

Mendocino County Safe Routes to School Plan



April 2014



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The following key people/entities participated in the Safe Routes to School (SRTS) plan efforts for Mendocino County. Their creativity, energy, and commitment were critical to the success of this planning effort.

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1 | INTRODUCTION

What is Safe Routes to School?

Safe Routes to School (SRTS) is a program with a simple goal: helping more children get to school by walking and bicycling. Envision active kids using safe streets, helped by engaged adults (from teachers to parents, engineers, planners and police officers), surrounded by responsible drivers.

Vision

This is the first area-wide Safe Routes to School plan in Mendocino County, designed to serve schools in the unincorporated areas of the county.

The plan includes recommendations for a Safe Routes to School program that will strive to:

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

Goals

Specific recommendations in the plan are informed by three primary goals that are intended to provide a strong basis for meeting the vision of an emerging Safe Routes to School program.

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

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

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

The 5 Es - Safe Routes Strategies

Safe Routes to School programs use a variety of strategies to make it easy, fun and safe for children to walk and bike to school. These strategies are often called the “Five Es.”



Engineering

Design, implementation and maintenance of signing, striping, and infrastructure improvements that improve the safety of people walking, bicycling, and driving along school routes.

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



Education

Educational programs teach students bicycle, pedestrian, and traffic safety skills, and teach drivers how to share the road safely. Education not only improves student safety, but it also makes students feel more comfortable with walking and biking.

Educational programs can be taught in school classrooms, assemblies or outside at Bicycle and Pedestrian Rodeos. Educational efforts can also take the form of awareness campaigns and posters for drivers near schools.



Encouragement

Similar to education, Encouragement activities spark interest in both parents and students for walking and biking to school. Special events, clubs, contests and ongoing activities that encourage more walking, bicycling, or carpooling through fun and incentives.

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



Enforcement

Ranging from police presence, to crossing guard training, to parent volunteer valets, there are many Enforcement strategies to deter the unsafe behavior of drivers, bicyclists, and pedestrians, and encourage all road users to obey traffic laws and share the road.

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



Evaluation

Evaluating the projects and programs of each of the other four the “E’s” described above helps to determine which programs are most effective and identify ways to improve programs.

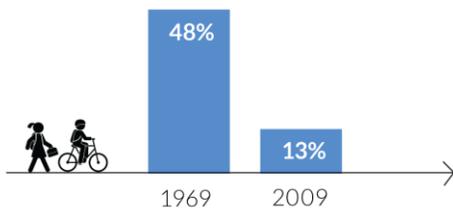
Evaluation helps to track progress and determine what works, and what doesn’t. This process helps to build a stronger Safe Routes program each year.

The Challenge

Although most students in the United States walked or biked to school pre-1980's, the number of students walking or bicycling to school has sharply declined. This decline is due to a number of factors, including urban growth patterns, school siting requirements, increased traffic, busy student schedules, and parental concerns about safety. The situation is self-perpetuating: as more parents drive their children to school, there is increased traffic at the school site, resulting in more parents becoming concerned about traffic and driving their children to school.

Why Safe Routes to School?

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



Kids are not getting enough physical activity.



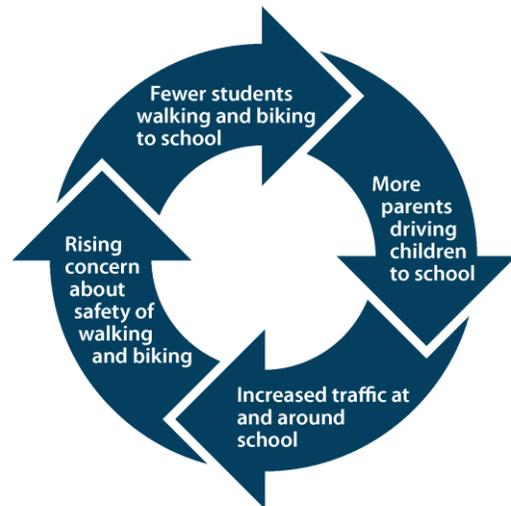
Roads near schools are congested, decreasing safety and air quality for children.



Kids who walk or bike to school:



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



The downward cycle of traffic and reduced walking and bicycling

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

Benefits of Walking and Bicycling to School

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

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

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

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

bicycling to school is an easy way to make sure that children get daily physical activity.

Everyone Benefits

SRTS benefits children:

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

SRTS benefits neighborhoods:

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

SRTS benefits schools:

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

The Planning Process

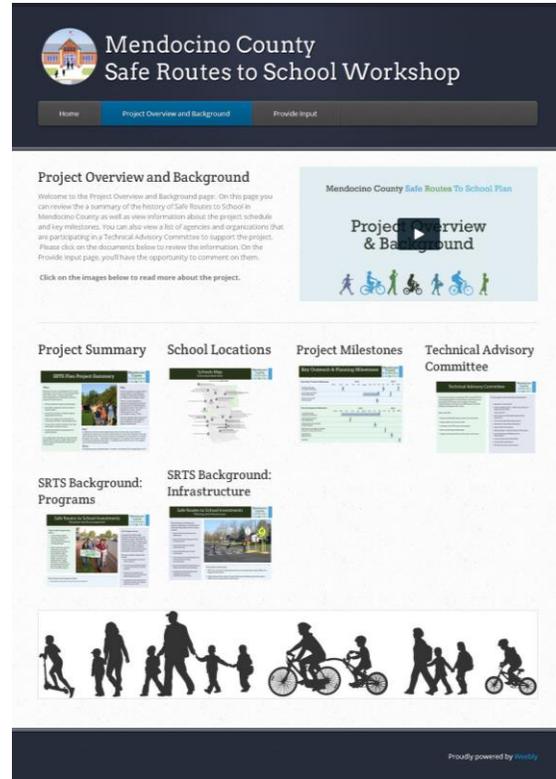
Plan Process

Starting in March 2013, the year-long planning process for this SRTS Plan included technical work such as engineering review of school sites, data collection, and mapping, as well as creating opportunities for community members to provide input and share ideas.

Plan Outreach

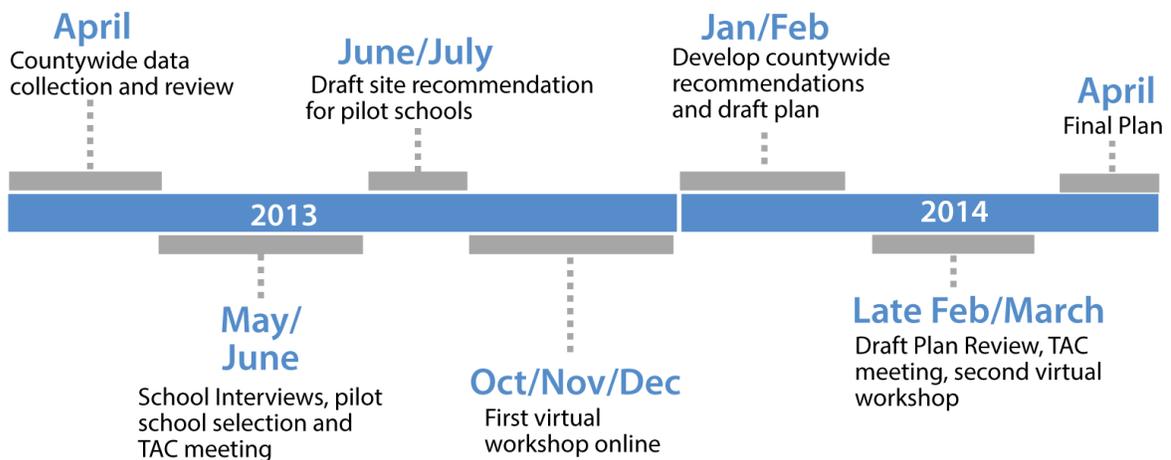
Project outreach was designed to be convenient for residents throughout the county – particularly rural locations. The website was the primary means of sharing and gathering information through the use of surveys, news updates, and virtual open houses.

Two virtual open houses focused on collecting meaningful comments and feedback on the plan and recommendations from the interested public.



The Virtual Workshop featured video tours, downloadable information, and comment forms

SRTS Plan Milestones



The Technical Advisory Committee

The Technical Advisory Committee (TAC) for the SRTS Plan was brought together to advise on technical issues associated with the plan and to support long term implementation of the plan and Safe Routes to School programs throughout the county.

Roles of the TAC:

- Represent stakeholder/agency interest in SRTS
- Support gathering of necessary data
- Participate in SRTS events and meetings
- Review specific project deliverables
- Support and shape the future of Safe Routes in the county

TAC Representation

- Mendocino County Sheriff
- California Highway Patrol – Officers from Ukiah and Garberville Area Offices
- Caltrans District 1
- Community Stakeholder Representative
- Mendocino County Office of Education
- Ukiah Unified School District
- Redwood Valley - Little River Band of Pomo Indians
- County Planning and Building Services Representative
- County Transportation/Public Works
- County Public Health Branch “Health and Human Services”
- Mendocino Council of Governments



Planning and Building Services

Transportation/
Public Works



Ukiah Unified
School District



Mendocino County
Office of Education



How to Use this Plan

This SRTS Plan provides an overview of Safe Routes to School with recommendations for a 5 E's approach to improve the safety and the health and wellness of students in Mendocino County.

Because of the large and diverse variety of schools in Mendocino County, specific recommendations are only provided for a subset of pilot schools. The pilot school recommendations in this plan are intended to support infrastructure improvements and programs over the next 1-5 years.

This plan, along with the example set by the pilot school recommendations, provides a framework for applying a SRTS approach at any school in Mendocino County, as determined appropriate by context, such as population, need, and opportunity.

Not all of these projects and programs need to be implemented right away to improve the environment for walking and biking to school.

The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing strategy for Mendocino County schools.

Some projects and programs will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

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



Parents & Students

Parents can use this report to understand the conditions at their children’s school and to become familiar with the ways a SRTS program can work to make walking and biking safer. Concerned parents or county residents have a very important role in the Safe Routes to School process. Parent groups, both formal and informal, have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups can also be critical to ongoing success by helping to fundraise for smaller projects and programs that are implementable without serious effort on behalf of the district or local agency.

Students can use this report to advocate for projects and programs that will support safe and comfortable walking and cycling to school. Students have a unique perspective on the barriers and opportunities for active travel to school and their involvement in development of education, encouragement, and enforcement programs can improve participation.

School District and Administrative Staff

School district and school administrative staff can use this report to identify potential improvements appropriate for their school site and develop programs that educate and encourage students and parents to seek alternatives to single family automobile commutes to school.

District Officials

District officials are perhaps the most stable of the stakeholders for a Safe Routes to School program and have the responsibility for keeping the program active over time. District staff can work with multiple schools sharing information and bringing efficiencies to programs at each school working on SRTS.

School Administrators

School administrators have an important role in implementing the potential recommendations contained within this SRTS Plan. This plan offers a broad framework for Mendocino County Schools; as such, the impetus for change and improvement must be supported by the leadership of the school. School administrators can help with making policy and procedural changes to projects that are within school grounds and have the responsibility to distribute informational materials to parents within school publications.



County Staff

County staff can use this report to identify countywide issues and opportunities related to walking and biking and to prioritize infrastructure improvements. County staff can also use this plan to support Safe Routes to School funding and support opportunities such as:

- Caltrans Safe Routes to School (SR2S) grants
- Federal Safe Routes to School (SRTS) grants

For all infrastructure recommendations, a traffic study and more detailed engineering will be necessary to evaluate project feasibility, and additional public outreach will be conducted before final design and construction. For recommendations within the public right-of-way, the responsible agency will determine how (and if) to incorporate suggestions into local improvement plans to best meet the needs of each school community.

Mendocino Council of Governments (MCOG)

MCOG will have the SRTS Plan on the MCOG website, and will also monitor funding opportunities and assist agencies with funding applications.

Law Enforcement

Law enforcement staff such as the County Sheriff's Office and California Highway Patrol can use this report to understand issues related to walking and biking to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school. Staff will be instrumental to the success of the enforcement programs and policies recommended in this plan. Law enforcement will also have a key role in working with school administration in providing officers and assistance to some of the proposed education and encouragement programs.

Public Health

Public health staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families.



2 | EXISTING CONDITIONS

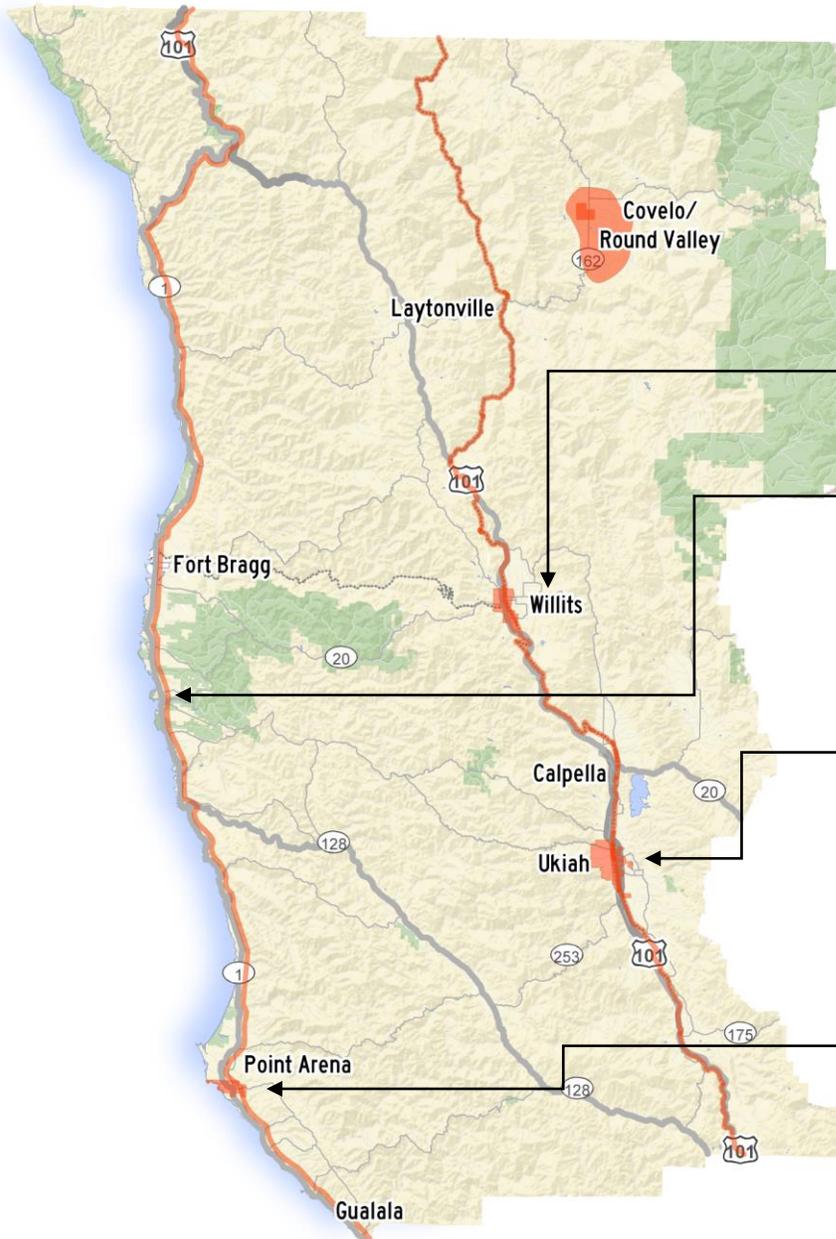
Mendocino County is located on the north coast of California, north of the San Francisco Bay Area. In 2010 the population was 90,289, up from 86,110 in 2000. The most populous city in the county is the City of Ukiah. Along with the other three incorporated cities of Mendocino County, these urbanized areas hold 31% of the county population³.

The county's terrain is mostly mountainous, covered in redwood, pine, fir, and oak forest. Valley areas are home to small communities and rural agricultural uses.

The following pages describe key attributes of Mendocino County, its transportation system, and provide context for the Safe Routes to School recommendations that follow.



³ Center for Economic Development, California State University, Chico. 2010-11 Mendocino County Economic & Demographic Profile. 2011.



Regional Transportation and Safety Plans

Willits SRTS Plan and Ukiah SRTS Plan –

Separate recommendation plans for schools in each community which describe recommendations for infrastructure at each school that could make walking and biking to school safer, easier, and more comfortable.

Pacific Coast Bike Route & California Coastal Trail Engineered Feasibility Study – Identification of potential improvements to the route and trail corridor.

Mendocino Country Rail-With-Trail Corridor Plan - Long range plan for a trail alignment along the Northwestern Pacific Railroad Corridor, with priority project areas in Hopland, Ukiah and Willits.

Mendocino County Regional Bikeway Plan Incorporates proposals for bikeway improvements within all jurisdictions of Mendocino County into one document.

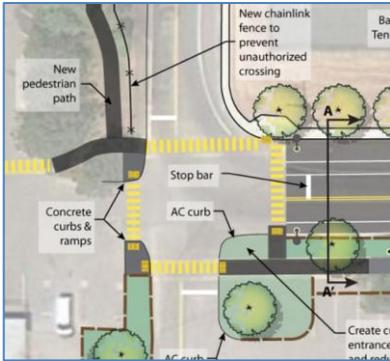
Gualala Community Action Plan - This 2006 plan features a streetscape concept plan for State Route 1 as it passes through downtown Gualala to improve traffic flow and safely accommodate pedestrian and bicycle travel with pedestrian walkways and bicycle lanes.

Point Arena Community Action Plan – Recommendations for a wide-range of transportation and circulation improvements in Point Arena includes support for many Safe Routes to School concepts.

2010 Mendocino County Regional Transportation Plan - Long range bicycle and pedestrian improvements will focus on implementation of projects identified in various plans. Potential projects would include rails with trails projects in the Ukiah and Willits areas, post-bypass improvements in Willits, and further safety improvements in school areas.

Additional Transportation and Safety Plans

Covelo/Round Valley Non-motorized Engineered Feasibility Study



The 2014 plan identified needs in the Covelo/Round Valley area and recommended infrastructure to improve safety and non-motorized transportation. Recommendations near Covelo Elementary School include:

- Airport Road and Howard Street Sidewalks
- Crossing and curb ramp improvements at the intersection of Airport Rd and Foothill Blvd and Howard St and Airport Rd
- Access to schools from the north along the SR 162 corridor



Calpella Community Design Project

The Calpella Community Design Project sets a vision for the area that addresses pedestrian circulation. The area-wide plan prioritized improvements along Moore Street adjacent to Calpella Elementary School. Relevant recommendations include:

- Sidewalk improvements and crosswalk upgrades along Moore Street
- Potential pedestrian access to Calpella Elementary from Facklam Street staircase
- Sidewalk and streetscape improvements to State Street



Laytonville Traffic Calming and Revitalization Plan

The 2008 Plan establishes a vision for a livable, walkable community in Laytonville. Key recommendations in the vicinity of Laytonville Elementary School include:

- Town Square concepts for neighboring lots
- Highway 101 safety improvements including improved crossing
- Expanded transit Service
- Branscomb Road multi-use trail

The Takeaway:

Many plans contain projects that directly impact the safety and traffic around schools. SRTS administrators familiar with these documents may be able to take advantage of future opportunities they provide to enhance the safety environment, or mitigate negative impacts of future proposals.

Major Routes and Barriers

A variety of local, regional, and national bicycle routes are currently designated through Mendocino County.

The **Pacific Coast Bike Route** begins at the California-Oregon border, on Highway 101. It extends south on Route 101 to Leggett, and then southwest on Route 1 to the coastline in Mendocino County. It is recommended that only experienced bicyclists attempt this coast route.

