



SUPERINTENDENT NEWSLETTER



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The Whole-Child Experience

As of May 1, I marked my first year as Superintendent of the Las Lomas Elementary School District. It has been a privilege to serve a community so deeply committed to students, high-quality education, and supporting its schools every day. Together, we have accomplished a great deal in a short time. From strengthening systems and governance practices to advancing Math Pathways, the Bell Schedule redesign, and our Balanced Budget Initiative, we have built a strong foundation for a stable future.

I hope you will join me in two weeks, on May 16, 2026, at the **LLEF Annual Rodeo** as we celebrate this first year together. Get your tickets [here](#). The evening will feature a preview of this year's Fund A Need, including a visit during the first hour from a therapy dog from a neighboring district. It's a meaningful example of our broader vision for student wellness, belonging, and engagement. Learn more in this edition of the Superintendent's Newsletter.

Looking ahead, in one month, Chief Business Officer **Mei Chan** and I will present a balanced budget to the Board of Trustees. This marks important progress toward long-term fiscal stability while protecting what makes LLESD exceptional. I encourage you to read more about our updated financials—and other efforts supporting the **whole-child experience**—in this month's newsletter. There is much to be proud of, and even more ahead.

In partnership,
Erik Burmeister
Superintendent

Message from the Board President



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On behalf of the Board of Trustees—and our entire community—we extend our deep gratitude for the hard work and dedication of our teachers and classified staff

As you’ll see throughout this newsletter, what makes Las Lomas Elementary School District special goes beyond strong academics. We are equally committed to supporting the whole child so every student is known, challenged, and inspired to thrive.

This month, we celebrate the people who make that possible each day. During **Teacher Appreciation Week** (May 4–8) and **Classified Appreciation Week** (May 17–23), we thank our educators and staff for their hard work, creativity, and dedication to students.

Our **Board meeting on Wednesday, May 6**, will include several important items: the La Entrada bell schedule, a tentative agreement with our teachers’ association, selection of a new food service provider, discussion of surface options for a potential new field, and review of community polling on a potential parcel tax.

As we head into the final weeks of the school year, thank you for your continued support and engagement. As always, please feel free to reach out at schoolboard@llesd.org.

In partnership,
Kimberly Legg
President, LLESD Board of Trustees

Four Ways to Support the Annual Auction



The LLEF Rodeo and Auction on May 16 brings LLESD parents, staff, and community together for a lively evening of dancing, great food, drinks, and an exciting live auction—all in support of our schools. Get your tickets today [on our auction website](#).

Can’t attend but still want to help? Here are a few ways to support:

- **Donate an auction item**

We’re seeking unique experiences, sports tickets, fine dining, and great wine. [Use our online donation form](#).

- **Bid online**

The [online auction](#) opens May 16 at 5:30 p.m. and closes May 21 at 9 p.m.

- **Volunteer**

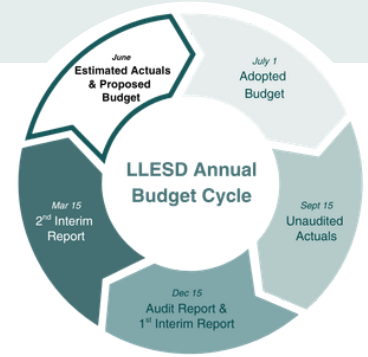
Help with decorations and setup on May 16th. [Sign up through Signup Genius](#).

- **Sponsor or underwrite**

[Make a cash gift](#) to support auction packages or offset event costs so more funds go directly to students. Business sponsorships are also welcome; contact auction@llef.org for details.

Speaking of business support, a special thanks to our sponsor, Josh Rubin at Compass. Partnerships like these help strengthen our schools and make our community even stronger.

On Strong Financial Footing: A Three-Year Balanced Budget



This June, when the District presents its unaudited actuals, proposed 2026–27 budget, and three-year Multi-Year Projection (MYP), we expect to share an important milestone: LLESD is on track to present a balanced three-year budget.

That matters.

