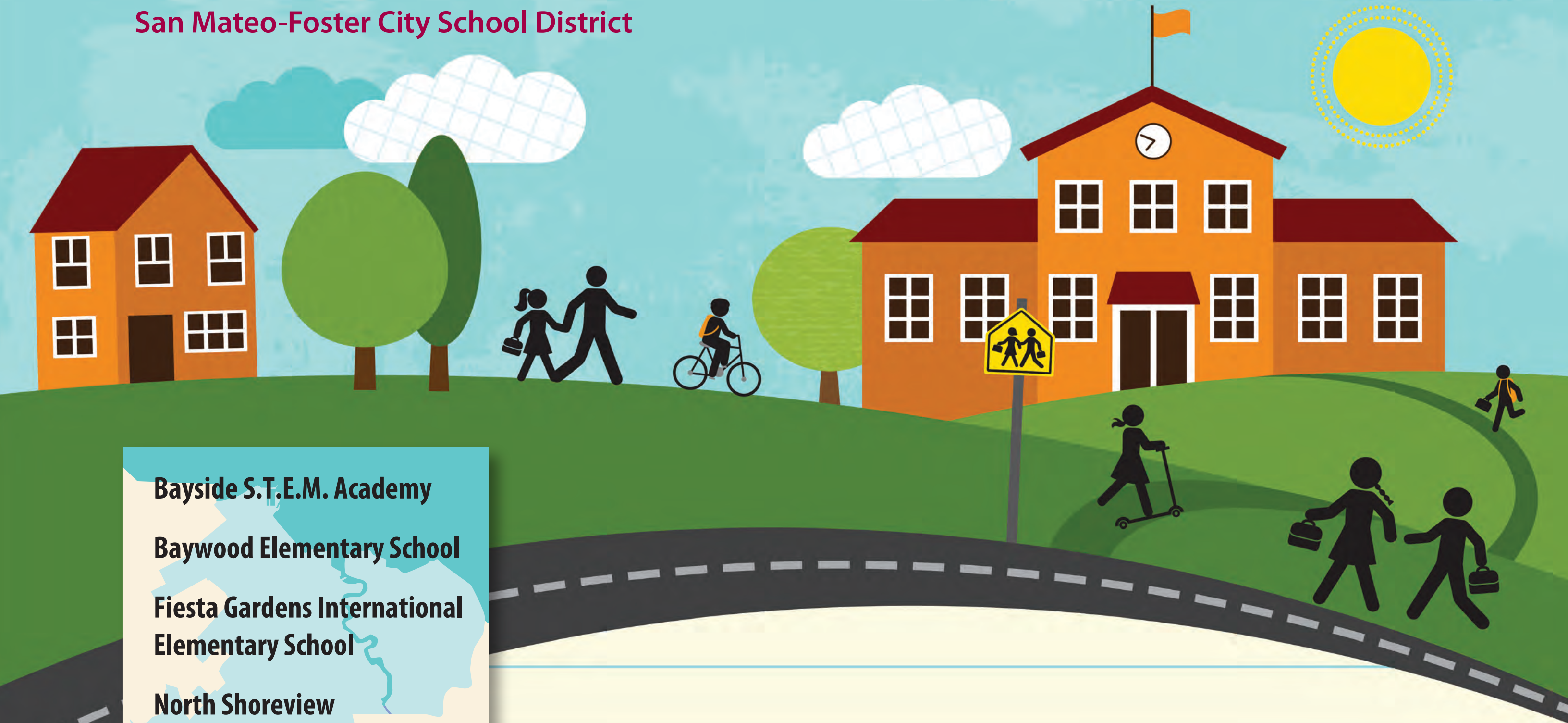


Walking and Bicycling Audits

San Mateo-Foster City School District



Bayside S.T.E.M. Academy

Baywood Elementary School

Fiesta Gardens International
Elementary School

North Shoreview
Elementary School

Parkside Elementary School



San Mateo County
SAFE ROUTES TO SCHOOL

Healthy Kids • Green Communities • Safe Journeys



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Bayside S.T.E.M. Academy Walking and Biking Audit



School Information

Bayside S.T.E.M. Academy (“Bayside”) is located at 2025 Kehoe Avenue in a residential neighborhood of San Mateo. Kehoe Avenue is a two-lane collector roadway that connects to US 101 and S. Norfolk Street, an arterial roadway that runs parallel and to the east of US 101. Joinville Park and Swim Center is adjacent to the Academy. The Bayside neighborhood abuts Seal Slough to the east and a canal to the west. These limit vehicular access to the school from the west via Kehoe Avenue, and from the south via Van Buren Street and Roberta Drive. There is also walk / bike access via a mixed use path to the north, which connects to East Third Avenue.

During the 2013-2014 school year, 540 students were enrolled in sixth through eighth grade. As a magnet school, students attend Bayside from all over San Mateo and Foster City.

Bayside does not have a designated school loading zone, but motorists typically drop-off and pick-up students within either of the school parking lots, which are accessed via Kehoe Avenue. Vehicles enter from the east driveway and exit at the west driveway for both lots.

Bell Schedule

Grade	Morning	Afternoon
6 – 8	8 a.m.	2:37 p.m.
Wednesday minimum days	8 a.m.	12:36 p.m.

Safe Routes to School Survey

A parent survey was conducted at Bayside during the Fall 2012 semester; 68 responses were collected. Key findings are reported below:

- ➔ **Riding in family vehicle and walking are the most common modes of travel:** Asked about their travel patterns, parents reported 19 percent of school trips occurred on foot. Fifty-six (56) percent of trips are by family vehicle. However, travel mode varies by time of day. There are more family car trips for morning drop-off than the afternoon pickup (64 percent a.m. vs 48 percent p.m.). Some of these afternoon pickup trips occurred by walking and school bus instead. Carpool and transit trips remained mostly constant between mornings and afternoons.
- ➔ **Walking mode share is proportional to the number of students living within easy walking distance from school.** Nineteen (19) percent of students live within a quarter mile from school, and another 12 percent within a half mile. Fifty (50) percent of students travel more than one mile to school.
- ➔ **Parents perceive a gap in school support for walking and bicycling:** Around half of the parents indicated that walking and bicycling to school was something that they did more often, and two-thirds recognize that walking and bicycling is important for their children’s health. However, only about a quarter of respondents felt that walking and bicycling was encouraged by the school.
- ➔ **Traffic considerations are a high priority:** The barriers most frequently cited by parents preventing them from allowing their children to walk and bike to school more often included “Unsafe intersections” (53 percent), “Speeding traffic along route” (52 percent) and “Too much traffic along route” (52 percent).

Figure 1 – Walking or biking to school is... (n= 259)

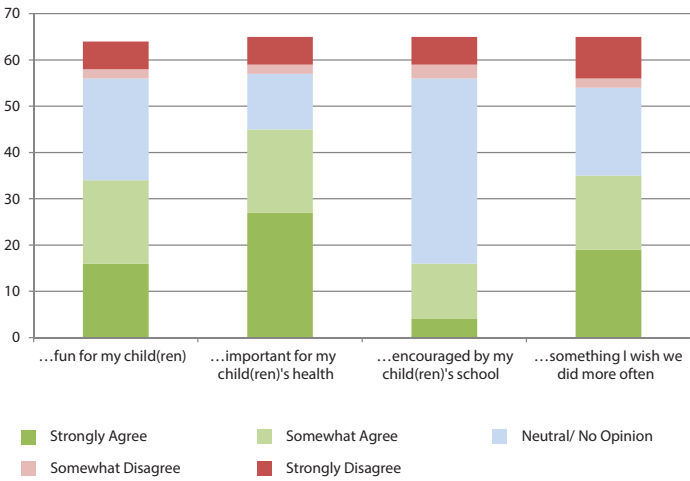
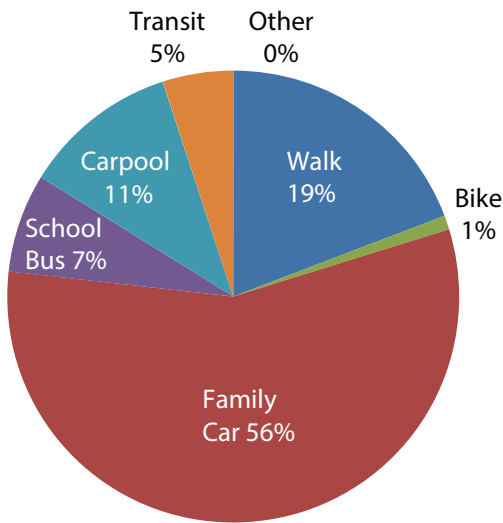
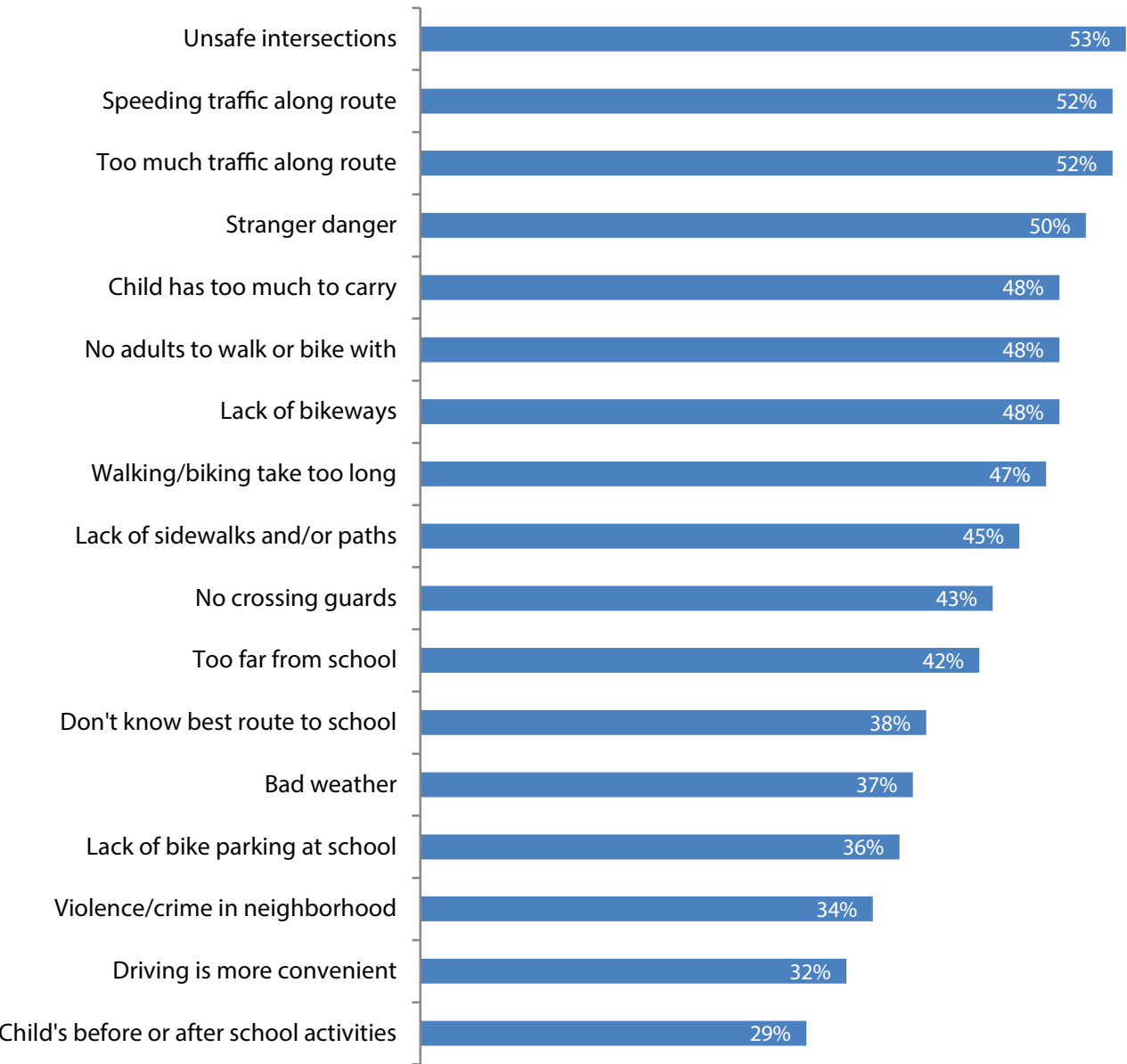


Figure 2 – Mode split for all school trips (n= 731)



Source MTC Safe Routes to Schools Parent Survey, 2012

Figure 3 – Would you allow your children to walk/bike more often if this concern were addressed?



