

# San Ysidro Walks & Wheels to School

## SRTS Final Plan

WALKSANDIEGO

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# 1 INTRODUCTION

## 1.1. WHAT IS “SAFE ROUTES TO SCHOOL”?

Safe Routes to School (SRTS) is an international movement that started in Europe in the 1970's. In the United States it started as a grassroots initiative to reduce the number of injuries and fatalities of children walking to school, and in the mid-1990's the first SRTS program was funded by the U.S. Government. The most successful programs incorporate what is known as the five E's: education, encouragement, engineering, enforcement, and evaluation. Benefits of a SRTS Program include better personal health, improved air quality, a healthier environment, and increased safety by helping to decrease traffic congestion around schools.

Currently, there are several sources that fund SRTS Programs, some of the funding focuses on infrastructure and others focus on programmatic non-infrastructure activities. This project, South San Diego: Let's Move Together, was funded by the U.S. Department of Health and Human Services, through the County of San Diego and the San Diego Association of Governments as part of the Communities Putting Prevention to Work (CPPW) Program: Safe Routes to School Implementation.

As part of the CPPW Safe Routes to School projects, the South San Diego: Let's Move Together project focuses on comprehensive Safe Routes to School planning and implementation with the following key outcomes: SRTS Coalitions, Needs Assessments, 5 “E's” Program Strategies, 5 “E's” Implementation, Evaluation and Expansion Plans, a Final SRTS Plan, and Project Support.

## 1.2. PURPOSE OF AND HOW TO USE THIS SRTS PLAN

The purpose of this final SRTS Plan is to serve as a model for future SRTS programs. During the project length, a School SRTS Coalition was formed with various stakeholders, including interested parents, school staff, and police department officers, among others. The purpose of the SRTS Coalition is to create a program that can continue after the actual project funding is over. With this goal in mind, two supporting plans have been created to address program evaluation and monitoring as well as strategies for program sustainability and expansion.

## 2. BACKGROUND

The San Ysidro Walks & Wheels to School project is a Safe Routes to School Program that engaged two pilot elementary schools located within the San Ysidro Community in the City of San Diego and both belonging to the San Ysidro School District.

The San Ysidro School District (SYSD) lies directly along the international border of U.S. and Mexico and is comprised of seven schools and a Child Development Center. This effort started as a pilot project to initiate the work of compiling community input and infrastructure needs to help the City of San Diego strategize and seek future funding. The project focused on two of the elementary schools, Beyer and Willow, which were selected for the proposed project based on demonstrated need. Both schools have a combined enrollment of over 1,400 students, who are predominantly Hispanic or Latino (96-98%), but differ in the proportion classified as English Language Learners (Beyer 36%; Willow 99%) and socioeconomically disadvantaged (Beyer 40%; Willow 100%).

The California Center for Public Health Advocacy reported that prevalence of childhood overweight/obesity in San Ysidro communities (39.8%) is amongst the highest in California (25.8%). The majority of SYSD families are immigrants with high poverty rates and less access to health insurance. Nearly half (46%) the students are defined as “homeless youth” by the McKinney-Vento law and 90% qualify for free or reduced meals.

Individually, Beyer Elementary, is the oldest school in the district, constructed in 1957, and located in a densely populated section of the community. When district schools are in session, East Beyer Blvd. experiences heavy traffic and speed limits frequently go unheeded. The only crosswalk is located at the school entrance and is accessible via a pedestrian bridge that is in need of repair. Willow Elementary is the newest school in SYSD and while the majority of students walk to school, pedestrian and vehicular traffic is heavy, particularly at the start of the school day, and at dismissal time. Willow Road is often used as an alternate access route for cars crossing the border. Although the City of San Diego has made improvements in lighting and widened some sidewalks, there are still unsafe areas for children who walk to school. Speeding vehicles, uneven or non-existent sidewalks and an unappealing, unsanitary pedestrian bridge are deterrents to more children using walking as a means of getting to school.

This SRTS grant allowed to continue with the efforts that have been trend focused in the South San Diego area. During the last 5-7 years different efforts have been implemented in the South Bay area with focus on creating safer and healthier streets around elementary schools. The City of Chula Vista started a similar approach through a Community Based Transportation Grants funded by Caltrans and the Chula Vista Elementary School District complimented the effort through a Federal Non-Infrastructure Grant focused mostly on the implementation of SRTS programs. Currently, the City of Imperial Beach is working on an Environmental Justice project funded by Caltrans and the South Bay Union School District, a neighboring school district, is working on a similar project on two pilot schools also located in South San Diego.

### **3. PROJECT ACCOMPLISHMENTS**

The San Ysidro Walks & Wheels to School project was designed to be a comprehensive Safe Routes to School (SRTS) program. Early in the process, a Kick-off meeting was held to bring stakeholders together for successful implementation of this project. From this Kick-Off, the SRTS Coalition was formed and several activities were implemented. The outcomes have been well documented and consist of meeting and workshop sign-in sheets, flyers, agendas and materials, photographs, maps, flip charts and work plans, a final logo design, event materials (flyers, sign-in sheets, incentives and photos) and planning reports. All documentation can be found in the attachments of this Final SRTS Plan.

#### **3.1 THE 5 E's**

As previously mentioned, a comprehensive SRTS project includes the 5 E's (Education, Encouragement, Enforcement, Engineering and Evaluation). This project was designed to include all 5 E's and every activity conducted in conjunction with the project dealt with one or more of the 5 E's, in no particular order. The following outlines the activities included in the project.

##### **3.1.1 EDUCATION**

The success of any Safe Routes to School program lies in the education and involvement of the community, stakeholders and partners. It is important to inform parents, administrators, and children of the importance of being physically active and the benefits of the program as well as opportunities and resources for incorporating the promotion of walking and biking into the existing school curriculum. The following demonstrate the education elements incorporated into the project.

##### **Kick-off Meeting**

WalkSanDiego and the South Bay Union School District coordinated a kick-off meeting inviting school staff, parents, neighbors, South Bay Union School District, The City of San Diego Engineering Department, San Diego Police Department, City Council District Representatives and other potential partners to introduce the project, demonstrate the high need for this project to engage the communities around Mendoza and Nicoloff Elementary Schools, and to create enthusiasm to participate.

## Parent Presentations and Meetings

Educational activities, such as presentations for parents, were conducted in collaboration with local school parent groups (e.g. PTA) to discuss pedestrian and bike safety, promote interest in the workshop described below (Pedestrian Safety Training), and to review vehicular safety efforts (e.g. drive speed limit, no double parking, etc.) that parents as drivers can do to create a safer school neighborhood for children to walk and bike to school.

## Pedestrian Safety Training (Walkability Workshops)

At each participating school, a Pedestrian Safety Training, or Walkability Workshop, was conducted with stakeholder participants (e.g. parents, school staff, students, teachers, City staff, etc.). Stakeholders were educated on relevant health and safety messages, techniques for conducting walkability audits, a range of tools and approaches to assess and enhance pedestrian safety, and encouraging safe behavior with the purpose of familiarizing the community with walkability and other transportation concepts and the available resources for improvements. The following activities break down the workshops into different sections:

### *Walk Audit*

A walk/bike audit was conducted at each school by a team of stakeholders (e.g. principals, parents, students, administrators, etc.) and City staff (e.g. Community Services, Police, Public Works) led by WalkSanDiego to assess the surrounding school neighborhood after the initial training portion of the walkability workshop. A professional walk audit form was provided to assist participants with the assessment and continue the walkability/bikeability education process.

### *School Neighborhood Mapping*

Following the walk/bike audit, participants contributed to a mapping session of the school neighborhood, which is defined by the school catchment area. WalkSanDiego guided the participants to identify obstacles or hazards for walking and biking to school on large-scale maps of the school neighborhood. Participants then were led through a voting process to prioritize these barriers with regards to their impact in creating safer routes to/from school.





