

Delhi

Safe Routes to

School Action Plan

FINAL 2018



Berkeley SafeTREC
SAFE TRANSPORTATION RESEARCH AND EDUCATION CENTER



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1. INTRODUCTION

The Delhi community, with leadership from the Delhi Unified School District and other agencies and community organizations, is working to enable children and youth to safely walk and bicycle to and from school and in their neighborhood, with the goal of improving safety, reducing traffic, and supporting healthier kids. Safe Routes to School aims to create safe, convenient, and fun opportunities for students to walk, bike, and roll to and from school. Safe Routes to School initiatives include a wide variety of programs and projects, from creating safer street crossings and maintaining sidewalks to education programs that teach children how to walk and bicycle safely to school. The community and District want to improve student transportation through supporting activities and components of Safe Routes to School.

Facilitating students walking, biking, and rolling to and from school is a priority for the community, yet infrastructure to support safe walking and biking is sparse. Over the last few years and under the Superintendent’s leadership, the District created a focus on Safe Routes to School and encouraging walking to school. However, there is not a formal Safe Routes to School program or framework established in Delhi yet.

A. THE SAFE ROUTES TO SCHOOL LAUNCH PROGRAM

In spring 2018, the Leadership Counsel for Justice & Accountability, United Way Merced, Delhi Unified School District, and Merced County began participating in the Safe Routes to School Launch Program, a joint project of the Safe Routes to School National Partnership (National Partnership) and UC Berkeley Safe Transportation Research and Education Center (SafeTREC) designed to help start strong and sustainable Safe Routes to School programs in California communities. As part of the Safe Routes to School Launch Program, the National Partnership gathered and analyzed data and local policies and interviewed key stakeholders. A workshop brought together representatives from the Delhi Unified School District, Merced County, community organizations, and community members to learn about Safe Routes to School and discuss strategies for developing a robust, comprehensive program in Delhi.

B. ABOUT THIS ACTION PLAN

This Safe Routes to School Action Plan is intended to guide Delhi in developing a robust and sustainable Safe Routes to School program that addresses local needs. The Action Plan was developed based on planning and input that took place at the Safe Routes to School Launch Workshop, the National Partnership's assessment of current conditions, community needs, and capacity, and a series of conversations with key stakeholders. Recommendations in the Action Plan are based upon the components needed to build a successful Safe Routes to School initiative and sustainable program. The most successful Safe Routes to School initiatives incorporate the Safe Routes to School Six E's framework: education, encouragement, engineering, enforcement, evaluation, and equity.

The Action Plan begins with a summary of current conditions related to walking and biking to school, including existing policies, plans, programs, and infrastructure. The second section of the Action Plan outlines recommended strategies and actions to be undertaken in Delhi during the first implementation year (2018-2019) as well as additional longer-term actions in years two through five. The overall timeline aims to take advantage of the Merced County ATP Delhi project's non-infrastructure component to jumpstart program activities for year one; exploring additional activities for year two; and then expansion efforts for years three to five. A summary matrix includes potential implementation leaders and partners, and suggested resources. Finally, a brief discussion of funding resources for implementation is provided. Additional information is provided in a number of appendices:

- Appendix A: Action Plan Matrix
- Appendix B: Existing Policies and Plans
- Appendix C: Pedestrian and Bicycle Collision Data
- Appendix D: Workshop Summary

The Six E's of Safe Routes to School

Research shows that comprehensive Safe Routes to School initiatives are more effective at increasing physical activity and reducing injuries for children. A comprehensive approach requires embedding Safe Routes to School into many aspects of a community. The Six E's of Safe Routes to School are a convenient way to summarize the key components of a comprehensive, integrated approach. The Six E's of Safe Routes to School include:

- **Education** – Teaching students and community members about the broad range of transportation choices, providing them with the skills to walk and bicycle, and educating them about how to be safe from traffic, crime, and other threats while using different methods of transportation.
- **Encouragement** – Using events and activities to promote walking, bicycling, public transportation, and being physically active.
- **Engineering** – Creating physical improvements to the streetscape and built environment that make walking and bicycling more comfortable and convenient, and that also decrease the risk of injury from motor vehicles or people, increasing street safety.
- **Enforcement** – Addressing traffic dangers and crime concerns in the neighborhood around the school and along school routes through work with local law enforcement, crossing guards, and community members.
- **Evaluation** – Assessing which approaches are more or less successful, ensuring that a program or initiative is decreasing health disparities and increasing equity, and identifying unintended consequences or opportunities to improve the effectiveness of an approach for a given community.
- **Equity** – Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income communities, communities of color, students of all genders, students with disabilities, and others.

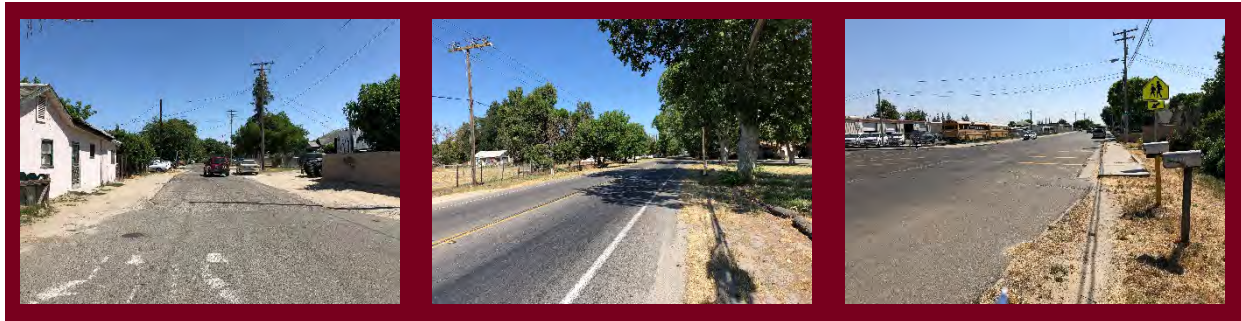
2. DELHI TODAY

This section provides an overview of the current conditions in Delhi. It describes the current policies and plans, Safe Routes to School and related programs, existing infrastructure for walking and bicycling, and collision history in the unincorporated county area.

A. OVERVIEW

Currently, most students in Delhi arrive to school via car or bus. Only a small minority of parents walk their kids to the District's elementary schools, while the middle and high schools see slightly larger numbers of students walking. Delhi Unified School District has three elementary schools (K-6), one junior high school (7-8), and one high school (9-12), with more than 2,600 students in the district. A number of community concerns have arisen over the lack of consistency in quality of infrastructure and high traffic volumes that discourage more students and residents from walking and biking. As a result, Delhi lacks a culture that views and utilizes active transportation as a viable transportation mode in their everyday lives.

Safe Routes to School would fit in with other community initiatives, such as efforts by the County to improve bicycle and pedestrian facilities in targeted areas in Delhi. According to the Merced County Department of Public Health's [Merced County 2016 Community Healthy Assessment](#), one out of every three Merced County children (ages 5-17) are overweight or obese (15.8 percent obese and 18.6 percent overweight). Additionally, the percentage of children aged 5- 12 who are obese (24.2 percent) is more than triple the percentage of children aged 13 -17 who are obese (6.9 percent). Concerns around health disparities and community safety prompted community organizations to support initiatives that uplift safe mobility and community health. The Merced County Department of Public Health has also been successful in implementing Safe Routes to School initiatives through the state Active Transportation Program in other parts of the county, in addition to numerous other efforts that increase physical activity.



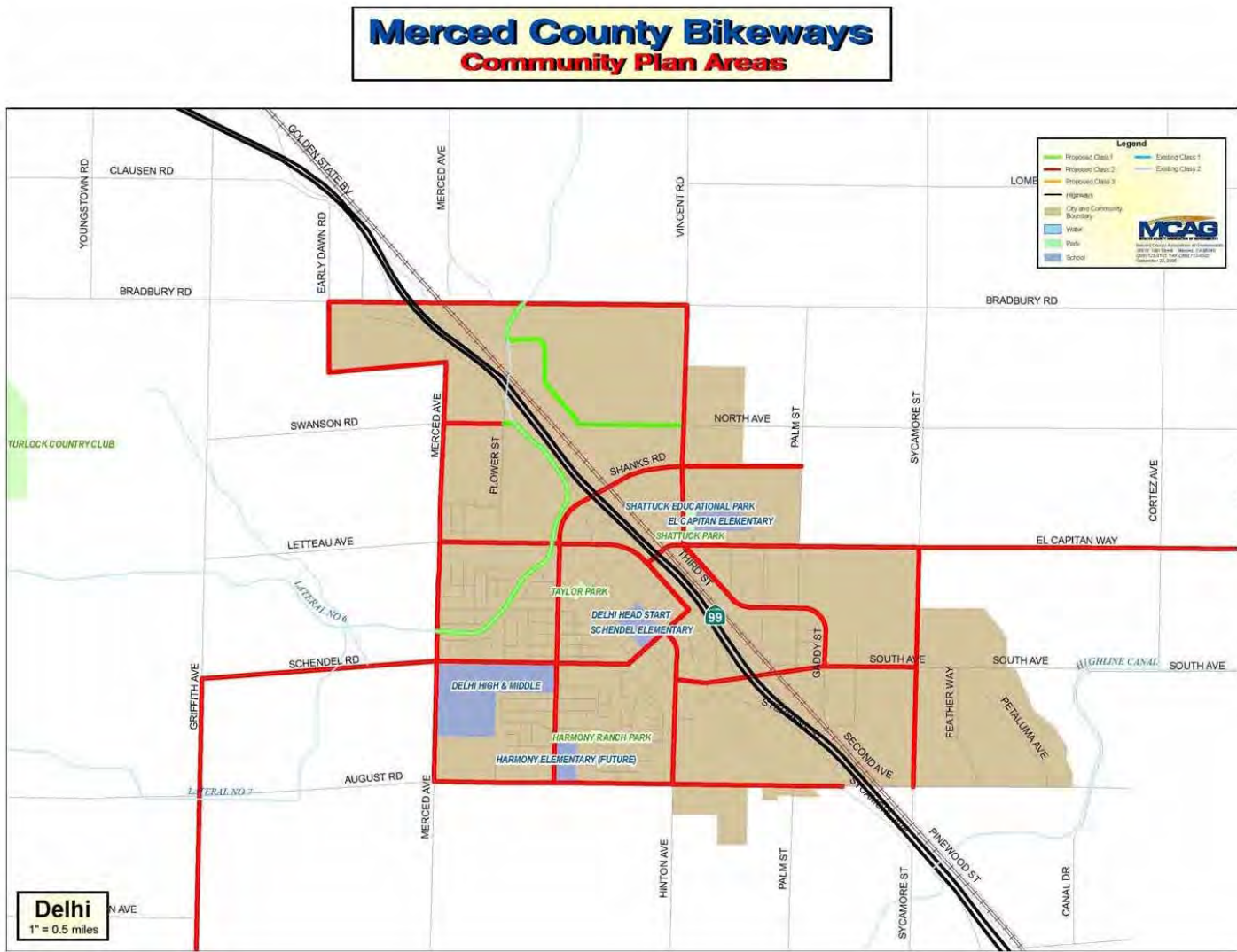
B. EXISTING INFRASTRUCTURE FOR WALKING AND BIKING

Delhi is an unincorporated community in Merced County that encompasses approximately 3.5 square miles and consists of primarily low- to medium-density residential, commercial, and some industrial land uses. Major roads that residents utilize to move around their community and access schools include Schendel Avenue, Shanks Road, Stephens Street, and El Capitan Way. U.S. Route 99 bisects the community, with El Capitan School being the only campus located east of the highway. Throughout Delhi's history, development has occurred under different priorities and standards resulting in inconsistencies in available infrastructure, such as sidewalks. Some roads feature generally adequate quality sidewalks, while in contrast, sidewalks are almost non-existent in older areas and pedestrians must walk along the dirt shoulder or in the road itself. As a result, while students in some areas may walk only couple of blocks from school they may still encounter areas where there are no sidewalks. The availability of bicycle infrastructure in Delhi is sparse; however, Merced County has recently implemented improvements along roads like Schendel Avenue and Shanks Road and has plans to make more enhancements.

The overall quality of existing infrastructure is also an issue in Delhi. While newer infrastructure may encourage walking and biking, the overall active transportation network remains incomplete due to a lack of connection with older, degraded infrastructure. For example, local neighborhood roads may feature sidewalks with cracks, overgrown weeds, and other debris, along with missing key components such crosswalks, accessibility ramps, and lighting. A number of roads are also overdue for repaving and feature potholes that make conditions unsafe for motorized vehicles, as well as bicyclists that share the road.



