, this is what one would expect.

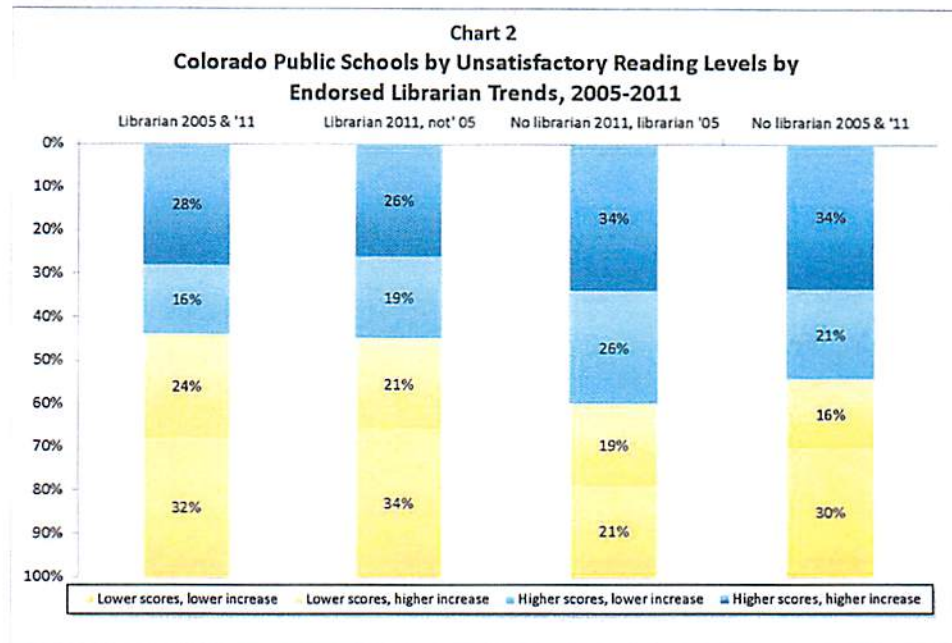
### Unsatisfactory Reading Levels by Endorsed Librarian Trends, 2005 to 2011

There is a negative and statistically significant relationship between unsatisfactory reading levels and endorsed librarian staffing trends (see Chart 2).

Schools that either maintained or gained an endorsed librarian between 2005 and 2011 tended to have fewer students scoring unsatisfactory in reading in 2011 (i.e., lower scores) (28% and 26%, respectively) and to have reduced that problem more since 2005 (i.e., lower increase) than schools that either lost their librarians or never had one (both at 34%). Conversely, schools that either lost a librarian during this period or never had one (32% and 34%) tended to have more students scoring unsatisfactory in 2011 and to have seen that problem increase more since 2005 than schools that maintained or gained a librarian (21% and 30%).

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## Assessing Three Alternative Models of School Library Staffing by Association with CSAP Reading Scores, 2011

In the above analysis of change in librarian staffing and reading scores from 2005 to 2011, we see the consequences over time of schools shifting from one library staffing model to another. Basically, there are three major options for who runs a school library: an endorsed librarian (i.e., endorsed by CDE as either a School Librarian or a Teacher Librarian/Media Specialist), a non-endorsed librarian (i.e., having neither type of librarian endorsement), and a non-endorsed library assistant. Many school libraries have library assistants, ideally working under the supervision of an endorsed librarian. In reality, however, there are more and more schools—especially at the elementary level—where library assistants run libraries without supervision. It is the type of situation that would never be tolerated in the classroom teaching context at any level. Teacher aides rarely if ever work independently of teachers.

The results show that in 2011, schools with at least one FTE endorsed librarian averaged significantly higher advanced CSAP reading scores and significantly lower unsatisfactory scores than schools with less than one FTE endorsed librarian.

To shed further light on the relative merits of these three library staffing options, we examined 2011 data alone, comparing mean percentages of students earning advanced and unsatisfactory CSAP reading scores for schools with at least one full-time equivalent (FTE) endorsed librarian to schools with less than one FTE of this type. Similar analyses were conducted for non-endorsed librarians and non-endorsed library assistants. The results, illustrated in Chart 3, show that in 2011, schools with at least one FTE endorsed librarian averaged significantly higher advanced CSAP reading scores (8% vs. 6%) and significantly lower unsatisfactory scores (9% vs. 11%) than schools with less than one FTE endorsed librarian.

