

K12 FLORIDA LLC DISCLOSURE REQUIREMENTS
(Updated 2/27/2017)

Section 1002.45, Florida Statutes., requires the Provider to publish, for the general public, and as part of this application and any subsequent applications or contracts with school districts, the following information:

SOURCE OF ORIGIN OF CURRICULUM AND COURSE CONTENT

- Information and data about the curriculum of each fulltime and part-time program. Please include, at minimum, the source or origin of curriculum and course content, specific research and best practice used in design, the basis for and frequency of revisions, research related to effectiveness of curriculum, evidence that content and assessments are accurate, free of bias, and accessible for students with disabilities and limited English proficiency, and National Collegiate Athletic Association (NCAA) approval status for each applicable high school course offered.

K12 Florida LLC (“K12”), currently authorized by the Florida Department of Education to participate with school districts in the Virtual Instruction Program as well as to provide virtual instruction services to virtual charter schools, is a wholly owned subsidiary of K12 Inc., the largest provider of individualized online education programs primarily for students in Kindergarten through High School in the U.S. K12 Inc. was founded in 2000 to utilize advances in technology to provide children with access to a high-quality public school education regardless of their geographic location or socioeconomic background. In the 2015-2016 school year, K12 Inc. and its subsidiaries served full-time students in public schools we managed in thirty-three states and the District of Columbia. We also served public school districts and schools in all 50 states through our Institutional Sales business, Fuel Education, providing curriculum, technology solutions, teachers, professional development and other support services customized to school and/or district needs.

K12 Inc. has developed and acquired curriculum and online learning platforms that promote mastery of core concepts and skills for students of all abilities using the K12 Inc. suite of services and instructional curriculum and courseware which we will collectively refer to as “K12” in this document (currently including K12, Fuel Ed Online Courses, Anywhere Learning System, and Middlebury Interactive Languages). K12 Inc. provides a continuum of technology-based educational products and solutions to virtual charter schools, public school districts, public schools, private schools, and families as we strive to transform the educational experience into one that delivers individualized education on a highly scalable basis. As an innovator in K-12 online education, we believe we have attained distinctive core competencies that allow us to meet the varied needs of our school customers and students and have shown academic success and achievement in the schools we serve.

Curriculum and Course Content

K12 Inc.’s academic program combines online technology with traditional instruction and materials. Instructional time occurs during synchronous sessions where the student (or groups of students) and the teacher are online together as well as asynchronous sessions when the student is working more independently online or offline. During synchronous sessions, the teacher may provide direct instruction in Class Connect sessions through a web-based conferencing platform such as Blackboard Collaborate. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. Class Connect sessions will be offered in accordance to the student’s Individualized Learning Plan (ILP). Student attendance requirements at Class Connect sessions will follow guidelines in the program handbooks and be based on individual student needs.

Students in grades Kindergarten through 12th grade receive the K¹² course content, instruction, assignments, assessments, and supplemental materials online (Web-based lessons and assessments), as well as hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.).

Elementary/Middle School Core Curriculum

From Kindergarten through 8th grade, K12 courses are categorized into seven major subject areas—language arts/English, math, science, history, art, music, and world languages—plus adaptive K–5 math courses and MARK12 adaptive reading remediation courses (see curriculum descriptions below). The proprietary elementary and middle school curriculum includes the courses that students need to complete their core kindergarten through eighth grade education, with more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum is mastery-based, with assessments built into every lesson to ensure mastery and provide for remediation or enrichment where necessary.

Enhancements to the K12 K–8 curriculum include a variety of innovative games—from “xGerms Computational Fluency,” which features colorful germ characters and a fun laboratory theme, to “Spell-n-Stack,” an arcade-style spelling drill game. K12 has also launched mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include “K12 Money,” which lets students solve math problems using currency, and “K12 Timed Reading Practice,” which helps students calculate their reading pace in words per minute.

LANGUAGE ARTS/ENGLISH: K12 Language Arts/English helps students develop important reading and writing skills, while also inspiring a love of literature. Combining phonics, literature, language skills, and spelling lessons, the Language Arts/English program emphasizes classic works, teaches writing as a process, and prepares students for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multisensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. MARK12 Reading is a three-stage course for students reading two or more grades below grade level. The course gives students the opportunity to master missed concepts in a way that accelerates them through the remediation process.

MATH: K12’s current elementary math program, known as Math Plus, represents a second generation of research and development into effective approaches in early mathematics teaching and learning. A high priority for elementary math instruction is to establish fluency in arithmetical computation, while deepening the ability to reason mathematically. To address that priority, the Math Plus program extends and improves upon the Math courses originally developed by K12 Inc. in the early 2000s.

