



**New Jersey Department of Education,
Office of Charter and Renaissance Schools
Classical Academy Charter School of Clifton
2024-2025
Annual Report**

The annual report was established in the *Charter School Program Act of 1995* to facilitate the commissioner’s annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools (OCRS), New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school’s performance based on the criteria set forth in the Performance Framework.

Annual Report Submission

Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

Submission Process for the 2024-2025 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2025.” To submit the report, upload it to the subfolder “Annual Report 2025” located inside the folder “Annual Report” on the charter school’s Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#) found at the end of the document and then uploaded to the “Annual Report 2025” subfolder on the charter school’s Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school’s district(s) of residence no later than 4:15 p.m. on Friday, August 1, 2025. Copies require a cover page, which includes the school’s name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school’s annual report to the commissioner no later than October 1, 2025.

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below. Please provide direct phone numbers for OCRS contact purposes.

Table 1: Basic Information

Name of charter school	Classical Academy Charter School of Clifton
Grade level(s) to be served in 2025-2026	5th-8th
Projected enrollment for 2025-2026	240
2024-2025 Total enrollment as of June 30, 2025	184
2024-2025 Students with disabilities (SWD) enrollment as of June 30, 2025	7
2024-2025 Multilingual learners (ML) enrollment as of June 30, 2025	4
Current waiting list for 2025-2026 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	0
Waitlist within the district/region of residence	0
Waitlist of non-resident district/region of residence (Organize by district/region)	0
Website address	www.classicalacademy.org
Name of board president	Mr. Oral Bullen
Board president's email address (Embed link to board president's email address on charter school website)	OBullen@classicalacademy.org
Board president's direct phone number (Do not include charter school number)	503-752-4512
Name of school leader (Include the preferred point of contact for official communications)	Gregory C. Farley
School leader's email address	gfarley@classicalacademy.org
School leader's direct office phone number and/or extension	973-278-7707

Title IX McKinney-Vento District Homeless Liaison's name and email address	Gregory C. Farley GFarley@classicalacademy.org
School Safety Specialist's name and email address	Gregory C. Farley GFarley@classicalacademy.org
School Threat Assessment Team Members' names and email addresses	Dr. Gregory C. Farley- ghfarley@classicalacademy.org Ms. Colleen Cubbage ccubbage@classicalacademy.org Samantha Bohr sbohr@classicalacademy.org Devin Novakoski dnovakoski@classicalacademy.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Colleen Cubbage CCubbage@classicalacademy.org
Name of School Business Administrator (SBA)	Bernadette Pinto
SBA email address	sba@classicalacademy.org
SBA phone number	201-814-6491
Name of District Testing Coordinator (DTC)	Colleen Cubbage
DTC email address	CCubbage@classicalacademy.org
DTC phone number	973-278-7707



Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site Information

Site name	Classical Academy Charter School of Clifton
Year site opened	1998

Grade level(s) served at this site in 2024-2025	5th-8th
Grade level(s) to be served at this site in 2025-2026	5th-8th
Site street address	1255 Main Ave
Site city	Clifton
Site zip	NJ
Site lead or primary contact's name	Gregory C. Farley
Site lead or primary contact's office phone number and extension	973-278-7707
Site lead's email address	gfarley@classicalacademy.org



Education Program and Capacity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

- a) State the school's Commissioner-approved mission.

Classical Academy Charter School's mission is to provide academic excellence for our diverse student body through traditional learning and modern-day initiatives to create a progressive learning environment.

- b) Briefly list the school's key design elements.

Students are provided with two periods of Math and ELA each day to enhance their learning of these core areas. Students that excel academically are included in an accelerated class to challenge them and prepare them for rigorous coursework in high school.

- c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school's original charter application.
- All goals must be SMART, e.g., specific, measurable, ambitious and attainable, relevant and time bound.
 - All measurements must be valid and reliable and must demonstrate rigor.
 - Without exception, academic goals must be outcome-driven.
 - Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Table 3: Format

Goal #1	To increase enrollment at Classical Academy.
Measure	2024-2025 enrollment of 184 students. Above that number is an increase.
Target	Increase the number of students by at least 15% (20 students) as measured by our Realtime student enrollment.
Actual Outcome	From the 23-24 school year to the 24-25 school year our enrollment grew by over 15% from 160 students to 184. Our next goal is to build on that and increase enrollment to 204 students. We are continuing with our recruitment strategies and plan to build upon our successes.

