



# SAFE ROUTES TO SCHOOL MASTER PLAN

## City of Baldwin Park



**October 2014**

Baldwin Park Department of Public Works  
14403 Pacific Avenue  
Baldwin Park, CA 91706  
(626) 813-5255

Prepared by:





# Safe Routes to School Master Plan

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October 2014

### Acknowledgements

#### **Baldwin Park City Council**

Mayor Manuel Lozano  
Mayor Pro-Tem Ricardo Pacheco  
Councilmember Cruz Baca  
Councilmember Monica Garcia  
Councilmember Susan Rubio

#### **City of Baldwin Park**

Daniel Wall, Public Works Director  
David Lopez, Associate Engineer

#### **California Center for Public Health Advocacy**

Rosa Soto, Assistant Director  
Christina Cardenas, Advocacy Manager  
Connie Gonzalez, Administrative Assistant  
Alfred Mata, Local Policy Specialist  
Christine Quintero, Program Assistant

#### **Baldwin Park Unified School District**

Christine Dennis, Assistant Superintendent  
Sael Castro, Translator  
Lupe Palacios

#### **THINKTogther**

Letitia Aguino  
Johanna Vaca

#### **SRTS Master Plan Advisory Committee**

Jose Contreras  
Griselda Fernandez  
Marlen Garcia  
Maria Gonzalez  
Marlene Flores-Avila  
Captain Jill Poe  
Diana Rivera-Beltran  
Yolanda Sanchez  
Steven Storvis

### Design Team

#### **Local Government Commission**

Paul Zykofsky, Associate Director  
Anthony Leonard, Project Manager

#### **Ryan Snyder Associates**

Ryan Snyder, President

#### **Nelson\Nygaard Consulting Associates**

Michael M. Moule, PE, TE, PTOE, Principal

#### **Stantec**

Rock E. Miller PE, PTOE, Principal

*Funding provided through a California Department of Transportation (Caltrans) Community-Based Transportation Planning Grant and the City of Baldwin Park.*

*Views and opinions presented in this report do not necessarily represent the views or opinions of Caltrans or the California Business Transportation and Housing Agency*



## INTRODUCTION

The City of Baldwin Park has embarked on an effort to improve safety at all of its public schools. Baldwin Park has received both Federal and State SRTS grants to fund the Maine Avenue Complete Streets project. The Maine Avenue project will make numerous improvements to Maine Avenue from Los Angeles Street to Arrow Highway. These will be completed soon. The Maine Avenue project precedes this current planning effort and sets the stage for improvements called for in this Plan. This Plan will position the City well to receive future grants for both infrastructure projects and non-infrastructure programs.

The City partnered with the Local Government Commission and the California Center for Public Health Advocacy, and was awarded a grant from Caltrans to create a City of Baldwin Park Safe Routes to School (SRTS) Plan (the Plan). The Plan will include SRTS plans for each school, and citywide efforts to support and complement the individual plans. This document details work completed thus far and future steps.

There are two primary purposes to SRTS programs:

1. To make it safer for students to walk and bicycle to school
2. To increase the number of students walking and bicycling to school

In addition to safety benefits, there are health benefits for students who walk and bike to school. Environmental benefits result as fewer parents drive their children to school every day. Additionally, as children and families adopt more active lifestyles, their quality of life increases, they have more free time from driving less, and community relationships are strengthened. All of these benefits combine to create more livable neighborhoods surrounding schools where children walk or bike to school.

This document contains a program for a “5E” approach to making walking and bicycling safer and more attractive to Baldwin Park’s students and parents. The 5Es include the following:

- Engineering—to make physical improvements to the routes that students use to walk or bicycle to school
- Education—to teach students safe walking and bicycling habits, to teach parents the importance of safe driving habits, and to emphasize health and environmental benefits
- Encouragement—to promote walking and bicycling to school so more students choose to do so
- Enforcement—to ensure that rules and laws of the road are followed, as well as safe pick-up and drop-off practices are adhered to at the schools

- Evaluation—to track the Plan to assess its success and to modify it accordingly

Experience shows that this approach yields successful results in both making our communities safer to walk and bicycle in, and increasing the number of students doing so.

The Caltrans grant funded a range of efforts at the schools to initiate this Plan. The grant was used to do the following:

- Conduct SRTS workshops at schools
- Assess the safety issues
- Plan physical modifications to the routes

This project began in August of 2013. In September of 2013 the consultant team began conducting SRTS workshops for the stakeholders at each school. Three nationally certified SRTS instructors from the consultant team facilitated the workshops. The workshops began with a presentation that described why SRTS is important, along with a sampling of engineering devices that can be applied to make walking and bicycling safer. Attendees also saw presentation modules on education, encouragement, and enforcement programs. The workshops provided Spanish-speaking residents at all the schools with translated presentation slides along with simultaneous interpretation with headphones.

After the presentation, stakeholder attendees walked around the school and identified safety concerns at particular locations along common routes to each school. Upon returning to the presentation room, attendees drew on large-scale maps of their schools and surrounding areas. Attendees marked common walking and cycling routes to their school and identified key issues and locations needing improvement. They identified general safety issues, as well as location-specific safety issues. They also listed potential education, encouragement, and enforcement programs that might work at their schools. These led to the creation of SRTS plans for each school.

Since Baldwin Park high schools are located adjacent to elementary and middle schools, the team conducted joint workshops and prepared joint plans for these.

The plans for each school contain detailed engineering concepts. They also include a bullet-pointed list of some education, encouragement, and enforcement ideas that workshop attendees mentioned as potential programs.

