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Introduction
INTRODUCTION

SAFE ROUTES TO SCHOOL PROGRAM OVERVIEW

Over the last few decades, the number of students walking and biking to school has declined. There are a number of factors which prevent parents from allowing their children to walk to school. First, schools cover a larger attendance boundary than in the past, resulting in more children living farther away from school. Second, there is an increased fear of crime and danger. Third, high traffic volumes and increased vehicular speed decreases safety in school zones. As a result, many unintended consequences have emerged, such as crashes around schools, obesity, and childhood diabetes, among others. Safe Routes to Schools (SRTS) programs are a part of the solution to these serious issues.

A comprehensive Safe Routes to School (SRTS) Program incorporates what is known as the SRTS Five E’s:

- **Education** for students, parents, and the school community
- **Encouragement** around walking and biking safely to school.
- **Enforcement** of traffic laws to increase safety in the school community.
- **Engineering** to improve the built environment in and around schools.
- **Evaluation** to track transportation mode shifts and attitudes.

The Lemon Grove Safe Routes to School Program

The “Lemon Grove Kids Walk & Roll to School” is a 3 year (2013-2015) federally funded non-infrastructure Safe Routes to School program administered by the City of Lemon Grove in partnership with Circulate San Diego (formerly WalkSanDiego), and the Lemon Grove School District. The purpose of the project is to achieve the following:

- Create and implement a comprehensive education and awareness strategy.
- Encourage and empower more children to walk to school.
- Increase the number of parents and children choosing active transportation\(^1\) to get to and from school.
- Provide the tools necessary to empower students and parents to feel safe walking and biking in their community.
- Gather/collect public input used to inform the ongoing community plan update effort.

Between 2013 and 2015, SRTS activities were implemented in six Lemon Grove project schools\(^3\). The SRTS Five E’s framework was expanded to include Engagement and Empowerment\(^4\) and the new framework was utilized to achieve the above SRTS goals. The guidance and support of the SRTS Coalition\(^2\), which include a project and community engagement coordinator, committed parent volunteers and the participation of school staff, as well as other stakeholders contributed to the success of the program.
THE SRTS TOOLKIT
The greatest asset to any SRTS program is its school community stakeholders such as principals, teachers, and parent volunteers. Unfortunately, all Safe Routes to School programs face the serious challenge of volunteer turnover. For this reason, it is important to have a document to guide community stakeholders and volunteers on how to run an SRTS program.

This toolkit is a resource intended to provide a general background of previous SRTS activities and a guide to potential future activities to help keep the Lemon Grove SRTS program sustainable for the long term.

The Toolkit includes strategies and resources grouped by each "E" that can help strengthen the Safe Routes to School program.

WHY SHOULD THIS TOOLKIT BE USED?
On top of all of the benefits mentioned before, active transportation increases student performance in the classroom. Walking and biking increase oxygen to the brain, helping students focus better. Additionally, traffic congestion is the leading cause of student tardiness. SRTS is a solution to multiple issues facing school communities across the United States.

WHO SHOULD USE THIS TOOLKIT
This toolkit is a guide that could be used to start, restart, or compliment Safe Routes to School activities in Lemon Grove schools. Safe Routes to School activities could be as simple as educational messages or as complex as the construction of a major infrastructure project that improves safety at a specific school. The following parties could use this toolkit:

Parents, School Administrators and other Stakeholders
The toolkit includes resources to implement activities that promote walking and biking (also known as active transportation)\(^1\) with the aim to increase physical activity and safety and around schools while decreasing traffic congestion, air pollution, and other related issues.

City of Lemon Grove and the Lemon Grove School District
This guide includes valuable information that can be used to compliment federal and state infrastructure and non-infrastructure grant applications. City of Lemon Grove and the Lemon Grove School District could also use the community input included in this document to understand the most important issues identified in specific school communities.

\(^1, 2, 3, 4, \quad \text{Please refer to Appendix 1 for details.}\)
CHAPTER 1
Getting Started
GETTING STARTED

This toolkit is organized in chapters regarding specific aspects of the Lemon Grove Safe Routes to School Program. These chapters include an overview of how to start, restart, or continue a SRTS project.

STARTING A SRTS PROJECT:

The National Center for Safe Routes to School identifies the following steps to create a Safe Routes to School program:

1. Bring together the right people
2. Hold a kick-off meeting
3. Gather information and identify issues
4. Identify solutions
5. Make a plan (See Five E’s example in Appendix 2)
6. Fund the plan
7. Act on the plan
8. Evaluate, make improvement and keep moving

To learn more details about these steps please see Appendix 2.

SUSTAINING A SRTS PROJECT

During the Lemon Grove Walk and Rolls program (2013 -2015), all project schools went through the eight step process described above. During the development of the SRTS activities, different challenges arose at each project school. Regardless of the challenges, each school program identified opportunities to address the schools specific issues. It is important to develop the SRTS program with the schools specific needs in mind.

How to Use This Toolkit:

Chart 1, on the following page shows a list of common community issues and a list of SRTS strategies which address the corresponding issue. Identify the issue and strategy you would like to approach and learn more about them in Chapters 2-7.

Chapters 2-7 describe in detail these specific strategies and include relevant recommendations and resources that help develop and adapt a strategy to each school’s needs. These strategies and recommendations will help foster an environment of increased safety for pedestrians and cyclists and can be adopted as standalone projects for each site. Interest and opportunity arise and are most effective when strategies to increase walking and biking are implemented in a holistic way.

The Appendix includes additional resources and funding sources available to complement the strategies and recommendations included in this document.
### Pedestrian and Bicycle Safety Education

#### Activities
- Safety Assembly and Special Events
- Safety Awareness Campaigns
- National Bike to School Day
- International Walk to School Day
- Walk/Bike to School Groups and Activities (includes Park and Walk)
- SRTS Contests (Tracking Distance Contests, Frequent Walkers Contest, Other Contests)
- Law Enforcement Operations
- School Crossing Guard Program (Noon Duty Supervisors)
- Student Safety Patrol
- Enforcement Campaign (Grouped Volunteers, Senior Volunteers, Other Volunteers)
- Documenting the Issues (Deficiency Reports, Maps, Walk Audits, Walkability Checklist)
- Reporting the Issues (Service Request, Other Requests)
- Parent Suggested Routes to School Maps
- Student Walkshops
- Parent Survey
- Student Travel Tally
- Inventory and Documentation of Improvements
- Outreach And Recruitment
- Advocacy

### Problems

- Personal Safety (Bullying, Stranger Danger, etc.)
- Cars parked illegally
- High-traffic volumes and congestion
- Lack of or Traffic lights issues
- Sidewalk issues (perception, fences, driveways, cars too close to sidewalk)
- Sidewalk issues (safety and condition)
- Sidewalk issues (lack of sidewalks, walking area obstructed)
- Crossing issues (wide intersection, disrespect drivers, drivers don't stop for pedestrians in crosswalk)
- Crosswalk issues (determined by height or width)
- Students with disabilities
- Need to increase driver awareness in school zones
- Poor pedestrian and driver visibility
- Lack of funding for programs
- Lack of funding for Ped/Bike infrastructure
- Need to increase pedestrian and driver awareness

### Approaches

- Education
- Encouragement
- Enforcement
- Engineering
- Eval.
- Emp.

#### Note:
- Eval. = Evaluation
- Emp. = Empowerment
CHAPTER 2
Education
EDUCATION

This section provides educational resources to be implemented in the community of Lemon Grove. The recommendations aim to teach students, parents, and neighbors safe pedestrian, bicyclist, and driver behavior to increase safety within the school zone and surrounding neighborhoods. These recommendations are meant to act as a reference for educational strategies and are best implemented simultaneously to increase effectiveness. There is a vast amount of curricula that can integrate topics such as health, environment, and transportation into school’s daily activities.

PEDESTRIAN AND BICYCLE SAFETY EDUCATION CURRICULUM

There are several academic curricula focusing on walking and biking to school that link the following activities to specific academic subjects like Math, English, Science, Geography, among others.

All project schools were exposed to pedestrian and bicycling education outside the classroom. Upon completion of the Lemon Grove Walks & Rolls to School program, we recommend the LGSD continues pursuing pedestrian and bicycle education among the school community, especially if it is targeted to classroom activities. For example, middle school students from the Lemon Grove Academy Middle School (LGA) learned about the built environment in their health class and created a presentation of infrastructure needs around the schools which was presented to City of Lemon Grove staff members. As a result of the students’ work, the identified issues are presently being addressed by the City of Lemon Grove.

Recommendations:

Parents and other stakeholders:
- Express your interest to the school principal, the Lemon Grove School District (LGSD) Superintendent’s office and the Lemon Grove School Board.
- Attend a school board meeting to request the incorporation of pedestrian and bicycle education into the student’s academic curriculum. (See Empowerment chapter to learn the best ways to approach decision makers).

School-based recommendations:
- Read resource section of this toolkit and, if appropriate, incorporate the best practices to LGSD academic curriculum.
- Read the funding appendix to find opportunities to help fund the incorporation of a pedestrian and bicycle safety curriculum in your school.
- Engage middle school students in academic activities related to safety and engage them in the decision-making process. Use the LGA model.

Resources

Appendix 3 – Education, includes:
- The State of Washington Office of Superintendent of Public Education’s Safe Routes to School Bike and Pedestrian Safety Education Program
- Additional links to Academic Curricular Resources including webinars.
PEDESTRIAN AND BICYCLE SAFETY EDUCATION ACTIVITIES

Schools could provide pedestrian and bicycle safety courses to educate children on safe pedestrian behavior, how to cross the street, how to safely inspect and ride a bicycle, and the rules of the road for both pedestrians and bicyclists. Trainings include the benefits of biking and walking, while integrating them to school’s daily activities and specific academic subjects such as physical education.

Resources

Appendix 3 – Education, include:
- Information about organizations that provide in-person bicycle and pedestrian training
- Online and interactive resources that could be used inside and outside the classroom to compliment Physical Education classes

All SRTS project schools have been invited to participate in pedestrian and bicycle education activities (Pedestrian Safety Trainings, Bike Rodeos, Neighborhood Rides, and Kids Rides) where hundreds of students have benefited. Students who have been trained in pedestrian and bicycle safety programs greatly improve their knowledge and skills, as a result, greatly improve the safety around schools.

Recommendations:

Parents and stakeholders:
- Express your interest to your school principal and to the LGSD superintendent’s office
- Make the toolkit available to the School District Wellness Committee, individual schools, parents, PTA, ELAC, and School Site Council to promote and gain support.
- Communicate with other parents and attend a school board meeting together to request the incorporation of pedestrian and bicycle education into the student academic curriculum.

School-Based Recommendations:
- LGSD could continue implementing these education activities as part of the Physical Education curriculum or as an extracurricular activity.
- Engage afterschool program to hold pedestrian and bicycle education activities.
- If the Lemon Grove School District and individual Schools do not have the human resources available to facilitate these activities, engage third parties (for example, Circulate San Diego, San Diego County Bicycle Coalition, or the Sheriff’s department,) to facilitate them.
SAFETY ASSEMBLIES AND SPECIAL EVENTS

Assemblies are a perfect way to present information to a target audience and are a great way to bring pedestrian and bicycle safety awareness in an energetic atmosphere. Assemblies could be targeted to only students, or parents could also be invited.

The main topic of the assembly could be safety, but also could be connected to a larger celebration like a Safety Patrol or Crossing Guard Recognition, Bike to School Day in May or International Walk to School Day in October. Assemblies are good venues to present safety information as well as school district policies and procedures. During assemblies, a parent, teacher, or a school administrator could present information or could invite a third party such as a nonprofit organization, the police department, or school district staff, to make a presentation.

Recommendations:

**Parents and stakeholders:**
- Express interest to your school principal, the LGSD superintendent’s office and the school board.
- Express your concerns to PTAs, School Site Councils and school administrators who are aware of the events at individual schools.
- Communicate with other parents and attend a school board meeting together to request the incorporation of pedestrian and bicycle safety into assemblies and special events either at the school level or at the district level.
- Research how other school districts incorporate safety information into their daily activities.
- Parent participation and commitment might be required if requests are heeded.

**School Based Recommendations:**
- Hold safety assemblies or incorporate this topic into another school-wide event such as Fall Festivals, Spring Festivals, Talent Shows, etc.
- Give individual schools the autonomy to decide how to present safety information.
- School District (Decision Maker) and individual Schools can facilitate these activities or involve other third parties such as Circulate San Diego, San Diego County Bicycle Coalition, Lemon Grove Sheriff’s Department, or others to present the material.

**Resources**

Appendix 3 – Education, includes:
- Links to online resources from organizations and the Lemon Grove Sheriff’s department
- Pedestrian Safety Education toolkit
SAFETY AWARENESS CAMPAIGN

Schools can engage students, after school programs and/or parent volunteers to work either inside or outside the classroom to create awareness and education on a neighborhood or community-wide level. Volunteers can develop safety slogans, activities and art while learning about best practices regarding active transportation (pedestrian safety, bicycle safety, etc).

The following are activities that could complement the campaign:

PACE CAR PROGRAM

The concept of the Pace Car Program is simple. Individuals pledge to drive courteously and obey the speed limit on local roadways. Residents participating in the Pace Car Program, sign a pledge to drive responsibly and receive a free bumper sticker or window cling that designates the driver as a Pace Car Program participant. As participation in the program increases, the shift to safer driving behaviors becomes evident.

Resources

Appendix 3 – Education - includes:
- How to Start a Pace Car Program
- Online resources from other Cities and Schools implementing this kind of program.

The purpose of the Pace Car program is to have residents take responsibility for the impact of their own driving by setting the “pace” for safer streets in school areas. Success relies upon the support and participation of the community.

Recommendations:

Parents and stakeholders:
- Read Appendix Education and engage a group of concerned parent volunteers to gain support.
- Express your interest in reducing speeding around your school to the school principal, the SYSD superintendent’s office and school board.
- Communicate with other parents and attend a school board meeting together to request the support of the school district to start this program at your school or even the district level.
- If this activity requires funding, read the funding appendix to learn about potential funding sources.

School Based Recommendations:
- It is recommended that schools with wide streets such as San Altos Elementary implement a campaign to decrease speeding in school zones.
- The resources section provides detailed information about addressing speeding in school zones.
SAFETY AWARENESS SIGNS

Signs are an effective way to reach the community. Signs can be bought, created by adults and/or children.

Resources

Appendix 3 – Education, includes:
- Example of Signs
- Key safety messages

Art created in the classroom or an afterschool program is the perfect opportunity for children to learn about safety practices while expressing their creativity. Their artwork can then be used as signs or banners as part of a community-wide safety campaign. Signs’ messages should express the focus of the campaign/activity. For example, Walk to School Day signs should encourage more walking, a safety campaign message should express the need for safety, safety tips, etc.

School Based Recommendations:

- The Lemon Grove School District or individual schools could hold a contest to increase student safety awareness. Student-created signs and posters could be placed in school zones to create heightened safety awareness.

- Parents, individual schools and The Lemon Grove School District could promote a community-wide campaign where the business district, the community and the local jurisdiction participate in different aspects of a campaign.

- The resources section provides additional ideas for community safety awareness campaigns.

Parents and other stakeholders:

- Approach school PTAs, local planning groups and other neighborhood groups to promote the idea and gain support for a safety campaign by using signs around your school, the community or any other strategic location.

- Express your interest to your school principal, the SYSD superintendent’s office and the school board.
GENERAL SAFETY AWARENESS

Education material and messages could be shared in many forms and mediums such as flyers, bookmarks, school, school district websites, social media, newsletters, and school district policies.

The production of specific educational materials in different media could help promote safety around school before, after and during school hours. Some specifics include: school policies and procedures such as drop-off and pick up and bicycling to school on an easy to reference bookmark. General information, such as the benefits of walking and biking or tips to reduce the chance of an accident, could be posted on an individual school’s Facebook page.

Parents and stakeholders:
- Approach your school principal to bring up ideas about specific safety messaging for a safety campaign
- Communicate with other parents and attend a school board meeting together to request the support of the school district to start this program at your school or even the district level.

School Based Recommendations:
- Students and teachers could design flyers, brochures, bookmarks or buttons with specific safety messaging in English and Spanish and distribute information to the school community.
- Students and teachers could create social media campaigns around specific safety messaging
- School District could create flyers or social media safety messaging and distribute bilingual information throughout the district
CHAPTER 3
Encouragement
ENCOURAGEMENT

This section provides recommendations and resources that can be implemented at the school district and school site level that promote and encourage students to be physically active and walk, bike or skate to school. SRTS Encouragement activities focus on behavior changes and consistency; a student doesn’t have to be the best athlete or the fastest runner to participate in the program or even to win encouragement items. The following recommendations are examples of various strategies that engage students and families in the Safe Routes to School initiative. It is recommended to implement more than one activity at the same time to increase effectiveness of the program.

NATIONAL BIKE TO SCHOOL DAY

Held annually as a part of Bike Month Celebrations in May, National Bike to school day is a good way to encourage school communities to take part in a national movement where people ride their bike to and from school.

Resources

Appendix 4 – Encouragement - includes:
- Information from organizations relevant to National Bike to School Day (Date, Ideas, Tips, etc)
- Links to resources (including funding resources) that could be used to compliment National Bike to School Day.

National Bike to School Day participants can earn encouragement items or participate in a raffle for a larger prize, such as a bicycle. (See funding chapter and appendix 4 for more info). Schools could combine this activity with bicycle safety courses (also known as bike rodeos) to educate children and adults on safe bicycle riding.

Recommendations:

Parents and stakeholders:
- If interested in celebrating National Bike to School Day and don’t know where to start, please read this section’s appendix and the General Recommendations Appendix to help plan your event.
- Engage students already biking and skating to school. Start with meeting students at the school’s bike rack.
- Identify which parents are already biking with their children to school. Engage them about the routes they use, the general issues they face, and their interest in a bicycle encouragement campaign at the school.

School Based Recommendations:
- National Bike to School Day is a good way to include bicycle education in schools’ activities. This could be achieved either inside or outside the classroom, facilitated by school staff, the police department and/or nonprofit organizations that could provide bicycle education to students and parents.
- In 2014-2015 dozens of Lemon Grove students received bicycle education through bicycle rodeos and community rides.
- The LGSD could adopt National Bike to School Day as an official district-wide activity to promote every year.
# INTERNATIONAL WALK TO SCHOOL DAY

International Walk to School Day (W2SD) is held annually in October (Walktober). This is a celebration where millions of people around the world walk to school to create awareness of the need for safe pedestrian-friendly communities, and to promote healthier habits and environmental conservation among all students.

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## Resources

Appendix 4 – Encouragement, include links to:

- Online Resources on how to organize an International Walk to School Day
- Ideas that compliment W2SD events
- Links to organizations providing funding resources for W2SD events.

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International W2SD activities vary from school to school, state to state, and country to country and each school should feel free to determine their own level of participation. For example, in the last 3 years, schools in San Ysidro have incorporated W2SD into Red Ribbon activities under the slogan “Walk to School Away From Drugs” at the end of October.

## Recommendations:

### Parents and Stakeholders:

- Engage as many parents and volunteers as possible. Volunteers do not need to spend much time on this activity, but it is important to have enough adults to supervise children walking to school.
- Mount Vernon, LGA, San Altos, and San Miguel School’s parent volunteers have been very involved in walking activities. It is recommended that these school volunteers continue their regular walking programs and conduct a special event during W2SD in October.
- If no one at your school has experience coordinating these types of activities, reach out to SRTS parent volunteers at San Miguel, San Altos, or LGA and ask for guidance.
- Read the funding opportunities and the general recommendations appendices to help organize your event.
- Request that the LGSD adopt International Walk to School Day as an official annual activity to promote and include in the school calendar.

### School based recommendations:

- All LGSD schools have participated in International Walk to School Day (W2SD) celebration activities. It is recommended that all schools continue organizing and implementing this activity.
- Start planning the program as soon as the school year starts and make it an official school-sanctioned event.
- School District and/or individual schools should engage the noon duty supervisors, PTA’s, SRTS coalitions, principals and other interested parties at every school to create a stronger sense of cohesion between different players working on safety.

### Other Recommendations

- Identify and document the pedestrian and bicycle issues and opportunities around your school. Document the number of students walking to school. Share this information with the city. A large amount of students walking and/or multiple infrastructure deficiencies could help increase infrastructure funding in your school community.
WALK/BIKE TO SCHOOL GROUPS AND ACTIVITIES

Walk and Bike Groups can take many forms and have multiple names. Some examples are: Walking School Buses, Walk on Wednesdays, Bicycle Trains, Walk & Roll to School Days and Park and Walks. The concept is generally the same for each group. Parent volunteers meet students at designated stops along a predetermined route and accompany them on their way to school. This significantly helps with safety around schools, encourages community building and physical activity.

Resources

Appendix 4 – Encouragement - includes:

- Online resources and material (guidelines, forms, etc).
- Pedestrian Safety Education information and resources.
- Examples of W2SD in other cities and Schools.

Walk and bike groups could be formed to help organize an event such as International Walk or Bike to School Day, or can form as a result of the momentum generated from these events. Groups could be formal or informal, lead by the school or by parent volunteers. It is recommended to read as many resources as possible to learn best practices from other communities. Appendix 4 provides resources for potential walk and bike groups.

Walking/Biking to School Groups

Walking School Buses

This could be as informal as a few families taking turns supervising a group of their children walking to school, or as formal as a structured group of trained volunteers creating a schedule, a route with meeting points, and a timetable.

Walking school buses vary depending on volunteer availability. Some could run Monday to Friday and others could be just one day a week.

A Walking School Bus is based on trust. Volunteers should be patient, know the children and their parents, and enjoy sharing their time with children. The resource section contains information about starting, implementing and sustaining a Walking School Bus.

Bicycle Trains

Bicycle Trains follow the same concept as walking school buses, but instead of walking to school as a group, adults and children travel on bicycles. This activity is best suited for older elementary and middle school students. Adult supervision is always suggested; the NCSRTS recommends one adult for every three to six children. The resource section includes more information about Bicycle Trains.
PARK AND WALK

Park and Walks are an ideal option for parents who, for any reason, have to drive their children to school. They increase safety and decrease traffic congestion in school zones.

Park and Walk activities could be started by a group of parents who meet in a location and walk together to school. Parents can organize with each other and decide which day will be their turn to walk the group to school. This allows parents to avoid traffic and save time.

During W2SD celebrations at Mount Vernon, Lemon Grove Senior Center serves as a park and walk location. Many parents drove to the park and walked to school. According to noon duty supervisors (crossing guards), traffic congestion in front of the school was significantly reduced on this day.

Recommendations:

Parents and stakeholders:
- To learn more about the Walk/Bike to School Groups and Activities, please read Appendix 4.
- Invite your friends to participate; this is a great way to spend time with them.
- Engage other parents; volunteers build excitement and momentum for the project among other parents.

School Based Recommendations:
- All schools involved in the project have organized encouragement activities. School administration should encourage the continuation of these activities when the LG SRTS project is over.
- Mount Vernon and San Miguel Elementary are located in close proximity to parks. These are perfect opportunities to start park and walk groups.
- School District and individual school administrations should support and provide resources to current SRTS volunteers.
- School District and/or individual schools should engage the noon duty supervisor coordinator PTA’s, SRTS coalitions, principals and other interested parties at every school to create a stronger sense of cohesion between different players working on safety.
- Encourage middle school students who are currently walking or biking on their own to begin to walk and/or bike in groups. This prevents bullying, and increases visibility and safety.
- Please consult the suggested route maps in the Engineering Section of this document. Circulate San Diego developed these maps with community input. They could be used as a resource to learn which streets are most commonly used and to determine specific walking/biking routes in school zones.

Other Recommendations:
- Document the number of students walking to school. A large amount of students walking to school shows the demand for pedestrian infrastructure around the school and can help increase the chances for increased infrastructure funding.
- Monterey Heights lack a core group of volunteers to support a walking and biking program. LGA is physically located within a community that includes adequate infrastructure and amenities such as buffered sidewalks and bicycle lanes. People in these school communities could greatly benefit from active transportation.
SRTS CONTESTS

SRTS contests encourage student creativity and spark interest in SRTS programs. Contests can take many different forms and can be customized to fit schools’ needs.

Some examples include:

- Frequent Walker Card Program
- Walking / Mileage Club.
- Tracking the Distance Contest

In addition to the above, the following activities could compliment an encouragement campaign:

TRACKING THE DISTANCE CONTEST

This could be a classroom or a school-wide contest that promotes teamwork and can be linked to one or more academic coursework like geography and math. Children keep track of the number of miles they travel while walking, biking, taking the bus or carpooling to school. They then add up the number of miles collectively traveled, as a class, a school, or even a district, until they reach a specific distance. This could be the distance to cross the United States, or the distance to reach the peak of Mount Everest.

Walk and Bike Across America, Climbing Everest and the Golden Sneaker Award are different examples of tracking distance contests. They are great opportunities for students to see just how far they can get by consistently walking and biking. Refer to the resource section for more information about this activity.

FREQUENT WALKER AWARD

This is a contest that requires students to keep track of the number of times they walk, bike, carpool, or ride the bus to and from school while accumulating points. Every time a student accumulates a certain amount of points, they receive encouragement items and enter their name into a raffle to win valuable prizes.

Volunteers can track each student individually, or teachers can track the entire class. This could be measured weekly or monthly and classrooms could even compete with each other. The winning classroom could receive school-sponsored prizes such as extra time for recess.
OTHER CONTESTS AND ACTIVITIES

The following is a small list of possible contests and activities that any student can participate in:

- Poster contest that promotes what students have learned about pedestrian/bike safety or why a student walks/bikes to school
- Logo design contest
- Skateboard contest

The above activities are meant to engage kids not able to walk or roll to school for reasons outside of their control. They could have an artistic component, or could include physical activity such as a skateboard contest or a before or after school walking club.

Please refer to the resource section to learn more about these and other possible activities.

Recommendations:

Parents and stakeholders:
- Incentive items either need to be donated or bought. Please refer to the funding section for potential funding sources if you are unable to get donations.
- Engage with your child’s teacher to gain support for the program.
- Please refer to the appendix Enc 5. for possibilities of different encouragement activities
- Engage other parents; volunteers build excitement and momentum for the project among other parents.
- Refer to this chapter’s resource sections for more information.

School Based Recommendations:
- Incorporate more activities and contests to engage students unable to participate in the walk to school activities at Mount Vernon, San Altos, LGA, and San Miguel Elementary Schools. This would create a more holistic approach to the SRTS program.
- School District and individual school administrations should engage the extended education program to incorporate SRTS activities in their curriculum
- San Altos, San Miguel, LGA, and Mount Vernon currently have a mileage club before school. It is recommended to continue this activity.
- Schools who previously implemented a walking/running program are encouraged to restart them. School communities who do not have experience with this kind of activity are encouraged to refer to the resource section or to talk with the mileage program leader at the school for guidance.
- Refer to this chapter’s resource sections for more information.
CHAPTER 4
Enforcement
ENFORCEMENT

This section provides recommendations on enforcement activities that can be implemented at the city-wide, school district and school site level. These suggestions can help improve and encourage safe pedestrian, cyclist and driver behavior and help provide a safer environment for students who walk, bike or skate to school. This section looks at enforcement in a holistic way that includes strategies that could be implemented not only by police officers, but also by school staff, volunteers and even students. These recommendations are meant to act as a reference to enforce safety throughout the city, specifically in school zones and suggested routes to school.

LAW ENFORCEMENT OPERATIONS

The Lemon Grove Sheriff’s Department is the agency in charge of enforcement operations in the Lemon Grove Community. They can provide enforcement and education to students and the school community.

Resources

Appendix 5 – Enforcement, includes:
- Online links to the Lemon Grove Sheriff’s Department
- Links to enforcement related resources

The Sheriffs’ Department can provide assistance in curbing speeding, drivers not yielding to pedestrians, preventing student jaywalking, and adherence to school pick-up and drop-off procedures.

Recommendations:

School-based recommendations:
- The Lemon Grove Sheriff’s Department has two officers who cover the entire City of Lemon Grove. As a result, Sheriff’s presence around every single school during drop off and pick up times is very unlikely. Key school personnel such as Noon Duty Supervisors, Safety Coordinators, Principal or others can assume enforcement duties to adhere to LGSD-related school traffic safety.

Recommendations to LGSD:
- Refer to the funding section for possible opportunities to help fund further engagement with the Lemon Grove Sheriff’s Department.
- Maintain good communication with the Lemon Grove Sheriff’s Department. This is essential to approach the issues specific to each school.
- Due to the potential of LGSD staff turnover, it is recommended that all schools keep a regularly updated record of their officers and direct supervisors names, work schedules and direct phone numbers.
SCHOOL CROSSING GUARDS/ NOON DUTY SUPERVISORS

Adult school crossing guards/ noon duty supervisors can be a major asset in promoting safety within the school zone, specifically at school crossings. They help to ensure that students cross safely. In Lemon Grove, the adult school crossing guard program is coordinated through the noon duty supervisor, but can also be put into practice through parent volunteers.

Resources

Appendix 5 – Enforcement, includes:
- Online links to school crossing guard trainings.
- Links to enforcement related resources

Departments at the city and the school district determine Crossing Guard locations through a comprehensive review of specific safety factors. Due to incurred safety benefits, Crossing Guard placement is subject to review by staff if other locations are deemed more feasible.

Recommendations:

Parents and Stakeholders:

- If you are a parent concerned about safety, refer to the Enforcement Appendix of this toolkit to learn about different volunteer programs such as WATCH DOGS, Operation Safe Passage or even Neighborhood Watch programs.
- If you identify issues with the way current guards manage traffic in a specific school site, make sure to contact the corresponding school and the Lemon Grove School District.

School-Based Recommendations:

- Train your school crossing guards (noon-duty supervisors) every year if possible. Refer to the Enforcement Appendix of this toolkit for crossing guard training resources.
- Noon duty supervisors’ coordinator should be involved in SRTS encouragement activities in order to increase awareness and collaboration between SRTS volunteers and noon duty supervisors.
- LGSD to should continue supporting enforcement activities and engage parent volunteers to support noon duty supervisors. Refer to the Enforcement Appendix of this toolkit and find resources for volunteer programs that could support Crossing Guard activities such as WATCH DOGS, Operation Safe Passage or even Neighborhood Watch programs.
- Refer to the funding section of this toolkit for potential funding sources to help improve the crossing guard program at LGSD.

Recommendations to LGSD:

- Adopt a school district policy that indicates specifics such as curriculum and training frequency and other related to the training of crossing guards.
STUDENT SAFETY PATROL

Student Safety Patrols assist with pick-up and drop-off procedures and crossing families. Safety patrol helps create an atmosphere of safety in school zones and a more efficient traffic flow.

