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# Staff Report City of Manhattan Beach

| TO:      | Honorable Mayor Ward and Members of the City Council                                                                       |
|----------|----------------------------------------------------------------------------------------------------------------------------|
| THROUGH: | Geoff Dolan, City Manager                                                                                                  |
| FROM:    | Richard Thompson, Director of Community Development<br>Rob Osborne, Management Analyst<br>Erik Zandvliet, Traffic Engineer |
| DATE:    | July 18, 2006                                                                                                              |
| SUBJECT: | Consideration of Initial Recommendations for the Grand View Elementary<br>School Traffic and Parking Study                 |

# **RECOMMENDATION:**

It is recommended that the Council pass a motion to approve the Parking and Public Improvements Commission recommendation to implement the following comprehensive neighborhood traffic management plan around the Grand View Elementary School and Ladera Campus areas for a six-month trial period:

# Measures to be Implemented by the City (Italics added by PPIC)

- 1. Replace missing traffic signs and street name signs.
- 2. Concentrate parking enforcement around both campuses.
- 3. Paint red zones at key intersections.
- 4. Relocate existing stop bar northerly on south leg of Vista Drive at 24<sup>th</sup> Street.
- 5. Post signs to prohibit left turns out of the Grand View School parking lot at the westerly driveway during loading/unloading times only.
- 6. Post signs to prohibit eastbound to northbound left turns from 24<sup>th</sup> Street into the Grand View campus between 2:00pm and 3:30pm *and during the morning drop-off period*.
- 7. Prohibit parking on Manor Drive between 24<sup>th</sup> Street and 21<sup>st</sup> Street during school hours and paint a white edgeline.
- 8. Post pedestrian warning signs on Vista Drive between Grand View School and 33<sup>rd</sup> Street.
- 9. Pursue a capital project to construct a pedestrian walkway along Grandview Avenue between Grand View School and 28<sup>th</sup> Street.
- 10. Paint school crosswalks at 24<sup>th</sup> Street and Alma Avenue.
- 11. Change existing street sweeping parking restriction times on Bell Avenue between Blanche Road and the north end to early morning *or after school hours*.

- 12. Post 24-minute parking restrictions on approximately *four (4)* parking spaces on the west side of Bell Avenue just south of the drop-off loop.
- 13. Extend white student loading zone, paint red curb and post signs to restrict parking in loading zone area near 27<sup>th</sup> Street.
- 14. Cut back median nose at Bell Avenue drop-off loop.
- 15. Relocate the crossing guard currently posted at Blanche Road/27<sup>th</sup> Street to the Bell Avenue/27<sup>th</sup> Street intersection.
- 16. Conduct a crossing guard study at Bell Avenue/Blanche Road/25<sup>th</sup> Street.

# Measures to be Recommended for Implementation by the School and/or School District

- 17. Provide additional volunteer or staff supervision to assist student loading/unloading at both loading zones.
- 18. Implement a formal student car-pool and walking incentive program for both parents and students.
- 19. Widen existing loading zone lane along Grand View parking lot to permit by-pass lane next to waiting vehicles.
- 20. Consider adding a student loading area in the west playground by cordoning off the south side for vehicles and the north side for waiting students.
- 21. Construct curb and sidewalk on 24<sup>th</sup> Street adjacent to the west playground.
- 22. Study the feasibility of converting an unused dirt area on the Ladera Campus at the east end of the 24<sup>th</sup> Place alley to gated teacher and staff parking for either campus.
- 23. *Relocate* "Mommy & Me" classes to a different location due to insufficient parking and the nature and schedule of classes.
- 24. Regularly circulate a parking and traffic safety handout to all users of *both* campuses.

# Added at May 25, 2006 PPIC Meeting

- 25. Paint a white edgeline on Vista Drive between 24<sup>th</sup> Street and 33<sup>rd</sup> Street.
- 26. Post a two-hour parking zone between 7:00am and 3:00pm on the north side of 24<sup>th</sup> Street, in the area east of Vista Drive.
- 27. Provide suggested routes to school maps for distribution to students.
- 28. Prohibit left turns out of the Bell Avenue drop-off loop.

# FISCAL IMPLICATION:

The recommended measures to be implemented by the City could be accomplished through existing programs and budgets with the exception that Item 9 – "Pursue a capital project to construct a pedestrian walkway along Grandview Avenue between Grand View School and 28th Street" would cost approximately \$80,000 to \$125,000. This item could be included as a future Capital Improvement Project subject to budgeting priorities.

Several recommended measures to be implemented by the School and/or School District would require additional funding. Item 19 – "Widen existing loading zone lane along Grand View parking lot to permit by-pass lane next to waiting vehicles" would require constructing new curb and sidewalk along the north side of the existing loading zone at an estimated cost of \$30,000 to \$60,000. Item 22 -"...converting an unused dirt area on the Ladera Campus at the east end of

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the 24<sup>th</sup> Place alley to gated teacher and staff parking for either campus" would require new pavement and ramp to create a parking area at an estimated cost of \$60,000 to \$120,000.

# BACKGROUND:

On November 19, 2002, the City Council approved the City-Wide Neighborhood Traffic Management Program (NTMP). This Program established a set of procedures to evaluate neighborhoods in an effort to improve livability of neighborhood streets. The NTMP created a consistent way for the City to evaluate traffic requests, so that a comprehensive plan can be implemented that will minimize adverse impacts both before and after implementation of traffic calming measures. On March 18, 2003, the City Council prioritized several areas of the City for further analysis. At that meeting, the City Council identified the neighborhoods immediately around the elementary and middle schools as one of these priority areas. Since each school area has unique conditions and issues, each school is being evaluated separately.

The NTMP Program has been followed in developing possible vehicular and pedestrian improvements for the Grand View and Ladera school areas. A status report/public forum was held at the Parking and Public Improvements Commission (PPIC) meeting on April 27, 2006. At that meeting, both residents and school representatives gave additional insight into traffic conditions surrounding the school campuses.

On May 25, 2006, the PPIC heard public testimony and reviewed the list of initial recommendations prepared by the Traffic Engineer to begin addressing school and resident concerns in the neighborhood surrounding the Grand View Elementary School and Ladera School campus. The Commission voted to make several changes to the recommended measures, which are listed in the Recommendation portion of this report.

# **DISCUSSION:**

Grand View Elementary School is located on 24<sup>th</sup> Street in the northwest quadrant of the city, commonly called the Sand Dune area. The school attendance boundary extends from the beach on the west, Rosecrans Avenue to the north, Laurel Avenue to the east, and Valley Drive/Manhattan Beach Boulevard to the south. There are 680 students in Grades K through 5. School begins at 8:15am with two dismissals at approximately 2:15pm and 2:45pm. There are 62 off-street parking spaces in the front parking lot and 10 diagonal spaces along Vista Drive.

Circulation around Grand View School is primarily via 24<sup>th</sup> Street in front of the school, served by an off-street dedicated loading zone along the north side of the school parking lot. A side gate is open on Alma Avenue during certain dismissal periods. Many 4<sup>th</sup> and 5<sup>th</sup> graders enter and leave via Bell Avenue through the Ladera School campus.

The Ladera School campus is located adjacent to Grand View School on Bell Avenue. The campus is partly used for 4<sup>th</sup> and 5<sup>th</sup> Grade classrooms and the remainder is sublet to private school related uses such as "Mommy & Me" classes, a Montessori school (110 students), a private pre-school and other adult classes. There are approximately eight (8) off-street parking spaces in the parking lot just north of the buildings.

Circulation around Ladera School campus is via Bell Avenue. Since Bell Avenue ends just north

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of the campus, school traffic often uses 29<sup>th</sup>, 27<sup>th</sup>, and 26<sup>th</sup> Streets between Bell Avenue and Blanche Road. Bell Avenue connects with Blanche Road at 24<sup>th</sup> Street in a five-way stopped intersection.

The local neighborhood streets surrounding Grand View and Ladera School campuses are built in a grid network and served by local collector streets such as Blanche Road, Highland Avenue and Valley Drive. Many of the local streets are very narrow, often 20 feet wide without curbs, gutters or sidewalks. Parking pads on public parkways provide supplemental parking for residents and school related needs. All of the local streets surrounding the school campuses are congested at arrival and dismissal times on school days, often blocking local residential traffic.

# PUBLIC AND SCHOOL CONCERNS

City and Police Department Staff met on several occasions with school representatives and local resident groups to listen and discuss school related traffic concerns. Additional comments gathered at the public meeting on March 27, 2006 and via correspondence to the City have also been incorporated into the analysis. Notices were mailed to the surrounding neighborhood, as well as to those who had previously expressed interest. The identified concerns have fallen into the following categories:

# General Concerns

- 1. Need for Suggested Routes to School to show preferred pedestrian routes.
- 2. Insufficient staff/visitor parking.
- 3. Parking violations on narrow streets.
- 4. Stop and speeding violations.
- 5. Vehicles and pedestrians too close to each other.
- 6. Desire for more student loading supervision.

Grand View Elementary School

- 7. Congestion on 24<sup>th</sup> Street at main entrance to parking lot.
- 8. Long vehicle queue lines on 24<sup>th</sup> Street.
- 9. Parents cutting in line.
- 10. Narrow loading zone does not allow driving around waiting cars.
- 11. Absence of protective curb along loading zone.
- 12. Absence of continuous pedestrian path north and south of school.
- 13. Undesirable student loading at Vista Drive/26<sup>th</sup> Street
- 14. Congestion caused by left turns out of westerly parking lot driveway.
- 15. Absence of pedestrian path on 24<sup>th</sup> Place.
- 16. Enlarge loading zone into upper playground area.

# Ladera School Campus

- 17. Congestion on Bell Avenue.
- 18. No formal circulation pattern for loading zone. Incorrect use of zone.
- 19. Student loading zone too short and poorly designed.
- 20. Overflow parking in residential area.

- 21. Need for short term parking for drop-off and pick-up.
- 22. School related activity throughout the day.
- 23. Street sweeping times conflict with loading times.
- 24. No crossing guard at Bell Avenue/27<sup>th</sup> Street.
- 25. Too many daytime uses on campus such as Mommy & Me

# TRAFFIC DATA COLLECTION

Staff conducted a series of traffic studies in the neighborhood to gather factual evidence of existing traffic volumes and parking. The following studies were made:

- April 11-12, 2006 Weekday traffic volume studies on 15 street segments during spring break to determine baseline residential traffic.
- April 18-19, 2006 Weekday traffic volume studies on same 15 street segments during typical school days.
- May 9, 2006 Weekday traffic volume studies on 6 street segments near Ladera School campus during typical school days.

Summaries of the traffic and speed studies are presented in the attached PPIC Agenda Report. The counts verified that most streets have volumes corresponding to their roadway classifications in the General Plan.

Many of the residential streets surrounding both campuses experience up to twice as much traffic on school days. Some of these streets include 24<sup>th</sup> Street, 25<sup>th</sup> Street, 26<sup>th</sup> Street, 27<sup>th</sup> Street, Grandview Avenue and Manor Drive. However, it should be noted that several local streets have very low baseline traffic volumes (on non-school days), and doubling the volume would not be considered a significant adverse impact. The largest increases in daily volume on school days were recorded on Blanche Road, 24<sup>th</sup> Street, 25<sup>th</sup> Street, 27<sup>th</sup> Street and Bell Avenue south of 27<sup>th</sup> Street.

In addition to the above traffic counts, staff has inventoried existing school signs and markings in the area, and observed general traffic and parking conditions during both school and nonschool days in preparation of this NTMP. Field observations during typical school days and non-school days were made to help determine the potential impact of any initial recommendations.

A review of the collision history within the neighborhood was conducted for the period between January 1, 2001 and September 30, 2004. The review reveals that there are no locations with elevated collision rates or pedestrian collisions within the neighborhood surrounding these school campuses.

# FINDINGS:

# General Findings:

1. Many existing school area signs and markings are outdated and/or faded.

- 2. Most local streets are very narrow, with no pedestrian improvements, which increase the potential for school related congestion.
- 3. Incorrect parking along narrow streets severely restricts traffic and pedestrian flow.
- 4. The absence of sidewalks increases the potential for pedestrian-vehicle conflicts.
- 5. Additional loading supervision would improve the efficiency and safety of both pedestrians and motorists, as well as reduce the overall impact on residential streets.
- 6. Recurrent speeding during school times was not evident on any surrounding streets.
- 7. Grand View School has one of the highest percentages of walking students of any school in the City. This could be attributed to restricted vehicle access and circulation on nearby streets.
- 8. Additional ridesharing efforts by both staff and students would help alleviate some congestion issues around both campuses.
- 9. Several "One-Way" signs on Vista Drive are missing or not visible to drivers.
- 10. Several street name signs are missing, particularly along Alma Avenue and Vista Drive.
- 11. Some intersections on narrow streets have limited visibility caused by landscaping or parked cars, particularly on Vista Drive, Grandview Avenue and Manor Drive.
- 12. School area congestion occurs for a limited time in the morning and afternoon of school days only. Therefore, permanent changes to traffic circulation should be implemented only after careful consideration of potential impacts during the summer and on weekends.

# Grand View Elementary School

- 13. Severe congestion on 24<sup>th</sup> Street during afternoon dismissal is typically caused by long vehicle queues waiting to enter the school loading zone in the parking lot.
- 14. The loading zone vehicle line often intrudes into the pedestrian paths and crosswalk near 24<sup>th</sup> Street.
- 15. The existing loading zone does not currently have a bypass lane, however, the pavement could be widened to provide two lanes without moving existing parking lot lights. Curbs could be incorporated into the design.
- 16. There is no recommended pedestrian route south of the school, potentially on Grandview Avenue or Manor Drive.
- 17. There is no recommended pedestrian route north of the school, potentially on Vista Drive, Alma Avenue and/or parts of Grandview Avenue.
- 18. Some school related traffic and parking was evident on 23<sup>rd</sup> Street and other streets south of the school.
- 19. There appears to be sufficient parking for school staff in the school parking areas, however, many spaces are substandard size and may not fit all cars.
- 20. The number of designated visitor parking spaces in the school parking lot is insufficient.

# Ladera School Campus

- 21. The existing parking lot is severely undersized for the current staff parking demand.
- 22. The various campus users require both short-term and daily parking availability.
- 23. Staff, teachers and adult students park on both sides of Bell Avenue, which forces short term parking and loading into the surrounding neighborhood.
- 24. Multiple school users with numerous class times extend the duration of congestion and parking impacts.

- 25. Congestion often occurs on 26<sup>th</sup>, 27<sup>th</sup> and 29<sup>th</sup> Streets due to the narrow width and limited access to the school.
- 26. School loading zone circulation is poor and unorganized, decreasing overall efficiency.
- 27. School loading zone is undersized for current demand, and is awkward to use. Vehicles waiting to enter the loading zone often block traffic on Bell Avenue.
- 28. Double parking along Bell Avenue occurs during peak loading times.
- 29. There is short term parking demand for some school users, particularly for sign-in/signout and attendance for individual classes.
- 30. Street sweeping times are in direct conflict with the dismissal times for the major users.
- 31. Parking violations are common and cause additional congestion.
- 32. Some circulation and parking concerns could be addressed by revising the driving practices of staff and attendees of the Ladera School campus.

# SCHOOL SURVEY AND CORRESPONDENCE

The Grand View Elementary School Principal and PTA have been very involved in all stages of this School area plan. Staff has met with school representatives on several occasions to discuss different aspects of traffic and student safety both on and off-campus. Also, several school representatives submitted written and verbal comments at both PPIC meetings, which have been incorporated into the analysis wherever possible.

In addition to the City's efforts, the Grand View PTA prepared and circulated an extensive questionnaire to parents in April 2006 to solicit their comments and suggestions regarding traffic and pedestrian safety surrounding Grand View School. A summary of the results is attached to this report.

# LOCAL RESIDENT INVOLVEMENT

Residents adjacent to 24<sup>th</sup> Street and east of the Ladera School campus have been involved with the school area evaluation for over a year. Staff met with small groups of representatives on several occasions to discuss their observations and suggestions. Notices and invitations have been mailed to the surrounding community for all public meetings. Staff has strived to consider all written and verbal comments and suggestions in the preparation of this neighborhood plan.

# INITIAL RECOMMENDATIONS

The list of initial measures and an evaluation of their appropriateness were presented to the PPIC on May 25, 2006 and are included in the Agenda Report. Some actions are to be initiated by the City, while others are recommendations for the school or School District to implement. All the actions are meant to work together as a system and to complement each other. While some actions may be implemented without dependence on other improvements, a few are dependent on other actions, and are noted in the description.

The following measures were added by the PPIC:

- Paint a white edgeline on Vista Drive between 24<sup>th</sup> Street and 33<sup>rd</sup> Street

- Post a two-hour parking zone between 7:00am and 3:00pm on the north side of 24<sup>th</sup> Street, in the area east of Vista Drive.
- Provide suggested routes to school maps for distribution to students.
- Prohibit left turns out of the Bell Avenue drop-off loop.

The following suggested measures were not recommended by the PPIC:

- Paint diagonal parking spaces on the west side of Bell Avenue between Blanche Road and the north end and remove parking from the east side.
- Restripe Bell Avenue to provide a northbound left turn into the loading zone.

# OTHER CONSIDERATIONS

# One Way Couplet – Manor Drive and Grandview Avenue

Since this measure is normally considered an upper level traffic calming measure, staff did not include it as an initial recommendation. However, making Manor Drive and Grandview Avenue one-way streets could be used to manage traffic circulation near Grand View School. Both streets are very narrow, effectively reducing both directions to one travel lane. Since Manor Drive is also used as a pedestrian route, vehicles and pedestrians must share the same street width. By limiting travel to one direction, there would be fewer vehicle-pedestrian conflicts. Congestion at 24<sup>th</sup> Street/Manor Drive and 24<sup>th</sup> Street/Grandview Avenue would be reduced. Since the length of the street blocks between Marine Avenue and 21<sup>st</sup> Street are short and traffic volumes are very low, the impact of a one-way couplet on the surrounding residential area would be minimal.

If one-way streets are considered, the preferred directions would be Grandview Avenuesouthbound, and Manor Drive-northbound, primarily to facilitate access into the main school entrance and to maintain access to 24<sup>th</sup> Street for residents to the east. Also, Vista Drive is currently a northbound one-way street, which would work as a secondary couplet with southbound Grandview Avenue.

It should be noted that the NTMP process has not included a specific discussion regarding oneway streets up to this point. Therefore, it would be appropriate to hold a public forum or distribute a poll to determine the level of support for this measure by the surrounding residents. This measure could be implemented with one-way sign installations and eventually incorporated into the City's General Plan Circulation Plan.

# Construct curb parking on north side of 24<sup>th</sup> Street adjacent to Grand View School

Upon a follow-up investigation to a school suggestion, it is believed that approximately 10 to 12 parking spaces could be obtained by widening the north side of 24<sup>th</sup> Street adjacent to the Grand View School parking lot. The existing area is within the existing 40-feet wide public right-of-way planted with various bushes and palm trees. This curb parking could be used for teachers, staff, visitors and others during the school day, and by residents and visitors after school hours. Design and construction costs are estimated at \$100,000 to \$150,000.

# School Loading Zone Options

Subsequent to the May 25, 2006, PPIC meeting, city representatives met with the school Principal to observe student loading zone operation. Several alternative loading zone layouts were discussed with the goal of providing more efficient operation and longer vehicle queue length. Any enhancements to the loading zone would reduce traffic congestion on 24<sup>th</sup> Street and improve pedestrian safety both on-campus and on-street. The following alternatives are attached to this report:

- A. Widened Loading Zone
- B. Dual Lane Loading Zone Outside Parking Lot
- C. Dual Lane Loading Zone in Parking Lot
- D. Two Loading Zones
- E. Loading Zone Extension
- F. Second Loading Zone Through Parking Lot

Alternative C would require the removal of approximately 16 parking spaces. However, the potential parking impact can be mitigated if additional curb parking is constructed along 24<sup>th</sup> Street or auxiliary parking is obtained in other areas.

