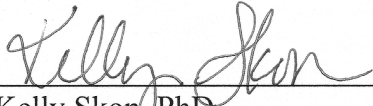


## ACCEPTANCE

This dissertation, THE RELATIONSHIP BETWEEN SCHOOL MISSION STATEMENTS AND SCHOOL PERFORMANCE OUTCOMES OF ACADEMIC ACHIEVEMENT, COLLEGE AND CAREER READINESS, AND SCHOOL CLIMATE, was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, Concordia University Irvine.



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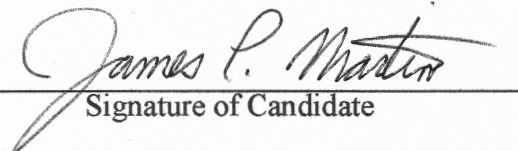
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THE RELATIONSHIP BETWEEN SCHOOL MISSION STATEMENTS  
AND SCHOOL PERFORMANCE OUTCOMES OF ACADEMIC ACHIEVEMENT,  
COLLEGE AND CAREER READINESS, AND SCHOOL CLIMATE:  
A MIXED-METHODS PHENOMENOLOGICAL  
COMPARATIVE/CORRELATIONAL STUDY

by

James P. Martin

A Dissertation

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## ABSTRACT

This study sought to add to the existing literature on school purpose and guide educational leaders as they engage their school mission statement to improve student outcomes. As a mixed-methods phenomenological comparative/correlational study, it was designed to provide an updated exploration of the contents of high school mission statements and determine the relationship between school mission statements and related performance outcomes.

The researcher hypothesized he would find some themes are common across most school mission statements, while others would be less prevalent. This proved to be correct, as the qualitative research revealed 13 themes in high school mission statements: Students, Post-Secondary, Academic Achievement, Personal Development, and School Climate were the most common themes; and Physical Development, Non-Traditional Educational Model, and Recognition appeared far less frequently.

The researcher expected to find a link between the presence of the measurable themes of Academic Achievement, College and Career Preparation, and School Climate in school's mission statements and their performance data in those areas. He conducted comparative analyses using *t* tests to compare the mean performance data of schools that do and do not refer to these themes in their mission statements, then performed linear correlation tests to determine whether high schools whose mission statements include more references to these themes perform better in these areas than other high schools with less references to these themes. Both quantitative measures returned the null hypothesis in all cases, and the researcher found no statistically significant link between the schools' mission statements and their performance outcomes.

*Key/Subject Terms:*

Mission statement - school mission statement or vision statement as reported by the school on the School Accountability Report Card (SARC)

School performance outcomes - measurable, standardized, and externally reported results from the California Department of Education (CDE) dashboard that are aligned with themes found in mission statements; these include the state standardized testing (Smarter Balanced Assessment) results to measure academic achievement, the College and Career Indicator to measure college and career preparation, and the suspension rate as the School Climate Indicator to measure school climate

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## CHAPTER 1: INTRODUCTION

The fundamental purpose of education in the United States of America has shifted over time. In America's infancy, Thomas Jefferson (1787) wrote that the state should provide all children with three years of schooling in reading, writing, and arithmetic to empower the public with knowledge before authorities chose the "boy of best genius" to be "raked from the rubbish" and moved on to grammar school or beyond, all to keep the people safe from government corruption. In the 1830s educational purpose focused on morals and character building, then by the 1880s it shifted to cognitive development, and in the 1930s the focus widened to include social responsibility (Stemler et al., 2011; Stemler & Bebell, 1999). After the 1954 decision in *Brown v. Board of Education of Topeka*, many court cases have relied on the idea that public education exists to serve as the "very foundation of good citizenship" (Fazzaro, 2007, p. 57). In the 1980s, the purpose of education was seen as a synthesis of these previous viewpoints, as cognitive and social-emotional development as well as citizenship were held as major purposes of education (Stemler et al., 2011). It is reasonable to expect the purpose of school to continue to evolve.

The examination of school purpose also occurs at the site level, as the creation of mission statements as a public affirmation of organizational purpose became mainstream in the 1980s (Alegre et al., 2018). Educational leaders began spending valuable time creating and revising their institution's mission statement in hope that this creative activity with its internally and externally published declaration would help them keep their team moving in the right direction (Bart & Baetz, 1998; Blair-Loy et al., 2011; Calder, 2014; Slate et al., 2008; Stemler et al., 2011). It is no coincidence that accrediting bodies require schools to update their mission statement at the start of their evaluation process to renew their accreditation, as there is widely

accepted value in both the shared development process and final product of mission statements as schools reflect inward to begin their self-study (ACS WASC, 2020; AdvancED, 2020). As such, for continual school improvement, it is appropriate to re-examine the purpose of education as presented by the institutions and study their performance in achieving their stated mission.

This chapter describes the problem of school mission statements as they relate to school performance outcomes, the purpose of this study, the research questions that will guide it, the expected outcomes, the significance of the study, the theoretical framework that shaped this study, definitions of terms, and the researcher's perspective.

### **Statement of the Problem**

Schools generally serve a similar purpose, to educate students. Despite this similarity, school leaders act as if their site's purpose is unique by devoting considerable time to developing their own mission statements, and the verbiage in these guiding declarations varies between schools. Some mission statements include specific and actionable language aimed at school improvement, and others are simple and vague slogans (Kose, 2011). Additionally, student performance outcomes vary between schools and some schools are better at achieving their stated mission than others (Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999). It is not clear to what degree school mission statements differ in contents and whether there is a relationship between schools' mission statements and their student performance outcomes.

If a clear connection can be drawn between specific language in mission statements and school performance outcomes then perhaps educators can better achieve the implementation of their mission by using their mission statement to guide their school's goals and plans and ultimately better educate their students. As Stemler et al. (2011) claimed, "a wide range of school effectiveness research has consistently shown that commitment to a shared mission statement is



one of the leading factors differentiating more effective schools from less effective schools” (p. 391). A significant link would suggest that educational leaders who do not pay much attention to their mission statement should spend more time and resources crafting and leveraging this tool, while a lack of conclusive evidence would imply that those who do allocate time and energy to their mission statement would be wise to focus elsewhere.

### **Purpose of the Study**

School purpose across our society has fluctuated over time (Stemler et al., 2011), but from one school to the next they fulfill the same general purpose of educating their students. However, each school’s mission statement is as unique as the schools that craft and communicate them (Schafft & Biddle, 2013; Slate et al., 2008; Stemler et al., 2011). School leaders allocate valuable time for a shared process of creating and revising their school’s mission statement (Calder, 2014; Renchler, 1991), publishing it internally and externally (Alegre et al., 2018; Weiss & Piderit, 1999), and leveraging it to motivate and focus their teams (Alegre et al., 2018; Bradley & Vrettas, 1990; Fullan, 2010). It would stand to reason that school leaders invest considerable time and resources in this process because they believe it affects their school’s performance. However, there is a dearth of current literature on how to measure mission statements. Therefore, the purposes of this mixed-methods phenomenological-comparative/correlational study are to explore the variations in high school mission statements and their relationship to measurable school performance outcomes for public high schools in California.

### **Research Questions**

As the purpose of education evolves and schools continue to re-create their mission statements, this study aims to examine the common themes of current school mission statements

and determine what, if any, relationship exists between specific language in mission statements and performance outcomes. Therefore, the following research questions guided this study:

Primary Research Question (PRQ):

What is the relationship between high schools' mission statements and their student performance outcomes?

Sub-Question 1 (SQ1):

What are the common themes found in high school mission statements?

Sub-Question 2 (SQ2):

How do high schools whose mission statements include verbiage referencing academic achievement, college and career preparation, or school climate perform in those areas as measured by state indicators when compared to other high schools?

### **Expected Outcomes**

Based on the literature, the researcher expected to find a few themes that are found in most mission statements such as academic development, social-emotional development, college and career preparation, school climate, global citizenship, and lifelong learner (Al-Ani & Ismail, 2015; Slate et al., 2008; Stemler & Bebell, 1999). He also expected to find other themes that are found in fewer mission statements such as curriculum, physical development, and local community. This suggests that there are both fundamental similarities in schools' stated purpose as well as wide variation beyond those similarities across the sample (Stemler et al., 2011; Weiss & Piderit, 1999).

The literature is not clear on the relationship between mission statements and organizational performance outcomes. Some studies suggest there is a link (Saley, 2006; Slate et

al., 2008) while others have found mixed results (Macedo & Pinho, 2014; O’Gorman & Doran, 1999; Salem Khalifa, 2011). The researcher hypothesized that this study will show a link between high schools’ inclusion of specific themes in their mission statements and their performance indicators in those areas.

### **Significance of the Study**

This study is significant as it adds to the existing literature in this field. The researcher was only able to find a small number of formal studies (Mombourquette, 2017; Palmer & Short, 2008; Saley, 2006; Slate et al., 2008; Sun & Leithwood, 2015; Weiss & Piderit, 1999) on the topic of relating school mission statements to performance outcomes, and all but two of those he encountered were conducted over a decade ago. Additionally, he did not discover any studies that focus on the specific performance outcomes identified in this study so it will provide a unique set of results. Finally, no other studies were found that measure the strength of the correlation between language in school mission statements and their performance outcomes.

Furthermore, this study is significant as it will help educational leaders in their quest to identify and achieve their school’s purpose. Leaders can take solace in their confidence that their collaborative efforts in crafting their mission statement are worthwhile, and that despite the bureaucracy of their day-to-day business and the various shifts in theory and practice across the educational landscape, keeping an eye on the big picture to maintain the right direction is a top priority.

On an individual level, this study holds value for the author as he cares deeply about school leadership and passionately pursues improved results for the stakeholders he serves. His reasons for serving as an educational leader include knowing that his work makes a difference, that constant focus on the agreed-upon purpose of the school despite the daily distractions is key

to student achievement, and that the reflexive process of setting goals and putting action plans in place is driven by the mission.

### **Theoretical Framework**

The theoretical framework for this study was modeled after previous studies (Stemler et al., 2011) that are grounded in the Tyler Rationale in which program evaluation is objectives-based (Tyler, 1949). Ralph Tyler was a behavioral psychologist whose work over seven decades started at the University of Chicago and earned him the directorship of the Center for Advanced Studies in the Behavioral Sciences at Stanford University and a consultantship for five U.S. presidents (Simpson, 1999). His contributions in curriculum and evaluation are foundational to the educational model we use today and Simpson (1999) called him “one of the most brilliant educational thinkers of our century, a giant among educational giants” (p. 85).

The Tyler model for school improvement is based on the processes of identifying school purposes, selecting and organizing learning experiences to fulfill these purposes, and evaluating whether the experiences fulfilled the stated purposes (Tyler, 1949). Tyler’s model stresses that only by starting with the end in mind can school leaders move toward that end, and each school must go through the processes on its own. He framed appraisal of schools as a process that measures how far the stated objectives are from being actualized. In other words, this study was designed through the lens that views a clearly articulated school purpose as a focal point that leaders should always keep in mind as they make decisions and assess their progress in terms of student outcomes.

The program evaluation literature that builds on the Tyler Rationale also framed this study (Fitzpatrick et al., 2011; Madaus et al., 1983; Yarbrough et al., 2011). Program evaluation seeks to make judgments of programs as planned systems of activities using managed resources

to achieve their stated goals so the stakeholders can make decisions and improve their programs (Fitzpatrick et al., 2011). In education, mandatory accreditation of schools starts with the creation of mission statements (ACS WASC, 2020; AdvancED, 2020) and includes many of the various types and approaches of program evaluation in the guidelines of the self-study (Fitzpatrick et al., 2011). That is, regular formal assessment of the purpose of the school, the plans and actions to achieve that purpose, and the measurement towards its achievement are central to the framework of this study.

Additionally, as a mixed-methods phenomenological-comparative/correlational study, this research project was framed to fit the purpose of these approaches and methodologies. Phenomenological studies aim to discover and describe the essence of a shared experience or phenomenon (Creswell & Poth, 2018); in this case, that common experience is the creation and use of mission statements by educational leaders. The qualitative research including the design of the coding process was created through the lens of seeking to capture the essence of school mission statements. Also, comparative and correlational analyses attempt to determine the relationship between variables without attempting to determine causation (McMillan & Schumacher, 2010). The quantitative research was framed to seek the relationship between specific verbiage in school mission statements and school performance outcomes in related areas while acknowledging many other factors contribute to performance outcomes.

### **Definitions of Terms**

Because there is much confusion and overlap between the direction-setting nature of mission statements and vision statements (Gurley et al., 2015; Salem Khalifa, 2011), “mission statement” in this study is defined as the school mission statement or vision statement as reported by the school on the School Accountability Report Card (SARC). Additionally, “school

performance outcomes” are defined as measurable, standardized, and externally reported results aligned with themes found in mission statements such as academic achievement or college and career readiness indicators in the California Department of Education (CDE) dashboard.

### **Researcher’s Perspective**

The researcher served as the WASC Coordinator for his school’s accreditation process when he was a teacher in 2013, and this experience opened his eyes to the multitude of facets of a school and the many functions it performs for its stakeholders. One of the first activities in that accreditation process was creating a new mission statement in a collaborative effort involving various stakeholder representative groups. Gathering and reporting disaggregated schoolwide data was another important piece of the WASC self-study, followed by working with school leaders on the goals and action plans to improve school performance in a wide range of areas. After joining the administration of two separate high schools, he again served as a major contributor on their WASC accreditation teams, each time gaining a deeper appreciation of the value of the creation of and adherence to the school mission statement.

Having served in school leadership positions for a decade, he is passionate about student achievement and school improvement, and hopes this study will provide a clear connection between school mission statements and student performance outcomes that will serve him and other educational leaders as they strive for a better school experience for their stakeholders.

He is subject to these experiences and mindsets and understands these will affect his work, but is prepared to follow the study wherever it goes.



## CHAPTER 2: REVIEW OF LITERATURE

An examination of the existing literature on mission statements in the field of education and across all industries reveals a consensus on some areas and varied discrepancies in others. The areas on which experts agree the most are the working definition of a mission statement and its purpose. There is also a shared understanding of mission statements with respect to other direction-setting statements and concepts such as vision, values, and goals. Additionally, most evidence supports some commonalities in best practices of creating a mission statement, and many leaders and organizations comparably use them. However, the literature reveals differing results in examining the contents of mission statements and how they correlate to their desired performance measures.

This chapter includes a review of the literature on mission statements as well as the constructs of academic achievement, college and career preparation, and school climate.

### **Tyler's Influence**

Ralph Tyler's career as an educational leader spanned over 70 years and influenced much of the educational model we use today (Horowitz, 1995; Simpson, 1999). His objectives-based approach to curriculum, evaluation, and assessment stressed the importance of beginning with the purpose in mind, and that the purpose drives the goals and plans of the program. He formulated early definitions of curriculum standards as student learning outcomes as well as methods to assess the results (Rubin, 1991). His four principles of educational program improvement begin with defining objectives, then selecting and organizing learning activities and finally evaluation of results against the objectives leading to analysis of how to use the results to improve the program (Tyler, 1949). The influence of Tyler's approach on program evaluation cannot be understated as a process to improve the student experience through periodic

checks on the effectiveness of the selection and organization of curricula as learning experiences toward the achievement of school purpose. Tyler's work in this field set the stage for mission statements to become a norm in school program improvement.

### **The Nature of Mission Statements**

There is strong consensus on the nature of a mission statement. Most simply, a mission statement is a brief declaration of the central purpose of an organization (Al-Ani & Ismail, 2015; Bart & Baetz, 1998; Blair-Loy et al., 2011; Keeling, 2013; Senge et al., 2012). It provides a reason for the organization's existence (DuFour et al., 2016; Slate et al., 2008) and a brief summary of the nature of the institution (Saley, 2006). Mission statements offer direction, focus, and purpose to the stakeholders of an organization (Stemler et al., 2011) and legitimize its continuation (Macedo & Pinho, 2014).

A mission statement is not meant to be created then hidden away, it is a communication tool with distinct internal and external purposes. Publishing the mission statement internally is an attempt by management to motivate employees, guide their behavior, align their work with the ethics and values of the organization, and build relationships (Alegre et al., 2018; Slate et al., 2008; Weiss & Piderit, 1999). This also puts pressure on management to keep the organization headed in the desired direction (Blair-Loy et al., 2011). Publishing the mission statement externally announces the organization's objective and commitment to its audience (Blair-Loy et al., 2011) and increases motivation by adding pressure from outside to align practices with the stated objective (Weiss & Piderit, 1999). Additionally, announcing the purpose of the organization can be a marketing tool that attracts talent, attention, and support (Calder, 2014; Doolittle et al., 2007; Saley, 2006). Communicating the mission is essential, and gives it life to move the organization forward (Lord, 2011).

### **Mission, Vision, Values, and Goals**

In addition to consensus on the nature of mission statements and the inherent need to communicate them, many experts agree there are important differences between mission statements and the three other related direction-setting statements of vision, values, and goals. As established previously, mission statements assert the central purpose of an organization (Al-Ani & Ismail, 2015; Bart & Baetz, 1998; Blair-Loy et al., 2011; Keeling, 2013; Senge et al., 2012; Sun & Leithwood, 2015). A vision statement, on the other hand, is a forward-looking declaration of desired future outcomes that shows the organization aims to become something better (Al-Ani & Ismail, 2015; Gurley et al., 2015). It speaks to what the group is trying to become (DuFour et al., 2016) and provides a roadmap that is realistic and optimistic (Calder, 2014). A statement of values recognizes the shared beliefs the members of the organization hold as important, whereas goals clarify the specific desired measurable achievement (DuFour et al., 2016; Gurley et al., 2015; Slate et al., 2008; Sun & Leithwood, 2015). These are distinct devices that play their own role in setting the direction for an organization.

However, mission, vision, values, and goals are certainly interrelated with much overlap. Calder (2014) found that mission statements are based on values and drive the vision, so they should work together as the pillars of the institution's direction and practice. Renschler (1991) agreed that valuing starts the process and leads to the creation of the mission and vision, while Doolittle et al. (2007) affirmed that mission statements help organize the top priorities and values of the group. These mirror Keeling's (2013) claim that the mission statement reflects the goals of an organization, as well as the assertion by DuFour et al. (2016) that values drive the behavior the organization needs to realize the vision. These four guiding principles are naturally linked.

Although there is agreement on the distinction and interrelatedness between mission, vision, values, and goals, in practice there is much confusion between them. They are often used synonymously and interchangeably (Gurley et al., 2015; Sun & Leithwood, 2015). The frequent overlap and confusion established by Salem Khalifa (2011) have led to many researchers using “mission statement” as an umbrella term that includes all such guiding statements (Doolittle et al., 2007).

### **Practices of Creating Mission Statements**

The researcher also found a general consensus among the literature on best practices in crafting an organization’s mission statement; most importantly, that it must be a shared experience. There is widespread agreement that it is best to include all levels of the organization in creating the mission statement (Calder, 2014; Lord, 2011; Senge et al., 2012). Some institutions have found it feasible and beneficial to include all employees (Alegre et al., 2018), while many involve a committee of representatives from their various stakeholder groups (Bradley & Vrettas, 1990; Keeling, 2013; Kose, 2011; Stemler et al., 2011). Renschler (1991) and Stemler et al. (2011) found that in many cases the shared process involves both internal and external factors. It is common for the process to start at the top level and include the committee of stakeholder representatives for a first draft, then complete several iterations of gathering input and approval from the larger group and bringing it back to the committee for revision until the final version is sent to all stakeholders for final approval (Barick & Vitton, 1995; Stemler et al., 2011).

These interactive inclusive processes are as important as the resulting mission statement. The engagement of all stakeholders requires the group to explore deeply the meaning of generic words and come to a common understanding of their purpose (Keeling, 2013). The dialogue

among key stakeholders that is fostered is valuable to the organization's growth (Stemler et al., 2011). This process must be revisited often to keep the purpose at the forefront of stakeholder's mindset (Bost, 2018; Lord, 2011; Renschler, 1991). In fact, in education, schools must update their mission statement each time they renew their accreditation (ACS WASC, 2020; AdvancED, 2020) which speaks to the importance of the process. By including all stakeholders in the construction of the mission statement, leaders develop a sense of ownership and commitment to achieve the mission.

It should be noted that while many leaders subscribe to the importance of this shared creative process, it is not universal. Some leaders believe that a mission statement is an unnecessary waste of time (Bart & Baetz, 1998; Salem Khalifa, 2011). Additionally, in some cases, the practice drives the mission statement instead of the mission statement driving the activity, especially if the activity has been carried out publicly (Blair-Loy et al., 2011).

### **Qualities of Mission Statements**

In addition to identifying best practices for creating mission statements, the literature points to some common characteristics for consideration in them, most notably that they should be simple and clear. Organizations should first clarify between mission, vision, values, and goals as separate statements to avoid confusion and maximize results (Salem Khalifa, 2011). Mission statements need to be clear, simple, realistic, and actionable (Calder, 2014; Weiss & Piderit, 1999). For most effective results in school improvement, they should be specific, manageable, and coherent (Kose, 2011) and they should match opportunity, competence, and commitment by the institution to the school community (Calder, 2014; Slate et al., 2008)

Experts' analyses varied on other areas related to the qualities of mission statements. Saley (2006) stated that mission statements should not be so general or so vague that they don't

give a direction or they will be useless, while Slate et al. (2018) affirmed mission statements should be general enough that they are not goals and plans themselves but lay out general parameters without criteria to determine how to measure achievement. Alegre (2018) claimed mission statements should include general targets and how to reach them, and Slate et al. (2008) noted that some mission statements include practices in which the organization intends to engage but they should avoid the “activity trap” to focus on the results instead of the means.

### **Use of Mission Statements**

The power of a mission statement extends beyond the shared process of building it with content that is best for the organization and lies in how it is used after its origin.

Perhaps most importantly, educational leaders’ frequent reference to the mission statement keeps focus on the big picture to maintain the right direction with a collaborative approach (Bradley & Vrettas, 1990; Fullan & Quinn, 2016). Keeping the mission statement in the forefront helps school leaders stay focused on student learning and citizenship over test scores and bureaucracy (Reitzug, 2010). This is why most principals leverage theirs often (Fayad & Yoshida, 2014) and employ it as a powerful tool by continually communicating it and referring to it (Mombourquette, 2017; Stemler et al., 2011). For educational leaders, every action, decision, and policy needs to aim at the mission (Calder, 2014), as it affects all levels of activity from the superintendent to the classroom (Senge et al., 2012).

Employers in private industry use mission statements for reasons similar to those cited by educational leaders. In both settings, management leverages their mission statement to enhance employee motivation (Alegre et al., 2018; Bart & Baetz, 1998; Slate et al., 2008; Weiss & Piderit, 1999), control employee practice, and allocate resources (Bart & Baetz, 1998). Stemler et al. (2011) stated “Theoretically speaking, the answer to the question of school purpose should



influence, in a predictable way, how resources are allocated, which programs are implemented, and a host of policy decisions made by the educational community and policy makers” (p. 384).

Using the mission statement is part of an ongoing cycle in which leaders improve their organizations. The mission statement drives the goals which form the plans; so leaders should implement the plan with their team, evaluate their progress, and revisit the mission statement often in a reflexive cycle (Bost, 2018; Bradley & Vrettas, 1990; DuFour et al., 2016; Lord, 2011; Renschler, 1991). Calder (2014) stated “An ongoing evaluation process of these institutional statements helps to demonstrate to stakeholders how serious the institution is about its own existence. It is through meaningful evaluation that these critical statements become more relevant, tangible, and understandable” (p. 2). Calder (2014) also noted that the mission statement is needed most in demanding times.

The use of the mission statement is not limited to management. Slate et al. (2008) noted that school success requires all staff members to use the mission statement in their working life. Lord (2011) agreed that for the mission statement to achieve its full effect all stakeholders must maintain a commitment to it in their daily work life. Additionally, Louis (2007) found that in what he labeled “high trust” schools, which he described as schools in which teachers are most willing to engage with innovations suggested by administrators and district officials, the mission statement is taken seriously by all employees.

### **Contents of Mission Statements**

While experts agree on the appropriate uses of mission statements, the literature is split on whether mission statements are found to be similar to each other or widely varied. Fayad and Yoshida (2014) found that principals they studied were evenly divided on whether school mission statements are all the same. Some studies suggest that school mission statements are all

rather similar (Schafft & Biddle, 2013) and even indistinguishable (Gurley et al., 2015; Newsom & Hayes, 1990). Others found wide variation among mission statements both in the field of education (Al-Ani & Ismail, 2015; Palmer & Short, 2008; Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999) and in other industries (Bart & Baetz, 1998)

### **Content of School Mission Statements**

The existing literature includes multiple analyses of the contents of school mission statements (Al-Ani & Ismail, 2015; Schafft & Biddle, 2013; Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999). Each similar study used a comparable coding process and found 10 to 15 themes, with academic achievement and social-emotional development as the consensus top two most frequent themes (Al-Ani & Ismail, 2015; Schafft & Biddle, 2013; Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999). These studies used coding schemes and methodologies that influenced this study.

### **Results of Previous Studies on Mission Statements and Performance**

The existing literature is inconclusive on how mission statements correlate to performance. Studies involving industries outside education include some in which a positive correlation was found between an organization's mission statement and its intended performance level (Bart & Baetz, 1998; Barick & Vitton, 1995), while others found no correlation (Alegre et al., 2018; Goldsmith, 2005; Macedo & Pinho, 2014; O'Gorman & Doran, 1999; Salem Khalifa, 2011). In the field of education, there are even more conclusive results showing a positive correlation between mission statements and performance (Mombourquette, 2017; Palmer & Short, 2008; Saley, 2006; Slate et al., 2008; Sun & Leithwood, 2015; Weiss & Piderit, 1999). Although there are not as many studies concluding there is no correlation between mission

statements and school performance, Gurley et al. (2015) found that most educators do not feel their mission statement has a strong impact on their daily work.

### **Measurable Themes in Mission Statements**

As mentioned above, previous studies have shown it is reasonable to expect to find a small number of themes that are found in most mission statements such as academic achievement, social-emotional development, college and career readiness, and school climate; as well as other themes that are found in fewer mission statements such as curriculum, physical development, positive attitude, and local community (Al-Ani & Ismail, 2015; Slate et al., 2008; Stemler & Bebell, 1999).

While all of these common themes in mission statements are important, only those that are measurable in a standardized quantifiable manner that produces accessible data for all schools in the sample are relevant in answering SQ2, which inquires whether high schools whose mission statements include verbiage specifically referencing certain themes perform better in those areas as compared to other high schools. Of those common themes listed above, only three meet the criteria: academic achievement, college and career readiness, and school climate.

### **Academic Achievement**

“Academic achievement” can refer to a broad range of educational outcomes concerning how well students have gained the knowledge and skills they were meant to attain. In previous similar studies, academic achievement was referred to by similar names such as academic performance, academic success, and cognitive or academic development (Al-Ani & Ismail, 2015; Schafft & Biddle, 2013; Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999). As mission statements were analyzed, the researchers developed their codebooks to include a variety of keywords and phrases that were categorized under the umbrella of academic achievement:

academic performance, academic development, academic excellence, academic success, cognitive development, communication, creativity, critical thinking, problem-solving skills, rigor, student achievement, and student learning.

All of these terms point to the idea of students meeting or exceeding the level of learning they are supposed to reach, or attaining the knowledge and skills their courses are designed to produce. In California, there are statewide content standards for many areas including English Language Arts (ELA), math, Career Technical Education (CTE), computer science, health, history/social science, physical education, science, art, and world languages (CDE, 2020c). California adopted the Common Core State Standards (CCSS) in 2010 to establish updated benchmarks for what students should know and be able to do in the areas of English Language Arts (ELA) and mathematics (CDE, 2020c; Petrilli, 2020; Polikoff, 2014).

Tyler's (1949) work in the fields of curriculum standards and assessment of academic achievement of curricular standards founded the basis of measuring student achievement that we use today through a assortment of measures (Rubin, 1991). The most common method for measuring academic achievement is through the use of grades (Brookhart et al., 2016; O'Connor & Wormeli, 2011). The primary purpose of grades is to communicate about student learning to students, parents, and the educational community. However, using grades to measure academic achievement on a schoolwide level in comparison to other schools across the state would yield invalid results, as grading practices vary greatly between teachers as well as from one school to another (Brookhart et al., 2016; Marzano et al., 2001). For this study, a standardized measurement tool is needed.

Several standardized assessments provide comparable academic data for the schools in the sample, but not all are applicable. All high schools have students who take the Scholastic

Assessment Test (SAT) or American College Test (ACT), but they aim to measure aptitude and skills needed for college more so than directly measuring students' achievement of the state's content standards (SAT, 2020; ACT, 2020). Additionally, high schools also have students who take Advanced Placement (AP) or International Baccalaureate (IB) exams, but not all students take these exams so they are not a valid measure of the whole school's academic performance. The only standardized measurement tool that directly measures student's academic achievement of the state standards, is taken by almost all students at all schools in the sample, and produces data that is accessible via external reporting is the Smarter Balanced Assessment.

This assessment is also known as the SBAC exam because it was developed by the Smarter Balanced Assessment Consortium as one of two standardized assessments for the CCSS that were adopted by 46 states in the USA in 2010. It was designed in collaboration with the developers of the CCSS (Smarter Balanced, 2020a) to measure students' academic achievement in the areas of ELA and math. Unlike previous state assessments, the SBAC exam was designed to cover all the essential standards in ELA and math (not just a portion of them) and require more higher ordering thinking skills while including a meaningful proportion of non-multiple choice items, including constructed response and performance tasks (Petrilli, 2020; Polikoff, 2014). California requires that schools ensure that 95% of all students and 95% of significant subgroups take the SBAC exam or they risk losing funding, which ensures the validity of the exam as a true measure of academic performance for the whole school (CDE, 2020).

The SBAC exam results in a scaled score from approximately 2,000 to 3,000 for each student that increases across the grade levels in which it is given, for grades 3-8 and 11 (Smarter Balanced, 2020b; California Department of Education, 2020d). This is meant to show students' current level of academic achievement as well as their growth over time. The scaled scores are

categorized into 4 levels: Level 1 is Standard Not Met, Level 2 is Standard Nearly Met, Level 3 is Standard Met, and Level 4 is Standard Exceeded. The lowest scaled score for Level 3 is considered Standard, and Distance From Standard (DFS) gives the difference between a student's score or the school's average score and the Standard score at the floor of Level 3 (California Department of Education, 2019b). So for example, the range of ELA scores for grade 11 is 2,299 to 2,795 and the lowest score for Level 3 Standard Met is 2,583. If a student's scaled score is 2,603 then the student's DFS is 20. Likewise, if a school's average scaled score is 2,543 then their DFS is -40. Using DFS gives stakeholders an idea of how far below or above the scores are in comparison to meeting the standard.

The SBAC exam score is the appropriate measure for academic achievement for this study. SBAC exam scores meet the criteria needed for this study of being standardized, measurable, and accessible via external reporting. Additionally, the state of California uses each school's SBAC exam DFS results in ELA and math to measure their academic achievement (California Department of Education, 2019b). Therefore, this study will use each school's SBAC exam DFS results in ELA and math as the measures of academic achievement.

### **College and Career Readiness**

In addition to academic achievement, college and career readiness is a common theme in school mission statements (Al-Ani & Ismail, 2015; Schafft & Biddle, 2013; Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999) that is measured by standardized and accessible data. College and career readiness is a broad and complex construct with many aspects that makes it challenging to define and measure (Kamin, 2016). The following was offered by Conley (2016) based on over 10 years of research from various examinations of the content of college

courses, the concerns of college professors, and the development of college and career readiness standards:

A college and career ready student possesses the content knowledge, strategies, skills, and techniques necessary to be successful in any of a range of postsecondary settings.

Success is defined as the ability to complete entry-level courses at a level of performance that is sufficient to enable students to continue to courses leading to their chosen field of study. Not every student needs exactly the same knowledge and skills to be college and career ready. A student's college and career interests and goals help identify the precise knowledge and skills the student needs to be college and career ready (pp. 218-219).

Other definitions in the literature agree that college and career readiness refers to the extent to which students are likely to succeed in their chosen post-secondary pathway as determined by their knowledge of how to navigate the college experience or entry-level career positions and how to apply academic, technical, behavioral, employability, and personal skills to graduate or successfully advance to the next stage of their career in a timely manner (Fletcher Jr et al., 2018; Kamin, 2016; Martin, 2010; Radcliffe & Bos, 2013). State and county education officials charged with ensuring students are prepared are concerned that the term "college and career readiness" separates college and career, and believe they should be combined in terms of the knowledge, skills, and dispositions needed to succeed in all postsecondary pathways (Koppich et al., 2017). Academic preparation is essential, especially in English and math, but those are foundational and not sufficient on their own (Conley, 2016; Fletcher Jr et al., 2018). Students entering college or the workforce also need cognitive strategies such as the four C's (critical thinking, communication, creativity, and collaboration), the ability to learn new skills and transition quickly, and self-management, (Kamin, 2016; Radcliffe & Bos, 2013; Hanover

Research, 2014). The keywords found throughout the literature that refer to college and career readiness include college and career readiness, college and career preparedness, future, post-secondary, next stage, next chapter, aspirations, pathway, and life beyond high school (Conley, 2016; Fletcher Jr et al., 2018; Kamin, 2016; Koppich et al., 2017; Radcliffe & Bos, 2013).

It is well documented that many students finishing high school are not prepared for success at the next level (Conley, 2016; Fletcher Jr et al., 2018; Kamin, 2016; Koppich et al., 2017; Martin, 2010; The Education Trust-West, 2015; Hanover Research, 2014; Radcliffe & Bos, 2013). Now more than ever it is important that students graduate high school ready to succeed at the next level, not just eligible to begin college or their career (Conley, 2016). When students are not ready to succeed in college-level classes, they must remediate by taking extra classes at the start of their collegiate pathway, adding cost to tuition and time to their program which decreases the likelihood of graduating (Hanover Research, 2014). When young adults are not ready for careers it puts a strain on the shifting economy and job market, as some industries have become outdated while others are growing exponentially (Conley, 2016). Along with a low rate of graduation, college and career readiness is a major problem for society (Radcliffe & Bos, 2013).

High schools use a wide range of strategies to improve their students' college and career readiness. Counseling services are initiated early in high school to include the following eight components: college aspirations, academic planning for college and career readiness, enrichment and extracurricular engagement, college and career exploration and selection processes, college and career assessments, college affordability planning, college and career admissions processes, and the transition from high school graduation to college enrollment (Martin, 2010). Schools also invest in programs and approaches aimed at improving college and career readiness including



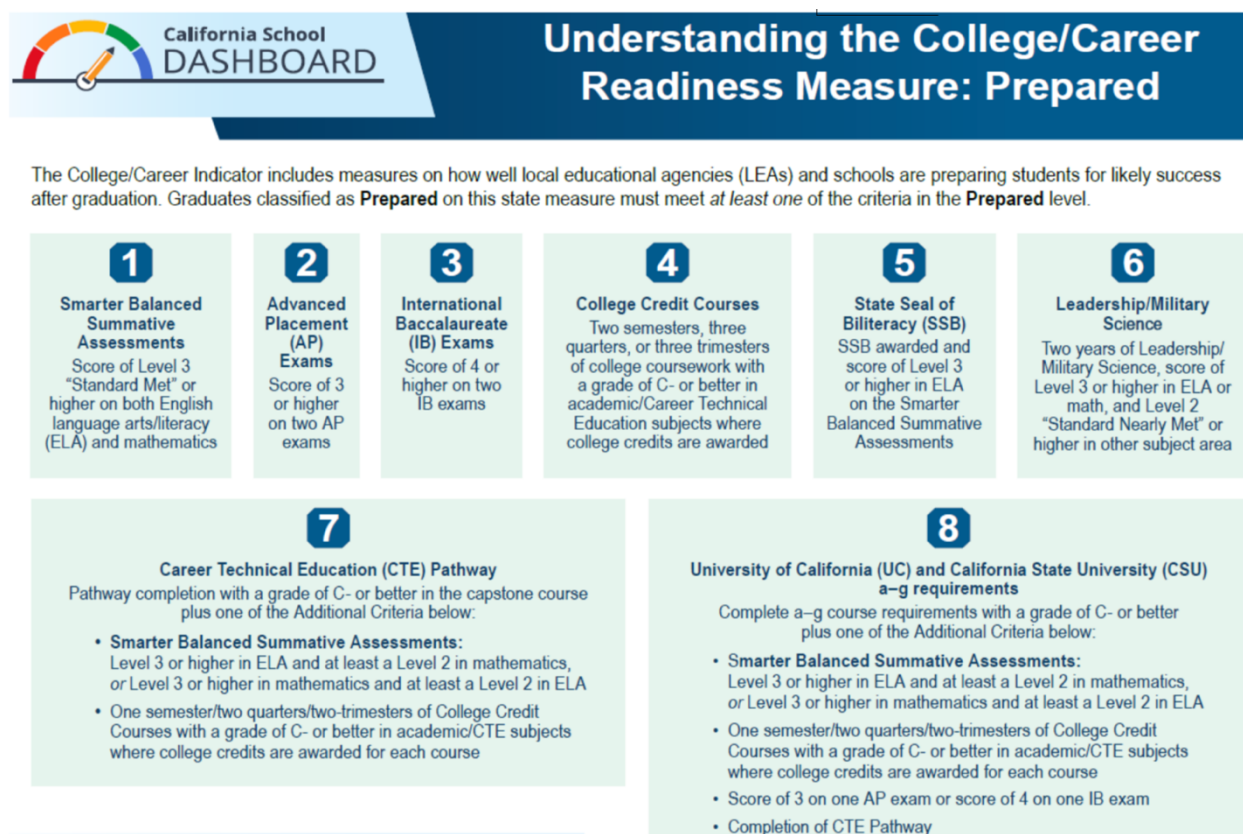
Linked Learning (The Education Trust-West, 2015), CTE integration and STEM academies (Fletcher et al., 2018), Project-Based Learning (Hanover Research, 2014), and Performance Assessments (Stosich et al., 2018). Each of these is intended to enhance learning and make it more meaningful and relevant to students' lives. When paired with a rigorous academic foundation, these programs promote college and career readiness, especially when they include work-based learning experiences (Fletcher et al., 2018; The Education Trust-West, 2015; Hanover Research, 2014). Strategies some states employ to improve college and career readiness include using a college and career readiness assessment as a graduation requirement, while others use a minimum score on state assessments to indicate there is no need for remediation in the state college system (Center on Standards and Assessment Implementation, 2015).

Measuring college and career readiness can be challenging due to the complexity of the construct, however, academic readiness for post-secondary success is the easiest component to determine due to transcripts and standardized test data (Koppich et al., 2017). Because the CCSS were developed collaboratively with colleges to prepare students to be ready for entry-level college courses, high school students graduating from schools that implement the CCSS should have mastered the core content and experienced the rigor necessary for success in postsecondary education without the need for remediation (Fletcher et al., 2018; Jones & King, 2012; Kamin, 2016). This is significant because academic rigor is the greatest predictor of post-secondary success, more accurate than grades and test scores (Jones & King, 2012). Grading practices vary so much across districts and even within schools that GPA alone is not sufficient to predict success in college (Conley, 2016). Other pre-college measures such as SBAC and SAT scores can also be tracked to give researchers relevant information on college and career readiness (Kamin, 2016). These measures should be considered together as a composite rather than on their

own, as none of them alone are strong predictors of first-year success or second-year persistence in college, although GPA is the strongest of these and the SBAC is as strong as the SAT (Kurlaender & Cohen, 2019).

But college and career readiness goes beyond just academics, and other skills such as organization, collaboration, and communication, plus the ability to pick up new skills and adapt to changing environments are more difficult to measure (Koppich et al., 2017). Conley (2016) maintained that readiness is more than transcripts and test scores, it is more complex so should include more data points. His four keys to college and career readiness are summarized in “Think-Know-Act-Go” which lists these various data points categorized as cognitive strategies (Think), content knowledge (Know), learning skills (Act), and transition skills (Go) in a comprehensive profile. To measure this, researchers would need more data from non-standardized sources such as portfolio work and teacher observations.

Fortunately for this study, the state of California produces a single statistic of college and career readiness called the College and Career Indicator (CCI) that includes multiple measures and meets the criteria needed of being standardized, measurable, and accessible for all schools in this sample. The CDE reports the CCI for each school’s senior class by dividing the number of students who are classified as “Prepared” by the total number of students in the four- and five-year cohort for that class (California Department of Education, 2019a). The CDE’s CCI calculation methodology is based on students’ completion of rigorous academic and career-related coursework, passing challenging exams, or receiving a state seal (CDE, 2020b). Figure 1 summarizes the College/Career Readiness Measures to show how the state of California determines a student to be “Prepared” for college and career.

**Figure 1***CDE College/Career Readiness Measure*

*Note.* From California Department of Education, 2019a, p. 87. In the public domain.

The CCI is the appropriate measure for college and career readiness for this study. This statistic meets the criteria needed for this study of being standardized, measurable, and accessible via external reporting. Additionally, the state of California uses each school's CCI to measure its students' college and career readiness (CDE, 2020b). Therefore, this study will use each school's CCI as the measure of college and career readiness.

### School Climate

A final construct that is both commonly found in mission statements (Al-Ani & Ismail, 2015; Schafft & Biddle, 2013; Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999) and measurable with standardized and accessible data (CDE, 2019c) is school climate. Various

studies on school climate (Borkar, 2016; Gage et al., 2016; Heilbrun et al., 2018) refer to the definition of school climate offered by Cohen et al. (2009) as the “quality and character of school life; norms, values, and expectations that support people feeling socially, emotionally, and physically safe” (p. 182). Heilbrun (2018) added that it includes “the nature of interactions between adults and students, norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures” (p. 326). Most simply, school climate is the culture and learning environment at the schoolwide level (Bear et al., 2014; Heilbrun et al., 2018)

According to Bear et al. (2014), school climate has two dimensions: social support and structure. Social support refers to adults’ response to students’ social and emotional needs and their ability to help students forge positive relationships with adults and peers. Structure refers to setting expectations for behavior, enforcing those expectations fairly and consistently, and monitoring to ensure the safety of the school. A positive school climate results from a balance of social support and strong structure.

Perception of school climate is strongly linked to a variety of outcomes (Bear et al., 2014; Borkar, 2016; Gage et al., 2016). Student perception of a positive school climate correlates with increases in academic performance, attendance, motivation, and social-emotional well-being as well as decreases in anxiety, depression, behavior problems, bullying, and substance abuse. Students perform better academically and have fewer social and behavior problems when they have positive relationships with staff and other students and they feel accepted, valued, and safe (Bear et al., 2014; Borkar, 2016). Additionally, teacher perception of a positive school climate correlates with teacher retention and job satisfaction.

The most direct way that school climate is measured is through surveys (Bear et al., 2014; California Department of Education, 2020). Most states measure school climate with surveys of students, staff, and parents, and those surveys vary in validity and reliability (Bear et al., 2014). The two most valid and reliable surveys originated in Delaware and California. The current survey used in California is the California Healthy Kids Survey (CHKS), “an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency” (California Department of Education, 2020a). Unfortunately, the CHKS results are not reported for the school level in California (California Department of Education, 2020a), which would be needed to relate to language in school mission statements so perception data from surveys is not accessible for this study.

A less direct but statistically significant way to measure school climate is through discipline records (Gage et al., 2016; Heilbrun et al., 2018; Steinberg & Lacoë, 2017; California Department of Education, 2019c). Bear et al. (2014) studied the previously mentioned Delaware survey data in relation to suspension/expulsion rates among other measured factors and found that perception of school climate in survey results correlated significantly and negatively with suspension/expulsion rates. Heilbrun et al. (2018) also found that positive school climate coincides with a lower suspension rate, as did Steinberg and Lacoë (2017) who noted the relation is strong but correlational and not causal. Gage et al. (2016) studied the relationship between results of specific school climate survey items and reported behavior problems, and found that if students know the rules which are fairly enforced, have positive relationships with staff and students, and feel safe at school then they have less office discipline referrals and suspensions. Therefore suspension rates predict the factors which define a positive school climate.

These results are not unique to studies of surveys given outside of California compared to suspension rates in other states, as they hold true in California as well (Hanson & Voight, 2014). Hanson and Voight (2014) studied the appropriateness of using the state survey for measuring school climate in California, and among other questions they asked how school climate relates to student discipline. They found that the California state survey reliably measured student perception of all factors relating to both the supportive and structural dimensions of school climate, and that suspension rates were lower in schools with a positive school climate.

Therefore, although standardized perception data is inaccessible for schools in the sample, suspension rate is as strong a measure of school climate and is the appropriate measure of school climate for this study. This statistic meets the criteria needed for this study of being standardized, measurable, and accessible via external reporting. Additionally, the state of California uses each school's suspension rate to measure their school climate by dividing the number of students suspended for an aggregate total of one full day by the cumulative enrollment (CDE, 2019c). Hence, this study will use each school's suspension rate as reported on the CDE Dashboard as the measure of school climate.

## CHAPTER 3: METHODOLOGY

Although schools serve the same general purpose, their leaders spend valuable time crafting and revising their unique mission statement (Barick & Vitton, 1995; Stemler et al., 2011). As previously stated, it is not clear to what degree school mission statements differ in contents and whether there is a relationship between schools' mission statements and their student performance outcomes. If that link can be determined then perhaps educational leaders can build more effective schools to better serve their students.

The purposes of this mixed-methods phenomenological-comparative/correlational study are to explore the variations in high school mission statements and their relationship to measurable school performance outcomes for public high schools in California.

This chapter details the rationale behind the design of the research, the setting and participants, the sampling procedures, the instrumentation including reliability and validity, the procedures for data collection and data analysis, and ethical issues.

### **Research Design and Rationale**

This mixed-methods phenomenological-comparative/correlational study was designed to answer the following research questions:

Primary Research Question (PRQ):

What is the relationship between high schools' mission statements and their student performance outcomes?

Sub-Question 1 (SQ1):

What are the common themes found in high school mission statements?

Sub-Question 2 (SQ2):

How do high schools whose mission statements include verbiage referencing academic achievement, college and career preparation, or school climate perform in those areas as measured by state indicators when compared to other high schools?

### **Primary Research Question (PRQ)**

The researcher addressed the PRQ by investigating SQ1 and SQ2. That is, the overarching question on the relationship between school mission statements and their performance outcomes were addressed in a qualitative phenomenological approach exploring the contents of mission statements and determining what can be measured and compared, then in a quantitative comparative/correlational analysis by determining a connection between the school's mission statements' contents and the schools' related measurable and comparable school performance outcomes.

### **PRQ and Sub-Question 1 (SQ1)**

To address the PRQ and SQ1, the qualitative research approach that is most appropriate for this study is phenomenology. In considering the five types of qualitative methodologies (Creswell & Poth, 2018), the author can easily eliminate three approaches. This study is not a narrative as it does not tell the story of a single individual. It is not a case study as the author is not exploring a particular case. Ethnography can also be eliminated because the author is not immersing himself in another culture to investigate their situation. Additionally, while a case could be made for grounded theory, it is not as applicable because the author has a hypothesis.

However, a phenomenological approach is an appropriate choice. In a phenomenological approach, the researcher examines lived experiences of a common phenomenon and reduces the data to the essence of the phenomenon. A phenomenological approach seeks to determine and



describe the nature of the shared phenomenon. This approach fits well, as the phenomenon of crafting a mission statement and working to accomplish the mission is an experience shared by every educational leader. While most phenomenological studies involve interviews, this is not universal as some use other data sources (Creswell & Poth, 2018).

The qualitative data analysis of this study sought the essence of school mission statements. To achieve this, a qualitative coding analysis modeled after Creswell and Poth's (2018) qualitative data analysis spiral and Bryman's (2008) four stages of qualitative data analysis resulted in an understanding of the themes prevalent in school mission statements. This qualitative analysis revealed the nature of school mission statements.

### **PRQ and Sub-Question 2 (SQ2)**

To address the PRQ and SQ2, a comparative/correlational approach is ideal, as the author sought to determine if there is a link between the presence of references to themes in school mission statements and their related performance data. He performed a comparative analysis relating the performance data of schools that do and do not refer to certain themes in their mission statement, and also a correlational analysis to determine if schools with more references to certain themes in their mission statements perform better in those areas than schools with fewer references to those themes in their mission statements.

For the comparative analysis, the researcher separated the sample into schools whose mission statement includes reference to each theme, and schools whose mission statement does not include reference to that theme, where the independent variable is the presence of reference to that theme with two possible outcomes, yes or no. The dependent variable is the state indicator for that theme as reported on the California Department of Education (CDE) Dashboard

(California School Dashboard, 2020). The researcher performed a  $t$  test to compare the means and determine if there is a statistically significant difference in the means of the two groups.

For the correlational analysis, the independent variable is the number of times the school mission statement referenced each measured theme. The dependent variable is the state indicator for that theme as reported on the California Department of Education (CDE) Dashboard. Because all variables can be reported as interval-level data, a correlational linear regression test was performed by statistical software and resulted in a  $p$ -value and correlation coefficient to determine to what extent schools whose mission statements include more reference to that theme have stronger performance results in that area than schools who have fewer references to that theme.

If the results indicate that a statistically significant link can be drawn between mission statements and performance outcomes, they support the time and effort school leaders take to develop their mission statement and could lead to additional research into how schools use their mission statement to achieve their purpose.

### **Setting and Participants**

Due to the nonexperimental nature of this study and the use of publicly available secondary data, the physical setting for this study is not as relevant as it might be in many experimental studies. The researcher conducted the study from his workspace in California in the United States of America, and this did not affect the study.

The participants are also non-traditional: where many studies have humans as their participants, this study used schools. In determining the population for this study, a narrowing process was guided by the research questions. Although all types of schools from all over the world produce mission statements, relating their performance outcomes is problematic unless the

schools report their results using the same measure. Private schools do not share the same performance measures and some may not report their outcomes, so this study includes only public schools. School performance measures and their accessibility are only standardized within states so this study will include only public schools in California, as it has a large set of diverse schools across various demographic measures. Additionally, high schools have more indicators measured at the state level such as college and career preparation, so this study will include only high schools. Therefore, the population for this study is the 1,316 active public high schools in California.

