



## **ST. ALOYSIUS SPONSORSHIP**

**CALL FOR NEW COMMUNITY SCHOOLS  
To open in the 2018-2019 School Year  
(FY2019)**

### **St. Aloysius Mission**

St. Aloysius helps the children, adults and families in our community overcome their challenges by providing the education, counseling, health care and resources they need to heal and grow.

### **CSS Vision**

Our vision is to help schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools.

### **CSS Mission**

Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We will support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We will deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers will seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

Process Managed By:

**Charter School Specialists**  
40 Hill Road South  
Pickerington, OH 43147  
Phone: (614) 837-8945



August 31, 2017

Dear New School Applicant:

St. Aloysius believes every student should have access to a high-quality education that prepares them for a bright future. St. Aloysius is committed to improving and expanding educational opportunities for Ohio students by improving existing schools and creating new schools that address our students' unique and individual needs.

St. Aloysius welcomes local and national applicants to submit proposals for new community schools that will serve the needs of Ohio's children in our *Call for New Community Schools*. St. Aloysius seeks proven, research-based school models offering rigorous curriculum, strong leadership, and innovative approaches to education to prepare Ohio's diverse student population for college and career readiness.

Through this process, St. Aloysius will build on the success of our current schools, leaders, and educators by adding high-performing community schools to Ohio's public school options for students and families to consider. Together, our existing schools and new schools will capitalize on our strong commitment to education by ensuring all students have access to academically successful schools so that they may gain the knowledge and skills needed to become college and career ready upon graduation from high school.

On behalf of St. Aloysius and Charter School Specialists, thank you for joining us in this effort.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave L. Cash".

Dave L. Cash, President  
Charter School Specialists  
On behalf of St. Aloysius

## Call for New Community Schools

St. Aloysius publishes the *Call for New Community Schools* to provide context and information to launch the new school application process each year. The document supplies the context of the vision and strategic plan for schools sponsored by St. Aloysius, providing the sponsor's new school priorities and highlighting how new schools fit into that vision.

The document highlights the areas of greatest academic need both from a geographic perspective and a programmatic perspective. St. Aloysius provides this information so new school applicants can carefully consider where their programs and services would best fit communities in our state.

While applicants are strongly encouraged to consider areas with the highest evidence of need in developing their application, St. Aloysius welcomes all applicants that demonstrate high quality and strong community support.

Since 2005, St. Aloysius has opened more than 54 schools. These schools are providing more than 11,000 students in 12 school districts with unique educational choices as well as an opportunity for parents to find a school that meets their child's learning styles. Further, these schools are helping to increase enrollment capture rates and quality charter seats in Ohio, especially in Ohio's largest school districts (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown).

All new schools should demonstrate evidence of the potential for successful academic programs with strong leadership and community support. Successful new school applicants will demonstrate the ability to meet or exceed Ohio's local report card and St. Aloysius contractual measures. For more information about the local report card, please refer to <http://education.ohio.gov/Topics/Data/Report-Card-Resources>

St. Aloysius encourages applicants to carefully consider the diverse needs of Ohio's students. Since achievement has persistently languished in urban areas, St. Aloysius focuses on expanding educational opportunity, improving school performance, and ultimately lifting student achievement. In particular, blended models and those that intentionally combine an education program with multiple paths for college and career readiness are encouraged. Targeting students based upon economic, academic, developmental, and/or language barriers is also consistent with our priorities. St. Aloysius will carefully examine an applicant's ability to implement an educational model and serve distinct populations, particularly English Language Learners (ELL) and students with special needs.

Further, St. Aloysius encourages applicants to research and carefully consider markets with the highest need for the populations being proposed to be served. For example, the Cleveland Transformation Alliance is a public private partnership dedicated to growing quality schools in Cleveland. The Cleveland Transformation Alliance has identified areas of high need that should be considered by applicants considering the Cleveland Metro School District. Applicants should seek out such data and make available in their applications.

