



May 25, 2010

Theresa Garcia, Executive Director
California State Board of Education
1430 N Street, Suite #5111
Sacramento, CA 95814

RE: California School Libraries and Librarians

Dear Ms. Garcia,

I write to convey to you and your Board a resolution adopted by the Librarians Association of the University of California (LAUC) expressing our affirmation of the great value we place in having strong school libraries and librarians, who are instrumental in preparing California's elementary and secondary school students for success in higher education. LAUC is a statewide organization composed of all librarians employed at least half-time by the University of California; so, our members have the privilege of seeing many of the California high school graduates who go on to study at one of our ten campuses.

Also, I will just let you know that, in 2009, the Berkeley Division of LAUC sponsored a conference on student library users attended by academic, school and young adult librarians. This was one of many occasions where we saw and expressed the need for professional librarians from an early stage to make the K-12 through to college education a successful experience for California's students.

Thank you for your attention. This resolution is also being sent to the California Secretary of Education and the State Superintendent of Public Instruction.

Sincerely,

Lucia Diamond
LAUC President, 2009-2010
Senior Reference and Collection Development Librarian
The Robbins Collection
BerkeleyLaw MC 7200
University of California, Berkeley
Berkeley, CA 94720-7200

Attachment: LAUC resolution

LAUC Resolution: Support California School Libraries and Librarians
Adopted May 4, 2010

Whereas, students in California higher education institutions are expected prior to admission to be prepared to conduct information research and think critically by having had instruction at the secondary school level in identifying, locating, evaluating and using information effectively and ethically; and,

Whereas, students are overwhelmed with information of all sorts and need guidance in learning how to become "information literate" so that they can identify, locate, evaluate and use information effectively and ethically; and,

Whereas, a 2001 research study, "Information Competence at UCLA," revealed "that there are many gaps in [undergraduate] students' understanding of resources and [information researching] methods." (Caravello, Patti S., Borah, Eloisa Gomez, Herschman, Judith, & Mitchell, Eleanor. (2001). Information Competence at UCLA: Report of a Survey Project. UC Los Angeles: UCLA Library. Retrieved from: <http://escholarship.org/uc/item/4v06j4z5>); and,

Whereas, Faculty Focus group sessions conducted at UCLA in 2005 revealed faculty concern regarding their students' information researching skills: "Most notably [sic] were students' lack of understanding regarding issues surrounding plagiarism and intellectual property; the inability of students to critically evaluate the quality of the material they have found; and students' lack of understanding of what constitutes the scholarly process (how that differs in different disciplines, how to not only gather information, but analyze it, synthesize what is found and come up with their own interpretation of the material.)" (Kaplowitz, Joan. (2005). Faculty Focus Groups: UCLA Information Literacy Initiative. UC Los Angeles: UCLA Library. Retrieved from: <http://escholarship.org/uc/item/83d6v8fg>); and,

Whereas, a March 17, 2010 article in *American Libraries* reports that nearly one-third of Los Angeles Unified School District librarians have received pink slips (Goldberg, Beverly. "Pink Slips--and Rumors--Fly in L.A." N.p., 17 Mar. 2010. Web. 23 Mar. 2010. <http://www.americanlibrariesmagazine.org/inside-scoop/pink-slips%E2%80%94and-rumors%E2%80%94fly-la>); and,

Whereas, a March 17, 2010 article in *School Library Journal* reports that all twelve Riverside County School District teacher-librarians may lose their jobs at the beginning of the next school year (Barack, Lauren. "Riverside, CA, Considers Cutting Last 12 Teacher-Librarians." *School Library Journal* 17 Mar. 2010. Web. 23 Mar. 2010. http://www.schoollibraryjournal.com/article/CA6723259.html?&rid=#reg_visitor_id&source=link&); and,

Whereas, an essay published in the *Los Angeles Times* on March 21, 2010 does an excellent job of explaining the value and significance of school librarians, as well as information literacy instruction (Scribner, Sara. "Saving the Google students." *Los Angeles Times* 21 Mar. 2010. Retrieved from: <http://www.latimes.com/news/opinion/commentary/la-oe-scribner21-2010mar21,0,764753.story>); and,

