K12 FLORIDA L.L.C. DISCLOSURE REQUIREMENTS

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 full-time 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. Post a list identifying the National Collegiate Athletic Association (NCAA) approval status for each applicable high school course offered.**

K12 Florida L.L.C., currently authorized by the Florida Department of Education (FLDOE) to participate with school districts in their Virtual Instruction Programs as well as to provide virtual instruction services to district sponsored online schools and cyber charter schools, is an indirect wholly owned subsidiary of Stride, Inc. "Stride, Inc." is referred to as "K12" in this document, consistent with the company's branding. "Stride" is used in this document when it is part of a specific Stride entity's or product's name. "K12 Florida L.L.C." in this document refers to the K12 Florida Virtual Instruction Program Provider.

K12 has transformed the teaching and learning experience for millions of people by providing innovative, high-quality, tech-enabled education solutions, curriculum, and programs directly to students, schools, the military, and enterprises in primary, secondary, and post-secondary settings. K12 is a premier provider of K-12 education for students, schools, and districts, including career learning services through middle and high school curriculum. In SY2024-2025, K12 managed public online and blended schools graduated 19,168 students. For adult learners, K12 delivers professional skills training in healthcare and technology, as well as staffing and talent development for Fortune 500 companies. K12 has delivered millions of courses over the past decade and serves learners in all 50 states and more than 100 countries.

K12 has invested in developing and acquiring curriculum and online learning platforms that promote mastery of core concepts and skills for students of all abilities. The K12 suite of services and instructional curriculum and courseware, collectively referred to as the "K12 Curriculum", currently includes public and private K-12 options; K12 Learning Academy for districts (previously named the FuelEd Instructional Services Team); World Languages; K12 Skills Arcade; and Career Readiness Education (CRE) curriculum. The K12 curriculum also includes an array of Advanced Placement (AP) courses that is far larger than that in most conventional brick-and-mortar schools. K12 re-evaluates its AP catalog of courses in accordance with changing College Board guidelines and student and school requests. 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. The list of Advanced Placement courses that have been officially approved through the College Board's AP audit process are listed in the High School Curriculum section below.

K12 provides a continuum of technology-based educational products and solutions to cyber charter schools, public school districts, public schools (including online 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

The design, development, and delivery of K12's curriculum are grounded in a set of guiding principles that promote critical thinking and problem-solving skills to prepare students for the demands of the 21st Century. K12 uses "big ideas" in every subject area to organize the explicit learning objectives for each course. This approach enables teachers to easily connect their instruction to both content standards and to Florida's B.E.S.T. Standards. It also helps students understand how skills and standards are connected, providing a coherence to the teaching/learning process often missed when content standards are taught as independent, unrelated ideas.

K12 content experts have developed a clear understanding of those subjects, concepts, and skills (as determined by experience and research on learning and teaching) that are often difficult for students to grasp. Greater instructional effort is focused on the most important concepts and on the most challenging concepts and skills. K12 uses existing research, feedback from parents and students, and the judgement of experienced teachers to determine these priorities and to modify K12's learning systems to guide the allocation of each student's time and effort. It is important to emphasize that this personalized approach to instruction ensures that every student will receive the instructional support needed to master Florida's B.E.S.T. Standards.

In addition to aligning to the Florida standards (including the B.E.S.T. Standards and Next Generation Sunshine State Standards) and the National Standards for Quality Online Courses, courses within the K12 curriculum both align to and support the Next Generation Science Standards. The objectives are crafted from educational research, state and national standards, and deep content expertise. Each course clearly identifies the objectives to be mastered in each lesson, unit, and semester. The lesson objectives are clearly defined on the learning platform.

Several types of multimedia are standard in the K12 curriculum and used strategically to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods:

- *Audio*: Maximizes the learner's ability to process information without being overwhelmed by visuals
- *Photographs/Illustrations*: Help represent, organize, and interpret the content
- *Interactive Activities*: Are used to segment content, personalize learning, promote agency in learning, and offer the opportunity to engage in activities incrementally increasing in cognitive difficulty (See Interactive Curriculum, below)
- *Technology-Enhanced Items* (*TEI*)*:* Offer students the opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: Are used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and bring instruction to life

As an example of interactive activities, K12 Science courses include open-ended simulations giving students an environment to model natural phenomena. The open-ended simulations present the learner with the simplest case appropriate for their knowledge development and then provide the means to reshape the environment using increasingly sophisticated tools or ideas. The simulations give students the opportunity to create and test models, to reinforce core lesson ideas, and to apply scientific and engineering practices in virtual labs.

Interactive Curriculum

K12's K–12 curriculum emphasizes an active, multi-sensory approach that targets cognitive domains learners need to acquire, use, and develop knowledge through rich media, videos, scaffolded models, virtual manipulatives, and learning games. Other content providers lack an interactive strategy as they have entered the online education market from a traditional textbook environment. These providers either build online textbooks that do not support learners with appropriate interactive tools, or they build complex interactives that fail to engage learners at an appropriate cognitive level. The K12 learning experience is intentionally designed for a digital learning environment and follows an interactive strategy that uses technology to enhance learning and engage students. K12 content aligns the interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, user research from students, teachers, and families in the schools and programs served by K12 and external markets.

Curriculum Overview

K12's courses are built on a consistent, predictable instructional model to ground students in what to expect and are packed with rigorous content, interactivity, and engaging media and video. The courses personalize learning in a variety of ways, from offering more scaffolded learner paths for students needing extra support, to matching readers to appropriately leveled texts. Courses are designed expressly for a digital learning environment, using technology and instructional design principles to enhance instruction and engagement, not just to deliver print-based instruction online. The result is a comprehensive online learning experience.

Elementary School Curriculum

Families with students enrolled in grades K-5 begin the school year with the "Intro to Online Learning" course. This introductory course provides an overview of each curriculum area so students and Learning Coaches (usually guardians or parents but could be any caring adult who will support the student in their learning process) can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. Topics covered include:

- the online school tools like the daily plan, messages, and help;
- course organization of lessons, including assessments; and
- strategies to get organized and be a successful student in online courses.

Other introductory course options include "Embark Tools Exploration" and "Welcome Back to Online Learning."

The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of their introductory course, students will be fully prepared to begin their lessons in the online school.

Elementary students take English language arts, math, science, history/social studies, art, music, health and physical education, and world languages (Chinese or Spanish). With hundreds of engaging lessons in each subject, students learn the fundamental skills and knowledge building blocks or schemas needed to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes formative and grade-specific assessments built in at regular intervals appropriate to each course and subject.

English Language Arts (ELA): Younger elementary students learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities. Students in grades K-2 have grade specific, media specialist approved collections about fairy tales, folktales, rhymes, poems, and fables. Older elementary students continually sharpen their fluency—the ability to read on grade level with accuracy, automaticity, rate, and intonation—so that they can focus on comprehension as opposed to laboriously decoding text. Upper elementary students also develop literary analysis and comprehension skills by reading approved novels and nonfiction works. Students in grades 3-5 have their own grade specific approved collections of fiction and nonfiction texts called Expeditions in Reading.

K12's grades K-5 ELA courses help students develop reading and writing skills, while also inspiring a love of literature. The program features approved fiction and non-fiction works. K12's ELA curriculum supports students' development of analytical and critical thinking skills through engaging text-dependent questions and tasks—including inferential reading comprehension questions. Through the use of exemplars and short, targeted writing assignments, students practice vocabulary and learn the skills required for different forms of writing.

Math: K12's grades K-5 mathematics program is designed to establish mathematical fluency while also deepening the ability to reason mathematically (conceptual math). K12's suite of mathematics courses represents K12's second generation of research and development into effective approaches in early mathematics instruction and current e-learning instructional design.

K12's mathematics courses emphasize an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Spiraling practice and review ensures mastery of basic skills. Embedded online games and animations motivate and engage students in challenging work and help illustrate concepts, while challenge problems help students develop critical thinking skills. From helping younger students make the link between the concrete and the abstract to immersing older students in the symbolic manipulations of algebra, K12 mathematics provides a thorough mathematical grounding and foundation for middle school.

Science: Science K-5 courses are designed to be engaging through explicit instruction, integrated approved ebooks, vocabulary terms, and both directed and exploratory laboratory experiences. The program brings all four domains of science (physical, life, earth, and space) alive, nurturing curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. The lessons address interdisciplinary core ideas, make connections to the cross-cutting concepts, and provide opportunities for students to engage in science and engineering practices.

Social Studies: K12's kindergarten history and social sciences program takes students on a world tour of the seven continents and provides an overview of American History through a series of approved biographies of famous Americans. The first-grade history program introduces students to more

geographic, economic, civic, and historical concepts and events and tells the story of the beginnings of several ancient civilizations and world religions. Grades 2-4 focus on exploring community, civics, citizenship, and state history through approved eBooks, web explorations, and hands-on projects. Students in second grade experience a broad introduction to social studies and build a base for future learning. Third graders explore the world around them through the lens of various social studies concepts and topics. Fourth graders investigate the geography, history, economics, and civics of the United States. Students in grades 5 and up explore major themes and topics in greater depth through an American Studies course.

The courses draw from the rich history of the human experience to develop civic competencies in students. Students analyze and interpret significant events, patterns, and themes in their community's history, the United States, and the world. Students read about people and locations to appreciate and compare places around them. They gain age-appropriate, foundational knowledge of how the United States government functions and the rights and responsibilities of its citizens. As they learn about, reflect on, and, in later grades, research American history, students make connections between the past and the present. They develop an understanding of economic and geographic concepts, strengthening their grasp of their individual role in the local, national, and international story.

Art: Grade K-5 art courses offer lessons in which students create art, present their work, respond to art, and formulate connections between art and their lives. The courses expose students to an assortment of art and artists from different times, places, and cultures. Students use a variety of techniques, processes, and materials to create art.

Music: K12's K-5 music courses offer engaging content across various styles and encourage students to explore rhythm, melody, movement, and expression through a mix of online and offline activities. Each course consists of six units, with six 30-minute lessons per unit, including video-based instruction for 3rd and 4th graders featuring animated characters. Students participate in observational assessments and have opportunities to express themselves through singing, dancing, and creative activities, while also making connections to other subjects. Additionally, each unit incorporates media specialist approved books from the K12 Library for independent or guided reading, enhancing the overall learning experience.

Middle School Curriculum

Students in grades 6-8 begin the school year by attending either "Intro to Online Learning", which introduces new students to the online learning platform, "Welcome Back Online Learning", or "Welcome to K12 Career Prep". These introductory courses provide an overview of each curriculum area so students and learning coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. Topics covered include:

- the online school tools like the daily plan, messages, and help;
- course organization of lessons, including assessments;
- resources like media specialist approved books from the K12 Library;
- strategies to get organized and be a successful student in online courses;
- time management (including how to take advantage of the flexibility of online courses); and
- how to form a consistent plan each day.

