

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEE
Meeting of August 25, 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)
- ≈ Conference with Labor Negotiators (Certificated)(Classified) GC 54957 and GC 54957.6) Agency Designated Representatives: Ward Whaley (District Chief Negotiator)

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

President Martella reconvened the open meeting at 6:01 PM. Trustees present: Barbeiro, Chavarin, Gillum, Martella, Robinson.

Administrators/staff present: Creech, Peters, Whaley, Dowd, Fagundes, Culver, Parson, Rogers, Bell, Keran, Braswell, Stidman 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

1. Presentation of CSEA Initial Proposal to open 2026/2027 Negotiations (GC 3547)

CSEA Chief Job Steward, Elena Reyes presented the Initial Proposal to open

2026/2027 Negotiations. CSEA wished to open the following articles for negotiations for the 2026/2027 school year:

Article VI: Hours and Overtime
Article VII: Pay and Allowances
Article VIII: Employee Expenses and Materials
Article IX: Health and Welfare
Article X: Holidays
Article XI: Vacation Plan
Article XII: Leaves
Article XVI: Classified Employee Lay Off
New Article: Artificial Intelligence

Sierra Pacific High School Teacher, Jordan Dutra addressed the Board stating: I am a math teacher at Sierra Pacific High School within our district. I am here because I was informed at our last site discipline meeting that there are discussions about abandoning one of the eligibility requirements for reduced schedules within our district. I understand that my interactions with community members and students differ from those of office staff and board members, so I wanted to come tonight to share why this eligibility requirement was pushed for in the math department and why I believe it needs to stay in place. We already allow so many students to skate by, and I don't understand why unscheduled periods have become a right rather than a privilege. I often think about a specific student I recently had who was pushed to a diploma and didn't deserve it. I had this student 3 years ago who passed his freshman fall semester of math with a D, then earned an F in his next 7 semesters of high school math and failed both of his state assessments. He failed 7 out of 8 semesters of high school math; he never passed a single math class. He had unscheduled periods in the afternoon during his senior year, while also graduating and walking the line at Sierra Pacific. He would be in the parking lot hanging out with his buddies during the 6th and 7th period, when I would be waiting for the bus to pick up the soccer team I coached. We are supposed to be a place for students' education, and our diplomas are supposed to mean accomplishment, but more and more, our staff is observing that they can mean nothing. We need some form of accountability for our students, something that motivates them to try. It should be a privilege to have unscheduled periods, and not everyone deserves that privilege. Even if a student passed all of their math courses throughout their first 3 years of high school, why do they deserve to have periods off? Corcoran High School has it in its student handbook that students must pass the science, English, and math state assessments to participate in graduation ceremonies. When we read about that policy in our math department, we questioned how that could be enforced. But it must work because in the year when 34% of students passed, Corcoran had 45% of its students pass. If a student can pass all of their math courses, shouldn't they be able to pass their state assessments? I don't think we are asking very much of our students, at least compared to Corcoran High School. At Sierra Pacific, we have had to listen to fellow coworkers from other sites state that our demographic differences have led to the differences in our passing rates, but when you look at Corcoran's results and their policy in regards to passing the CAASP, a push to motivate students should be the topic of conversations instead of excuses. Now I'd like to talk about why the math department asked for this policy. As public data show, our math test scores have never been a strong point in our district. I will focus on Sierra Pacific, as that is my site, and I can speak to what I know we have instituted over the past decade to improve test scores. When I

