

CUDAHY

SAFE ROUTES TO SCHOOL

PLAN



JANUARY 2015

ryan snyder
associates



transportation planning for livable communities

Acknowledgements

City of Cudahy

City Council

Chris Garcia, Mayor
Cristian Markovich, Vice Mayor
Jack Guerrero, Council Member
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Planning Commission

Gilbert Cuevas, Chairman
Martin Fuentes, Vice Chairman
Elizabeth Alcantar, Commissioner
Susie de Santiago, Commissioner*

Public Safety Commission

Frank Parish, Commissioner
Joaquin Carrera, Commissioner*
Enrique Cardonne, Commissioner
Emmanuel D. Cruz, Commissioner
Walter Geldar, Commissioner

City Staff

Jose Pulido, City Manager
Michael Allen, Acting Community Development Director*
Aaron Hernandez-Torres, Assistant City Engineer*
Didier Murillo, Planning Technician*
Victor Santiago, Administrative Assistant, Parks and Recreation
Raul Mazariegos, Code Enforcement

Cudahy Schools

Adriana Cortez, Principal of Teresa Hughes Elementary
Beth Fuller, Principal of Jaime Escalante Elementary
Christina Cordova, Principal of Teresa Hughes Elementary
Damian Lenon, Principal of Elizabeth Learning Center
Mara Bommarito, Principal of Ellen Ochoa Learning Center

Los Angeles County Department Of Public Health

Uyen Ngo, Policy Analyst, PLACE Program*
Chanda Singh, Policy Analyst, PLACE Program*
Heidi Lopez, Community Liaison Public Health Nurse, Service Planning Areas 7 and 8*
Arnold Lopez, Intern, PLACE Program
Jaime Lopez, Intern, PLACE Program

Technical Advisory Committee

Sheri Bathurst, Kaiser Permanente
Sergeant Cynthia Bearse, Los Angeles County Sheriff's Department
Officer Ron Chacon, Los Angeles Unified School District School Police
Linda Khamoushian, University of California, Los Angeles
Da Hi Lee, City of Bell
Raul Mazariegos, Code Enforcement
Ryan Snyder, Ryan Snyder Associates

*Additional members of Technical Advisory Committee

Ryan Snyder Associates – Consultant

Ryan Snyder
Melody Wu
Michele Weisbart
Jewel DeGuzman

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Introduction

The City of Cudahy is continuing its efforts to improve the safety of students who walk or bicycle to all of its public schools through the creation of a citywide Safe Routes to School (SRTS) Plan. This Plan is a guiding document for pedestrian and bicycle infrastructure, policies, and programs around schools in Cudahy. Through implementation of this Plan, the City aims to enhance the safety and comfort of residents when walking or bicycling to and from schools. While Cudahy is a small city of 1.2 square miles, it is home to nearly 24,000 residents with a large student population. Despite being geographically small, Cudahy has five public schools within its boundaries. Families in Cudahy have 81.4 percent of their children enrolled in preschool through high school. As a result of this small city footprint, but dense population, the implementation of improvements and programs recommended in this Plan will positively impact all residents and visitors to the city.

Why Safe Routes to School?

The City of Cudahy is committed to creating an environment where residents can lead healthy lives in a livable city. In 2012, the City passed a “Healthy Eating Active Living” resolution (Resolution No. 12-48), which states that while individual lifestyle changes are necessary, individual effort alone is insufficient to combat impacts of obesity. The U.S. Department of Health and Human Services recommends that children engage in 60 minutes (1 hour) or more of physical activity each day, and that the bulk of this physical activity come through aerobic exercise, such as walking and bicycling. For children and adolescents, regular physical activity helps build and maintain healthy bones and muscles, reduces the risk of developing obesity and chronic diseases such as diabetes or asthma, reduces feelings of depression and anxiety, and promotes psychological well-being. In addition, motor-vehicle collisions are the leading cause of premature death for children aged one to four, and the second leading cause of death among five to 24 year olds.

In Cudahy, the childhood obesity rate is 28.2 percent compared with the county average of 22.4 percent. The California Office of Traffic Safety ranked Cudahy eight out of 98 cities for number of pedestrian collisions by average population in the “number of pedestrians injured or killed” category, with first being the worst ranking. In addition, when looking at the ranking based on daily vehicle miles traveled for cities in the same population group, Cudahy ranked second out of 93.

By enhancing walking and bicycling facilities, the City hopes to increase access to physical activity for its residents, as well as create a safer environment for walkers and cyclists. In addition to the health benefits from increases in physical activity, there are environmental benefits that come from fewer parents driving their children to school every day, such as improved air quality, reduced road particulate accumulation, and



decreased run-off pollutants. Additionally, as children and families adopt more active lifestyles, their quality of life may increase, as they may have more free time from driving less, and community relationships are strengthened. All of these benefits combine to create more livable neighborhoods surrounding schools.

What Is a Safe Routes to School Program?

Safe Routes to School is a comprehensive approach to address the safety of children walking and bicycling to and from school. The Safe Routes to School concept originated in the 1970s in Odense, Denmark, and has since spread internationally due to its multiple benefits to students and communities.

There are two primary purposes to Safe Routes to School programs:

- To make it safer for students to walk and bicycle to school, and
- To increase the number of students walking and bicycling to school.

Safe Routes to School programs are part of the solution to increase physical activity and improve unsafe walking and bicycling conditions. The school setting provides a unique opportunity to create an environment that encourages walking and bicycling as a way to travel to and from school.

This Plan contains a program for a “5 E” approach to make walking and bicycling safer and more attractive to Cudahy’s students and parents. A comprehensive Safe Routes to School project will incorporate the 5 Es in its plan and programs. The 5 Es are the following:

- **Engineering**—to make physical improvements to the streets, routes, and environments around schools that students use to walk or bicycle to school. Recommendations often include strategies to 1) reduce motor vehicle and pedestrian conflicts and, 2) calm or slow down motor vehicle traffic around schools.
- **Education**—to teach students, parents, and neighbors safe walking and bicycling habits, to teach parents and residents the importance of safe driving habits, and to emphasize health and environmental benefits for the school community at large.
- **Encouragement**—to promote walking and bicycling to school so more students and families get excited and choose to do so often. Encouragement programs also provide opportunities for school staff, parents, and neighbors to get involved, help plan events, and increase social cohesion and community resiliency by working together.



- Enforcement—to ensure that the rules and laws of the road and safe pick-up and drop-off practices are adhered to at all schools. Partnering with law enforcement officials can help address concerns about speeding motor vehicles or threats of crime and violence.
- Evaluation—to track the Plan’s implementation, assess its success, and modify it accordingly. This can be done by collecting and analyzing current travel behavior of students through parent surveys, in-classroom tallies, walk audits, bicycle and pedestrian infrastructure inventories, bicycle and pedestrian counts, motor vehicle collision data, motor vehicle counts, etc.

Evidence shows that this comprehensive “5 E” approach yields successful results in both making communities safer to walk and bicycle in and increasing the number of people walking and bicycling.

Who Created This Plan?

This Plan is the product of an iterative process emphasizing stakeholder participation and public input. It is a joint project between the Los Angeles County Department of Public Health (DPH) and the City involving:

- Elizabeth Learning Center
- Ellen Ochoa Learning Center
- Jaime Escalante Elementary
- Park Avenue Elementary
- Teresa Hughes Elementary

The partners on this project collaborated with a variety of stakeholders, including school staff, parents, city officials, and community stakeholders, to gather feedback to inform this Plan. The City’s goal is to competitively leverage this community-informed planning document in upcoming funding opportunities. This funding will help implement the Plan and address community concerns around safe walking and biking. To ensure consistency with the General Plan, this Plan should be revised regularly as needed.



Existing Conditions

This section describes existing conditions in Cudahy that not only showcase the need for this Plan but also informed the Plan's final projects and programs

Location

With a population of 23,805, Cudahy is the tenth-densest city in the United States, covering a region of only 1.18 square miles. As the second smallest city in Los Angeles County, the sheer size of its population contributes to challenges ensuring a safe transportation system and improving the health of its residents.

Its small size and location context create challenges for implementation of new infrastructure, as the city is often traversed as a regional connector. However, due to its density, many of Cudahy's residents are walking and bicycling regularly for everyday travel needs. Cudahy borders the cities of South Gate, Huntington Park, Bell, and Bell Gardens. The city lies just west of the Los Angeles River and the 710 freeway, between Downtown Los Angeles and the Harbor Ports of Los Angeles and Long Beach. The five schools are in a High Density Residential zone, and three out of the five schools have direct access to the LA River Bike/Pedestrian Path via Clara Street and River Road. The remaining two schools are approximately ½ mile and 1 mile away from the LA River Pedestrian/Bike Path respectively.

Demographics

Citywide, persons of Hispanic or Latino origin make up 96% of the community, with 2.1% White (of non-Hispanic origin), 1.4% Black, and less than 1% Asian or Native Hawaiian or other Pacific Islander. Forty-eight percent (48%) are foreign born, and 90.8% speak a language other than English at home. Additionally, 40.7% are high school graduates, with less than 4% attending secondary education past high school (U.S. Department of Commerce, 2010).

Within the city, there are roughly 4.26 persons per household, 32% higher than the state average, with a median household income of \$41,805, which is 31% less than the state average. A total of 24.3% of Cudahy residents live below the poverty line, almost twice the state average of 13.7% (U.S. Department of Commerce, 2010).



The percent of adults who reported having eaten five or more servings of fruit/vegetables in the past day was 12.4%, according to the Los Angeles County Health Survey. According to the Centers for Disease Control, 48.3% of adults meet physical activity guidelines. In 2008, 29.2% of adolescents were diagnosed as obese in the city, rising sharply to 49.5% in 2010. Cudahy has the 13th highest rate of overweight and obese children among cities statewide, and the 7th highest in Los Angeles County (Los Angeles County Department of Public Health, Office of Health Assessment and Epidemiology, September 2011).

Street Network

Cudahy has 27 streets that are laid out in primarily a grid fashion in east-west and north-south directions, with Atlantic Avenue and Salt Lake Avenue crossing through the city at an angle. Two streets categorized as major highways provide access to and around Cudahy. Atlantic Avenue, classified as a “major highway,” serves as the primary north-south street. Florence Avenue, which is in the city of Bell, lies just north of Cudahy and provides primary east-west access, as well as access to the 710 freeway. Clara Street, Elizabeth Street, and Santa Ana Street are east-west collector streets. Salt Lake Avenue, Otis Avenue, and Wilcox Avenue are north-south collectors.

Atlantic Avenue is by far the busiest street, with a 41,000 average daily traffic (ADT). Atlantic Avenue and Florence Avenue carry most of the truck traffic in the city. Traffic volumes on collector streets all fall below 16,000 ADT, and many stretches are well under 10,000 ADT. Although many of Cudahy’s streets have lower volumes, many of the segments still have poor auto levels-of-service due to the timing of vehicle use.

Cudahy has long east-west blocks, some of which are over 0.5 miles in length. With few cross streets, vehicle and pedestrian travel is limited to very few north-south streets, which contributes to traffic congestion.

Pedestrian Access

Most of Cudahy’s streets have sidewalks on both sides of the street, with the exception of Live Oak Lane. However, many of these sidewalks are narrow and do not have any planted buffer between the sidewalk and the street (parkway). This creates a walking environment that is not always pleasant or safe, due to lack of shade, lack of separation between vehicles and pedestrians, and occasionally poles, utility boxes, and other street furniture blocking sidewalks. Additionally, many of the sidewalks are not flat, as numerous driveways for each residential access point interrupt them.



Intersections of major highways and collector streets have transverse-line marked crosswalks and curb ramps, and are typically signalized or stop-controlled. Some intersections near schools and parks have yellow, ladder-style crosswalks, indicating a preferred route to school. None of the signalized intersections have pedestrian countdown signals, and very few of the intersections (controlled and uncontrolled) have advanced stop markings.

The City provides crossing guards at four locations near schools. The locations are:

- At Clara Street and Otis Avenue for Teresa Hughes Elementary School
- On Elizabeth Street between Atlantic Avenue and Wilcox Avenue for the Elizabeth Learning Center
- At Atlantic Avenue and Live Oak Street for Jaime Escalante Elementary School
- On Clara Street between Atlantic Avenue and Wilcox Avenue for the Elizabeth Learning Center

The City of Bell provides a crossing guard at Florence Avenue and Wilcox Avenue for the Ellen Ochoa Learning Center.

Bicycle Access

Many Cudahy residents are bicycling, despite having few designated bikeways. The only designated bikeway in the vicinity of Cudahy is the bike path along the Los Angeles River. There are three access points to the Los Angeles River Bicycle Path on River Road, which is in close proximity to Park Avenue Elementary School. Although none of the streets are designated as bikeways, most of Cudahy's streets are residential in nature, narrow, and have low traffic volumes, which create an environment conducive to bicycling. Jaime Escalante Elementary School provides bicycle parking in a locked area just off of Atlantic Avenue.

Transit

No rail transit serves Cudahy; however, Cudahy is served by Los Angeles County Metropolitan Transportation Authority (Metro) buses. Table 1 shows which Metro buses run on Cudahy's streets. Cudahy also operates Cudahy Area Rapid Transit (CART), which is a dial-a-ride service.



Table 1: Metro Buses That Serve Cudahy

Street	Bus Number	Origin	Destination
Atlantic Avenue	260	Artesia Station	Pasadena
Atlantic Avenue	762	Compton	Pasadena
Florence Avenue	111	LAX	Norwalk
Florence Avenue	311	LAX	Norwalk
Santa Ana Street/Wilcox Avenue	611	Loop: Cecilia & Atlantic, Florence & Pacific, Florence Station, Pacific & Santa Fe, Atlantic & Slauson	
Otis Avenue	612	Loop: Willowbrook Station, Watts Towers Station, Santa Fe & Firestone, Florence & Pacific, Florence & Otis, Atlantic & Imperial, Imperial & Long Beach	

Planning Context

This Plan must be consistent with existing planning, policy, and regulatory documents, which include the City’s own documents, such as the General Plan. Cudahy must also design pedestrian and bicyclist facilities that complement the facilities planned in other documents, including those that City has received funding for, such as the State Active Transportation Program and Federal Highway Safety Improvement Program. This section provides context for existing planning documents that impact and support this Plan.

General Plan

The City’s General Plan (updated on September 15, 2010) is a 30-year guide for local government decision-making on growth, capital investment, and physical development in Cudahy. It guides future development plans and gives direction on how to bring the City’s desired vision to fruition.

The roadway classification recommendations use trip generation standards and apply them to the General Plan build out based on what the General Plan allows in new construction. This method projects increases in traffic volume, which result in recommendations to accommodate more vehicles, such as widening streets, restriping lanes, and bringing the streets up to Los Angeles County standards. The Los Angeles County standards call for wide lanes and adding capacity through street widening. The California Complete Streets Act requires cities to plan for a street network that meets the needs of pedestrians, bicyclists, transit users, and people with disabilities as well as motorists the next time the Transportation Element of the General Plan is updated. The existing General Plan was prepared prior to this legislation, so this will be in effect the next time the City updates the Transportation Element. This Safe Routes to School Plan (Plan) marks a major step in this direction and can form parts of the next Transportation Element.



The City has no bicycle plan and no bicycle component to the Transportation Element.

The Plan's recommendations resonate and reflect the goals and policies of three specific elements within the General Plan document, as described below.

Transportation Element

The General Plan's Transportation Element provides an overview of current transportation conditions, goals, and policies, roadway classification recommendations, and implementation programs. It evaluates the existing roadway circulation system and identifies measures to accommodate existing and future traffic volumes, as well as other issues, including public transit parking and alternative forms of transportation.

Transportation Element Goal 1 calls for *maximizing the efficiency, convenience, and safety of the existing transportation system*. The Plan contains recommendations to make physical improvements to the streets, routes, and environments around schools that students use to walk or bicycle to school. These physical recommendations include strategies to 1) reduce motor vehicle and pedestrian conflicts and 2) calm or slow down motor vehicle traffic around schools.

Transportation Element Goal 2 is to *work to improve roadway conditions and promote safety in the community*. The physical improvement recommendations as well as educational and encouragement program recommendations within the Plan seek to promote safety in the community through high visibility crosswalks, bulb-outs, pedestrian refuges, marked intersections, etc. Transportation Element Policy 2.4 calls for *promoting the use of crossing guards at school crossings*. The Plan recommends use of crossing guards where feasible, and provides suggestions through physical improvements and programming to facilitate heavy foot and bicycle traffic at intersections unsupported by crossing guards. Transportation Element Policy 2.5 stipulates that the City will *provide convenient, safe, and efficient pedestrian and vehicular access throughout the city*. Through its physical and programmatic recommendations, the Plan seeks to increase and make safer pedestrian access throughout the city while maintaining vehicular access. Transportation Element Goal 3 seeks to *encourage the expansion of existing public transportation routes and facilities*. The Plan audited existing public transit routes and suggested road improvements to highlight or facilitate usage of existing public transportation facilities through signage, lighting, optimal bus stop location, etc. The Plan also contains recommendations to propose bicycle improvements throughout the city, such as bicycle lanes, routes, sharrows, etc. These recommendations seek to encourage the expansion of transportation alternatives throughout the city.



Safety Element

The General Plan's Safety Element provides a citywide approach for preventing the creation of hazards in the planning area and for minimizing the potential for injury, damage, and disruption brought by natural elements. The Element establishes safety standards and programs designed to protect life and property and address the major safety issues, such as hazard reduction, emergency preparedness, and crime prevention.

Safety Element Goal 1 calls for *work to provide an environment that is reasonably safe from hazards*. The Plan's recommendations focus on reducing traffic collisions and providing safe routes to school for pedestrians and bicyclists throughout the city.

Safety Element Goal 2 *promotes emergency preparedness*. The Plan's recommendations to the physical environment will facilitate safer and more efficient travel for pedestrians and bicyclists in the event of an emergency. The Plan's educational and encouragement programmatic recommendations seek to improve community resiliency and knowledge of city landscapes, both skill sets that would serve the community in the event of an emergency.

Safety Element Goal 3 works to *minimize crime incidence in the city*. Several of the Plan's recommendations address community concerns of safety around schools through additional pedestrian scale street lighting, pedestrian and bicycle safety classes, walking school buses, collaboration with law enforcement officials, etc.

Air Quality Element

The General Plan's Air Quality Element focuses on local initiatives that will be effective in improving air quality locally as well as for the surrounding region and identifies air quality standards that new development must meet. Policies and programs included in the required elements mirror sustainable development concepts that are effective both in reducing dependence on the private automobile and reducing vehicle miles traveled and hence air pollution.

Air Quality Element Goal 1 is to *reduce automobile use*. The Plan's education and encouragement programs seek to increase walking and bicycling to school for school-age children. Successful programs may help to reduce automobile use for shorter trips in the city.

Air Quality Element Goal 2 *encourages the use of non-motorized transportation*. The Plan supports this goal by providing recommendations throughout the document to increase and encourage safe walking and bicycling to school by school-age children and parents.



Air Quality Element Goal 4 is to *reduce roadway congestion*. The primary goals of the Plan and its programs are to make walking safer for children and parents and to encourage more to do so. This could result in less congested streets around the city's schools.

Pedestrian Safety Assessment (PSA)

The City partnered with the University of California, Berkeley's Institute of Transportation Studies on a Pedestrian Safety Assessment in June 2013. It was the first direct and substantial effort to address pedestrian safety with the City's Transportation Element Goal 2 of promoting safety in the community by addressing roadway improvements. It represents a departure from past emphasis on auto mobility. This Assessment summarized the pedestrian collision history between 2008 and 2010, identifying the locations with the highest numbers of pedestrian-involved collisions. These locations, all of which are in the proximity of the five city schools, include:

- Elizabeth Street and Atlantic Avenue
- Santa Ana Street and Atlantic Avenue
- Elizabeth Street and Wilcox Avenue
- Clara Street and Wilcox Ave
- Crafton Avenue and Live Oak Street
- Atlantic Avenue and Live Oak Street

The Assessment recommended several new actions to enhance safety. The following are related to this Plan:

- Collection of pedestrian volumes
- Collision history and collision reports
- Crosswalk installation, removal, and enhancement policy
- Enforcement
- Implementation of Americans with Disabilities Act (ADA) improvements and ADA Transition Plan
- Inventory of sidewalks, informal pathways, and key pedestrian opportunity areas
- Neighborhood-sized schools
- Pedestrian Master Plan
- Pedestrian safety program and walking audits
- Pedestrian traffic control audit



- Pedestrian/bicycle coordinator
- Pedestrian-oriented speed limits and speed surveys
- Pedestrian-oriented traffic signal and stop sign warrants
- Safe-Routes-to-School program and grant funding
- Use of leading pedestrian intervals

As part of the Pedestrian Safety Assessment, project leads engaged stakeholders in walk audits on Atlantic Avenue, at Elizabeth Learning Center, and at Teresa Hughes Elementary School. The walk audits produced general citywide street design recommendations for pedestrians and location-specific recommendations for the three focus sites. Citywide street design recommendations included:

- Maintain sidewalk clear zones
- Install directional curb ramps, rather than diagonal ramps
- Ensure green times are adequate for pedestrians (3.5 feet/second or less)
- Install fluorescent yellow-green signage for uncontrolled marked crossings
- Install high-visibility crosswalk striping pattern for uncontrolled crosswalks
- Implement drop-off/pick-up “valet” programs at local schools
- Install curb extensions for pedestrian crossings
- Install parallel crosswalk striping pattern for controlled crosswalks
- Include a pedestrian buffer zone between street and sidewalks, including street trees
- Add stop bars for stop sign or signal controlled crossings
- Strive for “pedestrian-friendly” medians
- Trim hedges along the Los Angeles River Bike Path and at intersections where landscaping may obstruct sight distance
- Add yield limit lines for uncontrolled crossings



Site-Specific Design Recommendations From PSA

Atlantic Avenue

- Enhance the intersections through signal treatments
- Explore opportunities to provide north-south bicycle facilities in Cudahy
- Install curb extensions at intersections

Elizabeth Learning Center

- Add east-west bicycle lanes, between Salt Lake Avenue and the Los Angeles River Bike Path, which improves bicycle access between residences, open space, schools, commercial uses, and the Los Angeles River Bike Path
- Enhance the Elizabeth Street and Wilcox Avenue intersection by placing high-visibility yellow school crosswalks and installing flashing stop signs
- Enhance the uncontrolled midblock crossing on Elizabeth Street by adding a rectangular rapid flashing beacon and installing yield limit lines, triple-four crosswalk striping, and a curb extension on the south end of Elizabeth Street
- Implement consistent crossing treatments at the two midblock crossings on Clara Street
- Increase effectiveness of drop-off/pick-up area by modifying school's parking lot to run as a counterclockwise loop
- Request additional enforcement in the area to deter illegal pedestrian and motorist behaviors
- Modify signal to address pedestrian-vehicle conflicts at Clara Street and Wilcox Avenue

Teresa Hughes Elementary School

- Enhance signalized midblock crossing on Clara Street by installing a curb extension on the south side and a triple-four crosswalk striping pattern with reflective pavement markers on the leading edge
- Implement a drop-off/pick-up "valet" program to facilitate traffic flow utilizing volunteers
- Implement suggested bicycle lane on Clara Street
- Install high-visibility yellow school crosswalks on all crossings of the all-way stop-controlled intersections on Otis Avenue between Clara Street and Salk Lake Avenue

Recommendations from the PSA have been incorporated into this Plan, and through implementation, many of the goals of the PSA will be met.



Active Transportation Program, Cycle 1 Application

In spring 2014, the City submitted an application for Caltrans Active Transportation Program funds. The purpose of this funding is to address the safety and comfort of pedestrians and bicyclists by 1) increasing the safety of all crosswalks directly in front and within the immediate vicinity of the five schools located in Cudahy, 2) increase safety and usage of the city's access points to the LA River Pedestrian/Bike Path, and 3) installation of other traffic calming measures. The application seeks funds for:

- A blinker sign pedestrian and bike path LED warning system
- Curb extensions/bulb-outs
- Flashing stop signs
- In-road warning lights
- An LED crosswalk warning system
- Overhead signs and flashing beacons
- Raised medians
- Reconstruction of curb ramps
- Rectangular rapid-flash beacons
- Redesign of school pick-up/drop off areas
- Signage
- Traffic calming measures
- Triple four crosswalks with reflective markers
- Upgrades to pedestrian crosswalks near schools

In summer 2014, the City was awarded the Caltrans Active Transportation Program grant. Once implemented, these projects will enhance both pedestrian safety and access to schools. All five schools will receive improvements. This Safe Routes to School Plan incorporates the elements identified in the Active Transportation Program, and recommends further improvements.

As part of the preparation of the ATP application, City staff and California State University students collected pedestrian behavior information at the five target schools and the LA River Path access point. Each location included morning and afternoon data collection, which focused on



the amount of children and adults and the percentage that illegally crossed the streets. Staff collected data between April 23, 2014, and May 7, 2014. The results are summarized in Table 2.

Table 2: Pedestrian Behavior by School

	Location	Morning				Afternoon			
		Children	% crossing illegally	Adults	% crossing illegally	Children	% crossing illegally	Adults	% crossing illegally
1	Elizabeth Learning Center	533	2%	59	5%	520	4%	53	15%
2	Ellen Ochoa Learning Center	84	2%	42	7%	122	8%	20	5%
3	Jaime Escalante Elementary School	46	48%	48	60%	143	10%	85	16%
4	Park Avenue Elementary	110	29%	63	30%	122	21%	64	28%
5	Teresa Hughes Elementary School	105	11%	76	24%	143	15%	74	12%
6	City access point to LA River Pedestrian/Bike Path	31	97%	32	22%	12	75%	15	34%

Highway Safety Improvement Program Grant

The City won a Highway Safety Improvement Program (HSIP) grant in 2013 that will fund protected left-turn phases and pedestrian countdown signals along Atlantic Avenue. When left-turn phases are installed in combination with pedestrian countdown signals at intersections, the safety of pedestrians is improved while decreasing the severity of vehicle collisions. These improvements will be implemented at the following intersections:

- Atlantic Avenue and Florence Avenue
- Atlantic Avenue and Live Oak Street
- Atlantic Avenue and Clara Street



- Atlantic Avenue and Elizabeth Street
- Atlantic Avenue and Santa Ana Street
- Atlantic Avenue and Cecilia Street
- Atlantic Avenue and Patata Street

HSIP projects are noted in this Plan's recommendations.

Crash History

This analysis of pedestrian and bicyclist-involved collisions in Cudahy aims to determine the number and severity of recent crashes and crash locations. The analysis looks for spatial cluster and patterns of injuries and fatalities.

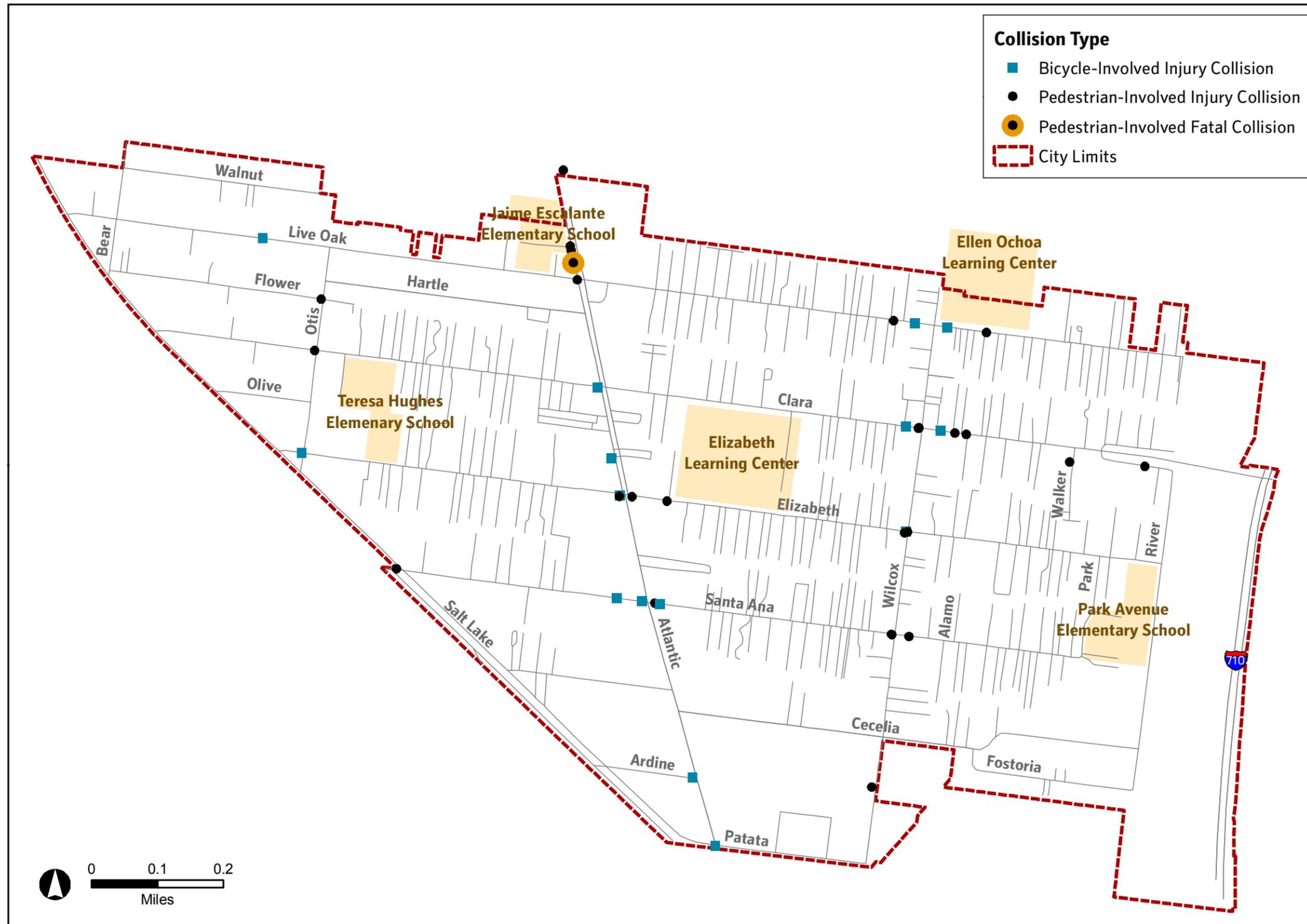
The following map shows pedestrian and bicycle-involved crashes in Cudahy for the most recent five-year period (2008–2012) that data are available through the California Transportation Injury Mapping System (TIMS). The data show 38 pedestrian collisions and 18 bicycle collisions. Among these collisions, one pedestrian collision was fatal.

The crashes are heavily concentrated along Atlantic Avenue and the collector streets. The intersection of Clara Street and Wilcox Avenue had the greatest number (8), followed by Atlantic Avenue and Santa Ana Street (5), Atlantic Boulevard and Live Oak Street (4) and Atlantic Avenue and Elizabeth Street (4). Atlantic Avenue is one of the major thoroughfares of the South East Los Angeles region, and is heavily trafficked by neighboring city motor vehicles as well as large trucks moving goods. Because Atlantic Avenue is such a busy street, and is the location of so many collisions, the citywide Safe Routes to School plan has closely analyzed the street to recommend specific pedestrian and bicyclist safety enhancements.

Pedestrian right-of-way violations (13), pedestrian violations (11), automobile right-of-way violations (7), and improper turning (7) comprised the largest numbers of Primary Collision Factors (PCFs).



Map 1. Bicycle & Pedestrian Collisions (Jan. 1, 2008 to Dec. 31, 2012)



Bicycle and Pedestrian Collisions (Jan. 1, 2008 to Dec. 31, 2012)

City of Cudahy

Source of Data: University of California Transportation Injury Mapping System



Table 3 below displays the TIMS numbers and severity of bicycle and pedestrian-involved collisions during the 2008 to 2012 time period by school. TIMS has no data for Jaime Escalante Elementary School. The definitions of the crash severity columns follow.

Fatal—death within 30 days resulting from the collision.

Severe injury—includes broken bones, dislocated limbs, severe lacerations, severe burns, unconsciousness, or other injuries that go beyond those that are visible.

Visible injuries—bruises, discoloration, swelling, minor lacerations, or minor burns.

Complaint of pain—internal, non-visible injuries, confusion, limping, nausea, awakened from unconsciousness.

Table 3: Bicycle and Pedestrian-Involved Collisions Within ½ Mile of Each School (2008–2012) (TIMS)

School	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	Total
Elizabeth Learning Center	1	7	15	28	32	19	51
Ellen Ochoa Learning Center	0	6	10	27	26	17	43
Jamie Escalante Elementary School	1	1	4	6	8	4	12
Park Avenue Elementary School	0	5	6	11	16	6	22
Teresa Hughes Elementary School	1	4	19	27	27	24	51

In addition to the data referenced above, the Los Angeles County Sheriff's Department provided the City with more recent traffic collision data from January 1, 2013, to March 30, 2014. The sheriff's department found 43 incidents with 43 injuries and 0 fatalities. Out of the 43 incidents, less than 1% directly involved pedestrians and bicyclists.



Evaluation

Staff administered baseline surveys at each school to understand existing school commute patterns. As the Plan's programs unfold, new surveys should show increases in the number of students walking and bicycling to school, as well as attitudinal changes toward walking and bicycling. Since engineering improvements (physical modifications made to streets and intersections) will be made several years into the future, initial improvements will result from the programs alone. Further increases can be expected once the physical improvements are made. The tables and figures below show results of the first baseline tally conducted in classrooms on Wednesday, April 2, 2014. Students identified the way they commute to school by all the modes that are commonly used in both the morning and the afternoon. "Other" may include skateboards, scooters, or taxis.



Table 4: Baseline Commute to School Tally—4/2/14 Morning Commute

School	Walk		Bicycle		Bus		Family Vehicle		Carpool		Transit		Other	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Elizabeth Learning Center	265	59%	2	<1%	0	0%	159	36%	14	3%	3	<1%	3	<1%
Ellen Ochoa Learning Center	187	51%	3	<1%	2	<1%	166	45%	7	2%	1	<1%	4	<1%
Jaime Escalante Elementary School	107	41%	1	<1%	0	0%	132	51%	16	6%	2	<1%	3	1%
Park Avenue Elementary School	106	44%	0	0%	8	3%	116	49%	4	2%	3	1%	2	<1%
Teresa Hughes Elementary School*	175	50%	2	<1%	22	6%	133	38%	8	2%	4	1%	7	2%
TOTAL	840	50%	8	<1%	32	2%	706	42%	49	3%	13	<1%	19	1%

*Data for Teresa Hughes Elementary School is based on the average of a 3-day counting effort.

