South San Diego: Let’s Move Together

SRTS Final Plan

WALKSANDIEGO

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WALKSANDIEGO

Promoting Walkable Communities

www.walksandiego.org

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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

South San Diego: Let’s Move Together is a project that engaged two elementary schools belonging to the South Bay Union School District (SBUSD), both located within the City of San Diego. However, the SBUSD serves the City of Imperial Beach and other communities within the City of San Diego. The City of Imperial Beach has been working on an Environmental Justice Grant with the focus on Safe Routes to Schools since fall of 2010. The Environmental Justice project engages 6 of the SBUSD schools, leaving out the rest of the schools located in the City of San Diego, including Mendoza and Nicoloff Elementary.

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 for the remaining SBUSD schools, which serves more than 8,000 students on 13 campuses. Parents at all schools in SBUSD have expressed safety concerns regarding walking conditions, including vehicular traffic volume, unheeded speed limits, trolley stations, freeway entrances and lack of sidewalks, traffic lights and security. Between 2007-2008, pedestrian hospitalizations in the South Bay increased from 7.3% to 11.5%. Due to these safety issues and rising concerns, a district-wide no biking policy was implemented. An estimated 30% of students currently walk to school.

Mendoza and Nicoloff Elementary Schools, the two pilot schools in this project, have a combined enrollment of over 1,800 students who are predominantly Hispanic or Latino (91%), with a high proportion classified as English Language Learners (49-65%) and socioeconomically disadvantaged (67-91%). Mendoza Elementary is located within the Otay Mesa/Nestor community; the last update of the community plan was adopted in 1997. Nicoloff Elementary School is located within the San Ysidro Community, its community plan was adopted in 1974 with an update currently underway. There is also a San Ysidro Mobility Strategy in which safe routes to schools are being considered.

In terms of infrastructure around the schools, the Mendoza School neighborhood consists of multi-lane, high speed roads, unincorporated areas with no sidewalks, multiple freeway access crossings and several business driveways to traverse. Since the majority of parents drive students to and from school, heavy traffic jams are created along the 4-lane main entrance road which increases the danger for students attempting to cross the to get to school. Similarly, Nicoloff School neighborhoods are congested, with high vehicular traffic and a 4-lane freeway entrance to cross to reach the school. Additionally, parents have voiced concern regarding questionable individuals and groups that loiter around the Iris Trolley station, located 0.37 miles from the school. 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. PROJECT ACCOMPLISHMENTS

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 3-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.

**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.

**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.
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 Mendoza**

**SOUTH SAN DIEGO: LET’S WALK TOGETHER**

**MENDOZA ELEMENTARY SCHOOL**

**Safe Routes to School (SRTS) Program**

**November 10, 2011**

WalkSanDiego, in partnership with the South Bay Union School District, conducted a community workshop with 12 residents, school staff and other stakeholders at Teofilo Mendoza Elementary School located at 2050 Coronado Avenue, San Diego CA 92154 on November 10th, 2011 to identify activities to support children to safely walk or bike to Teofilo Mendoza Elementary School.

WalkSanDiego, en asociación con el Distrito Escolar Unificado South Bay, realizaron un taller a la comunidad con 12 residentes, personal escolar y otras partes interesadas en la Escuela Primaria Teofilo Mendoza ubicada en 2050 Coronado Avenue, San Diego CA 92154 el 10 de Noviembre del 2011 para identificar actividades para apoyar a los niños para caminar o ir en bicicleta a la Escuela Primaria Teofilo Mendoza 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 Mendoza Elementary SRTS Program:**

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

- Safer access for students to get to school/
  *Acceso más seguro para que los niños lleguen a la escuela*
- Advocacy strategy to make change in the back area of the school to increase safety
  *Una estrategia de abogacía para hacer cambios en el área posterior de la escuela para que sea más segura*

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

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

<table>
<thead>
<tr>
<th>Activities/ Actividades</th>
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<tbody>
<tr>
<td><strong>Students/ Estudiantes</strong></td>
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<tr>
<td>- Walk this way pedestrian training - Present at school assembly and/or class a pedestrian safety training (WalkThis Way)</td>
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<tr>
<td>- 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)</td>
</tr>
<tr>
<td><strong>Parents/ Padres de Familia</strong></td>
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<tr>
<td>- Engage the Parent Teacher Association (PTA)/</td>
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<tr>
<td>- Involucrar a la Asociación de Padres de Familia (PTA por sus siglas en ingles)</td>
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<td>- Tie fitness (which school is focused on) to walking to school/</td>
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<tr>
<td>- Relacionar el ejercicio físico (enfocado a la escuela) al caminar a la escuela</td>
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<tr>
<td><strong>Neighborhood and Drivers:/ Comunidad y conductores:/</strong></td>
</tr>
<tr>
<td>- Signs to slow down for the school zone/</td>
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<tr>
<td>- Señales de tránsito para reducir las velocidades en zona escolar</td>
</tr>
</tbody>
</table>
**Encouragement / Motivación**

