Santa Barbara Unified School District
720 Santa Barbara Street
Santa Barbara, CA 93101

Library Master Plan

for

Dos Pueblos High School
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Goleta Valley Junior High School
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La Colina Junior High School
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La Cumbre Junior High School
Jo Ann Caines, Principal
Shannon Curtis, Teacher Librarian

San Marcos High School
Ed Behrens, Principal
Sherri Bryan, Teacher Librarian
Helen Murdoch, Teacher Librarian

Santa Barbara High School
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Santa Barbara Junior High School
Lito Garcia, Principal
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MISSION STATEMENT

The mission of the Santa Barbara Unified School District secondary library program is:

- to provide materials and instruction that support district, state, and national curricula and standards
- to offer access to quality, culturally diverse collections in an enriched environment
- to empower students and staff to use information effectively
- to prepare students to be lifelong learners.

The librarians of the Santa Barbara Unified School District support the district's 2012-2015 Strategic Plan and are in alignment with the *California Model School Library Standards* and the *Common Core State Standards (CCSS).* (www.cde.ca.gov/CI/cr/lb).

GOALS

1. Support the Santa Barbara School District 2012-2015 Strategic Plan by:

    a. Partnering with teachers to achieve annual federal and state performance targets and to support underrepresented students in all advanced programs, including preparation for college admissions. The school library is an extension of the classroom, enhancing student learning of information literacy, independent learning, and social responsibility. (*AASL Standards for the 21st Century Learner*).

    b. Providing access to print and digital resources to all students throughout the day, including before and after school, to address gaps in opportunity and achievement, extend the learning opportunities, and promote a safe, positive and equitable school climate for all students. For many students, the school library is the most consistent source for both books and reliable digital access.

    c. Continually working to increase awareness of and responsiveness to the diversity of the students we serve, both in our library collections and in our library programs.

    d. Providing continuous professional development for staff by working with teachers to understand and implement Common Core standards, performance-based projects and assessments, and new technologies in the classroom.

e. Teaching 21st century information and digital literacy skills and integrating technology into one-on-one and whole class library instruction.

2. Support the implementation of the *Common Core State Standards* in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

3. Continue to implement the standards of the *American Association of School Librarians for 21st Century Learners.*

4. Provide a program that functions as an extension of the school classroom and as the information hub of the school.

STUDENT OUTCOMES

The secondary district librarians strive to ensure that all students will be able to:

- Conduct relevant searches for information utilizing knowledge of library organization and resources to access a variety of print, media and online resources.

- Generate and investigate research questions and effectively organize findings.

- Evaluate and analyze a source to determine appropriateness (reliability, validity, point of view) in addressing the scope of inquiry.

- Choose an appropriate method of technology and create a project which clearly communicates research findings.

- Access and use information ethically and legally.

- Engage in an active independent reading life.

- Master use of online document creation (such as Google Drive) and learning management system (such as EDU) to support goal of paperless school.

MODEL SCHOOL LIBRARY STANDARDS

The Model School Library Standards align with and support the Common Core State Standards as follows:
www.cde.ca.gov/ci/cr/lb/documents/schlibstnsupprtcc.doc

Standard 1 - Students Access Information
- *Students access information by applying their knowledge of the organization of libraries, print materials, digital media, and other sources.* The following CCSS are supported by Model School Library Standard 1.
  - CCSS Language Standard: 4
  - CCSS Writing Standard: 7 and 8
  - CCSS Reading Standards for Informational Text: 5

Standard 2 - Students Evaluate Information
- *Students evaluate and analyze information to determine appropriateness in addressing the scope of inquiry.* The following CCSS are supported by Model School Library Standard 2.
  - CCSS Reading Standards for Informational Text: 1
  - CCSS Reading Standards for Literacy in History/Social Studies: 1
  - CCSS Writing Standard: 7 and 8

Standard 3 - Students Use Information
- *Students organize, synthesize, create and communicate information.* The following CCSS are supported by Model School Library Standard 3.
  - CCSS Speaking and Listening Standards: 1 and 4
  - CCSS Writing Standards: 6, 7 and 8
  - CCSS Reading Standard for Informational Text: 7

Standard 4 - Students Integrate Information Literacy Skills into All Areas of Learning
- *Students independently pursue information to become lifelong learners.* The following CCSS are supported by Model School Library Standard 4.
  - CCSS Reading Standards for Literature: 10
  - CCSS Reading Standards for Informational Text: 7 and 10
  - CCSS Reading Standards for Literacy in History/Social Studies: 10
  - CCSS Reading Standards for Literacy in Science and Technical Subjects: 10
  - CCSS Writing Standard: 4

STANDARDS FOR LEARNERS FOR THE 21ST CENTURY

Additionally, we endorse and are in alignment with the standards of the American Association of School Librarians (AASL).

Common Beliefs:

- Reading is a window to the world—a foundational skill for learning, personal growth and enjoyment.
- Inquiry provides a framework for learning—to gain and use skills.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- Information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context (sharing information, etc.)
- School libraries are essential to the development of learning skills.

Learners use skills, resources and tools to:

- Inquire, think critically and gain knowledge.
- Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge.
- Share knowledge and participate ethically and productively as members of our democratic society.
- Pursue personal and aesthetic growth.