Goal #2	Enhance student achievement in Classical Academy.
Measure	Students will be compared to the 2024 Spring administration of the NJSLA Math and ELA.
Target	Increase in both Math and ELA scores for the collective student body for the May 2025 testing will increase by twenty percent (10%).
Actual Outcome	We have made progress towards our goal of increasing achievement and our numbers stayed relatively the same, not achieving the 20% from last year. To help achieve the goal for 2025-2026 we have re-hired an Academic Supervisor and implemented multi-tiered systems of supports for our students including an Intervention Manager which all teachers will be trained on. We are conducting a Curriculum Audit in the Summer of 2025 to evaluate our core content areas and develop additional assessments to measure growth. We are also continuing with Data meetings and using diagnostic data from IXL to inform instruction.

1.2 Curriculum

- a) All charter schools are required to adopt and implement curricula aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.
- b) Pursuant to *N.J.A.C. 6A:8-3.1(a)3*, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

<https://www.classicalacademy.org/site/default.aspx?DomainID=29>

1.3 Instruction

- a) What constitutes high-quality instruction at this school?

High-quality instruction at a high-performing charter middle school is typically characterized by several key components. Classical Academy blends strong academic rigor with clear systems for accountability, student support, and teacher development. Below is a framework of our Instructional Model:

1. Clear Academic Goals and Standards Alignment

- Instruction is aligned to state standards (e.g., Common Core or state-specific benchmarks).
- Learning objectives are explicit, measurable, and communicated clearly to students.

- Lessons focus on college and career readiness skills, even in middle school (critical thinking, writing, academic discourse).

2. Strong Classroom Culture and Management

- Teachers establish clear routines and expectations for behavior and learning (e.g., "SLANT," "Do Now," or other systems).
- Students are on-task, engaged, and respectful.
- Classrooms are orderly and focused, enabling maximum learning time.

3. Rigorous and Engaging Instruction

- Lessons involve higher-order thinking (analysis, synthesis, evaluation—not just recall).
- Use of checks for understanding (cold calling, exit tickets, embedded questioning) to assess learning in real time.
- Teachers differentiate content and process to meet the needs of diverse learners (e.g., ELLs, students with IEPs).

4. Data-Driven Decision Making

- Frequent formative and summative assessments guide instruction.
- Teachers and instructional leaders analyze data regularly to identify learning gaps and adjust instruction.
- Use of intervention systems (e.g., small group instruction, tutoring, or RTI) for struggling students.

5. High-Quality Curricula and Materials

- Use of evidence-based curricula in core subjects (e.g., Eureka Math, EL Education, Wit & Wisdom).
- Materials support depth over breadth, with a focus on reading complex texts, writing across disciplines, and problem-solving.
- Technology is used purposefully, not as a substitute for strong instruction.

6. Effective Teacher Practices

- Teachers model thinking aloud, scaffold learning, and gradually release responsibility to students.
- They provide timely, specific feedback on student work.
- Lessons include strategic questioning, academic discourse, and opportunities for collaborative learning.

7. Professional Learning and Coaching

- Teachers receive ongoing, job-embedded coaching (weekly or biweekly).
- Schools hold regular data meetings, lesson studies, or instructional walkthroughs.
- There is a culture of continuous improvement, where teachers are open to feedback and focused on student outcomes.

8. Equity and High Expectations

- Teachers maintain high expectations for all students—academically and behaviorally.
- Instruction reflects a commitment to equity, with culturally responsive practices and attention to underserved populations.
- Students are seen as capable learners, and effort is celebrated alongside achievement.

9. Family and Community Engagement

- Instruction is supported by regular communication with families about academic progress.
- Curriculum nights, student-led conferences, and family workshops reinforce learning at home.

b) Provide a brief description of the school's common instructional practices.

Below are instructional practices that are common across classrooms and subject areas. These practices are systematized and reinforced through training, coaching, and school culture.

Consistent Lesson Structure

Most lessons follow a predictable, student-centered structure, often based on models like "I Do, We Do, You Do" or Gradual Release of Responsibility:

- Do Now: A short, focused activity at the beginning of class to activate prior knowledge or review.
- Direct Instruction: Clear modeling of skills or concepts, often with visual aids or anchor charts.
- Guided Practice: Collaborative work where the teacher checks for understanding and scaffolds.
- Independent Practice: Students apply the skill or knowledge on their own.
- Exit Ticket: A quick formative assessment at the end to gauge mastery.

Checks for Understanding (CFUs)

Teachers use frequent, real-time assessments to monitor learning (e.g., cold calling, show of hands, mini-whiteboards, quick writes).

- They adjust instruction on the fly if students are not grasping the content.
- Strategies like turn and talk, stop and jot, and fist to five are common.

High Cognitive Demand and Academic Rigor

- Lessons include open-ended questions and academic discourse.
- Teachers push students to explain their thinking and use evidence.
- Use of text-based or problem-based learning that encourages analysis, argument, and synthesis.