started 10 years ago, the district was in year 3 of implementing CPM, hoping that the problem types in that curriculum would boost scores. We did not see that initially, so we turned to CFAs, with a minimum proficiency score needed or else a student's grade would show a failing mark until they showed proficiency on that assessment. At Sierra Pacific, we shared students and worked together, with teachers hosting a type of study hour after school, and eventually during the school day, to help students demonstrate proficiency. We saw scores increase from 15% to 31% that year. Then we saw a slow decline over the next two years, followed by no state assessments for 2 years. It was hard to tell if that strategy worked as scores did not continue to rise, and when we returned to state testing, we no longer had a schedule that was set up well for the same tutoring system we used before Covid. We then had passing scores of 25% and 18% upon our return. We knew that we covered the material needed for the exams, so we decided we would review in the majority of classes for the CAASP in the weeks leading up to the test, as students may not have seen some of the question types for multiple years, as the assessment covered material from 9th to 11th grade. This process had been occurring in some classes prior to this year, but we have now pushed it to the majority of classes. We saw our scores increase to 27% that year. I proctored the test, and I knew several students were AP/honors math students; they finished in less than 5 minutes. We believed that we covered the material needed for the test, but we needed to find a way to motivate the students. I myself did not try on the state exams when I was in high school because the test had no impact on me. Our students don't care how exam results will affect future generations of students, so we had to find a way to motivate them right now. We received approval that students must pass the CAASP to have unscheduled periods. We shared it in our classes, and there was a rally leading up to the exam when students were told of this new requirement. We saw our results rise to 34% that year. That might not sound like much, but only 69% of our juniors that year were in a math class at grade level or higher, so it was close to 50% of our students who saw the material needed for the test and passed. Also, the percentage of students who were at grade level or higher and earned a 1, so they didn't even try, dropped by 5%. We were told at the beginning of the next school year that the policy wasn't in the handbook, so students who didn't pass the CAASPP were still able to be unscheduled, but we were told it was in the handbook now, and it would be in effect for the 2026 assessment. We worried that this policy would have no teeth, as it had been shared with students but not enforced in the past. Using unscheduled periods as motivation, offering final exam exemptions for passing the CAASPP, and continuing to review with students in the weeks leading up to it raised our scores to 40%. These numbers show that our students will perform if they are motivated. The policy was not upheld in the year prior, so I am sure that many students assumed the same would happen this year and didn't put in effort. Let's not give up on this yet. We are seeing real progress. I have attended many professional development sessions over the years, and I have sat through training sessions aimed at preparing students for state assessments, but none of them offered a way to motivate our students. Juniors were talking about last year's exam. I had never heard students talking about the state test scores in my previous years. If a student doesn't pass their state exams, they don't deserve to have unscheduled periods. At some point, we have to put our feet down and push our students, not give in to them. Our graduation rate may be high, but there are many students who are skating by, like the student I mentioned earlier, who never passed a year of math, as we are reluctant to hand out repercussions to students for their choices. If you take this tool away, I fear that our scores will drop dramatically, no matter how many trainings teachers are sent to, because it isn't us teachers that need to be motivated, it's the students, and making

unscheduled periods a privilege and not a right has shown it will motivate our students.
Thank you.

C. COMMENTS FROM THE PUBLIC

No comments from the public.

D. CORRESPONDENCE

Letter from Sierra Pacific High School teacher, Ariana Iniguez in support of State Testing as component of criteria for reduced schedule.

E. CONSENT AGENDA

1. Warrants – Payment of Warrant Requests: 08/12/2026; 08/14/2026; 08/21/2026
2. Minutes of Regular Board Meeting: 08/11/2026

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. Reduced Schedule Language Changes

Assistant Superintendent Creech presented the proposed Reduced Schedule language update for information. This update includes a multiple measures option for qualification. Administration addressed the Board sharing their thoughts about the proposed change.

Dr. Culver shared her support for keeping the current policy in place, noting that it is showing positive results, including increased test scores. She addressed concerns raised at the previous meeting regarding students with special needs and those who identify with historically disadvantaged demographic groups. She shared that school sites have made significant efforts to provide additional supports for these students to help ensure their success on the test. Jamie – Keep the policy in place.

Mrs. Rogers shared that, although she helped develop the proposed language for a reduced schedule, she strongly objects to the proposal. She expressed her preference for maintaining the original policy. She noted that most school districts have similar or varying policies designed to incentivize students to do their best on the test. She shared that Corcoran does not allow students to participate in the graduation ceremony if they have not passed the test. She expressed concern that changing the current policy would undermine the hard

work being done at the school sites to support students and improve test performance.

Mr. Parson acknowledged the need for the policy to motivate students to take the assessments seriously and supported maintaining clear expectations for proficiency. However, he expressed concern with the absolute nature of the policy and advocated for a multiple-measures approach that considers individual student circumstances and academic performance. He noted that a single test score may not accurately reflect a student's abilities or effort.

Trustee Robinson clarified that, based on her experience working at Corcoran and a recent conversation with the school's principal, no student has actually been prevented from participating in the graduation ceremony for not passing the test. She explained that Corcoran used the policy as an incentive while also providing interventions and support for students who did not demonstrate proficiency. She noted that Corcoran has a 45% pass rate for the CAASP.

