

# **K12 Inc. Response to In The Public Interest Report**

**April 2015**

## **INTRODUCTION**

This document provides a comprehensive response to a report published in March 2015 from an organization called *In The Public Interest (ITPI)* about K12 Inc. and the California Virtual Academies (CAVA).

First, let's put this report in context. *In the Public Interest* is an organization affiliated with a political advocacy group called *Partnership for Working Families*. These groups collaborate closely with big labor unions including AFL-CIO and national and state teachers unions on issues campaigns. They are strongly opposed to independent charter schools and parent choice in education.

The *In the Public Interest* report was released in coordination with the California Teachers Association (CTA), the labor union that is currently engaged in an aggressive and well-funded campaign to unionize the 11 CAVA charter schools. The teachers interviewed in the report represent less than 2% of the total teachers working at CAVA schools.

The report is deeply flawed, inaccurate and a gross mischaracterization of CAVA's schools and relationship to K12. CAVA Head of School, Katrina Abston, released a statement immediately after the report was publicly released. Kelly Krug, CAVA @ Sutter board member, also responded. You can read the responses [here](#).

Throughout the report the reference is made to a singular charter school named "CAVA". This is a misnomer in that there are 11 independent CAVA-branded charter schools throughout California. The California Virtual Academies (CAVAs) were founded to provide students with an alternative yet innovative approach to virtual education in the 21<sup>st</sup> century by utilizing the world-class curriculum and academic services of K12.

## **INDEPENDENCE:**

Each of the CAVA charter schools was established by their independent, nonprofit governing boards upon receiving charter approval from their sponsoring district in accordance with the statutory process set forth in §47605, et. seq., of the California Education Code. To obtain such approval, each CAVA school board submitted a charter petition detailing the educational program (with K12 selected as the education services provider), accountability measures, governance structure, oversight methods, audit procedures, financial budgets and data. Each district authorizer separately approved each of the 11 charter schools after a comprehensive review of the charter application including the school's relationship with K12. Accordingly, the CAVA boards' independent counsel underwent arm's length negotiations with K12 and the parties entered into board-approved (and district authorizer-approved) contracts. The contracts

between K12 and each CAVA outline the parties' obligations and provide for checks and balances to ensure that the board maintains full control over its school.

### **DEBT RELATIONSHIP:**

The contracts also require K12 to guarantee the financial safety of the school by issuing balanced budget credits to ensure the schools can satisfy their financial obligations without a year-end deficit or net negative asset position. Critics of this type of financial relationship claim that it has negative implications. The opposite is true. Such a guarantee provides a high level of protection for the school, its students and teachers from financial uncertainties that could impact the schools. For example, public funding may not be received on time to pay teachers' salaries and benefits or state funding reductions could occur that leave the schools with insufficient funding to pay all of its critical operational costs including its instructional expenses.

In consideration of K12's guarantee to shield the schools from financial risk, and in turn protecting the students and families of each CAVA from operational uncertainty and ensuring consistency in curriculum and teaching methods, K12 is the sole educational services provider for each CAVA. For example, by utilizing K12 as its primary vendor, each of the CAVA boards can leverage efficiencies and leverage K12's buying power for computers and materials required for CAVA students.

### **TRANSPARENCY AND ACCOUNTABILITY:**

The ITPI report suggests that the CAVA school boards do not have control over their schools because of their contractual relationship with K12. This is not the case. The charter school boards maintain autonomy and control of their schools in numerous ways to ensure their fiduciary obligations to the taxpayers of California are met and to avoid any self-dealing by K12. For example, each CAVA school board must adopt an annual budget and any modifications to such budget. The schools' budgets must also be provided to, *and* approved by, the authorizing school district. To claim, as the report does, that the CAVA boards risk school closure unless they adopt K12's budget proposal is inaccurate and without merit given the layers of oversight, approvals and other rights afforded to the school.