- **Walking promotion/**
  - Promover el Caminar
  - Implement walk to school day with designated sites to park and walk/
    - Implementar días de caminar a la escuela con sitios designados para estacionarse y caminar
    - Hold Walk to School Day (W2SD) Planning Meeting, PTA meeting/
      - Realizar reuniones de planeación para el día de caminar a la escuela (W2SD por sus siglas en inglés), reuniones del PTA
    - Implement punch card program for students/
      - Implementar programa de caminantes frecuentes con los estudiantes
        - Have students store where kids earn points/
          - Que los estudiantes tengan una tienda donde puedan acumular puntos
        - Open twice a month with prizes/
          - Que se puedan dar regalos dos veces por mes

**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:
    - Parent patrol with stop signs and vests trained through P.D. to monitor traffic (ask if they can be at the stop light out front because student safety patrol cannot be at a stop light)/
      - Patrulla de padres con señales de alto y que lleven puestos chalecos y que sean entrenados por la policía para monitorear el tráfico (preguntar si pueden estar en el semáforo de enfrente porque la patrulla de tráfico de estudiantes no pueden estar en el semáforo)
    - Currently have a drop off/pick up strategy with 4 parents and teachers but would like less cars/
      - Actualmente hay una estrategia para dejar y recoger niños de la escuela con 4 padres de familia y maestros pero nos gustaría que hubiera menos carros
    - Enforce this existing strategy through notices to parents about bus parking, etc/
      - Aplicar esta estrategia actual a través de avisos a los padres de familia acerca del estacionamiento del autobús, etc.
    - Implement project similar to “safe way” with parents/
      - Implementar un proyecto tipo “safe way” con padres de familia
    - Work with police to get someone to help cross the students at Coronado in the mornings/
      - Trabajar con la policía para obtener ayuda para cruzar a los estudiantes por la Avenida Coronado en la mañana

- **Law Enforcement at schools (before/after school)/**
  - Aplicación de medidas policíacas en la escuela (antes y después de escuela)
    - Engage the police to hold an assembly for students about safety when walking to/from school/
      - Involucrar a la policía para que se realicen asambleas para los estudiantes acerca de la seguridad cuando caminen “a” o “de” la escuela
<table>
<thead>
<tr>
<th>Engineering Ingeniería</th>
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<tbody>
<tr>
<td>• Plan and install improvements around school for enhanced safety* / <em>Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad</em></td>
</tr>
<tr>
<td>o Put a crosswalk/flashing light at Saturn and Elm / <em>Poner cruce peatonal y luces parpadeantes en la intersección de Saturn Boulevard y Elm Street</em></td>
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<tr>
<td>o More “school zone” signs and “slow down” signs / <em>Mas señales de “zona escolar” y de “reducir la velocidad”</em></td>
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<tr>
<td>o Wednesday swap meat is a problem / <em>El Swap Meet es un problema los miércoles</em></td>
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<tr>
<td>o Signal cycle for Green Bay Street pedestrian light (across Coronado Avenue) is very short / <em>El ciclo del semáforo peatonal en Green Bay Street para cruzar (Coronado Avenue) es muy corta</em></td>
</tr>
<tr>
<td>o Other parents/community issues and recommendations already identified in Walkability Report / <em>Hay otros problemas y recomendaciones identificados por los padres de familia en el reporte de mejoras de infraestructura</em></td>
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<th>Evaluation Evaluación</th>
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<tr>
<td>• Pre-Post Evaluation / <em>Pre-Post Evaluación:</em></td>
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<tr>
<td>o Complete parent survey / <em>Completar una encuesta de padres de familia</em></td>
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<td>o Student tally walk/bike to school conducted / <em>Conteo de niños que caminan o van en bicicleta a la escuela</em></td>
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<tr>
<td>o Utilize pre-evaluation results to guide program / <em>Utilizar los resultados de la pre-evaluación para guiar el programa</em></td>
</tr>
</tbody>
</table>

* 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
WalkSanDiego, in partnership with the South Bay Union School District, conducted a community workshop with 8 residents, school staff and other stakeholders at Nicoloff Elementary School located at 1777 Howard Avenue, San Ysidro, CA 92173 on October 18th, 2011 to identify activities to support children to safely walk or bike to Nicoloff Elementary School.

Workshop participants suggested the following activities to support children safely walking and biking to school:  

**Vision for Nicoloff Elementary SRTS Program:**  
**Visión para el Programa de Rutas Seguras a la Escuela**

- Increase number of kids walking safely, especially on north side of school by trolley station/  
  Aumentar el número de niños caminando de manera segura, especialmente en la parte norte de la escuela por la estación del trolley.
- More sidewalks in proximity of school/  
  Mas banquetas en las cercanías de la escuela
- More transportation options: biking, walking. Feel safer because of good sidewalks/  
  Más opciones de transporte: en bicicleta, caminando. Sentirse seguros porque hay buenas banquetas
- Increase parent participation, especially participating in programs: walk leaders, carpool, etc/  
  Aumentar la participación de los padres de familia, especialmente participando en estos programas: líderes de camiones caminando, carpool, etc.