Resources

Appendix 5 – Enforcement - includes:
- Links to Safety Patrol Trainings.
- Safety Patrol important information (liability, how to start a program, etc.)

The Student Safety Patrol offers a wide variety of benefits. They contribute to a safer school environment and students who participate learn traffic safety and leadership skills that will last with them for many years to come.

Recommendations:

School Based Recommendations:
- Mount Vernon, San Miguel, LGA Academy, San Altos and Monterey Heights Elementary are schools in Lemon Grove with a safety patrol program and high traffic concerns. It is recommended that the district’s Safety Committee update or review the needs of each school. Some schools can decrease traffic issues with the implementation of additional Traffic Safety Assistants.
- Schools who do not have an existing Student Safety Patrol may work with the school district to find appropriate ways to establish a program and educate students to assist with crossing students at arrival and departure times.

District-wide Recommendations:
- The main goal of Safety Patrol is to maintain students’ safety. It is recommended that the district’s Safety Committee updates its policies and materials to include language that helps establish implement school safety patrol in as many schools as possible.
- LGSD should coordinate with SDPD to review the needs and requirements for establishing a safety patrol at every school.
- If any physical/infrastructure constraint or street configuration prevents the approval of a safety patrol at any of the schools, the district can contact the City of Lemon Grove Engineering Division to overcome these issues. Please refer to the Engineering section of this toolkit.

Other suggestions:
- The extended education program, managed by the LGSD, supervises students before schools starts and after school ends. Explore the possibility of creating a safety patrol supported by existing programs.
- Schools that already have noon duty supervisors, volunteer teachers, and parent volunteers could work with the noon duty supervisor to run the program at the time deemed most by the school. This could be either before school, during lunch time, or after school hours.
ENFORCEMENT CAMPAIGN

An enforcement campaign can highlight multiple safety concerns. For example: traffic safety, crime, etc. Engaging different stakeholders can increase the opportunity to approach the many angles of safety. The following are some of the potential partners that can help increase safety around the school community.

- Senior Volunteers
- Students
- Adults
- School Neighborhood
- Watch DOGS (Dads of Great Students)

An enforcement campaign focuses on changing driver, pedestrian and community behavior and can range from messages on a poster to a group of organized volunteers. The following are some examples of the activities that involve volunteers through an enforcement campaign.

ENGAGING VOLUNTEERS

Many parents are already volunteering in school offices and inside classrooms; engage these already active parents in your program by inviting them to participate for 20 minutes. Organized groups of parent volunteers can be trained by the local police department on rules and operating procedures and help implement programs.

There are many ways in which adults volunteer can help with enforcement activities. Sometimes just having an organized group of parents standing around the school perimeter, otherwise known as eyes on the street, helps create a safer neighborhood. There are different models of activities already happening around the U.S., some include:

- Watch DOGS (Dads of Great Students)
- Safe Passages
- Parent Volunteers
- Parent Patrol
- Neighborhood Watch

Parent volunteers doing encouragement activities can also support enforcement strategies by bringing eyes on the street. (San Altos Elementary School)

Resources

Appendix 5 – Enforcement - includes:
- Online resources.
- Details on different kinds of programs
ENGAGING SENIOR VOLUNTEERS

Volunteer senior patrols can help with the flow of traffic during pick-up and drop-off in front of schools and provide invaluable eyes on the street to ensure greater safety for students walking and biking to school. They can also support encouragement activities such as Walk to School Days and Walking School Buses.

There are many benefits to senior volunteers. For example, they have flexible schedules, are respected by the community, and many have direct contact with the police department through the Retired Senior Volunteer Patrol program.

OTHER ENFORCEMENT ACTIVITIES

Below is a list of activities that could be included as part of an enforcement volunteer program:

Door Openers
Door openers help to speed up drop-off and pick-up time, reduce idling time, and reduce traffic congestion in the school zone. Parent volunteers, school staff, safety patrol or older students can help students exit and enter motor vehicles by opening curb-side doors for students in the drop-off and pick-up zones. This activity helps to reduce the need for parents to exit their vehicles, and reduces the risk of students running unaccompanied into traffic.

Safety Messages
Safety messages are a great way to share information about positive behavior with the school community.

Messages can be delivered in many ways:
- Sign on front yards
- Sign on school fences,
- People holding signs
- On the Internet:
  - School District website
  - School websites
  - Social media campaigns

The beginning of the school year is always a good time to share appropriate procedures (drop-off, pick up, parking procedures, park and walk sites, etc) with parents and students.
### Recommendations:

#### Parents and other stakeholders:

- If you are a parent interested in safety, contact the school. There may be other parents with the same concerns. Together with other parents you could start a safety campaign.

- Many times some activities need some funding. Contact your school PTA, your school administrator or engage local business and organizations for collaboration. Remember many others also want more eyes on the street and safer streets.

- Talk with your student’s teacher to get support.

#### School-Based Recommendations:

- Some of these activities might require some level of funding. Refer to the funding section to learn about potential funding opportunities.

- Engage the local enforcement agency. They can provide additional resources and guidelines to better implement your activity.

- It is always a good idea to learn about and include SYSD policies in your activity in order to justify your requests and educate the school community about procedures and expectations.

- Engage senior volunteers
  - The City of Lemon Grove Sheriff’s Department promotes and administers a Retired Senior Volunteer Patrol. This group of volunteers could be a great safety asset around schools. Other municipalities utilize the Retired Senior Volunteer Patrol to help with the flow of traffic during pick-up and drop off. They are also very helpful during special events such as International Walk to School day and Bike to School day.
  
  - School resource officers, the SRTS Coalition and school administrators can provide simple pedestrian and bicycle safety messages to be delivered to students during morning or afternoon announcements. Safety messages could be delivered in the form of flyers, all school announcements, all-call phone blasts, signs and posters could be placed around schools to create a greater awareness.

- Parents, Individual schools and the School District could collaborate to promote a community-wide campaign where business, community and the local jurisdiction participate in different aspects of a safety campaign. The Resource page shows additional ideas for community outreach.

- It is recommended that schools with front or adjacent wide streets such as San Altos and Monterey Heights implement an enforcement campaign that might address the issue of speeding cars, and Lemon Grove Academy implement an enforcement campaign addressing jaywalking.

### Lemon Grove School District:

- For any activity, it is recommended to identify a parent volunteer (parent champion) or hire staff who could act as a volunteer coordinator.

- Search for funding to hire a SRTS coordinator at the district who could coordinate safety campaigns and be the point of contact with parents, volunteers, police department and any other stakeholder in regards to safety awareness.
  
  - Refer to the funding section of this toolkit to identify potential funding sources.
CHAPTER 5
Engineering
ENGINEERING

Infrastructure is a great deal when talking about safe routes to school. This section provides recommendations on engineering strategies that can be implemented at the city-wide, school district and school site level that enhance and improve the pedestrian and bicycle environment for students who walk, bike or skate to school. Engineering/infrastructure improvements can be divided in two, short term and long term improvements.

Short Term Suggested Improvements

Short-term improvements are considered less costly and able to implement within the city’s current budget capacity. Potential short-term recommendations include:

- Marking crosswalks at unmarked intersections
- Converting standard parallel-line crosswalk markings to ladder style
- Lane striping
- Tree trimming
- Signage
- Red curbs
- Pavement markings
- Portable signs

Long Term Suggested Improvements

Long-term improvements are those that are more costly and will be implemented when funding becomes available. Projects that will require grant funding and/or a design phase to implement are classified as long-term suggested improvements. These following long-term suggested improvements could potentially include:

- ADA pedestrian ramps
- Complete sidewalk networks
- Buffered Class II Bike Lanes
- Traffic Calming Improvements
- Pedestrian enhancements such as curb extensions and bulb-outs

The followings are strategies or recommendations to help solve/improve issues related to infrastructure and engineering issues:
DOCUMENTING THE ISSUES

Public agencies must take care of public infrastructure, whether it is a sidewalk, traffic light, lighting, or drainage. Many times the lack of staff or funding does not allow the city to record or to be aware of every single issue. As community members, we can support the city by reporting concerns, making them aware of the issues. The clearer we are, the easier it will be for the appropriate entity to understand and approach the issue.

Resources

Appendix Eng 1 includes:
- Deficiency Reports for each Lemon Grove School District school.
- Important forms and documenting tools.
- This section presents strategies on how to document issues and select the most important ones.

DEFICIENCY REPORTS

These are written documents where the final product describes and prioritizes issues identified by a group of participants. The reports could be used as a guide to request (the City, to the School, etc.) improvements and solutions around a specific area.

The reports could be used by the local entity to comply with potential community engagement requirements imposed by certain grants increasing the chances to get funding for specific infrastructure needs or by the actual entity to be able to organize the improvements needed within a specific timeframe.

DEFICIENCY MAPS

Similar to the deficiency report, a deficiency map is a tool where a group of participants could identify, describe, and prioritize issues within the map boundary.

Deficiency maps and deficiency reports could complement each other to provide greater clarity in the documentation process and both could be used as a guide to request for improvements and solutions (to the City, to the School, etc) around a specific area and/or location.
WALK/BIKE AUDITS

A walk/bike audit is a strategy to physically assess the infrastructure around a neighborhood or a specific area. People performing the audit should physically walk the area to make the assessment in terms of its walkability/bikability.

Ideally, a walk should include local residents, school staff, police officers, traffic engineers and local elected officials to properly discuss all the different perspectives about the issues identified.

Remember to document everything found during the walk audit, take notes, picture, video and any other tool that could help you record anything discussed or seen during this exercise.

WALKABILITY CHECKLIST

A great way to document issues individually or during a walk audit is through a WALKABILITY CHECKLIST. Some organizations, like Circulate San Diego, have developed different kind of documents that provide a list of things that people should include in order to properly document the existing condition of street segments and intersections.

An example of this kind of document can be downloaded at http://www.circulatesd.org/resources/about-walking/walkability-checklist/

Recommendations:

Parents and stakeholders:
- Engage community members (friends, neighbors, school community, etc). Work together to identify the issues around the school.
- Regardless of the documentation system you choose, once the identified issues are documented, contact the City and give them a copy of your document.
- For more information on how to present the information to the City, please read the next section (reporting issues). If interested in (pushing for an infrastructure change/improvement) making a change in your community, read the empowerment section of this toolkit to learn ways to approach your City staff, school district, etc.

School Based Recommendations:
- PTA, DELAC and/or school administration should take the lead to conduct a walk and bike audit around the school, take pictures, document and prioritize the issues around the school.
- Before requesting an infrastructure improvement, learn about engineering concepts such as traffic calming strategies.

District wide recommendations:
- School District should have a representation at the local planning group.
- School District should adopt a policy that encourages a yearly documentation of issues around school to better approach any potential issues during the school calendar.
- District should buy supplies and materials to better facilitate walk audits such as yellow safety vests and radar guns.
REPORTING ISSUES

Getting to school might involve the use of public and sometime private infrastructure. Most of the time City, School District and any other entity/owners are aware of the lack of or issues with current infrastructure. Reporting issues to the appropriate/corresponding entity is the first step to let them know that the issue is affecting someone and that it needs to be fixed.

Reporting issues could definitely be both an Engineering Strategy and an Empowerment Strategy. For SRTS purposes, the following reporting tools will be included as part of the engineering strategies, while the learning/how to (process) will be part of the empowerment section.

MODES OF REQUESTS

Conventional modes of requests include phone, written, personal and lately, online communications. Whichever means of request you choose it is important make sure to include key information that will allow you to better present and to follow up with your issue.

Recommendations:

Parents and stakeholders:
- Gather a group of neighbors to create a coalition and monitor pedestrian and safety issues within your community. Have them contact the City, and emphasize the safety concerns of the community members.
- Learn about engineering concepts such as traffic calming strategies.
- Read which are the duties or responsibilities of the division you are placing the order to make sure you submitted the request to the appropriate department.
- Refer to Appendix 6, it includes your school missing infrastructure report to learn about issues already reported by your school community.
- Read the Empowerment section to learn strategies about how to contact and how to stay in touch with your City (Councilmember(s), Specific City Department, Community Planning Group, Town Council, School District and other decision makers and staff to ensure the problem is addressed.

School Based Recommendations:
- Involve the school site council, they should constantly request improvements
- Appropriate key staff (School Principal, School Site Council, Superintendent, School Architect, etc) could read the reports and present the findings to the local community planning group in order to request funding for the needed infrastructure improvement priorities around specific school sites.
- Use the any of the documentation options to present appropriate findings to the appropriate City of Lemon Grove Departments, Lemon Grove School District, individual schools, PTA’s, parent volunteers, School Site Council or the School District Safety and Wellness Committees.

District wide recommendations:
- School District should have a representative in the local planning group, Town Council, etc. will ensure better understanding and participation in the decision making process at the City level.
PARENT SUGGESTED ROUTE MAPS

Suggested routes maps could simply include one or more routes, but can also incorporate many other elements like level of use, current infrastructure, etc. These maps include routes identified by parents and/or the school community. The purpose of the map is to show which streets are most commonly taken on the way to school. By making people more aware of which streets are more commonly used the sense of safety among the community increases.

One of the many benefits of creating these maps is that the city becomes aware of the level of use of these streets and can focus on making improvements on those routes to increase safety.

Resources

Appendix 6-1 and 6-3– Engineering - include:
- Online resources to SRTS maps
- The Lemon Grove SRTS – Parent Suggested Maps.

In Lemon Grove, suggested route maps were created in a collaborative process with the City of Lemon Grove and the school community. Maps are/have been distributed to parents, teachers and administrators to encourage students walking and biking to school on the parent suggested routes.

Recommendation:

Parents and stakeholders:
- Get a copy of the parent suggested route map to learn which routes are most commonly taken and try to use them. Creating demand on these streets and documenting this demand could help the City determine priorities for improvements in these areas.
- Encouragement and Enforcement activities could support the use of these routes. Eyes on the streets and the Walking School Bus could be activities easily adapted to the routes.
- Talk with your school’s administration and/or the SYSD to potentially include crossing guards or eyes on the street through portion of the route to encourage more walking.
- Engage the police by letting them know the routes people are using to get to school.

School Based Recommendations:
- Support the distribution of these maps.
- Use the map to know where most of the school children are coming from and act appropriately.
- Maps should be presented to appropriate City Lemon Grove Departments, Local Community Planning Group, Lemon Grove School District, individual schools, PTA’s, parent volunteers, School Site Council or the School District Wellness Committee.

District wide Recommendations:
- Advocate with the City and Police Department to focus their attention on these routes.
- If route runs through a commercial corridor, engage the corresponding business association.
STUDENT WALKSHOP

The Student walkshop includes a combination of Engineering and Empowerment. The Walkshop includes a traffic education component, a school walk audit, and an empowerment component where middle school students learn about local government functions. Once students are familiar with the three aspects of the project, they create a presentation and learn how to communicate with government officials and decision makers. At the end of the project, they present their school infrastructure issues to the City Council, the School Board, City Managers and/or traffic engineers.

Resources

Appendix 6 – Engineering - includes:
- An example of the report that includes issues and requests presented by students

Recommendations:

Parents and stakeholders:
- Talk with your middle school principal to get excitement about engaging students in the decision making process, and to find an appropriate class to implement this activity (health, government class, ASB, leadership, after school clubs, etc).

School Based Recommendations:
- Middle schools principals could identify and recommend a class or teacher that could incorporate this activity to the academic curriculum of the appropriate class.
- During a staff meeting, middle school principals could present this activity and engage teachers to implement this activity in their class.

District wide Recommendations:
- Incorporate this activity within an appropriate academic curriculum in order to keep requesting improvement or reporting issues around the school.
- Read the resources section above they provide a great amount of valuable information.
CHAPTER 6
Evaluation
EVALUATION

This section provides recommendations on evaluation strategies that can be implemented at the city-wide, school district and school site level that assess mode share, school district policy and city ordinances to evaluate the impacts on the use of active transportation. These recommendations are meant to act as a reference for strategies to evaluate existing trends and future impacts from implementing programmatic and infrastructure improvements.

MODE SHARE EVALUATION

Regardless of the evaluation method that is chosen, questions are always part of the process. For the Safe Routes to School project this is no exception. Safe Routes to School evaluation focuses on identifying current students/parents commuting preferences and may also ask for reasons and concerns that affect their commuting preferences. Evaluation tools might include surveys and tallies to measure the number of responses and results.

After a Safe Routes to School project has been implemented it is important to continue administering evaluation activities to keep track of any trends and approach the issues affecting the commuting preference of each specific school community.

STUDENT TRAVEL TALLY

The student travel tally is a suggested evaluation measure administered by the classroom teacher who asks the students questions about how they arrived to school during sequential days of week. Students raise their hands in response to specific questions, such as “Who rode their bike to school today? Who walked?” The form should be administered twice to acquire baseline data and evaluate programmatic impacts.

Resources

Appendix 7 – Evaluation - includes:
- Details about using the National Center for Safe Routes to School Parent Tally
- National Center for Safe Routes to School evaluation information
- Other Evaluation Resources

Recommendations:

Parents and other stakeholders:
- Together with the SRTS Coalition and the School Administration, implement the survey every year to evaluate the way students arrive to and leave from school.

School-based and LGSD recommendations:
- Use this information and do further research on where students are coming from to get useful data to implement programs to increase safety around schools.
PARENT SURVEY

The survey is generally distributed to parents in their students’ backpacks, through teachers, parent volunteers or through an online survey. This survey should be administered to acquire baseline data and evaluate programmatic impacts.

Resources

Appendix 7 – Evaluation - includes:
- Details about using the National Center for Safe Routes to School survey
- National Center for Safe Routes to School Survey sample copy and other examples.
- Details on benefits and purposes of an evaluation component.

The National Center for Safe Routes to School has developed a survey template that is commonly used, but other for profit companies and nonprofit organizations have developed alternative surveys. Whichever survey one chooses, make sure to use the same survey throughout the SRTS program to keep consistency and to closely track any commuting changes or anomalies and measure program impact.

There are several supplementary or replacement surveys available that approach specific data relevant for a Safe Routes to School project, but the National Center for Safe Routes to School is the only survey that offers free data analysis throughout the life of a SRTS project.

Recommendations:

Parents and other stakeholders:
- Together with the SRTS Coalition and the School Administration, implement the survey every year to keep track of the way students arrive to and leave from school.

School-based recommendations:
- Engage the LGSD Community to implement the survey every year in order to measure commuting changes in the school community and measure program impact.
CHAPTER 7

Empowerment
EMPOWERMENT AND ENGAGEMENT

This section aims to reduce the communication barriers between residents and local government decision makers. It provides resources that can help residents understand the way government works and key steps in order to participate in the decision making process. The resources included in the empowerment section will empower residents to make changes in their community related specifically related to policies or infrastructure.

COMMUNITY SUPPORT

Whether it is a Safe Routes to School project or a wellness policy, the success of any program or policy is based on the level of community support. Assuring that the community understands the purpose and the benefits of Safe Routes to School Program in a comprehensive way will help to guarantee the project’s sustainability.

RECRUITMENT AND ENGAGEMENT

Working as a team is a key strategy for change. You are not alone. Start sharing your concerns about safety, traffic congestion, or whatever else most important to you, with your friends and the school community. You will find that many other people share similar concerns. These people could become the workforce that will help achieve a common goal – safer streets, and a more active and healthier community.

Recommendations:

Parents and other stakeholders:
- Express your interest to the school principal, the Lemon Grove School District Superintendent’s office and the Lemon Grove School Board.
- Attend a board meeting to request the incorporation of pedestrian and bicycle education into the academic curriculum.

School-based recommendations:
- Most of the schools have a group of volunteers already active in their community. If additional parents are frustrated about safety, guide them to the parent volunteers and recruit them to help with SRTS.
- Refer to the funding appendix to find opportunities to fund the incorporation of a pedestrian and bicycle safety curriculum in your school.
- Engage middle school students into academic activities related to safety and engage them in the decision-making process. You could use the Lemon Grove Academy Middle School model.
Sometimes parent advocates become frustrated because they feel city staff and elected officials do not respond to their requests. This section explains the best ways to approach conversations with elected officials. It also specifies the roles that city departments are responsible for, as well as elected officials’ job descriptions. Residents will better understand how to present concerns and the best person to present them to.

**Resources**

Appendix 8 – Empowerment - includes:
- Tips and strategies to approach city staff and decision makers.
- Planning in the Community such as the General Plan, Specific Plans, and Safe Routes to School.

**Recommendations:**

**Parents and other stakeholders:**
- Express your interest to the school principal, the Lemon Grove School District Superintendent’s office and the Lemon Grove School Board. Attend a board meeting to request the incorporation of pedestrian and bicycle education into the student’s academic curriculum. (See Empowerment section to learn the best ways to approach decision makers).
- Get involved in your community planning group or town council to work together for change and to request funding for the needed infrastructure improvement priorities around specific school sites.

**School-based recommendations:**
- Refer to the resource section of this toolkit and, if appropriate, incorporate the best practices to LGSD academic curriculum.
- Read the funding source section to find possible opportunities to help fund the incorporation of a pedestrian and bicycle safety curriculum. School Districts may decide to adopt the Safe Routes to School board policy and administrative regulations as an implementation tool for a district-wide program. State and federal grants are available for local support, school districts and city governments committed to increasing the number of students who use active transportation.
- Engage middle school students into academic activities related to safety and engage them in the decision-making process. You could use the Lemon Grove Academy Middle School Model.
APPENDIXES
APPENDIX 1  |  INTRODUCTION

1.- Active Transportation -

According to the Center for Disease Control, Active Transportation is any self-propelled, human-powered mode of transportation, such as walking or bicycling.

Physical inactivity is a major contributor to the steady rise in rates of obesity, diabetes, heart disease, stroke, and other chronic health conditions in the United States. Many Americans view walking and bicycling within their communities as unsafe due to heavy traffic and a scarcity of sidewalks, crosswalks, and bicycle facilities. Improving these elements could encourage active transportation such as children biking to school or employees walking to work. Safe and convenient opportunities for physically active travel also expand access to transportation networks for people without cars, while also spurring investment in infrastructure to increase the comfort of the on-road experience to improve the appeal of active modes to all people.

2.- SRTS Coalition –

Safe Routes to School Coalitions are groups that bring together strategic partners at the local school neighborhood level including the principal, PTA president, school nurse, school Wellness Council, safety patrol, and teachers. This involvement of partners will help maintain the SRTS activities and sustain increased levels of children walking and biking to school and beyond the conclusion of the grant period.

The idea is that each school site will maintain the safe routes to school efforts developed and established by the Lemon Grove Walks & Rolls to School Program to sustain children walking or biking to school. School Coalitions will be educated on SRTS activities, which will allow them to continue the project as a part of school culture.

It is encouraged that partnerships are established or strengthened between the schools and local City (e.g. Public Works, Police Department, Community Development), County (e.g. Health and Human Services Agency) and local organizations (e.g. Circulate San Diego, the San Diego County Bicycle Coalition, ), parents and other stakeholders to continue providing resources to sustain the SRTS activities that support children walking and biking to school.

3. – Project Schools –

Mount Vernon School
Lemon Grove Academy
Monterey Heights Elementary School
San Altos Elementary School
San Miguel Elementary School
4. Engagement and Empowerment –

Engagement and Empowerment is the sixth “E” developed to complement the SRTS Five E’s framework. *Engagement and Empowerment* - to increase community and stakeholder participation and influence in the decision-making process at city and school district levels.

Introduction to Safe Routes to School

Additional Online Resources:


http://guide.saferoutesinfo.org/

California State PTA- Safe Routes to School

http://capta.org/focus-areas/community-concerns/safe-routes-to-school/
1- Five E’s Program Implementation Plan

This Appendix Section includes a format used to create report for all the project schools. The reports are included at the end of the document. Each report recommends program for implementation for each school based on input from the SRTS Coalition and the Five E’s Workshop attendees (Five E’s refer to Education, Encouragement, Enforcement Engineering, Evaluation).

**General Steps to Create a SRTS Project**

**Online Resources:**

- National Center for Safe Routes to School

- National Highway Traffic Safety Administration Safe Routes to School

  For additional tips and tricks, visit the National Center for Safe Routes to School at [http://guide.saferoutesinfo.org/](http://guide.saferoutesinfo.org/)
Use the format below to help you identify activities that support children commuting to school safely.

*Utilice este formato para identificar actividades que apoyan a los niños llegar a la escuela seguros.*

**Title: Document or Program Name**

**Titulo: Nombre del Documento o del Programa**

Enter school name, include number people participating, meeting date(s), etc. / 
Escriba el nombre de la escuela, personas participaron, fecha(s) de reuniones, etc.

**Vision:** Describe what goals you would you like to accomplish through your SRTS program. 
**Visión:** Describa las metas que le gustaría lograr con el programa de SRTS.

Use the table below to help you identify activities that will support the Five E's of the SRTS Program. In each section, list activities under each category on the right that can help support commuting to school safely. 
Utilice la siguiente tabla para ayudarle a identificar las actividades que apoyarán las cinco E's del Programa SRTS. En cada sección, liste las actividades bajo cada categoría a la derecha que apoya a llegar a la escuela con seguridad.

<table>
<thead>
<tr>
<th>Activities/Actividades</th>
<th>Education/Educación</th>
<th>Encouragement/Motivación</th>
<th>Enforcement/Aplicación de Medidas</th>
<th>Engineering/Ingeniería</th>
<th>Evaluation/Evaluación</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students/ Estudiantes:</strong> (include all activities that might help educate students)</td>
<td><strong>Parents/ Padres de Familia:</strong> (include all activities that might help educate parents)</td>
<td><strong>Walking promotion/ Promover el Caminar:</strong> (include all activities that promote walking)</td>
<td><strong>School based (with students, parents and community)/ A través de la escuela (con estudiantes, padres de familia y la comunidad):</strong> (include all activities that might be enforced through the school)</td>
<td><em><em>Plan and install improvements around school for enhanced safety</em> - (Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad</em>):** (incluye cualquier deficiencia o solicitud para mejorar la infraestructura que usted crea mejoraría la seguridad alrededor de la escuela)</td>
<td><strong>Surveys and Tallies/ Encuestas y Conteo:</strong> (include any effort or document that might help track any change in behavior or attitudes around active transportation)</td>
</tr>
<tr>
<td><strong>Neighborhood and Driver/ Comunidad y conductores:</strong> (include all activities that might help educate neighbors and drivers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix 10 includes the current workplans for all the project schools/ 
El Apéndice 10 incluye los planes actuales para las escuelas del proyecto
APPENDIX 3  |  EDUCATION (EDU 3)

PEDESTRIAN AND BICYCLE SAFETY EDUCATION CURRICULUM

Online Resources:

The State of Washington Office of Superintendent of Public Education’s Safe Routes to School Bike and Pedestrian Safety Education Program
http://k12.wa.us/healthfitness/SafeRoutes.aspx

Marin County Safe Routes to School has developed a valuable curriculum for Elementary and Middle School education complying to California standards.
http://www.saferoutestoschools.org/green_curriculum.html

Highway Traffic Safety Administration
Teachers Guide – Child Pedestrian Safety Curriculum

Walk Boston developed 15 Safe Routes to Schools lesson plans that teach students how walking is good for their bodies and the environment. The lesson plans are for Kindergarten - Grade 5 students, and provide lessons in Health, Math, Social Studies and Science / Technology.
http://walkboston.org/who-we-are/achievements

The League of American Bicyclists:  http://bikeleague.org/content/ldi-corner-embedding-bicycling-curriculum

City of Portland – Smart Moves and Kids Curriculum
Educational consultants contracted by the City of Portland Bureau of Transportation developed the curricula below with the assistance of an advisory committee composed of Portland Public Schools administrators, teachers, parents, and Portland traffic-management specialists.
http://www.portlandoregon.gov/transportation/article/222273

Safe Routes to School National Partnership
http://saferoutespartnership.org/state/bestpractices/curriculum

California Pedestrian and Bicycle Safety Curriculum
http://www.casaferoutestoschool.org/newtools/#cp
http://www.californiahealthykids.org/product/9718
Webinars:

National Center for Safe Routes to School – Webinar
SRTS Middle School Curriculum: Why it is Important and How to Make an Impact

PEDESTRIAN AND BICYCLE SAFETY EDUCATION ACTIVITIES

Additional Online Resources:

Bicycle Rodeo _ San Diego Bicycle Coalition
http://sdbikecoalition.org/classes-workshops/
http://sdbikecoalition.org/our-work/education/

Police Department
http://www.sandiego.gov/police/services/units/juvenileservices/essp.shtml

Pedestrian and Bike Training Resources – California Active Communities.
http://www.caactivecommunities.org/w2s-year-round-activities/pedestrians-and-bicycle-trainings/

Pedestrian Safety Training “Walk This Way” – Circulate San Diego (Appendix – Education 1)
http://www.circulatesd.org/our-work/school-and-youth/

“Walk This Way” Course
The Walk This Way training sessions teach students pedestrian safety laws, tips and other information relevant to create awareness on pedestrian safety. This training will not only include theory but also practical exercises in which students will be able to learn through participation. The trailing covers topics included Physical Education, Health and other subjects’ curriculums. Interactive training session includes equipment that provide students the opportunity to apply what they learned in the curriculum. The equipment will simulate real-life situations pedestrians may face, allowing students to practice how to handle such situations in a safe and controlled environment.

Interactive Tools:
Interactive Online education tool for educators
http://www.pedbikeinfo.org/pedsaferjourney/

Videos:
Pedestrian and Bicycle Safety Journey
Three videos — one for each of three age groups — accompanied by a quiz or discussion and an educator's resource library can be used as an introduction to pedestrian safety skills or to augment a comprehensive curriculum.
http://www.pedbikeinfo.org/pedsaferjourney/
http://www.pedbikeinfo.org/bicyclesaferjourney/
SAFETY ASSEMBLIES AND SPECIAL EVENTS

Pedestrian Safety Training – Circulate San Diego (Appendix Education 1)
http://www.circulatesd.org/our-work/school-and-youth/

Bicycle Rodeo _ San Diego Bicycle Coalition (Attachment)
http://sdbikecoalition.org/classes-workshops/

San Diego Sheriff Department – Lemon Grove Substation
http://www.sdsheriff.net/contact_locations.html

Pedestrian Safety Education Toolkit – WalkBoston

SAFETY AWARENESS CAMPAIGN

PACE CAR PROGRAM


City of El Cerrito – Neighborhood Pace Program

Chula Vista Elementary School District – Neighborhood Pace Program
http://www.cvesd.org/COMMUNITY/Pages/CommunityPrograms.aspx

GENERAL SAFETY AWARENESS

California Department of Public Health - Safe Routes to School Info – Español
http://www.cdph.ca.gov/HealthInfo/injviosaf/traffic/Documents/BrochureSpan-SR2S.pdf

U.S. – CDC - Skateboarding Activity Card
http://www.cdc.gov/bam/activity/cards/skateboard.html

SAFE KIDS WORLDWIDE - Skating and Skateboarding Tips

Driving and Pedestrian Guide – Easter Seals Project Action (English and Spanish)

PEDS – Safety Campaigns
http://peds.org/campaigns/kill-speed-save-lives/
http://peds.org/campaigns/safe-routes-to-transit/

Pedestrian and Bicycle Information Center
http://www.pedbikeinfo.org/programs/education.cfm
APPENDIX 4 | ENCOURAGEMENT (ENC 4)

NATIONAL BIKE TO SCHOOL DAY

Online Resources:

The League of American Bicyclists and the National Center for Safe Routes to school team up to support National Bike to School Day efforts.  
http://bikeleague.org/content/tomorrow-bike-school-day

National Center for Safe Routes to school team up to support National Bike to School Day efforts.  