### *Prioritization Process*

Based on input documented at the workshop, residents were asked to identify the 4 issues that they consider to be the highest priority. At the end, it was easy to identify the ones that, as a community, residents would like to be addressed first.

### *Infrastructure Improvement Plans*

As a result of the Walkability Workshop, WalkSanDiego compiled and analyzed the data from the parent surveys, walk/bike audits, and mapping sessions for each school to propose an Infrastructure Improvement Plan with specific recommendations to reduce or eliminate the pedestrian and bicyclist barriers identified in the walkability workshops (See Appendix C for both Infrastructure Improvement Plans). WalkSanDiego has been working and will continue working collaboratively with the City of San Diego, which is reviewing the Infrastructure Improvement Plans and will provide input on the proposed infrastructure solutions for each school neighborhood. The Plans will subsequently be distributed to the schools, interested community members, and the City which can then use the Plan as a leveraging tool to secure future funding. The Infrastructure Improvement Plans can be found in Section 4.

### **SRTS Trainings (5 E's Workshops)**

Through the project, a group of parents and other stakeholders (school staff, the Parent-Teacher Association, and other interested parents and individuals) were engaged to participate in a 3-hour workshop at each of the project schools on all aspects of encouraging & promoting walking and biking around the school, focusing on Education, Enforcement and Encouragement. From this workshop, a SRTS Program Plan was created, outlining the various activities participants felt would be appropriate at their school. This can be found in Section 4.



## Logo Contest

A logo contest was held with Mendoza and Nicoloff Elementary Schools. The contest was conducted through homeroom classes and utilized students' creativity through art to promote walking and biking to school and SRTS activities. The winning student's logo was enhanced by a graphic artist to create an iconic image that will be used for brochures, bumper stickers, banners, and other program materials to easily convey the program message to the South San Diego community.

## Student Pedestrian Training: Walk This Way

Presentations for students and staff were conducted via Pedestrian Safety Trainings, called "Walk This Way," in an interactive assembly format to review the basics of pedestrian and bike safety (e.g. where, when, and how to cross) and to promote students walking and biking to school safely.



## Educational and Encouragement Promotional Items

The project provided funding to purchase encouragement and educational materials (e.g. bookmarks, frequent walker passes, banners, etc) with safety tips and other educational messages. Each school received materials based on the needs expressed by the SRTS Coalition.

### 3.1.2 ENCOURAGEMENT

In addition to the education portion of the project, encouragement activities were conducted at the school sites to promote students walking and biking to school. WalkSanDiego, together with the SRTS Coalition, used the community input on programmatic aspects of SRTS to guide the creation of encouragement programs.

## Media

SRTS efforts were publicized through various school venues (e.g. school announcements, school bulletin, PTA meetings, banners, flyers) for larger events (i.e. National Walk to School Day) to encourage participation.



### **Encouragement Promotional Materials**

Children and parents' opinions about walking to school are not always positive. The use of promotional material is a good first step to encourage kids to walk to school and practice a more active and sustainable commute to and from school. The Encouragement Promotional Materials were used as rewards for students participating in SRTS activities with the goal of creating a positive change in their view of walking to school. The promotional materials used for this project included silicone bracelets, bookmarks, bicycles, bike helmets, and banners, among others.

### **Walk To School Day**

Students were encouraged to participate in Walk to School Day with promotional materials (e.g. bracelets, punch cards, -raffle tickets) used to encourage students to participate in the event. A raffle for a bicycle and bike helmet was also held at each school to recognize walking to school. A large kick-off event such as this one is the first step to implement a Walk to School Program. WalkSanDiego worked with the SRTS Coalition and individual schools who participated to advertise and create excitement about the Kick-off Walk to School Event, which was publicized through flyers, announcements and other outlets.



### **3.1.3 ENFORCEMENT**

In addition to the education and encouragement portions of the project, enforcement activities were conducted at the school sites to create safer school neighborhoods for students to walk and bike to school. For SRTS projects, enforcement does not necessarily refer to law enforcement, but also to the efforts that parents, schools, students and the community could implement to create safer streets and more responsible residents.

### **Kick-off Meeting**

San Diego Police Department attended to the kick-off meeting to learn about the purpose and scope of this SRTS program. This meeting was a crucial step for law enforcement to support SRTS activities and the future events conducted by the project at both schools.

### **Pedestrian Safety Trainings (Walkability Workshops)**

City of San Diego Police Department attended both Pedestrian Safety Workshops. As part of the walk/bike audit and school neighborhood mapping session, participants assessed safety concerns for children to walk or bike to school. This provided an opportunity for the police representatives to learn more about the safety concerns (e.g. traffic, pedestrian, bike, crime) that residents have at each particular school site from the people who face these issues daily.

### **Infrastructure Improvement Plans**

The Infrastructure Improvement Plans with community input regarding safety concerns were submitted to the City of San Diego Police Department. This information is intended to assist the department in identifying the best enforcement tactics to address the issues identified by the SRTS Workshop participants. The Police Department assisted in the development of enforcement solutions for inclusion in the Infrastructure Improvement Plans, providing an additional layer to the enforcement efforts. The Infrastructure Improvement Plans can be found in Section 4.

### **SRTS Trainings (5E's Workshops)**

The San Diego Police Department also participated in a 2-hour workshop held at each of the project schools. In addition to the presence of law enforcement, parents and school staff learned about various enforcement strategies and best practices that have been implemented in SRTS projects throughout the United States. These best practices could be implemented at the participating schools to create safer school neighborhoods for students to walk and bike to school. From this workshop, a SRTS Program Plan was created, outlining the various activities participants felt would be appropriate at their school. This can be found in Section 4.

### **San Diego Police Department Engagement**

Additionally, the Police Department showed their support for the project and explained to the community their strategy to overcome the limitations of a decreased police force due to budget constraints which has resulted in few officers being responsible for patrolling many schools. They also explained their approach to patrolling school surroundings during arrival and dismissal periods to address vehicular, pedestrian, and bike violations (e.g. speeding vehicles, not yielding to pedestrians, jay-walking, etc.) as necessary in the school vicinity.



### **3.1.4 ENGINEERING**

In addition to the Education, Encouragement, and Enforcement portions of the project, Engineering activities were conducted at the school sites to help create safer school neighborhoods for students to walk and bike to school.

#### **Kick-off Meeting**

School representatives are very interested in the condition of the built environment and improvements to the school's surroundings in order to have safer streets. Traffic engineers expressed their interest in learning about the community needs in order to know where to make improvements as funding becomes available. Even though this is a non-infrastructure project, the presence of a City of San Diego Traffic Engineer at the SRTS Project Kick-off was crucial in order to create trust and support for the project at the school administration level.

#### **Pedestrian Safety Trainings (Walkability Workshops)**

The City of San Diego Traffic Engineering Division staff prepared tabletop maps of the school neighborhoods and traffic counts (number of vehicles on street) for usage at the school Walkability Workshops. As part of the workshop activities, which included a walk/bike audit and school neighborhood mapping, participants assessed physical safety concerns (e.g. lack of sidewalks, lack of crosswalks, school signage, etc.) in the school neighborhood that create barriers for children to walk or bike to school. This training was essential to educate the community about



engineering improvements that lead to safer streets. The presence and support of traffic engineering department representatives at the trainings creates confidence in the project. Parents and school administration appreciate being heard by city staff that are experts in their field and can answer questions regarding the specific engineering issues that people are facing in their communities.

#### **Infrastructure Improvement Plans**

Infrastructure Improvement Plans, or reports detailing the walk/bike barriers and safety issues identified by residents at the Walkability Workshops, were provided to the City of San Diego Traffic Engineering Division. City Traffic Engineering staff are collaborating with the SRTS team to plan improvements that address these barriers to improve safety. The Infrastructure Improvement Plans identify infrastructure projects that the City of San Diego can seek funding for in the future. The Infrastructure Improvement Plans can be found in Section 4.