Figure 1: Baseline Commute to School Tally by Percentage—4/2/14 Morning Commute

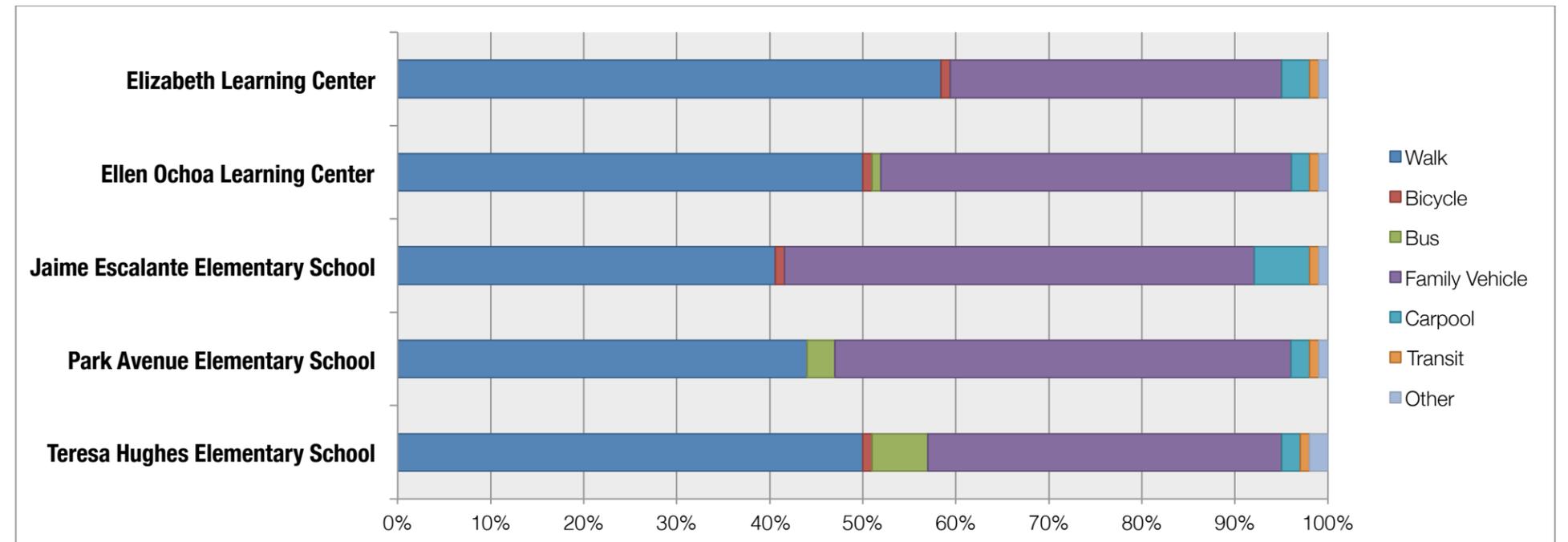




Table 5: Baseline Commute to School Tally—4/2/14 Afternoon Commute

School	Walk		Bicycle		Bus		Family Vehicle		Carpool		Transit		Other	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Elizabeth Learning Center	257	60%	2	<1%	4	<1%	140	33%	15	4%	3	<1%	5	1%
Ellen Ochoa Learning Center	217	59%	3	<1%	0	0%	132	36%	13	4%	0	0%	4	1%
Jaime Escalante Elementary School	111	46%	0	0%	0	0%	123	51%	2	<1%	2	<1%	3	1%
Park Avenue Elementary School	119	56%	0	0%	1	<1%	90	42%	2	<1%	2	<1%	0	0%
Teresa Hughes Elementary School*	174	52%	0	0%	21	6%	128	38%	6	2%	2	<1%	4	1%
TOTAL	878	55%	5	<1%	26	1%	613	39%	38	2%	9	<1%	16	1%

*Data for Teresa Hughes Elementary School is based on the average of a three-day counting effort.

Figure 2: Baseline Commute to School Tally by Percentage—4/2/14 Afternoon Commute

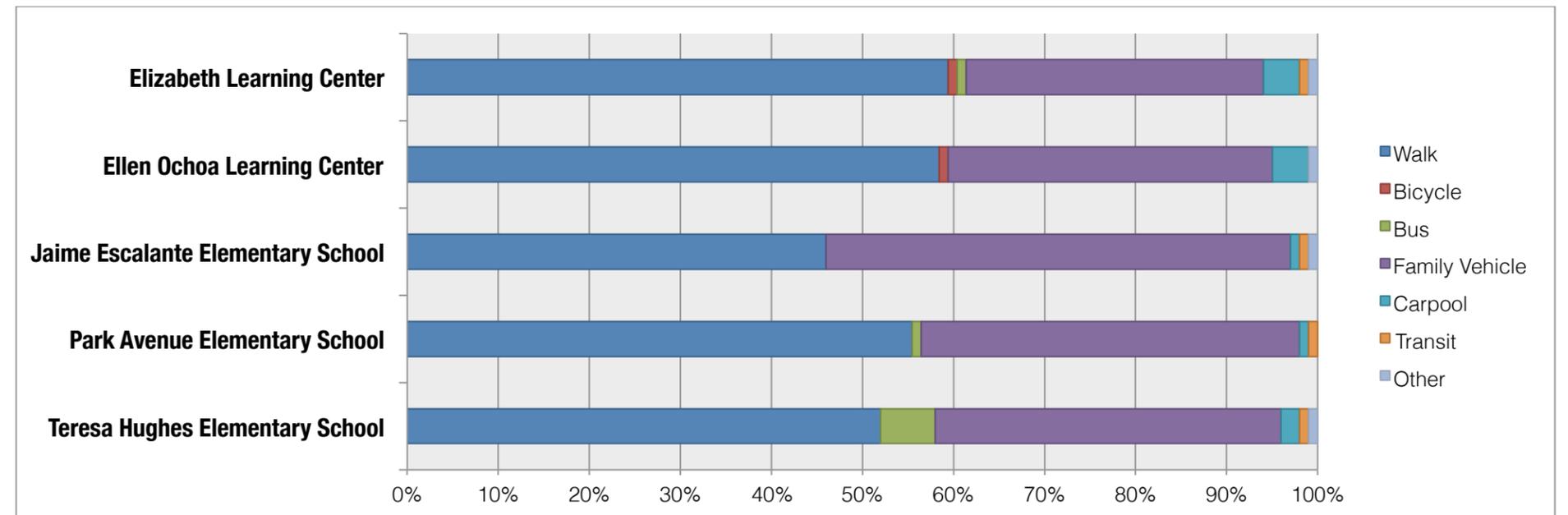




Table 6: Parent Surveys—How Far Does Your Child Live From School?

	Elizabeth Learning Center	Ellen Ochoa Learning Center	Jaime Escalante Elementary School	Park Avenue Elementary School	Teresa Hughes Elementary School
Less than ¼ mile	56%	54%	51%	61%	57%
¼ mile up to ½ mile	17%	19%	21%	20%	18%
½ mile up to 1 mile	10%	11%	14%	3%	12%
1 mile up to 2 miles	6%	4%	7%	3%	5%
More than 2 miles	1%	3%	1%	4%	3%
Don't know	10%	9%	6%	9%	6%

Table 7: Parent Surveys—Has Your Child Asked You Permission to Walk or Bike to/from School in the Last Year?

	Elizabeth Learning Center	Ellen Ochoa Learning Center	Jaime Escalante Elementary School	Park Avenue Elementary School	Teresa Hughes Elementary School
Yes	32%	30%	30%	31%	27%
No	68%	70%	70%	69%	73%



Table 8: Parent Surveys—What of the Following Issues Affect Your Decision to Allow Your Child to Walk or Bike to/from School?

	Elizabeth Learning Center	Ellen Ochoa Learning Center	Jaime Escalante Elementary School	Park Avenue Elementary School	Teresa Hughes Elementary School
Distance	11%	16%	18%	17%	17%
Convenience of driving	5%	4%	7%	8%	5%
Child's before or after-school activities	5%	4%	4%	4%	5%
Time	7%	9%	10%	13%	8%
Speed of traffic along route	13%	30%	26%	18%	22%
Adults to walk or bike with	10%	9%	16%	12%	11%
Amount of traffic along route	16%	32%	27%	23%	23%
Crossing guards	9%	19%	10%	20%	11%
Safety of intersections and crossings	22%	32%	27%	32%	28%
Weather or climate	13%	17%	24%	21%	19%
Sidewalks or pathways	8%	7%	8%	7%	10%
Violence or crime	25%	26%	25%	29%	28%



Table 9: Parent Surveys—On Most Days, How Does Your Child Arrive to School?

	Elizabeth Learning Center	Ellen Ochoa Learning Center	Jaime Escalante Elementary School	Park Avenue Elementary School	Teresa Hughes Elementary School
Bike	0%	1%	0%	0%	0%
Carpool	4%	1%	1%	2%	1%
Family Vehicle	29%	40%	45%	30%	33%
School Bus	0% (1 person)	0% (1 person)	2%	5%	1%
Skateboard	0% (1 person)	0% (1 person)	0%	0%	0%
Transit	0% (1 person)	0% (1 person)	0%	1%	1%
Walk	66%	58%	52%	62%	65%



Outreach to Inform the Plan

In order to develop a robust and action-oriented citywide Safe Routes to School Plan that represents the specific needs of each school and the City of Cudahy, the Project Team engaged a wide variety of audiences through different methods. The Project Team included City of Cudahy and Department of Public Health staff.

The Project Team wanted to ensure that feedback from each individual school provided the basis of this Plan. Outreach began to the five public schools in November 2013 with a series of one-on-one meetings with each principal in order to introduce the concept of Safe Routes to School and discuss the goals of the citywide Plan. Next, the Project Team attended and presented at existing parent meetings at each school to introduce the project and gain support from active parents. In spring and summer 2014, the Project Team distributed parent surveys and student tallies to understand school habits, and to learn more about parent concerns regarding walking and bicycling to school. These surveys also provided an opportunity to engage more parents with the project.

Simultaneously, the Project Team also began outreach and presentations at larger City meetings and events to ensure the Plan received citywide attention. This included introductory presentations at City Council, Public Safety Commission, and Planning Commission meetings, as well as at a citywide Town Hall meeting and the Cudahy Book Fair. These meetings and events offered key city leadership and the public an opportunity to engage the Project Team, and ask questions about the planning process and next steps.

The Project Team also set up a Technical Advisory Committee (TAC) to guide the Plan's development. The goal of the TAC was to provide specific feedback on the policies, programs, and projects in the Plan, and to discuss future implementation. This coordinating body included representatives from the following agencies and organizations:

- City of Bell
- City of Cudahy
 - City Manager's office
 - Code Enforcement
 - Community Development Department
 - Planning Commission
 - Public Safety Commission



- Public Works
- Kaiser Permanente
- Los Angeles County Department of Public Health
- Los Angeles County Sheriff's Department
- Los Angeles Unified School District School Police
- Project Consultant
- University of California Los Angeles

Initial outreach focused on distributing information about Safe Routes to School and engaging stakeholders for participation in the planning process. This outreach culminated in workshops at each school bringing different stakeholders together to talk about specific barriers at each school.

In August 2014, a nationally certified Safe Routes to School workshop leader facilitated workshops for stakeholders at each of the five target schools. These half-day workshops began with a presentation that described why Safe Routes to School is important and provided examples of effective education, encouragement, and enforcement programs, and potential engineering devices that can be applied to make walking and bicycling safer. The workshops provided monolingual Spanish-speaking residents at all the schools with translated presentation slides and simultaneous interpretation with headphones. Workshop attendees included:

- City of Cudahy representatives from Code Enforcement, the Community Development Department, the Planning Commission, the Public Safety Commission, and the Public Works Department
- Community residents
- Los Angeles County Department of Public Health
- Los Angeles County Sheriff's Department
- Los Angeles Unified School District School Police
- Office of Congresswoman Roybal-Allard
- Project consultant and Spanish-language interpreter
- School parents
- School principal
- School staff
- School volunteers



After the presentation, stakeholder attendees walked around the school and identified safety concerns at particular locations along common routes to school. Upon returning to the workshop room, stakeholders drew common walking and bicycling routes to their school and identified key issues and locations needing improvement on large-scale maps. Participants identified general safety issues, as well as location-specific safety issues. Stakeholders also brainstormed potential education, encouragement, and enforcement programs that would be effective at their school. The workshops provided an important platform for different stakeholders to engage with each other and identify solutions that were both agency and school-driven.

In parallel with the preparation of this Plan, and as part of the citywide Safe Routes to School initiative, the Project Team worked with each of the schools and parent groups to form Safe Routes to School Committees at each school. These Committees plan and implement education and encouragement programs. One program that encourages students and their families to walk and bike to school more is the “walking school bus.” Instead of being driven to school in a traditional yellow bus, walking school buses are adult-supervised group walks of students to or from school. The Project Team facilitated trainings for all Committees interested in starting their own walking school bus. With technical assistance, all five public schools launched their walking school buses on October 8th, International Walk to School Day. This is a day where schools around the world show their support for walking to school by organizing walking to school events. After the successful launch of International Walk to School Day, the hope is for schools and the community at large to feel empowered and prepared to sustain other education and encouragement programs for their students.

The citywide Safe Routes to School initiative has actively engaged Cudahy residents and community stakeholders to document their thoughts and concerns around walking and bicycling in their city. The following is a list of specific events where the Project Team engaged stakeholders about Safe Routes to School in 2013 and 2014:

School-Specific Outreach

- Elizabeth Learning Center
 - Back to School Night
 - Parent ESL (English as a Second Language) meetings
 - Principal meetings
 - Safe Routes to School workshop
- Ellen Ochoa Learning Center



- Parent meetings
 - Principal meetings
 - Safe Routes to School workshop
 - Walking school bus training
- Jaime Escalante Elementary
 - Parent ESL (English as a Second Language) meetings
 - Safe Routes to School workshop
 - Staff and parent leadership meetings
- Park Avenue Elementary
 - Parent meetings
 - Principal meetings
 - Safe Routes to School workshop
- Teresa Hughes Elementary
 - Principal meetings
 - Safe Routes to School workshop
 - Staff meeting

Community-Wide Outreach

- City Council meetings
- Cudahy Book Fair
- First city-wide International Walk to School Day
- International Walk to School Day planning meetings
- National Night Out
- Planning Commission meeting
- Public Safety Commission meeting
- Southeast Los Angeles Civic Leaders Network meetings
- Town Hall meetings
- Walking school bus training



School-Specific Feedback

During each of the events referenced above, the Project Team gathered information about citywide and school-specific concerns around walking and bicycling to school safely. Below is a summary of feedback by school.

Elizabeth Learning Center Safety Issues and Barriers

General

- Created 3-minute parking zones
- Criminals harassing students
- Dangerous dogs
- Double parking
- K-Mart, Superior, big box concerns
- Littering
- Loitering, transients, gang members in the park
- Narrow sidewalks with many driveways
- Nearby liquor stores
- Need more bicycle facilities
- No bus stop
- No drop-off/pick-up zone
- Not enough parental involvement
- Parents dropping of students in the middle of the street
- Registered sex offenders in the area
- Students crossing at bad locations
- Substance abuse
- Traffic
- Vandalism/criminal activity



Location-Specific Issues

- Atlantic Ave. & Clara St.
- Atlantic Ave. & Live Oak St.
- Clara Park Extension
 - Drugs, loitering, inebriated people, exhibitionists
 - No lighting
 - Narrow sidewalks
- Clara Street Park
 - Gangs, people using drugs
- Elizabeth St. & Atlantic Ave.
 - Drugs, loitering, inebriated people, exhibitionists
 - The crosswalk push button does not work
 - The walk cycle is too short
- Elizabeth St. between Atlantic Ave. & Wilcox Ave.
 - Drugs, loitering, inebriated people, exhibitionists
 - Need a pick-up/drop-off lane west of the school
 - Scary dogs
 - Speeding
 - The sidewalks are dirty and smelly
 - Traffic
- Elizabeth St. in front of the school
 - Motorists not stopping for pedestrians
- Elizabeth St. & Wilcox St.
 - Motorists not stopping for pedestrians
 - The crosswalk push button does not work
- Santa Ana St. & Atlantic Ave.
 - Drugs, loitering, inebriated people, exhibitionists
 - The walk cycle is too short
- Wilcox St. & Clara St.

- Wilcox St. & Santa Ana St.
 - Motorists not stopping for pedestrians

Ellen Ochoa Learning Center Safety Issues and Barriers

General

- Cars stopping in the crosswalks
- Crime, drugs, gangs, harassment, possible sex offenders, smoking, tagging
- Double parking
- Heavy traffic
- Lack of interest in parents participating
- Motorists not following the rules
- Motorists running red lights
- Parents driving unsafely
- Parking in the red zone
- Unsafe pedestrian behavior

Location-Specific Issues

- Clara St. near Walker St.
 - Crime, drugs, exhibitionists, gangs, drinking, fighting, transients, harassment
- Crafton Ave. & Florence Ave.
 - Crossing the street is difficult
 - Motorists disregard the crosswalk
 - Motorists disrespect pedestrians in the crosswalk
 - Need another crossing guard
- Crafton Ave. between Florence Ave. & Live Oak St.
 - Motorists speed
 - The speed hump on Crafton Ave. does not cross the entire street—cars go around it
- Crafton Ave. & Live Oak St.





- Cars turning into an apartment complex
 - Crosswalk light not working
 - Crosswalk paint is faded
 - Motorists disrespect pedestrians in the crosswalk
 - Motorists making U-turns
- Florence Ave. & Wilcox Ave.
 - Need crossing guards
- In front of the school on Live Oak St.
 - Cars block the crosswalk
 - Double parking
 - Garbage bin on the south side blocks motorists' view of the crosswalk
 - Motorists disobey parking restrictions
 - Motorists making U-turns
 - Motorists not respecting pedestrians in the crosswalk
- Live Oak St. & Wilcox Ave.
 - Cars block the crosswalks when turning onto Live Oak St.
 - Cars park in the red zone north of the intersection and block school buses
 - Inadequate crosswalks
 - Motorists not stopping for pedestrians
 - Motorists speed around the corner
- Wilcox Ave. & Clara St.
 - Electrical pole on SE corner blocks pedestrians' view

Jaime Escalante Elementary School Safety Issues and Barriers

General

- Add skateboard racks
- Drunk drivers
- Lack of respect from some parents to those in the valet program
- Loitering



- Motorists disregarding traffic signals
- Motorists making U-turns
- Need a crossing guard at Atlantic Ave. and Florence Ave. (used to be funded by the City of Bell)
- Need more enforcement
- Need more marked crosswalks especially on long blocks
- Some students do not wear bicycle helmets
- Speeding
- Stray dogs
- Students crossing major streets away from signals
- Substance abuse
- Too many liquor stores
- Transients

Location-Specific Issues

- Atlantic Ave. & Florence Ave.
 - Motorists disregard the no right-turn-on-red prohibition
 - The crossing guard that the City of Bell paid for was removed
 - The Walk cycle is too short
 - Wide, difficult intersection to cross
- Atlantic Ave. & Live Oak St.
 - The Walk cycle is too short
- Along Live Oak St. east of Atlantic Ave.
 - Loitering
 - Man taunting females
 - Narrow sidewalks
 - No painted crosswalks
 - Substance abuse
- Along Live Oak St. west of Atlantic Ave.
 - A liquor store is too close to the school on Atlantic Ave.



- Drugs, loitering, harassment
- Motorists driving around the speed hump
- Narrow sidewalks
- No crosswalk on a long block
- Speeding
- In front of the school
 - Special education buses cannot always get through
 - Speeding
 - Students crossing without a crosswalk
- Superior driveway on Live Oak St. just east of Atlantic Ave.
 - Driveway needs to be leveled off
 - Motorists disregard pedestrians while entering and exiting



Park Avenue Elementary School Safety Issues and Barriers

General

- Consider using barriers on Park Ave. and requiring parents to turn around after drop-off and pick-up
- Double parking
- Transients and dogs in the park
- Many driveways without good visibility
- Motorists making U-turns
- Need better loading signage
- Parents dropping off students in the street
- Special education buses have difficulty getting through
- Students crossing at unsafe locations

Location-Specific Issues

- Los Angeles River
 - Want to connect to the school
- Park Ave. & Elizabeth St.
 - Crossing lights do not work
 - Motorists not stopping for pedestrians
 - No crossing guard
 - Pedestrians not stopping
- Park Ave. & Santa Ana St.
 - Buses having difficulty getting through
 - Crossing lights do not work
 - Parents making U-turns
 - Pedestrians crossing between cars
 - Traffic
- Wilcox Ave. & Cecelia St.
 - Motorists not stopping for pedestrians
 - Pedestrians not stopping
- Wilcox Ave. & Elizabeth St.
 - Crossing the street is difficult
 - Motorists not stopping for pedestrians
 - Pedestrians not stopping
 - Traffic issues from other schools
- Wilcox Ave. & Live Oak St.
 - Motorists don't respect traffic signals
- Wilcox Ave. & Santa Ana St.
 - Motorists not stopping for pedestrians
 - Pedestrians not stopping
 - Traffic issues from other schools



Teresa Hughes Elementary School Safety Issues and Barriers



General

- Double parking
- Graffiti
- Lack of enforcement
- Parents letting students out to cross on the other side of the street
- Parking in the bus area
- Speed humps not effective
- Speeding
- U-turns

Location-Specific Issues

- Clara St. in front of the school
 - Motorists not stopping for pedestrians
 - Parents' cars conflict with school buses, especially in the afternoon
 - Speeding
 - Would like a crossing guard here
- Clara St. & Otis Ave.
 - Southbound left turns onto Clara St. conflict with pedestrians crossing
 - The Walk cycle is too short
- Elizabeth St. & Atlantic Ave.
 - The Walk cycle is too short
- Elizabeth St. at the back entrance to the school
 - No marked crosswalk
- Live Oak St. & Otis Ave.
- Live Oak St. between Salt Lake Ave. & Otis Ave.
 - Speeding



- Otis Ave. & Elizabeth St.
 - Motorists not stopping for pedestrians crossing Otis Ave.
 - Speeding
- Otis Ave. & Flower St.
 - Motorists not stopping for pedestrians
- Otis Ave. & Santa Ana St.
- Salt Lake Ave. & Elizabeth St./Otis Ave.
 - Difficult to cross



Recommendations

The recommendations that follow are the result of school and community outreach, background research, fieldwork, and experience for what makes effective Safe Routes to School programs and plans. Throughout the outreach process, each school identified specific programs for education, encouragement, and enforcement that would work best for it. What follows here are programs the City should consider offering and implementing citywide, with the opportunity for each school to tailor the programs to its needs.

The City must use a “5 E” approach to have the greatest impact. The Education programs will teach students, parents, and neighbors safe walking, bicycling, and driving habits, as well as the health and environment benefits of SRTS. The Encouragement programs aim to engage students, parents, school staff, and neighbors to promote walking and cycling to and from school. The Enforcement efforts seek to ensure that traffic laws and drop-off and pick-up procedures are followed. Evaluation tracks the program to assess what is effective and what might be modified. The Engineering improvements make physical changes to streets and intersections to remedy safety issues, and create a more comfortable environment for people walking and bicycling.

General Guide to Program Development

As the City develops each program, staff should keep in mind the following concepts recommended by the Pedestrian and Bicycle Information Center (PBIC):

1. **Make walking and bicycling “try-able.”** Give people a chance to try walking and bicycling instead of driving. This could be by organizing a group ride to school or providing route maps for a citywide walk event, etc.
2. **Communicate the behavior you want to see.** Bumper stickers, banners, signs, pamphlets, and public service announcements can all convey messages to encourage travel by foot or bicycle.
3. **Reward behavior.** Provide incentives and gifts to motivate people to try walking and bicycling for a trip. These strategies are especially effective for school children.
4. **Make it convenient.** Design pedestrian and bike-friendly places throughout the city; prioritize improvements to key destinations.
5. **Institutionalize support for walking and bicycling.** Strong policies that support walking and bicycling will help guide programs and ensure ideas have staying power.
6. **Capitalize on other agendas.** Make walking and bicycling part of the solution to a wider range of issues the community faces, such as obesity, health, environmental concerns, and economic development.



Education

Educational programs must be tailored to specific audiences in order to effectively address the behaviors the programs seek to modify. For example, a child bicyclist will need different education on how to ride than an adult bicyclist. Similarly, different messaging will resonate with teen drivers than adult drivers. The most common audiences that will benefit from education programs include:

- Commuters and employers
- Officials and policy makers—engineers, planners, council members, law enforcement
- Road users—drivers (young, adult, older), bicyclists and pedestrians (children, teens, adults, parents, neighbors, seniors)
- Visitors

For each group, the City should consider when and how the audience should receive the information, and the demographic factors that may affect how the audience understands and perceives the information. Descriptions of educational campaigns and programs that were prioritized during the SRTS outreach process are detailed below.



Table 10. Education Programs

Program	Description	Implementation Steps
Bicycle rodeo	A bicycle safety clinic featuring bike safety inspections and a safety lecture, followed by a ride on a miniature "chalk street" course where young cyclists are shown where and how to apply the rules.	Work with LA County Sheriff's Department, LAUSD, each school, and LAUSD School Police to sponsor at least annual bicycle rodeos for each school.
Pedestrian and Bicycle Safety Skills course for adults	Adults often do not know current regulations or protocols for safe walking or bicycling. These skills are important for parents to pass on to their children.	Work with organizations such as the Los Angeles County Bicycle Coalition, League of American Bicyclists, LA County Sheriff's Department, and LAUSD School Police to offer regularly scheduled multilingual skills courses in walking and bicycling for adults at local parks and the civic center.
Pedestrian and Bicycle Safety Skills course for youth	These courses provide hands-on learning for young children on how to walk safely and ride a bicycle. Pedestrian skills training should be targeted to first and third graders, and bicycle skills training for third and fifth graders.	Work with organizations such as the Los Angeles County Bicycle Coalition, League of American Bicyclists, LA County Sheriff's Department, and LAUSD School Police to offer regularly scheduled, multilingual skills courses in walking and bicycling for adults at local parks and/or each school. Work with LAUSD to institutionalize bicycle and pedestrian skills course training at each school.
Personal Safety Training	Training on personal safety prepares students to address any issues on their way to school, where they feel unsafe due to crime, harassment or violence.	Work with the LA County Sheriff's Department and LAUSD School Police to understand what materials exist around personal safety to train and distribute to students and parents.
Print and media campaign with safe walking, bicycling, and driving messages	Promote educational messages such as "STOP! It could be someone you love in the crosswalk" or "Use the other pedal and slow down" into media coverage, events, street banners, maps, posters, stickers, guides, etc. Consider distributing "neighborhood slow zone" signage for residents to place in their yards, and flyers to schools. Messaging should be multilingual.	The City can develop or adapt nationally recognized media campaign materials, including flyers, stickers, and talking points, and distribute to the schools. Communication channels include messages from the principal through tele-parent (automatic calls), parent meetings, the family center, flyers, coffee with the principal, back to school night, parent-teacher meetings, school marquis, a monthly newsletter, and social media
Safe driving tips	Information about safe driving in Cudahy and around schools.	Create and/or adapt existing materials on safe driving to distribute to community members and parents who are dropping off or picking up their children at school.
Safe walking and bicycling tips	Information about safe walking and bicycling.	Create and/or adapt existing materials on safe walking and bicycling to distribute to community members and parents. Materials are available through the National Center for Safe Routes to School, FHWA, and others.



Encouragement

These programs generate excitement about walking and bicycling, and help spread the message that walking and bicycling is not only beneficial for health, social, and economic reasons, but enjoyable as well. Encouragement strategies are especially important when working with youth. Coordinating with individual schools to select prizes that are appropriate and customized will enhance encouragement programs. In addition to youth, parents should also be targeted in order to increase their involvement in SRTS.



Table 11. Encouragement Programs

Program	Description	Implementation Steps
“Caught being good”	Law enforcement officers distribute “tickets” to students that are “caught being good,” which means they were following safety rules. The “tickets” are typically coupons for discounts at local businesses or a certificate.	The City can approach law enforcement officials to see whether they are interested in spearheading such an encouragement program, as well as coordinate with local businesses to receive coupons that appeal to youth.
International Walk to School Day	International Walk to School Day, held in October each year, joins children and adults from around the world to celebrate walking and bicycling to school.	All schools in Cudahy participated in International Walk to School Day in 2014. Generally, the City can help provide support to schools by providing incentive items, law enforcement support along pre-determined walking routes, and meeting locations throughout the city, as well as participating in the event.
Open streets events	Local streets are closed to vehicle traffic for a short period of time, so residents and visitors can experience this public space in a new way. CicLAvia in Los Angeles helps residents get used to walking and bicycling in a safe environment without cars.	The City can work with organizations such as CicLAvia, Community Arts Resources, and the Los Angeles County Bicycle Coalition to organize an open streets event in the community and encourage attendance. Volunteers are needed to support the event. The Los Angeles County Metropolitan Transportation Authority may provide funding for events as well.
Parent awards	Distribute awards to parents that support the SRTS program.	Provide the schools with certificates to recognize parents who have been exemplary volunteers to support SRTS. Recognize key school and parent staff at City Council meetings.
Park and walk	A pre-determined parking lot acts as the meeting area for families who drive and then park and walk the remaining distance to school.	Work with local businesses to create agreements that allow their parking lots to serve as park and walk meeting locations. Distribute this information to the schools and promote the opportunity throughout the community.
Principal, mayor, and/or teacher-led walks	Key community leaders, such as the mayor, council members, principals and teachers, can lead regular walks in the community outside of school hours to encourage walking.	The City can organize staff to help lead walking events and/or a separate walk as part of existing events, such as the Cudahy Book Fair.
Student or classroom competitions with prizes	Contests encourage children either to begin walking and bicycling to school or to increase their current amount of physical activity by making it fun and rewarding. Competitions can be between students (e.g., student with most miles walked), or between classrooms (e.g., classroom with the most students walking to school). Generally, children track their progress and get a small gift or a chance to win a prize after they reach a certain goal.	The implementation of student or classroom competitions is typically school-driven. There are many existing templates for tracking progress. These include templates for punch cards that are marked whenever a child walks and programs such as “Fire up your Feet” which track information online. The City can support a citywide competition and provide materials for competitions, such as pedometers, reflectors, stickers, and plaques.
Walk and Roll Wednesdays	Designated day where students are encouraged to ride their bicycles or walk together to school and/or for short trips.	The City can promote a regular walking and bicycling day of the week or month for the community, and advertise it through available channels (at school, town hall, council meetings, etc.).
Walking school bus	A walking school bus consists of groups of students accompanied by adults who walk a pre-planned route to school.	The implementation of a walking school bus is typically parent and school-driven. The City can support walking school buses by volunteering to lead walks, providing police support along pre-determined walking routes, and reviewing walking school bus routes for any safety concerns.



Enforcement

Enforcement programs help deter unsafe behaviors of drivers, pedestrians, and bicyclists, and encourage all road users to obey traffic laws and share the road safely. The Los Angeles County Sheriff's Department, LAUSD School Police, and other law enforcement agencies will need to be involved in the execution of these programs.

Table 12. Enforcement Programs

Program	Description	Implementation Steps
Corner captains	Adult volunteers stand at corners along routes to school so they can monitor students walking and deter any activity that may be harmful to students.	The City can alert neighbors along key routes to school to participate in the corner captain program by coming out to their front yard during the morning walk to school.
Crossing Guards	Crossing guards promote safe behaviors at crosswalks by helping children safely cross the street at key locations and reminding drivers of the presence of pedestrians	The City already has a crossing guard program, which can be expanded to cover additional intersections near each school.
Law enforcement presence	Provide an enforcement presence that discourages dangerous behaviors on and off the school campus. This may mean issuing warnings to drivers breaking traffic laws. Drivers who have made a minor error will often respond to a warning from an officer by being more careful. Drivers who continue to violate traffic laws need to be ticketed.	The City can work with the Sheriff's Department and LAUSD School Police to target enforcement based on areas of most concern.
Neighborhood watch	Neighborhoods work with police to observe motor vehicle speeds and report crimes.	The City can provide regular updates to the local Neighborhood Watch group about any activity, and on the Safe Routes to School program.
Pedestrian decoy program	This program is used in areas where drivers are not yielding to pedestrians in marked crosswalks. Plainclothes police officers cross the street, while another officer monitors driver behavior from a distance. The officer then will issue a warning or citation and educational materials depending on the situation.	The City can share this idea with the LA County Sheriff's Department, and collect data from observational surveys to understand appropriate locations for law enforcement to monitor.
Radar enforcement	Strict enforcement of speed laws in school zones can improve the safety for children walking and bicycling to school. A 'zero tolerance' policy for speeders in school zones, and an increase in fines for drivers who violate the posted school zone speed limit, are both potential approaches.	The City can work with the Sheriff's Department and LAUSD School Police to target enforcement based on areas of most concern.
Speed trailers, active speed monitors, and photo enforcement	Speed trailers and active speed monitors display the speed of oncoming vehicles. Both devices help officers track motorist speed, display current speed to motorists, and create awareness of the posted speed limit.	The City can work with the Sheriff's Department to use and/or purchase equipment to monitor and enforce speed, and target areas of known speeding.
Student safety patrol (valet)	Student safety patrols enhance enforcement of drop-off and pick-up procedures at school by increasing safety for students and traffic flow efficiency for parents.	The school typically spearheads a student safety patrol or valet system. The City can assist by providing vests for participating students, as well as information material about setting up successful valet programs.



Evaluation

Evaluation of this program will consist of periodic surveys to determine how commute to school patterns have changed, as well as to assess what is working and what may need modifying. Annual student tallies like the baseline tallies conducted for this Plan will inform the City and schools if fewer students are arriving by car and more are walking or bicycling, and by how much.

