

Lamont Safe Routes to School Training Comunidades Activas y Seguras Program Follow-Up Technical Assistance



Spring 2024



Berkeley

Safe Transportation Research
and Education Center

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Acknowledgements

Thank you to the Planning Committee for inviting us back into their community and partnering with us to make Lamont a safer place to walk and bike.

Our work took place on the ethnohistoric territory of the Chumash and Yokuts peoples. We recognize that every Lamont community member has benefited from and continues to benefit from the use and occupation of Chumash and Yokuts land.

The Lamont Planning Committee

Rosalia Corona

Lamont Elementary School District

Nelly Valdez

Lamont Elementary School District

Jennifer Wood-Slayton

Lamont Elementary School District

This report was prepared by

California Walks

UC Berkeley Safe Transportation Research & Education Center (SafeTREC)

Martha Sicairos

Areli Ariana Balderrama

<https://calwalks.org>

<https://safetrec.berkeley.edu>

This report was prepared in cooperation with the California Office of Traffic Safety (OTS). The opinions, findings, and conclusions expressed in this publication are those of the author(s) and not necessarily those of the OTS.

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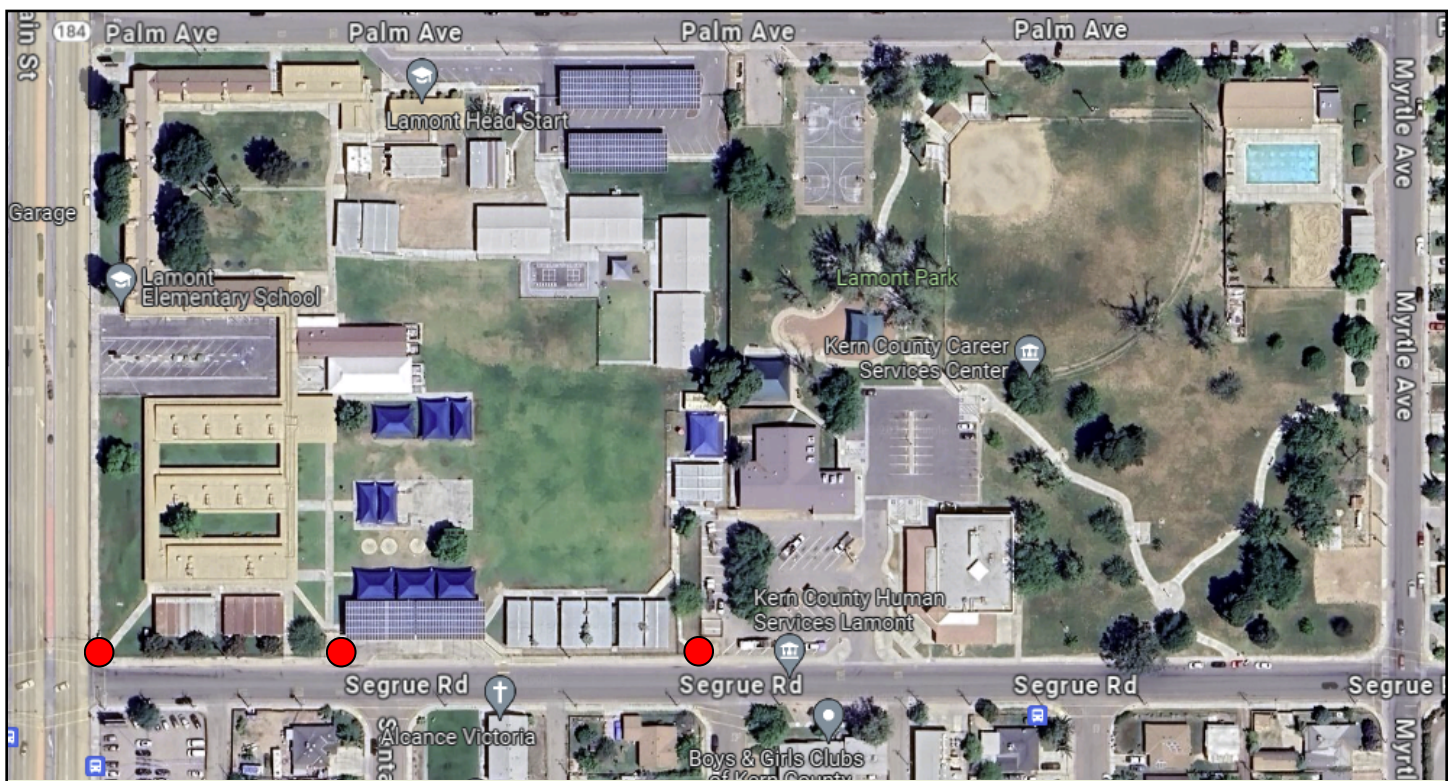
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Introduction

In Spring 2024, California Walks ([Cal Walks](#)) and the University of California Berkeley Safe Transportation Research and Education Center ([SafeTREC](#)) provided follow-up technical assistance to the Lamont community to promote pedestrian safety at Lamont Elementary School. The Lamont Elementary School District was interested in technical assistance and training for: 1) conducting school arrival and dismissal observations; and 2) conducting a walking and biking assessment on Segrue Road, the main entrance to Lamont Elementary School. The following report provides a summary of the Safe Routes to School (SRTS) training conducted on March 21, 2024, and includes Project Team recommendations aligned with safety goals identified during the planning process.

As a result of the training, Lamont Elementary School and the Planning Committee commit to promoting and implementing Safe Routes to School programming to improve road user behavior and implement infrastructure changes. They will promote SRTS to students, caregivers, and school staff during events that encourage walking and rolling to school, such as the National and International Walk and Roll to School Days and Bike and Roll to School Days.

Participants and the Project Team conducted school arrival and dismissal time observations at Lamont Elementary School at three key locations along Segrue Road, indicated by red circles from left to right: Location 1, Location 2, and Location 3. These observation sites were selected due to their proximity to the school's main entrance.