## NEXT STEPS

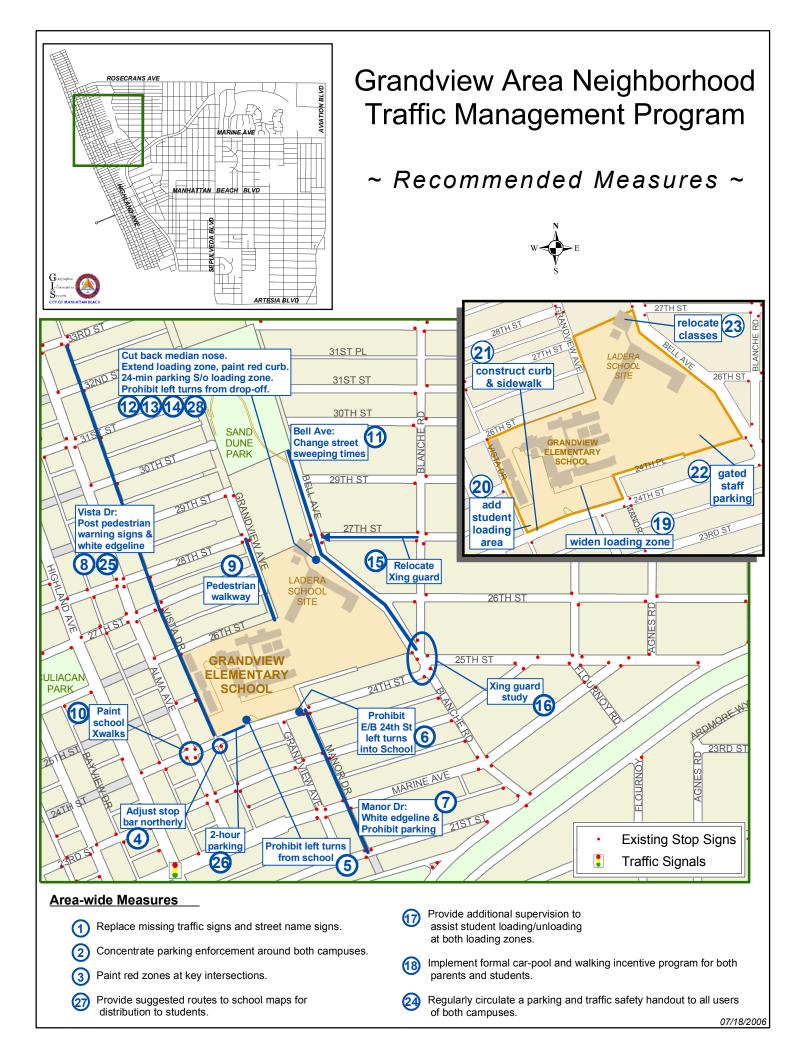
Upon approval by the City Council and in accordance with the Neighborhood Traffic Management Program, the approved measures would be implemented on a six-month trial basis. The City would work with Grand View School and the School District to coordinate measures to be implemented on their property. A follow-up traffic study will be taken during the school year to determine if these measures have improved traffic and safety conditions. An "after" study results will then be presented at a scheduled PPIC meeting. The PPIC meeting will be noticed to all residents in the neighborhood to solicit their opinion about the overall effectiveness of these temporary measures. If appropriate, changes to the comprehensive plan may be recommended at that time.

Both the Fire and Police Departments have been involved in the preparation of the School Area NTMP and have no preliminary objections to the recommended actions. By way of mailed notices, the residents and affected parties surrounding the two school campuses have been invited to the previous PPIC meeting and this City Council Meeting. Grand View School and other Ladera Campus users have also been encouraged to distribute the meeting notice to all school parents.

**ALTERNATIVES:** The City Council may choose to change, add or delete any recommended measures at its discretion before implementation on a trial basis.

- Attachments: A. Neighborhood Vicinity Map with Recommendations
  - B. Minutes of 5/25/06 PPIC meeting
  - C. PPIC staff report, 5/25/05 with attachments

- D.
- Recent Correspondence Alternate School Loading Zone Concepts Meeting notice and notification map E.
- F.



## 2. Grandview Elementary School Traffic and Parking Study

Traffic Engineer Erik Zandvliet presented staff's report and recommended implementation of the following initial mitigation measures:

## **City Recommendations**

- 1. Replace missing traffic signs and street name signs. (General)
- 2. Concentrate parking enforcement around both campuses. (General)
- 3. Paint red zones at key intersections. (General)
- 4. Relocate existing stop bar northerly on south leg of Vista Drive at 24<sup>th</sup> Street.
- 5. Post signs to prohibit left turns out of the Grandview School parking lot at the northerly driveway during loading/unloading times only. (Grandview)

6. Post signs to prohibit eastbound to northbound left turn from 24<sup>th</sup> Street into the Grandview campus between 2:00pm and 3:30pm. (Grandview)

7. Prohibit parking on Manor Drive between 24<sup>th</sup> Street and 21<sup>st</sup> Street during school hours and paint a white edgeline. (Grandview)

8. Post pedestrian warning signs on Vista Drive between Grandview School and 33<sup>rd</sup> Street. (Grandview)

9. Pursue a capital project to construct a pedestrian walkway along Grandview Avenue between Grandview School and 28<sup>th</sup> Street. (Grandview)

10. Paint school crosswalks at 24<sup>th</sup> Street and Alma Avenue. (Grandview)

11. Change existing street sweeping parking restriction times on Bell Avenue between Blanche Road and the north end to early morning. (Ladera)

12. Paint diagonal parking spaces on the west side of Bell Avenue between Blanche Road and the north end and remove parking from the east side. (Ladera)

13. Post 24-minute parking restrictions on approximately eight (8) diagonal parking spaces on the west side of Bell Avenue just south of the loading zone. (Ladera)

14. Extend white student loading zone, paint red curb and post signs to restrict parking in loading zone area near 27<sup>th</sup> Street. (Ladera)

15. Cut back median nose at loading zone. (Ladera)

16. Restripe Bell Avenue to provide a northbound left turn into the loading zone. (Ladera)

17. Conduct crossing guard study at Bell Avenue/27<sup>th</sup> Street and Blanche Road/27<sup>th</sup> Street. (General)

18. Conduct crossing guard study at Bell Avenue/Blanche Road/25<sup>th</sup> Street. (General)

#### School/District Recommendations

19. Provide additional volunteer or staff supervision to assist student loading/unloading at both loading zones. (General)

20. Implement a formal student car-pool and walking incentive program for both parents and students. (General)

21. Widen existing loading zone lane along Grandview parking lot to permit by-pass lane next to waiting vehicles. (Grandview)

22. Consider adding a student loading area in the west playground by cordoning off the south side for vehicles and the north side for waiting students. (Grandview)

23. Construct curb and sidewalk on 24<sup>th</sup> Street adjacent to the west playground. (Grandview)

24. Study the feasibility of converting an unused dirt area on the Ladera Campus at the east end of the 24<sup>th</sup>.Street alley to gated teacher and staff parking for either campus. (Grandview/Ladera) 25. Consider relocating "Mommy & Me" classes to a different location, possibly the Manhattan Heights Community Center. (Ladera)

26. Regularly circulate a parking and traffic safety handout to all users of the Ladera campus. (Ladera)

#### **Audience Participation**

Manhattan Beach Police Traffic Sergeant Brian Klatt, spoke on the challenging issues regarding traffic and parking enforcement in this area.

Noting that 27 children under the age of 14 live in this area, Louis LeRoy, 575 27<sup>th</sup> Street, submitted pictures depicting the serious safety issues in the area and excerpts from California Education Code Sections 17527 - 17535 on the use of school property. He recommended that all traffic be routed down Blanch Road; that Mommy and Me classes be relocated to Manhattan Heights or the temporary Police facility; that street sweeping hours be changed; that Parking Enforcement ticket all visible violators when responding to a reported call; and that Police vehicles increase their visibility by using Blanch Road as their route to the Public Works facility for gas. Mr. LeRoy thanked staff for their work on this matter, stating his expectation that these easy to institute measures will be accomplished before next fall.

Edie Babbe. Grand View PTA President, 428 35<sup>th</sup> Street, presented her written comments to the Commission stating the PTA's support of staff's recommended mitigation measures. They also requested that the implemented Ladera measures be reviewed after a reasonable amount of time to gage their effectiveness; noted that the Grandview location was not addressed as thoroughly as the Ladera site, and that many of the initial recommendations are to the School and the District, which will be worked on over the summer. The Grand View site should be reassessed after the first few months of school as they need to know whether the School's implemented measures have addressed the problems sufficiently and that police enforcement on a continual and consistent basis is a major component in improving the traffic and safety situation.

**Rhonda Steinberg, Grand View School Principal,** thanked the Commission for taking their traffic concerns seriously and stated that they truly feel working together can make significant changes for the safety of the students and the residents. Grand View parents and staff want to be part of the plan to improve traffic. They are looking at continuing to encourage car-pooling, walking and bike riding to and from school, but because many parents are unwilling to allow their child to walk or bike because of their legitimate concerns regarding safety, a safer traffic situation is needed first. Ms. Steinberg also talked of the importance of police enforcement as many parents have not been following proper safety laws and are part of the problem.

In response to inquiries from the Commission, Ms. Steinberg stated that preferred routes to school information would be helpful and that she is hesitant to adding a student loading area in the west playground due to safety concerns.

Traffic Engineer Zandvliet clarified that staff first recommends widening the existing loading zone and creating a wider turnaround. Consideration of adding this student loading area would be considered if these measures don't prove successful.

**Nancy Madden, Grandview Safety Committee Chairperson, 2912 Pacific Avenue,** shared that the parents at Grand View school are very pleased with the recommendations and believe the plans for Ladera/Bell area will address and improve the current traffic issues in that neighborhood. In regard to the Grand View campus, she shared that while they are pleased with the recommendations they feel it does not adequately address morning traffic concerns for 24<sup>th</sup> Street, the Marine Avenue/Manor Drive crosswalk, Vista Drive and the parking along the current walkway at 24<sup>th</sup> Street. Ms. Madden further stated they also prefer double drop lanes in the Grand View parking lot to using the West playground.

Upon her review of their recommendations, Traffic Engineer Zandvliet responded that he is not opposed to restricted turning in the morning on 24<sup>th</sup> Street, painting a white edge line along Vista Drive and designating two hour parking restrictions on 24<sup>th</sup> Street from 6:00 a.m. to 3:00 p.m. The Commission and staff further discussed the issue of an edge line and possible one way designation on Manor Drive. Traffic Engineer Zandvliet indicated that the one way designation is a possibility but would be considered under the second level of the City-Wide Traffic Management Program (NTMP).

Sharing that she is the incoming PTA President for next year, **Paki Wolfe**, **113 31**<sup>st</sup> **Street**, stressed the importance of designating safe routes to school which will get cars off the street. The Commission's support is needed to improve the safety situation first and the PTA will then get the safe route information out to encourage walking and bike riding.

**Julie Gray, 576 27<sup>th</sup> Street,** spoke on the recommended diagonal parking on Bell Avenue and the possibility of scheduling street sweeping to the weekends.

James Gee, 2600 Bell Avenue, talked of tremendous impacts from the School District's use of the Ladera Site on the neighborhood. He suggested that the Grand View playground be moved to the unused dirt area on the Ladera Campus and the playground area be used as a parking lot. It is important to keep the required parking within school property rather than try to solve neighborhood traffic and parking problems. Mr. Gee stated his support of the small step approach recommendations with the exception of the diagonal parking on Bell Avenue. He voiced his strong opposition to such parking, stating that it would give the wrong visual impression and detract from the character of the neighborhood; decrease property values; and affect safety of his family as the realigning of the street to accommodate the diagonal parking would move the street line to the very edge of his property. The additional four parking spaces would not be worth the price and violates the residents' rights.

**Debra Duncan, 569 27<sup>th</sup> Street,** shared her strong opposition to diagonal parking on Bell Avenue, stating that she would withdraw her support from the entire project if such parking was installed. Diagonal parking would affect the quality of homes, de-value properties and be a violation of residential rights. She noted that it is her mobile home that is parked in the area and it does not impact the area, adding that her biggest concern is the safety of the children. Mr. Duncan also recommended a crossing guard be assigned at the Ladera Site and voiced support of using the Grand View lot as a pick up area.

Jay Hartman, 449 26<sup>th</sup> Street, commented that overall Grand View is a terrific area and he is happy for the recommendations, adding that he would love something instituted to address the skateboarding on the school's roof. He talked of the dangerous situation on Vista Drive with children walking to school and cars driving north, as well as his concerns with recommendation #9 to construct a pedestrian walkway. The walkway should be between Grand View and 26<sup>th</sup> Street, not 28<sup>th</sup> Street.

**Holly Hartman, 449 26<sup>th</sup> Street,** conveyed her gratefulness for all the hard work done to keep our children safe. She voiced concern with a proposed walkway to 28<sup>th</sup> Street and suggested a bike rack be installed along 26<sup>th</sup> Street to alleviate bike riders from having to travel the dangerous corner to enter the school's west playground. Ms. Hartman also talked of the many moms talking on cell phones and not paying attention to the road, stressing the importance of police enforcement.

**Diane White, 21822 Marjorie Avenue,** shared that she is the Director of the Montessori School, located at the Ladera Site, and is well aware of the traffic, parking and safety concerns in this area. She talked of a letter received from the School District indicating that dramatic changes that need to

be instituted to address these issues or they may be asked to vacate. Noting the combination of problems involving all the users of the Ladera Site, she talked of the importance of working together and their willingness to accommodate traffic and parking issues in any way possible. Ms. White reviewed her enrollment numbers and drop off and pick up times, indicating that 24-minute drop off parking spaces have worked well at other Montessori locations. Sharing the loading zone is also a possibility, however, procedural issues would have to be worked through or may not make the idea feasible.

Wendy Abrams, 514 24<sup>th</sup> Street, submitted to the Commission and read into the record a letter from Susan Sykes, 509 24<sup>th</sup> Street, who was unable to attend tonight's meeting. Mr. Sykes' letter talked of parents parking in her driveway or blocking her driveway to drop off their child, which not only shows a lack of regard, but also makes it impossible for the garbage truck to enter and collect rubbish. She suggested that if the access road to the school was kept two way for residents, a stop line should be marked to prohibit access to driveways and the alley.

Ms. Abrams also relayed comments from **Carrie Mallard**, **539** 24<sup>th</sup> **Street**, who wanted the Commission to be aware of the excessive speeds of vehicles traveling up 24<sup>th</sup> Street which hinders the safety situation.

Ms. Abrams then shared that although she was hoping for a recommendation to designate 24<sup>th</sup> Street one way, she is supportive of the anything that can be done to create a better situation for the children and the residents.

**Timothy Hart, 513 24<sup>th</sup> Street,** applauded the efforts of staff and the school to address these areas of concern. He talked of the situation on 24<sup>th</sup> Street, stating that he would not be supportive of turning the playground into a parking lot as the road is too narrow and there is a tremendous amount of foot traffic. Vehicle access to 24<sup>th</sup> Place should actually be blocked off.

As a parent of a Montessori student, **Krista Skinner**, **121**  $39^{th}$  **Street**, pointed out that this school is a service to Manhattan Beach children who will be going on to City schools. She believes that the relocation of Mommy and Me classes would help tremendously; prohibiting a left turn out of the student loading zone could alleviate traffic on  $27^{th}$  Street; and that 24 minute drop off parking spaces would be beneficial. The idea of Montessori sharing the drop off zone might not work with the young children and staffing issues.

**Sarah Geller, 2300 Blanche Road,** stated that residences on the east side of Blanch Road were not notified of this meeting. She stated that she likes the idea of diagonal parking but can appreciate the neighbors who oppose it; that an edge line on Manor Drive may create a false sense of security for the children; and that she opposes re-routing traffic onto Blanch Road.

**Faith Lyons, 574 33<sup>rd</sup> Street,** commended all the hard work done on this issue. She stated that the issue of 24<sup>th</sup> Street is still problematic and that many of the key issues require capital and operating costs. The School District has no money and the City will need to help in funding these measures, pointing out that the relocation of Mommy and Me classes will be a loss of revenue for the School District.

Sue Koenig, 515 24<sup>th</sup> Street, shared that she moved next to the school knowing there would be issues, however, police enforcement and the traffic flow on 24<sup>th</sup> Street needs to be addressed.

Remarking that he lives within 50 feet of the school, **Earl Waggoner**, 402 25<sup>th</sup> Street, stated that although he has heard of the dangerous safety situation, he has never heard of a child being hurt. The City will affect traffic flow by implementing these measures and will do so because of selfish mothers who do not want to be inconvenienced.

**Renee Mulcahy, 2304 Grandview Avenue,** commented that her main issue of concern is the safety of children, sharing that she almost hit a child on Manor Drive. Children are all over the place in this congested area and these measures are necessary. She asked if sidewalks could be installed on Manor Drive.

Chairman Osterhout thanked the residents for their valuable comments and contribution to this important matter.

The Commission recessed at 10:10 p.m. and reconvened at 10:20 p.m.

#### Discussion

Commissioner Saunders stated that he has sensitivity to the Police Department's deployment problems but would like to see some type of deployment plan developed whereby enforcement in the Grand View area is scheduled on a consistent, routine basis. Members of the PTA, Principal Steinberg and City staff should work together on the plan.

Traffic Sergeant Klatt explained that officers are deployed the first two weeks of the school year and after that it becomes on an assigned basis shared with all the schools in the City.

#### Action

The Commission then reviewed and further discussed staff's recommended mitigation measures and the input and suggestions received from the public.

A motion was MADE and SECONDED (Powell/Saunders) to approve staff's recommended implementation of the initial listed measures intended to improve traffic and pedestrian safety around the Grand View and Ladera School campuses, with the following revisions, additions and deletions:

**Amend Recommendation #6**-Post signs to prohibit eastbound to northbound left turn from 24<sup>th</sup> Street into the Grandview campus between 2:00 p.m. and 3:30 p.m. (Grandview). Include a morning left turn restriction.

**Delete Recommendation #12** -Paint diagonal parking spaces on the west side of Bell Avenue between Blanche Road and the north end and remove parking from the east side. (Ladera).

Due to the opposition of residents who are most affected by the area's traffic, the Commission would rather wait on this measure to see how the initial round of measures mitigate the situation, which may also affect the residents "buy in" on this measure.

Amend Recommendation #13 - Post 24-minute parking restrictions on approximately *eight (8) diagonal parking spaces* on the west side of Bell Avenue just south of the loading zone. (Ladera). Change to: "four (4) parallel parking spaces."

**Delete Recommendation #16** - Restripe Bell Avenue to provide a northbound left turn pocket into the loading zone. (Ladera). **Not feasible due to deletion of diagonal parking scheme.** 

Amend Recommendation #25 - *Consider relocating* "Mommy & Me" classes to a different location, possibly the Manhattan Heights Community Center. (Ladera). Change to read: "Relocate" Mommy and Me classes . . .

Due to the nature and schedule of Mommy and Me classes and insufficient parking, the Commission believes the relocation is warranted.

Amend Recommendation #26 - Regularly circulate a parking and traffic safety handout to all users of the Ladera campus. (Ladera). Include Grand View campus as well.

Add Recommendation #27 – Paint a white edgeline along Vista Drive from 24<sup>th</sup> Street north to 33<sup>rd</sup> Street.

Add Recommendation #28 - Post 2-hour parking restrictions on the north side of 24<sup>th</sup> Street, east of Vista Drive between 7:00 a.m. and 3:00 p.m., on school days only.

Add Recommendation #29 - Provide safe routes to school information to Grand View for distribution.

Add a Recommendation #30 - Post signs to prohibit left turns out of the loading zone loop on Bell Avenue.

AYES:Powell, Saunders, Seville-Jones and Chairman OsterhoutNOES:NoneABSENT:LangABSTAIN:None.

