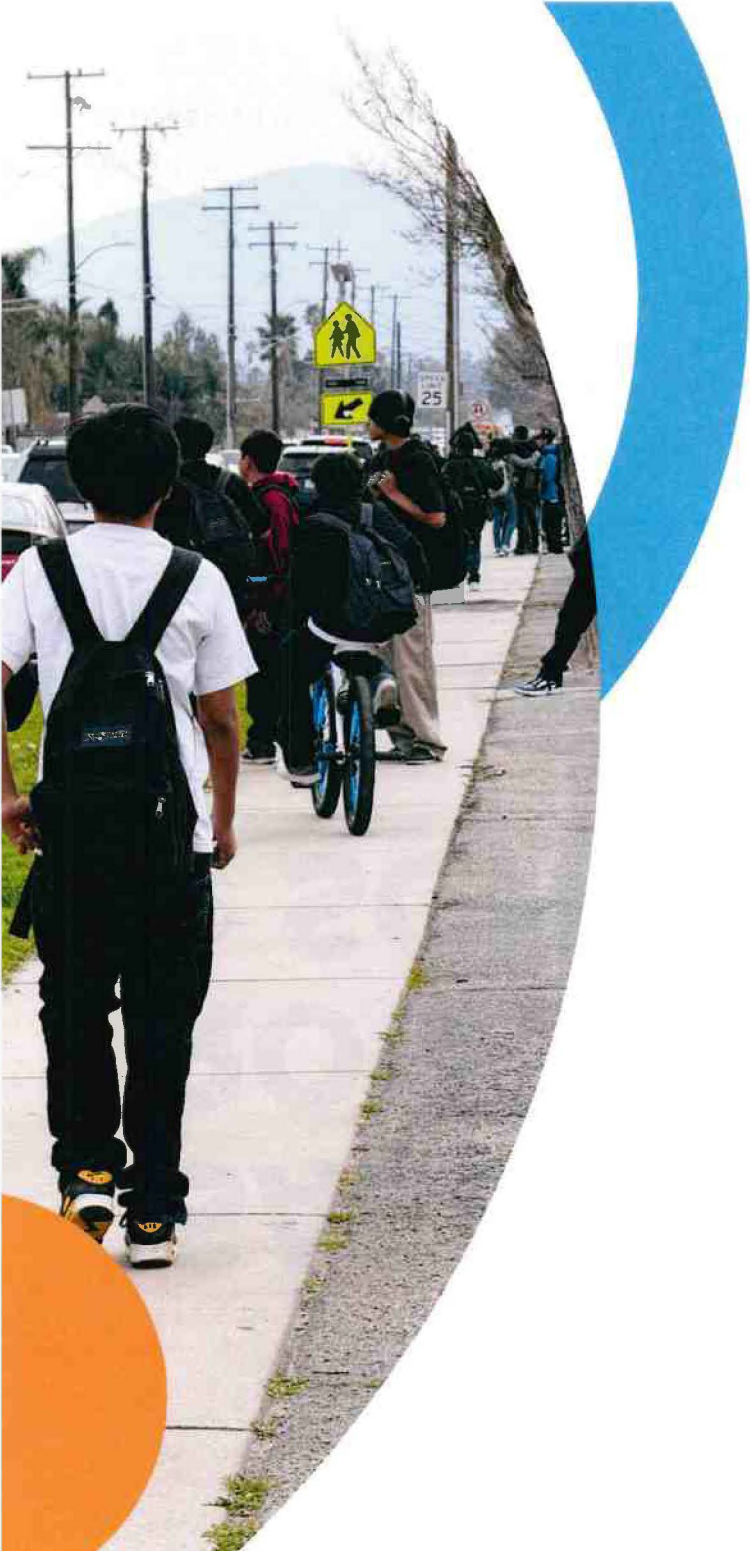


SAFE ROUTES *to* SCHOOLS



FINAL
OCTOBER 2025



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CHAPTER 1

INTRODUCTION



INTRODUCTION

1.1 BACKGROUND

With funding from the California Department of Transportation (Caltrans) Active Transportation Program Grant Cycle 5, San Bernardino County Department of Public Works and project team spent approximately nine months reviewing walking and biking conditions around 21 schools in unincorporated San Bernardino.

This Plan follows previous Safe Routes to School (SRTS) efforts under San Bernardino County Transportation Authority (SBCTA) and San Bernardino County Department of Public Health. The SRTS program has looked at 55 schools throughout San Bernardino County at different phases over the past ten years. The intent of the SRTS program is to help schools and cities address education, enforcement, and evaluation needs that will help address safety concerns while encouraging more kids and parents to walk and bike to school.

As part of this SRTS Safety Action Plan, San Bernardino County evaluated 21 schools in unincorporated communities throughout the County. This plan compliments previous efforts and will help to guide strategic improvements regarding safety and accessibility of non-motorized transportation networks.

