

Chula Vista Elementary School District Safe Routes to School Master Plan



June 2017

This Page Intentionally Left Blank

Acknowledgements

The following key people/entities participated in the Safe Routes to School plan efforts for the Chula Vista Elementary School District. Their creativity, energy, and commitment were critical to the success of this planning effort.

Chula Vista Elementary School District Project Management Team

Melissa Minas, Project Manager

Nancy Kerwin, Director of Student, Family, Community, and Instruction Services

Anthony Millican, Director of Communications and Community Development

Safe Routes to School Coalition Team

Cook Elementary

Gabriela Llamas, Principal

Jason Boles, Volunteer

Kristin Hentze, Volunteer

Sarahi Soriano, Volunteer

Nidia Valle, Volunteer

Clara Delgado, Volunteer

Gaston Amaro, Safety Patrol Volunteer

Juarez-Lincoln Elementary

Toni Faddis, Principal

Rosita Haro, Volunteer

Maria Pulido, Volunteer

Cortney Gonzalez, Volunteer

Maria Varajas, Volunteer

Graciela Esquivel, Volunteer

Kellogg Elementary

Sylvia Echeverria, Principal

Priscila Zendejas, Volunteer

Susana Velez, Volunteer

Christina Gonzalez, Volunteer

Brenda Jacobo, Volunteer

Jasmin Perez, Volunteer

Ana Cervantes, Volunteer

Sandra Perez, Volunteer

Jonathan Davis, Volunteer

Terri Davis, Volunteer

Veronica Martinez, Volunteer

Lauderbach Elementary

Graciela Chavez, Associate Principal

Karina Rodriguez, Volunteer

Norma Avila, Volunteer

Ricardo Zambrano, Volunteer

Lily Garnica, Volunteer

Citlalit Valdenegro, Volunteer

America Pulido, Volunteer

Silvia Ruvalcaba, PTA President 2015-2016

Jeanette Hernandez, PTA President 2015-2016

Plan Document Prepared By



In Partnership with



Cover Photo: The Kellogg Elementary School Community Bike Ride was held on April 23, 2016, organized by the San Diego County Bicycle Coalition and led by Randy Van Vleck, LCI.

This Page Intentionally Left Blank

TABLE OF CONTENTS

1 INTRODUCTION	1
1.1 What is Safe Routes to School?	1
1.2 Challenges to Walking and Bicycling to School	4
1.3 Benefits implementing SRTS.....	5
1.4 How to Use this Report and Plan.....	6
2 CVESD SAFE ROUTES TO SCHOOL REPORT	8
2.1 School Site Coordination.....	8
2.2 Planning Process.....	5
2.3 Project and Plan Outreach.....	6
2.4 Safe Routes to School Coalition.....	7
2.5 Education Events	8
2.6 Encouragement Activities	13
2.7 Empowerment Activities.....	20
2.8 Evaluation and Monitoring Activities.....	22
2.9 Infrastructure Data Collection and Analysis	27
3 SAFE ROUTES TO SCHOOL (SRTS) PLAN	40
3.1 Goals and Strategies.....	40
3.2 CVESD SRTS Plan Framework	43
3.3 Infrastructure Recommendations and Implementation Tools	44

TABLE OF FIGURES

Table 1: 2015-2017 Schedule of Events for CVESD SRTS.....	5
Table 2: Student Attendance at Safety Assemblies	9
Table 3: Student Attendance at Bike Rodeos	10
Table 4: Student Attendance at Community Ride Events.....	11
Table 5: Student Attendance at Bicycle Train Rides	12
Table 6: SRTS Successes	21
Table 7: Parent Survey Data	24
Table 8: Example Implementation Strategies by School Type.....	45

APPENDIX A

Existing Conditions and Recommendation Maps

1 | INTRODUCTION

1.1 | What is Safe Routes to School?

Safe Routes to School (SRTS) refers to a variety of multi-disciplinary programs aimed at both increasing the number of students walking and bicycling to school and reducing the number of vehicle trips associated with school travel. Program activities and projects are aimed at improving traffic safety and air quality around school areas and address childhood obesity and public health issues through education, encouragement, increased law enforcement, and engineering. SRTS efforts are led by partnerships among municipalities, school districts, community members, parent volunteers, and law enforcement agencies.

The Five E's

Comprehensive SRTS programs use five complementary strategies, referred to as the "Five E's".



Engineering

Design, implementation, and maintenance of infrastructure that improves the safety along commute routes.

Crosswalks, curb extensions, and signage are all examples of engineering solutions.



Education

Outreach and lessons that teach students and parents traffic safety skills and the benefits of active transportation.

Educational programs can be taught in school classrooms, assemblies, and can also take the form of awareness campaigns and posters for drivers near schools.



Encouragement

Events, clubs, and activities that encourage more walking, bicycling, or carpooling through fun activities and incentives.

Walk to School Day, trip tracking competitions, walking clubs, and walking school buses all provide encouragement for students.



Enforcement

Strategies to deter the unsafe behavior of drivers, bicyclists, and pedestrians, and encourage all road users to obey traffic laws and to share the road.

Crossing guards, regular speed enforcement, and safety patrols are all successful ways to ensure both drivers and students behave in a safe, legal fashion.



Evaluation

Systems that track progress toward program goals, assess successes, and identify ways to improve programs. This process helps to build a stronger SRTS program each year.

Surveys, focus groups, and hand tallies help determine what works, and what doesn't.

Additional E's – Equity and Empowerment:

Equity concerns, and empowerment mechanisms to address them, are incorporated throughout the Five E approach to understand and address obstacles, create access, and ensure safe and equitable outcomes.

Purpose and Vision

The Chula Vista Elementary School District (CVESD) developed this SRTS project and plan in consonance with its overarching goal of engaging community members in a collaborative process, as well as ensuring the safety of its students in the larger community. This is the third major grant-funded SRTS project in CVESD to-date, and is the first districtwide SRTS plan to be completed.

The purpose of this SRTS project was to identify safe routes to school, encourage greater levels of walking and bicycling, pilot test a comprehensive, sustainable SRTS program at four high-need schools, and to provide first-time SRTS activities and resources to six other schools in CVESD that have not been comprehensively included due to their school grounds being located in the City of San Diego or Unincorporated San Diego County.

The plan includes general recommendations for sustaining a SRTS program that will strive to:

- Enhance children's health and well-being
- Ease traffic congestion near schools to improve safety
- Increase the number of students getting regular physical activity
- Improve air quality around schools and community members' overall quality of life
- Increase the number of students who walk and/or bicycle to and from school
- Provide clear projects and programs for implementation
- Implement infrastructure changes to encourage active transportation

Vision:

To sustain a Safe Routes to School program within the Chula Vista Elementary School District

Goals

Specific recommendations in the plan are informed by three primary goals that are intended to provide a strong basis for meeting the vision of a sustaining SRTS program.

Goal 1: Improve the health of students by focusing attention on and increasing active travel to school.

Goal 2: Support school travel routes that are accommodating, safe, convenient, and "complete" for all modes and users of all ages and abilities.

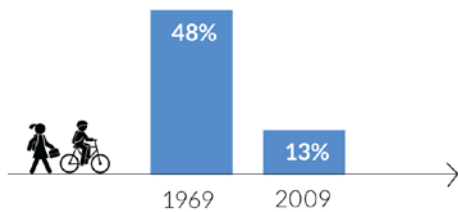
Goal 3: Maximize interagency cooperation in all SRTS projects and programs in an effort to build a sustainable program.

1.2 | Challenges to Walking and Bicycling to School

Although most students in the United States walked or bicycled to school pre-1980's, the number of students walking or bicycling to school currently has sharply declined. This decline is a result of many factors, including urban growth patterns, increased traffic, busy student schedules, and parental concerns about safety. The situation is self-perpetuating: as more parents drive their children to school, increased traffic is present near school sites, resulting in more parents becoming concerned about traffic and safety, and thus choose to drive their children to school. This is the largest barrier to overcome in any SRTS program.

Why Safe Routes to School?

Within the span of one generation, the percentage of children walking or bicycling to school has dropped precipitously.



Children are not getting enough physical activity.



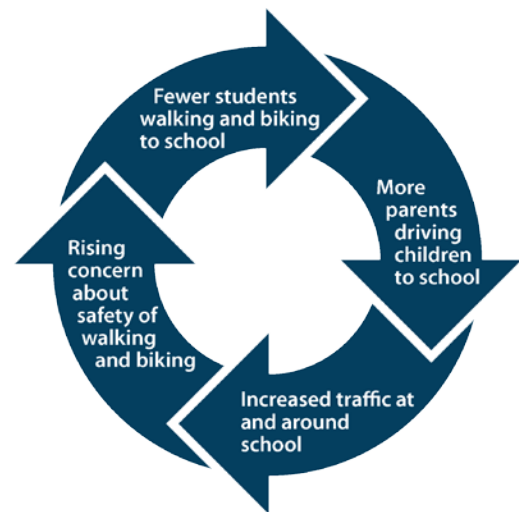
Roads near schools are congested, decreasing safety and air quality for children and families.



Kids who walk or bike to school:



- Arrive alert and ready to focus on school
- Get most of their recommended daily physical activity during the trip to school
- Are more likely to be a healthy body weight
- Demonstrate improved test scores and better school performance
- Are less likely to suffer from depression and anxiety¹



The downward cycle of traffic and reduced walking and bicycling

¹ More information can be found at <http://guide.saferoutesinfo.org>

1.3 | Benefits implementing SRTS

SRTS programs directly benefit schoolchildren, parents, and teachers by creating a safer travel environment near schools and by reducing motor vehicle congestion at school drop-off and pick-up zones. Students who choose to walk or bicycle to school are rewarded with the benefits of a more active lifestyle, with the responsibility and independence that comes from being in charge of the way they travel, and with the knowledge that walking and bicycling can be safe, enjoyable, and good for the environment.

SRTS programs offer ancillary benefits to neighborhoods by helping to slow and reduce traffic and by providing infrastructure improvements that facilitate walking and bicycling for everyone. Identifying and improving routes for children to safely walk and bicycle to school is also one of the most cost-effective means of reducing weekday morning and afternoon traffic congestion and can help reduce auto-related pollution.

In addition to safety and traffic improvements, a SRTS program helps integrate physical activity into the everyday routine of school children. Health concerns related to sedentary lifestyles have become the focus of statewide and national efforts to reduce health risks associated with being overweight. Children who walk or bicycle to school have an overall higher activity level than those who are driven to school, even though the journey to school makes only a small contribution to activity levels². Active kids are healthier kids. Walking or bicycling to school is an easy way to make sure that children get daily physical activity.

Everyone Benefits

SRTS benefits children:

- Increased physical fitness and cardiovascular health
- Increased ability to focus in school
- A sense of independence and confidence about their transportation and their neighborhood or community

SRTS benefits neighborhoods:

- Improved air quality as fewer children are driven to school
- Decreased crashes and congestion
- More community involvement as parents, teachers, and neighbors get involved and put “eyes on the street”
- Increased physical activity for the whole family

SRTS benefits schools:

- Fewer discipline problems because children arrive “ready to learn”
- Fewer private cars arriving to drop off and pick up children
- Opportunities to integrate walking, bicycling, and transportation topics into curriculum
- Increased efficiency and safety during drop off and pick up times

² Cooper A, Page A, Foster L, Qahwaji D. *Commuting to school: are children who walk more physically active?* American Journal of Preventive Medicine. 2003 November; 25(4):273-6.

1.4 | How to Use this Report and Plan

This SRTS plan provides an overview of SRTS, a project report, and recommendations for a Five E's approach to improve the safety, health, and wellness of students in CVESD. Due to the size and diverse variety of schools in CVESD, specific SRTS recommendations are provided for schools based on their program-type, which was established as part of this two-year project. (See section 2.1 for more details regarding schools by program-type.)

The Pilot School programs, activities, and recommendations included in the report are intended to support infrastructure improvements and programs over the next one to five years. This plan, along with the full suite of Pilot School programs, provides a framework for applying a SRTS program at any school in CVESD with a special focus on specific context, such as population, need, and opportunity.

Not all of these programs need to be implemented right away to improve the environment for walking and bicycling to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing strategy for CVESD schools. Some projects and programs will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

At the heart of every successful SRTS comprehensive program is a coordinated effort by parent volunteers, school staff, local agency staff, law enforcement, public health professionals, and community advocates. The following sections highlight the unique contributions of key partners in SRTS.

Parents and Students

Parents can use this report to understand and clarify the conditions at their children's school and to become familiar with the ways in which they can support program goals of making walking and bicycling safer. Concerned parents and all city and county residents have a very important role in the SRTS process. Parent groups, both formal and informal, have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups are critical for ongoing program success by helping to fundraise for smaller projects and programs that are implementable without serious effort on behalf of the CVESD. Older students can use this report to advocate for projects and programs that will support safe and comfortable walking and bicycling to school. Students have a unique perspective on the barriers and opportunities for active travel to school and their involvement in development of education, encouragement, and enforcement programs can improve participation.