# H. COMMISSION BUSINESS

Members of the Commission and staff thanked departing Commissioners Saunders and Powell, conveying sentiments and gratitude for their valuable contributions to the Commission and to the City.

I. ADJOURNMENT - The Meeting was adjourned at 11:31 p.m.

## CITY OF MANHATTAN BEACH DEPARTMENT OF COMMUNITY DEVELOPMENT

**TO:** Parking and Public Improvements Commission

FROM: Richard Thompson, Director of Community Development

BY: Erik Zandvliet, Traffic Engineer POEZ

**DATE:** May 25, 2006

SUBJECT: Grandview Elementary School Traffic and Parking Study - Initial Recommendations

#### **RECOMMENDATION:**

Staff recommends that the Commission recommend implementation of the following initial mitigation measures:

## **City Recommendations**

- 1. Replace missing traffic signs and street name signs. (General)
- 2. Concentrate parking enforcement around both campuses. (General)
- 3. Paint red zones at key intersections. (General)
- 4. Relocate existing stop bar northerly on south leg of Vista Drive at 24<sup>th</sup> Street.
- 5. Post signs to prohibit left turns out of the Grandview School parking lot at the northerly driveway during loading/unloading times only. (Grandview)
- 6. Post signs to prohibit eastbound to northbound left turn from 24<sup>th</sup> Street into the Grandview campus between 2:00pm and 3:30pm. (Grandview)
- 7. Prohibit parking on Manor Drive between 24<sup>th</sup> Street and 21<sup>st</sup> Street during school hours and paint a white edgeline. (Grandview)
- 8. Post pedestrian warning signs on Vista Drive between Grandview School and 33<sup>rd</sup> Street. (Grandview)
- 9. Pursue a capital project to construct a pedestrian walkway along Grandview Avenue between Grandview School and 28<sup>th</sup> Street. (Grandview)
- 10. Paint school crosswalks at 24<sup>th</sup> Street and Alma Avenue. (Grandview)
- 11. Change existing street sweeping parking restriction times on Bell Avenue between Blanche Road and the north end to early morning. (Ladera)
- 12. Paint diagonal parking spaces on the west side of Bell Avenue between Blanche Road and the north end and remove parking from the east side. (Ladera)
- 13. Post 24-minute parking restrictions on approximately eight (8) diagonal parking spaces on the west side of Bell Avenue just south of the loading zone. (Ladera)
- 14. Extend white student loading zone, paint red curb and post signs to restrict parking in loading zone area near 27<sup>th</sup> Street. (Ladera)
- 15. Cut back median nose at loading zone. (Ladera)
- 16. Restripe Bell Avenue to provide a northbound left turn into the loading zone. (Ladera)

- 17. Conduct crossing guard study at Bell Avenue/27<sup>th</sup> Street and Blanche Road/27<sup>th</sup> Street. (General)
- 18. Conduct crossing guard study at Bell Avenue/Blanche Road/25<sup>th</sup> Street. (General)

#### **School/District Recommendations**

- 19. Provide additional volunteer or staff supervision to assist student loading/unloading at both loading zones. (General)
- 20. Implement a formal student car-pool and walking incentive program for both parents and students. (General)
- 21. Widen existing loading zone lane along Grandview parking lot to permit by-pass lane next to waiting vehicles. (Grandview)
- 22. Consider adding a student loading area in the west playground by cordoning off the south side for vehicles and the north side for waiting students. (Grandview)
- 23. Construct curb and sidewalk on 24<sup>th</sup> Street adjacent to the west playground. (Grandview)
- 24. Study the feasibility of converting an unused dirt area on the Ladera Campus at the east end of the 24<sup>th</sup> Street alley to gated teacher and staff parking for either campus. (Grandview/Ladera)
- 25. Consider relocating "Mommy & Me" classes to a different location, possibly the Manhattan Heights Community Center. (Ladera)
- 26. Regularly circulate a parking and traffic safety handout to all users of the Ladera campus. (Ladera)

#### **BACKGROUND:**

On November 19, 2002, the City Council approved the City-Wide Neighborhood Traffic Management Program (NTMP). This Program established a set of procedures to evaluate neighborhoods in an effort to improve livability of neighborhood streets. The NTMP created a consistent way for the City to evaluate traffic requests, so that a comprehensive plan can be implemented that will minimize adverse impacts both before and after implementation of traffic calming measures. On March 18, 2003, the City Council prioritized several areas of the City for further analysis. At that meeting, the City Council identified the neighborhoods immediately around the elementary and middle schools as one of these priority areas. Since each school area has unique conditions and issues, each school is being evaluated separately. The projected schedule is as follows:

| SCHOOL                | STUDY<br>KICK-OFF | PPIC<br>MEETING   | CITY COUNCIL<br>MEETING |
|-----------------------|-------------------|-------------------|-------------------------|
| Grandview/Ladera      | February          | April+May         | June                    |
| Robinson and Pacific  | May               | July              | August                  |
| Meadows and Pennekamp | August            | October           | Novemeber               |
| Middle School         | November          | January           | February                |
| Mira Costa High       |                   | Revisit As Needed |                         |

The NTMP Program has been followed in developing possible vehicular and pedestrian improvements for the Grandview and Ladera school areas. A status report and public meeting

was held at the Parking and Public Improvements Commission (PPIC) meeting on April 27, 2006. At that meeting, both residents and school representatives gave additional insight into traffic conditions surrounding the school campuses. This report presents a list of initial recommendations to begin addressing school and resident concerns in the neighborhood surrounding the Grandview Elementary School and Ladera School campus from a traffic engineering perspective. The recommendations made by the PPIC will be forwarded to the City Council for their approval on a trial basis.

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#### **DISCUSSION:**

Grandview Elementary School is located on 24<sup>th</sup> Street in the northwest quadrant of the city, commonly called the Sand Dune area. The school attendance boundary extends from the beach on the west, Rosecrans Avenue to the north, Laurel Avenue to the east, and Valley Drive/Manhattan Beach Boulevard to the south. There are 680 students in Grades K through 5. School begins at 8:15am with two dismissals at approximately 2:15pm and 2:45pm. There are 62 off-street parking spaces in the front parking lot and 10 diagonal spaces along Vista Drive.

Circulation around Grandview School is primarily via 24<sup>th</sup> Street in front of the school, served by an off-street dedicated loading zone along the north side of the school parking lot. A side gate is open on Alma Avenue during certain dismissal periods. Many 4<sup>th</sup> and 5<sup>th</sup> graders enter and leave via Bell Avenue through the Ladera School campus.

The Ladera School campus is located adjacent to Grandview School on Bell Avenue. The campus is partly used for 4<sup>th</sup> and 5<sup>th</sup> Grade classrooms and the remainder is sublet to private school related uses such as "Mommy & Me" classes, a Montessori school (110 students), a private pre-school and other adult classes. There are approximately eight (8) off-street parking spaces in the parking lot just north of the buildings.

Circulation around Ladera School campus is via Bell Avenue. Since Bell Avenue ends just north of the campus, school traffic often uses 29<sup>th</sup>, 27<sup>th</sup>, and 26<sup>th</sup> Streets between Bell Avenue and Blanche Road. Bell Avenue connects with Blanche Road at 24<sup>th</sup> Street in a five-way stopped intersection.

The local neighborhood streets surrounding Grandview and Ladera School campuses are built in a grid network and served by local collector streets such as Blanche Road, Highland Avenue and Valley Drive. Many of the local streets are very narrow, often 20 feet wide without curbs, gutters or sidewalks. Parking pads on public parkways provide supplemental parking for residents and school related needs. All of the local streets surrounding the school campuses are congested at arrival and dismissal times on school days, often blocking local residential traffic.

#### PUBLIC AND SCHOOL CONCERNS

City Staff met on different occasions with school representatives and several local resident groups to listen and discuss school related traffic concerns. Additional comments gathered at public meeting on March 27, 2006 and via correspondence to the City have also been

incorporated into the analysis. Notices were mailed to the surrounding neighborhood, as well as to those who had previously expressed interest. The identified concerns have fallen into the following categories:

#### General Concerns

- 1. Need for Suggested Routes to School to show preferred pedestrian routes.
- 2. Insufficient staff/visitor parking.
- 3. Parking violations on narrow streets.
- 4. Stop and speeding violations.
- 5. Vehicles and pedestrians too close to each other.
- 6. Desire for more student loading supervision.

#### Grandview Elementary School

- 7. Congestion on 24<sup>th</sup> Street at main entrance to parking lot.
- 8. Long vehicle queue lines on 24<sup>th</sup> Street.
- 9. Parents cutting in line.
- 10. Narrow loading zone does not allow driving around waiting cars.
- 11. Absence of protective curb along loading zone.
- 12. Absence of continuous pedestrian path north and south of school.
- 13. Undesirable student loading at Vista Drive/26<sup>th</sup> Street
- 14. Congestion caused by left turns out of westerly parking lot driveway.
- 15. Absence of pedestrian path on 24<sup>th</sup> Place.
- 16. Enlarge loading zone into upper playground area.

#### Ladera School Campus

- 17. Congestion on Bell Avenue.
- 18. No formal circulation pattern for loading zone. Incorrect use of zone.
- 19. Student loading zone too short and poorly designed.
- 20. Overflow parking in residential area.
- 21. Need for short term parking for drop-off and pick-up.
- 22. School related activity throughout the day.
- 23. Street sweeping times conflict with loading times.
- 24. No crossing guard at Bell Avenue/27<sup>th</sup> Street.
- 25. Too many daytime uses on campus such as Mommy & Me

In addition to the City's efforts, the Grandview PTA prepared and circulated an extensive questionnaire to parents in April. The survey, summary of responses, and list of possible recommendations have been incorporated into the analysis.

#### TRAFFIC DATA COLLECTION

Staff conducted a series of traffic studies in the neighborhood to gather factual evidence of existing traffic volumes and parking. The following studies were made:

• April 11-12, 2006 – Weekday traffic volume studies on 15 street segments during spring break to determine baseline residential traffic.

• April 18-19, 2006 – Weekday traffic volume studies on same 15 street segments during typical school days.

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• April 25-26, 2006 – Weekday traffic volume studies on 6 street segments near Ladera School campus during typical school days.

Summaries of the traffic volume studies are presented on the attached maps. The counts verified that most streets have volumes corresponding to their roadway classifications in the General Plan. A comparison of typical weekday daily traffic volumes during a school day and non-school weekday is shown below for key street segments.

| LOCATION                                                              | APRIL 12, 2006<br>SPRING BREAK | APRIL 18, 2006<br>(MAY 9, 2006)<br>SCHOOL DAYS |           |
|-----------------------------------------------------------------------|--------------------------------|------------------------------------------------|-----------|
|                                                                       | DAILY<br>VOLUME                | DAILY<br>VOLUME                                | CHANGE    |
| 24 <sup>th</sup> Street west of Vista Drive                           | 483                            | 947                                            | 464       |
| 24 <sup>th</sup> Street west of Blanche Road                          | 876                            | 1,419                                          | 543       |
| 23 <sup>rd</sup> Street west of Blanche Road                          | 275                            | 275                                            | 0         |
| Vista Drive north of 24 <sup>th</sup> Street                          | 259                            | 389                                            | 130       |
| Vista Drive south of 24 <sup>th</sup> Street                          | 274                            | 171                                            | -103      |
| Grandview Avenue south of 24 <sup>th</sup> Street                     | 84                             | 204                                            | 120       |
| Manor Drive south of 24 <sup>th</sup> Street                          | 123                            | 235                                            | 112       |
| Blanche Road south of 24 <sup>th</sup> Street/25 <sup>th</sup> Street | 2,850                          | 3,628                                          | 778       |
| Bell Avenue north of 24 <sup>th</sup> Street/25 <sup>th</sup> Street  | 282                            | 429 (722)                                      | 147 (440) |
| Bell Avenue south of 27 <sup>th</sup> Street                          | 251                            | 725 (865)                                      | 474 (614) |
| Bell Avenue south of 29 <sup>th</sup> Street                          | 183                            | 326 (341)                                      | 143 (158) |
| 25 <sup>th</sup> Street east of Blanche Road                          | 435                            | 832                                            | 397       |
| 26 <sup>th</sup> Street west of Blanche Road                          | 66                             | 139 (157)                                      | 73 (91)   |
| 27 <sup>th</sup> Street west of Blanche Road                          | 170                            | 455 (490)                                      | 285 (320) |
| 29 <sup>th</sup> Street west of Blanche Road                          | 257                            | 314 (351)                                      | 57 (94)   |

#### GRANDVIEW SCHOOL AND LADERA CAMPUS TRAFFIC VOLUMES

Many of the residential streets surrounding both campuses experience twice as much traffic on school days. Some of these streets include 24<sup>th</sup> Street, 25<sup>th</sup> Street, 26<sup>th</sup> Street, 27<sup>th</sup> Street, Grandview Avenue and Manor Drive. However, it should be noted that several local streets have very low baseline traffic volumes (on non-school days), and doubling the volume would not be considered a significant adverse impact. The largest increases in daily volume on school days were recorded on Blanche Road, 24<sup>th</sup> Street, 25<sup>th</sup> Street, 27<sup>th</sup> Street and Bell Avenue south of 27<sup>th</sup> Street.

In addition to the above traffic counts, staff has inventoried existing school signs and markings in the area, and observed general traffic and parking conditions during both school and non-school days in preparation of this NTMP. Field observations during typical school days and non-school days were made to help determine the potential impact of any initial recommendations.

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A review of the collision history within the neighborhood was conducted for the period between January 1, 2001 and September 30, 2004. The review reveals that there are no locations with elevated collision rates or pedestrian collisions within the neighborhood surrounding these school campuses.

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## FINDINGS:

## General Findings:

- 1. Many existing school area signs and markings are outdated and/or faded.
- 2. Most local streets are very narrow, with no pedestrian improvements, which increase the potential for school related congestion.
- 3. Incorrect parking along narrow streets severely restricts traffic and pedestrian flow.
- 4. The absence of sidewalks increases the potential for pedestrian-vehicle conflicts.
- 5. Additional loading supervision would improve the efficiency and safety of both pedestrians and motorists, as well as reduce the overall impact on residential streets.
- 6. Recurrent speeding during school times was not evident on any surrounding streets.
- 7. Grandview School has one of the highest percentages of walking students of any school in the City. This could be attributed to restricted vehicle access and circulation on nearby streets.
- 8. Additional ridesharing efforts by both staff and students would help alleviate some congestion issues around both campuses.
- 9. Several "One-Way" signs on Vista Drive are missing or not visible to drivers.
- 10. Several street name signs are missing, particularly along Alma Avenue and Vista Drive.
- 11. Some intersections on narrow streets have limited visibility caused by landscaping or parked cars, particularly on Vista Drive, Grandview Avenue and Manor Drive.
- 12. School area congestion occurs for a limited time in the morning and afternoon of school days only. Therefore, permanent changes to traffic circulation should be implemented only after careful consideration of potential impacts during the summer and on weekends.

Grandview Elementary School

- 13. Severe congestion on 24<sup>th</sup> Street during afternoon dismissal is typically caused by long vehicle queues waiting to enter the school loading zone in the parking lot.
- 14. The loading zone vehicle line often intrudes into the pedestrian paths and crosswalk near 24<sup>th</sup> Street.
- 15. The existing loading zone does not currently have a bypass lane, however, the pavement could be widened to provide two lanes without moving existing parking lot lights. Curbs could be incorporated into the design.
- 16. There is no recommended pedestrian route south of the school, potentially on Grandview Avenue or Manor Drive.
- 17. There is no recommended pedestrian route north of the school, potentially on Vista Drive, Alma Avenue and/or parts of Grandview Avenue.
- 18. Some school related traffic and parking was evident on 23<sup>rd</sup> Street and other streets south of the school.
- 19. There appears to be sufficient parking for school staff in the school parking areas, however, many spaces are substandard size and may not fit all cars.

20. The number of designated visitor parking spaces in the school parking lot is insufficient.

## Ladera School Campus

- 21. The existing parking lot is severely undersized for the current staff parking demand.
- 22. The various campus users require both short-term and daily parking availability.
- 23. Staff, teachers and adult students park on both sides of Bell Avenue, which forces short term parking and loading into the surrounding neighborhood.
- 24. Multiple school users with numerous class times extend the duration of congestion and parking impacts.
- 25. Congestion often occurs on 26<sup>th</sup>, 27<sup>th</sup> and 29<sup>th</sup> Streets due to the narrow width and limited access to the school.
- 26. School loading zone circulation is poor and unorganized, decreasing overall efficiency.
- 27. School loading zone is undersized for current demand, and is awkward to use. Vehicles waiting to enter the loading zone often block traffic on Bell Avenue.
- 28. Double parking along Bell Avenue occurs during peak loading times.
- 29. There is short term parking demand for some school users, particularly for sign-in/signout and attendance for individual classes.
- 30. Street sweeping times are in direct conflict with the dismissal times for the major users.
- 31. Parking violations are common and cause additional congestion.
- 32. Some circulation and parking concerns could be addressed by revising the driving practices of staff and attendees of the Ladera School campus.

## **INITIAL RECOMMENDATIONS**

The following is a list of initial recommendations intended to improve traffic and pedestrian safety around the Grandview and Ladera School campuses. Some actions are to be initiated by the City, while others are recommendations for the school or School District to implement. All the actions are meant to work together as a system and to complement each other. While some actions may be implemented without dependence on other improvements, a few are dependent on other actions, and are noted in the description.

## **Initial City Recommendations**

- 1. <u>Replace missing traffic signs and street name signs. (General)</u> This action will reinforce driver compliance of the rules-of-the-road, as well as assist drivers in locating street addresses, and raise awareness of pedestrians in the school area.
- 2. <u>Concentrate parking enforcement around both campuses. (General)</u> This action will help reduce congestion by penalizing illegal parking practices such as blocking driveways, red curbs and double parking.
- 3. <u>Paint red zones at key intersections. (General)</u> This action will improve visibility for both vehicles and pedestrians. It will also reduce congestion by making it easier to make turns.

- 4. <u>Relocate existing stop bar northerly on south leg of Vista Drive at 24<sup>th</sup> Street.</u> This action will improve visibility of northbound drivers at the intersection.
- 5. Post signs to prohibit left turns out of the Grandview School parking lot at the northerly driveway during loading/unloading times only. (Grandview) This action will improve traffic circulation and improve loading efficiency by preventing left turning vehicles from blocking the driveway and backing up the loading zone queue. It will also reduce traffic congestion on 24<sup>th</sup> Street by eliminating some eastbound traffic between Grandview Avenue and Blanche Road.
- 6. Post signs to prohibit eastbound to northbound left turn from 24<sup>th</sup> Street into the Grandview campus between 2:00pm and 3:30pm. (Grandview)
   This action will reduce congestion and gridlock by redirecting the loading queue line in one direction only on 24<sup>th</sup> Street instead of two competing lines. One travel lane will then be always available for non-school traffic.
- Prohibit parking on Manor Drive between 24<sup>th</sup> Street and 21<sup>st</sup> Street during school hours and paint a white edgeline. (Grandview)
   This action will available and details and between a school down while

This action will provide a pedestrian walkway during peak hours on school days while preserving parking during other times. Several parking spaces would be affected during restricted hours on school days. This path will connect Grandview School with Live Oak Park, and encourage walking by students living south of the campus. It will also help improve traffic circulation on Manor Drive by providing a wider travel lane.

8. <u>Post pedestrian warning signs on Vista Drive between Grandview School and 33<sup>rd</sup> Street.</u> (Grandview)

This action would designate Vista Drive as a preferred pedestrian route to the north of Grandview School. This street has a very light traffic volume, and connects directly with the west school gate. Alma Avenue can also be used as a secondary pedestrian route.