Table 13. Evaluation Programs

Program	Description	Implementation Steps
Bicycle and pedestrian counts	Counting numbers of bicyclists and pedestrians around the City can help staff prioritize improvements. These counts can also be included in travel demand models. The Southern California Association of Governments developed a count methodology that is now available for use by local jurisdictions.	The City should conduct a pedestrian and bicycle count at least every other year and preferably annually. The City can work with organizations such as the Los Angeles County Bicycle Coalition to organize and administer a count. The counts typically require volunteers.
Parent attitudinal surveys	Survey questions, such as “what deters you from bicycling?” or “what mode do you use for short trips?” aim to understand attitudes toward walking, bicycling, and common concerns with letting students walk or bicycle to school.	The National Center for Safe Routes to School has a standard parent survey form that the City should distribute to schools annually for administration. The City should collect completed forms, analyze data, and submit results to the schools and the National Center.
Student tallies	This survey asks what mode a respondent used for a certain trip. Mode of travel surveys are commonly done in schools as part of SRTS to find out how many children walked, bicycled, were driven, etc.	The National Center for Safe Routes to School has a standard student tally form that the City should distribute to schools annually for administration. The City should collect completed forms, analyze data, and submit results to the schools and the National Center.



Engineering (Conceptual)

The City of Cudahy aspires to have streets that enhance quality of life available to all residents and provide safe and comfortable means of travel by foot, bicycle, transit, and vehicle. The pedestrian and bicycle engineering treatments included in this Plan will certainly help the City towards this goal. However, the recommendations included here are specific to the trip to and from school, with an eye toward students safely walking and bicycling to school. The City will continue to actively engage the community to ensure safety of all street users is a priority.

The recommendations included here are a direct result of feedback from the community during outreach events. Each treatment is designed to address specific safety concerns, such as speeding, long crossing distances, low-visibility of pedestrians, etc., along the route to school. The “Design Guidance” section at the end of this document provides definitions and further guidance on these improvements.

In addition, these recommendations are planning-level, and will require further analysis and technical feasibility studies prior to implementation. Recommended treatments will need to meet State and/or Federal design guidelines and standards. Some may require proceeding with an experimental process. As the City implements the Plan, accepted standards may evolve and change and the City will continue to use the most current and proven technically-feasible treatments to address the concerns of residents.

Pedestrian Improvements

The goal of specific engineering improvements outlined is to improve safety and address key concerns identified by residents at each location. The design section of this document contains more information about the specific engineering recommendations at each location. The treatments were chosen in consideration of the following key principles:

- Ensure delineation between pedestrian and vehicle zones
- Increase visibility of pedestrians to vehicles
- Increase visibility of vehicles to pedestrians
- Reduce pedestrian crossing distances, to minimize pedestrian exposure to vehicles
- Slow vehicle speeds in order to minimize severity and occurrences of collisions

Beyond the specific recommendations identified here, there are general citywide improvements that have the potential to drastically improve the comfort and safety of pedestrians in Cudahy. For example, the City should consider an assessment of pedestrian-scale lighting needs.



Currently, many of the City's streets have lighting; however, not all are at a pedestrian scale, and some need upgrades. A citywide assessment would ensure adequate lighting during evening hours for the entire City, allow the City to prioritize improvements, and address resident concerns about safety around schools after hours.

In addition, increasing crossing times at all signalized intersections will ensure that people of all ages and abilities can cross the street safely. Many residents have concerns crossing major streets such as Atlantic Avenue. The City should coordinate with neighboring jurisdictions, such as Bell, and with local regional agencies and Los Angeles County, to increase pedestrian crossing times.

Improvements such as curb extensions offer an opportunity to not only beautify Cudahy's streets through new trees and landscaping, but also address climate change and water runoff. The City adopted a Green Streets policy and an accompanying Green Streets Manual in 2013 that should be consulted before construction of these improvements.

The City should also consider implementation as an opportunity to do further improvements at each location that are not called out specifically under each recommendation. They include:

- Add audible signals to all signalized crossings
- Add dual curb ramps with tactile devices (truncated domes) when changing the curb lines at corners
- Address drainage concerns and storm water recapture when changing the curb line

The City has already begun to actively apply for grant funding to address many resident safety concerns. Sources of funding include the Statewide Active Transportation Program in 2014 (ATP 2014), as well as the State Highway Safety Improvement Program in 2014 (HSIP 2014). Specific grant sources are identified when applicable.

The map on the following page illustrates common routes that students take to get to school and proposed pedestrian improvements that were planned along these routes.

The planned physical improvements along school routes are described in the following pages. The Design Guidance section at the end of this document provides definition and guidance on these improvements. All bulb-outs and curb extensions will include perpendicular curb ramps and truncated dome tactile devices for the sight impaired. All pedestrian signals include audible signals for the sight impaired. All signals will add audio detection for every crossing.



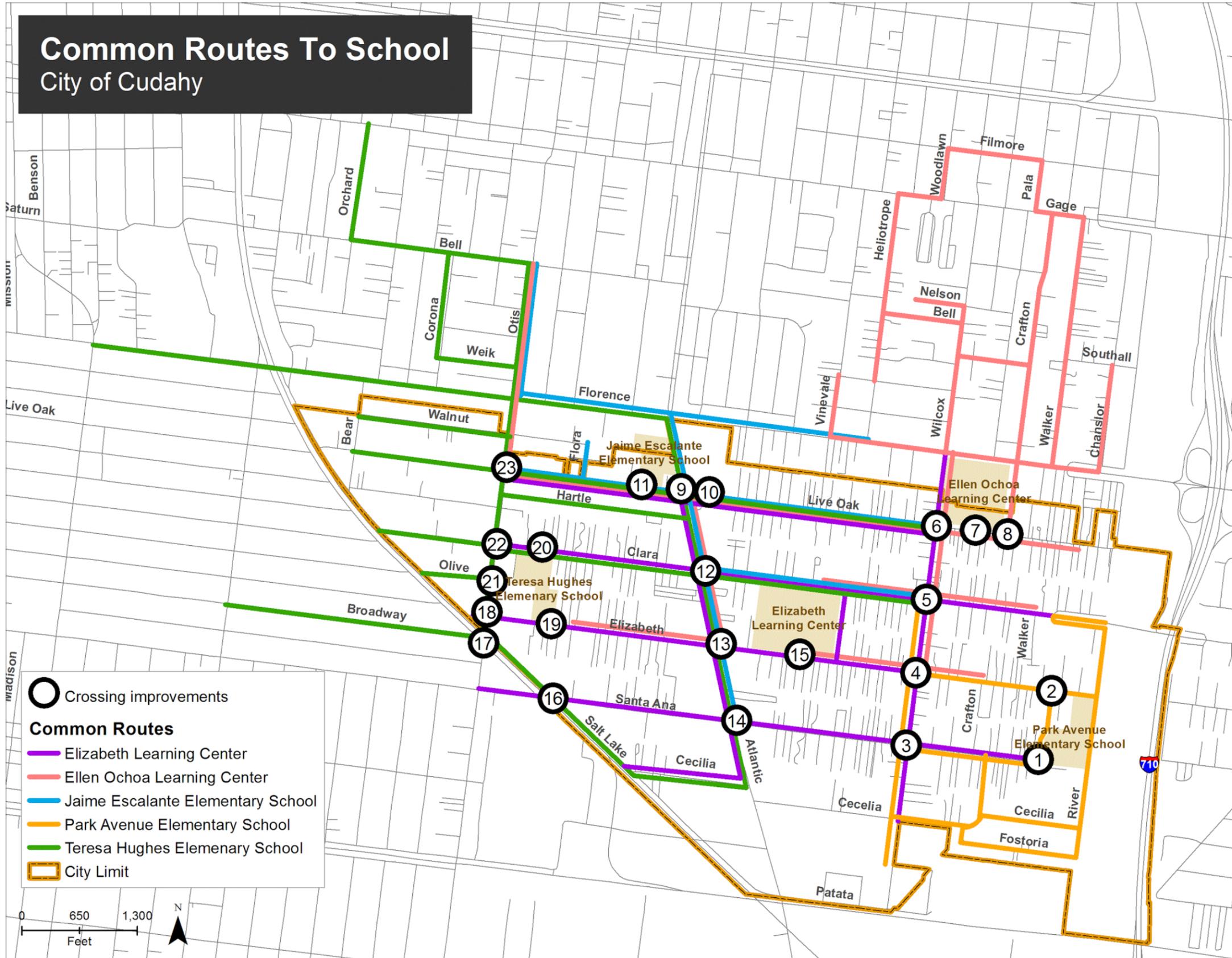
Many of the sidewalks in Cudahy have a small, two- to three-foot concrete buffer between the sidewalk and curb. There are many locations along these sidewalks where driveway ramps create a crossing slope in the sidewalks. This Plan recommends that these be retrofitted with concrete that creates a flat surface for the sidewalks and places the ramps in the buffer area.

Crossing improvements are numbered according to their location in this document.

The map on the following page illustrates common routes that students take to get to school and proposed pedestrian improvements that were planned along these routes.



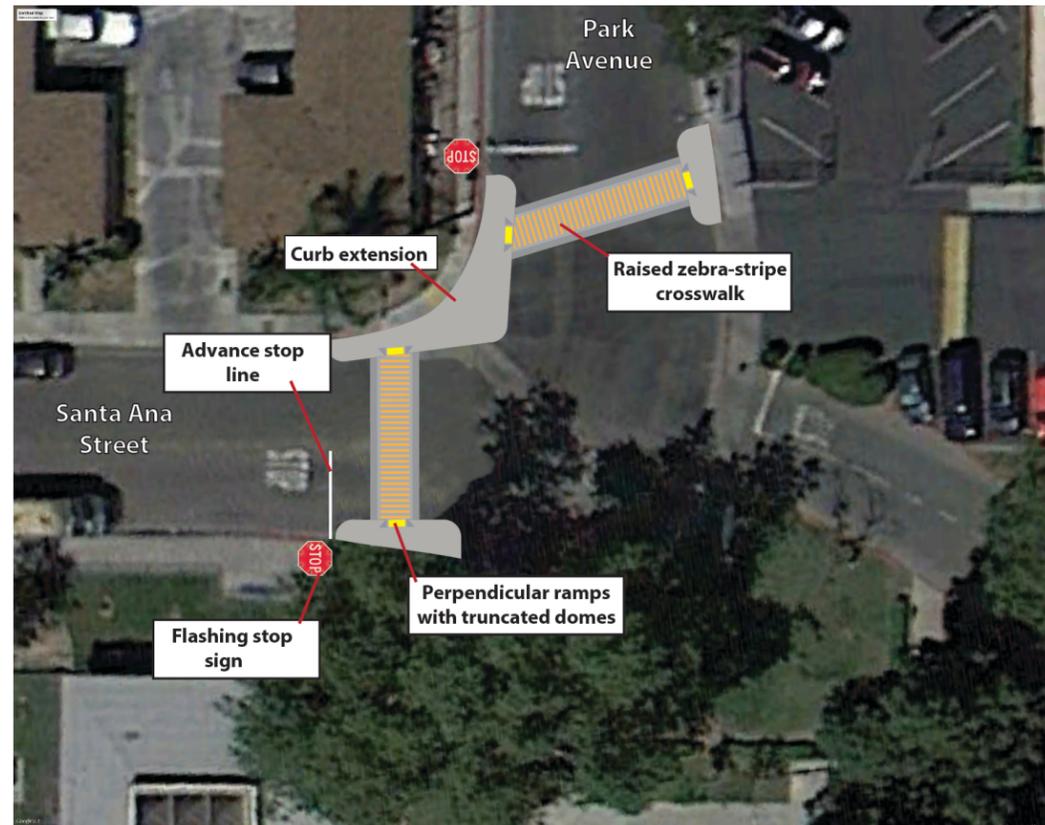
Map 2. Common Routes to School



Existing Conditions and Engineering Recommendations

Pedestrian Improvements

1. Santa Ana St. & Park Ave.



Existing

- L-intersection
- 2-way stop
- Yellow ladder crosswalks on the north and west crossings
- Assembly B and D signs on the approaches to the north and west crossing crossings
- In-pavement flashers on both crosswalks (not fully functioning)
- Advance stop line (3' in advance) on the approach to the north crossing crosswalk

Proposed

- Add yellow zebra-stripe crosswalks to the north and west crossings (2) (ATP 2014)
- Add raised crosswalks to the north and west crossings (2)
- Add curb extensions to both sides of the north and west crossings (4)
- Advance stop line to 6' to the west crossing crosswalk (1) (ATP 2014)
- Replace both stop signs with flashing stop signs (2)



2. Park Ave. & Elizabeth St.

Existing

- T-intersection
- 3-way stop
- Yellow ladder crosswalks on the east and south crossings
- Advance stop lines on the east and south crossings
- Assembly B signs on the east and south crossings
- In-pavement flashers on both crosswalks (not fully functioning)

Proposed

- Add zebra-stripe crosswalks to the east, west, and south crossings (3) (ATP includes 2 crosswalks)
- Add white raised zebra-stripe crosswalks to the east, west, and south crossings (3)
- Add curb extensions to both sides of the east, west, and south crossings (6)
- Advance stop lines to 6' to the east, west, and south crossings (3)
- Replace all stop signs with flashing stop signs (3)

3. Wilcox Ave. & Santa Ana St.

Existing

- 4-way stop
- Ladder crosswalks on the north and south crossings
- Advance stop lines on the north and south crossings
- Bus stops on the NE and NW corners of Wilcox Ave.

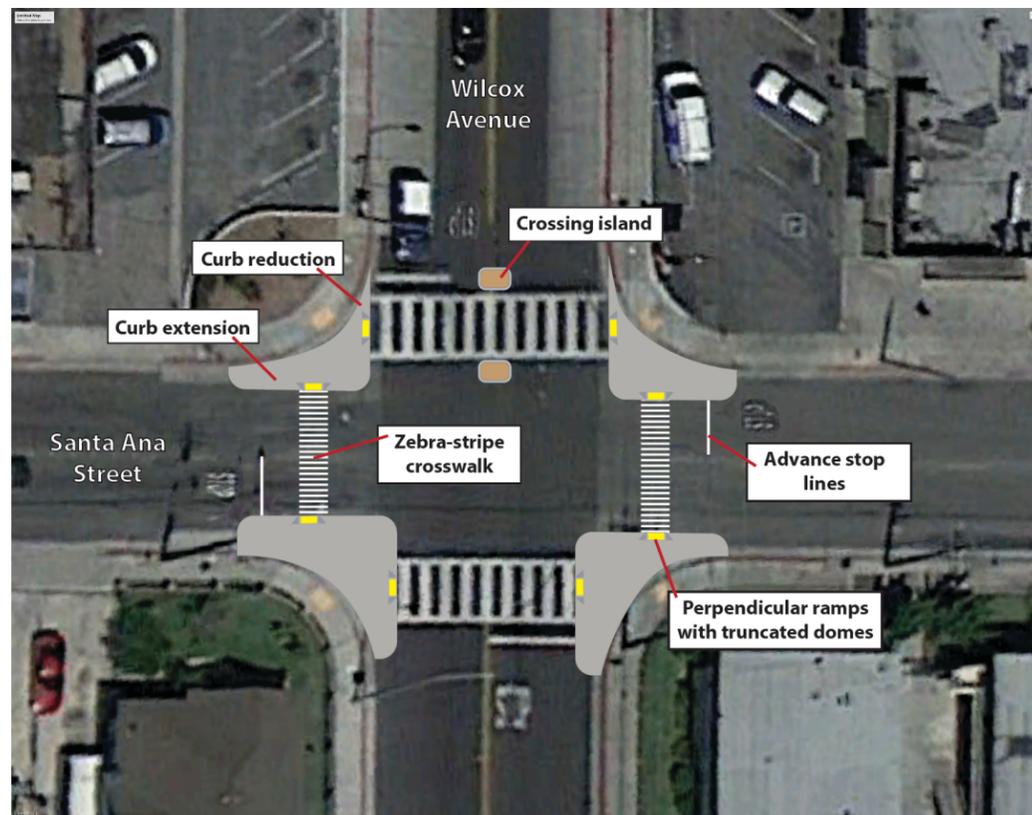
Proposed Option 1

- Add zebra-stripe crosswalks to the east and west crossings (2)
- Add advance stop lines to the east and west crossings (2)
- Add curb extensions to both sides of the east, west, and south crossings (6)
- Reduce the curb returns on both corners of the north crossing (2)
- Add crossing islands to the north crossing (1 pair)

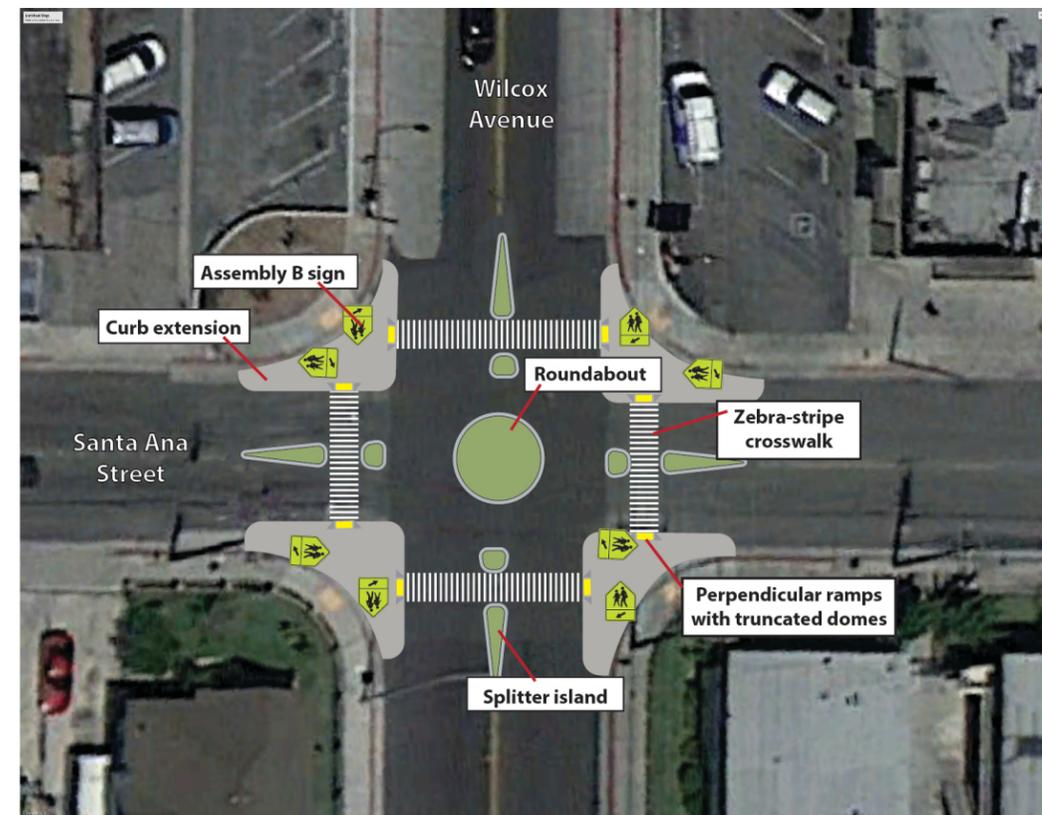
Proposed Option 2

- Add a roundabout (including splitter islands, markings, and signs)
- Add Assembly B signs at all crossings (4)
- Add curb extensions to create deflection on all crossings; smaller ones where bus stops exist
- Remove existing signs and markings (4)

Option 1



Option 2



4. Wilcox Ave. & Elizabeth St.

Existing

- 4-way stop
- Yellow ladder crosswalks on the north and south crossings
- Advance stop lines (3' in advance) on the north and south crossings

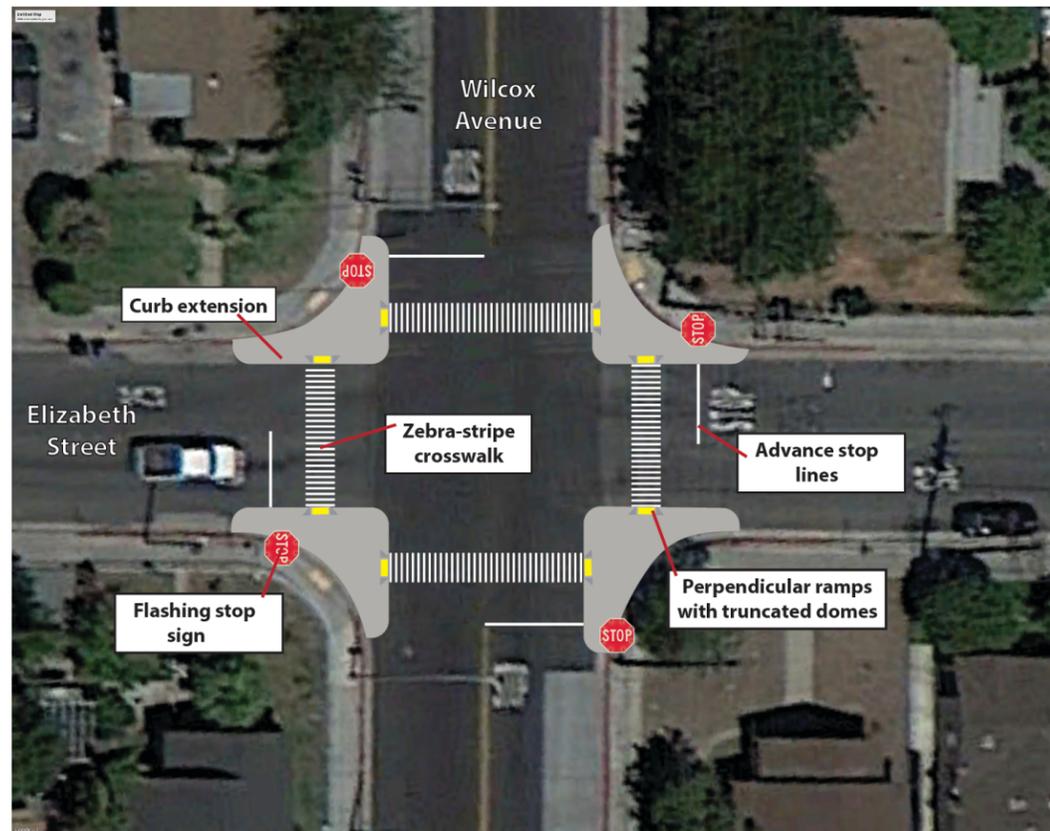
Proposed Option 1

- Add white zebra-stripe crosswalks to all crossings (4) (ATP 2014)
- Add advance stop lines (6' in advance) to all crossings (4) (ATP 2014)
- Add curb extensions to both sides of all crossings (8)
- Replace all stop signs with flashing stop signs (4) (ATP 2014)

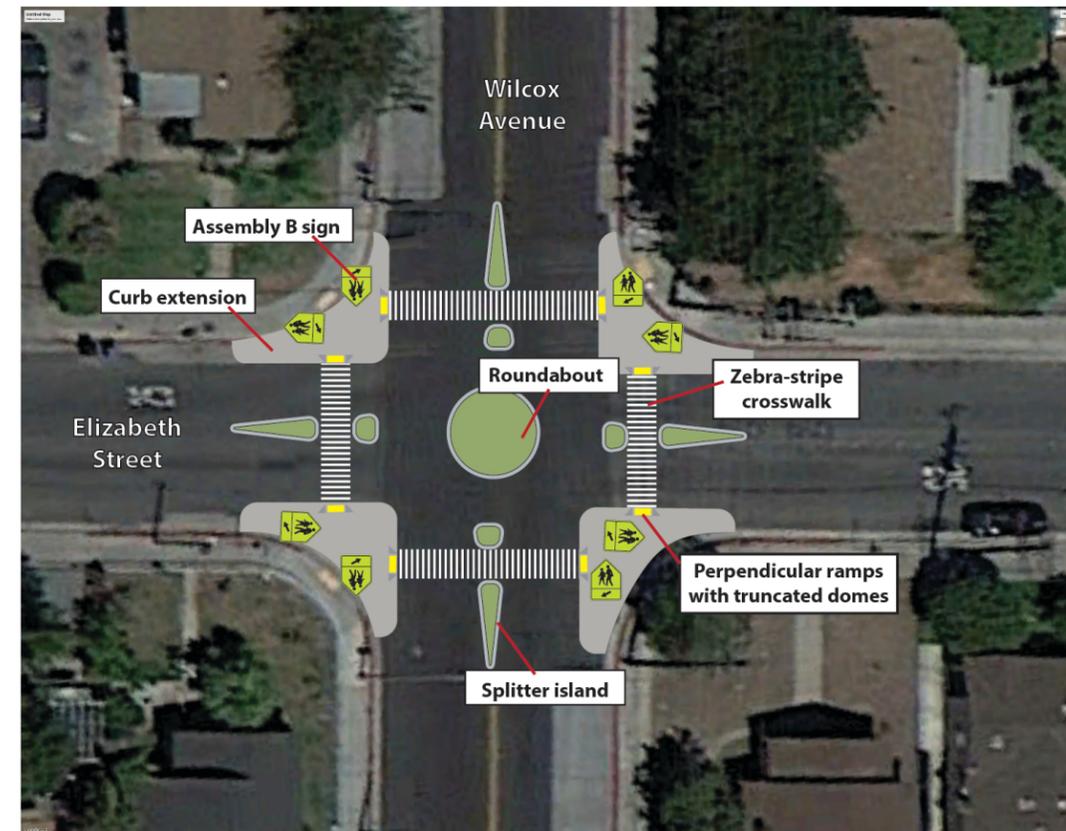
Proposed Option 2

- Add a roundabout (including splitter islands, markings, and signs)
- Add Assembly B signs at all crossings (4)
- Add curb extensions to create deflection on all crossings (4)
- Remove existing signs and markings (4)

Option 1



Option 2





5. Wilcox Ave. & Clara St.

Existing

- Signalized intersection
- Yellow ladder crosswalks on all crossings
- Advance stop lines (3' in advance) on all crossings
- Right-turn lanes northbound on Wilcox Ave. and westbound on Clara St.
- Bus stops on SE and SW corners on Wilcox Ave.

Proposed Option 1

- Replace signals with a roundabout (including splitter islands, markings, and signs *(ATP 2014 funded crosswalks)*)
- Add Assembly B signs at all crossings (4)
- Add curb extensions to create deflection on all crossings; smaller ones where bus stops exist (4)
- Remove pavement markings (4)

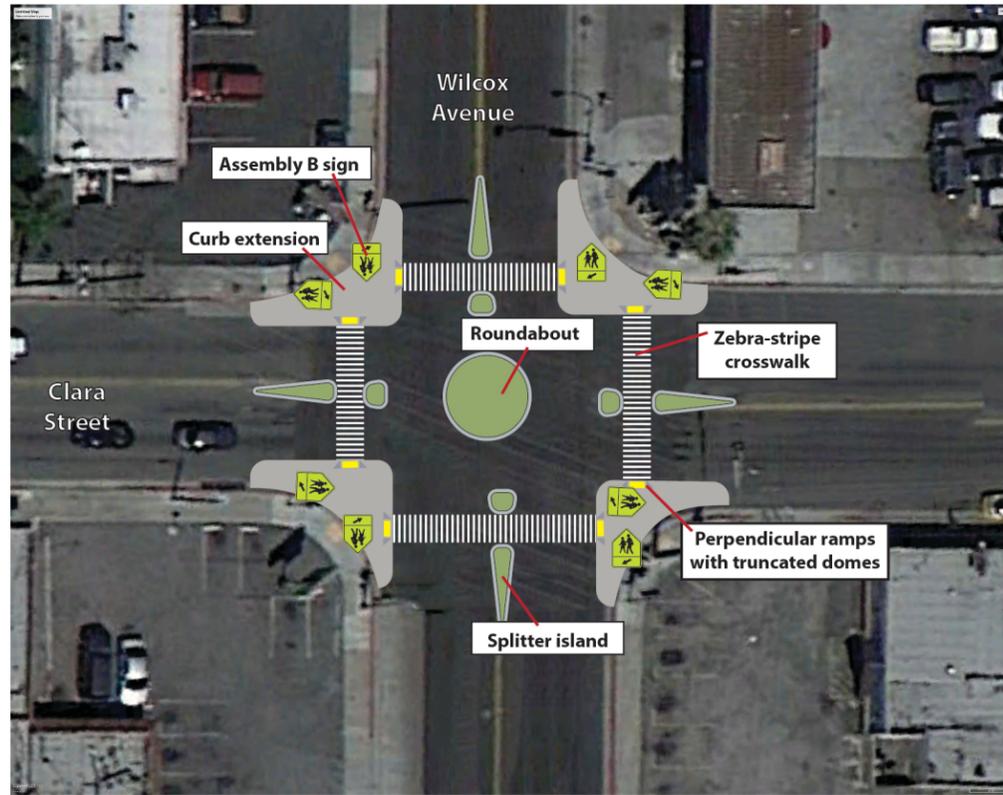
Proposed Option 2

- Add white zebra-stripe crosswalks to all crossings (4) *(ATP 2014)*
- Add advance stop lines (6' in advance) to all crossings (4)
- Add curb extensions to both sides of north, east, and west crossings (6)
- Remove right-turn lanes with a curb extension on the east crossing and a bus bulb on the south crossing (2)
- Add bus bulbs to the south crossing (2)
- Add countdown signals to all crossings (8)
- Add a Leading Pedestrian Interval (4) *(ATP 2014)*

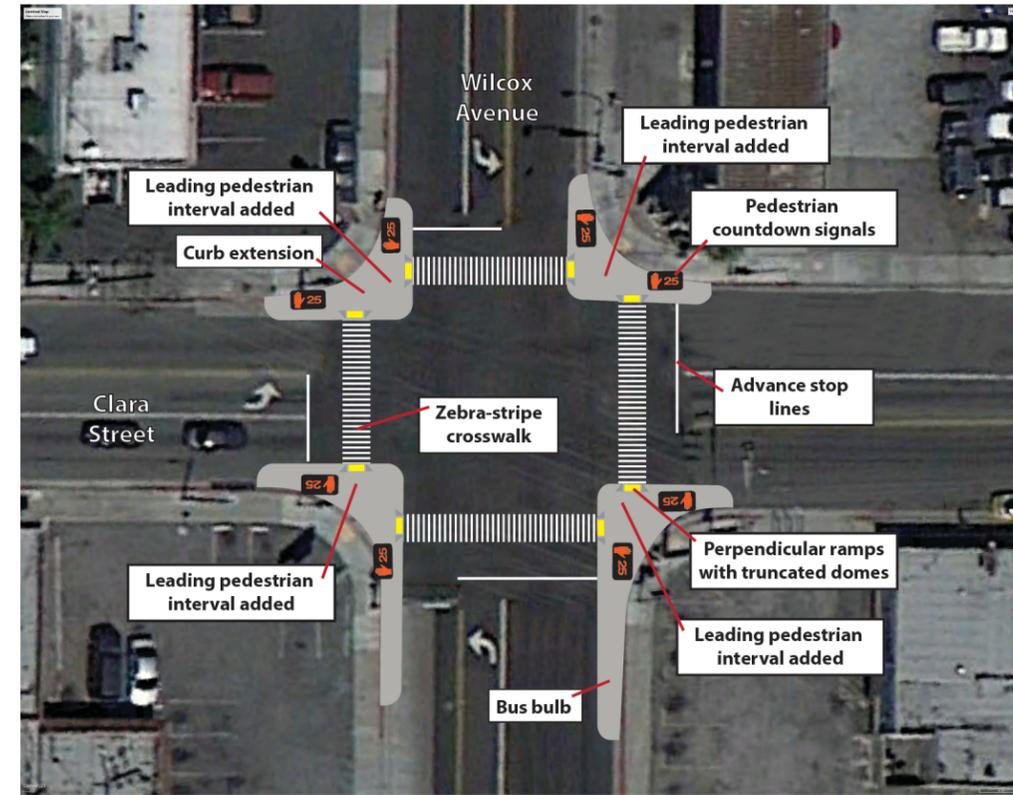
Proposed Option 3

- Add white zebra-stripe crosswalks to all crossings (4) *(ATP 2014)*
- Add advance stop lines (6' in advance) to all crossings (4) *(ATP 2014)*
- Add curb extensions to the north, east, and west crossings (6)
- Reduce the curb returns on the south crossing (2)
- Add countdown signals to all crossings (8)
- Add islands to separate the northbound right-turn lane on Wilcox Ave. from the travel lanes (1 pair)
- Add a Leading Pedestrian Interval (4) *(ATP 2014)*

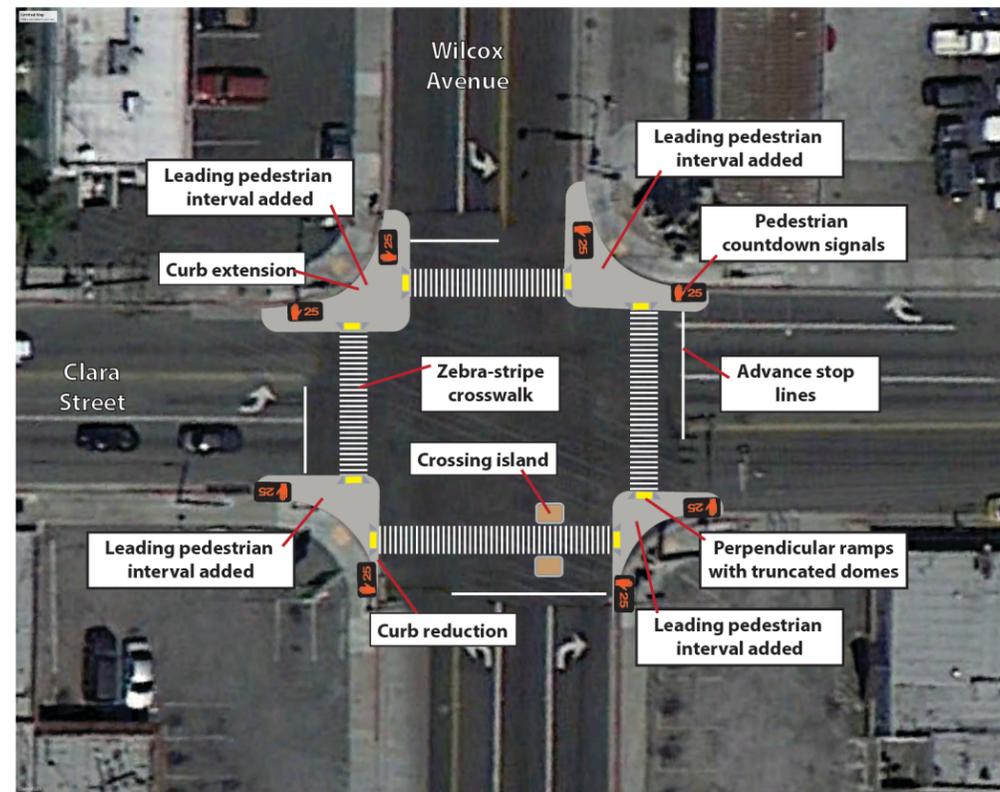
Option 1



Option 2



Option 3



6. Wilcox Ave. & Live Oak St.

Existing

- Signalized intersection
- Yellow ladder crosswalks on the north and south crossings
- Yellow transverse-line crosswalks on east and west crossings
- Advance stop lines (3' in advance) on all crossings
- Right-turn lanes northbound on Wilcox Ave. and westbound on Clara St.
- Bus stops on the NW and SE corners on Wilcox Ave.