K12’s math courses emphasize an active, multisensory approach to ensure students’ understanding of the concrete realities that underlie mathematical concepts. Regular practice and review ensure mastery of basic skills. Online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical thinking skills. These research-based courses focus on computational fluency, conceptual understanding, and problem solving. The engaging approach features colorful graphics and animation, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to support their children to succeed. From helping younger students make the link between the concrete and the abstract, to introducing older students to Algebra, K12 math provides a thorough mathematic grounding. Math Plus provides supplemental online activities, timed facts practice at repetitive intervals based on research findings for retention of information, regular lesson assessments, and backup adaptive lessons for students needing extra practice, and optional enrichment problems for students who enjoy an extra challenge.

SCIENCE: The program balances hands-on experiments with systematic study of scientific terms and concepts. Students perform many experiments to help them understand scientific principles, and receive guided instruction in important scientific concepts. Exploring life, earth, and physical sciences in each grade, K12 science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand the world. Students receive the hands-on science experiments in kits shipped directly to them.

HISTORY: With integrated topics in geography and civics, K12 history opens young minds and imaginations to far-off lands, distant times, and diverse cultures. K12 emphasizes the story in history—a story that includes not only great men and women but also everyday people. The kindergarten history program takes students on a world tour of the seven continents, and provides an overview of American History through a series of biographies of famous Americans. The history program in grades 1 through 4 tells the story of civilization from the Stone Age to the Space Age, while students in grades 5 and up explore major themes and topics in greater depth through survey courses in American and world history. Lessons for state-specific history requirements are embedded throughout each grade-level History course. As required in Florida, a civics education course is offered as preparation to pass the Florida Civics EOC Assessment to be eligible for promotion from middle school.

ART: Following the timelines in the History lessons, K12 art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity—painting, drawing, sculpting, and weaving—using materials such as oil pastels, crayons, molding clay, plaster, and yarn. Students are introduced to the elements of art—line, shape, color—and identify different types of artworks, such as portrait, landscape, and still life, as they learn about important paintings, sculpture, and architecture. They study the works of famous artists from Rembrandt to Warhol, and learn about different artistic movements such as Impressionism and Cubism. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

MUSIC: K12 music teaches basic music concepts at different age-appropriate levels, so that all students have a consistent understanding of the essential concepts governing music. The curriculum builds quickly, in a structured, sensible way. The concepts in the lessons are critical to fostering music comprehension, which is taught in stages as students move through their years at K12 Florida LLC. Much more than simple music appreciation, this approach helps students train their own ears, voices, and bodies in the fundamental building blocks of music.

WORLD LANGUAGES: One of the few online language-learning program designed specifically for students in the lower elementary grade levels, the K12 offering in world languages, Middlebury Interactive Languages, gives students a choice of world language courses and helps students read, write, speak, and listen for meaning in the language they choose to study. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the world language program highlights common vocabulary terms and phrases, introducing

younger students to a wide range of grammar patterns, while helping older students master numerous grammar principles. Courses prepare students to generate language incorporating the vocabulary and patterns they have learned.

In addition, culture lessons challenge younger students to recognize different cultural manifestations, while older students analyze and compare practices and perspectives of various cultures. Courses thoroughly meet all national standards as set forth by the American Council on the Teaching of Foreign Languages (ACTFL), and follow state guidelines in covering level-appropriate standards in communication, cultures, linguistic and cultural comparisons, and cross-curricular connections and engaging with target-language speaking communities.

High School Curriculum

High school students are offered a broad selection of courses to meet all graduation requirements, as well as a diversity of electives designed both to help students earn their high school diploma and find their own path to post-high school success—whether that is in college or in the workforce. Math, English, science, and history courses are offered in a range of levels, including Advanced Placement® (AP®), remediation, and credit recovery courses, to meet the needs of diverse learners (see curriculum descriptions below). For instance, Fuel Ed foundation courses help keep students on task and moving forward utilizing a “chunked” methodology to increase retention, as well as pre-recorded audio, pre-teaching of vocabulary, and, if needed, ELL support. High school students can take up to four years of a world language (depending on the language), and have a variety of physical education and art course options to choose from to fulfill graduation requirements. In addition, a variety of electives are provided. Unlike other programs where a student must be in a particular academic path, K12 allows students to chart their own course, choosing from among the levels of courses to match their aptitude and goals. For example, a student who excels in math and science may take all honors/AP courses in those subjects, while choosing from among the Comprehensive English and history courses. The multiple course levels prevent students from being “locked in” to one level of a particular subject, and account for natural progress and growth.

Many K12 science courses include interactive vLabs (virtual labs). These highly engaging, online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Science vLabs can be used to reinforce concepts learned in hands-on labs or, when appropriate, supplement or replace certain onsite labs.

