



SAFE ROUTES TO SCHOOL

CITY OF CORCORAN





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Final Plan
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1 INTRODUCTION

Safe Routes to School (SRTS) refers to all programs designed to promote walking and bicycling to schools. SRTS programs include both physical improvements that help create a safer walking and biking environment near schools as well as non-physical strategies, such as education and encouragement programs that aim to integrate healthy lifestyle behaviors into children's daily routines.

In Corcoran, there are five local schools under the Corcoran School District:

- Bret Harte Elementary (Pre-School and Kindergarten – 1st Grade)
- John C. Fremont Elementary (2nd – 3rd Grades)
- Mark Twain Elementary (4th – 5th Grades)
- John Muir Middle School (6th – 8th Grades)
- Corcoran High School (9th – 12th Grades)

As shown in Figure 1-1, most schools are within a walkable and bikeable distance from the neighborhoods. However, the results of a recent Parents Survey indicated that approximately 50 to 70 percent of students were driven to school by parents concerned for their safety. It is critical to alleviate the safety concerns through the SRTS programs. For instance, encouraging walking and bicycling to school can reduce peak-hour traffic congestion, and increasing the presence of police or crossing guards can address existing safety problems near schools.

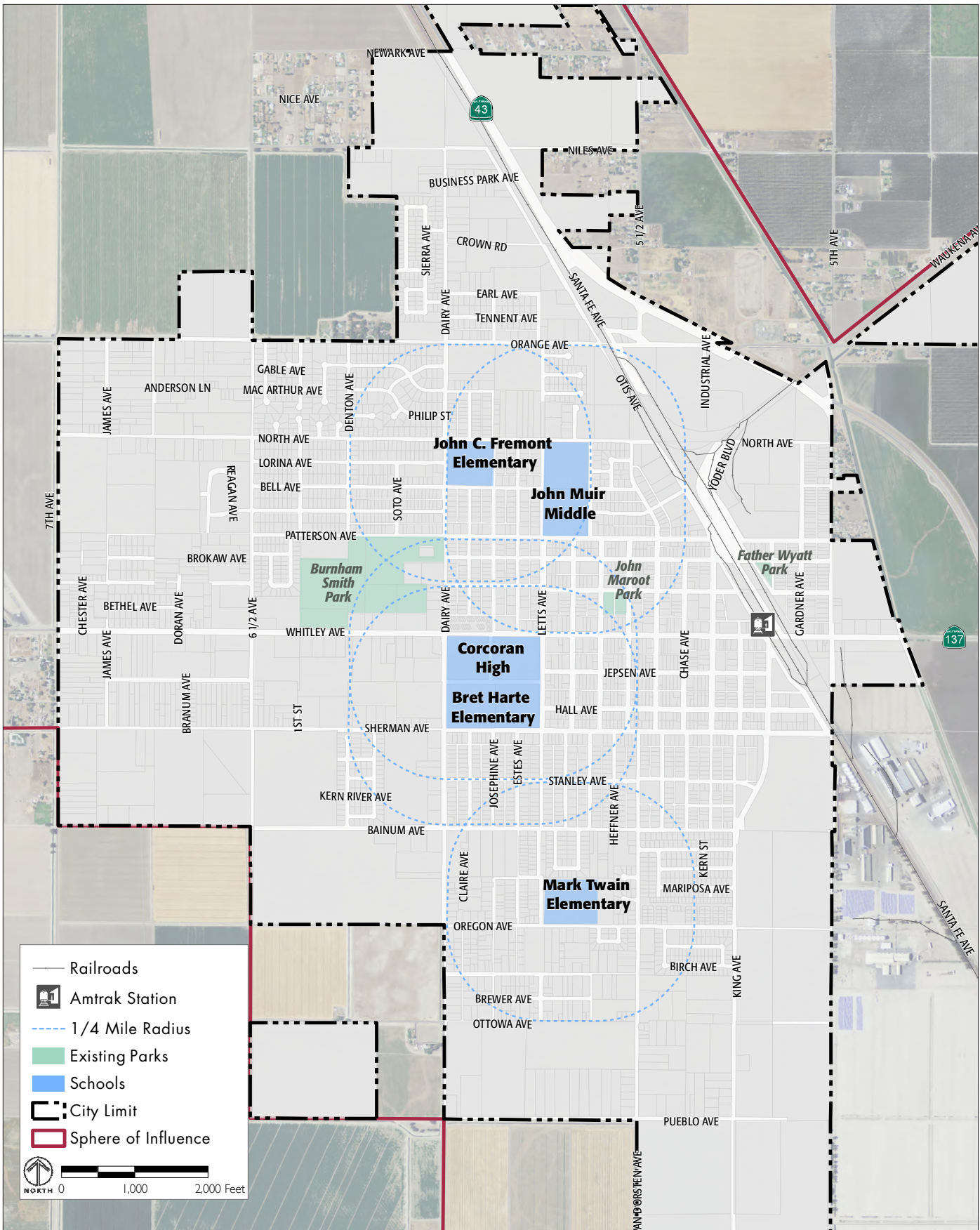


Figure 1-1 Schools in Corcoran

I. WHY SAFE ROUTES TO SCHOOL?

SRTS programs aim to a) create safer environments for school-age children to walk or bike, b) highlight the importance and benefits of walking and biking to school, and c) ultimately increase the number of children who walk and bike to schools. SRTS efforts can benefit communities by reducing school-related traffic congestion, enhancing local air quality, and improving health. SRTS programs also focus on encouraging community participation, which encourage community members get to know each other, enhancing a sense of community and safety.

The efforts to achieve these goals are programed into four “E” strategies, which are listed below:

- **Education** strategies include teaching students how to walk and bike safely and the benefits of walking and bicycling, as well as reminding drivers to yield to pedestrians and bicyclists while driving.
- **Encouragement** strategies aim to inspire children, parents, teachers, and others to walk or ride their bicycle through fun programs and special events. These strategies can be relatively inexpensive.
- **Enforcement** strategies seek to change the unsafe behaviors of drivers, bicyclists, and pedestrians. This also includes educating pedestrians and bicyclists on walking and bicycling safely and paying attention to their environment.
- **Engineering** strategies aim to create a built environment that can safely accommodate all modes of transportation and can influence people’s behavior to encourage more walking and bicycling.

II. PURPOSE OF THIS PLAN

This SRTS Plan is prepared as part of the Corcoran's General Plan Update process to guide the City's efforts to create safer environments near schools in coordination with the Corcoran School District. This Plan recommends physical improvements as well as educational and encouragement strategies with the goal of increasing the number of children walking or biking to school. This SRTS Plan is intended to be a "living" document that will be consistently monitored, evaluated, and updated at least every five years.

III. COMMUNITY PROCESS

The City of Corcoran began its effort to develop its first Safe Routes to School Plan in 2012 with help from the project consultant, The Planning Center | DC&E. As described above, the SRTS plan is part of the City's General Plan Update project that is funded by Strategic Growth Council Sustainable Communities Planning Grant. The grant was awarded by the California Department of Conservation in effort to promote sustainable development.

To initiate the process, The Planning Center | DC&E conducted an audit in December 2012 to evaluate the current biking and pedestrian network. The project team then held a school workshop at five local schools in April 2013 to collect information from students and parents on existing walking and biking conditions and to identify needed improvements. School principals also provided input, including their concerns and outstanding safety issues around the schools. In May 2013, in coordination with the Corcoran School District and school principals, the project team conducted a Parents Survey designed by the National Center for Safe Routes to School, and collected 539 filled-out surveys. The results of these activities are summarized in detail in Chapter 2 of this Plan.

IV. PLANNING CONTEXT

A. Complete Streets Act

The Complete Streets Act of 2008 (Sections 65040.2 and 65302 of the California Government Code) governs the design of streets and requires that the Circulation Element of every City's General Plan plan for "(a) balanced, multimodal transportation network that meets the needs of all users of streets, roads, and highways, defined to include motorists, pedestrians, bicyclists, children, persons with disabilities, seniors, movers of commercial goods, and users of public transportation, in a manner that is suitable to the rural, suburban, or urban context of the general plan."¹

B. Corcoran General Plan

The Corcoran General Plan Circulation Element, adopted in 2007, includes a goal "(to) design and maintain a fully integrated local network that provides for safe and convenient circulation using a variety of transportation modes." To achieve that goal, the Circulation Element identifies the following objectives related to pedestrian and bicycle environments:

- Enhance the availability and accessibility of alternative modes of transportation, such as walking, bicycling, carpools, buses and rail.
- Improve neighborhood livability by ensuring that streets are related to other aspects of the community that enhance and contribute to Corcoran's small town charm.
- Design streets that promote safe and pleasant conditions for residents, pedestrians, bicyclists, and motorists on neighborhood streets, while preserving access for emergency vehicles, buses, and other users.

C. Corcoran Improvement Standards

In 2008, the City of Corcoran adopted its Improvement Standards, which regulates the design and engineering of roadway improvements, including crosswalks, sidewalks, curbs, gutters, and traffic signs. According to the

¹ http://leginfo.ca.gov/pub/07-08/bill/asm/ab_1351-1400/ab_1358_bill_20080930_chaptered.html, accessed July 23, 2013.

Improvement Standards, installing sidewalks is the responsibility of the property owner. As a condition of development or improvements, the City requires that a property owner install sidewalks.² However, as a result of the incomplete development, limited City funds, and lack of consistent enforcement of this City policy, there are many roadways that do not have complete sidewalk networks.

D. Corcoran School District Transportation Policy³

The Corcoran School District provides two types of school shuttle services for students who live within the School District's enrollment boundaries.

- **Home-School Transportation.** Students who live beyond a certain distance from the nearest school, which is established by the School District, are entitled to this shuttle service. The following shows the established distances by grade.
 - Kindergarten to 3rd Grade: 0.75 miles
 - 4th Grade to 12th Grade: 2 miles

The intent of this policy is to prioritize younger students over older students because of the limited capacity of the shuttle service.

- **School-to-School Transportation.** In addition to the home-school shuttle service, the School District provides school-to-school shuttle service for students living nearby Corcoran schools. This service allows students to get on a shuttle at the nearest school from their home and get off at their school of attendance in the morning and vice versa in the afternoon.

Currently, the School District operates a fleet of nine buses and runs three bus routes from 6 am to 8 am and from 2 pm to 5 pm. Additional shuttle services are provided during special school events, such as sports game.

2 City of Corcoran, 2008, Improvement Standards, Concrete Criteria, Page C-1.

3 Jack Schreuder, Corcoran School District, Correspondence with the Planning Center | DC&E, September 10, 2013.

V. PLAN CONTENTS

The SRTS Plan contains the following contents:

- **Chapter 1: Introduction.** This chapter describes the purpose of the project and the public involvement during the SRTS Plan development. It also summarizes relevant planning policies and regulations.
- **Chapter 2: Findings.** This chapter summarizes the results of the sidewalk and bicycle infrastructure survey and collision information in Corcoran, and provides a summary of the school workshops and the Parents Survey that were conducted in April and May 2013.
- **Chapter 3: Recommendations.** This chapter recommends a list of projects that will enhance the walking and bicycling environments and improve safety around schools in Corcoran. It also introduces the four “E” strategies that can promote walking and biking to school.
- **Chapter 4: Implementation.** This chapter describes processes and strategies for implementation of the SRTS Plan, and identifies potential funding sources that could help fund the suggested projects and programs in the Plan.
- **Appendices:**
 - Appendix A: School Workshop Summary
 - Appendix B: National Center for Safe Routes to School’s Parents Survey Forms and Survey Flyer
 - Appendix C: Summary of National Center for Safe Routes to School’s Parents Survey

2 FINDINGS

This section summarizes the existing conditions of Corcoran’s sidewalks and bike lanes. It also provides a review of collision records in Corcoran from the last ten years. A summary of a school workshop and a Parents Survey conducted in April and May 2013 are also included.

I. SIDEWALK AND BICYCLE INFRASTRUCTURE SURVEY

The City of Corcoran has a comprehensive roadway network, with small and walkable blocks. As such, the City’s major destinations, including the downtown area and the public schools, are accessible by walking or biking from the majority of the City. Although the roadway network is comprehensive, the pedestrian and bicycle networks are not complete. The following describes existing conditions of sidewalks and bicycle infrastructure in Corcoran.

A. Sidewalks

Figure 2-1 illustrates Corcoran’s sidewalk conditions based on field observations conducted by The Planning Center | DC&E in late 2012. As shown, several major roads are missing continuous sidewalks. An intermittent sidewalk often forces pedestrians to walk along road shoulders next to traffic, creating safety concerns and an uninviting pedestrian environment. In

addition, many residential streets around schools do not have complete sidewalk networks. Much of this is a result of incomplete development, limited City funds, and historically inconsistent enforcement of the City policy that requires a property owner to install sidewalks, as described in Chapter 1.

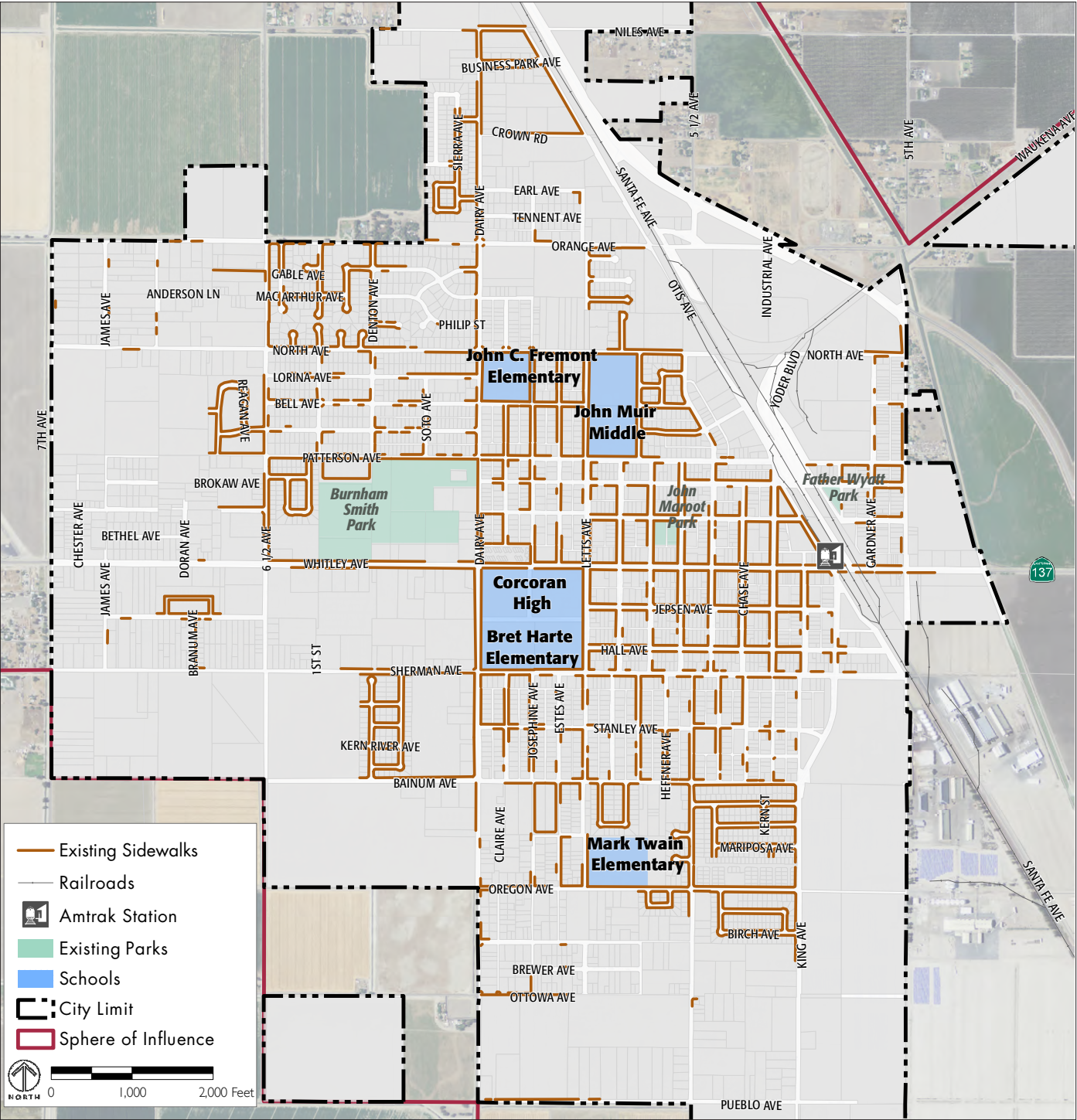


Figure 2-1 Existing Sidewalk System

Source: The Planning Center | DC&E, 2013.

B. Bikeways

Figure 2-2 shows the existing and planned bike lanes in Corcoran. As shown, Corcoran does not currently have a comprehensive bicycle network. Many bikeways are not continuous, leaving bicyclists on the street without bike facilities. Gaps and a lack of connectivity in the bicycle network impose

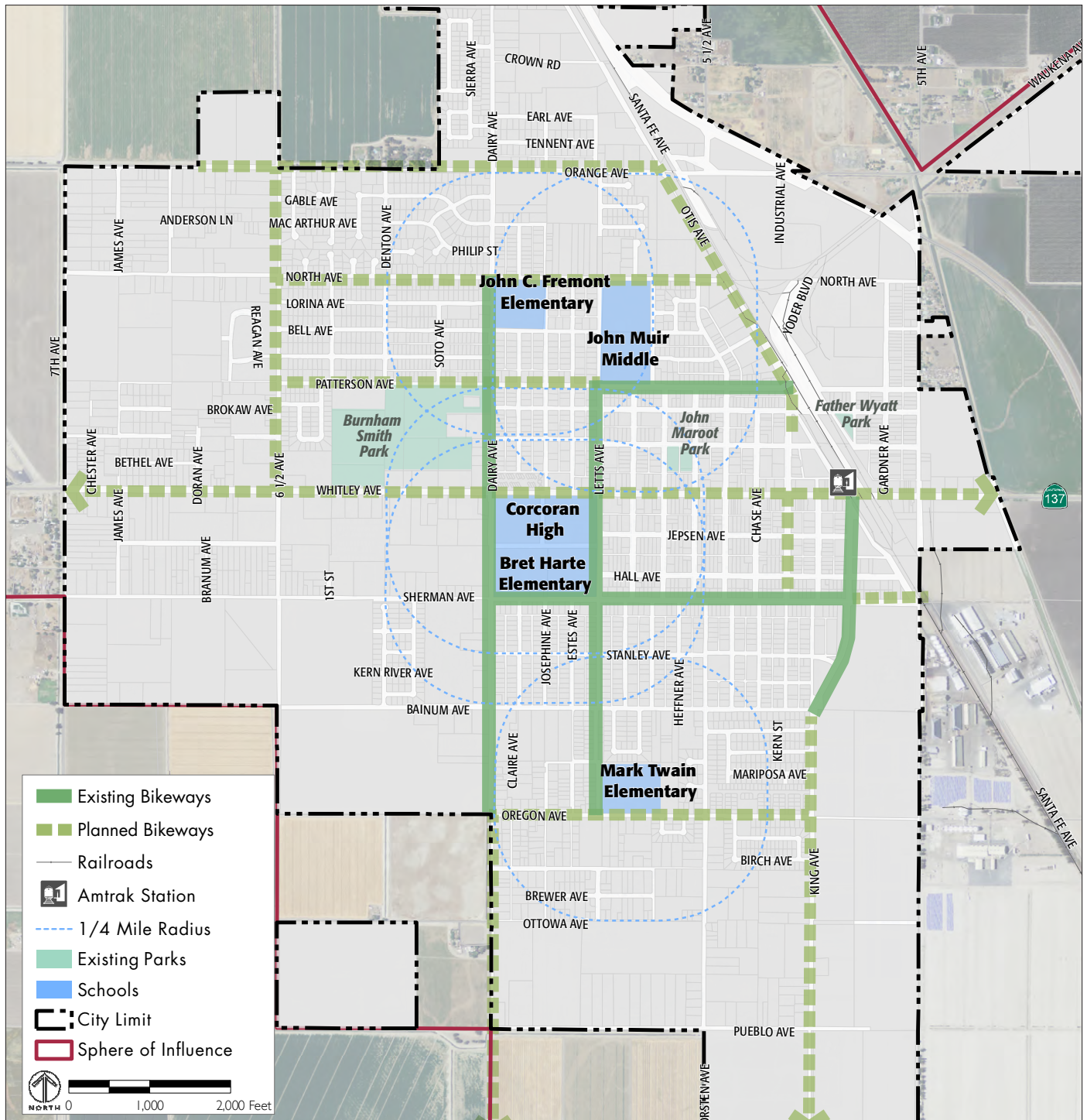
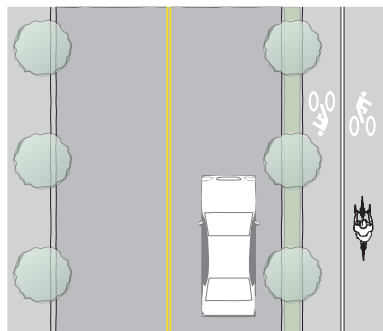


Figure 2-2 Existing Bikeway System

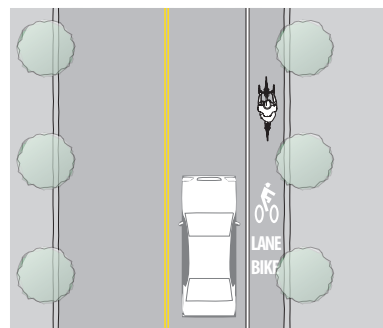
Source: The Planning Center | DC&E, 2013;
Kings County Regional Bicycle Plan, 2011.

challenges to bicyclists in reaching their destinations safely and efficiently. Additionally, much of the existing bicycle lane striping is faded, diminishing the visibility of bicyclists to drivers. There is also limited bike signage. Proper bike signs, lighting, and visible bike lanes are a critical element of bike safety to inform the bicyclists of safe travel routes and increase motorists' awareness of bicyclists.

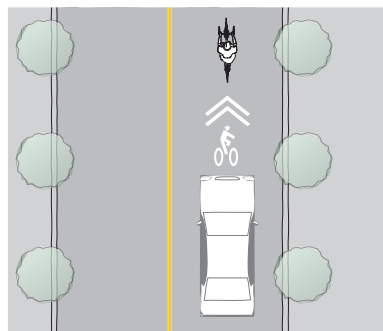
Class I - Off-Street Multi-Use Path



Class II - On-Street Bicycle Lane



Class III - On-Street Bicycle Route



Based on the California Streets and Highways Code, Caltrans identifies three types of pathways:¹

- **Class I bikeways (Bike Path)**, also known as multi-use paths, are separated completely from motor vehicle traffic but may be shared with pedestrians. The California Manual on Uniform Traffic Control Devices (CA MUTCD) recommends that signage type R44A (CA) be installed along Class I bikeways.
- **Class II bikeways (Bike Lane)** are striped in the roadway for the exclusive use of bicycles. Vehicle and pedestrian cross-flow are permitted. The striping is supported by pavement markings and signage. CA MUTCD requires signage type R81 (CA) be installed along Class II bikeways.
- **Class III bikeways (Bike Route)** are located on roadways shared with motor vehicles. Bike routes are designated by signage and/or shared roadway bicycle markings (sharrows). CA MUTCD recommends that signage type D11-1 be installed along Class III bikeways.

As shown in Figure 2-2, Corcoran has approximately 7 miles of Class II bikeways. All existing bikeways in Corcoran are Class II; no Class I or III bikeways are designated in the city. According to the 2011 Kings County Regional Bicycle Plan, the City plans to install more bikeways, including Class III, to create a complete bicycle network.² However, the City may re-visit and change some of the planned bikeways based on existing roadway conditions. See Chapter 3 for more information.

¹ California Streets and Highways Code Section 890.4.
² Kings County Association of Governments, October 26, 2011, 2011 Kings County Regional Bicycle Plan.

II. COLLISION INFORMATION

A. Pedestrian Collisions

As shown in Figure 2-3, there were 25 reported collisions involving pedestrians, with 17 reported injuries and two fatal accidents in Corcoran during the 10-year period from 2002 to 2012.³ Of these, five accidents are likely related to school activity given that the accidents occurred during school peak hours (before 8 am, around 12:30 pm, and 4:15 pm) and involved school-age children. Another accident involving a school-age child, indicated as a red symbol in the figure, could also be school-related because of the time that it occurred, which was close to the late school release time or extra-curricular hours. One of these accidents was caused by the pedestrian violating traffic regulations, and another was caused by the motorist failing to yield to a pedestrian in the crosswalk. Causes for the two remaining accidents are not known. Eighteen collisions occurred within a ¼ mile of a school.

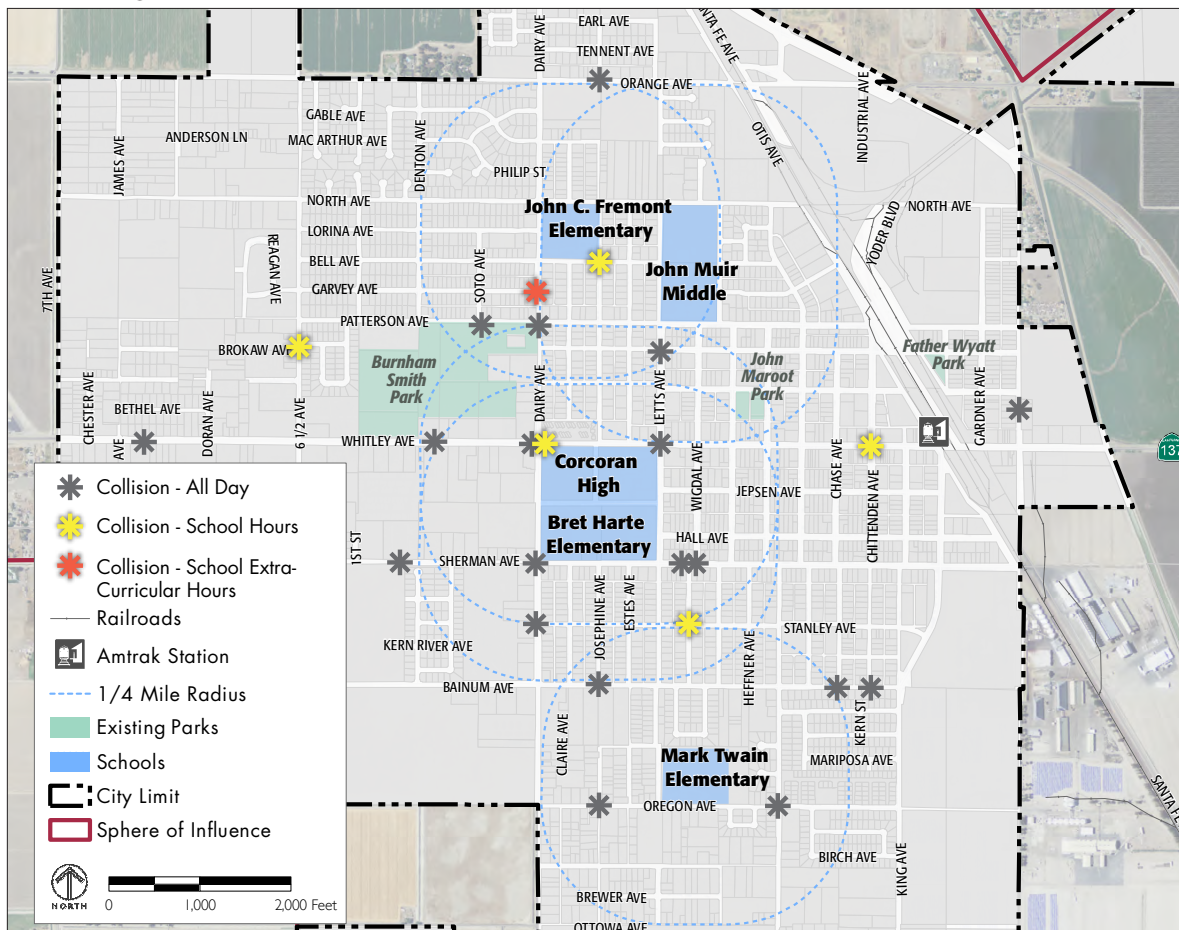


Figure 2-3 Pedestrian Collisions

³ Kathy Gibson, Communications/Records Manager, Corcoran Police Department, Email correspondence with The Planning Center | DC&E, August 19, 2013.

B. Bicycle Collisions

As shown in Figure 2-4, there were 17 reported collisions involving bicyclists, with 12 reported injuries, in Corcoran during the same 10-year period.⁴ Of these, two accidents are likely related to school activity given that these accidents occurred around late release or extra-curricular hours and involved school-age children. One of the accidents was caused by a bicyclist riding on the wrong side of the road while the other was caused by a bicyclist crossing into the motor vehicle right-of-way improperly. As shown below, all but four of these collisions occurred within a ¼ mile of a school.

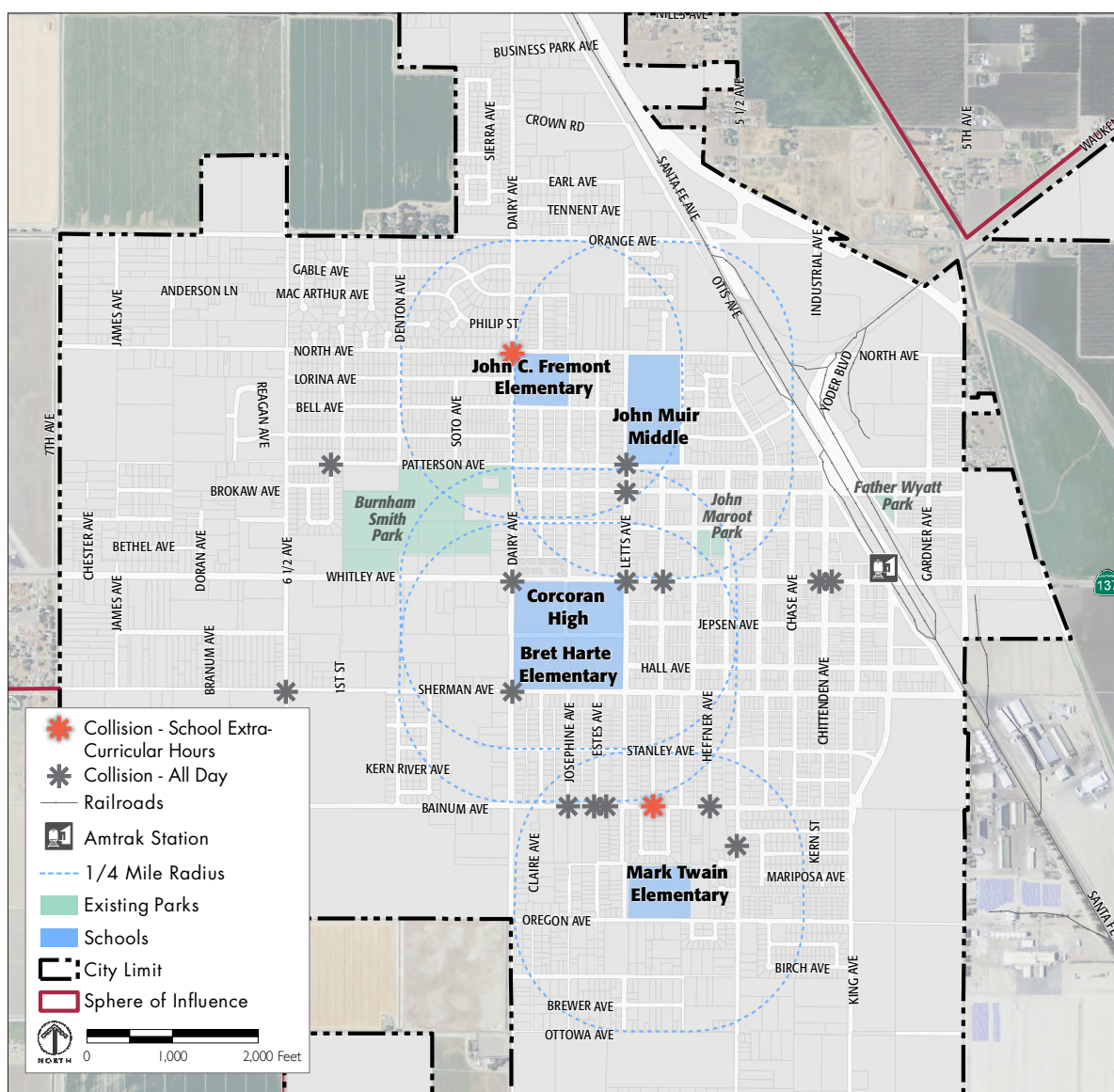


Figure 2-4 Bicyclist Collisions

4 Kathy Gibson, Communications/Records Manager, Corcoran Police Department, Email correspondence with The Planning Center | DC&E, August 19, 2013.

III. SUMMARY OF SCHOOL WORKSHOP

This section summarizes the school workshop for the SRTS project that took place at the five local schools in Corcoran on April 25th, 2013. The purpose of this survey was to communicate with parents and students about the safety issues around transportation to school and to encourage public participation in the SRTS project. The survey took place in the afternoon in order to talk to parents when they picked up their children from school and to talk to high school students during their lunch. Table 2-1 shows the specific locations and times of the survey.

Table 2-1 School Workshop Time and Location

School	Time	Workshop Location
Bret Harte Elementary (Pre School and Kindergarten – 1st Grade)	2:05 pm & 2:20 pm	Main Gate
	5:00 to 6:00 pm	Open House (the cafeteria located north of our office)
Corcoran High School (9th – 12th Grades)	12:45 pm to 1:30 pm	Campus (in the quad area by the teacher's lounge)
	3:30 pm	Baseball Park (near press box)
John Muir Middle School (6th – 8th Grades)	2:30 pm & 3:15 pm	West Gate (Main Gate)
John C. Fremont Elementary (2nd – 3rd Grades)	2:30 pm	Main Gate
Mark Twain Elementary (4th – 5th Grades)	2:55 pm	Next to the Cafeteria

Two or three staff members, including City staff and consultants, were assigned to each survey site, which had maps of the immediate school area and the entire city. During the survey, staff asked participants to draw their routes to school, and place stickers or draw on the maps to identify barriers to walking or biking to school and areas that need safety improvements, such as the installation of sidewalks, crosswalks, pedestrian lighting, and

bike lanes. In addition, staff asked parents to fill out a survey form that was designed by the National Center for Safe Routes to School (NCSRTS). The school principals agreed to distribute the NCSRTS survey forms school-wide so that parents who were not at the survey site could fill them out and return them to school at a later date. The survey was also sent electronically to students in grades 6 and above. The results of the NCSRTS survey are summarized in the next section.



A. Key Issues

Corcoran has a fairly safe environment for school-age children to walk or bike to school. However, participants identified needed safety improvements to create more walkable and bikeable school routes. Figure 2-5 shows the areas with key safety issues based on the input from the workshop participants. The following outlines the overarching safety issues identified during the survey:

- Traffic congestion along Letts Avenue and around the main gates of the schools
- Gaps in the sidewalk network
- Speeding cars on major streets, including Letts Avenue and Dairy Avenue
- Lack of stop signs along residential streets, particularly Stanley Avenue
- Need for more bike lanes along major streets
- Need for more crossing guards and crosswalks in the vicinity of the schools
- Need for more pedestrian lighting, especially near vacant lots and parks
- No school shuttle service for Mark Twain School



B. Workshop Summary

Workshop results per school site are outlined below. More detailed information can be found in Appendix A.

1. Bret Harte Elementary School

- Bret Harte Elementary School serves children in Pre School and Kindergarten to 1st Grade.

- The main issue at Bret Harte Elementary School is traffic congestion around the main gate on Letts Avenue and the side streets. The majority of parents surveyed drive to school to pick up their children. Some of the parents noted that they also drive to pick up their children who attend other schools in Corcoran.

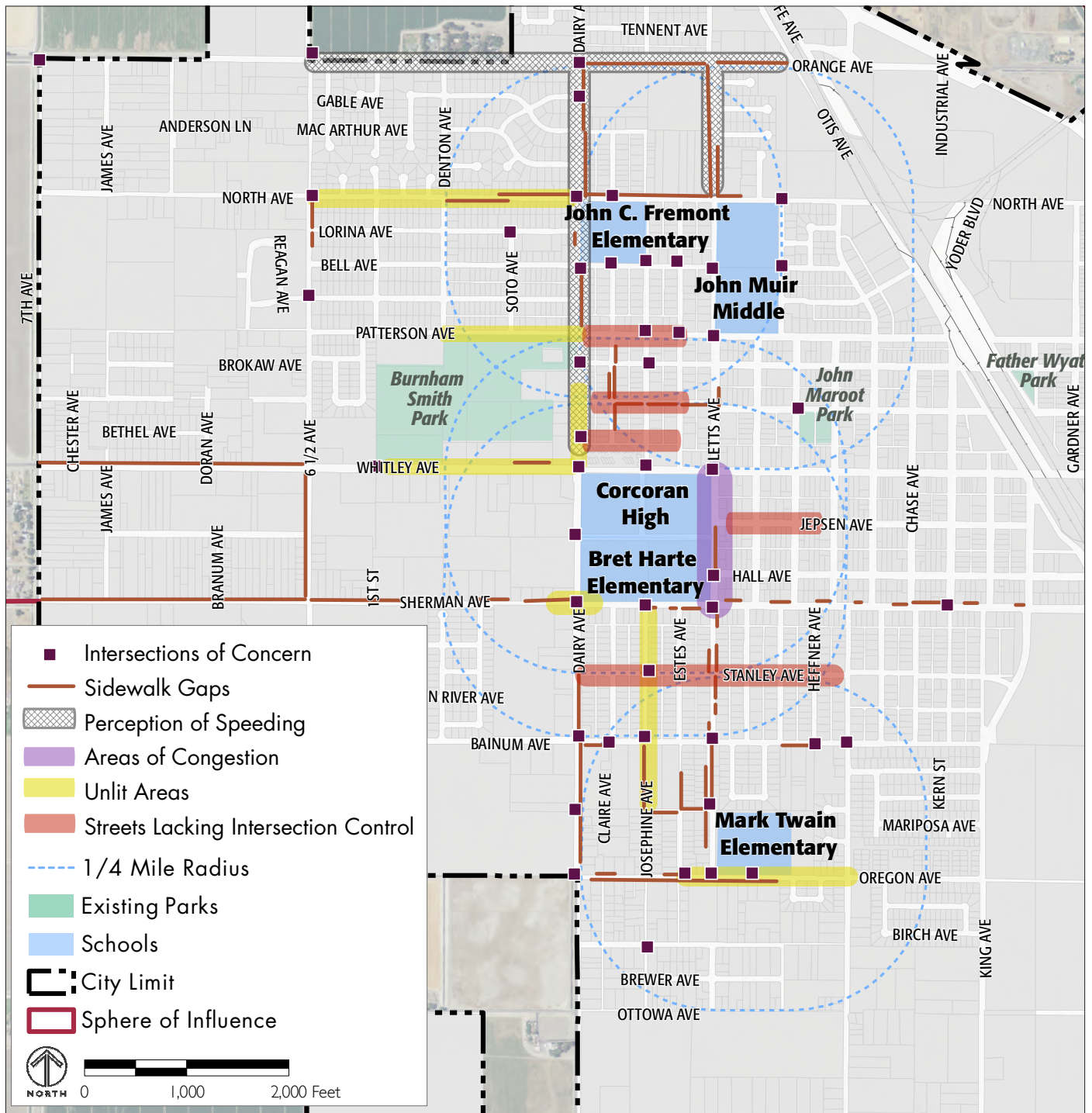


Figure 2-5 Key Safety Issues

Source: The Planning Center | DC&E, 2013.

- Crossing guards reported some parents stop their car in the middle of the road, due to a lack of parking, and let their children cross the road while other cars drive nearby.
- To solve the traffic congestion, safety, and parking issues, parents suggested designating a loading/unloading zone at the main gate and restricting stopping and parking along Letts Avenue during school peak hours.



- Parents also proposed restricting illegal crossing and stopping through the mechanism of traffic control and ticketing.
- Parents also pointed out that a lack of curb ramps is an issue for people with limited mobility and parents with strollers.
- Frequent flooding occurs in front of Bret Harte School during storm events as a result of irrigation overflow. The curbs along Letts Avenue are higher than typical curbs to keep the sidewalks dry during flooding events. The water in the gutters creates difficulties for small children crossing the road. The area needs adequate ramps for children and improved drainage.



- Parents reported that sometimes cars do not yield to pedestrians who are crossing the alleys along Letts Avenue and at the intersections along Dairy and Letts Avenues.
- Parents pointed out that cars driving in and out of the Bret Harte School and Corcoran High School parking lots often do not yield to pedestrians.
- Parents suggested employing more crossing guards at the intersections of Sherman Avenue/Dairy Avenue, Stanley Avenue/Josephine Avenue, Oregon Avenue/Letts Avenue, and Oregon Avenue/Estes Avenue.
- Parents also noted that some crossing guards may need to have refresher training to make sure they are creating a safe environment especially at the intersection of Letts Avenue/Sherman Avenue.
- Parents suggested installing 4-way stop signs along residential streets around the school.
- Parents suggested installing pedestrian lighting at the following locations:
 - The intersection of Dairy Avenue/Sherman Avenue

- Whitely Avenue between Otis Avenue and Hale Avenue
- The intersection of Josephine Avenue/Osage Avenue
- Parents suggested installing more crosswalks around the school, especially along 6 ½, Letts, Stanley, Dairy, and Oregon Avenues.
- Parents suggested installing continuous sidewalks along Sherman, Claire, Letts, Whitley, Gardener, and Oregon Avenues.
- Parents also suggested installing continuous bike lanes along Dairy Avenue.

2. John C. Fremont School

- Many students reported they walk or bike to school, and they currently do or would walk or bike along North, Patterson, and/or Dairy Avenues.
- Students noted that Orange Avenue is unsafe to walk along because of speeding cars and intermittent sidewalks.
- Students also pointed out that the bus drop-off zone near North Avenue/Josephine Avenue is not a safe walking environment for children because of traffic and a lack of sidewalks on the north side of North Avenue.
- Students reported that their parents told them to be careful when crossing North, Brokaw, Patterson, Letts, and Bell Avenues. Some intersections along these routes lack sidewalks, crosswalks, stop signs, or traffic control mechanisms, and without such safety features drivers are often unaware of pedestrians crossing the streets.
- Parents also expressed their concerns about traffic congestion around the intersection of Patterson Avenue/Dairy Avenue.
- Parents suggested installing 4-way crosswalks at the intersections of Bell Avenue/Estes Avenue, Patterson Avenue/Claire Avenue, and North Avenue/Dairy Avenue.
- Parents also suggested employing crossing guards at the intersections of Bell Avenue/Estes Avenue, Bell Avenue/Letts Avenue, and North Avenue/Dairy Avenue.





- Parents reported that there is not enough parking around the intersection of Bell Avenue/Dairy Avenue
- Parents also suggested installing continuous bike lanes along Patterson Avenue.

3. Mark Twain School

- Several students reported that they walk or bike to school, and they currently do or would walk or bike along Letts, Muriel, Oregon, and/or Estes Avenues.
- Students also suggested installing continuous bike lanes along Oregon Avenue.
- Students expressed the need for a crosswalk at the intersection of Muriel Avenue/Letts Avenue.
- Students indicated that several intersections around the school are barriers to walking or biking to school because of a lack of sidewalks, crosswalks, stop signs, or traffic control mechanisms.
- Several locations in the vicinity of the school and along students' walking routes have intermittent sidewalks, including Josephine, Letts, Oregon, Dairy, Santa Fe, and Bainum Avenues.
- Students also said that the areas with vacant lots need to be lit better.

4. John Muir School

- Parents suggested more crossing guards and greater police presence in the vicinity of the school.
- Students noted that they need more designated paths for biking and skateboarding.
- Students identified several intersections along Letts, Patterson, and Bell Avenues as barriers to walking or biking to school because of a lack of sidewalks, crosswalks, stop signs, or traffic control mechanisms.
- Students reported that some residential streets, including Hanna and James Avenues, are unsafe to walk or bike along because of the presence of dogs.

- Parents suggested employing crossing guards at the following intersections:
 - North Avenue/Dairy Avenue
 - Patterson Avenue/Letts Avenue
- Students suggested installing more crosswalks, especially along Letts and Dairy Avenues.
- Students also expressed their needs for continuous sidewalks along Dairy, North, Hanna, Oregon, and Whitley Avenues.
- Parents suggested installing stop signs at the intersection of Gardener Avenue/Brokaw Avenue.
- Students indicated that bike lanes are needed along Brokaw Avenue and Gardener Avenue.
- Students suggested installing pedestrian lighting along 6 ¼ Avenue north of Niles Avenue and along Patterson near Estes Avenue.

5. Corcoran High School

- Many students identified sidewalks and streets in the vicinity of the high school that are too dark to walk or bike. They also said that stop signs or crosswalks are not visible at night because of the lack of lighting.
- Students also reported a need for new or more visible crosswalks around the school, including at the entrance to Corcoran High School parking lot on Whitley Avenue.
- Students identified several areas where they walk that lack sidewalks, including Orange Avenue and Santa Fe Avenue.
- Several students suggested that Letts, North, Whitley, and Dairy Avenues need better bike lanes.
- The school principal also expressed concerns about traffic congestion on Letts Avenue due to the pick-up traffic from Bret Harte Elementary that adds on to the high school traffic.



IV. SUMMARY OF PARENTS SURVEY

As briefly mentioned above, the project team conducted a Parents Survey, which was designed by the NCSRTS, with help from the School District. The project team and the local school staff distributed the survey forms at each school in April 2013 via either paper or electronic format and collected them in May 2013. During this time, bilingual fliers, which promoted the survey in English and Spanish, were distributed at each school site. The survey forms and flyer are included in Appendix B. The collected surveys were sent to the NCSRTS, which then entered survey data into their online database. As shown below, a total of 539 responses were collected, approximately 30 percent of which were submitted in Spanish. The following is a summary of the survey results. For more detailed information, see Appendix C.