The Merced County Association of Governments adopted the [Merced County Regional Bicycle Transportation Plan](#) in 2008 as an update to the Merced County Regional Commuter Bicycle Plan adopted in 2003. The 2008 plan provides a comprehensive long-range view for the development of an extensive regional bikeway network that connects cities and unincorporated areas countywide. However, its primary purpose is to guide the County in studying standards for new development and it is not designed to serve specifically as a needs assessment. The plan does include an overview of existing and proposed bikeways in Delhi (Figure 1). As shown, in 2008 bikeway facilities were non-existent in Delhi. Proposed facilities include a series of Class II Bike Paths along major roads throughout the community, including roads immediately adjacent to all five schools. Class I Bike Paths along waterways in the northwest area of the community are also proposed.



County of Merced Unincorporated Areas
Delhi

Figure 1. Merced County Bikeways Community Plan Areas - Delhi



This overview of existing conditions demonstrates that infrastructure improvement needs are numerous throughout Delhi. Typically, the County looks at data and infrastructure close to schools to guide improvement priorities. Merced County is actively making improvements to bicycle and pedestrian infrastructure throughout Delhi with support from two funding sources. An Active Transportation Program (ATP) grant for \$1.5 million was awarded to Merced County Public Works for the Delhi Community Pedestrian and Bike Connectivity Project. The

project focus is on the construction and installation of pedestrian and bike improvements such as curb, gutter, sidewalk, and Class II or III bikeways in multiple locations throughout Delhi, including along or near routes that residents use to get to school (Figure 2 and Figure 3). Also crucial, the project includes a non-infrastructure component that will be coordinated by the Merced County Department of Public Health. Non-infrastructure efforts in Delhi will likely include approaches similar to what the County did with the support of community groups in implementing another ATP grant in the unincorporated community of Winton. These efforts include walking and biking education with youth, teachers, and parents, Bike and Walk to School day events, and presenting to the Board of Education on how to integrate safety education into existing curriculum. As of summer 2018, the project is close to completion of the environmental stage, which will be followed by right-of-way analysis, and construction is likely to begin near the end of 2019. The non-infrastructure component of the project will be conducted during fiscal year 2018-2019.



With another project funded through the Highway Safety Improvement Program (HSIP), Merced County is focusing on making improvements to Stephens Street. This project intends to improve safety along Stephens Street, starting approximately at El Capitan Way and ending at Johnson Street, by implementing a road diet—reducing the numbers of lanes from four to two, in addition to a two-way left-turn lane. The improvements will also include specified Class II Bike Lanes and parking lanes on both sides of the road.



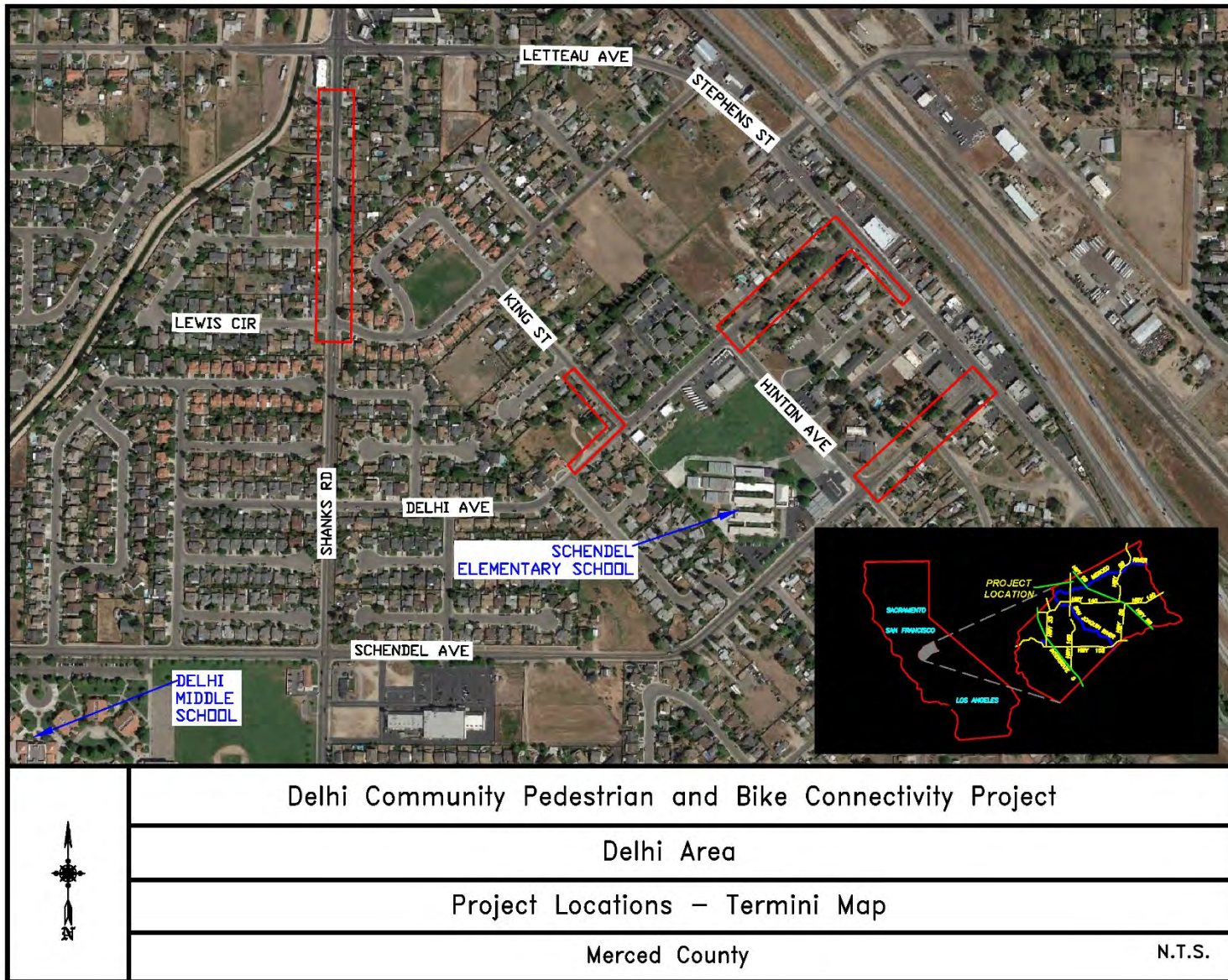


Figure 2. ATP Project Location Map

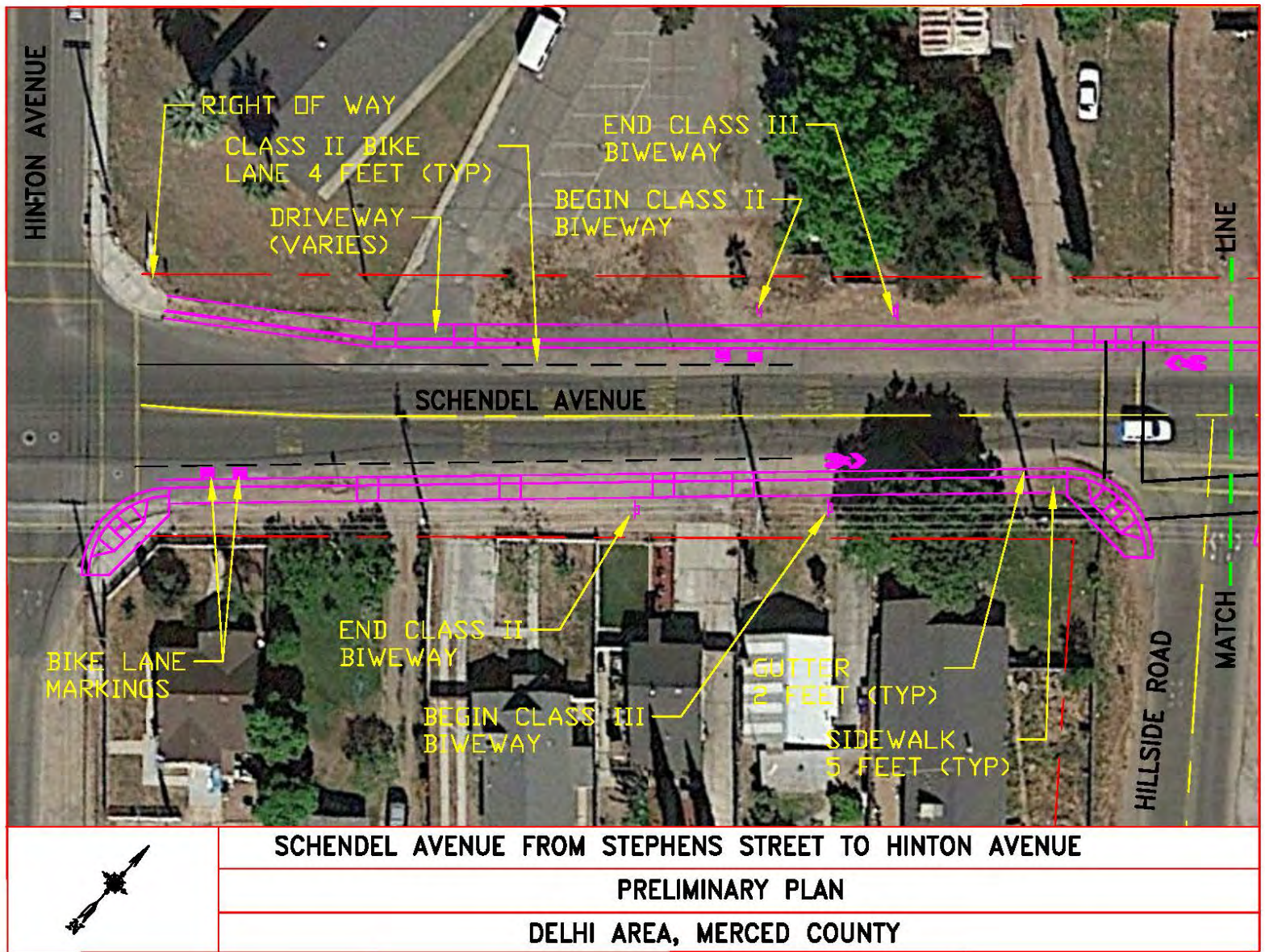


Figure 3. ATP Preliminary Site Plan



Figure 4. HSIP Preliminary Site Plan

C. PEDESTRIAN AND BICYCLE COLLISION HISTORY

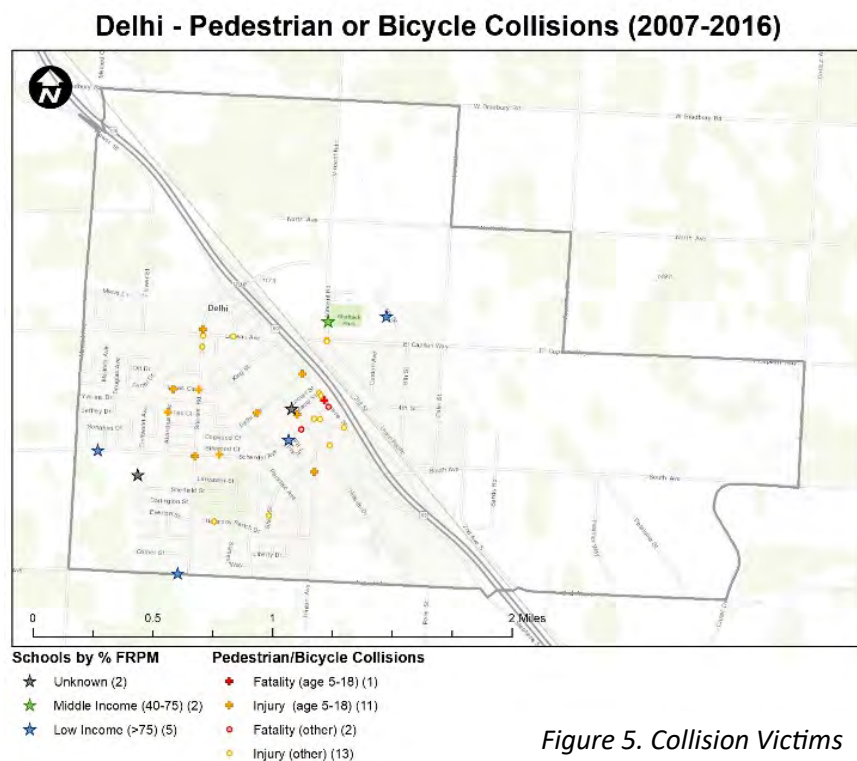


Figure 5. Collision Victims

Between 2007 and 2016, there were a total of 24 injuries and three fatalities resulting from pedestrian and bicycle collisions in Delhi. Among the injury victims, close to 45.8 percent (11 victims) of all victims were aged 5-18. The majority of collisions and injuries clustered in the central part of the area, along major corridors, including Stephens Street, Schendel Avenue, and Shanks Road. Two of the three fatalities occurred along Stephens Street, including the death of a youth victim. Injuries to victims aged 5-18 were dispersed, but were generally concentrated along Schendel Avenue and Shanks Road and adjacent roads.

