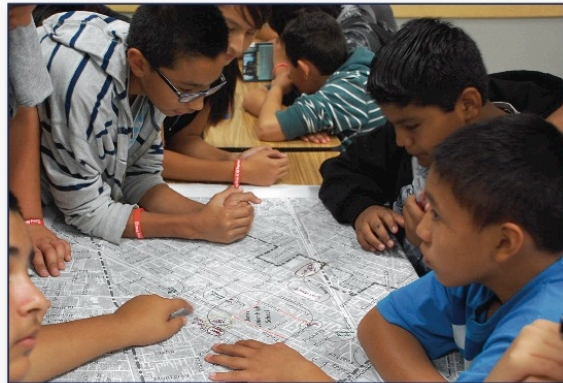




# SAFE ROUTES TO SCHOOL MASTER PLAN

## 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

## City of Baldwin Park

October 2014

### Acknowledgements

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

Mayor Manuel Lozano  
Mayor Pro-Tem Ricardo Pacheco  
Councilmember Cruz Baca  
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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

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## 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.



**Foster Elementary School**

## SRTS Workshop

An SRTS workshop was conducted on September 27, 2013. The following key stakeholders attended:

- School principal
- 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

- Speeding
- Motorists not respecting pedestrians
- Motorists not stopping for crosswalks
- Narrow sidewalks with obstructions
- Traffic
- Congestion
- Not enough lights
- No bike lanes
- Lack of visible signage
- Flooding/poor drainage
- Nuisance residents harassing students
- Graffiti