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

<table>
<thead>
<tr>
<th>Activities/ Actividades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong>/ <strong>Estudiantes</strong></td>
</tr>
</tbody>
</table>
| Walk this way pedestrian training - Present at school assembly and/or class a pedestrian safety training (WalkThis Way)  
  Entrenamiento de Seguridad Peatonal  
  “Camina Asi” – Realizar un Entrenamiento de Seguridad Peatonal en una asamblea o en salón de clase (Walk This Way / Camina Asi) |

**Education/ Educación**
| **Education/ Educación** | **Parents/ Padres de Familia**  
  | o Engage the Parent Teacher Association (PTA)/ Involucrar a la Asociación de Padres de Familia (PTA por sus siglas en ingles)  
  | o Look for funding for I Drive 25 Campaign / Buscar financiamiento para una campana de manejar a 25 millas por hora  
  | **Neighborhood and Drivers:/ Comunidad y conductores:/**  
  | o Posters/ Cartelones  
  | o Print Banner/ Imprimir lonas  

| **Encouragement/ Motivación** | **Walking promotion/ Promover el Caminar**  
  | o Implement walk to school day with designated sites to park and walk/ Implementar días de caminar a la escuela con sitios designados para estacionarse y caminar  
  | o Implement punch card program for students/ Implementar programa de caminantes frecuentes con los estudiantes  
  | o Implement Walk on Wednesdays (WOW) – Walk to School Buses/ Implementar Miércoles de caminata (WOW por sus siglas en ingles) – Camiones Caminantes  
  | o Extend running club to W 2 school/ Ampliar el club de atletismo al día de caminar a la escuela  
  | o Posters made by students/ Cartelones hechos por los estudiantes  
  | o Engage health professionals to participate/ Involucrar a profesionistas de la salud para que participen  

| **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):**  
  | o Better coordination with police department to come up with a good pick up and drop off procedure/ Mejor coordinación con el departamento de policía para plantear una buena estrategia para dejar y recoger a los niños de la escuela  
  | o Coordination with public bus system to work or change route during pick up and drop off hours/ Coordinación con el sistema de transporte público para trabajar en o cambiar la rutas en horarios cuando se dejan o recogen los niños de la escuela  
  | **Law Enforcement at schools (before/after school)/ Aplicación de medidas policiacas en la escuela (antes y después de escuela):**  
  | o Police Department to coordinate with adult patrol to come out with strategies/
<table>
<thead>
<tr>
<th><strong>Engineering</strong>&lt;br&gt;<strong>Ingeniería</strong></th>
<th>Que el departamento de policía coordine una estrategia con una patrulla de adultos</th>
</tr>
</thead>
</table>

| **Evaluation**<br>**Evaluación** | • Plan and install improvements around school for enhanced safety* /  
*Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad*  
○ Parents/community issues and recommendations already identified in Walkability Report/  
*Hay problemas y recomendaciones identificados por los padres de familia en el reporte de mejoras de infraestructura* |
|--------------------------|-------------------------------------------------------------------|

| • Pre-Post Evaluation/  
*Pre-Post Evaluación:*  
○ Complete parent survey/  
*Completar una encuesta de padres de familia*  
○ Student tally walk/bike to school conducted/  
*Conteo de niños que caminan o van en bicicleta a la escuela*  
○ Utilize pre-evaluation results to guide program/  
*Utilizar los resultados de la pre-evaluación para guiar el programa* |
|--------------------------|-------------------------------------------------------------------|

*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.
TEOFILO MENDOZA ELEMENTARY SCHOOL NEIGHBORHOOD/ VECINDARIO DE LA ESCUELA TEOFILO MENDOZA

Pedestrian & Bicyclist Issues/ Temas de Peatones y Ciclistas

WalkSanDiego, in partnership with the South Bay Union School District, conducted a community workshop with 15 residents and 3 school staff at Teofilo Mendoza Elementary School located at 2050 Coronado Avenue, San Diego CA 92154 on May 25th, 2011 to identify pedestrian and bicyclist safety and access issues for residents living in the neighborhood surrounding Teofilo Mendoza 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 Unificado South Bay, realizaron un taller a la comunidad con 15 residentes y personal escolar (3) en la Escuela Primaria Teofilo Mendoza ubicada en 2050 Coronado Avenue, San Diego CA 92154 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 Teofilo Mendoza (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):

