

Describe the community context and the issue(s) that this project will address to increase walking, biking and rolling, and induce mode shift. How will the proposed project benefit the non-motorized users of all ages and varying abilities? Consider children, older adults, students, working professionals, and persons with disabilities. What is the project's desired outcome and how will the project best deliver that outcome?

Limit: 1,000 words/ 788

Discuss:

- Community characteristics and context (e.g., urban/rural/suburban, relevant history, socioeconomic characteristics, etc.)
- Destinations and key connectivity the project will achieve.
- How the project will increase walking and/or biking.
- The lack of mobility. Does the population have limited access to cars, bikes, and transit? Does the project have an unserved or underserved demand?
- How will students of all ages (including but not limited to K-12 and college/university) use and have access to the project? Discussion of students is not limited to Safe Routes to School projects.

Local health concerns responses should focus on:

- Specific local public health concerns, health disparity, and/or conditions in the built and social environment that affect the project community and can be addressed through the proposed project. Please provide detailed and locally relevant answers instead of general descriptions of the health benefits of walking and biking (i.e., "walking and biking increases physical activity").
- 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 \(HPI\)](#).

The neighborhood surrounding Doris Dickson Elementary School presents a fragmented pedestrian environment. Three key walking corridors, Roswell Avenue (west side), Riverside Drive, and Chino Avenue, lack continuous sidewalks, forcing children to walk along the roadway or on unpaved shoulders to reach school. The situation is compounded at the Roswell Avenue/Pamela Drive intersection, the school's primary access point, which lacks high-visibility crosswalks, advance stop bars, and a dedicated left-turn lane, creating potential conflicts between vehicles and pedestrians during arrival and dismissal. The west school driveway on Pamela Drive also lacks ADA-compliant curb ramps, preventing students and family members who use wheelchairs, walkers, or strollers from easily accessing the school grounds.

The community served by Doris Dickson Elementary is predominantly Hispanic (87.3%) and economically disadvantaged, approximately 88% of students qualify for free or reduced-price meals, the highest rate in the Chino Valley Unified School District. This concentration of economic disadvantage reflects limited household resources and mobility options throughout the neighborhood. Many families lack reliable vehicle access and depend on walking as their primary mode of transportation, meaning the lack of pedestrian infrastructure disproportionately burdens those least able to avoid it. A parent and caregiver survey conducted during the San Bernardino County Safe Routes to School planning process found that approximately 80% of Doris Dickson families currently drive their children to school, not because they prefer to, but because the walking environment lacks continuous pedestrian infrastructure and enhanced crossing facilities. Critically, 50% of respondents said they would allow their children to walk or roll to school if conditions were improved. That latent demand, one in two families ready to shift modes once infrastructure is in place, represents a direct, measurable opportunity for mode shift that this project is designed to capture.

The barriers are concrete and well-documented. Survey respondents identified missing or inadequate sidewalks as the top concern (50% of respondents), followed by deficient street crossings (55%), and excessive volume and speed along the route (50%). Parents specifically described Riverside Drive and Chino Avenue as corridors that experience barriers to convenient and accessible school access. The proposed project directly addresses each of these barriers: 7,965 linear feet of new sidewalk along the three identified corridors will eliminate the gaps, high-visibility crosswalks and advance stop bars at key intersections will create predictable, protected crossing opportunities, and the dedicated southbound left-turn lane at Roswell Avenue/Pamela Drive will reduce vehicle-pedestrian conflicts at the school's busiest access point during peak arrival and dismissal periods.

Beyond students, the project benefits the full spectrum of non-motorized users in this community. Older adults in the neighborhood face the same barriers, as missing sidewalks and inaccessible curb ramps make independent mobility difficult. Persons with disabilities face enhanced access limitations near the west school driveway, where no ADA-compliant access currently exists. The project's seven new ADA-compliant curb ramps, at Cozzens Avenue/Pamela Drive, Roswell Avenue/Pamela Drive, and the west school driveway, will bring these locations into compliance and improve access for community members who rely on mobility devices. Working adults and families traveling on foot to local commercial areas and community services along these corridors will also benefit from the continuous, connected sidewalk network.

These infrastructure gaps compound existing public health disparities documented at the local level. Census Tract 4.01, which encompasses the project area, scores at the 41.4th percentile on the California Healthy Places Index 3.0, indicating that residents have access to fewer healthy community conditions than the majority of California census tracts, including lower access to economic opportunity, quality education, and transportation infrastructure. The adjacent Census Tract 6071010700 scores 34 on CalEnviroScreen 4.0, reflecting significant cumulative pollution burden, including PM2.5 at the 92nd percentile statewide and drinking water contaminants at the 97th percentile, that disproportionately affects children's respiratory health and compounds the risks of physical inactivity. These issues are most pronounced at the school during peak periods. Limited active transportation infrastructure, combined with the fact that most families drive, results in long lines of idling vehicles along Pamela Drive during morning drop-off and afternoon pick-up. This concentrated idling elevates localized CO2 and tailpipe emissions where students congregate, further degrading air quality. By enabling more families to walk, the project directly reduces this recurring source of vehicle emissions at the school. In this context, increasing safer walking opportunities directly addresses local health disparities: replacing vehicle trips with active transportation reduces children's daily exposure to traffic-related air pollution, increases physical activity in a community where chronic disease risk is elevated due to environmental and socioeconomic conditions, and reduces the social isolation experienced by older adults and persons with disabilities who currently face mobility and access barriers.

The desired outcome of this project is a safer, continuous, ADA-accessible pedestrian network connecting the residential neighborhoods surrounding Doris Dickson Elementary School to the school's entrance and to the broader community. The project will deliver this outcome by constructing the three sidewalk segments, upgrading the intersection serving the school, and ensuring that every crossing and access point meets ADA standards. When complete, the project will transform walking to school into a safer, viable choice, and the community has already demonstrated it is ready to make that choice.

B. Describe how the proposed project will address the active transportation need: (0-20 points)

Select all options that apply:

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

Gap Closure: Construction of a missing segment of an existing facility in order to make that facility continuous.

New Route: Construction of a new facility that did not previously exist for non-motorized users that provides a course or way to get from one place to another.

Note: Depending upon which you choose, the following options will pop up.

Does the proposed project close a gap? **Gap Closure:** Construction of a missing segment of an existing facility in order to make that facility continuous.

