

# Modesto Airport Neighborhood Safe Routes to School Action Plan

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FINAL 2018



Berkeley SafeTREC  
SAFE TRANSPORTATION RESEARCH AND EDUCATION CENTER



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## 1. INTRODUCTION

The Airport Neighborhood Collaborative and Orville Wright Elementary School, in collaboration with other agencies, organizations, and community members, has been working to enable children and youth to safely walk and bicycle to and from school and in their neighborhood, with the goal of improving safety, reducing traffic, and supporting healthier kids. Safe Routes to School aims to create safe, convenient, and fun opportunities for students to walk, bike, and roll to and from school. Safe Routes to School initiatives include a wide variety of programs and projects, from creating safer street crossings and maintaining sidewalks to education programs that teach children how to walk and bicycle safely to school. The groups are working together to improve student transportation through many activities and components of Safe Routes to School.

Facilitating students walking, biking, and rolling to and from school is as a priority for the community. The District participates in walk and bike to school day events, while Orville Wright Elementary School has collaborated with the Stanislaus County Health Services Agency to implement a comprehensive walking school bus program. The City of Modesto and Stanislaus County have policies and plans in place that provide guidance on supporting bicycle and pedestrian needs, including recommendations on how to strategically develop Safe Routes to School programs. However, there is not a formal Safe Routes to School program or framework established in the Modesto Airport Neighborhood yet.

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

In spring 2018, the Tuolumne River Trust, Catholic Charities Diocese of Stockton, Orville Wright Elementary, the City of Modesto, and Stanislaus County began participating in the Safe Routes to School Launch Program, a joint project of the Safe Routes to School National Partnership (National Partnership) and UC Berkeley Safe Transportation Research and Education Center (SafeTREC) designed to help start strong and sustainable Safe Routes to School programs in California communities. As part of the Safe Routes to School Launch Program, the National Partnership gathered and analyzed data and local policies and interviewed key stakeholders. A workshop brought together representatives from the City, County, Orville Wright Elementary, community organizations, and community members to learn about Safe Routes to School and discuss strategies for developing a robust, comprehensive program in the Modesto Airport Neighborhood.

## B. ABOUT THIS ACTION PLAN

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

The Action Plan begins with a summary of current conditions related to walking and biking to school, including existing policies, plans, programs, and infrastructure. The second section of the Action Plan outlines recommended strategies and actions to be undertaken in the Modesto Airport Neighborhood and Orville Wright Elementary during the first implementation year (2018-2019) as well as additional longer-term actions in years two through five. A summary matrix includes potential implementation leaders and partners and suggested resources. Finally, a brief discussion of funding resources for implementation is provided. Additional information is provided in a number of appendices:

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

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

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

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

## 2. MODESTO AIRPORT NEIGHBORHOOD TODAY

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

### A. OVERVIEW

Currently, most students in the Airport Neighborhood get to Orville Wright Elementary by walking or are dropped off by car. Public transportation, including school bus service, is very limited within the low-income neighborhood. While some students walk or bike to school, community concerns have arisen over high traffic speeds and a lack of enforcement that makes walking and biking inconvenient and unsafe. Children throughout the Airport Neighborhood enjoy bicycling for recreation, but due to safety perceptions and inadequate infrastructure, most residents view walking and biking to school as a significant challenge. Modesto City Schools has 22 elementary schools (K-6), four junior high schools (7-8), and seven comprehensive high schools (9-12), with almost 30,000 students. During the 2016-2017 school year, Orville Wright Elementary had a total enrollment of 393 students.<sup>1</sup>

Safe Routes to School would fit in with other community initiatives, such as efforts by the City to improve bicycle and pedestrian facilities citywide, and the County's commitment to improving sidewalks in areas within and adjacent to the Airport Neighborhood. Nearly 47 percent of fifth graders in the District are overweight or obese, compared to 44 percent of fifth graders in Stanislaus County and 40.3 percent in California.<sup>1</sup> Concerns around health disparities and community safety prompted numerous stakeholders to participate in the Airport Neighborhood Collaborative, a group that supports initiatives such as Safe Routes to School that increase physical activity. Safe Routes to School is an interest of Orville Wright Elementary in light of its past participation in Walk and Bike to School Day events and success with its walking school bus program.



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<sup>1</sup> <https://www.mcs4kids.com/documents/FastFacts.pdf>

## B. EXISTING INFRASTRUCTURE FOR WALKING AND BIKING

Overall, the City of Modesto encompasses almost 45 square miles and primarily has diverse development, consisting of low- to medium-density residential, commercial and office space, and some industrial land uses. The Modesto Airport Neighborhood is approximately 1.6 square miles split geographically between the jurisdictions of the City and County (Figure 1).<sup>2</sup> This split in jurisdiction creates discrepancies in available infrastructure. For example, within the City’s jurisdiction there are generally adequate quality sidewalks, while in contrast, sidewalks are almost non-existent within the County’s jurisdiction. As a result, as students walk further than a couple of blocks from school they may encounter areas where there are no sidewalks.



Figure 1. Modesto Airport Neighborhood

Modesto has nearly 70 miles of bikeways, the majority of which are made up of Class III facilities. The City and County both have non-motorized transportation plans in place that describe current conditions of systems of trails, bikeways, and other transportation and recreation facilities for non-motorized users. The City adopted the [Modesto Non-Motorized Transportation Master Plan](#) in 2006, which includes an overview of existing and proposed bikeways (Figure 2). As shown, bikeway facilities are non-existent in the Airport Neighborhood. Proposed facilities include Class III Bike Paths throughout the neighborhood and a Class I Bike Path along the Tuolumne River; however, none of the proposed improvements are immediately adjacent to Orville Wright Elementary. The existing and proposed bikeways map in the [Stanislaus County Non-Motorized Transportation Plan](#) (Figure 3) shows the same approach.

During the Modesto Non-Motorized Transportation Master Plan development, community members identified the following:

- Goals:
  - Enhance safety.
  - Enhance enforcement and awareness.
  - Promote mutual respect between motorized and non-motorized users.
  - Improve connectivity of non-motorized routes, both within Modesto and inter-city.
  - Establish non-motorized modes as viable transportation/commuting modes.
  - Create bike and pedestrian-friendly design for ALL roadways, new and existing.
  - Provide adequate improvements.
  - Coordinate with regional bike plan.
  - Coordinate and cooperate with other planning efforts.
  - Integrate non-motorized transportation elements into the City’s General Plan.

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<sup>2</sup> For the purpose of this Action Plan, the selected study area represents the attendance boundaries for Orville Wright Elementary with the addition of the area between Santa Cruz Avenue and Santa Rosa Avenue, which we incorporated based on feedback from the Local Planning Committee. The Modesto City Schools Elementary District attendance boundaries can be accessed here: <https://www.mcs4kids.com/students/schools/attendance-boundaries>. Figure 1 does not show the split between City and County jurisdictions.

- What's not working:
  - Lack of coordination and plan implementation—available funds are not being used.
  - Policy constraints for bikes, especially on arterials—General Plan issue.
  - Lack of lane width for cyclists—shoulder space too narrow.
  - Lack of safe connections on paths and major routes.
  - Inadequate pathway lighting.
  - Speeding motorists and an auto-dominated culture.
  - Poor safety on major corridors.
- What should be done:
  - Conduct an education campaign.
  - Expand access to: 1) parks, 2) schools, 3) downtown/errand-destinations.
  - Develop additional routes and paths, both commuter-oriented and recreational.
  - Improve safety at major linkages and intersections.
  - Recognize and attempt to balance diverse needs.
  - Identify pedestrian and bike neighborhood connectors.
  - Support citizen advocacy for plan implementation.
  - Provide pedestrian-friendly signalization, especially timing.
  - Address disability amenities and infrastructure: additional curb cuts and wheelchair access, ensuring wheelchair inclusivity in planning.
  - Ensure adequate street lighting.
  - Seek funding through Safe Routes to Schools.
  - Connect southwest, which is currently blocked by Highway 99 and railroad tracks, with greater community.
  - Connect Tuolumne River Regional Park to community.

Public outreach for the development of the Stanislaus County Non-Motorized Transportation Plan brought forward similar input, including:

- Need for a countywide bike route network with improved roadway shoulders.
- Long-term vision of a countywide network of Canal pathways connecting communities.
- Pedestrian connections across obstacles such as highways and rivers.
- Pedestrian improvements to access shopping and school areas.
- Need for education and outreach such as “Share the Road.”
- Need for a countywide bicycle and pedestrian coordinator to liaison between agencies and help secure funding.

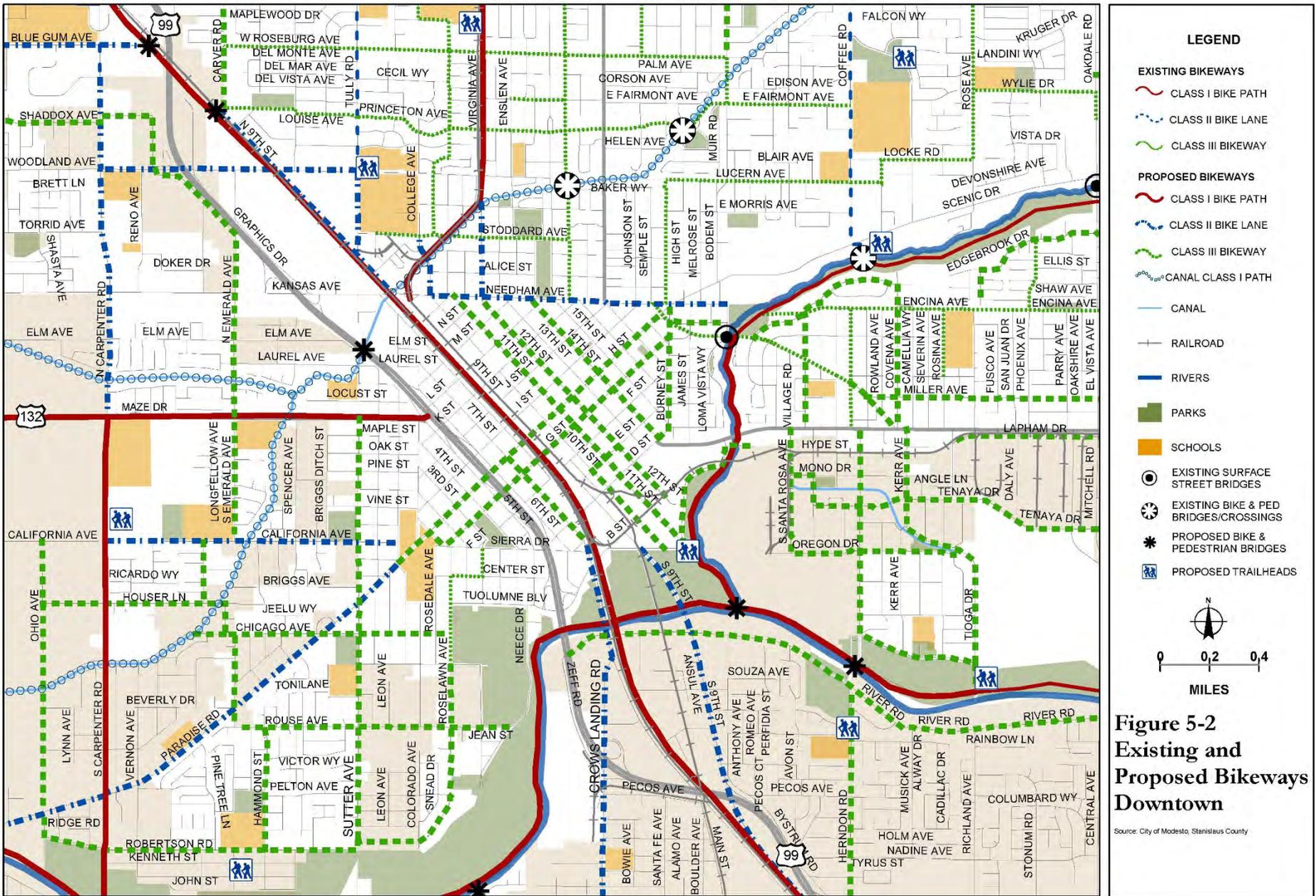


Figure 2. City Bikeway and Trail Network Downtown Map



Figure 3. County Bikeway and Trail Network Map

In 2016, California Walks led another project in collaboration with UC Berkeley SafeTREC—the [Community Pedestrian and Bicycle Safety Training \(CPBST\)](#) program—in the Airport Neighborhood. Findings from this effort were published in the [Recommendations to Improve Pedestrian & Bicyclist Safety in Modesto’s Airport Neighborhood](#) report. Issues of concern with pedestrian and bicyclist infrastructure noted in the report include a lack of sidewalks, drainage, high traffic speeds, wide streets, and a lack of bicycle facilities. Specific infrastructure issues and needs identified by residents include sidewalk installation and maintenance, improved crossings, street- and pedestrian-scale lighting, speed bumps and stop signs, improved bus stops, and maintenance of local parks and trails.



This overview of existing conditions demonstrates that infrastructure improvement needs are numerous throughout the Airport Neighborhood. Both City and County agencies are actively making improvements to bicycle and pedestrian infrastructure throughout their jurisdictions. For example, the City has recently implemented infrastructure improvements throughout various areas of the city, including a Class IV bike path between two junior college campuses along Virginia Avenue and a road diet along College

Avenue. Within the Airport Neighborhood, the City installed a high-visibility four-way crosswalk at the corner of Monterey and Empire Avenues in front of Orville Wright Elementary in early 2016. The County recently submitted an Active Transportation Program Cycle 4 Application for the Airport Neighborhood Active Transportation Connectivity and Safety Project, which includes the vicinity around Orville Wright Elementary as one its primary areas of focus. If funded, the project will result in new sidewalks, bikeways, and various safety improvement that contribute towards a safer environment for non-motorized travel (Figure 4).

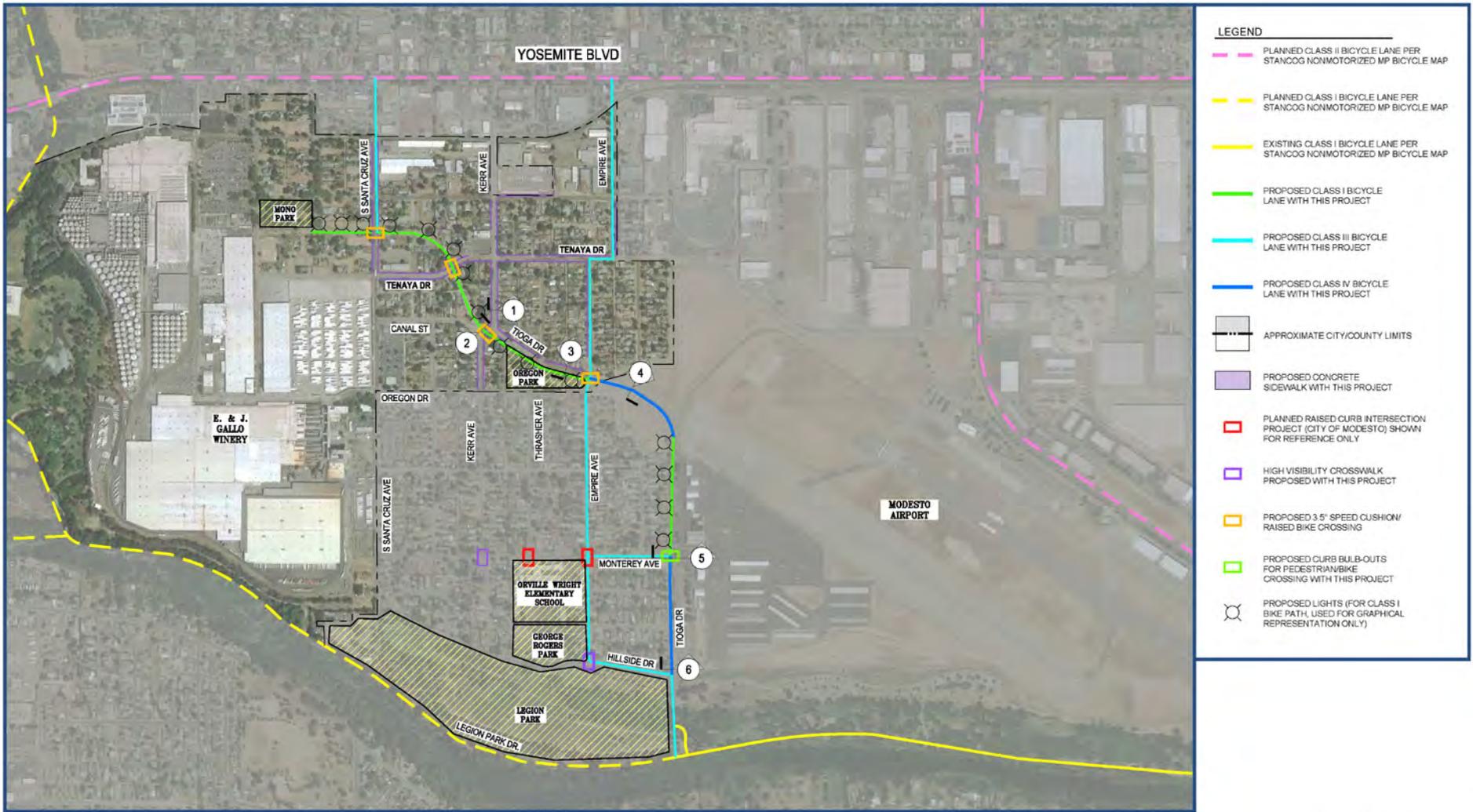
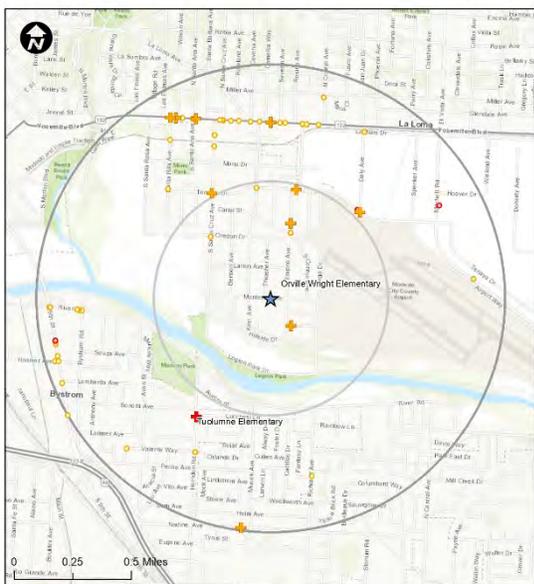


Figure 4. Airport Neighborhood ATP Proposed Improvements

### C. PEDESTRIAN AND BICYCLE COLLISION HISTORY

Between 2012 and 2016, there were a total of 449 pedestrian collisions and 460 bicycle collisions in the City of Modesto.<sup>3</sup> The majority of collisions clustered in the southwest area of the City, along major corridors, and in lower-income areas. Close to six percent of pedestrian collisions proved fatal and 26 percent involved a school-age victim. With bicycle collisions, nearly 93 percent of collisions resulted in minor injury and 23 percent of collisions involved a school-aged victim. Victims were more likely to be male in both pedestrian and bicycle collisions—54 percent and 73 percent, respectively. In the majority of pedestrian collisions across the City, the primary collision factors were driver failure to yield to a pedestrian in a crosswalk and pedestrian failure to yield right of way to vehicles. With bicycle collisions, the primary collision factors were riding in the wrong way and unsafe turning or signaling, both due to either driver or bicyclist violation. Within a 0.5-mile radius to Orville Wright Elementary there were six pedestrian/bicycle injury collisions, while within a one-mile radius there were 58 pedestrian/bicycle injury collisions. The high collision injury rate is likely due to the school’s proximity to Yosemite Boulevard (SR-132). Overall, 19 percent of the pedestrian and/or bicycle collisions within a one-mile radius involved a school-aged victim. More information about the collisions, including citywide maps, are provided in Appendix C.