Table 2-2 Survey Responses

School	# of Surveys Distributed	# of Surveys Collected	Response in Spanish
Bret Harte Elementary (Pre School and Kindergarten – 1st Grade)	519	134	49
Corcoran High School (9th – 12th Grades)	924	14	1
John Muir Middle School (6th – 8th Grades)	752	41	12
John C. Fremont Elementary (2nd – 3rd Grades)	516	157	29
Mark Twain Elementary (4th – 5th Grades)	456	193	78

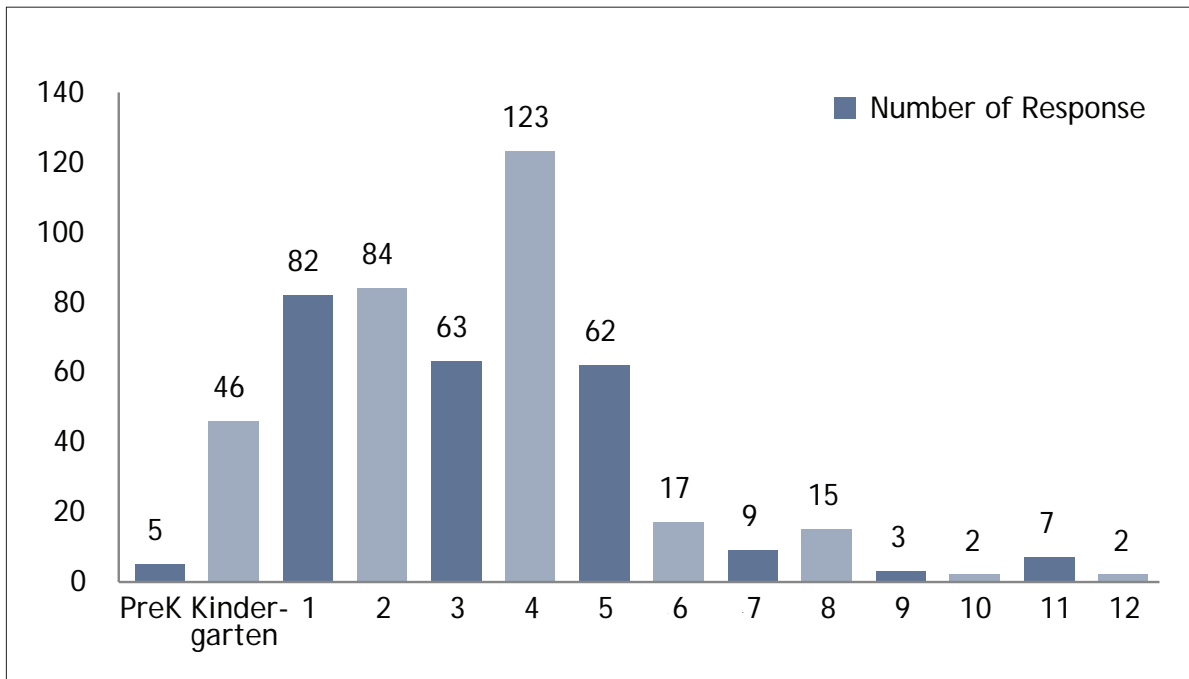


Figure 2-6 Grade Levels of Children Represented in Survey

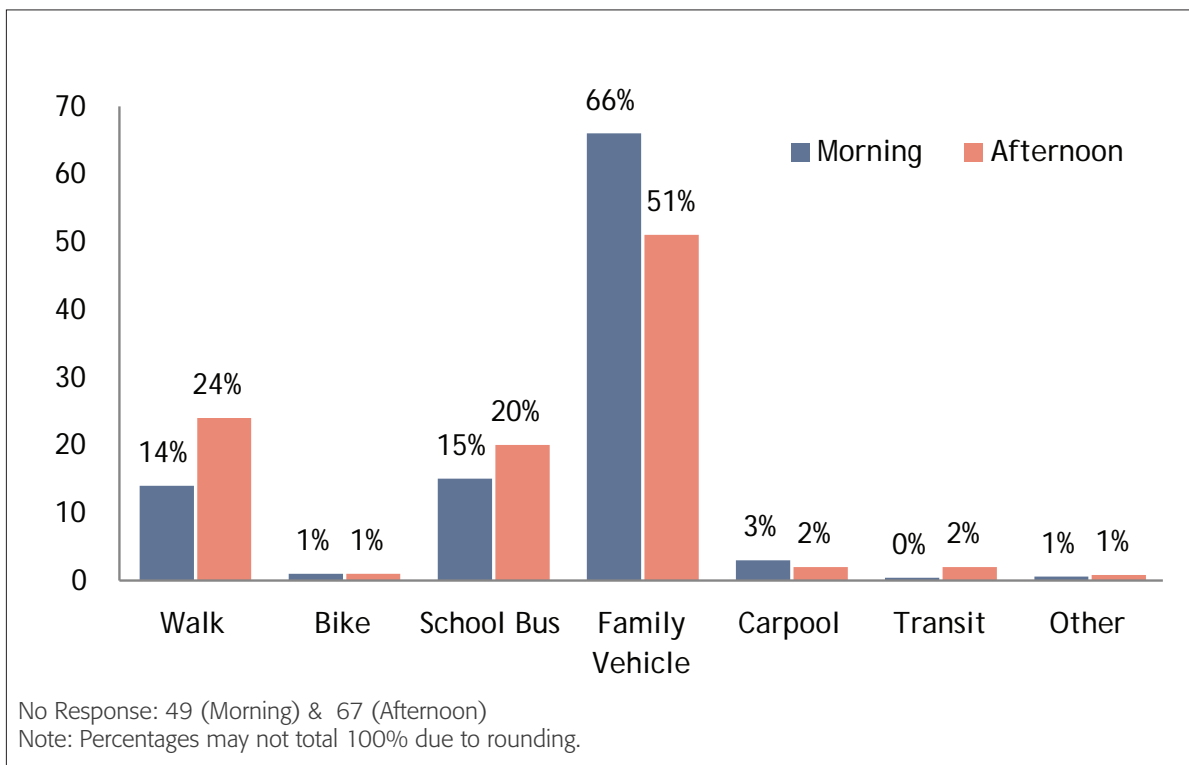


Figure 2-7 Typical Mode of Arrival at and Departure from School

Table 2-3 Typical Mode of School Arrival by Distance

Distance	Responses	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	75	41%	1%	7%	48%	3%	0%	0%
1/4 mile up to 1/2 mile	76	17%	4%	9%	68%	1%	0%	0%
1/2 mile up to 1 mile	84	12%	1%	12%	73%	0%	0%	2%
1 mile up to 2 miles	82	7%	2%	20%	66%	5%	0%	0%
More than 2 miles	91	1%	0%	18%	77%	4%	0%	0%

Don't know or No response: 131

Note: Percentages may not total 100% due to rounding.

Table 2-4 Typical Mode of School Departure by Distance

Distance	Responses	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	72	53%	1%	6%	38%	1%	0%	1%
1/4 mile up to 1/2 mile	76	28%	4%	11%	57%	1%	0%	0%
1/2 mile up to 1 mile	81	16%	1%	25%	53%	2%	0%	2%
1 mile up to 2 miles	79	24%	3%	19%	52%	1%	1%	0%
More than 2 miles	87	5%	0%	23%	66%	5%	2%	0%

Don't know or No response: 144

Note: Percentages may not total 100% due to rounding.

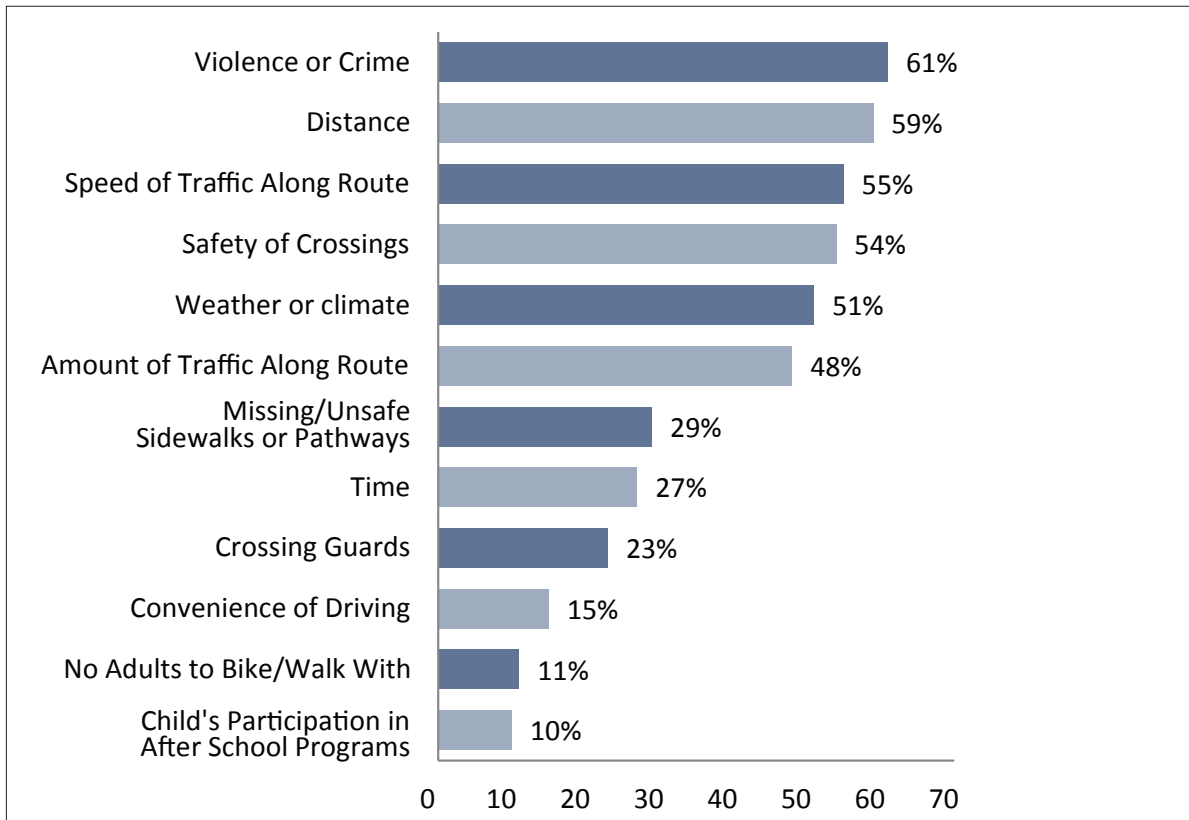


Figure 2-8 Parent Concerns That Limit Walking/Biking

A. Frequent Comments Mentioned in Survey Responses

Many parents commented that more pedestrian and bicycle infrastructure and enforcement are needed to create safer school routes:

- More crossing guards are needed around schools.
- When it rains and the gutters and roadways flood, it is very difficult to find parking and dry areas to drop kids off at Bret Harte Elementary School.
- The schools need more law enforcement during before and after school hours to enforce the safety laws.
- More bus services are needed.
- Creating local neighborhood schools would make it easier and safer for students to walk to/from school.

Parents also gave a number of reasons why they are not comfortable allowing their children to walk to and from school without an adult:

- There is the potential for bullying of young students when they walk alone.
- Not safe for children to walk or bike alone because of the potential presence of sex offenders or students in gangs around schools.
- There is not enough enforcement of illegal parking, speeders, illegal turns, u-turns, dropping off or picking up child in middle of road and blocking traffic.

B. Summary Analysis

The results show that the closer students live to a school, the more they walk to school. On average, about 15 to 25 percent of students in Pre School and Kindergarten through 12th grade in Corcoran currently walk or bike to school, and about 15 to 20 percent ride school busses. Yet, about 40 to 50 percent of Corcoran students who lived within a ¼ mile of the school were driven to or from school. This is primarily because of parents' concerns regarding traffic safety, potential criminal activity, or long walking distance, as reported in the survey. These concerns are similar to the comments received from the school workshop in April 2013.

3 RECOMMENDATIONS

This chapter introduces programs and strategies that will help create safe routes to walk and bike to school in Corcoran. As introduced in Chapter 1, the four “E” strategies – Engineering, Encouragement, Enforcement, and Education – are addressed here, followed by a “drop-off and pick-up” strategy that will reduce congestion and enhance pedestrian safety around schools during peak hours.

I. ENGINEERING

Engineering strategies include physical improvements that can safely accommodate all modes of transportation and that promote healthy behavior, such as more walking and bicycling. The following are recommended strategies for Corcoran that are related to the design, operation, and implementation of physical improvements.

A. School Route Improvements

Based on the initial audits by City staff and project consultants and public input from surveys, project consultants identified “Major School Routes” that need prioritized improvements. The Major School Routes are primarily major arterial streets within the city limits that closely connect the local schools to neighborhoods, as illustrated in Figure 3-1. Among the Major School Routes, Letts Avenue should get the highest priority for improvements due to its proximity to all schools. The following sections recommend specific improvements that will help create a safer environment around schools.

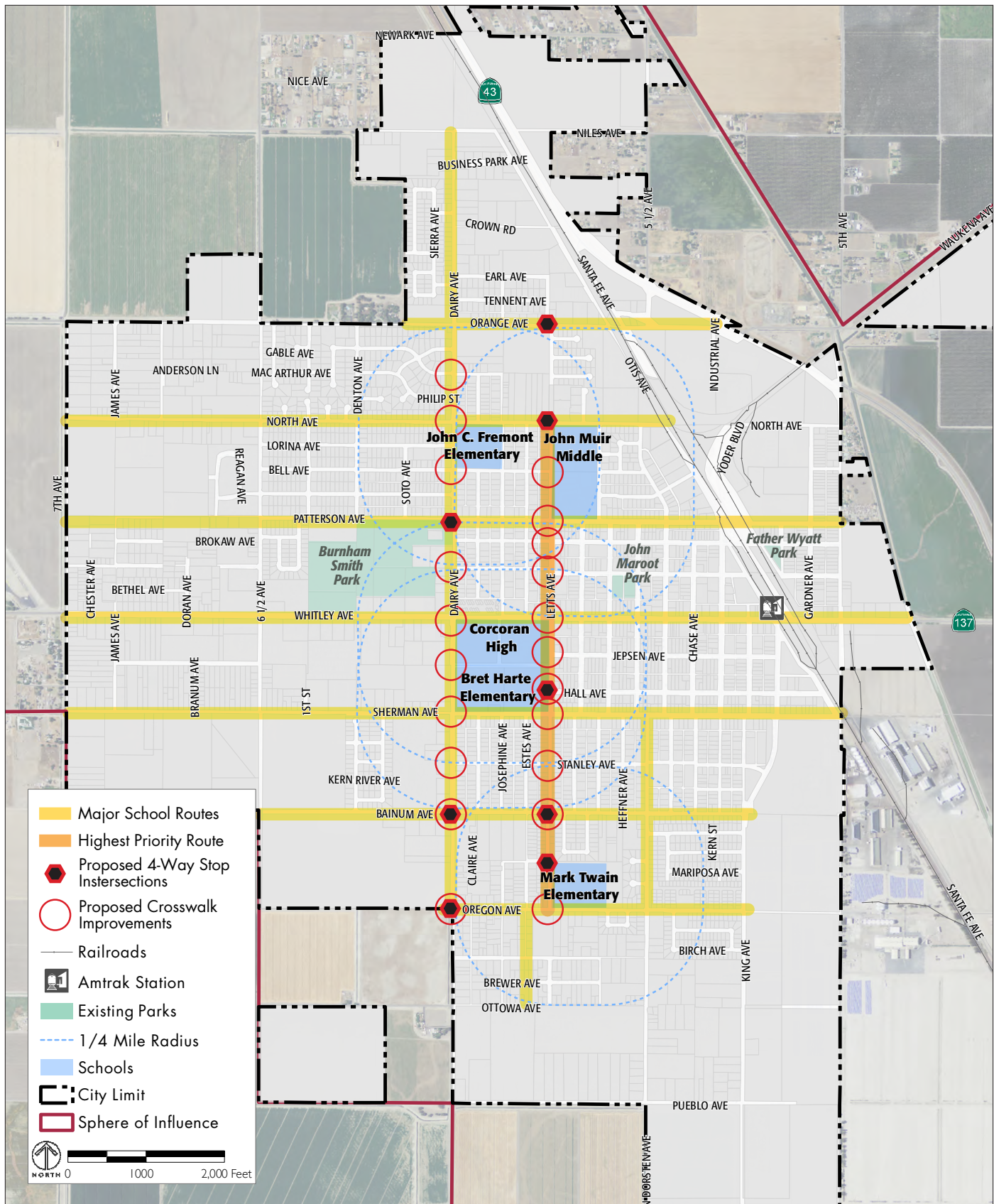


Figure 3-1 Major School Routes Map

In addition, this Plan recommends that the City and the School District incorporate the safety features that are identified below into their future capital improvement project (CIP) lists. CIPs typically include short-term and long-term improvements and identify implementation timing. CIPs should prioritize pedestrian and bike projects that are easy to implement, low cost, and located along Major School Routes. This CIP information is useful when applying and receiving SRTS funding.

1. Identify School Walk Zones and School Zones

There are three zones around a school to consider when implementing SRTS strategies: an enrollment boundary, a school walk zone, and a school zone. An enrollment boundary is the entire area from which students are drawn to the school. A school walk zone encompasses the area within a ½ or 1 mile radius of the school where students are expected to walk to school and/or are not provided with bus service. A school zone covers a one- or two-block stretch of roadways adjacent to the school site. Defining such zones help effectively focus the effort to improve school areas.

Corcoran schools currently have enrollment boundaries and school zones in place, but not school walk zones. This Plan recommends identifying school walk zones based on street network-based spatial analysis, as illustrated in Figures 3-2 to 3-4. Figures 3-2 to 3-4 also show recommended safety improvements within the school walk zones, which are described in detail below.

2. Close Sidewalk Gaps

Sidewalks are essential for pedestrian safety and play an important role in encouraging children to walk to school. However, as shown in Figure 2-1, Existing Sidewalk System, sidewalks are discontinuous around schools in Corcoran. To enhance pedestrian safety, the City and the School District should work together to fill the sidewalk gaps along the Major School Routes and the streets identified in Figures 3-2 to 3-4. Among those streets, Letts Avenue and the streets within a ¼ mile of the schools should be prioritized, which are shown as “Priority I Sidewalk Improvements” in Figures 3-2 to 3-4.

New sidewalk segments should follow standard practice for sidewalk design: 4 to 6 feet in width, with a buffer, preferably planted strips, between the sidewalk and the road, if possible. In addition, to promote connectivity and



Sidewalk along a residential street



Sidewalk vegetation contributing to a pleasant pedestrian environment

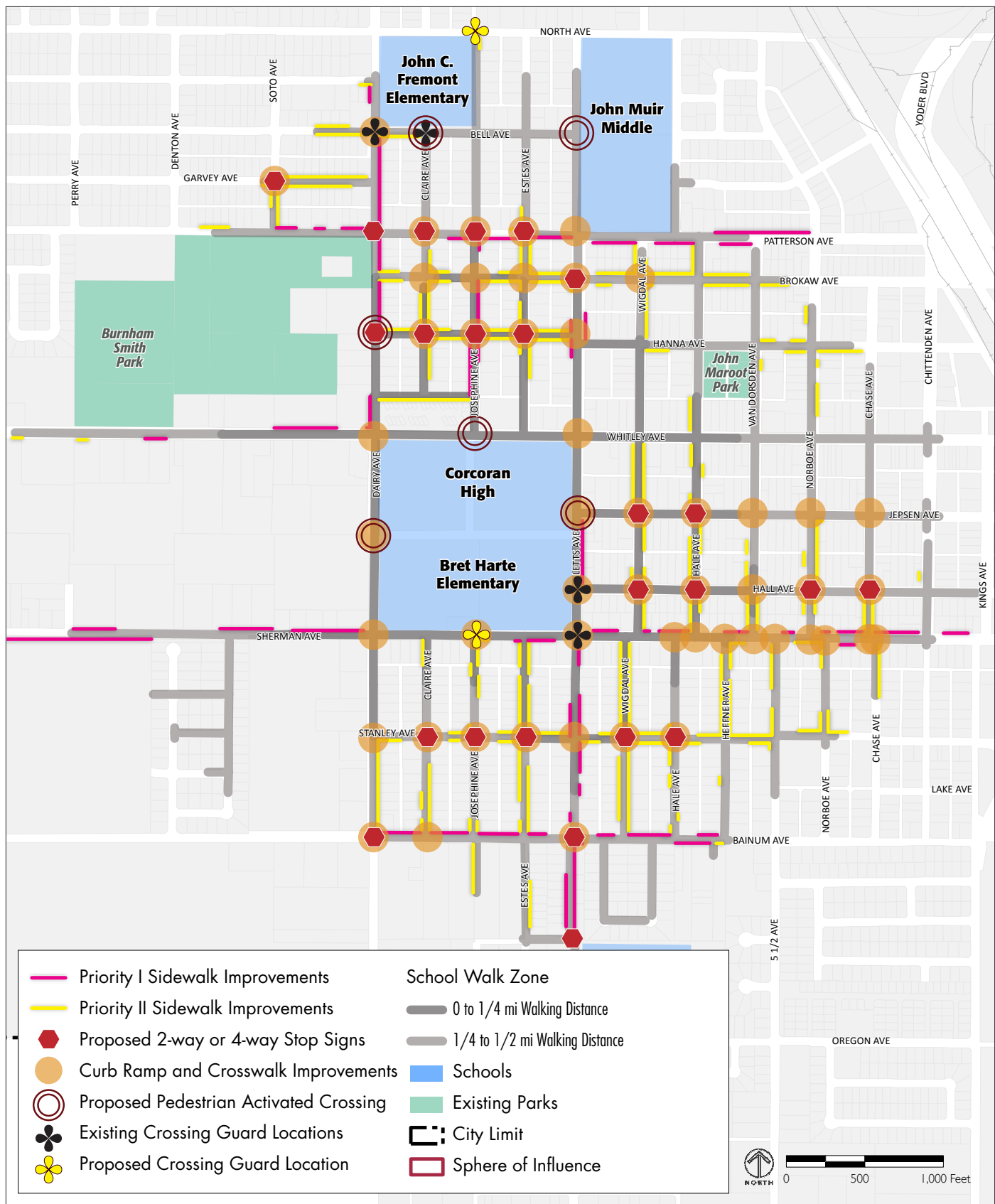


Figure 3-2 School Route Map for Bret Harte Elementary and Corcoran High Schools

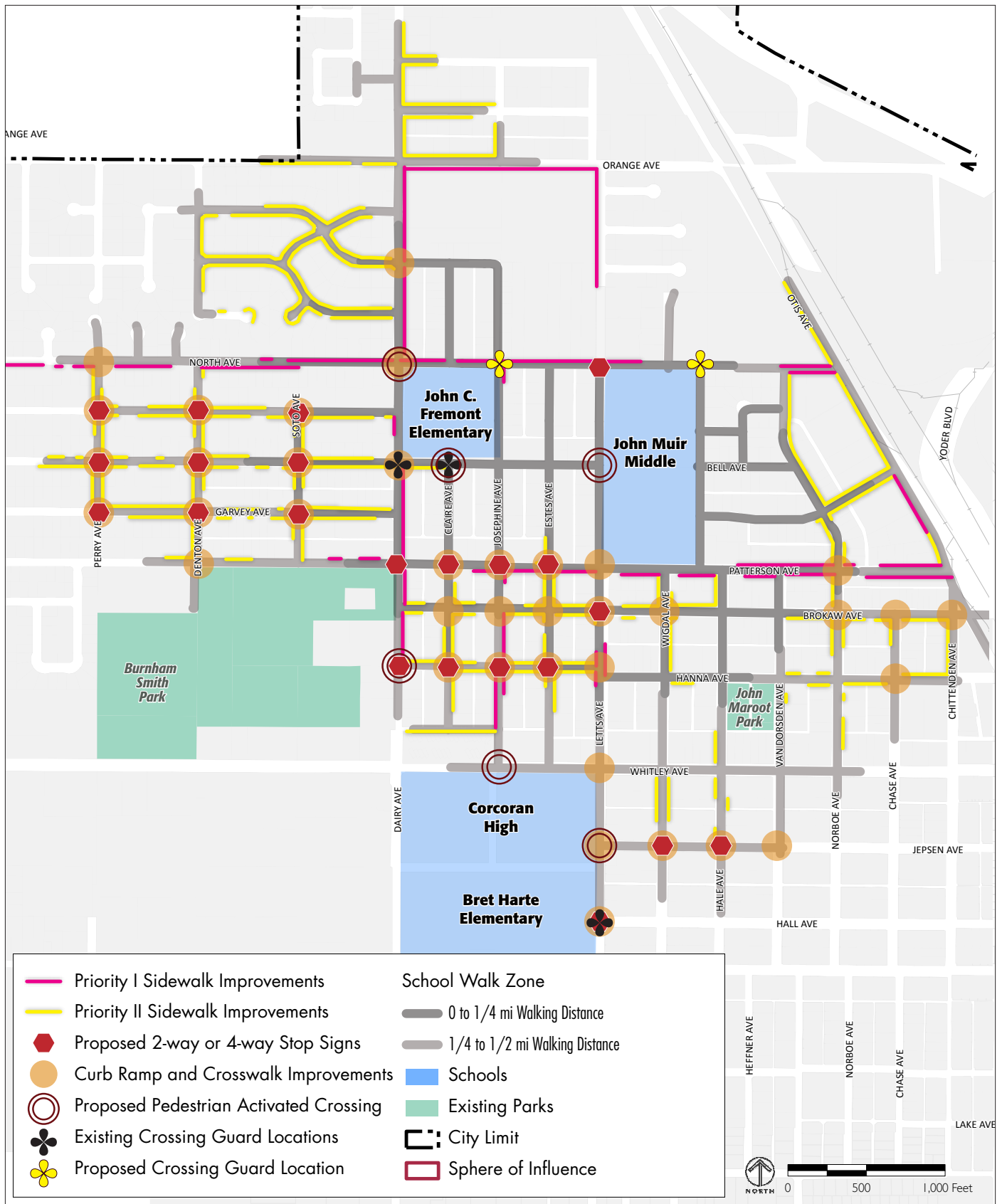


Figure 3-3 School Route Map for John C. Fremont Elementary and John Muir Middle Schools

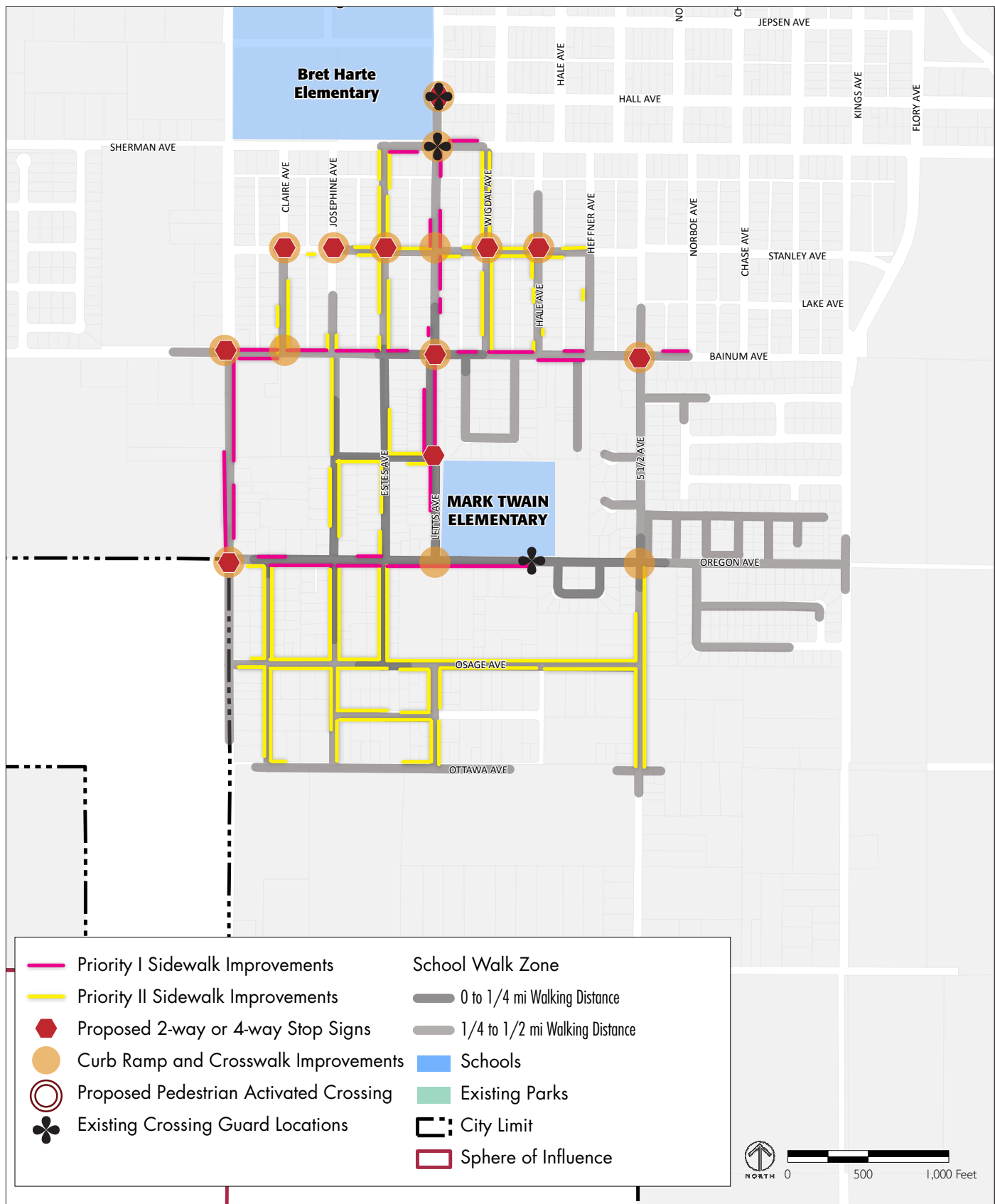


Figure 3-4 Mark Twain Elementary School Route Map

accessibility, all sidewalk surfaces must meet Americans with Disabilities Act (ADA) standards. To meet ADA standards, sidewalks should have a continuous surface that is not interrupted by steps or abrupt changes in grade and have a slip resistant surface.

3. Add Pedestrian Crosswalks and Stop Signs

Crossing major roads poses a challenge to pedestrians. Most major roads in the city are wide and trafficked during peak hours but do not provide proper crosswalks. There are usually two-way stop signs along major roads, forcing pedestrians, including seniors and children, to negotiate with drivers, cross wide intersections, or make a long detour to use a safer crossing.

This Plan recommends repaving or newly installing 4-way crosswalks at all intersections of the Major School Routes, as shown in Figure 3-1. The following describes crosswalk design guidelines for controlled and uncontrolled intersections.

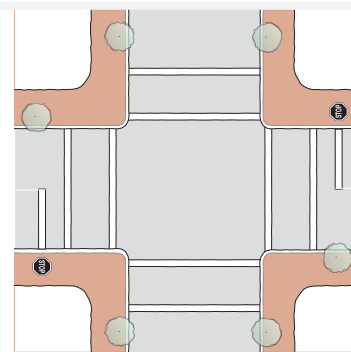
Crosswalk Design Guidelines

Crosswalk markings and signs can greatly increase pedestrian visibility, consequently making drivers yield, enhancing safety. The following outlines two typical crosswalk striping types:

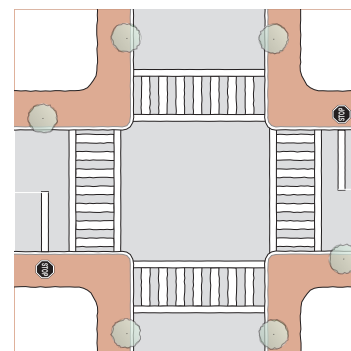
- Transverse-style striping consists of two parallel lines, generally used for controlled intersections.
- High visibility ladder-style striping consists of two parallel lines with ladder bars striped across the width of the crosswalk. Studies have found the ladder style crosswalk to be the most visible to drivers.

Unless specified otherwise, ladder-style crosswalk treatments are recommended at all uncontrolled crossing locations and transverse-style crosswalks are recommended at all stop controlled intersections. Within school zones, the California Manual on Uniform Traffic Control Devices (CA MUTCD) recommends yellow high-visibility crosswalks and school crossing signage to protect students crossing streets.

In addition to adding crosswalks, this Plan recommends installing 4-way stop signs at the uncontrolled intersections along Letts Avenue and Dairy Avenue, as illustrated in Figure 3-1. As indicated in Chapter 2B of the Federal Highway Administration's (FHWA's) MUTCD, an engineering study will be required for the City to justify installing 4-way stop control on ma-



Transverse crosswalk striping



Ladder crosswalk striping

for streets. A range of criteria (i.e. warrants) should be considered in the engineering study, including the number of collisions, vehicular, pedestrian, and bicycle volumes at the intersection, as well as the need for controlling vehicle-pedestrian conflicts because of a nearby place that generates high-pedestrian volumes.¹ The City should also consider installing at least 2-way stop signs at all uncontrolled intersections within the city limit to prevent vehicle-pedestrian collisions, where possible, in compliance with the FHWA's MUTCD.



In-pavement lighted crosswalk



Pedestrian push button & flashing sign at crosswalk



*CA MUTCD Chapter 7, Figure 7B-1 (CA),
School Area Signs*

In addition, for uncontrolled intersections, the following crosswalk enhancements can be implemented to improve safety.

- Overhead signs and flashing beacons showing the universal pedestrian symbol, including standard yellow, fluorescent yellow, and LED displays, that hang from a mast arm that extends over the street. Flashing red or yellow beacons enhance overhead signs.
- Raised crosswalks using special pavers, concrete, or asphalt, to create a raised crosswalk by extending the sidewalk across the road and bringing motor vehicle traffic up to the level of pedestrians. They have the dual purpose of slowing traffic (similar to a speed table, which is a long speed hump with center flat section) and improving visibility of pedestrians. Since the crosswalk is at the same level as the sidewalk, there is no additional need for curb ramps.
- Pedestrian-activated in-pavement lighted crosswalks accompanied by a flashing sign at the crosswalks and an advanced flashing sign to increase the number of vehicles yielding to pedestrians.
- Pedestrian-actuated signals should be used at uncontrolled intersection crossings or in areas where pedestrians need greater visibility at a crosswalk. Pedestrian actuated signals are pedestrian push buttons which activate a crosswalk light or traffic signal to turn.

It is also critical to provide crosswalk signs ahead and around the crosswalks so that drivers can prepare to stop. California MUTCD provides standards for crosswalks signs at typical intersections, mid-block, as well as within school zones (e.g. CA MUTCD Chapter 7, Figure 7B-1).

¹ Federal Highway Administration, Manual on Uniform Traffic Control Devices, <http://mutcd.fhwa.dot.gov/hm/2009/part2/part2b.htm>, accessed on August 19, 2013.

4. Install Curb Ramps

A curb ramp is an important element of pedestrian infrastructure. Curb ramps allow people using wheelchairs or strollers to access sidewalks easily from crosswalks and roadways by eliminating the trouble of stepping up and down high curbs. Corcoran has several locations that are missing curb ramps at crossings. This condition does not meet ADA standards, which require the provision of accessible routes for people with physical disabilities.² This is particularly true around Bret Harte Elementary School, as noted in the workshop summary in Chapter 2. Many existing curb ramps also do not have truncated domes, which are required per ADA standards. The City should take a citywide approach to installing new curb ramps at crossings and upgrade all the existing curb ramps to meet ADA standards. To improve access to schools, the City should prioritize installing or replacing curb ramps along the Major School Routes and within school zones as identified in Figures 3-1 to 3-4.



Curb ramp with truncated domes at a crosswalk

5. Stripe Existing and New Bikeways

It is critical to provide a comprehensive bike network to connect major destinations, especially schools, to neighborhoods. As described in Chapter 2, the existing bicycle network has gaps and faded striping. The City should prioritize repainting the existing striping because it can be a cost effective project to increase the visibility of bicyclists to drivers and can be implemented immediately without extensive study or engineering. Where rights-of-way are available, the City should consider installing separated bike paths that are buffered from traffic to provide a safer bike route for children who do not have experience biking alongside traffic. In addition, the City should consider adding more bikeways than what is planned in the 2011 Kings County Regional Bicycle Plan in order to create a complete bike network. This Plan recommends extending existing and planned bikeways to the city limits to create continuous bikeways across the city. Figure 3-5 shows recommended bikeways as well as the Kings County Regional Bicycle Plan's planned bikeways. The planned/recommended bikeways are subject to change due to existing conditions, for instance limited rights-of-way. The City will update and adopt its Bicycle Plan as a separate process from this STRS plan.



2 Americans with Disabilities Act Best Practices Tool Kit for State and Local Governments, <http://www.ada.gov/pcatoolkit/chap6toolkit.htm>, accessed on July 18, 2013.

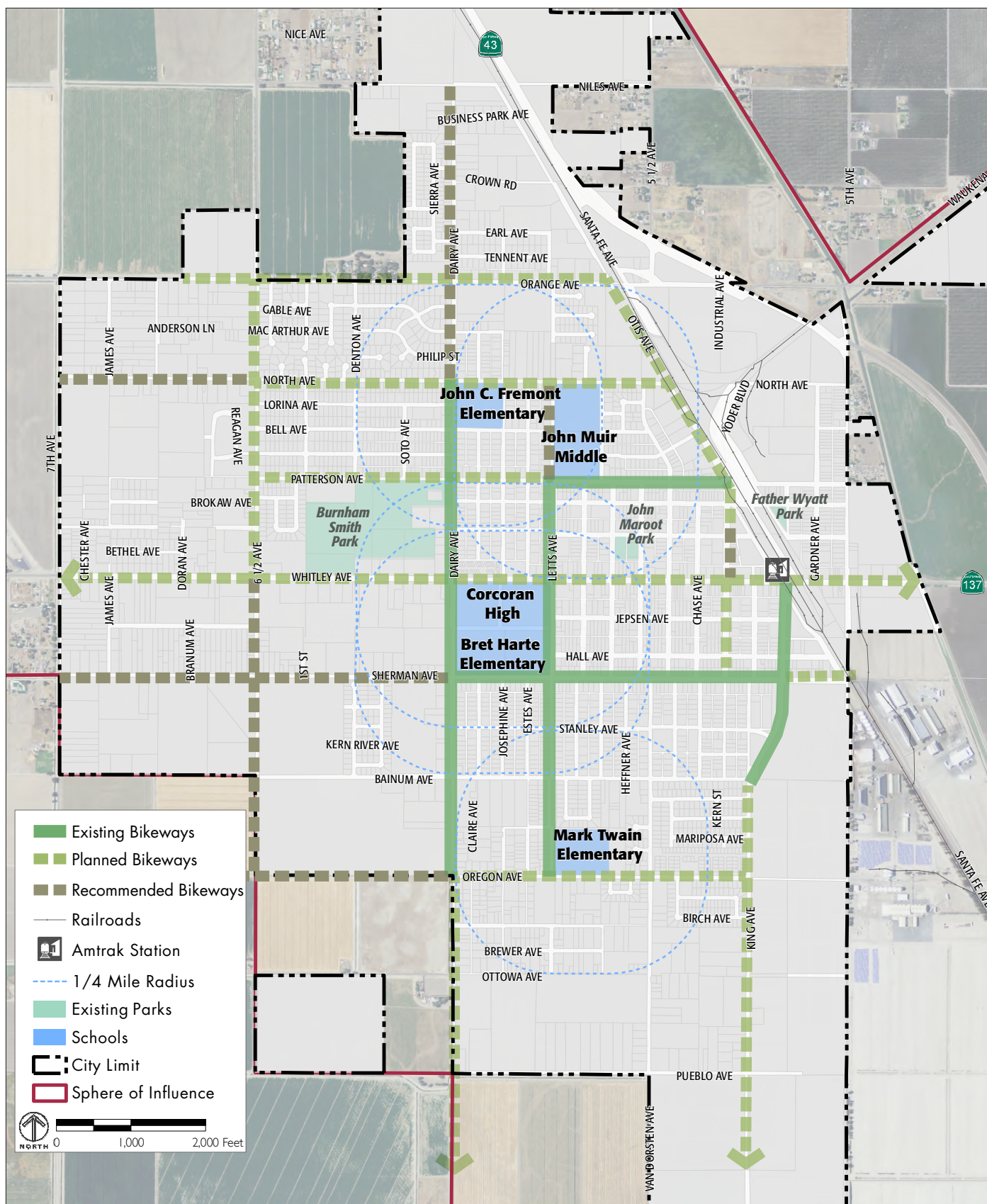


Figure 3-5 Recommended Bikeways

6. Provide Pedestrian Lighting

Some residential streets and the areas around public parks are not well-lit in Corcoran. Walking along dark streets often makes pedestrians, especially school-age children, feel insecure. To increase nighttime safety and pedestrian visibility for drivers and bicyclists, the City should consider illuminating the sidewalks along the Major School Routes with pedestrian-scaled lighting. In addition, during the workshop, participants recommended installing pedestrian-scale lighting in the following areas:

- Around public parks, including Burnham Smith Park and John Maroot Park
- Around vacant lots or abandoned houses (e.g. near the intersection of Patterson Avenue/Denton Avenue and Oregon Avenue between Estes Avenue and Yosemite Drive)
- Along Hale Avenue next to John Muir Middle School
- Along Jepsen Avenue
- The intersection of Orange Avenue/7th Avenue
- The intersection of Josephine Avenue/Osage Avenue
- The west side of Josephine Avenue between Bainum Avenue and Muriel Avenue
- Along 6 1/4 Avenue north of Niles Avenue

7. Maintain Pedestrian and Bike Facilities

Maintaining existing pedestrian and bike facilities is as important as implementing facility improvements. The City should ensure that all the roads within Corcoran, particularly along the Major School Routes, are regularly maintained. The City should develop a maintenance plan and secure funding for ongoing maintenance costs. The City can employ several funding programs to secure outside funding sources besides the City's general fund, such as Parent Teacher Association (PTA) funding, school donations, "Adopt-a-Path" programs, and fundraising activities. Additional discussion of funding can be found in Chapter 4, Implementation.

This maintenance plan should address the following items:³

³ Comprehensive Maintenance Planning for Bicycle Facilities, http://www.bicyclinginfo.org/bikesafe/case_studies/casestudy.cfm?CS_NUM=403, accessed on July 23, 2013.



- Annual assessment of bicycle and pedestrian facility conditions.
- Maintenance budget.
- A checklist of all maintenance items, the frequency of each task, the cost for each task, the annual cost of each task, and the responsible person or department for each task.
- A list of maintenance activities that are divided into “routine” and “major” maintenance categories. The routine activities should address the following issues:
 - Signs and Traffic Markings
 - Sight Distance and Clearance
 - Surface Repair
 - Sweeping and Cleaning
 - Structural Deterioration
 - Illumination
- A list of maintenance priority tasks. The City should prioritize the maintenance needs along the Major School Routes.
- A tracking system to complete maintenance activities in a timely manner.
- An evaluation system to collect the feedback of residents or claims resulting from poor maintenance.

B. School Route Maps

A school route map shows safe walking and biking routes to school as well as unsafe routes that are missing sidewalks or crosswalks for school-age children to follow. This Plan recommends creating School Route Maps for the five schools in Corcoran after implementing some of the abovementioned improvements, particularly priority projects (e.g. Priority I Sidewalk Improvements). Figure 3-6 shows an example of a School Route Map.

This Plan also recommends updating School Route Maps on a regular basis to reflect any improvements made in the area. The following identifies a framework for updating School Route Maps:

1. Create an audit committee, which consists of local policy makers, traffic engineers and planners, law enforcement staff, school district staff,

students, and parents.

2. Conduct walking and biking audits to document the traffic and safety issues and conditions near schools and to recommend safety improvements on a regular basis.
3. Review current school route maps and update as necessary once safety improvements are implemented.

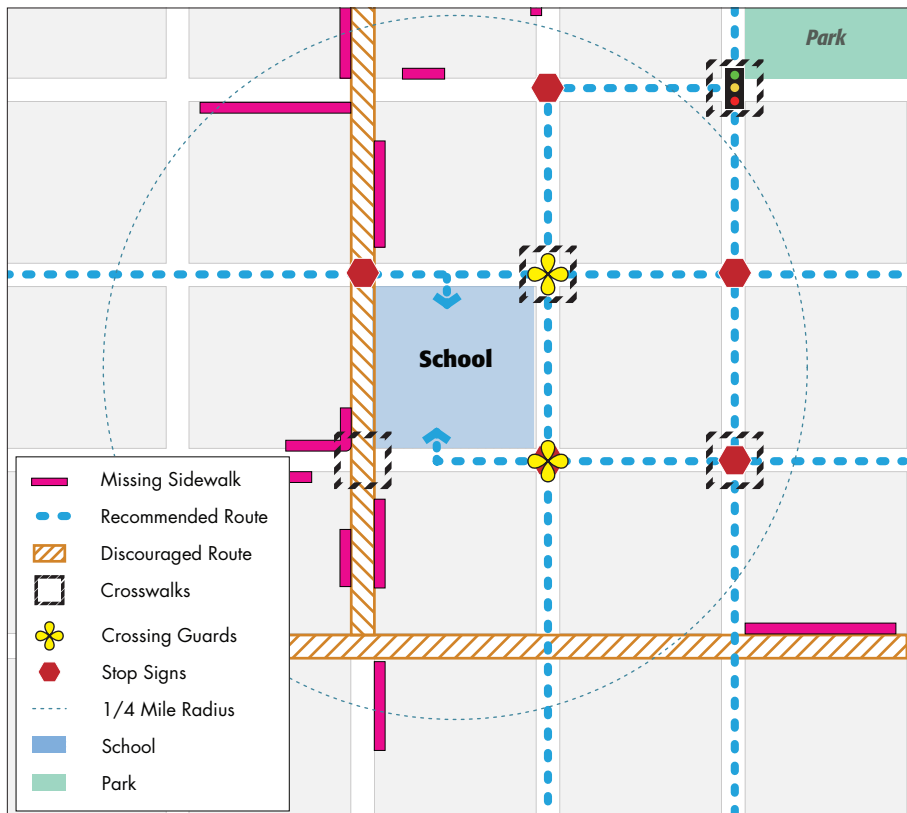


Figure 3-6 School Route Map Example

C. Traffic Calming

Speeding traffic is a critical issue around schools in Corcoran. Parents at the workshop particularly were concerned about Dairy and Letts Avenues. The City currently encourages using traffic calming measures, which are listed below, on Minor Collectors and Local Roads to discourage through-traffic (General Plan Policy 2.23), but does not recommend them on Arterials and Collectors, which include most of the Major School Routes (e.g. Dairy, Orange, Bainum, and Whitley Avenues). Table 2-1 of the General Plan shows a detailed list of permitted traffic calming measures by street classification.



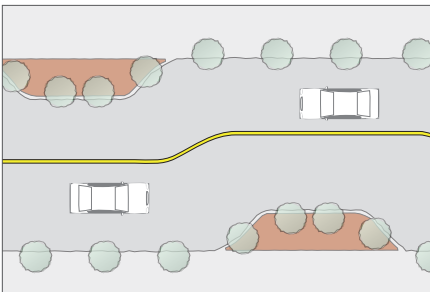
Speed Sensitive Signals



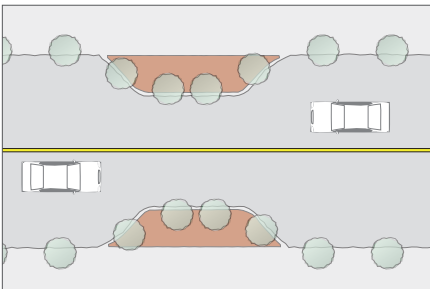
Pedestrian bulb-outs and a paved crosswalk



A mini traffic circle



Chicanes: Creating a curbed driving path



Chokers: Narrowing both sides of the street

For Arterials or Collectors within School Zones, different methods to calm the traffic should be employed. Such methods include:

- School zone speed limit signs
- Speed sensitive signals
- Pedestrian bulb-outs
- Landscaped medians

For Minor Collectors or Local Roads within School Walk Zones, this Plan recommends the following traffic calming measures:

- Narrow lanes
- Chokers and chicanes
- Speed humps
- Raised pedestrian crosswalks and speed table
- Reduced corner radii
- Mini traffic circles

The Plan recommends incorporating the abovementioned calming measures into the Corcoran General Plan, which is undergoing an update.

II. ENCOURAGEMENT

Encouragement strategies aim to inspire children, parents, teachers, and others to walk or ride their bicycle through fun programs and special events. These strategies can be relatively inexpensive.

A. Special Events

A special event typically refers to a one-day activity that educates or encourages parents and students to walk or bike to school in groups. The City of Corcoran has held a number of special events at its community festivals in coordination with the Police Department and the Chamber of Commerce. On-going events include bicycle rodeos and bicycle helmet giveaways, which have been held at Corcoran's Summer Festival in June

and the Cotton Festival in October each year. At bicycle rodeos, the Police Department's community service officers and bicycle officers set up a cone course for children to ride their bicycle through and then educate them about bicycle safety.⁴ The following introduces additional events that can be held in Corcoran. The presence of police, school district, and City staff at these events is important for both safety and promotional purposes.

1. Walk or Bike to School Day

The first Walk to School Day event was held in the US in 1997, and since then participation has been growing widely across the world. An International Walk to School Day event is held in October annually, with options of activities lasting a day, a week, or the entire month of October. School districts can also promote a walk to school day as an on-going event, occurring every month or every quarter.



