



PASADENA UNIFIED SCHOOL DISTRICT



PUSD Equity-Centered Facility Plan Update

MADISON ELEMENTARY SCHOOL INTERIM COMMUNITY PRIORITIES REPORT

School Site Committee Listening Sessions / Workshop

May 26, 2026 | 8:30 am – 10:30 am

Prepared for Pasadena Unified School District by RSS Consulting Services | June 15, 2026

Introduction

Twelve Madison community members shared insights into the learning conditions, community strengths, and facility challenges at Madison Elementary School during one listening session on May 26, 2026. Participants included parents, educators, front office staff, and the principal.

Participants described Madison as a school defined by **culture, trust, relationships, family involvement, and programs that connect students to heritage and hands-on learning**. They also identified several facility and planning priorities: safer and more comfortable arrival areas, better drainage and covered pickup, dedicated spaces for science, performing arts, intervention, therapy, parent volunteers, and program storage, as well as clearer communication with families as facility plans move forward.



What We Heard

Participants describe Madison as a school where community is not separate from learning; it is the condition that makes learning possible. Staff and families said students are supported, teachers slow down when needed, families trust the school, and the staff treat children with care, protection, and love. Madison's identity is deeply tied to its cultural richness, including multicultural family night, folklórico, mariachi, Spanish language, and the feeling that families and staff are building something together. One participant said Madison has **"rich culture and parent involvement"** and **"parent care and trust in teachers,"** while another described the school as a place where **"our students are fully supported, in every facet."** This means future facility improvements should not treat community spaces, heritage programs, and family participation as optional extras. At Madison, they are core learning infrastructure.

"What makes Madison unique is the rich culture, parent involvement, and trust in teachers."

At the same time, the physical environment does not always support the community life people value most. A former parent room has become filled with materials and donations, leaving families without a reliable place for meetings, volunteer work, planning, breaks, or the informal relationship-building that helps the school feel welcoming. Participants described the need for a **parent space** as **"really necessary"** and compared it to **"a landing pad."** The same pattern appears across programs: Madison has many supports, but they are often managed through carts, borrowed rooms, shared rooms, and improvised storage. Families and staff are not asking only for more space; they are asking for space that protects the relationships and programs that already make Madison work.

Participants also want Madison to offer students more exposure, curiosity, and hands-on learning. A **science lab** was described as a way for students to experiment, explore, and see **"what else there is in the world,"** because **"exposure leads to opportunities."** Staff said a dedicated science room would make learning feel special and make materials more accessible, while also helping teachers avoid setting up experiments in crowded classrooms. This same desire extends to performing arts, folklórico, mariachi, cooking, garden learning, sports equipment, and flexible classroom spaces. The future Madison should feel like a school where learning happens everywhere: in labs, gardens, quads, small groups, performance spaces, and classrooms designed for movement and collaboration.

“I see students everywhere. I see students in the garden. I see them with clipboards learning. I see students in the science lab. I see students with books in all of these spaces... like in the quad. I just feel like it’s those little schools of scholars, where there’s learning and engagement going on everywhere.”

The discussion shows a recurring mismatch between Madison’s program richness and its storage, support, and privacy infrastructure. Intervention and RSP spaces are welcoming and loved by students, but shared use creates conflicts when IEP meetings and student sessions happen at the same time. MTSS (Multi-Tiered System of Supports) Tier 2 intervention also happens in shared space with multiple groups. Staff described old file cabinets, data storage, classrooms without closets, falling bookshelves, and crowded rooms where **twenty-eight children and four adults** are trying to move and learn. These are not just operational inconveniences. They affect whether teachers can use manipulatives, run small groups, collaborate with colleagues, support students with specialized needs, and keep learning environments calm and organized.

Feeling safe and welcome intersect at Madison’s edges: arrival, pickup, the front office, waiting areas, shade, and rear doors. Families described rainy-day pickup as **“intimidating”** because there is no room, students get wet, traffic becomes difficult on a small street, and flooding makes the area look **“like a river.”** Families who walk may arrive at school already wet. Participants also described the need for a **front reception area** where families can be seen and greeted, while office staff can monitor who is entering the campus. A glass counter, visible staff presence, clear waiting area, covered pickup areas, benches, boulders, trees, and shade were all identified as elements that support both welcome and safety, not just aesthetics. At the rear of the campus, open doors near food delivery raised a separate access-control concern.