Accountable Talk and Academic Language

- Classrooms emphasize student talk, not just teacher talk.
- Use of sentence stems, discussion protocols, and academic vocabulary walls is common.

- Teachers encourage students to build on each other's ideas, disagree respectfully, and use precise language.

Data-Driven Instruction

- Teachers use exit tickets, weekly quizzes, and benchmark assessments to inform planning.
- Data is reviewed weekly or biweekly in team meetings or with instructional coaches.
- Small groups or reteach sessions are targeted to students' needs.

Reading and Writing Across the Curriculum

- Even in non-ELA classes, students read complex texts and write in response to them (e.g., DBQs in history, claim-evidence reasoning in science).
- Writing is scaffolded with structures like paragraph frames, graphic organizers, and rubrics.

Visible Learning Goals

- Each lesson includes a posted and stated objective ("SWBAT"—Students Will Be Able To...).
- Teachers refer back to the objective during the lesson and check for mastery at the end.

Targeted Feedback

- Feedback is specific, actionable, and timely, often given during independent work or conferences.
- Rubrics and exemplars are used so students know what "success" looks like.

Active Monitoring and Circulating

- Teachers move around the classroom during student work time, checking in, redirecting, and collecting data.
- They often carry a clipboard or tablet to track progress.

Differentiation and Scaffolding

- Use of leveled texts, graphic organizers, sentence starters, and tiered assignments.
- Grouping strategies based on data, learning profiles, or language needs.
- SPED and MLL supports are embedded, not siloed.

Discussion Protocols: Socratic seminar, Four Corners, Fishbowl, Think-Pair-Share

- c) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2024-2025 school year.

N/A - there was no quarantine

- d) Provide the number of students, by grade level, that the school retained and did not promote to the next grade for the 2025-2026 school year. For each identified student, specify the

justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

N/A - no students were retained.

- e) If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be retained for the 2025-2026 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan.

N/A - no students were retained.

- f) What support services will the school offer to retained students during the 2025-2026 school year?

1.4 Assessment

- a) In tables 4 and table 5, fill in the table to show year-over-year trends in the proportion of students meeting or exceeding expectations on the New Jersey Student Learning Assessment (NJSLA) for ELA and Math, as well as the proportion of students that achieved proficient or advanced proficiency on the NJSLA for Science administered by the school, if applicable. *Note: If the results of the Spring 2025 NJSLA have not been released to schools by July 15, 2025, leave the Spring 2025 column blank.*

Table 4: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	NA	NA	NA
ELA 4	NA	NA	NA
ELA 5	NA	22	25
ELA 6	38	53	52
ELA 7	61	53	52
ELA 8	64	65	64
ELA 9	NA	NA	NA
MAT 3	NA	NA	NA
MAT 4	NA	NA	NA
MAT 5	NA	44	19
MAT 6	37	42	39
MAT 7	59	47	48
MAT 8	47	22	28
Algebra I	89	100	73

Assessment	Spring 2023	Spring 2024	Spring 2025
Geometry	NA	NA	NA
Algebra II	NA	NA	NA

Table 5: 3-Year NJSLA Science Assessment Results (Percentage of Students That Achieved Proficient or Advanced Proficiency)

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	NA	22.2	UA
SCI 8	14	17.3	UA
SCI 11	NA	NA	NA

- b) Explain the steps the school has taken, or plans to take, to ensure progress in each subject by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, Multilingual learners, students with disabilities, and racial/ethnic groups).

Students identified in these subgroups have been strongly recommended for after school Educational Enrichment two days per week with teachers or peer tutors. Peer tutoring was also available during lunch periods for identified students. Classical Academy also:

- Held regular meetings with struggling students and their families
- Included individual intervention discussions and implementation during content/grade level/data meetings with Academic Supervisor.
- Used positive reinforcement strategies with students to build upon successes.
- Provide counseling when necessary for students dealing with Social and/or Emotional issues in or out of the classroom.

- c) In table 6, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2024-2025 school year.

Table 6: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	NA	NA
DLM-ELA	NA	NA
DLM-Math	NA	NA
DLM-Science	NA	NA

- d) In table 7 and table 8, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2024-2025 school year. Local benchmark assessment results may be submitted as **Appendix O**.

Table 7: ELA Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	10-9-24	LINKIT! BM form A	5-8	Vendor Created
Mid	2-26-25	LINKIT! BM form B	5-8	Vendor Created
End	6-5-25	LINKIT! BM form C	5-8	Vendor Created

Table 8: Math Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	10-8-24	LINKIT! BM form A	5-8	Vendor Created
Mid	2-25-25	LINKIT! BM form B	5-8	Vendor Created
End	6-4-25	LINKIT! BM form C	5-8	Vendor Created

- e) Describe the school's process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLS) and the school's chosen curricula.