**Modesto - Orville Wright Elementary  
Pedestrian or Bicycle Collisions Near School (2012-2016)**  
1602 Monterey St., Modesto, CA 95354-4298; CDSCode: 50711676052781



- Pedestrian/Bicycle Collisions within 1 Mile**
- ✝ Fatality (age 5-18) (1)
  - ✚ Injury (age 5-18) (10)
  - Fatality (other) (4)
  - Injury (other) (43)

*Figure 5. Collisions*

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

The City of Modesto, Stanislaus County, and the Modesto City Schools have adopted policies and plans that incorporate and support Safe Routes to School, but these policies have significant potential to be strengthened. The City of Modesto includes discussions of Safe Routes to School within its Urban Area General Plan and its Non-Motorized Transportation Master Plan. These documents include excellent language on improving a number of routes that will benefit schoolchildren and bicycle and pedestrian school education, in addition to a detailed step-by-step process to establish a citywide Safe Routes to School program. Similarly, the Stanislaus County General Plan and Non-Motorized Transportation Plan include supportive language, such as, goals and policy objectives to expand and connect bicycle and pedestrian facilities to schools, safety considerations, and a proposed Safe Routes to Schools program. However, overall there remain clear opportunities to strengthen this language during plan updates as well as in implementation.

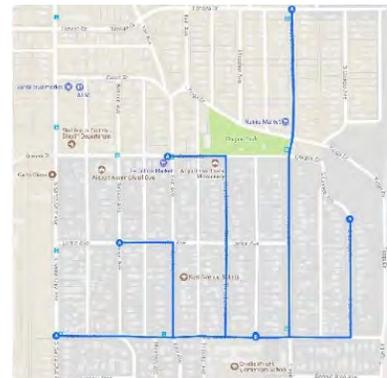
<sup>3</sup> These figures come from the Statewide Integrated Traffic Records System (SWITRS), which is collected and maintained by the California Highway Patrol. 2015 and 2016 SWITRS data were provisional as of November 2017 at the time of analysis.

Modesto City Schools has included language regarding Safe Routes to School; walking and bicycling within its Wellness Policy, although the language is fairly weak. There is opportunity to address implementation, strengthen language, and also to address smart school siting in the Facilities Plan. The District does not have a stand-alone Safe Routes to School policy. More information about the existing policies and plans can be found in Appendix B.



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

The City of Modesto and Stanislaus County both do not currently have coordinated Safe Routes to School programming, though they have both participated in limited Safe Routes to School-related efforts. Within the Airport Neighborhood, Orville Wright Elementary has experienced success participating in events like International Bike and Walk to School Day with support from the SafeKids Coalition. A walking school bus pilot program was organized by the County Health Services Agency in partnership with Tuolumne River Trust and residents from the "Charlas" (Community Chats) community group beginning in spring 2017. Through the successful pilot program, volunteer walking leaders were identified, walking routes were assessed, and ultimately five routes were selected. Orville Wright Elementary plans to continue the program indefinitely and is looking to find ways to both foster sustainable volunteer participation and expand route service.



## Community Profile: City of Modesto

**Population:** 201,165

**Land area:** 44.8 square miles

**Race and ethnicity:**

- White 49.4%
- Black or African American 3.7%
- Asian 6.4%
- American Indian and Alaska Native 0.6%
- Native Hawaiian or Other Pacific Islander 0.9%
- Some other race 0.2%
- Two or more races 3.3%
- Hispanic or Latino 35.5%

**Languages spoken at home\*:**

- English only 65.7%
- Spanish 25.0%
- Asian and Pacific Islander Languages 4.4%

**Poverty status\*:**

- General population: 18.2 % living below poverty level
- Ages <18 years old: 24.7% living below poverty level

**School district:** Modesto City Schools is one of four primary schools districts in the City and primarily serves the central part, including the Airport Neighborhood

**Modesto City Schools:** 33 total, serving almost 30,000 students

- 22 Elementary Schools (K-6)
- 4 Junior High Schools (7-8)
- 7 Comprehensive High Schools (9-12)

**Free or Reduced Price Meals Eligibility**

- Orville Wright Elementary: 99%

*\*2016 Five-Year American Community Survey*

### F. COMMUNITY WORKSHOP OVERVIEW

The community workshop held on April 27, 2018 revealed numerous findings that inform this Action Plan. A few key themes that came forward include:

- Enforcement challenges – Motor vehicles exceed speed limits, run stop signs, and perform erratic burnouts.
- Culture – Most Airport Neighborhood residents do not embrace walking and biking as viable transportation modes and resistance makes it challenging for those who do rely on active transportation.
- Communication – Residents often feel there is a lack of communication from local agencies and do not always know who to contact for specific issues (e.g. animal control).
- Split jurisdiction issues – Communication and discrepancies in policy, plans, and funding leads to inconsistent implementation of infrastructure by the City and County.



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

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

The City of Modesto, Stanislaus County, and Modesto City Schools outlined policies related to Safe Routes to School, while schools like Orville Wright Elementary implemented activities, such as Walk and Bike to School Day events and a walking school bus program. The success and momentum of school safety and community health efforts led by Orville Wright Elementary and many crucial Airport Neighborhood stakeholders guide the overall approach of recommendations outlined in this Action Plan. With an immediate focus on Orville Wright Elementary in this report,



the National Partnership recommends that the school should continue to build excitement around existing individual activities, while at the same time establishing a more formal program framework to grow and sustain Safe Routes to School. There also exists numerous citywide, countywide, and districtwide policies and actions that can support implementation of Safe Routes to School at Orville Wright Elementary. As such, the National Partnership recommends the City, County, and School District continue to build momentum in the community by expanding and delivering on these policy commitments in more schools and neighborhoods throughout the city and county. Additionally, demonstrated successes at Orville Wright Elementary, in combination with supportive policy and planning approaches from stakeholders like the City, County, and School District, creates the potential to set precedent for additional schools in Modesto to replicate. This type of collaborative approach may also provide benefits in terms of resources and how a citywide and countywide Safe Routes to School program can function sustainably.

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

## A. PROGRAM STRUCTURE, OPERATIONS, AND COORDINATION

Establishing a formal program structure with identified responsibilities for various partners is a key component of an effective and sustainable Safe Routes to School Program. This involves determining which organization or agency will take the lead, who will be involved in making program decisions, and how coordination will occur between different groups working on different components of the program. Orville Wright Elementary and Tuolumne River Trust have collaborated on various activities with support from the Airport Neighborhood Collaborative, City of Modesto, Stanislaus County, and Modesto City Schools, but no formal program structure has been established.

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

1. Determine Safe Routes to School program lead, such as the Airport Neighborhood Collaborative. It may also be of benefit to identify a lead agency within the Collaborative and a staff point person within that agency.
2. Establish a Safe Routes to School task force or designate an existing task force/committee to serve as the Airport Neighborhood - Safe Routes to School task force. Recruit members from the City, County, School District, Walking School Bus program volunteers, community leaders, and community organizations. Meet monthly, bi-monthly, or quarterly as program momentum is built.
3. Establish a shared vision and goals for the Safe Routes to School program.\*



### *Recommended strategies and actions for year 2:*

4. Create informational materials about the program that could be distributed to community members and families to recruit additional volunteers and program champions. Include information about past activities as well as a menu of options that Orville Wright Elementary can undertake.\*
5. Conduct outreach on Safe Routes to School to school PTA, community groups, etc.
6. Schedule a training for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.\*
7. Include Safe Routes to School messaging and resources on the Orville Wright Elementary webpage. Start with information on the Modesto City Schools [Student Safety](#) webpage and expand to include information specific to the Airport Neighborhood.
8. Include a City and/or County transportation staff person or other staff involved in active transportation in the District Wellness Committee.

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

*Recommended strategies and actions for year 3 to 5:*

9. As the program expands across multiple schools, work with the City, County, and Modesto City Schools to assess staffing and determine need and ability to establish a part time or full time paid Safe Routes to School coordinator position; explore additional funding as needed.

**B. EDUCATION**

Education activities include teaching students and community members about the broad range of transportation choices, providing them with the skills to walk and bicycle, and educating them about how to be safe from traffic, crime, and other threats while using different methods of transportation. Currently in the Airport Neighborhood, Orville Wright Elementary in collaboration with local community groups and agencies leads limited education activities, which include presentations on walking, bicycling, and traffic safety, and after-school programs.

*Recommended strategies and actions for year 1:*

1. Expand school-based educational activities and incorporate bike/pedestrian safety education into existing after-school programs.\*
2. Encourage participation in educational activities from schoolteachers to serve as mentors and safety ambassadors.\*
3. Develop and distribute traffic safety education materials for families that includes information related to pick-up/drop-off procedures as well as general safety at and around Orville Wright Elementary.\*

*Recommended strategies and actions for year 2:*

4. Establish a volunteer pool or program that trains additional staff and community members to provide school-based education programs.\*
5. Host bike rodeos (skills training) using Safe Routes to School National Partnership [resources](#) to assist with program development. Coordinate with local stakeholders to train volunteers or school staff and seek donations for safety equipment.\*

*Recommended strategies and actions for years 3 to 5:*

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



### C. ENCOURAGEMENT

Encouragement strategies generate excitement about walking and bicycling safely to school. Children, parents, teachers, school administrators and others can all be involved in special events like International Walk to School Day and ongoing activities like walking school buses and bike trains. Encouragement strategies can often be started relatively easily with little cost and a focus on fun.

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

1. Survey school leaders to identify what types of competition or incentive programs would likely be successful at Orville Wright Elementary. Programs could include frequent walker punch cards or mileage competitions.\*
2. Develop flyers with background information on school-based safety efforts and develop ways the community could become involved. Flyers could include information from the Safe Routes to School Launch Workshop and be distributed at key community locations—mall, park, transit center, library.\*
3. Participate in Walk to School Day and Bike to School Day events annually and provide information on a range of activities that could be organized for each day. Develop creative ways to involve residents and community members.

#### *Recommended strategies and actions for year 2:*

4. Partner with local community stakeholders to support bicycle and pedestrian safety throughout the Airport Neighborhood. Support could include involvement in Bike and Walk to School Day events and community bike rides and walking clubs.\*
5. Identify designated remote drop-off/pick-up locations at or near Orville Wright Elementary. Promote the locations by providing information to families.

#### *Recommended strategies and actions for years 3 to 5:*

6. Consider installing signage to denote remote drop-off/pick-up locations.
7. Expand walking school bus and/or bike train programs at Orville Wright Elementary school to support students walking or biking to school within about a half mile of the campus. Prioritize route expansion in areas where infrastructure is available or that coincide with planned improvements. Additionally, provide opportunities for students to walk safely along routes leading to and from corridors such as Yosemite Boulevard.\*
8. Review current arrival and dismissal procedures at Orville Wright Elementary for potential changes such as staggered dismissal to reduce conflicts between students walking and biking with car pick-up/drop-off.

### D. ENGINEERING

Engineering strategies create physical improvements to the neighborhood that make walking and bicycling more comfortable, convenient, and safe. The City of Modesto, Stanislaus County and Modesto City Schools have worked to identify and address needed improvements for walking and bicycling facilities near schools on an ad hoc basis.

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

1. Explore opportunities to include Safe Routes to School improvements in existing projects in the Airport Neighborhood, such as the upcoming Measure L sidewalk improvements. Additionally, assess and prioritize improvements identified at the workshop whenever possible, including: improved visibility of stop signs and bicycle lanes, additional speed humps, improved lighting, signage with flashing beacons, and speed enforcement sensors.\*
2. Identify upcoming new plans, revisions to plans, funding opportunities, or other places to insert Safe Routes to School considerations, such as the City’s ongoing General Plan update.
3. Conduct walkability and bikeability assessments around Orville Wright Elementary with City staff, School District staff, school staff, students, and families to identify areas needing improvements such as sidewalk gaps and difficult street crossings.\*
4. Conduct arrival and dismissal observations at Orville Wright Elementary with City staff, School District staff, school staff, students and families to identify areas for improvement.\*



Sample Walk Audit Worksheet

*Recommended strategies and actions for year 2:*

5. Prioritize coordination between the City of Modesto and Stanislaus County regarding engineering and infrastructure changes that will affect student travel to Orville Wright Elementary.
6. Based on the walkability and bikeability assessments, identify opportunities to increase convenient access for students walking and bicycling. This may include providing direct access from the sidewalk to the bike racks and entry doors or opening gates to allow pedestrian and bicycle access from adjacent trails, parks, and other walkways from the neighborhoods.

*Recommended strategies and actions for years 3 to 5:*

7. Explore funding and resource needs and opportunities for preparing plans to address the identified areas of concern along school routes and at schools.\*
8. Develop a citywide comprehensive Safe Routes to School Plan that identifies and plans for infrastructure improvements.
9. Develop suggested walking and biking route maps for Orville Wright Elementary and distribute online and via newsletters.
10. Install bicycle parking facilities at Orville Wright Elementary in visible and secure locations.

**E. ENFORCEMENT**

Enforcement activities deter unsafe behaviors of drivers, bicyclists, and pedestrians and encourage safe behaviors in the neighborhood around the school and along school routes. These activities can be

conducted by law enforcement, in partnership with law enforcement, or may be structured to be community-led. The Modesto Police Department currently conducts focused traffic law enforcement at the start of the school year and responds to requests for other increased enforcement needs throughout the year.

*Recommended strategies and actions for year 1:*

1. Expand current traffic enforcement throughout the Airport Neighborhood and schedule bicycle police days with targeted efforts before and after school. Conduct focused traffic enforcement around the school at the start of the school year. Coordinate efforts with schools as well as the School District and provide pre- and post-event communication to families and school staff.\*

*Recommended strategies and actions for year 2:*

2. Explore Orville Wright Elementary's interest in developing school safety patrols where students in upper elementary grades receive traffic safety training, teach their peers, and assist with on-campus enforcement activities using program materials from AAA. If interested, develop program with AAA.
3. As part of overall school route and improvement plans, assess needs for adult crossing guards at intersections near schools where students and families express difficulty crossing the street.\*

*Recommended strategies and actions for years 3 to 5:*

4. Develop an adult crossing guard program and survey the Airport Neighborhood to prioritize crossing locations most in need of enforcement. Explore available supportive funding mechanisms.\*

## **F. EVALUATION**

Evaluation involves data collection and program tracking to assess which approaches are more or less successful, ensure that a program is meeting its objectives, and identify unintended consequences or opportunities to improve the effectiveness of an approach for the community. Orville Wright Elementary has conducted walk audits and survey of parents and students in the past.

*Recommended strategies and actions for year 1:*

1. Conduct student travel tallies at the beginning of the year, using the travel tally tool provided by the National Center for Safe Routes to School.\*

*Recommended strategies and actions for year 2:*

2. Track Safe Routes to School education and encouragement program participation at Orville Wright Elementary. Collection information on overall participation as well as grade level/age and other demographic information. Use this information to assess program effectiveness and identify any needs for improvement.
3. Begin conducting a yearly assessment of the Safe Routes to School efforts at the end of the school year. Evaluate program effectiveness, including participation by different population groups, changes in behaviors or perceptions around walking and bicycling, and school and community receptiveness to the program components.
4. Expand student travel tallies to twice a year, once in the fall and once in the spring, using the travel tally tool provided by the National Center for Safe Routes to School.

5. Use mapping tools available from [UC Berkeley's TIMS program](#) to map bicycle and pedestrian collisions near schools. Use the collision information to assess changes and identify any needs for improvements citywide or at specific locations.
6. Explore opportunities to utilize data collection mobile apps.\*

*Recommended strategies and actions for years 3 to 5:*

7. Share program participation and evaluation results with schools and community members through newsletters or other materials.\*

## **G. EQUITY**

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

*Recommended strategies and actions for year 1:*

1. Continue to prioritize materials to reach non-English speaking students and families. Ensure that education and encouragement materials are provided in Spanish.
2. Identify local neighborhood leaders to serve as Airport Neighborhood champions who can communicate with all neighborhood stakeholders, share important issues, and encourage participation.\*

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

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

## **H. POLICY**

Adopting Safe Routes to School policies or incorporating Safe Routes to School practices into existing city, county, school, and school district policies helps eliminate barriers and ensure long-term sustainability of the Safe Routes to School program. Policies help institutionalize supportive practices, broadening the reach beyond an individual school or activity to reach children and families across a community. This leads to more consistent implementation between schools and neighborhoods, creates accountability, and establishes formal relationships and responsibilities. The City of Modesto includes discussions of Safe Routes to School within its Urban Area General Plan and its Non-Motorized Transportation Master Plan. Similarly, the Stanislaus County General Plan and Non-Motorized Transportation Plan include supportive language, such as goals and policy objectives to expand and connect bicycle and pedestrian facilities to schools, safety considerations, and a proposed Safe Routes to Schools program. However, overall there remain clear opportunities to strengthen this language during plan updates as well as in implementation.

Modesto City Schools has included language regarding Safe Routes to School; walking and bicycling within its Wellness Policy, although the language is fairly weak.

*Recommended strategies and actions for year 1-2:*

1. Explore adopting a Safe Routes to School policy in the form of a city council resolution or as part of an update to the City’s General Plan Circulation Element supporting Safe Routes to School initiatives.
2. Encourage Modesto City Schools to adopt a Safe Routes to School policy.
3. Implement education, encouragement, and communications activities described in the Student Wellness Policy. Use these activities to support Safe Routes to School initiatives.
4. Encourage Modesto City Schools and individual schools like Orville Wright Elementary to fulfill the recommendation in the Modesto Non-Motorized Transportation Master Plan on providing students with a safety handbook, including the development of a circulation map of the campus and immediate neighborhood showing the preferred circulation and parking patterns.

*Recommended strategies and actions for years 3-5:*

5. Amend the School District’s Facilities Construction Policy to include:
  - Evaluating transportation options for students and staff during modernization process.
  - Including Safe Routes to School staff, volunteers, and city transportation staff in siting procedures.
  - Requiring new school sites have safe and accessible transportation options for students that include walking and biking to and from school.
  - Requiring school design to be supportive of biking and walking, through amenities on campus and prominently featured and abundant supportive connections to surrounding neighborhoods.
6. Encourage Stanislaus County to include language that supports Safe Routes to School and reference schools in the General Plan Circulation Element priorities.

## **4. POTENTIAL FUNDING RESOURCES FOR IMPLEMENTATION**

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

### **A. CALIFORNIA ACTIVE TRANSPORTATION PROGRAM**

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

## **B. CALIFORNIA OFFICE OF TRAFFIC SAFETY**

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

## **C. MEASURE L**

In 2016, Stanislaus County passed [Measure L](#), a 25-year, half-cent countywide sales tax to enhance transit, highways, expressways and active transportation. The tax will generate an estimated \$960 million over its lifetime, with \$48 million going towards bike and pedestrian improvements. Potential bike and pedestrian improvement projects could include local connectivity between communities, local schools, trails, and recreation facilities, with each local agency working closely with residents to determine the type, location, and priority for new or upgrades to existing facilities. The City of Modesto will receive an estimated \$17.2 million for bike and pedestrian improvements and an [expenditure plan](#) has identified key projects.

## **D. LOCAL FOUNDATIONS, HEALTH ORGANIZATIONS, AND BUSINESSES**

Local foundations, health organizations, and businesses may be sources of funding for implementing Safe Routes to School programs. The benefits of Safe Routes to School for students, families, schools, and communities often align with foundations and organizations looking to support community health, physical activity, youth development, and neighborhood improvement. In addition, local businesses or businesses headquartered in Modesto may be willing to sponsor Safe Routes to School activities and provide monetary funding, volunteers, or giveaways. Local funding may be available through, for example, the [Stanislaus Community Foundation](#).

