

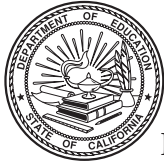
Model School  
Library Standards  
for California  
Public Schools

Kindergarten Through  
Grade Twelve



*Adopted by the  
California State Board  
of Education  
September 2010*

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## Publishing Information

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### Ordering Information

Copies of *Model School Library Standards for California Public Schools, Kindergarten Through Grade Twelve* are available for purchase from the California Department of Education. For prices and ordering information, please visit the Department Web site at <http://www.cde.ca.gov/re/pn> or call the CDE Press Sales Office at 1-800-995-4099.

### Notice

The guidance in *Model School Library Standards for California Public Schools, Kindergarten Through Grade Twelve* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See California *Education Code* Section 33308.5.)

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## A Message from the State Board of Education and the State Superintendent of Public Instruction

The *Model School Library Standards for California Public Schools, Kindergarten Through Grade Twelve* sets a groundbreaking vision for strong school library programs in California, including identification of the skills and knowledge essential for students to be *information literate*. In today's world, that term means having the skills to effectively access, evaluate, use, and integrate information into their lives. The new, rigorous school library standards are designed to help students prepare for success in the hypercompetitive global economy that is powered by information and knowledge. These standards will help students to learn and work with twenty-first century skills and apply responsible research practices, be respectful to others when using digital devices, and continue to grow as lifelong learners. The standards also describe recommended baseline staffing, access, and resources for school library services needed by students to meet academic standards.

The school library standards maintain California's respect for local control of

schools. They provide guidance to school districts for implementing strong school library programs. Such library programs improve student achievement, foster literacy, produce a technology-competent workforce, and nurture lifelong learning. We encourage local decision makers and educators to use these standards to design library policies and curricular and instructional strategies that best deliver content to their students. The school library standards reflect our commitment to excellence in school library services throughout the state.

MICHAEL KIRST

*President*

*California State Board of Education*

TOM TORLAKSON

*State Superintendent of Public Instruction*

*California Department of Education*



# Introduction

More than 60 research studies throughout the nation, from Alaska to North Carolina to California, have shown that students in schools with good school libraries learn more, get better grades, and score higher on standardized tests than their peers in schools without libraries.

Douglas Achterman's 2008 doctoral dissertation on student achievement in California, titled "Haves, Halves and Have-Nots: School Libraries and Student Achievement," found that the greater the number of library services offered, the higher students' scores tended to be. "On the U.S. History test, the library program is a better predictor of scores than both school variables and community variables, including parent education, poverty, ethnicity, and percentage of English language learners."<sup>1</sup>

Examining 60 Southern California schools, Lesley Farmer studied the possible factors correlating student academic achievement and school library programs. The study results identified key indicators in the library program that impact student academic achievement: access to high-quality library resources and facilities and collaborative planning with professional library staff.<sup>2</sup>

In their joint doctoral dissertation "Using Large-Scale Assessments to Evaluate the

1. Douglas Achterman, "Haves, Halves and Have-Nots: School Libraries and Student Achievement" (PhD diss., University of North Texas, 2008).

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

Effectiveness of School Library Programs in California," Stacy Sinclair-Tarr and William Tarr 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 at the elementary and middle school levels.<sup>3</sup>

The California *Education Code (EC)* reinforces the integral role of school libraries by requiring school districts to provide school library services and the State Board of Education to adopt standards, rules, and regulations for school libraries. The relevant *EC* sections are as follows:

Section 18100. The governing board of each school district shall provide school library services for the pupils and teachers of the district by establishing and maintaining school libraries or by contractual arrangements with another public agency.

Section 18101. The State Board of Education shall adopt standards, rules and regulations for school library services.

School libraries have evolved from simply providing print materials to offering rich selections of print, media, and digital resources; from teaching students how to search a card catalog to teaching students strategies for searching a variety of print, media, and digital resources; from teaching

3. Stacy Sinclair-Tarr and William Tarr, Jr., "Using Large-Scale Assessments to Evaluate the Effectiveness of School Library Programs in California," *Phi Delta Kappan* 88, no. 9 (May 2007): 710–11.

basic reading literacy to teaching information literacy (the ability to access, evaluate, use, and integrate information and ideas effectively). However, the skills learned from print transcend their use in books alone.

Students who understand systems of text organization are better equipped to use the Internet as it is today. Most notably, they expect worthy resources to have order. This may drive them to probe complex web sites, which, for all their bells and whistles, are fundamentally arranged like reference books, with A–Z lists and topical divisions.<sup>4</sup>

Two types of standards are provided:

- School Library Standards for Students. They delineate what students should

4. Nancy R. Preston, "A is for Einstein: The Alphabet Versus the Internet," *Phi Delta Kappan* 91, no. 1 (September 2009): 80.

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.

- School Library Program Standards. They 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.

The library standards provide guidance to school districts striving to improve their school library programs and raise student achievement.



# School Library Standards for Students

School Library Standards for Students incorporate information literacy skills. Students learn to access, evaluate, use, and integrate information and ideas found in print, media, and digital resources, enabling them to function in a knowledge-based economy and technologically oriented society.