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<tr>
<th>Location/ Ubicación</th>
<th>Issues Identified By Residents/ Temas Identificado por Residentes</th>
<th>Improvements Suggested by Residents/ Mejoramientos Sugerido por Residentes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coronado Avenue &amp; Green Bay Intersection:</td>
<td>a. Narrow sidewalk, pedestrian light changes too soon, no high visibility crosswalk, advance stop bar to closet o crosswalk and cars invade crosswalk while pedestrians are crossing/ Banqueta muy angosta, la luz del semáforo peatonal cambia muy rápido, no hay cruces peatonales de alta visibilidad, la barra de alto está muy cerca del cruce peatonal y los carros invaden el cruce peatonal mientras la gente cruza la calle</td>
<td>a. Increase pedestrian crossing time, install countdown pedestrian heads, install high visibility crosswalk, put advance stop bar in every leg of the intersection with a 3-5 feet buffer to separate cars [from pedestrians crossing]/ Incrementar el tiempo de cruce peatonal, instalar semáforos peatonales con cuenta regresiva, instalar cruces peatonales de alta visibilidad, poner barra de alto en cada lado de la intersección con una separación de 3-5 pies para separar a los vehículos [de los peatones] (10)</td>
</tr>
</tbody>
</table>

WalkSanDiego (WSD) Recommendation: Install curb extension to make it safer for pedestrians waiting to cross, to reduce pedestrian crossing distance and as a way to calm traffic. Instalar extensión en las esquinas con algún tipo de protección para hacer que sea más seguro para los peatones que esperan cruzar y como una manera de reducir las velocidades.
<table>
<thead>
<tr>
<th>Location/Ubicación</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Coronado Avenue by the Swapmeet (6):</strong></td>
<td></td>
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<tr>
<td>b.</td>
<td>Install school zone signs, speed limit signs, flashing feedback speed signs/Instalar señales de zona escolar, de límite de velocidad y señales con radar de velocidad con luces intermitentes (6)</td>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
<td>[Install] high visibility crosswalk/[Instalar] cruce peatonal de alta visibilidad (6)</td>
<td>c.</td>
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<tr>
<td>d.</td>
<td>Get pedestrian countdown reader, change sign and timing to give more time/Conseguir un semáforo peatonal de cuenta regresiva, cambiar la señal y el tiempo para dar más tiempo para los peatones(2)</td>
<td>d.</td>
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<tr>
<td>e.</td>
<td>[Install] expanded curbs – bulbouts/[Instalar] esquinas extendidas (1)</td>
<td>e.</td>
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<td>g.</td>
<td>Have (Police Department) PD train crossing guards/Que el Departamento de Policía entrene a los guardias de cruce</td>
<td>g.</td>
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<tr>
<td><strong>Coronado Avenue in front of the school (3):</strong></td>
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<td></td>
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<tr>
<td>h.</td>
<td>Notify City, speedometers, signage, one-way enter/exit (no exit on west side)/Notificar a la Ciudad, radares de velocidad, señalamiento, entrada y salida de un solo sentido (que no haya salida por el lado oeste) (3)</td>
<td>h.</td>
</tr>
<tr>
<td>i.</td>
<td>Remove their cones/Remover sus conos (2)</td>
<td>i.</td>
</tr>
<tr>
<td>j.</td>
<td>Change swapmeet time to 9-12 or no Wednesday swapmeet /Cambiar el horario del swapmeet a 9-12 o que no haya swapmeet los miércoles (1)</td>
<td>j.</td>
</tr>
<tr>
<td><strong>Coronado Avenue in front (cont):</strong></td>
<td></td>
<td></td>
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<tr>
<td>k.</td>
<td>West bound transit stop move it further west – move eastbound to west side of light/ La parada de camión en dirección oeste moverla más al oeste, la parada del camión que va con dirección este moverla al oeste del semáforo (3)</td>
<td>k.</td>
</tr>
<tr>
<td>l.</td>
<td>Move transit stops away from school/Alejar las paradas del autobús de la escuela</td>
<td>l.</td>
</tr>
<tr>
<td>Location/Ubicación</td>
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<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
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<tr>
<td>I-5 Overpass Bridge:</td>
<td></td>
<td>I-5 Overpass Bridge (1):</td>
</tr>
<tr>
<td>m. North side of overpass does not have sidewalk/El lado norte del puente no tiene banqueta</td>
<td></td>
<td>m. Add sidewalk/Agregar banqueta</td>
</tr>
<tr>
<td>n. No safe pedestrian path-sidewalk/No hay banqueta-lugar seguro para los peatones</td>
<td></td>
<td>WalkSanDiego (WSD) Recommendation: Narrow lanes on bridge to provide bike lanes and add complete sidewalks that include a buffer zone to create a barrier between pedestrians and the moving traffic/Reducir el ancho de los carriles en el puente para poder incluir un carril ciclista e instalar una banqueta completa que incluya una franja de separación entre los peatones y los vehículos en movimiento</td>
</tr>
<tr>
<td></td>
<td>n. Install sidewalk over I-5 like the overpass on Iris by Southwest Middle School/Instalar una banqueta sobre el I-5 como las del Puente de la Iris por la Southwest Middle (Secundaria Southwest)</td>
<td></td>
</tr>
<tr>
<td>WalkSanDiego (WSD) Recommendation:</td>
<td>Mismo que el punto m</td>
<td></td>
</tr>
<tr>
<td>Elm Street between Saturn Boulevard &amp; Raedel Drive:</td>
<td>Elm Street between Saturn Boulevard &amp; Raedel Drive:</td>