Trustee Robinson shared that students who did not pass were required to attend math tutoring sessions and were given opportunities to take an alternate assessment designed to mirror the CAASP on a smaller scale. Students could participate in tutoring and retake the assessment multiple times until they demonstrated proficiency. She noted that some students attended tutoring and retook the assessment numerous times before reaching proficiency.

Trustee Robinson emphasized that the effectiveness of Corcoran's approach came from combining accountability with meaningful interventions and opportunities for students to demonstrate proficiency. She noted that the policy affected all seniors rather than a select few, and served as an incentive for students to take the test seriously and put forth their best effort.

Mrs. Rogers noted that reduced schedules are not a right, but a privilege that must be earned. She emphasized that the district has the authority to establish the criteria for earning a reduced schedule and noted that the current criteria are contributing to improved test scores.

Trustee Robinson expressed concern that the proposed policy relies too heavily on a single high-stakes test and does not account for individual student circumstances, such as test anxiety, family hardships, differing academic pathways, or students who are not seeking a reduced schedule. She supported having a meaningful incentive for students to take the CAASPP seriously but advocated for a multiple-measures approach that provides alternative pathways to demonstrate proficiency.

Trustee Robinson also questioned whether the district's curriculum fully aligns with the CAASPP and suggested that additional discussion and input may be needed before implementing a new policy. She emphasized the need for an approach that provides accountability while fairly addressing the needs of all students.

Dr. Culver noted that there is a strong emphasis on prevention and supporting

students before they take the test, rather than focusing solely on intervention afterward.

Mr. Peters expressed concern that the discussion had become disconnected from the central issue being considered. He emphasized that participation in the program is a privilege and noted that, like membership on a sports team, that privilege can be revoked when necessary. He shared that this was the first time during his tenure that he had heard input from such a large number of people regarding the policy, acknowledging that he has his own perspective on the matter.

Mr. Peters also emphasized the importance of keeping the focus on supporting and educating students. He pointed to the district's prevention efforts, including classes addressing math standards and systems designed to help students succeed, particularly in ninth and tenth grades. He noted that these efforts are intended to provide students with the support and resources they need to make positive choices and meet expectations. Ultimately, he stressed that the focus should remain on doing what is right for students and ensuring that decisions made by the district contribute to their education and success.

Trustee Gillum appreciated that the Board is openly discussing the testing policy and noted that the issue is important to students, teachers, parents, and the community. He reiterated that related privileges must come with accountability, emphasizing that time away from school should be used productively. He also highlighted the district's prevention and support efforts, noting that positive results will take time and that the policy should be given an opportunity to work.

Trustee Robinson clarified that she is not opposed to using positive incentives, emphasizing that she does not want that to be the message taken from her comments. She noted that her concern is simply that the district does not yet have enough evidence to know whether its current efforts are producing positive results, and therefore students should not necessarily be held accountable for outcomes that are still developing.

She suggested exploring an approach similar to Corcoran's that would impact all students across the board, rather than focusing primarily on the smaller group of students seeking a reduced schedule.

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

2. Board Policy Updates

The following CSBA recommended Board Policy Updates for May 2026 returned for approval as submitted.

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

Motion was made by Trustee Chavarin seconded by Trustee Barbeiro to approve the recommend Board Policy Updates as presented.

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

3. Board Policy Deletion

The Board Policy Deletion for BP 5141.7- Sun Safety returned for approval as submitted.

Motion was made by Trustee Barbeiro seconded by Trustee Gillum to approve the recommended Board Policy Deletion as presented.

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

4. Agreements Signed by Superintendent

- HESD – After School Gym MOUs
- KCOE – Ethnic Studies MOU
- KCOE – Personal Finance Curriculum MOU
- Scott R. James II Investigative Services

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

Disagree with spending the money on this.

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

G. FINANCIAL REPORT

1. Financial Report

Director of Business Fagundes presented the Financial Report. This report is for the period of July 1, 2026 through July 31, 2026.

This report contains all funds of the district and shows the budget as well as the actuals for the year.

FISCAL IMPACT: The budgeted estimated ending balance for the General Fund is \$20,772,628.01.

This item was presented for information only.

2. Quarterly Portfolio Report

Director of Business Fagundes presented the Quarterly Portfolio Report.