With the majority of pedestrian collisions across Delhi, the primary collision factors were pedestrian failure to yield right-of-way to vehicles and driver failure to yield right-of-way to a pedestrian in a crosswalk. With bicycle collisions, the primary collision factors were driver failure to yield right-of-way when making a left turn or U-turn or failure to drive/ride on right half of the roadway. More information about the collisions, including individual school location maps for all five schools, community-wide maps, and data trends, are provided in Appendix C.

D. LOCAL POLICIES AND PLANS RELATED TO SAFE ROUTES TO SCHOOL

Merced County and Delhi Unified School District have adopted policies and plans that incorporate and support Safe Routes to School, but these policies have significant potential to be strengthened. County plans, including the General Plan Transportation and Circulation Element, Recreation and Cultural Resources Element, and the Merced County Regional Bicycle Transportation Plan do a good job outlining goals and policies to make transportation safer and more comfortable across the unincorporated communities. Overall, each of these plans could be improved upon by including and prioritizing schools in these goals and policies, in addition to outlining strategies that support better coordination and leadership in Safe Routes to School planning.

The District has a Safe Routes to School Policy and has included language that supports Safe Routes to School within its Student Wellness Policy, although the language is fairly weak. There is an opportunity to address implementation, strengthen language, and to address leadership and collaboration. District Board members recognize that having a Safe Routes to School Policy is only a first step in what will require more resources and deliberate actions to build out a comprehensive districtwide program. More information about the existing policies and plans can be found in Appendix B.

E. SAFE ROUTES TO SCHOOL PROGRAMS AND RELATED EFFORTS

Currently, neither Merced County nor Delhi Unified School District have coordinated Safe Routes to School programming. In an effort to share information about safe travel to school, the District has a safe routes link on its website homepage that links community members to a webpage on how to [Be Safe to School](#). This includes information and tips on general safety, crossing railroads, and walking school bus programs. The Merced County Sheriff's Office currently has an officer who works as a school resource officer on an overtime basis for the school district a majority of the school week during the school year, in addition to patrol staff that work out of the Delhi Substation. The officers monitor problem areas for traffic before school and after school when not busy with priority calls for service. They also work closely with the schools through the District Office in an effort to identify problem areas. The School District is very proactive in identifying deficiencies in drop-off points, traffic congestion, and student pedestrian routes. Traffic issues and incidents in Delhi are handled by the area California Highway Patrol and they also get involved with reported problem traffic areas. The District also has a security patrol that moves around the community to support enforcement and create safe environments for students around Delhi schools.



Community Profile: Delhi

Population: 10,755

Land area: 3.5 square miles

Race and ethnicity:

- White 21.7%
- Black or African American 0.8%
- Asian 3.6%
- American Indian and Alaska Native 0.3%
- Native Hawaiian or Other Pacific Islander 0.3%
- Some other race 0.1%
- Two or more races 1.5%
- Hispanic or Latino 71.7%

Languages spoken at home*:

- English only 31.6%
- Spanish 64.1%
- Asian and Pacific Islander Languages 0.3%

**2016 Five-Year American Community Survey*

Poverty status*:

- General population: 19.5 % living below poverty level
- Ages <18 years old: 27.3% living below poverty level

Delhi Unified School District: 5 schools total, serving over 2,600 students

- 3 Elementary Schools (K-6)
- 1 Junior High School (7-8)
- 1 High School (9-12)

Free or Reduced Price Meals Eligibility

- El Capitan Elementary: 87.0%
- Harmony Elementary: 80.5%
- Schendel Elementary: 89.3%
- Delhi Middle: 82.7%
- Delhi High: 83.9%



F. COMMUNITY WORKSHOP OVERVIEW

The community workshop held on Wednesday, May 23, 2018 revealed numerous findings that inform this Action Plan. A few key themes that came forward include:

- Maintenance challenges – Streets throughout Delhi are in various states of disrepair and issues take a long time to be fixed.
- Infrastructure gaps – Sidewalk and bicycle infrastructure networks throughout Delhi are incomplete and lack features that make walking and biking safe and comfortable (e.g. lighting and space on the road for cyclists).
- Culture – Most Delhi residents and District staff do not embrace walking and biking as viable transportation modes.
- Communication – Residents often feel there is a lack of communication from Merced County on projects they are implementing.



A full summary of the workshop can be found in Appendix D.

3. THE PATH TO SAFE ROUTES TO SCHOOL: APPROACHES AND ACTIONS

Merced County and Delhi Unified School District have outlined policies related to Safe Routes to School. The District also has in place the necessary leadership to take its support for Safe Routes to School to the next level. The Board of Education is supportive and seeking to provide resources to support safe walking and biking. Leaders, such as principals, are aware of the potential to increase walking and biking to school, but need support to help encourage a culture shift among students and residents. Delhi also benefits from local community organizations, such as Leadership Counsel and United Way Merced, which provide strong support for the community through a variety of programs and services. Stakeholders in Delhi recognize that improving conditions for walking and biking to school Delhi is a high need that will require action on many fronts to accomplish.

This Action Plan summarizes recommended strategies and actions. The Action Plan is structured around the Six E's of Safe Routes to School: education, encouragement, engineering, enforcement, evaluation, and equity. In addition, the Action Plan includes activities related to program structure, operations, and coordination, as well as policy improvements. Recommendations denoted with an asterisk were actions discussed by workshop participants. The Action Plan includes aims to take advantage of efforts through the Merced County ATP Delhi project's non-infrastructure component to jumpstart the program for year one (2018-2019); exploring additional activities for year two; and then expansion efforts for years three to five. While the plan is structured this way, it does not preclude the community from implementing a strategy from the longer-term sections earlier if an opportunity arises. In Appendix A, a matrix summarizes the strategies and actions along with suggested timelines, implementation leads, supporting partners, and additional implementation resources.

A. PROGRAM STRUCTURE, OPERATIONS, AND COORDINATION

Establishing a formal program structure with identified responsibilities for various partners is a key component of an effective and sustainable Safe Routes to School program. This involves determining which organization or agency will take the lead, who will be involved in making program decisions, and how coordination will occur between different groups working on different components of the program. In Delhi, no formal program structure has been established.

Recommended strategies and actions for year 1:

1. Determine Safe Routes to School program lead, such as the Merced County Department of Public Health, as well as a staff point person within that agency or organization.
2. Establish a Safe Routes to School task force or designate an existing task force/committee to serve as the Safe Routes to School task force. Recruit members from the County, School District, Delhi Municipal Advisory Council, community leaders, and community organizations. Meet monthly, bi-monthly, or quarterly while building program momentum.
3. Establish a shared vision and goals for the Safe Routes to School program.*



Recommended strategies and actions for year 2:

4. Create informational materials about the program that could be distributed to schools and families to recruit additional volunteers and program champions. Include information about options developed through the ATP non-infrastructure component that schools can undertake.*
5. Conduct outreach on Safe Routes to School to school PTA, community groups, etc.
6. Include additional Safe Routes to School messaging and resources on the Delhi Unified School District webpage. Start with information on the District [Be Safe to School](#) webpage and expand to include information specific to Delhi.
7. Include a County transportation staff person or other staff involved in active transportation in the School Health Council/Committee.

Recommendations denoted with an asterisk were actions discussed by workshop participants.

Recommended strategies and actions for year 3 to 5:

8. Schedule regular trainings for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.*
9. As the program expands across multiple schools, work with the County and District to assess staffing and determine need and ability to establish a part-time or full-time paid Safe Routes to School coordinator position; explore additional funding as needed.

B. EDUCATION

Education activities include teaching students and community members about the broad range of transportation choices, providing them with the skills to walk and bicycle, and educating them about how to be safe from traffic, crime, and other threats while using different methods of transportation. Currently in Delhi, education activities are limited and primarily include information sharing.

Recommended strategies and actions for year 1:

1. The Public Health Department, in collaboration with the District and community stakeholders, should pilot school-based educational activities at one school, with a focus on engaging younger school grades, and incorporate bike/pedestrian safety education into existing after-school programs.*
2. Encourage participation in educational activities from teachers to serve as mentors and safety ambassadors.
3. Utilize information on the District's Be Safe to School website to as a base to develop and distribute traffic safety education materials for families that includes information related to pick-up/drop-off procedures as well as general safety at and around the schools (e.g., tips on how to properly cross the street).*

Recommended strategies and actions for year 2:

4. Host bike rodeos (skills and safety training) using Safe Routes to School National Partnership [resources](#) to assist with program development. Coordinate with local stakeholders to train volunteers or school staff and seek donations for safety equipment.*

Recommended strategies and actions for years 3 to 5:

5. Establish a volunteer pool or program that trains additional staff and community members to provide school-based education programs.*
6. Expand in-class traffic safety education, with the ultimate goal of providing in-class education for multiple grades.
7. Expand bike rodeo program, with the ultimate goal of providing a bike rodeo or other skills practice opportunity for every student at each school or through a community event.
8. Conduct community education events such as Family Fun Bike Nights using materials from previous bike/pedestrian safety events.
9. Work with high school students or others to create signage and public service announcements (PSAs) focused on pedestrian and bicyclist awareness and safety at and around schools.



C. ENCOURAGEMENT

Encouragement strategies generate excitement about walking and bicycling safely to school. Students, parents, teachers, school administrators and others can all be involved in special events like International

Walk to School Day and ongoing activities like walking school buses and bike trains. Encouragement strategies can often be started relatively easily with little cost and a focus on fun.

Recommended strategies and actions for year 1:

1. Develop flyers with background information on school-based safety efforts and develop ways the community could become involved. Flyers could include information from the Safe Routes to School Launch Workshop and be distributed at key community locations—mall, park, transit center, library.*
2. Participate in Walk to School Day and Bike to School Day events annually and provide information on a range of activities that could be organized for each day. Develop creative ways to involve residents and community members.*

Recommended strategies and actions for year 2:

3. Survey each school/Safe Routes to School champion to identify what types of competition or incentive programs would likely be successful at individual schools. Support individual schools in implementing their own competition or incentive program or develop a District/communitywide program. Programs could include frequent walker punch cards or mileage competitions.*
4. Partner with local community stakeholders to support bicycle and pedestrian safety throughout Delhi. Support could include involvement in Bike and Walk to School Day events and community bike rides and walking clubs.*
5. Identify designated remote drop-off/pick-up locations at or near each school. Promote the locations by providing information to families.
6. Review current arrival and dismissal procedures at each school for potential changes such as staggered dismissal to reduce conflicts between students walking and biking with car pick-up/drop-off.

Recommended strategies and actions for years 3 to 5:

7. Develop walking school bus and/or bike train programs at each elementary school to support students walking or biking to school within about a half mile of the campus. Recruit adult route leaders (volunteers or paid staff) and explore engaging high school students as route leaders. Incorporate remote drop-off locations into the routes.*

D. ENGINEERING

Engineering strategies create physical improvements to the neighborhood that make walking and bicycling more comfortable, convenient, and safe. Merced County has worked to identify and address needed improvements for walking and bicycling facilities throughout Delhi and near schools on an ad hoc basis.

Recommended strategies and actions for year 1:

1. Conduct walkability and bikeability assessments around each school with County staff, District staff, school staff, students, and families to identify areas needing improvements such as sidewalk gaps, difficult street crossings, drainage issues, and lighting.*
2. Conduct arrival and dismissal observations at each school with County staff, School District staff, school staff, students, and families to identify areas for improvement.
3. Explore any opportunities to include Safe Routes to School improvements and community input into existing projects, including the ATP Delhi Community Pedestrian and Bike Connectivity Project and HSIP improvements along Stephens Street.
4. Identify upcoming new plans, revisions to plans, funding opportunities, or other places to insert Safe Routes to School considerations.



Recommended strategies and actions for year 2:

5. Based on the walkability and bikeability assessments, identify opportunities to increase convenient access for students walking and bicycling. This may include improvements on campus to provide direct access from the sidewalk to the bike racks and entry doors or opening gates to allow pedestrian and bicycle access from adjacent trails, parks, and other walkways from the neighborhoods.