- 9. Pursue a capital project to construct a pedestrian walkway along Grandview Avenue between Grandview School and 28<sup>th</sup> Street. (Grandview) This action will provide a formal pedestrian path between Grandview School and the Sand Dune walkway that currently ends at 28<sup>th</sup> Street. This pedestrian path could be used by students living in the "Sand Dune" area.
- 10. <u>Paint school crosswalks at 24<sup>th</sup> Street and Alma Avenue. (Grandview)</u> This action will provide a pedestrian connection southwest of the school and improve pedestrian safety at this intersection.
- 11. Change existing street sweeping parking restriction times on Bell Avenue between Blanche Road and the north end to early morning. (Ladera) This action will make street parking available during the entire school day, and eliminate the need for Ladera campus users to find other parking in the residential areas on two days each week. This change in service may generate a slight increase in the citywide

street sweeping contract cost. It may be possible keep costs down by coordinating sweeping times with the downtown area sweeping schedule. If diagonal parking is implemented, then only one side of the street would need early morning sweeping. The Public Works Department has indicated that it would like to implement this change in conjunction with other possible changes coming later in the year.

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- 12. Paint diagonal parking spaces on the west side of Bell Avenue between Blanche Road and the north end and remove parking from the east side. (Ladera) This action will increase the number of public street parking spaces by approximately 4 spaces and relocate school related parking away from residential frontages. Overall parking efficiency will be significantly improved, and help reduce the overall school related parking impact in residential area to the east.
- 13. Post 24-minute parking restrictions on approximately eight (8) diagonal parking spaces on the west side of Bell Avenue just south of the loading zone. (Ladera) This action will provide short-term parking for certain Ladera campus users such as Montessori School and adult school classes that now often park in the residential areas due to high parking demand along Bell Avenue. (Implement with diagonal parking above.)
- 14. Extend white student loading zone, paint red curb and post signs to restrict parking in loading zone area near 27<sup>th</sup> Street. (Ladera)
   This action will clearly designate areas for loading and parking, which will improve loading efficiency and reduce congestion. New markings and striping will help direct traffic through the loading zone.
- 15. <u>Cut back median nose at loading zone. (Ladera)</u> This action will provide a bypass lane next to waiting vehicles along the loading zone, thereby reducing gridlock.
- 16. <u>Restripe Bell Avenue to provide a northbound left turn into the loading zone. (Ladera)</u> This action will provide an alternate way for drivers to access the loading zone. Drivers could also complete a U-turn through the loading zone to use diagonal parking or return to Blanche Road without using other residential streets. This action requires implementation of diagonal parking in order to shift the street centerline easterly.
- 17. <u>Relocate the crossing guard currently posted at Blanche Road/27<sup>th</sup> Street to Bell Avenue/27<sup>th</sup> Street on a trial basis (General)
   This action will provide greater supervision at an intersection with extremely high pedestrian activity. Staff will monitor the effectiveness of this relocation to determine if an additional benefit is provided or if further adjustments are needed.
  </u>
- 18. <u>Conduct crossing guard study at Bell Avenue/Blanche Road/25<sup>th</sup> Street. (General)</u> This action will determine if an adult crossing guard is warranted at this intersection.

## **Initial School/School District Recommendations**

19. <u>Provide additional volunteer or staff supervision to assist student loading/unloading at</u> both loading zones. (General)

This action will reduce the vehicle queue length, make loading operations more orderly and increase student safety on-campus. Congestion on city streets will also be reduced. Additional volunteers can call students names when parents are approaching the loading zone, and assist students entering/exiting their vehicles to speed up the loading process. Drivers should not be allowed to wait in line if their student is not immediately present, and should be directed to recirculate to the end of the loading queue line.

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20. <u>Implement a formal student car-pool and walking incentive program for both parents and students. (General)</u>

This action will help reduce the number of vehicles near the school during drop-off/pickup times. It will also reduce the time that drivers spent in the loading zone line. This would be somewhat more difficult for certain users of the Ladera campus.

21. Widen existing loading zone lane along Grandview parking lot to permit by-pass lane next to waiting vehicles. (Grandview)
 This action will significantly improve loading/unloading efficiency by allowing vehicles

that have completed loading/unloading to leave the car line. A longer loading zone will service more students at the same time. By constructing a raised curb and sidewalk, student safety will be improved by separating vehicle and pedestrian movements.

- 22. <u>Consider adding a student loading area in the west playground by cordoning off the south</u> <u>side for vehicles and the north side for waiting students. (Grandview)</u> This action will further improve circulation and student safety by providing an extended loading zone on-campus, thereby reducing street congestion and vehicle-pedestrian interaction. Access could be provided via existing gates, with cones positioned to direct traffic. This could be implemented in lieu of a widened loading zone adjacent to the parking lot (See above.)
- 23. <u>Construct curb and sidewalk on 24<sup>th</sup> Street adjacent to the west playground. (Grandview)</u> This action will improve pedestrian safety while reducing street congestion.
- 24. <u>Study the feasibility of converting an unused dirt area on the Ladera Campus at the east</u> end of the 24<sup>th</sup> Street alley to gated teacher and staff parking for either campus. (Grandview/Ladera)

This action will provide approximately 30 to 40 parking spaces for either Grandview or Ladera staff and reduce school parking demand on Bell Avenue and other streets adjacent to the campuses. Access could be provided via 24<sup>th</sup> Place through an existing gate.

25. <u>Recommend relocating "Mommy & Me" classes to a different location, possibly the</u> <u>Manhattan Heights Community Center. (Ladera)</u> This action will reduce the traffic and parking activity around the Ladera campus and surrounding residential area.

26. <u>Regularly circulate a parking and traffic safety handout to all users of the Ladera campus.</u> This action will remind staff, parents and other users of the Ladera campus to follow the recommended routes and parking practices in order to reduce potential residential impacts.

By way of mailed notices, the residents and affected parties surrounding the two school campuses have been invited to the PPIC meeting. Grandview School and other Ladera Campus users have also been encouraged to distribute the meeting notice to all school parents.

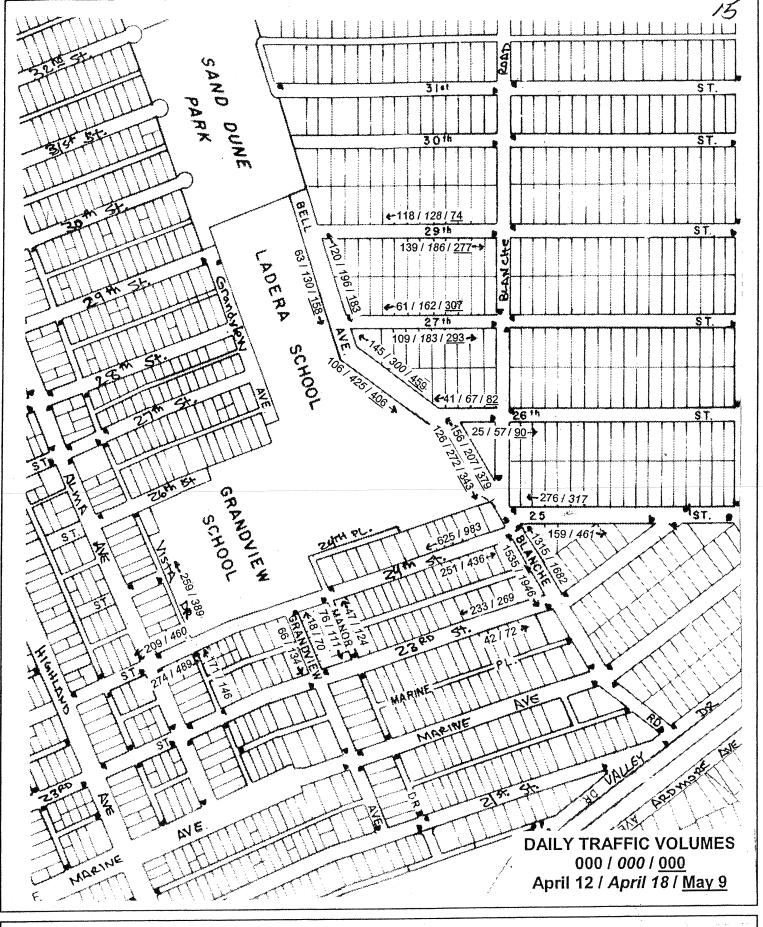
#### **RECOMMENDATION:**

It is recommended that the Commission conduct a public hearing and consider the above initial recommendations for the area surrounding the Grandview/Ladera School campuses.

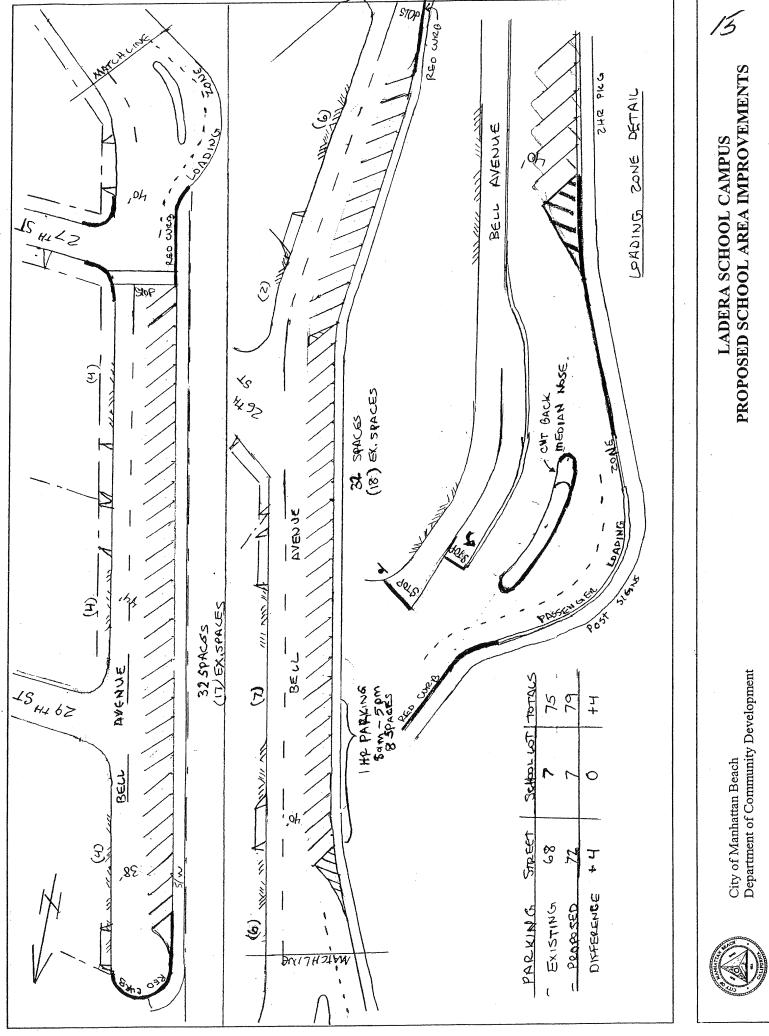
## ATTACHMENTS:

Neighborhood Vicinity Aerial Map Existing Traffic Count Map Proposed Ladera School Area Improvements Sketch Initial Recommendations Map PPIC Meeting Agenda and Minutes-April 27, 2006 Grandview PTA Survey and Summary Correspondence and E-mails Meeting Notice, 5/23/06 Notification Area Map





City of Manhattan Beach Department of Community Development GRANDVIEW ELEMENTARY SCHOOL LADERA SCHOOL CAMPUS EXISTING TRAFFIC COUNTS



# GRANDVIEW AND LADERA CAMPUS SCHOOL TRAFFIC AND PARKING STUDY

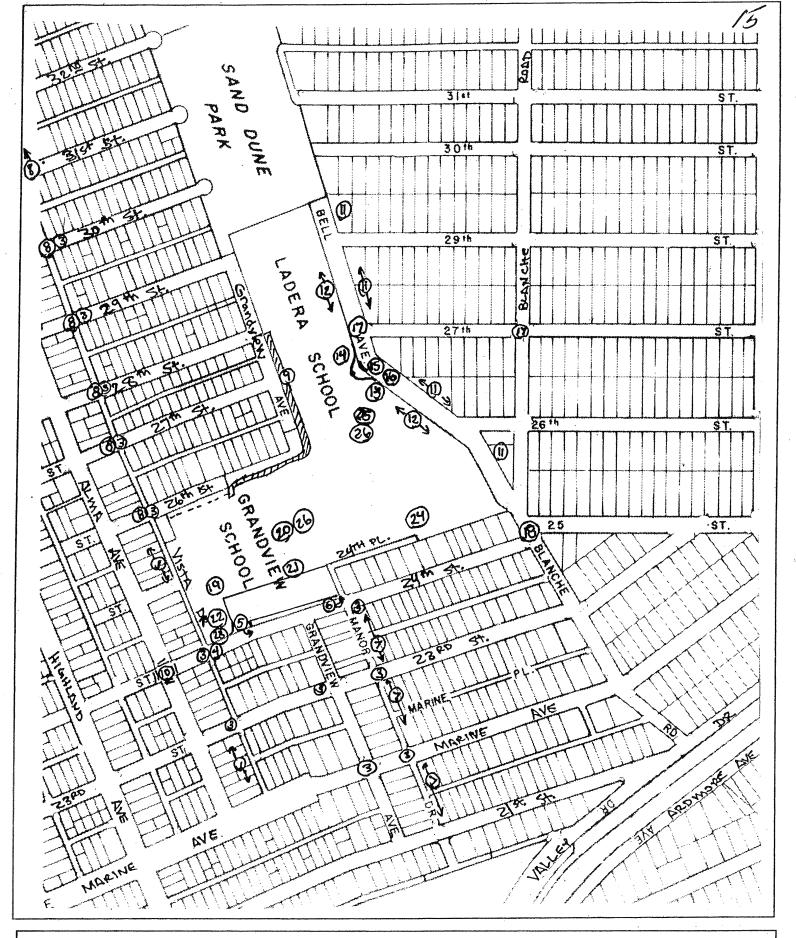
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## **Initial City Recommendations**

- 1. Replace missing traffic signs and street name signs. (General)
- 2. Concentrate parking enforcement around both campuses. (General)
- 3. Paint red zones at key intersections. (General)
- 4. Relocate existing stop bar northerly on south leg of Vista Drive at 24<sup>th</sup> Street.
- 5. Post signs to prohibit left turns out of the Grandview School parking lot at the northerly driveway during loading/unloading times only. (Grandview)
- 6. Post signs to prohibit eastbound to northbound left turn from 24<sup>th</sup> Street into the Grandview campus between 2:00pm and 3:30pm. (Grandview)
- 7. Prohibit parking on Manor Drive between 24<sup>th</sup> Street and 21<sup>st</sup> Street during school hours and paint a white edgeline. (Grandview)
- 8. Post pedestrian warning signs on Vista Drive between Grandview School and 33<sup>rd</sup> Street. (Grandview)
- 9. Pursue a capital project to construct a pedestrian walkway along Grandview Avenue between Grandview School and 28<sup>th</sup> Street. (Grandview)
- 10. Paint school crosswalks at 24<sup>th</sup> Street and Alma Avenue. (Grandview)
- 11. Change existing street sweeping parking restriction times on Bell Avenue between Blanche Road and the north end to early morning. (Ladera)
- 12. Paint diagonal parking spaces on the west side of Bell Avenue between Blanche Road and the north end and remove parking from the east side. (Ladera)
- 13. Post 24-minute parking restrictions on approximately eight (8) diagonal parking spaces on the west side of Bell Avenue just south of the loading zone. (Ladera)
- 14. Extend white student loading zone, paint red curb and post signs to restrict parking in loading zone area near 27<sup>th</sup> Street. (Ladera)
- 15. Cut back median nose at loading zone. (Ladera)
- 16. Restripe Bell Avenue to provide a northbound left turn into the loading zone. (Ladera)
- 17. Conduct crossing guard study at Bell Avenue/27<sup>th</sup> Street and Blanche Road/27<sup>th</sup> Street. (General)
- 18. Conduct crossing guard study at Bell Avenue/Blanche Road/25<sup>th</sup> Street. (General)

# **Initial School/District Recommendations**

- 19. Provide additional volunteer or staff supervision to assist student loading/unloading at both loading zones. (General)
- 20. Implement a formal student car-pool and walking incentive program for both parents and students. (General)
- 21. Widen existing loading zone lane along Grandview parking lot to permit by-pass lane next to waiting vehicles. (Grandview)
- 22. Consider adding a student loading area in the west playground by cordoning off the south side for vehicles and the north side for waiting students. (Grandview)
- 23. Construct curb and sidewalk on 24<sup>th</sup> Street adjacent to the west playground. (Grandview)
- 24. Study the feasibility of converting an unused dirt area on the Ladera Campus at the east end of the 24<sup>th</sup> Street alley to gated teacher and staff parking for either campus. (Grandview/Ladera)
- 25. Recommend relocating "Mommy & Me" classes to a different location, possibly the Manhattan Heights Community Center. (Ladera)
- 26. Regularly circulate a parking and traffic safety handout to all users of the Ladera campus. (Ladera)





City of Manhattan Beach Department of Community Development GRANDVIEW ELEMENTARY SCHOOL LADERA SCHOOL CAMPUS Initial Recommendations

# CITY OF MANHATTAN BEACH PARKING AND PUBLIC IMPROVEMENTS COMMISSION MINUTES OF REGULAR MEETING APRIL 27, 2006

## Grandview Elementary School Traffic and Parking Study

Traffic Engineer Erik Zandvliet presented staff's report and recommendations that the Commission receive public comments and give staff direction regarding particular traffic concerns surrounding the Grandview/Ladera School neighborhood area.

#### **Audience Participation**

Edie Babble, Grand View PTA President, 428, 35<sup>th</sup> Street, submitted to the Commission and read into the record a letter from Grandview School Principal Rhonda Steinberg, who was unable to attend tonight's meeting. Mr. Steinberg's letter thanked the Commission for listening to their concerns, acknowledged the internal issues that they will continue to work on; indicated that most of the traffic problems need the assistance of the City and the Police Department; and that they are willing to cooperate and implement any new safety plans the City feels will be beneficial.

Ms. Babbe then presented her comments to the Commission on why there is such a traffic and safety problem at Grand View School. Some of the problems arise because of the behavior of parents and they are working on ways to encourage walking, biking and safely driving to school. Other problems relate to narrow streets, limited parking, street sweeping, Grandview's growing population, numerous school starts and stops, instrumental music/bad weather days, and the large number of very active parent volunteers. The broad areas of concern relate to creating a good walk/bike access, improved drop off access and a way to control parent misbehavior.

Sharing that more than 20 children under the age of 10 reside on his block, **Louis Leroy**, **575 27**<sup>th</sup> **Street**, stated that the primary issue is the safety of children. He talked of the lack of sidewalks, street sweeping, the multiple uses of the Ladera site which intensify the situation, and drivers/parents not paying attention or respecting the neighbor's property or parking restrictions. Mr. Leroy said that the lack of attendance at tonight's meeting is because many residents are frustrated that nothing has been done to address these issues and simply feel the City and School District have long abandoned their repeated concerns. Mr. Leroy asked that a thorough review of the traffic data be performed, noting that numerous school starts and stops make school traffic an all day event and the relocation of Mommy & Me classes would greatly help in reduction of traffic.

DRAFT

Nancy Madden, Grandview Safety Committee Chairperson, 2912 Pacific Avenue, stated that the size of Grandview student population continues to increase each year which is compounding traffic pedestrian safety issues around the campus. Parents are concerned with allowing their children to walk or bike to school because of the lack of sidewalks, crosswalks, visible street signs, busy intersections that lack crossing guards and blind corners due to overgrown landscaping or buildings. She then reviewed the Safety Committee's primary concerns and proposed solutions for: Manor from 21<sup>st</sup> Street to 24<sup>th</sup> Street, Vista from Rosecrans to 24<sup>th</sup> Street, Blanch from Valley to Rosecrans, 24<sup>th</sup> Street, 23<sup>rd</sup> Street, Grand View School Parking Lot and Ladera Campus Drop Off Zone/Bell Avenue. Other suggestions regarding enforcement of construction rules, traffic enforcement and the prohibited drop off at 26<sup>th</sup> and Vista were also discussed.