Above: A map of three locations observed during the training
Location 1: Segrue Road and Main Street (State Route 184)
Location 2: Segrue Road and Santa Rosa Avenue
Location 3: Segrue Road and Santa Paula Avenue

Background

Comunidades Activas y Seguras (Active and Safe Communities) is a statewide program of California Walks ([Cal Walks](#)) and the University of California at Berkeley's Safe Transportation Research and Education Center ([SafeTREC](#)). The program caters to the needs of monolingual Spanish speakers by providing a culturally sensitive and relevant curriculum that aims to improve walking and biking safety in communities in California. New this year, the program provides follow-up technical assistance to past CAyS sites to support the implementation of their CAyS Action Plan.

In 2023, the Project Team worked alongside the Lamont community to conduct a CAyS workshop focused on safe routes to and from Mountain View Middle School. The workshop aimed to improve pedestrian and bicyclist safety along Main Street (State Route 184). The full Lamont [CAyS Summary and Recommendations Report](#) provides more details. After the CAyS workshop, staff at Lamont Elementary School District were interested in developing Safe Routes to School (SRTS) programming across the school district.

About Safe Routes to School

Safe Routes to School (SRTS) is a strategy that aims to enhance the safety of and encourage more people to walk, roll, or bike to school. A key component of SRTS is to foster a safe student environment through the implementation of programs that create behavioral changes and install safe infrastructure at and near school campuses. SRTS also provides health benefits for students walking, biking, or rolling to school, including a reduction in stress, improvements to bone health, and cardiorespiratory and muscular fitness, and an increase in cognitive control.

The Project Team developed an SRTS Action and Safety Plan, included in the Project Team Recommendations, to improve walking and rolling to and from Lamont Elementary School, particularly along challenging streets where congestion impacts student safety. Students at Lamont Elementary School are dropped off and picked up from school by an array of caregivers who drive, walk, or roll to and from campus. The Lamont Elementary School community includes over 600 kindergarten through fourth-grade students; these students face safety risks due to their small stature, making it harder for those driving to see them walking and rolling at and near campus.

School Arrival and Dismissal Observations

Staff at Lamont Elementary School expressed interest in developing a plan to create a safe, comfortable environment for schoolchildren and their families to walk and roll to and from Lamont Elementary School. They would also like to reduce vehicle congestion along Segrue Road through initiatives that promote pedestrian safety. During the training, participants and the Project Team conducted an observation of school arrival and dismissal on Segrue Road between Myrtle Avenue and Main Street (State Route 184).

The Project Team cataloged the behavior of people driving and walking into two categories: desired behaviors and risky behaviors. The Project Team considered desired behaviors as actions or infrastructure that promote the safety of students, and risky behaviors as hazardous actions or infrastructure that puts the safety of students at risk. The Arrival and Dismissal Observation tool used to guide these observations can be found in the Appendix.



Students exit their vehicle directly into the vehicle travel lane on Segrue Road and attempt to cross mid-block to campus.

Arrival Observations

The Project Team observed arrival time at three locations along Segrue Road on Thursday, March 21, 2024, between 7:30 a.m. and 8:30 a.m. Students are expected to be in their classrooms when school begins at 8:05 a.m. Student arrival peaked between 7:45 a.m. and 8:10 a.m., during which time the majority of students arrived.

Desired Behaviors

- A majority of students arriving in a vehicle were dropped off at the curb and exited onto the sidewalk.
- Caregivers escorted their students to the main school entrance.
- When walking from the neighborhood, caregivers with multiple young children often used strollers while dropping off their students. This allowed them to navigate the road with multiple small children.
- Multiple caregivers parked on Segrue Road and walked their children to the main school entrance.
- Lamont Head Start, which offers free childhood education and care, has a dropoff location along Segrue Road. Caregivers walked their children inside the gate or a staff member met them at the gate to escort the child inside.
- Caregivers parked at the Health and Human Services parking lot and then walked their students to the main school entrance.
- Older students walked their younger siblings to the front of the Health and Human Services parking lot or escorted them to Lamont Elementary School's main entrance before getting on their own school bus on Segrue Road. This provided a safe route to campus for younger students.

Risky Behaviors

- During arrival time, students crossed mid-block at various locations along Segrue Road to access the school entrance. Most students were accompanied by a parent, caregiver, or older sibling when crossing mid-block. Crossing mid-block poses a hazard to pedestrians because drivers do not expect to see pedestrians crossing outside of crosswalks, which can increase the risk of a pedestrian crash.
- Some students who were driven to school exited the vehicle in the travel lane. Students exited from both sides of the vehicle, which forced them to walk in a vehicle traffic lane.
- Between 7:55 a.m. and 8:05 a.m., a line of cars stretched along Segrue Road, between Myrtle Avenue and Main Street (State Route 184), approximately $\frac{1}{4}$ miles in distance. The heavy congestion along the entire street felt chaotic and unsafe as students and their caregivers attempted to make their way to the school entrance on foot and in vehicles.
- A garbage truck parked on Segrue Road blocked the entrance to the school and caused confusion among caregivers dropping off students. According to Lamont Elementary School staff, this was a rare occurrence, and garbage pickup is typically scheduled for earlier in the day so as not to conflict with the school day.

Dismissal Observations

The dismissal observation period was conducted on Thursday, March 21, 2024, between 1:30 p.m. and 2:15 p.m. to capture a standard dismissal time. Student dismissal peaked between 1:50 p.m. and 2:10 p.m., during which most students were picked up. Caregivers began to arrive at 1:30 p.m., and most had arrived before 1:50 p.m.