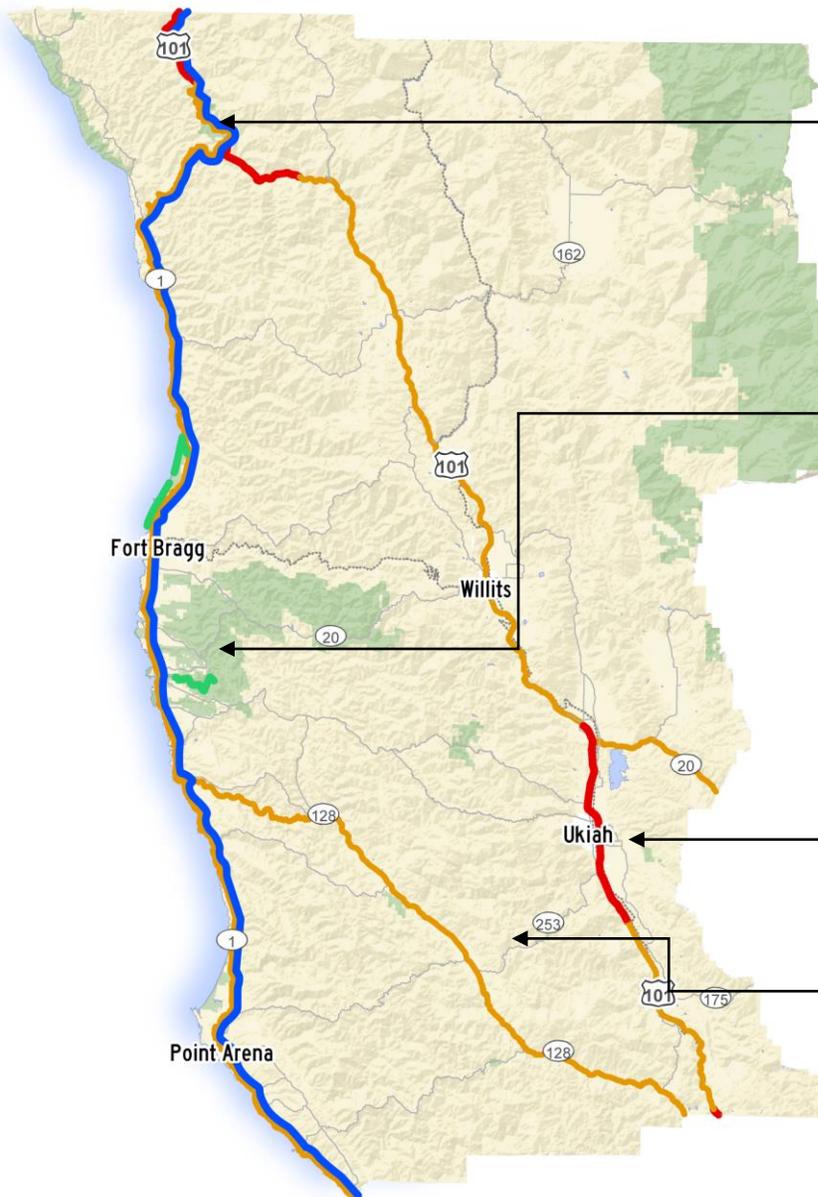
Multi-use paths exist for limited lengths in natural areas of the county, including MacKerricher State Park Trail north of Fort Bragg and Big River Trail east of the Town of Mendocino.

Highways

Nearly all highways in the county feature high volume or high speed auto traffic with narrow shoulders unsafe walking or bicycling.

Highway 101 is a limited access freeway in the vicinity of Ukiah, with four lanes of traffic and paved shoulders along most of the corridor.

Other numbered routes are two-lane highways with varied shoulder width. Sidewalks are generally only present within the core of small community areas.



The Takeaway:

High speed roadways are difficult and dangerous to walk along or cross. Mendocino County's hierarchical roadway network funnels all users, including people walking, biking, and driving, onto the same key corridors.

While the existing state bike route is appropriate for advanced riders only, this corridor may be the focus of future investment and improvements, making it more useful to a broad range of users. Existing segments of bicycle paths in the county offer limited utility as transportation corridors through and between communities and terrain features.

Traffic Crashes (2007-2011)

There were 95 crashes involving people either on bikes and on foot over a four-year period in Mendocino County. The location distribution of crashes reveals patterns across the county.

Only four of these crashes took place within incorporated city areas. The vast majority of these crashes occurred in rural areas outside the cities. These are likely occurring on rural roads with narrow shoulders and fast-moving vehicles.

Crashes in School Areas

Some pedestrian- or bicycle-involved crashes occurred in close vicinity to schools. Schools with recorded crashes within 1,200 feet are:

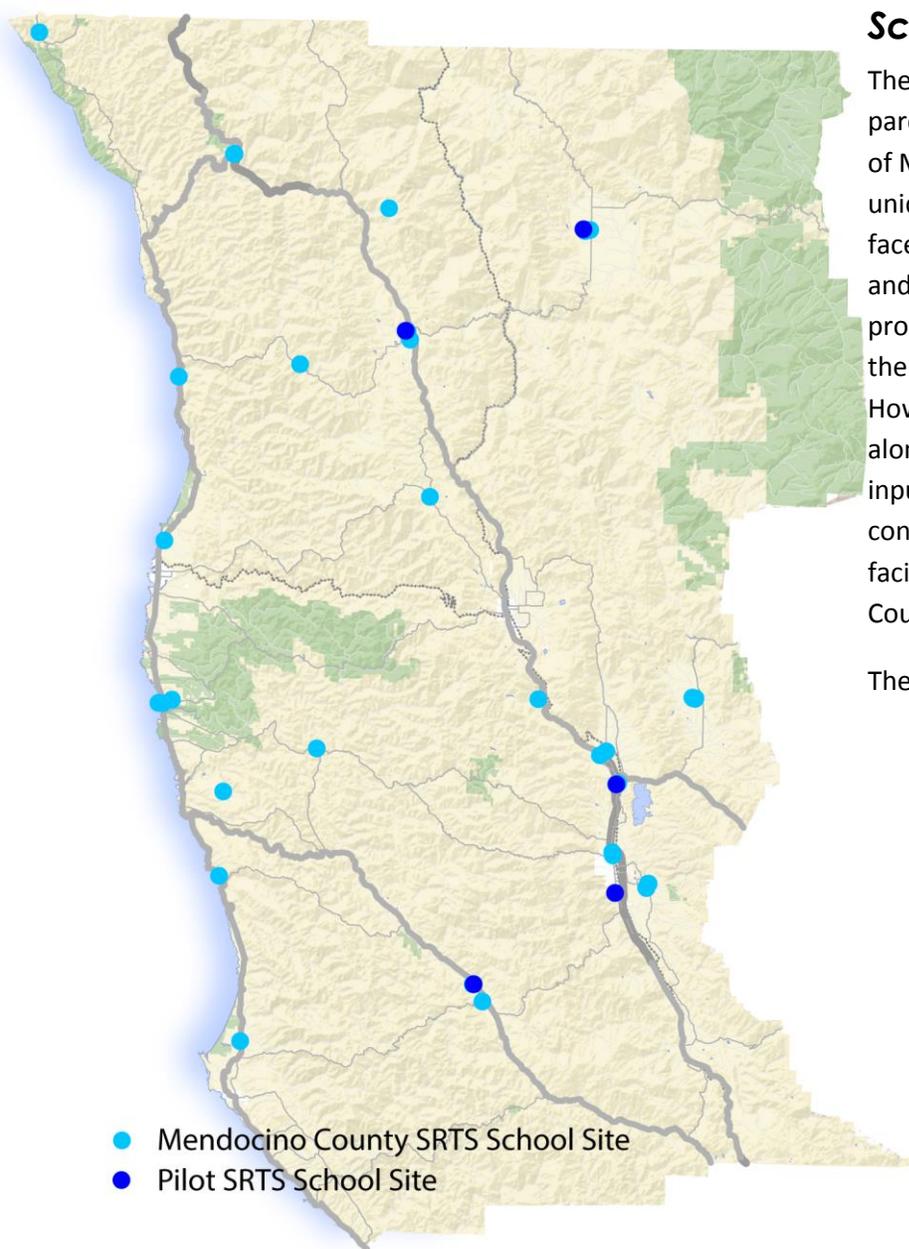
Table 1: Crashes near Schools (2007-2011)

# of Crashes	School Name
3	Mendocino Community High School
2	Mendocino High School
1	Redwood Academy of Ukiah
1	Grace Hudson Elementary School
1	Mendocino Alternative School
1	Laytonville High School
1	Laytonville Continuation High
1	Laytonville Elementary/Middle School



The Takeaway:

The unincorporated areas of Mendocino County hold only 70% of the population, but see 95% of collisions involving people walking or biking.



School Sites

There are more than 45 public, private, and parochial schools in the unincorporated areas of Mendocino County, and each one has unique needs, serves unique populations, and faces different challenges for student health and transportation. The scope of this planning process did not allow for a detailed review of the unique issues at each school site.

However, spatial analysis of countywide data, along with stakeholder interviews and public input, allowed for a broad analysis of school conditions and identified the key challenges facing successful SRTS effort in Mendocino County's incorporated areas.

These include:

- High-speed traffic near schools
- Small school size
- Few students within walking or biking distance
- Long trip distances to schools
- Lack of familiarity with SRTS
- Limited resources

The Takeaway:

Schools are located all across Mendocino County. Surrounding contexts of each school vary widely, and there are no one-size-fits-all solutions that will work for every school.

Pilot schools were identified as key representative locations most likely to benefit from detailed SRTS planning. The identification process is described in section 3 (Countywide Recommendations).

High-Speed Traffic near Schools

Nearly all schools are situated close to and connected to streets with speed limits higher than 35 mph.

Two schools in particular, Redwood Academy of Ukiah and Accelerated Achievement Academy, are located directly on high-speed roadways.

Small School Size

Precise enrollment data was not available for all schools, but among schools that did have data, 32% had enrollment under 25 students. This low number of enrolled students indicates that infrastructure improvements may be difficult to justify in a competitive funding environment.

41% of schools had over 100 enrolled students. These sites have the larger population necessary to argue that significant safety and healthy benefits can accrue if local improvements are made.

Few Students within Walking or Biking Distance

As illustrated on the following page, the unincorporated areas of Mendocino County have a low population density. Schools in these low density areas are likely to have few school-aged children within walking or biking distance to school.

A few schools are located in relatively populous areas. Three schools have over 100 school-aged children living within one mile:

- Accelerated Achievement Academy
- Redwood Academy of Ukiah
- Grace Hudson Elementary School

However, schools located in low population areas are much more common in Mendocino. 85% of school sites have fewer than 10 school-aged children living within one mile of the school.

Long Trip Distances to Schools

In rural areas, longer trip distances to schools are a significant barrier. However, many rural communities are implementing innovative strategies to increase physical activity levels by implementing remote drop-offs for school buses and having children walk from the drop-off point to school, or creating walking opportunities before school or during physical education class.

Lack of familiarity with SRTS

Many districts and schools have very limited knowledge of Safe Routes to School. SRTS is most often associated with infrastructure projects such as crosswalks and sidewalks, which may not seem relevant in a rural location. Most districts and communities do not know the full breadth of 5 E's programs and about the potential benefits of Safe Routes to School education and encouragement programs for their schools.

Limited resources

With over 45 schools and no specific dedicated funding, a clear strategy is needed to initiate a new SRTS program for the County. Due to limited resources for planning as well as implementation, it is necessary to prioritize school sites and programs that have the greatest potential for early success. Five pilot schools were selected to initiate the program and provide a model for future school travel plans and SRTS programs in the unincorporated areas.

Population Characteristics

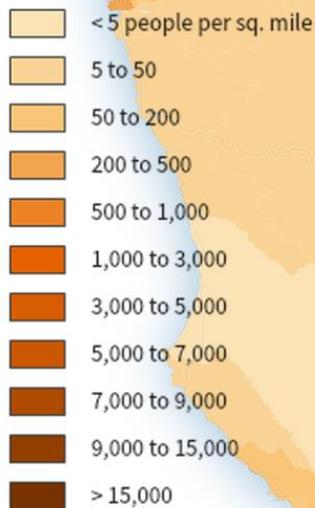
Population Density

Two-thirds of the Mendocino County population lives outside of incorporated city areas.

The low population density in unincorporated areas leads to long trip distances often only achievable by motor vehicle.

2010 City Population

City	Population
Fort Bragg	6,855
Point Arena	491
Ukiah	15,682
Willits	5,069



The Takeaway:

Only in developed areas with higher population densities is it likely that children and families live within walking or biking distance of their school.

Implementing a SRTS program at schools in low population areas will need to rely more heavily on programmatic solutions than on infrastructure improvements. These schools still receive many secondary benefits of SRTS, including reducing the number of private cars in school areas, improving air quality, increased daily activity, and education about pedestrian and bicycle safety and competence.

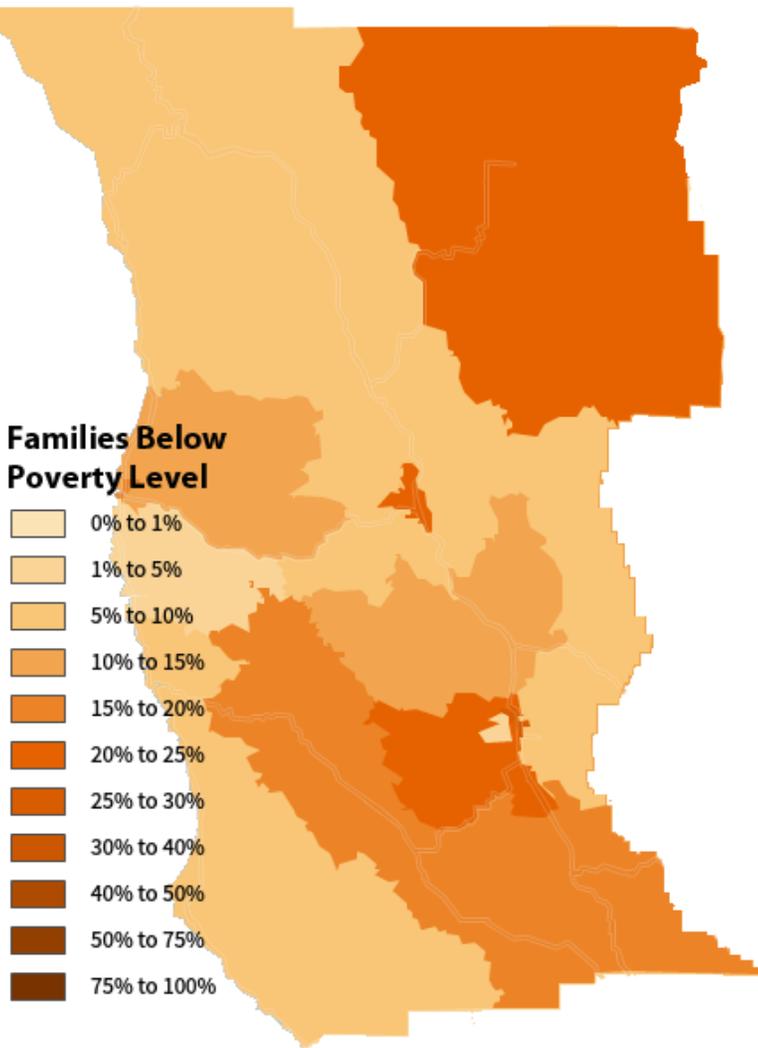
Family Demographics

Northeast and southeast Mendocino County have the highest level of families living below the poverty level, as recorded by Census Bureau American Community Survey 2008-2012 Estimate.

Low-income neighborhoods or communities often have greater traffic-related risks. Residents in low-income urban areas are more likely to report greater neighborhood barriers to physical activity, such as higher numbers of busy through streets and poor pedestrian and bicycle infrastructure⁴.

Rural communities have their own set of traffic-related challenges. Many low-income rural communities are faced with challenges such as distance to school and a shortage of sidewalks and safe places for students to walk or bicycle. In addition, many low-income neighborhoods, both rural and urban, lack access to play areas and parks, resulting in children playing in and around streets in the afternoon and evening hours.⁵

⁶



Because children from low-income families are twice as likely to walk to school as children from higher-income families,⁷ implementing Safe Routes to School programs in low-income communities and schools can have a significant impact on improving safety.

⁴ Black, Jennifer L., and Macinko, James. Neighborhoods and Obesity. *Nutrition Reviews*. 66.1 (2008): 2–20.

⁵ Sallis, J. F., and Glanz, K. The Role of Built Environments in Physical Activity, Eating, and Obesity in Childhood. *The Future of Children*. 16.1 (2006): 89-108.

⁶ Cooper, J. F., Wilder, T. R., Lankina, E., Geyer, J., and Ragland, D. R. Traffic Safety Among Latino Populations in California: Current Status and Policy Recommendations. UC Berkeley Traffic Safety Center. Paper UCB-TSC-RR-2005-22. (2005). Available at <http://repositories.cdlib.org/its/tsc/UCB-TSCRR-2005-22>

⁷ McDonald, N. Critical Factors for Active Transportation to School Among Low-Income and Minority Students: Evidence from the 2001 National Household Travel Survey. *American Journal of Preventive Medicine*, 34.4 (2008): 341-344.

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3 | COUNTYWIDE RECOMMENDATIONS

With over 45 schools and unique challenges at each one, this plan provides a framework to begin SRTS work in a subset of schools in the unincorporated areas of Mendocino County over the next one to five years.

This plan represents Mendocino County's start at developing a comprehensive approach to Safe Routes to School. The program will require collaboration among varying disciplines to be successful. To provide a functional SRTS program across the region, Mendocino County needs internal processes designed to respond to and take advantage of opportunities, as well as a structural framework for identifying school needs and benefits. The following recommendations are intended to guide the County towards achieving their vision and goals for this emerging program. While this plan was developed with a multidisciplinary approach, the core recommendations of the plan are geared towards the Department of Transportation and Department of Health and Human Services - Public Health Prevention Unit. These two County Departments have the most direct connection to the 5 E's of Safe Routes to School.

Mendocino County Safe Routes to School Program Toolkit

As a companion to the plan and countywide recommendations, a toolkit was developed to support SRTS work among interested schools and community members. The Toolkit provides a menu of programs and activities that have proven successful in other Safe Routes programs, and informational resources to support implementation of the Safe Routes to School Plan throughout the County.



Mendocino County SRTS Plan Framework

Each school is categorized based on common school characteristics in order to identify the most appropriate tools.

As one element for categorizing schools, each school is assigned an SRTS Indicator Score. In order to assess both the need and the community readiness of potential priority sites, we used three categories of indicators. These indicators are combined into a composite score which was used to understand the baseline existing conditions around each school campus and the relative potential for success in increasing the number of the students walking and biking to school. These indicator categories are described below and summarized in Table 2.

1. **School external need (environmental indicators):** These indicators include physical and demographic factors in the immediate vicinity of the school that may influence safety or need for SRTS programs. This factor includes nearby travel speeds, crash history, physical connectivity, and youth populations.
2. **School readiness for SRTS projects and programs (current interest and support):** Communities expressing interest are in a better position to work collaboratively and support a successful grant application. Schools with a documented interest were elevated above those that received a similar score on the environmental variables.
3. **School internal need and enrollment patterns:**
 - **Free and reduced status of students:** Demographic factors within the school may indicate a greater need for SRTS programs, such as socioeconomic status of the school population and total population of students.
 - **Enrollment patterns:** The analysis elevated schools with total enrollment of 100 or more students. In addition we reviewed locations where more than one school is co-located in close proximity. In these cases we considered the potential to maximize limited resources for in depth analysis to support multiple schools.
 - **Private schools:** Private schools draw from large areas with the majority of students living beyond the one mile walking range. While private schools can develop very successful SRTS programs, given limited resources this analysis gave priority to public schools that serve the families in the immediate area around the school.

School Categorization

Based on the results of the SRTS indicator analysis, the following categories apply to help prioritize SRTS efforts at Mendocino County schools. High schools are not eligible for state SRTS funding and were not considered for pilot schools.

Tier I (Pilot Schools)

With high SRTS Indicator scores and broad geographic reach around the county, five pilot schools are prioritized for SRTS infrastructure plans and specific programs. These plans will serve as a working example for other schools seeking detailed recommendations.

Tier II

After pilot schools, these are the next best candidates for a fully detailed SRTS effort.

Tier III

These schools scored low on the SRTS Indicator ranking and may not be as successful with a detailed infrastructure plan as higher ranked schools. Tier III schools tend to be small schools in remote locations where walking/biking to school is unrealistic due to distance from home. These schools will see more benefit from programmatic solutions and infrastructure upgrades are unlikely.

Private/Charter (Tier II/III)

Private schools and charter schools have broad attendance from across the county due to their specialized education approach or curriculum. Many students do not live nearby, and walking or biking to school is not an option for most. These schools may be most successful with programmatic solutions.

Table 2: Summary of SRTS Indicator Factors

		Indicator	Description
Safety	Connectivity	Speed Limit	School is on or must be accessed by high speed roads
		Bike / Ped Collisions	Bike or pedestrian collision has occurred within 1/4 mile of the school
		Roadway Connectivity	Number of roadway intersections within a one mile bike/walk shed of school
Demographics	School Readiness	Youth Population	Total school age children (5 - 18 years old) within a one mile bike/walk shed of school
		Expressed Interest	Schools with a documented interest in SRTS efforts
Enrollment Patterns		Actual Enrollment	Schools with total enrollment of 100 or more students

Implementation Objectives and Strategies

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

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

Objective B: Annually increase the number of children exposed to Safe Routes to School education and encouragement activities

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

Benchmarks:

- Track the distribution of toolkits
- Review annual hand tallies and surveys



Strategies

- Distribute SRTS toolkit at events and to interested stakeholders, by posting on the County website and providing copies at public events where applicable.
- Emphasize the health, environmental, educational, and social benefits of walking and bicycling to school through activities, contests, and incentives.
- Develop a pedestrian and bicycle safety skills program in collaboration with local law enforcement.
- Collaborate with the four incorporated cities in the county to serve schools near population centers and provide consistent walking and cycling infrastructure.
- Support annual hand tallies and parent surveys for schools activity participating in SRTS programs. Coordinate with cities to share data.
- Work with public health staff to survey all schools (both incorporated and unincorporated) with active SRTS active programs to determine countywide needs for programmatic support.
- Develop a data portal and reporting system for data storage, analysis and sharing among agencies. The data should be accessible to County planning, public health and transportation staff.