Moreover, to further guard against the mere possibility of self-dealing by K12, each CAVA board approves all expenses that are paid from school funds, as well as the manner in which those expenses are paid. The schools are also audited annually by an independent auditing firm with all results being reported to the sponsoring district, among other stakeholders, and each CAVA has a long record of clean findings with no material weaknesses. In addition, as a publicly traded company, K12 is required to openly and routinely report its earnings to the public as well as undergo internal and external audits by independent firms. There is an abundance of transparency and checks and balances not only with respect to CAVA's financial matters but K12's as well.

K12 is contractually accountable to each CAVA school board for its performance. K12 remains committed to provide a high quality education to the students of CAVA, despite the mischaracterizations and allegations by powerful interest groups opposed to for-profit EMOs. In

short, if K12 is not performing its obligations, the CAVA school board can invoke its contractual remedies including termination of the relationship in the event performance issues remain uncured by K12.

**ACADEMIC PERFORMANCE**

A review of the performance of CAVA students across all schools, the data shows that students enrolled for 3 or more years actually had *higher* percentages at or above proficiency in both English Language Arts and Mathematics. In English Language Arts, as the number of years enrolled increases, so does the percentage of students at or above proficiency increases. In Mathematics, this same pattern holds (with the exception of students enrolled 2 years but less than 3).

**2012-2013 State Assessment Performance by Persistence (Number of Years in the School)**

	ENGLISH LANGUAGE ARTS		MATHEMATICS	
	Percent at or Above Proficient	Total Count	Percent at or Above Proficient	Total Count
Less than 1 Year	47%	3,060	26%	3,052
1 Year but Less than 2	56%	2,714	34%	2,711
2 Years but Less than 3	57%	706	32%	703
3 Years or More	60%	1,113	40%	1,112

*Source: K12 National Data Set*

Despite our acknowledged challenges, student performance and proficiency are areas that K12 has been focusing on extensively. As a result, in 2013 K12 implemented a “students first” culture within the organization which holds independent K12-managed partner schools accountable to state metrics. We will continue our investment in better curriculum, better systems and support for the best academic outcome of our students.

## **GRADUATION RATES:**

79.7% of the 2010-2011 cohort of students (who graduated in the spring of 2014) at the 11 independent CAVA schools graduated in the four year cohort, compared to the 80.2% statewide average in California.

The publicly reported graduation rate for CAVA is 36%; however, the California State Department of Education recognizes that its calculations have limits due to the fact that they are not able to account for mobility of students. The Department acknowledges that what is reported is not always correct because its data system is unable to accurately measure graduation rates for nontraditional schools with higher student mobility rates—an important fact that was omitted from the ITPI report.

Furthermore, data from multiple statewide online public schools shows that many students who are mobile within high schools are often economically disadvantaged, under-credited, over-aged, and academically at-risk. A related report by the Evergreen Foundation ([Accountability in the Digital Age](#), February 2015) looked at enrollment data for 24 fulltime online schools. In these schools, the report that found on average **35 percent of students who entered the schools in grade 10, 11 and 12 are not on track for graduation based on the four-year cohort rate.** When those students do not graduate “on time” within their four year cohort it substantially and negatively impacts the graduation rates for online public schools.

## **CURRICULUM AND INSTRUCTIONAL MATERIALS:**

The ITPI report incorrectly alleges that K12 provides CAVA students with “substandard” teaching materials, including a “reduced number of textbooks.”

Students are not being deprived of necessary instructional materials. No required instruction in book form has been removed from K12 courses or reduced in quantity since the first launch of any K12 course going back to the beginning of the company.

Many of the wide variety of required textbooks created by K12 or associated with its courses are now distributed online in digital formats (including PDFs, ebooks, and other electronic file formats); of these, many have always been distributed in both physical and digital forms by K12. Some instructional materials that might have been published and shipped solely as a conventional, physical textbook are now being published and distributed in a digital, online, ebook format.