Many K12 textbooks, reference guides, literature anthologies, and lab manuals are also offered as online books (eBooks), and are optimized for use with mobile devices. Plus, K12 has launched new mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include “K12 Algebra I Study and Review” and “K12 Periodic Table”, which students can use to reinforce course concepts. AP® courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP Exams, providing students the opportunity to earn credit at many of the nation’s colleges and universities. In SY2015–16, K12 offered 16 Advanced Placement courses that have been authorized by the College Board, officially approved through its audit process in July 2015. K12 re-evaluates and expands the catalog of AP courses in accordance with changing College Board guidelines, in addition to student and school requests.

MATH: K12 high school math balances mastery of fundamental skills with critical thinking and problem solving. The program emphasizes an active, research-based approach to ensure that each student understands the mathematical concepts and also is able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are narrated by experienced teachers, while others provide students with the ability to interact with a structured, partially completed problem.

The textbooks provide reference information, more worked examples, and robust, well-sequenced problem sets so students can learn by practicing. Each lesson also includes resources that help teachers and mentors support students. Formative assessments come in the form of computer-scored quizzes. Summative assessments include computer-scored as well as teacher-graded components with robust rubrics.

Many courses are available in various levels including core, comprehensive, honors, and AP. The traditional pathway includes Algebra I, Algebra II, and Geometry, while the integrated pathway has Integrated Mathematics I, II, and III. Both pathways prepare students for K12 Pre-Calculus or Probability and Statistics.

ENGLISH: K12 high school English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All core, comprehensive, and honors courses offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. AP courses are also available. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation. K12 English courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, with opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic practice in vocabulary; grammar, usage, and mechanics; and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

SCIENCE: K12 offers a complete high school curriculum in science. The curriculum includes courses in physical science, biology, earth science, chemistry, physics, and environmental science. Most of these courses are offered at core, comprehensive, and honors levels, allowing students to select the level of rigor in keeping with their level of science achievement. AP courses are also available. All K12 science courses

are academically rigorous, meeting and exceeding national and state science standards, and provide valid, continuing assessment of student work.

K12 science courses provide hands-on exploration; courses have the option to use real materials to conduct scientific laboratory investigations. Options exist to take these courses using virtual laboratories (vLabs) that reflect actual laboratory experience in a virtual setting. Throughout the sweep of K12 science courses, students become familiar with and practice using science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, collecting and analyzing data, and forming scientific conclusions. Each K12 science course prepares students for college science courses, not only by providing solid, scientifically accurate content but also by developing laboratory awareness and skills, and by firmly anchoring students in scientific principles.

HISTORY: K12 history emphasizes the narrative of history—a narrative that includes great men and women as well as everyday people, and the governments, arts, belief systems, and technologies they have developed over time. The high school history courses meet state and national standards for content and skills and are offered at levels appropriate to the student's needs. Courses in world history, modern world history, United States history, and modern United States history combine stunning textbooks published by K12 with interactive online lessons that guide students' reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through virtual field trips, discussion boards, and a variety of research and skills activities. Online lessons also integrate topics in geography, civics, and economics into the study of history. Economics and U.S. Government courses that emphasize the study of the concepts and processes of the national and international economic systems. This content should include, but not limited to currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

WORLD LANGUAGES: K12 offers a selection of world languages for high school students that meet the graduation requirements for the 24 Credit Standard High School Diploma (electives) and the Scholar Designation Diploma (Foreign Language), as well as the 18 Credit College Prep Diploma (Foreign Language).

SPECIFIC RESEARCH AND BEST PRACTICES USED IN COURSE DESIGN

K12's curriculum and instructional design is based on research in the following areas:

- How students learn;
- The structure of expert knowledge in school subject areas;
- General instructional design principles, including research-based e-learning methods; and
- Methods for teaching specific topics and addressing possible misconceptions on those topics.

To insure that we draw on methods shown by scientific research to be effective in improving learning, K12 Inc. has teams reviewing and synthesizing cognitive science research and working with course development teams to implement it. The Assessment and Research team, which is guided by PhD-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K12 curricula, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K12 curricula.

K12 Inc. has documented how our courses are aligned to Florida online courses including alignment to the Florida Standards (Mathematics Florida Standards (MAFS), Language Arts Florida Standards (LAFS), and Florida Next Generation Sunshine State Standards (NGSSS)); the Common Core State Standards (CCSS); and the Next Generation Science Standards (NGSS). The K12 curriculum is also aligned to K12 Inc.'s mission and philosophy to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning based on:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students
- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise
- Easy-to-navigate online content, including summaries and reviews, with more time and effort spent on the hardest, most important topics and skills
- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match
- Beautiful, printed and other hands-on materials complementing the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course

- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances
- Clear assessment tools to measure mastery of lesson objectives, using both online and off-line tasks to carefully probe mastery. For any given lesson, the curriculum development team at K12 creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich educational experience that is unlike any other.