Desired Behaviors

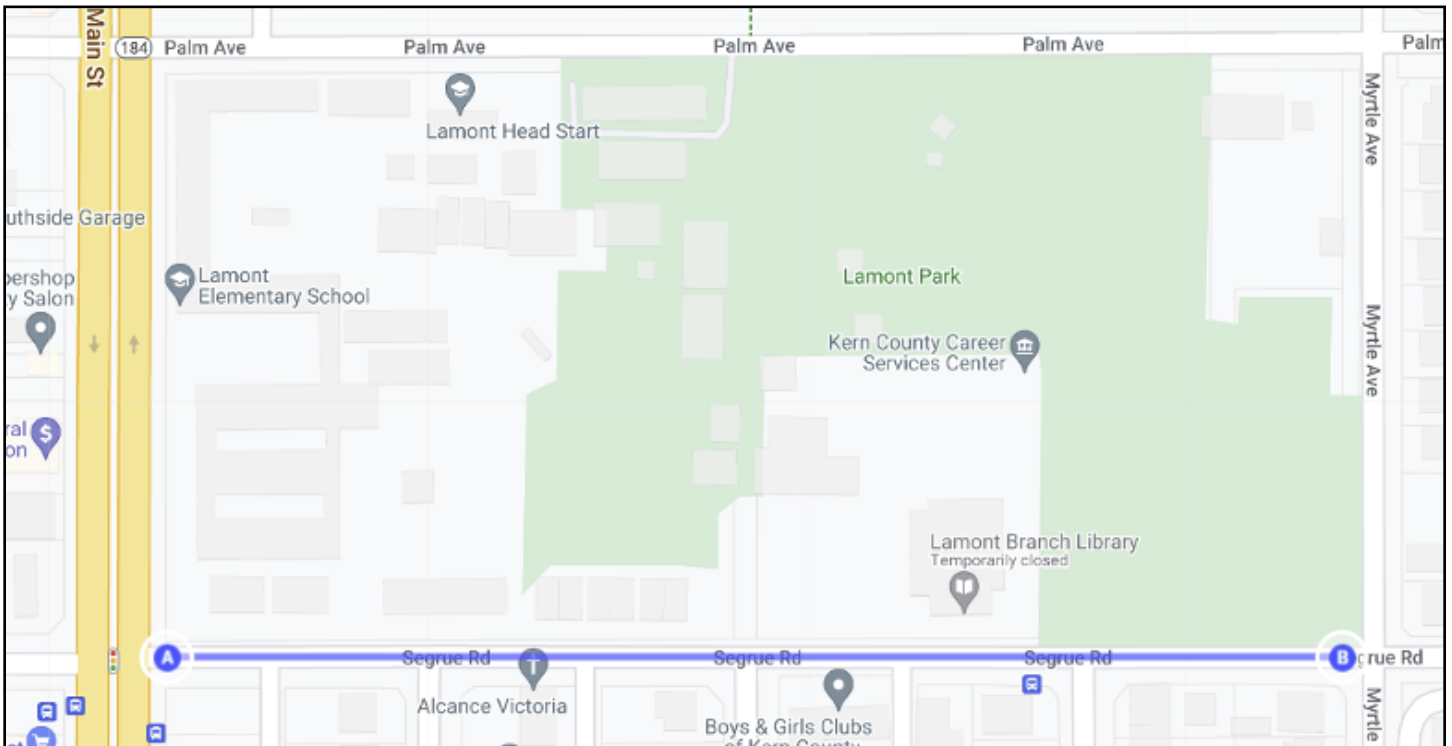
- Due to heat, multiple caregivers used umbrellas when picking up students.
- Multiple students walked to the Boys and Girls Club to pick up and eat a meal. A Boys and Girls Club staff member, wearing a high-visibility vest and holding a stop sign, escorted students from Lamont Elementary School to the Club. Having a staff member escort students may increase pedestrian visibility and make it safer for students to walk to the club.

Risky Behaviors

- One adult was seen holding a cellphone while driving down Segrue Road. Driving while distracted diverts the driver's full attention from the road, which can be unsafe for all road users.
- When returning to their vehicles, caregivers and students cross mid-block along Santa Paula Avenue and Santa Rosa Avenue. Crossing mid-block may contribute to near misses due to increased visibility issues between people crossing and drivers and unpredictable road user behavior.
- Multiple caregivers parked and blocked the crosswalk at the Segrue Road/Santa Rosa Avenue intersection. Students and families are forced to walk in the road to get around the parked vehicles, which may be especially unsafe for people using a stroller, wheelchair, or other mobility devices. Parked vehicles in a crosswalk reduce pedestrian visibility, which may contribute to near misses.

Walking Assessment: Segrue Road

The community walking and biking assessment focused on Segrue Road, between Main Street (State Route 184) and Myrtle Avenue, which serves as the main entrance to Lamont Elementary School. The Project Team and Planning Committee chose this corridor because it experiences heavy vehicle congestion. Participants were asked to identify community assets, assess walking infrastructure conditions, and share how road users engage with the built environment. The next few pages provide a brief summary of the walking assessment.



The walking assessment consisted of Segrue Road between Main Street (Route 184) and Myrtle Avenue.

Strengths

- A high-visibility yellow crosswalk is available east of the Segrue Road/Santa Rosa Avenue intersection, which may increase pedestrian visibility and reduce conflict between road users. One crossing guard is present during school arrival and dismissal times at this intersection, which helps alleviate some concerns about student crossing safety at Lamont Elementary School. Another crossing guard is stationed at the Segrue Road/Myrtle Avenue intersection.
- School personnel, including the principal, vice principal, and school campus aides, greet students and families during arrival and dismissal times. This creates a welcoming experience for students and families while also ensuring their safety.
- A staff member escorts students from campus to the Boys and Girls Club of Kern County. The staff member uses crosswalks and has students lined up in a single file when escorting them from campus. The Boys and Girls Club of Kern County offers various services and programs to youth in Lamont, including after-school, teen, and athletic programs.
- The Kern High School District Transportation Department serves 35,000 students at 27 school sites. It also has dedicated staff, like the Director of Transportation, whom staff at Lamont Elementary School can contact to express concerns.
- Students at Lamont Elementary School are dropped off and picked up by a wide range of caregivers, including grandparents, older siblings, and parents.

Right: A pedestrian crossing with a pedestrian crossing sign and a high visibility crosswalk near the Segrue Road/Santa Rosa Avenue intersection.