In response to questions from the Commission, Ms. Madden touched base on the school's efforts to improve the traffic situation and parent behavior, stating that their goal is getting parents out of the cars and that increased traffic enforcement and ticketing is needed.

James Gee, 2600 Bell Avenue, talked of the serious parking issues in front of his home involving blocked driveways, damaged property and rudeness of drivers. He suggested that street sweeping be scheduled later in the day, increase parking enforcement on the stretch of street that is not frontal to homes and is being used as storage for cars, make the Bell Avenue drop off lane longer with designated loading and unloading zones, and tear down the old cafeteria and utilize the space for additional parking

Marty Friedman, 24<sup>th</sup> and Vista, shared his concerns with the gridlock and safety issues on Manor and 24<sup>th</sup> Street, the stop sign on Vista and 24<sup>th</sup> Street heading west and the stop sign on Vista and 24<sup>th</sup> going north. He talked of parents talking on cell phones while exiting the school lot on 24<sup>th</sup> Street, suggesting a stop sign be installed, and voiced his concern with the City's practice of not replacing street signs unless requested.

Mark Sprague, 532 24<sup>th</sup> Street, said that he is impressed by the work done on this issue, sharing that 95% of the school's proposed suggestions are great ideas and in line with the residents' thoughts. He added that traffic enforcement needs to be increased.

Sue Koenig, 515 24<sup>th</sup> Street, stated that it's the moms who are the nastiest drivers and continually block gates, driveways, garages and damage property. She talked of the need for police enforcement, suggesting that a traffic officer be assigned and also mentioned how well American Martyrs handles their school drop off and pick ups.

Wendy Abrams, 514 24<sup>th</sup> Street, also talked of the mom drivers who ignore traffic and parking rules. She voiced her support of making 24<sup>th</sup> Street one way and thanked the school community and staff for their hard work on these important issues.



**Edie Babbe**, noted that most moms are courteous and it's a few who are disregarding the law. She reiterated their commitment to work with the parents on this issue and also complimented the fabulous work of the crossing guard on  $24^{th}$  and Manor.

**Faith Lyons, 574 33<sup>rd</sup> Street,** urged the Commission to act on this matter as soon as possible as this problem is not going away. There are too many children in too small of a space and the City needs to funnel the traffic (one way streets, etc.) to manage the traffic flow and address the safety issues. She stated that police enforcement will also make the difference and although it costs, it is has to be done.

#### Discussion

Commissioner Lang talked of the level of respect needed to improve this situation - a respect between the parents, the school and the community. The City cannot dictate it, but the school and the community can work together to foster it. The Police Department also needs to be part of the process and a representative should be assigned to this issue. Commissioner Lang also noted that the multi-use of the Ladera facility should be reviewed to determine its impact on parking and traffic,

Commissioner Seville-Jones thanked members of the school community for their helpful participation and input, agreeing that material changes need to be made. In regard to the process, she would like to see notice of future meetings given to all Grandview families, a representative from South Bay Adult School SBAS (Mommy & Me classes) be present to discuss scheduling, input from the Police Department on what resources can be dedicated to these issues, and the repair or replacement of faded street markings and missing street signs. In regard to the respect issue, she talked of the Character Counts Program and the importance of opening up the dialogue on being a good neighbor. Commissioner Seville-Jones also asked that a school representative walk her through the area, and that the crossing guard mentioned for her commendable work be informed of such, noting the importance of positive re-enforcement.

Commissioner Saunders also thanked those who have worked on this issue, stating that it is the start of the process and he hopes they all hang in there and bring more people to the next meeting because their input and participation are key. He too asked for a walk through of the area and agreed that a SBAS representatives should be present and discussion of the possible relocation of classes be discussed. Commissioner Saunders again thanked the school community for their work on the proposed solutions and stated his confidence that together they can work on improving the situation.

Commissioner Powell conveyed his appreciation to the residents, stating that they live with the situation day to day and their input is valuable. He too would like to see representatives from the Police Department and the School present at the next meeting and suggested that a copy of tonight's meeting minutes also be distributed to same.



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Chairman Osterhout shared that Grandview has a fantastic and diligent PTA that is working hard on this issue. He thanked the speakers for their valuable input and for relaying the facts so coherently, commenting that it showed how the process is supposed to work. Noting that Grandview has had more and more families moving into the area, he questioned why a school of this size in this community cannot get the necessary police enforcement. He referred to the current Character Counts program at Grandview, stating that problem drivers are the ones who don't come to these meetings and that notice of future meetings should be sent to all Grandview families. He questioned why Ladera was built with such limited parking, but noted the importance of programs like Mommy and Me being embraced as a service the City has to offer. Chairperson Osterhout stressed that increased enforcement is badly needed.

#### Action

The Commission confirmed that staff will bring back their recommendations at the May 25, 2006 meeting.

DRAFT

## CITY OF MANHATTAN BEACH

## DEPARTMENT OF COMMUNITY DEVELOPMENT

TO: Parking and Public Improvements Commission
FROM: Richard Thompson, Director of Community Development Robert D. Osborne, Management Analyst RO
BY: Erik Zandvliet, Traffic Engineer

**DATE:** April 27, 2006

SUBJECT: Grandview Elementary School Traffic and Parking Study

## **RECOMMENDATION:**

It is recommended that the Commission receive public comments and give staff direction regarding particular traffic concerns surrounding the Grandview/Ladera School neighborhood area.

## BACKGROUND:

On November 19, 2002, the City Council approved the City-Wide Neighborhood Traffic Management Program (NTMP). This Program established a set of procedures to evaluate neighborhoods in an effort to improve livability of neighborhood streets. The NTMP created a consistent way for the City to evaluate traffic requests, so that a comprehensive plan can be implemented that will minimize adverse impacts both before and after implementation of traffic calming measures. On March 18, 2003, the City Council prioritized several areas of the City for further analysis. At that meeting, the City Council identified the neighborhoods immediately around the elementary and middle schools as one of these priority areas. Since each school area has unique conditions and issues, each school is being evaluated separately. The projected schedule is as follows:

| SCHOOL                | STUDY<br>KICK-OFF | PPIC<br>MEETING   | CITY COUNCIL<br>MEETING |
|-----------------------|-------------------|-------------------|-------------------------|
| Grandview/Ladera      | February          | April             | May                     |
|                       | May               | July              | August                  |
| Robinson and Pacific  |                   | October           | Novemeber               |
| Meadows and Pennekamp | August            | January           | February                |
| Middle School         | November          |                   | 1                       |
| Mira Costa High       |                   | Revisit As Needed |                         |

The NTMP Program has been followed in developing possible vehicular and pedestrian improvements for each school area. This report will concentrate on addressing school and resident concerns in the neighborhood surrounding the Grandview Elementary School and Ladera School campus from a traffic engineering perspective. Any recommendations made by the PPIC will be forwarded to the City Council for their approval on a trial basis.

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## **DISCUSSION:**

Grandview Elementary School is located on 24<sup>th</sup> Street in the northwest quadrant of the city, called the Sand Dune area. The school attendance boundary extends from the beach on the west, Rosecrans Avenue to the north, Laurel Avenue to the east, and Valley Drive/Manhattan Beach Boulevard to the south. There are 680 students in Grades K through 5. School begins at 8:00 am with two dismissals at approximately 2:15pm and 2:45pm. There are 62 off-street parking spaces in the front parking lot and 10 diagonal spaces along Vista Drive.

Circulation around Grandview School is primarily via 24<sup>th</sup> Street in front of the school, served by an off-street dedicated loading zone along the north side of the school parking lot. A side gate is open on Alma Avenue during certain dismissal periods. Many 4<sup>th</sup> and 5<sup>th</sup> graders enter and leave via Bell Avenue through the Ladera School campus.

The Ladera School campus is located adjacent to Grandview School on Bell Avenue. The campus is partly used for 4<sup>th</sup> and 5<sup>th</sup> Grade classrooms and the remainder is sublet to private school related uses such as Mommy & Me classes, a Montessori school (110 students), private pre-school and other adult classes. There are approximately eight (8) off-street parking spaces in the parking lot just north of the buildings.

Circulation around Ladera School campus is via Bell Avenue. Since Bell Avenue ends just north of the campus, school traffic often uses 29<sup>th</sup>, 27<sup>th</sup>, and 26<sup>th</sup> Streets between Bell Avenue and Blanche Road. Bell Avenue connects with Blanche Road at 24<sup>th</sup> Street in a five-way stopped intersection.

The local neighborhood streets surrounding Grandview and Ladera School campuses are built in a grid network and served by local collector streets such as Blanche Road, Highland Avenue and Valley Drive. Many of the local streets are very narrow, often 20 feet wide without curbs, gutters or sidewalks. Parking pads on public parkways provide supplemental parking for residents and school related needs. All of the local streets surrounding the school campuses are congested at arrival and dismissal times on school days, which often block local residential traffic.

## PUBLIC AND SCHOOL CONCERNS

City Staff recently met on different occasions with school representatives and several local resident groups to discuss and listen to school related traffic concerns. Their comments and concerns have been incorporated into this report. Additional comments gathered at this meeting and made by residents who have been mailed notices of the meeting will also be incorporated into the analysis. Notices were mailed to the surrounding neighborhood, as well as to those who had previously expressed interest. The identified concerns have fallen into the following categories:

## General Concerns

- 1. Need for Suggested Routes to School to show preferred pedestrian routes.
- 2. Insufficient staff/visitor parking.

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- 3. Parking violations on narrow streets.
- 4. Stop and speeding violations.
- 5. Vehicles and pedestrians too close to each other.
- 6. Desire for more student loading supervision.

## Grandview Elementary School

- 7. Congestion on 24<sup>th</sup> Street at main entrance to parking lot.
- 8. Long vehicle queue lines on 24<sup>th</sup> Street.
- 9. Parents cutting in line.
- 10. Narrow loading zone does not allow driving around waiting cars.
- 11. Absence of protective curb along loading zone.
- 12. Absence of continuous pedestrian path north and south of school.
- 13. Undesirable student loading at Vista Drive/26<sup>th</sup> Street
- 14. Congestion caused by left turns out of westerly parking lot driveway.
- 15. Absence of pedestrian path on 24<sup>th</sup> Place.

## Ladera School Campus

- 16. Congestion on Bell Avenue.
- 17. No formal circulation pattern for loading zone. Incorrect use of zone.
- 18. Student loading zone too short and poorly designed.
- 19. Overflow parking in residential area.
- 20. Need for short term parking for drop-off and pick-up.
- 21. School related activity throughout the day.
- 22. Street sweeping times conflict with loading times.
- 23. No crossing guard at Bell Avenue/27<sup>th</sup> Street.

In addition to the City's efforts, the Grandview PTA prepared and circulated an extensive questionnaire to parents in April. The survey and summary of responses is attached to this report and has been incorporated into the analysis.

## TRAFFIC DATA COLLECTION

Staff is currently conducting a series of traffic studies in the neighborhood to gather factual evidence of existing traffic volumes and parking. The following studies are scheduled:

- April 11-12, 2006 Weekday traffic volume studies on 15 street segments during school vacation to determine baseline residential traffic.
  - April 18-19, 2006 Weekday traffic volume studies on same 15 street segments • during typical school days.
  - April 25-26, 2006 Weekday traffic volume studies on 6 street segments near Ladera • School campus during typical school days.

In addition to the above traffic counts, staff has inventoried existing school signs and markings in the area, and observed general traffic and parking conditions during both school and non-school days in preparation of this NTMP. A comparison of typical school day and non-school days will be made to help determine the potential impact of any initial recommendations to be proposed at a future meeting.

A review of the collision history within the neighborhood was conducted for the period between January 1, 2001 and September 30, 2004. The review reveals that there are no locations with elevated collision rates or pedestrian collisions within the neighborhood surrounding these school campuses.

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## FINDINGS:

### General Findings:

- 1. Many existing school area signs and markings are outdated and/or faded.
- Most local streets are very narrow, with no pedestrian improvements, which increase the potential for school related congestion.
- 3. Incorrect parking along narrow streets severely restricts traffic and pedestrian flow.
- 4. The absence of sidewalks increases the potential for pedestrian-vehicle conflicts.
- Additional loading supervision would improve the efficiency and safety of both pedestrians and motorists, as well as reduce the overall impact on residential streets.
- 6. Recurrent speeding during school times was not evident on any surrounding streets.
- 7. Grandview School has one of the highest percentages of walking students of any school
- in the City. This could be attributed to restricted vehicle access and circulation on nearby streets.
- 8. Additional ridesharing efforts by both staff and students would help alleviate some congestion issues around both campuses.
- 9. Several "One-Way" signs on Vista Drive are missing or not visible to drivers.
- 10. Several street name signs are missing, particularly along Alma Avenue and Vista Drive.
- Soveral succertaine signs are intended, particularly integration of the section of
- School area congestion occurs for a limited time in the morning and afternoon of school days only. Therefore, permanent changes to traffic circulation should be implemented only after careful consideration of potential impacts during the summer and on weekends.

## Grandview Elementary School

- 13. Severe congestion on 24<sup>th</sup> Street during afternoon dismissal is typically caused by long vehicle queues waiting to enter the school loading zone in the parking lot.
- 14. The loading zone vehicle line often intrudes into the pedestrian paths and crosswalk near 24<sup>th</sup> Street.
- 15. The existing loading zone does not currently have a bypass lane, however, the pavement could be widened to provide two lanes without moving existing parking lot lights. Curbs could be incorporated into the design.
- 16. There is no recommended pedestrian route south of the school, potentially on Grandview Avenue or Manor Drive.
- 17. There is no recommended pedestrian route north of the school, potentially on Vista Drive, Alma Avenue and/or parts of Grandview Avenue.
- 18. Some school related traffic and parking was evident on 23<sup>rd</sup> Street and other streets south of the school.
- 19. There appears to be sufficient parking for school staff in the school parking areas, however, many spaces are substandard size and may not fit all cars.
- 20. The number of designated visitor parking spaces in the school parking lot is insufficient.

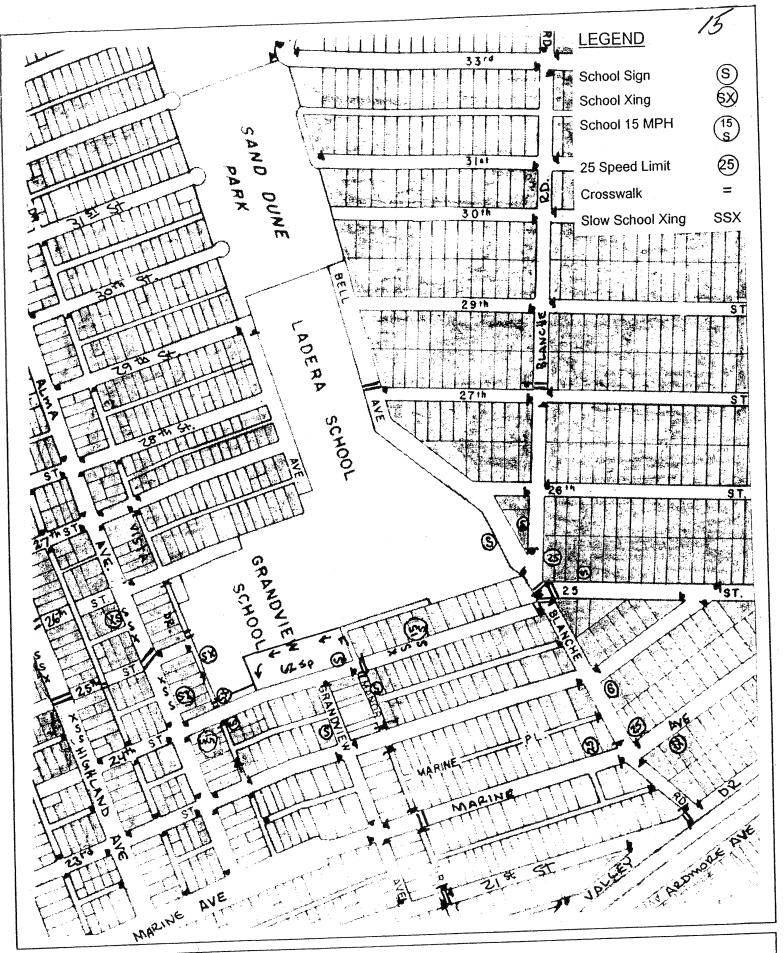
#### Ladera School Campus

- 21. The existing parking lot is severely undersized for the current staff parking demand.
- 22. The various campus uses require both short-term and daily parking availability.
- 23. Staff, teachers and adult students park on both sides of Bell Avenue, which forces short term parking and loading into the surrounding neighborhood.
- 24. Multiple school users with numerous class times extend the duration of congestion and parking impacts.
- 25. Congestion often occurs on 26<sup>th</sup>, 27<sup>th</sup> and 29<sup>th</sup> Streets due to the narrow width and limited access to the school.
- 26. School loading zone circulation is poor and unorganized, decreasing overall efficiency.
- 27. School loading zone is undersized for current demand, and is awkward to use. Vehicles waiting to enter the loading zone often block traffic on Bell Avenue.
- 28. Double parking along Bell Avenue occurs during peak loading times.
- 29. There is short term parking demand for some school users, particularly for sign-in/sign-out and attendance for individual classes.
- 30. Street sweeping times are in direct conflict with the dismissal times for the major users.
- 31. Parking violations are common and cause additional congestion.
- 32. Some circulation and parking concerns could be addressed by revising the driving practices of staff and attendees of the Ladera School campus.

By way of mailed notices, the residents and affected parties surrounding the two school campuses have been invited to the PPIC meeting today. Based on the comments and information gathered prior to and during this meeting, the Traffic Engineer will prepare a list of initial recommendations to be considered by the Commission and City Council at a future meeting pursuant to the city-wide NTMP procedures.

#### ATTACHMENTS:

Neighborhood Vicinity Map Grandview PTA Survey and Summary Meeting Notice, 4/18/06 Notification area map





City of Manhattan Beach Department of Community Development GRANDVIEW ELEMENTARY SCHOOL LADERA SCHOOL CAMPUS EXISTING SIGNS AND MARKINGS Grade of Child:\_\_\_\_\_

## Traffic and Safety Parent Survey (April 2006)

Directions: Please complete one survey for each child that attends Grand View. Thank you for your assistance in making Grand View a safer school!