After the draft of this plan was released and reviewed by City staff, a final community workshop was conducted on April 29, 2014. Community members were presented with the draft projects and program plans for each school, and offered a chance to comment and offer additional ideas. The ideas received were then incorporated into the existing projects and recommendations in this plan.

This Plan updates SRTS planning work conducted in 1995 by Baldwin Park. The 1995 SRTS Plan identified specific street improvements near each school in a similar fashion to this Plan. Signals, crosswalk striping, signs and other improvements were called for. Those improvements have been completed. This Plan moves Baldwin Park to the next step. This update utilizes the latest devices and design guidance which have changed significantly since 1995.

## EVALUATION

In the beginning of the process, baseline surveys were taken to learn about existing commute to school patterns. As the Plan's programs unfold, they should show increases in the number of students walking and bicycling. Since engineering improvements (physical modifications made to streets and intersections) will likely be made after this planning effort ends, initial improvements will result from the programs alone. Further increases can be expected once the physical improvements are made. Table 1 below shows results of the first baseline tally conducted in classrooms in the fall of 2013. Students identified the way they commute to school by all the modes that are commonly used. "Other" may include skateboards, scooters or taxis.

**Table 1: Baseline Commute to School Tally**

School	Walk	Bicycle	Other Self-Driven	School Bus	Family Vehicle	Carpool with Children of Other Family	Public Bus	Other	Number of Students
Bursch Elementary School	104	1	1	10	189	13	0	0	318
Central Elementary School									
De Anza Elementary School	174	12	3	111	252	7	0	0	559
Elwin Elementary School	133	1	5	19	193	15	0	0	366
Foster Elementary School	206	2	5	58	283	21	7	1	583
Geddes Elementary School	145	3	5	112	414	28	0	0	707
Kenmore Elementary School	175	0	1	52	258	12	0	2	500
Margaret Heath Elementary School	166	0	0	7	304	34	0	0	511
Pleasant View Elementary School	124	4	3	16	181	31	0	1	360
Santa Fe Elementary School	28	0	0	0	194	31	0	3	256
Tracy Elementary School	172	0	0	28	351	32	1	1	585
Vineland Elementary School	208	9	4	53	369	41	0	1	685
Walnut Elementary School	118	1	5	11	332	32	1	4	504
Holland Middle School	176	11	30	34	275	24	0	0	550
Jones Jr. High School	181	5	0	35	223	19	1	5	469
Olive Middle School	97	3	5	21	325	16	0	0	467
Sierra Vista Jr. High School	275	5	3	32	399	31	1	0	746
<b>TOTAL BY MODE</b>	<b>2482</b>	<b>57</b>	<b>70</b>	<b>599</b>	<b>4542</b>	<b>387</b>	<b>11</b>	<b>18</b>	<b>8166</b>
<b>% BY MODE</b>	<b>30.39%</b>	<b>0.70%</b>	<b>0.86%</b>	<b>7.34%</b>	<b>55.62%</b>	<b>4.74%</b>	<b>0.13%</b>	<b>0.22%</b>	

School	Walkers	Riders	Number of Students
Central Elementary School	221	302	523

Notes: Tallies were taken for Grades 1-8 between the dates of 10/7/13-10/21/13. High School students were not tallied. Central Elementary used different categories for their tally.



## SRTS PLANS BY SCHOOL

Comments from the SRTS workshops were brought along when fieldwork was conducted so that the resulting plans address the issues raised. The fieldwork also identified issues observed, which the plans address. The schools are presented in the order when the workshops were conducted. The workshops were grouped with the elementary schools that feed each corresponding middle school.

The planned physical improvements along school routes are described in the following pages. The Design Guidance section at the end of this document provides definition and guidance on these improvements. All bulb-outs and curb extensions will include perpendicular curb ramps and truncated dome tactile devices for the sight impaired. All pedestrian signals include audible signals for the sight impaired. All parkways planned for paving will ideally be paved with porous concrete for infiltration.

This is a *planned* list of improvements. The list gives the City projects that it can seek funds for. The City may want to change the list over time, as the list is conceptual. Engineering will need to be conducted prior to construction.

Crossing improvements are numbered according to their location in this document.

Maps on the following pages illustrate common routes that students take to get to school. The proposed improvements were planned along these routes.

The City should consider implementing some of the less expensive items first. Some items are relatively inexpensive and many can be put in within a short time frame after this Plan has been adopted. On the other hand, devices that require construction, and perhaps drainage modification, are significantly more expensive and may become long-term expenditures. Table 2 below shows some of the devices for consideration of short-term or long-term implementation.

**Table 2: Short-Term Vs. Long-Term Devices**

Short-Term Devices	Long-Term Devices
Crosswalks	Curb extensions
Advanced stop/yield lines	Crossing islands
Signs	Hybrid beacons
Countdown signals	Raised crosswalks
Curb ramps	Sidewalks
Bike lanes	Paths
Red curbs	Drainage modifications
Rapid flash beacons	

However, the City should take extra care with uncontrolled crossings, especially of multi-lane streets. Research has shown that simply marking a crosswalk on multi-lane streets with over 12,000 vehicles per day may result in more pedestrian crashes. The research recommends that other devices, such as but not limited to crossing islands, advanced yield lines, curb extensions and beacons are needed to make these pedestrian crossings safe. So in these cases, new crosswalks should be put in with some devices that are more expensive.

In addition to cost, the City should also consider means of prioritizing projects. The City won't be able to fund all of the improvements at once so they will have to be phased in. In order to prioritize projects the city can apply such criteria as, but not limited to:

- Crash history
- Traffic volumes
- Pedestrian volumes
- Number of travel lanes
- Width of the street
- Traffic speed
- Size of the school
- Community support

The City should also seek opportunities to piggy back on other projects. For example, the Maine Avenue project will soon make improvements that will benefit a number of schools. A future Olive Street project could do the same. Implementing a citywide bicycle plan will coincide with bikeway projects in this Plan. Resurfacing projects present ideal opportunities to stripe bike lanes, crosswalks, advanced yield lines, etc.

