

# Fresno Safe Routes to School Action Plan

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FINAL 2018



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This grant offers a one-year stipend to communities for projects related to creating healthy, active, and engaged places to live, work, and play. Funded projects should increase walking and walkability. Applications for the 2018 cycle are due on November 2<sup>nd</sup>. More information can be found here: <http://americawalks.org/applications-open-for-2018-community-change-grants/> ..... 22
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## 1. INTRODUCTION

Over many years, Cultiva La Salud, in collaboration with the City of Fresno and other agencies, organizations, and community members, has been working to enable and encourage residents to safely walk and bicycle in their neighborhood. Cultiva La Salud's work has most recently focused on improving safety, walkability, bikeability, and community health in the Southeast area of Fresno, especially around neighborhood schools. 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. Cultiva La Salud has been leading activities to improve student transportation through many activities and components of Safe Routes to School.

Facilitating students walking, biking, and rolling to and from school has been identified as a priority for the community. To support this priority, Cultiva La Salud and community partners have been implementing education and encouragement activities. The City of Fresno Parks, After School, Recreation and Community Services Department (Fresno PARCS) is providing safety education and skills training. The City of Fresno and the Fresno Unified School District have policies and plans in place that provide guidance on supporting bicycle and pedestrian needs, including those of students. However, there is not a formal Safe Routes to School program or framework established in Fresno yet.

### A. THE SAFE ROUTES TO SCHOOL LAUNCH PROGRAM

In spring 2018, Cultiva La Salud and partners including Fresno PARCS and California Walks 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 walking and biking summit with a Safe Routes to School focused component brought together representatives from the City,

County, community organizations, and community members to learn about Safe Routes to School and discuss strategies for developing a robust program in Fresno, with a focus on Southeast Fresno.

## B. ABOUT THIS ACTION PLAN

This Safe Routes to School Action Plan is intended to guide the Fresno community 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 Walking and Biking Summit, the National Partnership’s assessment of current conditions, community needs, and capacity in the city, 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 Southeast Fresno during the first implementation year (2018-2019) as well as additional longer-term actions in years two through 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: Walking and Biking Summit Summary

## The Six E’s of Safe Routes to School

Research shows that comprehensive Safe Routes to School initiatives are 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.

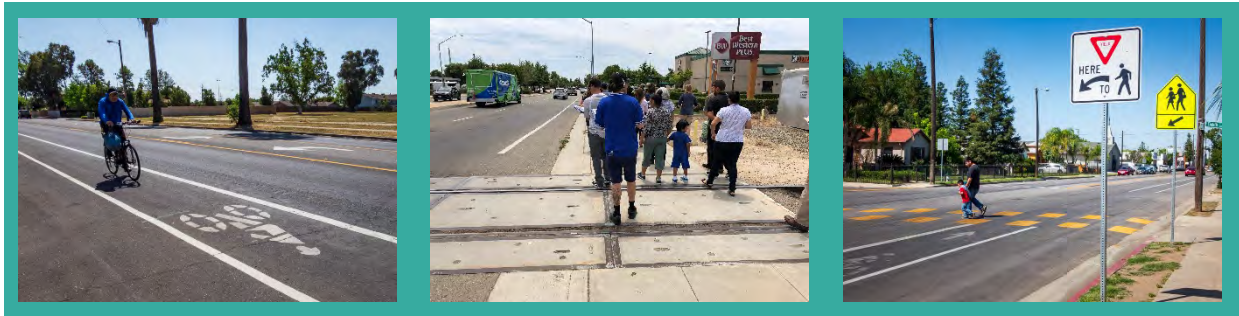
## 2. FRESNO TODAY

This section provides an overview of the current conditions in Fresno and target schools in Southeast Fresno. 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 city and around the schools.

### A. OVERVIEW

Currently, most students in Southeast Fresno walk to school or are dropped off by car. Most schools are located within neighborhoods and school buses are not provided at every school. While some students walk to school, families raised concerns about high traffic speeds and volumes, lack of adequate sidewalks and paths connecting to the schools, and personal safety. Altogether Fresno Unified School District has 98 schools and serves over 74,000 students.<sup>1</sup> This report focused on five elementary schools that Cultiva La Salud has engaged with in Southeast Fresno: Leavenworth, Hidalgo, Winchell, Burroughs, and Greenburg Elementary Schools.

Safe Routes to School would fit in with other community initiatives, such as the implementation of the City's Active Transportation Plan that aims to improve conditions for walking and bicycling for all community members citywide. Nearly 52 percent of fifth graders in the Fresno Unified School District are overweight or obese, compared to 46.2 percent of fifth graders in Fresno County and 40.3 percent in California.<sup>2</sup> Overweight and obesity rates are similarly higher amongst seventh and ninth graders in Fresno Unified School District. Poor health outcomes are more prevalent in the southern part of Fresno than the north. Concerns around health disparities prompted Cultiva La Salud to focus efforts in Southeast Fresno. Cultiva La Salud has worked in the neighborhoods around these five schools to support residents in advocating for infrastructure improvements and to set up walking and other active living programs centered on the schools. A comprehensive Safe Routes to School program would be an expansion of these efforts.



## **B. EXISTING INFRASTRUCTURE FOR WALKING AND BIKING**

The City of Fresno encompasses approximately 112 square miles and has diverse development, consisting of low- to medium-density residential, commercial and office space, and industrial and agricultural uses. Southeast Fresno is an area east of the 41 Freeway and south of the 180 Freeway. The five focus schools are located within generally residential neighborhoods, but some are adjacent to commercial corridors. The City's Active Transportation Plan notes that Fresno's flat terrain and relatively dry climate is conducive to bicycling and walking, but high temperatures in the summer as well as poor air quality in the region can make active transportation more challenging and uninviting.

While newer areas of the city are more likely to have sidewalks and/or bikeways, infrastructure for walking and biking is more sporadic in older portions of the city. Some of the streets were constructed without sidewalks intentionally. Others were constructed under the County's jurisdiction or before the City standards required sidewalks. In the neighborhoods around the five focus schools, there are numerous sidewalk gaps or areas where the sidewalk has not been maintained. In Southeast Fresno, there are infrequent and disconnected Class II bike lanes and Class III bike routes. Figures 1-6 show the existing facilities for walking and bicycling in Southeast Fresno.



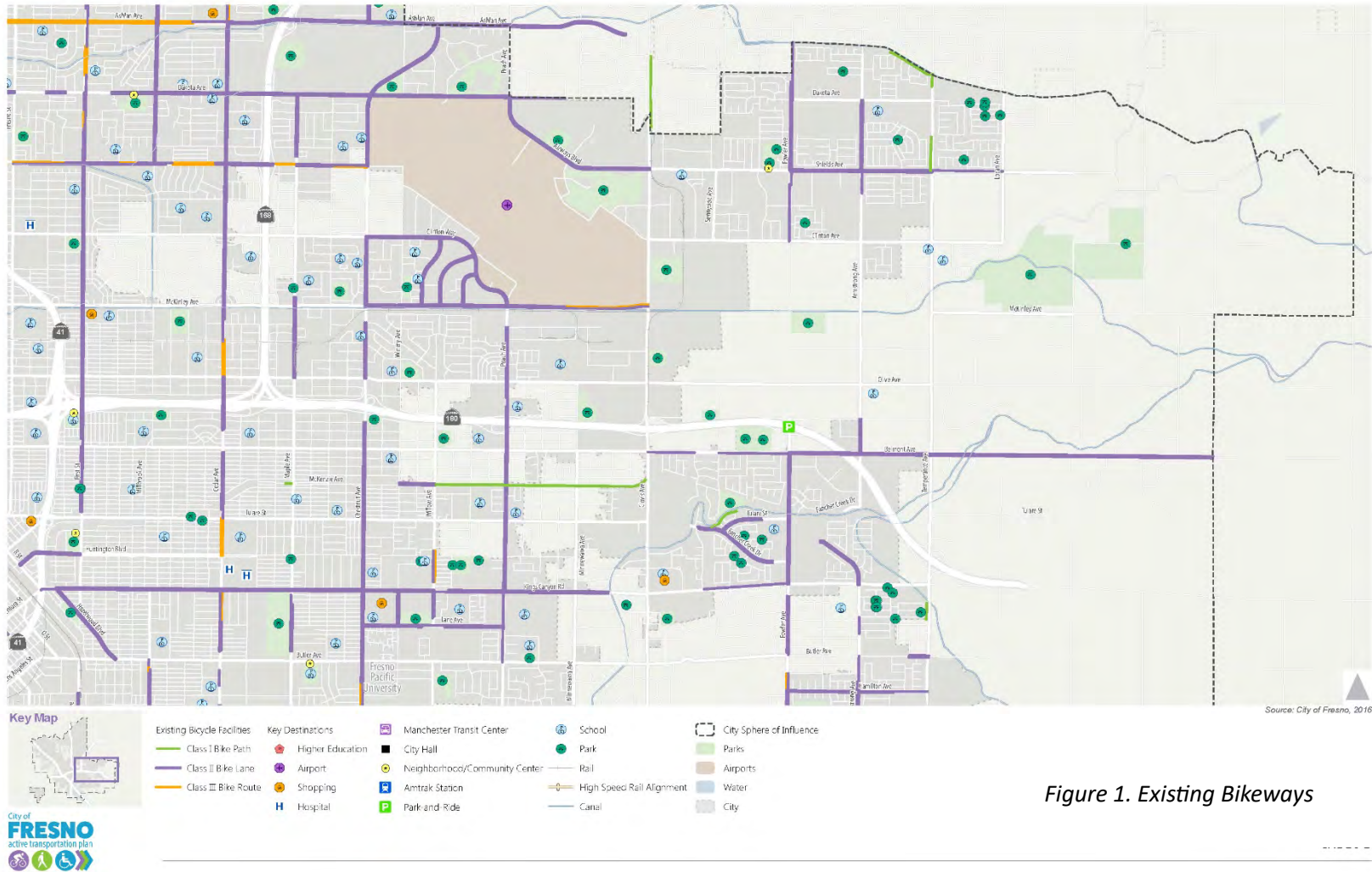
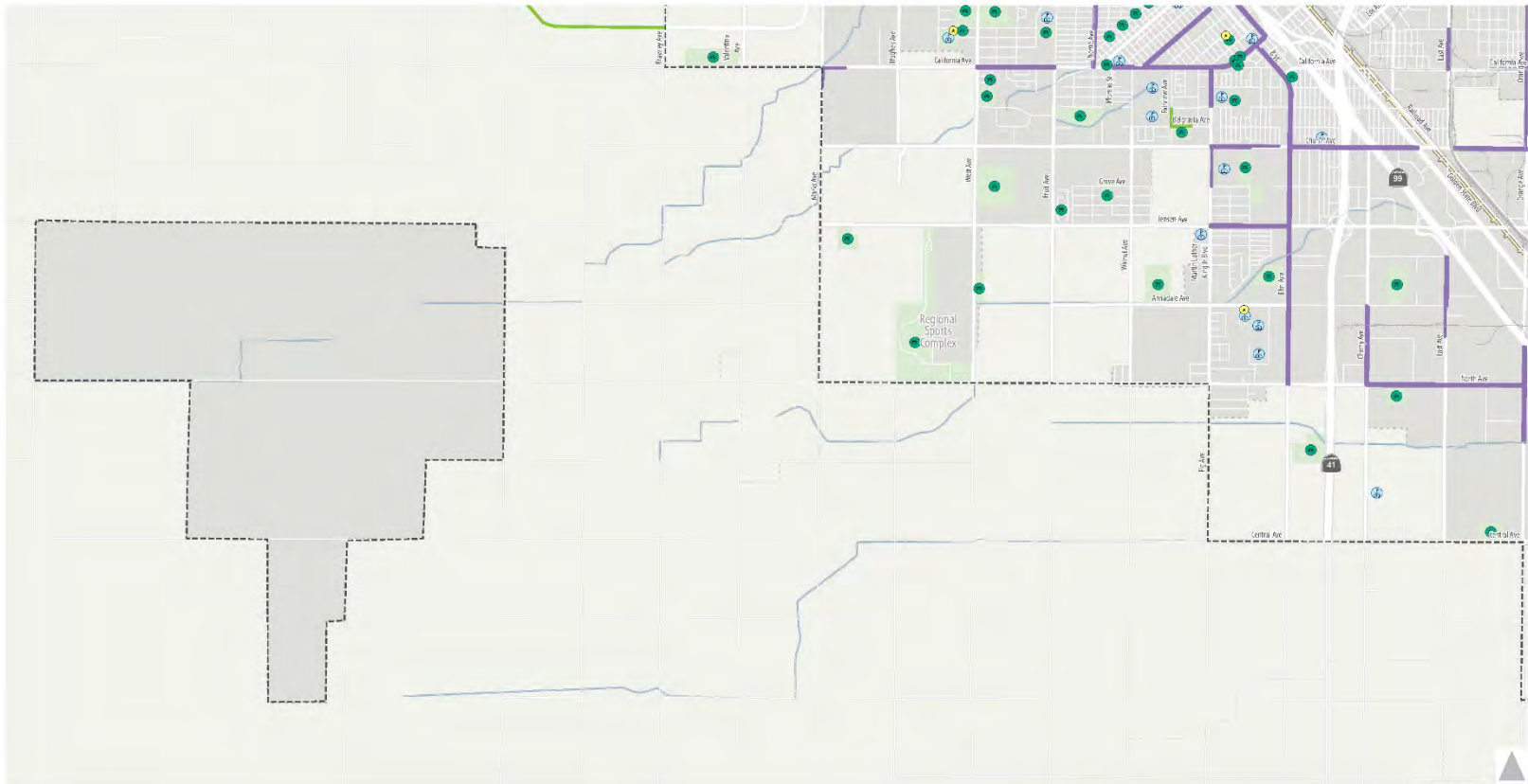
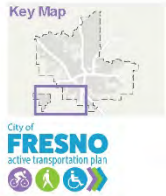