Strengths, continued



Above: A crossing guard near the Segrue Road/Santa Rosa Avenue intersection helps a student and their caregiver cross the street to access the school entrance.



Left: The entrance to the Boys and Girls Club of Kern County, Lamont Club.



Above: A caregiver walks with two small children along Segrue Road.

Concerns

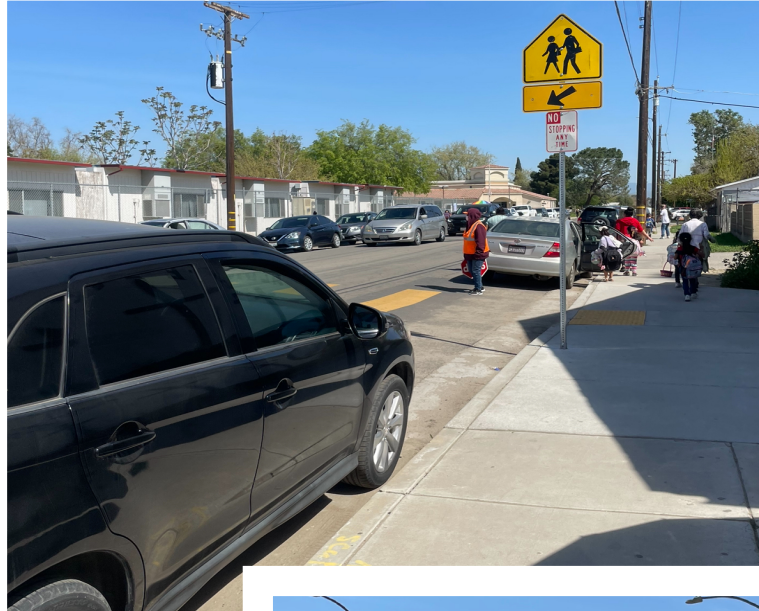
- Though the crosswalk east of the Segrue Road/Santa Paula Road intersection has a crossing guard present during arrival and dismissal times, drivers still park within 10 feet of the crosswalk. This obstructs pedestrian visibility and may lead to near misses between vehicles and pedestrians. Beginning in 2025, California's new ['Daylighting' Law, Assembly Bill 413](#), prohibits vehicles from stopping, standing, or parking within 20 feet of an unmarked and marked crosswalk to increase pedestrian visibility.
- An alley along Segrue Road is used by students and their families who walk to school. However, this alley becomes heavily congested with drivers waiting for school to let out as early as 20 minutes before school dismissal time. Some drivers parked in the alley pull out in reverse, creating the potential for near misses with pedestrians and other vehicles.
- Multiple Kern County Unified School District buses depart along Segrue Road between 7:35 a.m. and 7:50 a.m., impacting traffic flow and further exacerbating heavy traffic congestion during arrival times.
- Participants shared that the Segrue Road/Main Street (State Route 184) signalized intersection does not provide enough time for pedestrians to cross the street before the signal turns red. Drivers also rush to make a right turn onto Segrue Road as soon as the light turns red, making it unsafe for people waiting to cross the street. Students and families are forced to rush when crossing the street, which creates the potential for near-misses.
- Main Street (State Route 184) is a corridor that runs through the City of Lamont and has high vehicle traffic and speeds. This impacts students and families traveling to and from Lamont Elementary who use the crosswalks at the Segrue Road/Main Street (State Route 184) intersection, which are faded. The reduced visibility of the yellow crosswalk, high vehicle traffic, and high vehicle speeds create near misses between pedestrians crossing and vehicles.



Above: Caregivers traveling by car park in the alley on Segrue Road, between Main Street (State Route 184) and Santa Rosa Avenue, up to 20 minutes before dismissal time to wait for students.

Concerns, continued

Right: Vehicles park within 10 feet of the crosswalk on both sides of the street on Segrue Road, which creates visibility issues between people crossing the street and drivers.



Below: The yellow crosswalk at the Segrue Road/Main Street (State Route 184) intersection has faded paint and is low visibility.



Above: A caretaker, a child, and a puppy cross Segrue Road/ State Route 184.



Above: School buses departing along Segrue Road impact traffic flow and further exacerbate heavy congestion during arrival times.

Concerns, continued

- Multiple stray and loose dogs were seen wandering along Segrue Road. Stray dogs pose a hazard to people walking because they are more likely to make people uncomfortable if they are confrontational or aggressive.
- There are very few shade trees along Segrue Road, which makes it unpleasant for people walking in the area during the warmer months when temperatures exceed 100 degrees.



Above and right: Multiple children and their caregivers walk along Segrue Road, and a stray dog approaches two older children.



Project Team Recommendations

Facilitate Walking School Buses

The Project Team recommends Lamont Elementary School staff, parent leaders, and organizations like [Safe Kids Kern](#) can collaborate to plan, coordinate, and implement walking school buses (WSBs). WSBs are groups of students, led by chaperones, that meet at designated locations and times to gather and walk to school together. WSBs can consist of events that occur daily, weekly, or monthly, or they can coordinate with other events like International Walk and Roll to School Day and Ruby Bridges Walk to School Day. Walking and rolling in groups with adult supervision can increase the visibility of students, create a fun way to encourage walking and rolling to school, and reduce the reliance on drop-offs/pick-ups via vehicles, leading to reduced traffic congestion. Many students are familiar with WSBs because the local Boys and Girls Club staff provides a similar service.

Resources

- [Vision Zero for Youth](#)
- [Ruby Bridges Walk to School Day](#)
- [Walk, Bike Roll to School](#)
- [Walking School Buses](#)

Systemic Improvements along Segrue Road

The Project Team recommends the Lamont Elementary School community request the City of Lamont and Caltrans to use a proactive systemic, or Safe System, approach to implement safety improvements along Segrue Road. Rather than only prioritizing hot spots, or specific intersections with a high crash history, this approach can be used in parallel and would consider safety improvements along the entire corridor, including some locations with lower crash concentration and/or unreported crash history. Using a systemic approach consists of targeting blanket improvements at sites across a road network based on specific roadway features that are associated with a particular crash type.