# Vision, Mission, and Goals

**Vision:** *Our vision is to help schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools.*

**Mission:** *St. Aloysius helps the children, adults and families in our community overcome their challenges by providing the education, counseling, health care and resources they need to heal and grow. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We will support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We will deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers will seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.*

## Expectations of Schools:

In order to fulfil this ambitious vision and mission, St. Aloysius has adopted measurable goals for schools, as outlined in Charter School Specialists *Strategic Plan*. These goals include:

- 1. Ensure improved academic performance of sponsored schools.** Targets include: (a) All general education sponsored schools in operation for a minimum of two (2) years will meet student achievement levels in reading and math as measured on Ohio’s School Report Card<sup>1</sup> by a grade of “C” or better on the Performance Index Measure, the Overall Value-Added Measure, and the K-3 Literacy Component; (b) All Drop-Out Prevention and Recovery sponsored schools in operation for a minimum of two (2) years will meet student achievement levels in reading and math as measured on Ohio’s School Report Card by a rating of “Meets Standards” or better in the Overall Graduation Rate Measure and the Growth in Student Achievement Measure.
- 2. Ensure sponsored schools meet annual charter (community school contract) requirements.** Targets include: All sponsored schools will meet both academic and non-academic performance standards defined in the school charter and measured by multiple data points (e.g., faithfulness to the school’s mission, adherence to laws and terms of the charter, academic achievement, financial viability, and operational performance).<sup>2</sup>

## Expectations of the Sponsor:

- 3. Ensure high quality community school authorizing.** St. Aloysius will demonstrate best practices as a high-quality community school authorizer as measured by a rating of Sufficient/Effective or Exemplary on the Ohio Department of Education’s Quality of Sponsor Performance Review.

The sponsor’s strategic roadmap to achieving these goals is articulated in Charter School Specialists’ *Strategic Plan*. To dramatically increase sponsored school performance, the Sponsor will:

- Use multiple sources of data to inform decision-making regarding academic needs of sponsored schools

<sup>1</sup> See the Ohio Interactive Local Report Card (iLRC) Power User Reports

<sup>2</sup> As listed in the 6.4b Accountability Attachment to the Community School Charter

- Provide professional development and technical assistance to sponsored schools based on identified needs
- Implement best practices as part of a comprehensive monthly fiscal review
- Implement a comprehensive oversight, performance accountability, and compliance monitoring system
- Align to state and national critical sponsor areas: (1) commitment and capacity, (2) application process and decision-making, (3) performance contracting, (4) oversight and evaluation, (5) termination and renewal decision making, and (6) technical assistance, (7) and sponsor requirements in rule and law.

## Priority Program Needs for New Schools

St. Aloysius has identified priority program needs for new schools that open in 2018-2019 school year. Special consideration will be given to new school proposals that incorporate a program focus set forth below.

### **Blended Learning Models**

St. Aloysius seeks innovative school models that leverage interactive online and blended learning models to foster a more personalized learning environment. St. Aloysius recognizes that blended learning models place students at the center of the learning process while harnessing the power of technology to create engaging success-oriented student learning environments. Blended learning models provide educators with an opportunity quickly identify gaps in learning and differentiate instruction to ensure student success.

Blended learning, also known as hybrid learning, combine features of both traditional classroom schooling with the advantage of online learning to deliver personalized, differentiated instruction to students (iNACOL, 2015). As described in the report, *Is K-12 Blended Learning Disruptive? An introduction of the theory of hybrids*, Christensen, Horn, and Staker (2013) define blended learning as "...a formal education program in which a student learns at least in part through online learning with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home. The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience."

Emerging blended learning models in countries, such as Singapore and Australia, as well as higher education, suggest the future of education will involve blended learning instructional models offering content, resources, and data-driven teaching both online and face-to-face (iNACOL, 2015). Successful examples of such models are integrated, evidence-based and focused on a holistic, personalized learning experience for students.