Recommended strategies and actions for years 3 to 5:

6. Develop suggested walking and biking route maps for each school.
7. Explore funding and resource needs and opportunities for preparing plans to address the identified areas of concern along school routes and at schools.*
8. Build Safe Routes to School improvements into other transportation improvements and plans.
9. Install bicycle parking facilities at each school in visible and secure locations.
10. Continue to prioritize infrastructure improvements near schools in pursuit of ATP and other funding in Delhi, in addition to seeking early community input on priority areas.

E. ENFORCEMENT

Enforcement activities deter unsafe behaviors of drivers, bicyclists, and pedestrians and encourage safe behaviors in the neighborhood around the school and along school routes. These activities can be conducted by law enforcement, in partnership with law enforcement, or may be community-led. The Merced County Sheriff’s Department currently has a good working relationship with the District to support student safety. The District also has a community safety officer that patrols Delhi to ensure that local areas around schools remain safe for students.

Recommended strategies and actions for year 1:

1. Continue and expand focused traffic enforcement around schools at the start of the school year. Coordinate efforts with individual schools as well as the School District and provide pre- and post-event communication to families and school staff.*
2. Continue community surveillance led by the District's community safety patrol officer and work with the community throughout the school year to identify specific issues.

Recommended strategies and actions for year 2:

3. Explore schools' interest in developing school safety patrols where students in upper elementary grades and middle/junior high schools receive traffic safety training, teach their peers, and assist with on campus enforcement activities using program materials from AAA.
4. As part of overall school route and improvement plans, assess needs for adult crossing guards at intersections near schools where students and families express difficulty crossing the street.

Recommended strategies and actions for years 3 to 5:

5. Expand adult crossing guard program and survey Delhi community members to prioritize crossing locations most in need of enforcement. Explore available supportive funding mechanisms.*

F. EVALUATION

Evaluation involves data collection and program tracking to assess which approaches are more or less successful, ensure that a program is meeting its objectives, and identify unintended consequences or opportunities to improve the effectiveness of an approach for the community.

Recommended strategies and actions for year 1:

1. Choose one or two schools to pilot student travel tallies using the travel tally tool provided by the National Center for Safe Routes to School.*

Recommended strategies and actions for year 2:

2. Expand student travel tallies to remaining three schools.
3. Track Safe Routes to School education and encouragement program participation at each school. Collection information on overall participation as well as grade level/age and other demographic information. Use this information to assess program effectiveness and identify any needs for improvement.
4. Use mapping tools available from UC Berkeley's TIMS program to map bicycle and pedestrian collisions near schools. Use the collision information to assess changes and identify any needs for improvements community-wide or at specific locations.

Recommended strategies and actions for years 3 to 5:

5. Expand student travel tallies to twice a year, once in the fall and once in the spring.
6. Share program participation and evaluation results with schools and community members through newsletters or other materials.*
7. Begin conducting a yearly assessment of the Safe Routes to School efforts at the end of the school year. Evaluate program effectiveness, including participation by different population groups,

changes in behaviors or perceptions around walking and bicycling, and school and community receptiveness to the program components.

G. EQUITY

Equity involves ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income communities, communities of color, and others.

Recommended strategies and actions for year 1:

1. Continue to prioritize materials to reach non-English speaking students and families. Ensure that education and encouragement materials are provided in Spanish and/or other languages as needed.
2. Ensure that Merced County projects coordinate with and involve Delhi residents and local community organizations.*

Recommended strategies and actions for year 2:

3. Given limited ability to roll out a Safe Routes to School program at every school from the start, use equity measures, such as health disparities and eligibility for the free- and reduced-price lunch program, in conjunction with school readiness to develop a framework to prioritize schools for education and encouragement program implementation and/or infrastructure improvements.

Recommended strategies and actions for years 3 to 5:

4. Use the results of previous year's evaluation efforts to identify gaps in participation. Develop and implement a strategy to ensure all population groups can participate in the Safe Routes to School program. This strategy may include targeted outreach or adjustments to the programs. Look particularly at students generally underrepresented in active travel; e.g., students of color, female students, and students with disabilities.

H. POLICY

Adopting Safe Routes to School policies or incorporating Safe Routes to School practices into existing city, school, and school district policies helps eliminate barriers and ensure long-term sustainability of the Safe Routes to School program. Policies help institutionalize supportive practices, broadening the reach beyond an individual school or activity to reach children and families across a city, county, or school district. This leads to more consistent implementation between schools and neighborhoods, creates accountability, and establishes formal relationships and responsibilities. In the unincorporated community of Delhi, Merced County has strong policies and plans supporting active transportation, but could add language to prioritize and include Safe Routes to School. The Delhi Unified School District has language supporting Safe Routes to School policy.

Recommended strategies and actions for year 1-2:

1. Implement education, encouragement, and communications activities described in the District Student Wellness Policy and use these activities to support Safe Routes to School initiatives.
2. Include a County transportation professional in the School Health Council/Committee.

3. Include a link to Safe Routes to School messaging and resources on the Transportation Policy webpage.
4. Expand current messaging on the District website using the existing Be Safe to School section as a base.

Recommended strategies and actions for years 3-5:

5. Add or amend policies for the County to work with the school district to include bicycle parking facilities at each school in visible and secure locations.
6. Create a County Safe Routes to School Task Force to address issues of mobility near and around schools.

4. POTENTIAL FUNDING RESOURCES FOR IMPLEMENTATION

The following are potential funding sources and mechanisms that may be used to implement the Safe Routes to School Action Plan. The list is not exhaustive as additional funding sources and innovative mechanisms may develop during the life of the plan.

A. CALIFORNIA ACTIVE TRANSPORTATION PROGRAM

The California Active Transportation Program (ATP) consolidates federal transportation funding with state funds to provide local communities with funding for programs and projects that support active transportation. Safe Routes to School non-infrastructure programs such as traffic safety education and encouragement activities, as well as infrastructure improvements, can be funded through the program. The funding is provided through a competitive application process. There is a statewide application process as well as a regional component administered by the Merced Council of Governments.

B. CALIFORNIA OFFICE OF TRAFFIC SAFETY

The California Office of Traffic Safety (OTS) provides grants to local and state public agencies for programs that help them enforce traffic laws, educate the public in traffic safety, and provide means of reducing fatalities, injuries, and economic losses from collisions. Funding can be used for Safe Routes to School education and encouragement programs. Historically, OTS has funded numerous bike rodeo (bike skills practice) programs around the state, often led by law enforcement agencies. Grants are awarded annually. More information can be found [here](#).

C. LOCAL FOUNDATIONS, HEALTH ORGANIZATIONS, AND BUSINESSES

Local foundations, health organizations, and businesses may be sources of funding for implementing Safe Routes to School programs. The benefits of Safe Routes to School for students, families, schools, and communities often align with foundations and organizations looking to support community health, physical activity, youth development, and neighborhood improvement. In addition, local businesses may be willing to sponsor Safe Routes to School activities and provide monetary funding, volunteers, or giveaways.

5. CONCLUSION

Delhi is well positioned to launch a strong and sustainable Safe Routes to School initiative. Support for Safe Routes to School from the County and District, in addition to strong community leadership and support mean that many important pieces are in place for a successful Safe Routes to School effort. By implementing the activities set out in this Action Plan over the next five years, Delhi is poised to build a strong and sustainable Safe Routes to School program and see healthier students and residents, reduced congestion, and a more livable and safer community.

APPENDIX A. ACTION PLAN MATRIX

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<i>Program Structure, Operations, and Coordination</i>				
1. Determine Safe Routes to School program lead, such as the Merced County Department of Public Health, as well as a staff point person within that agency or organization.	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
2. Establish a Safe Routes to School task force or designate an existing task force/committee to serve as the Safe Routes to School task force. Recruit members from the County, School District, Delhi Municipal Advisory Council, community leaders, and community organizations. Meet monthly, bi-monthly, or quarterly while building program momentum.	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District, Delhi Municipal Advisory Council, community organizations	<u>Building Momentum for Safe Routes to School: A Toolkit for School Districts and City Leaders</u>
3. Establish a shared vision and goals for the Safe Routes to School program.*	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
4. Create informational materials about the program that could be distributed to schools and families to recruit additional volunteers and program champions. Include	2019-2020	Safe Routes to School Task Force with support from Merced County	Delhi Unified School District	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
information about options developed through the ATP non-infrastructure component that schools can undertake.*		Department of Public Health		
5. Conduct outreach on Safe Routes to School to school PTA, community groups, etc.	2019-2020	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
6. Include additional Safe Routes to School messaging and resources on the Delhi Unified School District webpage. Start with information on the District Be Safe to School webpage and expand to include information specific to Delhi.	2019-2020	Delhi Unified School District		
7. Include a County transportation staff person or other staff involved in active transportation in the School Health Council/Committee.	2019-2020	Delhi Unified School District		
8. Schedule regular trainings for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.*	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
9. As the program expands across multiple schools, work with the County and District to assess staffing and determine need and ability to establish a part-time or full-time	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
paid Safe Routes to School coordinator position; explore additional funding as needed.		Health, Delhi Unified School District		
Education				
1. The Public Health Department, in collaboration with the District and community stakeholders, should pilot school-based educational activities at one school, with a focus on engaging younger school grades, and incorporate bike/pedestrian safety education into existing after school programs.*	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District, California Highway Patrol, community stakeholders	
2. Encourage participation in educational activities from teachers to serve as mentors and safety ambassadors.	2018-2019	Delhi Unified School District		
3. Utilize information on District's Be Safe to School website to as a base to develop and distribute traffic safety education materials for families that includes information related to pick-up/drop-off procedures as well as general safety at and around the schools (e.g., tips on how to properly cross the street).	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District, California Highway Patrol	
4. Host bike rodeos (skills and safety training) using Safe Routes to School National Partnership resources to assist with program development. Coordinate with local	2019-2020	Safe Routes to School Task Force with support from Merced County	Delhi Unified School District, California Highway Patrol	<u>Roll Up to a Bike Skills Clinic</u>