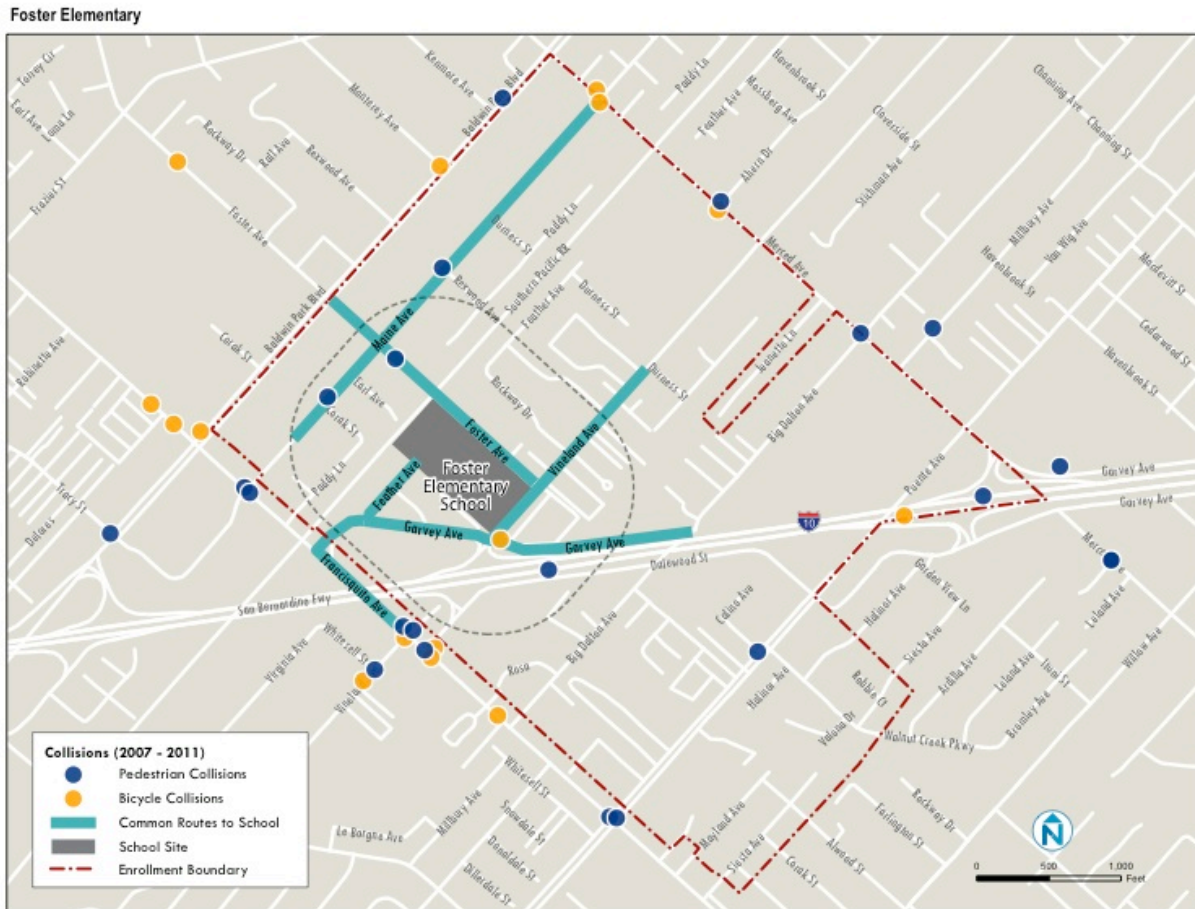
### Location-Specific Issues

- The whole area needs more lighting
- Vineland Ave. & Foster Ave.
  - speeding
  - needs more signs
- Merced Ave. & RR Track crossing
  - narrow sidewalk

- steep ramps
  - flooding
  - dirty/trash
  - resident on the NW side hoses students
- Francisquito Ave. & Garvey Ave.
  - no sidewalk along Garvey Ave.
  - lack of lighting
- Foster Ave. in front of the school
  - congestion
  - lack of lighting
  - narrow sidewalk
  - speeding
  - parkway floods
- Maine Ave. & Foster Ave.
  - speeding
  - motorists ignore stop signs
- Feather Ave. school entrance
  - needs more bike racks
- Baldwin Park Blvd. & Foster Ave.
  - some men say ugly things to children walking by