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

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

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

Objective C: Incorporate Safe Routes to School policies, priorities, and design guidance into future county general plan updates

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

Benchmarks:

- Document completed projects from this plan
- Completed audits from Tier II schools



Strategies

- Seek funding and implement high priority capital projects identified for pilot schools in this Plan.
- Prioritize physical improvements along direct routes to schools.
- Perform field review of second tier schools to determine specific infrastructure projects and needs.
- Support targeted school enforcement during commute periods, including increased coordination with the California Highway Patrol (CHP) for school communities along state routes.
- Work with school district and carefully consider pedestrian, bicycle, and transit access and facilities in the siting and design of new and renovated schools.
- Monitor and comment on (as necessary) the compatibility of new developments with non-motorized school travel demand and safety.
- Assist schools in providing adequate, secure, and conveniently located bicycle parking, and skate board and scooter storage facilities to support increased active travel.
- Provide training for district and county staff on the Mendocino SRTS Program Toolkit and its use in selecting appropriate countermeasures.

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

Objective A: Establish an ongoing countywide SRTS program that serves all interested schools in Mendocino County.

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

Benchmarks:

- Documentation of SRTS grant applications and funded projects
- Quarterly meetings of SRTS Committee



Strategies

- Establish a countywide SRTS Advisory Committee that meets quarterly and includes representation from incorporated cities and unincorporated areas of the county.
- Apply regularly for state and federal active transportation funding to support Safe Routes to School programs and projects.
- Designate a county Safe Routes to School Coordinator for coordinated response to safety and policy issues.
- Develop a list annually of key applicable community meetings for interested SRTS stakeholders
- Develop policy language for use by school districts to institutionalize SRTS program commitment.
- Coordinate on an annual basis with maintenance staff and budget processes to maximize efficient program and project delivery.

School Site Categories

Table 3: Public School Categorization (Tier I and II)

Public Schools		
School Name	Grades	District
Tier I (Pilot Schools)		
Laytonville Elementary/Middle School	K-8	Laytonville Unified School District
Calpella Elementary School	K-2	Ukiah Unified School District
Anderson Valley Elementary	K-6	Anderson Valley Unified School District
Grace Hudson Elementary School	K-6	Ukiah Unified School District
Round Valley Elementary Community Day School	K-8	Round Valley Unified School District
Tier II		
Laytonville High School	9-12	Laytonville Unified School District
Laytonville Continuation High	11-12	Laytonville Unified School District
Eagle Peak Middle School	6-8	Ukiah Unified School District
Anderson Valley Junior/Senior High	7-12	Anderson Valley Unified School District
Mendocino High School	9-12	Mendocino Unified School District
Mendocino Community High School	9-12	Mendocino Unified School District
Spy Rock Elementary School	1-6	Laytonville Unified School District
Westport Village Community School	K-4	Fort Bragg Unified School District
Mendocino K-8	K-8	Mendocino Unified School District
Mendocino Alternative School	9-12	Mendocino Unified School District
River Community School	9-12	Mendocino County Office of Education
Sherwood School	K-6	Willits Unified School District
Round Valley Continuation School	9-12	Round Valley Unified School District

Tier II school are recommended for next phase infrastructure evaluations while recommended projects for Tier I schools are completed. Tier II Schools highlighted are recommended for evaluation in years 1-3 of plan implementation. The remaining schools should be evaluated in years 4-6.

Table 4: Public School Categorization (Tier III)

School Name	Grades	District
Tier III		
Potter Valley Community Unified School District		Potter Valley Community Unified School District
Albion Elementary Schools	K-3	Mendocino Unified School District
Branscomb Elementary School	K-3	Laytonville Unified School District
Potter Valley Elementary	K-6	Potter Valley Community Unified School District
Potter Valley Junior High School	7-12	Potter Valley Community Unified School District
Redwood Continuation High School	9-12	Leggett Valley Unified School District
Centerville High School	9-12	Potter Valley Community Unified School District
Comptche Elementary School	K-3	Mendocino Unified School District
Whale Gulch Elementary School	K-8	Leggett Valley Unified School District
Rancheria Continuation School	N/A	Anderson Valley Unified School District
Potter Valley High School	9-12	Potter Valley Community Unified School District
Round Valley Community Day School	9-12	Round Valley Unified School District
Potter Valley Community Day School	9-12	Potter Valley Community Unified School District
Leggett Valley Elementary School	K-8	Leggett Valley Unified School District
Leggett Valley High School	9-12	Leggett Valley Unified School District
Round Valley High School	9-12	Round Valley Unified School District
Laytonville Community Day School	6-11	Laytonville Unified School District
Manchester Elementary School	K-8	Manchester Union Elementary School District
Whale Gulch High School	9-12	Leggett Valley Unified School District

Table 5: Private/Charter Schools (Tier II and III)

Private/Charter Schools			
Type	School Name	Grades	District
Tier II			
Charter	Redwood Academy of Ukiah	7-12	Ukiah Unified School District Charter
Charter	Accelerated Achievement Academy	4-12	Ukiah Unified School District
Tier III			
Charter	La Vida Charter School	K-12	Willits Unified School District
Private	Deep Valley Christian School	K-12	
Charter	Eel River Charter School	K-8	Round Valley Unified School District
Private	Waldorf School of Mendocino County	K-8	
Charter	Three Rivers Learning Center	1-12	Fort Bragg Unified
Private	Instilling Goodness Elementary School	K-12	
Private	Developing Virtue School	9-12	
Private	Ukiah Junior Academy	K-10	

Tier II school are recommended for next phase infrastructure evaluations while recommended projects for Tier I schools are completed. Tier II Schools highlighted are recommended for evaluation in years 1-3 of plan implementation. The remaining schools should be evaluated in years 4-6.

More than Infrastructure

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

Tier III schools are likely to fall into this category. This does not mean that the school community will not benefit from a SRTS program. The infrastructure may improve over time, but the school community can begin to improve safety and healthy options for students through programs and innovative approaches that meet the unique school context.

The Safe Routes to School movement has been a leader in acknowledging that infrastructure changes are a necessary but insufficient condition for shifting school travel behavior. While engineering improvements like sidewalks, crosswalks, and bikeways are important, equally important are education programs to make sure children and families have basic safety skills, encouragement programs to highlight walking and biking to school as fun and normal, enforcement against unsafe and illegal behavior, and evaluation of the impact of investments and non-infrastructure efforts.

The *Mendocino County Safe Routes to School Toolkit* includes additional information to support schools in initiating a program and additional programs that can be developed as resources and interest allow.

Secondary priority SRTS objectives include:

- **Reducing the number of private cars on campus.** This can be accomplished via increasing bus ridership and carpooling for students and staff. Fewer private cars on campus reduces congestion and potential for conflicts between students walking or biking and motor vehicles.
- **Improving air quality.** Introduce ‘no idling’ campaigns and enforcement for buses and private cars.
- **Establish programs that build on safety in numbers.** Develop programs to encourage students to bike or walk to school with adult supervised events such as Walking Wednesday, and remote drop off locations for parents to walk their students to school. Walking and biking in large groups with adult supervision can overcome some of the issues and concerns associated with a lack of infrastructure.
- **Incorporate daily activity into the student’s school day.** Establish opportunities for students to walk or run throughout the day while at school to create healthy lifelong habits in the students.
- **Teach students pedestrian and bicycle safety and competence.** Safe walking and biking skills are life skills, and will be useful for students traveling to friend’s houses, soccer games, aquatic centers, or other activities with and without their parents. Knowing how to walk safely in the road on neighborhood streets, and how to determine if a street is appropriate to walk or bike in are useful skills at all ages.

County 5E's Implementation Strategies by School Group

This plan represents Mendocino County's start at developing a comprehensive approach to Safe Routes to School. The program will require collaboration among varying disciplines to be successful. The following recommendations are intended to guide the County towards achieving their vision and goals for this emerging program. While this plan was developed with a multidisciplinary approach, the core recommendations of the plan are geared towards the Department of Transportation and Department of Health and Human Services - Public Health Prevention Unit. These two County Departments have the most direct connection to the 5 E's of Safe Routes to School.

Table 6: Implementation Strategies by School Type

School Type	Engineering	Education	Encouragement	Enforcement	Evaluation
Pilot Schools	Seek funding and implementation for recommended infrastructure projects.	Partner with schools to support recommended education programs. Collaborate with public health agencies and local community partners to develop resources and training materials to support schools countywide.	Support Walk to School Day in October and Bike Month in May by partnering with public health.	Work with CHP and County Sherriff's office to provide increased enforcement during events. Identify specific areas of concern and increase enforcement during school travel times.	Encourage schools to complete hand tallies and parent surveys annually. Conduct traffic counts including bicycle and pedestrian counts before and after SRTS specific improvements.
Tier II Schools	In 2014-2015 and 2015 -2016, work with districts and schools to complete walk audits or site inventories of specific barriers to walking and cycling at each school. Prioritize elementary and middle schools.	Contact all districts and make sure that they are aware of the Mendocino County SRTS Toolkit, document any specific interest or concerns noted regarding student travel. Distribute SRTS Toolkit to interested schools.	Contact all districts and make sure that they are aware of the SRTS Toolkit, document any specific interest or concerns noted regarding student travel. Distribute SRTS Toolkit to interested schools. Distribute resources for Walk/ Bike to School Day.	Track collisions and speed compliance near schools. Increase speed enforcement if needed.	Encourage schools to review options for evaluation in the Mendocino County SRTS Toolkit. Collecting baseline data on existing travel patterns and parent opinions can help form any new program.
Tier III Schools	When planning road projects near schools, consult with schools about student travels patterns. Design to maximize opportunities for active transportation and student safety.	Make the Mendocino County SRTS Toolkit available online and promote.	Make the Mendocino County SRTS Toolkit available online and promote.	Track collisions and speed compliance near schools.	N/A
Private/Charter Schools	When planning road projects near schools, consult with schools about student travels patterns. Design to maximize opportunities for active transportation and student safety.	Make the Mendocino County SRTS Toolkit available online and promote.	Make the Mendocino County SRTS Toolkit available online and promote.	Track collisions and speed compliance near schools.	N/A

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4 | PILOT SCHOOL RECOMMENDATIONS

The following pages offer detailed recommendations for five pilot schools in Mendocino County.

These schools were selected based on high SRTS Indicator scores and because of their wide geographic reach around the county. The structure, content, and approach to these detailed plans should be used as an example for other schools seeking to pursue individualized SRTS plans of their own. Individualized SRTS plans will vary from school to school, but at a minimum should include:

School Details

Usually presented in a table form, these statistics include demographic and travel characteristics.

Existing School Conditions and Key Issues

A brief existing conditions summary that identifies the key challenges and issues around the school.

Survey/Hand Tallies Results

A summary of the student hand tallies and parent survey results. A parent survey summary for four pilot schools is included in **Appendix B** of this plan.

Recommended Infrastructure Map

A map identifying infrastructure recommendations. At some school sites, infrastructure recommendations may be minimal or very long term.

Project Costs

Cost estimates for infrastructure recommendations.

Priority Programs

A description of priority programs for the near term – one to five years. Each recommendation includes the primary intended outcomes, potential lead and partners, a recommended timeframe for implementation, resources and sample programs, and a short description. The Mendocino County Safe Routes to School Toolkit includes additional information to support schools in initiating a program. Additional programs can be developed as resources and interest allow.

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Mendocino County Safe Routes to School Plan

ANDERSON VALLEY ELEMENTARY SCHOOL



- Anderson Valley Unified School District
- K-6 (+ preschool)
- 270 + 20 Preschool
- Two Buses; over 200 students bused
- Five walkers
- No bicyclists
- Free and Reduced Lunch Eligible: 78%

Address/Location

Anderson Valley School is located at 12300 Anderson Valley Way near the intersection with Road 150B in the community of Boonville. The school site is bounded by Anderson Valley Way on the east and rural residential properties on the other sides

School Characteristics

Anderson Valley Way is an arterial roadway paralleling State Route (SR) 128. The school is located west of the Anderson Valley Way/Road 150B intersection. Road 150B intersects SR 128 less than 150 feet east of the school grounds. The school site includes a loop aisle for bus loading. Parking is allowed along the Anderson Valley Way frontage. The site also has a parking lot with access on the south side of the school. The majority of students are bused to school, with most of the remaining students driven. There are only a few walkers and no bicyclists.



Parking lot and drop-off area fenced behind wide-open bus loading area

Pick-up/Drop-off/Circulation

The pick-up/drop-off activity generally occurs in the parking area to the south of the school entry. This area is separated from the bus loading and circulation area by a small chain fence. There is a walking path between the school and the parking lot which is marked around the outside of ADA parking, leading to a three-foot opening between a building and the chain fence. The path around the ADA parking spaces is mostly ignored due to the low utilization of the parking area.

The buses load in the front area of the school and pick up in an area that requires them to then use most of the pavement area in front of the school to pull out onto Anderson Valley Way.

Pedestrians walking between the parking spaces located on Anderson Valley Way and the front of the school must cross the bus path.

Existing Conditions

Pedestrian Facilities

There are no pedestrian facilities in the vicinity of the school.

Crosswalks

There is one school zone yellow-marked crosswalk at the south leg of the Anderson Valley Way/Road 150B intersection. There are “Slow School Xing” pavement markings approaching the crosswalk, but there is no

signage at the crosswalk and no advanced signage in the southbound direction on Anderson Valley Way.

Bicycle Facilities

There are no bicycle facilities in the vicinity of the school.

Crossing Guards

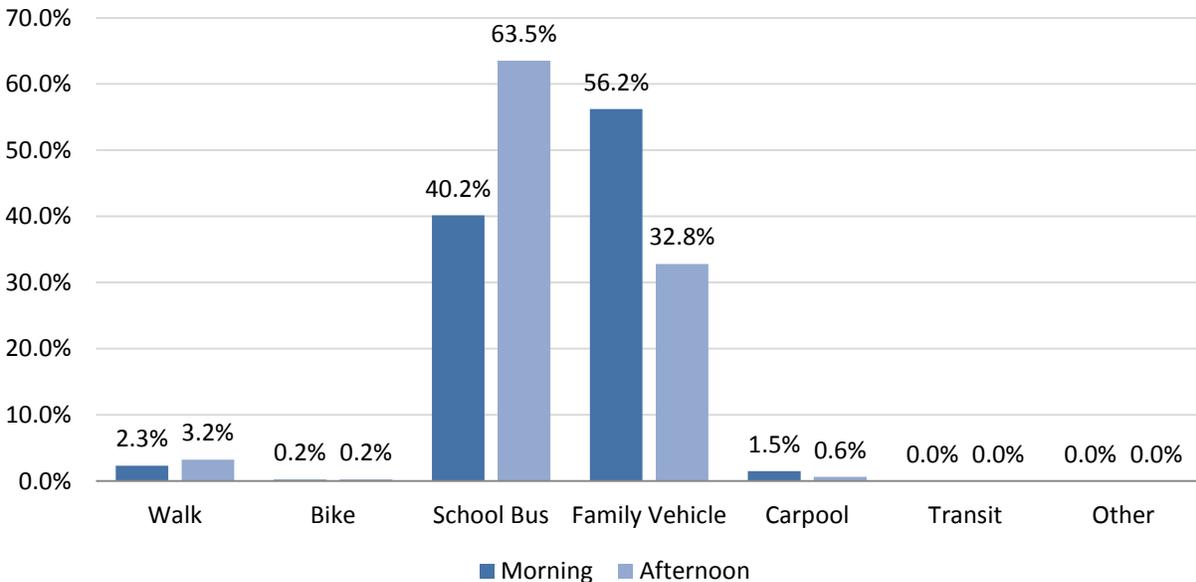
No crossing guards serve school activity.

Existing conditions analysis and site visits at Anderson Valley Elementary School identified inadequate connections between the parking/ drop-off area and the school entrance. Overly wide bus maneuvering space resulted in excess pavement and a lack of clarity at the driveway to Anderson Valley Way. The future potential for a Class I path along SR128 represents a significant opportunity.



Student Travel Survey Summary

In-classroom tallies of students' arrival and departure travel modes were conducted at Anderson Valley Elementary School over three days (Tuesday, Wednesday, and Thursday) in late October and November of 2013. A total of 486 trips were tallied in the mornings, and 465 were tallied during the afternoons. As shown in the chart, about 2% of students typically walk to school, and only about 0.2% of students ride a bike to school on an average day. About 40% of Anderson Valley students are transported by school bus, and about 58% of students arrive via family vehicle or carpool.



Key Issues to Address

- The pedestrian path of travel between the front of the school and the parking lot/pick-up area is limited to a three-foot gap between a portable building and the chain link fence. This is an inadequate walking space.
- There is no safe path of travel between the school grounds and the marked crosswalk and adjacent parking spaces along Anderson Valley Way.

Other Considerations

The school sponsors a “walk along” once per month. Buses stop at a parking area approximately one mile to the north on Anderson Valley Way. Teachers accompany children walking along the side of the road. Some cones are put out for the event.

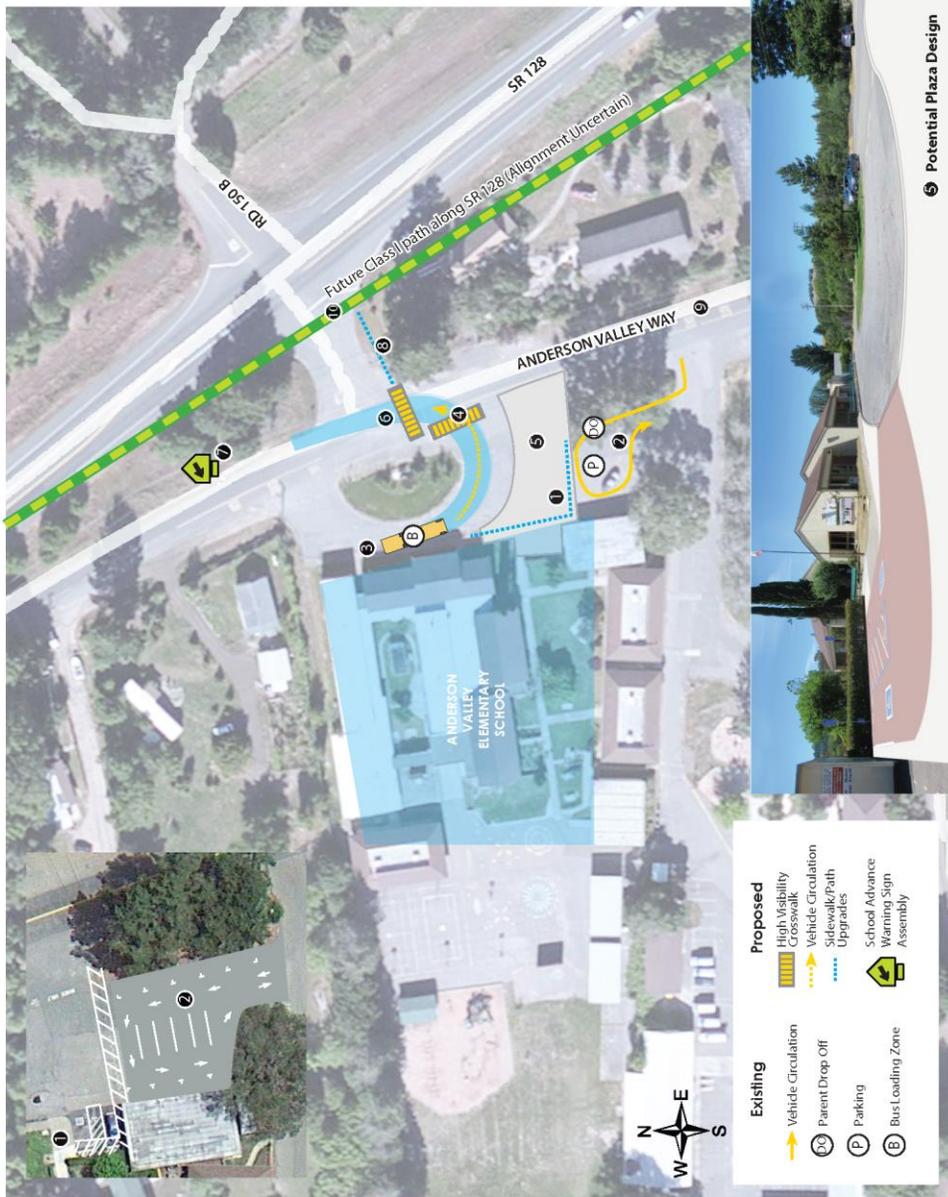
Campus improvement plans have been completed that will provide a more appropriate separation between the bus parking area and the parking/pick-up lot and create more pedestrian space.

The County is currently sponsoring a study to investigate the feasibility of a multi-use path along the SR 128 corridor which could include Anderson Valley Way or support access to school in some capacity. There is currently no school signing at the intersection of 150B and SR 128.

