Santa Clara Unified School District

LIBRARY PLAN

2025- 2028

V1.1

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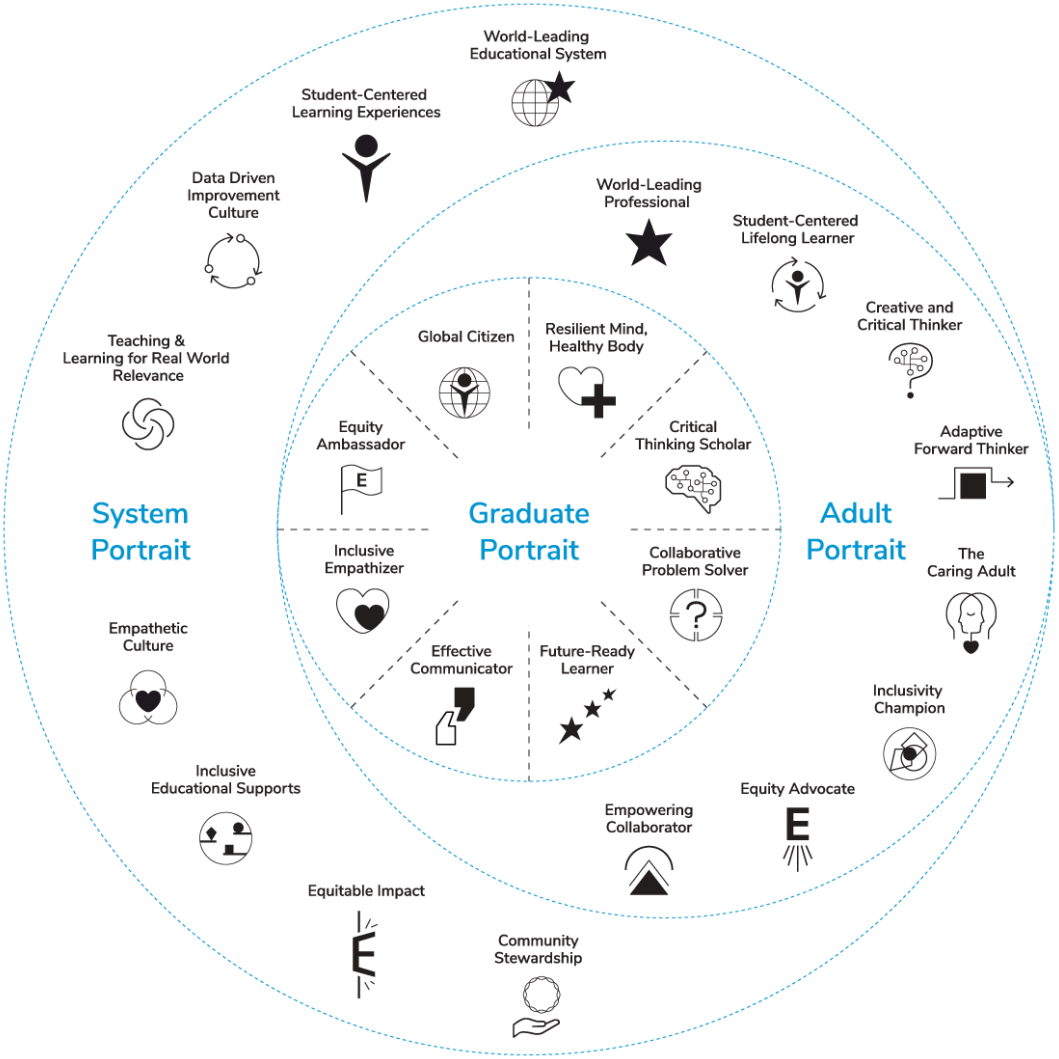
Vision 2035

Graduates of Santa Clara Unified School District are resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society (SCUSD, santaclarausd.org).