School Staff and Administrators

CVESD staff and administrators have an important role in implementing the potential recommendations contained within this SRTS plan. This report can be used to identify potential improvements appropriate for their school site, and develop programs that educate and encourage students and parents to seek alternatives to single family automobile commutes to school. This plan offers a broad framework for CVESD schools and as such, the impetus for change and improvement must be supported by the leadership of the school. School staff and administrators can help with making policy and procedural changes to projects that are within school grounds via School Safety Plans, and have the responsibility to distribute informational materials to parents within school publications and during meetings, events, and activities.

District Officials

CVESD officials are perhaps the most stable of the stakeholders for a SRTS program and have the responsibility for keeping the program active over time. District staff has the appropriate organizational

structure and communication to bring their institutional knowledge to work with multiple schools sharing information and bringing efficiencies to programs at each school working on SRTS.

Law Enforcement

Law enforcement staff such as the Chula Vista Police Department, San Diego County Sheriff's Department, and San Diego Police Department can use this report to understand issues related to walking and bicycling to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bicycle to school. School staff will be instrumental to the success of the enforcement programs and policies recommended in this plan. Law enforcement will also have a key role in working with school administration in providing officers and assistance to some of the proposed education and encouragement programs.

Public Health

The County of San Diego Health and Human Service Agency, the region's public health department, can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families. The City of Chula Vista, County of San Diego, and City of San Diego continue to be closely monitored for longitudinal improvements related to health indicators by public health professionals in the region. This project and plan will be an important footnote for their research efforts.



2 | CVESD SAFE ROUTES TO SCHOOL REPORT

2.1 | School Site Coordination

The greater community of South Bay San Diego played a key role in understanding the existing conditions and developing the recommendations contained in this report. This project directly benefited 27 of the 46 schools within the Chula Vista Elementary School District. Of those, four schools received programmatic focus as Pilot Schools to implement a comprehensive Safe Routes to School (SRTS) approach. The additional 23 schools are referred to as “program schools” and, the remaining 19 as “non-program” schools for the purpose of this report, plan, and project.

Pilot Schools, Cook, Kellogg, Lauderbach, and Finney Elementary, were chosen by the school district, prior to being awarded grant funding. The schools were selected based on community input, an interest in education and awareness campaigns, as well as the need for infrastructure improvements.

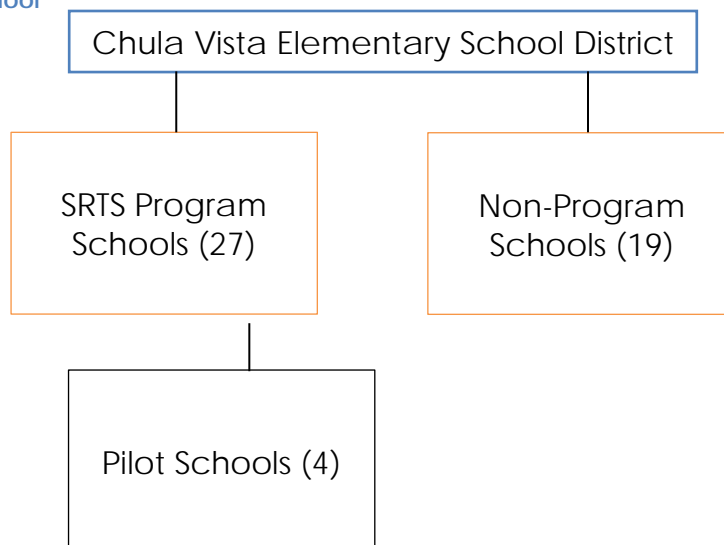
Three of the selected Pilot Schools worked in concerted effort with the City of Chula Vista to determine infrastructure improvements appropriate for each campus, prior to this SRTS program. The fourth school, Finney Elementary, did not have a prior established relationship with the Chula Vista Department of Public Works, because it is located in the City of San Diego.

During the course of this two-year program, school needs and parent involvement evolved which resulted in adjustments to the SRTS program. Another school was identified as having significant parent involvement and a desire to implement SRTS programmatic strategies. After a few adjustments, the final four Pilot Schools were Cook, Kellogg, Lauderbach, and Juarez-Lincoln. This change was implemented early in the program, and did not negatively impact the project.

At the start of the 2015-2016 school year, the project team began working closely with the Pilot Schools to coordinate day-to-day SRTS activities. An Engagement Coordinator worked closely with parent volunteers, school staff, CVESD staff, and other stakeholders to serve as a liaison between all parties involved. The primary role in this position was to create and sustain parent, staff, student, and community involvement by conducting SRTS program activities, assist in building and maintaining parent and student participation, and to establish a system for sustaining engagement beyond this program. Below is a diagram that displays the varying levels of involvement this project had throughout CVESD.

Figure 1 CVESD SRTS School

Participation Diagram



2.2 | Planning Process

Beginning in June 2015, the planning process for this SRTS project began with document reviews, data collection, and introducing the community to the project and project team.

This included an extensive review of previous city planning efforts affecting the 27 school sites, data collection at each site, creating individual school profiles, which included data mapping and partner identification, and creating opportunities for team members and volunteers to provide input and share ideas.

Throughout the two-year project, educational, encouragement, and outreach activities have been held regularly. Similarly, products such as maps and educational brochures, project coordination, and project tracking have occurred regularly throughout the project. The table below lists the various SRTS activities and project-related tasks that were conducted from Summer 2015 through Summer 2017.

Table 1: 2015-2017 Schedule of Events for CVESD SRTS

CVESD SRTS 2015-2017 School Years Schedule of Events									
Task	Summer 2015	Fall 2015	Winter 2015	Spring 2016	Summer 2016	Fall 2016	Winter 2016	Spring 2017	Summer 2017
1 – Project Coordination	4	6	6	6	4	6	6	6	2
2 – Outreach and Promotion		3	1	6		2	2	1	1
3 – Education Activities	1			13		10		9	
4 – Encouragement Activities			4	16	4	8	8	8	
5 – Intergenerational Activities			4	4					4
6 – Active4Me Tracking Activities		8	2	8		4	8	4	
7 – Empowerment Activities							1	5	
8 – Evaluation Activities	27	25					33	23	
9 – SRTS Toolkit & Master Plan								1	1
Total Events									306

2.3 | Project and Plan Outreach

Outreach Strategy

Project outreach was designed to be accessible for residents throughout CVESD's enrollment boundaries, including non-English speakers. The primary means of outreach was through bilingual SRTS representatives, who met with principals, parents, and community members. These Engagement Coordinators formed focus groups at the Pilot Schools to keep participants involved throughout the course of the entire program. In addition, the project had a large online presence through the CVESD's website and various social media platforms.

Focus group participants continued their involvement throughout the 2015-2016 and 2016-2017 school years by helping to coordinate, organize, staff, and evaluate the SRTS activities conducted as part of this project. These parents, community members, faculty, staff, and students were an indispensable part of the project, and will continue to be as the district moves forward with expanding SRTS in the coming years. Volunteer engagement helped to increase the overall number of students participating and the type of events held at each school, ensuring that the most specific curriculum to achieve the targeted outcomes of CVESD SRTS efforts was implemented.

An online presence was established as a method to keep parents and community members engaged with current events, and to provide SRTS programmatic resources. A project website was created under the CVESD's community programs page and continues to be updated regularly. A project description and educational material on the Five E's of the SRTS program were featured on the websites of the Pilot Schools and focus groups shared event flyers on school Facebook pages. Lastly, a Twitter social media account was created for the project. Online outreach was an important method in keeping parents and volunteers updated, showcasing SRTS events to the community, and providing program materials to the larger public, and will continue to be as the program is expanded to the remaining CVESD schools.

This plan, in conjunction with the website and Toolkit, will serve as continued guidance and reference for future CVESD SRTS efforts. Both will be "living documents", dynamically updated by CVESD staff to maximize usefulness and relevance districtwide. Both documents should be easily accessible through the CVESD website, with printed copies present at all Coalition meetings, schools, and also available as part of the CVESD "lending library."

2.4 | Safe Routes to School Coalition

As SRTS programming became a routine part of school activities and a consistent group of parents became more confident in volunteer and focus group roles, engaged community members were invited to participate in the first formal SRTS Coalition meeting on November 2, 2016.

At formal meetings, SRTS Coalition members were able to collaborate and share lessons learned in an environment that was supported by the SRTS project team and various Chula Vista representatives. Attendance at Coalition meetings increased with a wider group of participants from Program Schools. At the fourth Coalition meeting on April 25, 2017, invitations were sent to the Non-Program schools as well, to advertise the release of the CVESD SRTS Toolkit.

At the final Coalition meeting of the 2016-2017 school year, CVESD Superintendent Dr. Francisco Escobedo presented awards to Coalition members to honor their exemplary commitment to the SRTS program. The Coalition now boasts sixty-five members, has a formally recognized mission statement, and is scheduled to meet bi-monthly during the 2017-2018 school year.

Coalition Representation

- Parents
- School staff
- Intergenerational community members
- CVESD staff
- City of Chula Vista Engineering Department Staff
- City of San Diego District 8 representative

Roles of the Coalition

- Represent stakeholder/agency interest in SRTS
- Support gathering of necessary information and data
- Participate in and help organize SRTS events and meetings
- Support and shape the future of SRTS in CVESD



2.5 | Education Events

Pedestrian and bicycle education activities were conducted at Pilot Schools. Curriculums were created and individualized based on the needs of each school. All educational events were performed by League of American Bicyclist Certified instructors.

Pedestrian and bicycle safety education was provided in the form of four activities:

- Safety Assemblies
- Bike Rodeos
- Community Bike Rides
- Bike Trains

The SRTS project team had close collaboration with school administration and CVESD in all aspects of this project; whether it was communicating with parents, collaborating with school staff to schedule events, organize students, or transport loaner bicycles and helmets to school sites for various activities.

Future Opportunities: The San Diego County Bicycle Coalition (SDCBC), a local non-profit, looks forward to future collaboration with CVESD through the following grant programs:

SANDAG iCommute Walk, Ride and Roll to School program (icommutesd.com/school/walk-ride-and-roll-to-school), which provides free pedestrian and bicycle safety education to schools that sign up for the service. Please visit: <http://icommutesd.com/school/walk-ride-and-roll-to-school> to sign up for a free class.

- SANDAG iCommute Walk, Ride and Roll mini-grants provide up to \$1,500 reimbursement grant to schools interested in providing pedestrian and bicycle education and encouragement activities. Please visit <http://icommutesd.com/school/walk-ride-and-roll-to-school> for more information.
- Bulk helmet pricing is available with the purchase of more than 20 helmets through Helmets R Us (<https://helmetsrus.net/>) and Pro Rider: <https://ProRider.com>
- Collaborate with CVPD to incorporate a districtwide bicycle education program. This may include bicycle and helmet giveaways. Please visit: (http://www.ots.ca.gov/Grants/Pedestrian_and_Bicycle_Safety.asp) for more information.

Safety Assemblies

Safety Assemblies teach children the fundamentals of pedestrian and bicycle etiquette and safety. For this project, assemblies were between 30-40 minutes in duration and were tailored for grades K-2 or 3-5, respectively. Assemblies included interactive elements, including, helmet fitting demonstrations and intersection crossing demonstrations. Assemblies were led by two instructors and were generally held inside an auditorium. Safety Assemblies were presented to the entire school bodies of all four Pilot Schools by holding two age-appropriate assemblies at each school. The SRTS project team provided Safety Assemblies at the four Pilot Schools and reached over 2,000 students over the course of the two-year project.

Table 2 Student Attendance at Safety Assemblies

Safety Assembly Attendance		
School Name	Date	# of Students
Cook Elementary	3/17/2016	300
Cook Elementary	3/18/2016	300
Lauderbach Elementary	4/8/2016 – 4/22/2016	425
Finney Elementary	4/8/2016	300
Kellogg Elementary	4/22/2016	300
Kellogg Elementary	9/9/2016	300
Lauderbach Elementary	10/19/2016	20
Juarez-Lincoln Elementary	10/28/2016	700
Total		2,645

Lessons learned:

- **Presentations should be age-appropriate:** A production of a second, more challenging curriculum was created specifically for fourth and fifth graders. This presentation assumed these students may potentially be responsible for the care of younger children, such as siblings or cousins.



Bicycle Rodeos

A Bicycle Rodeo is an interactive bicycle skills class taught on a school playground or parking lot, allowing space for children to practice in a simulated street environment. The objective is to teach children how to be aware of hazards, stay visible, and remain in control of a bicycle at all times. The SRTS project team provided eight bicycle rodeos at the four Pilot Schools and reached at least 900 students over the course of the two-year project.