The switch from distribution of a physical book to an online, digital format follows publishing trends now widespread and increasing across the American educational landscape (for example, see [here](#).) In distributing books in online, digital formats, schools using the K12 curriculum are following the most progressive practices now being undertaken by even the most traditional schools across the nation.

## **K12 COURSE APPROVALS:**

K12 has had 109 of its courses approved by the University of California A-G office. K12 has more A-G courses approved than any other online learning provider.

The University of California A-G office does not consider for approval virtual lab courses offered by online schools, therefore it has not accepted CAVA's lab science courses. However, the A-G office has approved K12 lab science courses in Biology, Chemistry, and Physics when they are offered in a traditional or "blended" (partly online, partly conventional) school environment.

## **ONLINE SCHOOL PLATFORM AND TECHNOLOGY SYSTEMS:**

The ITPI report claims there is a troubled teaching environment in CAVA's virtual classrooms. The evidence shows this is not the case. K12 has put significant amount of investment and resources to develop, maintain and update its learning management system and technology infrastructure.

Nothing is more important to K12 than to see students succeed. Part of that success story can only be achieved through a high availability systems network, a secure environment, active monitoring, world class student and teacher support and strong strategic partnerships. K12 is well positioned in its unique ability to provide this support, security and reliability for a seamless virtual school experience.

K12's Learning Systems are hosted in a world-class data center providing uninterrupted operations with the flexibility to accommodate and adapt to evolving business requirements and growth. K12 has a second geographically diverse data center on standby to assume operations in the event of a primary data center failure. The company invests significantly in its infrastructure to maintain a highly secure and compliant environment. The Network Operations Center (or NOC) monitors and manages K12's systems on a 24x7, 365 days a year basis to ensure optimal system performance and availability for its users.

As a global online education provider, K12 expects its systems to be available 24x7, 365 days a year. The company measures itself against a **minimum** service level of 99.9% systems' availability each month and in many months it exceeds this goal. For example, from November 2014 to February 2015, K12's learning systems' availability has been 100% with zero unplanned downtime. To ensure school hours are not interrupted, Saturday morning is reserved for any planned maintenance activities, when needed. These maintenance events are communicated to schools in advance.

While K12's systems are architected with full redundancy to prevent any single device failure from impacting students, there are occasional system-wide outages. K12's 24x7 NOC leads the incident management process for any system disruption. This ensures a timely response by our technology teams and rapid restoration of normal system operations. K12's partner schools are promptly notified of any learning systems disruption. All outages undergo a post-mortem process and review to identify areas for improvement and to prevent a problem reoccurrence.

K12 takes its learning systems availability, performance and security very seriously. K12 invests significantly in its systems' technology and while systems may occasionally fail, the architecture, processes and tools are designed to prevent or minimize any adverse impact to students, families and teachers.

### **ADVERTISING AND ENROLLMENT SERVICES:**

Charter schools are required to conduct outreach throughout communities to ensure families are aware and informed of these public school options. California Virtual Academies are public schools and do not discriminate based on past academic history, special need or socioeconomic status. As a service to the CAVA schools, K12 provides information sessions and outreach programs across the state, including advertising, events and in-person and online informational sessions through the state. These informational sessions are open to the public. Families that choose to attend these events learn about CAVA as a public school of choice. If a parent takes steps to enroll at CAVA, the decision is made by each child's parent, and the parent alone. Families are never forced or pressured to enroll. Parent choice is respected.

There are no "cold calls." Parents are only contacted after they request to be contacted or to receive additional information. Parents are encouraged to attend informational sessions and ask questions. When a family makes the decision to enroll into a CAVA school, the process is long and rigorous. It involves multiple touch points with each individual family.

In order to complete the enrollment process, families must provide anywhere between seven to ten state required compliancy items. These must be fully processed and approved in order to gain entry into the school.

