

● ● ● OUSD School Quality Standards

Quality Indicator 5: Effective School Leadership & Resource Management

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality that guides the efforts of all students and adults. The skilled leaders of a quality school strengthen the ability of adults and students to share in leading. These leaders ensure quality learning for all students, by developing partnerships focused on instruction, positive academic and social-emotional outcomes for students. The skilled leaders in a quality school involve all adults and youth in regularly looking at data, planning, monitoring, and evaluating school strategies and programs. These leaders manage people, funding, time, technology and other materials effectively, to promote thriving students and build community schools.

1. A quality school has leadership which builds the capacity of adults and students to share responsibility for leadership and decision-making. Supported by strong school leadership, adults and students create a common vision for the school and community that meets the needs of the whole child. (FSCS.3)
2. A quality school has leadership that shares school improvement and decision-making with students and their families when together they look at data, develop key school plans (e.g., the master schedule, the school’s code of conduct, restorative justice strategies), monitor programs, and participate in hiring and evaluating staff. Students and their families share leadership through mandated representative bodies (e.g., School Site Council, English Language Advisory Council) and through other collaborative strategies as well. (YE25; CE2.2)
3. A quality school has leadership that provides student leaders access to and relationship with adult decision-makers and supports student leaders to be strong, authentic representatives of the student body. (YE24)
4. A quality school has leadership which ensures that the school’s shared vision is focused on student learning, grounded in high expectations for all students, and guiding all aspects of school life. (LTP1)
5. A quality school has leadership which creates and sustains equitable conditions for learning and advocates for interrupting patterns of historical inequities. (LTP 2)
6. A quality school has leadership which guides and supports the development of quality instruction across the school, to ensure student learning. (LTP 3)
7. A quality school has leadership which develops and sustains relationships based on trust and respect. (LTP 4; YE06)
8. A quality school has leadership which perseveres through adverse situations, courageously makes decisions, and assumes personal responsibility for their actions. (LTP 5)
9. A quality school has leadership which collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability. (LTP 6; YE25)
10. A quality school has leadership which develops systems and allocates resources (time, human, financial, and material) in support of the school’s vision. (LTP 7)
11. A quality school has leadership which is distributed, through professional learning communities, collaborative planning teams, and individuals taking responsibility for specific tasks, execution of action plans, and completion of interim milestones. (6.230; YE44)