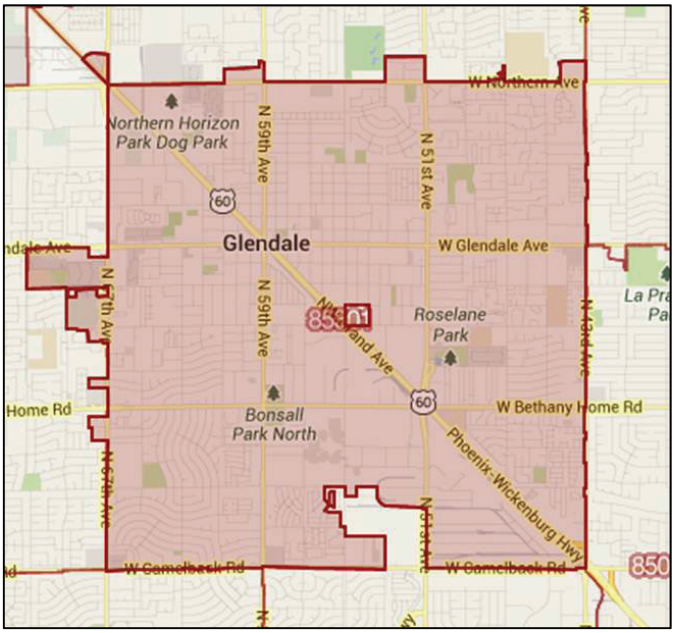
A.2 Target Population

Ethos Academy will serve students in kindergarten through eighth grades in the central Glendale community which includes zip code 85301, and covers 9.27 sq. miles.

Figure 1



Geographically, the area is roughly defined as the area south of Northern Avenue, west of 43rd Avenue; north of Camelback Road, east of 67th Avenue as shown in Figure 1 above. [1] This highly diversified community is part of Glendale's historic district and is comprised of varied types of residencies, specialty shops, small businesses, museums, libraries, as well as various city and civic buildings. In the downtown community center, there are regularly held cultural and seasonal events and festivals.

A. Description of Target Population

General Demographics of the Target Region

The community of 85301 is split between two of Arizona's Legislative Districts – 29 and 30. According to the 2010 Census, there are approximately 75,700 students in LD 29 and 65,700 students in LD 30. According to the Children's Action Alliance between 72-78% of LD 29/30 children are Hispanic/Latino, between12-14% are non-Hispanic White, between 5-6% are Black, and between 4-5% are of other races, including Native American and Asian (see Figures 2 and

3). [2] Additionally, the educational level of those 25 years or older shows that 33-35% of the population did not earn a high school diploma or GED (see Figures 2 and 3). [3]

Figure 2 (Legislative District 29)