Figure 1. Existing Bikeways



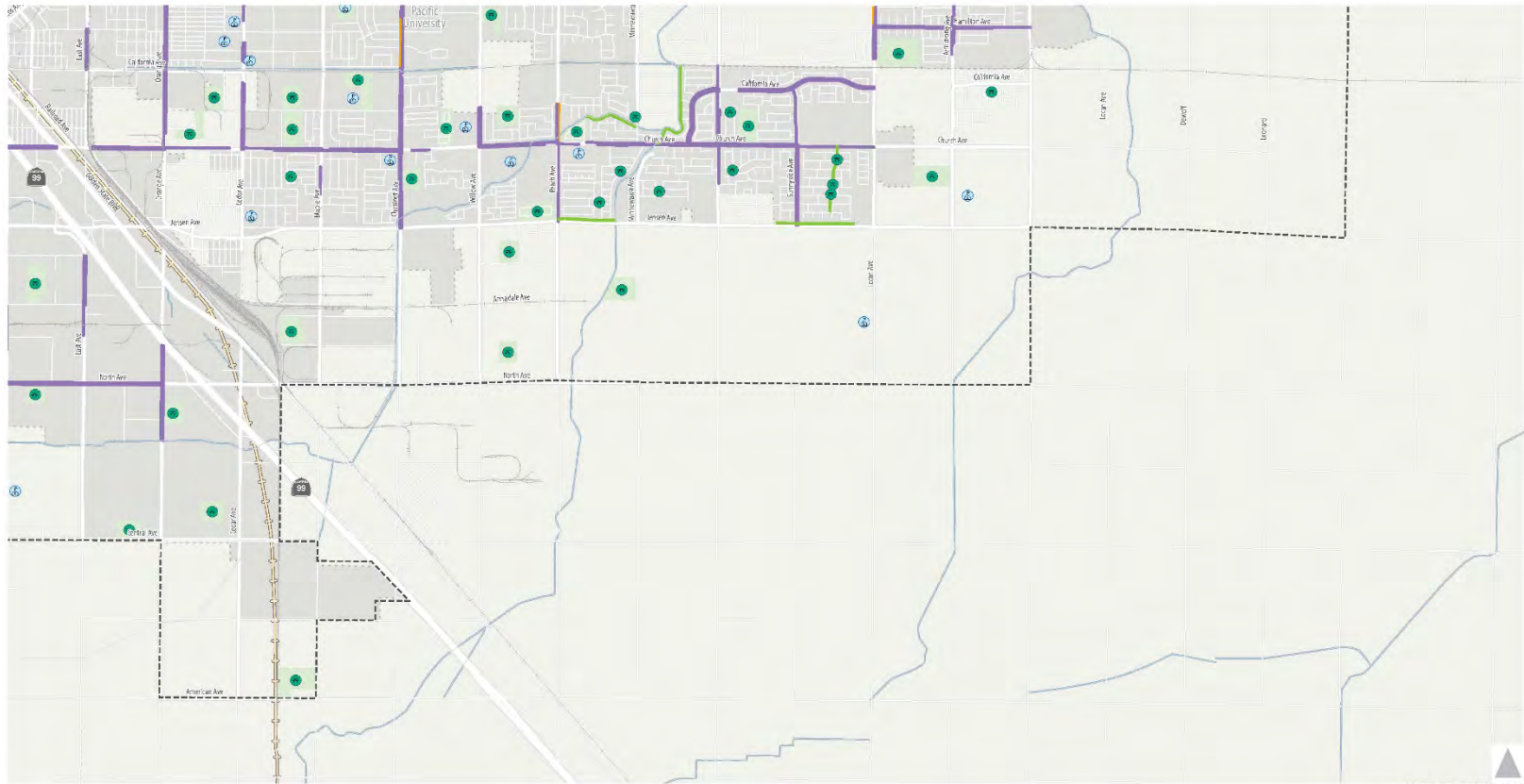


Source: City of Fresno, 2016



- |                                    |                         |                                  |                           |                                 |
|------------------------------------|-------------------------|----------------------------------|---------------------------|---------------------------------|
| <b>Existing Bicycle Facilities</b> | <b>Key Destinations</b> | <b>Manchester Transit Center</b> | <b>School</b>             | <b>City Sphere of Influence</b> |
| Class I Bike Path                  | Higher Education        | City Hall                        | Park                      | Parks                           |
| Class II Bike Lane                 | Airport                 | Neighborhood/Community Center    | Rail                      | Airports                        |
| Class III Bike Route               | Shopping                | Amtrak Station                   | High Speed Rail Alignment | Water                           |
|                                    | Hospital                | Park and Ride                    | Canal                     | City                            |

Figure 2. Existing Bikeways



Source: City of Fresno, 2016



- |                                    |                         |                                  |                           |                                 |
|------------------------------------|-------------------------|----------------------------------|---------------------------|---------------------------------|
| <b>Existing Bicycle Facilities</b> | <b>Key Destinations</b> | <b>Manchester Transit Center</b> | <b>School</b>             | <b>City Sphere of Influence</b> |
| Class I Bike Path                  | Higher Education        | City Hall                        | Park                      | Parks                           |
| Class II Bike Lane                 | Airport                 | Neighborhood/Community Center    | Rail                      | Airports                        |
| Class III Bike Route               | Shopping                | Amtrak Station                   | High Speed Rail Alignment | Water                           |
|                                    | Hospital                | Park and Ride                    | Canal                     | City                            |

Figure 3. Existing Bikeways

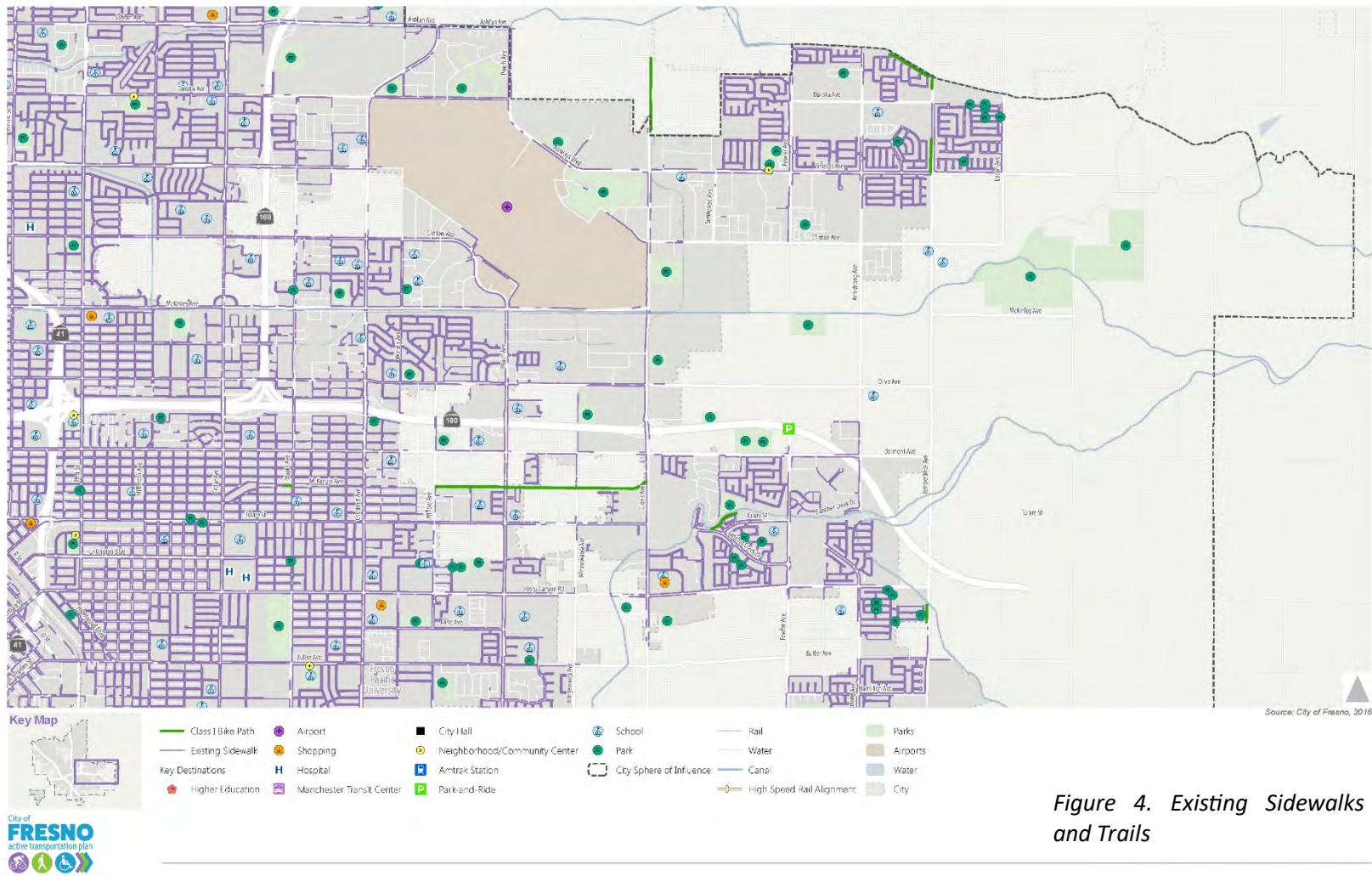
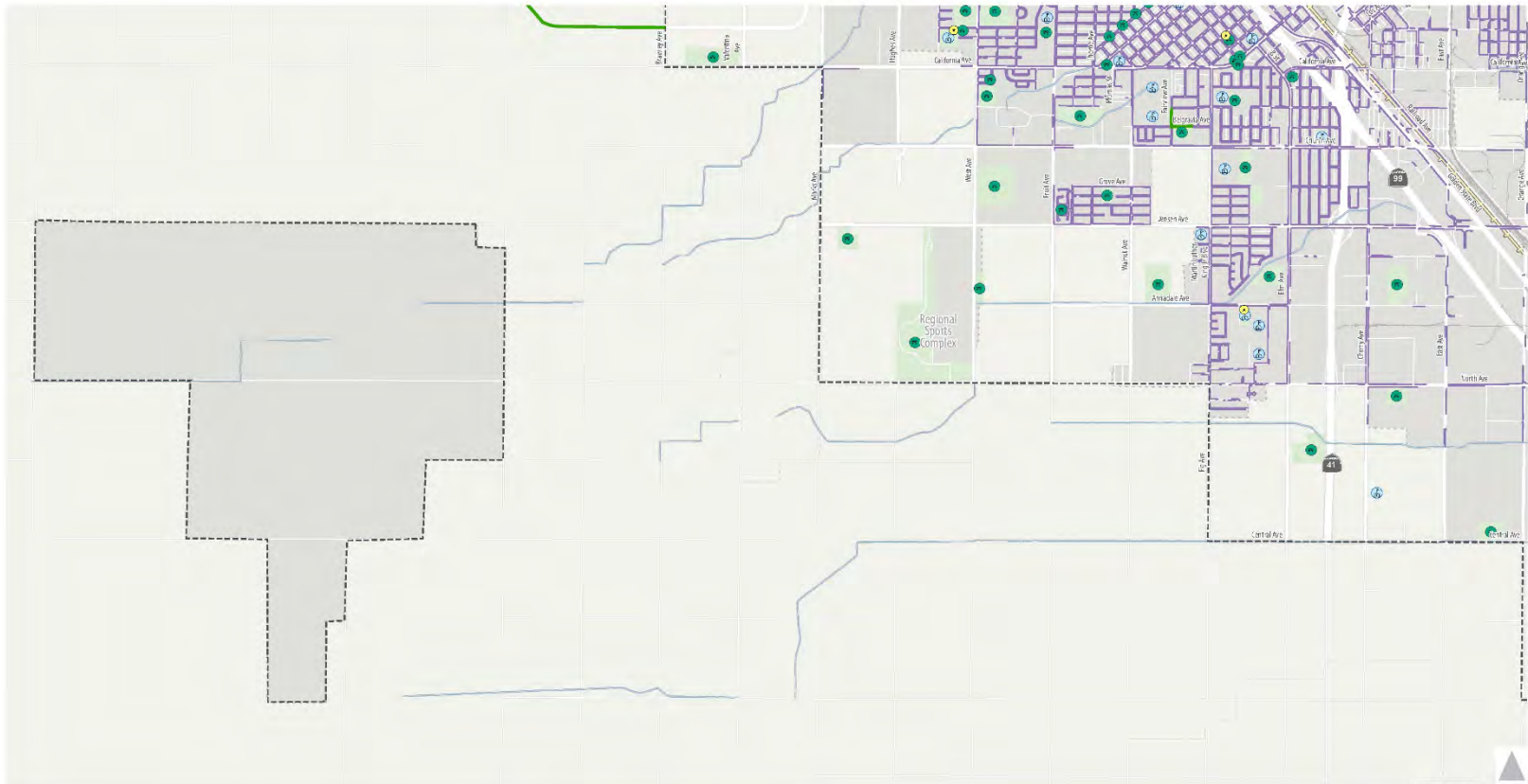


Figure 4. Existing Sidewalks and Trails





Source: City of Fresno, 2016



- |                   |                           |                               |                           |       |          |
|-------------------|---------------------------|-------------------------------|---------------------------|-------|----------|
| Class I Bike Path | Airport                   | City Hall                     | School                    | Rail  | Parks    |
| Existing Sidewalk | Shopping                  | Neighborhood/Community Center | Park                      | Water | Airports |
| Key Destinations  | Hospital                  | Amtrak Station                | City Sphere of Influence  | Canal | Water    |
| Higher Education  | Manchester Transit Center | Park-and-Ride                 | High Speed Rail Alignment | City  |          |

