

# Lodi USD LCAP Report from Public Comments: 2025

## Overview

The responses emphasize the need for increased campus security, full-time administrative and support staff, and smaller class sizes to enhance student learning and safety. There is a strong call for more reading intervention teachers, professional development for staff, and resources for parent engagement. Respondents also highlight the importance of competitive salaries and retention bonuses for teachers, equitable access to field trips, and additional mental health and counseling services. Other priorities include vocational training, updated facilities, and consistent support for English learners and special education students.

## Requested Resources

### Increase Campus Security

Participants emphasized the need for more campus security personnel, updated security cameras, and alarm systems to ensure a safe learning environment. This priority is driven by concerns about student safety and the ability to maintain a conducive learning atmosphere.

### Hire and Retain Qualified Staff

There is a strong call for hiring more support staff, including vice principals, counselors, and paraeducators, to address various student needs. Additionally, competitive salaries, retention bonuses, and COLA adjustments are seen as crucial for retaining qualified teachers and staff.

### Enhance Professional Development

Participants stressed the importance of ongoing professional development for teachers and support staff. Training in areas such as instructional leadership, student engagement, and mental health support is essential for improving educational outcomes.

### Improve Student Engagement and Learning Resources

Providing more resources to enhance student engagement, such as field trips, vocational training, and updated learning materials, is a common theme. Participants believe that diverse learning opportunities and modern resources can spark student interest and improve learning outcomes.

## Increase Parent and Community Involvement

Enhancing family engagement through parent resource centers and better communication with parents is highlighted as a priority. Participants believe that involving parents more deeply in the educational process can lead to better student outcomes.

## Additional Staff Requested

Participants have highlighted the need for various additional staff positions to address student needs, improve safety, and enhance educational outcomes. The requests for additional staff are driven by the perception that current staffing levels are insufficient to meet the demands of the school community.

### Specific Staff Requests

#### 1. Vice Principals (VPs)

- Elementary Schools: Full-time VPs to support instructional leadership, discipline, and administrative tasks.
- Secondary Schools: Additional VPs to manage site needs, accountability, and discipline support.

#### 2. Counselors

- General Counselors: More school counselors to implement college/career advising, coordinate 504 plans, and support student well-being.
- Behavioral Health Counselors: Focus on PBIS and mental health support to create a healthy school environment.

#### 3. Paraeducators and Support Staff

- General Education Paraeducators: To assist with small group instruction and provide additional support in classrooms.
- Special Education Paraeducators: To support students with special needs and ensure they receive appropriate interventions.

#### 4. Campus Security and Supervisors

- Campus Security Personnel: Increase the number of security staff to ensure student safety and manage campus incidents.
- Campus Supervisors: Additional supervisors to monitor student behavior and provide a safe environment during recess and lunch times.

## 5. Office Staff

- Full-Time Office Staff: Ensure every school site has at least two full-time office members to handle administrative tasks, support students and parents, and maintain efficient operations.

## 6. Instructional Coaches

- Site-Specific Instructional Coaches: To support teachers with instructional strategies, model lessons, and improve academic achievement.

## 7. School Psychologists

- General Education Psychologists: To coordinate MTSS Tier 2/3 interventions and support students with behavioral concerns.

## Perception of Staffing Needs

Participants believe that increasing the number of qualified staff in these roles is essential for improving student learning, safety, and well-being. They feel that current staffing levels are inadequate and that additional staff would help address various challenges, including student discipline, mental health support, and instructional quality.

## Areas to Investigate

- Staffing Ratios: Examine the current staffing ratios and the impact of understaffing on student support and educational outcomes.
- Funding Allocation: Assess the availability of funds to hire additional staff and explore potential sources of funding.
- Role Effectiveness: Evaluate the effectiveness of existing staff roles and identify areas where additional support is most needed.

[Interactive Online Report Link](#)