The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of their respective introductory courses, students are fully prepared to begin their lessons in the online school.

Middle school students take English language arts, math, history and social sciences, science, and elective courses. For the 2025-2026 school year, elective courses include Chinese and Spanish world languages, Career Readiness Education, Coding Fundamentals: Intro, Computer Literacy, Game Design, Health, Intermediate American Art, Intermediate World Art, Introduction to the Internet, Journalism, Photography, Physical Education, Music, Web Design, and World of Computing. Skills recovery courses are also available for English Language Arts, History/Social Studies, Math, and Science. With hundreds of engaging lessons in each subject across our proprietary curriculum, students learn the fundamental skills and knowledge building blocks or schemas needed to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes formative and summative assessments built in at regular intervals appropriate to each course and subject.

English Language Arts: English language arts (ELA) courses for grades 6-8 are student-centric and designed to support the depth of knowledge required by today's standards and high-stakes testing environments. With rich content, designed to engage and motivate, and enough practice to support mastery—including built-in time for independent practice, and actionable formative data—these ELA courses include the tools and technology that equip students with the skills they need to be successful throughout their academic careers.

Throughout these courses, students engage in literary analysis and close reading of approved short stories, poetry, drama, novels, and informational texts. Students read "between the lines" to interpret literature and go beyond the text to discover how the culture in which a work of literature was created contributes to the theme and ideas it conveys. Instruction and reading strategies accompany reading selections to help engage students in the text and sharpen their comprehension. Students study a variety of media to understand informational and persuasive techniques, explicit and implied messages, and how visual and auditory cues affect messages.

Students express their ideas and knowledge using standard (formal) English in written and oral assignments. Analyzing and practicing the form and structure of various writing genres enhances students' communication skills. Vocabulary is taught explicitly and through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. Setting goals, implementing reading strategies, self-monitoring progress, and reflecting on successes and challenges help students become metacognitive learners. These courses include discussion activities that engage students in the curriculum while creating a sense of community.

Mathematics: In K12's grade 6 mathematics course, students deepen their understanding of multiplication and division of fractions to include dividing fractions by fractions, with an additional focus on increasing efficiency and fluency. Students gain a foundation in the concepts of ratio and rate as an extension of their work with whole-number multiplication and division. This foundation prepares them for work with proportional relationships in grade 7. Students also make connections among area, volume, and surface area, and continue to prepare for deep algebraic understanding by interpreting and using expressions and equations.

In K12's grade 7 mathematics course, students focus on real-world scenarios and mathematical problems involving algebraic expressions and linear equations. They also begin to apply their understanding of rational numbers with increased complexity. The course lays the foundation for exploring concepts of

angle, similarity, and congruence as students work with scale drawings and construct and analyze relationships among geometric figures. Students also develop and apply understandings of proportional relationships.

K12's grade 8 mathematics course prepares students for more advanced study in algebra as students solve linear equations and systems of equations, work with radicals and integer exponents, gain conceptual understanding of functions, and use functions to model quantitative relationships. To prepare students for more advanced study in geometry, the course emphasizes the Pythagorean theorem and a deepening exploration of similarity and congruence.

Science: In grades 6-8 Earth Science, students explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; earth's minerals and rocks; earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe. In grades 6-8 Life Science, students explore an amazing variety of organisms, the complex workings of the cell and cell biology, the relationship between living things and their environments, and discoveries in the world of modern genetics. Students tackle such topics as ecology, microorganisms, animals, plants, cells, species, adaptation, heredity, genetics, and the history of life on earth. In grades 6-8 Physical Science, among other subjects, students study the structure of atoms; the elements and the periodic table; chemical reactions; forces, including gravitational, motion, acceleration, and mass; and energy, including light, thermal, electric, and magnetism. Students' coursework provides opportunities for students to engage in science and engineering practices through laboratory experiments and engineering design challenges. With rich content, designed to engage and motivate, and practice to support mastery, these science courses include the tools and technology that students need to succeed.

History: Throughout these courses, grades 6-8 students sharpen their historical and critical analysis skills as they read approved primary sources and study historical accounts from a variety of perspectives. By analyzing current events, students reflect on changes and continuities within and between time periods and see how the historical events of yesterday impact the present day. Students examine relevant issues such as trade, globalization, the environment, conflict, and other topics that influence the world today and develop citizenship skills that will enable them to participate in their government and communities throughout their lives. By studying the physical and cultural traits that make regions unique, as well as studying their commonalities, and how geography has influenced American history, students expand their knowledge of the world around them. Students also learn and apply research skills as they undertake research projects, practice document and art analysis, and look at how historians draw conclusions about the past.

Art: K12's grades 6-8 art courses—including American Art and World Art—provide opportunities for students to investigate art and architecture from different cultures and eras, and create realistic and abstract works inspired by works they learn about, using many materials and techniques.

Music: Students become musicians as they explore and build foundational music skills. Students are encouraged to discover their musical potential through diverse learning activities that include singing, dancing, virtual instruments, listening maps, authentic sound recordings with famous past and present artists, an iSong player that allows students to customize key signatures, tempo, and lyrical highlighting, playing the recorder, and optional guitar lessons. Students study the musical elements of duration, pitch, design, tone color, expressive qualities and cultural context. Students are introduced to music from all over

the world as they explore beat, meter, rhythm, melody, harmony, tonality, texture, form, tone color, dynamics, tempo, articulation, style, and music background, and learn to actively read and write music.

Elementary and Middle School Career and College Prep Curriculum

Career and College Prep (C&CP) as a program in the Elementary school setting is focused on Career Awareness. Selected and approved reading materials, under the direction of the teacher and/or Learning Coach can be used to access career related content, facilitating student awareness of career opportunities that can be intentionally aligned to industry gaps, areas of industry growth in the state and/or region where the student resides.

The goal of the middle school C&CP program is to create an experience that allows students to explore a number of careers and industry sectors, while understanding personal strengths and interest and potential intersection of these personal attributes and the workforce. By engaging students early and often, they will have the opportunity to create a vision for their high school years and beyond. Students engage in robust career and college exploration through exploratory activities like career fairs. Exploration, in addition to C&CP coursework and conversations with their counselor, aids the student in planning for high school. The student's pathway is chosen and documented by 8th grade.

Career Awareness
During the Career Awareness phase, students are exposed to a wide variety of career clusters as a foundation for future learning. Students will take part in awareness coursework, including introduction to career clusters, through Project Based Learning (PBL), and professional skills development. All these elements will begin to develop culture and community around discussion, collaboration, and reflection, preparing students for the high school C&CP experience.

Career Exploration
The Career Exploration phase of the middle school C&CP program allows students to focus their experience by selecting a C&CP exploratory course to begin the journey of more in-depth investigation of the specific careers in a cluster. During Career Exploration, students work with counselors, teachers, and administrators to become more active in their planning towards high school graduation and professional skills development. Students will take part in exploration coursework, which will include a deeper focus around career clusters of interest, professional skills, and through PBL. This coursework will set the stage for students to plan which pathway(s) and certification(s) they want to pursue in high school. Virtual work-based learning will be facilitated by appropriate virtual work-based learning opportunities, all focused on the student's chosen career cluster. In the second semester of grade 8, students (ages 13+) will be introduced to Tallo, a closed network platform (not a social media site) that allows students to showcase their unique skills and abilities while connecting to opportunities such as post-secondary education, internships, jobs and scholarships. All posts are monitored by Tallo staff to ensure relevancy and appropriateness.

Middle school C&CP students are able to earn certifications through their CTE coursework. Middle school certifications validate fundamental technical and durable skills learned while preparing students for future success in earning industry certifications by increasing confidence and awareness of test structure.

Career and Technical Student Organizations (CTSOs), which were traditionally offered in high school, are available to middle school C&CP students. This allows students to have ongoing engagement

opportunities with their peers, apply learned technical skills, and to cultivate and demonstrate leadership and other durable skills.

High School Curriculum

The "Intro to Online Learning" course is an introduction to the virtual learning environment for high school students with information for Learning Coaches. Topics include an orientation to people and parts of an online school, the online school platform, opportunities for socializing, sample assessments, and tips about how to create an effective learning environment, manage time, and be successful. Each lesson has video tutorials, printable guides, and practice activities such as sending email or creating schedules and backup plans. Veteran students and Learning Coaches share personal experiences and advice. Other high school orientation courses offered include Welcome Back to Online Learning 6-12, and Online Career Learning 6-12.

Whether targeting employment, enlistment, or post-secondary educational options such as community college, four-year university or trade school, high school students can choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

K12 courses will meet all state graduation requirements, and the diversity of electives is designed both to help students earn their high school diploma and find their own path to post-high school success.

K12 continuously invests and develops techniques and features in the curriculum to improve accessibility and interoperability with mobile devices. Most K12-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. New content is developed following mobile-first development practices and supports responsive design.

The K12 high school curriculum will provide students the opportunity to harness the power of individualized learning by choosing from comprehensive, honors, Advanced Placement®, or rapid credit recovery courses for English, math, science, history/social studies, Spanish, career readiness, and electives. Unlike other programs, where a student must be on a particular academic path, the K12 curriculum allows students to chart their own course, choosing from a variety of levels of courses designed to match various aptitudes and goals. So, if a student excels in mathematics and science, they may take all Honors/AP® courses in those subjects while choosing from comprehensive versions of English and history courses. These multiple course levels prevent students from being locked into one level of a particular subject and reflect and support the personal, natural progress and growth of each student.

Comprehensive Courses: Students work on extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also require independent thinking and self-discipline.

Honors Courses: Students are expected to take more responsibility for their progress in the course and are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects—emphasizing duration over time, group and collaborative work, and

communication skills—are inspired by the principles embodied in the 21st Century Skills Initiative.

Advanced Placement ® (AP ®) Courses:

The K12 curriculum offers an array of Advanced Placement ® (AP ®) courses that is far larger than in most conventional brick-and-mortar schools. K12 re-evaluates its AP ® catalog of courses in accordance with changing College Board guidelines and student and school requests. 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 SY2025-2026, the following Advanced Placement courses are approved to be offered by K12 Learning Academy:

Art History
Biology
Calculus AB
Calculus BC
Chemistry
Computer Science A
Computer Science Principles
English Language and Composition
English Literature and Composition
Environmental Science
Human Geography
Macroeconomics
Microeconomics
Psychology
Spanish Language and Culture
Statistics
U.S. Government and Politics
United States History
World History: Modern

The College Board's AP Ledger of authorized courses is expected to be posted in the fall of each school year.