The K12 curriculum utilizes every medium and opportunity to advance students' learning by using a comprehensive, diverse, and innovative selection of materials, including books, protractors, seeds, clay—virtually any object that can aid the teaching process. K12 materials are intrinsically tied to the curricula because they are selected by the same experts and developers who design, write, and build the courses.

BASIS FOR AND FREQUENCY OF REVISION

K12 Inc. reviews course content on a regular basis to update and enhance course content, materials, instructions and assessments. Every student and teacher benefits from courses including assessments that take advantage of the newest standards, proven instructional methods and the latest technology. Regardless of the reason, K12 Inc. is committed to maintain up-to-date, standards-based, fully aligned courses. K12 Inc. has an in-house product development team that stays in touch with changes and quickly acts to keep courses current.

Each year our content development group prepares a development plan for new courses and course enhancements based on emerging needs, client feedback, and input from teaching staff. State and national standards are subject to review and change for any given year due to real world contexts.

User feedback is reviewed daily and minor changes, called “maintenance”, are made throughout the year based on the feedback. Feedback is a crucial part of the course development process and maintenance of the course.

RESEARCH RELATED TO EFFECTIVENESS OF CURRICULUM

K12 Inc., using the K12 suite of services and instructional curriculum and courseware has shown academic success and achievement in the schools it serves across the country.

- In 2013, AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, renewed its five year quality assurance accreditation of K12 Inc. AdvancED is the world's largest education community. AdvancED was created through a 2006 merger of the PreK-12 divisions of the North Central Association (NCA) and the Southern Association of Colleges and Schools (SACS)—and expanded through the 2011 acquisition of the Northwest Accreditation Commission (NWAC). K12 Inc. is the largest national K-12 virtual school provider to be recognized by AdvancED.

AdvancED conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. AdvancED Education Service Agency (ESA) Accreditation is a systems approach to improving learner performance results over time. This Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the corporation - the leadership, schools, and classrooms served - work together to meet the needs of learners.

To earn and maintain Accreditation, K12 Inc. must:

- Meet quality standards set forth by AdvancED.
- Engage in a continuous process of improvement.
- Demonstrate quality assurance through internal (Self-Study) and external review (Quality Assurance Review).

In 2015, the Fuel Ed Instructional Services Team received a five year accreditation renewal from AdvancED to 2020. The original accreditation was awarded in 2010.

In 2007, K12 Inc. managed public schools graduated their first cohort of just 12 students. Since that time, more than 15,000 students have earned a high school diploma including more than 6000 students who graduated in 2014 from online and blended schools using the K12 education program. Students graduating from K12 Inc. powered virtual schools have enrolled in hundreds of higher education institutions. They can be found attending selective universities, schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going into careers—in the military, apprenticeship programs, on the job training, or directly into the workforce.

K12's Suite of Curriculum Content and Assessment

Assessments are aligned with the course objectives and are written first in the development process using the “backward design” approach. Test items are made up of a mix of basic knowledge, application of that knowledge in context, and analysis, synthesis, and evaluation

questions. Assessments are age- and course-appropriate, as well as free from bias. Varied performance-based assignments are embedded throughout the courses. For assessments that are not computer-graded, scoring rubrics are provided for all required assignments or assessments. Extensive use of test pools and randomized test questions with a variety of cognitive levels build academic integrity in the assessments. Question pools and randomization also ensure that students taking the course at the same time are not being presented with the same exam. Semester examinations assess students' overall mastery of the content.

K12 content specialists are highly qualified and credentialed (information current as of February 2017):

Director of Mathematics: Kelly Engel

B.S., Colgate University, 2004

M.Ed., Boston College, 2005

Director of Science: Daniel H. Franck

B.A., Humboldt State University, 1969

Ph.D., University of California, Berkeley, 1973

Director of History/Social Studies: MaryLynne Filmon

B.A., University of Notre Dame

M.Ed., Vanderbilt University

Director of English Language Arts: Kristen Kinney

B.S., State University of New York, Geneseo, 1995

M.S., Nazareth College, 2000

Ed.D., The George Washington University, 2010

The Scope and Sequence for every course offered by K12 maps to appropriate state and national standards. In addition, K12 course developers maintain direct awareness of guidelines, recommendations, and best practices provided by the following national and international organizations.