St. Aloysius welcomes new school proposals that resourcefully incorporate online and blended learning models to personalize and differentiate instruction for students based on their unique academic needs and learning styles. These modes should feature elements of student control over time, pace, path, and place, allowing for more student-centered learning experiences (iNACOL, 2015). These models should also highlight an integrated learning experience through multiple pathways, designed around meeting each student's individual needs using small-group sessions, individual tutoring, project, or classroom work completed in accordance with data and evidence of students demonstrating mastery.

### **References**

- Christensen, C., Horn, M., & Staker, H. (2013). *Is K-12 blended learning disruptive? An introduction to the theory of hybrids*. The San Mateo, CA: Christensen Institute for Disruptive Education.
- International Association for K012 Online Learning (iNACOL, 2015). *Blended Learning: The evolution of online and face-to-face education from 2008-2015*. Vienna, VA: Author.

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## **Alternative Pathways Models**

It is predicted by 2020, approximately 65% of all available jobs will require some postsecondary education or training<sup>3</sup>. Yet, there are K-12 students who are being excluded from these opportunities because they are not on a pathway that includes education and workforce training that will adequately prepare them for these jobs. Approximately 38.9 million Americans who fall into the 16-24 age range face multiple barriers to postsecondary success, such as involvement with the justice system, foster care, school suspension or expulsion, poverty, and academic, emotional, and/or behavioral disabilities<sup>4</sup>.

St. Aloysius believes these barriers do not have to be permanent and actively seeks innovative alternative pathway models for students most at risk for school failure or dropping out. St. Aloysius has been active in developing proposals for new school options to meet these students' needs. Since 2005, St. Aloysius has authorized over 16 drop out recovery and prevention schools to serve this population. While pleased with the progress that has been made to better serve this population, St. Aloysius anticipates the need for additional education and workforce pathway models to provide alternative options to re-engage students who have dropped out of school, or are at-risk of doing so.

St. Aloysius actively seeks alternative pathways models targeting students in grades 9-12 who are at-risk, over-aged, under-credited, and/or who have dropped out of school and need a unique personalized pathway to lead to postsecondary success.

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<sup>3</sup> American Youth Policy Forum (2015). Supporting opportunity youth on postsecondary pathways: Lessons from two states. Washington, D.C.: Author.

<sup>4</sup> Ibid.

## Accountability

Recognizing that each child learns differently and driven by the belief that all students, throughout the state of Ohio, are entitled to access to high-performing public community schools, St. Aloysius has been intentional about ensuring that new community schools open and operate on the basis of accountability that applies to all our schools, as defined by the Ohio Revised Code Section [3314.35](#).

- **Local Report Card Measures and Components** means that schools must receive a “C” or better (K-12 schools) or “Meets Standards” (Dropout Prevention and Recovery schools) in the graded measures and components on the Ohio Interactive Local Report Card (iLRC) Power User Reports. [Question – what is the purpose of referring specifically to the iLRC rather than to the Ohio Report Card?] These graded measures include (1) overall local report card grade; (2) all achievement grades including performance index and indicator met; (3) gap closing grade or annual measureable objectives; (4) K-literacy grade, as applicable, (5) value-added overall grade, as applicable; (6) overall graduation rate grade, as applicable; (7) prepared for success grade, as applicable; (8) overall graduate rate rating, applicable.
- **Other Contractual Measures** means that schools must meet all other contractual measures agreed upon in the community school contract. These contractual measures include (1) standardized test results where schools must demonstrate one (1) years’ worth of growth for 80% of students tested in reading and math using the *Ohio’s Where Kids Count* business rules; and (2) faithfulness to the community school contract where schools must be true to the mission and requirements of the community school contract as a condition for approval or future renewal.

St. Aloysius has worked collaboratively with community schools to realize these accountability measures since 2005. Some of the highlights of the progress to date include: (1) **attendance and participation** in governing authority meetings, including all regular special and emergency meetings, post-audit conferences, and planning retreats; (2) **comprehensive compliance assessments** where thorough reviews and school site visits are conducted to ensure state compliance to meet student needs; (3) **quality technical assistance** where school leaders and staff participate in training session coordinated by the sponsor to address school needs in the areas of health and safety, special education, career technical education, Ohio Improvement Process (OIP), oversight and guidance in support of the school’s Comprehensive Continuous Improvement Plans (CCIP) to gain access to federal funding while ensuring compliance with federal grant requirements; and (4) **monthly fiscal reviews** where sponsor certified financial staff coordinate monthly fiscal reviews of school financial reports, monthly “at-a-glance” reports to governing authority members to identify fiscal trends and red flags requiring school board review or action.