The plans for each school are presented in an order that groups elementary schools with the middle schools that they feed into in the same area of the city.



**Central Elementary School**



**Baldwin Park High School**

## SRTS Workshops

Two SRTS workshops were conducted on October 11, 2013: one for Central Elementary School and the other for the adjacent Baldwin Park High School.

### *Central Elementary School Workshop*

The following key stakeholders attended:

- School community liaison
- Parents
- Representatives from the Baldwin Park Unified School District
- Representatives from the California Center for Public Health Advocacy



## Safety Issues Raised at the Stakeholder Workshop or Through Field Observations

### General

- Lack of curb ramps
- Sidewalk hazards
- Difficult pedestrian crossings

### Location-Specific Issues

- Central Ave. & Big Dalton Ave.
  - no curb ramp
- Big Dalton Wash Bridge
  - no ramp up to the bridge on both sides
  - the bridge is too narrow
- Central Ave. & Root St.
- Big Dalton Ave./Central Ave.
  - traffic backs up during drop-off and pick-up
  - sidewalks are broken on Central Ave.

*Baldwin Park High School Workshop***Safety Issues Raised at the Stakeholder Workshop or Through Field Observations**

The following key stakeholders attended:

- School community liaison
- Parents
- Representatives from the Baldwin Park Unified School District
- Representatives from the California Center for Public Health Advocacy
- Representatives from BP Rack

General

- Speeding
- Congestion
- Signals not working or not visible enough
- Students crossing the street at the wrong places
- Bicyclists and skateboarders riding on the wrong side of the street
- Parents dropping students off in the middle of the street
- Need more street lights
- Crosswalks aren't visible enough
- Sidewalks are too narrow
- Lack of signs on streets and crosswalks
- Need more crossing guards

Location-Specific Issues

- Root St. & Central Ave.
  - wrong turns
  - signal not working correctly
- Puente Ave. & Badillo St.
  - poor curb ramps
  - narrow sidewalks
- Puente Ave. & Cleary Dr.
  - traffic
  - signs not visible
- Along Puente Ave. between Badillo St. and Root St.
  - traffic congestion
  - parents drop off students in the middle of the street
  - poor street lighting
- Along Badillo St. just west of Puente Ave.
  - motorists block the bike lane

## Maps

The following map displays bicyclist and pedestrian involved crashes for a five-year period between 2007 and 2011.



California Transportation Injury Mapping System data (2007-2011)

The map below shows the proposed engineering projects along common routes used by students to get to school.