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
stakeholders to train volunteers or school staff and seek donations for safety equipment.*		Department of Public Health		
5. Establish a volunteer pool or program that trains additional staff and community members to provide school-based education programs.*	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
6. Expand in-class traffic safety education, with the ultimate goal of providing in-class education for multiple grades.	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District, California Highway Patrol	
7. Expand bike rodeo program, with the ultimate goal of providing a bike rodeo or other skills practice opportunity for every student at each school or through a community event.	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District, California Highway Patrol	
8. Conduct community education events such as Family Fun Bike Nights using materials from previous bike/pedestrian safety events.	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District, California Highway Patrol's Department	
9. Work with high school students or others to create signage and public service announcements (PSAs) focused on pedestrian and bicyclist awareness and safety at and around schools.	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
Encouragement				
1. Develop flyers with background information on school-based safety efforts and develop ways the community could become involved. Flyers could include information from the Safe Routes to School Launch Workshop and be distributed at key community locations—mall, park, transit center, library.*	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
2. Participate in Walk to School Day and Bike to School Day events annually and provide information on a range of activities that could be organized for each day. Develop creative ways to involve residents and community members.*	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	<u>Walk and Bike to School Day</u> website
3. Survey each school/Safe Routes to School champion to identify what types of competition or incentive programs would likely be successful at individual schools. Support individual schools in implementing their own competition or incentive program or develop a District/communitywide program. Programs could include frequent walker punch cards or mileage competitions.*	2019-2020	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
4. Partner with local community stakeholders to support bicycle and pedestrian safety throughout the Delhi.	2019-2020	Safe Routes to School Task Force with support from Merced County	Delhi Unified School District	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
Support could include involvement in Bike and Walk to School Day events and community bike rides and walking clubs.*		Department of Public Health		
5. Identify designated remote drop-off/pick-up locations at or near each school. Promote the locations by providing information to families.	2019-2020	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
6. Review current arrival and dismissal procedures at each school for potential changes such as staggered dismissal to reduce conflicts between students walking and biking with car pick-up/drop-off.	2019-2020	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
7. Develop walking school bus and/or bike train programs at each elementary school to support students walking or biking to school within about a half mile of the campus. Recruit adult route leaders (volunteers or paid staff) and explore engaging high school students as route leaders. Incorporate remote drop-off locations into the routes.*	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	<u>Step By Step: How to Start a Walking School Bus at Your School</u>
Engineering				
1. Conduct walkability and bikeability assessments around each school with County staff, District staff, school staff, students, and families to identify areas needing improvements such as sidewalk gaps,	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Merced County Department of Public Works, Delhi Unified School District	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
difficult street crossings, drainage issues, and lighting.*				
2. Conduct arrival and dismissal observations at each school with County staff, School District staff, school staff, students and families to identify areas for improvement.	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
3. Explore any opportunities to include Safe Routes to School improvements and community input into existing projects, including the ATP Delhi Community Pedestrian and Bike Connectivity Project, and HSIP improvements along Stephens Street.	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Merced County Department of Public Works, Delhi Unified School District	<u>Walkability and Bikeability checklists</u>
4. Identify upcoming new plans, revisions to plans, funding opportunities, or other places to insert Safe Routes to School considerations.	2018-2019	Merced County		
5. Based on the walkability and bikeability assessments, identify opportunities to increase convenient access for students walking and bicycling. This may include improvements on campus to provide direct access from the sidewalk to the bike racks and entry doors or opening gates to allow pedestrian and bicycle access from adjacent trails, parks, and other walkways from the neighborhoods.	2019-2020	Safe Routes to School Task Force with support from Merced County Department of Public Health	Merced County Department of Public Works, Delhi Unified School District	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
6. Develop suggested walking and biking route maps for each school.	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Merced County Department of Public Works, Delhi Unified School District	
7. Explore funding and resource needs and opportunities for preparing plans to address the identified areas of concern along school routes and at schools.*	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Merced County Department of Public Works, Delhi Unified School District	
8. Build Safe Routes to School improvements into other transportation improvements and plans.	2020-2021 or later	Merced County		
9. Install bicycle parking facilities at each school in visible and secure locations.	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Merced County Department of Public Works, Delhi Unified School District	
10. Continue to prioritize infrastructure improvements near schools in pursuit of ATP and other funding in Delhi, in addition to seeking early community input on priority areas.	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health		
Enforcement				
1. Continue and expand focused traffic enforcement around schools at the start of	2018-2019	Merced County Sheriff Department	Delhi Unified School District	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
the school year. Coordinate efforts with individual schools as well as the school district and provide pre- and post-event communication to families and school staff.*				
2. Continue community surveillance led by the District’s community safety patrol officer and work with the community throughout the school year to identify specific issues.	2018-2019	Delhi Unified School District		
3. Explore schools’ interest in developing school safety patrols where students in upper elementary grades and middle/junior high schools receive traffic safety training, teach their peers, and assist with on-campus enforcement activities using program materials from AAA.	2019-2020	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	<u>AAA School Safety Patrol Program</u>
4. As part of overall school route and improvement plans, assess needs for adult crossing guards at intersections near schools where students and families express difficulty crossing the street.	2019-2020	Delhi Unified School District		<u>California Crossing Guard Training Program</u>
5. Expand adult crossing guard program and survey Delhi to prioritize crossing locations most in need of enforcement. Explore available supportive funding mechanisms.*	2020-2021 or later	Delhi Unified School District		
Evaluation				

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
1. Choose one or two schools to pilot student travel tallies using the travel tally tool provided by the National Center for Safe Routes to School.*	2018-2019	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	<u>National Center for Safe Routes to School Database</u>
2. Expand student travel tallies to remaining three schools.	2019-2020	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
3. Track Safe Routes to School education and encouragement program participation at each school. Collection information on overall participation as well as grade level/age and other demographic information. Use this information to assess program effectiveness and identify any needs for improvement.	2019-2020	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	<u>National Center for Safe Routes to School Database</u>
4. Use mapping tools available from UC Berkeley's TIMS program to map bicycle and pedestrian collisions near schools. Use the collision information to assess changes and identify any needs for improvements community-wide or at specific locations.	2019-2020	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	<u>UC Berkeley TIMS</u>
5. Expand student travel tallies to twice a year, once in the fall and once in the spring.	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
6. Share program participation and evaluation results with schools and community members through newsletters or other materials.*	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
7. Begin conducting a yearly assessment of the Safe Routes to School efforts at the end of the school year. Evaluate program effectiveness, including participation by different population groups, changes in behaviors or perceptions around walking and bicycling, and school and community receptiveness to the program components.	2020-2021 or later	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	
Equity				
1. Continue to prioritize materials to reach non-English speaking students and families. Ensure that education and encouragement materials are provided in Spanish and/or other languages as needed.	2018-2019	Merced County	Delhi Unified School District	
2. Ensure that Merced County projects coordinate with and involve Delhi residents and local community organizations.*	2018-2019	Merced County	Delhi Unified School District	
3. Given limited ability to roll out a Safe Routes to School program at every school from the start, use equity measures, such as health disparities and eligibility for the free- and reduced-price lunch program, in	2019-2020	Safe Routes to School Task Force with support from Merced County Department of Public Health	Delhi Unified School District	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<p>conjunction with school readiness to develop a framework to prioritize schools for education and encouragement program implementation and/or infrastructure improvements.</p>				
<p>4. Use the results of the previous year’s evaluation efforts to identify gaps in participation. Develop and implement a strategy to ensure all population groups can participate in the Safe Routes to School program. This strategy may include targeted outreach or adjustments to the programs. Look particularly at students generally underrepresented in active travel; e.g., students of color, female students, and students with disabilities.</p>	<p>2020-2021 or later</p>	<p>Safe Routes to School Task Force with support from Merced County Department of Public Health</p>	<p>Delhi Unified School District</p>	
<i>Policy</i>				
<p>1. Implement education, encouragement, and communications activities described in the District Student Wellness Policy and use these activities to support Safe Routes to School initiatives.</p>	<p>2018-2020</p>	<p>Delhi Unified School District</p>		
<p>2. Include a County transportation professional in the School Health Council/Committee.</p>	<p>2018-2020</p>	<p>Delhi Unified School District</p>		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
3. Include a link to Safe Routes to School messaging and resources on the Transportation Policy webpage.	2018-2020	Delhi Unified School District		
4. Expand current messaging on District website using the existing Be Safe to School section as a base.	2018-2020	Delhi Unified School District		
5. Add or amend policies for the County to work with the school district to include bicycle parking facilities at each school in visible and secure locations.	2020-2021 or later	Merced County		
6. Create a County Safe Routes to School Task Force to address issues of mobility near and around schools.	2020-2021 or later	Merced County		

APPENDIX B. EXISTING POLICIES AND PLANS

A. INTRODUCTION

Ensuring that Safe Routes to School efforts reach students throughout a school district or city and create changes in school travel over the long term requires that Safe Routes to School considerations be fully incorporated into city and school district policies. The Safe Routes to School National Partnership conducted a policy scan for Delhi, reviewing policies of Delhi Unified School District as well as the County of Merced. This report provides an overview of the current policy landscape for Safe Routes to School in Delhi and highlights promising opportunities for updating and improving the commitment to Safe Routes to School.

B. POLICIES OF THE DELHI UNIFIED SCHOOL DISTRICT

The policies and practices put in place by the Delhi Unified School District have the potential to affect the travel habits and long-term health of students, their families, and the greater community. The Delhi Unified School District has policies supporting health, wellness, and academic achievement for students.

The Delhi Unified School District has a wide range of policies and procedures that are adopted by the Board of Education and guide practices at the district and school level. The District also has a Safe Routes to School policy. A number of existing policies are described below, with some suggestions regarding how they could be strengthened.

1. Safe Routes to School Policy

The Board of Education adopted a Safe Routes to School Policy in 2006 within its Student Wellness strategy and under the Physical Activity Opportunities and Physical Education section. The policy states:

The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and or police departments in those efforts. The school district will explore the availability of federal “safe routes to school” funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.¹

2. Students Wellness Policy

The Board of Education adopted a District Student Wellness Policy in March 2006. The policy supports a healthy school environment with access to physical activity and nutrition. The wellness policy is inclusive and strives to enable a healthy environment among students, parents, teachers, administrators, and the greater community. A core principle of Safe Routes to School is involving students, parents, and the community in understanding the importance of a healthy lifestyle.²

The District Wellness Policy is supportive of Safe Routes to School in the following statements:

School Wellness Committee

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school Wellness Committee consists of a group of individuals representing the school and community and should include parents, representatives of the school food services, members of the school board, school administrators, teachers, health professionals, and members of the public.)

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity or withhold opportunities for physical activity as punishment.

Good language:

Within the District Wellness Policy, there is supportive language on Safe Routes to School.

Areas for improvement:

The District Student Wellness Policy could be more supportive of Safe Routes to School by:

- Including a Safe Routes to School coordinator or City transportation professional in the School Health Council/Committee.
- Providing resources for safe and accessible options for walking and biking to school.

3. Transportation Policy

The Delhi Unified School District has limited information on transportation policy on their website. Most transportation policy pertains to bus riding conduct and eligibility.

Areas for improvement:

Support for Safe Routes to School could be strengthened in the district's Transportation Policy by:

- Including walking and bicycling as a means of transportation.
- Encouraging walking and bicycling as the healthiest ways to travel to school.
- Encouraging walking and bicycling to bus stops.
- Exploring opportunities for remote drop-offs by school buses.
- Including a link to Safe Routes to School messaging and resources on the Transportation Policy webpage.
- Providing crossing guards at each school for arrival and dismissal.

C. COUNTY OF MERCED PLANS AND POLICIES

Policies and plans from the County of Merced were also reviewed as part of the Safe Routes to School National Partnership's policy scan. The County has a number of plans that reference Safe Routes to School and include strong language.

1. General Plan: Transportation and Circulation Element

The County adopted the General Plan Transportation and Circulation Element in 2013. This element includes actions, policies, procedures, and programs that the County of Merced will implement to make transportation safer and more comfortable across the unincorporated communities. Examples of supportive policies for Safe Routes to School are included below.

- Policy CIR-1.22: Complete Streets
 - Require new urban streets within Urban Communities to be designed and constructed to not only accommodate automobile, truck, and bus traffic, but to also serve all users, including pedestrians, bicyclists, and transit passengers of all ages and abilities. Creating multi-modal street connections in order to establish a comprehensive, integrated, and connected transportation network; Minimizing curb cuts along non-local streets; Consider planting street trees adjacent to curbs and between the street and sidewalk to provide a buffer between the pedestrian and the automobile, where appropriate; Constructing sidewalks on both sides of streets, where feasible; Coordinating with other agencies and cities to ensure connections are made between jurisdictions; Incorporating traffic calming devices such as roundabouts, bulb-outs at intersections, and traffic tables.
- Policy CIR-4.1: Bicycle and Pedestrian System
 - Encourage a complete, safe, and interconnected bicycle and pedestrian circulation system that serves both commuter and recreational travel, and provides access to major destinations within and between Urban Communities and cities. Prioritize Class I bicycle paths and separate trails between communities as part of the MCAG Regional Bikeway Plan. To the extent possible, use railroad and canal as right-of-way instead of streets to promote safety.
- Policy CIR-4.2: Bicycle Lanes and Pedestrian Paths
 - Require all new or major reconstructed streets within Urban Communities to accommodate travel by pedestrians and bicyclists, except where pedestrians and bicyclists are prohibited by law from using a given facility or where the costs of including bikeways and walkways would be excessively disproportionate to the need or probable use.
- Policy CIR-4.3: City and County Coordination
 - Coordinate on the location and construction of new bikeways with cities and adjacent counties
- Policy CIR-4.6: Multi-Use Trails
 - Encourage the development of multi-use corridors (such as hiking, equestrian, and mountain biking) in open space areas, along power line transmission corridors, utility easements, rivers, creeks, abandoned railways, and irrigation canals.

Support for Safe Routes to School could be strengthened in the General Plan Transportation and Circulation Element by:

- Including and prioritizing schools in the policies above.
- Creating a city Safe Routes to School Task Force to address issues of mobility near and around schools.

3. General Plan Recreation and Cultural Resources Element

The County adopted the General Plan Recreation and Cultural Resources Element in 2013. Examples of supportive policies for Safe Routes to School are included below.

- Policy RCR-1.5: Local Park System

- Require a system of local and neighborhood parks, and other recreation areas throughout the County that balance the importance of direct site access with management of sensitive wildlife resources. Require the master planning of new local and neighborhood parks to occur during the Community Plan preparation process.
- Policy RCR-1.14: Community Oriented Neighborhood Parks
 - During the preparation of Community Plans and during the review of subdivision applications review process, ensure neighborhood parks are sited near activity centers such as schools, libraries, and community centers.

Support for Safe Routes to School could be strengthened in the General Plan Recreation and Cultural Element by:

- Including access to parks in planning of parks system, include schools in this process.

4. Merced County Regional Bicycle Transportation Plan

The County adopted a Regional Bicycle Transportation Plan in October 2008. The purpose of the Merced County Regional Bicycle Transportation Plan is to provide a comprehensive long-range view for the development of an extensive regional bikeway network that connects cities and unincorporated areas countywide. The Merced County Regional Bicycle Transportation Plan is designed to reduce single-occupant vehicle travel. Goals, actions, and policies supporting Safe Routes to School are emphasized below.