Differences in 2011 advanced and unsatisfactory reading scores for schools with and without non-endorsed librarians and with and without non-endorsed library assistants (working without endorsed or non-endorsed librarians)

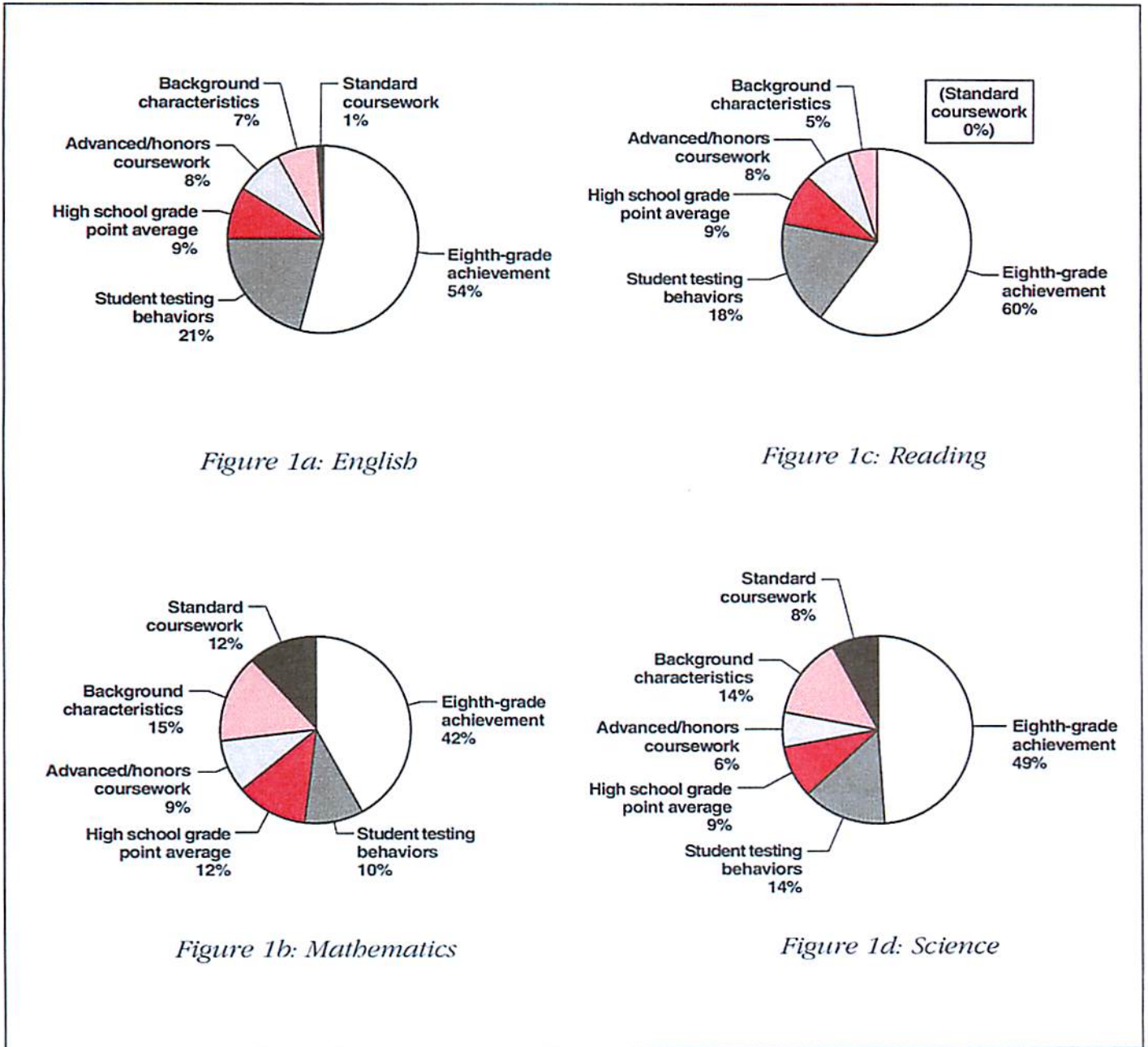
### **The Forgotten Middle**

To further make the case for increased attention to an enriched environment for students, particularly a thriving, well-staffed, well-funded library program, and particularly at middle school and below, we offer ACT's 2008 study, *The Forgotten Middle*, which concludes that "under current conditions, the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time **they graduate from high school that anything that happens academically in high school** [emphasis added] (ACT). The ACT study concluded that eighth grade achievement in reading, English, mathematics and science outweighed **any** high school factor singly or combined. The effect of eighth grade achievement was even stronger for racial and ethnic minority students.