Walking and Bicycling Audit

A walking and bicycling audit was held on the morning of October 2, 2013. Staff from the school, the school district, and the City of San Mateo attended the audit, along with several parents.

Audit participants observed the morning arrival period, including travel behavior by pedestrians, bicyclists, and motorists, and transportation infrastructure issues at the school site and surrounding neighborhood. Photos are shown on the following page.

Infrastructure Observations

SCHOOL GROUNDS:

- ➔ Both the west and east staff parking lots have dual traffic aisles, all of which are used by parents for student loading.
- ➔ Two of the four driveway crosswalks lack crossing striping.
- ➔ Staff reported several bicycles have been stolen out of the student bicycle cage.

KEHOE AVENUE:

- ➔ Parents reported that visibility facing east on Kehoe Avenue is challenging in the morning due to the rising sun.
- ➔ Driveway traffic at the park was observed conflicting with school driveway traffic at the east school parking lot.

Behavioral observations

SCHOOL GROUNDS:

- ➔ Motorists were observed using both parking aisles in both the west and east staff parking lots. Most parents dropped off immediately after pulling into the lot rather than pulling further into the parking aisle. This resulted in back-ups across the sidewalk and into the street.
- ➔ Vehicles making left turns into the parking lot were observed causing backups onto Kehoe Avenue.

KEHOE AVENUE:

- ➔ Motorists were observed dropping students off on both sides of Kehoe Street.
- ➔ Sidewalks on Kehoe Avenue are highly used by students walking to/from school.
- ➔ One staff member assists with the crosswalk at Van Buren Street and another assists at the Herschel Street crosswalk. They were not observed using appropriate crossing guard equipment.
- ➔ Parents and students were observed crossing the middle of the street, away from crosswalks.

Improvement Plan

Recommendations for the school site appear in the following pages.

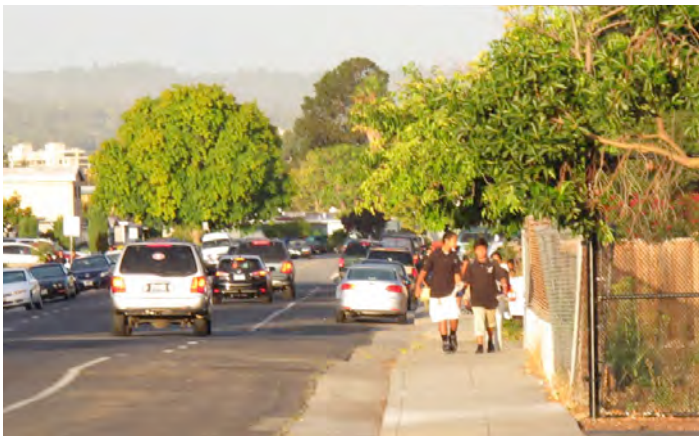
Observations



Visibility on Kehoe facing east in the morning can be challenging.



Wrong-way riding in the bike lane next to school.



Sidewalks on Kehoe are heavily used by students.



Parked cars sometimes encroach into the crosswalks.



A school staff member assists students crossing at Van Buren / Kehoe.



Supervising staff would benefit with appropriate crossing guard equipment and training.



School traffic at the driveways causes congestion before and after school.



The school driveway lacks striping to designate the path of travel.



Curbside parking hinders the line of sight for pedestrians and drivers.



The east side of the lot lacks sidewalks and red curb enforcement.



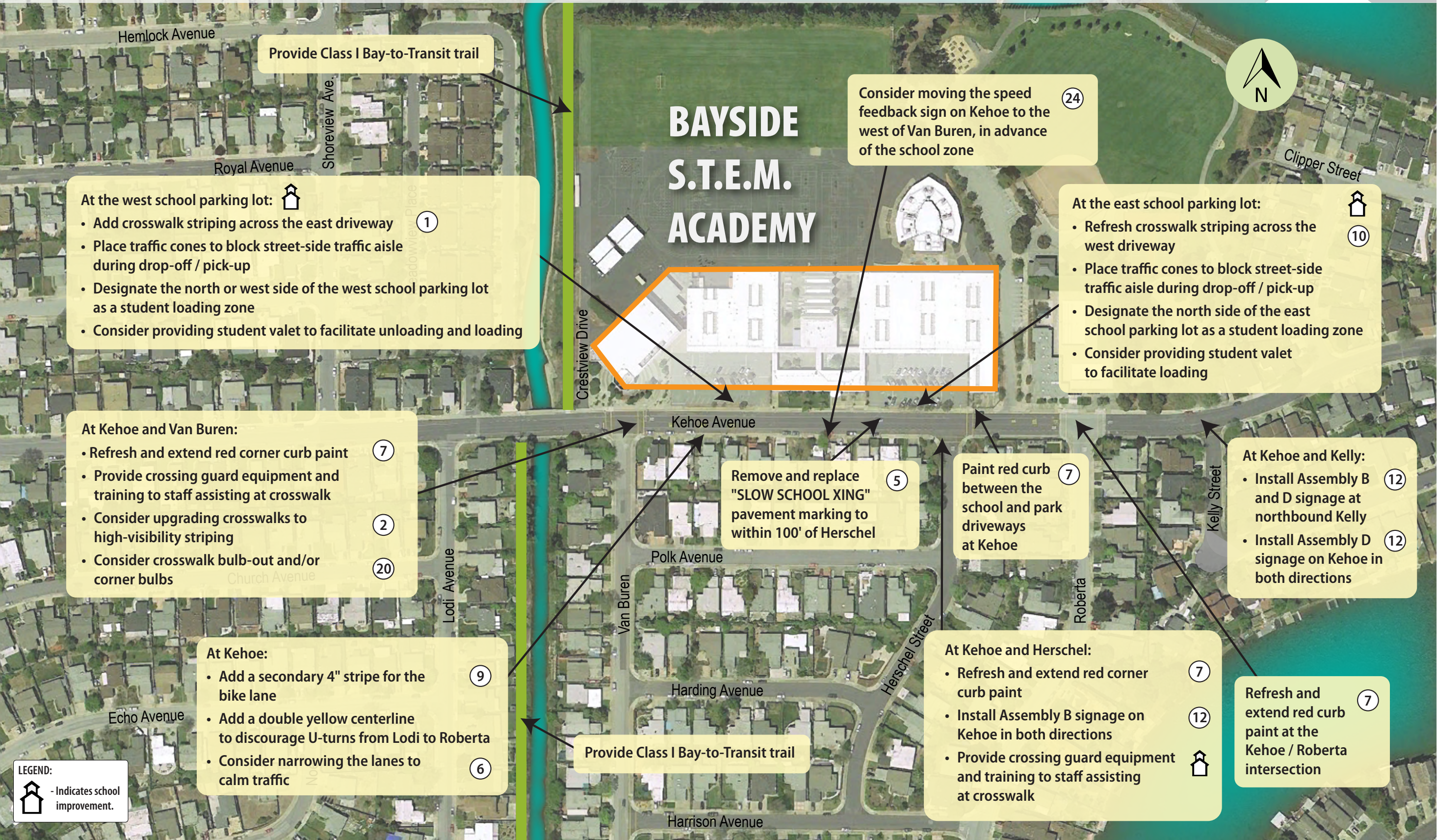
Parents drop-off in both aisles of the school parking lot.



The school bike cage is not secure and not well supervised.

(X) For specific recommendations, see Toolbox on page 23.

Potential Safe Routes to School Improvements



Baywood Elementary School Walking and Biking Audit



School Information

Baywood Elementary School is located at 600 Alameda de Las Pulgas in a residential neighborhood of San Mateo. Alameda Del Las Pulgas is a four-lane arterial roadway that connects to State Route 92 and Crystal Springs Road. Aragon High School is adjacent to the elementary school.

During the 2013-2014 school year, 620 students were enrolled in kindergarten through fifth grade from the nearby neighborhood.

Passenger pick-up and drop-off occurs in a formal loading zone on the south side of the school. Motorists enter the loading zone from Alameda de Las Pulgas, drop off or pick up in the loading zone, and exit onto Woodland Drive. Woodland Drive separates the elementary school from Aragon High School and also provides access back onto Alameda de Las Pulgas.

Bell Schedule

Grade	Morning	Afternoon
Kindergarten	8 a.m.	12 p.m.
1 – 3	8 a.m.	2:15 p.m.
4 – 5	8 a.m.	2:45 p.m.
1 – 5 Weds minimum days	8 a.m.	12:45 p.m.

Safe Routes to School Survey

A parent survey was conducted at Baywood Elementary School during the Fall 2012 semester. Almost 110 responses were collected. Key findings are reported below:

- ➔ **There are nearly as many students walking as being driven by family car:** Asked about their travel patterns, 37 percent of parents responded that their child walks to and from school while 48 percent are driven in a family vehicle. Walking is more common in the morning than the afternoon (43 percent versus 31 percent). There are very few carpool trips in the morning (one percent), but they represent eight percent of afternoon trips.
- ➔ **More than half of students live within easy walking and bicycling distance from school:** Thirty-one (31) percent of students live within a quarter mile from school, and another 25 percent within a half mile. Only six (6) percent of students travel more than two miles to school.
- ➔ **Most parents have a positive association with their children walking and bicycling to school:** Large majorities of parents indicated that walking and bicycling to school is fun for their children and important for their children’s health. Around half of parents felt that walking and bicycling is encouraged by the school.
- ➔ **Two-thirds of parents would be open to their children walking or biking more often if traffic issues were resolved:** The three most frequently barriers cited by parents that prevent them from allowing their children to walk and bike to school more often were “Too much traffic along route” (65 percent), “Speeding traffic along route” (64 percent), and “Unsafe intersections” (63 percent).

