



Figure 4.4.7 CalEnviroScreen 4.0 Score - Ruth O. Harris Middle School

Healthy Place Index

The California Healthy Places Index (HPI), developed by the Public Health Alliance of Southern California, is a tool used to explore the community conditions that impact life expectancy. The HPI tool helps prioritize public and private investments, resources, and programs in neighborhoods where they are needed the most. The HPI tool combines 23 community characteristics such as access to healthcare, housing, education, and more. The tool produces a score ranging from 0-100 with a higher score representing a healthier community. The tool's indicators reflect widely recognized thematic areas of the social determinants of health and are consistent with those described by the Centers for Disease Control (CDC). Figure 4.4.8 illustrates the HPI scores for the census tract Ruth O. Harris Middle School is located within. The HPI score of 34.6 indicates less healthy conditions surrounding the school.



Figure 4.4.8 Healthy Place Index Score - Ruth O. Harris Middle School

Walking

Figure 4.4.9 provides an overview of the existing pedestrian network and challenges observed during the mobility assessment. The sidewalk network surrounding Ruth O. Harris Middle School is incomplete. There are no sidewalks on the east side of Alder Avenue, the north side of Maywood Avenue and parts of Tamarind Avenue. There is currently an existing Rectangular Rapid Flashing Beacon (RRFB) on the south leg of Alder Avenue and Maywood Street with a high-visibility crosswalk. The walk audit observed that the RRFB works well and is functional.

Challenges to walking were evaluated using the Pedestrian Evaluation Score (PES) developed by CR Associates. Based on the physical environment, surrounding land uses, and the street environment, a PES score was developed for nearby roadways. Figure 4.4.10 shows the results of the PES scoring. A sidewalk network with medium and high PES scores indicates low stress for walking, whereas low or very low PES scores can be considered a stressful walking environment. The roadways near Ruth O. Harris Middle School show primarily low PES scores, with a very low score on Jurupa Avenue, Alder Avenue, and Santa Ana Avenue. This indicates a stressful walking environment near the school along these roadways and may create an access barrier for students walking to school.



Figure 4.4.9 Existing Pedestrian Conditions

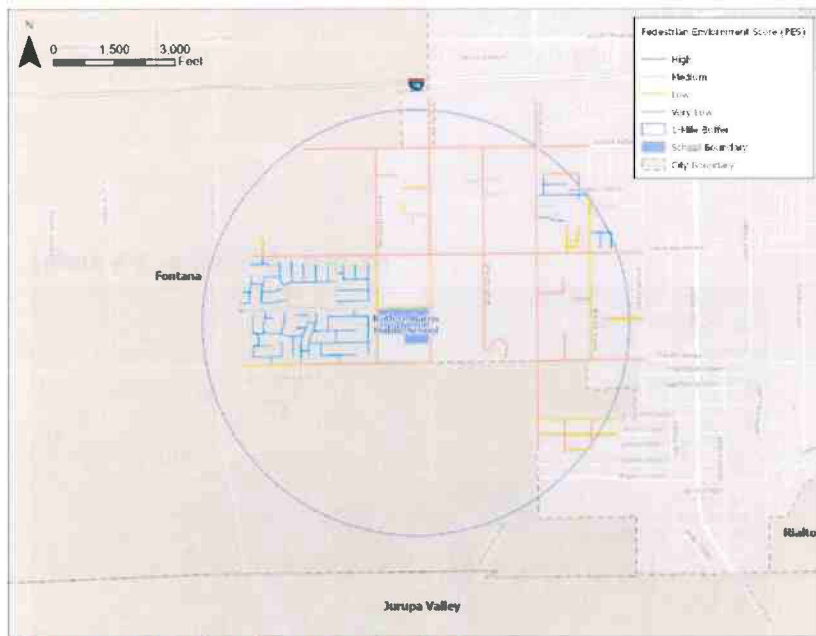


Figure 4.4.10 Pedestrian Evaluation Score

Figure 4.4.11 shows the walkshed for Ruth O Harris Middle School. The walkshed shows the area which a student can walk a half mile from the school. The walkshed has been reviewed for sidewalk connectivity and accessibility.