### **Sampling Procedures**

From this population, a sample size of 300 public high schools was used. By selecting at least 298 out of 1,316 active California public high schools, the quantitative results were able to achieve a confidence level of 95% with a 5% margin of error (Sample Size Calculator, 2020) which is the required threshold for this study (E. Kim, personal communication, January 11, 2020; Gay et al., 2009).

The nature of this study allowed the benefit of using a simple random sampling. The California Department of Education (CDE) has a directory of schools on its website which was filtered down to a list of all 1,316 active public high schools in the state. This list was exported as an Excel file with each school's name and many other pieces of information about the school such as address and school district, using one row for each school. The order of schools listed in this spreadsheet was randomized by using the =RAND() function in Excel to generate a random number for each school, then the schools were sorted from the smallest to largest of the randomly assigned numbers. Because each school had an equal chance of being assigned one of the lowest numbers, each school has the same probability of being chosen. Any school whose

mission statement could not be determined or whose performance data was unavailable was discarded and replaced with the next school on the randomized list, to end up with a random sample of 300 California public high schools with a mission statement and performance data. Additionally, the same 300 schools were used in both the qualitative and quantitative analysis.

This is the best option for sampling because a true simple random sampling is preferred when it is possible (McMillan & Schumacher, 2010). It gives a high probability that all of the different types of schools in the population will be represented in the sample and has no risk of subject classification errors that might result from stratified sampling. A simple random sampling is easy to understand and easy to administer. It is free to obtain and takes a reasonable amount of time, and it produces the necessary results that are easy to interpret (McMillan & Schumacher, 2010).

### **Instrumentation**

While many research projects employ survey questions or interview questions as instruments to gather qualitative data from their source, the qualitative data in this mixed-methods study are schools' mission statements. Therefore, the open coding process in which coders extract keywords and phrases from mission statements serves as the instrument.

Initial instrumentation included a structured format (see Figure 2). Specifically, a coder would pull out the keywords of the mission statement into the "Descriptive Notes" column of Figure 2 and jot down observations in the "Reflective Notes" column to help them formulate commonalities in the themes they encounter. When the coder reads the mission statement from School 1, they would look for any word or phrase included in the mission statement such as "all students," "safe, supportive, and rigorous learning environment," and "high expectations." They would not look for any minor words such as "and," "with," "a," or "the" that are only included to

help the statement flow smoothly. See Figures 2-4 for the Coding Table for the first two schools in the sample.

Figure 2 is the Coding Table the researcher employed, filled in with the mission statements for the first two schools in the sample.

**Figure 2**

*Coding Table with Mission Statements*

School	Mission Statement	Descriptive Notes: keywords, phrases	Reflective Notes
1	School 1 will provide the fundamentals of literacy, communication, and mathematical applications for students to succeed in their later studies and/or working lives. School personnel will partner with parents and the community to maximize resources necessary to provide students a quality education in a supportive and positive climate. Students will develop global awareness, civic responsibility and critical thinking skills to respond and adapt to the changes of the 21st century.		
2	School 2's mission is to inspire and prepare all students to enter, graduate from, and succeed in a 4-year college and in life.		

*Note.* Adapted from Creswell & Poth (Creswell & Poth, 2018)

The researcher placed any keywords or phrases as described above in the “Descriptive Notes” column, as in Figure 3.

**Figure 3**

*Coding Table with Mission Statements and Descriptive Notes*

School	Mission Statement	Descriptive Notes: keywords, phrases	Reflective Notes
1	School 1 will provide the fundamentals of literacy, communication, and mathematical applications for students to succeed in their later studies and/or working lives. School personnel will partner with parents and the community to maximize resources necessary to provide students a quality education in a supportive and positive climate. Students will develop global awareness, civic responsibility and critical thinking skills to respond and adapt to the changes of the 21st century.	literacy communication Mathematical applications students succeed in their later studies and/or working lives partner with parents and the community quality education supportive and positive climate global awareness civic responsibility critical thinking skills respond and adapt to the changes of the 21st century	
2	School 2's mission is to inspire and prepare all students to enter, graduate from, and succeed in a 4-year college and in life.	inspire all students succeed in a 4-year college and in life	

*Note.* Adapted from Creswell & Poth (Creswell & Poth, 2018)

The researcher also included any thought or ideas that might help find common themes or be relevant to the study in the “Reflective Notes” column, as in Figure 4.

**Figure 4**

*Coding Table with Mission Statements, Descriptive Notes, and Reflective Notes*

School	Mission Statement	Descriptive Notes: keywords, phrases	Reflective Notes
1	School 1 will provide the fundamentals of literacy, communication, and mathematical applications for students to succeed in their later studies and/or working lives. School personnel will partner with parents and the community to maximize resources necessary to provide students a quality education in a supportive and positive climate. Students will develop global awareness, civic responsibility and critical thinking skills to respond and adapt to the changes of the 21st century.	literacy communication Mathematical applications students succeed in their later studies and/or working lives partner with parents and the community quality education supportive and positive climate global awareness civic responsibility critical thinking skills respond and adapt to the changes of the 21st century	descriptors need to stay with their subject: caring alone could be environment or personal quality, but keeping caring with environment means it is a statement about culture and would be related to school climate instead of personal development.
2	School 2's mission is to inspire and prepare all students to enter, graduate from, and succeed in a 4-year college and in life.	inspire all students succeed in a 4-year college and in life	A phrase can get more than 1 code - such as "academic, vocational, personal growth" because those all describe the type of growth, but they can have different codes/themes for academic, vocational, and personal

*Note.* Adapted from Creswell & Poth (Creswell & Poth, 2018)

## Reliability

As a nonexperimental correlational study using secondary data, internal consistency may not be a threat to reliability in the same way it might be to some experimental studies in which

multiple iterations of implementing the same intervention or giving the same survey might yield different results (McMillan & Schumacher, 2010). However, this study's threat to internal consistency comes from a need to clarify the constructs of a mission statement and performance outcomes so that any peers who approach the study would be using the same definitions and ideas to arrive at similar results (Creswell & Poth, 2018). This is addressed in the literature review.

Additionally, the most significant threat to this study's reliability is intercoder agreement. Although the researcher applied a coding scheme to the mission statements in the sample, that application may not be consistent with the way another coder may apply the same scheme which could cause them to arrive at different results (Creswell & Poth, 2018; McMillan & Schumacher, 2010). Therefore, the researcher worked with a Concordia University Irvine faculty expert with a doctoral degree and experience in K-12 educational leadership and qualitative methodologies. By using a second coder to help develop the codebook, the research was able to ensure intercoder reliability.

### **Validity**

Researchers need to be able to answer the question: "What are the main ways in which you might be mistaken about what is going on?" (Maxwell, 2013, p. 136).

In an experimental study in which participants are surveyed or interviewed, threats to external validity come from differences between the sample and the overall population, or environmental factors that change from the test setting to the general conditions (McMillan & Schumacher, 2010). However, this study is a comparative nonexperimental study that examines the relationship between the mission statements of California public high schools and their



school performance outcomes as measured by state indicators. Therefore, external threats to validity appear in another form.

The relevant threat to the external validity of this study is the limited scope of the population. The results cannot be generalized to nonpublic schools, elementary or intermediate schools, or schools outside of California because the measures for school performance data are different in other contexts. For example, a private elementary school in Maine would not measure their academic success based on Smarter Balanced Assessment Consortium (SBAC) scores and they would not measure college and career preparation at all. Due to limited access to information and different methods that schools other than California public high schools use to measure the dependent variables, the researcher will not be able to minimize this threat so it remains a limitation of the study.

In many studies, threats to internal validity include any elements of the design of the measure that could affect the dependent variable and result in a rival hypothesis about the true cause of the results, and these can often be minimized by randomization and using control groups (McMillan & Schumacher, 2010). However, in a correlational nonexperimental study that examines existing secondary data, there is no attempt to infer a causal relationship and internal validity is threatened in other ways (McMillan & Schumacher, 2010).

Based on the nature of the study, the greatest threat to internal validity is in establishing theoretical validity to account for inadequate preoperational explication of the examined constructs. The author established clarity on the constructs of mission statements in general and on the constructs of academic achievement, college and career preparation, and school climate (Creswell & Poth, 2018; Maxwell, 2013). The researcher addressed this in the literature review

in establishing the stated constructs and their connection to keywords and phrases as coded in the schools' mission statements.

Another potential major threat to internal validity is the validity of the secondary performance data that will be used. In a correlational nonexperimental study that examines existing secondary data, internal validity must be established by using valid and reliable scores (McMillan & Schumacher, 2010). As this is data from the state's standardized measures, the author established that this is not a major threat to validity by establishing the validity of the state indicators (California Department of Education, 2019b) in the literature review.

Selection is an added potential threat to internal validity, as the results depend on the specific schools that are chosen. To account for selection, the researcher randomized the schools that are selected as noted above (McMillan & Schumacher, 2010).

Additionally, there is a potential history threat to this validity as described by Gibbs (2012). Specifically, due to the closure of schools because of COVID-19, all state testing was canceled in the spring of 2020, so the researcher did not have access to school performance outcomes from the 2019-20 school year. He ensured he compared mission statements from SARC reports submitted in the fall of 2018 to school performance outcomes from the same school year in 2018-19.

Another threat to construct validity is mono-operation bias, as the researcher only used one independent variable and three dependent variables (McMillan & Schumacher, 2010). This cannot be addressed due to the inaccessibility of data so it is discussed in the limitations.

Mono-method bias is also a threat to construct validity of both of the variables (McMillan & Schumacher, 2010), as the researcher only used one coding scheme to extract the content of the mission statements, and the only accessible data that could be compared between schools are

the state indicators for academic success, college and career preparation, and school climate. This cannot be addressed due to limited resources and data so it remains as a limitation.

This study does not have any construct-irrelevant content threats, as the state indicators for academic achievement, college and career preparation, and school climate do not measure additional constructs beyond those the author is aiming to measure.

However, this study does have construct under-representation threats, as mission statements do not necessarily cover all areas of a school's direction and goals, and the measure of state indicators fail to include all aspects of the constructs of academic achievement, college and career preparation, and school climate, or any other constructs that emerged from the qualitative analysis. This study will not be able to minimize the threat of construct under-representation, so this persists as a limitation.

And finally, confounding constructs present a significant threat to this study's validity, as it is obvious many other factors affect school performance outcomes besides mission statements such as teacher effectiveness, student demographics, or intervention programs (Brimley et al., 2016). This cannot be addressed due to the nature of the research project as a nonexperimental correlational study using secondary data. The author simply cannot gather data on or control the many variables that affect school performance data and he is not aiming to include them in this study, so these are discussed in the limitations.

### **Data Collection**

The data were collected from the two primary artifacts: school mission statements and standardized school performance outcomes as reported by the state of California.

To obtain the mission statements, the researcher visited [www.sarconline.org](http://www.sarconline.org) or [www.axiomanalytix.com](http://www.axiomanalytix.com) to gather the SARC report for each of the 300 schools in the sample.

Each report was saved and examined for the school's mission statement. If a school's SARC report was missing the mission statement, or the mission statement could not be clearly determined, that school was discarded from the sample and the next school on the randomized list was examined. This was repeated until a random sample of 300 schools with mission statements was finalized.

Collecting school performance outcome data was a two-part process. First, the qualitative analysis of the mission statements produced a set of themes found in them (see Appendix A). Second, these themes were filtered down to those that align with standardized and externally reported measures to be included in the correlational study. Some of the themes emerging from the qualitative analysis were not measurable and could not be used. For example, schools included producing lifelong learners as part of their mission statement, but there is no way to measure that so it was left out of the correlational aspect of this study. Other themes might be measurable but not externally reported in a standardized and comparable manner so they were excluded. For example, some mission statements included social-emotional development as part of their school's purpose, and that might be assessed in student surveys that differ from school to school and are only reported internally.

Second, to obtain measurable and standardized school performance outcome data that align with the themes that emerge from the qualitative analysis, the author visited the CDE dashboard (2020). These performance outcomes include the Academic Performance Indicator as reported by the Smarter Balanced Assessment scores in English and math, the College/Career Indicator, and the School Climate Indicator.

## **Data Analysis**

The qualitative and quantitative analysis methodologies were designed to address the research questions. To address SQ1, the qualitative approach used open coding then axial coding to identify emergent themes and a Google Sheet with formulas to tally the totals and percentages of each code and theme. For SQ2, the quantitative approach employed the Excel add-on StatPlus to perform comparative and correlational tests to determine the link between the variables.

### **Qualitative Data Analysis**

The following data analysis procedures are applications of Creswell and Poth's (2018) qualitative data analysis spiral and Bryman's (2008) four stages of qualitative data analysis.

First, the author organized the data in preparation for the procedure. The schools were assigned a number from 1 to 300, and during the analysis their assigned number was used instead of the school name to minimize coder bias. A team consisting of the author and one other coder, a faculty member at Concordia University, used the first 25 schools and their mission statements for the initial steps of this procedure as the coders worked separately and came together periodically to work out differences to arrive at an agreed-upon set of themes and an initial codebook (see Appendix A). Then they separately applied the coding to the next 25 mission statements and compared the results to ensure intercoder agreement. The author then applied the coding to the remaining 250 mission statements. However, he made adjustments to the codebook as needed. He kept an open mind that the data may suggest a change in the themes, in which case he would have started over with the team to ensure appropriate coding.

The initial open coding phase utilized a table with a format similar to the one shown in Figure 2; there was a row for each of the first 50 schools and columns for the school's number, the mission statement, descriptive notes, and reflective notes. Each coder used a different copy of

the table on their own and the author kept a master copy for the steps in which they came together to work out differences and agree before moving forward.

Next, the members of the coding team read all 50 of the mission statements in their entirety several times to look for commonalities and begin to identify the emerging themes. This resulted in each coder becoming quite familiar with the statements as a whole (Creswell & Poth, 2018; Maxwell, 2013).

Then each coder began open coding by reading the statements again and memoing each mission statement, writing down keywords and ideas (descriptive notes), making notes about anything and everything they encounter (reflective notes; Creswell & Poth, 2018; Maxwell, 2013). In the table, a column for descriptive notes included actual words and phrases from the mission statements that stood out, and a column for reflective notes included whatever thoughts the coders encounter as they work, as in Figure 4.

Next, each coder reviewed their notes to determine emerging themes for axial coding. They started a separate document as a codebook with their themes to organize their data and eliminate repetition (Creswell & Poth, 2018; Maxwell, 2013), listing various keywords and phrases that can be grouped under common themes. Then the coders discussed the themes to reorganize for clarity and consistency. They worked out any questions, concerns, or disagreements to move forward with a single agreed-upon codebook, as in Figure 5 which shows the first theme that emerged from the Open Coding.

The researcher also employed a code for “Miscellaneous” in each theme that had multiple codes. This was modeled after Stemler and Bebell’s (1999) coding scheme. If a certain keyword or phrase fit in a theme but not in any of the codes within the theme, then it was assigned the

code for Miscellaneous. If the keyword or phrase was used a small number of times it would remain in the Miscellaneous code, but if it was used often, it would become its own code.

As an example, the coders found many schools including reference to academic achievement or academic development in their mission statement. So Academic Achievement became one of their themes, and they created codes such as AA1 = Academic and AA2 = Knowledge / Skills and continued to build as they encountered other words or phrases that have to do with academic development. Another theme example is Post-Secondary, with codes such as PS1 = College/Career, PS2 = Quality of Life in the Future, and so on.

### Figure 5

#### *Initial Codebook with First Theme*

Parent Code / Theme	Words/Phrases in M/V statements	Code	Code Description
AA Academic Achievement	Scholarly, scholarship Learning, can learn	AA0	Misc.
	Academic growth Academic success Academic achievement Excellence in academics Academic challenge mastery of academic prepare academically proficient students Academics develop academically successful students high achieving students intellectual development	AA1	Academic
	Communication critical thinking Creativity approach their education creatively Excellence in artistic expression problem solvers Literacy, literate read/write/speak/listen mathematical applications Students that are proficient in Math, English, and Science, per CAASPP results Knowledge and skills proficiency Skilled, skills	AA2	Knowledge/ Skills

	knowledge/knowledgeable skill sets and knowledge to succeed		
--	--	--	--

The coders then spiraled back to the first 50 mission statements and re-assigned codes from the agreed-upon codebook. To conserve space they used the same column for “Codes” as “Reflective Notes” because most cells in the Coding Table did not have reflective notes. So this column holds both reflective notes and codes, as in Figure 6 (see Appendix B for full version).

**Figure 6**

*Coding Table with Mission Statements, Descriptive Notes, and Reflective Notes / Codes*

School	Mission Statement	Descriptive Notes: keywords, phrases	Reflective Notes / Codes
1	School 1 will provide the fundamentals of literacy, communication, and mathematical applications for students to succeed in their later studies and/or working lives. School personnel will partner with parents and the community to maximize resources necessary to provide students a quality education in a supportive and positive climate. Students will develop global awareness, civic responsibility and critical thinking skills to respond and adapt to the changes of the 21st century.	Literacy communication Mathematical applications students succeed in their later studies and/or working lives partner with parents and the community quality education supportive and positive climate global awareness civic responsibility critical thinking skills respond and adapt to the changes of the 21st century	AA2 AA2 AA2 STU2 PS1  COL2  CII SC1 SC3 CIT2 CIT2 AA2 PERS0 PS3  descriptors need to stay with their subject: caring alone could be environment or personal quality, but keeping caring with environment means it is a statement about culture and would be related to school climate instead of personal development.

*Note.* Adapted from Creswell & Poth (Creswell & Poth, 2018)



### Figure 7

*Code Tally Spreadsheet Excerpt*

	ACADEMIC ACHIEVEMENT				POST-SECONDARY					SCHOOL CLIMATE						
	AA0	AA1	AA2	AA	PS0	PS1 <i>College / Career</i>	PS2	PS3 21st Cent / tech	PS	SC0	SC1 Culture of Improvement	SC2 Safe/ Secure	SC3 Warm	SC4 Inclusive	SC5 Relationships	SC
Sch #	Misc	Academic	Knowledge / Skills	TOTAL	Misc		Life		TOTAL	Misc						TOTAL
1			3	3		1		1	2		1		1			2
2		1		1		1			1		1					1
3	1	1		2		1	2		3	2	3		1			6
298	1			1		0					1					1
299				0		1	2		3	1						1
300			1	1		0	2		2		1					1
CODE TOTAL	50	149	287	486	4	157	219	65	445	40	267	91	79	51	18	546
CODE MEAN	0.17	0.50	0.96	1.62	0.01	0.52	0.73	0.22	1.48	0.13	0.89	0.30	0.26	0.17	0.06	1.82
CODE PRESENT IN	41	115	145	227	4	126	155	59	229	36	155	71	69	46	16	200
THEME %	13.7%	38.3%	48.3%		1.3%	42.0%	51.7%	19.7%		12.0%	51.7%	23.7%	23.0%	15.3%	5.3%	
	75.7%				76.3%					66.7%						

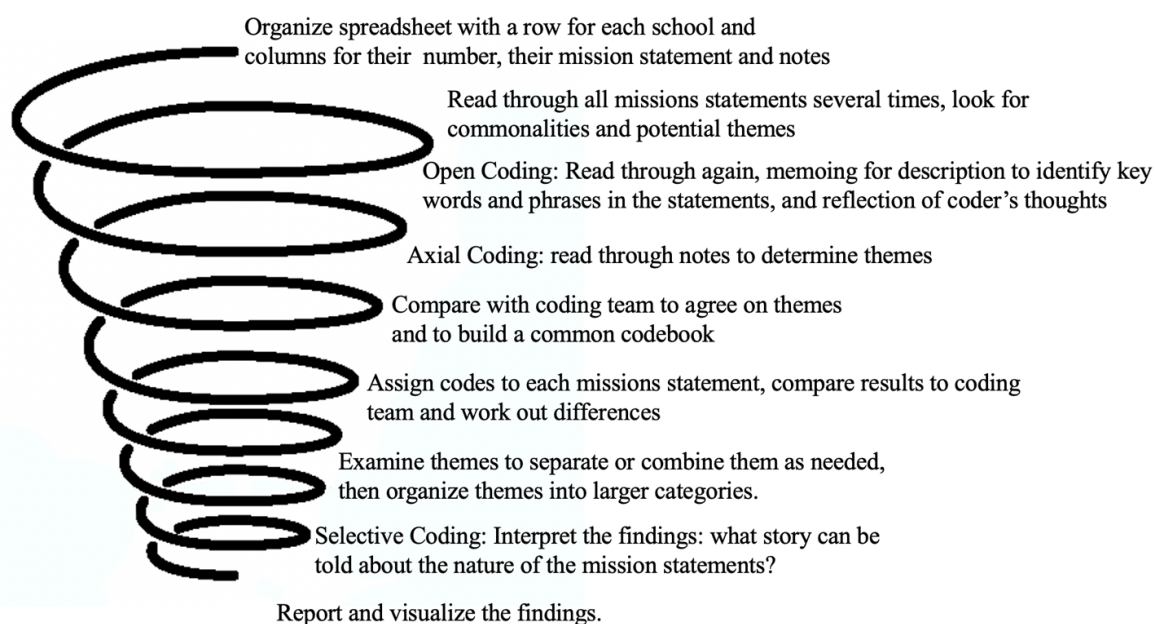
The last stage of selective coding called for interpretation of the findings. The researcher looked to see what can be abstracted from the study and asked “What story does the coding tell about the nature of high school mission statements, and how do these findings relate to the literature?”

Finally, he represented and visualized the findings in the report to answer SQ1, “What are the common themes found in high school mission statements?”

Figure 8 summarizes the qualitative data analysis procedures described above.

**Figure 8**

*Qualitative Data Analysis Spiral*



*Note.* Adapted from Creswell & Poth (2018)

## Quantitative Data Analysis

While SQ1 requires qualitative analysis, quantitative methods are required to address SQ2 which asks “How do high schools whose mission statements include academic

achievement, college and career preparation, or school climate perform better in those areas when measured by state indicators as compared to other high schools?”

The researcher used Microsoft Excel to organize and analyze the data. He transferred the data from Figure 7 into an Excel spreadsheet with 10 columns for each school:

- the number of references to academic achievement in the mission statement
- was there any reference to academic achievement in the mission statement?
- the school’s SBAC English results, as measured by average distance from standard
- the school’s SBAC math results, as measured by average distance from standard
- the number of references to college/career preparation in the mission statement
- was there any reference to college/career preparation in the mission statement?
- the school’s college/career preparedness indicator, as measured by the percentage of students deemed prepared for college/career by the state of California
- the number of references to school climate in the mission statement
- was there any reference to school climate in the mission statement?
- the school’s school climate indicator, based on the suspension rate and measured by the state of California

Figure 9 shows the Excel spreadsheet with data for the first 25 schools (see Appendix C for the full version).

**Figure 9***Quantitative Data Spreadsheet for the First 25 Schools*

School #	# Academic Achievement References in MS	Any reference to Academic Achievement in MS?	SBAC ELA	SBAC Math	# College/Career Readiness References in MS	Any reference to College/Career Readiness in MS?	College/Career Indicator	# School Climate References in MS	Any reference to School Climate in MS?	Suspension Rate
1	4	YES	99.2	109.6	1	YES	79.9	2	YES	1.2
2	1	YES	-43.2	-130.7	1	YES	52.9	1	YES	14.3
3	2	YES	76.6	14.4	1	YES	74.4	6	YES	2.2
4	1	YES	-44.6	-112.4	0	NO	45.5	0	NO	6.7
5	1	YES	-17.8	-93.2	0	NO	54	5	YES	5.9
6	1	YES	23.9	-60.6	0	NO	45.9	5	YES	7.3
7	4	YES	164.4	164.3	1	YES	97.6	0	NO	0.6
8	0	NO	-104.9	-206.4	0	NO	1.1	1	YES	0.2
9	0	NO	106	96.6	0	NO	89.2	1	YES	1.3
10	1	YES	-0.4	-92.7	1	YES	44.8	0	NO	6
11	1	YES	15.3	-71.8	0	NO	37.4	0	NO	6.3
12	2	YES	34.3	-8.6	0	NO	68.9	2	YES	4.2
13	1	YES	55	-39.5	1	YES	45.5	1	YES	3.3
14	0	NO	41.3	4.2	0	NO	66.1	3	YES	2.1
15	0	NO	-5.9	-66	0	NO	40	0	NO	6.1
16	1	YES	-2.3	-48.5	1	YES	67.4	2	YES	3.7
17	2	YES	76.1	35.7	5	YES	66.9	1	YES	1.2
18	1	YES	13.4	-61.9	0	NO	36.2	2	YES	5.4
19	0	NO	61.9	-18.2	0	NO	64.2	3	YES	4.1
20	1	YES	72.1	-4.4	2	YES	72.3	1	YES	0.2
21	0	NO	-4.5	-72.5	1	YES	31.6	0	NO	4.4
22	1	YES	-8.1	-103.1	0	NO	45.6	7	YES	8.6
23	2	YES	16.7	-66.4	1	YES	36.1	0	NO	11.5
24	0	NO	89	-8.6	0	NO	88.4	0	NO	4.4
25	1	YES	66.6	-23.6	0	NO	56.4	0	NO	9.4

After the data were entered into the spreadsheet, the Excel add-on StatPlus was used to analyze the data. For the comparative analysis, a  $t$  test was performed to compare the mean performance data for schools that do and do not refer to the theme in their mission statement and produced a  $t$  statistic and  $p$  value for each comparison. The researcher interpreted the data produced by StatPlus based on the commonly held guideline that  $p$  must be less than 0.05 for the results to be statistically significant (Sprinthall, 2012).

For the comparative analysis, a linear correlation test was performed on each dependent variable (the number of references for each theme) with each relevant independent variable from the CDE Dashboard. The linear correlation test in StatPlus produced data that will indicate whether there is a statistically significant correlation between the variables, specifically the correlation coefficient  $R$  and  $p$ -value (McMillan & Schumacher, 2010). The researcher interpreted the data produced by StatPlus based on the commonly held guideline that  $p$  must be

less than 0.05 for the results to be statistically significant, and that the correlation coefficient  $R$  gains strength on the scale from -1.0 to 1.0 as it moves further away from zero (Sprinthall, 2012).

### **Ethical Issues**

While this study does not involve the need to protect humans or animals, the author conducted his research according to the highest ethical standards. This means that he completed training via the Collaborative Institutional Training Initiative (see Appendix E) and the proposal was submitted to the institutional review board and approved for exempt status (see Appendix F) and he ensured that he is careful, open, and abiding by accepted standards for citations and references (Creswell & Poth, 2018).

The handling of data was approached with privacy and security in mind. The SARC reports were kept on a password-protected computer and will be saved for 3 years then deleted. The researcher changed the names of the schools to numbers prior to sharing the mission statements with the other coder.

One ethical issue that is important to this study is objectivity. It is natural for researchers to have a bias toward their hypotheses and to possibly even unintentionally skew their design or analysis to prove a point (McMillan & Schumacher, 2010). But the most important ethical concern for this study is maintaining honesty and integrity, as the only research that can have any true value is research that is done with honesty. To approach maximum objectivity, the author leaned heavily on his chair for guidance in each step of the process. He ensured schools are selected randomly using a random number generator, and he calibrated his coding scheme and analysis by working with his chair to assure the methods and findings are handled appropriately. Most importantly, he was open about his hypothesis and committed to honestly following the

data where it leads instead of approaching the project with a point to prove, even if the findings did not come out as he expected (Maxwell, 2013).

In practicing reflexivity, the author openly discussed his own experience as an educational leader in crafting school mission statements and leveraging them to achieve stronger student performance outcomes (Creswell & Poth, 2018).

To ensure he reported his research with honesty and integrity, the author committed to full disclosure of every part of his process so that his methods and data can be viewed with trust. He did not skew any findings or mislead the reader in any way. He gave credit where it is due by ensuring he followed APA guidelines to cite others' ideas appropriately. The author worked closely with his chair to make sure the report includes everything needed even if it weakens his findings. There is just nothing to gain by risking the personal disappointment, shame, and external consequences that would come from violating his code of ethics—for anything, including this project.

## CHAPTER 4: RESULTS

This study aimed to add to the existing literature on the nature of school mission statements, determine whether a significant link exists between the language of school mission statements and related performance data, and guide educators in making decisions when creating their mission statement. The author sought to answer the research questions:

### Primary Research Question (PRQ):

What is the relationship between high schools' mission statements and their student performance outcomes?

### Sub-Question 1 (SQ1):

What are the common themes found in high school mission statements?

### Sub-Question 2 (SQ2):

How do high schools whose mission statements include verbiage referencing academic achievement, college and career preparation, or school climate perform in those areas as measured by state indicators when compared to other high schools?

The research questions led to a mixed-methods phenomenological-comparative/correlational approach. This is a natural fit for the research questions, as answering the PRQ is accomplished by addressing SQ1 and SQ2, and SQ1 calls for a phenomenological approach in seeking the essence school mission statements while SQ2 calls for a comparative and correlational approach in seeking the quantitative relationship between occurrences of themes in mission statements and related school performance data. Therefore, the purposes of this mixed methods phenomenological-comparative/correlational study are to explore the

variations in high school mission statements and their relationship to measurable school performance outcomes for public high schools in California.

The population of this study was the approximately 1,300 public high schools in California, and the random sample included 300 such high schools whose mission statement and performance data could be determined for the 2018-19 school year.

The author applied Creswell and Poth's (2018) qualitative data analysis spiral and Bryman's (2008) four stages of qualitative data analysis to code the mission statements to address SQ1, and he used Excel with StatPlus statistical analysis software to address SQ2. He hypothesized that the coding would reveal a few themes that are found in most mission statements such as academic achievement, and other themes that are found in fewer mission statements such as physical development. The researcher also hypothesized that this study would show a relation between high schools' inclusion of specific themes in their mission statements and their performance indicators in those areas.

This chapter will cover the findings of the qualitative research and the results of the quantitative data analysis.

### **Findings of Qualitative Research**

The qualitative research began with determining the sample and gathering and organizing the data, then the mission statements were coded and analyzed using the formulas in a Google Sheet. A total of 13 themes emerged to answer SQ1 on determining the nature of high school mission statements.

#### **Determining the Sample and Gathering Data**

The first part of the qualitative analysis involved gathering the mission statements and the performance data for the constructs that emerged as themes in mission statements that are



measurable in a standardized and accessible manner. As a reminder, “mission statements” in this study are considered to be the school’s mission statement and/or vision statement as clearly identified by the school due to the widespread confusion and overlap between the direction-setting nature of mission statements and vision statements (Gurley et al., 2015; Salem Khalifa, 2011).

To describe the gathering of these data, an explanation of the year of the data is warranted. The research conclusions would be strongest if they are based on the most recent data available. As this study was conducted during the 2019-20 and 2020-21 school year, the most recent performance data available was produced by schools in the spring of 2019 due to the cancelation of state testing in California during the 2020 COVID-19 pandemic. To relate mission statements and performance outcomes from the same year to ensure validity, this meant the author had to find mission statements from the 2018-19 school year. Schools may have updated their mission statement in the time between 2018-19 and 2020-21 and they would only have the most recent mission statement published on their website. So retrieving a mission statement from a school website in 2020-21 risked comparing the mission statement and performance data from different years which would invalidate the findings of the study. Therefore the author had to look elsewhere for the 2018-19 mission statements. Fortunately, the template for SARC reports that schools in the sample file each year with the California Department of Education have a section for school leaders to provide their school description and mission statement (SARC Online, 2020). The researcher discovered that for every SARC report, the report for each year is published the following fall and includes data from both the year listed and the start of the next school year. Specifically, the 2017-18 SARC reports were published during the fall of 2018-19 and include yearlong data such as performance on testing from 2017-18, as well as start-of-the-

year data such as the mission statement from 2018-19. So to pair up mission statements and performance data from the same school year, the author was tasked with gathering 300 SARC reports from 2017-18 and matching them to accessible performance data from 2018-19.

After randomizing the list of all schools in the population in the fall of 2020, the researcher started with the first school on the randomized list and visited [www.sarconline.org](http://www.sarconline.org) (2020) to retrieve the 2017-18 SARC reports. After gathering approximately half of the needed school mission statements, he found that [www.sarconline.org](http://www.sarconline.org) (2020) no longer provided the 2017-18 SARC reports so he had to look elsewhere. He was able to find them at [www.axiomanalytix.com](http://www.axiomanalytix.com) (2020), a school fact website that houses SARC reports. The researcher was able to find the remainder of SARC reports there. On either source, if the SARC report was unavailable, the author crossed that school off the list and added the next school in the randomized order. If the researcher encountered a school's SARC report that did not clearly state the mission statement, he crossed that school off the list and added the next school.

Many schools clearly identified their mission statement in the SARC report with a separate heading that states "Mission Statement:" and is followed by the clear statement of purpose before moving on to a different heading—in these cases the school was included in the sample.

Other schools filled in their SARC template's section on "School Description and Mission Statement" with a narrative format but clearly stated the mission statement in a paragraph, often with clear identifying language such as "The school's mission statement is ...". In these cases, the school was included that school in the sample.

However, if the SARC's "School Description and Mission Statement" section included language that hints at school purpose but is blended with other verbiage and did not clearly

indicate exactly which words are and are not included in their official mission statement, then the researcher felt including that school may jeopardize the reliability of the study so he crossed it off the list and moved on to the next school. For example, the narrative in one SARC report stated:

The School staff believes that through powerful teaching and differentiated instructional strategies, education becomes a lifelong learning process. This process empowers all students to meet challenging standards in personal, academic, vocational, social, technical, and communication areas. The School learning community advocates rigorous and relevant instruction with technology integration in a secure environment that encourages students' development as responsible and capable individuals and productive members of society.

It is not clear if the official mission statement is all three sentences, including the first sentence on staff beliefs, or just the last sentence, so this school was not included in the sample.

By using this process of including or skipping schools, the author encountered the first 636 schools on the randomized list before identifying the 300<sup>th</sup> school that had a clear mission statement.

Once the author gathered the SARC reports for the first 300 schools on the randomized list that had a clear mission statement, he visited the CDE dashboard (2020) to gather performance data from 2018-19 for each of the 300 schools. He recorded the SBAC scores in English and math, as well as the College and Career Indicator that provided the percentage of students deemed college and career ready, and the School Climate Indicator which is the suspension rate from the 2018-19 school year for each school. He encountered 15 schools that did not have all of these data on the CDE dashboard, which happened most often if the school

was a charter school that no longer existed when the researcher checked in 2020-21. In these cases, he crossed the school off the list and moved on to find the next school on the list for which he could clearly identify the mission statement and gather all the performance data. He checked another 32 schools to gain these 15 schools in the sample, which means he checked the first 668 schools on the randomized list before he finalized the list of 300 schools.

### **Coding the Mission Statements**

To address the PRQ and SQ1 with a phenomenological approach and capture the essence of school mission statements, the researcher organized the data in a coding table with the school number and mission statement and replaced the names of the schools with their school number to avoid bias (Creswell & Poth, 2018; Maxwell, 2013). He and another coder separately performed an open coding to pull out any keywords or phrases from the first 25 schools, then came together to compare results and work out any discrepancies.

The coders discussed trends to calibrate their process and made reflective notes as they progressed. For example, it quickly became clear that descriptor words must stay with their subject; as an example, “caring” alone could refer to the school environment or a student personal quality, but keeping “caring” with “learning environment” means it is a statement about culture and would be related to the theme of school climate instead of the theme of personal development. Additionally, they found that some themes overlapped; for example, with Citizenship and Collaboration, it was not clear which code to use for mission statements that discussed students working with stakeholders to improve their community. The coders decided they could use multiple codes for the same phrase if it fits multiple themes. So that example would be assigned a code for citizenship and another code for collaboration. These were added as early reflective notes.

Then the coders examined the selected words and phrases to arrive at an agreed-upon set of themes in an initial codebook, including Academic Achievement, Post-Secondary, School Climate, Students, Collaboration, Citizenship, Personal Development, Curriculum and Instruction, and Physical Development, and Miscellaneous. Then they separately applied the codebook to the next 25 mission statements and compared the results. They came to agreement on any variations and made minor adjustments to the codebook accordingly.

The researcher continued to apply the codebook to the remaining 250 mission statements and made adjustments to the codebook as needed. For example, he added the theme of Recognition for schools that included, for example, their status as a world-renowned school or a California Distinguished School. He also added the theme of Non-Traditional Educational Model for schools that included language about their unique model such as an Early College Program or an alternative education school designed for credit recovery.

The author's goal was to create a codebook that would ensure reliability, so that any coder applying it would never hesitate to know exactly which code to assign for a phrase they encounter (Creswell & Poth, 2018). One related issue arose after all the mission statements were coded, as the author noticed that "success" and "excellence" were not always clearly assigned. If these were used as a descriptor as in "excellence in learning" or "success in their future", then the subject would be used to code the phrase; so "success in learning" was assigned a code in the Academic Achievement theme and "success in their future" was assigned a code in the Post-Secondary theme. But some schools used these terms not as a descriptor but as a distinct noun, for example, one school's complete mission statement is "Tradition... Innovation... Excellence" and for these cases, a new theme of General Success was needed. The author then reviewed all

the mission statements to correctly code any references to general success or general excellence or similar ideas.

### Results of the Qualitative Research

Once the coding was completed, the researcher identified the common themes found in the mission statements to address the PRQ and SQ1. As noted in Chapter 1, he hypothesized based on the literature that he would find some themes that are found in most mission statements (Al-Ani & Ismail, 2015; Slate et al., 2008; Stemler & Bebell, 1999) and other themes that are found in fewer mission statements, suggesting that there are both fundamental similarities in schools' stated purpose as well as wide variation beyond those similarities across the sample (Stemler et al., 2011; Weiss & Piderit, 1999).

Figure 10 provides the final codebook of themes and codes that emerged from the coding process, with examples and comments.

**Figure 10**

#### *Final Codebook*

Parent Code / Theme	Code	Code Meaning	Examples and comments
CA	AA0	Misc.	Miscellaneous
Academic Achievement	AA1	Academic	Academic Learning Achievement
	AA2	Knowledge/Skills	Problem-solving Critical thinking Creativity Communication Proficiency in particular subjects

Parent Code / Theme	Code	Code Meaning	Examples and comments
PS Post-Secondary	PS0	Misc.	Miscellaneous
	PS1	College and Career	College/Career Readiness Vocational A-G university requirements
	PS2	Life in the Future	Lifelong learner Pursue life goals Realize potential Develop vision for life Journey of self-discovery
	PS3	21st Century / Tech	21st century technology
SC School Climate	SC0	Misc.	Miscellaneous School Tradition School Pride
	SC1	Culture of Improvement	Inspire Encourage Support Challenge Cultivate
	SC2	Safe	Safe environment Secure environment Clean environment
	SC3	Warm	Positive environment Caring environment Welcoming environment Respectful environment Family environment
	SC4	Inclusive	Belonging Connectedness Inclusive Equitable
	SC5	Relationships	Trusting relationships Positive relationships meaningful relationships

Parent Code / Theme	Code	Code Meaning	Examples and comments
CIT	CIT0	Misc.	Miscellaneous
Citizenship	CIT1	World	Dynamic world Complex world Changing world
	CIT2	Contribute as Member of Community	Global citizen Contributing member of society Community service Civic duty Social responsibility
PERS	PERS0	Misc.	Miscellaneous Values Personal development Personal growth/success Leadership Self-worth Courage Adaptable
Personal Development	PERS1	Social-Emotional	Social/emotional development Wellness
	PERS2	Motivated	Passion Intellectual curiosity Enthusiasm for learning Motivated Ambitious
	PERS3	Responsible/Productive	Responsible Ownership/responsibility of their learning Accountable Productive Work-ethic Resilience Resourceful Self-sufficient Make informed choices
	PERS4	Caring	Thoughtful Compassion Empathy Respectful Open-minded
	PERS5	Ethical	Integrity Honesty Ethical Trustworthy Character



Parent Code / Theme	Code	Code Meaning	Examples and comments
STU Students	STU0	Misc.	Miscellaneous Diverse student population
	STU1	All students	All students Each/every student
	STU2	Students	Students Children Young adults
COL Collaboration	COL1	Student Collaboration with Stakeholders	Teamwork Cooperative learning Students work collaboratively with other students, staff, parents, community members
	COL2	Staff Collaboration with Community	Staff collaboration with parents/community (not including students)
CI Curriculum and Instruction	CI0	Misc.	Miscellaneous STEAM
	CI1	Educate	quality education Relevant education Comprehensive education Educate
	CI2	Curriculum / Standards	Relevant curriculum Learning experiences Rigorous curriculum Standards-based curriculum California state standards Rigorous academic standards High standards and expectations
	CI3	Instruction	Dedicated, Innovative instruction Relevant instruction Rigorous instruction Standards-based instruction Research-based instructional strategies
	CI4	PLC	PLC/staff collaboration Collaborative professional development Monitor and assess data Interventions
	CI5	Co- / extra-curricular	Co-curricular experiences Involvement Extracurricular activities

Parent Code / Theme	Code	Code Meaning	Examples and comments
GR Graduate	GR1	Graduate (HS)	Graduation/graduate High school diploma
	GR1	Graduate (college)	Post-secondary graduate
PHY Physical Development	PHYS1	Physical Development	physical development Physical achievement Healthy lifestyle choices
	PHYS2	Athletics	Excellence in athletics
NTEM Non-traditional Educational Model	NTEM1	Non-Traditional Educational Model	alternative education premier credit recovery program blended virtual and community-based learning opportunities Personalized pathways
REC Recognition	REC1	Recognition	Recognition/awards Ca Distinguished School reputation
GS General Success	GS1	General Success	Success (general-not specifically academic, personal, future, or anything else) Excellence (general)

As examples of application of the codebook to school mission statements, the mission statements and coding for School 82 and School 268 are provided in the Coding Table in Figure 11.

**Figure 11***Coding Table for Select Schools*

82	Within a safe and caring environment, School 82 provides a meaningful standards-based curriculum that fosters the critical thinking, communication, collaboration, and creativity needed to function as a responsible and productive member of society.	safe and caring environment meaningful standards-based curriculum critical thinking, communication, collaboration, and creativity responsible and productive member of society	SC2 SC3 CI2 AA2 AA2 COL1 AA2 PERS3 PERS3 CIT2
268	School 268, an innovative community of learners, produces college and career ready students, empowering them to actualize their potential through rigorous academics, relevant learning experiences, and vital relationships.	innovative community of learners college and career ready students empowering actualize their potential rigorous academics relevant learning experiences vital relationships	PERS3 COL1 PS1 STU2 SC1 PS2 AA1 CI2 SC5

The application of the codebook to the mission statements produced the results provided in Figure 12.

**Figure 12***Code Tally Results*

THEME	CODE	CODE MEANING	# CODE OCCURRENCES	# SCHOOLS IN WHICH CODE IS PRESENT	% SCHOOLS IN WHICH CODE IS PRESENT	% SCHOOLS IN WHICH THEME IS PRESENT
ACADEMIC ACHIEVEMENT	AA0	Misc.	50	41	13.7%	75.7%
	AA1	Academic	149	115	38.3%	
	AA2	Knowledge/ Skills	287	145	48.3%	
	AA	TOTAL	486	227		

THEME	CODE	CODE MEANING	# CODE OCCURRENCES	# SCHOOLS IN WHICH CODE IS PRESENT	% SCHOOLS IN WHICH CODE IS PRESENT	% SCHOOLS IN WHICH THEME IS PRESENT
POST-SECONDARY	PS0	Misc.	4	4	1.3%	76.3%
	PS1	College and Career	157	126	42.0%	
	PS2	Life in Future	219	155	51.7%	
	PS3	21st Cent/ Tech	65	59	19.7%	
	PS	TOTAL	445	229		
SCHOOL CLIMATE	SC0	Misc.	40	36	12.0%	66.7%
	SC1	Culture of Improvement	267	155	51.7%	
	SC2	Safe	91	71	23.7%	
	SC3	Warm	79	69	23.0%	
	SC4	Inclusive	51	46	15.3%	
	SC5	Relationships	18	16	5.3%	
	SC	TOTAL	546	200		
CITIZENSHIP	CIT0	Misc.	0	0	0.0%	62.7%
	CIT1	World	49	45	15.0%	
	CIT2	Contribute to Community	275	179	59.7%	
	CIT	TOTAL	324	188		
PERSONAL DEVELOPMENT	PERS0	Misc.	141	97	32.3%	72.3%
	PERS1	Social - Emotional	40	38	12.7%	
	PERS2	Motivated	54	42	14.0%	
	PERS3	Responsible / Productive	214	136	45.3%	
	PERS4	Caring	89	65	21.7%	
	PERS5	Ethical	57	47	15.7%	
	PERS	TOTAL	595	217		
STUDENTS	STU0	Misc.	15	14	4.7%	86.7%
	STU1	All Students	210	155	51.7%	
	STU 2	Students	299	179	59.7%	
	STU	TOTAL	509	260		

THEME	CODE	CODE MEANING	# CODE OCCURRENCES	# SCHOOLS IN WHICH CODE IS PRESENT	% SCHOOLS IN WHICH CODE IS PRESENT	% SCHOOLS IN WHICH THEME IS PRESENT
COLLABORATION	COL1	Student Collaboration	126	96	32.0%	39.3%
	COL2	Staff Collaboration	37	32	10.7%	
	COL	TOTAL	163	118		
CURRICULUM AND INSTRUCTION	CI0	Misc.	38	30	10.0%	62.3%
	CI1	Educate	90	73	24.3%	
	CI2	Curriculum / Standards	203	120	40.0%	
	CI3	Instruction	37	28	9.3%	
	CI4	PLC	39	28	9.3%	
	CI5	Co- / extracurricular	20	18	6.0%	
	CI	TOTAL	427	187		
GRADUATE	GR1	Graduate (HS)	74	64	21.3%	44.7%
	GR2	Graduate (college)	3	3	1.0%	
	GR	TOTAL	77	67		
PHYSICAL DEVELOPMENT	PHYS1	Physical Development	23	22	7.3%	9.7%
	PHYS2	Athletics	9	9	3.0%	
	PHYS	TOTAL	32	29		
NON-TRADITIONAL EDUCATIONAL MODEL	NTEM1	Non-Traditional Ed Model	40	29	9.7%	9.7%
RECOGNITION	REC1	Recognition	18	17	5.7%	5.7%
GENERAL SUCCESS	GS1	General Success	50	44	14.7%	14.7%

As seen in Figure 12, the themes that occurred in two-thirds or more of the mission statements were Students, Post-Secondary, Academic Achievement, Personal Development, and School Climate. The following examples of mission statements demonstrate the prevalence of these top five occurring themes:

***Students***

School 22 is committed to a quality educational program, responsive to the needs of its students within a safe, nurturing environment. The staff, students, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, School 22 prepares all students to achieve their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

***Post-Secondary***

All School 92 students will graduate as morally and ethically responsible lifelong learners with the ability to earn a post-secondary degree, succeed in the 21st century workforce, and effectively support a diverse global society.

***Academic Achievement***

The mission of School 181 is to prepare students to be ethically and academically focused for entrance into college. School 181 will provide students with a rigorous educational program in a collaborative setting, with emphasis on mastery of academics, critical thinking, effective communication skills, and character development.

***Personal Development***

Our mission is to positively impact the School 269 community by providing a safe and enriching environment that promotes respect, trust, integrity and responsibility. Students will celebrate diversity, be prepared to succeed in higher education and be self-sufficient individuals.

***School Climate***

The mission of School 100 is to foster a safe, positive learning environment that enables students to achieve their potential in an atmosphere which promotes responsible citizenship and

an appreciation of individual differences. The climate of the School 100 community is founded on academic excellence and high expectations.

The themes that occurred in less than half of the mission statements were Collaboration, Graduate, Physical Development, Non-Traditional Educational Model, Recognition, and General Success.

### **Quantitative Data Analysis**

The quantitative analysis began with organizing the data in Excel spreadsheets, then using the add-on StatPlus to perform a univariate analysis of the qualitative results as well as multivariate analyses. The multivariate tests included *t* tests as well as linear correlations to address SQ2 on the relation between the verbiage in school mission statements and school performance outcomes.

### **Data Analysis Procedures**

The quantitative research procedures were determined to align with the research questions. To address the PRQ, the author used a univariate analysis to further explore SQ1 on the common themes in school mission statements. He also used two different methods of multivariate analysis, a *t* test to compare means and a linear correlation, to address SQ2 on whether high schools whose mission statements include verbiage referencing academic achievement, college and career preparation, or school climate perform better in those areas as measured by state indicators when compared to other high schools.

The researcher created an Excel spreadsheet with 10 columns for each school (see Figure 13 for the first 25 schools and Appendix C for the full version):

- the number of references to academic achievement in the mission statement
- was there any reference to academic achievement in the mission statement?