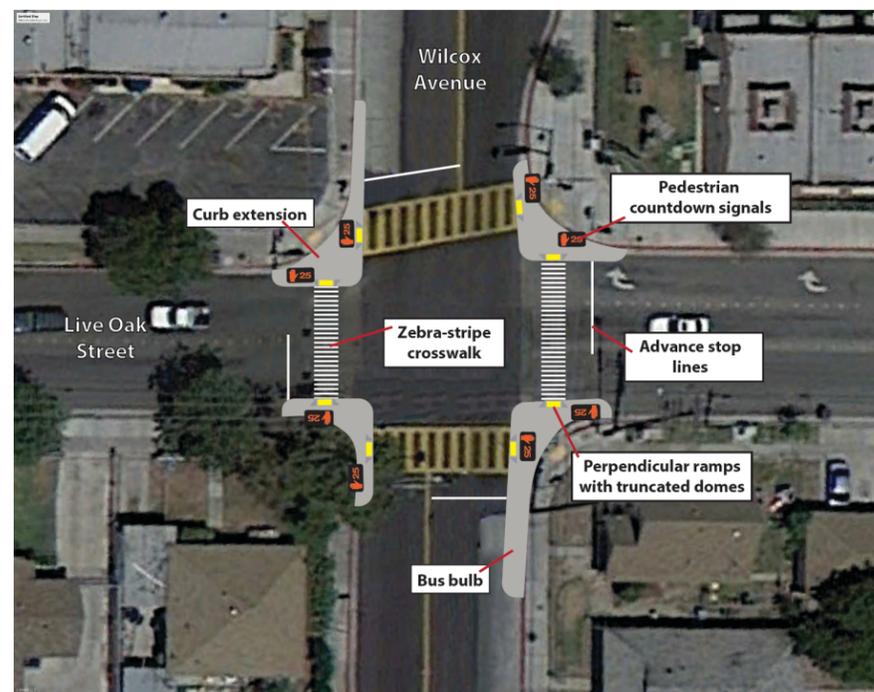
Proposed Option 1

- Add white zebra-stripe crosswalks to the east and west crossings (2)
- Add advance stop lines (6' in advance) to all crossings (4)
- Add curb extensions to both sides of east and west crossings, and to the NE corner of the north crossing and SW corner of the south crossing (6)
- Add bus bulbs to the NW corner of the north crossing, and SE corner of the south crossing; this requires removing left-turn lanes (2)
- Add countdown signals to all crossings (8)

Proposed Option 2

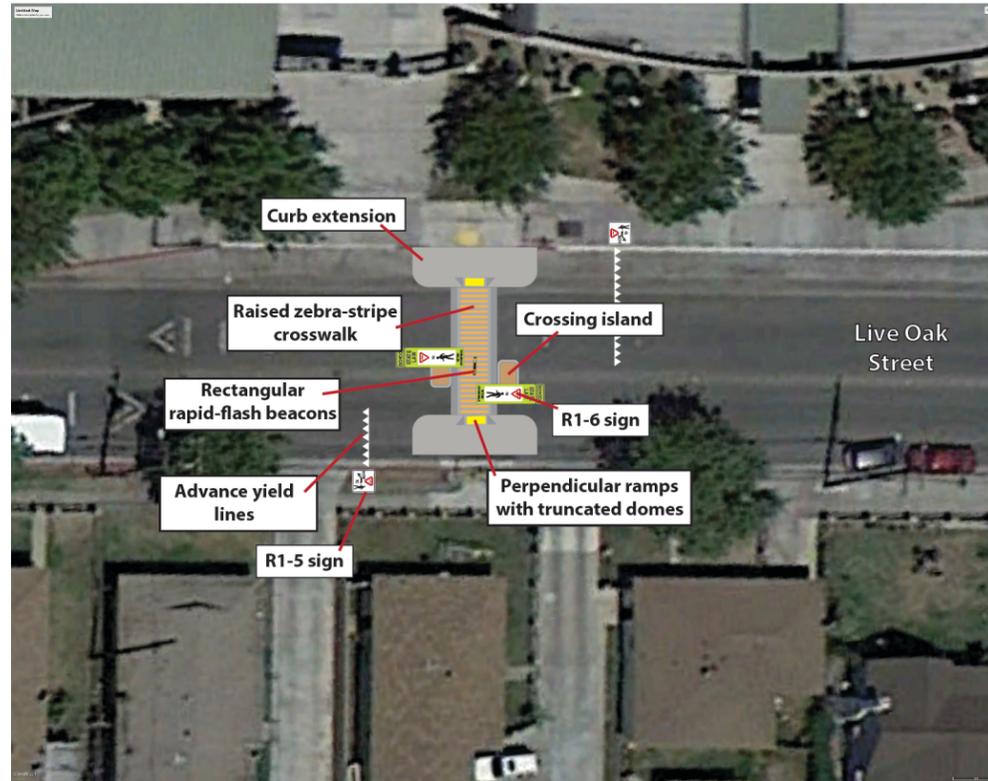
- Replace signals with a roundabout (including splitter islands, markings, and signs *(ATP 2014 funded crosswalks)*)
- Add Assembly B signs at all crossings (4)
- Add curb extensions to create deflection on all crossings; smaller ones where bus stops exist
- Remove existing signs and markings (4)

Option 1



Option 2





7. Mid-Block Crossing of Live Oak St. Between Wilcox Ave. and Crafton Ave.

Existing

- Yellow ladder crosswalk
- In-pavement flashers (not fully functioning)
- Assembly B and Assembly D signs

Proposed

- Add a raised crosswalk (1) (ATP 2014)
- Add a yellow zebra-stripe crosswalk (1)
- Add a curb extension to both sides (2)
- Add crossing islands (1 pair)
- Add R1-6 signs (2)
- Add advance yield lines to both approaches (2) (ATP 2014)
- Add R1-5 signs to both approaches (2)
- Add Rectangular Rapid Flash Beacons (ATP 2014)



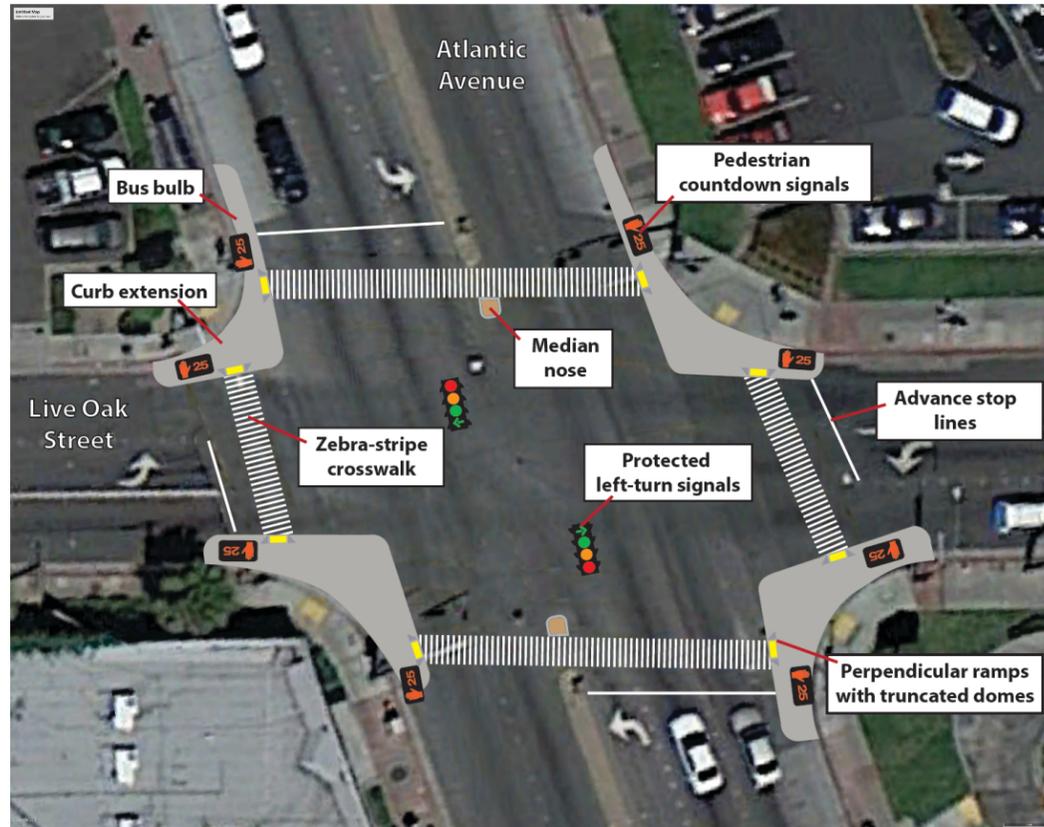
8. Crafton Ave. & Live Oak St.

Existing

- T-intersection
- 3-way stop
- Yellow transverse-line crosswalk on the west crossing
- Yellow ladder crosswalk on the north crossing
- Advance stop lines on the west and north crossings
- In-pavement flashers on both crosswalks (not fully functioning)

Proposed

- Add yellow zebra-stripe crosswalk to the west crossing (1) (ATP 2014)
- Add curb extensions to north crossing (2)
- Add crossing islands to the west crossing (1 pair)
- Replace all stop signs with flashing stop signs (3)



9. Atlantic Ave. & Live Oak St.

Existing

- Signalized intersection
- Yellow transverse-line crosswalks on all crossings
- Advance stop line on all crossings (3' in advance)
- Bus stops on the NE and NW corners on Atlantic Ave.

Proposed

- Add white zebra-stripe crosswalks to all crossings (4)
- Add advance stop lines (6' in advance) to all crossings (4)
- Add protected left-turns from Atlantic Ave. (2) (HSIP 2013)
- Add curb extensions to the east, west, and south crossings (6)
- Add bus bulbs to the north crossing (2)
- Add countdown signals to all crossings (8) (HSIP 2013)
- Put the "Walk" signals on automatic recall
- Increase crossing times in coordination with Los Angeles County
- Add median noses to the north and south crossings (2)
- Note: all proposed recommendations will need to be consistent with regional plans for Atlantic Ave. per the Gateway Cities Council of Government and Southern California Association of Governments Regional Transportation Plan



10. Superior Driveway on Live Oak St.

Existing

- Driveway with stop line

Proposed

- Raise the sidewalk over the driveway (approximately 150 sq. ft.)
- Narrow the driveway to 24' by moving the curbs in (2)
- Add a stop sign for motorists exiting the driveway (1)



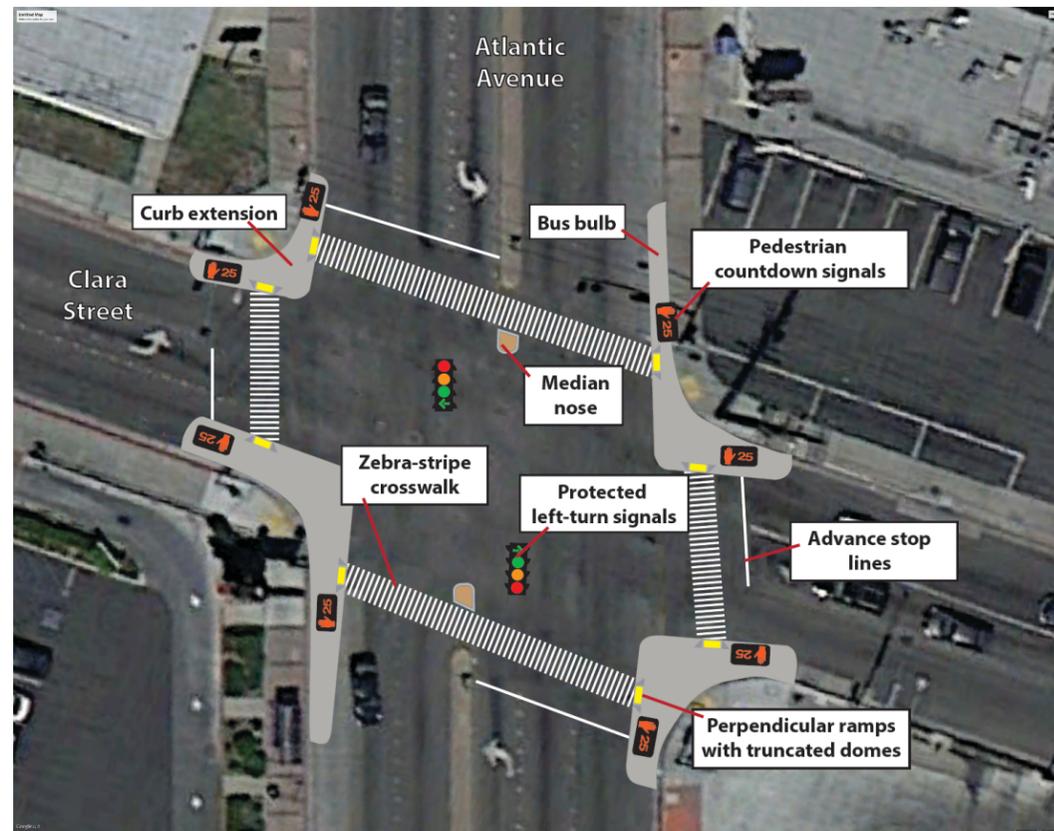
11. In Front of Jaime Escalante Elementary School on Live Oak St.

Existing

- No marked crosswalk

Proposed

- Add a raised crosswalk between the bus loading area and the passenger loading area (1)
- Add a yellow zebra-stripe crosswalk (1)
- Add curb extensions to both sides of the new crosswalk (2)
- Add R1-6 signs to the new crosswalk (2)
- Add advance yield lines to both approaches to the new crosswalk (2)
- Add R1-5 signs to both approaches to the new crosswalk (2)
- Add Assembly D signs to both approaches to the new crosswalk (2)



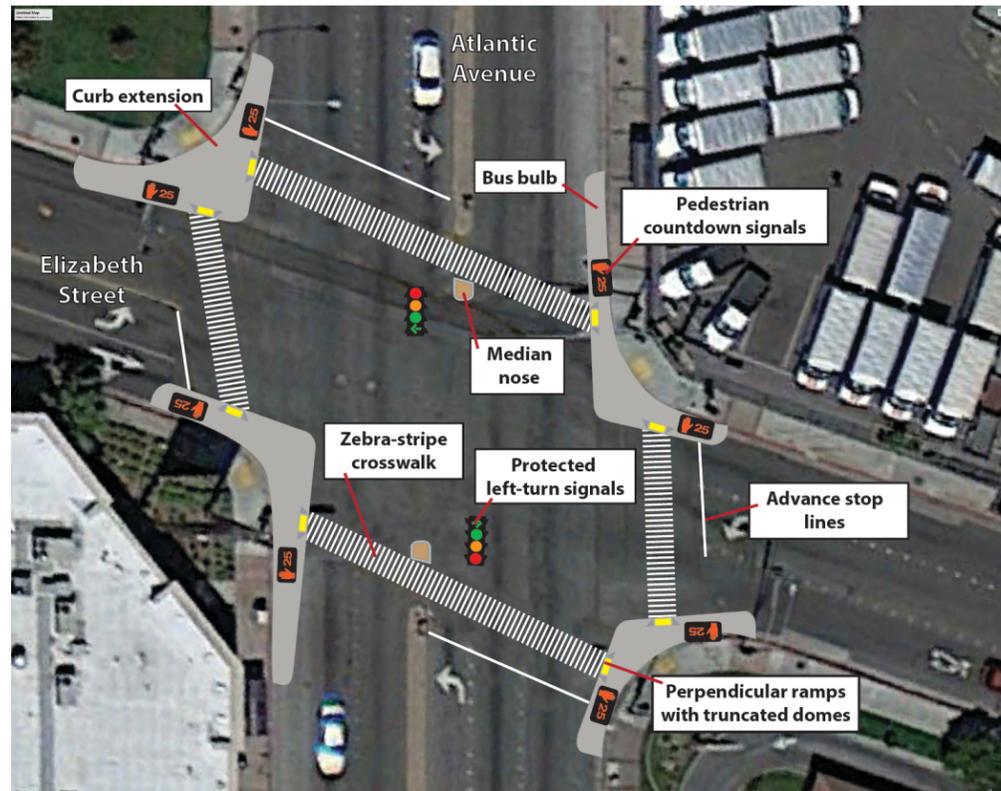
12. Atlantic Ave. & Clara St.

Existing

- Signalized intersection
- Yellow transverse-line crosswalks on all crossings
- Advance stop line on all crossings (3' in advance)
- Bus stops on the NE and SW corners on Atlantic Ave.

Proposed

- Add white zebra-stripe crosswalks to all crossings (4)
- Add advance stop lines (6' in advance) to all crossings (4)
- Add protected left-turns from Atlantic Ave. (2) (*HSIP 2013*)
- Add curb extensions to the east and west crossings, to the NW corner and SE corner to cross Atlantic Ave. (6)
- Add bus bulbs to the NE and SW corners of Atlantic Ave. (2)
- Add countdown signals to all crossings (8) (*HSIP 2013*)
- Put the "Walk" signals on automatic recall
- Add median noses to the north and south crossings (2)
- Increase crossing times in coordination with Los Angeles County
- Note: all proposed recommendations will need to be consistent with regional plans for Atlantic Ave. per the Gateway Cities Council of Government and Southern California Association of Governments Regional Transportation Plan



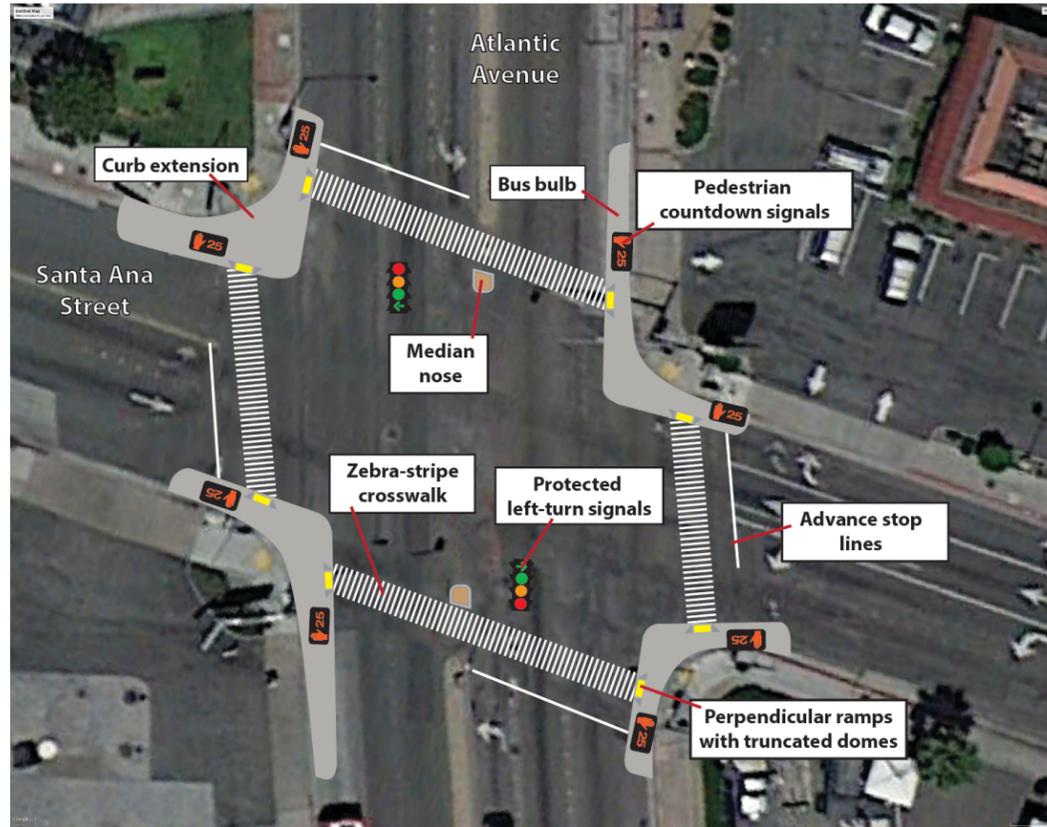
13. Atlantic Ave. & Elizabeth St.

Existing

- Signalized intersection
- Yellow transverse-line crosswalks on all crossings
- Advance stop line on all crossings (3' in advance)
- Bus stops on the NE and SW corners on Atlantic Ave.

Proposed

- Add white zebra-stripe crosswalks to all crossings (4)
- Add advance stop lines (6' in advance) to all crossings (4)
- Add protected left-turns from Atlantic Ave. (2) (HSIP 2013)
- Add curb extensions to the east crossing, to the NW corner and SE corner to cross Atlantic Ave., and to the SW corner to cross Elizabeth St. (4)
- Add a large curb extension on the NW corner to cross both directions (2)
- Add bus bulbs to the NE and SW corners of Atlantic Ave. (2)
- Add countdown signals to all crossings (8) (HSIP 2013)
- Put the "Walk" signals on automatic recall
- Increase crossing times in coordination with Los Angeles County
- Add median noses to the north and south crossings (2)
- Note: all proposed recommendations will need to be consistent with regional plans for Atlantic Ave. per the Gateway Cities Council of Government and Southern California Association of Governments Regional Transportation Plan



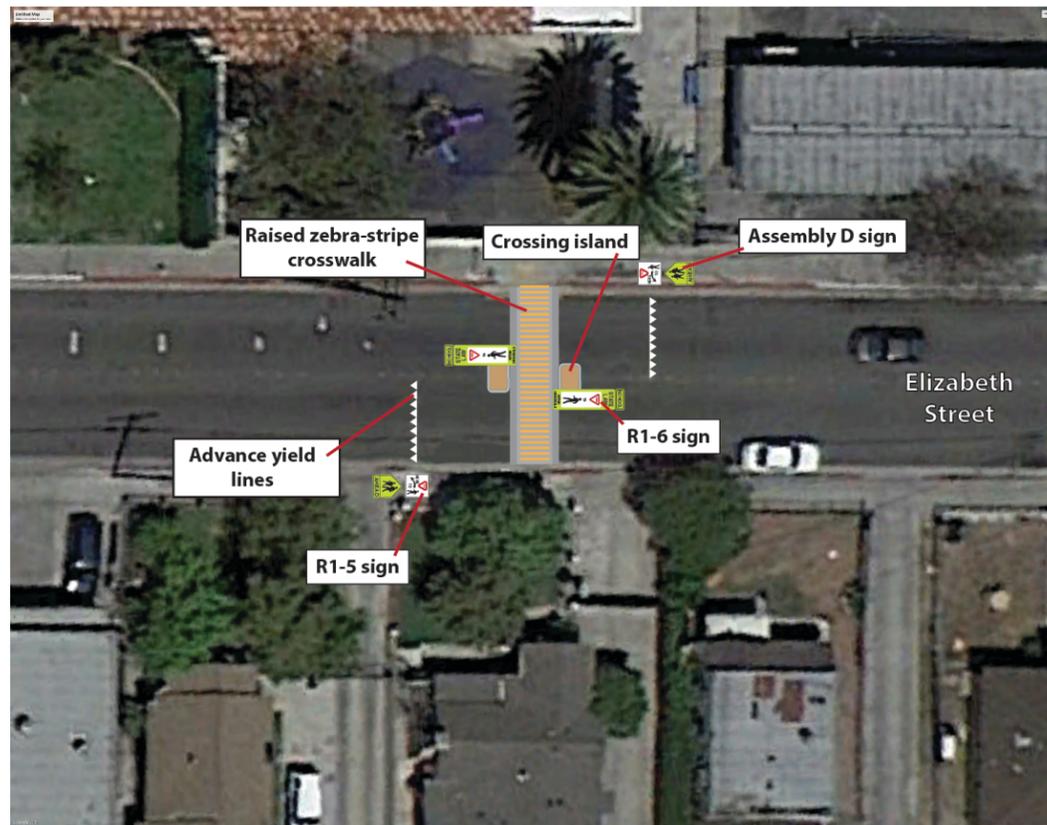
14. Atlantic Ave. & Santa Ana St.

Existing

- Signalized intersection
- Transverse-line crosswalks on all crossings
- Advance stop line on all crossings (3' in advance)
- Bus stops on the NE and SW corners on Atlantic Ave.

Proposed

- Add white zebra-stripe crosswalks to all crossings (4)
- Add advance stop lines (6' in advance) to all crossings (4)
- Add protected left-turns from Atlantic Ave. (2) (HSIP 2013)
- Add curb extensions to the east crossing, to the SE corner to cross Atlantic Ave., and to the SW corner to cross Elizabeth St. (4)
- Add a large curb extension on the NW corner to cross both directions (2)
- Add bus bulbs to the NE and SW corners of Atlantic Ave. (2)
- Add countdown signals to all crossings (8) (HSIP 2013)
- Put the "Walk" signals on automatic recall
- Increase crossing times in coordination with Los Angeles County
- Add median noses to the north and south crossings (2)
- Note: all proposed recommendations will need to be consistent with regional plans for Atlantic Ave. per the Gateway Cities Council of Government and SCAG Regional Transportation Plan



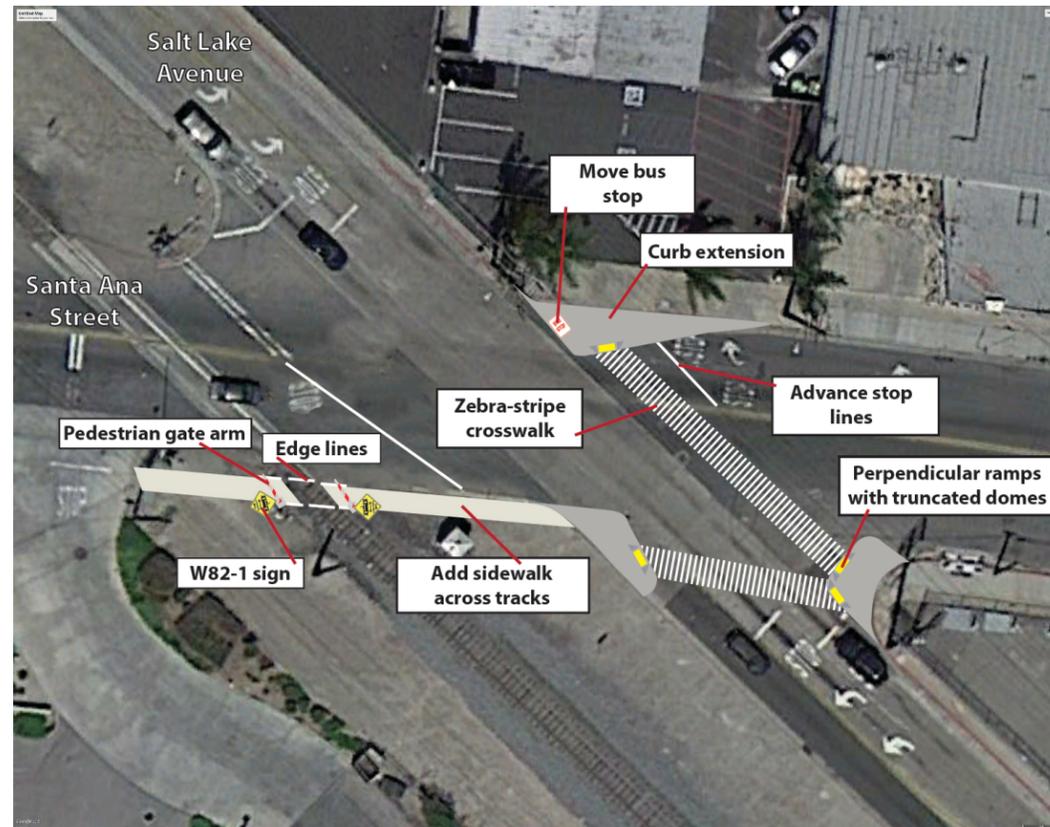
15. Mid-Block Crossing of Elizabeth St. between Atlantic Ave. and Wilcox Ave.

Existing

- Yellow ladder crosswalks on the north and south crossings
- In-pavement flashers (not fully functioning)
- Assembly B signs
- SLOW SCHOOL XING pavement markers on both approaches
- Assembly C signs on both approaches

Proposed

- Add a raised crosswalk (1)
- Add a yellow zebra-stripe crosswalk (1)
- Add crossing islands (1 pair)
- Add R1-6 signs (2)
- Add Assembly D signs (2)
- Add advance yield lines to both approaches (2)
- Add R1-5 signs to both approaches (2)



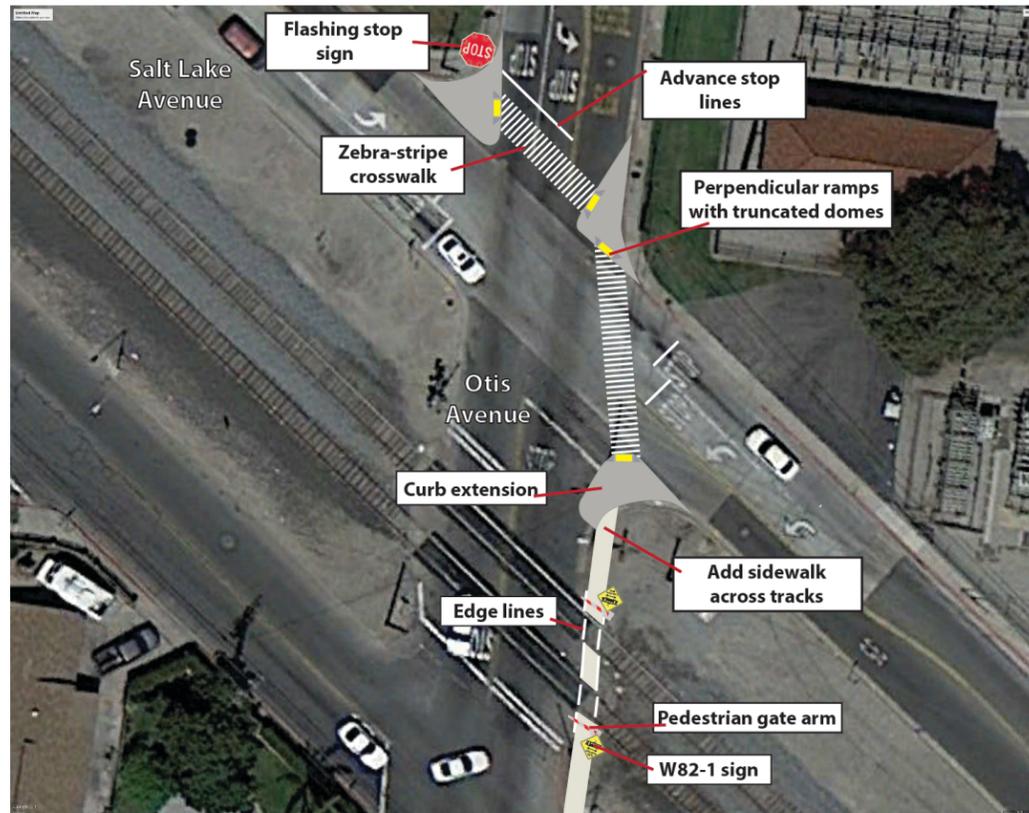
16. Salt Lake St. & Santa Ana St.