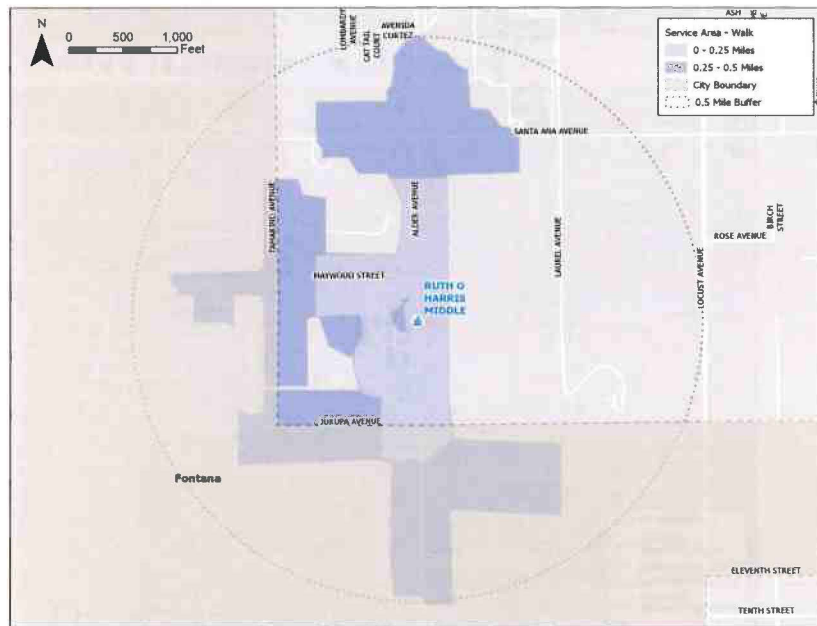


Figure 4.4.11 Existing Pedestrian Walkshed

Riding and Rolling

Currently, there are no bicycle facilities surrounding Ruth O. Harris Middle School. There are plans to implement a Class II Bike Lane along Jurupa Avenue and Cedar Avenue through San Bernardino County Transportation Authority (SBCTA) (Figure 4.4.12).

The bicycle environment was assessed using the bicycle Level of Traffic Stress (LTS) methodology for characterizing cycling environments, as developed by Mekuria, et al (2012) of the Mineta Transportation Institute. LTS takes into account a number of factors to classify the street network into categories according to the level of stress it causes cyclists. The LTS assessment conducted by MBI concluded that the roads immediately surrounding Ruth O. Harris Middle School have high LTS scores indicating higher stress levels for cyclists (Figure 4.4.13).

Figure 4.4.14 shows the bikeshed for Ruth O. Harris Middle School. The bikeshed shows the area which a student can bike two miles from the school.