Figure 1 – Walking and biking to school is... (n= 357)

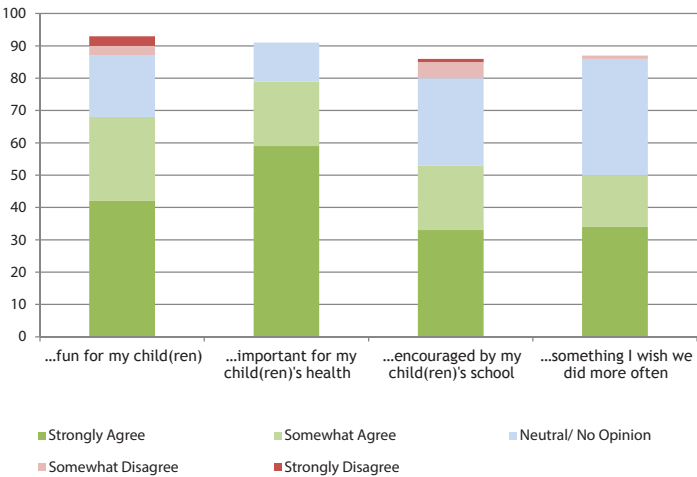
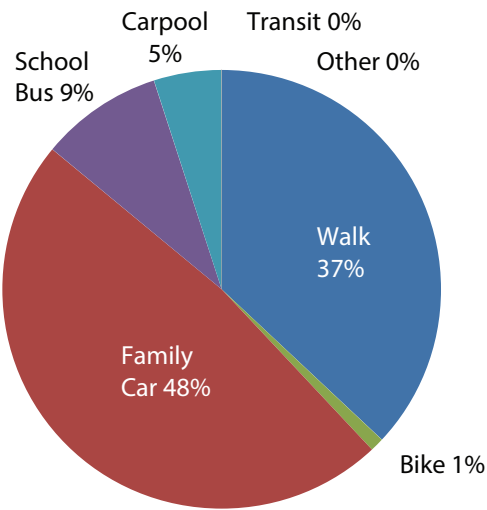
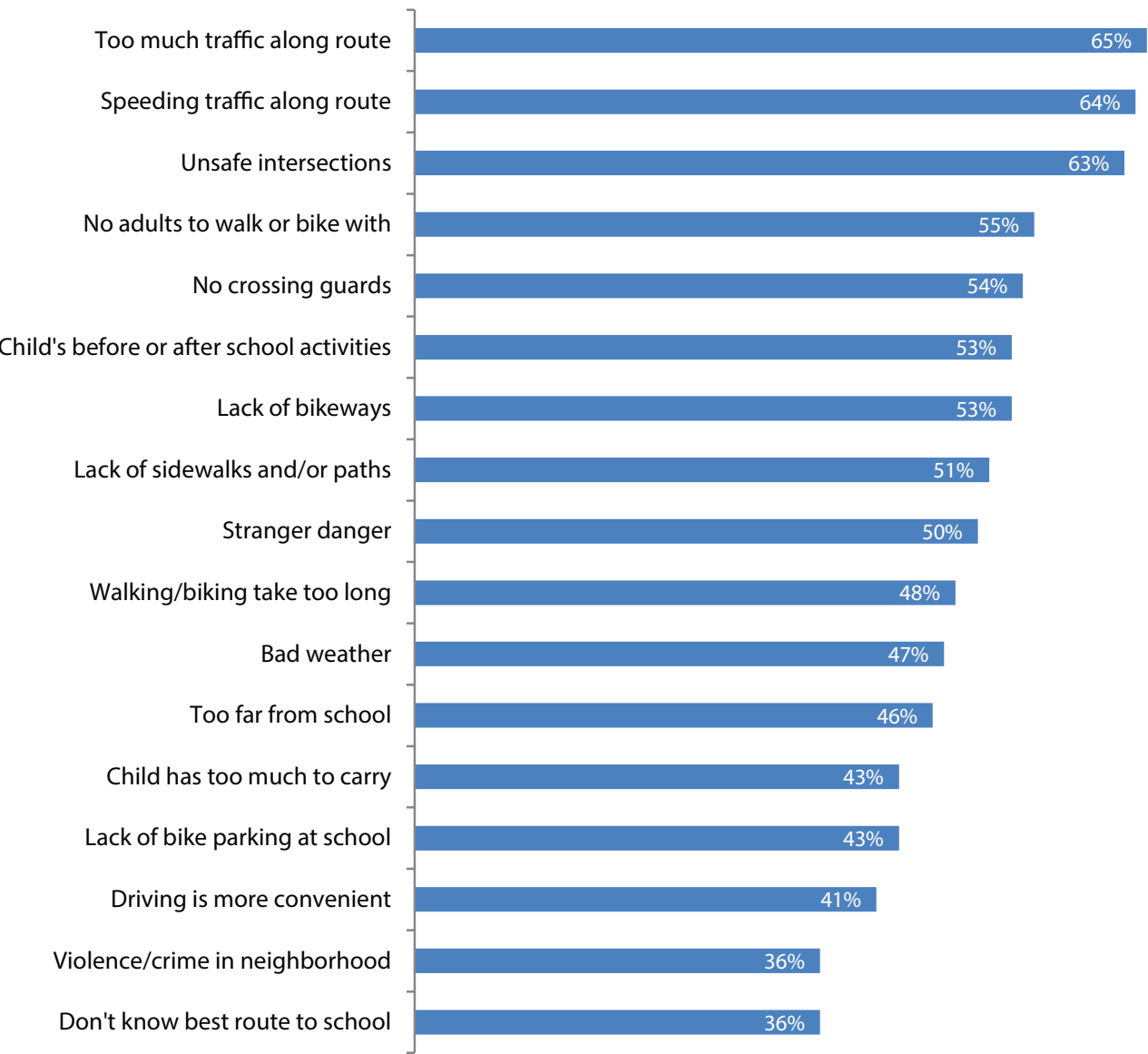


Figure 2 – Mode split for all school trips (n= 1797)



Source MTC Safe Routes to Schools Parent Survey, 2012

Figure 3 – Would you allow your children to walk/bike more often if this concern were addressed?



Walking and Bicycling Audit

A walking and bicycling audit was held on the afternoon of October 9, 2013. Staff representing the city and school district attended the audit, along with the school principal, several parents of school attendees, the police department, and the members of the local media.

Audit participants observed the afternoon arrival period, including travel behavior by pedestrians, bicyclists, and motorists, and transportation infrastructure issues at the school site and surrounding neighborhood. Photos are shown on the following page.

Infrastructure Observations

SCHOOL GROUNDS:

- The school provides a designated loading zone accessed from Alameda de Las Pulgas. Parents drive past a small parking area to the southeast edge of the school, where students load.
- Parents exit onto Woodside Drive; most turn left to return to Alameda.

ALAMEDA DE LAS PULGAS:

- The segment of Alameda de las Pulgas fronting the school is wide and on a slope. The roadway has on-street parking on both sides and four traffic lanes.
- There is a school speed limit of 25 mph in effect.
- Several intersections are missing corner curb ramps.
- The vehicle speed feedback sign is adjacent to a large shrub that needs pruning.

WOODLAND DRIVE:

- The crosswalk on Woodside Drive between the Baywood driveway and the Aragon High School parking lot is approximately 50 feet west of the Baywood driveway intersection. The crosswalk location avoids conflicting with right-turning traffic exiting the Aragon parking lot, but subjects pedestrians to slightly longer walk distance.

HARVARD ROAD:

- Intersections on Harvard Road between Kentucky Avenue and Aragon Boulevard lack marked crosswalks. Three out of the five intersections are controlled from only the minor street approach.

NOTRE DAME AVENUE:

- Although designated an avenue, Notre Dame has a narrow right-of-way that results in the road operating more as an alleyway. It lacks a curb and sidewalk, but is heavily used by students walking to school from the east.

Behavioral Observations

PASSENGER LOADING ZONE:

- Traffic pulling into the loading zone was observed causing backups onto Alameda de las Pulgas.
- Some parents park in the Aragon High School student parking lot to drop off or load their children, requiring children to walk across Woodland Drive.

ALAMEDA DE LAS PULGAS:

- There is one crossing guard assisting at the signalized Kentucky Avenue crosswalk. The crossing is highly trafficked by parents walking with their children.
- Both parents and staff complained about speeding traffic, particularly along the downhill stretch of the street.
- Parents and students were observed jaywalking and crossing from outside the crosswalk.

WOODLAND DRIVE:

- Parents expressed concern about inexperienced high school drivers quickly exiting onto Alameda de las Pulgas.

HARVARD ROAD:

- Parents reported speeding by downhill traffic.

NOTRE DAME AVENUE:

- The road is a popular walking route for students living to the northeast of the school. Students walk in the middle of the street.

Improvement Plan

Recommendations for the school site appear in the following pages.

Observations



Audit participants included school administrators, police officers, and parents.



The sidewalk in front of the school is narrow and has obstructions.



Many parents walk with their children to and from school.



A crossing guard assists students crossing Alameda at Kentucky Ave.



Alameda is wide, lacks edgelines, and encourages high speeds.



Speed feedback signs advise motorists to slow down.



There are no bike lanes on Alameda.



Notre Dame Avenue is a popular alley route for students walking to school.



Some crosswalks on the north side of Alameda are missing curb ramps.



Vehicle queuing into the school drop-off/pick-up zone can block the sidewalk and congest Alameda.