The 21 schools included in this plan are shown in Figure 1-1 and listed below:

- Mentone Elementary
- Redlands East Valley High
- Newmark Elementary
- Paakuma K-8
- Pacific High
- Kimbark Elementary
- Bloomington High
- Slover Mountain High
- Walter Zimmerman Elementary
- Crestmore Elementary
- Ruth. O. Harris Middle
- West Randall Elementary
- Beech Avenue Elementary
- Live Oak Elementary
- Sequioa Middle
- Redwood Elementary
- Doris Dickson Elementary
- Lyle S. Briggs Fundamental
- Mission Elementary
- Wrightwood Elementary
- Chaparral High

1.2 WHAT IS SRTS?

Safe Routes to School is a national program that uses programmatic and infrastructure improvements to create a safer journey to and from school for kids traveling on foot or by wheels.

The first federally funded Safe Routes to School program was created in 2005 and has since undergone several legislative and policy transformations.

SRTS is built on the Six E's: evaluation, education, encouragement, engineering, engagement, and equity. A detailed description is listed below:

- **Engagement** refers to the idea of working with the school and the community to ensure a successful program. By listening to parents, kids, principal, school staff, crossing guards, and the overall community, the program can address each school's specific needs.
- **Engineering:** Engineering focuses on improving the built environment with the intent to make walking, biking, and rolling safer and more comfortable. This could include crosswalk upgrades, curb ramp installations, sidewalk gap closures, and improved bicycle facilities. Treatments should also consider traffic calming measures along highly active commuting routes to and from the schools.
- **Equity:** Ensuring that the SRTS program is benefiting all users fairly, accounting for students of all backgrounds by addressing barriers and allocating resources equitably.
- **Encouragement:** Encouraging students and their caregivers to walk, bike, and roll to school through events, activities, incentives, and programs to promote behavior change.
- **Education:** Providing students, teachers, and the community with the skills and knowledge to walk, bike, and roll, and educating them about the benefits of walking and biking and teaching them about the broad range of transportation choices.
- **Evaluation** helps the County measure how well it is meeting the goal of its plan and improve the effectiveness of the program.