Figure 4.4.12 Existing and Planned Bicycle Conditions

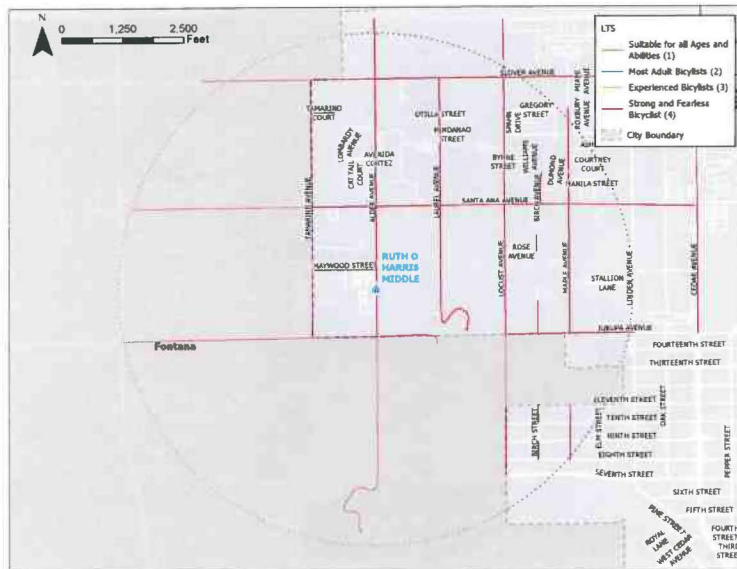


Figure 4.4.13 Bicycle Level of Traffic Stress

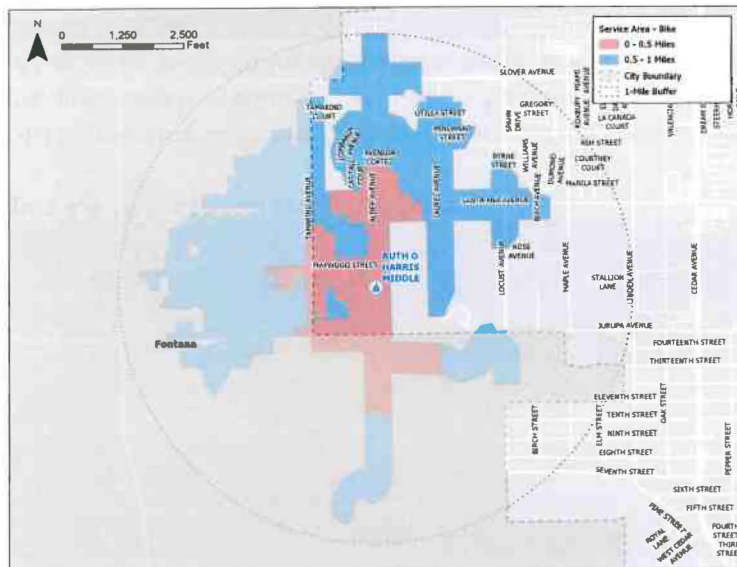


Figure 4.4.14 Existing Bikeshed

Pick-Up and Drop-Off

Ruth O. Harris Middle School is accessed via Alder Avenue, a two-lane road with parking along both sides, and Maywood Street, a two-lane road. Figure 4.4.15 illustrates the existing pick-up and drop-off conditions, and the behaviors observed during the mobility assessment.



Figure 4.4.15 Existing Pick-Up and Drop-Off Vehicle Behavior

Safety Analysis

Between 2019 and 2023, there were two bicycle collisions and no pedestrian collisions within a half mile radius of Ruth O. Harris Middle School (Figure 4.4.16). Both collisions caused a complaint of pain. Within a quarter mile radius of the school there were no bicycle or pedestrian crashes reported.

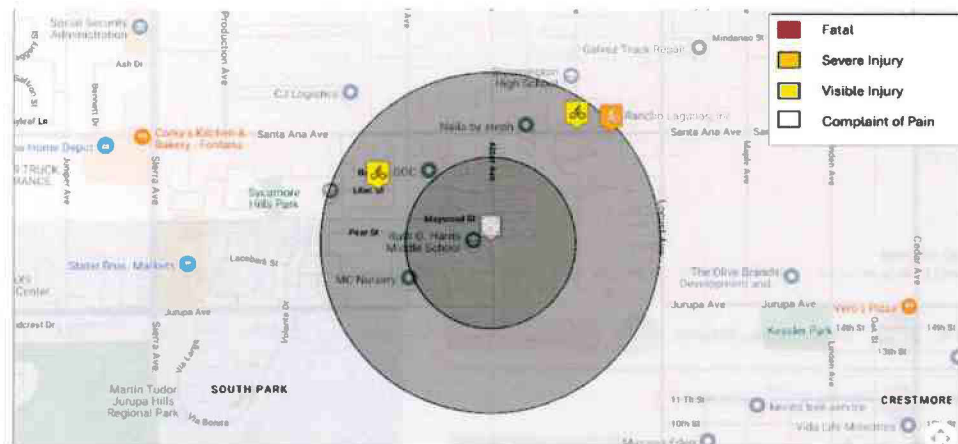


Figure 4.4.16 Bicycle and Pedestrian Involved Collisions (2019-2023)