Figure 5. Existing Sidewalks and Trails

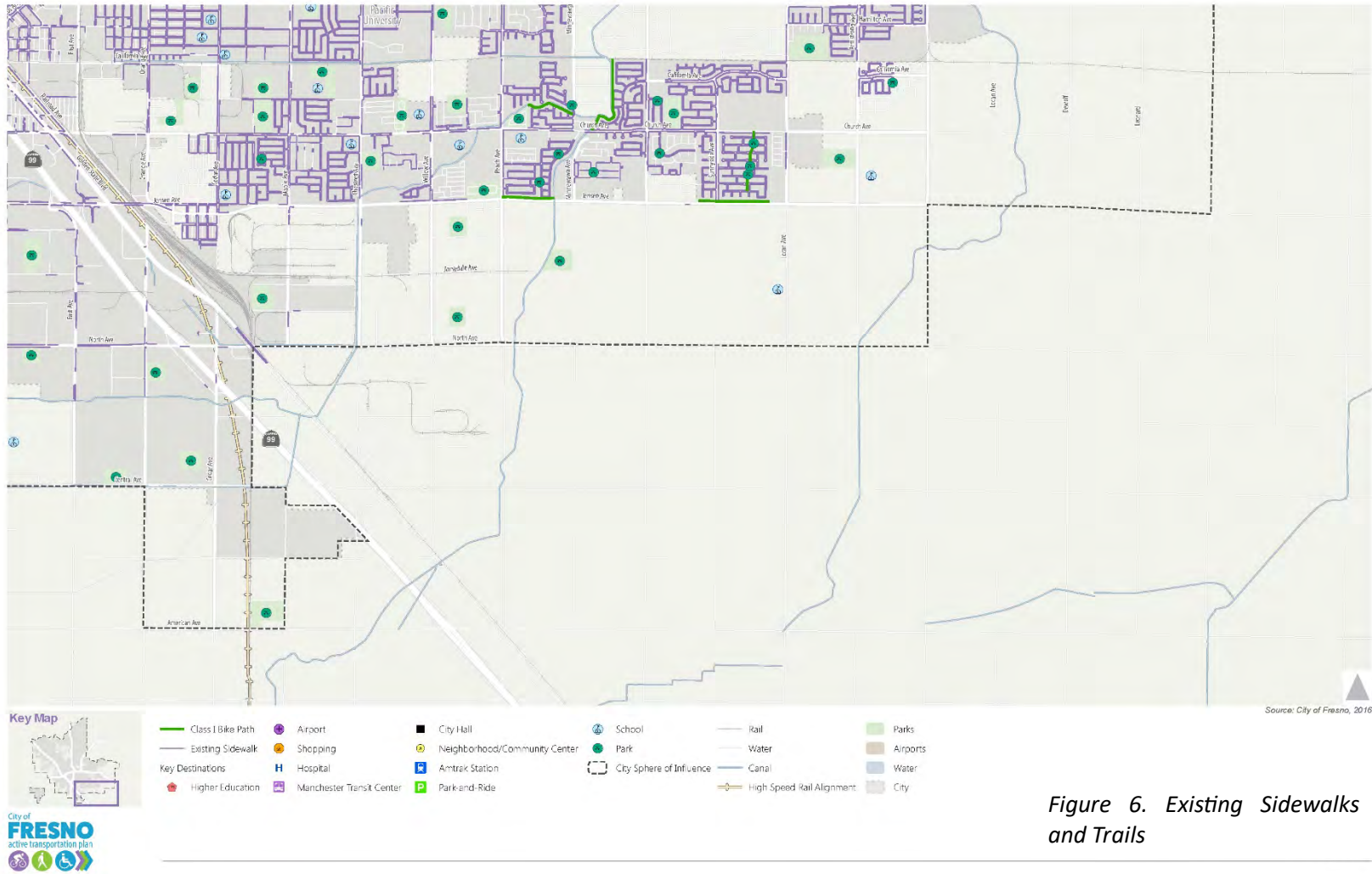


Figure 6. Existing Sidewalks and Trails

### C. PEDESTRIAN AND BICYCLE COLLISION HISTORY

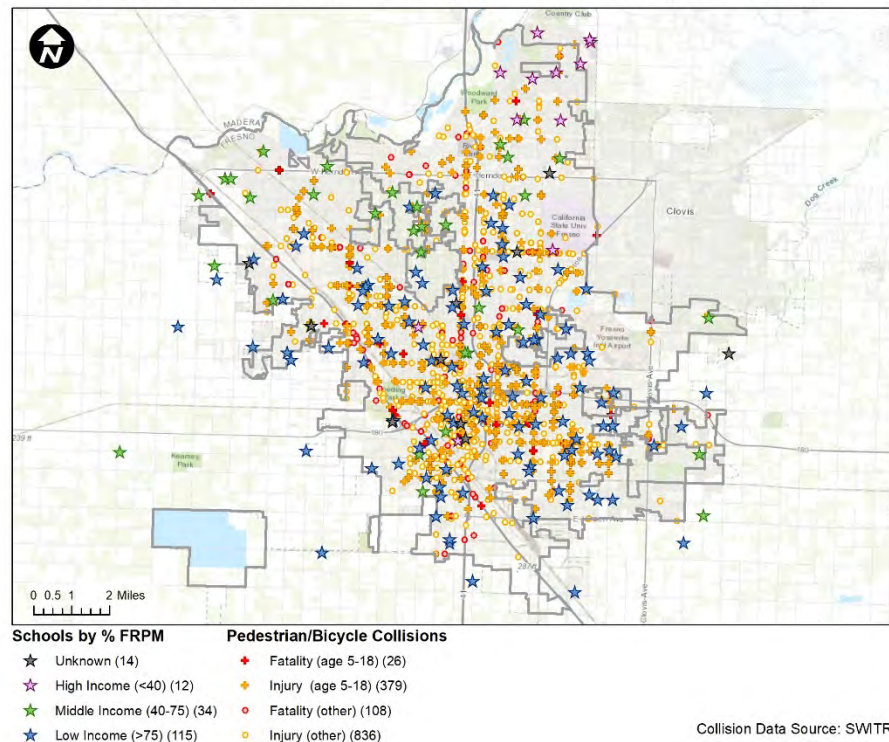
Between 2012 and 2016, there were a total of 356 pedestrian collisions and 241 bicycle collisions in the City of Fresno. Of the pedestrian collisions, 13 were fatal collisions with a school age (5-18 years) victim and 78 were collisions with injuries to a school age victim. Of the bicycle collisions, two were fatal collisions with a school age victim and 55 were collisions with injuries to a school age victim. Collision hotspots included:

- Downtown Fresno and the area just north of it, bounded by the highways
- West and Southeast Fresno, especially on 1st Street, Belmont Avenue, and Kings Canyon Road
- In the northern parts of town, on major north-south roads
- The area around the southwest corner of Fresno State
- Several commercial shopping areas, including the Cedar Avenue area west of the airport and the Shaw Avenue area east of state highway 99

Approximately 80 percent of victims in bicycle-involved collisions were male, with similar proportions for both school-age and non-school-age victims. Approximately 60 percent of victims in pedestrian-involved collisions were male, with similar proportions for both school-age and non-school-age victims. Relative to bicycle collision victims, pedestrian victims were more widely spread in age, including a greater proportion of children and pedestrians over 70. Approximately 26 percent of the pedestrian-involved collisions were caused by driver failure to yield right-of-way to pedestrians at a crosswalk and another 23.6 percent were due to pedestrian failure to yield right-of-way to vehicles. Approximately 26 percent of the bicycle-involved collisions were due to failure to drive/ride on right half of the roadway.

More information about the collisions, including citywide maps and school area maps, are provided in Appendix C.

**Fresno - Pedestrian or Bicycle Collisions (2007-2016)**





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

The City of Fresno and Fresno Unified School District have adopted policies and plans that refer to activities related to Safe Routes to School, but there is significant potential to expand these policies to strengthen support for Safe Routes to School. The City of Fresno includes discussions of Safe Routes to School within its Active Transportation Plan and General Plan. These documents include language on improving routes and connections for walking and bicycling that will support students traveling to school. The City's Active Transportation Project Prioritization Tool also includes connectivity to schools in its scoring criteria. However, overall there are opportunities to strengthen language during plan updates as well as in implementation.

The Fresno 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 policies include limited language related to Safe Routes to School and focus on bicycle safety as well as crossing guards. These policies could be strengthened to add in positive language that is directly supportive of Safe Routes to School and addresses specific issues. The District does not have a stand-alone Safe Routes to School Policy. More information about the existing policies and plans can be found in Appendix B.

### Community Profile: City of Fresno

**Population:** 513,807

**Land area:** 112 square miles

**Race and ethnicity:**

- White 30.0%
- Black or African American 7.7%
- Asian 12.3%
- American Indian and Alaska Native 0.6%
- Native Hawaiian or Other Pacific Islander 0.1%
- Some other race 0.2%
- Two or more races 2.1%
- Hispanic or Latino 46.9%

**Languages spoken at home\*:**

- English only 57.2%
- Spanish 29.3%
- Asian and Pacific Islander Languages 8.8%
- Other Indo-European Languages 4.0%

**Poverty status\*:**

- General population: 30.0 % living below poverty level
- Ages <18 years old: 42.2% living below poverty level

**School district:** Fresno Unified School District

**Fresno Unified Schools:** 98 total, serving over 74,000 students

- 66 elementary schools
- 15 middle schools
- 9 high schools
- 4 alternative schools
- 3 special education schools
- 1 adult school

**Free or Reduced Price Meals Eligibility**

- Ann B. Leavenworth 82.4%
- Miguel Hidalgo Elementary 97.0%
- Winchell Elementary 97.8%
- Burroughs Elementary 97.4%
- David L. Greenberg Elementary 96.9%

\*2016 Five-Year American Community Survey

## E. SAFE ROUTES TO SCHOOL PROGRAMS AND OTHER SAFE ROUTES TO SCHOOL-RELATED EFFORTS

There is no coordinated Safe Routes to School programming in Fresno currently, but a number of organizations and agencies are leading Safe Routes to School-related efforts. Cultiva La Salud has led Walk to School and Bike to School Day activities including walking school buses and bike trains at a small number of schools. Fresno PARCS is providing bicycle safety education and bike skills practice/bike rodeos for youth, as well as crossing guard kits. There is great interest in growing the encouragement activities, especially the walking school buses, and education activities.

## F. WALKING AND BIKING SUMMIT OVERVIEW

The Walking and Biking Summit held on May 30, 2018 revealed numerous findings that inform this Action Plan. A few key themes that came forward include:

- Safety challenges – Challenges include traffic safety concerns such as speeding cars and personal safety concerns including crime and loose dogs.
- Infrastructure inequities – Portions of the city have safe places to walk and bicycle, but other neighborhoods lack dedicated facilities or the facilities are in disrepair.
- Funding and resources – Currently there are few funding and staffing resources to dedicate to Safe Routes to School, though it is a recognized need in the community.
- Engaged residents and community organizations – Family members and residents in some of the school neighborhoods are very engaged and committed to furthering Safe Routes to School. These community members are supported by community organizations and agencies such as Fresno PARCS who are working to create active healthy communities.

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



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

With support and leadership from Cultiva La Salud, Fresno PARCS, and other community partners, Safe Routes to School-related activities have occurred at individual schools and in individual neighborhoods in Fresno. The City of Fresno and Fresno Unified School District have policies and plans in place that support the development of a Safe Routes to School program. The community is poised to grow these activities into a more comprehensive, coordinated Safe Routes to School effort. Because of the success in developing walking programs and engaging school populations in Southeast Fresno, the National Partnership recommends continuing to grow programs at the five identified schools and showcase successes to build excitement citywide. At the same time, the National Partnership recommends establishing a program framework with identified leaders and partners to share the work efforts and encourage sustainability.

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 Walking and Biking Summit participants. The Action Plan includes activities to continue existing efforts and beginning exploring opportunities to grow the program for year one (2018-2019); and then expansion efforts for years two 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. Cultiva La Salud has taken the lead in implementing Safe Routes to School activities in Southeast Fresno and involved additional community partners, but no formal program structure has been established.

##### *Recommended strategies and actions for year 1:*

1. Determine Safe Routes to School program lead organization. Cultiva La Salud has taken the lead thus far, but should determine capacity to continue serving as the program lead or to engage other community partners in sharing program leadership.
2. 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.\*
3. Establish a Safe Routes to School task force or designate an existing task force/committee to serve as a Safe Routes to School task force for the schools in Southeast Fresno. Recruit members from the City, County, School District, schools, community leaders, and community organizations. Use this task force to coordinate efforts across schools and share resources. Meet bi-monthly or quarterly as program momentum is built. Expand the task force to include other neighborhoods as the program grows.

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

4. Create informational materials about the program that could be distributed to community members and families to recruit additional volunteers and program champions. Include in these materials information about past activities as well as a menu of options that each school can undertake.

*Recommended strategies and actions for years 2 to 5:*

5. Schedule regular trainings for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.\*
6. Include Safe Routes to School messaging and resources on the school district and city websites.\*
7. Include a City transportation staff person or other staff involved in active transportation in the District Wellness Committee.

## **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 Fresno, the Fresno County Bicycle Coalition and Fresno PARCS conduct various pedestrian and bicycle safety education activities for community members including youth.

*Recommended strategies and actions for year 1:*

1. Starting with one or two schools in Southeast Fresno, incorporate bike/pedestrian safety education into in-class, on-campus or after-school programs.
2. Develop and distribute traffic safety education materials for families at each school that includes information related to pick-up/drop-off procedures as well as general safety.\*
3. Continue to offer bike rodeos (skills training) for youth.\*
4. Conduct community education events such as family biking events or festivals to cultivate safe walking and bicycling.\*

*Recommended strategies and actions for year 2 to 5:*

5. Establish a volunteer pool or program that trains additional staff and community members to provide bicycle and pedestrian safety education programs.
6. Expand on-campus traffic safety education, with the ultimate goal of providing on-campus education at all schools 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 through on-campus or community events.
8. Work with high school students and/or others to create signage, social media, and/or other campaigns on pedestrian and bicyclist awareness and safety at and around schools.\*

## **C. ENCOURAGEMENT**

Encouragement strategies generate excitement about walking and bicycling safely to school. Children, 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. Continue Walk to School and Bike to School events and grow activities to occur at each of the five schools in Southeast Fresno.
2. Survey school leaders to identify what types of competition or incentive programs would likely be successful at each school. Include ideas generated at the Walking and Bicycling Summit on lists of potential programs. Engage businesses and local government agencies to provide materials and resources to each school to implement incentive programs.\*
3. At schools with robust participation in Walk to School or Bike to School Days, encourage continued active transit to school by developing walking school bus or bike train programs that run monthly, weekly, or more frequently as interest grows.\*

*Recommended strategies and actions for years 2 to 5:*

4. Identify designated remote drop-off/pick-up locations near each school. Promote the locations by providing information to families.
5. 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.



**D. ENGINEERING**

Engineering strategies create physical improvements to the neighborhood that make walking and bicycling more comfortable, convenient, and safe. The City of Fresno has identified and is implementing improvements around schools as part of its Active Transportation Plan, but there is not a comprehensive Safe Routes to School plan.

*Recommended strategies and actions for year 1:*

1. Continue to explore opportunities to include Safe Routes to School improvements in existing capital improvement projects and funding applications.



2. Conduct walkability and bikeability assessments around each of the five schools with City staff, School District staff, school staff, students, and families to identify areas needing improvements such as sidewalk gaps and difficult street crossings. Present findings to city leaders, school and school district leaders, as well as policymakers.\*

3. Conduct arrival and dismissal observations at each of the five schools with City staff, School District staff, school staff, students and families to identify areas for improvement. Present findings to city and school district leaders.



Sample Walk Audit Worksheet

*Recommended strategies and actions for years 2 to 5:*

4. Based on the walkability and bikeability assessments, identify opportunities to increase convenient access on campus for students walking and bicycling. This may include providing 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.
5. Explore funding and resource needs and opportunities for developing a citywide comprehensive Safe Routes to School Plan that identifies and plans for infrastructure improvements.
6. Assess bicycle parking at each school and add or upgrade to provide bicycle parking in visible and secure locations.