## 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.

Foster Elementary



## Existing Conditions and Engineering Recommendations

### Crossing Improvements

#### H1. Vineland Ave. & Foster Ave.

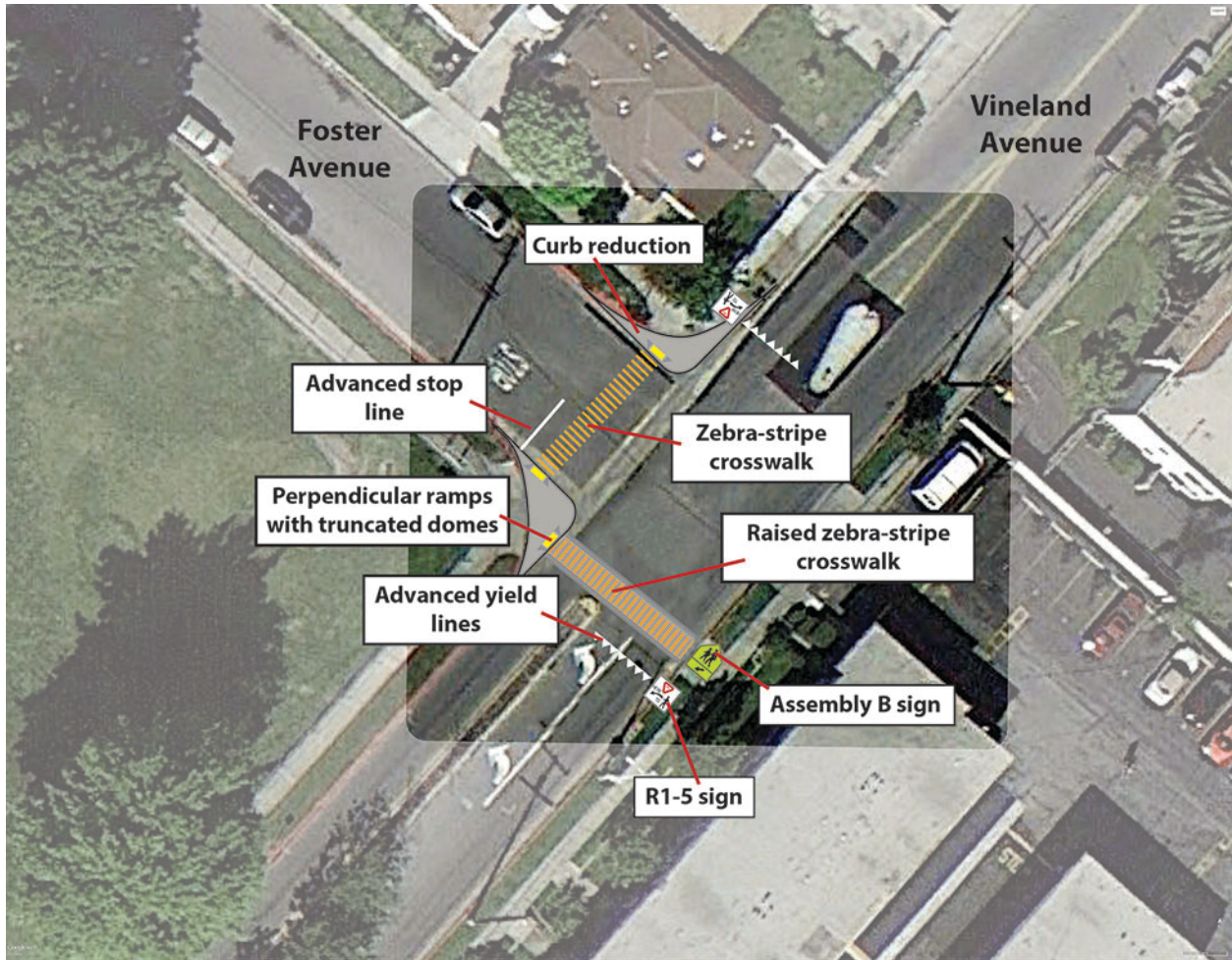
##### Existing

- T-intersection
- 1-way stop for Foster Ave.
- Yellow transverse-line crosswalks on the NW leg
- Yellow ladder crosswalk on the SW leg
- 1 new and 1 old school crossing sign for the SW leg crosswalk
- Assembly C signs on approaches to the SW crosswalk
- Assembly D signs on approaches to the SW crosswalk
- Trees block some signs
- Inadequate street lighting
- Drainage problems
- Crossing guard

##### Proposed

- Add a yellow zebra-stripe crosswalk on the NW leg (1)
- Add advanced yield lines on the SW leg crosswalk (2)
- Add R1-5 signs to the SW leg crosswalk
- Replace old school crosswalk sign NE bound on Vineland Ave. with an Assembly B sign (1)
- Reduce curb radii on the north and south corners (2)
- Add a raised zebra-stripe crosswalk to the SW leg (1)
- Evaluate ways to improve drainage





## H2. Foster Ave. & RR Tracks

### Existing

- Narrow, broken asphalt pavement across the RR
- Steep ramp
- RR crossing signals
- Only one crossing—SW side
- Crossing guard

### Proposed Option 1

- Close existing sidewalk across the tracks
- Connect existing sidewalks on both sides of the tracks to a new 8' wide bicycle/pedestrian crossing that connects the ends of the culs-de-sac (approximately 100')
- Add edge lines to channel pedestrians across the tracks (2)
- Add pedestrian gate arms to both sides (2)
- Add W82-1 signs to warn of the crossing (2)
- Add truncated domes on both sides of the tracks (2)
- Have the California Public Utilities Commission approve of the design before construction

### Proposed Option 2

- Move fence back 2-3'
- Construct more gentle ramps on the sidewalk
- Pave a wider concrete sidewalk across the tracks
- Add edge lines to channel pedestrians across the tracks (2)
- Add pedestrian gate arms to both sides (2)
- Add W82-1 signs to warn of the crossing (2)
- Add truncated domes on both sides of the tracks (2)
- Have the California Public Utilities Commission approve of the design before construction