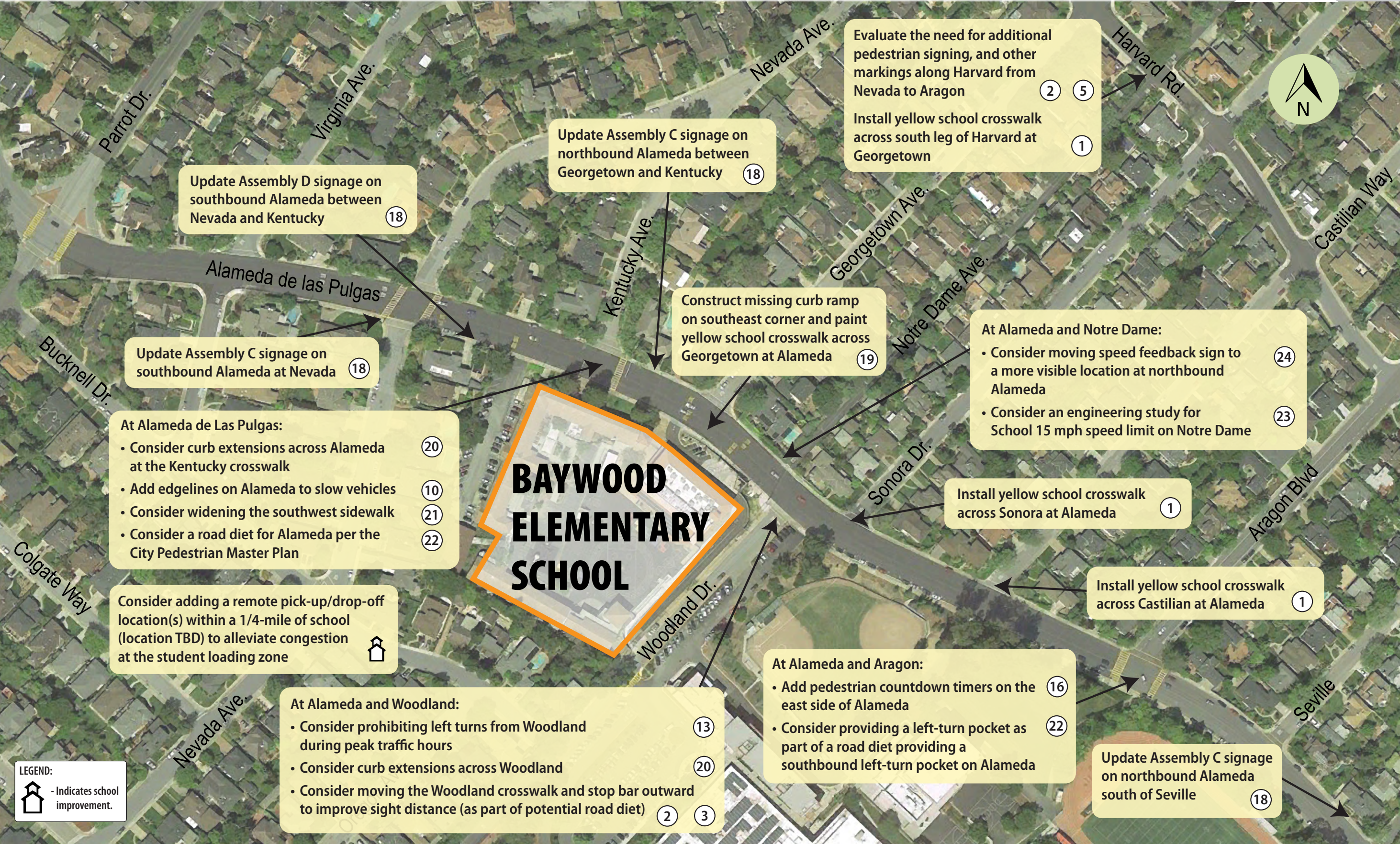
Parents waiting in the drop-off / pick-up zone in the afternoon.



Parents pull out of the loading zone onto Woodland Drive.

X For specific recommendations, see Toolbox on the page 23.

Potential Safe Routes to School Improvements



Fiesta Gardens International Elementary School Walking and Biking Audit



School Information

Fiesta Gardens International Elementary School is located at 1001 Bermuda Drive in a mixed-use neighborhood of San Mateo. Bermuda Drive is a two-lane collector roadway that connects to arterials South Delaware Street and Saratoga Drive. There is a park adjacent to the school to the east and a neighborhood commercial center adjacently west. The school can also be accessed via a spur segment of 19th Avenue that provides access to a park-and-ride lot and light storage facility. The overall neighborhood is located in the southwest quadrant of the US 101 / SR 92 interchange.

During the 2013-2014 school year, 500 students were enrolled in kindergarten through fifth grade. The school's Spanish-English Immersion program is part of the District's magnet program and attracts students from across San Mateo and Foster City.

Passenger pick-up and drop-off occurs in a formal loading zone in a loop through the school parking lot. Vehicles enter from the east driveway on Bermuda Drive, drop off at the curb, and loop around to exit at the west driveway. There is also an alternative loading zone at the rear of the school on 19th Avenue. Parents can either drop off / pick up on the south side of 19th Avenue or park in the Park-and-Ride lot north of the school.

Bell Schedule

Grade	Morning	Afternoon
Kindergarten – 2	8:25 a.m.	2:39 p.m.
3 – 5	8:25 a.m.	2:59 p.m.
Kindergarten Weds minimum days	8:25 a.m.	12:37 p.m.
1 – 5 Weds minimum days	8:25 a.m.	12:42 p.m.

Safe Routes to School Survey

A parent survey was conducted at Fiesta Gardens International Elementary School during the Fall 2012 semester. Over 230 responses were collected. Key findings are reported below:

- ➔ **A large majority of students travel to school by riding in a family vehicle or school bus:** Fifty seven (57) percent of school trips occur by family vehicle and another 36 percent are by school bus. Walk and bike trips represent only two percent of school trips.
- ➔ **Few students live within easy walking and bicycling distance from school:** Only 10 percent of students live within a half mile from school. Seventy-seven (77) percent of students live more than one mile away from school.
- ➔ **There is a gap between parent interest and their perception of the school's support for student walking and biking.** Half of school parents recognize the fun and health benefits of walking and bicycling more often for their children, but only a quarter perceived school support for walking and bicycling to school.
- ➔ **Fewer than half of parents would be open to their children walking or biking to school more often even if traffic considerations were resolved:** Traffic concerns were most frequently cited as factors that prevent parents from allowing their children to walk and bike to school more often: "Too much traffic along route" (47 percent), "Unsafe intersections" (46 percent), and "No crossing guards" (46 percent).

Figure 1 – Walking and biking to school is... (n= 763)

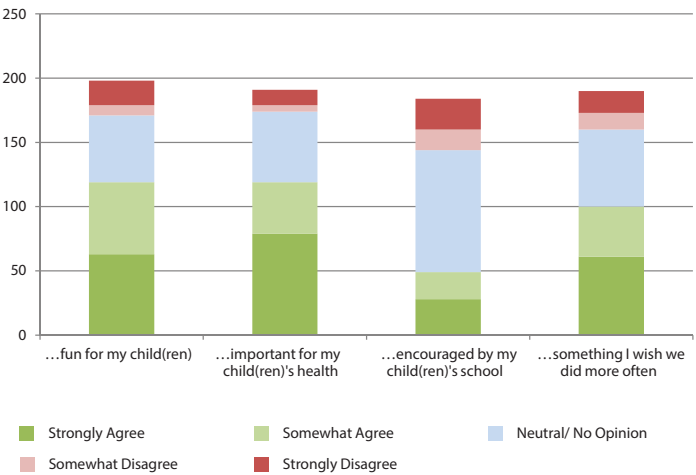
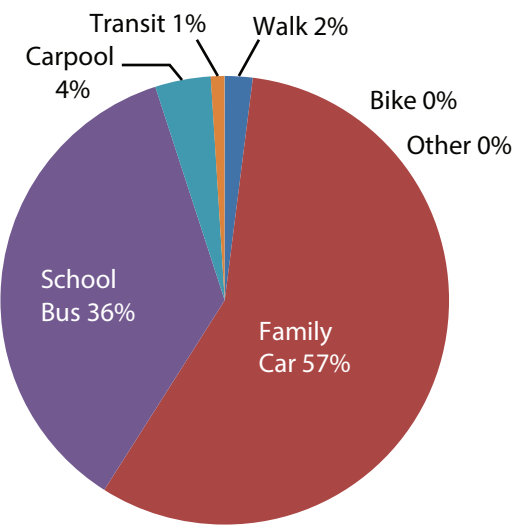
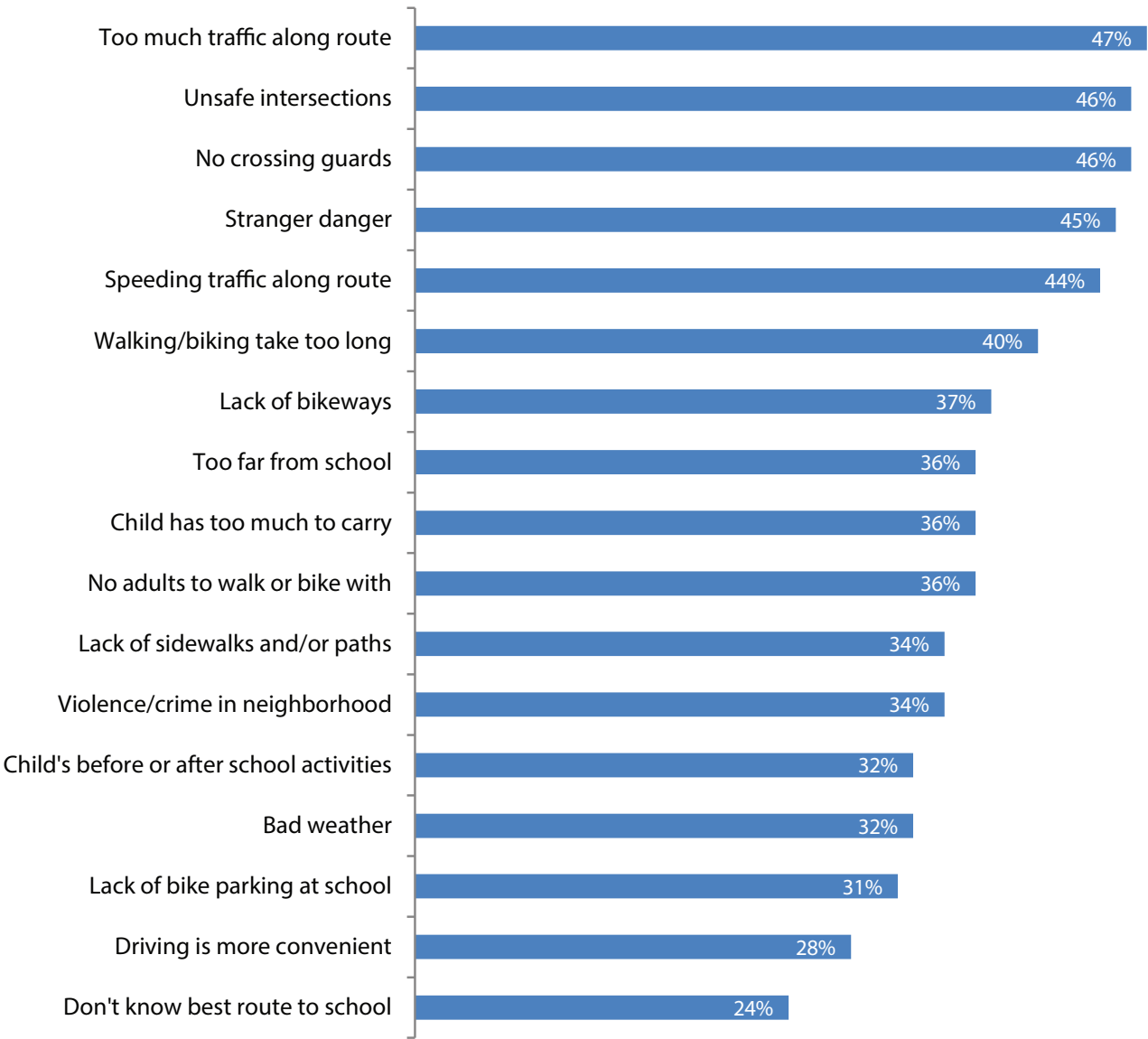


Figure 2 – Mode split for all school trips (n= 3242)



Source MTC Safe Routes to Schools Parent Survey, 2012

Figure 3 – Would you allow your children to walk/bike more often if this concern were addressed?



Walking and Bicycling Audit

A walking and bicycling audit was held on the morning of September 25, 2013. School, school district, and City staff, as well as parents, took part in the audit.

Audit participants observed the morning arrival period, including travel behavior by pedestrians and motorists, and transportation infrastructure issues at the school site and surrounding neighborhood. Photos are shown on the following page.