ANDERSON VALLEY ELEMENTARY SCHOOL

Anderson Valley Unified School District
Recommendations

- 1 Provide more appropriate pedestrian path of travel between the front of the school and the parking lot/ pick-up area by widening the opening in the existing fence, and shifting the location of the disabled parking to widen the painted pedestrian path.
- 2 Restripe the parking lot to clarify circulation and provide extra room for pedestrians walking. Remove or modify the fence, and use paint to define the pedestrian space.
- 3 Move the bus loading zone further to the north which would then require less area/pavement to complete the turn onto Anderson Valley Way. The resulting additional open pavement could then be dedicated to pedestrian circulation. (See #5)
- 4 Narrow the defined driveway opening where buses enter Anderson Valley Way by providing a high visibility marked crosswalk across the driveway.
- 5 "Create a "pedestrian only" space from the current bus turnaround area. Implement this in two phases
Phase 1: Maintenance staff should re stripe the lot to define the pedestrian space and make the southern portion "off limits" to buses.
Phase 2: Fully paved "plaza-like" entrance to the school. See example image."
- 6 Upgrade the existing crosswalk across Anderson Valley Way to high visibility striping. Use curbs to define and limit the parking spaces to provide visibility at the crossing. Pave the crosswalk landing area on the west side.
- 7 Add a School Advance Crossing assembly in the southbound direction on Anderson Valley Way, and School Crossing assemblies at the location of the current crosswalk.
- 8 Connect the school to the future SR 128 Class I path. This will require a path connection from the existing crosswalk to the new trail, and may be implemented as a part of the SR 128 Path project.
- 9 Add shared lane markings to Anderson Valley Way in conjunction with the SR 128 Path project.
- 10 Implement the SR 128 Path as described in the State Route 128 Corridor Valley Trail/Engineered Feasibility Study. Planning a feasibility to be completed in 2014



April 2014 - Mendocino County Safe Routes School Plan

Anderson Valley Elementary School Project List and Costs*

ID	Project Description	Lead Agency	Preliminary Cost Estimate	Relative Project Priority
1	Provide more appropriate pedestrian path of travel between the front of the school and the parking lot/pick-up area.	Anderson Valley Unified	\$1,100	Medium
2	Restripe the parking lot to clarify circulation and provide extra room for pedestrians walking.	Anderson Valley Unified	\$15,700	High
3	Move the bus loading zone further to the north which would then require less area/pavement to complete the turn onto Anderson Valley Way.	Anderson Valley Unified	No significant construction costs	High
4	Provide a high visibility crosswalk across the driveway at Anderson Valley Way.	Mendocino County	\$3,600	Medium
5A	Maintenance staff should re-stripe the lot to define the pedestrian space and make the southern portion ""off limits"" to buses.	Anderson Valley Unified	\$17,000	Medium
5B	Create a fully paved ""plaza-like"" entrance to the school. See example image.	Anderson Valley Unified	\$110,500	Medium
6 + 7	Upgrade the existing crosswalk across Anderson Valley Way to high visibility striping, warning signs, and a protected landing area.	Anderson Valley Unified/ Mendocino County	\$19,100	Medium
8	Connect the school to the future SR 128 Class I path.	Mendocino County	\$24,600	High
9	Add shared lane markings to Anderson Valley Way in conjunction with the SR 128 Path project.	Mendocino County	\$9,400	Low
10	Implement the SR 128 Path	Mendocino County/Caltrans	N/A**	High
TOTAL			\$201,000	

*Planning level cost estimates include construction and 30% 'soft costs' for design/engineering (typical). Estimates may not represent all costs associated with project delivery, including potential right-of-way acquisition, public outreach, drainage and utility relocation.

** The SR 128 Path is a planned future path relevant to SRTS efforts at Anderson Valley Elementary School, but implementation of this path is beyond the scope of this plan. See the State Route 128 Corridor Valley Trail Engineered Feasibility Study.

Priority Programs

The following programs have been identified as priority programs for the near term – one to five years. For each program concept, the recommendation includes the primary intended outcomes, potential lead and partners, a recommended timeframe for implementation, resources and sample programs, and a short description. The *Mendocino County Safe Routes to School Program Toolkit* includes additional information to support schools in initiating a program and additional programs that can be developed as resources and interest allow.

Park (Bus) and Walk Program

Primary Outcomes	Increase bicycling and walking to school; reduced traffic congestion around schools
Description	This program is designed to encourage families to park several blocks from school and walk the rest of the way to school. Not all students are able to walk or bike the whole distance to school; they may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs. It also helps reduce traffic congestion at the school.
Potential Lead	Anderson Valley Elementary School teachers/administrators/staff
Potential Partners	Anderson Valley School District; County of Mendocino Public Health; Police/Public Safety; advocacy groups/volunteers
Recommended Time Frame	As often as capacity allows, preferably on a regular basis and as part of other walk and bike to school activities
Planning Resources	National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm Safe Routes to School South Carolina: http://scsaferoutes.org/files/scsr/public/content/file/45/upload/45.pdf Iowa Safe Routes to School: http://www.iowaferoutes.org/sites/default/files/ch3.pdf
Sample Program	Arborfield, England: http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm

Trip Tracking Mileage Program

Primary Outcomes	Increased walking, bicycling, transit use, or carpooling; youth empowerment
Description	A trip or mileage tracking program can be implemented as an opt-in club, a classroom activity, or a collaborative school-wide event. Students track trips or mileage made by walking, bicycling, transit, and/or carpools with some type of goal or culminating celebration or reward. Students can work towards a certain milestone to earn a prize or raffle entry, or they can track their individual or group progress as miles across their town, the state of California, or the United States. Example programs include Pollution Punchcards or Walk Across America. This program can include both walking and cycling at home or can be completed entirely at school.
Potential Lead	Anderson Valley Elementary School teachers and parent volunteers
Potential Partners	Anderson Valley Elementary School administrators/staff; County of Mendocino Public Health; local businesses
Recommended Time Frame	Can be done monthly or as an annual program that builds throughout the school year.
Planning Resources	Marin County (CA) Safe Routes to School: http://www.saferoutestoschools.org/SR2Simages/Pollution-Guide-09-2.pdf National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm
Sample Program	Mighty Milers http://www.nyrrf.org/programs/mighty_milers/faq.asp

After-School Club

Primary Outcomes	Increased walking, bicycling, transit use, or carpooling; youth empowerment
Description	An after-school club can take many forms and address many different themes, including bike repair, sport cycling, physical activity environmental issues (green teams), community/civic engagement, etc. The after school club can serve as an avenue for planning future SRTS programs. Having students actively involved in supports youth empowerment and program sustainability
Potential Lead	Anderson Valley Elementary School, Family Resource Center
Potential Partners	AVES teachers/administrators/staff; parents; AV Jr/Sr High students; local businesses
Recommended Timeframe	Weekly throughout the year or can be completed in 4-6 weeks blocks.
Planning Resources	Marin County (CA) Safe Routes to School: http://www.tam.ca.gov/Modules/ShowDocument.aspx?documentid=494
Sample Program	Community Cycling Center, Portland Oregon http://www.communitycyclingcenter.org/index.php/programs-for-youth/bike-...

Mendocino County Safe Routes to School Plan

CALPELLA ELEMENTARY SCHOOL



- Ukiah Unified School District
- K-4
- 450 Students
- 6 Buses, 150-180 students
- No bicyclists
- Up to 20 walkers
- Overflow school for the district

School Location

Calpella School is located at 151 Moore Street near the City of Ukiah. The school site is bounded by Moore Street on the north, Facklam Court to the east and open space to the south and west. US 101 is approximately 0.10 mile to the west and South State Street is 0.20 mile to the east.

School Characteristics

Moore Street is a two-lane arterial road with a speed limit of 25 mph. The Moore Street frontage of the school is the site's only entrance. There is a drive aisle which provides 11 staff parking spaces and area for the bus pick-up/drop-off. A second drive aisle provides access to approximately 10 marked parking spaces. A driveway on the far eastern side of the site provides access to the rear parking and primary parent pick-up/drop-off area. There are approximately 45 parking spaces in the rear.

The school operates as an overflow school for the district and has a number of students from outside the immediate area. The majority of students are driven to school; approximately 180 students are bused and fewer than 20 students walk to school.



Parking lot and drop-off area is accessed through a narrow, two-way street with no sidewalks

Pick-up/Drop off/Circulation

Daily pick-up/drop-off occurs in the rear parking lot to the east of the school buildings. Vehicles enter from Moore Street and exit via the same narrow access drive. School staff manages traffic circulation during the pick-up/drop-off period with dual aisles of traffic. Entering vehicles create a queue that extends to the bus exit aisle, but do not appear to consistently block access. There is limited pick-up/drop-off activity at the front parking lot of the school.

Existing Conditions

Pedestrian Facilities

There are no pedestrian sidewalk or walkway facilities on Moore Street or on connections between the school and Moore Street. It should be noted that natural walking paths are present between a hole in the fence on the east side of the school grounds and Facklam Court.

Crosswalks

There are no marked crosswalks in the vicinity of the school. This includes the absence of crosswalks at the intersection of South State Street/Moore Street which is within one-quarter mile of the school.

School Zone Signage

Within the study area, there is a School Speed Limit sign and pavement marking,

“School”, in the both eastbound and westbound lanes approaching the school. In the westbound direction, the pavement marking is worn and speed limit sign somewhat obscured by vegetation.

Bicycle Facilities

There are no bicycle facilities in the vicinity of the school.

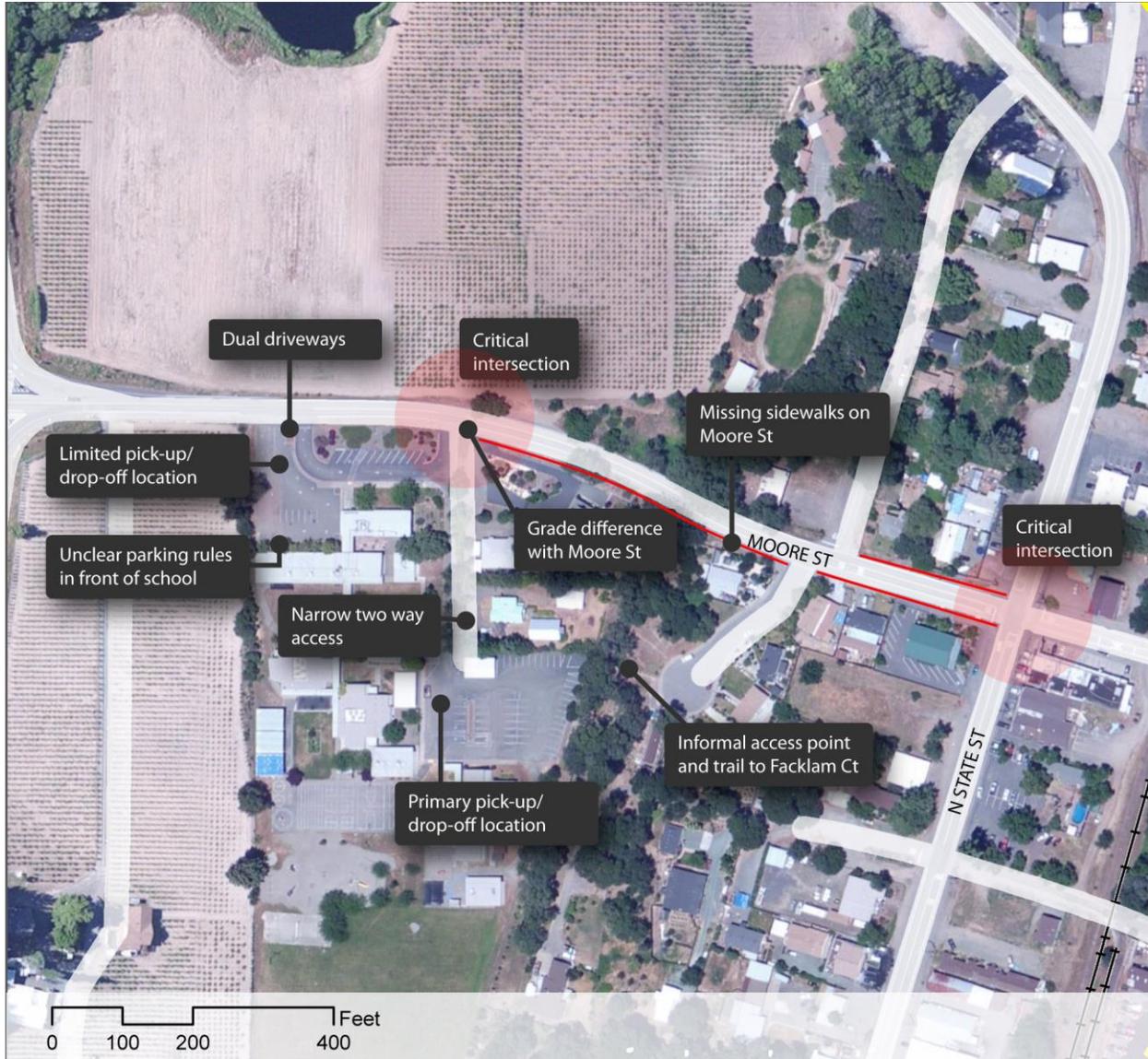
Crossing Guards

There are no crossing guards utilized on access routes to the school.

Staff Management

School staff are assigned to pick-up/drop-off duties in the pick-up area. These services enhance circulation.

Existing conditions analysis and site visits at Calpella School identified constrained access from Moore Street. A connection from the cul-de-sac at Facklam Court offers an opportunity for a back-side connection to the school.



Key Issues to Address

- Lack of pedestrian facilities connecting the school with State Street.
- Lack of pedestrian facilities connecting the school grounds with Moore Street.
- The grade differential at the exit drive causes vehicle conflicts.
- The front parking lot requires some management.
- Formalize the pedestrian connection to Facklam Court.
- Extend the pick-up/drop-off area to reduce congestion.

Other Issues

There is a grade differential that limits sight distance at the school exit onto Moore Street. The “dip” at the interface of the driveway causes a delay and additional congestion.

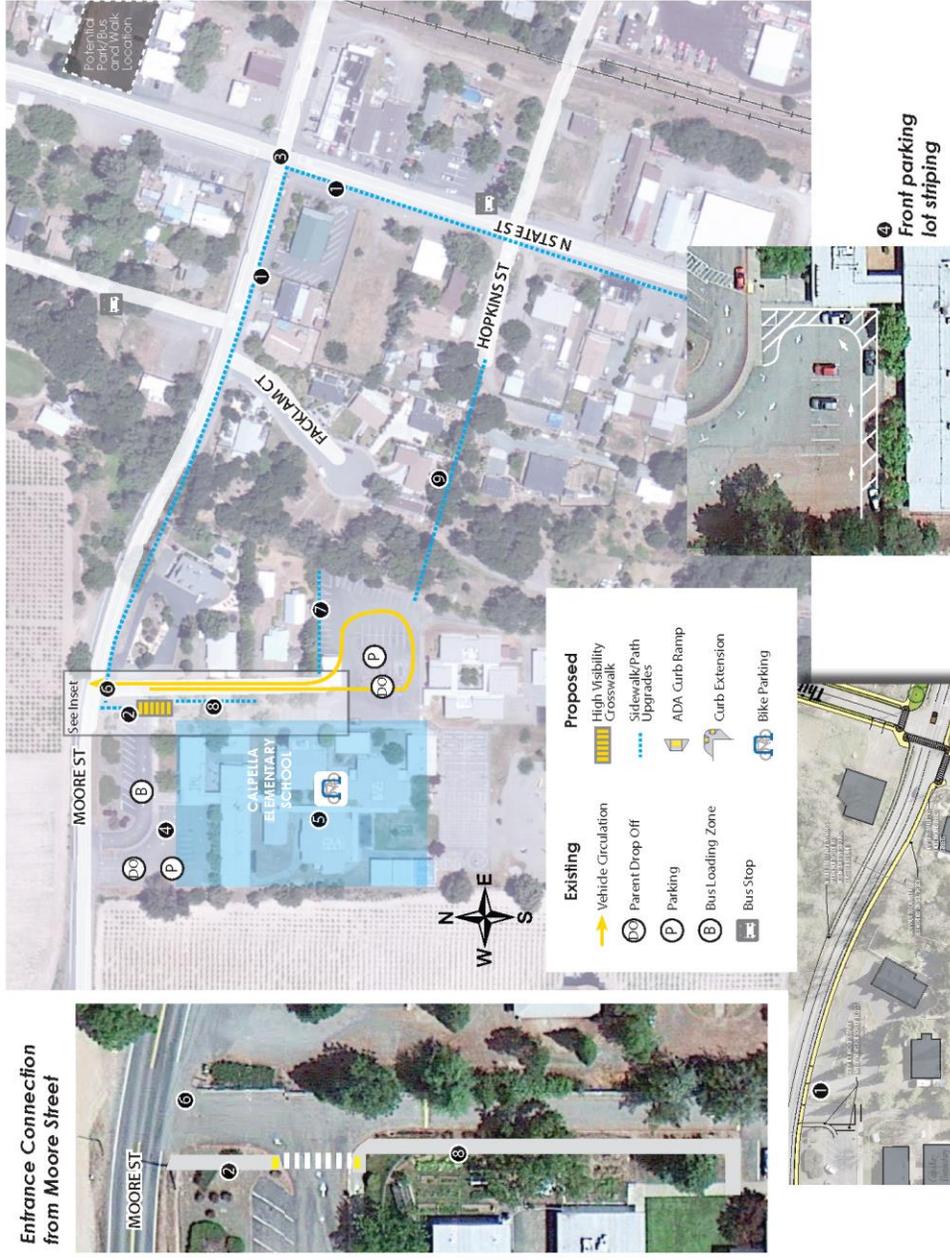
There are dual entries on Moore Street on the west side of the school. The westernmost driveway serves ingress to and egress from the front parking lot. The easternmost driveway is a one-way entrance for the staff parking lot and bus loading area. These side-by-side driveways are non-standard but seem to function properly.

There are no curb markings or signing indicating time restrictions for the curb fronting the parking lot, allowing vehicles to park all day.

The County is planning sidewalk improvements on Moore Street, but details are currently unknown. These improvements should connect to the intersection at State Street. Connection details at the school entry are critical.

CALPELLA
ELEMENTARY SCHOOL
 Ukiah Unified School District
Infrastructure Recommendations

- 1 Implement Moore Street sidewalk improvements (Construction expected in 2014).
- 2 Implement North State Street sidewalk improvements with connectors to Moore St. (Construction expected in 2014)
- 3 Provide connection details from the new Moore St sidewalk to the school entry, including sidewalk, crosswalk and curb ramps.
- 4 Implement additional planned improvements at the intersection of North State Street and Moore Street as identified in the Calpella Community Design Plan.
- 5 Provide white (loading) or green (time limit) curbs on frontage in front parking area. Stripe arrows to guide circulation, and use striping to mark the loading area adjacent to the curb.
- 6 Provide visible and easily accessible bike parking on school grounds. Use modern standard bike racks.
- 7 Provide a crossing guard at the driveway entrance to Moore St to manage driver/pedestrian interactions
- 8 Formalize the back pedestrian connection to Acklam Court by officially opening the fence. One school grounds, provide a walkway from the fence to the school by using parking curbs to align parking with the shed structure.
- 9 Install sidewalk facilities in the planted area of the entry drive between Moore Street and the rear pick-up area.
- 10 Implement an accessway connection from the end of Hopkins Street to the south end of the school property



April 2014 - Mendocino County Safe Routes School Plan

Calpella Elementary School Project List and Preliminary Costs*

ID	Project Description	Lead Agency	Preliminary Cost Estimate	Relative Project Priority
1	Implement Moore Street and N State Street sidewalk improvements (Under Development)	Mendocino County	\$438,500**	High
2	Provide connection details from the new Moore Street sidewalk to the school entry, including sidewalk, crosswalk and curb ramp.	Ukiah Unified	\$16,800	High
3	Implement additional planned improvements at the intersection of North State Street and Moore Street.	Ukiah Unified	\$104,400***	Medium
4	In the front parking area stripe arrows to guide circulation, and use striping to mark the loading area adjacent to the curb.	Ukiah Unified	\$7,500	Medium
5	Provide visible and easily accessible bike parking on school grounds. Use modern standard bike racks.	Ukiah Unified	\$4,300	Low
6	Provide a crossing guard at the driveway entrance to Moore Street to manage driver/pedestrian interactions	Ukiah Unified	No Construction Cost	High
7	Formalize the back pedestrian connection to Facklam Court by officially opening the fence and providing a clear walkway.	Ukiah Unified	\$8,700	Medium
8	Install sidewalk facilities along the driveway to Moore Street.	Ukiah Unified	\$17,600	Low
9	Implement an accessway connection from the end of Hopkins Street to the south end of the school property	Mendocino County / Private Property Owners	\$82,600	Low
TOTAL			\$680,400	

*Planning level cost estimates include construction and 30% 'soft costs' for design/engineering (typical). Estimates may not represent all costs associated with project delivery, including potential right-of-way, public outreach, drainage & utility relocation.

** From Safe Routes to School grant application SR2S10-01-Mendocino County-1

*** These improvements assume a partial implementation of the projects described in the Calpella Community Design Plan. See the original plan for additional design details and cost estimates.

Priority Programs

The following programs have been identified as priority programs for the near term – one to five years. For each program concept, the recommendation includes the primary intended outcomes, potential lead and partners, a recommended timeframe for implementation, resources and sample programs, and a short description. The *Mendocino County Safe Routes to School Program Toolkit* includes additional information to support schools in initiating a program and additional programs that can be developed as resources and interest allow.