Re-Taking Courses: K12 and its curriculum experts are prepared to meet all students where they are. The flexibility of courses and curriculum provides opportunities for students to take courses that they have failed to recover their GPA through grade forgiveness, as defined by the state department of education.

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 courses offer students the opportunity to read approved short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. 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, which include 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, mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments. Additionally, these courses meet students where they are by offering honors, credit recovery, and intensive reading programs to support diverse learning needs and help all students achieve academic success.

Math: Grades 9-12 Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that students understand mathematical concepts and master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone their 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 animated to bring the math to life, while others allow students to interact with a partially completed problem. Offline components provide application and practice opportunities. In addition, teachers often record their instructional sessions and make them available to students for review.

The textbooks (in both offline and digital formats) provide reference information and more worked examples. Robust, well-sequenced problem sets that allow students to learn by practicing are offered in every math course whether online or offline. Each lesson also includes resources that help teachers and Learning Coaches 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. Teachers may also use "Exit Tickets" after online instructional sessions. These Exit Tickets allow students to demonstrate what they have learned in that live session. Teachers use this information to personalize learning feedback to students.

History: K12 grades 9-12 history courses emphasize the narrative of history—a narrative story that includes great historical figures, everyday people, and the governments, arts, belief systems, and technologies they have developed in various cultures over time. Courses integrate topics in geography, civics, and economics into the study of history; were designed with state standards and national frameworks for content and skills in mind; and are offered at levels appropriate to students' needs. World History, Modern World Studies, United States History, and Modern United States History combine stunning textbooks—in both conventional and online formats—published by K12 and integrated 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 discussion boards and a variety of research and skills activities. Economics and U.S. Government courses are also offered to meet graduation requirements.

Science: K12 offers a complete high school curriculum for students in grades 9-12. The curriculum includes courses in physical science, biology, earth science, chemistry, physics, astronomy, forensic science, and environmental science. K12 science courses provide hands-on exploration using real materials to conduct scientific laboratory investigations at home or through virtual laboratories that reflect actual laboratory experience in a virtual setting. Students taking these high school science courses become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions. K12's high school science courses prepare students for college science courses by providing solid, scientifically accurate content, developing laboratory awareness and skills firmly anchoring students in scientific principles.

Electives

K12's curriculum is enhanced by a wide array of electives that enriches students' education in essential areas—including those identified by the 21st Century Skills and science, technology, engineering, and mathematics (STEM) initiatives—and will prepare students well for the world beyond high school. K12's elective curriculum includes courses in:

- World Languages: High school level World Languages courses currently offered by K12 include Spanish, Chinese, American Sign Language, and AP Spanish Language and Culture.

- Science: Special interests in science can be pursued in Environmental Science, Astronomy, or Forensic Science.
- Social Science: Students interested in the social sciences can elect to explore Anthropology, AP Psychology, AP Microeconomics, Sociology, Archaeology, and Arts/AV Tech/Communications Explorations.
- Fine Arts: Electives in the arts include Fine Art and Music Appreciation.
- Technology and Computer Science: A variety of technology and computer science courses are offered, ranging from basic Computer Literacy to Computer Science. Students may explore career avenues with courses including Digital Arts, Image Design and Editing, Data Structures in C++, and Web Design. Technology and computer science courses are heavily project-based, and students complete the courses with portfolios of completed work.
- Business: Students are given additional opportunities to explore careers with Marketing and Accounting. They can get practical experience in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses with Personal Finance. Consumer Math's comprehensive review and study of arithmetic skills has both personal and vocational applications.
- Health and Physical Education: Students can earn credit and learn essential skills with the courses Health and Physical Education. Physical Education, which may be repeated for additional semesters as needed to meet state requirements, requires daily physical activity, verified by a parent or mentor. Physical Education is also available as credit recovery.
- Communications: Students can pursue their interests in communications with courses in Journalism, Public Speaking, or Creative Writing.
- Finding Your Path: This series of courses, which includes K12's school-counseling tool, help students navigate the unique challenges of each year of high school, plan ahead, and meet their goals.

High School Career and College Prep Curriculum

K12 recognizes that student plans after high school will vary and may include immediate immersion in the workforce as well as postsecondary education. K12 offers 36 innovative pathways aligned to 11 Career Clusters. The career clusters are Agriculture; Arts, A/V Tech, and Communications; Business Management and Administration; Marketing; Education and Training; Law, Public Safety, and Security; Health and Human Services; Hospitality and Tourism; Information Technology; Manufacturing and the Trades; and Engineering and STEM.

These pathways are frameworks used to organize courses, skills, and certifications based on relevant industry standards. Students enrolled in a pathway are engaged in an educational plan tailored toward specific occupations. Pathways are designed to provide a structured approach to career exploration and development, allowing students to make informed decisions regarding career-related goals.

K12 currently offers over 342 Career and College Prep courses ranging from career exploration courses to in-depth content. The curriculum and courses are designed to lead to post-secondary credentials, including industry-recognized certifications, and college credits in high-demand career fields by including school input in roadmap decisions, creating durable skills Learning Hub content, and seeking out quality curriculum vendors.

An example of a C&CP pathway program is K12's Information Support and Services pathway, in the Information Technology career cluster. The pathway starts with an exploration of fundamental IT concepts and IT careers. Students continue with coursework in computer science, cloud computing, and computer science, completing the pathway with CompTIA coursework, exam prep, and certification, as well as the AWS Cloud Practitioner certification. Pathways in the IT program offer a number of industry recognized certifications such as CompTIA Network+, CompTIA Cloud Essentials+, CompTIA IT Fundamentals+ (ITF+), AWS Cloud Practitioner, CompTIA A+ Core, CompTIA Security+, ICT Gaming Essentials and CIW Site Development Associate. Students who enroll in their junior or senior years may take advantage of an accelerated program that enables them to earn credentials to be job-ready upon graduation.

Another example of a C&CP pathway is K12's Therapeutics pathway in the Health & Human Services career cluster. The pathway starts with an exploration of healthcare careers to ensure students understand the breadth and depth of options. Students continue with pre-requisite courses in anatomy, medical terminology, physiology, and professionalism in allied health. Students are then able to choose a focus from a number of healthcare areas, including Clinical Medical Assisting, Pharmacy Technician, Dental Assisting and more. K12's C&CP program is proud to offer 15 industry recognized healthcare related certifications, 11 of which are in partnership with MedCerts, another K12 company.

MedCerts is an online certification training provider focused on preparing students to earn short-term, industry-recognized healthcare and IT credentials. All programs are completely online, using interactive games, simulations, animations and more to teach the skills needed for national certification and starting a career in the healthcare industry. After program completion, students are eligible for national certification through an accredited, industry-recognized certifying body. Through MedCerts' high school model, K12 students can start as early as 11th grade and complete courses over the last two years of their high school education – serving as electives or CTE credits for their graduation requirements. They graduate with a diploma and the opportunity to be certified, leaving high school "Work Ready" and able to get their foot in the door at a healthcare organization ahead of their peers. With MedCerts' Articulated Credit partners, these students can use their certification toward college credits to stay ahead of the curve. An industry leader in online education, MedCerts has assisted over 100,000 students since 2009 and their full catalog features over 60 programs in the healthcare, IT and professional development industries.

SPECIFIC RESEARCH AND BEST PRACTICE USED IN DESIGN

Research-Based Curriculum

K12 has a Curriculum and Product Research team dedicated to reviewing and synthesizing research for course development teams. Both secondary research—cornerstone and cutting-edge research studies on curriculum and online learning completed by experts in their fields—and primary research—research on the efficacy and varying aspects of the curriculum--are conducted in house and by third parties. K12's curriculum is regularly updated based on the information gleaned from both primary and secondary research. From the amount of instructional time per subject and frequency and length of brain breaks, to the sequence and coherence of content to types of assessments, all modifications to the curriculum are evidence-based, data-driven, and backed by empirical research proven to be effective in improving learning.

User-Centric Design

User-centric design means making a product easy and enjoyable to use by understanding the people who use the product: students, Learning Coaches, and teachers and other school personnel. It is an integral aspect of development. The User Experience Design Team at K12 seeks to understand users through observations and data. Information is organized to be effective for the user and aesthetically pleasing. Interactive behaviors are designed to allow users to complete their goals or tasks. This process is iterative, using user feedback to inform both initial design and design enhancements.

Utilizing user research and analytics, information architecture, interaction design, content strategy, visual design, and usability testing, the team identifies problems that users encounter within the system and works to re-design aspects of the system to make it more intuitive and user-centered.

Since 2015, the K12 User Experience team has conducted hundreds of studies with teachers, students, and Learning Coaches. Their work provides us with a deep understanding of how our teachers and students use our curriculum day-to-day, what challenges they face, and what they think about new concepts before we develop them. Teams can make decision about what to build and how to build it well based on insights grounded in real student and teacher experiences. K12 continuously invests and develops techniques and features in the curriculum to improve accessibility and interoperability with mobile devices. Most K12-produced textbooks, reference guides literature readers, and lab manuals now offered in a digital, online format (PDFs, eBooks) and optimized for mobile devices. New content is developed following mobile-first development practices and supports responsive design.

A Research-based Pedagogical Basis

Extensive and ongoing research ensures that the K12 curriculum is based on sound principles of instructional design and delivery. The research base includes:

- Cognitive Science Research on How Students Learn: aligns cognitive research, student performance measurement, and instructional strategies targeted to ensure best practice and student accessibility to K12 curriculum.
- Research on the Structure of Expert Knowledge: (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area
- Research on General Instructional Principles: empirically-tested principles of online instruction using multimedia resources
- Research on Teaching Specific Topics and Addressing Possible Misconceptions: helping students overcome misconceptions related to complex instructional objectives
- National Standards for Quality Online Courses: including online course guidelines for content, instructional design, student assessment, technology, and course evaluation and support
- Proven Strong Student Achievement and Outcomes: performance evaluations based on a variety of assessment administered throughout the school year to inform and evaluate the teaching and learning cycle
- A Curriculum Designed to Meet Diverse Needs: providing unit-level and lesson-level goals and objectives, online and offline activities, and other attributes to meet diverse student needs
- Multiple Assessment Tools and Strategies: assessment tools and strategies linked to learning objectives allowing students to demonstrate what they have learned in a variety of ways

K12 Florida L.L.C. has submitted alignments to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA), Mathematics, and Social Studies to FLDOE following the timeline set by the Florida State Board of Education. As Florida adopts new subject area standards, K12 Florida L.L.C. will submit course alignments to Florida courses as required. The K12 curriculum is also aligned to the organization's mission to help students reach their full potential through inspired teaching and personalized learning.

National Standards for Quality Online Courses

In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outlined quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations used these standards as a rubric for evaluating the quality of any online courses they wished to offer. The iNACOL standards were revised in late summer 2011. K12's courses have been so widely recognized for embodying best practices for online learning that K12's curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—included reformulated standards that were more easily applicable and verifiable in the growing landscape of different online scenarios.