## Existing Conditions and Engineering Recommendations

### Crossing Improvements (Both Schools Together)

#### L1. Puente Ave. & Root St. & Central Ave. & Chetney Dr.

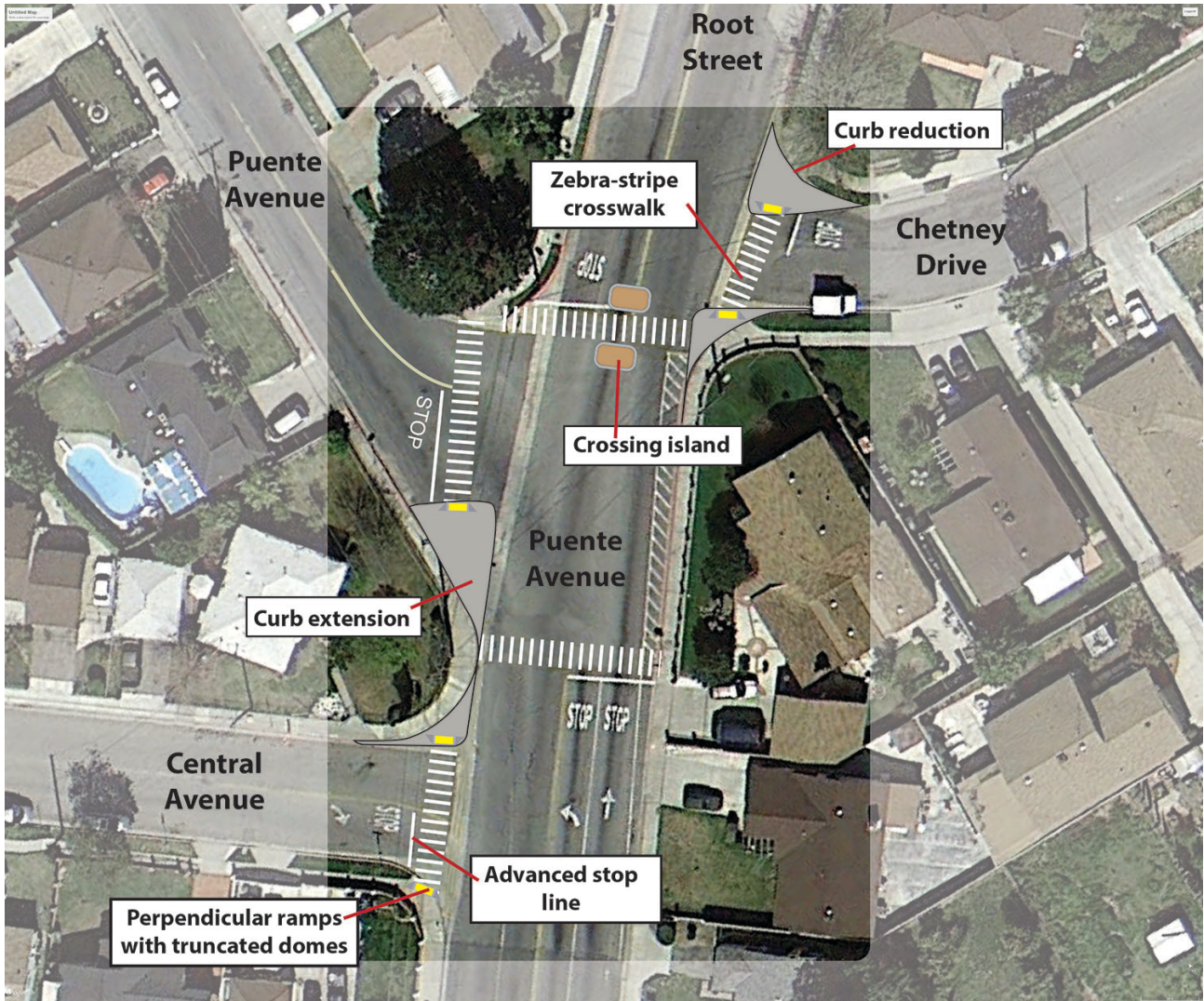
##### Existing

- Offset complex 5-way intersection
- 5-way stop
- Yellow transverse-line crosswalks on all legs
- Advanced stop lines on all legs except the southern NW leg (Central Ave.)
- No curb ramps on the SW leg (crossing Puente Ave.)
- Painted hatched out area prevents right turns southbound onto Central Ave.

##### Proposed

- Add zebra-stripe crosswalk on all legs (5)
- Add advanced stop line on the southern NW leg crosswalk (1)
- Square Puente Ave. off southbound north of Central Ave. with a large curb extension on the south side of the north leg (to cross Puente Ave.) (1)
- Reduce curb radii on the NW corner to cross Central Ave., and on both sides of the SE leg to cross Chetney Dr. (3)
- With a road diet on Root St., add crossing islands for the NE leg crosswalk (crossing Root St.)
- Add curb ramps to the SW leg crosswalk (2)
- Allow southbound right turns onto Central Ave.
- Due to its complexity, the City may consider signaling this intersection.





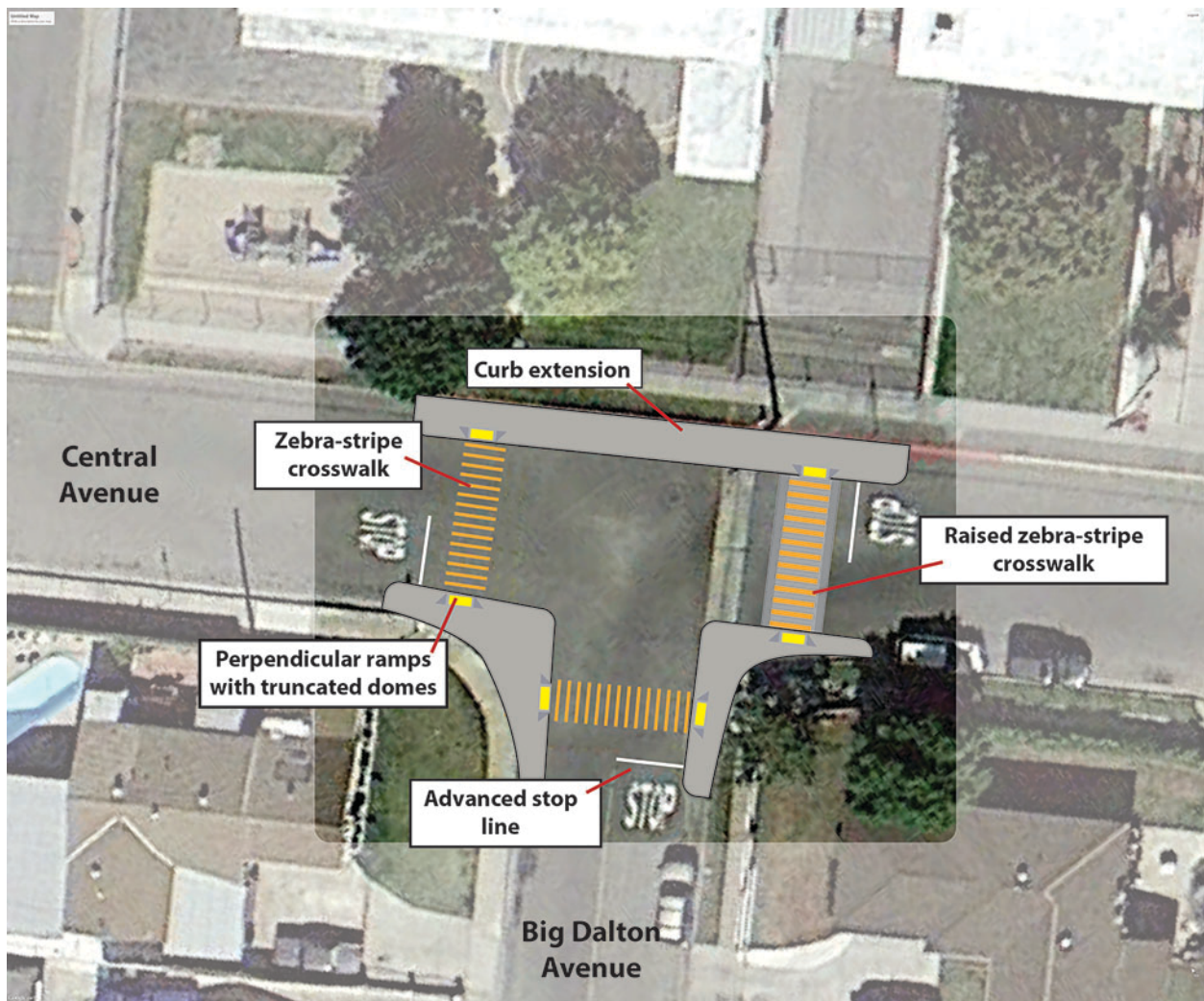
## L2. Central Ave. & Big Dalton Ave.