### H3. Garvey Ave. & Francisquito Ave.

#### Existing

- T-intersection
- Signalized
- Countdown signals
- Transverse-line crosswalks on the NE and SE legs and to the slip lane island
- Right-turn slip lane from Francisquito Ave. onto Garvey Ave. (22' wide)
- Right-turn slip lane crosswalk in a location with limited visibility

#### Proposed

- Eliminate right-turn slip lane from Francisquito Ave. onto Garvey Ave.
- Add a sidewalk on Garvey Ave. (see Linear Improvements)
- Add zebra-stripe crosswalks to the NE and SE legs (2)
- Add advanced stop lines to crosswalks to the NE and SE legs (2)
- Reduce the curb radii on the north corner (1)



#### **H4. Garvey Ave. & Feather Ave.**

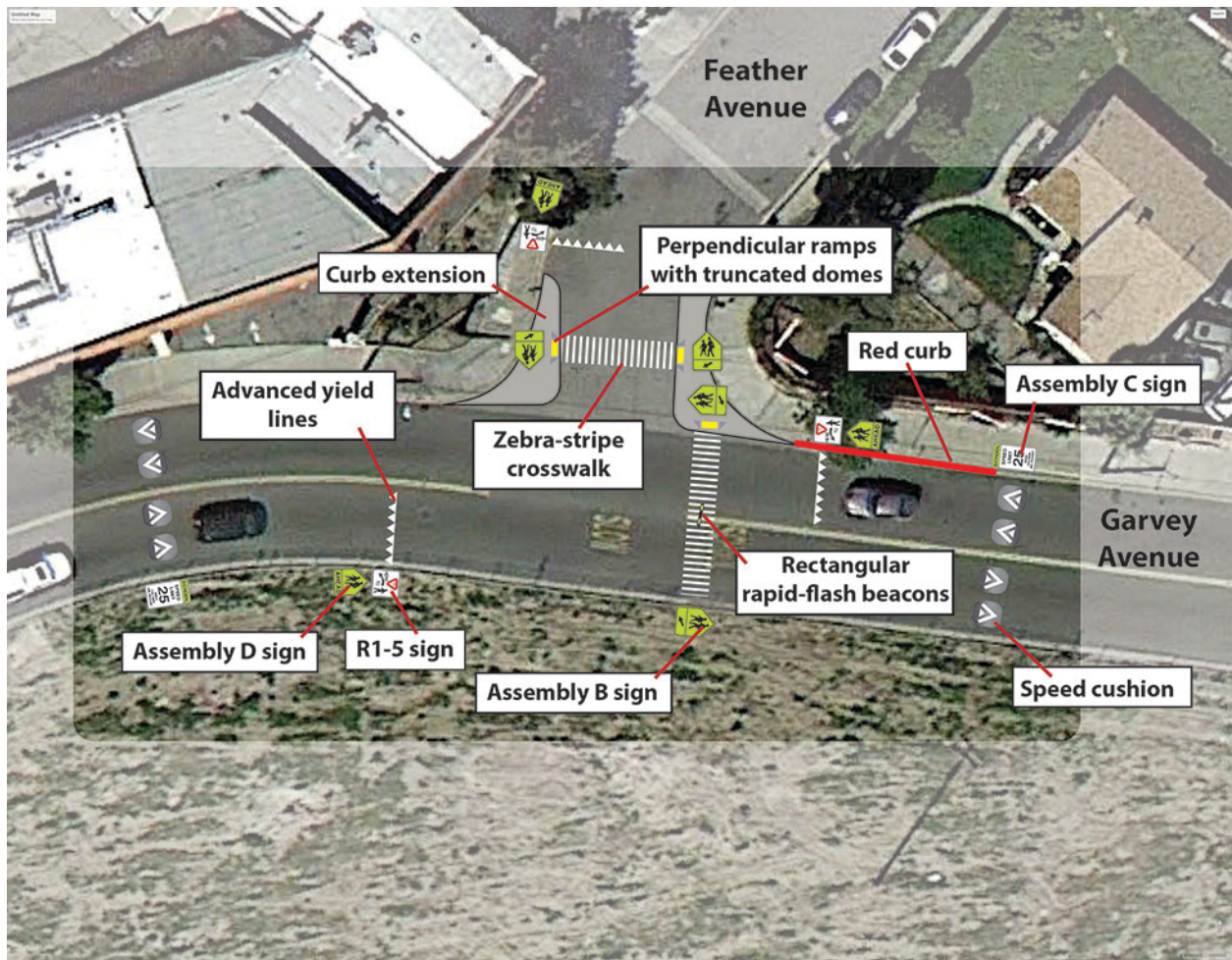
##### Existing

- T-intersection
- Uncontrolled
- No marked crosswalk
- Garvey Ave. 40' wide, 2 lanes with parking on the north side

##### Proposed

- Add a zebra-stripe crosswalk on the north leg (1)
- Add curb extensions to both sides on the north leg crosswalk (2)
- Add an advanced yield line to the southbound approach to the north leg crosswalk (1)
- Add an R1-5 sign to the southbound approach to the north leg crosswalk (1)
- Add an Assembly D sign to the southbound approach to the north leg crosswalk (1)
- Add Assembly B signs to the north leg crosswalk (2)
- Add a new zebra-stripe crosswalk to the east leg (1)
- Add rectangular rapid flash beacons to the crosswalk on the east leg (1)
- Add advanced yield lines to both approaches of the east leg crosswalk (2)
- Add an R1-5 sign to both approaches of the east leg crosswalk (2)
- Add an Assembly D sign to both approaches of the east leg crosswalk (2)
- Add Assembly B signs to the east leg crosswalk (2)
- Add Assembly C signs to Garvey Ave. (2)
- Add speed cushions on Garvey Ave. (2)
- Add a red curb east of Feather Ave. on the north side of Garvey Ave. (1)