Launch a School Safety Valet Program

The Project Team recommends Lamont Elementary School launch a school safety valet program to help improve the safety of students traveling to school. The program creates a designated drop-off and/or pick-up area for students traveling by car. It can address the safety challenges on Segrue Road, including traffic congestion, students' mid-block crossing, and driver behavior that impacts pedestrian visibility. The School Safety Valet Program Kit can serve as a guide for the elements and equipment needed for volunteers participating in the program. The Safe Routes to School Guide: Student Drop-off and Pick-up provides various tools for implementing a student drop-off and pick-up zone, separating pedestrians from motor vehicles, and strategies for encouraging walking and bicycling to school. These strategies and tools can be tailored to Lamont Elementary School's goals. Lamont Elementary School has strong support from parents, school personnel, and the Family Resource and Learning Center, which can serve as a starting point for recruiting volunteers to lead these efforts.

Resources

- [Safe Routes to School Guide: Student Drop-off and Pick-up](#)
- [School Safety Valet Program Kit](#)
- [Safe Routes to School Guide](#)
- [How to Create Pop-up Safe Routes to School Projects](#)
- [School Streets Toolkit](#)
- [Safe Routes to School Parent Survey](#)
- [Walking School Bus](#)

Reduce traffic congestion during arrival and dismissal times

The Project Team recommends that Lamont Elementary School staff, along with a consultant or Director of Transportation at Kern High School District Transportation Department, develop a traffic circulation plan to divert large vehicles such as those weighing more than five tons (vehicle Class 3 or above), from entering Segrue Road from Myrtle Avenue and Main Street (State Route 184) during school arrival and dismissal times. Large vehicles could be diverted to Palm Avenue, which runs parallel to Segrue Road and is not along the main school entrance. Within the traffic circulation plan, the Project Team recommends that they consider making an exception for school buses due to the need for bus pickup and dropoff to be in close proximity to Lamont Elementary School. The traffic circulation plan should consider school bus stops and routes; school buses could remain at their original pickup location but depart south along Glencoe Place. The Lamont Elementary School Staff can begin the process by communicating their concerns to the Director of Transportation at Kern High School District Transportation Department.

Resources

- [K.H.S.D. Transportation Department](#)

Santa Paula Avenue / Segrue Road Intersection Improvements

The Project Team recommends repainting the crosswalk and adding a high-visibility crosswalk on the west side of the Santa Paula Avenue / Segrue Road intersection. The intersection currently includes a stop sign and one crosswalk with faded standard markings. To encourage pedestrian use and driver awareness, the Project Team recommends the installation of a Rapid-Flashing Beacon along the west side of the intersection and advanced yield markings such as “Yield to Pedestrians Here” on eastbound and westbound directions of Segrue Road.

Main Street (State Route 184) / Segrue Road Intersection Improvements

The Project Team recommends that the Lamont Elementary School community request crosswalk improvements at the Segrue Road/ Main Street (State Route 184) intersection to increase pedestrian visibility and improve crossing times. The crosswalks are low-visibility and in disrepair, with uneven pavement and cracks that pose a tripping hazard. Caltrans manages Main Street (State Route 184) and is responsible for any improvements made along the corridor. To voice concerns, community members can contact Caltrans District 6 via email or submit requests online.

The Project Team recommends a Leading Pedestrian Interval to accommodate families crossing at this intersection; participants shared that the current allotted pedestrian crossing is insufficient. The Weedpatch Highway Rehabilitation project has planned improvements that include the Segrue Road/ Main Street (State Route 184) intersection, which may be a potential funding source for improvements.

Resources

- To email Caltrans District 6: d6.public.info@dot.ca.gov
- To submit requests online: [Customer Service Request](#)
- For current project details, see the [project description](#)

Conclusion

The Planning Committee's efforts in building a safe and welcoming environment for students speak to the care they have for them. Their connections to students, families, and caregivers increase the likelihood of implementing a robust and successful Safe Routes to School. During the workshop, participants shared their experiences with dropoff and pickup, and the Project Team shared tools to guide them as they promote pedestrian safety and reduce traffic congestion. The Project team is prepared and committed to further assisting the Planning Committee in its efforts to develop a Safe Routes to School Action Plan.

Appendix

- [Site Visit Presentation](#)
- Walking and Biking Assessment Form ([English](#) and [Spanish](#))
- Arrival and Dismissal Observation Form ([English](#) and [Spanish](#))



Comunidades Activas y Seguras

Taller Comunitario de Lamont, Rutas seguras a la escuela
Jueves 21 de marzo del 2024



Comité de Planificación



- Rosa Corona
- Nelly Valdez
- Jennifer Wood-Slayton



Agenda



Reseña de programa



Discusión de Observaciones



Rutas seguras a la escuela



Evaluación de caminar y andar en bicicleta

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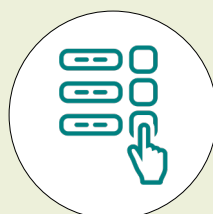
Agenda



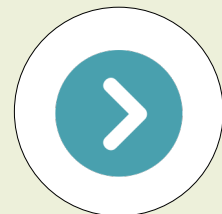
Descansar



Planificación de acción



Evaluación



Cierre

4

CAyS Lamont, 2023



- Enfoque: Main Street hacia la escuela secundaria Mountain View
- Rutas seguras a la escuela
- Departamento de Transporte de California (Caltrans): Planes para mejoras
- Asistencia Técnica

Taller Comunitario Lamont, Agosto 2023

5

Discusión de Observaciones



6

Discusión de Observaciones



- ¿Nuestras observaciones reflejan sus experiencias?
- ¿Alguna observación que compartimos es nueva para usted?

