I. Executive Summary

Edward Kemble Elementary, a K-3 school located in the Sacramento Unified School District, proposes to make its Library Media Center (LMC) a hub of learning and exploration for the Kemble students. At present, the LMC lacks three of the elements that studies have shown contribute to a LMC having a positive effect upon student performance. First, the Kemble LMC is minimally staffed. We are proposing the addition of a full time clerk. The clerk doubles the amount of instructional time the teacher/librarian will be able to offer students. Second, the age of the book collection at the Kemble LMC averages 15 years. We propose to add three thousand titles and, in addition to reference and non-fiction titles supporting the curriculum, the additional collection will focus on high interest selections including graphic novels, proven to help engage young students in reading. Third, the Kemble LMC has no computers available for student use. We propose to add fifteen networked computers, the furniture appropriate to accommodate these computers, and printers dedicated to student work. The funding for the book collection and technology are one year
expenditures. This expenditure will total of $92,100.00. The salary for the clerk position, including training and additional hours for the after school program will total $150,400.00 for the three year period of this grant.

II. The Library Media Center at Kemble Elementary School

Edward Kemble Elementary School (EKES) is part of the Sacramento City Unified School District. The School is located at 7495 29th Street in Sacramento, CA 95822. The Principal is John Smith, EdD. who has served in this role for five years. EKES is an elementary school serving Kindergarten through the third grade. The LMC at Kemble is currently staffed with one teacher/librarian who began his tenure at Kemble in September of 2009. Prior to his tenure at EKES, LMC was not staffed and unused for a number of years.

A. Community

Total Number of Students: 425

Ethnicity:
- American Indian or Alaskan Native 1%
- Black or African America 25%
- White 5%
- Asian or Pacific Islander 20%
- Hispanic 45%
- Other 4%

Languages Spoken:
- Spanish 40%
- Hmong 15%

Students Eligible Free and Reduced Lunches: 100%
**Students Reading Below Grade Level:**

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>90%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>85%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>80%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Recent Improvement:**

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006 % reading below grade level</td>
<td>90%</td>
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</tr>
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<td>80%</td>
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<tr>
<td>2008-2009</td>
<td>70%</td>
</tr>
</tbody>
</table>

**B. Library Media Center**

**Description**

The present LMC is housed in a converted classroom. The total area is 1276 sq. ft. and it is located on the ground level. The facility is Americans with Disability Act compliant and can accommodate 35 students at a time in a classroom configuration.

**Library Media Center Collection**

The present collection contains 5,722 titles. The average age of books in the collection is 15 years. The collection contains only print materials. The LMC operated without a teacher/librarian for many years and was staffed by a clerk for several years. At one point it was abandoned entirely. During that time the only titles added to the collection were books transferred from schools being closed because inadequate enrollment numbers.
Technology

Computers The LMC is wired for network connections; however, at present there is only one circulation computer. There are no computers for student use and there is no computer lab. Most classrooms have only one computer for the teacher and one student computer. There is one 12 year old laser printer.

Other Technology The library has a LCD projector and document camera. There is no capability for connecting a computer to the LCD projector. The sole computer in the library is located too far from the display area. There is also a television with VCR and DVD capabilities.

C. Patrons

The users of the LMC are the teachers and the K-3 students of Kemble Elementary. Students use the library during a 45 minute teacher preparation period. They are dropped off at the library by their teacher and the teacher/librarian spends these 45 minutes doing instruction and book check-out. Patrons have no other time during which they are permitted use the library.

D. Staff

At the present time the LMC staff consists solely of the teacher/librarian. The teacher/librarian is responsible for instruction, check-out, re-shelving and all
other library duties. The work day extends from 8:45 to 3:00. There is no provision for staffing the LMC for students use before or after school.

III. Statement of Need

By the mid 1990’s California schools were known to have the worst school libraries in the country. The state was ranked 51st in the country in terms of the ratio teacher/librarians per student. California had fallen behind every other state and the District of Columbia. In 1998 the legislature, in response to the public embarrassment and obvious irony of the home of the Silicon Valley denying students the resources to compete in the 21st Century, passed the California Public School Library Act. This act funded school libraries at the rate of $28 per student per year for four years. Although this funding did not include staffing by a teacher/librarian, it did allow schools to reopen, establish and stock long neglected libraries. Some schools hired teacher/librarians to provide instruction. Many schools staffed elementary schools with library technicians. These technicians, although not certificated teachers, were trained in the mechanics of managing a LMC. Because technicians could not supervise students, teachers needed to be present when classes used the facility (Achterman2009).

When the Library Grant ended in 2001, many school libraries deteriorated. Indeed, Kemble was one of these. The library technician position was eliminated in 2006. The library was used only to warehouse books. Then, in 2009, a teacher/librarian was hired to provide instruction to classes during
teacher preparation periods. It has been used in this manner for the academic year 2009/2010. The EKES Teacher/Librarian inherited a facility with an out-of-date collection, minimal staffing and lacking adequate technology.