Just one year ago, the District was facing a structural deficit of roughly \$4.5 million. Through disciplined financial management, strategic cost containment, and thoughtful planning, that gap has been significantly reduced—positioning LLESD on strong financial footing and extending our fiscal stability into the future.

At the same time, it's important to be clear-eyed about what this means—and what it doesn't.

This balanced position is built on very tight margins. It reflects meaningful reductions, careful prioritization, and continued uncertainty about our ability to expand programs in the years ahead. While most of the difficult reduction decisions have already been made this year, a smaller number of additional adjustments are planned in year two to fully realize this multi-year balance. These were not easy decisions. They required steady, thoughtful leadership from the Board of Trustees—a willingness to act early and strategically rather than delay that has made a real difference.

This progress creates something we've been working hard to achieve: space. If the Board approves the proposed budget—and, at this month's meeting, a two-year tentative agreement with our teachers' association that responsibly addresses cost-of-living

pressures while maintaining fiscal health—we will be able to shift more of our collective energy back where it belongs: on teaching and learning.

To help our community better understand the budget process, the District—alongside the Superintendent's Budget Advisory Committee (SBAC)—has developed a [Budget FAQ](#), a living document providing context, definitions, and clarity around how our budget is built and priorities are considered.

Sustaining the programs that make LLESD special—performing and visual arts, STEM, small class sizes, and personalized learning—will require continued innovation.

Superintendent Burmeister will work closely with the Board, SBAC, negotiating partners, staff, and the LLEF to identify efficiencies and explore new ways to support and expand these programs. The Board will also hear this week from the District's political consultants and pollster regarding community feedback on a potential parcel tax—part of a broader effort to understand what tools may be available to sustain the high-quality educational experience our community values.

This moment is both a milestone and a transition. We have made real progress. Now the work is to build on that foundation—carefully, thoughtfully, and in partnership with our community—so that LLESD's best days are not only ahead of us, but sustainable for years to come.

Community members can ask questions or share feedback about the budget at any time by emailing budget@llesd.org.

Learning Community Updates



CAASP Testing

We're looking forward to seeing our students shine as they show what they know during CAASPP testing this month!

Testing Schedule:

- **3rd Grade** (Las Lomitas): May 4– 15
- **Grades 4–5** (La Entrada): May 4– 8
- **Grades 6–8** (La Entrada): May 11– 15

All students in grades 3–8 will take the **English Language Arts and Math** assessments. Students in grades 5 and 8 will also take the **Science** test (CAST).

This is a wonderful opportunity for students to demonstrate their learning and growth. Here are a few simple ways you can help set your child up for success:

- **Be here every day** — attendance during testing week really matters
- **Arrive on time** — testing begins promptly
- **Rest up** — a good night's sleep goes a long way!

For more details about the test and resources, click [here](#).

Thank you for partnering with us — together, we help our students feel confident and ready to do their very best!

We ♥ Our Teachers and Classified Staff!

As we head into May, we look forward to celebrating the people who make our schools run and our classrooms thrive. At the May 6 Board meeting, the District will formally recognize both **Teacher Appreciation Week (May 4–8)** and **Classified Staff Appreciation Week (May 17–23)** by adopting resolutions honoring these essential members of our school community.

Teacher Appreciation Week, celebrated nationally since the mid-1940s, recognizes the dedication, expertise, and lasting impact of teachers. In LLESD, our teachers are central to our mission to empower and inspire every student.

Classified Staff Appreciation Week honors the wide range of employees who support our schools each day — from office staff and instructional aides to custodians and transportation teams — keeping everything running smoothly for students.

Together, our teachers and classified staff form the backbone of LLESD, creating the conditions for students to learn, grow, and belong. We encourage our community to join us in celebrating their important work.



