

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEE
Meeting of August 11, 2026
Hanford Joint Union High School District Office
300 W. 6th St., Hanford, California
5:30PM Closed Session • 6:00PM Open Session**

MINUTES

I. CALL TO ORDER

President Martella opened the meeting at 5:30 PM with Trustees present: Barbeiro, Chavarin, Gillum, Martella, and Robinson.

A. COMMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS

No comments from the public.

II. ADJOURN TO CLOSED SESSION

The meeting was adjourned to closed session at 5:30PM by President Martella Trustees present: Barbeiro, Chavarin, Gillum, Martella and Robinson.

Discussion took place regarding:

- ≈ Public Employee Appointment (Certificated) (GC 54957)
- ≈ Public Employee Appointment (Classified) (GC 54957)
- ≈ Public Employee Discipline/Dismissal/Release (Certificated) (GC 54947)
- ≈ Consideration of Student Expulsions (EC 35146; 48912; 48918)

III. RECONVENE TO OPEN MEETING. FLAG SALUTE AND WELCOME – 6:00PM

President Martella reconvened the open meeting at 6:02 PM. Trustees present: Barbeiro, Chavarin, Gillum, Martella, Robinson.

Administrators/staff present: Rosa, Creech, Peters, Whaley, Dowd, Ede, Fagundes, Culver, Parson, Rogers, Bell, Keran, Braswell, and Salazar.

President Martella led the flag salute.

IV. REPORTS / BUSINESS

A. REPORT OF CLOSED SESSION

President Martella reported that no action was taken during closed session.

B. COMMENTS FROM THE STAFF

Janelle Jackson, counselor at Hanford High, addressed the Board, stating the following: Okay, dear members of the Board. My name is Dr. Janelle Jackson, and I'm a school counselor at Hanford High. I am here to express my concern and disappointment with our new policy for unscheduled periods for seniors.

I gave careful consideration as to how I would choose to speak before you and came to the decision that sharing this message as a staff member is the best way for me to advocate for my position on this policy. However, I would be remiss if I didn't acknowledge the intersection of my other roles as a mother and a community member. Being a mother has, in my opinion, made me an effective counselor. I'm empathetic, nurturing, and welcoming, but I also set boundaries and understand the role of accountability in supporting students and my children on the path toward adulthood. As a mother, I have exercised my right to opt my children out of any and all state testing. As an educator, I am fundamentally against the use of high-stakes testing as a means to measure the academic performance of students. I do not feel as though the state test represents a true reflection of a student's ability and determined at the onset of my children's education to prioritize their mental health and emphasize the importance of their whole learning rather than the production of a score on a one-time summative test.

When this policy was proposed to the counseling staff, Sarah Hess and I were verbally opposed to the implementation of the use of CAASPP scores as a criterion for unscheduled periods. At that time, this was merely presented as a possibility. There were no other opportunities for the counseling team to share feedback on this proposed policy.

Since its implementation, my view remains the same: using standardized tests as a policy requirement ignores the breadth of evidence and data that shows these tests systematically disadvantage students of color, low-income families, and English language learners, regardless of their true subject mastery. This policy remains an unfair and ineffective way to motivate our students.

When I was a sixth-grade teacher, I used critical literacy in my approach to sharing texts with students. Critical literacy compels students to look beyond the literal meaning of a text to examine how language constructs power, identity, and inequality. My students learned to examine whose voices were absent from the perspectives shared and how to view alternative perspectives.

I share this because the idea of critical literacy asks us to consider whose voices are missing. In this conversation, the voices of our students and community members are missing. If we are truly preparing today's students for tomorrow's world, why aren't we considering them in the decision-making process? If, as a district, we are struggling to find out what motivates them, why don't we ask them?

I understand that the district has to be innovative in its approaches to ensure that our students are motivated to be successful on this test. However, I wholeheartedly believe that we, as a collective, are capable of coming up with a more equitable policy that ensures all students—specifically special education students, English language learners, students experiencing homelessness, foster students, and students who experience their education in a whole host of ways that have a direct impact on their ability to perform on this singular test—in addition to students whose parents choose to opt them out, aren't unfairly penalized and/or targeted because of their performance on this one test. In addition to removing the use of the CAASPP scores and speaking directly with stakeholders, opportunities to include A-G completion or CTE pathway completion, in addition to the already added college course, employment, or internship requirement, are just some of the more equitable ways to raise expectations for unscheduled privileges.

Inequity is not accountability, and conditioning traditional senior privileges on a single test score is neither fair nor equitable. Doing so, I believe, sends a troubling message to students about our district's true priorities and is not in alignment with our shared

- commitment to supporting the whole student.