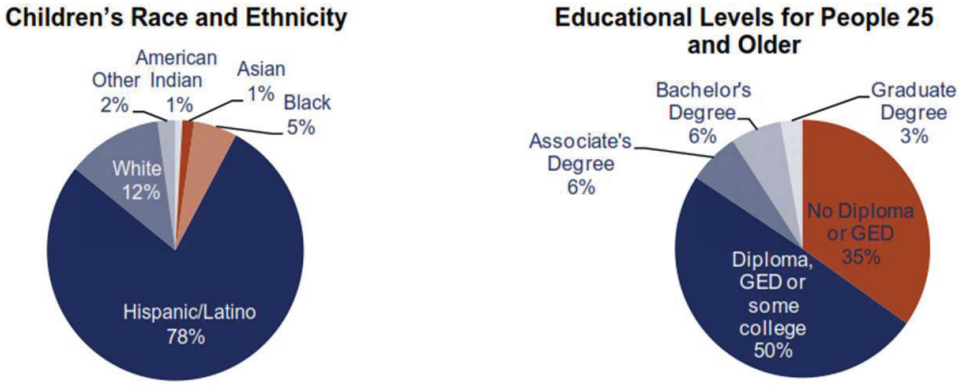
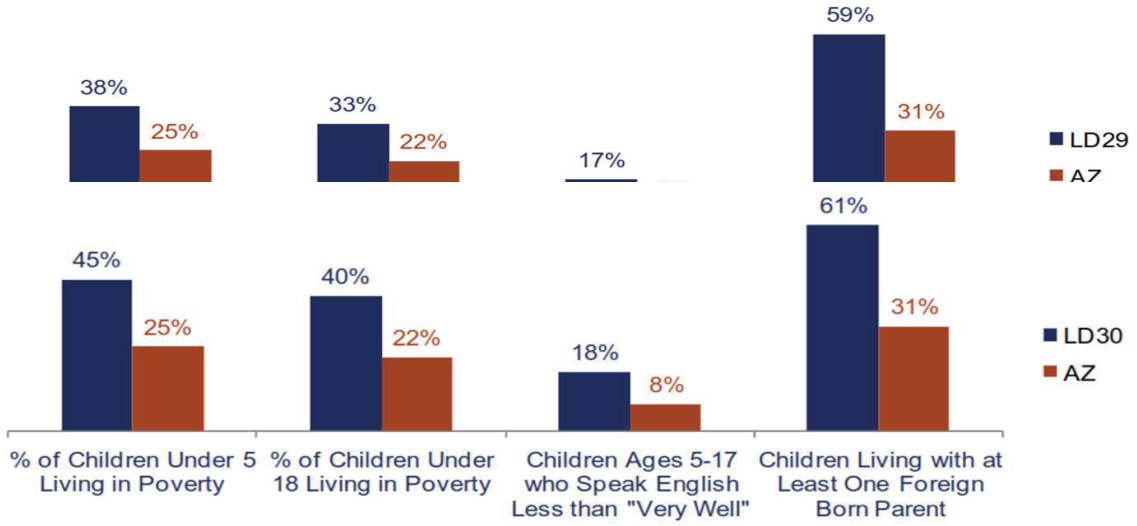


Figure 3 (Legislative District 30)

This target neighborhood includes portions of the Alhambra Elementary, Isaac Elementary, Glendale Elementary, Pendergast Elementary, Cartwright Elementary and Washington Elementary school districts. However, for the purposes of the Ethos Academy Charter Application and to maintain alignment among all of the sections, we have selected and compiled data from six (6) comparable areas schools in close proximity to our target location. Legislative Districts 29/30's demographics in terms of children living in poverty, children living with at least one foreign-born parent, and children living in households receiving public assistance are significantly higher than those statewide, the implications of which demonstrate a high level of need in this community, as shown in Figure 4.

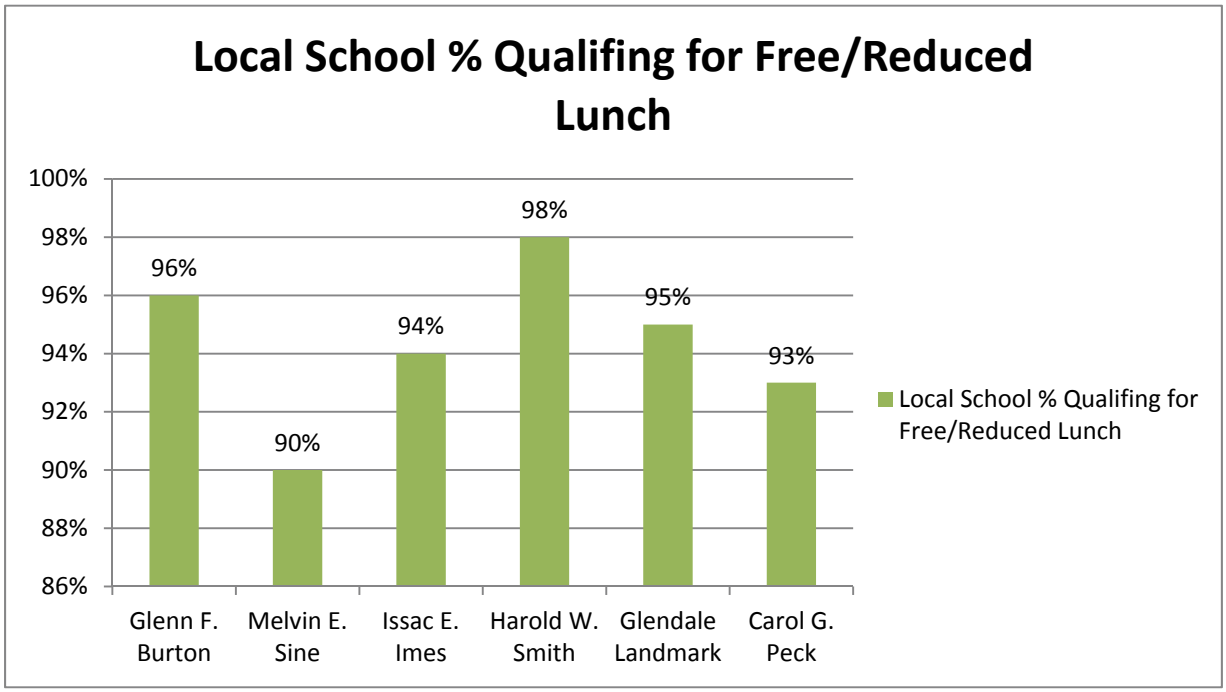
Figure 4
Demographic Data: Poverty, Language and Parents