Find event planning ideas and resources, templates for banners and flyers, and even a place to register events at  
- http://walkbiketoschool.org/ready/about-the-events/bike-to-school-day

The San Diego County Bicycle Coalition could hold a bicycle rodeo or help support a bike ride to school.  SDbikecoalition.org  
http://sandiegocountybicyclecoalition.blogspot.com/2012/04/sdcbc-bike-month-events.html

California Safe Routes to School - National Bike to School Day  
http://www.casaferoutestoschool.org/whats-happening-in-california/national-bike-to-school-day/

I-Commute – Bike Month  
http://www.icommutesd.com/events/bike-month

INTERNATIONAL WALK TO SCHOOL DAY

Online Resources:

Walk/Bike to School - How to Plan a Walk to School Day Event  
http://www.walkbiketoschool.org/get-set/how-to-plan-a-walk-to-school-day-event

I-Walk – List of Resources to make a Walk to School Day Event a success  
http://www.iwalktoschool.org/resources.htm

National Center for SRTS – 10 tips for Getting Walk to School Media Event Coverage -  
Walk to school initiatives - Resource
www.walkbiketoschool.org/sites/default/files/WTSDbooklet.pdf

Center for Disease Control (CDC) - KidsWalk to School - A Guide to Promote Walking to School
http://stacks.cdc.gov/view/cdc/11316

City of La Mesa Safe Routes to School Program - La Mesa Safe Routes to School Guide

WALK/BIKE TO SCHOOL GROUPS AND ACTIVITIES

Walking/Biking to School Groups

The Walking School Bus: Combining Safety, Fun and the Walk to School – National Center for Safe Routes to School

National Center for SRTS - Starting a Walking School Bus

http://www.cdc.gov/nccdphp/dnpa/kidswalk/resources.htm

City of Clearwater, Florida, "How do I Start a Walking School Bus Program?"

Van Derveer Elementary School, New Jersey, - "Safe Routes to School."
http://www.activelivingresources.org/assets/VanDerveer_wsb_success.pdf

Indiana Area School District, - "Walking School Bus."

Transportation Authority of Marin - Walk and Roll to School –

Centers for Disease Control and Prevention (CDC), - "Parental Consent Form."
KidsWalk-to-School: A Guide to Promote Walking to School,
http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk.pdf (pg. 59)

Pedestrian and Bicycle Information Center, "Walking School Bus: Guidelines for Organizers."
http://www.walkingschoolbus.org/organizers.pdf
Pedestrian and Bicycle Information Center,  
http://www.walkingschoolbus.org/safety.pdf

**PARK AND WALK**

National Center for Safe Routes to School – Park and Walk  
http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm

**SRTS CONTESTS**

Transportation Authority of Marin - Golden Sneaker Award, Frequent Rider Miles, The Golden Sneaker Award, The Pollution Punch Card, Walk and Roll to School Days, Walk & Bike Across America  

Fire Up Your Feet Challenge - www.fireupyourfeet.org

National Center for Safe Routes to School – Mileage Clubs and Contests  
http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm
Appendix 5 | Enforcement (Enf 5)

LAW ENFORCEMENT OPERATIONS

Online Resources:

San Diego Sheriff Department - Lemon Grove Substation.
http://www.sdsheriff.net/patrolstations/lemongrove.html

National Center for Safe Routes to School-
http://apps.saferoutesinfo.org/lawenforcement/federal/enforcement.cfm

SCHOOL CROSSING GUARDS/ NOON DUTY SUPERVISORS

National Center for Safe Routes to School -
http://www.saferoutesinfo.org/training/srts-webinars/dont-let-your-guard-down-strategies-keep-your-school-crossing-guard-program-h

Http://www.parkboard.org/documentcenter/Home/View/3073

Kansas Department of Transportation (KDOT) and the Kansas School Crossing Guard Committee
Kansas guidelines for school crossing guards

Washington DC, District Department of Transportation - School Crossing Guard Program
School Crossing Guard Manual

California Safe Routes to School -
California School Crossing Guard Training Guidelines
http://www.casaferoutestoschool.org/newtools/#cp

Webinar

Vermont SRTS Crossing Guard Training –
https://www.youtube.com/watch?v=pnmkxkwfdzo
STUDENT SAFETY PATROL

Online Resources:

San Diego Sheriff Department - Lemon Grove Substation.
http://www.sdsheriff.net/patrolstations/lemongrove.html
http://www.saferoutesinfo.org/sites/default/files/Personal_Security_and_SRTS.pdf

National Center for Safe Routes to School - What is a safety patrol?
http://www.saferoutesinfo.org/program-tools/what-safety-patrol


ENFORCEMENT CAMPAIGN

Online Resources:

Laurel Elementary - WATCH DOGS and SRTS projects
https://le-scusd-ca.schoolloop.com/dogs

WATCH DOGS –

City of La Mesa La Mesa SRTS Guide – Volunteer Patrol

San Diego Sheriff Department- Senior Volunteer Program
http://www.sdsheriff.net/volunteer_svp.html

Safe Routes Info
http://apps.saferoutesinfo.org/lawenforcement/resources/parent_ed.cfm

Seattle Department of Transportation

National Center for SRTS - Guide to Student Drop-off and Pick-up -

National Center for Safe Routes to School Enforcement Guide
Use the format below to help you identify activities that support children commuting to school safely.

_Utile este formato para identificar actividades que apoyan a los niños legar a la escuela seguros._

**Title:** Document, Program Name, etc.

_Título: Nombre del Document, del Programa, etc._

Enter school name, include number people participating, meeting date(s), etc. / Escriba el nombre de la escuela, personas participaron, fecha(s) de reuniones, etc.

Use the table below to help you identify issues (include location and description) priorities, comments, request, other key stakeholders’ comments, responsible parties’ responses, etc. (you can support chart with pictures)

_Utile la siguiente tabla para ayudarle a identificar problemas (incluya ubicación y descripción del problema), prioridades, comentarios, solicitudes, comentarios de partes interesadas que sean clave, respuestas de las partes responsables, etc. (puede complementar esta tabla con fotografías)"

<table>
<thead>
<tr>
<th>Participant priority/ Prioridad del Participante</th>
<th>Resident Comments/ Comentarios de los Residentes</th>
<th>Ideas/ Ideas</th>
<th>School Comments/ Comentarios de las Escuelas</th>
<th>Department/ Departamento</th>
<th>Support Documents / Documentos de Soporte</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections below have information on how to prioritize issues</td>
<td>Include a description and location of the problem you consider important</td>
<td>Here you can include the request or idea you have to improve or solve the issue</td>
<td>Here you can include comments or requests from key stakeholders (School Principal, PTA, School District, etc)</td>
<td>Fill this column with you get a response from the appropriate department responsible to follow up with the issue you identified</td>
<td>You can include pictures or other document that would support the identified issue.</td>
</tr>
</tbody>
</table>

_Abajo hay una sección que muestra maneras para priorizar los problemas identificados_ 

_Incluya una descripción y la ubicación de los problemas identificados como importantes_ 

_Aquí puede incluir una solicitud o idea para mejorar o resolver el problema identificado_ 

_Aquí puede incluir comentarios o solicitudes de partes interesadas como (El Director de la Escuela, PTA, el Distrito Escolar, etc) _

_Llene esta columna con la respuesta recibida del departamento que le corresponde resolver el problema identificado._

_Aquí puede incluir fotografías o documentos que le den soporte al problema identificado._
Issues prioritization

Online Resources:

National Center for Safe Routes to School Safety-Based Prioritization Guide:

MRCOG Project Prioritization Guidebook -

National Center for SRTS -

Safe Routes to School Partnership -


WALK/BIKE AUDITS

Online Resources

National Center for Safe Routes to School - Walk and Bike Audits
http://guide.saferoutesinfo.org/engineering/walking_and_bicycling_audits.cfm

Safe Routes to School Partnership - SRTS Briefing Sheet: Walking and Biking Audits

WALKABILITY CHECKLIST

Online Resources:

Circulate San Diego Walkability Checklist
http://www.circulatesd.org/resources/about-walking/walkability-checklist/

"Walkability Checklist." Bicycle and Pedestrian Information Center,

Circulate San Diego – BestWALK (phone application)
REPORTING ISSUES
SERVICE REQUESTS

Online Resources:

City of San Diego – Traffic Service Request
http://www.sandiego.gov/tsw/servicerequests/trafficrequest.shtml

PARENT Suggested MAPS

Online Resources:

National Center for Safe Routes to School, "Safe Routes to School Online Guide: Engineering, school route maps and the tools to create them."
http://www.saferoutesinfo.org/saferoutesinfo.org/guide/engineering/school_route_maps_and_the_tools_to_create_them.cfm

Centers for Disease Control and Prevention, "Walkable Routes to School Survey."
http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk.pdf (pg. 57)

OTHER GENERAL RESOURCES:

National Center for SRTS - What are some accommodations for students with disabilities?
http://www.saferoutesinfo.org/program-tools/what-are-some-important-design-guidelines-accommodating-students-disabilities

California Office of Traffic Safety Safe Routes to School Initiative, California Department of Health Services Local Government Commission - Transportation Tools to Improve Children's Health and Mobility
http://www.dot.ca.gov/hq/LocalPrograms/TransportationToolsforSR2S.pdf

National Center for SRTS - STUDENT PICK-UP/DROP OFF PLAN GUIDELINES
APPENDIX 7 | EVALUATION (EVAL 7)

STUDENT TRAVEL TALLY

Online Resources:

National Center for Safe Routes to School - Student In-Class Travel Tally
http://www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally

PARENT SURVEY

Online Resources:

National Center for Safe Routes to School – Parent Survey
http://www.saferoutesinfo.org/program-tools/evaluation-parent-survey

OTHER EVALUATION TOOLS

National Center for Safe Routes to School - Evaluation
http://guide.saferoutesinfo.org/evaluation/

"Walk-to-School Survey." KidsWalk to School: A Guide to Promote Walking to School,

http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk.pdf (pg. 61)

Safe Routes to School National Partnership - Evaluation Handout

California Safe Routes to School - Technical Resource Center
http://www.casaferoutestoschool.org/safe-routes-to-school-basics/preparation/evaluate-your-program/

National Center for Safe Routes To School – Evaluation Tools
http://www.saferoutesinfo.org/data-central/evaluation-tools
COMMUNITY SUPPORT

Online Resources:


Marin County SRTS - Safe Routes to Schools has collected PDF and Word documents to help Team Leaders get off to a great start with programs and promotions http://www.saferoutestoschools.org/toolkit.html#iwalk2012

Webinar

National Center for Safe Routes to School - The Community Connection: School Travel Plans and Building Community Support - http://saferoutesinfo.org/program-tools/sustain-program

National Center for Safe Routes to School - Keys to a Successful SRTS Program: Recruiting and Retaining Volunteers - http://saferoutesinfo.org/program-tools/sustain-program

EMPOWERMENT

Online Resources:


Safe Routes to School National Partnership and National Center for Safe Routes to School - Integrating Safe Walking and Bicycling to School into Comprehensive Planning http://saferoutespartnership.org/sites/default/files/pdf/SRTS_brief_IntegratingCompPlan-FINAL.pdf


10 Tips for Safe Routes To School Programs and Liability, 
http://www.saferoutesinfo.org/sites/default/files/liabilitytipsheet.pdf

SRTS Intro - General 
Center for Disease Control 
http://stacks.cdc.gov/view/cdc/12279/

National Center for SRTS –
Taking concrete steps to make walking and bicycling safer will reduce the likelihood of injury, and thereby minimize exposure to liability. 
http://www.saferoutesinfo.org/sites/default/files/resources/liabilitytipsheet.pdf

Webinars:

Integrating Safe Walking and Bicycling into Comprehensive Planning 
http://saferoutesinfo.org/program-tools/sustain-program

ADVOCACY TOOLS

The following advocacy tools include a format that will help you to set your goals and identify the steps needed to accomplish them. This section also includes a guide that will help you to explain clearly the specific problems that are affecting you and your community. The additional tools include tips and formats to contact your representatives and city staff by phone, letter and when meeting with them in person. Lastly, you will find a chart that includes contact information and a description of the responsibilities of specific City of Lemon Grove departments and elected officials that could be used as a guide to find an appropriate key person to approach for a problem.
**Action Plan**

1. What is your goal? Write the walkability problem that we have identified in the top goal section.

2. What are the steps that you should take to achieve this goal?

   *Think about the following questions to help you formulate your steps:*
   
   o What information might you need to achieve your goal?
   
   o Who might you need to contact for this information?
   
   o Who could help you achieve this goal? How do you contact them?

   *How do I monitor the action plan to make sure we have completed all of the steps?*

3. Who will be responsible for each step?

   • Write a name in the, “Who will be responsible for the action,” box.

4. What are some reasonable deadlines to complete these steps?

   • Write dates in the, “Date action will be accomplished,” box.

   • Keep in mind that to meet with someone you will have to take into account their schedule as well (e.g. you may have to wait a week or more to schedule a meeting with City staff).

5. How will you know the step or action has been met?

   • Write in exactly how you will know the step has been completed in this section.

*Follow the steps in the Action Plan to keep you on track, so that you don’t stray from your goal.*
CREATING A FACT SHEET

A fact sheet is a guide listing important information about the problem and your solution. You can use a fact sheet to educate community members, government officials, and journalists about the problem. A well-prepared fact sheet is one to two pages maximum. The following page is a Sample Fact Sheet.

Your fact sheet should include:

1. **Background**: Identify the problem to be solved. Write when it became a problem, what affect it has had on you, your family, and the community, and why it continues to be a problem. Include past efforts to address the problem and their outcome. Finally, write what will happen if the problem were resolved.

2. **Project Activities**: List the activities you are doing to address the problem and the goals you hope to accomplish through these activities.

3. **Question and Answer Section**: Think about questions a person might have about the problem or your plans to address the problem. Write those questions and provide answers.

4. **Contact information**: Provide contact information for you (or your group) for people who need more information or want to help.

5. **My Story**: Include a box or blank area for advocates to write or outline their personal experiences with the problem that they can use in a letter or face-to-face meeting.
SAMPLE FACT SHEET

Background
Diabetes can lead to heart disease, blindness, and kidney failure and is the sixth leading cause of death in the United States. Diabetes is related to such factors as obesity, family history of diabetes, physical inactivity, and race/ethnicity. Latinos have a high risk for type 2 diabetes.

Project Activities
The goal of this project is to help decrease the risk of developing diabetes for Latinos living in Westley, California. The project will focus on preventing diabetes in young community members.

As part of this project we will:
- Ask our city government to help make neighborhood parks safe and usable by the adding more lighting and police patrols. This will help cut down on gang and drug activity in the parks.
- Work with local schools to increase the amount of healthy food choices available to students.
- Encourage more young people to be involved in youth sports. We will collect donations from local businesses to help cut the cost of equipment and uniforms so more kids can participate.
- Make healthy food more affordable by creating a community garden where families can grow their own fruits and vegetables.
- Ask for funds from the State to set up a free diabetes screening station at the farm worker health clinic. Early detection and education will help people avoid diabetes complications.

Q & A
▲ Why is it important to reduce diabetes?
Diabetes treatments are expensive. In 2002 the average person with diabetes spent $13,243. This is a very high cost for low-income families or families with more than one diabetic child.
TIPS FOR CONTACTING YOUR REPRESENTATIVE’S OFFICE

1. Find out as much as you can about the problem before you contact your representative:
   - Talk to people in your community. Has anyone in your community talked to your representative about this problem before?
   - Search old newspapers at the library for stories about the problem. Has your representative talked about this problem before? Promised to do something about it?
   - Visit your representative’s website (at a computer in the library if you don’t have one) and look at the laws they have introduced and how they have voted on similar issues.
   - Make a fact sheet with all important information about the problem to hand to advocates, government officials and reporters.

2. Pick the right people to make contact:
   - Your representative wants to hear from community members he or she represents. Community members who help you with your advocacy projects should live in the district of the representative you contact.
   - People who make good advocates are those you include in your Change Team: community leaders, business owners, adults, families with children, senior citizens, representatives from community clubs and groups, etc.
   - Choose people who are most affected by the problem. For example, if the problem is unsafe equipment in playgrounds, your best advocates would be families who use the playgrounds.

3. When you contact your representative:
   - Keep your message short and clear.
   - Be honest, polite and specific about what you want.
   - Give examples to show how this issue affects you, families, and your community, using personal examples and photos.
   - Thank your representative and his/her office staff for their time.

The best ways to communicate with your representative are:

* Face-to-face meetings
* Personal letters
* Phone calls
* Emails
* Photos
* Articles and editorials in local newspapers.

Don’t do:
- Letters, visits, or phone calls from people outside your community
- Advertisements. An open letter in your newspaper does not have the same meaning as a personal letter from a community member.
- Computer generated, impersonal form letters or emails.
- Mailing brochures, fact sheets, flyers, or newsletters without an attached letter explaining why you sent this information.
CALLING YOUR REPRESENTATIVE

Sometimes work and family schedules can make it hard to meet with your representative. Ask your family, friends, and neighbors to call your representative’s office. It is a quick and easy way to show your representative that an issue is important to you.

Prepare Your Community Members
- Create a fact sheet.
- Review the fact sheet with community members before they make their calls.
- Be prepared to send materials to the representative’s office after the call.

Make the Call
- Give your name and identify yourself as a community member.
- Be clear, honest, polite and make a specific request.
- Never argue with a staff member.
- Offer to send more information about the issue.
- Ask for a letter confirming that the representative received your request.
- Thank the person who took your call.
- Record the person’s name and date and time of the call.
- Keep track of all contacts with the representative’s office. You can use this record to show your representative that you are serious about this issue.

Example: “My name is Ana Vargas, and I live in City Councilman Hueso’s district. I would like Councilman Hueso to work with the Parks and Recreation Department to put more lights in city parks in San Ysidro. This will let community members use the parks safely in the evening. Can I send you information about this problem? Would you please send me a letter confirming the representative received my request? May I ask your name? Thank you for your time.

Follow-up
- If you receive a follow-up letter from your representative, send a thank-you letter.
- If you do not receive a follow-up letter, call or write the representative and include information about your original call.

Remember, your representative’s office receives many calls every day. It may take time for them to get back to you about your request. You may need to be patient but persistent.
PRACTICE 1: CALLING YOUR REPRESENTATIVE

What is the problem? ____________________________________________________________

What is your solution? _________________________________________________________

Who are you contacting? _______________________________________________________

What are you asking them to do? _________________________________________________

► Use the space below to plan what you will say during your call. Your message should be clear, honest, polite, and make a specific request.

Example: “My name is Ana Vargas, and I live in City Councilman__________________ district. I would like Councilman _____________________________ to work with the Parks and Recreation Department to put more lights in city parks in San Ysidro. This will make the parks safer for community members to use in the evening. Can I send you more information on this problem? Would you please send me a letter confirming that the representative received my request? May I have your name for my records? Thank you for your time!”

Name of Staff: ________________________________________________________________

Date/Time of call: _____________________________________________________________

Follow up information: ________________________________________________________
WRITING YOUR REPRESENTATIVE

Connect

• Use their proper title (example: Councilman, Representative, Senator, etc.)
• Identify yourself as a community member.
• Write about your issue and why it is important.
• Share a story or example of how this issue affects you, your children, and your neighborhood.

Ask

• Make your message short, clear and specific. (Example: more lights in city parks so they are safer for San Ysidro residents to use in the evening.)
• End the letter with a one or two sentence summary of the problem and what you are asking the representative to do.
• Thank the representative for their time, ask for a response, and personally sign the letter.

Impress

• Keep a positive attitude while being polite and respectful.
• If you receive a response to your letter, follow up with another letter thanking the representative for his or her time.
• If you do not receive a response, follow up with an email, phone call, or another letter.

Remember that it takes time to read and respond to all of the letters that your representative receives each day. You may need to be patient, though persistent, while waiting for them to respond to your request.
PRACTICE 2: WRITING YOUR REPRESENTATIVE

What is the problem? ________________________________________________________________

What is your solution? __________________________________________________________________

Who are you contacting? __________________________________________________________________

What are you asking them to do?
_____________________________________________________________________________________
_____________________________________________________________________________________

► Practice writing a letter to your representative by filling in the blanks below.

Date: ______________

Dear __________________________:
(Your representative’s name and title)

My name is __________________________, and I live in your district. I am writing to you
(Your name) because there is a problem that is important to me, my family, and other
community members who live in your district. The problem I am concerned about is:

______________________________________________________________
(Write a few sentences explaining the issue, why it is important and how it affects life in your community)
______________________________________________________________
________________________________________________________________________________________

I am asking you to ___________________________________________________________________
(Be specific about what you want your representative to do.)

By doing this you will _________________________________________________________________
(Talk about the positive results if he or she does what you are asking.)

By addressing this problem you will improve the lives of everyone who lives in our
community.

Thank you for taking the time to listen to my concerns.

Sincerely,
(Signature and name)
**PRACTICE 3: MEETING WITH YOUR REPRESENTATIVE**

Step 1: Identify the problem and create your message:

What is the problem? ________________________________________________

What is your solution? ______________________________________________

Who are you meeting with? __________________________________________

What are you asking them to do? _____________________________________

Step 2: Plan and schedule your meeting:

<table>
<thead>
<tr>
<th>Meeting Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
</tr>
<tr>
<td>______________</td>
</tr>
<tr>
<td>Group spokesperson:</td>
</tr>
<tr>
<td>______________</td>
</tr>
<tr>
<td>People to share personal stories:</td>
</tr>
<tr>
<td>____________________________</td>
</tr>
<tr>
<td>Person in charge of leaving information after the meeting:</td>
</tr>
<tr>
<td>____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Called office on:</td>
</tr>
<tr>
<td>____________________</td>
</tr>
<tr>
<td>Scheduler’s name:</td>
</tr>
<tr>
<td>____________________</td>
</tr>
<tr>
<td>Meeting Date:</td>
</tr>
<tr>
<td>______________</td>
</tr>
<tr>
<td>Meeting Time:</td>
</tr>
<tr>
<td>______________</td>
</tr>
<tr>
<td>Length of meeting:</td>
</tr>
<tr>
<td>______________</td>
</tr>
</tbody>
</table>

Step 3: Attend your meeting

Step 4: Meeting outcome

What did your representative say about the problem? __________________________

Did your representative agree to do something about the problem?  Yes   No  (circle one)

If yes, what are they going to do? __________________________________________

________________________________________

Is another meeting is needed? __________________________________________

Is there another person or agency that you should contact? ________________________

Step 5: Follow-up

Date thank-you note mailed: ____________________________
MEETING WITH YOUR REPRESENTATIVE

The best way to bring attention to your issue is to meet face-to-face with your representative or a staff person.

Plan
- Prepare a Fact Sheet.
- Form a Change Team
  - Ask people in your community to join your Change Team, such as: community leaders, business owners, adults, families with children, senior citizens, and members of community clubs and groups.
  - Your Change Team should be include those most affected by the issue. For example, if the issue is unsafe play equipment in playgrounds you will want to ask children and their parents to attend the meeting.
- Make a meeting plan.
  - Pick a group spokesperson to deliver your message and keep the meeting on track.
  - Plan who will share a personal story and when they will speak.
  - Pick a person to leave information with the representative or the office staff after the meeting.

Contact
- Call the representative’s office and ask to speak to the person who handles the representative’s schedule.
- Tell the person that:
  - You are a community member,
  - You want to talk to your representative about [a problem]
  - You will need [amount of time]
  - You will bring [number of] community members with you.
- Call to confirm the meeting the day before it is scheduled.

Deliver
- Go to your meeting on time. If possible try to arrive 10 minutes early.
- Thank your representative for meeting with you.
- Share personal stories and explain how your issue affects you, your family, and your community.
- Keep your message short, clear, and specific about what you want.
- Carefully listen to your representative. He or she may not agree with you or may have other ideas about how to address the problem.

Maximize
- Leave your business card, your Fact Sheet and any other materials you have.
Send a thank you letter.
# City of Lemon Grove Contact Information

<table>
<thead>
<tr>
<th>Reason to Contact/ Motivo</th>
<th>Contact Information/ Información de Contacto</th>
<th>Description/ Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Supervisor/ Supervisor del Condado</td>
<td>Dianne Jacob, County Administration Center 1600 Pacific Highway San Diego, CA 92101 (619) 531-5522 <a href="mailto:Dianne.jacob@sdcounty.ca.gov">Dianne.jacob@sdcounty.ca.gov</a></td>
<td>The Board of Supervisors conducts regular meetings on Tuesdays and Wednesdays at 9:00am at: El Consejo de Supervisores se reúne cada Martes y Miércoles a las 9:00am en: Room 310 / Salon 310 1600 Pacific Highway, San Diego, CA 92101</td>
</tr>
<tr>
<td>Councilmembers/ Regidores</td>
<td>George Gastil - <a href="mailto:ggastil@lemongrove.ca.gov">ggastil@lemongrove.ca.gov</a> Howard Cook – <a href="mailto:hcook@lemongrove.ca.gov">hcook@lemongrove.ca.gov</a> Raquel Vasquez - <a href="mailto:rvasquez@lemongrove.ca.gov">rvasquez@lemongrove.ca.gov</a> Jennifer Mendoza – <a href="mailto:jmendoza@lemongrove.ca.gov">jmendoza@lemongrove.ca.gov</a></td>
<td>The City Council conducts regular meetings on the first and third Tuesday of each month at 6:00pm: Las juntas de gobierno se realizan el primer y tercer Martes de cada mes a las 6:00pm: Lemon Grove Community Center 3146 School Lane Lemon Grove, CA 91945</td>
</tr>
</tbody>
</table>
## Reason to Contact / Motivo para contactar

- New crosswalk
  *Nuevos cruces peatonales*
- New stop sign
  *Nuevas señales de alto*
- New street light
  *Nuevo alumbrado público*
- New traffic signal
  *Nuevos semáforos*
- Safety concerns regarding pedestrian, bicycle, or motorist activity
  *Preocupaciones sobre la seguridad en cuanto a actividad peatonal, ciclista o vehicular*
- Street traffic volume
  *Volumen de Tráfico en las Calles*
- Parks / Parques

To report an issue with:

- streets in need of repair or resurfacing
  *Calles con necesidad de reparación o recubrimiento*
- Potholes / Baches
- Sidewalks, curbs, alleys / Banquetas, bordes de banqueta, callejones, etc
- Traffic signals or signs / Semáforos o señales de transito
- Signal outages / Semáforos fundidos

## Contact Information / Información de contacto

### Development Services
*Servicios de Desarrollo*

**Director:** Carol Dick  
619-825-3806  
cdick@lemongrove.ca.gov

### Engineering
*Ingeniería*

**City Engineer:** Leon Firsht  
619-825-3825  
lfirsht@lemongrove.ca.gov

### Public Works
*Obras Publicas*

**Director:** Mike James  
619-825-3814  
mjames@lemongrove.ca.gov

### Description / Descripción

The Development Service Department purpose is to ensure that projects comply with the standards set forth within the Municipal Code.  
*El propósito del Departamento de servicios de Desarrollo es asegurarse que los proyectos cumplan con los estándares del Código Municipal.*

Engineering Department is responsible for management of a variety of programs including to provide for the planning, design, repair and maintenance of the 68.7 centerline miles that comprise the public street system.
*El Departamento de Ingeniería es responsable de administrar una variedad de programas que incluyen la planeación, diseño, reparación y mantenimiento de las 68.7 millas que comprenden el sistema de vía pública.*

Public Works is responsible for the administration, planning, and maintenance of the City's infrastructure including streets, sewer, street and traffic sign, parks, medians and storm drains.
*Obras Publicas es responsable de administrar, planear y dar mantenimiento a la infraestructura de la ciudad incluye calles, drenaje, calles señales de transito, parques, camellones y alcantarillado.*

### Counter Hours
*Horario de Oficina*

7:00 – 10:00am & 3:00 – 6:00pm
<table>
<thead>
<tr>
<th>REASON TO CONTACT</th>
<th>MOTIVO PARA CONTACTARLOS</th>
<th>CONTACT INFORMATION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To give input on community issues to elected local residents and/or to present an issue in the City of Lemon Grove.</td>
<td>Para dar información valiosa a un grupo de residentes de la comunidad que han sido electos y/o para compartir información sobre problemas o preocupaciones relacionadas a la Ciudad de Lemon Grove</td>
<td>Planning Commission – Comisión de Planeación</td>
<td>The Planning Commission holds public hearings to review and receive public input on local land use projects and advises the City and reviews and acts upon appeal of decision made by the Development Services Director. La Comisión de Planeación tiene reuniones públicas para revisar y recibir opinión pública en asuntos y proyectos locales y para dar consejo a la Ciudad y revisar decisiones hechas por el Director de Servicios de Desarrollo. The Planning Commission meets at 600pm on the 4th Monday of each month: La Comisión de Planeación se reúne a las 6:00pm de cada 4to Lunes de cada mes: Lemon Grove Community Center 3146 School Lane Lemon Grove, CA 91945</td>
</tr>
</tbody>
</table>

- Please use this chart only as reference as the elected officials and departments herein included are just a few of the many departments within the jurisdictions (City of Lemon Grove and County of San Diego). Please consider that staff and departments’ names herein included could change at some point.
This section provides a list of several potential private, federal, state, local, and other funding options for use by the City of Lemon Grove, the Lemon Grove School District and other potential interested parties to implement infrastructure and non-infrastructure projects.