### Existing

- T-intersection
- 3-way stop
- Yellow transverse-line crosswalks on all legs
- No curb ramps on the north side

### Proposed

- Add a yellow zebra-stripe crosswalk on all legs (3)
- Add advanced stop lines to the crosswalks on all legs (3)
- Add a long curb extension on the NW side from one crosswalk to the other (2)
- Add a raised crosswalk to the SE leg (1)
- Add curb extensions to or reduce the curb radii of all crossing faces of the west and south corners (4)



### L3. Big Dalton Wash Bridge

#### Existing

- Narrow pedestrian bridge with stair access on both sides
- Uplifted sidewalk on the SE side of the bridge

#### Proposed

- Widen the bridge for pedestrians and bicyclists
- Add ramps to both sides of the new bridge
- Fix the uplifted sidewalk



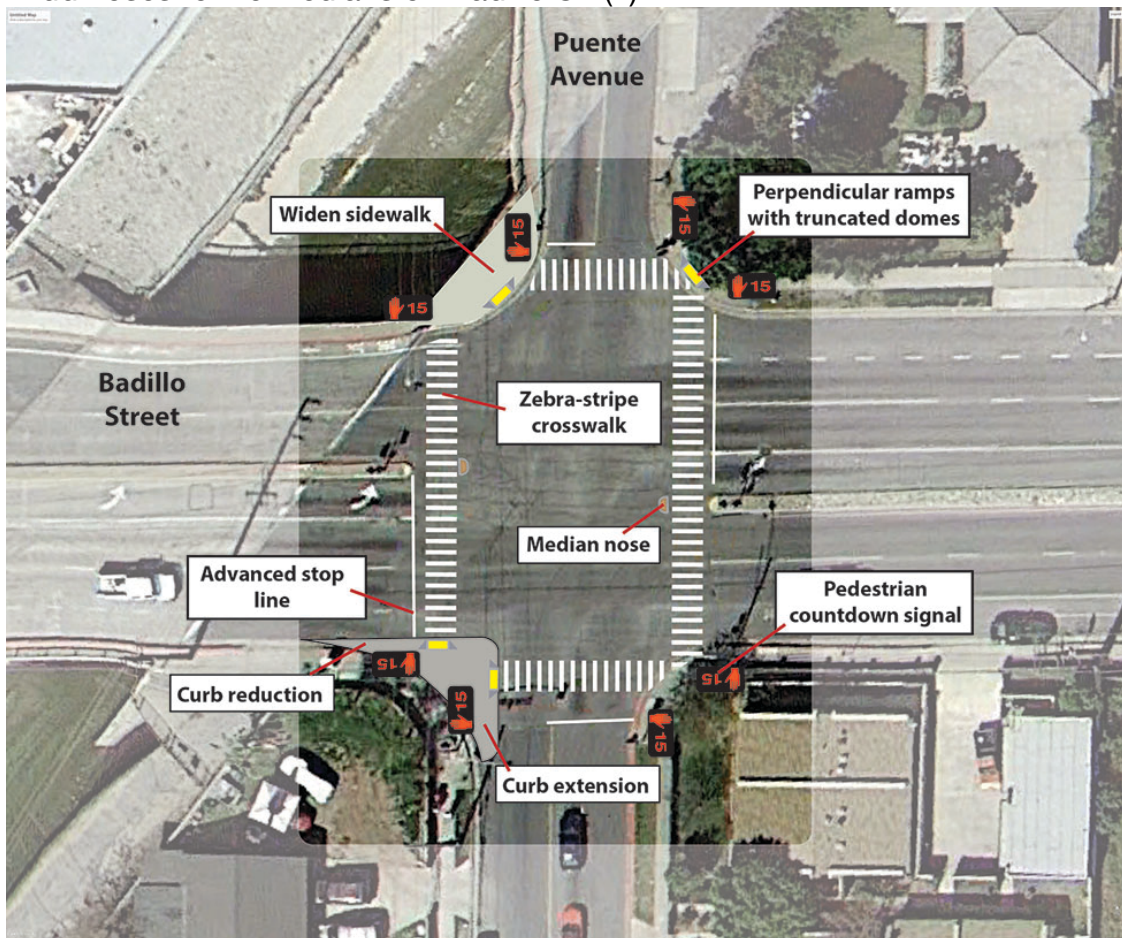
## L4. Badillo St. & Puente Ave.

### Existing

- Signalized intersection
- No countdown signals
- Yellow transverse-line crosswalks on all legs
- Protected left turns
- No curb ramps on the NW or NE corners

### Proposed

- Add zebra-stripe crosswalks to all legs (4)
- Add advanced stop lines to all crosswalks (4)
- Add countdown signals to all legs (8)
- Add a curb ramp to the NW corner with a widened sidewalk (1)
- Add a curb ramp to the NE corner (1)
- Add a curb extension to the west side of the south leg (1)
- Reduce the curb radii to the SW corner to cross the west leg (1)
- Add noses to the medians on Badillo St. (2)