Apple for the Classroom Takes Students to Space

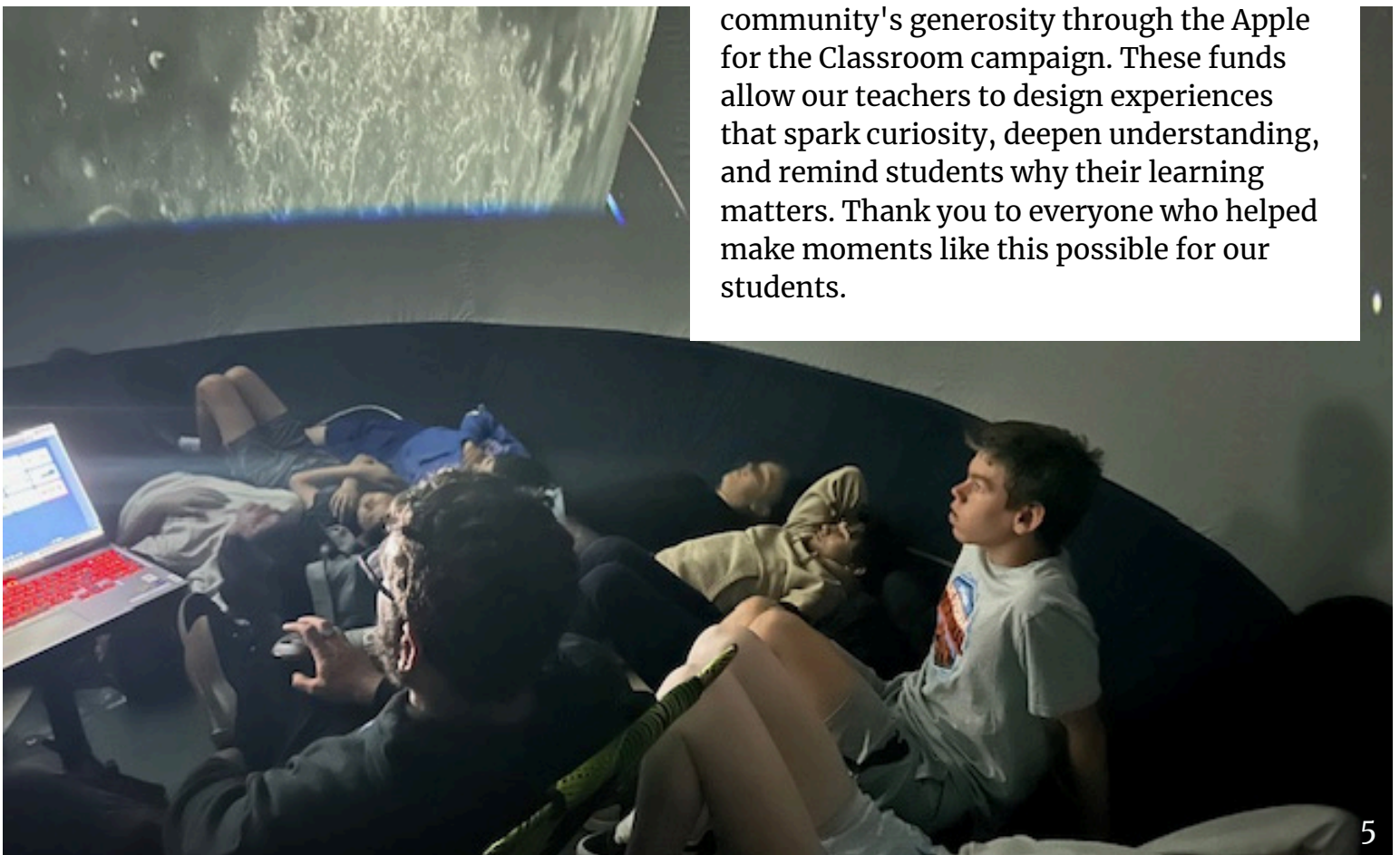
Earlier this month, our 8th-grade students experienced something truly memorable—an immersive, on-campus “field trip” that brought the universe to them.

Thanks to Apple for the Classroom (AFTC) funds, 8th-grade science teacher Christine Evans welcomed astronomer Josh Roberts from [Astro Everywhere](#) to La Entrada.

Using a portable planetarium—essentially a “blow-up IMAX theater”—students stepped inside a fully immersive environment where science came to life all around them.