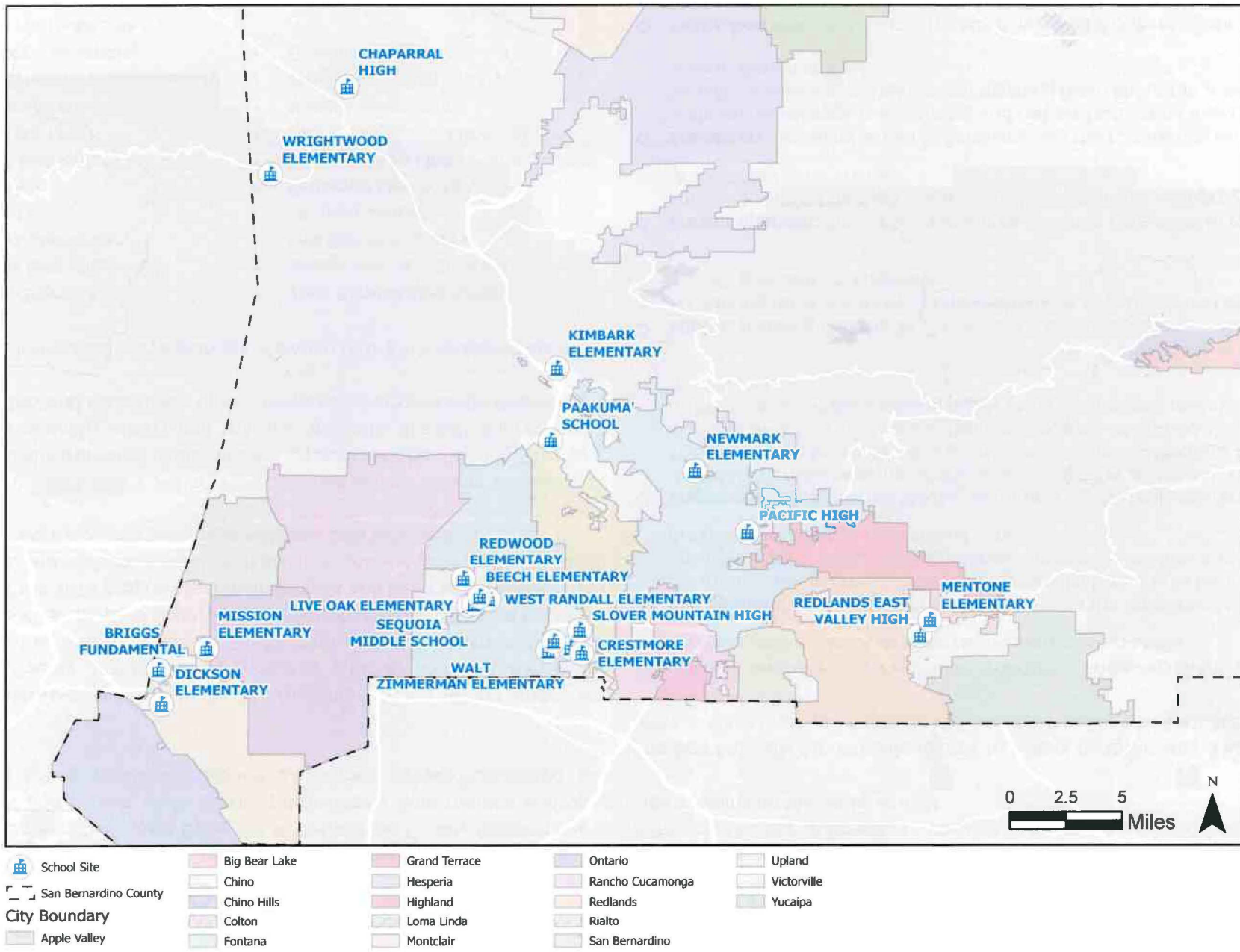


Figure 1.1 Regional Map

1.3 PREVIOUS SRTS EFFORTS

San Bernardino County Department of Public Health in partnership with San Bernardino County Transportation Authority (SBCTA) and San Bernardino County Superintendent of Schools (SBCSS) administered a Safe Routes to School Program over the past ten years in an effort to educate and encourage students at schools in San Bernardino County to walk and bike to school safely.

The SRTS Program began in 2015 with Phase I including data collection and school prioritization. Here, the SRTS team reviewed existing County resources, specified procedures for performing local walk audits, developed an implementable regional framework and identified 55 schools.

Phase II of the program was conducted in 2017 and included the Regional Safe Routes to School Plan. This Plan became a guide for strategic improvements to the safety and accessibility of non-motorized transportation networks about San Bernardino County schools.

Phase III of the SRTS Program was conducted in 2019 and focused on the San Bernardino County Department of Public Health “Bike and Walk San Bernardino”. Here, education, encouragement, enforcement, and evaluation programs were implemented at 25 of the 55 identified priority schools.

Phase IV which began in 2023 is still in progress but includes implementing projects and programs at 33 of the 55 schools.

San Bernardino County Public Works Departments wishes to compliment these efforts by identifying engineering projects at 21 schools located throughout unincorporated San Bernardino County.

San Bernardino County’s goal is to use this Plan to pursue grant funding for prioritized projects that will benefit multimodal projects and increase safety for walking and biking around schools in unincorporated San Bernardino County.

*“We envision a complete county that capitalizes on the diversity of its people, its geography, and its economy to create a broad range of choices for its residents in how they live, work, and play.” -
Regional Safe Routes to School Plan Phase II*

1.4 HOW TO USE THIS STUDY

This SRTS Safety Action Plan documents the actionable infrastructure recommendations. Examples of how stakeholders can use the SRTS Plan to identify the content that is most important to them are described below:

- **Parents/Caregivers** can use the SRTS Plan to understand the existing travel environment near their student’s school.
- **School Districts** can use the SRTS Plan to continue to develop programs that educate and encourage students and parents/caregivers to promote walking and biking to school. They can also use the finding in the SRTS Plan to seek grant funding for improvements within the school’s right-of-way.
- **San Bernardino County Staff** can use the SRTS Plan to identify relevant issues and opportunities and to prioritize short-term and long-term infrastructure improvements. County officials can also use this SRTS Plan to pursue grant funding opportunities.

The SRTS Plan is organized into the following five (5) chapters:

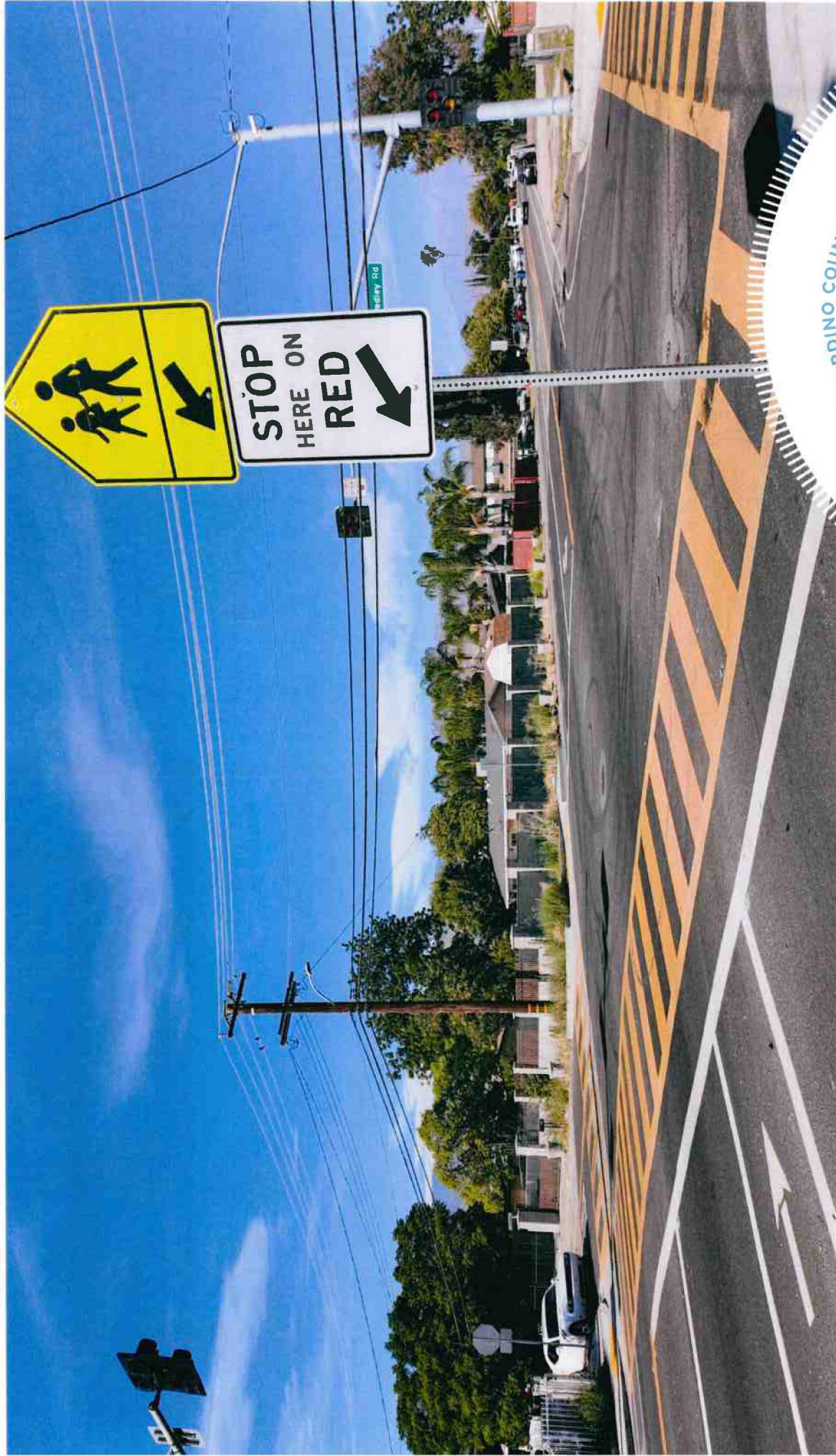
Chapter 1 (Introduction) - The first chapter provides an overview of SRTS and summarizes how the plan will help guide future improvements.

Chapter 2 (San Bernardino County Today) - This chapter looks at San Bernardino County as a whole and provides an overview of the existing conditions in San Bernardino County.

Chapter 3 (Outreach & Engagement) - Chapter 3 discusses the community outreach and engagement efforts that were conducted during the SRTS process and summarizes feedback received from the community.

Chapter 4 (Individual School Plans) - Chapter 4 serves as the core of this plan and presents a mobility assessment for each of the 21 schools included in this plan. This chapter also defines specific recommendations for infrastructure improvements at each location.

Chapter 5 (Implementation) - This chapter discusses next steps and identifies short-term and long-term infrastructure improvements.



CHAPTER 2 SAN BERNARDINO TODAY



SAFE ROUTES
to **SCHOOLS**

SAN BERNARDINO COUNTY TODAY

2.1 INTRODUCTION

San Bernardino County is comprised of approximately 20,068 square miles of land area is the largest county in California by total area. The County is comprised of diverse landscapes, including mountains, deserts, and recreational areas.

Looking at existing conditions throughout the County will provide additional context when looking at the unincorporated communities included in this Plan.

2.2 REGIONAL SOCIO-ECONOMIC & DEMOGRAPHIC OVERVIEW

Understanding who lives in San Bernardino County and how much the County is projected to grow is important to get a sense of the importance of improving roadway safety for a continuing growing community with more vehicles, bikes, and pedestrians.

Today, San Bernardino County is home over 2 million residents who live, work, and go to school within its 24 incorporated cities and 65 unincorporated communities. The population in San Bernardino County has seen a gradual incline over the years. Currently, over 25% of the County's population is under the age of 18 and approximately 16% of the County's population are 65 years or older. This result indicates that over 40% of the County's residents are considered vulnerable road users.

San Bernardino County has a population that is approximately 57% Hispanic, it is California's most populous majority-Hispanic County and the second-largest nationwide.

According to the Southern California Association of Governments (SCAG) 2024 Connect SoCal, the Regional Transportation Plan/Sustainable Communities Strategy (RTP/SCS), the population in San Bernardino County is expected to increase in population by 440,000 between 2019 and 2050.