SCUSD school libraries play a vital role in realizing this vision. The school libraries' mission, programs, along with the state and national standards align closely with the district's goals. The libraries help support each element of the system and graduate portraits.

How School Libraries Support the Graduate Portrait

 Global Citizen	The school library: • supports balanced perspectives through resources and learning opportunities. • facilitates opportunities to experience diverse ideas. • represents all members and their place in a global learning community. • builds empathy and equity within the global learning community (AASL 77.)
 Resilient Mind, Healthy Body	Through the school library, learners: • Display curiosity and initiative. • Engage with new knowledge by following a process (inquiry). • Adapt, communicate and exchange learning products. • Continually seek knowledge. • Develop through experience and reflection (AASL 68).
 Critical Thinking Scholar	Through the school library, learners: • Follow ethical and legal guidelines for gathering and using information • Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need. • Use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge. • Responsibility, ethically and legally share new information with a global community. • Engage with information to extend personal learning (AASL 112).
 Collaborative Problem Solver	Through the school library, learners: • Identify collaborative opportunities. • Participate in personal, social, and intellectual networks. • Work productively with others to solve problems. • Actively participate with others in learning situations (AASL 84).
 Future-Ready Learner	Through the school library, learners: • Act on an information need. • Gather information appropriate to the task. • Exchange information resources within and beyond their learning community. • Select and organize information for a variety of audiences • Develop and satisfy personal curiosity. • Continually seek knowledge. • Construct new knowledge. • Develop through experience and reflection (AASL 94, 104).

 Effective Communicator	Through the school library, learners: ● Adapt, communicate, and exchange learning products with others. ● Exchange information resources within and beyond their learning community. ● Select and organize information for a variety of audiences. ● Responsibly, ethically and legally share new information with a global community (AASL 68, 93, 112).
 Inclusive Empathizer	The school library builds empathy and equity within the global learning community by ● Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software. ● Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success. ● Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community (AASL 77). ● Providing resources to help learners explore new experiences and emotions, cope with questions.
 Equity Ambassador	Through the school library, learners: ● Contribute to a balanced perspective when participating in a learning community ● Adjust their awareness of the global learning community ● Exhibit empathy with and tolerance for diverse ideas ● Demonstrate empathy and equity in knowledge building within the global learning community (AASL 112).

California Department of Education School Library Mission Statement

School libraries help prepare students to live and learn in a world of information. **The mission of school libraries is to ensure that students and staff are able to use ideas and information.**

The libraries provide access to materials in all formats. They help increase students' interest in reading, viewing, and using information and ideas.

Research shows that a school library with the right staffing, funding, and a rich collection of books has a positive impact on students.

School districts need to provide library services for teachers and students (CDE, cde.ca.gov).

Library Program Mission Statement

Santa Clara Unified School District's library program is an integral part of reaching the Vision 2035 goal.

The library program's mission is to:

- Provide opportunities to explore and grow personal interests.
- Foster a lifelong love of reading and learning.
- Assist students to become critical thinkers and ethical users of information.

AASL Position Statement and Common Beliefs

Santa Clara Unified School District Libraries adopt the American Association of School Librarians' position statement and common beliefs, as the district's Vision 2035 and library mission statement share many of the same goals:

> An effective school library plays a critical role in preparing learners for life in an information-rich society. As defined by AASL, school libraries are "dynamic learning environments that bridge the gap between access and opportunity for all K–12 learners." Grounded in standards and best practice, school libraries are an integral component of the educational landscape. The school library provides access to a wide array of resources and an environment in which teaching and learning are the primary emphases. The school library provides a space and place for personalized learner success; learners are encouraged to explore questions of personal and academic relevance. Under the direction of the district Library Coordinator, school libraries are instrumental in fostering literacy and teaching inquiry skills to support lifelong learning" (AASL 54).