A National Bike to School Day began in May 2012, inspired by the success of Walk to School Day. At the second National Bike to School Day in 2013, over 1,700 schools in the US participated in the event. Some school districts participate in Walk and Roll to School Day, which encourages both walking and biking to school.

For more information, visit: <http://www.walkbiketoschool.org/>

2. Mileage Contests

Contests are sometimes a great tool to engage children into achieving a goal. Mileage contests typically require students to log the miles that they walk or bike in a certain period of time, such as a week, a month, or a semester. Schools may provide mileage punching cards or stickers to track students' walking and biking trips. Competition can be among individual students, classrooms, grades, or schools. To increase excitement, schools can give out prizes to a student, a class, or a grade group that accumulated the most miles.

For more information, visit: http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm

4 Gary Cramer, Deputy Chief of Police, Corcoran Police Department, Email correspondence with The Planning Center | DC&E, August 19, 2013.

B. Walking School Buses and Bicycle Trains

A walking school bus refers to a group of children walking to school under adult supervision. A bicycle train is a similar idea but biking to school. These programs can address parents' safety concerns, which often make them reluctant to let their children walk or bike to school. Walking school buses and bicycle trains can also make walking or biking daily habits for children. Schools may start these programs by informally coupling two or three families to walk or bike their children by taking turns, or set a formal program structure with designated routes, meeting points, a timetable, and trained volunteers.

For more information, visit: http://guide.saferoutesinfo.org/encouragement/walking_school_bus_or_bicycle_train.cfm

III. ENFORCEMENT



Enforcement strategies seek to change the unsafe behaviors of drivers, bicyclists, and pedestrians. This includes educating pedestrians and bicyclists on walking and bicycling safely and paying attention to their environment, as well as educating parent and high school drivers on how violating traffic laws creates unsafe environments for pedestrians, including children. Enforcing traffic laws can be a very effective tool to improve safety for pedestrians and bicyclists, but at the same time, implementation can be expensive because it often requires police staff time.

A. Enhancing Police Enforcement

The City may enhance police enforcement around schools at the time of high pedestrian and bicycle traffic. A stronger police presence and more frequent citation issuance for traffic violations can effectively reduce potential hazardous situations. Prior to implementation of this program, the Corcoran Police Department should educate police staff on bicycle and pedestrian laws, the best way to approach an offender, and violations to target for enforcement. In addition, before launching a strong police enforcement program, the School District and the Police Department should educate neighborhood residents, parents, and school staff on the necessity of enforcement. The higher the public awareness, the more effective this program will be.

B. Adding Crossing Guards

Crossing guards are typically trained parents or school staff members who help students safely cross the street in a school zone. Crossing guards can greatly increase pedestrian safety during the school peak hours by controlling traffic and promoting safe behaviors. In Corcoran, all three elementary schools employ crossing guards in their vicinity. During the survey, as summarized in Chapter 2, many parents asked for more crossing guards in the vicinity of local schools, including John Muir Middle School, as illustrated in Figures 3-2 to 3-4.

IV. EDUCATION

Education strategies include teaching students how to walk and bike safely, demonstrating the benefits of walking and bicycling, and reminding parents, neighbors, and drivers to yield to pedestrians and bicyclists while driving.

This section outlines recommended education programs that target residents of all ages in Corcoran. Providing education to children as early as possible is especially critical since this can help them build life-long habits regarding safe walking and bicycling. Educating adults is also an important component of this program because they are role models for children. These education programs aim to remind adults of safety rules so as to encourage them to maintain safe habits and to adopt the most up-to-date safety practices. This section provides details on major education programs, which target three different groups: school children, adults, and motorists.

A. Student Education

School-based education is important in building safe walking and bicycling habits because most life-long habits are built at a young age. Schools should incorporate bicycle education programs into third, fourth, and fifth grade curriculums and provide lessons on safe walking and bicycling on an annual basis or more frequently. Pedestrian education should be included into first grade to third grade curriculums. Through the program, school children should learn defensive walking and crossing the street, such as looking both ways for cars at intersections, crossing the street at marked crosswalk locations, and avoiding crossing the street behind a bus or car.



Members of the police department should be involved in these education programs and teach the safety rules. The programs should be accompanied by incentive programs, such as giving a reward for modeling safe techniques. The education program should include the following lesson items:



- Defensive walking and crossing
- Benefits of walking and biking
- Training on how to safely ride a bicycle.
- Use of bicycle helmets and hand signals.
- Bicycle repair and maintenance.
- Importance of visible clothes and lights during nighttime bicycling.
- Safe bicycle riding tips:
 - Negotiating at intersections
 - Avoiding sidewalk riding
 - Defensive bicycling
 - Traffic rules

Schools should be responsible for preparing educational materials, including maps of safer routes around the school site for bicyclists and pedestrians, a description of the proper school drop-off and pick-up procedures for parents, and pamphlets on safety tips and the benefits of walking and bicycling.

Creating a Safety Committee can help develop and implement the program, find additional funding, and communicate with the School Boards or City Council. The committee should consist of parents, teachers, student representatives, police, active bicyclists, and City staff.

B. Parents Education

Parents have influence over children's walking or biking to school in various ways – they decide whether their child can walk or bike to school, they are the auto drivers who can impact the safety around schools, and they are a role model for their own children on how to walk or bike in a safe manner. Ideally, parents should walk or bike with their children to school, so they can provide guidance and teach them safe walking or biking habits. The following outlines education strategies for parents based on their roles:

- Parents as Teachers:
 - Safety practices specific for their child's age
 - Identify safe walking and biking routes for their child
- Parents as Drivers:
 - Identify correct drop-off and pick-up procedure
 - Identify appropriate locations for drop-off and pick-up (see Section V)

C. Motorist Education

Many motorists do not know the laws governing bicycling and walking. Some motorists believe that bicyclists are not allowed to share travel lanes with cars when there are no bicycle lanes. Motorists also may not know that it is legal for pedestrians to cross the street at any intersection, unless specifically posted otherwise. Motorists often fail to yield to bicyclists or realize that bicyclists are riding closely next to them. The main means of educating motorists include installing signs that warn motorists about the potential existence of bicyclists and pedestrians, providing a brochure on bicycle and pedestrian safety and laws for public distribution, and including bicycle safety into traffic school curriculum.



D. Neighbors Education

Residential or commercial property owners are also partially responsible for safe walking environments. Their responsibility includes:

- Avoid leaving motor vehicles or garbage cans on the sidewalk, which may block pedestrian pathways.
- Prune plants so that they do not encroach into the sidewalk or block visibility.
- Keep unleashed pets within the property and make sure pets do not intimidate school-age students walking or biking by.

V. DROP OFF AND PICK UP

Even if walking or biking to school is ideal, parents' dropping off and picking up their kids with cars is sometimes necessary. Some parents are not comfortable with letting young children walk or bike to school alone because of traffic safety or personal safety issues, or because they live too far from the school to walk with their children.

In Corcoran, where each school serves different grade levels, parents may need to drive around the city to drop off or pick up their multiple children. As shown in the survey results in Chapter 2, some parents asked for switching the school system to a neighborhood school system to allow parents to walk, bike, or drive their children to one school rather than two to four schools a day. This may reduce citywide vehicle miles travelled during school peak hours and enable parents to walk or bike with their children to school. However, at the same time, switching to a neighborhood school system would have downsides, such as facility improvement costs and the difficulties of relocating students and teachers. Because such a transition is a costly, complicated decision, this Plan recommends that the City and the School District have a regular meeting either annually or semi-annually to discuss the long-term future of the schools. This meeting should include the City Council and the School Board.



While many schools experience traffic congestion, parking problems, and safety issues due to drop-off and pick-up traffic, this is a particularly critical issue at Bret Harte Elementary and Corcoran High School, which are located next to each other. Bret Harte Elementary serves young students in Preschool to Grade 1 whose parents tend to drive their children to school because they think their children are too young to walk or bike to school, as indicated in the survey results (see Chapter 2). Many students at Corcoran High School also drive to school. When these two schools have a similar beginning or end to the school day, the streets in the vicinity of the schools are full with two groups of drivers: parents and high school students.

The following identifies strategies to address such issues:

- Coordinate between schools to differentiate the beginning and end of the school day. In particular, conduct a study to determine how best to

stagger the entry and release schedule between Bret Harte Elementary and Corcoran High Schools.

- Temporarily close streets or convert them to one-way streets by using traffic control elements, such as cones or barricades, during peak hours. Patrols should be employed to provide temporary traffic control. The City and the CUSD could consider and study the possibility of temporary street closure or one-way street conversion as follows:
 - For Bret Harte Elementary School and Corcoran High School, by converting Letts Avenue to a one-way street between Hall Avenue and Jepsen Avenue during peak hours, or temporarily close the section of Letts Avenue to through traffic using cones or barricades.
 - For John Muir Middle School, close off Letts Avenue between Bell Avenue and North Avenue to all vehicle traffic during peak hours.
- If street closure or conversion is not feasible, consider providing more space for drop-off/pick-up traffic. For instance, at Bret Harte Elementary School, John C. Fremont Elementary School, and John Muir Middle School relocate teacher/staff parking from their front parking lots to other places to relieve congestion in front of the schools. This may require the collaboration between the City and the School District to find additional parking lots in close proximity to the schools. Patrols should also be employed to prohibit cars from parking in these areas.
- Encourage walking, bicycling, and carpooling.
- Add curb striping and other pavement markings.
- Add a secondary entry/release gate to separate motor vehicles from pedestrians and bicyclists.
- Provide assistants to help students exit and enter motor vehicles.
- Add an off-site queuing lane.
- Utilize temporary use of school grounds as a drop-off and pick-up zone.
- Provide education, including maps and frequent reminders using school announcements and newsletters.
- Monitor and enforce drop-off and pickup policies.

4 IMPLEMENTATION

This chapter describes the process and strategies for implementing the recommended projects in this Plan. It also identifies potential funding sources for the recommended projects and programs.

I. NEXT STEPS

The following outlines recommended steps during the SRTS Plan implementation process:

1. Create a permanent committee to continue implementing and updating the SRTS Plan. This committee should consist of City staff, School District staff, parents, and students.
2. Work with City staff and City Council to amend Corcoran Zoning Code or General Plan policies to incorporate supportive policies for Safe Routes to School programs, which are recommended below.
3. Apply for grants to fund improvements or programs that are recommended in this Plan or endorsed by the SRTS committee.
4. Coordinate with Kings County, KCAG, Caltrans, Amtrak, the School District, or other City departments, such as Corcoran Police Department, as necessary.
5. Develop further design, engineering, and cost estimates for individual projects, as necessary.
6. Secure environmental review and permitting for individual projects, as necessary.
7. Construct the project or implement the program.
8. Monitor and evaluate progress and update the SRTS Plan accordingly. See below for evaluation strategies.

II. EVALUATION

During the implementation of the SRTS Plan, the SRTS committee should continue monitoring to identify the most and least effective strategies. To evaluate strategies, the committee should measure the following factors: levels of program participation, awareness of the program, the number of students walking and bicycling to school, the number of improvement projects completed, and the amount of funding to support the program. Based on the evaluation, the committee should make adjustments to the SRTS Plan. The following lists basic steps for evaluation that are recommended by the Center for Safe Routes to School:¹

- Step 1: Plan the Program/Collect Information.
- Step 2: Write Objectives.
- Step 3. Decide What, How, and When to Measure
- Step 4. Conduct the Program and Monitor Progress
- Step 5. Collect Information and Interpret Findings
- Step 6. Use Results and Identify Best Practices

Visit www.saferoutesinfo.org/guide/evaluation for more information.

III. POLICY RECOMMENDATIONS

The section recommends supportive policies and action items for Safe Routes to School programs to be incorporated into the Circulation Element of the Corcoran General Plan.

1. Accommodate the transportation needs of all users, regardless of age or ability, including bicyclists, pedestrians, children, persons with disabilities, seniors, and public transit users, when planning, designing, and developing transportation improvements.

Action A. Update the Improvement Standards to incorporate bike facility standards into roadway standards, including bike lanes and signs.

¹ Center for Safe Routes to School, http://guide.saferoutesinfo.org/evaluation/evaluation_in_six_steps.cfm, accessed on July 11, 2013.

- Action B.** Include the recommended bikeways, as identified in Figure 3-5, into the KCAG's Bikeway Plan upon its update.
- Action C.** Ensure all crosswalks provide curb ramps in compliance with the Americans with Disabilities Act (ADA) requirements.
2. Create a complete sidewalk network in School Walk Zones through a citywide approach to allow more children to walk to school.
- Action A.** Fill sidewalk gaps especially along Major School Routes as identified in Chapter 3 of this Plan.
- Action B.** Ensure that sidewalks and other pedestrian facilities meet the principles of universal design and adhere to legally mandated accessibility guidelines.
- Action C.** Consider collecting developer impact fees or establishing a special district to fund necessary improvements rather than requiring sidewalk improvements as part of the permit process.
- Action D.** Seek out all available funding to implement sidewalk improvements.
3. Incorporate recommended pedestrian and bike projects into the annual CIP budget (see Chapter 3 of this Plan).
4. Educate parents and students on traffic rules for pedestrians, bicyclists, and motorists.
- Action A.** Add pedestrian and bike skills as part of physical education courses.
- Action B.** Create a partnership with the Corcoran YMCA or local hospitals to promote SRTS events and campaigns.
5. Update the Zoning Code to require bike parking and support facilities as part of new development or redevelopment.
6. Work with the Public Works Department and the School District to provide additional bike parking facilities at major destinations, parks, and schools.

7. Adopt bicycle and pedestrian safety ordinances.
 - Action A.** Prohibit motor vehicles from parking in bike lanes. Consider adding the following language into the City's ordinance: "No driver shall stand or park any motor vehicle in a marked lane in the City of Corcoran."
 - Action B.** Prohibit drivers from stopping or parking their vehicle within an intersection, in a crosswalk, on a sidewalk, or on any portion of the area extended from the edge of the curb (or from the highest point of a rolled curb) to the sidewalk.
8. Establish a schedule for a regular joint meeting for the City and the School District, including the City Council and the School Board, to evaluate the implementation of the SRTS Plan and to discuss next steps or unresolved items as necessary.
9. Work with the School District to provide more shuttle services throughout the city, especially connecting neighborhoods to Mark Twain School.
10. Enforce pedestrian- and bicycle-related laws, especially in school zones.
 - Action A.** Provide training to the Corcoran Police Department to educate them on laws pertaining to walking and bicycling.
 - Action B.** Double the fine for traffic violations within school zones.
 - Action C.** Increase police presence and crossing guards to control drop-off and pick-up traffic in school zones.
11. Increase the levels of awareness of SRTS efforts and promote public participation.
 - Action A.** Use diverse outreach techniques, including email, newsletters, and website advertisements.
 - Action B.** Promote family-oriented SRTS events, such as Walk to School Day, to increase parents' involvement.
 - Action C.** Get visibility for activities through local media.
 - Action D.** Work with the School District to plan and hold community-wide events that encourage bicycling.
12. Create a family-friendly walking environment through street designs and building designs and orientation.

Action A. Encourage new development to provide streetscape improvements and pedestrian-friendly environments, including wide sidewalks, compact intersections, sidewalk-oriented buildings, and short block lengths.

Action B. Encourage infill housing developments within walking distance to schools.

IV. FUNDING

The purpose of this section is to identify funding opportunities that might help fund the implementation of the SRTS projects and programs. While the contents and level of detail of the SRTS plan will not qualify the City for any particular funding, the plan will be very useful in helping the City to prioritize what improvements or programs it wants to pursue grant funding for. This section outlines the types of funding available and briefly describes how the funds can be used and the process of attaining the funds. The funding opportunities listed below include funding for further planning, construction, and implementation.

Available funding is affected by the economic climate, and as a result this list is subject to change. The City of Corcoran should pursue applications for the majority of the grant funding opportunities.

There are a variety of potential funding sources, including local, State, regional, and federal programs, that can be used to construct the pedestrian and bicycle improvements. The City should also take advantage of private contributions in implementing the pedestrian and bicycle improvements. This could include a variety of resources, such as volunteer labor during construction or monetary donations towards specific improvements. The funding sources considered appropriate for Corcoran are discussed in detail below.

A. Local Funding Sources

Currently, the City of Corcoran requires each property owner to provide sidewalk improvements as part of a new development or when a current property owner performs improvements to their property. This requirement

relieves financial burdens for the City by leaving the responsibility for sidewalk construction to property developers. However, this type of requirement has the drawback of failing to create continuous sidewalk networks because of sporadic housing development throughout the city. This has resulted in intermittent sidewalks near downtown and around schools where a continuous sidewalk system is needed the most.

The following two funding strategies present alternatives for the City to fund sidewalk improvements and other pedestrian improvements. These funding strategies call for a collected sidewalk infrastructure fund that the City can use for implementing their capital improvement plan and its priority projects. This funding would allow the City to implement a planned, consistent sidewalk system, and focus on critical areas (e.g. around schools) rather than rural areas where sidewalks may not be needed. These funding sources can be used to implement all physical improvements or programs, not just sidewalks.

1. Development Impact Fees

Developers may contribute funding in support of neighborhood infrastructure and needs in the form of development impact fees. Development impact fees are payments required by local governments of new development for the purpose of providing new or expanded public capital facilities. The City should have a list of priority projects or CIPs to justify the use of development impact fees from one area to construct sidewalks or other improvements in a priority area. Also, the City may require, as a condition of approval for new development, that the developer provide certain improvements, such as sidewalk improvements, stormwater treatment, or transit amenities.

2. Mello-Roos Community Facilities Districts

The Mello-Roos Community Facilities Act of 1982 allows any County, City, special district, school district, or joint powers authority to establish a Community Facilities District (CFD), which allows for financing of public improvements and services through taxation within the district. The services and improvements that CFDs can finance include streets, sewer systems, and other basic infrastructure. A CFD is created by a sponsoring local government agency and includes all properties that will benefit from the improvements to be constructed or the services to be provided. A CFD cannot be formed without a two-thirds majority vote of residents living within the proposed

boundaries. Once the CFD is approved, a Special Tax Lien is placed against each property in the CFD and property owners pay a special tax annually.

B. State Funding Sources

The following discussion describes State funds that could be used for transportation solutions that were identified in this Plan. Each of the fund sources requires a competitive grant application process. Funds for transportation-related projects are available from the Transportation Development Act (TDA) and from various State programs and agencies, including the California Department of Transportation (Caltrans) and the California Office of Traffic Safety (OTS).

1. Transportation Development Act Article 3

TDA funds generated from a ¼ cent of the general State sales tax are returned to the source counties to fund transportation projects. TDA Article 3 provides for 2 percent of County TDA funds to be set aside for bicycle and pedestrian projects. Eligible projects include right-of-way acquisition; planning, design, and engineering; and construction of bicycle and pedestrian infrastructure, including retrofitting to meet ADA requirements, and related facilities. City and County government agencies are eligible to apply for TDA funds. TDA Article 3 funds are non-competitive grant funds and allocated to the City based on population.

2. Active Transportation Program (ATP)

In September 2013, the State created the Active Transportation Program (ATP), consolidating existing federal and state transportation programs, including the Transportation Alternatives Program, the Bicycle Transportation Account, and the State Safe Routes to School, summaries of which are outlined below for reference. The ATP is intended to promote the use of active modes of transportation, such as walking and biking. The program budget is approximately \$129 million and allocated by the California Transportation Commission (CTC). Fifty percent of ATP funds are distributed on a competitive statewide basis, forty percent is provided to urban municipalities, and the final ten percent goes to rural communities with populations less than 200,000, which would include the City of Corcoran. Specific guidelines for the ATP are being developed by the CTC and are not available at the time of

preparing this SRTS Plan. It is possible though that some of the guidelines of the existing programs could continue to be applied to future ATP projects. For instance, having a SRTS Plan in place could continue to be reviewed favorably in future ATP applications.

- More information is available at: <http://www.dot.ca.gov/hq/LocalPrograms/atp/index.html>

a. Transportation Alternatives Program (TAP)

This is a federal program that provides funding for projects that improve non-driver transportation including SRTS projects. See Section C.2 below for more information.

b. Bicycle Transportation Account (BTA)

The Caltrans Bicycle Transportation Account (BTA) provides State funds on a competitive basis for City and County projects that improve safety and convenience for bicycle commuters, including design, engineering, and construction of bicycle lanes and paths. To be eligible for BTA funds, a City or County must adopt a Bicycle Transportation Plan (BTP) that complies with Streets and Highways Code Section 891.2 within four years prior to the year of application. The BTP must be approved by the local agency's Regional Transportation Planning Agency. Caltrans anticipates that \$7.2 million is available annually for bicycle projects. Funds are allocated to cities and counties on a matching basis that requires a minimum of 10 percent of the total cost. No applicant can receive more than 25 percent of the total amount transferred to the BTA in a single fiscal year.

- More information is available at: <http://www.dot.ca.gov/hq/LocalPrograms/bta/btawebPage.htm>

c. Safe Routes to School (SRS2)

This program provides funding for sidewalk improvements, traffic calming and speed reduction measures, pedestrian and bicycle crossing improvements, on-street and off-street bicycle facilities, and traffic diversion improvements on a competitive basis. To qualify for this program the project must be within the vicinity of a school. The State program was established by State legislation in 1999, and with the passage of AB 57 in 2007, the State SR2S program was extended indefinitely. \$24.25 million in funds are available annually and require a local match of 10 percent. Infrastructure projects, such as recommended projects in Chapter 2 of this Plan, are eligible to receive SR2S funds.

- More information is available at: <http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/sr2s.htm>

3. Office of Traffic Safety (OTS) Grants

The Office of Traffic Safety (OTS) administers federal traffic safety grant funds that are apportioned to California under the National Highway Safety Act. The OTS has several priority areas for grant funding, including: Alcohol and Other Drugs, Police Traffic Services, Occupant Protection, Traffic Records, Emergency Medical Services, Roadway Safety, Pedestrian and Bicycle Safety, and Motorcycle Safety. The OTS supports a wide variety of traffic safety programs, including pedestrian and bicycle safety programs for children, child passenger safety outreach, and support for increased law enforcement services and resources, such as safety helmet distribution, and court diversion programs for safety helmet violators. State governmental agencies, state colleges, and state universities, local City and County government agencies, school districts, fire departments, and public emergency services providers are eligible to apply for and receive OTS grant funding. Grants are awarded on a competitive basis.

- More information is available at: http://www.ots.ca.gov/ots_and_traffic_safety/faqs.asp

4. Environmental Enhancement and Mitigation Program (EEMP)

The EEMP is a State fund established by Caltrans to fund beautification improvements to roadsides to mitigate the effects of transportation projects. It offers a total of \$10 million each year for grants to local, State, and federal governmental agencies and to nonprofit organizations for projects to mitigate the environmental impacts caused by new or modified public transportation facilities. Eligible projects must be directly or indirectly related to the environmental impact of the modification of an existing transportation facility or construction of a new transportation facility. Typical grants range from \$200,000 to \$250,000. Up to 25 percent local matching is usually required. Grants are awarded in the categories of highway landscaping and urban forestry, resource lands, roadside recreation, and mitigation projects beyond the scope of the lead agency. Grants are awarded on a competitive basis.

- More information is available at: <http://www.resources.ca.gov/eem/>

C. Federal Funding Sources

The primary sources of federal funding for bicycle and pedestrian facilities are from the US Department of Transportation and the US Department of Housing and Urban Development.

SAFETEA-LU, the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users, authorized surface transportation investment and supplied various funding programs until it expired in September 2009. President Obama signed the new two-year transportation authorization bill, Moving Ahead for Progress in the 21st Century (MAP-21), into law in July 2012. MAP-21 took effect on October 1, 2012. Specific funding programs under MAP-21 are discussed in detail below:

1. Congestion Mitigation and Air Quality Improvement Program (CMAQ)

Congestion Mitigation and Air Quality Improvement Program (CMAQ) is a federal program supporting a range of projects that reduce transportation-related air emissions in air quality nonattainment areas. Kings County Association of Governments (KCAG), as the Kings County region's MPO, administers the CMAQ grant on a per-population and competitive basis in Kings County. The CMAQ funds support transportation projects that are likely to reduce air pollution and are included in KCAG's current transportation plan and transportation improvement program (TIP). Bicycle and pedestrian facilities programs are one of the eligible activities. The CMAQ program authorizes an average of \$3.3 billion per year. Based on population, KCAG receives approximately \$1.8 million per year.

- More information is available at: <http://www.fhwa.dot.gov/map21/cmaq.cfm>

2. Transportation Alternatives (TA)

This is a new program under MAP-21 that consolidates the Transportation Enhancement program with the Recreational Trails and the Safe Routes to Schools programs. Eligible projects include bicycle and pedestrian facilities, safe routes for non-drivers projects and systems, vegetation management practices in rights of ways, preservation of abandoned railway corridors including for pedestrian and bicycle trails, and any environmental mitigation, including NEPA compliance. Eligible projects related to safe routes to school programs include infrastructure projects, non-infrastructure projects,

such as traffic education and enforcement activities that take place within approximately two miles of the school (grades K-8), and Safe Routes to School coordinators. Tribal governments, local governments, transit agencies, and school districts may apply for the TA funds.

- More information is available at: <http://www.fhwa.dot.gov/map21/guidance/guidetap.cfm>

3. Community Development Block Grants

Since 1974, the US Department of Housing and Urban Development has administered CDBG funds. The goal of the CDBG program is the development of viable urban communities by providing decent housing and a suitable living environment and by expanding economic opportunities, principally for persons of low and moderate income. "Persons of low and moderate income" or the "targeted income group" (TIG) are defined as families, households, and individuals whose incomes do not exceed 80 percent of the county median income, with adjustments for family or household size. This is achieved by providing decent housing and a suitable living environment and by expanding economic opportunities, principally for persons of low and moderate income. Each year the program makes funds available to eligible jurisdictions through several allocations.

Projects must meet specific criteria of either benefiting low-income households, creating new jobs, or accommodating specific business expansion/retention. CDBG funds are available for a number of different types of projects, including housing rehabilitation, new housing construction, community facilities, public services, and public works projects.

- More information is available at: <http://www.hud.gov/offices/cpd/communitydevelopment/programs/index.cfm>

4. EPA Environmental Education (EE) Grants

Environmental Education (EE) Grant funds environmental education and training projects, including SRTS education projects, that seek to promote public health, and better air quality, and to encourage walking and biking over driving. Construction projects or outreach programs that do not include any educational component are not eligible. The EE Grant program requires non-federal matching funds of at least 25 percent of the total cost of the project. Colleges, universities, school districts, and local or State government

entities and public agencies that conduct educational and environmental programs are eligible to apply for and receive EE grant funding.

- More information is available at: <http://www2.epa.gov/education/environmental-education-ee-grants>

D. Non-Traditional Funding Sources

1. San Joaquin Valley Air Pollution Control District - REMOVE II Program

The REMOVE II Program is intended to reduce motor vehicle emissions within the San Joaquin Valley Air Pollution Control (SJVAPC) District so as to attain the requirements of the California Clean Air Act. The Bicycle Infrastructure Component of this program provides incentives for Class I or Class II bicycle path construction. Any municipality, government agency, or public educational institution may apply. The incentive amount for bicycle projects will be determined based on the California Air Resources Board (ARB) calculation methodology for cost effectiveness and emissions reductions. The maximum incentives for Class I projects are up to \$150,000 per project and for Class II projects are \$100,000 per project. Only one incentive is available per application.

- More information is available at: http://www.valleyair.org/grant_programs/grantprograms.htm#PublicBenefitGrantProgram or contact Todd DeYoung at 559.230.5816 or todd.deyoung@valleyair.org

2. Adopt-A-Trail or Path Programs

The City may establish Adopt-A-Trail or Adopt-A-Path programs to coordinate with local groups or persons on trail or path development and maintenance. Local businesses and organizations may adopt a trail or a bicycle path similar to the adoption of segment of the Interstate Highway System. The adoption is in the form of an annual commitment to pay for the routine maintenance of the trail or path. The supporters and their contribution should be indicated on the signs posted along the trail or path.

3. Grant and Foundation

Private foundations or corporate donors can be great resources for funding projects or event programs. The City can find a number of foundations that support pedestrian and bicycle improvements through the Foundation Center online database at www.fconline.fdncenter.org.

4. Fundraising Event

The City and School District can raise funds through special events, such as walkathons, bicycling events, and concerts.

5. Parent Teacher Association

Parent teacher associations (PTAs) can be a source for funding SRTS projects. It is important to work with PTAs and school districts to have their input as well as to catch funding opportunities.

V. RESOURCES

This section outlines available resources that can assist in planning, operating, or implementing SRTS programs.

National Center for Safe Routes to School

<http://www.saferoutesinfo.org/>

National Complete Streets Coalition

<http://www.completestreets.org/>

Safe Routes to School National Partnership

<http://www.saferoutespartnership.org/>

California Department of Transportation, Safe Routes to School Programs

<http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm>

California SRTS Technical Assistance Resource Center

<http://www.casaferoutestoschool.org/>

or Victoria Custodio, Project Coordinator, Victoria.Custodio@cdph.ca.gov

California WALKS

<http://californiawalks.org/>

California Walk to School Headquarters

<http://www.caactivecommunities.org/w2s/>

Center for Disease Control and Prevention of the Department of
Health and Human Services, Kids Walk-to-School
<http://www.cdc.gov/nccdphp/dnps/kidswalk/index.htm>

Walk Bike to School
<http://www.walkbiketoschool.org>

Appendix A: School Workshop Summary

MEMORANDUM

DATE May 15, 2013
 TO Kindon Meik
 City of Corcoran
 FROM Sadie Mitchell
 RE Summary of Safe Routes to School Workshop Survey

This memorandum summarizes the parent survey for the Safe Routes to School project that took place at five local schools in Corcoran on April 25th, 2013. The purpose of this workshop was to communicate with parents and students about the safety issues around transportation to school and to encourage public participation in the Safe Routes to School project. The workshop took place in the afternoon in order to talk to parents when they picked up their children from school. Table 1 shows the specific locations and times of the survey.

TABLE 1. SAFE ROUTES TO SCHOOL WORKSHOP LOCATION AND TIME

School	Time	Survey Table Location
Bret Harte Elementary (Kindergarten-1st Grade and Pre School)	2:05 pm & 2:20 pm 5 to 6 pm	Main Gate Open House (the cafeteria located north of our office)
Corcoran High School (9th – 12th Grade)	12:45 pm to 1:30 pm 3:30 pm	Campus (in the quad area by the teacher's lounge) Baseball Park (near press box)
John Muir Middle School (6th – 8th Grade)	2:30 pm & 3:15 pm	West Gate (Main Gate)
John C. Fremont Elementary (2nd – 3rd Grade)	2:30 pm	Main Gate
Mark Twain Elementary (4th – 5th Grade)	2:55 pm	Next to the Cafeteria



Two or three staff members, including City staff and consultants, were assigned to each survey site, which had maps of the immediate school area and the entire city. During the survey, staff asked participants to draw their routes to school, and place stickers or draw on the maps to identify barriers to

walking or biking to school, and areas that need safety improvements, such as the installation of sidewalks, crosswalks, pedestrian lighting, and bike lanes. In addition, staff asked parents to fill out a survey form that was designed by the National Center for Safe Routes to School (NCSRTS). The school principals agreed to distribute the survey forms school-wide so that parents who were not at the survey site can fill them out and return to school. The survey was also sent electronically to students in grades 6 and above. We expect the result of the NCSRTS survey to be available by the end of June.

Key Issues

Corcoran has a fairly safe environment for school-age children to walk or bike to school. However, participants identified needed safety improvements to create more walkable and bikeable school routes. The following outlines the key safety issues identified during the survey:

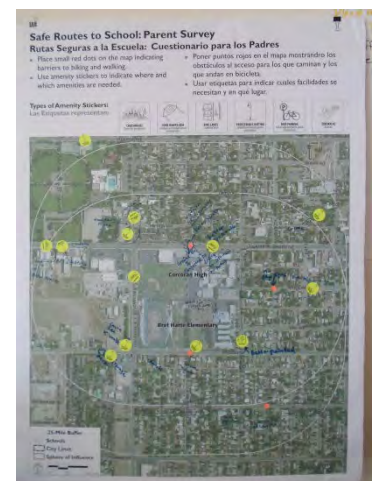
- ◆ Traffic congestion along Letts Avenue and around the main gates of the schools
- ◆ Gaps in the sidewalk network
- ◆ Speeding cars on major streets, including Letts Avenue and Dairy Avenue
- ◆ Lack of stop signs along residential streets, particularly Stanley Avenue
- ◆ Need for more bike lanes along major streets
- ◆ Need for more crossing guards and crosswalks in the vicinity of the schools
- ◆ Need for more pedestrian lighting, especially near vacant lots and parks
- ◆ No school shuttle service for Mark Twain School

More detailed survey results per school site are outlined below.

Workshop Summary

a. Corcoran High School

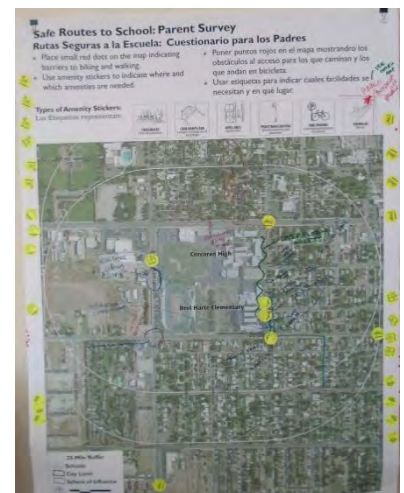
- ◆ Many students identified areas in the vicinity of the high school that are too dark to walk or bike along. They also said that stop signs or crosswalks are not visible at night because of the lack of lighting. The areas that need better **lighting** include:
 - Whitely Avenue along the southern edge of the Burnham Smith Park
 - Patterson Avenue along the northern edge of the Burnham Smith Park
 - Dairy Avenue next to the liquor store (RS Liquors) at a gas station
 - Along Jepsen Avenue (no stop signs)
 - The intersection of Sherman Avenue/Josephine Avenue
 - Near the intersection of Sherman Avenue/Dairy Avenue
 - The intersection of Hale Avenue/Hanna Avenue (in front of the John Maroot Park)



- The intersection of Orange Avenue/7th Avenue
 - Along North Avenue between 6 ½ Avenue and Dairy Avenue
 - The intersection of Garvey Avenue and 6 ½ Avenue (out of order)
 - The intersection of Sherman Avenue and Chittenden Avenue (out of order)
 - Abandoned houses near the intersection of Patterson Avenue/Denton Avenue
- ◆ Students also reported a need for new or more visible **crosswalks** at the following locations:
- At the entrance to Corcoran High School parking lot on Whitley Avenue, there is no traffic signal for left turning cars. Student drivers often lose their patience, creating an unsafe crossing environment. A police officer mentioned that the City has applied for a grant to install lighted crosswalks at this location.
 - The intersection of Whitley Avenue/Estes Avenue
 - In front of the RS Liquors at 1004 Dairy Avenue
 - In front of the Mexican Fresh Grill at 2111 Whitley Avenue.
- ◆ Students identified the following areas where they walk that lack **sidewalks**:
- The north side of Orange Avenue near Denton Ave (outside of city limits)
 - The south side of Orange Avenue between Dairy Avenue and Santa Fe Avenue. (This section of Orange Avenue has a lot of traffic but provides only curbs and gutters.)
 - The section of Santa Fe Avenue between Avenue Orange and North Avenue
 - Whitley Avenue between 6 ½ Avenue and 7th Avenue
 - James Avenue and Doran Avenue between Patterson Avenue and Whitley Avenue
- ◆ Several students identified the following streets as bike routes that need better **bike lanes**:
- Letts, North, Whitley, and Dairy Avenues
- ◆ The school principal also expressed concerns about **traffic congestion** on Letts Avenue due to the pick-up traffic from Bret Harte Elementary that adds on to the high school traffic.

a. Bret Harte Elementary School

- ◆ Bret Harte Elementary School serves children in Pre School, Kindergarten to 1st Grade.
- ◆ The main issue at Bret Harte Elementary School is **traffic congestion** around the main gate on Letts Avenue and the side streets. The majority of parents drive to school to pick up their children. Some of the parents also noted that they drive to pick up their children who attend other schools in Corcoran.
- ◆ Crossing guards reported some parents stop their car in the middle of the road, due to a lack of parking, and let their children cross the road while other cars drive nearby.



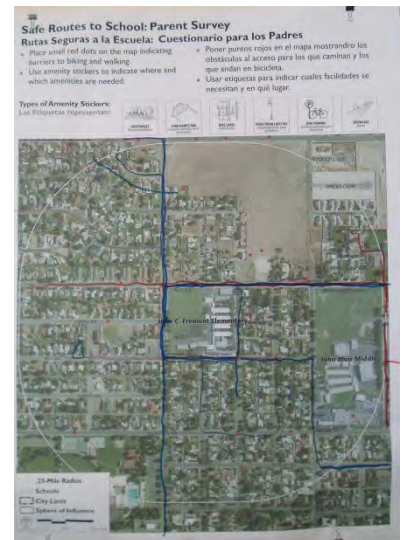
- ◆ To solve the traffic congestion, safety, and parking issues, the following improvements were suggested during the survey:
 - No stopping or parking allowed along Letts Avenue during school peak hours.
 - Designating a loading/unloading zone at the main gate.
 - Restricting illegal crossing activities through the mechanism of traffic control and ticketing.
 - Restricting illegal stopping in the middle of the road through traffic control and ticketing.
- ◆ A lack of **curb ramps** is also an issue for people with limited mobility and parents with strollers. The following intersections were identified as needing curb ramps:
 - Letts Avenue/Hall Avenue
 - Sherman Avenue/Letts Avenue
 - Whitley Avenue/Denton Avenue
 - Bainum Avenue/Heffner Avenue
 - Norboe Avenue/Sherman Avenue
 - Josephine Avenue/Osage Avenue
- ◆ Frequent flooding occurs in front of Bret Harte School during storm events and as a result of irrigation overflow. The curbs along Letts Avenue are higher than typical curbs to keep the sidewalks dry during flooding events. The water in the gutters creates difficulties for small children crossing the road. The area needs adequate ramps for children and improved drainage.
- ◆ Parents reported that the following locations need **safety improvements** because cars do not yield to pedestrians:
 - Along Letts Avenue crossing alleys
 - The intersections of Dairy Avenue/Sherman Avenue, Dairy Avenue/Preston Avenue, Letts Avenue/Patterson Avenue, Letts Avenue/Hall Avenue, and Letts Avenue /Whitley Avenue.
- ◆ Parents identified the following locations as barriers to walking to school because of cars driving in and out from parking lots without yielding to pedestrians:
 - At the Bret Harte School parking lot entrance on Letts Avenue
 - The intersection of Whitley Avenue/Josephine Avenue near the Corcoran High School parking lot
- ◆ Parents suggested employing more **crossing guards** at the following intersections:
 - Sherman Avenue/Dairy Avenue
 - Stanley Avenue/Josephine Avenue
 - Oregon Avenue/Letts Avenue
 - Oregon Avenue/Estes Avenue



- ◆ Parents also noted that some crossing guards may need to have refresher training to make sure they are creating a safe environment especially at the intersection of Letts Avenue/Sherman Avenue.
- ◆ Parents suggested installing 4-way **stop signs** at the following locations:
 - The intersection of Letts Avenue/Hall Avenue
 - The intersection of Wigdal Avenue/Jepsen Avenue
 - The intersection of Wigdal Avenue/Hall Avenue
 - Along Stanley Avenue
- ◆ Parents suggested installing **pedestrian lighting** at the following locations:
 - The intersection of Dairy Avenue/Sherman Avenue
 - Whitley Avenue between Otis Avenue and Hale Avenue
 - The intersection of Josephine Avenue/Osage Avenue
- ◆ Parents suggested installing **crosswalks** at the following locations:
 - Along 6 ½ Avenue between Orange Avenue and North Avenue
 - The intersection of Stanley Avenue/Josephine Avenue
 - The intersection of Letts Avenue/Whitley Avenue
 - The intersection of Dairy Avenue/Oregon Avenue
 - The intersection of Estes Avenue/Oregon Avenue
- ◆ Parents suggested installing continuous **sidewalks** at the following locations:
 - Along Sherman Avenue
 - Along Claire Avenue
 - Letts Avenue near Hanna Avenue
 - Whitley Avenue near Dairy Avenue
 - The intersection of Sherman Avenue/Norboe Avenue/
 - Gardener Avenue between North Avenue and Patterson Avenue
 - The intersection of Osage Avenue/Josephine Avenue/
 - The intersection of Oregon Avenue/Estes Avenue
- ◆ They also suggested installing continuous **bike lanes** along Dairy Avenue

b. John C. Fremont School

- ◆ Many students reported they walk or bike to school, and they currently do or would walk or bike along North, Patterson, and/or Dairy Avenues.
- ◆ Students noted that Orange Avenue is unsafe to walk along because of speeding cars and intermittent sidewalks.



- ◆ Students also pointed out that the bus drop-off zone near North Avenue/Josephine Avenue is not a safe walking environment for children because of traffic and a lack of sidewalks on the north side of North Avenue.
- ◆ Students reported that their parents told them to be careful when crossing the following intersections. These intersections lack sidewalks, crosswalks, stop signs, or traffic control mechanisms, and without such safety features drivers are often unaware of pedestrians crossing the streets.
 - North Avenue/Claire Avenue
 - Lorina Avenue/Soto Avenue
 - Brokaw Avenue/Dairy Avenue
 - Brokaw Avenue/Josephine Avenue
 - Patterson Avenue/Josephine Avenue
 - Patterson Avenue/Estes Avenue
 - Bell Avenue/Josephine Avenue
 - Bell Avenue/Dairy Avenue
 - Letts Avenue/Patterson Avenue
- ◆ Parents also expressed their concerns about traffic **congestion** around the intersection of Patterson Avenue /Dairy Avenue.
- ◆ Parents suggested installing 4-way **crosswalks** at the following intersections:
 - Bell Avenue/Estes Avenue
 - Patterson Avenue/Claire Avenue
 - North Avenue/Dairy Avenue
- ◆ Parents also suggested employing **crossing guards** at the following intersections:
 - Bell Avenue/Estes Avenue
 - Bell Avenue/Letts Avenue
 - North Avenue/Dairy Avenue
- ◆ Parents reported that there is not enough **parking** around the intersection of Bell Avenue/Dairy Avenue
- ◆ Parents also suggested installing continuous **bike lanes** along Patterson Avenue.



c. Mark Twain School

- ◆ Several students reported that they walk or bike to school, and they currently do or would walk or bike along Letts, Muriel, Oregon, and/or Estes Avenues.
- ◆ They also suggested installing continuous **bike lanes** along Oregon Avenue.



- ◆ Students expressed the need for a **crosswalk** at the intersection of Muriel Avenue/Letts Avenue.
- ◆ Students identified the following intersections as **barriers** to walking or biking to school because of a lack of sidewalks, crosswalks, stop signs, or traffic control mechanisms:
 - Oregon Avenue in front of the main gate
 - The intersection of Bainum Avenue/Josephine Avenue
 - The intersection of North Avenue/Dairy Avenue
 - The intersection of Hanna Avenue/6 ½ Avenue
 - The intersection of Whitley Avenue/Dairy Avenue
 - The intersection of Bainum Avenue/Letts Avenue
- ◆ Several locations in the vicinity of the school and along student's walking routes have intermittent **sidewalks**, including:
 - The west side of Josephine Avenue between Bainum Avenue and Muriel Avenue
 - The west side of Letts Avenue between Muriel Avenue and Oregon Avenue
 - The south side of Oregon Avenue between Estes Avenue and Yosemite Drive (vacant lots)
 - Dairy Avenue north of Oregon Avenue (vacant lots)
 - Bainum Avenue between 6 ½ Avenue and Sequoia Court
 - Santa Fe Ave Avenue between Orange Avenue and Patterson Avenue
 - Orange Avenue
- ◆ Students also said that the following locations need to be **lit** better:
 - The south side of Oregon Avenue between Estes Avenue and Yosemite Drive (vacant lots)
 - The west side of Josephine Avenue between Bainum Avenue and Muriel Avenue
 - The intersection of Chase Avenue/Lake Avenue (vacant lots)

d. John Muir School

Participants suggested more crosswalk guards and greater police presence in the vicinity of the school.

- ◆ Participants reported there are sex offenders near the school, creating an unsafe environment for children.
- ◆ Participants noted that they need more paths to bike and skateboard along.
- ◆ Participants identified the following intersections as **barriers** to walking or biking to school because of a lack of sidewalks, crosswalks, stop signs, or traffic control mechanisms:
 - The intersection of Bell Avenue/Dairy Avenue
 - The intersection of Patterson Avenue/Clair Avenue
 - The intersection of Patterson Avenue/ Hale Avenue
 - The intersection of Patterson Avenue/6 ½ Avenue
 - The intersection of Patterson Avenue/Perry Avenue



- The intersection of Patterson Avenue/Dairy Avenue
 - Whitley Avenue (in front to of the Burnham Smith Park)
 - The intersection of Bell Avenue/Dairy Avenue
 - The intersection of Gable Avenue/Dairy Avenue
 - The intersections of Jepsen Avenue/Letts Avenue
 - The intersection of Sherman Avenue/Letts Avenue
 - The intersection of Bell Avenue/Norboe Avenue
- ◆ Participants were concerned about the presence of “bad people” around the intersection of North Avenue/Norboe Avenue.
- ◆ Participants reported that the following locations are unsafe to walk or bike along because of the presence of **dogs**:
- The intersection of Hanna Avenue/Josephine Avenue
 - The intersection of Hanna Avenue/Letts Avenue
 - The intersection of Orange Avenue/James Avenue
 - The intersection of North Avenue/James Avenue
- ◆ Participants suggested employing **crossing guards** at the following intersections:
- North Avenue/Dairy Avenue
 - Patterson Avenue/Letts Avenue
- ◆ Participants suggested installing **crosswalks** at the following locations:
- The intersection of North Avenue/Hale Avenue
 - The intersection of Hanna Avenue/Letts Avenue
 - The intersection of Patterson Avenue/Dairy Avenue
 - The intersection of Patterson Avenue/Letts Avenue
 - 5 ½ Avenue just south of Niles Avenue
 - The intersection of Gable Avenue/Dairy Avenue
 - The intersection of North Avenue/Dairy Avenue
 - The intersection of Bell Avenue/Hale Avenue
 - The intersection of Bell Avenue/Josephine Avenue
 - The intersection of Sherman Avenue/Dairy Avenue
 - The intersection of Stanley Avenue/Dairy Avenue
 - The intersection of Oregon Avenue/Dairy Avenue
 - The intersection of Olympic Avenue/Branum Avenue
- ◆ Participants also expressed their needs for continuous **sidewalks** at the following locations:
- Dairy Avenue between Gable Avenue and North Avenue
 - North Avenue between Dairy Avenue and Wigdal Avenue
 - 7th Avenue between Patterson Avenue and Whitley Avenue

- Along 6 ½ Avenue near North Avenue
 - North Avenue near Claire Avenue
 - Hanna Avenue near Wigdal Avenue
 - Whitley Avenue next the Burnham Smith Park
 - Oregon Avenue near Josephine Avenue
 - Phillip Street from 6th Avenue.
- ◆ Participants suggested installing **stop signs** at the intersection of Gardener Avenue/Brokaw Avenue.
 - ◆ Participants indicated that **bike lanes** are needed along Brokaw Avenue and Gardener Avenue.
 - ◆ Participants suggested installing pedestrian **lighting** along 6 ¼ Avenue north of Niles Avenue and along Patterson near Estes Avenue.