- Goal 1: A regional transportation system for bicyclists and pedestrians.
- Goal 2: Encourage bicycling through education.
- Goal 3: Accommodate bicycling as part of Merced County’s multi-modal transportation system, establish and maintain an integrated network of bicycle facilities to support bicycle commuting and establish and maintain an integrated network of bicycle facilities to support recreational bicycling.
 - Policy 6.1.1. Construct Class I, II and III bike routes as designated in the Merced County Regional Bikeway Plan.
 - Policy 6.1.2. Actively pursue bicycle and pedestrian related funding sources to implement local and regional plans.
 - Policy 6.2.1. Use the Bicycle Transportation Advisory Committee for bike planning and project implementation recommendations.
 - Policy 6.2.3. Implement the Bicycle Safety Program.

Support for Safe Routes to School could be strengthened in the Merced County Regional Transportation Plan by:

- Including and prioritizing schools in the goals and policies.
- Including a Safe Routes to School Plan.

E. SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP RECOMMENDATIONS

The County of Merced has strong policies and plans supporting active transportation, but could add language to prioritize and include Safe Routes to School. The Delhi Unified School District has language

supporting Safe Routes to School policy. It would be best if both agencies could come together to create a unified Safe Routes to School plan that involves the County and District.

Key considerations for the Delhi Unified School District to strengthen support for Safe Routes to School include:

- Implement education, encouragement, and communications activities described in the District Student Wellness Policy and use these activities to support Safe Routes to School initiatives.
- Include a Safe Routes to School coordinator or County transportation professional in the School Health Council/Committee.
- Include a link to Safe Routes to School messaging and resources on the Transportation Policy webpage.

Key considerations for the County of Merced to strengthen support for Safe Routes to School include:

- Add or amend policies to work with the school district to include bicycle parking facilities at each school in visible and secure locations.
- Creating a County Safe Routes to School Task Force to address issues of mobility near and around schools.

¹ Delhi Unified School District Board Policies, March 2006, 5000-5123 Students
<https://1.cdn.edl.io/XWOxc55itU8S0NgfQPIS9prQ3chuJCtBXx3tsoxrovwbv17R.pdf>

² Delhi Unified School District Board Policies, March 2006, 5000-5123 Students
<https://www.delhi.k12.ca.us/apps/pages/boardpolicies>

APPENDIX C. COLLISION MAPS

A. INTRODUCTION

This appendix contains additional information regarding collisions involving pedestrians and bicyclists in Delhi, including:

- Race/ethnicity for collision parties (2013-2017)
- Top 10 violation data for pedestrian and bicycle collisions (2013-2017)
- Maps showing collisions in relation to median household income by census tract (2012-2016)
- Maps showing pedestrian and bicycle collisions and injury severity (2012-2016)
- Maps showing pedestrian and bicycle collisions within one mile of the five Delhi Unified School District schools (2012-2016)

B. RACE/ETHNICITY FOR COLLISION PARTIES (2013-2017)

All Collisions¹

The table below breaks down parties in all collisions by race across all age groups.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	5	-	-	-	-	-	5
Black	5	1	-	-	-	-	6
Hispanic	67	6	-	2	-	-	75
Other	13	-	-	-	-	-	13
White	30	2	-	1	-	-	33
Not Stated	8	-	9	-	-	-	17
Total	128	9	9	3	0	0	149

The table below breaks down parties in all collision by race that involved a school-age child (age 5-18).

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	1	-	-	-	-	-	1
Black	-	1	-	-	-	-	1
Hispanic	10	4	-	1	-	-	15
Other	3	-	-	-	-	-	3

¹ SWITRS 2013-2017; Notes: 2015-17 SWITRS data is provisional as of March 2018. SWITRS reports race at the party level. The data presented does not indicate who is at fault. The number of parties may exceed the number of collisions because there is typically more than one party in a collision.

White	4	1	-	-	-	-	5
Not Stated	1	-	4	-	-	-	5
Total	19	6	4	1	0	0	30

Pedestrian Collisions

The table below breaks down parties in pedestrian collisions by race across all age groups.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	-	-	-	-	-	-	0
Black	-	1	-	-	-	-	1
Hispanic	3	6	-	-	-	-	9
Other	-	-	-	-	-	-	0
White	3	2	-	-	-	-	5
Not Stated	2	-	1	-	-	-	3
Total	8	9	1	0	0	0	18

The table below breaks down parties in pedestrian collision by race that involved a school-age child (age 5-18).

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	-	-	-	-	-	-	0
Black	-	1	-	-	-	-	1
Hispanic	1	4	-	-	-	-	5
Other	-	-	-	-	-	-	0
White	2	-	-	-	-	-	2
Not Stated	1	-	-	-	-	-	1
Total	4	5	0	0	0	0	9

Bicycle Collisions

The table below breaks down parties in bicycle collisions by race across all age groups.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	-	-	-	-	-	-	0
Black	-	-	-	1	-	-	1
Hispanic	2	-	-	3	-	-	5
Other	1	-	-	-	-	-	1

White	1	-	-	1	-	-	2
Not Stated	1	-	-	-	-	-	1
Total	5	0	0	5	0	0	10

The table below breaks down parties in bicycle collision by race that involved a school-age child (age 5-18).

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	-	-	-	-	-	-	0
Black	-	-	-	1	-	-	1
Hispanic	1	-	-	2	-	-	3
Other	1	-	-	-	-	-	1
White	1	-	-	-	-	-	1
Not Stated	-	-	-	-	-	-	0
Total	3	0	0	3	0	0	6

C. TOP 10 VIOLATIONS - (2013-2017)

Pedestrian

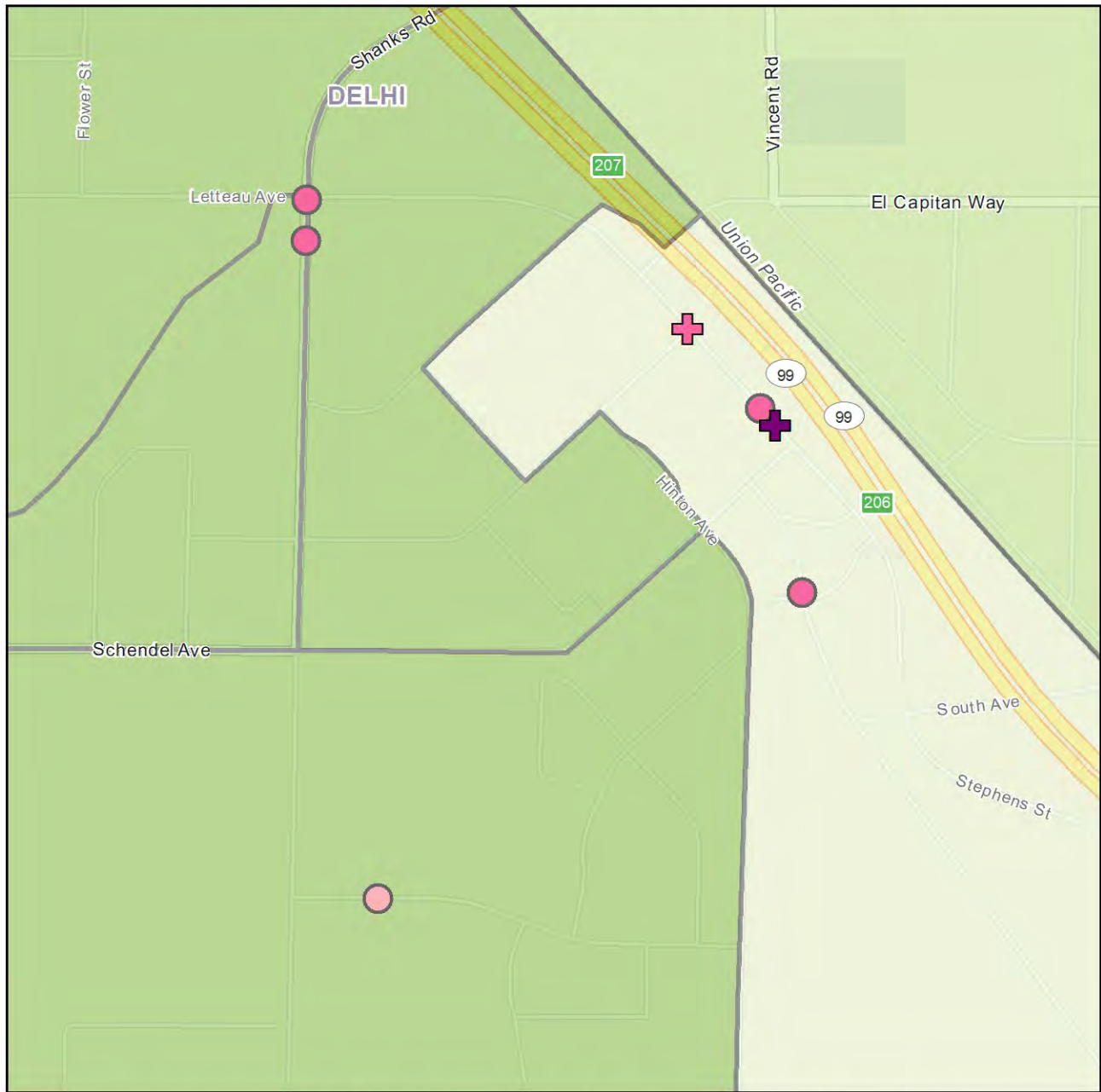
CVC No.	Description	Freq.	Percent
21954	Pedestrian failure to yield right-of-way to vehicles	4	50.0%
21950	Driver failure to yield right-of-way to pedestrians at a crosswalk	3	37.5%
22107	Unsafe turning with or without signaling	1	12.5%
Total		8	100.0%

Bicycle

CVC No.	Description	Freq.	Percent
21801	Driver failure to yield right-of-way when making a left turn or U-turn	2	40.0%

21650	Failure to drive/ride on right half of the roadway (with some exceptions)	2	40.0%
21804	Driver failure to yield right-of-way when entering/crossing a highway	1	20.0%
Total		5	100.0%

Delhi Pedestrian Collision Map (2012 - 2016)



Collision Severity (2012-2016)

Age 5-18

- + Fatal (1)
- + Injury (Other Visible) (1)

Other

- Injury (Other Visible) (4)
- Injury (Complaint of Pain) (1)

2017 Median Household Income

- < 35K
- 35K - 50K
- 50K - 75K

Delhi Bicycle Collision Map (2012 - 2016)




Collision Severity (2012-2016)

Age 5-18

 Injury (Complaint of Pain) (1)

Other

 Injury (Other Visible) (2)