### **SRTS Trainings (5E's Workshops)**

This training included the “Engineering” component of a SRTS comprehensive program and complimented the pedestrian safety training previously held at each of the participating schools. From this workshop, a SRTS Program Plan was created, outlining the various activities participants felt would be appropriate at their school. This can be found in Section 4.

### **3.1.5 EVALUATION**

Evaluation activities were conducted to assess the success of the project’s education, encouragement, enforcement, and engineering activities.

#### **Student Tally (Pre-evaluation)**

A student tally to measure the current levels of walking and biking to/from school among students was conducted before any other project activities commenced for pre-evaluation purposes.

#### **Parent Survey (Pre-evaluation)**

A survey to measure the safety perception of parents and caregivers was conducted before any other project activities commenced for pre-evaluation purposes.

#### **Student Tally (Post-evaluation)**

A student tally to measure the current levels of walking and biking to/from school among students was conducted at the final stage of the project for post-evaluation purposes.

#### **Parent Survey (Post-evaluation)**

A survey to measure the safety perception of parents and caregivers was conducted at the final stage of the project for post-evaluation purposes

## **3.2 PUBLIC PARTICIPATION**

This project focused on the communities surrounding the participating schools. Each project activity involved members the community, either through students or parents. Local residents are the experts because they intimately know and face the issues in their community everyday and are therefore aware of the needs. Public input is vital to having a community based report reflecting the needs and desires of residents and local street users. Community outreach involved implementing strategies such as sending out flyers to every student home, presenting at teacher meetings to create awareness and involvement with the teachers to pass along to the students, reverse phone calls (schools called students homes to invite parents to participate in events), flyer distribution on school site, marquee announcements, banners and posters around schools, one-on-one outreach, and follow up emails and phone calls to parents and

stakeholders interested in participating in the project. Below are the activities that included community participation.

### **Kick-Off Meeting**

The Kick-off meeting provided the opportunity to engage a wide variety of community members and groups, including health clinic representatives, City Council representatives, City traffic engineering staff, the police department, and school district staff, as well as volunteers and project staff.



### **Pedestrian Safety Training (Walkability Workshop)**

In order to garner community participation for the Pedestrian Safety Training held at each school, a school-wide outreach was done through flyers, phone calls, emails, posters, and other outreach mechanisms. The two workshops together had an attendance of over 40 residents, school staff and other stakeholders. This educational component allowed the community to provide input regarding community needs in specific locations and potential solutions. From this workshop, Infrastructure Improvement Plans were created. These can be found in Section 4.

### **SRTS Training (5 E's Workshops)**

A Safe Routes to School training was conducted at each project school with a similar outreach strategy as the Walkability Workshops. As a result of the community input provided at this meeting, a SRTS Program Plan was created, outlining the various activities participants felt would be appropriate at their school. This can be found in Section 4.

### **Logo Contest**

The logo contest provided the opportunity for students to become directly engaged in the SRTS activities being conducted. Hundreds of students submitted their logo contest entries. The purpose was to provide an opportunity for students to reflect on their own walking and/or biking experiences, assert their vision for future walking/biking infrastructure, and to provide a student's perspective on the relationship of the streets and getting to school to remind students and adults about the importance of pedestrian and cyclist safety through a graphic or picture. Three finalists were identified, but only one logo was selected as the winner. Based on the winning logo, a final program logo was created by a professional graphic designer which was printed in outreach materials to further engage more residents.

## Walk to School Celebrations

This activity encouraged hundreds of students and their parents to walk to school. The events were done with the participation of the SRTS Coalition parents who participated in the planning, logistics and execution of the event. During the events, a substantial number of parents at each school expressed their concerns about walking under the current conditions, but also showed interest in continuing to support and participate in these types of activities. Contact information was collected during the events to engage participants in future activities.



## SRTS Coalition

At each participating school, a SRTS Coalition was established to bring together strategic partners at the local school neighborhood level. The SRTS Coalitions included the principal, PTA president, parents, teachers, law enforcement, traffic engineers and other stakeholders. Many of the volunteers participated in more than one activity as their schedules permitted and expressed their interest in continuing to be engaged in the SRTS Coalition at both Mendoza and Nicoloff Elementary Schools. At the end of the project a core group of participants who have continually been engaged have expressed interest in participating in future activities with the purpose of improving the conditions of the school surroundings.

## 4. COMMUNITY INPUT

Throughout the process, parent involvement and input was vital in creating a program that would be successful in the short-term and sustainable in the long-term. The following sections are the reports of community input collected throughout the project.

### 4.1 Safe Routes to School Program Plans

During the SRTS Trainings (5 E's Workshops), parents, school staff, and other stakeholders (Parent-Teacher Association representatives, and other interested parents and individuals) were engaged to participate in a 3-hour workshop at each of the project schools on all aspects of encouraging & promoting walking and biking around the school, focusing on Education, Enforcement and Encouragement. . The following SRTS Program Plan was created documenting the community input, and outlining the various activities participants felt would be appropriate at their school.

**4.1.1. Beyer**



**SAN YSIDRO WALKS & WHEELS TO SCHOOL  
BEYER ELEMENTARY SCHOOL**



**Safe Routes to School (SRTS) Program  
October 27, 2011**

WalkSanDiego, in partnership with the San Ysidro School District, conducted a community workshop with 55 residents, school staff and other stakeholders at Beyer Elementary School located at 2312 East Beyer Way, San Ysidro, CA 92173 on October 27, 2011 to identify activities to support children to safely walk or bike to Beyer Elementary School.

WalkSanDiego, en asociación con el Distrito Escolar de San Ysidro, realizaron un taller a la comunidad con 55 residentes, personal escolar y otras partes interesadas en la Escuela Primaria Beyer ubicada en 2312 East Beyer Way, San Ysidro, CA 92173 el 27 de Octubre del 2011 para identificar actividades para apoyar a los niños para caminar o ir en bicicleta a la Escuela Primaria Beyer de manera segura.

Workshop participants suggested the following activities to support children safely walking and biking to school:  
*Los participantes del taller sugirieron las siguientes actividades para apoyar niños a caminar o ir a la escuela en bicicleta de manera segura:*

*Vision for Beyer Elementary SRTS Program:*

*Visión para el Programa de Rutas Seguras a la Escuela Beyer:*

- Better traffic safety and safety from crime  
*Mejor seguridad peatonal y seguridad del crimen*
- Have walking school bus to get students safely to school  
*Que haya camión escolar para que lleve a los niños a la escuela*
- Better drop-off and pick up system  
*Mejor sistema para dejar y recoger a los niños de la escuela*
- Better infrastructure for pedestrian safety  
*Mejor infraestructura para seguridad peatonal*

*The following activities were suggested for the Beyer Elementary School SRTS program:*

*Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) a la Escuela Beyer*

	<b>Activities/ Actividades</b>
<b>Education/ Educación</b>	<ul style="list-style-type: none"> <li>• <b>Students/ Estudiantes</b> <ul style="list-style-type: none"> <li>○ Walk this way pedestrian training - Present at school assembly and/or class a pedestrian safety training (WalkThis Way) <i>Entrenamiento de Seguridad Peatonal “Camina Así” – Realizar un Entrenamiento de Seguridad Peatonal en una asamblea o en salón de clase (Walk This Way / Camina Así)</i></li> </ul> </li> </ul>