Linkit! And IXL have shown direct correlation to NJSLA standards and scores in side-by-side demonstrations. These local assessments have shown to be accurate when compared to our actual NJSLA scores and the vendors offered the most competitive pricing and strong professional development and support for our staff.

- f) Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

Our Linkit! and IXL results correlated strongly with the NJSLA results with the majority of our student population. As advertised, the local data is a strong indicator of performance on the NJSLA, although some of our SLA scores were higher than the Linkit! Data. In meetings with students and discussion in data meetings, this discrepancy seems to be related to the time students use to take the assessments.

This is preliminary and we will be delving deeper into the local and standardized assessments this year.

Students seemed to take more time on the NJSLA than they did during the LinkIt! testing, particularly on Form B. Although this is a hypothesis, we continue to stress the importance of benchmark testing to measure growth and enhance the classroom experience for all students.

- g) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2024-2025 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.

Diagnostic Assessments

These are used early in the year to establish baseline knowledge in each subject.

Grades 5–8 (ELA, Math, Science, Social Studies)

Benchmark Reading & Math (IXL, LinkIt!, Delta Math) administered fall, winter, spring to identify risk areas (District-level normative benchmark tools).

IXL Diagnostic (Curriculum Associates) frequently used for Reading and Math baseline

LinkIt! Benchmark Assessments (LinkIt! by Northwest Evaluation Association or similar vendor) in ELA and Math

Formative Assessments

These are administered throughout learning to guide instruction and monitor progress.

Grades 5–8

Classroom-based quizzes and exit tickets, unit or chapter tests created by teachers

District-wide benchmark or interim assessments in ELA, Math, Science, Social Studies—administered at fixed intervals (LinkIt! Form A/B/C; Exemplar mini-benchmarks;).

Summative Assessments

Typically given at the end of course units or as large-scale/state testing to summarize mastery.

Grades 5

State Science assessments (NJSLA-Science) administered in Spring 2025 to Grade 5 and 8; statewide high-stakes summative assessment. Vendor: LinkIt!.

Grades 6–8

Statewide standardized assessments

ELA and Math exams Grades 3–8 (e.g. NJSLA-ELA, NJSLA-Math in NJ in Spring 2025)

Grade 8 Science statewide exam in NJ in Spring 2025

Summary Table (Grades 5–8 by Subject)

Grade	Subject	Diagnostic	Formative / Interim	Summative
5	ELA, Math	IXL; LinkIt! Baseline; DeltaMath	Classroom quizzes; LinkIt! Benchmarks (Form A/B/C);	State ELA/Math exam (e.g. NJSLA-ELA/Math in NJ)
	Science	IXL, Linkit!	Classroom or district benchmarks; Exemplars mini-tests	NJSLA-Science
	Social Studies	LinkIt!, IXL	District exemplars; classroom projects/quizzes	District-level semester benchmarks Linkit!
6–7	All four	Same diagnostic tools per subject	Formative classroom; benchmark	NJSLA ELA/Math exams; Grade 5, 8 Science
8	ELA, Math	Same diagnostics	Same formative tools	NJSLA
	Science	Linkit!	Exemplars, Labs, quizzes	NJSLA Science exam for Grade 5, 8
	Social Studies	Diagnostics via benchmark tools	Classroom/School benchmark assessments	School created Civics test

- h) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

Data from IXL, Linkit!, and local assessments were used to inform instruction beginning with Data Meetings by each grade level and content area. These meetings were led by our Academic Supervisor and used the analysis of student progress and results of questions from each standard. Activities and assignments were added to lesson plans for the whole class and individualized instruction. These include Do-Nows, re-teaching, additional projects, and enrichment activities to help students remediate and understand standards and strands in the NJSLS.

- i) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

All NJSLA results were mailed home at the beginning of the school year to all families to provide an understanding of their child’s progress on the state exams.

Annual Data Presentations are shared with our Board of Trustees, and parents are routinely invited to school for curriculum and assessment meetings to understand how and why we assess student progress and share individual results with families.

Teachers also share assessment results with students and families individually to ensure they are aware of progress and can adjust work at home and support their children accordingly.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 9 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

Table 9: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/ Contract Fee (2024-2025)
Dr. Gregory C. Farley	Lead Person	Employed by School	December 1, 2023	115,000
Ms. Bernadette Pinto	Business Administrator/Board Sectary	Employed by School	July 1, 2016	100,000
Ms. Colleen Cubbage Callaghan	Academic Supervisor	Employed by School	July 1, 2024	95,000

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information in Table 10 below regarding the learning environment at the school.