The following entries are organized categorically and alphabetically. Some entries have websites, e-mail addresses and/or phone numbers, while others do not. Not all entries are applicable to every stakeholder, but this document is also an advocacy resource that could be used to encourage the appropriate entities to apply for grants that would benefit the Lemon Grove Community. All of the information in this guide is subject to change. None of the following entities have guaranteed funding. Please contact each funding source directly before soliciting funding.

**PRIVATE FUNDING SOURCES**

**Albertson’s Community Grants**: Grants focus on health, nutrition, and hunger relief.

**American Heart Association**: Voices for Healthy Kids’ Strategic Campaign Fund to engage, organize, and mobilize people to improve the health of their communities and reverse the childhood obesity epidemic

**American Honda Foundation**: Grants focus on youth education: literacy, math, science, technology, environment, job training, etc. ahr@ahm.honda.com

**AT&T Foundation**: Corporate Contributions – Grants focus on the environment, people: quality of life issues, improving education, advancing community development, underserved groups, and technology innovation

**Cliff Bar Family Foundation**: Grants focus on conserving wild places and open spaces, advocating for pedestrian and bike-friendly communities, expanding urban forests and restoring watersheds. http://clifbarfamilyfoundation.org/Grants-Programs

**Coca Cola Foundation**: Community Support Grant - provide access to exercise, physical activity education programs, initiatives that motivate behavior modification, and projects that encourage lifestyle/behavioral changes http://www.coca-colacompany.com/our-company/the-coca-cola-foundation

**California Wellness Foundation**: Opportunity Fund and/or Promoting Healthy and Safe Neighborhoods 818-702-1900

**Chargers Champions**: The Grant focuses on improving physical fitness, nutrition and athletic programs in SD County schools

**Dr. Scholl Foundation**: The Grant focuses on education, social service, healthcare, environmental, civic and culture.
**Fed Ex:** Social Responsibility Program - education, pedestrian/child safety, health and human services

**Fidelity Foundation:** The Grant focuses on community development and social services, health, and education projects (budgeted at $50K+) to organizations with operating budgets of $500K+

**Fire up Your Feet Challenge:** A national contest, usually held in the Spring and Fall. Schools track their physical activity and are monetarily rewarded for the amount of physical activity their school has collectively logged. This funding can support all school programs that promote youth physical activity, including field trips. [www.fireupyourfeet.org](http://www.fireupyourfeet.org)

**General Mills:** Champions for Healthy Kids - improve physical fitness and nutrition behaviors in youth
Beth Labrador; blabrador@eatright.org; 800-877-1600 ext. 4821

**Girard Foundation:** K-12 ed in SD - digital learning, charter schools, college and career preparedness, educational leadership
info@girardfoundation.org; 858-551-0881

**Hearst Foundation:** social service (literacy, youth development), education, health, culture
hearst.sf@hearstfdn.org; 415-908-4500

**ING Foundation:** Children's education and P.E. (childhood obesity), environmental sustainability
www.ing-usafoundation.com; Luis Abarca, Manager of Community Relations 770-980-6580

**Kenneth T. and Eileen L. Norris Foundation:** Grant focuses on community, youth, and science education
grants@ktn.org

**Lowe's Educational Grant:** Grants only for public schools

**MetLife Foundation:** Grant focuses on health, education, culture, civic affairs, public broadcasting

**PTA:** Healthy Lifestyles Energy Balance 101 Grant - reduce childhood obesity
programs@pta.org; 703-518-1221

**State Farm Insurance - Youth Advisory Board:** This grant focuses on Service Learning Grants (environmental responsibility, societal health and wellness issues)

**Union Bank Foundation:** This grant focuses on community economic development, environment, education, affordable housing in communities where Union Bank has a presence.

**Walgreens Community Grant Program:** Improve access to community health and wellness, civic and community outreach - grants@walgreens.com

**Wal-Mart Foundation:** Local Giving Program - Education (adolescent literacy, high school success); health and wellness

**Weingart Foundation:** SD Small Grant Program - health, human services and education for underserved/disadvantaged
DONATIONS

Donations: Private companies and individuals sometimes make donations to causes they feel strongly about. These are not a reliable source of funding since they are often random and infrequent; however, these types of donations should still be considered a viable potential funding source.

http://apps.saferoutesinfo.org/lawenforcement/pdf/Location-Funding.pdf

LOCAL FUNDING SOURCES

TransNet Smart Growth Incentive Program (SGIP): SANDAG administers the Cycle 3 TransNet Smart Growth Incentive Program to fund transportation related infrastructure improvement and planning efforts that support smart growth development in Smart Growth Opportunity Areas throughout the region. More information:

TransNet Active Transportation Program (ATGP): ATGP funding encourages local jurisdictions to improve connectivity and accessibility to transit, schools, retail centers, parks, work, and other community gathering places. The grant program also supports education and encouragement activities, as well as bicycle and pedestrian improvements. More information:

SANDAG iCommute: iCommute includes many services to facilitate alternative transportation. iCommute offers mini-grants for International Walk to School Day activities in individual schools. More information: http://icommutesd.com/school/school-default

SANDAG Grant support for biking, walking to school The funding supports programs that encourage active transportation to and from school and that promote pedestrian safety. Get more details on the Walk, Ride and Roll to School Web page or contact Antoinette Meier, Senior Transportation Planner, at (619) 699-7381 or antoinette.meier@sandag.org

Local Bond Measures: Local bond measures, or levies, are usually initiated by voter-approved general obligation bonds for specific projects. Funding from bond measures can be used for right-of-way acquisition, engineering, design, and construction of pedestrian and bicycle facilities. Transportation-specific bond measures featuring a significant bicycle/pedestrian facility element have passed in other communities, such as Seattle’s “Closing the Gap” measure.

Tax Increment Financing/Urban Renewal Funds: When a public project (e.g., sidewalk improvements) is constructed, surrounding property values generally increase and encourage surrounding development or redevelopment. The increased tax revenues are then dedicated to finance the debt created by the original public improvement project.

Transportation System Maintenance Fee: The revenue generated by a Transportation System Maintenance Fee (sometimes called a transportation maintenance fee or a street user fee) is commonly used for operations and maintenance of the street system, including maintaining on-street bicycle and pedestrian facilities.
**Local Improvement Districts (LIDs):** Local Improvement Districts (LIDs) are most often used by cities to construct localized projects such as streets, sidewalks, or bikeways. Through the LID process, the costs of local improvements are generally spread out among a group of property owners within a specified area.

**Economic Improvement Districts (EIDs):** Economic Improvement Districts collect assessments or fees on businesses in order to fund improvements that benefit businesses in the district. These districts may include provisions for pedestrian and bicycle improvements, such as wider sidewalks, landscaping, and ADA compliance. Do a research about a local EID in Lemon Grove, in case there is, contact them for more information.

**Community Development Block Grants (CDBG):** Grantees may use CDBG funds for activities that include (but are not limited to) acquiring real property; building public facilities and improvements, such as streets, sidewalks and recreational facilities, and planning and administrative expenses. [http://portal.hud.gov/hudportal/HUD?src=/program_offices/comm_planning/communitydevelopment/programs](http://portal.hud.gov/hudportal/HUD?src=/program_offices/comm_planning/communitydevelopment/programs)

**STATE FUNDING SOURCES**

**Caltrans Sustainable Transportation Planning Grants:** The Strategic Partnerships grants are funded by the Federal Highway Administration (FHWA State Planning and Research, Part I). Caltrans administers the grant to fund planning projects throughout the state. More information: [http://www.dot.ca.gov/hq/tpp/offices/orip/Grants/grants.html](http://www.dot.ca.gov/hq/tpp/offices/orip/Grants/grants.html)

**Sustainable Communities:** grant to fund transportation planning projects that identify and address mobility deficiencies in the multimodal transportation system, encourage stakeholder collaboration, involve active public engagement, and integrate Smart Mobility 2010 concepts. More information: [http://www.dot.ca.gov/hq/tpp/offices/orip/Grants/grants.html](http://www.dot.ca.gov/hq/tpp/offices/orip/Grants/grants.html)

**Highway Safety Improvement Program (HSIP):** The goal is to significantly reduce traffic fatalities and serious injuries resulting from collisions on all public roads by implementing infrastructure-related highway safety improvements. More information: [http://www.dot.ca.gov/hq/LocalPrograms/hsip.htm](http://www.dot.ca.gov/hq/LocalPrograms/hsip.htm)

**Office of Traffic Safety (OTS) Grants:** One of the OTS priority areas includes pedestrian and bicycle safety, including bicycle safety programs. More information: [http://www.ots.ca.gov/Grants/default.asp](http://www.ots.ca.gov/Grants/default.asp)

**Transportation Development Act Article 3 Funds**
Funds may be used for bicycle and pedestrian activities. More information: [http://www.dot.ca.gov/hq/MassTrans/State-TDA.html](http://www.dot.ca.gov/hq/MassTrans/State-TDA.html)

**The Bicycle Transportation Account (BTA):** Annual program providing state funds for city and county projects that improve safety and convenience for bicycle commuters. More information: [http://www.dot.ca.gov/hq/LocalPrograms/bta/btawebPage.htm](http://www.dot.ca.gov/hq/LocalPrograms/bta/btawebPage.htm)

**Cool California Funding Wizard:** A searchable database to locate funding across state and federal agencies for reducing the impacts of climate change and supporting sustainable communities. More information: [http://www.coolcalifornia.org/funding-wizard-home](http://www.coolcalifornia.org/funding-wizard-home)
**Environmental Justice: Context Sensitive Planning Grants:** The Environmental Justice (EJ) and Community-Based Transportation Planning (CBTP) grants are instrumental in developing and studying the sustainability of land use plans that improve the quality of life for many Californians. More information: [http://www.dot.ca.gov/hq/tpp/offices/ocp/cbtp.html](http://www.dot.ca.gov/hq/tpp/offices/ocp/cbtp.html)

**Safe Routes to School (SRTS) and California Safe Routes to School (SR2S):** Caltrans administers funding for Safe Routes to School projects through two separate programs: the state-legislated Program (SR2S) and the federally-legislated Program (SRTS). Under the Federal Safe Routes to School Program, cities, counties, school districts, non-profits, and tribal organizations are eligible for one hundred percent reimbursable funds that target children in grades K-8. Applicants may use funds for construction or for education, encouragement, enforcement, and evaluation activities. Construction must be within two miles of a grade school or middle school. More information: [http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm](http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm)

**FEDERAL GOVERNMENT FUNDING SOURCES**

Individual schools and the Lemon Grove School district should proceed with pursuing funding sources and leveraging their already existing funding according to their internal policies.

**US Dept of Education:** Carol M. White Physical Education Program - initiate, expand, or enhance physical education programs, including after-school programs for K-12. Carlette Huntley; 202-245-7871

**Moving Ahead for Progress in the Twenty-First Century (MAP-21):** Funding is intended for capital improvements and safety and education programs, and projects must relate to the surface transportation system. More information: [http://www.fhwa.dot.gov/map21/summaryinfo.cfm](http://www.fhwa.dot.gov/map21/summaryinfo.cfm)

**Transportation Alternatives:** Transportation Alternatives (TA) funds may be used for a variety of pedestrian, bicycle, Safe Routes to Schools and other projects. More information: [http://www.fhwa.dot.gov/environment/transportation_enhancements/legislation/map21.cfm](http://www.fhwa.dot.gov/environment/transportation_enhancements/legislation/map21.cfm)

**Surface Transportation Program:** The Surface Transportation Program (STP) provides states with flexible funds which may be used for a variety of highway, road, bridge, and transit projects. A wide variety of bicycle and pedestrian improvements are eligible.

**Congestion Mitigation/Air Quality Program:** The Congestion Mitigation/Air Quality Improvement Program (CMAQ). These federal dollars can be used to build bicycle and pedestrian facilities that reduce travel by automobile.

**Center for Disease Control and Prevention:** The Centers for Disease and Control and Prevention (CDC) uses grants and cooperative agreements to fund research and non-research public health programs that advance the Agency’s public health mission domestically and abroad to keep Americans safe and healthy where they work, live and play. [http://www.cdc.gov/grants/](http://www.cdc.gov/grants/)

**Additional Federal Funding:** For up-to-date information about grant programs in all federal agencies, see: [http://www.grants.gov/](http://www.grants.gov/)
APPENDIX 10 |

PROJECT SCHOOL DOCUMENTATION
Lemon Grove Academy Elementary

- SRTS Community Input Summary

- Parent Preferred Routes Map

- 4 E’s Program Implementation Plan
CirculateSanDiego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input. Community members 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 cast by residents, thus determining the community prioritization level.)

CirculateSanDiego, en asociación con la Ciudad de Lemon Grove y el Distrito Escolar de Lemon Grove realizaron una serie de eventos comunitarios para recopilar información. Los miembros de la comunidad reportaron los siguientes problemas peatonales y las posibles soluciones para mejorar cada uno de esos problemas peatonales. (Por favor note que los números en los paréntesis son el número de votos totales que dieron los residentes, como resultado se determinó el nivel de prioridad para la comunidad).

<table>
<thead>
<tr>
<th>Priority</th>
<th>Issues Identified by Residents</th>
<th>Request</th>
<th>School Comments</th>
<th>City Comments</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Grove Street between Broadway &amp; Lemon Grove Avenue: (Votes/Votos: 12)</td>
<td>High speeds, very dark</td>
<td>City to evaluate and calm traffic, human scale lighting</td>
<td>Agree</td>
<td>The Engineering division will evaluate for additional lighting needs.</td>
</tr>
<tr>
<td></td>
<td>Alta velocidades, muy oscuro</td>
<td>Ciudad evalúan y apaciguar el tráfico, alumbrado escala humana</td>
<td>De acuerdo</td>
<td>La división de ingeniería lo evaluará para necesidades adicionales de alumbrado.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Broadway between Lemon Grove Avenue &amp; Grove Street: (Votes/Votos: 11)</td>
<td>High speeds, crosswalk not respected because crosswalk is not very visible even though it has lights</td>
<td>Compliment the crosswalk with HAWK, Make the crosswalk more visible for driver</td>
<td>Agree</td>
<td>Most drivers are aware of the crosswalk and continue to speed. The best COA involves LE response and not the infrastructure focus (e.g. HAWK beacon)</td>
</tr>
<tr>
<td></td>
<td>Alta velocidades, no se respeto el cruce peatonal (no es muy visible el cruce peatonal a pesar de que tiene luz)</td>
<td>Complementar cruce peatonal con HAWK, pintar cruce peatonal de alta visibilidad</td>
<td>De acuerdo</td>
<td>La mayoría de los conductores están concientes de los cruces peatonales y continúan con su velocidad. El mejor campo de acción implica la aplicación de medidas policíacas y no se enfoca en la infraestructura (ej. HAWK - Cruce Peatonal Activado de Alta Intensidad)</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
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<td>Pictures</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------</td>
<td>---------</td>
<td>----------------</td>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Lemon Grove Way between church and Kinkel Park: (Votes/Votes: 10)</td>
<td>It urges a sidewalk and pedestrian lighting</td>
<td>Not familiar with concern</td>
<td>No comment.</td>
<td><img src="image1.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Install a sidewalk and pedestrian lighting</td>
<td>No comment.</td>
<td>Ni comentario.</td>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Golden Avenue &amp; Kempf Street intersection: (Votes/Votes: 8)</td>
<td>There is a crosswalk that is not really visible and drivers do not respect nor reduce speeds</td>
<td>Install stop sign or increase visibility of crosswalk so that it is respected</td>
<td>Agree concern</td>
<td><img src="image3.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The crosswalk is striped and has signage posted. The LGA should encourage all parents to adhere to the stop signage. Additional LE presence may aid in changing the driving behavior.</td>
<td>De acuerdo con la preocupación</td>
<td>Ningún comentario.</td>
<td><img src="image4.jpg" alt="Image" /></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Golden Avenue &amp; Kempf Street intersection: (Votes/Votes: 8)</td>
<td>Kempf Street is difficult to cross, cars speeding, no stop sign</td>
<td>Install lighted crosswalk</td>
<td>Agree</td>
<td><img src="image5.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Es difícil cruzar Kempf, vehículos a altas velocidades, no hay señal de alto</td>
<td>De acuerdo</td>
<td>En aplicaciones futuras para financiamiento de mejoras, la Ciudad puede incluir esta ubicación para financiamiento.</td>
<td><img src="image6.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
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</tr>
<tr>
<td><strong>6</strong></td>
<td>Lincoln Street between Citronella Avenue &amp; Skyline:  (Votes/Votos: 7)</td>
<td>No sidewalk, pedestrian are force into the street by parked cars</td>
<td>Install a complete sidewalk with buffer zone</td>
<td>Agree</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No hay banqueta y carros estacionados obligan que peatones caminen en la calle</td>
<td>Instalar banqueta completas (con buffer zone)</td>
<td>De acuerdo</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>School Lane (Shopping Center):  (Votes/Votos: 7)</td>
<td>Cars park in non-parking places blocking the sidewalk</td>
<td>We need a school drop off zone</td>
<td>Not familiar with issue</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Las vehículos se estacionan en zonas no designadas para estacionarse obstruyendo la banqueta</td>
<td>Necesitamos una zona para desabordar</td>
<td>No estoy familiarizado con el problema</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Golden Avenue &amp; Kempf Street intersection:  (Votes/Votos: 6)</td>
<td>There is a stop sign, but on the right side it is blocked by over grown bushes</td>
<td>Ask home owners to trim brushes to increase visibility</td>
<td>Significant concern</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Si hay señal de alto pero pierde visibilidad a la derecha con las plantas de la casa donde se hace el stop</td>
<td>Pedir a los dueños cortar esas plantas</td>
<td>Hay preocupación significativa</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>School Lane &amp; Lincoln Street intersection:</strong> (Votes/Votos: 6)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>No sidewalk on the Southside of Lincoln Street</td>
<td>Look at feasibility of sidewalk installation</td>
<td>Major concern</td>
<td>There is sidewalk on the northside of the street which all students should be encouraged to walk where the dedicated safezone exists.</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay banqueta en la parte sur de Lincoln Street</td>
<td>Instalar banqueta</td>
<td>Gran preocupación</td>
<td>Existe una banqueta en el lado norte de la calle por la cual los estudiantes deberían ser motivados a caminar donde hay zonas dedicadas a la seguridad.</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td><strong>Golden Avenue:</strong> (Votes/Votos: 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No sidewalks, unpleasant feel to environment</td>
<td>No comment</td>
<td>Definite concern</td>
<td>The City is attempting to amend its current SRTS application to increase sidewalks in the area.</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay banqueta, un entorno no placentero</td>
<td>No hay comentario</td>
<td>Preocupación definitiva</td>
<td>La Ciudad está intentando cambiar su actual aplicación de rutas seguras a la escuela (SRTS por sus siglas en inglés) para incrementar las banquetas en esta área.</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>11</strong></td>
<td><strong>School Lane between Lincoln Street and Golden Avenue:</strong> (Votes/Votos: 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Many pedestrians crossing but no pedestrian crosswalk</td>
<td>Install high visibility crosswalk</td>
<td>Significant concern</td>
<td>Educate students and parents to cross at marked crosswalks rather than mid-block.</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Muchos peatones cruzando pero no hay cruce peatonal</td>
<td>Instalar cruce peatonal de alta visibilidad</td>
<td>Hay preocupación significativa</td>
<td>Educar a los estudiantes y los padres de familia para caminar por los cruces peatonales marcados en lugar de cruzar a la mitad de la cuadra.</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td></td>
<td><strong>School Lane in front of the school:</strong> <em>(Votes/Votos: 4)</em></td>
<td></td>
<td></td>
<td></td>
<td><img src="image1.png" alt="Picture" /></td>
</tr>
<tr>
<td>11</td>
<td>Parents and kids crossing at mid-block</td>
<td>Look at feasibility of mid-block by Sprouts</td>
<td>Concern</td>
<td>Educate students and parents to cross at marked crosswalks rather than mid-block.</td>
<td><img src="image2.png" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>Padres de familia y niños cruzando a mitad de la cuadra</td>
<td>Ver que tan factible es poner un cruce peatonal a media cuadra por donde está el Sprouts</td>
<td>Hay preocupación</td>
<td>Educar a los estudiantes y los padres de familia para caminar por los cruces peatonales marcados en lugar de cruzar a la mitad de la cuadra.</td>
<td><img src="image3.png" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td><strong>School Lane in front of the school:</strong> <em>(Votes/Votos: 4)</em></td>
<td></td>
<td></td>
<td></td>
<td><img src="image4.png" alt="Picture" /></td>
</tr>
<tr>
<td>11</td>
<td>Parents dropping off don’t respect pedestrians or drivers, confusion</td>
<td>Educate parents about safety, and students about walking and biking safety</td>
<td>Significant concern</td>
<td>No comment.</td>
<td><img src="image5.png" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>Padres de familia que dejan a los niños en carro no respetan a los peatones ni a otros conductores, hay confusión</td>
<td>Educar a los padres de familia acerca de la seguridad y a los estudiantes acerca de la seguridad cuando se camina o anda en bicicleta</td>
<td>Hay preocupación significativa</td>
<td>Ningún comentario.</td>
<td><img src="image6.png" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td><strong>School Lane in front of the school:</strong> <em>(Votes/Votos: 4)</em></td>
<td></td>
<td></td>
<td></td>
<td><img src="image7.png" alt="Picture" /></td>
</tr>
<tr>
<td>11</td>
<td>Cars speeding in front of school</td>
<td>Add a school drop off zone</td>
<td>Significant concern</td>
<td>No comment.</td>
<td><img src="image8.png" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>Altas velocidades vehiculares en frente de la escuela</td>
<td>Agregar una zona para desabordar</td>
<td>Hay preocupación significativa</td>
<td>Ningún comentario.</td>
<td><img src="image9.png" alt="Picture" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request Solicited</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td>School Lane in front of the school: <em>(Votes/Votos: 4)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><img src="image1.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Very dark at night</td>
<td>Install human scale lighting</td>
<td>Concern</td>
<td>The Engineering division will evaluate for additional lighting needs.</td>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Muy oscuro de noche</td>
<td>Instalar alumbrado a escala humana</td>
<td>Hay preocupación</td>
<td>La división de ingeniería lo evaluará para necesidades adicionales de alumbrado.</td>
<td><img src="image3.jpg" alt="Image" /></td>
</tr>
<tr>
<td>School Lane &amp; Golden Avenue intersection: <em>(Votes/Votos: 4)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><img src="image4.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Corner is a blind spot, cars pull into the crosswalk and cannot see</td>
<td>Look at curb extension or other improvements to enhance visibility</td>
<td>Significant concern</td>
<td>This intersection will be addressed during the SRTS project.</td>
<td><img src="image5.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>La banqueta es un punto ciego, los vehículos se mantienen al cruce peatonal y no pueden ver</td>
<td>Ver las extensiones en las esquinas u otras mejoras para mejorar la visibilidad</td>
<td>Hay preocupación significativa</td>
<td>Esta intersección será abordada durante el proyecto de Rutas Seguras a la Escuela (SRTS por sus siglas en inglés).</td>
<td><img src="image6.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Lincoln Street between Kempf Street &amp; School Lane: <em>(Votes/Votos: 4)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><img src="image7.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Shrubs on the sidewalk (on the right of the stop sign) are overgrown and there have been incidents where kids hide there and do bad things (kids have been beaten up)</td>
<td>Implement Community Prevention Through Environmental Design (CPTED), trim overgrown bushes</td>
<td>Agree</td>
<td>The shrubs on the north side of Lincoln are on school district property to maintain.</td>
<td><img src="image8.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Arbustos sobre la banqueta están sobrecrecidos y ha habido incidentes de muchachos escondidos haciendo cosas malas (han golpeado niños)</td>
<td>Implementar Diseños de Prevención del Delito a Traves del Entorno (CPTED por sus siglas en inglés), rebojar los arbustos</td>
<td>De acuerdo</td>
<td>Para su mantención, los arbustos en el lado norte de Lincoln son propiedad del distrito escolar.</td>
<td><img src="image9.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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</tr>
<tr>
<td>Lincoln Street between Kempf Street &amp; School Lane: <em>(Votes/Votos: 4)</em></td>
<td>Many pedestrians cross but there is no crosswalk</td>
<td>Install a high visibility crosswalk</td>
<td>Agree</td>
<td>There are crosswalks located at the intersections of Lincoln/Kempf and Lincoln/School. Mid block crosswalks in this instance would do more harm than good. Students should be encouraged to walk on the northside of the street where the sidewalk exists.</td>
<td><img src="https://example.com/image1.png" alt="Image" /></td>
</tr>
<tr>
<td>School Lane: <em>(Votes/Votos: 3)</em></td>
<td>People cross without crosswalk, cars drive too fast, traffic congestion</td>
<td>Make a drop-off zone and leave space open for cars to drive by</td>
<td>Significant concern</td>
<td>The School District must make education and awareness a bigger concern. The Sheriff's Department may be brought into the area to educate and then issue citations. But adding infrastructure will likely not solve the issue because existin safe crossing zones exist and are just not be utilized.</td>
<td><img src="https://example.com/image2.png" alt="Image" /></td>
</tr>
</tbody>
</table>

### Additional Notes:

- **Lincoln Street**
  - Many pedestrians cross but there is no crosswalk.
  - **Request:** Install a high visibility crosswalk.
  - **School Comments:** Agree
  - **City Comments:** There are crosswalks located at the intersections of Lincoln/Kempf and Lincoln/School. Mid block crosswalks in this instance would do more harm than good. Students should be encouraged to walk on the northside of the street where the sidewalk exists.