Before the enrollment process can be complete, parents must sign a school Acknowledgement form, which identifies all teacher, student and Learning Coach responsibilities. The Learning Coach is responsible for being actively involved in school work related activities. They will monitor, assist and motivate the student daily to ensure academic progress and adherence to school policies. Families are expected to maintain communication with the school and teachers on a regular basis. Phone conferences and live meetings via class connect sessions will be initiated by the teacher as needed.

### **ATTENDANCE:**

Each CAVA is a non-classroom based charter school, required to comply with the provisions of the state's Charter Schools Act. One of those provisions requires each CAVA to comply with many of the independent study laws. Those independent study laws require that certified teachers evaluate the work produced by each student and credit attendance appropriately based upon the time value of the individual student's work.

The ITPI report inaccurately suggests that entering just “1 minute” of attendance would equal a day of attendance. That is wrong; it would not be counted as a day of attendance. The training CAVA teachers are provided clearly instructs them to review the work and determine how many days of attendance to credit the student at the end of each learning period.

Teachers are able to view both learning coach-logged and system-logged minutes as well as which assignments have been completed by the student. Teachers are trained to evaluate and approve attendance for only the amount of work done. They are trained to verify and document any instances where system and learning coach-logged minutes do not match. An example of this would be a student reading a novel for English class offline.

There are also CAVA school board-approved policies that teachers are required to follow should students not attend or demonstrate progress.

*From the CAVA teacher training PPT deck (see attached):*

- *Pg 4 (#5: The student’s Homeroom Teacher determining the number of attendance days to credit the student over the learning period, based on the amount of assigned work completed during that learning period”)*
- *Pg 5 – ATTENDANCE REQUIREMENTS*
- *Page 6 (teachers must document days when little to no attendance is logged or when they have verified that ample work was completed to justify the attendance credited)*
- *Pages 10-11 (pg 11 clearly explains that teachers have to evaluate work)*
- *Pages 16-17*

### **ADMINISTRATIVE RESPONSIBILITIES:**

The ITPI report claims that CAVA schools have 8 total clerical employees for the CAVA system and, because of such a low total number, teachers are expected to perform these administrative function. This is not the case. In fact, there are 92 clerical/administrative support staff who support the CAVA schools. The majority of these employees work out of the CAVA schools office in Simi Valley and are employed to support the schools.

Among these staff are 22 General Administrative support staff; 20 Special Education support staff; 14 Counselor Technicians; 8 Human Resource support staff; 7 Finance support staff; 7 Technology support staff; 5 Student Record clerks; 3 School Events support staff; 3 Academic Operations support staff; and 3 Attendance clerks.

These staff provide such support services as managing student records; processing requests for information; verifying enrollment documents; verifying and submitting ISMAs; handling student transfers and withdrawals; completing local, state and federal reports; managing state data base; managing student information systems; managing state reporting systems; providing training; troubleshooting systems; proctoring testing; handling correspondence; printing, sorting and mailing progress reports and report cards; providing technical support to teachers and staff

(hardware and software); calling and contacting parents as required; coordinating school events; and coordinating state testing.

There are 14 Counselor Technicians assigned to assist high school teachers in the Individual Learning Plan (ILP) process. Counselor Technicians are responsible for completing all aspects of the ILP except for the individual conferences with students and parents, which are conducted twice a year by the high school teacher. Additionally, Counselor Technicians are part of the Family Academic Support Team (FAST). FAST provides early intervention and support for students and families who are struggling in school. Counselor Technicians provide additional clerical support to high school homeroom teachers.

There are 20 special education support staff who provide clerical and administrative support in the areas of clerical support, registration, records and compliancy. These individuals provide support to federal programs including IDEA, Section 504 and English Language Learners (EL).