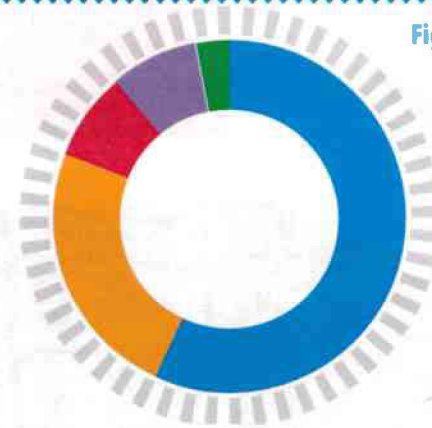


Figure 2.1 Demographic Composition

- Hispanic (57%)
- White (24%)
- Black (8%)
- Asian (8%)
- Two or More Races (3%)

Source: U.S. Census Bureau, 2020 American Community Survey (ACS) SCAG 2024 SoCal Connects

San Bernardino County currently has a median household income of approximately \$85,000. Average home prices in San Bernardino County range from approximately \$500,000 to \$999,999 and monthly rents range from approximately \$1,500 to \$1,999. Within the County, there are over 730,000 total housing units, of which 667,836 were determined to be occupied households. According to SCAG's SoCal Connects, the number of households in San Bernardino County is anticipated to increase by 45% between 2019 and 2050.

2.3 COUNTY MAINTAINED ROADS

It is important to remember that this Plan focuses on 21 school locations within unincorporated San Bernardino County. Projects recommended in this Plan are located along County maintained roads, and will work with cities, school districts, and other jurisdictions to ensure projects recommended in this Plan accommodate other regional plans and policies.





CHAPTER 3 OUTREACH & ENGAGEMENT



SAFE ROUTES
to **SCHOOLS**

OUTREACH AND ENGAGEMENT

The San Bernardino County SRTS team worked closely with the school districts, schools, teachers, parents, and the overall community to address their concerns and priorities. School staff and families are experts on how students get to and from school, and their input is invaluable to creating recommendations that will best serve future students. This Plan identified a comprehensive outreach and engagement approach that provided opportunities for school staff, parents, and caregivers to learn about the SRTS Safety Action Plan and its goals, share their concerns about traffic safety around their school and neighborhood, and inform the decision-making process and ultimate project recommendations. This chapter provides a summary of the outreach conducted during the planning process and how feedback was used to inform the final SRTS Safety Action Plan.

3.1 SCHOOL OBSERVATIONS AND WALK AUDITS

The project team observed school drop-off or pick-up at each of the 21 project schools. The purpose of these observations was to understand school circulation patterns, identify barriers to walking and biking, and document unsafe behaviors.

Each school observation was coupled with a walk audit with school stakeholders, including parents/caregivers, principals, school staff, and others. The purpose of the walk audits was to introduce participants to the SRTS Safety Action Plan, and to provide opportunities for them to give their input on their needs and concerns, preferences, and observations that are barriers to safe walking, biking, and rolling to and from school. To ensure participation, each school publicized the walk audit through their communication channels (eblast, web page, social media, flyers).

The project team gave participants pens, clipboards, and maps of their school that included existing conditions. Each map included questions to prompt observations and an area for participants to record input. All materials were provided in both English and Spanish and outreach was conducted in both English and Spanish, as needed. Participants were invited to communicate verbally or via the paper map with the deficiencies and safety concerns about traveling to and from school. The project team was on hand to document the participant feedback and dialogue with them about potential solutions to improve active

transportation conditions along the school route. The feedback from the walk audit heavily informed the infrastructure recommendations. Chapter 4 includes the individual school plan which summarizes specific observations and feedback from each walk audit.