Table 3 Student Attendance at Bike Rodeos

Bike Rodeo Attendance		
School Name	Date	# of Students
Cook Elementary	8/28/2015	40
Cook Elementary	8/12/2016	30
Kellogg Elementary	6/1/2016	60
Lauderbach Elementary	10/20/2016	40
Juarez-Lincoln Elementary	10/28/2016	350
Juarez-Lincoln Elementary	10/28/2016	350
Juarez-Lincoln Elementary	5/19/2017	50
Kellogg Elementary	5/26/2017	50
Total		970

Lessons Learned:

- **Student comradery:** Event instructors were impressed with student’s willingness to share bicycles with one another, and eagerness to help instructors teach fellow students how to ride a bicycle.
- **Loaner bicycles and helmets:** When loaners were not available, the SRTS project team taught children basic road safety skills and allowed children to go through the Bike Rodeo course as a pedestrian.
- **Storage and transport of equipment:** CVESD staff agreed to store and transport all of the equipment associated for this project. The SRTS project team was able to purchase eight bicycles and hundreds of helmets to be kept at the warehouse as district property.
- **Scheduling:** Bicycle Rodeos are designed to last one to two hours, which is difficult to schedule during school hours. The SRTS project team found the best time to host a Bike Rodeo was after school on a minimum day, or during another well-attended family event.

Community Rides

Community Rides offer families an opportunity to ride, with an instructor, safely on local roads. Instructors taught parents skills for route planning, and techniques to ride with children in a variety of environments. Community Rides have the largest potential for long-term behavioral change. The SRTS project team held five Community Rides at the three of the four Pilot Schools and reached at least twenty-eight parents and their children over the course of the two-year project.

Lessons learned:

- **Principal involvement:** Principals at Kellogg and Juarez-Lincoln were avid bicycle riders who felt a personal relationship to bicycling, which led to a concerted effort to ride with families during Community Rides.
- **Make it an exciting adventure:** Our very first Community Ride was touted as a “Welcome Back to School Bike Ride” The principal brought her nieces and nephews, and as a result, more parents and students participated.
- **Future bicycle programming:** It will be imperative to include a parent educational component, to ensure that parents have access to bicycles and know how to ride a bicycle. This will ensure that communities on bicycles will be a sustainable, long-term vision in Chula Vista.

Table 4: Student Attendance at Community Ride Events

Community Ride Attendance		
School Name	Date	# of Students
Kellogg Elementary	4/23/2016	14
Cook Elementary	5/27/2016	3
Kellogg Elementary	7/16/2016	5
Kellogg Elementary	9/10/2016	3
Juarez-Lincoln	10/28/2016	3
Total		28



Bicycle Train Rides

Bicycle Train Rides teach families to ride as a group to school and can help parents recognize the best route option for overall safety. The SRTS project team was originally tasked with holding one Bicycle Train Ride per Pilot School. However, only one school showed interest in participating in this event, so four Bicycle Train Rides were held at Juarez-Lincoln Elementary School reaching at least 80 children. This was in part due to the pre-existing bicycling culture present at Juarez-Lincoln Elementary School.

Table 5: Student Attendance at Bicycle Train Rides

Bicycle Train Ride Attendance		
School Name	Date of Ride	#of Students
Juarez-Lincoln Elementary	5/11/2016	40
Juarez-Lincoln Elementary	3/2/2017	20
Juarez-Lincoln Elementary	4/20/2017	15
Juarez-Lincoln Elementary	5/19/2017	5
Total		80

Lessons Learned:

- **Bicycle racks:** Juarez-Lincoln did not have bicycle racks on campus originally, but with administrative and community support, bicycle racks were donated and implemented swiftly.
- **Parent champion:** It was very difficult to find a parent who could lead a Bicycle Train. As a result, school staff led the Bicycle Train activities.
- **Walk to School Days/Bike to School Days:** Due to difficulties in finding a parent champion, the SRTS project team found the best way to garner involvement was to host Bicycle Trains during Walk to School Days/Bike to School Days.



2.6 | Encouragement Activities

Encouragement activities focus on bringing the fun back to walking and bicycling while increasing the number of students walking and bicycling to school. More families walking and bicycling to school results in an increased public awareness of the benefits of walking and bicycling in general. Encouragement activities often include a variety of special events and contests, outreach campaigns, and presentations to school and community groups. These activities and programs can be used to educate parents, school personnel, students, and the community about the health and safety benefits of a successful Safe Routes to School (SRTS) Program.

Programming is fundamental to evoking long-term behavioral changes and the long-term success of this SRTS program. Encouragement programs do not need much funding, but their success depends on a school champion or group of volunteers for sustained support. The following sections explain the encouragement activities implemented at the four Pilot Schools in the Chula Vista Elementary School District CVESD SRTS program.



Walk to School Day

Walk to School Day is an event that encourages students and families to use a non-motorized method of getting to/from school such as walking, skating, scootering, or bicycling. Walk to School Day is a yearly, international event with millions of participants held during the month of October.

Walk to School Day Frequency

Organized walks can take many different form, and occur as often as each school prefers. Walk to School Day can include informal walking groups, formalized walking groups, or each school can simply promote walking to school on the day. The concept is to generate a specific day and invite students and parents to walk to school.

Generally, Walk to School Day can work as the kick-off event that promotes subsequent walks throughout the school year. Further Walk to School Days can occur yearly, monthly, or weekly as seen in the CVESD SRTS program. For over one year, Lauderbach Elementary hosted regular Walk to School Wednesdays, which took place every week. Cook and Kellogg Elementary Schools had monthly Walk to School Day events.



Bike to School Day

Bike to School Day is a great opportunity to educate and encourage students and parents about the benefits of bicycling to and from school while being part of a national movement. Schools can combine this activity with bicycle safety courses (also known as Bike Rodeos) to educate children and adults on safe bicycle riding.

Similar to Walk to School Day, Bike to School Days can take many forms and can occur as often as each school prefers. During the CVESD SRTS program, three out of the four Pilot Schools participated in Bike to School Day. Juarez-Lincoln, Kellogg, and Cook Elementary Schools combined Walk to School Days with Bike to School Days, which occurred weekly or monthly. Individual schools, classrooms, and students can receive incentive prizes. (See Toolkit for additional ideas.)



Contests

Contests and incentive programs reward students by tracking the number of times they walk, bicycle, carpool, or take transit to and from school. Contests can be individual, classroom, school-wide, or interschool competitions. Students compete for prizes and recognition. Please refer to the Toolkit for other contest ideas.

The primary objective of incentive programs and contests is to encourage more children and families to walk and bicycle to school. The following contests were implemented during this project:

Name the SRTS Penguin

Once a mascot was chosen as part of the logo design, students were invited to participate in creating a name for the mascot, a penguin. This districtwide contest had seventy-eight entries and one winner - Cami. The prefix "Cami" in Spanish means "to walk," and the name was a hit with students who were routinely greeted by Cami the Penguin at SRTS events.

Why Did Cami Cross the Road?

SRTS staff developed a student contest that adapted the, “Why did the chicken cross the road?” question. To participate, students had to a) answer the question with a funny joke and b) draw a picture of Cami the penguin. Entries were judged by the SRTS project team based on how creatively students related the drawing and punchline to the SRTS program. Ultimately, this districtwide art contest was a fun, interactive way to involve students in the initial stages of the program. Below is the winning entry, and a photo of Cami, the SRTS mascot.

Winner!

Why did Cami cross the Road?

To get some waddle bottles!

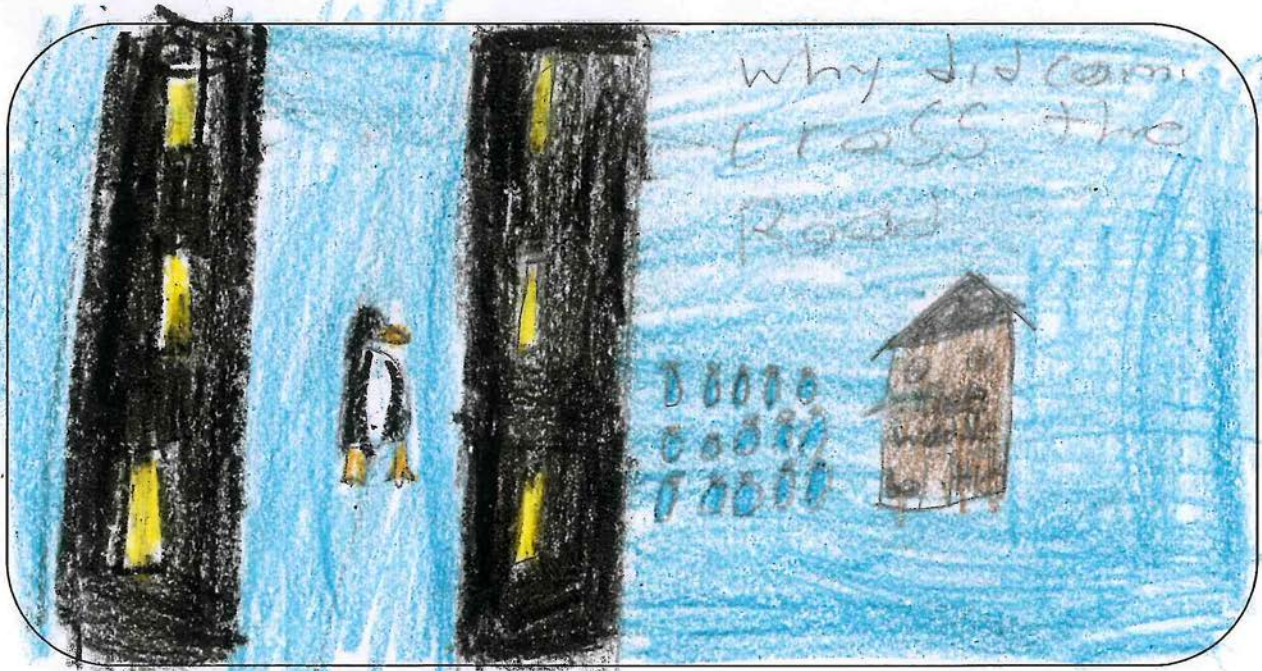
- Juarez-Lincoln Elementary





Safe Routes to School Joke/Art Contest Competition Entry Form

Meet Cami, the Chula Vista Elementary School District's Safe Routes to School Mascot. In the box below draw Cami and tell us: "Why did Cami cross the road?"



Your drawing of Cami does not have to be identical to the logo, but a penguin needs to be included in the drawing

To get some
Waddle Bottles

Rules:

The entries will be judged by a Chula Vista Safe Routes to School Committee based on how creatively you relate your drawing and answer to the Safe Routes to School concept.

Safe Routes to School is all about finding ways to improve your health and safety by decreasing the amount of traffic and pollution, and making walking and biking safer.

Intergenerational Activities

San Diego County is at the leading edge of creating intergenerational opportunities in SRTS programs, benefitting both the program and the older adult. The SRTS project team developed a program to integrate older adults into the Walking School Bus encouragement program.

Each Pilot School held one program training meeting for older adults. The recorded trainings covered topics such as possible volunteer positions, roles, responsibilities, personal safety, and 'how to be a good witness' training, which was led by local law enforcement. Additional topics that pertained to increasing the health outcome in older adults were covered as well.

Typically, SRTS programs work with grandparents who already walk grandchildren to school. The SRTS project team held AARP co-sponsored events to garner participation from grandparents, but was unsuccessful.

CVESD ultimately partnered with Walking for Fitness, a local program that promotes and engages older adults to be physically active. The partnership resulted in volunteers for Walking School Bus days, which included event coordination or simply an organized group of older citizens walking around the community to maintain "eyes on the street".

Lessons Learned:

- Engage pre-existing community groups: Fitness groups can be approached and trained on basic SRTS programmatic strategies. Walking for Fitness members were eager to help volunteer during Walking School Bus events and participated regularly.

Walk to School Days and Walk/Run Clubs

Walk to School Day events provided an opportunity for students to register with Active4Me and log their miles walked to school and calculate other environmental and health benefits through extensive event promotion and engagement, hundred is students registered to use Active4Me.

Active4Me (discussed further in section 2.6), was used during Walk to School Day/Bike to School Day events at all four Pilot Schools and during the before school walk-run club, known as Rise and Run, at Cook Elementary and Kellogg Elementary. During the 2016-2017 school year, Active4Me was able to track more than 4,000 thousand miles walked to school for 226 registered students.

2.7 | Empowerment Activities

Empowerment, considered the Sixth E for this SRTS project, was included to provide the local community with an opportunity to learn about advocacy and how it relates to active transportation surrounding neighborhoods and schools.

Advocacy Trainings

Advocacy training workshops taught SRTS Coalition parents and other interested parties how to identify active transportation needs in the community and how to advocate for change through City, County, or School District interaction. The advocacy training was held jointly with the four Pilot Schools and included 2 follow-up meetings, which discussed what ways issues identified during walk audits could be resolved.

Phases of Advocacy Training

- **Identify Concerns:** This was partially completed and inventoried during walk audits
- **General Advocacy Training:** Participants are taught the fundamentals of advocacy and advocacy strategies. Once this information has been covered, participants are prompted to confirm what identified concern they are interested in resolving.
- **Action Plan:** Once the primary concern is determined, an action plan is created.
- **Practice:** Participants are encouraged to practice with the help of the SRTS project team.
- **Present to Decision Makers:** A presentation or speech is presented to decision makers with the support of the SRTS project team.