International Walk and Bike to School Day

Primary Outcomes	Increased walking and bicycling; youth empowerment
Description	Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters. Students can earn incentives for participating or there is a celebration at school following the morning event. These events can be held for more than a day.
Potential Lead	Calpella Elementary School teachers, parent volunteers, school administrators, and/or staff
Potential Partners	County of Mendocino Public Health Prevention and Planning Unit, Ukiah Unified School District
Recommended Time Frame	Annually on or around International Walk and Bike to School Day in October and or during Bike Month in May
Planning Resources	International Walk to School: http://www.iwalktoschool.org/ Walk Bike to School: http://www.walkbiketoschool.org/
Sample Program	Oregon Walk and Bike to School Day: http://www.walknbike.org/schools

Ongoing (Monthly) Walk to School Days

Primary Outcomes	Increased walking and bicycling; youth empowerment
Description	Ongoing walk and bike to school days are organized events encouraging students to walk or bicycle to school. These events can be held monthly, weekly, or even on an ongoing basis, depending on organization capacity, the level of support, and school interest. Like Walk and Bike to School Day, incentives or celebrations recognize students' efforts.
Potential Lead	Calpella Elementary School teachers, parent volunteers, school administrators, and/or staff.
Potential Partners	County of Mendocino Public Health Prevention and Planning Unit, Ukiah Unified School District
Recommended Time Frame	Monthly events throughout the school year with a kick off in October at around International Walk to School Day
Planning Resources	Walk Bike to School: http://www.walkbiketoschool.org/
Sample Program	Oregon Walk and Bike to School Day: http://www.walknbike.org/schools

Walking School Bus/Bike Train

Primary Outcomes	Increased walking and bicycling; youth empowerment
Description	<p>A Walking School Bus or a Bike Train is a group of children walking or bicycling to school with one or more adults. Parents can take turns leading the bus or train, which follows the same route every time and picks up children from their homes or designated stops at predetermined times. Ideally, buses/trains run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event.</p> <p>Bike train routes can originate from a particular neighborhood or, in order to include children who live too far to bicycle the whole way, begin from a park, parking lot, or other meeting place. Bike trains help address parents' safety concerns while providing a chance for students and their families to socialize and be active.</p>
Potential Lead	Calpella Elementary parent volunteers, school administrators, and/or staff.
Potential Partners	County of Mendocino Public Health Prevention and Planning Unit, Ukiah Unified School District
Recommended Time Frame	To begin, weekly or monthly depending on capacity. Expand to larger event with more students involved annually - possibly in conjunction with International Bike to School Day in May
Planning Resources	<p>"Guidelines for Bike Train Engineers and Caboozes." Metro Atlanta Safe Routes to School Project, http://www.atlantabike.org/sites/default/files/Guidelines%20for%20WaRtS%20Bike%20Trains.pdf</p> <p>National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/encouragement/walking_school_bus_or_bicycle_train.cfm</p>
Sample Program	Portland Bike Trains http://www.biketrainpdx.org/national_bike_train_competition/index.html

In-School Pedestrian Safety Education

Primary Outcomes	Improved walking safety behavior; youth empowerment
Description	<p>Pedestrian safety education aims to ensure that every child understands basic traffic laws and safety rules. It teaches students basic traffic safety, sign identification, and decision-making tools. Training is typically recommended for first- and second-graders and teaches lessons such as "look left, right, and left again". Curriculum often includes three parts: in-class lessons, mock street scenarios, and on-street practice. Various existing curricula are available online at no cost, or schools may choose to develop one on their own.</p>
Potential Lead	Calpella Elementary Teachers; County of Mendocino Public Health Prevention and Planning Unit.
Potential Partners	Ukiah Unified School District; Mendocino County Sheriff's Office, Walk Bike Mendocino
Recommended Timeframe	Once per year for first or second graders
Planning Resources	<p>National Center for Safe Routes to School: http://www.saferoutesinfo.org/program-tools/NHTSA-pedestrian-curriculum</p>
Sample Programs	<p>Oregon Safe Routes to School: http://walknbike.org/pedestrian-safety/</p> <p>National Highway Traffic Safety Administration: http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum</p>

Mendocino County Safe Routes to School Plan

GRACE HUDSON ELEMENTARY SCHOOL



- Ukiah Unified School District
- K-5
- 450 Students
- 25-30 Bused
- Majority are driven
- Walking – 50 (some accompanied by parents)
- Immersion School – some attendance from outside the area
- Free and Reduced Lunch Eligible: 63%

School Location

Grace Hudson School is located at 251 Jefferson Lane in the City of Ukiah. The school site is bounded by Jefferson Lane on the north, South State Street on the east, Fircrest Drive on the south and South Dora Street on the west.

School Characteristics

The school operates as an “Immersion School” so it attracts students from all over the Ukiah Valley. The majority of students are driven to school; approximately 30 students are bused and approximately 50 students walk to school, some accompanied by parents.

South State Street includes one lane in each direction and a center two-way left-turn lane. There is a secondary driveway to the school parking lot midway between Jefferson Lane and Fircrest Drive.

Jefferson Lane is a two-lane collector road. The Jefferson Lane frontage of the school is the site’s main entrance. Fircrest Drive is a two-lane local road. There is a back entrance to the school field area through a gate which does not appear to be used.

South Dora Street has two lanes with an edge line which provides room for a bike lane.



Crossing guard at S Dora Street and Jefferson Lane helps children cross the street on their way to school.

Pick-up/Drop off/Circulation

There is a drive aisle which provides 17 staff parking spaces. This drive aisle is closed off with bollards during school drop-off/pick-up hours. The main entrance to the parent drop-off area is located just east of the drive aisle.

Daily pick-up/drop-off occurs in the main parking lot to the east of the school buildings. Vehicles enter from Jefferson Lane and exit onto State Street. The drop-off area is between the school buildings and the playground along the western edge of the parking lot. Staff members are deployed at this location to assist children getting into and out of vehicles. This drop-off location extends about 275 feet, providing stacking for approximately 11 vehicles between the drop-off point and Jefferson Lane. Vehicles were observed queued onto Jefferson Lane waiting for room to turn into the parking lot driveway. The school sends letters to parents about the proper procedures for school pick-up and drop-off; however, the map included with the instructions is not to scale and it is difficult to use it to identify landmarks and parking circulation. Some parents were observed dropping children off along the Jefferson Lane frontage near the end of the drive aisle and on Jefferson Lane near the entrance to the parking lot.

A drive aisle on Dora Street provides access to the school. The drive aisle does not provide any parking, but serves as the bus pick-up/drop-off area.

Crossing Guards

Crossing guards are deployed at the intersections of Jefferson Lane/Dora Street and South State Street/Fircrest Drive. The Principal indicated that he had performed the training given to the guards.

The Jefferson Lane/Dora Street location is controlled by all-way stop controls, so there are minimal conflict issues at this location. The guard stationed at this crossing was not wearing a vest.

The crossing guard at the South State Street/Fircrest Drive was wearing a vest and used the appropriate sign. A supplemental school crossing sandwich board sign was placed in the street.

Existing Conditions

Pedestrian Facilities

There are marked school zone crosswalks at the intersections with Jefferson Lane and Fircrest Drive. Both of these intersections are controlled with stop signs on the minor eastbound approaches. The crosswalks on the south legs of each of these intersections are both uncontrolled; however, there is a crossing guard stationed at the Fircrest Drive intersection.

Sidewalks/walking paths are missing in several locations near the school including:

- Along the south and north sides of Jefferson Lane between State Street and the parking lot entry.
- Fircrest between the school and State Street.

Bicycle Facilities

There are minimal bicycle facilities on the streets serving the school. However, fewer than ten children were observed riding their bikes to school. The school does provide a bike parking corral in the front of the school.

School Zone Signing

“Slow School Xing” pavement markings and 25 mph school zone speed limit signs are provided at the following locations:

- Northbound on South State Street, south of Fircrest Drive
- Southbound on South State Street, north of Jefferson Lane

School pedestrian crosswalk warning signs are currently missing at these two locations at the school marked crosswalks.

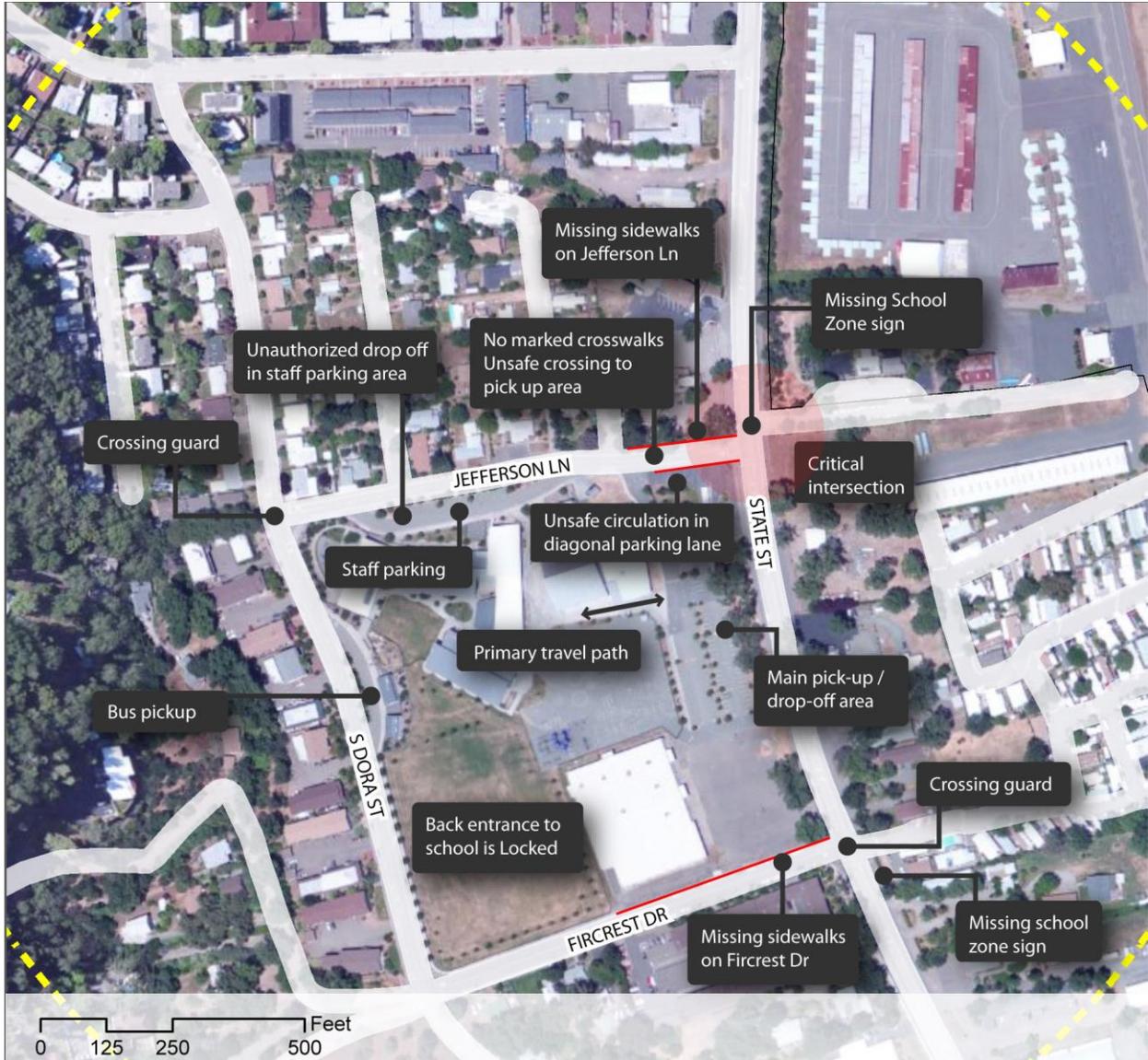
“Slow School Xing” pavement markings and school pedestrian crossing warning signs are provided at:

- Northbound on South State Street, south of Jefferson Lane
- Southbound on South State Street, north of Fircrest Avenue

“Slow School Xing” pavement markings are also provided at:

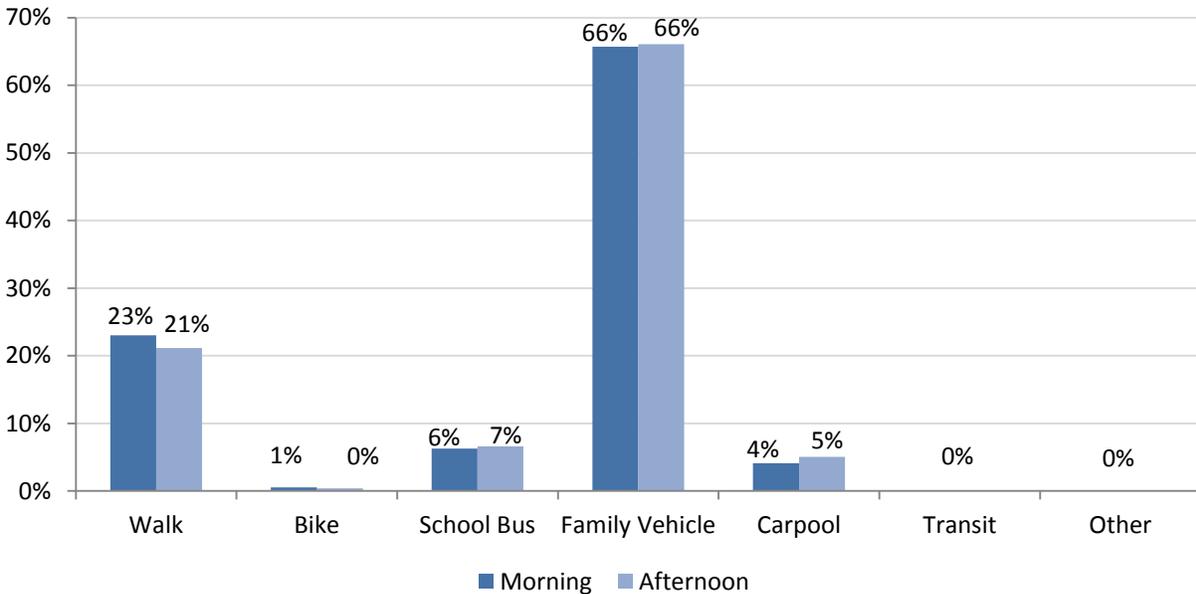
- Southbound South Dora Street, north of Jefferson Lane (advanced warning sign only, no sign necessary at stop-controlled crosswalk with crossing guard presence)
- Southbound South Dora Street, north of Fircrest Avenue (no warning sign, no sign at uncontrolled crosswalk)
- Northbound South Dora Street, south of Fircrest Avenue (advanced warning sign only, no sign at uncontrolled crosswalk)

Existing conditions analysis and site visits at Grace Hudson Elementary School identified crossing issues at all major intersections in the vicinity. In particular, circulation and access to the Coffee Lady property at Jefferson Lane and State Street results in unsafe conditions for all users.



Student Travel Survey Summary

In-classroom tallies of students' arrival and departure travel modes were conducted at Grace Hudson Elementary School over three days (Tuesday, Wednesday, and Thursday) in late October and November of 2013. A total of 558 trips were tallied in the mornings, and 512 were tallied during the afternoons. As shown in the chart, about 23% of students typically walk to school, and only about 0.5% of students ride a bike to school on an average day. About 6-7% of Grace Hudson students are transported by school bus, and about 70% of students arrive via family vehicle or carpool.



Key Issues

The primary safety issue is the section of Jefferson Lane between the pick-up entry and State Street. Several conflicting activities occur at this location. Some students visiting the Coffee Lady walk to the entrance through the diagonal parking area with no sidewalk. Some parents walking children to school from State Street cross Jefferson Lane diagonally towards the pick-up area with no crosswalks and through the vehicles that are queued and waiting to enter the pick-up area, rather than using the marked crosswalk at the intersection with State Street. As previously noted, vehicles are also queued on the street along this section of roadway, waiting to gain access to the pick-up area on the school grounds.



The edge of the "Coffee Lady" property is undefined and leads to conflicts between users.

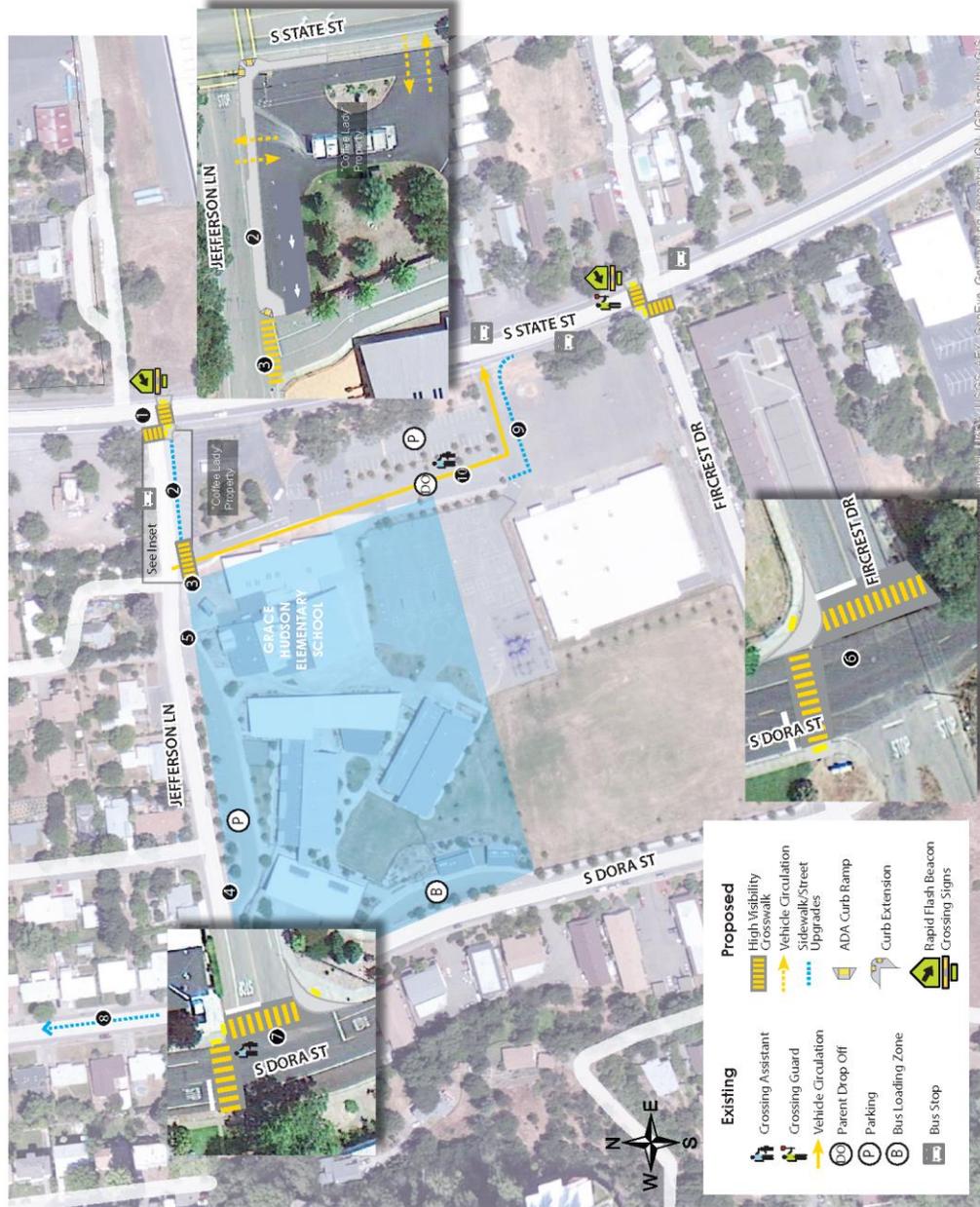
Other Considerations

The bus pick-up area is located on the west side of the school. There is very little traffic activity here except for the students who walk and are picked up to be bused to other school(s). There is a limited pick-up/drop-off area, but the area is limited to buses.

The staff parking area is located on the north side of the school. It is barricaded to prevent parents from dropping children off in this location. The barricade does not deter some parents from either moving the barricade or dropping off at the exit area of the staff lot.

The Principal suggested that he may switch the bus pick-up and the vehicle drop-off/pick-up areas. This is not recommended since there will not be enough stacking space on the west side for all of the private vehicles dropping off students.

**GRACE HUDSON
ELEMENTARY SCHOOL**
Ukiah Unified School District
Infrastructure Recommendations



- 1 Develop curb extension for southern crossing at State/Jefferson and State/Fircrest. Add Rapid Flash Beacons to these crossings of State Street. (Construction expected in 2014)
- 2 Provide sidewalks on Jefferson Lane between the school entry and State Street, including along the Coffee Lady property. Close the north driveway on S State St and manage access to be more conducive to pedestrian safety. (see image).
- 3 Create an enhanced crosswalk across the driveway entry to the school parking lot.
- 4 Add a pipe gate to the staff parking area.
- 5 Create a No Parking zone on Jefferson Lane at the school pick-up entry.
- 6 Improve landings on west crosswalk at Fircrest/Dora. Consider using mountable corner aprons to reduce the effective corner radius for passenger cars on the northeast corner. Buses will be able to mount the apron to make the turn.
- 7 Improve landings on north crosswalk at Jefferson/Dora. Consider using mountable corner aprons to reduce the effective corner radius for passenger cars on the southeast corner. Buses will be able to mount the apron to make the turn.
- 8 Bike lanes along Dora St next to the school are disconnected from existing bike lanes 2,000 ft to the north. Install traffic calming between these segments to lower traffic speeds to under 25 mph.
- 9 Create a sidewalk connection along the exit driveway to connect the school to the existing sidewalks on State Street. Consider widening the existing sidewalk on State Street south toward Fircrest Drive.
- 10 Maintain current pick-up/drop-off area. Modify some landscaping to push the drop-off area further to the south which will in turn help to move the queue off of Jefferson Street.