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Rutas seguras a la escuela



- Rutas Seguras a la Escuela (SRTS) es un enfoque que promueve caminar y andar en bicicleta a la escuela de manera segura
 - Mejoras en la infraestructura, aplicación de la ley, y otras herramientas
 - Educación sobre seguridad peatonal y ciclista
 - Incentivos para animar a estudiantes y familias caminar y andar en bicicleta a la escuela

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Rutas seguras a la escuela



- A nivel nacional, entre el 10% y el 14% de los viajes en automóvil durante las horas pico de la mañana son para viajes escolares.
- Las iniciativas SRTS mejoran la seguridad y los niveles de actividad física de los estudiantes.

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Rutas seguras a la escuela



- Los programas SRTS pueden ser implementados por un departamento de transporte, una organización de planificación metropolitana, un gobierno local, un distrito escolar o incluso una escuela

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Rutas seguras a la escuela



Primaria Blossom Hill *Los Gatos, CA*

- Mapa de excursión a pie
- Señalización y señales
- Cruces delineados
- Puntos de conflicto



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Rutas seguras a la escuela



Ciudad Simulada *Lamont, CA*

- Educación sobre la seguridad para peatones, ciclistas, y usuarios de scooters



Boys and Girls Club of Kern County,

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Rutas seguras a la escuela



Día de caminata a la escuela de Ruby Bridges

- Eventos pueden adaptarse para incluir líderes locales



[San Mateo County Office of](#)

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Rutas seguras a la escuela



Iniciativa Juvenil Visión Cero

- Programa de Zonas Lentas en su Vecindario
- Diseñar calles residenciales para velocidades con objetivo de 20 mph usando medidas de calma de tráfico
- Usar la Red de Lesiones de Alto Nivel y el último análisis de datos de choques para priorizar las intervenciones de seguridad en las calles más peligrosas

Rutas seguras a la escuela



Escuela Lamont

- Procedimiento para la entrada y salida escolar
- Comportamientos seguros para caminar y andar en bicicleta
- Comportamiento más seguro del conductor

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Caminata



Experiencias al caminar y andar en bicicleta



Como esta construido su ambiente



Preocupaciones y soluciones potenciales

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Caminata



Ruta

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Planificación de acción



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Planificación de acción



- ¿Cuáles son las principales preocupaciones?
- ¿Qué comportamientos crean el mayor riesgo?

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Planificación de acción



- ¿Qué funciona durante la entrada y salida de la escuela?
- ¿Qué prácticas existen que lo hacen seguro para los estudiantes?

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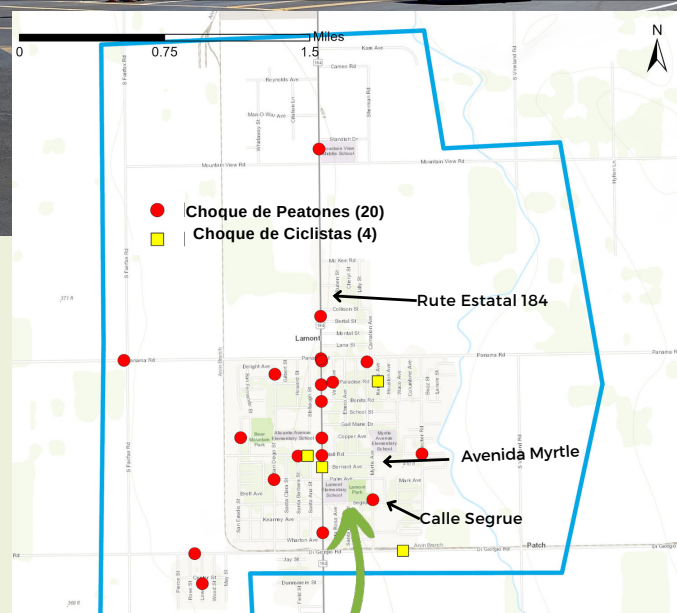
Planificación de acción



- ¿Cuál es el comportamiento deseado?
- ¿Qué debe suceder para lograr los comportamientos deseados?

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El Historial de Choques que Involucraron Peatones y Ciclistas en Lamont, 2017-2021



Escuela Primaria
Lamont

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Recursos Comunitarios

Pista para bicicletas en DiGiorgio Road

Martes 26 de marzo
10am

Esquina sureste May Street/DiGiorgio Rd.



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¡Gracias por acompañarnos!

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Walking and Biking Assessment Guide



SIDEWALKS

Sidewalk Width: Comfortable enough for walking side by side, for those pushing strollers, or using assisted mobility devices? (5-6 feet preferred)

Sidewalk condition: cracked, uneven, uneven, clogged, disconnected?

Blocked sidewalk: drivers, cargo, utility pole/box, bulky trash?

Strategies: _____



CROSSINGS

Unmarked or marked type of crosswalk: standard, school (yellow paint), continental, staircase, zebra, scramble, decorative?

Condition of pedestrian crossing markings: faded, cracked, not visible from a distance?

Is there pedestrian crossing signage?

Is the curb-to-curb crossing distance accessible for older adults, young children, and people using assisted mobility devices?

Strategies: _____



SIGNS AND SIGNALS

Does the traffic light allow enough time to cross safely, including children, seniors, and people with disabilities?

High visibility signage: school zone, construction zone, or speed limit?

Strategies: _____



INTERSECTIONS

Distance between pedestrian crossings: too far apart?

Driver speeds: below, at, or above the posted speed limit?

Traffic lanes: wide or narrow?

Strategies: _____



ROADS

Traffic lanes: wide or narrow? Do wide roads encourage drivers to speed?

Road conditions: cracks, potholes, debris?

Condition of road markings: faded, cracked?

Strategies: _____

Walking and Biking Assessment Guide



CURBS

Sidewalk ramps: missing, truncated, parallel, built domes?

Curb extensions: paint, bollards, planters?

Strategies: _____



COMFORTABLE ENVIRONMENT

Parks and open spaces: shade trees, benches, trash cans, accessible by assisted mobility devices?

Noise level: low, moderate, excessive?

Place maintenance: murals, art, cultural markers?

Strategies: _____



LIGHTING

Pedestrian-scale LIGHTING: Does it sufficiently illuminate sidewalks, bike lanes, transit stops, and community spaces?

¿Hay iluminación adecuada durante los períodos de poca luz?