Legislative Districts 29 and 30



Using the percentage of students qualifying for free and reduced lunch as an indicator of poverty, the data from each district reflects a high rate of poverty for students residing in this community. All of these districts have free/reduced lunch percentages well over the state average of 47%. [4] The breakdown of six local school percentages, according to statistics retrieved from the Arizona Charter Schools Association's Education Evaluator, are in Figure 5. [5]

Figure 5
Free Reduced Lunch Demographics



The *Poverty Measures Rank Arizona Poorly* report [2013], cites that an average of 17.4% of Glendale area residents are living at or below poverty level. However in LD 29/30 between 33-40% of children 18 years and younger live in poverty. [6]

Local Crime

According to the FBI's Crime in the United States Reports for 2012 and other verified sources, the City of Glendale's crime index (including the 85301 target area and surrounding areas) is 73% higher than Arizona's state average, and 22% higher than the National average. Glendale's property crime rate (crimes classified as residential burglary, larceny/theft, motor vehicle theft, arson) is 81% higher than Arizona's state average. Glendale's violent crime rate (crimes classified as murder, rape, robbery, aggravated assault, sexual assault, child molestation) are 12% higher than Arizona's state average. 2012 Crime rate figures (per 100K) are shown in Figure 6. [7] Other crimes (classified as possession of narcotics/dangerous drugs) are not shown in Figure 6.

Figure 6
2012 City of Glendale Crime Statistics

Statistics	Glendale/100K	Arizona/100K	National/100K
Violent Crime	484	429	387
Property Crime	6,410	3,539	2,859
Total Crime Index	6,894	3,968	3,246

Additionally, the Director of the Glendale Family Advocacy Center informed Ethos Academy Founders that Child Protective Services (CPS) receives the highest number of calls/reports of abuses against children from zip code 85301, more than any other zip code in Metro Phoenix. The President and Founder of a community outreach organization called Heart for the City, informed us that our particular zip code (85301) has one of the highest rates of gang activity in the state. Heart for the City works directly with at-risk youth in central Glendale's 85301 zip code. These factors 1) - a high population of minority and low-income students in a high-crime 2) high-poverty area – pose significant obstacles and challenges to students in this community, which may contribute to continually low educational outcomes.

Educational Indicators/Academic Results

According to Arizona Charter Schools Association's Education Evaluator, within zip code 85301 there are nine area schools serving the community's students:

- One (1) elementary pre-school-3rd grade
- Five (5) elementary pre-school-8th grade
- Four (4) schools 4th-8th grade

Over the last three years, more than half of the six comparable schools have consistently earned either a "C" or "D" rating on the AZ LEARNS A-F Rating system, with the exception of Glendale Landmark Middle school which earned a "B" in 2013 and Glenn Burton and Carol G. Peck schools that earned "B" ratings in prior years. Figure #7 shows three years of data showing how the six comparable 85301 area schools (chosen based on proximity to Ethos Academy's projected target location set within the boundary of 85301) rated on the AZ LEARNS A-F accountability system: [8]

Figure 7
Accountability System

Arizona's A-F Letter Grade Accountability System			
School	2010-11 Grades	2011-12 Grades	2012-13 Grades
Glenn Burton (K-8)	B	B	C
Melvin E. Sine (PreK-8)	D	C	C
Isaac E. Imes (PreK-8)	C	C	D
Harold W. Smith (K-8)	D	D	D
Glendale Landmark (1, 4-8)	C	C	B
Carol G. Peck (K-3)	B	B	D