Common Beliefs

1. The school library is a unique and essential part of a learning community.
2. Qualified school librarians lead effective school libraries.
3. Learners should be prepared for college, career, and life.
4. Reading is the core of personal and academic competency.
5. Intellectual freedom is every learner's right.
6. Information technologies must be appropriately integrated and equitably available (AASL 11).

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

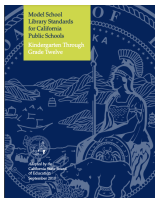
VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019. Inclusion of "age" reaffirmed January 23, 1996 (ALA, ala.org)

Standards

Santa Clara Unified School District follows both state and national school library standards:



Model School Library Standards for California Public Schools

1. Students access information

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

2. Students evaluate information

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

3. Students use information

The student will organize, synthesize, create, and communicate information.

4. Students integrate information literacy skills into all areas of learning

The student will independently pursue information to become a lifelong learner. (CDE viii-ix)

American Association of School Librarians National School Library Standards for Learners, School Librarians, and School Libraries

The six shared foundations and key commitments:

I. **Inquire**

Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

II. **Include**

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

III. **Collaborate**

Work effectively with others to broaden perspectives and work toward common goals

IV. **Curate**

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

V. **Explore**

Discover and innovate in a growth mindset developed through experiences and reflection.

VI. **Engage**

Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

These six foundations across four domains (A, Think, B.Create, C. Share, and D. Grow) are the backbone of the AASL standards (AASL 28, 34-39).

Local Control and Accountability Plan (LCAP)

LCAP GOAL #1 All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.		
GOAL ACTION AND TITLE	**LIBRARY IMPACT**	**IMPLEMENTATION IN SCUSD**
Action 1.2 Provide before and after school support for students with the highest need as a Tier 2 support.	Studies show that flexible library scheduling, more student visits, and extended library and staff hours are associated with higher scores on standardized achievement tests in reading (Library Research Service, lrs.org) The school library enables generation of new knowledge by supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need. (AASL 59)	**Elementary Library Media Assistants (LMAs):** ● Have fixed schedules to meet with all students each week. ● Allow flexible/open times for student access (recess, breaks, etc). **K-8, Middle and High School Teacher Librarians (TLs):** ● Take on leadership roles in promoting and planning for flexible scheduling. ● Ensure equitable access to the library by providing extended hours.
Action 1.6 Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform decisions and take action to provide Academic interventions and	School library staff collects and presents data that illustrates the school library's impact. Examples of data include school library user surveys, school library materials usage statistics, pre- and post-intervention achievement scores, and displays authentic products resulting from processes being taught in the school library (AASL 108).	**Elementary LMAs:** ● Generates reports on school library materials' usage statistics. ● Surveys students to collect data on books and subjects of interest to aid in collection development and increase reader engagement. **K-8, Middle and High School Teacher Librarians:** ● Generates reports on school library materials' usage statistics ● Surveys students and staff to collect data on books and subjects of interest to aid in collection development and increase reader engagement. ● Analyzes library material usage and collection statistics to aid in

other supports.		collection development, to reflect learners' needs and interests, and to increase reader engagement.
Action 1.8 Allocate funds to sites proportionally on their unduplicated student enrollment percentages in order to more equitably support unduplicated student needs.	Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interest, and recreational needs of learners (AASL 241). Library content should represent the languages commonly used in the library's service community and should include formats that meet the needs of users with disabilities (AASL 247). School libraries with high expenditures and larger and newer collections are associated with higher scores on standardized achievement tests in reading (Library Research Service, lrs.org).	**Elementary LMAs:** ● Help select books for read-alouds and independent reading that engage at-risk students. **K-8, Middle and High School Teacher Librarians:** ● Select print and digital resources to reflect the needs of students at their individual school sites. ● Highlight books and resources for students to encourage reading for pleasure.