Table 10: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	95.63%
Elementary School Attendance Rate (grades K-5)	N/A
Middle School Attendance Rate (grades 6-8)	95.63%
High School Attendance Rate (grades 9-12)	N/A
Student to Certified Teacher Ratio	12:1

- b) Fill in the requested information in Table 11 below, regarding the professional environment at the school.

Table 11 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2024, to July 1, 2025	95% retention rate
Total Staff Retention Rate from July 1, 2024, to July 1, 2025	95% retention rate
Frequency of teacher surveys and date of last survey conducted	Twice per year June 9, 2025
Percent of teachers who completed the most recent survey	%80
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	%70

- c) What actions did the charter school take to ensure that teachers complete the culture and climate surveys, and what specific expectations does the charter school have regarding teacher participation in these surveys?

Surveys were provided in early June and teachers were given time to complete the survey during a staff meeting.

Our expectation is that teachers would answer honestly so we as a team could use the results to improve our practices and enhance our learning environment for our entire education community.

d) What were the three main positive aspects teachers identified in the latest survey?

- Small class size
- Administration was approachable and listened to concerns.
- Flexibility of schedules and teacher input was heard when changes needed to be implemented during the school year.

e) What were the three main challenges that teachers identified in the latest survey?

- Lack of parent involvement or communication
- Student behavior and/or apathy toward academics
- Differentiating instruction with varying academic levels of learners

f) Fill in the requested information below regarding the school's discipline environment in 2024-2025.

Table 12: Discipline Environment 2024-2025

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	16	1	1	0
6	55	0	2	0
7	58	4	2	0
8	58	1	2	0
9	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A

- g) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2024-2025 school year.

5th Grade - 1 Student

- h) If the suspensions and expulsions in 2024-2025 increased or decreased by ten percentage points or more than those in 2023-2024, please describe the reasons for the change.

N/A

- i) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.
- j) Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its Department-issued 2023-2024 HIB Grade Report to the school website. Please provide the link to the school's report below.

<https://www.classicalacademy.org/Domain/19>

2.2. Family and Community Engagement

- a) Fill in the requested information in Table 13 below regarding family involvement and satisfaction.

Table 13: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	1
Frequency of parent/guardian surveys	2
Date of last parent/guardian survey conducted	June 9, 2025
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	35%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	65%

- b) What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectations does the charter school have regarding parent participation in these surveys?

Parents were provided with the survey in early June to our expectation was 100% participation by our families. Emails, texts, and reminders were sent to families to fill out their survey and that we would use the results to improve the culture and climate of our school.

- c) What were the three main positive aspects identified by parents/guardians in the latest survey?
- Responsiveness of Administration
 - Small class sizes

- Students felt safe in the school building and teachers and administration were responsive to their needs
- d) What were the three main challenges identified by parents/guardians in the latest survey?
- A need for more Social & Emotional support for students
 - A need for additional after school programs including a Soccer program
 - Additional academic support for struggling students
- e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2024-2025 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.
- Back to School Night (in-person)
 - Meet the Lead Person (in-person)
 - Math Curriculum Night (in-person)
 - Home & School Association meetings monthly (virtual)
 - Honor Roll Breakfast (in-person)
 - Halloween/Spring Dance (in-person)
 - Spelling Bee (in-person)
 - Talent Show (in-person)
 - Motivation Speaker Gian Paul Gonzalez
- f) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.
- Back to School Night (in-person)
 - Share academic goals
 - Build relationships with staff
 - Understand expectations for learning
 - Meet the Lead Person (in-person)
 - Hear goals and vision of Classical
 - Understand the rigor and expectations
 - Share feedback to improve
 - Math Curriculum Night (in-person)
 - Specific strategies to enhance math skills
 - Understand expectations
 - Reinforce learning targets
 - Home & School Association meetings monthly (virtual)
 - Bring together parents to fundraise and organize events
 - Educational updates from the Lead Person
 - Honor Roll Breakfast (in-person)
 - Celebrate success
 - Bring families together to receive awards for academic achievement
 - Halloween/Spring Dance (in-person)
 - Character building and community
 - Spelling Bee (in-person)
 - Competition and community building
 - Talent Show (in-person)

- Competition and community building
- Motivational Speaker Gian Paul Gonzalez
 - Motivate students to do their best

g) Fill in the requested information in Tables 14 and 15 below regarding community involvement.
Add or delete rows as necessary.

Table 14: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Home & School Association	Work to build the Home/School connection and sponsor night and after school activities.	1998	20 parents 184 students 2 hours per month plus preparation Updates on school events and HAS fundraisers and activities
Clifton Boys & Girls Club	After school activities	2023	10 Students 20 hours per month Club facility used by students and families for after school supervision
Clifton Library	Provide a space for students to work and check-out books and learning resources	1998	25 students Staff members promote use of the library 2 hours per month Use library facilities and resources

Table 15: Community Involvement with Community Institutions Briefly describe how the educational and community partnerships further the school's mission and goals.