These facts from -- the decades-long low achievement of the District's eighth graders in reading (as documented by the NAEP); the salutary effect TIs have on reading achievement (as documented in the librarian staffing study); and the out-sized importance of eighth grade academic achievement on college and career readiness (as documented by ACT) -- point to the necessity of a sea change in the way the District staffs its school libraries.

Placing TIs full time at every school (elementary, middle, and high), appropriately supported by paraprofessional staff, will be the force that moves that 80% cohort out of the below basic and basic reading level, increase the 1% who have been scoring at the advanced level for 11 years, and will consequently increase the number of students who graduate college and career ready.

**Figure 1: Relative Magnitude of Effect in Predicting Eleventh/Twelfth-Grade College and Career Readiness (All Students)**



**Figure 2: Relative Magnitude of Effect in Predicting Eleventh/Twelfth-Grade College and Career Readiness (Racial/Ethnic Minority Students)**

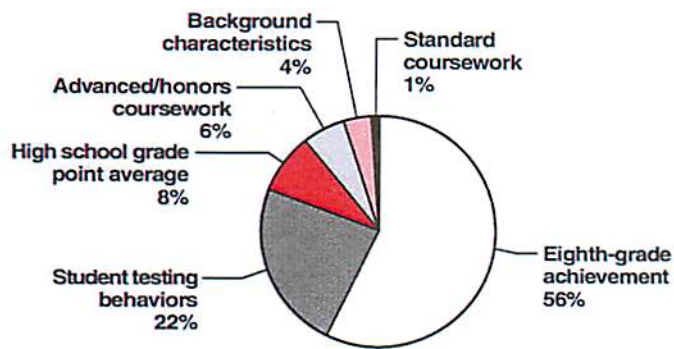


Figure 2a: English<sup>a</sup>

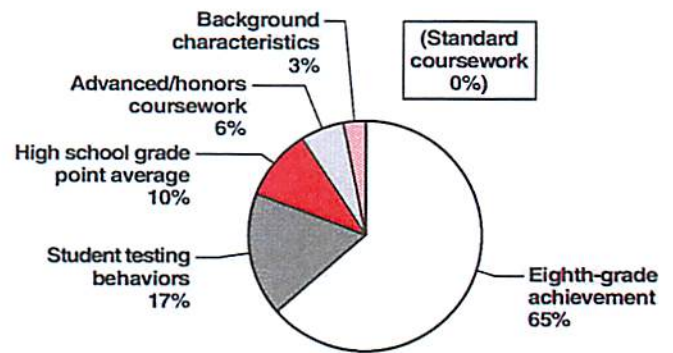


Figure 2c: Reading<sup>a</sup>

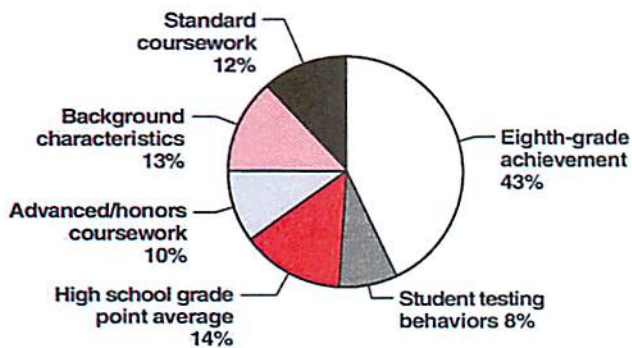


Figure 2b: Mathematics

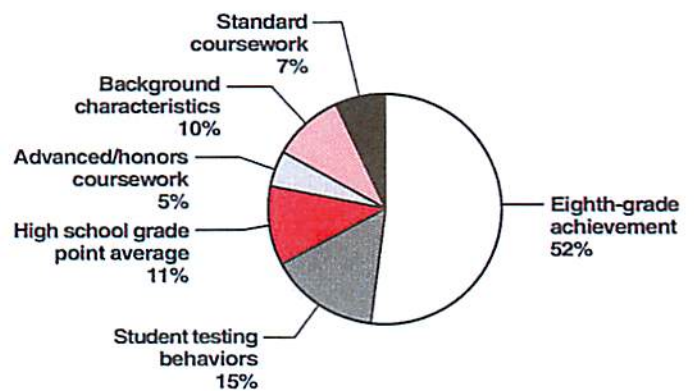


Figure 2d: Science

### **Common Core State Standards & the Library**

Libraries and TLs should play an integral role in the successful implementation of the CCSS and the District's CCTP because libraries are best equipped with the resources – material and personnel -- and TLs have long been teaching some of the skills that both Common Core State Standards and CCTP emphasize. Library aides should certainly play a supporting role under the direction of a TL, CL, or CFL. The CCSS and CCTP emphasize the integration of technology and instruction and using technology as a means to manage, retrieve, create, and display content. Libraries are usually the first place on campus to provide a variety of options for retrieving and generating content. TLs, by the very nature of their jobs, are uniquely positioned to influence and implement CCSS and CCTP because they work across grade levels and across disciplines.

CCSS emphasizes the importance of high-quality literature across the curriculum. It demands that as students move beyond fourth grade, they increase their reading of informational texts by as much as 70 percent by twelfth grade and that these texts be more complex. Students must engage the texts and understand point of view as an inherent aspect of nonfiction, to be trained as readers, researchers, writers and speakers to compare and contrast sources, assemble evidence, and make contentions of their own. School libraries support the belief that students obtain their information from multiple sources and multiple perspectives. Libraries support students' need to access information that is systematically and thematically organized.

TLs know their collections best and are able to provide students with the vital contextual information, overview, and multiple perspectives they need to interpret what they are reading. TLs teach students on how to find databases and other online resources to supplement and enhance their collections. They also guide students in their online reading, which includes navigating search engines, using interactive media and evaluating connected texts.