This data demonstrates that a majority of the area's students received inadequate instruction, resulting in low academic performance as measured by overall AIMS reading and math proficiency scores. Figure #8 shows how these six comparable 85301 area schools (chosen based on proximity to Ethos Academy's projected target location set within the boundary of 85301) are measuring up against the state's average in 2012. *The data values in red represent state data taken from ADE's State Report Card 2012, subgroup "Economically Disadvantaged", based on 89-98% free and reduced lunch rates. ***It is important to note that there are no charter schools operating in this geographical area**. As shown in Figures 8 and 9, the sample 85301 schools' overall AIMS data for math and reading fall below the state's averages of the "meeting or exceeding" goal of 60% on both the AIMS Math and Reading assessments (with the exception of Glenn Burton and Carol G. Peck in AIMS math). [9]

Figure 8
2012 State AIMS Data for Economically Disadvantaged and All Students

Math

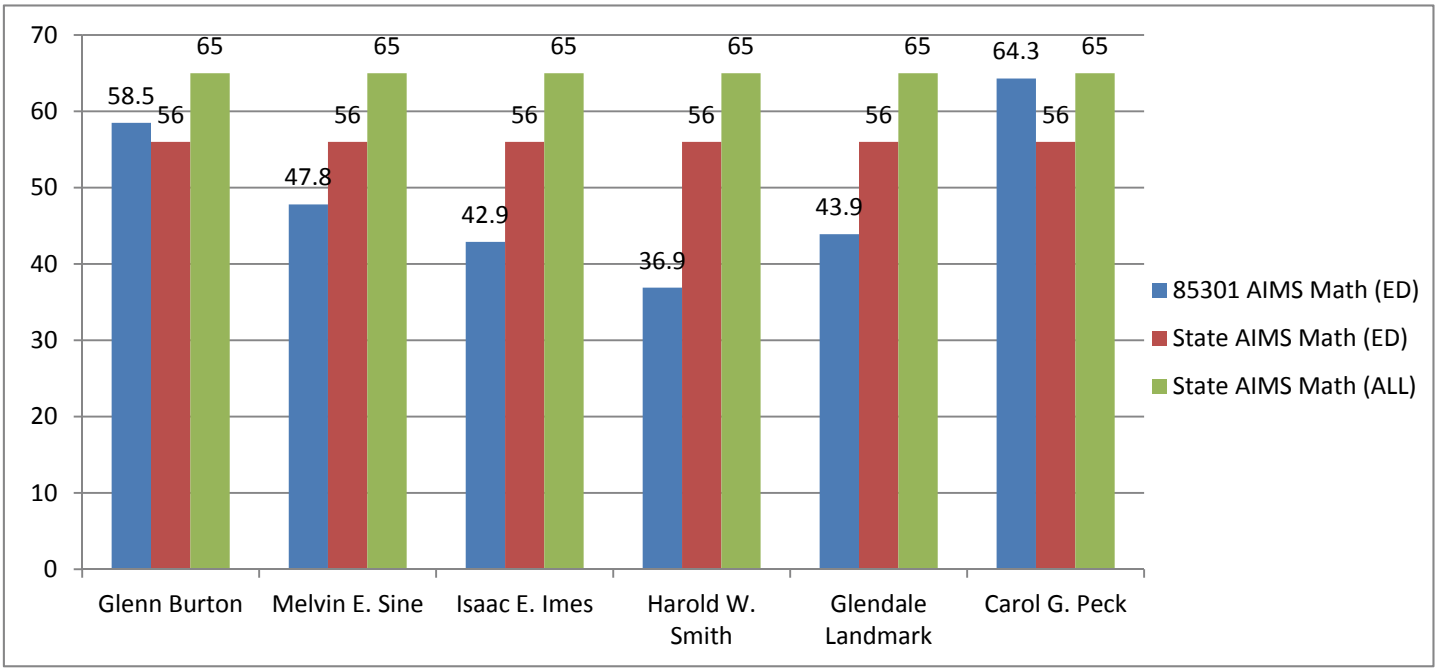
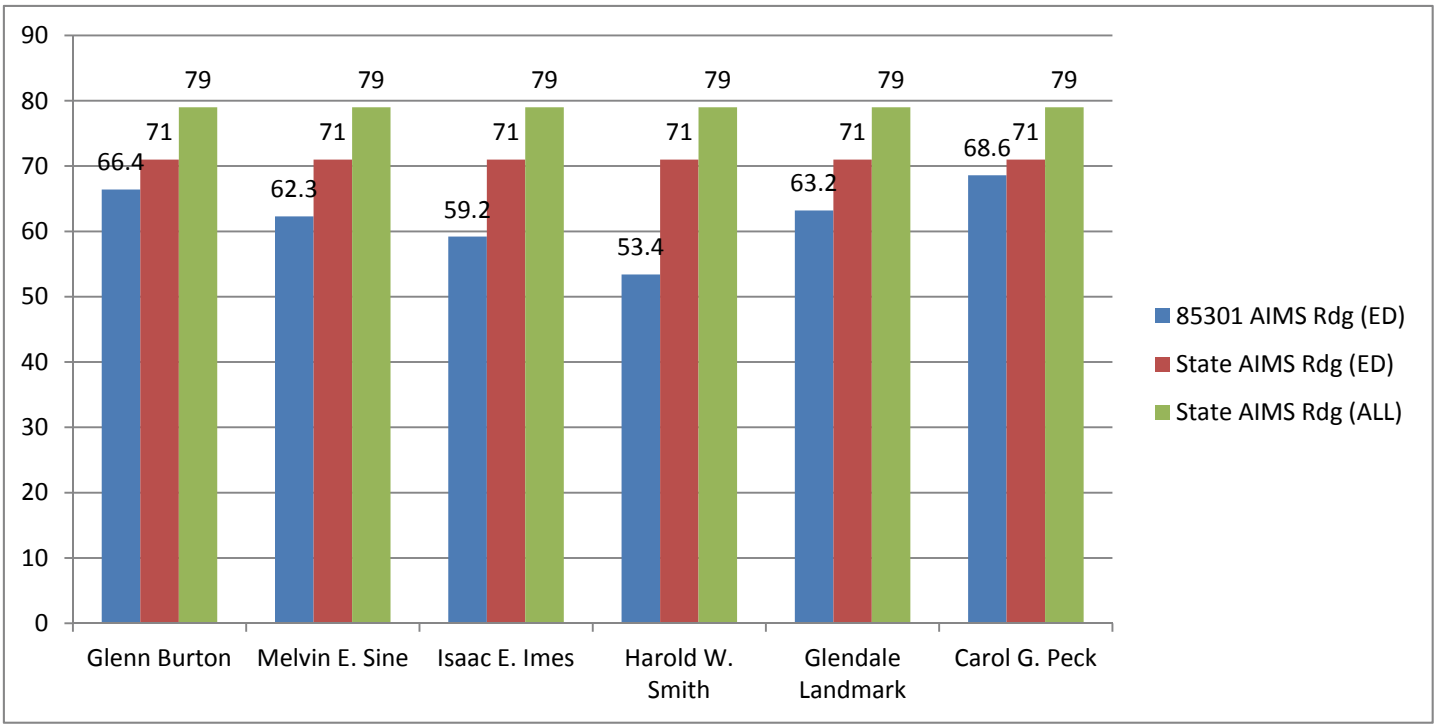


Figure 9
2012 State AIMS Data for Economically Disadvantaged and All Students
Reading



Major goals of Ethos Academy include excelling far beyond current achievement levels in reading, math and all other core content subject areas in this community and to become the

first "A" school in the downtown Glendale area. This success will prove that low-income schools and students can achieve at high levels, despite current academic outcomes in the neighborhood.

Local Community Challenges and Language & SPED Services

In addition to the community and academic challenges outlined above, this learning community is confronted with high rates of special education and English Language Learner populations as listed in Figure 10.

Figure 10
ELL and SPED Demographics

District	English Language Learner (ELL) %	Special Education %
Cartwright	20%	11%
Alhambra	26%	10%
Glendale Elementary	21%	11%
Isaac	33%	11%
Pendergast	13%	11%

Taken into consideration the other factors and demographic data previously addressed, the high proportion of students with special and language needs compounds the educational needs of the community.