Multiple Assessment Tools and Strategies

To assess the effectiveness of curriculum and instruction across public schools served by K12 (which, state by state, follow different standards and administer different assessments), K12 uses a variety of readiness, formative, summative, and state-required assessments at applicable grade levels. Readiness assessments offer an initial benchmark for student skill level in each core area, which allows teachers to differentiate instruction based on student needs. Formative assessments given during each instructional cycle provide detailed information which, through a variety of strategies, will improve instructional techniques and student learning while it's happening. Summative and state-required assessments are used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year. Student performance is evaluated to inform and evaluate the teaching and learning cycle.

- K12 assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.
- K12's assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.
- Appropriate assessments are built into almost every lesson to evaluate mastery and point the way to remediation or enrichment.

Technology-enhanced item types provide powerful opportunities for students to gain practice and familiarity with items mimicking the format of those they may encounter in testing scenarios today. These

items allow students to demonstrate depth of knowledge and higher-order thinking ability. For this reason, a variety of item types, including drag and drop and fill in the blank, are used throughout the courses.

BASIS FOR AND FREQUENCY OF REVISION

K12 is committed to maintaining up-to-date, standards-based, fully aligned courses with enhanced course content, materials, instructions, and assessments. Larger updates are made over the course of each fiscal year (July through June). Leadership from Product Management, Curriculum Production, and Design teams partner to craft a proposed production roadmap whose initiatives are typically in response to some combination of user feedback, internal feedback, market research, primary and secondary curricular research, changes to academic standards, state requirements, requirements stemming from K12's various lines of business, and changes to internal platforms and technology. The proposed roadmap is reviewed with executive leadership and iterated upon until the initiatives for the year are confirmed. Larger updates may include, but are not limited to, entirely new course builds, major revisions to the content and/or design of existing courses, developing state-customized courses, rebuilding courses on a new platform, and creating new learning object collections for the Learning Hub—K12's content repository that empowers teachers to customize and differentiate courses.

Smaller updates and fixes that do not impact student progress in-year—such as typographical errors and confusing instructions—are made on an ongoing basis. These are often in response to user feedback from teachers, students, and families. Feedback is a crucial part of the course development process and maintenance of the course. Ultimately, all students and teachers benefit from updated courses with proven instructional methods and the latest technology.

EFFECTIVENESS OF THE K12 CURRICULUM

K12, 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.

Cognia Accreditation

AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, first accredited Stride in 2010 and then renewed its five-year quality assurance accreditation in 2018. In November 2018, AdvancED merged with Measured Progress and became "Cognia." Cognia is a global nonprofit working in over 80 countries that offers accreditation and certification, assessment, professional learning, and improvement services within a framework of continuous improvement. Cognia recently renewed its accreditation of Stride, Inc., to June 30, 2031.

Cognia conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure all learners realize their full potential. Cognia 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, Stride must:

- Meet quality standards set forth by Cognia
- Engage in a continuous process of improvement.

- Demonstrate quality assurance through internal (Self-Study) and external review (Quality Assurance Review).

Stride, Inc., Learning Solutions Instructional Services Team (serving the K12 Florida L.L.C. district virtual instruction programs and recently renamed the K12 Learning Academy), Florida Cyber Charter Academy at Clay County, Florida Cyber Charter Academy at Duval County, and Florida Cyber Charter Academy at Osceola County are each accredited by Cognia.

The Cognia™ School of Distinction program, a program that recognizes PreK–12 education institutions that exemplify excellence in education and service to learners, has been awarded to six schools served by K12: Idaho Technical Career Academy in 2021; Ohio Virtual Academy in 2022; The Keystone School and Oklahoma Virtual Charter Academy in 2023; Wisconsin Virtual Academy in 2023 and 2024; and Idaho Virtual Academy in 2024.

Western Association of Schools and Colleges (WASC) Accreditation

As one of six accrediting institutions in the United States, the Western Association of Schools and Colleges' (ACS WASC) mission is to "advance and validate quality ongoing school improvement by supporting its private and public elementary, secondary, and postsecondary member institutions to engage in a rigorous and relevant self-evaluation and peer review process that focuses on student learning." WASC recognizes institutions by granting accreditation to schools and programs that meet an acceptable level of quality in accordance with the established criteria. The accreditation process begins with an initial visit that helps the WASC team build their understanding of the school's purpose, its program, and operations. Schools are granted initial accreditation or candidacy and then have three years to address WASC's feedback and complete a self-study. The multifaceted self-study process involves, in part, all stakeholders, a self-study visit, an evaluation with respect to the ACS WASC criteria, and a schoolwide action plan. The follow-up process entails an annual assessment of the progress of the action plan and refinement of the plan as needed. In 2023, WASC awarded K12 Learning Academy a six-year accreditation through June 30, 2029, as a Supplementary Education Program (SEP).

Graduates of K12 Managed Public Schools

In 2007, K12 managed public schools graduated their first cohort of just 6 students. Including the first graduation cohort, 126,986 students have earned a high school diploma from online and blended schools using the K12 education program including 19,168 students who graduated from their public online and blended schools in SY24-25. Students graduating from K12 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

School leaders and teachers will review curriculum, assessments, and supplemental materials each year or upon a change in state standards and/or assessments, to ensure standards alignment and ability to differentiate instruction and assessment. This includes instructional mapping, which is a process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level. Modifications will be made

throughout the year as determined by the school leaders and teachers as necessary.

K12's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from more than 60 national and international subject area associations including:

- AAAL—American Association for Applied Linguistics
- AAAS—American Association for the Advancement of Science
- AAPT – American Association of Physics Teachers
- AATSP—American Association of Teachers of Spanish and Portuguese
- Accessible Book Consortium
- ACL—American Classical League
- ACTE—Association for Career & Technical Education
- ACTFL—American Council on the Teaching of Foreign Languages
- ADA National Network
- ADP/Achieve.org—American Diploma Project from www.Achieve.org
- AdvanceCTE
- AERA—American Educational Research Association - http://www.aera.net
- APA—American Philological Association
- Assistive Technology Industry Association
- CCSSO—Council of Chief State School Officers – www.ccsso.org
- CEFR—Common European Framework of Reference for Languages
- Center for Civic Education
- Center on Online Learning and Students with Disabilities
- CLTA—Chinese Language Teachers' Association
- CRESST—National Center for Research on Evaluation, Standards, & Student Testing – www.cresst.org
- Final Report 2008: Foundations for Success
- Getty Education Institute for the Arts
- Head Start
- IAD—International Dyslexia Association
- ILR—International Language Roundtable
- ILTA—International Language Testing Association
- IRA—International Reading Association
- IUPAC—International Union of Pure and Applied Chemistry
- MCREL—Mid Continent Research for Education and Learning
- NAEA—National Art Education Association
- NAEP—National Assessment of Educational Progress – www.nces.ed.gov/nationsreportcard
- NAS—National Academy of Science
- NASPE—National Association for Sport and Physical Education
- National Art Education Association
- National Association for Gifted Children
- National Association for Music Education
- National Center on Accessible Education Materials
- National Center on Universal Design for Learning
- National Geographic
- National Mathematics Advisory Panel

- NCAA
- NCEE—National Council on Economic Education
- NCES – National Center for Education Statistics – www.nces.ed.gov
- NCHE—National Council for History Education
- NCHS—National Center for History in the Schools
- NCSA—National Conference on Student Assessment - http://www.ccsso.org/ncsa.html
- NCSS—National Social Studies Standards
- NCTE—National Council of Teachers of English
- NCTM—National Council of Teachers of Mathematics
- NETS/ISTE—National Educational Technology Standards from the International Society for Technology in Education
- NGSS—Next Generation Science Standards
- NICHD—National Institute of Child Health and Human Development
- NIFL—National Institute for Literacy
- NRP—National Reading Panel
- NSTA—National Science Teachers Association
- PARCC—Partnership for Assessment of Readiness for College and Careers
- Partnership for 21st Century Skills
- PISA—Programme for International Student Assessment – www.oecd.org/pisa/aboutpisa
- President's Council on Fitness, Sports, and Nutrition
- Quality Indicators for Assistive Technology
- Smarter Balanced Assessment Consortium
- Teachers of English to Speakers of Other Languages
- The College Board
- The President's Challenge
- W3C—World Wide Web Consortium
- WCAG—Web Content Accessibility Guidelines

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

Bias is intentionally minimized to the greatest extent possible in content and assessments by rigorous training of content specialists, writers, instructional designers, visual designers, and editors. K12's curriculum connects U.S. history and contemporary issues in ways that foster respectful, honest, and fact-based dialogue about the events and people who have shaped society's past, present, and future. The curriculum features a wide range of viewpoints and perspectives and encourages students to shape their own perspective on related topics.

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, 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 places that unifying American inheritance, which remains at the core of our curriculum, within a more global context: *To provide any child access to exceptional and meaningful curriculum and tools that enable him or her to maximize his or her success in life regardless of geographic, financial, or*

demographic circumstance.

Through our 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 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.

Differentiation

K12's curriculum is designed to meet the needs of a diverse student population, and teachers also proactively tailor lessons and implement strategies to meet all learner needs. Tools and strategies used to differentiate the curriculum and instruction include varying assessments, cognitive learning strategies, instructional supports, a tiered system of instruction based on Universal Design for Learning (UDL), and assistive technology tools.

Accessibility for Students with Disabilities and Limited English Proficiency

K12's product development team strives to align with the Web Content Accessibility Guidelines 2.1, Level AA. Through these efforts, the curriculum, communication, and resources can provide an accessible platform compatible with accessibility Application Programming Interfaces, language translation programs, and native or third-party assistive technology resources. The resources available support schools in their efforts to adhere to applicable law, such as the Americans with Disabilities Act ("ADA") and the National Instructional Materials Accessibility Standard ("NIMAS"). Any K12 resources resulting in user challenges due to disability may be reported for investigation and remediation, as appropriate, via K12's Web Accessibility Resolution Procedure.

Assistive Technology

Due to the unique online nature of K12's curriculum, all students can access assistive technology tools based on their individual needs. The online learning content is rich with visual, auditory, and other student learning supports. Student diagnostic and formative assessment data coupled with adaptive learning pathways enables customized student experiences providing opportunities for students to engage in remediation or accelerated activities.

With the support of the K12 Assistive Technology Resource Guide, all staff members will have strategies and tools at their disposal upon identification of student need. Differentiation strategies include the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and targeted interventions and supports. A

sampling of differentiation support tools include text-to-speech software, speech-to-text software, lowering readability of grade level text while maintaining grade level standards, translation tools, highlighting tools, zoom text, visual dictionary, word prediction software, visual graphs, and web support.

