

- [Local public health data demonstrating the above public health concern or health disparity. Data should be at the smallest geography available \(state or national data is not sufficient\). One potential source is the \[Healthy Places Index \\(HPI\\)\]\(#\).](#)

COMMUNITY CHARACTERISTICS

Sequoia Middle School is located in unincorporated San Bernardino County within the City of Fontana's Sphere of Influence and serves approximately 800 students in grades 7–8. The surrounding community is a disadvantaged suburban area characterized by high socioeconomic need: approximately 96% of students are Hispanic and 93.8% qualify for free or reduced-price meals, well above school district (81.7%), county (71.5%) and statewide (61.7%) averages. Per CalEnviroScreen 4.0, the Project Census Tract (6071002501) is ranked in the 91st percentile, indicating elevated environmental, health, and socioeconomic burdens. The surrounding area is mainly residential with incomplete active transportation infrastructure. Key corridors, including Randall Avenue, Beech Avenue, Hemlock Avenue and Live Oak Avenue are classified as local roads with average daily traffic ranging between 2,280 to 7,619.

LACK OF CONNECTIVITY TO KEY DESTINATIONS

Sequoia Middle School sits within a dense 1-mile walkshed that includes multiple daily destinations: a nearby local park, Jack Bulik Park and Multipurpose Rink, via Randall Avenue, other local schools, including Live Oak Elementary School, Beech Avenue Elementary School, and Fontana High School, West Side Baptist Church of Fontana, residential neighborhoods, and transit locations on San Bernardino Avenue via Live Oak or Hemlock Avenues. Many students and families live within walking or rolling distance of these destinations. However, the existing active transportation network is fragmented. Sidewalk gaps, inaccessible curb ramps, faded crosswalks, and uncontrolled intersections break continuity and limit non-motorized travel.

The proposed Project will create a continuous, accessible, and safer network that connects homes, schools, and neighborhood destinations. The Project will also enhance connectivity not only for students, but also for working professionals commuting to transit, older adults accessing services, and families completing daily errands.

INCREASE WALKING AND ROLLING

The Project is expected to increase walking and rolling by constructing 4,115 feet of active transportation infrastructure (4,705 feet of new sidewalk and 590 feet of widened sidewalks) and providing separation from motorized traffic. Currently, family vehicles are the most common mode of transportation among students. Approximately 75% of Sequoia Middle School students do not travel to and from school via active transportation modes.

The Project is expected to increase walking and rolling by directly addressing the physical barriers that suppress active transportation. Key improvements include filling sidewalk gaps, upgrading curb ramps to ADA standards, installing high-visibility crosswalks, and formalizing safe crossings along key student routes. These changes transform short trips, many of which are currently made by car despite close proximity, into viable non-motorized options.

LACK OF MOBILITY AND UNDERSERVED NEED

Census Tracts 6071002501, 6071002401, 6071002502, and 6071002204 demonstrate severe mobility constraints. According to the Healthy Places Index (HPI), only 1.55% of workers commute using active modes, placing the area in the bottom statewide quintile. Infrastructure barriers contribute to this extremely low rate. Most households in these Census tracts have access to automobiles (approximately 98.8%). High automobile dependence contributes to congestion around the school, particularly during pick-up and drop-off periods, increasing collision risk and compounding inequities for those who must travel without a car. The Project addresses this unmet demand by providing safe, affordable, and reliable mobility options for all users, especially those currently underserved.

STUDENT USE AND ACCESS

Approximately 800 students attend Sequoia Middle School and are expected to benefit directly from the Project. Students living within one mile of the school are most likely to use the improved walking and biking facilities. Younger students from nearby elementary schools will benefit from safer connections for shared programs and after-school activities. High school and college-bound students will gain better access to transit stops, expanding travel options beyond the neighborhood. The Project also improves access for caregivers accompanying children and for residents who walk or bike to work or transit. For students with disabilities, ADA-compliant curb ramps and upgraded pathways will provide safer, more accessible routes. By making school travel safer and more comfortable, the Project can help reduce transportation barriers, support regular attendance, and encourage greater independence and participation in school activities.

LOCAL PUBLIC HEALTH CONDITIONS

The Project area serving Sequoia Middle School is located within Census Tracts 6071002501, 6071002401, 6071002502, and 6071002204, all of which rank within the lowest Healthy Places Index (HPI) percentiles statewide. According to the California HPI, these tracts fall within the bottom quartile (approximately 0–25th percentile) for healthy community conditions, indicating some of the most disadvantaged neighborhood environments in California and significant disparities in environmental quality, transportation safety, and socioeconomic conditions.

Physical Inactivity and Chronic Disease: The community has higher rates of obesity (28.7%), diabetes (13.1%), and low physical activity, with only 38–50% of students meeting fitness standards. Limited safe infrastructure reduces opportunities for daily movement.

Mental Health and Stress: The lack of dedicated pedestrian space contributes to chronic stress among students and families, particularly when daily trips involve navigating dangerous streets or relying on congested vehicle travel.

Traffic Injury Risk: San Bernardino County identifies traffic-related injuries as a major public health concern, particularly for children in disadvantaged areas. Incomplete non-motorized routes near Sequoia Middle School expose students to vehicles and increase the risk of collisions.