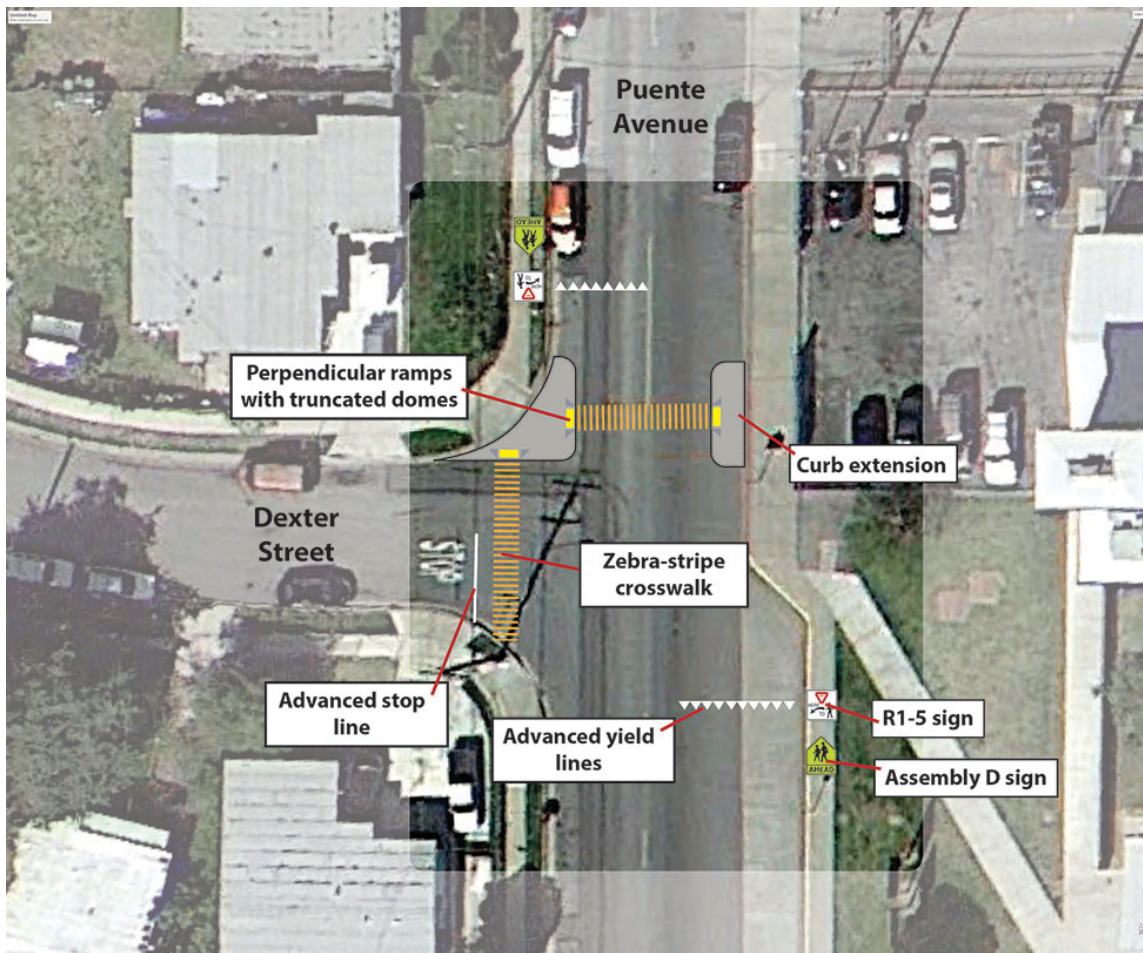
## L5. Puente Ave. & Dexter St.

### Existing

- T-intersection
- 1-way stop for Dexter St.
- Yellow transverse-line crosswalks on the north leg
- Old school crosswalk signs for the north leg
- SLOW SCHOOL XING pavement markings on both approaches to the north leg crosswalk

### Proposed

- Add a yellow zebra-stripe crosswalk on the north and west legs (2)
- Add an advanced stop line to the west leg crosswalk (1)
- Add advanced yield lines to both approaches to the north leg crosswalk (2)
- Add R1-5 signs to both approaches to the north leg crosswalk (2)
- Add Assembly D signs to both approaches to the north leg crosswalk (2)
- Add curb extensions to both sides of the north leg crosswalk (2)



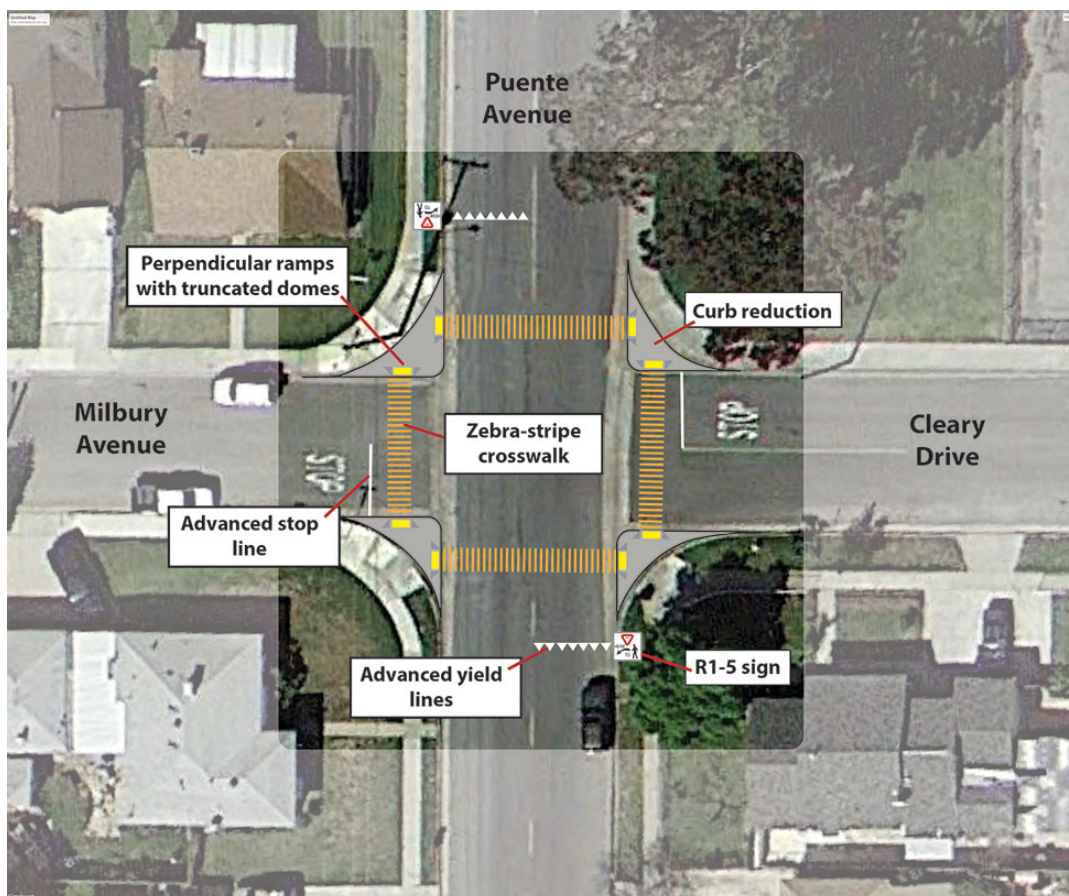
## L6. Puente Ave. & Cleary Dr./Millbury Ave.