C. COMMENTS FROM THE PUBLIC

Ashley Ramirez, parent, addressed the Board, stating the following:

Good evening, Board members. My name is Ashley Ramirez, and I am the parent of a senior who has worked extremely hard throughout high school. My daughter is a 4.0 student. She's never gotten a B in her freshman, sophomore, or junior year. She is taking college courses that are directly connected to her future goals, and she is a dedicated member of our championship basketball team.

My daughter did not meet the standard on the Math CAASP assessment. I am not disputing that result, nor am I saying the district cannot establish requirements for a reduced senior schedule. My concern is what happens to the students who did not meet that requirement.

If a CAASP score is being used to determine that a student needs additional academic support, then the additional time that student is required to remain at school should actually provide targeted support in the identified area of need. That is where I see the contradiction in this policy. Some affected students are being placed into electives such as ceramics or assigned as teacher assistants. Those may be worthwhile experiences, but ceramics does not remediate a Math CAASP score, and being a teacher assistant does not remediate an English score.

My daughter is being required to take psychology and statistics. I recognize that statistics is mathematics-related, but it is not specifically designed to remediate the skills that caused her not to meet the Math CAASP standard. How does psychology also address that identified need in these additional periods?

If these additional periods are truly academic intervention, then the courses should provide meaningful intervention. Otherwise, requiring additional classes simply because a student did not meet the CAASP cut scores begins to feel punitive rather than supportive.

The impact on my daughter is real. She is already maintaining a 4.0 GPA while taking college courses and participating in a demanding championship basketball program. The additional workload is overwhelming her and taking a toll on her well-being mentally. I am watching my daughter reach the point where she may have to choose between the sport that she loves and the academic opportunities that are preparing her for college. I cannot believe that was the intended outcome of this policy.

If a student genuinely needs academic intervention, provide it. But a single test result should not erase years of demonstrated academic success. My daughter's CAASP score matters, but so does her 4.0 GPA, her college coursework, her commitment to her school, and everything else she has worked so hard to accomplish.

If we are going to call additional instructional time academic intervention, then it should actually be academic intervention.

Literally just a week ago, she got a letter from the National Society of High School Scholars. She's never received lower than an A. She's always received an A. Her grandmother passed away two or three weeks prior to the test, but she still pushed. She still went. She tried. She took an hour and 35 minutes on that test, and that one test should not determine what Mia is capable of.

What she needs is time right now to make sure that she's getting good grades in all her other classes, and that's what she intends to do. Her seventh period, if she gets it off, is to take that time because she's already waking up at 5 a.m. for practices. I mean, this girl works harder than anyone.

So, I would pray that all of this that people are speaking of doesn't fall on deaf ears, and that you guys really consider it, because if there's anyone that's an overachiever, it's Mia. She's pushed through a lot. Thank you.

Christina Kunz, parent addressed the Board, stating the following:

Okay. Good evening, Board members. My name is Christina Kunz. I am here tonight as a parent, as a community member, but also as a school psychologist.

In my profession, we do not make consequential educational decisions based on one standardized test score. We use multiple measures and look at the whole student.

You have probably already heard many of the things that I'm going to discuss today within the speeches, as they have already been discussed. I have provided you with historical CAASP results from three schools. I ask that you look closely at those numbers, particularly mathematics, and also the differences among schools. Sierra Pacific has consistently performed substantially higher than Hanford High and Hanford West.

That matters when we attach senior privileges to these scores because it raises an important equity question. Achievement gaps exist in standardized testing amongst racial and ethnic groups, English learners, students with disabilities, and socioeconomically disadvantaged students. If disparities already exist within these assessment results, we need to consider whether attaching additional consequences could disproportionately affect some of those same students.

There's also a problem with an absolute score. What happens to those students who miss it by one point or two points? Should that assessment outweigh four years of grades, credits, attendance, classroom performance, advanced coursework, and demonstrated academic achievement?

My daughter Miranda illustrates the problem. She is in the top 5% of her graduating class with a 3.97 GPA. She has earned A's in every high school math class she has taken and will graduate with more than 30 college units while maintaining a 4.0 college GPA. And I can tell you that takes work. Yet on the CAASP, one score can outweigh all of that academic record.

But this is a much larger issue than Miranda. As was previously stated, there are issues with 504 plans, students with disabilities, as well as IEPs, that do not specifically address this consequence. And what consideration, again, as previously stated, is given to English learners?