SRTS Coalition

Bi-monthly SRTS Coalition meetings were held for each of the four Pilot Schools to introduce school staff and parents to the program and to encourage program participation. Coalition members included parents, staff, and teachers as well as members from existing groups, such as a PTA/ PTO or ELAC.

The SRTS Coalition meetings were designed to be engaging and tailored to each school's needs. During the bi-monthly meetings, discussion topics included:

- A general overview of Safe Routes to School
- Calendar and upcoming events, including, Walk and Bike to School Days, Bike Rodeos, PTA meetings, and other events
- News articles on Safe Routes to School issues
- Ways to get involved that describes the roles of students, parents, teachers, and other community members

Project Achievements

The greatest Empowerment efforts emerged at the following Pilot Schools where parents, school faculty, district staff, site coordinator, City staff, and elected officials all worked together to address a known issue related to student's safe access to the respective school.

Kellogg Elementary

Parents identified the intersection of Melrose Avenue and E Naples Street as a dangerous area for pedestrians. After much collaboration, parents decided to voice their concerns with the engineering department of the City of Chula Vista in-person at a design kick-off meeting for enhancements at the identified intersection. City staff was very receptive to parent input, and will consider comments for future improvements in the area.

Juarez-Lincoln Elementary

Parents and school staff created a petition to present to City Council to discuss the opening of a second school entry/exit located on Twinning Street as a way to reduce congestion at the main school entrance. Ultimately, the principal and parents held a meeting with councilmember David Alvarez where it was decided to keep the back gate open during school hours, to allow for pedestrian entry/exit.

Through the Empowerment components of this project, community members have been able to implement successful changes. The following table is a list of projects that have come to fruition as a direct result of this project.

Table 6: SRTS Successes

School	Description
Kellogg Elementary	Center Median along Naples Street
Mueller Charter	Fully-actuated traffic signal at Oaklawn and H Street
Lauderbach Elementary	Sidewalks on Palomar Street
Juarez-Lincoln Elementary	In the process of working with City of San Diego to fix hazards on uneven path approaching back gate so that another school access point can be re-established. Working on the Installation of bicycle storage facilities.



2.8 | Evaluation and Monitoring Activities

Evaluation is an important component of any SRTS effort. Not only does evaluation measure a program's reach and impact on a school community, it can also ensure continued funding and provide a path forward for ongoing and future efforts. Evaluation can measure participation and accomplishments, shifts in travel behavior, changes in attitudes toward walking and bicycling, awareness of the Safe Routes to School program, and the effectiveness of processes or programs.

Safe Routes to School evaluation can do the following:

- Indicate whether SRTS efforts are successful. Evaluation can tell you what's working well, what's not, and how you can improve your program in the future.
- Share findings and program impacts. Evaluation can demonstrate the value of continuing the program with school faculty and administration, the district, parents, and elected officials.
- Provides a record of efforts to serve as institutional memory. The nature of Safe Routes to School teams is that they change over time as parents and their children move on to other schools and as staff turns over. Recording and evaluating efforts provides vital information to future SRTS program teams.
- Encourages continued funding for SRTS programs. Data collected and shared by local programs can influence decisions at the local, state, and national level. In part, today's funding and grant programs exist because of the evaluations of past programs.

Basics of Evaluation for SRTS Programs

At a minimum, SRTS evaluation should include the standard student travel tallies and parent surveys in order to be consistent with the national Safe Routes to School program. Evaluating the programs can and should, where possible, delve beyond this, but need not be burdensome. Evaluating the program can be as simple as recording what you did and when you did it, and counting or estimating the number of students who participated or were reached. Recording planning efforts and taking photos is also helpful for the legacy of the program. In most cases, it is beneficial to measure more, such as school travel mode split or miles walked/bicycled, from which the school, district, or city can estimate environmental, health, and other impacts.

There are two kinds of information that can be collected: quantitative data (numbers such as counts, logs, and survey results) and qualitative data (words and images, such as observations, interviews, and records). Further, there are several different ways to collect information. This includes the following:

1. Conducting tallies/counts
2. Keeping logs (such as for mileage tracking)
3. Conducting surveys and interviews
4. Conducting observations and audits
5. Keeping planning and process records

Regardless of how elaborate you make your evaluation, it is important to plan ahead for measuring and tracking results. When you are designing your program, consider how you are going to evaluate it from the beginning, so that you can build in mechanisms for collecting the necessary data. For example, if showing changes in travel behavior over time is important to your effort, you will need to start by collecting baseline data so you know how students are getting to school currently.

Below is a series of basic steps to take in designing and executing your program evaluation:

1. Establish your goals and plan the specific program.
2. Decide what, how, and when to measure.
3. Collect baseline information, if necessary.
4. Conduct the program and monitor progress.
5. Conduct any post-program data collection, if necessary.
6. Interpret your data.
7. Use and share your results.

More resources for evaluation can be found on the National Center for Safe Routes to School's website here: <http://guide.saferoutesinfo.org/evaluation/index.cfm>.

ACTIVE4ME

Active4Me is a scanning system that captures every trip a student takes and can instantly notify a parent by text, phone, or email that their student has arrived on campus. This system generates real-time statistics including CO₂, calories, miles, and gas savings for each student, classroom, grade, school, or even district. Scan days can be interval, occurring once a month or as often as every day.

Districtwide Evaluation Activities

A variety of evaluation techniques were used to evaluate the success of this SRTS program. Parent surveys were distributed both in paper format and online to all 46 CVESD schools in order to learn and understand the general commuting patterns around schools. In addition, student tallies were collected from the 27 program schools to understand commuting patterns during 2-3 days of a given week both at the beginning of the program (October 2015) and close to the end of the program (May 2017).

Parent Surveys

A pre- and post-program parent survey was circulated to all 46 CVESD schools and available online and in printed format. The parent surveys asked questions about the barriers to walking or bicycling to/from school, health information, or perception of crime and other social behaviors to document any changes from pre- to post- program implementation.

Throughout the two years of the program, the majority of students commuted to school by walking or in family vehicle. Transportation habits stayed relatively the same throughout the program, with moderate increase in active transportation modes. For example, at the beginning of the program (Fall 2015) walking to school from Monday to Friday ranged between 22-25% and at the end of the program (Spring 2017) ranged from 20-30%. Students being driven to school ranged between 64-69% in Fall 2015 and slightly decreased to 61-67% in Spring 2017.

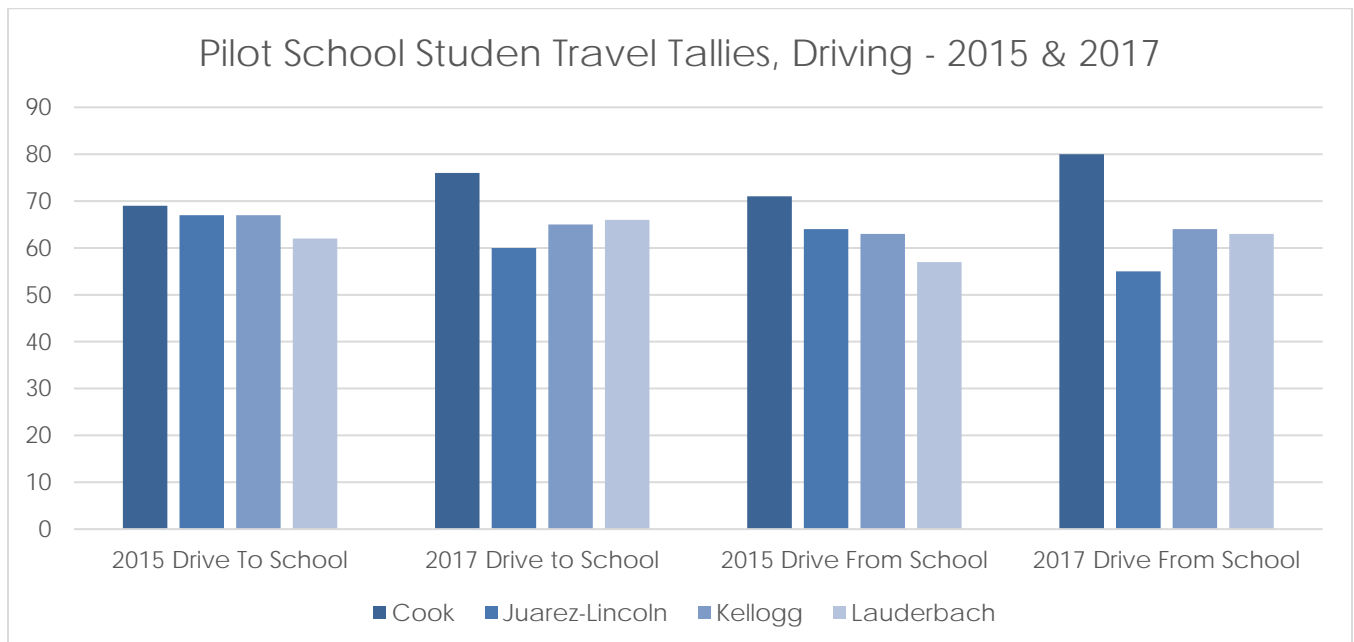
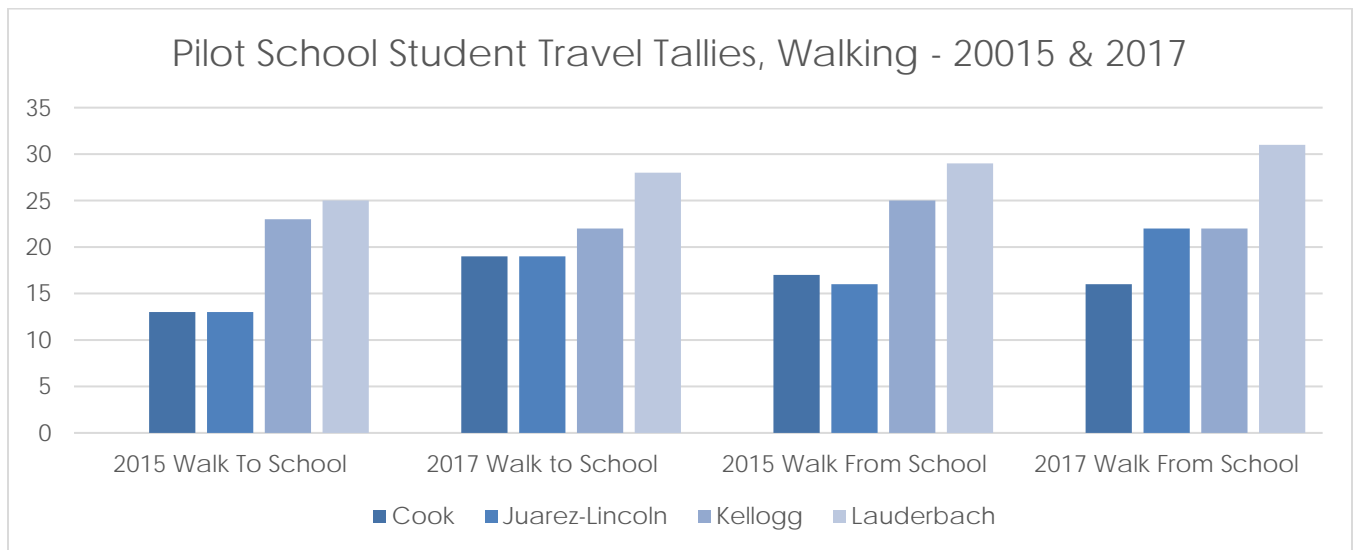
Table 7 Parent Survey Data

Walk to School		Driven to School	
Fall 2015	Spring 2017	Fall 2015	Spring 2017
22-25	20-32	64-69	61-67
Walk From School		Driven From School	
Fall 2015	Spring 2017	Fall 2015	Spring 2017
23-28	22-30	61-65	55-63

Student Travel Tallies

Student travel tallies are generally required of state and federal grant recipients and are a great way to engage students as well as obtain vital project information. Students were asked how they got to and from school over 2-3 days in a given week. Students raised their hands when the mode they took was called out, and the teacher, volunteer, or SRTS Coordinator recorded the results. This took place at the start and end of the CVESD SRTS program.

Data collected from student travel tallies were sent to CVESD main office, and inputted to the National Center for Safe Routes to School for processing. Once processing was completed, summary findings were provided. Student travel tallies from the four Pilot Schools show an increase in walking to and from school from 2015 to 2017. During the same period, data shows a decrease in the number of students being driven to/from school, which indicates the SRTS program has been successfully adopted at the Pilot Schools.



Focus Group Surveys

Focus groups were developed (in addition to SRTS Coalitions) at the four Pilot Schools, which included parents, teachers, and students. The focus groups provided valuable feedback about the project activities, including Walk to School Days and Active4Me and responded to a project survey.

Overall, about 60% of the focus group respondents participated in a Walk to School Day or Walk/Run Club where Active4Me tracked the physical activity at their school being "Fun and Physical Activity" the main reason to do it. Although the other 40% of respondents did not participate in these activities, in a scale from 1-5, an average of 3.64 knew about the program activities being the main challenges to participate "Time and Lack of Interest".