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a process for creating instructional goals, methods, materials, and assessments that are flexible and work for everyone. This approach provides more than a single, one-size-fits-all solution; it supports flexible approaches that can be customized and adjusted for individual needs. The principles of UDL have been integrated into the Every Student Succeeds Act (ESSA) and into the design and implementation practices in multiple ways at K12:

- Planning and design of curriculum, instruction, and assessment are promoted in a proactive manner, considering flexibility in presentation, response, and motivation for students in the front end of product development.

- Throughout their educational materials and services, K12's professional development and training, implementation, and evaluation are responsive to students' tiered needs of support.

UDL principles are also compatible with and facilitate the accessibility compliance of K12 materials and services. K12 design practices consider students' needs, preferences, and abilities to interact with the K12 curriculum. These design practices have positively influenced efforts to meet web content accessibility guidelines and support individual needs for accommodations and the use of assistive technologies.

UDL principles have influenced the planning, development, authoring, editing and production of new course development and efforts to improve the access flexibility of existing curriculum assets within K12 products and services. Considerable training and professional development and other resources have been deployed to maximize this type of proactive development strategy and make ongoing school services support more effective.

Accessibility for Students with Limited English Proficiency

K12's schools and programs will increase English proficiency and academic achievement of English Language Learner (ELL) students by providing high-quality, evidence-based language curriculum and instruction. This is accomplished by employing appropriately licensed ESOL or bilingual teachers, as defined by federal and state law and regulations, as well as the League of Latin American Citizens, *et. al.*, versus Florida Department of Education Consent Decree, for the ELL identified students. The ESOL teacher can provide support to the students within the School or program by:

- relating background information and experiences to the concepts they are learning
- scaffolding instruction to aid the students in comprehension
- assisting with communication with the parent, in their native language
- adjusting speech or content; and
- providing Project Based Learning experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers.

Required language proficiency assessment will be administered to all active ELL students to, if required, identify and monitor individual student language growth and overall program effectiveness with

measurable outcomes. Exit criteria for ELL students and monitoring of students after ELL program exit will be consistent with state and federal requirements.

Professional development is available and will be provided to all school staff on the following: knowledge and use of effective pedagogy in instructing English Language Learners; methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible; and UDL.

K12 Learning Hub

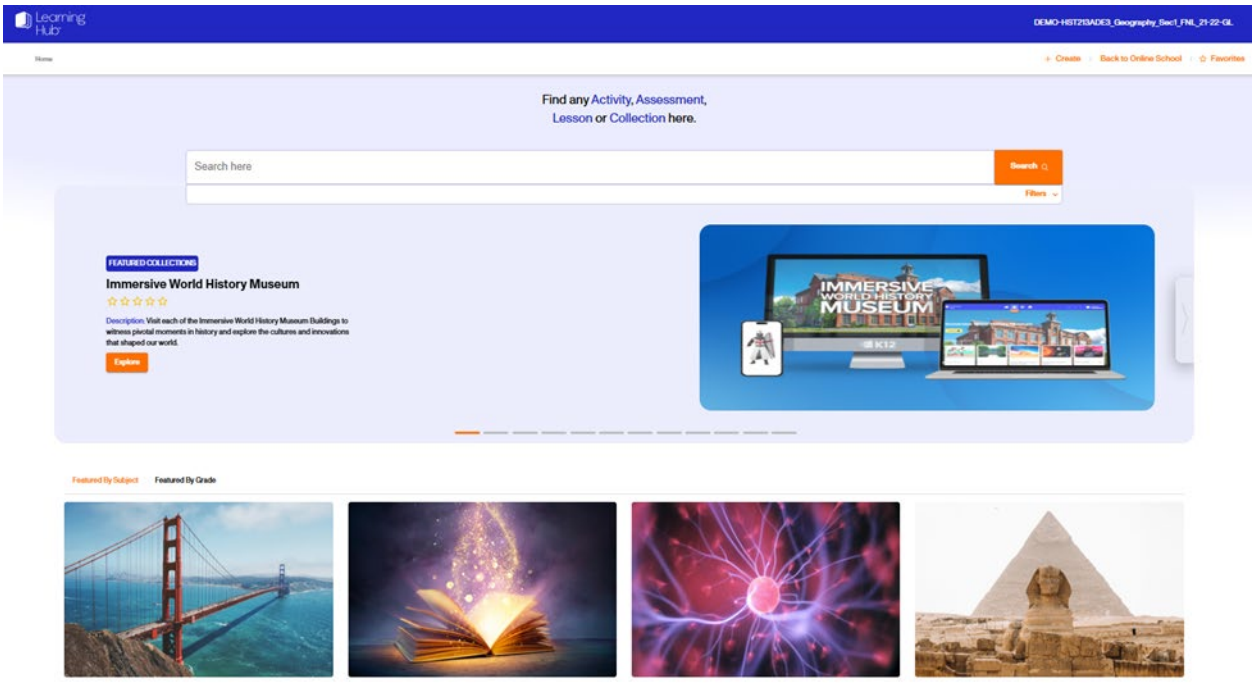
The K12 Learning Hub ("Learning Hub") is a cutting-edge search interface and content repository seamlessly integrated into the K12 School (OLS) platform serving elementary students in grades K-5 and middle school and high school students in grades 6-12. Provided to elevate users' teaching experience, the Learning Hub is a powerful tool that empowers teachers to tailor courses by searching for, previewing, and incorporating a diverse range of activities, assessments, and lessons. In recognizing the diverse ways teachers leverage resources to differentiate instruction, the Learning Hub has emerged as a one-stop-shop. High-quality, standards-aligned content can be deployed in the K12 School (OLS) directly from the Learning Hub. It eliminates the need for teachers to leave the online school environment, enabling them to dedicate more time to their students and less time to resource discovery.

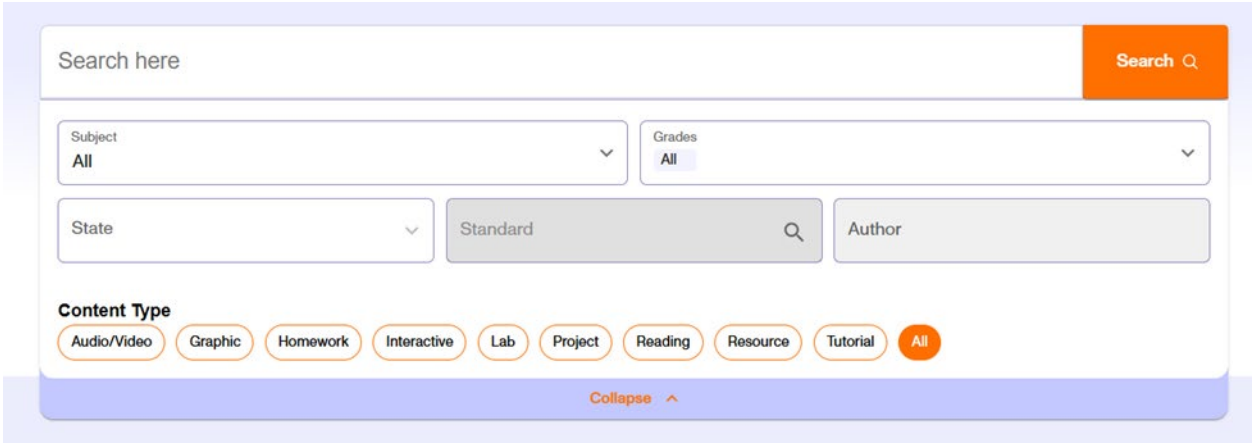
Key Features:

1. **Customized Content Discovery:** Teachers have access to supplemental content tailored to their **student's** unique needs. Whether they need a refresher on a previously taught topic, to remediate for a struggling learner, or to extend the curriculum, the Learning Hub has content.
2. **Smart Search** Teachers can easily find lessons, activities, and assessments, preview them, and seamlessly add them to their classroom. Teachers can fine-tune searches based on content standards in the core subject areas, as well as with filters for subjects, grade levels, and content types.
3. **Customized Assessments:** Teachers can craft personalized assessments with ease. The Learning Hub offers the ability to create a new assessment from scratch or modify an existing one by copying and editing.
4. **Customized Lessons:** Teachers can copy and edit existing lessons, to add or remove content, as well as build new lessons with activities and assessments from the platform.
5. **Collections**: In addition to robust search functionality, teachers have access to an evolving collection of specifically curated content. Examples of Collections include Doggyland for grades K-2; MathBee bubble-shooter games for math practice in grades 3-5; Wonder Media animated, illustrated videos on a variety of topics for grades 3-5; partnership content with Rebel Girls for grades 3-5; Next Generation Science: Middle School for grades 6-8; and Financial Literacy for grades 9-12. Featuring renowned content partners, these collections are continuously updated and enhanced. Teachers can view the latest through a revolving carousel or look at previous collections featured by grade or subject.

Teachers can bookmark their favorite assessments, activities, and lessons. Additionally, while previewing activities, teachers will see a list of lessons that contain those activities making it easy to search and add new content to their courses.

The images below show the main K12 Learning Hub page and how teachers can search for content by subject or grade level or browse collections.





NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) COURSE APPROVAL

Digital Academy of Florida (DAOF) and Florida Cyber Charter Academy (FLCCA) are cleared by the NCAA and offer approved courses that count toward the 16 NCAA-required courses to become a college athlete. Courses offered to our Florida VIP partners are under our K12 Learning Academy which is also NCAA approved. Courses offered by other schools served by K12 Florida L.L.C. would require individual review by the NCAA.

If a school opts to pursue NCAA approval, it is recommended to designate a lead responsible for initiating contact with the K12 NCAA point of contact at ncaa@k12.com. Additional information can be found at: https://www.ncaa.org/sports/2014/10/24/nontraditional-courses.aspx

POLICIES AND PROCEDURES

- **All school policies and procedures. To address specific questions in this application, please provide policies and procedures related to the following topics in an easy-to-find location on this disclosure website so they can be reviewed: anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements.**

  Fourteen documents have been provided that collectively address the requested policies and procedures for cyber charter schools (Florida Cyber Charter Academy (FLCCA)), district sponsored online schools (Digital Academy of Florida (DAOF)), and district virtual instruction programs to which K12 Florida L.L.C. provides instructional services. K12 follows all district mandates and policies as outlined in the individual district contracts. Information about those unique district policies and procedures can be found by linking to each program via https://www.k12.com/florida-online-schools/ then clicking on "SHOW ME SCHOOLS IN FLORIDA".