PROJECT OUTCOME AND DELIVERY

The outcome will be a connected and inclusive active transportation network with enhanced safety that enables walking or rolling as practical, everyday choices, especially for students and their families.

The Project will deliver this outcome by:

- Creating continuous, ADA-accessible pedestrian infrastructure;
- Installing high-visibility crossings and safer intersection treatments;
- Reducing traffic conflicts during peak school periods;
- Connecting key destinations; and
- Supporting independent mobility for youth and accessibility for all abilities.

By directly addressing documented infrastructure gaps and public health disparities, the Project reduces injury risk, lowers localized emissions, and increases opportunities for daily physical activity.

Ultimately, the Project will induce mode shift by aligning infrastructure with travel demand, transforming short car trips into safe, convenient, and routine active transportation trips. This investment advances safety, equity, and public health while creating lasting benefits for the community.

B. Describe how the proposed project will address the active transportation need: (0-26 points)

Select all options that apply:

- **X The project closes a gap**
- **The project creates new routes**
- **X The project removes a barrier to mobility**
- **X The project implements other improvements to existing routes**

1b. Referencing the needs selected above, discuss how the project will address the identified need:

Limit: 343/400 words

The proposed Project directly addresses multiple, overlapping active transportation needs by closing critical gaps, removing barriers to mobility, and improving existing infrastructure within the Sequoia Middle School area.

Closing Gaps

The Project fills discontinuities in the pedestrian network, particularly missing sidewalk segments and incomplete crossings along key student travel routes. These gaps currently force pedestrians to walk in the roadway or make indirect crossings. By establishing continuous, ADA-compliant pathways, the Project creates a complete and reliable network that supports safer, uninterrupted travel. Sidewalk gaps will be closed along Hemlock, Randall, Beech, and Sequoia Avenues. High-visibility crosswalks and ADA-compliant curb ramps will be installed at intersections with these roadways and other local streets.

Removing Barriers to Mobility

Existing conditions, such as inaccessible curb ramps, high-speed crossings, and lack of pedestrian visibility, disproportionately limit mobility for people with disabilities, older adults, and youth. The Project removes these barriers through ADA-compliant curb ramps, high-visibility crosswalks, and safer intersection treatments. These enhancements enable equitable access for users of all ages and abilities, including those using wheelchairs, strollers, or mobility aids.

Improving Existing Routes

In addition to new connections, the Project upgrades existing routes by enhancing safety and comfort. Improvements such as clearly marked crossings, traffic calming elements, and better-defined pedestrian space reduce conflict points and increase user confidence. These upgrades are critical along corridors that already experience high pedestrian demand, particularly during school arrival and dismissal periods.

Collectively, these improvements transform a fragmented and vehicle-oriented environment into a cohesive, safe, and accessible active transportation network. By directly addressing infrastructure deficiencies that currently discourage walking, the Project meets demonstrated community need and enables a shift toward more active and sustainable transportation choices.

2. Please provide a map of each gap closure, new route location, barrier, and/or new improvement: Applicants must provide a map of each gap closure identifying the gap and connections, and/or of the new route location, and/or the barrier location and improvement. If you include more than one map, combine all maps into one PDF.

See Attachment K – Q2 – B2 Map.

3. Referencing this map, describe the existing route(s) that currently connect the affected transportation related and community identified destinations and why the route(s) are not adequate.

Limit: 186 /200 words

Hemlock Avenue, Randall Avenue, Live Oak Avenue, and Beech Avenue serve as the primary routes connecting Sequoia Middle School to surrounding residential neighborhoods and adjacent local streets. These corridors provide the most direct paths for students traveling to and from school and offer connections to nearby community destinations. However, the existing routes do not meet current standards.

Key deficiencies include missing and discontinuous sidewalks, gaps in pedestrian infrastructure, and unmarked or poorly visible crossing locations. Along Hemlock Avenue and Randall Avenue in particular, higher traffic volumes and vehicle speeds create stressful conditions for students, especially during peak school arrival and dismissal times. Limited crossing visibility, wide roadway sections, and a lack of traffic-calming measures further increase the potential for conflicts between vehicles and pedestrians.

As a result, these conditions discourage walking and contribute to increased reliance on private vehicles for school access. The absence of continuous and connected walking network limits students' and residents' choices for travel to the school and nearby destinations, demonstrating the need for targeted improvements to close critical gaps and enhance overall connectivity.

4. Referencing the map, describe how the project links, connects to, or encourages the use of existing routes to transportation-related and community-identified destinations where an increase in active transportation modes can be realized, including but not limited to: schools, school facilities, transit facilities, community, social service or medical centers, employment centers, high density or affordable housing, regional, state, or national trail systems, recreational and visitor destinations or other community-identified destinations. Specific destinations must be identified.

Limit: 272/400 words

Discuss

- Will the project increase the proportion of student trips accomplished by active transportation? Discussion of students is not limited to Safe Routes to School projects.