The concept and definition of *information* has broadened from the more traditional definition of “knowledge obtained from investigation, study, or instruction”<sup>5</sup> to the more technological definition of “any pattern that can be recognized by some system (e.g., a living organism, an electronic system or a mechanical device) and/or that can influence the formation or transformation of other patterns.”<sup>6</sup> As used in these standards, information has a broad definition and encompasses words (whether printed or spoken), visual images (including photographs and artwork), and music.

The standards are organized around four concepts followed by overarching standards that continue across all grade levels. Each grade or grade span has detailed standards. Students should achieve these standards by the end of each grade level or grade span. In addition, students should have mastered the standards for previous grades and continue to use the skills and knowledge as they

5. Merriam-Webster Online Dictionary, <http://www.merriam-webster.com> (accessed March 11, 2011).

6. The Linux Information Project, “Information Definition,” 2005, <http://www.linfo.org/information.html> (accessed March 11, 2011).

advance in school. The classroom teacher and teacher librarian<sup>7</sup> should assess student progress to determine whether students have acquired the prerequisite knowledge and skills and whether there is a need to review or reteach standards from earlier grades.

These are not stand-alone standards taught in isolation; they are meant to be taught collaboratively by the classroom teacher and the teacher librarian in the context of the curriculum.

## 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.

7. A teacher librarian possesses both a California teaching credential and a California teacher librarian services credential.



- 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.



# Kindergarten

## STANDARD

# 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:
  - a. Understand the concept that printed and digital materials provide information by identifying meaning from simple symbols and pictures.
- 1.2 Formulate appropriate questions:
  - a. Ask questions that can be answered by available resources.
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
  - a. Locate the school library and the library resources.
  - b. Know how, and be able, to check out resources from the school library responsibly.
  - c. Identify, with guidance, two sources of information that may provide an answer to an identified question.
  - d. Distinguish fact from fiction (e.g., “Does this happen in real life?”).
  - e. Identify whom to ask for help in the school library.
  - f. Describe the general organization of the library.
  - g. Identify types of everyday print, media, and digital materials (such as storybooks, poems, newspapers, periodicals), signs, and labels.
- 1.4 Retrieve information in a timely, safe, and responsible manner:
  - a. Practice responsible use and care of all learning resources.

STANDARD

**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:
  - a. Connect the information and events in print, media, and digital resources to life experiences.
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
  - a. Identify basic facts and ideas in what was read, heard, seen, or voiced.
- 2.3 Consider the need for additional information:
  - a. Recognize that a trusted adult is a resource for information.

STANDARD

**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:
  - a. Understand the need to adhere to privacy and safety guidelines.
  - b. Understand the need to ask a trusted adult for permission when asked to provide personal information in person, on a form, or online.
- 3.2 Draw conclusions and make informed decisions:
  - a. Participate in completion of a graphic organizer showing aspects of a topic.
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
  - a. Use a picture or other visual aid when telling a story.

## STANDARD

## 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:
  - a. Read or be read to from a variety of sources.
  - b. Identify a personal interest and possible information resources to learn more about it.
- 4.2 Seek, produce, and share information:
  - a. Share information and ideas in a clear and concise manner.
- 4.3 Appreciate and respond to creative expressions of information:
  - a. Understand and respond to stories based on well-known characters, themes, plots, and settings.
  - b. Understand and respond to nonfiction.



STANDARD

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:
  - a. Understand that printed and digital materials provide information by identifying meaning from more complex symbols and pictures.
- 1.2 Formulate appropriate questions:
  - a. Ask *who*, *what*, *when*, *where*, and *how* questions.
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
  - a. Understand how to locate, check out, and care for a variety of library resources, both print and digital.
  - b. Alphabetize to the first letter to locate books in the library.
  - c. Identify basic digital devices and parts of a computer (e.g., DVD player, remote control, digital camera, monitor, power button, keyboard, mouse).
  - d. Identify the front cover, back cover, and title page of a book, in print and in digital formats, and compare and contrast them.
  - e. Identify the services and resources of the public library.
  - f. Demonstrate correct procedures to turn the computer on and off and open and close applications.
  - g. Identify the characteristics of fiction and nonfiction.
- 1.4 Retrieve information in a timely, safe, and responsible manner:
  - a. Identify the need to request assistance from a trusted adult if the information source makes the student uncomfortable.

## STANDARD

**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:
  - a. Connect the information and events found in print, media, and digital resources to prior knowledge.
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
  - a. Know the difference between the roles of media to inform and to entertain.
- 2.3 Consider the need for additional information:
  - a. Determine whether additional information is needed to answer the questions.

## STANDARD

**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:
  - a. Describe the roles of authors and illustrators and their contribution to print and digital materials.
  - b. Understand that the Internet connects the user to the rest of the world.
- 3.2 Draw conclusions and make informed decisions:
  - a. Organize information in a logical sequence.
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
  - a. Communicate understanding by using at least one fact or photograph, or both, found in a current and credible source.

STANDARD

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:
  - a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information).
  - b. Read poems, rhymes, songs, and stories.
- 4.2 Seek, produce, and share information:
  - a. Share information orally and creatively with peers and other audiences.
- 4.3 Appreciate and respond to creative expressions of information:
  - a. Recollect, talk, and write about materials read.