The experience was more than just engaging—it was deeply connected to learning. Students explored concepts from their astronomy and physics units, including gravity on Earth and in space, microgravity aboard the International Space Station, and what it would actually feel like to stand on the Moon or Mars. From there, the journey expanded outward—zooming from our solar system to galaxies and even the large-scale structure of the universe.

It’s one thing to learn these concepts in a classroom. It’s another to experience them. This opportunity is a direct result of our community’s generosity through the Apple for the Classroom campaign. These funds allow our teachers to design experiences that spark curiosity, deepen understanding, and remind students why their learning matters. Thank you to everyone who helped make moments like this possible for our students.





Visual and Performing Arts Come Alive in 4th and 5th Grade

La Entrada 4th and 5th-grade students are enjoying music residencies as part of their Visual & Performing Arts program. Through Young Audiences of Northern California, teaching artist **Manolo Davila** visited on Wednesdays to lead instrumental percussion classes. A professional musician specializing in Latin percussion, Mr. Manolo is well established across the Bay Area as a teaching artist in drumming and classical guitar.



Students learned to play Latin rhythms — including tresillo, cinquillo, and clave — on drumsticks and nontraditional instruments like bottles, buckets, and everyday objects, with vocal singing also woven throughout.



The residency culminated in an original musical production, "**Bronx Beat-Happenings In New York**," connecting percussion with visual arts and theatre work with **Ms. Fordham**. Families attended this informal showcase, where students performed as actors and musicians and displayed artwork in a grade-level cityscape mural.



A special thank you to families who donated to LLEF — costumes and props were funded through the **Apple for the Classroom** initiative. Check out [this music residency highlights reel](#) for a glimpse of Mr. Manolo's work with students.

Coming up, **Antwan Davis** — a former cast member of the North American Stomp tour — will teach body percussion and the tradition of stepping. We close the year with didgeridoo master **Stephen Kent**, a steward of Australian Aboriginal culture. Both artists will lead assemblies and classes for all fourth and fifth-grade students.

La Entrada Students Turn Service into Impact with Rise Against Hunger

There's something powerful about students learning by doing—especially when that learning directly impacts others.

On Friday, April 24, La Entrada students brought that idea to life through the school's annual meal-packing event in partnership with [Rise Against Hunger](#). Now in its fourth year, this hands-on service tradition has become a meaningful part of the La Entrada experience—one that blends learning, empathy, and global awareness.



After months of planning and fundraising, nearly 600 students and 50 parent volunteers came together to pack more than 34,000 meals for families facing food insecurity around the world. The effort, sponsored and supported by the La Entrada PTA—who raise nearly \$10,000 each year to make the event possible—transformed the campus into a hub of energy, teamwork, and purpose.

From organizing stations to carefully measuring and sealing meals, students worked side by side with peers, teachers, and volunteers, gaining a deeper understanding



of global challenges while contributing to real solutions. And yes, the hairnets made their annual appearance, adding a little extra spirit to an already memorable day.

Events like this reflect the very best of our community. They remind us that some of the most meaningful learning doesn't come from a textbook—it comes from experiences that connect students to something larger than themselves.

Thank you to our students, staff, volunteers, and PTA for making this incredible day possible. Together, you made a real and lasting difference.



District Updates

La Entrada Pest Prevention Efforts

Living amongst beautiful scenery means we regularly encounter the wildlife that calls this area home — and occasionally, that includes insects like roaches. While this is a normal part of our environment, we want to keep staff and families informed about how we're managing it.

Recently, we addressed an increase in roach activity on campus. Our licensed pest management team conducted an additional inspection and applied targeted treatments where needed, alongside our routine monthly outdoor service. Small, non-toxic monitoring devices have also been placed in select areas to help us track and respond to any ongoing activity.

You may notice more dead roaches in the days following treatment — this is a normal and expected result. We will continue to monitor closely, with a follow-up visit scheduled in the coming weeks and a more intensive treatment planned for June; families will receive advance notice as required.