As shown on the Project map (Attachment K - Q2-B2 Map), the proposed improvements strengthen and formalize active transportation connections between Sequoia Middle School, surrounding residential neighborhoods, and nearby community destinations. The Project focuses on Hemlock Avenue, Randall Avenue, Live Oak Avenue, and Beech Avenue, which function as the primary travel corridors for students, families, and community members accessing the school and adjacent areas.

The Project directly links residential neighborhoods north, east, south, and west of Sequoia Middle School to key school destinations, including the main school entrance, internal pedestrian access points, and on-campus facilities such as outdoor athletic fields and shared-use areas. By closing sidewalk gaps, upgrading curbs and ramps, and enhancing marked crossings, the Project will create continuous and accessible pedestrian routes that encourage walking for daily school trips. These improvements are expected to decrease the number of students that are driven to school.

In addition to access to Sequoia Middle School, the Project will improve connections to a nearby local park, Jack Bulik Park and Multipurpose Rink, via Randall Avenue, other local schools, including Live Oak Elementary School, Beech Avenue Elementary School, and Fontana High School, West Side Baptist Church of Fontana, and residential neighborhoods. The Project will also improve access to Omnitrans bus transit locations on San Bernardino Avenue via Live Oak or Hemlock Avenues.

Overall, as illustrated in the Project map, the proposed improvements will enhance connectivity along key corridors and strengthen links between Sequoia Middle School, nearby schools, parks, transit stops, and residential neighborhoods. By improving safety, comfort, and continuity along these routes, the Project will encourage greater use of walking and other active transportation modes for daily trips, supporting safer access to important community destinations and promoting long-term mobility and health benefits for students and residents.

QUESTION #3: POTENTIAL FOR REDUCING THE NUMBER AND/OR RATE OF PEDESTRIAN AND BICYCLIST FATALITIES AND INJURIES, INCLUDING THE IDENTIFICATION OF SAFETY HAZARDS FOR PEDESTRIANS AND BICYCLISTS. (0-25 POINTS)

A. Describe the project location's history of pedestrian and bicycle collisions resulting in fatalities and injuries to non-motorized users, which this project will mitigate. (0-12 points)

Applicants are encouraged to use the UC Berkeley SafeTREC TIMS tool as the safety data source, which was specifically designed for the ATP to produce these documents in an efficient manner. Applicants with access to alternative collision data tools can utilize their choice of methods/tools. Applicants must respond to question 1 or 2, and have the option to respond to both.

1. For applicants using the TIMS ATP tool, attach the items listed below:

The ATP TIMS tool can be accessed [here](#).

- Collision heat map of the area surrounding the project limits - demonstrating the relative collision history of the project limits in relation to the overall jurisdiction/community's collision history.
- Project Area Collision Map - identifying the past crash locations within the project limits.
- Collision Summaries and collision lists/reports - demonstrating collision trends, collision types, and collision details

Combine all documents into one PDF file.

Attachment K - See Attached Collision Heat Map, Project Area Heat Maps, and Collisions Summaries

Collision data from the UC Berkeley SafeTREC Transportation Injury Mapping System (TIMS) demonstrate a safety concern for non-motorized users in the area surrounding Sequoia Middle School. As part of San Bernardino County Safe Routes to School (SRTS) Plan, October 2025 accidents were assessed using the TIMS SRST tool. Data showed that between 2019 and 2024, there were 12 pedestrian and bicycle collisions within a one-half mile radius of Sequoia Middle School. Of the 12 collisions, there were two collisions involving a pedestrian who sustained severe injuries and one which was fatal. These were on Hemlock Avenue near Quail Lane (2021) and on Live Oak Avenue near San Bernardino Avenue (2022). Based on these results and the mobility assessment completed for the SRST Plan, improvements to the active transportation network near the school were identified. The improvement recommendations target the area around the school, bounded by Randall Avenue, Beech Avenue, Manzanita Drive, and Live Oak Avenue. Using the TIMS ATP tool for the target Project area 5 pedestrian- and 1 bicycle- involved collisions were recorded within the Project limits, including 1 serious pedestrian injury (2024), between 2019 and 2024.

2a. For applicants using another data source, attach relevant documents below:

Applicants that do not have the collision data above or that prefer to provide additional collision data and/or safety in a different format can provide this data below. (Examples include: Collision Rates, Community Observations, surveys, Street Story (<https://streetstory.berkeley.edu>), crowd-sourced maps, etc.)

The data and corresponding methodologies can be included in written form using the text box below.
Not Applicable.

2b. Data and corresponding methodologies in written form can be included here (optional):

Limit: 200 words

Not applicable.

3. From the project-area collision summaries/data provided in questions 1 and/or 2, enter the total reported pedestrian and/or bicycle collisions using the most recent 5 to 11 years of available data. The Average Per Year Column will show a "Formula Error" until applicants input the number years of collision data that were used into the table (input response in cell B1).

How many years of collision data were used in the Heat Maps and collision summaries:	Enter years here 2019-2024			
	Pedestrian	Bicycle	Total	Average Per Year
Fatalities	0	0	0	*Auto Fills
Injuries	5	1	6	*Auto Fills
Total	5	1	6	*Auto Fills

4. Referencing the project-area collision summaries and data provided in sub-questions 1 and 2, provide an analysis of the past collision data to identify the specific crash-type trends that will likely occur in the future if no action is taken. Discuss the extent to which the proposed project limits represent one of the agency's top priorities for addressing ongoing safety and discuss how the proposed safety improvements correspond to the types and locations of the past collisions. Consider the safety threats to vulnerable and underserved communities, including disadvantaged communities (if applicable), children, students, older adults, and persons with disabilities in your response.