Finally, participants said the planning process itself needs to reflect Madison’s relational culture. One parent said **“communication is key”** because a prior gap of three or four months without updates left families worried, and some people reportedly decided to move their children because they did not know what would happen. Families asked for regular updates, opportunities to respond at each step, meetings every couple of months, staff newsletters or emails for those who cannot attend, and simultaneous interpretation using district translation equipment. For Madison, being heard is not only about collecting input once. It means maintaining predictable, bilingual, two-way communication so families can see how their voices are shaping decisions.



Selected Insights

"What makes Madison unique is the population. **Mostly Latino, but so much diversity within.** So there's a variety of needs here, a variety of academic levels. But a lot of good diversity... a lot of **rich culture and parent involvement** too, and parent care and **trust in teachers.**"

"The teachers and staff treat the children **as if they were their own.** So, to protect them, to teach them, but also sometimes to redirect them... All the teachers and staff work really hard and there's **a lot of love in this school.**"

"One of the things that I love here are our programs. They're trying to keep our community with our **heritage.** Like we have a **folklórico program**, we have a **mariachi** program... Losing our Community Advocate, I feel like we're losing one of the things that I most love about here."

"When it's a rainy day and to pick up the students, it's really **intimidating**... there's **no room** there, so they will get wet... it's a small street... so there's only like kind of one way. And it's a really bad situation when that happens. So it'd be very good if we have some **covered space.**"

"During rainy days, there's **flooding around the school** and a lot of our moms walk, so it's all flooded and before the kids even get here, they're already all wet... It looks like a **river.**"

"I went on a visit to another school and they had a **science lab**... I saw the kids that were doing experiments, and I thought, 'Wow, this would be really cool for our school.'... I really feel that **exposure leads to opportunities**; you can see what else there is in the world."

"Having a **designated science room** works well for the teachers, because if everything's in that room, it stays in that room... I think just having that space of, '**This is our science lab, a destination**, it just seems so special."

"I would like to see some kind of designated **performing arts space**... because we have the **mariachi** students and also the **folklórico** where it's really nice to have everything in a place, like a dance room... right now we're all sharing the auditorium. That makes it challenging too."

"A while ago we used to have a **parents' room**, for our meetings, if we need to do volunteer work... Now it's full of things. So there's **no space for us parents** to come in and do whatever we used to do... I think a parents' room would be really necessary... Like a **landing pad**."

"As soon as people walk in, they saw the office staff... You could see a face. But the office staff could also see who's going in and out... It made it more **welcoming** and also for **security**, easier to see."

"I think it's very important that we keep the **trees**. And it gives us a lot of **shade**, and it looks nice... Even when it's a really hot day, we can be there. So that's one of the things that is important for us to have a **shaded space**."

"We have so many programs here... right now, Sylvan, they have like the **rolling cart**... Mathnasium's in the work room and sometimes they're in the art room... I feel like **stuff's everywhere**... just like a little gathering or a holding space for them."

"The RSP room, it's a **shared room**... the students love the area... The only concern... is that whenever we have an **IEP meeting**, for the most part, that's where we use the cabin for meetings... So it could be like a busy week, IEP week, just for us."

"For the children's experience, **storage is really key**. For example, my classroom happens to be one that doesn't have any closet space and so **stuff is everywhere**. My bookshelves are falling apart. If things were built in... it would be easier for me to use manipulatives."

"This year I have **twenty-eight children, four adults** including myself, and we're trying to move in there. And it's **really tight**... the flexible seating really should be taken into consideration... helping the kids move so that I'm also able to move."

"When my older kid was here, he was taking therapy... sometimes there was **no room available** for the session. So sometimes they ended up **outside**, on the open space for the lunch... Sometimes there were kids playing and everything, so they didn't have that **privacy**."

"I see students everywhere. I see students in the **garden**. I see them with clipboards learning. I see students in the **science lab**. I see students with books in all of these spaces... like in the quad. I just feel like it's those little **schools of scholars**, where there's learning and engagement going on everywhere."

"We have some African American students who don't have that background at home, but I hear them **speaking Spanish** to their friends. I think it's a beautiful thing, that our kids come with that **social capital**. We need to make sure we do not lose that."

"I think that the dual language or Spanish program is really important for us, for our community, because most of the kids... come in speaking perfect Spanish. And sometimes over the years, they **lose the Spanish**... I want my kids to **keep the language**."

"Communication is key... three, four months, nothing... We didn't have any news about it. So we were all **worried**... I think it's important that you guys keep communicating with us, **not too far apart**."