Appendix B: National Center for Safe routes to School's Parents Survey Forms and Survey Flyer

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8. Has your child asked you for permission to walk or bike to/from school in the last year? ☐ Yes ☐ No

9. At what grade would you allow your child to walk or bike to/from school without an adult?

(Select a grade between PK,K,1,2,3...) grade (or) ☐ I would not feel comfortable at any grade

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)

- | | | | |
|---|------------------------------|-----------------------------|-----------------------------------|
| <input type="checkbox"/> Distance..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Convenience of driving..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Time..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Child's before or after-school activities..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Speed of traffic along route..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Amount of traffic along route..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Adults to walk or bike with..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Sidewalks or pathways..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Safety of intersections and crossings..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Crossing guards..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Violence or crime..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Weather or climate..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

- ☐ Strongly Encourages ☐ Encourages ☐ Neither ☐ Discourages ☐ Strongly Discourages

13. How much fun is walking or biking to/from school for your child?

- ☐ Very Fun ☐ Fun ☐ Neutral ☐ Boring ☐ Very Boring

14. How healthy is walking or biking to/from school for your child?

- ☐ Very Healthy ☐ Healthy ☐ Neutral ☐ Unhealthy ☐ Very Unhealthy

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

15. What is the highest grade or year of school you completed?

- | | |
|---|--|
| <input type="checkbox"/> Grades 1 through 8 (Elementary) | <input type="checkbox"/> College 1 to 3 years (Some college or technical school) |
| <input type="checkbox"/> Grades 9 through 11 (Some high school) | <input type="checkbox"/> College 4 years or more (College graduate) |
| <input type="checkbox"/> Grade 12 or GED (High school graduate) | <input type="checkbox"/> Prefer not to answer |

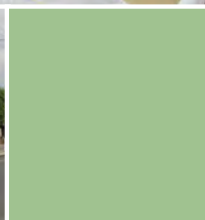
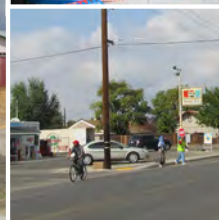
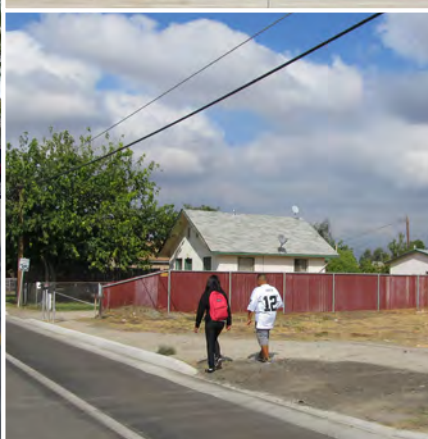
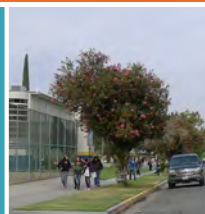
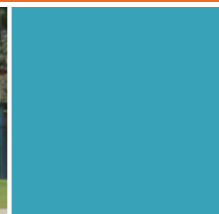
16. Please provide any additional comments below.

+				+	
8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela?					
		<input type="checkbox"/> Sí		<input type="checkbox"/> No	
9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela?					
(seleccione un grado entre PK,K,1,2,3...) <input type="text"/> <input type="text"/> grado o <input type="checkbox"/> No me sentiría cómodo/a en ningún grado					
¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"					
10. ¿Cuáles de las siguientes situaciones afectaron su decisión de permitir, o no permitir, que su niño camine o ande en bicicleta hacia o desde la escuela? (marque todas las que correspondan)			11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elija una respuesta por línea)		
<input type="checkbox"/> Distancia.....			<input type="checkbox"/> Mi hijo(a) ya viaja a pie o en bicicleta a/desde la escuela		
<input type="checkbox"/> Conveniencia de manejar.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Tiempo.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Actividades antes o después de la escuela.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Velocidad del tránsito en la ruta.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Cantidad de tránsito en la ruta.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Adultos que acompañen a su niño.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Aceras o caminos.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Seguridad de las intersecciones y cruces.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Guardias de cruce peatonal.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Violencia o crimen.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Tiempo o clima.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"					
12. En su opinión, ¿cuánto apoyo provee la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?					
<input type="checkbox"/> Anima Fuertemente		<input type="checkbox"/> Anima		<input type="checkbox"/> Ni uno ni otro	
<input type="checkbox"/> Desalienta		<input type="checkbox"/> Desalienta Fuertemente			
13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?					
<input type="checkbox"/> Muy Divertido		<input type="checkbox"/> Divertido		<input type="checkbox"/> Neutral	
<input type="checkbox"/> Aburrido		<input type="checkbox"/> Muy Aburrido			
14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?					
<input type="checkbox"/> Muy Sano		<input type="checkbox"/> Sano		<input type="checkbox"/> Neutral	
<input type="checkbox"/> Malsano		<input type="checkbox"/> Muy Malsano			
+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"					
15. ¿Cuál es el grado o el año más alto de educación que usted terminó?					
<input type="checkbox"/> Grados 1 a 8 (Escuela primaria)			<input type="checkbox"/> Universidad 1 a 3 años (alguna universidad o escuela técnica)		
<input type="checkbox"/> Grados 9 a 11 (alguna High School/secundaria)			<input type="checkbox"/> Universidad 4 años o más (graduado de la universidad)		
<input type="checkbox"/> Grado 12 o GED (graduado High School/secundaria)			<input type="checkbox"/> Prefiero no contestar		
16. Por favor proporcione comentarios adicionales:					
<div></div>					
<div></div>					
<div></div>					



A SAFER ROUTE TO SCHOOL FOR YOUR KIDS? SHARE YOUR IDEAS!

¿UNA RUTA MAS SEGURA A LA ESCUELA PARA SUS HIJOS? ¡COMPARTE SUS IDEAS!



La ciudad de Corcoran, con el Distrito Escolar Unificado de Corcoran está formando una programa que se llama "Safe Routes to School," o Pasajes Seguros a las Escuelas, para crear rutas mas seguras para peatones y ciclistas en el futuro. ¿Qué piensa usted? Necesitamos sus ideas para mejorar las maneras de transporte cerca de las escuelas en Corcoran. **iFavor de participar en esta actividad y dinos lo que piensa!**

Hora y lugar de la encuesta:

Bret Harte Elementary

25 de abril de 2013 2:05 pm, 2:20 pm & 5 - 6 pm (casa abierta)

John C. Fremont Elementary

25 de abril de 2013 2:30 pm

Mark Twain Elementary

25 de abril de 2013 2:55 pm

John Muir Middle School

25 de abril de 2013 2:30 pm & 3:15 pm

Corcoran High School*

25 de abril de 2013 12:45 pm -1:30 pm & 3:30 pm (juegos de béisbol)

**Nota: Trataremos de hablar con estudiantes de la secundaria de Corcoran durante las horas del almuerzo.*

Para más información:

Llame Kindon Meik, Administrator de la Ciudad/Director del Desarrollo de la Comunidad a (559) 992-2151 ext. 228 o por correo electrónico Kindon.Meik@cityofcorcoran.com

The City of Corcoran, in coordination with the Corcoran Unified School District, is developing a Safe Routes to School program to create more walkable and bikeable routes to school in the future. We want your ideas to improve the walking and bicycling environment around schools in Corcoran. **Please participate in this survey and share your opinion!**

Survey Time and Location:

Bret Harte Elementary

2:05 pm, 2:20 pm & 5 - 6 pm (Open House), April 25, 2013

John C. Fremont Elementary

2:30 pm, April 25, 2013

Mark Twain Elementary

2:55 pm, April 25, 2013

John Muir Middle School

2:30 pm & 3:15 pm, April 25, 2013

Corcoran High School*

12:45 pm -1:30 pm & 3:30 pm (Baseball Game), April 25, 2013

**Note: For Corcoran High School, we will try to talk to students on campus during lunch hours.*

For more information:

Kindon Meik, City Manager/Community Development Director
(559) 992-2151 ext. 228 or Kindon.Meik@cityofcorcoran.com

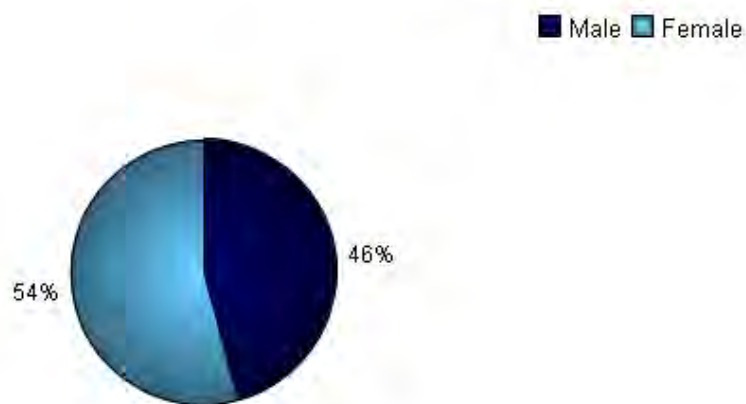
Appendix C: Summary of National Center for Safe Routes to School's Parents Survey

Parent Survey Aggregate Summary

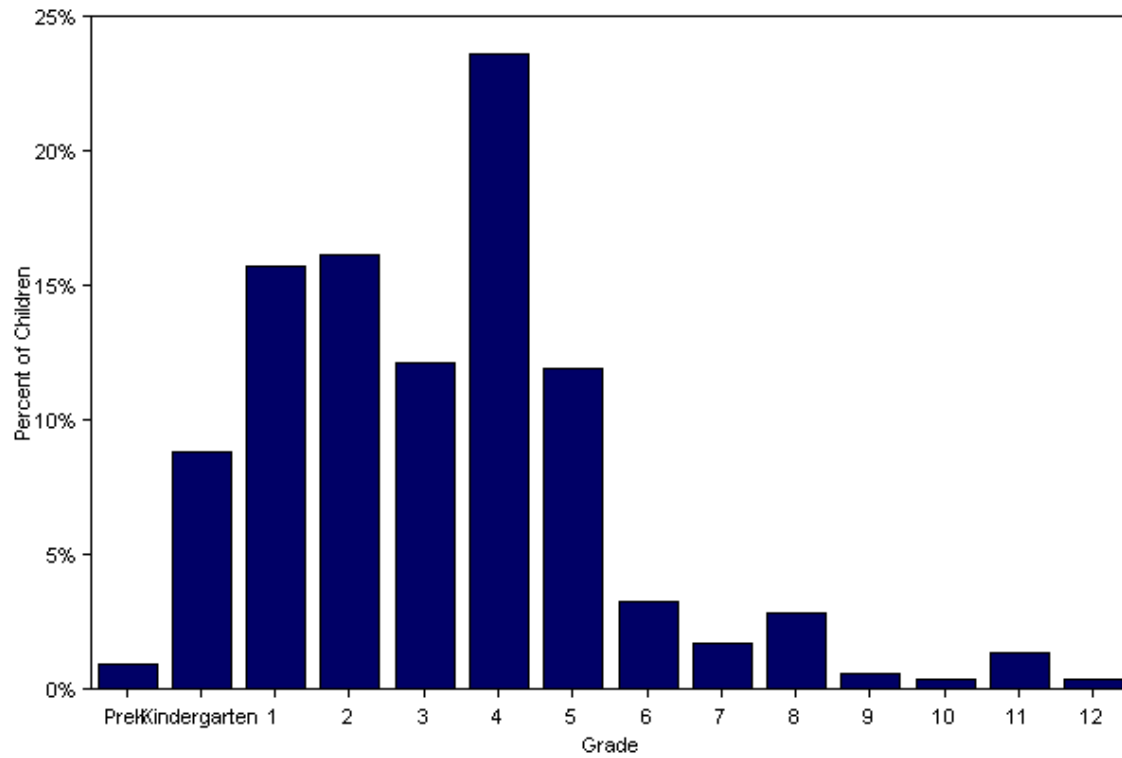
Program Name:				Date range:	Spring 2013 (January - June 2013)
				Date Report Generated:	07/08/2013
School Name(s):	Month & Year Collected & (Set ID)	School Enrollment:	Enrollment in Grades Targeted by SRTS Program:	Number of Questionnaires Distributed:	Number of Questionnaires Included in Report:
Bret Harte Elementary School	April 2013 (9482)	519	Don't know	519	134
Corcoran High School	April 2013 (9480)	924	Don't know	924	14
John C. Fremont Elementary School	April 2013 (9481)	516	Don't know	516	157
John Muir Middle School	April 2013 (9484)	752	Don't know	752	41
Mark Twain Elementary School	April 2013 (9483)	456	Don't know	456	193
			Total:	3167	539

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey



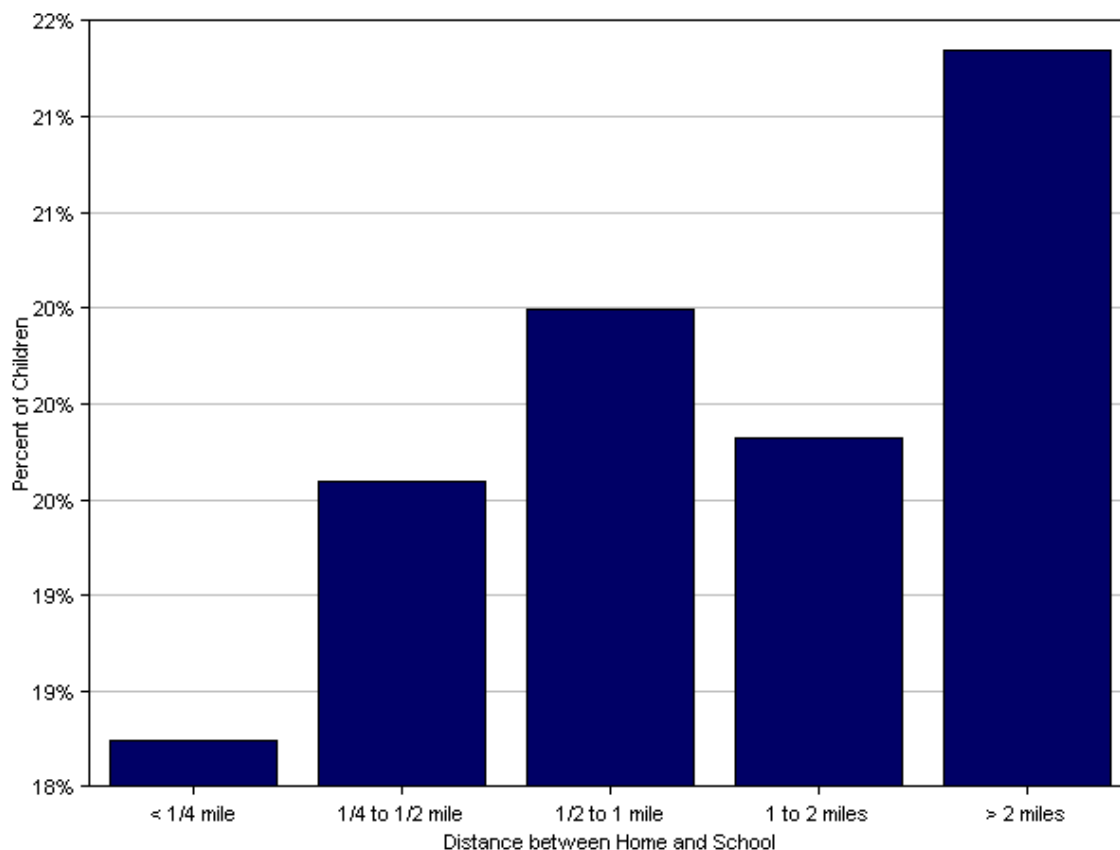
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	5	1%
Kindergarten	46	9%
1	82	16%
2	84	16%
3	63	12%
4	123	24%
5	62	12%
6	17	3%
7	9	2%
8	15	3%
9	3	1%
11	7	1%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



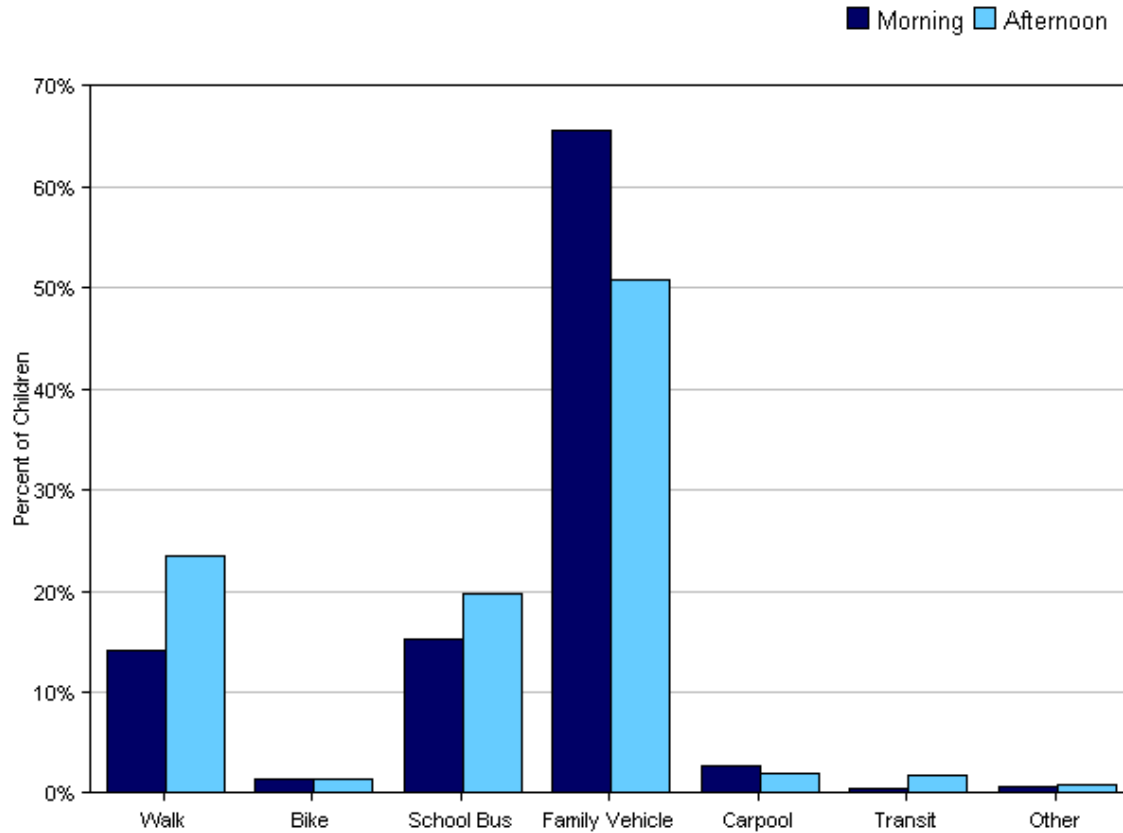
Parent Survey Aggregate Summary

Distance between home and school	Number of children	Percent
Less than 1/4 mile	81	18%
1/4 mile up to 1/2 mile	87	20%
1/2 mile up to 1 mile	91	20%
1 mile up to 2 miles	88	20%
More than 2 miles	97	22%

Don't know or No response: 95

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

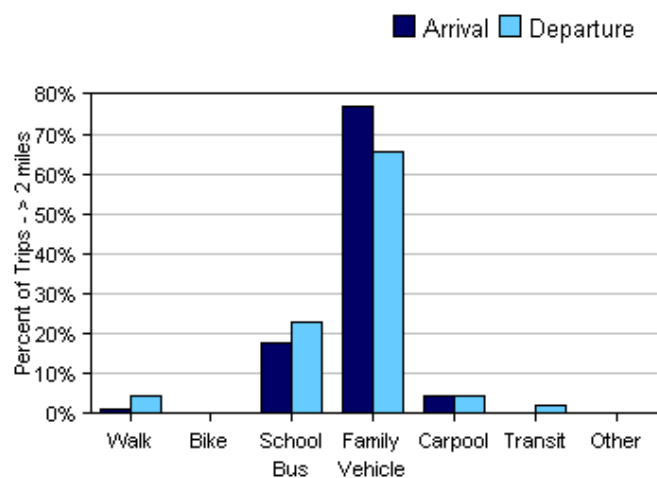
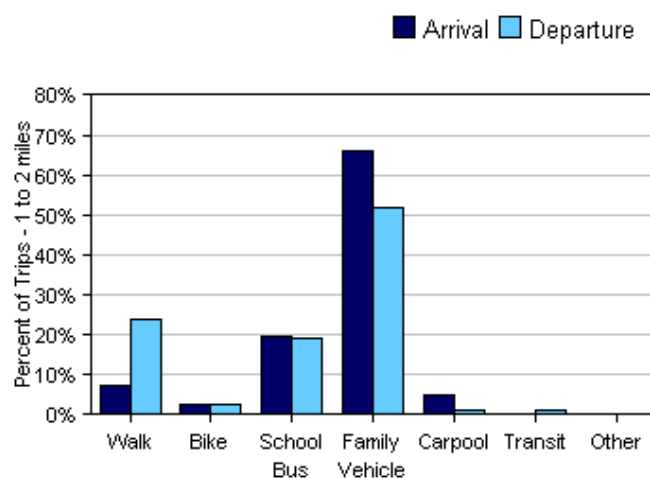
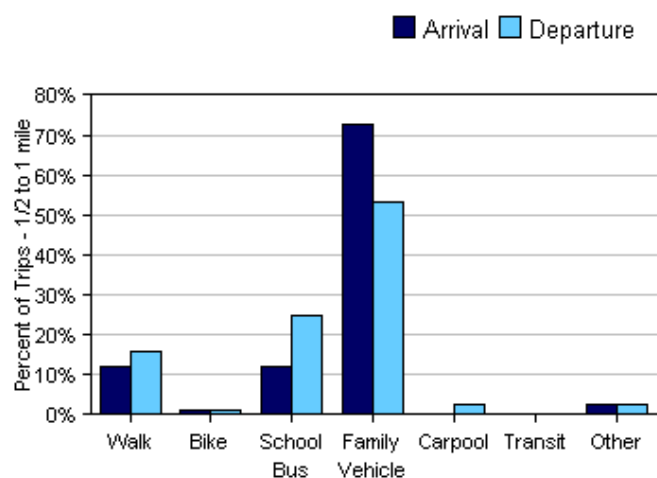
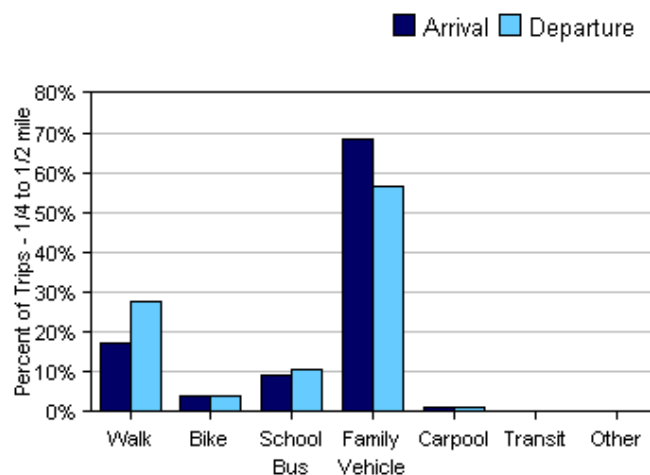
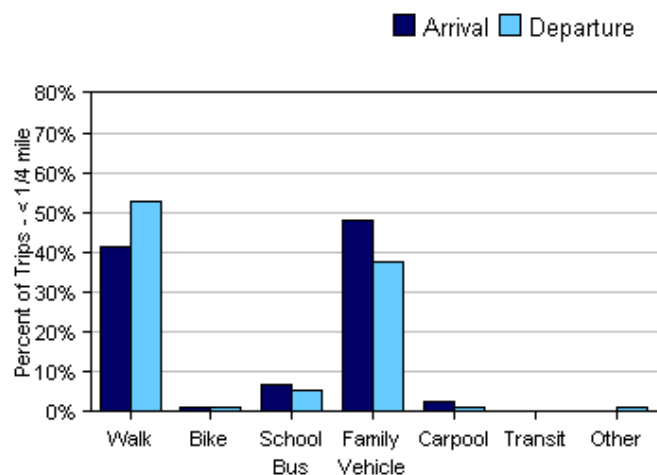
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	490	14%	1%	15%	66%	3%	0.4%	0.6%
Afternoon	472	24%	1%	20%	51%	2%	2%	0.8%

No Response Morning: 49

No Response Afternoon: 67

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	75	41%	1%	7%	48%	3%	0%	0%
1/4 mile up to 1/2 mile	76	17%	4%	9%	68%	1%	0%	0%
1/2 mile up to 1 mile	84	12%	1%	12%	73%	0%	0%	2%
1 mile up to 2 miles	82	7%	2%	20%	66%	5%	0%	0%
More than 2 miles	91	1%	0%	18%	77%	4%	0%	0%

Don't know or No response: 131

Percentages may not total 100% due to rounding.

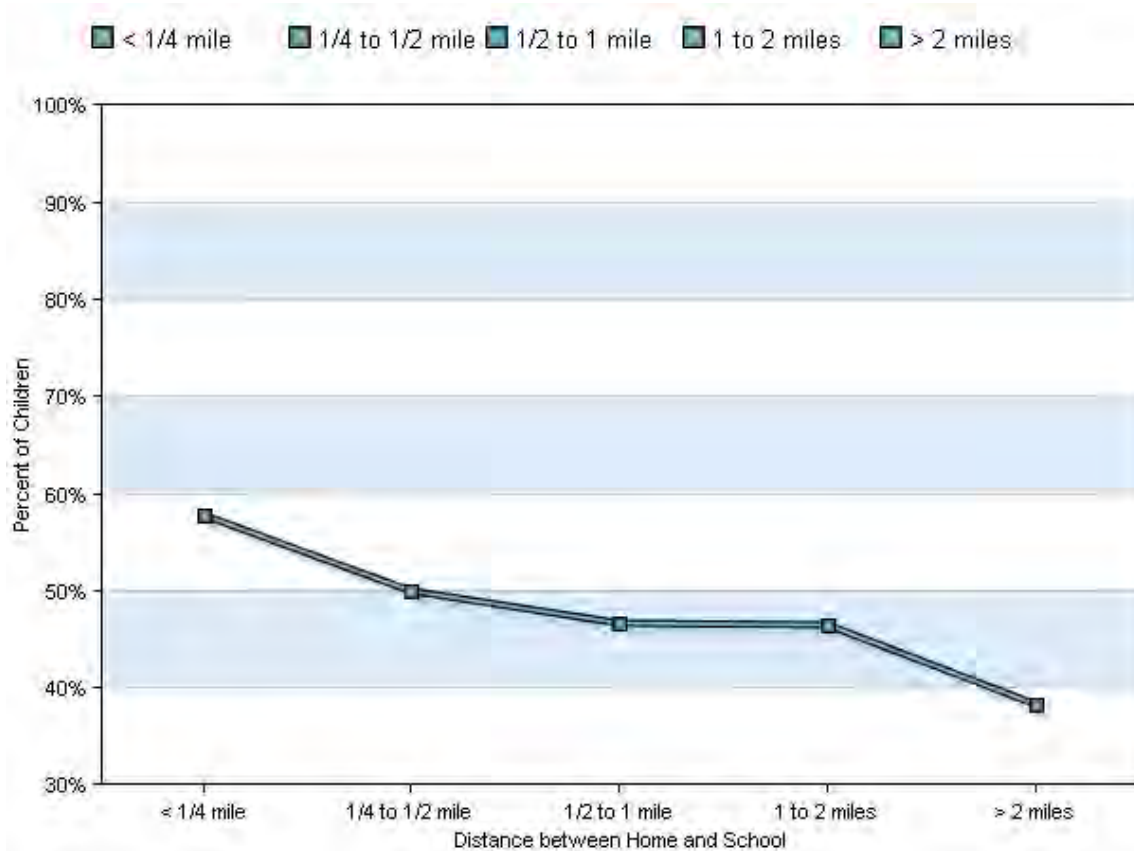
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	72	53%	1%	6%	38%	1%	0%	1%
1/4 mile up to 1/2 mile	76	28%	4%	11%	57%	1%	0%	0%
1/2 mile up to 1 mile	81	16%	1%	25%	53%	2%	0%	2%
1 mile up to 2 miles	79	24%	3%	19%	52%	1%	1%	0%
More than 2 miles	87	5%	0%	23%	66%	5%	2%	0%

Don't know or No response: 144

Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school



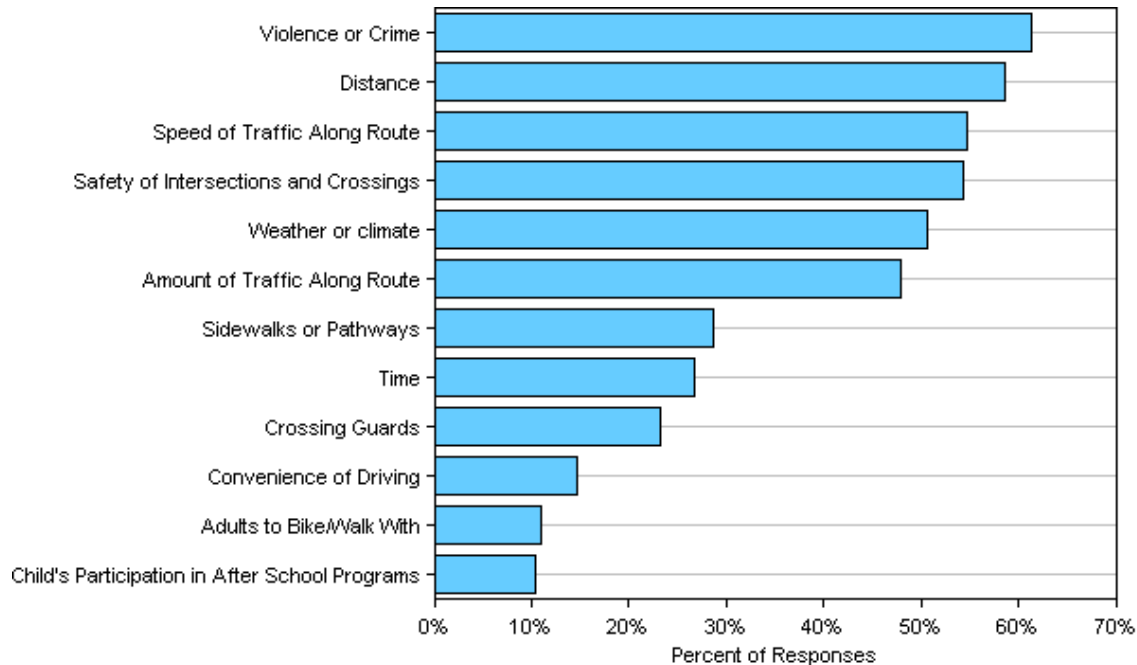
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	204	58%	50%	47%	47%	38%
No	226	42%	50%	53%	53%	62%

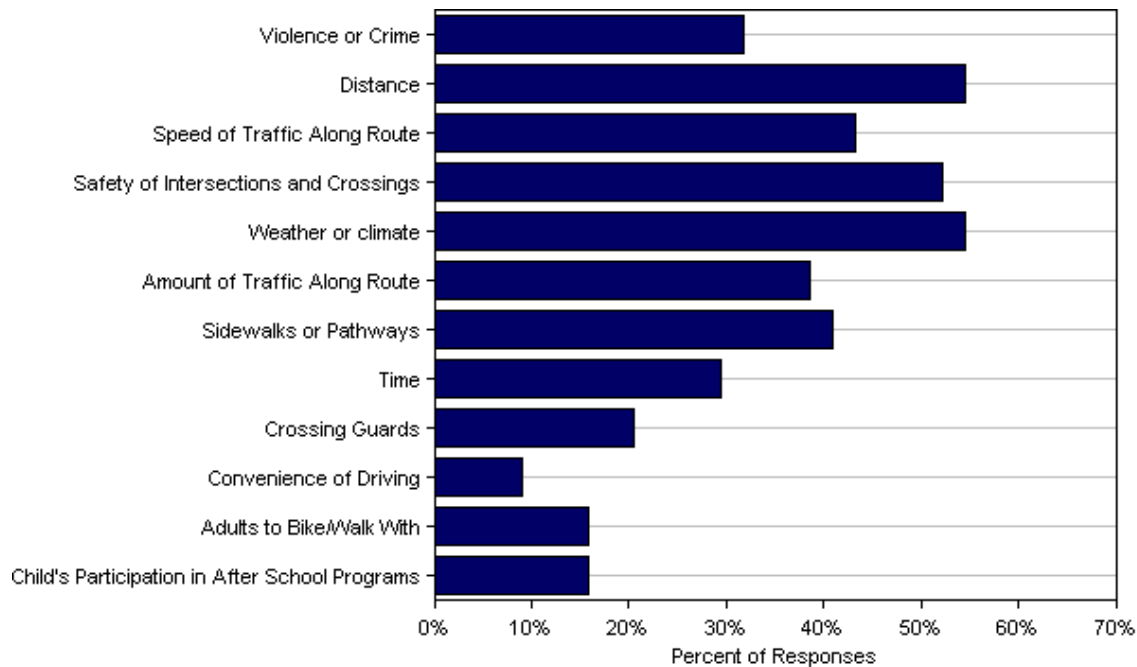
Don't know or No response: 109

Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



**Issues reported to affect the decision to allow a child to walk or bike to/from school by
parents of children who already walk or bike to/from school**

Issue	Child does not walk/bike to school	Child walks/bikes to school
Violence or Crime	61%	32%
Distance	59%	55%
Speed of Traffic Along Route	55%	43%
Safety of Intersections and Crossings	54%	52%
Weather or climate	51%	55%
Amount of Traffic Along Route	48%	39%
Sidewalks or Pathways	29%	41%
Time	27%	30%
Crossing Guards	23%	20%
Convenience of Driving	15%	9%
Adults to Bike/Walk With	11%	16%
Child's Participation in After School Programs	10%	16%
Number of Respondents per Category	300	44

No response: 195

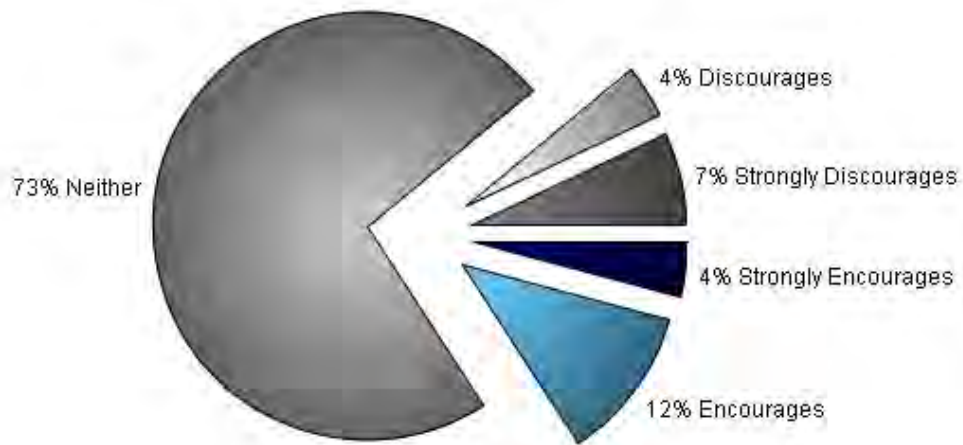
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

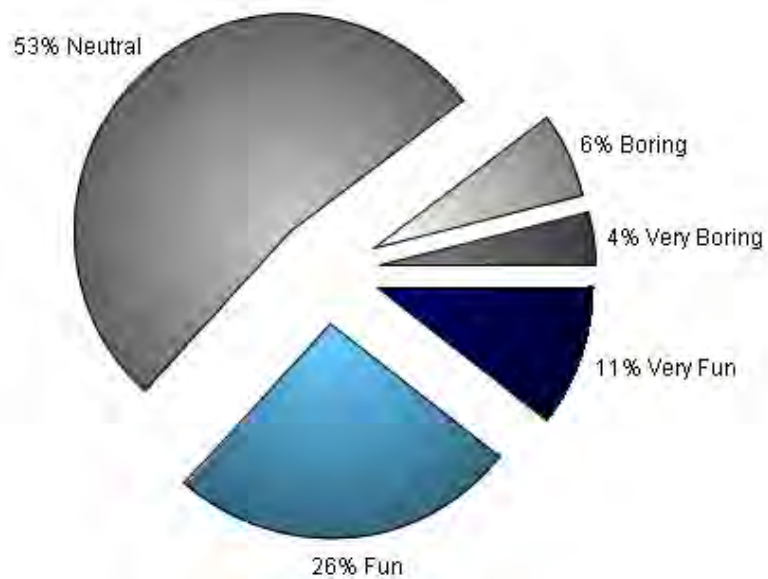
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

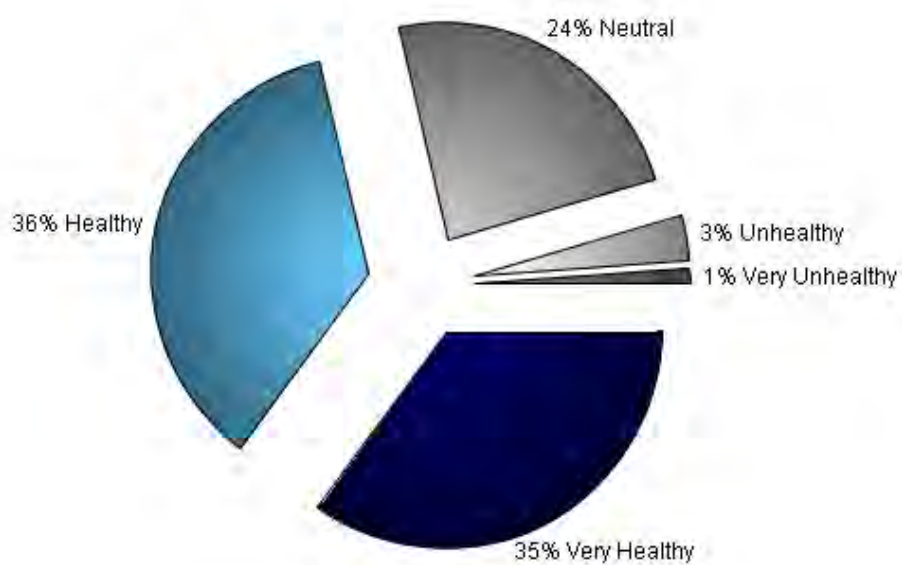
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

School	SurveyID	Comment
Bret Harte Elementary School	1010705	I walk my first grader to the gate at her school. The problem I have is people double parking and parking in the red at Bret Harte. When it rains and the curbs flood it is very difficult to find parking and find dry spots to drop kids off.
Bret Harte Elementary School	1034573	I WOULD LIKE TO HAVE A CROSS GUARD ON ORNAGE WHITLEY AVE.
Bret Harte Elementary School	1034577	ENREALIDAD YO HO APOYO MUCHO ESTE METODO DE VIAJE YO SIEMPRE LLEVO AUNS HIJOS EN CARRO SIEMPRE QUE YO PUEDO ESTAR CON ELLOS ENCASA POR EL CLIMA Y FALTADE TIEMPO
Bret Harte Elementary School	1034580	VIVIMOS RETIRADO DE LA ESCUELA PERO EL BUS ES A LOS PRIMEROS QUE RECOJE Y LOS ULTIMOS QUE DEJA Y NO ES JUSTO DURA 1 HR Y 15 MINS
Bret Harte Elementary School	1034582	I WOULD NOT MIND IT AS LONG AS MYSELF OR SOMEBODY WAS WITH HIM. WALK OR BIKE IS GOOD TO. QUESTION #9 - AS LONG AS I'M WITH HIM
Bret Harte Elementary School	1034583	MUCHAS GRASIAS POR ASER ESTOS ENCUESTAS ESTA MUY VIEN PARA PREVENIR ACCIDENTES ASI ESTAN SEGURAS
Bret Harte Elementary School	1034585	MY COMENTARIO ES SOBRE EL TRAFICO QUE SE HACE ENTRE LA HIGH SCHOOL Y BRET HARTE EN EL SEMATORO LOS CORROS. QUE DAN VUELTA A LA IZQUIERDA DETIENEN MUCHO EL TRAFFICO Y LOS ALUMNOS QUE CRUZAN ENTRE LOS CARROS Y LOS PADRES QUE PARAN PARA DEJAR A LOS MUCHACHOS. SIN ESTACIONARSE.
Bret Harte Elementary School	1034589	NO TANGO
Bret Harte Elementary School	1034592	YO VIBO ENFRENTA DE LA ESCUELA Y MIS HIJOS SON MUY INDEPENDIENTES Y MUY SEGUROS DE SI MISMOS.
Bret Harte Elementary School	1034595	A MI MEGUSTARIA QUE CUANDO UNO LLEVA ALOS NINOS ALA ESCUELA QUE ALGUIEN CRUZE ALOS DELA ESCUELA SECONDARIA PORQUE POR ESE TIEMPO QUE PIERDO HAY MININA LLEGA TARDE PORQUE HAY NADIE ORGANIZA Y ES UN CAOS DE COCHES.
Bret Harte Elementary School	1034601	DE HIBA SI LE GUSTA CAMINAR PERO DE REGRESO NO LE GUSTA. NO ME GUSTA QUE BAYA ALA ESCUELA EN BICI X SU SEGRIDAD TODA BIA ESTA MUY CHICO
Bret Harte Elementary School	1034605	ES MEJOR YMUY SANO CAMINAR
Bret Harte Elementary School	1034606	NO ME GUSTA LA IDEA DE QUE MY HIJA VALLA EN BISICLETA POR SE MEASE PELIGROSO PORQUE HAY MUCHO TRAFICO Y LOS NINAS NO TIENEN CUIDADO Y SE ATRAVIENSAN Y LOS CONDOCTORES NO LES DAN EL PASO Y ESO PUEDE OCASIONAR LOS ASIDENTES
Bret Harte Elementary School	1034607	LAS PERSONAS NO RESPETAN A LOS NINOS CHIQUITOS CUANDO ESTOS QUIEIEN CRUZAR LA CALLE CUANDO VIOJON A LA ESCUELA CAMINANDO.
Bret Harte Elementary School	1034619	HE WALKS ON DAYS I CAN OTHER THAN THAT ITS NOT SAFE FOR HIM TO WALK ALONE. HE'S ONLY 7
Bret Harte Elementary School	1034623	(1-11TH) THE TOWN NOT SAFE SEEN TO MANY KIDS ALMOST GET HIT BY CARS AND GANG MEMBERS

Bret Harte Elementary School	1034625	I THINK KIDS FROM PRE TO 1 2 3 4 5TH GRADES SHOULD NOT BE WALKING OR RIDING BIKES TO SCHOOL ALONE.
Bret Harte Elementary School	1034638	N/A
Bret Harte Elementary School	1034639	THERE IS ALSO A RED LIFTED CHEVY TRUCK DRIVING KIDS AROUND LOOKING FOR TROUBLE. BEFORE AND AFTER SCHOOL MCDONALDS AND YMCA IS BADLY INFESTED WITH LOW LIFE KIDS IN RED CAUSING TROUBLE. POLICE JUST DRIVES THERE SHOULD BE SEARCHED AND ARRESTED FOR LOITERING.
Bret Harte Elementary School	1034664	I HAVE WALKED BEFORE WITH MY CHILD TO AND FROM SCHOOL IT WAS NICE BUT THERE WILL ALWAYS BE CRIME & VIOLENCE. I TRUST MY CHILD TO MAKE GOOD CHOICES. DON'T HAVE MUCH CONFIDENCE IN OTHERS.
Bret Harte Elementary School	1034665	I ALSO HAVE A SPECIAL NEEDS CHILD. IT'S EASIER TO DRIVE THEM THAN TO WORRY IF MY CHILD MADE IT TO SCHOOL THEMSELVES.
Bret Harte Elementary School	1034669	I FEEL THAT THE SCHOOLS NEED MORE LAW ENFORCEMENT AROUND DURING BEFORE / AFTER SCHOOL HOURS. DUE TO THE FACT OF PARENTS/DRIVERS PARKING IN RED CURB SECTIONS AND PARENTS HAVING CHILD(REN) GETTING OUT OF CARS IN THE MIDDLE OF TRAFFIC. IT'S A HAZARD TO CHILD(REN) AND DRIVERS.
Bret Harte Elementary School	1034673	IN REGARDS TO QUESTION #15 IN NO WAY DOES IT MATTER WHAT EDUCATION THE PARENTS HAVE. THIS IS A WALKING & BIKING TO SCHOOL SURVEY. ITS MADE ME FEEL LIKE THE MORE EDUCATION - THE ARDER YOU'LL TRY TO FIX PROBLEM AND IF NOT OH WELL
Bret Harte Elementary School	1034675	I WOULDN'T FEEL COMFORTABLE LEAVING MY SON ALONE WHEN I KNOW THEIRS PEOPLE DRIVING FAST OR WHENEVER SOMEONE BULLYS LITTLE KIDS.
Bret Harte Elementary School	1034677	I DO NOT ENCOURAGE MY KIDS TO WALK TO AND FROM SCHOOL BY THEMSELF IF I WAS HEALTHY I WOULD WALK OR BIKE WITH THEM.
Bret Harte Elementary School	1034678	QUESTION #13 - IT'S HOT! TO FAR!
Bret Harte Elementary School	1034679	BOTH OF MY CHILDREN ARE UNDER THE AGE OF 10 AND I WOULDN'T FEEL COMFORTABLE HAVING THEM WALK TO AND FROM SCHOOL WITHOUT AN ADULT.
Bret Harte Elementary School	1034685	THERE SHOULD ALWAYS BE BUSSES IN A PRISON TOWN! WHAT DOES MY EDUCATION HAVE ANYTHING TO DO WITH MY CHILDS TRANSPORTATION? AND WHY IS THERE A SURVEY FOR KIDS ABOUT BUSSES IN A PRISON TOWN?
Bret Harte Elementary School	1034691	I HOPE THIS WILL HELP THANKS.
Bret Harte Elementary School	1034695	ESTA ENCUESTA SI ES POR BIENESTAR DE LOS NINOS Y SALUD ESTA MUY BIEN PES NO TENDRIAMOS TANTE NINOS CON SOBRE PESO Y SIES POR POLITICA CREO QUE LO DE LA SEGURIDAD SIEMPRE HA SIDO UN PROBLEMA QUE ES PESAMOS UN DIA SE RESUELUI
Bret Harte Elementary School	1034696	ES BUENO EL CAMINAR O EN BICICLETA EL PROBLEMA ES QUE PUEDE PASAR UN ASIDENTE CAUSADO POR EL TRAFICO
Bret Harte Elementary School	1034699	MI HIJO ESTA PEQUENA Y ME DA MIEDO QUE LO ROBEN O ATROGEYEN NO RESPENTAN AL PEATON EN LAS CRUSES Y NO SIEMPRE HAY POLECIA PARA QUE LOS MOLTEN.
Corcoran High School	1009150	we live on avenue 112, too far.