<td></td>
</tr>
<tr>
<td>a. Cars are speeding/Altas velocidades vehiculares</td>
<td>a. Put a couple of speed humps/Poner unos cuantos topes de desaceleración (10)</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>WalkSanDiego (WSD) Recommendation: As an alternative to speed humps, include bike lanes on either side of Elm Street, which would make the street look narrower and work as a traffic calming strategy/Como alternativa, incluir carriles ciclistas en ambos lados de Elm Street, esto haría que la calle se vea más estrecha lo que podría funcionar como estrategia para reducir las velocidades vehiculares</td>
<td></td>
</tr>
<tr>
<td>Elm Street east of Saturn Boulevard:</td>
<td>b. Put human scale lighting/Poner alumbrado público a escala humana (1)</td>
<td></td>
</tr>
<tr>
<td>Location/Ubicación</td>
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<tr>
<td>-------------------</td>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>Area around Coronado Avenue, Hollister Street, Saturn Blvd:</strong>&lt;br&gt; (9 votes)</td>
<td><strong>Issues Identified By Residents</strong>&lt;br&gt;Temas Identificado por Residentes</td>
<td><strong>Improvements Suggested by Residents</strong>/Mejoramientos Sugerido por Residentes</td>
</tr>
<tr>
<td><strong>a.</strong> High speeding where there are 6 schools (Mendoza E.S., Emory E.S., St. Charles E.S., Nestor E.S., Mar Vista Middle and Southwest H.S.) and not enough signs and traffic calming devices /&lt;br&gt;Altas velocidades en un área donde hay 6 escuelas (Primarias Mendoza, Emory, St. Charles y Nestor, Secundaria Mar Vista y Preparatoria Southwest) y no hay suficientes señalamientos y elementos para reducir las velocidades vehiculares</td>
<td><strong>Areas around Coronado Avenue, Hollister Street &amp; Saturn Blvd (6):</strong>&lt;br&gt; a. Install more school zone signage, speed limit signage and traffic calming devices/&lt;br&gt;Instalar mas señales de alto, señales de límite de velocidad y elementos para reducir las velocidades vehiculares (6)</td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Kids are walking on pipes, bushes and trash /&lt;br&gt;Niños caminando en tubos, arbustos y basura</td>
<td><strong>East and north boundary of the school (City property) (2):</strong>&lt;br&gt; b. Clear bushes and pave so kids can walk safely/&lt;br&gt;Podar los arbustos y pavimentar para que los niños caminen en un lugar seguro (2)</td>
<td></td>
</tr>
<tr>
<td>In front of the school:&lt;br&gt;c. How children are gathered in front of the school/ &lt;br&gt;La manera en que los niños se congregan en frente [de la escuela]</td>
<td><strong>In front of the school (1):</strong>&lt;br&gt;c. More adults, separate walkers by grades, teacher escorts, educate children (in class or assemblies), encouragement rewards and consequences/&lt;br&gt;Mas adultos, separar a los niños que caminan por grados, escolta de maestros, educar a los niños (en clase o asambleas), premios de motivación o consecuencias (1) <strong>WalkSanDiego (WSD) Recommendation:</strong> Paint a line on the sidewalk that is several feet back from the curb and instruct students to stand behind the line until the “Walk” signal lights up. This will help protect children from accidentally falling into the street/&lt;br&gt;Pintar una línea en la banqueta que este varios pies alejado de la orilla e instruir a los estudiantes para que se mantengan atrás de la línea hasta que la señal de caminar se active. Esto ayudara a proteger a los niños para que no caigan accidentalmente a la calle.</td>
<td></td>
</tr>
<tr>
<td><strong>Around Teofilo Mendoza Elementary School</strong>&lt;br&gt;(Around Teofilo Mendoza Elementary School (9 votes))</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Install more school zone signage, speed limit signage and traffic calming devices/&lt;br&gt;Instalar mas señales de alto, señales de límite de velocidad y elementos para reducir las velocidades vehiculares (6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ingrid Avenue &amp; Hollister Street intersection:</strong>&lt;br&gt;(4 votes)</td>
<td><strong>Issues Identified By Residents</strong>&lt;br&gt;Temas Identificado por Residentes</td>
<td><strong>Improvements Suggested by Residents</strong>/Mejoramientos Sugerido por Residentes</td>
</tr>
<tr>
<td><strong>a.</strong> Un-signalized intersection, cars don’t stop for pedestrians, kids have been crossing at mid-block because they feel that is safer/&lt;br&gt;Es una intersección no semforizada, los carros no paran para que crucen los peatones, los niños han estado cruzando a media calle porque sienten que es más seguro cruzar allí</td>
<td><strong>Hollister Street &amp; Ingrid Avenue intersection (4):</strong>&lt;br&gt;a. [Install] high visibility crosswalk, bulbouts to shorten crosswalk distance, signs saying children present, install light/&lt;br&gt;[Instalar] cruces peatonales de alta visibilidad, extensión en las esquinas para reducir la distancia del cruce peatonal, señales que indiquen que hay presencia de niños, instalar un semáforo (3)</td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Poorly marked crosswalks, high traffic outgrown stop sign [number of vehicles is too much for just a stop sign]/&lt;br&gt;Mal delineado en el cruce peatonal, altos niveles de tráfico vehicular para una señal de alto</td>
<td><strong>b.</strong> Install stop light, high visibility crosswalk/&lt;br&gt;[Instalar un] semáforo, cruce peatonal de alta visibilidad (1)</td>
<td></td>
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</tbody>
</table>