Limit: 499/1000 words

Influence Area Guidance:

- A project's expected safety "Influence Area" (i.e., where a project has the potential to mitigate) must be reasonable.
- The project's "Influence Area" as defined by the applicant and shown in the output documents must be consistent with the project maps/plans attached to the application.

The safety of pedestrians, cyclists, and other non-motorized travelers is a priority for the County of San Bernardino Department of Public Works. This priority is consistent with the San Bernardino County Transportation Authority's (SBCTA) planning documents and mission statement, "to improve the quality of life and mobility in San Bernardino County. Safety is the cornerstone of all we do. We achieve this by: Making all transportation modes as efficient, economical, and environmentally responsible as possible." The proposed Project improvements directly address this priority and focus on providing a safer active transportation route for pedestrians.

Based on the Project-area collision summaries and TIMS ATP data, a total of six collisions (five pedestrian-and one bicycle-involved) were recorded within the Project limits between 2019 and 2024, including one serious pedestrian injury in 2024. The available data indicate a clear pattern of pedestrian-involved crashes and right-of-way conflicts, particularly affecting vulnerable users. Of the reported collisions, 60 percent of pedestrians were crossing outside of a marked crosswalk, while only 20 percent occurred within marked intersection crossings. Additionally, 40 percent of collisions involved driver failure to yield to pedestrians (Vehicle Code 21950), and another 60 percent involved unsafe pedestrian behavior associated with the absence of safe walking facilities (Vehicle Codes 21956 and 21954).

Collision location data further support these trends, with three collisions occurring at intersections and three occurring midblock (approximately 250 to 600 feet from intersections) along Randall, Live Oak, and Beech Avenues. The temporal distribution shows collisions occurring during school travel and active daytime/evening periods, including weekday mornings (6–9 AM), afternoon dismissal hours (3–6 PM), midday (12–2 PM), and evening periods (6–9 PM), indicating consistent exposure risk throughout the day. These patterns demonstrate a systemic issue related to inadequate pedestrian infrastructure, limited crossing opportunities, and insufficient traffic calming, rather than isolated user behavior.

Notably, three out of five injured individuals were children under the age of 14, highlighting a significant safety risk for students traveling to and from Sequoia Middle School. Without intervention, these trends are likely to persist or worsen due to continued reliance on unsafe midblock crossings, sidewalk gaps, and limited visibility.

The Project corridors represent a high-priority safety need for San Bernardino County, as they directly serve school-related travel routes and align with Safe Routes to School objectives. The proposed improvements, including new and infill sidewalks, high-visibility crosswalks, enhanced intersection treatments, curb ramps, and traffic calming measures, are specifically designed to address the documented crash types and locations. By formalizing crossing locations and providing continuous pedestrian facilities, the Project will reduce midblock crossings, improve driver yielding behavior, and enhance visibility at key conflict points. One of the documented collisions occurred at the intersection of Randall Avenue and Beech Avenue. High visibility crosswalks, ADA-compliant curb ramps, and sidewalks are planned at this intersection. These improvements are expected to address existing right-of-way conflicts by providing controlled pedestrian crossings and improving intersection safety. Traffic volumes along Randall Avenue and Beech Avenue contribute to elevated exposure risk for pedestrians, particularly during peak school travel periods.

These improvements will disproportionately benefit children, students, and other vulnerable populations, including older adults and persons with disabilities, as well as residents in underserved communities. Overall, the Project directly responds to documented collision trends and provides targeted safety enhancements that are expected to significantly reduce future crash risk while improving safe and equitable access to school and community destinations.

1. Referencing the information provided in Part A, demonstrate how the proposed countermeasures directly address (one or more) of the following underlying factors that are contributing to the occurrence (or potential occurrence) of active transportation user injuries or fatalities (including walking, biking and rolling).

Limit: 1401/1600 words

Discuss whether the project:

- Reduces speed or volume of motor vehicles in the proximity of non-motorized users.
- Improves sight distance and visibility between motorized and non-motorized users.
- Eliminates potential conflict points between motorized and non-motorized users, including creating physical separation between motorized and non-motorized users.
- Improves compliance with local traffic laws for both motorized and non-motorized users.
- Addresses inadequate vehicular traffic control devices.

- Addresses inadequate or unsafe bicycle facilities, trails, crosswalks and/or sidewalks.
- Eliminates or reduces behaviors that lead to collisions involving non-motorized users.

Students walking to and from Sequoia Middle School are exposed to a range of traffic safety risks associated with incomplete pedestrian infrastructure and higher vehicle activity during predictable school travel periods along local streets and near the school. Existing conditions, such as sidewalk gaps, inaccessible curb ramps, unmarked or poorly visible crossings, unsafe turning movements, vehicles traveling in excess of posted speed limits, and unsignalized intersections, create conditions that increase the likelihood of conflicts between motor vehicles and non-motorized users. Middle-school students are particularly vulnerable, as they increasingly travel independently while still developing judgment, speed assessment, and hazard recognition skills.