**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 structured to be community led.

*Recommended strategies and actions for year 1:*

1. Assess needs for additional adult crossing guards at each school during walk audits and arrival/dismissal observations. Expand crossing guard program to providing training and materials for additional crossing guards at identified locations.\*

*Recommended strategies and actions for years 2 to 5:*

2. Explore interest in developing school safety patrols where students in upper elementary grades receive traffic safety training, teach their peers, and assist with on campus enforcement activities using program materials from AAA.



3. Explore campus or school district staffing to assist with student personal and traffic safety when traveling to/from school.\*
4. Explore developing a diversion program that provides education-based alternatives to ticketing for bicyclists.\*

## 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. Conduct student travel tallies once a year at each of the five schools, using the travel tally tool provided by the National Center for Safe Routes to School.
2. Track Safe Routes to School education and encouragement program participation. Collect 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.
3. 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.

### *Recommended strategies and actions for years 2 to 5:*

4. Expand student travel tallies to twice a year, once in the fall and once in the spring, using the travel tally tool provided by the National Center for Safe Routes to School.
5. 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 citywide or at specific locations.\*
6. Share program participation and evaluation results with schools and community members through newsletters or other materials.

## 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.

### *Recommended strategies and actions for years 2 to 5:*

2. 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 community. This leads to more consistent implementation between schools and neighborhoods, creates accountability, and establishes formal relationships and responsibilities. The City of Fresno includes language and support for Safe Routes to School in its Active Transportation Plan, Active Transportation Plan Prioritization Tool, and General Plan. The Fresno Unified School District includes limited language related to and supporting Safe Routes to School within board policies. Overall, there remain clear opportunities to strengthen support for Safe Routes to School in policies and plans as well as in implementation.

### *Recommended strategies and actions for year 1:*

1. Encourage Fresno Unified School District to adopt a Safe Routes to School Policy.
2. Continue to use the Active Transportation Prioritization Tool, which includes connectivity to schools in project scoring.

### *Recommended strategies and actions for years 2-5:*

3. Encourage the School District to amend its Wellness Policy to include language that support Safe Routes to School.
4. Assess School District facilities planning and construction policies for language that supports locating and designing schools to facilitate safe walking and bicycling and encourage the School District to make necessary amendments.

## **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 Fresno 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: <http://www.ots.ca.gov/Grants/default.asp>

### C. AMERICA WALKS - COMMUNITY CHANGE GRANT

This grant offers a one-year stipend to communities for projects related to creating healthy, active, and engaged places to live, work, and play. Funded projects should increase walking and walkability. Applications for the 2018 cycle are due on November 2<sup>nd</sup>. More information can be found here: <http://americawalks.org/applications-open-for-2018-community-change-grants/>

### D. 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 or businesses headquartered in Fresno may be willing to sponsor Safe Routes to School activities and provide monetary funding, volunteers, or giveaways. Local funding may be available through, for example, the [Central Valley Community Foundation](#).

## 5. CONCLUSION

Education and encouragement activities in Fresno have created enthusiasm and excitement for expanded and continuing Safe Routes to School efforts. The leadership and support from community organizations as well as City partners have enabled students, families, and school neighbors to experience programming that encourages safe walking and bicycling. Continued programming and growth is now dependent on finding additional resources and engaging additional partners such as the School District. The five identified schools in Southeast Fresno are a natural starting point based on community readiness and participation in previous efforts. By implementing the actions recommended in this plan, the Southeast Fresno community will be poised to create a comprehensive and sustainable Safe Routes to School program.

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<sup>1</sup> [https://www.fresnounified.org/factsheets/District-At-A-Glance-11-13-17%20\(004\)%20\(002\).pdf](https://www.fresnounified.org/factsheets/District-At-A-Glance-11-13-17%20(004)%20(002).pdf)

<sup>2</sup> California Dept. of Education, Physical Fitness Testing Research Files (Dec. 2015), obtained from kidsdata.org

## 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 organization. Cultiva La Salud has taken the lead thus far, but should determine capacity to continue serving as the program lead or to engage other community partners in sharing program leadership.	2018-2019	Cultiva La Salud	Fresno PARCS, Fresno Unified School District	
2. 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.*	2018-2019	Cultiva La Salud (or program lead organization if different organization is identified)	City of Fresno, Fresno Unified School District, Fresno County Department of Public Health	<a href="#">Building Momentum for Safe Routes to School: A Toolkit for School Districts and City Leaders</a>
3. Establish a Safe Routes to School task force or designate an existing task force/committee to serve as a Safe Routes to School task force for the schools in Southeast Fresno. Recruit members from the City, County, School District, schools, community leaders, and community organizations. Use this task force to coordinate efforts across schools and share resources. Meet bi-monthly or quarterly while building program momentum. Expand the	2018-2019	Cultiva La Salud (or program lead organization if different organization is identified)	Fresno PARCS, Fresno Unified School District, Southeast Fresno schools	<a href="#">Building Momentum for Safe Routes to School: A Toolkit for School Districts and City Leaders</a>

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
task force to include other neighborhoods as the program grows.				
4. Create informational materials about the program that could be distributed to community members and families to recruit additional volunteers and program champions. Include information about past activities as well as a menu of options that each school can undertake.	2018-2019	Safe Routes to School Task Force	Fresno Unified School District, individual schools	<a href="#">How to be a Parent Champion for Safe Routes to School</a>
5. Schedule regular trainings for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.*	2019-2020 or beyond	Safe Routes to School Task Force		
6. Include Safe Routes to School messaging and resources on the School District and City websites.*	2019-2020 or beyond	City of Fresno, Fresno Unified School District		
7. Include a City transportation staff person or other staff involved in active transportation in the District Wellness Committee.	2019-2020 or beyond	Fresno Unified School District		
<b>Education</b>				
1. Starting with one or two schools in Southeast Fresno, incorporate bike/pedestrian safety education into in-class, on-campus or after-school programs.	2018-2019	Fresno PARCS	Fresno Unified School District	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
2. Develop and distribute traffic safety education materials for families at each school that includes information related to pick-up/drop-off procedures as well as general safety.*	2018-2019	Safe Routes to School Task Force	Schools	
3. Continue to offer bike rodeos (skills training) for youth.*	2018-2019	Fresno PARCS, Fresno County Bicycle Coalition		
4. Conduct community education events such as family biking events or festivals to cultivate safe walking and bicycling.*	2018-2019	Fresno PARCS, Fresno County Bicycle Coalition		
5. Establish a volunteer pool or program that trains additional staff and community members to provide bicycle and pedestrian safety education programs.	2019-2020 or beyond	Safe Routes to School Task Force/Safe Routes to School Coordinator	Fresno PARCS, Fresno County Bicycle Coalition	
6. Expand on-campus traffic safety education, with the ultimate goal of providing on-campus education at all schools for multiple grades.	2019-2020 or beyond	Safe Routes to School Task Force/Safe Routes to School Coordinator	Fresno Unified School District, Fresno PARCS, Fresno County Bicycle Coalition	
7. Expand bike rodeo program, with the ultimate goal of providing a bike rodeo or other skills practice opportunity for every student through on-campus or community events.	2019-2020 or beyond	Safe Routes to School Task Force/Safe Routes to School Coordinator	Fresno PARCS, Fresno County Bicycle Coalition	
8. Work with high school students and/or others to create signage, social media, and/or other campaigns on pedestrian and	2019-2020 or beyond	Safe Routes to School Task Force/Safe Routes to School Coordinator	Schools	



STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
bicyclist awareness and safety at and around schools.*				
9. Establish a volunteer pool or program that trains additional staff and community members to provide bicycle and pedestrian safety education programs.	2019-2020 or beyond	Safe Routes to School Task Force/Safe Routes to School Coordinator	Fresno PARCS, Fresno County Bicycle Coalition	
<b>Encouragement</b>				
1. Continue Walk to School and Bike to School events and grow activities to occur at each of the five schools in Southeast Fresno.	2018-2019	Cultiva La Salud	Fresno PARCS, Fresno County Bicycle Coalition, Fresno Unified School District, schools	<a href="#">Walk and Bike to School Day</a> website
2. Survey school leaders to identify what types of competition or incentive programs would likely be successful at each school. Include ideas generated at the Walking and Bicycling Summit on lists of potential programs. Engage businesses and local government agencies to provide materials and resources to each school to implement incentive programs.*	2018-2019	Safe Routes to School Task Force	Schools	
3. At schools with robust participation in Walk to School or Bike to School Days, encourage continued active transit to school by developing walking school bus or bike train programs that run monthly, weekly, or more frequently as interest grows.*	2018-2019	Safe Routes to School Task Force		<a href="#">Step By Step: How to Start a Walking School Bus at Your School</a>  <a href="#">The Wheels on the Bike Go Round &amp; Round: How to Get a</a>

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
				<a href="#">Bike Train Rolling at Your School</a>
4. Identify designated remote drop-off/pick-up locations near each school. Promote the locations by providing information to families.	2019-2020 or beyond	City of Fresno, Fresno Unified School District, schools		
5. 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 or beyond	City of Fresno, Fresno Unified School District, schools		
<b>Engineering</b>				
1. Continue to explore opportunities to include Safe Routes to School improvements in existing capital improvement projects and funding applications.	2018-2019	City of Fresno		
2. Conduct walkability and bikeability assessments around each of the five schools with City staff, School District staff, school staff, students, and families to identify areas needing improvements such as sidewalk gaps and difficult street crossings. Present findings to city leaders, school and school district leaders, as well as policymakers.	2018-2019	Safe Routes to School Task Force	City of Fresno, Fresno Unified School District, Schools	<a href="#">Let's Go For A Walk: A Toolkit for Planning and Conducting a Walk Audit</a>
3. Conduct arrival and dismissal observations at each of the five schools with City staff, School District staff, school staff, students and families to identify areas for improvement.	2018-2019	Safe Routes to School Task Force	City of Fresno, Fresno Unified School District, Schools	<a href="#">Keep Calm and Carry On to School: Improving Arrival and Dismissal for Walking and Biking</a>

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
Present findings to City and School District leaders.				
4. Based on the walkability and bikeability assessments, identify opportunities to increase convenient access on-campus for students walking and bicycling. This may include providing 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 or beyond	Fresno Unified School District		
5. Explore funding and resource needs and opportunities for developing a citywide comprehensive Safe Routes to School Plan that identifies and plans for infrastructure improvements.	2019-2020 or beyond	City of Fresno		
6. Assess bicycle parking at each school and add or upgrade to provide bicycle parking in visible and secure locations.	2019-2020 or beyond	Fresno Unified School District		
<b>Enforcement</b>				
1. Assess needs for additional adult crossing guards at each school during walk audits and arrival/dismissal observations. Expand crossing guard program to providing training and materials for additional crossing guards at identified locations.*	2018-2019	Safe Routes to School Task Force	Fresno PARCS	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
2. Explore interest in developing school safety patrols where students in upper elementary grades receive traffic safety training, teach their peers, and assist with on-campus enforcement activities using program materials from AAA.	2019-2020 or beyond	Safe Routes to School Task Force/Safe Routes to School Coordinator		<a href="#">AAA School Safety Patrol Program</a>
3. Explore campus or School District staffing to assist with student personal and traffic safety when traveling to/from school.*	2019-2020 or beyond	Safe Routes to School Task Force/Safe Routes to School Coordinator	Fresno Unified School District	
4. Explore developing a diversion program that provides education-based alternatives to ticketing for bicyclists.*	2019-2020 or beyond	City of Fresno		
<b>Evaluation</b>				
1. Conduct student travel tallies once a year at each of the five schools, using the travel tally tool provided by the National Center for Safe Routes to School.	2018-2019	Safe Routes to School Task Force/Safe Routes to School Coordinator	Schools	<a href="#">National Center for Safe Routes to School Database</a>
2. Track Safe Routes to School education and encouragement program participation. Collect 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.	2018-2019	Safe Routes to School Task Force/Safe Routes to School Coordinator		
3. Begin conducting a yearly assessment of the Safe Routes to School efforts at the end of the school year. Evaluate program effectiveness	2018-2019	Safe Routes to School Task Force/Safe Routes to School Coordinator		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
including participation by different population groups, changes in behaviors or perceptions around walking and bicycling, and school and community receptiveness to the program components.				
4. Expand student travel tallies to twice a year, once in the fall and once in the spring, using the travel tally tool provided by the National Center for Safe Routes to School.	2019-2020 or beyond	Safe Routes to School Task Force/Safe Routes to School Coordinator		<a href="#">National Center for Safe Routes to School Database</a>
5. 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 citywide or at specific locations.*	2019-2020 or beyond	City of Fresno		<a href="#">UC Berkeley TIMS</a>
6. Share program participation and evaluation results with schools and community members through newsletters or other materials.	2019-2020 or beyond	Safe Routes to School Task Force/Safe Routes to School Coordinator		
<b>Equity</b>				
1. Continue to prioritize materials to reach non-English speaking students and families. Ensure that education and encouragement materials are provided in Spanish. Assess additional languages materials should be provided in.	2018-2019	Safe Routes to School Task Force/Safe Routes to School Coordinator	Fresno Unified School District	
2. Use the results of previous year's evaluation efforts to identify gaps in participation. Develop and implement a strategy to ensure	2019-2020 or beyond	Safe Routes to School Task Force/Safe Routes to School Coordinator		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<p>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>				
<b>Policy</b>				
<p>1. Encourage Fresno Unified School District to adopt a Safe Routes to School Policy.</p>	<p>2018-2019</p>	<p>Fresno Unified School District</p>		<p><a href="#">Building Momentum for Safe Routes to School: A Toolkit for School Districts and City Leaders</a></p>
<p>2. Continue to use the Active Transportation Prioritization Tool, which includes connectivity to schools in project scoring.</p>	<p>2018-2019</p>	<p>City of Fresno</p>		
<p>3. Encourage the School District to amend its Wellness Policy to include language that support Safe Routes to School.</p>	<p>2019-2020 or beyond</p>	<p>Fresno Unified School District</p>		
<p>4. Assess School District facilities planning and construction policies for language that supports locating and designing schools to facilitate safe walking and bicycling and encourage the School District to make necessary amendments.</p>	<p>2019-2020 or beyond</p>	<p>Fresno Unified School District</p>		



## 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 Fresno, reviewing policies of Fresno Unified School District as well as the City of Fresno. This report provides an overview of the current policy landscape for Safe Routes to School in Fresno and highlights promising opportunities for updating and improving the commitment to Safe Routes to School.