Community Health Concerns

There are a staggering number of children, birth-18 years, living in poverty in the 85301 central Glendale target community. Specifically, for children birth-5 years living in poverty in Legislative Districts 29/30, the range is 38-45%. For children between 6-18 years living in poverty in LD 29/30, the range is 33-40%. This community has a very large number of students whose lives and health are impacted by poverty. According to a recent article published by the American Academy of Pediatrics entitled, *Poverty Threatens Health of U.S. Children,* "Poor children have…more frequent and severe chronic diseases such as asthma; poorer nutrition and growth; less access to quality health care; lower immunization rates; and increased obesity and its complications." It can be safely presumed that dental care and hygiene may pose health problems for affected children as well. In addition to the physical, emotional, behavioral and cognitive impact poverty has on children - there are frightening and compelling statistics on school achievement outcomes for children living in poverty - as outlined in the Educational Philosophy section.

B. Meeting the Needs of Target Populations

Based on the demographic research conducted for zip code 85301 and the corresponding evidence based on the data collected, Ethos Academy has identified the following ways in which we can begin to address the needs of our target population:

- Effective Early Childhood Education
- Special Education and ELL Services
- Staff training specific to low-SES populations
- Increased instructional hours
- High-quality out-of-school programming

Effective Early Childhood Education

Ethos Academy believes that quality educational experiences should begin with Arizona's youngest students. Because of the impact children experience from adverse factors such as poverty and the associated health risks and consequences, there is a high need for effective early childhood education and interventions that can prevent young students in this community from falling further behind. Ethos Academy will work to close the achievement gap evidenced in high-need communities starting with their youngest students. It is our desire that every young child who enters kindergarten be well prepared for academic success.

Ethos Academy will identify and connect with local families with preschool-aged children, as well as local area preschools, to facilitate an introduction to First Things First, an organization "committed to helping Arizona kids five and younger receive the quality education, healthcare and family support they need to arrive at school healthy and ready to succeed". Through developing partnerships with organizations such as First Things First, Ethos Academy can help facilitate, support and/or host trainings for local preschool providers and families in the community who may be providing in-home, unlicensed day care. These connections and efforts are critical in ensuring that our community's youngest children are receiving high-quality educational services, in high-quality settings. Our hope is that this engagement will provide local area preschools and families with the opportunity to partner with Ethos Academy at a community level, to raise the bar in preparing central Glendale children for Kindergarten.

SPED and ELL Services

Ethos Academy anticipates 10-18% of their students will require special education services. We believe that a mainstream classroom inclusion model for SPED students is optimal whenever possible; however homeroom teachers will collaborate closely with contracted Special Education teachers and other service providers to ensure our students' needs are being met. All staff will receive training to ensure compliance related to Special Education state and federal laws. The Dean of Academics will work with staff to create a process of interventions that are systematic, timely and directed. Identified students requiring services will be granted additional time and support in reaching their academic goals. The three-tiered RTI model that Ethos Academy will use is designed to meet the needs of students who demonstrate learning below the level of proficiency (80%).

Many students in the target community do not speak English as their primary language. Ethos Academy will hire Structured English Immersion (SEI) endorsed teachers with the background, skills and experience necessary to effectively instruct ELL students. *Core Knowledge Language Arts* curriculum includes supplementary resources for non-English speaking students. Ethos Academy will include these resources into a larger, comprehensive language development program (as outlined in detail within both the Educational Philosophy and Program of Instruction sections). As part of our Specials class offerings, Ethos Academy will provide weekly Spanish classes, which will emphasize a range of various cultural elements (e.g. Hispanic/Latino heritages around the world, corresponding geographical connections, food, customs, traditions, etc.). Students who have demonstrated English language proficiency by the 3rd grade will participate in weekly Spanish classes designed to teach them how to speak, read and write Spanish with an emphasis on grammatical accuracy and fluency.