## Application Process, Timeline and Criteria

St. Aloysius conducts a thorough, criteria-based review of each new school application received. Information about the criteria used to evaluate applications is found in [Appendix A: New School Approval Criteria](#). If you are interested in applying for a new community school, please refer to the Charter School Specialists website ([click here](#)) for a copy of the appropriate application guide. The guide has details about the process, instruction for applicants, and all the relevant application questions.

The review process begins upon receipt of the completed application. The process unfolds as follows:

<b>September 11, 2017 to October 27, 2017</b>	St. Aloysius begins accepting applications for potential new schools, existing schools desiring St. Aloysius sponsorship, and those desiring continued sponsorship. All applicants should notify Charter School Specialists (CSS) of their intent to apply. <b>Notices of intent to apply should be sent directly to Angie Mann (<a href="mailto:amann@charterschoolspec.com">amann@charterschoolspec.com</a>). Upon receipt of the intent to apply, the applicant will receive a link to access the application through JotForm.</b>
<b>September 18, 2017</b>	St. Aloysius to provide a Web-Ex training for application process.
<b>October 27, 2017</b>	Deadline to submit all quality community school application(s) for the 2018-2019 school year. <i>Applications determined incomplete or lacking required information will not be scored or considered. Applicants will be asked to resubmit during the next application period in 2019-2020.</i>
<b>September 11, 2017 to November 10, 2017</b>	St. Aloysius' review and scoring of all quality community school applications.
<b>October 2017 to November 16, 2017</b>	St. Aloysius will conduct site visits and/or panel interviews with applicants that pass the initial application phase. Notice provided to those that did not pass the initial application phase.
<b>November 17, 2017</b>	St. Aloysius assesses site visits and scores panel interviews.
<b>December 8, 2017</b>	Notification of approval to applicants including: (a) Preliminary Agreement, (b) Sponsor final score sheet for application. St. Aloysius to provide contract template and attachments, including recommendations for submitting attachments.
<b>January 17, 2018</b>	Deadline for applicants to sign, date and return executed Preliminary Agreement and all new school paperwork to <b>Tammie Osler, Charter School Specialists</b> ( <a href="mailto:tosler@charterschoolspec.com">tosler@charterschoolspec.com</a> ).
<b>March 2, 2018</b>	Deadline for all applicants to submit final Board Approved Contract documents to St Aloysius. A copy of the approved resolution, signed contract, and all attachments are to be via Dropbox.
<b>April 20, 2018</b>	St. Aloysius provides comments on attachments for all new schools opening in the 2018-2019 school year.
<b>May 4, 2018</b>	St. Aloysius provides comments on attachments for all existing schools and renewal schools that are currently in operation.
<b>May 15, 2018</b>	St. Aloysius and applicant board sign contract.
<b>May 25, 2018</b>	All final contract attachments must be submitted in Dropbox.
<b>May 25, 2018 to June 15, 2018</b>	St. Aloysius to review final contracts.
<b>June 1, 2018 to June 29, 2018</b>	St. Aloysius completes The Ohio Department of Education Quality School Choice Review Sheet for each applicant contract and submits each contract to The Ohio Department of Education for a Legal Sufficiency Review.



## Appendix A: New School Approval Criteria

Applications will be thoroughly assessed by a review team of St. Aloysius, Charter School Specialists, and external professionals with various areas of expertise. Starting a new school is an exciting opportunity to impact the lives of Ohio students yet also intense and demanding. The application and review process is comprehensive and rigorous, designed to assess the applicant's ability to meet these challenges. Successful applicants will submit a complete application that thoroughly addresses applicant questions and includes appropriate appendices and attachments in the required format. Please refer to the *St. Aloysius Sponsorship Community School Application Guide 2017* for more details about the application process and specific questions that each applicant must address.