Infrastructure Observations

SCHOOL GROUNDS:

- The loading zone is located within the school parking lot, which is accessed via Bermuda Drive.
- The parking lot has a raised crosswalk section across both parking aisles to facilitate pedestrian crossings. There is a wide sidewalk where loading occurs.
- The school places moveable signs at the loading zone alerting parents to pull forward before loading or alighting. There are also cones placed to delineate the loading zone from the parking aisle.

BERMUDA DRIVE:

- Bermuda Drive between Ginnever Street and Trinity Street has a wide cross-section, but no designated lane lines (centerlines or edge lines).
- The north sidewalk traverses across the sloped school driveway, creating an inconvenience to parents pushing strollers, children on scooters, and some disabled persons.
- Corner curbs at intersections either lack red paint or need refreshing.

GINNEVER STREET:

- Ginnever Street between 19th Avenue and Bermuda Drive transitions between a two- and four-lane section, but lacks lane line and pavement markings.
- The intersection with Bermuda Drive is wider on the north side than the south side.
- The roadway has center street lights, but lacks a continuous median between intersections.

19TH AVENUE:

- 19th Avenue adjacent to the school lacks a sidewalk and curb. Rather, the roadway surface transitions to a paved asphalt section or unpaved dirt section that does not adequately define the vehicular and pedestrian right-of-way.
- There is a curb but no sidewalk on the north side of the street.
- There is no crosswalk between the park-and-ride lot and the school's rear entryway.

Behavioral observations

PASSENGER LOADING ZONE:

- Parents generally complied with signs asking drivers to pull forward before loading or alighting.

BERMUDA DRIVE:

- Parked vehicles were observed encroaching into the crosswalks.

19TH AVENUE:

- 19th Avenue is highly trafficked due to the park-and-ride lot located north of the school.
- Parents were observed pulling onto the asphalt section to drop-off and pick-up, oftentimes encroaching into the pedestrian right-of-way.
- Many parents were observed parking in the park-and-ride lot and walking across 19th Avenue to the school with their child.
- There are many large vehicles, including trucks and bus shuttles, traversing the section in front of the school.
- Parking on 19th Avenue is prohibited, as indicated by multiple signs, but the prohibition is seldom enforced.

Improvement Plan

Recommendations for the school site appear in the following pages.

Observations



The school parking lot has a designated drop-off and pick-up zone.



Cones separate loading traffic from the staff parking area.



The school parking lot has two sets of raised crosswalks.



Raised crosswalks encourage slower travel speeds.



Some parking occurs in red zones.



Bicycling to school is infrequent; the school has three rarely used racks.



Driveway crossings without landings result in uncomfortable cross-slopes.



Parked vehicles sometimes encroach into the crosswalk.



Bermuda and Ginnever are wide streets lacking markings and encouraging higher travel speeds.



School loading also occurs along 19th Avenue.



19th Avenue lacks designated crossings, sidewalks, and curbs.



Some parents park in the Park-and-Ride lot and walk their child to school.



X For specific recommendations, see Toolbox on page 23.

Potential Safe Routes to School Improvements



North Shoreview Elementary School Walking and Biking Audit



School Information

North Shoreview School is located 1301 Cypress Avenue in a mixed-use neighborhood of San Mateo. Cypress Avenue is a two-lane residential road. The school also abuts North Kingston Street, which is a two-lane collector road. There is a neighborhood commercial center across the street from the school on Kingston Street. The overall neighborhood abuts US 101 to the west. Apart from an interchange on Third Avenue to the south, highway crossings are limited to a pedestrian overpass at Monte Diablo Avenue.

During the 2013-2014 school year, 375 students were enrolled in kindergarten through eighth grade. As a magnet school, that also provides a Montessori pre-school, students attend from across San Mateo and Foster City.

Passenger pick-up and drop-off occurs at two locations: one is within the school the school parking lot and another is curbside on Cypress Avenue. For the parking lot drop-off zone, vehicles enter from Cypress Avenue, drop off or pick up in the loading zone, and exit onto Kingston Street. Alternatively, vehicles traveling southwest on Cypress Avenue can drop off north of the Lindbergh Street intersection.

Bell Schedule

Grade	Morning	Afternoon
Kindergarten	8:15 a.m.	12:30 p.m.
1 – 3	8:15 a.m.	2:35 p.m.
4 – 8	8:15 a.m.	3:01 p.m.
1 – 8 Weds minimum days	8:15 a.m.	12:20 p.m.

Safe Routes to School Survey

A parent survey was conducted at North Shoreview Montessori School during the Fall 2012 semester. Ninety-two (92) responses were collected. Key findings are reported below:

- ➔ **More than two-thirds of student travel to and from school by riding in family vehicle:** Sixty-eight (68) percent of parents responded their child traveled to school by family vehicle and another 11 percent carpool to school. The remaining 20 percent of trips occurred on foot.
- ➔ **Around a third of students live within easy walking and bicycling distance from school:** Twenty-eight (28) percent of students live within a quarter mile from school, and another six percent within a half mile. However, a large portion (36 percent) travel more than two miles to school.
- ➔ **There is interest in walking and bicycling to school:** A majority of parents indicated that walking and bicycling to school was something that they did more often, with large majorities citing that walking and bicycling is fun for their children and important for their children’s health. However, only a quarter of parents agreed that walking and biking is encouraged by the school.
- ➔ **Parents are open to their children walking and bicycling to school if traffic considerations could be resolved:** Barriers most frequently cited by parents that prevent them from allowing their children to walk and bike to school included “Too much traffic along route” (57 percent), “Speeding traffic along route” (56 percent), and “No crossing guards” (56 percent).

Figure 1 – Walking and biking to school is... (n= 323)

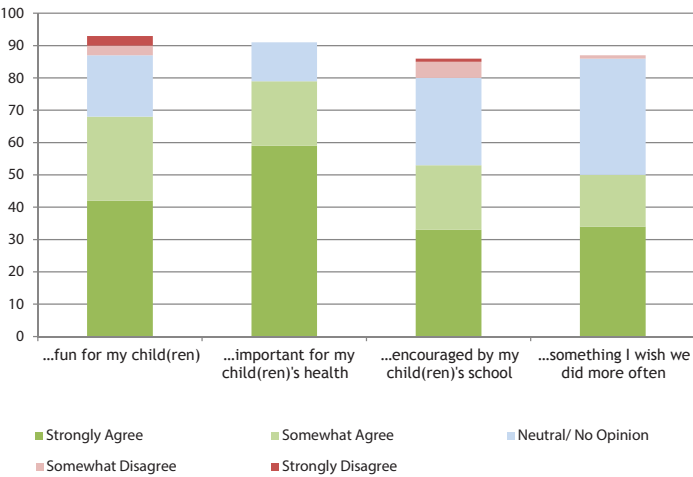
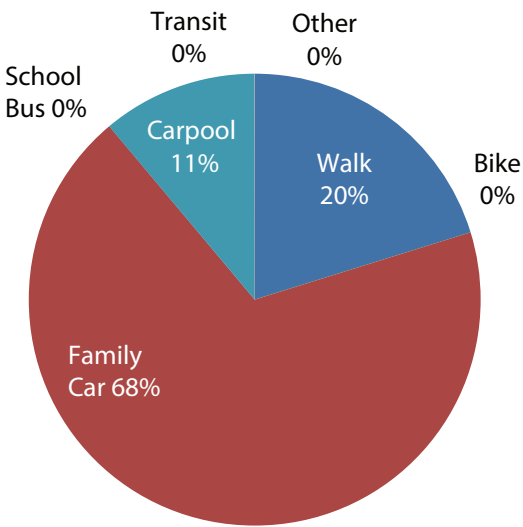
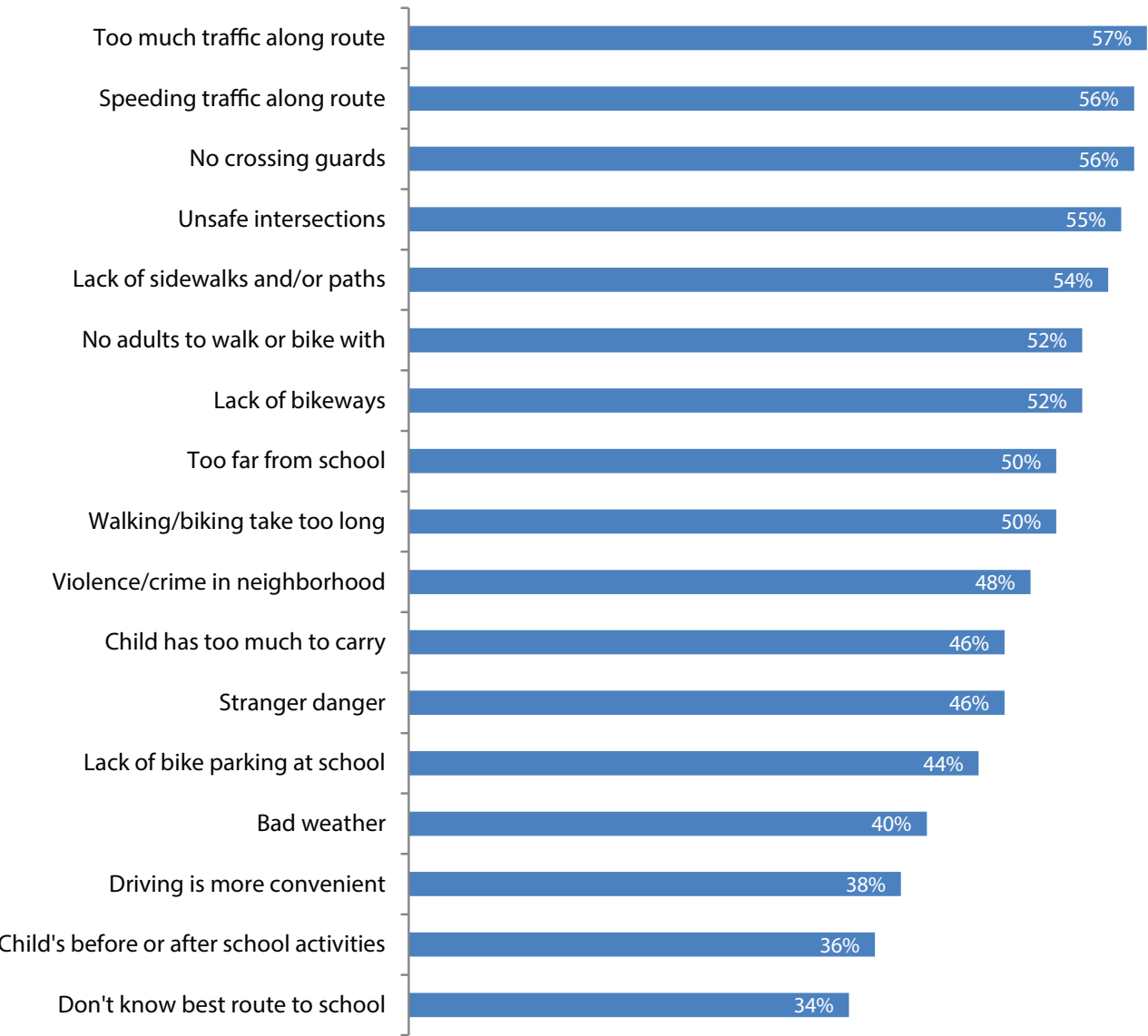


Figure 2 – Mode split for all school trips (n= 606)



Source MTC Safe Routes to Schools Parent Survey, 2012

Figure 3 – Would you allow your children to walk/bike more often if this concern were addressed?