Whereas, several international organizations, including, ENSIL, IASL, and IFLA, published "A Library for Every School! A Proclamation" on April 2, 2010, an important document describing the benefits and values of school libraries (European Network for School Libraries and Information Literacy, International Association of School Librarianship, and International Association of Library Federations. "A Library for Every School! A Proclamation," 2 Apr. 2010. Web. 7 Apr. 2010. http://www.ensil-online.org/site/images/stories/PDF/A_LIBRARY_FOR EVERY SCHOOL-Proclamation2010-ENSIL.pdf); and,

Whereas, at the University of California, librarians try to play catch-up by teaching guest sessions to undergraduate classes, by preparing workbooks, as well as online tutorials and help guides, and by offering reference in-person, by phone, email, chat and text messages; and,

Whereas, the UCLA Library employs approximately 40 FTE public service librarians who serve the needs of 25,614 undergraduates <http://www.aim.ucla.edu/profile/main.asp>, a ratio of 1 librarian to 640 students; the UC Irvine Library employs approximately 32 FTE public service librarians to serve 21,488 undergraduates, a ratio of 1 librarian to 672 students; UC Riverside employs 22 FTE public service librarians, to meet the needs of 16,996 undergraduates <http://www.ucr.edu/about/facts.html>, a ratio of 1 librarian to 772 students, examples that illustrate how daunting this task is and how much higher education needs school libraries and librarians; and,

Whereas, we not only rely on school libraries and librarians to introduce information literacy concepts to their students, but we also reciprocally help them do so, for instance, by offering an annual UCLA Library workshop for high school and community college librarians to help them learn new information literacy teaching and learning techniques and to introduce them to new tools and information resources that will aid their students and better prepare them for information researching in higher education and for lifelong learning; and,

Whereas, in schools that employ librarians, the librarians have contributed immensely to this information literacy instruction endeavor through in-person and online instruction directly to students, and indirectly through teachers; and,

Whereas, due to budget cuts, many K-12 school librarians are losing their positions, seriously undermining this effort; and,

Whereas, in order for school libraries to function effectively and for school librarians to provide essential information literacy instruction, it is imperative that school librarians have a Master of Library and Information Studies (MLIS) degree and that they administer school libraries; and

Whereas, adoption by the State Board of Education of *Model School Library Standards For California Public Schools, Kindergarten through Grade Twelve* <http://www.cde.ca.gov/CI/cr/lb/documents/schlibstandrevdraft.doc>, currently being developed by the California State Legislature, would send a strong message of support for Governor Arnold Schwarzenegger's Executive Order establishing an Information and Communications Technologies (ICT) Digital Literacy Leadership Council (Schwarzenegger, A. Executive order S-06-09. Sacramento, CA. Retrieved March 9, 2010 from <http://gov.ca.gov/executive-order/12393/>); and

Whereas, these standards are decades overdue; and

Whereas, adoption of these Standards by the State Board of Education would send a strong message of support for President Obama's compelling proclamation, declaring October 2009 as Information Literacy Awareness Month. Obama, B. (2009) (Presidential Proclamation: National Information Literacy Awareness Month, 2009. Washington, DC: U.S. Government Printing Office. Retrieved October 27, 2009 from http://www.whitehouse.gov/assets/documents/2009literacy_prc_rel.pdf); and,

Therefore, be it resolved that the Librarians Association of the University of California expresses its deep concern and opposition to laying off school librarians in all California school districts; and,

Be it further resolved that the Librarians Association of the University of California fully supports placing the highest priority on adoption by the State Board of Education and implementation by the school districts of the

Model School Library Standards For California Public Schools, Kindergarten through Grade Twelve
<http://www.cde.ca.gov/CI/cr/lb/documents/schlibstandrevdraft.doc>; and,

Be it finally resolved that the Librarians Association of the University of California affirms the great value of school librarians and up-to-date, professionally managed school libraries for the preparation of California students for information researching in higher education institutions, and for informed participation in a democratic society, by forwarding a copy of this resolution to the California Secretary of Education, the State Superintendent of Public Instruction, and the California State Board of Education.

Prepared by Esther Grassian and Miki Goral, LAUC-LA

Endorsed by the Librarians Association of the University of California, Los Angeles Division, 3 May 2010, for submission to the statewide Librarians Association of the University of California (LAUC).

Adopted with minor revisions by the LAUC Executive Board, May 4, 2010.