

Allocating resources

This practice explores your school's allocation of resources. An exemplary score here means your school's leadership team equitably allocates resources, redistributing financial, material, time, and human resources to support teaching and learning for each and every student. Your leadership team also advocates for the equitable use of resources throughout the system, not only within your particular school or district.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
<ul style="list-style-type: none"> • Leadership distributes the same fiscal and material resources to all students without regard for need. • Leadership does not redistribute resources to support teaching and learning of students who have not been well-served due to their race, ethnicity, class, or home language. 	<ul style="list-style-type: none"> • Leadership begins to examine the distinction between equal and equitable allocation of fiscal and material resources, but does not prioritize redistributing those resources to support teaching and learning for students who have not been well-served due to their race, ethnicity, class, or home language. 	<ul style="list-style-type: none"> • Leadership articulates the distinction between equal and equitable allocation of fiscal and material resources. • Leadership engages staff in allocating financial, material, time, and human resources equitably to support teaching and learning for students who have not been well-served due to their race, ethnicity, class, or home language. • Leadership advocates for the equitable use of resources within its formal span of control. • Leadership has evidence of policies and practices for more equitable resource allocation. 	<ul style="list-style-type: none"> • Leadership collaborates with staff, students, families, and community members to equitably allocate resources, redistributing financial, material, time, and human resources to support teaching and learning for students who have not been well-served due to their race, ethnicity, class, or home language. • Leadership advocates for the equitable use of resources throughout the system, rather than only within its formal span of control. • Leadership has evidence of equitable resource allocation and improved teaching and learning for each student.