Walking and Bicycling Audit

A walking and bicycling audit was held on the morning of September 24, 2013. Staff representing the school, the school district, and the City attended the audit, along with several parents.

Audit participants observed the morning arrival period, including travel behavior by pedestrians and motorists, and transportation infrastructure issues at the school site and surrounding neighborhood. Photos are shown on the following page.

Infrastructure Observations

SCHOOL GROUNDS:

- ➔ The school provides one designated loading zone within the school parking lot, which is accessed from Cypress Avenue and exits onto Kingston Street.

KINGSTON STREET:

- ➔ The street has a reverse curve built into its alignment, just north of the school.
- ➔ There are several intersections missing corner curb ramps.
- ➔ There were several sections of broken pavement observed on Kingston Street, particularly on the east side of the street.
- ➔ School warning signage is obsolete and needs replacement with current sign types.
- ➔ Pavement markings and crosswalk striping are in need of refreshing.

CYPRESS AVENUE:

- ➔ The school staffs a secondary “Kiss & Go lane” on the north side of Cypress Avenue across from Lindbergh Street.
- ➔ Staff place cones between the crosswalks at Cypress Avenue at Lindbergh Street to confine the loading zone to outside the intersection.
- ➔ Signs and curb paint are in need of refreshing.

CYPRESS AVENUE AT NORFOLK STREET:

- ➔ The intersection lacks corner curb ramps at all four corners.
- ➔ There is a light pole that blocks the pedestrian path of travel at the southwest corner.

Behavioral Observations

SCHOOL GROUNDS:

- ➔ School staff assist with loading at the designated loading zone.

KINGSTON STREET:

- ➔ Parents and staff complained about fast-moving traffic and U-turns next to the school.
- ➔ Parents and children were observed jaywalking across the street.

CYPRESS AVENUE:

- ➔ There are crossing guards assisting at the Cypress Avenue / Norfolk Street intersection.

Improvement Plan

Recommendations for the school site appear in the following pages.

Observations



School staff, city staff, and parents participated in the audit.



The school parking lot has a designated drop-off and pick-up area.



Drop-off and pick-up are also permitted on Lindbergh Street.



Student helper at the Lindbergh Street drop-off / pick-up zone.



Cars sometimes encroach on the crosswalk while students are crossing.



Several intersections near the school lack corner curb ramps.



There are several utility poles obstructing the sidewalk.



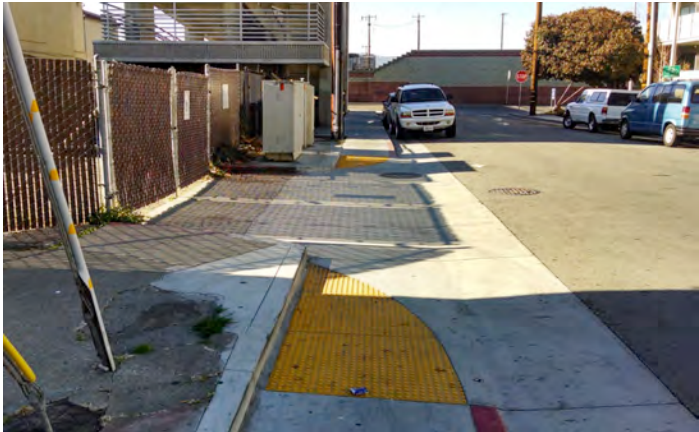
Parents and children crossing Kingston Street are exposed to traffic.



Broken pavement along a segment of Kingston St. presents a tripping hazard.



Tree maintenance is needed to preserve sign visibility (Kingston St.).



The sidewalk leading to the pedestrian bridge has been recently improved.



Worn signs and markings should be replaced and updated.



(X) For specific recommendations, see Toolbox on page 23.

Potential Safe Routes to School Improvements

NORTH SHOREVIEW ELEMENTARY SCHOOL

- At Kingston and Monroe:
- Update Assembly D signage at southbound Kingston (18)
 - Construct corner curb ramps (19)

Repair broken sidewalk on the east side of Kingston north and south of Huron

- At Kingston and Huron:
- Update Assembly D signage at southbound Kingston (18)
 - Evaluate the need for stop signs on Kingston (14)
 - Provide crosswalks and curb ramps if stop signs are not warranted (2) (19)
 - Consider a speed feedback sign if stop signs are not warranted (24)

Consider narrowing Kingston with edge lines or installing Class II bike lanes between Monte Diablo and Cypress (9)

Install or refresh red curb paint at all four corners at Kingston / Cypress (7)

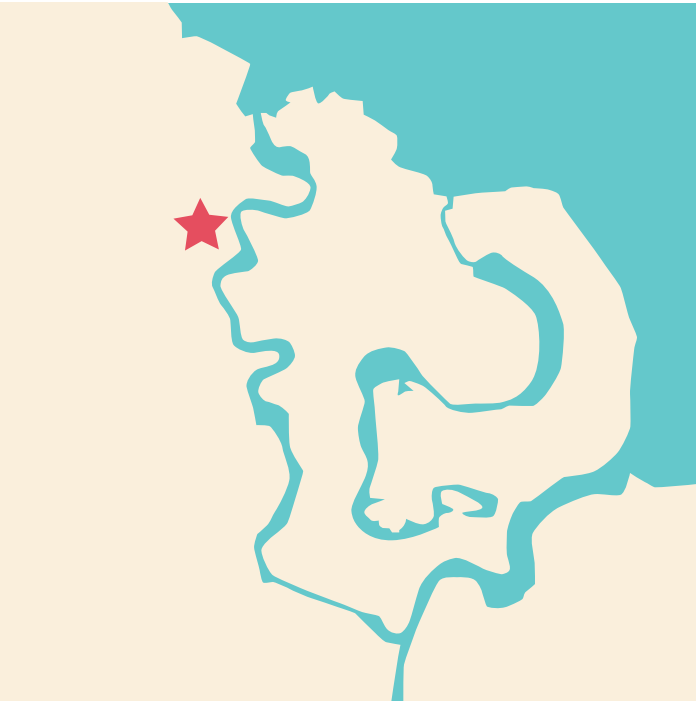
- At Cypress and Lindberg:
- Update Assembly D signage on westbound and eastbound Cypress (18)
 - Consider curb extensions on the north side of Cypress if they do not conflict with school dumpster and utility access (20)

Consider widening the sidewalk onto the asphalt section or moving the light pole on the north side of Cypress between Norfolk and Lindberg (21)

- At Cypress and Norfolk:
- Construct curb ramps at all corners (19)
 - Consider corner bulb outs at the southeast and southwest corners (20)
 - Consider moving the light pole at the southeast corner



Parkside Elementary School Walking and Biking Audit



School Information

Parkside Elementary School is located at 1685 Eisenhower Street in a residential neighborhood of San Mateo. The Parkside neighborhood abuts Seal Slough to the east and a canal to the west. This limits vehicular access to the school from the north via Kehoe Avenue and from the southwest South Norfolk Street.

During the 2013-2014 school year, 410 students were enrolled in kindergarten through fifth grade from across over San Mateo and Foster City. The school has kindergarten classes; in addition a Montessori kindergarten is provided on-site.

Passenger drop-off and pick-up occurs in a formal loading zone in the north school parking lot. Motorists enter the loading zone from Eisenhower Street. The loading zone has signs and markings designating three loading spaces. Students supervised by adults act as valets to assist with loading. Exiting vehicles may turn right (but are discouraged with signage from turning left) onto Eisenhower Street or proceed forward to Norfolk Street via Halsey Avenue.

Bell Schedule

Grade	Morning	Afternoon
Montessori Kindergarten	8:20 a.m.	12 p.m.
Montessori Kindergarten	8:20 a.m.	3 p.m.
1 – 3	8:20 a.m.	3 p.m.
4 – 5	8:10 a.m.	3 p.m.
1 – 3 Weds minimum days	8:20 a.m.	12:10 p.m.
4 – 5 Weds minimum days	8:10 a.m.	12:10 p.m.

Safe Routes to School Survey

A parent survey was conducted at Parkside Elementary School during the Fall 2012 semester. Responses were collected from six households representing 18 students. Key findings are reported below:

- ➔ **Riding in family vehicle and walking are the most common modes of travel:** Asked about their travel patterns, two households responded that their children walk to and from school. Another four households drive to school in a family vehicle. One household used school buses and carpools.
- ➔ **Many students live within easy walking and bicycling distance from school:** Around two households, or 41 percent of students, live within a quarter mile from school. Another three households, representing 53 percent of students, travel more than one mile to school.
- ➔ **Parents do not perceive school support for walking and biking to school:** Most parents indicated that walking and bicycling to school was something that they would like to do more often, with similar proportions citing that walking and bicycling is fun for their children and important for their children’s health. However, no parents agreed with the statement that “Walking and biking is encouraged by my child(ren)’s school”; a couple parents strongly disagreed with the statement.
- ➔ **Although a small sample size, there was unanimous support among the parents for their child walking and bicycling to school if traffic considerations were resolved.** All of the parents that responded to the survey said they would allow their children to walk / bike to school more often if “Speeding traffic along route”, “Unsafe intersections”, and “No Crossing Guards” were resolved.