- Yes
- No

If yes, number of Gaps:

3

Total length of gap in feet:

7,965 LF

Does this project create new routes? **New route:** Construction of a new facility that did not previously exist for non-motorized users that provides a course or way to get from one place to another.

Yes

No

Does this project remove a barrier to mobility?

Yes

No

If yes, type of barrier(s) (select all that apply):

- Freeway
- Waterway
- Safety
- Railroad tracks
- Other Sidewalk, inaccessible crossings

Does this project add improvements to other existing routes?

Yes

No

Explain the improvement:

Limit: 80 words/74

Considering the category(s) selected, 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.

The project improves existing pedestrian routes by adding high-visibility crosswalks, ADA curb ramps, and advanced stop bars at the existing Roswell/Pamela, Cozzens/Pamela, and Roswell/Riverside intersections and connecting new sidewalks to segments students already use. These routes link the surrounding neighborhood to Doris Dickson Elementary, Sycamore Academy charter school, Cornerstone Christian School, Don Antonio Lugo High School, Monte Vista Park and Recreation Center, and nearby churches, encouraging safer walking and rolling to these community destinations.

Limit: 750 words/677

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.

The improvements proposed in this project create and complete pedestrian connections on the corridors most directly used by students, families, and community members traveling to and from Doris Dickson Elementary School. Each proposed improvement was selected because it addresses a specific, documented barrier on these corridors.

The case for mode shift at Doris Dickson is unusually clear. A bilingual Parent and Caregiver Survey conducted during the San Bernardino County Safe Routes to School planning process found that approximately 80% of Doris Dickson families currently drive their children to school. The same survey found that 50% of respondents said they would allow their children to walk or bike to school if conditions were improved. That is one in two families, representing potentially 250 to 300 students, who are ready to shift modes once the project is complete. No other single data point more directly demonstrates that this project will increase the proportion of student trips accomplished by active transportation.

The three sidewalk segments address the most critical gaps in the pedestrian network serving the school. The Roswell Avenue (west side) sidewalk connects the residential blocks to the south and southwest of the school with the school's main access intersection at Roswell Avenue and Pamela Drive. Without this sidewalk, residents living in this area must walk along the roadway or on uneven unpaved shoulders. The Riverside Drive and Chino Avenue sidewalks connect residents to the south and southeast of the school, providing routes that students can use to reach the school via Roswell Avenue or Pamela

Drive. Together, these three segments form the backbone of a connected walking network radiating outward from the school in the directions where most students live. Survey respondents specifically named Riverside Drive and Chino Avenue as corridors most in need of enhanced pedestrian transportation improvements to increase safety, and those are the corridors this project addresses.

At the school's primary access intersection of Roswell Avenue and Pamela Drive, the installation of high-visibility crosswalks on all four legs, advance stop bars, and a dedicated southbound left-turn lane will help reduce vehicle-pedestrian conflicts during arrival and dismissal, the times of day when student pedestrian activity is highest and the risk of injury is greatest. Parents specifically cited missing crosswalks and vehicle conflicts at this intersection as a barrier to allowing their children to walk. By resolving the intersection's deficiencies simultaneously, the project removes the final barrier between the new sidewalk network and the school entrance.

The project also addresses an access and mobility barrier for students and family members with disabilities. The west school driveway on Pamela Drive currently has no ADA-compliant curb ramps, meaning students who use wheelchairs, walkers, or other mobility devices cannot easily access the school grounds from the street at this location. This will drastically enhance rolling accessibility and encourage more active transportation trips.

Beyond the school day, the improved pedestrian environment benefits the full community. Continuous sidewalks along Roswell Avenue, Riverside Drive, and Chino Avenue connect neighborhood residents to local commercial areas, community services, and transit stops along these corridors. Older adults, working adults traveling on foot, and families with strollers will all benefit from the same infrastructure that serves students. The project creates a pedestrian network that functions for the whole community, not just during school hours, increasing active transportation trips across all trip purposes, with student travel to school as the primary and most measurable beneficiary.

When complete, this project will transform walking and rolling to Doris Dickson Elementary into a safer, practical daily choice. The community has already signaled it is ready to make that choice; the infrastructure simply needs to be built.

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.**

Attached

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)

The project area surrounding Doris Dickson Elementary School presents a documented pattern of pedestrian and bicycle collisions consistent with the infrastructure deficiencies identified for improvement. According to the Transportation Injury Mapping System (TIMS) Safe Routes to School function, seven bicycle and pedestrian collisions occurred within a one-half mile radius of Doris Dickson Elementary School between 2019 and 2023. Of these seven collisions, two involved pedestrians who sustained severe injuries, one of which was fatal. These collisions were located on East End Avenue near Riverside Drive (2021) and on Chino Avenue (2020), two of the three corridors identified for sidewalk construction in this project.

The intersection of Roswell Avenue and Pamela Drive is the school's primary pedestrian access point and the location of the greatest concentration of proposed improvements. The absence of high-visibility crosswalk markings means pedestrians, primarily children, are not clearly delineated from vehicle travel lanes when crossing. The FHWA consistently demonstrates that high-visibility crosswalk markings reduce pedestrian crash risk at uncontrolled intersections. The absence of advanced stop bars compounds this risk, allowing vehicles to encroach into the crossing area and reducing reaction distance for both drivers and pedestrians.

The lack of a dedicated southbound left-turn lane at Roswell Avenue and Pamela Drive creates potential pedestrian conflicts during peak arrival and dismissal periods. Left-turning vehicles queued in the through lane force pedestrians crossing Pamela Drive to navigate between queued and moving vehicles simultaneously, a recognized crash pattern at school access driveways. During the January 2025 walk audit, crossing guard staff confirmed that the pedestrian environment needs safety improvements due to missing sidewalks and erratic driver behavior at intersections, and that this perception directly suppresses walking rates among families.

The west school driveway on Pamela Drive presents an additional concern: the absence of ADA-compliant curb ramps forces students and family members using wheelchairs, walkers, or strollers to drop from sidewalk grade to pavement or enter the roadway to access the school grounds, exposing mobility-limited users to vehicle conflict at the school's entrance.

The three missing sidewalk segments on Roswell Avenue (west side), Riverside Drive, and Chino Avenue represent the most significant crash-predictive deficiency in the project area. A Pedestrian Evaluation Score (PES) assessment conducted as part of the January 2025 mobility assessment assigned very low scores to Riverside Drive, Chino Avenue, Pipeline Avenue, and East End Avenue, indicating a highly stressful walking environment. These are the same corridors where the two severe-injury and fatal collisions occurred between 2019 and 2023. The FHWA Pedestrian Safety Guide identifies the absence

of sidewalks as one of the primary infrastructure factors associated with pedestrian fatalities, particularly in areas with higher vehicle speeds and volumes.