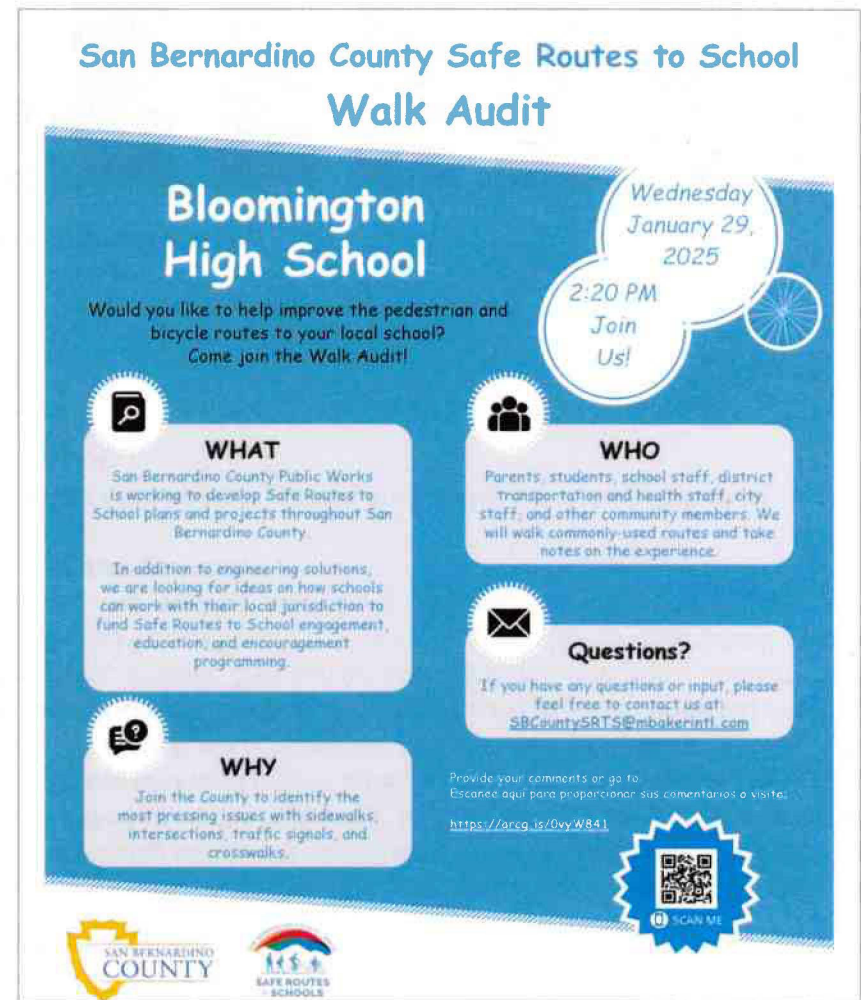


Figure 3.1 Walk Audit Flyer Example

3.2 STUDENT TALLIES AND PARENT SURVEYS

STUDENT TALLIES

As part of the outreach for each school, the project team circulated a packet of material which included the walk audit flyers, student travel tally sheets, as well as instructions on how to administer the travel tally sheet. This tally sheet uses the standard “Student Travel Tally” form developed by the National Center for SRTS to collect data from students on how they travel to and from school and was administered via a QR code to an on-line interface. Each school was asked to conduct the tally during the week of their schedule audit.

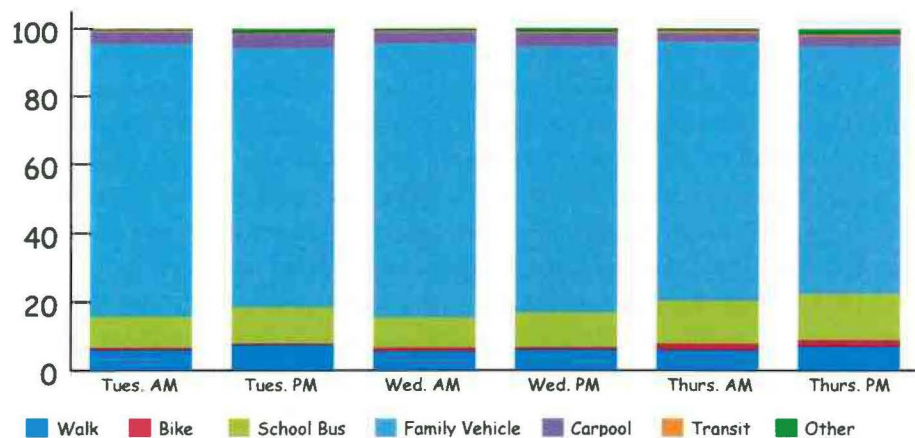
Overall, over 400 student travel tallies were submitted from across all 21 schools and were used to determine how students are traveling to and from school on a daily basis. Figure 3.2 shows the different travel modes students took to and from school in the morning and in the afternoon. Please note that high schools received a separate tally sheet to have students conduct their own tallies instead of the teachers conducting the tally. In general, family vehicles are the most common mode of transportation among students. Students were also recorded walking and taking the school bus.