Travel Pattern Analysis

A travel pattern analysis was conducted for Ruth O. Harris Middle School to understand how students may be traveling to the campus. Origin-Destination data was downloaded from the Replica Big Data platform, and ArcGIS and Python were used to process the data. Featuring the school site as the destination, the analysis provides insights into the magnitude of trips made to and from the surrounding neighborhoods. The neighborhoods are defined by Traffic Analysis Zones (TAZs) that fall within the school's attendance boundary. The analysis is performed by travel mode for both active travel, which includes walking and biking, and auto travel. The resulting maps display the number of trips by these two modes between the neighborhood TAZs and the TAZ where the school is located.

For each neighborhood, the number of trips made by each travel type was shown using lines on a map (Figure 4.4.17 and 4.4.18). A thicker line means more people are estimated to travel using that mode from that TAZ. Line thickness can be compared within the same mode of travel, such as comparing two walking routes from two different TAZs. One can also get a general sense of how walking and driving compare by looking at both sets of lines from the same TAZ side by side. For example, a thicker line for auto, compared to active for a particular TAZ indicates more of an interest in driving compared to walking or biking. It should be noted the lines are scaled differently for each mode of travel (auto and active), so they should not be compared directly. This data helps reveal how people tend to travel based on several factors, such as the existing walking or biking environment, land uses, physical barriers, population densities, and the layout of the roadway network.