  Policies and procedures related to the following topics for cyber charter schools, district sponsored online schools, and district virtual instructional programs that K12 provides virtual instruction services to (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 Florida Virtual Instruction Programs Disclosure Information link on K12's website (**www.k12.com)** which will take visitors to the Florida VIP (Virtual Instruction Program) Provider Information and the following documents:

  - DAOF Parent-Student Handbook 2025-2026 School Year
  - FLCCA Parent & Student Handbook 2025-2026
  - Florida Learning Coach Success Guide SY2025-2026
  - K12 Florida L.L.C. Academic Integrity Policies
  - K12 Florida L.LC. Anti-Discrimination Policy
  - K12 Florida L.L.C. Attendance, Participation, and Performance Policy
  - K12 Florida L.L.C. Student Admission and Enrollment Eligibility Requirements Policy
  - K12 Florida L.L.C. Teacher and Parent Responsibilities and Teacher-Student and Teacher-Parent Interactions Policy
  - K12 Florida L.L.C. Disclosure Requirements
  - Parent and Student Contact Information Requirements
  - K12 Florida L.L.C. State Testing Policies and Procedures
  - DAOF Instructional and Admin Personnel
  - FLCCA Instructional and Admin Personnel
  - Learning Academy Instructional and Admin Personnel

CERTIFICATION STATUS AND PHYSICAL LOCATION OF STAFF

- **Certification status and physical location (state of residence) of all administrative and instructional personnel, to include state certification(s), out-of-field status, National Board certified, ESOL-endorsed or similar credential in other state, and reading-endorsed or similar credential in other state.**

  The certification status and physical location (state of residence) of all administrative and instructional

personnel employed in district virtual instruction programs, district sponsored online schools, and cyber charter schools served by K12 in Florida in SY2025-2026 are found on the disclosure website which is linked to the K12 Inc. home page (https://www.k12.com/).

HOURS AND AVAILABILITY OF INSTRUCTIONAL PERSONNEL

Individual teachers are available during the traditional school day and/or after school hours and may set appointments to meet with parents and/or students outside of the traditional day when necessary. Teachers are expected to respond to communications within one business day and grade assignments within 48 hours.

AVERAGE STUDENT-TEACHER RATIOS AND TEACHER LOADS

- **Average student-teacher ratios and teacher loads for full-time and part-time teachers by grade- level bands K-3, 4-8 and 9-12 and for core and elective courses.**

  K12 Florida L.L.C . 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 55; grades K- 3 part-time core courses (0.5 teacher) is 28; average teacher load for K-3 full time electives is 1,100, and K-3 part time (0.5) electives is 550.

  An average teacher load for elementary grades 4-5 full-time core courses is 55; grades 4-5 part-time core courses (0.5 teacher) is 28; average teacher load for 4-5 full time electives is 1,100, and 4-5 part time (0.5) electives is 550.

  An average teacher load for grades 6-8 full-time core courses is 180; grades 6-8 part-time core courses (0.5 teacher) is 90; average grades 6-8 full time electives load is 900, and grades 6-8 part time (0.5) electives is 450.

  An average teacher load for grades 9-12 full-time core courses is 190; grades 9-12 part-time core courses (0.5 teacher) is 95; average grades 9-12 full time electives load is 325, and grades 9-12 part time (0.5) electives is 165.

In addition to synchronous sessions, teachers often work with students in a 1:1 ratio or in small group settings to review course content, provide individualized feedback or deliver instructional support. Other interactions or class meetings can be up to 1:200 if the full class is invited to a synchronous session or assembly. The student-teacher ratio is fluid based on the nature of the student-teacher interaction. The student-teacher ratio numbers are the average ratios among the cyber charter schools and all district virtual programs. Actual program ratios may be above or below the aggregated average.

STUDENT COMPLETIONS AND PROMOTIONS

- **Student completions (percent completions and percent successful completions) and promotion rates in total and by subgroup*. Student completion calculations are to include all students who are enrolled for more than 14 calendar days in a course.**

Subgroup Completion and Promotion in District Virtual Instruction Programs

Percent of Subgroup Completions and Promotions by School Year		
District Virtual Instruction Programs		
Subgroups	**SY2023-2024**	**SY2024-2025**
English Language Learner	100%	95%
Free & Reduced Lunch Eligible[1]	91%	90%
Special Education	100.00%	98%
504 Plan	100.00%	98%
Gifted or Talented	100.00%	100.00%

Subgroup Completion and Promotion in Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF)

	FLCCA		DAOF	
	% of Completions/Promotions		% of Completions/Promotions	
Subgroups	**SY23-24**	**SY24-25**	**SY23-24**	**SY24-25**
English Language Learner	95.92%	96.72%	96.31%	93.77%
Free & Reduced Lunch Eligible[1]	91.79%	93.35%	95.61%	96.23%
Special Education	93.47%	92.37%	95.34%	95.60%
504 Plan	95.65%	94.68%	96.39%	97.04%
Gifted or Talented	98.72%	98.65%	98.43%	97.25%

[1] Where any of the following phrases are used throughout this document, the subsequent information contained in this footnote is to be considered applicable: “Free & Reduced Lunch Eligible”; “Free/Reduced Lunch Students”; “Economically Disadvantaged”; and “economically disadvantaged students.” Laws and regulations vary significantly from one state to the next and are constantly evolving. States sometimes change policies and practices regarding how to identify students who are economically disadvantaged. For example, determining how and which students are eligible for free and reduced-price lunch. Data shows that these students usually underperform students identified as not eligible for subsidized meals. There are several different methods of identifying students who are economically disadvantaged. Public schools must comply with state policies regarding identification and reporting of students who are economically disadvantaged. State online schools face unique challenges when identifying students who are economically disadvantaged, and our internal data may be different than state reported data on the schools.

Completions and Promotions of Ethnic Subgroups in District Virtual Instruction Programs

Overall, students enrolled in District Virtual Programs increased their Completion/Promotion rate from 95% to 96% from SY23-24 to SY24-25. White/Caucasian and Native Hawaiian/Other Pacific Islander students increased their completion/promotion percentages compared to the previous school year. In that time span, American Indian/Alaska Native and Asian students maintained a 100% Completion/Promotion rate while in SY24-25, African-American and Hispanic students nearly maintained their SY23-24 Completion/Promotion rate.

District VIP Completions and Promotions for Ethnic Subgroups							
District Virtual Instruction Program							
SY2023-2024				SY2024-2025			
Ethnic Subgroup	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/ Promotion	Ethnic Subgroup	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/ Promotion
African-American	97	98	99%	African-American	114	116	98%
American Indian or Alaska Native	2	2	100%	American Indian or Alaska Native	1	1	100%
Asian	29	29	100%	Asian	33	33	100%
Hispanic	179	179	100%	Hispanic	205	207	99%
Multi-racial	25	25	100%	Multi-racial	10	14	71%
Native Hawaiian or Other Pacific Islander	2	3	67%	Native Hawaiian or Other Pacific Islander	2	2	100%
White or Caucasian	185	193	96%	White or Caucasian	119	122	98%
Grand Total	519	529	98%	Grand Total	484	495	98%

Completions and Promotions for Ethnic Subgroups for Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF)

In the academic SY2023-2024, FLCCA achieved a 94.62% completion and promotion rate. In the following SY2024-2025, the completion and promotion rate was 93.8%. FLCCA is dedicated to enhancing successful completions by offering consistent academic support to help every student reach their full potential.

School Year 2023-2024 Completions and Promotions for Ethnic Subgroups at FLCCA			
Ethnic Subgroups	**# of Students that Completed Coursework and were Promoted**	**Total # of Students Participating**	**% Completion/ Promotion**
African-American	857	904	94.80%
American Indian or Alaska Native	64	67	95.52%
Asian	93	96	96.88%
Hispanic	750	785	95.54%
Multi-racial	198	219	90.41%
Native Hawaiian or Other Pacific Islander	45	45	100%
White or Caucasian	1795	1899	94.52%
Grand Total	2567	2713	94.62%

School Year 2024-2025 Completions and Promotions for Ethnic Subgroups at FLCCA			
Ethnic Subgroups	**# of Students that Completed Coursework and were Promoted**	**Total # of Students Participating**	**% Completion/ Promotion**
African-American	623	662	94.1%
American Indian or Alaska Native	17	18	94.4%
Asian	43	45	95.6%
Hispanic	749	806	92.9%
Multi-racial	282	285	98.9%
Native Hawaiian or Other Pacific Islander	12	13	92.3%
White or Caucasian	1010	1089	92.7%
Grand Total	2736	2918	93.8%

DAOF completed its sixth year with students during SY2024-2025. Data is provided below for SY2023-2024 to represent the shift to new state standards. During SY2023-2024, DAOF's completion/promotion rate was 97% and was 96.5% in SY2024-2025 with increases in completion/promotion in four subgroups in SY2024-2025.

School Year 2023-2024 Completions and Promotions for Ethnic Subgroups at DAOF			
Ethnic Subgroups	**# of Students that Completed Coursework and were Promoted**	**Total # of Students Participating**	**% Completion/ Promotion**
African-American	1075	1121	95.90%
American Indian or Alaska Native	29	30	96.67%
Asian	74	78	94.87%
Hispanic	1280	1307	97.93%
Multi-racial	449	466	96.35%
Native Hawaiian or Other Pacific Islander	23	25	92.00%
White or Caucasian	1598	1641	97.38%
Grand Total	4528	4668	97.00%

School Year 2024-2025 Completions and Promotions for Ethnic Subgroups at DAOF			
Ethnic Subgroups	**# of Students that Completed Coursework and were Promoted**	**Total # of Students Participating**	**Completion/ Promotion**
African-American	1841	1906	96.59%
American Indian or Alaska Native	50	50	100.00%
Asian	102	104	98.08%
Hispanic	2212	2289	96.64%
Multi-racial	766	796	96.23%
Native Hawaiian or Other Pacific Islander	32	32	100.00%
White or Caucasian	2740	2846	96.28%
Grand Total	7743	8023	96.51%

SCHOOL PERFORMANCE ACCOUNTABILITY OUTCOMES

Student, teacher, and school performance accountability outcomes of your virtual program/school. Please include, at minimum, student standardized assessment results in total and by subgroup* (also provide name of assessment), state assessment results, if available, by total and subgroup, percent of teacher evaluations based on student performance, school grades, if applicable; other school/program ratings, dropout rates, graduation rates.

* *Subgroups to include students from major racial and ethnic groups, economically disadvantaged students, students with disabilities, and students with limited English proficiency.*

District Virtual Instruction Programs Performance on State Assessments in English Language Arts and Mathematics for SY2023-2024 and SY2024-2025 compared to overall state results.

Results for English Language Arts indicate that the District Virtual Instruction Programs outperformed state results in all grade levels in SY2023-2024 and SY2024-2025.