Corcoran High School	1034411	MY KIDS RODE BIKES AND WALKED TO SCHOOL WHEN THEY WER IN K-5. I WOULD LIKE TO HAVE LESS TRAFFIC OR AN ADULT TO WALK YOUNG KIDS TO SCHOOL.
Corcoran High School	1034412	DISTANCE AND WEATHER AFFECT ANY PARENTS DECISION. MY CHILD HAS BEEN WALKING TO/FROM SCHOOL SINCE 5TH GRADE BECAUSE WE LIVE SO CLOSE.
John C. Fremont Elementary School	1034420	YO PUENZO QUE LOS ESTUDIANTES DEL LE NO DEVERIAN HIAJAR CON LOS NINOS CHICOS POR QUE SON MUY ENCAJOSOS CON ELLOS ELLO SI DEVERIAN CAMINAR POR QUE ASEN MUCHO BULIN CON LOS CHIQUTTES
John C. Fremont Elementary School	1034421	NO ME DA CONFIANZA POR EL CRUZE DEL TREN.
John C. Fremont Elementary School	1034429	AT THIS TIME I DON'T FEEL COMFORTABLE MY KIDS WALK TO OR FROM SCHOOL
John C. Fremont Elementary School	1034432	IT WOULD BE WONDERFUL IF IT WAS TO BE IMPLEMENTED FOR THE CITY TO PROVIDE SAFER BIKE ROUTES. THANK YOU
John C. Fremont Elementary School	1034441	NO ENTENDI MUI VIEN LA EN CUESTA PORQUE ESTA EN INGLES PREFERA EN ESPANOL PERO DE TODAS MANERAS LLA LLENE UNA EN ESPANOL EL DIA QU ESTABAN LA CRUESTAN EN LA ESCUELA
John C. Fremont Elementary School	1034443	TOO MANY SEX OFFENDERS IN THIS TOWN.
John C. Fremont Elementary School	1034445	I JUST FEEL BETTER TAKING MY SON TO SCHOOL
John C. Fremont Elementary School	1034448	ME GUSTARIA MUCHO QUE MI HIJA SE VENGA PERO ME DA MIEDO A SI QUE TODO VIA LA A COMPANO
John C. Fremont Elementary School	1034454	NO QUIERO QUE CAMINE NO AY SEGURIDAD EN LA COMUNIDAD MUCHO PELIGRO.
John C. Fremont Elementary School	1034455	ESTE ESPACIO NO ME AJUSTA ASI QUE AGREGA UNA HOJA.
John C. Fremont Elementary School	1034457	CREO Q INDEPENDIENTEMENTO DE Q LOS NINOS VAYAN O NO CAMINANDO A LA ESCUELA. SERIA MUCHO MEJOR Q LES DIEVAN MAS ACTIVIDADES FISICAS COMO JUGAR LOAILAR COREER ETC. ESO SERIA MEJOR EMPEZAR A CREALES EL HABITO D EJERATARSE.
John C. Fremont Elementary School	1034468	I FEEL TAHT PRESCHOOLERS KINDER 1ST 2ND AND 3RD GRADERS ARE TOO YOUNG TO DEFEND THEMSELVES. MY CHILD GETS OLDER HE WILL BE ALLOWED TO RIDE OR WALK TO & FROM SCHOOL. QUESTION #10 - VIOLENCE OR CRIME-INFLUENCE FROM OTHERS. QUESTION #11 - NOT AT HIS AGE NOW.
John C. Fremont Elementary School	1034473	I WILL NEVER ALLOW MY CHILD WALK HOME BY HIMSELF.

John C. Fremont Elementary School	1034483	NEED MORE CROSS GUARDS ESPCIAL ON DAIRY/SHERMAN AND DAIRY/NORTH CROSS GUARDS NEED TO BE RELIABLE
John C. Fremont Elementary School	1034485	QUESTION #13 - YO CAMINO CON EL Y APROVECHO EL TIEMPO PARAPLATICAR CON EL
John C. Fremont Elementary School	1034492	A MI NO ME GUSTA QUE MIS HIJOS CAMINEN MEDA MIEDO QUE ALGIEN LES PUEDA ASER DANO EN LA CALLE AUNQUE ALGNAS VESES E DEJADO CAMINAR DEL GRADO 7 Y 8.
John C. Fremont Elementary School	1034502	ME AGRADA ESTA AYUDA PARA PROYECTARLES A NUESTRAS HIJOS UNA FORMA DE SALUD. SANA. Y ME PARECE BUENA IDEA.
John C. Fremont Elementary School	1034522	I WOULD FEEL MORE COMFORTABLE IF THERE WERE STOP SIGNS OR CROSSING GUARDS AT MY CROSS STREETS AT LEAST BEFORE & AFTER SCHOOL SO THE KIDS THAT DO WALK THROUGH THERE WOULD GET TO SCHOOL OR HOME SAFELY INCLUDING MY SON.
John C. Fremont Elementary School	1034524	HE WALKS A FEW BLOCKS TO BUS. BUS DRIVERS AS WELL AS CROSSGUARDS SHOULD STAY TILL ALL KIDS ARE OFF SCHOOL PROPERTY DUE TO KIDS BEING BULLIED ON BUS OR BUS STOPS. AFTER ALL KIDS ARE SCHOOL RESPONSIBILITY UNTIL THEY REACH HOME GROUNDS.
John C. Fremont Elementary School	1034535	TRAFFIC SPEED ON ORANGE AVENUE IS UNMONITORED AND UNSAFE. STOP SIGN NEEDED AT THE ORANGE AVENUE & 6 1/2 AVENUE INTERSECTION.
John C. Fremont Elementary School	1034536	SHE ONLY WALKS HOME BECAUSE MY CAR ISN'T WORKING OTHERWISE I WOULD BE PICKING HER UP BECAUSE CUSD DOESN'T USE SCHOOL BUSES FOR ALL KIDS.
John C. Fremont Elementary School	1034537	I DO NOT WANT MY CHILD WALK OR RIDE A BIKE TO SCHOOL DO NOT TRUST ANYONE.
John C. Fremont Elementary School	1034540	WHY IS THIS SURVEY TAKING PLACE IS THE ? BUS TRANSPORTATION GOING TO BE ELIMINATED?
John C. Fremont Elementary School	1034547	ALL THREE OF MY CHILDREN WALK TOGETHER TO AND FROM SCHOOL - I NEVER LET THEM WALK ALONE. QUESTION #9 - WITH OLDER SIBLINGS
John C. Fremont Elementary School	1034549	AMI EN TO PERSONAL NAMEGUSTARIA QUE MININO DE 8 ANOS ANDE CAMINADO O EN BICICLETA PORQUE AL CRUSAR LOS CALLES ANDAN MANEGRANDO MUCHO BORRACHO QUE NISIQUIERA LOS BEN CUANDO CRUSAN O NINOS MAS GRANDES TRATAN DE ABUSAR DE E YOS COMO GOL PEARLOS O OSERLES CUAL QUIER TRABESURA
John C. Fremont Elementary School	1034554	QUESTION #9 - HIGH SCHOOL
John C. Fremont Elementary School	1034559	NO TENGO

John C. Fremont Elementary School	1034563	FOR THE SAFE OF CHILDREN GOING TO SCHOOL NEED TO HAVE MORE SIDEWALKS & POLICE PATROLING SCHOOL ZONES IN MORNING & AFTERNOON. THANK YOU! FOR DOING THIS SURVEY!
John C. Fremont Elementary School	1034564	I WOULD NEVER ALLOW MY CHILD TO WALK OR RIDE ANYTHING TO SCHOOL DUE TO THEIR SAFETY CRIME VIOLENCE AND THE PEOPLE THAT LIVE IN THIS TOWN.
John Muir Middle School	1008929	My child occasionally walks home from school. The route with the least "non stopping cross traffic" is along otis/flory/king ave. After Stanley Street, there isnt a safe area to walk, except in the dirt. I see lots of kids walking on the shoulder of the road, especially if there is mud.
John Muir Middle School	1008951	Not enough police patrolling for citing drivers for illegal parking, speeders, illegal turns, u-turns, dropping off or picking up child in middle of road and blocking traffic. Also, our schools are not neighborhood schools. Schools are split up by grade levels. So you have parents that have to race across town to get kids to other schools
John Muir Middle School	1008957	Neighborhood schools would help tremendously, as older children can walk with younger siblings or parents can make one stop to pick up all their younger children.
John Muir Middle School	1008977	If the district allowed kids to ride the bus to schools weither you are in kinder-5th shouldnt matter.. my child was not allowed to ride the bus to 5th grade but was allowed 4th..thats ridicuolus..same address
John Muir Middle School	1008995	Spencer for Hire, Crossing guards are definitely needed at the Bell Avenue and Patterson Avenue crossings with Letts Avenue. Have seen a lot of close calls whereby a policeman would pull the vehicle driver over. Lots of student foot traffic arriving at John Muir during those hours. Might even consider a stop sign for north / south Letts Avenue traffic Robert Lerma
John Muir Middle School	1009144	we live on avenue 112, 10 miles away it is too far to walk, I was told that school buses don't come this far.
John Muir Middle School	1034894	SE VAN CAMINANDO DE VESEN CUANDO CON SOS. HERMANAS Y VOY A RECOJENAS
John Muir Middle School	1034896	ESTA BIEN LA ENCUESTA POR SALUD Y BIENESTAR PARA LOS ALUMNOS PERO EN MI OPINION NO PUEDO - DEJARLO QUE USE BICICLETA POR LOS PELIGROS QUE PASIEN.
John Muir Middle School	1034897	PARA LO QUE HACEN AL SALIR DE CLASES ESTA MUY BIEN SALIENDO PRIMERO UN GRADO Y DESPUES LOS DEMAS PARA QUE NO SALGAN JUNTOS LOS GRANDES CON LOS MAS CHICOS.
John Muir Middle School	1034898	SIEMPRE BE INVLCADO A MIS HIJOS LA IMPORTANCIA DEL EJERCICIO Y DE CAMINAR PERO CUANDO HAIE MUCHO CALOR ME PREOCUPO Y ME DAI PESAR PORQUE LLEGAN MUY COLORADAS Y ACALORIZADAS.
John Muir Middle School	1034901	ME PREOCOPA LOS NINOS PANDILLEVOS LO MDETE CUANDO CAMINA A CNA HIJONO ES PANDILLERO Y NO SE DONDE ANDAN LOS PADRES DE LOS CHAMACOS INSERVIBLES QUE SOLO BUSCAN PROBLEMAS.
John Muir Middle School	1034909	ADDITIONAL POLICE PATROLING. EACH SCHOOL NEEDS TO BE POINTED CLEARLY FOR CHILDRENS SAFETY. TEACHERS NEED TO ABIDE BY THE RULES RIGHT ALONG WITH THE PARENTS. ON THE STREETS (DAIRY WHITLEY LETTS & OREGON) MANY PEOPLE ARE SPEEDING AND MAKING IT HIGHLY DANGEROUS FOR CHILDREN TO WALK.
John Muir Middle School	1034913	I DON'T ALLOW MY CHILDREN TO EVER WALK ALONE HOME AT ANY TIME FOR NO REASON.
John Muir Middle School	1034915	MORE CROSSING GUARDS NEEDED AT MORE SCHOOL INTERSECTION.
Mark Twain Elementary School	1008973	Not enough police patrolling for citing drivers for illegal parking, speeders, illegal turns, u-turns, dropping off or picking up child in middle of road and blocking traffic. Also, our schools are not neighborhood schools. Schools are split up by grade levels. So you have parents that have to race across town to get kids to other schools

Mark Twain Elementary School	1008985	my child awas able to ride bus to school for 4th grade but not for 5th and I have a child in both grades they are unable to ride together anymore one can ride the bus and the other is not allowed.I had to start taking my children to school while the bus stops at my apartment complex. this is STUPID....
Mark Twain Elementary School	1009255	Living on the North side of town, I would never allow him to walk or bike to Mark Twaine due to the distance.
Mark Twain Elementary School	1034702	WALKING IS HEALTHY FOR THE CHILDREN BUT FOR A LOT OF PARENTS IT'S THE SAFETY OF A CHILD THAT MAKES IT DIFFICULT TO ENCOURAGE CHILDREN TO WALK OR BIKE TO SCHOOL!
Mark Twain Elementary School	1034705	TO MY KNOWLEDGE CORCORAN HAS A HIGH NUMBER OF SEXUAL PREDATORS IN THIS SMALL COMMUNITY AND IF THAT AMOUNT WASN'T SO HIGH I MAY CONSIDER THAT MY DAUGHTER BE ALLOWED TO WALK.
Mark Twain Elementary School	1034708	CROSSING GUARDS NEEDED AT MORE SCHOOL INTERSECTIONS. QUESTION #9 - NOT ALONE
Mark Twain Elementary School	1034709	I FEEL THAT CARS DRIVE TOO UNSAFELY FOR MY CHILDREN TO WALK FROM THE BUS STOP HOME.
Mark Twain Elementary School	1034710	I FILLED OUT THIS SURVEY AS BEST TO MY ABILITY.
Mark Twain Elementary School	1034714	I REALLY DO NOT AGREE WITH MY CHILD WALKING OR RIDING BIKE TO OR FROM SCHOOL BECAUSE VIOLENCE IN CORCORAN HAS BECOME WORST. WHEN I WAS A KID THERE WAS NEVER THAT MUCH VIOLENCE.
Mark Twain Elementary School	1034719	I THINK CHILDREN SHOULD BE ABLE TO RIDE SCHOOL BUS TO SCHOOL FROM WHITLEY AVE BUS STOP MY DAUGHTER GETS DROP OFF BY THE AIRPORT AFTER SCHOOL.
Mark Twain Elementary School	1034722	DON'T UNDERSTAND WHAT MY EDUCATION HAS TO DO WITH THIS SURVEY.
Mark Twain Elementary School	1034726	WHY ARE WE RECEIVING THIS SURVEY? WHAT ARE THE PLANS?
Mark Twain Elementary School	1034728	NOT SAFE A LOT OF SEX OFFENDERS AROUND SCHOOL.
Mark Twain Elementary School	1034730	I DON'T TRUST ANYONE NOW A DAYS. WAY TO MUCH VIOLENCE & CRIME TO LET MY SON WALK.
Mark Twain Elementary School	1034732	THE INTERSECTION OF BAINUM AVE AND LETTS ARE SHOULD HAVE A 4-STOP DUE TO TRAFFIC GOING OVER 25 MPH DURING SCHOOL HOURS. ALSO A CROSSWALK BETWEEN 6 1/2 AVE AND DAIRY AVE ON WHITLEY AVE AND A MISSING SIDEWALK ON OPPOSITE SIDE OF COSTLERS. (IN FRONT BY BUSHES)
Mark Twain Elementary School	1034734	WE NEED BIKE LANES AND SIDEWALKS SO THEY CAN RIDE BIKES OR SKATEBOARD WITHOUT GOING IN THE ROAD.
Mark Twain Elementary School	1034736	BECAUSE OF THE CURRENT SOCRO-ECONOMIC CULTURE & TIMES AND THE LACK OF RESPECT FOR OTHER BY MOST KIDS IN THIS COMMUNITY. I DO NOT TRUST CAN ENFORCEMENT OR THE SCHOOL TO PROVIDE SAFE PASSAGE TO AND FROM SCHOOL FOR ANY CHILD.
Mark Twain Elementary School	1034745	MIS HIJOS VAN Y REGRESAN EN AL BUS CHOLAR Y AVN ASI YO LOS TENGO R C LLEVAR Y RELOJER A 2 MILLAS DC MI CASA.

Mark Twain Elementary School	1034748	MI HIJO CAMINA A LA ESCUELA PORQUE NO ESTA MUY LEJOS Y YA ESTA BIEN EL TIEMPO.
Mark Twain Elementary School	1034756	I DON'T LET MY DAUGHTER WALK CAUSE DANGEROUS. WE LIVE ON 6 1/2 AND TO FAR TO WALK.
Mark Twain Elementary School	1034758	IT TAKES A LONG TIME ON THE BUS. BOTH WAYS HOME AND SCHOOL!
Mark Twain Elementary School	1034763	WE LIVE ACROSS THE STREET FROM SCHOOL. EVEN IF WE DIDN'T I WOULDN'T ALLOW MY CHILD TO RIDE A BIKE THE CARS DRIVE FAST EVEN THOUGH THEY ARE IN SCHOOL ZONE/SPEED BUMPS. QUESTION #11 - WE LIVE ACROSS THE STREET FROM SCHOOL
Mark Twain Elementary School	1034769	MY DAUGHTER WALKS HOME FROM THE BUS STOP AT FREMONT BUT I HAVE TO SEND MY 17 YEAR OLD TO WALK HOME W/ HER CUZ SOME 8TH GRADERS WERE SHOOTING @ HER W/ A B.B. GUN.
Mark Twain Elementary School	1034774	MY SON DOES WALK ONCE IN A WHILE.
Mark Twain Elementary School	1034779	QUESTION #11 - ON OCCASION
Mark Twain Elementary School	1034782	YO LESHE PERMITIDO USAR EN LA ESCUELA LA BICICLETA NO TENGO AUTO Y NO SE MANEJAR Y PIENSO TUE NO ES MUY RETIRADO EL TRASLADO.
Mark Twain Elementary School	1034784	PUES YO ENLOPERSONAL NOMESIENTO SEGURA DE QUE MININA CAMINE Y USELA BISICLETA PARA IN ALA ESCUELA GRACIAS
Mark Twain Elementary School	1034787	ME ENCANTARIA QUE HUBIERA ACERAS FOR MAS CALLES YA QUE EN ESTA CIUDAD CASI NO HAY ACERAS. LAS ACERAS SON MAS SECURAR PARA CAMINAR
Mark Twain Elementary School	1034788	NO ME SIENTO SEGURA QUE MI HIJO (A) CAMINE POR LA SEGURIDAD. AVECES HAY PERROS EN LAS CALLES.
Mark Twain Elementary School	1034789	ES UNA IDEA GENIAL. SOLO PORQUE AYUDA A NUESTROS HIJOS ATENER UNA MOTIVACION HACIA LA BUENA SALVO SOLO QUE AVECES LA DISTANCIA NO LES PERMITE TENER ESE MOTIVO.
Mark Twain Elementary School	1034790	PARA NOSOTROS CAMINAR LE HACE BLUE PODRIS USAR BICICLETA PERO SOUIDERAMOS QUE EXISTEN-RIESGOS POR ACCIDEUTES. Y ADEMAS VIVIMOS MUY CERCE LA SCHOOL
Mark Twain Elementary School	1034791	DEBERIAN TENER MAS SEGURIDAD PARA PEATONES. NO SOLO EN LOS CRUSES CERCCA DE LA ESCUELA TAMBIEN EN LOS ALREDEDORES Y MAS SEGURIDAD RONDEANDO EL AREA (POLICE)
Mark Twain Elementary School	1034793	QUESTION #8 - SIEMPRE CAMINA VIVIMOS CERCA Y SIEMPRE ESTOY AL PENDIENTE.
Mark Twain Elementary School	1034795	MIS RESPUESTAS NO ALRIBA ES PROQUE LA ESCUELA TOMA TODAS LAS PRECAUSIONES Y LOS PADRES POR EL TIEMPO NO TOMAMOS AVECES LAS MEDIDUS NECESARIAS.
Mark Twain Elementary School	1034796	YO CREO QUE ESTABIEN PORQUE LES A PREQUNTAN COSAS DE COMO SE SIENTEN.
Mark Twain Elementary School	1034797	YO DESIDI LLEVAR A MIS HIJOS ALA ESCUELA PORQUE NO AI CALLES SEGURAS POR TANTO TRAFICO Y GANGAS Y CONDUCCTORES DISTRAIDOS Y NO AY CAMINO SEGURO Y NO AI SUFOCISIENTE PERSONAL PARA QUE CRUSEN NUESTROS HIJOS

Mark Twain Elementary School	1034799	NO ME GUSTA QUE SEBAYA EN BICI X PRECUPACION X SI LE PASA ALGO SI SEBA CAMINANDO YO LA ACOMPANO X SU SEGURIDAD Y MI ARANQUILIDAD.
Mark Twain Elementary School	1034800	NOSOTROS COMO PADRES SABEMOS QUE ES SONO CAMINAR O ANDOR EN BISICLETA ES SONO PERO QUN NO NOS SENTINOS SEGUROS DE QUE NUESTROS HIJOS CAMINEN LARGOS DISTANCIA SOLOS.
Mark Twain Elementary School	1034803	QUE HAIGA MAS TRANSPORTE CON SEGURIDAD CON SINTOS Y MAS AUTOBUSES.
Mark Twain Elementary School	1034806	NO ES SEGURO QUE UN MENOR DE EDAD CAMINE O ANDE SOLO POR LAS CALLES. ES MEJOR ANDAR CON UN ADULTO TODO EL TIEMPO POR SUMISMA SEGURIDAD.
Mark Twain Elementary School	1034811	MUCHOS GRACIAS POR PRECUPARSE POR NUESTROS HIJOS ES MUY IMPRORTANTE QUE SIEMPRE SEAGAN ESTAS ENCUESTAS POR EL VIEN DE MIS HIJOS Y DE TODOS LOS NINAS
Mark Twain Elementary School	1034818	I DON'T HAVE ANY COMMENTS.
Mark Twain Elementary School	1034820	WITH ALL OF THE ATTEMPTED KIDNAPPINGS LATELY CHILDREN WALKING TO SCHOOL IS NOT AN OPTION AT ANY AGE.
Mark Twain Elementary School	1034823	FROM PASS EXPERIENCE I DO NOT ALLOW OR TRUST MY CHILD TO WALK TO SCHOOL. IT IS TO FAR AND NOT SAFE.
Mark Twain Elementary School	1034824	YO PERMITIAMI HIJO QUE CAMINARA DE REGRESO A LA ESCUELA PERO PRIMERO REVISE LA RUTA QUE EL CAMINARIA Y APESAR QUE EL REGRESA CAMINANDO CON COMPANERITO DE VEZ EN CUANDO PASA POR SURUTA PARA YO ESTAR MAS CONFORME.
Mark Twain Elementary School	1034827	TECNICO VETEVINAVIO PECUARIO
Mark Twain Elementary School	1034830	NO SOY DE ACUERDO QUE CAMINE MININO Y TAMPOCO BICICETA.
Mark Twain Elementary School	1034831	LA DISTANCIA ES EL PRINCIPAL MOTIVO PARA QUE NO SE TRANSPORTEN EN BICICLETA Y EL TEMOR POR EL PELIGRO AL TRAFICO VELCULAR.
Mark Twain Elementary School	1034835	I WOULD WALK WITH MY KIDS OR BIKE IF I WAS HEALTHY
Mark Twain Elementary School	1034844	IF TIMES WERE BACK IN THE DAYS LIKE MY TIME AND YOURS THIS PIECE OF PAPER WOULD NOT BE NECESSARY BUT THIS IS A "CRAZY" TIME FOR OUR LITTLE ONE'S IS NOT SAFE. I DON'T THINK IS SAFE EITHER WAY. QUESTION #9 - I THINK IT'S SAFE IN HIGH SCHOOL GRADES.
Mark Twain Elementary School	1034850	IF CHILD IS BEING PICKED UP MAKE SURE THAT THEIR RIDE IS THERE.
Mark Twain Elementary School	1034861	ES MUY SANO QUE LOS NINOS CAMINEN O QUE USEN LA BICICLETA.
Mark Twain Elementary School	1034871	*INCREASED POPULATION OF GANG MEMBERS "TEENS" WALKING IN THE STREETS

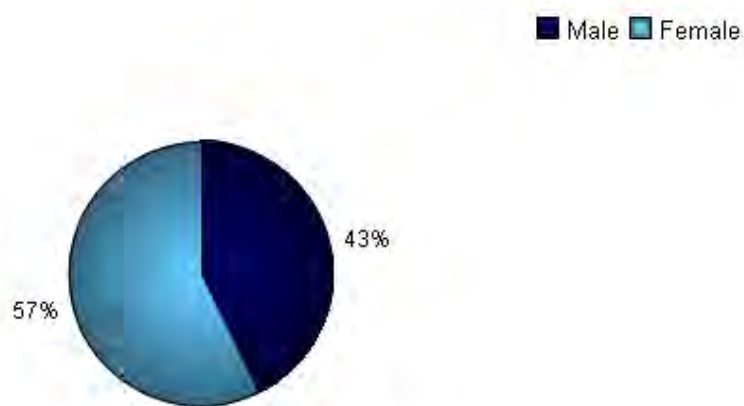
Mark Twain Elementary School	1034872	MY WORRIES ARE THAT THERE MIGHT BE A CHILD MOLESTER THAT COULD LIVE BETWEEN OUR HOME & SCHOOL.
Mark Twain Elementary School	1034876	QUE LOS PRINCIPALES TOMARAN MAS ENSERIO LOS PROBLEMAS DE BULLY QUE HAY CUANDO LOS NINOS CAMINAN O VAN EN BICICLETA POR QUE CUANDO UNO AVISA QUE HAY PROBLEMAS NO HACEN NADA POR SOLUSIONAR EL PROBLEMA.

Parent Survey Summary

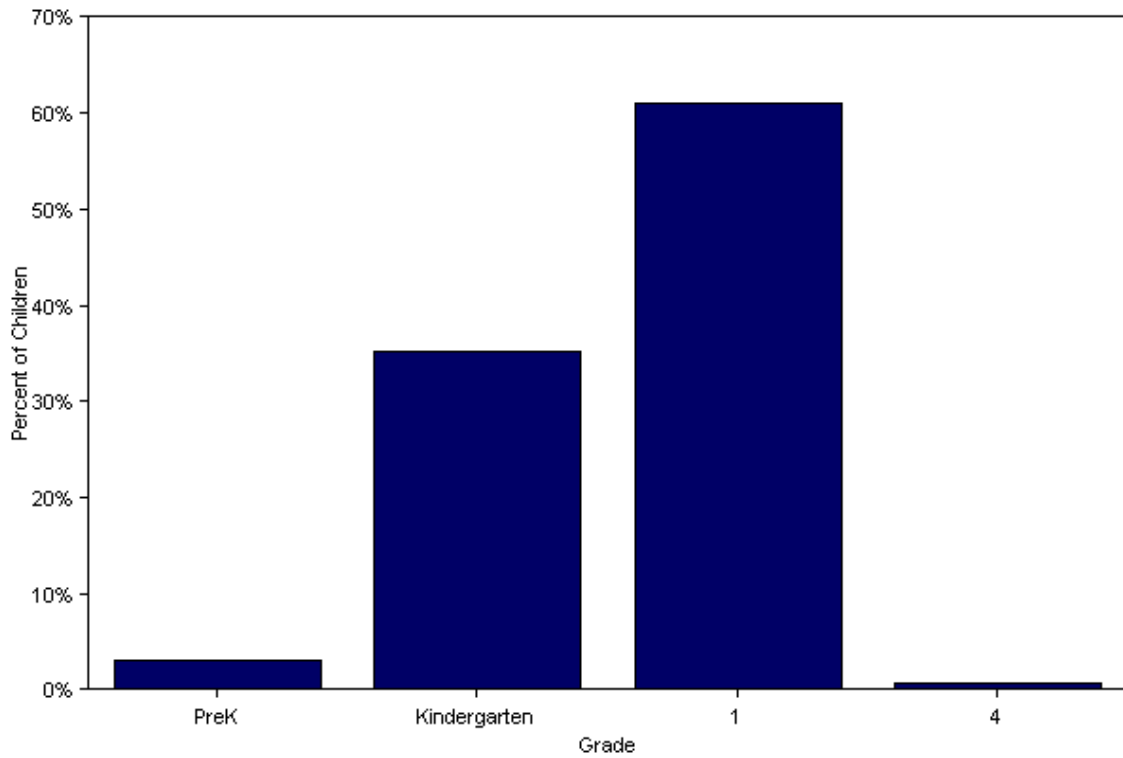
Program Name:	Corcoran SRTS	Month and Year Collected:	April 2013
School Name:	Bret Harte Elementary School	Set ID:	9482
School Enrollment:	519	Date Report Generated:	07/08/2013
Enrollment within Grades Targeted by SRTS Program:	Don't Know	Number of Questionnaires Analyzed for Report:	134
Number of Questionnaires Distributed:	519		

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey



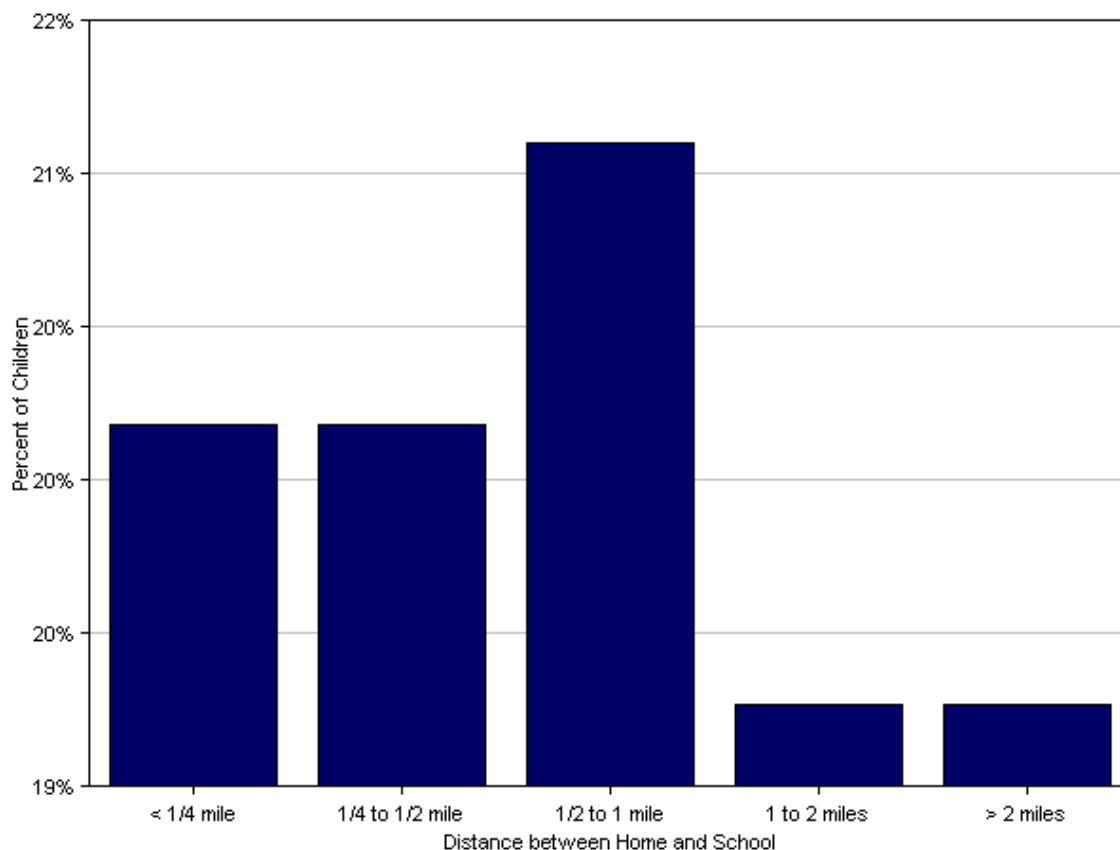
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	4	3%
Kindergarten	46	35%
1	80	61%
4	1	1%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



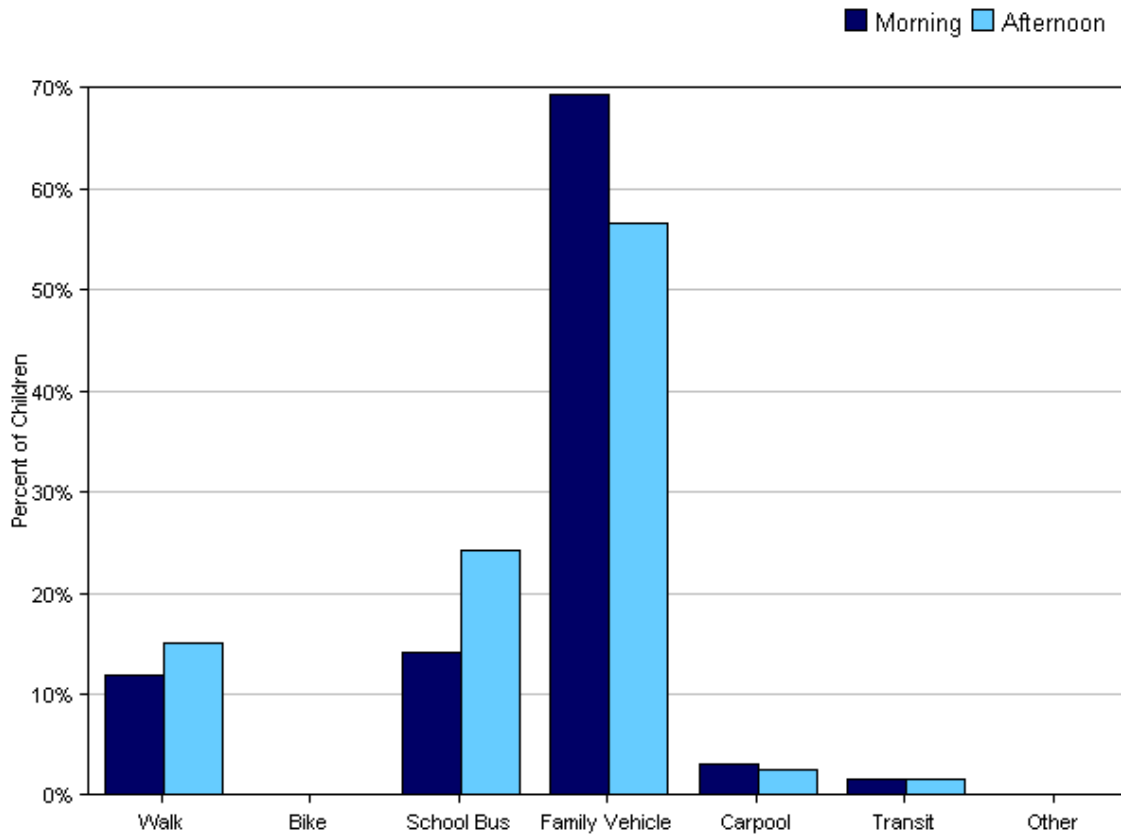
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	22	20%
1/4 mile up to 1/2 mile	22	20%
1/2 mile up to 1 mile	23	21%
1 mile up to 2 miles	21	19%
More than 2 miles	21	19%

Don't know or No response: 25

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

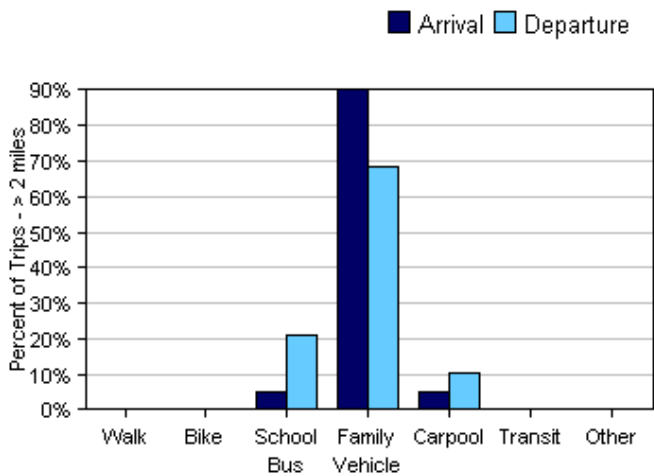
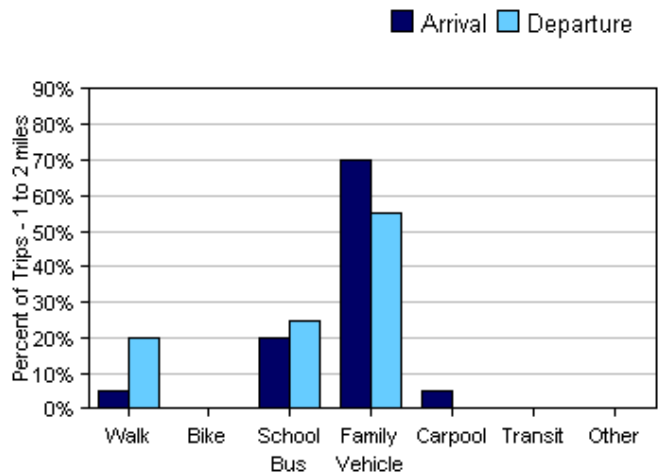
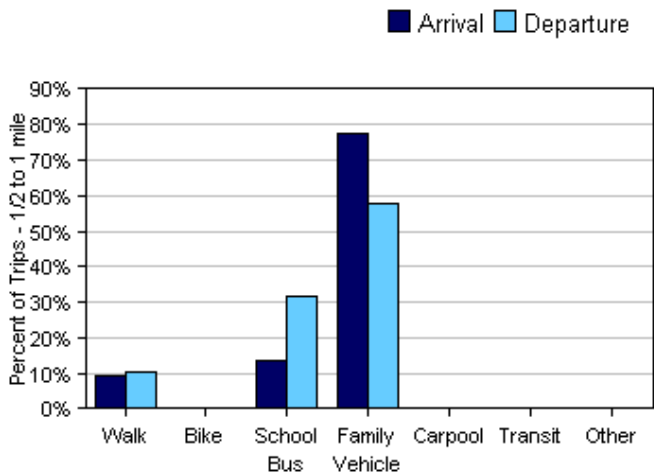
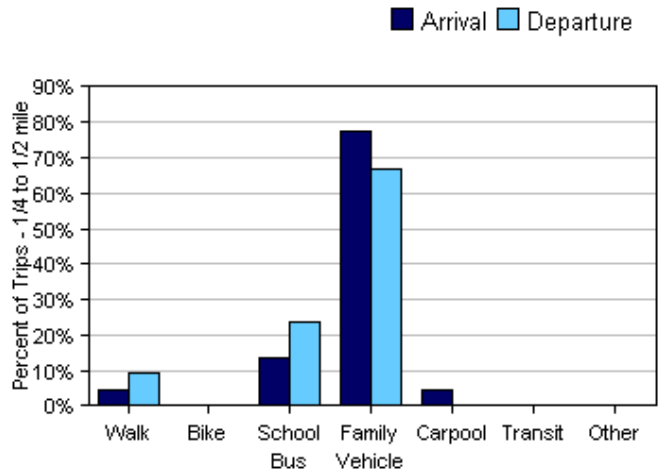
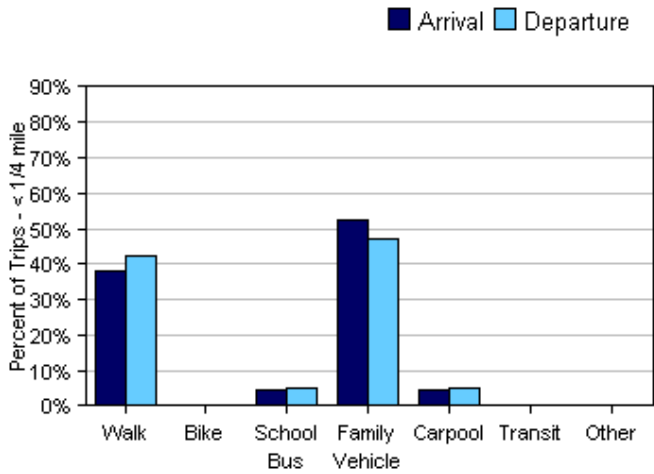
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	127	12%	0%	14%	69%	3%	2%	0%
Afternoon	120	15%	0%	24%	57%	3%	2%	0%

No Response Morning: 7

No Response Afternoon: 14

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	21	38%	0%	5%	52%	5%	0%	0%
1/4 mile up to 1/2 mile	22	5%	0%	14%	77%	5%	0%	0%
1/2 mile up to 1 mile	22	9%	0%	14%	77%	0%	0%	0%
1 mile up to 2 miles	20	5%	0%	20%	70%	5%	0%	0%
More than 2 miles	20	0%	0%	5%	90%	5%	0%	0%

Don't know or No response: 29

Percentages may not total 100% due to rounding.

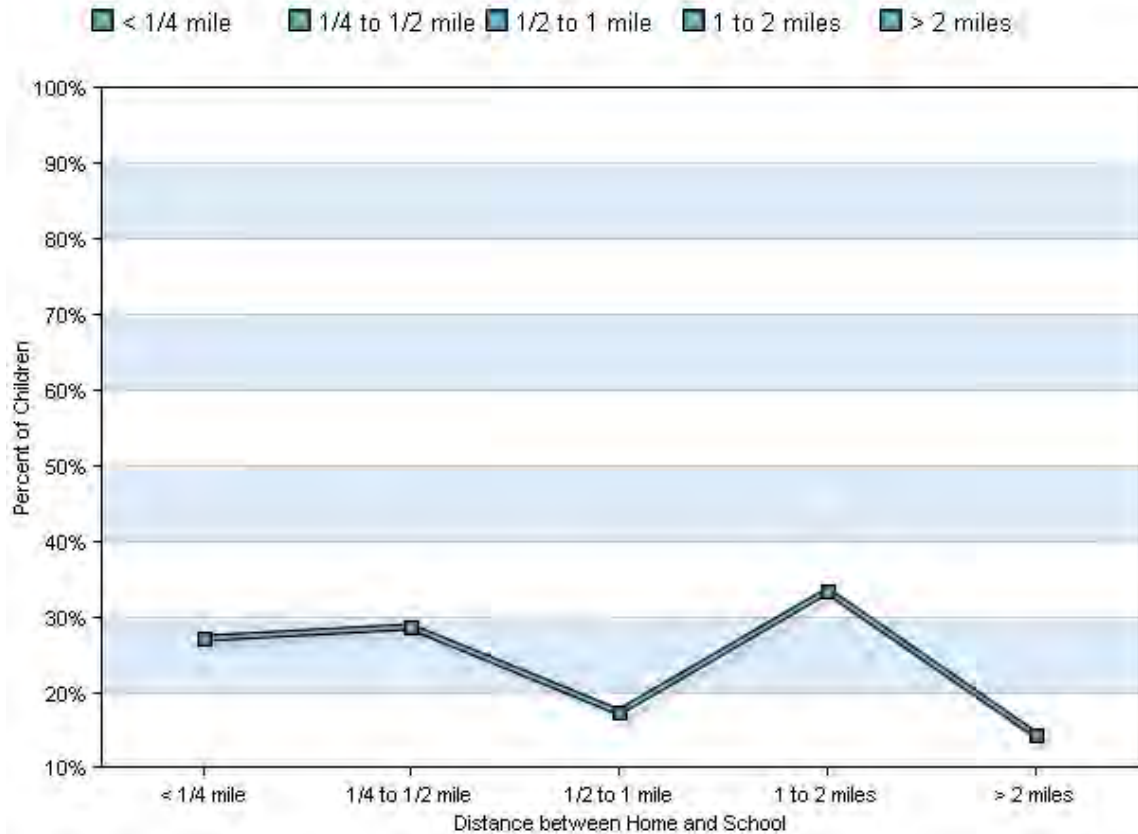
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	19	42%	0%	5%	47%	5%	0%	0%
1/4 mile up to 1/2 mile	21	10%	0%	24%	67%	0%	0%	0%
1/2 mile up to 1 mile	19	11%	0%	32%	58%	0%	0%	0%
1 mile up to 2 miles	20	20%	0%	25%	55%	0%	0%	0%
More than 2 miles	19	0%	0%	21%	68%	11%	0%	0%

Don't know or No response: 36

Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school



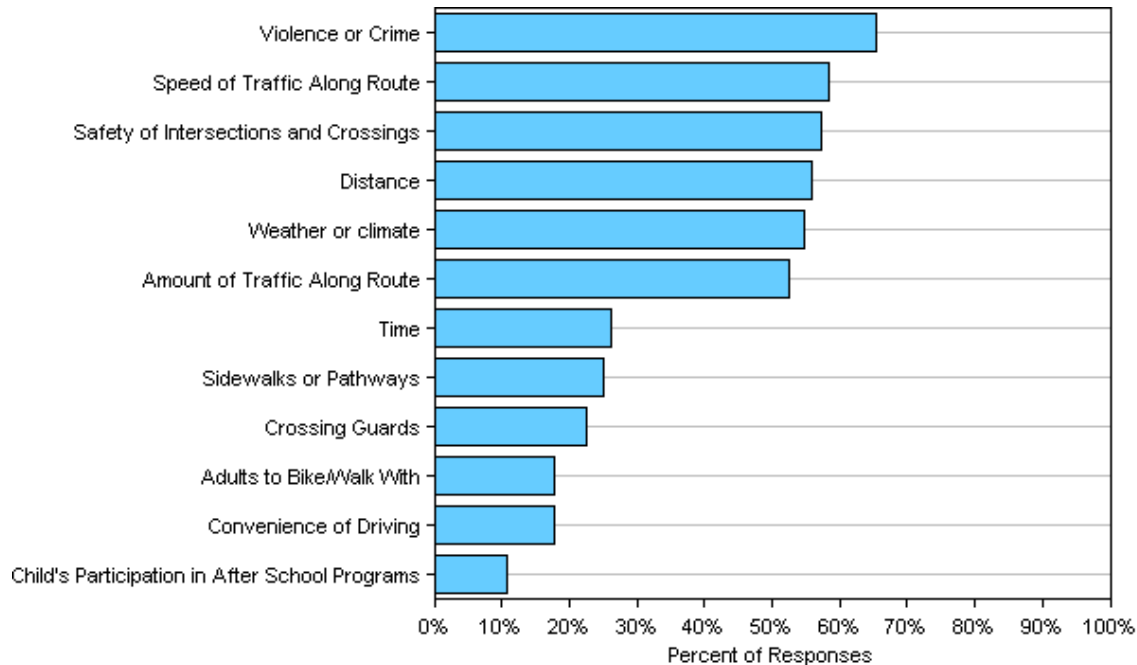
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	26	27%	29%	17%	33%	14%
No	82	73%	71%	83%	67%	86%

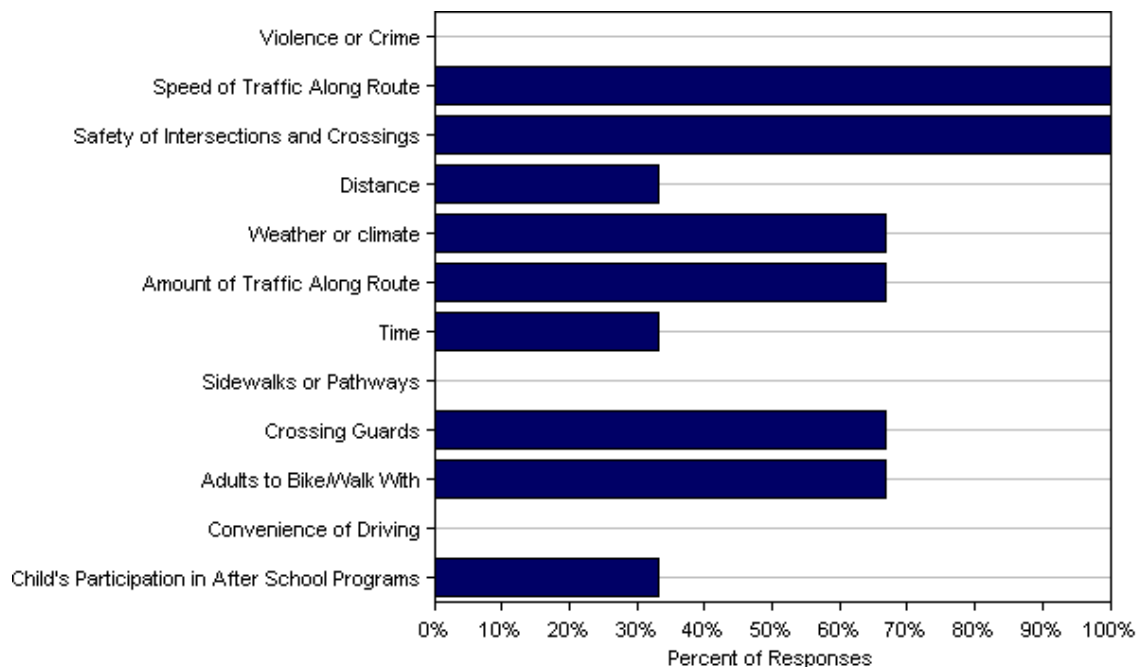
Don't know or No response: 26

Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



**Issues reported to affect the decision to allow a child to walk or bike to/from school by
parents of children who already walk or bike to/from school**

Issue	Child does not walk/bike to school	Child walks/bikes to school
Violence or Crime	65%	0%
Speed of Traffic Along Route	58%	100%
Safety of Intersections and Crossings	57%	100%
Distance	56%	33%
Weather or climate	55%	67%
Amount of Traffic Along Route	52%	67%
Time	26%	33%
Sidewalks or Pathways	25%	0%
Crossing Guards	23%	67%
Adults to Bike/Walk With	18%	67%
Convenience of Driving	18%	0%
Child's Participation in After School Programs	11%	33%
Number of Respondents per Category	84	3

