

Date of Hearing: June 21, 2017

ASSEMBLY COMMITTEE ON EDUCATION  
Patrick O'Donnell, Chair  
SB 390 (Mendoza) – As Amended April 5, 2017

**SENATE VOTE:** 35-4

**SUBJECT:** Local control and accountability plans: annual goals: state priorities: model school library standards

**SUMMARY:** Adds implementation of the Model School Library Standards for California Public Schools to the list of state priorities that must be addressed by Local Control and Accountability Plans (LCAPs).

**EXISTING LAW:**

- 1) Requires each school district and county office of education (COE) to adopt and annually update an LCAP, using a template adopted by the State Board of Education (SBE).
- 2) Requires the LCAP to address the following eight state priorities:
  - a) Requirements related to the *Williams v. State of California* settlement agreement related to fully credentialed teachers, instructional materials, and school facilities;
  - b) Implementation of academic and performance standards adopted by the SBE, including how the programs and services will enable English learners to access the common core academic content standards;
  - c) Parental involvement;
  - d) Pupil achievement, as measured by statewide assessments;
  - e) Pupil engagement, as measured by attendance, dropout and graduation rates, and expulsions/suspensions;
  - f) School climate, as measured by suspension rates, expulsion rates, and other local measures, such as surveys;
  - g) The extent to which pupils have access to and are enrolled in a broad course of study; and
  - h) Pupil outcomes, if available, for non-state-assessed courses of study.
- 3) Requires charter schools to:
  - a) Include in their petitions a statement of annual goals to be achieved in each of the eight state LCAP priorities; and
  - b) Annually update those goals using the State Board-adopted LCAP template.

**FISCAL EFFECT:** According to the Senate Appropriations Committee: "Potentially significant Proposition 98 General Fund cost pressure for local educational agencies (LEAs) to implement Model School Library Standards."

**COMMENTS:**

***Purpose of the bill.*** School districts and county offices of education are required to adopt and annually update LCAPs, which are intended to involve local stakeholders in setting outcome goals and objectives, establishing budget priorities, and monitoring progress. LCAPs are required to address eight state priorities, one of which is the implementation of academic and performance standards adopted by the SBE, including how the programs and services will enable English learners to access the common core academic content standards. **This bill** modifies this priority by adding implementation of the Model School Library Standards for California Public Schools.

***Library standards are included in the LCAP template.*** Local education agencies are required to use a SBE-adopted template in developing their LCAPs. The current template already includes the implementation of the California model library standards within the second state priority. By making this a statutory requirement, this bill would prohibit the SBE from revising the template to remove this requirement.

***Background on library standards.*** The current K-12 library standards were adopted by the SBE in 2010 and are contained in a document entitled, *Model School Library Standards for California Public Schools: Kindergarten through Grade Twelve*. The standards were adopted on the basis of more than 60 studies showing 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." The document actually describes two separate, but related sets of standards. The first set contains outcome standards that describe, at each grade level, the skills that students should acquire in accessing, processing, evaluating, and using information. The second set of standards describes "minimum expectations for a school library to meet so that students will be able to achieve California's School Library Standards for Students." These are input standards that address facilities and services as opposed to the output standards that address the skills that students should acquire.

***Impact on Charter Schools.*** This bill amends provisions of existing law that describe the LCAP requirement for school districts and COEs. Charter schools are required to address the same eight state priorities in their initial petitions and in their annual LCAPs using the same SBE-adopted template as school districts and COEs. Therefore, while this bill does not directly change provisions related to charter schools, they would still be subject to the new requirement added by this bill, because they are required to address the same eight priorities as districts and COEs.

***Reason for the bill.*** According to the author's office, there is a shortage of credentialed teacher librarians, and, although California's curriculum content standards require students to acquire research skills, "there is little expectation that classroom teachers will actually teach these skills." And, "because of the scarcity of credentialed teacher librarians, there is inadequate knowledge at the school site or district levels to appropriately integrate the model school library standard into the 8 state priorities." According to the California Department of Education, in 2014-15 there were 859 teacher librarians in California, or one for every 7,187 students. In 200-2001 there were 1,387 teacher librarians, or one for every 4,306 students. (Note: teacher librarians are credentialed teachers who have an additional credential in library media services.)

***Arguments in support.*** Supporters point out that, while existing law requires schools to provide library services, it does not clearly define them. As a result the levels of services schools provide—and that students receive—varies from district to district. They argue that this bill will

provide a blueprint for districts to follow in designing and providing library services programs. In addition, supporters cite a 2016 Stanford University report, *Evaluating Information: The Cornerstone of Civic Online Reasoning*, which found that many of today's high school and college students are not able to judge the credibility of information or utilize the core research skills required by the Common Core standards.

***Arguments in opposition.*** Opponents argue that this bill adds an unnecessary reporting requirement to the LCAP and adds to a document that is already too lengthy. In addition, opponents argue that the provisions of this bill are inconsistent with the general approach of the LCAP by being too specific. Specifically, "Priority 2 on the implementation of the state content standards does not delineate each and every type of standard because there is an understanding in the field that they need to discuss the implementation of the close to a dozen adopted academic state standards."

## **REGISTERED SUPPORT / OPPOSITION:**

### **Support**

California Federation of Teachers  
California School Library Association  
California State Library  
California State PTA  
California Teachers Association  
Common Sense Kids Action  
Long Beach Unified School District

### **Opposition**

Association of California School Administrators

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