### B. POLICIES OF THE FRESNO UNIFIED SCHOOL DISTRICT

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

The Fresno 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 policies include supportive language for bicycles and crossing guards. They avoid the strong negativity of some policies seen around the nation, but could be strengthened to add in positive language that is directly supportive of Safe Routes to School and addresses specific issues and policy points. A number of existing policies are described below, with some suggestions regarding how they could be strengthened.

#### 1. District Wellness Policy

The Board of Education adopted a District Wellness Policy in March 2008. 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.

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

##### *Wellness Committee*

*The Healthy School Environment Wellness Committee will act as the FUSD Wellness Committee (as provided in Federal Legislation) and assist in developing, implementing, monitoring, reviewing, and, as necessary, revising school nutrition and physical activity policies. The committee will serve as a resource to school sites for implementing those policies. A school wellness policy committee consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public. The committee may also consist of a member representing the Nutrition Network for Healthy, Active Families Contract with the USDA or any other grant that supports the education of students on nutrition.<sup>1</sup>*

##### *District and School Websites*

*To encourage consistent health messages between the home and school environment, the*

*Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.<sup>2</sup>*

#### *Good Language:*

Within the District Wellness Policy, there is supportive language for informing school staff and families on wellness. Safe Routes to School supports student wellness and academic achievement.

#### *Areas for Improvement:*

The District 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 Healthy School Environment Wellness Committee.
- Providing resources for safe and accessible options for walking and biking to school.

### **2. Student Use of Bicycles**

The Board of Education adopted a Student Use of Bicycles policy in October 1994. The policy includes bicycling as an option for student transportation. The policy focuses on safety and could be rewritten to also support and encourage more students bicycling to school. It reads:

*The Board expects that students who ride bicycles to and from school will consistently wear bicycle helmets, observe safety laws and rules, and display courtesy toward other riders and pedestrians. Health and safety instruction and student handbooks shall include information related to state law that requires all minors to wear a properly fitted and fastened bicycle helmet when riding a bicycle on streets or public bicycle paths. The district will cooperate with community groups that provide bicycle safety information to students. Students are encouraged to use bicycle locks. The district will not be responsible for bicycles which are lost, stolen or damaged.<sup>3</sup>*

### **3. Crossing Guards**

The Board of Education adopted a Crossing Guards Policy in August 1993. The policy focuses on providing assistance for crossing highways near a school. A more robust policy could include assistance for high traffic areas around school such as nearby intersections and school driveways. It reads:

*The Superintendent or designee may establish student safety patrols at elementary schools for the purpose of assisting students in safely crossing streets and highways adjacent to or near the school.<sup>4</sup>*

#### *Areas for Improvement:*

Support for Safe Routes to School could be strengthened in the board policies by:

- Encouraging walking and bicycling as the healthy 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 Wellness Policy webpage.

## **C. CITY OF FRESNO PLANS AND POLICIES**

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

### **1. City of Fresno Active Transportation Plan**

The City adopted the Active Transportation Plan in December 2016. The Plan outlines actions, policies, procedures, and programs to make active transportation safe, comfortable, and serve all residents of Fresno. Examples of supportive, goals, action, and policies for Safe Routes to School are included below. In March 2017, the City Council adopted an Active Transportation Project prioritization tool. Connectivity to schools is included in the tool's prioritization criteria. The Active Transportation Plan reiterates objectives and actions from the City's General Plan Mobility and Transportation Element, Parks, Open Space and Schools Element, and Healthy Communities Element. A number of these objectives and actions support Safe Routes to School.

### **2. Fresno General Plan Healthy Communities Element**

The City included a Healthy Communities Element in its General Plan adopted in May 2015. Goals, actions, and policies supporting Safe Routes to School are emphasized below.

- **HC-2 Objective:** Create complete, well-structured, and healthy neighborhoods and transportation systems.
  - **HC-2-A Healthy Neighborhoods.** Promote the design of Complete Neighborhoods whose physical layout and land use mix allow for walking to local stores and services, biking, and transit use; foster community pride; enhance neighborhood identity; encourage public safety; are family-friendly; and address the needs of residents of all ages and abilities.
  - **HC-2-D Mobility for Carless Population.** Improve multi-modal mobility for populations that do not have access to a car by connecting neighborhoods to major destinations, including parks; civic facilities; educational institutions; medical facilities; employment centers; shopping destinations; and recreation areas.
- **HC-6 Objective:** Improve access to schools and their facilities for the community.
  - **HC-6-A Safe Routes to Schools.** Continue to improve the conditions for youth walking and bicycling in the areas surrounding schools by working with the school districts including Fresno USD, Clovis USD, Central USD, Sanger USD, and Washington Union USD, as well as California State University, Fresno, Fresno Pacific University, and State Center Community College District to implement a safe routes to school program. Prioritize identified safe routes to school infrastructure improvements in annual transportation improvement budgets.

#### **Support for Safe Routes to School could be strengthened in the General Plan Healthy Communities Element by:**

- Include schools in HC-2-A Healthy Neighborhoods. Promote the design of Complete Neighborhoods whose physical layout and land use mix allow for walking to local stores and services, biking, and transit use; foster community pride; enhance neighborhood identity; encourage public safety; are family-friendly; and address the needs of residents of all ages and abilities.

### **3. Fresno General Plan Mobility and Transportation Element**

The City's Mobility and Transportation Element of the General Plan was updated in 2015. Goals, actions, and policies supporting Safe Routes to School are emphasized below.

- **Objective MT-1** Create and maintain a transportation system that is safe, efficient, provides access in an equitable manner, and optimizes travel by all modes.

- **Policy MT-1G** Complete Streets Concept Implementation. Provide transportation facilities based upon a Complete Streets concept that facilitates the balanced use of all viable travel modes (pedestrians, bicyclists, motor vehicle and transit users), meeting the transportation needs of all ages, income groups, and abilities and providing mobility for a variety of trip purposes, while also supporting other City goals.
- **Policy MT-1J** Transportation Improvements Consistent with Community Character. Prioritize transportation improvements that are consistent with the character of surrounding neighborhoods and supportive of safe, functional and Complete Neighborhoods; minimize negative impacts upon sensitive land uses such as residences, hospitals, schools, natural habitats, open space areas, and historic and cultural resources.
- **Objective MT-4** Establish and maintain a continuous, safe, and easily accessible bikeways system throughout the metropolitan area to reduce vehicle use, improve air quality and the quality of life, and provide public health benefits.
  - **Policy MT-4H** Bicycle Parking Facilities. Promote the installation of bicycle locking racks and bicycle parking facilities at public buildings, transit facilities, public and private parking lots, and recreational facilities. Establish standards for bicycle parking in the Development Code.
  - **Policy MT-4K** Bicycle Safety, Awareness, and Education. Promote bicycle ridership by providing secure bicycle facilities, promoting traffic safety awareness for both bicyclists and motorists, promoting the air quality benefits, promoting non-renewable energy savings, and promoting the public health benefits of physical activity.
- **Objective MT-5** Establish a well-integrated network of pedestrian facilities to accommodate safe, convenient, practical, and inviting travel by walking, including for those with physical mobility and vision impairments.
  - **Policy MT-5A** Sidewalk Development. Pursue funding and implement Sidewalk Development standards for development of sidewalks on public streets, with priority given to meeting the needs of persons with physical and vision limitations; providing safe routes to school; completing pedestrian improvements in established neighborhoods with lower vehicle ownership rates; or providing pedestrian access to public transportation routes.
- **Objective MT-6** Establish a network of multi-purpose pedestrian and bicycle paths, as well as limited access trails, to link residential areas to local and regional open spaces and recreation areas and urban Activity Centers in order to enhance Fresno's recreational amenities and alternative transportation options.
  - **Policy MT-6A** Link Residences to Destinations. Design a pedestrian and bicycle path network that links residential areas with Activity Centers, such as parks and recreational facilities, educational institutions, employment centers, cultural sites, and other focal points of the city environment.
  - **Policy MT-6C** Link Paths and Paths and Trails and Recreational Facilities. Trails and Recreational Facilities. Strive to provide path or trail connections to recreational facilities, including parks and community centers where appropriate, and give priority to pathway improvements within neighborhoods characterized by lower vehicle ownership rates and lower per capita rates of parks and public open space.

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

- Prioritizing schools in MT-4 Objective: Establish and maintain a continuous, safe, and easily accessible bikeways system throughout the metropolitan area to reduce vehicle use, improve air quality and the quality of life, and provide public health benefits.
- Including schools in MT-4-H Bicycle Parking Facilities. Promote the installation of bicycle locking racks and bicycle parking facilities at public buildings, transit facilities, public and private parking lots, and recreational facilities. Establish standards for bicycle parking in the Development Code.
- Including schools in MT-4-K Bicycle Safety, Awareness, and Education. Promote bicycle ridership by providing secure bicycle facilities, promoting traffic safety awareness for both bicyclists and motorists, promoting the air quality benefits, promoting non-renewable energy savings, and promoting the public health benefits of physical activity.
- Prioritizing schools in MT-5 Objective: Establish a well-integrated network of pedestrian facilities to accommodate safe, convenient, practical, and inviting travel by walking, including for those with physical mobility and vision impairments.
- Include access to schools in planning of trails network. MT-6 Objective: Establish a network of multi-purpose pedestrian and bicycle paths, as well as limited access trails, to link residential areas to local and regional open spaces and recreation areas and urban Activity Centers in order to enhance Fresno's recreational amenities and alternative transportation options.
- Include schools in Policy MT-6C Link Paths and Paths and Trails and Recreational Facilities. Trails and Recreational Facilities. Strive to provide path or trail connections to recreational facilities, including parks and community centers where appropriate, and give priority to pathway improvements within neighborhoods characterized by lower vehicle ownership rates and lower per capita rates of parks and public open space.

#### **4. Fresno General Plan Parks, Open Space, and Schools Element**

The City's General Plan Parks, Open Space, and School Element was adopted in May 2015. Goals, actions, and policies supporting Safe Routes to School are emphasized below.

- Objective POSS-3 Ensure that park and recreational facilities make the most efficient use of land; that they are designed and managed to provide for the entire Fresno community; and that they represent positive examples of design and energy conservation.
  - Policy POSS-3D Sidewalks to Connect Neighborhoods. Sidewalks should be designed for internal neighborhood circulation, and to connect neighborhoods to other residential areas, parks, community trails, shopping, and major streets.
  - Policy POSS-3H Coordination with School Districts. Continue to coordinate with school districts to explore opportunities for joint use of both outdoor and indoor recreation facilities, such as playgrounds, play fields, and gymnasiums, for City recreation programs.

**Support for Safe Routes to School could be strengthened in the General Plan Parks Open Space and Schools Element by:**

- Include schools in Policy POSS-3D Sidewalks to Connect Neighborhoods. Sidewalks should be designed for internal neighborhood circulation, and to connect neighborhoods to other residential areas, parks, community trails, shopping, and major streets.

#### **E. SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP RECOMMENDATIONS**

The City of Fresno has strong policies and plans supporting active transportation, and some language for

Safe Routes to School. The Fresno Unified School District has language regulating student bicycle use and safety patrol in District policy, but limited language that supports Safe Routes to School overall.

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

- Creating a Safe Routes to School policy
- Encouraging walking and bicycling as the healthy ways to travel to school under Wellness policy.
- 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 Wellness Policy webpage.

Key considerations for the City of Fresno to strengthen support for Safe Routes to School include:

- Creating a City Safe Routes to School Task Force to address issues of mobility near and around schools.
- Prioritizing schools in mobility and health elements.
- Implementing the Active Transportation Plan using the Active Transportation Plan Prioritization Tool which considers schools.

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<sup>1</sup> Fresno Unified School District Board Policy

<https://www.fresnounified.org/sites/board/policies/Documents/5030-BP-Student-Wellness.pdf>

<sup>2</sup> Fresno Unified School District Board Policy 2008

<https://www.fresnounified.org/sites/board/policies/Documents/5030-BP-Student-Wellness.pdf>

<sup>3</sup> Fresno Unified School District Board Policy 2008

<https://www.fresnounified.org/sites/board/policies/Documents/5142-3-BP-Student-Use-Of-Bicycles.pdf>

<sup>4</sup> Fresno Unified School District Board Policy 2008

<https://www.fresnounified.org/sites/board/policies/Documents/5142-2-BP-Crossing-Guards.pdf>

## APPENDIX C. COLLISION MAPS

### A. INTRODUCTION

This appendix contains additional information regarding collisions involving pedestrians and bicyclists in Fresno, 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 select schools in Southeast Fresno (2012-2016)

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

#### All Collisions

The table below breaks down the parties in all collisions by race across all age groups for 2013-2017.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	632	15	-	14	-	-	661
Black	743	60	-	23	-	-	826
Hispanic	4,010	153	-	108	-	7	4,278
Other	450	10	-	7	-	-	467
White	2,646	94	-	81	-	-	2,821
Not Stated	407	22	134	4	26	2	595
<b>Total</b>	<b>8,888</b>	<b>354</b>	<b>134</b>	<b>237</b>	<b>26</b>	<b>9</b>	<b>9,648</b>

The table below breaks down the parties in collisions involving a school-age victim (5-18) by race across all age groups for 2013-2017.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	52	4	-	5	-	-	61
Black	68	12	-	7	-	-	87
Hispanic	402	47	-	28	-	-	477
Other	56	5	-	1	-	-	62
White	238	13	-	10	-	-	261
Not Stated	31	2	16	-	2	1	52
<b>Total</b>	<b>847</b>	<b>83</b>	<b>16</b>	<b>51</b>	<b>2</b>	<b>1</b>	<b>1,000</b>



### Pedestrian Collisions

The table below breaks down the parties in pedestrian collisions by race across all age groups for 2013-2017.