Existing

- 4-way stop
- Skewed intersection
- No marked crosswalk

Proposed

- Add a white zebra-stripe crosswalk on the east crossing (1)
- Add large curb extension on the east crossing (2)
- Add a curb extension on the SW corner of the west crossing (1)
- Move the bus stop on the NE corner south to the new curb extension (1)
- Add an advance stop line to the east crossing (1)
- Add a new sidewalk to cross the railroad on the south side of the railroad right-of-way (approximately 110')
- Add a zebra-stripe crosswalk on the south crossing and connect it to the new curb extension (1)
- Add edge lines to channel pedestrians across the RR track (1)
- Add pedestrian gate arms to the RR track crossing (2)
- Add W82-1 signs to warn of the RR track crossing (2)
- This project will need to be coordinated with the City of Huntington Park



17. Salt Lake St. & Otis Ave.

Existing

- 4-way stop
- Skewed intersection
- No marked crosswalk

Proposed

- Add a white zebra-stripe crosswalk on the north crossing (1)
- Add a curb extension on the NW corner to cross Otis Ave. (1)
- Add a large curb extension on the NE corner to cross Otis Ave. (1)
- Add a large curb extension on the SE corner to cross Salt Lake St. (1)
- Add an advance stop line to the north crossing (1)
- Add a new sidewalk to cross the railroad on the east side of the railroad right-of-way (approximately 90')
- Add a zebra-stripe crosswalk on the east crossing and connect it to the new curb extensions (1)
- Add edge lines to channel pedestrians across the RR track (1)
- Add pedestrian gate arms to the RR track crossing (2)
- Add W82-1 signs to warn of the RR track crossing (2)
- Replace the stop sign on Otis Ave. at Salt Lake St. with a flashing stop sign (1)
- This project will need to be coordinated with the City of Huntington Park



18. Otis Ave. & Elizabeth St.

Existing

- 2-way stop for Elizabeth St.
- Yellow zebra-stripe crosswalk on north and west crossings

Proposed

- Replace the crosswalks on the north and west crossings with a white zebra-stripe crosswalks (2)
- Add curb extensions to the crosswalk on the north crossing of Elizabeth St. (2)
- Add advance yield lines to both approaches to the crosswalk on the north crossing of Elizabeth St. (2)
- Add R1-5 signs to both approaches to the crosswalk on the north crossing of Elizabeth St. (2)
- Add Assembly D signs to both approaches to the crosswalk on the north crossing of Elizabeth St. (2)
- Add R1-6 signs to the crosswalk on the north crossing of Elizabeth St. (2)



19. Back Gate to the School on Elizabeth St.

Existing

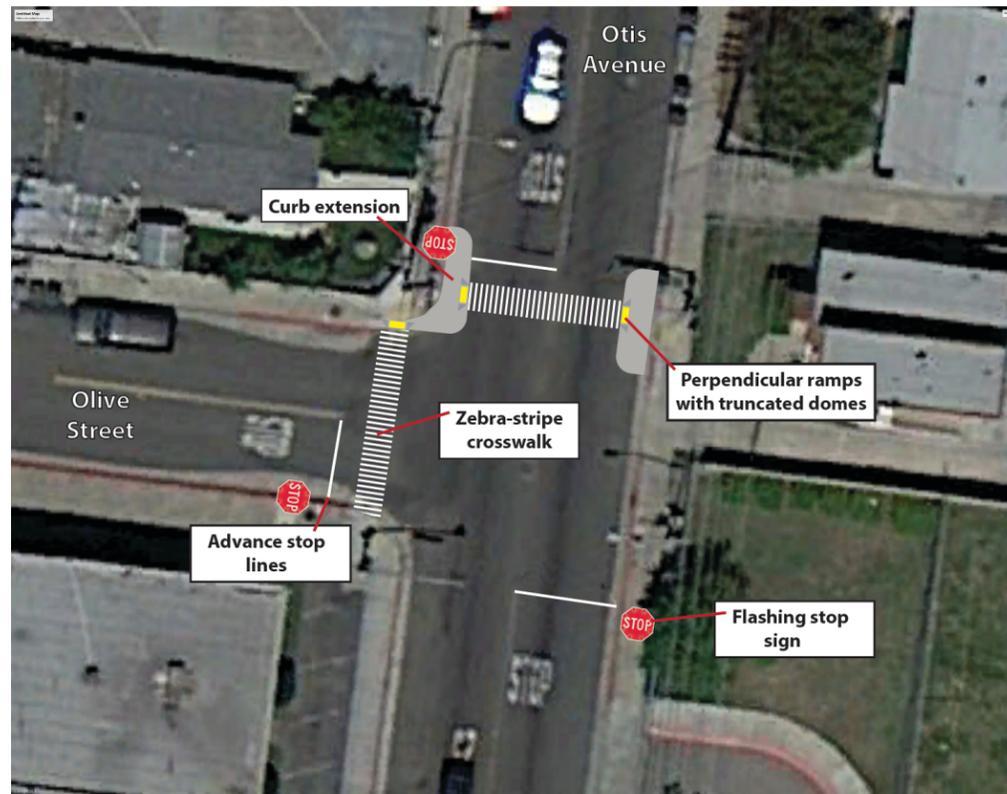
- No marked crosswalk

Proposed

- Replace the speed hump with a raised crosswalk (1)
- Add yellow zebra-stripe crosswalk (1)
- Add curb extensions to the new crosswalk (2)
- Add advance yield lines to both approaches to the new crosswalk (2)
- Add R1-5 signs to both approaches to the new crosswalk (2)
- Add Assembly D signs to both approaches to the new crosswalk (2)
- Add R1-6 signs to the new crosswalk (2)

20. On Clara St. in Front of School

- Designate a bus loading area in the pullout



21. Otis Ave. & Olive St.

Existing

- T intersection
- 3-way stop
- Ladder crosswalks on the north and west crossings
- Red flashers on the north crossing

Proposed

- Add white zebra-stripe crosswalks to the north, south, and west crossings (3)
- Add advance stop lines to the north, south, and west crossings (3)
- Add curb extensions to the north crossing (2)
- Add more time to the “Walk” cycles
- Replace all stop signs with flashing stop signs (3) (ATP 2014)

22. Otis Ave. & Clara St.

Existing

- Signalized intersection
- Yellow ladder crosswalks on all crossings
- Advance stop line on all crossings (3' in advance)
- Bus stops on the NE and SW corners on Otis Ave.

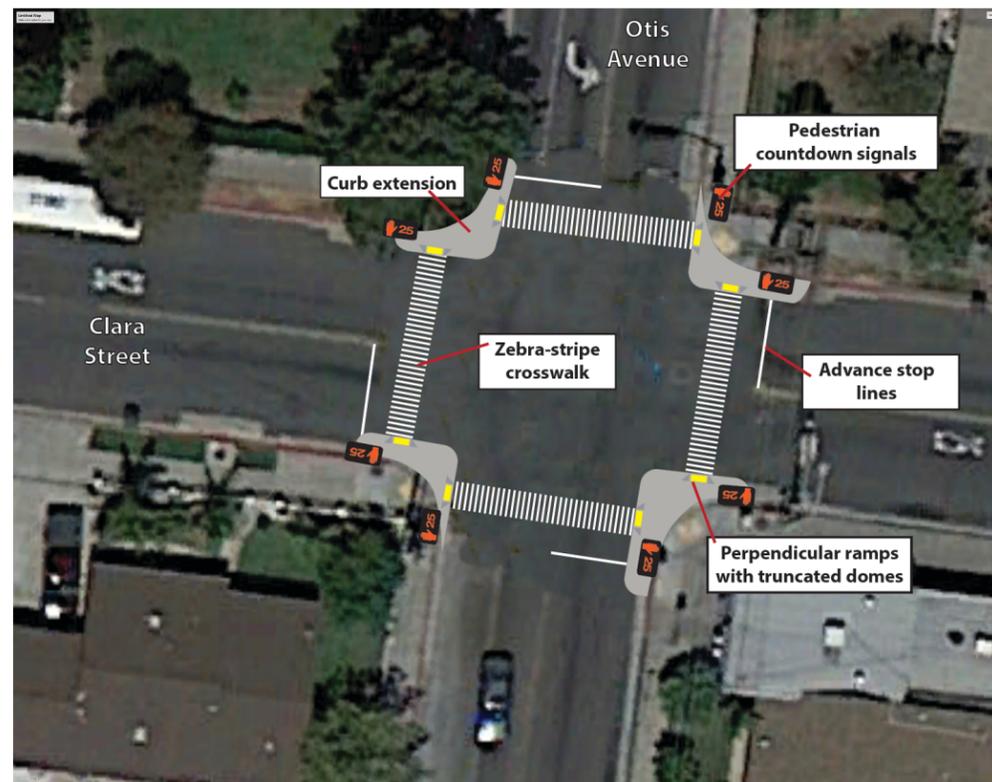
Proposed Option 1

- Add white zebra-stripe crosswalks to all crossings (4)
- Add advance stop lines (6' in advance) to all crossings (4)
- Add curb extensions to the east and west crossings, the west side of the north crossing, and the east side of the south crossing (6)
- Add countdown signals to all crossings (8)

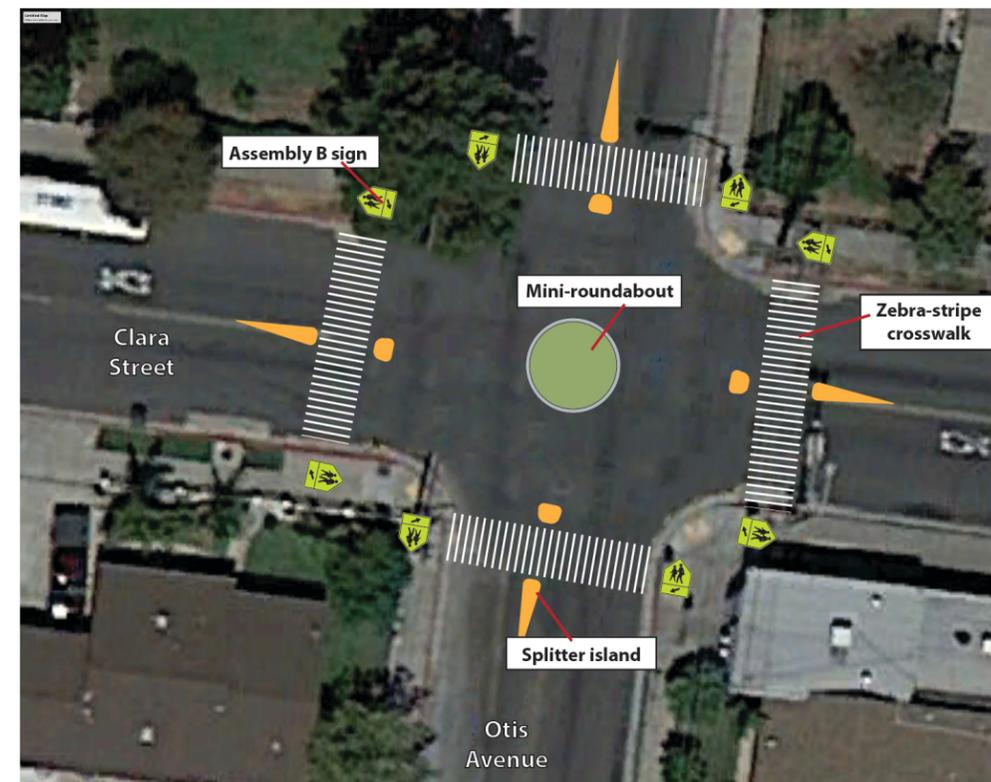
Proposed Option 2

- Remove the signals
- Add a mini-roundabout with painted splitter islands
- Add white zebra-stripe crosswalks to all crossings (4)
- Add Assembly B signs to all crosswalks (4)

Option 1



Option 2



23. Otis Ave. & Live Oak St.

Existing

- Signalized intersection
- Yellow transverse-line crosswalks on all crossings
- Advance stop line on all crossings (3' in advance)
- Bus stops on the SE and SW corners on Otis Ave.

Proposed Option 1

- Add white zebra-stripe crosswalks to all crossings (4)
- Add advance stop lines (6' in advance) to all crossings (4)
- Add curb extensions to the north, east and west crossings (6)
- Add countdown signals to all crossings (8)

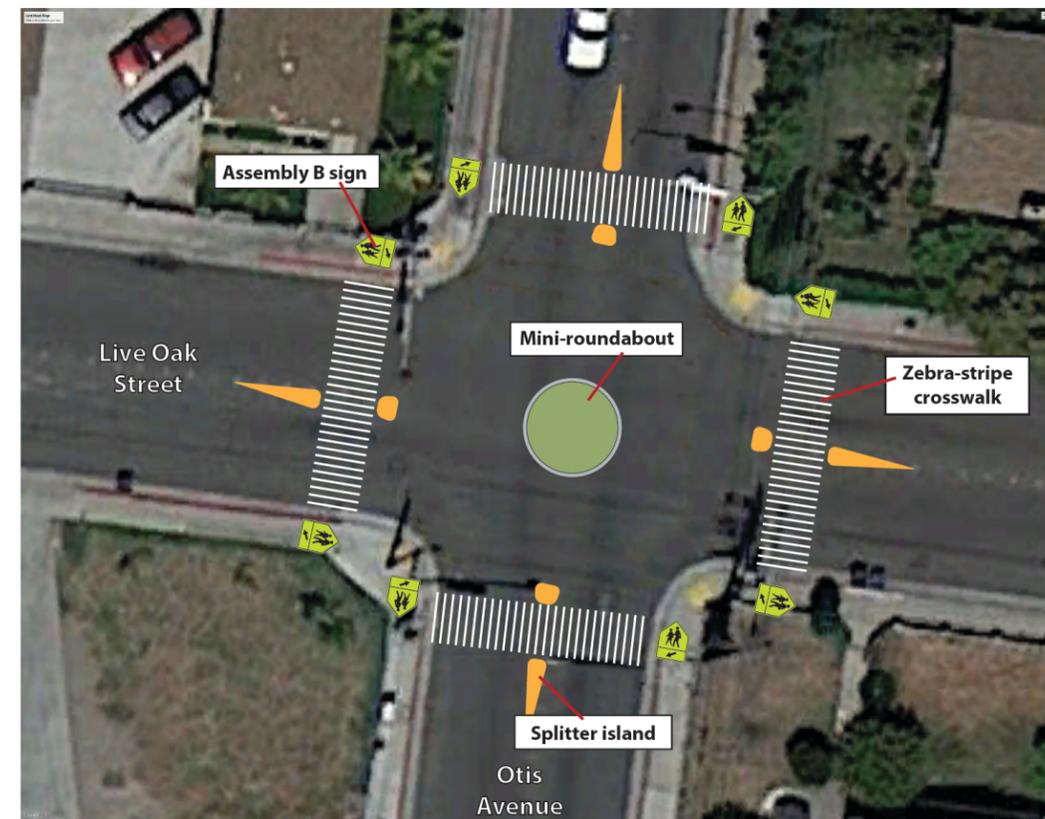
Proposed Option 2

- Remove the signals
- Add a mini-roundabout with painted splitter islands
- Add white zebra-stripe crosswalks to all crossings (4)
- Add Assembly B signs to all crosswalks (4)

Option 1



Option 2





Bicycle Improvements

This section details the network of bikeways proposed in Cudahy. Every street that has potential to become a bikeway was field checked and measured. The recommendations resulted from available width and what type of bikeway is most appropriate for each.

The following describes each type of bikeway that is proposed for Cudahy. The proposed bikeways will use the following definitions.

- *Bike paths*—exclusive paved paths separated from the roadway for bicyclists and other non-motorized users
- *Bike lanes*—striped, stenciled, and signed lanes in the street dedicated for bicycles
- *Colored bike lanes*—bike lanes that are colored with a standard green background
- *Buffered bike lanes*—bike lanes that have a painted buffer between either the travel lane and the bike lane, or between the bike lane and parking lane
- *Double buffered bike lanes*—bike lanes with painted buffers between the bike lane and travel lane, and between the bike lane and parking lane
- *Bike routes*—signed bicycle routes that are shared with other traffic
- *Sharrows*—shared lane markings that are bicycle stencils in the street that provide more visibility for bicyclists along bike routes
- *Greenback sharrows*—stencils that are more prominent than regular sharrows by having a green painted background underneath
- *Separated bike lanes*—bike lanes that are in the street and are physically separated from the other travel lanes by parked cars, a painted area, planters, or other barriers

The Design Guidance section of this Plan contains more detail about each bikeway type. The following design principles apply to selecting each bikeway type and its configuration.

1. Where possible, bikeways are designed to maximize comfort and safety for a range of types of bicyclists and bicycling abilities, with a focus on creating bikeways that are comfortable for new and vulnerable cyclists, such as children and seniors. This means creating bikeways that are separated from vehicle traffic with a physical or painted barrier as much as possible, especially on high-speed, high-traffic volume streets.
2. The minimum width of a travel lane is 10', the minimum turn-lane width is 10', and the minimum width for parking lanes is 7'.
3. The minimum width of a bike lane outside of parking is 5', but 6' is preferred.



4. Coloring bike lanes adds more visibility and is helpful where traffic volumes are high, where the bike lanes are narrow, and where traffic speeds are high.
5. Sharrows (shared lane markings) are recommended where bike lanes won't fit. Greenback sharrows are recommended for greater visibility where appropriate.
6. Bikeways are intended to connect to key destinations such as schools, transit stops, parks, stores, and the Los Angeles River Bike Path.
7. Bikeways are intended to connect cyclists to other bikeways in Cudahy, but also to adjacent cities so residents can bicycle throughout the region.
8. Removing parking from low traffic volume residential streets is discouraged. In order to facilitate bicycling on these streets, it is recommended to slow vehicle speeds through traffic calming features such as skinny streets, bulb-outs, chicanes, reduced curb radii, parkways, etc.

The following tables show existing conditions for streets that have potential to become part of a bikeway network. Each bikeway is broken into segments corresponding with major changes in roadway configuration or width. Each segment describes the existing roadway configuration and width, then lists proposed modifications to add bikeways.



Table 14. Existing & Proposed Street Configurations in Cudahy

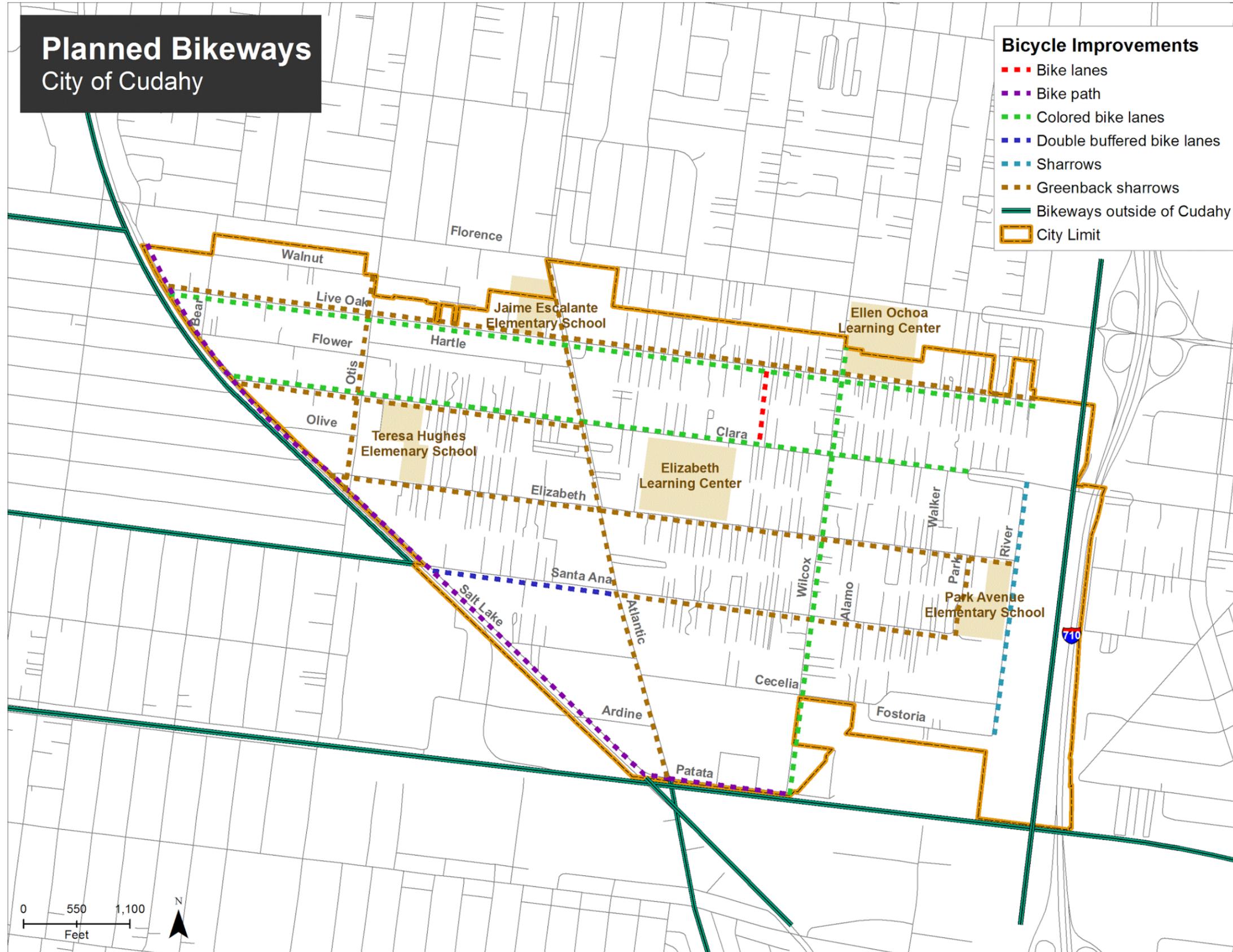
Street	From	To	Street Data					Proposed Bikeways									Additional Recommendations
			Street Width (Ft.)	To Median (x)	# of Lanes	Center Turn Lane/ Median (C,M)	Parking (x)	Class I Bike Path	Class II Bike Lane	Colored Bike Lanes	Double Buffered Bike Lanes	Class III Bike Route	Class III Bike Route with Greenback Sharrows	Separated Bike Lanes	Widen Sidewalk	Add Median	
Live Oak St.	Salt Lake Ave.	River Rd.	40		2		x			South side			North side				6' bike lane on south side
Clara St.	Salt Lake Ave.	Atlantic Ave.	40		2		x			North side			South side				6' bike lane on north side
Clara St.	Atlantic Ave.	River Rd. turn-off	44		2		x			x							5' lanes
Elizabeth St.	Salt Lake Ave.	River Rd.	35-36		2		x						x				
Santa Ana St.	Salt Lake Ave.	Atlantic Ave.	56		2		x		Option 2		Option 1					Option 2	
Santa Ana St.	Atlantic Ave.	Park Ave.	36		2		x						x				
Patata St.	Atlantic Ave.	Wilcox Ave.	40		2		x	Option 1					Option 2				Option 1: Work with the RR company and South Gate for a bike path in the RR right-of-way
Salt Lake Ave.	Walnut St.	Elizabeth St.	35		2		NE side only	Option 1		Option 3, SW side			Option 3, NE side	Option 2, west side			Option 1: Work with the RR company and South Gate for a bike path in the RR right-of-way Option 2: Obtain 8' of RR right-of-way and put 2-way separated bike lanes on the southwest side Option 3: 6'-wide colored bike lane on the SW side, and bike route with Type B sharrows on the NE side
Salt Lake Ave.	Elizabeth St.	Atlantic Ave.	34		2			Option 1		Option 3				Option 2, west side			Option 1: Work with the RR company and South Gate for a bike path in the RR right-of-way Option 2: 2-way separated bike lanes on the southwest side Option 3: 6' colored bike lanes



Street	From	To	Street Data					Proposed Bikeways									Additional Recommendations
			Street Width (Ft.)	To Median (x)	# of Lanes	Center Turn Lane/ Median (C,M)	Parking (x)	Class I Bike Path	Class II Bike Lane	Colored Bike Lanes	Double Buffered Bike Lanes	Class III Bike Route	Class III Bike Route with Greenback Sharrows	Separated Bike Lanes	Widen Sidewalk	Add Median	
Otis St.	Walnut St.	Salt Lake Ave.	38		2		x						x				
Atlantic Ave.	Florence Ave.	Cecilia St.	30	x	2	M	x						x				
Atlantic Ave.	Cecilia St.	Salt Lake Ave.	37	x	2	M	x						x				
Wilcox Ave.	Florence Ave.	Cecelia St.	46		2		x			Option 1			Option 2		Option 2		6' lanes
Wilcox Ave.	Cecelia St.	Patata St.	40		2		West side only			Option 1			Option 2		Option 2		6' lanes; remove on-street parking
Park Ave.	Elizabeth St.	Santa Ana St.	40		2		x						x				
River Rd.	Clara St.	Fostoria St.	25		2								x				
Clara Park Bike Path	Live Oak St.	East side of Clara Park								x							Work with the property owner to pave a path along the western perimeter of the property to the east side of Clara Park; could be done through a purchase, easement, or requirement of new development



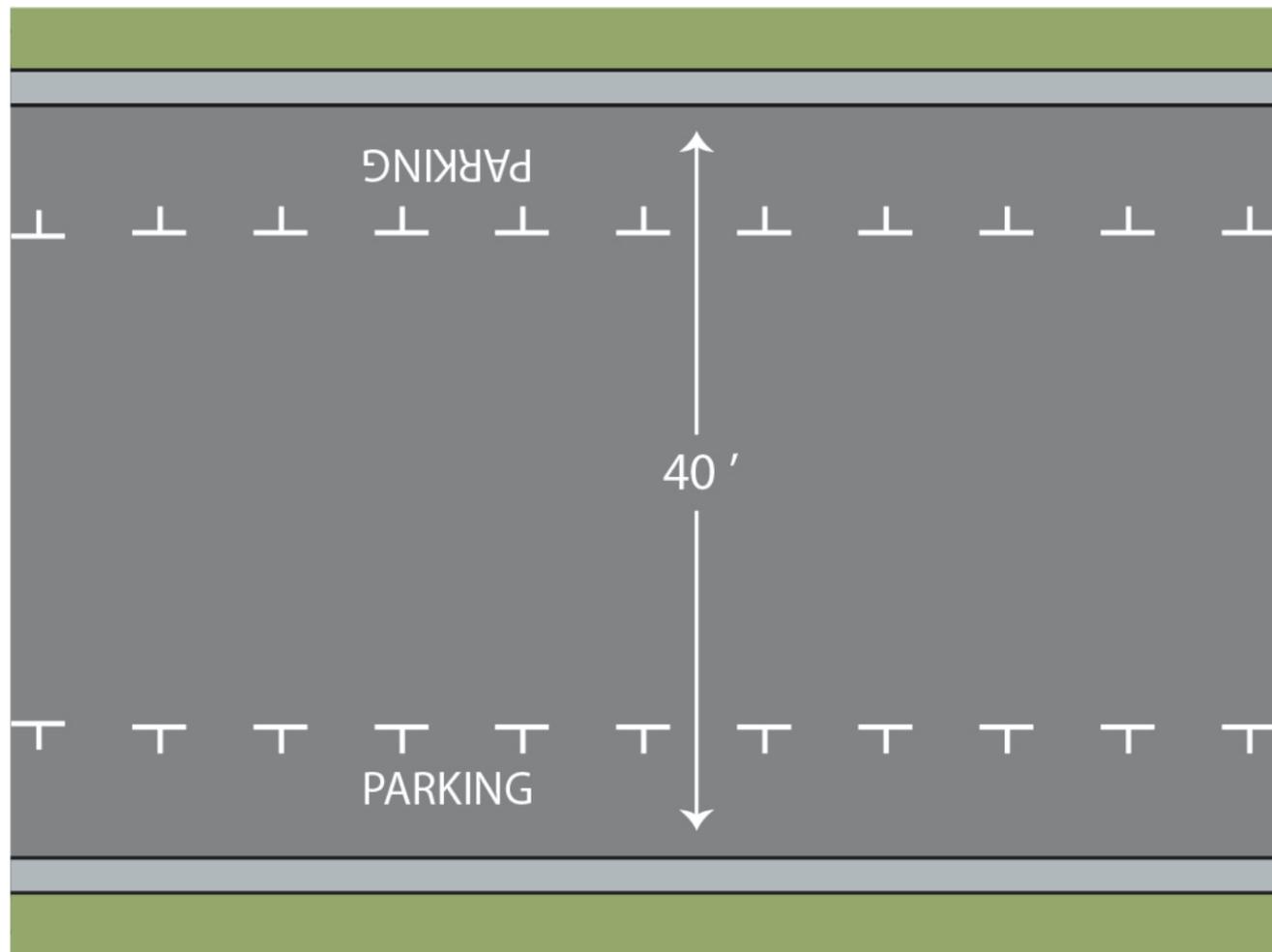
Map 3. Planned Bikeways



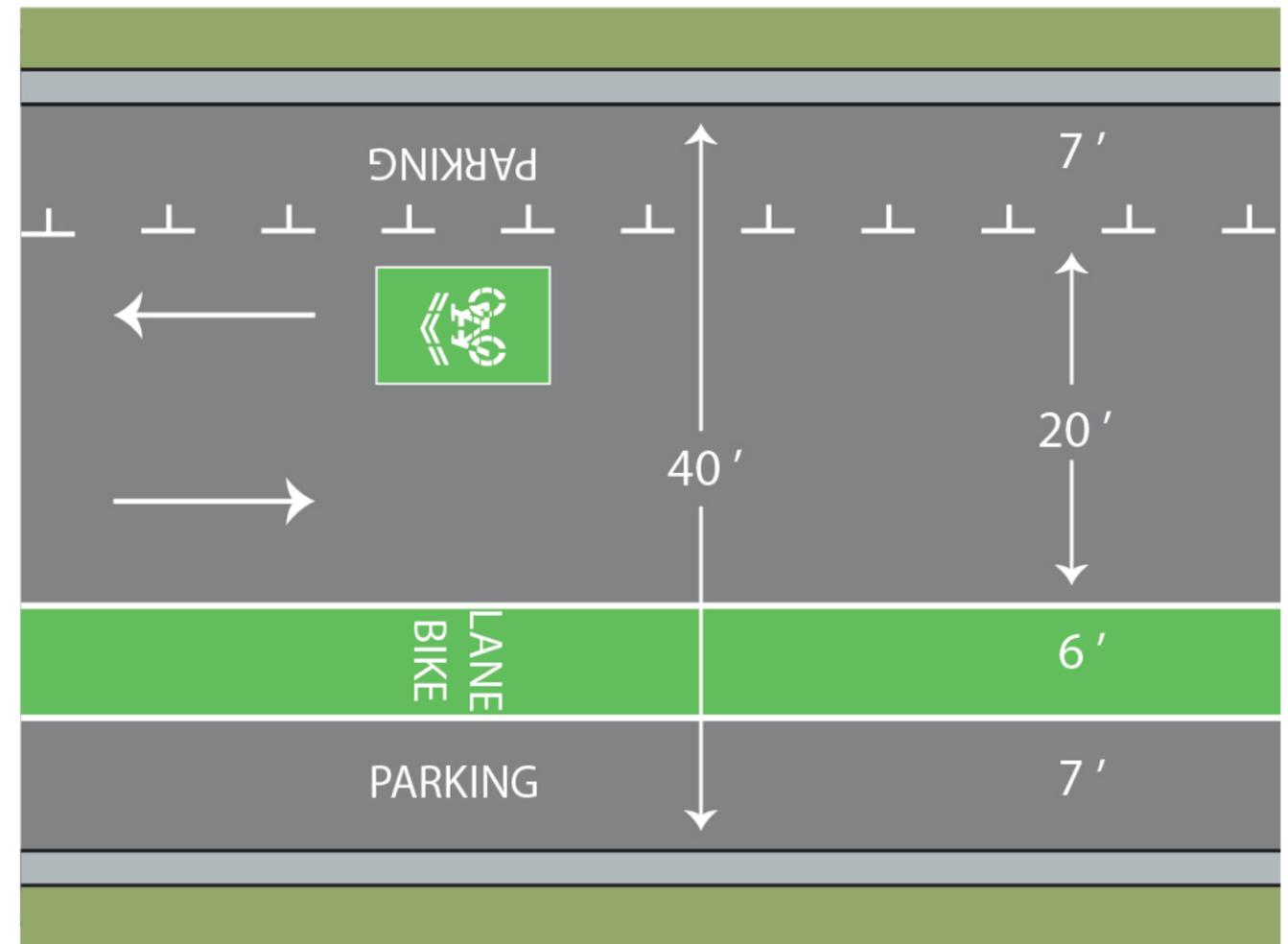
Live Oak Street

Colored Bike Lane & Class III Bike Route With Greenback Sharrows

Existing

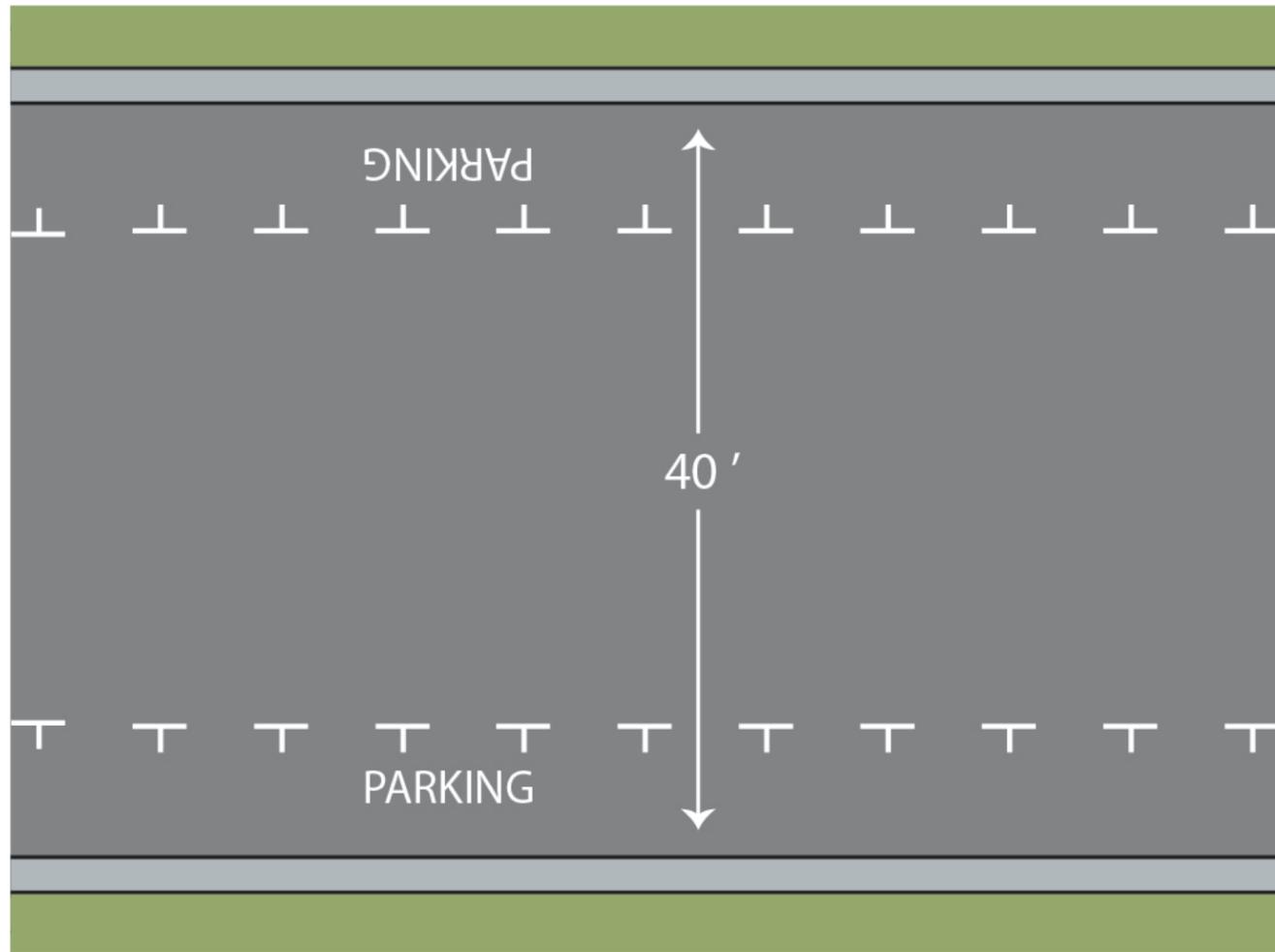


Proposed

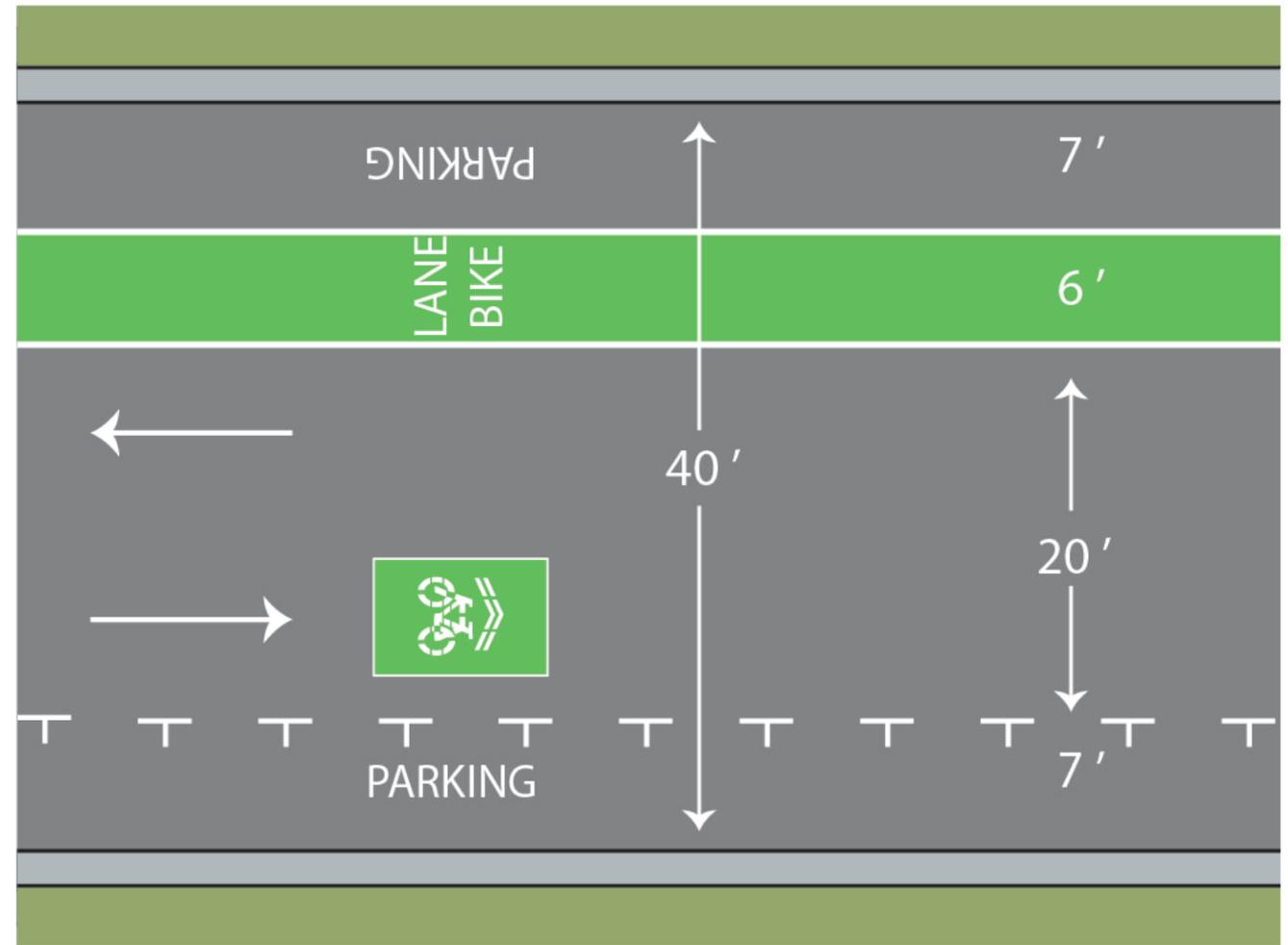


Clara Street From Salt Lake Avenue to Atlantic Avenue Colored Bike Lane & Class III Bike Route with Greenback Sharrows