### Existing

- 2-way stop for Cleary Dr./Millbury Ave.
- Yellow transverse-line crosswalks on the north and east legs
- Old school crosswalk signs for the north leg
- Old school crosswalk ahead signs for the north leg
- SLOW SCHOOL XING pavement markings on both approaches to the north leg crosswalk

### Proposed

- Add a yellow zebra-stripe crosswalk on all legs (4)
- Add an advanced stop line to the east and west leg crosswalks (2)
- Add advanced yield lines to both approaches to the north and south leg crosswalks (2)
- Add R1-5 signs to both approaches to the north and south leg crosswalks (2)
- Reduce the curb radii on all corners (4)



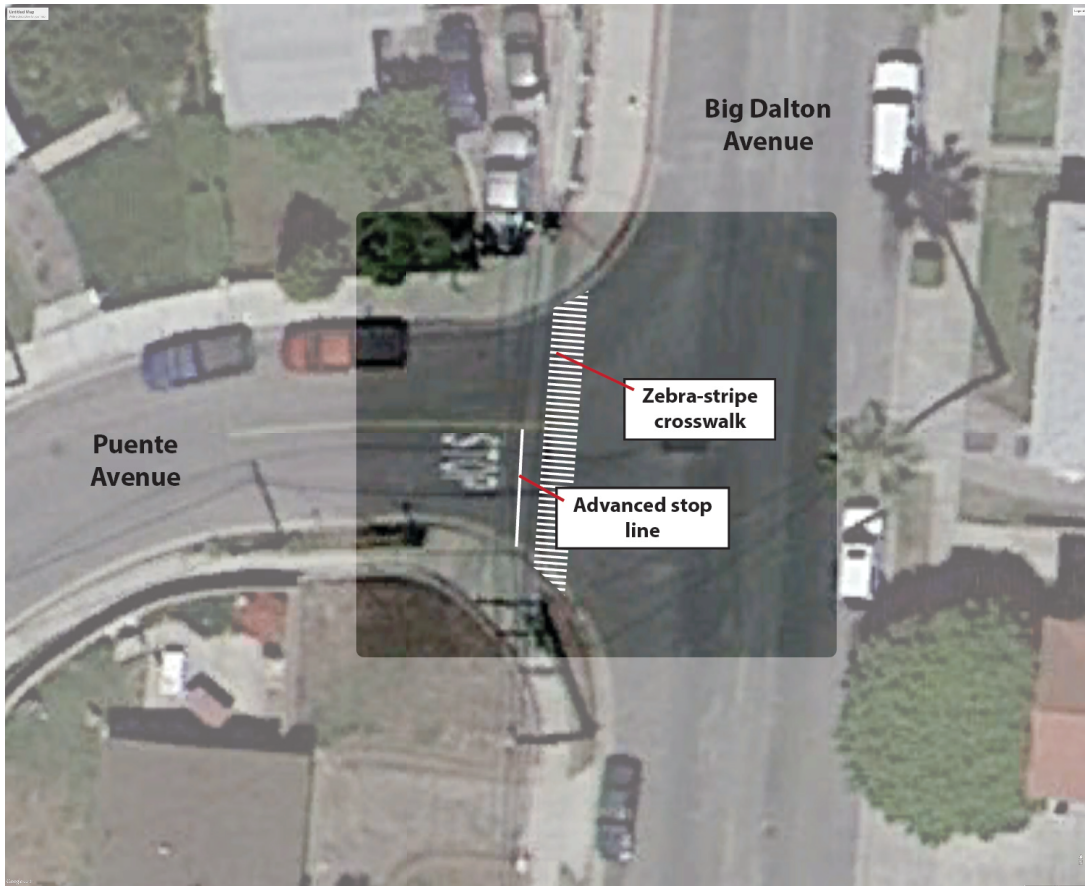
### L7. Puente Ave. & Big Dalton Ave.

#### Existing

- T-intersection
- 1-way stop for Big Dalton Ave.