	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	63	9	-	-	-	-	25
Black	34	49	-	-	-	-	83
Hispanic	123	133	-	-	-	1	257
Other	6	11	-	-	-	-	17
White	89	88	-	1	1	-	179
Not Stated	55	21	11	-	6	-	93
<b>Total</b>	<b>323</b>	<b>311</b>	<b>11</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>654</b>

The table below breaks down the parties in pedestrian collisions involving a school-age victim (5-18) by race across all age groups for 2013-2017.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	5	1	-	-	-	-	6
Black	8	7	-	-	-	-	15
Hispanic	35	51	-	-	-	-	86
Other	3	5	-	-	-	-	8
White	22	13	-	-	-	-	35
Not Stated	9	3	2	-	2	-	16
<b>Total</b>	<b>82</b>	<b>80</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>166</b>

**Bicycle Collisions**

The table below breaks down the parties in bicycle collisions by race across all age groups for 2013-2017.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	13	-	-	10	-	-	23
Black	12	-	-	23	-	-	35
Hispanic	84	-	-	97	-	1	182
Other	6	-	-	5	-	-	11
White	66	1	-	72	-	-	139
Not Stated	23	-	2	3	-	-	28
<b>Total</b>	<b>204</b>	<b>1</b>	<b>2</b>	<b>210</b>	<b>0</b>	<b>1</b>	<b>418</b>

The table below breaks down the parties in bicycle collisions involving a school-age victim (5-18) by race across all age groups for 2013-2017.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	4	-	-	2	-	-	6
Black	4	-	-	7	-	-	11
Hispanic	22	-	-	25	-	-	47
Other	1	-	-	1	-	-	2
White	12	-	-	13	-	-	25
Not Stated	3	-	-	-	-	-	3
<b>Total</b>	<b>46</b>	<b>0</b>	<b>0</b>	<b>48</b>	<b>0</b>	<b>0</b>	<b>94</b>

### C. TOP 10 VIOLATIONS - (2013-2017)

#### Pedestrian Collision Violations

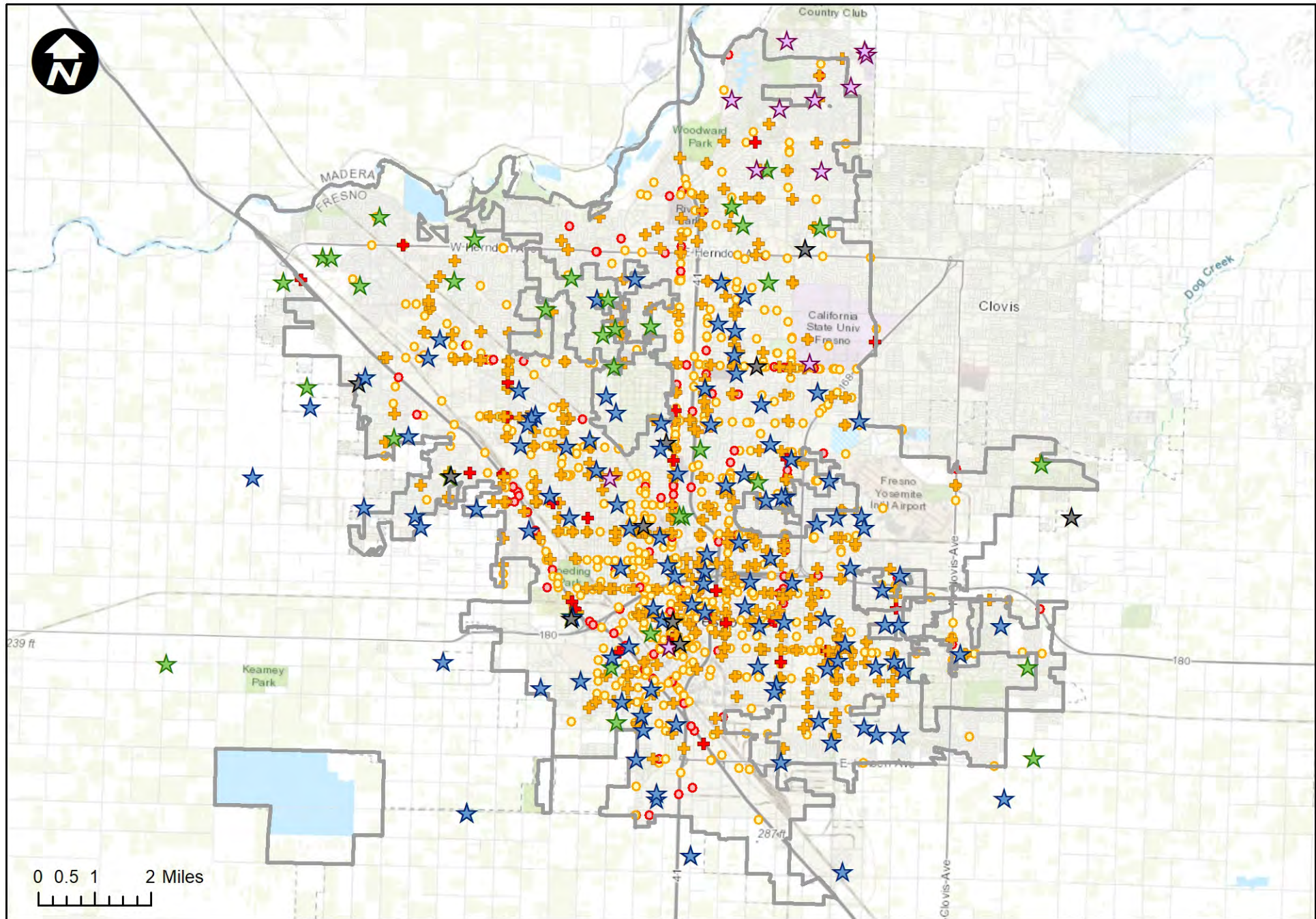
CVC No.	Description	Freq.	Percent
21950	Driver failure to yield right-of-way to pedestrians at a crosswalk	78	25.9%
21954	Pedestrian failure to yield right-of-way to vehicles	71	23.6%
0	Unknown	35	11.6%
22350	Speeding on the highway	30	10.0%
21956	Pedestrian failure to walk close to the edge of the roadway when there is no sidewalk present	19	6.3%
21453	Failure to stop at a limit line or crosswalk at a red light. Failure to yield right-of-way to pedestrian when turning on a red light	10	3.3%
21456	Pedestrian failure to yield right-of-way at traffic signal	10	3.3%
21955	Pedestrian must cross at crosswalks between adjacent traffic signal controlled intersections	9	3.0%
22106	Unsafe starting or backing of vehicle	8	2.7%
22107	Unsafe turning with or without signaling	6	2.0%
23152	Driving under the influence of alcohol	5	1.7%
	Other violations*	13	6.6%
<b>Total</b>		<b>301</b>	<b>100.0%</b>

## Bicycle Collision Violations

CVC No.	Description	Freq.	Percent
21650	Failure to drive/ride on right half of the roadway (with some exceptions)	55	26.2%
21453	Failure to stop at a limit line or crosswalk at a red light. Failure to yield right-of-way to pedestrian when turning on a red light	20	9.5%
0	Unknown	18	8.6%
21804	Driver failure to yield right-of-way when entering or crossing a highway	18	8.6%
22107	Unsafe turning with or without signaling	17	8.1%
22350	Speeding on the highway	11	5.2%
21802	Failure to stop or yield right-of-way at a stop sign.	10	4.8%
22450	Driver failure to stop at a limit line or crosswalk at a stop sign	7	3.3%
21202	Bicyclist failure to ride on right edge of roadway if riding below the normal speed of traffic	6	2.9%
21801	Driver failure to yield right-of-way when making a left turn or U-turn	6	2.9%
21200	Bicyclist on the road have the same rights and are subject to the same laws as drivers	5	2.4%
	Other violations*	19	17.6%
<b>Total</b>		<b>210</b>	<b>100.0%</b>



# Fresno - Pedestrian or Bicycle Collisions (2007-2016)



## Schools by % FRPM

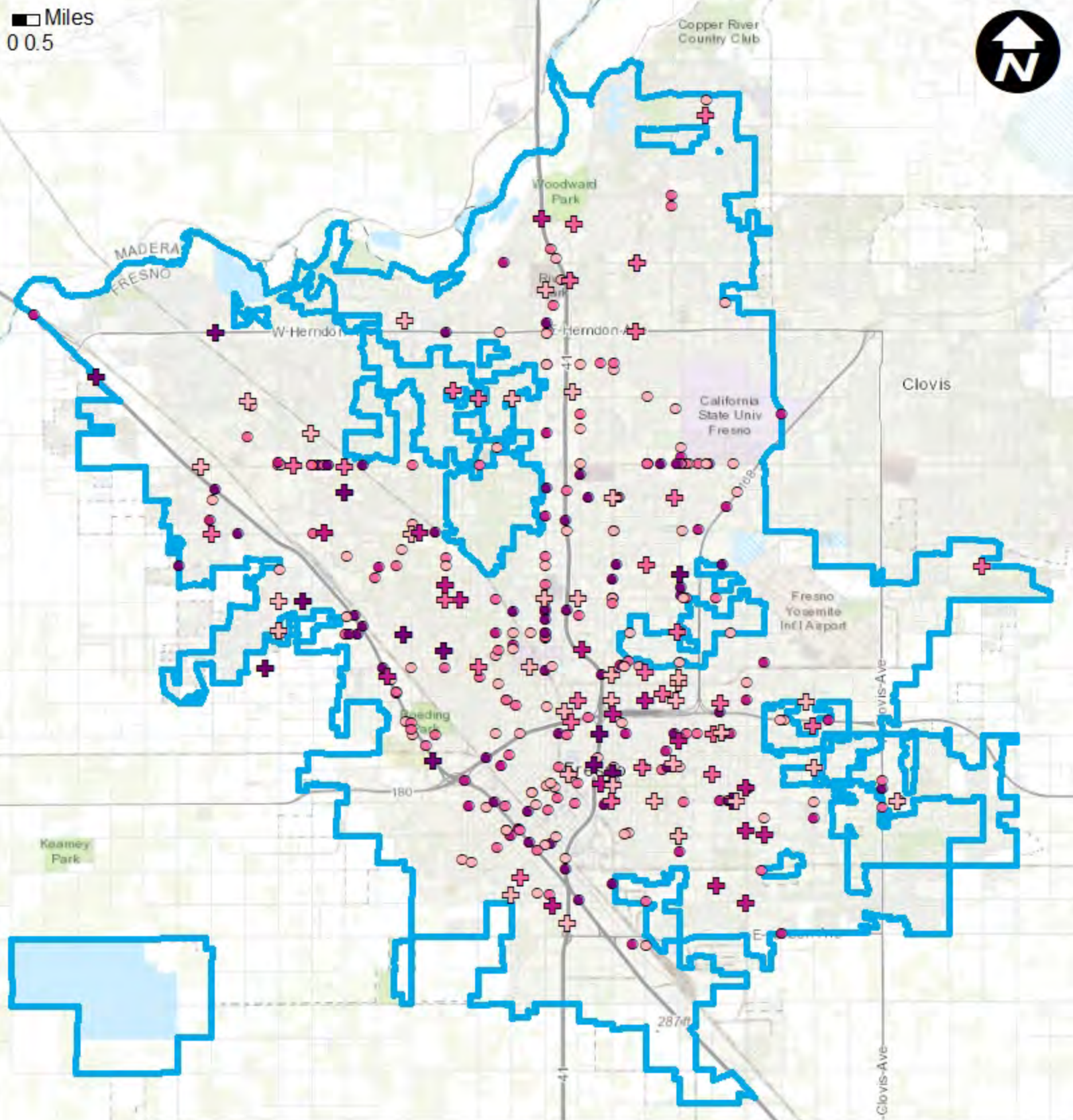
- ★ Unknown (14)
- ★ High Income (<40) (12)
- ★ Middle Income (40-75) (34)
- ★ Low Income (>75) (115)

## Pedestrian/Bicycle Collisions

- ✚ Fatality (age 5-18) (26)
- ✚ Injury (age 5-18) (379)
- Fatality (other) (108)
- Injury (other) (836)



0.5 Miles



### Collision Severity (2012-2016)

#### Age 5-18

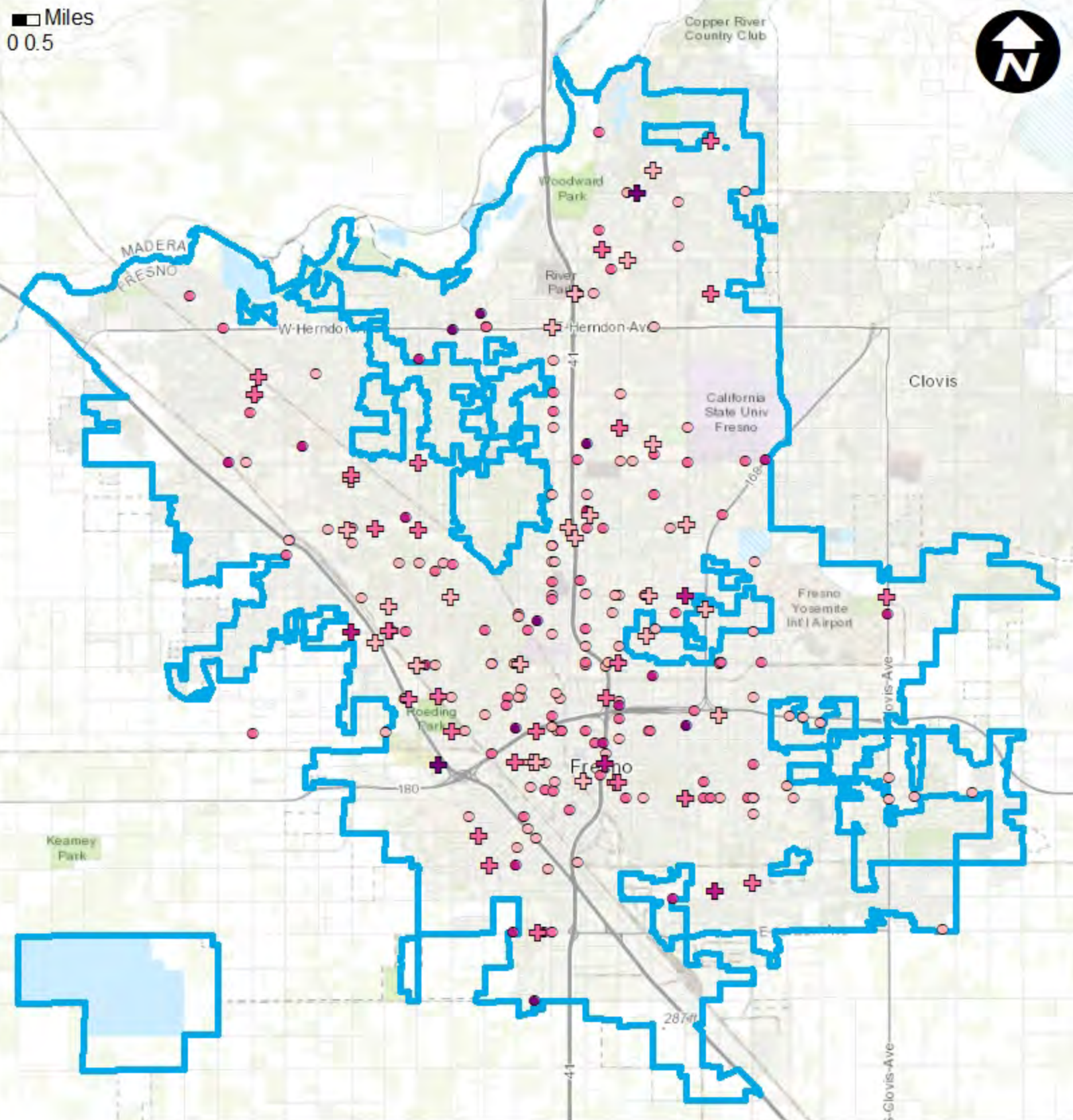
- ✚ Fatal (13)
- ✚ Injury (Severe) (17)
- ✚ Injury (Other Visible) (29)
- ✚ Injury (Complaint of Pain) (32)