Strategies: _____



TRANSIT

Frequency of service: Does the frequency of public transportation, like buses, feel sufficient or insufficient?

Stop locations: Are transit stops convenient or inconvenient?

Are there marked crosswalks leading to/from stops?

Transit facilities: Are there enough transit shelters, benches, or transit landing pads at transit stops? What are the conditions of these facilities?

Strategies: _____



BIKE FACILITIES

Type of bike lanes: Are there bike lanes on the street? If so, are they protected? If not, is the travel lane marked as a sharrow?

Road conditions of bike lanes: Is the pavement where bike lanes are cracked or have potholes? Are lanes located in the gutter or do they have debris in them?

Bike parking: Are there sufficient parking spots, is it conveniently located and in well-lit areas?

Strategies: _____

Guía: Evaluación de caminar y andar en bicicleta



BANQUETAS

Ancho de la banqueta: ¿lo suficientemente cómodo para caminar al lado de otros, para quienes empujan carreolas o usan dispositivos de movilidad asistida? (preferido 5-6 pies)

Condición de la banqueta: ¿agrietada, revuelta, desigual, obstruida, desconectada?

Banqueta bloqueada: conductores, carga, poste/ caja de servicios públicos, basura voluminosa?

Estrategias: _____



CRUCES

Sin marcar o tipo de paso de peatones marcado: estándar, escolar (pintura amarilla), continental, escalera, cebra, revuelto, decorativo?

Estado de las marcas del paso de peatones: ¿descoloridas, agrietadas, no visibles desde la distancia?

¿Hay señalización de paso de peatones?

¿La distancia de cruce de banqueta a banqueta es accesible para adultos mayores, niños pequeños y personas que usan dispositivos de movilidad asistida?

Estrategias: _____



SEÑALES Y SEÑALIZACIÓN

¿El semáforo permite suficiente tiempo para cruzar de manera segura, incluidos niños, adultos mayores y personas con discapacidades?

Señalización de alta visibilidad: ¿zona escolar, zona de construcción o límite de velocidad?

Estrategias: _____



INTERSECCIONES

Distancia entre cruces de peatones: ¿demasiado separados?

Velocidades del conductor: ¿por debajo, igual o por de más del límite de velocidad indicado?

Carriles de circulación: ¿anchos o angostos?

Estrategias: _____



CARRETERAS

Carriles de circulación: ¿anchos o angostos? ¿Las carreteras anchas animan a los conductores a acelerar?

Condiciones de la carretera: ¿grietas, baches (hoyos), escombros?

Estado de las marcas de la carretera: ¿descoloridas, agrietadas?

Estrategias: _____

Guía: Evaluación de caminar y andar en bicicleta



CURBAS

Rampas de banqueta: ¿faltan, cúpulas truncadas, paralelas, construidas?

Extensiones de bordillos: ¿pintura, bolardos, jardineras?

Estrategias: _____



AMBIENTE CONFORTABLE

Parques y espacios abiertos: árboles de sombra, bancos, botes de basura, ¿accesibles mediante dispositivos de movilidad asistida?

Nivel de ruido: ¿bajo, moderado, excesivo?

Mantenimiento de lugar: murales, arte, ¿marcadores culturales?

Estrategias: _____



ILUMINACION

Iluminación a escala peatonal: ¿ilumina suficientemente las banquetas, los carriles para bicicletas, las paradas de tránsito y los espacios comunitarios?

¿Hay iluminación adecuada durante los períodos de poca luz?

Estrategias: _____



TRÁNSITO

Frecuencia de servicio: ¿suficiente, insuficiente?

Lugares de parada: ¿convenientes, inconvenientes?

Instalaciones de tránsito: ¿refugios de tránsito, bancos, pistas de aterrizaje de tránsito? Condiciones de estas instalaciones?

Estrategias: _____



INSTALACIONES PARA BICICLETAS

Tipo de carril bici: ¿protegido o carril bici convencional? ¿El carril de circulación está marcado como una curva?

Condiciones de la carretera de los carriles para bicicletas: ¿grietas, baches (hoyos), escombros, en la cuneta?

Aparcamiento para bicicletas: ¿suficientes espacios, convenientemente ubicado, bien iluminado?

Estrategias: _____

Arrival and Dismissal Observation Checklist

Name: _____

Site: _____

Observation Corridor Intersection:

Observation Day and Date: _____

Observation Start Time: _____

Observation End Time: _____

Materials

- Pen/pencils
- Clipboards Instructions

Instructions

1. Review desired and risky behaviors for people walking and driving in school zones included in this document.
2. Identify key corridors or intersections that pose significant challenges for community members. These can be determined by speaking with individuals who walk, bike, roll, and drive within the focus area.
3. Create a map that includes the observation area. Then, assign individuals to facilitate observations of the intersections and corridors of concern.
4. At a minimum, observe one arrival and one dismissal period for 30 minutes. To optimize observations, complete observations during a standard school day. If there is inclement weather on the scheduled observation day, postpone observations where possible. If possible, complete additional observations at different points in a school term.
5. Based on observations, determine priority changes to promote safety and identify what works well for people walking, rolling, biking, or driving to school.
6. To complete the debrief section, review the [Safe System Strategies for Bicyclists and Pedestrians Toolkit](#) to identify appropriate strategies for the site.

Pedestrian Behaviors in School Zones
Desired Behavior
<input type="checkbox"/> Student(s) and/or their caregiver cross at a crosswalk and/or corner. <input type="checkbox"/> Student(s) and/or their caregiver exits and enters a vehicle curbside onto the sidewalk. <input type="checkbox"/> School staff and caregivers greet each other and/or converse.
Risky Behavior
<input type="checkbox"/> Student(s) and/or their caregiver exit and enter a vehicle on the side of the road. Exiting a vehicle on the street side puts children in the way of moving traffic. <input type="checkbox"/> Observed student(s) crossing the street distracted, such as using their cell phones or walking with headphones. <input type="checkbox"/> Observed student(s) walking through moving traffic. <input type="checkbox"/> Observed student(s) crossing midblock with or without an adult. <input type="checkbox"/> Observed student(s) crossing against a signal such as a "DON'T WALK" signal.