<p><b>Education/ Educación</b></p>	<ul style="list-style-type: none"> <li>• <b>Parents/ Padres de Familia</b> <ul style="list-style-type: none"> <li>○ Make announcements after school and reach parents through flyers <i>Hacer anuncios para los padres de familia después de escuela y a través de volantes</i></li> <li>○ Implement “I drive 25” campaign <i>Implementar una campaña de “Yo Manejo a 25 MPH)</i></li> <li>○ Send emails and text messages to parents <i>Enviar correos electrónicos y mensajes de texto a los padres de familia</i></li> </ul> </li> <li>• <b>Neighborhood and Drivers:/ Comunidad y conductores:/</b> <ul style="list-style-type: none"> <li>○ Signs in the neighborhoods <i>Cartelones en el vecindario</i></li> </ul> </li> </ul>
<p><b>Encouragement/ Motivación</b></p>	<ul style="list-style-type: none"> <li>• <b>Walking promotion/ Promover el Caminar</b> <ul style="list-style-type: none"> <li>○ Implement walking school bus – Walk on Wednesdays (WOW) – <i>Implementar camión escolar – Miércoles de Caminata (WOW por sus siglas en ingles</i></li> <li>○ High school student-community services (with walking school bus) <i>Que los estudiantes de la preparatoria hagan servicio comunitario (con el camión escolar)</i></li> <li>○ T-shirts <i>Camisetas</i></li> <li>○ Bicycle groups – walk bike policy at district <i>Grupos ciclistas – política de caminar e ir en bicicleta del distrito</i></li> <li>○ Walk to school day celebration and event with designates sites to park and walk <i>Celebrar el día de caminar a la escuela y eventos donde se designen sitios para estacionarse y caminar a la escuela</i></li> <li>○ Implement punch card program for students <i>Implementar el programa de estudiantes caminantes frecuente con el uso de tarjetas</i></li> </ul> </li> </ul>
<p><b>Enforcement/ Aplicación de Medidas</b></p>	<ul style="list-style-type: none"> <li>• <b>School safety patrol (with students, Crossing guard (parent), and community/ Patrulla de seguridad escolar (con estudiantes, guardias de cruce (padres de familia) y la comunidad:</b> <ul style="list-style-type: none"> <li>○ Help architect design traffic/student drop off and bus stop <i>Ayudar al arquitecto a diseñar áreas para dejar a los niños en carro y la parada del autobús</i></li> </ul> </li> </ul>

<p><b>Enforcement/ Aplicación de Medidas</b></p>	<ul style="list-style-type: none"> <li>○ Better usage of cones (cart to carry cones) <i>Mejor utilización de los conos (carrito para portar los conos)</i></li> <li>○ Flyers to parents regarding traffic rules <i>Volantes para padres de familia en relación a las reglas de trafico</i></li> <li>○ Help with communication and collaboration with SDPD <i>Ayudar a la comunicación y colaboración con el Departamento de Policía de San Diego (SDPD)</i></li> <li>○ Notices to parent of traffic violation on cars <i>Poner avisos en los carros de los padres de familia que hacen violaciones de transito</i></li> <li>○ Coordination with SDPD <i>Coordinación con el Departamento de Policía de San Diego (SDPD)</i></li> </ul>
<p><b>Engineering Ingeniería</b></p>	<ul style="list-style-type: none"> <li>● <b>Plan and install improvements around school for enhanced safety* / <i>Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad*</i></b> <ul style="list-style-type: none"> <li>● Flashing lights on street in front of school <i>Luces intermitentes en la calle en frente de la escuela</i></li> <li>○ Meet with parents –before new school (Beyer) is built to get ideas for traffic <i>Reunión con los padres – antes de que la nueva escuela (Beyer) sea construida para dar ideas en relación al trafico</i></li> <li>○ Other parents/community issues and recommendations already identified in Walkability Report/ <i>Hay otros problemas y recomendaciones identificados por los padres de familia en el reporte de mejoras de infraestructura</i></li> </ul> </li> </ul>
<p><b>Evaluation Evaluación</b></p>	<ul style="list-style-type: none"> <li>● Pre-Post Evaluation/ <i>Pre-Post Evaluación:</i> <ul style="list-style-type: none"> <li>○ Complete parent survey/ <i>Completar una encuesta de padres de familia</i></li> <li>○ Student tally walk/bike to school conducted/ <i>Conteo de niños que caminan o van en bicicleta a la escuela</i></li> <li>○ Utilize pre-evaluation results to guide program / <i>Utilizar los resultados de la pre-evaluación para guiar el programa</i></li> </ul> </li> </ul>

\* Infrastructure improvements are not allowed under the SRTS grant received by this program/  
*No se permiten mejoras de infraestructura en este programa de rutas seguras a la escuela*

**4.1.2. Willow**



**SAN YSIDRO WALKS & WHEELS TO SCHOOL  
WILLOW ELEMENTARY SCHOOL**



**Safe Routes to School (SRTS) Program  
October 25, 2011**

WalkSanDiego, in partnership with the San Ysidro School District, conducted a community workshop with 39 residents, school staff and other stakeholders at Willow Elementary School located at 226 Willow Road, San Ysidro, CA 92173 on October 25, 2011 to identify activities to support children to safely walk or bike to Beyer Elementary School.

*WalkSanDiego, en asociación con el Distrito Escolar de San Ysidro, realizaron un taller a la comunidad con 39 residentes, personal escolar y otras partes interesadas en la Escuela Primaria Willow ubicada en 226 Willow Road, San Ysidro, CA 92173 el 25 de Octubre del 2011 para identificar actividades para apoyar a los niños para caminar o ir en bicicleta a la Escuela Primaria Willow de manera segura.*

Workshop participants suggested the following activities to support children safely walking and biking to school:  
*Los participantes del taller sugirieron las siguientes actividades para apoyar niños a caminar o ir a la escuela en bicicleta de manera segura:*

*Vision for Willow Elementary SRTS Program:*

*Visión para el Programa de Rutas Seguras a la Escuela Willow:*

- Better safety  
*Mejor seguridad*
- Increase number of people walking  
*Aumentar el número de gente caminando*
- Reduce the amount of cars driving  
*Reducir el número de carros siendo manejados*

*The following activities were suggested for the Willow Elementary School SRTS program:*

*Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) a la Escuela Willow:*

	<b>Activities/ Actividades</b>
<b>Education/ Educación</b>	<ul style="list-style-type: none"> <li>• <b>Students/ Estudiantes</b> <ul style="list-style-type: none"> <li>○ Walk this way pedestrian training - Present at school assembly and/or class a pedestrian safety training (WalkThis Way) <i>Entrenamiento de Seguridad Peatonal "Camina Así" – Realizar un Entrenamiento de Seguridad Peatonal en una asamblea o en salón de clase (Walk This Way / Camina Así)</i></li> <li>○ Willow E.S. is a technology driven school: use computers for kids to educate themselves about pedestrian safety/ <i>La Escuela Primaria Willow es una escuela enfocada a la tecnología: utilizar las computadoras para educar a los niños en cuanto a seguridad peatonal</i></li> </ul> </li> </ul>

<p><b>Education/ Educación</b></p>	<ul style="list-style-type: none"> <li>• <b>Parents/ Padres de Familia</b> <ul style="list-style-type: none"> <li>○ Engage parents to educate children while walking even if they're not their children <i>Involucrar a los padres de familia para educar a los niños mientras caminan aunque no sean sus niños</i></li> <li>○ Implement "I Drive 25" campaign to educate parents about safe driving <i>Implementar una campaña de "Yo Manejo a 25 MPH) para educar a los padres sobre manejar de manera segura</i></li> <li>○ Engage PTA to advocate for 15 mph speed limit in the school zone <i>Involucrar al PTA para que abogue para cambiar el limite de velocidad a 15PMH en zona escolar</i></li> </ul> </li> <li>• <b>Neighborhood and Drivers:/ Comunidad y conductores:/</b> <ul style="list-style-type: none"> <li>○ Signs and banners to educate people in the school zone <i>Señales y lonas para educar a la gente en relación a la zona escolar</i></li> <li>○ Signs within the school parking lot to educate drivers <i>Señales dentro del estacionamiento de la escuela para educar a los conductores</i></li> <li>○ Educate people who came from Camino de la Plaza through flyers <i>Educar a la gente que viene por Camino de la Plaza a través de volantes</i></li> </ul> </li> </ul>
<p><b>Encouragement/ Motivación</b></p>	<ul style="list-style-type: none"> <li>• <b>Walking promotion/ Promover el Caminar</b> <ul style="list-style-type: none"> <li>○ Implement park and walk sites <i>Implementar sitios para estacionarse y caminar</i></li> <li>○ Walk to school day celebration <i>Celebrar el día de caminar a la escuela</i></li> <li>○ Walking cards <i>Tarjetas de caminante frecuente</i></li> <li>○ Walk to school day once a month <i>Día de caminar a la escuela una vez por mes</i></li> <li>○ "Caught being good" with incentives for students through Police Dept. and crossing guards watching, getting students names and grades and reporting to the office. <i>"Te atrapamos hacienda las cosas bien" con incentivos para los estudiantes a través del Departamento de Policía y con los guardias del cruce peatonal, obtener los nombres de los niños y reportándolos a la oficina</i></li> </ul> </li> </ul>