- American Association for Applied Linguistics (AAAL)
- American Association for the Advancement of Science (AAAS)
- American Association of Teachers of French (AATF)
- American Association of Teachers of German (AATG)
- American Association of Teachers of Spanish and Portuguese (AATSP)
- American Classical League (ACL)
- American Council on the Teaching of Foreign Languages (ACTFL)
- American Diploma Project from Achieve.org (ADP/Achieve.org)
- American Philological Association (APA)
- Common Core State Standards (CCSS)
- Common European Framework of Reference for Languages (CEFR)
- Center for Civic Education
- Chinese Language Teachers' Association (CLTA)
- Council for Economic Education (CEE)
- International Dyslexia Association (IAD)
- International Language Roundtable (ILR)
- International Language Testing Association (ILTA)
- International Association for K-12 Online Learning (iNACOL)
- International Reading Association (IRA)
- Mid Continent Research for Education and Learning (McREL)
- National Art Education Association (NAEA)
- National Academy of Sciences (NAS)
- National Association for the Education of Young Children (NAEYC)
- National Geographic National Mathematics Advisory Panel Final Report 2008: Foundations for Success
- National Council for History Education (NCHE)
- National Center for History in the Schools (NCHS)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Educational Technology Standards from the International Society for Technology in Education (NETS/ISTE)
- National Institute of Child Health and Human Development (NICHD)
- National Reading Panel (NRP)
- National Research Council (NRC)
- National Science Teachers Association (NSTA)

- Next Generation Science Standards (NGSS)
- Partnership for 21st Century Learning (P21)
- Partnership for Assessment of Readiness for College and Careers (PARCC)
- President's Council on Physical Fitness and Sports and The President's Challenge
- Society of Health and Physical Educators (SHAPE)

EVIDENCE THAT CONTENT IS FREE OF BIAS AND ACCESSIBLE FOR STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY

Bias is prevented in both content and assessments by rigorous training of Content Specialists, Writers, Instructional Designers, Visual Designers, and Editors. The K12 Inc. Style Guidelines devote a section to how to guard against demographic, geographic, political, racial and intellectual bias. Here is our policy statement on the issue:

Multiculturalism and the K12 Curriculum within the American and Global Contexts

The motto on the Great Seal of the United States—E pluribus unum (“out of many, one”)—affirms the bold ambition of our country to forge a unified nation out of a wide diversity of backgrounds and beliefs. At K12 Inc., we believe that students should understand and value both the pluribus and the unum—that they should learn about both the cultural diversity that distinguishes our nation and the common inheritance that unites us as Americans.

The vision for K12 Inc. announced in 2007 placed that unifying American inheritance, which remains at the core of our curriculum, within a more global context

Our Vision: To provide any child access to exceptional and meaningful curriculum and tools that enables him or her to maximize his or her success in life regardless of geographic, financial, or demographic circumstance. The ideals of the italicized words were realized in 2008 through the creation of the K12 Inc. International Academy, now serving students around the world.

To help our students grasp the common American inheritance within its global context, K12 Inc. is committed to developing a curriculum that is multicultural, pluralistic, and inclusive—a curriculum that seeks to weave many and diverse strands into the educational tapestry. Through this curriculum, we seek not only to educate students who are academically well prepared but also to develop students who

- *Understand the characteristics and contributions of American culture and cultures throughout the world.*
- *Understand that societies reflect contributions from many cultures.*
- *Develop attitudes of mutual acceptance and respect for others, regardless of heritage, background, gender, disability, or social status.*

To achieve these goals, we feel it is important to broaden students' knowledge of the world beyond themselves; reach beyond the particularities of their immediate situation and singular heritage; and open their mind and imagination to a diverse range of people, cultures, ideas, and achievements. Mutual respect and understanding begin when one can transcend provincial limitations and see oneself as part of both an interdependent global community and a larger historical process.

Accessibility for Students with Disabilities and Limited English Proficiency

Since 2001, K12 Inc. has served students with disabilities. In the SY2015-2016 about 13.7% of students attending K12 Inc. virtual academies which are responsible for providing special education services are students with exceptionalities, including students with specific learning disabilities, speech/language or other health impaired, Autism, emotionally disturbed, cognitive disability, orthopedically impaired, multiple disabilities, hearing impaired, visually impaired, and traumatic brain injury. Students with disabilities are served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act (“IDEA” at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). A free and appropriate education is provided to such students in accordance with their Individualized Education Programs (IEPs), as required by the IDEA, and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent, Americans with Disabilities Amendment Act (ADAA).