No response: 47

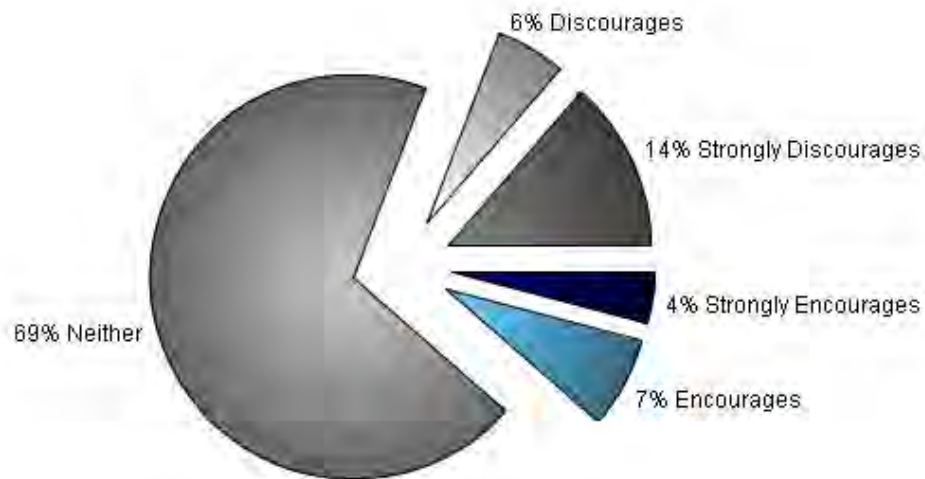
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

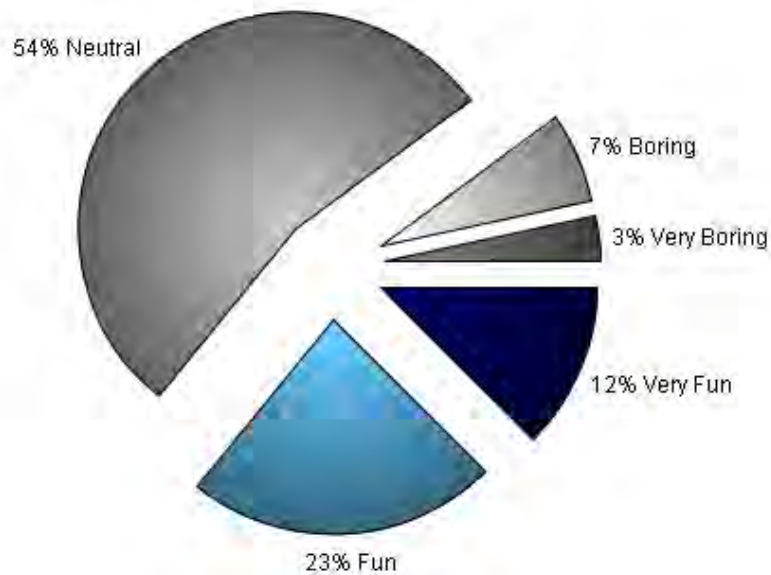
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

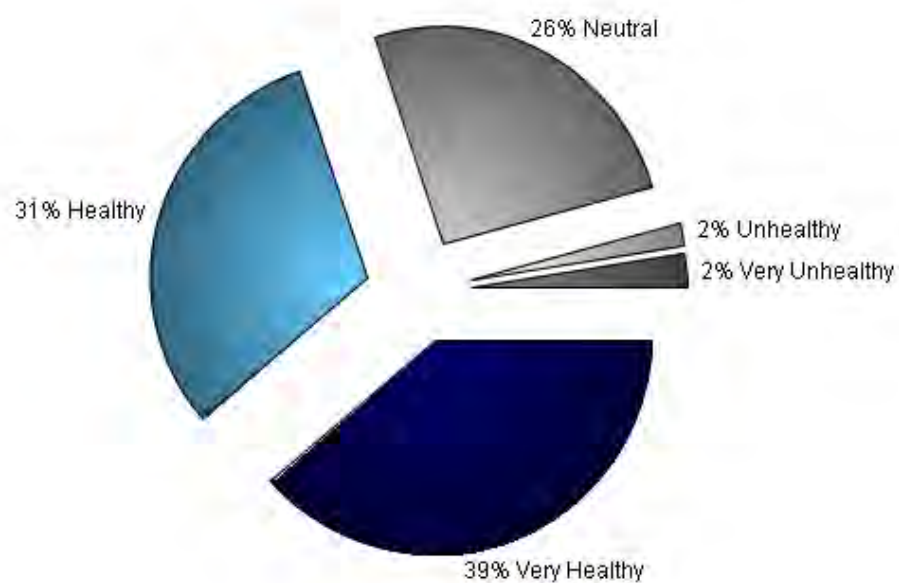
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1034595	A MI MEGUSTARIA QUE CUANDO UNO LLEVA ALOS NINOS ALA ESCUELA QUE ALGUIEN CRUZE ALOS DELA ESCUELA SECONDARIA PORQUE POR ESE TIEMPO QUE PIERDO HAY MININA LLEGA TARDE PORQUE HAY NADIE ORGANIZA Y ES UN CAOS DE COCHES.
1034605	ES MEJOR YMUY SANO CAMINAR
1034678	QUESTION #13 - IT'S HOT! TO FAR!
1034695	ESTA ENCUESTA SI ES POR BIENESTAR DE LOS NINOS Y SALUD ESTA MUY BIEN PES NO TENDRIAMOS TANTE NINOS CON SOBRE PESO Y SIES POR POLITICA CREO QUE LO DE LA SEGURIDAD SIEMPRE HA SIDO UN PROBLEMA QUE ES PESAMOS UN DIA SE RESUELUI
1034699	MI HIJO ESTA PEQUENA Y ME DA MIEDO QUE LO ROBen O ATROGEYEN NO RESPENTAN AL PEATON EN LAS CRUSES Y NO SIEMPRE HAY POLECIA PARA QUE LOS MOLTEN.
1034582	I WOULD NOT MIND IT AS LONG AS MYSELF OR SOMEBODY WAS WITH HIM. WALK OR BIKE IS GOOD TO. QUESTION #9 - AS LONG AS I'M WITH HIM
1034607	LAS PERSONAS NO RESPETAN A LOS NINOS CHIQUITOS CUANDO ESTOS QUIEIEN CRUZAR LA CALLE CUANDO VIOJON A LA ESCUELA CAMINANDO.
1034619	HE WALKS ON DAYS I CAN OTHER THAN THAT ITS NOT SAFE FOR HIM TO WALK ALONE. HE'S ONLY 7
1034623	(1-11TH) THE TOWN NOT SAFE SEEN TO MANY KIDS ALMOST GET HIT BY CARS AND GANG MEMBERS
1034691	I HOPE THIS WILL HELP THANKS.
1010705	I walk my first grader to the gate at her school. The problem I have is people double parking and parking in the red at Bret Harte. When it rains and the curbs flood it is very difficult to find parking and find dry spots to drop kids off.
1034589	NO TANGO
1034665	I ALSO HAVE A SPECIAL NEEDS CHILD. IT'S EASIER TO DRIVE THEM THAN TO WORRY IF MY CHILD MADE IT TO SCHOOL THEMSELVES.
1034573	I WOULD LIKE TO HAVE A CROSS GUARD ON ORNAGE WHITLEY AVE.
1034585	MY COMENTARIO ES SOBRE EL TRAFICO QUE SE HACE ENTRE LA HIGH SCHOOL Y BRET HARTE EN EL SEMATORO LOS CORROS. QUE DAN VUELTA A LA IZQUIERDA DETIENEN MUCHO EL TRAFFICO Y LOS ALUMNOS QUE CRUZAN ENTRE LOS CARROS Y LOS PADRES QUE PARAN PARA DEJAR A LOS MUCHACHOS. SIN ESTACIONARSE.
1034592	YO VIBO ENFRENTA DE LA ESCUELA Y MIS HIJOS SON MUY INDEPENDIENTES Y MUY SEGUROS DE SI MISMOS.
1034601	DE HIBA SI LE GUSTA CAMINAR PERO DE REGRESO NO LE GUSTA. NO ME GUSTA QUE BAYA ALA ESCUELA EN BICI X SU SEGRIDAD TODA BIA ESTA MUY CHICO
1034675	I WOULDN'T FEEL COMFORTABLE LEAVING MY SON ALONE WHEN I KNOW THEIRS PEOPLE DRIVING FAST OR WHENEVER SOMEONE BULLYS LITTLE KIDS.
1034577	ENREALIDAD YO HO APOYO MUCHO ESTE METODO DE VIAJE YO SIEMPRE LLEVO AUNS HIJOS EN CARRO SIEMPRE QUE YO PUEDO ESTAR CON ELLOS ENCASA POR EL CLIMA Y FALTADE TIEMPO
1034606	NO ME GUSTA LA IDEA DE QUE MY HIJA VALLA EN BISICLETA POR SE MEASE PELIGROSO PORQUE HAY MUCHO TRAFICO Y LOS NINAS NO TIENEN CUIDADO Y SE ATRAVIENSAN Y LOS CONDOCTORES NO LES DAN EL PASO Y ESO PUEDE OCASIONAR LOS ASIDENTES
1034625	I THINK KIDS FROM PRE TO 1 2 3 4 5TH GRADES SHOULD NOT BE WALKING OR RIDING BIKES TO SCHOOL ALONE.
1034664	I HAVE WALKED BEFORE WITH MY CHILD TO AND FROM SCHOOL IT WAS NICE BUT THERE WILL ALWAYS BE CRIME & VIOLENCE. I TRUST MY CHILD TO MAKE GOOD CHOICES. DON'T HAVE MUCH CONFIDENCE IN OTHERS.

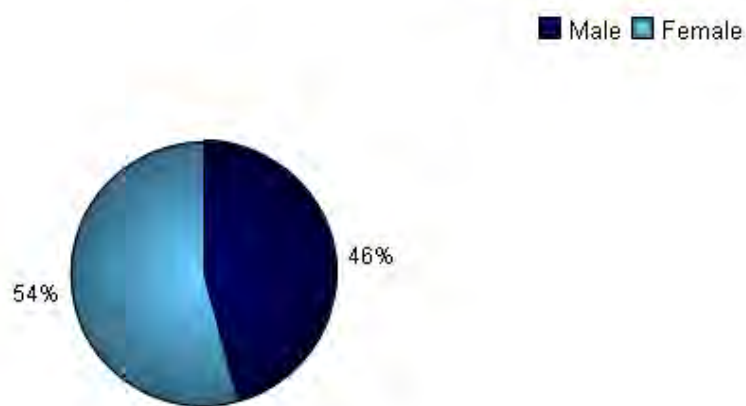
1034679	BOTH OF MY CHILDREN ARE UNDER THE AGE OF 10 AND I WOULDN'T FEEL COMFORTABLE HAVING THEM WALK TO AND FROM SCHOOL WITHOUT AN ADULT.
1034685	THERE SHOULD ALWAYS BE BUSES IN A PRISON TOWN! WHAT DOES MY EDUCATION HAVE ANYTHING TO DO WITH MY CHILDS TRANSPORTATION? AND WHY IS THERE A SURVEY FOR KIDS ABOUT BUSES IN A PRISON TOWN?
1034696	ES BUENO EL CAMINAR O EN BICICLETA EL PROBLEMA ES QUE PUEDE PASAR UN ASIDENTE CAUSADO POR EL TRAFICO
1034580	VIVIMOS RETIRADO DE LA ESCUELA PERO EL BUS ES A LOS PRIMEROS QUE RECOJE Y LOS ULTIMOS QUE DEJA Y NO ES JUSTO DURA 1 HR Y 15 MINS
1034639	THERE IS ALSO A RED LIFTED CHEVY TRUCK DRIVING KIDS AROUND LOOKING FOR TROUBLE. BEFORE AND AFTER SCHOOL MCDONALDS AND YMCA IS BADLY INFESTED WITH LOW LIFE KIDS IN RED CAUSING TROUBLE. POLICE JUST DRIVES THERE SHOULD BE SEARCHED AND ARRESTED FOR LOITERING.
1034677	I DO NOT ENCOURAGE MY KIDS TO WALK TO AND FROM SCHOOL BY THEMSELF IF I WA S HEALTHY I WOULD WALK OR BIKE WITH THEM.
1034583	MUCHAS GRASIAS POR ASER ESTOS ENCUESTAS ESTA MUY VIEN PARA PREVENIR ACCIDENTES ASI ESTAN SEGURAS
1034638	N/A
1034673	IN REGARDS TO QUESTION #15 IN NO WAY DOES IT MATTER WHAT EDUCATION THE PARENTS HAVE. THIS IS A WALKING & BIKING TO SCHOOL SURVEY. ITS MADE ME FEEL LIKE THE MORE EDUCATION - THE ARDER YOU'LL TRY TO FIX PROBLEM AND IF NOT OH WELL
1034669	I FEEL THAT THE SCHOOLS NEED MORE LAW ENFORCEMENT AROUND DURING BEFORE / AFTER SCHOOL HOURS. DUE TO THE FACT OF PARENTS/DRIVERS PARKING IN RED CURB SECTIONS AND PARENTS HAVING CHILD(REN) GETTING OUT OF CARS IN THE MIDDLE OF TRAFFIC. IT'S A HAZARD TO CHILD(REN) AND DRIVERS.

Parent Survey Summary

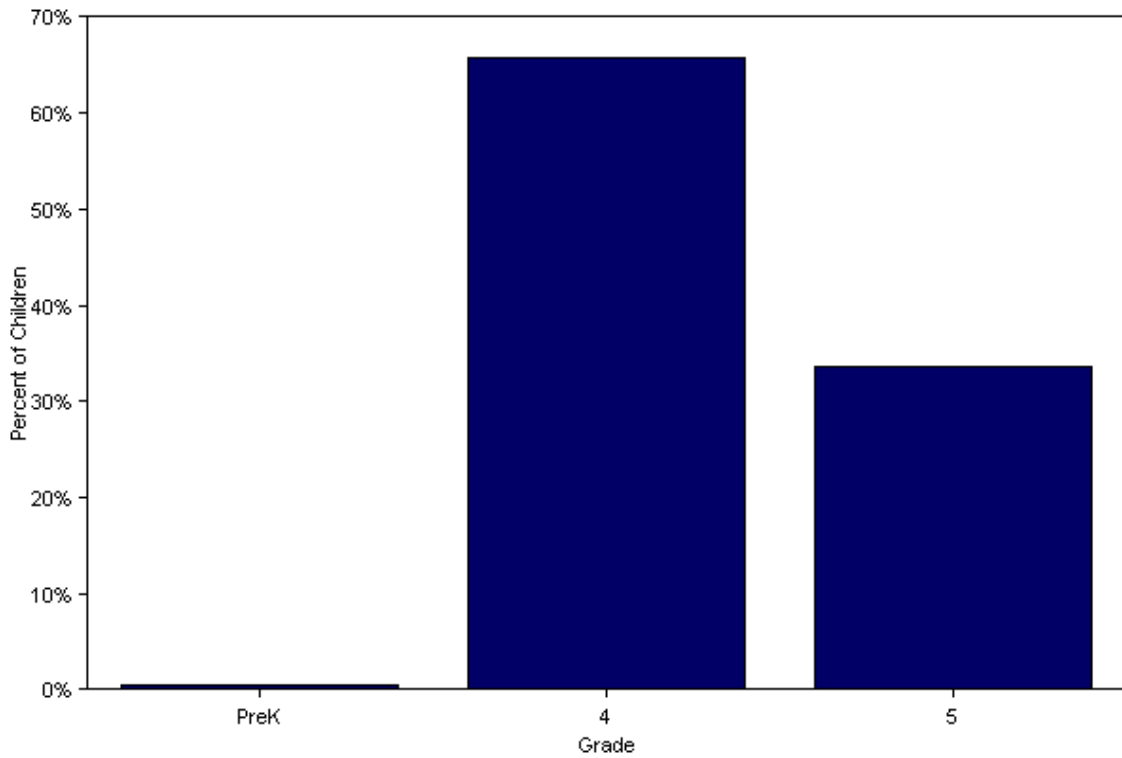
Program Name:	Corcoran SRTS	Month and Year Collected:	April 2013
School Name:	Mark Twain Elementary School	Set ID:	9483
School Enrollment:	456	Date Report Generated:	07/08/2013
Enrollment within Grades Targeted by SRTS Program:	Don't Know	Number of Questionnaires Analyzed for Report:	193
Number of Questionnaires Distributed:	456		

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey



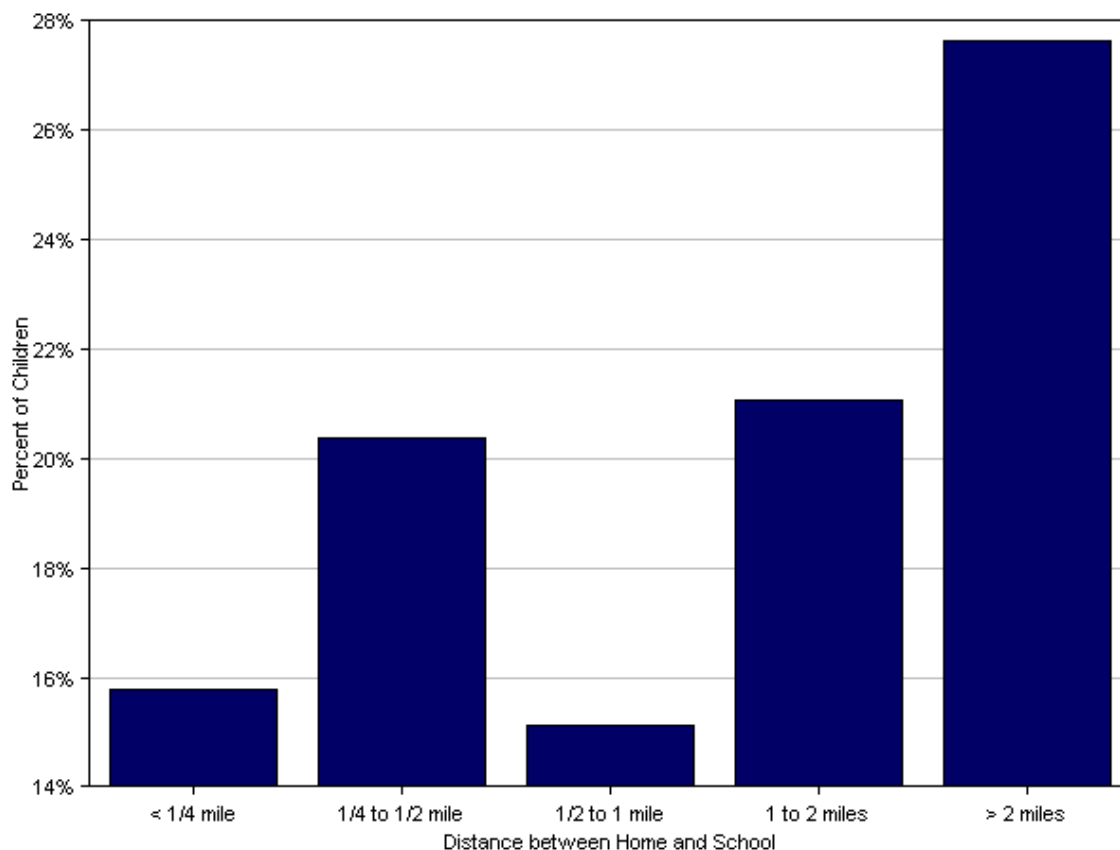
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	1	1%
4	121	66%
5	62	34%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



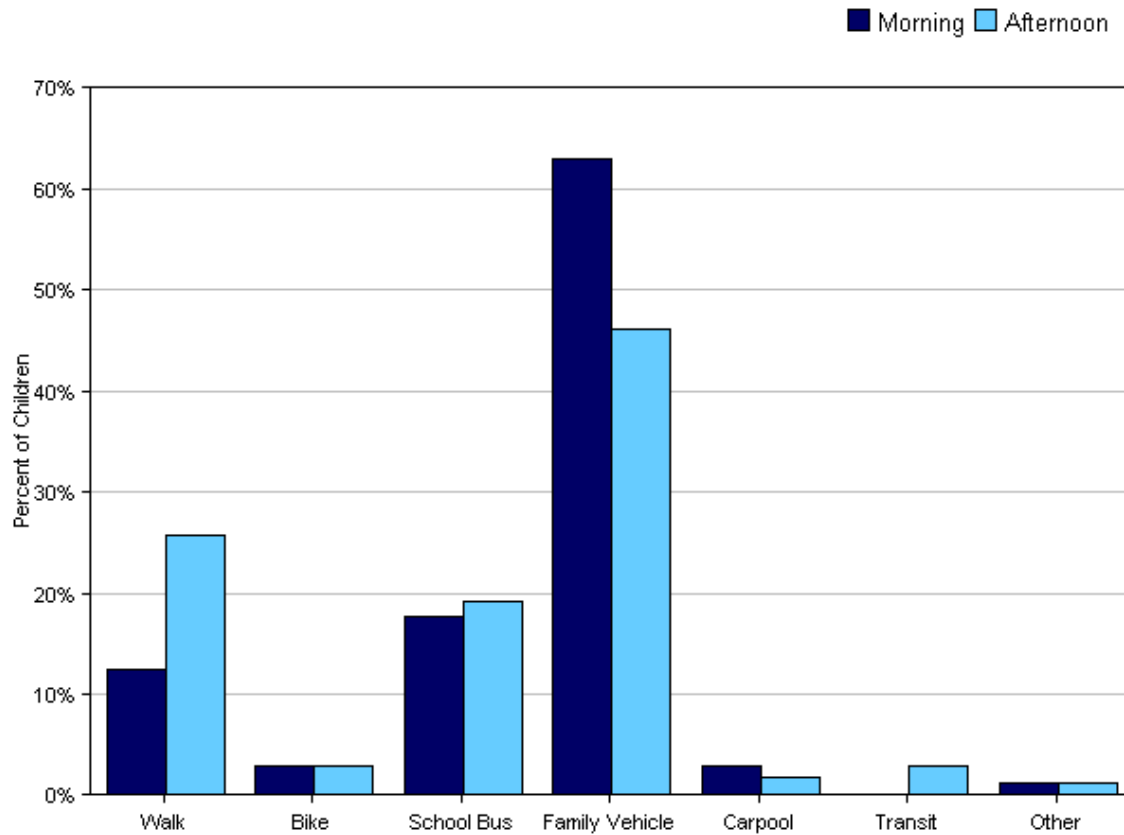
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	24	16%
1/4 mile up to 1/2 mile	31	20%
1/2 mile up to 1 mile	23	15%
1 mile up to 2 miles	32	21%
More than 2 miles	42	28%

Don't know or No response: 41

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

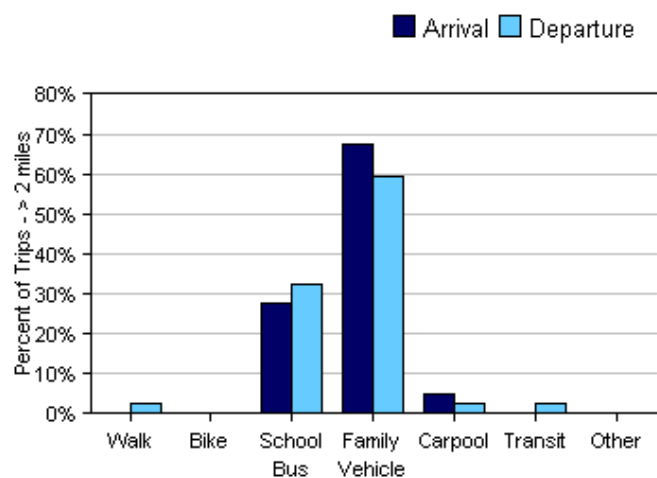
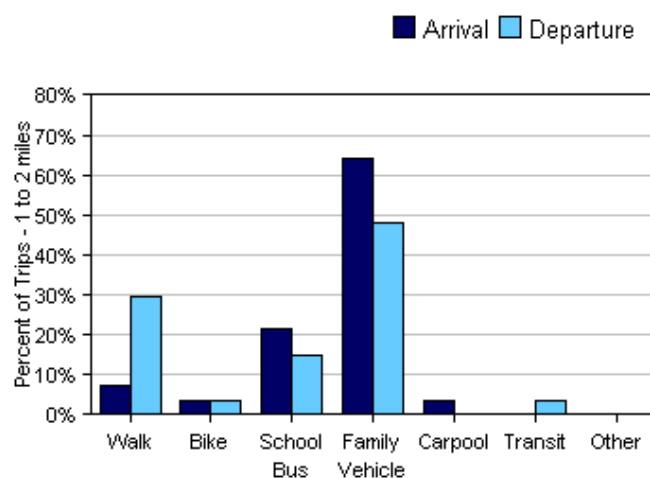
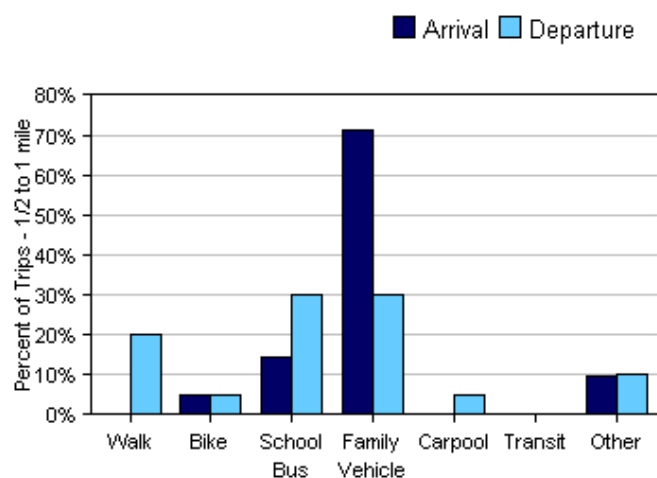
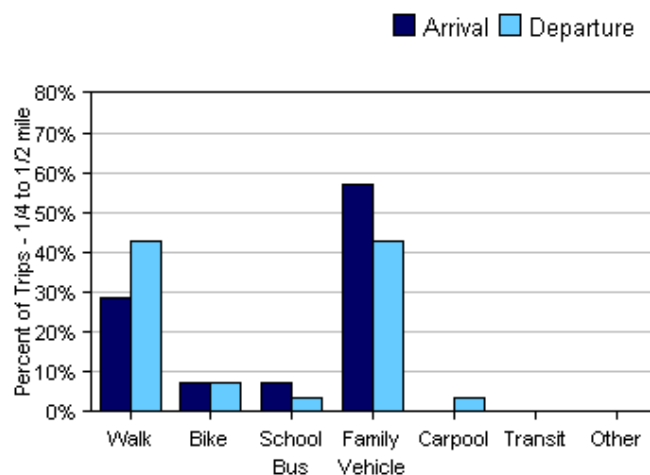
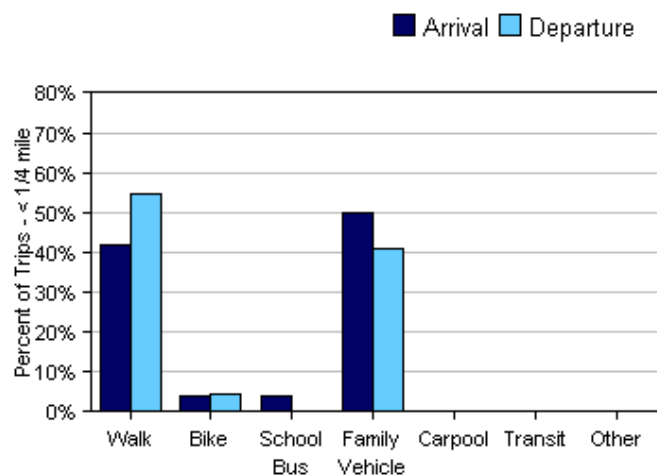
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	176	13%	3%	18%	63%	3%	0%	1%
Afternoon	167	26%	3%	19%	46%	2%	3%	1%

No Response Morning: 17

No Response Afternoon: 26

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	24	42%	4%	4%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	28	29%	7%	7%	57%	0%	0%	0%
1/2 mile up to 1 mile	21	0%	5%	14%	71%	0%	0%	10%
1 mile up to 2 miles	28	7%	4%	21%	64%	4%	0%	0%
More than 2 miles	40	0%	0%	28%	68%	5%	0%	0%

Don't know or No response: 52

Percentages may not total 100% due to rounding.

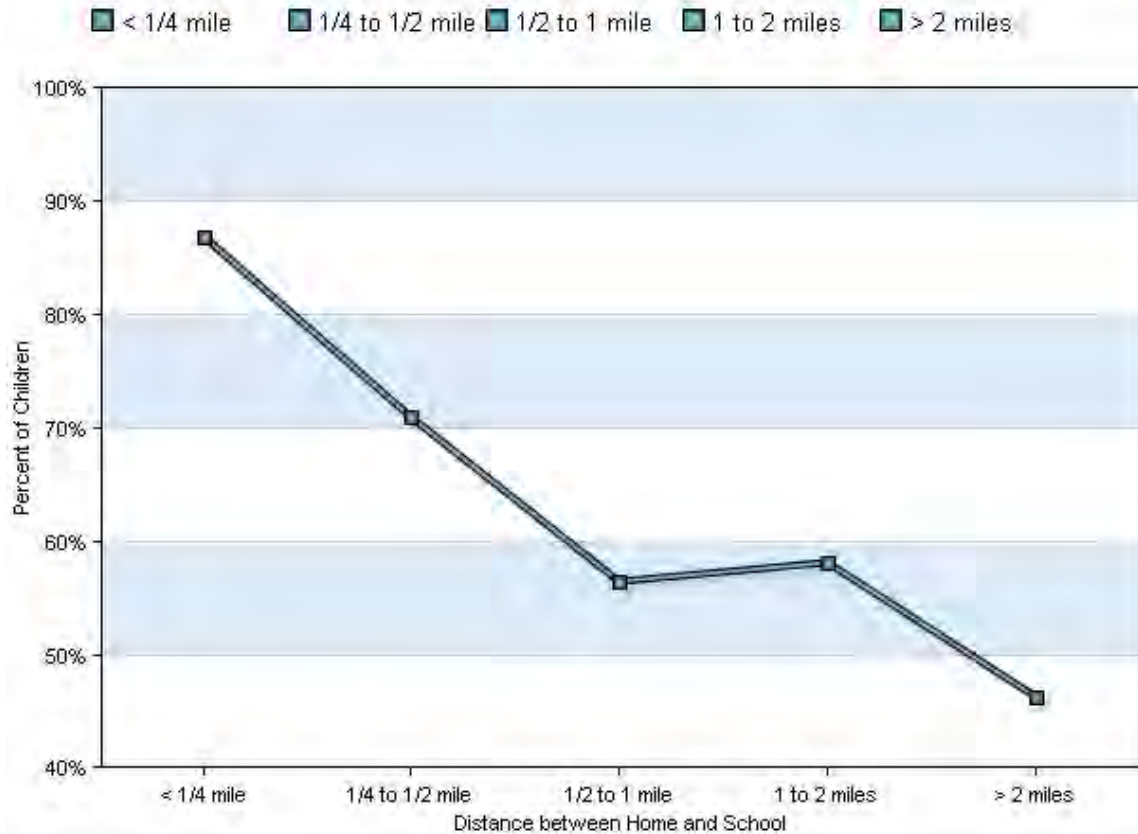
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	22	55%	5%	0%	41%	0%	0%	0%
1/4 mile up to 1/2 mile	28	43%	7%	4%	43%	4%	0%	0%
1/2 mile up to 1 mile	20	20%	5%	30%	30%	5%	0%	10%
1 mile up to 2 miles	27	30%	4%	15%	48%	0%	4%	0%
More than 2 miles	37	3%	0%	32%	59%	3%	3%	0%

Don't know or No response: 59

Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school



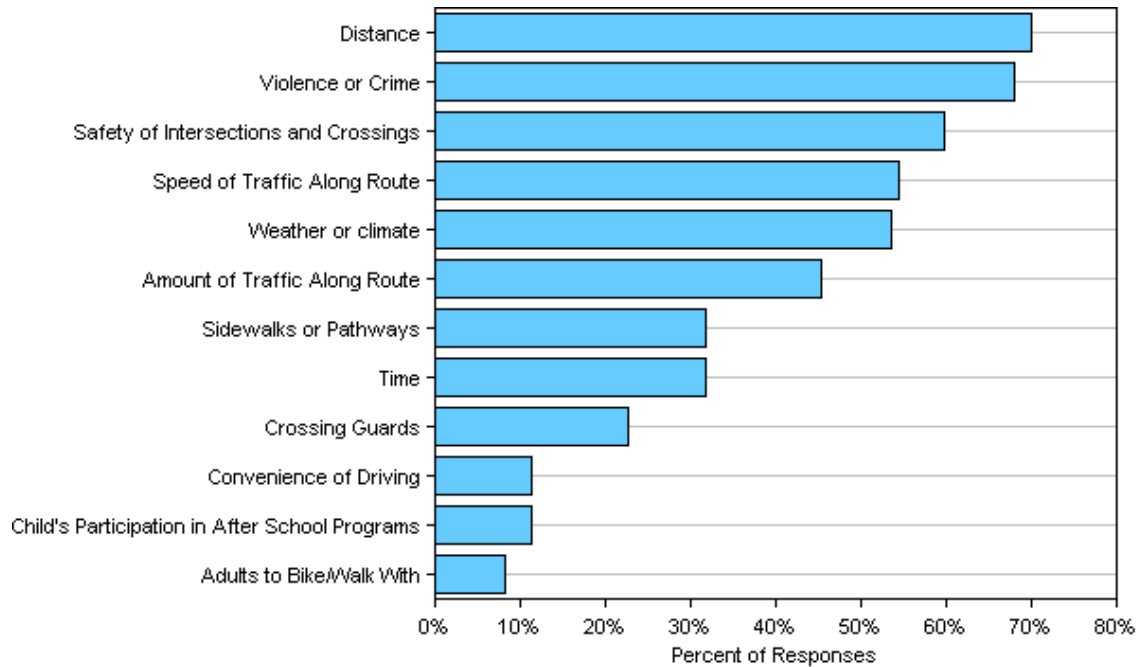
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	92	87%	71%	57%	58%	46%
No	57	13%	29%	43%	42%	54%

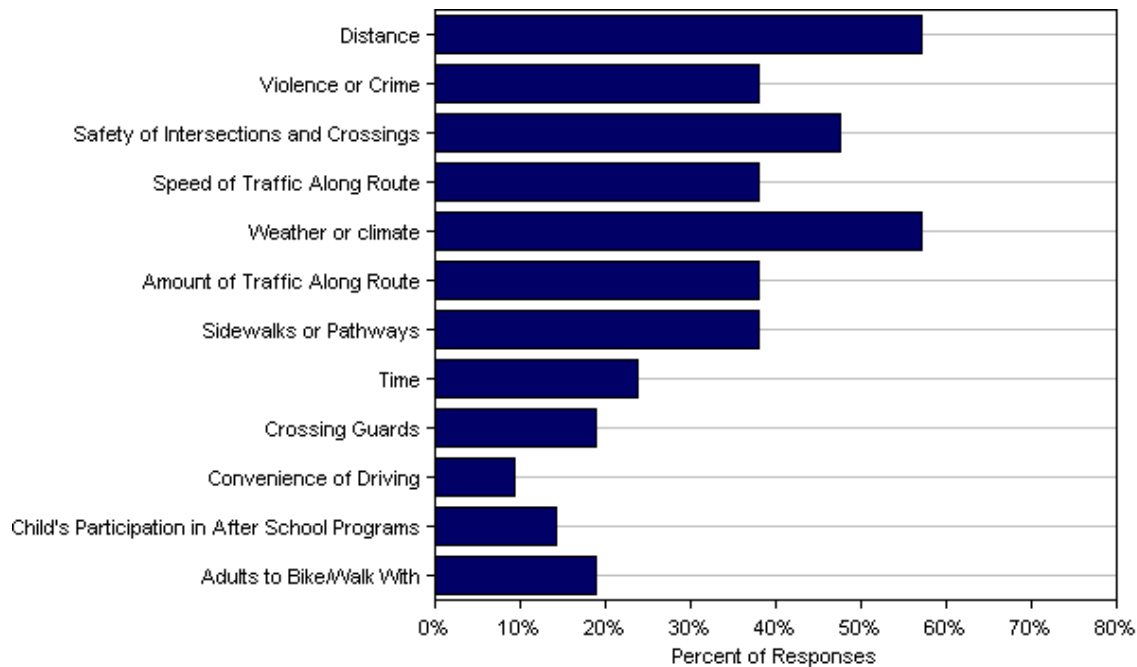
Don't know or No response: 44

Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



**Issues reported to affect the decision to allow a child to walk or bike to/from school by
parents of children who already walk or bike to/from school**

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	70%	57%
Violence or Crime	68%	38%
Safety of Intersections and Crossings	60%	48%
Speed of Traffic Along Route	55%	38%
Weather or climate	54%	57%
Amount of Traffic Along Route	45%	38%
Sidewalks or Pathways	32%	38%
Time	32%	24%
Crossing Guards	23%	19%
Convenience of Driving	11%	10%
Child's Participation in After School Programs	11%	14%
Adults to Bike/Walk With	8%	19%
Number of Respondents per Category	97	21

No response: 75

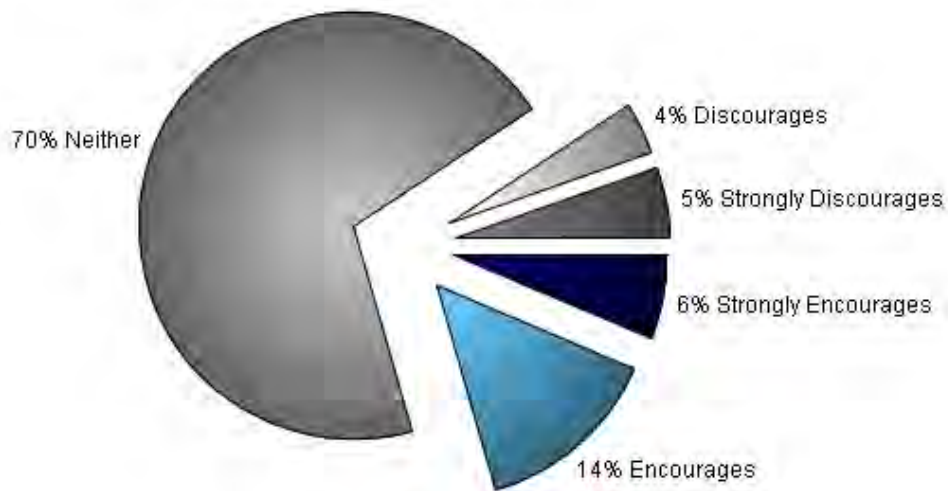
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

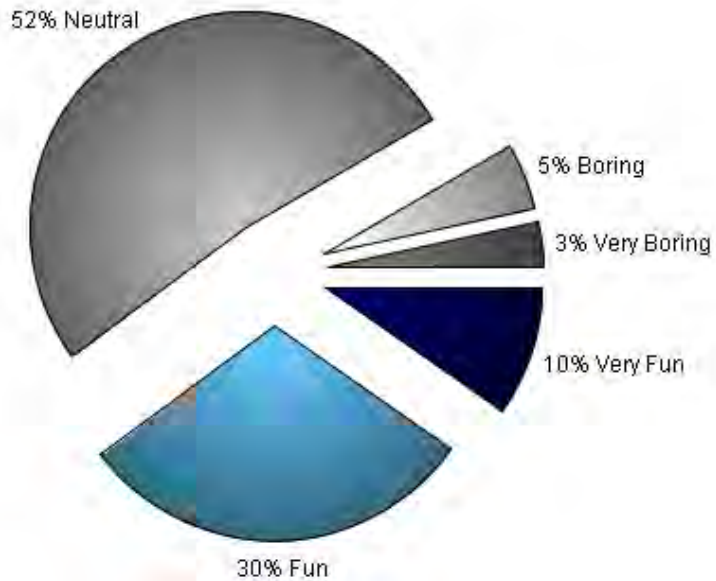
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

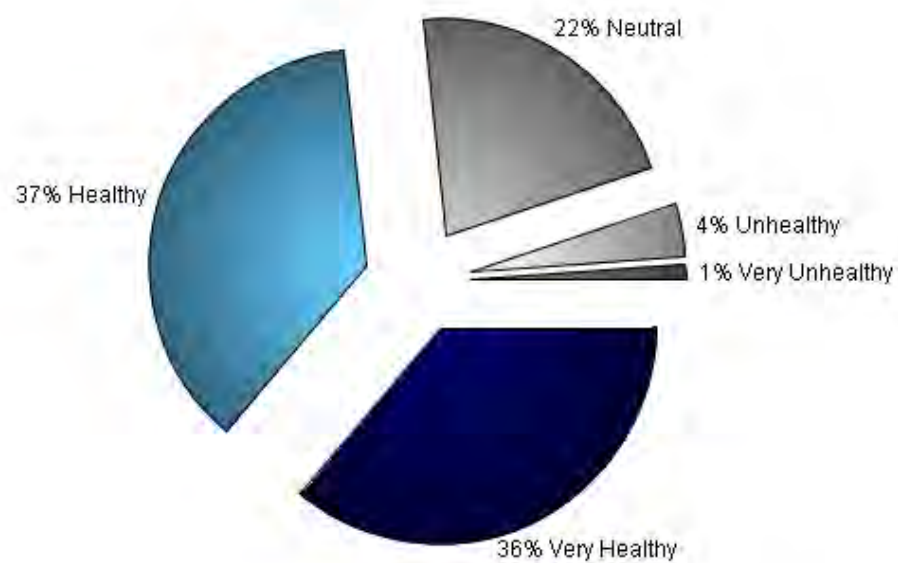
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1034756	I DON'T LET MY DAUGHTER WALK CAUSE DANGEROUS. WE LIVE ON 6 1/2 AND TO FAR TO WALK.
1008985	my child awas able to ride bus to school for 4th grade but not for 5th and I have a child in both grades they are unable to ride together anymore one can ride the bus and the other is not allowed.I had to start taking my children to school while the bus stops at my apartment complex. this is STUPID....
1034702	WALKING IS HEALTHY FOR THE CHILDREN BUT FOR A LOT OF PARENTS IT'S THE SAFETY OF A CHILD THAT MAKES IT DIFFICULT TO ENCOURAGE CHILDREN TO WALK OR BIKE TO SCHOOL!
1034709	I FEEL THAT CARS DRIVE TOO UNSAFELY FOR MY CHILDREN TO WALK FROM THE BUS STOP HOME.
1034710	I FILLED OUT THIS SURVEY AS BEST TO MY ABILITY.
1034732	THE INTERSECTION OF BAINUM AVE AND LETTS ARE SHOULD HAVE A 4-STOP DUE TO TRAFFIC GOING OVER 25 MPH DURING SCHOOL HOURS. ALSO A CROSSWALK BETWEEN 6 1/2 AVE AND DAIRY AVE ON WHITLEY AVE AND A MISSING SIDEWALK ON OPPOSITE SIDE OF COSTLERS. (IN FRONT BY BUSHES)
1034784	PUES YO ENLOPERSONAL NOMESIENTO SEGURA DE QUE MININA CAMINE Y USELA BISICLETA PARA IN ALA ESCUELA GRACIAS
1034787	ME ENCANTARIA QUE HUBIERA ACERAS FOR MAS CALLES YA QUE EN ESTA CIUDAD CASI NO HAY ACERAS. LAS ACERAS SON MAS SECURAR PARA CAMINAR
1034788	NO ME SIENTO SEGURA QUE MI HIJO (A) CAMINE POR LA SEGURIDAD. AVECES HAY PERROS EN LAS CALLES.
1034796	YO CREO QUE ESTABIEN PORQUE LES A PREQUNTAN COSAS DE COMO SE SIENTEN.
1034800	NOSOTROS COMO PADRES SABEMOS QUE ES SONO CAMINAR O ANDOR EN BISICLETA ES SONO PERO QUN NO NOS SENTINOS SEGUROS DE QUE NUESTROS HIJOS CAMINEN LARGOS DISTANCIA SOLOS.
1034818	I DON'T HAVE ANY COMMENTS.
1034861	ES MUY SANO QUE LOS NINOS CAMINEN O QUE USEN LA BICICLETA.
1009255	Living on the North side of town, I would never allow him to walk or bike to Mark Twaine due to the distance.
1034722	DON'T UNDERSTAND WHAT MY EDUCATION HAS TO DO WITH THIS SURVEY.
1034728	NOT SAFE A LOT OF SEX OFFENDERS AROUND SCHOOL.
1034734	WE NEED BIKE LANES AND SIDEWALKS SO THEY CAN RIDE BIKES OR SKATEBOARD WITHOUT GOING IN THE ROAD.
1034779	QUESTION #11 - ON OCCASION
1034789	ES UNA IDEA GENIAL. SOLO PORQUE AYUDA A NUESTROS HIJOS ATENER UNA MOTIVA CION HACIA LA BUENA SALVO SOLO QUE AVECES LA DISTANCIA NO LES PERMITE TENER ESE MOTIVO.
1034790	PARA NOSOTROS CAMINAR LE HACE BLUE PODRIS USAR BICICLETA PERO SOUIDERAMOS QUE EXISTEN-RIESGOS POR ACCIDEUTES. Y ADEMAS VIVIMOS MUY CERCE LA SCHOOL
1034793	QUESTION #8 - SIEMPRE CAMINA VIVIMOS CERCA Y SIEMPRE ESTOY AL PENDIENTE.
1034824	YO PERMITIAMI HIJO QUE CAMINARA DE REGRESO A LA ESCUELA PERO PRIMERO REVISE LA RUTA QUE EL CAMINARIA Y APESAR QUE EL REGRESA CAMINANDO CON COMPANERITO DE VEZ EN CUANDO PASA POR SURUTA PARA YO ESTAR MAS CONFORME.
1034763	WE LIVE ACROSS THE STREET FROM SCHOOL. EVEN IF WE DIDN'T I WOULDN'T ALLOW MY CHILD TO RIDE A BIKE THE CARS DRIVE FAST EVEN THOUGH THEY ARE IN SCHOOL ZONE/SPEED BUMPS. QUESTION #11 - WE LIVE ACROSS THE STREET FROM SCHOOL
1034795	MIS RESPUESTAS NO ALRIBA ES PROQUE LA ESCUELA TOMA TODAS LAS PRECAUSIONES Y LOS PADRES POR EL TIEMPO NO TOMAMOS AVECES LAS MEDIDUS NECESARIAS.