- **School Lane**
  - People cross without crosswalk, cars drive too fast, traffic congestion.
  - **Request:** Make a drop-off zone and leave space open for cars to drive by.
  - **School Comments:** Significant concern
  - **City Comments:** The School District must make education and awareness a bigger concern. The Sheriff's Department may be brought into the area to educate and then issue citations. But adding infrastructure will likely not solve the issue because existin safe crossing zones exist and are just not be utilized.
<table>
<thead>
<tr>
<th>Priority</th>
<th>Issues Identified by Residents</th>
<th>Request</th>
<th>School Comments</th>
<th>City Comments</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Lane between Lincoln Street and Golden Avenue:</td>
<td>(Votes/Votos: 3)</td>
<td>Awareness campaign complemented by Sheriff's Dept and fines</td>
<td>Significant concern</td>
<td>Agree with the request.</td>
</tr>
<tr>
<td>19</td>
<td>Traffic issues and children get out of the car at a double line</td>
<td>Awareness campaign complemented by Sheriff's Dept and fines</td>
<td>Hay preocupación significativa</td>
<td>De acuerdo con la solicitud.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Broadway &amp; Columbus Place intersection:</td>
<td>(Votes/Votos: 3)</td>
<td>Teach to fully respect the stop sign o to mark the crosswalk better</td>
<td>Not familiar with concern</td>
<td>Behavioral awareness spearheaded by the Sheriff's Department.</td>
</tr>
<tr>
<td>19</td>
<td>Don’t respect the crosswalk</td>
<td>No respectan el cruce peatonal</td>
<td>Enseñarles a respetar el cruce por completo o más marcado el cruce</td>
<td>No estoy familiarizado con la preocupación</td>
<td>Concientización conductual liderada por el Departamento del Alguacil (Sheriff).</td>
</tr>
<tr>
<td></td>
<td>Golden Avenue east of the intersection with School Lane:</td>
<td>(Votes/Votos: 2)</td>
<td>Repaint</td>
<td>Agree</td>
<td>The City will evaluate the red curb and address it accordingly.</td>
</tr>
<tr>
<td>22</td>
<td>Red curb is fading out</td>
<td>Volver a pintar</td>
<td>De acuerdo</td>
<td>La Ciudad evaluará el borde rojo en la banqueta y abordará el asunto según corresponda.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lincoln Street between Kempf Street&amp; School Lane:</td>
<td>(Votes/Votos: 2)</td>
<td>Install sidewalks and cut bushes</td>
<td>Agree</td>
<td>Sidewalk exists on the north side of the street. The bushes are on school district property to maintain.</td>
</tr>
<tr>
<td>22</td>
<td>No sidewalk when turning right, and it is difficult to see the pedestrians due to the bushes</td>
<td>Instalar banquetas y cortar arbustos</td>
<td>De acuerdo</td>
<td>La banqueta existe en la parte norte de la calle. Los arbustos son propiedad del Distrito Escolar y ellos deben dar manteniendo.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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</tr>
<tr>
<td>22</td>
<td>Lincoln Street &amp; School Lane intersection: (Votes/Votos: 2)</td>
<td>Invest in safety patrol at Middle School, place a sidewalk</td>
<td>Agree</td>
<td>Sidewalk exists on the north side of the street. The District must educate all students/parents to use that side. There is a crosswalk at the intersection.</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No crosswalk for pedestrians to use nor is there safety patrol, there is not a sidewalk at all on the south side</td>
<td></td>
<td></td>
<td></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay cruce peatonal para que lo utilicen los peatones ni tampoco patrulla de seguridad, No hay banqueta en en la parte sur</td>
<td></td>
<td></td>
<td></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>22</td>
<td>Broadway between Lemon Grove Avenue &amp; Grove Street: (Votes/Votos: 2)</td>
<td>Make the crosswalk more visible</td>
<td>Agree</td>
<td>Increasing the visibility of the sidewalk will not solve the problem. A behavioral change in driving through the Sheriff's Department is the only viable solution.</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Flashing crosswalk is not respected and drivers can't see it during the day</td>
<td></td>
<td></td>
<td></td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No se respeta el cruce peatonal con luces parpadeantes y en el día los conductores no lo pueden ver</td>
<td></td>
<td></td>
<td></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Hacer el cruce peatonal mas visible</td>
<td></td>
<td></td>
<td></td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td>22</td>
<td>Citronella Avenue between Lincoln Avenue &amp; Montana: (Votes/Votos: 2)</td>
<td>No comment provided by resident</td>
<td>Agree</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>There is no sidewalk on the street that I walk</td>
<td></td>
<td></td>
<td></td>
<td><img src="image9.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay banqueta en la calle que</td>
<td></td>
<td></td>
<td></td>
<td><img src="image10.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Residente no proporciono comentario</td>
<td></td>
<td></td>
<td></td>
<td><img src="image11.png" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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</tr>
<tr>
<td>22</td>
<td>No sidewalk, pedestrian are force into the street by parked cars</td>
<td>Install a complete sidewalk with buffer zone</td>
<td>Agree</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td>![Image of sidewalk issue]</td>
</tr>
<tr>
<td></td>
<td>No hay banqueta y carros estacionados obligan que peatones caminen en la calle</td>
<td>Instalar banqueta completas (con buffer zone)</td>
<td>De acuerdo</td>
<td>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) Falta de fondos 2) Los dueños de la tierra construyen las banquetas.</td>
<td>![Image of sidewalk issue]</td>
</tr>
<tr>
<td>22</td>
<td>There is no stop sign and no crosswalk for children to use</td>
<td>To put a stop sign, install a visible crosswalk</td>
<td>Agree</td>
<td>This is a stop sign eastbound Central at School Lane. Additionally, there are crosswalks clearly marked at the 3 way intersection.</td>
<td>![Image of stop sign and crosswalk]</td>
</tr>
<tr>
<td></td>
<td>No hay señal de alto y no hay cruces peatonales para que lo utilicen los niños</td>
<td>Instalar señal de alto, [instalar un] cruces peatonales visibles</td>
<td>De acuerdo</td>
<td>Esta es una señal de alto en dirección a Central en School Lane. Adicionalmente, existen cruces peatonales claramente señalados en la intersección de tres calles.</td>
<td>![Image of stop sign and crosswalk]</td>
</tr>
<tr>
<td>22</td>
<td>Confusion by parking lot with driveways</td>
<td>Look at closing some driveways</td>
<td>Concern</td>
<td>While this is a concern it involves the businesses and private property. Likely the best solution will involve educating the parents through each school.</td>
<td>![Image of parking lot and driveways]</td>
</tr>
<tr>
<td></td>
<td>Confusión por el estacionamiento con entradas vehiculares</td>
<td>Ver si se pueden clausurar algunas entradas vehiculares</td>
<td>Hay preocupación</td>
<td>Mientras esta es una preocupación que involucra a los negocios y la propiedad privada. La mejor solución será involucrar a padres y educarlos a través de cada escuela.</td>
<td>![Image of parking lot and driveways]</td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td><strong>22</strong></td>
<td>School Lane in front of the school: (Votes/Votos: 2)</td>
<td>Drop-off traffic congestion</td>
<td>Make a school drop off zone to leave open space for cars to drive by</td>
<td>Significant concern</td>
<td>No comment.</td>
</tr>
<tr>
<td></td>
<td>Congestionamiento vehicular a la hora de entrada a la escuela</td>
<td>Hacer una zona de abordaje y desabordaje para que quede un espacio para que los vehículos pasen por ahí</td>
<td>Hay preocupación significativa</td>
<td>Ningún comentario.</td>
<td></td>
</tr>
<tr>
<td><strong>31</strong></td>
<td>School Lane &amp; Golden Avenue intersection: (Votes/Votos: 1)</td>
<td>Red curb is faded</td>
<td>Repaint the curb</td>
<td>Concern</td>
<td>The City will evaluate and address it.</td>
</tr>
<tr>
<td></td>
<td>Borde de banqueta rojo se está desvaneciendo.</td>
<td>Volver a pintar la banqueta</td>
<td>Hay preocupación</td>
<td>La Ciudad lo evaluará y lo abordará.</td>
<td></td>
</tr>
<tr>
<td><strong>31</strong></td>
<td>Grove Street from trolley tracks to Leon Grove Way: (Votes/Votos: 1)</td>
<td>No sidewalks</td>
<td>Install sidewalks on the Westside of street</td>
<td>Agree</td>
<td>In most instances, the City cannot install sidewalks because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
</tr>
<tr>
<td></td>
<td>No banqueta</td>
<td>Instalar banqueta</td>
<td>De acuerdo</td>
<td></td>
<td>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas.</td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td>31</td>
<td>Grove Street from Lemon Grove Way to Broadway: (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Missing sidewalk segments</td>
<td>Install sidewalks on the Westside of street</td>
<td>Agree</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No banqueta completa</td>
<td>Instalar banqueta en la parte este de la calle</td>
<td>De acuerdo</td>
<td>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Central Avenue &amp; Lemon Grove Avenue intersection: (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Drivers do not respect the stop sign</td>
<td>Install cameras</td>
<td>Agree</td>
<td>Do not agree. Cameras will not help to solve the behavioral driver problem. Again, the Sheriff's proactive enforcement is the solution here.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Los conductores] no respetan la señal de alto</td>
<td>Poner camara</td>
<td>De acuerdo</td>
<td>En desacuerdo. Las cámaras no ayudarán a resolver el problema de comportamiento del conductor. Otra vez, aquí la solución es la intervención del Alguacil.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Washington Street &amp; Palm Street intersection: (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>There is no crosswalk</td>
<td>Install signs and re-paint a high visibility crosswalk/</td>
<td>Agree</td>
<td>There are crosswalks located on Palm but not across Washington. The City will evaluate the location as a part of the SRTS construction project.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No existe cruce de peatonal</td>
<td>Poner señalamientos y remarcar cruce peatonal muy visible</td>
<td>De acuerdo</td>
<td>Existen las banquetas localizadas en Palm pero no a través de Washington. La Ciudad evaluará la localización como parte de la construcción del proyecto de Rutas Seguras a la Escuela (SRTS por sus siglas en inglés).</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td>Lemon Grove Avenue: (Votes/Votos: 1)</td>
<td>Incomplete sections of sidewalk</td>
<td>No comment provided by resident</td>
<td>Agree</td>
<td>Where is the specific concern on LGA?</td>
<td></td>
</tr>
<tr>
<td>Washington Street: (Votes/Votos: 0)</td>
<td>There is no sidewalk on all the street and it is dangerous for people walking</td>
<td>Reduce speeding by installing signs or sidewalk</td>
<td>Agree</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td></td>
</tr>
<tr>
<td>School Lane &amp; Lincoln Avenue intersection: (Votes/Votos: 0)</td>
<td>There is crosswalk but there are visibility problems on the street</td>
<td>Make the signs more visible</td>
<td>Agree</td>
<td>What are the specific visibility problems?</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td></td>
<td><strong>Buena Vista by freeway bridge:</strong> (Votes/Votos: 0)</td>
<td></td>
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<tr>
<td>37</td>
<td>It is too dark to see people walking, and its unsanitary.</td>
<td>Place lights and cameras to patrol activity that is happening.</td>
<td>Agree</td>
<td>The City is working with Caltrans on a long term solution.</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Esta muy oscuro par a ver a las personas, es inmundo.</td>
<td>Instalar alumbrado y cámaras para patrullar la actividad que allí sucede.</td>
<td>De acuerdo</td>
<td>La Ciudad esta trabajando con Caltrans en una solución a largo plazo.</td>
<td><img src="image2.png" alt="Image" /></td>
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<tr>
<td></td>
<td><strong>School Lane between Lincoln Street and Golden Avenue:</strong> (Votes/Votos: 0)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>37</td>
<td>Visibility Problems Are making traffic signs more visible.</td>
<td>Concern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problemas de visibilidad Hacer más visibles los señalamiento</td>
<td>Hay preocupación</td>
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</table>
Based on a schoolwide survey sent to Lemon Grove Academy Elementary School families, parents indicated their routes to school. This map shows the preferred streets taken to school from people submitting their input.

En base a una encuesta enviada a las familias de la Escuela Primaria Lemon Grove Academy, los padres de familia indicaron la ruta que toman a la escuela. Este mapa muestra los segmentos preferidos por las personas que dieron su información.
Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with 11 residents and school staff at Lemon Grove Academy Elementary and Middle School at 7885 Golden Avenue, Lemon Grove, CA 91945 on Friday April 25, 2014. This workshop identified activities to support children to safely commute to Lemon Grove Academy Elementary and Middle School.

Workshop participants suggested the following activities to support children safely commuting to school:

- All students walking on Walk to School Day (Friday)/
  Que todos los niños caminaran el día de caminata (viernes)
- Sidewalks ½ miles around the school/
  Banquetas ½ milla alrededor de la escuela
- More emphasis on SRTS/
  Mayor énfasis en rutas seguras a la escuela (SRTS por sus siglas en ingles)

The following activities were suggested for LGA Elementary and Middle School SRTS program:

Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) de la Escuela Primaria y Secundaria Lemon Grove Academy.
<table>
<thead>
<tr>
<th>Education/ Educación</th>
<th>Activities/ Actividades</th>
</tr>
</thead>
</table>
| Students/ Estudiantes | o Bike Rodeo/ Rodeo Ciclista  
    o Pedestrian safety training for students Entrenamiento de seguridad peatonal para los estudiantes  
    o Police to come to the school to talk about personal and traffic safety Policía que venga a la escuela a hablar sobre seguridad personal y de transito  
    o Incorporate pedestrian safety curriculums into academic classes / Incorporar la seguridad peatonal a los curriculums académicos |
| Parents/ Padres de Familia | o Use flyers and other strategies to educate parents about pedestrian rules/ Utilizar volantes y otras estrategias para educar a los padres en cuanto a reglas peatonales  
    o Use a whiteboard and place it in front of the school with SRTS information/ Pizarrón blanco con información relacionada al programa de SRTS  
    o Program cards with educational messages to be given to parents / Tarjetas del programa con información educativa para dar padres de familia  
    o Educate SRTS volunteers and parents in regards to pedestrian rules/ Educacion a los voluntarios y a los padres de familia en cuanto reglas peatonales/ |
| Neighborhood and Drivers:/ Comunidad y conductores:/ | o A campaign with signs, banners to create awareness/ Una campana con cartelones y lonas para crear conciencia |
| Encouragement/ Motivación | Walking promotion/ Promover el Caminar |
| | o Celebrate International Walk to School Day and then: Celebrar el Día Internacional para Caminar a la Escuela, después:  
    o Organize a Walk to School Day/ Organizar un Día de Caminar a la Escuela  
    o Regular Walk to School Days Día de Caminar a la Escuela  
    o Prizes and incentives for exemplary students/ Regalos incentivos para estudiantes ejemplares  
    o Walking school buses Camioncitos caminantes  
    o Prizes from the Sheriff Department – stickers/ |
| 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):
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>o Bulletin and newsletter announcements/ Anuncios en el boletín de noticias</td>
<td></td>
</tr>
<tr>
<td>o Frequent presence from the Sheriff Department / Presencia frecuente del departamentos del Sheriff</td>
<td></td>
</tr>
<tr>
<td>o Banner with SRTS info/ Lona con info de SRTS</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement (Sheriff’s Department)/ Medidas legales (Departamento del Sheriff):</td>
<td></td>
</tr>
<tr>
<td>o Police (Sheriff) presence and Senior Patrol/ Presencia policiaca (Sheriff) y voluntaries (Senior Patrol)</td>
<td></td>
</tr>
<tr>
<td>o Police presence on the streets to avoid drug dealing around Toda Moda/ Presencia de la policia en la calle para evitar a personas vendiendo droga alrededor de Toda Moda</td>
<td></td>
</tr>
<tr>
<td>o Sheriff Department to issue traffic tickets/ Tickets del Sheriff</td>
<td></td>
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<tr>
<td>Engineering Ingeniería</td>
<td>Plan and install improvements around school for enhanced safety* / Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad*</td>
</tr>
<tr>
<td>o Previous walkability workshop report includes relevant information/ El reporte de un taller anterior incluye información relevante</td>
<td></td>
</tr>
<tr>
<td>Evaluation/ Evaluación</td>
<td>Surveys and Tallies/ Encuestas y Conteos:</td>
</tr>
<tr>
<td>o Evaluation surveys at the beginning, middle and end of the project/ Encuestas de evaluación al inicio, a la mitad y al final del proyecto</td>
<td></td>
</tr>
<tr>
<td>o Classroom tallies at the beginning, middle and end of the project/ Cuentas en salón de clase al inicio, a la mitad y al final del proyecto</td>
<td></td>
</tr>
<tr>
<td>o Use tickets collected on W2SD and other events to keep track of the number of kids walking to school/ Utilizar los boletos colectados en el W2SD y otros eventos para tener un registro del número de niños que caminan a la escuela.</td>
<td></td>
</tr>
</tbody>
</table>
- Lemon Grove Academy Middle School

- SRTS Community Input Summary

- Parent Preferred Routes Map

- 4 E’s Program Implementation Plan
<table>
<thead>
<tr>
<th>Priority</th>
<th>Issues Identified by Residents</th>
<th>Request</th>
<th>School Comments</th>
<th>City Comments</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Broadway &amp; Lemon Grove Way intersection: (Votes/Votes: 8)</td>
<td></td>
<td></td>
<td></td>
<td><img src="image1.png" alt="" /></td>
</tr>
<tr>
<td></td>
<td>The cars on Broadway that want to make a turn onto Lemon Grove Way are driving at high speeds and when making the turn create safety issues. There are also visibility problems because of the curve. There are stop signs only on Lemon Grove Way but not on Broadway. There are no speed limit signs and there is a school at a close proximity.</td>
<td>Install traffic calming elements, install a stop sign, improve the crosswalk and make a safer crossing for pedestrians, on Broadway by the curve install a pedestrian ahead warning sign.</td>
<td>Unfamiliar with concern</td>
<td>Because Broadway is a main arterial street placing any type of traffic control measure would require a significant traffic study. Alternatively, there is sidewalk on both the north and south side of the street. Students are encouraged to continue using the sidewalk until they reach a controlled intersection to cross Broadway.</td>
<td></td>
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<tr>
<td></td>
<td>Autos en Broadway queriendo dar vuelta a Lemon Grove Way van a altas velocidades y al dar vuelta crean problemas de inseguridad y hay problemas de visibilidad por la curva. Solamente hay senales de alto en Lemon Grove Way pero no en Broadway. No hay limites de velocidad y hay una escuela muy cerca de aqui.</td>
<td>Instalar elementos redutores de velocidad, señaal de alto, mejorar el cruce peatonal y hacer el cruce mas seguro para los peatones, señaal de advertencia indicando que por la curva de Broadway cruzan peatones.</td>
<td>No estoy familiarizado con la preocupación</td>
<td>Porque Broadway es una arteria principal en la que instalar cualquier tipo de control vial requerirá un importante estudio de tráfico. Alternativamente, existe una banquet a en ambos lados, norte y sur de la calle. Se aconseja que los estudiantes continúen utilizando la banqueta hasta que se alcance a controlar el cruce de la intersección de Broadway.</td>
<td><img src="image2.png" alt="" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Comentarios</td>
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<tr>
<td></td>
<td>School Lane between Lincoln Street &amp; Gold Avenue intersections: (Votes/Votes: 6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Too many driveways, high speeds, and people crossing outside crosswalk</td>
<td>Look at possibility to close some driveways, install traffic calming elements</td>
<td>Definite concerns</td>
<td>The City is attempting to amend its current SRTS application to increase the traffic calming measures in the area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Muchas entradas vehiculares, altas velocidades y gente cruzando fuera de las cruces peatonales</td>
<td>Ver posibilidad de cerrar algunas entradas vehiculares, instalar elementos reductores de velocidad</td>
<td>Definitivamente hay preocupacion</td>
<td>La Ciudad está intentando cambiar su aplicación actual de Rutas Seguras a la Escuela (SRTS por sus siglas en inglés) para incrementar el número de reductores de velocidad en el área.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Around School Area: (Votes/Votes: 5)</td>
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<tr>
<td>3</td>
<td>No ramps for wheelchairs, sidewalks have big cracks, bushes and trees growing over sidewalks</td>
<td>More sidewalks and ramps</td>
<td>Sidewalk in bad shape</td>
<td>Need additional information/photographs about where these locations are at. The City will address each location with the appropriate mitigation measure.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No hay rampas en las esquinas, las banquetas están rotas, arbos están creciendo entre las banquetas</td>
<td>Mas banquetas y rampas</td>
<td>Banqueta en malas condiciones</td>
<td>Se necesita información adicional/Fotografías a cerca de estas ubicaciones. La Ciudad abordará cada ubicación con medidas apropiadas para mitigar el problema.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td><strong>3</strong></td>
<td>Lincoln Street between Kempf Street &amp; School Lane: (Votes/Votes: 5)</td>
<td>Many pedestrians cross at this intersection but there is no crosswalk</td>
<td>Install a high visibility crosswalk</td>
<td>Concern</td>
<td><img src="https://example.com" alt="Image" /></td>
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<tr>
<td></td>
<td>Muchos peatones cruzando pero no hay cruce peatonal</td>
<td></td>
<td>Hay preocupación</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Lincoln Street east of Kempf: (Votes/Votes: 4)</td>
<td>Lack of sidewalks</td>
<td>Complete streets with buffer zone</td>
<td>Concern</td>
<td><img src="https://example.com" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Falta de banquetas</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Hay preocupación</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Lincoln Street east of LGA Middle: (Votes/Votes: 4)</td>
<td>Overgrown shrubs that even if they are at the inner edge of the sidewalk force people to walk closer to the other edge of the sidewalk, closer to the vehicles because they are afraid of bugs, especially spiders, homeless people sleep behind shrubs</td>
<td>Reduce the shrubs considerably</td>
<td>Homeless people have been moved. Shrubs regularly trimmed</td>
<td>No comment.</td>
</tr>
<tr>
<td></td>
<td>Arbustos sobrecrecidos aunque estan al limite de la banqueta [la parte de adentro] hacen que la gente camine a la orilla de la banqueta [de lado de los vehículos] por miedo a los bichos [en especial a las arañas], suciedad, indigentes duermen detrás de los arbustos</td>
<td></td>
<td></td>
<td></td>
<td><img src="https://example.com" alt="Image" /></td>
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<tr>
<td></td>
<td>Reducir los arbustos considerablemente</td>
<td></td>
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<tr>
<td></td>
<td>Los indigentes han sido movidos. Los arbustos se podan de manera regular</td>
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<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
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<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td><strong>5</strong></td>
<td>Broadway between Lemon Grove Avenue &amp; Grove Street:  (Votes/Votes: 4)</td>
<td>High speeds, crosswalk not respected because crosswalk is not very visible even though it has lights (Altas) velocidades, no se respeta el cruce peatonal no es muy visible el cruce peatonal a pesar de que tiene luz</td>
<td>Complement the crosswalk with HAWK (High intensity Activated crosswalk), make the crosswalk more visible for driver Complementar cruce peatonal con HAWK (Cruce peatonal activado de alta intensidad), pintar cruce peatonal de alta visibilidad</td>
<td>Unfamiliar with concern No estoy familiarizado con la preocupacion</td>
<td>Most drivers are aware of the crosswalk and continue to speed. The best course of action involves Law Enforcement response and not the infrastructure focus (e.g. HAWK beacon) La mayoría de los conductores están concientes de los cruces peatonales y continúan acelerando. El mejor campo de acción incorpora la aplicación de medidas policíacas y no se enfoca en la infraestructura (e.g. HAWK - Cruce Peatonal Activado de Alta Intensidad)</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Golden Avenue &amp; Kempf Street intersection:  (Votes/Votes: 3)</td>
<td>Conflicts between pedestrians and drivers Problema entre peatones y vehículos</td>
<td>High visibility crosswalk, curb extension Cruce peatonal de alta visibilidad, extension en las esquinas</td>
<td>Significant concern Pregunta significativa</td>
<td>More information regarding this concern is needed. Se necesita más información relacionada a esta preocupación.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Golden Avenue between Kempf &amp; Lemon Grove:  (Votes/Votes: 3)</td>
<td>No sidewalk on the north side [of the street] No hay banqueta del lado norte [de la calle]</td>
<td>Install a complete sidewalk Instalar una banqueta completa</td>
<td>Hazard for pedestrians walking Peligro para peatones caminando</td>
<td>The City is attempting to amend its current SRTS application to increase the traffic calming measures in the area. La Ciudad está intentando cambiar su aplicación actual de Rutas Seguras a la Escuela (SRTS por sus siglas en inglés) para incrementar la cantidad de reductores de velocidad en el área.</td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td></td>
<td><strong>Citronella Avenue between Lincoln Avenue &amp; Montana:</strong> (Votes/Votes: 3)</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>No sidewalk and pedestrians walk on street because parked cars do not allow them to walk away from traffic</td>
<td>Install a complete sidewalk with buffer zone</td>
<td>Not familiar with concern</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay banqueta y los peatones caminan en la calle por que los autos estacionados no permiten que los peatones caminen lejos de los vehículos</td>
<td>Instalar una banqueta completa con área de separación</td>
<td>No estoy familiarizado con la preocupación</td>
<td>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la propiedad construyen las banquetas.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td><strong>Lincoln Street between Citronella Avenue &amp; Skyline:</strong> (Votes/Votes: 2)</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>No sidewalk, pedestrian are forced into the street by parked cars</td>
<td>Install a complete sidewalk with buffer zone</td>
<td>Concern</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay banqueta y los carros estacionados obligan que peatones caminen en la calle</td>
<td>Instalar banqueta completa con área de separación</td>
<td>Hay preocupación</td>
<td>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la propiedad construyen las banquetas.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td><strong>Lincoln Street &amp; School Lane intersection:</strong> (Votes/Votes: 2)</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>No crosswalk</td>
<td>Install crosswalk (high visibility) for school zone</td>
<td>Crosswalk is present but not easily noticed</td>
<td>After additional research, the City may consider additional methods to stripe a crosswalk.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay cruce peatonal</td>
<td>Instalar cruce peatonal (de alta visibilidad) para zona escolar</td>
<td>Hay cruce peatonal pero no es fácil verlo</td>
<td>Después de una investigación adicional, la Ciudad podría considerar métodos adicionales para marcar las líneas de los cruces peatonales.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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</tr>
<tr>
<td><strong>Lincoln Street &amp; Kempf / Skyline intersection:</strong> (Votes/Votes: 1)</td>
<td>Vehicles do not respect pedestrians when they are crossing the intersection, crosswalk in bad shape</td>
<td>Significant concern</td>
<td>It is a concern that increased Law enforcement may be able to address.</td>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><strong>Parking lot where Toda Moda is located:</strong> (Votes/Votes: 1)</td>
<td>People walk throughout and it is dirty and there is human feces, drug paraphernalia, etc – it is a public health problem</td>
<td>Constant concern</td>
<td>No comment.</td>
<td><img src="image2.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><strong>Golden Avenue &amp; Kempf Street intersection:</strong> (Votes/Votes: 0)</td>
<td>Crosswalk not very visible</td>
<td>Significant concern</td>
<td>After additional research, the City may consider additional methods to stripe a crosswalk.</td>
<td><img src="image3.png" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>
Based on a schoolwide survey sent to Lemon Grove Academy Middle School families, parents indicated their routes to school. This map shows the preferred streets taken to school from people submitting their input.

En base a una encuesta enviada a las familias de la Escuela Secundaria Lemon Grove Academy, los padres de familia indicaron la ruta que toman a la escuela. Este mapa muestra los segmentos preferidos por las personas que dieron su información.
Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with 11 residents and school staff at Lemon Grove Academy Elementary and Middle School at 7885 Golden Avenue, Lemon Grove, CA 91945 on Friday April 25, 2014. This workshop identified activities to support children to safely commute to Lemon Grove Academy Elementary and Middle School.

Workshop participants suggested the following activities to support children safely commuting to school:

**Vision for the Lemon Grove Academy Elementary and Middle School SRTS Program:**

- All students walking on Walk to School Day (Friday)/
  *Que todos los niños caminaran el día de caminata (viernes)*
- Sidewalks ½ miles around the school/
  *Banquetas ½ milla alrededor de la escuela*
- More emphasis on SRTS/
  *Mayor énfasis en rutas seguras a la escuela (SRTS por sus siglas en ingles)*

The following activities were suggested for LGA Elementary and Middle School SRTS program:

Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) de la Escuela Primaria y Secundaria Lemon Grove Academy.
<table>
<thead>
<tr>
<th>Activities/ Actividades</th>
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<tbody>
<tr>
<td><strong>Education/ Educación</strong></td>
</tr>
<tr>
<td>Students/ Estudiantes</td>
</tr>
<tr>
<td>- Bike Rodeo/ Rodeo Ciclista</td>
</tr>
<tr>
<td>- Pedestrian safety training for students Entrenamiento de seguridad peatonal para los estudiantes</td>
</tr>
<tr>
<td>- Police to come to the school to talk about personal and traffic safety Policía que venga a la escuela a hablar sobre seguridad personal y de transito</td>
</tr>
<tr>
<td>- Incorporate pedestrian safety curriculums into academic classes Incorporar la seguridad peatonal a los curriculums académicos</td>
</tr>
<tr>
<td>Parents/ Padres de Familia</td>
</tr>
<tr>
<td>- Use flyers and other strategies to educate parents about pedestrian rules Utilizar volantes y otras estrategias para educar a los padres en cuanto a reglas peatonales</td>
</tr>
<tr>
<td>- Use a whiteboard and place it in front of the school with SRTS information Pizarrón blanco con información relacionada al programa de SRTS</td>
</tr>
<tr>
<td>- Program cards with educational messages to be given to parents Tarjetas del programa con información educativa para dar padres de familia</td>
</tr>
<tr>
<td>- Educate SRTS volunteers and parents in regards to pedestrian rules Eduacion a los voluntarios y a los padres de familia en cuanto reglas peatonales</td>
</tr>
<tr>
<td>Neighborhood and Drivers/ Comunidad y conductores</td>
</tr>
<tr>
<td>- A campaign with signs, banners to create awareness Una campana con cartelones y lonas para crear conciencia</td>
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<tr>
<td><strong>Encouragement/ Motivación</strong></td>
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<tr>
<td>Walking promotion/ Promover el Caminar</td>
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<tr>
<td>- Celebrate International Walk to School Day and then: Celebrar el Día Internacional para Caminar a la Escuela, después:</td>
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<tr>
<td><strong>Enforcement/ Aplicación de Medidas</strong></td>
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<tr>
<td>o Bulletin and newsletter announcements/ Anuncios en el boletín de noticias</td>
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<tr>
<td>o Frequent presence from the Sheriff Department / Presencia frecuente del departamentos del Sheriff</td>
</tr>
<tr>
<td>o Banner with SRTS info/ Lona con info de SRTS</td>
</tr>
<tr>
<td><strong>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):</strong></td>
</tr>
<tr>
<td>o Walkie talkies for volunteers for better communication/ Walkie talkies para mayor comunicación entre voluntarios</td>
</tr>
<tr>
<td>o SRTS Posters/ Letreros de SRTS</td>
</tr>
<tr>
<td>o Bulletin to include rules on how to cross the street/ Boletines con reglas sobre como cruzar</td>
</tr>
<tr>
<td>o Banners/ Pancartas</td>
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<tr>
<td>o Call parents to inform about the SRTS Program/ Llamadas a los padres de familia en relacional programa de SRTS</td>
</tr>
<tr>
<td><strong>Law Enforcement (Sheriff’s Department)/ Medidas legales (Departamento del Sheriff)</strong></td>
</tr>
<tr>
<td>o Police (Sheriff) presence and Senior Patrol/ Presencia policiaca (Sheriff) y voluntaries (Senior Patrol)</td>
</tr>
<tr>
<td>o Police presence on the streets to avoid drug dealing around Toda Moda/ Presencia de la policía en la calle para evitar a personas vendiendo droga alrededor de Toda Moda</td>
</tr>
<tr>
<td>o Sheriff Department to issue traffic tickets/ Tickets del Sheriff</td>
</tr>
<tr>
<td><strong>Engineering Ingeniería</strong></td>
</tr>
<tr>
<td>o Previous walkability workshop report includes relevant information/ E l reporte de un taller anterior incluye información relevante</td>
</tr>
<tr>
<td><strong>Evaluation/ Evaluación</strong></td>
</tr>
<tr>
<td>o Evaluation surveys at the beginning, middle and end of the project/ Encuestas de evaluación al inicio, a la mitad y al final del proyecto</td>
</tr>
<tr>
<td>o Classroom tallies at the beginning, middle and end of the project/ Cuentas en salón de clase al inicio, a la mitad y al final del proyecto</td>
</tr>
<tr>
<td>o Use tickets collected on W2SD and other events to keep track of the number of kids walking to school/ Utilizar los boletos colectados en el W2SD y otros eventos para tener un registro del número de niños que caminan a la escuela.</td>
</tr>
</tbody>
</table>
Monterey Heights Elementary

- SRTS Community Input Summary
- Parent Preferred Routes Map
- 4 E’s Program Implementation Plan
### Canton Drive in Front of Monterey Heights Elementary School

**Issues Identified by Residents:**
- Traffic congestion during pick up and drop off hours and only one crosswalk for pedestrians to cross safely

**Request:**
- Have city evaluate possibility to install an additional crosswalk on Canton Drive & Taft Street with in-ground lights and activation button

**School Comments:**
- This is a very dangerous intersection. A crosswalk and school King sign should be installed

**City Comments:**
- The Engineering Division will evaluate the location for an additional crosswalk.

### Canton Drive & Glencoe Drive intersection

**Issues Identified by Residents:**
- Crossing Glencoe Drive there is no crosswalk, most cross where the cars stop; ice cream truck parks here, kids run without looking (200 ft is the rule)

**Request:**
- Need to realign the intersection and add crosswalks

**School Comments:**
- Sidewalks should be installed

**City Comments:**
- The Engineering Division will evaluate the location for an additional crosswalk.

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### Circulate San Diego Newsletter

Circulate San Diego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input. Community members 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 cast by residents, thus determining community prioritization.)