## **5. CONCLUSION**

The Modesto Airport Neighborhood is well positioned to continue building a strong and sustainable Safe Routes to School initiative. Existing and expanding Safe Routes to School initiatives at Orville Wright Elementary, new policy creation opportunities at the City and County, and strong community support mean that many important pieces are in place for a successful Safe Routes to School effort. By implementing the activities set out in this Action Plan over the next five years, the Airport Neighborhood is poised to build a strong and sustainable Safe Routes to School program and see healthier students and residents, reduced congestion, and a more livable and safer community.

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<sup>1</sup> California Dept. of Education, Physical Fitness Testing Research Files (Dec. 2015), obtained from kidsdata.org

## APPENDIX A. ACTION PLAN MATRIX

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<b><i>Program Structure, Operations, and Coordination</i></b>				
1. Determine Safe Routes to School program lead, such as the Airport Neighborhood Collaborative. It may also be of benefit to identify a lead agency within the Collaborative and a staff point person within that agency.	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary	
2. Establish a Safe Routes to School task force or designate an existing task force/committee to serve as the Airport Neighborhood - Safe Routes to School task force. Recruit members from the City, County, School District, Walking School Bus program volunteers, community leaders, and community organizations. Meet monthly, bi-monthly, or quarterly while building program momentum.	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary, Modesto City Schools, City of Modesto, Stanislaus County	<a href="#">Building Momentum for Safe Routes to School: A Toolkit for School Districts and City Leaders</a>
3. Establish a shared vision and goals for the Safe Routes to School program.*	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary	
4. Create informational materials about the program that could be distributed to community members and families to recruit additional volunteers and program champions. Include information about past activities as well as a menu of options that Orville Wright Elementary can undertake.*	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
5. Conduct outreach on Safe Routes to School to school PTAs, community groups, etc.	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary	
6. Schedule a training for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.*	2019-2020	Airport Neighborhood Collaborative		
7. Include Safe Routes to School messaging and resources on the Orville Wright Elementary webpage. Start with information on the Modesto City Schools <a href="#">Student Safety</a> webpage and expand to include information specific to the Airport Neighborhood.	2019-2020	Orville Wright Elementary		
8. Include a City and/or County transportation staff person or other staff involved in active transportation in the District Wellness Committee.	2019-2020	Modesto City Schools	City of Modesto and Stanislaus County	
9. As the program expands across multiple schools, work with the City, County, and Modesto City Schools to assess staffing and determine need and ability to establish a part-time or full-time paid Safe Routes to School coordinator position; explore additional funding as needed.	2020-2021 or later	Modesto City Schools, City of Modesto, Stanislaus County		
<b>Education</b>				
1. Expand school-based educational activities and after-school programs.	2018-2019	Orville Wright Elementary	Airport Neighborhood Collaborative	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
2. Encourage participation in educational activities from teachers to serve as mentors and safety ambassadors.*	2018-2019	Orville Wright Elementary		
3. Develop and distribute traffic safety education materials for families that includes information related to pick-up/drop-off procedures as well as general safety at and around Orville Wright Elementary.*	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary	
4. Establish a volunteer pool or program that trains additional staff and community members to provide school-based education programs.*	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary	
5. Host bike rodeos (skills training) using the using Safe Routes to School National Partnership <a href="#">resources</a> to assist with program development. Coordinate with local stakeholders to train volunteers or school staff and seek donations for safety equipment.*	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary	<a href="#">Roll Up to a Bike Skills Clinic</a>
6. Expand in-class traffic safety education, with the ultimate goal of providing in-class education for multiple grades.	2020-2021 or later	Airport Neighborhood Collaborative	Orville Wright Elementary	<a href="#">California Pedestrian and Bicycle Safety Curriculum (4th and 5th grades)</a>
7. Expand bike rodeo program, with the ultimate goal of providing a bike rodeo or other skills practice opportunity for every student at Orville Wright Elementary or through a community event.	2020-2021 or later	Airport Neighborhood Collaborative	Orville Wright Elementary	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
8. Conduct community education events such as Family Fun Bike Nights using materials from previous bike/pedestrian safety events.	2020-2021 or later	Airport Neighborhood Collaborative	Orville Wright Elementary, teachers, PTAs	
9. Work with high school students or others to create signage and public service announcements (PSAs) focused on pedestrian and bicyclist awareness and safety at and around schools.	2020-2021 or later	Airport Neighborhood Collaborative	Orville Wright Elementary	
<b>Encouragement</b>				
1. Survey school leaders to identify what types of competition or incentive programs would likely be successful at Orville Wright Elementary. Programs could include frequent walker punch cards or mileage competitions.*	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary, teachers, PTAs	<a href="#">Walk and Bike to School Day</a> website
2. Develop flyers with background information on school-based safety efforts and develop ways the community could become involved. Flyers could include information from the Safe Routes to School Launch Workshop and be distributed at key community locations—mall, park, transit center, library.*	2018-2019	Airport Neighborhood Collaborative		
3. Participate in Walk to School Day and Bike to School Day events annually and provide information on a range of activities that could be organized for each day. Develop creative ways to involve residents and community members.	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary	<a href="#">Walk and Bike to School Day</a> website

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
4. Partner with local community stakeholders to support bicycle and pedestrian safety throughout the Airport Neighborhood. Support could include involvement in Bike and Walk to School Day events and community bike rides and walking clubs.*	2019-2020	Airport Neighborhood Collaborative		
5. Identify designated remote drop-off/pick-up locations at or near Orville Wright Elementary. Promote the locations by providing information to families (e.g. Oregon Park).	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary	
6. Consider installing signage to denote remote drop-off/pick-up locations.*	2020-2021 or later	Airport Neighborhood Collaborative	Orville Wright Elementary	
7. Expand walking school bus and/or bike train programs at Orville Wright Elementary school to support students walking or biking to school within about a half mile of the campus. Prioritize route expansion in areas where infrastructure is available or that coincide with planned improvements. Additionally, provide opportunities for students to walk safely along routes leading to and from corridors such as Yosemite Boulevard.*	2020-2021 or later	Stanislaus County Health Services Agency	Airport Neighborhood Collaborative	<a href="#">Step By Step: How to Start a Walking School Bus at Your School</a>
8. Review current arrival and dismissal procedures at Orville Wright Elementary for potential changes such as staggered dismissal to reduce conflicts between students walking and biking with car pick-up/drop-off.	2020-2021 or later	Orville Wright Elementary	Modesto City Schools	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<b>Engineering</b>				
1. Explore opportunities to include Safe Routes to School improvements in existing projects in the Airport Neighborhood, such as the upcoming Measure L sidewalk improvements. Additionally, assess and prioritize improvements identified at the workshop whenever possible, including: improved visibility of stop signs and bicycle lanes, additional speed humps, improved lighting, signage with flashing beacons, and speed enforcement sensors.*	2018-2019	City of Modesto, Stanislaus County	Airport Neighborhood Collaborative	
2. Identify upcoming new plans, revisions to plans, funding opportunities, or other places to insert Safe Routes to School considerations, such as, the City’s ongoing General Plan update.	2018-2019	City of Modesto, Stanislaus County		
3. Conduct walkability and bikeability assessments around Orville Wright Elementary with City staff, County staff, School District staff, school staff, students, and families to identify areas needing improvements such as sidewalk gaps and difficult street crossings.*	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary, Modesto City Schools, City of Modesto, Stanislaus County	<a href="#">Walkability and Bikeability checklists</a>
4. Conduct arrival and dismissal observations at Orville Wright Elementary with City staff, School District staff, school staff, students and families to identify areas for improvement.*	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary, Modesto City Schools, City of Modesto, Stanislaus County	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
5. Prioritize coordination between the City of Modesto and Stanislaus County regarding engineering and infrastructure changes that will affect student travel to Orville Wright Elementary.	2019-2020	City of Modesto, Stanislaus County	Orville Wright Elementary	
6. Based on the walkability and bikeability assessments, identify opportunities to increase convenient access for students walking and bicycling. This may include providing direct access from the sidewalk to the bike racks and entry doors or opening gates to allow pedestrian and bicycle access from adjacent trails, parks, and other walkways from the neighborhoods.	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary, Modesto City Schools, City of Modesto, Stanislaus County	
7. Explore funding and resource needs and opportunities for preparing plans to address the identified areas of concern along school routes and at school.*	2020-2021 or later	Airport Neighborhood Collaborative	Orville Wright Elementary, Modesto City Schools, City of Modesto, Stanislaus County	
8. Develop a citywide comprehensive Safe Routes to School Plan that identifies and plans for infrastructure improvements.	2020-2021 or later	City of Modesto		
9. Develop suggested walking and biking route maps for Orville Wright Elementary and distribute online and via newsletters.	2020-2021 or later	Airport Neighborhood Collaborative	Orville Wright Elementary, City of Modesto, Stanislaus County	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
10. Install bicycle parking facilities at Orville Wright Elementary in visible and secure locations.	2020-2021 or later	Orville Wright Elementary, Modesto City Schools		
<b>Enforcement</b>				
1. Expand on current traffic enforcement throughout the Airport Neighborhood and schedule bicycle police days with targeted efforts before and after school. Conduct focused traffic enforcement around the school at the start of the school year. Coordinate efforts with schools as well as the School District and provide pre- and post-event communication to families and school staff.*	2018-2019	Modesto Police Department	Airport Neighborhood Collaborative, Orville Wright Elementary	
2. Explore Orville Wright Elementary's interest in developing school safety patrols where students in upper elementary grades receive traffic safety training, teach their peers, and assist with on-campus enforcement activities using program materials from AAA. If interested, develop program with AAA.	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary, AAA Northern California	<a href="#">AAA School Safety Patrol Program</a>
3. As part of overall school route and improvement plans, assess needs for adult crossing guards at intersections near schools where students and families express difficulty crossing the street.*	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary, Modesto City Schools	
4. Develop an adult crossing guard program and survey the Airport Neighborhood to prioritize crossing locations most in need of	2020-2021 or later	Airport Neighborhood Collaborative	Orville Wright Elementary, Modesto City Schools	<a href="#">California Crossing Guard Training Program</a>

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
enforcement. Explore available supportive funding mechanisms.*				
<b>Evaluation</b>				
1. Conduct student travel tallies at the beginning of the year, using the travel tally tool provided by the National Center for Safe Routes to School.*	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary	<a href="#">National Center for Safe Routes to School Database</a>
2. Track Safe Routes to School education and encouragement program participation at Orville Wright Elementary. Collect information on overall participation as well as grade level/age and other demographic information. Use this information to assess program effectiveness and identify any needs for improvement.	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary	<a href="#">National Center for Safe Routes to School Database</a>
3. Begin conducting a yearly assessment of the Safe Routes to School efforts at the end of the school year. Evaluate program effectiveness including participation by different population groups, changes in behaviors or perceptions around walking and bicycling, and school and community receptiveness to the program components.	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary	<a href="#">UC Berkeley TIMS</a>
4. Expand student travel tallies to twice a year, once in the fall and once in the spring, using the travel tally tool provided by the National Center for Safe Routes to School.	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
5. Use mapping tools available from UC Berkeley's TIMS program to map bicycle and pedestrian collisions near schools. Use the collision information to assess changes and identify any needs for improvements citywide or at specific locations.	2019-2020	City of Modesto, Stanislaus County		<a href="#">UC Berkeley's TIMS program</a>
6. Explore opportunities to utilize data collection mobile apps.*	2019-2020	Airport Neighborhood Collaborative	Orville Wright Elementary	
7. Share program participation and evaluation results with schools and community members through newsletters or other materials.*	2020-2021 or later	Airport Neighborhood Collaborative	Orville Wright Elementary, Modesto City Schools	
<b>Equity</b>				
1. Continue to prioritize materials to reach non-English speaking students and families. Ensure that education and encouragement materials are provided in Spanish.	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary	
2. Identify local neighborhood leaders to serve as Airport Neighborhood champions who can communicate with all neighborhood stakeholders, share important issues, and encourage participation.*	2018-2019	Airport Neighborhood Collaborative	Orville Wright Elementary	
3. Assess need to prioritize materials in additional languages to reach all non-English students and families.	2019-2020 or later	Airport Neighborhood Collaborative	Orville Wright Elementary	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<p>4. Use the results of previous year’s evaluation efforts to identify gaps in participation. Develop and implement a strategy to ensure all population groups can participate in the Safe Routes to School program. This strategy may include targeted outreach or adjustments to the programs. Look particularly at students generally underrepresented in active travel; e.g., students of color, female students, and students with disabilities.</p>	<p>2019-2020 or later</p>	<p>Airport Neighborhood Collaborative</p>	<p>Orville Wright Elementary</p>	
<p><b>Policy</b></p>				
<p>1. Explore adopting a Safe Routes to School policy in the form of a city council resolution or as part of an update to the City’s General Plan Circulation Element supporting Safe Routes to School initiatives.</p>	<p>2018-2020</p>	<p>City of Modesto, Stanislaus County, Stanislaus Council of Governments</p>	<p>Airport Neighborhood Collaborative</p>	
<p>2. Encourage Modesto City Schools to adopt a Safe Routes to School policy.</p>	<p>2018-2020</p>	<p>Modesto City Schools</p>	<p>Airport Neighborhood Collaborative</p>	
<p>3 Implement education, encouragement, and communications activities described in the Student Wellness Policy. Use these activities to support Safe Routes to School initiatives.</p>	<p>2018-2020</p>	<p>Modesto City Schools</p>	<p>Airport Neighborhood Collaborative</p>	
<p>4. Encourage Modesto City Schools and individual schools like Orville Wright Elementary to fulfill the recommendation in the Modesto Non-Motorized Transportation Master Plan on providing students with a</p>	<p>2018-2020</p>	<p>Modesto City Schools, Orville Wright Elementary</p>		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
safety handbook, including the development of a circulation map of the campus and immediate neighborhood showing the preferred circulation and parking patterns.				
<p>5. Amend the School District’s Facilities Construction Policy to include:</p> <ul style="list-style-type: none"> <li>• Evaluating transportation options for students and staff during modernization process.</li> <li>• Including Safe Routes to School staff, volunteers, and city transportation staff in siting procedures.</li> <li>• Requiring new school sites have safe and accessible transportation options for students that include walking and biking to and from school.</li> <li>• Requiring school design to be supportive of biking and walking, through amenities on campus and prominently featured and abundant supportive connections to surrounding neighborhoods.</li> </ul>	2020-2021 or later	Modesto City Schools		
6. Encourage Stanislaus County to include language that supports Safe Routes to School and reference schools in the General Plan Circulation Element priorities.	2020-2021 or later	Stanislaus County		

## APPENDIX B. EXISTING POLICIES AND PLANS

### A. INTRODUCTION

Ensuring that Safe Routes to School efforts reach students throughout a school district, county, or city and create changes in school travel over the long term requires that Safe Routes to School considerations be fully incorporated into City, County, and School District policies. The Safe Routes to School National Partnership conducted a policy scan for Modesto City Schools, the City of Modesto, Stanislaus County, and the Stanislaus Council of Governments. This report provides an overview of the current policy landscape for Safe Routes to School in the Modesto Airport Neighborhood and highlights promising opportunities for updating and improving the commitment to Safe Routes to School.

### B. POLICIES OF MODESTO CITY SCHOOLS

Modesto City Schools (District) is made up of 22 elementary schools (K-6), four junior high schools (7-8), and seven comprehensive high schools (9-12), serving almost 30,000 students. During the 2016-2017 school year, Orville Wright Elementary had a total enrollment of 393 students.<sup>1</sup> Infrastructure throughout the Modesto Airport Neighborhood is non-existent in some areas and often not of a high enough quality to make residents feel safe walking and biking. Yet according to a recent “hands-up” survey conducted as part of the school’s Walking School Bus program, approximately half of the school’s students use active transportation to get to school.

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

Modesto City Schools has a wide range of policies and procedures that are adopted by the Board of Education and guide practices at the District and school level. The policies are fairly neutral. They avoid the strong negativity of some policies seen around the nation, but could be strengthened to add in positive language that is more supportive of Safe Routes to School and addresses specific issues and policy points. A number of existing policies are described below, with some suggestions regarding how they could be strengthened.

#### 1. Student Wellness Policy<sup>1</sup>

The Board of Education adopted a Student Wellness Policy in June 2006; it was last reviewed in November 2017. Through a comprehensive and coordinated approach, the Board prioritizes health education in physical education, health services, nutrition services, psychological and counseling services, and a safe healthy school environment to support the well-being of students and staff. The wellness policy is inclusive and strives to engage among students, parents, teachers, food service professionals, health professionals, and other interested community members in developing and implementing district-wide wellness efforts. A core principle of Safe Routes to School is involving students, parents, and the community in understanding the importance of a healthy lifestyle.

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<sup>1</sup> <https://www.mcs4kids.com/documents/FastFacts.pdf>

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

**Physical Activity**

**Regular Physical Activity Breaks**

*All students in grades K-12 shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, before- and/or after-school programs, and other structured or unstructured activities.*

**Physical Activity Before and After School**

*The District will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents’ efforts to provide their children with opportunities to be physically active outside of schools.*

**Safe Routes to School – Walking and Biking**

*The District will encourage students to walk or bike to school when appropriate. Schools shall provide bike racks for students. When possible, schools will work with parent groups to establish walking school bus and bicycle train programs.*

*The District will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school.*

*When appropriate, the District will work together with local public health, public works, public safety, and/or police departments in Safe Routes to School efforts.*

**Stakeholder Participation and Community Engagement**

**District Wellness Committee**

*The Superintendent or designee may appoint a District health council or other committee consisting of parents/guardians, students, food service employees, District and school site administrators, Board representatives, health professionals, school nurses, health educators, physical education teachers, counselors, members of the public, and/or others interested in school health issues.*

*The District health council or committee shall advise the District on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the council’s charge(s) may include the planning, development and implementation of activities to promote health within the school or community. The school health council or committee shall conduct periodic review and updates of the District’s Student Wellness Policy. The District health council or committee shall meet no less than 2 times per year.*

**School/Student Wellness Sub-Committees**

*To the extent possible, the District encourages each school site to establish a separate wellness sub-committee consisting of parents/guardians, students, school site food service employees, school site administrators, health professionals, school nurses, health educators, physical education teachers, counselors, members of the public, and/or others interested in school health issues. The school wellness sub-committee’s charge(s) may include the planning and implementation of health and wellness activities for the school site.*

**Community Coalition and Policy Process**

*To the extent possible, the District encourages staff and/or volunteers to participate in community coalitions and partnerships to stay informed, participate in the public policy process and to highlight the need for community changes to address chronic disease and related risk factors.*

### **Accountability, Implementation, and Evaluation**

#### Training Support

*To the extent possible, the District will provide training for teachers and other staff and/or volunteers to ensure knowledge and understanding of the Student Wellness Policy and the District's overall commitment to student wellness.*

#### Evaluation Plan

*To determine whether the policy is being effectively implemented Districtwide and at each District school, the following indicators shall be used:*

- 1. Descriptions of the District's nutrition education, physical education, and health education curricula.*
- 2. Number of minutes of physical education instruction offered at each grade span.*
- 3. Number and type of exemptions granted from physical education.*
- 4. Results of the state's physical fitness test.*
- 5. An analysis of the nutritional content of meals served based on a sample of menus.*
- 6. Any sales of non-nutritious foods and beverages in fundraisers or other venues outside of the District's meal programs.*
- 7. Feedback from food service personnel, school administrators, the school wellness committee, parents/guardians, students, and other appropriate persons.*
- 8. Any other indicators recommended by the Superintendent and approved by the Board.*

#### *Good Language*

Within the Student Wellness Policy, there is limited language on Safe Routes to School, providing general support and encouragement for coordinating with a range of stakeholders, but no explicit commitments or actions. The policy encourages creating a District Wellness Committee to advise the District on health-related issues, activities, policies, and programs. Additionally, it encourages creating School/Student Wellness Sub-Committees to assist in planning and implementation of health and wellness activities for the school site. Sub-Committee members are to include parents/guardians, students, school site food service employees, school site administrators, health professionals, school nurses, health educators, physical education teachers, counselors, members of the public, and/or others interested in school health issues. To facilitate implementation, there is good language on specific indicators to evaluate in assessing policy effectiveness.