This report is provided quarterly by the Kings County Treasurer's Office to show investment activity. This report is for the quarter ending June 30, 2026. The Pooled Investment Account produced the following for the quarter:

Net Interest Earnings Apportioned \$	8,681,924
Net Yield on Investments	3.7145
Net Yield on Pooled Treasury Funds	3.7065%
Total Average Funds Invested	\$937,490,513

FISCAL IMPACT: Hanford Joint Union High School District funds in the Pool as of June 30, 2026, were \$74,785,520.58. The interest rate earned was 3.7065%.

This item was presented for information only.

3. GASB31 Report

Mrs. Fagundes presented the GASB31 Report.

This report is a recap of the unaudited GASB 31 reports produced by the Sympro Portfolio Management system and provided to us by the Kings County Treasurer's Office. This report will be submitted to our auditors, who must make a determination on the significance of the information on our financial statements.

This item is presented for information only.

4. Resolution #26-14: 2025/2026 Budget Revisions

Director Fagundes presented Resolution #26-14: 2025/2026 Budget Revisions.

The 2025/2026 budget revisions report was included in the Board packet.

These revisions are for the period of February 20, 2026 through June 30, 2026. Once these revisions have been approved, the Kings County Office of Education will roll the Working Budget to the Revised Budget.

As we are required to do during the close out process annually, all revisions are to adjust budgets to reflect actual income/expenditures for the fiscal year.

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

5. 2025/2026 Unaudited Actuals

Director Fagundes presented the 2025/2026 Unaudited Actuals for information.

The Unaudited Actuals Financial Report for the 2025/2026 fiscal year was included in the Board packet. The California Department of Education requires districts to file this annual financial report by September 15th. The report contains all actual revenues and expenditures for all funds of the District.

The business team is still finalizing the required supplemental forms for the Schedule of Long Term Liabilities and other compensated absence conversion entries required by GASB 34. Therefore, one of the supplemental forms is not included in this packet for the first reading but will be provided at the September 8th meeting.

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

6. Resolution #26-15: Adopting the Gann Limits

Director Fagundes presented Resolution #26-15: Adopting the Gann Limit.

This resolution must be passed annually.

In November of 1979, California voters approved Proposition 4; an initiative, known as the Gann Initiative, that placed limits on the growth of expenditures for publicly funded programs. Additions to the Government Code were then added to law to specify the process for calculating state and local government appropriation limits and appropriations subject to limitation under the Constitution. These constitutional and statutory sections require that each entity of government formally adopt through a resolution its appropriations limit for a given fiscal year by September 30th of each year.

Per Education Code sections 1629 and 42132 the resolution shall identify their estimated appropriations limit for the current year and their actual appropriations limit for the preceding year.

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

7. Proposed Pricing for Adult Cafeteria Meals

Director Fagundes presented the Proposed Pricing for Adult Cafeteria Meals for information and action.

Federal funds, student payments, and other nonprofit food service revenues cannot be used to support the costs of adult meals. The cost of an adult meal must cover the federal free reimbursement rate, plus the state rate, plus the value of USDA foods, plus local sales tax (see attached calculators). Considering these newly updated annual figures, the minimum amount to charge for an adult breakfast is \$4.93. The minimum charge amount for an adult lunch is \$6.90. We propose the adult breakfast price to increase from \$4.50 to \$5.00 and increase the lunch price from \$6.25 to \$7.00 to remain in compliance. Adults will also have the option to purchase various breakfast and lunch a la carte items at lower costs.

FISCAL IMPACT: This will have a neutral fiscal impact, as the price is expected to cover the cost of an adult meal.

Motion was made by Trustee Chavarin seconded by Trustee Barbeior to approve the Proposed Pricing for Adult Cafeteria Meals as presented.

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

8. Declaration of Surplus Property

Assistant Superintendent Creech presented the Declaration of Surplus Property for information and action.

Sierra Pacific High School has 4 deck water polo cage goals they haven't used in the past 5 years, and want to surplus. They will sell these to other high schools in the area.

Motion was made by Trustee Gillum seconded by Trustee Robinson to approve the Declaration of Surplus Property as presented.

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

H. EDUCATIONAL SERVICES/SPECIAL PROGRAMS

1. HJUHS D Candidates for Early Diploma of Graduation for 2026/2027

Assistant Superintendent Peters presented HJUHS D Candidates for Early

Diploma of Graduation for 2026/2027 for information and action.