1034799	NO ME GUSTA QUE SEBAYA EN BICI X PRECUPACION X SI LE PASA ALGO SI SEBA CAMINANDO YO LA ACOMPANO X SU SEGURIDAD Y MI ARANQUILIDAD.
1034827	TECNICO VETEVINAVIO PECUARIO
1034708	CROSSING GUARDS NEEDED AT MORE SCHOOL INTERSECTIONS. QUESTION #9 - NOT ALONE
1034730	I DON'T TRUST ANYONE NOW A DAYS. WAY TO MUCH VIOLENCE & CRIME TO LET MY SON WALK.
1034748	MI HIJO CAMINA A LA ESCUELA PORQUE NO ESTA MUY LEJOS Y YA ESTA BIEN EL TIEMPO.
1034758	IT TAKES A LONG TIME ON THE BUS. BOTH WAYS HOME AND SCHOOL!
1034774	MY SON DOES WALK ONCE IN A WHILE.
1034803	QUE HAIGA MAS TRANSPORTE CON SEGURIDAD CON SINTOS Y MAS AUTOBUSES.
1034871	*INCREASED POPULATION OF GANG MEMBERS "TEENS" WALKING IN THE STREETS
1034872	MY WORRIES ARE THAT THERE MIGHT BE A CHILD MOLESTER THAT COULD LIVE BETWEEN OUR HOME & SCHOOL.
1034876	QUE LOS PRINCIPALES TOMARAN MAS ENSERIO LOS PROBLEMAS DE BULLY QUE HAY CUANDO LOS NINOS CAMINAN O VAN EN BICICLETA POR QUE CUANDO UNO AVISA QUE HAY PROBLEMAS NO HACEN NADA POR SOLUSIONAR EL PROBLEMA.
1034705	TO MY KNOWLEDGE CORCORAN HAS A HIGH NUMBER OF SEXUAL PREDATORS IN THIS SMALL COMMUNITY AND IF THAT AMOUNT WASN'T SO HIGH I MAY CONSIDER THAT MY DAUGHTER BE ALLOWED TO WALK.
1034714	I REALLY DO NOT AGREE WITH MY CHILD WALKING OR RIDING BIKE TO OR FROM SCHOOL BECAUSE VIOLENCE IN CORCORAN HAS BECOME WORST. WHEN I WAS A KID THERE WAS NEVER THAT MUCH VIOLENCE.
1034719	I THINK CHILDREN SHOULD BE ABLE TO RIDE SCHOOL BUS TO SCHOOL FROM WHITLEY AVE BUS STOP MY DAUGHTER GETS DROP OFF BY THE AIRPORT AFTER SCHOOL.
1034736	BECAUSE OF THE CURRENT SOCRO-ECONOMIC CULTURE & TIMES AND THE LACK OF RESPECT FOR OTHER BY MOST KIDS IN THIS COMMUNITY. I DO NOT TRUST CAN ENFORCEMENT OR THE SCHOOL TO PROVIDE SAFE PASSAGE TO AND FROM SCHOOL FOR ANY CHILD.
1034769	MY DAUGHTER WALKS HOME FROM THE BUS STOP AT FREMONT BUT I HAVE TO SEND MY 17 YEAR OLD TO WALK HOME W/ HER CUZ SOME 8TH GRADERS WERE SHOOTING @ HER W/ A B.B. GUN.
1034820	WITH ALL OF THE ATTEMPTED KIDNAPPINGS LATELY CHILDREN WALKING TO SCHOOL IS NOT AN OPTION AT ANY AGE.
1034726	WHY ARE WE RECEIVING THIS SURVEY? WHAT ARE THE PLANS?
1034782	YO LESHE PERMITIDO USAR EN LA ESCUELA LA BICICLETA NO TENGO AUTO Y NO SE MANEJAR Y PIENSO TUE NO ES MUY RETIRADO EL TRASLADO.
1034831	LA DISTANCIA ES EL PRINCIPAL MOTIVO PARA QUE NO SE TRANSPORTEN EN BICICLETA Y EL TEMOR POR EL PELIGRO AL TRAFICO VELCULAR.
1034835	I WOULD WALK WITH MY KIDS OR BIKE IF I WAS HEALTHY
1034844	IF TIMES WERE BACK IN THE DAYS LIKE MY TIME AND YOURS THIS PIECE OF PAPER WOULD NOT BE NECESSARY BUT THIS IS A "CRAZY" TIME FOR OUR LITTLE ONE'S IS NOT SAFE. I DON'T THINK IS SAFE EITHER WAY. QUESTION #9 - I THINK IT'S SAFE IN HIGH SCHOOL GRADES.
1034850	IF CHILD IS BEING PICKED UP MAKE SURE THAT THEIR RIDE IS THERE.
1034797	YO DESIDI LLEVAR A MIS HIJOS ALA ESCUELA PORQUE NO AI CALLES SEGURAS POR TANTO TRAFICO Y GANGAS Y CONDUCCTORES DISTRAIDOS Y NO AY CAMINO SEGURO Y NO AI SUFOCISIENTE PERSONAL PARA QUE CRUSEN NUESTROS HIJOS
1034830	NO SOY DE ACUERDO QUE CAMINE MININO Y TAMPOCO BICICETA.
1034791	DEBERIAN TENER MAS SEGURIDAD PARA PEATONES. NO SOLO EN LOS CRUSES CERCCA DE LA ESCUELA TAMBIEN EN LOS ALREDEDORES Y MAS SEGURIDAD RONDEANDO EL AREA (POLICE)

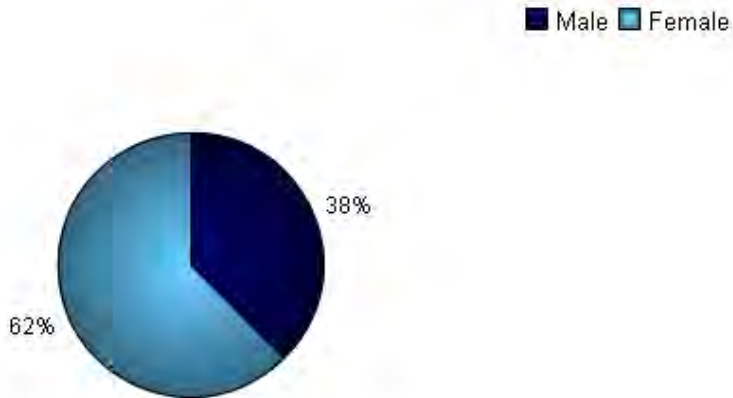
1034823	FROM PASS EXPERIENCE I DO NOT ALLOW OR TRUST MY CHILD TO WALK TO SCHOOL. IT IS TO FAR AND NOT SAFE.
1008973	Not enough police patrolling for citing drivers for illegal parking, speeders, illegal turns, u-turns, dropping off or picking up child in middle of road and blocking traffic. Also, our schools are not neighborhood schools. Schools are split up by grade levels. So you have parents that have to race across town to get kids to other schools
1034745	MIS HIJOS VAN Y REGRESAN EN AL BUS CHOLAR Y AVN ASI YO LOS TENGO R C LLEVAR Y RELOJER A 2 MILLAS DC MI CASA.
1034806	NO ES SEGURO QUE UN MENOR DE EDAD CAMINE O ANDE SOLO POR LAS CALLES. ES MEJOR ANDAR CON UN ADULTO TODO EL TIEMPO POR SUMISMA SEGURIDAD.
1034811	MUCHOS GRACIAS POR PRECUPARSE POR NUESTROS HIJOS ES MUY IMPORTANTE QUE SIEMPRE SEAGAN ESTAS ENCUESTAS POR EL VIEN DE MIS HIJOS Y DE TODOS LOS NINAS

Parent Survey Summary

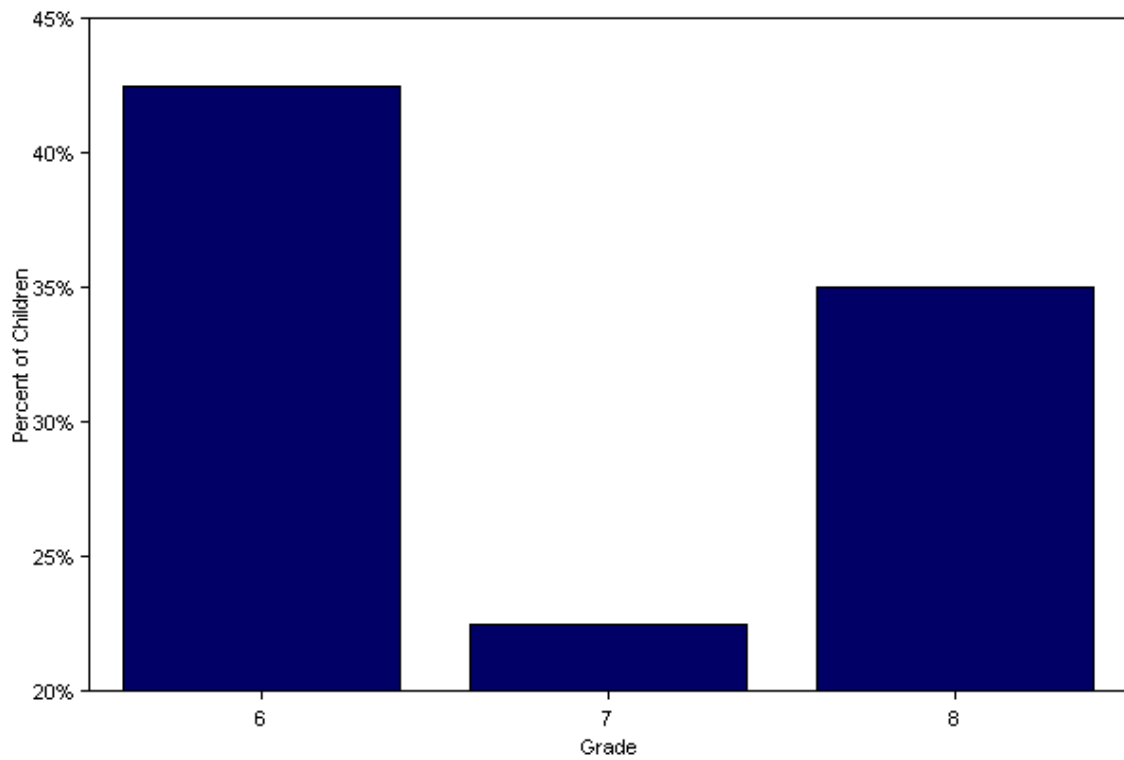
Program Name:	Corcoran SRTS	Month and Year Collected:	April 2013
School Name:	John Muir Middle School	Set ID:	9484
School Enrollment:	752	Date Report Generated:	07/08/2013
Enrollment within Grades Targeted by SRTS Program:	Don't Know	Number of Questionnaires Analyzed for Report:	41
Number of Questionnaires Distributed:	752		

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey



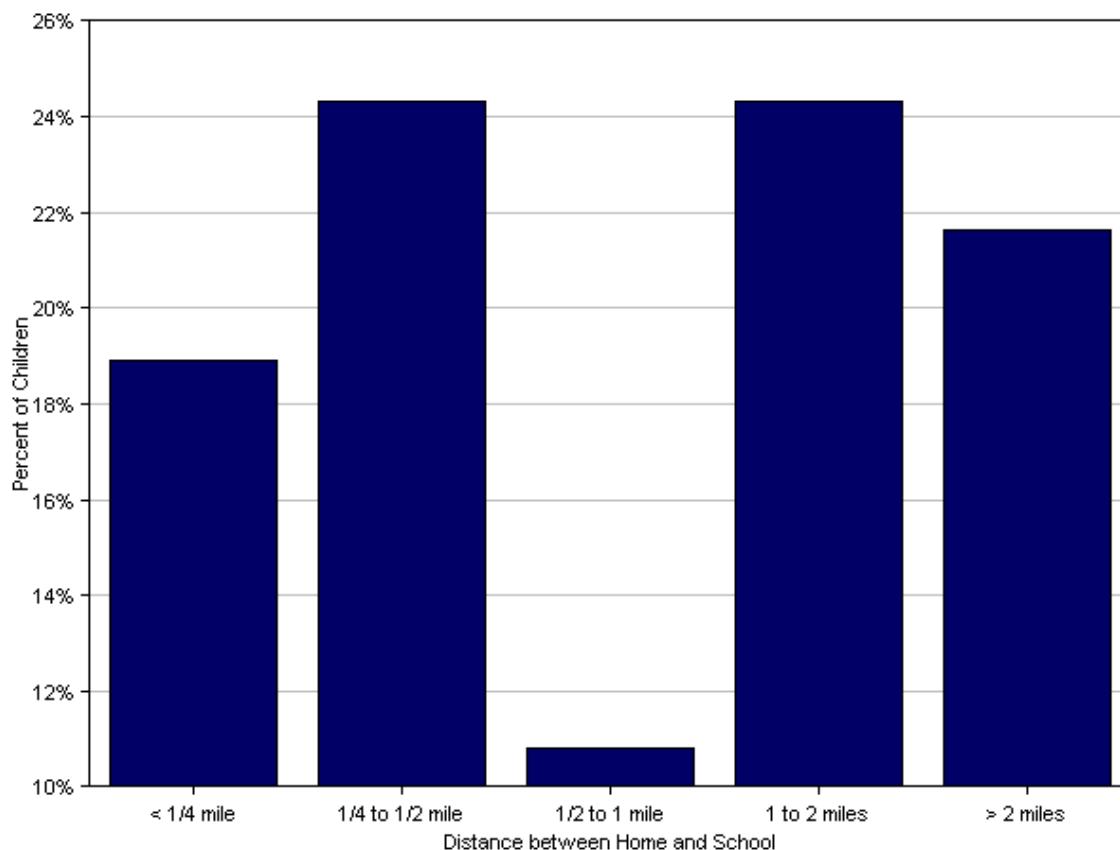
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
6	17	43%
7	9	23%
8	14	35%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

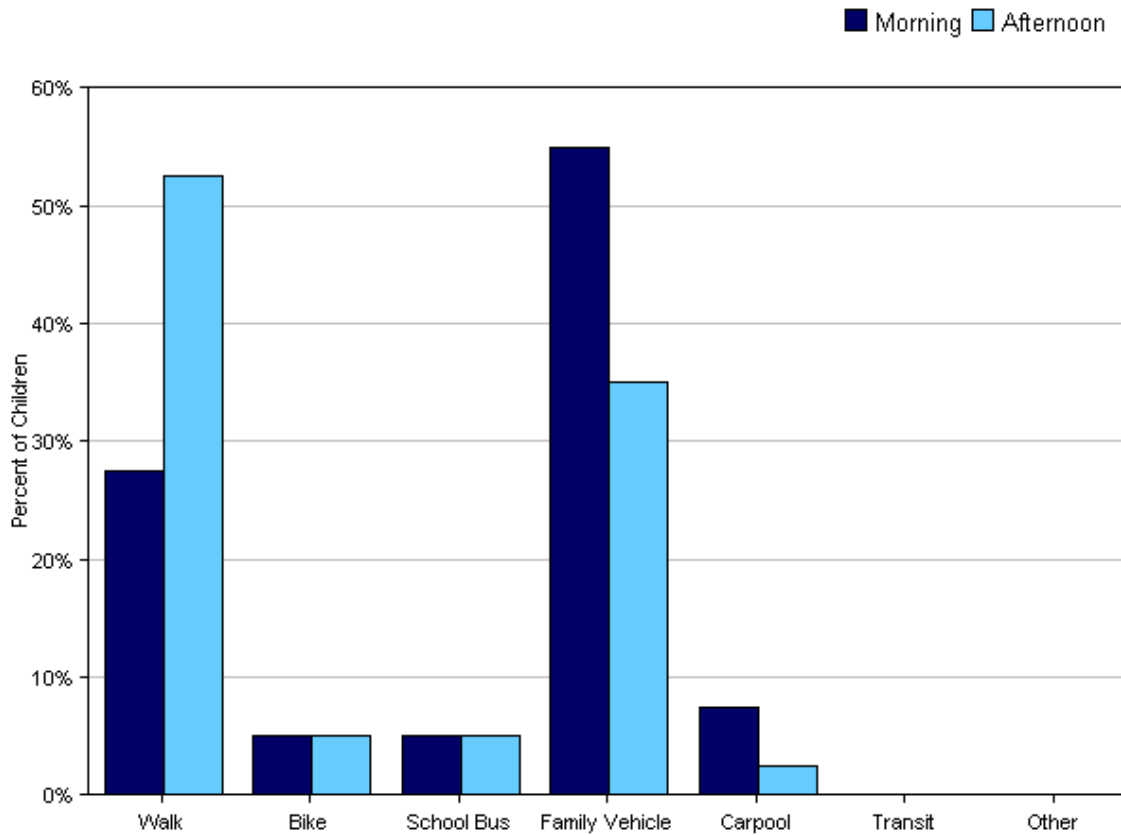


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	7	19%
1/4 mile up to 1/2 mile	9	24%
1/2 mile up to 1 mile	4	11%
1 mile up to 2 miles	9	24%
More than 2 miles	8	22%

Don't know or No response: 4
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

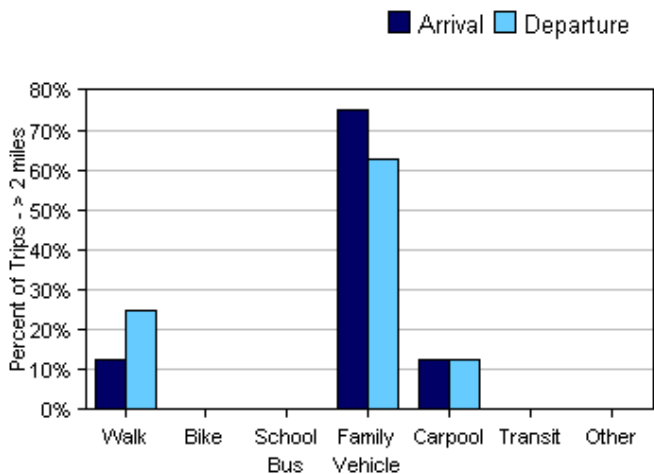
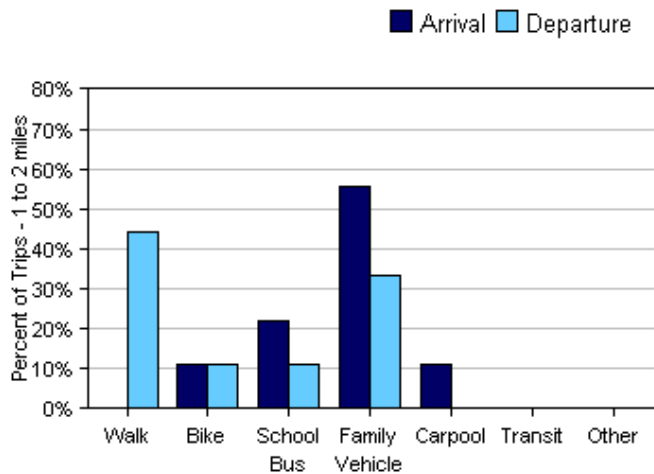
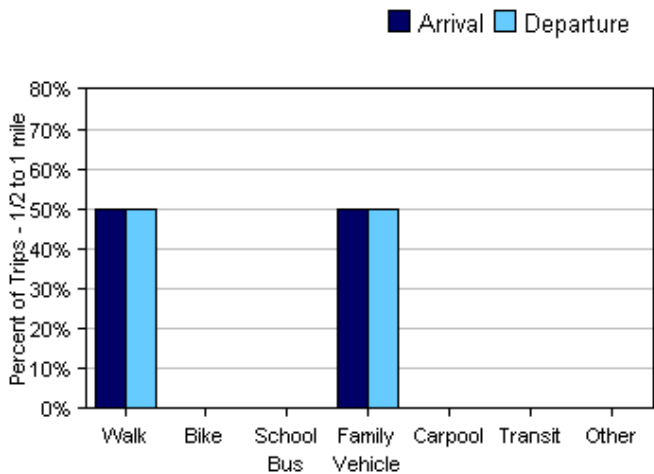
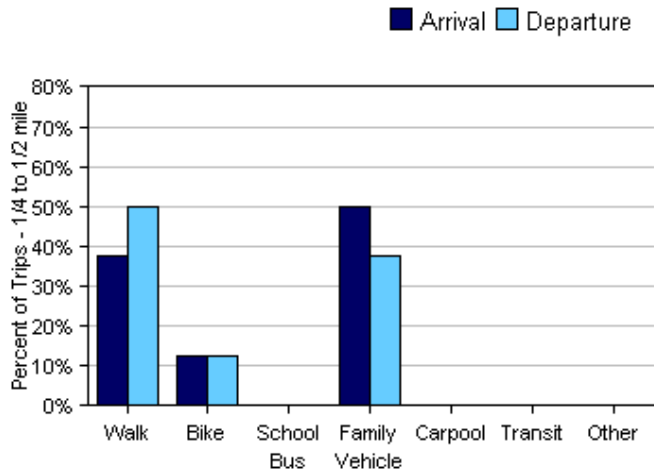
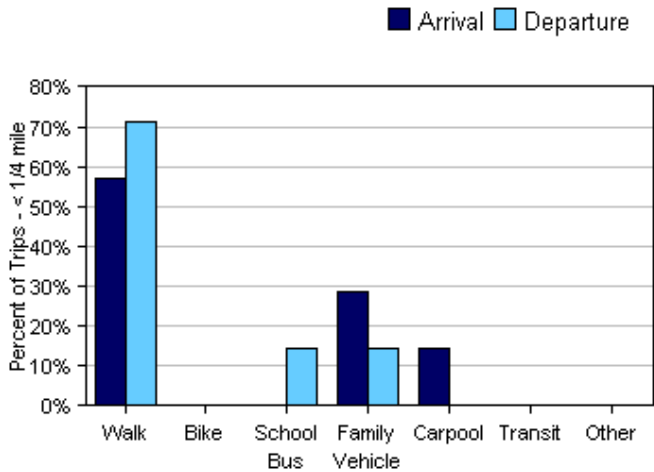
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	40	28%	5%	5%	55%	8%	0%	0%
Afternoon	40	53%	5%	5%	35%	3%	0%	0%

No Response Morning: 1

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	7	57%	0%	0%	29%	14%	0%	0%
1/4 mile up to 1/2 mile	8	38%	13%	0%	50%	0%	0%	0%
1/2 mile up to 1 mile	4	50%	0%	0%	50%	0%	0%	0%
1 mile up to 2 miles	9	0%	11%	22%	56%	11%	0%	0%
More than 2 miles	8	13%	0%	0%	75%	13%	0%	0%

Don't know or No response: 5

Percentages may not total 100% due to rounding.

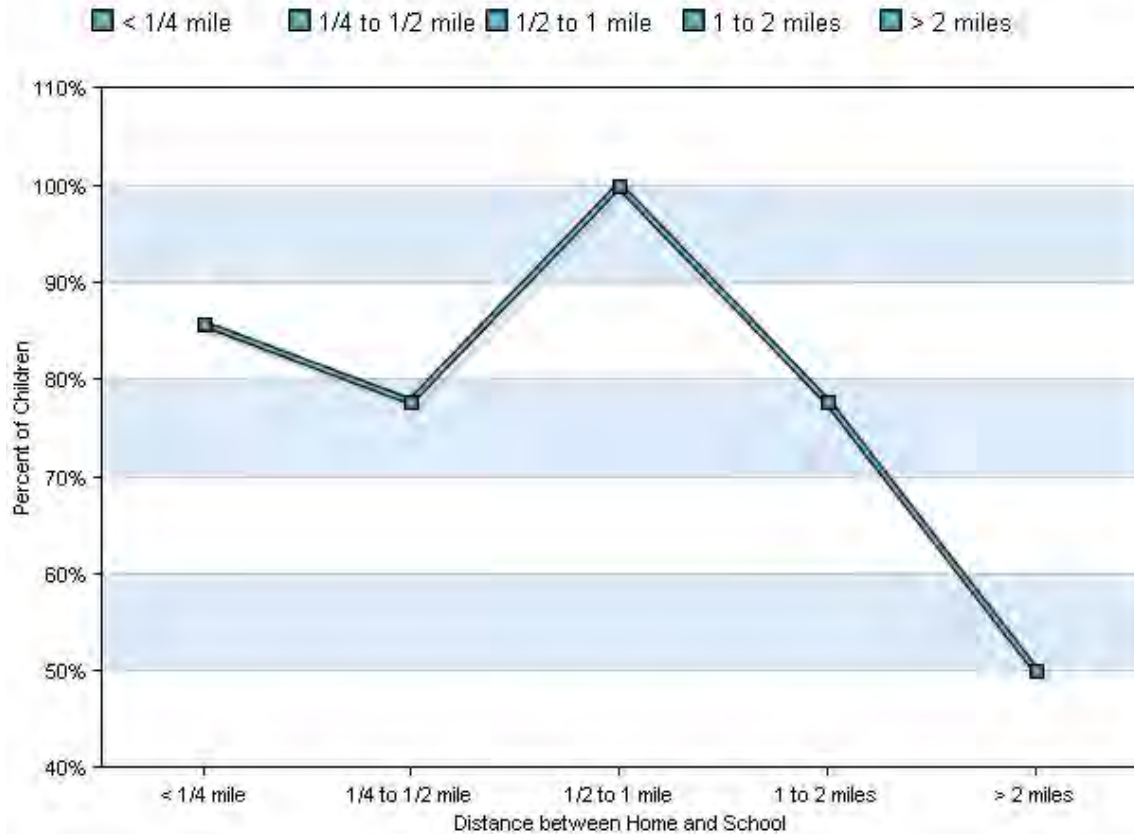
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	7	71%	0%	14%	14%	0%	0%	0%
1/4 mile up to 1/2 mile	8	50%	13%	0%	38%	0%	0%	0%
1/2 mile up to 1 mile	4	50%	0%	0%	50%	0%	0%	0%
1 mile up to 2 miles	9	44%	11%	11%	33%	0%	0%	0%
More than 2 miles	8	25%	0%	0%	63%	13%	0%	0%

Don't know or No response: 5

Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

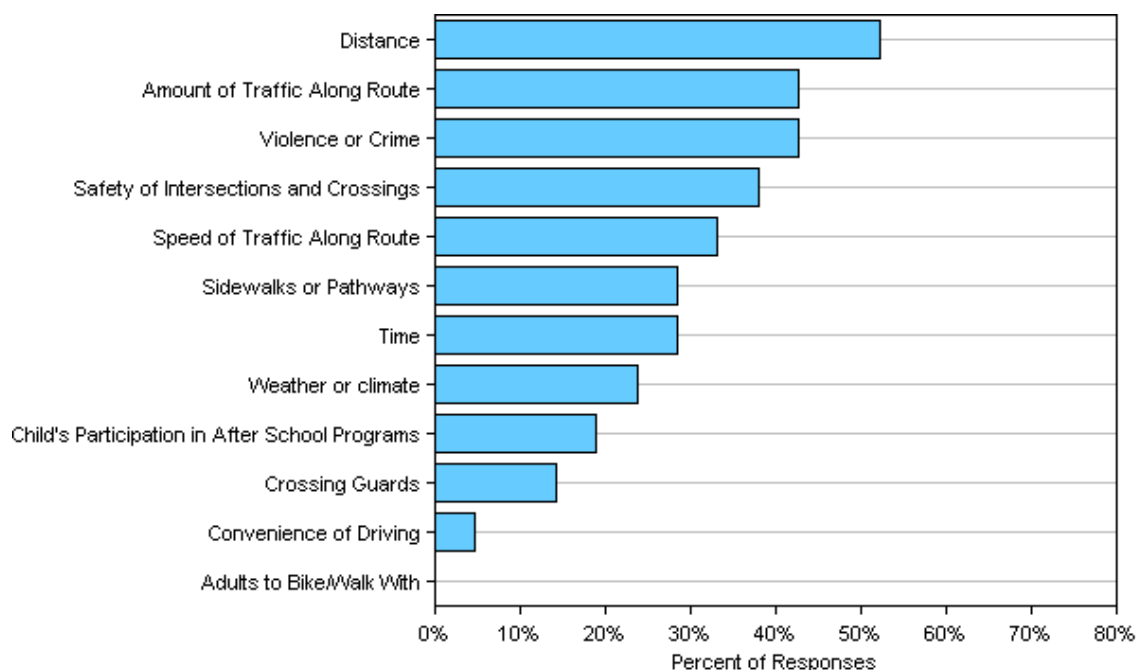


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

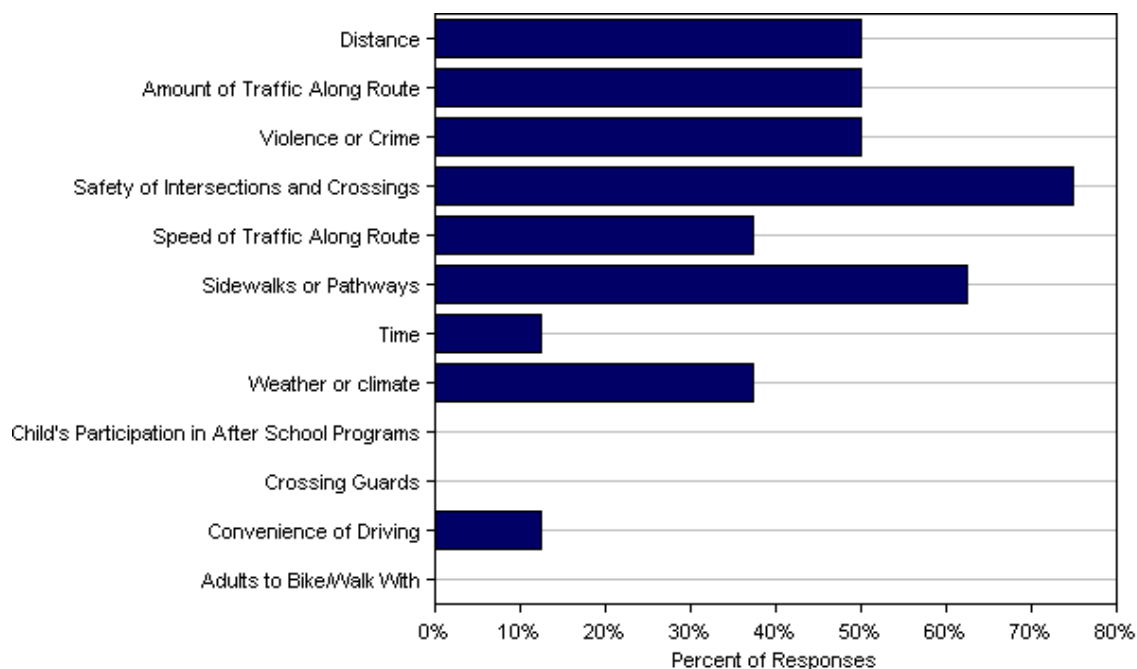
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	28	86%	78%	100%	78%	50%
No	9	14%	22%	0%	22%	50%

Don't know or No response: 4
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



**Issues reported to affect the decision to allow a child to walk or bike to/from school by
parents of children who already walk or bike to/from school**

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	52%	50%
Amount of Traffic Along Route	43%	50%
Violence or Crime	43%	50%
Safety of Intersections and Crossings	38%	75%
Speed of Traffic Along Route	33%	38%
Sidewalks or Pathways	29%	63%
Time	29%	13%
Weather or climate	24%	38%
Child's Participation in After School Programs	19%	0%
Crossing Guards	14%	0%
Convenience of Driving	5%	13%
Adults to Bike/Walk With	0%	0%
Number of Respondents per Category	21	8

No response: 12

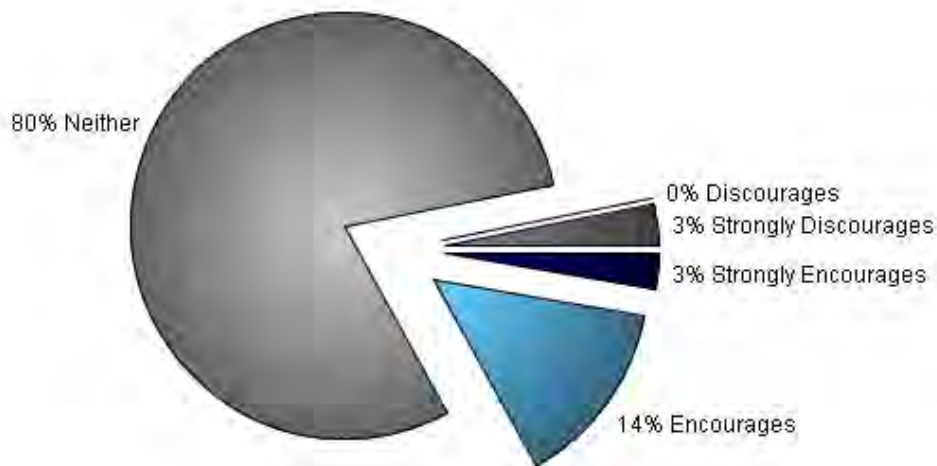
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

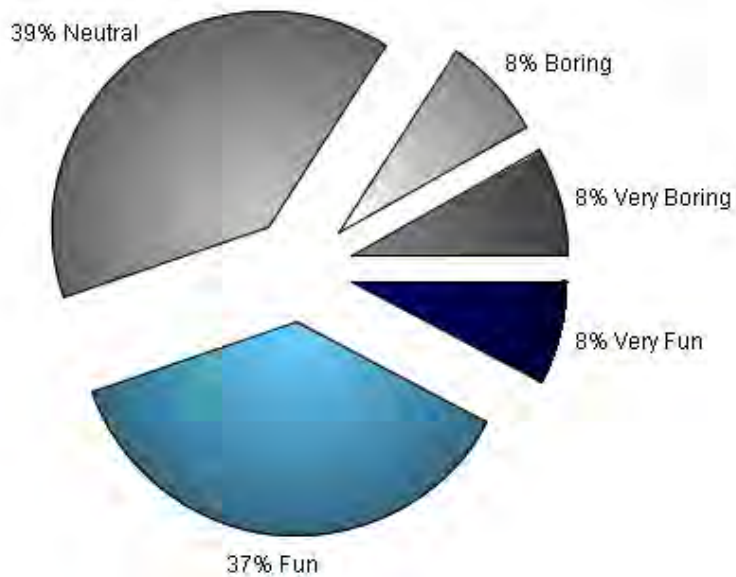
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

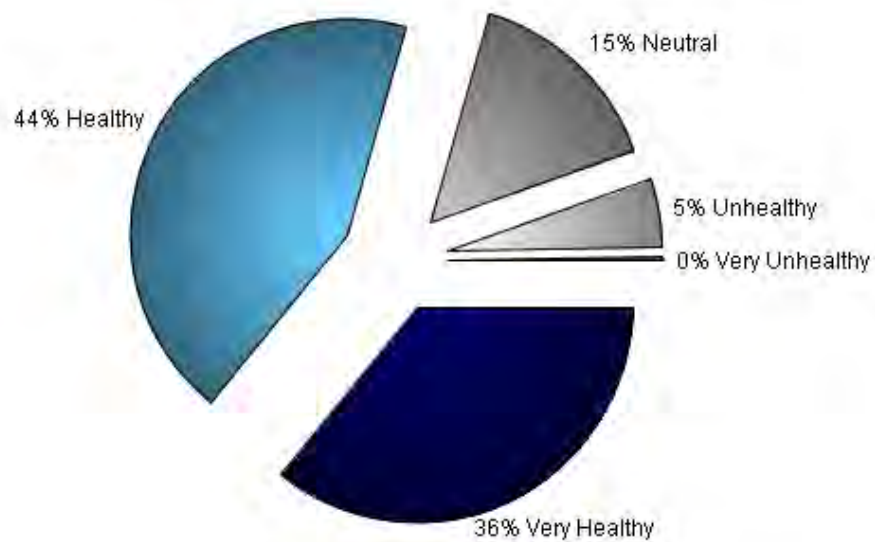
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

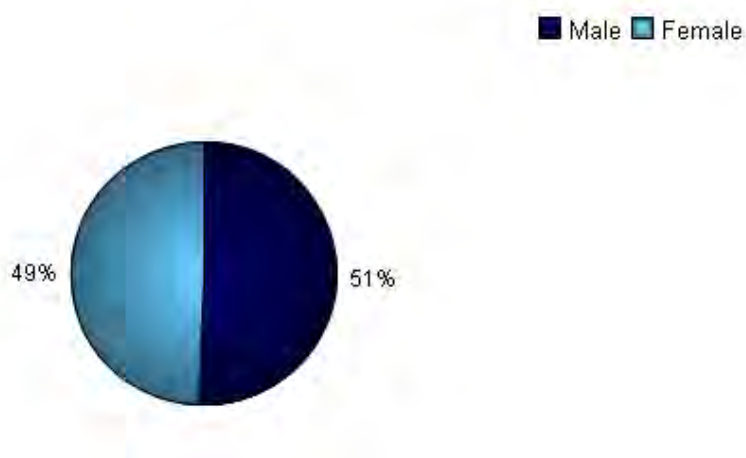
SurveyID	Comment
1034894	SE VAN CAMINANDO DE VESEN CUANDO CON SOS. HERMANAS Y VOY A RECOJENAS
1034898	SIEMPRE BE INVLCADO A MIS HIJOS LA IMPORTANCIA DEL EJERCICIO Y DE CAMINAR PERO CUANDO HAIE MUCHO CALOR ME PREOCUPO Y ME DAI PESAR PORQUE LLEGAN MUY COLORADAS Y ACALORIZADAS.
1008929	My child occasionally walks home from school. The route with the least "non stopping cross traffic" is along otis/flory/king ave. After Stanley Street, there isnt a safe area to walk, except in the dirt. I see lots of kids walking on the shoulder of the road, especially if there is mud.
1034901	ME PREOCOPA LOS NINOS PANDILLEVOS LO MDETE CUANDO CAMINA A CNA HIJONO ES PANDILLERO Y NO SE DONDE ANDAN LOS PADRES DE LOS CHAMACOS INSERVIBLES QUE SOLO BUSCAN PROBLEMAS.
1008995	Spencer for Hire, Crossing guards are definitely needed at the Bell Avenue and Patterson Avenue crossings with Letts Avenue. Have seen a lot of close calls whereby a policeman would pull the vehicle driver over. Lots of student foot traffic arriving at John Muir during those hours. Might even consider a stop sign for north / south Letts Avenue traffic Robert Lerma
1034909	ADDITIONAL POLICE PATROLING. EACH SCHOOL NEEDS TO BE POINTED CLEARLY FOR CHILDRENS SAFETY. TEACHERS NEED TO ABIDE BY THE RULES RIGHT ALONG WITH THE PARENTS. ON THE STREETS (DAIRY WHITLEY LETTS & OREGON) MANY PEOPLE ARE SPEEDING AND MAKING IT HIGHLY DANGEROUS FOR CHILDREN TO WALK.
1034913	I DON'T ALLOW MY CHILDREN TO EVER WALK ALONE HOME AT ANY TIME FOR NO REASON.
1034915	MORE CROSSING GUARDS NEEDED AT MORE SCHOOL INTERSECTION.
1008977	If the district allowed kids to ride the bus to schools weither you are in kinder-5th shouldnt matter.. my child was not allowed to ride the bus to 5th grade but was allowed 4th..thats ridicuolus..same address
1034896	ESTA BIEN LA ENCUESTA POR SALUD Y BIENESTAR PARA LOS ALUMNOS PERO EN MI OPINION NO PUEDO - DEJARLO QUE USE BICICLETA POR LOS PELIGROS QUE PASIEN.
1034897	PARA LO QUE HACEN AL SALIR DE CLASES ESTA MUY BIEN SALIENDO PRIMERO UN GRADO Y DESPUES LOS DEMAS PARA QUE NO SALGAN JUNTOS LOS GRANDES CON LOS MAS CHICOS.
1008957	Neighborhood schools would help tremendously, as older children can walk with younger siblings or parents can make one stop to pick up all their younger children.
1009144	we live on avenue 112, 10 miles away it is too far to walk, I was told that school buses don't come this far.
1008951	Not enough police patrolling for citing drivers for illegal parking, speeders, illegal turns, u-turns, dropping off or picking up child in middle of road and blocking traffic. Also, our schools are not neighborhood schools. Schools are split up by grade levels. So you have parents that have to race across town to get kids to other schools

Parent Survey Summary

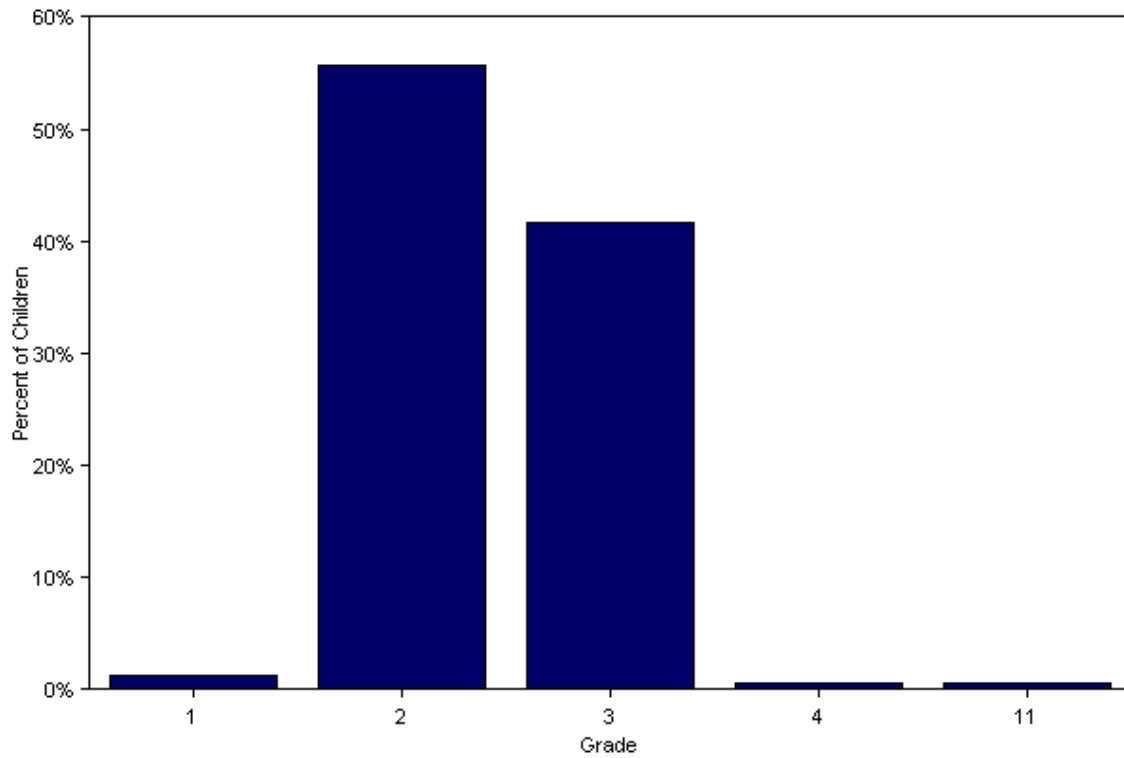
Program Name:	Corcoran SRTS	Month and Year Collected:	April 2013
School Name:	John C. Fremont Elementary School	Set ID:	9481
School Enrollment:	516	Date Report Generated:	07/08/2013
Enrollment within Grades Targeted by SRTS Program:	Don't Know	Number of Questionnaires Analyzed for Report:	157
Number of Questionnaires Distributed:	516		

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Sex of children for parents that provided information



Grade levels of children represented in survey



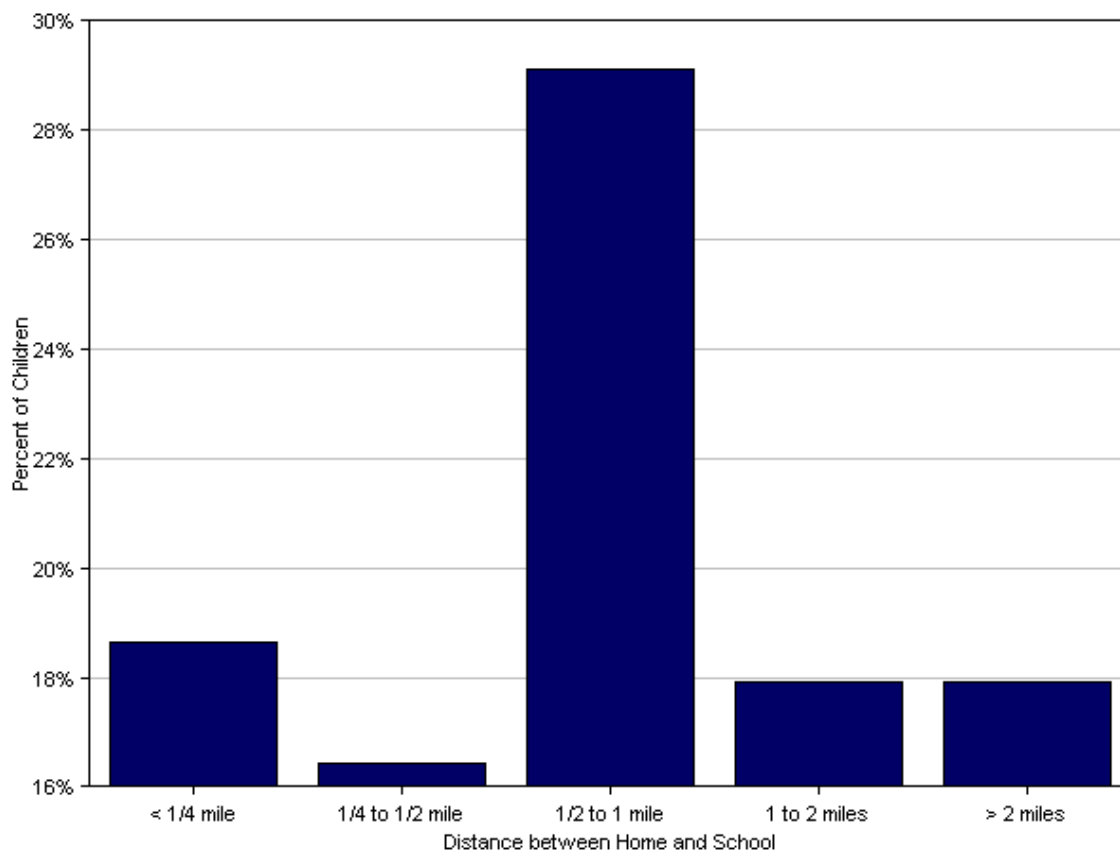
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
1	2	1%
2	84	56%
3	63	42%
4	1	1%
11	1	1%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



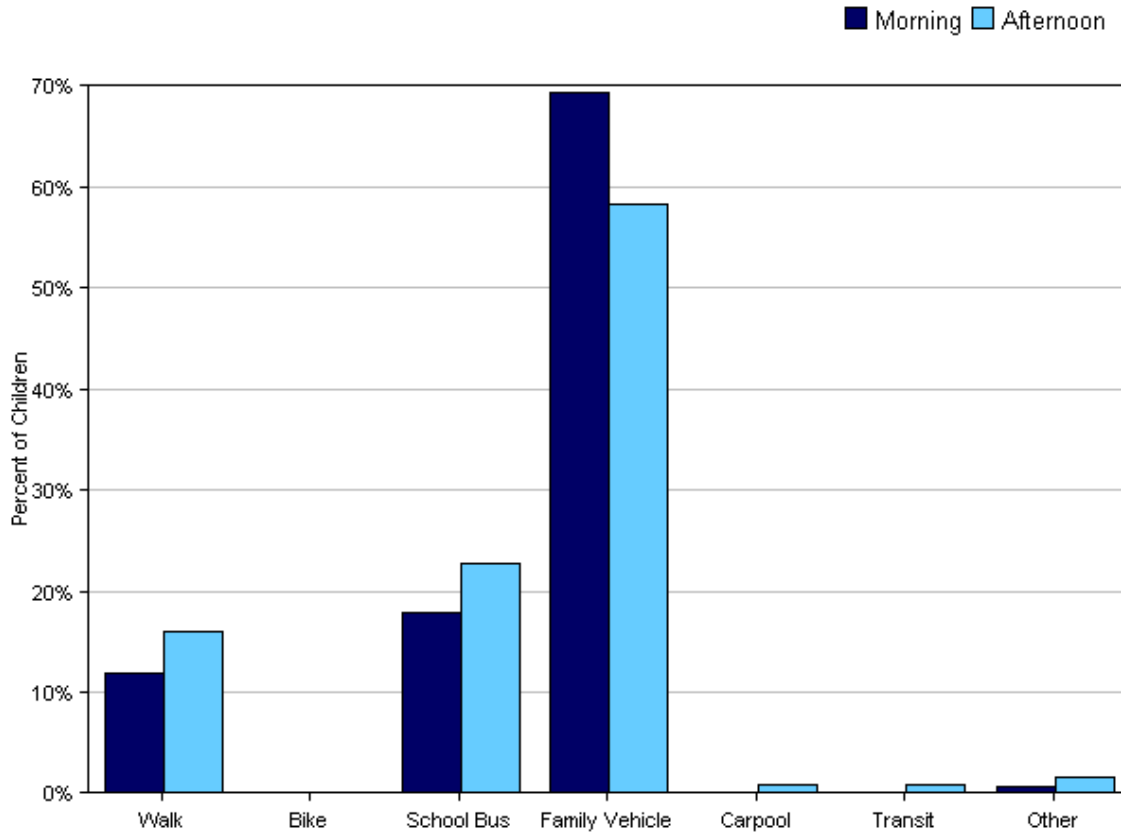
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	25	19%
1/4 mile up to 1/2 mile	22	16%
1/2 mile up to 1 mile	39	29%
1 mile up to 2 miles	24	18%
More than 2 miles	24	18%

Don't know or No response: 23

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

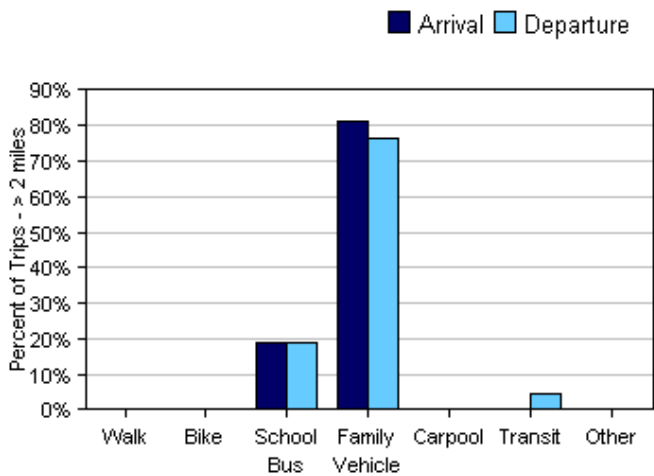
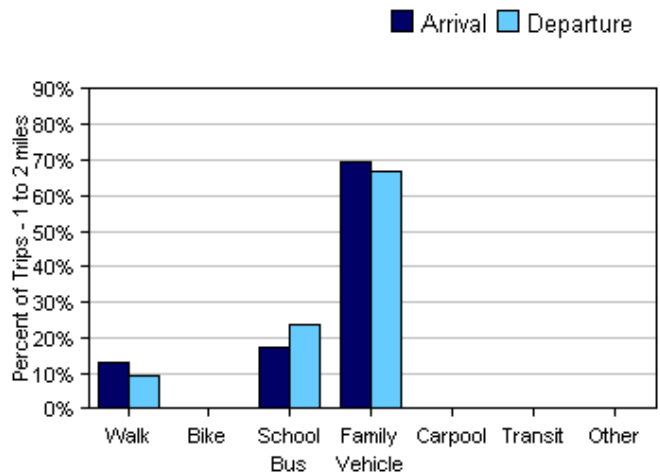
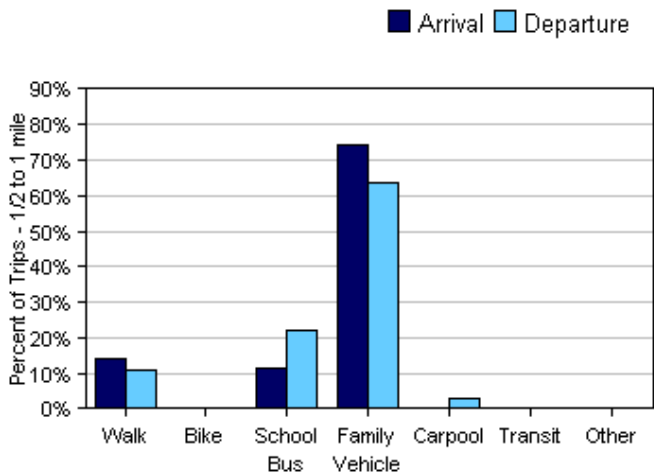
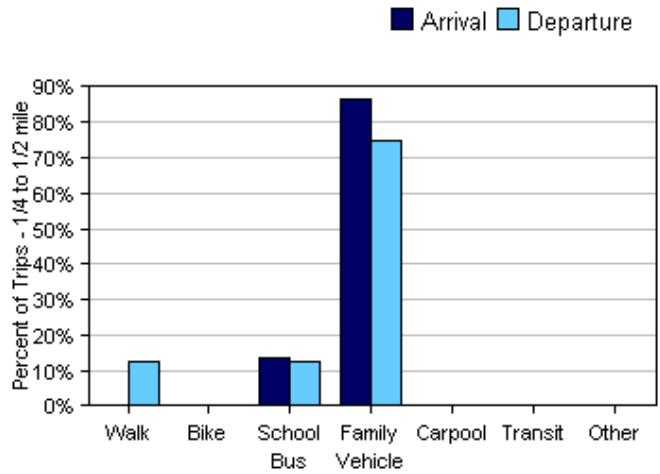
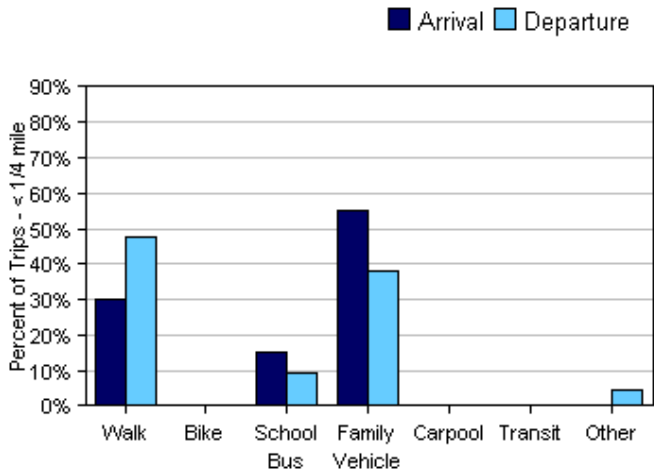
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	134	12%	0%	18%	69%	0%	0%	0.7%
Afternoon	132	16%	0%	23%	58%	0.8%	0.8%	2%

No Response Morning: 23

No Response Afternoon: 25

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	20	30%	0%	15%	55%	0%	0%	0%
1/4 mile up to 1/2 mile	15	0%	0%	13%	87%	0%	0%	0%
1/2 mile up to 1 mile	35	14%	0%	11%	74%	0%	0%	0%
1 mile up to 2 miles	23	13%	0%	17%	70%	0%	0%	0%
More than 2 miles	21	0%	0%	19%	81%	0%	0%	0%

Don't know or No response: 43

Percentages may not total 100% due to rounding.