Classical Academy partners with organizations to enhance the connections between home, school, and community organizations. This promotes academic goals, safe spaces and care for students with working parents, and enhances character development with athletic programs and additional activities for students.

These partnerships promote academic excellence through traditional and contemporary strategies and build a foundation for learning for our students as outlined in our Mission and Vision for our scholars.

Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

3.1 Board Capacity

- a) Fill in the requested information in Table 16 below regarding board governance.

Table 16: Board Governance

Number of board members required by the charter school's bylaws	7
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	June 24, 2025
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C) (If the SBA receives a written evaluation, please include a copy of the tool as Appendix C)	June 24, 2025
If applicable, date of the latest evaluation of the charter school's contracted education service provider (ESP) such as a charter management organization (CMO) or education management organization (EMO) (Include a copy of the board's evaluation tool for this contracted organization as Appendix D and as Appendix E , provide a signed and dated CMO or EMO contract with the ESP's EIN number and current business address for the 2025-2026 school year.)	N/A

- b) If the current number of board members does not meet the minimum required by the charter school's bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws.

- We currently have 9 Board Members
- Recruiting is conducted by advertising when there is an opening on the Board or prior to Board Elections. Notices are posted in our local newspaper, our Website, with our school community, and with our parents and families.

- c) List the amendments to bylaws that the board adopted during the 2024-2025 school year.

N/A

- d) List the critical policies adopted by the board during the 2024-2025 school year.

- 1. 2200 - Curriculum Content - Policy (M)
- 2. 3160 - Physical Examination - Policy & Regulation (M)
- 3. 4160 - Physical Examination - Policy & Regulation (M)

- 4. 5200 - Attendance - Regulation (M)
- 5. 5337 - Service Animals - Policy (M)
- 6. 8467 - Firearms and Weapons Policy & Regulation (M)
- 7. 9181 - Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants
- 8. 8420 - Emergency and Crisis Situations Policy (M)
- 9. 8467 - Firearms and Weapons Policy & Regulation (M)
- 10. 5512 HARASSMENT, INTIMIDATION, OR BULLYING
- 11. 5516 USE OF ELECTRONIC COMMUNICATION AND RECORDING DEVICES (ECD)
- 12. 5533 STUDENT SMOKING
- 13. 5701 ACADEMIC INTEGRITY PLAGIARISM
- 14. 5710 STUDENT GRIEVANCE
- 15. 8500 FOOD SERVICES
- 16. 9163 SPECTATOR CODE OF CONDUCT FOR INTERSCHOLASTIC EVENTS
- 17. 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

e) What were the board's three main strengths identified in the latest board self-evaluation?

- a. Increasing enrollment
- b. Financial stability
- c. Community outreach and relations

f) What were the board's three main challenges identified in the latest board self-evaluation?

- a. Student achievement as measured by Linkit! Testing
- b. Staff recruitment and retention
- c. Maintaining a positive culture and climate

3.2 Board Compliance

- a) Fill in the requested information in Table 17 below regarding the board. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at: <https://www.njsba.org/training/mandated-training/#goviv>. Add or delete rows as necessary.

Table 17: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Eyad Asmar	June 27, 2024	June 30, 2027	1	Vice President	esmar@classicalacademy.org	6/20/24	Gov. 1 8/22/2024

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Adrienne Austin	7/1/2024	6/30/2027	2	Member	aaustin@classicalacademy.org	2/7/23	GOV I 6/10/2023 GOV II 6/8/2023
Linda Buonauro	7/1/2024	6/30/2027	2	Member	lbuonauro@classicalacademy.org	12/6/22	GOV I 6/6/2023
Oral Bullen	7/1/2024	6/30/2027	2	President	obullen@classicalacademy.org	6/3/22	Gov. 1 6/22/2023 Gov.2 10/26/202 2 Gov. 4 10/25/202 2
Casandra Estrada	7/1/2024	6/30/2027	1	Member	cestrada@classicalacademy.org	6/24/24	Gov. 1 7/22/2024
Kenya Greene	7/1/2024	6/30/2027	1	Member	kgreene@classicalacademy.org	4/9/24	Gov. 1 6/22/2024
Hilda (Janett) Nuesi	7/1/2024	6/30/2027	1	Member	hnuesi@classicalacademy.org	7/9/24	Gov. 1 8/22/2024
Mario Santos	7/1/2024	6/30/2027	1	Member	msantos@classicalacademy.org	6/17/25	Gov. 1 7/8/2025
Janet Spiwak	7/1/2024	6/30/2027	2	Member	jspiwak@classicalacademy.org	6/01/21	GOV I 6/6/2023

- b) Pursuant to N.J.A.C. 6A:11-4.12 (c) *Board of Trustees and Open Public Meetings Act*, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<https://www.classicalacademy.org/Page/33>

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom OCRS repository.

