Los Alamitos Unified School District

Operations Steering Committee
October 13, 2026

MEETING SUMMARY

Assistant Superintendent Tim Golden, called the Operations Steering Committee to order at 6:05 p.m. via Zoom teleconference.

Attendees

Alan Trivedi	Allen Mendrin	Amar Kota	Amy Coltey
Amy Prince	Andrew Pulver	Andy McKown	Annie Ryu
Beth Pearson	Blake Hyepock	Candie Gandara	Cara Vienna
Crystal Peters	Debbie Redmond	Denise Rabbat	Diana Hill
Eddie Courtemarche	Edwin Munguia	Emily Cronk	Emma Wood
Gary Willems	Gladys Alfaro	Gregg Barton	Hannah Greenbaum
Heidi Luna-Chavez	James Alvarado	Jason Farvour	Jennifer Katz
Jenny Padilla	Jerilyn Kuhar	Jorge Gutierrez	Julia Stockman
Kathy Morelli	Lauren Troutman	Lauren Shah	Lisa Prins
Matt Bragman	Matt Maya	Mehul Parekh	Melissa Davis
Merwin Trinidad	Michelle Anderson	Nancy Cabrera	Ondrea Reed
Rahul Goel	Rena Immer	Robert Castillo	Ryan Weiss-Wright
Sonia Aldana	Stacy Schmitz	Tanya Simundza	Tatiana Garcia
Tim Golden	Vhenus Belisle	Wendy Hernandez	Wendy Wood
Naida Williams	Cheryl Smith	Jacqueline Celaya	Jen McGuire
Shoshana Dornblaser			

Welcome

Dr. Andrew Pulver welcomed the committee and introduced Tim Golden, the new Assistant Superintendent of Business Services. Dr. Pulver also introduced Board of Education members Diana Hill and Matt Bragman who thanked the committee members for their participation. Tim Golden shared the agenda for the meeting which included both, facilities and curriculum presentations.

Introduction to Middle School Academy

Ondrea Reed presented the results of the Middle School Academy pilot that took place during the prior school year. Eagle Academy and Lion Academy launched during the second semester at McAuliffe and Oak targeting students near, but below, grade-level proficiency. At McAuliffe 46 students attended Middle School Academy and 51 Oak students attended.

The academy model combined academics and executive functioning skills in a zero-period class consisting of 80% targeted grade-level instruction and 20% organization, study skills, self-advocacy, and goal setting activities. Daily morning huddles identified goals and plans for the school day. Students rated morning huddles and trusted adult support among most valuable components.

Math academy students grew approximately nine percentage points more than traditional college prep students on MAP. Approximately 60% of math academy students exceeded expected growth as compared to 48% of college prep students. Additionally, 46% of academy students grew at least one CAASPP level in mathematics

English results were positive, but not as pronounced as math with 60% exceeding expected growth versus 57% of college prep students. About 27% of academy students increased at least one CAASPP level. In math academy 46.5% of students increased at least one CAASPP level, and 26.8% of ELA academy students increased at least one CAASPP level. Eight mathematics students moved up two CAASPP levels and one ELA student moved up two CAASPP levels.

As a way of building college and career awareness, the participating students went on field trips to LAHS and Long Beach City College to learn about the various pathways in high school, college and beyond.

For 2026-2027 there are three year-long sections at McAuliffe offering integrated Math/ELA for grades 6, 7, and 8. Oak has two semester long sections of ELA for grades 6 and 7 this fall with math being offered in the spring. Student and teacher qualitative feedback, academic data, and continued student progress will be tracked

Early Learning Pathway

Ondrea Reed provided an update on Early Childhood Learning. The Early Learning pathway was redesigned around transitional kindergarten requirements when AB 130 formalized universal transitional kindergarten for students turning four by September 1. Transitional kindergarten shifted from a kindergarten-standards model to a developmentally appropriate bridge from preschool to kindergarten. Transitional kindergarten learning foundations are used to guide instruction from age 2 years 9 months through kindergarten entry. When looking at IEPs, the highest identified needs in 1st Grade were behavior support and speech and language services. The preschool team was expanded to include a certificated early learning coordinator, intervention psychologist, behavior support staff, and speech-language services. Transitional kindergarten classrooms are staffed with one teacher and one instructional aide which is a 1:10 ratio.