HJUHS D allows students to apply for advanced graduation. Advanced graduation requests are submitted to the Advanced Graduation Committee (Site Principal, Student's Counselor, and Assistant Superintendent of Ed Services). The following criteria is necessary for consideration:

1. The student & parent will meet with the counselor to discuss the implications of Advanced graduation.
2. The student is on track to meet all graduation requirements and has a plan to meet additional requirements.
3. The student has a minimum of a 2.0 Grade Point Average (GPA)The student will write a 250-500 word essay on the rationale for Advanced graduation.

The committee meets on the second Wednesday of October to review all candidates. The attached list of candidates have been approved for Advanced Graduation.

Motion was made by Trustee Chavarin seconded by Trustee Robinson to approve the HJUHS D Candidates for Early Diploma of Graduation for 2026/2027 as presented.

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

2. HJUHS D Proposition 28 Annual Report 2026/2027

Assistant Superintendent Peters presented the HJUHS D Proposition 28 Annual Report 2026/2027 for information and action.

Hanford Joint Union High School District was allocated funds from Proposition 28 to enhance its arts education programs, benefiting both students and faculty alike. With a focus on visual and performing arts offerings, the district implemented initiatives aimed at fostering creativity, skill development and overall student engagement. A stipulation of receiving these funds is to submit an annual report that includes:

- The number of full time equivalent teachers, classified personnel, and teaching aides
- The number of pupils served
- The number of school sites providing arts education programs with AMS funds

Motion was made by Trustee Chavarin seconded by Trustee Robinson to approve the HJUHS D Proposition 28 Annual Report 2026/2027 as presented.

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

3. HOC Proposition 28 Annual Report 2026/2027

Assistant Superintendent Peters presented the Hanford Online Charter Proposition 28 Annual Report 2026/2027 for information and action.

Hanford Joint Union High School District was allocated funds from Proposition 28 to enhance its arts education programs, benefiting both students and faculty alike. With a focus on visual and performing arts offerings, the district implemented initiatives aimed at fostering creativity, skill development and overall student engagement. A stipulation of receiving these funds is to submit an annual report that includes:

- The number of full time equivalent teachers, classified personnel, and teaching aides
- The number of pupils served
- The number of school sites providing arts education programs with AMS funds

Motion was made by Trustee Gillum seconded by Trustee Robinson to approve the HOC Proposition 28 Annual Report 2026/2027 as presented.

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

I. ADMINISTRATIVE SERVICES / HUMAN RESOURCES

1. Fall Coaching Assignments for 2026/2027

The Fall Coaching Assignments for 2026/2027 returned for approval as revised.

Motion was made by Trustee Gillum seconded by Trustee Robinson to approve the Fall Coaching Assignments for 2026/2027 as revised.

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

2. Personnel Assignments

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

Certificated Extra-Curricular Employment:

Saul Ayala-Padilla, 2026/2027 Campus Supervision Duty, HHS
Jordan Barba, 2026/2027 Campus Supervision Duty, HHS
Matthew Elizond, 2026/2027 Campus Supervision Duty, HHS
Donovan Fagundes, 2026/2027 Campus Supervision Duty, HHS

Beau Felder, 2026/2027 Campus Supervision Duty, HHS
Michele Himes, 2026/2027 Campus Supervision Duty, HHS
Brian Lohse, 2026/2027 Campus Supervision Duty, HHS
David Sanchez, 2026/2027 Campus Supervision Duty, HHS
Joe Noronha, 2026/2027 Campus Supervision Duty, HHS
Wesley Forbes, 2026/2027 Campus Supervision Duty, HWHS
Rosendo Gonzales, 2026/2027 Campus Supervision Duty, HWHS
Jack Holcomb, 2026/2027 Campus Supervision Duty, HWHS
Andrew Mota, 2026/2027 Campus Supervision Duty, HWHS
Sharon Santillan, 2026/2027 Campus Supervision Duty, HWHS
Hector Cabrera, 2026/2027 Campus Supervision Duty, SPHS
Chris Mesa, 2026/2027 Campus Supervision Duty, SPHS
Dion Tate, 2026/2027 Campus Supervision Duty, SPHS
Jaime Macias, 2026/2027 Campus Supervision Duty, EFJ

Classified Probationary Termination:

Daniel McWells, Support Technician III, IT, effective 08/31/2026

Classified Employment:

Veronica Fuentez, Nutrition Services Aide, SPHS, effective 08/26/2026
Ashley Medrano, Nutrition Services Aide, HWHS, effective 08/26/2026
Daniel McWells, Support Technician II, IT, effective 09/01/2026
Damien Slone, Campus Safety I, CDS, effective 08/26/2026

Classified Extra-Curricular/Temporary Employment:

JuliAnna Adams, 2026/2027 Assistant Color Guard Instructor, HWHS
Ana Solorzano, 2026/2027 Ticket Taker, All Sites

Motion was made by Trustee Barbeiro seconded by Trustee Chavarin to approve the Personnel Assignments as revised.