Successful applicants will address the following criteria:

### **Governance and Management**

- Governing Authority structure, including: meeting dates, name, expertise, contact information, and professional title/organization
- Development team information, including: summary of member expertise, structure and development, and transition process.

### **Management**

- Description of management or superintendent partnership, organizational structure, communication plan, management responsibilities, accountability, evaluation, contract and services, as well as record of success.

### **Educational Program**

- Description of proposed school's mission, vision, and philosophy.
- Description of planned learning of students and learning experiences through which a student will progress including strong evidence of a research-based curriculum.
- Evidence of scope and sequence, grade-to-grade, course-to-course progressions with attention to transitions.
- Process for developing curriculum maps and pacing guides.
- Curriculum information included in model unit and lesson plan templates.
- How disaggregated subgroups will be served by the curriculum.
- How the curriculum will be updated and monitored for effectiveness.
- Evidence of research based practices per ESSA for chosen delivery methods, strategies, and/or techniques, including impact on population served.
- Materials (textbooks, technology, manipulatives) that will be in place at the school's opening utilized to support instruction in core and non-core content areas.
- Rationale for selection, approval (including governing authority), and potential change process of instructional resources and materials to be used by teachers and students, including technology, at the school.
- How the school will develop, monitor and evaluate the school improvement plan using the 5-step process.

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- Confirm that the school will implement OTES or an alternative aligned to Ohio Standards for Educators.
- How the school will develop and implement a Local Professional Development Committee (LPDC), including bylaws, committee membership, roles and responsibilities, processes and procedures, and IPDP templates.
- How the school will implement the Ohio’s Resident Educator Program.
- Process for developing, implementing and evaluating a differentiated professional development plan informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school’s continuous improvement plan.
- School’s proposed calendar, including how parents and students will be notified.
- Evidence of the school’s multi-tiered educational services policy, plan and procedures to provide early detection and intervention for at-risk students.
- An intervention plan for all students not found proficient or “Not on Track” for all assessments.
- Grade level student performance indicators in reading and math, including those for disaggregated subgroups.
- Evidence of school’s goals focused on expectations or conditions.
- Evidence of at least one nationally normed assessment, ODE approved for Value Added standardized testing tool.
- Evidence of local assessments that will be used.
- Description of the process for developing formative assessments, sharing data across grade levels and with students and parents, and how the results will impact instructional strategies, practices, materials selection and professional development.
- Evidence of non-academic assessment measures.
- Roles and responsibilities of school staff that are aligned to the organizational chart.
- Recruitment and retention plan.
- Student/Teacher Ratio.
- Staffing plan for projected enrollment.

**Demographics and Marketing Assessment**

- Identification of local district where school will be located and any additional districts the school will draw enrollment from.
- Target population to be served, including any unique student needs.
- Characteristics of community from which the students will be drawn.
- Marketing Assessment, including:
  - Demographics of intended students
  - Evidence that proposed school meets specific needs of community it serves. Specific consideration of available data delineating high need areas such as provided by the Cleveland Transformation Alliance.
  - Rationale for how proposed school will enhance or expand educational options currently available to the target student population
  - Evidence of meeting proposed enrollment targets (minimum of 100 students to open)
- Description of proposed school’s current recruitment and marketing plans
- Description, including letters of support or MOUs, demonstrating community support of proposed school.

**Compliance**

- Verification that proposed school has knowledge and understanding needed to maintain compliance with state and federal guidelines and appropriate operational procedures.
- Description of admissions and open enrollment, student attendance and withdrawal rules and procedures, proposed school's suspension and expulsion policies including compliance requirement for students with disabilities.
- Description of transportation, food service, and other ancillary services provided at proposed school.