#### Other

- Fatal (55)
- Injury (Severe) (35)
- Injury (Other Visible) (76)
- Injury (Complaint of Pain) (99)



0.5 Miles



### Collision Severity (2012-2016)

#### Age 5-18

- ✚ Fatal (2)
- ✚ Injury (Severe) (4)
- ✚ Injury (Other Visible) (28)
- ✚ Injury (Complaint of Pain) (23)

#### Other

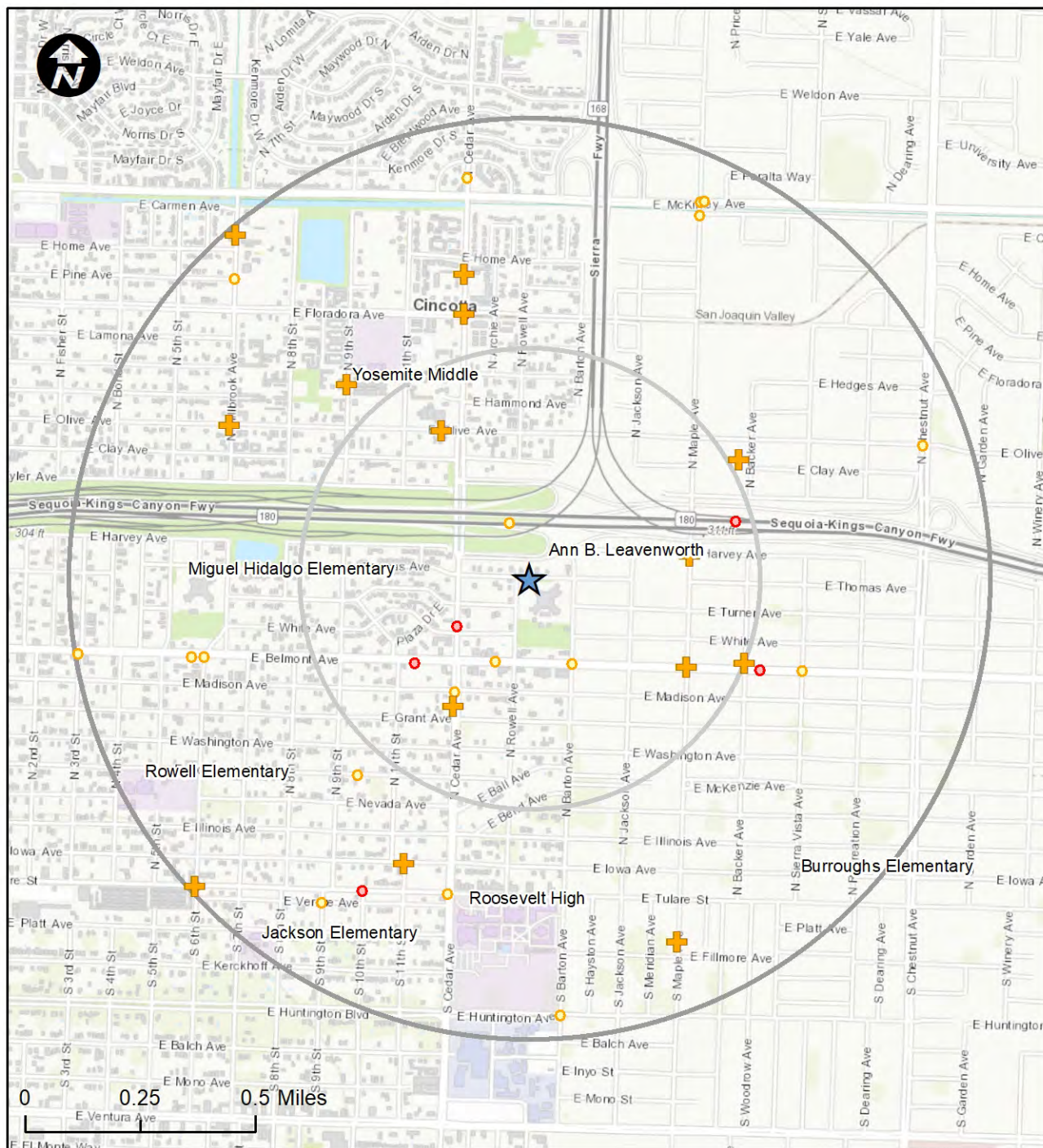
- Fatal (10)
- Injury (Severe) (15)
- Injury (Other Visible) (64)
- Injury (Complaint of Pain) (95)



# Fresno - Ann B. Leavenworth

## Pedestrian or Bicycle Collisions Near School (2012-2016)

4420 East Thomas Ave., Fresno, CA 93702-1441; CDSCode: 10621666111256



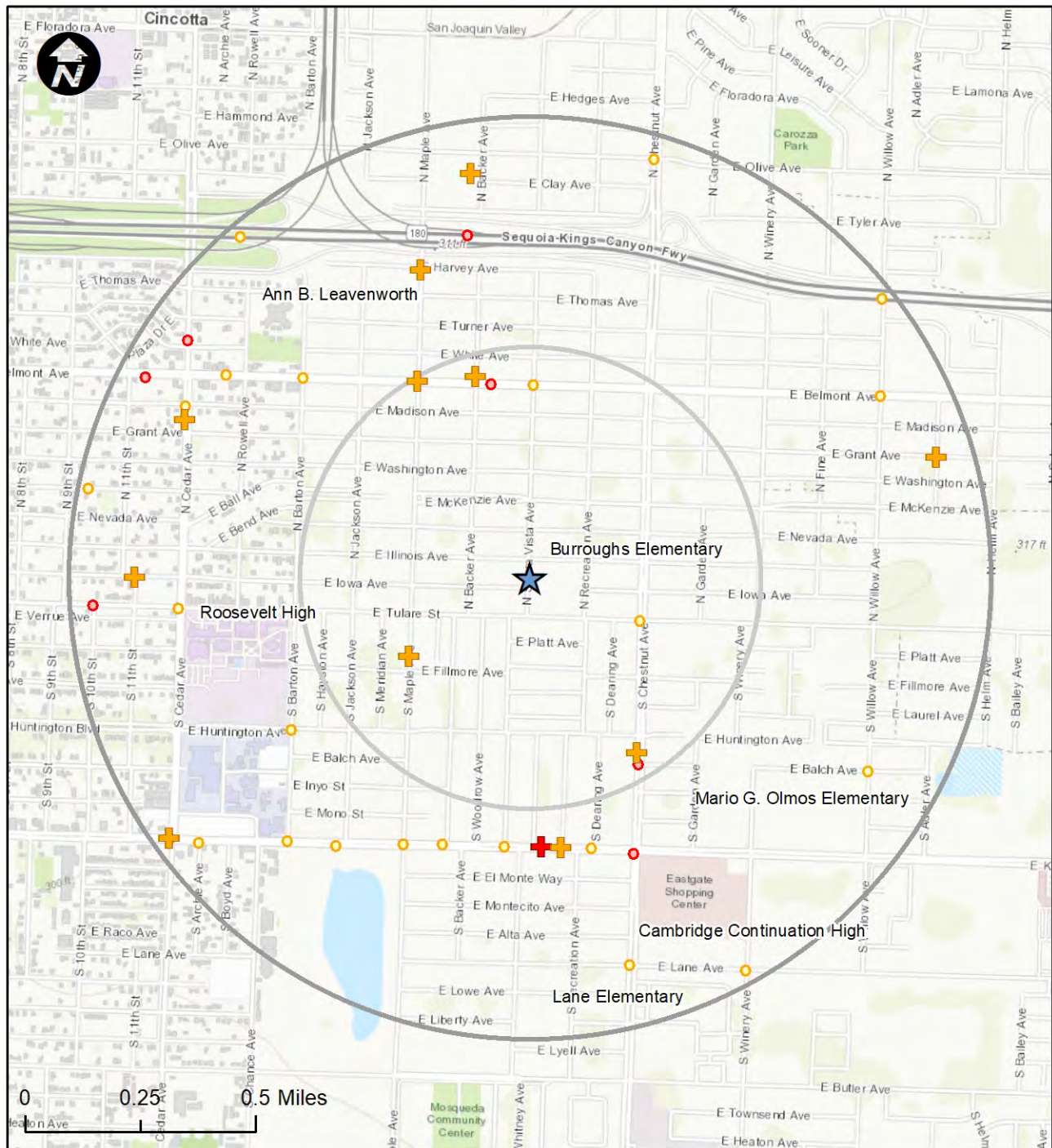
### Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (14)
- Fatality (other) (6)
- Injury (other) (20)



# Fresno - Burroughs Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

166 North Sierra Vista Ave., Fresno, CA 93702-2647; CDSCode: 10621666006118



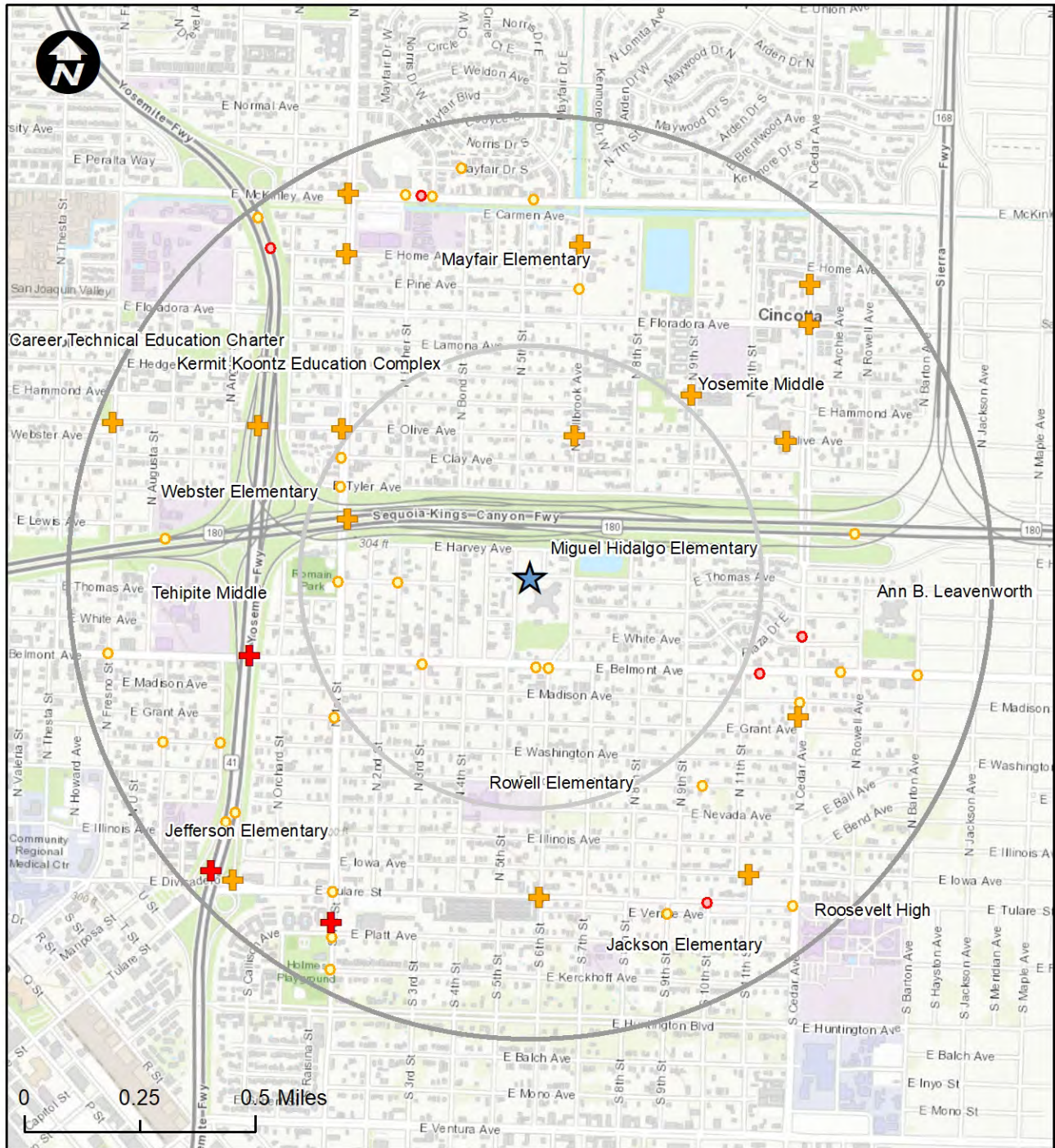
## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (12)
- Fatality (other) (7)
- Injury (other) (25)