To meet the needs of exceptional learners, our K12 virtual education courses are accessible, meaning exceptional learners can physically access the information and learning resources as effectively as students not identified as exceptional. Our courses are also supportive, meaning the exceptional learner finds support built into the course design, materials, and learning activities that minimize the negative impact of the student's learning weaknesses and maximize the use of their learning strengths. Students enrolled in virtual charter schools and district virtual instruction programs served by K12 Florida LLC (“K12”) are provided with accessibility to all coursework in accordance with their Individualized Education Programs (IEPs) through resources (from K12 and/or the school district, as applicable) tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

K12 curriculum provides students with:

- *Multiple means of representation so that learners have various options for acquiring information*

- *Multiple means of expression so that learners have alternative ways to show that learning has occurred*
- *Multiple means of engagement to increase motivation and tap into students' interests*

Multiple Means of Representation

- *Content presented in video, audio, slide show and other*
- *Reading materials at multiple difficulty levels*
- *Reading materials with supportive resources*
- *Presentations at variable complexity levels*
- *Graphic representations such as concept maps and graphic organizers*
- *Illustrative representations such as diagrams and simulations*

Multiple Means of Expression

- *Alternative forms of text input and other augmentative communication tools*
- *Media-based assignments: drawings, maps, diagrams, videos, slideshows, web pages*
- *Reduced text assignments: outlines, concept maps, tables, graphs, hands-on activities*
- *Supportive tools: spelling and grammar checkers, drawing programs, outliners*
- *Social networking options: online chat, instant messaging*
- *Shared writing and peer editing*

Multiple Means of Engagement

- *Role-playing*
- *Online chat*
- *Threaded discussions*
- *Brainstorming activities*
- *Team inquiry projects*
- *Online experiments*

Web-based content in K12 courses are made accessible to students with disabilities by incorporating:

- Digital books, text-to-speech software, large print text, graphic images, or manipulatives
- Response accommodations such as a word processor with voice recognition, graphic organizers, or the use of a dictionary or thesaurus.
- Technologies such as screen reader software, screen magnifiers, word prediction software, audio books or other more traditional technologies and supports.
- Scheduling accommodations such as extended due dates, shorter periods of work time, or assignments presented in small chunks (Beech, 2012)

Accessibility for Students with Limited English Proficiency

The K12 courseware lends itself to providing age- and grade- appropriate content for English Language Learners. ELL students will receive comprehensive instruction for the core curriculum to ensure progress that is comparable to that of native English speakers.

The flexibility of the curriculum allows sheltered instruction and mainstream/inclusion delivery models to be integrated so that ELL students are provided with equal access to the same scope and sequence as the instruction provided to the non-ELL students at the same grade levels, while providing specific accommodations.

In the sheltered instructional model, students are “sheltered” in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELLs to become proficient in English and facilitates the acquisition of academic language necessary to succeed in content area classrooms. In the mainstream inclusion model, ELL students receive instruction with ESOL strategies during the synchronous sessions with non-ELL students.

The curriculum will enable students in the ESOL program to meet the same curriculum standards as non-ELL students in English/Language Arts and content area instruction. A program of ESOL instruction will be implemented according to the student’s individual needs based on their ILP and ELL plan, and will be delivered by teachers with appropriate certification and/or endorsement. Instruction will be designed to develop the student’s mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition to providing ESOL instruction, virtual charter schools and district virtual instruction programs served by K12 will also ensure that teachers are implementing ESOL strategies in mathematics, science, social studies, and other courses on the student’s schedule following state guidelines.

In addition to the core curriculum, general ESOL instructional strategies will:

- Provide a learning environment that provides a sense of comfort
- Establish a daily routine for the student
- Use as many of the senses as possible to present information to students
- Provide ESOL students guidelines for written work

- Provide alternative instruction when appropriate
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques
- Utilize graphic organizers such as webbing and semantic maps
- Modify lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) COURSE APPROVAL

Since its inception, K12 Inc. has been committed to creating thoroughly researched, high quality curriculum that is aligned to state and national standards. The National Collegiate Athletic Association (NCAA) has traditionally found K12 courses as meeting the requirements for establishing the initial-eligibility certification status for high school student-athletes wishing to compete in college. Course eligibility is dependent on each school's delivery model based on their compliance with NCAA non-traditional legislation by applying as a Non-traditional Program. Additional information can be found at:

http://fs.ncaa.org/Docs/eligibility_center/OVN/New_School_Review_Tutorial.pdf

POLICIES AND PROCEDURES

We have provided 8 documents that collectively address the requested policies and procedures for district virtual instruction programs (including the Florida Learning Coach Success Guide). It is important to note that there are also varying individual district policies and procedures related to the list of topics to be addressed in this question that K12 must conform to for district virtual instruction programs we serve. Often times we are asked to follow the district's policy regarding enrollment process, etc. and the district informs us as to how and what to communicate to students and families for items such as state testing, student handbook, etc. Information about those unique district policies and procedures can be found on K12's *All Participating Schools in Florida* website <http://www.k12.com/participating-schools.html?state=florida>