These questions are not only about fairness. A high-stakes policy affecting students with disabilities and other potentially vulnerable populations creates an unnecessary legal and administrative risk to the district, and I don't think that the district intended that. A well-designed safeguard protects students and the district.

There is another unintended consequence. As previously mentioned, parents can opt their children out of state testing. With a 15% pass rate in math in 2025, it would not take much—and I'm not encouraging it—but it would not take much for parents to look at that and say, "Why is my student going to take the test?" Consequences, additional consequences, can be applied to the district if that were to occur, and that is not something that we want. I think it's an unintentional problem that needs to be addressed.

Putting a student in an unrelated elective or assigning them as a student teacher's aide does not remediate a math or English deficiency. Intervention is the key at an early age. As a preschool psychologist, TK and kindergarten are the key years. As they get older, it gets harder. By the time they're juniors, we've lost them.

I have developed a waiver, which I have emailed to you and presented to you, with

multiple measures and processes that will help prevent this problem. Let me make it clear that I do not agree with using the CAASP as an absolute qualification for a reduced senior schedule, but I do believe that a waiver or appeals process, and consideration of a student's complete academic record—not just one test score—should be taken into consideration.

Trustee Robinson addressed those in attendance and stated:

I know we can't really talk too much about it, but I do want to, for the parents who are here and the letters or emails that we've received, I want people to know that we are going to take another look at this. We are going to talk about it, and I don't think it was the intention of anybody to do harm. I think we were just trying to find a way to have kids have some skin in the game, and that's it.

So I'm glad that it's going to come back on the agenda. We're going to have an opportunity to discuss it. We can't do that because it's not on the agenda right now, so I want you guys to know that we are taking that seriously and are going to look at it again.

D. CORRESPONDENCE

No correspondence

E. CONSENT AGENDA

1. Student Expulsions: 25-35; 25-36; 25-37; 25-38; 25-39
2. Warrants – Payment of Warrant Requests: 07/28/2026; 07/31/2026; 08/07/2026
3. Minutes of Regular Board Meeting: 07/28/2026

Motion was made by Trustee Barbeiro seconded by Trustee Robinson to approve the Consent Agenda items as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

F. SUPERINTENDENT'S REPORT

1. Presentation: From Data to Direction

Dr. Rosa and Mr. Peters gave the Presentation of From Data to Direction.

2. Board Policy Updates

Dr. Rosa presented the following CSBA recommended board Policy Updates for May 2026

BP 1240	AR 4112.5	BP 4200
AR 1240	AR 4212.5	AR 4200
AR 1312.4	AR 4312.5	AR 4212
E(1) 1312.4	E(1) 4112.5	BP 4300

E(2) 1312.4	E(1) 4212.5	AR 4300
BP 2110	E(1) 4312.5	BP 5131.4
AR 3517	AR 4112.6	AR 5131.4
E(1) 3517	AR 4212.6	BP 5141.4
E(2) 3517 (NEW)	AR 4312.6	AR 5141.4
BP 4100	BP 4112.9	BP 5141.75 (NEW)
BP 4111	BP 4212.9	AR 5142
BP 4211	BP 4312.9	BP 5145.6
BP 4311	E(1) 4112.9	E(1) 5145.6
AR 4112	E(1) 4212.9	BP 7110
	E(1) 4312.9	BB 9200

This item will be brought back to the next regularly scheduled meeting for Board consideration.

3. Board Policy Deletion

Dr. Rosa presented the following CSBA recommended board Policy Deletion for May 2026.

Board Policy 5141.7 - Sun Safety. Policy being deleted as unnecessary, with content being moved to new Board Policy 5141.75 - Weather Safety.

This item will be brought back to the next regularly scheduled meeting for Board consideration.

4. Board Calendar 2027/2028

The 2027/2028 HJUHSD Board Calendar returned for approval as submitted.

Motion was made by Trustee Chavarin seconded by Trustee Barbeiro to approve the 2027/2028 HJUHSD Board Calendar as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

5. Agreements Signed by Superintendent

- TCOE – Educational Resource Services Agreement
- Central California Investigations LLC

Motion was made by Trustee Gillum seconded by Trustee Robinson to approve the Agreements Signed by Superintendent as presented.

Lisa Chavarin states she doesn't feel we should be spending this money to investigate our own students.

Ayes:	Barbeiro, Gillum, Martella, Robinson
No:	Chavarin

Abstain: None
Absent: None

G. FINANCIAL REPORT

1. Bond Update

Director of Business Fagundes gave the Measure W Bond update for information only. The 2016 Measure W Bonds, Series C funds were received in June 2023. The breakdown of Measure W, Series C proceeds was included in the Board packet including interest received and expenditures paid through July 31, 2026.