June 24, 2025

- d) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the charter school's website.

<https://www.classicalacademy.org/Page/41>

- e) Provide the number of grievances presented to the board in the 2024-2025 school year.

Zero (0)

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

4.1 Access and Equity

- a) Fill in the requested information in Table 18 below regarding the timeline of the school's application process for prospective students for school year 2024-2025.

Table 18: School Year 2024-2025 Application Process Timeline

Date the application for school year 2024-2025 was made available to interested parties	October 1, 2023
Date the application for school year 2024-2025 was due back to the school from parents/guardians	January 31, 2024
Date and location of the lottery for seats in school year 2024-2025	N/A

- b) Provide the URL to the school's application for prospective students for school year 2025-2026. As **Appendix G**, provide copies of the 2024-2025 and 2025-2026 initial application in as many languages as available.

Link for initial application: <https://www.classicalacademy.org/Page/54>

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2024-2025 and school year 2025-2026.
- Website
 - Local Libraries in Clifton, Passaic, and Paterson
 - Main Office at 1255 Main Ave, Clifton NJ, 07011
- d) List all languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.
- English
 - Spanish

- Translator available for other languages when needed
- e) List all ways in which the school advertised that applications for prospective students for school year 2024-2025 and school year 2025-2026 were available prior to the enrollment lottery.
 - Website
 - Contract with NJ Advance Media
 - [NJ.Com](https://www.nj.com)
 - Press releases
 - Open Houses
 - Lunch & Learns
 - Social Media (Facebook, Instagram, Twitter)
 - Paper copies in the Main Office
- f) Fill in the requested information in Table 19 below regarding student enrollment and attrition rates by grade level in 2024-2025.
- g) Explain the school's enrollment backfilling policy, then, as **Appendix H**, include the school's board-approved policy.

When a vacancy occurs due to a student leaving our school, Classical Academy typically will accept a student into the grade level considering there is now a seat in the school until February 1 of the school year. Policy 5111

Table 19: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
5	2	18	15
6	4	60	54
7	4	58	53
8	1	59	0

- b) If applicable, please identify and/or explain the primary causes of student attrition during the 2024-2025 school year.

Students withdrew for various reasons during the school year including but mainly due to moving out of the area while other families not identifying a specific reason for withdrawing from Classical.

Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 20 below and fill it out for each school site if the school has more than one site.

Table 20: School Site Facility Information

Site name	Classical Academy Charter School of Clifton
Site address	1255 Main Ave, Clifton NJ, 07011
Facility lease information	This ADDENDUM will serve to amend a certain MASTER LEASE AGREEMENT dated the 1st day of July, 2017 between ST. PAUL RC CHURCH, a religious corporation of the State of New Jersey, having its offices at 231 Second St., Clifton, NJ 07011 referred to as "LANDLORD") and CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON, a not-for-profit charter school corporation of the State of New Jersey, having its principal address at 1255 Main Ave., Clifton NJ 07011
Landlord name	St. Paul RC Church
Lease commencement date	7/1/2017
Lease termination date	6/30/2027
2025-2026 annual lease cost	\$329,360
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Table 21: School Site Facility Information Lease Summary

Total number of leased facilities	1
Total annual cost of all leases	\$329,360

Total lease amount budgeted for 2025-2026	\$329,360
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Table 22: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2025-2026	N/A
Mortgage payment interest budgeted for 2025-2026	N/a

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school's commitment to this requirement, complete and submit **Appendix A** available at the end of this document.
- b) As **Appendix I**, provide the valid, unexpired Certificate of Occupancy with "E" usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with "Ae" code for each approved campus, and current leases.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C. 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.

Classical Academy uses the Danielson Model for observing and evaluating instruction. This model has four domains that address observable instructional delivery as well as planning and professionalism.

Nontenured Teachers

- Minimum of 3 observations per year, each lasting at least 20 minutes.
- At least one observation must be announced with a pre-conference, and at least one must be unannounced.
- Post-observation conferences are required after each observation.

Observations must be conducted by appropriately certified supervisors, with at least two different observers during the year, unless the district employs only one qualified administrator.

Tenured Teachers

Minimum of 2 observations per year.

- At least one observation must be announced with a pre-conference, and at least one must be unannounced.
- Post-observation conferences are required after each observation.