# Grade Two

## STANDARD

# 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:
  - a. Identify a simple problem or question that needs information.
  - b. Organize prior knowledge of a subject, problem, or question (e.g., create a chart).
- 1.2 Formulate appropriate questions:
  - a. Develop questions that define the scope of investigation and connect them to the topic.
  - b. Understand the concept of key words.
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
  - a. Identify two sources of information that may provide an answer to the question(s).
  - b. Independently check out and care for a variety of library resources, including technology devices.
  - c. Identify whom to ask for help when using the Internet at the school library or in the classroom.
  - d. Locate age-appropriate fiction and nonfiction print, media, and digital resources in the school library.
  - e. Alphabetize beyond the initial letter to locate resources.
  - f. Identify types of everyday print, media, and digital resources by using academic vocabulary (e.g., biography, periodical, database, fiction, nonfiction, primary source).
  - g. Identify the parts of a book (print and digital): table of contents, glossary, index, and dedication.
  - h. Use graphic elements and navigational tools (e.g., buttons, icons, fields) of computer software.
- 1.4 Retrieve information in a timely, safe, and responsible manner:
  - a. Identify trusted places in the community where students can seek information (e.g., home, school, museums, governmental agencies, public libraries).



- b. Identify trusted and knowledgeable people to ask for assistance with an information search (e.g., teacher, teacher librarian, family member).
- c. Connect prior knowledge to the information and events in text and digital formats.
- d. Identify when it is necessary to ask an appropriate adult for assistance in seeking information in both digital and print environments.
- e. Identify main ideas of a text in preparation for notetaking.
- f. Identify nonfiction text structures in print and digital formats (e.g., main idea and supporting details, cause and effect, compare and contrast, sequencing).

STANDARD

**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:
  - a. Draw meaning from illustrations, photographs, diagrams, charts, graphs, maps, and captions.
  - b. Review facts and details to clarify and organize ideas for notetaking.
  - c. Understand that the Internet contains accurate and inaccurate information.
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
  - a. Identify the purpose of an advertisement, including Internet pop-ups.
  - b. Demonstrate the ability to distinguish between information and advertisements.
- 2.3 Consider the need for additional information:
  - a. Recognize the need for additional information to answer questions posed by others.

STANDARD

**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:
  - a. Demonstrate proper procedures and good citizenship in the library and online.
  - b. Recognize that both the author and illustrator have ownership of their own creation.
  - c. Demonstrate basic knowledge of the district or school's acceptable-use policy.
  - d. Understand that just as there are strangers in the real world, there are also strangers on the Internet.
  - e. Adhere to privacy (nondisclosure of personal or family information) and safety guidelines (laws and policies) when using the Internet at school or home.

- 3.2 Draw conclusions and make informed decisions:
  - a. Present information drawn from two sources.
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
  - a. Present information to convey the main idea and supporting details about a topic.
  - b. Record and present information with pictures, bar graphs, numbers, or written statements.
  - c. Communicate with other students to explore options to a problem or an ending to a story.
  - d. Use a diagram or chart to illustrate a presentation.

## STANDARD

## 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:
  - a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information).
  - b. Select and use resources in a variety of formats to support personal interests, recreational goals, and pursuits.
- 4.2 Seek, produce, and share information:
  - a. Share the source of the information obtained.
  - b. Inform others creatively when new information about an area of interest is learned.
- 4.3 Appreciate and respond to creative expressions of information:
  - a. Portray information visually to convey the main idea and supporting details about a topic.
  - b. Understand how media affects the telling of a story and transmission of information (e.g., illustrations, photographs, music, video).



# Grade Three

## STANDARD

# 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:
  - a. Identify key words within questions.
- 1.2 Formulate appropriate questions:
  - a. Identify a problem that needs information by asking *how, what, where, when, or why* questions.
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
  - a. Understand that the function of a library is to provide shared resources that are organized to be accessible to all library users.
  - b. Differentiate between primary and secondary sources.
  - c. Understand the general purpose of the library catalog.
  - d. Perform a basic search of the automated library catalog by title, author, subject, and key word.
  - e. Understand that nonfiction print and nonprint materials in a library are arranged by subject (e.g., Dewey decimal system).
  - f. Understand the information on spine labels, including call numbers.
  - g. Understand different systems of alphabetizing (e.g., letter by letter, word by word).
  - h. Independently browse the library to locate materials.
  - i. Identify types of media and digital delivery devices.
  - j. Use guide words to locate information in a reference book.
  - k. Perform a key word search of a topic by using an approved search engine or database.
  - l. Understand the organization of general reference resources in print and/or digital formats, including a dictionary, thesaurus, atlas, almanac, and encyclopedia.
  - m. Use specialized content-area print and digital resources to locate information.
  - n. Use print or digital indexes, or both, to locate articles in an encyclopedia.
  - o. Locate and know the arrangement and general content of the biography section in the library.

- p. Locate information in text by using the organizational parts of a book in print or digital format (e.g., title, table of contents, chapter headings, glossary, author notes, dedication, index).
- 1.4 Retrieve information in a timely, safe, and responsible manner:
- a. Demonstrate a basic understanding of intellectual property rights and the difference between sharing and ownership.
  - b. Demonstrate respectful and responsible behavior in the library.
  - c. Apply techniques for organizing notes in a logical order (e.g., outlining, webbing, thinking maps, other graphic organizers).