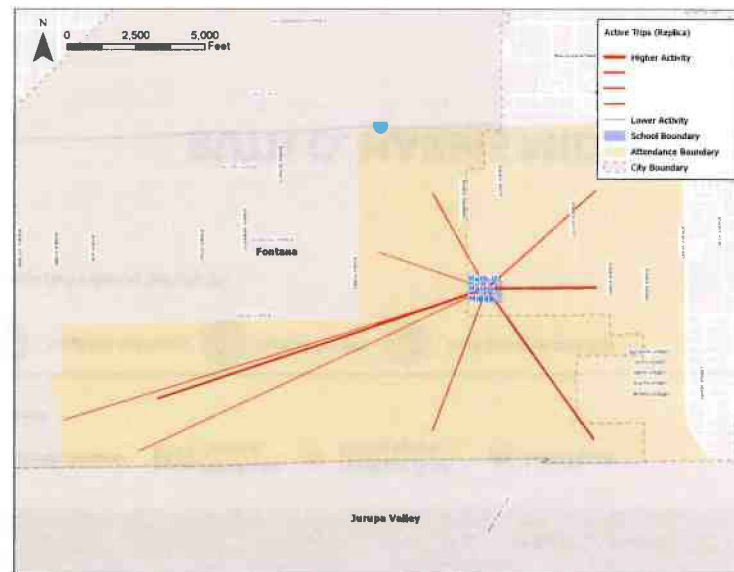


Figure 4.4.17 Active Travel Pattern

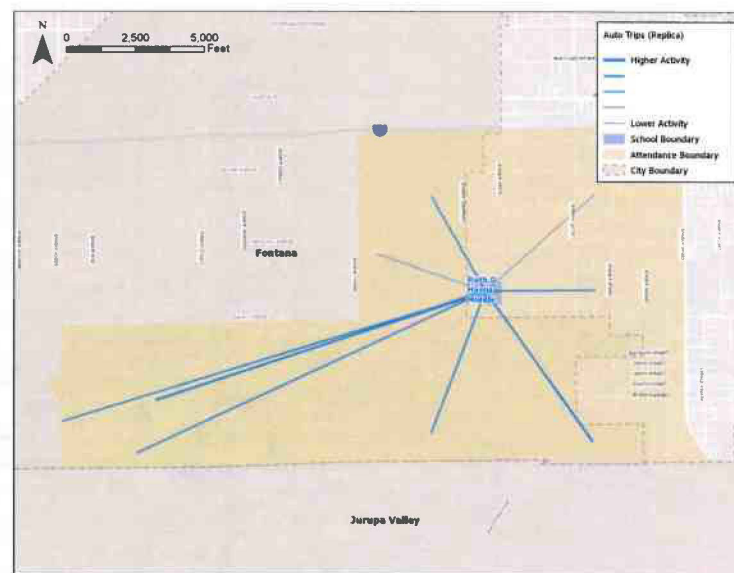
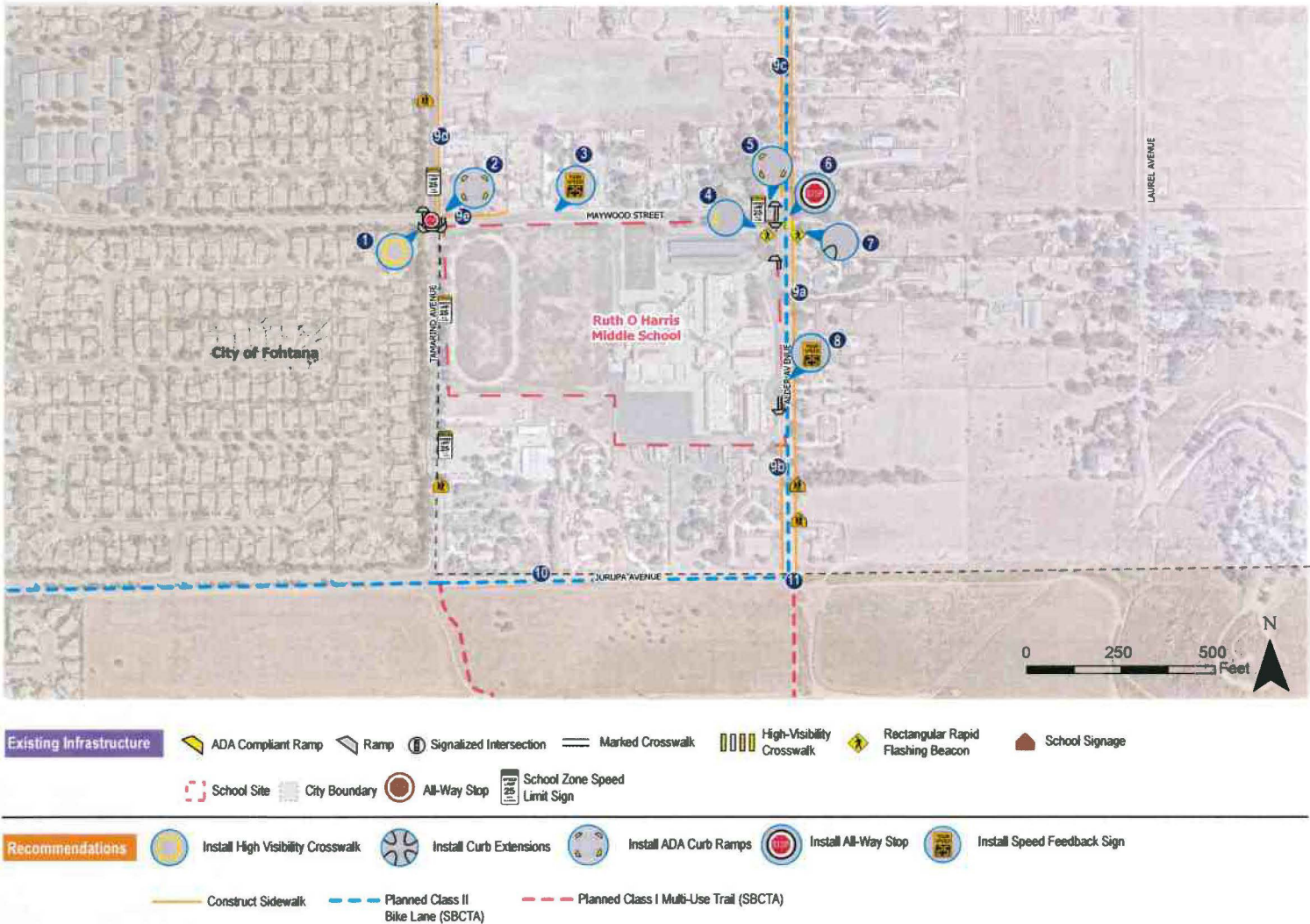