# Fresno - Miguel Hidalgo Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

3550 East Thomas Ave., Fresno, CA 93702-1119; CDSCode: 10621666105746



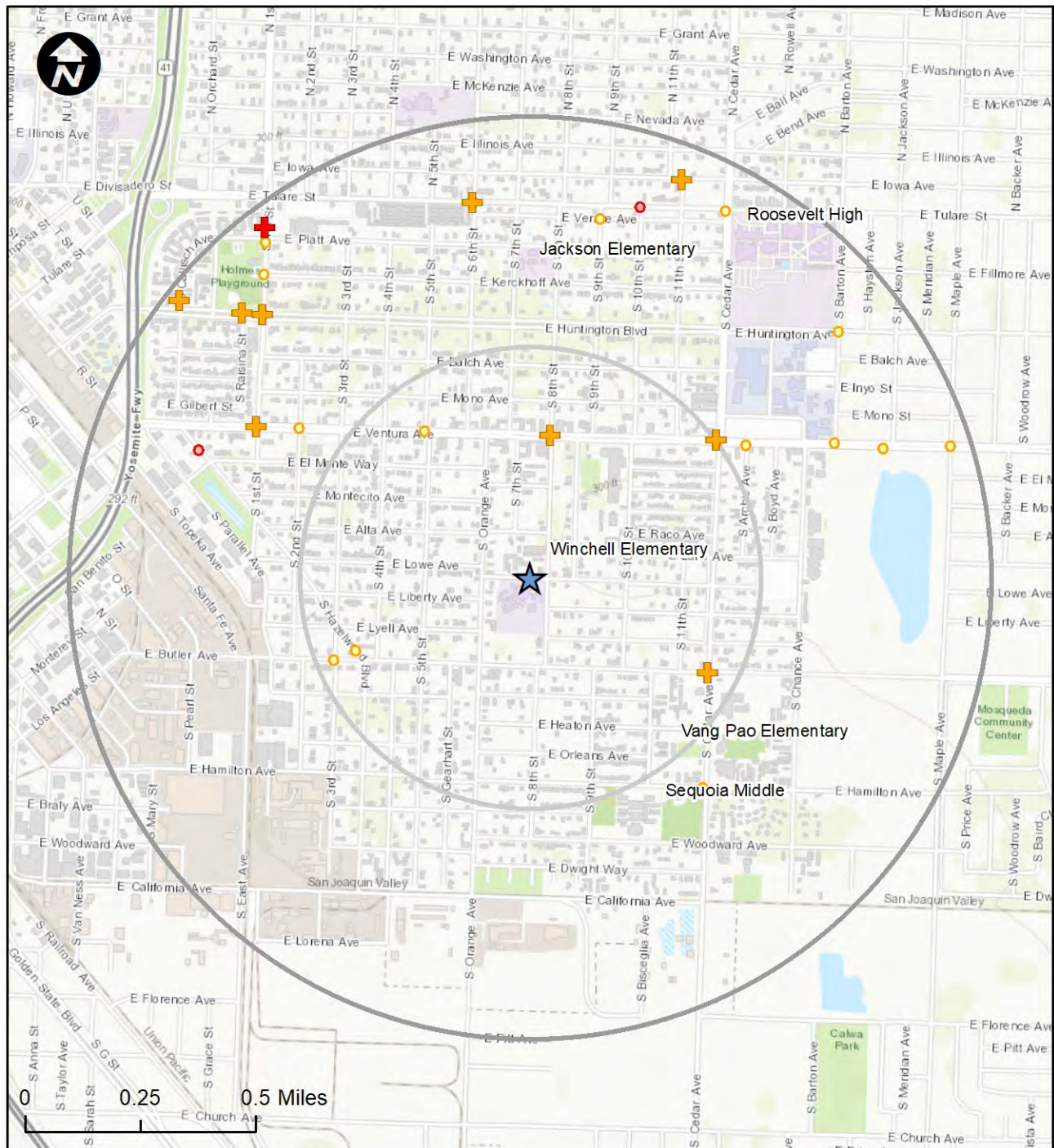
## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (3)
- + Injury (age 5-18) (16)
- o Fatality (other) (6)
- o Injury (other) (34)



# Fresno - Winchell Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

3722 East Lowe St., Fresno, CA 93702-3432; CDSCode: 10621666006571



## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (12)
- Fatality (other) (2)
- Injury (other) (18)

## APPENDIX D. WALKING AND BIKING SUMMIT SUMMARY

On May 30, 2018, a Walking and Biking Summit was hosted by Cultiva La Salud, focused on Southeast Fresno. Summit participants spent the second half of the event focused on learning about and discussing Safe Routes to School. Participants included city staff, county health staff, local community organizations, and residents. This summary includes the notes from the individual and group exercises conducted during the Summit.

### 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 Fresno. Comments are provided verbatim.

- Not safe to ride in community
- Lack of traffic calming measures
- High traffic areas
- Fast and busy streets
- Secure crosswalks and adequate signals that are visible for drivers in school areas
- Lack of designated bike lanes or crosswalks
- Motivating others to ride their bike
- If there is an injury or incident, who is liable?
- Getting more people to walk
- People don't have bikes, don't know of education opportunities for safe cycling
- Schools/districts may be afraid to encourage children to walk based on liability issues
- Awareness and education of laws
- Crime, bicycle theft
- Long distances in Fresno
- Fear of crime (physical, mental, harassment)
- Cost benefit analysis between bike and car transportation
- Many families live far from school
- Resources and money
- Need for coordinators/leaders
- Schools are busy
- City champions needed
- Lack of investments in infrastructure
- Funding
- Time
- Projects take a long time, funding runs out
- More effort and support from school staff
- Low income communities don't have the same support

## 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 Fresno. Comments are provided verbatim.

- Residents have identified speed/traffic/signage problem
- Free travel, exercise, no pollution
- More support from organization leaders and working with the community
- Connect with other networks, neighborhoods, organizations doing this work
- More funds to improve walking routes and make them safer
- Leaders to support safer routes and shine light on issues publicly
- Wide bike lanes like the ones you see in cities (LA, SF, Berkeley)
- Bike lanes (class II, IV)
- Palm Ave New Fresno High receiving road and intersection improvements
- Change for a safer and healthier neighborhood
- Advocate for health benefits
- Community support
- Beautiful neighborhood and great community leaders
- Folks are ready to step up
- Organized parents and communities
- Engage pediatricians to promote bike to school and Calviva Health
- Residents willingness to work towards change and safer healthier communities
- Community centers, established efforts from nonprofits
- Bike parks and rec fitness program
- Informing parents to inspire
- Encouraging students to walk to bus stops in more rural communities
- Increase safety
- Lead by example don't just tell others to walk/bike somewhere. Do it with them!
- Gain awareness of safety issues
- Get involved to make a difference
- Ride around community to see what's going on
- Community event with safety tips
- Get local news to participate in safety/walking education
- What is the first step to gathering data for small cities and towns?

## BEES TO THE E'S EXERCISE

Participants were asked to write down on Bee notes their ideas for each of 6 E's of Safe Routes to School. Comments are provided verbatim.

### Encouragement

- Fitness incentives or prizes for most steps walked
- Celebrate small victories
- Phone tree (voice message) from school to promote SRTS, parents to be alert of walking/biking students

- Provide helmets and lights
- Family gathering – health work outs
- Group rides and chat about programs
- National May Walk to School
- Incentives – less homework
- Local grocery store coupons for customers who ride in
- Celebrate small victories
- Advocate more visits to local community centers
- Fitness incentives or prizes for most steps walked

#### **Evaluation**

- Assess participation of focus group
- Hosting your own walkability surveys with residents
- Evaluation of equity
- More bike rodeos during Saturday sports
- Work with existing resident-led walking or biking groups to continually assess support SRTS programs

#### **Equity**

- Educate and inform all parents with emphasis on inclusion of children of different needs (differently abled)
- Girls should have support/info when crossing alleyways on bike or foot
- Girl empowerment groups (designated route) 5-6 grade – middle school

#### **Enforcement**

- Involving middle school and high school leadership teams and encouraging them to speak with city leaders to improve student safety around campus and neighborhood
- PD to give citations to drivers/pedestrians/cyclists not following the rules
- Create diversion program for people receiving citations

#### **Engineering**

- Policies redirecting funds to renovations of older streets to make them safer
- 7<sup>th</sup> E “Everything”
- More visible crosswalks
- Bike lanes

#### **Education**

- Visual representation and discussion
- Teaching hand signals and education for biking
- Connecting with more bicycles
- Education or 5-6 graders (safety)
- Using routes/parents are the example
- Using the start of school as an opportunity
- Invite speakers to community to speak on safety: bike/ped, personal safety, benefits etc.
- Educate through neighborhood parks and community centers
- Teach health benefits of walking and cycling
- Recurring segment on Fox News about basic walking and biking safety, maybe with Parks and Rec and local community news channels

## **ACTION PLANNING EXERCISE**

Participants worked in a group to identify goals, actions, key steps, and potential implementation leaders to support Safe Routes to School in Fresno. Comments are provided verbatim.

### **Group One**

#### Goals:

- Quarterly rallies promoting walk to school
- Promote and educate
- Create sustainable SRTS for children that regularly commute by foot
- Increase physical activity

#### Actions:

- Create surveys for ids
  - Make adjustments through responses
- Create signage that increases buy-in and fun
- Social media promotion
- Develop a club for adults/parents, youth and teachers, invite guest speakers
- Identify route
- Liability insurance
- Develop PowerPoint to identify facts (safety, disparity, programs)
- Train residents

#### Key Leaders:

- Police
- City officials
- Schools
- FCSS – Fresno Co. Superintendent of Schools
- After school program
- Residents/parents
- Youth
- SRTS
- Cal Walks
- County staff
- Fire department
- Principal, teachers, PE
- Parks and Rec

### **Group Two**

#### Goals:

- Increase number of students riding bikes to school
- Increase capacity off parents/staff to support SRTS



- Improve traffic calming measures/signage

Actions:

- Identify funding opportunity for SRTS coordinator
- Have FUSD prioritize SRTS
- Training to build capacity of parents/staff (ie SRTS, Calwalks)
- Campus safety coordinator (not PD)

Key Leaders:

- Parents
- School admin
- School district
- Safe 2 schools
- Cal walks
- SRtSNP
- Students
- Neighborhood watch
- Public health department
- City of Fresno
- FCBC
- BPAC
- CBOs

**Group Three**

Goals:

- Encourage more participants
- Qualitatively, students should have more in-depth knowledge
- More community walks and rides
- Knowledge on basic bike maintenance
- Build confidence in self transportation
- Encourage healthy lifestyles
- Connect with FCPD and make a diversion program

Actions:

- Plan routes for individual schools and parks or churches/places or worship
- Educate community individuals through bike/ped safety workshops
- Recurring tv segments to raise awareness in different languages
- Social media awareness
- Mobile billboard
- School announcement/assemblies
- Give helmets at bicycle safety rodeos
- Network with bicycle/shoe/other companies for incentive plans for students walking and biking to school

Key Leaders:

- BPS

#### **Group Four**

##### Goals:

- Stop signs/crosswalks – Orange/Lowe, 8<sup>th</sup>/Butter
- Kings Canyon Middle School (Helm/Tulare)
  - Add crosswalks to support kids/families walking
  - Safety guard
- Reducing speed (school zones)
- Cedar ave/Lowe traffic calming measures
- Vendors encourage kids to cross safely
- Walking school bus
- Education
- Safety fairs
- Aymesworth needs crossing guards

##### Actions:

- Funding (finding applications)
- Canvas support from residents
- Data collection
  - Community identified projects
  - Maps identifying incidents
- Public works approves process
- Fundraising/donations
  - Health plans
  - Trainings
  - Community fairs
  - Signage
- Meeting with vendors, safe business practices

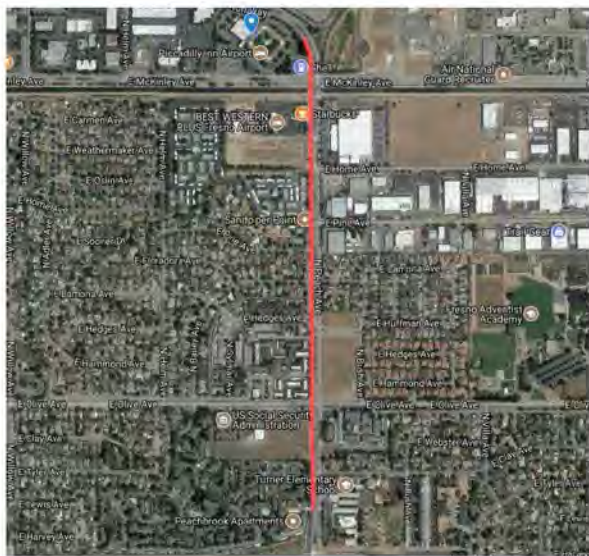
##### Key Leaders:

- Safety networks (nonprofits and city efforts)
- SPCA loose dog issues
- Principal/school district

## WALK AUDIT

Participants conducted a walk audit around to learn about strategies in analyzing local conditions around schools and neighborhoods that can support or inhibit safe walking and biking. Notes were taken on this example form:

### SCHOOL NEIGHBORHOOD WALK AUDIT



As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.

#### Notes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

#### What to Look For:

##### Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

##### Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

##### School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

##### Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are other people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?



Walk audit notes from participants are provided verbatim.

Sheet 1:

- Sidewalk is fine
- Bike lane not wide enough
- Traffic is fast
- Big crack on bike lane
- Uneven pavement
- Walk sign off before making it to the middle
- Railroad tracks – big gaps
- Dirty bike lane
- Water boxes uneven
- Bus stop 26 fine
- Busy intersection

- Curb puddles
- Tree needs trimming
- On Peach – not a wide sidewalk
- Tree root

Sheet 2:

- + sidewalk is large enough for group
- - bike lane somewhat narrow for fast traffic
- - uneven sidewalk/cracked
- - barrier canal issue
- - railroad track hazard
- - lack of crossing marks near businesses
- - draining/irrigation issue
- + frontage road

Sheet 3:

- Bicycle lanes – positive!!!
- Drivers need to respect their license (negative)
- A lot of foot traffic, clean walkways (positive)
- Need trees timed on sidewalk route (Peach and McKinley) (negative)
- No signage for bike lane (negative)
- Pine St. offered a frontage road (positive)
- Close to McKinley trail (positive)
- Need new yellow bump pad at corner of Peach and McKinley (SE corner) (negative)
- Saw few bike riders on bike lane (positive)
- Bus stop was located close to airport (positive)
- Very fast traffic on Peach (negative)
- Heavy traffic flow from apt. (negative)

Sheet 4:

- 3 squares wide sidewalk McKinley
- Narrow bike lane
- 45 MPH
- Plants growing into sidewalk
- Price west pot holes and cracks
- No barrier at canal
- Asphalt at bus stop to fill gap
- 3 squares wide on Peach
- Low tree branches
- At apartments on Peach – 2 squares wide
- Uneven electrical boxes

Sheet 5:

- Sidewalk raise
- Chewy pot holes
- No canal barrier at crosswalk
- Median half way in crosswalk – trip hazard

- Dead space in planters, electrical drop
- Low hanging trees/overgrown shrubs

Sheet 6:

- No path along canal but peds walk
- Bike lane unclear, old markings
- Poorly marked crosswalks, ped signal too short
- Canal has no safety barriers
- No ped islands
- Bike lane and sidewalk wider
- Good # of trees, sidewalk in good condition
- Parking along frontage road
- Protected sidewalks
- More unmarked, under bicycle lanes
- Lots of fast traffic on all boulevards

Sheet 7:

- Road D/C air sky
- safety trans, track

Sheet 8:

- No shade/trees on McKinley
- Faded bike lane marking
- McKinley- sidewalk only on north side
- Peach – wide sidewalk nice
- Low tree
- In front of Sandpiper – parkway - nice