## STANDARD

**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:
  - a. Select information appropriate to the problem or question at hand.
  - b. Determine whether the information answers the question.
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
  - a. Identify copyright and publication dates in print resources.
  - b. Understand the role and responsibility of the author and publisher to determine accuracy of published materials.
- 2.3 Consider the need for additional information:
  - a. Locate facts and details to support a topic sentence and paragraph, and record the information.

## STANDARD

**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:
  - a. Define cyberbullying and its effects.
  - b. Identify types of personal information and appropriate and inappropriate ways to share it.
- 3.2 Draw conclusions and make informed decisions:
  - a. Compare information from more than one source to draw a conclusion.

- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
- a. Organize information chronologically, sequentially, or by topic.
  - b. Use digital or graphic tools to support a presentation.

STANDARD

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:
- a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information).
- 4.2 Seek, produce, and share information:
- a. Deliver brief recitations and oral presentations about familiar experiences or interests.
  - b. Select appropriate information technology tools and resources to interact with others for a specific purpose.
- 4.3 Appreciate and respond to creative expressions of information:
- a. Listen to, view, and read stories, poems, and plays.



# Grade Four

## STANDARD

# 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:
  - a. Identify a more complex problem or question that needs information.
  - b. Recognize and use appropriate “pre-search” strategies (e.g., recall of prior knowledge).
- 1.2 Formulate appropriate questions:
  - a. Identify words with multiple meanings that may affect a search.
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
  - a. Use standard reference tools online and in print, including dictionaries, atlases, thesauruses, encyclopedias, and almanacs.
  - b. Explain the basic organization of the library classification system (e.g., 10 major Dewey decimal system classifications).
  - c. Understand the organization of newspapers and periodicals, both in print and online, and how to use them.
  - d. Define online terms (e.g., *home page*, *Web site*, *responsibility statement*, *search engine*, *uniform resource locator [URL]*).
  - e. Define URL Internet extensions (e.g., .com, .org, .edu, .gov, .us, .net).
  - f. Use electronic menus and icons (e.g., search, content, help screen, index, key words) to locate information.
- 1.4 Retrieve information in a timely, safe, and responsible manner:
  - a. Extract information from illustrations, photographs, charts, graphs, maps, and tables in print, nonprint, and digital formats.

## STANDARD

**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:
  - a. Extract and record appropriate and significant information from the text (notetaking).
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
  - a. Identify the factors that make a source comprehensive, current, credible, authoritative, and accurate.
  - b. Distinguish between fact and opinion in expository text.
  - c. Recognize the role of media to persuade, interpret events, and transmit culture.
- 2.3 Consider the need for additional information:
  - a. Verify accuracy of prior knowledge.

## STANDARD

**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:
  - a. Identify author, title, copyright date, and publisher.
  - b. Use approved or personal passwords appropriately.
  - c. Understand the environment of Internet anonymity and that not everyone on the Internet is truthful and reliable.
- 3.2 Draw conclusions and make informed decisions:
  - a. Summarize the main ideas and the most significant details of research results.
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
  - a. Understand and use a variety of organizational structures, as appropriate, to convey information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).
  - b. Select a focus, an organizational structure, and a point of view for a report or presentation based upon purpose, audience, length, and format requirements.

## STANDARD

## 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:
  - a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually (e.g., classic and contemporary literature, magazines, newspapers, online information).
  - b. Understand and describe the purpose of age-appropriate book awards (e.g., Caldecott, Newbery, California Young Reader).
- 4.2 Seek, produce, and share information:
  - a. Evaluate information of a personal interest for accuracy, credibility, and relevance.
  - b. Communicate with others outside the school environment through the use of technology to share information (e.g., video conference, blog, wiki, chat room, discussion board).
- 4.3 Appreciate and respond to creative expressions of information:
  - a. Use a variety of information resources to deliver oral presentations that express main ideas supported by significant details.





## Grade Five

### STANDARD

# 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:
  - a. Define the topic of a research investigation.
- 1.2 Formulate appropriate questions:
  - a. Formulate and refine questions that cover the necessary scope and direction of the investigation.
  - b. Use key words, phrases, and notes to create an outline.
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
  - a. Use a thesaurus to identify word choices and meanings to facilitate research.
  - b. Interpret information from the automated library catalog.
  - c. Use call numbers, spine labels, and the library classification system to locate information in the library.
  - d. Identify a variety of online information sources.
  - e. Use appropriate reference materials, both print and online, to obtain needed information.
  - f. Understand how text features make information accessible and usable (e.g., chapter headings, subheadings, captions, indexes).
  - g. Use features of electronic text for locating information (e.g., indexes, key words, *see* and *see also* cross-references).
  - h. Use the library catalog to locate biographies available in the library.
  - i. Create and use complex key word searches to find specific information online.
- 1.4 Retrieve information in a timely, safe, and responsible manner:
  - a. Compare and contrast information obtained from library catalogs, subscription databases, and open-ended search engines on the Internet.
  - b. Use scanning and skimming skills to locate relevant information.
  - c. Locate relevant information by using specialized features of print (e.g., citations, endnotes, preface, appendix, bibliographic references) and digital text (e.g., key word, controlled vocabulary).