The proposed Sequoia Middle Safe Routes to School Project will implement proven safety countermeasures that directly address these underlying risk factors by improving visibility, managing vehicle behavior, eliminating conflict points, and providing continuous, accessible pedestrian infrastructure. Together, the improvements reduce exposure to traffic hazards, support predictable movements for all users, and create a safer environment for walking and rolling.

Reducing Vehicle Speed and Exposure Near Non-Motorized Users

Vehicle speed and turning behavior are major contributors to the severity and likelihood of pedestrian-related injuries, particularly near schools. The proposed Project includes targeted countermeasures that directly reduce speed-related risk and exposure for students during peak school hours.

The installation of a speed feedback sign along Hemlock Boulevard between Holly Drive and Manzanita Drive, a primary school approach corridor, will increase driver awareness of actual travel speeds and reinforces posted limits in the school zone. The speed feedback sign is designed to encourage voluntary speed reduction. By providing immediate and visible feedback, this countermeasure helps reduce speeding and lower the severity of potential crashes involving students. Speed feedback signs have been shown to be especially effective during limited-duration school peak periods such as morning arrival and afternoon dismissal.

Additionally, the Project includes a new “no left turn” restriction at the school driveway exit to restrict northbound movements onto Hemlock Avenue in front of the school. Left-turn movements are a common source of pedestrian conflicts, particularly when drivers are focused on identifying gaps in traffic rather than looking for crossing students. Restricting left turns at this location reduces vehicle-pedestrian conflict points, simplifies decision-making for drivers, and improves predictability during times of student crossing activity. Together, these measures reduce exposure to moving vehicles and help create a safer operating environment near the school.

Improving Visibility and Sight Distance Between Users

Limited visibility between drivers and pedestrians contributes directly to crash risk. Middle school students are often smaller in stature than adults, making them less visible to drivers, and are more likely to make unpredictable movements. Enhanced visibility is a critical safety consideration in the school vicinity.

The Project will construct 17 high-visibility crosswalks at key intersections and crossing locations along established student travel routes within ½ mile of the school. These crosswalks make crossing locations

more visible and legible to approaching drivers and clarify where pedestrians are expected to cross, helping drivers anticipate and yield appropriately.

The addition of 19 ADA-compliant curb ramps further improves visibility and alignment at crossings by directing students and other pedestrians to cross at designated locations. Properly aligned ramps guide pedestrians into marked crosswalks, reduce diagonal crossings, and reinforce predictable movement patterns. This is particularly important for students with disabilities, caregivers with strollers, and individuals using mobility devices, who require accessible transitions to safely cross roadways.

Together, these improvements enhance sight distance, improve recognition of pedestrian activity, and reduce the likelihood of surprise conflicts between drivers and non-motorized users.

Eliminating and Managing Conflict Points

Locations where pedestrian and vehicle paths intersect are a primary contributor to active transportation injuries. The proposed Project addresses these risks by separating non-motorized users from traffic and by reducing the number of uncontrolled conflict points.

The construction of 4,705 feet of new sidewalk will close long-standing gaps that currently force students to walk in the roadway or on narrow shoulders. These conditions expose students directly to vehicle traffic and increase the risk of sideswipe and rear-end conflicts. Filling these gaps will create continuous, designated pedestrian space and eliminate the need for students to share travel lanes with vehicles.

In higher-activity areas near the school between the north school driveway entrance and the south school driveway exit, the Project will also construct 590 feet of widened sidewalk to better accommodate concentrated pedestrian volumes during arrival and dismissal. Wider sidewalks reduce crowding, support bidirectional movement, and provide additional buffer space between pedestrians and moving vehicles. This is particularly important for groups of students walking together, caregivers accompanying children, and people using mobility aids.

Traffic volumes along Randall Avenue and Beech Avenue further compound safety concerns, with Average Daily Traffic (ADT) volumes of approximately 4,600 to 7,600 vehicles per day, respectively, increase exposure and the likelihood of conflicts between vehicles and pedestrians or bicyclists.

At intersections and crossings, the combination of sidewalks, curb ramps, crosswalks, and turning restrictions reduces random or mid-block crossings and channels pedestrian movement to safer, controlled locations. These measures collectively reduce the number and severity of conflict points between motor vehicles and non-motorized users.

Improving Compliance with Traffic Laws

Proposed elements of the Project will aid in supporting compliance with traffic laws for both drivers and non-motorized users by clearly communicating expected behavior. The installation of high-visibility crosswalks reinforces driver yielding responsibilities and clearly identifies where pedestrians have priority. ADA-compliant curb ramps encourage pedestrians to cross at designated locations rather than at unsafe or informal points. The speed feedback sign promotes adherence to posted speed limits without relying solely on enforcement, while the no-left-turn restriction eliminates illegal or risky turning movements.

For students, clearly marked and accessible infrastructure supports safer behavior by defining where to walk and cross. For drivers, consistent visual cues reduce ambiguity and improve compliance with school-area traffic regulations. These improvements work together to reinforce lawful, predictable behavior by all users.