## How does your child get to and from school?

| Monday 🗌 walk 🗌 bike 🗌 drive & park 🗌 drive/drop off                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tuesday 🛛 walk 🗍 bike 🗍 drive & park 🗍 drive & drop off                                                                                                                                   |
| Wednesday walk bike drive & park drive & drop off                                                                                                                                         |
| Thursday 🗌 walk 🗌 bike 🗌 drive & park 🗌 drive & drop off                                                                                                                                  |
| Friday 🗌 walk 🗌 bike 🗍 drive & park 🗍 drive & drop off                                                                                                                                    |
| What intersections do you pass between your home and Grand View by car on the                                                                                                             |
| way to school? If you only walk/bike please see next question.                                                                                                                            |
| Marine/Manor Marine/Grandview Ave. Marine/Vista Marine/Highland                                                                                                                           |
| $\square Marine/Blanche \square Blanche/27th St. \square Blanche/26th St. \square Blanche/Bell Ave.$                                                                                      |
| $\square 24^{\text{th}} \text{ St/Manor} \qquad \square 23^{\text{rd}} \text{ St./Manor} \qquad \square 24^{\text{th}} \text{ St./Vista} \qquad \square 26^{\text{th}} \text{ St./Vista}$ |
| 26 <sup>th</sup> St./Alma 24 <sup>th</sup> St./Alma 24 <sup>th</sup> St./Highland 26 <sup>th</sup> St./Highland                                                                           |
| □ Bell/25 <sup>th</sup> St. □ Blanche/31 <sup>st</sup> St.□ Flourney/27 <sup>th</sup> St.                                                                                                 |
| Other:                                                                                                                                                                                    |
| What intersections do you pass between your home and Grand View by foot or                                                                                                                |
| bicycle on the way to school?                                                                                                                                                             |
| Marine/Manor Marine/Grandview Ave. Marine/Vista Marine/Highland                                                                                                                           |
| □ Marine/Blanche □ Blanche/27 <sup>th</sup> St.□ Blanche/26 <sup>th</sup> St.□ Blanche/Bell Ave.                                                                                          |
| 24 <sup>th</sup> St/Manor 23 <sup>rd</sup> St/Manor 24 <sup>th</sup> St./Vista 26 <sup>th</sup> St./Vista                                                                                 |
| □ 26 <sup>th</sup> St./Alma □ 24 <sup>th</sup> St./Alma □ 24 <sup>th</sup> St./Highland □ 26 <sup>th</sup> St./Highland                                                                   |
| $\square$ Bell/25 <sup>th</sup> St. $\square$ Blanche/31 <sup>st</sup> St $\square$ Flourney/27 <sup>th</sup> St.                                                                         |
| Other:                                                                                                                                                                                    |
| If you drive to/from school, what are your concerns?                                                                                                                                      |
| age of child too many cars construction tardiness                                                                                                                                         |
| weight of books musical instrument no one for child to walk/bike with                                                                                                                     |
| Other:                                                                                                                                                                                    |
| <b>Do you use the drive through at Grand View?</b> $\Box_{\text{Yes}} \Box_{\text{No}}$                                                                                                   |
| Do you park in the Grand View lot? Yes No                                                                                                                                                 |
| Denor use the drive through at Grand View Terrace (Ladera)? TYes TNo                                                                                                                      |

| Do you park below Grand View Terrace (Ladera) campus? Yes No                     |
|----------------------------------------------------------------------------------|
| Do you park below Grand View Terrace (Ladera) empr                               |
| Do you use the crossing guard at 24 <sup>th</sup> St./Manor?  Yes  No            |
| Do you use the crossing guard at 27 <sup>th</sup> St./Blanche? [Yes ] No         |
| Does your child walk on the street during any portion of their walk to school    |
|                                                                                  |
| because no sidewalk is available?  Yes No                                        |
| No lite to the North West gate on 26 <sup>th</sup> St./Vista? Yes No             |
| Do you walk or bike to the North West gate on 2                                  |
| Do you drive and drop off at the NorthWest gate on 26 St./ Vista: 105 100        |
| How many times have you been forced to park illegally in order to get your child |
| How many times have you been forced to prove the T10 20 more than 20             |
| to/from school since September?  Never  1-5  5-10  10-20  more than 20           |

15

## SUGGESTIONS

| deas/Solutions:              |                         |  |
|------------------------------|-------------------------|--|
|                              |                         |  |
|                              |                         |  |
|                              | A                       |  |
|                              |                         |  |
|                              |                         |  |
|                              |                         |  |
| Anything this survey missed? |                         |  |
|                              |                         |  |
|                              |                         |  |
|                              |                         |  |
|                              |                         |  |
| Name (Optional)              | Phone Number (Optional) |  |
|                              |                         |  |

Thank you for your contributions!

# Descriptive Summary of Traffic and Safety Survey 04/18/06

(percentages are based on number of respondents to each question and this number varied so percentages do not necessarily represent the same number of raw data)

## Concerns to be addressed by city:

Change street sweeping on Bell (7 respondents)
 \*18% of GV car traffic uses Bell

\*17% of GV foot/bike traffic uses Bell

2. Use empty lot for parking/need more parking (6 respondents)

\*51% of respondents use GV parking lot, 47% park at Ladera \*36% of respondents had to park illegally at least once, 20% had to park illegally

many times

3. One-way streets requested on (respondents did not indicate which way they prefer): 24<sup>th</sup> St (5 respondents) 23<sup>rd</sup> St Manor

4. Restrict cars on Vista before and after school – use Alma (4 respondents)

5. Pathway on grass at Sand Dune (2 respondents)

6. Sidewalks needed:

Blanche (2 respondents)

24<sup>th</sup> (2 respondents) Manor (2 respondents)

\*74% of respondents have a child walking in the street to/from school

 Crosswalks needed: Blanche 26<sup>th</sup>/Blanche (3 respondents)

25<sup>th</sup>/Highland

8. Signs needed:

Marine/FlourneyMarine/Manor (2 respondents)All numbered streets that cross Alma and VistaOne-way signs on VistaDrive throughParking lot

9. Restrict parking at Ladera

10. Add traffic light at 24th/Bell

## Concerns to be addressed by Grand View:

## Improvement to current system

- 1. Need PA system at drive through
- 2. More time between am/pm kindergarten/pep
- 3. 2<sup>nd</sup> pick up line in GV parking lot
- 4. Parents loop if kids not ready for pick up
- 5. Extend drop-off line through upper playground (2 respondents)
- 6. Drop off/pick up for kindergarten/pep (2 respondents)

## \*48% of respondents use drive thru

New systems

6. Reward system for walking/walking buddies (8 respondents)

## \*Approximately half of survey respondents are in car to/from GV each day

- 7. Reinstate early bird/later gator (5 respondents)
- 8. Study hall between 2:15 and 2:45 and for early drop off (3 respondents)
- 9. 2<sup>nd</sup> grade allowed to bike
- 10. Carpool system (3 respondents)
- 11. Prepare for increased use during bad weather (5 respondents)

## Concerns to be jointly addressed by city and Grand View

1. More supervision (either crossing guards or parent volunteers) needed:

Marine/Manor (5 respondents) Ladera (6 respondents) 24<sup>th</sup>/Vista (4 respondents) Highland/26<sup>th</sup> (2 respondents) Marine/Highland (2 respondents) Drop/off and pick/up in drive through for kindergarten/pep 32<sup>nd</sup>/Highland (2 respondents) 29<sup>th</sup>/Vista 23<sup>rd</sup>/Manor Blanche/25<sup>th</sup>

Upper gate (5 respondents) Bell/27<sup>th</sup> (3 respondents) Blanche/Bell (2 respondents) Drive thru (2 respondents) Marine/Blanche

Vista Bell 24<sup>th</sup>/Manor

\*Blanche is busiest street for GV car traffic. 24<sup>th</sup>, Vista, and Blanche are busiest streets for GV foot/bike traffic

\*Only 14% of respondents are using crossing guard at 27<sup>th</sup> and only 38% of respondents are using crossing guard at 24th

2. Add drop off zone at 26<sup>th</sup> (4 respondents) \*25% of respondents that walk/bike use NW gate \*7% of drivers use NW gate

3. Parking meters in parking lot

\*51% of respondents use GV parking lot

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |             |           | •               |            |             |                               |            |
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| $\omega_{0}$ , and $\omega_{0}$ , $\omega_{0$ | 2 ch        |             | 00        | 15              | 13         | 12          | 17                            | <u> </u>   |
| Monday walk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10          | 0           | 27        | 2 -             | 9          | 4           | 13                            | 26         |
| Monday bike                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             | -           |           |                 | > ~        | · · · · ·   | and a suffra a suffra distant | 37         |
| Monday drive & park                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4           | თ           | 14        | 0 <sup>  </sup> | 2          | 14          | 15-                           | 90         |
| Monday drive/dron off                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2           | ω           | 19        | 17              |            | 2           | 1α                            | 108        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | σ           | 14          | 29        | 15              | 14         | ת           | 2                             |            |
| Tuesday walk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | >           |             | 4         |                 | 9          | 4           | 12                            | <b>K44</b> |
| Tuesday bike                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |             | 10        | - 12            | c          | 4           |                               | 46         |
| Tuesday drive & park                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Q           | 13          | 0 0       |                 | , ç        | 10          | 12                            | 06         |
| Tuesday drive/drop off                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             | 9           | 50        | 0               |            |             | 10                            | 109        |
| Modnosday walk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10          | 15          | 28        | 14              | 2          | 2           | 12                            | 25         |
| Weullesuay wain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |             | -         | •               | 9          | 4           | ן<br>יייי<br>יייי             |            |
| Wednesday bike                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             | -           | 15        | 5               | 4          | 4           | 4                             | 47         |
| Wednesday drive & park                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4           | - 11        | 2         |                 |            | 14          | ິ<br>ເ                        | 83         |
| Mednesday drive/drop off                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2           | 9           | 20        | <u>o</u>        |            | 2 4         | 7                             | 112        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10          | 13          | 28        | 16              | 13         | 2.          | 4                             |            |
| I nursday wain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |             | -         | *               | Q          | 4           |                               |            |
| Thursday bike                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             | **          |           | . y             | 4          | 2           | ~                             | 48         |
| Thursday drive & park                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2           | 14          | 2         |                 |            | 12          | 11                            | 83         |
| Thursday drive/drop off                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -           | 9           | 70        | 2               |            |             | 19                            | 108        |
| 18 Eridav walk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10          | 15          | 27        | <b>c</b> L      | <u>7</u> L | 2 0         | σ                             | 21         |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ·           |             | 5         |                 | 0          | ,<br>,<br>, | ) («                          | 50         |
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| -t                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             | œ           | 18        | 13              | 17         | 13          | 71                            | 8          |
| 21 Friday drive/drop off                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             | 2           |           |                 |            | -           |                               |            |
| 22 Intersections by Car                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | +           |             | c         |                 | 4          |             | 5                             | 15         |
| Marine/Manor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>~-</b>   | n           | <br> <br> |                 | . u        | e.          | <b>D</b>                      | 22         |
| 24 Marine/Grandview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ~~~         | 4           | 7         | - 0             |            |             | 6                             | 15         |
| +                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             | 6           | 4         | 2               | <b>n</b>   | -   c       |                               | 25         |
| -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             | 4           | 4         | 2               | 0          | <u> </u>    | 1                             | 20         |
| 26 Marine/Hignianu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             | K           | 4         | e               | 7          | Ω<br>ا      | 7                             |            |
| 27 Marine/Blanche                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 4           | <b>*</b>  u | C *       | α               | 9          |             | S                             | 49         |
| 28  Blanche/27th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | -           | 0           | 20        | ) ч<br> <br>    | <b>P</b>   | <b>2</b>    | 3                             | 33         |
| +-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2           | 2           | מ         | 0               | - u        | 4           | 4                             | 32         |
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| -†                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 6           | 3           | 8         | က               | 4          | 7           | <b>)</b>                      |            |
| 31 24th/Manor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>&gt;</b> |             |           |                 | 2          |             |                               |            |
| 2 23rd/Manor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             | - 0         |           |                 | 2          | -           | 5                             | C1         |
| 3 24th/Vista                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             | 5           |           |                 |            |             |                               |            |
| 33 24th/Vista                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             |             | D         |                 |            |             |                               |            |

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| 34 26th/Vista                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2           | <b>N</b> 1 | 10                  | - ~            |                                                                                 | 2  | 21                   |
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| 37 24th/Highland              | ~                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2           | ς<br>Σ     | 7                   | >              | •                                                                               |    | S                    |
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| 39 Bell/25th                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             | ۵I         | - 0                 | 10             |                                                                                 | 3  | 28                   |
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| 44 Intersections by Foot/Bike |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |            |                     |                | · · · ·                                                                         | 2  | 13                   |
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| 48  Marine/Highland           | ~-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |            | - 0                 | <b>c</b>       |                                                                                 |    | 10                   |
| 49 Marine/Blanche             | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | - 2         | 2          | 70                  | <b>v</b> •     |                                                                                 | 4  | 25                   |
| 50   Blanche/27th             | ~                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 7           |            | 00                  | 4 9            | ) ("                                                                            | 2  | 16                   |
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| 55 24th/Vista                 | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 5           | 10         |                     | 4              |                                                                                 | 8  | 30                   |
| 56 26th/Vista                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4           |            | <b>t</b>   <b>c</b> | <b>&gt;</b>    |                                                                                 | 3  | 10                   |
| 57 [26th/Alma                 | <b>~</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             | -          | 7                   | · · · ·        |                                                                                 |    | с<br>С               |
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| 59 26th/Highland              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 8           |            |                     |                | 3                                                                               | 5  | <del>ر</del> مہ<br>ح |
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| 61 Blanche/31st               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             | 70         | -                   |                |                                                                                 | 5  | g                    |
| 62  Flourney/27th             | n marine - marine marine and statements and stateme |             | 7          | 11                  | · · ·          | <br>                                                                            | -  | 43                   |
| 63 Other                      | -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 12          |            |                     | >              |                                                                                 |    |                      |
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| 66                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |            | -                   |                |                                                                                 |    |                      |

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| D   |                     | 20              | 22               | 7       | 15 | ო                  | 3                     | 5                                | 10       |    |                            | 33     | 27    |                          | 35   | 23  |                             | 25  | 27    |                           | 21     | 33    |                            | 7       | 50    |                                 | 40  | 41 |                      | 17 | 38  |    |    |
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| B   |                     | 2               | e                | -       | ۍ  |                    |                       |                                  | 2        |    |                            | 2      | 12    |                          | 5    | 9   |                             | 7   | 9     |                           | 5      | 7     |                            | -       | 10    |                                 | 10  | 3  |                      | 4  | ი   |    |    |
| A   | 67 Why do you Drive | 68 age of child | 69 too many cars | <b></b> |    | 72 weight of books | 73 musical instrument | 74 no one for child to walk with | 75 other | 76 | 77 Do you use GV drivethru | 78 yes | 79 no | 80 Do you park in GV lot |      | T   | 83 Do you park below Ladera | 1   | 85 no | 86 Crossing Gaurd at 24th | 87 yes | 88 no | 89 Crosssing Gaurd at 27th | 90  yes | 91 no | 92 child have to walk in street |     | 7  | 95 walk/bike NW Gate | T  |     | 98 | 66 |

| _  | - C                       | 14      | 181 | 0                                 | 130       | 33     | 20 | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 13                                    |
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| ц. |                           | 3       | 25  |                                   | 19        | 5      | 5  | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                       |
| ш  |                           |         | 29  |                                   | 19        | 3      | 5  | and the second state of th | 2                                     |
|    |                           | 5       | 47  |                                   | 34        | 10     | 4  | -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3                                     |
| U  |                           | 2       | 18  |                                   |           | 7      | ო  | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2                                     |
| в  |                           |         | 13  |                                   | ω         | 7      |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | с<br>С                                |
| A  | 100 Drive/drop at NW gate | 101 yes | 0   | Times parked illegally since sept | 104 never | 05 1-5 |    | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 08 20+                                |

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City Hall 1400 Highland Avenue

Manhattan Beach, CA 90266-4795

Telephone (310) 802-5000

FAX (310) 802-5001

April 18, 2006

## \*\*\*\*\* PUBLIC MEETING NOTICE \*\*\*\*\*\*

Re: Grandview School Traffic Study

Dear Resident/Property Owner:

The City is in the process of conducting a study of traffic and parking conditions in the areas surrounding Grandview Elementary School. On April 27, 2006, a status report will be presented to the Parking and Public Improvements Commission.

The meeting will be held in the City Council Chamber, 1400 Highland Avenue, and will begin at 6:30 p.m. Interested parties are encouraged to attend the meeting and provide input.

The completed analysis and recommended actions will be presented to the Commission at their meeting in May. If you have any questions or would like any additional information, please call 802-5540 or E-mail rosborne@citymb.info

Sincerely,

Rob Osborne Management Analyst Community Development Department

## Grand View School Traffic and Safety Concerns

Size of Grand View student population continues to increase each year which is compounding traffic/pedestrian safety issues around the campus.

Parents are concerned with allowing their children to walk or bike to school because of:

- Lack of sidewalks on busy streets
- Lack of crosswalks
- Lack of visible street signs
- Busy intersections that lack crossing guards
- Blind corners due to overgrown shrubbery or buildings

Streets of primary concern are:

- Manor from 21<sup>st</sup> street to 24<sup>th</sup> street popular pedestrian route that currently has blind intersections, especially Marine and 23<sup>rd</sup> street. Proposed Solution make this a pedestrian only route during peak drop off & pickup times. (8:00-8:30 AM, 2:15-2:45 PM)
- Vista from Rosecrans to 24<sup>th</sup> street popular pedestrian and bike route. Cars are turning wrong way onto this one way street from alleys/streets. Walkers and bikers cannot see oncoming cars from alleyways until they are in intersection.
   Proposed solution Provide new sidewalk/bike path starting above Sand Dune (34<sup>th</sup> Place) on Grandview Street towards 24<sup>th</sup> Place and reroute pedestrian and bicycle traffic off of Vista. Path needs to bike accessible. Short Term Solution New stop and one way signs needed, shrubbery cut back to provide visibility.
- Blanche from Valley to Rosecrans Most traveled street around Grand View for both auto and pedestrian traffic. Proposed solution – Add sidewalk on east side of street, add additional crosswalks. Funnel pedestrian traffic to Bell greenbelt area and provide continuous walkway along Sand Dune Park to Grand View School.
- 24<sup>th</sup> Street Heavy to and from school auto traffic on very narrow street.
   Proposed Solution Make this a one way street with 23<sup>rd</sup> going in opposite direction.
- 23<sup>rd</sup> Street Heavy to and from school auto traffic on very narrow street.
   Proposed Solution Make this a one way street with 24<sup>th</sup> going in opposite direction.
- Grand View School Parking Lot Too many cars, not enough parking, inefficient drop off system. Proposed Solution – Make exit from parking lot right turn only to provide better traffic flow. Add second drop off lane or use upper

playground as drop zone. Turn unused Ladera playground into additional parking lot for staff.

• Ladera Campus Drop off Zone/Bell Avenue – Heavy pedestrian, bicycle and auto traffic. Very limited parking for multiuse building. Street sweeping during pick-up times on Wednesday. Proposed Solution – Lengthen drop off area. Add crossing guard to control traffic flow. Change street sweeping to after school hours.

Other Suggestions:

- Enforce construction rules around school Trucks are obstructing the limited walk and bike areas that students have.
- **Traffic Enforcement** In the rush to get students to school on time many parents are parking illegally and unloading students in driving zones.
- 26<sup>th</sup> & Vista This has become a popular student drop off zone. Unloading is prohibited and unsafe at this location.

Nancy Madden GV safety Chair nance Kita @aol. com



Grand View School

455 24<sup>th</sup> Street Manhattan Beach, CA 90266 (310) 546-8022 FAX (310) 303-3017

Rhonda Steinberg Principal

April 27, 2006

Dear Parking and Public Improvements Commission,

Thank you so very much for listening to the traffic concerns regarding Grand View Elementary School. As you may, or may not know, Grand View has the largest enrollment of any elementary school in the Manhattan Beach Unified School District. Unfortunately, we are located on a small street with limited parking. With almost 700 students projected for next year we are more concerned than ever over our traffic and safety issues. There are some issues that are internal that we will continue to improve at out school site. However, most of our traffic problems need the assistance of the city and police department. We have a very concerned community of parents who worry daily about the safety of their children as they ride bikes, walk or are driven to school. We have a conscientious Safety Committee, spearheaded by Nancy Madden who are dedicated to insuring no child is hurt while the situation is evaluated. We are willing to cooperate and implement any new safety plans that you feel will be beneficial.

I am so sorry I am unable to attend this important safety meeting tonight but I have an administrative meeting that was previously scheduled. I hope that you will listen to the critical issues being presented to you by the Grand View Safety Committee.

As a principal, the safety of my students is of utmost concern. I appreciate any and all help your department can give to the Grand View Community.

Sincerely,

Rhonda Steinberg

Rhonda Steinberg

## Grandview PTA Concerns

1) Manor from 21st street to 24th street. This has been and remains one of the most treacherous areas for our students walking to school and for motorists driving in the area. I know of 4 accidents in the past 2 years and many near collisions that have been the result of poor visibility coupled with unsafe driving. The preference is to turn Manor into a pedestrian only zone during peek transportation times. 7:30 - 8:30 AM and 1:30 - 2:45 PM. Other options would be One way or No Turning during specific times. 23rd street and 24th street have major traffic flow problems as they are both very narrow two way streets. An immediate fix is to start ticketing drivers for illegal parking in this area.