Staff Training: Low-SES Populations

Ethos Academy believes that it is important to meet our students where they are. One example may be that many students are not familiar with "academic vocabulary" used in an educational setting but instead may be accustomed to their everyday vocabulary used in the home and in other community settings. This gap in vocabulary could potentially create a barrier to effective learning in school. Thus, we want to train our staff to be aware and recognize barriers such as these, and provide instructional strategies to support closing any gaps which may adversely impact learning. As part of developing exceptional teachers, Ethos Academy will provide teachers with tools and supports to help ensure success for all students. Examples of such tools may be training on how to develop students' Executive Functioning skills (a collection of higher-order mental abilities). According to the National Center for Learning Disabilities, Executive Functioning significantly affects learning. In both school and at home, students are called on - all day, every day to self-regulate behavior. Executive function allows students to:

- Make plans
- Keep track of time and finish work on time
- Multi-task
- Meaningfully include past knowledge in discussions
- Evaluate ideas and reflect on their work
- Change their minds and make mid-course corrections while thinking, reading and writing
- Ask for help or seek more information when needed
- Engage in group dynamics
- Wait to speak until called on
-

Executive Functioning skills give students "the ability to deal with confusing and unpredictable situations and information." [10] With intentional, strategic training in this area, teachers at Ethos

Academy can drastically impact students' educational outcomes and students can greatly benefit from such skills - both in school and in life.

Additionally, Ethos Academy will invite existing community partners such as Heart for the City and Glendale Family Advocacy Center, who work with at-risk youth and families in this specific community, to speak to our staff about the realities many children and families face and potential issues we must be sensitive to and aware of. By providing our students with a safe, nurturing environment, we as a staff can collectively work to combat and alleviate any "toxic stress" that students may experience as a result of difficult life/home circumstances. As a staff, we can develop strategies to bridge any language, cultural, socio-economic or other barriers that may exist with the end goal of elevating our students' academic achievement and success.

Increased Instructional Hours

Ethos Academy will extend its school year calendar to 183 academic days in session, which is three (3) more additional days than the 180 days mandated by the state. Ethos Academy Co-Founders intentionally built in three additional calendar days into our school schedule in order to strategically establish our school's culture and community among students at the beginning of each academic calendar year. Ethos Academy teachers will engage in school culture and community building activities/training prior to school starting, in our Ethos Foundations professional development series.

Additionally, Ethos Academy will provide all of its students with an increased number of instructional hours per year than is required by the state, as shown in Figure 11. These additional instructional hours, at every grade level, are accounted for with lengthened reading/language arts and math blocks (see Calendar section), as well as reading and math "acceleration" periods, which is time build into the daily schedule for remediation and enrichment services, depending on the needs of the students. The school day will start at 7:45 a.m. and conclude at 3:30 p.m. with tutoring services and high-quality, fee-based after school programming provided until 5:30 p.m.

Figure 11
Hours of Instruction per Year

Grade Level	State Requirement	Ethos Academy
Kindergarten	356	1296
First Grade	712	1296
Second Grade	712	1296
Third Grade	712	1296
Fourth Grade	890	1296
Fifth Grade	890	1296
Sixth Grade	890	1296
Seventh Grade	1000	1296

Eighth Grade	1000	1296

High-Quality Out-of-School Programming

Ethos Academy will provide its students with high-quality before and after school programming, maintaining the quality standards set forth by the Arizona Center for Afterschool Excellence [11]. The before and after school program will be a self-sustaining, fee-based option for parents. The small weekly fee will cover staffing and supply-related expenses. This program will be designed to provide a meaningful extension to our students' academic day and will include: homework help, tutoring services, educational enrichment activities, cultural and social development activities, recreation, leadership and character development, college and career preparation and fine arts experiences - in a well-managed and safe educational environment.

C. Class Size and Ratios

The ideal class size at Ethos Academy will be 22, with a maximum number of students per class capped at 25. This will ensure that students benefit from being in a classroom where the teacher can address individual student needs and manage the group effectively (i.e. differentiation). The maximum student/teacher ratio will be 25:1, with the likelihood that teachers will have additional access and support from an instructional aide. Extensive research conducted on the correlation between class size and student achievement suggests that students, particularly minority students, benefit from smaller class sizes and that the administrative demands on teachers is reduced with smaller class sizes – freeing them to focus on quality instruction. Thus, Ethos Academy will strive to keep class sizes as low as possible, based upon enrollment numbers and budgetary considerations.

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