

**June 06, 2012**

**Check Number: 302738**

**Grant Number: 12006964**

**Purpose: to purchase school library books and magazines**

The Community Foundation for the National Capital Region and its affiliates is pleased to provide Van Buskirk Elementary School this grant in the amount of \$4,000.00.

By accepting this grant award, your school agrees to the following terms. The grant will be used solely for the purchase of library books and magazines as described in the school's grant application; any modifications must receive The Community Foundation for the National Capital Region's prior approval. The use of this grant prohibits funding for shelving, furniture, equipment, staffing, software, videos, guides, tests or exams, classroom book sets or other similar items. The grant award must be returned to The Community Foundation for the National Capital Region if the funds are not allocated by December 31, 2012. A final report is required for this grant award. The final report must be submitted by May 1, 2013, to [laurabushfoundation@cnr.org](mailto:laurabushfoundation@cnr.org).

Your acceptance of this grant certifies to The Community Foundation for the National Capital Region that no private individual, including the donor or advisor(s) will receive a private benefit, goods or services from this award.

The grant was provided from the **Laura Bush Foundation for America's Libraries Fund**. Questions regarding this grant may be forwarded to Laura Bush Foundation for America's Libraries at [laurabushfoundation@cnr.org](mailto:laurabushfoundation@cnr.org) or 202-955-5890.

**1. Your school name::**

Van Buskirk Elementary School

**2. Your school district or governing organization::**

Tucson Unified School District

**Line 1:**

725 E. Fair Street

**Line 2:**

**City:**

Tucson

**State:**

Arizona

**Zip Code:**

85714

**4. Your school contact numbers (10 digits) :**

(Numbers only, for example 2025551212).

**Phone number:**

5202253700

**Fax number:**

5202253701

**5. Your school's email::**

jeniffer.mayersohn@tusd1.org

**6. Your principal's name:**

**Last Name:**

Ruiz

**First Name:**

Marco

**7. Name of Person filling out this application:**

**Last Name::**

Mayersohn

**First Name::**

Jeniffer

**8. Title of person filling out this application::**

Teacher-Librarian

**9. Telephone number of person filling out this application (10 digits, number) ::**

5202253724

**10. E-mail address of person filling out this application (we will send an email to this address to confirm receipt of the application) ::**

jeniffer.mayersohn@tusd1.org

**11. Is the person filling out this application also the person responsible for the library operation in this school?:**

Yes

**Name::**

**Title::**

**Experience::**

**13. Have you received a LBF grant in the past?:**

Yes

**If yes, when?:**

May 2010

## **PART II: SCHOOL PROFILE AND STUDENT POPULATION**

**14. Your school is (please choose one)::**

Public

**15. What grade(s) does your school include: :**

Our school has children in grades pre kindergarten through fifth, including two preschool classes consisting of children with special needs and one multiage classroom of children with Autism.

**percentage\_lunch:**

96-100%

**students\_serves\_17:**

Van Buskirk's ethnic breakdown: White/Anglo: 4.1%, African American: 1.7%, Hispanic: 89.4%, Native American: 4.3%, and Asian American: 0.5%. The mobility percentage was 33.3% and stability, 85.6%. First semester attendance was 94.06%. Currently, 195 students are female and 223 are male, ranging from three to eleven years old in grades prekindergarten through fifth. At each grade level, one dual language strand is offered. Almost 21% of students are English Language Learners (ELLs). Twenty students are enrolled in the Gifted and Talented Education (GATE) program. The community is mostly Spanish-speaking and impoverished, but families are strong-hearted and determined to help children succeed.

**18. NCES Information**

**A. What is your school's NCES ID?:**

040880000897

**Feeder Schools:**

We are not a high school that uses data from feeder schools.