It is interesting to note that with only a little more than half of the respondents participating in the program 96% of the overall respondents would recommend the program. Also, in a scale from 1-5, an average of 4.79 indicated that they would like W2SD to continue and an average of 4.3 indicated they would like the Walk/Run Club to continue (this was only asked at schools with this program being implemented), being "More and Better Prizes as well as more Communication" the main answer when asked about "how could the program be improved?".

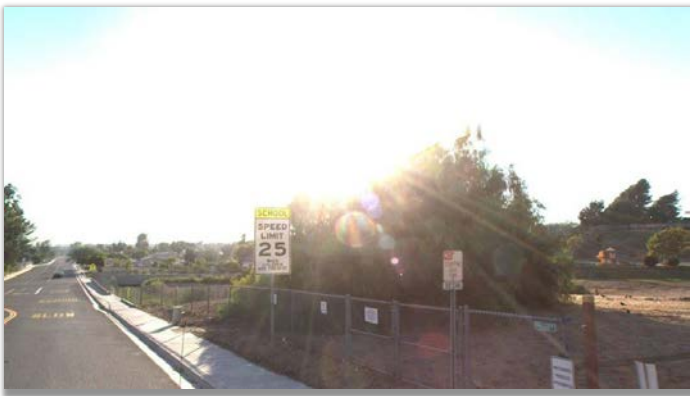
Although over 95% of this focus group participants were involved in a CVESD SRTS activity only 30% typically walked to school. Also of note, of the 70% of survey respondents who drive their children to school, "Traffic Safety Fear and Crime Safety Fear" was a top concern yet 94% of respondents would consider park and walk being the main reasons "to do some physical activity" and "to reduce traffic congestion in front of the school"

2.9 | Infrastructure Data Collection and Analysis

This project looked at 27 schools in the Chula Vista Elementary School District (CVESD). Two of the schools are in the City of Bonita, four schools are in the City of San Diego, and the remaining 21 are within the boundaries of the City of Chula Vista. This section details the data collection process and analysis conducted to understand the existing conditions surrounding each school during the 2015-2016 school year. Existing conditions data included infrastructure, student travel patterns, and motorist behavior.

Existing Infrastructure Data (CityScan)

CityScan was used to collect existing condition GIS data including ramps, signs, crosswalks, sidewalks, and curbs. CityScan gathers huge amounts of information through light detection and ranging (LIDAR) technology. A LIDAR system can collect millions of data points per second as lasers are projected, strike objects on the street, and are reflected to detectors. Each data point comes with its own global positioning service (GPS) coordinates. The system then connects the dots provided by these data points to create imagery like street signs and ADA-compliant curb ramps. Qualitative attribute data (categorized as good, fair, or poor) was collected for the features CityScan recorded and helped to inform the recommended improvements around each school site.



Walk Audits

Walk audits, sometimes called assessments, are processes that involve the systematic gathering of data about environmental conditions (social, built and natural) that affect walking and pedestrian access. Audits are typically performed by personnel with experience in pedestrian issues with input from community members and stakeholders. One objective of the audits is to document factors that help or hinder safe walking; these factors include, but are not limited to, street lighting, sidewalk width and condition, traffic volume, presence of bicycle lanes, topography, and presence of dogs, trash and debris.

Audits can focus on a school site, a corridor popular for walking, or an intersection that residents find daunting. Walking and bicycling audits are tools that provide community stakeholders (parents, children, school staff, public works or traffic department staff, local engineers or planners, and law enforcement) with the information they need to effectively analyze the design and condition of the transportation network. This information can help identify areas conducive to walking, identify areas where changes are needed and inform the solutions chosen to create change.

Walk audits were conducted at all 27 schools from Fall 2015- Early 2016. Each walk audit was conducted during the morning drop-off or afternoon pick-up time frames, as indicated on each map. Participants observed and recorded behaviors and infrastructure within a ¼ mile radius of each school site, including but not limited to:

- Crossing guards and crosswalks
- Sidewalks and pedestrian facilities
- Drop-off/pick-up circulation and driver patterns
- Intersection Control

Recorded observations and CityScan data were used in conjunction to create Existing Conditions maps for each school site

Existing Conditions Maps

Existing Conditions maps were developed for all 27 schools based off the data collected by CityScan, walk audit observations, and parent and school staff input. The Existing Conditions maps including site-specific notes for the four Pilot Schools shown below. School observation notes included the following information:

- Address/location
- School Characteristics
- Pick-up and Drop-off Circulation
- Pedestrian Facilities
- Crosswalks
- Bicycle Facilities
- Crossing Guards

The Existing Conditions maps were used as the starting point for each school site's Recommendation maps. A comprehensive set of Existing Conditions maps can be found in Appendix A.

Cook Elementary



Address/Location

Cook Elementary is located at 875 Cuyamaca Avenue in Chula Vista. The school faces west onto Cuyamaca Avenue, and the southern border is formed by East L Street, a four-lane road with a speed limit of 35 mph.

School Characteristics

School begins at 8:45 am and is dismissed at 2:45 pm for kindergarten and 3:10 pm for all other students. There is diagonal street parking on Cuyamaca Avenue in the southwest corner. An additional drop-off lane forms on Cuyamaca Avenue on northwest side of school.

Pick-up and Drop-off Circulation

Cars idle and illegally park on East L street before dismissal.

Pedestrian Facilities

There are sidewalks on Cuyamaca, East L, and other neighboring streets.

Crosswalks

Crosswalks at the intersection of East L/Cuyamaca Avenue are in poor condition. Another crosswalk exists at Cuyamaca Avenue/East Palomar Drive.

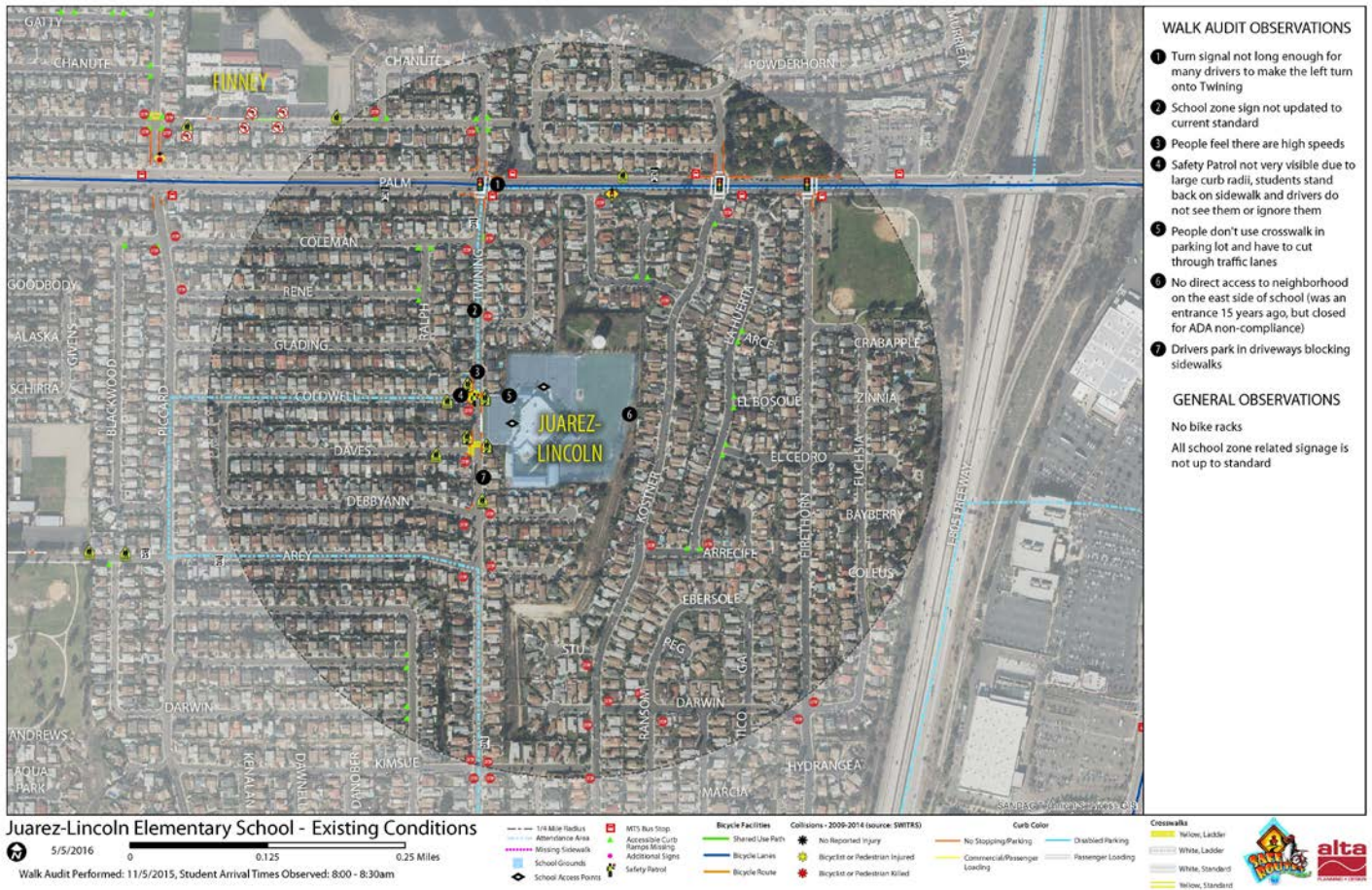
Bicycle Facilities

Shared use path and bicycle lanes exist along Telegraph Canyon Road, north of campus. The school has designated bicycle parking at the entrance on Cuyamaca Avenue.

Crossing Guards

One crossing guard is stationed at the intersection of East Palomar Drive/Cuyamaca Avenue.

Juarez-Lincoln Elementary



Address/Location

Juarez-Lincoln Elementary is located at 849 Twining Avenue in San Diego. Residences and an open field form the school's northern border.

School Characteristics

School begins at 8:15 am and is dismissed at 2:35 pm for students through third grade and 2:45 for students in fourth-sixth grades. The school has two access points: its main entry on Twining Avenue, and an entrance on its northern side from the parking lot.

Pick-up and Drop-off Circulation

Congestion builds while drivers wait to make a left turn onto Twining Avenue from Palm Street.

Pedestrian Facilities

Many of the neighborhood curb ramps are not ADA-accessible. Any walkers east of the school are faced with a long and inconvenient path around the school since there is no entrance on that side.

Crosswalks

Two mid-block crosswalks on Twining Avenue connect to Coldwell and Daves streets. Both crosswalks are only western/northern side of intersections.

Bicycle Facilities

Bicycle parking is available at Juarez Lincoln via the entrance on Twining Avenue. Palm Street (3 blocks to north) has bicycle lanes.

Crossing Guards

One at intersection of Twining/Coldwell.

Kellogg Elementary



Address/Location

Kellogg Elementary is located at 299 East Naples Street in Chula Vista

School Characteristics

School begins at 8:45 am and ends at 3:15 pm, The school has three access points: two at the main entrance on East Naples Street, and one on the western side on Melrose Avenue.

Pick-up and Drop-off Circulation

Cars circulate through the school's parking lot, but circulation is hindered by drivers attempting to turn left out of the lot. Drivers disregard measures to prevent left turns.

Pedestrian Facilities

Access to crosswalks is blocked by parked cars.

Crosswalks

Melrose/East Naples have a crosswalk on the north, west, and south legs of the intersection. Monserate/East Naples has a crosswalk on the north, east, and south sides of the intersection. Drivers do not always yield to pedestrians, and students jaywalk across Naples out of the school's parking lot.

Bicycle Facilities

Melrose and East Naples are both designed bicycle routes. No bicycle racks in the school.

Crossing Guards

None.

Lauderbach Elementary



Address/Location

Lauderbach Elementary is located at 390 Palomar Street in Chula Vista. A church forms its western boundary, and Lauderbach Park is adjacent to the school's northwest corner.

School Characteristics

School begins at 8:00 am and ends at 2:30 pm for all students. There are three access points: two on 4th Avenue and one on Palomar Street.

Pick-up and Drop-off Circulation

Illegal U-turns and a short drop-off zone that forces congestion into the street hinders circulation.

Pedestrian Facilities

The only missing segment of sidewalk is on Palomar Street between Garrett Avenue and Villa Tempra Drive. Existing sidewalks are in disrepair and drivers typically disregard pedestrians, obstructing their view while illegally parking or ignoring pedestrian warning signs. Jaywalking is coming.

Crosswalks

The intersection of 3rd/Palomar, 4th/Palomar, and 4th/Oxford all have complete crosswalks, as well as a mid-block crosswalk on 4th Street on Orsett. Intersections do not have countdown signals and drivers often do not yield to pedestrians.

Bicycle Facilities

Palomar Street, 3rd Avenue, and 4th Avenue are all designed bicycle routes. Lauderbach does not have bicycle parking facilities.

Crossing Guards

None

Before and After Study of Infrastructure

It's also helpful to understand the impact of the specific infrastructure projects on travel behavior and patterns. When planning to improve the built environment to serve school travel, a simple before and after study can be completed with minimal resources and in some cases, little more than volunteer support.

Document baseline conditions before the project and evaluate a few months after completion.