Teachers at CAVA schools are provided 20 paid non-instructional days prior to the first day of school to prepare for the new school year. These paid days are provided to allow teachers to be well-prepared for the first day of school and to complete non-instructional duties related to the start of a new school year. These paid days allow teachers to contact their students and families, review student records and academic performance data, begin orientation activities, conduct IEP Team Meetings, prepare Back to School information, collaborate with their peers and complete any training. In addition, teachers are provided 3 paid non-instructional days between semesters to complete duties related to the end of semester such as grading assignments and final exams and preparing report cards to be processed and mailed by the clerical staff. Teachers are also provided 2 to 3 hours during the instructional day to plan and prepare lessons and to make individual contact with students and families.

### **TEACHER SALARIES AND BENEFITS:**

CAVA teachers are employees of the schools. They are not related to the salaries of the school's vendors anymore more than salaries of the teachers in traditional schools are related to the salaries of the technology, textbook or testing companies used by those schools.

CAVA teacher salaries are in line with teacher salaries at CA charter schools. As reported on each of the schools' School Accountability Report Card (SARC), which are provided to the public via the state and local school's website, the average salaries from the various charters range from \$35,044 - \$41,158. While these averages may be lower than some school districts for teachers in traditional schools, they are in line with similar schools where teachers are allowed to work from home and are afforded flexibilities within their schedule.

CAVA schools are public schools of choice. Families choose CAVA for their kids, and teachers choose CAVA for themselves, and for a variety of reasons. Yet, in the same way as online

schools are not the right fit for every student, they are also not always the right fit for every teacher.

The percent that districts spend on teacher salaries can be found on SARC. For example: Gibson of Fresno Unified spends 38% of their budget on teachers' salaries; Leonardo da Vinci of Sacramento City Unified reports to spend 34% and Muscoy of San Bernardino City Schools spent 37% of their total budget. CAVA spends 40% (*see attached, results of total expenditures on certificated salaries and benefits, SY 2013*).

### **SPECIAL EDUCATION:**

The ITPI report also repeats allegations made by the California Teacher's Union (CTA) about the eleven schools' special education programs. It omitted, however, that an operative of the CTA named Heath Madom—not a CAVA parent— was the individual who filed multiple special education complaints to the State Department of Education, but he cited no evidence or student names. All the complaints were dismissed by the Department (*see attached letter, November 18, 2014*)

Each CAVA school provides special education services across all disability categories including: autism, emotional disturbance, traumatic brain injury, deafness/hearing impaired, specific learning disability, intellectual disabilities, other health impaired, physical disability, and speech/language and blind/visual impairment.

Students with disabilities are served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities Amendment Act. A free and appropriate education is provided to students with disabilities in accordance with their Individualized Education Programs (IEPs).

Altogether, CAVA schools currently serve over 1,700 students with special needs and provide over 15,000 related services. CAVA schools provide high quality services and care to special needs students. The schools' record on special education services is strong and parent satisfaction is high. Many parents with special needs students choose CAVA schools because they felt their child's needs were not being met at the school their child was zoned to attend.

*(For a complete overview of CAVA's special education services, see attached addendum titled: SERVING STUDENTS WITH DISABILITIES)*

### **SPECIAL EDUCATION TEACHER CASELOADS:**

The shortage of highly qualified, licensed special educators is a national concern for nearly every state in the United States (see National Teacher Shortage March, 2014 published by the US Department of Education – Office of Post -Secondary Education). All schools in California have felt the challenges of finding highly qualified, certified special education teachers. The California Department of Education created the California Statewide Special Education Task Force in 2013 to research and to provide suggestions on special education staffing and

instructional methodologies. The report published in March 2015 states there will be recommendations for “flexibility in teacher assignments” for special and general educators.

California requires a 28:1 student to special education teacher ratio specifically for Resource Specialists (RSP). Each CAVA school employs Special Education, Educational Specialists for which there is not state recommended ratios. Each CAVA school does strive to maintain an appropriate student to teacher ratio knowing that students in a Special Education class may include those who qualify as having a speech and language disability only or are in the full time general education classroom with virtual support and monitoring from the special educator.