Figure 1 – Walking and biking to school is...(n= 24)

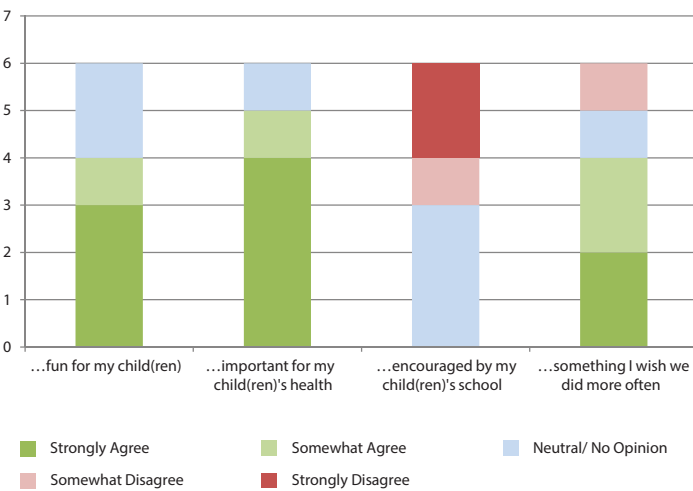
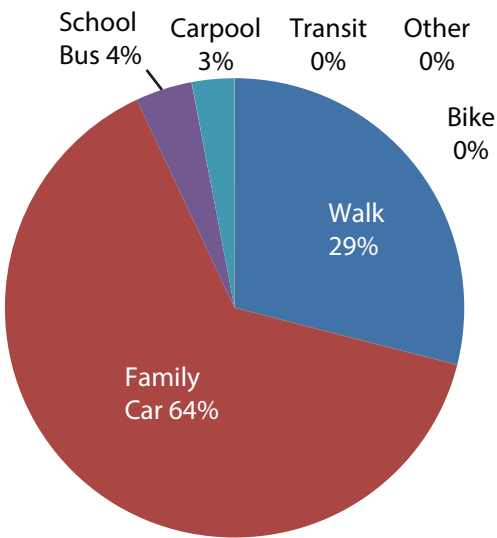
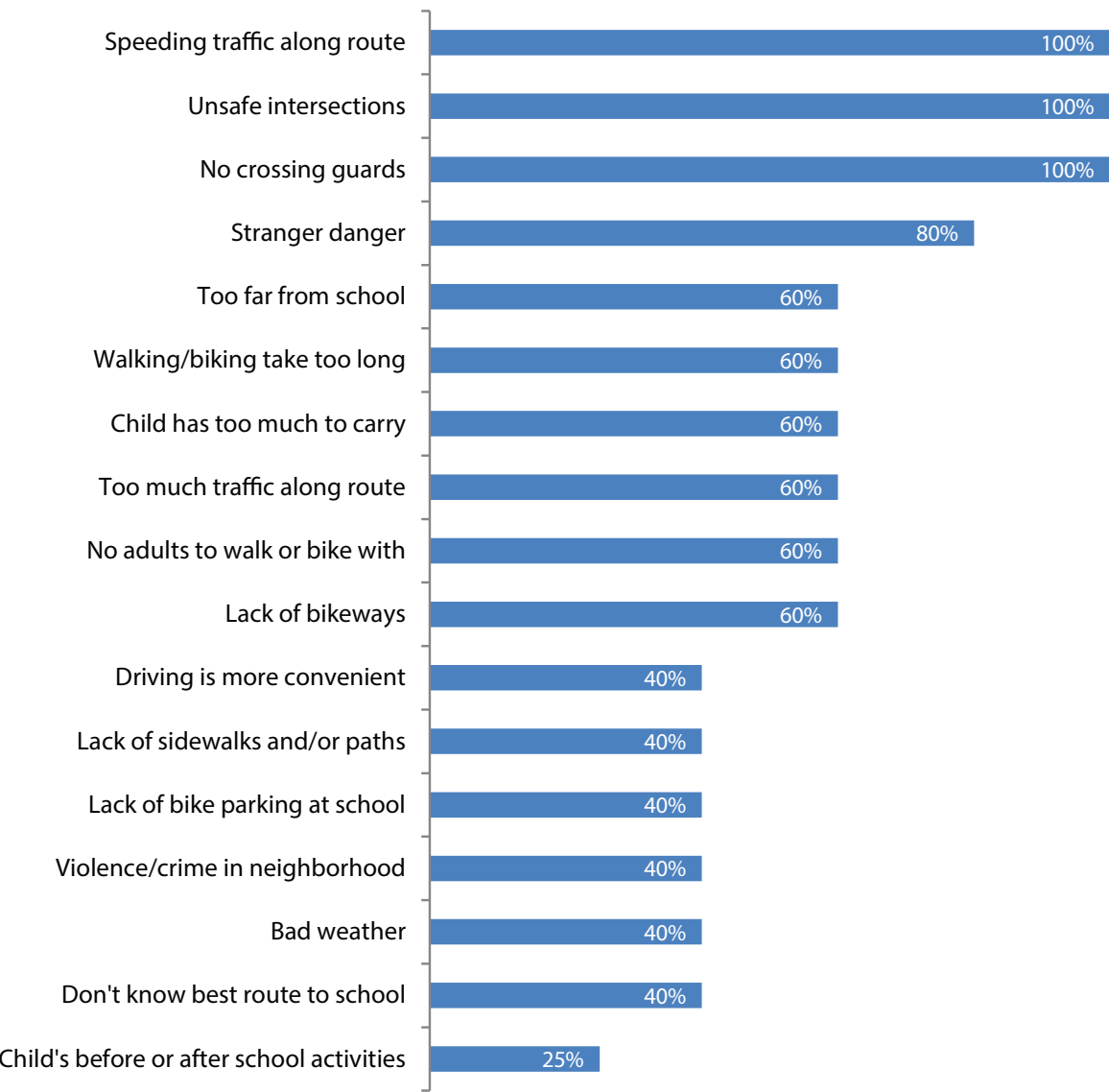


Figure 2 – Mode split for all school trips (n= 178)



Source MTC Safe Routes to Schools Parent Survey, 2012

Figure 3 – Would you allow your children to walk/bike more often if this concerned were addressed?



Walking and Bicycling Audit

A walking and bicycling audit was held on the morning of September 23, 2013. Staff representing the school, school district and City attended the audit, along with several parents of school attendees.

Audit participants observed the morning arrival period, including travel behavior by pedestrians and motorists, and transportation infrastructure issues at the school site and surrounding neighborhood. Photos are shown on the following page.

Infrastructure Observations

SCHOOL GROUNDS:

- ➔ The school provides a well-designed student loading area within the school parking lot. Drop-off/pick-up zones are effectively marked with cones, curb striping, and signs.
- ➔ The school has a secondary access via a small easement at Borden Street.

EISENHOWER STREET:

- ➔ The midblock crosswalk between Halsey and Wellesley is uncontrolled. The crosswalk lacks advance warning signage and the pavement markings are faded.
- ➔ Vehicles parked adjacent to the sidewalk appear to impede pedestrians’ line of sight.
- ➔ Many corner curbs lack red paint. Others could use red curb extensions to discourage vehicular parking near crosswalks.

HALSEY AVENUE AND NORFOLK STREET:

- ➔ All four corner curbs at this intersection are worn and need repair.

Behavior Observations

SCHOOL GROUNDS:

- ➔ The school provides student valets with adult supervision within the designated student loading zone.
- ➔ School staff report that measures to discourage left turns out of the school parking lot, which reduces exit congestion, are not completely effective.

EISENHOWER STREET:

- ➔ School staff complain that Eisenhower Street is used as a bypass route to Norfolk Street because it has long stretches without traffic control, e.g., stop signs and signals.
- ➔ Bypass traffic on Eisenhower Street were observed speeding and making incomplete stops at controlled intersections.
- ➔ Student volunteers were observed staffing the Eisenhower Street crosswalk at Halsey Avenue. However, the California MUTCD states that School Safety Patrols, i.e., those staffed by students, may only control children; they are not permitted to control vehicular traffic.

Improvement Plan

Recommendations for the school site appear in the following pages.

Observations



Parkside runs an effective student valet program.



Drop-off / pickup cones, curb striping, signs, and management are effective.



The student valet spaces are well-labelled.



Pulling forward reduces driveway congestion.



Prohibiting left-turns out of the parking lot improves valet operations.



Adult crossing guards should staff school crosswalks (student patrols shown).



The Eisenhower crossing at the school's south corner is uncontrolled.



The uncontrolled crosswalk lacks signage and its markings are faded.



Parked cars impede the line of sight for crossing pedestrians at the uncontrolled crosswalk.



Corners should have painted red curbs to prevent parking.



The school has secondary access via a small easement at Borden.

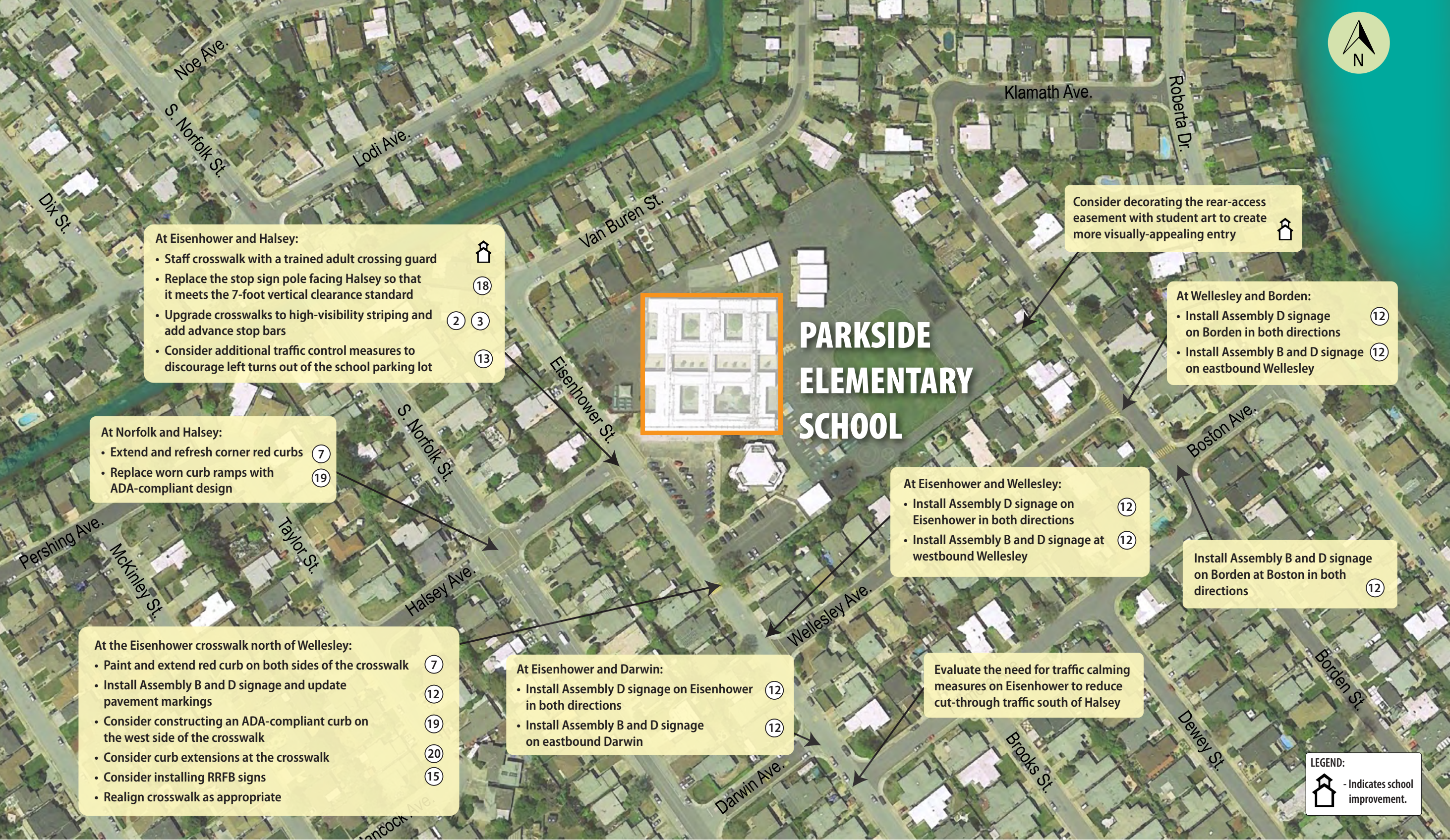


All curb ramps are in poor condition at the Norfolk/Halsey intersection.



X For specific recommendations, see Toolbox on page 23.