Figure 4.4.18 Auto Travel Pattern

SCHOOL RECOMMENDATIONS

The walking and biking environments around Ruth O. Harris Middle School offer several opportunities for improvement, particularly at the intersection of Maywood Street and Alder Avenue. At this intersection, a bulb out is recommended to narrow the roadway width, creating a shorter crossing distance while allowing pedestrians to be seen more clearly by motorists. Additional improvements to this intersection include upgrading the existing crosswalks to high-visibility crosswalks and providing all-way stop control. For pedestrian accessibility, it is recommended to add ADA-compliant curb ramps at all existing intersections and complete the sidewalks on the north side of Maywood Street and the east side of Alder Avenue. As part of SBCTA's Active Transportation Plan, Class II Bike Lanes are planned along Alder Avenue and Jurupa Avenue. Class I Bike Paths are planned south of Jurupa Avenue connecting to the existing utility trail. These improvements are highlighted in the graphic provided. A summary list of recommendations is included in Table 4.4.1.



RUTH O. HARRIS MIDDLE SCHOOL

TABLE 4.4.1 RUTH O. HARRIS MIDDLE SCHOOL RECOMMENDATIONS

ID	Improvement	Description	Location
1	High Visibility Crosswalk	Install a high-visibility crosswalks on all four legs of the intersection	Tamarind Avenue and Maywood Street
2	ADA Compliant Curb Ramps	Install ADA compliant curb ramps on all four corners of the intersection.	Tamarind Avenue and Maywood Street
3	Speed Feedback Sign	Install speed feedback sign along Maywood Street	Maywood Street between Tamarind Avenue and Alder Avenue
4	High Visibility Crosswalk	Install a high-visibility crosswalk on the west leg of the intersection	Maywood Street and Alder Avenue
5	ADA Compliant Curb Ramps	Install ADA compliant curb ramps on three corners of the intersection	Maywood Street and Alder Avenue
6	All-Way Stop Control	Replace existing RRFB with all-way stop control (*)	Maywood Street and Alder Avenue
7	Speed Feedback Sign	Install speed feedback sign along Alder Street	Alder Avenue between Maywood Street and Jurupa Avenue
8	Curb Extension	Install a curb extension at the southwest corner of the intersection	Maywood Street and Alder Avenue
9a	Sidewalk	Construct sidewalk on east side of street	Alder Avenue from Santa Ana Avenue to Jurupa Avenue
9b		Construct a sidewalk on the west side of street	Alder Avenue from Jurupa Avenue to school frontage
9c		Construct a sidewalk on the west side of street	Alder from Maywood Street to Santa Ana Avenue
9d		Construct a sidewalk on east side street	Tamarind Avenue between Maywood Street and Santa Ana Avenue
9e		Construct a sidewalk on the north side of street	Maywood Street between Tamarind Avenue and 250' east of Tamarind Avenue
10	Class II Bike lanes (SBCTA Planned)	Coordinate with SBCTA to construct Class II Bike Lanes per SBCTA planned bikeways	Jurupa Avenue between Alder Avenue and Sierra Avenue
			Alder Avenue between Jurupa Avenue to San Bernardino Avenue
11	Class I Multi-Use Trail (SBCTA Planned)	Coordinate with SBCTA to construct Class I Multi Use Trail per SBCTA planned bikeways	Dirt road south of Jurupa Avenue

(*) Note: Recommendation will need additional studies to determine warrants

4.5 CRESTMORE ELEMENTARY SCHOOL

18870 Jurupa Ave, Bloomington, CA 92316
Colton Joint Unified School District

Crestmore Elementary School is in southern Bloomington on the northwest corner of the intersection of Jurupa Avenue and Larch Avenue. The school is located approximately 1.5 miles south of Interstate 10 (I-10) and approximately 0.7 miles from Kessler Park. The land use surrounding Crestmore Elementary School is primarily residential with some industrial and vacant land. Figure 4.5.1 shows the school area and the overall context of the school site.