#### *Language Recommendations*

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

- Including a Safe Routes to School coordinator or City transportation professional in the Wellness Committee and School/Student Wellness Sub-Committees.
- Providing resources for safe and accessible options for walking and biking to school.
- Linking school travel options in wellness goals and actions.
- Including active transportation when reinforcing students' understanding of healthy lifestyles.
- Spelling out more detailed actions to support Safe Routes to School.

## 2. Safe Routes to School Policy

The Board of Education does not currently have a Safe Routes to School Policy. Below are recommendations for future policy language.

### *Language Recommendations*

The District should develop and adopt a Safe Routes to School Policy. Use the [Safe Routes to School District Policy Workbook](#) create a policy that best fits community needs in Modesto.

## 4. Facilities Construction Policy<sup>2</sup>

The Board of Education last revised its Facilities Construction Policy in March 1984. The policy primarily describes a series of required project management steps for new construction, alterations, and maintenance. There is no specific language regarding facility construction and potential solutions to coordinate roadway management and priorities, such as school pick-up and drop-off locations and sidewalk availability.

### *Language Recommendations*

Support for Safe Routes to School could be strengthened in policy around facilities planning and school siting by:

- Evaluating transportation options for students and staff during site modernization.
- Including Safe Routes to School staff, volunteers, and City transportation staff in modernization procedures.
- Including proximity to students' residences as a significant consideration in modernization.
- Requiring new school sites have safe and accessible transportation options for students that include walking and biking to and from school.
- Requiring school design to be supportive of biking and walking, through amenities on campus and prominently featured and abundant supportive connections to surrounding neighborhoods.
- Incorporating consideration of the General Plan and City and County Non-Motorized Transportation Plans into school siting policy as a mechanism for contributing to community needs.

## C. CITY OF MODESTO PLANS AND POLICIES

Policies and plans from the City of Modesto were also reviewed as part of the Safe Routes to School National Partnership's policy scan. While the City has a number of plans and plans that reference Safe Routes to School, these documents could be revised to include stronger Safe Routes to School-specific language supporting City and School District efforts.

### 1. Modesto Non-Motorized Transportation Master Plan<sup>3</sup>

The City first adopted the Modesto Non-Motorized Transportation Master Plan in 1996 and later conducted an update in 2006. The plan provides a blueprint for developing a citywide system of trails, bikeways, and other transportation and recreation facilities for a full range of non-motorized users. Throughout the plan, there is emphasis on schools as primary community destinations and in recommended priority projects. However, no priority projects provide recommendations within the Airport Neighborhood or near Orville Wright Elementary. Chapter 7 – Bicycle and Pedestrian Programs includes a section on how the city could develop and implement a Safe Routes to School Program. Examples of support are included below.

#### Goals and Policies of Plan Update

- **Goal 1, Policy 1.4.** Develop and implement a signed and numbered route system for cross town commuter bicycle routes that serve major employment centers, schools, commercial districts, transit stations and institutions.
- **Goal 4, Policy 4.4.** Support programs such as “safe routes to school” maps and “bike trains” or “walking school buses” for elementary students that would encourage more students to walk or bicycle to school.
- **Goal 5, Policy 5.2.** Maximize coordination between Stanislaus County, adjacent municipalities, school districts and community organizations to review and comment on bicycle and pedestrian issues of mutual concern.

### **Recommended Bicycle Projects**

- **Bicycle Parking Program— Construct Bicycle Corrals at Local Schools:** A special program to construct bicycle corrals where needed at Modesto area schools should be started. A corral is a fenced-in area at a major destination, such as a school or an event, secured either through lock or by an attendant, where bicycles can be securely parked. These simple enclosed facilities are locked from the beginning to the end of school, and address the theft and vandalism concerns of students.
- **Sidewalk Management— Allow Children to Bicycle on Neighborhood Sidewalks:** Adopt Caltrans recommendations for sidewalk management and specifically allow school children and adults accompanying them to ride bicycles on sidewalks. Consider the use of stencils and signs (supported by a City-adopted resolution) to prohibit bicycle riding on sidewalks in areas where shop or car doors open directly onto sidewalks (sidewalks located within shopping centers, etc.). Also, consider the use of stencils and signs (supported by a City-adopted resolution) to prohibit bicycle riding on sidewalks in areas where there are numerous driveways. Modification of the existing code on bicycle riding on sidewalks should be made to accommodate children riding bicycles with wheels that are more than 20 inches in diameter. Currently, according to municipal code Section 4-3.22 bicycles with wheels larger than this diameter size are strictly prohibited on sidewalks. The code may be better suited to allow bicycling on the sidewalk paths that exist in the City as well as those that will be built in the future.

### **Safe Routes to School**

- This Plan has identified a number of routes that will benefit schoolchildren that walk or bicycle to school. Identifying and improving school routes is one of the most effective means of reducing AM traffic congestion and addressing existing safety problems. Most effective school commute programs are joint efforts of the school district(s) and City, with parent organizations adding an important element.
- **Recommendation—Develop a Safe Routes to School Program**  
Safe Routes to School (SR2S) programs are growing in popularity nationwide. SR2S programs are often designed to decrease traffic and pollution and increase the health of children and the community at large. The programs promote walking and bicycling to school through educational efforts and incentives that stress safety and fun for the participants. SR2S programs also address the safety concerns of parents by encouraging greater enforcement of traffic laws, educating the public, and exploring ways to create safer streets.

- The basic components of a SR2S program include:
  - Encouragement – school commute events and frequent commuter contests are used to encourage participation.
  - Education – students are taught safety skills and educational campaigns aimed at drivers are developed.
  - Enforcement – various techniques are employed to ensure traffic laws are obeyed.
  - Engineering – infrastructure improvements are constructed to improve the safety of school commute routes.

- **What Are the Benefits of a SR2S Program?**

The primary benefit of implementing a SR2S program is the resulting increase in safety for children walking and riding bicycles to school. A comprehensive strategy based on a cooperative effort between school officials, parents, residents and city planning staff will ensure that specific school related traffic calming projects and pedestrian and bicycle improvements will become priority projects eligible for State, Federal or other grant funding. The involvement of various stakeholders throughout the Safe Routes process increases the likelihood for implementation of needed safety improvements. While the primary focus of a SR2S program is improving safety for children walking and biking to school, these safety benefits can extend to all age and activity groups. In addition to safety enhancements, a SR2S program helps integrate physical activity into the everyday routine of school children. Health concerns related to sedentary lifestyles have become the focus of efforts both statewide and nationally to reduce health risks associated with being overweight. Identifying and improving routes for children to safely walk and bicycle to school is one of the most cost effective means of reducing weekday morning traffic congestion and can help reduce auto-related pollution.

- **SR2S Program Outline**

School commute projects need to be developed in a traditional planning process that includes (a) school administrators and teachers, (b) local PTA's and other groups, (c) neighborhood groups and the public, (d) police departments, and (e) County public works department. The planning process can be accomplished by these groups using the step-by-step process outlined below, or by enlisting professional services.

1. Form a School Commute Task Force composed of representatives from the school district, public works and law enforcement agencies, the local neighborhood, parent-teachers or other similar group, and the school itself.
2. Set objectives and a reasonable schedule for this Task Force to accomplish its goals.
3. Determine the preferred basic school commute routes to the school based on (a) parent and student input, (b) a survey of parent and student community patterns, (c) public works and law enforcement input, and (d) observations of actual commuting patterns.
4. Are there any efforts to guide students who wish to walk or bicycle to school? Does the school provide a map of recommended routes?
5. Does the school wish to encourage more students to walk or bicycle to school? While there is a perception of safety being a concern, statistics show that walking and bicycling are just as safe as

driving. Yet many parents insist on driving their children even a few blocks to school--thus contributing to the traffic congestion.

6. Study the parking lot and drop off areas of the school. Is there a pattern where students are walking between cars or through parking lots or drop off areas to reach the school? Are there management efforts to get parents to follow any specific drop-off protocol?

7. Are there adequate sidewalks and bike lanes on the streets directly serving the school? Are there school access points which encourage students to cross midblock or at other less desirable locations?

8. Where are the first major street crossings on the main school commute routes? Many accidents occur at these intersections. Are they signalized? Is the signal timing adequate even for younger students? Are there crossing guards?

9. Are there any locations where students are crossing major or minor streets at midblock or unprotected locations, i.e., no stop signs or signals? Because children are sometimes hard to see and have difficulty in gauging vehicle speed, these locations can be the focus of improvements.

10. Do students have to cross intersections that have very wide turning radii, where vehicles can accelerate and merge while turning? These are problematic because drivers are focused to their left at merging traffic rather than in front at crosswalks.

11. Do all intersections have properly designed crosswalks? The crosswalks should be located so that students can wait safely on the sidewalk prior to seeing if they can cross. Is there adequate visibility and lighting given the speed of traffic? Are there adequate warning signs in advance of the crosswalk?

12. What are the 85th percentile speeds of traffic on the major school commute corridors? Are they significantly above or below the posted speed limits? When was the last speed survey conducted? What is the level of police enforcement, and does it occur only at the beginning of the school year? It is possible to lower speed limits near schools. In other locations, it may be necessary to make physical changes, such as narrowing travel lanes, to slow traffic. It may also be preferable to accept slightly more congestion on a two-lane street, and have slower speeds, than have free flowing high-speed traffic on a four-lane street.

13. School Commute Projects involve numerous often-small incremental changes to sidewalks and roadways, such as adjustments to signal timing or new signing or lighting. In other cases, innovative lighted crosswalk treatments or even grade separation may be warranted.

Working with the Task Force will help a school determine the best mix of improvements suitable for each corridor, and compatible with local traffic conditions.

14. A more detailed evaluation methodology, which rates improvements and corridors according to objective criteria, has been developed and is available for use by local schools. However, it may require the services of specialists who understand traffic safety and engineering.

15. Once the improvements have been identified, a preliminary design or plan must be completed which describes the project and its cost. For example, a crosswalk improvement would need to be designed so that it can be reviewed and approved by the appropriate agency. Again, a professional may be engaged for this effort.

16. With a plan and cost estimate, the project still needs a sponsor. Typically this would be the public works department, who are best connected to available funding sources and familiar with the

State and Federal procedures necessary to obtain funding. The project sponsor will need an official authorization, and confirmation that (a) the right-of-way is publicly owned, (b) staff have reviewed and approved the project, and (c) no negative impacts have been identified. With this in hand, the project sponsor can seek funding, which usually requires a 10% or greater matching amount.

17. Programs that may be implemented include a “Walking School Bus Program”, which involves parents taking turns walking (or bicycling) with groups of children to school. Other innovative programs are identified in Marketing, Education, and Support Programs.

### **Education Programs**

- **Recommendation—School Children Bicycle and Pedestrian Education**

Existing school education programs should be expanded in a cooperative effort between the City and local school districts, and supported by a secure, regular funding source. A joint City/school district Safety Committee should be formed consisting of appointed parents, teachers, student representatives, administrators, police, active bicyclists and Transportation Department staff whose task it is to identify problems and solutions, ensure implementation, and submit recommendations to the School Boards or City Council. This effort will be complementary to the physical improvements recommended in the Safe Routes to School Program priority project.

Education materials should be expanded to promote the benefits of bicycling, the need for education and safety improvements, the most recent educational tools available in the country (including the use of low-cost safety videos), and directives to parents on the proper school dropoff/pick-up procedures for their children. Educational pamphlets for children should be made more readable. Incentive programs to reward good behavior should be developed. Educational programs, especially on-bike and on-street pedestrian training should be expanded to more grades and for more hours per year. Education curriculum should, at a minimum, cover the following lessons:

- On-bike training or bicycle “rodeos”
- Use and importance of bicycle helmets
- How to adjust and maintain a bicycle
- Night riding (clothes, lights)
- Rules of the road
- Riding on sidewalks
- How to negotiate intersections
- Riding and walking defensively
- Use of hand signals
- Seatbelt safety

- **Recommendation—Provide Safety Handbook**

A standard safety handbook format should be developed incorporating the best elements of those currently in use, and made available to each school district on disk to they may be customized as needed. Schools should develop a circulation map of the campus and immediate neighborhood showing the preferred circulation and parking patterns and explaining in text the reason behind the recommendations. This circulation map should also be a permanent feature in all school

newsletters. Bicycle helmet subsidy programs are available in California and should be used to provide low-cost approved helmets for all schoolchildren bicyclists.

- **Recommendation— Bike-to-Work and Bike-to-School Days**

The City should continue to hold an annual Bike-to-Work day in May, in conjunction with the California bike-to-work week activities. Continued police presence in the Bike-to-Work Day activities through escorted routes should be continued, as should city staff presence at “energizer” stations along the route. Local Bike-to-School days could be jointly sponsored with the School Districts, possibly in conjunction with bicycle education programs.

### *Language Recommendations*

Support for Safe Routes to School could be strengthened in the Modesto Non-Motorized Transportation Master Plan by:

- Including actions as to how the City, Stanislaus County, adjacent municipalities, school districts and community organizations can frequently collaborate on bicycle and pedestrian issues of mutual concern.
- Evaluating feasibility of the proposed Safe Routes to School Program and outlining key immediate actions the City can take to implement a citywide program in the near future.
- Including the Equity and Evaluation E’s in the basic components description of a Safe Routes to School program.
- Expanding program strategies to include equity, enforcement, and evaluation approaches.
- Encouraging Modesto City Schools and individual schools to fulfill the recommendation on providing students with a safety handbook, including the development of a circulation map of the campus and immediate neighborhood showing the preferred circulation and parking patterns.

### **3. Healthy Eating Active Living City Resolution<sup>4</sup>**

The City of Modesto adopted a HEAL City Resolution in 2004. Actions to improve health and active living including walking and biking in the City are emphasized in the resolution below.

WHEREAS, in 2004, the League of California Cities adopted an Annual Conference resolution to encourage cities to embrace policies that facilitate activities to promote healthier lifestyles and communities, including healthy diet and nutrition and adoption of city design and planning principles that enable citizens of all ages and abilities to undertake exercise; and

WHEREAS, the League of California Cities has a strategic goal to promote and develop safe and healthy cities, and

WHEREAS, the Healthy Eating Active Living (HEAL) Cities Campaign is a partnership between the League of California Cities and the California Center for Public Health Advocacy, and,

WHEREAS, these agencies work with California cities to adopt policies that will improve the physical activity and healthier food opportunities for residents, and

WHEREAS, obesity takes a tremendous toll on all Californians, in medical bills, workers compensation and lost productivity, costing in excess of \$41.2 billion a year; and

WHEREAS, the City of Modesto commits to do all it can to decrease the rate of obesity in our community and is committed to implementing the necessary policies to create healthier work, school, and neighborhood environments conducive to promoting healthier eating and increased physical activity among residents; now, therefore,

1. BE IT RESOLVED by the Council of the City of Modesto, as follows:

The City of Modesto City Council recognizes obesity is a serious health threat to the health and well-being of adults, children, and families in Stanislaus County. The City Council supports City participation in the Healthy Eating Active Living (HEAL) Cities Campaign that includes statewide, regional and local programs that highlight opportunities to invest in our citizen's health and wellness.

2. The City of Modesto has existing policies and programs that promote active, healthy living, including:

- Safe Routes to School Program which promotes safe pedestrian access to schools;
- Parks & Recreation Master Plan that identifies park and recreation services policies and infrastructure needs;
- The City-wide Non-Motorized Transportation Plan that identifies existing and planned cycling facilities;

3. The City Council directs Staff and Commissions to continue to identify opportunities to encourage healthy choices that may include recommending healthful goals and policies.

4. 4. The City supports General Plan updates that support health and wellness choices such as:

- walkable neighborhoods throughout the City;
- safe access to City parks, playgrounds, and recreation amenities;
- connectivity between redevelopment areas, residential neighborhoods,
- improvements to the City Transit Plan

5. 5. The City encourages healthy choices that may include:

- expanding community access to indoor and outdoor public facilities through joint use agreements with schools and/or other partners;
- addition of a criterion in the Capital Improvement Program ranking system to give consideration for projects that promote opportunities for physical activity;
- promoting use of City facilities to educate and offer resources to residents on healthy living choices;
- providing healthier options of food, beverages, and snacks authorized for sale in vending machines at all City facilities;

NOW, THEREFORE BE IT RESOLVED, by the Council of the City of Modesto that it hereby approves the City of Modesto's participation in the Healthy Eating Active Living (HEAL) Cities Campaign.

*Language Recommendations*

Support for Safe Routes to School could be strengthened in the in HEAL City Resolution by:

- Continuing to support Safe Routes to School in the implementation of the HEAL Resolution.

#### **4. City of Modesto Urban Area General Plan<sup>5</sup>**

The City of Modesto last conducted a comprehensive update of its Urban Area General Plan in 1995 and is currently in the process of conducting another comprehensive update in 2018. As part of the ongoing update, the City is aiming to create a Circulation Element that is reflective of growing demand and support across the city for active transportation. To accomplish this, the City will create separate sets of policies with a pedestrian, bicycle, or transit focus.

The General Plan serves as "a set of instructions on how to build a city" and sets a vision for future development in Modesto. Within this vision is recognition of the need for more comprehensive planning to deal with complex issues, including bicycle and pedestrian circulation. Goals, programs, and policies supporting Safe Routes to School are included below.

#### **Chapter V: Community Services and Facilities—Circulation and Transportation<sup>6</sup>**

- **General Circulation and Transportation Goal**

- The purpose of transportation and the circulation system is to move people and goods safely, conveniently, and efficiently. The transportation and circulation systems should be designed to make transportation safe and convenient for all users. Chapter V. Community Services and Facilities City of Modesto Urban Area General Plan V-3 October 14, 2008 In order to implement this goal, the City shall consider preparing corridor (e.g. SR 108/McHenry Avenue, SR 132/Yosemite Boulevard, Crows Landing Road, Paradise Road, SR 132/9th Street) planning studies. Corridor studies focus on the interaction between land use and transportation and identify the mix of investments in transportation improvements (pedestrian, bicycle, bus, rail, automobile) and land uses that would most effectively move people and goods in the context of existing and planned development. The guiding principle of transportation planning is that new transportation investments should reinforce existing travel patterns. Corridor studies should follow this principle and consider the "4 D's" of transportation: density, diversity (of land use), design, and destination accessibility. Studies may include the following elements: number of motor vehicle travel and turn lanes, transit accommodation, safe bicycle and pedestrian accommodation, median refuges and raised medians, land use designations, standards for developing land fronting on and adjacent to corridors, and others as determined appropriate.
- The circulation element should be updated to allow the citizens of Modesto to effectively travel by foot, bicycle, and transit to reach important destinations in Modesto and the region. The City should view all transportation improvements, whether new or retrofit, as opportunities to improve safety, access, and mobility for all travelers and recognize bicycle, pedestrian, and transit modes as integral elements of the transportation system, the promotion of which will help the City achieve important financial and air quality objectives. The standard practice should be to construct complete streets while prioritizing project selection and project funding to accelerate development of a balanced, multimodal transportation network that allows residents to choose a variety of modes.