Pedestrian Behavior	
Pedestrian	Notes
Adult	
Student	

Driver Behaviors in School Zones
Desired Behavior
<ul style="list-style-type: none"> <input type="checkbox"/> Caregivers park in a designated spot and walk or roll with their student(s). <input type="checkbox"/> Caregivers stay in their vehicle, pull into an Arrival/Dismissal zone, and depart when their student exits the vehicle.
Risky Behavior
<ul style="list-style-type: none"> <input type="checkbox"/> Drivers do not pull to the curb. <input type="checkbox"/> Drivers use a designated bus zone or park in a loading zone. <input type="checkbox"/> People are seen driving in the wrong direction. <input type="checkbox"/> Drivers park within 20 feet of a crosswalk (20 feet is about 3-4 car lengths). <input type="checkbox"/> Driver blocks crosswalks, sidewalks, walkways, and/or bike lanes. <input type="checkbox"/> Driver backs into school parking lots, load zones, and/or adjacent streets.

Driver Behavior
Notes

Debrief of dismissal or arrival observations	
What facilitates a positive and safe Arrival/Dismissal experience for students and their caregivers?	
Top Safety Concerns Observed:	
Proposed Safe Systems Strategies:	

The Comunidades Activas y Seguras team adapted this checklist from information gathered from [Safe Routes to Schools](#).

Observación de llegada y salida en zonas escolares

Nombre: _____

Sitio: _____

Intersección o calles principales de la observación:

Día y fecha de la observación: _____

Hora de inicio de la observación: _____

Hora de finalización de la observación:

Materiales

- Bolígrafo/Lápiz
- Portapapeles

Instrucciones

1. Revisar comportamientos deseados y arriesgados para peatones y conductores en las zonas escolares.
2. Identificar corredores o intersecciones claves que planteen desafíos importantes para los miembros de la comunidad. Estos pueden determinarse a través de hablando con personas que caminan, andan en bicicleta, ruedan y conducen dentro del área de enfoque.
3. Hagan un mapa que incluya el área de observación. Luego, asigne personas para facilitar las observaciones de las intersecciones y corredores de preocupación.
4. Como mínimo, observe durante un período de llegada y/o de salida por 30 minutos. Para optimizar las observaciones, complete las observaciones durante un día escolar estándar. Si hay clima inclemento durante el mismo día de las observaciones, posponga cuando sea posible. Si es posible, complete observaciones adicionales en diferentes ocasiones del período escolar.
5. Desarrollé los cambios prioritarios para mejorar la seguridad de personas que caminan, ruedan, andan en bicicleta o conducen a la escuela según sus observaciones.
6. Para completar la sección de informe, revise las [Herramientas de Estrategias de Sistema Seguro para Ciclistas y Peatones](#) para identificar estrategias apropiadas para el sitio.

Comportamientos de peatones en las zonas escolares
Comportamiento deseado
<input type="checkbox"/> Estudiante(s) y/o su cuidador cruzan en un cruce de peatones y/o en una esquina. <input type="checkbox"/> Estudiante(s) y/o su cuidador salen y entran a un vehículo desde la acera hacia la acera. <input type="checkbox"/> Personal de la escuela, cuidadores y estudiantes se saludan.
Comportamiento arriesgado
<input type="checkbox"/> Estudiante(s) y/o su cuidador sale y entra a un vehículo al lado de la carretera. Salir de un vehículo por el lado de la calle pone a los niños en el camino del tráfico vial. <input type="checkbox"/> Estudiante(s) observado(s) cruzando la calle distraídos, como usando su celular o caminando con audífonos. <input type="checkbox"/> Estudiante(s) observado caminando a través del tráfico vial. <input type="checkbox"/> Estudiante(s) observado(s) cruzando a bloque medio solo(s) o sin adulto. <input type="checkbox"/> Estudiante(s) observado(s) cruzando en contra de una señal como una señal de “NO CAMINAR”.

Comportamiento de Peatón	
Peatón	Notas
Adulto	
Estudiante	

Comportamientos de los conductores en zonas escolares
Comportamiento deseado
<input type="checkbox"/> Cuidadores se estacionan en un lugar designado y caminan o ruedan con sus estudiantes. <input type="checkbox"/> Cuidadores permanecen en su vehículo, entran a zona de Llegada/Salida y salen cuando su estudiante sale del vehículo. <input type="checkbox"/> Cuidadores y personal de la escuela se saludan y/o platican.
Comportamiento arriesgado
<input type="checkbox"/> Conductores no se acerquen a la acera. <input type="checkbox"/> Conductores utilizan una zona de autobús o la zona de carga. <input type="checkbox"/> Conductores manejan en la dirección equivocada. <input type="checkbox"/> Conductor bloquea cruces peatonales, aceras, pasarelas, y/o carriles para bicicletas. <input type="checkbox"/> Conductores se estacionen a menos de 20 pies de un cruce peatonal (20 pies es casi 3 o 4 carros). <input type="checkbox"/> Conductor reversa a los estacionamientos de la escuela, zonas de carga y/o calles adyacentes.

Comportamiento del conductor
Notas
Empty space for notes

Observación de llegada y salida en zonas escolares.

Informe de análisis de las observaciones de Llegada/Salida

¿Qué facilita una experiencia de Llegada/Salida positiva y segura para los estudiantes y sus cuidadores?

Preocupaciones claves de seguridad observadas:

Estrategias de sistema seguro propuestas:

The Comunidades Activas y Seguras team adapted this checklist from information gathered from [Safe Routes to Schools](#).

Observación de llegada y salida en zonas escolares.

Thank you for your interest in the **Comunidades Activas y Seguras (Active and Safe Communities) Program.**

For more information, please visit:

[Comunidades Activas y Seguras](#)

For questions, please email safetrec@berkeley.edu

or visit SafeTREC on the Web at <https://safetrec.berkeley.edu/>



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