The proposed improvements, high-visibility crosswalks at three intersections, advance stop bars, a dedicated southbound left-turn lane, ADA-compliant curb ramps, and 7,965 linear feet of new sidewalk along Roswell Avenue, Riverside Drive, and Chino Avenue, directly mitigate each collision-predictive condition documented above and represent the County's top priority for pedestrian safety in the vicinity of Doris Dickson Elementary School.

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.

1a. 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.

Attached

~~**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.~~

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

~~Limit: 200 words~~

N/A

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:	2014-2024			
	Pedestrian	Bicycle	Total	Average Per Year
Fatalities	1	0	1	*Auto Fills

Injuries	5	7	12	*Auto Fills
Total	6	7	13	*Auto Fills

4. Referencing the project-area collision summaries and data provided in sub-questions 1 and/or 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 represents 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: 1,000 words/682

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.

According to TIMS, between 2014 and 2024, 13 pedestrian- and bicycle-involved collisions occurred within a one-half-mile radius of Doris Dickson Elementary School between 2014 and 2024, six involving pedestrians and seven involving bicyclists, including one fatal and one serious-injury collision, with the remaining collisions resulting in other visible injuries (8) or complaints of pain (3). The fatal collision involved a pedestrian and occurred within one-quarter mile of the school. The fatal collision occurred on Chino Avenue (2020) and the serious-injury collision on East End Avenue near Riverside Drive (2021) two of the three corridors identified for sidewalk construction in this project.

Future Crash Trends if No Action is Taken

Without sidewalks on Roswell Avenue (west side), Riverside Drive, and Chino Avenue, pedestrians, primarily school-age children, will continue to face the existing barriers and challenges to active transportation. FHWA identifies the absence of sidewalks as one of the most significant infrastructure factors associated with pedestrian fatalities. At the Roswell Avenue/Pamela Drive intersection, the absence of high-visibility crosswalk markings, advance stop bars, and a dedicated left-turn lane creates compound crash risk during school arrival and dismissal, generating angle and rear-end conflicts between turning vehicles and crossing pedestrians. The west school driveway on Pamela Drive further exposes mobility-limited users, wheelchair users, and stroller users due to missing ADA curb ramps. These conditions will persist and worsen as enrollment and surrounding residential density grow. Without ATP funding, the project is unlikely to advance. Local resources cannot cover the scope of improvements, leaving no viable path to construction. Essential safety and connectivity benefits would remain unrealized, and the project would effectively stall indefinitely, unable to progress beyond early planning.

Mitigation

The proposed improvements directly target each crash-predictive condition confirmed by the TIMS data and January 2025 walk audit and mobility assessment, with FHWA-quantified crash reduction factors for each countermeasure:

High-visibility crosswalk markings reduce pedestrian crashes by up to 48% at uncontrolled intersections (FHWA). Installed at Roswell/Pamela (all four legs), Cozzens/Pamela (north and east legs), and Roswell/Riverside (east and south legs), these address the visibility deficiencies contributing to angle and turning-movement crashes.

Advance stop bars reduce pedestrian crash risk by 25% (FHWA) by preventing vehicle encroachment into the crosswalk. Installed at all four legs of Roswell/Pamela, they establish a clear stopping point during peak school hours when vehicle-pedestrian conflicts are most concentrated.

7,965 linear feet of new sidewalk across Roswell Avenue (west side), Riverside Drive, and Chino Avenue closes existing gaps and eliminates potential conflict points between vehicles and pedestrians using the roadway, the highest single source of pedestrian exposure in the project area. The January 2025 SRTS mobility assessment assigned very low Pedestrian Evaluation Scores to all three corridors, and these are the same locations where the project area fatality and severe-injury collisions occurred.

Dedicated southbound left-turn lane at Roswell/Pamela eliminates rear-end and angle crash potential by separating turning vehicles from through traffic, ending the queuing conflict confirmed by crossing guard staff during the walk audit.

ADA-compliant curb ramps at the west school driveway eliminate potential conflict points between vehicles and mobility device users who travel along the roadway at the school's entrance.

The January 2025 student tally found 81% of students arrive by vehicle and only 4% walk, reflecting limited pedestrian connectivity and constrained walking conditions surrounding the school. These improvements are designed to measurably shift that mode share by eliminating the infrastructure barriers that suppress walking.

Vulnerable and Underserved Community Safety

Crash risk falls disproportionately on those least able to avoid it. Approximately 88% of Doris Dickson students qualify for free or reduced-price meals, the highest rate in CVUSD, in a community where many families lack vehicle access and depend entirely on walking and/or transit. Children aged 5–15 are disproportionately represented in pedestrian fatalities relative to their walking exposure (FHWA/NHTSA). Older adults and persons with disabilities face equal or greater risk: missing sidewalks and curb ramps effectively exclude them from independent travel in neighborhoods with limited active transportation options. Each proposed improvement targets a specific, predictable crash mechanism, together representing a comprehensive, evidence-based safety intervention for one of the region's most vulnerable school communities.

B. Safety Countermeasures (0-13 points)

1. Describe how the project improvements will remedy one or more potential safety hazards that contribute to pedestrian and/or bicyclist injuries or fatalities. Referencing the information you provided in Part A, demonstrate how the proposed countermeasures directly address the underlying factors that are contributing to the occurrence of pedestrian and/or bicyclist collisions.

Limit: 1600 words/562

Discuss whether the project:

- **Reduces speed or volume of motor vehicles in the proximity of non-motorized users.** Discuss current speed and volume and anticipated speed and volume.
- **Improves sight distance and visibility between motorized and non-motorized users.** Discuss current sight distance and/or visibility issue(s) and anticipated issue resolution.
- **Eliminates potential conflict points between motorized and non-motorized users, including creating physical separation between motorized and non-motorized users.** Discuss current conflict point description and anticipated issue resolution.
- **Improves compliance with local traffic laws for both motorized and non-motorized users.** Discuss which law(s) and how the project will improve compliance.
- **Addresses inadequate vehicular traffic control devices.** Discuss which devices are inadequate, how they are inadequate and how the project will address the issues.
- **Addresses inadequate or unsafe bicycle facilities, trails, crosswalks and/or sidewalks.** Identify which facilities are inadequate, how they are inadequate and how the project will address the issues.
- **Eliminates or reduces behaviors that lead to collisions involving non-motorized users.** Identify the behaviors and how the project will address them.