LCAP GOAL #2 All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.		
GOAL ACTION AND TITLE	**LIBRARY IMPACT**	**IMPLEMENTATION IN SCUSD**

Action 2.1 Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered systems of social emotional and behavioral support and intervention.	Through collection development and programming, the school library provides resources and support for students at various levels of tiered interventions. Students accessing library resources and lessons begin to recognize their capabilities and skills can be developed, improved, and explained (AASL 38). As a fundamental component of college, career, and community readiness, the effective school library program provides regular professional development and collaboration between classroom educators and school librarians (AASL 218). In an effective school library program, the school librarian serves as an instructional leader, program administrator, teacher, instructional partner, and information specialist...The school librarian contributes to curricular decisions and facilitates professional learning (AASL 218).	**District Leadership:** ● All library staff participate in district-wide professional learning focused on social-emotional learning on a quarterly basis in the 2024-2025 school year. **K-8, Middle and High School Teacher Librarians:** ● Develop library collections that provide both online and print resources that inform and support students on social emotional and behavioral learning.
Action 2.2 Provide professional learning to build staff diversity, equity and inclusion awareness, and staff capacity to respond effectively to mental health, substance abuse and risk factors in order to better foster socio-emotionally safe and culturally inclusive classroom and school environments.	The school library encourages balanced perspectives by providing challenging and authentic opportunities to address the needs of the broad range of learners, offering diverse learning experiences that allow for learners' individual differences, and providing current, high-quality fiction and informational texts in a variety of formats. Ensuring equity in the school library begins with an ongoing reflective analysis of the school library's existing digital and print collection, outreach programs, and user services to assess diversity, how well the school community's needs and desires are met, and the extent	**Elementary LMAs:** ● Provide library resources to support teachers and students on topics that support socio-emotional learning, and inclusive viewpoints. **K-8, Middle and High School Teacher Librarians**: ● Collaborate with administration, and teachers to select library print and digital resources that support equity and inclusion. ● Special attention is paid to developing collections that represent LGBTQ+ and BIPOC students, through quality young reader and young adult fiction and non-fiction literature, such as #ownvoices.

	to which learning opportunities include the global community. (AASL 80)	

LCAP GOAL #3 SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.		
GOAL ACTION AND TITLE	**LIBRARY IMPACT**	**IMPLEMENTATION IN SCUSD**
Action 3.2 Increase student, staff and family intercultural awareness and understanding through a diverse range of staff, student and family engagement activities, cultural events and on visible representations of cultural diversity on campuses.	An effective school library demonstrates an understanding of and commitment to inclusiveness and respect for diversity in the learning community (AASL, 60).	**Elementary LMAs:** ● Organize and highlight print and digital resources that represent inclusiveness and highlights diversity. **K-8, Middle and High School Teacher Librarians:** ● Collaborate with administration, teachers, TOSAs, and reference professional publications to select library print and digital resources inclusiveness and highlight diversity.
Action 3.5 Provide translation/interpretation services to allow non-English speaking families to participate in school and district services and activities.	An effective school library ensures equitable access to resources and services by providing resources that reflect the linguistic pluralism of the community (AASL 241).	**Elementary LMAs:** ● Organize and highlight print and digital resources that represent the languages used in the school library's community. **K-8, Middle and High School Teacher Librarians:** ● Collaborate with administration, teachers, TOSAs, and reference professional publications to select library print and digital resources that represent the languages used in the library's community for K-8, middle and high schools.

2021-22 Local Control Accountability Plan for SCUSD adapted for Library Impact and Implementation in SCUSD

Policies

The libraries follow SCUSD Board Policies and California Education Code. Sections of the SCUSD Board Policy regarding school libraries are written verbatim below and can also be accessed here: SCUSD Board Policy Manual Policy 6163.1: Library Media Centers

Collection Development

- Selection and Evaluation of School Library Materials

  Library materials shall include print and digital resources that align with the curriculum and are accessible to students with varying cognitive or language needs.