Non-tenured administrators must receive:

At least three (3) formal observations per school year, with no more than six months between any two observations, and each one covering a full lesson or representative admin activity

Three written evaluations, each tied to an observation.

Three conferences, each held after an observation to discuss performance and areas for growth. These must occur within a reasonable timeframe (typically no more than 10 working days after each observation)

All tenured administrators (excluding the Chief School Administrator) must be evaluated at least once per year.

Tenured administrators are evaluated based on:

Professional Practice

Evaluated using a state-approved principal evaluation instrument (e.g., McREL, Marshall, Kim Marshall's rubric, etc.).

Must be based on at least two performance observations.

For principals, assistant principals, and vice principals, observations may include:

- School walkthroughs
- Staff meetings
- Teacher evaluations (their performance as evaluators)
- Parent or community interactions
- Student Growth Objectives (SGOs)
- If the administrator also serves as a teacher or oversees teachers, SGOs may apply.
- For some administrators, Administrator Goals or School SGPs (Student Growth Percentiles) are included if applicable.

Leadership Practice

Includes evidence of instructional leadership, teacher support, school climate improvement, and other leadership responsibilities.

Summative Rating Scale

Administrators receive an Annual Summative Rating based on the following 4-tier system:

- Highly Effective
- Effective
- Partially Effective
- Ineffective

Corrective Action Plans (CAPs)

If a tenured administrator receives a rating of Partially Effective or Ineffective, a Corrective Action Plan is required.

Must be developed within 25 working days after the annual evaluation.

Specifies targeted support and goals for improvement.

Evaluation Conferences

A summative evaluation conference must be held by June 30 each year.

The administrator must receive a written copy of the summative evaluation at least 5 working days before the conference.

- b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.

The Lead Person evaluation is the New Jersey School Boards Association approved instrument that includes goals and the New Jersey Superintendent Assessment that include:

- Mission, Vision, and Core Values
- Governance, Ethics and Professional Norms
- Operations Management
- Curriculum, Instruction, Assessment and School Improvement
- Community of Care, Equity and Family Engagement
- Professional Capacity/Community of School District Personnel

- c) As **Appendix J**, provide the board resolution approving the teacher and school leader evaluation systems.

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.



Table 23: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable

Appendix	File Naming Convention
Appendix F	Appendix F Board policy for the establishment of a grievance committee Policy 1120 - See attached
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, Fire Inspection Certificate with “Ae” code, and current leases.
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2025 – 2026 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy
Appendix O	Appendix M Local Benchmark Assessment Results

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2025.” Save each appendix by the file naming convention provided in the second column of the above table.

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to Homeroom. See page 2 of the annual report template for submission details.

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C. 6A:9 et seq.</i> , and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.	✓
Background Checks; Fingerprinting The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections <i>N.J.S.A. 18A:6-7.1, et seq.</i>	✓
Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.	✓
Student Disciplinary Code The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.	✓
Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i>) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i>) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section <i>N.J.S.A. 18A:46-1 et seq.</i> ,	✓

Statement	Confirm Compliance (Add ✓ or X)
and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities. The School shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language instruction educational programs (LIEPs). In doing so, the school will adopt all relevant provisions of Titles I and III of the Every Student Succeeds Act (20 U.S.C. § 6301 <i>et seq.</i>) (the “ESSA”), as well as all applicable regulations promulgated pursuant to such federal laws. Compliance shall also be maintained with all applicable provisions of section <i>N.J.A.C. 6A:15 et seq.</i>, section <i>N.J.A.C. 6A:11-4.8</i>, sections <i>N.J.A.C. 6A:7-1.7</i> and <i>6A:7-1.8</i>, section <i>N.J.A.C. 6A:8-1.3</i>, and sections <i>N.J.A.C. 6A:9-3.2</i>, and <i>6A:9-3.3</i> of the Regulations concerning the provision of services to multilingual learners.	
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i>, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i>. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	✓
Public School Contract Law The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to <i>N.J.A.C. 6A:23-22.14</i>, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to <i>N.J.S.A. 18A:18A-1 et seq. 14</i>. The School will also ensure that each board member and any agency, corporation, person, or entity that enters into a contract or agreement on behalf of the charter school to provide administrative, educational, or other services adhere to the provisions of the Public School Contracts Law, <i>N.J.S.A. 18A:18A-1 et seq.</i>	✓

School Official/School Lead

Signature of School Official (School Lead):



Date: August 1, 2025

Print/Type Full Name: Gregory C. Farley

Title: Lead Person

Signatory Office (President, Board of Trustees)

Signature:



Date: June 21, 2025

Print/Type Full Name: Oral Bullen

Title: President, Board of Trustees, Classical Academy Charter School of Clifton