2) Vista from Marine to Rosecrans. This has become a popular bike/pedestrian route for many to Grand View School. A major concern is drivers trying to save time by driving the wrong way down Vista. Another hazard is the corner of 26th & Vista which parents continue to use as a drop-off area although it is posted as a no drop off zone. There are also concerns with visibility on Vista. Overgrown hedges either make stop signs hard to see or prevent visibility without entering the intersection. Are more stop signs needed on Vista? The preferred solution is to turn Grand View Avenue from 26th to Rosecrans into a biking/pedestrain walkway and redirecting student traffic away from Vista. Having a continuous paved non-vehicular pathway would not only be an asset to the neighborhood but a safe haven for our kids.

3) Bell Street from 24th to 31st street. Traffic flow needs to be improved in the drop off zone near Ladera. Painting curbs red and changing current parking configuration. An immediate help would be relocating the crossing guard from 27th and Blanche to the corner of 27th & Bell.

#### Other issues:

Is the "No Parking within 25 feet" on the east side of Manor at 24<sup>th</sup> needed? Could it be shortened?

Street sweeping interfering with school drop off & pick ups on Bell and 24<sup>th</sup> Street.

Make the Grand View parking lot exit No Left turn onto 24th street. This would aid in traffic flow

Poor configuration of the Bell drop-off loop. Parked cars impede access.

Could a pedestrian lane be created on 24<sup>th</sup> Place?

Intersection of Bell/Blanche/25<sup>th</sup> Street – lots of rolling stops, parking in intersection & red zones.

#### **Erik Zandvliet**

| From:    | Marty Friedman [mjfriedman@att.net] |
|----------|-------------------------------------|
| Sent:    | Tuesday, May 02, 2006 7:02 PM       |
| To:      | ezandvliet@citymb.info              |
| Subject: | Grandview Traffic Study             |

Erik,

I shared a summary of last Thursday's PPIC meeting with my neighbors near 24th & Vista. They e-mailed back some additional suggestions for your consideration:

Install a rounded mirror at N/W corner of 24th & Vista to eliminate blind corner when large SUV parked at N/E corner -I still like a stop sign solution myself, but above could help.

Paint the dip area on west side of 24th/Vista in red with "Caution Dip" painted on the road

-There is currently a yellow DIP warning sign

Use large (i.e. flat but wide) speed bumps to slow traffic -I know the Fire Dept. doesn't like these because it might slow response time (but so would gridlock at 24th/Manor and inadequate signage along Alma, Vista, and Grandview)

I also talked to a friend who lives on the cul-de-sac on 26th St., north of the school. He also mentioned being cussed by moms parking in the small lot on 26th. He mentioned the dangerous situation because cars must back out of the cul-de-sac. I don't remember if that was addressed in the suggestions last Thursday.

If there is any way I can help communications with the neighbors, please let me know.

Marty Friedman

**P.S.** I had asked to move the stop sign on Vista @ 24th forward about 5 feet because SUV's parked on the S/W corner block the view of approaching eastbound cars. Having looked again, I think the telephone pole might obstruct the view of a re-located stop sign. But maybe the white stop line can be moved forward 6 feet?



City Hall

1400 Highland Avenue

Telephone (310) 802-5000

FAX (310) 802-5001

May 11, 2006

#### \*\*\*\*\* PUBLIC MEETING NOTICE \*\*\*\*\*\*

Re: Grandview School Traffic Study

Dear Resident/Property Owner:

The Manhattan Beach City Council has directed City staff to conduct a study of traffic and parking conditions in the areas surrounding Grandview Elementary School. The City's Traffic Engineer has completed an analysis and will present findings and recommendations to the Parking and Public Improvements Commission at a public meeting on Thursday, May 25, 2006.

The meeting will be held in the City Council Chamber, 1400 Highland Avenue, and will begin at 6:30 p.m. Interested parties are encouraged to attend the meeting and provide input.

If you have any questions or would like any additional information, please call 802-5540 or E-mail rosborne@citymb.info

Sincerely,

Rob Osborne Management Analyst Community Development Department

### Parking and Public Improvements Commission Meeting 5-25-06 Comments from Edie Babbe, Grand View PTA President

Once again, we thank you for addressing our traffic and safety concerns. We are very excited about the recommendations. We have just a few comments regarding some of the specifics. Nancy Madden, Safety Chair for Grand View PTA will make those comments. I want to talk about the general aspects of the recommendations. As you heard last month, our traffic and safety issues are not simple. They are complicated. We were pleased to be able to provide the tours as requested for Commissioner Seville-Jones and Commissioner Saunders. I hope these tours helped you see the situation first hand. We were also pleased to see Chairman Osterhout observing Grand View traffic this past Tuesday morning. We know you all understand that our traffic and safety situation is complicated.

**General Recommendations** - The recommendations listed in the "Grandview Elementary School Traffic and Parking Study – Initial Recommendations" memo by Erik Zandvliet include many general recommendations. We believe these general recommendations will help with the overall traffic and safety problems. <u>We encourage the commission to recommend</u> implementation of these general measures.

**Grand View Terrace (Ladera)** - The parking and safety concerns at Grand View Terrace (Ladera) seem to be thoroughly addressed by the recommendations. We encourage the <u>commission to recommend implementation of these Ladera measures</u>. We respectfully suggest that after implementation of these measures and after a reasonable amount of time into the school year (possibly one month) that the traffic and safety situation be reviewed. We hope the problems and issues will be resolved, however, we should be sure they are indeed resolved.

**Grand View** – The parking and safety concerns at Grand View should improve with the recommendations, however, this location is not addressed as thoroughly as the Grand View Terrace site. Many of the initial recommendations are recommendations to Grand View School and the School District. We will be working on a number of these recommendations over the summer. One thing I can commit to you now is that the Grand View PTA will implement a formal walk and bike incentive program. As I mentioned at the last meeting, we want to help. Doing what we can to reduce the number of cars will help. I strongly request that this site be reassessed after the first few months of school. We need to know whether the measures implemented have addressed the problems sufficiently.

**Police Enforcement** – I want to emphasize the importance of recommendation (2) "Concentrate parking enforcement around both campuses (General)." As you know, some of our parents are breaking parking laws by parking in red zones, driveways and alleys designated "no parking". We believe a few consecutive days of parking enforcement followed by occasional (weekly, then monthly) enforcement would solve most of these issues.

We want to help. Thank you for listening.

Edie Babbe, ediebabbe@aol.com, 545-2105



Grand View School

455 24<sup>th</sup> Street Manhattan Beach, CA 90266 (310) 546-8022 FAX (310) 303-3017

Rhonda Steinberg Principal

May 25, 2006

Dear Parking and Public Improvements Commission.

Thank you so much for taking our traffic concerns seriously. We truly feel that by working together we will be able to make significant changes for the safety of all our students and local residents.

Although traffic is a constant concern at our school the critical times are: 7:50 to 8:00 a.m. - 80 kindergarten students are being walked onto our campus 8:00 to 8:15 a.m. -510 first through fifth grade students are starting school either walking, riding bikes or being dropped off in a car

11:15 to 11:25 a.m. - 80 students being dropped off AND 80 students being picked up (kindergarten)

2:15 p.m. -340 students being picked up by a car or walking or riding bikes

2:45 p.m. – 200 students – leaving the Ladera site (Grand View Terrace)

2:45 p.m. - 80 kindergarteners leaving the Grand View kindergarten area

The Grand View parents and staff want to be part of the plan to improve the traffic. We are looking at continuing to encourage car pooling, walking and bike riding to and from school. We will be able to encourage parents to use these methods of transportation once they feel that the safety issue involving traffic has improved. Many parents are unwilling to allow their child to walk or ride a bike because of their legitimate concerns regarding safety. Once this improves, the numbers of cars will diminish. We are looking at a more efficient drop-off procedure. Unfortunately, we have been told that due to liability issues the PTA cannot help with loading or unloading students into cars. However, we are researching allowing parent volunteers to become involved. We would appreciate police cars patrolling the area and distributing tickets to those cars that are illegally parked. Although this might initially anger some of our parents, we must convince them that their cars are creating the traffic jams and exacerbating the problem. We know that some of our parents have not been following proper safety laws and that they are part of the problem. They ignore our constant reminders and unfortunately need a ticket to help get them 'back on track'.

As a principal, I consider two of my most important responsibilities educating our youth and insuring their safety. Any help that this commission can give me to insure Grand Views' children are safe is greatly appreciated.

Sincerely,

Rhonda Steinberg

16

From: Erik Zandvliet

Sent: Tuesday, May 23, 2006 3:18 PM

To: 'Nancekita@aol.com'

Cc: Rob Osborne

Subject: RE: GrandView Traffic Study-response to Nancy Madden

## Dear Ms. Madden,

Thank you for your thoughtful comments and suggestions. Let me try to answer some of your concerns. (See each one below.)

## Erik Zandvliet

-----Original Message----- **From:** Nancekita@aol.com [mailto:Nancekita@aol.com] **Sent:** Monday, May 22, 2006 3:07 PM **To:** rosborne@citymb.info; ezandvliet@citymb.com **Subject:** GrandView Traffic Study

Rob & Erik -

I think the report is positive and incorporates many of our prior suggestions. The primary concern is that it doesn't solve AM traffic on 24th street. I walked the neighborhood yesterday and have given it some real thought. My concerns are listed below:

**page 1 - #6** - This does not provide any AM solution to the current problem. Morning traffic is actually worse due to commuters as well as GV traffic. Traffic should be prohibited from traveling both ways on 24th. Of all the ways to reach the parking lot, 24<sup>th</sup> Street is still the most appropriate street. It is wider than 23<sup>rd</sup> and is directly adjacent to the parking lot. Prohibiting eastbound left turns will limit congestion to one side of the street (westbound only) allowing the eastbound side to be clear of waiting cars. Much of the problem stems from not having even one travel lane to allow non-school traffic to get by, which causes gridlock. As an alternate, parents can also take northbound Manor and cross 24<sup>th</sup> Street to enter the loading zone. The point is to manage traffic on 24<sup>th</sup> Street: we will never "solve" it as long as the school entrance is on 24<sup>th</sup> Street. Also, never underestimate student carpooling to reduce traffic on 24<sup>th</sup> Street. **page 1 - #7** Manor is already posted on both sides of street as no parking at any time and it is adhered to as far as I

have observed thus far. Manor drivers going north should not be allowed to enter into GV parking lot. This would hopefully alleviate some cars from using this road and make it a safer pedestrian route. Marine & Manor intersection was not addressed at all and is a real hazard. If this action is approved, we would stripe crosswalks along Manor Drive at each intersection including Marine as part of the work to formalize a pedestrian path.

**page 2 - #22 -** The West playground is used in the morning by bikers and by students arriving early to get to the lunch table waiting zone. In the afternoon 4th & 5th graders are having PE here while lower school is being dismissed. Bicyclists and students would still be able to use this area at the same time as loading operations. Only a portion of the west playground would be used as a loading zone. The School will have to decide if it wants to change the use of the west playground during these times, and relocate 4/5 PE somewhere else.

**page 4 - #16** - Same issue as above with playground use There are several different options to extending the loading zone, including moving the fence along the parking lot northerly to allow more loading zone along the west side of the parking lot.

**page 5** - **Graph** - I find it very hard to believe there was not an increase in traffic on 23rd. This street has been closed regulary/recently for construction was this taken into account? It may be that different types of drivers are using 23<sup>rd</sup>. Street on different days, i.e. more school traffic on school days, and more resident traffic on non-school days. Also, we always assume that traffic can fluctuate 10%-20% on any given day. The traffic counts are a sample of the general magnitude of traffic on the street.

page 6 - #12 - We need to show traffic flow throughout the day. Number of students for

8:00, 8:15, 11:20, 11:30, 2:00 and 2:45. Impacted times at Ladera, Montessori, camp Runamuck, Mommy & Me time. This is truly an all day problem. I agree, but nights, weekends and summer are not the same as school days, which is the general finding. In other words, why impose a 24/7 condition on a part-time problem? The traffic volume data includes hourly volumes for the entire day, but I have only presented a daily summary in the report.

I would like to see a detailed plan (similar to Bell's proposal) of how you would improve the GrandView parking lot. I am not sure where the space for 2 lanes would come from and would like to see this solution explained further. We will

explain it in more detail at the meeting. In short, a curb would be built along the north side between the existing light posts, with a new sidewalk running the entire length by removing the hedges. That would provide a 20' wide aisle, enough for a bypass lane besides waiting vehicles which can be loaded along a greater length. Also, Improving unloading zone flow in the GV lot would help but I'm not sure if this is enough. The likelihood of having parent volunteers directing morning traffic is slim and I do not believe that the teachers union will allow teachers to play a roll either. On a positive note, I have personally been part of starting a parent volunteer program called "Car Line Courtesy Program" with over 40 trained parents with weekly rotating duty, as well as many loading zone systems that are run by teachers and school staff where students must stay on campus until they are called by name as the parent arrives. And these are at Public Schools!

Thank you for your consideration, Nancy Madden

Sprague, Mark @ Los Angeles DT [Mark.Sprague@cbre.com] From:

Monday, May 22, 2006 10:01 AM Sent:

rosborne@citymb.info; ezandvliet@citymb.info To:

gdolan@citymb.info; rwadden@citymb.info; Marty Friedman Cc:

Subject: Grandview Traffic Study

Rob & Erik -

I live at 532 24<sup>th</sup> Street (west of Blanche, east of Vista).

After I attended the meeting on April 27<sup>th</sup>, I was very encouraged about the study and recommendations. It appeared that all the areas that are surrounding the school were being given equal consideration and would receive equal benefits from the recommendations (and also share the equal burden of any changes). After reading the Initial Recommendations dated May 25, 2006, I do not feel that is the case. 24<sup>th</sup> Street did not get any of the suggested benefits and receives further burden.

#### Benefits -

I thought it was everyone's opinion (residents and Grandview PTA) that 24<sup>th</sup> Street would be made one-way along with 23<sup>rd</sup> Street. As you can see by your traffic counts, 24<sup>th</sup> Street handles 1,417 trips during school days and 23<sup>rd</sup> Street handles 275 trips. It would make sense to try to get a better distribution between the streets than exists today and the "one-way" streets would be a logical solution. Why was this left off one of the 26 recommendations? The current congestion on 24<sup>th</sup> Street inhibits the ability of Fire/Safety personnel to get to any potential problems and could cause a life-threatening situation.

#### Burdens -

Recommendation #6 will increase traffic on 24<sup>th</sup> Street (west of Blanche and east of Grandview). Parents who live north and west of the school will now have to drive east (via Marine or 23rd) to Blanche, make a left on Blanche (to go North) and make a left onto 24th Street (to go West) to be able to use the proposed pick-up areas. One way to address parents who live north and west of the school would be to extend Grandview Avenue from 29<sup>th</sup> Street to 35<sup>th</sup> Street and make it a one-way street going south. Currently, residents whose properties back-up to Grandview (from 29th to 35th) have landscaped these city owned areas and in some cases even added fencing. If Grandview is extended from 29th to 35th, (with a sidewalk) parents could enter Grandview Avenue (making a right to go south). They could then make another right onto 26<sup>th</sup> Street and proceed to a drop-off area at the corner of 26<sup>th</sup> and Vista. After drop-off, they could proceed further onto 26th (onto Alma or Highland) or make a right onto Manor (already a one-way street going North). This was also discussed in the April 27th meeting.

Recommendation #7 will increase the number of cars parking on 24<sup>th</sup> Street. When parking spaces are removed from one area, the nearest point of relief will get the cars that used to park there. The nearest point of relief for the cars that used to park on Manor is 24<sup>th</sup> Street.

The current 26 recommendations are of no benefit to the residents of 24<sup>th</sup> Street and give us further burden. This is not a fair or just situation.

One side note - One thing that is mentioned in the overall report that is also concerning to me is the term "during school hours". Kids use Grandview for a park/play area at all hours and on all days. Safety measures to allow kids to walk to/from Grandview should be applicable to all times.

Mark Sprague | Senior Vice President CB Richard Ellis | Global Corporate Services 355 South Grand Avenue, 27th Floor | Los Angeles, CA 90071-1550 T 213 613 3030 | F 213 613 3049 | C 310 592 8171 mark.sprague@cbre.com | www.cbre.com

| From:    | Marty Friedman [mjfriedman@att.net]          |
|----------|----------------------------------------------|
| Sent:    | Monday, May 22, 2006 12:40 PM                |
| То:      | rosborne@citymb.info; ezandvliet@citymb.info |
| Cc:      | nancekita@aol.com                            |
| Subject: | Grand View Traffic Study                     |

Rob,Erik

Good job on Grand View Traffic Study. It was pretty comprehensive, but will never satisfy everyone because there are too many different stakeholders. (i.e. I'm not convinced that the Vista Drive concerns have been mitigated).

One concern not mentioned previously - I think the crosswalk on Marine at Manor is dangerous. There is a painted crosswalk, but most people do not observe it. When I walk my dog there, I just wait for cars to pass before crossing. But what will a 3rd grader do?

One presentation suggestion for Thursday. There are a lot of streets, directions, etc. and it gets hard to follow. I suggest having a large poster board of the sites and using a laser pointer as you run through recommendations (or use Powerpoint view of sites and verbally run through recommendations).

Marty Friedman

15

From: Krista Skinner [kristaskinner@hotmail.com]

Sent: Thursday, May 18, 2006 3:39 PM

**To:** diane@msmbrpv.com; rosborne@citymb.info

Subject: Ladera Parking and Traffic

Miss Diane -

To recap our recent discussion regarding Ladera parking and traffic issues - here are some of the suggestions mentioned that could be implemented separately or collectively to alleviate some of the neighbors concerns both short and long term.

Before that - let me just outline what we believe are the major issues so we're all on the same page.

1. Traffic down 27th street at pick-up and drop-off times (8:30-9:30am, 11:30-12:30pm and 2:30-3:30pm) - Grandview and Montessori traffic

2. "Long-term" (longer than 15 min.) parking along Bell with spillover to 27th and 26th - South Bay Adult School Clients and Montessori Staff

3. "Short-term" (less than 15 min.) parking along Bell - Grandview and Montessori traffic - pickup and drop off

4. Street sweeping - not being completed because of parked cars

Here are some possible solutions:

1. Clearly mark parking/no-parking zones along Bell - specifically East side as it relates to driveways, sidewalks and space for garbage pickup.

2. Create a "no thru traffic" or no right turn on 27th from Southbound Blanche - same on 26th and 29th - forcing cars down to Bell/Blanche intersection and Bell Ave. which doesn't have as much foot traffic - can be time specific - the "no thru traffic" may be necessary to accommodate residents on the affected streets.

3. Create a matching reverse flow from Bell - 26th, 27th, 29th - forcing exit at Bell/Blanche intersection

4. Re-mark red zone in turnaround and add the 3 spots at the island curb as "no parking" - currently the turnaround is used as short term parking as there are no available spaces on the curb in front of the school - would be used primarily by Grandview as pick-up/drop-off - used now also by Montessori.

5. Create a 24-minute zone (15-minute may be sufficient) in front of the school that would accommodate at least 10-12 cars - for use primarily by Montessori drop offs where parents must accompany children into school.

6. Change street sweeping times so that they don't conflict with pick-up/drop-off times outlined above - and alternate side of street days to accommodate SBAS Clients.

7. Investigate staff parking options at Grandview - currently Montessori staff occupy street parking spots as the only dedicated parking at Ladera is for South Bay Adult School. Montessori staff currently have to leave their classrooms to move cars to avoid street sweeping ticketing - as well as adding to the "long-term" parking on Bell.

As a Montessori parent seeking convenience in dropping off and picking up my daughter - I also understand the concerns of the residents - especially parents on 27th - regarding what can seem like excessive traffic during the peak hours. 2 construction projects on that street have exacerbated the issue in the last month - most likely leading to the most recent complaints.

I believe that with a collective plan - good communication and also good enforcement - that we can come up with a plan that works for everyone involved.