One policy/procedures handbook could not address the separate and myriad district policies and procedures that we actually operate under. Policies and procedures related to the following topics for K12 provides virtual instruction services to (non-sectarian, anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements) can be found by clicking on the link on the disclosure website <http://www.k12.com/Florida-DOE.html> which will take visitors to the K12 Virtual Instruction Provider Information and the following documents and others:

- [Academic Integrity Policies and Parental Supervision](#)
- [Anti-Discrimination Policy](#)
- [Attendance Participation and Performance Policy](#)
- [Nonsectarian Policy](#)
- [State Testing Policies and Procedures](#)
- [Student Admission and Enrollment Eligibility and Requirements](#)
- [Teacher and Parent Responsibilities and Teacher to Student and Parent Interactions](#)
- [Florida Learning Coach Success Guide](#)

CERTIFICATION STATUS AND PHYSICAL LOCATION OF STAFF

The certification status and physical location (state of residence) of all administrative and instructional personnel employed in district virtual instruction programs served by K12 at the time of this application are found on the disclosure website www.k12.com in the document "Fuel Ed Instructional and Administrative Staff List".

HOURS AND AVAILABILITY OF INSTRUCTIONAL PERSONNEL

Individual teachers are available during the traditional school day and will set appointments to meet with parents and/or students outside of the traditional day when necessary. From Monday – Friday, teachers are expected to respond to communications within 24 hours and grade assignments within 72 hours. Customer Support specialists are available Monday – Friday 8:00 AM – Midnight ET and Saturday – Sunday Noon – 8:00 PM ET.

AVERAGE STUDENT TEACHER RATIOS AND TEACHER LOADS

K12 takes into account the needs of the individual students, families, schools, and teachers in assigning teacher loads. An average teacher load for elementary grades K-3 full-time core courses is 65; grades K-3 part-time core courses (0.5 teacher) is 35; average teacher load for K-3 full time electives is 250, and K-3 part time (.5) electives is 125. For the grade level band of 4-8 the average teacher load is calculated taking into consideration the 4-5th grade average teacher load and the 6-8th grade average teacher load. The grades 4-5 average teacher load

mirrors the grades K-3 average teacher load, and the grades 6-8 average teacher load mirrors the grades 9-12 average teacher load. As such, the average teacher load for grades 4-8 full-time core courses is 132; grades 4-8 part-time core courses (0.5 teacher) is 67; average teacher load for grades 4-8 full time electives load is 250, and grades 4-8 part time (.5) electives is 125. An average teacher load for grades 9-12 full-time core courses is 200; grades 9-12 part-time core courses (0.5 teacher) is 100 ; average grades 9-12 full time electives load is 250, and grades 9-12 part time (.5) electives is 125.

Students in the online environment are not divided up into class periods, and as such student-teacher ratios in this environment are complex to calculate. Teachers most often work with students in a 1:1 ratio to review course content, provide individualized feedback or deliver instructional support. Teachers may also work in small groups with students in a 5:1 or 10:1 or 25:1 setting for support or direct instruction. Other interactions or class meetings can be up to 200:1 if the full class is invited to a synchronous session. The student teacher ratio is fluid based on the nature of the student-teacher interaction. Using the average teacher loads, and considering a typical brick and mortar school day of 6 periods for grades 6-12 and electives (with grades K-3 not divided into class periods), the average student-teacher ratios can be calculated as follows: grades K-3 full time core courses 65:1; grades K-3 part time core courses 35:1; grades K-3 grades full time electives 42:1; grades K-3 part time electives 21:1; grades 4-8 full time core 22:1; grades 4-8 part time core 11:1; grades 4-8 full time electives 42:1; grades 4-8 part time electives 21:1; grades 9-12 full time core 33:1; grades 9-12 part time core 17:1; grades 9-12 full time electives 42:1; and grades 9-12 part time electives 21:1.

STUDENT COMPLETIONS AND PROMOTIONS

Completion and Promotion in District Virtual Instruction Programs

District virtual instruction programs served by K12 had a completion rate of 94.67% for the 2012-2013 school year, 94.26% for the 2013–2014 school year, and 95.93% for the 2014-2015 school year. Completion rates include all students who were enrolled for more than 14 calendar days in a course.

In the grades K-8 district virtual instruction programs, student completion rates are the same as the successful completion rates and student promotion rates. However, in high school a student is not necessarily retained due to a failed course, but will be considered a successful completer for only courses they pass. For example, if they passed Algebra in semester one, but not in semester 2, the student would be considered a successful completer for only semester 1 of Algebra.