ELA Proficiency by Grade Level						
Grade Level	**SY2023-2024**			**SY2024-2025**		
	K12 FL L.L.C. District VIP	State Results	Difference Between District VIP and State	K12 FL L.L.C. District VIP	State Results	Difference Between District VIP and State
	% Proficient	% Proficient	Difference in percentage points	% Proficient	% Proficient	Difference in percentage points
3rd Grade	68.85%	55.00%	13.85%	83.33%	57.00%	26.33%
4th Grade	67.35%	53.00%	14.35%	71.11%	56.00%	15.11%
5th Grade	62.07%	55.00%	7.07%	74.00%	56.00%	18.00%
6th Grade	85.71%	54.00%	31.71%	89.29%	60.00%	29.29%
7th Grade	70.00%	50.00%	20.00%	88.57%	57.00%	31.57%
8th Grade	76.00%	51.00%	25.00%	73.33%	55.00%	18.33%
9th Grade	75.00%	53.00%	22.00%	76.67%	56.00%	20.67%
10th Grade	62.96%	53.00%	9.96%	73.17%	58.00%	15.17%

Mathematics proficiency levels of District VIP students were above state proficiency levels of 6th, 7th, and 8th grade students and students who took the Geometry EOC in SY2023-2024 and equal to the state Algebra I EOC proficiency. In SY2024-2025, District VIP 6th and 7th grade math proficiencies were above state proficiencies and there was significant improvement in District VIP 3rd, 5th, and 6th grade students' proficiencies compared to SY2023-2024.

Math Proficiency by Grade Level						
Grade Level	**2023-2024**			**2024-2025**		
	K12 FL L.L.C. District VIP	State Results	Difference Between District VIP and State	K12 FL L.L.C. District VIP	State Results	Difference Between District VIP and State
	% Proficient	% Proficient	Difference in percentage points	% Proficient	% Proficient	Difference in percentage points
3rd Grade	52.46%	60.00%	-7.54%	59.52%	63.00%	-3.48%
4th Grade	52.08%	58.00%	-5.92%	51.11%	62.00%	-10.89%
5th Grade	40.35%	56.00%	-15.65%	46.00%	57.00%	-11.00%
6th Grade	67.86%	56.00%	11.86%	76.92%	60.00%	16.92%
7th Grade	70.00%	47.00%	23.00%	61.76%	50.00%	11.76%
8th Grade	68.75%	54.00%	14.75%	54.55%	57.00%	-2.45%
Algebra 1	55.00%	55.00%	0.00%	41.67%	60.00%	-18.33%
Geometry	57.14%	53.00%	4.14%	45.65%	55.00%	-9.35%

District Virtual Instruction Program Demographics and Proficiency Results

As demonstrated in the chart below, the District Virtual Instruction Programs saw an increase of proficiency in English Language Arts in SY24-25 compared to SY2023-2024 for the student population as a whole, as well as for all individual demographic groups, except for the Asian population (2.43% decrease). The District VIPs saw the greatest increases in ELA proficiency scores of Students With Disabilities (28.92% increase), and White/Caucasian students (14.29% increase).

ELA Proficiency by Demographics – All Grades				
Demographics	**2023-2024**	**# of Students**	**2024-2025**	**# of Students**
All Students	69.30%	316	76.22%	328
Economically Disadvantaged	57.14%	28	64.52%	31
Students with Disabilities	48.00%	25	76.92%	39
English Learners	63.64%	11	72.97%	37
White/Caucasian	59.13%	115	73.42%	79
African American	60.00%	55	68.29%	82
Hispanic	78.38%	111	78.95%	133
Asian	94.74%	19	92.31%	26
American Indian/Alaskan Native	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*
Students of Multiple Races/Multiracial	85.71%	14	100.00%	6

*To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (*).

The Mathematics proficiency scores in SY24-25 District Virtual Instruction Programs compared to SY2023-2024 show the greatest positive shift in scores for English Learners (8.12% increase) and African American students (3.48% increase).

Math Proficiency by Demographics – All Grades				
Demographics	**SY2023-2024**	**# of Students**	**SY2024-2025**	**# of Students**
All Students	55.31%	311	49.56%	339
Economically Disadvantaged	71.88%	64	32.65%	49
Students with Disabilities	39.29%	28	30.00%	30
English Learners	45.45%	11	53.57%	28
White/Caucasian	51.75%	114	36.99%	146
African American	29.31%	58	32.79%	61
Hispanic	68.57%	105	55.20%	125
Asian	94.44%	18	88.89%	18
American Indian/Alaskan Native	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*
Students of Multiple Races/Multiracial	42.86%	14	42.11%	19

*To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (*).

Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF)
Performance on Statewide Assessments for SY2022-2023, SY2023-2024, and SY2024-2025.

Grade level and Subgroup Performance in English Language Arts

Beginning with the 2022-2023 school year, Florida implemented new statewide, standardized assessments in English Language Arts (ELA) and Mathematics. The Florida Assessment of Student Thinking (FAST) and Algebra 1 and Geometry end-of course (EOC) assessments are aligned with the new Benchmarks for Excellent Student Thinking (B.E.S.T.) content standards.

On October 18, 2023, the Florida State Board of Education established the Achievement Level standards for the FAST and B.E.S.T. assessments. The SY2022-2023 through zzSY2024-2025 results shown below are aligned to the new scores. Therefore, the results from the B.E.S.T. assessments **cannot be compared** to the former ELA and Mathematics assessments used from SY2015-16 through SY2021-22 that were aligned with the Florida Standards and reported on a different scale with different cut scores.

ENGLISH LANGUAGE ARTS SY2022-2023, SY2023-2024, SY2024-2025 Data - State			
Grade Level	**SY2022-2023 FSA-B.E.S.T. ELA % Proficient - State**	**SY2023-2024 – FSA-B.E.S.T. ELA % Proficient - State**	**SY2024-2025 FSA-B.E.S.T. ELA % Proficient - State**
3rd Grade	51%	55%	57%
4th Grade	52%	53%	56%
5th Grade	50%	55%	56%
6th Grade	50%	54%	60%
7th Grade	47%	50%	57%
8th Grade	48%	51%	55%
9th Grade	48%	53%	55%
10th Grade	47%	53%	58%
Total	49%	53%	57%

ENGLISH LANGUAGE ARTS SY2022-2023 , SY20232024, SY2024-2025 Data - FLCCA@Clay			
Grade Level	**SY2022-2023 FSA B.E.S.T ELA % Proficient- FLCCA@Clay**	**SY2023-2024 FSA- B.E.S.T. ELA % Proficient FLCCA@Clay**	**SY2024-2025 FSA- B.E.S.T. ELA % Proficient – FLCCA@Clay**
3rd Grade	*	*	53%
4th Grade	*	*	17%
5th Grade	*	*	62%
6th Grade	*	*	59%
7th Grade	*	53%	40%
8th Grade	52%	*	46%
9th Grade	48%	34%	35%
10th Grade	55%	42%	32%
Total	55%	42%	42%

ENGLISH LANGUAGE ARTS SY2022-2023, SY2023-2024, SY2024-2025 Data - FLCCA@Duval			
Grade Level	**SY2022-2023 FSA- B.E.S.T. ELA % Proficient FLCCA@Duval**	**SY2023-2024 FSA - B.E.S.T. ELA % Proficient- FLCCA@Duval**	**SY2024-2025- FSA B.E.S.T. ELA % Proficient- FLCCA@Duval**
3rd Grade	48%	38%	36%
4th Grade	40%	40%	32%
5th Grade	47%	33%	43%
6th Grade	41%	49%	40%
7th Grade	46%	43%	49%
8th Grade	32%	39%	37%
9th Grade	46%	41%	39%
10th Grade	49%	42%	39%
Total	43%	41%	40%

ENGLISH LANGUAGE ARTS SY2022-2023, SY2023-2024, SY2024-2025 Data - FLCCA@Osceola			
Grade Level	**SY2022-2023 FSA – B.E.S.T. ELA % Proficient- FLCCA@Osceola**	**SY2023-2024 FSA – B.E.S.T. ELA % Proficient- FLCCA@Osceola**	**SY2024-2025 FSA- B.E.S.T. ELA % Proficient – FLCCA@Osceola**
3rd Grade	41%	39%	33%
4th Grade	40%	37%	31%
5th Grade	39%	35%	37%
6th Grade	41%	44%	43%
7th Grade	36%	47%	39%
8th Grade	43%	45%	44%
9th Grade	*	*	NA
10th Grade	*	*	NA
Total	39%	42%	39%

ENGLISH LANGUAGE ARTS SY2022-2023, SY2023-2024, SY2024-2025 Data - DAOF			
Grade Level	**SY2022-2023 FSA – B.E.S.T. ELA % Proficient- DAOF**	**SY2023-2024 FSA – B.E.S.T. ELA % Proficient- DAOF**	**SY2024-2025 FSA- B.E.S.T. ELA % Proficient - DAOF**
3rd Grade	33%	41%	40%
4th Grade	41%	38%	36%
5th Grade	36%	33%	33%
6th Grade	37%	47%	48%
7th Grade	41%	42%	49%
8th Grade	42%	41%	37%
9th Grade	46%	43%	43%
10th Grade	41%	39%	45%
Total	39%	41%	42%

English Language Arts Subgroup Data – SY2022-2023, SY2023-2024, and SY2024-2025

ENGLISH LANGUAGE ARTS: % PROFICIENT Subgroup Data									
	FLCCA @Clay SY2022-2023	**FLCCA @Clay SY2023-2024**	**FLCCA @Duval SY2022-2023**	**FLCCA @Duval SY2023-2024**	**FLCCA @ Osceola SY2022-2023**	**FLCCA @ Osceola SY2023-2024**	**DAOF SY2022-2023**	**DAOF SY2023-2024**	**DAOF SY2024-2025**
All Students	56%	42%	44%	41%	40%	42%	40%	41%	42%
Economically Disadvantaged	*	23%	38%	17%	38%	42%	35%	38%	36%
Students with Disabilities	7%	17%	11%	13%	13%	21%	14%	18%	18%
English Language Learners	*	0%	8%	*	*	22%	12%	12%	8%
White/ Caucasian	62%	46%	41%	40%	41%	45%	41%	40%	40%
Black	44%	44%	45%	42%	32%	35%	32%	35%	35%
Hispanic	50%	31%	43%	39%	36%	41%	41%	43%	40%
Asian	*	*	*	*	*	*	52%	51%	56%
American Indian/Alaskan Native	*	*	*	*	*	*	NA	*	33%
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	NA	*	*

* To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (*).

NA: Data that is "NA" is due to subgroups with small student counts.