## STANDARD

**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:
  - a. Assess how new information confirms and/or changes the original questions (e.g., what I know, what I want to know, and what I learned [KWL] chart).
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
  - a. Describe how media resources serve as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture.
  - b. Identify and assess evidence that supports the main ideas and concepts presented in texts.
  - c. Evaluate Internet resources for accuracy, credibility, and relevance.
- 2.3 Consider the need for additional information:
  - a. Evaluate information located to determine whether more information is needed and, if so, identify additional resources to search.
  - b. Ask questions that seek information not already located.

## STANDARD

**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:
  - a. Record bibliographic information in an acceptable format.
  - b. Demonstrate an understanding of and show respect for personal intellectual property.
  - c. Demonstrate legal and ethical behavior in information use.
  - e. Use basic safety procedures when online (e.g., e-mailing, texting, chatting).
  - f. Recognize suspicious online offers and invitations (e.g., spam, phishing, polls, contests).
- 3.2 Draw conclusions and make informed decisions:
  - a. Use more than one resource, when needed, to verify and determine accuracy.
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
  - a. Use a thesaurus to edit and revise manuscripts to improve the meaning and focus of writing.

## STANDARD

## 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:
  - a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).
- 4.2 Seek, produce, and share information:
  - a. Demonstrate maturity in consideration of others, both in person and during communications and interactions using technology.
  - b. Understand the basic components of information literacy (e.g., identify, access, evaluate, and use information effectively).
- 4.3 Appreciate and respond to creative expressions of information:
  - a. Understand that *genre* is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech).



# Grade Six

## STANDARD

# 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:
  - a. Recognize that accurate and comprehensive information is the basis of informed decision making.
  - b. Determine and use appropriate “pre-search” strategies (e.g., brainstorming, recall of prior knowledge).
- 1.2 Formulate appropriate questions:
  - a. Identify related key words, terms, and synonyms for the research topic and information needed.
  - b. Demonstrate the ability to create effective searches in print and online by identifying appropriate key words.
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
  - a. Identify and locate multiple sources of information that provide a broad view of research topics and questions (e.g., books, reference materials, online sources, periodicals).
  - b. Perform a search of the automated library catalog to locate resources for a particular purpose.
  - c. Use the automated library catalog to locate resources in other libraries and use interlibrary loan, if available.
  - d. Use the World Wide Web, including search engines and browsers, to locate information.
  - e. Demonstrate proper and responsible use of technology and other library materials.
  - f. Demonstrate use of outside sources to obtain information (e.g., Web sites of public libraries and colleges, online databases).
  - g. Compare and contrast the benefits of using open-source media, subscription databases, print media, and visual media to answer a research question.
  - h. Demonstrate knowledge of current applications available online (e.g., photo organizer, presentation generator, document creator, video conferencing).

- i. Recognize that specialized encyclopedias differ in arrangement, emphasis, and indexing.
  - j. Use Boolean search techniques and other limiters or expanders to locate appropriate resources.
  - k. Identify the authority of an author or sponsoring organization in print and online materials.
  - l. Identify information that supports the question but may not directly answer it.
  - m. Describe how articles and publications in print may appear different digitally.
- 1.4 Retrieve information in a timely, safe, and responsible manner:
- a. Understand and practice the basics of safe use of the Internet.
  - b. Accurately record citation information for each type of resource used.
  - c. Use several facts from visual or audio media to support a hypothesis.
  - d. Restate facts and details taken from an information source (print, nonprint, or digital) and organize those ideas for notetaking by using techniques such as outlining, webbing, flowcharting, and so on.

## STANDARD

**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:
- a. Analyze information from illustrations, photographs, charts, graphs, maps, tables, and captions.
  - b. Analyze evidence to support a research question.
  - c. Identify unsupported statements in resources used.
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
- a. Identify how visual language creates an impression for the viewer (e.g., angle, lighting, special effects, camera movement).
  - b. Recognize the importance of the publication date as an indicator of information currency.
  - c. Explain the authority, timeliness, and/or accuracy of specific information resources.
- 2.3 Consider the need for additional information:
- a. Evaluate whether the information is sufficient to answer the question.

## STANDARD

## 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:
- Practice safe handling of personal information online.
  - Recognize academic uses of social networking sites and understand how to use them safely (e.g., know how to adjust privacy settings).
  - Articulate and follow the rules for online use at school.
  - Identify types of programs that can damage a computer (e.g., virus, worm, Trojan horse, spyware).
  - Practice ethical behavior in online interactions.
  - Identify what constitutes an “uncomfortable” interaction online and how to handle it effectively.
  - Identify urban legends and hoaxes spread through e-mail and the Internet.
  - Understand how to provide limited copyright and authorize use of original works (e.g., Creative Commons).
- 3.2 Draw conclusions and make informed decisions:
- Analyze evidence to support a research question.
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
- Choose an appropriate format to produce, communicate, and present information (e.g., written report, multimedia presentation, graphic presentation).

## STANDARD

## 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:
- Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).
  - Participate in activities that reflect interests, talents, or desires.
- 4.2 Seek, produce, and share information:
- Respect others’ right to freedom of speech.
  - Pursue information related to personal well-being (e.g., career interests, community involvement, health matters, recreation).

- c. Collaborate in person and through technology to identify problems and seek solutions.
- 4.3 Appreciate and respond to creative expressions of information:
- a. Demonstrate a variety of methods to engage the audience when presenting information (e.g., voice modulation, gestures, questions).
  - b. Appreciate a range of creative forms of expression (e.g., poetry, drama, film, literature, visual arts).
  - c. Evaluate one's own research process and that of others in a respectful, cooperative, and productive way.