- the school's SBAC English results, as measured by average distance from standard
- the school's SBAC math results, as measured by average distance from standard
- the number of references to college/career preparation in the mission statement
- was there any reference to college/career preparation in the mission statement?
- the school's college/career preparedness indicator, as measured by the percentage of students deemed prepared for college/career by the state of California
- the number of references to school climate in the mission statement
- was there any reference to school climate in the mission statement?
- the school's school climate indicator, based on the suspension rate and measured by the state of California

**Figure 13**

*Quantitative Data Spreadsheet for the First 25 Schools*

School #	# Academic Achievement References in MS	Any reference to Academic Achievement in MS?	SBAC ELA	SBAC Math	# College/Career Readiness References in MS	Any reference to College/Career Readiness in MS?	College/Career Indicator	# School Climate References in MS	Any reference to School Climate in MS?	Suspension Rate
1	4	YES	99.2	109.6	1	YES	79.9	2	YES	1.2
2	1	YES	-43.2	-130.7	1	YES	52.9	1	YES	14.3
3	2	YES	76.6	14.4	1	YES	74.4	6	YES	2.2
4	1	YES	-44.6	-112.4	0	NO	45.5	0	NO	6.7
5	1	YES	-17.8	-93.2	0	NO	54	5	YES	5.9
6	1	YES	23.9	-60.6	0	NO	45.9	5	YES	7.3
7	4	YES	164.4	164.3	1	YES	97.6	0	NO	0.6
8	0	NO	-104.9	-206.4	0	NO	1.1	1	YES	0.2
9	0	NO	106	96.6	0	NO	89.2	1	YES	1.3
10	1	YES	-0.4	-92.7	1	YES	44.8	0	NO	6
11	1	YES	15.3	-71.8	0	NO	37.4	0	NO	6.3
12	2	YES	34.3	-8.6	0	NO	68.9	2	YES	4.2
13	1	YES	55	-39.5	1	YES	45.5	1	YES	3.3
14	0	NO	41.3	4.2	0	NO	66.1	3	YES	2.1
15	0	NO	-5.9	-66	0	NO	40	0	NO	6.1
16	1	YES	-2.3	-48.5	1	YES	67.4	2	YES	3.7
17	2	YES	76.1	35.7	5	YES	66.9	1	YES	1.2
18	1	YES	13.4	-61.9	0	NO	36.2	2	YES	5.4
19	0	NO	61.9	-18.2	0	NO	64.2	3	YES	4.1
20	1	YES	72.1	-4.4	2	YES	72.3	1	YES	0.2
21	0	NO	-4.5	-72.5	1	YES	31.6	0	NO	4.4
22	1	YES	-8.1	-103.1	0	NO	45.6	7	YES	8.6
23	2	YES	16.7	-66.4	1	YES	36.1	0	NO	11.5
24	0	NO	89	-8.6	0	NO	88.4	0	NO	4.4
25	1	YES	66.6	-23.6	0	NO	56.4	0	NO	9.4

For the three columns that ask if there is any reference to the construct in the mission Statement (MS), the author used an =IF formula to enter a YES if the number of references is greater than zero and a NO if the number of references is equal to zero.



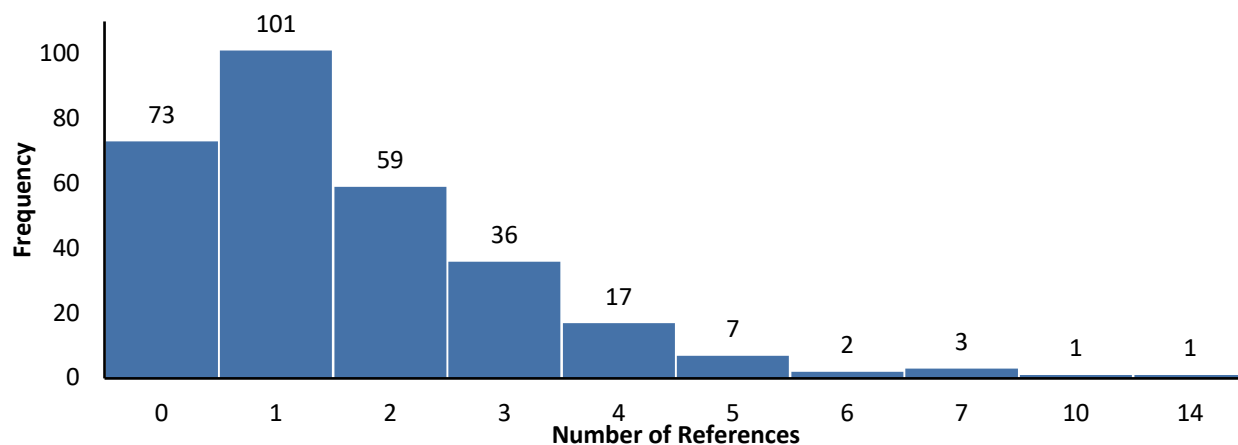
## Univariate Analysis

The author used the Excel add-on StatPlus to perform a univariate analysis for each of the dependent variables of the number of schools with references to academic achievement, college and career preparation, and school climate in each mission statement. Figures 14, 15, and 16 show the frequency histograms for the number of schools with references to academic achievement, college and career preparation, and school climate in school mission statements, respectively, as the three themes that met the criteria for quantitative analysis of being measurable, standardized, and publicly reported.

As seen in Figure 14, one reference to academic achievement was the most common number of references in school mission statements with 101 schools referring to academic achievement once, with zero references made by 73 schools and two references made by 59 schools as the next most common number of references to academic achievement.

**Figure 14**

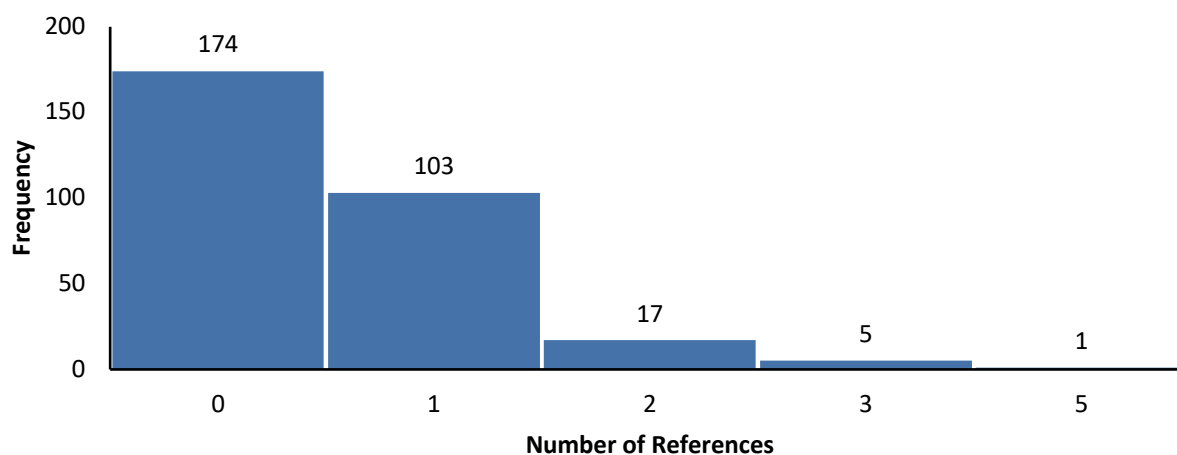
*Frequency of Schools with References to Academic Achievement in Mission Statements (n = 300)*



As seen in Figure 15, zero references to college and career preparation was the most common number of references in school mission statements with 174 schools referring to college and career preparation zero times, with one reference made by 103 schools and two references made by 17 schools as the next most common number of references to college and career preparation.

**Figure 15**

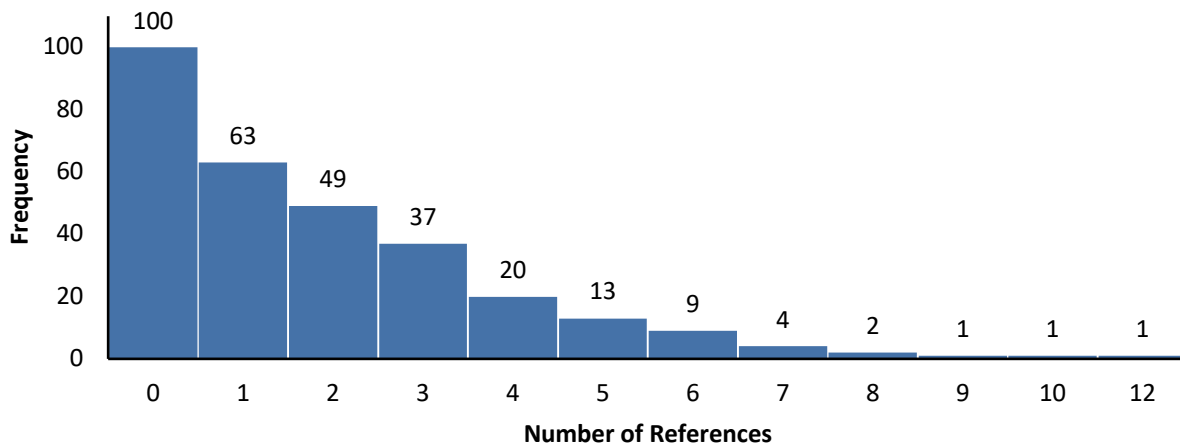
*Frequency of Schools with References to College and Career Preparation in Mission Statements*  
( $n = 300$ )



As seen in Figure 16, zero references to school climate was the most common number of references in school mission statements with 100 schools referring to school climate zero times, with one reference made by 63 schools and two references made by 49 schools as the next most common number of references to college and career preparation.

**Figure 16**

*Frequency of Schools with References to School Climate in Mission Statements ( $n = 300$ )*



As seen in Table 1, references to school climate were most frequent and widely varied ( $M = 1.82$ ,  $SD = 2.02$ ), with references to academic achievement close behind ( $M = 1.62$ ,  $SD = 1.67$ ) and references to college and career preparation occurring less frequently ( $M = 0.52$ ,  $SD = 0.73$ ).

**Table 1**

*Univariate Statistics of Number of References in Mission Statements ( $n = 300$ )*

	Mean	Median	Mode	<i>SD</i>	Min	Max
Academic Achievement	1.62	1	1	1.67	0	14
College/Career Preparation	0.52	0	0	0.73	0	5
School Climate	1.82	1	0	2.02	0	12

## Multivariate Analysis

To address SQ2 which inquires about the relationship between school mission statements and related performance data, the researcher used both a comparative analysis and a linear correlation.

### ***Comparative Analysis***

First, the author used *t*- tests for comparative analyses to determine if schools whose mission statements have any reference to academic achievement, college and career preparation, and school climate perform better in those areas than schools whose mission statements have no such reference. To perform a *t*-test, the author separated the columns into schools with a YES or NO for the columns that ask if there is any reference to academic achievement, college and career preparation, or school climate in each mission statement, as shown in Figure 17 for the first 25 schools (see Appendix D for the full version).

**Figure 17***Quantitative Data Spreadsheet for T Tests for First 25 Schools*

School #	YES Reference to Academic Achievement in MV Statement	YES SBAC ELA	NO Reference to Academic Achievement in MV Statement	NO SBAC ELA	YES Reference to Academic Achievement in MV Statement	YES SBAC Math	NO Reference to Academic Achievement in MV Statement	NO SBAC Math
1	YES	99.2			YES	109.6		
2	YES	-43.2			YES	-130.7		
3	YES	76.6			YES	14.4		
4	YES	-44.6			YES	-112.4		
5	YES	-17.8			YES	-93.2		
6	YES	23.9			YES	-60.6		
7	YES	164.4			YES	164.3		
8			NO	-104.9			NO	-206.4
9			NO	106			NO	96.6
10	YES	-0.4			YES	-92.7		
11	YES	15.3			YES	-71.8		
12	YES	34.3			YES	-8.6		
13	YES	55			YES	-39.5		
14			NO	41.3			NO	4.2
15			NO	-5.9			NO	-66
16	YES	-2.3			YES	-48.5		
17	YES	76.1			YES	35.7		
18	YES	13.4			YES	-61.9		
19			NO	61.9			NO	-18.2
20	YES	72.1			YES	-4.4		
21			NO	-4.5			NO	-72.5
22	YES	-8.1			YES	-103.1		
23	YES	16.7			YES	-66.4		
24			NO	89			NO	-8.6
25	YES	66.6			YES	-23.6		

School #	YES Reference to College/Career Readiness in MV Statement	YES College/Career Indicator	NO reference to College/Career Readiness in MV Statement	NO College/Career Indicator	YES Reference to School Climate in MV Statement	YES Suspension Rate	NO reference to School Climate in MV Statement	NO Suspension Rate
1	YES	79.9			YES	1.2		
2	YES	52.9			YES	14.3		
3	YES	74.4			YES	2.2		
4			NO	45.5			NO	6.7
5			NO	54	YES	5.9		
6			NO	45.9	YES	7.3		
7	YES	97.6					NO	0.6
8			NO	1.1	YES	0.2		
9			NO	89.2	YES	1.3		
10	YES	44.8					NO	6
11			NO	37.4			NO	6.3
12			NO	68.9	YES	4.2		
13	YES	45.5			YES	3.3		
14			NO	66.1	YES	2.1		
15			NO	40			NO	6.1
16	YES	67.4			YES	3.7		
17	YES	66.9			YES	1.2		
18			NO	36.2	YES	5.4		
19			NO	64.2	YES	4.1		
20	YES	72.3			YES	0.2		
21	YES	31.6					NO	4.4
22			NO	45.6	YES	8.6		
23	YES	36.1					NO	11.5
24			NO	88.4			NO	4.4
25			NO	56.4			NO	9.4

The author used StatPlus to perform *t*-test to compare the mean SBAC scores for English between schools whose mission statements do and do not contain verbiage that reference academic achievement. The difference was not significant ( $t(113) = .500, p > .05$ ). As seen in Table 2, the mean SBAC score in English for schools whose mission statement refers to

academic achievement was 19.86 ( $SD = 46.92$ ), and the mean SBAC score in English for schools whose mission statement does not refer to academic achievement was 16.45 ( $SD = 51.81$ ).

**Table 2**

*Descriptive Statistics for SBAC English ( $n = 300$ )*

	<i>N</i>	<i>M</i>	<i>SD</i>	Min	Max
Reference to Academic Achievement	227	19.86	46.92	-154.1	164.4
No Reference to Academic Achievement	73	16.45	51.81	-146.5	147.2

The author also performed a *t*-test to compare the mean SBAC scores for math between schools whose mission statements do and do not contain verbiage that reference academic achievement. Again, difference was not statistically significant ( $t(298) = .678, p > .05$ ). As seen in Table 3, the mean SBAC score in math for schools whose mission statement refers to academic achievement was -58.34 ( $SD = 61.60$ ), and the mean SBAC score in math for schools whose mission statement does not refer to academic achievement was -64.08 ( $SD = 66.70$ ).

**Table 3**

*Descriptive Statistics for SBAC Math ( $n = 300$ )*

	<i>N</i>	<i>M</i>	<i>SD</i>	Min	Max
Reference to Academic Achievement	227	-58.34	61.60	-224.9	164.3
No Reference to Academic Achievement	73	-64.08	66.70	-67.5	134.6

Similarly, the researcher performed a *t*-test to compare the mean College and Career Indicator between schools whose mission statements do and do not contain verbiage that reference college and career preparation. Here, the difference was not significant ( $t(257) = .200, p > .05$ ). As seen in Table 4, the mean College and Career Indicator for schools whose mission statement refers to college and career preparation was 50.64 ( $SD = 21.30$ ), and the mean College

and Career Indicator for schools whose mission statement does not refer to college and career preparation was 50.16 ( $SD = 19.76$ ).

**Table 4**

*Descriptive Statistics for College and Career Indicator ( $n = 300$ )*

	<i>N</i>	<i>M</i>	<i>SD</i>	Min	Max
Reference to College/Career Preparation	126	50.64	21.30	0.0	100.0
No Reference to College/Career Preparation	174	50.16	19.76	0.0	90.7

Finally, the researcher performed another *t*-test to compare the mean School Climate Indicator (suspension rate) between schools whose mission statements do and do not contain verbiage that reference school climate. The difference, again, was not statistically significant ( $t(298) = .845, p > .05$ ). As seen in Table 5, the mean School Climate Indicator for schools whose mission statement refers to school climate was 5.29 ( $SD = 4.04$ ), and the mean School Climate Indicator for schools whose mission statement does not refer to school climate was 4.90 ( $SD = 3.16$ ).

**Table 5**

*Descriptive Statistics for School Climate Indicator ( $n = 300$ )*

	<i>N</i>	<i>M</i>	<i>SD</i>	Min	Max
Reference to School Climate	200	5.29	4.04	0.0	25.0
No Reference to School Climate	100	4.90	3.16	0.0	14.3

### ***Linear Correlation***

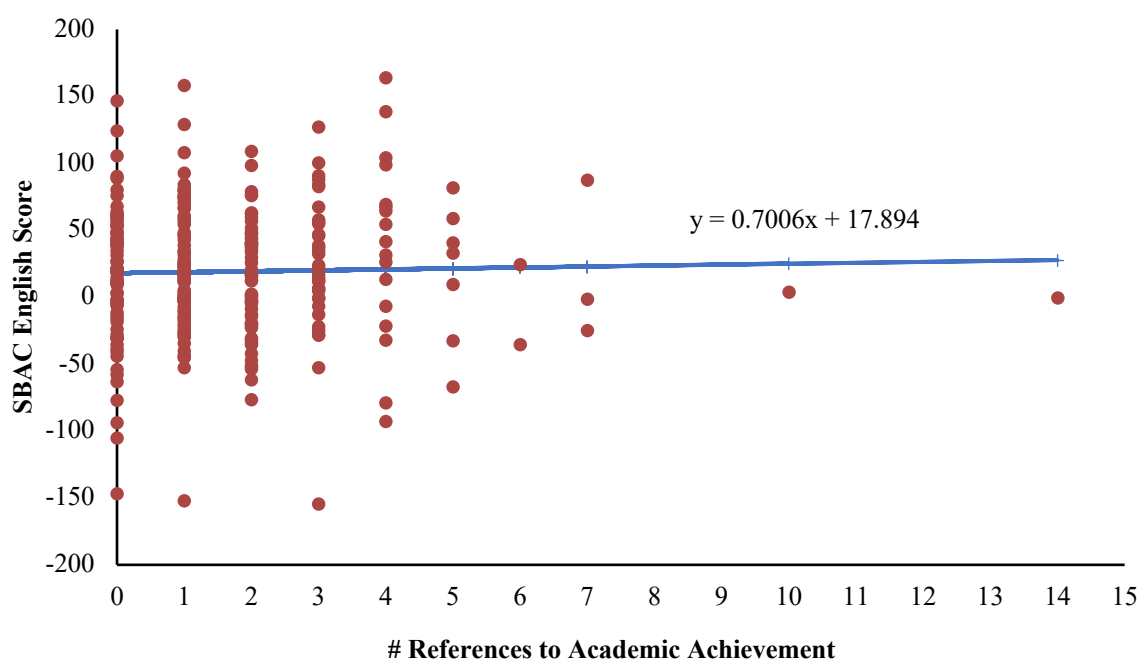
Finally, the author used StatPlus to perform linear correlation tests to further address SQ2 and determine if there is a statistically significant correlation between the variables, specifically the correlation coefficient *R* and *p*-value (McMillan & Schumacher, 2010). This was designed to

show whether schools whose mission statements refer to academic achievement, college and career preparation, and school climate a higher number of times have better performance data in these areas than schools whose mission statements refer to them a fewer number of times.

The first linear correlation performed by the author related the number of references to academic achievement in the mission statements to the SBAC scores in English. The results were inconclusive as they were not statistically significant,  $r(298) = .024$ ,  $p > .05$ . Figure 18 shows a scatterplot of the schools' SBAC English scores by the number of references to academic achievement in their mission statement.

**Figure 18**

*SBAC English Scores by Number of References to Academic Achievement ( $n = 300$ )*

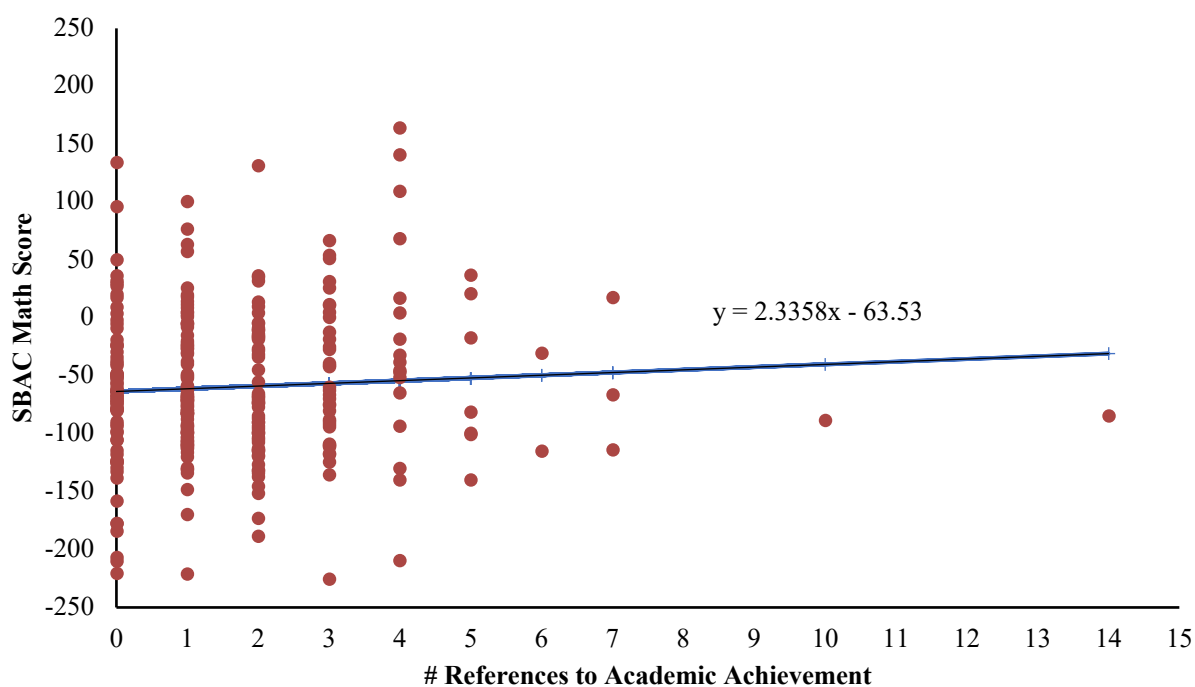




The next linear correlation performed by the author related the number of references to academic achievement in the mission statements to the SBAC scores in math. The results, again, were not statistically significant,  $r(298) = .062$ ,  $p > .05$ . Figure 19 shows a scatterplot of the schools' SBAC Math scores by the number of references to academic achievement in their mission statement.

**Figure 19**

*SBAC Math Scores by Number of References to Academic Achievement ( $n = 300$ )*

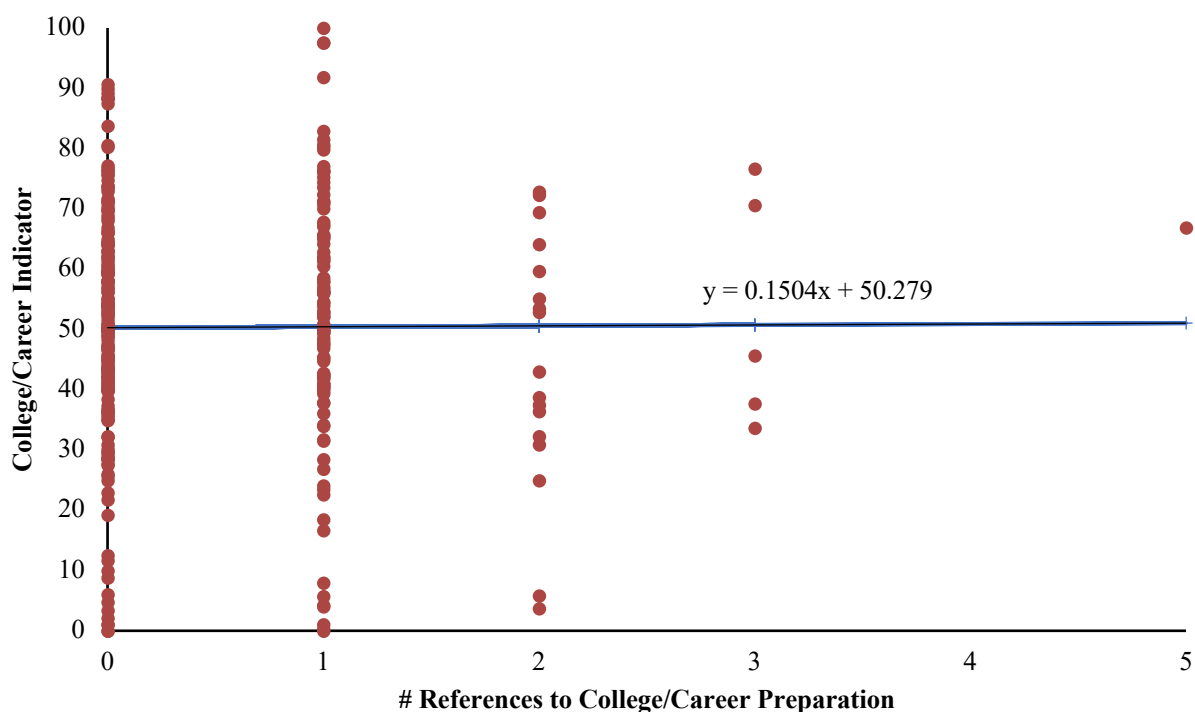


The third linear correlation performed by the author related the number of references to college and career preparation in the mission statements to the College/Career Indicators. The results of this correlation were also not statistically significant,  $r(298) = .005$ ,  $p > .05$ . Figure 20 shows a scatterplot of the schools' College/Career Indicator by the number of references to college and career preparation in their mission statement.

**Figure 20**

*College/Career Indicator by Number of References to College and Career Preparation*

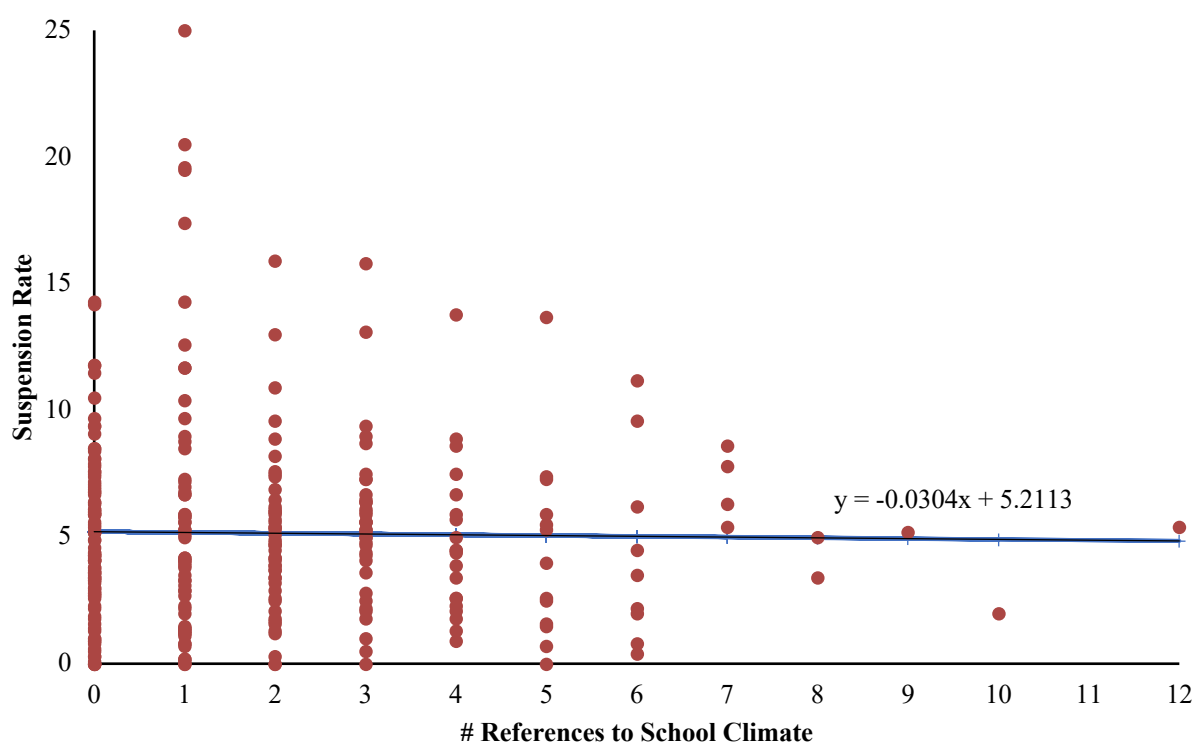
*( $n = 300$ )*



The final linear correlation performed by the author related the number of references to school climate in the mission statements to the Suspension Rate. The results, again, were not statistically significant,  $r(298) = -.016$ ,  $p > .05$ . Figure 21 shows a scatterplot of the schools' Suspension Rate by the number of references to school climate preparation in their mission statement.

**Figure 21**

*Suspension Rate by Number of References to School Climate ( $n = 300$ )*



### Summary

The purpose of this study is to guide educational leaders by examining the nature of school mission statements and determining to what extent there is a link between verbiage in school mission statements and related school performance data. Based on the research questions, a mixed-methods phenomenological-comparative/correlational approach is a natural fit, as the

PRQ with SQ1 sought the essence of school mission statements via a qualitative phenomenological analysis while the PRQ with SQ2 called for comparative and correlational analyses to quantitatively relate the presence of themes in school mission statements to school performance data. The results of each approach aligned the research questions.

The qualitative analysis began with identifying the sample and gathering the mission statements and performance data. SARC reports from 2017-18 were retrieved from online resources (Axiom Analytics, 2020; SARC Online, 2020) to clearly identify school mission statements for the 2018-19 school year, and the CDE Dashboard (2020) provided performance data for the 2018-19 school year in the areas of academic achievement, college and career preparation, and school climate.

The coding process consisted of the author and another coder open coding the first 25 schools' mission statements, then coming together to work out any discrepancies and determine common themes in axial coding to build out the codebook. They then applied the codebook to the next 25 mission statements and compared the results to ensure intercoder reliability. The researcher then applied the codebook to the remaining 250 mission statements and made adjustments as needed. The results of the coding process produced a set of 13 themes found in the mission statements of the schools in the sample.

An Excel spreadsheet with formulas tallied the codes to provide totals and percentages of each code and theme. The themes that occurred most often were Students (86.7%), Post-Secondary (76.3%), and Academic Achievement (75.7%), while the themes that occurred least often were Physical Development (9.7%), Non-Traditional Educational Model (9.7%), and Recognition (5.7%).

The quantitative investigation consisted of two types of analysis: comparative and correlational. First, the researcher used *t* tests to compare the means of performance data in the areas of academic achievement, college and career preparation, and school climate between schools whose mission statements do and do not include reference to those themes. The results for all *t* tests showed the difference in the means of the two groups was not statistically significant. Next, the researcher performed linear correlation tests to relate the number of references of each theme to the related performance data, and again, in each case, the results were not statistically significant. In all cases, the null hypothesis was accepted. However, there is value in the findings as discussed in the next chapter.

## CHAPTER 5: DISCUSSION

### **Summary of the Study**

School purpose has shifted over time, but schools generally exist for the same reason: to educate students, help them develop, and prepare them for their future (Stemler et al., 2011; Stemler & Bebell, 1999). Yet every educational institution regularly crafts a new mission statement, at least once for each accreditation cycle (ACS WASC, 2020) which is approximately every six years, and educational leaders allocate resources of time and finances to craft an updated mission statement they believe will help guide their organization toward improved performance. However, it is not clear to what degree school mission statements differ in contents and whether there is a relationship between schools' mission statements and their student performance outcomes (Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999).

This study aimed to add to the existing literature on school mission statements and their link to performance outcomes. Some studies suggest that mission statements are all very similar (Fayad & Yoshida, 2014; Gurley et al., 2015; Schafft & Biddle, 2013), while others have found wide variation between schools (Al-Ani & Ismail, 2015; Slate et al., 2008; Stemler et al., 2011). Additionally, school performance varies greatly from one school to another and the literature is not clear whether there is a relationship between mission statements and performance data (Gurley et al., 2015; Palmer & Short, 2008; Saley, 2006; Sun & Leithwood, 2015; Weiss & Piderit, 1999). School leaders allocate valuable resources toward creating and revising their school's mission statement (Calder, 2014; Renchler, 1991), publishing it internally and externally (Alegre et al., 2018; Weiss & Piderit, 1999), and leveraging it to motivate and focus their teams (Alegre et al., 2018; Bradley & Vrettas, 1990; Fullan, 2010). It would stand to reason that school leaders invest considerable time and resources in this process because they believe it

affects their school's performance. However, there is a dearth of current literature on school mission statements and their link to performance data. Therefore, the purposes of this mixed-methods phenomenological-comparative/correlational study are to explore the variations in high school mission statements and their relationship to measurable school performance outcomes for public high schools in California.

This study aims to examine the common themes of current school mission statements and determine what, if any, relationship exists between specific language in mission statements and performance outcomes.

This purpose resulted in the following research questions that guided this study:

Primary Research Question (PRQ):

What is the relationship between high schools' mission statements and their student performance outcomes?

Sub-Question 1 (SQ1):

What are the common themes found in high school mission statements?

Sub-Question 2 (SQ2):

How do high schools whose mission statements include verbiage referencing academic achievement, college and career preparation, or school climate perform in those areas as measured by state indicators when compared to other high schools?

Based on the literature, the researcher hypothesized that he would identify several themes that are found in most mission statements such as academic development and school climate (Al-Ani & Ismail, 2015; Slate et al., 2008; Stemler & Bebell, 1999); as well as other themes that are found in fewer mission statements such as physical development. This would suggest that there

are both central similarities in schools' stated purpose as well as wide disparity across the sample (Stemler et al., 2011; Weiss & Piderit, 1999). Although the literature is not clear on the relationship between mission statements and organizational performance outcomes (Macedo & Pinho, 2014; O'Gorman & Doran, 1999; Salem Khalifa, 2011; Saley, 2006; Slate et al., 2008), the researcher hypothesized that this study will show a link between high schools' inclusion of specific themes in their mission statements and their performance indicators in those areas.

This study is significant in several key ways. First, it builds on the existing literature in the field, as the author was able to find only a small number of related formal studies (Mombourquette, 2017; Palmer & Short, 2008; Saley, 2006; Slate et al., 2008; Sun & Leithwood, 2015; Weiss & Piderit, 1999) on the topic of relating school mission statements to performance outcomes, and all but two of those he encountered were conducted over a decade ago. Additionally, he did not discover any studies that focus on the specific performance outcomes identified in this study so it will provide a unique set of results. Finally, no other studies were found that measure the strength of the correlation between language in school mission statements and their performance outcomes.

Furthermore, this study is significant as it will help educational leaders in their quest to identify and achieve their school's purpose. During accreditation, leaders can decide confidently where to allocate their resources, knowing how their mission statement relates to those of other schools and to performance data in general. If a significant link to performance outcomes was found then leaders would be motivated to spend more time and funding ensuring their mission statement is perfected. If no such link was found then leaders would know to focus their efforts elsewhere.



Due to the nonexperimental nature of this study and the use of publicly available secondary data, the physical setting for this study is less relevant than it might be in many experimental studies. The researcher conducted the study from his workspace in California in the United States of America, and this did not affect the study. The population of this study was the 1,316 public high schools in California. A list of these schools was downloaded as an Excel spreadsheet from the CDE website and randomized using the randomization features of Excel.

The gathering and coding of the mission statements served as the instrument, as this was the method to gather qualitative data. The researcher and another coder performed open coding on the first 25 mission statements and compared the results to build the codebook. Then they applied the coding to the next 25 mission statements and completed axial coding by organizing the codes into themes. Then the researcher applied the codebook to the remaining 250 mission statements and made minor adjustments to the codebook as needed.

The researcher then used formulas in Excel to calculate totals and percentages for each code and theme to address SQ1 on the common themes found in school mission statements. He also used the Excel add-on StatPlus to perform a univariate analysis on the three themes that were found to meet the criteria of measurable, standardized, and publicly reported performance data: academic achievement, college and career preparation, and school climate. He also used StatPlus to perform two types of multivariate analyses, comparative and correlational, to address SQ2 on the link between school mission statements and performance outcomes.

### **Summary of Findings**

The researcher arrived at definitive answers to the research questions through his qualitative research and quantitative data analysis.

### **Findings of Qualitative Research**

The researcher hypothesized that he would find there are some themes present in most school mission statements and other themes found much less frequently. The phenomenological approach to capturing the essence of school mission statements resulted in qualitative findings that were in line with the hypothesis, confirming that there are both commonalities and wide variation within school mission statements which is consistent with the existing literature (Al-Ani & Ismail, 2015; Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999; Weiss & Piderit, 1999).

### **Determining the Sample and Gathering Data**

The author was able to gather the mission statements from SARC reports from online sources (Axiom Analytics, 2020; SARC Online, 2020) from the same year as the latest performance data gathered from the CDE Dashboard (2020). As he expected based on the literature (Gurley et al., 2015; Salem Khalifa, 2011), school purpose statements were labeled both “mission statement” and “vision statement” throughout the SARC reports. Therefore it was appropriate to include both in this study under the umbrella term “mission statement”. The author had to review 668 of 1,316 schools in the sample before finalizing the list of 300 schools which had both a clear mission statement and retrievable standardized performance data, which means he reviewed 50.8% of the schools in the sample to get the required 300 schools (E. Kim, personal communication, January 11, 2020; Gay et al., 2009). So for any given school on the randomized list of all schools in the population, it was approximately as likely for the school to not meet the criteria and be skipped as it was for the school to meet the criteria and be included in the sample.

## **Coding the Mission Statements**

The coding process was based on Creswell and Poth's (2018) qualitative data analysis spiral and Bryman's (2008) four stages of qualitative data analysis. Organizing the data was particularly important, and the use of tables in shared Google docs enabled the researcher and his coder to easily collaborate. The open coding was slow at first as many decisions had to be made, such as coding each individual word or keeping words together as phrases. They soon discovered the need to keep words together as phrases to hold the intended meaning from the mission statement. They found that descriptor words must stay with their subject; as an example, "challenging" alone could refer to the school environment or the curriculum, but keeping "challenging" with "learning environment" means it is related to the theme of School Climate instead of the theme of Curriculum and Instruction. This was added as an early reflective note.

Once the coders built the initial codebook, they performed axial coding to group the codes into themes and build out the codebook. When the coders agreed on the codebook and applied it to the second set of 25 mission statements, they felt they were no longer encountering new codes or the need to reorganize the codebook. Therefore the author moved forward in applying it to the remaining 250 mission statements and only had to make a few minor adjustments to the codebook to add sparsely used codes.

## **Results of the Qualitative Research**

The coding process fully addressed the PRQ and SQ1 on the common themes found in school mission statements. The author determined 13 distinct themes found in the mission statements, shown in Figure 22 by decreasing percentage of inclusion in mission statements.

**Figure 22***Themes in Mission Statements by Decreasing Percentage of Inclusion*

THEME	% OF SCHOOLS IN WHICH THEME IS PRESENT
Students	86.7%
Post-Secondary	76.3%
Academic Achievement	75.7%
Personal Development	72.3%
School Climate	66.7%
Citizenship	62.7%
Curriculum and Instruction	62.3%
Graduate	44.7%
Collaboration	39.3%
General Success	14.7%
Physical Development	9.7%
Non-Traditional Educational Model	9.7%
Recognition	5.7%

These findings are in line with the researcher's hypothesis and the existing literature (Al-Ani & Ismail, 2015; Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999; Weiss & Piderit, 1999). It is noteworthy that the theme of Students was the most commonly found in the study, and at the risk of oversimplifying school purpose, educational leaders should always remember that students are always the main reason for everything they do. As expected, the themes of Post-Secondary, Academic Achievement, Personal Development, and School Climate were the next most common themes as they were found in at least two-thirds of the school mission statements.

It was interesting to note that the Graduate theme was referenced in less than half of mission statements even though most schools place tremendous importance on their graduation rate. It is possible some schools do not include graduation in their mission statement because they expect all students to graduate and this may be a lower standard than high academic achievement or preparation for life beyond high school, and not considered worthy of inclusion in mission statements by educational leaders who want their mission statement to aim higher.

Some themes appeared far less frequently, including General Success, Physical Development, Non-Traditional Educational Model, and Recognition. This was also in line with the researcher's hypothesis and the existing literature that suggested some themes would be found less frequently (Al-Ani & Ismail, 2015; Schafft & Biddle, 2013; Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999). The qualitative analysis definitively answered SQ1 by identifying the common themes found in high schools' mission statements to capture the essence of school mission statements as declarations of purpose that emphasize academic achievement, preparation for post-secondary life, personal development, and citizenship for all students. This qualitative research set the stage to further address the research questions using quantitative analysis.

## **Quantitative Data Analysis**

### **Data Analysis Procedures**

The quantitative data analysis procedures were designed to align with the research questions. To address the PRQ with SQ1, the author used a univariate analysis to further explore the common themes in school mission statements. He also used two different methods of multivariate analysis to address the PRQ with SQ2: a *t*-test to compare mean performance data between the group of high schools whose mission statements include reference to academic achievement, college and career preparation, or school climate and the group of high schools whose mission statements do not include any reference to these themes; and a linear correlation to determine whether high schools whose mission statements include more references to academic achievement, college and career preparation, or school climate perform better in those areas as measured by state indicators when compared to other high schools with fewer references

to these themes. The univariate and both types of multivariate analyses were performed using the StatPlus add-on for Excel.

### **Univariate Analysis**

Figures 14, 15, and 16 show the frequency histograms for the number of references to academic achievement, college and career preparation, and school climate in school mission statements, respectively.

As seen in Figure 14, one reference to academic achievement was the most common number of references in school mission statements with zero and two references as the next most common number of references to academic achievement. Looking more closely at the presence of individual codes in Figure 12, AA1 for Academic was used 149 times in 115 missions statements or 38.3% of schools, and AA2 for Knowledge/Skills was used 287 times in 145 mission statements or 48.3% of schools, while AA0 was used 50 times 41 in mission statements or 13.7% of schools. It can be concluded that more schools were coded with AA1 or AA2 but not both, as the most common number of references for the overall theme was one reference. Therefore it was most common for schools to include one reference to overall academic achievement or two references to knowledge and skills, for example, communication and critical thinking. However, almost as many schools referenced academic achievement zero times or twice, with more than two references far less common. A majority of schools (75.6%) referenced academic achievement at least once, with just over half (53.5%) referencing academic achievement one or two times. These data confirm that most schools place academic achievement as an important part of their purpose and that referencing it once sufficed for most schools as they crafted their mission statements.

As seen in Figure 15, zero references to college and career preparation was the most common number of references in school mission statements, with one reference and two references as the next most common number of references to college and career preparation. As seen in Figure 12, code PS1 for College and Career was used 157 times in 126 mission statements or 42% of schools. This was a single code as part of the Post-Secondary theme as a result of the axial coding process, so there was not much variation among mission statements for this code. Most schools (58%) did not reference college and career preparation, and those that did were far more likely to reference it once (34.3%) than more than once (7.6%). These data confirm that referencing preparation for college and career was not as high a priority for most schools as they crafted their mission statement.

While the researcher was surprised by this outcome, it is possible educators who did not specifically reference college and career preparation in their mission statement felt they alluded to it by referencing life beyond high school, as code PS2 for Life in the Future was used 219 times in 155 mission statements or 51.6% of schools. Educators may also have felt they implied college and career preparation by focusing on academic achievement as the method to becoming ready for college and career.

As seen in Figure 16, zero references to school climate was the most common number of references in school mission statements, with one reference and two references as the next most common number of references to school climate. The theme of School Climate had 6 different codes and the mission statements were more widely varied in terms of the references to School Climate than other themes, with the number of occurrences ranging from zero to 12 times. As seen in Figure 12, code SC1 for Culture of Improvement (which included verbiage such as “encouraging,” “supportive,” and “challenging” learning environments) was used 267 times in

155 mission statements or 51.7% of schools. Code SC2 for Safe Environment was used 91 times in 71 mission statements or 23.7% of schools, and code SC3 for Warm Environment was used 79 times in 69 mission statements or 23.0% of schools. These data confirm that most schools (66.7%) included School Climate in their mission statement and that school mission statements included a wide range of numbers and types of references to school climate, suggesting that educational leaders place a high level of importance on school climate.

As seen in Table 1, references to school climate were most frequent and widely varied ( $M = 1.82$ ,  $SD = 2.02$ ), with references to academic achievement close behind ( $M = 1.62$ ,  $SD = 1.67$ ) and references to college and career preparation occurring less frequently and with less variation ( $M = 0.52$ ,  $SD = 0.73$ ). These data further verify that most educational leaders included academic achievement and school climate in their school mission statement and that college and career preparation was included less frequently. These were the three areas that met the criteria of being measurable in a standardized and publicly reported manner, so they are the three which served to address SQ2 in the multivariate analysis in determining the relationship between their presence in mission statements and school performance outcomes.

### **Multivariate Analysis**

To address SQ2, the researcher used both a comparative analysis and a linear correlation.

#### ***Comparative Analysis***

The author used *t*-tests to compare the means of performance data between schools whose mission statements have any references to academic achievement, college and career, and school climate and schools whose mission statements have no such reference. The *t*-tests all concluded there is no statistically significant difference in the mean scores between schools that do and do not refer to the theme in their mission statement. The mean scores in Tables 2, 3, 4,



and 5 are reorganized in Table 6 to show how close the means are for the schools with and without reference to the theme.

**Table 6**

*Comparison of Mean Performance Data*

Theme (measure)	Mean of Schools With Reference to Theme	Mean of Schools Without Reference to Theme
Academic Achievement (SBAC English)	19.86	16.45
Academic Achievement (SBAC Math)	-58.34	-64.08
College and Career (% Prepared)	50.64	50.16
School Climate (Suspension Rate)	5.29	4.90

As seen in Table 6, the mean SBAC scores in both English and math for schools without any reference to academic achievement in their mission statement are almost as strong as the mean SBAC scores for schools with reference to academic achievement. Also, the mean College and Career Indicator as measured by the percent of the senior class deemed “Prepared” for college and career was almost identical for schools with and without any reference to college and career preparation in their mission statement. Similarly, the mean suspension rate as the measure of school climate for schools without reference to school climate in their mission statement was almost the same as the mean suspension rate of schools with any reference to school climate. It should be noted that in three of the four comparisons (with suspension rate as the exception), the mean for schools with reference to the theme was better than the mean for schools without any reference to the theme, but the difference was minimal and statistically insignificant per the *t* tests. Therefore the comparative analysis conclusively addressed SQ2 and found that high schools with reference to academic achievement, college and career preparation, and school

climate in their mission statement do not perform better in those areas when compared to other high schools.

### ***Linear Correlation***

The researcher also performed linear correlation tests to further address SQ2 and determine if there is a statistically significant correlation between the variables to show whether schools whose mission statements refer to academic achievement, college and career preparation, and school climate a higher number of times have better performance outcomes in these areas than schools whose mission statements refer to them a fewer number of times. He related the number of references to academic achievement in the mission statements to the SBAC scores in English and math, then he related the number of references to college and career preparation in the mission statements to the College and Career Indicators, and finally, he related the number of references to school climate in the mission statements to the suspension rate. Table 7 organizes the correlation coefficient  $r$  and the  $p$  value for the linear correlation tests.

**Table 7**

#### ***Linear Correlation Statistics***

	Correlation Coefficient	$p$ -Value
Number of References to Academic Achievement Related to SBAC English Scores	$r = .024$	$p > .05$
Number of References to Academic Achievement Related to SBAC Math Scores	$r = .062$	$p > .05$
Number of References to College and Career Preparation Related to College and Career Indicators	$r = .005$	$p > .05$
Number of References to School Climate Related to Suspension Rates	$r = -.016$	$p > .05$

As seen in Table 7, for all four linear correlation tests the correlation coefficient  $r$  is very close to zero and  $p > .05$ . Based on the commonly held guideline that  $p$  must be less than .05 for

the results to be statistically significant, and that the correlation coefficient  $r$  gains strength on the scale from -1.0 to 1.0 as it moves further away from zero (Sprinthall, 2012), it cannot be concluded that schools whose mission statements refer to academic achievement, college and career preparation, and school climate a higher number of times have better performance outcomes in these areas than schools whose mission statements refer to them a fewer number of times. In all four linear correlation tests, the null hypothesis was accepted.

Therefore, the comparative analysis and linear correlation both conclusively answered the PRQ and found that there is no significant link between school mission statements and performance data. Although this result disproved the researcher's hypothesis and contradicts some conclusions in the existing literature on mission statements in education (Mombourquette, 2017; Palmer & Short, 2008; Saley, 2006; Slate et al., 2008; Weiss & Piderit, 1999), it agrees with some conclusions in the existing literature on mission statements in other industries (Alegre et al., 2018; Goldsmith, 2005; Macedo & Pinho, 2014; O'Gorman & Doran, 1999; Salem Khalifa, 2011) and it does provide valuable insight for educational leaders.

### **Implications for Practice**

The findings of this study provide insight for leaders in education and other sectors who are interested in the link between organizational purpose and performance outcomes.

### **Theoretical Implications**

The researcher intended to add to the existing literature on the nature of school mission statements and determine whether a significant link exists between the language of school mission statements and related performance data.

The author hypothesized that his research would support the existing literature on the nature of school mission statements and show that there are some fundamental similarities

between mission statements while there is also wide variation beyond those commonalities, and the qualitative research proved his hypothesis to be correct. He could not find any studies published within the last 10 years that examined school mission statements, so this study provides updated findings that show schools' stated purpose has not shifted greatly in recent years.

The author also hypothesized that he would find there is a significant link between the language of school mission statements and related performance data. The existing literature is inconclusive on how mission statements correlate to performance, as some studies found a positive correlation (Bart & Baetz, 1998; Mombourquette, 2017; Palmer & Short, 2008; Barick & Vitton, 1995; Saley, 2006; Slate et al., 2008; Sun & Leithwood, 2015; Weiss & Piderit, 1999) and others found no correlation (Alegre et al., 2018; Goldsmith, 2005; Macedo & Pinho, 2014; O'Gorman & Doran, 1999; Salem Khalifa, 2011). However, in the field of education, the researcher only found conclusive results showing a positive correlation between mission statements and performance in the existing literature (Mombourquette, 2017; Palmer & Short, 2008; Saley, 2006; Slate et al., 2008; Weiss & Piderit, 1999). Despite this, the researcher found no such relationship between the language in school mission statements and related performance outcomes. As a study that found no such link in the educational setting, it provides educational leaders a different viewpoint on the nature of mission statements and related results.