We live at 39th and Ocean - and we have benefitted from the City of MB's support in restricting Southbound traffic on Ocean during "rush hour". It has made it a much quieter and safer place for our children to live - and we respect the desire of the residents surrounding the Ladera/Grandview campus to achieve the same.

I believe the parents of children utilizing the Ladera/Grandview facilities would support the City's recommendations - again - as long as they are communicated effectively - both in purpose and in practice - and that the issues be revisited after the changes have been in place for 30-60 days to allow for feedback and any changes to the plan.

Let me know if you have any questions!

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From: Linda&Louie [lindlou2@verizon.net]

Sent: Saturday, May 20, 2006 9:48 AM

To: Rob Osborne

- Cc: Sandra; Richard Montgomery
- Subject: Traffic Study

Rob, Richard and Sandra

I have just finished reading the traffic report and recommendations. I have passed the link on to my neighbors for their review.

I wanted to take this opportunity to Thank Rob and Erik for an outstanding job. I have gained a new level of respect for the proffessionalism they have brought to the table. What ever happens as a result of this report including recommendations and implementation, Linda and I are greatful for your time and help.

I also want to thank Richard for his mentoring and guidance and Sandra for taking her personal time to witness the effect of traffic on our neighborhood.

Thank all of you.

Your Fans

Linda and Lou Le Roy



1400 Highland Avenue

Manhattan Beach, CA 90266-4795

Telephone (310) 802-5000

City Hall

THE (010) 000

FAX (310) 802-5001

May 11, 2006

#### \*\*\*\*\* PUBLIC MEETING NOTICE \*\*\*\*\*\*

Re: Grandview School Traffic Study

Dear Resident/Property Owner:

The Manhattan Beach City Council has directed City staff to conduct a study of traffic and parking conditions in the areas surrounding Grandview Elementary School. The City's Traffic Engineer has completed an analysis and will present findings and recommendations to the Parking and Public Improvements Commission at a public meeting on Thursday, May 25, 2006.

The meeting will be held in the City Council Chamber, 1400 Highland Avenue, and will begin at 6:30 p.m. Interested parties are encouraged to attend the meeting and provide input.

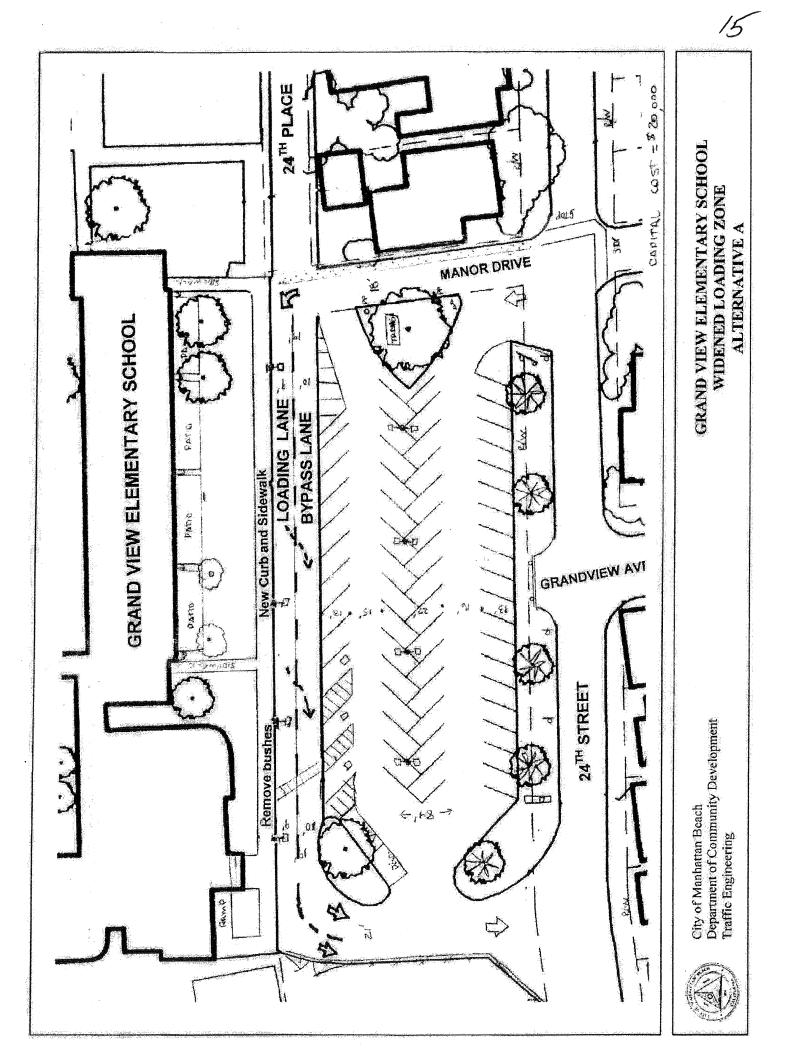
If you have any questions or would like any additional information, please call 802-5540 or E-mail rosborne@citymb.info

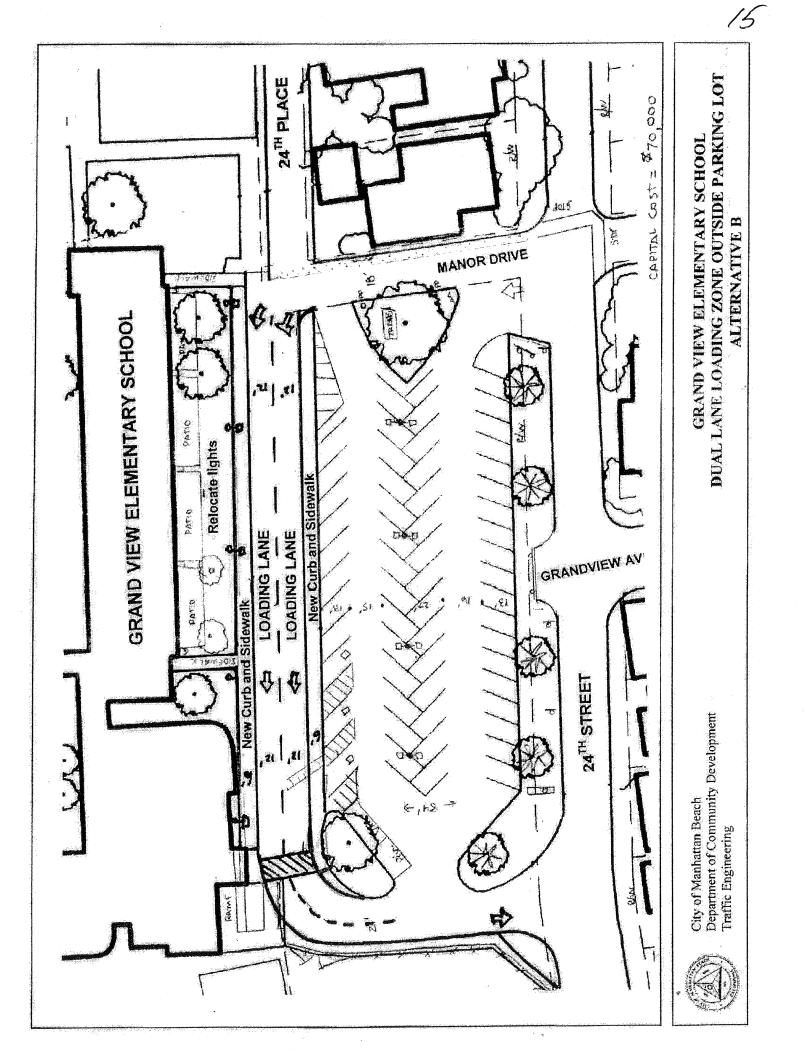
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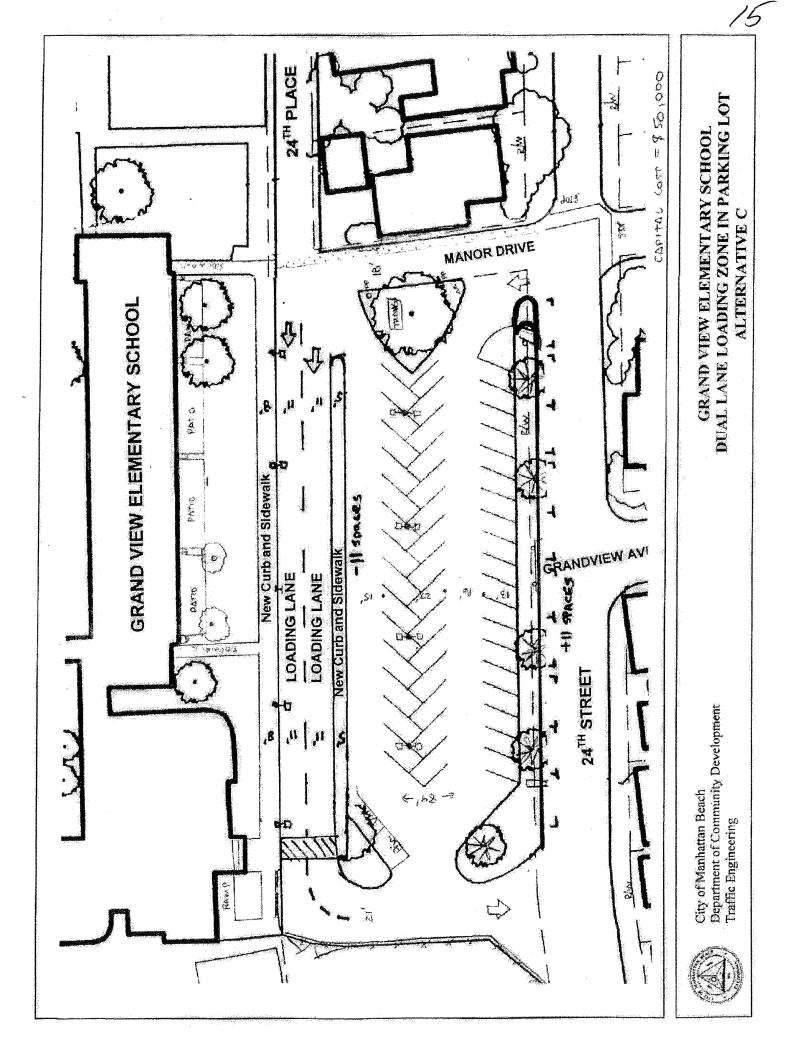
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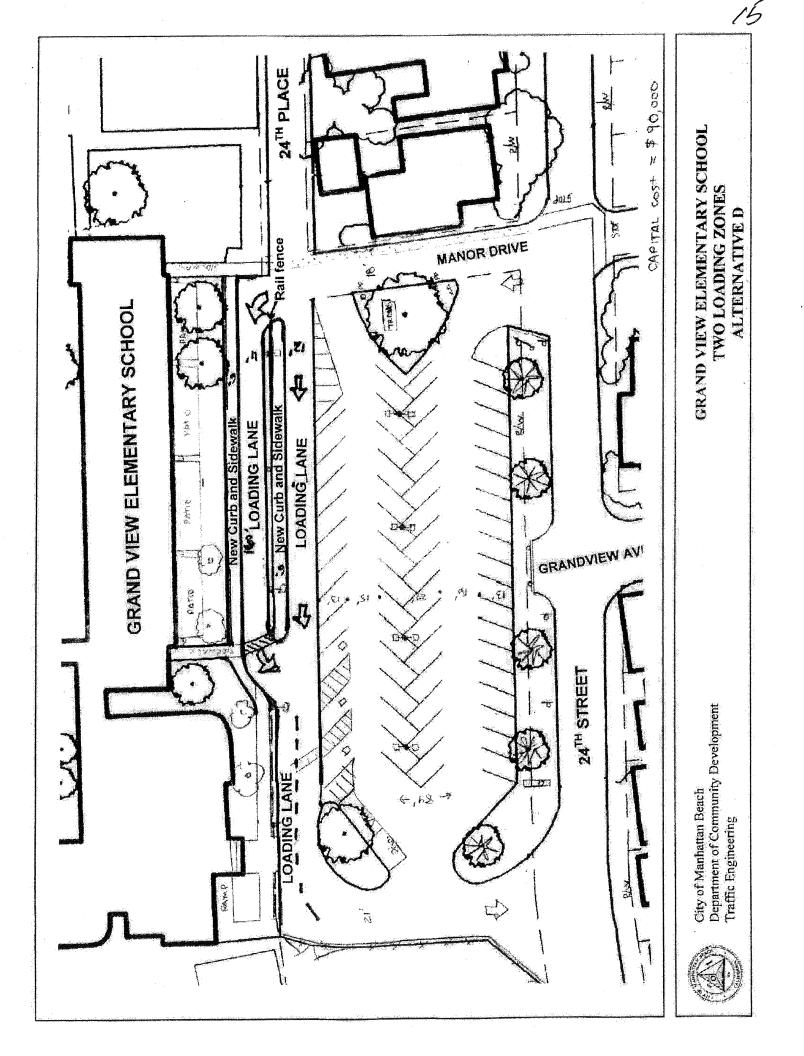
Rob Osborne Management Analyst Community Development Department

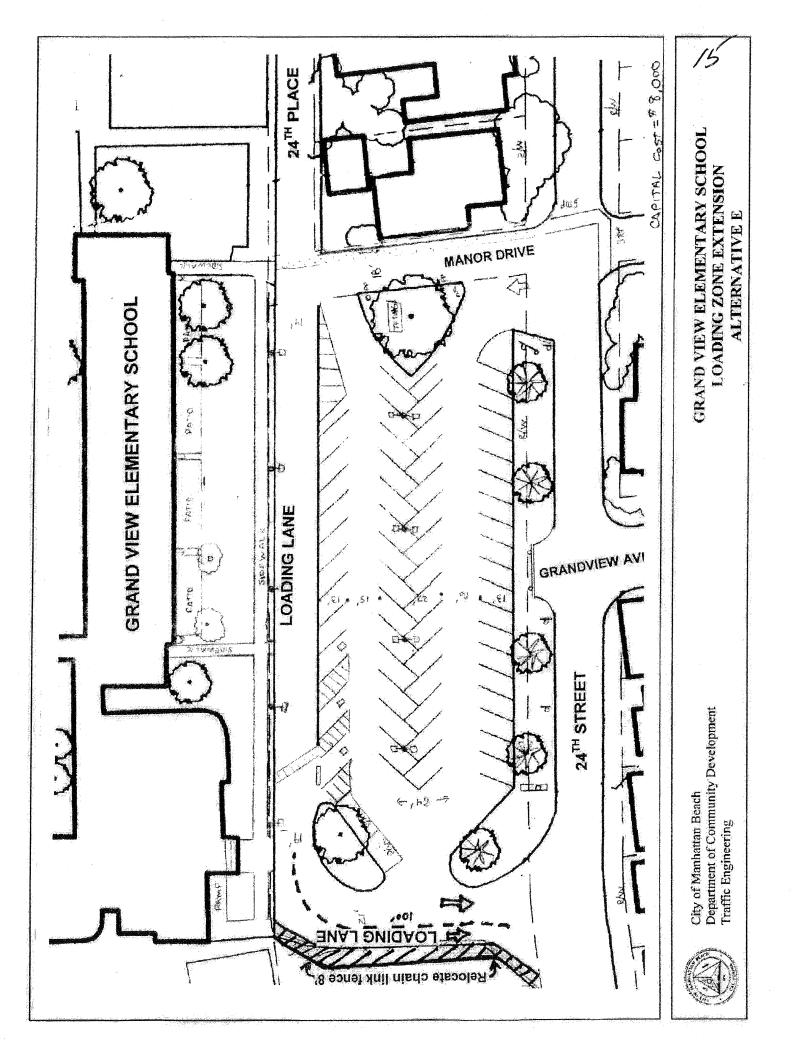
To whom it might concern. Since oct of 4 have lived 578 2474 Street. My Sais car the left mirror has been damaged. My drive too fast and with mige cars Fire Department Address! 400 15th Street, Manhattan Beach, CA 90266 FAX (310) 802-5201 JUG Police Department Address: 420 15<sup>th</sup> Street, Manhattan Beach, CA 90266 FAX (310) 802-5101 Public Works Department Address: 3621 Bell Avenue, Manhattan Beach, CA 90266 FAX (310) 802-530 310-546-6460.

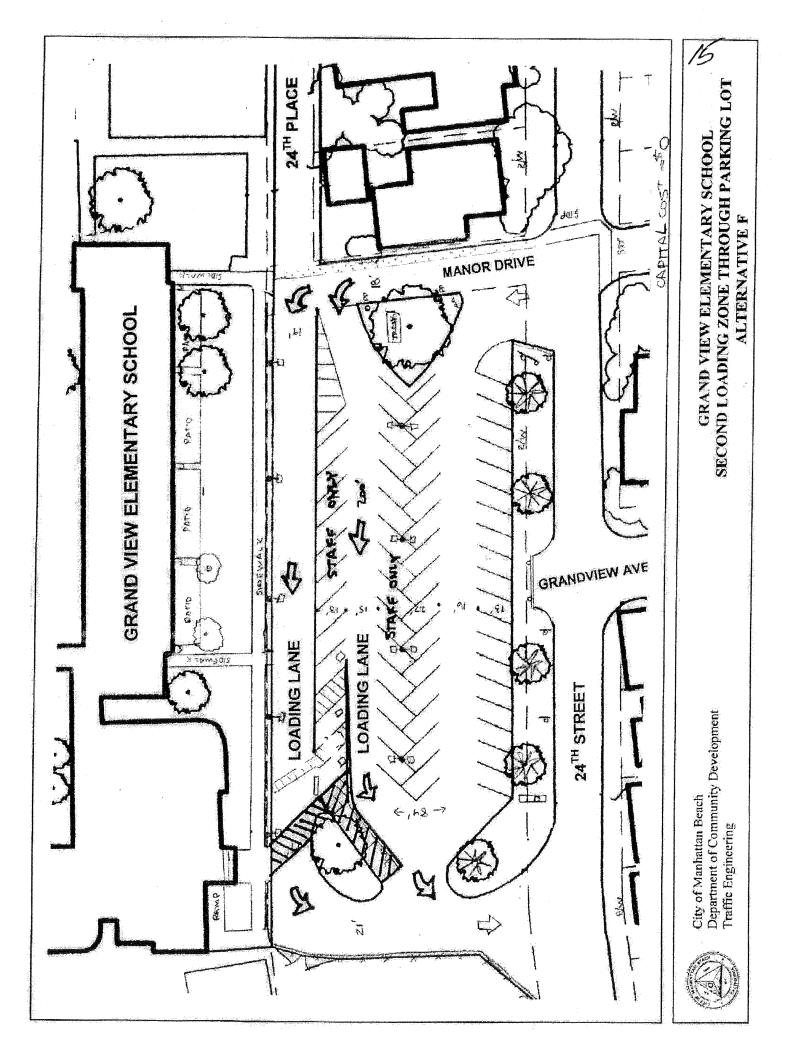














City Hall 1400 H

1400 Highland Avenue

Manhattan Beach, CA 90266-4795

Telephone (310) 802-5000

FAX (310) 802-5001

June 30, 2006

#### \*\*\*\*\* PUBLIC MEETING NOTICE \*\*\*\*\*

Re: Grandview School Traffic and Parking Study

Dear Resident/Property Owner:

The Manhattan Beach City Council has directed City staff to conduct an evaluation of traffic and parking conditions in the areas surrounding Grandview Elementary School and the former Ladera School campus. The City's Traffic Engineer recently presented his initial findings to the Parking and Public Improvements Commission. The Commission's recommendations will be presented to the City Council for consideration at a public meeting on Tuesday, July 18, 2006.

The meeting will be held in the City Council Chamber, 1400 Highland Avenue, and will begin at 6:30 p.m. Interested parties are encouraged to attend the meeting and provide input.

For additional information, please call (310) 802-5540 or E-mail rosborne@citymb.info

Sincerely,

Rob Osborne Management Analyst Community Development Department