- **Circulation and Transportation Policies—Overall**

- The streets and highways system should be coordinated with Caltrans', the County's, and other jurisdictions' existing facilities and plans. The adoption of a regional expressway system by the Stanislaus Council of Governments (StanCOG) should be supported, and the components of the regional system that lie within the City's Sphere of Influence shall be incorporated into the City's Circulation and Transportation Diagram. The expressway system shall be designed to accommodate mass transit. The City shall develop an efficient, and well coordinated, multi-modal (rail/air/bus/bicycle/pedestrian) transportation system.
- Transportation Control Measures (TCMs) shall be implemented where feasible or mandated by other agencies, to reduce vehicle miles traveled, vehicle idling, or traffic congestion. Alternatives to the drive-alone auto mode, such as mass transit, ride sharing, non-motorized transportation, and telecommuting, should be encouraged. In addition, the City shall encourage innovative means to reduce traffic congestion and enhance air quality, through:
  - increased transit service, including:
    - regional express bus service
    - transit access to airports and railroad stations
    - expansion of public transportation
    - bus pullouts and transit shelters
    - bicycle racks on buses
  - trip reduction programs, including
    - transit oriented development
    - sustainable development
    - preferential parking and financial incentives for carpools and vanpools
  - encouragement of pedestrian and bicycle travel including development of the nonmotorized transportation system as outlined in the December 2006 *Non-Motorized Transportation Plan* and development of pedestrian and bicycle overpasses where feasible and appropriate
  - development of safe routes to school and other measures as identified in the latest Modesto City Council resolution regarding Reasonably Available Control Measures
- The City shall prepare a citywide transportation improvement plan to accommodate peak hour traffic flow on arterial streets and major collector streets while considering transit, bicycle, and pedestrian travel. This plan may include traffic signal coordination and low-cost intersection and roadway segment improvements, such as striping and restriping to add turning lanes. This plan should also consider Transit Oriented Development (TOD), Smart Growth principles, transit enhancements, and non-motorized transportation networks as means to reduce vehicle trips and maximize the efficiency of the existing and planned roadway system.
- The highest possible levels of service for all transportation modes (vehicle, transit, pedestrian, and bicycle) shall be maintained on City roadways, consistent with the financial resources reasonably available to the City and without unreasonably burdening property owners or developers with excessive roadway improvement costs. On roadways where the LOS is expected to exceed level F, the City should consider mitigation measures other than road widening, such as the addition of bicycle lanes, improved pedestrian access, improved transit service, and the establishment of walkable development patterns. Data from the General Plan Traffic Analysis,

described in The Traffic Appendix of the Master Environmental Impact Report, as updated from time-to-time, shall be used to evaluate the effectiveness of traffic mitigation measures adopted by the City Council.

- Development shall be designed to encourage walking as an alternative mode to the automobile for transportation by creating safe and convenient pedestrian facilities and connections through landscaping, frontage improvements, and pedestrian walkways through parking areas and or over major barriers such as freeways or canals. Development of cul-desacs should be discouraged; however, when proposed, through cul-de-sacs shall, to the greatest extent possible, provide pedestrian connections to schools and other community facilities. Sound wall designers, where warranted and appropriate for new and existing development, shall consider pedestrian access to the adjacent roadway.
- Non-motorized transportation, such as the bicycle, shall be promoted as an alternative mode of transportation. An adequate and safe non-motorized transportation system in accordance with the City of Modesto Non-Motorized Transportation Plan (updated December 2006 and adopted as part of the Modesto Urban Area General Plan, January 2007, P-GPA-06-001) shall be provided to connect residential areas with shopping and employment areas in and adjacent to the City for present and future transportation needs. Right-of-way for nonmotorized usage shall be considered in the planning of new streets and in street improvements. Facilities for mode transfer from non-motorized travel to park-and-ride lots, transit, and rail shall be considered and provided when necessary.
- In the case of conflict between motorized and non-motorized transportation modes, roadway and right-of-way features will be added or altered to protect pedestrians and bicyclists, as well as provide for improved safety for motorized traffic consistent with Urban Area General Plan goals. Features could include pedestrian and bicycle bridges over roadways.
- New schools and parks should be surrounded by streets on all sides wherever possible to encourage access by walking and bicycling, and to provide safe and adequate parking for drop-off and pick-up along the school frontage.

## **Chapter V: Community Services and Facilities—Open Space and Parks**

### **Community Facilities—Public Schools**

- **Public Schools Policies—Baseline Developed Area**
  - For families in the child-rearing years, the proximity of a public elementary school within easy walking distance is a strong criterion in their evaluation of housing choices. Elementary school closure, a school district prerogative, has significant impacts on the surrounding neighborhood. School districts are encouraged to involve the City in deliberations regarding school closure, early in the process. Consistent with state statutes, school districts are encouraged to include extensive community participation in the process to close any existing schools.
- **Public Schools Policies—Planned Urbanizing Area**
  - Public School Districts should be directly involved in the lead time for planning of infrastructure. A lead time of three to five years is desirable.
  - Neotraditional Planning Principles, prescribed for residential development in the Planned Urbanizing Area, call for public schools as prominent, physical keystones to the connector street network. Schools, placed conveniently to the residents to be served, will maximize opportunities

for students to walk and bike to school. Opportunities should be explored for joint school/park development when planning new neighborhoods or villages. The option for joint acquisition and development of school and park sites should be continued. School districts are encouraged to consider these design principles in their facility planning efforts.

### *Language Recommendations*

Support for Safe Routes to School could be strengthened in the General Plan Community Services and Facilities chapter by:

- Creating a Safe Routes to School-specific policy in the update to the General Plan.
- Providing clarification on the Modesto City Council resolution regarding Reasonably Available Control Measures in Chapter V. Community Services and Facilities under the Circulation and Transportation Policies—Overall section on page V-8, which states: *development of safe routes to school and other measures as identified in the latest Modesto City Council resolution regarding Reasonably Available Control Measures*
- Including a policy that emphasizes the importance of Complete Streets to and around schools.
- Specifying that School Districts should be directly involved in the planning of infrastructure, including bicycle and pedestrian facilities.

## **C. STANISLAUS COUNTY PLANS AND POLICIES**

Policies and plans from the Stanislaus County were also reviewed as part of the Safe Routes to School National Partnership’s policy scan. While the County has a number of plans and plans that reference Safe Routes to School, these documents could be revised to include stronger Safe Routes to School-specific language supporting County and School District efforts.

### **1. Stanislaus County Non-Motorized Transportation Plan**

The *Stanislaus County Non-Motorized Transportation Plan* was adopted in 2008 with the overarching long-term goal to provide the cultural, infrastructure, and institutional support that will guide the development of a pleasant, safe, and convenient non-motorized transportation network that everyone in Stanislaus County can use for their travel and recreational needs. There are no specific recommendations within the Airport Neighborhood, but the plan does include recommendations on potential Safe Routes to School programming. Examples of support are included below.

#### **Goals, Objectives, and Policy Actions**

- **Goal 1** Expand bicycle and pedestrian facilities and access in and between neighborhoods, employment centers, shopping areas, schools, and recreational sites, in pursuit of the goal of having 20% of all trips made by walking or biking by 2020 institutions.
- **Objective A** Implement the Non-Motorized Transportation Plan, which identifies existing and future needs, and provides specific recommendations for facilities and programs over the next 20 years.
  - **Objective A Policy Actions**
    - Maximize coordination between all municipalities, schools, and community organizations to review and comment on bicycle and pedestrian issues of mutual concern.

- **Objective B** Complete a continuous network of bikeways that are feasible, fundable, and that serve bicyclists' needs, especially for travel to employment centers, schools, commercial districts, transit stations, and institutions.
- **Objective C** Complete a network of walkways that serves pedestrian needs, especially for short trips to employment centers, schools, commercial districts, transit stations, and institutions.
  - **Objective C Policy Actions**
    - Identify and mitigate impediments and obstacles to walking to school.
- **Objective D** Include bikeway facilities in all appropriate future and development projects to facilitate on-site circulation for bicycle travel, on-site bicycle parking, and connections to the proposed system.
  - **Objective D Policy Actions**
    - Encourage future development to consider schools as important destinations for bicyclists when designing circulation systems within new developments.
- **Objective E** Provide secure short- and long-term bicycle parking in employment and commercial areas, in multifamily housing, at schools, and at transit facilities, including covered and/or attended parking.
  - **Objective E Policy Actions**
    - Encourage the installation of short- and long-term bicycle parking at local elementary, middle, and high schools to promote bicycle commuting and to assist in purchasing and siting long- and short-term bicycle parking.
- **Objective G** Develop and implement education and encouragement plans aimed at youth, adult cyclists, pedestrians, and motorists. Increase public awareness of the benefits of bicycling and walking and of available resources and facilities.
  - **Objective G Policy Actions**
    - Develop adult and youth bicycle and pedestrian education, encouragement and safety programs.

### **Proposed Programs—Safe Routes to Schools**

Safe Routes to Schools (SR2S) is a program designed to reduce local congestion around schools by increasing the number of children walking and biking to school. A SR2S program can integrate health, fitness, traffic relief, environmental awareness and safety under one program. It is an opportunity for parents to work closely with their children's school, the community and the local government to create a healthy lifestyle for children and a safer and cleaner environment for all residents. Details about SR2S funding opportunities are found in the funding section of this report. A typical program has four components:

- **Encouragement** - Events, contests and promotional materials are incentives that encourage children and parents to try walking and biking.
- **Education** - Classroom lessons teach children the skills necessary to navigate through busy streets and persuade them to be active participants in the program. Safe Routes Instructors have developed curriculum which includes an on the bike instruction, walking instruction and lessons on health and the environment.

- **Engineering** - A Certified Traffic Engineer typically assists schools in developing a plan to provide a safer environment for children to walk and bike to school. This plan includes engineering improvements, enforcement enhancements and outreach to drivers.
- **Enforcement** - Working with local law enforcement, the program increases police presence around the schools while developing public education efforts that increase drivers' awareness of the behaviors that endanger children. This type of program can be funded through either outside grants or local funding sources.

Walking or biking to school gives children a taste of freedom and responsibility, allows them to enjoy the fresh air and the opportunity to get to know their neighborhood, while arriving at school alert, refreshed and ready to start their day. However, only 13% of America's children walk or bike to school (US Centers for Disease Control and Prevention). Table 6-2 lists bikeways proposed in this plan within a quarter mile of a school. This list could be used as a starting point for developing SR2S grant applications. A successful Safe Routes to Schools program improves the health and safety of pupils and the surrounding neighborhood. Students increase their physical activity, potentially improving their alertness and behavior. California studies have shown that children who are physically active perform better academically (California Department of Education, December 2002).

Communities elsewhere in California have experienced reduced traffic congestion, reduced collision in and around schools, and decreased speed in residential neighborhoods. Children learn valuable traffic safety skills and responsibility and more people of all ages are able to walk and bike in the neighborhood as a result of improved access.

**Proposed Programs—Other Bicycle Support Programs and Activities**

- **Bike-to-Work and Bike-to-School Days:** The County, possibly in conjunction with local cycling groups and with California Bike to Work Week, could help promote a local bike-to-work day. Bike-to-school days could be jointly sponsored with the School District, possibly in conjunction with bicycle education programs that are a part of Safe Routes to Schools.

**Proposed Programs—Pedestrian Promotional Programs**

- **Walk-to-Work and Walk-to-School Days:** The County, possibly in conjunction with local volunteers could help promote a local walk-to-work day. Walk-to school days could be jointly sponsored with the schools, possibly in conjunction with pedestrian education programs and Safe Routes to Schools activities.

*Language Recommendations*

Support for Safe Routes to School could be strengthened in the Stanislaus County Non-Motorized Transportation Plan by:

- Evaluating feasibility of the proposed Safe Routes to School Program and outlining key immediate actions the City can take to implement a program in the near future.
- Including the Equity E in the components description of a Safe Routes to School program.
- Expanding program strategies to include equity, enforcement, and evaluation.
- Evaluating feasibility of the proposed Safe Routes to School Program and outlining key immediate actions the County can take to implement a citywide program in the near future.

## **2. Stanislaus County General Plan**

Stanislaus County last conducted a comprehensive update of its General Plan in 2015. The General Plan is the adopted "blueprint" or "constitution" that guides the physical development, preservation and conservation of areas within the unincorporated areas of the County and is comprehensive both in geographic coverage as well as range in subjects addressed. Areas that support Safe Routes to School are included below.

### **Chapter Two—Circulation Element**

#### **Safety**

Nationwide, approximately 40 percent of county roadways are inadequate for current travel, and nearly half of the rural bridges longer than 20 feet are structurally deficient (FHWA, 2012). Backlogs of maintenance and system preservation have long plagued the nation's infrastructure. As such, Stanislaus County is moving towards minimizing the infrastructure needs for operations and aesthetics, and increasing the emphasis on roadway safety. This is a multi-modal approach that will provide safe infrastructure for all modes of transportation, including vehicles, bicycles, pedestrians, and transit. Moving goods and people throughout Stanislaus County requires a safe and efficient network of roadways. While the Level of Service of a roadway is generally determined by average travel times and average driver delay, safety is not factored into the Level of Service metric. As such, Stanislaus County may require additional roadway improvements where necessary to improve the safety characteristics of a road. Safety improvements may include, but are not limited to: the widening of paved shoulders, the addition of travel lanes, bicycle lanes, transit priority lanes, passing lanes, left/right turn lanes, intersection signalization, or roundabouts.

#### **Bicycle and Pedestrian**

Stanislaus County offers excellent conditions for bicycle and pedestrian transportation. Although relatively few marked bicycle facilities have been constructed in the County, the County offers generally flat terrain and a temperate climate, which are suitable conditions for cyclists and pedestrians. In agricultural areas, the County provides adequate striping and paving in accordance with Caltrans and American Association of state highway and Transportation Officials (AASHTO) standards to safely accommodate bicycle travel whenever a roadway is widened, and, where adequate right-of-way exists, whenever a roadway is resurfaced, restored, or rehabilitated on all roadways except Rural Local/Rural Minor Collector roadways. Marked and/or signed bicycle lanes and paths are provided in accordance with the Non-Motorized Transportation Plan adopted by StanCOG, the adopted Community Plans for the urban areas of the County, and the general plans of the cities within the spheres of influence

#### **Goals, Policies, and Implementation Measures**

- **Goal One:** Provide and maintain a transportation system throughout the County for the movement of people and goods that also meets land use and safety needs for all modes of transportation.
  - **Policy One:** Development will be permitted only when facilities for circulation exist, or will exist as part of the development, to adequately handle increased traffic and safety needs for all modes of transportation.

- **Policy Two:** The Circulation system shall be designed and maintained to promote safety by combining multiple modes of transportation into a single, cohesive system.
  - **Implementation Measures:** A strategy plan should be prepared that includes the identification of areas and/or projects to which new multi-modal transportation guidelines shall apply. New guidelines shall identify strategies for creating communities that increase the convenience, safety, and comfort of people using bicycle, pedestrian, and public transit facilities. Existing policies and standards, such as landscaping, parking, and building setback requirements, may require variations on a case-by-case basis, specifically in Central Business Districts. *(Responsible Departments: Public Works Transit Division, Planning)*
- **Policy Three:** The County's Capital Improvement Program (CIP) shall be consistent with the General Plan. Section 65103(c) of the California Government Code states that the Capital Improvement Program shall be periodically reviewed. This review ensures that capital improvements are coordinated with land use policies stated in the General Plan.
  - **Implementation Measures:** Roadway, bicycle, pedestrian, transit, and aviation improvements shall be included in the Capital Improvement Program, as appropriate, to implement the policies of this element. *(Responsible Department: Chief Executive Office, Public Works)*
- **Policy Four:** The circulation system shall provide for roadways in all classifications as necessary to provide access to all parts of the County and shall be expanded or improved to provide acceptable accessibility and mobility based on anticipated land use.
  - **Implementation Measures:** As required by Federal Transportation Law, the Stanislaus Council of Governments shall maintain and prepare a Congestion Management Process (CMP). The CMP shall identify alternative strategies such as travel demand management (TDM), traffic operational improvements, public transit options, Intelligent Transportation System (ITS), Non-motorized alternatives (bicycle and pedestrian), and smart growth alternative land use strategies as alternatives to manage congestion. Stanislaus County shall follow the guidance and strategies set forth in the CMP. *(Responsible Departments: StanCOG, Public Works, Planning)*
- **Policy Five:** Transportation requirements shall be considered during planning, design and construction of commercial and industrial development to address safety, mobility, and accessibility needs.
  - **Implementation Measures:** On-street truck parking shall be discouraged where such parking restricts adequate sight distances, detracts from the visual aesthetics of the area, or poses a potential hazard to motorists, bicyclists, or pedestrians. *(Responsible Departments: Public Works, Planning)*
- **Policy Six:** The County shall strive to reduce motor vehicle emissions and vehicle miles traveled (VMT) by encouraging the use of alternatives to single occupant vehicles.
  - **Implementation Measures:** The use of alternative modes of transportation will continue to be encouraged by participating in programs to promote walking,

bicycling, ridesharing, and transit use for commuting and recreation. *(Responsible Departments: Public Works, Planning)*

- The County will continue to work with StanCOG, Caltrans, and the cities to identify and secure funding for the development and improvement of bikeways, pedestrian pathways, park-and-ride facilities, transit systems, and other alternatives to the single-occupant vehicles. *(Responsible Departments: Chief Executive Office, Public Works)*
- Facilities to support the use of, and transfer between, alternative modes of transportation (i.e., pedestrian, rideshare, bicycle, bus, rail, and aviation) shall be provided in new development. *(Responsible Departments: Public Works, Planning)*
- **Policy Seven:** Bikeways and pedestrian facilities shall be designed to provide safe and reasonable access from residential areas to major bicycle and pedestrian traffic destinations such as schools, recreation and transportation facilities, centers of employment, and shopping areas.
  - **Implementation Measures:** Bikeways shall be considered and implemented in accordance with the StanCOG NonMotorized Transportation Plan and adopted Community Plans or Specific Plans when constructing or improving the roadway system in the unincorporated area outside the spheres of influence of the cities. *(Responsible Departments: Public Works, Planning)*
  - Facilities to safely move, and support the use of, bicycles, pedestrians, transit, and ridesharing shall be considered and implemented in all new development and roadway construction. *(Responsible Departments: Public Works, Planning)*
  - Class I bicycle and multi-use paths shall be considered to provide connectivity between major origins-destinations or to major recreational areas when on-road provisions for bicycle traffic cannot be accommodated or no alternative roadway alignment provides adequate connectivity. *(Responsible Departments: Public Works, Planning)*
  - Whenever a roadway is resurfaced or restored, adequate pavement shoulder and/or striping will be considered to safely accommodate bicycle travel in accordance with the County Standards and Specifications, the Caltrans Highway Design Manual, or other nationally recognized standard, where adequate right-of-way exists. *(Responsible Departments: Public Works, Planning)*
  - Federal funds, special grants, and other sources of funding shall be pursued for the development and improvement of bikeways and pedestrian pathways. *(Responsible Departments: Public Works)*

## **Chapter Five—Safety Element**

### **Goals, Policies, and Implementation Measures**

- **Goal B:** Minimize the effects of hazardous conditions that might cause loss of life and property.
  - **Policy Eight:** Roads shall be maintained for the safety of travelers.

- **Implementation Measures:** New urban development shall provide street lighting, storm drainage, setbacks, and other safety features as the specific case may require for all modes of travel (automobile, pedestrian, bicycle, etc.). (*Responsible Departments: Public Works, Office of Emergency Services / Fire Warden, Local Fire Agency Having Jurisdiction, Planning Commission, Board of Supervisors*)

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

- Evaluating feasibility of the proposed Safe Routes to School Program and outlining key immediate actions the County can take to implement a program in the near future.
- Including a Safe Routes to School specific policy in the future updates to the General Plan and be consistent with policy directions of other plans.

**3. Airport Neighborhood Urban Greening Master Plan<sup>7</sup>**

The Airport Neighborhood Urban Greening Master Plan is currently being developed by Stanislaus County, in collaboration with the City of Modesto and Tuolumne River Trust. The overall goal of the Urban Greening Plan is to outline or layout projects that reduce greenhouse gas emissions and provide multiple benefits including, but not limited to, decreasing air and water pollution, reducing the consumption of natural resources and energy, increasing the reliability of local water supplies, or increasing adaptability to climate change. The plan is still being drafted and is anticipated to be released to the public for review sometime in 2018.

*Language Recommendations*

Support for Safe Routes to School could be strengthened in the Airport Neighborhood Urban Greening Master Plan by:

- Continuing to engage with community residents around this plan and ensuring they are a part of County efforts that may result.
- Prioritizing solutions to improve safety and comfort for residents who walk (e.g. lighting and shading).