CCSS' overarching goal is literacy. It also encourages a strong focus on deep research. TLs will look at their collections, weed out bland books with limited points of view and they will be able to direct teachers and students to books that are engaging and possess the complexity that CCSS requires. CCSS calls for shorter, well-crafted texts that students can consider more deeply with a focus on primary (or maybe secondary) sources, and not the "predigested tertiary writing found in many of today's textbooks." The CCSS' emphasis on close reading of shorter texts makes periodical databases a great source of shorter texts into which students can dive. School libraries especially support CCSS as they provide an on-site source for the primary informational texts students need. With so many publishers and vendors packaging and promoting products as supporting CCSS, TLs are able to filter through all the offerings and recommend those K-12 publishers and authors with the best nonfiction-content available. TLs ensure libraries have high-quality resources teachers and students need. Their experience as collection development specialists means they can identify world-class informational texts.

### **Library Outreach to the Community and Library Supporters**

In order to effectively impact the district's LCAP, TLs must combine forces with the teachers in the school and the district in support of spending on school libraries. Additionally, TLs must reach out to those parents that are the strongest library supporters in the school. You must brief them on the importance of advocating for an enhanced school library as a priority for LCAP funding and you must ask each of them to also contact 10 friends to deliver the same message. The LCAP requires a number of public input sessions for the community to outline their own policy priorities. Having the parent community ready with key talking points on the value of the school library for at-risk students, Common core development and digital citizenship and safety will be critical.

#### **Library Talking Points to Use with the Community**

As TLs reach out to community leaders and parents, they can use the talking points below as a sample of the clear rationale for prioritizing funding:

- Today's school libraries are designed to provide college and career readiness and to equip students with the skills they need to succeed in a world that is becoming more global and hyper-connected.
- School libraries address curriculum and student learning needs, and are the best positioned to teach the fundamental skills essential for college and career readiness.
- Since 1965, more than 60 education and library studies have produced clear evidence that school libraries staffed by qualified librarians have a positive impact on student academic achievement.
- Good school library programs are essential to a good education. Students in schools with well-funded libraries and the presence of a full-time, certified school librarian scored 8.4% to 21.8% higher on ACT English tests and 11.7% to 16.7% higher on ACT Reading tests. (adapted from <http://www.ala.org/advocacy/declaration-toolkit-talking-points>)