*A Healthy Works project made possible by funding from the U.S. Department of Health and Human Services, through the County of San Diego and the San Diego Association of Governments.*
<table>
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</tr>
</thead>
</table>
| **Ingrid Avenue from Grove Avenue to Oro Vista Road:** | **c. No sidewalks/No hay banquetas** | **c. Install sidewalks/Instalar banquetas**  
**WalkSanDiego (WSD) Recommendation:** Install complete sidewalks that include buffer zone, curb, and walkway/Instalar banquetas que incluyan área de separación de los vehículos, borde de la banqueta y área peatonal |
| **4** | **Green Bay Street past Coronado Avenue (south leg):** | **Green Bay past Coronado Avenue (south leg) (2):** |
| **Green Bay Street** (3 votes) | **a. No crosswalk/No hay cruce peatonal**  
**Green Bay Street & Oreo Lane intersection:** | **a. Striping, increase signage, visible signs/Marcar las líneas del cruce peatonal, más señalamiento, señales más visibles (2)** |
| **b. Because of traffic [on Green Bay Street] cars are blocking the intersection not allowing other cars to get into Oreo Lane/Debido al tráfico [en Green Bay Street] los carros bloquean la intersección y que otros carros ingresen a Oreo Lane** | **Green Bay Street & Oreo Lane intersection (1):** | **b. Signage not to block intersection, stay clear messages on pavement/Señalamientos de no obstruir la intersección, mensajes en el pavimento que indiquen mantener despejada la intersección (1)** |
| **5** | **Palm Avenue east of Saturn Boulevard:** | **Palm Avenue east of Saturn Boulevard:** |
| **Palm Avenue** (0 votes) | **a. South side does not have sidewalk – bike path is not pedestrian friendly/El lado sur no tiene banqueta – el carril de bicicletas no es amigable para los peatones** | **a. [Add] lights, signage and sidewalk /[Agregar] alumbrado público, señalamiento, banquetas** |

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

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www.sbusd.k12.ca.us

WalkSanDiego  
Juan Antonio Ramirez  
619.544.WALK (9255)  
jramirez@walksandiego.org  
www.walksandiego.org

A Healthy Works project made possible by funding from the U.S. Department of Health and Human Services, through the County of San Diego and the San Diego Association of Governments.
WalkSanDiego, in partnership with the South Bay Union School District, conducted a community workshop with 24 residents and school staff at Nicoloff Elementary School located at 1777 Howard Avenue, San Ysidro, CA 92173 on May 24th, 2011 to identify pedestrian and bicyclist safety and access issues for residents living in the neighborhood surrounding Nicoloff 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 Unificado South Bay, realizaron un taller a la comunidad con 24 residentes y personal escolar en la Escuela Primaria Nicoloff ubicada en 1777 Howard Avenue, San Ysidro, CA 92173 el 24 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 Nicoloff (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):

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<tbody>
<tr>
<td>1 Howard Avenue (49 votes)</td>
<td>Howard between San Ysidro Blvd. &amp; Iris Avenue a. High speeds, no lighting/Altas velocidades, no hay alumbrado</td>
<td>Howard Avenue between San Ysidro Blvd. &amp; Iris Avenue (17); a. [Put] curves/chicanes, put a speed radar with camera included, put raised crosswalks, put curb extensions, put human scale pedestrian lighting/[Poner] curvas, poner radar de velocidad con cámara incluida, poner cruces peatonales elevados, poner extensiones en las esquinas, poner alumbrado público a escala humana (12) WalkSanDiego (WSD) Recommendation: Install traffic calming devices to reduce vehicular speeds Instalar reductores de velocidad para que los vehículos vayan más despacio</td>
</tr>
</tbody>
</table>