Circulate San Diego, en asociación con la Ciudad de Lemon Grove y el Distrito Escolar de Lemon Grove realizaron una serie de eventos comunitarios para recopilar información. Los miembros de la comunidad reportaron los siguientes problemas peatonales y las posibles soluciones para mejorar cada uno de esos problemas peatonales. (Por favor note que los números en los paréntesis son el número de votos totales que dieron los residentes, como resultado se determina el nivel de prioridad.)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Issues Identified by Residents</th>
<th>Request</th>
<th>School Comments</th>
<th>City Comments</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Traffic congestion during pick up and drop off hours and only one crosswalk for pedestrians to cross safely</td>
<td>Have city evaluate possibility to install an additional crosswalk on Canton Drive &amp; Taft Street with in-ground lights and activation button</td>
<td>This is a very dangerous intersection. A crosswalk and school King sign should be installed</td>
<td>The Engineering Division will evaluate the location for an additional crosswalk.</td>
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<tr>
<td><strong>2</strong></td>
<td>Crossing Glencoe Drive there is no crosswalk, most cross where the cars stop; ice cream truck parks here, kids run without looking (200 ft is the rule)</td>
<td>Need to realign the intersection and add crosswalks</td>
<td>Sidewalks should be installed</td>
<td>The Engineering Division will evaluate the location for an additional crosswalk.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td><strong>3</strong></td>
<td>No lighting, so it gets very dark</td>
<td>Install lighting on sidewalks</td>
<td>No comment provided by school principal</td>
<td>The Engineering Division will evaluate the location for additional lighting.</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay alumbrado por lo que se pone muy oscuro</td>
<td>Instalar alumbrado en las banquetas (WSD to recommend human scale)</td>
<td>No hubo comentario del director de la escuela</td>
<td>La división de ingeniería lo evaluará para necesidades adicionales de alumbrado.</td>
<td><img src="image2.png" alt="Image" /></td>
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<tr>
<td><strong>4</strong></td>
<td>Cars stopping for long periods of time on loading/unloading zone</td>
<td>Better enforcement, implement a strategy to approach issue</td>
<td>Fix and maintain sidewalk in front of school</td>
<td>Sheriff’s Department should be integrated into the solution for education and then enforcement.</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Vehículos estacionándose por largos períodos de tiempo en la zona de abordaje/desabordaje</td>
<td>Mejor aplicación de medidas, implementar una estrategia para abordar el problema</td>
<td>Arreglar y dar mantenimiento a la banqueta en frente de la escuela</td>
<td>El Departamento del (Sheriff) Alguacil debería incorporarse a la solución para educar y después implementar otras medidas.</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Crosswalk is faded</td>
<td>Repaint crosswalk, install in-ground lights on crosswalk with activation button</td>
<td>Install four way stop</td>
<td>The Engineering Division will evaluate the location for additional traffic control measures.</td>
<td><img src="image5.png" alt="Image" /></td>
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<tr>
<td></td>
<td>El cruce peatonal está desvanecido</td>
<td>volver a pintar el cruce peatonal, instalar luces en el pavimento del cruce peatonal que se activen con un botón</td>
<td>Instalar senal de alto en cuatro sentidos</td>
<td>La división de ingeniería lo evaluará para la ubicación adicional de medidas de control del tráfico.</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<td><strong>5</strong></td>
<td>Canton Drive west of Monterey Heights Elementary School: (Votes/Votos: 4)</td>
<td>School located on top of hill, cars going up don’t realize there is a school until they are close and are speeding</td>
<td><strong>Install traffic calming and more school signs</strong></td>
<td><strong>Trim bushes to improve view</strong></td>
<td><img src="image1.jpg" alt="Picture" /></td>
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<tr>
<td></td>
<td></td>
<td><strong>La escuela está ubicada en la cima del cerro y los vehículos no se dan cuenta que hay una escuela hasta que están cerca y para entonces van a alta velocidad</strong></td>
<td><strong>Instalar elementos para reducir las velocidades vehiculares y más señales de zona escolar</strong></td>
<td><strong>Pudar los arbustos para mejorar la visibilidad</strong></td>
<td><img src="image2.jpg" alt="Picture" /></td>
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<tr>
<td></td>
<td><strong>The City will evaluate the area for additional signage and if needed notify the private property owners of the overgrowth.</strong></td>
<td><strong>La Ciudad evaluará el área para sembramientos adicionales y si se requiere; notificar a los dueños de la propiedad privada sobre el sobrecimiento.</strong></td>
<td><img src="image3.jpg" alt="Picture" /></td>
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<tr>
<td><strong>7</strong></td>
<td>Canton Drive: (Votes/Votos: 3)</td>
<td>Sidewalks in bad conditions</td>
<td><strong>Remodel sidewalk, repair, redo</strong></td>
<td><strong>Sidewalks needed</strong></td>
<td><img src="image4.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td><strong>Banquetas en malas condiciones</strong></td>
<td><strong>Rediseñar las banquetas, repararlas, rehacerlas</strong></td>
<td><strong>Se necesitan banquetas</strong></td>
<td><strong>¿Cuál es la ubicación específica de la banqueta en malas condiciones?</strong></td>
<td><img src="image5.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td><strong>Field Pathway behind school:</strong> (Votes/Votos: 3)</td>
<td>No lighting, gets very dark</td>
<td><strong>Install lighting</strong></td>
<td><strong>Consult with traffic engineer for suggestions on how to best control drop off/pick up</strong></td>
<td><img src="image6.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td><strong>No hay alumbrado y se pone muy oscuro</strong></td>
<td><strong>Instalar alumbrado [WSD to recommend human scale lighting]</strong></td>
<td><strong>Consultar con ingeniería de transito para sugerencias sobre cómo controlar mejor el abordaje y de abordaje de estudiantes</strong></td>
<td><strong>La división de ingeniería lo evaluara para necesidades adicionales de alumbrado.</strong></td>
<td><img src="image7.jpg" alt="Picture" /></td>
</tr>
<tr>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td>Canton Drive between Lemon Grove Avenue &amp; Taft Street:  (Votes/Votos: 2)</td>
<td>All the way, homes have bushes obstructing sidewalk</td>
<td>Have City to send letter to appropriate parties to solve the issue (trim them)</td>
<td>No comment provided by school principal</td>
<td>The Public Works Department will evaluate the area and notify private property owner if there are violation of the City's Municipal Code.</td>
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</tr>
<tr>
<td>Lansing Drive:  (Votes/Votos: 2)</td>
<td>No sidewalks</td>
<td>Install sidewalks on Lansing</td>
<td>No comment provided by school principal</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td></td>
</tr>
<tr>
<td>Lansing Drive:  (Votes/Votos: 2)</td>
<td>Overgrown vegetation</td>
<td>Ask homeowners to cutback plants</td>
<td>Sidewalks needed</td>
<td>The Public Works Department will evaluate the area and notify private property owner if there are violation of the City's Municipal Code.</td>
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<td></td>
<td>Vegetation sobre crecido</td>
<td>Pedir a los propietarios de vivienda que poden sus plantas</td>
<td>Se necesitan banquetas</td>
<td>El Departamento de Obras Públicas evaluará el área y notificará a los dueños de la propiedad privada en caso de existir una violación a los Códigos Municipales de la Ciudad.</td>
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<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
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<tr>
<td>12</td>
<td>Canton Drive: (Votes/Votos: 1)</td>
<td></td>
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<td></td>
<td><img src="image1" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Cars speed near the school</td>
<td>Install speed bumps to slow cars down</td>
<td>Trim bushes to improve view</td>
<td>The City does not install speed humps to decrease speed. Rather, encourages increased Sheriff's enforcement to educate and then cite if needed.</td>
<td><img src="image2" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Los vehículos van a altas velocidades cerca de la escuela</td>
<td>Instalar topes para reducir la velocidad de los vehículos</td>
<td>Poder los arbustos para mejorar la visibilidad</td>
<td>La Ciudad no instala topes reductores de velocidad. En su lugar, motiva el incremento de la implementación de medidas por parte del (Sheriff) Alguacil para educar y luego multar en caso de ser necesario.</td>
<td><img src="image3" alt="Image" /></td>
</tr>
<tr>
<td>12</td>
<td>Marjorie Drive between Woodrow Avenue &amp; Harlan Circle: (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td><img src="image4" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Ice plant invading sidewalk</td>
<td>Have city to trim ice plant or have city to talk to appropriate party to do so</td>
<td>No comment provided by school principal</td>
<td>No comment provided by the City</td>
<td><img src="image5" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Ice plant Planta Uña de Gato invadiendo la banqueta</td>
<td>Que la Ciudad pode el ice plant (Planta Uña de Gato) o que la Ciudad hable con las partes apropiadas para que lo hagan</td>
<td>No hubo comentario del director de la escuela</td>
<td>No hubo comentario de la Ciudad</td>
<td><img src="image6" alt="Image" /></td>
</tr>
<tr>
<td>12</td>
<td>Canton Avenue intersection with Elroy Drive, Duppont Drive and Colfax Drive: (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td><img src="image7" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Visibility issues, there is a dip to slow cars down but then speed up the hill; Canton Drive up from trolley tracks (no visibility either) come over the hill and you’re at the school</td>
<td>Talk to city engineers about increasing visibility</td>
<td>Fix and maintain sidewalk in front of school</td>
<td>The Engineer Division will evaluate the area.</td>
<td><img src="image8" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Problemas de visibilidad, el vado hace que los vehículos reduzcan su velocidad y después acelerar en la subida; no hay buena visibilidad subiendo desde las vías del trolley hasta subir cuando están en la escuela</td>
<td>Hablar con los ingenieros de transito acerca de mejorar la visibilidad</td>
<td>Arreglar y dar mantenimiento a la banqueta en frente de la escuela</td>
<td>La División de ingeniería evaluará el área.</td>
<td><img src="image9" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>15</td>
<td>Canton Avenue from East direction [westbound]: (Votes/Votos: 0)</td>
<td>Add signs, cut back vegetation</td>
<td>Consult with traffic engineer for suggestions on how to best control drop off/pick up</td>
<td>The Public Works Department will evaluate the area.</td>
<td><img src="image1.jpg" alt="Picture 1" /></td>
</tr>
<tr>
<td></td>
<td>School zone signs may be covered, drivers don’t know it’s a school zone</td>
<td></td>
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<td></td>
<td>Es posible que las señales de zona escolar estén cubiertas, los conductores no saben que es una zona escolar</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>15</td>
<td>Canton Drive &amp; Bakersfield Street intersection: (Votes/Votos: 0)</td>
<td>Maybe prevent parking so kids have space to walk</td>
<td>Four way stop needed, install crosswalk</td>
<td>The Public Works Department will evaluate the area.</td>
<td><img src="image2.jpg" alt="Picture 2" /></td>
</tr>
<tr>
<td></td>
<td>Cars park so there is no space for peds on south side of Canton Drive, no crosswalks turning down Canton Drive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Los autos se estacionan allí por lo que no hay espacio para los peatones en el lado sur de Canton Drive, no hay cruces peatonales al dar vuelta en Canton Drive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Around School/school Neighborhood: (Votes/Votos: 0)</td>
<td>Ask school to evaluate possibility to have a staggered release time</td>
<td>Consult with traffic engineer for suggestions on how to best control drop off/pick up</td>
<td>No comment.</td>
<td><img src="image3.jpg" alt="Picture 3" /></td>
</tr>
<tr>
<td></td>
<td>Traffic congestion</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Congestionamiento vehicular</td>
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<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>15</strong></td>
<td>Back entrance to campus: (Votes/Votos: 0)</td>
<td>Gate is closed in the morning due to lack of supervision, but open in the afternoon</td>
<td>Get parent volunteers together with safety vests to supervise the area in the morning</td>
<td>Install electronic crosswalk with flashing lights</td>
<td>No comment.</td>
</tr>
</tbody>
</table>

*La puerta está cerrada por la mañana ya que no hay supervisión, pero está abierta por la tarde*

*Conseguir padres voluntarios junto con chalecos para supervisar el área por la mañana*

*Instalar cruce peatonal electrónico con luces parpadeantes*

*Ningún Comentario.*
Based on a schoolwide survey sent to all Monterey Heights E.S. families, parents indicated their routes to school. This map shows the preferred streets taken to school from people submitting their input.

En base a una encuesta enviada a todas la familias the Monterey Heights, los padres de familia indicaron la ruta que toman a la escuela. Este mapa muestra los segmentos preferidos por las personas que dieron su informacion.
Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with 4 residents and school staff at Monterey Heights Elementary at 7550 Canton Drive, Lemon Grove, CA 91945 on Friday November 8, 2013 to identify activities to support children to safely commute to Monterey Heights Middle School.

Workshop participants suggested the following activities to support children safely commuting to school:

- More volunteers around the school.  
  *Mas voluntarios alrededor de la escuela.*

- More lighting at dark.  
  *Mayor alumbrado cuando este oscuro.*

- Sidewalks to be installed on streets east of Monterey Heights Elementary School.  
  *Que se instalen banquetas al este de la Escuela Monterey Heights Elementary.*

- Safe paths to get to school [Monterey Heights].  
  *Caminos seguros para llegar a la escuela Monterey Heights Elementary.*

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

*Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) a la Escuela de la Escuela Primaria Monterey Heights.*
<table>
<thead>
<tr>
<th>Activities/ Actividades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong> Estudiantes:</td>
</tr>
<tr>
<td>o Bike Rodeo. Rodeo Ciclista.</td>
</tr>
<tr>
<td>o Pedestrian safety training for students. Entrenamiento de seguridad peatonal para los estudiantes.</td>
</tr>
<tr>
<td><strong>Parents:</strong> Padres de Familia:</td>
</tr>
<tr>
<td>o A campaign with signs, banners to create awareness. Una campana con cartelones y lonas para crear conciencia.</td>
</tr>
<tr>
<td>• Use School Marquee to make SRTS related communications. Utilizar el letrero escolar para hacer comunicados relacionados al programa SRTS.</td>
</tr>
<tr>
<td>• Use school newsletter to send SRTS related education and information to parents. Utilizar el boletín de la escuela para enviar mensajes educativos relacionados a SRTS a los padres de familia.</td>
</tr>
<tr>
<td>• Use special events like Fall Festival to make communications to parents. Utilizar eventos como el Festival de Otoño para hacer comunicados a los padres de familia.</td>
</tr>
<tr>
<td>• Use the all call (phone system) as a tool to make SRTS educational communications to parents. Utilizar el sistema que envía mensajes telefónicos a los padres de familia como herramienta para enviar mensajes educativos relacionados SRTS.</td>
</tr>
<tr>
<td><strong>Neighborhood and Drivers:</strong> Comunidad y conductores:</td>
</tr>
<tr>
<td>o I Drive 25mph at school zone program - Pace Car Program and pledge. Programa “Yo manejo a 25 mph en zona escolar” – Programa de Auto que Marca el Paso de la Velocidad y juramento.</td>
</tr>
<tr>
<td>o Use the school marquee to send community messages. Utilizar el anuncio que está en frente de la escuela para hacer mensajes comunitarios.</td>
</tr>
<tr>
<td>o Install community signs (real estate kind of signs) around the school to remind community about safety. Instalar cartelones comunitarios – tipo del que usan los de bienes raíces, alrededor de la escuela para recordar a la comunidad sobre la seguridad.</td>
</tr>
</tbody>
</table>
Walking promotion:
*Promover el Caminar:*

- Celebrate international Walk to School Day and then:
  *Celebrar el Día Internacional para Caminar a la Escuela, después:*
  - Organize a Walk to school Day.
    *Organizar un Día de Caminar a la Escuela.*
  - Regular Walk to School Days.
    *Días de Caminar a la Escuela regulares.*
  - Walking school buses.
    *Camioncitos caminantes.*
  - Frequent Walker “punch card program”.
    *Programa de Caminante Frecuente con la tarjeta.*
  - Create Park and Walk Sites.
    *Crear sitios para estacionarse y después caminar.*
    - Baseball field below school could be a great location.
      *El campo de baseball abajo de la escuela podría ser una gran ubicación.*
  - Engage running club before school into SRTS program.
    *Involucrar al club programa de correr antes de la escuela al programa de SRTS.*
  - Engage PTA and students into SRTS activities.
    *Involucrar al PTA y a los estudiantes para que participen en actividades des SRTS.*

- Incentive Program:
  *Programa de Incentivos:*
  - Gives prize to students for doing good actions.
    *Incentivos – premios por buenas acciones.*
  - Pencils, stickers, etc.
    *Lápices, calcomanías, etc.*
  - A good additional incentive could be a Movie night or an Eagle Buck for all the students who volunteer.
    *Un buen incentivo adicional podría ser una noche de película o un Eagle Buck a los alumnos que participen.*

- Involve a class to adopt this program – similar to what they do at the Sports Olympics.
  *Involucrar a las clases para que alguna adopte este programa tal como lo hacen con las Olimpiadas Deportivas.*
| Enforcement | School based (with students, Crossing guard (parent), and community):  
| Aplicación de Medidas | A través de la Escuela (con estudiantes, guardias de cruce (padres de familia) y la comunidad:  
| | o Banners.  
| | Lonas.  
| | o Safe Routes by having parents to put eyes on the street.  
| | Rutas Seguras a la Escuela al tener padres voluntarios que vigilen las calles.  
| | o Parent volunteers to open door for kids being dropped off.  
| | Padres voluntarios que abren las puertas de los carros a los niños que se bajan de los carros.  
| Law Enforcement based (Sheriff’s Department): | A través de Medidas legales (Departamento del Sheriff):  
| | o Police presence.  
| | Presencia policiaca.  
| | o Police participation in SRTS program.  
| | Participación policiaca en el programa de SRTS.  
| | • Gotcha Being good tickets – Sheriff already have a program with the 7/11. Would be important to explore possibility to integrate program to SRTS schools.  
| | Atrapado por hacer cosas bien – el Departamento del Sheriff ya tiene un programa con el 7/11. Sería importante explorar la posibilidad de integrar ese programa al programa de SRTS.  
| Engineering | Plan and install improvements around school for enhanced safety:  
| Ingeniería | Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad:  
| | o Need safer crossings on Canton Drive in front of the school, it is unsafe to cross during drop off and pick up/  
| | Se necesita un cruce peatonal más seguro en Canton Drive frente a la escuela, es inseguro cruzar allí durante horas de inicio de clases y para recoger a los estudiantes de la escuela  
| | o Previous walkability workshop report includes relevant information/  
| | El reporte de un taller anterior incluye información relevante
Mount Vernon Elementary

- SRTS Community Input Summary
- Parent Preferred Routes Map
- 4 E’s Program Implementation Plan
WalkSanDiego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input. Community members 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 cast by residents, thus determining level of community prioritization.)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Issues Identified by Residents</th>
<th>Request</th>
<th>School Comments</th>
<th>City Comments</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mount Vernon Street: (Votes/Votos: 13)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sidewalk only on left side (South side)</td>
<td>Double sidewalk, sidewalk on both sides on Mt. Vernon</td>
<td>Fix and maintain sidewalk in front of school</td>
<td>The Public Works Department will evaluate the area to repair existing sidewalk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solo hay banqueta en el lado izquierdo lado sur</td>
<td>Banqueta, banqueta en ambos lados de Mt. Vernon</td>
<td>Arreglar y dar mantenimiento a la banqueta en frente de la escuela</td>
<td>El Departamento de Obras Públicas evaluará el área para reparar la banqueta actual.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Washington Street &amp; Palm Street intersection: (Votes/Votos: 12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Big intersection, limited visibility for cars and pedestrians. No traffic control, very unsafe and hard to cross for cars, pedestrians, bikes. No markings</td>
<td>Lighted/signaled intersection, traffic calming, lighted &quot;raised&quot; lined crosswalk</td>
<td>This is a very dangerous intersection. A crosswalk and school signing should be installed</td>
<td>This area is included in the SRTS grant project and will be addressed when construction occurs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Esta es una intersección grande, hay visibilidad limitada para los vehículos y los peatones, no hay control de tránsito, es muy difícil cruzar para los vehículos, peatones y ciclistas, no hay marcaciones</td>
<td>Intersección con semaforo y alumnos público, reductores de velocidad vehículos, cruce peatonal delineado con luces</td>
<td>Esta es una intersección muy peligrosa. Debería instalarse un cruce peatonal y señales de cruce escolar</td>
<td>Esta área está incluida en el proyecto de Rutas Seguras a la Escuela (SRTS) por sus siyoj en inglés) y será abordado cuando la construcción ocurra.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td></td>
<td>Washington Street between Alton Drive &amp; Mount Vernon Street: (Votes/Votos: 9)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There is no sidewalk and people walk in the street</td>
<td>Install complete sidewalk</td>
<td>Sidewalks should be installed</td>
<td>The City attempted to apply for grant funds to do this but the cost to acquire right of way was too great.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No hay banqueta y la gente camina en la calle</td>
<td>Instalar banquetas completas</td>
<td>S e debería instalar la banqueta</td>
<td>La Ciudad intentó aplicar por fondos para su realización pero el costo para adquirir el derecho de vía fue muy elevado.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mount Vernon in Front of School: (Votes/Votos: 6)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Double parking while dropping off, line of cars backs up into street from school parking lot, cars driven in exit only drive</td>
<td>Sign that says “5 second drop off”, striping or signage about where to park, education on parking policies, need striping for peds- where to walk</td>
<td>Consult with traffic engineer for suggestions on how to best control drop off/pick up</td>
<td>No comment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estacionamiento en doble fila mientras desabordan, se hace una fila de automóviles hasta la calle, se meten los automóviles por las salidas vehiculares</td>
<td>Señalizaciones que digan 5 segundos para desabordar, marcaciones en el pavimento o señalamiento que indiquen donde se puede estacionar, educación en cuanto a políticas de estacionamiento, se necesita marcaciones en el pavimento que indiquen por donde pueden pasar los peatones</td>
<td>Consultar con ingeniería de tránsito para sugerencias sobre cómo controlar el abordaje y de mejor manera el abordaje de estudiantes</td>
<td>Ningún Comentario.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cypress Avenue &amp; Alton Drive intersection (northeast corner): (Votes/Votos: 6)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Visibility issues when cars stop, they can't see if another car approaches line to stop is too far back, fence, bushes block visibility, there is no sidewalk</td>
<td>City to ask home to trim bushes Make corner safer working with city/property owners</td>
<td>No comment provided by school principal</td>
<td>The Public Works Department will evaluate the area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problemas de visibilidad cuando los carros hacen alto no ven si otro carro se aproxima, barra de alto está muy atrás o arbustos bloquean visibilidad, no hay banqueta</td>
<td>Que la Ciudad pida a los dueños de casas que poden sus árboles, Ciudad que negocie con propiedad para que la esquina se reconfigure para hacerla más segura</td>
<td>No hubo comentario del director de la escuela</td>
<td>El Departamento de Obras Públicas evaluará el área.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request Solictad</td>
<td>School Comments Comentarios de la Escuela</td>
<td>City Comments Comentarios de la Ciudad</td>
<td>Pictures Fotografías</td>
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<tr>
<td><strong>6</strong></td>
<td>Cypress Avenue between Alton Drive &amp; Mount Vernon Street:  (Votes/Votos: 5)</td>
<td>High speeds</td>
<td>City to evaluate the installation of traffic calming devices</td>
<td>No comment provided by school principal</td>
<td>No comment.</td>
</tr>
<tr>
<td></td>
<td>Altas velocidades</td>
<td>Ciudad que evalúe instalación de reducir velocidades vehiculares</td>
<td>No hubo comentario del director de la escuela</td>
<td>Ningún Comentario.</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Entrance to School:  (Votes/Votos: 5)</td>
<td>Not enough access, streets around it are closed</td>
<td>More access is needed, look into opening up gate between Palm and Mt. Vernon (Liberty Charter)</td>
<td>No comment provided by school principal</td>
<td>No comment.</td>
</tr>
<tr>
<td></td>
<td>No hay suficiente acceso, las calles alrededor están cerradas</td>
<td>Se necesita mas acceso, que se busque abrir la puerta entre Palm y Mount Vernon (Liberty Charter)</td>
<td>No hubo comentario del director de la escuela</td>
<td>Ningún Comentario.</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Alton Drive &amp; Skyline Drive intersection:  (Votes/Votos: 5)</td>
<td>High speed and no crosswalk, hard to cross</td>
<td>Install crosswalk with in-pavement lights activated electronically by pedestrians ready to cross</td>
<td>No comment provided by school principal</td>
<td>The Engineering Division will evaluate the area for traffic control solutions, if applicable.</td>
</tr>
<tr>
<td></td>
<td>Altas velocidades y no hay cruze peatonal y es difícil cruzar</td>
<td>Instalar cruces peatonales con señal electrónica activada por peatones que quieren cruzar</td>
<td>No hubo comentario del director de la escuela</td>
<td>La división de ingeniería lo evaluará el área para sugerir la ubicación de soluciones a través de control de tráfico en caso de aplicar.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request Solicited</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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</tr>
<tr>
<td>Cypress Avenue between Alton Drive &amp; Mount Vernon Street: (Votes/Votos: 4)</td>
<td>No sidewalks on both sides</td>
<td>Install complete sidewalks</td>
<td>Sidewalks needed</td>
<td>In most instances the City cannot install sidewalks because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay banquetas en ambos lados</td>
<td>Instalar banquetas completas</td>
<td>Se necesitan banquetas</td>
<td>En la mayoría de las instancias, la Ciudad no puede instalar banquetas por 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas.</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Behind Mount Vernon and Liberty Charter: (Votes/Votos: 4)</td>
<td>Walkway and path is gated and locked</td>
<td>Open gate during school morning and afternoon, have person/staff to monitor the area</td>
<td>Define more &quot;walkable&quot; routes</td>
<td>No comment.</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Sendero y camino peatonal tiene puerta y está cerrado</td>
<td>Abrir la puerta en las mañanas y tardes, que haya una persona monitoreando el área</td>
<td>Definir rutas más &quot;caminables&quot;</td>
<td>Ningún Comentario.</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>Alton Drive &amp; Skyline Drive intersection: (Votes/Votos: 4)</td>
<td>Wide intersection, no crosswalk, no street sign/traffic control, 5-way intersection</td>
<td>Install stop light/sign or crosswalk with in pavement flashes/some kind of lighting, striping, roundabout, (traffic calming elements)</td>
<td>Sidewalks needed</td>
<td>The Engineering Division will evaluate this intersection.</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Intersección amplia, no hay cruce peatonal, no hay señal de control en la calle/señal, es una intersección de 5 sentidos</td>
<td>Instalar semáforos o señal de alto a cruce peatonal con luces parpadeantes en el pavimento, marcaciones en el pavimento, glorieta (elementos para reducir las velocidades)</td>
<td>Se necesitan banquetas</td>
<td>La división de ingeniería evaluará esta intersección.</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td>Priority</td>
<td>Problem Identificado por Residentes</td>
<td>Solicit</td>
<td>Comentarios de la Escuela</td>
<td>Comentarios de la Ciudad</td>
<td>Fotografias</td>
</tr>
<tr>
<td>Washington Street between Blossom Lane &amp; Lincoln Street: (Votes/Votos: 3)</td>
<td>No sidewalks</td>
<td>Install sidewalk</td>
<td>Install four way stop</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td>![Image]</td>
</tr>
<tr>
<td>Mount Vernon in Front of School: (Votes/Votos: 3)</td>
<td>Drivers don't see/ respect the crosswalk in front of the school</td>
<td>Install a raised crosswalk</td>
<td>No comment provided by school principal</td>
<td>Educate the parents that drop off students at school.</td>
<td>![Image]</td>
</tr>
<tr>
<td>Mount Vernon Street between Debco Drive &amp; Washington Street: (Votes/Votos: 2)</td>
<td>Parked cars block access for neighbors, illegal passings</td>
<td>Paint curbs red across the street to prevent this and signs that say “No Parking During School Hours”</td>
<td>Install electronic crosswalk with flashing lights</td>
<td>Educate the parents that drop off students.</td>
<td>![Image]</td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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</tr>
<tr>
<td><strong>14</strong></td>
<td><strong>Washington Street &amp; Palm Street intersection:</strong> (Votes/Votos: 2)</td>
<td></td>
<td></td>
<td></td>
<td>![Image](image URL)</td>
</tr>
<tr>
<td>Stop sign only on 2 sides and cars on the other two sides go fast and do not stop so pedestrians can cross, no crosswalk</td>
<td>Install 4 way stop, install crosswalk</td>
<td>Four way stop needed, install crosswalk</td>
<td></td>
<td>A traffic study must be performed to determine how a four way stop will impact all other traffic on the roadway.</td>
<td></td>
</tr>
<tr>
<td><strong>14</strong></td>
<td><strong>Lincoln Street between Skyline Drive &amp; Citronella Avenue:</strong> (Votes/Votos: 2)</td>
<td></td>
<td></td>
<td></td>
<td>![Image](image URL)</td>
</tr>
<tr>
<td>No sidewalk on south side</td>
<td>Install complete sidewalks</td>
<td>No comment provided by school principal</td>
<td></td>
<td>In most instances the City cannot install sidewalks because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td></td>
</tr>
<tr>
<td>No hay banqueta en el lado sur</td>
<td>Instalar banqueta completa</td>
<td>No hubo comentario del director de la escuela</td>
<td></td>
<td>No hubo comentario del director de la escuela</td>
<td></td>
</tr>
<tr>
<td><strong>14</strong></td>
<td><strong>Debco Drive between Alton Drive &amp; Mount Vernon Street:</strong> (Votes/Votos: 2)</td>
<td></td>
<td></td>
<td></td>
<td>![Image](image URL)</td>
</tr>
<tr>
<td>Street curves, low visibility, no sidewalk, confusing row, don't stop for kids, crossing guards there</td>
<td>Make it a stop sign intersection</td>
<td>No comment provided by school principal</td>
<td></td>
<td>No comment with the specific location rather the entire road.</td>
<td></td>
</tr>
<tr>
<td>Las calles están curvadas y hay poca visibilidad, no hay banqueta, un carril confuso, no se paran para que los niños crucen, hay guardias de cruce peatonal</td>
<td>Convertirlo en una intersección con señal de alto</td>
<td>No hubo comentario del director de la escuela</td>
<td></td>
<td>Ninguna comentario con la ubicación específica en lugar de toda la visibilidad.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td>Priority</td>
<td>Problem Identificado por Residentes</td>
<td>Solicitud</td>
<td>Comentarios de la Escuela</td>
<td>Comentarios de la Ciudad</td>
<td>Fotografías</td>
</tr>
<tr>
<td>14</td>
<td><strong>Canyon by Crane Street:</strong> (Votes/Votos: 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>There are coyotes and kids walk through canyon</td>
<td>Involve necessary agencies</td>
<td>No comment provided by school principal</td>
<td>No comment.</td>
<td><img src="image1.jpg" alt="Image" /></td>
</tr>
<tr>
<td>14</td>
<td>Hay coyotes y niños caminan por el cañón</td>
<td>Involucrar a la agencia adecuada</td>
<td>No hubo comentario del director de la escuela</td>
<td>Ningún Comentario.</td>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
<tr>
<td>19</td>
<td><strong>Fire Hydrant in front of school and others nearby:</strong> (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Curb is not painted red so people park and get tickets without knowing they can't park</td>
<td>Paint the curb red</td>
<td>No comment provided by school principal</td>
<td>Individual must also adhere to posted signage, educate parents at the school.</td>
<td><img src="image3.jpg" alt="Image" /></td>
</tr>
<tr>
<td>19</td>
<td>El borde de la banqueta no está pintado de rojo y la gente se estaciona y recibe multas sin saber que no se pueden estacionar allí</td>
<td>Pintar el borde de la banqueta rojo</td>
<td>No hubo comentario del director de la escuela</td>
<td>Cada individuo deberá también respetar los señalamientos puestos, educar a los padres en la escuela.</td>
<td><img src="image4.jpg" alt="Image" /></td>
</tr>
<tr>
<td>19</td>
<td><strong>Crane Street:</strong> (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>No sidewalk</td>
<td>Install sidewalk</td>
<td>No comment provided by school principal</td>
<td>In most instances the City cannot install sidewalks because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="image5.jpg" alt="Image" /></td>
</tr>
<tr>
<td>19</td>
<td>No hay banquetas</td>
<td>Instalar banqueta</td>
<td>No hubo comentario del director de la escuela</td>
<td>En la mayoría de las instancias, la ciudad no puede instalar banquetas por 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas.</td>
<td><img src="image6.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request Solicit</td>
<td>School Comments Comentarios de la Escuela</td>
<td>City Comments Comentarios de la Ciudad</td>
<td>Pictures Fotografías</td>
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</tr>
<tr>
<td>19</td>
<td>Lock gate</td>
<td>Open the gate during morning and afterschool times</td>
<td>No comment provided by school principal</td>
<td>The City is working with Circulate San Diego and the school to coordinate a permanent volunteer to open and close the gates.</td>
<td>![Gate Open]</td>
</tr>
<tr>
<td></td>
<td>Locked gate(Problema cerrada)</td>
<td>Abrir las durante las mañanas y después de escuela</td>
<td>No hubo comentario del director de la escuela</td>
<td>La Ciudad esta trabajando con Circulate San Diego y la escuela para coordinar a un voluntario para abrir y cerrar las puertas.</td>
<td>![Gate Closed]</td>
</tr>
<tr>
<td></td>
<td>Lemon Grove Park between Lemon Grove Park &amp; Senior Center: (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td>![Gate Image]</td>
</tr>
<tr>
<td></td>
<td>Washington Street &amp; Blossom Lane intersection: (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td>![Intersection Image]</td>
</tr>
<tr>
<td>19</td>
<td>No stop sign on 2 ways up hill, no visibility, hard to cross</td>
<td>Make a 4 way stop or change to stop lights</td>
<td>Trim bushes to improve view</td>
<td>The City recently trimmed a tree to improve visibility. A four way stop may not be necessary based on the existing traffic pattern.</td>
<td>![Stop Sign Image]</td>
</tr>
<tr>
<td></td>
<td>No hay señal de alto en dos sentidos al subir el cerro, no hay visibilidad, es difícil cruzar</td>
<td>Hacer la intersección que tenga señal de alto en los 4 sentidos o cambiar a que haya semáforos</td>
<td>Poder los arbustos para mejorar la visibilidad</td>
<td>La Ciudad recientemente corto árboles para mejorar la visibilidad. Una señal de alto en los cuatro sentidos podría no ser necesaria basado en el patrón de tráfico actual.</td>
<td>![Intersection Image]</td>
</tr>
<tr>
<td></td>
<td>Washington Street &amp; Alton Drive intersection: (Votes/Votos: 0)</td>
<td></td>
<td></td>
<td></td>
<td>![Intersection Image]</td>
</tr>
<tr>
<td>23</td>
<td>Big bougainvillea bush blocks and causes visibility issues</td>
<td>City to trim or ask property to trim</td>
<td>Sidewalks needed</td>
<td>The Public Works Department will evaluate the area.</td>
<td>![Bush Image]</td>
</tr>
<tr>
<td></td>
<td>Arbusto (Buganvilia) estorba crea problemas de visibilidad</td>
<td>La ciudad que pode o pida a propietarios que poden los arbustos</td>
<td>Se necesitan banquetas</td>
<td>El Departamento de Obras Públicas evaluará el área.</td>
<td>![Bush Image]</td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<td></td>
<td>Problem Identificado por Residentes</td>
<td>Solicitud</td>
<td>Comentarios de la Escuela</td>
<td>Comentarios de la Ciudad</td>
<td>Fotografías</td>
</tr>
<tr>
<td>23</td>
<td>Washington Street between Blossom Lane &amp; Alton Drive:</td>
<td>(Votes/Votos: 0)</td>
<td>No comment provided by school principal</td>
<td>In most instances the City cannot install sidewalks because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No sidewalk on either side</td>
<td>Install a complete sidewalk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No hay banqueta en ambos</td>
<td>Instalar banquetas completas</td>
<td>No hubo comentario del director de la escuela</td>
<td></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>23</td>
<td>Alton Drive between Debco &amp; Skyline Drive:</td>
<td>(Votes/Votos: 0)</td>
<td>No comment provided by school principal</td>
<td>In most instances the City cannot install sidewalks because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No sidewalks</td>
<td>Install sidewalk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No hay banquetas</td>
<td>Instalar banquetas</td>
<td>No hubo comentario del director de la escuela</td>
<td></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>23</td>
<td>Lemon Grove Park:</td>
<td>(Votes/Votos: 0)</td>
<td>No comment provided by school principal</td>
<td>Signage exists at LG Park stating off leash activity is prohibited.</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Unleashed dogs</td>
<td>Place signage that indicates that dogs should be on a leash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perros sueltos (no tienen correa)</td>
<td>Poner señalamientos de que perros deben tener correa</td>
<td>No hubo comentario del director de la escuela</td>
<td></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td>23</td>
<td>Lemon Grove Park: (Votes/Votos: 0)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dogs poop and owners do not it up</td>
<td>Place doggie bags</td>
<td>No comment provided by school principal</td>
<td>Signage exists at LG Park stating off leash activity is prohibited.</td>
<td><img src="DIP.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>Perros hacen succiedades y gente no recoge los desechos</td>
<td>Poner bolsas para desechos de perros</td>
<td>No hubo comentario del director de la escuela</td>
<td>Los señalamientos existen en el Lemon Grove Park indican que la actividad sin correa está prohibida.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Skyline Drive between Palm Street &amp; Jamacha Road: (Votes/Votos: 0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speeding cars</td>
<td>Traffic calming - roundabouts and/or curb extensions</td>
<td>Install school xing signs/pedestrian with lights</td>
<td>Recommend an increase in Sheriff's Enforcement.</td>
<td><img src="Skyline.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>Vehículos a altas velocidades</td>
<td>Reductores de velocidad - glorietas y/o extensiones en las esquinas</td>
<td>Instalar senales de cruce peatonal escolar con luces</td>
<td>Se recomienda al Sheriff (alguacil) incrementar las medidas policíacas.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Pacific Avene between Citrus Street &amp; Alford Street: (Votes/Votos: 0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No sidewalks</td>
<td>Install complete sidewalk</td>
<td>No comment provided by school principal</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="Pacific.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>No hay banquetas</td>
<td>Instalar banquetas completas</td>
<td>No hubo comentario del director de la escuela</td>
<td>En la mayoría de las instancias, la Ciudad no puede instalar banquetas por 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
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<tr>
<td><strong>23</strong></td>
<td><strong>Around the skate park(M.S.):</strong> (Votes/Votos: 0)</td>
<td><strong>Oscuro por la noche, hay gente extraña por la noche</strong></td>
<td><strong>Add more lighting and Sheriffs patrols</strong></td>
<td><strong>No comment provided by school principal</strong></td>
<td><img src="https://example.com/image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No comment provided by school principal</td>
<td><strong>No hubo comentario del director de la escuela</strong></td>
<td><strong>La división de ingeniería la evaluará para ver las necesidades adicionales de alumbrado.</strong></td>
<td><img src="https://example.com/image2.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><strong>23</strong></td>
<td><strong>Citrus Street between Central Avenue &amp; Pacific Avenue:</strong> (Votes/Votos: 0)</td>
<td><strong>No hay banquetas en ambos lados</strong></td>
<td><strong>Install Complete sidewalk</strong></td>
<td><strong>No comment provided by school principal</strong></td>
<td><img src="https://example.com/image3.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td><strong>No comment provided by school principal</strong></td>
<td><strong>Instalar banquetas completas</strong></td>
<td><strong>No hubo comentario del director de la escuela</strong></td>
<td><strong>En la mayoría de las instancias, la Ciudad no puede instalar banquetas por 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>23</strong></td>
<td><strong>Senior Center Parking Lot:</strong> (Votes/Votos: 0)</td>
<td><strong>Ice cream [truck] parks and kids dart out into the street</strong></td>
<td><strong>Educate kids during safety assembly about crossing safety</strong></td>
<td><strong>No comment provided by school principal</strong></td>
<td><img src="https://example.com/image4.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td><strong>Educar a los niños durante asambleas de seguridad acerca de cómo cruzar de manera segura</strong></td>
<td><strong>No hubo comentario del director de la escuela</strong></td>
<td><strong>Ningún Comentario.</strong></td>
<td><img src="https://example.com/image5.png" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>
Based on a schoolwide survey sent to Mount Vernon E.S. families, parents indicated their routes to school. This map shows the preferred streets taken to school from people submitting their input.