**C. If your school is not assigned a NCES ID it is because you are::**

**D. If you are not assigned a NCES ID, what is the source of your FRL information: :**

n/a

## < h2> Part III: Your Library and Your Program< / h2>

### other\_school\_info:

Van Buskirk is a school that embodies the history of the neighborhood, city, and culture. We value the language and traditions of the families who send their children and grandchildren to us each day. We partner with neighborhood associations and involve the community in educating the students. The majority of our population is bilingual, with many children coming from Spanish-speaking homes; therefore our library needs books that can teach, entertain, and enrich in both English and Spanish. Our school is OMA (Opening Minds through the Arts) Gold, which means professional artists collaborate with teachers to help students understand curriculum objectives in new ways. Although budget cuts and program needs are great, our school leaders value the library program and want to see students make gains in literacy as 40%, 44%, and 21% have yet to pass the reading portion of the AIMS (Arizona's Instrument to Measure Standards) in third, fourth, and fifth grades, respectively. The library has had a full-time librarian for four years, but prior lack of support has left a collection with an average publication date of 1999 and severe deficits in fiction, biographies, geography and history, reference, technology, and social sciences. Students are motivated to read by competition, special projects, popular series characters, current and popular cultural events, people in the news and history-makers, as well as technology and areas of study that spark intrigue. Unfortunately, our library cannot always satisfy their curiosity, quest for information, or desire to learn more.

### **20. What makes yours library essential to your students and your school and not just a space for books and materials? How do you engage with students and teachers in a normal week?:**

Our library is essential to the students and the school for a number of reasons. First of all, it is managed by a full-time certified librarian, who has been with the school for four years and has taught in the classroom for eight years prior; therefore, she knows all of the children, is familiar with each grade level's curriculum, and understands the kinds of books and materials sought after by staff, students, and their families. The library is open virtually everyday before and after school, as well as during the day and at students' lunch/recess. In a normal week, the librarian sees individuals, small groups, and full classes in the library for book check out. She reads stories, sings songs, and uses puppets and props. Some teachers take advantage of the librarian's technological knowledge and send small groups to the library for lessons on how to use computers to construct,

access, and transmit information. Others collaborate with the librarian and classes are team taught on topics such as test preparation, how to use the library's card catalog, and production of commercials using persuasive language and images.

**abstract\_10:**

I am applying for this grant because our school library is in need of current, relevant, and interesting books to help students develop a love of reading and support their learning. Only half of our books are from the last decade, with fiction's average age reported from 1997! Children deserve to be mesmerized by the latest fiction, know the most engaging writers and illustrators of the present, and have faith that their library provides nonfiction materials that are reliable and accurate. Unfortunately, the district is unable to consistently provide funds necessary to maintain all of its school libraries, but our school's administration believes that the library is its heart and hub. The library's budget (and staffing) has suffered, so the LBF grant would provide financial assistance to update and expand our holdings so students can find popular titles or intriguing resources, at a level and in the language most appropriate.

**stu\_needs\_books:**

In understand that \$6,000 cannot delivery universal library improvement, so I will use the most current collection analysis (via the Follett Titlewave Collection Analysis report) to determine the priority needs of our library. At this point, one priority is expanding the resources available in the areas of fiction, geography and history, biography, reference, social sciences, technology, and Spanish language materials. The second priority is to update the collection in the specific areas of systems data/computer programs; life sciences and biology; commerce, communications, and transportation; and medical sciences/medicine; the percentage of titles in these Dewey classifications that are outside of acceptable copyright range is near or over 50%. Students in dual language classes (who must study topics or read stories in both English and Spanish) would most likely benefit from Spanish (or bilingual) fiction and nonfiction. Intermediate level children often seek out biographies and books about geography and history for projects or self-interest. Reference materials are sought after at this level, as well. Students of all ages are drawn toward the life sciences, technology, and computers. They may have a favorite animal they would like to read about, or have been assigned to research one. Many tech-savvy or curious children desire to check out computer books or explore topics like robotics and popular social media. Often, the primary grades will focus on units of transportation and medical sciences.