## Linear Improvements

- Add street lighting along the following stretches of street:
  - Vineland Ave. from Merced Ave. to Garvey Ave.
  - Foster Ave. from Baldwin Park Blvd. to Vineland Ave.
  - Feather Ave. from Garvey Ave. to the school entrance
  - Garvey Ave. from Big Dalton Ave. to Francisquito Ave.
  - Francisquito Ave. from Garvey Ave. to Vineland Ave.
- Replace the parkway with concrete along Foster Ave. from the RR tracks to Vineland Ave. (approximately 800')
- Widen the sidewalk or put in curb extensions on Foster Ave. NW of the RR tracks to go around mail boxes and sidewalk obstructions (approximately 150')
- Add colored bike lanes along Garvey Ave. from Francisquito Ave. to Vineland Ave. (8' parking, 6' bike lane, 10' travel lane, 10' travel lane, 6' bike lane)
- Add a 12' wide bike path along the north side of Garvey Ave. from Big Dalton Wash to Vineland Ave.; will require an easement and grading (approximately 700')
- Add a sidewalk along Garvey Ave. from Francisquito Ave. to the new Feather Ave. crosswalk (approximately 400')
- Add a bike path along the north side of the I-10 freeway from Francisquito Ave. to Vineland Ave. (approximately 1000')
- Consider adding a bike/walking path directly from Francisquito Ave. at the I-10 freeway to the new Feather Ave. (approximately 420')

## Bicycle, Skateboard, and Scooter Parking

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

## Program Plan

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 Foster Elementary School viewed modules on these topics and generated the following list of ideas they thought they would like to participate in.

### Education

- Educate parents and students
- Distribute flyers with information to parents
- Set up a committee of parents

Encouragement

- Give prizes for walking
- Start a helmet program

Enforcement

- Organize a group of parents for safety