Potential Safe Routes to School Improvements



Toolbox of Potential Improvements



School crosswalks are appropriate for lower volume crossing locations near school sites.



High-visibility school crosswalks make it easier for motorists to see crossing pedestrians.



Advance stop bars provide more space for pedestrians and increase visibility.



Advance yield lines/sharks teeth instruct motorists where to yield at uncontrolled crosswalks.



SLOW SCHOOL XING pavement stencils signal that an uncontrolled crosswalk is ahead.



Double yellow centerlines discourage U-turns by motorists.



Red curb paint delineates areas where parking is prohibited.



White curb paint signifies appropriate areas for passenger loading, and not parking.



Edgeline striping can calm traffic by narrowing lanes.



Restriping traffic, bicycle, and parking lanes that have faded can assist school traffic operations.



Assembly C signage can reduce traffic speeds around schools.



Assembly B and D signage alert motorists to an uncontrolled crosswalk ahead.

Toolbox of Potential Improvements, cont.



Turn restrictions can reduce vehicular conflicts and traffic volumes on specific streets.



STOP signs may be installed where pedestrian volumes or other safety considerations warrant.



Rectangular Rapid Flash Beacons increase yield compliance at uncontrolled crossings.



Pedestrian countdown timers alert pedestrians to the time remaining to cross.



Signalized pedestrian crossings provide opportunities for pedestrians to cross safely.



Replace obsolete or inappropriate school area signs to keep school traffic control up to date.



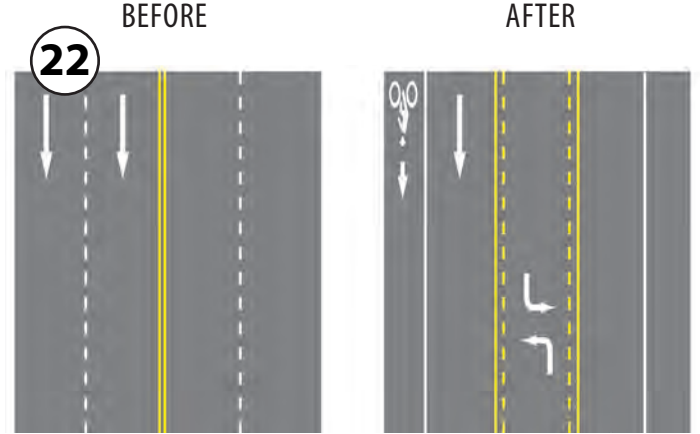
Curb ramps provide access to disabled pedestrians and parents walking with strollers.



Curb extensions shorten pedestrian crossing distance and enhance visibility.



Sidewalk widening can enable pedestrians to walk side-by-side or to pass each other.



Road diets calm traffic provide space for bicyclists, and can provide pedestrian refuges.

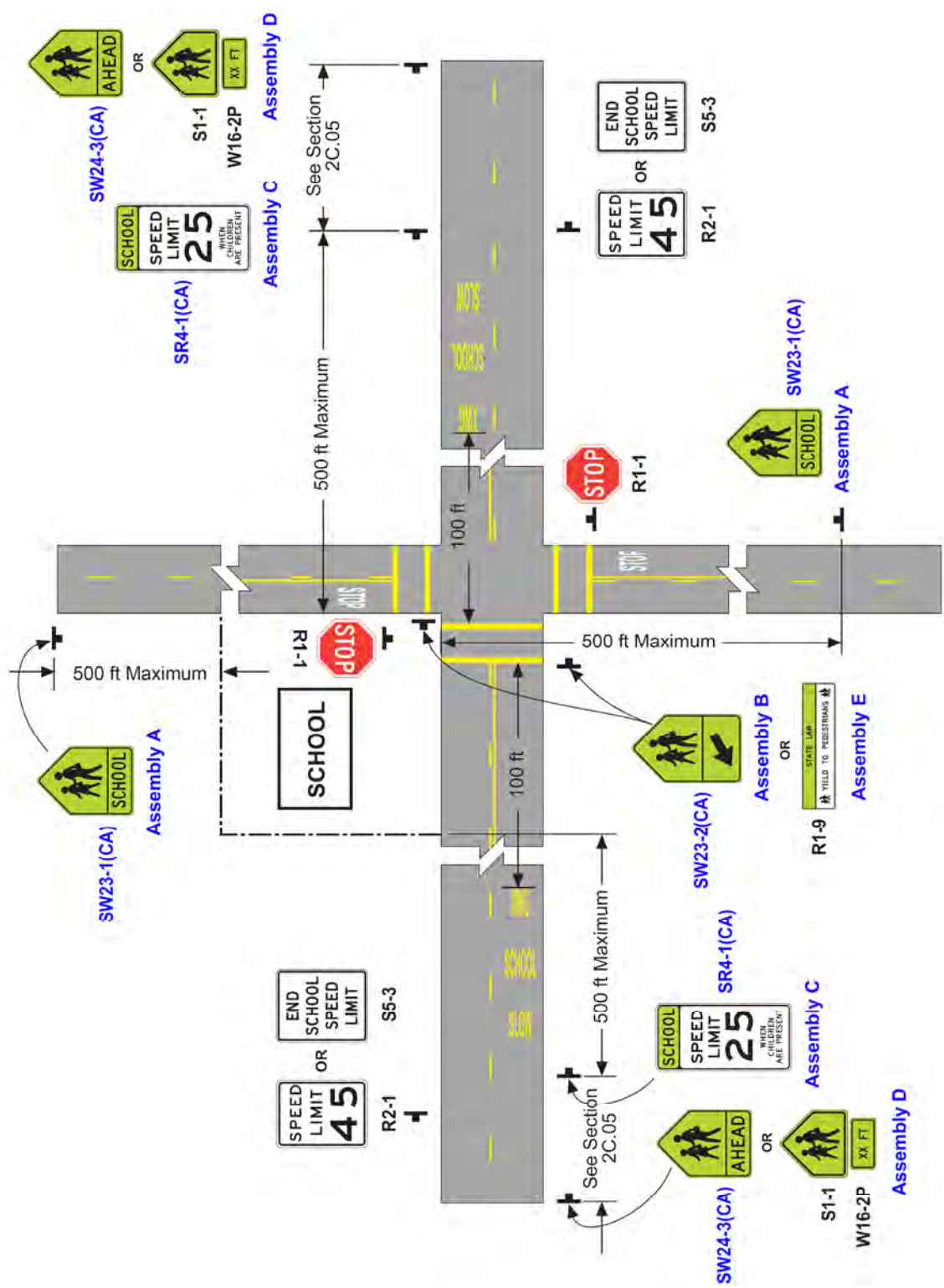


15 or 20 MPH school speed limit ordinances can further reduce traffic speeds in school areas.

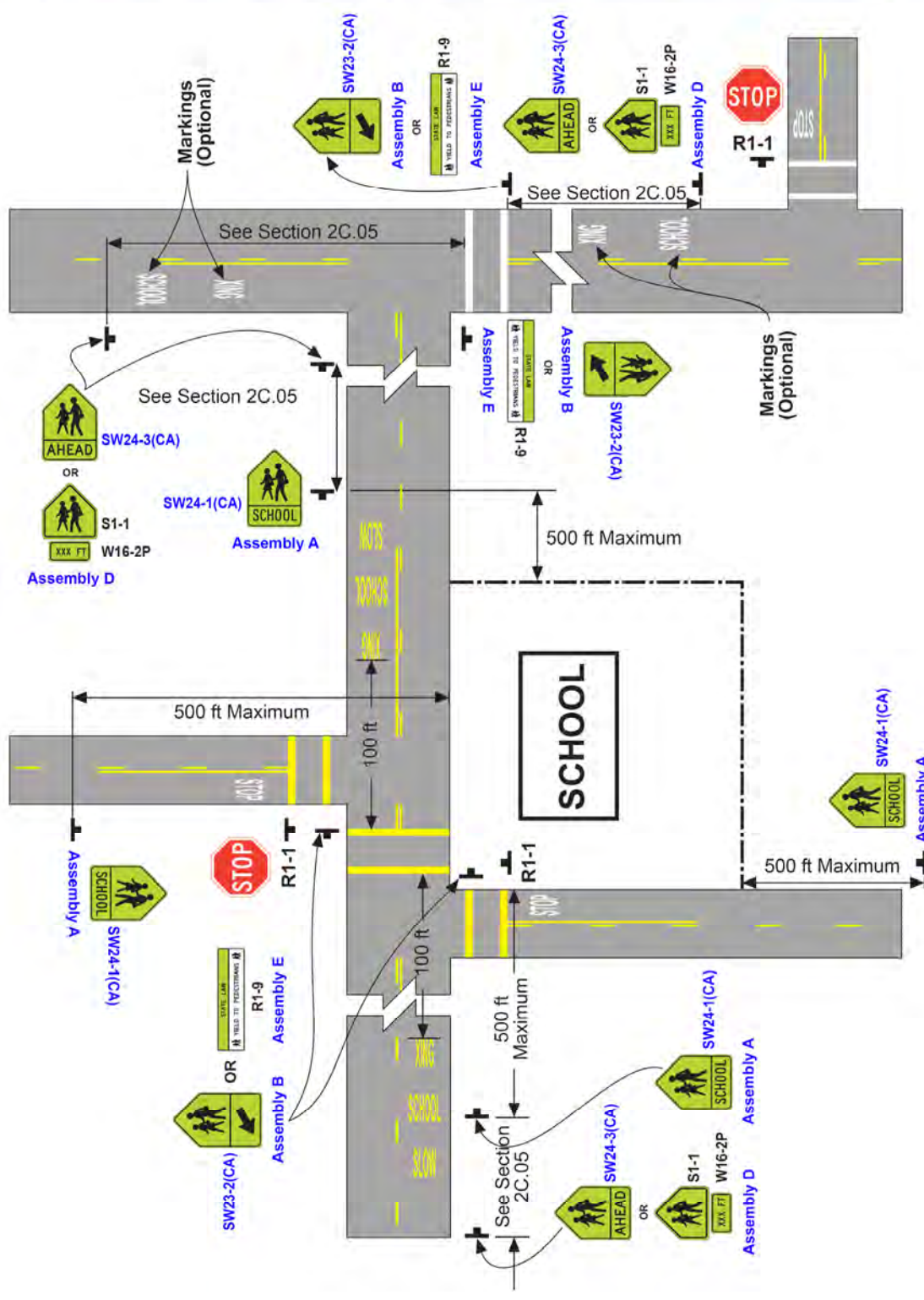


Driver speed feedback signs are another measure to reduce traffic speeds.

Example of Signing for School Zone with a School Speed Limit and a School Crossing



Example of Signing for School Crosswalk Warning Assembly



California MUTCD 2012 Edition
(FHWA's MUTCD 2009 Edition, as amended for use in California)
Chapter 7B – Signs, page 1274. Figure 7B-5(CA). Part 7 – Traffic Control for School Areas . January 13, 2012

California MUTCD 2012 Edition
(FHWA's MUTCD 2009 Edition, as amended for use in California)
Chapter 7B – Signs, page 1279. Figure 7B-104(CA). Part 7 – Traffic Control for School Areas . January 13, 2012