Each improvement proposed in this project directly addresses one or more of the specific safety hazards identified in Part A, using countermeasures supported by traffic safety research and consistent with current Caltrans and FHWA guidance for pedestrian safety treatments near schools.

HIGH-VISIBILITY CROSSWALKS: High-visibility crosswalk markings are among the most evidence-based pedestrian safety countermeasures available. At Roswell Avenue and Pamela Drive, crosswalks on all four legs directly address limited sight for vehicles at the school's main access point. At Cozzens Avenue and Pamela Drive, crosswalks on the north and east legs address crossing conditions for students approaching from the north. At Roswell Avenue and Riverside Drive, crosswalks on the east and south legs address the crossing point for students approaching from the south. Together, eight crosswalk legs create a clearly marked pedestrian network around the school that helps drivers clearly see and anticipate pedestrian crossings.

ADVANCE STOP BARS: The installation of advance stop bars on all four legs of Roswell Avenue and Pamela Drive intersection directly addresses vehicle encroachment. Advance stop bars place the vehicle stopping point back from the crosswalk line, creating a buffer zone that helps keep vehicles out of the pedestrian crossing area and increases the visibility of crossing pedestrians to drivers in adjacent lanes. This countermeasure is particularly valuable at school access intersections where large numbers of children cross simultaneously. Advance stop bars are installed using durable thermoplastic pavement markings that provide retro-reflectivity for improved nighttime visibility and maintain performance in wet weather conditions, ensuring the stopping point remains clearly visible to drivers during the early morning and late afternoon hours when school arrival and dismissal occur.

DEDICATED SOUTHBOUND LEFT-TURN LANE AND RED CURB: By separating left-turning vehicles from through traffic, the improvement eliminates the situation where queued vehicles block sight lines and force through-traffic and pedestrians to navigate around stopped vehicles. The red curb prevents parking that would otherwise obstruct the new turn lane and clear sight distance at the intersection.

ADA-COMPLIANT CURB RAMPS: Curb ramps are not merely accessibility accommodation; they are a pedestrian safety treatment. When pedestrians who use wheelchairs, walkers, or strollers cannot access a crosswalk via a ramp, they must either enter the roadway outside the crosswalk or abandon the trip entirely. Both outcomes increase crash risk. By bringing all curb ramps at the school's access intersections into ADA compliance, the project ensures that all pedestrians can safely use the designated crossing infrastructure.

SIDEWALKS: The construction of approximately 7,965 linear feet of new sidewalk is the highest-impact safety improvement in this project. The absence of sidewalks on these corridors forces pedestrians, including children, onto unpaved shoulders or into the vehicle travel lanes, exposing them to the full range of vehicle-pedestrian conflict types. The Roswell Avenue (west side) sidewalk directly connects the residential neighborhood south of the school with the improved intersection at Roswell Avenue and Pamela Drive. The Riverside Drive and Chino Avenue sidewalks extend this network further, connecting a broader catchment area to the improved pedestrian network around the school. Taken together, the improvements form a coherent, integrated safety response to the specific hazards documented in the project area. Each countermeasure targets a distinct crash mechanism, driver visibility, vehicle-pedestrian conflict during school operations, accessibility barriers, and the lack of pedestrian infrastructure, and the combination creates a walking and rolling environment that is safer for children, more accessible for people with disabilities, and appropriate for the school context it serves.

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

Yes

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)

Describe the community-based public participation process that culminated in the project.

A. What is/was the process of defining designs to prepare for future needs of users of this project? How did the applicant analyze the alternatives and impacts on the transportation system to influence beneficial outcomes? 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)? (0-6 points)

Limit: 600 words/565

The project improvements proposed in this application were identified through the San Bernardino County Safe Routes to School planning process, which involved structured, school-specific community engagement at Doris Dickson Elementary conducted during the winter of 2025. The planning process used multiple, complementary outreach methods to ensure that the full range of community voices, including those of the school's predominantly Hispanic, economically disadvantaged families, were captured and reflected in the final recommendations.

The engagement process included field walk audits conducted in the immediate vicinity of the school, with community members including parents, caregivers, school staff, and students physically walking the routes that children use to travel to and from school. During these walk audits, participants identified specific locations where infrastructure was missing, inaccessible, or needed safety enhancements, and provided direct input on the improvements they believed were most needed. The walk audits were supplemented by a bilingual (English/Spanish) Parent and Caregiver Survey, open from January 14 through February 19, 2025, which collected responses from 20 Doris Dickson Elementary families. An interactive ArcGIS-based community issue mapping survey, open from January 23 through February 13, 2025, collected 47 responses county-wide identifying walking and rolling barriers by location and category. Together, these tools ensured that community input was collected through accessible, bilingual channels that reached the school's diverse parent population.

The engagement process explicitly captured the perspectives of users of all ages and abilities. Children who navigate the streets independently, parents who accompany younger students, older adults, and individuals with mobility limitations all participated in or were represented through the walk audit and survey process. The absence of ADA-compliant curb ramps at key intersections and the west school driveway was specifically identified as a barrier by community members with mobility limitations. High-visibility crosswalks and advance stop bars, included at all three project intersections, directly address the needs of pedestrians with visual impairments by creating clearly delineated, predictable crossing locations with enhanced driver awareness. Feedback from all of these sessions directly informed the prioritized list of recommendations in the San Bernardino County Safe Routes to School Final Report, from which every improvement in this application is drawn.

The alternatives analysis for this project was embedded in the Safe Routes to School planning process, which evaluated the full range of infrastructure deficiencies around the school and prioritized improvements based on their potential to increase safety and active transportation for users of all ages and abilities. Short-range improvements, crosswalk markings, curb ramps, advance stop bars, and pavement markings, were prioritized for their immediate safety benefit, low unit cost, and proven effectiveness for pedestrians including older adults, wheelchair users, and people with visual impairments. Medium-range sidewalk construction was identified as the highest-impact investment for long-term mode shift and was scoped to the specific missing segments that create the greatest barriers to walking and rolling. Several improvement types were considered and not selected. Traffic signal

installation at Roswell Avenue and Pamela Drive was evaluated but not recommended because intersection volumes do not currently meet signal warrants, and installing an unwarranted signal can paradoxically increase pedestrian crash risk. Rectangular rapid flashing beacons (RRFBs) were considered for mid-block and intersection crossings but were determined to be less appropriate than high-visibility pavement markings at controlled intersections with existing stop control, where active warning devices would not provide proportionate safety benefit given current traffic volumes. The selected improvements represent the most effective, evidence-based package of interventions for this specific community context.