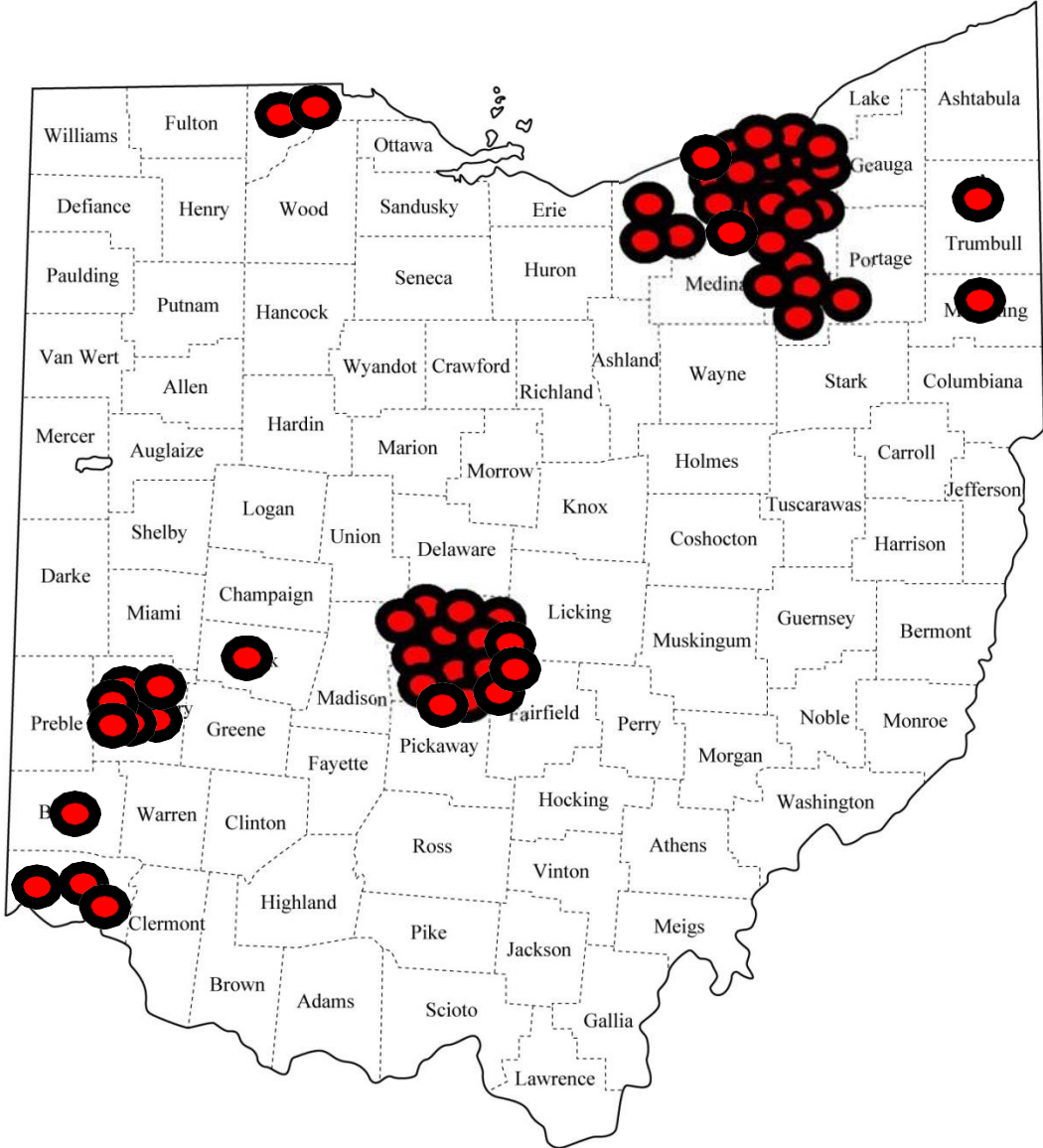
**Financial Stability**

- Verification and identification of fiscal officer and appropriate credentials.
- Description of proposed school's financial management plan including evidence of a comprehensive plan, first year budget, expected assets and liabilities.
- Description of governing authority's plan to maintain the school's short and long term financial stability and viability.