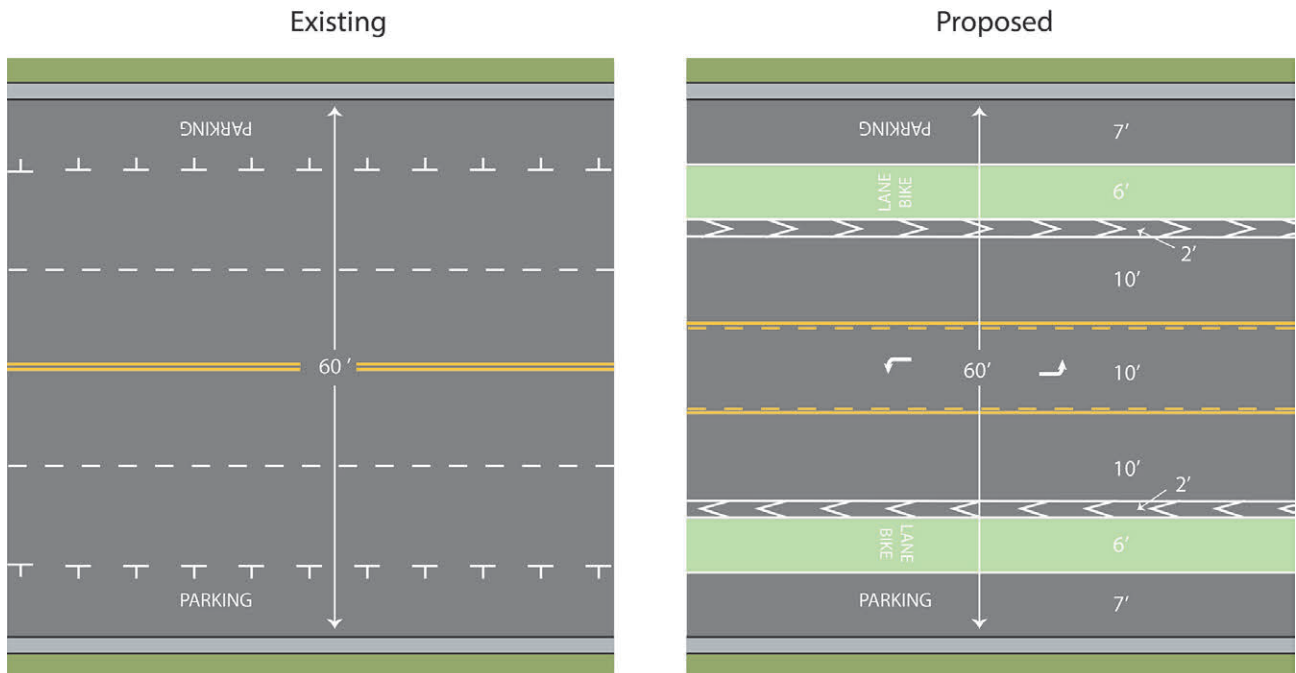
#### Proposed

- Add a zebra-stripe crosswalk on the west leg (1)
- Add an advanced stop line on the west leg (1)



### Linear Improvements

- Central Ave. in front of Central Elementary School
  - extend the yellow curb to the first driveway SE of the school for drop-off and pick-up
  - delineate a sidewalk area with parking stops, pylons, etc. along the SE edge of the school parking lot to allow students to connect with the sidewalk in front of the school without crossing the driveway (approximately 60')
  - pave the parkway from the SE driveway to Big Dalton Ave. (approximately 290')
- Add a bike route with shared lane markings along Central Ave. from Puente Ave. to Downing St. (0.5 mi.)
- Reduce the number of travel lanes along Root St./Puente Ave. from the NE city limit to Merced Ave. and add bike lanes (60' wide segments: 8' parking, 7' colored bike lane, 10' travel lane, 10' center-turn lane, 10' travel lane, 7' colored bike lane, 8' parking) (54'-wide segments: 7' parking, 5'6" colored bike lane, 10' travel lane, 9' center-turn lane, 10' travel lane, 5'6" colored bike lane, 7' parking) (1.4 mi.)





## **Bicycle, Skateboard, and Scooter Parking**

### Central Elementary School

- Add racks for 10 bicycles as described in the Design Guidance section. Add racks for 10 skateboards or scooters. Add more if needed.

### Baldwin Park High School

- Add racks for 30 bicycles as described in the Design Guidance section. Add racks for 30 skateboards or scooters. Add more if needed.

## **Program Plans**

Over time the schools will form SRTS Committees. These committees will oversee and coordinate ongoing education, encouragement, and enforcement programs at the schools. They will decide which programs to institute. In the meantime, workshop participants at Central Elementary School viewed modules on these topics and generated the following list of ideas they thought they would like to participate in.

### Education

- Distribute information about the program at parent-teacher conferences
- Have information specific to Central Elementary School
- Educate parents and students on procedures
- Offer Saturday safety education and walks with school police
- Begin bike rodeos
- Invite neighbors to a community event

### Encouragement

- Start Walking Wednesdays
- Use punch cards to keep track of students walking/bicycling
- Have contests with prizes
- Have a golden sneaker award
- Establish a park-and-walk site on the west side of the bridge over the Big Dalton Wash

### Enforcement

- Involve parents to volunteer
- Communicate better with school district staff
- Have more police support and police presence

- Have a camera on the streets to record collisions

Baldwin Park High School workshop attendees created the following list of programs that they would like to participate in.

#### Education

- Educate both parents and students
- Conduct educational workshops
- Educate students on how to walk along the streets
- Educate motorists

#### Encouragement

- Conduct motivational workshops
- Have police, public officials, or parents give incentives to students who follow safety rules

#### Enforcement

- Have more police patrols
- Have police serve as role models and educate on road safety rather than give tickets
- Involve the police more in the school