B. Describe who was/will be engaged in the identification and development of this project. Describe how stakeholders will continue to be engaged in the implementation of the project. Describe the feedback received during the stakeholder engagement process. If applicable, describe any unique engagement challenges that the community faced and how they were addressed. (0-4 points)

Limit: 700 words/598

The identification and development of this project involved a broad range of stakeholders through the San Bernardino County Safe Routes to School planning process. Community stakeholders engaged included students and parents at Doris Dickson Elementary, school staff and administration, representatives of Chino Valley Unified School District, and residents who live along the project corridors. Government stakeholders included the City of Chino Public Works Department and San Bernardino County transportation staff. Chino Valley Unified School District participated as the Project Partnering Agency and provided direct input throughout the planning process, including specific operational safety challenges at the school's primary access intersection and the inaccessibility of the west school driveway for students and family members using mobility devices.

Community engagement was conducted through school-specific walk audits, which allowed participants to directly experience the conditions along the walking routes children use to travel to and from school. Walk audits were structured to allow community members to identify specific hazards, missing infrastructure, and needed safety enhancements in real time, providing direct input that shaped the project recommendations. The engagement process also included a bilingual (English/Spanish) Parent and Caregiver Survey and an interactive ArcGIS-based community issue mapping survey, both conducted in January and February 2025. Conducting outreach in Spanish was essential for meaningfully engaging Doris Dickson's school community, where 87.3% of students are Hispanic and a significant share of families are more comfortable communicating in Spanish than English.

A unique engagement challenge for this community was ensuring that economically disadvantaged, working families, many of whom have limited time and limited experience engaging with public agency planning processes, could participate meaningfully. The bilingual survey format and the school-based walk audit approach were specifically chosen to lower barriers to participation: surveys were accessible online via QR code and distributed through the school's existing communication channels, and walk audits were conducted at the school site itself rather than at a government office or formal public meeting. These choices reflect a deliberate effort to bring the engagement process to the community rather than requiring the community to come to the process.

The feedback received during the engagement process was specific, consistent, and directly actionable. Twenty Doris Dickson families responded to the school-specific parent survey. The top barriers identified were deficient street crossings (55% of respondents), missing or inadequate sidewalks (50%), and excessive traffic volume and speed (50%). Fifty percent of respondents stated they would allow their children to walk or roll to school if conditions were improved, a direct expression of community demand for the proposed infrastructure. Parents specifically named

Riverside Drive and Chino Avenue as corridors needing enhanced safety elements and described the Roswell Avenue and Pamela Drive intersection as a daily source of concern during drop-off and pick-up. The 47-response county-wide ArcGIS mapping survey corroborated these findings, with sidewalks identified as the top concern at 42.6% of responses. Every improvement proposed in this application corresponds directly to a barrier identified through this community feedback.

Stakeholder engagement will continue throughout project design and construction. San Bernardino County will coordinate with CVUSD and Doris Dickson Elementary school administration to notify families of construction schedules and timelines, schedule construction during the summer when the school is closed, minimize disruption during school arrival and dismissal periods, and provide progress updates through the school's existing parent communication channels. The City of Chino will be engaged as improvements are designed and permitted within the public right-of-way. Community members will have the opportunity to review project designs and provide input prior to construction. The County's ongoing relationship with CVUSD ensures that the school community maintains a direct voice in implementation decisions that affect daily school operations and student safety.

Attach any applicable public participation & planning documents here:

Attached

QUESTION #5: CONTEXT SENSITIVE BIKEWAYS/WALKWAYS AND INNOVATIVE PROJECT ELEMENTS (0-5 POINTS)

A. How are the recognized best solutions employed in this project appropriate to maximize user comfort and for the local community context? Describe how the recognized best solutions included consideration of children, older adults and persons with disabilities to walk, bike and roll safely to key destinations.

Limit: 800 words/370

As you address this question, consider the following:

- The posted speed limits and actual speed;
- The existing and future motorized and non-motorized traffic volume;
- The widths for each facility;
- The adjacent land use; and
- How the project is advancing a low(er) stress environment on each facility or a low stress network: What is the current stress level? (low, medium, or high?) If the stress level is medium or high, is the project going beyond minimum design standards to maximize and abilities? What features are included to promote low-stress, comfortable, and safe walking and/or biking conditions? Does the project expand on or create a low-stress network?

The improvements proposed in this project were selected through the San Bernardino County Safe Routes to School planning process specifically because they represent the recognized best solutions for the local community context surrounding Doris Dickson Elementary School. Each treatment type was chosen based on its demonstrated effectiveness in school-adjacent pedestrian environments, its appropriateness for the scale and character of the streets in the project area, and its ability to serve the full range of users including children of all ages, older adults, and people with disabilities. The

project area consists of low-to-moderate volume residential and collector streets. High-visibility crosswalk markings using continental or ladder-style striping patterns are the recognized best practice for uncontrolled and school-adjacent crossings in this setting, providing maximum driver recognition of pedestrian crossing locations without requiring signalization that would be disproportionate to the traffic volumes present. Advance stop bars at Roswell Avenue and Pamela Drive are the appropriate complement to the crosswalk markings, providing a low-cost, high-effectiveness treatment that addresses vehicle encroachment without requiring physical reconstruction of the intersection geometry. This solution is well-suited to the local context because it can be implemented within the existing roadway footprint, minimizing disruption to adjacent properties. The dedicated southbound left-turn lane at Roswell Avenue and Pamela Drive, created through restriping and red curb installation, is a context-sensitive response to the specific operational problem at the school entrance. Rather than proposing a full intersection reconstruction or signalization which would be disproportionate to the traffic volumes, the project uses low-cost pavement markings and curb paint to separate vehicle movements and reduce conflict with pedestrians. The ADA-compliant curb ramp upgrades at all three treated intersections reflect the recognized best practice of ensuring every pedestrian crossing treatment is paired with accessible infrastructure for all users. The sidewalk construction on Roswell Avenue, Riverside Drive, and Chino Avenue represents the most fundamental context-sensitive solution available: providing pedestrian infrastructure that separates people from vehicles. The current stress level on these corridors is HIGH; pedestrians often walk in the roadway or along unpaved paths. The new sidewalks reduce stress to LOW by providing a fully separated, paved, ADA-accessible walking surface. Throughout the design, the needs of children, older adults, and persons with disabilities were explicitly considered through the walk audit process.