# Grades Seven and Eight

## STANDARD

# 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:
  - a. Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations.
- 1.2 Formulate appropriate questions:
  - a. Establish a hypothesis, a position statement, or both.
  - b. Identify topics and subtopics; ask and evaluate research questions for relevancy.
  - c. Create a plan of action for research by defining the topic and identifying key questions, key words, and possible resources.
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
  - a. Conduct multistep information searches by using various search strategies to locate digital information that supports research and writing tasks.
  - b. Identify scholarly, accurate, and current sources of information in a variety of formats.
  - c. Prioritize sources of information for efficient and effective use.
  - d. Develop and use successful search strategies to locate information sources, including primary and secondary sources.
  - e. Understand and demonstrate appropriate use of “tags” for online resources.
  - f. Use an automated library catalog to locate a variety of references and other library resources that support a research question.
  - g. Use digital resources to access information beyond the school library collection.
  - h. Demonstrate knowledge of the types of resources needed to best answer a question.
  - i. Identify the authority of URL Internet extensions and the potential for bias (e.g., .com, .org, .edu, .gov, .us, .net).
  - j. Use a variety of encyclopedias and other references to gather information.
  - k. Use indexes online and in print.
  - l. Use print and/or digital indexes or the search engines of subscription periodical databases to locate information in periodicals and save to an electronic file.



- m. Use print and online bibliographies and references to identify and locate additional resources.
  - n. Understand the differences between search engines and metasearch engines and hierarchical directories.
- 1.4 Retrieve information in a timely, safe, and responsible manner:
- a. Demonstrate effective use of digital sources (e.g., navigating within the source, searching one source for a specific topic before searching multiple sources for multiple topics).
  - b. Explain what the Internet is, how it was created, and how it works.
  - c. Identify cues in visual media to assist in retrieving information.
  - d. Use a dictionary to learn the history of common words.
  - e. Demonstrate effective notetaking, including citation references, quotations, and major points.

STANDARD

**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:
- a. Assess the author’s evidence to support claims and assertions, noting instances of bias and stereotypes in a variety of visual and audio materials.
  - b. Evaluate sources for fact, opinion, propaganda, currency, and relevance.
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
- a. Evaluate the credibility, comprehensiveness, and usefulness of print, nonprint, and digital information sources.
  - b. Analyze differences among various categories of informational materials (e.g., textbooks, newspapers, magazines, atlases, online resources) in terms of structure and purpose.
  - c. Evaluate the authority of authors, Web site hosts, and sponsoring organizations of Web sites and print material.
  - d. Assess currency and timeliness in evaluating a Web site and other media.
  - e. Identify and assess evidence that supports ideas and concepts presented in audio and visual media.
  - f. Evaluate information from visual media as a primary and a secondary source, and distinguish the differences.
- 2.3 Consider the need for additional information:
- a. Revise, add, or delete questions as the need for information changes.
  - b. Modify the research plan as needed.

## STANDARD

**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:
  - a. Explain ethical and legal issues related to the use of intellectual property, including print, visual, audio, and online materials (e.g., fair use, file sharing).
  - b. Recognize the consequences of inappropriate and illegal use of information.
  - c. Participate in online classroom and/or library discussion groups.
  - d. Give credit to authors in an acceptable format when appropriate in written and oral presentations, including music and visual content.
  - e. Understand ethical issues in audio and visual media relating to ownership of content.
  - f. Understand how to secure wireless devices.
- 3.2 Draw conclusions and make informed decisions:
  - a. Evaluate evidence to support a proposition or proposal.
  - b. Present a report visually, orally, or in writing, that conveys a clear point of view with evidence supporting that perspective.
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
  - a. Use a variety of media (e.g., audio, video, print) to impart information, share opinions, or persuade an audience, or to achieve all those purposes.
  - b. Create presentations using presentation software or multimedia online applications.
  - c. Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used.
  - d. Utilize online bibliography generation and tracking tools for research projects.

## STANDARD

**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:
  - a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).
  - b. Choose reading from a variety of genres (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech).

4.2 Seek, produce, and share information:

- a. Present information collaboratively through a written, audio, or visual format.
- b. Explain how social networks operate and identify issues related to participation and sharing of information.
- c. Publish online content that is appropriate to the curriculum and personal interests.

4.3 Appreciate and respond to creative expressions of information:

- a. Compare and contrast how literature, theatre, and visual arts from different cultures or time periods convey the same or similar content or plot.
- b. Assess the process and the product created (e.g., audio, visual, or written piece of work).
- c. Assess improvement through personal reflection and by reviewing samples of previous work (e.g., portfolio).