Addressing Inadequate or Missing Traffic Control Devices

Several safety risks near Sequoia Middle School stem from inadequate or missing traffic control devices that do not reflect current pedestrian demand. The Project directly responds to these deficiencies by adding essential, context-appropriate traffic control features.

The 17 new crosswalks highlight locations that are poorly marked or not marked where students currently cross, improving driver awareness and pedestrian priority. The speed feedback sign responds to documented concerns about speeding along Hemlock Avenue near the school approach. The no-left-turn sign addresses unsafe turning behavior at a location with high student crossing activity. Collectively, these improvements provide the visual and operational cues necessary to improve safety.

Improving Sidewalks, Crosswalks, and Accessibility

Inadequate sidewalk and crossing infrastructure are fundamental barriers to safe walking for students. The Project's extensive new and widened sidewalk construction creates a continuous, accessible pedestrian network that supports students of all abilities. The addition of ADA-compliant curb ramps ensures that students with mobility challenges, caregivers with strollers, and older adults can safely navigate intersections and crossings. High-visibility crosswalks enhance safety at roadway crossings by clearly delineating pedestrian space.

These improvements address the basic infrastructure needs required for safe everyday school travel and remove barriers that disproportionately affect vulnerable users.

Reducing Behaviors That Lead to Collisions

Consistent with the Safe Systems approach, behaviors such as speeding, unsafe turning movements, mid-block crossings, and walking in the roadway can reflect challenges within the transportation environment that may be addressed through targeted infrastructure improvements.

Continuous sidewalks discourage students from walking in travel lanes. Defined crossing locations reduce mid-block crossings. Speed feedback signage discourages excessive speeds. Turning restrictions eliminate high-risk vehicle movements during peak periods. By making the safest behavior the easiest and most intuitive option, the Project reduces the likelihood of collisions involving non-motorized users.

Summary of Integrated Safety Benefits

The Proposed Safe Routes to School Project will employ a comprehensive set of proven safety countermeasures that directly address the underlying factors contributing to active transportation risks near Sequoia Middle School. Through a combination of sidewalk construction, accessibility upgrades, enhanced crossings, speed management, turning controls, and a signalized crossing, the Project reduces exposure to traffic hazards, improves visibility and predictability, and supports safer behavior for all users.

These countermeasures work together as an integrated system to protect students during daily travel, improve safety for caregivers, older adults, and people with disabilities, and create a more orderly and predictable street environment. By targeting the specific risks associated with school-area travel, the

Project advances ATP safety objectives and provides lasting protection for one of the community's most vulnerable populations.

2. Does this project propose new or improved bike facilities?

Yes

X No

If yes, Describe the issues that were considered when evaluating and selecting the project's bikeway facility type (i.e., Class I, II, III, and/or IV).

Limit: 600 words

Potential considerations include, but are not limited to:

- Community input
- Place type (e.g., rural, suburban, urban)
- Posted speed limits
- Traffic volume
- Proposed operating speed
- Safety concerns outlined in Part A
- Traffic calming measures
- Roadway cross section
- Right-of-way, utility, and environmental constraints
- Other considerations

QUESTION #4: PUBLIC PARTICIPATION AND PLANNING (0-10 POINTS)

A. Describe the community-based public participation process that culminated in the project. Did the alternatives take the wide range of active transportation users into consideration (i.e., children, older adults, wheelchair users, and people with visual impairments)? (0-10 points)

Limit: 1000/1300 words

Include discussions of:

- What was the process to prepare for existing and future needs of users of this project?
- Who was engaged in the public participation and planning process?
- How will stakeholders continue to be engaged in the implementation of the project?
- Describe unique engagement challenges the community face and how they were addressed, if applicable.

Public Participation Process:

San Bernardino County conducted a comprehensive, school-based public participation process as part of the San Bernardino County *Safe Routes to School (SRTS) Plan* finalized in October 2025. The County SRTS team worked closely with the Fontana Unified School District administrators, Sequoia Middle School teachers, parents, caregivers, and community members to identify key safety concerns and establish project priorities. School staff and families, as the experts on daily student travel patterns, played a critical role in informing the participation process and shaping responsive, school-specific safety strategies.

The engagement effort included school observations, walk audits, student tallies, and parent surveys specific to Sequoia Middle School. As part of the school-specific outreach process, the County SRTS Team distributed an engagement packet that included walk audit flyers, student travel tally sheets, and

clear instructions for administering the parent survey. The process was designed to identify existing safety challenges, anticipate future needs, and develop alternatives that serve active transportation users traveling to and from school.

Observations and Walk Audits

A walk audit and on-site meeting for Sequoia Middle School was conducted on January 30, 2025. Outreach was conducted through e-blasts, the school website, social media, and flyers to encourage broad participation. The walk audit's purpose was to evaluate real-world conditions students and families experience during arrival and dismissal periods, identify barriers to walking and rolling, and document unsafe behaviors during peak travel times. Audit materials featured guiding questions and space to record feedback, and were provided in both English and Spanish. Participants included the Sequoia Middle School Principal and CR Associates staff (SRTS Plan consultant). Findings from the walk audit directly informed the Plan's infrastructure recommendations.