FISCAL IMPACT: The current Series C balance is \$2,479,840.

This item was presented for information only.

2. Resolution 26-16: Authorizing Filing of Application(s) for State Allocation Board-Administered Career Technical Education Facilities Program for the Hanford Joint Union High School District

Assistant Superintendent Creech presented Resolution 26-16: Authorizing Filing of Application(s) for State Allocation Board-Administered Career Technical Education Facilities Program for the Hanford Joint Union High School District for information and action.

With the passage of the Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024 (Proposition 2), additional funds are available through the School Facility Program to modernize school facilities, construct new facilities, and for charter school and career technical education facility purposes. The statute that authorized Proposition 2 adds additional requirements to access the funds. One of the requirements for funding is that school districts update or develop a Five-Year Facilities Master Plan that includes certain required elements.

At its December 3, 2024, meeting, the State Allocation Board adopted the Office of Public School Construction's (OPSC) recommendation related to the timing of when the Facilities Master Plan must be submitted. The State Allocation Board approved the following:

- To allow for continuous funding of applications, for funding applications submitted beginning October 31, 2024 and through 12 months after the Office of Administrative Law approval of the regulations implementing the requirement to adopt or update the master plan, school districts may submit the master plan at the time that OPSC begins to process the funding application (currently this timeline is approximately three years after application submittal).
- In addition, new regulation, School Facility Program Regulation Section 1859.18.1(c)(1) was instated specifically for Career Technical Education Facility Program (CTEFP) which state a five-year school facilities master plan must be completed and submitted within 18 months of fund release,

or concurrently with submittal of the 11 percent complete Expenditure Report.

- The School Board must adopt a Board Resolution acknowledging the requirement to submit the required master plan. The Board Resolution must also acknowledge that if the master plan is not submitted, the funding application may be rescinded.

FISCAL IMPACT: Necessary for future funding for the CTEFP project at the HJUHSD Farm.

Motion was made by Trustee Chavarin seconded by Trustee Robinson to approve Resolution 26-16: Authorizing Filing of Application(s) for State Allocation Board-Administered Career Technical Education Facilities Program for the Hanford Joint Union High School District as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

3. Lighting Upgrade Project

Assistant Superintendent Creech presented the Lighting Upgrade Project for information and action.

The District can utilize Government Code 4217 that allows for direct purchasing through a preferred vendor for energy efficiency projects. The project in consideration is retrofit of existing linear fluorescent and compact fluorescent lighting with Tier 1 LED lighting for all interior spaces at our school sites and the field lighting at Neighbor Bowl. This project is approved for Southern California Edison's (SCE) On-Bill Financing (OBF) which has zero interest and is paid back from energy savings with a maximum of 10 years.

The District would have to cover the construction costs and get reimbursed by SCE at project completion. It is also a requirement to go through a 3rd party incentive program to qualify for OBF.

A proposal from Trane was previously presented to the Board. EMCOR recently provided a secondary proposal. A comparison is included in the Board documents.

FISCAL IMPACT: The estimated total project cost for interior lighting is \$1,825,000 from Trane which is nearly \$710,000 less than the proposed cost from EMCOR. However, EMCOR calculates greater annual savings to be generated from the new lighting which would pay off the OBF sooner than what is projected by Trane. With either firm, there will be an additional amount for Neighbor Bowl. Trane has revised their proposal and will provide the deep-dive audit at no cost.

Motion was made by Trustee Gillum seconded by Trustee Robinson to approve moving forward with Trane to provide a deep-dive audit of our current interior lighting at no-cost as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
-------	--

No: None
Abstain: None
Absent: None

H. ADMINISTRATIVE SERVICES / HUMAN RESOURCES

1. Fall Coaching Assignment for 2026-27

Assistant Superintendent Whaley presented the Fall Coaching Assignment for 2026-27 for information.

All coaches, prior to board approval will have met the following requirements:

- Fingerprints
- Legal Orientation
- AB 1432 – California Educator: Mandated Reporter Training
- CIF Fundamentals of Coaching
- Concussion Certification CPR/First Aid Certification
- TB Skin Test
- Heat & Illness Prevention Training
- Sexual Harassment Training

FISCAL IMPACT: There are 20 paid coaching positions allocated for each site for the fall sport season.

Certificated Bargaining Unit members who serve as coaches will be paid at Range V Step 4 of the Certificated salary schedule at the appropriate percentage unless they held a coaching position in 2013/14 and continues in that same position (grandfathered) during subsequent years. Grandfathered bargaining unit members will be paid at Class III Step 2 to Class V Step 6. Classified (Walk-on) coaching assignments will be paid from the Classified Coaches salary schedule.