En base a una encuesta enviada a las familias de la Escuela Primaria Mount Vernon, los padres de familia indicaron la ruta que toman a la escuela. Este mapa muestra los segmentos preferidos por las personas que dieron su información.
Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with residents and school staff at Mount Vernon Elementary School located at 8350 Mount Vernon Street, Lemon Grove, CA 91945 on Tuesday November 19, 2013. This workshop identified activities to support children to safely commute to Mount Vernon Elementary School.

Workshop participants suggested the following activities to support children safely commuting to school:

**Vision for the Mount Vernon Elementary School SRTS Program:**

- Increase parent involvement/
  *Incrementar el involucramiento de los padres de familia.*
- More encouragement and support from school (from the teachers)/
  *Mas motivación y apoyo de la escuela (de los maestros).*
- Better infrastructure/
  *Mejor infraestructura.*

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

<table>
<thead>
<tr>
<th>Activities/</th>
<th><strong>Actividades</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students/</td>
<td><strong>Estudiantes</strong></td>
</tr>
<tr>
<td>Bike Rodeos –engage the after school program (EDP)/</td>
<td>Rodeo Ciclista- involucrar al programa de escuela extendida (EDP por sus siglas en ingles)</td>
</tr>
</tbody>
</table>
### Pedestrian safety training for students/
**Entrenamiento de seguridad peatonal para los estudiantes**
- Incorporate pedestrian safety curriculums into academic classes /
  **Incorporar la seguridad peatonal a los curriculums academicos**

### Parents/  
**Padres de Familia**
- A campaign with signs, banners to create awareness/
  **Una campana con cartelones y lonas para crear conciencia**
  - Install them on way to school and include messages such as “be safe, cross at the crosswalk”/
    **Instalarlos en el camino a la escuela e incluir mensajes como “actúa de manera segura, cruza en los cruces peatonales”**
  - Educational flyers to be given to parents when they drop children at school/
    **Volantes educativos a padres cuando dejan a los niños**

### Neighborhood and Drivers:/  
**Comunidad y conductores:/**
- Install community signs (real estate kind of signs), around the school to remind community about safety, message to include phrases like “slow down, kids walking” or “Let our kids grow up, SLOW DOWN”/
  **Instalar cartelones comunitarios – tipo del que usan los de bienes raíces, alrededor de la escuela para recordar a la comunidad sobre la seguridad, que incluyan mensajes como “Baja tu Velocidad, Niños Caminando” o “Deja que los niños crezcan, REDUCE TU VELOCIDAD”**
- Use the school marquee to send community messages/
  **Utilizar el anuncio que está en frente de la escuela para hacer mensajes comunitarios**
- Electronic Feedback signs/
  **Anuncios en el tableros electrónicos que se pone en las vialidades**
- I Drive 25mph at school zone program - Pace Car Program and Pledge
  **Programa “Yo manejo a 25 mph en zona escolar” – Programa de Auto que Marca el Paso de la Velocidad y juramento**
Walking Promotion/
Promover el Caminar

- Celebrate International Walk to School Day and then:
  Celebrar el Día Internacional para Caminar a la Escuela, después:
- Regular Walk to School Days with punch cards element to keep track of kids walking to school
  Día de Caminar a la Escuela con el uso de tarjetas de perforación para medir el número de niños caminando a la escuela
- Walking school buses
  Camioncitos caminantes
- Incentive Program:
  Programa de Incentivos:
    - Contests, frequent walking tickets and punch cards on random days
      Concursos, caminante frecuente, boletos y tarjetas para perforarse en diferentes días
    - Incorporate students who can’t walk to school but participate in the run club
      Incorporar a los estudiantes que no pueden caminar a la escuela, pero participan en el club de correr
- Open gate at Mount Vernon Park, next to senior center, so that pedestrians can enter
  Abrir la puerta en Mount Vernon Park, junto al senior center para caminar por ahí
- Parent volunteers to identify kids whose parents are doing things right and incentivize the students
  Voluntarios que identifiquen quienes son los niños que sus papas hacen procedimientos correctos e incentivar a esos estudiantes

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):

- Banners
  Lonas
- Parent volunteers to place notices on cars parked incorrectly
  Letreros para poner en carros cuando se estacionan en lugares erróneos
- Parents to note the plate number of cars doing ilegal activities
  Padres voluntarios que anoten las placas de los carros que hacen cosas incorrectas (Sra. Topete ya lo está haciendo)
- Start a shame wall with pictures of cars being parked improperly
  Iniciar un muro de la vergüenza con fotos de carros mal estacionados
- Set up cones in the parking lot to reconfigure drop-off and pick up procedures
  Poner conos en el estacionamiento para reconfigurar los procedimientos para dejar y recoger estudiantes
| Law Enforcement (Sheriff’s Department)/
<table>
<thead>
<tr>
<th><strong>Medidas legales (Departamento del Sheriff)</strong></th>
</tr>
</thead>
</table>
| • Police presence/  
**Presencia policiaca** |

| Engineering  
**Ingeniería** |
| --- |
| **Plan and install improvements around school for enhanced safety*/**  
**Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad*** |
| • More “school zone” signage that indicates the appropriate miles per hours are needed/  
**Se necesitan más señalamientos de zona escolar, indicar millas por hora** |
| • The crossing at Washington Street & Palm Avenue is used by many pedestrians and it feels very unsafe, more signage is needed/  
**El cruce en intersección de Washington y Palm es muy utilizado por peatones y es inseguro, se necesita más señalización** |
| • Previous walkability workshop report includes relevant information/  
**El reporte de un taller anterior incluye información relevante** |

| Evaluation  
**Encuestas y Conteos:** |
| --- |
| • Evaluation surveys at the beginning, middle and end of the project/  
**Encuestas de evaluación al inicio, a la mitad y al final del proyecto** |
| • Classroom tallies at the beginning, middle and end of the project/  
**Cuentas en salón de clase al inicio, a la mitad y al final del proyecto** |
| • Use tickets collected on W2SD and other events to keep track of the number of kids walking to school/  
**Utilizar los boletos colectados en el W2SD y otros eventos para tener un registro del número de niños que caminan a la escuela.** |
San Altos Elementary

- SRTS Community Input Summary
- Parent Preferred Routes Map
- 4 E’s Program Implementation Plan
Lemon Grove Kids Walk & Roll to School! ¡Los Niños de Lemon Grove Caminan y Ruedan a la Escuela!

SAN ALTOS ELEMENTARY SCHOOL NEIGHBORHOOD VECINDARIO DE LA ESCUELA PRIMARIA SAN ALTOS

Pedestrian & Bicyclist Issues Temas de Peatones y Ciclistas

Circulate San Diego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input. Community members 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 cast by residents, thus determining community prioritization.)

Circulate San Diego, en asociación con la Ciudad de Lemon Grove y el Distrito Escolar de Lemon Grove realizaron una serie de eventos comunitarios para recopilar información. Los miembros de la comunidad reportaron los siguientes problemas peatonales y las posibles soluciones para mejorar cada uno de esos problemas peatonales. (Por favor note que los números en las paréntesis son el número de votos totales que dieron los residentes, como resultado se determina el nivel de prioridad.)

<table>
<thead>
<tr>
<th>Priority Prioridad</th>
<th>Issues Identified by Residents Problema Identificado por Residentes</th>
<th>Request Solicitud</th>
<th>School Comments Comentarios de la Escuela</th>
<th>City Comments Comentarios de la Ciudad</th>
<th>Pictures Fotografías</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Back Entrance:</strong> (Votes/Votos: 18)</td>
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<tr>
<td>1</td>
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<td>Plans to close back entrance. This will force people to walk around schools where there are no sidewalks. More people will drive creating more traffic congestion</td>
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<tr>
<td>Planes para cerrar la entrada trasera, esto ocasionará que la gente rodee a caminar a la escuela en lugares donde no hay banquetas. Mas gente manejará por lo que habrá más congestionamiento vial</td>
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<tr>
<td>Speak up at District Board Meeting. School not to close back entrance. More adult supervision on back entrance. Keypad or video? (SD decision?) Open AM/PM but not for preschool families?</td>
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<td>Ir a hablar a una junta con la Mesa Directiva del Distrito para que la escuela no cierre la entrada trasera de la escuela. Más supervisión de adultos en la entrada trasera. Vídeo/aparato electrónico? (Decisión del distrito?) Abrir en AM/PM pero no para familias del pre-escolar</td>
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<td>This issue pits one concern against another. We are definitely concerned about students having safe routes to walk or ride bikes to School. We are also concerned about the safety of students while they are on campus. More dialogue is needed and perhaps a compromise opening/closing gate</td>
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<tr>
<td>Este problema hace chocar un problema con el otro. Nosotras nos preocupamos para que los estudiantes tengan rutas seguras para caminar o ir en bicicleta a la escuela. También nos preocupamos para que los estudiantes estén seguros en las escuelas una vez dentro del campus escolar. Se necesita un mayor dialogo y tal vez compromiso para abrir y cerrar la puerta.</td>
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<tr>
<td>No comment</td>
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<tr>
<td>Ningún Comentario.</td>
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</tbody>
</table>

<p>| Images |
| Images |
| <img src="image1.jpg" alt="Image" /> |
| <img src="image2.jpg" alt="Image" /> |</p>
<table>
<thead>
<tr>
<th>Priority</th>
<th>Issues Identified by Residents</th>
<th>Request</th>
<th>School Comments</th>
<th>City Comments</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>Madera Street &amp; Massachusetts Avenue intersection:</td>
<td>(Votes/Votos: 8)</td>
<td>Realign the crosswalks and make high visibility ladder. Install sidewalks at intersection. Better lighting</td>
<td>Whatever can be done to enhance safety will be appreciated</td>
<td>The Engineering Division will evaluate the intersection for recommendations to Public Works.</td>
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<td></td>
<td>Dangerous intersection because of lights and crosswalk, goes to island but there's no sidewalk. Very bad for lots of residents</td>
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<td>Sube</td>
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<td></td>
<td>Intersección peligrosa por las luces y el cruce peatonal, se a a la isleta pero no hay banqueta, muy malo para muchos residentes</td>
<td></td>
<td>Se alinear los cruces peatonales y hacerlos de alta visibilidad tipo escalera. Instalar banquetas en la intersección, mejor alumbrado</td>
<td>Se agradece cualquier cosa que se pueda hacer para mejorar la seguridad</td>
<td>La división de Ingeniería evaluará la intersección para dar recomendaciones a Obras Publicas.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Massachusetts Avenue from Madera Street to San Altos Place and up to the curve:</td>
<td>(Votes/Votos: 6)</td>
<td>City to approach this issues</td>
<td>There should be a conversation as to what if anything can be done for any students needing to cross the street. The alternative is to walk to Massachusetts and Madera and cross. It has its issues already</td>
<td>The long area that is under question makes this response very difficult. This is likely a beginning discussion for the City and School District to decide where the most actively walked areas are so a safe cross walk can be created.</td>
</tr>
<tr>
<td></td>
<td>Blind spots, no crosswalks, no sidewalk on west side of street, speeding cars</td>
<td></td>
<td>Que la Ciudad aborde estos problemas</td>
<td>Debería haber una conversación en relación a lo que se puede hacer para los estudiantes que necesitan cruzar la calle. La alternativa es caminar a Massachusetts y Madera y cruzar. Ya hay problemas.</td>
<td>El área en cuestión hace que esta respuesta sea difícil de contestar. Esta puede ser el inicio de una discusión entre la Ciudad y el Distrito Escolar para decidir donde se ubican las áreas peatonales mas la creación de un cruce peatonal seguro.</td>
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<tr>
<td></td>
<td>Puntos ciego (problemas de visibilidad) no hay cruces peatonales, no hay banqueta</td>
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<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
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<td>City Comments</td>
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<td><strong>4</strong></td>
<td>Speeding on San Altos Place, there have been collisions, infrequent stop signs so cars drive at high speeds</td>
<td>Install stop signs at San Altos &amp; Placentia or some other solution to slow cars down</td>
<td>If a stop sign will enhance safety, I agree with the suggestion for improvements</td>
<td>Increased enforcement is likely the best solution for this area. While adding stops signs may help, it also increases the likely that the signs will be ran and that additional collisions will incur. While also increasing noise pollution for the local residents.</td>
<td><img src="https://example.com/image1.jpg" alt="Image" /></td>
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<td></td>
<td>Altas velocidades en San Altos Place, ha habido accidentes, señales de alto no son frecuentes y los autos pueden alcanzar altas velocidades</td>
<td>Instalar señales de alto en la intersección de San Altos Place y Placentia Street u otra solución que reduzca la velocidad de los vehículos</td>
<td>Si una señal de alto va a mejorar la seguridad, entonces estoy de acuerdo con la sugerencia de mejoramiento.</td>
<td>Incrementar la implementación de medidas policíacas esta mejor solución para esta área. El incluir señalamientos de alto podría ayudar, también incrementaría la posibilidad de que las señales de alto no sean respetadas por lo que podrían ocurrir choques. También se incrementaría la contaminación auditiva para los residentes locales.</td>
<td><img src="https://example.com/image2.jpg" alt="Image" /></td>
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<tr>
<td><strong>5</strong></td>
<td>Cars are speeding, even at the raised crosswalk</td>
<td>Redesign street to slow cars down</td>
<td>I am unsure what it is going to take to slow vehicles down. Maybe once a week have the sheriff to monitor the flow with a speed gun during the critical hours 8 – 8:20 and 2:30 – 2:45</td>
<td>Contact Sheriff’s for enforcement.</td>
<td><img src="https://example.com/image3.jpg" alt="Image" /></td>
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<td></td>
<td>Autos a altas velocidades aun en el cruce peatonal elevado</td>
<td>Rediseñar la calle para reducir las velocidades vehiculares</td>
<td>No estoy seguro de lo que tomaría para reducir las velocidades vehiculares. A lo mejor tener al sheriff para que monte el flujo con un radar de velocidad entre horas críticas 8:00-8:20 y 2:30 – 2:45</td>
<td>Contactar al Alguacil para la implementación de medidas policíacas.</td>
<td><img src="https://example.com/image4.jpg" alt="Image" /></td>
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<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request Solicitud</td>
<td>School Comments Comentarios de la Escuela</td>
<td>City Comments Comentarios de la Ciudad</td>
<td>Pictures Fotografías</td>
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<td><strong>5</strong></td>
<td>Madera Street &amp; 69th Street intersection: (Votes/Votos: 4)</td>
<td>No sidewalk or space for pedestrians to walk</td>
<td>Install sidewalks</td>
<td>The district is giving thought to closing the access gate leading to Dartmoor Dr. to enhance campus safety. Students will have to use 69th street which has no place for pedestrians to safely walk</td>
<td>![Picture](146 - Lemon Grove Kids Walk &amp; Roll to School)</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Primera Street: (Votes/Votos: 1)</td>
<td>High speeding cars, even when parents are out with kids</td>
<td>Slow down signs</td>
<td>No comment provided by school principal</td>
<td>![Picture](146 - Lemon Grove Kids Walk &amp; Roll to School)</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Around San Altos Elementary School: (Votes/Votes: 1)</td>
<td>It gets very dark, there is not enough lighting, even in the parking lot</td>
<td>Add ped scale lighting around the school and parking lot</td>
<td>I agree with the suggested improvement</td>
<td>![Picture](146 - Lemon Grove Kids Walk &amp; Roll to School)</td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
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<td>City Comments</td>
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<td><strong>7</strong></td>
<td><strong>Lower Fields at San Altos Elementary:</strong></td>
<td>(Votes/Votos: 1)</td>
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<td>No comment provided</td>
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<td></td>
<td>No se brinda comentario</td>
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<td>create a community destination by making it a joint use facility with fields and lights so families can use it after hours as a park</td>
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<td>Crear un destino comunitario al hacerlo una instalación de uso compartido que tenga campos y alumbrado para que las familias lo utilicen después de escuela como un parque</td>
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<td></td>
<td>The suggested improvement is a good start for a conversation on this area. I think there are other things to consider, but I am open for a discussion with district leaders and community representative</td>
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<td>La mejora sugerida es un buen inicio para conversar sobre esta área. Yo creo que hay otras cosas a considerar, pero estoy abierto a tratarlas con dirigentes del distrito y representantes de la comunidad</td>
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<td></td>
<td>No comment</td>
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</tbody>
</table>

<p>| <strong>10</strong> | <strong>Parking Lot:</strong> | (Votes/Votos: 0) | | | |
| | Left turn onto Madera is allowed and it creates congestion | | | | |
| | Vuelta izquierda hacia Madera es permitida pero crea congestionamiento | | | | |
| | Make left turn out of lot illegal | | | | |
| | Hacer la vuelta a la izquierda saliendo de ese lote sea ilegal | | | | |
| | Before implementing this suggestion, I prefer more discussion. This suggestion may put drivers complicating things even more depending on what drivers do after they turn left | | | | |
| | Antes de implementar esta sugerencia, yo preferiría que se tratara más. Esta sugerencia podría complicar más las cosas para los conductores dependiendo en lo que los conductores hagan después de dar vuelta a la izquierda | | | | |
| | No comment | | | | |
| | Ningún Comentario. | | | | |</p>
<table>
<thead>
<tr>
<th>Priority</th>
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<th>Request</th>
<th>School Comments</th>
<th>City Comments</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>69th Street:</td>
<td>Too dangerous to ride bikes to school. No sidewalks, no bike lanes</td>
<td>Add sidewalks and BIKE LANES</td>
<td>I agree with the recommendation for a sidewalk</td>
<td>In most instances the City cannot install sidewalks because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="https://example.com/image1.jpg" alt="Image" /></td>
</tr>
<tr>
<td>69th Street North of Madera Street:</td>
<td>No sidewalk. Cars going too fast</td>
<td>Install complete sidewalk. City to install appropriate traffic calming-chicanes or curves</td>
<td>I agree with recommendation for a sidewalk</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="https://example.com/image2.jpg" alt="Image" /></td>
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<tr>
<td>Dartmoor Drive between Daventry and Denstone:</td>
<td>No sidewalk</td>
<td>Install a complete sidewalk</td>
<td>I agree with the suggestion for improvements</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
<td><img src="https://example.com/image3.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
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<td><strong>10</strong></td>
<td><em>Sheena Street</em>: (Votes/Votos: 0)</td>
<td>No comment provided by resident</td>
<td>No comment provided by school principal</td>
<td>No comment</td>
<td>![Sheena Street Image]</td>
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<td></td>
<td>Not a through street</td>
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<td></td>
<td><em>No es una calle que cruza</em></td>
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<tr>
<td><strong>10</strong></td>
<td><em>Daventry/Dartmoor/Denstone near 69th Street</em>: (Votes/Votos: 0)</td>
<td>Add stop signs at those 3 streets</td>
<td>I leave this decision to the cities traffic management. They are the best position to determine the impact of placing stop signs at these locations</td>
<td>The Engineering Division will evaluate these intersections for recommendations to Public Works.</td>
<td>![Daventry/Dartmoor/Denstone Image]</td>
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<tr>
<td></td>
<td>No stop signs and cars are speeding</td>
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<td><em>No hay señales de alto y los vehículos van a altas velocidades</em></td>
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<tr>
<td></td>
<td>Add stop signs at those 3 streets</td>
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<tr>
<td></td>
<td><em>Agregar señal de alto en esas tres calles</em></td>
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Preferred Routes to School Map

Based on a schoolwide survey sent to San Miguel E.S. families, parents indicated their routes to school. This map shows the preferred streets taken to school from people submitting their input.

En base a una encuesta enviada a las familias the San Miguel, los padres de familia indicaron la ruta que toman a la escuela. Este mapa muestra los segmentos preferidos por las personas que dieron su información.
Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with residents and school staff at San Altos Elementary School located at 1750 Madera Street, Lemon Grove, CA 91945 on Tuesday October 14, 2014. This workshop identified activities to support children to safely commute to San Altos Elementary School.