Although the author's hypothesis was incorrect, the findings do not contradict the framework of the Tyler Rationale and program evaluation literature (Fitzpatrick et al., 2011; Madaus et al., 1983; Tyler, 1949; Yarbrough et al., 2011), as it is clear that stating purpose alone is not sufficient toward achieving it but is an important part of the process and must be followed by the endless cycle of goals, plans, monitoring, and assessment. While the Tyler model stresses

the combined processes of identifying school purposes, selecting and organizing learning experiences to fulfill these purposes, and evaluating whether the experiences fulfilled the stated purposes, this study only focused on the identification of school purposes in comparison to fulfillment of those purposes but did not address the important middle piece of selecting and organizing learning experiences to achieve the purpose. In other words, the author's finding that stating a purpose does not necessarily correlate with achieving it does not challenge the Tyler Rationale because it did not address the ways schools successfully or unsuccessfully plan and implement appropriate activities toward their purpose.

### **Practical and Future Implications**

This study aimed to help leaders make decisions toward identifying their organization's purpose. It sought to help educational leaders decide confidently where to allocate their resources, knowing how their mission statement relates to those of other schools and to performance data in general. Because no significant link was found between the language in school mission statements and related performance outcomes, school leaders should focus their efforts elsewhere. They should not worry about the intricate details of the mission statement nor should they rest assured that including certain verbiage alone will make it come to fruition, but instead they should focus on selecting and organizing learning activities in alignment with the Tyler Rationale to improve their school and moving through the entire cycle of program evaluation (Fitzpatrick et al., 2011; Madaus et al., 1983; Tyler, 1949; Yarbrough et al., 2011). There is no need to spend too much time crafting the mission statement, and they don't need to pay extra stipends for committee members to develop it. They should work on it as a shared experience to engage in important conversations, let it develop organically, and then use it to

motivate their people (Alegre et al., 2018; Bart & Baetz, 1998; Fullan & Quinn, 2016; Slate et al., 2008; Stemler et al., 2011; Weiss & Piderit, 1999).

### **Recommendations for Further Research**

All educational organizations regularly craft their mission statement, so there must be value in the practice. Based on the quantitative findings, it is clear that stating the purpose alone does not correlate to achieving it, so future research should focus on how school leaders engage with their school's mission statement. An understanding of the benefits of various ways of developing a shared mission statement and how to leverage it once it is in place would help guide leaders in making the connection between stating their purpose and achieving it. The next steps may include interviewing principals and district leaders to identify best practices in creating and using school mission statements.

Another direction for further research is to analyze the findings of such interviews and their connection to performance data. Gaining insight into leaders' views and behaviors in relation to performance outcomes would be valuable.

The next steps may also involve continuing to study the relationship between verbiage in school mission statements and related performance outcomes, but also include how educators then continue in the program evaluation cycle of using their mission to develop goals, plans, and monitoring and assessment practices toward fulfillment of their mission.

Additionally, future studies on achievement of school purpose should account for the other factors that affect school performance outcomes such as student socioeconomic status and teacher quality. Comparing mission statements and performance outcomes of schools with similar factors in these other areas would provide a deeper understanding of this relationship.

### **Limitations**

The strengths of this study include the design of the methods to fit the research questions, as the qualitative research process using open and axial coding to capture the essence of school mission statements effectively addressed the PRQ with SQ1. Additionally, the quantitative methods including advanced Excel formulas and comparative and correlational analyses were straightforward and successful in addressing the PRQ with SQ2. These contribute to the overall credibility of the findings. However, as with all research, there are limitations.

As discussed in Chapter 1, the quantitative findings of this study are not generalizable to institutions other than public high schools in California. The performance data is so specific to these schools that comparing them elsewhere would not be appropriate.

Another limitation is the lack of more recent data due to the COVID-19 pandemic. Although this study concluded in 2021, the author was not able to use any performance outcomes from years more recent than 2019. This forced him to find mission statements in SARC reports as he could not trust those on websites in 2021 to be the same as in 2019, and many SARC reports did not clearly identify the mission statement so he had to examine 636 SARC reports before finalizing a list of 300 schools that met his criteria. This may have affected the outcome, as using more recent data may have yielded different results.

Mono-operation bias presents another limitation (McMillan & Schumacher, 2010), as the researcher only used one independent variable and three dependent variables. This cannot be addressed due to the inaccessibility of other data that may have measured such performance outcomes as student personal development or citizenship.

This study also has construct under-representation threats, as mission statements do not cover all areas of a school's purposes, and the measure of state indicators do not include all

aspects of the constructs of academic achievement, college and career preparation, and school climate.

Most importantly, confounding constructs are a significant threat to this study's validity, as it is obvious that many other factors affect school performance outcomes besides mission statements such as teacher effectiveness, student demographics, or intervention programs (Brimley et al., 2016). This could not be addressed due to the nature of the research project as a non-experimental comparative/correlational study using secondary data. The author simply cannot gather data on or control the many variables that affect school performance data.

### **Delimitations**

Although the coding process was a strength of the study in addressing SQ1, mono-method bias (McMillan & Schumacher, 2010) was a threat to the study's reliability for SQ2 as another coder or even another attempt by the same team may result in variations in the codebook and application of it. Although changes may have been found, it does not seem likely that changes to the number of coders or additional attempts to create a different codebook would have resulted in wildly different qualitative results. In other words, various attempts at coding may have resulted in small changes such as whether a school mission statement addressed School Climate three versus four times, but different coders would not be likely to have found the same mission statement addressed School Climate anywhere from zero to eight times. However, more attempts at coding by other coders or even the same team may have a greater effect on the quantitative results. The researcher did not have unlimited time or a large team of coders to run multiple iterations of the coding process, so the credibility of the quantitative conclusions can be questioned.



## Conclusions

School purpose has evolved slowly across the educational landscape (Stemler et al., 2011; Stemler & Bebell, 1999), but leaders must update their site's mission statement regularly (ACS WASC, 2020; AdvancED, 2020). The reason that repeated updates to a school's mission statement are required is not because the fundamental purpose of their school's existence undergoes frequent radical changes, but because there is value in the process of creating a shared mission statement (Calder, 2014; Lord, 2011; Senge et al., 2012) and using it to maintain organizational direction and motivate stakeholders (Bradley & Vrettas, 1990; Fayad & Yoshida, 2014; Fullan & Quinn, 2016). This study sought to add to the existing literature on school purpose and guide educational leaders as they craft and employ their school mission statement to improve student outcomes.

As a mixed-methods phenomenological comparative/correlational study, this investigation was designed to answer the research questions by providing an updated exploration of the contents of high school mission statements and determine if a relationship exists between the language in school mission statements and related performance outcomes.

The researcher hypothesized based on the literature that he would find that some themes are common across the majority of school mission statements, while others would be less prevalent (Al-Ani & Ismail, 2015; Slate et al., 2008; Stemler et al., 2011; Stemler & Bebell, 1999; Weiss & Piderit, 1999). This proved to be correct, as the coding revealed 13 themes found in high school mission statements: the themes of Students, Post-Secondary, Academic Achievement, Personal Development, and School Climate were the most common themes as they were found in at least two-thirds of the school mission statements; and the themes that

appeared far less frequently included Physical Development, Non-Traditional Educational Model, and Recognition.

Although the literature was not conclusive on how verbiage in mission statements relate to performance outcomes (Alegre et al., 2018; Goldsmith, 2005; Macedo & Pinho, 2014; Mombourquette, 2017; Palmer & Short, 2008; Salem Khalifa, 2011; Saley, 2006; Weiss & Piderit, 1999), the researcher expected to find a link between the presence of measurable themes in school's mission statements and their performance data in those areas. He conducted a comparative analysis using *t*-tests to compare the mean performance data of schools that do and do not refer to the themes in their mission statements, then he performed a linear correlation to determine whether high schools whose mission statements include more references to the themes perform better in those areas as measured by state indicators when compared to other high schools with fewer references to these themes. Both quantitative measures returned the null hypothesis in all cases, and the researcher found no statistically significant link between the language of school mission statements and their related performance outcomes.

Together, these conclusions present to educational leaders a clear message that the inclusion of themes in school mission statements is not enough to result in improved student outcomes, suggesting that crafting *and* leveraging the mission are important parts of the ongoing program evaluation cycle of building a mission and vision, determining goals and plans, executing action, and monitoring and evaluating the program.

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## APPENDICES

## Appendix A: Initial Codebook

Parent Code / Theme	Words/Phrases in M/V statements	Code	Code Description
AA Academic Achievement	Scholarly, scholarship-3,34,47 intellectual development -6,26 High achieving - 16, 18	AA0	Misc
	Academic growth-3,40,46 Academic success-22 Academic achievement-25,29,32,39,47 Excellence in academics-26,29 Academic challenge-27 mastery of academics-4 prepare academically proficient students -7, 20 Academics-7,13,32,33,40 develop academically successful students-7 high achieving students -2 Intellectual development	AA1	Academic
	Communication-1,23,30,42,44,47,49,50 critical thinking-1,23,30,39,40,42,44,47,49,50 Creativity-30,40,40,44,47 approach their education creatively-7 Excellence in artistic expression-26 problem solvers -10 Literacy, literate-1,12,39 read/write/speak/listen-40 mathematical applications-1 Students that are proficient in Math, English, and Science, per CAASPP results-17 Knowledge and skills proficiency-31,32,36,38,49 Skilled, skills-34,38,39,39,42 knowledge/knowledgeable-42,43 skill sets and knowledge to succeed -17	AA2	Knowledge/ Skills

Parent Code / Theme	Words/Phrases in M/V statements	Code	Code Description
PS	Economic success-31,41 excellence-47,49	PS0	Misc
Post-Secondary	succeed in their later studies and/or working lives-1 Success in military-36 Lifelong, sustainable employment - 46 succeed in a 4-year college and in life-2 Vocational/workforce/professional growth/success-3,36,46 success at their best-match university-7 college and career (ready/prepared/success) - 10,16,17,20,20,21,26,27,28,28,30,31,32,35,37,37,38,47,47,48 college, career and life-23 College leadership, and life-41, post-secondary education or career goals-13 college and/or career paths -17 Students take and pass A-G courses-17 Students take at least one AP course and AP test-17 Students take at least one CTE course-17	PS1	College and Career
	lifelong learning -4, 18,23,27,33,42,45,50 determine their passion in life and working toward achieving their goals-6 success in their individual post-secondary experience -26,36 realize their present and future potential, maximize potential-3,9,22,38,50 pursue their goals -14, 22 form their own vision for a life-18 Discovering and cultivating their unique gifts and talents - 20 develop and utilize their own unique abilities and talents -3 Journey of self-discovery-37, Express unique and perceptive vision-40 Future success-39 Success/successful-4, 7,10, 16,31,39,44,47,48 Lifelong Success-4 Success (general)	PS2	Life in the Future
	21st Century technical skills-4 competitive in the global economy of the 21st century-5 High-tech-8,41,42 twenty-first century skills, tech skills-10,49,50 21st century -21,26,50, 40, 47	PS3	21st century / Tech

Parent Code / Theme	Words/Phrases in M/V statements	Code	Code Description
SC School Climate	Culture-44 Pride in school - 22,48 Tradition of school	SC0	Misc
	Inspire, inspiration-2,5,6 encourages -3,42,47 Engage, engaging-3,8, 19,28,29,35,44,47 Empower - 5,16, 26,35,37,48 Support-5, 19,31 challenging environment-5,6,9, 14, 19,29,47 supportive environment-1,29,37,48 transformative environment-37, relevant/personalized learning environment-3,20 Cultivating-36, harvesting-36,	SC1	Culture of improvement
	safe environment -6,13,14,22,22,29,38,46,47,47 Secure environment-22,47 Orderly environment-47 Clean environment -22 Peaceful environment	SC2	Safe
	positive climate-1, positive environment -6,12,33 caring environment -6,18,47 Welcoming environment -47,47 kind and caring school culture-17 nurturing environment-3, 5, 16,22,46 Respectful environment-14, 18,29 Family	SC3	Warm
	Belonging, connectedness-44,47 Inclusive environment-38, integrated setting-12 Embrace individuality-37 Recognizing the worth and dignity of each student-22 equitable	SC4	Inclusive
	Trusting relationships-31 Positive relationships-47 meaningful relationships among staff, students, parents and the community -26	SC5	Relationships

Parent Code / Theme	Words/Phrases in M/V statements	Code	Code Description
CIT		CIT0	Misc
Citizenship	Dynamic, complex world-33,49 diverse and changing world-18 Diverse-13,33,46,50 global technological society -12	CIT1	World
	Global citizen-7, 35 Citizens/citizenship - 5,13,22,23,26,32,32,42,45,47 members of local/national/global society/community-10,6,16,22,26,42,45,47,48,50, Contributing members - 12, 25,45 Uplifting their community - 20, 20 Community service -3,17 commitment to improving themselves, their school, their community, and their world-3,3,40 International mindedness-42, Value community-50 global awareness-1, Social responsibility-39 Heartbeat of school community-48 relevant to local and global workforce and economic demands -21 civic responsibility-1,47 Civic success-31 succeed in a global society -10 thrive within and contribute to our community and our world-19 Community activism-37 Proactive member of community-46 Vital part of community-27 Serving our city-27 Using the city to serve students-27 Build on community's traditions-39 Communication w stakeholders about student progress-47 Engaged citizen	CIT2	Contribute as Member of Community



Parent Code / Theme	Words/Phrases in M/V statements	Code	Code Description
PERS  Personal Development	values -10 development of personal and social values-4 personal growth/success-3,4,22 Personal development-26,29,33,46 Safe-26 leadership experience -4 reflective - 3, 42 Prode Self-worth Courage adaptable	PERS0	Misc
	social, emotional development-6,26,32,33,40,46 develop socially successful students-7 Relationship-focused-8 Social and psychological achievement-25 Wellness-44	PERS1	Social-Emotional
	passion-3,40 intellectual curiosity and enthusiasm for learning-3 Desire to learn-48 intrinsically motivated learners-7 Inspired-40 Motivated-40 Enthusiasm-39, Ambitious-13 Inquiring-42, Optimism-10, 13 approach their education purposefully-7 confident	PERS2	Motivated
	Responsible-5, 7,12,13,13,16,22,22,23,26,29,37,39,42,42,47 taking ownership/responsibility of their learning -7,28,37,50 Accountable-37 Productive - 5,16,22,26,32,40,45,47 work-ethic through individual effort-5 Resilience-10 capable of facing adversity and opportunity -10 understand that the risk of failure leads to an opportunity for continued intellectual growth-3 Resourceful-40 respond and adapt to the changes of the 21st century-1,18 Self-sufficient-10 make informed choices-18,22 Innovative-7,42,44 diligent	PERS3	Responsible / Productive
	Thoughtful-10, 10,45 Compassion-6,42 Empathy-10 caring/concern/sensitivity for others-6,12,40,42 Humane-34 Respect-3, 6,13,26,37,42,42,43,47 Open minded, Tolerant of different views-42,42	PERS4	Caring
	integrity-3,39,43,47 academic honesty-3 Forthrightness-3 Ethical/principled-40,40,42 Trustworthy-42, Character-11 achieve honorably -9	PERS5	Ethical

Parent Code / Theme	Words/Phrases in M/V statements	Code	Code Description
STU	Diverse (student population)-51	STU0	Misc
Students	all students/each student/every student-2,3,5,6,10,12,13,14,16, 17,17,19, 21,22,22,22,25,26,26,26,27,28,28,29,29,31,32,32,35,36,38,39,39,40,44,47,47,47,47 all of our students can learn / achieve -5,40	STU1	All students
	Students- 1,3,3,3,3,3,3,4,5,6,7,8,9,13,16,17,17,17,17,17,18,19,20,20,20,22,22,22,23,23,26, 27,28,31,33,34,35,36,36,37,37,37,38,40,40,41,41,42,42,42,46,46,48,49 children -10 young adults -10,42 active participants -3	STU2	Students
COL	teamwork-3 work collaboratively with other students, staff- 3,6,7,13,22,29,30 work collaboratively with parents and community members -1,3,6,7,13,16,22,29,46 collaboration with the entire school community-16,46 Collaboration -26,30,39,40,44,44,47,49 Cooperative learning-7, 29 community of learners -15	COL1	Student Collaboration with stakeholders
	Staff collaboration with parents/community (not students)	COL2	Staff collab w community

Parent Code / Theme	Words/Phrases in M/V statements	Code	Code Description
CI	STEAM-37,47 Staff will optimize use of resources-47	CI0	Miscellaneous
Curriculum and Instruction	quality education-1, 22,23,33,47 Relevant education-35 Comprehensive education-35 quality preparation -9 Educate-12,38,41,46,47 Learning experiences	CI1	Educate
	Relevant curriculum, relevant learning experiences-22,26,29,44,47,50 rigorous curriculum-3,21,22,26,28,41,50,50 standards based curriculum-29, Ca state standards-32, rigorous academic standards -20 high standards and expectations-3 High expectations - 14	CI2	Curriculum / Standards
	Dedicated teaching -5 Innovative instruction-5,26,41 Relevant instruction-46 Rigorous instruction-46 standards based instruction-47 rigorous learning experiences -8 Research based instructional strategies-47 excellence in teaching -11, 12, 14, 16	CI3	Instruction
	PLC/staff collaboration -22,47,47 Collaborative professional development and coaching staff-31 Monitor and assess data-47 Interventions-32,47	CI4	PLC
	co-curricular experiences -7 involvement-3 Extracurricular - 13 activities-29	CI5	Co- / extra curricular
GR	Graduation/graduate - 16,17,17,20, 26,28,32,32,36,37,37,38,47,49 High school diploma-46	GR1	Graduate (HS)
Graduate	Post-secondary graduate	GR1	Graduate (college)
PHY	physical development -6 Physical achievement - 25 Healthy lifestyle choices-32	PHYS1	Physical development
Physical Development	Excellence in athletics-26	PHYS2	Athletics
NTEM	alternative education -7 premier high school dropout recovery program -8 blended virtual and community-based learning opportunities-21 Personalized pathways-37,37	NTEM1	Non-Traditional Educational Model
REC	Recognition / awards Ca Distinguished School-27 reputation	REC1	Recognition
Recognition			

Parent Code / Theme	Words/Phrases in M/V statements	Code	Code Description
GS General Success	Success (general, not specifically academic, personal, future, or anything else) Excellence (general)	GS1	General Success

## Appendix B: Coding Table

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
1	School 1 will provide the fundamentals of literacy, communication, and mathematical applications for students to succeed in their later studies and/or working lives. School personnel will partner with parents and the community to maximize resources necessary to provide students a quality education in a supportive and positive climate. Students will develop global awareness, civic responsibility and critical thinking skills to respond and adapt to the changes of the 21st century.		Literacy communication Mathematical applications students succeed in their later studies and/or working lives partner with parents and the community quality education supportive and positive climate global awareness civic responsibility critical thinking skills respond and adapt to the changes of the 21st century	AA2 AA2 AA2 STU2 PS1 COL2 CI1 SC1 SC3 CIT2 CIT2 AA2 PERS0 PS3  descriptors need to stay with their subject: caring alone could be environment or personal quality, but keeping caring with environment means it is a statement about culture and would be related to school climate instead of personal development.
2	School 2's mission is to inspire and prepare all students to enter, graduate from, and succeed in a 4-year college and in life.		inspire all students succeed in a 4-year college and in life	SC1 STU1 AA1 PS1  A phrase can get more than 1 code - such as "academic, vocational, personal growth" because those all describe the type of growth, but they can have different codes/themes for academic, vocational, and personal

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
3	<p>Within a dynamic, relevant and nurturing educational culture, the School 3 community encourages all students to climb the branches of excellence to realize their potential.</p> <p>The branches of excellence are also referred to as SPIRIT:</p> <p>SCHOLARSHIP: Students realize academic, vocational, and personal growth is the goal of education through the use of a rigorous, relevant curriculum that provides high standards and expectations.</p> <p>PASSION: Students are active participants in their own education and show intellectual curiosity and enthusiasm for learning through a commitment to improving themselves, their school, their community, and their world.</p> <p>INTEGRITY: Students respect themselves, others, and the environment through academic honesty, forthrightness, and service to their community.</p> <p>REFLECTION: Students think introspectively about the way learning occurs and understand that the risk of failure leads to an opportunity for continued intellectual growth.</p> <p>INVOLVEMENT: Students engage in a myriad of activities to develop and utilize their own unique abilities and talents in order to improve their school, their community, and their world.</p> <p>TEAMWORK: Students work collaboratively with other students, staff, and community members in an effective, constructive, and compassionate manner.</p>		<p>dynamic, relevant and nurturing educational culture encourages all students excellence realize their potential</p> <p>SCHOLARSHIP</p> <p>Students realize academic, vocational, personal growth rigorous, relevant curriculum high standards and expectations</p> <p>PASSION</p> <p>Students are active participants in their own education intellectual curiosity and enthusiasm for learning commitment to improving themselves, their school, their community, and their world.</p> <p>INTEGRITY</p> <p>Students respect themselves, others, and the environment academic honesty, forthrightness service to their community</p> <p>REFLECTION</p> <p>Students think introspectively understand that the risk of failure leads to an opportunity for continued intellectual growth</p> <p>INVOLVEMENT</p> <p>Students engage in activities to develop and utilize their own unique abilities and talents improve their school, their community, and their world</p> <p>TEAMWORK</p> <p>Students work collaboratively with other students, staff, and community members effective, constructive, compassionate</p>	<p>SC0 SC0 SC3 SC1 STU1 GS1 PS2 AA0 STU2 AA1 PS1 PERS0 CI2 CI2 CI2 PERS2 STU2 SC1 CI1 PERS2 SC1 COL1 CIT2 PERS5 STU2 PERS4 CIT2 PERS5 PERS5 CIT2 PERS0 PERS0 PERS3 CI5 STU2 CI5 PS2 CIT2 COL1 COL1 PERS0 PERS4</p>
4	<p>The mission of School 4 is to provide students with the opportunity for personal growth and leadership experience that enables mastery of academics, 21st Century technical skills, and development of personal and social values that lead to lifelong learning and success.</p>	Working Together to Prepare Individuals for Lifelong Success	<p>students personal growth leadership experience mastery of academics 21st Century technical skills development of personal and social values lifelong learning Success Together Lifelong Success</p>	<p>STU2 PERS0 PERS0 AA1 PS3 PERS0 PERS1 PS2 GS1 COL1 PS2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
5	School 5 will provide support and inspiration in a challenging and nurturing learning environment to empower each student to become a responsible, productive citizen.	School 5 believes that all of our students can learn and achieve through innovative, dedicated teaching and develop a work-ethic through individual effort. Our vision is to provide an educational experience that prepares students to be competitive in the global economy of the 21st century.	support inspiration challenging and nurturing learning environment empower each student responsible, productive citizen all of our students can learn and achieve innovative, dedicated teaching work-ethic through individual effort students competitive in the global economy of the 21st century	PS3 SC1 SC1 SC1 SC1 SC3 STU1 STU1 STU2 CIT2 PERS3 PERS3 PERS3 CI3 CI3 AA0
6	School 6, in partnership with the students, parents, and the community, will provide a safe environment that inspires and challenges the intellectual, social, emotional and physical development of all students, with respect for all members of a global community.	Our vision at School 6 is to create an exemplary school which serves all of its learners in a positive and caring learning environment through: Training students to be productive, contributing members of society. Utilizing a variety of engaging teaching strategies embedded in an innovative curriculum. Helping students determine their passion in life and working toward achieving their goals. Striving to model compassion, respect, and genuine concern for others.	partnership with the students, parents, and the community safe environment inspires challenges intellectual, social, emotional and physical development all students respect for all members of a global community positive and caring learning environment students productive, contributing members of society engaging teaching strategies innovative curriculum students determine their passion in life and working toward achieving their goals Compassion Respect concern for others.	Noticed the “social, emotional” aspect of this mission statement. Haven’t seen that in many despite it being a current “hot topic”  AA0 PS2 SC1 SC1 SC2 SC3 SC3 STU1 STU2 COL1 CIT2 CIT2 PERS1 PERS4 PERS4 PERS4 PHYS1
7	School 7 is a single-purpose high school for grades 7-12, whose primary mission is to prepare academically proficient students for entrance to and success at their best-match university. The school emphasizes academics and appropriate co-curricular experiences that develop socially and academically successful students. School 7 represents District 7’s commitment to alternative education for high achieving students who are selected throughout the district.	School 7 strives to develop intrinsically motivated, collaborative learners who approach their education purposefully and creatively by taking ownership of their learning to become responsible, innovative global citizens.	prepare academically proficient students success at their best-match university academics co-curricular experiences develop socially and academically successful students alternative education high achieving students intrinsically motivated learners collaborative learners approach their education purposefully and creatively taking ownership of their learning responsible, innovative global citizens	AA1 AA1 AA1 AA2 PS1 PS2 STU2 COL1 COL1 CIT2 CIT2 PERS1 PERS2 PERS2 PERS3 PERS3 PERS3 CI5 NTEM1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
8	The mission of School 8 is to provide a premier high school dropout recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in "Real Learning for Real Life."		premier high school dropout recovery program engaging students Relationship-focused High-tech rigorous learning experiences	PS3 SC1 STU2 PERS1 CI3 NTEM1
9	It is the mission of School 9 to provide quality preparation that challenges students to achieve honorably and realize their present and future potential.		quality preparation challenges students achieve honorably realize their present and future potential	PS2 SC1 STU2 PERS5 CI1
10	Our mission is to shepherd dependent children into self-sufficient, thoughtful, college and career ready members of society capable of facing adversity and opportunity with twenty-first century skills.	Our vision is to mentor young adults so that they become thoughtful problem solvers by instilling values that allow our students to succeed in a global society with optimism, resilience, and empathy.	children self-sufficient, thoughtful, college and career ready members of society capable of facing adversity and opportunity twenty-first century skills young adults thoughtful problem solvers values students succeed in a global society Optimism Resilience empathy	We did not include "provide..." for other statements because it is weak, but I considered whether to include "shepherd" and "mentor" because they are more meaningful?  1st mention of CCR  AA2 PS3 PS1 PS2 STU1 STU2 STU2 CIT2 CIT2 PERS0 PERS2 PERS3 PERS3 PERS3 PERS4 PERS4 PERS4
11	Pursuing excellence in learning and character within the School 11 community.		excellence in learning and character	AA0 PERS5
12	School 12's mission is to educate all students in a positive, integrated setting to become responsible, literate, concerned, and contributing members of a global technological society through excellence in teaching and learning.		educate all students positive, integrated setting responsible, literate, concerned, and contributing members global technological society excellence in teaching and learning	CI1 STU1 SC3 SC4 PERS3 AA2 PERS4 CIT2 CIT2 PS3 CI3 AA0



Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
13	The mission of School 13 is to provide a safe educational environment which develops students to be RESPECTFUL of all individuals and property, OPTIMISTIC about their current and future endeavors, AMBITIOUS about their academic and extracurricular passions and goals, and RESPONSIBLE for their actions, decisions and accomplishments... ROAR.	The vision of School 13 is to work with the students, staff, parents, and community members to meet the diverse needs of all students by preparing them to be responsible citizens and meet their post-secondary education or career goals.	safe educational environment students RESPECTFUL OPTIMISTIC AMBITIOUS academic extracurricular passions and goals RESPONSIBLE work with the students, staff, parents, and community members diverse all students responsible citizens post-secondary education or career goals	AA1 PS1 SC2 STU1 STU2 COL1 CIT2 CIT1 CIT2 PERS2 PERS2 PERS3 PERS3 PERS4 CI5
14	The School 14 Community will ensure a safe, respectful, challenging learning environment that requires all students to meet high expectations and pursue their goals		safe, respectful, challenging learning environment all students high expectations pursue their goals	PS2 SC1 SC2 SC3 STU1 CI2 CI3
15	We are a community of learners dedicated to excellence.		community of learners excellence	COL1 GS1
16	All School 16 students will be prepared to enter the college and/or career of their choice upon graduation.	School 16 is a school of excellence that continually empowers students to become high-achieving, productive, responsible, and successful members of society through a nurturing environment while working in collaboration with the entire school community.	All students college and/or career Graduation excellence empowers students high-achieving, productive, responsible, and successful members of society nurturing environment collaboration with the entire school community	STU1 PS1 GR1 GS1 SC1 STU2 AA1 PERS3 PERS3 CIT2 SC3 COL1
17	Our mission is to have all students develop the broadest set of choices for college and/or career paths upon graduation and to have the skill sets and knowledge to succeed on their chosen path. We ask our students to follow School 17 Way to Career and College and it is defined by a set of core experiences for all students to have upon graduation: Students take and pass the School 17 Core Courses (A-G courses). Students take at least one AP course and AP test. Students take at least one CTE course. Students that are proficient in Math, English, and Science, per CAASPP results. Students take part in a community service experience. Students take part in, and contribute to, a kind and caring school culture.		all students college and/or career paths graduation skill sets and knowledge to succeed Career and College all students graduation Students take and pass A-G courses Students take at least one AP course and AP test Students take at least one CTE course Students that are proficient in Math, English, and Science, per CAASPP results Students take part in a community service experience Students take part in, and contribute to, a kind and caring school culture	AA2 AA2 PS1 PS1 PS1 PS1 PS1 SC3 STU1 STU1 STU2 STU2 STU2 STU2 STU2 STU2 CIT2 GR1 GR1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
18	We will provide a caring and respectful environment that assures high student achievement in all subject areas.	The vision of School 18 is to provide a learning environment that fosters in students the ability to make informed choices; to develop the ability to respond and adapt to change; to acquire an appreciation for learning as a life-long process and to develop the skills and knowledge necessary to form their own vision for a life in a diverse and changing world.	caring and respectful environment high student achievement students make informed choices respond and adapt to change appreciation for learning as a life-long process form their own vision for a life in a diverse and changing world	AA0 PS2 PS2 SC3 SC3 STU2 CIT1 PERS3 PERS3
19	We prepare our School 19 students to thrive within and contribute to our community and our world. We do this by engaging and investing all students in challenging learning while supporting their needs.		students thrive within and contribute to our community and our world engaging all students challenging learning supporting their needs	SC1 SC1 SC1 STU1 STU2 CIT2
20	The mission for School 20 is to provide a personalized learning environment in which students work for, and achieve mastery of the most rigorous academic standards while discovering and cultivating their unique gifts and talents. School 20 will graduate students who are on track to be college and career-ready and are committed to uplifting their community.	The vision for School 20 is guided by PUC's 3 Commitments: 1. Five times more college graduates within the communities we serve. 2. After four years with us, students are proficient. 3. Students commit to uplift our communities now and forever.	personalized learning environment students rigorous academic standards discovering and cultivating their unique gifts and talents graduate students college and career-ready uplifting their community college graduates students are proficient Students uplift our communities	AA1 PS1 PS1 PS2 SC1 STU2 STU2 STU2 CIT2 CIT2 CI2 GR1
21	The mission of School 21 is to prepare every student for 21st century college and career expectations by providing a rigorous curriculum relevant to local and global workforce and economic demands through blended virtual and community-based learning opportunities.		Every student 21st century college and career rigorous curriculum relevant to local and global workforce and economic demands  blended virtual and community-based learning opportunities	PS3 PS1 STU1 CIT2 CI2 NTEM1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
22	School 22 is committed to a quality educational program, responsive to the needs of its students within a safe, nurturing environment. The staff, students, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, School 22 prepares all students to achieve their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.	School 22, as a developing professional learning community, is committed to providing relevant, rigorous curriculum and assessment that enables students to attain their individual goals in a clean, safe and secure environment which promotes responsible behavior and pride in our school.	quality educational program students safe, nurturing environment staff, students, and community each student's academic and personal success Recognizing the worth and dignity of each student all students achieve their fullest potential students informed decisions responsible citizens productive members of society professional learning community relevant, rigorous curriculum and assessment students individual goals clean, safe and secure environment responsible behavior pride in our school	AA1 PS2 PS2 SC0 SC2 SC2 SC2 SC2 SC3 SC4 STU1 STU1 STU1 STU2 STU2 STU2 COL1 CIT2 CIT2 CIT2 PERS0 PERS3 PERS3 PERS3 PERS3 CI1 CI2 CI2 CI4
23	By providing quality education, School 23 prepares students to become effective communicators, critical thinkers and responsible citizens who value lifelong learning.	Preparing students for college, career and life.	quality education students effective communicators critical thinkers responsible citizens lifelong learning students college, career and life	AA2 AA2 PS1 PS2 STU2 STU2 CIT2 PERS3 CI1
24	Ride for the Brand		(none)	Nothing in this mission statement speaks to the school purpose.
25	The mission of School 25 is to prepare each student to be a functioning, contributing member of society by providing programs which foster academic, social, physical, and psychological achievement.		each student functioning, contributing member of society academic, social, physical, and psychological achievement	AA1 STU1 CIT2 PERS1 PHYS1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
26	The mission of School 26 is for all students to graduate prepared for success in their individual post-secondary experience - college or career. School 26 will provide programs and services to empower all students to be respectful, responsible, safe, and productive members of a 21st century society.	School 26 values meaningful relationships among staff, students, parents and the community to ensure the intellectual, social and personal development of each student. We challenge our students to pursue excellence in academics, artistic expression, athletics, and citizenship through rigorous and relevant curriculum, innovative instruction, and collaboration.	all students graduate success in their individual post-secondary experience college or career empower all students respectful, responsible, safe, and productive members of a 21st century society  meaningful relationships among staff, students, parents and the community intellectual, social and personal development of each student challenge our students excellence in academics, artistic expression, athletics, and citizenship rigorous and relevant curriculum innovative instruction collaboration	AA0 AA1 AA2 PS3 PS1 PS2 SC1 SC5 STU1 STU1 STU1 STU2 COL1 CIT2 CIT2 PERS0 PERS0 PERS1 PERS3 PERS3 PERS4 CI0 CI2 CI2 CI3 GR1 PHYS2
27	School 27 will provide for every student an academic challenge to prepare them for college and career and develop – for students – the confidence to become lifelong learners.	School 27's vision is to become recognized as a California distinguished school. We will become a vital part of our community – a school that serves our city by sharing our work and talents while using the city and its resources to best serve our students.	every student academic challenge college and career students lifelong learners California distinguished school vital part of our community serves our city by sharing our work and talents using the city and its resources to best serve our students	AA1 PS1 PS2 STU1 STU2 CIT2 CIT2 CIT2 REC1
28	School 28's mission is to engage students in a rigorous curriculum that fosters ownership of learning and prepares all students for college and career success.	All School 28 students will graduate ready for college and careers.	engage students rigorous curriculum ownership of learning all students college and career success All students graduate Ready for college and careers	PS1 PS1 SC1 STU1 STU1 STU2 PERS3 CI2 GR1
29	School 29's mission is to provide an environment of respect and cooperative learning among students, staff, and parents, where all students engage in relevant standards-based curriculum and activities that fosters responsibility and academic excellence.	School 28's vision is to be a school that encourages personal and academic achievement and integrity for all students in a challenging, safe, and supportive environment.	environment of respect and cooperative learning students, staff, and parents all students engage relevant standards-based curriculum and activities responsibility and academic excellence encourages personal and academic achievement and integrity all students challenging, safe, and supportive environment	AA1 AA1 SC1 SC1 SC1 SC2 SC3 STU1 STU1 COL1 COL1 CIT2 PERS0 PERS3 CI2 CI2 CI5

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
30	School 30 students and staff will utilize critical thinking, collaboration, communication, and creativity in order to be college and career ready.		students and staff critical thinking Collaboration Communication creativity college and career ready.	AA2 AA2 AA2 PS1 COL1 COL1
31	Developing the knowledge, skills, and proficiencies required for college, career, civic and economic success for students Providing strategic and effective support through collaborative professional development and coaching staff Building and sustaining trusting relationships with all	Ensuring high levels of success for all	knowledge, skills, and proficiencies required for college, career, civic and economic success students Providing strategic and effective support collaborative professional development and coaching staff trusting relationships high levels of success for all	AA2 PS1 CIT2 PS0 STU2 SC1 CI4 SC5 GS1
32	School 32 will graduate productive citizens by teaching the California State Standards, teaching appropriate academic and social behavior, as well as provide interventions until all students achieve and maintain proficiency.	Critical learner outcomes for all School 32 graduates • College and career ready • Healthy lifestyle choices and good citizenship	graduate productive citizens California State Standards appropriate academic and social behavior provide interventions all students achieve and maintain proficiency all graduates College and career ready Healthy lifestyle choices good citizenship	AA1 AA1 AA2 PS1 STU1 STU1 CIT2 CIT2 PERS1 PERS3 CI2 CI4 GR1 GR1 PHYS1
33	The mission of School 33 is to encourage lifelong learning, create a positive and quality educational environment, foster an atmosphere where culturally diverse groups can share their uniqueness, and provide students with the academic, social, and personal skills for success in a dynamic world.		encourage lifelong learning positive and quality educational environment atmosphere where culturally diverse groups can share their uniqueness students academic, social, and personal skills for success in a dynamic world	SC1 PS2 SC3 CI1 SC4 STU2 AA2 PERS1 PERS0 PS2 CIT1
34	School 34 strives to produce Scholarly, Skilled, and Humane Students.		Scholarly, Skilled, and Humane Students	AA0 AA2 STU2 PERS4
35	To provide our students a relevant, engaging, and comprehensive education, empowering all to be college and/or career ready global citizens.		students relevant, engaging, and comprehensive education empowering all to be college and/or career ready global citizens	PS1 SC1 STU1 STU2 CIT2 CI1 CI1
36	The mission of School 36 is to graduate every student with the knowledge and skills necessary to be competitively successful in post-secondary educational, military or workforce pursuits.	Cultivating Students, Harvesting Success	graduate every student knowledge and skills to be successful in post-secondary educational, military or workforce pursuits  Cultivating Students Harvesting Success	GR1 STU1 AA2 PS1  SC1 STU2 SC1 GS1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
37	At School 37, students create and implement STEAM (Science, Technology, Engineering, Arts and Math) Personalized Pathways in a supportive climate that embrace individuality while fostering respect for others. By taking ownership of their education, students embark on a journey of self-discovery, become more responsible and accountable so that they graduate college, career, and community ready.	School 37 is a premiere, transformative learning environment, building on the legacy of community activism in [our community], and empowering students to personalize their education pathways to become college, career, and community-ready graduates.	students STEAM (Science, Technology, Engineering, Arts and Math) Personalized Pathways supportive climate individuality fostering respect for others ownership of their education students journey of self-discovery responsible and accountable graduate college, career, and community ready. premiere, transformative learning environment community activism empowering students personalize their education pathways college, career, and community-ready graduates.	PS1 PS1 PS1 PS2 SC1 SC1 SC1 SC4 STU2 STU2 STU2 CIT2 PERS3 PERS3 PERS3 PERS4 CI0 GR1 GR1 NTEM1 NTEM1
38	The mission of School 38 is to educate all students in a safe and inclusive learning environment and graduate students that have skills, knowledge and values necessary to reach their potential with a plan for college and/or a career pathway.		educate all students safe and inclusive learning environment graduate students skills, knowledge and values necessary to reach their potential college and/or a career pathway	AA2 AA2 PS1 PS2 SC2 SC4 STU1 STU2 CI1 GR1
39	We, at School 39 are committed to ensure that all students learn the skills necessary in order to achieve future success. We commit to increasing literacy, academic achievement, social responsibility, and critical thinking by working collaboratively across the curriculum.	We at School 39 will ensure that all students learn the skills necessary to achieve success, while promoting academic responsibility, integrity, enthusiasm, and build upon the community's long standing traditions.	all students skills to achieve future success Literacy academic achievement social responsibility critical thinking working collaboratively across the curriculum  all students learn the skills necessary to achieve success academic responsibility Integrity Enthusiasm build upon the community's traditions	STU1 AA2 PS2 AA2 AA1 CIT2 AA2 COL1 CI2  STU1 AA2 GS1 AA0 PERS3 PERS5 PERS2 SC0

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
40	School 40 believes that all students can learn at high levels, and we are willing to do what it takes to achieve this.	School 40 will offer every student experiences to grow creatively, ethically and academically. Prepare academically productive students who: <ul style="list-style-type: none"> <li>• Read, write, speak and listen effectively</li> <li>• Think critically and independently</li> <li>• Identify and use available resources, including technology, to manage, research and synthesize knowledge</li> <li>• Develop the habits of mind necessary to meet the challenges of the 21st century</li> </ul> School 40 prepares ethical students who are socially aware and sensitive to the needs of others; and work democratically and collaboratively to improve school, community and society. School 40 prepares creative students who: are inspired, impassioned, and motivated while expressing a unique and perceptive vision.	all students can learn at high levels every student grow creatively, ethically and academically academically productive students Read, write, speak and listen effectively Think critically and independently Identify and use resources Develop the habits of mind (21st century) ethical students who are socially aware and sensitive to the needs of others work democratically and collaboratively to improve school, community and society  creative students who: are inspired, impassioned, and motivated while expressing a unique and perceptive vision	AA1 AA1 AA2 AA2 AA2 AA2 PS3 PS2 STU1 STU1 STU2 STU2 COL1 CIT2 PERS1 PERS2 PERS2 PERS2 PERS3 PERS3 PERS4 PERS5 PERS5 AA0
41	At School 41, our mission is to prepare students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of the cutting-edge technology. School 41 Leadership is committed to the education, development, and socioeconomic success of students who historically have been unlikely to attend and excel at an institution of higher learning.		students for college, leadership, and life innovative instruction rigorous curriculum cutting-edge technology education, development, and socioeconomic success students	Note that the mention of commitment to students who are underserved is not mentioned often. I would have guessed “equity” is more prevalent in mission statements.  PS3 PS0 PS1 STU2 STU2 CI1 CI2 CI3
42	School 42 is committed to developing students who are respectful, trustworthy, responsible, inquiring, knowledgeable, and caring young people who demonstrate positive citizenship and international mindedness.  School 42’s programs encourage students to become active, compassionate, lifelong learners who are tolerant and respectful of differing beliefs and viewpoints.  School 42’s learners strive to be principled communicators, innovators, balanced, reflective, open-minded critical thinkers. Students are provided opportunities to develop skills using both established and the most innovative technology. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.		students respectful, trustworthy, responsible, inquiring, knowledgeable, and caring young people positive citizenship and international mindedness encourage students to become active, compassionate, lifelong learners tolerant and respectful of differing beliefs and viewpoints principled communicators, innovators, balanced, reflective, open-minded critical thinkers Students develop skills using both established and the most innovative technology responsible members of local, national, and global communities	AA2 AA2 AA2 AA2 PS3 PS2 SC1 STU2 STU2 STU2 STU2 CIT2 CIT2 CIT2 PERS2 PERS3 PERS3 PERS3 PERS4 PERS4 PERS4 PERS4 PERS4 PERS4 PERS5 PERS5 PERS6
43	The School 43 community is committed to Integrity, Knowledge, and Respect for every person every day.		Integrity Knowledge Respect for every person every day	AA2 PERS4 PERS5

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
44	<p>Guiding us in our educational mission each day at School 44 are the following aims to support the success of all students:</p> <ul style="list-style-type: none"> <li>• To provide relevant and engaging learning experiences that emphasize critical thinking, creativity, communication and collaboration</li> <li>• To promote student wellness, balance and belonging</li> <li>• To enhance a culture of collaboration and innovation</li> </ul>		<p>success of all students  relevant and engaging learning experiences  critical thinking, creativity, communication and collaboration  student wellness, balance and belonging  culture of collaboration and innovation</p>	<p>GS1 STU1  CI2 CI2  AA2 AA2 AA2 COL1  STU2 PHYS1 SC4  COL1 SC1</p>
45	<p>The mission of School 45 is to develop life-long learners and thoughtful, productive citizens who will contribute to our global community.</p>		<p>life-long learners  thoughtful, productive citizens  contribute to our global community</p>	<p>PS2 CIT2 CIT2 CIT2  PERS3 PERS4</p>
46	<p>The mission of School 46 is to meet the unique educational, social and emotional needs of our diverse student population in safe and nurturing environments that fosters personal, professional and academic growth. Through collaboration with our partner agencies and relevant, rigorous instruction toward a high school diploma, students gain the skills to achieve lifelong, sustainable employment and become proactive members of their communities.</p>		<p>meet the educational, social and emotional needs  diverse student population  safe and nurturing environments  personal, professional and academic growth  collaboration with our partner agencies  relevant, rigorous instruction  high school diploma  students  lifelong, sustainable employment  proactive members of their communities</p>	<p>AA1 PS1 SC2 SC3 STU2  STU2 COL1 CIT2 CIT2  CIT1 PERS0 PERS1 CI1  CI3 CI3 GR1</p>



Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
47	School 47 will provide all students with a safe, welcoming and caring learning environment and a high-quality educational program designed to ensure that they graduate college and career ready, civically literate, and fully prepared to become responsible, productive members of our society.	<p>School 47 will be an academic institution where...</p> <ul style="list-style-type: none"> <li>• All students engage in the Habits of Mind, the Five Cs of the P21 Framework (communication, collaboration, creativity, critical thinking, and citizenship), and benefit from challenging, standards-based instruction in high-interest STEAM (Science, Technology, Engineering, Arts, and Technology) coursework.</li> <li>• The instructional staff collaborates within a Professional Learning Community to engage fully in the Cycle for Effective Instruction, thereby infusing all classrooms with the appropriate challenge, greater relevance, and positive relationships.</li> <li>• The instructional staff study and implement research-proven instructional strategies with fidelity, thereby improving instructional efficacy and promoting all students' college and career readiness.</li> <li>• The instructional staff continuously monitor and assess their instructional efforts through the collection and analysis of timely and relevant data, permitting them to more effectively design and refine instruction and interventions for all three tiers of the Response to Instruction and Interventions (RtI2) model, and optimize the use of vital material, fiscal and human resources.</li> <li>• All staff strive to create a safe, orderly and welcoming school environment, one that improves stakeholders' sense of security, feelings of connectedness, and ability to improve academic achievement.</li> <li>• All staff strive to improve communication between stakeholders regarding student progress and encourage participation in the education process, thereby strengthening our efforts to ensure all students' success.</li> <li>• Every student exemplifies the qualities identified in the motto RISE: respect, integrity, scholarship, and excellence.</li> </ul>	<p>all students safe, welcoming and caring learning environment high-quality educational program graduate college and career ready civically literate responsible, productive members of our society All students engage in the Habits of Mind</p> <p>communication, collaboration, creativity, critical thinking, and citizenship</p> <p>standards-based instruction STEAM (Science, Technology, Engineering, Arts, and Technology) Staff collaborates Professional Learning Community</p> <p>all classrooms with the appropriate challenge, greater relevance, and positive relationships</p> <p>research-proven instructional strategies</p> <p>all students college and career readiness monitor and assess data design and refine instruction and interventions optimize the use of resources safe, orderly and welcoming school environment</p> <p>sense of security, feelings of connectedness, and ability to improve academic achievement</p> <p>communication between stakeholders regarding student progress encourage participation in the education process ensure all students' success Every student respect, integrity, scholarship, and excellence</p>	<p>AA0 AA1 AA2 AA2 AA2 PS3 PS0 PS1 PS1 PS2 SC1 SC1 SC1 SC2 SC2 SC2 SC2 SC3 SC3 SC3 SC4 SC5 STU1 STU1 STU1 STU1 STU1 COL1 CIT2 CIT2 CIT2 CIT2 PERS3 PERS3 PERS4 PERS5 CI0 CI0 CI1 CI1 CI2 CI3 CI3 CI4 CI4 CI4 CI4 GR1 GS1 GS1</p>
48	The mission of School 48 is to empower individuals to be successful in college, career, and as community members.	We envision School 48 as the heartbeat of the School 48 community: a place where parents are proud to send their children, where students want to learn, and where adults are supported to help students succeed.	<p>empower individuals successful in college, career, and as community members heartbeat of the school community parents are proud to send their children students want to learn adults are supported to help students succeed</p>	<p>PS1 PS2 SC0 SC1 SC1 STU2 CIT2 CIT2 PERS2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
49	We, at School 49, strongly support the premise that our students must each have the opportunity to graduate from this institution with the knowledge and skills necessary to collaborate, communicate, create, think critically, and effectively use technology in order to function in an increasingly complex world. Furthermore, we are committed to excellence.		students graduate knowledge and skills to collaborate, communicate, create, think critically, and effectively use technology function in an increasingly complex world committed to excellence	AA2 AA2 AA2 PS3 GS1 STU2 COL1 CIT1 GR1
50	It is the mission of School 50 to provide a rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st-century environment, including critical thinking, effective communication and the fluent use of technology. We provide a rigorous academic program through which effective educators lead students to take responsibility for learning and maximize potential. We are committed to sustaining a school in which individuals representing diverse cultures and experiences instruct one another in the meaning and value of community and the importance of lifelong learning.		rigorous and relevant core curriculum students global 21st-century environment critical thinking effective communication use of technology rigorous academic program take responsibility for learning maximize potential individuals representing diverse cultures value of community lifelong learning	AA2 AA2 PS3 PS3 PS2 PS2 CIT1 CIT2 CIT2 PERS3 CI2 CI2 CI2
51	To prepare a diverse student population for success in a 4-year university and to be thoughtful, contributing members of society.		diverse student population success in a 4-year university thoughtful, contributing members of society	STU0 PS1 PERS4 CIT2
52	The mission of School 52 is to prepare students to enter and excel in the best colleges and universities in the nation.		students enter and excel in the best colleges and universities	STU2 PS1
53		Students at School 53 will graduate college ready, career ready, life ready!	graduate college ready, career ready, life ready!	GR1 PS1 PS2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
54	<p>School 54 aims to create an intellectual and democratic learning community where our students attain excellence in academic and career technical disciplines. We strive to offer a small, student-centered program where our students are supported by caring adults and they are academically challenged with rigorous, relevant instruction. We are driven by a commitment to current research-based practices that ensure our students have the best opportunities for success. Our goal is to ensure that every School 54 graduate leaves our school prepared for higher education and high-demand, highly skilled careers.</p> <p>The School 54 faculty, administration and staff aspire to offer our students an educational experience that is ...</p> <p>Rigorous: We challenge our students to be creative and critical thinkers.</p> <p>Relevant: We engage our students in solving real-world problems through meaningful, project-based learning that connects to multiple disciplines.</p> <p>Responsive: We support our students through multiple means to ensure their academic success.</p> <p>Relationship-based: We provide our students with a collaborative school environment grounded in trust and respect.</p>	<p>Students, faculty and community members partner to create successful futures and healthy lifestyles for all students.</p>	<p>intellectual and democratic learning community</p> <p>students</p> <p>excellence in academic and career technical disciplines</p> <p>small, student-centered program</p> <p>students</p> <p>supported by caring adults</p> <p>academically challenged with rigorous, relevant instruction.</p> <p>current research-based practices</p> <p>students</p> <p>best opportunities for success.</p> <p>graduate leaves our school prepared for higher education and high-demand, highly skilled careers.</p> <p>students</p> <p>educational experience</p> <p>Rigorous: challenge our students to be creative and critical thinkers.</p> <p>Relevant: engage our students in solving real-world problems through meaningful, project-based learning that connects to multiple disciplines.</p> <p>Responsive: support our students through multiple means to ensure their academic success.</p> <p>Relationship-based: provide our students with a collaborative school environment grounded in trust and respect.</p> <p>Students, faculty and community members partner</p> <p>create successful futures</p> <p>healthy lifestyles</p> <p>all students.</p>	<p>AA1 COL1</p> <p>STU2</p> <p>AA1 PS1</p> <p>SC0</p> <p>STU2</p> <p>SC1 SC5</p> <p>AA1 CI3 CI3</p> <p>CI3</p> <p>STU2</p> <p>GS1</p> <p>GR1 PS1</p> <p>STU2</p> <p>CI1</p> <p>CI2 STU2 AA2 AA2</p> <p>CI2 STU2 AA2 CI0</p> <p>CI4 STU2 AA1</p> <p>SC5 STU2 COL1 SC3</p> <p>STU2 COL1 PS2</p> <p>PHYS1</p> <p>STU1</p>
55		<p>Graduates of School 55 become informed, ethical and active citizens; knowledgeable self- directed workers; discerning participants in the arts; and lifelong learners in the pursuit of personal excellence who can adapt to the challenges of the future.</p>	<p>Graduates informed, ethical and active citizens;</p> <p>knowledgeable self- directed workers;</p> <p>discerning participants in the arts;</p> <p>lifelong learners in the pursuit of personal excellence who can adapt to the challenges of the future.</p>	<p>GR1 PERS0 PERS5 CIT2</p> <p>AA2 PERS3</p> <p>AA2</p> <p>PS2 PERS0 CIT2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
56	School 56 is an authorized International Baccalaureate school with a Diploma Program and Middle Years Program, committed to building a globally aware community of lifelong learners who achieve high academic standards. School 56 provides a diverse, challenging curriculum that is student-centered and develops inquisitive, knowledgeable, and empathetic students who actively engage in and contribute to their family, community, and the world around them.	School 56 is a safe, diverse, and culturally sensitive learning community committed to fostering the academic, social, physical, emotional, and creative development of all students. Instruction is engaging, academically rigorous and promotes technological literacy. Students are empowered to take responsibility for their education and pursue individual post-secondary goals.	<p>authorized International Baccalaureate school globally aware community lifelong learners achieve high academic standards. diverse, challenging curriculum that is student-centered inquisitive, knowledgeable, and empathetic students actively engage in and contribute to their family, community, and the world around them.</p> <p>a safe, diverse, and culturally sensitive learning community fostering the academic, social, physical, emotional, and creative development of all students. Instruction is engaging, academically rigorous and promotes technological literacy. Students are empowered to take responsibility for their education and pursue individual post-secondary goals.</p>	<p>NTEM1 CIT1 PS2 AA1 CI2 CI2 PERS2 AA2 PERS4 STU2 CIT2</p> <p>SC2 SC4 AA1 PERS1 PHYS1 AA2 CI3 PS3 STU2 SC1 PERS3 PS2</p>
57	The mission of School 57 is to graduate all students college and career ready.	We envision School 57 as a safe, intellectually challenging environment where staff, parents, and community work in partnership to provide rigorous academic and career training through customized guidance and support for all students. We will build relationships with technical schools, colleges, and universities to ease the transition to higher education and high-skill, high-demand, high-wage careers.	<p>graduate all students college and career ready</p> <p>safe, intellectually challenging environment staff, parents, and community work in partnership rigorous academic and career training customized guidance and support all students build relationships with technical schools, colleges, and universities to ease the transition to higher education and high-skill, high-demand, high-wage careers.</p>	<p>GR1 STU1 PS1</p> <p>SC2 SC1 CIT2 CI2 PS1 SC1 STU1 PS1</p>
58	Uniting as one community, we elevate opportunities for all.	Preparing today's students to be the thinkers, leaders, and creators of tomorrow.	<p>Uniting as one community, we elevate opportunities for all.</p> <p>Preparing today's students to be the thinkers, leaders, and creators of tomorrow.</p>	<p>CIT2 SC1 STU2 STU1 AA2 PERS0 AA2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
59	The mission of School 59 is to provide a quality education for every student to ensure that they all achieve a high level of success.	<p>We believe all students can learn and be successful. Each student is highly valued. This we believe:</p> <ul style="list-style-type: none"> <li>• All students can succeed.</li> <li>• To be successful, students and staff require a safe and clean campus.</li> <li>• All subject areas are important to the success of the students.</li> <li>• Staff collaboration and professional growth are necessary for continuous improvement.</li> <li>• Staff represents positive role models.</li> <li>• Student success increases in a learning environment supported by students, parents, teachers, staff, site administration, district administration, and the community-at-large.</li> <li>• The staff is committed to connecting students to school.</li> <li>• With support, every student can maximize learning opportunities in school to create options before and after graduation.</li> <li>• Students need high expectations and the support to reach them.</li> <li>• It is possible to break the habits that lead to failure and to teach habits that lead to success.</li> </ul> <p>Increased student achievement is driven by planning, instruction, and assessment</p>	<p>quality education for every student to ensure that they all achieve a high level of success.</p> <p>all students can learn and be successful. Each student is highly valued.</p> <ul style="list-style-type: none"> <li>• All students can succeed.</li> <li>• students and staff require a safe and clean campus.</li> <li>• All subject areas are important to the success of the students.</li> <li>• Staff collaboration and professional growth are necessary for continuous improvement.</li> <li>• Staff represents positive role models.</li> <li>• Student success increases in a learning environment supported by students, parents, teachers, staff, site administration, district administration, and the community-at-large.</li> <li>• The staff is committed to connecting students to school.</li> <li>• With support, every student can maximize learning opportunities in school to create options before and after graduation.</li> <li>• Students need high expectations and the support to reach them.</li> <li>• It is possible to break the habits that lead to failure and to teach habits that lead to success.</li> <li>• Increased student achievement is driven by planning, instruction, and assessment</li> </ul>	<p>CI1 STU1 STU1 GS1</p> <p>STU1 AA0 PS2 STU1 SC4 STU1 GS1 SC2 SC2 CI2 AA1 STU2 CI4 CI4 SC5 STU2 GS1 COL1 CIT 2</p> <p>SC4 SC1 STU1 PS2</p> <p>CI2 SC1 PERS3 GS1 AA1 CI4</p>
60	<p>School 60 is a place:</p> <ul style="list-style-type: none"> <li>- where the school climate is safe for all students and staff</li> <li>- where students and staff have a positive learning environment</li> <li>- where students and staff have high learning expectations</li> <li>- where staff members work collaboratively to help students succeed academically, socially and emotionally</li> <li>- where all staff members use student achievement data and empirical evidence to meet the learning needs of students</li> </ul>	<p>To provide students and teachers a safe learning environment to promote high levels of learning and career readiness, using technology and developing leadership within our given resources in order for students to become productive citizens.</p>	<p>school climate is safe for all students and staff</p> <p>students and staff have a positive learning environment</p> <p>students and staff have high learning expectations</p> <p>staff members work collaboratively to help students succeed academically, socially and emotionally</p> <p>all staff members use student achievement data and empirical evidence to meet the learning needs of students</p> <p>students</p> <p>a safe learning environment</p> <p>high levels of learning and career readiness</p> <p>using technology</p> <p>developing leadership within our given resources</p> <p>students to become productive citizens</p>	<p>SC2 STU1 STU2 SC3 STU2 CI2 CI4 STU2 AA1 PERS1</p> <p>CI4</p> <p>STU2 SC2 AA1 PS1 PS3 PERS0 STU2 CIT2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
61	School 61 will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.	The educational community known as School 61 is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. School 61 is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. School 61 is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.	personalized educational programs student achievement. standards-based educational reform prototype for changing the way teachers teach and students learn in the future.  educational community development of a personalized instructional program positive outcomes for each student. instructional, service, organizational, and governance models prototypes for educational reform. collaborative efforts improve the quality of life for students, their families, and the community	NTEM1 AA1 CI2 CI3 STU2 MISC 1  COL1 NTEM1 SC0 STU1 CI3 CIT2 REC1 REC1 CI4 PS2 STU2 CIT2
62	The mission of School 62 is to provide a safe, structured environment which enables high levels of relevant learning for all students, empowering them to realize their full potential as productive citizens in our changing world, drawing upon the unique resources of the local community and new innovations in science, technology, and the arts.	As responsible citizens, graduates of School 62 navigate the changing world, pursue learning, demonstrate accountability, and contribute positively to the global community.	safe, structured environment high levels of relevant learning for all students empowering them to realize their full potential productive citizens in our changing world unique resources of the local community innovations in science, technology, and the arts responsible citizens graduates navigate the changing world, pursue learning, demonstrate accountability, and contribute positively to the global community.	SC2 SC2 AA1 CI2 STU1 SC1 PS2 CIT2 CIT1 CIT2 PS3 AA2 PERS3 CIT2 GR1 CIT1 PERS2 PERS3 CIT2 CIT1
63	School 63 will collaboratively empower students who will graduate as informed, ethical and respectful decision-makers. RHS staff will commit to a system of inquiry that guides immediate interventions. School 63 students will demonstrate academic, technological, and individual achievements, which meet or exceed standards. the learning community will systematically structure academic, social, and safety networks which provide for individual learning needs, styles, and diverse backgrounds to build a School 63 community.		collaboratively empower students graduate as informed, ethical and respectful decision-makers. system of inquiry that guides immediate interventions students will demonstrate academic, technological, and individual achievements, which meet or exceed standards. learning community will systematically structure academic, social, and safety networks  individual learning needs, styles, and diverse backgrounds to build community.	COL1 SC1 STU2 GR1 PERS3 PERS5 PERS4 CI4 STU2 AA1 PS3 PERS0 CI2  COL1 SC1 SC3 SC2 SC4
64	The School 64 is: To provide a supportive, academically challenging environment where students are able to successfully complete 30- 60 transferrable college units in order to directly apply to a 4-year college.	Our Vision is to reach out to youth who are generally underachieving or have circumstances that would hinder their academic performance at a traditional high school.	supportive, academically challenging environment students successfully complete 30- 60 transferrable college units in order to directly apply to a 4-year college. youth who are generally underachieving or have circumstances that would hinder their academic performance at a traditional high school.	SC1 AA1 NTEM1 SC1
65		We envision a learning community which promotes intellectual growth and encourages social responsibility. We commit ourselves to creating a place wherein all learners can demonstrate positive work habits and attitudes, think critically, and acquire knowledge and skills necessary to be effective citizens.	learning community intellectual growth encourages social responsibility all learners can demonstrate positive work habits and attitudes, think critically, and acquire knowledge and skills necessary to be effective citizens.	COL1 AA1 SC1 CIT2 STU1 PERS3 AA1 AA2 CIT2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
66	School 66 provides a caring and healthy learning environment that inspires a passion for knowledge using engaging, culturally relevant curriculum that prepares our students to be responsible citizens, successful in any form of post-secondary education or employment.		caring and healthy learning environment inspires a passion for knowledge engaging, culturally relevant curriculum students responsible citizens, in any form of post-secondary education or employment	SC3 SC2 SC1 PERS2 CI2 STU2 PERS3 CIT2 PS1
67	The mission of School 67 is to graduate all students with high levels of academic and personal achievement ready for post-secondary excellence through research-based instruction and a collaborative support system.		graduate all students high levels of academic and personal achievement post-secondary excellence Research-based instruction collaborative support system	GR1 STU1 AA1 PERS0 PS2 CI2 COL1 SC1
68	The Mission of School 68 is to provide a safe and challenging learning environment where students can realize their academic and personal potential.		safe and challenging learning environment students realize their academic and personal potential	SC2 SC1 STU2 AA1 PERS0
69		The mission of School 69 is to enable all students to acquire skills needed to live productively and creatively in a diverse society. We will empower students to develop self-esteem and take positive control of their own lives. We will foster an appreciation of individuals of all cultures and beliefs. We will encourage life-long intellectual curiosity and sensitivity to the arts. We will promote physical well-being and self-discipline in a safe environment. We intend to produce educated, responsible citizens who will become contributing members of our democratic society.	all students skills needed to live productively and creatively in a diverse society empower students to develop self-esteem and take positive control of their own lives foster an appreciation of individuals of all cultures and beliefs encourage life-long intellectual curiosity and sensitivity to the arts promote physical well-being and self-discipline in a safe environment educated, responsible citizens who will become contributing members of our democratic society.	STU1 AA2 PERS3 AA2 SC1 STU2 PERS3 SC4 SC1 PS2 PERS2 AA2 PHYS1 PERS3 SC2 CI1 PERS3 CIT2 CIT2 CIT1
70	The mission of School 70 is to provide high levels of learning and support within a personalized environment that enables students to explore their interests and develop their talents.		high levels of learning and support personalized environment students explore their interests and develop their talents.	AA1 SC1 NTEM1 STU2 PS2
71	We are a COMMUNITY working together to prepare college and career- bound graduates who are RESPONSIBLE, RESPECTFUL, and READY TO ACHIEVE.		COMMUNITY working together college and career- bound graduates RESPONSIBLE, RESPECTFUL, and READY TO ACHIEVE.	COL1 COL1 PS1 GR1 PERS3 PERS4 PERS0
72	The School 72 community believes that all students can and will learn	The School 72 community will pursue rigorous and diverse curricula in a safe, ethical environment as we challenge the future	community all students can and will learn  community rigorous and diverse curricula safe, ethical environment challenge the future	COL1 STU1  COL1 CI2 SC2 SC0 PS2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
73	We will ensure that all our children will learn more today than yesterday, and more tomorrow than today.		all our children will learn more today than yesterday, and more tomorrow than today.	STU1 AA0
74	The mission of School 74 and District 74, THE GATEWAY TO EXTRAORDINARY POSSIBILITIES, is to challenge and support each student to develop effective critical thinking, problem solving, and communication skills as a lifelong learner acting in an ethical manner to serve a broader community through a community of learners.		THE GATEWAY TO EXTRAORDINARY POSSIBILITIES challenge and support each student develop effective critical thinking, problem solving, and communication skills lifelong learner ethical manner serve a broader community through a community of learners.	PS2 SC1 SC1 AA2 AA2 AA2 PS2 PERS5 CIT2 COL1
75	School 75 is a collaborative learning community that inspires students to develop intellectual abilities and individual passions as they discover their purpose.	Our vision at School 75 is to exemplify inspiration, discovery, and achievement.	collaborative learning community inspires students develop intellectual abilities individual passions as they discover their purpose.  exemplify inspiration, discovery, and achievement.	COL1 SC1 STU2 AA2 PERS2 PS2  SC1 PERS2 AA1
76	Tradition...Innovation...Excellence		Tradition...Innovation...Excellence	SC0 PERS2 GS1
77		School 77 uses a focus on California Common Core State Standards, continuous technological developments, staff development, and a schoolwide commitment to excellence and innovation in order to produce students who can: • Follow and apply logical processes • Problem solve • Interpret and evaluate texts and data • Identify and evaluate chains of causality • Effectively communicate in a global society using a variety of media • Advocate for personal and community well-being	California Common Core State Standards continuous technological developments staff development schoolwide commitment to excellence and innovation students Follow and apply logical processes Problem solve Interpret and evaluate texts and data Identify and evaluate chains of causality Effectively communicate in a global society using a variety of media Advocate for personal and community well-being	CI2 PS3 CI4 SC1 GS1 PERS2 STU2 AA2 AA2 AA2 AA2 AA2 CIT1 PS3 PERS0 CIT2
78	The mission of School 78 is to provide a safe, positive learning environment for students to learn... • Self Discipline • Academic Skills • Work Ethic Skills		safe, positive learning environment students Self Discipline Academic Skills Work Ethic Skills	SC2 SC3 STU2 PERS3 AA2 PERS2



Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
79	School 79 will provide every student a STEM (Science, Technology, Engineering & Math) focus that is academically challenging, giving attention to both technical and soft skills and promoting a rigorous curriculum that prepares students for college and career goals through data-driven, project-based, research-based and standards-based instruction. Expectations are explicit, doing the right thing is recognized and appreciated, learning is collaborative, hands-on, kinesthetic and connected to the world outside of school.	School 79 is a learning community focused around Engineering and Design that provides real connections and applications for the concepts that students are learning using student collaboration, project- or problem-based learning, connections to industry and the business world, and partnerships with post-secondary institutions to ensure that all students are college- and career-ready.	<p>every student STEM (Science, Technology, Engineering &amp; Math) academically challenging technical and soft skills rigorous curriculum students college and career goals data-driven, project-based, research-based and standards-based instruction Expectations doing the right thing learning is collaborative, hands-on, kinesthetic and connected to the world outside of school.</p> <p>learning community Engineering and Design real connections and applications students student collaboration, project- or problem-based learning, connections to industry and the business world, and partnerships with post-secondary institutions all students are college- and career-ready</p>	<p>STU1 CI0 AA1 PS3 PERS0 CI2 STU2 PS1 CI2 NTEM1 CI2 CI2 CI2 PERS5 COL1 CI2</p> <p>COL1 CI0 CI2 STU2 STU2 COL1 NTEM1 CI2</p> <p>STU1 PS1</p>
80	To ensure that ALL students learn. To embrace diversity and a commitment to create a respectful community that develops academic and interpersonal skills.	School 80 soar to excellence in learning, respect, and achievement to empower our local and global communities.	<p>ALL students learn embrace diversity respectful community academic and interpersonal skills</p> <p>excellence in learning, respect, and achievement to empower our local and global communities</p>	<p>STU1 SC4 SC3 AA2 PERS1</p> <p>AA1 PERS4 AA0 SC1 CIT2</p>
81	School 81 is an academically rigorous learning environment which promotes college and/or career goals for all students through standards driven curriculum and responsive instruction.	Students, parents, staff and community collaborate in the process of reaching, teaching and learning to provide all students opportunities for success.	<p>academically rigorous learning environment college and/or career goals all students standards driven curriculum responsive instruction</p> <p>Students, parents, staff and community collaborate reaching, teaching and learning all students opportunities for success</p>	<p>AA1 SC1 PS1 STU1 CI2 CI3</p> <p>STU2 COL1 SC4 CI3 AA0 STU1 GS1</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
82	Within a safe and caring environment, School 82 provides a meaningful standards-based curriculum that fosters the critical thinking, communication, collaboration, and creativity needed to function as a responsible and productive member of society.		safe and caring environment meaningful standards-based curriculum critical thinking, communication, collaboration, and creativity responsible and productive member of society	SC2 SC3 CI2 AA2 AA2 COL1 AA2 PERS3 PERS3 CIT2
83	To graduate students who are active, contributing members of society and who have unlimited career opportunities.		graduate students active, contributing members of society unlimited career opportunities.	GR1 STU2 CIT2 PS1
84	Our mission is to prepare all of our students to be college and career ready when they graduate from School 84.	Our vision is that the School 84 community will provide a challenging academic program in a supportive atmosphere where each student can develop the skills, knowledge, and responsibility needed to contribute positively to our global society.	all of our students college and career ready graduate  community challenging academic program supportive atmosphere each student skills, knowledge responsibility contribute positively global society.	STU1 PS1 GR1  COL1 AA1 SC1 STU1 AA2 PERS3 CIT2 CIT1
85	At School 85 we will challenge and empower all students to be independent thinkers, lifelong learners, and responsible citizens.	School 85 seeks to become an exemplary school promoting a learning culture of independence, innovation, and ethical leadership.	challenge and empower all students independent thinkers, lifelong learners, and responsible citizens  an exemplary school learning culture of independence, innovation, and ethical leadership	SC1 STU1 AA1 AA2 PERS3 CIT2  REC1 SC1 PERS3 PERS5 PERS0
86	The school mission is to create an educational choice for all students.		educational choice for all students.	NTEM1 STU1
87	Our mission is: To provide students with an outstanding education, rich with relevant academic, application and leadership experiences - using healthcare as a theme.		students outstanding education relevant academic, application and leadership experiences using healthcare as a theme	STU2 CI1 CI2 AA0 PERS0 NTEM1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
88	To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.	To create one of the finest urban high schools in America.	graduate self-motivated, industrious, critically thinking leaders serving others, passionate about life-long learning and prepared to earn a degree from a four-year college  one of the finest urban high schools in America	GR1 PERS2 PERS3 AA1 PERS0 PERS4 PERS2 PS2 PS1  REC1
89	Through communication, collaboration, and critical thinking, School 89 is a community that strengthens dependent learners into independent and interdependent learners. In valuing the whole student, School 89 provides opportunities for success within and beyond school.		communication, collaboration, and critical thinking community strengthens dependent learners into independent and interdependent learners. valuing the whole student opportunities for success within and beyond school.	AA2 COL1 AA2 COL1 AA2 SC4 GS1 PS2
90	The Mission School 90 is to create a supportive community of diverse learners that produce independent, collaborative, and innovative work, and reflects the skills and challenges of the 21st Century.		supportive community of diverse learners independent, collaborative, and innovative work, skills and challenges of the 21st Century	SC1 SC4 PERS3 COL1 PERS3 AA2 PS3
91	School 91 believes in empowering the personal growth and honorable contributions of all School 91 students through high academic, personal, and social expectations of the entire school community.		empowering personal growth honorable contributions all students high academic, personal, and social expectations of the entire school community.	SC1 PERS0 CIT2 STU1 CIT2 PERS0 PERS1 COL1
92	All School 92 students will graduate as morally and ethically responsible lifelong learners with the ability to earn a post-secondary degree, succeed in the 21st century workforce, and effectively support a diverse global society.		All students graduate morally and ethically responsible lifelong learners post-secondary degree succeed in the 21st century workforce effectively support a diverse global society	STU1 GR1 PERS5 PERS3 PS2 PS1 PS1 CIT2
93	School 93's mission is to foster students who are accountable, respectful, self-sufficient, motivated and independent thinkers. The installation of these values will produce graduates who advance to college, trade, military or business to become productive members of society.	Our Vision is for each student to develop his or her intellectual, ethical, physical, creative, social and technological capabilities.	students accountable, respectful, self-sufficient, motivated and independent thinkers. graduates advance to college, trade, military or business productive members of society.  each student develop intellectual, ethical, physical, creative, social and technological capabilities.	STU2 PERS3 PERS4 PERS2 AA2 GR1 PS1 CIT2  STU1 AA2 PERS5 PHYS1 AA2 PS3

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
94	The mission of School 94 is to provide a safe, supportive environment with clear, consistent expectations and high academic standards as well as preparing our students with 21st Century Skills.		safe, supportive environment clear, consistent expectations high academic standards students 21st Century Skills	SC2 SC1 SC0 CI2 STU2 PS3
95	Our mission is to develop responsible citizens who have the knowledge, skills, and experience necessary for either beginning post-secondary education or entering the workforce.		responsible citizens knowledge, skills, and experience post-secondary education or entering the workforce	PERS3 CIT2 AA2 PS1
96	The mission of School 96 is to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.		educate students literate, critical thinkers, and independent problem solvers agents of social justice sensitivity toward the world around them	CI1 STU2 AA2 AA2 AA2 CIT2 PERS4
97	The mission of the faculty, staff, and administration of School 97 is to provide a comprehensive educational program for all students so that all may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for life-long learning, and a genuine concern for the welfare and cultural diversity of others.		faculty, staff, and administration comprehensive educational program all students skills and the opportunity to realize their full potential Graduation productive and contributing members of society Each student regardless of abilities, socio-economic, or cultural background develop a sense of self-worth, accountability, responsibility, a desire for life-long learning, and a genuine concern for the welfare and cultural diversity of others.	COL1 CI1 STU1 AA2 PS2 GR1 PERS5 CIT2 STU1 SC4 PERS0 PERS3 PS2 PERS4 PERS4
98	The school mission is to create an educational choice for all students.		The school mission is to create an educational choice for all students.	NTEM1 STU1
99	By creating a dynamic and diverse educational environment, the School 99 community will provide its students with learning experiences that provide the Academic Base, Self-Discipline and Social Skills to become life-long learners and productive citizens in our ever-changing world.	We encourage, inspire, support, and empower our students to critically think about their place in the modern world and to give them the knowledge, skills, and competencies for their chosen vocation, to be well-balanced young adults who are prepared to positively impact the world and love learning as much as we do!	dynamic and diverse educational environment community students learning experiences Academic Base, Self-Discipline and Social Skills life-long learners and productive citizens in our ever-changing world  encourage, inspire, support, and empower our students critically think about their place in the modern world knowledge, skills, and competencies for their chosen vocation, well-balanced young adults positively impact the world love learning	SC4 COL1 STU2 CI1 AA2 PERS3 PERS1 PS2 CIT2 CIT1  SC1 SC1 SC1 SC1 STU2 AA2 CIT1 AA2 PS1 PS2 CIT2 CIT2 PERS2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
100	The mission of School 100 is to foster a safe, positive learning environment that enables students to achieve their potential in an atmosphere, which promotes responsible citizenship and an appreciation of individual differences. The climate of the School 100 community is founded on academic excellence and high expectations.	School 100 serves students in grades 9-12 and offers a secondary educational program that focuses on a rigorous academic course of study to prepare students for post-secondary education, as well as providing students with a rich array of career-planning opportunities.	safe, positive learning environment students achieve their potential atmosphere which promotes responsible citizenship and an appreciation of individual differences climate of the community academic excellence and high expectations  students secondary educational program rigorous academic course of study students post-secondary education students career-planning opportunities	SC2 SC3 STU2 PS2 SC1 PERS3 CIT2 SC4  SC0 COL1 AA1 CI2  STU2 CI1 CI2 STU2 PS1 STU2 PS1
101	At School 101, "We exists to provide students with an education that affords them limitless opportunities for the future."		students education limitless opportunities for the future	STU2 CI1 PS2
102	The school's mission is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.		students alternative school setting with a personalized approach to learning empowers take responsibility for their education graduate skills responsible citizens lifelong learners	STU2 NTEM1 SC1 PER3 GR1 AA2 PERS3 CIT2 PS2
103	To provide our diverse student body with the best education possible and to instill in them a passion for life-long learning in partnership with our parents and our community.	School 103 will provide for students to develop as moral, ethical, responsible, and compassionate citizens while developing as critical thinkers who seek continual knowledge. School 103 will encourage technological proficiency and collaborative skills in order to enable its students to become self- motivated and involved citizens.	diverse student body best education possible passion for life-long learning partnership with our parents and our community  students develop as moral, ethical, responsible, and compassionate citizens developing as critical thinkers who seek continual knowledge. encourage technological proficiency and collaborative skills students self- motivated and involved citizens	STU0 CI1 PERS2 PS2 CIT2  STU2 PERS5 PERS3 PERS4 CIT2 AA2 PERS2 SC1 PS3 COL1 STU2 PERS2 CIT2
104	At School 104, our mission is to increase the nation's pool of graduates in mathematics and science by offering an intensive college preparatory education to motivated high school students.		graduates mathematics and science intensive college preparatory education motivated high school students	GR1 CI2 PS1 CI1 PERS2 STU2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
105	School 105 exist to provide our students a real world, project-based, college preparatory curriculum. We create and support a culture of high expectations for all, where students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community.	School 105 will be an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from post-secondary programs to become productive members and respected leaders in the global community.	<p>students</p> <p>real world, project-based, college preparatory curriculum</p> <p>create and support a culture of high expectations for all</p> <p>students grow in knowledge and wisdom</p> <p>develop new skills</p> <p>form safe and strong relationships</p> <p>teachers, peers, parents, and the community</p> <p>environment</p> <p>informed, resourceful and reflective students</p> <p>college-ready, career-prepared, and community-minded</p> <p>graduate from post-secondary programs</p> <p>productive members and respected leaders in the global community</p>	<p>STU2</p> <p>CI2 NTEM1 PS1</p> <p>SC1 CI2 STU1</p> <p>STU2 AA2</p> <p>AA2</p> <p>PERS0 SC5</p> <p>COL1 CIT2</p> <p>SC1</p> <p>CI1 PERS3 PERS6</p> <p>PS1 CIT2</p> <p>GR2</p> <p>CIT2 PERS0 CIT1</p>
106	Our mission at School 106 is to engage and inspire all scholars with life-changing opportunities through interdisciplinary rigorous academics, career technical education, collaborative work-based learning, and access to college-level courses, while preparing them to be leaders of sustainability in a global society and economy.		<p>engage and inspire all scholars</p> <p>life-changing opportunities</p> <p>interdisciplinary rigorous academics</p> <p>career technical education</p> <p>collaborative work-based learning</p> <p>college-level courses</p> <p>leaders of sustainability in a global society and economy</p>	<p>SC1 SC1 STU1</p> <p>PS2</p> <p>CI2 AA1</p> <p>CI2</p> <p>COL1 NTEM1</p> <p>CI0</p> <p>PERS0 CIT1</p>
107	School 107 exist to provide our students a real world, project-based, college preparatory curriculum. We create and support a culture of high expectations for all, where students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community. School 107 exists to provide our students a rigorous, relevant, and hands-on college preparatory education which emphasizes science & engineering in a safe and supportive school family	School 107 will be an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from post-secondary programs to become productive members and respected leaders in the global community. School 107 will be recognized by colleges, local industry, and the School 107 community as a top engineering high school in California where students master the content of all disciplines.	<p>students</p> <p>real world, project-based, college preparatory curriculum</p> <p>create and support a culture of high expectations for all</p> <p>students grow in knowledge and wisdom</p> <p>develop new skills</p> <p>form safe and strong relationships</p> <p>teachers, peers, parents, and the community</p> <p>students</p> <p>rigorous, relevant, and hands-on college preparatory education</p> <p>science &amp; engineering</p> <p>safe and supportive school family</p> <p>environment</p> <p>informed, resourceful and reflective students</p> <p>college-ready, career-prepared, and community-minded</p> <p>graduate from post-secondary programs</p> <p>productive members and respected leaders in the global community</p> <p>recognized by colleges, local industry, and the community as a top engineering high school in California</p> <p>students master the content of all disciplines</p>	<p>STU2</p> <p>CI2 NTEM1 PS1</p> <p>SC1 CI2 STU1</p> <p>STU2 AA2</p> <p>AA2</p> <p>PERS0 SC5</p> <p>COL1 CIT2</p> <p>STU2</p> <p>CI2 CI2 PS1 CI0</p> <p>CI2</p> <p>SC2 SC1 SC3</p> <p>SC1</p> <p>CI1 PERS3 PERS6</p> <p>PS1 CIT2</p> <p>GR2</p> <p>CIT2 PERS0 CIT1</p> <p>REC1 NTEM1</p> <p>STU2 AA2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
108	Our Mission is to work collectively to meet every student where they are in their learning and to ensure that all students are able to demonstrate mastery of essential skills and content upon graduation.		work collectively meet every student where they are in their learning all students demonstrate mastery of essential skills and content graduation	COL1 STU1 SC1 STU1 AA2 GR1
109		All members of the School 109 community will work cooperatively and respectfully to create and sustain a peaceful, safe, and clean environment where all students will be provided enriching curriculum and support. All students at School 109 will strive to meet high expectations of character and academics.	All members of the community will work cooperatively and respectfully peaceful, safe, and clean environment all students enriching curriculum and support All students high expectations of character and academics	COL1 SC3 SC2 SC2 SC2 STU1 CI2 SC1 STU1 CI2 PERS5 AA1
110	The mission of School 110 is to provide a purposeful teaching and learning environment, which challenges our students to achieve academic, artistic, personal and civic excellence.		purposeful teaching and learning environment challenges our students achieve academic, artistic, personal and civic excellence	CI3 SC1 SC1 STU2 AA1 AA2 PERS0 CIT2
111	School 111's mission is to personalize education to produce confident students, well rounded in core subjects and the arts, well prepared for higher education and motivated to become responsible citizens.		personalize education confident students well rounded in core subjects and the arts well prepared for higher education motivated to become responsible citizens	NTEM1 PERS2 STU2 AA2 AA2 PS1 PERS2 PERS3 CIT2
112	Together the teachers and staff of School 112 are working with our community to create a safe and harmonious school that will prepare our students realize their full potential.		Together the teachers and staff are working with our community safe and harmonious school students realize their full potential	COL2 SC2 SC3 STU2 PS2
113	School 113's mission is committed to promoting the success of every student by providing a learning environment that will facilitate intellectual, personal and social growth. We endeavor to help students be life-long learners, and to be college or career ready upon graduation.	Our shared vision is that School 113 is a learning community that helps all students become productive citizens through participation in academic, social and extracurricular opportunities.	success of every student learning environment that will facilitate intellectual, personal and social growth. students life-long learners college or career ready upon graduation  a learning community all students productive citizens academic, social and extracurricular opportunities	GS1 STU1 SC1 AA1 PERS0 PERS1 STU2 PS2 PS1 GR1  COL1 STU1 PERS3 CIT2 CI2 PERS1 CI5

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
114	School 114 is committed to providing a positive and relevant learning environment where every student is prepared for 21st century college and career success.	School 114 is a Professional Learning Community dedicated to ensuring that each student gains the knowledge and skills necessary to demonstrate outstanding academic and personal achievement. In partnership with parents and community, we are dedicated to developing engaged and ethical young adults who approach learning with courage, compassion and resilience in a diverse and changing global community.	positive and relevant learning environment every student 21st century college and career success  Professional Learning Community each student knowledge and skills academic and personal achievement partnership with parents and community developing engaged and ethical young adults approach learning with courage, compassion and resilience diverse and changing global community	SC3 SC1 STU1 PS3 PS1  CI4 STU1 AA2 AA1 PERS0 COL2 CIT2 PERS5 STU2 PERS0 PERS4 PERS3 CIT1
115	We're for each other. A coastal community honoring equity, integrity, and hard work where we learn to love and love to learn.	Our vision at School 115 is to empower students with critical thinking skills, a global perspective, and core values—honesty, perseverance, and compassion—so they may be prepared to contribute to a rapidly changing world.	We're for each other. community equity, integrity, and hard work we learn to love and love to learn.  empower students critical thinking skills global perspective core values—honesty, perseverance, and compassion prepared to contribute to a rapidly changing world	SC3 COL1 SC4 PERS5 PERS3 SC1  SC1 STU2 AA2 CIT2 PERS5 PERS3 PERS4 CIT2 CIT1
116		School 116 will provide every student with the opportunity to discover their passion (coursework/pathways), own their success (accountability), and create their future (developing skills/critical thinking).	every student discover their passion (coursework/pathways) own their success (accountability) create their future (developing skills/critical thinking)	STU1 PS2 CI2 GS1 PERS3 PS2 AA2 AA2
117	The mission of School 117 is to ensure ALL students learn at high levels.		ALL students learn at high levels	STU1 AA1
118	At School 118 we are dedicated to empowering all students to be engaged participants in our School 118 community, while fostering an environment where all students graduate college-ready with the skills needed to succeed in a global society.	Honoring our tradition of excellence with a commitment to the future	empowering all students engaged participants in our community all students graduate college-ready with the skills needed to succeed in a global society  Honoring our tradition of excellence with a commitment to the future	SC1 STU1 CIT2 PS1 AA2 PS2 CIT1  SC0 GS1 PS2
119	Our community provides diverse opportunities for all students to develop skills necessary to achieve their full potential through equitable access to rigorous curriculum, strategic support, and extended learning.		community diverse opportunities for all students to develop skills achieve their full potential equitable access to rigorous curriculum, strategic support, and extended learning	COL1 CI2 STU1 AA2 PS2 AA2 SC1 NTEM1



Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
120	Embodying the Respect, Responsibility, and Readiness inherent in our fundamental spirit and tradition, the mission of the School 118 we are dedicated to empowering all students to be engaged participants in our School 120 community, while fostering an environment where all students graduate college-ready with the skills needed to succeed in a global society. School Community is to challenge and inspire each student to be a creative, life-long learner, and enlightened, contributing citizen by ensuring that students construct meaning through rigorous 21st century learning in a caring, inclusive environment.		Respect, Responsibility, and Readiness spirit and tradition empowering all students engaged participants in our community all students graduate college-ready with the skills needed to succeed in a global society challenge and inspire each student creative, life-long learner enlightened, contributing citizen students rigorous 21st century learning caring, inclusive environment	PERS4 PERS3 PS2 SC0 SC1 STU1 CIT2 PS1 AA2 PS2 CIT1 SC1 SC1 STU1 AA2 PS2 CIT2 STU2 C12 PS3 SC3 SC4
121	Preparing future scholars, innovators, and world citizens. • Scholars with the academic skills required for postsecondary and global workforce success. • Innovators who create solutions to local and global problems through empathy, creativity, and collaboration. • World Citizens who are respectful, responsible, ethical, and compassionate.		future scholars, innovators, and world citizens. Scholars with the academic skills required for postsecondary and global workforce success Innovators who create solutions to local and global problems through empathy, creativity, and collaboration. World Citizens who are respectful, responsible, ethical, and compassionate.	AA0 PERS3 CIT2 AA0 AA2 PS1 PS1 PERS3 CIT2 PERS4 AA2 COL1  CIT2 PERS4 PERS3 PERS5 PERS4
122	A Commitment to Constant And Never-ending Improvement (CANI)		A Commitment to Constant And Never-ending Improvement (CANI)	SC1
123	School 123 is committed to building nurturing relationships that inspire our students to establish and work for their dreams, wherever they may lead, while honoring their roots and foundation built at School 123.		building nurturing relationships inspire our students establish and work for their dreams honoring their roots and foundation	SC5 SC1 STU2 PS2 CIT2
124	School 124 staff and students, in partnership with parents and community members, provide a challenging, caring and safe educational environment, which prepares students to be positive members of the community, effective communicators, problem solvers, and lifelong learners.		staff and students, in partnership with parents and community members, challenging, caring and safe educational environment students positive members of the community, effective communicators, problem solvers, and lifelong learners.	CIT2 SC1 SC3 SC2 STU2 PERS2 CIT2 AA2 AA2 PS2
125		Our vision at School 125 is to foster a growth mindset in all of our students, encourage academic achievement, and promote global citizenship. We strive to develop critical thinkers who analyze the questions of today to create solutions for tomorrow.	growth mindset in all of our students encourage academic achievement global citizenship critical thinkers analyze the questions of today to create solutions for tomorrow	PERS2 STU1 SC1 AA1 CIT2 AA2 PS2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
126	School 126's Mission Statement is dedicated to preparing all students to be responsible, productive members of society, and lifelong learners, by providing for intellectual, personal, and career development.		all students responsible, productive members of society, and lifelong learners, intellectual, personal, and career development	STU1 PERS3 PERS3 CIT2 PS2 AA1 PERS0 PS1
127	School 127 has one mission: to offer students an innovative approach to academics that recognizes the unique and varied needs of each student. Our goal is to create a learning environment that takes into account individual needs by working at a pace that fosters academic success. As partners in this journey, parents, school staff, and the community come together to ensure that students are achieving their potential as they become learners in the 21st century. School 127 pledges to instill confidence, diligence, and self-worth for all students.	School 127 is committed to providing an education that will focus on individual student needs, fostering their academic potential and inspiring a passion for learning, while guiding students towards success in college, career, and life	students innovative approach to academics recognizes the unique and varied needs of each student learning environment that takes into account individual needs by working at a pace that fosters academic success As partners in this journey, parents, school staff, and the community come together students achieving their potential learners in the 21st century confidence, diligence, and self-worth for all students  an education individual student needs, academic potential and inspiring a passion for learning students success in college, career, and life	STU2 NTEM1 SC4 SC4 AA1  COL2 STU2 PS2 PS3 PERS2 PERS3 PERS0  CI1 SC4 AA1 PS2 STU2 PS1 PS2
128	School 128 is committed to creating a challenging, rigorous, standards-based curriculum for all students, regardless of gender, ethnicity, primary language, or special needs status within a safe and cooperative learning community.	School 128 fosters a positive learning environment that produces critical thinkers, efficient communicators, self-directed life-long learners, and technologically skilled citizens who graduate with an appreciation for the relevance and understanding of civic responsibilities and knowledge of life skills; students will use that knowledge to prepare for and succeed at a university.	challenging, rigorous, standards-based curriculum for all students regardless of gender, ethnicity, primary language, or special needs status safe and cooperative learning community  positive learning environment critical thinkers, efficient communicators, self-directed life-long learners technologically skilled citizens graduate appreciation for the relevance and understanding of civic responsibilities knowledge of life skills students prepare for and succeed at a university	CI2 CI2 CI2 STU1 SC4 SC2 SC3  SC3 AA2 AA2 PERS3 PS2 PS3 CIT2 GR1 CIT2 AA2 STU2 PS1
129	To foster the development of productive, creative, critical thinkers who have the ability to adapt and positively contribute to society.		development of productive, creative, critical thinkers ability to adapt and positively contribute to society	PERS3 AA2 AA2 PERS3 CIT2
130	Working Daily to Improve Ourselves, Our School, and Our World		Improve Ourselves, Our School, and Our World	PERS0 SC1 CIT2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
131	At School 131, our mission is to provide a rigorous and accessible curriculum in a small-school, "family" environment. Welcome to School 131!	By fostering creativity, communication, collaboration, and critical thinking skills, we will prepare students for college and career, empowering them to build a better world through mutual respect and intercultural understanding.	rigorous and accessible curriculum small- school, "family" environment. Welcome to School 131!  creativity, communication, collaboration, and critical thinking skills students college and career empowering build a better world through mutual respect and intercultural understanding	CI2 CI2 SC3 SC3  AA2 AA2 COL1 AA2 STU2 PS1 SC1 CIT2 PERS4 CIT1
132	<ul style="list-style-type: none"> <li>• School 132 is a community of learners who are dedicated to developing a school atmosphere that builds relationships among stakeholders (students, parents, community members, teachers and staff to provide our students with Rigorous and Relevant (RRR) curriculum that connects learning to their best possible future.</li> <li>• School 132 is committed to providing an excellent education for all of its students. Our school is a richly diverse community of learners that value ALL its stakeholders and is dedicated to provide a safe and productive learning environment in which students will think Critically, will be Ambitious to pursue long term and short term goals, will be Responsible to themselves and others and will be Educationally Competent to confront and solve any challenge presented to them (CARE).</li> </ul>	Our vision is to prepare ALL students to be College ready, Career bound, Highly skilled, and Successful citizens.	community of learners school atmosphere that builds relationships among stakeholders students Rigorous and Relevant curriculum best possible future excellent education for all of its students richly diverse community of learners that value ALL its stakeholders safe and productive learning environment students think Critically Ambitious to pursue long term and short term goals Responsible to themselves and others Educationally Competent to confront and solve any challenge presented to them  prepare ALL students to be College ready, Career bound, Highly skilled, and Successful citizens	COL1 SC5 STU2 CI2 CI2 PS2 CI1 STU1 STU0 CIT2 SC2 SC1 STU2 AA2 PS2 PERS3 PERS4 AA0 PERS3  STU1 PS1 AA2 PS2 CIT2
133	It is the mission of School 133 to provide a safe and caring learning environment where students achieve the academic, aesthetic, personal, and social development required to continue learning and pursuing post secondary education, to compete in a changing job market, and to participate in a multicultural, democratic society.		safe and caring learning environment students achieve the academic, aesthetic, personal, and social development post secondary education, to compete in a changing job market participate in a multicultural, democratic society	SC2 SC3 STU2 AA1 PERS0 PERS1 PS1 CIT2
134		Our vision is to be an inspiring and innovative learning environment with the highest expectations for all students and staff so that they are successful academically, socially, emotionally and physically.	inspiring and innovative learning environment highest expectations all students and staff successful academically, socially, emotionally and physically	SC1 SC1 CI2 STU1 CI4 AA1 PERS1 PHYS1
135	To be a superior school that ensures maximum achievement for all students.	Students will be college and career ready upon graduation.	superior school maximum achievement all students  Students college and career ready graduation	REC1 AA1 STU1  STU2 PS1 GR1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
136		School 136 will graduate resilient, empathetic, life-long learners who will become productive and globally conscious citizens with useful skills to contribute to an ever-changing society.	graduate resilient, empathetic, life-long learners productive and globally conscious citizens useful skills to contribute to an ever-changing society	GR1 PERS3 PERS3 PS2 PERS3 CIT2 AA2 CIT2
137		School 137's Vision is to be a physically and emotionally safe environment where every student will with the necessary skills and knowledge to attend college, a technical/ professional program, or other training in pursuit of their career of choice; where cultural diversity, democracy, technology and the arts are valued; and where Respect, Responsibility, and Accountability are encouraged.	physically and emotionally safe environment every student necessary skills and knowledge college, a technical/ professional program, or other training in pursuit of their career of choice cultural diversity, democracy, technology and the arts are valued Respect, Responsibility, and Accountability are encouraged	SC2 STU1 AA2 PS1 SC4 CIT2 PS3 CI2 PERS4 PERS3 PERS3 SC1
138	The School 138, and District 138, is to provide programs and services to allow ALL students to graduate from high school prepared to succeed in the workplace or at the post-secondary level.	School graduates will be prepared to become lifelong learners who will contribute to the community. Students will become responsible learners through challenging "standards- based" course work who can communicate effectively, think critically, and solve problems. The collaboration of school, home, and community will prepare every graduate for the challenges of the future.	programs and services ALL students graduate from high school prepared to succeed in the workplace or at the post-secondary level  graduates lifelong learners who will contribute to the community Students responsible learners challenging "standards- based" course work communicate effectively, think critically, and solve problems The collaboration of school, home, and community every graduate for the challenges of the future	CI2 STU1 GR1 PS1  GR1 PS2 CIT2 STU2 PERS3 CI2 CI2 AA2 AA2 AA2 COL2 STU1 GR1 PS2
139	Our mission is to ensure that all students graduate qualified for post-secondary options including university enrollment, community college, career-technical enrollment, military service, or the job market, so that they have genuine choices after graduation.	Our vision is to create an inclusive culture in order to help our students value themselves as learners, become educated citizens, college and career ready, and acquire a global perspective as contributing participants in a rapidly changing world.	all students graduate post-secondary options including university enrollment, community college, career-technical enrollment, military service, or the job market choices after graduation.  inclusive culture students value themselves as learners educated citizens college and career ready global perspective as contributing participants in a rapidly changing world	STU1 GR1 PS1  PS2  SC4 STU2 PERS0 CI1 CIT2 PS1 CIT2 CIT1
140		School 140 is a safe and respectful community that promotes the skills and habits for lifetime success. We provide our students with opportunities to help them develop and discover their passion and purpose. Through good times and bad, we work together and we persevere because We CARE.	safe and respectful community skills and habits for lifetime success students develop and discover their passion and purpose work together and we persevere because We CARE.	SC2 SC3 AA2 PS2 STU2 PS2 COL1 SC3