With the exception of the head varsity stipend, which may not be split, all stipends may be split between no more than two people. In addition, a coach may receive no more than one stipend per season.

Volunteer coaches can assist with any sport but must meet the same requirements as a paid coach.

This item will be brought back to the next regularly scheduled meeting for Board consideration.

2. Personnel Assignments

Assistant Superintendent Whaley presented the following revised Personnel Assignments for information and action.

Classified Resignation:

Darah Jacobs, Instructional Aide – Special Programs, HWHS, effective 06/24/2026

or concurrently with submittal of the 11 percent complete Expenditure Report.

- o The School Board must adopt a Board Resolution acknowledging the requirement to submit the required master plan. The Board Resolution must also acknowledge that if the master plan is not submitted, the funding application may be rescinded.

FISCAL IMPACT: Necessary for future funding for the CTEFP project at the HJUHS Farm.

Motion was made by Trustee Chavarin seconded by Trustee Robinson to approve Resolution 26-16: Authorizing Filing of Application(s) for State Allocation Board-Administered Career Technical Education Facilities Program for the Hanford Joint Union High School District as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

3. Lighting Upgrade Project

Assistant Superintendent Creech presented the Lighting Upgrade Project for information and action.

The District can utilize Government Code 4217 that allows for direct purchasing through a preferred vendor for energy efficiency projects. The project in consideration is retrofit of existing linear fluorescent and compact fluorescent lighting with Tier 1 LED lighting for all interior spaces at our school sites and the field lighting at Neighbor Bowl. This project is approved for Southern California Edison's (SCE) On-Bill Financing (OBF) which has zero interest and is paid back from energy savings with a maximum of 10 years.

The District would have to cover the construction costs and get reimbursed by SCE at project completion. It is also a requirement to go through a 3rd party incentive program to qualify for OBF.

A proposal from Trane was previously presented to the Board. EMCOR recently provided a secondary proposal. A comparison is included in the Board documents.

FISCAL IMPACT: The estimated total project cost for interior lighting is \$1,825,000 from Trane which is nearly \$710,000 less than the proposed cost from EMCOR. However, EMCOR calculates greater annual savings to be generated from the new lighting which would pay off the OBF sooner than what is projected by Trane. With either firm, there will be an additional amount for Neighbor Bowl. Trane has revised their proposal and will provide the deep-dive audit at no cost.

Motion was made by Trustee Gillum seconded by Trustee Robinson to approve moving forward with Trane to provide a deep-dive audit of our current interior lighting at no-cost as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
-------	--

VI. BOARD INFORMATION/DISCUSSIONS

A. BOARD COMMITTEE REPORTS AND UPDATES

Trustee Robinson stated that they had been in communication regarding the parents' concerns about reduced senior schedules and had thoughts they would share at the next Board meeting when the matter is formally placed on the agenda for discussion.

Trustee Barbeiro shared two items from the Kings County School Boards Association. First, the association is selling dinner tickets for its scholarship fundraiser, and Board members and staff were encouraged to bring their checkbooks to the next Board meeting to purchase tickets.

Second, KCSBA is seeking input on topics for the Board member training scheduled for February. Administrators and staff are encouraged to suggest topics they believe the Board would benefit from receiving additional training or information on. Suggestions can be shared with Victor to be passed along to the association.

Trustee Chavarin shared that she was able to attend the Hanford High Football Hall of Fame dinner, and it was wonderful to hear the stories from the coaches and players and hear how happy they are with the staff and how much they appreciate everything the staff and administration do.

It's just nice to hear about everything that goes into athletics. I know sometimes it's easy to think, "Oh, they're just coaches; they're out there winning games," but it's so much more than that. They do a lot for us, and I will not stop saying it. I truly appreciate all of them. It was a really nice event to attend.

Dr. Rosa noted that the deadline to file as a candidate for the School Board was the previous Friday and stated that the current Board members are running unopposed. He said this will provide continuity as the Board continues its work and expressed that he is grateful for the opportunity to serve with the current Board members for the next two years..

VII. ADJOURNMENT

President Martella adjourned the meeting at 6:51 PM.

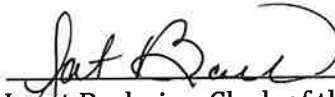
As presented by:



Dr. Victor Rosa, Superintendent
Secretary of the Board



Alicia Martella, President of the Board



Janet Barbeiro, Clerk of the Board