**Enforcement/  
Aplicación de  
Medidas**

- **School safety patrol (with students, Crossing guard (parent), and community/**  
*Patrulla de seguridad escolar (con estudiantes, guardias de cruce (padres de familia) y la comunidad:*
  - Police Dept. doesn't have resources for bike rodeos - parent to educate kids about safe riding, safe routes, wearing helmet  
*El Departamento de Policía no tiene recursos para rodeos ciclistas – que los padres de familia eduquen a los niños acerca de andar en bicicleta de manera segura, sobre rutas seguras y sobre utilizar el casco*
  - School staff can write license plates and prevent drivers from coming onto school campus (parking lot)  
*El personal escolar puede escribir las placas vehiculares y evitar que esos carros entren al estacionamiento del campus escolar*
  - School must take action prior to P.D. citing the driver for trespassing.  
*La escuela debe tomar acción antes de que la Policía multe a los conductores por traspasar*
  - Bus from H.S. stops in front of crosswalks. H.S. students cross out of crosswalks and encourage kids from Willow to cross with them outside of crosswalk  
*Los camiones de la escuela preparatoria paran enfrente del cruce peatonal. Los estudiantes de la preparatoria cruzan por fuera del cruce peatonal y motivan a que los niños de Willow crucen también por fuera del cruce peatonal*
  - Talk with Sweetwater Union High School District (SUHSD) to ask bus drivers to stop behind crosswalk to force them to use crosswalk or to drop them off at the park.  
*Hablar con el Distrito Escolar de Escuelas Preparatorias de Sweetwater (SUHSD por sus siglas en inglés) para que pida a los conductores de camión que paren detrás del cruce peatonal para forzar a que los muchachos utilicen el cruce peatonal o que los deje en el parque*
  
- **Law Enforcement /**  
*Aplicación de Medidas Policiacas*
  - Talk with principal to implement limiting waiting time in front of the school to 3 minutes and then cars must move  
*Hablar con el director para que se implemente un límite de espera de 3 minutos en frente de la escuela y que después se muevan los vehículos*
  - Speed limit radar  
*Radár de límite de velocidad*
  - Request speed trailers or officers with radar guns to be at the curve near the pedestrian bridge to decrease speeders around that corner  
*Solicitar un tráiler medidor de velocidad u oficiales con pistolas con radar de velocidad para instalarlas en la curva cerca del Puente peatonal para reducir el número de gente que va rápido en esa esquina*

<p><b>Engineering</b> <b>Ingeniería</b></p>	<ul style="list-style-type: none"> <li>• <b>Plan and install improvements around school for enhanced safety* / <i>Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad*</i></b>Flashing lights on street in front of school <ul style="list-style-type: none"> <li>○ Other parents/community issues and recommendations already identified in Walkability Report/ <i>Hay otros problemas y recomendaciones identificados por los padres de familia en el reporte de mejoras de infraestructura</i></li> </ul> </li> </ul>
<p><b>Evaluation</b> <b>Evaluación</b></p>	<ul style="list-style-type: none"> <li>• <b>Pre-Post Evaluation/ <i>Pre-Post Evaluación:</i></b> <ul style="list-style-type: none"> <li>○ Complete parent survey/ <i>Completar una encuesta de padres de familia</i></li> <li>○ Student tally walk/bike to school conducted/ <i>Conteo de niños que caminan o van en bicicleta a la escuela</i></li> <li>○ Utilize pre-evaluation results to guide program / <i>Utilizar los resultados de la pre-evaluación para guiar el programa</i></li> </ul> </li> </ul>

\* Infrastructure improvements are not allowed under the SRTS grant received by this program/  
*No se permiten mejoras de infraestructura en este programa de rutas seguras a la escuela*

## 4.2 Infrastructure Improvement Plan

During the Pedestrian Safety Trainings, or Walkability Workshops, community input was recorded on safety issues in the built environment as well as participant's prioritizations and recommendations specific infrastructure improvements to reduce or eliminate the pedestrian barriers identified. The following Infrastructure Improvement Plans were created to document this community input.



### 4.2.1 Beyer

## BEYER ELEMENTARY SCHOOL NEIGHBORHOOD/ VECINDARIO DE LA ESCUELA PRIMARIA BEYER



### Pedestrian & Bicyclist Issues/ Problemas de Peatones y Ciclistas

WalkSanDiego, in partnership with the San Ysidro School District conducted a community workshop with 36 residents and school staff from Beyer Elementary School at the same school which is located at 2312 East Beyer Way, San Ysidro, CA 92173 on June 2<sup>nd</sup> 2011, complimenting a previous workshop conducted on February 8<sup>th</sup>, 2011 with 10 residents and school staff to identify pedestrian and bicyclist safety and access issues for residents living in the neighborhood surrounding Beyer Elementary School (defined by school attendance boundary), with an emphasis on making it safer for children to walk and bike to school./ WalkSanDiego, en asociación con el Distrito Escolar de San Ysidro, realizo un taller para la comunidad en donde asistieron 10 residentes, el taller fue impartido en las instalaciones de la Escuela Primaria Beyer ubicada en 2312 East Beyer Way, San Ysidro, CA 92173 el día 2 de Junio de 2011 complementando un taller previo realizado el 8 de Febrero de 2011 con 10 residentes y personal escolar para identificar temas relacionados con la seguridad y acceso peatonal y ciclista para los residentes del vecindario de la Escuela Primaria Beyer (definido por la frontera escolar de asistencia), con énfasis en la seguridad para que los niños caminen y vayan en bicicleta a la escuela.

Workshop participants reported the following pedestrian issues and possible solutions for improving each of these pedestrian issues. (Please note that the numbers in parenthesis indicate the number of votes received by residents, thus determining level of priority.):

Los participantes del taller reportaron los siguientes temas peatonales y sus posibles soluciones para mejorar cada uno de estos temas peatonales. (Por favor tomen nota que cada número en paréntesis indica los números de votos de los residentes, siendo así determinante el nivel de prioridad):

Location/ Ubicación	Issues Identified By Residents/ Temas Identificado Por Residentes	Improvements Suggested By Residents/ Mejoramientos Sugerido Por Residentes
<p>1 East Beyer Way</p>	<p><b><u>In front of Beyer Elementary School:</u></b></p> <p>a. Speeder and problems in the drop off area, cars speeding/ Gente manejando a altas velocidades y problemas en el área para que se bajen los niños del carro, carros van muy rápido</p> 	<p><b><u>In front of Beyer Elementary School:</u></b> [Votes 67]</p> <p>a. Speedometer for marking and traffic officer, extend the (3 minute limit zone) to the rest of the edge of the school, put raised crosswalks or speed humps, put in-pavement flashing lights in the crosswalk like the ones in front of Willow E.S./ Un radar para medir la velocidad y un oficial de tráfico, extender área para que se bajen los niños de carro (con límite de 3 minutos) a todo el ancho de la escuela, poner cruces peatonales elevados o topes reductores, poner luces parpadeantes como las de Willow E.S. en el cruce peatonal</p>