A month to month review of teacher caseload data from 2013-2014 (the most recent full school year), shows that monthly teacher caseloads averaged 28 (27.7) students with a high of 32.5 in May, and a low of 22.9 in August. CAVA schools also employ 4 additional special education teachers who do not carry a caseload. These additional teachers provide direct individual and small group special education instruction to high need students for 5 hours per day.

### **OVERSIGHT AND FINANCIAL REPORTING:**

California Virtual Academies (CAVA) follows all state laws and accountability requirements, and their record on compliance is very strong. All CAVA schools undergo annual financial audits by independent external auditors and have a long record of clean findings with no material weaknesses. The schools’ budgets and contracts are all reviewed and approved by state-approved authorizers. The schools have been in full compliance with all California State Department of Education reviews of their expenditures.

CAVA has submitted to the state verified funding determinations from independent auditors that directly contradict the figures used in the report. (*See attached 2014-15 Funding Determination report to CA Department of Education*)

### **K12 PRODUCTS AND SERVICES:**

The ITPI report cites payments made by CAVA schools to K12 and incorrectly suggests the public does not know what K12 products and academic services are delivered under those services agreements. K12 is an educational services provider to thousands of public schools and public school district across the country. Its contracts with public entities are fully transparent and open to the public.

Each school, including the eleven independent California Virtual Academy schools, has its own products and services agreement with K12. In accordance with those agreements, K12 is responsible for providing an array of products and services as mutually agreed to with each governing board during the budget process. A representative sample of those products and services in which K12 provides for a fully managed Kindergarten – Twelfth Grade school is as follows:

1. A license for and access to the curriculum offered by K12 and associated learning management system for grades K through 12.
2. Instructional tools and materials including textbooks and multi-media teaching tools
3. Pupil recruitment and related services including creation, design and preparation of recruitment materials and advertisements; assistance with information sessions and other events, advertising, assistance with developing school identity and logos through general awareness or specific campaigns.
4. Instructional support and teachers as mutually agreed upon.
5. Admissions and enrollment assistance, communicating with potential students and their families and conducting a random lottery if required.
6. Family Services to include hosting school orientation sessions, responding to questions about the school and helping facilitate the creation of a parent manual and/or student handbook.
7. Obtaining program feedback to help improve the educational program and curriculum via student, parent and/or teacher input
8. Providing computers, monitors, software and other hardware necessary to deliver the educational program as mutually agreed.
9. Providing services specific to high school which may include a social networking community and/or other sub-communities to generate school pride; assisting in the development of school clubs, a school calendar, announcements and information on upcoming activities and outings.
10. Counseling tools to support college, career planning and exploration; virtual sessions that aid in helping students recognize the importance of high school performance and post-secondary education planning and pathways including attendance at a four-year college or university, community college, vocational/technical college, military and civilian service opportunities.
11. College application and admissions sessions covering various types of colleges, components of college applications and strategies for crafting a competitive application.
12. Educational program consulting including the proposal of educational goals, curriculum, methods of pupil assessment and school policies consistent with applicable law and the applicable charter.
13. Personnel Assistance to include supervision of all personnel providing educational products and services; management of all school employees and as-needed assisting with recruiting; hiring recommendations; reference, certification and background checks (but excluding performing payroll functions or securing of payroll services, negotiation, securing and management of health, retirement and other benefits which shall be school's responsibility).
14. Recommend human resources policies, bonus plans, and strategic plans for staffing, development, growth and provide teacher performance evaluation models to help carry out effective ways to measure teacher performance in a virtual setting.
15. Assist the school with obtaining general liability insurance or other insurance required with a reputable carrier.
16. Facility management to include helping to identify location of the school's office facility(ies) and, together with the school's attorney and designees, assist with negotiating and approving leases, leasehold improvements and lease amendments.
17. Administration of all business aspects and day-to-day management of the school's operations which may include liaising with the applicable charter authorizer and other governmental offices and agencies; providing recommendations and assistance regarding special education programs and related services; preparation of forms, operations manuals, handbooks,

guides, and policies and procedures as necessary or required by the charter or authorizer; consultation with respect to, and monitoring and oversight of, state reporting systems; grant application assistance; help with the administration of federal entitlement programs (e.g., Title I, IDEA); establish and implement policies and procedures to maintain proper internal controls; and provision of regulatory compliance services, including responses to audits.