B. Innovative Project Elements: Does this project propose any solutions that are new to the region? Were any innovative elements considered, but not selected? Explain why they were not selected.

Limit: 500 words/240

The individual improvement types proposed in this project establish best practices rather than novel innovations. The project's approach to safety at the school entrance intersection of Roswell Avenue and Pamela Drive represents an innovative integration of multiple low-cost treatments that together achieve a safety outcome comparable to more expensive intersection modifications. The combination of high-visibility crosswalks on all four legs, advance stop bars, a dedicated southbound left-turn lane created through restriping, and red curb to prevent sight-distance-blocking parking creates a comprehensively treated school access intersection using only pavement markings and curb paint, without requiring curb reconstruction, signal installation, or significant right-of-way impacts. This integrated approach to intersection safety using low-cost surface treatments is increasingly recognized in the field of Safe Routes to School and quick-build street safety as an effective and rapidly deployable strategy.

During the Safe Routes to School planning process, several additional improvement types were considered and ultimately not selected, including traffic signal installation and rectangular rapid flashing beacons (RRFBs). Traffic signals were not selected because the intersection volumes at Roswell Avenue and Pamela Drive do not currently meet signal warrants, and installing an unwarranted signal can paradoxically increase pedestrian crash risk. RRFBs were considered for mid-block and intersection crossings but were determined to be less appropriate than high-visibility markings at controlled

intersections with existing stop control, where the addition of active warning devices would not provide proportionate safety benefit over passive markings given the existing traffic volumes.

QUESTION #6: LEVERAGING FUNDS (0-5 POINTS)

A. Is this project being submitted by a federally-recognized Tribal Government and/or is it on federally-recognized Tribal Lands?

- Yes
- No

B. Does the applicant have any leveraging funds?

- Yes
- No

C. Based on the project funding information provided earlier in the application (Part A6: Project Funding), the following Leveraging amounts are designated for this project. These amounts should match the amounts shown in Part A6: Project Funding. Non-ATP funding can only be considered "Leveraging" funding if it goes towards ATP eligible costs. If the project includes ineligible costs, the application must confirm the leveraging funding shown below does not include the non-ATP funds for ineligible items.

Phase	Leveraged Funding	Funding Type
PA&ED		
PS&E		
ROW		
CON	\$995,352	San Bernardino County Public Works Local Match Reserve
Total Leveraging	\$995,352	

D. Please complete the table below:

	Amount
Total project Costs from Part A6:	\$4,952,000
Total Leveraging from Table Above:	\$995,352
Leveraging Percent of Total Project Cost:	20

Attach Leveraging Letter of Commitment here: **To come if applicable.**

Applicants **must** attach a signed leveraging letter of commitment. Applicants without a signed letter of commitment will not receive leveraging points.

Attached.

~~Other leveraging documentation (optional) attach here: To come if applicable~~

~~Optional: If desired, clarifications can be added to explain the leveraging funding and its intended use on the ATP project.~~

Limit: 100 words

QUESTION #7: SCOPE AND PLAN LAYOUT CONSISTENCY AND COST EFFECTIVENESS (0-5 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

QUESTION #8: 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:

Attached

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

Attached

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

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 #9 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.

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](#).

Attached

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

Attached

Attachment C: Project Location Map

Attached

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

Attached

Attachment E: Photos of Existing Conditions

Attached

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

Attached

~~**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

Attached

Attachment J: State-Only Funding Request (if applicable). The Exhibit 25-F form can be found [here](#).