**C. STANISLAUS COUNCIL OF GOVERNMENTS PLANS AND POLICIES**

The Stanislaus Council of Governments (StanCOG) is the Metropolitan Planning Organization (MPO) for the Stanislaus region and responsible for developing and updating a variety of transportation plans, and for allocating the federal, state, and local funds to implement them.

**1. Stanislaus Council of Governments (StanCOG) Non-Motorized Transportation Master Plan<sup>8</sup>**

The Non-Motorized Transportation Master Plan was developed as a countywide document in 2013, but is also intended to guide efforts to improve bicycling and walking conditions at the local level in the various communities of Stanislaus County. The Plan integrates the results of the County and local general plans, the regional transportation plan, and previous bicycle planning efforts. The Plan also represents the County's first comprehensive pedestrian planning effort. Examples of support for Safe Routes to School are identified below. StanCOG is scheduled to update the plan in fall 2018 with support from a Caltrans grant and aim to improve on areas, such as data gathering, localized public input, and identifying gaps and opportunities for network connectivity.

**GOAL 1: INCREASE BICYCLE AND PEDESTRIAN ACCESS AND SAFETY**

Expand bicycle and pedestrian facilities and access in and between local destinations such as neighborhoods, employment centers, shopping areas, schools, and recreational sites as well as throughout the region to increase the number of bicycling trips to five percent of all trips by 2030.

**Objective 1.A: Implement the StanCOG Countywide Bicycle and Pedestrian Master Plan, which identifies existing conditions and planned networks, and provides specific short-term and longterm recommendations for countywide priority facilities and programs, including near-term (five to ten-year) priority projects.**

*Policy Actions:*

- 1) Maximize coordination between all municipalities, schools, and community organizations to review and comment on bicycle and pedestrian issues of mutual concern.
- 2) Implement the recommendations to regularly monitor bicycle- and pedestrian-related collision levels, and seek a reduction in these collision levels on a per capita basis over the next twenty years.
- 3) Update the Plan periodically as required by Caltrans to reflect new policies and/or requirements for bicycle and pedestrian funding.
- 4) Establish a countywide bicycle/pedestrian coordinator who would help implement the county and local bicycle and pedestrian improvements.

**Objective 1.B: Complete a continuous network of bikeways and pedestrian facilities that are feasible, fundable, and serve the needs of bicyclists and pedestrians, especially for travel to employment centers, schools, commercial districts, transit stations, and institutions.**

*Policy Actions:*

- 1) Seek funding for the priority bicycle and pedestrian projects through current local, regional, state, and federal funding programs and encourage multi-jurisdictional funding applications.
- 2) Complete existing gaps in the pedestrian network, especially in the vicinity of land use attractors such as schools, parks, and neighborhood commercial areas as well as over major barriers such as railroad tracks, highways, and water bodies.
- 3) Codify the existing practice of providing wide shoulders or bicycle lanes during overlay and widening projects as roadway space allows through the adoption of a "Complete Street" policy to encourage construction of bikeways as a part of any roadway project, where feasible and appropriate.
- 4) Provide opportunities for bicycling for recreational purposes, especially to access parks and open space.

**Objective 1.C Objective 1.C: Address immediate and future safety needs for all roadway users, particularly bicyclists and pedestrians, who are the most vulnerable roadway users.**

*Policy Actions:*

- 1) Secure funding for and implement priority bikeways and priority pedestrian projects identified in the Plan, many of which are located on corridors with high numbers of bicycle and pedestrian collisions.
- 2) Develop adult and youth bicycle and pedestrian education, encouragement and safety programs aimed at youths, adult cyclists, pedestrians, and motorists.

**Objective 1.D: Improve access and integration with transit for bicycling and walking trips.**

*Policy Actions:*

- 1) Assist transit providers in providing and promoting secure, covered bicycle racks and lockers at transit centers and along key bus routes to facilitate multi-modal trips.
- 2) Support and promote transit facility enhancements, such as bus stop access improvements, that will encourage increased bicycle and pedestrian access to transit.

- 3) Require future transit service in Stanislaus County to provide adequate bicycle and pedestrian access, bus mounted bicycle racks, and secure bicycle parking.
- 4) Conduct bicycle and pedestrian counts at regular intervals and include bicycle and pedestrian counts as part of vehicle traffic counts to evaluate usage and demand, and assist in the prioritization of project funding.

## **GOAL 2: INCREASE BICYCLE AND PEDESTRIAN TRIPS**

Make bicycling and walking a viable option for shopping, school, and work trips in Stanislaus County and other trips of fewer than five miles by implementing and maintaining a bikeway network, providing end-of-trip facilities for bicyclists, improving access and integration with transit, and making walking and biking convenient and safer.

### **Objective 2.A: Include bikeways and pedestrians facilities in all appropriate future development projects to facilitate on-site circulation and connections to the proposed system.**

#### *Policy Actions:*

- 1) Require future development to construct bikeways, sidewalks, and/or other pedestrian facilities included in the proposed system as a condition of development.
- 2) Encourage future commercial development to provide bicycle and pedestrian access to surrounding residential areas.
- 3) Require future commercial development to place bicycle racks near entrances for employees and customers.
- 4) Meet the requirements of the Americans with Disabilities Act when constructing facilities contained in the proposed system, where applicable.
- 5) Encourage future development to consider schools as important destinations for bicyclists and pedestrians when designing circulation systems within new developments.
- 6) Work with transit authorities to ensure that pedestrian and bicycle concerns are addressed in the design of transit stops.

### **Objective 2.B: Provide secure, covered short- and long-term bicycle parking in employment and commercial areas, in multi-family housing, at schools, and at transit facilities.**

#### *Policy Actions:*

- 1) Develop a bicycle parking policy, as described in this Plan, to encourage or require the inclusion of bicycle parking in new development projects.
- 2) Encourage the installation of short- and long-term bicycle parking in the public right-of-way, particularly adjacent to transit stops.
- 3) Encourage the installation of short- and long-term bicycle parking at local elementary, middle, and high schools to promote bicycle commuting.

## **GOAL 3: IMPROVE REGIONAL & LOCAL CONNECTIONS**

Increase accessibility within neighborhoods and cities as well between Stanislaus County cities, serving utilitarian, commute, and recreational trips.

### **Objective 3.A: Complete a network of bikeways that allow for intercity travel between Stanislaus County communities.**

#### *Policy Actions*

- 1) Complete countywide priority bikeway network, as detailed in this Plan.
- 2) Focus on development of Class 3 Bicycle Routes with wide shoulders as a lower-cost solution to regional bicycling needs than Class 1 paths, particularly in the near-term.

**Objective 3.B: Align countywide bikeways through Stanislaus County cities such that local needs and destinations are served.**

*Policy Actions*

1) Complete existing gaps in the countywide bicycle network, especially in the vicinity of schools, transit stops, neighborhood commercial centers, and major barriers such as railroad tracks, highways, and water bodies.

**3.0 Unincorporated Stanislaus County**

**3.7 SAFETY AND EDUCATION**

In addition to implementing bicycle and pedestrian facilities, programs focused on education, encouragement, and enforcement can increase the number of people who bicycle and walk in the County.

EXISTING PROGRAMS

Through the Commute Connection program, StanCOG currently provides several venues for education and encouragement programs. The Commute Connection program hosts the Modesto Family Bicycle Day Event each year during Bicycle to Work Month in May. The day-long event takes includes bicycle rodeo events to teach bicycle skills and safety and includes free helmet giveaways for local youth.

- Multiple programs and events currently exist in Stanislaus County to encourage biking and walking. These programs include: Stanislaus County’s Center for Human Services’ “On the Safe Side” program, funded through Children and Families Commission.
  - Pedestrian and bicycle safety education programs for children 0-5 years old.
- Annual Cheese and Wine Century Festival Ride, sponsored by Stanislaus County Bicycle Club
  - Offers clinics on effective cycling, maintenance, and safety.
- Annual International Walk to School Day, promoted throughout the month of October by Stanislaus County Safe Communities Coalition.
  - Promotional and informational assemblies on pedestrian and bicycle safety.
- Annual Bicycle to Work Week in May, sponsored by the Commute Connection Program
- Walk to School Safety Event and Bicycle Rodeo at Empire Elementary, sponsored by Memorial Hospital (2009)
- Walk to School Day at Denair Elementary School (2006)
  - Helmets and safety pads giveaway
  - Sponsored by Memorial Hospital of Modesto
- Walk to School Day at Shackelford Elementary School (2004)
  - Walking school bus

PROPOSED EDUCATION AND ENCOURAGEMENT PROGRAMS

Education programs seek to reduce collisions and help people feel safe and comfortable while biking or walking. These programs include elements that help motorists understand the rights of bicyclists and pedestrians. Simultaneously, education campaigns should target the general public and specific groups that have unique education needs or play a greater role in perpetuating collisions and other dangerous situations. Key target audiences include students, children and families, senior citizens, and drivers.

### **School Programs**

Basic bicycling and walking skills and safety courses can be incorporated into school curricula. Often, these programs are facilitated by a local volunteer or by a member of local police, the Sheriff's Department, or the California Highway Patrol. Anecdotally, many students may be walking to school. With local schools and residential areas located near state highways, the need for safety education related to walking and biking is important. Additional resources and information are available at the Safe Routes to School National Partnership website: <http://www.saferoutespartnership.org/local>. Programs could include:

- Walk and Roll to School days
- Pedestrian and bicycle safety curricula in the classroom or assemblies

### **Online Bicycle Maps**

The County should provide existing bicycle network maps on their Web page for residents to use as a trip-planning resource, including the countywide maps developed in this Plan. The maps could be used by local residents and visitors to plan their bicycle trips or alternatively could be used as a marketing piece to attract tourist bicycling in the County and surrounding area. The website could also include educational information, including hand signals, bicycle lighting, and safety.

### **ENFORCEMENT PROGRAMS**

The County should work with the local Police Department, Sheriff, and California Highway Patrol (CHP) to conduct enforcement campaigns intended to improve bicyclist and pedestrian safety. Sample enforcement programs include the following.

#### **Targeted Moving Violations**

Decreasing moving violations committed by motorists, bicyclists, and pedestrians alike is critical to improving safety and encouraging all roadway users to share the road. The County should work with the Sheriff and CHP to develop targeted enforcement efforts or sting operations. Advertising campaigns help the targeted violation efforts reach a wider audience.

Moving violations by motorists that affect bicyclists and pedestrians include:

- Speeding
- Passing without sufficient clearance
- Driving in the bicycle lane
- Right-turning in front of bicyclists
- Failing to signal
- Double parking
- Failing to yield to pedestrians at a crosswalk
- Moving violations by bicyclists and pedestrians include:
  - Failing to stop at a stop sign
  - Failing to signal
  - Wrong-way riding
  - Riding without lights at night
  - Failing to wear a helmet (if under 18 years of age)
  - Jaywalking

## **Radar Speed Signs**

Radar speed signs feature a changeable message sign linked to a radar unit; the signs display the vehicle's actual speed as the vehicle approaches the sign. Radar speed signs can be mounted permanently to a pole (where they are powered by hard wire or a solar unit) or alternatively they can be mounted to a trailer (also known as a "speed trailer") and deployed on a temporary basis. Studies in the United States have shown that radar speed signs are an effective way to slow traffic. The County should consider installing additional radar speed signs within school zones in partnership with the school district, and on state highways such as F Street and Yosemite Boulevard. Speed trailers should be deployed to different parts of the County regularly to remind drivers countywide to obey the speed limit.

## **6.0 City of Modesto**

### **6.3 BICYCLE NETWORK**

#### **PROJECT PRIORITIZATION**

Facilities within Stanislaus County were prioritized to address the need for regional and local connections. Because the geographic area of the county is spread out, it is important to prioritize these projects because of the long length of each proposed bikeway and the limited financial resources to implement and maintain facilities.

#### **Prioritization Methodology**

The project prioritization methodology is distinct and separate for regional priority bikeways located in unincorporated Stanislaus County and projects within incorporated jurisdictions, and is outlined below. Each methodology is presented in **Appendix C and D**.

Each proposed bikeway project in the unincorporated county was scored on the follow criteria, which were given equal weight:

- Closure of a critical gap
- Immediate safety need
- Access to key destinations
- Feasibility

Within the City of Modesto, selected facilities were prioritized in order to establish significant regional routes through incorporated urban areas. Priority bikeways through Modesto were selected using a bicycle and pedestrian demand model developed for Stanislaus County and through the feedback of the StanCOG Bicycle and Pedestrian Advisory Committee (BPAC). Using the demand map as a base, priority bikeway alignments through incorporated areas were selected to:

- Connect local areas of highest biking and walking demand with the most direct route possible;
- Connect cities and/or neighboring unincorporated communities along the most direct route;  
and
- Create continuous countywide bikeways

#### **Priority Network**

The countywide bicycle network is presented on **Figure 6-6**. The following countywide priority bikeways have segments in Modesto:

- Paradise Road – G & H Streets - Yosemite Avenue/SR 120 ( Countywide Priority Bikeway 4), connecting Modesto, Empire, unincorporated County, and Waterford

- Oakdale Road – Mitchell Road – Moore Road (Countywide Priority Bikeway 10), connecting Riverbank, unincorporated County, Modesto, and Ceres

These prioritized regional routes through cities should be incorporated into overlay schedules and/or prioritized for competitive grant funding as appropriate.

## **6.4 Pedestrian Facilities**

### **EXISTING CONDITIONS**

Sidewalk coverage is largely complete in commercial areas and newer residential areas. Some older residential neighborhoods have curbs and gutters but no sidewalks. Many of the newer roadways have wide cross-sections lined with auto-oriented development, which increases pedestrian exposure to vehicles and may not make walking the preferred mode choice. Crossing opportunities can be limited across some of these wide roadways, with long distances between marked crosswalks. Many of the residential neighborhoods of Modesto are located in close proximity to the retail and other commercial land use attractors located along McHenry Avenue, for example. Many schools are located on the edge of residential neighborhoods, along arterial and collector streets. This may make walking a viable option for some living nearby; though students living across these wide roadways may be less inclined to walk to school or may face greater exposure to vehicle traffic as a result.

### **BICYCLE & PEDESTRIAN DEMAND MODELING**

In order to highlight areas with the highest potential for walking and biking demand, a Geographic Information Systems (GIS) model based on land use factors, demographics, and roadway infrastructure was developed for this Plan. The model results are illustrated in a “heat map” for the entire county roadway network to show relative amounts of pedestrian and bicycle demand, and are based on weighing these different walking-related variables.

#### **Methodology**

The GIS model measured pedestrian and bicycle demand based on surrounding land use development, and time and proximity to key destinations. Based on those inputs, the model can help identify areas that may be the most desirable locations for walking trips and would therefore be target areas for investment.

The variables used in this model are based on US Environmental Protection Agency (US EPA) research on the relationship between the built environment and travel patterns. The variables shown to have the greatest effects on the number of people walking in a given area were used and broadly fall into four categories: built environment, proximity to walking destinations, demographics, and street network and connectivity.

#### **Potential Pedestrian Improvement Projects**

Potential projects are shown conceptually on **Figure 6-11**. The conceptual drawings present a range of solutions for the Paradise Road corridor on the west side of Modesto. Feasibility analyses should be completed before moving forward with these conceptual designs or any other designs that address the needs of pedestrians on the corridor.

Potential projects on Paradise Road focus on improving crossing conditions for pedestrians at signalized and uncontrolled crosswalks. In all cases, crossing distances are long and median refuges are not provided. Small medians currently exist at several intersections—these could be widened to six feet to provide protection for bicyclists or pedestrians with strollers with median tips added to provide a full refuge. Many side streets do not have sidewalks. Additional treatments include the use of:

- High-visibility ladder-style crosswalks, advanced yield markings, and signalized devices, such as rectangular rapid flashing beacons (RRFBs) at uncontrolled, multi-lane crosswalks
- Yellow school markings within school zones
- Directional ADA curb ramps whenever feasible

## **6.6 BICYCLE AND PEDESTRIAN PROJECT IMPLEMENTATION POLICY RECOMMENDATIONS**

In addition to the proposed bicycle and pedestrian projects, policy changes that support walking and biking can help establish a policy rationale for the creation of these facilities. The following policies are recommended:

- Adopt bicycle parking requirements in Zoning Code based on Section 9-4 of this Plan
- Consider updating the *City of Modesto Non-Motorized Transportation Plan* (2006) within next five years to reflect new bicycle facilities, regional priorities, and new bicycle facility treatments
- Consider adoption of a “Complete Streets” policy or “Routine Accommodation” type of policy to encourage accommodation of bicyclists and pedestrians of all ages and experience levels with new construction or improvements to the public right-of-way
- Continue to implement the *ADA Implementation Plan* to guide inventory accessibility needs and future improvements
- Adopt citywide policy of constructing ADA curb ramps and any other accessibility measures, as described in PROWAG, routine practice in any new construction or improvement project within the public right-of-way
- When completing traffic analyses, collect bicycle and pedestrian volumes at each study location to address safety and circulation issues for those modes

## **6.7 SAFETY AND EDUCATION**

In addition to implementing bicycle and pedestrian facilities, programs focused on education, encouragement, and enforcement can increase the number of people who bicycle and walk in Modesto.

### **EXISTING PROGRAMS**

Multiple programs and events currently exist in the City of Modesto to encourage biking and walking for both adults and children. These programs include:

- Family Cycling Festival, sponsored by StanCOG’s Commuter Choice Program
  - Bicycle rodeo and skills/safety course
  - Free helmet giveaway for children
- Annual Bicycle to Work Day, sponsored by the City of Modesto
- Event includes three police escorted routes where bicycle police officers lead commuters and discuss rules of the road

### **PROPOSED EDUCATION AND ENCOURAGEMENT PROGRAMS**

#### **Online Bicycle Maps**

The City should provide existing bicycle network maps on their Web page for residents to use as a trip planning resource, including the countywide maps developed in this Plan. The maps could be used by local residents and visitors to plan their bicycle trips or alternatively could be used as a marketing piece

to attract tourist bicycling in the City and surrounding area. The website could also include educational information, including hand signals, bicycle lighting, and safety.

### **ENFORCEMENT PROGRAMS**

The City should work with the local police department, Sheriff, and California Highway Patrol (CHP) to conduct enforcement campaigns intended to improve bicyclist and pedestrian safety. Sample enforcement programs include the following.

#### **Targeted Moving Violations**

Decreasing moving violations committed by motorists, bicyclists, and pedestrians alike is critical to improving safety and encouraging all roadway users to share the road. The City should work with the Modesto Police Department and Sheriff's office to develop targeted enforcement efforts or sting operations and include both officers in motor vehicles and on bicycles. Advertising campaigns help the targeted violation efforts reach a wider audience.

#### **Radar Speed Signs**

Radar speed signs feature a changeable message sign linked to a radar unit; the signs display the vehicle's actual speed as the vehicle approaches the sign. Radar speed signs can be mounted permanently to a pole (where they are powered by hard wire or a solar unit) or alternatively they can be mounted to a trailer (also known as a "speed trailer") and deployed on a temporary basis. Studies in the United States have shown that radar speed signs are an effective way to slow traffic. The City should consider installing additional radar speed signs within school zones in partnership with the school district and, on state highways, Caltrans. Speed trailers should be deployed to different parts of the City regularly on a rotating basis to remind drivers citywide to obey the speed limit.

#### *Language Recommendations*

Support for Safe Routes to School could be strengthened in the Non-Motorized Transportation Master Plan by:

- Including a Safe Routes to School area of focus for the proposed bicycle/pedestrian coordinator under Objective 1.A, Policy Action 4.
- Developing and outlining strategic goals and actions for cities to pursue Safe Routes to School programs.
- Encouraging the County and cities to develop local Safe Routes to School policies in the Bicycle and Pedestrian Project Implementation Policy Recommendations section.