Grace Hudson Elementary School Project List and Preliminary Costs*

ID	Project Description	Lead Agency	Preliminary Cost Estimate	Relative Project Priority
1	Develop an enhanced southern crossing at State/Jefferson and State/Fircrest. (Under Development).	Mendocino County	\$160,000**	High
2	Provide sidewalks on Jefferson Lane between the school entry and State Street.	Mendocino County	\$45,000	High
3	Create an enhanced crosswalk across the driveway entry to the school parking lot.	Mendocino County	\$2,300	High
4	Add a pipe gate to the staff parking area.	Ukiah Unified	\$4,300	Medium
5	Create a No Parking zone on Jefferson Lane at the school pick-up entry.	Mendocino County	\$1,200	Medium
6	Improve landings on west crosswalk at Fircrest/Dora including mountable corner aprons.	Mendocino County	\$17,300	Low
7	Improve landings on north crosswalk at Jefferson/Dora, including mountable corner aprons.	Ukiah Unified	\$17,300	Low
8	Install traffic calming on Dora in sections without bike lanes to lower speeds to under 25 mph.	Mendocino County	\$20,000	Low
9	Create a sidewalk connection along the exit driveway to connect the school to the existing sidewalks on State Street. Consider widening the existing sidewalk on State Street south toward Fircrest Drive.	Ukiah Unified	\$38,300	Medium
10	Push the drop-off area further to the south which will in turn help to move the queue off of Jefferson Street.	Ukiah Unified	No significant construction costs	Low
TOTAL			\$319,700	

*Planning level cost estimates include construction and 30% 'soft costs' for design/engineering (typical). Estimates may not represent all costs associated with project delivery, including potential right-of-way acquisition, public outreach, drainage & utility relocation.

** Mendocino County Engineer's Estimate

Priority Programs

The following programs have been identified as priority programs for the near term – one to five years. For each program concept, the recommendation includes the primary intended outcomes, potential lead and partners, a recommended timeframe for implementation, resources and sample programs, and a short description. The *Mendocino County Safe Routes to School Program Toolkit* includes additional information to support schools in initiating a program and additional programs that can be developed as resources and interest allow.

International Walk and Bike to School Day

Primary Outcomes	Increased walking and bicycling; youth empowerment
Description	Walk and Bike to School Day is an international event that attracts millions of participants in over 40 countries in October. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are promoted through press releases, backpack mail, newsletter articles, and posters. Students can earn incentives for participating or there is a celebration after the event.
Potential Lead	Grace Hudson Elementary teachers, school administrators, and/or staff.
Potential Partners	County of Mendocino Public Health Prevention and Planning Unit, Ukiah Unified School District, parent volunteers, local businesses, Boys and Girls Club of Ukiah
Recommended Time Frame	Annually on or around International Walk and Bike to School Day in October and or during Bike Month in May
Planning Resources	International Walk to School: http://www.iwalktoschool.org/ Walk Bike to School: http://www.walkbiketoschool.org/
Sample Program	Oregon Walk and Bike to School Day: http://www.walknbike.org/schools

Ongoing Walk and Roll Days (Walking Wednesdays)

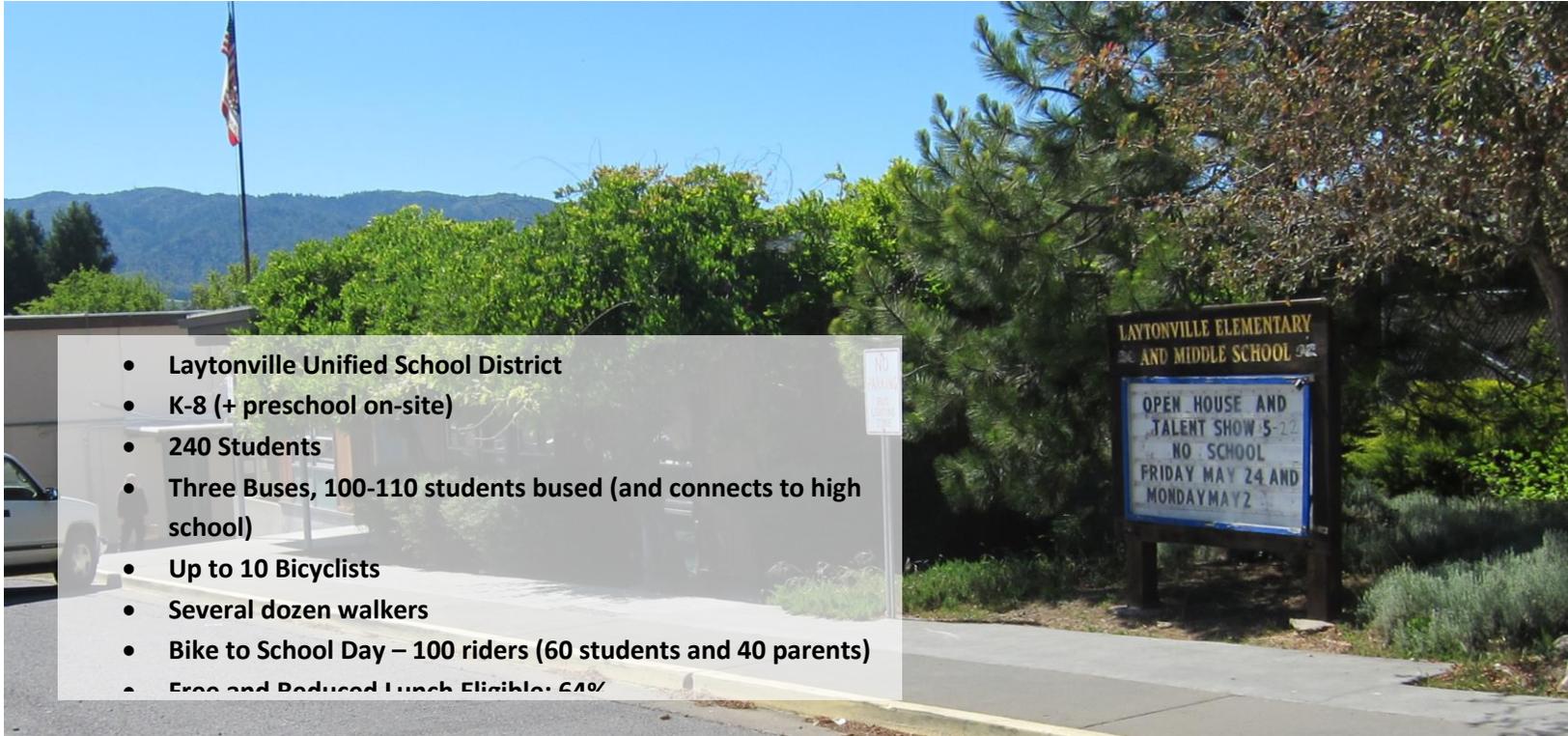
Primary Outcomes	Increase bicycling and walking to school; reduced traffic congestion around schools
Description	Ongoing walk and bike to school days are organized events encouraging students to walk or bicycle to school. These events can be held monthly, weekly, or even on an ongoing basis, depending on organization capacity, the level of support, and school interest. Like Walk and Bike to School Day, incentives or celebrations recognize students' efforts. A regular weekly Walk and Roll helps to build regular habits for both increased walking and cycling – but also increased care and traffic law compliance by drivers.
Potential Lead	Parent volunteers, teachers and/or crossing staff
Potential Partners	County of Mendocino Public Health Prevention and Planning Unit, Ukiah Unified School District, Law enforcement, local business, Boy and Girls Club of Ukiah
Recommended Time Frame	Weekly depending on interest and capacity.
Planning Resources	National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm Safe Routes to School South Carolina: http://scsaferoutes.org/files/scsr/public/content/file/45/upload/45.pdf
Sample Program	Marin County Walk and Roll http://www.saferoutestoschools.org/w_and_r_wed.html

In-School Pedestrian Safety Education

Primary Outcomes	Improved walking safety behavior; youth empowerment
Description	Pedestrian safety education aims to ensure that every child understands basic traffic laws and safety rules. It teaches students basic traffic safety, sign identification, and decision-making tools. Training is typically recommended for first- and second-graders and teaches lessons such as “look left, right, and left again”. Curriculum often includes three parts: in-class lessons, mock street scenarios, and on-street practice. Various existing curricula are available online at no cost, or schools may choose to develop one on their own.
Potential Lead	Grace Hudson Teachers; County of Mendocino Public Health Prevention and Planning Unit
Potential Partners	Grace Hudson administrators/staff; parents; Mendocino County Sherriff’s Office; Walk Bike Mendocino
Recommended Time Frame	Once per year for first or second graders
Planning Resources	National Center for Safe Routes to School: http://www.saferoutesinfo.org/program-tools/NHTSA-pedestrian-curriculum
Sample Programs	Oregon Safe Routes to School: http://walknbike.org/pedestrian-safety/ National Highway Traffic Safety Administration: http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum

Mendocino County Safe Routes to School Plan

LAYTONVILLE ELEMENTARY/MIDDLE SCHOOL



School Location

Laytonville Elementary School is located at 150 Ramsey Road in the community of Laytonville. The school site is bounded by Ramsey Road on the south, Willis Avenue on the west, office and residential land uses to the north and the post office property to the east.

School Characteristics

Ramsey Road is a collector road with a 25-mph speed limit. This road serves as the primary point of access and the pick-up/drop-off area. There is a staff and visitor parking lot with a driveway access along the east side of the school. Also, on the south side of Ramsey Road across from the school, there is an unpaved parking lot which is owned by the district.



An unpaved lot across from Laytonville Elementary is used for parking and drop-off of schools.

Pick-up/Drop off/Circulation

The majority of students are either driven to school or bused. There are three buses serving approximately 110 students. Approximately 10 students ride bikes and several dozen students walk to or from school. The site also includes a Middle School on the Willis Avenue frontage, north of Ramsey Road.

Daily pick-up/drop-off occurs along Ramsey Road on the roadside shoulders or across the street in the district-owned lot. Parking along the front of the school is limited to buses, but a number of private vehicles were observed in this area.

Existing Conditions

Pedestrian Facilities

There are no pedestrian facilities on Ramsey Road in front of school. There is a sidewalk on the east side of Willis Avenue between the Middle School and Branscomb Road to the north. Branscomb Road includes a multi-use path between Willis Avenue and the High School to the west. Even with the absence of sidewalk facilities, there is evidence of pedestrian activity through the empty lot between the school and the post office immediately to the east.

It should be noted that some of the school children walk to the Family Resource Center on Willis Avenue, south of Ramsey Road for after-school activities. There are no

pedestrian facilities and minimal shoulders on this route.

Crosswalks

Yellow school-zone marked crosswalks are located on Ramsey Road at either end of the school. There is also a crosswalk on Willis Avenue near the Middle School. All of these crosswalks include advanced crosswalk warning signs approaching from either direction, but there are no warning signs at any of the crosswalks with the exception of southbound on Willis Avenue.

Bicycle Facilities

There are no bicycle facilities on streets surrounding and accessing the school.

Crossing Guards

There are no crossing guards deployed on access routes to the school.

School Zone Signage

As noted above, all of the school zone crosswalks include advanced crosswalk warning signs and “Slow School Crossing” pavement markings, approaching from either direction, but there are no warning signs at any of the crosswalks, except for southbound on Willis Avenue. There are also “School” pavement markings with 25 mph school speed limit signs at the following locations:

- Westbound on Ramsey Road, east of school
- Southbound on Willis Avenue, north of Ramsey Road (sign missing)
- Northbound on Willis Avenue, south of Ramsey Road

Other Notes

The school and Family Resource Center held a Bike to School Day in May of 2013 which attracted 100 riders (60 students and 40 parents).



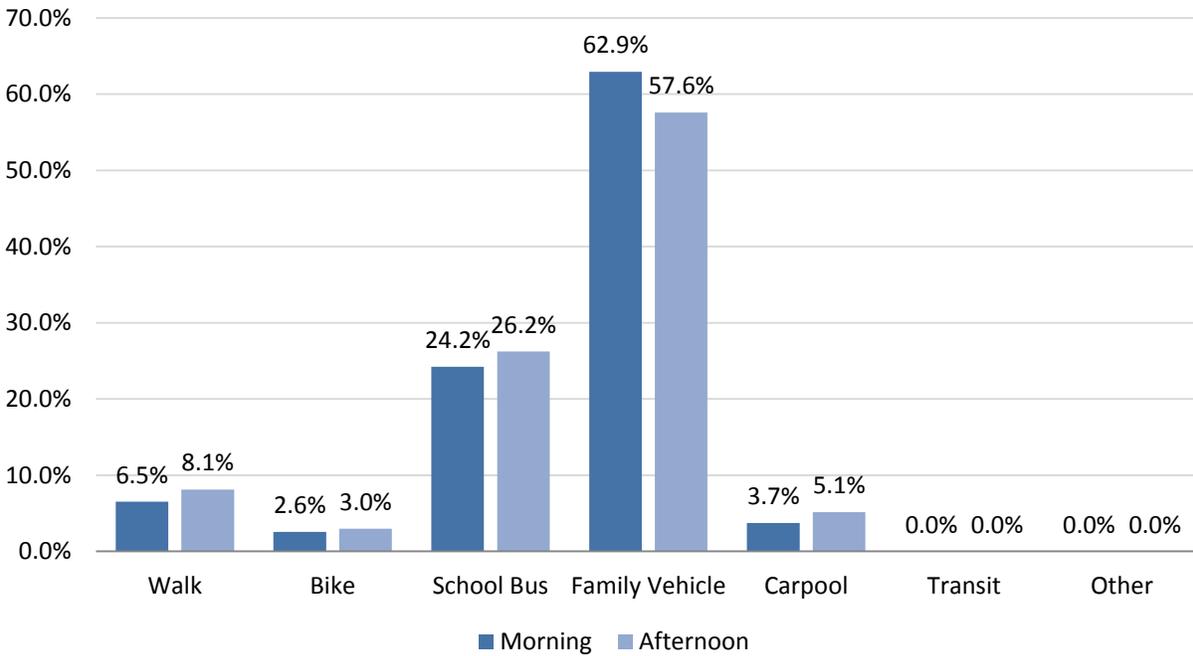
Lack of sidewalks on Ramsey Rd combined with drop-off/parking creates an unsafe condition for pedestrians.

Existing conditions analysis and site visits at Laytonville Elementary School identified missing sidewalks to important routes and destinations. Unimproved and informal parking/drop off in the lot across from the school results in potentially unsafe crossings.



Student Travel Survey Summary

In-classroom tallies of students' arrival and departure travel modes were conducted at Laytonville Elementary School over three days (Tuesday, Wednesday, and Thursday) in late October and November of 2013. A total of 429 trips were tallied in the mornings, and 370 were tallied during the afternoons. As shown in the chart, about 6.5% of students typically walk to school, and only about 2.6% of students ride a bike to school on an average day. About 24% of Laytonville students are transported by school bus, and about 67% of students arrive via family vehicle or carpool.



Key Issues to Address

- Lack of sidewalks or other pedestrian walkways along Ramsey Road between the post office and Willis Avenue.
- Lack of sidewalks or other pedestrian walkways along the east side of Willis Avenue between Ramsey Road and the existing sidewalk near the Middle School.
- Lack of sidewalks or other pedestrian walkways along Willis Avenue between Ramsey Road and the Family Resource Center to the south.
- Need to formalize and enhance the usefulness of the unpaved lot across the street.

Laytonville Elementary/Middle School Project List and Costs*

ID	Project Description	Lead Agency	Preliminary Cost Estimate	Relative Project Priority
1	Provide an enhanced crosswalk across Ramsey Road connecting the parking lot and the front of the school, including ramp and warning signs.	Mendocino County	\$7,100	High
2	Pave the lot across the street to provide formal parking spaces and circulation.	Laytonville Unified	\$243,100	High
3	Provide visible and easily accessible bike parking on school grounds.	Laytonville Unified	\$4,300	Low
4	Pursue a street redesign of Willis Avenue between Ramsey Road and the Family Resource Center to create safer conditions. See potential alternatives below.	Mendocino County	\$9,900	Medium
5	Provide sidewalk/walkway on the east side of Willis Avenue between Ramsey Road and existing sidewalk near the Middle School.	Mendocino County	\$37,000	High
6	Provide sidewalk/walkway on the north side of Ramsey Road between US101 and Willis Avenue. Include ADA compliant curb ramps.	Mendocino County	\$138,600	Medium
TOTAL			\$440,000	

*Planning level cost estimates include construction and 30% 'soft costs' for design/engineering (typical). Estimates may not represent all costs associated with project delivery, including potential right-of-way acquisition, public outreach, drainage & utility relocation.

Priority Programs

The following programs have been identified as priority programs for the near term – one to five years. The recommendations include the primary intended outcomes, potential lead and partners, a recommended timeframe for implementation, resources and sample programs, and a short description. The *Mendocino County Safe Routes to School Program Toolkit* includes additional information to support schools in initiating a program and additional programs that can be developed as resources and interest allow.

International Walk and Bike to School Day

Primary Outcomes	Increased walking and bicycling; youth empowerment
Description	Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters. Students can earn incentives for participating or there is a celebration at school following the morning event. These events can be held for more than a day.
Potential Lead	Laytonville Elementary School teachers/ staff; Family Resource Center staff
Potential Partners	County of Mendocino Public Health Prevention and Planning Unit, parents; Mendocino County Sherriff's Office; Laytonville Unified School District
Recommended Time Frame	Annually on or around International Walk and Bike to School Day in October and or during Bike Month in May
Planning Resources	International Walk to School: http://www.iwalktoschool.org/ Walk Bike to School: http://www.walkbiketoschool.org/
Sample Program	Oregon Walk and Bike to School Day: http://www.walknbike.org/schools

Bike Train

Primary Outcomes	Increased bicycling, skill building; youth empowerment
Description	A Bike Train is very similar to a Walking School Bus: groups of students accompanied by one or more adults bicycle together on a pre-planned route to school. Routes can originate from a particular neighborhood or, in order to include children who live too far to bicycle the whole way, begin from a park, parking lot, or other meeting place. Bike trains help address parents' safety concerns while providing a chance for students and their families to socialize and be active.
Potential Lead	Family Resource Center Staff; Parent Volunteers
Potential Partners	Laytonville Elementary Teachers/administrators/staff; County of Mendocino Public Health Prevention and Planning Unit, middle school students; local businesses
Recommended Time Frame	To begin, weekly or monthly depending on capacity. Expand to larger event annually possibly in conjunction with International Bike to School Day in May
Planning Resources	"Guidelines for Bike Train Engineers and Cabooses." Metro Atlanta Safe Routes to School Project, http://www.atlantabike.org/sites/default/files/Guidelines%20for%20WaRtS%20Bike%20Trains.pdf National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/encouragement/walking_school_bus_or_bicycle_train.cfm
Sample Program	Portland Bike Trains http://www.biketrainpdx.org/national_bike_train_competition/index.html

Trip Tracking Mileage Program

Primary Outcomes	Increased walking, bicycling, transit use, or carpooling; youth empowerment
Description	A trip or mileage tracking program can be implemented as an opt-in club, a classroom activity, or a collaborative school-wide event. Students track trips or mileage made by walking, bicycling, transit, and/or carools with some type of goal, culminating celebration or reward. Students can work towards a certain milestone to earn a prize or raffle entry, or they can track their individual or group progress as miles across their town, the state of California, or the United States. Example programs include Pollution Punchcards or Walk Across America. This program can include both walking and biking at home or can be completed entirely at school.
Potential Lead	Laytonville Elementary teachers and parent volunteers
Potential Partners	Laytonville administrators/staff; County of Mendocino Public Health Prevention and Planning Unit; local businesses
Recommended Time Frame	Can be done monthly or as an annual program that builds throughout the school year.
Planning Resources	Marin County (CA) Safe Routes to School: http://www.saferoutestoschools.org/SR2Simages/Pollution-Guide-09-2.pdf National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm
Sample Program	Mighty Milers http://www.nyrrf.org/programs/mighty_milers/faq.asp