- A complete traffic count is very helpful but may be cost prohibitive. At a minimum, complete a count of pedestrians and bicyclists and note any large vehicles. For information on how to conduct a pedestrian and bicycle count refer to the [National Bicycle and Pedestrian Documentation Project](http://bikepeddocumentation.org/), which can be found online at <http://bikepeddocumentation.org/>
- Document motorist compliance with traffic laws, such as yielding at crosswalks and obeying the speed limit.
- Note pedestrian and bicyclist behavior that may cause safety concerns, such as wrong way riding or crossing outside of crosswalks.

Suggested Route Maps

Suggested Route Maps can be a great introduction to SRTS efforts at individual schools and are intended to be distributed at the beginning of the school year as a part of Back-to-School. Each school map shows stop signs, signals, crosswalks, sidewalks, trails, overcrossings, and crossing guard locations. These can be used by families to identify the best way to walk or bicycle to school.

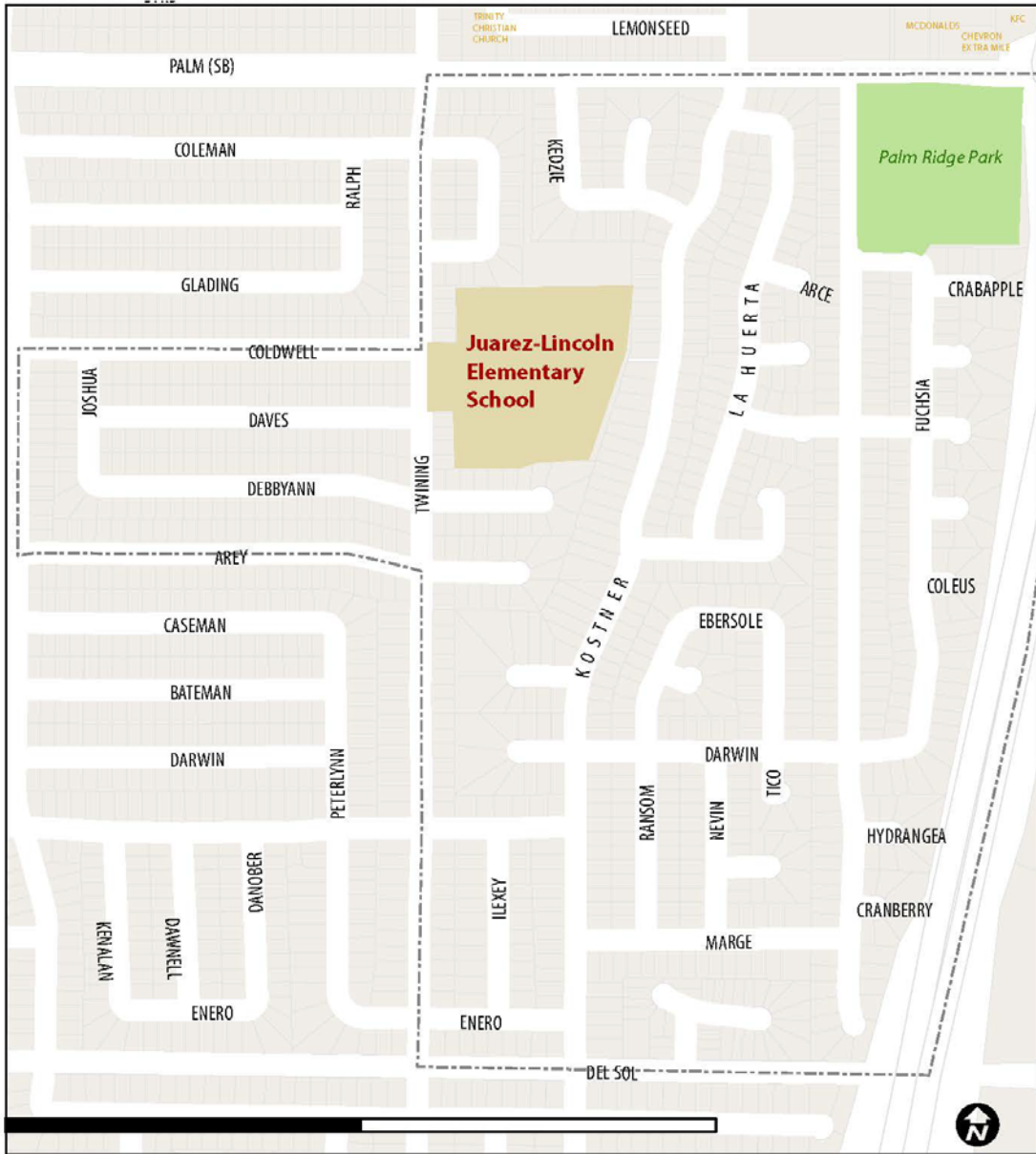
The CVESD SRTS team created Suggested Route Maps for all four Pilot Schools. Maps should be available on an ongoing basis in both electronic and paper formats, and should be updated annually to account for changes to the walking and/or bicycling routes.

Data was collected from a map template created for parents and school staff to mark the routes they took to and from school on morning and afternoon commutes. Once draft route maps were created, we solicited more feedback from parents, students (fifth and sixth graders), and faculty for final comment. Suggested Route Maps were made available in both English and Spanish.

An example of each map-type can be found on the following pages, along with each of the four Pilot Schools Suggested Route Maps. Printed versions of these final maps include tips on the backside, are intended to be tri-folded, and can be accessed via the CVESD website.

Juarez-Lincoln Elementary School

Suggested Routes to School Mapping Exercise



See back for a school boundary area map! Al reverso hay un mapa con el area de asistencia escolar.

In an effort to create a safer route to school, we are asking the school community to please mark the route you would take **if you were to walk/bike to school**. Also, please show which side of the street you would use.

En un esfuerzo para crear rutas mas seguras a la escuela, le estamos pidiendo a la comunidad escolar que por favor indique la ruta que utilizaría si fuera a la escuela caminando o en bicicleta, indique el lado de la calle que utilizaría.

Select the statement that applies to your average commute to school:
Seleccione el que aplique en relacion a su trayecto común a la escuela:

I would like to know more information about this program.
Me gustaria saber mas información sobre este programa.

I drive to school.
Llevo a mi(s) estudiante(s) en carro.

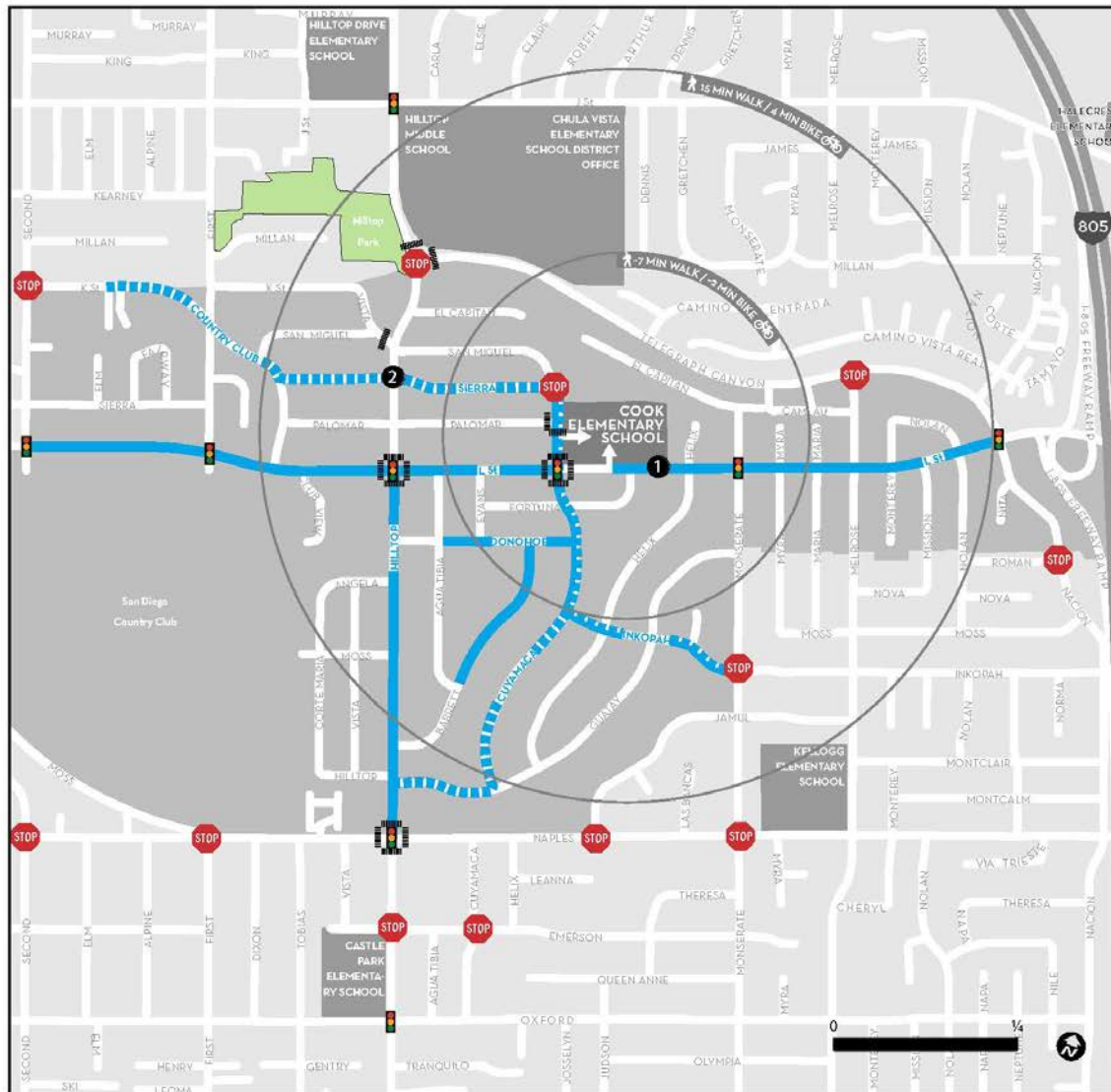
I/my child(ren) walk/bike to school.
Yo/mis estudiante(s) camina(mos)/va(mos) en bicicleta a la escuela.

Name/Nombre: _____
 E-mail/ Correo Electrónico: _____





Cook Elementary Suggested Route Map



Suggested Routes to: Hazel Goes Cook Elementary School

LEGEND

- Recommended Walking Route
- - - Recommended Bicycling Route
- · - · - Recommended Bicycling and Walking Route
- STOP All-Way Stop
- Traffic Signal
- Crosswalk
- School Entrance
- School Campus
- School Attendance Area
- Outside School Attendance Area
- Park

RECOMMENDATIONS

- 1** Do not cross here! Use the crosswalk at Cuyamaca Avenue to cross L Street safely.
- 2** Use caution crossing Hilltop Drive. Option: dismount and walk your bike across.

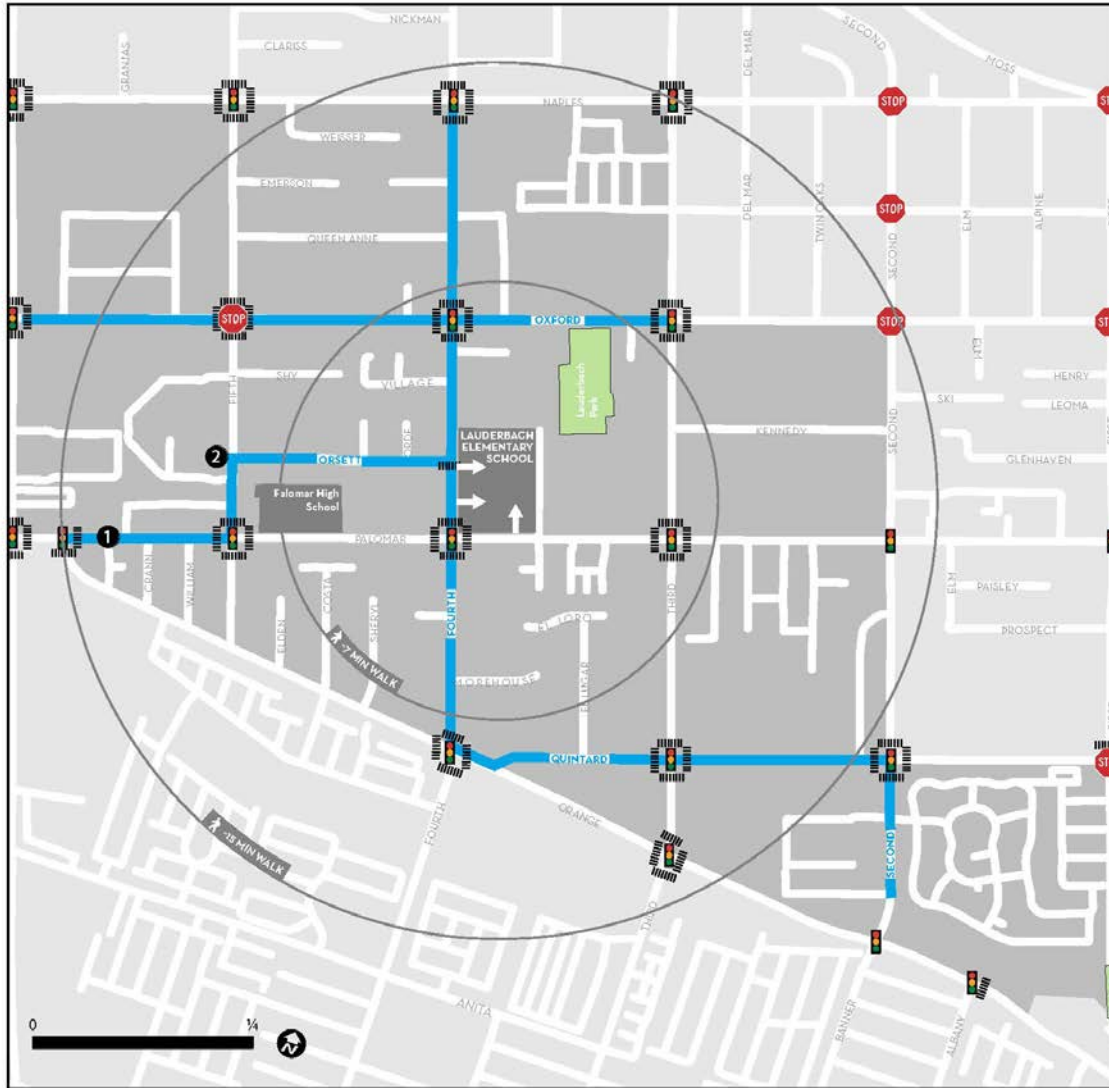
HOW TO USE THIS MAP

This suggested route to school map is intended to encourage adults and students to consider walking or bicycling to school. Adults are responsible for choosing the most appropriate option based on their knowledge of the different routes and the skill level of their student.