  District Instructional Resource Specialist and/or Teacher Librarians shall evaluate and select materials in accordance with law, Board policy, and administrative regulation and shall use professional selection aids and standards. The selection process shall invite recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

  All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

- Weeding

  Library materials should be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain outdated subject matter or are no longer appropriate shall be removed and lost or worn materials may be replaced. CDE Weeding The School Library Brochure

Book Reconsideration

Complaints regarding the appropriateness of library materials shall be addressed using the district's procedures for complaints regarding instructional materials.

Policy 1312.2 - Complaints Concerning Instructional Materials

Regulation 1312.2: Complaints Concerning Instructional Materials

Exhibit 1312.2-E(1): Complaints Concerning Instructional Materials

Lost/Damaged Books

Santa Clara Unified School District follows California Education Code 49014 regarding fees for lost and damaged materials.

Education Code - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 65001] (Title 2 enacted by Stats. 1976, Ch. 1010.)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 65001] (Division 4 enacted by Stats. 1976, Ch. 1010.)

PART 27. PUPILS [48000 - 49703] (Part 27 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 6. Pupil Rights and Responsibilities [48900 - 49051] (Chapter 6 enacted by Stats. 1976, Ch. 1010.)

ARTICLE 5.5. Pupil Fees [49010 - 49014] (Article 5.5 added by Stats. 2012, Ch. 776, Sec. 1.)

49014.

(a) A pupil or former pupil, unless emancipated at the time the debt is incurred, shall not owe or be billed for a debt owed to a public school or school district.

(b) A public school or school district shall not, because of a debt owed to the public school or school district, take negative action against a pupil or former pupil, including, but not limited to, all of the following:

(1) Denying full credit for any assignments for a class.

(2) Denying full and equal participation in classroom activity.

(3) Denying access to on-campus educational facilities, including, but not limited to, the library.

(4) Denying or withholding grades or transcripts.

(5) Denying or withholding a diploma.

(6) Limiting or barring participation in an extracurricular activity, club, or sport.

(7) Limiting or excluding from participation in an educational activity, field trip, or school ceremony.

(c) (1) A public school or school district shall provide an itemized invoice for any amount owed by the parent or guardian on behalf of a pupil or former pupil before pursuing payment of the debt and shall provide a receipt to the parent or guardian of a pupil or former pupil for each payment made to the public school or school district for any amount owed by the parent or guardian on behalf of the pupil or former pupil.

(2) The invoice required in paragraph (1) shall include references to school policies relating to debt collection and the rights established in this section and Section 49557.5.

...

(g) (1) This section shall not apply to debt owed as a result of vandalism or to cover the replacement cost of public school or school district books, supplies, or property loaned to a pupil that the pupil fails to return or that are willfully cut, defaced, or otherwise injured. A public school or school district may offer a pupil or former pupil, with the permission of the parent or guardian of the pupil or former pupil, alternative, non monetary forms of compensation to settle debt described in this paragraph. Alternatives that include service or work in exchange for repayment of a debt shall comply with all provisions of the Labor Code, including those sections relating to youth employment.

(2) Paragraph (1) shall not apply if the pupil is a current or former homeless child or youth or a current or former foster youth.

(Added by Stats. 2018, Ch. 577, Sec. 2. (AB 1974) Effective January 1, 2019.)

Staffing

The District has 18 elementary, 1 K-8, 4 middle schools, 3 high schools (with the 3rd opening in 2022) and 3 alternative high schools. Except for the alternative high schools, each school site has its own library. Alternative schools' library needs are supported by the school district library department.

The elementary libraries are staffed by Library Media Assistants (LMA). The LMAs are also supported by the District Teacher Librarian, District LMA, District Cataloguer, and Coordinator of Instructional Resources and Libraries. LMAs receive monthly professional development.

Each middle school, high school, and K-8 school is staffed by a certificated Teacher Librarian. A secondary Library Media Assistant performs library duties and supports the Teacher Librarian.