Maintaining a safe, clean environment for students remains our top priority. We'll continue to proactively manage situations like this as they arise.



Food Vendor Selection

District staff, working with partner districts, have completed a comprehensive vendor evaluation for school meal services — part of our commitment to meals that are nutritious, appealing, and sustainable.

The process included a taste testing event at San Carlos School District, where more than 30 students, parents, and staff sampled and rated meals from each vendor. Staff also evaluated operational capacity, menu variety, cost structure, and readiness to serve multiple sites.

A recommendation will be presented to the Board of Trustees at an upcoming public meeting.

In response to community interest, the district has established a **Nutrition Advisory Committee** to provide input on menus and the Universal Meal Program. The committee meets three times per year (first meeting April 28) and currently includes three parents and three staff members.

We appreciate the engagement of students, families, and staff who have contributed feedback throughout this process. Their input is essential in helping us strengthen our meal program and ensure it continues to meet the needs of our students. Additional updates will be shared following Board action.

E-Bikes, E-Scooters, and Student Safety: A Community Update

As e-bikes and e-scooters grow in popularity, so do concerns about student safety. At its June 4, 2026 meeting, the Board of Trustees will consider a new Board Policy that places clear limits on student use of certain devices, including restricting their use on campus after hours.

This conversation is grounded in safety. We are seeing more high-speed devices — some modified beyond their intended design — operated by students, and local law enforcement is increasing enforcement in response to a rise in unsafe riding and near-miss incidents. This is not about limiting independence; it is about preventing serious injury.

California law is clear: Class 3 e-bikes, capable of speeds up to 28 mph, may not be operated by anyone under 16. Operating an e-scooter on public roads requires a valid driver's license or permit — effectively making their use by LLESD students unlawful.

Class 1 and Class 2 e-bikes (which assist up to 20 mph) are permitted for younger riders, but any device modified to exceed its classification may no longer qualify as an e-bike under the law and can carry additional legal consequences.

In the same way that we would never allow an unlicensed child to drive a car, these laws place clear responsibility on adults to ensure children operate only devices that are legal and appropriate for their age.

Recent events underscore the seriousness of this issue. In Aliso Viejo, a substitute teacher was critically injured after being struck by an underage rider on a modified e-bike. [According to reporting by ABC7](#), the child's parent—who had previously been warned by police—is now facing criminal charges in connection with the incident. It is a stark reminder of how quickly these situations can escalate—and the real accountability that can follow.

Our goal is to be proactive, clear, and aligned as a community. The proposed policy is intended to reinforce existing law, promote safer behaviors, and set consistent expectations for students and families.

We welcome your input as we consider this policy. Please share your thoughts with the District Wellness Coordinator, Nell Curran, at ncurran@llesd.org.





Understanding Fund-A-Need

Each year, the Las Lomas Education Foundation (LLEF) Auction brings our community together in support of our schools—and Fund-a-Need is a fun part of that tradition.

We're excited to continue this annual effort.

So what is a Fund-a-Need?

Fund-a-Need (FAN) is a special opportunity, introduced during the auction, for our community to come together and invest in something aligned with the District's vision for the future. It is focused, intentional, and designed to support enhancements that elevate the student experience across our schools.

FAN projects are one-time, community-funded investments. Typically raising between \$50,000 and \$150,000, they are not designed to support ongoing staffing, sustain programs year over year, or fund large-scale capital projects. Those types of commitments require stable, ongoing funding sources that can be funded through the annual campaign or the district's general fund.

Instead, FAN allows us to invest in clearly defined opportunities—whether through the purchase of equipment, the launch of a new initiative, or the provision of startup support for ideas that can grow over time. These are often “nice to have” investments rather than “need to have” commitments, and they allow us to focus on the kinds of projects that make LLESD special and unique.



Over the past several months, Superintendent Burmeister has been working with staff and Foundation volunteers to identify this year's Fund-a-Need and begin mapping out a longer-term vision for future efforts.

The goal is to build a thoughtful series of investment opportunities over the next several years—ones that reflect our shared values and generate excitement across students, staff, and families.