Recommended routes are based on routes currently used by students and parents as well as the relative presence or quality of sidewalks, crosswalks, and bike lanes.

Walk and bike times are estimates based on average walking and cycling speeds.

Lauderbach Elementary Suggested Route Map



Suggested Routes to: J Calvin Lauderbach Elementary School

LEGEND

- Recommended Walking Route
- All-Way Stop
- Traffic Signal
- Crosswalk
- School Entrance
- School Campus
- School Attendance Area
- Outside School Attendance Area
- Park

RECOMMENDATIONS

- 1** Use the sidewalk on the north side of Palomar Street.
- 2** Do not cross here! Use nearby crosswalk at Palomar Street to cross Fifth Avenue safely.

HOW TO USE THIS MAP

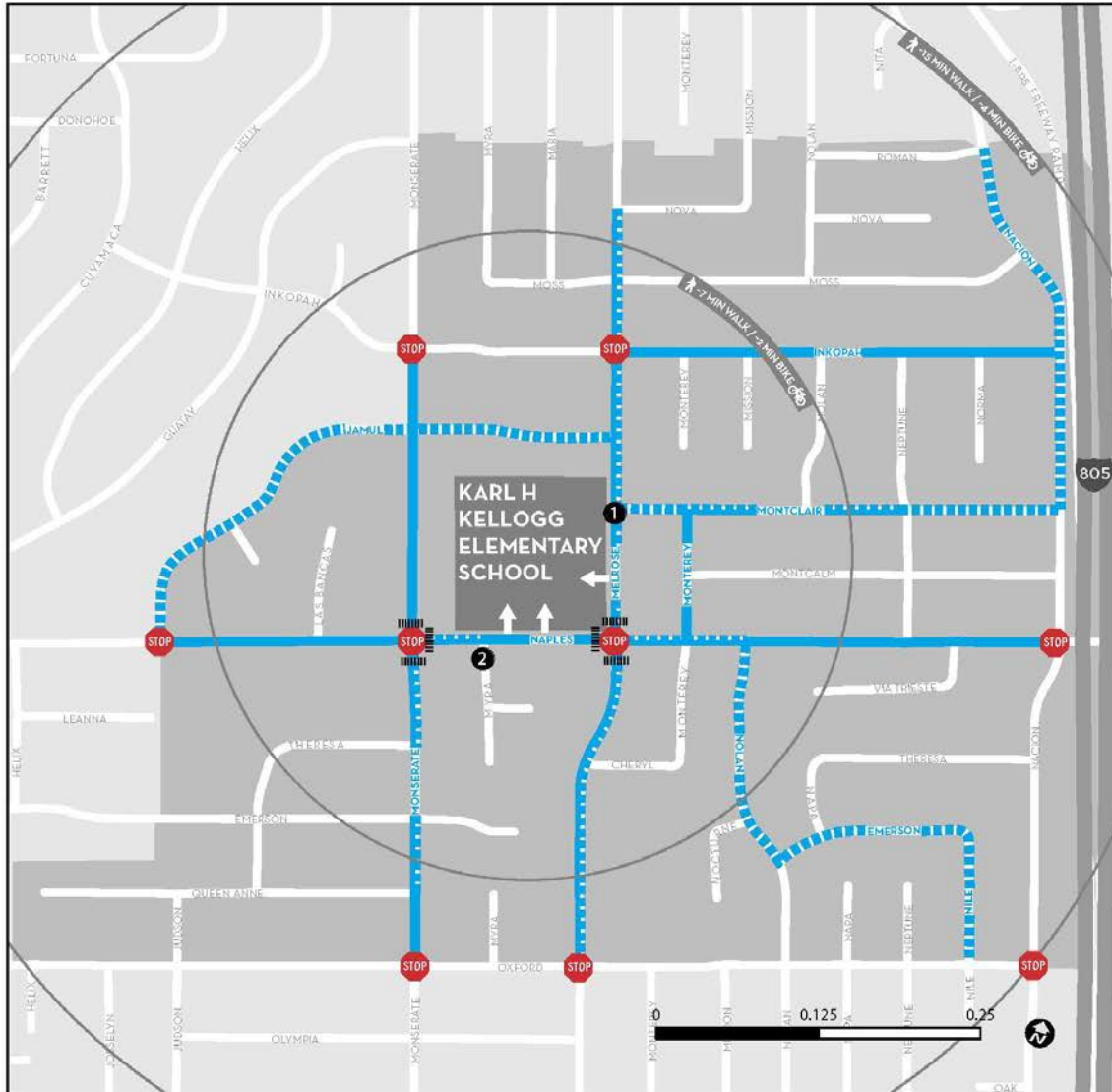
This suggested route to school map is intended to encourage adults and students to consider walking to school. Adults are responsible for choosing the most appropriate option based on their knowledge of the different routes and the skill level of their student.

Recommended routes are based on routes currently used by students and parents as well as the relative presence or quality of sidewalks, crosswalks, and bike lanes.

Walk times are estimates based on average walking and cycling speeds.



Kellogg Elementary Suggested Route Map



Suggested Routes to: Karl H Kellogg Elementary School

LEGEND

- Recommended Walking Route
- Recommended Bicycling Route
- Recommended Bicycling and Walking Route
- All-Way Stop
- Traffic Signal
- Crosswalk
- School Entrance
- School Campus
- School Attendance Area
- Outside School Attendance Area

RECOMMENDATIONS

- 1** Do not cross here! Use nearby crosswalk at Naples Street and Melrose Avenue to cross safely.
- 2** Do not cross here! Use nearby crosswalks at Melrose Avenue or Monserate Avenue to cross Naples Street safely.

HOW TO USE THIS MAP

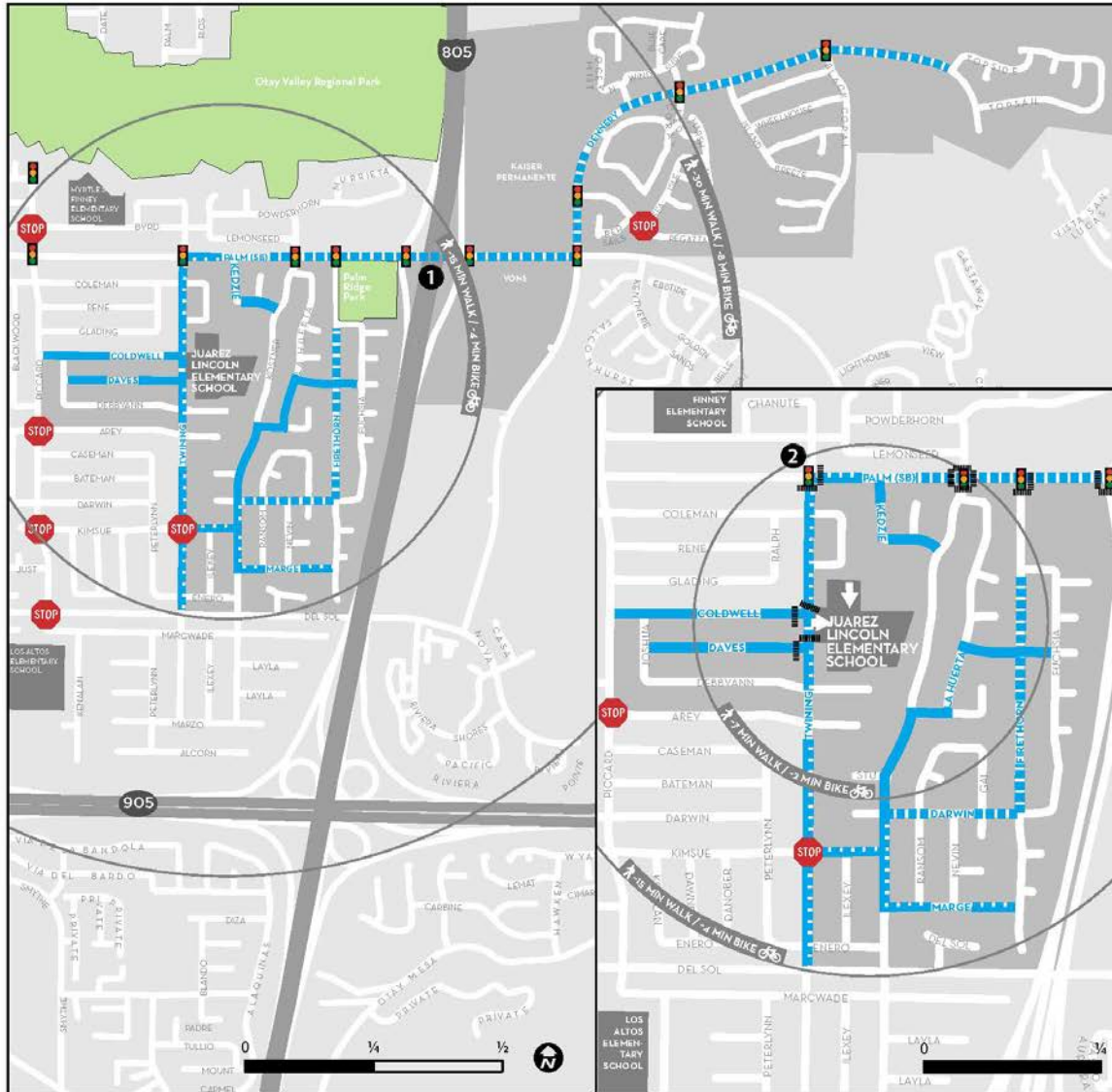
This suggested route to school map is intended to encourage adults and students to consider walking or bicycling to school. Adults are responsible for choosing the most appropriate option based on their knowledge of the different routes and the skill level of their student.

Recommended routes are based on routes currently used by students and parents as well as the relative presence or quality of sidewalks, crosswalks, and bike lanes.

Walk and bike times are estimates based on average walking and cycling speeds.



Juarez-Lincoln Suggested Route to School Map



LEGEND

- Recommended Walking Route
- Recommended Bicycling Route
- Recommended Bicycling and Walking Route
- All-Way Stop
- Traffic Signal
- Crosswalk
- School Entrance
- School Campus
- School Attendance Area
- Outside School Attendance Area
- Park

RECOMMENDATIONS

- 1** Use caution when crossing I-805, especially when passing on- and off-ramps.
- 2** Use caution turning left from Palm Avenue on to Twining Avenue. Option: dismount and walk your bike across Palm Avenue.

HOW TO USE THIS MAP

This suggested route to school map is intended to encourage adults and students to consider walking or bicycling to school. Adults are responsible for choosing the most appropriate option based on their knowledge of the different routes and the skill level of their student.

Recommended routes are based on routes currently used by students and parents as well as the relative presence or quality of sidewalks, crosswalks, and bike lanes.

Walk and bike times are estimates based on average walking and cycling speeds.

08/09/2016



3 | SAFE ROUTES TO SCHOOL (SRTS) PLAN

3.1 | Goals and Strategies

Goal 1: Improve the health of Chula Vista Elementary School District (CVESD) children by focusing attention on and increasing active travel to school.