*WalkSanDiego (WSD) Recommendation: Install traffic calming devices to reduce vehicular speeds Instalar reductores de velocidad para que los vehículos vayan más despacio*
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<tbody>
<tr>
<td>Howard Avenue:</td>
<td>b. No crossing guards, speeding/ No hay guardas para ayudar en el cruce, altas velocidades</td>
<td>b. Enforcement (cop cars), crossing guards, other traffic calming [devices]/ Aplicación de medidas policíacas (patrullaje), guardias que ayuden a cruzar la calle, otras medidas para reducir las velocidades (4)</td>
</tr>
<tr>
<td></td>
<td>c. [On the north of this segment there is] dirt, utility boxes in way [on sidewalk]/ Sucio, cajas de servicio estorban [en la banqueta]</td>
<td>c. Clean up debris, move boxes/ Limpiar la basura, mover las cajas de servicio (1)</td>
</tr>
<tr>
<td>Howard Avenue in front of the school:</td>
<td>d. [South of Iris] on the east side [the east side of the street] does not have sidewalk, Very dark and dirty, no ADA ramp on Howard intersections/ El lado este no tiene banquetas, muy oscuro y sucio, las intersecciones de Howard Avenue no tienen rampas de acceso para discapacitados</td>
<td>Howard Avenue (21):</td>
</tr>
<tr>
<td></td>
<td>e. [In front of the school – closer to the 905, there are ] lots of pedestrians crossing between crosswalks and there is not [enough] crosswalks/ Mucho cruce peatonal entre cruces peatonales y no hay suficientes cruces peatonales</td>
<td>d. Put a sidewalk, put human scale lighting, put ramps/ Poner banqueta, poner alumbrado publico a escala humana, poner rampas de acceso (10)</td>
</tr>
<tr>
<td></td>
<td>f. Not enough crosswalks, afternoon pick-up time [congestion], [in the morning] food pick up starts at 9, people get here early [creating more congestion]/ No hay suficientes cruces peatonales, [congestionamiento vehicular] en la tarde a la hora de la salida, [en la mañana] la colecta de comida empieza a las 9 pero la gente llega mas temprano [creando mas congestionamiento vehicular]</td>
<td>Howard Avenue in front of the school:</td>
</tr>
<tr>
<td></td>
<td>g. Crosswalk striping missing/ Cruce peatonal no tiene las líneas</td>
<td>e. Educate students and adults on how to cross in safe places, Put a crosswalk/ Educar a estudiantes y adultos para cruzar en un lugar seguro, poner un cruce peatonal (6)</td>
</tr>
<tr>
<td></td>
<td>h. No crosswalk, no stop sign, frequent accidents/ No hay cruce peatonal, no hay señal de alto, accidentes frecuentes</td>
<td>f. Put crosswalks even when there is not an intersection/ Poner cruces peatonales aun cuando no sea en una intersección (5)</td>
</tr>
<tr>
<td>Howard Avenue &amp; Village Pine Drive intersection (6):</td>
<td>g. Restripe/ Volver a pintarlo (3)</td>
<td>Howard Avenue &amp; Village Pine Drive intersection (6):</td>
</tr>
<tr>
<td></td>
<td>h. Put high visibility crosswalk, put stop signs on Howard Avenue/ Poner cruces peatonales de alta visibilidad, poner señales de alto en Howard Avenue (3)</td>
<td></td>
</tr>
<tr>
<td>Location/Ubicación</td>
<td>Issues Identified By Residents/Temas Identificado por Residentes</td>
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<td>---------------------</td>
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<td>--------------------------------------------------------------------</td>
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<tr>
<td>Howard Avenue &amp; Via Suspiro:</td>
<td>i. Existing crosswalk [has] no signage/El cruce peatonal actual no tiene señalamiento</td>
<td>Howard Avenue &amp; Via Suspiro intersection (3):</td>
</tr>
<tr>
<td></td>
<td>j. No crosswalk/No hay cruce peatonal</td>
<td>i. [Add] flashing lights, restripe crosswalk, [add] school zone signs/ [Agregar] luces intermitentes, volver a pintar el cruce peatonal, [agregar] señales de zona escolar (3)</td>
</tr>
<tr>
<td>Howard Avenue &amp; Via Costina:</td>
<td>k. No crosswalk striping/El cruce peatonal no está marcado</td>
<td>Howard Avenue &amp; Via Costina:</td>
</tr>
<tr>
<td>Dairy Mart Road &amp; Vista Lane Intersection:</td>
<td>a. Hard for pedestrians to cross, high speed/Difícil para que crucen los peatones, altas velocidades</td>
<td>Dairy Mart Road &amp; Vista Lane intersection: (5):</td>
</tr>
<tr>
<td></td>
<td>b. Kids cross but no sign or crosswalk/Los niños cruzan pero no hay señalamientos o cruces peatonales</td>
<td>a. Put a traffic light, add high visibility crosswalks, [add] traffic calming [devices]/Poner un semáforo, incluir cruces de alta visibilidad, [incluir mecanismos] para reducir la velocidad del tráfico (5)</td>
</tr>
<tr>
<td>Dairy Mart Road &amp; Plantel Way intersection:</td>
<td>c. The sidewalk is very narrow, it is dangerous for pedestrians/La banqueta está muy angosta, peligrosa para peatones</td>
<td>Dairy Mart Road &amp; Plantel Way intersection(4):</td>
</tr>
<tr>
<td></td>
<td>d. Expand sidewalk /Expandir banqueta</td>
<td>b. Stop sign and signs, warning sign for school 2 blocks away/Señal de alto y señalamientos, señal de precaución escuela 2 cuadras (4)</td>
</tr>
<tr>
<td>Dairy Mart Road Overpass bridge:</td>
<td>e. The sidewalk is very narrow, it is dangerous for pedestrians/La banqueta está muy angosta, peligrosa para peatones</td>
<td>Dairy Mart Road Overpass Bridge:</td>
</tr>
<tr>
<td></td>
<td>f. Install a complete sidewalk (includes buffer zone, curb and walkway)</td>
<td>c. Expand sidewalk /Expandir banqueta</td>
</tr>
</tbody>
</table>