Location/ Ubicación	Issues Identified By Residents/ Temas Identificado Por Residentes	Improvements Suggested By Residents/ Mejoramientos Sugerido Por Residentes
<p>(168 votes)</p> <p>1 East Beyer Way (cont.)</p>	 <p>b. Not a visible crosswalk and it does not have ramps/ Paso peatonal no está visible y no tiene rampas</p> <p><b><u>Entrance to the Pedestrian Overpass Bridge south to Beyer Elementary School:</u></b></p> <p>c. Not enough lighting, there is people drinking alcohol at night and leaves the trash and bottles; in the morning the kids going to school have to walk close to all that litter/ No hay suficiente alumbrado, la gente en la noche toma alcohol y deja basura y desechos; en la mañana cuando los niños van a la escuela tienen que pasar por allí.</p> <p>d. People coming out of the pedestrian overpass bridge cross the street and there is no crosswalk/ Gente que sale del Puente cruza y no hay cruce peatonal</p> <p><b><u>By the entrance to the Pedestrian Overpass Bridge south to Beyer Elementary School:</u></b></p> <p>e. The blinking light that is in the speed sign does not work, sign must be visible, bigger, it is in a curve not visible/ La luz parpadeante en la señal de límite de velocidad no sirve, la señal debe estar visible, mas grande, está en una curva, no se mira</p> 	<p><b><u>WalkSanDiego (WSD) Recommendation: Install appropriate traffic calming devices (e.g. chicanes, curves, islands, install curb extension at the crosswalk to reduce pedestrians crossing distance/</u></b> <i>Instalar reductores de velocidad que sean apropiados (por ejemplo curvas, isletas), instalar extensión en de la banqueta en el cruce peatonal para reducir la distancia de cruce de los peatones</i></p> <p>[Votes: 51]</p> <p>b. Paint a zebra [style] crosswalk and put ramps on both sides as they did in Willow Elementary [including] lights and sensors/ Pintar el paso peatonal [tipo] cebra con luces y sensores como en la Escuela Primaria Willow e instalar rampas en ambos lados</p> <p>[Votes: 16]</p> <p><b><u>Entrance to the Pedestrian Overpass Bridge south to Beyer Elementary School:</u></b></p> <p>[Votes: 57]</p> <p>c. Police surveillance, better lighting (e.g. solar lights throughout the bridge)/ Vigilancia policiaca, Mejor alumbrado (ej. Lámparas solares en todo el Puente)</p> <p>[Votes: 40]</p> <p>d. Put a high visibility crosswalk/ Poner un cruce peatonal de alta visibilidad</p> <p>[Votes: 17]</p> <p><b><u>By the entrance to the Pedestrian Overpass Bridge south to Beyer Elementary School:</u></b></p> <p>[Votes: 26]</p> <p>e. Fix it, put another one that includes a speed radar and a traffic camera similar to the one that is by Bonita High School in Chula Vista, extend it to be visible with lights/ Arreglarlo, Poner otro que incluya un radar de velocidad y cámara como el que hay por Bonita High School en Chula Vista, agrandarlo para que sea visible con luces</p> <p>[Votes:25]</p>

Location/ Ubicación	Issues Identified By Residents/ Temas Identificado Por Residentes	Improvements Suggested By Residents/ Mejoramientos Sugerido Por Residentes
	<p>f. Pole in the middle of the sidewalk/ Poste en medio de la banqueta</p> <p><b><u>East Beyer Way:</u></b></p> <p>g. Very dark/ Muy oscuro</p> <p><b><u>By the trolley bridge South to Beyer Elementary School:</u></b></p> <p>h. The street is too long for speeders/ La calle es muy larga y la gente va a altas velocidades</p>	<p>f. Remove the poles and design to install them in a more appropriate place/ Quitar los postes y diseñar para ponerlos en un lugar más apropiado [Votes:1]</p> <p><b><u>East Beyer Way:</u></b> [Votes: 15]</p> <p>g. More lights (solar lights to save energy) at a human scale height/ Mas luces (solares para ahorrar energía) a nivel escala humana [Votes: 15]</p> <p><b><u>By the trolley bridge South to Beyer Elementary School:</u></b></p> <p>[Votes: 3]</p> <p>h. Make sidewalk wider so they [vehicles] go slower/ Hacer la banqueta más ancha para que [los vehículos] vayan más despacio [Votes: 3]</p>
<p>2 West Park (17 votes)</p>	<p><b><u>West Park to the north of Hall Avenue:</u></b></p> <p>a. No sidewalks, tree roots does not allow to walk safely and people has to walk on the street/ No hay banquetas, las raíces de los arboles no permiten caminar seguro y hay que bajarse a [caminar en] la calle</p> 	<p><b><u>West Park to the north of Hall Avenue:</u></b></p> <p>[Votes: 17]</p> <p>a. [On the side of the park] put sidewalks that include a buffer zone/ [En el lado del parque] Poner banquetas que incluyan área de jardinería [Votes:17]</p>
<p>3 East Park (5 vote)</p>	<p>a. No light, very dark/ No hay luz, muy oscuro</p>	<p>a. More lighting/ Mas alumbrado <b>WalkSanDiego (WSD) Recommendation: Install human scale lighting to improve pedestrian visibility, safety and comfort/ Instalar alumbrado a escala humana para que facilite la visibilidad, mejore la seguridad y comodidad de los peatones</b> [Votes: 5]</p>

Location/ Ubicación	Issues Identified By Residents/ Temas Identificado Por Residentes	Improvements Suggested By Residents/ Mejoramientos Sugerido Por Residentes
<p>4</p> <p>Neighborhood streets</p> <p>(2 votes)</p>	<p>a. They don't have visible crosswalk, sign posted or [marked crosswalk] on the street/ No tienen señales de cruces peatonales o [cruces peatonales marcados] en la calle</p>	<p>a. All streets near school should be marked with a crosswalk sign and paint/ Todas las calles cerca de la escuela deberían estar marcadas con señales de cruce peatonal y pintadas <b>WalkSanDiego (WSD) Recommendation: City to do a study to determine which streets should be marked and to determine what kind of marked crosswalk should be implemented (regular, high visibility, etc)/</b> <i>Que la Ciudad haga un estudio para determinar cuales intersecciones deben estar marcadas y para determinar el tipo de marcación que debe implementarse (normal, de alta visibilidad, etc)</i> [Votes: 2]</p>
<p>5</p> <p>West Park &amp; East Park</p> <p>(2 votes)</p>	<p>a. Something happens that vehicle drivers do not realize that these are one way streets and something needs to be done/ Algo pasa que los carros no se dan cuenta que las calles son de un solo sentido y hay que hacer algo</p> 	<p>a. City needs to put more one way signs that are more effective/ Que la Ciudad ponga más letreros de un solo sentido que sean más efectivos <b>WalkSanDiego (WSD) Recommendation: City to fix current signs and install signs that are more visible in a strategic way to make sure that drivers see the appropriate signs /</b> <i>Que la Ciudad arregle las señales actuales e instale señales más visibles de una manera mas estratégica para asegurarse de que los conductores vean las señales apropiadas</i> [Votes: 2]</p>
<p>6</p> <p>Beyer Boulevard</p>	<p>a. Need more lighting including freeway bridge need light/ Necesita más alumbrado público incluyendo al puente del freeway [la carretera] que necesita luz</p>	<p>a. More light poles, neon lights/ Mas postes de luz, luces de neón <b>WalkSanDiego (WSD) Recommendation: Install human scale lighting to improve pedestrian visibility, safety and comfort/</b> <i>Instalar alumbrado a escala humana para que facilite la visibilidad, mejore la seguridad y comodidad de los peatones</i></p>

*For more information please contact/ Para más información, por favor comuníquese con:*

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4.2.2 Willow

Safe Routes to School Project (CPPW)/

Proyecto de Rutas Seguras a la Escuela (CPPW):



*San Ysidro Walks & Wheels to School! ¡San Ysidro Camina y Rueda a la Escuela!*

**WILLOW ELEMENTARY SCHOOL NEIGHBORHOOD/  
VECINDARIO DE LA ESCUELA PRIMARIA WILLOW**

**Pedestrian & Bicyclist Issues/ Asuntos de Peatones y Ciclistas**

WalkSanDiego, in partnership with the San Ysidro School District, conducted a community workshop with 22 residents and 3 school staff at Willow Elementary School located at 226 Willow Road, San Ysidro, CA 92173 on May 25<sup>th</sup>, 2011 to identify pedestrian and bicyclist safety and access issues for residents living in the neighborhood surrounding Willow Elementary School (defined by school attendance boundary), with an emphasis on making it safer for children to walk and bike to school.