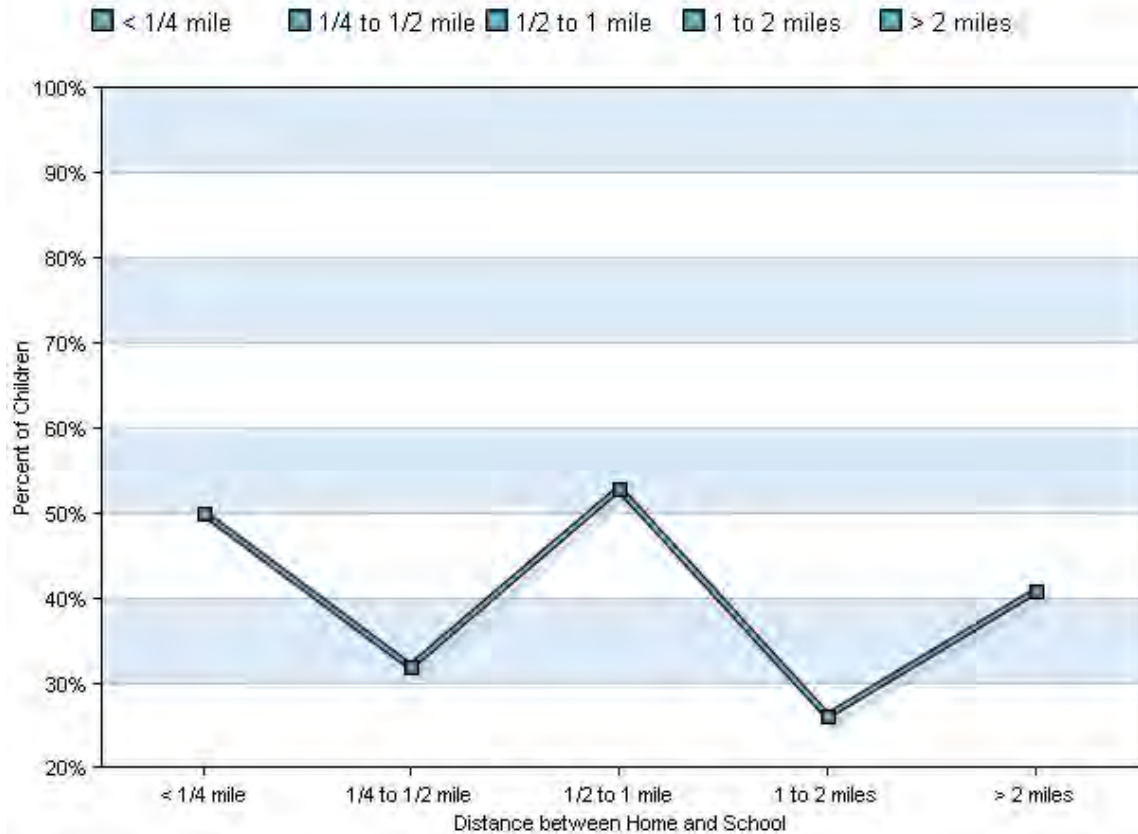
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	21	48%	0%	10%	38%	0%	0%	5%
1/4 mile up to 1/2 mile	16	13%	0%	13%	75%	0%	0%	0%
1/2 mile up to 1 mile	36	11%	0%	22%	64%	3%	0%	0%
1 mile up to 2 miles	21	10%	0%	24%	67%	0%	0%	0%
More than 2 miles	21	0%	0%	19%	76%	0%	5%	0%

Don't know or No response: 42

Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school



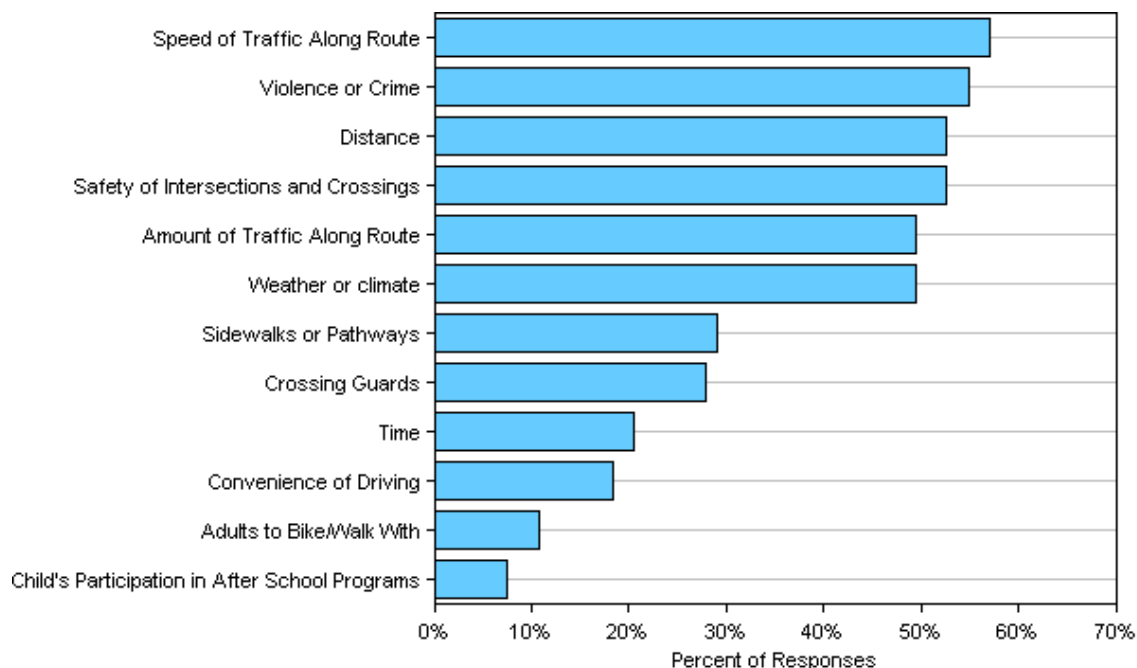
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	53	50%	32%	53%	26%	41%
No	74	50%	68%	47%	74%	59%

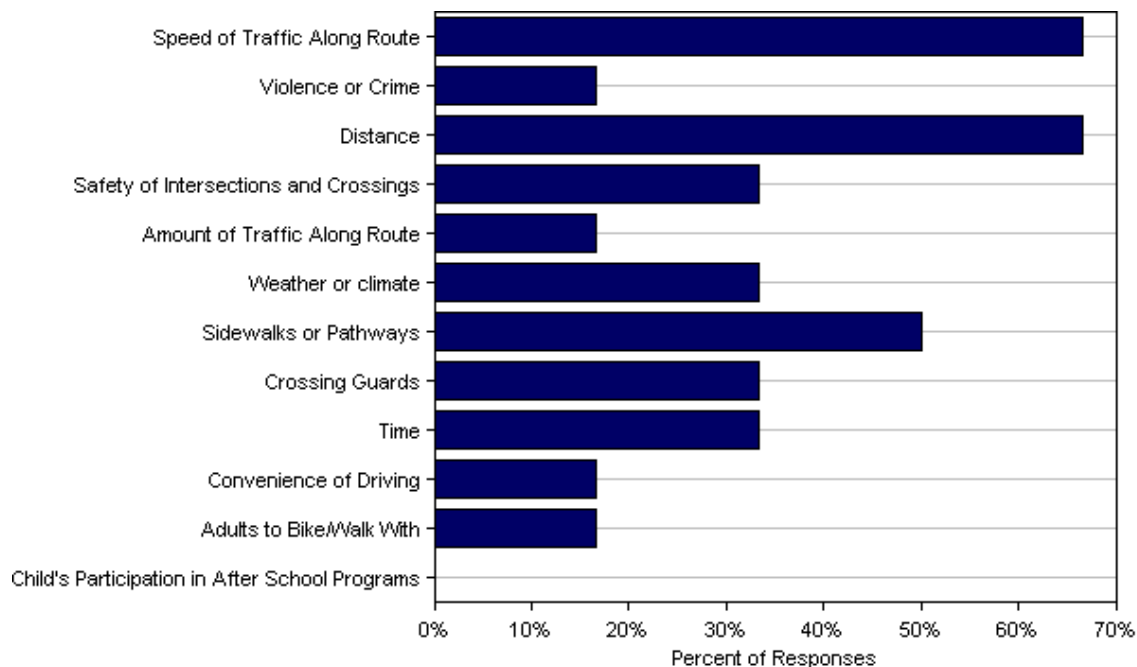
Don't know or No response: 30

Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



**Issues reported to affect the decision to allow a child to walk or bike to/from school by
parents of children who already walk or bike to/from school**

Issue	Child does not walk/bike to school	Child walks/bikes to school
Speed of Traffic Along Route	57%	67%
Violence or Crime	55%	17%
Distance	53%	67%
Safety of Intersections and Crossings	53%	33%
Amount of Traffic Along Route	49%	17%
Weather or climate	49%	33%
Sidewalks or Pathways	29%	50%
Crossing Guards	28%	33%
Time	20%	33%
Convenience of Driving	18%	17%
Adults to Bike/Walk With	11%	17%
Child's Participation in After School Programs	8%	0%
Number of Respondents per Category	93	6

No response: 58

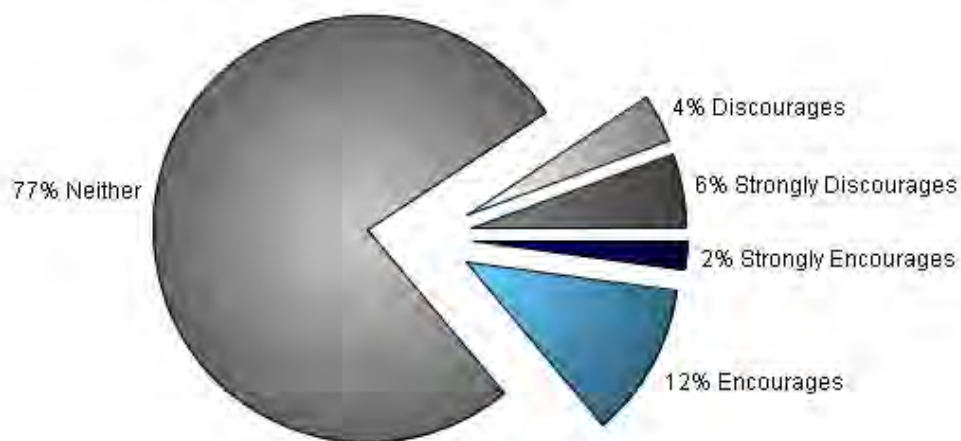
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

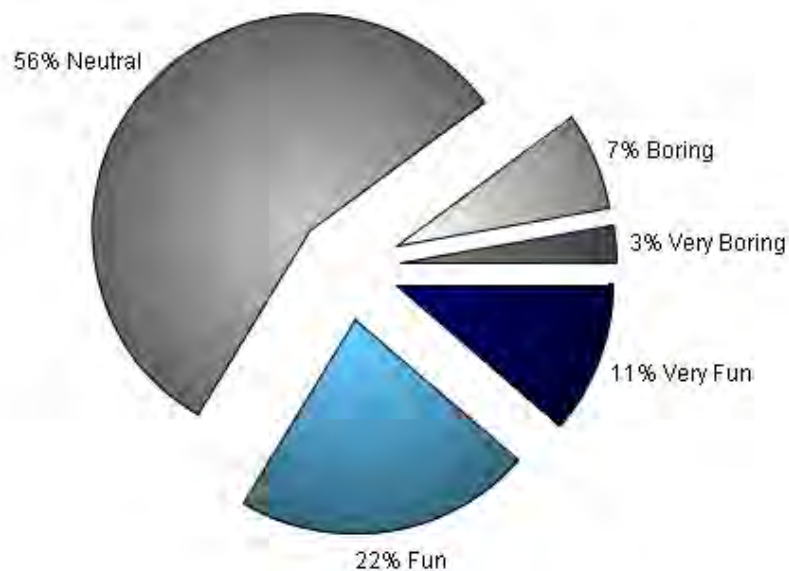
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

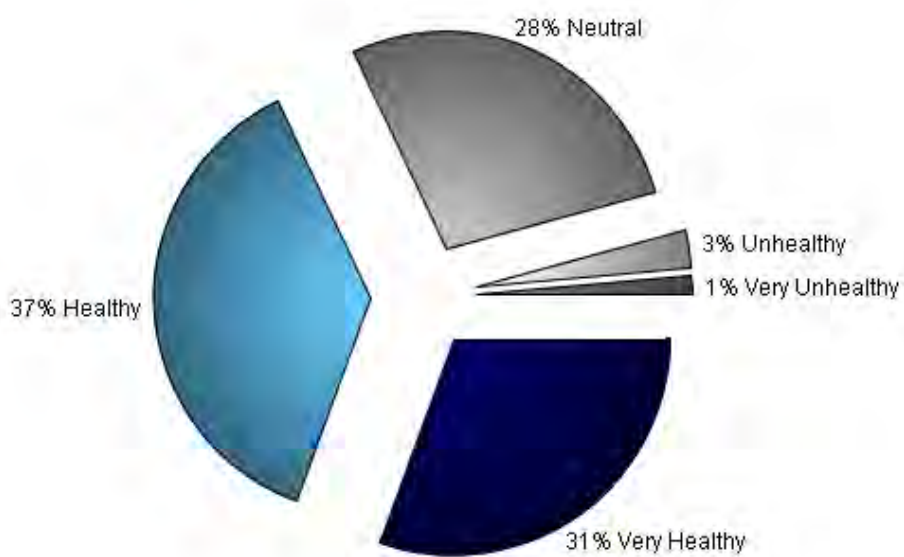
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1034432	IT WOULD BE WONDERFUL IF IT WAS TO BE IMPLEMENTED FOR THE CITY TO PROVIDE SAFER BIKE ROUTES. THANK YOU
1034448	ME GUSTARIA MUCHO QUE MI HIJA SE VENGA PERO ME DA MIEDO A SI QUE TODO VIA LA A COMPANO
1034536	SHE ONLY WALKS HOME BECAUSE MY CAR ISN'T WORKING OTHERWISE I WOULD BE PICKING HER UP BECAUSE CUSD DOESN'T USE SCHOOL BUSES FOR ALL KIDS.
1034540	WHY IS THIS SURVEY TAKING PLACE IS THE ? BUS TRANSPORTATION GOING TO BE ELIMINATED?
1034547	ALL THREE OF MY CHILDREN WALK TOGETHER TO AND FROM SCHOOL - I NEVER LET THEM WALK ALONE. QUESTION #9 - WITH OLDER SIBLINGS
1034554	QUESTION #9 - HIGH SCHOOL
1034443	TOO MANY SEX OFFENDERS IN THIS TOWN.
1034445	I JUST FEEL BETTER TAKING MY SON TO SCHOOL
1034455	ESTE ESPACIO NO ME AJUSTA ASI QUE AGREGUE UNA HOJA.
1034457	CREO Q INDEPENDIENTEMENTO DE Q LOS NINOS VAYAN O NO CAMINANDO A LA ESCUELA. SERIA MUCHO MEJOR Q LES DIEVAN MAS ACTIVIDADES FISICAS COMO JUGAR LOAILAR COREER ETC. ESO SERIA MEJOR EMPEZAR A CREALES EL HABITO D EJERATARSE.
1034502	ME AGRADA ESTA AYUDA PARA PROYECTARLES A NUESTRAS HIJOS UNA FORMA DE SALUD. SANA. Y ME PARECE BUENA IDEA.
1034522	I WOULD FEEL MORE COMFORTABLE IF THERE WERE STOP SIGNS OR CROSSING GUARDS AT MY CROSS STREETS AT LEAST BEFORE & AFTER SCHOOL SO THE KIDS THAT DO WALK THROUGH THERE WOULD GET TO SCHOOL OR HOME SAFELY INCLUDING MY SON.
1034420	YO PUENZO QUE LOS ESTUDIANTES DEL LE NO DEVERIAN HIAJAR CON LOS NINOS CHICOS POR QUE SON MUY ENCAJOSOS CON ELLOS ELLO SI DEVERIAN CAMINAR POR QUE ASEN MUCHO BULIN CON LOS CHIQUTTES
1034421	NO ME DA CONFIANZA POR EL CRUZE DEL TREN.
1034483	NEED MORE CROSS GUARDS ESPCIAL ON DAIRY/SHERMAN AND DAIRY/NORTH CROSS GUARDS NEED TO BE RELIABLE
1034473	I WILL NEVER ALLOW MY CHILD WALK HOME BY HIMSELF.
1034524	HE WALKS A FEW BLOCKS TO BUS. BUS DRIVERS AS WELL AS CROSSGUARDS SHOULD STAY TILL ALL KIDS ARE OFF SCHOOL PROPERTY DUE TO KIDS BEING BULLIED ON BUS OR BUS STOPS. AFTER ALL KIDS ARE SCHOOL RESPONSIBILITY UNTIL THEY REACH HOME GROUNDS.
1034549	AMI EN TO PERSONAL NAMEGUSTARIA QUE MININO DE 8 ANOS ANDE CAMINADO O EN BICICLETA PORQUE AL CRUSAR LOS CALLES ANDAN MANEGRANDO MUCHO BORRACHO QUE NISQUIERA LOS BEN CUANDO CRUSAN O NINOS MAS GRANDES TRATAN DE ABUSAR DE E YOS COMO GOL PEARLOS O OSERLES CUAL QUIER TRABESURA
1034559	NO TENGO
1034492	A MI NO ME GUSTA QUE MIS HIJOS CAMINEN MEDA MIEDO QUE ALGIEN LES PUEDA ASER DANO EN LA CALLE AUNQUE ALGONAS VESES E DEJADO CAMINAR DEL GRADO 7 Y 8.
1034535	TRAFFIC SPEED ON ORANGE AVENUE IS UNMONITORED AND UNSAFE. STOP SIGN NEEDED AT THE ORANGE AVENUE & 6 1/2 AVENUE INTERSECTION.
1034563	FOR THE SAFE OF CHILDREN GOING TO SCHOOL NEED TO HAVE MORE SIDEWALKS & POLICE PATROLING SCHOOL ZONES IN MORNING & AFTERNOON. THANK YOU! FOR DOING THIS SURVEY!
1034429	AT THIS TIME I DON'T FEEL COMFORTABLE MY KIDS WALK TO OR FROM SCHOOL

1034468	I FEEL TAHT PRESCHOOLERS KINDER 1ST 2ND AND 3RD GRADERS ARE TOO YOUNG TO DEFEND THEMSELVES. MY CHILD GETS OLDER HE WILL BE ALLOWED TO RIDE OR WALK TO & FROM SCHOOL. QUESTION #10 - VIOLENCE OR CRIME-INFLUENCE FROM OTHERS. QUESTION #11 - NOT AT HIS AGE NOW.
1034454	NO QUIERO QUE CAMINE NO AY SEGURIDAD EN LA COMUNIDAD MUCHO PELIGRO.
1034537	I DO NOT WANT MY CHILD WALK OR RIDE A BIKE TO SCHOOL DO NOT TRUST ANYONE.
1034564	I WOULD NEVER ALLOW MY CHILD TO WALK OR RIDE ANYTHING TO SCHOOL DUE TO THEIR SAFETY CRIME VIOLENCE AND THE PEOPLE THAT LIVE IN THIS TOWN.
1034441	NO ENTENDI MUI VIEN LA EN CUESTA PORQUE ESTA EN INGLES PREFERA EN ESPANOL PERO DE TODAS MANERAS LLA LLENE UNA EN ESPANOL EL DIA QU ESTABAN LA CRUESTAN EN LA ESCUELA
1034485	QUESTION #13 - YO CAMINO CON EL Y APROVECHO EL TIEMPO PARAPLATICAR CON EL

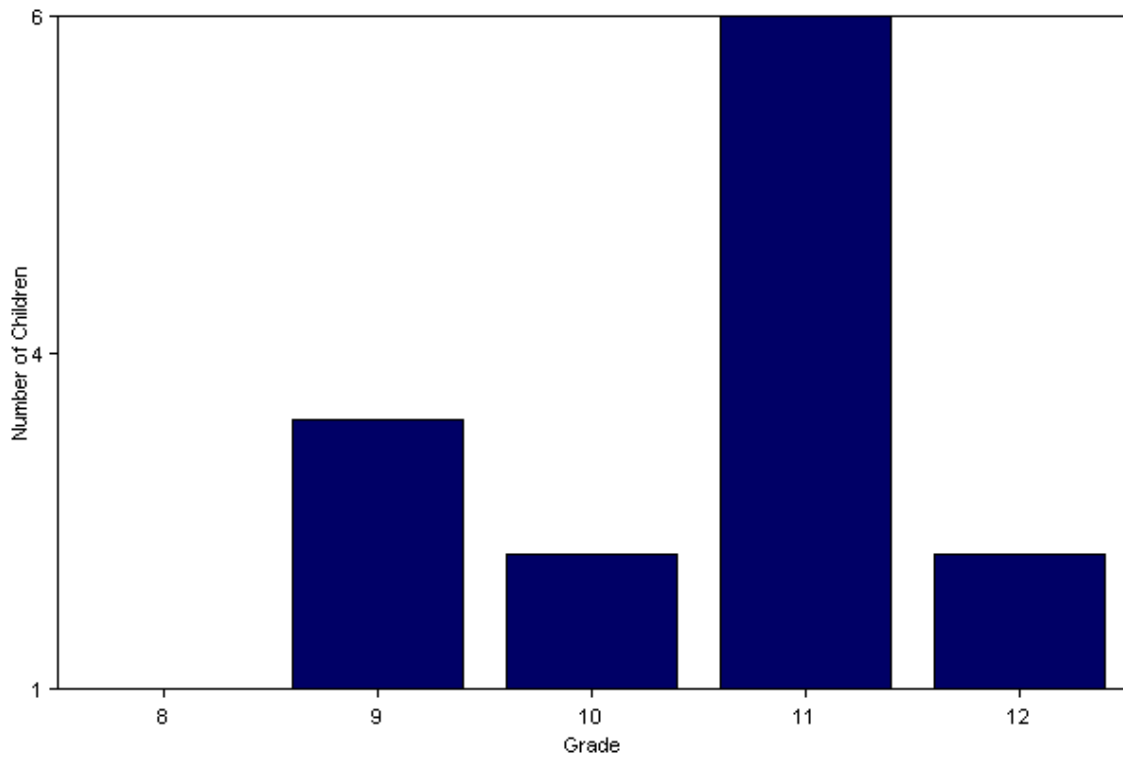
Parent Survey Summary

Program Name:	Corcoran SRTS	Month and Year Collected:	April 2013
School Name:	Corcoran High School	Set ID:	9480
School Enrollment:	924	Date Report Generated:	07/08/2013
Enrollment within Grades Targeted by SRTS Program:	Don't Know	Number of Questionnaires Analyzed for Report:	14
Number of Questionnaires Distributed:	924		

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

**Because less than 30 questionnaires are included in this report, each graph and table display counts rather than percentage information.

Grade levels of children represented in survey



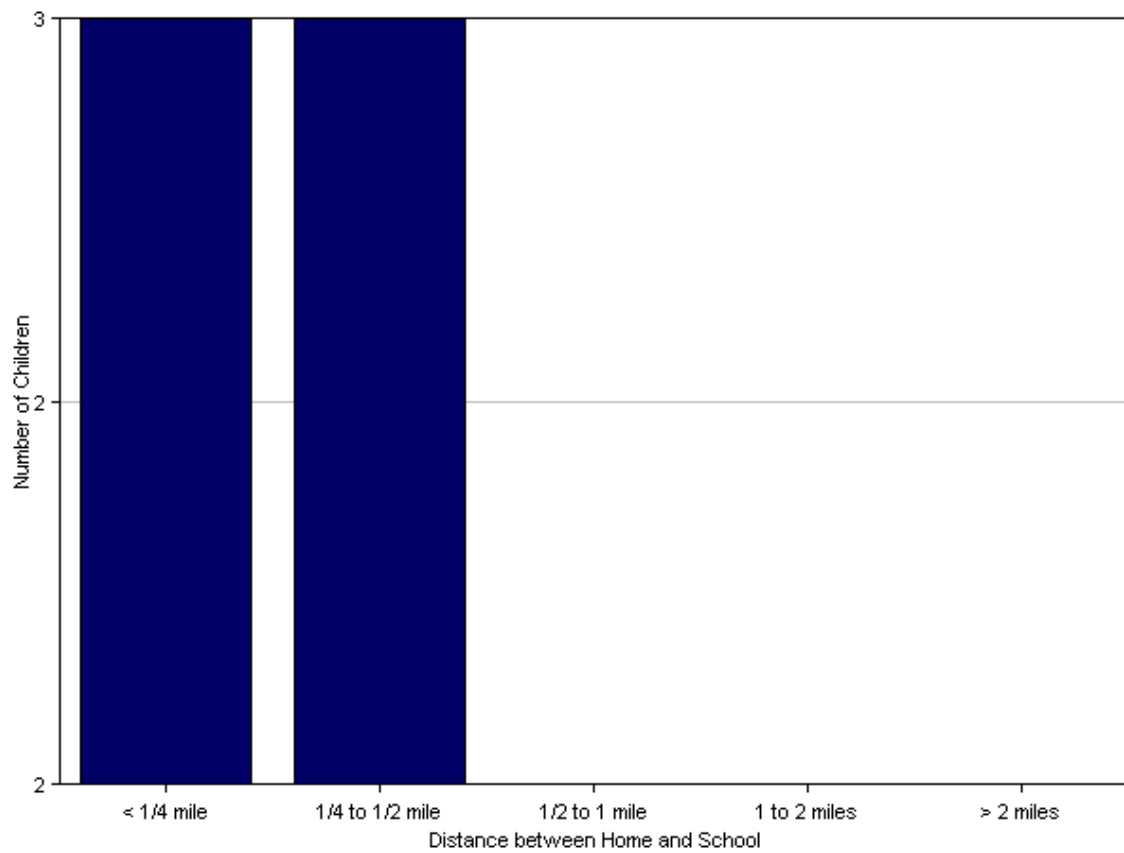
Grade levels of children represented in survey

Grade in School	Responses per grade
	Number
8	1
9	3
10	2
11	6
12	2

No response: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Parent estimate of distance from child's home to school



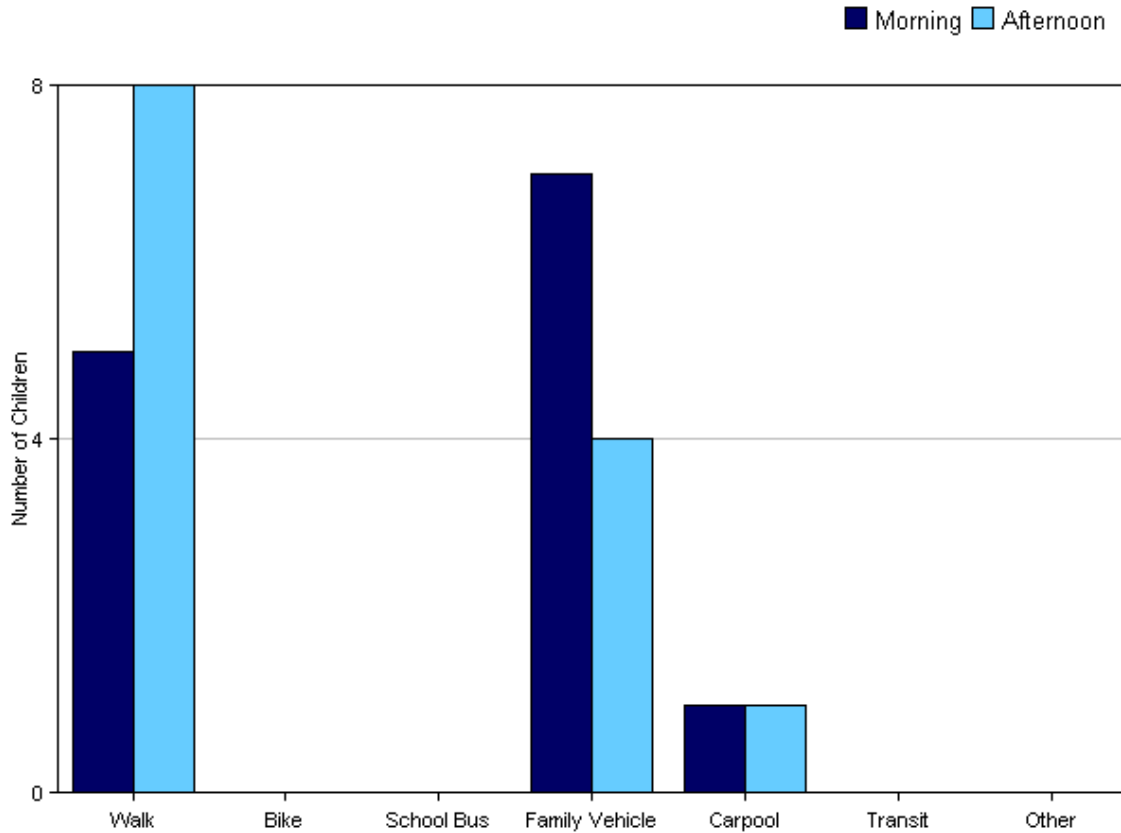
Parent estimate of distance from child's home to school

Distance between home and school	Number of children
Less than 1/4 mile	3
1/4 mile up to 1/2 mile	3
1/2 mile up to 1 mile	2
1 mile up to 2 miles	2
More than 2 miles	2

Don't know or No response: 2

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

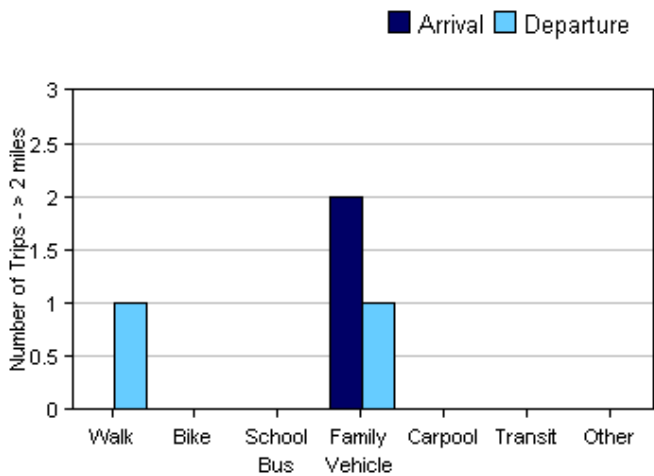
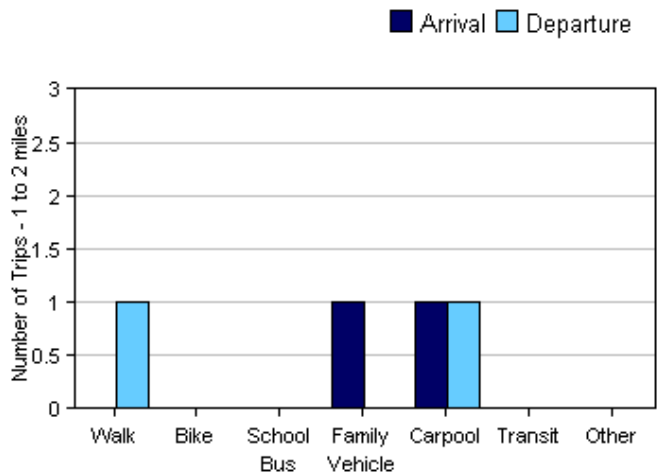
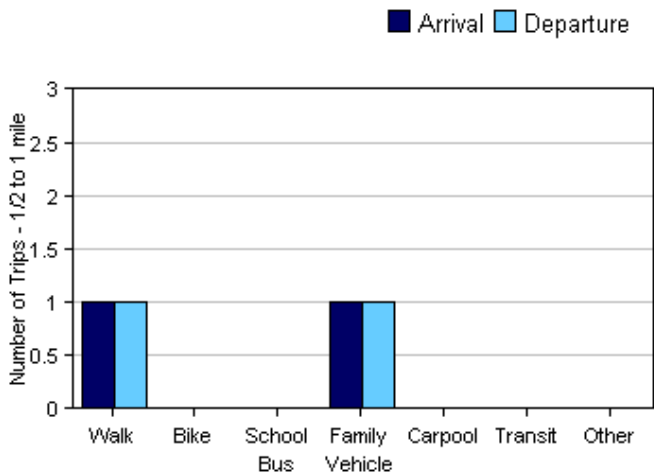
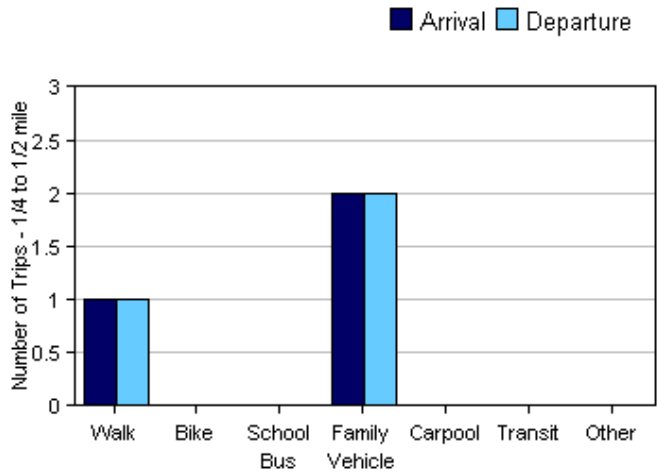
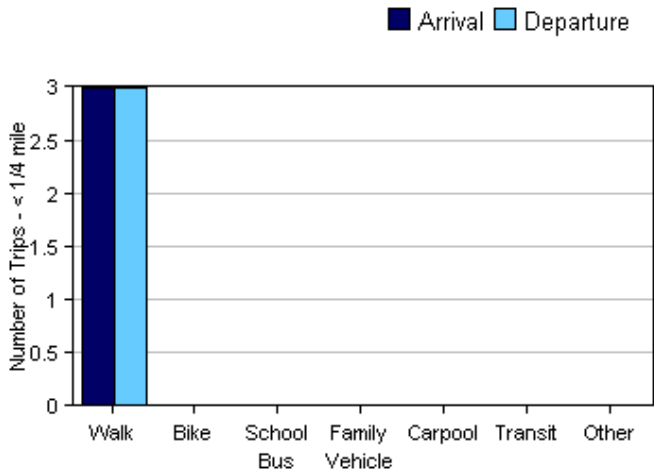
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	13	5	0	0	7	1	0	0
Afternoon	13	8	0	0	4	1	0	0

No Response Morning: 1

No Response Afternoon: 1

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	3	3	0	0	0	0	0	0
1/4 mile up to 1/2 mile	3	1	0	0	2	0	0	0
1/2 mile up to 1 mile	2	1	0	0	1	0	0	0
1 mile up to 2 miles	2	0	0	0	1	1	0	0
More than 2 miles	2	0	0	0	2	0	0	0

Don't know or No response: 2

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	3	3	0	0	0	0	0	0
1/4 mile up to 1/2 mile	3	1	0	0	2	0	0	0
1/2 mile up to 1 mile	2	1	0	0	1	0	0	0
1 mile up to 2 miles	2	1	0	0	0	1	0	0
More than 2 miles	2	1	0	0	1	0	0	0

Don't know or No response: 2

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

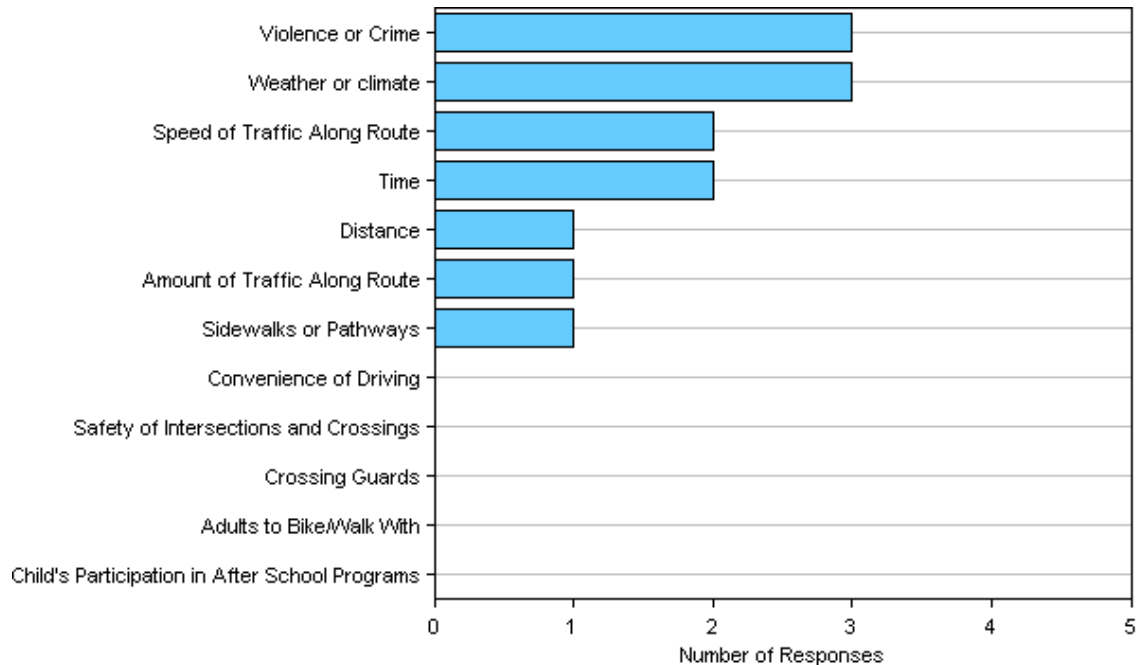
Number of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	5	1	0	1	2	1
No	4	1	1	1	0	1

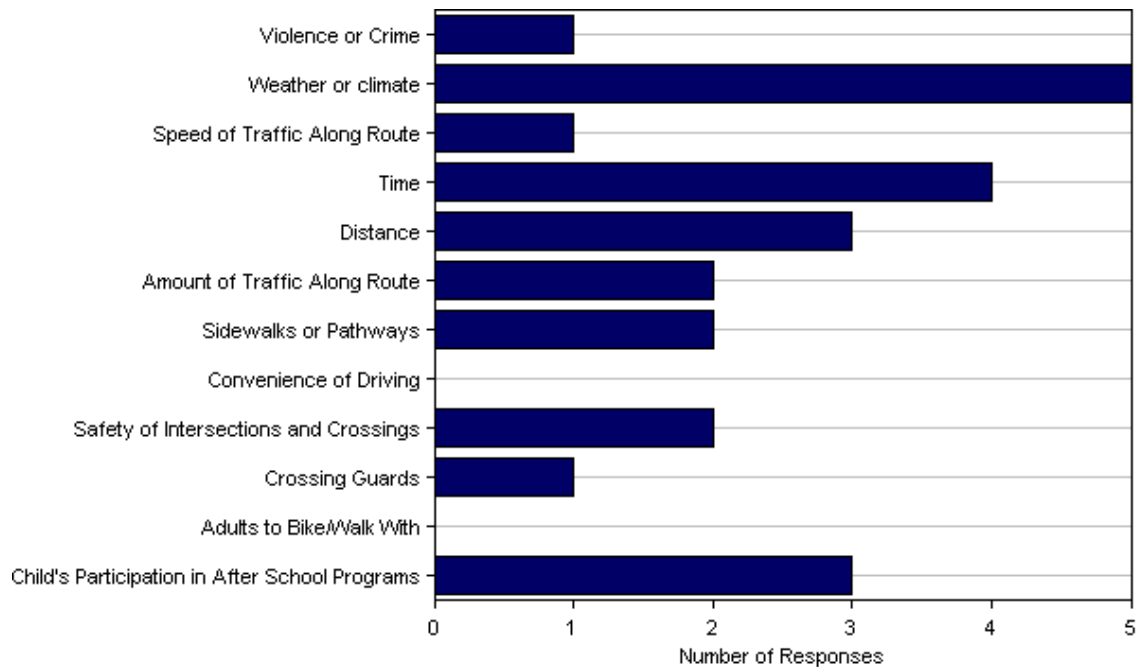
Don't know or No response: 5

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Violence or Crime	3	1
Weather or climate	3	5
Speed of Traffic Along Route	2	1
Time	2	4
Distance	1	3
Amount of Traffic Along Route	1	2
Sidewalks or Pathways	1	2
Convenience of Driving	0	0
Safety of Intersections and Crossings	0	2
Crossing Guards	0	1
Adults to Bike/Walk With	0	0
Child's Participation in After School Programs	0	3
Number of Respondents per Category	5	6

No response: 3

Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school

Level of support	Number of children
Strongly Encourages	0
Encourages	1
Neither	12
Discourages	0
Strongly Discourages	0

Parents' opinions about how much fun walking and biking to/from school is for their child

Level of fun	Number of children
Very Fun	1
Fun	1
Neutral	8
Boring	1
Very Boring	2

Parents' opinions about how healthy walking and biking to/from school is for their child

How healthy	Number of children
Very Healthy	3
Healthy	5
Neutral	3
Unhealthy	1
Very Unhealthy	0

Comments Section

SurveyID	Comment
1034411	MY KIDS RODE BIKES AND WALKED TO SCHOOL WHEN THEY WER IN K-5. I WOULD LIKE TO HAVE LESS TRAFFIC OR AN ADULT TO WALK YOUNG KIDS TO SCHOOL.
1034412	DISTANCE AND WEATHER AFFECT ANY PARENTS DECISION. MY CHILD HAS BEEN WALKING TO/FROM SCHOOL SINCE 5TH GRADE BECAUSE WE LIVE SO CLOSE.
1009150	we live on avenue 112, too far.