*WalkSanDiego (WSD) Recommendation: install a complete sidewalk (includes buffer zone, curb and walkway)*

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*A Healthy Works project made possible by funding from the U.S. Department of Health and Human Services, through the County of San Diego and the San Diego Association of Governments.*
<table>
<thead>
<tr>
<th>Location/Ubicación</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Iris Avenue:</td>
<td></td>
<td>Iris Avenue (2):</td>
</tr>
<tr>
<td>d. Dirt area, missing sidewalks near the tracks/Área está sucia, no hay banquetas cerca de las vías</td>
<td>d. Add sidewalks/Agregar banquetas(2)</td>
<td>WalkSanDiego (WSD) Recommendation: install a complete sidewalk (includes buffer zone, curb and walkway)</td>
</tr>
<tr>
<td>e. Driveways to narrow [create conflict when cars are turning into properties – buses go fast and it is dangerous when they are behind a car getting into driveway because they drive close to other cars and it almost make them stop in a short segment]/Las entradas y salidas vehiculares están muy angostas [se crean conflictos cuando los carros entran a las propiedades – los camiones van rápido y es peligroso cuando van detrás de un carro que entra a una propiedad por que los camiones manejan muy cerca de los carros y casi los hace parar en un segmento muy corto]</td>
<td>e. Paint red curb before driveway to create space to turn in and create visibility/Pintar el borde de la banqueta de rojo alrededor de las entradas y salidas vehiculares</td>
<td></td>
</tr>
<tr>
<td>Iris Avenue &amp; Howard Avenue intersection:</td>
<td>f. Buses [have] no room for turning [by bus station] [buses get on the sidewalk]/Los camiones no [tienen] espacio para dar vuelta [por la estación de camiones][los camiones se suben a la banqueta]</td>
<td>Iris Avenue &amp; Howard Avenue intersection:</td>
</tr>
<tr>
<td>f. Buses [have] no room for turning [by bus station] [buses get on the sidewalk]/Los camiones no [tienen] espacio para dar vuelta [por la estación de camiones][los camiones se suben a la banqueta]</td>
<td>f. No recommendation/Los residentes no brindaron ninguna recomendación</td>
<td>WalkSanDiego (WSD) Recommendation: Design the street in a way that it is friendly for all street users Diseñar la intersección de manera que se amigable para todos los usuarios</td>
</tr>
<tr>
<td>g. Needs sidewalk, it has potholes, there are no places where to walk, especially kids when they get out of school/Se necesita banqueta, tiene baches, no hay espacio para caminar sobre todo los niños cuando salen de la escuela</td>
<td>g. Residents did not provide any recommendation/Los residentes no brindaron ninguna recomendación</td>
<td>WalkSanDiego (WSD) Recommendation: install a complete sidewalk (includes buffer zone, curb and walkway), fix potholes, install traffic calming devices Instalar una banqueta completa (que incluya una zona de separación entre vehículos y peatones, borde de la banqueta y área peatonal, arreglar los baches, instalar reductores de velocidad</td>
</tr>
<tr>
<td>Howard Lane Park:</td>
<td></td>
<td>Howard Lane Park:</td>
</tr>
<tr>
<td>o. Rocks, gravel/Piedra, grava</td>
<td>o. Look for access for pedestrian walkway/Buscar acceso para un andador peatonal (2)</td>
<td></td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>5 Nicoloff Elementary School Vicintly (2 votes)</td>
<td>b. [No] curb ramps/ [No tiene] rampas de acceso en la banqueta</td>
<td>Nicoloff Elementary parking lot (2): l. Add curb ramps/ Agregar rampas de acceso (2) <strong>WalkSanDiego (WSD) Recommendation: Reconstruct ADA accessible ramps / Reconstruir las rampas de forma que sean accesible para discapacitados</strong></td>
</tr>
</tbody>
</table>

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

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www.walksandiego.org

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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: SRTS Coalitions sign in sheet
Attachment C: Walkability Workshop Sign in sheet Mendoza Elementary
Attachment D: Walkability Workshop Sign in sheet Nicoloff Elementary
Attachment E: 5 E’s Trainings sign in sheet Mendoza Elementary
Attachment F: 5 E’s Trainings sign in sheet Nicoloff Elementary