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

The City of Modesto and Stanislaus County have good policies and plans supporting active transportation; however, they could make stronger commitments to fulfilling proposed implementation measures and goals. Modesto City Schools does not have a district Safe Routes to School policy, but does have a Student Wellness Policy that addresses minimum considerations to encourage walking and biking. Both agencies have solid foundations for creating a Safe Routes to School policy at the City and County level that works with the District.

Key considerations for Modesto City Schools to strengthen support for Safe Routes to School include:

- Implement education, encouragement, and communications activities described in the Student Wellness Policy and use these activities to support Safe Routes to School initiatives.

- Include a Safe Routes to School coordinator or City transportation professional in the School Health Council/Committee.
- Develop a Transportation Policy and include a web link to Safe Routes to School messaging and resources.
- Amend the Facilities Construction Policy to include:
  - Evaluating transportation options for students and staff during siting process.
  - Including Safe Routes to School staff, volunteers, and city transportation staff in siting procedures.
  - Requiring new school sites have safe and accessible transportation options for students that include walking and biking to and from school.

Key considerations for the City of Modesto and Stanislaus County to strengthen support for Safe Routes to School include:

- Pursuing implementation measures related to Safe Routes to School as outlined throughout plans.
- Adopting a City Safe Routes to School Resolution acknowledging the current public health epidemic around sedentary and preventable chronic illnesses affecting children, and acknowledging the community’s growing traffic near and around schools and the correlation of this traffic to climate change and diminishing air quality. The resolution should describe how the City will address these issues.
- Creating a city Safe Routes to School Task Force to address issues of mobility near and around schools.

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<sup>1</sup>

<https://www.mcs4kids.com/documents/Board%20Policies/Student/5030%20AR%20-%20Student%20Wellness.pdf>

<sup>2</sup>

<https://www.mcs4kids.com/documents/Board%20Policies/New%20Construction/7011%20AR%20-%20Facilities%20Construction.pdf>

<sup>3</sup> <https://www.modestogov.com/DocumentCenter/View/1722/Non-Motorized-Transportation-Plan-PDF>

<sup>4</sup> <http://healcitiescampaign.org/document.html?id=261>

<sup>5</sup> <https://www.modestogov.com/2069/General-Plan>

<sup>6</sup> <https://www.modestogov.com/DocumentCenter/View/6629/Chapter-V-Community-Services-and-Facilities>

<sup>7</sup> <https://www.modestogov.com/2069/General-Plan>

<sup>8</sup> <http://www.stancog.org/pdf/documents/bicycle/non-motorized-master-plan.pdf>

## APPENDIX D. COLLISION MAPS

### A. INTRODUCTION

This appendix contains additional information regarding collisions involving pedestrians and bicyclists in the City of Modesto, including:

- Race/ethnicity for collision parties (2013-2017)
- Top 10 violation data for pedestrian and bicycle collisions (2012-2016)
- Maps showing collisions in relation to median household income by census tract (2012-2016)
- Maps showing pedestrian and bicycle collisions and injury severity (2012-2016)
- Maps showing pedestrian and bicycle collisions within one mile of Orville Wright Elementary (2012-2016)

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

#### All Collisions<sup>1</sup>

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

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	353	6	1	6	-	1	367
Black	561	52	-	38	-	-	651
Hispanic	3,727	147	-	106	-	1	3,981
Other	352	14	-	10	-	-	376
White	4,846	232	-	272	-	2	5,352
Not Stated	1,371	41	426	41	25	6	1,910
<b>Total</b>	<b>11,210</b>	<b>492</b>	<b>427</b>	<b>473</b>	<b>25</b>	<b>10</b>	<b>12,637</b>

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

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	78	2	-	2	-	-	82
Black	130	12	-	12	-	-	154
Hispanic	875	53	-	34	-	1	963
Other	80	3	-	2	-	-	85

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

White	939	36	-	57	-	-	1,032
Not Stated	269	9	75	4	7	1	365
<b>Total</b>	<b>2,371</b>	<b>115</b>	<b>75</b>	<b>111</b>	<b>7</b>	<b>2</b>	<b>2,681</b>

### **Pedestrian Collisions**

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

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	18	6	-	-	-	-	24
Black	23	52	-	-	-	-	75
Hispanic	121	147	-	-	-	1	269
Other	13	14	-	-	-	-	27
White	202	232	-	-	-	-	434
Not Stated	100	41	22	-	-	-	163
<b>Total</b>	<b>477</b>	<b>492</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>992</b>

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

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	7	8	-	-	-	-	15
Black	8	20	-	-	-	-	28
Hispanic	64	89	-	-	-	1	154
Other	3	6	-	-	-	-	9
White	99	96	-	-	-	-	195
Not Stated	58	29	7	-	-	-	94
<b>Total</b>	<b>239</b>	<b>248</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>495</b>

### **Bicycle Collisions**

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

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	25	-	-	6	-	-	31
Black	15	-	-	38	-	-	53
Hispanic	134	-	-	106	-	-	240
Other	10	-	-	10	-	-	20

White	190	-	-	272	-	-	462
Not Stated	79	-	8	41	2	1	131
<b>Total</b>	<b>453</b>	<b>0</b>	<b>8</b>	<b>473</b>	<b>2</b>	<b>1</b>	<b>937</b>

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

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	13	-	-	4	-	-	17
Black	4	-	-	23	-	-	27
Hispanic	44	-	-	48	-	-	92
Other	11	-	-	4	-	-	15
White	94	-	-	109	-	1	204
Not Stated	35	-	1	16	1	-	53
<b>Total</b>	<b>201</b>	<b>0</b>	<b>1</b>	<b>204</b>	<b>1</b>	<b>1</b>	<b>408</b>

### C. TOP 10 VIOLATIONS - (2012-2016)

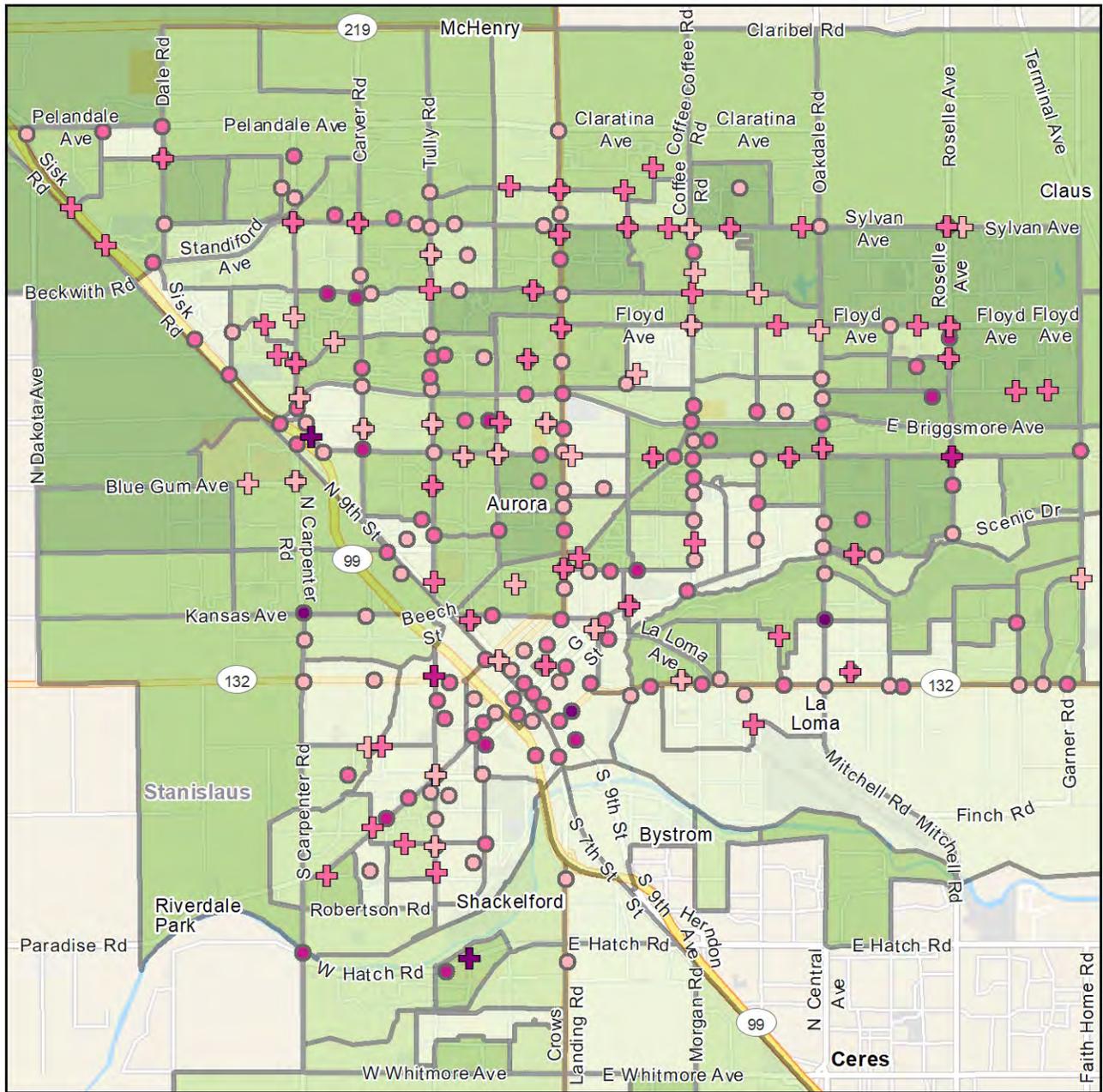
#### Pedestrian

CVC No.	Description	Violation Party	Freq.	Percent
21950	Driver must yield to pedestrian right of way in a crosswalk	Driver	178	39.6%
21954	Pedestrian must yield right-of-way to vehicles at areas that aren't crosswalks	Pedestrian	112	24.9%
0	Unknown	Other	41	9.1%
22350	Speeding on the highway	Driver	20	4.5%
21453	Red or Stop, vehicles stop at limit line or X-walk. When making right turn at a red light/stop sign driver required to yield to any vehicle approaching so closely as to constitute an immediate hazard	Driver	14	3.1%
21456	"Walk" pedestrian failure to yield right-of-way to vehicles already in crosswalk	Pedestrian	13	2.9%
22107	Unsafe turn with/without signaling	Driver or Bicycle	11	2.4%
22106	Starting or backing while unsafe	Driver	11	2.4%
21804	Did not yield when entering/crossing a highway	Driver	8	1.8%
22450	Driver didn't stop behind limit line at stop sign	Driver	6	1.3%
Total			414	92.2%

#### Bicycle

<b>CVC No.</b>	<b>Description</b>	<b>Violation Party</b>	<b>Freq.</b>	<b>Percent</b>
21650	Right half of roadway, failure to drive on	Driver or Bicycle	89	19.3%
22107	Unsafe turn with/without signaling	Driver or Bicycle	56	12.2%
21804	Did not yield when entering/crossing a highway	Driver	49	10.7%
21453	Red or Stop, vehicles stop at limit line or X-walk. When making right turn at a red light/stop sign driver required to yield to any vehicle approaching so closely as to constitute an immediate hazard	Driver	38	8.3%
21202	Bicyclist, failure to use right edge of roadway	Bicycle	37	8.0%
22450	Driver didn't stop behind limit line at stop sign	Driver	34	7.4%
0	Unknown	Other	25	5.4%
21802	Did not stop/yield at stop sign	Driver	24	5.2%
21801	Failure to yield right-of-way to incoming cars while turning left or making U-turn	Driver or Bicycle	21	4.6%
22350	Speeding on the highway	Driver	12	2.6%
<b>Total</b>			<b>385</b>	<b>83.7%</b>

# Modesto Bicycle Collision Map (2012 - 2016)



## Collision Severity (2012-2016)

### Age 5-18

- + Fatal (2)
- + Injury (Severe) (3)
- + Injury (Other Visible) (57)
- + Injury (Complaint of Pain) (35)

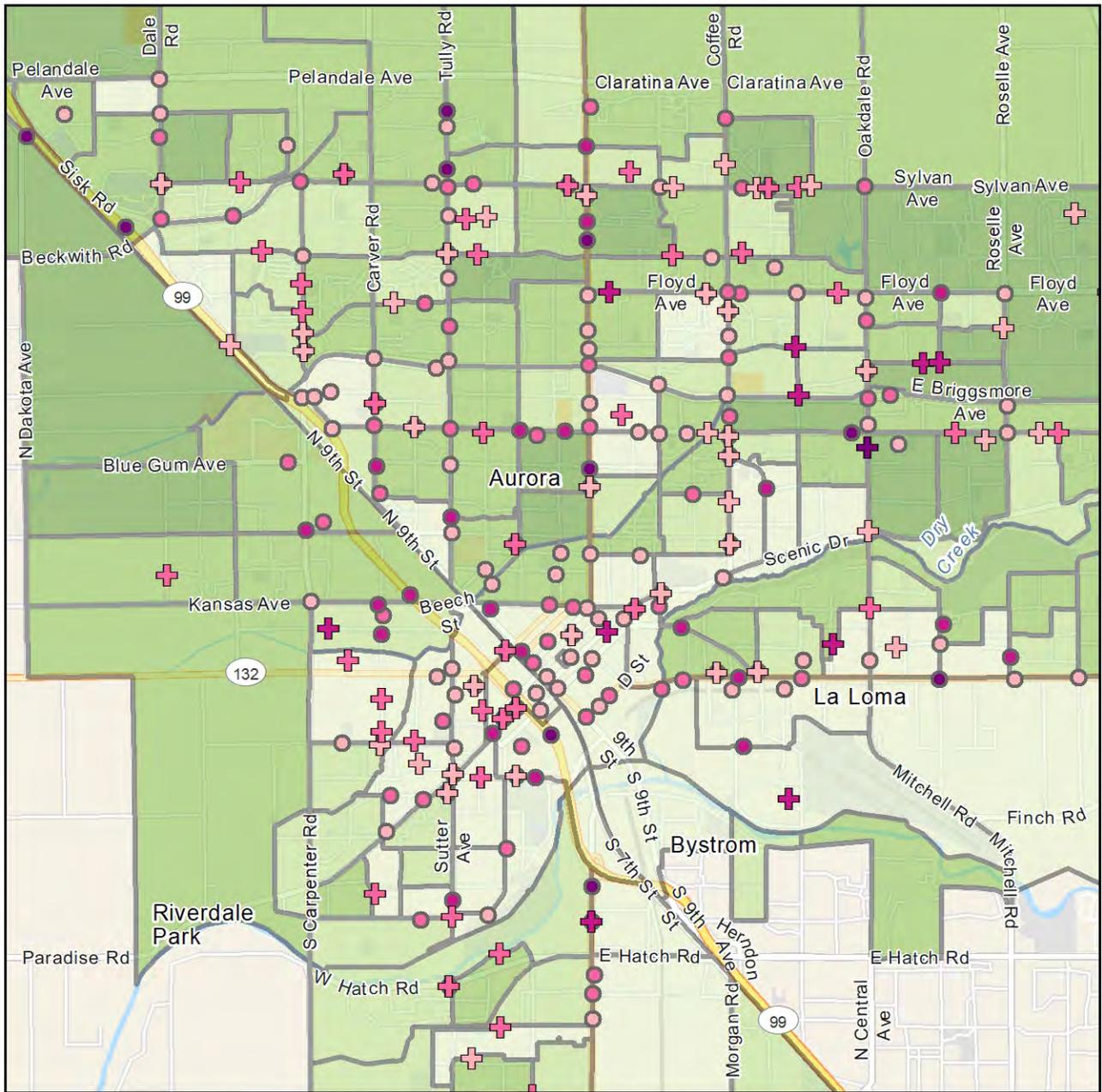
### Other

- Fatal (7)
- Injury (Severe) (25)
- Injury (Other Visible) (135)
- Injury (Complaint of Pain) (153)

## 2017 Median Household Income

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

# Modesto Pedestrian Collision Map (2012 - 2016)



## Collision Severity (2012-2016)

### Age 5-18

- Fatal (1)
- + Injury (Severe) (11)
- + Injury (Other Visible) (50)
- + Injury (Complaint of Pain) (46)

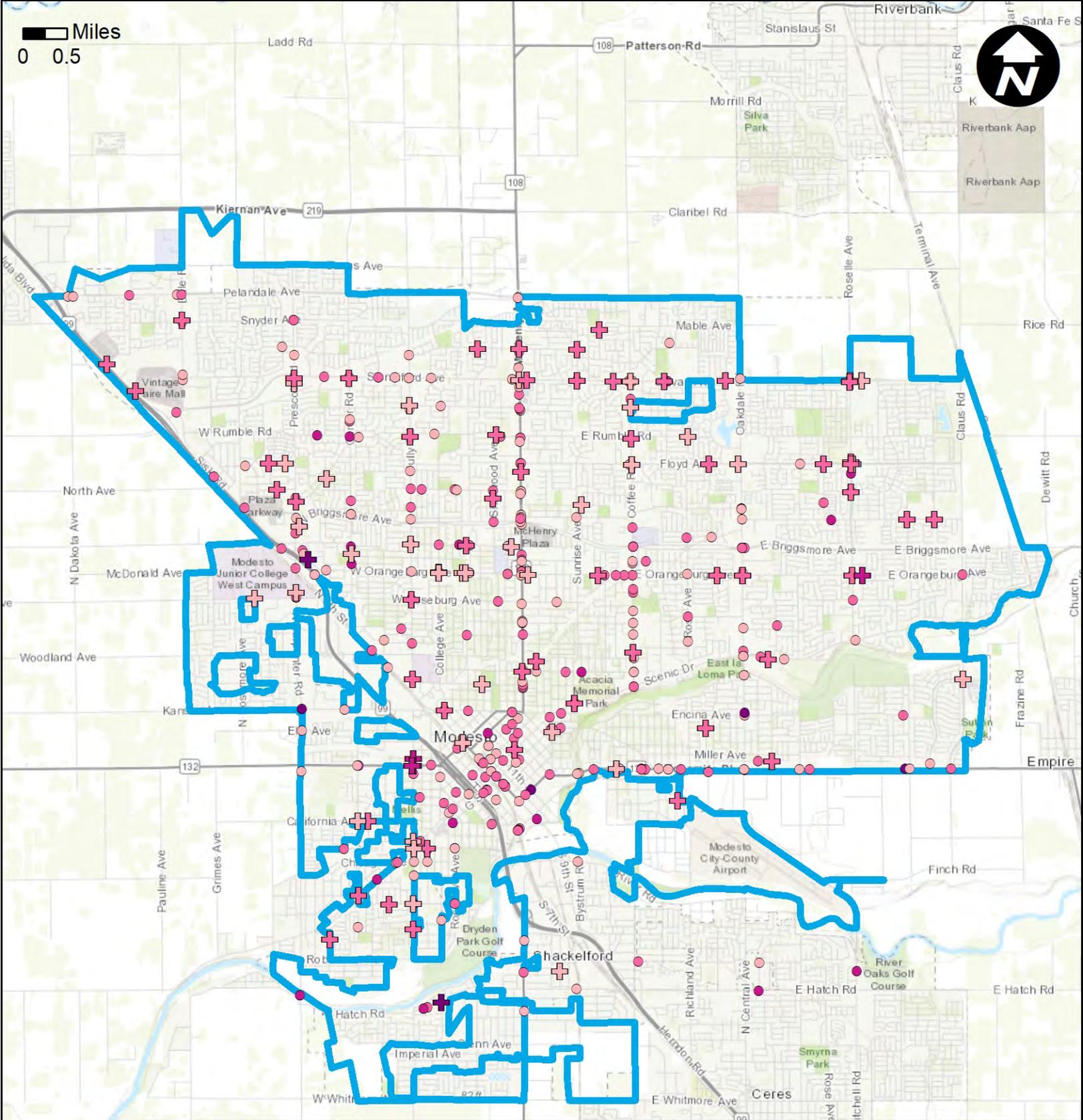
### Other

- Fatal (22)
- Injury (Severe) (48)
- Injury (Other Visible) (105)
- Injury (Complaint of Pain) (129)