Workshop participants suggested the following activities to support children safely commuting to school:

**Vision for the San Altos Elementary School SRTS Program:**

- Madera Street to be safer with cars at lower speeds/
  
  *Que Madera Street sea más segura con menores velocidades vehiculares*

- More sidewalks around school/
  
  *Mas banquetas alrededor de la escuela San Altos*

- More parent involvement/
  
  *Mas participación de los padres de familia*

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

Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) a la Escuela de la Escuela Primaria San Altos.
<table>
<thead>
<tr>
<th><strong>Activities/ Actividades</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Students/ Estudiantes</strong></td>
</tr>
<tr>
<td>- Bike Rodeo/ Rodeo Ciclista</td>
</tr>
<tr>
<td>- Pedestrian safety training for students Entrenamiento de seguridad peatonal para los estudiantes</td>
</tr>
<tr>
<td>- Educational material to teach students how to cross properly on the new crosswalk on Madera Street (right in front of the school)/ Material educativo que enseñe a los estudiantes a como cruzar de manera apropiada en el Nuevo cruce peatonal en Madera Street (justo frente a la escuela)</td>
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<tr>
<td><strong>Parents/ Padres de Familia</strong></td>
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<tr>
<td>- A campaign with signs, banners to create awareness/ Una campana con cartelones y lonas para crear conciencia</td>
</tr>
<tr>
<td>- Use School Marquee to make SRTS related communications/ Utilizar el letrero escolar para hacer comunicados relacionados al programa SRTS</td>
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<tr>
<td>- Use special events like Fall Festival to make communications to parents/ Utilizar eventos como el Festival de Otoño para hacer comunicados a los padres de familia</td>
</tr>
<tr>
<td><strong>Neighborhood and Drivers:/ Comunidad y conductores:</strong></td>
</tr>
<tr>
<td>- I Drive 25mph at school zone program - Pace Car Program and pledge/ Programa “Yo manejo a 25 mph en zona escolar” – Programa de Auto que Marca el Paso de la Velocidad y juramento</td>
</tr>
<tr>
<td>- Use the school marquee to send community messages/ Utilizar el anuncio que está en frente de la escuela para hacer mensajes comunitarios</td>
</tr>
<tr>
<td><strong>Encouragement/ Motivación</strong></td>
</tr>
<tr>
<td><strong>Walking promotion/ Promover el Caminar</strong></td>
</tr>
<tr>
<td>- Celebrate International Walk to School Day and then: Celebrar el Día Internacional para Caminar a la Escuela, después:</td>
</tr>
<tr>
<td>- Organize a Walk to school Day/ Organizar un Día de Caminar a la Escuela</td>
</tr>
<tr>
<td>- Walking school buses Camioncitos caminantes</td>
</tr>
<tr>
<td>Enforcement/ Aplicación de Medidas</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>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):</strong></td>
</tr>
<tr>
<td>- Banners/ Lonas</td>
</tr>
<tr>
<td>- An educated and trained safety patrol/ Una patrulla de seguridad educada y bien preparada</td>
</tr>
<tr>
<td>- Signs and cones for drop off area/ Señales y conos para áreas de desabordar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Law Enforcement (Sheriff’s Department)/ Medidas legales (Departamento del Sheriff):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Police presence/ Presencia policiaca</td>
</tr>
<tr>
<td>- Electronic Feedback signs/ Anuncios en el tableros electrónicos que se pone en las vialidades</td>
</tr>
<tr>
<td>- Install speed radars on Madera Street, (but police dept does not have one)/ Instalar radares de velocidad en Madera Street, pero el departamento de policía no cuenta con uno</td>
</tr>
<tr>
<td>- Sheriff Department to train safety patrol properly/ Que el Departamento del Sheriff entrene bien a la patrulla de seguridad de la escuela</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engineering Ingeniería</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>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>- More visible speed limit signs/ Señales de límite de velocidad más visibles</td>
</tr>
<tr>
<td>- On Madera Street the 40 mph speed limit drops to 25mph suddenly within 100ft from Massachusetts and cars are still going fast by the time they get to San Altos Elementary/ En Madera Street el límite de velocidad cambia de 40 mph a 25mph de repente en un rango de 100 pies entrando de Massachusetts y los carros</td>
</tr>
<tr>
<td>Evaluation/ Evaluación</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>van rápido cuando llegan al nivel de la escuela San Altos</td>
</tr>
<tr>
<td>- MTS drivers driving fast and challenging safety patrol/ Los choferes de los camiones de MTS manejan rápido y no obedecen a la patrulla de seguridad</td>
</tr>
<tr>
<td>- Medians to reduce speed on Madera Street/ Camellones para reducir la velocidad en Madera Street</td>
</tr>
<tr>
<td>- Flashing yellow crossalks need to be replaced with red-green or something that would make drivers to slow down or respect pedestrians/ Las luces parpadeantes amarilla en el cruce peatonal deben remplazarse por unas de color rojo-verde o algo diferente que reduzca la velocidad vehicular o que los conductores respeten a los peatones</td>
</tr>
<tr>
<td>- Previous walkability workshop report includes relevant information/ El reporte de un taller anterior incluye información relevante</td>
</tr>
<tr>
<td>Surveys and Tallies/ Encuestas y Conteos:</td>
</tr>
<tr>
<td>- Evaluation surveys at the beginning, middle and end of the project/ Encuestas de evaluación al inicio, a la mitad y al final del proyecto</td>
</tr>
<tr>
<td>- Classroom tallies at the beginning, middle and end of the project/ Cuentas en salón de clase al inicio, a la mitad y al final del proyecto</td>
</tr>
<tr>
<td>- Use tickets collected on W2SD and other events to keep track of the number of kids walking to school/ Utilizar los boletos colectados en el W2SD y otros eventos para tener un registro del número de niños que caminan a la escuela.</td>
</tr>
</tbody>
</table>
San Miguel Elementary

- SRTS Community Input Summary

- Parent Preferred Routes Map

- 4 E’s Program Implementation Plan
## Lemon Grove Kids Walk & Roll to School!

**San Miguel Elementary School Neighborhood**  
**Vecindario de la Escuela Primaria San Miguel**

Pedestrian & Bicyclist Issues  
**Temas de Peatones y Ciclistas**

Circulate San Diego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input. Community members 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 cast by residents, thus determining community prioritization.)

Circulate San Diego, en asociación con la Ciudad de Lemon Grove y el Distrito Escolar de Lemon Grove realizaron una serie de eventos comunitarios para recopilar información. Los miembros de la comunidad reportaron los siguientes problemas peatonales y las posibles soluciones para mejorar cada uno de esos problemas peatonales. (Por favor note que los números en los paréntesis son el número de votos totales que dieron los residentes, como resultado se determinó el nivel de prioridad.)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Issues Identified by Residents</th>
<th>Request</th>
<th>School Comments</th>
<th>City Comments</th>
<th>Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>San Miguel Avenue &amp; Mercury Drive intersection:</td>
<td>(Votes/Votes: 5)</td>
<td></td>
<td></td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>1</td>
<td>No stop sign, many kids crossing cars not stopping for peds</td>
<td>Install a stop sign</td>
<td>There are stop signs on north and south side, but not westbound and eastbound</td>
<td>No Comment</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay señal de alto, muchos niños cruzan y los vehículos no paran para que crucen los peatones</td>
<td>Instalar una señal de alto</td>
<td>Hay señales de alto en el lado norte y sur, pero no en sentido este y oeste</td>
<td>Ningún Comentario.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>San Miguel Avenue &amp; Mercury Drive intersection :</td>
<td>(Votes/Votes: 5)</td>
<td></td>
<td></td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>2</td>
<td>Traffic backs up when people stop to let everyone go, unsafe for crossing here</td>
<td>Install a 4-way stop (2 way currently)</td>
<td>Great idea</td>
<td>The Engineering Division can evaluate the traffic need for a four way stop sign.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Se congestiona el tráfico cuando la gente se para para que pasen todos, es inseguro cruzar por aquí</td>
<td>Instalar señal de alto en 4 sentidos, actualmente solo hay en 2 sentidos</td>
<td>Gran idea</td>
<td>La división de ingeniería puede evaluar las necesidades del tráfico para una señal de alto de cuatro sentidos.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>San Miguel Avenue &amp; Mercury Drive intersection:</strong> (Votes/Votos: 3)</td>
<td>Safety patrol waits until no cars on intersection</td>
<td>Better training, better timing to allow ped crossing</td>
<td>Training with Teachers and patrol members needs to happen yearly with Sheriff</td>
<td>No Comment</td>
</tr>
<tr>
<td></td>
<td><strong>La patrulla de seguridad se espera hasta que no hay carros en la intersección</strong></td>
<td>Un Mejor entrenamiento, mejores tiempos que permitan que los peatones crucen</td>
<td>Necesita haber entrenamiento anual del Sheriff con los maestros y los miembros de la patrulla</td>
<td>Ningún Comentario.</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>San Miguel Avenue by school:</strong> (Votes/Votos: 3)</td>
<td>Cars park on north side, people rather J-walk than going to crosswalk on Mercury because it is unsafe to walk on street (no sidewalk)</td>
<td>Install sidewalk</td>
<td>Parking needs to be eliminated on north side of San Miguel Avenue there is no space for through traffic heading towards Federal Avenue</td>
<td>The SRTS grant project will address some of the parking concerns on San Miguel. However, the parents should be reminded that it hinders a smooth drop off when they stop there.</td>
</tr>
<tr>
<td></td>
<td><strong>Los vehículos se estacionan en la parte norte, la gente prefiere cruzar a mitad de la calle que ir a Mercury porque es peligroso caminar en la calle ya que no hay banqueta</strong></td>
<td>Instalar banqueta</td>
<td>El estacionamiento necesita eliminarse del lado norte de San Miguel Avenue porque no hay espacio para el tráfico que se dirige hacia Federal Avenue</td>
<td>El proyecto Rutas Seguras a la Escuela (SRTS por sus siglas en inglés) abordará algunas de las preocupaciones de estacionamiento en San Miguel. Sin embargo, a los padres deberán ser recordados de que entorpecen el flujo de dejar a los estudiantes cuando paran aquí.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
</tr>
<tr>
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</tr>
<tr>
<td>5</td>
<td>The light to cross isn’t long enough for peds</td>
<td>Extend the walk light for pedestrians</td>
<td>Agree</td>
<td>The Engineering Division can evaluate the traffic control device</td>
<td><img src="image1.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>El tiempo de cruce peatonal en el semáforo no es suficiente para los peatones</td>
<td>Extender el tiempo de cruce para los peatones en el semáforo</td>
<td>De acuerdo</td>
<td>La división de ingeniería puede evaluar el control de tráfico.</td>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
<tr>
<td>5</td>
<td>No school zone signage</td>
<td>Install school zone and speed signs</td>
<td>Agree</td>
<td>The Public Works Department will evaluate the area.</td>
<td><img src="image3.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>No hay señalización de que existe una escuela cerca</td>
<td>Instalar señales de escuela y velocidad</td>
<td>De acuerdo</td>
<td>El Departamento Obras Publicas evaluará el área.</td>
<td><img src="image4.jpg" alt="Image" /></td>
</tr>
<tr>
<td>7</td>
<td>Many bushes trees blocking sidewalk</td>
<td>City to talk with owners or have City to trim them</td>
<td>Agree</td>
<td>The Public Works Department will evaluate the area.</td>
<td><img src="image5.jpg" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Muchos arbustos obstruyendo la banqueta</td>
<td>Que la Ciudad hable con los dueños o que la Ciudad los pode</td>
<td>De acuerdo</td>
<td>El Departamento Obras Publicas evaluará el área.</td>
<td><img src="image6.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
</tr>
<tr>
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<td>----------</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>San Miguel Avenue by school (north side): (Votes/Votos: 2)</td>
<td>Speeding</td>
<td>Install electronic radars</td>
<td>Blinking lights</td>
<td>Recommend increased Sheriff's enforcement.</td>
</tr>
<tr>
<td></td>
<td>Alta velocidades</td>
<td>Instalar radares electrónicos</td>
<td>Luces parpadeantes</td>
<td>Se recomienda al Alguacil incrementar la implementacion de medidas.</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>San Miguel Avenue between the school &amp; MacArthur Drive: (Votes/Votos: 2)</td>
<td>No sidewalk</td>
<td>Install sidewalk</td>
<td>Install sidewalk</td>
<td>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</td>
</tr>
<tr>
<td></td>
<td>No hay banqueta</td>
<td>Instalar banqueta</td>
<td>Instalar banqueta</td>
<td>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas.</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Mount Vernon Street: (Votes/Votos: 2)</td>
<td>High speeds (vehicles) east &amp; west of Bonita</td>
<td>Install sidewalks</td>
<td>No comments provided</td>
<td>Recommend increased Sheriff's enforcement.</td>
</tr>
<tr>
<td></td>
<td>Altas velocidades vehiculares al este y oeste de Bonita</td>
<td>Instalar banquetas</td>
<td>No hay comentarios</td>
<td>Se recomienda al Alguacil incrementar la implementacion de medidas.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
</tr>
<tr>
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</tr>
<tr>
<td>7</td>
<td>Walgreens Shopping Center: (Votes/Votos: 2)</td>
<td>Not enough pedestrian infrastructure, not enough lighting</td>
<td>City to have ordinances that would implement more pedestrian infrastructure on private developments (shopping centers)</td>
<td>No comments provided</td>
<td>This is a private property area and the City cannot retroactively mandate that a business install lights after construction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No hay suficiente infraestructura peatonal, no hay suficiente alumbrado</td>
<td>Que la Ciudad tenga reglamentos que ocasionen se implementen mayor infraestructura peatonal en desarrollos privados (centros comerciales)</td>
<td>No hay comentarios</td>
<td>Esta es una área de propiedad privada y la Ciudad no puede girar un mandato retroactivo para la instalación de alumbrado después de la contrucción.</td>
</tr>
<tr>
<td>12</td>
<td>Mount Vernon Street &amp; Bonita Street Intersection: (Votes/Votos: 1)</td>
<td>Visibility problems when cars going upward on Mount Vernon</td>
<td>City to make it safer</td>
<td>No comments provided</td>
<td>What type of visibility problem? Bushes obstructing signs, line of sight?</td>
</tr>
<tr>
<td></td>
<td>Problemas de visibilidad cuando los vehículos van de subida en Mount Vermont</td>
<td>Que la Ciudad lo haga más seguro</td>
<td>No hay comentarios</td>
<td>¿Qué tipo de problema de visibilidad? ¿Arbustos, señalamientos obstruyendo, líneas visuales?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Massachusetts Avenue: (Votes/Votos: 1)</td>
<td>Vehicles speeding</td>
<td>Traffic calming</td>
<td>Agree</td>
<td>Sheriff’s request for increased traffic enforcement.</td>
</tr>
<tr>
<td></td>
<td>Velocidad de carros</td>
<td>Reductores de velocidad</td>
<td>De acuerdo</td>
<td></td>
<td>Petición al Alguacil para incrementar la implementacion de medidas policíacas.</td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Massachusetts Avenue: (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>No signage warning school nearby</td>
<td>Ask about adding signs</td>
<td>Agree</td>
<td>The Public Works Department will evaluate the area.</td>
<td><img src="https://example.com/image1.jpg" alt="Image 1" /></td>
</tr>
<tr>
<td></td>
<td>No hay señalamiento que indique que hay una escuela cercana</td>
<td>Pedir que se agregen señales</td>
<td>De acuerdo</td>
<td>El Departamento de Obras Publicas evaluará el área.</td>
<td><img src="https://example.com/image2.jpg" alt="Image 2" /></td>
</tr>
<tr>
<td></td>
<td>Massachusetts Avenue &amp; San Miguel Avenue intersection: (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Speeding, congestion, no sidewalk on one side, on San Miguel there is no left turn arrow</td>
<td>Put a left turn light in order to make the left turn, put in sidewalk</td>
<td>Agree</td>
<td>The Public Works Department is working with the Engineering Division to create a viable long term traffic control solution.</td>
<td><img src="https://example.com/image3.jpg" alt="Image 3" /></td>
</tr>
<tr>
<td></td>
<td>Velocidad, congestionamiento, vuelta a la requerida sobre San Miguel no hay no hay flecha, no hay banqueta en un lado</td>
<td>Poner flecha (semáforo) para dar vuelta a la izquierda, instalar banqueta</td>
<td>De acuerdo</td>
<td>El Departamento de Obras Públicas está trabajando con la División de ingeniería para crear una solución viable de control de tráfico a largo plazo.</td>
<td><img src="https://example.com/image4.jpg" alt="Image 4" /></td>
</tr>
<tr>
<td></td>
<td>San Miguel Avenue between the school &amp; MacArthur Drive: (Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Speeding cars</td>
<td>Address speeding cars</td>
<td>Install electronic radar</td>
<td>Sheriff's request for increased traffic enforcement.</td>
<td><img src="https://example.com/image5.jpg" alt="Image 5" /></td>
</tr>
<tr>
<td></td>
<td>Altas velocidades vehiculares</td>
<td>Abordar la velocidad de los vehículos</td>
<td>Instalar un radar electrónico</td>
<td>Petición al Alguacil para incrementar la implementación de medidas.</td>
<td><img src="https://example.com/image6.jpg" alt="Image 6" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
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</tr>
<tr>
<td></td>
<td>San Miguel Avenue between the school &amp; MacArthur Drive:</td>
<td>(Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Very curvy road</td>
<td>No comment provided</td>
<td>No comment provided</td>
<td>No Comment</td>
<td><img src="image1.png" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>Es una calle muy curveada</td>
<td>No se dio ningún comentario</td>
<td>No hay comentario</td>
<td>Ningún Comentario.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>San Miguel Avenue in front of school by church:</td>
<td>(Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>In front of the school by the church (there is) no crossing</td>
<td>Paint crossing</td>
<td>Crossing needs to be installed</td>
<td>This will be installed with the SRTS Grant project.</td>
<td><img src="image2.png" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>No hay cruces en frente de la escuela por la iglesia</td>
<td>Pintar el cruce peatonal</td>
<td>Se necesita que se instale un cruce</td>
<td>Esta será instalada con el proyecto de Rutas Seguras a la Escuela (SRTS por sus sibles en ingles).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>San Miguel Avenue &amp; Mercury Drive intersection:</td>
<td>(Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>No stop signs</td>
<td>No comment provided</td>
<td>No comment provided</td>
<td>See previous response.</td>
<td><img src="image3.png" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>No hay señales de alto</td>
<td>No se dio ningún comentario</td>
<td>No hay comentario</td>
<td>Ver respuesta anterior.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>San Miguel Avenue by school (north side):</td>
<td>(Votes/Votos: 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Not enough school area signs</td>
<td>Install more school area signs</td>
<td>Huge safety concerns for speeding cross-through traffic</td>
<td>There are existing signs in the area.</td>
<td><img src="image4.png" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>No hay suficientes señales de zona escolar</td>
<td>Instalar mas señales de zona escolar</td>
<td>Una gran preocupación de seguridad por los carros que cruzan a altas velocidades</td>
<td>Ya existen señalamientos en el area.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------</td>
<td>---------</td>
<td>-----------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>San Miguel Avenue by school (north side): (Votes/Votos: 0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>No sidewalk</td>
<td>Install sidewalk</td>
<td>No comment provided</td>
<td>This will be installed with the SRTS Grant project.</td>
<td><img src="image1.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>No hay banqueta</td>
<td>Instalar banqueta</td>
<td>No hay comentario</td>
<td>Esta será instalada con el proyecto de Rutas Seguras a la Escuela (SRTS por sus sibles en inglés).</td>
<td><img src="image2.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>Massachusetts Avenue &amp; San Miguel Avenue intersection: (Votes/Votos: 0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Bad traffic light synchronization</td>
<td>No comment provided by resident</td>
<td>Agree</td>
<td>The Engineering Division will evaluate this area.</td>
<td><img src="image3.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>Mal sincronizados los semáforos</td>
<td>Residentes no brindaron comentario</td>
<td>De acuerdo</td>
<td>La división de ingeniería evaluará esta área.</td>
<td><img src="image4.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>Massachusetts Avenue: (Votes/Votos: 0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Transit stop near SM has utility pole in the way</td>
<td>Underground utilities, create space for people to wait for bus</td>
<td>Agree</td>
<td>No Comment</td>
<td><img src="image5.jpg" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td>La parada de transporte público cerca de SM tiene un poste a la mitad de la banqueta</td>
<td>Que se entierren las utilidades, crear más espacio para que la gente espere el autobús</td>
<td>De acuerdo</td>
<td>Ningún Comentario.</td>
<td><img src="image6.jpg" alt="Picture" /></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
</tr>
<tr>
<td>----------</td>
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<td>---------</td>
<td>-----------------</td>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Massachusetts Avenue &amp; Rosemary Lane intersection:</td>
<td>(Votes/Votos: 0)</td>
<td>21</td>
<td>No crosswalks</td>
<td>No comment provided</td>
</tr>
<tr>
<td></td>
<td>No hay cruce de peatones</td>
<td>No se dio algún comentario</td>
<td>De acuerdo</td>
<td></td>
<td><img src="image_url" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>Mount Vernon Street:</td>
<td>(Votes/Votos: 0)</td>
<td>21</td>
<td>No sidewalks</td>
<td>Install traffic calming</td>
</tr>
<tr>
<td></td>
<td>No hay banquetas</td>
<td>Instalar reductores de velocidad</td>
<td>No hay comentarios</td>
<td>Ningún Comentario.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mercury:</td>
<td>(Votes/Votos: 0)</td>
<td>21</td>
<td>Speeding and no stop signs</td>
<td>No comments provided</td>
</tr>
<tr>
<td></td>
<td>Velocidad de carros y no hay señales de alto</td>
<td>No hay comentarios</td>
<td>No hay comentarios</td>
<td>Ningún Comentario.</td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Issues Identified by Residents</td>
<td>Request</td>
<td>School Comments</td>
<td>City Comments</td>
<td>Pictures</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------</td>
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<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>21</td>
<td>Parents dropping kids off westbound and parking on northside</td>
<td>School zone lifted crosswalk like Broadway, make pick up and drop off on east side street! Eliminates problem on San Miguel Avenue</td>
<td>Flow of traffic in parking lot defined to help traffic congestion</td>
<td>No Comment</td>
<td><img src="image1.png" alt="Picture" /></td>
</tr>
<tr>
<td>21</td>
<td>People ignore no left turn sign and trun left impeding traffic</td>
<td>Cut tree branch and enforce law, enforcement – get Sheriff out there</td>
<td>Address “no turn left sign”</td>
<td>No Comment</td>
<td><img src="image2.png" alt="Picture" /></td>
</tr>
</tbody>
</table>
Preferred Routes to School Map

Based on a schoolwide survey sent to San Miguel E.S. families, parents indicated their routes to school. This map shows the preferred streets taken to school from people submitting their input.

En base a una encuesta enviada a las familias de San Miguel, los padres de familia indicaron la ruta que toman a la escuela. Este mapa muestra los segmentos preferidos por las personas que dieron su información.
Lemon Grove Kids Walk & Roll to School
San Miguel Elementary School/
Escuela Primaria San Miguel

Safe Routes to School (SRTS) Program School Plan
Plan del Programa de Rutas Seguras a la Escuela (SRTS) para la Escuela

Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with residents, Sheriff Department staff and school staff at San Miguel Elementary School located at 7059 San Miguel Avenue, Lemon Grove, CA 91945 on September 20, 2013. This workshop identified activities to support children to safely commute to San Miguel Elementary School.

Circulate San Diego (previamente WalkSanDiego), en asociación con la Ciudad de Lemon Grove realizaron un taller a la comunidad con residentes, personal del Departamento del Sheriff y de la escuela en la Escuela Primaria San Miguel ubicada en 7059 San Miguel Ave, Lemon Grove, CA 91945 el 20 de Septiembre de 2013 para identificar actividades para apoyar a los niños a que lleguen a la Escuela Primaria San Miguel.

Workshop participants suggested the following activities to support children safely commuting to school:
Los participantes del taller sugirieron las siguientes actividades para apoyar niños a que lleguen de manera segura a la escuela:

Vision for the San Miguel Elementary School SRTS Program:
Visión para el Programa de Rutas Seguras a la Escuela Primaria San Miguel:

- Over 50% of students walking to school
  - Más del 50% de los estudiantes que caminen a la escuela
- Crosswalks with brighter yellow paint
  - Cruces peatonales con pintura amarilla brillosa
- Safer driving in the school zone
  - Conductores más seguros en zona escolar
- More caution at the speed limit signs
  - Mayor precaución en las señales de límites de velocidad
- Culture change toward respect for all modes of transportation
  - Cambio de cultura en relación al respeto a todos los medios de transporte
- Improved driver attitudes/behavior
  - Mejora en las actitudes/conductas de los conductores
- Safer intersections and streets in regards to transportation
  - Intersecciones y calles más seguras en términos de transporte
- A cleaner environment (less polluted)
  - Entorno más limpio (menos contaminado)
- Better pedestrian infrastructure free of barriers
  - Mejor infraestructura peatonal libre de obstáculos
- A more respectful environment between pedestrians and vehicle drivers (more awareness)
  - Un entorno más respetuoso entre peatones y conductores (mayor conciencia)
- Healthier kids
  - Niños más saludables
The following activities were suggested for the Central Elementary School SRTS program:
Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) a la Escuela de la Escuela Primaria Central.

<table>
<thead>
<tr>
<th>Activities/ Actividades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td><strong>Estudiantes:</strong></td>
</tr>
</tbody>
</table>
| o Bike Rodeos – engage the extended day program (EDP).  
Rodeo Ciclista- involucrar al programa de escuela extendida (EDP por sus siglas en ingles). |
| o Pedestrian safety training for students.  
Entrenamiento de seguridad peatonal para los estudiantes. |
| o Police to come to the school to talk about personal and traffic safety.  
Policía que venga a la escuela a hablar sobre seguridad personal y de transito. |
| o Pin bottoms with pedestrian and bicycle educational messages for students – e.g. “I Walk to School” and that include students’ information (name, class and grade).  
Botones con mensajes educativos de seguridad peatonal y ciclista para los estudiantes y que digan “yo camino a la escuela” con su información (nombre, maestro y grado). |
| o Assembly with school mascot.  
Asamblea con la mascota (botarga). |
| **Parents:**           |
| **Padres de Familia:** |
| o A campaign with signs, banners to create awareness.  
Una campana con cartelones y lonas para crear conciencia.  |
| • Educational flyers to be given to parents when they drop children at school.  
Volantes educativos para dar a padres cuando dejan a los niños en la escuela. |
| o Education through official school webpage or Facebook page.  
Educación a través de la página oficial de la escuela o a través de la página de Facebook. |
| o Messages related to safe driving and other relevant information like - “Did you know that.....(ticket info, statistics, etc.)”  
Mensajes relacionados a manejar de manera segura y otra información relevante como - :”sabía usted que:........(información sobre multas, estadísticas, etc.”. |
## Education

**Neighborhood and Drivers:**

**Comunidad y conductores:**

- I Drive 25mph at school zone program - Pace Car Program and pledge.  
  *Programa “Yo manejo a 25 mph en zona escolar” – Programa de Auto que Marca el Paso de la Velocidad y juramento.*
- Install community signs - real estate kind of signs, around the school to remind community about safety.  
  *Instalar cartelones comunitarios – tipo del que usan los de bienes raíces, alrededor de la escuela para recordar a la comunidad sobre la seguridad.*

## Encouragement

**Walking promotion:**

**Promover el Caminar:**

- Celebrate International Walk to School Day and then:  
  *Celebrar el Día Internacional para Caminar a la Escuela, después:*
  - Organize a Walk to school Day.  
    *Organizar un Día de Caminar a la Escuela.*
- Regular Walk to School Days.  
  *Día de Caminar a la Escuela.*
- Walking school buses.  
  *Camioncitos caminantes.*
- Create Park and Walk Sites.  
  *Crear sitios para estacionarse y después caminar.*
- Incentive Program:  
  *Programa de Incentivos:*
  - Contests, frequent walking, tickets and punch cards on random days.  
    *Concursos, caminante frecuente, boletos y tarjetas para perforarse en diferentes días.*
  - Gotcha Being good tickets – Sheriff already have a program with the 7/11. Would be important to explore possibility to integrate program to SRTS schools.  
    *Atrapado por hacer cosas bien – el Departamento del Sheriff ya tiene un programa con el 7/11. Sería importante explorar la posibilidad de integrar ese programa al programa de SRTS.*
  - Incorporate students who can't walk to school – no run club any more – maybe something on W2SD.  
    *Incorporar a los estudiantes que no pueden caminar a la escuela – ya no hay club de carreras – tal vez el día de caminar a la escuela.*
<table>
<thead>
<tr>
<th><strong>Enforcement</strong></th>
<th><strong>Aplicación de Medidas</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School based (with students, Crossing guard (parent), and community:</strong></td>
<td><strong>A través de la escuela (con estudiantes, guardias de cruce (padres de familia) y la comunidad:</strong></td>
</tr>
</tbody>
</table>
| - Place messages on cars indicating that they are obstructing the sidewalk – a frequent problema in this área.  
*Poner mensajes en carros estacionados indicando que están obstruyendo la banqueta – un problema muy constante en esta área.* | - Volunteers or kids with posters reminding drivers what to do.  
*Voluntarios o estudiantes que le recuerden a los conductores sobre que hacer.* |
| - Banners.  
*Lonas.* | - Banners.  
*Lonas.* |
| - Parent valets with orange vest to open door for kids being dropped off – one parent helping 3 days per week (need about 20 vests).  
*Padres de familia que abran las puertas de los carros a los niños que se bajan de los carros (con chalecos naranja) – un padre de familia que ayude 3 días a la semana (se necesitarían como 20 chalecos).* | - Parent valets with orange vest to open door for kids being dropped off – one parent helping 3 days per week (need about 20 vests).  
*Padres de familia que abran las puertas de los carros a los niños que se bajan de los carros (con chalecos naranja) – un padre de familia que ayude 3 días a la semana (se necesitarían como 20 chalecos).* |
| - Involve more parents since the City of Lemon Grove has one traffic deputy for all 9 schools (CSO can write some tickets – for blocking sidewalks with car).  
*Involucrar a mas padres de familia ya que la Ciudad de Lemon Grove solo cuenta con un oficial de policía para todas las escuelas (los oficiales de Servicio Comunitario (CSO por sus siglas en ingles) puede escribir ciertas multas)* | - Involve more parents since the City of Lemon Grove has one traffic deputy for all 9 schools (CSO can write some tickets – for blocking sidewalks with car).  
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**Law Enforcement (Sheriff’s Department):**  
**Medidas legales (Departamento del Sheriff):**

| - Police presence.  
*Presencia policiaca.* | - Police presence.  
*Presencia policiaca.* |
| - Install cameras at traffic lights.  
*Instalar cámaras en los semáforos* | - Install cameras at traffic lights.  
*Instalar cámaras en los semáforos* |
| - Install speed radars on Massachusetts Avenue, but police department does not have one.  
*Instalar radares de velocidad en Massachusetts Avenue, pero el departamento de policía no cuenta con uno.* | - Install speed radars on Massachusetts Avenue, but police department does not have one.  
*Instalar radares de velocidad en Massachusetts Avenue, pero el departamento de policía no cuenta con uno.* |
| - Pedestrian Decoys to ticket drivers.  
*Policías en Cubierto – que multen a conductores que hacen infracciones.* | - Pedestrian Decoys to ticket drivers.  
*Policías en Cubierto – que multen a conductores que hacen infracciones.* |
**Engineering**

Plan and install improvements around school for enhanced safety:
*Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad:*

- Crosswalk near church still is needed.
  *Poner una zona para desabordar a los estudiantes.*

- Increased signage west of the school, no school zone or speed limit sign currently.
  *Incrementar el señalamiento de zona escolar al oeste de la escuela, no hay actualmente señal de zona escolar o de límite de velocidad.*

- There is no left turn out of parking lot since construction happened.
  *No hay señal de no vuelta a la izquierda saliendo del estacionamiento desde que se hizo la construcción.*

- Specifically Massachusetts Avenue – left turn is an issue – ask City to evaluate Massachusetts Avenue.
  *Especificamente en Massachusetts Avenue – la vuelta a la izquierda es un problema – pedir a la Ciudad que evalúe Massachusetts Avenue.*

- Extend school zone with signs/speed limits on Mass Avenue.
  *Que se extienda la zona escolar con señales y límites de velocidad a Massachusetts Avenue.*

- A previous walkability workshop report includes relevant information.
  *El reporte de un taller anterior incluye información relevante.*

---

**Evaluation**

**Surveys and Tallies:**
*Encuestas y Conteos:*

- Evaluation surveys at the beginning, middle and end of the project.
  *Encuestas de evaluación al inicio, a la mitad y al final del proyecto.*

- Classroom tallies at the beginning, middle and end of the project.
  *Cuentas en salón de clase al inicio, a la mitad y al final del proyecto.*

- Use tickets collected on W2SD and other events to keep track of the number of kids walking to school.
  *Utilizar los boletos colectados en el W2SD y otros eventos para tener un registro del número de niños que caminan a la escuela.*
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