# Grades Nine Through Twelve

## STANDARD

# 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:
  - a. Identify topics, broaden or narrow a topic, and develop ideas to direct the focus of an inquiry.
- 1.2 Formulate appropriate questions:
  - a. Generate research questions based on interests, observations, information, stories, and issues or on an assigned topic.
  - b. Develop and present a clear thesis statement or hypothesis.
  - c. Finalize the research question or hypothesis by conducting preliminary research.
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
  - a. Use a variety of search engines and licensed and free databases to locate appropriate information.
  - b. Search for information on Web sites by using “tags” and hierarchical directories.
  - c. Use the hierarchy of a URL through successive truncations to navigate a site.
  - d. Search for information by using advanced search skills (e.g., Boolean operators, adjacency, proximity, wild card symbols, truncation).
  - e. Search for information by using both controlled vocabulary (e.g., subject headings, descriptors) and natural language.
  - f. Differentiate between scholarly and popular publications in print or digital format.
  - g. Create and save searches and bibliographies within library catalogs and databases.
  - h. Identify the structural features of informational text and use the features to locate information (e.g., expository text, public documents, journal articles).
  - i. Select and use appropriate tools and technology to locate resources.
  - j. Identify, compare, and contrast the bibliographic information provided in a printed or digital book or on a Web site.
  - k. Use a variety of print, media, and online resources to locate information, including encyclopedias and other reference materials.

1. Demonstrate a variety of research methods used in different disciplines (e.g., the humanities, sciences, social sciences).
- 1.4 Retrieve information in a timely, safe, and responsible manner:
- a. Demonstrate proper procedures and good citizenship online.
  - b. Understand how to access and retrieve resources from local, regional, state, and national libraries through interlibrary loan and other means.
  - c. Use “pre-search” strategies to identify what should be read in depth (e.g., scan titles, headings, captions, introductions, summaries, and conclusions).
  - d. Analyze the structure and format of informational text that make information accessible and usable (e.g., graphics, sequence, diagrams, illustrations, charts, maps).

STANDARD

**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:
- a. Evaluate online search results, demonstrating an understanding of how search engines determine rank or relevancy.
  - b. Analyze important ideas and supporting evidence in an information source by using logic and informed judgment to accept or reject information.
  - c. Interpret meaning from charts, maps, graphs, tables, and pictures.
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
- a. Verify the authenticity of primary and secondary source information found online.
  - b. Identify bias and prejudice in historical interpretations.
  - c. Analyze media for purpose, message, accuracy, bias, and intended audience.
  - d. Determine whether resources are designed to persuade, educate, inform, or sell.
  - e. Use systematic strategies and technology tools to organize and record information (e.g., anecdotal scripting, footnotes, annotated bibliographies).
- 2.3 Consider the need for additional information:
- a. Determine and use strategies for revising, improving, and updating knowledge of a subject.
  - b. Review work through self-reflection, peer review, and teacher feedback to determine whether the information is sufficient and the research process was effective.
  - c. Understand that some areas of investigation have inadequate existing material and require a change in plan, change in topic, or original research.

## STANDARD

**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:
- Demonstrate respect for intellectual property, copyright restrictions, fair use, and public-performance rights when downloading or duplicating media.
  - Understand the differences between quoting, summarizing, and paraphrasing and apply these skills to one's own work.
  - Use appropriate conventions for documentation in the text, footnotes, references, and bibliographies by adhering to an acceptable format.
  - Recognize and protect the private information of oneself and others.
  - Describe safe online shopping practices.
  - Describe the implications of criminal activities (e.g., generating viruses, hacking, identity theft, accessing illegal images).
  - Use materials, equipment, and facilities responsibly and independently.
  - Describe the privileges and responsibilities outlined in the school's (or school district's) Internet acceptable-use policy.
  - Practice strategies to protect digital devices (e.g., antivirus software, secure connections, encryption, operating-system updates).
  - Define and defend the need for intellectual freedom.
- 3.2 Draw conclusions and make informed decisions:
- Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources.
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
- Explain how meaning is conveyed in image and sound and recognize that many media messages are constructed to generate profit, influence viewers, or both.
  - Analyze design elements of various kinds of media productions and identify media messages that have embedded points of view.
  - Identify capabilities and limitations of tools for organizing and using information.
  - Produce media efficiently and appropriately to communicate a message to an audience.
  - Design experiments, surveys, and interviews, individually or in a group as needed, to investigate research questions.
  - Analyze and interpret results of experiments, surveys, and interviews, using quantitative and qualitative methods.
  - Be aware of the impact of personal bias when interpreting information.
  - Draw clear and appropriate conclusions supported by evidence and examples.

- i. Use common organizational patterns, such as logic, analogy, compare and contrast, problem and solution, cause and effect, to inform or persuade.
- j. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations, using appropriate citations.

STANDARD

**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:
  - a. Independently read two million words annually, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.
  - b. Demonstrate competence and self-motivation in reading, listening, and viewing information.
  - c. Develop strategies to focus on personal learning.
  - d. Demonstrate personal responsibility for lifelong learning.
  - e. Select information on a topic of interest.
- 4.2 Seek, produce, and share information:
  - a. Locate information independently to satisfy curiosity.
  - b. Contribute actively to the learning community, and participate in groups to pursue and generate information.
  - c. Demonstrate and advocate legal and ethical behavior among peers, family members, and their communities when using information resources and technology.
  - d. Use technology to communicate, share information, and collaborate with others with the same interests.
  - e. Organize personal digital information by using metadata, key words, and tags.
- 4.3 Appreciate and respond to creative expressions of information:
  - a. Read and listen to a range of literary and other creative forms of expression (e.g., poetry, drama, film, literature, visual arts).
  - b. Monitor one's own progress in seeking and handling information, and adapt as necessary.