WalkSanDiego, en asociación con el Distrito Escolar de San Ysidro, realizaron un taller a la comunidad con 22 residentes y personal escolar (2) en la Escuela Primaria Willow ubicada en 226 Willow Road, San Ysidro CA 92173 el 25 de Mayo del 2011 para identificar temas relacionados con la seguridad y acceso peatonal y ciclista para los residentes del vecindario de la Escuela Primaria Willow (definido por la frontera escolar de asistencia), con énfasis en la seguridad para que los niños caminen y vayan en bicicleta a la escuela.

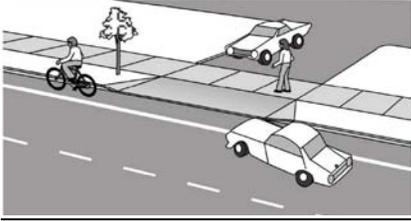
*Workshop participants reported the following pedestrian issues and possible solutions for improving each of these pedestrian issues. (Please note that the numbers in parenthesis indicate the number of votes received by residents, thus determining level of priority.):  
Los participantes del taller reportaron los siguientes temas peatonales y sus posibles soluciones para mejorar cada uno de estos temas peatonales. (Por favor tomen nota que cada número en paréntesis indica los números de votos de los residentes, siendo así determinante el nivel de prioridad):*

Location/ Ubicación	Issues Identified By Residents/ Temas Identificado Por Residentes	Improvements Suggested By Residents/ Mejoramientos Sugerido Por Residentes
<p>1</p> <p>Around School</p> <p>(22 votes)</p>	<p><u>In front of the School:</u></p> <p>a. Parking is huge issue, not enough parking space in front of the school/ El estacionamiento es un tema importante, no hay suficiente espacio en frente de la escuela</p>	<p><u>In front of the School:</u></p> <p>a. People who live close should walk, open a back entrance in the back (at the end of Front Street)/ La gente que vive cerca debería caminar, abrir una entrada trasera (al final de Front Street) (12)</p>



Location/ Ubicación	Issues Identified By Residents/ Temas Identificado Por Residentes	Improvements Suggested By Residents/ Mejoramientos Sugerido Por Residentes
<p>1 Around School  cont.</p>	<div data-bbox="449 306 852 602" data-label="Image"> </div> <p><u>Bridge that crosses I-5:</u></p> <p>b. Very dirty, there is people living at the entrance of the bridge, people drinking alcohol discourage people from walking there, lack of lighting/ Suciedad, hay gente que vive en la entrada del puente, alcoholismo y esto evita que la gente quiera caminar, falta luz</p> <div data-bbox="390 862 873 1141" data-label="Image"> </div> <p><u>Around the school:</u></p> <p>c. Older kids crossing at mid block not at crosswalk encourages younger kids to do the same/ Los niños mas grandes cruzan a media cuadra y no en el cruce peatonal motivando a que los niños más pequeños hagan lo mismo</p>	<p><b>WalkSanDiego (WSD) Recommendation:</b> Promote and implement more Walk events to discourage people from driving all the way to school. City, School and K-mart shopping center administration to meet and agree in a strategy to let parents park cars in shopping center between 30 minutes before and after school bell rings / <i>Promover e implementar mas eventos de Caminar a la escuela para desmotivar a que la gente conduzca el vehículo. Que la Ciudad, la Escuela y la Administración del Centro Comercial de la K-Mart se reúnan para que se permita una estrategia en la que se permita estacionar a los padres de familia en el centro comercial 30 minutos antes y después de que suene la campana de la escuela</i></p> <p style="text-align: right;"><b>[Votes: 12]</b></p> <p><u>Bridge that crosses I-5:</u></p> <p>b. Willow E.S. to participate with staff that keep an eye on the bridge during pick up and drop off time, that the appropriate agency clean and provide maintenance to the bridge on a daily basis or every 3 days, more lighting, [install] signage indicating “prohibited to use drugs, litter, illicit activities” more police surveillance/ <i>Que la escuela Willow participe con personal que cuide el puente en horas de entrada y salida de la escuela, que la agencia apropiada limpie y de mantenimiento diariamente o cada 3 días, mas alumbrado, instalar letreros que indiquen “prohibido usar drogas, basura, actividades ilícitas, mas vigilancia policiaca (10)</i></p> <p><b>WalkSanDiego (WSD) Recommendation:</b> City and community to organize clean up days and police to provide more enforcement around the bridge to create more safety and encourage more people to use the bridge/ <i>Que la Ciudad y la comunidad organicen días de limpieza y que la policía brinde mayor patrullaje alrededor del puente para crear mayor seguridad y se motive a que más gente utilice el puente</i></p> <p style="text-align: right;"><b>[Votes: 10]</b></p> <p><u>Around the school:</u></p> <p>c. More parent patrol to stop kids from crossing at dangerous places/ <i>Mas patrulla de padres que eviten que los niños crucen en lugares peligrosos</i></p>

Location/ Ubicación	<i>Issues Identified By Residents/ Temas Identificado Por Residentes</i>	<i>Improvements Suggested By Residents/ Mejoramientos Sugerido Por Residentes</i>
<p>2 Willow Road (14 votes)</p>	<p><u>Willow Road &amp; Camino de la Plaza intersection:</u></p> <p>a. Unsupervised signalized intersection at park, kids cannot safely cross the street, crosswalk not wide enough/ Intersección semaforizada no está supervisada en el parque, los niños no pueden cruzar la calle de manera segura, el cruce peatonal no es lo suficientemente ancho</p>  	<p><u>Willow Road &amp; Camino de la Plaza intersección:</u></p> <p>a. Place safety patrol at light, bigger sidewalks/ Poner una patrulla de seguridad en el semáforo, banquetas más anchas (7) <b>WalkSanDiego (WSD) Recommendation: A lot of cars pass through this intersection and crosswalk is faded, repaint crosswalk and make a wider and a high visibility crosswalk. Put a not right turn on red sign/</b> <i>Muchos vehículos transitan esta intersección y el cruce peatonal esta desvanecido, volver a pintar el cruce peatonal y hacerlo mas ancho y de alta visibilidad. Poner una señal de no dar vuelta a la derecha en rojo</i></p> <p style="text-align: right;"><b>[Votes: 7]</b></p>
<p>2 Willow Road (14 votes)</p>	<p><u>Bend on Willow Road:</u></p> <p>b. Large potholes and uneven surfaces – if cars swerve and lose control kids walking could get hurt, very dangerous for walkers/ Baches grandes y superficies no niveladas – si los carros evaden los baches bruscamente y pierden el control los niños caminando pueden resultar lastimados, es muy peligroso para los peatones</p> 	<p><u>Bend on Willow Road:</u></p> <p>b. Fix potholes and level out the road, signs indicating “kids walking”/ Arreglar los baches y nivelar la vialidad, señalamientos que indiquen “niños caminando” (7)</p> <p style="text-align: right;"><b>[Votes: 7]</b></p>