These activities focused on pedestrian circulation, sidewalk continuity, street crossings, vehicle operations, visibility, and accessibility. Particular attention was given to locations where incomplete sidewalks force pedestrians along roadway edges, such as the east side of Hemlock Avenue.

Observations also documented conflicts caused by vehicles parking in pedestrian paths and reversing into active travel lanes, creating unpredictable conditions that are especially hazardous for children, older adults, and individuals with visual impairments. Crossing locations were evaluated for visibility, driver compliance, accessibility, and overall safety for users of varying abilities. The existing RRFB crossing and crossing guard presence at Manzanita Drive and Live Oak Avenue were identified as critical safety assets, while the absence of additional controlled crossings was noted as a constraint.

Future needs were incorporated by prioritizing alternatives that improve universal accessibility, such as continuous sidewalks, clear pedestrian zones, accessible curb ramps, high-visibility crosswalks, and ADA-compliant design standards. Even though bicycle facilities are currently absent and not planned in the immediate vicinity, the planning process acknowledged long-term opportunities to support a broader range of active transportation users as safety conditions improve.

Student Tally Sheets

The San Bernardino SRTS Team provided Safe Routes to School Student Arrival and Departure Tally Sheets, as well as instructions on how to administer the travel tally sheet, to teachers at Sequoia Middle School. The tally sheet used the standard "Student Travel Tally" form developed by the National Center for SRTS to collect data for better understanding of mode(s) students use to travel to and from school. The Student Tally Sheet process was administered for Sequoia Middle School between January 29 and January 30, 2025 via a QR code to an on-line interface. Through the student tallies, it was found that the primary mode of travel for most students commuting to and from Sequoia Middle School was the use of a family vehicle.

Parent Survey

An online parent questionnaire survey was developed by the San Bernardino County SRTS Team and sent to Sequoia Middle school which was then publicized to all parents/ guardians through the school's communication channels (eblast, web page, social media, flyers). The questionnaire was designed to ask parents how their student currently travels to and from school, the distance their family lives from

school, challenges associated with walking and rolling, and their overall attitudes toward active modes of transportation.

Ongoing Stakeholder Engagement During Implementation

Stakeholder engagement will continue throughout Project development and implementation. San Bernardino County will coordinate with the Fontana Unified School District and Sequoia Middle School staff to refine project elements, confirm operational needs, and minimize impacts during construction. Parents and community members will continue to be informed through school communication channels and outreach efforts, allowing opportunities for feedback as improvements progress.

School staff and crossing guards will remain key partners in monitoring the effectiveness of implemented measures and identifying areas for adjustment. Continued collaboration ensures that implemented improvements remain responsive to changing enrollment, travel patterns, and community needs over time.

Unique Community Engagement Challenges and Responses

The community surrounding Sequoia Middle School faces several engagement challenges common to school-adjacent neighborhoods. Busy school-hour traffic conditions limit opportunities for extended in-person engagement, and many families rely on vehicle drop-off due to perceived safety risks along walking routes. Additionally, the absence of sidewalks and formal pedestrian infrastructure discourages walking, particularly for students with disabilities and caregivers accompanying multiple children.

These challenges were addressed by conducting on-site observations and walk audits during peak arrival and dismissal times, allowing planners to directly assess conditions without requiring additional time commitments from families. Engagement through the school district and teachers helped reach parents who may not otherwise participate in traditional public meetings. This approach ensured that feedback reflected a broad cross-section of users, including those who face the greatest barriers and risks when walking to and from school.

Summary

The SRTS planning process for Sequoia Middle School was grounded in direct observation, inclusive engagement, and collaboration with school and community partners. Alternatives were developed with careful consideration of children, older adults, and wheelchair users by prioritizing accessibility, sidewalk continuity, safe crossings, and reduced vehicle-pedestrian conflicts. Continued stakeholder involvement during implementation will support a safer, more equitable active transportation environment and advance the project's Safe Routes to School goals.

Attach any applicable public participation & planning documents here: See Other Attachments Q#6

QUESTION #5: SCOPE AND PLAN LAYOUT CONSISTENCY AND COST EFFECTIVENESS (0-3 POINTS)

The evaluators will consider the following:

- Consistency between the layouts/maps, Engineer's Estimate, and proposed scope
- Compliance with the Engineer's Checklist and cost effectiveness
- Complete project schedule

No Response Needed

QUESTION #6: USE OF CALIFORNIA CONSERVATION CORPS (CCC) OR CERTIFIED LOCAL COMMUNITY CONSERVATION CORPS (CALCC) (0 OR -5 POINTS)

Under statute, applicants are required to seek CCC and CALCC (or Tribal Corps, if applicable) participation in their ATP project. Points will be deducted if an applicant does not seek Corps participation or if an applicant intends not to utilize a Corps in a project in which the Corps can participate. Applicants who are not requesting construction (or non-infrastructure) funds are not required to consult with the Corps.

Applicants must consult with the Corps every ATP cycle and for each application submitted. Applicants may not use Corps consultation from previous ATP cycles or from other ATP applications to satisfy this requirement.

Step 1: Corps Consultation

The applicant must request for both the CCC and CALCC at least fourteen (14) business days prior to application submittal via their [Consultation Form](#). The CCC and CALCC will respond within fourteen (14) business days from receipt of the form.