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The full, detailed text of this document is available at: **www.ala.org/aasl/standards**

RESEARCH FINDINGS

Numerous studies clearly demonstrate the benefits of school libraries and Teacher Librarians on student academic achievement. A summary of school library impact studies (2011), which have been conducted in 22 states, can be found at http://libweb.mansfield.edu/upload/kachel/ImpactStudy.pdf. Here are four excerpts:

State	Study name	Basic conclusions
Texas	Achterman, 2008	Library staffing and services are significantly related to students' test scores; the greater the number of library services offered, the higher student's scores tend to be.
California	Sinclair-Tarr and Tarr, 2007	Found statistically significant positive relationships between the presence of school library programs and student achievement on both the English-language arts and mathematics California Standards Tests.
California	Farmer, 2006	Key indicators that impact student achievement are access to high-quality library resources and facilities, and collaborative planning with professional library staff.
Wisconsin	Smith, 2006	Library media teachers help students acquire unique skills not taught in the classroom and information and technology skills essential for students in the 21st century.

Achterman, D. "Haves, Haves and Have-nots: School Libraries and Student Achievement." University of North Texas, Denton, 2008 (doctoral dissertation).

Sinclair-Tarr, Stacy and William Tarr, Jr. "Using Large-Scale Assessments to Evaluate the Effectiveness of School Library Programs in California," *Phi Delta Kappan*, Vol. 88, No.9 (May 2007), pp.710-711.

Farmer, Lesley. "Degree of Implementation of Library Media Programs and Student Achievement." *Journal of Librarianship and Information Science*, vol. 38, (March 2006), pp. 21-32.

2006 School Library Media Study." *Wisconsin Department of Public Instruction Homepage*. Web. 04 Mar. 2010. <http://www.dpi.wi.gov/imt/lmsstudy.html>.

ACTION PLAN

A successful school library program has the following four requirements: well-qualified personnel, a variety of print and digital resources to support state and national standards (such as Common Core), appropriate facilities, and ongoing adequate funding.

The *California Model School Library Program Standards* outline what is expected in an effective school library.

Staffing

Model School Library Standard
- *One credentialed teacher librarian for 785 students. A California teacher librarian has both a classroom teaching credential and a teacher librarian credential.*
- *A classified paraprofessional library services assistant in the school library.*

<u>Teacher Librarian Responsibilities</u>

Teacher librarians guide students in the selection of appropriate reading and research materials, in safe and responsible internet use, provide technology support and training to students and staff, work collaboratively with classroom teachers, manage each school's library and textbook resources, and provide equitable physical and intellectual access to the resources and tools needed in the 21st century.

Print and Digital Resources

Model School Library Standard
- *Books per student: 28*
- *At least 2/3 of the collection is less than 15 years old*
- *Yearly add one book/eBook per student to the collection*
- *Online digitized reference resources*
- *Online subscription databases: at least two*

1. Each school library has available to students a selection of appropriate reading materials, both fiction and non-fiction, at all reading levels/ability levels to meet the needs of a diverse student population including all subgroups. In order to meet the Common Core standards for reading and comprehending complex literary and informational texts independently and proficiently, students must continue to have a consistent supply and access to self-selected books.

2. Each library needs to continue to provide informational texts and reference resources to support new courses and to meet Common Core standards.

3. It is essential to replace dated materials and keep all resources up to date.

4. Each library purchases grade appropriate digital resources including online databases and eBooks needed for curriculum-related research. Online

databases play an increasingly important role for teachers and librarians as we transition to Common Core literacy standards. Databases allow teachers and librarians to search for and access informational materials for students by lexile level, text complexity, material source, and numerous other limiters.

5. Our goal is to add downloadable eBooks, to continue to subscribe to full-text online research databases, and to provide students and teachers access to these resources from school, home and mobile devices.

Facilities and Access

Model School Library Standard
- *Library open for students 36 hours per week.*
- *Integrated library management system including online public access capabilities*
- *Library Web page*
- *Networked computers with internet access in the library; minimum of 15 at middle school, and 25 at high school*
- *Flexible scheduling: students and class visits are scheduled according to need*
- *Facilities have enough space to accommodate one class plus additional individuals and the library collection*

Each school library is open to students every school day, including before school, at lunch, and after school.

Currently each secondary school has a facility that has enough space to accommodate at least one class plus additional individuals and the library collection. Each library is equipped to support a wide variety of learning materials and technologies. It is important to maintain and continue to upgrade the libraries of the Santa Barbara Secondary District to meet the challenges of new information formats, new teaching strategies, changing health and safety codes and ADA compliance.

It is understood that each library's future needs will build on the existing facilities and must, therefore, be unique to that school's size, diversity, and specialized presentation of the curriculum.

Destiny, our textbook and library management system, is web-based and available to students, parents and teachers at any time both on and off campus. *Destiny* manages our textbook, cataloging and circulation functions. The patron database at each school is integrated with *Aeries*. This is a district (union) catalog so resources can be shared among all libraries. Information about student debts follows students if they leave one District school to attend another. All libraries have a web page and

portal for convenient access to electronic resources.

Students and class visits are scheduled according to the specific information and research needs of each class.

There are computers with Internet access in each school library, usually 15 - 20 at each junior high school, and at least 25 at each high school. Some libraries have attached computer labs and mobile iPad carts.

ANNUAL FUNDING NEEDS

1. To purchase books, eBooks, digitized reference resources, periodicals, and supplies. The secondary librarians have evaluated that the following minimum funding is needed to operate an effective school library program:

   We propose the following minimum site funding:

   For junior high schools: $12.00 per ADA (about the cost of ½ book)
   For high schools: $15.00 per ADA (about the cost of ½ book)

CONCLUDING STATEMENT

Teacher Librarians are justifiably proud of the library media programs in our secondary schools. With past and current support from the Santa Barbara School District we have already implemented many of the new Model School Library Standards. Finally,

> "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!* Scholastic Research and Results Foundation Paper. New York, Scholastic Library Publishing, 2008).

As an extension of the classroom programs at each of our schools, the libraries of the Santa Barbara Secondary District support all academic departments as we work together to prepare all students for academic success now and in the future.