**alternative school:**

n/a

**A. What need(s) did that grant address in your school?:**

The previous LBF grant addressed average publication age in the following need areas: Social Sciences (1993 to 1996), Language (1993 to 2000), Natural Sciences/Mathematics (1994 to 2004), Technology (1997 to 2004), Literature and Rhetoric (1993 to 1998), Geography and History (1997 to 2003), Reference (1993 to 1999), and Biography (1996 to 2001). Additionally, changes to the Balanced Dewey Comparison of our library versus the Follett Library Resources core collection standard were also made: Social Sciences (-1.80% to -.71%), The Arts (-1.56% to -.47%), Literature and Rhetoric (-2.20% to -1.26%), Geography and History (-3.60% to -3.29%), and Biography (-4.57% to -3.06%).

**B. What impact has it had on your students, library, and school?:**

The grant significantly impacted the students, library, and school. Children now have access to more up-to-date, intriguing, level-appropriate reading materials that are of high interest and/or possess strong ties to the curriculum. Dual language students enjoy a larger variety of Spanish-language and bilingual books. The emphasis was on expanding the nonfiction selections, but some award-winning fiction selections were also chosen. The publication date for books in our library increased from 1994 to 1999. As a recipient of the Laura Bush grant, our school has gained prestige in the district as a library that is still vital and growing.

**budget\_outline\_25:**

Even though hard-bound books are more expensive, they are more durable and last longer; therefore, I believe they are a smart investment in the long run. Depending on the vendor, hard-cover books range in price from \$15.00 to \$30.00. Book money would be spent on the expanding the following categories (with the approximate percentage of the remainder of the award spent per category in parentheses): Fiction (30%), Geography and History (10%), Biography (10%), Reference (10%), Technology (10%), Social Sciences (5%), and Spanish language materials (5%). Fiction and Spanish-language titles would be purchased for students at all grade levels (pre kindergarten through fifth). Social Sciences books are more likely to appeal to primary readers and those who are studying holidays, celebrations, and cultural traditions. The remaining categories are those that house materials for intermediate readers-- children who are conducting personal or academic research. The remaining 20% of the budget would focus solely on improving the age of the following targeted Dewey classifications because they contain the highest percentage of out of date titles and are more likely to be circulated:

data/computer programs; life sciences and biology; commerce, communications, and transportation; and medical sciences/medicine. Life science and biology books can be utilized by children at all reading and grade levels. Data/computer titles will more likely be geared toward older readers who have a personal interest. Commerce, communication, transportation, and medicines will most likely serve primary grade levels as they conduct units on these areas of study each year.

**26. How were faculty, students and administrators involved in defining the need for the grant and how will you work with them to assure future utilization of the materials?:**

Grant need was determined predominately by the librarian's review of the most current Follett Titlewave collection analysis. I ask teachers during several points in the year to suggest titles or resources in their curriculum areas, make note of the books teachers request from other libraries, and consider student requests for popular titles and areas of interest. I will need to further collaborate with dual language teachers in order to help find, review, and purchase authentic Spanish language materials. To assure that these books are used, the library will display the newly acquired books in its New Books section once they arrive and direct students to this section as they enter. During our Family Reading Nights, new books are discussed with those in attendance. Families are encouraged to browse the new books and choose some to read with their children and/or check them out to take home to peruse.

**27. How many students are in your school for the 2011-2012 school year? :**

417

**28. How many books are there in your school library? :**

10798

**How many books per student in your library:**

25

**29. What is the distance to the nearest public library? Please choose one from the pull-down menu of distances::**

more than 5 miles

**30. How much access do students have to your library? Please check all that apply.:**

- Classes visit on a "fixed" schedule
- Students may visit the library on their own during class time
- The library is open before school for student use
- The library is open at lunch for student use
- The library is open after school for student use

**31. How much money (up to \$6000) are you requesting from**

the Laura Bush Foundation to improve the book resources in your library?:

\$6000

## **< h2> PART IV: LIBRARY STAFFING AND BUDGET HISTORY< / h2>**

**32. Does your school have a certified school librarian?:**

Yes

**A. If yes, what is the school librarian's educational background? Check the highest level that applies. :**

MA and school library certification

**B. Does the certified school librarian have other duties within the school or district?:**

No

**If yes, please explain those duties::**

n/a

**Position Description::**

**(A) Time Commitment of this person in the library::**

**Education:**

**(C) Library Media Training of the volunteer, teacher administrator, specialist or aide listed above with primary responsibility for the library and its operations: :**

**(D) Experience of this person in the library job::**

**Second\_Responsibility:**

**If yes, please tell us what that responsibility is and the time commitment other than the library: :**

**SL\_background\_21B:**

The librarian no longer has a trained library assistant, but there is a grandparent who volunteers three half-days a week to the library. He contributes to the library's operation by making sure the facilities are cleaned and well-organized. He sometimes helps with displays, puts out new books, and assists with the set up/take down of special events.

**35. How is the school's library funded and who is responsible for the funding?:**

The school's library is funded via the school's budget for the year. The percentage granted to the library is never consistent and varies widely



each year. The librarian petitions the administrator for funds after the year begins, but there is no guarantee that any are available or set aside for library resource purchases. The librarian and assistant (now eliminated) positions are funded using the school's blended budget. These positions are ranked (along with all other positions and programs) according to importance by the staff each year and their existence relies on this ranking, total budget, and the school council recommendation.

School Year 2009-2010

**\* Total Library Book and Magazine/ Serials Budget Provided by the Governing Body:**

\$4500

**Money from other sources used for books or magazines (such as grants, PTA, education foundations, etc.):**

\$1000

**Student Enrollment:**

444

**Per Pupil Library Book Budget:**

10.13

School Year 2010-2011

**\* Total Library Book and Magazine/ Serial Budget Provided by the Governing Body:**

\$6000

**Money from other sources used for books or magazines (such as grants, PTA, education foundations, etc.):**

\$7000

**Student Enrollment:**

412

**Per Pupil Library Book Budget:**

14.56

School Year 2011-2012

**\* Total Library Book and Magazine/ Serial Budget Provided by the Governing Body:**

\$3000

**Money from other sources used for books or magazines (such as grants, PTA, education foundations, etc.):**

\$1000

**Student Enrollment:**

417

**Per Pupil Library Book Budget:**

7.19

**budget\_his:**

The budget history of the library varies due to change in school leadership, grant awards, and federal/district budget cuts that directly

affect library funding. Had our school library been properly funded and maintained throughout the years, this snapshot of its budget history may be viewed as quite substantial to support a student body of its size; however, this was not so. Years of neglecting to update and expand the collection (until the current librarian's plan beginning in 2007), has lead to an aggressive campaign to secure funds to adequately fill the shelves with current and relevant materials for the children.

**library\_support\_38:**

The majority of the instructional staff is open to collaborating with or supporting the librarian in some way (be it one-time attendance at special literacy events or team teaching curricular lessons). At the beginning of the school year, a member of the neighborhood association began volunteering a few times per month in the library (but has recently stepped back due to family obligations). A nonprofit reading support organization, Reading Seed, often uses the library's facilities and materials when working with children. Our current administrator is extremely positive about the direction the librarian wishes to take the library and has asked for a proposal to present to teachers on how her expertise can be more efficiently and effectively utilized in teaching and working with students.

**< h2> PART V: AGREEMENTS AND PRINCIPAL'S CERTIFICATION OF THE APPLICATION< / h2>**

**39. I,:**

Marco Ruíz,

**principal of the:**

Van Buskirk Elementary School,

**Date: :**

01/01/2012

**Agree\_to\_evaluation:**

Yes

**Agree\_to\_promotion:**

Yes

**< h2> PART VI: ADDITIONAL INFORMATION< / h2>**

**42. How did you learn about the opportunity to apply to the Laura Bush Foundation for a grant award? Check all that apply.:**

Other

**If not from LBF website/ brochure, please specify::**

previous submission