Additional information and instructions can be found at:

- [California Conservation Corps website](#)
- [Certified Local Conservation Corps ATP website](#)

Please select one of the following:

- **Applicant has consulted with the CCC and CALCC (or Tribal Corps, if applicable). Provide documentation below. (0 points)**
- Applicant has NOT consulted with the CCC and CALCC (or Tribal Corps, if applicable). (-5 points)
- Applicant is not requesting construction funds from the ATP, so Corps consultation is not required. (0 points)

Attach submittal email, response email, and any attachment(s) from the CCC here:

See attached.

Attach submittal email, response email, and any attachment(s) from the CALCC here:

See attached.

Attach submittal email, response email, and any attachment(s) from the Tribal Corps (If applicable) here:

Not applicable.

Step 2: Use of Corps

The applicant has coordinated with the CCC AND CALCC, or Tribal Corps if applicable, and determined the following:

- No corps can participate in the project (0 points)
- **The applicant intends to utilize the CCC, CALCC, or the Tribal Corps for the project (0 points)**
- At the time that the application was submitted, the applicant had not received a response from the Corps (0 points)
- The CCC, CALCC, and/or Tribal Corps can participate in the project, but the applicant intends not to use the Corps (-5 points)
- Applicant did not request corps participation (-5 points)

QUESTION #7 APPLICANT'S PERFORMANCE ON PAST ATP FUNDED PROJECTS (0 TO -10 Points):

Points may be deducted for poor past performance on an ATP project. Poor past performance includes, but is not limited to, the non-use of the Corps as committed to in a past ATP award or adverse audit findings on a past ATP project that is the fault of the applicant. The Commission will assess the need to deduct points for the failure to deliver any phases of an ATP project programmed in a prior cycle.

No response required.

Part C: Application Attachments

Applicants must ensure all data in this part of the application is fully consistent with the other parts of the application. See the Application Instructions and Guidance document for more information and requirements related to Part C.

Depending on project type, some attachment fields will not be available to the applicant.

Attachment A: Application Signature Page The Application Signature Page can be downloaded [here](#).

Attachment B: Engineer's Checklist The Engineer's Checklist can be downloaded [here](#).

Attachment C: Project Location Map

Attachment D: Project Layouts/Plans Showing Existing and Proposed Conditions

Attachment E: Photos of Existing Conditions

Attachment F: Project Estimate The Project Estimate form can be downloaded [here](#).

Attachment G: Non-Infrastructure Work Plan *Not applicable to this application type.*

Attachment H: Plan Scope of Work *Not applicable to this application type.*

Attachment I: Letters of Support (10 maximum) and Support Documentation

Attachment J: State-Only Funding Request (if applicable). The Exhibit 25-F form can be found [here](#). Only required for projects requesting state-only funds.

Attachment K: Additional Attachments Additional attachments may be included. They should be organized in a way that allows application evaluators easy identification and review of the information. All additional attachments must be combined into one PDF.

- School Enrollment Boundary
- SCAG RTP Conformity
- TIMS Data



SEQUOIA MIDDLE SCHOOL Safe Routes to School (SRTS) Project

Active Transportation Program (ATP)
Cycle 8 Application

- **APPLICATION ATTACHMENTS**

San Bernardino County Department of Public Works
Project Contact: Lano Elyo
Transportation Analyst
Phone: (909) 387-8168
Email: Lana.Elyo@dpw.subcounty.gov



SEQUOIA MIDDLE SCHOOL Safe Routes to School (SRTS) Project

ATTACHMENT A Application Signature Page



Part C: Attachments

Attachment A: Signature Page

IMPORTANT: Applications will not be accepted without all required signatures.

Implementing Agency: Chief Executive Officer, Public Works Director, or other officer authorized by the governing board.

The undersigned affirms that their agency will be the "Implementing Agency" for the project if funded with ATP funds and they are the Chief Executive Officer, Public Works Director, or other officer **authorized by their governing board with the authority to commit the agency's resources and funds.** They are also affirming that the statements contained in this application package are true and complete to the best of their knowledge. For infrastructure projects, the undersigned affirms that they are the manager of the public right-of-way facilities (responsible for their maintenance and operation) or they have authority over this position.

Signature: _____ Date: _____
Name: Dawn Rowe Phone: (909) 387-4855
Title: San Bernardino County Board of Supervisors Chair E-mail: Dawn.Rowe@bos.sbcounty.gov

For projects with a Partnering Agency: Chief Executive Officer or other officer authorized by the governing board. (For use only when appropriate)

The undersigned affirms that their agency is committed to partner with the "Implementing Agency" and agrees to assume the responsibility for the ongoing operations and maintenance of the facility upon completion by the implementing agency and they intend to document such agreement per the CTC guidelines. The undersigned also affirms that they are the Chief Executive Officer, Public Works Director, or other officer **authorized by their governing board with the authority to commit the agency's resources and funds.** They are also affirming that the statements contained in this application package are true and complete to the best of their knowledge.

Signature: N/A Date: _____
Name: _____ Phone: _____
Title: _____ e-mail: _____