Existing

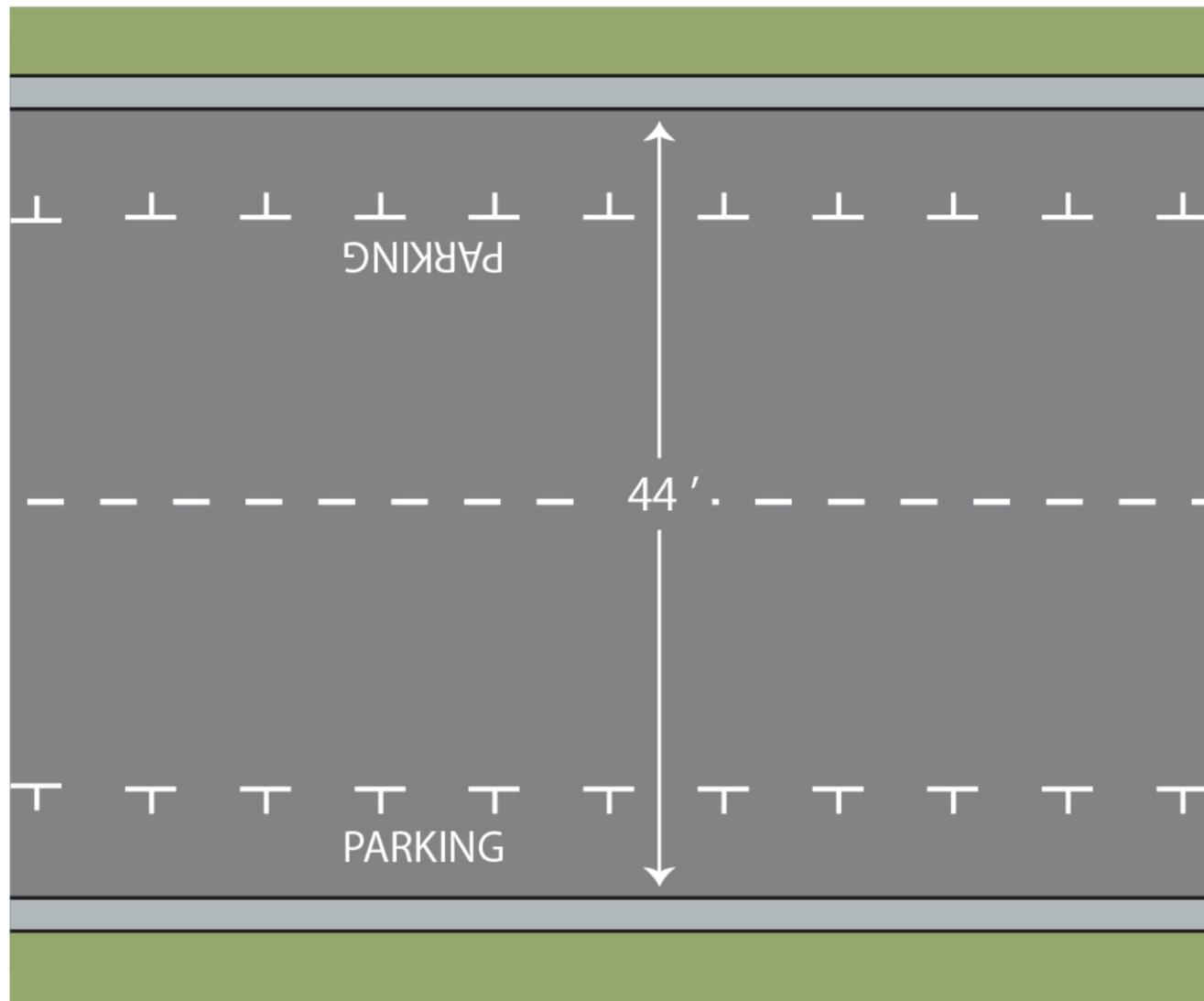


Proposed

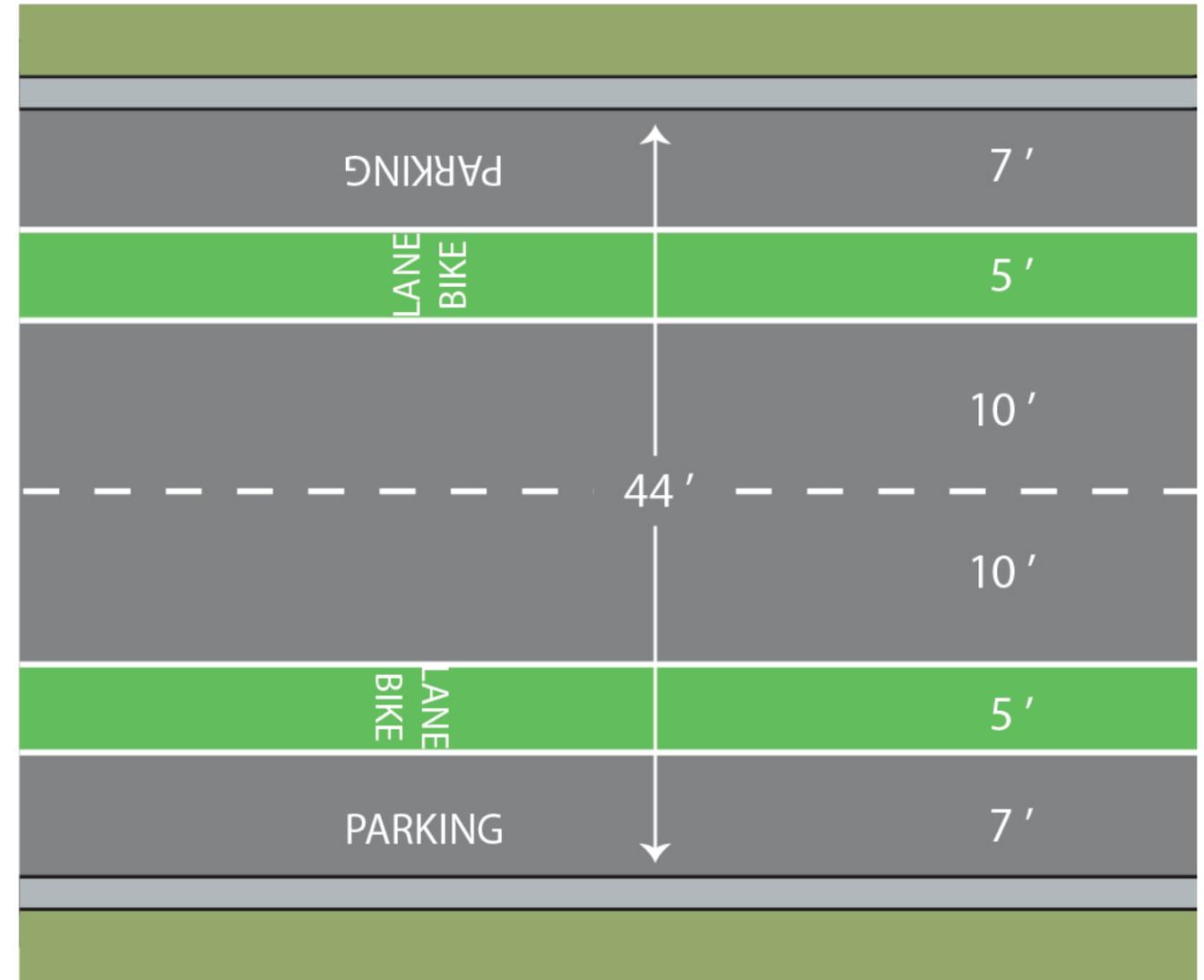


Clara Street From Atlantic Avenue to River Road Turn-Off Colored Bike Lanes

Existing

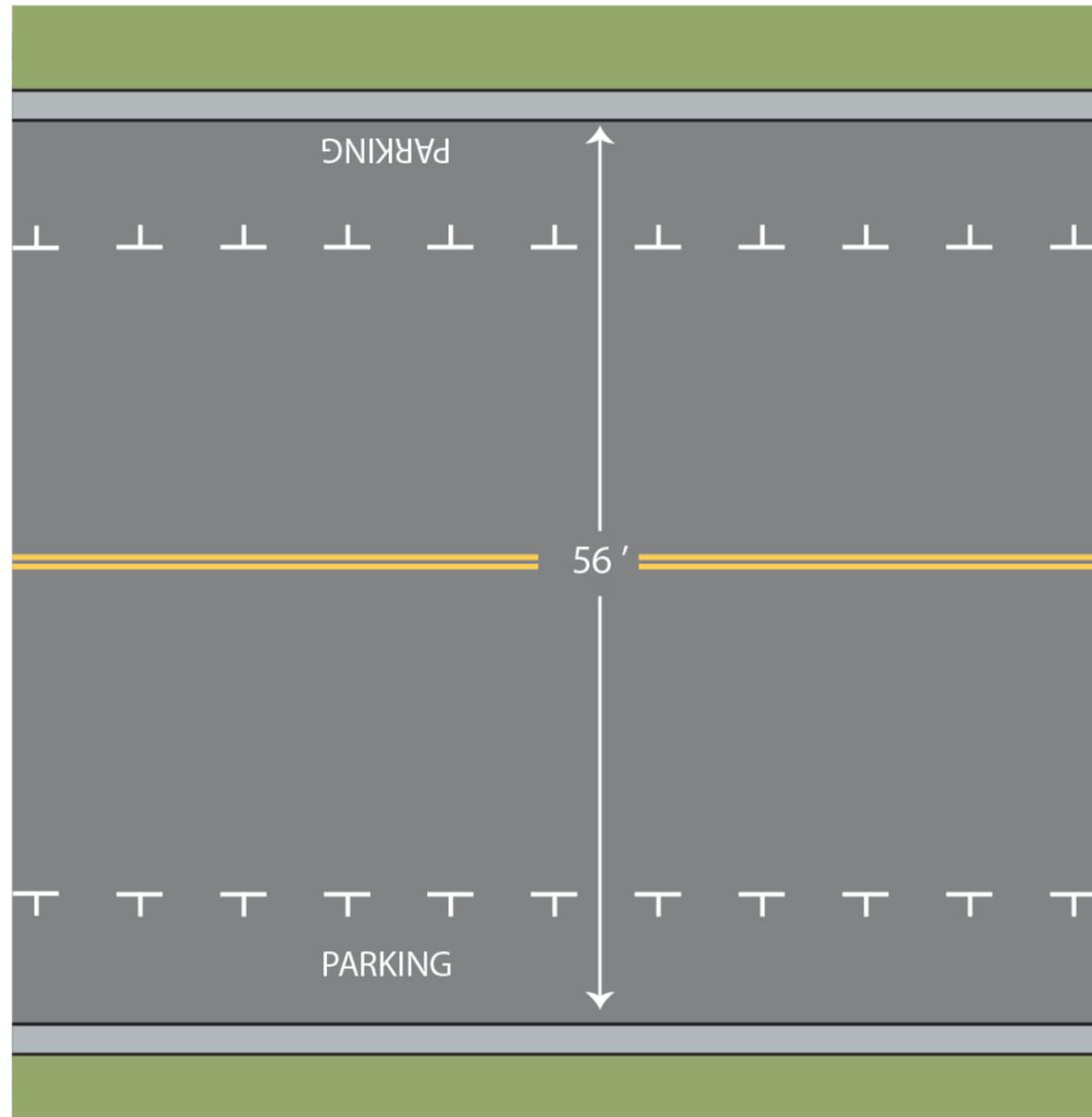


Proposed

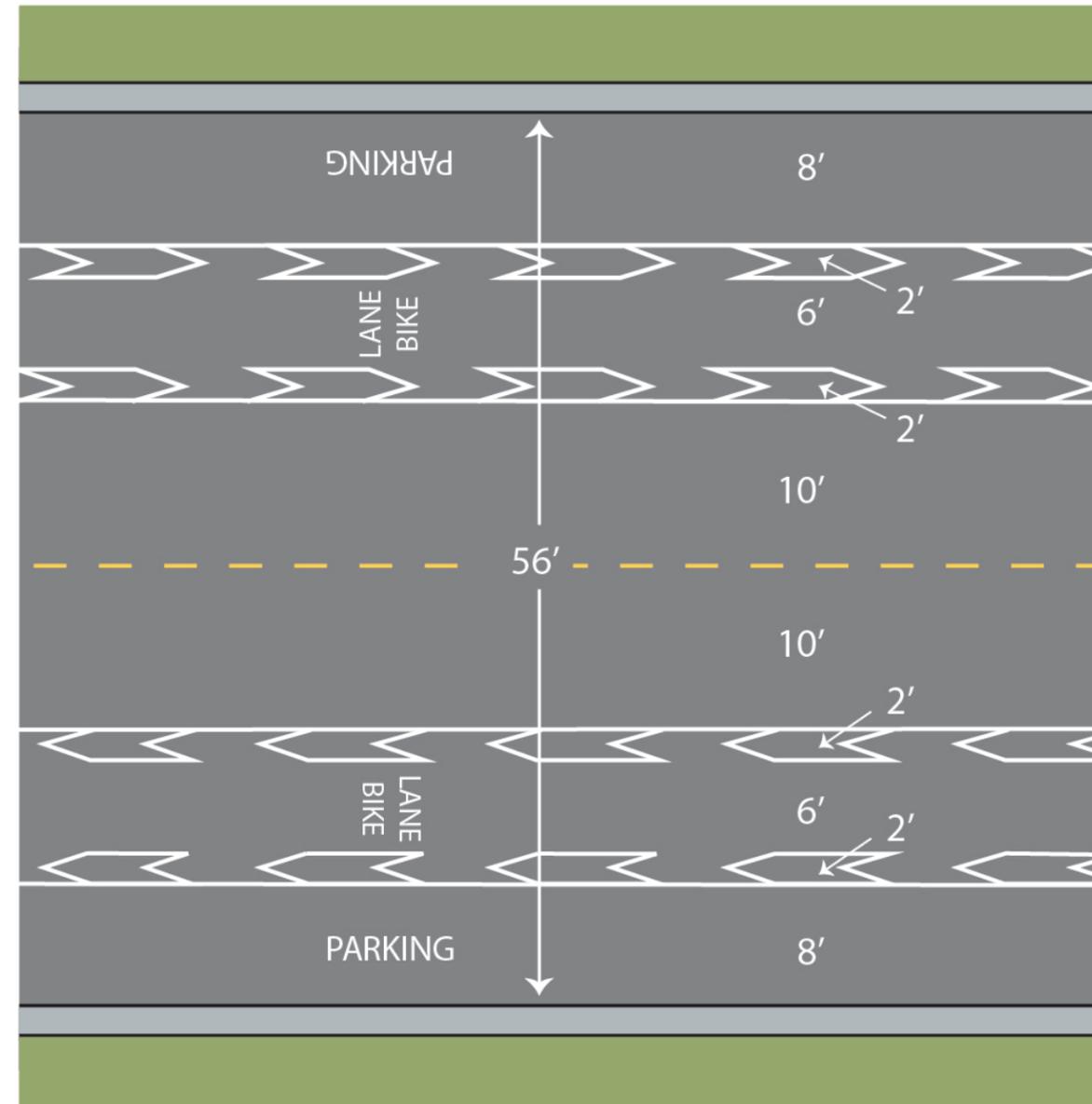


Santa Ana Street From Salt Lake Avenue to Atlantic Avenue Double Buffered Bike Lanes

Existing



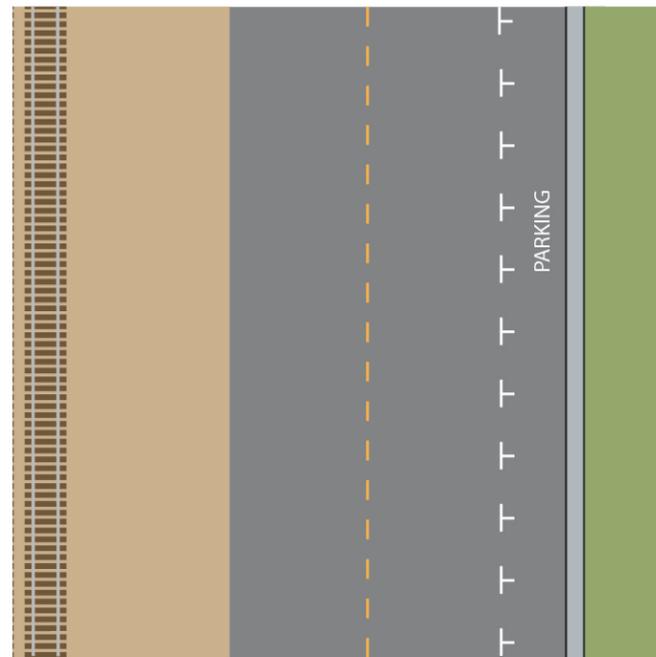
Proposed



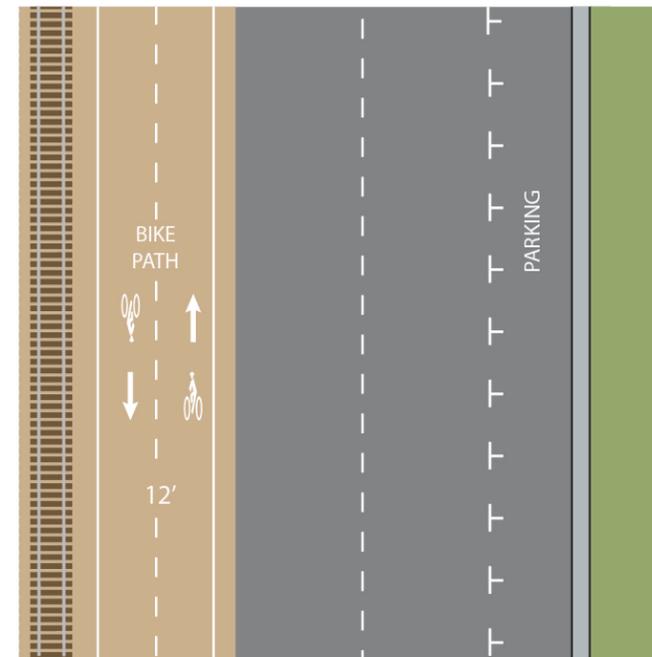
Salt Lake Avenue From Walnut Street to Elizabeth Street

Option 1: Class I Bike Path, Option 2: Separated Bike Lanes, Option 3: Colored Bike Lane & Class III Bike Route With Type B Sharrows

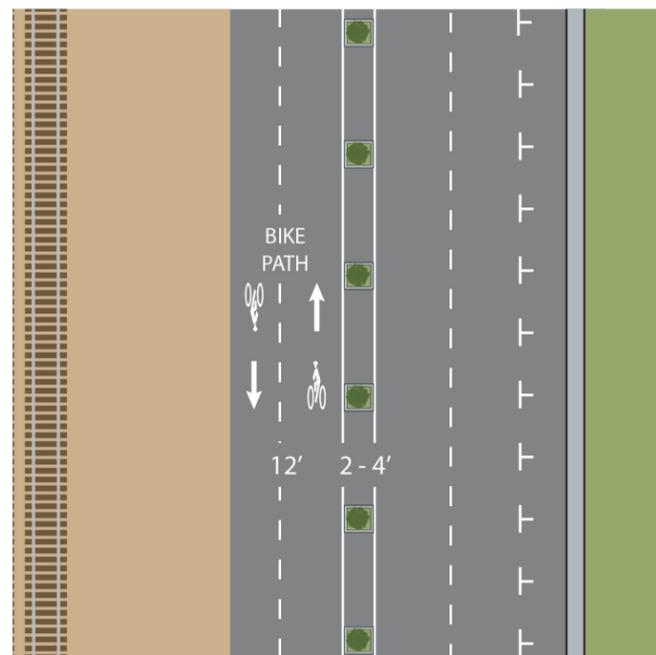
Existing



Option 1



Option 2



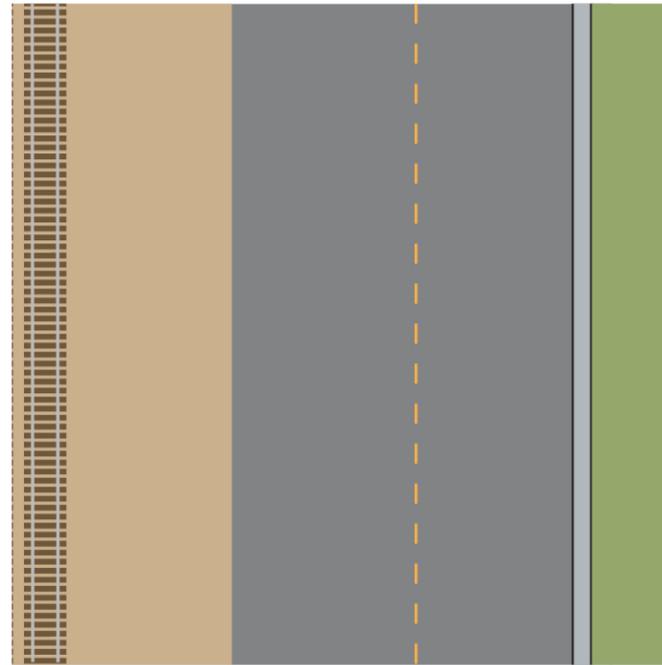
Option 3



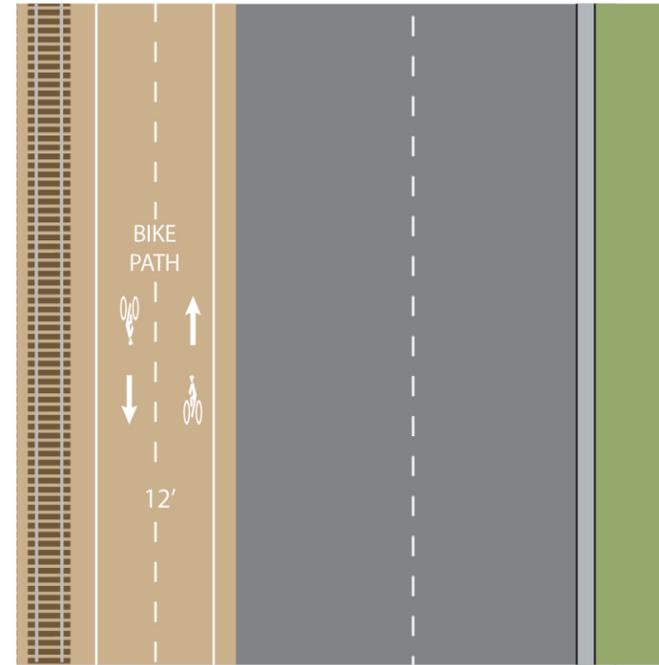
Salt Lake Avenue From Elizabeth Street to Atlantic Avenue

Option 1: Class I Bike Path, Option 2: Separated Bike Lanes, Option 3: Colored Bike Lanes

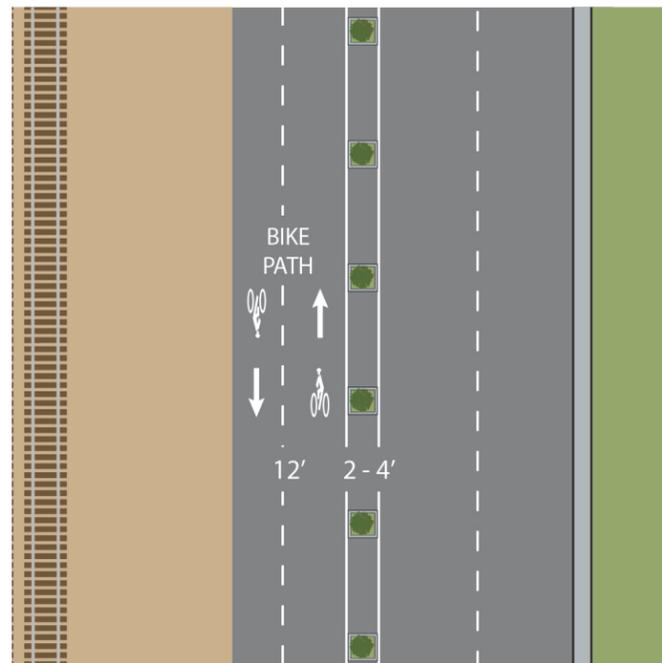
Existing



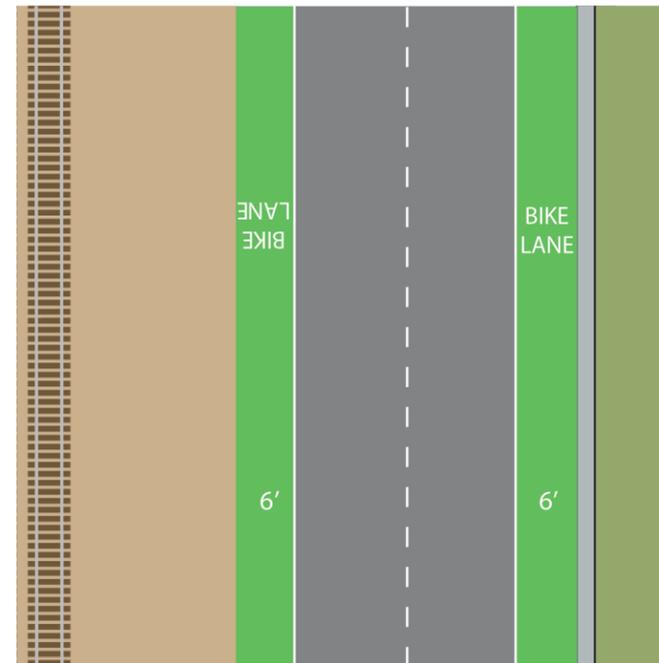
Option 1



Option 2

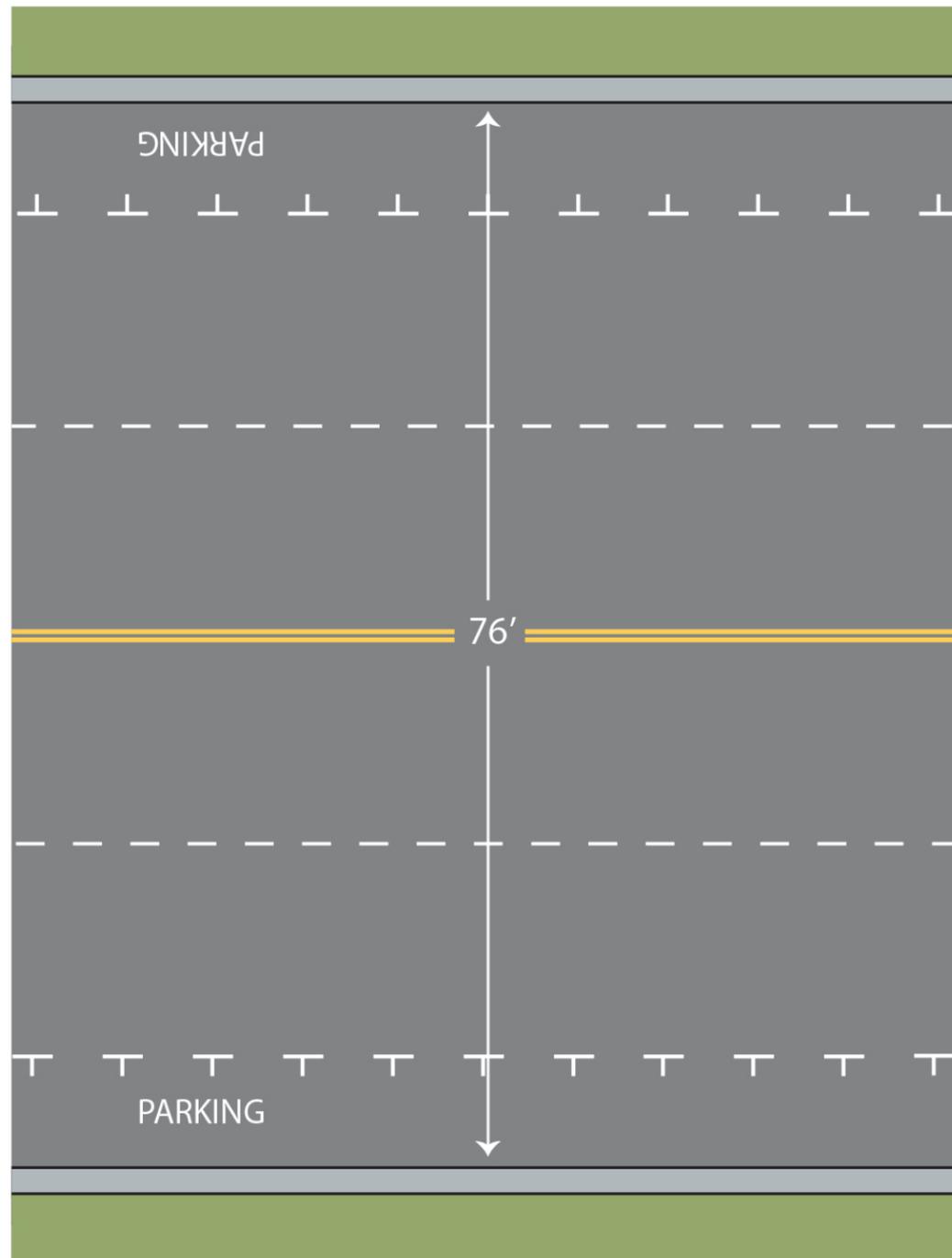


Option 3

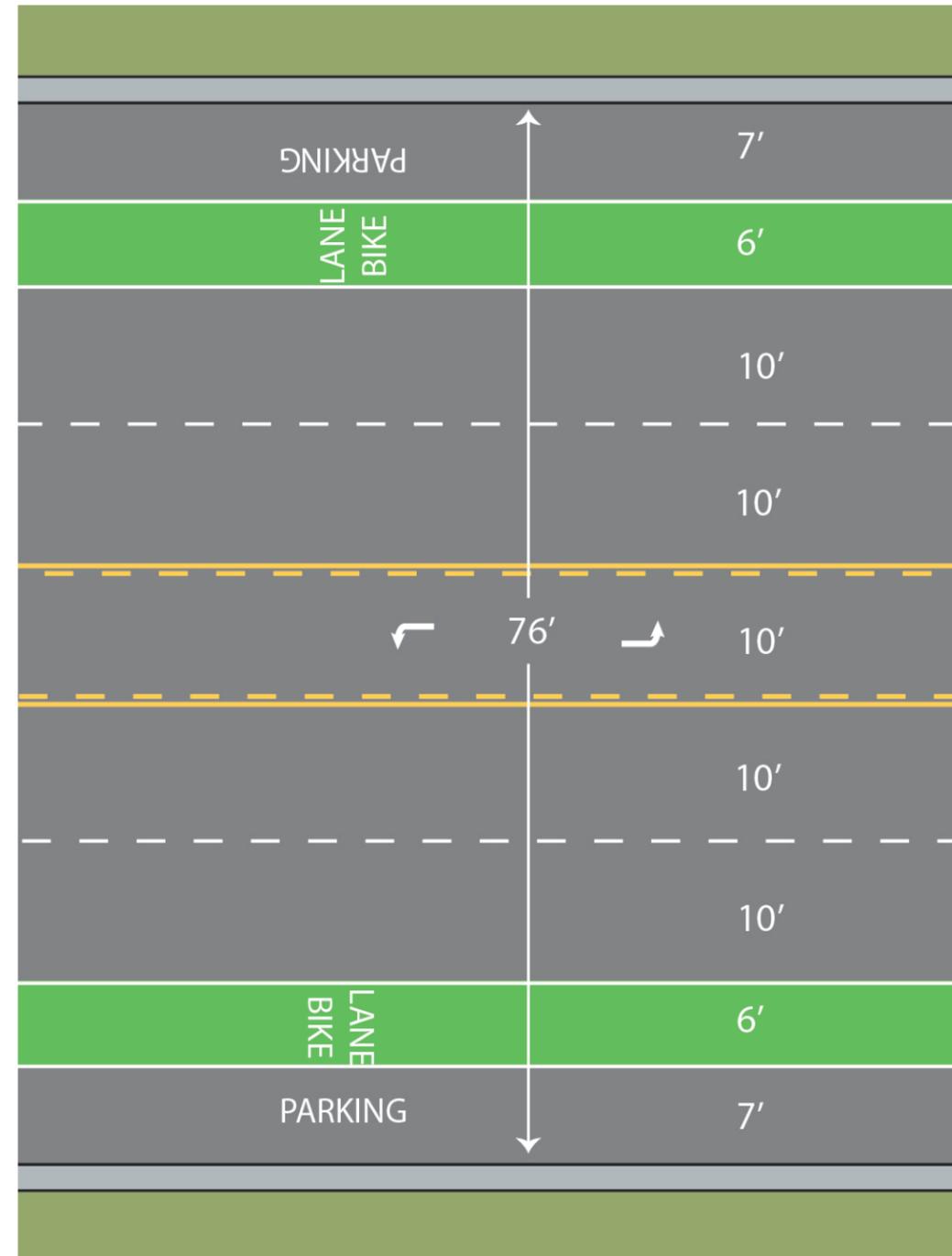


Florence Avenue Colored Bike Lanes

Existing



Proposed





Bicycle Path Amenities

The Los Angeles River bike path runs directly east of Park Avenue Elementary School and Cudahy River Park. This leaves strong potential to encourage people to bicycle to the school and park. Bike path amenities could strengthen this link and attract cyclists from the path to the park. These could include such amenities as:

- Restrooms
- Drinking fountains
- Shaded benches
- Trash/recycling receptacles
- Maps of the area

Bicycle, Skateboard, and Scooter Parking

The location of bike and scooter racks is important. Ideally they should be located in an area that is convenient and close to the front door of the school. Visibility is important as well to prevent theft. The racks should have paved access and be placed on a solid platform.