Attached

~~**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.~~

PARTNER LETTER OF INTENT

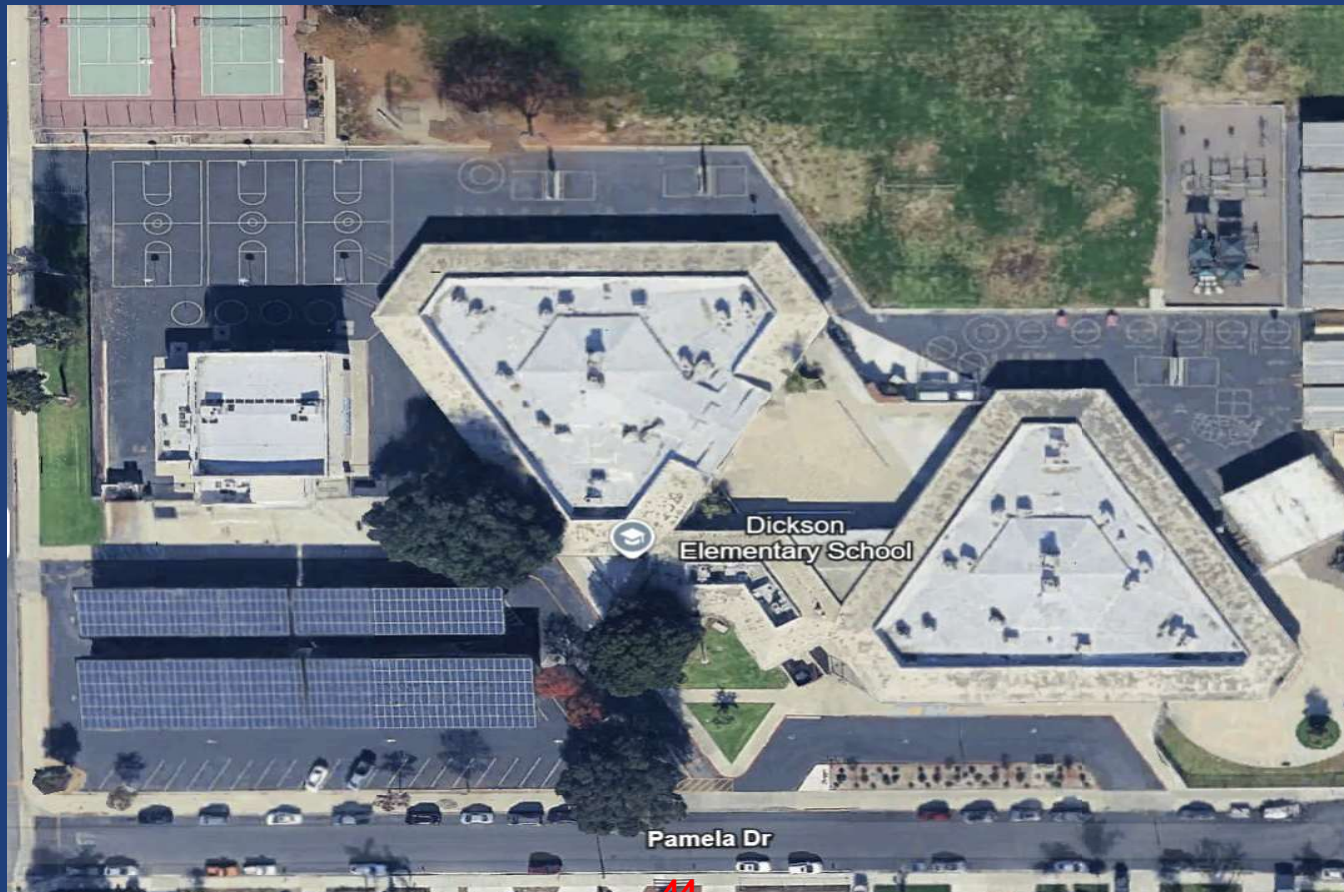
Doris Dickson Elementary School

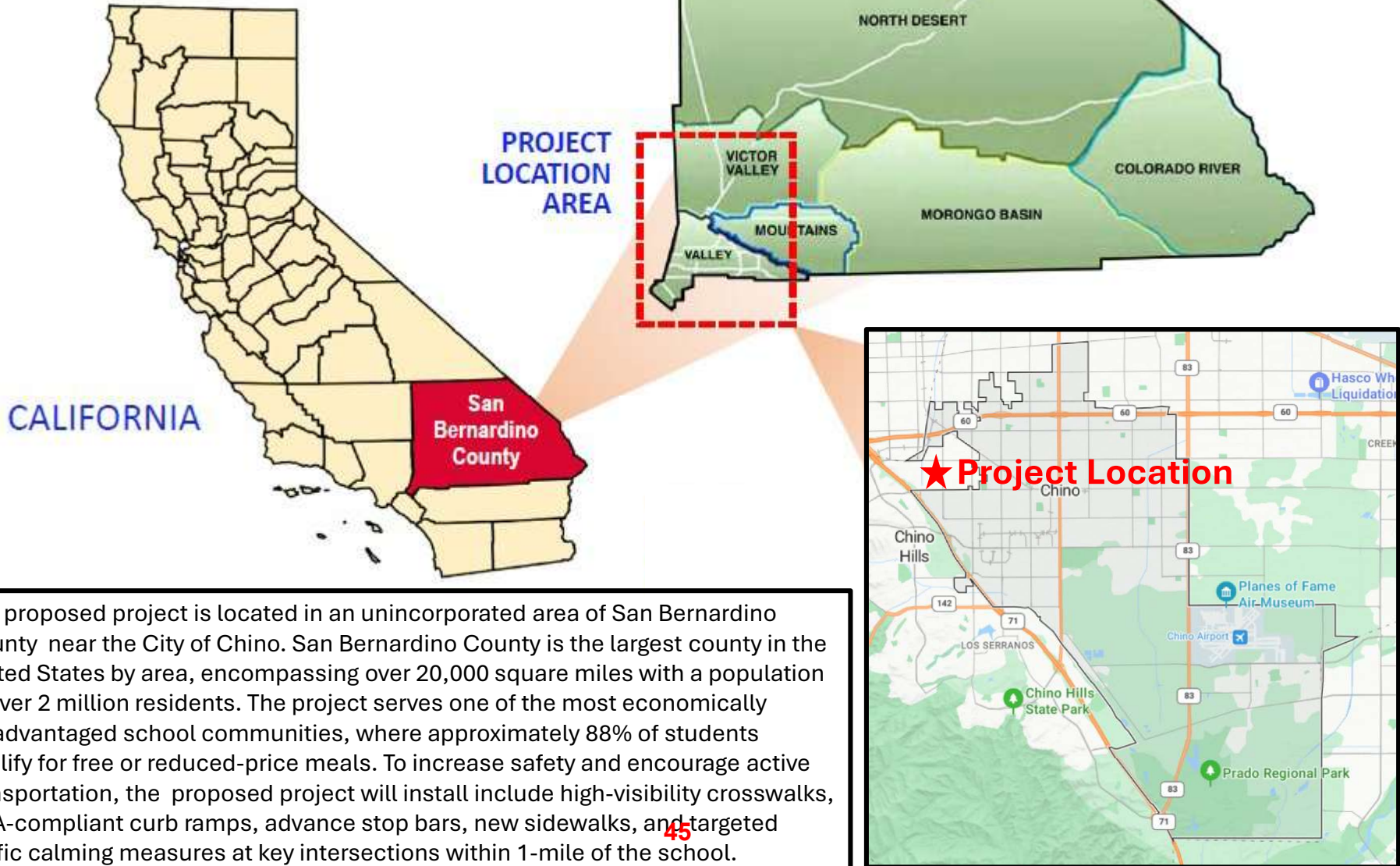
Safe Routes to School — Active Transportation Program (ATP) Grant Application
3930 Pamela Drive, Chino, CA 91710 | Chino Valley Unified School District

Not applicable. The proposed project does not include partners.

Doris Dickson Elementary School Safe Routes to School (SRTS) Project

PROJECT LOCATION MAPS





The proposed project is located in an unincorporated area of San Bernardino County near the City of Chino. San Bernardino County is the largest county in the United States by area, encompassing over 20,000 square miles with a population of over 2 million residents. The project serves one of the most economically disadvantaged school communities, where approximately 88% of students qualify for free or reduced-price meals. To increase safety and encourage active transportation, the proposed project will include high-visibility crosswalks, ADA-compliant curb ramps, advance stop bars, new sidewalks, and targeted traffic calming measures at key intersections within 1-mile of the school.

Doris Dickson ES
3930 Pamela Drive
Chino, CA 91710
Enrollment: 597

Doris Dickson Elementary School is located in unincorporated San Bernardino County within the City of Chino Sphere of Influence and is part of the Chino Valley Unified School District. Doris Dickson Elementary School has a majority Hispanic population, according to the census estimates. Approximately 88% of Doris Dickson Elementary School students received free or reduced-price lunch during the 2023-2024 school year, which is considerably higher than the state and the county averages. Safe Routes to School improvements at Doris Dickson Elementary School will enhance safety for students, families, and staff and increase the proportion of those who walk, bike, or roll to school.