Grade level and Subgroup Performance in Mathematics

Beginning with SY2022-2023, Florida implemented new statewide, standardized assessments in English Language Arts (ELA) and Mathematics. Florida Assessment of Student Thinking (FAST) and undated Algebra 1 and Geometry end-of course (EOC) assessments aligned with the new Benchmarks for Excellent Student Thinking (B.E.S.T.) content standards. On October 18, 2023, the State Board of Education established the Achievement Level standards for the FAST and B.E.S.T. assessments. The SY2022-2023 and SY2023-2024 results shown below are aligned to the new scores. Therefore, the results from the SY2022-2023 and SY2023-2024 B.E.S.T. assessments **cannot be compared** to the former ELA and Mathematics assessments used from SY2015-16 through SY2021-22 that were aligned with the Florida Standards and reported on a different scale with different cut scores.

MATHEMATICS SY2022-2023, SY2023-2024, SY2024-2025 Data - State			
Grade Level	**SY2022-2023 FSA B.E.S.T. Math % Proficient- State**	**SY2023-2024 FSA B.E.S.T. Math % Proficient- State**	**SY2024-2025 FSA B.E.S.T. Math % Proficient- State**
3rd Grade	57%	60%	63%
4th Grade	58%	58%	63%
5th Grade	52%	56%	57%
6th Grade	49%	56%	60%
7th Grade	51%	53%	50%
8th Grade	63%	65%	57%
Algebra I EOC	50%	53%	57%
Geometry EOC	46%	52%	38%
Total	51%	55%	54%

MATHEMATICS SY2022-2023, SY2023-2024, SY2024-2025 Data - FLCCA@Clay			
Grade Level	**SY2022-2023 FSA – B.E.S.T. Math % Proficient- FLCCA@Clay**	**SY2023-2024 FSA – B.E.S.T. Math % Proficient- FLCCA@Clay**	**SY2024-2025 FSA B.E.S.T. Math % Proficient- FLCCA@Clay**
3rd Grade	*	*	33%
4th Grade	*	*	17%
5th Grade	*	*	38%
6th Grade	*	*	29%
7th Grade	*	*	27%
8th Grade	56%	67%	29%
Algebra I EOC	25%	13%	9%
Geometry EOC	36%	26%	18%
Total	31%	21%	24%

MATHEMATICS SY2022-2023, SY2023-2024, SY2024-2025 Data - FLCCA@Duval			
Grade Level	**SY2022-2023 FSA – B.E.S.T .Math % Proficient- FLCCA@Duval**	**SY2023-2024 FSA – B.E.S.T. Math % Proficient- FLCCA@Duval**	**SY2024-2025 FSA B.E.S.T. Math % Proficient- FLCCA@Duval**
3rd Grade	19%	19%	15%
4th Grade	23%	9%	6%
5th Grade	18%	9%	11%
6th Grade	26%	29%	18%
7th Grade	25%	31%	33%
8th Grade	34%	24%	29%
Algebra I EOC	24%	15%	12%
Geometry EOC	33%	28%	18%
Total	26%	22%	18%

MATHEMATICS SY2022-2023, SY2023-2024, SY2024-2025 Data - FLCCA@Osceola			
Grade Level	**SY2022-2023 FSA – B.E.S.T. Math % Proficient- FLCCA@Osceola**	**SY2023-2024 FSA – B.E.S.T. Math % Proficient- FLCCA@Osceola**	**SY2024-2025 FSA - B.E.S.T. Math % Proficient- FLCCA@Osceola**
3rd Grade	19%	15%	11%
4th Grade	21%	16%	12%
5th Grade	20%	11%	13%
6th Grade	22%	22%	19%
7th Grade	30%	29%	31%
8th Grade	38%	21%	29%
Algebra I EOC	50%	30%	68%
Geometry EOC	*	*	*
Total	23%	21%	20%

MATHEMATICS SY2022-2023, SY2023-2024, SY2024-2025 Data - DAOF			
Grade Level	**SY2022-2023 FSA – B.E.S.T. Math % Proficient- DAOF**	**SY2023-2024 FSA – B.E.S.T. Math % Proficient- DAOF**	**SY2024-2025 FSA - B.E.S.T. Math % Proficient- DAOF**
3rd Grade	14%	22%	24%
4th Grade	22%	16%	22%
5th Grade	12%	12%	12%
6th Grade	28%	22%	24%
7th Grade	29%	30%	31%
8th Grade	34%	27%	28%
Algebra I EOC	29%	25%	29%
Geometry EOC	21%	27%	26%
Total	25%	24%	24%

Mathematics Subgroup Proficiency – SY2022-2023, SY2023-2024, and SY2024-2025 Mathematics % Proficient Subgroup Data									
	FLCCA @Clay SY2022-2023	**FLCCA @Clay SY2023-2024**	**FLCCA @Duval SY2022-2023**	**FLCCA @Duval SY2023-2024**	**FLCCA @Osceola SY2022-2023**	**FLCCA @Osceola SY2023-2024**	**DAOF SY2022-2023**	**DAOF SY2023-2024**	**DAOF SY2024-2025**
All Students	31%	21%	26%	22%	26%	21%	25%	24%	24%
Economically Disadvantaged	20%	*	20%	19%	19%	20%	18%	20%	20%
Students with Disabilities	18%	7%	11%	16%	9%	20%	10%	8%	12%
English Language Learners	27%	*	*	13%	17%	12%	10%	11%	12%
White/ Caucasian	37%	21%	25%	24%	24%	27%	25%	24%	26%
Black	22%	21%	18%	20%	14%	9%	13%	16%	16%
Hispanic	25%	20%	25%	24%	24%	20%	23%	24%	24%
Asian	*	*	*	*	*	*	45%	59%	51%
American Indian/Alaskan Native	*	NA	*	*	*	*	20%	20%	25%
Native Hawaiian or other Pacific Islander	*	NA	*	*	*	NA	NA	*	*

* To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (*).

NA: Data that is "NA" is due to subgroups with small student counts.

Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF) Science proficiency by grade/course.

Science SY2022-2023, SY2023-2024, SY2024-2025 Proficiency				
	Grade Level	**SY2022-2023 FSA Science % Proficient**	**SY2023-2024 FSA Science % Proficient**	**SY2024-2025 FSA Science %Proficient**
FLCCA@Clay	**5th Grade**	*	40%	69%
	8th Grade	50%	33%	13%
	Biology EOC	74%	55%	31%
FLCCA@Duval	**5th Grade**	30%	13%	29%
	8th Grade	13%	18%	23%
	Biology EOC	61%	52%	42%
FLCCA@Osceola	**5th Grade**	31%	24%	25%
	8th Grade	15%	14%	33%
	Biology EOC	71%	74%	90%
DAOF	**5th Grade**	15%	16%	22%
	8th Grade	27%	25%	25%
	Biology EOC	36%	48%	61%

Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF) Social Studies proficiency by course.

Social Studies SY2022-2023, SY2023-2024, SY2024-2025 Proficiency				
	Grade Level	**SY2022-2023 FSA SS % Proficient**	**SY2023-2024 FSA SS % Proficient**	**SY2024-2025 FSA SS % Proficient**
FLCCA@Clay	**Civics EOC**	44%	46%	47%
	US History EOC	63%	44%	53%
FLCCA@Duval	**Civics EOC**	59%	42%	49%
	US History EOC	44%	54%	51%
FLCCA@Osceola	**Civics EOC**	41%	51%	50%
	US History EOC	NA	NA	NA
DAOF	**Civics EOC**	39%	45%	32%
	US History EOC	45%	51%	53%

SCHOOL GRADES

In 2015-2016, 2016-2017, 2017-2018, and 2018-2019, K12 Florida L.L.C. maintained a school grade of "B". There were no assessments or school grades calculated in the State in SY2019-2020 due to Covid. In SY2020-2021, the first assessment year after Covid, K12 Florida L.L.C., as other virtual schools in Florida, did not receive a school grade per FDOE Emergency Order No. 2021-EO-02. In SY2021-2022, K12 Florida L.L.C.'s school grade was "I" (Incomplete) due to not testing 95% or more students. Informational Baseline School Grades for SY2022-2023 were released by FLDOE in December 2023 using the new assessment cut scores. It should also be noted that due to a change in statute, what was previously known as a VIP provider's "school" grade, based upon the aggregate assessment scores of all students served by the provider statewide, was renamed the provider's "district" grade. All references to SY2022-2023 and subsequent school years will refer to the provider's district grade. Due to the first year implementation of the B.E.S.T. standards and new assessments in SY2022-2023, the SY2022-2023 grades were for "information only" since learning gains could not be calculated. K12 Florida L.L.C.'s Informational Baseline District Grade for SY2022-2023 was a "C". K12 Florida L.L.C.'s SY2023-2024 district grade was a "D". K12 Florida L.L.C. was not disqualified pursuant to s. 1002.45(7), F.S. Based on guidance from FLDOE, K12 Florida L.L.C. assisted schools and districts served by K12 Florida L.L.C. with their School Improvement Plans, as needed. K12 Florida L.L.C.'s SY2024-2025 district grade increased from 42% to 45% of points to a "C".

In 2024, the FLDOE adopted a new grading scale for Elementary schools and for Middle, High, and Combination schools and in 2025, the FLDOE adopted another grading scale for each school type. Digital Academy of Florida received its first standalone school grade in 2023, however not all components were included in the calculation and the 2024 school grade for DAOF was a "D" or 41% of points. In 2025,

DAOF received a school grade of "D", however the percent of points did increase to 43%.

The FLCCAs each receive grades using the FLDOE Accountability school grade model. Each of the FLCCA's received a "C" school grade for SY2022-2023. In 2024, both FLCCA@Clay and FLCCA@Duval received a "D" and FLCCA@Osceola received a "C" using the new school grade scale. In 2025, each of the FLCCA's received a school grade of "D" using the updated school grade model.

GRADUATION RATES

The state of Florida's current graduation rate is 89.7%. DAOF opened during SY2019-2020. The first graduation rate was calculated for students who graduated from DAOF in 2022. FLCCA@Osceola enrolls students in grades K-8 therefore there is no graduation rate data applicable to FLCCA@Osceola.

Please note, graduation rates are reported in the school year they count for school grades. This means the year listed below has a lag between when the students graduate and when they count for accountability purposes. Example: the 2025 graduation rate will be for students who entered ninth grade in school year 2020-2021 and graduated in 2024.

		2024	2025
FLCCA@Clay	**Graduation Rate**	82%	76%
FLCCA@Duval	**Graduation Rate**	78%	75%
DAOF	**Graduation Rate**	59%	74%

District VIP Graduation Rates		
School	**SY2023-24**	**SY2024-25**
Miami-Dade	93%	96%

TEACHER EVALUATIONS

- **Percent of Teacher Evaluations Based on Student Performance**

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

DISCLOSURE WEBSITE

Provide the link to where this required disclosure information is prominently displayed on your website: (i.e., the footer of your organization's main webpage):
https://www.k12.com/