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

3. Extra-Curricular Assignments for 2026/2027

Assistant Superintendent Whaley presented the Extra-Curricular Assignments for 2026/2027 for information.

Included the Board packet was the list recommended extra-curricular assignments for Hanford High School, Hanford West High School and Sierra Pacific High School for the 2026-2027 school year.

Extra-Curricular stipends are negotiated with Hanford Secondary Educators Association (HSEA) and are included in Article 10 - Salaries of the collective bargaining agreement.

FISCAL IMPACT: Beginning with the 2023-24 school year, the rate of pay for

extra-curricular assignments at the comprehensive high schools shall be a percentage of Class V Step 4 of the certificated salary schedule. The rate of pay for any bargaining unit member who held an extra-curricular assignment in 2014-15 and who continues in that same extra-curricular assignment (grandfathered) during subsequent years at the comprehensive high schools shall be a percentage applied to the salary schedule class and step as determined by the number of graduate semester units taken by the unit member and the number of years the unit member has served in this activity at Hanford Joint Union High School District. The range of pay for grandfathered bargaining unit members holding extra-curricular assignments is from Class I Step 1 to Class V Step 6.

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

4. Presentation of HJUHS D Initial Proposal to Open Classified (CSEA) 2026/2027 Negotiations (GC 3547)

Assistant Superintendent Whaley presented the HJUHS D Initial Proposal to Open Classified (CSEA) 2026/2027 Negotiations (GC 3547).

In addition to those articles opened by CSEA, the District wishes to open the following:

Article V – Evaluation Process

Article XIII – Transfers

Article XXI - Duration

This item will be presented for public hearing at the next regularly scheduled Board meeting.

J. MAINTENANCE, OPERATIONS AND TRANSPORTATION REPORT

Director of MOT Stidman gave the MOT report:

Director Stidman reported that the district has been settling into the new school year while addressing minor issues with projects completed over the summer. He noted that some improvements, particularly in the kitchens, required additional attention once facilities were operating at full student capacity and serving large numbers of meals.

He also shared that work is nearing completion on the culinary arts room at Hanford West, with the project expected to remain on schedule for completion in September. Additionally, Director Stidman has begun discussions with an FFA teacher about repurposing the former farm area at Hanford High School, which has seen limited use in recent years, to provide students with another space for agricultural activities and programming.

V. BOARD CALENDAR

Assistant Superintendent Creech presented the Board calendar noting the regular meeting dates and start of school information through October 14, 2026.

VI. BOARD INFORMATION/DISCUSSIONS

A. BOARD COMMITTEE REPORTS AND UPDATES

Trustee Barbeiro reminded the Board about the Kings County School Boards Association scholarship fundraiser dinner, scheduled for September 17. She noted that the event will be a drive-through meal pickup at the Lemoore Trinity Hall, with tickets available for \$15.

Trustee Chavarin shared that she attended volleyball games at each of the district's schools and was impressed by the teams and the strong school spirit. She expressed her enthusiasm for supporting student athletics and said she hopes to attend upcoming football games and other sporting events.

President Martella shared that she and Trustee Chavarin attended the celebration honoring the Hanford West Huskies softball state champions. She described the event as wonderful and expressed appreciation to Hanford West for hosting the celebration indoors despite the warm conditions. She said it was an honor to participate and an even greater honor to have the opportunity to speak at the event.

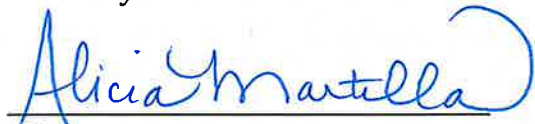
VII. ADJOURNMENT

President Martella adjourned the meeting at 7:07 PM.

As presented by:



Dr. Victor Rosa, Superintendent
Secretary of the Board



Alicia, Martella, President of the Board



Janet Barbeiro, Clerk of the Board