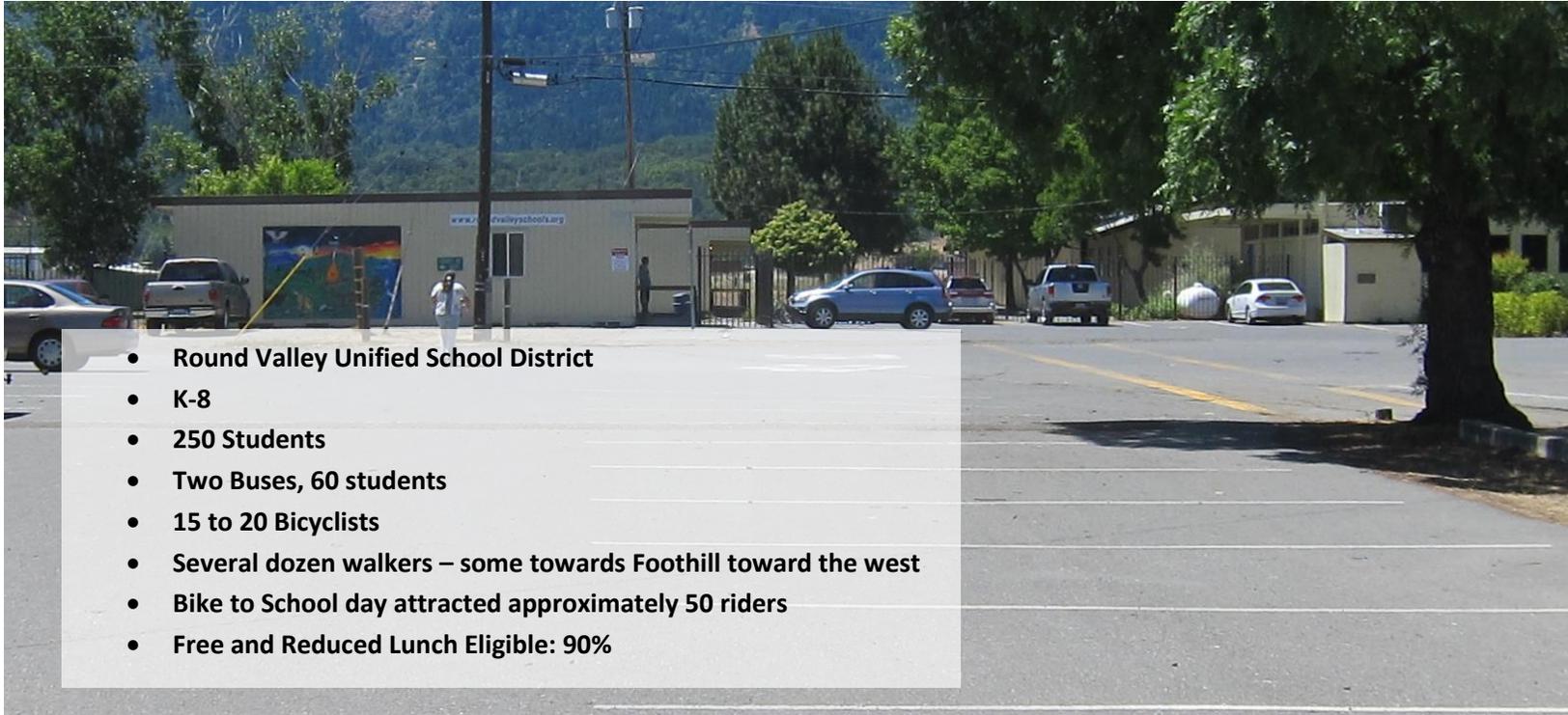
School Safety Campaign

Primary Outcomes	Will depend on campaign focus, but may include improved walking/biking safety behavior, improved driving safety behavior, and/or youth empowerment
	A safety campaign is an effective way to build awareness around students walking and biking to school and to encourage safe driving behavior among parents and passersby. A School Traffic Safety Campaign can use media at or near schools - such as posters, business window stickers, yard signs, and/or street banners - to remind drivers to slow down and use caution in school zones. This type of campaign can also address other specific hazards or behaviors, such as walking or bicycling to school, school bus safety, and/or parent drop-off and pick-up behavior. This program can be coordinated with the middle school to improve safety and awareness for both schools.
Potential Lead	Laytonville Unified School District
Potential Partners	Laytonville Elementary and Middle Schools teachers/administrators/staff; PTA/parents; Local Law Enforcement; Family Resource Center staff ; local businesses
Recommended Time Frame	Annual or semi-annual; when habits, traffic patterns, or seasons change: upon returning to school in the fall, when the weather gets warmer, when daylight saving time ends
Planning Resources	City of Portland: http://www.portlandoregon.gov/transportation/article/272948
Sample Programs	San Jose (CA) Street Smarts Program: http://www.getstreetsmarts.org/

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Mendocino County Safe Routes to School Plan

ROUND VALLEY ELEMENTARY SCHOOL



- Round Valley Unified School District
- K-8
- 250 Students
- Two Buses, 60 students
- 15 to 20 Bicyclists
- Several dozen walkers – some towards Foothill toward the west
- Bike to School day attracted approximately 50 riders
- Free and Reduced Lunch Eligible: 90%

School Location

Round Valley School is located at the intersection of Howard Street and Airport Road in the community of Covelo. The school site is bounded by Airport Road on the east, Foothill Boulevard on the north, open space on the west, and rural land on the south.

School Characteristics

The school consists of grades K through 8 and has approximately 250 students. The majority of students are driven to school; approximately 60 students are bused, 15 to 20 students ride bikes, and approximately 20 to 30 students walk to school, mostly to/from Foothill Boulevard to the west.

Howard Street, Airport Road, and Foothill Boulevard serve as the primary east-west arterials for the community of Covelo. The school's primary access is the west leg of the intersection of Howard Street/Airport Road. Full access is allowed though there are no lane lines to indicate directional flow and the STOP legend is quite faded. Similarly, there is an entry driveway to the school parking from the eastern end of Foothill Boulevard near the turn at Airport Road that has no stripes or markings.



Bike parking in-use at Round Valley Elementary.

Pick-up/Drop-off/Circulation

Daily pick-up/drop-off occurs primarily in the main parking lot to the east of the school buildings. Although not marked, access to the parking lot from Foothill Boulevard operates as a one-way southbound entry. Diagonal parking spaces are oriented in a fashion which requires vehicles to enter from Foothill Boulevard. The school's eastern access at the intersection with Howard Street allows for two-way access. This arrangement is problematic since the majority of parking is diagonal in the opposite direction and there is no formal turnaround for vehicle entering from Howard Street.

Pick-up/drop-off activity also occurs in the high school parking lot located across Airport Road from the elementary school. Parents park in the high school lot and walk in to pick up students. The crossing on the south leg of the intersection is wide open pavement with little delineation.

The bus pick-up area is in the school's main parking lot along the western edge next to the school buildings.

Existing Conditions

Pedestrian Facilities

There are continuous sidewalks/walkways on Howard Street between Airport Road and SR 162 to the east. There are sidewalks on the east side of Airport Road, across from the school property, but none on the school side of the street. Foothill Boulevard has a five-foot-wide path on the south side of the street between school driveway and Tabor Lane to the west.

Crosswalks

The intersection of Howard Street/Airport Road has crosswalks on all legs except the school entry. Crosswalks are marked in yellow indicating a school zone crossing. However, crosswalks are narrower than standard and are faded. In addition, there is a yellow school zone crossing on Foothill Boulevard approximately 500 feet west of Airport Boulevard near the school's back gate.

Bicycle Facilities

There are no bicycle facilities near the school except for the five-foot-wide multiuse path along Foothill Boulevard. It should be noted that Bike to School Day, which was run by the Health Clinic, attracted approximately 50 bicyclists.

Crossing Guards

There are no crossing guards deployed on access routes to the school.

School Zone Signage

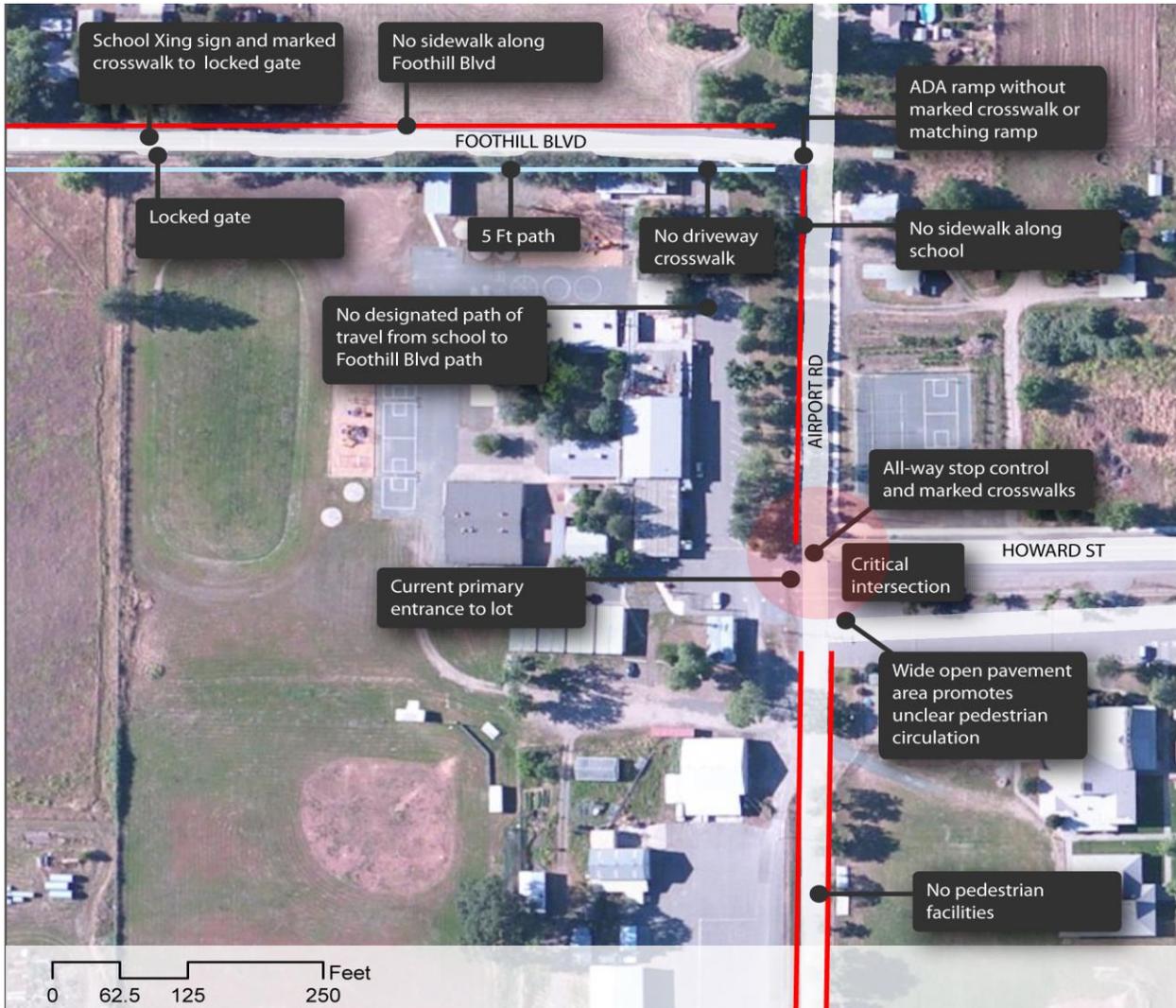
Within the study area, there are “Slow School Xing” pavement markings at the following locations:

- Foothill Boulevard in advance of the midblock crossing
- Northbound on Airport Road, approaching Howard Street
- Both directions on Howard Street approaching High School Road



An existing path along Foothill Blvd provides for pedestrian travel away from the street.

Existing conditions analysis and site visits at Round Valley Elementary School identified missing sidewalks and unimproved crossings on major routes near the school. In particular, school access from Howard Street was open and ambiguous, resulting in unclear and unsafe pedestrian paths.

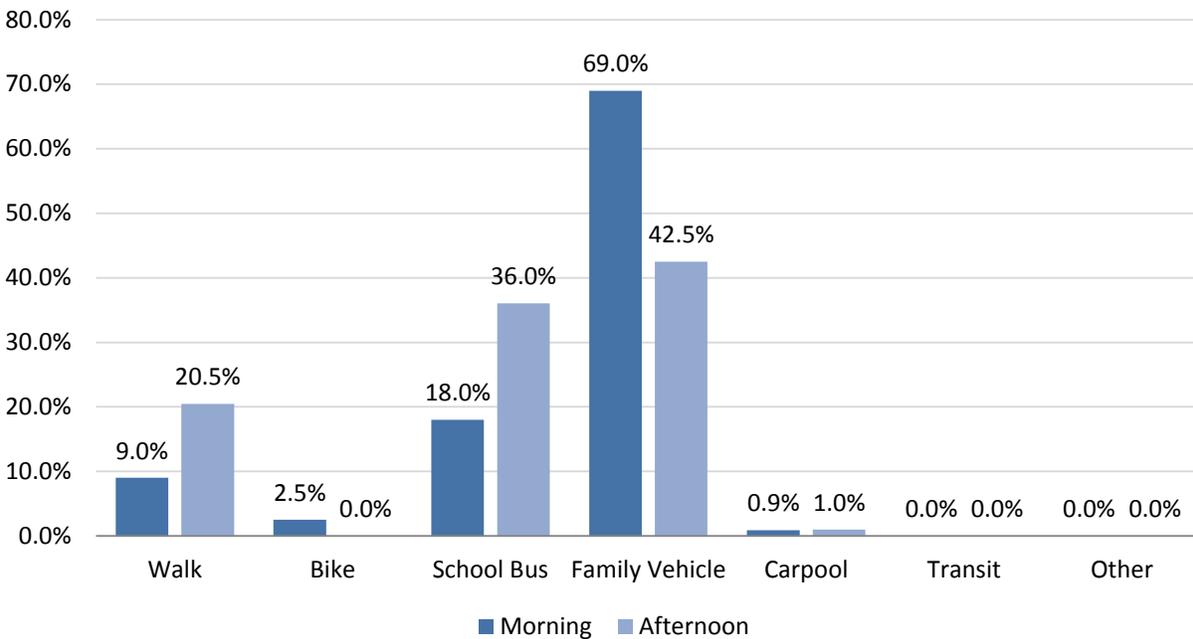


Other Considerations

- The Principal would like to make the main access at Airport Road/Howard Street an exit only because of the lack of circulation alternatives for inbound traffic. This would entail driveway realignment.
- The Principal would like to get 8th graders involved in crossing safety. No parent volunteers have come forward. The school has only 11 teachers so it is difficult to get them involved in safety management. However, staff will walk students to the bus.

Student Travel Survey Summary

In-classroom tallies of students' arrival and departure travel modes were conducted at Round Valley Elementary School over two days (Tuesday and Thursday) in late October and November of 2013. A total of 266 trips were tallied in the mornings, and 127 were tallied during the afternoons. As shown in the chart, about 9% of students typically walk to school, and only about 2.5% of students ride a bike to school on an average day. About 18% of Round Valley students are transported by school bus, and about 70% of students arrive via family vehicle or carpool.

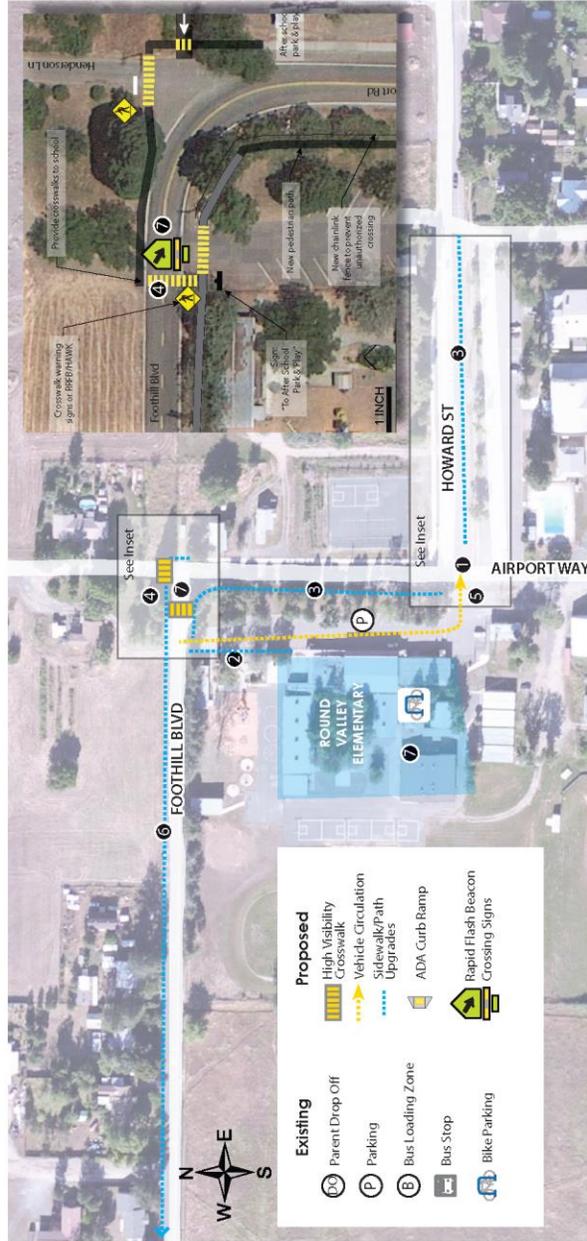


Key Issues to Address

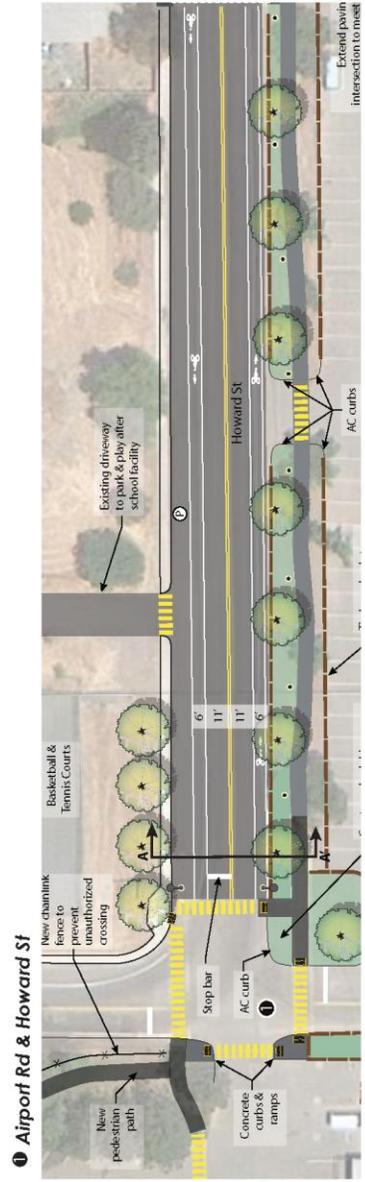
- The intersection of Howard Street/Airport Road has wide open pavement on the southeast corner with no delineation between pedestrian zone and vehicle path. Requires redesign to address pedestrian safety.
- No pedestrian facilities connect the school grounds with the Foothill Boulevard path.
- The pathway and ADA ramp on the inside curve of Airport Road/Foothill Boulevard are problematic because of the limited sight distance from free flowing vehicles.
- There is no path of travel for pedestrians or bicyclists between the front of the school and the start of the path on Foothill Boulevard other than between parked vehicles.
- There are no pedestrian facilities on the school side of Airport Road between the school and the curve on Foothill Boulevard, but there appears to be room for sidewalks.
- The recently installed sidewalk on the east side of Airport Road ends at the Foothill Boulevard curve.

ROUND VALLEY ELEMENTARY

Round Valley Unified School District
Infrastructure Recommendations



- 1 Reconfigure the intersection of Howard St and Airport way to channelize vehicular movements and provide crosswalks for pedestrians, as detailed in the Covelo/Round Valley Non-motorized Needs Assessment & Engineered Feasibility Study.
- 2 Reconfigure the parking area to provide a pedestrian walkway between the school and pathway. The parking area is currently 60 feet wide (18 feet parking/24-foot aside/18 feet parking). It could be marked as a one-way entry and narrowed to create an eight-foot walkway on the west side of the parking area.
- 3 Install sidewalk along Airport Road and along the south side of Howard St, as detailed in the Covelo/Round Valley Non-motorized Needs Assessment & Engineered Feasibility Study.
- 4 Install an enhanced crossing of Foothill Blvd and the northern school driveway entrance to connect with the trail as detailed in the Covelo/Round Valley Non-motorized Needs Assessment & Engineered Feasibility Study.
- 5 Prohibit vehicle entry to the school driveway at Howard Street/Airport Road; Require entrance from the driveway at Foothill Blvd.
- 6 Install sidewalk on the north side of Foothill Blvd to connect with Crawford Road. Purchase right of way and shift driveway entrances and fences to the north.
- 7 To improve yielding and manage visibility of the new crosswalk across Foothill Blvd, install a rectangular Rapid Flash Beacon (RRFB) at the crossing, and install an advance RRFB around the corner to alert approaching cars to the presence of pedestrians.



From Covelo/Round Valley Non-Motorized Needs Assessment & Engineering / Feasibility Study.



Reconfiguration can bring increased structure and clarity to driveways and pedestrian paths at the intersection of Airport Rd & Howard St.