Location/ Ubicación	Issues Identified By Residents/ Temas Identificado Por Residentes	Improvements Suggested By Residents/ Mejoramientos Sugerido Por Residentes
<p>3 Sycamore Road (14 votes)</p>	<p><u>Sycamore Road between Calle Primera &amp; Cesar Chavez Park</u></p> <p>a. Very dark/ Muy oscuro</p>  <p><u>Sycamore Road &amp; Calle Primera intersection:</u></p> <p>b. Gas stations have three driveways onto Calle Primera and vehicles do not respect pedestrians at the time they are living the gas station/ Gasolineras tienen 3 salidas hacia Calle Primera y los carros no respetan a los peatones a la hora de salir de la gasolinera</p>  <p><u>Sycamore Road (east side of the street):</u></p> <p>c. No sidewalks/ No hay banqueta</p>	<p><u>Sycamore Road between Calle Primera &amp; Cesar Chavez Park:</u></p> <p>a. More human scale public lighting/ Mas alumbrado público a escala humana(8)</p> <p>[Votes: 8]</p> <p><u>Sycamore Road &amp; Calle Primera intersection:</u></p> <p>b. Driveways should be facing Sycamore Road similar to the gas station on SR-905 or that sidewalk is more friendly to pedestrians/ Que las salidas vehiculares se filtren hacia canalicen a Sycamore Road de manera similar a la gasolinera del 905 o que la banqueta sea más amigable para los peatones (4)</p> <p>[Votes: 4]</p>  <p><u>Sycamore Road (east side of the street):</u></p> <p>c. [Install] sidewalks/ [Instalar] banquetas (2)</p> <p>[Votes: 2]</p>

Location/ Ubicación	Issues Identified By Residents/ Temas Identificado Por Residentes	Improvements Suggested By Residents/ Mejoramientos Sugerido Por Residentes
<p>4</p> <p>Calle Servando</p> <p>(2 votes)</p>	<p><u>Calle Servando:</u></p> <p>a. Very dark, very dirty/ Muy oscuro, muy sucio</p> 	<p><u>Calle Servando:</u></p> <p>a. Install human scale public lighting, install “no litter signs” and give tickets/ Poner alumbrado público a escala humana, poner letrero de no tirar basura y multar (2)</p>  <p style="text-align: right;"><b>[Votes: 2]</b></p>

*For more information please contact/ Para más información, por favor comuníquese con:*

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## **5. APPENDICES**

### **5.1 Sustainability and Expansion Plan**

### **5.2 Evaluation and Monitoring Plan**

## 6- ATTACHMENTS

All Sign-in Sheets were removed for the security of participants

~~Attachment A: Kick off meeting sign in sheet (page 1)~~

~~Attachment B: Walkability Workshop Sign in sheet Beyer Elementary~~

~~Attachment C: Walkability Workshop Sign in sheet Willow Elementary~~

~~Attachment D: 5 E's Trainings sign in sheet Beyer Elementary~~

~~Attachment E: 5 E's Trainings sign in sheet Willow Elementary~~

~~Attachment F: SRTS Coalitions sign in sheet~~



**Attachment G: Parent Evaluation Survey (page 2 English)**

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<p>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</p>		
<p>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...)</p> <p><input type="checkbox"/> grado o <input type="checkbox"/> No me sentiría cómodo/a en ningún grado</p>		
<p><b>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</b></p>		
<p>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)</p>	<p>11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elijá una respuesta por línea)</p>	
<p><input type="checkbox"/> Distancia..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><input type="checkbox"/> Conveniencia de manejar..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><input type="checkbox"/> Tiempo..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><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</p>		
<p><input type="checkbox"/> Velocidad del tránsito en la ruta..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><input type="checkbox"/> Cantidad de tránsito en la ruta..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><input type="checkbox"/> Adultos que acompañen a su niño..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><input type="checkbox"/> Aceras o caminos..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><input type="checkbox"/> Seguridad de las intersecciones y cruces..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><input type="checkbox"/> Guardias de cruce peatonal..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><input type="checkbox"/> Violencia o crímenes..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><input type="checkbox"/> Tiempo o clima..... <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>		
<p><b>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</b></p>		
<p>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?</p> <p><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</p>		
<p>13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Divertido <input type="checkbox"/> Divertido <input type="checkbox"/> Neutral <input type="checkbox"/> Aburrido <input type="checkbox"/> Muy Aburrido</p>		
<p>14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Sano <input type="checkbox"/> Sano <input type="checkbox"/> Neutral <input type="checkbox"/> Malsano <input type="checkbox"/> Muy Malsano</p>		
<p><b>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</b></p>		
<p>15. ¿Cuál es el grado o el año más alto de educación que usted terminó?</p> <p><input type="checkbox"/> Grados 1 a 8 (Escuela primaria) <input type="checkbox"/> Universidad 1 a 3 años (alguna universidad o escuela técnica)</p> <p><input type="checkbox"/> Grados 9 a 11 (alguna High School/secundaria) <input type="checkbox"/> Universidad 4 años o más (graduado de la universidad)</p> <p><input type="checkbox"/> Grado 12 o GED (graduado High School/secundaria) <input type="checkbox"/> Prefiero no contestar</p>		
<p>16. Por favor proporcione cualquier comentario adicional abajo:</p>		



## Attachment G: Parent Evaluation Survey (page 2 Spanish)

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<p>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</p>		
<p>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"/> grado o <input type="checkbox"/> No me sentiría cómodo/a en ningún grado</p>		
<p>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>		
<p>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)</p> <p><input type="checkbox"/> Distancia.....</p> <p><input type="checkbox"/> Conveniencia de manejar.....</p> <p><input type="checkbox"/> Tiempo.....</p> <p><input type="checkbox"/> Actividades antes o después de la escuela.....</p> <p><input type="checkbox"/> Velocidad del tránsito en la ruta.....</p> <p><input type="checkbox"/> Cantidad de tránsito en la ruta.....</p> <p><input type="checkbox"/> Adultos que acompañen a su niño.....</p> <p><input type="checkbox"/> Aceras o caminos.....</p> <p><input type="checkbox"/> Seguridad de las intersecciones y cruces.....</p> <p><input type="checkbox"/> Guardas de cruce peatonal.....</p> <p><input type="checkbox"/> Violencia o crimen.....</p> <p><input type="checkbox"/> Tiempo o clima.....</p>	<p>11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elijá una respuesta por línea)</p> <p><input type="checkbox"/> Mi hijo(s) ya viaja a pie o en bicicleta a/desde la escuela</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>	
<p>+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>		
<p>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?</p> <p><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</p>		
<p>13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Divertido <input type="checkbox"/> Divertido <input type="checkbox"/> Neutral <input type="checkbox"/> Aburrido <input type="checkbox"/> Muy Aburrido</p>		
<p>14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Sano <input type="checkbox"/> Sano <input type="checkbox"/> Neutral <input type="checkbox"/> Malsano <input type="checkbox"/> Muy Malsano</p>		
<p>+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>		
<p>15. ¿Cuál es el grado o el año más alto de educación que usted terminó?</p> <p><input type="checkbox"/> Grados 1 a 8 (Escuela primaria) <input type="checkbox"/> Universidad 1 a 3 años (alguna universidad o escuela técnica)</p> <p><input type="checkbox"/> Grados 9 a 11 (alguna High School/secundaria) <input type="checkbox"/> Universidad 4 años o más (graduado de la universidad)</p> <p><input type="checkbox"/> Grado 12 o GED (graduado High School/secundaria) <input type="checkbox"/> Prefiero no contestar</p>		
<p>16. Por favor proporcione cualquier comentario adicional abajo:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		