## 2017 Median Household Income

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

Miles  
0 0.5



### Collision Severity (2012-2016)

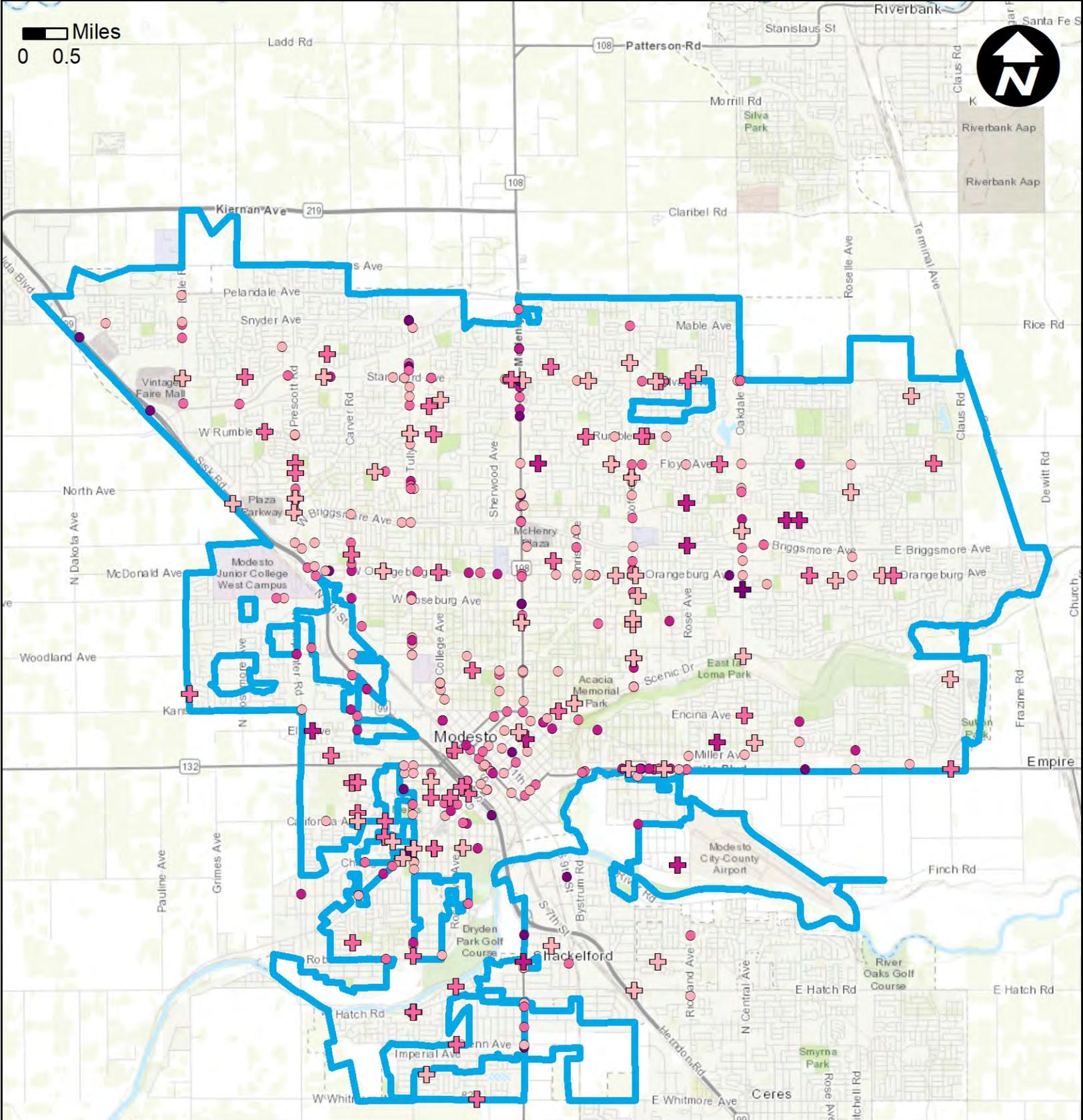
#### Age 5-18

- ✚ Fatal (2)
- ✚ Injury (Severe) (3)
- ✚ Injury (Other Visible) (57)
- ✚ Injury (Complaint of Pain) (36)

#### Other

- Fatal (7)
- Injury (Severe) (27)
- Injury (Other Visible) (137)
- Injury (Complaint of Pain) (156)

0 0.5 Miles



### Collision Severity (2012-2016)

#### Age 5-18

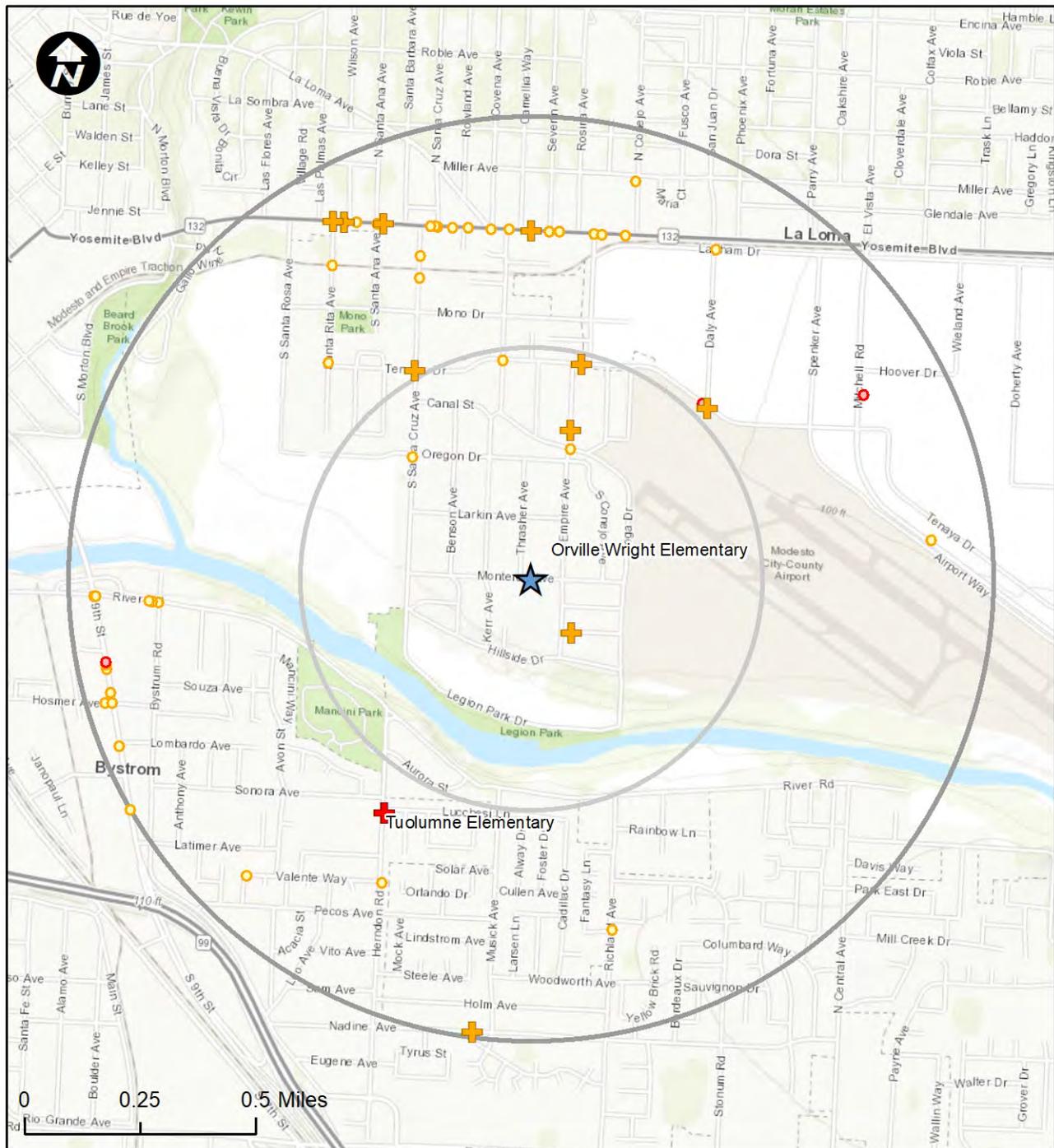
- ✚ Fatal (1)
- ✚ Injury (Severe) (11)
- ✚ Injury (Other Visible) (51)
- ✚ Injury (Complaint of Pain) (50)

#### Other

- Fatal (23)
- Injury (Severe) (49)
- Injury (Other Visible) (109)
- Injury (Complaint of Pain) (131)

# Modesto - Orville Wright Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

1602 Monterey St., Modesto, CA 95354-4298; CDSCode: 50711676052781



## Pedestrian/Bicycle Collisions within 1 Mile

- +** Fatality (age 5-18) (1)
- +** Injury (age 5-18) (10)
- o** Fatality (other) (4)
- o** Injury (other) (43)

## APPENDIX D. SAFE ROUTES TO SCHOOL WORKSHOP SUMMARY

On April 27, 2018, a Safe Route to School Launch Workshop was held at the Healthy Start Center at Orville Wright Elementary in the Modesto Airport Neighborhood. Workshop participants included school and School District staff, City staff, County staff, Caltrans staff, community safety patrol officers, parents, and other community members. This summary includes the notes from the individual and group exercises conducted during the workshop.

### CHALLENGES POST IT NOTE EXERCISE

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

Challenge	Specific Issue
No sidewalks or bike lanes	No sidewalks
	Sidewalks on the path to school
	No sidewalks
	Poorly designed intersections and streets
	No bike lanes
	Roadway design
	No crosswalks on major streets
	Vehicle vs. pedestrian intersection
	Clean sidewalks
	More pedestrian signs
	Cars block the sidewalk
	Sidewalks, because cars park drive on them and block them, so we have to move a bit in the street to walk past them.
	We first need to have bike lanes or routes to properly ride a bike.
General safety	Yes, students and parents believe there is danger
	Vigilant police
	More safety
Lots of cars and high speeds	Cars drive too fast
	Vehicles with speeds higher than the speed limits
	Yosemite Ave. is dangerous and has lots of traffic
	Fast speeding cars
	Yes, I still see cars constantly passing stop signs
	Fast car not stopping
	Cars need to stop
	Near or in high-traffic areas. (Yosemite, Michell Rd., etc.)
Stray dogs	My concern are loose dogs on streets
	Stray dogs
	Student safety such as dogs
	The streets without dogs

Challenge	Specific Issue
	The route has dogs
	Dogs need to be leashed
	Dogs (4)
Education re: bicycling	Kids without bikes
Homeless	290 registrants homeless
Trash and flooding	Lack of storm water system, streets flood when it rains
	There is a lot of trash along the streets
Plans/funds	Funding
	Political environment
	Lack of formal plan(s)
Communication	Other residents may not already know of walking school bus
Local highway	Yosemite State Highway
Awareness	Driver awareness and building relationships
Jurisdictional control	City and County jurisdiction split together in neighborhood

### OPPORTUNITIES POST IT NOTE EXERCISE

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

Opportunity	Specific Improvement
Complete Streets and Funding	More complete streets/intersections a priority
	Commit more \$ to projects in the area
	Our program the walking school bus, bike to school, and community meetings
	Sidewalk
	Education with trainings
	Bike/ped lanes
	Lighted crosswalks
	State ATP, CAMP, other funding
	Free bikes and bike racks at school
	Look for bicycles
	Resources. The community is involved and has support from various agencies.
Street cleanup	Sidewalk clean streets
	Lack of stormwater system (i.e. streets flood)
Visible authority	More people walking and bicycling will make it safer
	Safety and responsible adults.
Address dogs	Ask neighbors to ensure pets are inside and work with animal control to make route safer
	Dogs on leashes
	Dogs indoors
	That parents weren't afraid and would discourage driving cars

Opportunity	Specific Improvement
Walking School Bus	Work w/ City of Modesto to ensure people who drive on Yosemite are aware and sensitive to walking school bus
	Increase participation in active transportation (parents and students)
	That parents and students would participate and support the walking bus with other areas
	Regular communication of information relating to the walking school bus
	Celebrate the development of the walking school bus
	Students and parents would participate in the walking school bus
	Motivate parents participate and to help safe walking programs
	Celebrate the walking school bus - parents and kids
	That parents (moms) would allow their children to walk to school
Enforcement	Have someone monitoring stop signs
Infrastructure	Placing orange flags on stop signs
Citywide efforts	Share model with other places
Program leadership	SRTS leader with regular meetings

### BEES TO THE E'S EXERCISE

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

E	Bee
Encouragement	Surveys
	Flyers
	Promote bike/ped to school
	Involve community (not just parent leaders)
Education	A safe school for the kids to walk to
	More teachers mentors, more school activities, more after school programs
	It's more than educating the community, but people need to be conscious about their actions (i.e. speeding)
Enforcement	Scheduled bike police days (before/after school)
	Online surveys
	Paper surveys/interviews
	Free bikes and safety gear from local donations
	Put stops near the school, so they have better access and safe walking to school
	More police presence

	More lighting
	Police patrol near the school areas and where people are walking
Engineering	Put sidewalks and more visible stops signs
	Visible street lanes and stop signs
	More police presence
	Fix streets, sidewalks, street lights, and stop signs
	We need more stop signs, more speed bumps, and lighting
	More secure and safe bike lanes
	Fix faded car lanes
	Warning signs and flashers
	Add speed bumps in front of the school
	Reduce trash
	Crossing guards
	Lighting
	Shade trees
	Bigger signage
	Safety for bicyclists
	Better lighting near streets
	Better sensors for crosswalks. And more light in the streets. Clean garbage bins they block the sidewalk and people walking have to enter the street when its blocked.
Speed enforcement sensors	
Bike lanes	
Speed enforcement sensors	
Equity	Identify local neighborhood leaders and give them support to speak on behalf of their community
Evaluation	Data collection via apps

### ACTION PLANNING EXERCISE

Participants worked in groups to identify goals, actions, key steps, and potential implementation leaders to support Safe Routes to School in the Modesto Airport Neighborhood. Comments are provided verbatim.

#### Group 1

Priority	Recommendation
Our goals for our Safe Routes to School program are:	Speed bumps
	Topes (buffers)
	Cosas calmar trafico/traffic calming devices/signage
	Reducir velocidad/reduced speed limit within 1 mi.
	Ampliar ruta para bicicletas, reducir ruta para carros, agregar banquetas/Road diet - narrower car lanes, wide bike lanes, add sidewalks
	Luces de la calle/street lamps

Priority	Recommendation
Actions and Key Steps:	Involverar la comunidad/community enagagement
	Identificar lideres/identify leaders that live here (whether they have children here or not)
	Apoyarnos unos a los otros/support each other
Key Leaders and Partners:	County/condado
	City/ciudad
	School/escuela
	Nosotras/each other
	Diferentes agencias que apoyen a la comunidad/different agencies that support the community
	Policias/police

**Group 2**

Priority	Recommendation
Our goals for our Safe Routes to School program are:	Increase safety – to and from school
	Increase safety on streets
	Increase speed limit signs
	Infrastructure improvements (i.e. sidewalks, bike lane, improve street lighting)
Actions and Key Steps:	Community unity & organizing
	Participate in workshops related to Safe Routes to School
	Invite and share information from workshop
	Complete cross-guard training
	Attend city & county meetings to maintain engagement in decision-making process
Key Leaders and Partners:	Community residents
	Edgar/TRT
	Armando/Healthy Start
	City and County staff
	Principal Calderon
	Safe Routes to School partners
	More workshops

**Group 3**

Priority	Recommendation
Our goals for our Safe Routes to School program are:	Educate students, families of laws/roles, and safe practices while walking/riding bikes.
Actions and Key Steps:	Bike/pedestrian safety presentations at schools, Salvation Army, retirement homes

Priority	Recommendation
	Community outreach – handing out pamphlets (mall, park, transit center, library, etc.)
	Ride to work/school days
	Bicycle helmet giveaway
	Stranger danger education
	Traffic enforcement
	Bike patrol
Key Leaders and Partners:	Modesto Police Department
	City/County engineering
	Airport Neighborhood Association
	Orville Wright School staff
	Modesto City schools
	Salvation Army
	Gospel Mission

**Group 4**

Priority	Recommendation
Our goals for our Safe Routes to School program are:	Reduce vehicular drop offs
	Establish a committed funding source
	Enhance resident safety
	Encourage family-based physical activity
Actions and Key Steps:	Bike workshops
	Participate in Bike and Walk to School Day
	Community bike rides/walking clubs
	Getting donations for safety equipment
	Safety training
Key Leaders and Partners:	MPS – Bike Team
	School
	Caltrans
	Health Dept.
	City

**Group 5**

Priority	Recommendation
Our goals for our Safe Routes to School program are:	Que se involucren mas los padres/Involving more parents in the program
	Un dia con papas (para actividad en la escuela)/Parent’s Day (activities at the school)
	Los topes (seguridad)/Stop signs (safety)
	Se mas activada de la policia/More police activity

Priority	Recommendation
	Policia escolar/School Police Armadillo con camara (estacion de camara de policia)/Traffic safety cameras (police enforcement cameras)
Actions and Key Steps:	Futbool (programas para futbol)/Soccer programs Vamos a obtener topes en las calles. Hablar con las representantes de ciudad y el condado y hablar con los que viven en la comunidad./Put stop signs on the streets. Talk with city and county representatives, talk to community members. Vamos a obtener un policia para la salida de la escuela por los menos una vez por semana./Having a police officer for the end of school and weekends. Hablar con los de Swat para tener una estacion de camara movil./Talking to police about installing a traffic safety camera.
Key Leaders and Partners:	Los papas/Parents Maestros, trabajadores de la escuela/Teachers and other school staff Los niños del stop/Kids at stop signs? (Kids from the school?)

## APPENDIX E. COMMUNITY ORGANIZATIONS

Name	Title	Agency	Role in SRTS Launch
Brad Wall	Senior Planner	City of Modesto	Planning Committee/ SRTS Workshop Participation
Sandeep Sandhu	Associate Engineer	City of Modesto	Planning Committee/ SRTS Workshop Participation
Kristin Doud	Senior Planner	Stanislaus County	Planning Committee/ SRTS Workshop Participation
Veronica Tovar	Stanislaus County Environmental Justice Coordinator	Catholic Charities Diocese of Stockton	Planning Committee/ SRTS Workshop Participation
Armando Nuñez	Administrator of Student & Family Support Services	Orville Wright Elementary School (Modesto City School District)	Planning Committee/ SRTS Workshop Participation
Kyle Flifet	Program Coordinator	Stanislaus County Health Services Agency	Planning Committee/ SRTS Workshop Participation
Edgar Garibay	Community Relations Manager	Tuolumne River Trust	Planning Committee/ SRTS Workshop Participation
Chuck Covolo	Associate Engineer	City of Modesto	SRTS Workshop Participation
Phillip Soares	Senior Civil Engineer	City of Modesto	SRTS Workshop Participation
Stephen Hanamaikai	Associate Planner	Stanislaus Council of Governments	Planning Committee/ SRTS Workshop Participation
Matt Machado	Director of Public Works	Stanislaus County	Email sent awaiting answer
Chris Brady	Deputy Director of Public Works Design/Survey/Fleet	Stanislaus County	Planning Committee/ SRTS Workshop Participation

Name	Title	Agency	Role in SRTS Launch
Denis Bazyuk	Contact Stanislaus County Measure-L Sidewalks Projects	Stanislaus County	Planning Committee/ SRTS Workshop Participation
Miguel Hernandez	Community Service Officer	Modesto Police Department	Planning Committee/ SRTS Workshop Participation
Rena Lepard	Injury Prevention Coordinator for Trauma Services/ Safe Kids Stanislaus Coordinator	Doctors Medical Center/ Safe Kids Coalition	Participate in Planning Committee as time permits
John Fukano	Caltrans District 10 Local Assistance	CalTrans District 10	SRTS Workshop Participation