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
141	The mission of School 141 is to develop healthy students who are knowledgeable of the world's diverse people, cultures, and beliefs that understand their responsibilities as inhabitants of the world: who can communicate, practice cooperation and teamwork, and think analytically. We shall provide an environment that promotes positive learning, personal responsibility, and the respect for individual differences of all people.		develop healthy students knowledgeable of the world's diverse people, cultures, and beliefs that understand their responsibilities as inhabitants of the world communicate, practice cooperation and teamwork, and think analytically. environment that promotes positive learning, personal responsibility, and the respect for individual differences	PHYS1 CIT2  AA2 COL1 AA2 SC3 SC1 SC4
142	School 142 provides all students with a standards-based curriculum, educational programs, resources and opportunities which empower all students to achieve academic success and reach their fullest potential.		all students standards-based curriculum, educational programs, resources and opportunities empower all students achieve academic success reach their fullest potential	STU1 CI2 CI2 SC1 STU1 AA1 PS2
143	School 143 provides students with a challenging, dynamic education that offers them the opportunity to gain the skills needed to be prepared for success in career and college. We encourage empowerment by honoring student voice and diversity within a safe and supportive campus culture. We value and teach the importance of integrity, perseverance and empathy. We recognize that we are part of a greater community, and a strong, active partnership strengthens all.	School 143 believes every student as the right to: • Reach her/his potential through a dynamic and engaging education • Attain skills and knowledge to be prepared for career and college • Be empowered to take an active role in hers/his community • Be a part of a supportive campus culture that prepares her/him to be an active citizen in a global world	students challenging, dynamic education skills prepared for success in career and college encourage empowerment honoring student voice and diversity safe and supportive campus culture integrity, perseverance and empathy part of a greater community, and a strong, active partnership strengthens all  every student Reach her/his potential through a dynamic and engaging education Attain skills and knowledge to be prepared for career and college empowered to take an active role in hers/his community supportive campus culture that prepares her/him to be an active citizen in a global world	STU2 CI1 AA2 PS1 SC1 SC4 SC2 SC1 PERS5 PERS3 PERS4 COL2  STU1 PS2 CI1 AA2 PS1 SC1 CIT2 SC1 CIT2
144	The mission at School 141 is to provide a safe, engaging environment that promotes high academic achievement, and personal and social responsibility.	School 144's guiding vision is to assure that all students meet the academic, social, physical and career challenges of the 21st century.	safe, engaging environment high academic achievement, and personal and social responsibility  all students academic, social, physical and career challenges of the 21st century	SC2 SC1 AA1 PERS3 CIT2  STU1 AA1 PERS1 PHYS1 PS1 PS3
145	School 145 students will be critical thinkers who can apply knowledge to the real world, and as a result, are self-sufficient, lifelong learners who are engaged in the community and world around them.		students critical thinkers apply knowledge to the real world self-sufficient, lifelong learners engaged in the community and world around them	STU2 AA2 AA2 PERS3 PS2 CIT2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
146	Our mission is to help every student Be Their Best.		every student Be Their Best.	STU1 PS2
147	The Mission School 147 is for all students to graduate prepared for college and career.	The Vision of School 147 is to develop a culture that encourages: 1. Positive relationships between staff, students, parents, and the community. 2. Ownership of and responsibility for individual actions. 3. Academic rigor and challenge.	all students graduate prepared for college and career  develop a culture that encourages: Positive relationships between staff, students, parents, and the community Ownership of and responsibility for individual actions. Academic rigor and challenge.	STU1 GR1 PS1  SC1 SC5 COL1 COL 2 CIT2 PERS3 CI2 CI2
148	Our mission is to have a relevant broad-based curriculum with global applications which will prepare our students for future challenges. Therefore, our students will become life-long learners, capable of competing and collaborating successfully with others in a global society, utilizing critical thinking skills, using technology and making educated decisions. We will enhance our school culture by providing a safe and drug-free environment that fosters a healthy lifestyle and sustains a community of learners. We will honor traditions and create new ones. The school and community will be integrated in order to provide extra-curricular programs which will continue to develop pride, honor, and excellence.	To provide all students with a stimulating curriculum which will give them life-long learning skills and technological skills which will prepare them for the challenges they will encounter in an everchanging society.	relevant broad-based curriculum global applications prepare our students for future challenges students life-long learners competing and collaborating successfully with others in a global society utilizing critical thinking skills using technology making educated decisions enhance our school culture safe and drug- free environment healthy lifestyle community of learners honor traditions and create new ones school and community will be integrated extra-curricular programs develop pride, honor, and excellence.  all students stimulating curriculum life-long learning skills and technological skills prepare them for the challenges they will encounter in an everchanging society	CI2 CIT2 STU2 PS2 STU2 PS2 COL1 CIT1 AA2 PS3 PERS3 SC0 SC2 PHYS1 COL1 SC0 COL2 CI5 PERS0 PERS5 GS1  STU1 CI2 PS2 PS3 PS2 CIT1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
149	School 149 seeks to ensure that students are prepared for college and for the 21st-century world and workplace by enabling them to graduate with the full array of knowledge, skills and dispositions needed for success in a complex world, and with the ability to learn independently throughout their lives.	All students will graduate college-ready, empowered with the knowledge, skills and passion to positively impact their own lives, their community and the global society.	students prepared for college and for the 21st-century world and workplace graduate full array of knowledge, skills and dispositions needed for success in a complex world, ability to learn independently throughout their lives.  All students graduate college-ready empowered with the knowledge, skills and passion positively impact their own lives, their community and the global society	STU2 PS1 PS3 GR1 AA2 PERS0 PS2 CIT1 PS2  STU1 GR1 PS1 SC1 AA2 PERS2 PS2 CIT2
150	School 150 takes PRIDE in becoming lifelong learners. Preparing Responsible students In a Diverse environment while aiming for Excellence.		PRIDE lifelong learners Responsible students Diverse environment Excellence.	SC0 PS2 PERS3 STU2 SC4 GS1
151	School 151 will provide individualized standards-based education to a diverse student population.	Our vision is to educate and graduate our students with the tools necessary to be productive members of society.	individualized standards-based education diverse student population  educate and graduate our students tools necessary to be productive members of society.	NTEM1 CI2 STU1  CI1 GR1 STU2 PERS3 CIT2
152	The MISSION of the School 152 Community is to promote the success of every student.	Our VISION is that School 152 is a safe, supportive school that focuses on strong academics.	success of every student.  safe, supportive school strong academics.	GS1 STU1  SC2 SC1 AA1
153	At School 153 , our mission is to challenge and motivate each student to achieve excellence and become a responsible and valuable member of society.		challenge and motivate each student achieve excellence responsible and valuable member of society	SC1 SC1 STU1 GS1 PERS3 CIT2
154	The mission of School 154 seeks to provide all students with equal access and equitable opportunities to master grade level standards, and to cultivate a shared understanding among adults of what excellent teaching and learning is and how to sustain high expectations for each child.		all students equal access and equitable opportunities to master grade level standards cultivate a shared understanding among adults of what excellent teaching and learning is sustain high expectations for each child	STU1 SC4 CI2 CI4 CI3 AA0 CI2 STU1
155	School 155, a California Distinguished School, prides itself on a 101 year old tradition of excellence. The staff continues to collaborate to redesign the educational experience for students. The staff is exploring mechanisms to provide for the increased engagement, personalization of the curriculum and a rigorous academic program.		California Distinguished School prides itself tradition of excellence staff collaborate redesign the educational experience Students increased engagement, personalization of the curriculum and a rigorous academic program	REC1 SC0 GS1 CI4 NTEM1 STU2 SC1 NTEM1 CI2 AA1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
156	We provide the learning experiences and resources to maximize our students' college and career readiness.		learning experiences students' college and career readiness	CI2 STU2 PS1
157	The mission of School 157 is to educate and create life-long learners. Our dedicated staff uses a well-rounded curriculum that provides the necessary skills to develop productive critical thinking and motivated young adults. We provide our students with the opportunity to build academic, vocational, social and athletic skills to their maximum potential.		educate life-long learners well-rounded curriculum necessary skills productive critical thinking and motivated young adults students build academic, vocational, social and athletic skills to their maximum potential	CI1 PS2 CI2 AA2 PERS3 AA2 PERS2 STU2 STU2 AA2 PS1 PERS1 PHYS2 PS2
158	School 158, in partnership with parents and community members, is dedicated to providing an educational experience that guides students toward successful, fulfilling lives as responsible, productive, and global citizens. Students are expected to acquire academic, artistic, athletic, and technical skills in preparation for college and careers. A culture of health-consciousness and ethical behaviors is fostered by the school. The School 158 community values diversity and offers the training and experience that expands students' awareness to include an appreciation and acceptance of practices and point of view found in other parts of the world.		partnership with parents and community members educational experience students successful, fulfilling lives as responsible, productive, and global citizens Students academic, artistic, athletic, and technical skills in preparation for college and careers culture of health-consciousness and ethical behaviors community values diversity training and experience that expands students' awareness to include an appreciation and acceptance of practices and point of view found in other parts of the world	COL2 CI1 STU2 PS2 PERS3 PERS3 CIT2 STU2 AA2 AA2 PHYS2 PS3 PS1 SC0 PHYS1 PERS5 COL1 STU0 CI2 CIT2 PERS4
159	Guided by a focus on our four School 159 imperatives, we will strive to achieve academic and personal success for all students. In doing this we will create students who are accountable, respectful, motivated citizens with a sense of pride in themselves, their school, and their community.	Faculty and staff will foster a collaborative teaching and learning environment where students take part in high quality instruction. School 159's quality, balanced programs will produce graduates who advance into colleges, trade schools and businesses with an appreciation for lifelong learning.	achieve academic and personal success for all students students accountable, respectful, motivated citizens sense of pride in themselves, their school, and their community  collaborative teaching and learning environment students high quality instruction quality, balanced programs graduates who advance into colleges, trade schools and businesses appreciation for lifelong learning	AA1 PERS0 STU1 STU2 PERS3 PERS4 PERS2 CIT2 PERS0 SC0 CIT2  CI4 SC1 STU2 CI3 CI2 GR1 PS1 PS2



Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
160	School 160's mission is to provide students with a positive learning environment that provides a variety of opportunities to develop a solid educational background, while offering the tools to enable them to become productive and adaptable members of an evolving society.	School 160 is a supportive, rigorous, adaptive environment where all stakeholders strive to be lifelong learners who are productive, contributing members of the larger community.	students positive learning environment develop a solid educational background tools productive and adaptable members of an evolving society  supportive, rigorous, adaptive environment all stakeholders strive to be lifelong learners productive, contributing members of the larger community	STU2 SC3 CI1 AA2 PERS3 PERS0 CIT2  SC1 SC1 COL1 PS2 PERS3 CIT
161	School 161 is committed to student learning through a shared partnership with our school community. Our mission is to empower all students to become lifelong learners and responsible, caring citizens.	School 162 is committed to improving student learning through quality programs that address the wide array of student needs and desires. All students are held to high expectations and are supported in their challenging and rigorous coursework by caring adults and inclusive programs.	student learning shared partnership with our school community empower all students lifelong learners responsible, caring citizens  improving student learning quality programs that address the wide array of student needs and desires All students high expectations supported challenging and rigorous coursework caring adults inclusive programs	STU2 AA0 COL2 SC1 STU1 PS2 PERS3 PERS4 CIT2  AA0 CI2 STU1 CI2 SC1 CI2 SC3 SC4
162	Our mission is to ensure every graduate leaves with the skills and attributes necessary for success after high school.		every graduate skills and attributes success after high school	STU1 GR1 AA2 PERS0 PS2
163	Educate and empower all students to be successful in college, career		Educate and empower all students successful in college, career	CI1 SC1 STU1 PS1
164	Embracing diversity and valuing excellence, School164's mission is to educate each student through rigorous, high quality programs which involve dynamic activities in a collaborative, compassionate, and safe learning community.		Embracing diversity and valuing excellence, educate each student rigorous, high quality programs dynamic activities collaborative, compassionate, and safe learning community	SC4 GS1 CI1 STU1 CI2 CI2 CI5 COL1 SC3 SC2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
165	At School 165, our mission is to maintain a respectful, safe learning environment in which students are challenged and successful. We believe this goal is best achieved by a rigorous curriculum that emphasizes active learning, academic proficiency, and offers comprehensive opportunities to help all students reach their educational and personal potential.	We will ensure a student-centered education where all are supported and engaged in meaningful experiences to shape their futures.	respectful, safe learning environment students are challenged and successful rigorous curriculum that emphasizes active learning, academic proficiency, and offers comprehensive opportunities all students reach their educational and personal potential  student-centered education all supported and engaged in meaningful experiences to shape their futures	SC3 SC2 STU2 SC1 GS1 CI2 AA0 AA1 CI2  STU1 AA0 PERS0 PS2  STU2 CI1 STU2 SC1 SC1 CI2 PS2
166	The mission of School is to educate, empower, and prepare all students to become confident, empathetic, global citizens who can succeed in an ever-changing world. We are committed to high expectations for individual academic success with meaningful support. Together with students and parents, we will create a community of respect and responsibility.		educate, empower all students confident, empathetic, global citizens succeed in an ever-changing world high expectations for individual academic success with meaningful support Together with students and parents community of respect and responsibility	CI1 SC1 STU1 PERS2 PERS4 CIT2 PS2 CIT1 CI2 AA1 SC1 COL1 COL1 SC3 SC1
167	The mission of the School 167 community is to provide all students with a comprehensive, academically rigorous education in a safe environment. School 167 is dedicated to the preparation of students for college, careers, and life-long learning.		community all students comprehensive, academically rigorous education safe environment students college, careers, and life-long learning	COL1 STU1 CI2 AA1 SC2 STU2 PS1 PS2
168	School 168 provides an academically excellent environment to educate and inspire each student to succeed and meet the challenges of the future, through a variety of integrated college and career programs, within a supportive, nurturing community.		academically excellent environment educate and inspire each student to succeed meet the challenges of the future integrated college and career programs supportive, nurturing community	AA1 SC1 CI1 SC1 STU1 PS2 PS1 SC1 SC3
169	School 169 will provide high quality, comprehensive, and meaningful education to all students. Students will develop and apply their individual talents, critical thinking, and technology skills to become well-rounded, self-directed, lifelong learners and be productive members of society.	School 169 students will achieve personal and professional success and become responsible and productive citizens.	high quality, comprehensive, and meaningful education all students Students develop and apply their individual talents, critical thinking, and technology skills well-rounded, self-directed, lifelong learners productive members of society.  students achieve personal and professional success responsible and productive citizens	CI1 CI2 CI1 STU1 STU2 PS2 AA2 PS3 PERS0 PERS2 PS2 PERS3 CIT2  STU2 PERS0 PS1 PERS3 PERS3 CIT2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
170	The School 170 staff will work collaboratively and independently to ensure high levels of learning for all students to succeed in the twenty first century.	To be a school in which the character, talents, abilities, and perseverance of each student is recognized, developed, and celebrated.	<p>staff will work collaboratively high levels of learning all students succeed in the twenty first century.</p> <p>character, talents, abilities, and perseverance of each student is recognized, developed, and celebrated</p>	<p>CI4 AA0 STU1 PS3</p> <p>PERS5 PS2 AA2 PERS3 STU1</p>
171	School 171 will provide a safe and positive environment developing highly skilled, self-motivated, responsible students through a rigorous and engaging curriculum to meet future challenges in order to maximize their potential as lifelong learners.	All learners at School 171 will pursue a bright and fulfilling future to become productive citizens.	<p>safe and positive environment highly skilled, self-motivated, responsible students rigorous and engaging curriculum meet future challenges maximize their potential lifelong learners</p> <p>All learners bright and fulfilling future productive citizens</p>	<p>SC2 SC3 AA2 PERS2 PERS3 STU2 CI2 CI2 PS2 PS2 PS2</p> <p>STU1 PS2 PERS3 CIT2</p>
172	School 172's mission is to continue a tradition of excellence and integrity in a safe, supportive, and respectful environment where all students can engage in the learning process, apply knowledge, and contribute as responsible citizens of their local and global communities.		<p>tradition of excellence and integrity safe, supportive, and respectful environment all students engage in the learning process, apply knowledge, and contribute as responsible citizens of their local and global communities.</p>	<p>SC0 GS1 PERS5 SC2 SC1 SC3 STU1 AA0 AA2 CIT2 PERS3</p>
173	It is our mission to Keep Students Safe, Teach Them Well, and Prepare Them for the Future!		<p>Keep Students Safe Teach Them Well Prepare Them for the Future</p>	<p>STU2 SC2 CI3 PS2</p>
174	The mission of School 174. is to engage all students in relevant and rigorous learning and foster connections in a caring community in order to develop well-rounded individuals. We strive to improve ourselves and our community daily.		<p>engage all students relevant and rigorous learning foster connections caring community develop well-rounded individuals improve ourselves and our community daily</p>	<p>SC1 STU1 CI2 CI2 AA0 SC4 SC3 PERS0 SC1 COL2</p>
175	Our mission is to provide students with a structured, supportive, rigorous learning environment that will enable them to be successful in college and post-secondary careers.	Our vision at School 175 strives to offer opportunities for our students that will promote a sense of PRIDE and engage them in challenging learning experiences.	<p>students structured, supportive, rigorous learning environment successful in college and post-secondary careers</p> <p>students PRIDE engage challenging learning experiences</p>	<p>STU2 SC1 SC1 SC1 PS1</p> <p>STU2 PERS0 SC1 CI2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
176	The Mission of School 176 is to ensure that all students demonstrate high academic achievement in order to sustain successful post-high school pursuits. To accomplish this mission, School 176 will maintain an ethical, nurturing, and challenging learning environment.		all students high academic achievement successful post-high school pursuits ethical, nurturing, and challenging learning environment	STU1 AA1 PS2 SC0 SC3 SC1
177	All School 177 students will become articulate, and productive citizens: life-long learners who are creative, critical thinkers.	School 177's Vision is two-fold: To create an encompassing, progressive learning environment by integrating a rigorous academic program, student engagement and teacher dedication with family and community involvement. To guide and support students in achieving personal excellence in academic, social and emotional growth.	All students articulate, and productive citizens life-long learners creative, critical thinkers  encompassing, progressive learning environment rigorous academic program student engagement teacher dedication family and community involvement guide and support students achieving personal excellence in academic, social and emotional growth	STU1 AA2 PERS3 CIT2 PS2 AA2 AA2  SC1 CI2 STU2 SC1 CI0 COL2 SC1 PERS0 AA1 PERS1
178	Through a diversified and broad approach to the four A's – Academics, Athletics, Arts, and Activities –, School 178 provides a meaningful curriculum, in and out of the classroom, that guarantees all students the opportunities and resources to attain the skills, knowledge, and values necessary to analyze and respond as ethical, socially responsible, and productive members of society.	School 178. graduates will be independent, critical thinkers who demonstrate academic excellence along with a strong sense of ethics, integrity, and personal success in a global society.	Academics, Athletics, Arts, and Activities meaningful curriculum, in and out of the classroom all students skills, knowledge, and values ethical, socially responsible, and productive members of society  graduates independent, critical thinkers academic excellence strong sense of ethics, integrity, and personal success in a global society	AA1 PHYS2 AA2 CI5 CI2 STU1 AA2 PERS0 PERS5 CIT2 PERS3 CIT2  GR1 AA2 AA1 PERS5 PERS5 PERS0 CIT1
179		School 179 Vision —with the cooperation of parents, the community and students-will prepare students to be balanced individuals who have positive self-esteem, succeed academically, and demonstrate a variety of proficiencies.	cooperation of parents, the community and students- students balanced individuals positive self-esteem succeed academically demonstrate a variety of proficiencies	COL1 STU2 PERS0 PERS0 AA1 AA2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
180	School 180 seeks to develop students who express themselves confidently and creatively, who use their knowledge to improve their local and global communities, and who thoughtfully consider the perspectives of other individuals and groups. Through collaborative, interdisciplinary instruction, our students endeavor to explore highly engaging, rigorous and meaningful learning experiences that will encourage achievement at the highest level. School 180 strives to foster students who demonstrate integrity and compassion, who share a global view of the world and who understand our inter-dependence with others.		students express themselves confidently and creatively knowledge to improve their local and global communities thoughtfully consider the perspectives of other individuals and groups collaborative, interdisciplinary instruction students highly engaging, rigorous and meaningful learning experiences achievement at the highest level students integrity and compassion global view of the world understand our inter-dependence with others	STU2 AA2 AA2 AA2 CIT2 PERS4 CI4 CI3 STU2 CI2 CI2 CI2 AA1 STU2 PERS5 PERS4 CIT2 CIT2
181	The mission of School 181 is to prepare students to be ethically and academically focused for entrance into college. School 181 will provide students with a rigorous educational program in a collaborative setting, with emphasis on mastery of academics, critical thinking, effective communication skills, and character development.	School 181 is a community of innovators dedicated to nurturing the holistic growth of life-long learners who will lead and serve an evolving local and global society.	students ethically and academically focused entrance into college students rigorous educational program collaborative setting mastery of academics, critical thinking, effective communication skills, and character development  community of innovators nurturing the holistic growth of life-long learners lead and serve an evolving local and global society	STU2 PERS5 AA1 PS1 STU2 CI1 COL1 AA1 AA2 AA2 PERS0  COL1 PERS3 SC3 PERS0 PS2 PERS0 CIT2
182	The school's mission is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.		students alternative school setting personalized approach to learning Empowers take responsibility for their education graduate skills responsible citizens lifelong learners	STU2 NTEM1 NTEM1 SC1 PERS3 GR1 AA2 PERS3 CIT2 PS2
183	Our shared mission at School 183 is to inspire personal achievement, citizenship, and academic success for all students, every day.		inspire personal achievement, citizenship, and academic success for all students	SC1 PERS0 CIT2 AA1 STU1
184	Our mission is to provide a comprehensive education in a safe environment in order to prepare all students to be lifelong learners, capable of functioning as conscientious, responsible citizens ready to succeed in future educational and career opportunities.		comprehensive education safe environment all students lifelong learners conscientious, responsible citizens succeed in future educational and career opportunities	CI1 SC2 STU1 PS2 PERS3 PERS3 CIT2 PS1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
185	School 185 is committed to the belief that all students can learn and should have the opportunity to achieve academic and co-curricular success.		all students can learn achieve academic and co-curricular success	STU1 AA0 AA1 CI5
186		All students will graduate ready for college and careers.	All students graduate ready for college and careers.	STU1 GR1 PS1
187	School 187 will provide students with the necessary skills and knowledge to become outstanding communicators, self-directed lifelong learners, and highly productive contributors to the community and our global society. Thus, School 187 will produce a well-rounded student that will discover success and contribute to our innovative, culturally and economically diverse society.		students skills and knowledge outstanding communicators self-directed lifelong learners highly productive contributors to the community and our global society well-rounded student discover success contribute to our innovative, culturally and economically diverse society	STU2 AA2 AA2 PERS3 PS2 PERS3 CIT2 PERS0 GS1 CIT2 CIT1
188	School 188 fosters academic achievement and cultivates personal growth in a supportive educational community to prepare all students for a successful future.		academic achievement personal growth supportive educational community all students successful future	AA1 PERS0 SC1 STU1 PS2
189	School 189 is a safe and respectful learning environment where students pursue their academic goals. Our community prepares students for the future by giving them both the foundation they need to succeed and the opportunity to develop their interests and skills. By actively engaging in the learning process, students will become well-rounded, self-directed, lifelong learners. Our continuous commitment to improvement promotes high standards for students and staff alike.	School 189 will inspire learning with integrity in order to find personal success in an ever-changing world.	safe and respectful learning environment students pursue their academic goals Community prepares students for the future foundation they need to succeed develop their interests and skills actively engaging in the learning process students well-rounded, self-directed, lifelong learners commitment to improvement high standards for students and staff  inspire learning with integrity personal success in an ever-changing world	SC2 SC3 STU2 AA1 COL1 STU2 PS2 PERS0 PS2 PS2 AA2 SC1 CI2 STU2 PERS0 PERS3 PS2 SC1 CI2  SC1 PERS5 PERS0 CIT1
190	Our mission, "as the cornerstone of a lifelong learning community, is to make all learners academically and vocationally prepared, self-reliant, curious, creative, thoughtful of others, technologically competent, and capable of using their learning to succeed in life and positively contribute to the community."		cornerstone of a lifelong learning community all learners academically and vocationally prepared self-reliant, curious, creative, thoughtful of others, technologically competent, capable of using their learning to succeed in life positively contribute to the community	REC1 PS2 COL1 STU1 AA1 PS1 PERS3 PERS2 AA2 PERS4 PS3 AA2 PS2 CIT2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
191	The mission of the educational community at School 191 is to inspire, prepare and empower students for college, career and a purposeful life.	School 191 will be a safe, healthy and collaborative educational environment where staff, students, parents, and community contribute to the academic, social/emotional, and physical development of our students. The school will provide a variety of learning opportunities through rigorous coursework and co-curricular activities in a culture of connected relationships. Students will be thoughtful, resilient, productive and contributing members of their communities who take pride in their school. Parents will be engaged, involved, and supporting partners of the school community. The community will partner with School 191 to support students and offer them life skills to be successful in a changing world.	<p>educational community inspire, prepare and empower students college, career and a purposeful life</p> <p>safe, healthy and collaborative educational environment staff, students, parents, and community contribute academic, social/emotional, and physical development Students variety of learning opportunities rigorous coursework and co-curricular activities culture of connected relationships Students thoughtful, resilient, productive and contributing members of their communities take pride in their school Parents will be engaged, involved, and supporting partners of the school community community will partner with School 191 support students and offer them life skills to be successful in a changing world</p>	<p>COL1 SC1 SC1 STU2 PS1 PS2</p> <p>SC2 SC2 COL1 COL1 AA1 PERS1 PHYS1 STU2 CI2 CI2 CI5 SC4 SC5 STU2 PERS4 PERS3 PERS3 CIT2 SC0 COL2 COL2 SC1 STU2 AA2 PS2 CIT1</p>
192	We are committed to the development of all students as Thinkers, Communicators and Contributors, which will be accomplished through instructional practices and curriculum marked by rigor, relevance and relationships. Our students will be supported as they engage in the high school experience, graduate and become responsible members of society.	We envision the high school setting as a place of learning for all stakeholders, which is closely tied to the values of caring, respect, responsibility, trust, and family. We support a student-centered, collaborative approach to school improvement. We believe in providing academic and extracurricular opportunities for students to realize their unique interests and potential, which is provided in a safe and secure learning environment. We support all students in their high school journey to become successful thinkers, communicators, and contributors.	<p>all students Thinkers, Communicators and Contributors instructional practices and curriculum marked by rigor, relevance and relationships students supported engage in the high school experience graduate responsible members of society</p> <p>place of learning for all stakeholders caring, respect, responsibility, trust, and family support a student-centered, collaborative approach to school improvement academic and extracurricular opportunities students to realize their unique interests and potential safe and secure learning environment support all students in their high school journey successful thinkers, communicators, and contributors</p>	<p>STU1 AA2 AA2 CIT2 CI3 CI2 CI3 CI2 SC5 STU2 SC1 SC1 GR1 PERS3 CIT2</p> <p>SC1 PERS4 PERS4 PERS3 PERS4 SC3 SC1 STU2 COL1 SC1 CI2 CI5 STU2 PS2 SC2 SC2 SC1 STU1 AA2 AA2 CIT2</p>
193		The vision of School 193 is to empower each student with the knowledge, skills and experiences necessary to contribute positively to the community and to thrive as an individual in a diverse and dynamic global society.	<p>empower each student knowledge, skills and experiences contribute positively to the community thrive as an individual diverse and dynamic global society</p>	<p>SC1 STU1 AA2 CI2 CIT2 PERS0 CIT1</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
194	School 194 is committed to providing relevant and contemporary learning experiences that enable our students to achieve goals of productivity and self-fulfillment.		relevant and contemporary learning experiences students achieve goals of productivity and self-fulfillment	CI2 CI2 STU2 PERS3 PERS0
195	The mission of School 195 is to provide the highest quality of education possible for all students through independent thinking, moral and social responsibility, a positive impact on school and community, and economic self-reliance.		highest quality of education all students independent thinking moral and social responsibility positive impact on school and community economic self-reliance	CI1 STU1 AA2 PERS5 CIT2 CIT2 PS0
196	At School 196, we aim to provide our culturally diverse students with a lifelong enthusiasm for learning within a safe environment. We foster character development and provide academic support so that each student achieves at his or her highest potential, graduates from high school, and is prepared for challenging postsecondary options.		culturally diverse students lifelong enthusiasm for learning safe environment character development academic support each student achieves at his or her highest potential graduates from high school prepared for challenging postsecondary options	STU0 PS2 SC2 PERS0 SC1 STU1 AA0 PS2 GR1 PS1
197	School 197's professional educators will provide a broad-based curriculum that affords our students opportunities to acquire the skills needed to understand and contribute to an interdependent and rapidly-changing world.		broad-based curriculum students skills contribute to an interdependent and rapidly-changing world	CI2 STU2 AA2 CIT2 CIT1
198	Teachers and staff at School 198 challenge their students to reach their highest potential. They strive to provide students with essential skills and knowledge to become independent, responsible successful adults by teaching students to think critically, communicate effectively, work collaboratively, and value diversity, teachers empower students to become conscientious, productive and caring citizens.		challenge students reach their highest potential students essential skills and knowledge independent, responsible successful adults teaching students to think critically, communicate effectively, work collaboratively, and value diversity teachers empower students to become conscientious, productive and caring citizens	SC1 STU2 PS2 STU2 AA2 PERS0 PERS3 PS2 CI3 STU2 AA2 AA2 COL1 PERS4  SC1 STU2 PERS3 PERS3 PERS4 CIT2



Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
199	Engage, equip, and empower all students to be problem solvers.	<p>REBS</p> <p>Responsible Citizens - Students will improve the quality of life in our school and community at large by displaying tolerance, respect for others, poise, and self-control, and by participating in the democratic process.</p> <p>Effective Communicators - Students will demonstrate the ability to communicate ideas clearly and to respond appropriately to the messages of others through reading, writing, listening, and speaking.</p> <p>Bold Problem Solvers - Students will work to analyze and evaluate information in order to build critical thinking skills that can be used to create innovative solutions to real-world problems.</p> <p>Self-Directed Learners - Students will demonstrate a positive work ethic by practicing organizational strategies, planning ahead, and using effective study skills independently.</p>	<p>Engage, equip, and empower all students problem solvers</p> <p>Responsible Citizens Students improve the quality of life in our school and community displaying tolerance, respect for others, poise, and self-control participating in the democratic process.</p> <p>Effective Communicators Students communicate ideas clearly respond appropriately to the messages of others reading, writing, listening, and speaking</p> <p>Bold Problem Solvers Students analyze and evaluate information critical thinking skills create innovative solutions to real-world problems</p> <p>Self-Directed Learners Students positive work ethic organizational strategies, planning ahead, and using effective study skills independently</p>	<p>SC1 AA2 SC1 STU1 AA2</p> <p>PERS3 CIT2 STU2 SC1 CIT2 PERS4 PERS4 PERS5 PERS0 CIT2 AA2 STU2 AA2 AA2 AA2 AA2 STU2 AA2 AA2 AA2 CI2 PERS3 STU2 PERS2 PERS3 PERS0 PERS0 PERS0</p>
200	The School 200 staff and community is dedicated to the educational needs of individual students by providing every student a rigorous experience resulting in prosperous outcomes.	<p>School 200 provides all students a safe and nurturing environment from which:</p> <ul style="list-style-type: none"> <li>• To gain the skills and experience necessary to become critical and creative thinkers and learners</li> <li>• While guiding students to embrace concepts relating to equity in our global and multicultural society</li> <li>• Preparing them to make ethical decisions</li> <li>• School 200 cultivates academic excellence:</li> <li>• Delivering access to evaluate digital information</li> <li>• Maintaining an inclusive collaboration with families and the community</li> <li>• Encouraging comprehensive communication</li> <li>• Graduating students prepared for post-secondary and career opportunities</li> </ul>	<p>staff and community educational needs of individual students every student rigorous experience prosperous outcomes</p> <p>all students safe and nurturing environment skills and experience necessary critical and creative thinkers and learners guiding students equity in our global and multicultural society make ethical decisions cultivates academic excellence evaluate digital information inclusive collaboration with families and the community Encouraging comprehensive communication Graduating students prepared for post-secondary and career opportunities</p>	<p>COL2 SC4 STU2 STU1 CI2 PS2</p> <p>STU1 SC2 SC1 AA2 AA2 AA2 SC1 STU2 PERS4 CIT2 PERS5 SC1 AA1 AA2 PS3 COL2 SC1 CI1 GR1 STU2 PS1</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
201	Our mission is to educate and support our students through quality school-wide curriculum. We will offer programs targeted to meet the interests and needs of our diverse population. We are committed to educating all students with the school community mindset by developing positive relationships through commitment from students, staff, parents and community members.	School 201 provides a critical thinking environment that creates the opportunity for all students to be successful. By providing a rigorous and relevant curriculum that includes building relationships, we will prepare students for their individual futures in a global economy.	<p>educate and support our students quality school-wide curriculum programs diverse population educating all students community mindset positive relationships students, staff, parents and community members</p> <p>critical thinking environment all students to be successful rigorous and relevant curriculum building relationships students for their individual futures in a global economy</p>	<p>CI1 SC1 STU2 CI2 CI0 STU0 CI1 STU1 COL1 SC5 CIT2</p> <p>AA2 SC1 STU1 GS1 CI2 CI2 SC5 STU2 PS2 CIT1</p>
202	The mission of the school is to inspire personal achievement in learning and citizenship for all students, every day.	The vision of the school is one in which staff, parents, community, and students work together to encourage and develop citizenship, responsibility, integrity and enthusiasm for lifelong learning.	<p>inspire personal achievement in learning citizenship all students</p> <p>staff, parents, community, and students work together encourage and develop citizenship, responsibility, integrity and enthusiasm for lifelong learning</p>	<p>SC1 AA1 CIT STU1</p> <p>CIT2 SC1 CIT2 PERS3 PERS5 PERS2 PS2</p>
203	The School 203 family is an inclusive and diverse community that provides a rigorous, innovative, and accessible curriculum in a supportive environment. School 203's mission is to prepare all students to succeed in college and career and to contribute positively to our changing global society.		<p>family inclusive and diverse community rigorous, innovative, and accessible curriculum supportive environment all students succeed in college and career contribute positively to our changing global society</p>	<p>SC3 SC4 SC4 CI2 CI2 CI2 SC1 STU1 PS1 CIT2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
204	School 204 is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our schools provide students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. School 204 at-risk program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.	School 204 envision empowering students to be self-directed and resourceful learners. Through an engaging and supportive environment, while providing continuous opportunities for success, our students overcome challenges and become fulfilled and conscientious members of the community.	<p>developing independent learners responsible, competent, collaborative, compassionate, and critical thinkers strong sense of self and community students excellent education high academic standards achieve their full academic and social potential at-risk program supports academics, careers, and personal/social skills challenges of at risk students who are not meeting, or have challenges meeting, the established goals of the educational program. computer as a learning tool education is primarily a human endeavor relies on caring individuals, involved parents and committed teachers</p> <p>empowering students self-directed and resourceful learners engaging and supportive environment Success students overcome challenges become fulfilled and conscientious members of the community</p>	<p>PERS0 PERS3 PERS0 COL1 PERS4 AA1 PERS0 CIT2 STU2 CI1 AA2 AA1 PERS1 NTEM1 SC1 AA1 PS1 PERS1 NTEM1</p> <p>PS3 CI1 SC5 COL2</p> <p>SC1 STU2 PERS3 PERS0 SC1 SC1 GS1 STU2 PERS3 PS2 CIT2</p>
205	At School 205, students become critical thinkers, skilled readers, writers, and speakers, through rigorous and relevant instruction. Students grow personally through vibrant and varied co-curricular and extracurricular programs in athletics, the arts, and via community service. Students leave college and career ready, prepared to excel and contribute in our communities.	At School 205 will promote a life-long passion for learning that inspires our students to challenge, create and think in a 21st century global society.	<p>students critical thinkers skilled readers, writers, and speakers rigorous and relevant instruction Students grow personally vibrant and varied co-curricular and extracurricular programs in athletics, the arts, and via community service Students college and career ready prepared to excel and contribute in our communities</p> <p>life-long passion for learning inspires our students challenge, create and think in a 21st century global society</p>	<p>STU2 AA2 AA2 CI3 CI3 STU2 PERS0 CI5 PHYS2 CI0 CIT2</p> <p>STU2 PS1 PS2 CIT2</p> <p>PS2 SC1 STU2 AA2 AA2 PS3 CIT1</p>
206	The Mission of School 206 is to make a difference in the lives of our students by providing an academically challenging, supportive, and safe environment, and to prepare them for college and career.		<p>make a difference in the lives of our students academically challenging, supportive, and safe environment prepare them for college and career</p>	<p>SC1 STU2 AA1 SC1 SC2 PS1</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
207	We recognize our vital role in the community and it is our mission to educate our students to be well-informed, responsible citizens ready to meet the challenges of the twenty-first century.	Our vision is aligned to our district vision. All students graduate from High School prepared to successfully enter into higher education and/or a viable career.	community educate our students well-informed, responsible citizens ready to meet the challenges of the twenty-first century  All students graduate prepared to successfully enter into higher education and/or a viable career	COL2 CI1 STU2 PERS3 PERS3 CIT2 PS3  STU1 GR1 PS1
208	Every student will be provided an exciting, challenging, and comprehensive educational program that is aligned to state standards in a safe, respectful, and welcoming environment.		exciting, challenging, and comprehensive educational program state standards safe, respectful, and welcoming environment	CI0 CI2 CI0 CI2 SC2 SC3 SC3
209	School 209 is committed to academic excellence, co-curricular participation and postsecondary success.	School Vision Statement 1. School 209 will provide a safe, orderly and secure environment conducive to learning. 2. School 209 will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm. 3. School 209 will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws. 4. School 209 will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors, community agencies, and law enforcement to provide a safe and orderly school and neighborhood. 5. School 209 will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience. 6. School 209 will work collaboratively with other elementary, middle and high schools to assist in a smooth transition from one school level to another. 7. School 209 will solicit the participation, views and advice of teachers, parents, school administrators and community members and use this information to promote the safety of our pupils, staff and community.	academic excellence, co-curricular participation and postsecondary success  safe, orderly and secure environment conducive to learning pupils will attend regularly safe from both physical and social-psychological harm work collaboratively with the district office and school board identify, establish and use strategies and programs to comply with school safety laws work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors, community agencies, and law enforcement safe and orderly school and neighborhood academic program high expectations of pupil performance and behavior work collaboratively with other elementary, middle and high schools participation, views and advice of teachers, parents, school administrators and community members safety of our pupils, staff and community	AA1 CI5 PS2  SC2 SC2 SC2 STU2 SC0 SC2 SC3 CI4 SC2 COL2 CIT2  SC2 CI0 CI2 STU2 PERS0 COL2 COL2  SC1 STU2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
210	<p>In order to realize the vision of School 210, we commit to:</p> <ul style="list-style-type: none"> <li>• Provide and maintain a safe and positive environment</li> <li>• Develop, maintain and encourage strong partnerships and open communication with parents and the community</li> <li>• Work collaboratively and challenge each other to provide rigorous student centered learning environments, supported by high quality teaching and providing targeted intervention for English Learner students</li> <li>• Empower students, building confidence, promoting self-discovery, and equipping students with the skills and knowledge necessary for college and career readiness</li> <li>• Celebrate the successes of the groups and individuals that make up our school community</li> </ul>	<p>Students graduate healthy and well-adjusted, academically competitive, and prepared for college and careers. They are enthusiastic life-long learners who will be motivated to problem solve in order to positively contribute to society.</p>	<p>safe and positive environment strong partnerships and open communication with parents and the community Work collaboratively and challenge each other rigorous student centered learning environments high quality teaching and providing targeted intervention for English Learner students Empower students building confidence, promoting self-discovery students skills and knowledge college and career readiness Celebrate the successes of the school Community</p> <p>Students graduate healthy and well-adjusted academically competitive prepared for college and careers enthusiastic life-long learners motivated to problem solve positively contribute to society</p>	<p>SC2 SC3 COL2 CI4 SC1 SC1 CI3 CI4 STU0 SC1 STU2 PERS0 PS2 STU2 AA2 PS1 SC3 GS1</p> <p>STU2 GR1 PHYS1 PERS0 AA1 PS1 PERS2 PS2 PERS2 AA2 CIT2</p>
211	<p>School 211 graduates self-directed, productive members of the global society who, by virtue of rigorous curriculum and creative instruction forged in and out of the classroom, are prepared for all post-high school endeavors.</p>		<p>graduates self-directed, productive members of the global society rigorous curriculum and creative instruction in and out of the classroom post-high school endeavors</p>	<p>GR1 PERS3 PERS3 CIT2 CI2 CI3 CI0 PS2</p>
212		<p>School 212 will develop in all students the skills, knowledge, and mindset that will prepare them to meet the challenges of college, the demands of career, and the responsibilities of community membership.</p>	<p>all students skills, knowledge, and mindset challenges of college, the demands of career, and the responsibilities of community membership</p>	<p>STU1 AA2 PERS0 PS1 CIT2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
213	The purpose of School 213 is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. School 213 is committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility.	School 213 will be a nurturing, safe and professional environment that supports the educational success and social, emotional, and physical development of all students. Courses will be academic, engaging, and standards-based, with a focus on the learner. All school staff will be highly qualified and caring instructors who are attentive to the educational, cultural and physical needs of students and the School 213 community. Parents will be positive, supporting members of the school community. Students will be respectful, self-disciplined, productive citizens who think critically, make informed decisions and act ethically.	<p>educate, empower all students</p> <p>caring, contributing citizens</p> <p>succeed in an ever-changing world</p> <p>high expectations and individual academic success</p> <p>creating a community of respect and responsibility</p> <p>nurturing, safe and professional environment</p> <p>supports educational success</p> <p>social, emotional, and physical development of all students</p> <p>Courses will be academic, engaging, and standards-based</p> <p>Learner</p> <p>highly qualified and caring instructors</p> <p>educational, cultural and physical needs of students and community</p> <p>Parents will be positive, supporting members of the school community</p> <p>Students</p> <p>respectful, self-disciplined, productive citizens</p> <p>think critically, make informed decisions and act ethically</p>	<p>CI1 SC1</p> <p>STU1</p> <p>PERS4 CIT2</p> <p>PS2 CIT1</p> <p>CI2 AA1</p> <p>SC3 SC1</p> <p>SC3 SC2 SC1</p> <p>SC1 CI1</p> <p>PERS1 PHYS1 STU1</p> <p>CI2 CI2 CI2</p> <p>STU2</p> <p>CI3</p> <p>CI1 SC0 PHYS1 STU2</p> <p>COL2</p> <p>COL2</p> <p>STU2</p> <p>PERS4 PERS3 PERS3</p> <p>CIT2</p> <p>AA2 PERS3 PERS5</p>
214	The mission of School 214 is to close the achievement gap by preparing all students for college readiness and success in a global society.	Commitment to excellence in academics, athletics, and activities to create great communicators, high achievers, and socially responsible citizens.	<p>close the achievement gap</p> <p>all students</p> <p>college readiness</p> <p>success in a global society</p> <p>excellence in academics, athletics, and activities</p> <p>great communicators, high achievers, and socially responsible citizens</p>	<p>AA1</p> <p>STU1</p> <p>PS1</p> <p>PS2 CIT1</p> <p>AA1 PHYS2 CI5</p> <p>AA2 AA1 CIT2</p>
215	The mission of School 215 is to provide a comprehensive developmental program addressing the academic, career, and personal/social development of all students. The program provides services to enhance academics, encourages self awareness, fosters interpersonal communication skills, develops college and career readiness skills, and prepares all students to be contributing members of society.	The vision and purpose of School 215 is to provide a quality education to students in grades 9-12 who are in need of an alternative academic setting.	<p>comprehensive developmental program</p> <p>academic, career, and personal/social development of all students</p> <p>academics</p> <p>self awareness</p> <p>interpersonal communication skills</p> <p>college and career readiness skills</p> <p>all students</p> <p>contributing members of society</p> <p>quality education</p> <p>students</p> <p>alternative academic setting</p>	<p>CI0</p> <p>AA1 PS1 PERS1 STU1</p> <p>AA1</p> <p>PERS0</p> <p>AA2</p> <p>PS1</p> <p>STU1</p> <p>CIT2</p> <p>CI1</p> <p>STU2</p> <p>NTEM1</p>
216	School 216 will provide a caring and supportive learning environment based on fair, firm, and consistent policies, practices, and student-centered programs.		<p>caring and supportive learning environment</p> <p>fair, firm, and consistent policies, practices, and student-centered programs</p>	<p>SC3 SC1</p> <p>SC1 SC0</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
217	the school's mission to educate, guide, and inspire creative and critical thinking through artistic experience.		educate, guide, and inspire creative and critical thinking through artistic experience	CI1 SC1 AA2 AA2 CI0
218	At School 218 our mission is to ensure that every student achieves at his/her maximum capacity, and we do not pre-determine the capacity of any student.	The School 218 staff embraces a vision of a school where students, staff, and parents work closely together to create real-life learning experiences within a rigorous academic curriculum.	every student achieves at his/her maximum capacity do not pre-determine the capacity of any student  students, staff, and parents work closely together real-life learning experiences rigorous academic curriculum	STU1 AA0 SC0  COL1 CI2 CI2
219	Our mission is to educate students who will use their college degrees and careers to enact Positive Multigenerational Change in their communities, nation, and world.		educate students college degrees and careers Positive Multigenerational Change in their communities, nation, and world	CI1 STU2 GR2 PS1 CIT2
220	School 220 will value the five "A's" of Academics, Athletics, Arts, Activities and Access so that each student will experience a personalized educational program selected from a rigorous, rich and varied curriculum. Students will be challenged to discover their unique gifts and talents; staff members will support every student in realizing his or her potential. Working in partnership with parents and the community, the School 220 staff will provide learning opportunities that reach beyond the boundaries of the classroom and ensure every student a chance for success in college and career, and as citizens and leaders of the 21st century.	School 220 will be a premier school committed to the intellectual, physical, and social development of every student. School 220 will be a community where every student's cultural heritage enriches the learning experience for all students.	Academics, Athletics, Arts, Activities and Access each student personalized educational program rigorous, rich and varied curriculum Students will be challenged discover their unique gifts and talents support every student realizing his or her potential partnership with parents and the community learning opportunities that reach beyond the boundaries of the classroom every student success in college and career citizens and leaders of the 21st century  premier school intellectual, physical, and social development of every student community where every student's cultural heritage learning experience for all students	AA1 PHYS2 AA2 CI5 SC4 STU1 NTEM1 CI2 CI2 CI2 STU2 SC1 PS2 SC1 STU1 PS2 COL2 CI0 STU1 PS1 CIT2 PERS0 PS3  REC1 AA1 PHYS1 PERS1 STU1 SC4 CI2 STU1
221	To create confident and capable individuals through meaningful learning experiences who are capable of critical thinking, problem solving, and achieving at levels high enough to instill an overwhelming sense of pride in themselves and their community.		confident and capable individuals learning experiences critical thinking, problem solving, and achieving at levels high enough sense of pride in themselves and their community	PERS0 PERS3 CI2 AA2 AA2 AA1 PERS0 CIT2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
222	School 222's mission is to blend academic and career technical education to help 21st century students succeed. The institute places high expectations on students, parents, teachers and administrators. The program and curriculum are based on a belief that students will be provided with a unique opportunity to prepare them to communicate, problem-solve, and perform authentic real-world tasks. Students will become competitive, competent, and highly skilled in order to meet the demanding standards of our time. During these years, in addition to career skills, students will obtain the essential concepts that can easily lead them to a two or four year college program. Because the school is a small, student centered high school environment, students feel safe to discover their hidden potential with the benefit of small classes and individualized attention. With close support through a program with high expectations, students gain confidence as they become more successful.	Our vision is to provide a center for engaged learning and for students to understand complex environmental issues. Our diverse students can realize their potential and meet the demanding standards of the community, state, nation and the world while developing the skills and confidence to use state-of-the-art technologies.	<p>academic and career technical education  21st century students succeed  high expectations  program and curriculum  students  communicate, problem-solve, and perform authentic real-world tasks  Students  competitive, competent, and highly skilled  meet the demanding standards of our time  career skills  students will obtain the essential concepts  two or four year college program  small, student centered environment  students feel safe  discover their hidden potential  benefit of small classes and individualized attention  close support  high expectations  students gain confidence</p> <p>Center for engaged learning  students  understand complex environmental issues  diverse students  realize their potential  meet the demanding standards of the community, state, nation and the world  skills and confidence to use state-of-the-art technologies</p>	<p>CI2 CI0  PS3 STU2 GS1  CI2  CI2  STU2  AA2 AA2 CI2  STU2  PERS0 PERS3 AA2  PS2  PS1  AA1  PS1  SC3  STU2 SC2  PS2  NTEM1  SC1  CI2  STU0</p> <p>SC1  STU2  CIT2  STU0  PS2  PS2  AA2 PERS0 PS3</p>
223	The mission of School 223 is to create a rigorous and relevant educational experience which guarantees all students reach their potential for personal and academic achievement in preparation for post-secondary demands that include college and career readiness.		<p>rigorous and relevant educational experience  all students  reach their potential for personal and academic achievement  post-secondary demands that include college and career readiness</p>	<p>CI2 CI2  STU1  PERS0 AA1  PS2 PS1</p>
224	<p>The mission of School 224, a leading school in the State of California, is to guarantee that each graduate will qualify and be academically ready for success in a four year college or university, through a coherent system of learning distinguished by:</p> <ul style="list-style-type: none"> <li>• A diverse set of learning experiences that will meet the academic and career needs of all students</li> <li>• A school-wide Academic Literacy Plan (a common set of college readiness skills and habits of mind)</li> <li>• A systematic network of student support</li> <li>• A student-centered learning community that promotes leadership, involvement, integrity and respect</li> </ul>		<p>leading school in the State of California  each graduate  academically ready for success in a four year college or university,  coherent system of learning  diverse learning experiences  academic and career  all students  school-wide Academic Literacy Plan  college readiness skills and habits of mind  systematic network of student support  student-centered learning community  leadership, involvement, integrity and respect</p>	<p>REC1  STU1 GR1  AA1 PS1  CI0  CI2  AA1 PS1  STU1  CI0  PS1 PERS0  SC1  SC3 COL1  PERS0 CI5 PERS5  PERS4</p>



Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
225	School 225's mission is to educate its students in that common core of knowledge possessed by educated citizens, to teach appreciation of their integral role in their school, community and nation, to promote their realization in their inherent value as individuals. Also, it is to prepare them to be responsible American citizens and positive contributors to the workforce.	School 225's vision is to educate its students in a safe environment with a well-rounded education that all citizens should possess. This will enable our students to participate and benefit in a higher quality of life and life-long learning.	<p>educate students common core of knowledge possessed by educated citizens teach appreciation of their integral role in their school, community and nation realization in their inherent value as individuals responsible American citizens positive contributors to the workforce</p> <p>educate students safe environment well-rounded education that all citizens should possess students to participate and benefit in a higher quality of life and life-long learning</p>	<p>CI1 STU2 AA2 CIT2 CI3 CIT2 PERS0 PERS3 CIT2 PS1</p> <p>CI1 STU2 SC2 CI1 CIT2 STU2 PS2 PS2</p>
226	<p>School 226, through a safe, caring, and supportive environment, in partnership with families, highly qualified staff, and the small community is committed to graduate all students while:</p> <ul style="list-style-type: none"> <li>• providing a rigorous academic environment through innovative college and career readiness programs;</li> <li>• inspiring lifelong learners, ethical, self-motivated, and caring citizens;</li> <li>• fostering creativity, critical thinking, and technological literacy for success in an ever-changing world;</li> <li>• promoting school spirit and pride in our rural community;</li> <li>• and embracing diversity.</li> </ul>	School 226 is dedicated to prepare critical thinkers to face the future by cultivating excellence in every graduate through high academic expectations, ethics, personal success, and community involvement.	<p>safe, caring, and supportive environment partnership with families, highly qualified staff, and the small community graduate all students rigorous academic environment innovative college and career readiness programs inspiring lifelong learners, ethical, self-motivated, and caring citizens creativity, critical thinking, and technological literacy for success in an ever-changing world school spirit and pride in our rural community embracing diversity.</p> <p>critical thinkers face the future cultivating excellence in every graduate high academic expectations, ethics, personal success, and community involvement</p>	<p>SC2 SC3 SC1 COL2 GR1 STU1 AA1 SC1 PS1 CI0 SC1 PS2 PERS5 PERS2 PERS4 CIT2 AA2 AA2 PS3 PS2 CIT1</p> <p>SC1 PERS0 PERS4</p> <p>AA2 PS2 SC1 GS1 STU1 GR1 CI2 PERS5 PERS0 CIT2</p>
227	All students will be given every opportunity to maximize their potential in the areas of mind, body and spirit, enabling them to become productive, contributing members of society.	School 227 seeks to connect today's students to tomorrow's opportunities.	<p>All students maximize their potential mind, body and spirit, productive, contributing members of society.</p> <p>connect today's students to tomorrow's opportunities</p>	<p>STU1 PS2 AA0 PHYS1 PERS0 PERS3 CIT2</p> <p>STU2 PS2</p>
228	Every student a success story.	A community where everyone thinks independently, works collaboratively, and lives responsibly.	<p>Every student success</p> <p>community thinks independently, works collaboratively, and lives responsibly</p>	<p>STU1 GS1</p> <p>COL1 AA2 COL1 PERS3</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
229	School 229 is a comprehensive community-related school, which encourages academic challenges, development of individual talents and skills, and positive connections between students and the community.		comprehensive community-related school academic challenges talents and skills positive connections between students and the community	CI0 AA1 AA2 CIT1
230	School 230 is committed to providing students with a nontraditional, distance learning program designed to meet the individual needs and learning abilities of students who may have not been successful at traditional comprehensive schools or have been successful, but at this time, need an alternative approach to learning. All students can learn, and we must explore different approaches to learning so that all students can graduate and have the opportunity to be the "Best in mind, body and spirit."	The vision and purpose of School 230 is to take in and ensure all students acquire the academic skills to succeed as competent critical thinkers, independent learners and academic achievers through technology, and be responsible citizens and effective communicators. This is accomplished through an alternative learning environment with a caring, committed, qualified staff working in partnership with our diverse students and community.	students nontraditional, distance learning program individual needs and learning abilities of students may have not been successful at traditional comprehensive schools or have been successful, but at this time, need an alternative approach to learning. All students can learn different approaches to learning all students can graduate "Best in mind, body and spirit."  all students academic skills succeed as competent critical thinkers, independent learners and academic achievers Technology responsible citizens and effective communicators alternative learning environment caring, committed, qualified staff working in partnership with our diverse students and community	STU2 NTEM1 NTEM1 NTEM1  STU1 AA0 NTEM1 STU1 GR1 AA0 PHYS1 PERS0  STU1 AA2 AA2 AA0 AA1 PS3 PERS3 CIT2 AA2 NTEM1 COL1 STU0 COL2
231	The mission of School 231, a leader in providing diverse student opportunities, is to ensure each student achieves personal goals, develops individual purpose, and becomes college and career ready. Each student will be a strong self-advocate in a culture distinguished by character, critical thinking, communication, collaboration, and creativity that promotes safety and social growth. School 231... FIND PURPOSE. FIND PASSION. FIND YOU.		leader in providing diverse student opportunities each student achieves personal goals develops individual purpose college and career ready Each student strong self-advocate culture distinguished by character, critical thinking, communication, collaboration, and creativity safety and social growth FIND PURPOSE. FIND PASSION. FIND YOU.	REC1 CI0 STU2 STU1 PERS0 PS2 PS1 STU1 PERS0 SC0 PERS5 AA2 AA2 COL1 AA2 SC2 PERS1 PS2 PERS2 PER0
232	The Mission of School 232 is to empower students to become community leaders and socially conscious educators. School 232 aims to educate students through college preparatory courses that empower them to be academically literate, critical thinkers, effective communicators and independent problem solvers who are agents of education and social justice with a commitment toward the community around them.		empower students community leaders and socially conscious educators educate students college preparatory courses empower academically literate, critical thinkers, effective communicators and independent problem solvers agents of education and social justice commitment toward the community around them	SC1 STU2 CIT2 PERS0 CI0 CI1 STU2 CI2 SC1 AA2 AA2 AA2 AA2  CI1 CIT2 CIT2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
233	The Mission of School 233 is to provide students with a quality 21st century education that offers programs, experiences, and opportunities for college, career and life readiness.	The Vision of School 233 is to prepare every student to meet the "A-G" four- year college requirements, and to develop the 21st century skills necessary for post-secondary career opportunities.	students quality 21st century education programs, experiences, and opportunities for college, career and life readiness  every student meet the "A-G" four- year college requirements develop the 21st century skills post-secondary career opportunities	STU2 CI1 PS3 CI0 PS1 PS2  STU1 CI0 AA0 PS1 PS2 PS1
234	Our mission is to "Seek Excellence in Academics, Arts, and Athletics from the Foundation of Love."		Excellence in Academics, Arts, and Athletics from the Foundation of Love	AA1 AA2 PHYS2 SC3
235	In partnership with the community and District 235, School 235 comprehensively educates students and prepares them for college and career in a learning environment that is safe, nurturing and culturally responsive.	School 235 believes in an inspired and safe learning community formed by students, families and staff which empowers all learners to be college and career ready through innovative instruction, curricula and technology.	partnership with the community and District comprehensively educates students college and career learning environment that is safe, nurturing and culturally responsive  inspired and safe learning community students, families and staff empowers all learners college and career ready innovative instruction, curricula and technology	COL2 CI1 STU2 PS1 SC2 SC3 SC4  SC1 SC2 COL1 SC1 STU1 PS1 CI3 CI2 PS3
236	At School 236, our mission is to prepare students for life after high school.	This vision of School 236 is to be the best school in America.	students for life after high school  best school in America.	STU1 PS2  REC1
237	School 237's mission is to provide our students with a rigorous, relevant educational experience in a supportive environment that promotes critical thinking, creativity, innovation, and community.	Our vision is to inspire and empower students to be responsible and successful citizens able to meet personal, local, and global challenges.	students rigorous, relevant educational experience supportive environment critical thinking, creativity, innovation, and community  inspire and empower students responsible and successful citizens able to meet personal, local, and global challenges	STU1 CI2 CI2 SC1 AA2 AA2 PERS3 CIT2  SC1 SC1 STU2 PERS3 PS2 CIT2 PERS0 CIT2
238	School 238 is committed to developing all students in a safe and supportive environment by providing a quality, balanced education which leads to academic and career excellence in a global society. Our students will be respectful, well-rounded citizens who reflect community pride.		all students safe and supportive environment quality, balanced education academic and career excellence global society students respectful, well-rounded citizens who reflect community pride	STU1 SC2 SC1 CI1 AA1 PS1 CIT1 STU2 PERS4 PERS0 CIT2 CIT2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
239	Our daily mission is that through a rigorous and engaging educational program, we will equip our students with the skills, knowledge, and competencies to be prepared for our global society.	Our vision is that every student will graduate from School 239 as an effective communicator & collaborator, quality producer, self-directed learner, critical & creative thinker, and responsible citizen.	<p>rigorous and engaging educational program</p> <p>students</p> <p>skills, knowledge, and competencies</p> <p>prepared for our global society</p> <p>every student will graduate</p> <p>effective communicator &amp; collaborator, quality producer, self-directed learner</p> <p>critical &amp; creative thinker, and responsible citizen</p>	<p>CI2 CI2</p> <p>STU2</p> <p>AA2 AA2 AA2</p> <p>PS2 CIT1</p> <p>STU1 GR1</p> <p>AA2 COL1 PERS3</p> <p>PERS3</p> <p>AA2 AA2 PERS3 CIT2</p>
240	The mission of School 240 is to provide comprehensive learning experiences in a manner and in an environment that enables students to obtain skills, knowledge, and motivation to be self-directed, life-long learners as they mature toward self-sufficiency.		<p>comprehensive learning experiences</p> <p>environment</p> <p>students</p> <p>skills, knowledge, and motivation</p> <p>self-directed, life-long learners</p> <p>mature toward self-sufficiency</p>	<p>CI2</p> <p>SC0</p> <p>STU2</p> <p>AA2 AA2 PERS2</p> <p>PERS3 PS2</p> <p>PERS0</p>
241	School 241's foundational value of providing "high expectations in a nurturing environment," affords our students the opportunity for exceptional learning experiences and is designed to meet the unique academic and social needs of our diverse community.		<p>high expectations</p> <p>nurturing environment</p> <p>students</p> <p>exceptional learning experiences</p> <p>meet the unique academic and social needs of our diverse community</p>	<p>CI2</p> <p>SC3</p> <p>STU2</p> <p>CI2</p> <p>AA1 PERS1 STU0</p>
242	Educate - Engage - Empower	School 242 is a diverse, creative, and professional learning community that encourages and supports all School 242 students to achieve intellectual and personal excellence, and to be prepared for college, career, and society.	<p>Educate - Engage - Empower</p> <p>diverse, creative, and professional learning community</p> <p>encourages and supports</p> <p>all students</p> <p>achieve intellectual and personal excellence</p> <p>prepared for college, career, and society</p>	<p>CI1 SC1 SC1</p> <p>SC4 SC0 CI4</p> <p>SC1 SC1</p> <p>STU1</p> <p>AA1 PERS0</p> <p>PS1 PS2</p>
243	School 243 is dedicated to fostering college and career-ready students, who are both academically prepared and socially responsible global citizens.	At School 243, our students become learned, productive, and compassionate citizens upon graduation.	<p>college and career-ready students</p> <p>academically prepared and socially responsible global citizens</p> <p>students</p> <p>learned, productive, and compassionate citizens upon graduation</p>	<p>PS1 STU2</p> <p>AA1 CIT2</p> <p>STU2</p> <p>AA0 PERS3 PERS4 CIT2</p> <p>GR1</p>
244	Our mission is that our "Students will be effective thinkers who thrive in society."		<p>Students</p> <p>effective thinkers who thrive in society</p>	<p>STU2</p> <p>AA2 PS2</p>
245	The mission of School 245 is to provide a premier high school dropout recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in "Real Learning for Real Life."		<p>premier high school dropout recovery program</p> <p>engaging students</p> <p>relationship-focused, high-tech, and rigorous learning experiences</p> <p>Real Learning for Real Life</p>	<p>REC1 NTEM1</p> <p>SC1 STU2</p> <p>SC5 PS3 CI2</p> <p>CI2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
246	We have made our mission "to provide rigorous academics with real-world skills in order to ready our students for both college and careers."	The vision of School 246 is "To partner with our students to own their learning, pursue their ambitions and achieve their dreams."	rigorous academics with real-world skills ready our students for both college and careers  partner with our students to own their learning pursue their ambitions and achieve their dreams	CI2 AA2 STU2 PS1  COL1 STU2 PERS3 PS2 PS2
247	The community of School 247 cultivates compassionate, innovative, and responsible students by providing opportunities to meet the challenges of the 21st century.	School 247 builds college and career ready SCHOLARS, ACHIEVERS, and CHAMPIONS.	cultivates compassionate, innovative, and responsible students meet the challenges of the 21st century  college and career ready SCHOLARS, ACHIEVERS, and CHAMPIONS	SC1 PERS4 PERS3 PERS3 STU2 PS3  PS1 AA0 AA0 PHYS2
248	What? We Prepare all Students to be College and Career Ready. How? We Maximize Student Learning Through: Writing, Inquiry, Collaboration, Organization and Reading. (WICOR) Why? We believe successful people are: Effective Communicators, Critical Thinkers and Technologically Literate Responsible community members show: Positivity, Respect, Integrity, Determination and Excellence. (PRIDE)		all Students College and Career Ready. Maximize Student Learning Writing, Inquiry, Collaboration, Organization and Reading. (WICOR) Successful Effective Communicators, Critical Thinkers and Technologically Literate Responsible community members Positivity, Respect, Integrity, Determination and Excellence. (PRIDE)	STU1 PS1 AA0 CI0 AA2 GS1 AA2 C A2 PS3 PERS3 CIT2 PERS4 PERS4 PERS5 PERS3 GS1
249	The mission of School 249 is for each student to acquire college and career-ready skills and knowledge, and to contribute to society while recognizing the dignity and worth of each individual.		each student college and career-ready skills and knowledge, contribute to society recognizing the dignity and worth of each individual	STU1 PS1 AA2 CIT2 SC4
250	The mission of School 250 is to provide a safe, challenging environment where students become a community of learners who develop knowledge, confidence, and independence to realize their academic and creative potential, develop respect and tolerance for others, and become involved and responsible citizens.	School 250 will provide a positive learning environment in order to meet student needs with high expectations for high school graduation.	safe, challenging environment students community of learners knowledge, confidence, and independence realize their academic and creative potential respect and tolerance for others involved and responsible citizens  positive learning environment high expectations for high school graduation	SC2 SC1 STU2 COL1 AA2 PERS0 PERS3 AA1 AA2 PERS4 PERS4 CIT2 PERS3  SC3 CI2 GR1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
251	School 251 will provide a high quality education in a safe environment where students value learning, think critically, apply technology, set goals, communicate clearly, and graduate ready for college and career.	Our Vision: We endeavor to be a collaborative learning community that •demands excellence from everyone while providing a high degree of support, •implements systematic interventions to ensure the success of all students, and •supports students' intellectual and social growth as they work to become successful, lifelong learners who make positive contributions to society.	high quality education safe environment students value learning, think critically, apply technology, set goals, communicate clearly graduate ready for college and career  collaborative learning community demands excellence from everyone high degree of support implements systematic interventions success of all students supports students' intellectual and social growth successful, lifelong learners who make positive contributions to society	CI1 SC2 STU2 PERS2 AA2 PS2 PERS3 AA2 GR1 PS1  COL1 SC1 GS1 SC1 CI4 GS1 STU2 AA1 PERS1 PS2 CIT2
252	School 252 makes learning relevant through college and career based education.	Students lead at School 252 by committing themselves to academic achievement, the pursuit of excellence, and the highest ethical standards through showing empathy. All students will achieve the highest ideal of ethical standards by practicing personal responsibility, creating a venue to positively impact the community and by having the opportunity to be a lifelong learner. Students accept responsibility for their own lives coming prepared daily, their actions, and the impact they have on changing society as they continue their lifelong process of learning. Students and staff will create a safe environment where all School 252 students can LEAP.	makes learning relevant college and career based education  Students lead academic achievement, the pursuit of excellence, and the highest ethical standards showing empathy All students achieve the highest ideal of ethical standards personal responsibility positively impact the community lifelong learner Students accept responsibility for their own lives coming prepared daily, their actions impact they have on changing society lifelong process of learning Students and staff will create a safe environment all students can LEAP	CI2 PS1 CI1  STU2 PERS0 AA1 GS1 PERS5 PERS4 STU2 PERS5 PERS3 CIT PS2 STU2 PERS3 CIT2 PS2 STU2 SC2 STU1
253	Our mission is to provide all students with a rigorous and relevant education designed to give them the opportunity to acquire, apply, and practice the knowledge, skills, and behaviors needed to fulfill their adult roles and responsibilities in the 21st century.		all students rigorous and relevant education acquire, apply, and practice the knowledge, skills, and behaviors fulfill their adult roles and responsibilities in the 21st century	STU1 CI1 CI1 AA2 AA2 PERS0 PS2 PERS3 PS3

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
254	School 254 will provide a Student-Centered education through the implementation of common, consistent, and equitable practices, policies, expectations, and procedures, as well as engage in a continuous cycle of improvement that incorporates data and reflective analysis. School 254 works to create an educational program, which addresses the academic, social, and personal needs of all students, so they will grow to meet their maximum potential. We also strive to produce balanced individuals capable of interacting and collaborating in a safe environment that is multilingual and multicultural. Our staff will be empowered with the proper tools and resources and will maximize our relationship with the greater school community.	School 254 views the educational process as a Student-Centered endeavor consisting of rigor, relevance, and personalization while focusing on achievement, opportunities for success and support of all students.	<p>Student-Centered education common, consistent, and equitable practices, policies, expectations, and procedures, engage in a continuous cycle of improvement data and reflective analysis educational program academic, social, and personal needs of all students grow to meet their maximum potential balanced individuals capable of interacting and collaborating safe environment that is multilingual and multicultural. staff will be empowered with the proper tools and resources maximize our relationship with the greater school community</p> <p>Student-Centered rigor, relevance, and personalization achievement, opportunities for success and support of all students</p>	<p>STU2 CI1 SC0 CI4 CI4 CI1 AA1 PERS1 PERS0 STU1 PS2 PERS0 COL1 SC2 SC4 CI0 COL2</p> <p>STU2 CI2 CI2 NTEM1 AA1 GS1 SC1 STU1</p>
255	Inspiring individual and collective potential that all students can learn by Living, Loving, Learning, and Leaving a Legacy.		Inspiring individual and collective potential all students can learn Living, Loving, Learning, and Leaving a Legacy.	<p>SC1 PS2 STU1 AA0 PERS4 AA0 CIT2</p>
256	School 256 faculty, staff, and parents will provide every student a safe and nurturing environment, a rigorous standards based curriculum, and quality instruction that will develop and reinforce the academic, social, emotional, and technical skills every School 256 student needs to be competitive, productive, and engaged individuals who will contribute to an ever changing world.	School 256 students will become competitive in college and careers, productive citizens in the community, and the future builders of tomorrow.	<p>faculty, staff, and parents every student safe and nurturing environment, rigorous standards based curriculum quality instruction academic, social, emotional, and technical skills every student competitive, productive, and engaged individuals contribute to an ever changing world</p> <p>students competitive in college and careers productive citizens in the community future builders of tomorrow</p>	<p>COL2 STU1 SC2 SC3 CI2 CI2 CI3 AA2 PERS1 PS3 STU1 PERS0 PERS3 PERS0 CIT2</p> <p>STU2 PS1 PERS3 CIT2 PS2</p>
257		To provide a safe and dynamic learning environment through collaboration with students, staff, parents and the community. Our high expectations challenge all students to realize their full academic potential and become successful, contributing members of School 257 and society.	<p>safe and dynamic learning environment collaboration with students, staff, parents and the community high expectations challenge all students realize their full academic potential successful, contributing members of school and society</p>	<p>SC2 SC0 COL1 CI2 SC1 STU1 PS2 PS2 CIT2</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
258	School 258 educates and supports students so that graduates will be literate, meet academic standards, establish goals for their future, and demonstrate involvement in school and/or community.	The School 258 community will foster a rigorous, comprehensive, and supportive environment. School 258 students will demonstrate the knowledge and skills needed to achieve their academic, personal, and career goals as responsible, contributing citizens.	educates and supports students graduates literate, meet academic standards, establish goals for their future demonstrate involvement in school and/or community  community rigorous, comprehensive, and supportive environment students knowledge and skills achieve their academic, personal, and career goals responsible, contributing citizens	CH1 SC1 STU1 GR1 AA2 AA1 C12 PS2 CIT2  COL2 SC1 SC0 SC1 STU2 AA2 AA1 PERS0 PS1 PERS3 CIT2
259	To prepare a diverse student population for success in a 4-year university and to be thoughtful, contributing members of society.		diverse student population success in a 4-year university thoughtful, contributing members of society	STU0 PS1 PERS4 CIT2
260	School 260 is committed to the continual improvement of academic achievement by providing open access to rigorous curricula in a supportive learning environment. All students will have the opportunity to complete college entrance requirements and explore career pathways in preparation for a global economy.	School 260 will be recognized as a model institution of continuous improvement. Using researched based strategies, employing recognized best practices, and providing a collaborative culture, School 260's shareholders will hold the expectation that all students can master and/or exceed the California Content Area Standards.	continual improvement academic achievement open access to rigorous curricula supportive learning environment All students complete college entrance requirements and explore career pathways preparation for a global economy  School will be recognized as a model institution of continuous improvement researched based strategies best practices collaborative culture shareholders expectation that all students can master and/or exceed the California Content Area Standards	SC1 AA1 C12 SC1 STU1 PS1 PS2  REC1 C14 C14 COL1 SC0 COL2 C12 STU1 AA1 C12
261	Quality Education for Life	We inspire, innovate, and create limitless opportunities to thrive.	Quality Education for Life  inspire, innovate, and create limitless opportunities to thrive.	CH1 PS2  SC1 PS2
262	With collaborative, experiential, and traditional methods, School 262 imbues our diverse student body with profound curiosity, a love of learning, and a clear sense of self-direction.	School 262...Inspiring students to be ready for life and relevant to the world	collaborative, experiential, and traditional methods diverse student body profound curiosity, a love of learning, and a clear sense of self-direction  Inspiring students ready for life and relevant to the world	COL1 C10 C10 STU0 PERS2 PERS2 PERS0  SC1 STU2 PS2 CIT2



Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
263	Lead, support and motivate the School 263 community to maximize individual potential.	The vision of School 263's family of students, teachers, staff, parents, and community members is to develop the mind, character, and physical well-being of every student and provide them with the capability and knowledge to become adaptive, productive citizens. Our students will strengthen their ability to communicate, establish a pathway for future growth, and practice positive citizenship by pursuing a rigorous standards-based education.	Lead, support and motivate the school community maximize individual potential  family of students, teachers, staff, parents, and community members develop the mind, character, and physical well-being of every student capability and knowledge adaptive, productive citizens students ability to communicate establish a pathway for future growth positive citizenship rigorous standards-based education	SC1 SC1 COL1 PS2  SC3 COL1 CIT2 AA0 PERS5 PHYS1 STU1 AA2 PERS0 PERS3 CIT2 STU2 AA2 PS2 PERS0 PERS3 CIT2 CI1 CI1
264	Through collaboration between all School 264 stakeholders, we strive to unlock students' educational growth and individual progress so that they may become productive community members and leaders.	A school that promotes growth, collaboration, and leadership for all students.	collaboration between all stakeholders students' educational growth and individual progress productive community members and leaders  promotes growth, collaboration, and leadership for all students	COL1 STU2 CI1 PERS0 PERS3 CIT2 PERS0  PERS0 COL1 PERS0 STU1
265		School 265 is dedicated to providing comprehensive and challenging educational programs, empowering students to demonstrate perseverance, responsibility, integrity, determination, and excellence in a rapidly changing world.	comprehensive and challenging educational programs empowering students perseverance, responsibility, integrity, determination, and excellence rapidly changing world	CI1 CI1 SC1 STU2 PERS3 PERS3 PERS5 PERS3 GS1 CIT1
266	The mission of School 266 is to guide and encourage each student to reach his/her unique potential as a productive, respectful and responsible member of a multi-ethnic community.		guide and encourage each student reach his/her unique potential productive, respectful and responsible member of a multi-ethnic community	SC1STU1 PS2 PERS3 PERS4 PERS3 CIT2
267	Our mission is to provide a comprehensive and rigorous learning experience that prepares students academically, socially and emotionally to be productive citizens in a global society.	An Exemplary Learning Community.	comprehensive and rigorous learning experience students academically, socially and emotionally productive citizens in a global society  An Exemplary Learning Community	CI2 CI2 STU2 AA1 PERS1 PERS3 CIT2  REC1 COL1
268	School 268, an innovative community of learners, produces college and career ready students, empowering them to actualize their potential through rigorous academics, relevant learning experiences, and vital relationships.		innovative community of learners college and career ready students empowering actualize their potential rigorous academics relevant learning experiences vital relationships	PERS3 COL1 PS1 STU2 SC1 PS2 AA1 CI2 SC5

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
269	Our mission is to positively impact the School 269 community by providing a safe and enriching environment that promotes respect, trust, integrity and responsibility. Students will celebrate diversity, be prepared to succeed in higher education and be self-sufficient individuals.		positively impact the community safe and enriching environment respect, trust, integrity and responsibility Students celebrate diversity prepared to succeed in higher education and be self-sufficient individuals	CIT2 SC2 SC1 PERS4 PERS5 PERS5 PERS3 STU2 SC4 PS1 PERS3
270	The Vision of School 270 is that graduates should be empowered individuals who become life-long learners and productive members of their community. School 270 graduates will have a strong foundation in each of the core subjects and be able to apply that learning to understanding and solving simple and complex tasks. Our mission is to allow for the concepts of educational and social justice to form the foundation of what we believe and this is at the root of everything School 270 professionals should strive for. All staff members believe that each student should be afforded the very best opportunity to experience powerful teaching and learning. School 270 students are to be given opportunities to achieve educational excellence, regardless of the student's status in society or educational standing during the course of their academic career. A safe and secure learning environment must be provided so as to promote a rigorous curriculum which enables our students to develop the necessary academic, technical, and work-related skills to ensure that all graduates will be prepared to pursue college or any career to which they aspire.		graduates empowered individuals life-long learners and productive members of their community graduates strong foundation in each of the core subjects apply that learning to understanding and solving simple and complex tasks. educational and social justice each student experience powerful teaching and learning students achieve educational excellence regardless of the student's status in society or educational standing safe and secure learning environment rigorous curriculum students academic, technical, and work-related skills all graduates prepared to pursue college or career	GR1 SC1 PS2 PERS3 CIT2 GR1 AA2 AA2 CI0 CIT2 STU1 CI3 AA0 STU2 AA1 CI1 SC4 SC2 SC2 CI2 STU2 AA2 PS3 PS1 STU1 GR1 PS1
271	School 271 students are grown locally to make a positive impact globally, deep into the 21st Century.	School 271 students develop the academic and interpersonal skills that help them make a positive impact as global citizens. Staff, parents, and the community provide the supportive environment in which students achieve their personal bests.	students make a positive impact globally 21st Century  students academic and interpersonal skills make a positive impact as global citizens Staff, parents, and the community supportive environment students achieve their personal bests	STU2 CIT2 PS3  STU2 AA2 PERS1 CIT2 COL2 SC1 STU2 PERS0

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
272	School 272 is defined by our excellence, our vibrant community and the achievements of our graduates.		Excellence vibrant community achievements of our graduates	GS1 CIT1 PS2 GR1  Here, achievements are of the graduates (so after HS), and not the same as academic achievement during HS
273	To prepare a diverse student population for success in a four-year university and to be thoughtful, contributing members of society.		diverse student population success in a four-year university thoughtful, contributing members of society.	STU0 PS1 PERS4 CIT2
274	School 274 is committed to fostering academically prepared and socially responsible students.	School Vision Statement • Our students will be academically prepared as effective communicators and critical thinkers. • Our students will also be independent and socially responsible individuals. • Our staff will challenge students by setting high academic standards, helping all students meet those standards, creating equity for all to access the curriculum, and ensuring a safe and positive learning environment. • Our students' families will help create a community of support by being actively involved in students' progress and the School 274 community.	academically prepared and socially responsible students  students will be academically prepared as effective communicators and critical thinkers students will also be independent and socially responsible individuals staff will challenge students high academic standards helping all students meet those standards creating equity for all to access the curriculum safe and positive learning environment students' families will help create a community of support by being actively involved	AA1 CIT2 STU2  STU2 AA1 AA2 AA2 STU2 PERS3 CIT2 SC1 CI2 SC1 STU1 SC4 CI2 SC2 SC3 STU2 SC1 COL2
275	School 275 provides an inclusive, nurturing environment that enables students to build the confidence necessary to take risks. We mentor students as they master a relevant, rigorous curriculum that empowers them to achieve their maximum potential as successful and productive citizens.	The School 275 community is healthy, engaged and innovative. We work together to explore issues and solve problems to positively impact the world in which we live.	inclusive, nurturing environment students confidence necessary to take risks We mentor students as they master a relevant, rigorous curriculum empowers achieve their maximum potential as successful and productive citizens  community is healthy, engaged and innovative work together to explore issues and solve problems to positively impact the world	SC4 SC3 STU2 PERS0 SC1 AA0 CI2 CI2 SC1 PS2 PERS3 CIT2  COL1 PHYS1 SC1 PERS0 COL1 AA2 CIT2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
276	The School 276 community will develop socially responsible lifelong learners who are collaborative, creative, and adaptive thinkers via a rigorous academic curriculum and a variety of extracurricular activities that celebrate diversity and promote leadership skills.	School 276 is a safe, vibrant and diverse community of students, families and staff who collaborate to develop lifelong learners who are prepared to succeed and become contributing members of a 21st century global community.	community socially responsible lifelong learners collaborative, creative, and adaptive thinkers rigorous academic curriculum variety of extracurricular activities celebrate diversity and promote leadership skills  safe, vibrant and diverse community of students, families and staff collaborate lifelong learners prepared to succeed and become contributing members of a 21st century global community	COL2 CIT2 PS2 COL1 AA2 PERS0 AA2 CI2 AA1 CI5 SC4 PERS0  SC2 STU0 CIT2 COL1 PS2 PS2 CIT2 PS3
277	To create a school community through dialogue and collaboration that promotes team work to achieve optimum student outcomes.	Educating Today's Students to Succeed In Tomorrow's World	community collaboration team work achieve optimum student outcomes  Educating Today's Students to Succeed In Tomorrow's World	COL1 COL1 COL1 GS1  CH1 STU2 PS2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
278	<p>As part of the Western Association of Schools and Colleges accreditation process the school developed Expected School-wide Learning Results that serve as the mission.</p> <p>Students graduating from School 278 will be:</p> <p>Critical Thinkers who</p> <ul style="list-style-type: none"> <li>- Can identify, organize, analyze, and synthesize data solutions to make decisions and solve problems constructively.</li> <li>- Can take information from many sources and identify complexities and discrepancies in the information.</li> </ul> <p>Academic Achievers who</p> <ul style="list-style-type: none"> <li>- Meet or exceed California's standards in all subjects.</li> <li>- Assess their strengths and needs, set appropriate goals, develop an academic plan, and use effective strategies to achieve success.</li> </ul> <p>Effective Communicators who</p> <ul style="list-style-type: none"> <li>- Speak with a command of Standard English.</li> <li>- Utilize appropriate technology.</li> <li>- Read and understand grade-level-appropriate material.</li> <li>- Write coherent and focused text.</li> <li>- Listen effectively.</li> </ul> <p>Responsible, Respectful and Productive Citizens who</p> <ul style="list-style-type: none"> <li>- Respect self, others and property.</li> <li>- Take responsibility for own learning and behavior. Contribute time, energy, and talents to improve the quality of life for themselves, school and the community.</li> </ul>	<p>Our students will impact our world by learning to apply skills, knowledge, and compassion in real life, unpredictable situations.</p>	<p>Western Association of Schools and Colleges accreditation process</p> <p>Expected School-wide Learning Results</p> <p>Students graduating</p> <p>Critical Thinkers</p> <p>identify, organize, analyze, and synthesize data solutions to make decisions and solve problems constructively</p> <p>Can take information from many sources and identify complexities and discrepancies in the information</p> <p>Academic Achievers</p> <p>Meet or exceed California's standards in all subjects</p> <p>Assess their strengths and needs, set appropriate goals, develop an academic plan, and use effective strategies to achieve success</p> <p>Effective Communicators</p> <p>Speak with a command of Standard English.</p> <p>Utilize appropriate technology.</p> <p>Read and understand grade-level-appropriate material.</p> <p>Write coherent and focused text.</p> <p>Listen effectively.</p> <p>Responsible, Respectful and Productive Citizens who</p> <p>Respect self, others and property.</p> <p>Take responsibility for own learning and behavior</p> <p>Contribute time, energy, and talents to improve the quality of life for themselves, school and the community.</p> <p>Our students</p> <p>impact our world</p> <p>skills, knowledge, and compassion</p> <p>real life, unpredictable situations</p>	<p>REC1</p> <p>C12</p> <p>STU2 GR1</p> <p>AA2</p> <p>AA2 PERS3</p> <p>AA2</p> <p>AA1</p> <p>AA0 AA2</p> <p>C14 PERS3 AA0 AA0</p> <p>AA2</p> <p>AA2</p> <p>PS3</p> <p>AA2</p> <p>AA2</p> <p>AA2</p> <p>PERS3 PERS4 PERS3</p> <p>CIT2</p> <p>PERS3</p> <p>PERS3</p> <p>PS2 CIT2</p> <p>STU2</p> <p>CIT2</p> <p>AA2 PERS4</p> <p>PS2</p>
279	<p>The mission of School 279 is to create a learning environment where students grow and succeed academically, socially, and vocationally. We will maintain a partnership among the faculty, administration, students, and parents that is supportive and responsive to their needs and the needs of the school. We will provide positive role models for students. Students are expected to excel and to achieve, as well as to be responsible, honest and respectful of others.</p>		<p>learning environment where students grow and succeed academically, socially, and vocationally</p> <p>partnership among the faculty, administration, students, and parents</p> <p>supportive and responsive</p> <p>positive role models for students</p> <p>Students are expected to excel and to achieve</p> <p>responsible, honest and respectful of others</p>	<p>SC1 AA1 PERS1 PS1</p> <p>COL1</p> <p>SC1 SC0</p> <p>SC3 STU2</p> <p>STU2 C12 AA1</p> <p>PERS3 PERS5 PERS4</p>
280		<p>Students will become creative, collaborative, compassionate, resilient, well-informed and socially responsible advocates for equity and social justice as a result of their education.</p>	<p>Students</p> <p>creative, collaborative, compassionate, resilient, well-informed and socially responsible</p> <p>advocates for equity and social justice</p> <p>education</p>	<p>STU2</p> <p>AA2 COL1 PERS4</p> <p>PERS3 PERS3 CIT2</p> <p>CIT2</p> <p>C11</p>

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
281	School 281 will educate and empower students to compete and achieve in a diverse global community.	School 281 is committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility.	educate and empower students compete and achieve in a diverse global community  high expectations and individual academic success community of respect and responsibility	CI1 SC1 STU2 AA1 CIT1  CI2 AA1 SC3 SC1
282	The mission of School 282 is to develop life-long learners who possess the academic, vocational, physical, and social skills to pursue their life goals.		life-long learners academic, vocational, physical, and social skills pursue their life goals	PS2 AA1 PS1 PHYS1 PERS1 PS2
283	Our mission is to provide a supportive environment for students, parents, and staff by treating every individual with respect and dignity. To prepare students to live in and contribute to an ever-changing world, School 283 provides an innovative, rigorous curriculum that meets the academic, cultural, and social needs of all students. We face emerging challenges as a team, creating an environment where collaboration is encouraged and success is celebrated.	The School 283 community creates a productive, innovative and supportive environment which develops academic and personal excellence for all.	supportive environment for students, parents, and staff respect and dignity students contribute to an ever-changing world innovative, rigorous curriculum academic, cultural, and social needs of all students face emerging challenges as a team environment where collaboration is encouraged and success is celebrated  community creates a productive, innovative and supportive environment academic and personal excellence for all	SC2 STU2 SC3 SC0 STU2 CIT2 CI2 CI2 AA1 PERS0 PERS1 COL1 COL1 GS1 SC0  COL2 SC1 SC0 SC1 AA1 PERS0 STU1
284	The mission of School 284 is to develop informed, responsible and productive citizens who are prepared to contribute and thrive in a global society.		informed, responsible and productive citizens prepared to contribute and thrive in a global society	CI1 PERS3 PERS3 CIT2 CIT2 PS2
285	School 285 is committed to providing a comprehensive, challenging, enriching and academic environment for all students. Through the collaborative efforts of school, students, families and community, School 285 graduates will be ready to succeed in and contribute to an ever-changing, complex and diverse world		comprehensive, challenging, enriching and academic environment for all students collaborative efforts of school, students, families and community graduates ready to succeed in and contribute to an ever-changing, complex and diverse world	SC0 SC1 SC1 AA1 STU1 COL1 CIT2 GR1 PS2 CIT2 CIT1
286	The mission of School 286 is to provide the services of a comprehensive high school where the needs of all students can be met through a variety of strategies, methodologies and styles; and with the involvement of parents as partners, develop students as competent, confident and self-reliant lifelong learners.		services of a comprehensive high school needs of all students can be met through a variety of strategies, methodologies and styles involvement of parents as partners students as competent, confident and self-reliant lifelong learners	CI0 STU2 CI0 COL2 STU2 PERS0 PERS0 PERS3 PS2

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
287	School 287 is dedicated to maintaining a culture of academic achievement that values diversity, civic responsibility, and the individual needs of our students in the safest and most supportive educational environment. We will actively engage our students in continuous assessment, ongoing interventions and support, and a rigorous curriculum balanced with a comprehensive co-curricular and extra-curricular program. We will strive to produce graduates who possess the skills necessary to be productive, adaptive, and valuable American citizens.	At School 287, all members of our learning community share a commitment to this vision of the roles and standards we strive to achieve and maintain in order to function as an exemplary school. We recognize the value of delineating the goals we seek to accomplish, the characteristics of that which we intend to become, and the contributions required of our stakeholders necessary to transform our vision into our reality.	culture of academic achievement values diversity, civic responsibility, and the individual needs of our students safest and most supportive educational environment engage our students continuous assessment, ongoing interventions and support, and a rigorous curriculum comprehensive co-curricular and extra-curricular program graduates skills necessary to be productive, adaptive, and valuable American citizens  learning community standards we strive to achieve exemplary school goals we seek to accomplish characteristics of that which we intend to become contributions required of our stakeholders transform our vision into our reality	SC1 AA1 SC4 CIT2 SC2 SC1 SC1 STU2 CI4 CI4 CI2 CI5 CI5 GR1 AA2 PERS3 PERS0 CIT2  COL1 CI2 AA1 REC1  PERS0 CIT2 PS2
288	We are a professional learning community that works together to create a caring, collaborative, and engaging academic environment that prepares students with 21st century college and career skills	At School 288, we believe ALL students can learn at high levels inside classrooms that promote personal agency, authentic inquiry, effective collaboration, digital fluency, and cultural wealth. Together, we work persistently and passionately to accomplish this goal.	professional learning community works together caring, collaborative, and engaging academic environment students with 21st century college and career skills  ALL students can learn at high levels personal agency, authentic inquiry, effective collaboration, digital fluency, and cultural wealth Together, we work persistently and passionately	CI4 CI4 SC3 SC0 SC1 AA1 STU2 PS3 PS2  STU1 AA0 PERS0 PERS2 COL1 PS3 CIT2 COL1 SC1
289	The mission of School 289 is to offer a comprehensive high tech academic program in a smaller learning environment that promotes our students to achieve at a higher academic standard.	To produce: Responsible community members trained in technology, engineering, and science; Open-minded, life-long learners who appreciate the integration of the arts in the technical world; Analytical thinkers who are successful in all academic areas. Reliable individuals ready for post-secondary education or career opportunities.	comprehensive high tech academic program smaller learning environment students achieve at a higher academic standard  Responsible community members trained in technology, engineering, and science Open-minded, life-long learners integration of the arts in the technical world Analytical thinkers successful in all academic areas Reliable individuals ready for post-secondary education or career opportunities	CI2 PS3 SC3 STU2 AA1 CI2  PERS3 CIT2 PS3 CI0 PERS4 PS2 CI0 AA2 AA1 PERS3 PS1

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
290	Our mission at School 290 is to provide a safe, engaging environment that promotes high academic achievement and personal and social responsibility through a cooperative effort of students, teachers, and parents. We offer quality academic and career based programs to help our students succeed. Courses, curriculum, and school-wide goals at School 290 are reviewed and aligned regularly with local, state and national standards. Our students learn how to be critical thinkers, life-long learners, effective communicators, and community contributors.	School 290's guiding vision is to prepare our students for academic and social-emotional success in our rapidly changing information-based society. We prepare our students to make sound, informed, ethical decisions in all aspects of their adult lives.	safe, engaging environment high academic achievement and personal and social responsibility cooperative effort of students, teachers, and parents quality academic and career based programs students succeed Courses, curriculum, and school-wide goals are reviewed and aligned regularly with local, state and national standards students critical thinkers, life-long learners, effective communicators, and community contributors  students academic and social-emotional success rapidly changing information-based society students make sound, informed, ethical decisions in all aspects of their adult lives	SC2 SC1 AA1 PERS0 CIT2 COL1 AA1 PS1 CI0 STU2 GS1 CI2 CI2  STU2 AA2 PS2 AA2 CIT2  STU2 AA1 PERS1 CIT1 STU2 PERS3 PERS5 PS2
291	The mission at School 291 is to provide a diverse educational experience that develops academic, technical and social skill sets in preparation for college, careers and life.		diverse educational experience academic, technical and social skill sets preparation for college, careers and life.	CI1 AA2 PS3 PERS1 PS1 PS2
292	The mission of School 292 is to prepare all students to become positive, contributing 21st Century global citizens.		all students positive, contributing 21st Century global citizens	STU1 PERS4 CIT2 PS3
293	To provide a challenging standards-based curriculum, in an environment conducive to learning, that prepares students from all backgrounds to become productive and responsible members of society.		challenging standards-based curriculum environment conducive to learning students from all backgrounds productive and responsible members of society	CI2 CI2 SC1 STU2 SC4 PERS3 PERS3 CIT2
294	We will promote positive character, ensure academic rigor and hold all individuals accountable in order to graduate college & career-ready students.		positive character academic rigor accountable graduate college & career-ready students	PERS2 PERS5 AA1 PERS3 GR1 PS1 STU2
295	Maximizing every student's potential.		Maximizing every student's potential	STU1 PS2



Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
296	The mission of School 296 is to provide a supportive learning environment that allows all students to achieve success in academics and careers. A School 296 education fosters a community of creative thinkers who are confident and collaborative in a rapidly changing society. Above all, we aspire to provide students with the skills they need to make positive contributions to their community and the world.	Our vision is to provide all students with a relevant education in a collaborative and supportive environment that inspires excellence in learning.	supportive learning environment all students to achieve success in academics and careers education community of creative thinkers confident and collaborative rapidly changing society students skills positive contributions to their community and the world  all students relevant education collaborative and supportive environment inspires excellence in learning	SC1 STU1 AA1 PS1 CI1 COL1 AA2 PERS0 COL1 CIT1 STU2 AA2 CIT2  STU1 CI1 COL1 SC1 SC1 AA0
297	School 297's mission is to prepare students to understand, contribute to, and succeed in a rapidly changing world and society. School 297 will ensure that our students develop both the skills that a rich, culturally relevant, and robust education provides and the competencies essential for success and leadership in a diverse and creative world. We will also lead in generating practical and theoretical knowledge that enables our scholars to better understand our world and improve conditions for local and global communities.		students understand, contribute to, and succeed in a rapidly changing world and society students skills rich, culturally relevant, and robust education competencies essential for success and leadership diverse and creative world lead in generating practical and theoretical knowledge scholars understand our world and improve conditions for local and global communities	STU2 CIT2 PS2 STU2 AA2 CI1 CI1 PERS0 PERS0 CIT1 PERS0 CI4 STU2 CIT2
298	School 298's mission is to provide the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, act with empathy, and live with integrity.		highest level of comprehensive instruction empowering students to learn resiliency, act with empathy, and live with integrity	CI3 SC1 STU2 AA0 PERS3 PERS4 PERS5
299	Our mission is : doing the common, uncommonly well • Graduate prepared, productive and responsible young adults • Develop respect and appreciation for diverse cultural heritages • Provide career direction for all graduates • Prepare students for postsecondary endeavors • Remember every student is somebody's child		doing the common, uncommonly well Graduate prepared, productive and responsible young adults respect and appreciation for diverse cultural heritages career direction for all graduates students for postsecondary endeavors every student is somebody's child	GS1 GR1 PS2 PERS3 PERS3 STU2 PERS4 PERS4 PS1 ATU1 GR1 STU2 PS2 SC0

Sch #	Mission Statement	Vision Statement	Descriptive Notes	Reflective Notes / Codes
300	The mission of School 300 is to provide a learning environment where students are challenged to reach their individual potential in the acquisition of knowledge and development of personal, cultural and democratic values essential for future success. This mission becomes reality through the hard work of a dedicated and talented staff, supportive parents and the local business community.		learning environment where students are challenged reach their individual potential acquisition of knowledge development of personal, cultural and democratic values essential for future success hard work of a dedicated and talented staff, supportive parents and the local business community.	STU2 SC1 PS2 AA2 PERS0 PERS4 CIT2 PS2 CI4 COL2

## Appendix C: Data Spreadsheet

School #	# Academic Achievement References in MS	Any reference to Academic Achievement in MS?	SBACELA	SBAC Math	# College/Career Readiness References in MS	Any reference to College/Career Readiness in MS?	College/Career Indicator	# School Climate References in MS	Any reference to School Climate in MS?	Suspension Rate
1	4	YES	99.2	109.6	1	YES	79.9	2	YES	1.2
2	1	YES	-43.2	-130.7	1	YES	52.9	1	YES	14.3
3	2	YES	76.6	14.4	1	YES	74.4	6	YES	2.2
4	1	YES	-44.6	-112.4	0	NO	45.5	0	NO	6.7
5	1	YES	-17.8	-93.2	0	NO	54	5	YES	5.9
6	1	YES	23.9	-60.6	0	NO	45.9	5	YES	7.3
7	4	YES	164.4	164.3	1	YES	97.6	0	NO	0.6
8	0	NO	-104.9	-206.4	0	NO	1.1	1	YES	0.2
9	0	NO	106	96.6	0	NO	89.2	1	YES	1.3
10	1	YES	-0.4	-92.7	1	YES	44.8	0	NO	6
11	1	YES	15.3	-71.8	0	NO	37.4	0	NO	6.3
12	2	YES	34.3	-8.6	0	NO	68.9	2	YES	4.2
13	1	YES	55	-39.5	1	YES	45.5	1	YES	3.3
14	0	NO	41.3	4.2	0	NO	66.1	3	YES	2.1
15	0	NO	-5.9	-66	0	NO	40	0	NO	6.1
16	1	YES	-2.3	-48.5	1	YES	67.4	2	YES	3.7
17	2	YES	76.1	35.7	5	YES	66.9	1	YES	1.2
18	1	YES	13.4	-61.9	0	NO	36.2	2	YES	5.4
19	0	NO	61.9	-18.2	0	NO	64.2	3	YES	4.1
20	1	YES	72.1	-4.4	2	YES	72.3	1	YES	0.2
21	0	NO	-4.5	-72.5	1	YES	31.6	0	NO	4.4
22	1	YES	-8.1	-103.1	0	NO	45.6	7	YES	8.6
23	2	YES	16.7	-66.4	1	YES	36.1	0	NO	11.5
24	0	NO	89	-8.6	0	NO	88.4	0	NO	4.4
25	1	YES	66.6	-23.6	0	NO	56.4	0	NO	9.4
26	3	YES	32.6	-38.6	1	YES	61.9	2	YES	6
27	1	YES	-0.8	-107.4	1	YES	34	0	NO	5.9
28	0	NO	-1	-89.3	2	YES	37.5	1	YES	7
29	2	YES	38.1	-3.8	0	NO	53.9	5	YES	1.6
30	3	YES	12	-62.3	1	YES	49.9	0	NO	3.6
31	1	YES	13.7	-65.3	1	YES	47.7	2	YES	4.9
32	3	YES	100.9	12	1	YES	71.4	0	NO	3
33	1	YES	-28.7	-108.5	0	NO	28.5	3	YES	5.3
34	2	YES	98.6	10.4	0	NO	69.9	0	NO	1.6
35	0	NO	19.1	-70.6	1	YES	41	1	YES	8.8
36	1	YES	22.6	-79.3	1	YES	53.9	2	YES	7.5
37	0	NO	-76.9	-183.7	3	YES	45.7	4	YES	13.8
38	2	YES	17.6	-72.9	1	YES	41	2	YES	4.7
39	6	YES	-35.3	-114.6	0	NO	59.3	1	YES	5.9
40	7	YES	87.6	18.1	0	NO	58.1	0	NO	3.7
41	0	NO	49.7	-60.1	1	YES	80.4	0	NO	1.8
42	4	YES	54.8	-31.6	0	NO	51.6	1	YES	10.4
43	1	YES	34.2	-87.2	0	NO	47.6	0	NO	7.8
44	3	YES	84.5	54.4	0	NO	71.5	2	YES	2.1
45	0	NO	15	-63.5	0	NO	47.2	0	NO	5.5
46	1	YES	-152	-220.7	1	YES	0.3	2	YES	0
47	5	YES	9.9	-100.3	2	YES	38.8	12	YES	5.4
48	0	NO	-146.5	-209.8	1	YES	23.5	3	YES	7.3
49	3	YES	24.1	-79.8	0	NO	50.1	0	NO	3.4
50	2	YES	-2.5	-112.5	0	NO	30.2	0	NO	0.9
51	0	NO	48.1	-62.3	1	YES	72.4	0	NO	0
52	0	NO	62.3	36.6	1	YES	91.8	0	NO	0.1
53	0	NO	44	-49.8	1	YES	52.7	0	NO	3
54	7	YES	-24.5	-65.9	2	YES	36.4	5	YES	13.7
55	2	YES	109.4	131.9	0	NO	89.9	0	NO	0.5
56	4	YES	42.1	-50.8	0	NO	58.1	3	YES	2.5
57	0	NO	21.3	-62.4	3	YES	33.7	3	YES	6.7
58	2	YES	-41.6	-130.9	0	NO	39.8	1	YES	7.3
59	3	YES	-27.9	-108.5	0	NO	35.9	7	YES	7.8
60	2	YES	-35.2	-126.2	1	YES	70.1	3	YES	5
61	1	YES	-27.2	-133.2	0	NO	11.7	1	YES	0
62	2	YES	16.5	-64.8	0	NO	43.5	3	YES	7.5
63	1	YES	60.4	-21.4	0	NO	73.8	5	YES	5.5
64	1	YES	158.5	101.1	0	NO	80.3	2	YES	1.6
65	3	YES	82.9	31.8	0	NO	64.4	1	YES	1.2
66	0	NO	-62.9	-177.1	1	YES	4	3	YES	13.1
67	1	YES	4.4	-82	0	NO	49.7	1	YES	4.1
68	1	YES	81	11.8	0	NO	88.3	2	YES	2.5
69	3	YES	56.8	-11.8	0	NO	57	4	YES	1.8
70	1	YES	70.5	-19.4	0	NO	60.6	1	YES	5.3
71	0	NO	3.7	-51.2	1	YES	52.1	0	NO	4.9
72	0	NO	-30	-104.7	0	NO	41.4	2	YES	6.5
73	1	YES	46	-14.3	0	NO	76.4	0	NO	2.3
74	3	YES	22	-74.8	0	NO	42.8	2	YES	4.1
75	2	YES	38.4	-30.9	0	NO	49	2	YES	3.9