Nadia Williams, the Early Learning Coordinator, described the program scale and instructional model. There are nine preschool classrooms across six sites serving approximately 160 students. Preschool is parent paid with fees being comparable to other preschool programs in the area. The District also receives state funding for this program. Instruction is play-based using research-based curriculum and practices. This developmentally appropriate approach is grounded in the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF). Twenty transitional kindergarten classrooms serving more than 400 students provide developmentally appropriate instruction bridging the gap between preschool and kindergarten using play-based foundational learning.

The Early Learning team includes 30 classroom teachers and 57 instructional assistants. The district provides ongoing professional development for teachers and instructional assistants focusing on purposeful play, behavior basics and developmentally appropriate practices. Learning Link at Rush Park offers biweekly play-based sessions for families with children from

birth through age five.

Nadia introduced Cheryl Smith, the behavior specialist assigned to the early learning team. Her role involves helping teachers create supportive classroom environments and ensuring additional support is provided to students who need it. Jacqueline Celaya, Intervention Psychologist, focuses on helping students learn the social/emotional skills they need to be successful in school. The Pyramid Model, which aligns with MTSS, guides the staff in making intervention recommendations. Classroom observation and progress data used are for evaluating the effectiveness of the intervention decisions. Last year 19 preschool students and 16 transitional kindergarten students received intervention support.

Facilities Projects Update

Edwin Munguia, Director of Facilities, Maintenance Operations and Transportation gave an update on current and upcoming facilities projects.

Summer projects completed across school sites include:

- Roofing replacement of the Multi-Purpose Building and kitchen at Oak Middle School
- Roofing replacement of the multi-purpose building and adjacent classroom building at Hopkinson Elementary School, including drainage and edging improvements
- Remaining Hopkinson asphalt replaced after addressing poor subsurface soil conditions requiring cement treatment adding an additional cost of $153,000 to the base bid of $337,000.
- Middle school fields rehabilitated for school and community use
- High school driveway banners and a new LED marquee were installed with District, PTSA, and community support

The high school restroom renovation project is nearing completion. Student and staff restrooms are being renovated across multiple campus buildings. A new Life Skills restroom was added for two Life Skills classrooms, and a single-occupancy restroom added in 700 building as well as a staff restroom. Renovated finishes match the finishes in the STEM and Griffin Center facilities

A portion of the grass fields at LAHS will be replaced with artificial turf. This project is needed due to the impact of the gym construction on the field and historically poor drainage. The proposed artificial turf fields would be used for practice space and lower-level competition. They would be set up and striped so that they can be used for multiple sports. The preliminary budget is $2.5-$3 million. The geotechnical, topographic and utility surveys are complete. The District is currently working with an architect who specializes in sports fields. Once DSA approval is received, bidding is targeted for early spring 2027, with construction targeted for summer 2027.

Edwin presented a revised sketch of the PAC floor plan based on feedback from the site and user groups. He also shared several renderings of the proposed building. A new PAC design is favored over modernization of the existing facility. Fixed curved seating was selected after review of a retractable seating option. The design includes Black Box theater access, scene shop, direct stage loading, backstage access, catwalk, control booth, and improved sight lines. New construction is expected to start after DSA approval, with approximately 14 months of construction and approximately two months for demolition of the old PAC. The new PAC is targeted for completion by summer 2028 with the existing PAC demolition targeted for fall 2028.

Tim shared the funding plan for the new PAC. The PAC budget gap will be addressed through additional funding sources. The original modernization budget was $15 million. The new-build approach increases potential available state matching funds by $11.3 million with seismic mitigation, CTE Tech Theater and CTE Sports Med funds. This creates a $26.3 million funding base. The estimated project cost exceeded that base by approximately $9 million. Kitchen renovation funds, restroom project savings, and approximately $7.7 million in state one-time funds have been identified to close the shortfall. The existing PAC will remain operational during new construction, avoiding interim performance space costs

Closing Remarks

Tim Golden and Dr. Pulver thanked the committee for attending and for their support of the District. The next meeting will be on March 16, 2027.

Adjournment

The meeting adjourned at 7:36 p.m.