EKES’s primary and most urgent goal is to increase the reading level of the students. At the present time, 70% of the students are reading below grade level. Although this is an improvement from the 90% during the 2005-2006 school year, it is far below the goal of having all students at grade level. Studies have shown that a well stocked, well staffed school library with up-to-date technology can have a substantial positive effect upon student performance and reading ability (Easter, 2001; Krashen, 1995; Lance & Loertscher, 2005; Miller, J., Want, J., & Whitacre, L., 2003).

The goal and purpose of this proposal is to increase student performance and reading ability through a well stocked, staffed and technologically up-to-date LMC at EKES. This grant focuses on the following three key areas in need of improvement.

1. The updating and expansion of the print collection. As established by Krashen, for young readers, the availability of interesting, high quality reading material is one of the greatest positive influences on reading proficiency. To this end, the Kemble LMC needs to add and update the collection, especially in the areas of high interest titles, graphic novels, chapter books and reference materials.
2. Right-size the staffing of the LMC. At the present time the library is staffed solely by a teacher/librarian. This limits the amount of time the teacher/librarian is able to function as an educator. Currently more than 50% of the time is taken up by activities such as shelving and checking out books, duties not requiring certification as a teacher. Instructional minutes with students could be more than doubled with the addition of a full time clerk. Studies have shown that the level and quality of library media center staffing has a positive effect upon student performance and this grant proposes to achieve this level of staffing (Burgin, et. al. 2003; Lance, et. al. 2000b; Rodney, 2003; Smith, 2006).

3. The present LMC at Kemble has no computers for student use. This is a dramatic example of the digital divide between adequately and poorly resourced schools. While affluent private and public schools are discussing getting iPads for every student to supplement already numerous computer work stations, EKES students, in the 21st century, have no computers in the LMC. It is hardly necessary to justify the need for computers at EKES. While some may dispute the degree to which computers are necessary for an adequate education, I think it would be hard to find anyone who would support the complete absence of computers, especially in a library setting. The absence of computers prevents EKES students from accessing information that is readily available and at a relatively low cost given the benefit. It is absolutely essential for this school to have a substantial investment in technology to help students prepare to compete and be productive in the 21st century.
IV. Proposed Program/Service/Initiative

A. The staff of EKES proposes the following additions and projects:

1. Improvement of the print collection by the addition of 3000 titles.
   Since improving student reading is a main focus of Kemble’s mission, this proposal includes the addition of a significant number of high interest and graphic novels. In addition, the proposal also calls for substantial additions to the chapter book category, non-fiction aligned with the curriculum and to the reference section. Finally, the proposed budget includes the processing of these books for the catalogue.

2. This program proposes the addition of a full time clerk and additional hours to allow for flexibility in scheduling and access to the library. This additional staff position will dramatically increase the amount of instructional time possible, by freeing the teacher/librarian from clerical duties. Both the clerk and the teacher/librarian will adjust their work schedules to accommodate before school and after school activities. This will expand student and teacher access to the LMC. Expanded hours will make the LMC central to the academic culture of the school.

3. We are also proposing to add 15 networked computers and appropriate furniture to the Library Media Center. Computers will be used for instruction in information searching, literacy, math and all areas of the curriculum. Use of the computers will include instruction by the teacher/librarian, classroom teachers and collaboration between the
teacher/librarian and classroom teacher. In addition, 3 laser printers devoted to student work will be added.

B. Planning Schedule

The teacher/librarian will order catalogued books at the end of the school year before the hiring of the clerk. Computers and other technology will be installed by the teacher/librarians in the summer before the school year. The library clerk will be trained by the teacher/librarian beginning two weeks before the school year. The clerk and teacher/librarian will set up and shelve books in the week before the opening of school.

C. Method of Evaluation

The grant will be evaluated in three ways. First, state test scores for three years prior to the additions to the LMC will be compared to scores for the first three years of operation with upgraded facility. This will allow an entering cohort of first graders to utilize the facility for three years. These scores will be compared to scores of students who preceded them before the improvement of the facility. Second, we will have teachers evaluate the LMC to give qualitative feedback to use in assessing other dimensions of improvement. Third, we will analyze the possible impact of number of books checked out per student on individual progress in reading proficiency.
V. Proposed Budget

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<th>Quantity</th>
<th>Item</th>
<th>Cost Per Unit</th>
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<td>Desktop computers</td>
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<tr>
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VI. Conclusion

The addition of the proposed program at the Kemble Elementary School Library Media Center will greatly increase the effectiveness of the teacher/librarian and the Library Media Center. Students will have more books they are truly interested in and, as the research demonstrates, improve their performance. They will have computers and access to information that is presently unavailable to them. Teachers will have greater resources to enrich their curriculum. The teacher/librarian will be freed to spend more time with students. This proposal will offer a greater flexibility in scheduling and allow for the expansion of the library services to time periods before and after school. Research shows, as we have demonstrated, that a library collection with high interest books, in a well staffed facility, utilizing appropriate technology has a positive influence upon student performance. This proposal has all the elements to achieve this goal.
VII. References


http://www.michigan.gov/documents/hal_lm_scllibstudy03_76626_7.pdf

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http://cissl.rutgers.edu/CISSL_POSITION_PAPER_revised.doc