School #	# Academic Achievement References in MS	Any reference to Academic Achievement in MS?	SBAC ELA	SBAC Math	# College/Career Readiness References in MS	Any reference to College/Career Readiness in MS?	College/Career Indicator	# School Climate References in MS	Any reference to School Climate in MS?	Suspension Rate
76	0	NO	12.1	-92.9	0	NO	44.1	1	YES	9
77	5	YES	41	-16.7	0	NO	61.2	1	YES	4
78	1	YES	47.2	-29.2	0	NO	12.5	2	YES	8.2
79	1	YES	-44.5	-115.9	2	YES	52.9	0	NO	6.8
80	3	YES	-27.8	-89.4	0	NO	29	3	YES	6
81	2	YES	-30.2	-107	1	YES	28.5	2	YES	3.7
82	3	YES	46.9	26.1	0	NO	66.9	2	YES	4.2
83	0	NO	-38.4	-91.4	1	YES	37.8	0	NO	5.4
84	2	YES	-22.3	-102.7	1	YES	65.1	1	YES	5.6
85	2	YES	-51.9	-133.2	0	NO	36.6	2	YES	5.7
86	0	NO	-30.2	-132.1	0	NO	8.8	0	NO	0
87	1	YES	-20.6	-95.6	0	NO	53.8	0	NO	11.8
88	1	YES	34.1	-70.2	1	YES	40.4	0	NO	11.8
89	3	YES	37.4	-24.5	0	NO	52.9	1	YES	5.8
90	1	YES	-25.8	-105	0	NO	50	2	YES	6.9
91	0	NO	54.9	-22.5	0	NO	64.1	1	YES	0.8
92	0	NO	-15.6	-78.6	2	YES	43	0	NO	4.2
93	3	YES	-21.8	-109.2	1	YES	39.8	0	NO	6.4
94	0	NO	-1.5	-48.6	0	NO	59.4	3	YES	1
95	1	YES	74.9	-25.9	1	YES	62.1	0	NO	2.7
96	3	YES	35.4	-91.3	0	NO	40.9	0	NO	1.3
97	1	YES	-2.3	-106.1	0	NO	41.4	1	YES	4.1
98	0	NO	-18.1	-124.3	0	NO	6.1	0	NO	0
99	3	YES	58.2	1	1	YES	76.5	5	YES	0.7
100	1	YES	74.5	-5.3	2	YES	69.4	5	YES	1.5
101	0	NO	35	-62.2	0	NO	44.6	0	NO	7.6
102	1	YES	-20.7	-147.6	0	NO	4.8	1	YES	0.7
103	1	YES	-15.7	-111.9	0	NO	36.8	1	YES	5.3
104	0	NO	147.2	134.6	1	YES	97.6	0	NO	1
105	2	YES	-53.4	-188.3	2	YES	5.9	3	YES	6.5
106	1	YES	-1.4	-65.2	0	NO	43.3	2	YES	5.9
107	3	YES	91.2	11.5	3	YES	76.7	6	YES	0.4
108	1	YES	0.8	-81.8	0	NO	36.4	1	YES	6.8
109	1	YES	-10.1	-70.8	0	NO	63.1	5	YES	2.5
110	2	YES	57.3	32.4	0	NO	69.7	2	YES	3.4
111	2	YES	29.9	-72.3	1	YES	50.3	0	NO	3.8
112	0	NO	60.7	9.7	0	NO	80.6	2	YES	1.8
113	1	YES	28.3	5.3	1	YES	76.2	1	YES	12.6
114	2	YES	79.1	36.8	1	YES	71.2	2	YES	1.3
115	1	YES	-13.3	-108.8	0	NO	42.1	4	YES	3.9
116	2	YES	41	-54.9	0	NO	47.2	0	NO	5.2
117	1	YES	26.2	-68.2	0	NO	58.1	0	NO	5.9
118	1	YES	79.2	1.7	1	YES	64.3	2	YES	2.6
119	2	YES	-20.2	-104.7	0	NO	27.5	1	YES	11.7
120	2	YES	1.8	-72.9	1	YES	50.8	6	YES	9.6
121	4	YES	69.8	-18	2	YES	72.8	0	NO	1.9
122	0	NO	64.1	28.1	0	NO	60	1	YES	1.4
123	0	NO	21.1	-74.6	0	NO	35.5	2	YES	13
124	2	YES	-19.2	-89.5	0	NO	26	3	YES	5.9
125	2	YES	-0.2	-99.1	0	NO	50.9	1	YES	6.7
126	1	YES	25.6	-58.2	1	YES	56	0	NO	4.1
127	2	YES	-8.3	-118.5	1	YES	8	3	YES	2.2
128	3	YES	127.6	51.7	1	YES	82.9	4	YES	0.9
129	2	YES	-61.6	-151.2	0	NO	21.8	0	NO	7.6
130	0	NO	10.3	-80	0	NO	75.6	1	YES	5.9
131	3	YES	46.1	-26.8	1	YES	81.6	3	YES	0.5
132	3	YES	-24.4	-116.9	1	YES	18.5	3	YES	6.4
133	1	YES	58.7	3.4	1	YES	57.9	2	YES	5.3
134	1	YES	93.2	-24.3	0	NO	64.5	2	YES	5.1
135	1	YES	80.5	5.6	1	YES	67.1	0	NO	4.9
136	1	YES	-6.5	-69.8	0	NO	32.3	0	NO	14.3
137	1	YES	12.4	-98.8	1	YES	52.1	3	YES	5.2
138	3	YES	17.1	-87.7	1	YES	48.1	0	NO	6.9
139	0	NO	39.5	-47.8	2	YES	53.5	1	YES	1.3
140	1	YES	3.2	-129.9	0	NO	40	3	YES	9.4
141	2	YES	63	-33.4	0	NO	44.9	3	YES	8.7
142	1	YES	-23.7	-119.5	0	NO	35	1	YES	19.6
143	2	YES	51.8	-4	2	YES	59.7	6	YES	0.8
144	2	YES	1.3	-76.4	1	YES	34.2	2	YES	10.9
145	2	YES	-31.8	-97.8	0	NO	28.6	0	NO	8.5
146	0	NO	53.6	-33.1	0	NO	66.4	0	NO	2.2
147	0	NO	-11.2	-122.7	1	YES	53.1	2	YES	7.6
148	1	YES	3	-91.5	0	NO	38.5	3	YES	5.6
149	2	YES	-22.4	-98.9	2	YES	30.9	1	YES	11.7
150	0	NO	31.9	-48.6	0	NO	43	2	YES	4.8

School #	# Academic Achievement References in MS	Any reference to Academic Achievement in MS?	SBAC ELA	SBAC Math	# College/Career Readiness References in MS	Any reference to College/Career Readiness in MS?	College/Career Indicator	# School Climate References in MS	Any reference to School Climate in MS?	Suspension Rate
151	0	NO	-93.3	-220.2	0	NO	0	0	NO	0.3
152	1	YES	57.1	-30.7	0	NO	59.6	2	YES	9.6
153	0	NO	124.6	50.7	0	NO	71.1	2	YES	1.7
154	1	YES	15.8	-79.6	0	NO	55	1	YES	2.9
155	1	YES	23.8	-7.1	0	NO	59.7	2	YES	3.2
156	0	NO	26.8	-67.8	1	YES	26.9	0	NO	7.4
157	3	YES	38.8	-69.1	1	YES	40.6	0	NO	5.2
158	2	YES	12.9	-84.2	1	YES	47.5	1	YES	5.6
159	1	YES	18.1	-75.8	1	YES	42.5	2	YES	5.4
160	1	YES	76	9.3	0	NO	46.7	3	YES	7.3
161	2	YES	12.9	-95.3	0	NO	42.1	4	YES	2.6
162	1	YES	31.6	-70.9	0	NO	88.5	0	NO	8.4
163	0	NO	-13	-70.6	1	YES	4.3	1	YES	20.5
164	0	NO	27.6	-23.8	0	NO	52.3	3	YES	9
165	3	YES	55.3	-17.7	0	NO	87.5	5	YES	4
166	1	YES	16.5	-60.4	0	NO	49.8	4	YES	4.5
167	1	YES	-29.6	-105.8	1	YES	40.4	1	YES	19.5
168	1	YES	16.9	-26.2	1	YES	62.9	4	YES	5.7
169	1	YES	1.2	-22.7	1	YES	57.1	0	NO	0
170	2	YES	-12.6	-114.3	0	NO	43.3	0	NO	6.8
171	1	YES	46.9	-109.4	0	NO	53.9	2	YES	6
172	2	YES	47.7	-18.1	0	NO	73.8	4	YES	2.3
173	0	NO	-43.6	-137.9	0	NO	63.9	1	YES	3.8
174	1	YES	84.4	18.5	0	NO	73	4	YES	2.1
175	0	NO	-35.2	-124.6	1	YES	16.7	4	YES	4.5
176	1	YES	20.9	-75	0	NO	63.1	3	YES	6.1
177	4	YES	13.7	-37.6	0	NO	50.6	3	YES	4.3
178	5	YES	82.1	21.4	0	NO	69.9	0	NO	3.6
179	2	YES	-14.3	-113.5	0	NO	29.6	0	NO	7.9
180	4	YES	-31.9	-93	0	NO	76.9	0	NO	14.2
181	4	YES	139	141.4	1	YES	100	1	YES	0.1
182	1	YES	-52.2	-169	0	NO	2.1	1	YES	0
183	1	YES	-10.4	-67.4	0	NO	54.2	1	YES	7.2
184	0	NO	-27.6	-128.9	1	YES	56.2	1	YES	8.5
185	2	YES	20.8	-70.8	0	NO	53.2	0	NO	3.3
186	0	NO	80.6	17.9	1	YES	65.6	0	NO	3.6
187	2	YES	39.5	-92.8	0	NO	83.8	0	NO	4.1
188	1	YES	129.2	77.4	0	NO	90.7	1	YES	1.4
189	2	YES	40.3	-15.9	0	NO	74.8	5	YES	5.3
190	3	YES	-6.6	-135.2	1	YES	24.1	0	NO	7.2
191	2	YES	36.1	-10.4	1	YES	49.7	8	YES	5
192	4	YES	64.9	4.9	0	NO	59.8	10	YES	2
193	1	YES	23.5	-60.8	0	NO	40.9	1	YES	1.1
194	0	NO	11.4	-97.5	0	NO	50	0	NO	9.4
195	1	YES	-1.9	-51.4	0	NO	49	0	NO	6
196	1	YES	17.6	-67	1	YES	61.4	2	YES	6.2
197	1	YES	-27.2	-128.8	0	NO	25.7	0	NO	5.9
198	3	YES	-12.8	-110.8	0	NO	56.2	2	YES	8.9
199	10	YES	4.3	-87.8	0	NO	42.1	3	YES	5.3
200	5	YES	-66.8	-139.4	1	YES	22.6	6	YES	11.2
201	1	YES	0.2	-93.3	0	NO	59.2	4	YES	4.4
202	1	YES	11.6	-49.3	0	NO	25	2	YES	15.9
203	0	NO	53.3	-1.3	1	YES	65.7	4	YES	1.3
204	4	YES	-92.5	-208.8	1	YES	1.1	5	YES	0
205	4	YES	32	-46.7	1	YES	50.9	1	YES	4.2
206	1	YES	19.4	-67.5	1	YES	45.2	3	YES	2.8
207	0	NO	-3.9	-78.2	1	YES	42.5	0	NO	4.3
208	0	NO	44.5	-52.3	0	NO	71.1	3	YES	4.7
209	1	YES	-2.5	-81.3	0	NO	56.8	9	YES	5.2
210	3	YES	-52.2	-117.6	2	YES	32.3	6	YES	2
211	0	NO	21.7	-47.9	0	NO	71.7	0	NO	6.1
212	1	YES	76.5	15	1	YES	76.1	0	NO	2.8
213	2	YES	48.9	-10.2	0	NO	55.2	8	YES	3.4
214	4	YES	-21	-129.3	1	YES	56.7	0	NO	3.3
215	3	YES	14.5	-124	2	YES	3.7	0	NO	3.8
216	0	NO	-23.7	-114.2	0	NO	47.2	4	YES	8.6
217	2	YES	2.8	-86.2	0	NO	43.9	1	YES	2
218	1	YES	61	-3.9	0	NO	68.1	1	YES	2.3
219	0	NO	42.7	-55.3	1	YES	54.5	0	NO	10.5
220	3	YES	88.1	67.5	1	YES	73.6	4	YES	2.6
221	3	YES	6.8	-59.4	0	NO	60.5	0	NO	7
222	5	YES	33.3	-80.7	2	YES	25	4	YES	7.5
223	1	YES	26.9	-79.2	1	YES	41	0	NO	3.4
224	2	YES	63.3	-13.6	3	YES	70.6	2	YES	2.9
225	1	YES	-34	-68.6	1	YES	0	1	YES	17.4

School #	# Academic Achievement References in MS	Any reference to Academic Achievement in MS?	SBAC ELA	SBAC Math	# College/Career Readiness References in MS	Any reference to College/Career Readiness in MS?	College/Career Indicator	# School Climate References in MS	Any reference to School Climate in MS?	Suspension Rate
226	4	YES	26.5	-45.2	1	YES	56.4	7	YES	6.3
227	1	YES	67	-4.3	0	NO	70.4	0	NO	4.6
228	1	YES	20.7	-81.9	0	NO	54.7	0	NO	2.7
229	2	YES	-19.5	-119.2	0	NO	46.6	0	NO	9.1
230	7	YES	-1	-113.5	0	NO	19.2	0	NO	0.3
231	3	YES	67.8	5.3	1	YES	75.3	2	YES	4.7
232	4	YES	-78.5	-139.3	0	NO	28.6	2	YES	0.3
233	1	YES	-3	-99.3	3	YES	37.7	0	NO	2.8
234	2	YES	-51.1	-145.2	0	NO	34.9	1	YES	9.7
235	0	NO	47.8	20.9	2	YES	64.1	6	YES	3.5
236	0	NO	12.7	-98.7	0	NO	40.3	0	NO	0.9
237	2	YES	60.2	-16.5	0	NO	62.9	3	YES	1.8
238	1	YES	5.6	-81.9	1	YES	42.1	2	YES	6.1
239	6	YES	24.6	-30	0	NO	66	0	NO	2.6
240	2	YES	-47.1	-172.4	0	NO	0	1	YES	5.8
241	1	YES	35.3	-50.5	0	NO	58	1	YES	2.7
242	1	YES	48.6	-37.1	1	YES	49.5	6	YES	6.2
243	2	YES	26.2	-26	1	YES	48.6	0	NO	3.4
244	1	YES	80.1	64.1	0	NO	77.2	0	NO	1.4
245	0	NO	-57.8	-177.1	0	NO	1.1	2	YES	0
246	1	YES	0.2	-97.8	1	YES	67.9	0	NO	8.1
247	2	YES	44.5	-15.1	1	YES	60.5	1	YES	3.5
248	3	YES	21.2	-66.1	1	YES	54.6	0	NO	8.5
249	1	YES	-39.9	-83.4	1	YES	41.9	1	YES	6.7
250	3	YES	-154.1	-224.9	0	NO	3.4	3	YES	0
251	3	YES	5	-93.7	1	YES	42.4	3	YES	6.4
252	1	YES	-0.4	-110.7	1	YES	37.9	1	YES	3.3
253	2	YES	40.6	-44.3	0	NO	62.2	0	NO	3.5
254	2	YES	-3.5	-89.6	0	NO	42.5	4	YES	6.7
255	2	YES	41.5	-68.9	0	NO	44.9	1	YES	3.1
256	1	YES	16.8	-81.9	1	YES	65.3	2	YES	3.4
257	0	NO	-30.3	-122.9	0	NO	32.2	3	YES	5.6
258	4	YES	-6.2	-64.4	1	YES	42.8	4	YES	8.9
259	0	NO	43	-36.6	1	YES	61.6	0	NO	3.2
260	2	YES	-33.5	-131	1	YES	31.8	3	YES	4.8
261	0	NO	90.5	32.5	0	NO	64.5	1	YES	3.9
262	0	NO	59.1	-67.5	0	NO	10	1	YES	4.2
263	3	YES	-0.2	-74.3	0	NO	51	3	YES	5
264	0	NO	-40.5	-117.2	0	NO	29.6	0	NO	8.1
265	0	NO	61.7	-23.5	0	NO	62	1	YES	2.9
266	0	NO	39.9	-28.7	0	NO	43.4	1	YES	5.1
267	1	YES	-16.1	-97.8	0	NO	45.1	0	NO	5.2
268	1	YES	75.5	26.3	1	YES	58.6	2	YES	3.9
269	0	NO	3.3	-104.9	1	YES	39.4	3	YES	4.4
270	5	YES	-32.4	-99.3	2	YES	55.1	4	YES	5.9
271	1	YES	108.3	57.9	0	NO	75.8	1	YES	1.5
272	0	NO	57.4	-38.8	0	NO	53.6	0	NO	9.7
273	0	NO	-3	-78.5	1	YES	56.2	0	NO	4.1
274	4	YES	67.8	17.4	0	NO	52.5	6	YES	4.5
275	2	YES	48	4.8	0	NO	68.5	5	YES	2.6
276	3	YES	6.3	-40.4	0	NO	57.7	2	YES	5.6
277	0	NO	21	-72.7	0	NO	40.4	0	NO	4.3
278	14	YES	-0.4	-84.1	0	NO	54.3	0	NO	5.2
279	2	YES	44.6	-27.8	1	YES	77.1	4	YES	3.4
280	1	YES	-14.3	-99.2	0	NO	30.9	0	NO	7.1
281	2	YES	-76.4	-136.4	0	NO	23	3	YES	15.8
282	1	YES	17	-70.2	1	YES	49.5	0	NO	4.3
283	2	YES	-4.2	-114.2	0	NO	39.8	7	YES	5.4
284	0	NO	76.2	30.2	0	NO	65	0	NO	2.9
285	1	YES	19.4	-76.2	0	NO	54.3	3	YES	5.6
286	0	NO	38.3	-56.3	0	NO	48.3	0	NO	4.1
287	3	YES	-0.8	-109.9	0	NO	27.7	5	YES	7.4
288	2	YES	-2.7	-67.7	0	NO	49.6	4	YES	5
289	3	YES	12.9	-41.9	1	YES	50	1	YES	2.2
290	5	YES	58.9	37.5	1	YES	58.1	2	YES	4.5
291	1	YES	-25.1	-109.7	1	YES	70.8	0	NO	0.8
292	0	NO	68.1	-4.8	0	NO	52.8	0	NO	1
293	0	NO	20.3	-40.3	0	NO	61.7	2	YES	7.4
294	1	YES	24.8	-73.5	1	YES	46.9	0	NO	7.5
295	0	NO	9.9	-77.4	0	NO	73.4	0	NO	5.6
296	4	YES	104.7	69	1	YES	80.7	3	YES	3.6
297	1	YES	12.3	-102.5	0	NO	50.7	0	NO	6.4
298	1	YES	43.1	20.4	0	NO	76.5	1	YES	0.8
299	0	NO	-53.6	-157.5	1	YES	5.7	1	YES	25
300	1	YES	39	-58.6	0	NO	54	1	YES	5

## Appendix D: Data Spreadsheet for $T$ Tests

School	YES Reference to Academic Achievement	YES SBAC/ELA	Academic Achievement in 12 Document	NO SBAC/ELA	YES Reference to Academic Achievement	YES SBAC/Math	NO Reference to Academic Achievement in 12 Document	NO SBAC Math	YES Reference to College/Career Readiness	YES College/Career Readiness	NO reference to College/Career Readiness	NO College/Career Indicator	YES Reference to Postsecondary Readiness	YES Suspension	NO reference to School Climate in MV	NO Suspension Rate
1	YES	89.2			YES	109.6			YES	79.9			YES	1.2		
2	YES	43.2			YES	-130.7			YES	52.9			YES	14.3		
3	YES	76.6			YES	14.4			YES	74.4			YES	2.2		
4	YES	44.6			YES	-112.4			NO		NO	45.5	YES	5.9	NO	6.7
5	YES	23.9			YES	-60.2			YES		NO	45.9	YES	7.3		
6	YES	23.9			YES	-60.2			YES		NO		YES	7.3		
7	YES	164.4			YES	164.3			YES	97.6			YES	0.2	NO	0.6
8			NO	-104.9			NO	206.4			NO		YES	1.1		
9	YES	106	NO		YES	-92.7	NO	86.6			NO		YES	1.3	NO	6
10	YES	2.4			YES	-21.7			YES	44.8			YES		NO	6.9
11	YES	34.3			YES	-4.6					NO	37.4	YES			
12	YES	34.3			YES	-4.6					NO		YES	4.2		
13	YES	59			YES	-39.5			YES	45.5			YES	3.3		
14			NO	41.3			NO	4.2					YES	2.1		
15	YES	2.3		-5.9	YES	-44.4		-46	YES	67.4	NO	40	YES	1.7	NO	6.1
16	YES	76.1			YES	35.7			YES	56.9			YES	5.4		
17	YES	13.4			YES	-41.9					NO	36.2	YES	1.2		
18	YES	13.4			YES	-41.9					NO	64.2	YES	4.1		
19			NO	61.9			NO	-18.2					YES	0.2		
20	YES	72.1			YES	-4.4		-72.5					YES			
21	YES	21	NO	4.5	YES	-109.1			YES	31.6			YES	8.6	NO	4.4
22	YES	16.7			YES	-66.4			YES	36.1			YES		NO	11.5
23	YES	8.1		89	YES	-23.8		-8.6			NO	88.4	YES		NO	4.4
24	YES	66.6			YES	-39.6			YES	61.9			YES	6	NO	9.4
25	YES	32.6			YES	-107.4					NO		YES		NO	
26	YES	43.9			YES	-107.4			YES	37.6			YES	7	NO	5.9
27	YES	38.1		-1	YES	3.8		-49.3	YES		NO	53.9	YES	1.6		
28	YES	38.1			YES	-42.3			YES	49.9			YES	4.9	NO	3.6
29	YES	12			YES	-45.3			YES	71.4			YES	5.3	NO	3
30	YES	13.7			YES	-109.5					NO	28.5	YES			
31	YES	108.7			YES	10.4					NO	69.9	YES		NO	1.6
32	YES	86.6			YES	10.4			YES	41			YES	8.8		
33	YES	22.6		19.1	YES	-79.3		-70.6	YES	53.9			YES	7.5		
34	YES	37	NO	-76.9	YES	-27.6		-183.7	YES	45.7			YES	19.9		
35	YES	17.6			YES	-144.6			YES	41			YES	7.7		
36	YES	38.3			YES	18.1			NO		NO	59.3	YES	5.9		
37	YES	87.6		49.7	YES	18.1			NO	80.4					NO	3.7
41			NO		YES		NO	40.1	YES		NO		YES	10.4	NO	1.8
42	YES	54.8			YES	-31.6					NO	51.6	YES		NO	7.8
43	YES	34.2			YES	47.2					NO	21.6	YES	2.1	NO	
44	YES	18.5			YES	84.1					NO	47.2	YES		NO	5.5
45	YES		NO	15	YES	-12.5		43.5	YES	0.3			YES	0		
46	YES	-192			YES	-220.7			YES				YES	5.4		
47	YES	9.9			YES	-100.3		208.8	YES	38.8			YES	7.3		
48	YES	-146.5	NO	-146.5	YES	-39.8	NO		YES	23.5			YES		NO	3.4
49	YES	24.1			YES	-121.5					NO	50.1	YES		NO	0.9
50	YES	-2.5			YES						NO	30.2			NO	0
51			NO	45.1			NO	42.3	YES	72.4					NO	0
52	YES	52	NO	62.3			NO	36.6	YES	91.8					NO	0.1
53	YES	24.5	NO	44	YES	-26.9	NO	-49.8	YES	52.7					NO	3
54	YES	109.4			YES	131.9			YES	36.4			YES	13.7		
55	YES	42.1			YES	-50.8					NO		YES			
56	YES		NO	21.3	YES		NO	42.4	YES	33.7			YES	2.6	NO	0.5
57	YES	41.6			YES	-130.9					NO		YES	6.7		
58	YES	27.9			YES	-108.5					NO	39.8	YES	7.3		
59	YES	27.9			YES	-108.5					NO	35.9	YES	7.8		
60	YES	27.2			YES	-133.2			YES	70.1			YES	0		
61	YES	16.5			YES						NO		YES			
62	YES	62			YES	-44.8			YES	43.5	NO	43.5	YES	7.8		
63	YES	60.4			YES	-21.4			YES	73.8	NO		YES	1.5		
64	YES	158.5			YES	101.1			YES	64	NO	80.3	YES	5.6		
65	YES	62.9			YES	31.8					NO		YES	1.7		
66	YES				YES						NO	64.1	YES	13.7		
67	YES	4.4	NO	-42.9	YES	42	NO	-177.1	YES	4			YES	4.1		
68	YES	81			YES						NO	48.7	YES	2.5		
69	YES	56.8			YES	11.8					NO	88.3	YES	2.5		
70	YES	70.5		3.7	YES	-19.4					NO	57	YES	5.7		
71	YES	72	NO		YES				YES	52.1		60.6	YES	5.3		
72			NO	-30			NO	51.2			NO		YES		NO	4.9
73	YES	46			YES	-14.3		-164.7			NO	41.4	YES	6.5		
74	YES	22			YES	-74.8					NO	76.4	YES	4.1	NO	2.3
												42.8				

School #	YES Reference to Academic Achievement in MV Statement	YES SBAC ELA	NO Reference to Academic Achievement in MV Statement	NO SBAC ELA	YES Reference to Academic Achievement in MV Statement	YES SBAC Math	NO Reference to Academic Achievement in MV Statement	NO SBAC Math	YES Reference to College/Career Readiness in MV Statement	YES College/Career Indicator	NO Reference to College/Career Readiness in MV Statement	NO College/Career Indicator	YES Reference to School Climate in MV Statement	YES Suspension Rate	NO Reference to School Climate in MV Statement	NO Suspension Rate
76	YES	41	NO	12.1	YES	-18.7	NO	-92.9	YES		NO	61.2	YES	4		
77	YES	47.2			YES	-29.2			YES		NO	12.5	YES	8.2		
78	YES	44.5			YES	-15.9			YES	52.8	NO		YES	6	NO	6.8
79	YES	27.8			YES	-89.4			YES		NO	29	YES	3.7		
80	YES	-30.2			YES	-107			YES		NO	64.9	YES	4.2		
81	YES	40.9			YES	25.1			YES	37.6	NO		YES	5.6	NO	5.4
82	YES	-23.3		-38.4	YES	-102.7		-91.4	YES	65.1			YES	5.7		
84	YES	-51.9			YES	-133.2		-132.1	YES		NO	36.6	YES	5.7		
85	YES	-20.6		-30.2	YES	-95.6			YES	40.4	NO	8.8			NO	0
87	YES	35.1			YES	-70.2			YES		NO	53.8			NO	11.8
88	YES	37.4			YES	-24.8			YES		NO	52.9	YES	5.8		
89	YES	-25.8			YES	-105			YES		NO	50	YES	6.9		
90	YES	-25.8			YES	-105			YES		NO	64.1	YES	0.8		
91			NO	54.9			NO	-22.5			NO					
92	YES	-21.8		-15.6	YES	-109.2		-78.6	YES	43	NO		YES		NO	4.2
93	YES	74.9			YES	-25.9		-48.6	YES		NO	59.4	YES	1	NO	6.4
94	YES	-1.5			YES	-108.1			YES	62.1	NO		YES		NO	2.7
95	YES	-2.3			YES	-108.1			YES		NO	45.9	YES	4.1	NO	1.3
96	YES	58.2		-18.1	YES	1		-144.3	YES	76.5	NO	6.1	YES	0.7	NO	0
98	YES	74.5		35	YES	-5.3		-42.2	YES	69.4	NO		YES	1.5	NO	7.6
100	YES	-20.7			YES	-117.9			YES		NO	44.6	YES	0.7		
102	YES	-15.7			YES	-117.9			YES	97.6	NO	36.8	YES	5.3	NO	1
104	YES	-53.4		147.2	YES	-183.3		134.6	YES	5.9			YES	6.5		
105	YES	-1.4			YES	-45.2			YES		NO	43.3	YES	5.9		
106	YES	91.2			YES	11.5			YES	76.7	NO		YES	0.4		
107	YES	0.8			YES	-81.8			YES		NO	36.4	YES	6.8		
108	YES	-10.1			YES	-70.8			YES		NO	63.1	YES	2.5		
109	YES	29.9			YES	-72.3			YES	50.3	NO	93.7	YES	3.4	NO	3.8
110	YES	29.9			YES	-72.3			YES				YES	1.8		
111	YES	29.9			YES	-72.3			YES				YES	12.6		
112	YES	29.3		60.7	YES	5.3		9.7	YES	76.2	NO	80.6	YES	1.3		
113	YES	79.1			YES	-108.8			YES	71.2	NO	42.1	YES	3.9		
114	YES	-13.3			YES	-108.8			YES		NO		YES		NO	
115	YES	-13.3			YES	-108.8			YES		NO	47.2	YES		NO	5.2
116	YES	56.2			YES	-50.9			YES	64.3	NO	58.1	YES	2.6	NO	5.3
117	YES	79.2			YES	1.7			YES				YES	11.7		
118	YES	-20.2			YES	-104.7			YES	50.8	NO	27.5	YES	9.6		
119	YES	1.8			YES	-72.9			YES	72.8	NO		YES		NO	1.9
120	YES	69.8			YES	-18			YES		NO	60	YES	1.4		
121	YES			64.1			NO	28.1	YES		NO	35.5	YES	5.8		
122			NO	21.1			NO	-74.6	YES		NO	50.9	YES	6.7		
123	YES	-19.2			YES	-89.5			YES		NO		YES			
124	YES	-4.2			YES	-49.1			YES	56	NO		YES	2.2	NO	4.1
125	YES	25.6			YES	-58.2			YES		NO		YES	0.9		
126	YES	-8.3			YES	-18.5			YES	82.9	NO	21.8	YES	5.9	NO	7.6
127	YES	127.6			YES	51.7			YES		NO	75.6	YES	0.5		
128	YES	-61.6			YES	-151.2		-40	YES	81.6	NO		YES	6.4		
129	YES	46.1		10.3	YES	-29.8			YES	18.5	NO		YES	5.3		
130	YES	-24.4			YES	-165.9			YES	57.8	NO	64.5	YES	5.1		
131	YES	58.7			YES	-24.3			YES	67.1	NO		YES		NO	4.9
132	YES	93.2			YES	5.6			YES		NO	32.3	YES	5.2	NO	14.3
133	YES	89.5			YES	-49.8			YES	52.1	NO		YES			
134	YES	-4.5			YES	-108.1			YES	48.1	NO		YES	5.2	NO	6.9
135	YES	17.1			YES	-87.7			YES	53.5	NO		YES	1.3		
136	YES	3.2		33.5	YES	-129.9		-47.8	YES		NO	40	YES	9.4		
137	YES	63			YES	-33.4			YES		NO		YES	8.7		
138	YES	-23.7			YES	-119.5			YES		NO	35	YES	19.6		
139	YES	91.8			YES	-76.4			YES	53.7	NO		YES	0.8		
140	YES	-31.8			YES	-87.8			YES	34.2	NO	28.6	YES	10.9		
141	YES		NO	53.6	YES		NO	-33.1	YES		NO	66.4	YES		NO	8.5
142	YES	3		-11.2	YES	-91.5		-122.7	YES	53.1	NO		YES	7.6	NO	2.2
143	YES	-22.4			YES	-98.9			YES	30.9	NO	38.5	YES	5.6		
144	YES		NO		YES		NO	-48.6	YES		NO	43	YES	4.8		



School #	YES Reference to IMV Statement	YES SBAC LIA	NO Reference to Academic Achievement in MV Statement	NO SBAC LIA	YES Reference to IMV Statement	YES SBAC Math	NO Reference to Academic Achievement in MV Statement	NO SBAC Math	YES Reference to College/Career Readiness in MV Statement	YES College/Career Indicator	NO Reference to College/Career Readiness in MV Statement	NO College/Career/ Indicator	YES Reference to School Climate in MV Statement	YES Suspension Rate	NO Reference to School Climate in MV/ Statement	NO Suspension Rate
151	YES	57.1	NO	-93.3	YES	-50.7	NO	-220.2			NO	0	YES	8.6	NO	0.3
152	YES	154	NO	124.6	YES	50.7	NO	71.1	NO	55	NO	71.1	YES	1.7		
153	YES	158	YES	15.8	YES	-79.8	NO	50.7	NO	59.7	NO	59.7	YES	2.9		
154	YES	23.8	YES	155	YES	-7.1	NO	47.8	YES	26.9	NO		YES	3.2		
155	YES	39.8	NO	26.8	YES	49.1	NO	40.6	YES	40.6	NO		YES	5.6	NO	7.4
156	YES	157	YES	158	YES	-84.2	YES	47.5	YES	47.5	NO		YES	7.3	NO	5.2
157	YES	159	YES	160	YES	9.3	YES	42.5	YES	42.5	NO		YES	2.6		
158	YES	26	YES	161	YES	-86.3	YES		NO	48.7	NO	48.7	YES	2.6		
159	YES	12.9	YES	162	YES	-86.3	YES	20.9	NO	88.5	NO	88.5	YES	20.5	NO	8.4
160	YES	31.6	NO	-13	YES	-70.9	NO	-70.6	YES	4.3	NO	52.3	YES	9		
161	YES	55.3	YES	27.6	YES	-17.7	NO	-23.8	YES	52.3	NO	52.3	YES	4		
162	YES	-29.8	YES	163	YES	-105.8	YES	40.4	YES	40.4	NO	49.8	YES	4.3		
163	YES	16.9	YES	164	YES	-26.2	YES	57.1	YES	57.1	NO		YES	19.5		
164	YES	1.2	YES	165	YES	-22.7	YES		YES		NO	43.3	YES	5.7	NO	0
165	YES	-12.6	YES	170	YES	-114.3	YES		YES		NO	53.9	YES	6	NO	6.8
171	YES	46.9	YES	-109.4	YES	-109.4	YES		YES		NO	53.9	YES	2.3	NO	
172	YES	47.7	NO	-43.6	YES	-18.1	NO	-137.9	YES	61.7	NO	61.7	YES	2.1	NO	
173	YES	84.4	YES		YES	18.5	NO		YES		NO	73	YES	2.1		
174	YES		NO		YES		NO		YES		NO		YES	4.5		
175	YES	175	NO	-35.2	YES	175	NO	-124.6	YES	16.7	NO	63.1	YES	6.1		
176	YES	176	YES		YES	-75	NO		YES		NO	50.6	YES	4.3		
177	YES	13.7	YES	-37.6	YES	-37.6	NO		YES		NO	50.6	YES	4.3		
178	YES	82.1	YES	21.4	YES	21.4	YES		YES		NO	50.6	YES	4.3		
179	YES	31.9	YES	-14.9	YES	-14.9	YES		YES		NO	50.6	YES	4.3		
180	YES	-31.9	YES	-14.9	YES	-14.9	YES		YES		NO	50.6	YES	4.3		
181	YES	139	YES	141.4	YES	141.4	YES		YES	100	NO	76.8	YES	0.1		
182	YES	-52.2	YES		YES	-109	YES		YES		NO	2.1	YES	0		
183	YES	182	YES	-10.4	YES	-47.4	YES		YES	56.2	NO	54.2	YES	7.2		
184	YES	29.8	NO	-27.6	YES	-70.8	NO	-128.9	YES		NO	53.2	YES	8.5		
185	YES	39.5	YES	86.6	YES	-82.8	NO	17.9	YES	65.6	NO	83.8			NO	3
186	YES	129.2	YES	179	YES	77.4	NO		YES		NO	90.7	YES	1.4	NO	2.6
187	YES	40.3	YES	187	YES	-15.9	YES		YES		NO	74.8	YES	5.3		4.1
188	YES	40.3	YES	188	YES	-15.9	YES		YES		NO	74.8	YES	5.3		
189	YES	-4.6	YES	189	YES	-135.2	YES		YES	24.1	NO	74.8	YES	5.3		
190	YES	36.1	YES	190	YES	-10.4	YES		YES	48.7	NO	74.8	YES	5.3		7.2
191	YES	64.9	YES	191	YES	4.9	YES		YES		NO	59.8	YES	2		
192	YES	23.9	YES	192	YES	-60.8	YES		YES		NO	40.9	YES	1.1		
193	YES	23.9	YES	193	YES	-60.8	YES		YES		NO	40.9	YES	1.1		9.4
194	YES	11.4	NO	11.4	YES	-51.4	NO	-97.5	YES	40	NO	50	YES		NO	6
195	YES	-1.9	YES		YES	-51.4	NO		YES		NO	40	YES		NO	
196	YES	17.6	YES	-47	YES	-47	NO		YES	61.4	NO	25.7	YES	6.2		
197	YES	-27.2	YES	-128.8	YES	-128.8	NO		YES		NO	25.7	YES	8.9	NO	5.9
198	YES	-12.8	YES	-110.8	YES	-110.8	NO		YES		NO	56.2	YES	8.9		
199	YES	47.8	YES	47.8	YES	47.8	NO		YES	22.6	NO	42.1	YES	5.3		
200	YES	46.1	YES	-46.1	YES	-46.1	NO		YES		NO	59.2	YES	4.4		
201	YES	0.2	YES	-80.3	YES	-80.3	NO		YES		NO	59.2	YES	4.4		
202	YES	11.6	YES	-49.3	YES	-49.3	NO		YES	25	NO	25	YES	15.9		
203	YES		NO	53.3	YES		NO		YES	65.7	NO		YES	1.3		
204	YES	-92.5	YES	204	YES	208.8	YES		YES	1.1	NO		YES	0		
205	YES	32	YES	-46.7	YES	-46.7	YES		YES	50.9	NO		YES	4.2		
206	YES	19.4	YES	-47.5	YES	-47.5	NO		YES	45.2	NO		YES	2.8		
207	YES	20.9	NO	-3.9	YES		NO	-78.2	YES	42.5			YES			4.3
208	YES	44.5	NO	44.5	YES		NO	-52.3	YES		NO	71.1	YES	4.7	NO	
209	YES	-2.5	YES	-81.3	YES	-81.3	NO		YES		NO	56.8	YES	5.2		
210	YES	-52.2	YES	-117.6	YES	-117.6	NO		YES	32.3	NO		YES	2		
211	YES		NO	21.7	YES		NO	-47.9	YES		NO	71.7	YES		NO	6.1
212	YES	79.5	YES	15	YES	15	NO		YES	76.1	NO		YES	3.4	NO	2.8
213	YES	31.9	YES	-129.3	YES	-129.3	NO		YES	56.7	NO	55.2	YES		NO	3.3
214	YES	-21	YES	-129.3	YES	-129.3	NO		YES	3.7	NO		YES		NO	3.8
215	YES	14.5	YES	-124	YES	-124	NO		YES		NO		YES	8.6		
216	YES		NO	-23.7	YES		NO	-114.2	YES		NO	47.2	YES	2		
217	YES	2.8	YES	-46.2	YES	-46.2	NO		YES		NO	43.9	YES	2		
218	YES	61	YES	-3.9	YES	-3.9	NO	-55.3	YES	54.5	NO	68.1	YES	2.3	NO	10.5
219	YES	88.1	YES	87.6	YES	87.6	NO		YES	73.6	NO		YES	2.6		
220	YES	6.8	YES	59.4	YES	59.4	NO		YES		NO	69.5	YES		NO	7
221	YES	6.8	YES	59.4	YES	59.4	NO		YES		NO		YES			
222	YES	33.3	YES	-80.7	YES	-80.7	NO		YES	25	NO		YES	7.5		
223	YES	28.9	YES	-79.2	YES	-79.2	NO	41	YES		NO		YES		NO	3.4

School	YES Reference to Academic Achievement in MY Statement	YES SEAC ELA	NO Reference to Academic Achievement in MY Statement	NO SEAC ELA	YES Reference to Academic Achievement in MY Statement	YES SEAC Math	NO Reference to Academic Achievement in MY Statement	NO SEAC Math	YES Reference to College/Career Readiness in MY Statement	YES College/Career Indicator	NO Reference to College/Career Readiness in MY Statement	NO College/Career Indicator	YES Reference to School Climate in MY Statement	YES Suspension in MY Statement	NO Reference to School Climate in MY Statement	NO Suspension in MY Statement
225	YES	26.5			YES	-43.2			YES	58.4	NO	70.4	YES	6.3	NO	4.6
226	YES	67			YES	-4.3			YES		NO		YES		NO	4.6
227	YES	20.7			YES	-81.9			YES		NO		YES		NO	2.7
228	YES	-19.5			YES	-119.2			YES		NO		YES		NO	2.7
229	YES	1			YES	-113.5			YES	75.3	NO		YES	4.7	NO	9.1
230	YES	67			YES	-138.3			YES		NO		YES	0.3	NO	0.3
231	YES	-27.8			YES	-99.3			YES	37.7	NO	28.6	YES		NO	
232	YES	-3			YES	-145.2			YES		NO		YES	9.7	NO	2.8
233	YES	-51.1			YES	-62.2			YES	64.1	NO	34.9	YES	3.5	NO	
234	YES	60.2	NO	47.8	YES	-46.5	NO	20.9	YES		NO	40.3	YES	1.8	NO	0.9
235	YES	12.7	NO	12.7	YES	-30	NO	-98.7	YES	42.1	NO	62.9	YES	6.1	NO	
236	YES	24.6			YES	-172.4			YES		NO	66	YES		NO	2.6
237	YES	-47.1			YES	-50.5			YES	0	NO	0	YES	5.8	NO	
240	YES	39.3			YES	-37.1			YES	49.5	NO	58	YES	2.7	NO	
241	YES	48.6			YES	-26			YES	48.6	NO		YES	6.2	NO	3.4
242	YES	29.2			YES	64.1			YES		NO	77.2	YES		NO	1.4
243	YES	89.1			YES	-97.8	NO	-177.1	YES		NO	1.1	YES	0	NO	
244	YES	0.2	NO	-57.8	YES	-15.1			YES	67.9	NO		YES	3.5	NO	8.1
245	YES	44.5			YES	-46.1			YES	60.5	NO		YES	6.7	NO	8.5
247	YES	21.2			YES	-83.4			YES	41.9	NO	3.4	YES	0	NO	
248	YES	-39.9			YES	-107			YES	42.5	NO		YES	3.4	NO	
249	YES	-154.1			YES	-44.3			YES	37.9	NO	62.2	YES	6.7	NO	3.5
250	YES	-0.4			YES	-89.6			YES	65.3	NO	44.9	YES	3.1	NO	
251	YES	40.8			YES	-81.9			YES		NO		YES	5.6	NO	
252	YES	41.5			YES	-64.4	NO	-122.9	YES	42.8	NO	32.2	YES	8.9	NO	3.2
253	YES	16.8			YES	-31.8	NO	-38.6	YES	31.8	NO	64.5	YES	3.9	NO	
254	YES	-4.2	NO	30.3	YES	-97.8	NO	-78.5	YES	58.6	NO	10	YES	4.2	NO	
255	YES	-33.5	NO	43	YES	-28.3	NO	-104.9	YES	39.4	NO	51	YES	5	NO	8.1
256	YES	75.5	NO	90.5	YES	-74.3	NO	-17.2	YES	55.1	NO	29.6	YES	2.9	NO	
257	YES	-0.2	NO	40.5	YES	-99.3	NO	-59.7	YES		NO	43.4	YES	5.1	NO	5.2
258	YES	-16.1	NO	39.9	YES	-97.8	NO	-29.7	YES		NO	45.1	YES	3.9	NO	
259	YES	75.5	NO	3.3	YES	28.3	NO	-104.9	YES	58.6	NO		YES	4.4	NO	
260	YES	-32.4	NO	59.1	YES	-99.3	NO	-104.9	YES	39.4	NO	10	YES	5.9	NO	
261	YES	108.3	NO	57.4	YES	97.9	NO	-38.8	YES	55.1	NO	75.8	YES	1.5	NO	9.7
262	YES	-16.1	NO	3	YES	-78.5	NO	-78.5	YES	56.2	NO	53.8	YES		NO	4.1
263	YES	67.8	NO	3	YES	17.4	NO		YES		NO	52.5	YES	4.5	NO	
264	YES	48	NO	90.5	YES	4.8	NO		YES		NO	68.5	YES	2.6	NO	
265	YES	6.3	NO	59.1	YES	-40.4	NO	-72.7	YES		NO	97.7	YES	5.6	NO	4.3
266	YES	-5.4	NO	21	YES	-84.1	NO		YES		NO	40.4	YES		NO	
267	YES	-44.6	NO	44.6	YES	-27.8	NO		YES		NO	54.3	YES	3.4	NO	5.2
268	YES	-14.3	NO	39.9	YES	-59.2	NO		YES	77.1	NO	30.9	YES		NO	7.1
269	YES	-76.4	NO	76.2	YES	-138.4	NO		YES		NO	23	YES	15.8	NO	
270	YES	17	NO	76.2	YES	-70.2	NO		YES	49.5	NO		YES	5.4	NO	4.3
271	YES	-4.2	NO	76.2	YES	-14.2	NO	30.2	YES		NO	39.8	YES		NO	2.9
272	YES	19.4	NO	39.3	YES	-76.2	NO	-58.3	YES		NO	65	YES	5.6	NO	
273	YES	-0.8	NO	39.3	YES	-109.9	NO		YES		NO	27.7	YES	7.4	NO	4.1
274	YES	-2.7	NO	39.3	YES	-47.7	NO		YES		NO	49.6	YES	5	NO	
275	YES	12.9	NO	9	YES	-41.9	NO		YES	50	NO		YES	2.2	NO	
276	YES	99.9	NO	68.1	YES	-109.7	NO		YES	68.1	NO		YES	4.5	NO	0.8
277	YES	25.1	NO	68.1	YES	-109.7	NO	-4.8	YES	70.8	NO	52.8	YES		NO	1
278	YES	25.1	NO	68.1	YES	-109.7	NO	-40.3	YES		NO	61.7	YES	7.4	NO	
279	YES	24.8	NO	9	YES	-73.5	NO		YES	46.9	NO		YES		NO	7.5
280	YES	104.7	NO	9	YES	69	NO	-77.4	YES		NO	73.4	YES	3.6	NO	5.6
281	YES	12.3	NO	102.5	YES	-102.5	NO		YES	80.7	NO	50.7	YES	0.8	NO	6.4
282	YES	43.1	NO	-53.6	YES	29.4	NO	-197.5	YES	5.7	NO	76.5	YES	2.9	NO	
283	YES	39	NO		YES	-58.6	NO		YES		NO	54	YES	5	NO	

## Appendix E: Collaborative Institutional Training Initiative Certificate



Completion Date 23-Aug-2020  
 Expiration Date 23-Aug-2023  
 Record ID 37998685



This is to certify that:

**James Martin**

Has completed the following CITI Program course:

**Social & Behavioral Research - Basic/Refresher** (Curriculum Group)  
**Social & Behavioral Research** (Course Learner Group)  
**1 - Basic Course** (Stage)

Not valid for renewal of certification  
 through CME. Do not use for  
 TransCelerate mutual recognition  
 (see Completion Report).

Under requirements set by:

**Concordia University Irvine**

**CITI**  
 Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?wed728937-b730-4235-b7b0-f3f6dd2aec6c-37998685](http://www.citiprogram.org/verify/?wed728937-b730-4235-b7b0-f3f6dd2aec6c-37998685)

## Appendix F: Institutional Review Board Exempt Status Approval

**From:** Office of Institutional Research <oir@cu.edu>  
**Subject:** [Ticket #5806] EdD - IRB Application - Exempt - Martin  
**Date:** November 23, 2020 at 3:42:51 PM PST  
**To:** james.martin@eagles.cu.edu

Hello james.martin@eagles.cu.edu,

This message is from the  
 Concordia University Irvine  
 Office of Institutional Research.

TICKET ID:#5806

Date: Nov 11, 2020 @ 06:49 pm  
 Creator: james.martin@eagles.cu.edu  
 Summary: EdD - IRB Application - Exempt - Martin

If you have any additional information regarding this case respond to this email. Please remember to keep "[Ticket #5806]" in email topic.

Thank you,

Concordia University Office of Institutional Research  
 Email: [OIR@cu.edu](mailto:OIR@cu.edu) Phone: (949)214-3433

#### Ticket History

On Nov 23, 2020 @ 03:42 pm Brennan Devine wrote:

" "

Dear James,

The IRB Reviewer is currently unable to directly contact you through this email chain but has reviewed your exempt application. The IRB Reviewer, ID #151036, after reviewing your application has confirmed that you have received exempt status for this research. You may proceed with your research. If you have any questions please respond to this email chain.  
 Thank you,

## SUPPLEMENTAL MATERIALS

### Supplemental Materials A: Code Tally Spreadsheet

The Code Tally spreadsheet that was used to count the use of each code and calculate totals and percentages is too large for print and can be found at the following website:

[https://docs.google.com/spreadsheets/d/17DX67VDpivOR29A6qFbXg7PQelclpLpEmAoukV\\_ifms/edit?usp=sharing](https://docs.google.com/spreadsheets/d/17DX67VDpivOR29A6qFbXg7PQelclpLpEmAoukV_ifms/edit?usp=sharing)