Fund-a-Need is just one part of a broader system—but it's a meaningful way for our community to come together, support our schools, and invest in experiences that help define the unique LLESD experience.

If you're interested in bringing Fund-A-Need 2026 to life, [contribute here](#).



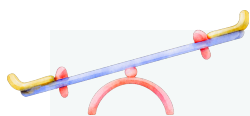
Plants, Play, and Pause/Paws

LLESD schools are defined by both strong academic achievement and environments where students grow, connect, and thrive. This year's Fund-a-Need—**Plants, Play, and Pause/Paws**—reflects our commitment to the *whole child experience* in Las Lomitas. At a time when many young people are spending more time on screens and less time in movement, connection, and reflection, this year's focus creates opportunities for students to be active, outdoors, engaged, and supported.



Plants

This year's FAN will support school gardens at both campuses. At Las Lomitas, the PTA has helped create new planting beds near the TK/K classrooms, and at La Entrada, students—led by Wellness Coordinator Nell Curran—are revitalizing existing garden spaces. FAN funding will provide tools, materials, seeds, and care to sustain and expand these efforts into living classrooms. Garden-based learning [helps students engage](#) through hands-on experiences while strengthening connection to nature, supporting social-emotional growth, and building an appreciation for how food choices shape lifelong well-being.



Play

This year's FAN will support the expansion of play across both campuses. With construction this summer at Las Lomitas and our application for state funding to reimagine the field at La Entrada, we have big plans for play across the district. FAN helps us take an important first step by advancing that vision now through flexible, immediate improvements.

This includes additional play equipment, “hangout chairs” to foster connection—especially at La Entrada—and partnerships with organizations like the Riekes Center to support structured games and positive engagement during the school day. Research consistently shows that [regular breaks](#) and [quality play](#) improve focus, behavior, and readiness to learn, while supporting students' physical, social, and cognitive development.



Pause/Paws

Supporting student mental health is an essential part of the whole child experience, and this year's Fund-a-Need includes a dual focus on *Pause* and *Paws*.

Pause centers on mindfulness—expanding opportunities for students to build skills in focus, reflection, and emotional regulation through professional development for teachers and simple practices integrated into the school day. [Research highlights](#) the benefits for students, including reduced stress and stronger emotional regulation.

Paws focuses on introducing trained therapy dogs on our campuses. [Research](#) and the [experience of neighboring districts](#) show that facility dogs can reduce anxiety, build reading confidence, and help students feel more connected and supported.

Together, **Plants, Play, and Pause/Paws** reflect a shared vision for our schools—places where students not only achieve, but truly thrive. We invite families to learn more about all three of these efforts at the [LLEF Auction](#)—and to experience them firsthand. Visit the pilot garden beds in the TK/K yard; say goodbye to the old portable, and imagine the new hardscape planned for this summer; and, meet two visiting therapy dogs from the Atherton Police Department and a neighboring school district.

Stay Connected

Important Dates

May 4 – 8

Teacher Appreciation Week

May 4 – 15

CAASP Testing

Wednesday, May 6

Board Meeting

6:30-9:30pm

LE MUR

Saturday, May 16

[LLEF Rodeo & Auction](#)

May 16 - 21

[LLEF Online Auction](#)

May 17 – 23

Classified Staff Appreciation Week

Tuesday, May 26

SBAC Meeting, Est Actual & Budget

3:15-5:00pm

District Office Conference Room

Resources & Links

LLESD LinkedIn Profile

[Link to LinkedIn](#)

Las Lomas Education Foundation

Auction tickets: [Link here](#)

Donate an item: [Link here](#)

Invest: llef.org/invest

Board Contact

schoolboard@llesd.org

Kimberly Legg: klegg@llesd.org

Superintendent Contact

eburmeister@llesd.org

District Website

<https://www.llesd.org>

Las Lomas PTA

<https://www.laslomitaspta.org>

La Entrada PTA

<https://www.laentradaptpta.org>



**Las Lomas
Elementary
School District**

Inclusive. Engaging. Inspiring.