**Facilities**

- Description of proposed school's facilities and location, cost and terms for purchase agreement.
- Description of entity or individual that owns property, any new construction or retrofit for the facility.
- Description of financing for new construction or retrofit of proposed school.
- Disclose potential conflicts of interest such as facility owner/lessee being a member of the development team or governing authority.

# FY2017 Sponsored Schools



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IRN	School	County	Grades Served FY14
008064	Academy of Arts and Sciences	Lorain	K-1
012060	Akros Middle School	Summit	6-8
011390	Bella Academy of Excellence	Cuyahoga	K-5
012684	Broadway Academy	Cuyahoga	K-8
132795	Cliff Park High School	Clark	9-12, Recovery
134221	Colonial Prep Academy	Summit	K-8
133439	Cornerstone Academy	Franklin	K-8
014147	East Preparatory Academy	Cuyahoga	K-7
133538	Edge Academy	Summit	K-5
015712	Euclid Preparatory School	Cuyahoga	K-8
011956	Everest High School	Franklin	9-12, Recovery
013892	Franklinton Preparatory Academy	Franklin	9-12
134197	Green Inspiration Academy	Cuyahoga	K-8
008287	Groveport Community School	Franklin	K-8
009954	Harrisburg Pike Community School	Franklin	K-6
008286	Harvard Avenue Community School	Cuyahoga	K-8
142968	Hope Academy Northcoast Campus	Cuyahoga	K-8
133835	Invictus High School	Cuyahoga	9-12, Recovery
016836	Kids Care Elementary	Franklin	K-3
009957	Klepinger Community School	Montgomery	K-8
151183	Lake Erie International High School	Cuyahoga	9-12, Recovery
016849	Liberty High School	Montgomery	9-12, Recovery
008282	Life Skills Center of Columbus North	Franklin	9-12, Recovery
000664	Life Skills Center of Columbus Southeast	Franklin	9-12, Recovery
000813	Life Skills Center of Dayton	Montgomery	9-12, Recovery
142919	Life Skills Center of Elyria	Lorain	9-12, Recovery
151209	Life Skills Center of Northeast Ohio	Cuyahoga	9-12, Recovery
133785	Life Skills Ctr of Cincinnati	Hamilton	9-12, Recovery
133801	Life Skills Ctr of Youngstown	Mahoning	9-12, Recovery
013226	Life Skills High School of Cleveland	Cuyahoga	9-12, Recovery
133819	Lincoln Preparatory Academy	Cuyahoga	K-8
008000	Lorain Preparatory Academy	Lorain	2-8
009955	Madison Avenue School of Arts	Lucas	K-5
012513	Madison SMART Elementary	Hamilton	K-6
132803	Marshall High School	Butler	9-12, Recovery
134213	Middlebury Academy	Summit	K-8
143123	Mound Street Military Careers Academy	Montgomery	9-12, Recovery
143131	Mound Street Health Careers Academy	Montgomery	9-12, Recovery
143115	Mound Street IT Careers Academy	Montgomery	9-12, Recovery
012536	Newbridge Math & Reading Preparatory Academy	Franklin	K-6
016837	Orchard Park Academy	Cuyahoga	K-8
012045	Patriot Preparatory Academy	Franklin	K-12
016829	South Columbus Preparatory Academy	Franklin	K-8

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016850	Southwest Ohio Preparatory School	Hamilton	K-8
009171	STAR Academy of Toledo	Lucas	K-12
009953	Sullivant Avenue Community School	Franklin	K-6
133488	River Gate High School	Trumbull	9-12, Recovery
151191	The Capella Institute	Cuyahoga	9-12, Recovery
013082	The Haley School	Cuyahoga	K-6
133868	Towpath Trail High School	Summit	9-12, Recovery
143313	West Preparatory Academy	Cuyahoga	K-8
012009	Zenith Academy East	Franklin	K-8
015234	Zenith Academy West	Franklin	K-8

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