- Add racks for 10 bicycles as described in the Design Guidance section at the Park Avenue and Teresa Hughes Elementary Schools, and 30 at the Ellen Ochoa and Elizabeth Learning Centers.
- Add racks for 10 skateboards or scooters at the elementary schools, and 30 at the Ellen Ochoa and Elizabeth Learning Centers.
- Add more if needed.

Traffic Calming

Speeding is an issue citywide. The text below recommends traffic calming measures that can be employed at specific locations. In other locations some common traffic calming measures can also help. Wide streets can benefit from bike lanes, wider sidewalks and medians, or dispersed median islands. Curb extensions at intersections calm traffic where it is especially needed. Replacing traffic signals with roundabouts or traffic circles tames speeds while accommodating more through put. Replacing 4-way stop signs with mini traffic circles also calms traffic with greater capacity. Roundabouts and circles also benefit people riding bicycles because they don't have to come to a full stop. Properly placed raised crosswalks also tame speed. The devices and measures recommended in this Plan will have traffic calming benefit and will cover large portions of Cudahy.



Live Oak St. between Wilcox Ave. and Crafton Ave. and between Atlantic Ave. and Otis Ave.

- Speed humps exist
- Conduct an engineering study to add 15 mph Assembly C signs (4)
- Add landscaped islands in front of the schools (4)
- The raised crosswalks, islands, and curb extensions for the crosswalks will complement these measures

Otis Ave. between Live Oak St. and Clara St.

- Add dispersed landscaped islands (3)
- Add dispersed mid-block curb extensions (3)



Policies, Procedures, and Grant Opportunities

Policies

The City can complement its Safe Routes to School program by making the streets safer for all users both with supporting physical features as well as operational practices. The following efforts would enhance the environment for students walking or cycling to school, as well as for anyone walking or bicycling in Cudahy.

Transportation and Land Use

Living Streets Policy

The City could adopt a Living Streets Policy that contains elements to prioritize walking, bicycling, and transit, as well as a plan for all users of the streets. A comprehensive policy would also address street features that enhance the aesthetics, comfort, economic vitality, environmental sustainability, and social functions of the streets. A Living Streets Policy should contain all 10 elements recommended by the National Complete Streets Coalition. The Policy should address issues and set priorities, such as which street projects are enacted, in what order, how sidewalks are maintained, and how bike lanes are kept clear with trash collection practices, among others. More information about Living and Complete Streets can be found at: <http://www.smartgrowthamerica.org/complete-streets>

Complete and Enact Plans

The City can complete and enact vital plans that move to the next step in implementation. In addition to this Plan, the most important to implement are:

- General Plan Transportation Element
- Bicycle Plan
- Pedestrian Plan
- Americans with Disabilities Act Transition Plan
- Pedestrian and bicyclist-focused programs



Having these plans in place enables the City to seek funds and to direct new development to be pedestrian, bicyclist, and transit-friendly. These plans should each contain a list of capital improvement projects that the City can make over time as opportunities arise or funding becomes available.

Implementing these plans can address a wide range of issues, such as pedestrians interacting with trucks on Atlantic Avenue, making it safe to bicycle throughout the community, or having convenient bicycle parking installed where it is needed.

Developer Requirements and Incentives

The City can adopt ordinances or offer incentives for land developers to include bicycle parking, showers, and clothing lockers in new projects. Zoning and building codes should create incentives for mixing land uses, require buildings to open onto sidewalks, set design requirements for driveways to minimize impact on pedestrians, etc.

Healthy Eating Active Living

Policies that promote healthier lifestyles and communities are essential to address the rising obesity epidemic. Significant societal and environmental changes help support individual efforts in making healthier choices. The City's Healthy Eating Active Living resolution was passed, approved, and adopted on October 2012. This resolution aligns well with this Plan, and should be used as a guiding document in order to inform future policies.

Procedures

Living Streets Design Manual

The City can adopt a street design manual that provides guidance to City staff, policy makers, and land developers as to how to design and construct modifications to the streets and sidewalks that encourage active and vibrant streets.



Pedestrian Safety Assessment

The City should implement the recommendations of the Pedestrian Safety Assessment. Some of these include new capital improvement projects, and the crash analysis can be used to help prioritize projects.

Bike Share Program

The City may want to consider having a bike sharing program with parking stations placed strategically around the community that enable users to take community bikes and return them at another location.

Training

The City can make significant progress over time by ensuring that City staff are well trained in practices that impact Safe Routes to School. The types of training that are useful and available include, but are not limited to:

- Living /Complete streets policies
- Planning and designing for bicycles
- Planning and designing for pedestrians
- Planning and designing for people with disabilities
- Planning and designing living streets
- Funding sources and grant application training

Staffing

Larger cities are now dedicating full-time staff as bicycle, pedestrian, Safe Routes to School, mobility, and active transportation coordinators. Cudahy may be small for full-time staff, but dedicating someone that specializes in this realm at least part-time would enable the City to stay on top of this field and to become more bicycle and pedestrian friendly faster.



Community Involvement

Active community involvement will be critical for ongoing support for Cudahy to become more bicycle and pedestrian friendly. The City may want to formalize community involvement through advisory committees comprised of local stakeholders. The school-based Committees will play a major role in keeping programs in place, while others can support them.

Grant Opportunities

A variety of federal, state, and local funding sources may be used to pay for the physical improvements and ongoing programs in this SRTS Plan. The most relevant are identified below.

Federal

Map-21

Moving Ahead for Progress in the 21st Century Act (MAP- 21) determines how most federal transportation money will be spent until it expires. After that, Congress may decide to extend it or adopt a new federal funding formula. The current formula sets up an Alternative Transportation fund that is eligible to be used for Safe Routes to School projects. Half of Map-21 funds are distributed to and by Caltrans in its Active Transportation Program, and Metro distributes the other half.

More information can be found at:

<http://www.fhwa.dot.gov/map21/summaryinfo.cfm>

Highway Safety Improvement Program (HSIP)

The HSIP aims to achieve a significant reduction in traffic fatalities and serious accidents through the implementation of infrastructure-related highway safety improvements. Any physical improvement that contributes to safety is eligible. HSIP funds are administered by Caltrans.



More information can be found at:

<http://www.dot.ca.gov/hq/LocalPrograms/hsip.htm>

http://safety.fhwa.dot.gov/safetealu/fact_sheets/ftsht1401.cfm

http://www.bikeleague.org/resources/reports/pdfs/highway_safety_improvement_program.pdf

State

Active Transportation Program

The Active Transportation Program combines federal Alternative Transportation funds and former separate bicycle, pedestrian, and Safe Routes to School funds into one program. Caltrans administers these funds and will likely have a call for projects approximately every year. When this fund was established through state legislation the amount of the funds was increased to \$360 million for three years. Cities may apply for funds to construct projects, carry out programs, and prepare active transportation plans.

More information can be found at:

<http://www.dot.ca.gov/hq/LocalPrograms/bta/btawebPage.htm>

Office of Traffic Safety (OTS)

The California OTS provides funding for safety programs. Bicycle and pedestrian safety education or similar programs are eligible for these funds.

More information can be found at:

http://www.ots.ca.gov/Grants/Apply/Proposals_2011.asp

Transportation Planning Grant Program

The Transportation Planning Grant Program has two grant programs that can aid the planning and development of bicycle and pedestrian facilities. The Environmental Justice/ Context Sensitive Planning (EJ) Grant promotes the involvement of low-income and minority groups in the planning of transportation projects. The Community Based Transportation Planning (CBTP) program funds coordinated transportation and land use planning projects that encourage community involvement and partnerships. These projects must support livable and sustainable community concepts. The Transportation Planning Grants may be used for planning efforts for bicycles or pedestrians.



More information can be found at:

<http://www.dot.ca.gov/hq/tpp/grants.html>

Local

Metro Call for Projects

The Los Angeles County Metropolitan Transportation Authority (Metro) combines federal and state funds allocated to MPOs, as well as Proposition C funds, and distributes them through a countywide Call for Projects. Categorical money is set aside for bicycle and pedestrian projects.

Local Return Money

Local governments receive a portion of both Los Angeles County Proposition C and Proposition R revenues for local transportation. Cities may use part of this money for bicycle and pedestrian projects.

Resurfacing, Repaving, and Reconstruction

Whenever streets are resurfaced or repaved any street marking such as bike lanes, sharrows, crosswalks, and advance stop/yield markings can be put in for little cost. The least expensive and disruptive time to widen sidewalks, install bikeways, and put surface markings in is when reconstruction takes place.

Miscellaneous

The City may be able to fund Safe Routes to School projects through benefit assessments, parking meter revenues, business improvement districts, or general funds.



Implementation

Cost

The following table shows planning level cost estimates for the physical components of this Plan that aren't paid for with existing grants. More accurate costs will be determined upon engineering. Where options are planned, Option 1 cost estimates are provided.

Table 15: Planning-Level Cost Estimate for All Projects

Improvement	Units	Per Unit Cost	Quantity	Total Cost
Bike route with sharrows	linear mile	\$15,000	0.6	\$9,000
Bike route with greenback sharrows	linear mile	\$50,000	3.4	\$170,000
Colored bike lanes	linear mile	\$100,000	1.8	\$180,000
Bike lane one side, bike route with greenback sharrows on the other side	linear mile	\$50,000	2.4	\$120,000
Double buffered bike lanes	linear mile	\$75,000	0.4	\$30,000
Bike path with lighting	linear mile	\$2,000,000	1.9	\$3,800,000
Bike and scooter/skateboard racks	number	\$250	170	\$42,500
Advanced stop lines/yield markings	number	\$1,000	44	\$44,000
Curb extensions with curb ramps	number	\$10,000	78	\$780,000
Large curb extensions with curb ramps	number	\$15,000	8	\$120,000
Bus bulbs	number	\$15,000	10	\$150,000
Reduce curb returns (count each face)	number	\$3,000	2	\$6,000
Protected left turns	number	\$31,000	2	\$62,000
Audible pedestrian signals	number	\$500	56	\$28,000
Countdown signals	number	\$4,000	32	\$128,000
Crossing islands (pair)	number	\$4,000	4	\$16,000
Move bus stops	number	\$5,000	1	\$5,000
Raised crosswalks	number	\$18,000	6	\$108,000
Median nose	number	\$1,000	8	\$8,000
Sidewalk	linear feet	\$50	200	\$10,000
Signs	number	\$250	37	\$9,250
Remove pavement markings	number	\$150	4	\$600
Remove signals (per intersection)	number	\$10,000	1	\$10,000
Stop signs with flashing LED lights	number	\$4,000	9	\$36,000
Zebra-stripe crosswalks on 2-lane streets	number	\$1,500	39	\$58,500
Zebra-stripe crosswalks on 4-lane streets	number	\$3,000	6	\$18,000
Roundabouts	number	\$250,000	1	\$250,000
RR pedestrian gate with edge line	number	\$2,000	4	\$8,000
Landscaped islands	number	\$2,000	7	\$14,000
Mid-block curb extensions	number	\$5,000	3	\$15,000
Flatten sidewalks with driveway ramps in buffer	number	\$2,000	100	\$200,000
Raised sidewalk	square feet	\$12	150	\$1,800
Move curbs in to narrow driveway	number	\$1,000	2	\$2,000
Designate bus loading area	number	\$800	1	\$800
TOTAL				\$6,440,450



The City has received grant funding from the 2013 Highway Safety Improvement Program and the 2014 Active Transportation Program to pay for some of these costs. The two tables below show what items each of these grants funds that are included in this Plan.

Table 16: Active Transportation Planning Grant (ATP 2014)

Improvement	Units	Per Unit Cost	Quantity	Total Cost
Advanced stop lines/yield markings	number	\$1,000	6	\$6,000
Raised crosswalks	number	\$18,000	1	\$18,000
Zebra-stripe crosswalks on 2-lane streets	number	\$1,500	10	\$15,000
Stop signs with flashing LED lights	number	\$4,000	7	\$28,000
Rectangular rapid-flash beacons (1 set)	number	\$18,000	1	\$18,000
TOTAL				\$85,000

Table 17: Highway Safety Improvement Program Grant (HSIP 2013)

Improvement	Units	Per Unit Cost	Quantity	Total Cost
Protected left-turns	number	\$31,000	6	\$186,000
Countdown signals	number	\$4,000	24	\$96,000
TOTAL				\$282,000

Schedule

The City should consider implementing some of the less expensive items first. Some items are relatively inexpensive and many can be put in within a short time frame after this Plan has been adopted. On the other hand, devices that require construction, and perhaps drainage modification, are significantly more expensive and may become long-term expenditures. The table below shows some of the devices for consideration of short-term or long-term implementation. Implementation of projects will also depend upon technical feasibility, based on survey data collected by the City.



Table 18: Short-Term and Long-Term Devices and Measures

Short-Term Devices	Long-Term Devices and Measures
Crosswalks	Curb extensions
Advanced stop lines/yield markings	Islands/median nose
Signs	Bus bulbs
Countdown/audio signals	Raised crosswalks
Curb ramps	Sidewalks
Bike routes and lanes	Paths
Stop signs with flashing LED lights	Drainage modifications
Protected left turns	Roundabouts
Bike and scooter/skateboard racks	Traffic calming islands and curb extensions

The City should also seek opportunities to piggyback on other projects. For example, resurfacing projects present ideal opportunities to stripe bike lanes, crosswalks, advanced yield lines, etc. In addition to cost, the City should also consider means of prioritizing projects. The City won't be able to fund all of the improvements at once so they will have to be phased in. In order to prioritize projects, the City can apply such criteria as, but not limited to:

- Crash history
- Pedestrian volumes
- Bicycle volumes
- Traffic volumes
- Number of travel lanes
- Width of the street
- Traffic speed
- Size of the school
- Proximity to the school
- Community support
- Opportunity to piggy back on resurfacing and other projects

Based on these factors, this Plan recommends implementing projects in the following tiers. Each tier may be five to 10 years, depending on funding.



Table 19: Short-Term Projects

Pedestrian Projects	Bikeway and Bicycle Parking Projects
Santa Ana St. & Park Ave.	Live Oak St. from Salt Lake Ave. to River Rd.
Wilcox Ave. & Clara St.	Clara St. from Salt Lake Ave. to River Rd.
Wilcox Ave. & Live Oak St.	Elizabeth St. from Salt Lake Ave. to River Rd.
Mid-block crossing of Live Oak St. between Wilcox Ave. & Crafton Ave.	Wilcox Ave. from Florence Ave. to Patata St.
Atlantic Ave. & Live Oak St. In front of Jaime Escalante Elementary School on Live Oak St.	Add all bicycle and scooter/skateboard parking
Mid-block crossing of Elizabeth St. between Atlantic Ave. & Wilcox Ave.	
Atlantic Ave. & Elizabeth St.	
Otis Ave. & Clara St.	



Table 20: Medium-Term Projects

Pedestrian Projects	Bikeway Projects	Traffic Calming
Park Ave. & Elizabeth St.	Santa Ana St. from Salt Lake Ave. to Park Ave.	Along Live Oak St.
Wilcox Ave. & Santa Ana St.	Otis St. from Walnut St. to Salt Lake Ave.	Along Otis Ave.
Wilcox Ave. & Elizabeth St.	Atlantic Ave. from Florence Ave. to Salt Lake Ave.	
Crafton Ave. & Live Oak St.		
Atlantic Ave. & Clara St.		
Atlantic Ave. & Santa Ana St.		
Otis Ave. & Elizabeth St.		
Clara St. in front of Teresa Hughes Elementary School		
Flatten sidewalks with driveway ramps		

Table 21: Long-Term Projects

Pedestrian Projects	Bikeway Projects
Superior driveway on Live Oak St.	Patata St. from Atlantic Ave. to Wilcox Ave.
Salt Lake Ave. & Santa Ana St.	Salt Lake Ave. from Walnut St. to Atlantic Ave.
Salt Lake Ave. & Otis Ave.	Park Ave. from Elizabeth St. to Santa Ana St.
Back gate of Teresa Hughes Elementary School on Elizabeth St.	River Rd. from Clara St. to Fostoria St.
Otis Ave. & Olive St.	Clara St. Bike Path from Live Oak St. to East side of Clara Park
Otis Ave. & Live Oak St.	



The cost breakdown for each of these phases follows.

Table 22: Planning-Level Cost Estimates for Short-Term Projects

Improvement	Units	Per Unit Cost	Quantity	Total Cost
Bike route with greenback sharrows	linear mile	\$50,000	1.2	\$60,000
Colored bike lanes	linear mile	\$100,000	1.8	\$180,000
Bike lane one side, bike route with greenback sharrows on the other side	linear mile	\$50,000	2.4	\$120,000
Bike and scooter/skateboard racks	number	\$250	170	\$42,500
Advanced stop lines/yield markings	number	\$1,000	20	\$20,000
Curb extensions with curb ramps	number	\$10,000	32	\$320,000
Large curb extensions with curb ramps	number	\$15,000	2	\$30,000
Bus bulbs	number	\$15,000	6	\$90,000
Protected left turns	number	\$31,000	2	\$62,000
Audible pedestrian signals	number	\$500	32	\$16,000
Countdown signals	number	\$4,000	24	\$96,000
Crossing islands (pair)	number	\$4,000	2	\$8,000
Raised crosswalks	number	\$18,000	4	\$72,000
Median nose	number	\$1,000	4	\$4,000
Signs	number	\$250	20	\$5,000
Remove pavement markings	number	\$150	4	\$600
Remove signals (per intersection)	number	\$10,000	1	\$10,000
Stop signs with flashing LED lights	number	\$4,000	2	\$8,000
Zebra-stripe crosswalks on 2-lane streets	number	\$1,500	15	\$22,500
Zebra-stripe crosswalks on 4-lane streets	number	\$3,000	2	\$6,000
Roundabouts	number	\$250,000	1	\$250,000
TOTAL				\$1,422,600



Table 23: Planning-Level Cost Estimates for Medium-Term Projects

Improvement	Units	Per Unit Cost	Quantity	Total Cost
Bike route with greenback sharrows	linear mile	\$50,000	2.1	\$105,000
Double buffered bike lanes	linear mile	\$75,000	0.4	\$30,000
Advanced stop lines/yield markings	number	\$1,000	13	\$13,000
Curb extensions with curb ramps	number	\$10,000	34	\$340,000
Large curb extensions with curb ramps	number	\$15,000	2	\$30,000
Bus bulbs	number	\$15,000	4	\$60,000
Reduce curb returns (count each face)	number	\$3,000	2	\$6,000
Audible pedestrian signals	number	\$500	16	\$8,000
Crossing islands (pair)	number	\$4,000	2	\$8,000
Raised crosswalks	number	\$18,000	1	\$18,000
Median nose	number	\$1,000	4	\$4,000
Signs	number	\$250	6	\$1,500
Stop signs with flashing LED lights	number	\$4,000	6	\$24,000
Zebra-stripe crosswalks on 2-lane streets	number	\$1,500	14	\$21,000
Zebra-stripe crosswalks on 4-lane streets	number	\$3,000	4	\$12,000
Landscaped islands	number	\$2,000	7	\$14,000
Mid-block curb extensions	number	\$5,000	3	\$15,000
Flatten sidewalks with driveway ramps in buffer	number	\$2,000	100	\$200,000
Designate bus loading area	number	\$800	1	\$800
TOTAL				\$910,300



Table 24: Planning-Level Cost Estimates for Long-Term Projects

Improvement	Units	Per Unit Cost	Quantity	Total Cost
Bike route with sharrows	linear mile	\$15,000	0.6	\$9,000
Bike route with greenback sharrows	linear mile	\$50,000	0.1	\$5,000
Bike path with lighting	linear mile	\$2,000,000	1.9	\$3,800,000
Advanced stop lines/yield markings	number	\$1,000	11	\$11,000
Curb extensions with curb ramps	number	\$10,000	12	\$120,000
Large curb extensions with curb ramps	number	\$15,000	4	\$60,000
Audible pedestrian signals	number	\$500	8	\$4,000
Countdown signals	number	\$4,000	8	\$32,000
Move bus stops	number	\$5,000	1	\$5,000
Raised crosswalks	number	\$18,000	1	\$18,000
Sidewalk	linear feet	\$50	200	\$10,000
Signs	number	\$250	11	\$2,750
Stop signs with flashing LED lights	number	\$4,000	1	\$4,000
Zebra-stripe crosswalks on 2-lane streets	number	\$1,500	10	\$15,000
RR pedestrian gate with edge line	number	\$2,000	4	\$8,000
Raised sidewalk	square feet	\$12	150	\$1,800
Move curbs in to narrow driveway	number	\$1,000	2	\$2,000
Designate bus loading area	number	\$800		
TOTAL				\$4,107,550

Appendix A - Design Guidance

Many traffic control devices, signs, markings, and other street design features can be used to make walking and bicycling to school safer. This appendix describes general design guidelines for facilities identified in this plan. The City will need to follow standard manuals such as the California Manual on Uniform Traffic Control Devices, California Highway Design Manual (HDM), American Association of State Highway and Transportation Officials' "A Policy on Geometric Design of Highways and Streets," National Association of City Transportation Officials' Urban Bikeway Design Guide, and others. Many traffic control devices, signs, markings, and other street design features can be used to make walking and bicycling to school safer. This section highlights some of the most important and most commonly recommended.

California Manual on Uniform Traffic Control Devices (MUTCD) Signs and Markings

The California MUTCD has developed standards and guidance to be used for signs and markings. Some are mandatory, others are advisory, and some are optional. The following subsection shows the basic signs and markings used around schools.

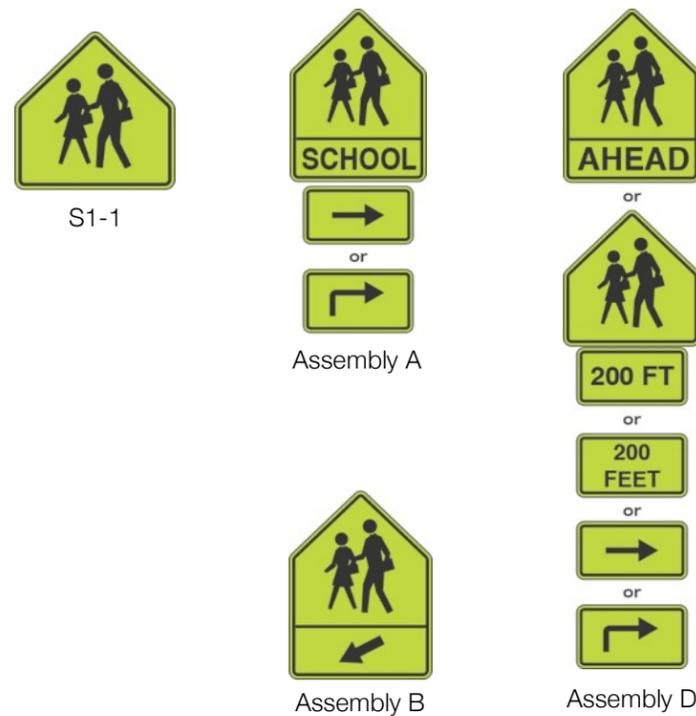
Signs

Many school signs begin with the basic School Advanced Warning sign labeled "S1-1". It is used to notify street users that they are entering a School Area that includes school buildings or grounds, a school crossing, or a related activity adjacent to the street. It can identify the location of the beginning of a School Zone. It also combines with other signs to designate the location of school crossings.

The School Warning Assembly A includes the School (SP-4) plaque. This should be posted at the school boundary, and may be posted up to 500 feet in advance of the school boundary. It may also be accompanied with arrows pointing to the school if on another street.

The School Crosswalk Warning Assembly B includes S1-1 with an arrow. It shall be posted at a crosswalk that is not controlled by a stop sign or traffic signal.

The School Advanced Warning Assembly D includes the S1-1 sign along with either Ahead (W16-9P) or a distance sign e.g. "200 FT" (W16-2aP). It should be used on the approach of a crosswalk that is not controlled by a stop sign or traffic signal. It is optional where an S1-1 sign is





Assembly C



R1-5



R1-6



W82-1

posted. It may also be accompanied with arrows pointing to the school if on another street.

The School Speed Limit Sign (Assembly C) includes a Speed Limit (R2-1) sign, with a School (S4-3P) sign, and When Children Are Present (S4-2P). The Assembly C sign should be used where a reduced school speed limit zone has been established based on an engineering study or where a reduced school speed limit is specified by statute. The sign should be placed where the reduced school speed limit exists. It may be placed up to 500 feet in advance of the school boundary. The sign should be used on streets where speed limits contiguous to a school or school grounds are greater than 25 mph. The prima facie speed limit of 25 mph is in effect for Assembly C. With an engineering study (designated by the CA MUTCD) a city may reduce the school speed limit to 15 mph on a residential street where some other conditions are met.

In-Street signs

Yield Here to Pedestrians (R1-5) signs should be placed at the location of Advanced Yield Lines.

(R1-6) may include a School (S4-3P) and be placed in a crosswalk that is not controlled by a traffic signal.

Railroad warning signs (W82-1) signs can be used to alert pedestrians of railroad crossings.

Markings

High-visibility crosswalks generally have longitudinal lines that run in the same direction as the street. They are sometimes called “zebra-stripe” crosswalks, or “continental” crosswalks. If they have lateral (transverse) lines along with longitudinal lines they are called “ladder” crosswalks. Motorists can see these much better than typical transverse-line or “transverse” crosswalks.



Zebra-stripe Crosswalk



Ladder Crosswalk



Transverse-line Crosswalk



SLOW SCHOOL XING Marking

Crosswalks must be yellow where the street is contiguous to a school building or school grounds. It may be yellow if it is within 600 feet of the school grounds. If there are no other crosswalks between the intersection and school, the crosswalk may be yellow up to 2,800 feet from the school grounds. Outside of the school area all crosswalks should be white. However, white crosswalks may be more visible than yellow crosswalks especially when the markings fade, so it may be advisable to color them white everywhere away not adjacent to school grounds.

SLOW SCHOOL XING markings may be used in advance of yellow school crosswalks where there are not stop signs, traffic signals or yield signs. They shall be yellow with the word XING at least 100 feet in advance of the crosswalk.

SCHOOL markings may be used with School Assemblies A or C and shall be yellow. They should be adjacent to the signs. They should not be used where SLOW SCHOOL XING markings exist.



Advanced Stop Line

Advanced Yield Lines indicate where motorists and bicyclists are required to yield to pedestrians in an upcoming crosswalk. They may be used in advance of marked crosswalks at locations not controlled by a stop sign or traffic signal. They are white and are designed as “shark’s teeth”. They shall be placed between 20 and 50 feet in advance of the crosswalk and parking shall be prohibited between the markings and the crosswalk. They are marked along with posting of R1-5 signs.

Advanced Stop Lines indicate where motorists and bicyclists are required to stop where there are marked crosswalks with stop signs or traffic signals. They should be placed at least four feet in advance of the marked crosswalk. They shall be white.



Advanced Yield Line



Flush Curb Extension



Curb Extension with Islands



Crossing Islands



Raised Crosswalk

Other Treatments

Curb Extensions

Curb extensions are used to shorten the crossing distance for pedestrians, to improve visibility, and to slow turning motorists. They provide space and geometry for perpendicular curb ramps. They are also called “curb extensions” at intersections. Curb extensions may be irregular in shape to fit into the context. They may be solid and flush with the curb (shown in next photograph), or broken up into islands to compensate for drainage issues as shown in the diagram.

Crossing Islands

Crossing islands break up the distance pedestrians have to cross streets into two phases. This allows them to wait for a gap in traffic to cross in one direction only at a time. They are especially important to cross multi-lane streets at locations not controlled by stop signs or traffic signals.

Raised Crosswalks

Raised crosswalks slow traffic, improve visibility and make pedestrians more prominent. They are especially useful at crosswalks that are not controlled by traffic signals.



Curb Extension with Lamp



Flashing Stop Sign



Roundabout

Sidewalk Widening

The following treatments can be used to improve sidewalks that are too narrow:

- If curb exists with a landscaped parkway, part or all of the parkway can be paved.
- The sidewalk can be widened into the street (may require drainage modifications).
- The sidewalk can be widened into the adjacent property if an easement exists. Sidewalks can be routed around driveway ramps.
- Where poles, signs, and other obstructions block sidewalks that have no parkway and there is on-street parking, curb extensions can be interspersed in the street to create a place to locate signs and poles.

Requirements for new development or redevelopment of the adjacent land should mandate that adequately wide and designed sidewalks be automatically installed.

Where driveways cross sidewalks and create cross slope, and where a buffer zone exists between the sidewalk and street, these can be retrofitted with concrete to make the sidewalk flat and place a steeper ramp in the buffer zone.

Flashing Stop Signs

Flashing stop signs contain LED lights around the perimeter of standard stop signs to provide more visibility. These make the stop signs more noticeable where people disregard stop signs.

Roundabouts

Roundabouts replace signal and stop controls at intersections and cause motorists and bicyclists to go around the perimeter of the intersection in order to proceed through the intersection. This design eliminates key conflict points for crashes and slows traffic. As a result, fewer crashes occur and those that do tend to be less severe. Roundabouts typically have splitter islands on the approaches to deflect users to the desired course and for slow entry and exit. These constrained entries and exits create narrow lanes that are easy for pedestrians to cross. Roundabouts usually have mountable aprons for trucks and buses. Single-lane roundabouts should be placed at the intersection of two

2-lane streets or at the intersection of two 2-lane streets with midblock center-turn lanes. The diagonal cross section of the intersection needs to be at least 76' across. Roundabouts must be carefully designed in order to fully meet their many potential benefits. The City should work with a roundabout expert during design and construction. Mini-roundabouts are smaller and may have painted or mountable splitter islands.

Bikeways

The following guidelines present the recommended minimum design standards and other recommended ancillary support items for bikeways.

Bike Paths

Bike path (Class I bikeway) – exclusive paved path separated from the roadway for bicyclists and other non-motorized users.



Bike path

- Class I bike paths should conform to the design guidelines set forth by the HDM 1000.
- Class I bike paths are commonly planned along rights-of-way such as waterways, utility corridors, railroads, and the like that offer continuous separated riding opportunities.
- Bike paths should have a minimum of eight feet of pavement, with at least two feet of unpaved shoulders for pedestrians/runners, or a separate pathway for pedestrians/runners where feasible. A pavement width of 12 feet is preferred.
- Class I bike path roadway crossings should be carefully engineered to accommodate safe and visible crossing for users. Crossings of low-volume streets may require simple stop signs. Crossings of streets with Average Daily Traffic (ADT) of over 15,000 vehicles per hour should be assessed for signalized crossing, flashing LED beacons, crossing islands, or other devices. Roundabouts may be a desirable treatment for a bike path intersecting with roadways where the bike path is not next to a parallel street.
- Lighting should be provided where bicyclists will likely use the bike path in the late evening, such as along commuter routes.