Objective 1A: Increase the number of students walking and bicycling to school

Objective 1B: Annually increase the number of children exposed to SRTS education and encouragement activities

Objective 1C: Increase the number of city and county residents that are familiar with SRTS and available resources

Action:

- Document completed projects from this plan
- Complete walk audits for Non-Program schools

Strategies

- Distribute SRTS Toolkit at events and to interested stakeholders, by posting on the district website and providing copies at public events where applicable.
- Emphasize the health, environmental, educational, and social benefits of walking and bicycling to school through activities, contests, and incentives.
- Develop an easily replicated pedestrian and bicycle safety skills program in collaboration with law enforcement and local advocacy organizations such as Circulate San Diego and the San Diego County Bicycle Coalition.
- Collaborate with the two incorporated cities and the unincorporated county to serve schools near varying land uses and provide consistent walking and bicycling infrastructure.
- Support annual student travel tallies and parent surveys for schools actively participating in SRTS programs. Coordinate with cities and the county to share data.
- Work with public health (County of San Diego Health and Human Services Agency) and regional planning staff (SANDAG) to survey all schools regionally (both incorporated and unincorporated) with active SRTS active programs to determine countywide needs for programmatic support.
- Develop or contribute to a data portal and reporting system for data storage, analysis, and sharing among agencies. The data should be publicly accessible.

Goal 2: Support school travel routes that are safe, convenient, and “complete” for all modes and users.

Objective 2A: Increase funding for walking, bicycling, and transit investments near schools

Objective 2B: Review school connections and potential SRTS needs during project development for all roads (cities and county)

Objective 3C: Incorporate SRTS policies, priorities, and design guidance into future cities and county general plan, specific/precise plan, community plan, and active transportation plan updates

Objective 4D: Limit traffic speeds and volumes along key routes to schools

Action:

- Update suggested route maps annually
- Audit school bicycle, skateboard, and scooter storage facilities annually

Strategies

- Seek funding and implement high priority capital projects identified for Pilot Schools in this plan.
- Prioritize physical improvements along suggested routes to schools.
- Perform field review of Non-Program schools to determine specific infrastructure projects and needs.
- Support targeted school enforcement during commute periods, including increased coordination with law enforcement for school communities.
- CVESD staff work with cities/county to carefully consider pedestrian, bicycle, and transit access and facilities in the siting and design of new and renovated schools.
- Monitor and comment on (as necessary) the compatibility of new developments with non-motorized school travel demand and safety.
- Assist schools in providing adequate, secure, and conveniently located bicycle parking, and skate board and scooter storage facilities to support increased active travel.
- Provide training for district and county staff on the CVESD SRTS Program Toolkit and Recommendation maps and their use in selecting appropriate countermeasures.

Goal 3: Maximize interagency cooperation in all SRTS project and programs in an effort to build a sustainable program.

Objective 3A: Establish an ongoing districtwide SRTS program that serves all interested schools in CVESD .

Objective 3B: Seek and secure outside grant funding for SRTS programs and activities, and leverage local funding for school area improvements

Action:

- Obtain documentation of SRTS grant applications and funded projects
- Hold quarterly SRTS Committee meetings quarterly

Strategies

- Sustain the San Diego County SRTS Coalition that meets quarterly at Caltrans and includes representation from incorporated cities and unincorporated areas of the region.
- Apply regularly for state and federal active transportation funding to support SSRTS programs and projects.
- Maintain the CVESD's SRTS Coordinator for coordinated response to safety and policy issues, and to keep schools updated on SRTS news and funding opportunities (e.g. SANDAG mini-grants, Fire-up Your Feet, etc.)
- Develop a list annually of key applicable community meetings for interested SRTS stakeholders
- Develop policy language for use by CVESD to institutionalize SRTS program commitment.
- Coordinate on an annual basis with maintenance staff and budget processes to maximize efficient program and project delivery.

3.2 | CVESD SRTS Plan Framework

Each school has unique needs for students walking and bicycling to school. The Pilot Schools were intended to capture a wide-range of these needs to develop lessons learned that can be applied throughout the district. The Coalition plays an important role in customizing SRTS programs and activities for each school.

Categorical differences for all CVESD schools can be summarized according to a few different criteria, below, which are intended to be a helpful reference, but by no means a comprehensive accounting. A school's profile can change year-to-year and will be greatly influenced by the current faculty, staff, and parents.

- **School site needs:** These indicators include physical factors in the immediate vicinity of the school that may influence safety or need for SRTS programs. This factor includes nearby travel speeds, crash history, physical connectivity, and youth populations. Existing conditions maps for each school site document these conditions and are used to inform the countermeasures presented in the Recommendations Maps (Appendix A).
- **School readiness for SRTS projects and programs (current interest and support):** Communities that have expressed interest are in a better position to work collaboratively to integrate districtwide programs and support a successful grant application. With CVESD schools being located in the County of San Diego, City of San Diego, and City of Chula Vista, the communities and stakeholders vary considerably across the well-over one hundred square miles. The Coalition can serve as a unified group committed to the same end, but district staff will need to anticipate the different agencies and staff inextricably involved with SRTS efforts at each individual school.
- **Student needs and attendance areas:**
 - **Free and reduced lunch status of students:** Socio-economic factors of a student population may indicate a greater need for SRTS programs, such as the number of students enrolled in free and reduced school lunch programs.
 - **Attendance areas:** In some instances, schools are located in close proximity to one another, which present the opportunity to maximize limited resources to support a SRTS program.

3.3 | Infrastructure Recommendations and Implementation Tools

Recommendation maps were developed for all 27 schools based on existing conditions, observed challenges, traffic volumes and speeds, collisions, and baseline information drawn from the student hand tallies and parent surveys. Recommendations were also informed by community, school district, law enforcement, and City staff input. These site-specific planning-level conceptual designs can be used in grant applications to apply for infrastructure grant funds to design and construct the recommended improvements.

Recommendation maps for the four Pilot Schools are shown below and a comprehensive set of Recommendation maps can be found in Appendix A.

The following section offers detailed recommendations for continuing the Safe Routes to School (SRTS) efforts conducted over the past two school years at the four Pilot Schools in CVESD. These schools were selected based on their levels of engagement, geographic conditions, family and neighborhood socioeconomic characteristics. The structure, content, and approach to these detailed plans should be used as an example for other schools seeking to pursue individualized SRTS plans of their own.

Districtwide Recommendations

With 46 schools, and unique challenges at each one, this plan provides a framework to continue SRTS work at various phases in schools throughout CVESD over the next one to five years.

This plan represents CVESD's continuation of a comprehensive approach to SRTS. The program will require collaboration among varying disciplines and agencies to be successful. To provide a functional SRTS program across the district, CVESD needs internal processes designed to respond to and take advantage of opportunities, as well as a structural framework for identifying school needs and benefits.

The following recommendations are intended to guide the district towards achieving their vision and goals for expanding this program. While this plan was developed with a multidisciplinary approach, the core recommendations of the plan are geared towards the Coalition's ongoing focus on the 5 E's of SRTS.

This plan represents CVESD's continuing comprehensive approach to SRTS. The program will require collaboration among varying disciplines to be successful. The following recommendations (see Table 1 on the following page) are intended to guide CVESD towards achieving their vision and goals for this emerging program. While this plan was developed with a multidisciplinary approach, the core recommendations of the plan are geared towards Planning and Community Development, Engineering and Public Works, and the County of San Diego Health and Human Services Agency. These Departments have the most direct connection to the Five E's of SRTS.

Table 8: Example Implementation Strategies by School Type

	Engineering	Education	Encouragement	Enforcement	Evaluation
Pilot Schools	Seek funding and construction plans for recommended infrastructure projects.	Partner with schools to support recommended education programs. Collaborate with public health agencies and local community partners to develop resources and training materials.	Support Walk to School Day in October and Bike Month in May by partnering with public health departments	Work with local law enforcement and cities to provide increased enforcement during events. Identify specific areas of concern and increase enforcement during school travel times.	Encourage schools to complete student travel tallies and parent surveys annually. Conduct traffic counts including bicycle and pedestrian counts before and after SRTS specific improvements.
Program Schools	In 2017-2018 and 2018 - 2019, work with schools to complete walk audits or site inventories of specific barriers to walking and bicycling at each school. Prioritize elementary and middle schools.	Contact all school principals and make sure that they are aware of the SRTS Toolkit. Document any specific interest or concerns noted regarding student travel. Distribute SRTS Toolkit to schools.	Contact all principals and document any specific interest or concerns noted regarding student travel. Distribute resources for Walk to School Day/Bike to School Day.	Track collisions and speed compliance near schools. Increase speed enforcement if needed.	Encourage schools to review options for evaluation in the SRTS Toolkit. Collecting baseline data on existing travel patterns and parent opinions can help form any new program.
Non-Program Schools	In 2017-2018 and 2018 - 2019, work with schools to complete walk audits or site inventories of specific barriers to walking and bicycling at each school. Prioritize elementary and middle schools.	Make the SRTS Toolkit available online and promote.	Make the SRTS Toolkit available online and promote.	Track collisions and speed compliance near schools.	N/A
Private Schools	When planning road projects near schools, consult with schools about student travel patterns. Design to maximize opportunities for active transportation and student safety.	Make the SRTS Toolkit available online and promote.	Make the SRTS Toolkit available online and promote.	Track collisions and speed compliance near schools.	N/A

More Than Infrastructure

A clear goal of SRTS programs is to increase the number of students that walk and bicycle to school. However, many schools are located in neighborhoods or along roadways that are unlikely to have the infrastructure, population density, or travel characteristics to support students walking or bicycling to school.

The Non-Program Schools not included in this SRTS program are likely to fall into this category. However, this does not mean that the school community will not benefit from a SRTS program. The infrastructure may improve over time, but the school community can begin to improve health and safety options for students through programs and innovative approaches that meet the unique needs of each school. The following tables reflect specific recommendations for maintaining and expanding the CVESD SRTS program for up to five years and are categorized to reflect the work that has transpired over the last two years, to ensure a seamless and successful transition.

Outreach and Promotion		
CVESD Schools (by program type)	1-Year Recommendations	5-Year Recommendations
Pilot Schools	Develop and distribute Suggested Route to School Maps at Back-to-School Events	Update Suggested Route Maps yearly based on infrastructure improvements. Distribute at the beginning of every academic year.
Program Schools	Obtain parent feedback on what routes are easiest to walk to school at an event such as Back-to School Night	Create and distribute Suggested Route to School Maps to students and parents at the beginning of the school year
Non-Program Schools	Share examples	Obtain parent feedback on what routes are easiest to walk to school at an event such as Back-to School Night

Empowerment Activities		
CVESD Schools (by program type)	1-Year Recommendations	5-Year Recommendations
Pilot Schools	Hold advocacy training annually through the development of SRTS Coalition	Grow number of participants in SRTS Coalition and increase activities and outreach relating to SRTS events
Program Schools	Share successes	Develop a SRTS Coalition
Non-Program Schools	Share successes	Develop a SRTS Coalition

Encouragement Activities		
CVESD Schools (by program type)	1-Year Recommendations	5-Year Recommendations
Pilot Schools	Hold Walk to School Day, Bike to School Day, Walk/Run clubs, and Intergenerational activities,	Continue to conduct safety events on an annual basis and tailor events to students as they develop their bike and safety skills.
Program Schools	Develop list of interested parents, staff, and volunteers to assist with planning and conducting events.	Conduct encouragement events as interest forms and as often as requested by students, parents, and volunteers.
Non-Program Schools	Develop list of interested parents, staff, and volunteers to assist with planning and conducting events.	Conduct encouragement events as interest forms and as often as requested by students, parents, and volunteers.

Evaluation Activities		
CVESD Schools (by program type)	1-Year Recommendations	5-Year Recommendations
Pilot Schools	Evaluate participation in SRTS activities using Active4Me, student tallies, parent surveys, and focus group surveys.	Develop a set schedule for evaluation activities such as once a semester, or bi-monthly. This will help identify which activities are making a difference and where efforts can be focused. Increase the number of participants in evaluation activities
Program Schools	Conduct student tallies and parent surveys.	Increase the number of participants in evaluation activities. Expand activities to include Active4Me events, and focus groups.
Non-Program Schools	Conduct parent surveys.	Increase the number of participants in evaluation activities. Expand activities to include Active4Me events, student tallies, and focus groups.

In addition to infrastructural changes and programmatic strategies, other benefits of SRTS include:

- **Reduction of the number of vehicles.** This can be accomplished via increasing bus ridership and carpooling for students and staff. Fewer cars on and around campus reduces congestion and potential for conflicts between students walking or bicycling and motor vehicles.
- **Improvement air quality.** Introduce 'no idling' campaigns and enforcement for buses and private cars.
- **Pedestrian and bicycle safety and competence.** Safe walking and bicycling skills are life skills, and will be useful for students traveling to friend's houses, soccer games, aquatic centers, or other activities with and without their parents. Knowing how to walk safely in the road on neighborhood streets, and how to determine if a street is appropriate to walk or bicycle in are useful skills at all ages.

CVESD Safe Routes to School Program Toolkit

As a companion to this plan and districtwide recommendations, a Toolkit was developed to support SRTS work among interested schools and community members. The Toolkit provides a menu of programs and activities that have proven successful in other SRTS programs, and informational resources to support implementation of the SRTS plan throughout the district.



This Page Intentionally Left Blank