SCHOOL DOCUMENTATION

ATP Cycle 8 Application — Doris Dickson Elementary School

Safe Routes to School Improvements | Unincorporated Area near Chino, CA

School Information

School Name: Doris Dickson Elementary School

Address: 3930 Pamela Drive, Chino, CA 91710

District: Chino Valley Unified School District

Enrollment: 597 students

Free/Reduced Price Meals: Approximately 88% (highest rate in CVUSD)

School Community: 87.3% Hispanic; economically disadvantaged community

District Contact Information

Contact Name: Norm Enfield, Ed.D.

Title: Superintendent, Chino Valley Unified School District

Address: 13461 Ramona Avenue, Chino, CA 91710

Phone: (909) 628-1201

Email: norm_enfield@chino.k12.ca.us

Statement of Support

Chino Valley Unified School District fully supports the 2027 Active Transportation Program (ATP) Cycle 8 application for Safe Routes to School infrastructure improvements serving Doris Dickson Elementary School. The proposed project will construct approximately 7,965 linear feet of new sidewalk along Roswell Avenue, Riverside Drive, and Chino Avenue; install high-visibility crosswalks and ADA-compliant curb ramps at key intersections; and improve traffic conditions at the school's primary access point at Roswell Avenue and Pamela Drive. These improvements directly address safety barriers identified by our school community and will enable more students to safely walk and bike to school. CVUSD is committed to the success of this project and to the safety of every student on their path to campus.

A formal Letter of Support for this application has been signed by Superintendent Norm Enfield, Ed.D. and is included as a separate attachment to this application. That letter, dated April 9, 2026, expresses CVUSD's full endorsement of this ATP Cycle 8 application and the project's goals.

Contents of This Attachment

Page 2 — School Location & Enrollment Area Map

Page 3 — Support Letter

Prepared by San Bernardino County Department of Public Works | ATP Cycle 8 Application | Doris Dickson Elementary School

Dickson Elementary Enrollment Boundary Map



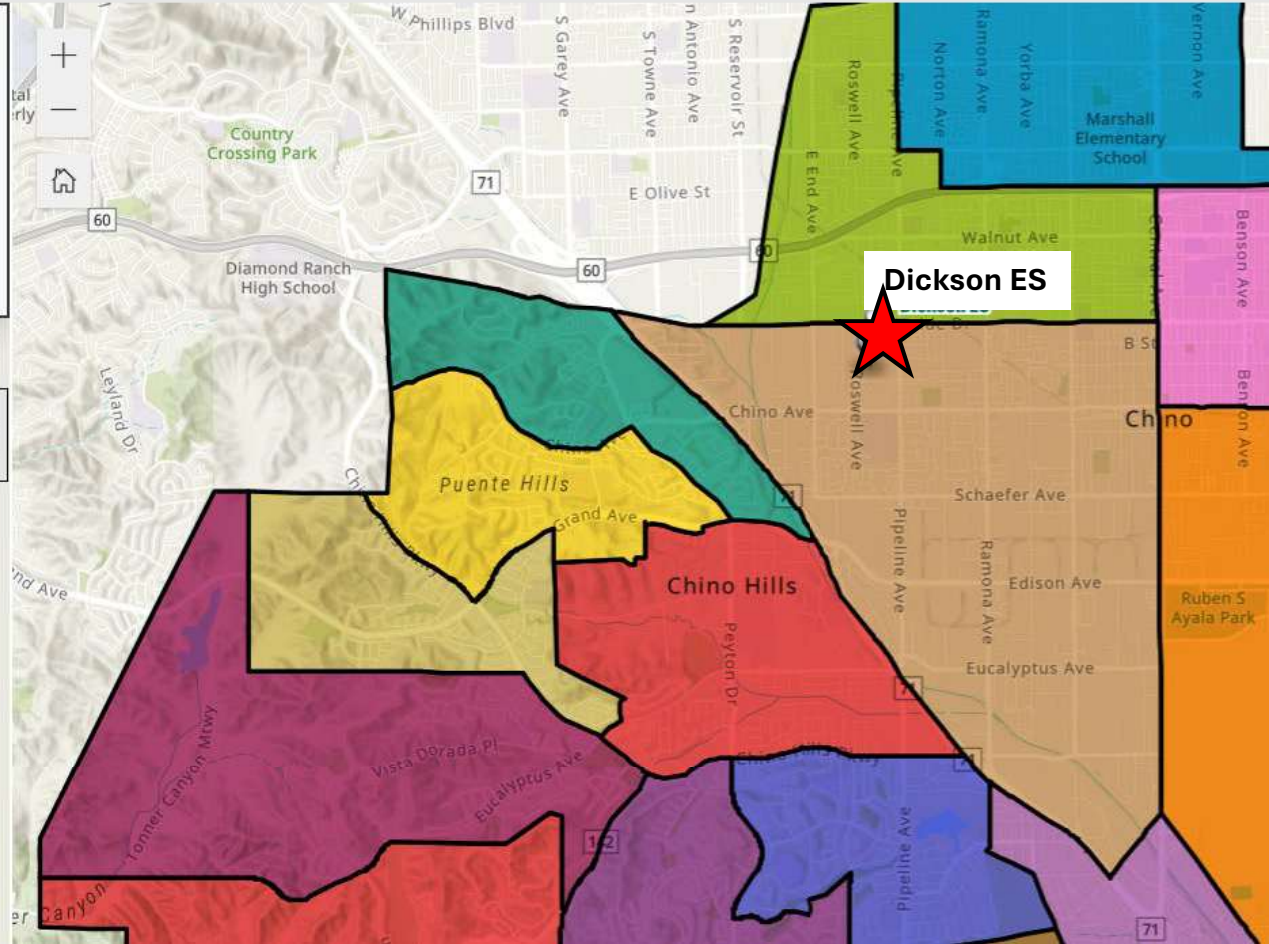
Chino Valley USD

Search: dickson ES

Place a point on the map | Reset Schools

Search: Dickson

Dickson ES (TK-6) | 3930 PAMELA DR | 591-2653



Doris Dickson Elementary School
Enrollment Boundary