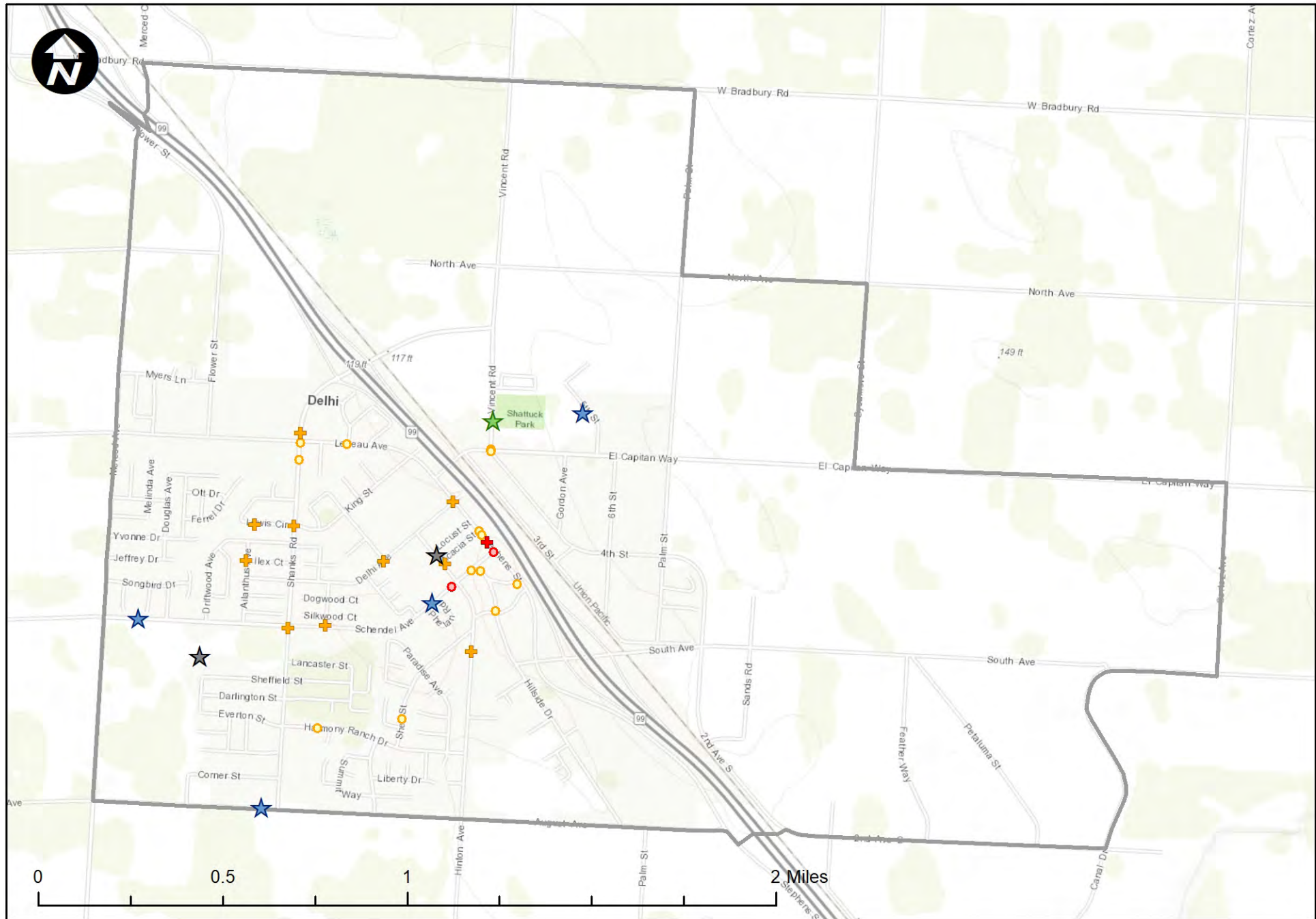
2017 Median Household Income

 < 35K

 35K - 50K

 50K - 75K

Delhi - Pedestrian or Bicycle Collisions (2007-2016)



Schools by % FRPM

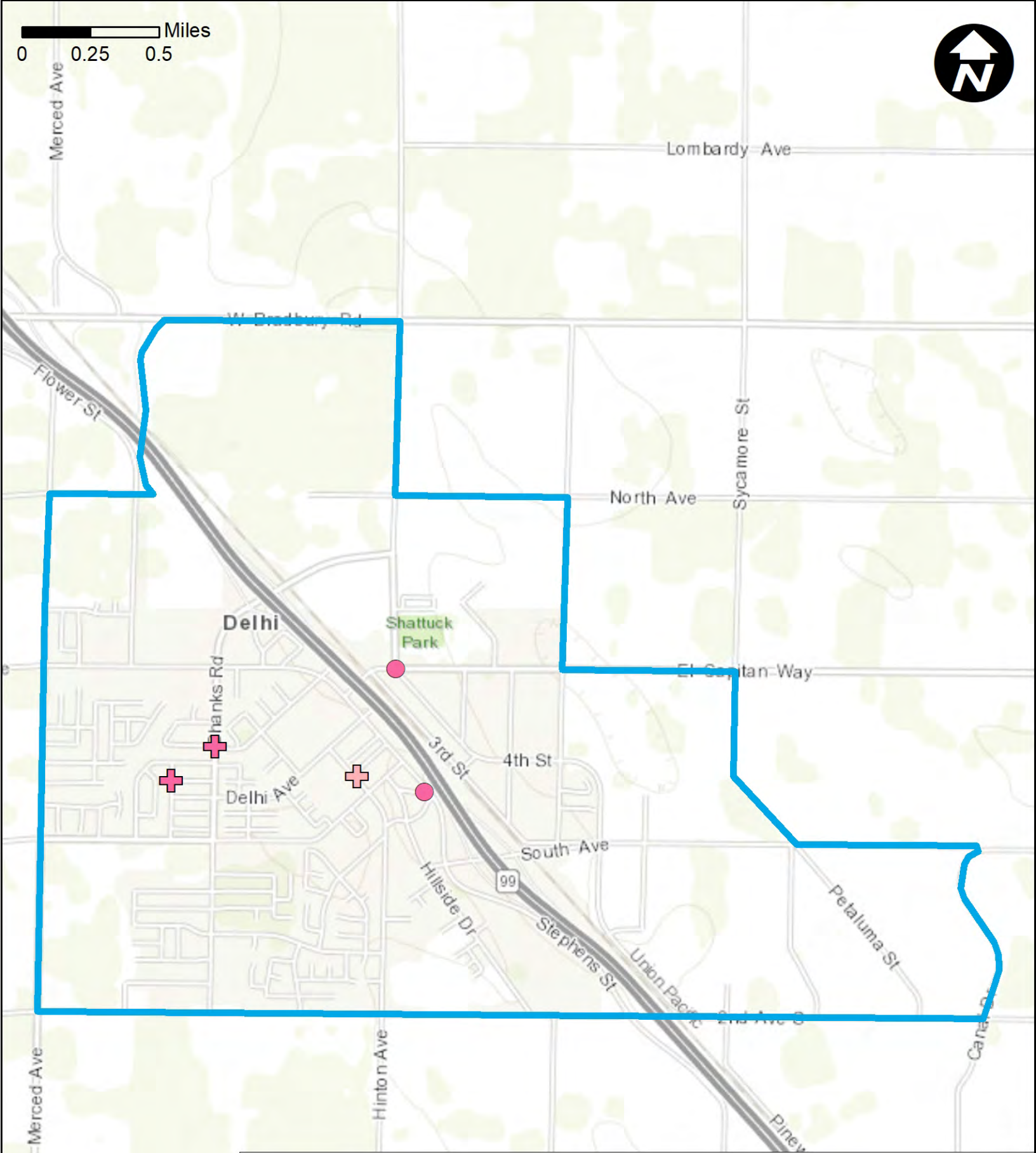
- ★ Unknown (2)
- ★ Middle Income (40-75) (2)
- ★ Low Income (>75) (5)

Pedestrian/Bicycle Collisions

- ✚ Fatality (age 5-18) (1)
- ✚ Injury (age 5-18) (11)
- Fatality (other) (2)
- Injury (other) (13)

Miles

0 0.25 0.5




Collision Severity (2012-2016)

Age 5-18

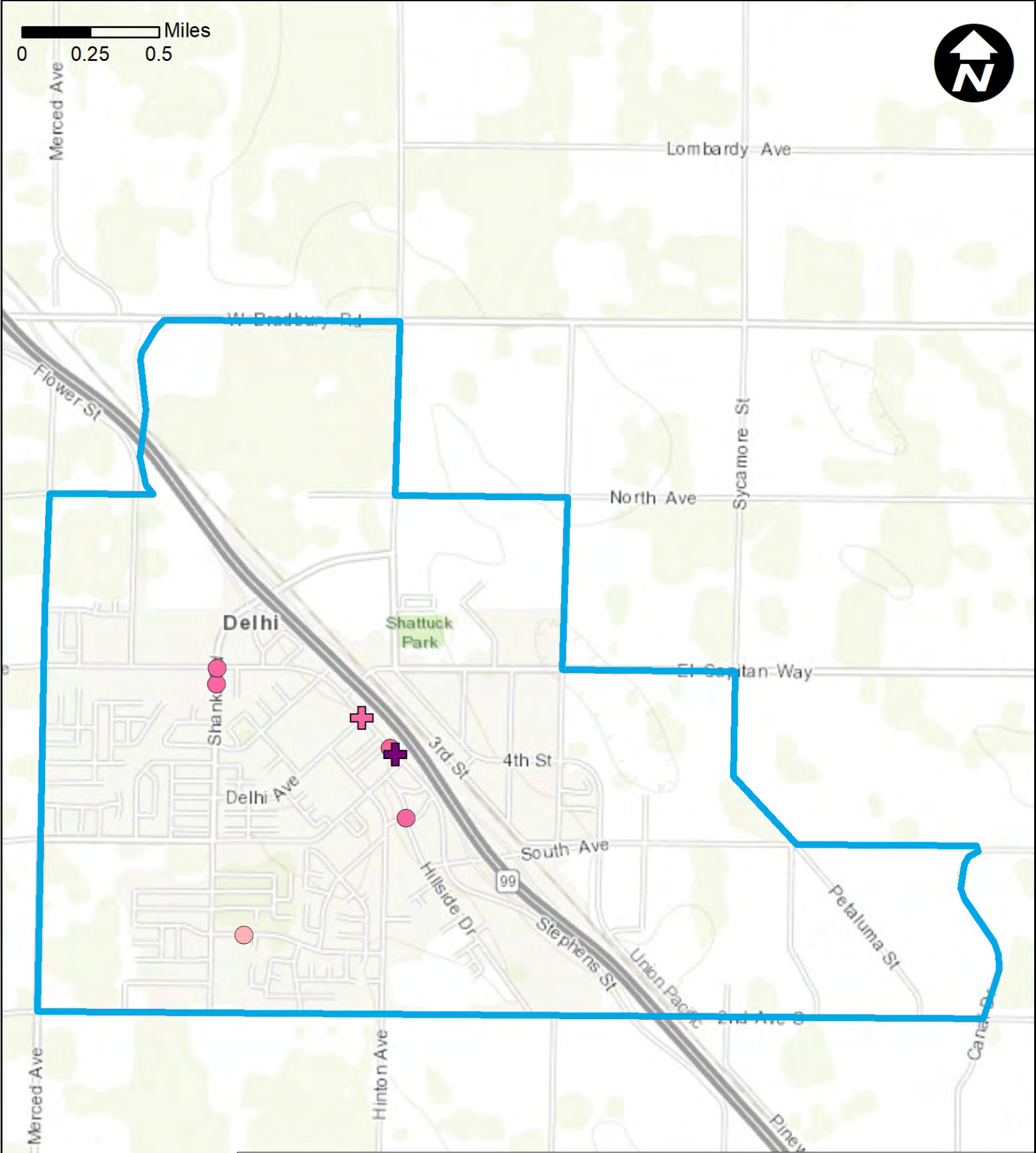
-  Injury (Other Visible) (2)
-  Injury (Complaint of Pain) (1)

Other

-  Injury (Other Visible) (2)

Miles

0 0.25 0.5



Collision Severity (2012-2016)

Age 5-18

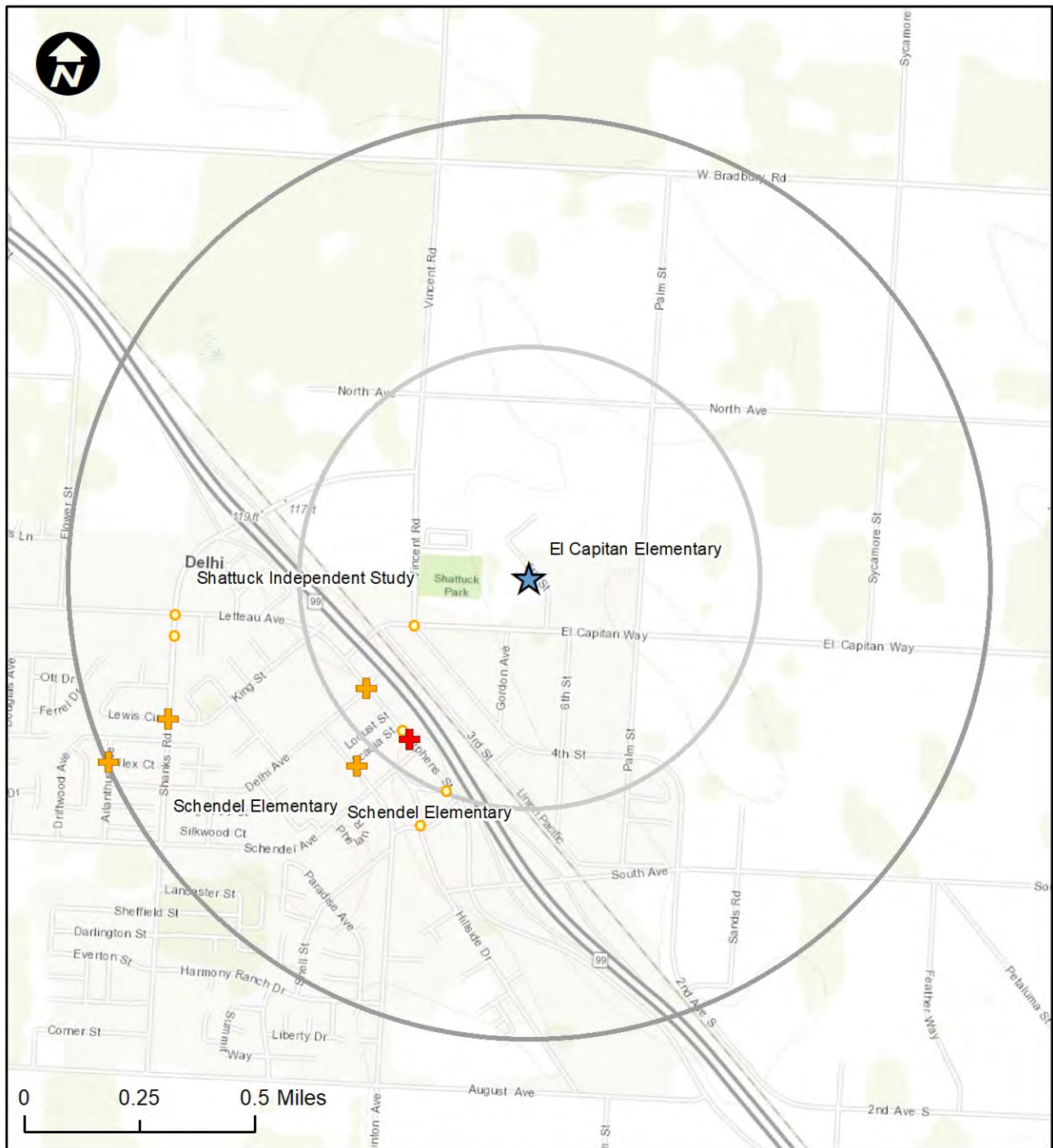
- ⊕ Fatal (1)
- ⊕ Injury (Other Visible) (1)