April 2014 - Mendocino County Safe Routes School Plan

Round Valley Elementary School SRTS Project List and Costs*

ID	Project Description	Lead Agency	Preliminary Cost Estimate	Priority
1 + 3	As detailed in the Covelo/Round Valley Non-motorized Needs Assessment & Engineering Feasibility Study, install sidewalk along Airport Road and the south side of Howard Street, and reconfigure the intersection of Howard Street and Airport Way.	Round Valley Joint Elementary / Mendocino County	\$781,000**	High
2	Reconfigure the parking area to provide a pedestrian walkway between the school and pathway.	Mendocino County	\$31,400	High
4	Install an enhanced crossing of the northern school driveway entrance to connect with the trail as detailed in the Covelo/Round Valley Non-motorized Needs Assessment & Engineering Feasibility Study.	Mendocino County	\$181,000**	High
5	Prohibit vehicle entry to the school driveway at Howard Street/Airport Road; require entrance from the driveway at Foothill Blvd.	Round Valley Joint Elementary	\$1,500	Medium
6	Install sidewalk on the north side of Foothill Blvd to connect with Crawford Road. Purchase right-of-way and shift driveway entrances and fences to the north.	Mendocino County	\$391,900	Low
7	Install a Rectangular Rapid Flash Beacon (RRFB) at the crossing and in advance of the crossing of Foothill Blvd.	Mendocino County	\$38,300	Low
TOTAL			\$1,425,100	

*Planning level cost estimates include construction and 30% 'soft costs' for design/engineering (typical). Estimates may not represent all costs associated with project delivery, including potential right-of-way acquisition, public outreach, drainage & utility relocation.

** From the Covelo/Round Valley Non-Motorized Needs Assessment & Engineered Feasibility Study

Priority Programs

The following programs have been identified as priority programs for the near term – one to five years. For each program concept, the recommendation includes the primary intended outcomes, potential lead and partners, a recommended timeframe for implementation, resources and sample programs, and a short description. The *Mendocino County Safe Routes to School Program Toolkit* includes additional information to support schools in initiating a program and additional programs that can be developed as resources and interest allow.

International Walk and Bike to School Day

Primary Outcomes	Increased walking and bicycling; youth empowerment
Description	Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters. Students can earn incentives for participating or there is a celebration at school following the morning event.
Potential Lead	Round Valley Elementary School Teachers and parent volunteers
Potential Partners	Round Valley Elementary School Administrators and staff; County of Mendocino Public Health Prevention and Planning Unit, Round Valley Unified School District, Family Resource Center
Recommended Time Frame	Annually on or around International Walk and Bike to School Day in October and or during Bike Month in May
Planning Resources	International Walk to School: http://www.iwalktoschool.org/ Walk Bike to School: http://www.walkbiketoschool.org/
Sample Program	Oregon Walk and Bike to School Day: http://www.walknbike.org/schools

Competition/Challenge

Primary Outcomes	Increased walking, bicycling, transit use, or carpooling; youth empowerment
Description	Competitions and contests reward students by tracking the number of times they walk, bike, carpool or take transit to school. Contests can be individual, classroom competitions, school wide, or between schools. Students and classrooms can compete for prizes and bragging rights. Inexpensive incentives - such as shoelaces, stickers, bike helmets, or class parties - can be used as rewards for participation. Examples include a Golden Sneaker Award classroom competition or a Walk and Bike to School Day challenge.
Potential Lead	Round Valley Elementary School Teachers
Potential Partners	Round Valley Elementary School Administrators and staff; County of Mendocino Public Health Prevention and Planning Unit, local businesses
Recommended Time Frame	Annually, possibly in conjunction with International Walk and Bike to School Day
Planning Resources	Marin County (CA) Safe Routes to School: http://www.tam.ca.gov/Modules/ShowDocument.aspx?documentid=494
Sample Program	San Diego, CA: http://www.icommutesd.com/Events/WalkRideRollToSchoolCampaign.aspx

Bike Train or Walking School Bus

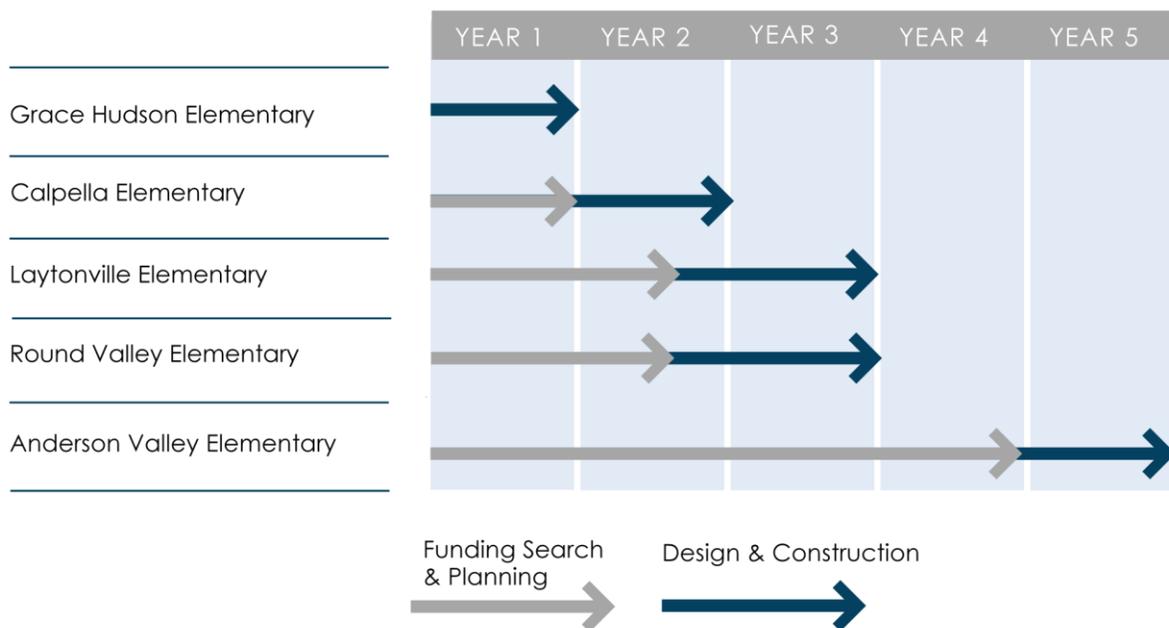
Primary Outcomes	Increased bicycling and walking, skill building; youth empowerment
Description	<p>A Walking School Bus or a Bike Train is a group of children walking or bicycling to school with one or more adults. Parents can take turns leading the bus or train, which follows the same route every time and picks up children from their homes or designated stops at designated times. Ideally, buses/trains run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event.</p> <p>Bike train routes can originate from a particular neighborhood or, in order to include children who live too far to bicycle the whole way, begin from a park, parking lot, or other meeting place. Bike trains help address parents' safety concerns while providing a chance for students and their families to socialize and be active.</p>
Potential Lead	Parent and community volunteers
Potential Partners	Teachers/administrators/staff; parents; older students; local businesses, Family Resource Center
Recommended Time Frame	To begin, weekly or monthly depending on capacity. Expand to larger event with more students involved annually - possibly in conjunction with International Bike to School Day in May
Planning Resources	<p>"Guidelines for Bike Train Engineers and Cabooses." Metro Atlanta Safe Routes to School Project, http://www.atlantabike.org/sites/default/files/Guidelines%20for%20WaRtS%20Bike%20Trains.pdf</p> <p>National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/encouragement/walking_school_bus_or_bicycle_train.cfm</p>
Sample Program	Portland Bike Trains http://www.biketrainpdx.org/national_bike_train_competition/index.html

Mendocino County SRTS Plan Pilot School Implementation

This plan includes specific infrastructure recommendations for five pilot schools. It is intended as a five-year plan for the County that will be updated and evolve as interest and capacity for SRTS grows.

Infrastructure Implementation Schedule

The five pilot schools were selected through both a qualitative and quantitative process. Each school has unique challenges and assets associated with walking and bicycling to school. The planning process identified key infrastructure needs as well as education and encouragement programs for each pilot school. The graphic below depicts the recommended implementation timeline for high priority project at the pilot schools.



Grace Hudson Elementary and Calpella Elementary have the largest student populations among elementary schools in the unincorporated county. In previous planning and community efforts, improved access walking and cycling to these schools had been identified as a priority. The Safe Routes to School planning process confirmed that current planned and funded projects for crossing improvements at Grace Hudson and sidewalk infill at Calpella Elementary are clear priorities that will support walking and bicycling at these schools. These projects are noted on school maps and will be completed in 2014. To support the existing project at Grace Hudson, the County should consider allocating additional funds in the near term to complete a sidewalk (Grace Hudson Project# 2) that connects to the improvements.

Next phase priorities for infrastructure implementation should include seeking funding for improvement at Round Valley and Laytonville Elementary Schools. Currently, Laytonville and Round Valley Elementary Schools have limited infrastructure for students accessing the school by foot or bicycle. In addition, the lack of clarity in drop off and pick up creates significant challenges at the school site. The high priority projects are located on both district property and in the County right-of-way at each school. Preparation for grant development and other project implementation strategies should include collaboration between the County Department of Transportation and the respective school district.

According to the hand tally surveys conducted in the fall of 2013, at Round Valley Elementary, just under 10% of students walk to school and about 20% of students walk home from school. The County should prioritize projects at this school to support the significant number of students walking.

Anderson Valley's high priority projects include both short-term projects that may be implemented by the district, and a major trail project that is critical to providing a connection from Boonville to the school. The County can begin to support implementation by working with the district to identify joint funding opportunities for projects on school grounds.

Infrastructure Costs

The following table shows estimated costs for the specific infrastructure projects identified for the pilot school sites. Therefore, this summary planning cost table represents only a small portion of the funding needed to support SRTS projects in the long term. These estimates should act as guide to seek funding for priority projects in the near term (one to five years).

Table 7: Pilot School Plan Cost Estimates

Project Description	Preliminary Cost Estimate	Notes/ Assumptions
Anderson Valley Elementary School Improvements focused on clarifying routes between parking and the school entrance and reducing space dedicated to bus maneuvers.	\$201,000	
Calpella Elementary School Improvements focus on a safe connection to an improved Moore Street, and a back side alternative route from Facklam Court.	\$680,400	
Grace Hudson Elementary School Improvements focus on upgraded crossings and improved sidewalk connections from State Street.	\$319,700	
Laytonville Elementary/Middle School Improvements connect sidewalks to major routes, and formalize the parking lot across from the school for drop off/pick up.	\$440,000	
Round Valley Elementary School Improvements support enhancement of Howard Street, Airport Road and Foothill Boulevard, including a sidewalk connection to the school entrance.	\$1,425,100	
Total Pilot School Recommendation Costs	\$3,066,200	

*Planning level cost estimates include construction and 30% 'soft costs' for design/engineering (typical). Estimates may not represent all costs associated with project delivery, including potential right-of-way acquisition, public outreach, drainage & utility relocation.

5 | FUNDING SOURCES

Many of the recommended SRTS programs can be carried out with parent volunteers, student volunteers, and school staff. Some of the local oversight of these programs can be managed by school or parent champions. Even so, funding is needed to plan and implement programs, hold events, print or procure materials, and develop marketing material and student curriculum.

Federal Funding Sources

The federal transportation law, MAP-21 (Moving Ahead for Progress in the 21st Century), signed into law in July of 2012 and replacing the longstanding SAFETEA-LU transportation bill, is the largest source of pedestrian and bicycle facility funding in the United States. The federal government funds transportation projects and programs in part through taxes and fees related to use of the transportation system.

Federal Funding (MAP-21)

MAP-21 authorizes \$105 billion over the 2013 and 2014 fiscal years for surface transportation programs. MAP-21 significantly altered funding rules and allocations compared to previous iterations of the Federal Highway Surface Transportation Reauthorization Acts. The Transportation Enhancements (TE) program, federal Safe Routes to School (SRTS) program and Recreational Trails account have been consolidated under MAP-21 into a single account: the Transportation Alternatives Program (TAP) account. The total amount of funding allocated to TAP in the two authorized years of MAP-21 is \$808 million, a 33% decrease over the combined funding allocated to the previous three programs under SAFETEA-LU.

MAP-21 divides TAP funding between statewide and local agencies for allocation to transportation projects. Half of TAP funding is to be administered on the local level, with MPO's controlling distribution of funding. The other half of TAP funding is to be administered by Caltrans. Caltrans, under MAP-21 rules, is empowered to "flex" funding from the TAP account to other surface transportation programs. Caltrans has preliminarily agreed not to "flex" away their portion of TAP funding. MAP-21 rules also preserve a level of funding for the Recreational Trails account. States must opt into a set-aside for Recreational Trails that matches the previous level of funding for that program, or lose the corresponding amount of funding.

Caltrans administers federal funding and provides project oversight including the issuance of National Environmental Protection Agency (NEPA) clearance for projects. Caltrans works with the local Metropolitan Planning Organization (MPO) to identify projects for funding that are selected through a competitive process.

MAP-21: <http://www.fhwa.dot.gov/map21/>

State Funding Sources

The State of California uses both funds from federal sources that it is responsible for administering and funds from its own budget to implement transportation projects, including bicycle and pedestrian projects and programs. With the passage of MAP-21, the state of California has decided to consolidate state funding with federal funding into a single account: the Active Transportation Program (ATP).

Active Transportation Program (ATP)

With the consolidation of federal funding sources in MAP-21, the governor's office recommended the consolidation of numerous state-funded programs centered on alternative transportation into a single account. The resulting Active Transportation Program (ATP) will be administered by the Business, Housing & Transportation (BTH) Agency within the governor's office. The BTH will work with Caltrans to administer the ATP.

The ATP consolidates funding from the MAP-21 TA program, the statewide Safe Routes to School (SRTS) program, the Bicycle Transportation Account (BTA), the state Recreational Trails Program (RTP), and the Environmental Enhancement and Mitigation Program (EEMP). The funding allocated to the ATP in the 2013 governor's budget is \$134 million. The combined funding of the consolidated federal and state programs (under 2012 levels) would have reached \$147 million, meaning the ATP is funded at 91% of previous levels.

State Highway Operations & Protection Program

The State Highway Operations and Protection Program (SHOPP) is a Caltrans funding source with the purpose of maintaining and preserving the investment in the State Highway System and supporting infrastructure. Projects typically fall into the following categories: collision reduction, major damage restoration, bridge preservation, roadway preservation, roadside preservation, mobility enhancement, and preservation of other transportation facilities related to the state highway system. In the past, SHOPP funds have been used to construct bicycle and pedestrian projects, including curb ramps, overcrossings, bike paths, sidewalks, and signal upgrades to meet ADA requirements. Jurisdictions work with Caltrans' districts to have projects placed on the SHOPP list.

The total amount available for the four-year SHOPP period between 2010/11 and 2013/14 fiscal years is \$6.75 billion, which is a reduction in funding from prior SHOPP programs. Past project awards have ranged from approximately \$140,000 to \$4.68 million. The American Recovery and Reinvestment Act (ARRA) granted funding to this program in California.

Online resource: www.dot.ca.gov/hq/transprog/shopp.htm

Caltrans Planning & Environmental Justice Grants

Caltrans also administers Transportation Planning Grant awards that improve mobility by innovatively solving problems or deficiencies in the transportation system. In the past year, Caltrans awarded \$10 million in grant funding to 70 applicants. It contains both Environmental Justice Grants and Community Based Transportation Plan Grants.

Caltrans, Transportation Planning: <http://www.dot.ca.gov/hq/tpp/grants.html>

Environmental Justice Grant Program

This program promotes the involvement of low-income and minority communities and Native American tribal governments in the planning for transportation projects. Environmental Justice (EJ) grants have a clear focus on transportation and community development issues to prevent or mitigate disproportionate, negative impacts while improving mobility, access, safety, and opportunities for affordable housing and economic development. Grants are available to cities, counties, transit districts, and tribal governments.

Caltrans, Environmental Justice Program:

http://www.dot.ca.gov/hq/tpp/offices/ocp/completed_projects_ej.html

Community-Based Transportation Grant Program

The Community-Based Transportation Planning (CBTP) grant program promotes transportation and land use planning projects that encourage community involvement and partnership. These grants include community and key stakeholder input, collaboration, and consensus building through an active public engagement process. CBTP grants support livable and sustainable community concepts with a transportation or mobility objective to promote community identity and quality of life.

Caltrans, CBTP Program: http://www.dot.ca.gov/hq/tpp/offices/ocp/completed_projects_cbtp.html

Petroleum Violation Escrow Account (PVEA)

In the late 1970s, a series of federal court decisions against selected United States oil companies ordered refunds to the states for price overcharges on crude oil and refined petroleum products during a period of price control regulations. To qualify for PVEA funding, a project must save or reduce energy and provide a direct public benefit within a reasonable time frame. In the past, the PVEA has been used to fund programs based on public transportation, computerized bus routing and ride sharing, home weatherization, energy assistance and building energy audits, highway and bridge maintenance, and reducing airport user fees. In California, Caltrans administers funds for transportation-related PVEA projects. PVEA funds do not require a match and can be used as match for additional Federal funds.

Online resource: www.dot.ca.gov/hq/LocalPrograms/lam/prog_g/g22state.pdf

Office of Traffic Safety (OTS) Grants

The Office of Traffic Safety distributes grants statewide to establish new traffic safety programs or fund ongoing safety programs. OTS grants may only be applied to non-infrastructure projects, such as bicyclist and pedestrian safety courses. Grant funding cannot replace existing programmatic funding. Applications are ranked on their potential safety impact and the applicant's track record on previous OTS grants.

California Office of Traffic Safety: <http://www.ots.ca.gov/>

Land and Water Conservation Fund

The Land and Water Conservation Fund is a federal program that provides grants for planning and acquiring outdoor recreation areas and facilities, including trails. The Fund is administered by the California State Parks Department.

Cities, counties, and districts authorized to acquire and develop park and recreation space are eligible for grant funding. While non-profits are ineligible, they are allowed to apply in partnerships with eligible agencies. Applicants must fund the project entirely and will be reimbursed for half of the cost. Up to \$2 million was available in the 2012 round of grant funding.

LWCF: http://www.parks.ca.gov/?Page_id=21360

Regional Funding Sources

The Mendocino Council of Governments (MCOG) is the Regional Transportation Planning Agency (RTPA) for Mendocino County. MCOG is a Joint Powers Agency comprised of the unincorporated County of Mendocino and the incorporated cities of Fort Bragg, Point Arena, Ukiah and Willits. MCOG conducts regional transportation planning, administers state and federal transportation funding, and provides technical assistance to the jurisdictions in the region. Two funding sources administered by MCOG that provide funding for bicycle and pedestrian projects are the Local Transportation Funds (LTF) and the Regional Improvement Program (RIP) funds.

2% of Transportation Development Act (TDA) Funding

The Transportation Development Act allows for two percent (2%) of the Local Transportation Funds (LTF) to be set aside each year for bicycle and pedestrian projects. The MCOG Technical Advisory Committee (TAC), comprised of representatives for the county and the cities in the region, identifies and recommends bicycle and pedestrian projects to the MCOG Board for this funding. Because the amount of funding is limited, the funding is often used for the local match portion of grants awarded for bicycle and pedestrian projects.

Regional Transportation Improvement Program (RTIP)

The State Transportation Improvement Program (STIP) includes Regional Improvement Program (RIP) funds, which are allocated to regional agencies including MCOG. These RIP “shares” can be allocated to projects identified in the Regional Transportation Improvement Program (RTIP) which is submitted to the California Transportation Commission for approval, and then programmed into the STIP. The STIP is updated every two years. Consequently, for a bicycle or pedestrian project to be eligible for RIP funds, it must first be included in the MCOG RTIP.

6 | EVALUATION AND MONITORING

Why Evaluate?

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

Safe Routes to School evaluation:

- Indicates whether your SRTS efforts are paying off. Evaluation can tell you what's working well, what's not, and how you can improve your program in the future.
- Allows you to share your program's impact with others. Evaluation can demonstrate the value of continuing your program with school faculty and administration, the district, parents, and elected officials.
- Provides a record of your efforts to serve as institutional memory. The nature of Safe Routes to School teams is that they change over time, as parents and their children move on to other schools and as staff turns over. Recording and evaluating your efforts provides vital information to future teams.
- Tells you if you are reaching your goals. Evaluation can confirm that you are accomplishing or working towards what you set out to do. On the other hand, evaluation efforts can reveal that there is a mismatch in your efforts and your goals or that you need to change your strategy.
- Encourages continued funding for Safe Routes to School programs. Data collected and shared by local programs can influence decisions at the local, state, and national level. In part, today's funding and grant programs exist because of the evaluations of past programs.

Basics of Evaluation for SRTS Programs

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

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

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

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

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

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

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

Before and After Study of Infrastructure

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

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

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

SRTS Plan Monitoring

Individual schools and districts may support long term SRTS evaluation by track SRTS programs and travel behavior in their community. The County has the unique responsibility to monitor efforts related to this plan and a countywide SRTS program. As part of this plan, a designated SRTS coordinator is recommended as a specific strategy to support a cohesive program. The SRTS coordinator can produce a short annual report that summarizes progress on the simple benchmarks noted in this plan. The SRTS Plan benchmarks are noted again below for reference.

- Track the distribution of toolkits
- Review annual hand tallies and surveys from participating schools
- Document completion of recommended infrastructure projects from this plan
- Completed audits from Tier II schools
- Documentation of SRTS grant applications and funded projects
- Quarterly meetings of SRTS Committee