Figure 4.5.1 Context Map

SCHOOL PROFILE

Crestmore Elementary School is located within the unincorporated community of Bloomington and is a part of the Colton Joint Unified School District. During the 2023-2024 school year, Crestmore Elementary School served approximately

611 students in K – 6 with a student/teacher ratio of 21:1. Figure 4.5.2 shows that the school has a majority Hispanic population according to the census estimates. Approximately 89.5% of Crestmore Elementary School students received free or reduced-price lunch during the 2023-2024 school year which is significantly higher than the state and the county. (Figure 4.5.3)

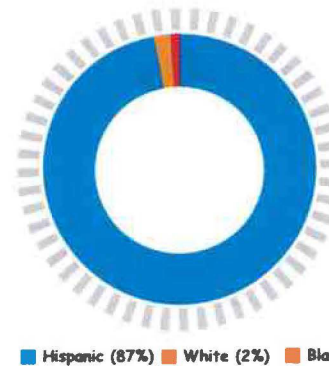


Figure 4.5.2 Demographic Composition

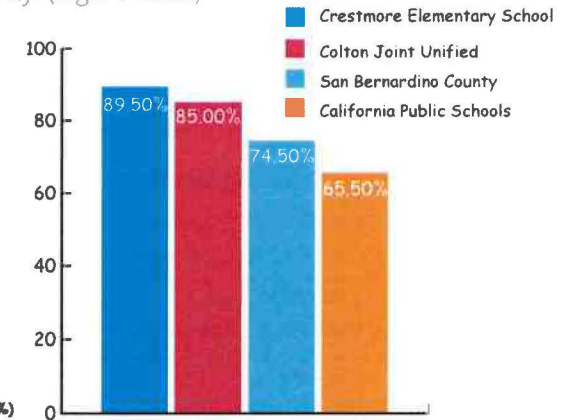


Figure 4.5.3 Free or Reduced Meals (Compare between district and county)

Student Tallies

The Safe Routes to School Student Arrival and Departure Tally Sheet was administered by Crestmore Elementary School staff from January 28th to January 30th, 2025, to better understand what mode(s) students use to travel to and from the campus. As displayed in Figure 4.5.4, most students arrived and departed in a family vehicle (92% average), followed by walking (5% average), carpooling (1% average) and biking (1% average), respectively. Crestmore Elementary School has a school bus that drops students off at the front of the school. Approximately 13 students reported taking the school bus.

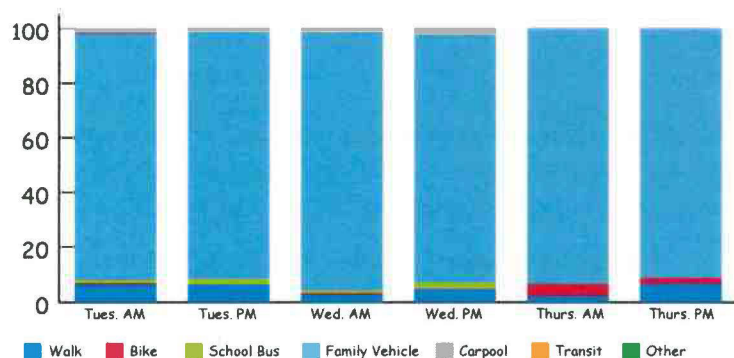


Figure 4.5.4 Crestmore Elementary School Student Arrival and Departure Tallie

Mobility Assessment

A walk audit and on-site meeting for Crestmore Elementary School in unincorporated San Bernardino County was conducted on January 29, 2025. The purpose of the event was to identify any issues related to student drop-off and pick-up that may make it unsafe or uncomfortable for students to walk, bike, and roll to and from school. Included in this assessment are discussions of observed insufficiencies, such as substandard sidewalks, missing curb ramps and crosswalks, inadequate bicycle infrastructure, and high traffic volumes and speeds around the school.