# School Library Program Standards



The School Library Program Standards represent minimum expectations for a school library to meet so that students will be able to achieve California's School Library Standards for Students. The numbers indicated in each library program area (staffing, access, resources) provide the concrete foundation needed for effective learning and are intended for all schools: elementary, middle, and high schools.

The standards are based on what is known, using national and state data and research studies on the effectiveness of school libraries. For most California school libraries, the levels outlined are rigorous. The following research studies were used:

- *School Libraries Count! The Second National Survey of School Library Media Programs*<sup>8</sup>—information from the top quartile of respondents was used
- A national survey of school libraries by *School Library Journal*<sup>9</sup>
- The California Department of Education 2007–08 School Library Survey that matched the baseline set of respondents from the national studies mentioned above

8. *School Libraries Count! The Second National Survey of School Library Media Programs* (Chicago: American Association of School Librarians, 2008).

9. Marilyn Shontz and Lesley Farmer, "School Library Journal's Spending Survey," *School Library Journal* 55, no. 4 (April 2009): 38–44.

- Douglas Achterman's 2008 doctoral dissertation, "Haves, Halves and Have-Nots: School Libraries and Student Achievement,"<sup>10</sup> which found that library staffing and services are significantly related to students' test scores: The greater the number of library services offered, the higher students' scores tended to be.

These School Library Program Standards are meant to be used by school districts throughout the state to plan and implement effective school library programs. As noted in *School Libraries Work!*:

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.<sup>11</sup>

10. Douglas Achterman, "Haves, Halves and Have-Nots: School Libraries and Student Achievement" (PhD diss., University of North Texas, 2008).

11. *School Libraries Work!* Scholastic Research and Results Foundation Paper (New York: Scholastic, 2008).



School Library Program Standards	Notes
<p><b>A. Staffing</b></p> <p>The school library is staffed by a team consisting of a credentialed teacher librarian and paraprofessional support staff.</p>	
<p>Credentialed teacher librarian:<sup>12</sup> one full time per 785 students</p>	<p>The ratio of teacher librarian to students is based on the average staffing ratio of school libraries in all other states. The ratio is meant as a minimum and is proportional to the number of students at the school site. For example, in a school of 350 students, the minimum would be .5 FTE teacher librarian.</p>
<p>Classified paraprofessional assistant: one full time at least 34 hours per week</p>	<p>Titles of classified positions are determined at the district level (e.g., library technician, library assistant, library aide).</p>
<p><b>B. Access</b></p> <p>The library is open to students 36 hours or more per week.</p>	
<p>The integrated library management system has online public access capabilities.</p>	<p>The automated catalog and circulation system is available online, with student access at school and remotely.</p>
<p>There is a library Web page/portal.</p>	
<p>Students in the library have Internet access.</p>	
<p><sup>12</sup> A teacher librarian is a person who possesses both a California teaching credential and a California Teacher Librarian Services credential. As defined in <i>Title 5, California Code of Regulations</i>, Section 80053, by the California Commission on Teacher Credentialing, 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 and management of the school and district libraries.”</p>	

<i>School Library Program Standards</i>	<i>Notes</i>
The schedule is flexible (at least 20 hours per week).	Student and class visits are scheduled at various times according to need at all grade levels.
Number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at an elementary school, 15 at a middle school, and 25 at a high school	
Facilities have enough space to accommodate one class for instruction plus additional individuals and small groups working independently. There is also space to accommodate the library collection, furnishings, and equipment.	
<p><b>C. Teacher librarian responsibilities</b></p> <p>The teacher librarian schedules collaborative planning and teaching with at least two grade levels or departments or 20 percent or more of individual teachers.</p>	The teacher librarian collaborates with classroom teachers to create and teach lessons using the resources of the library.
Delivery of instruction: 20 or more hours per week	The teacher librarian works directly with a whole class, small group, or individual students for instruction.
Library management: five hours per week	Library management tasks include collection development (e.g., selection of age- and curriculum-appropriate print and digital materials), removal of outdated or damaged materials, supervision of ordering and cataloging, and supervision of the work of paraprofessionals, student aides, and volunteers.
Reading guidance	The teacher librarian provides assistance to students in their selection of materials for independent reading and class assignments and promotes a love of reading.
The teacher librarian develops and maintains a current set of policies and procedures and a yearly library plan that includes assessment of the program.	School library policies and procedures are coordinated with other site and district plans.

<i>School Library Program Standards</i>	<i>Notes</i>
<p><b>D. Resources</b></p> <p>The numbers represent the minimum that should be available for students. Resources include print and digital materials (e.g., databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.</p>	
<p>Online subscription databases: at least two</p>	<p>One video/image database (e.g. California Streaming), and at least one periodicals aggregator (i.e., a periodicals index with full-text articles)</p>
<p>Print magazines in addition to those available electronically:</p> <ul style="list-style-type: none"> <li>• 25 at an elementary school</li> <li>• 20 at a middle school</li> <li>• 15 at a high school</li> </ul> <p>Currency: At least two-thirds of the collection is less than 15 years old.</p>	
<p>Books per student: 28</p>	<p>Book and periodical collections increase with enrollment</p>
<p>Collection development: Each year add the following number of books per student to the collection:</p> <ul style="list-style-type: none"> <li>• one at an elementary school</li> <li>• one at a middle school</li> <li>• one per two students at a high school</li> </ul>	



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