Other

- Injury (Other Visible) (4)
- Injury (Complaint of Pain) (1)

Delhi - El Capitan Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

10115 Fifth St., Delhi, CA 95315-9752; CDSCode: 24753666025407



Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (4)
- o Injury (other) (6)

Delhi - Harmony Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

16464 West August Ave., Delhi, CA 95315; CDSCode: 24753660105817



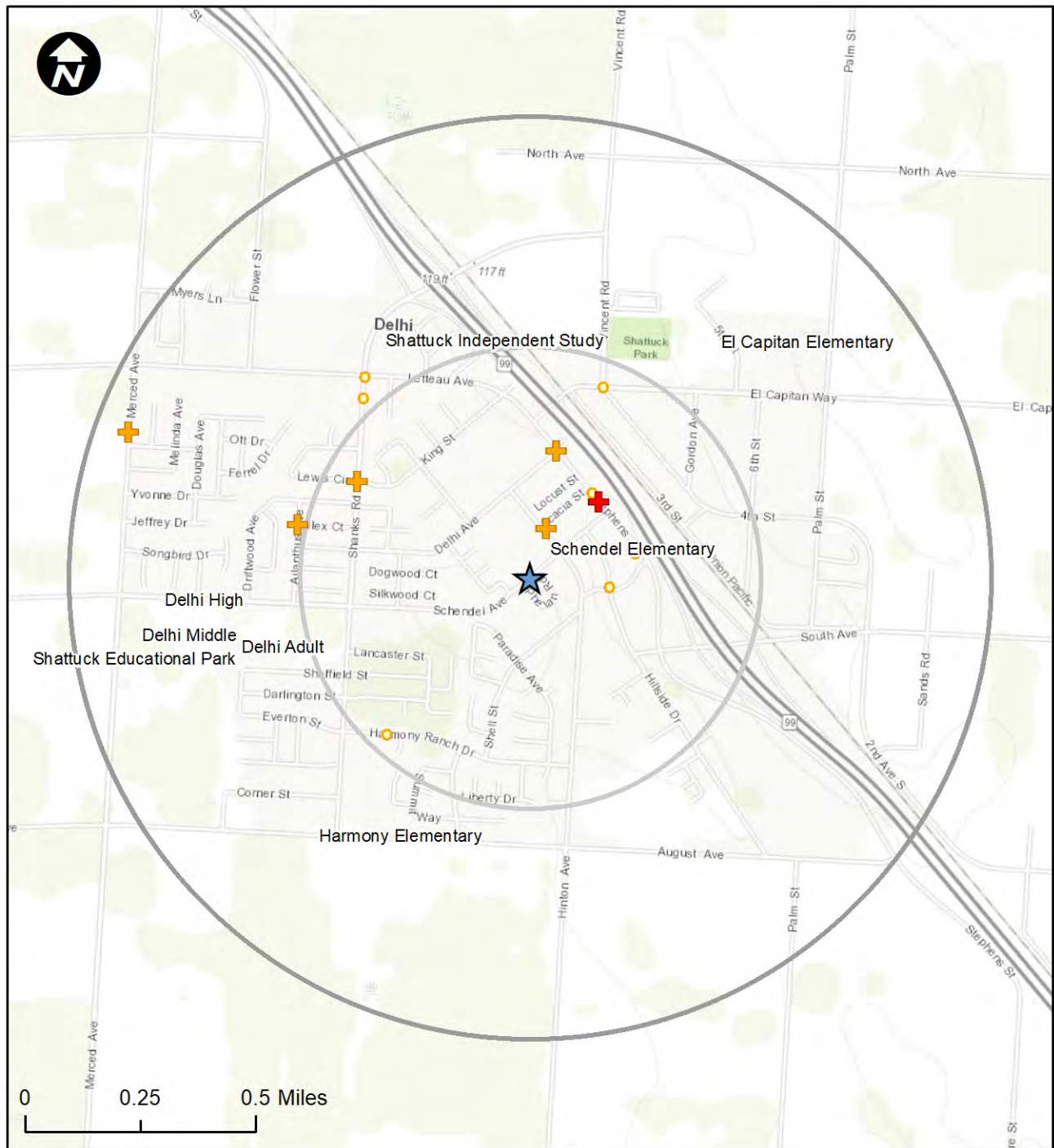
Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (5)
- o Injury (other) (6)

Delhi - Schendel Elementary

Pedestrian or Bicycle Collisions Near School (2012-2016)

16114 Schendel Ave., Delhi, CA 95315-0338; CDSCode: 24753666025415



Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (5)
- o Injury (other) (7)

Delhi - Delhi Middle

Pedestrian or Bicycle Collisions Near School (2012-2016)

16881 West Schendel Ave., Delhi, CA 95315; CDSCode: 24753660131862



Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (6)
- o Injury (other) (7)

Delhi - Delhi High

Pedestrian or Bicycle Collisions Near School (2012-2016)

16881 West Schendel Ave., Delhi, CA 95315; CDSCode: 24753662430114



Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (6)
- o Injury (other) (5)

APPENDIX D. SAFE ROUTES TO SCHOOL WORKSHOP SUMMARY

On Wednesday, May 23, 2018, a Safe Route to School Launch Workshop was held in the cafeteria at Schendel Elementary School in Delhi. Workshop participants included School District staff, County staff, local community organizations, parents, and other community members. This summary includes the notes from the individual and group exercises conducted during the workshop.

CHALLENGES POST IT NOTE EXERCISE

Participants were asked to write down on Post It Notes what they feel are the top three challenges to student transportation in the Delhi. Comments are provided verbatim.

Challenge	Specific Issue
Are there routes to school that need improvement?	Fix all the streets of Delhi
	All streets that lead to schools need improvement
	Painting the lines of the streets of Delhi
	Stephen from Delhi fix road bike lane and sidewalk
	Schendel fix the other side of sidewalk from the curve
Are there barriers to walking and biking to school?	Most streets around Schendel are old/deteriorating
	Lack of street lights
	Incomplete sidewalks
	Traffic
What concerns do you have regarding getting students to and from school?	Bikes share space with car traffic/feels unsafe
	More safety lift and warning signs for safety of how to drive/miles per hour
	Car traffic at unsafe speeds
	Strangers
	Traffic and parking

OPPORTUNITIES POST IT NOTE EXERCISE

Participants were asked to write down on Post It Notes what they feel are the top three opportunities to improve student transportation in Delhi. Comments are provided verbatim.

Opportunity	Specific Improvement
How can we make the trip to school safer?	Rails along the sidewalk to protect students from fast drivers
	Crosswalks with flashing lights along border lines
	Speedbumps, more light, bike lane
	More bike lanes
	Stop signs with flashing lights when students are crossing
	Slower cars
	Walk your kid to school to make sure that the streets are safe and sidewalks are fixed

Opportunity	Specific Improvement
What would make it easier to walk or bike to school?	Sidewalk clean streets
	Lack of stormwater system (i.e. streets flood)
Are there resources that can help?	Improve safety of crosswalks
	Walking is better
	Stop sign light so you can see in dark from going to El Capitan to 4 th St
	Walking routes with catching elements, like plants, sculptures to make the path more enjoyable
	Upgraded infrastructure

BEES TO THE E'S EXERCISE

Participants were asked to write down on Bee notes their recommendations as to how the 6 E's of Safe Routes to School could be implemented in Delhi. Comments are provided verbatim.

E	Bee
Encouragement	Set aside one day a month or week so all children can walk or bike together on bike trail
	Have a representative teach students on safe equipment/helmets, kneepads, traffic safety
	Walking/cycling benefits card for students who walk and bike to school every day for X days. Card includes free ice cream, etc.
	Park far, walk from your car. Eliminate cars idling in front of school
	To encourage our children to follow street lights and look when crossing streets
	Skate or bike to school program
	Incentives to get students to want to bike/walk to school
Education	Teach kids to cross the street
	Being more knowledgeable about safety, education, to our family when walking
	The most important thing is to teach families safety classes on walking and using a bike
	Start teaching students safety in earliest grade
	Teaching students about safety such as stop signs and when it is safe to cross the street
	Distribute info to parents picking up students in crowded parking lots
	Kids need to walk in middle of crosswalk
	Education starts at home, involve parents, show parents it's safe for students to walk so they encourage them
Bike safety training	
Enforcement	Have CHP/sheriffs department park outside school in AM and PM to reduce speeders
	More police presence
Engineering	Prioritize ATP in "seasoned" communities

	Revive SB1151 Canela cultiva
	We need more light and speed bumps, flashes for light and night
	Don't forget El Capitan Elementary, that area needs improvement too and they don't have sidewalks
	More streets lights
Equity	For equity: stay engaged with elected reps, city/county staff and community organizations to ensure grant funding for planning capital projects coming to low-income communities and communities of color
Evaluation	More biking/walking surveys of students

ACTION PLANNING EXERCISE

Participants worked in groups to identify goals, actions, key steps, and potential implementation leaders to support Safe Routes to School in Delhi. Comments are provided verbatim. Recommendations noted with an asterisk identify priority recommendations identified by workshop by participants.

Group 1

Priority	Recommendation
Our goals for our Safe Routes to School program are:	***pedestrians (children and parents) take a mandatory pedestrian safety course (ATP funding) beginning of school year
	Lighting
	Bike sharing program
	**walking biking school bus wagon
	**policy to eliminate idling
	*helmets required
	**reduce speed to 15 mph around school zones
	*include ped safety course in school safety plan LCAP
Actions and Key Steps:	Cameras – traffic violations
	**participate in walk or bike to school day
	Walk to school Wednesday or Mobile Monday
	Promote more biking/walking activities throughout the year
	Class contest/punch card
	School sponsored safety vest program
	*safety program – fear of kidnapping/sex offenders/loose dogs
	*safety program for special ed students

Group 2

Priority	Recommendation
Our goals for our Safe Routes to School program are:	**kids' safety
	Education re: street safety
	**increase walking and biking to school
	Get a better understanding of barriers to walking and biking

Priority	Recommendation
	Vision zero – reduce or eliminate injuries and fatalities
	Committed group of stakeholders (taskforce)
	Make it fun and interesting
Actions and Key Steps:	***Regular stakeholder meetings with government orgs, residents, etc. (identify timeline of frequency that works for stakeholders)
	Identify funding mechanisms, application deadlines, sources of technical assistance, change to county policy to provide funding?
	*safety fair or other event to promote active transportation <ul style="list-style-type: none"> • Pedestrian safety class in school • Make sure to promote safety with both kids and adults
	***increase/improve enforcement and make enforcement positive <ul style="list-style-type: none"> • Targeted enforcement • More officers or crossing guards
	***consider and incentive program to encourage walking and biking, financial or prize, pizza party
	Mobility/active transportation plan
Key Leaders and Partners:	Merced County
	Delhi residents
	MAC
	Delhi Unified School District
	Orgs (La Cultiva)