Bike Lanes

Bike lane (Class II bikeway) – a striped, stenciled and signed lane in the street dedicated for bicycles



Bike lane

Class II Bike Lane facilities should conform to the minimum design standard of 5 feet in width in the direction of vehicle travel adjacent to the curb lane. Where space is available, a width of 6 to 8 feet is preferred, especially on busy arterial streets, on grades, and adjacent to parallel parking.

Under certain circumstances, bike lanes may be 4 feet in

- Bike lanes located between through traffic lanes and right turn pockets at intersection approaches
- Where there is no parking, the gutter pan is no more than 12” wide, and the pavement is smooth and flush with the gutter pan

Bike lanes with two stripes are more visible than those with one and are preferred. The second inside stripe (4 inch solid white) would differentiate the bike lane from the parking lane where appropriate.



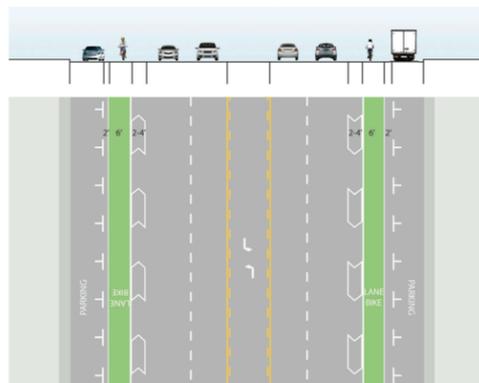
Colored bicycle lane

Where space permits, intersection treatments should include bike lane ‘pockets’ as shown in the adjacent photo.

At signalized intersections, loops or other means of bicycle detection should be installed near the limit line in the bike lane and all vehicle lanes that have detection. Signal timing and phasing should be set to accommodate bicycle acceleration speeds. Painted bicycle detector stencils may be placed at detection zones located within the bike lane to notify bicyclists where they can actuate the signal.

Colored Bike Lanes

Colored bike lanes increase visibility for cyclists. The State of California has requested and received approval from the FHA to implement these statewide. Consequently, the City may implement green bike lanes without need to notify the State or FHA, provided the CAMUTCD guidelines are followed. The federally accepted color is a bright green



Buffered bicycle lane schematic

Buffered Bike Lanes

Buffered bike lanes – bike lanes that have a painted buffer between either the travel lane and the bike lane, or between the bike lane and parking lane

This additional space can improve the comfort of cyclists as they don’t have to ride as close to motor vehicles. The buffer may be used between parked cars and bike lanes to direct cyclists to ride outside of the door zone of the parked cars. Double buffered bike lanes include buffers on both sides.

Bike Routes

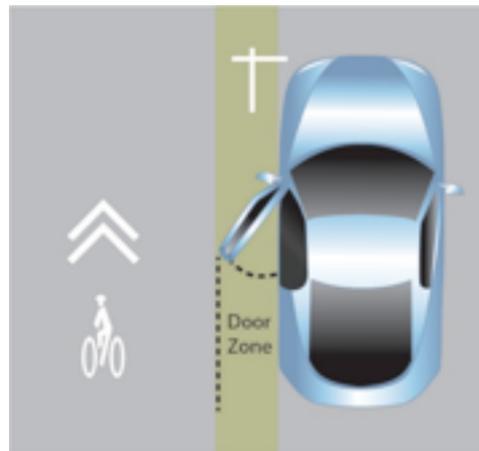
Bike route (Class III bikeway) – a signed bicycle route that is shared with other traffic

With proper route signage, design, and maintenance, bike routes can be effective in guiding bicyclists along a route suited for bicycling that does not have enough roadway space for a dedicated Class II bike lane. Bike routes can become more useful when coupled with the following techniques:

- Route, directional, and distance signage
- Wide curb lanes
- Shared lane marking stencils painted in the traffic lane along the appropriate path of where a bicyclist would ride in the lane
- Accelerated pavement maintenance



Shared lane marking



Shared lane marking placement graphic

Shared lane markings (Sharrows)

Sharrows – Shared lane markings that are bicycle stencils in the street that provide more visibility for bicyclists along bike routes

Sharrows (officially known as “shared lane markings”) indicate to cyclists the proper position to ride within the travel lane and assist with wayfinding. They also alert motorists that the travel lane is to be shared with bicyclists.

When used on streets with on-street parking, sharrows are to be placed such that the centers of the markings are a minimum of 11 feet from the curb face or edge of paved shoulder on streets with on-street parallel parking. On streets without on-street parking that have an outside travel lane that is less than 14 feet wide, the centers of the sharrows should be at least 4 feet from the face of the curb.

Greenback sharrows

Greenback sharrows highlight the sharrow with a square of green paint to make them more visible. They are most useful on busy streets or on high-speed streets.



Separated bicycle lane



Separated bike lane intersection treatment



Inverted-U bicycle rack.

Separated Bike Lanes

Separated bike lanes, also known as protected bike lanes or cycle tracks, are bikeways located on or adjacent to streets where bicycle traffic is separated from motor vehicle traffic by physical barriers. These barriers provide a sense of comfort and safety over and above that provided by typical bike lanes. Where on-street parking exists, cycle tracks are installed between the parking and the curb. Where no on-street parking exists they are located between the curb and travel lanes.

The area to be used by bicycles should be of adequate width for street sweeping to ensure that debris will not accumulate. Separated bike lanes tend to work most effectively where there are few uncontrolled crossing points with unexpected traffic conflicts.

- The protective area should generally be a minimum of 3 feet wide. Where space is limited 2 feet may be considered acceptable. Protective barriers may include posts/bollards, curbing, parking stops and landscaped islands.
- Parking near driveways and intersections should be prohibited to allow for good visibility.
- Where motorists cross, separated bike lanes to enter driveways, the opening should be constrained so that they have to slow down and turn at a right angle.
- Coloring, yield markings and “Yield to Bikes” signs should be used in areas where motorists cross separated bike lanes.
- Separated bike lanes at intersections require deliberate design solutions. Typically, this entails adding a separate signal phase that corresponds with motor vehicles travelling the same direction. Separated bike lanes should have a red phase when conflicting turning movements of vehicles in the travel lanes have a green phase, and vice versa.
- Separated bike lanes should be colored and stenciled through both signalized and unsignalized intersections to notify motorists that they are crossing a bikeway.

Bicycle Parking

Bicycle racks should offer adequate support for the bicycles and should be easy to lock to. The most common design is shaped as an inverted-U to accomplish this. Some multi-bicycle racks also work well.

Racks next to each other should be placed at least 36 inches apart (48 inches is recommended), so bicycles can be loaded on both sides of the rack.

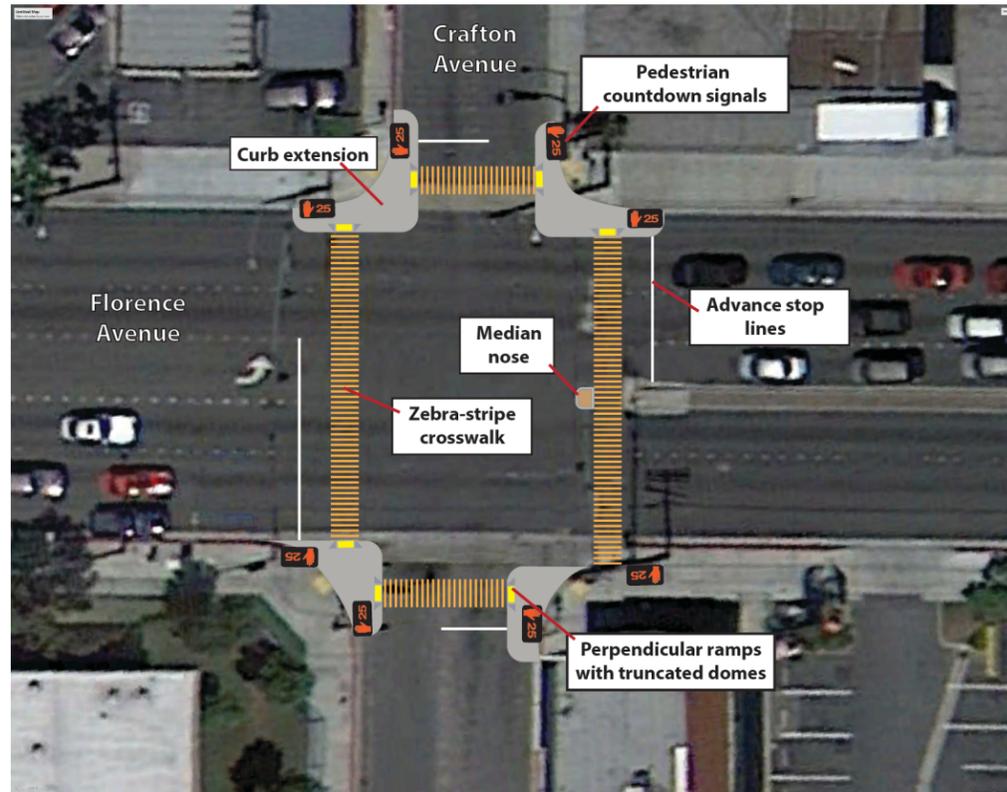


Multi-bike bicycle rack

Bicycle parking should be located close to the front door of the school in order to provide for the convenience, visibility, and safety of those who park their bicycles. They should be enclosed either by putting them inside the school fence, or by creating a separate enclosed area that can be locked during school hours. Bicycle and scooter parking should have paved access and be placed on a paved or solid surface.

Pedestrian Projects

Students that live in the city of Bell attend school in Cudahy, and vice versa. This is especially true for students of Teresa Hughes Elementary and Ellen Ochoa Learning Center. During the outreach process, stakeholders identified several locations that needed improvements that are in Bell's jurisdiction. The City of Cudahy already works closely with the City of Bell, and staff from Bell has been part of the Technical Advisory Committee to develop this Safe Routes to School Plan. The following recommendations are included to showcase the importance of continuing to work across jurisdiction boundaries to improve student safety; however, the City of Bell will be responsible for implementation, and can choose to use these recommendations as they see fit.



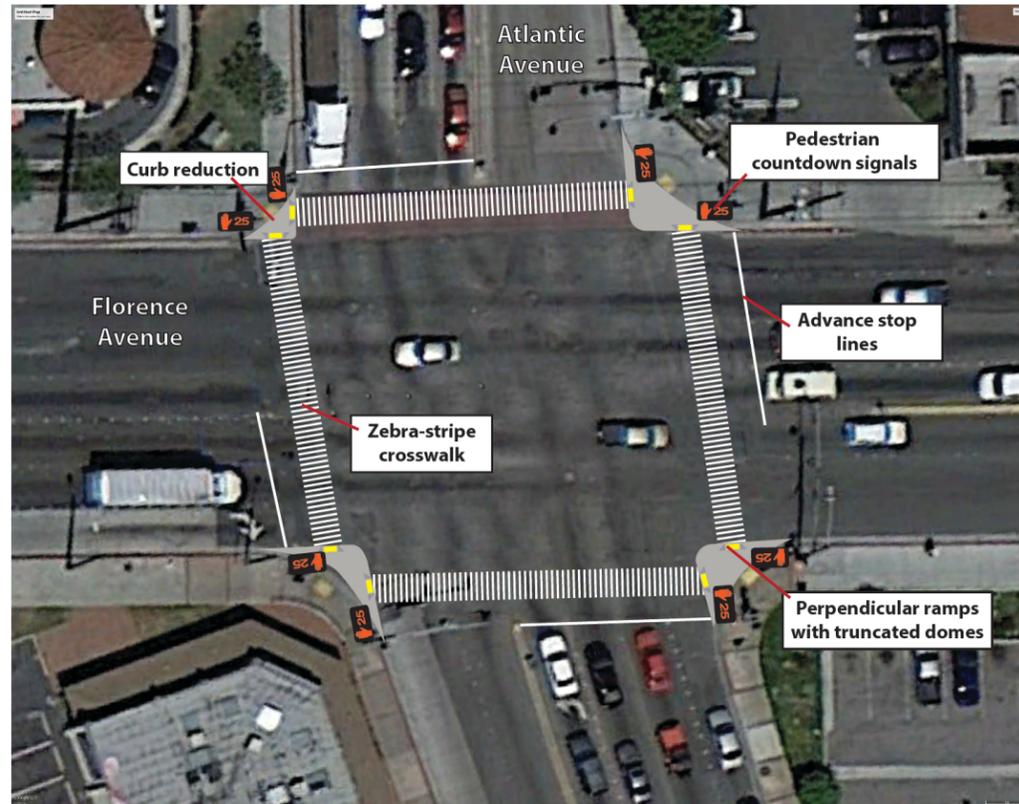
1. Florence Ave. & Crafton Ave.

Existing

- Signalized intersection
- Yellow transverse-line crosswalks on all crossings
- Protected left turns from Florence Ave.

Proposed

- Add yellow zebra-stripe crosswalks to all crossings (4)
- Add advance stop lines (6' in advance) to all crossings (4)
- Add curb extensions to both sides of the north and south crossings, and to the NE and NW corners to cross Florence Ave. (6)
- Add countdown signals to all crossings (8)
- Add a median nose on the east crossing (1)
- Increase crossing times in coordination with Los Angeles County



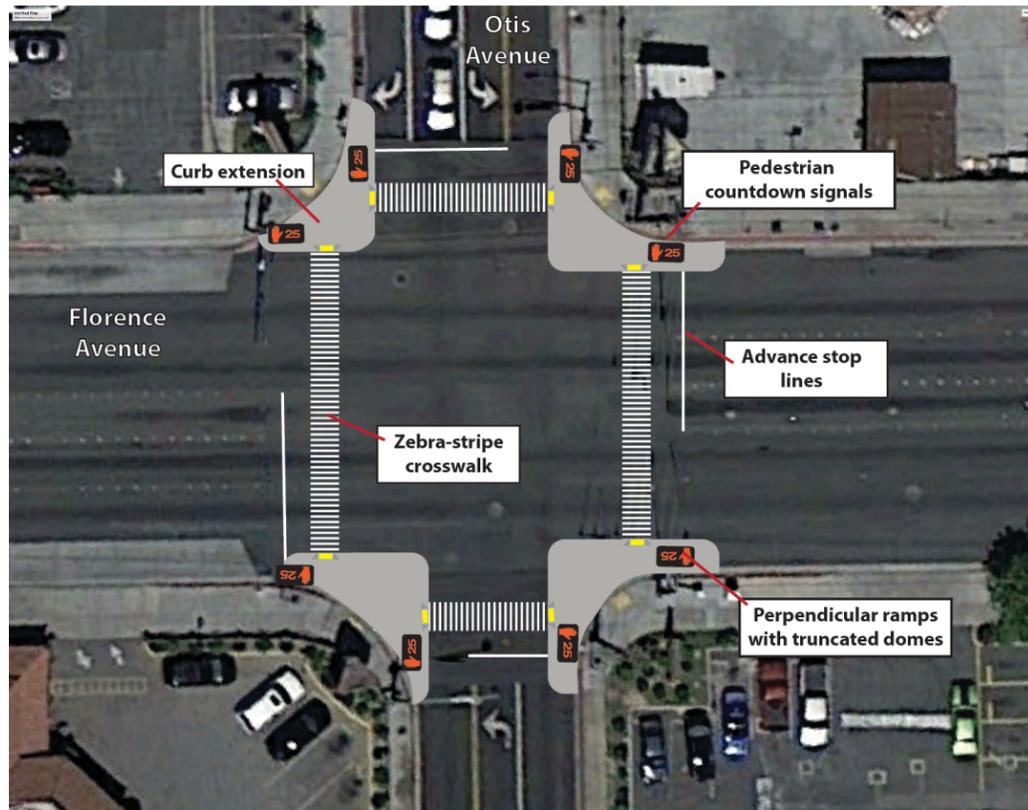
2. Atlantic Ave. & Florence Ave.

Existing

- Signalized intersection
- Transverse-line crosswalks on all crossings
- Protected left turns from Florence Ave.

Proposed

- Add white zebra-stripe crosswalks to all crossings (4)
- Add advance stop lines (6' in advance) to all crossings (4)
- Reduce the curb returns of all corners (8)
- Add countdown signals to all crossings (8)
- Put the "Walk" signals on automatic recall
- Increase crossing times in coordination with Los Angeles County



3. Otis Ave. & Florence Ave.

Existing

- Signalized intersection
- Transverse-line crosswalks on all crossings
- Advance stop line on all crossings (3' in advance)
- Protected left turns from Florence Ave.
- Bus stops on the NW and SW corners on Florence Ave.

Proposed

- Add white zebra-stripe crosswalks to all crossings (4)
- Add advance stop lines (6' in advance) to all crossings (4)
- Add curb extensions to the north, south and east crossings (6)
- Add small curb extensions on the west crossing (2)
- Add countdown signals to all crossings (8)



Implementation

The following table shows planning level costs for planned projects in Bell.

Table B-2: Planning-Level Cost Estimate for Projects in Bell

Improvement	Units	Per Unit Cost	Quantity	Total Cost
Advanced stop lines/yield markings	number	\$1,000	12	\$12,000
Curb extensions with curb ramps	number	\$10,000	14	\$140,000
Zebra-stripe crosswalks on 2-lane streets	number	\$1,500	4	\$6,000
Zebra-stripe crosswalks on 4-lane streets	number	\$3,000	8	\$24,000
Countdown signals	number	\$4,000	24	\$96,000
Median nose	number	\$1,000	1	\$1,000
Reduce curb returns (count each face)	number	\$3,000	8	\$24,000
Colored Bike Lanes	linear mile	\$100,000	1.65	\$165,000
TOTAL				\$468,000



Appendix C

City Resolutions

Public Safety Commission Resolution No. PSC-15-01

A resolution of the Public Safety Commission of the City of Cudahy recommending approval by resolution PSC-15-01 supporting the development and implementation of the Cudahy City-wide Safe Routes to School Plan and Program; as well as, the approval of the associated environmental document in the form of a Negative Declaration.

Planning Commission Resolution No. PC-15-01

A resolution of the Planning Commission of the City of Cudahy recommending approval by resolution PSC-15-01 supporting the development and implementation of the Cudahy City-wide Safe Routes to School Plan and Program; as well as, the approval of the associated environmental document in the form of a Negative Declaration.

City Council Resolution No. CC-15-03

A resolution of the City Council of the City of Cudahy approving the development and implementation of the Cudahy City-wide Safe Routes to School Plan and Program; as well as, the approval of the associated environmental document in the form of a Negative Declaration.

RESOLUTION NO. PSC 15-01

A RESOLUTION OF THE PUBLIC SAFETY COMMISSION OF THE CITY OF CUDAHY RECOMMENDING APPROVAL BY RESOLUTION PSC 15-01 SUPPORTING THE DEVELOPMENT AND IMPLEMENTATION OF THE CUDAHY CITY-WIDE SAFE ROUTES TO SCHOOL PLAN AND PROGRAM; AS WELL AS, THE APPROVAL OF THE ASSOCIATED ENVIRONMENTAL DOCUMENT IN THE FORM OF A NEGATIVE DECLARATION.

WHEREAS: In 2011, 28.2 percent of children in the City of Cudahy were obese;

WHEREAS: Overweight children have a 70 percent chance of becoming overweight or obese adults;

WHEREAS: Overweight children and adults are at greater risk for numerous adverse health consequences, including type 2 diabetes, heart disease, stroke, high blood pressure, high cholesterol, certain cancers, asthma, depression, and other debilitating diseases;

WHEREAS: Healthy eating and physical activity are among the most effective interventions for the prevention and treatment of obesity and other chronic diseases;

WHEREAS: Most American youth do not meet the U.S. Centers for Disease Control and Prevention's recommendation of at least 60 minutes of moderate to vigorous activity every day;

WHEREAS: In 2013, 71.3 percent of Los Angeles County children age 6-17 do not obtain the recommended amount of exercise each week;

WHEREAS: Research indicates that participation in physical activity can improve academic achievement and that higher levels of physical fitness are linked to improved academic performance among children and teens;

WHEREAS: The implementation of Safe Routes to School plans and programs helps increase physical activity by making routes safer for children to walk and bicycle to school;

WHEREAS: The implementation of Safe Routes to School plans and programs helps increase physical activity by encouraging more children to walk and bicycle to school.

WHEREAS: This matter was duly posted and set for public hearing for the January 13, 2015 Public Safety Commission meeting at 5:00 p.m.

WHEAREAS: This matter was duly posted and set for public hearing for the January 15, 2015 Planning Commission meeting at 6:00 p.m.

NOW THEREFORE, the Public Safety Commission of the City of Cudahy hereby resolves:

Section 1: The City of Cudahy pledges support to schools implementing the city-wide Safe Routes to School plan and programs;

Section 2: The City of Cudahy pledges to improve walking and biking safety in the vicinity of schools;

Section 3: The City of Cudahy supports school and community design that allows students to bike or walk to school;

Section 4: The City of Cudahy will actively seek funding for the implementation of the Cudahy City-wide Safe Routes to School Plan.

Section 5: The California Environmental Quality Act (CEQA) is a statute that requires state and local agencies to identify the significant environmental impacts of their actions and to avoid or mitigate those impacts, if feasible.

CEQA applies to certain activities that affect the environment of state and local public agencies. A public agency must comply with CEQA when it undertakes an activity defined by CEQA as a "project." A project is an activity undertaken by a public agency or a private activity which must receive some discretionary approval (meaning that the agency has the authority to deny the requested permit or approval) from a government agency which may cause either a direct physical change or a reasonably foreseeable indirect change in the environment.

CEQA categorically exempts projects that involve "negligible or no expansion of an existing use," which includes: "Existing highways and streets, sidewalks, gutters, bicycle and pedestrian trails, and similar facilities (this includes road grading for the purpose of public safety)." (Title 14 of Cal. Code of Regulations ("CEQA Guidelines") section 15301(c).) In addition, the categorical exemption for "minor public or private alterations" to land expressly includes: "The creation of bicycle lanes on existing rights-of-way." (CEQA Guidelines section 15304(h).) The Safe Routes to School (SRTS) Plan and Program falls within one or both of these categorical exemptions.

Out of an abundance of caution, the City of Cudahy prepared a Negative Declaration (CEQA **§21064**) of The Safe Routes to School (SRTS) Plan and Program (the project) which is a policy-level document that is consistent with existing City of Cudahy's General Plan land use designation and densities.

Although the proposed project is intended to encourage and facilitate the development of a Safe Routes to School Plan and Program which contains recommended engineering improvements to make physical changes to streets and intersections to remedy safety issues. Specific future projects will be subject to regulation of the General Plan, performance standards and permitting processes of the City's Municipal Code, including the Planning and Zoning Regulations, CEQA review of each proposed project, and all mitigation measures contained in applicable CEQA documents.

Furthermore, although the SRTS Plan and Program contains recommended engineering improvements to make physical changes to streets and intersections, these future improvements are currently conceptual in nature. Evaluation of impacts at this time is too speculative to include in the Negative Declaration (see CEQA Guidelines **§15145**). The potential future engineering improvements will undergo separate CEQA reviews at the time the improvements are defined.

Section 6: Any interested party may appeal this decision to the City Council pursuant to Section 20.20.010 of the Cudahy Municipal Code. In the event an appeal is duly filed, the time within which judicial review, if available, of the City Council's decision must be sought is governed by Section 1094.6 of the California Code of Procedure, unless a shorter time is provided by other applicable law.

PASSED AND APPROVED this 13th day of January, 2015 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

APPROVED:

Joaquín Arnera
Chairperson Pro Tem

ATTEST:

R.M.
Liaison,

RESOLUTION NO. PC 15-01

A RESOLUTION OF THE PLANNING COMMISSION OF THE CITY OF CUDAHY RECOMMENDING APPROVAL BY RESOLUTION PC 15-01 SUPPORTING THE DEVELOPMENT AND IMPLEMENTATION OF THE CUDAHY CITY-WIDE SAFE ROUTES TO SCHOOL PLAN AND PROGRAM; AS WELL AS, THE APPROVAL OF THE ASSOCIATED ENVIRONMENTAL DOCUMENT IN THE FORM OF A NEGATIVE DECLARATION.

WHEREAS: In 2011, 28.2 percent of children in the City of Cudahy were obese;

WHEREAS: Overweight children have a 70 percent chance of becoming overweight or obese adults;

WHEREAS: Overweight children and adults are at greater risk for numerous adverse health consequences, including type 2 diabetes, heart disease, stroke, high blood pressure, high cholesterol, certain cancers, asthma, depression, and other debilitating diseases;

WHEREAS: Healthy eating and physical activity are among the most effective interventions for the prevention and treatment of obesity and other chronic diseases;

WHEREAS: Most American youth do not meet the U.S. Centers for Disease Control and Prevention's recommendation of at least 60 minutes of moderate to vigorous activity every day;

WHEREAS: In 2013, 71.3 percent of Los Angeles County children age 6-17 do not obtain the recommended amount of exercise each week;

WHEREAS: Research indicates that participation in physical activity can improve academic achievement and that higher levels of physical fitness are linked to improved academic performance among children and teens;

WHEREAS: The implementation of Safe Routes to School plans and programs helps increase physical activity by making routes safer for children to walk and bicycle to school;

WHEREAS: The implementation of Safe Routes to School plans and programs helps increase physical activity by encouraging more children to walk and bicycle to school.

WHEREAS: This matter was duly posted and set for public hearing for the January 15, 2015 Planning Commission meeting at 6:00 p.m.

NOW THEREFORE, the Planning Commission of the City of Cudahy hereby resolves:

Section 1: The City of Cudahy pledges support to schools implementing the city-wide Safe Routes to School plan and programs;

Section 2: The City of Cudahy pledges to improve walking and biking safety in the vicinity of schools;

Section 3: The City of Cudahy supports school and community design that allows students to bike or walk to school;

Section 4: The City of Cudahy will actively seek funding for the implementation of the Cudahy City-wide Safe Routes to School Plan.

Section 5: The California Environmental Quality Act (CEQA) is a statute that requires state and local agencies to identify the significant environmental impacts of their actions and to avoid or mitigate those impacts, if feasible.

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CEQA categorically exempts projects that involve "negligible or no expansion of an existing use," which includes: "Existing highways and streets, sidewalks, gutters, bicycle and pedestrian trails, and similar facilities (this includes road grading for the purpose of public safety)." (Title 14 of Cal. Code of Regulations ("CEQA Guidelines") section 15301(c).) In addition, the categorical exemption for "minor public or private alterations" to land expressly includes: "The creation of bicycle lanes on existing rights-of-way." (CEQA Guidelines section 15304(h).) The Safe Routes to School (SRTS) Plan and Program falls within one or both of these categorical exemptions.

Out of an abundance of caution, the City of Cudahy prepared a Negative Declaration (CEQA **§21064**) of The Safe Routes to School (SRTS) Plan and Program (the project) which is a policy-level document that is consistent with existing City of Cudahy's General Plan land use designation and densities.

Although the proposed project is intended to encourage and facilitate the development of a Safe Routes to School Plan and Program which contains recommended engineering improvements to make physical changes to streets and intersections to remedy safety issues. Specific future projects will be subject to regulation of the General Plan,

performance standards and permitting processes of the City's Municipal Code, including the Planning and Zoning Regulations, CEQA review of each proposed project, and all mitigation measures contained in applicable CEQA documents.

Furthermore, although the SRTS Plan and Program contains recommended engineering improvements to make physical changes to streets and intersections, these future improvements are currently conceptual in nature. Evaluation of impacts at this time is too speculative to include in the Negative Declaration (see CEQA Guidelines **§15145**). The potential future engineering improvements will undergo separate CEQA reviews at the time the improvements are defined.

Section 6: Any interested party may appeal this decision to the City Council pursuant to Section 20.20.010 of the Cudahy Municipal Code. In the event an appeal is duly filed, the time within which judicial review, if available, of the City Council's decision must be sought is governed by Section 1094.6 of the California Code of Procedure, unless a shorter time is provided by other applicable law.

PASSED AND APPROVED this 15th day of January, 2015 by the following vote:

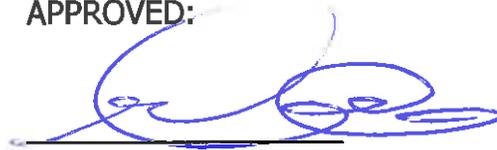
AYES:

NOES:

ABSENT:

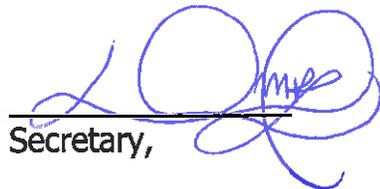
ABSTAIN:

APPROVED:

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke at the end.

Chairman

ATTEST:

A handwritten signature in blue ink, featuring large loops and a horizontal line across the middle.

Secretary,

RESOLUTION NO. 15-03

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF CUDAHY APPROVING THE DEVELOPMENT AND IMPLEMENTATION OF THE CUDAHY CITY-WIDE SAFE ROUTES TO SCHOOL PLAN AND PROGRAM; AS WELL AS, THE APPROVAL OF THE ASSOCIATED ENVIRONMENTAL DOCUMENT IN THE FORM OF A NEGATIVE DECLARATION

WHEREAS, In 2011, 28.2 percent of children in the City of Cudahy were obese; and

WHEREAS, Overweight children have a 70 percent chance of becoming overweight or obese adults; and

WHEREAS, Overweight children and adults are at greater risk for numerous adverse health consequences, including type 2 diabetes, heart disease, stroke, high blood pressure, high cholesterol, certain cancers, asthma, depression, and other debilitating diseases; and

WHEREAS, Healthy eating and physical activity are among the most effective interventions for the prevention and treatment of obesity and other chronic diseases; and

WHEREAS, Most American youth do not meet the U.S. Centers for Disease Control and Prevention's recommendation of at least 60 minutes of moderate to vigorous activity every day; and

WHEREAS, In 2013, 71.3 percent of Los Angeles County children age 6-17 do not obtain the recommended amount of exercise each week; and

WHEREAS, Research indicates that participation in physical activity can improve academic achievement and that higher levels of physical fitness are linked to improved academic performance among children and teens; and

WHEREAS, The implementation of Safe Routes to School plans and programs helps increase physical activity by making routes safer for children to walk and bicycle to school; and

WHEREAS, This matter was duly posted and set for public hearing for the January 20, 2015 City Council meeting at 6:30 p.m.; and

WHEREAS, This matter was duly posted and set for public hearing for the January 13, 2015 Public Safety Commission meeting at 5:00 p.m.; and

WHEREAS, this matter was duly posted and set for public hearing for the January 12, 2015 Special Planning Commission meeting at 6:00 p.m.

BASED UPON THE ABOVE RECITALS, THE CITY COUNCIL OF THE CITY OF CUDAHY, CALIFORNIA, DOES HEREBY FIND, DETERMINE AND RESOLVE AS FOLLOWS:

SECTION 1. The City of Cudahy pledges support to schools implementing the city-wide Safe Routes to School plan and programs.

SECTION 2. The City of Cudahy pledges to improve walking and biking safety in the vicinity of schools.

SECTION 3. The City of Cudahy supports school and community design that allows students to bike or walk to school.

SECTION 4. The City of Cudahy will actively seek funding for the implementation of the Cudahy City-wide Safe Routes to School Plan.

SECTION 5. The California Environmental Quality Act (CEQA) is a statute that requires state and local agencies to identify the significant environmental impacts of their actions and to avoid or mitigate those impacts, if feasible.

CEQA applies to certain activities that affect the environment of state and local public agencies. A public agency must comply with CEQA when it undertakes an activity defined by CEQA as a "project." A project is an activity undertaken by a public agency or a private activity which must receive some discretionary approval (meaning that the agency has the authority to deny the requested permit or approval) from a government agency which may cause either a direct physical change or a reasonably foreseeable indirect change in the environment.

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Out of an abundance of caution, the City of Cudahy prepared a Negative Declaration (CEQA §21064) of The Safe Routes to School (SRTS) Plan and Program (the project) which is a policy-level document that is consistent with existing City of Cudahy's General Plan land use designation and densities.

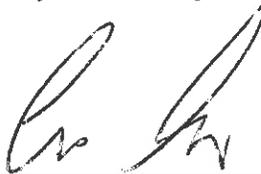
Although the proposed project is intended to encourage and facilitate the

development of a Safe Routes to School Plan and Program which contains recommended engineering improvements to make physical changes to streets and intersections to remedy safety issues. Specific future projects will be subject to regulation of the General Plan, performance standards and permitting processes of the City's Municipal Code, including the Planning and Zoning Regulations, CEQA review of each proposed project, and all mitigation measures contained in applicable CEQA documents.

Furthermore, although the SRTS Plan and Program contains recommended engineering improvements to make physical changes to streets and intersections, these future improvements are currently conceptual in nature. Evaluation of impacts at this time is too speculative to include in the Negative Declaration (see CEQA Guidelines §15145). The potential future engineering improvements will undergo separate CEQA reviews at the time the improvements are defined.

SECTION 6. Any interested party may appeal this decision to the City Council pursuant to Section 20.20.010 of the Cudahy Municipal Code. In the event an appeal is duly filed, the time within which judicial review, if available, of the City Council's decision must be sought is governed by Section 1094.6 of the California Code of Procedure, unless a shorter time is provided by other applicable law.

PASSED, APPROVED AND ADOPTED by the City Council of the City of Cudahy at its regular meeting on this 20th day of January, 2015.



Chris Garcia
Mayor

ATTEST:



Victor H. Ferrer
Deputy City Clerk

CERTIFICATION

STATE OF CALIFORNIA)
COUNTY OF LOS ANGELES)
CITY OF CUDAHY) SS:

I, Victor H. Ferrer, Deputy City Clerk of the City of Cudahy, hereby certify that the foregoing Resolution No.15-03 was passed and adopted by the City Council of the City of Cudahy, signed by the Mayor and attested by the City Clerk at a regular meeting of said Council held on the 20th day of January, 2015 and that Resolution No. 15-03 was adopted by the following vote, to-wit:

- AYES: Council Member(s): Guerrero Oliva, Sanchez, Vice Mayor Markovich and Mayor Garcia
- NOES: Council Member(s): None
- ABSTAIN: Council Member(s): None
- ABSENT: Council Member(s): None



Victor H. Ferrer
Deputy City Clerk