PARENT SURVEY

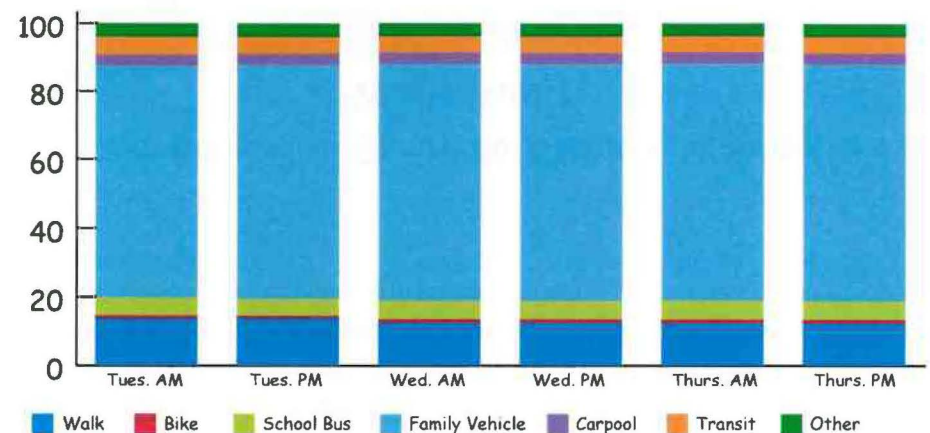
Parents/guardians’ knowledge and attitudes about their student’s travel habits, including walking and biking to and from school were analyzed from the parent surveys collected at the beginning of this project. The survey was an online questionnaire sent to all project schools which was then publicized to all parents/guardians through each individual school’s communication channels (eblast, web page, social media, flyers). Over 350 surveys were submitted from the 21 participating schools. The survey asked parents how their student currently travels to and from school, the distance their family lives from school, challenges associated with walking and biking, and their overall attitudes toward active modes of transportation.

The results of the parent surveys are highlighted in each individual school plan in Chapter 4.

Figure 3.2 Student Travel Mode to and from School



Elementary & Middle School



High School

As Figure 3.3 shows, most parents shared that they live over two miles from their school and is a big reason why they do not allow their students to bike and walk to/from school. As shown, approximately 28% of parents responded that they live over two miles from their school while 23% responded they live within a quarter mile. This identified an opportunity to focus on biking and walking infrastructure within a quarter mile of the project schools. Parents also shared a number of concerns influencing their decision to allow or not allow their student to walk or bike to/from school. The biggest concern was unsafe intersections and crossings (Figure 3.4).

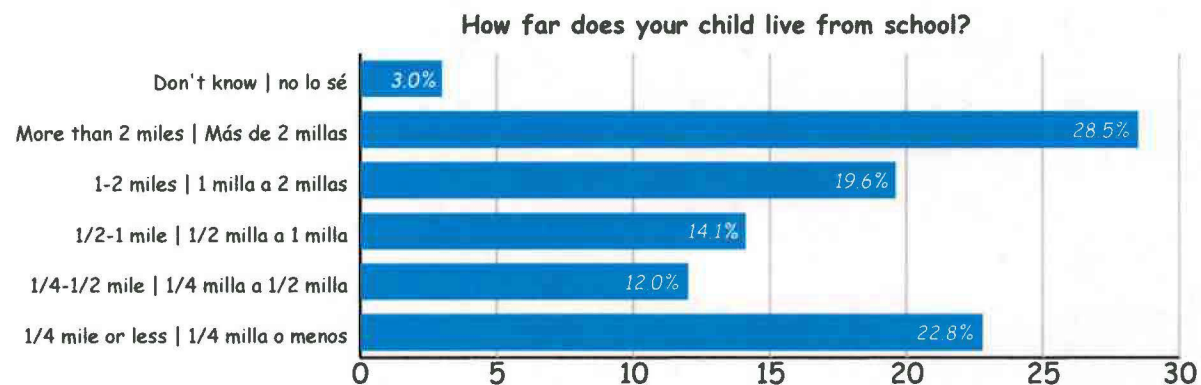


Figure 3.3 Parent Survey Question - Distance

What of the following issues affected your decision to allow, or not allow, your child to walk or bike from school?

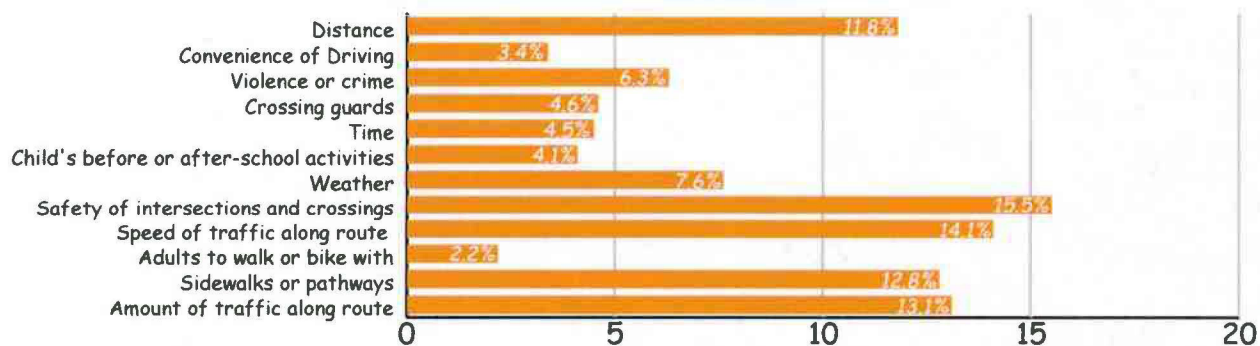


Figure 3.4 Parent Survey Question - Reason





CHAPTER 4 INDIVIDUAL SCHOOL PLANS

INDIVIDUAL SCHOOL PLANS

Walking, biking, and rolling to and from school in unincorporated San Bernardino County should be an easy and real option for students to choose. However, when students experience obstacles in their routes, parents and students have trouble feeling safe making those trips to school. Each section in this chapter includes a school profile, mobility assessment, existing walking and biking conditions, and recommendations.