Percent of Subgroup Completions and Promotions by School Year			
	% of Completions/ Promotions in SY13 -14	% of Completions/ Promotions in SY14 - 15	% of Completions/ Promotions in SY15 -16
English Language Learner	94 %	94%	87%
Free and Reduced Price Lunch	95%	92%	91%
Special Education	88%	90%	91%
504 Plan	93%	94%	75%
ESL Program	94%	94%	100%
Gifted or Talented	94%	95%	100%

School Year 2013 – 2014 Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/ Promotion Rate
African-American or Black	63	66	95%
American Indian or Alaska Native	11	11	100%
Asian or Pacific Islander	11	13	84%
Hispanic or Latino	87	98	88%
Multi-racial	64	67	95%
Other/Undefined/Declined to State	91	98	92%
White or Caucasian	461	483	95%
Overall Completions/Promotions	788	836	94%

School Year 2014 – 2015 Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/ Promotion Rate
African-American or Black	70	76	92%
American Indian or Alaska Native	4	4	100%
Asian or Pacific Islander	14	14	100%
Hispanic or Latino	94	97	96%
Multi-racial	28	28	100%
Other/Undefined/Declined to State	43	43	100%
White or Caucasian	336	352	95%
Overall Completions/Promotions	589	614	95%

School Year 2015 – 2016 Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/ Promotion Rate
African-American or Black	131	142	92%
American Indian or Alaska Native	3	6	50%
Asian or Pacific Islander	24	25	96%
Hispanic or Latino	195	200	98%
Multi-racial	12	14	86%
Other/Undefined/Declined to State	117	131	89%
White or Caucasian	481	526	91%
Overall Completions/Promotions	963	1044	92%

SCHOOL PERFORMANCE ACCOUNTABILITY OUTCOMES

District Virtual Instruction Programs

For the district virtual instruction programs served by K12 Florida LLC (“K12”), K12 does not have access to FCAT 2.0 scores or to demographic information about the students who participate in K12 courses outside of a Florida Virtual Academy

TEACHER EVALUATIONS

At least 30% of the performance objectives weight in K12 teacher evaluations is based on student performance.

The average percent of K12 teachers in previous years with effective or highly effective evaluations is 80%.

SCHOOL GRADES

Under the highly successful instructional model of Florida Virtual Academy which operated as a pilot program under the Florida Department of Education from 2003 to 2008, K12 Florida LLC (“K12”) was hired by the Florida Department of Education to use its instructional, management, and operational models as well as its curriculum and systems to design and launch the program. In 2005, the first year K12 earned a school grade as Florida Virtual Academy, the school celebrated a “B” with 400 points—just 10 points from earning an “A.” From school year 2006-2007 (with the addition of the Science Proficiency and Math Lowest 25% Learning Gains components) to school year 2008-2009, the Florida Virtual Academy earned an “A”. In 2009- 2010, the first year of the District Virtual Instruction Programs powered by K12, we celebrated an “A”, with 89% of the students tested demonstrating high standards in reading. In the 2010-2011 school year, K12 earned a “B”, which was appealed due to missing scores. In 2011-2012, K12 earned a “C” which K12 appealed based on questions of accuracy of the data used to determine the grade. FLDOE acknowledged the issues raised about the data in their vendor grade appeal response. In the 2012-2013 school year, FLDOE brought about many changes to the State’s grading system including a writing proficiency increase from 3.0 to 3.5 and increased student performance expectations for FCAT 2.0 Reading and Mathematics. Like most schools in Florida, K12’s school grade dropped to a “D” which was subsequently corrected in 2013-2014 in which K12 earned a “C”. In 2014-2015, Senate Bill 1642 was passed, refocusing the school grading formula on student success measures which delivered multiple changes in the FL Accountability System. The state also released the new testing platform. Although these changes yielded a no fault year, K12 earned a school grade of “C”. In 2015-2016, the school grade for K12 increased to a “B”. K12 continues to be a “qualified” VIP Provider based on the most recent Florida school grades release and Section 1002.45(8), F.S.

DROPOUT AND GRADUATION RATES

Dropout Rates

District Virtual Instruction Programs

K12 continues to work with our district partners as part of the District Virtual Instruction Programs to collect and track student data. Dropout rates are not currently tracked by K12. As the provider of the Virtual Instruction Program, access to this information is not available.

Graduation Rates

District Virtual Instruction Programs

K12 continues to work with our district partners as part of the district virtual instruction programs to collect and track student data. The data below indicates the graduation rates based on full time students enrolled in the district virtual instruction program, where K12 received confirmation from the district that students graduated at the end of the school year.

- SY 2012-2013 61% Graduation rate
- SY 2013-2014 95% Graduation rate
- SY 2014-2015 81% Graduation rate
- SY 2015-2016 96% Graduation rate

DISCLOSURE WEBSITE

Provide the link(s) to where this required disclosure information is prominently displayed on your website and the information is up to date:

<http://www.k12.com/Florida-DOE.html>