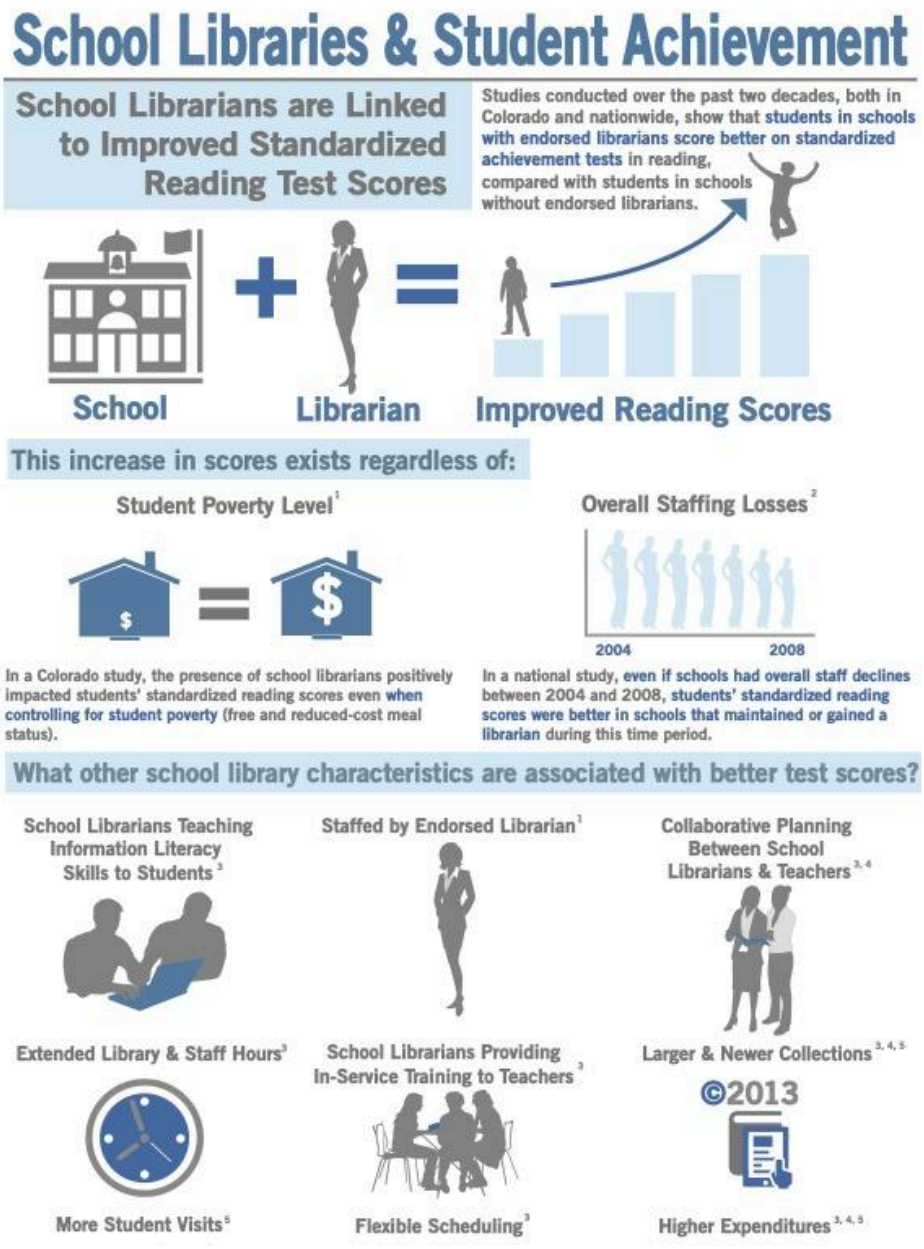
Library Plan Updates

The library plan will be updated triennially to match the Local Control Accountability Plan three-year renewal cycle.

Appendices

Click images to open PDF/webpage

Appendix A



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