Each section in this chapter summarizes the findings of each school. The outline for each individual school plan is as follows:

School Profile - This section provides an overview of the school, how many students are enrolled, and demographic composition.

Student Tallies - As part of the SRTS program, student arrival and departure tally sheets were administered to each school. This section highlights the results of the tallies.

Mobility Assessment - This section summarizes the walk audit that was conducted and the results of the online survey that were administered to parents.

CalEnviroScreen and Healthy Places Index - Data used included the utilization of the Healthy Places Index, a tool developed by the Public Health Alliance of Southern California to spatially depict health outcomes, CalEnviroScreen, a similar tool developed by the California Office of Environmental Health Hazard Assessment to depict communities affected by pollution.

Walking and Biking Conditions - Challenges to walking were evaluated using the Pedestrian Evaluation Score (PES) developed by CR Associates to describe the quality of the pedestrian environment, and bicycle Level of traffic Stress (LTS), a tool developed by the Mineta Transportation Institute to assess and describe the given bicycle environment.

Pick-Up and Drop-Off - As part of the Mobility Assessment, the SRTS team observed pick-up and drop-off behaviors and documented their findings.

Safety Analysis - Collisions that occurred between 2019 and 2023 were documented around each school.

Travel Pattern Analysis - This section highlights where people are coming and going within the school attendance boundary.

Recommendations - This section lists the recommended projects around each school.



4.1 WALTER ZIMMERMAN ELEMENTARY SCHOOL

11050 Linden Avenue
Bloomington, CA 92316
Colton Joint Unified School District

Walter Zimmerman Elementary School is located in central Bloomington, California on Linden Avenue between Santa Ana Avenue and Jurupa Avenue. The school is located approximately 1.0 mile south of Interstate 10 (I-10) and approximately 0.5 miles from Kessler Park. The existing land use surrounding Walter Zimmerman Elementary School is primarily residential and industrial which is being built around the school. Figure 4.1.1 shows the school area and the overall context of the school site.



Figure 4.1.1 Context Map

SCHOOL PROFILE

Walter Zimmerman Elementary School is located within the unincorporated community of Bloomington, California and is a part of the Colton Joint Unified School District. During the 2023-24 school year, Walter Zimmerman Elementary enrollment was approximately 595 students in grades K-6 with a students per teacher ratio of 22:1. The demographic composition of the students shown in Figure 4.1.2, is similar to the community as a whole, which shows a dominant Hispanic population according to the census estimates. According to the California Department of Education, in 2023-24, 32.9 % of the students were English learners and 17.7% were English proficient. Additionally, 93.3% of Walter Zimmerman 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 4.1.3)

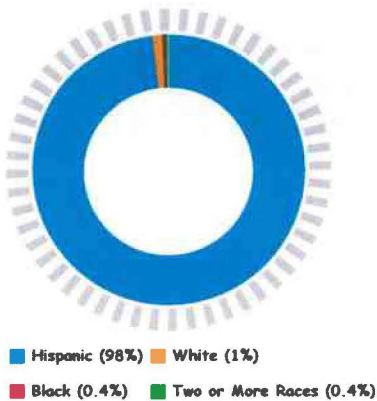


Figure 4.1.2 Demographic Composition

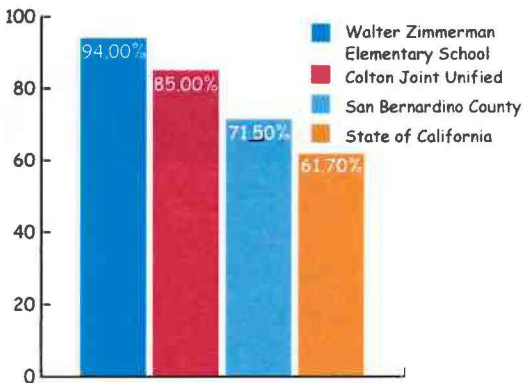


Figure 4.1.3 Free or Reduced Meals (Compare between district and county)

Student Tallies

The Safe Routes to School Student Arrival and Departure Tally Sheet was administered by Walter Zimmerman Elementary School staff from January 28th through January 30th, 2025, to better understand what mode(s) students use to travel to and from the campus. As displayed in Figure 4.1.4, the vast majority of students arrived and departed in a family vehicle (82% average), followed by school bus (13% average), carpooling (5% average), and walking (2% average) respectively. Walter Zimmerman Elementary School has 3 school buses that drop