Those who attended the mobility assessment included Crestmore Elementary School Principal, San Bernardino County staff, Michael Baker International staff, and five student caregivers.

Although an online survey was administered as part of the school mobility assessment for Crestmore Elementary School, unfortunately, no parents/caregivers participated.



CalEnviroScreen 4.0

CalEnviroScreen (CES) is a tool developed by the California Office of Environmental Health Hazard Assessment (OEHHA) that identifies communities that are disproportionately burdened by pollutants. Indicators used to identify communities include exposures (traffic, pesticides, and drinking water), environmental effects (cleanup sites, solid waste), sensitive populations (Asthma, low birth weight), and socioeconomic factors (education, poverty, unemployment). Scores range from 0-100 with a higher score indicating a higher effect of pollutants for the area. Figure 4.5.5 illustrates the CES scores for Crestmore Elementary School and its surrounding area, scoring in the 95th to 100th percentile which indicates the area is disproportionately burdened by pollutants.



Figure 4.5.5 CalEnviroScreen 4.0 Score - Crestmore Elementary School

Healthy Place Index

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Figure 4.5.6 Healthy Place Index Score - Crestmore Elementary School

Walking

Figure 4.5.7 provides an overview of the existing pedestrian network and challenges observed during the mobility assessment site visit. The sidewalk network surrounding Crestmore Elementary School is incomplete. During the site visit, it was observed that there were no sidewalks on the south side of Jurupa Avenue and the east side of Larch Avenue. Sidewalk obstructions were also observed along the existing sidewalks on the west side of Larch Avenue including plant remnants and cracked concrete.

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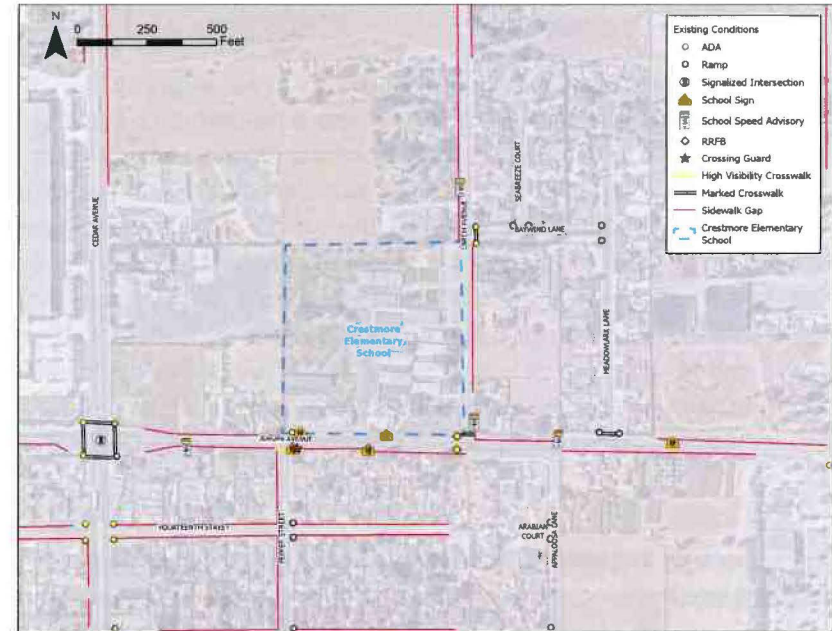


Figure 4.5.7 Existing Pedestrian Conditions



Figure 4.5.8 Pedestrian Evaluation Score