18. Budgeting and financial reporting which may include preparation of a proposed annual budget for the school board review, approval and submission to the authorizer; providing all financial reports required.

19. Providing the board with detailed statements of all revenues received from whatever source and detailed statements of all direct expenditures for services rendered to the school.

20. Assist in the preparation of required non-profit filings, including form 990 tax returns, as applicable, provided, however, the school is solely responsible for filing its form 1023 as applicable.

21. Financial management assistance in accordance with board's expenditure authorization policy to include payment of school expenses out of the school funds managed by K12 in separate accounts that belong to the school.

22. Perform necessary planning, forecasting, accounting and reporting functions, as appropriate, and assist with third party audit(s) of the school.

23. Maintenance of the schools financial and student records at local administrative facility(ies) in accordance with the Family Educational Rights and Privacy Act and the state open records act until the agreement is terminated, at which time the required student records will be retained by and become the sole responsibility of school.

24. Ensure accessibility of program records to school, its independent auditor and the state for completion of audits required by applicable law.

25. Provide necessary information and cooperate with the school on the handling of all student disciplinary matters, including without limitation attendance and truancy matters.

26. Create, design and arrange for publication and dissemination of an annual report regarding the school's program.

27. Develop new teacher training and ongoing professional development for teachers. Host ongoing teacher professional development sessions throughout the school year for new and returning teachers.

28. Assist the school in complying with all applicable authorizer policies as reasonably interpreted to apply to the school's program.

29. Assist the school with drafting the charter renewal application (as applicable), including working with school to develop any necessary budgetary and curriculum information. Assist with preparing board members to present and defend the school's charter renewal application before the authorizer.

30. Prepare and submit to school proposed policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators and teachers, to the extent provided by or on behalf of K12 as agreed in writing during the budget process.

31. 24-7 monitoring of production services, including student account management and the on-line learning management systems.

32. Monitor and analyze system data to fix production issues as they may arise.

33. Generate reports on pupil academic performance, attendance and progress.

34. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the school.
35. Train school staff, as necessary, on technology systems.
36. Develop, design, publish and maintain the school's interactive website; oversee changes to the school website to maintain quality assurance and ensure that there are not "version control" problems.
37. Install and maintain the school's computer network.
38. Develop community tools on the school's website and K12 platform, including password protected threaded discussion and message boards, moderation functionality, directories, etc.
39. Determine hardware configurations (including software and operating systems) for the school's technology needs.
40. Provide onsite and telephone support for the school's administration in troubleshooting system errors and telephone support for students.
41. Propose for the school adoption policies and procedures regarding the responsible use of computer equipment and other school property.
42. Support teachers and school care associates in answering technology-related questions from students, parents, teachers and administrators.
43. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and troubleshooting.
44. Ensure electronic security of student records (through the use of encryption, firewalls, etc.).
45. Provide a web-filtering device on K12-provided computers to ensure that students do not have access to inappropriate materials on the Internet.
46. Prepare for, supervise and implement all system roll-overs at the end of each academic year.
47. Design and implement inventory management systems with the school's distribution and hardware vendors, as well as reclamation programs, as needed.
48. Support and design the school's accounting system.
49. Provide online enrollment, registration and placement services.
50. Provide school email accounts for school employees.
51. Provide school care and technology support services on the learning management system, computer and software issues.
52. Coordinate security, creative and content issues pertaining to the school's website.
53. Coordinate web hosting contracts and relationships with vendors across the state, as needed.
54. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution.
55. Additional administrative and technology services, as needed and mutually agreed upon.