

# **Appendix B:**

# **Programmatic Evaluation**

# **Memo**



304 12<sup>th</sup> Street, Suite 2A  
Oakland, CA 94607  
(510) 540-5008  
[www.altaplanning.com](http://www.altaplanning.com)

To: Leslie Blomquist, City of Citrus Heights Daniel Cruz, City of Citrus Heights

From: Jocelyn Walker, Alta Planning + Design

Date: November 19, 2019, updated January 31, 2020

Re: **Carriage Drive and Lauppe Lane Safe Schools Corridor Plan |  
Background Summary Report (Programmatic Evaluation)**

---

## I. PROGRAMMATIC EVALUATION

Alta's experienced Safe Routes to School (SRTS) staff reviewed existing SRTS programs and policies, as well as reviewed project walk audit and stakeholder interview reports to inform Education, Encouragement, and Enforcement programmatic recommendations for SJUSD and the City of Citrus Heights.

### Existing SRTS Programs

SJUSD has had Safe Routes to School programming since 2008 when the district first partnered with the Sacramento County Safe Routes to School 5E's Program (Program). As a part of the Program, which was led by WALKSacramento in collaboration with the County of Sacramento Department of Transportation, walk audits and assessment reports were completed for ten San Juan Schools District schools located in unincorporated Sacramento County, which did not include schools in incorporated Citrus Heights.

In 2011, SJUSD partnered with WALKSacramento and the City of Citrus Heights on the Citrus Heights School Walkability Project. Eleven schools in Citrus Heights were included: Arlington Heights, Cambridge Heights, Carriage Drive, Citrus Heights, Grand Oaks, Kingswood, Lichen, Mariposa Avenue, Skycrest, Sylvan, and Woodside.

In 2014 and 2015, SJUSD implemented the Fire Up Your Feet program, which was a Safe Routes to School program emphasizing physical activity in and out of school and funded by Kaiser Foundation. It is not clear why no Citrus Heights schools participated in the Fire Up Your Feet program.

SJUSD was awarded Safe Routes to School non-infrastructure program funding in 2016 under the Caltrans Active Transportation Program (ATP). The new funds were used to conduct walk audits and assessments, as well as education and encouragement programs, including pedestrian and bicycle education. Lichen K-8 School, the only participating school located in Citrus Heights, received bicycle education. It is not clear why Lichen was the only participating school from Citrus Heights.

Finally, it should be noted that SJUSD is one of only a handful of California school districts that has a Master Agreement with Caltrans. This is significant because it means they can directly access program funds, such as through ATP, without having to go through a city or other jurisdictional agency.

### Existing SRTS Policies

The Child Nutrition and WIC Reauthorization Act of 2004 established the Local School Wellness Policy, which requires schools and school districts that are participating in the National School Lunch Program and/or School Breakfast Program to develop a local school wellness policy to promote student health and wellness and address childhood obesity. SJUSD, being one such district, adopted Board Policy (BP) 5030 *Student Wellness* as a result. Under BP 5030, school districts can adopt further policies related to health and wellness, including those relating to active modes of transportation such as Safe Routes to School. Specifically, the California School Board Association (CSBA) encourages school districts to adopt BP 5142.2 *Safe Routes to School Program* and its corresponding Administrative Regulation (AR) 5142.2 to solidify district-wide strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transportation to and from school.

Currently, SJUSD has not adopted the language found in BP 5142.2 *Safe Routes to School Program* nor AR 5142.2, but has adopted the following policies related to Safe Routes to School:

#### BP 5142.3 Student Use of Bicycles

Recognizes that bicycle helmets lessen the seriousness of head injuries and recommends that students, who ride bicycles to and from school, always wear bicycle helmets, observe safety laws and rules, and display courtesy toward other riders and pedestrians. Further states that the district will cooperate with community groups that provide bicycle safety information to students and forbids the riding of bicycles on school grounds.

#### BP 5142.2 Crossing Guards

Recognizes that responsible supervision may be needed to help elementary children in safely crossing high traffic or hazardous streets and highways. Authorizes the Superintendent or designee to obtain the services of paid adult crossing guards through the city, county or both, based on determination of need. Further authorizes the Superintendent or designee to establish safety patrols at elementary schools for the purpose of assisting students in safely crossing streets and highways adjacent to or near the school.

### Program Recommendations Menu


Alta staff have compiled a list of corresponding recommendations that address key themes and concerns described by stakeholders. The menu on the next page highlights existing and new resources that can be used or developed specifically for Citrus Heights school communities. While every effort has been made to make the menu complete, it is not exhaustive and is intended to provide options that can be selected for further development.

Recommendations are organized in the menu by Education, Encouragement, and Enforcement. Please note, more detailed recommendations relating to Crossing Guards are highlighted in the Crossing Guard Analysis Memo.

Subject	Description	Material Type	Example
Education	<b>Back to School Parent/Caregivers Safety Handout.</b> Educates parents/caregivers about laws, policies, and school procedures, such as: seatbelt and cell phone laws; zero-tolerance ticketing; and pick-up/drop-off procedures	Flyer	Appendix A
	<b>Neighborhood Safety Sign.</b> Reminds neighbors, parents, and others of relevant laws and safety tips such as no illegal turns, driving slower than the speed limit, and looking out for people walking.	Yard Sign	Appendix B
	<b>Pedestrian and Bike Safety Education for Students.</b> Common Core PE Lesson Plan that provides pedestrian and bike safety education for students, including rules of the road and how to be safe while walking and biking.	Lesson Plan	Appendix C
	<b>School Champion Toolkit.</b> Resource guide to help parent/caregiver or other champion information on how to start and/or grow walking/biking programs at their school sites. This resource helps the school community tailor activities to their needs and provides suggestions from quick-and-easy promotion to more in-depth event ideas.	Toolkit	Appendix D
	<b>Social Media Posts.</b> Customized, high resolution, ready to post social media graphics to promote safe driving, walking, and bicycling behavior and encourage families to walk and bike to school.	High Resolution Social Media Ready Post	Appendix E
	<b>Walk/Bike Resource Fair.</b> 30-40-minutes lunchtime or recess event featuring four (4) activity stations that will teach students bike maintenance, helmet use, walking skills, and the benefits of active travel.	Toolkit	Appendix F
	<b>Walk to School Day.</b> Walk to School Day is an opportunity for schools to highlight the many benefits of walking and promote pedestrian safety for students. Promotion of the day can occur through a variety of ways including a banner posted outside the school, flyers, and/or social media posts.	Banner, Flyer, High Resolution Social Media Ready Post	Appendix G
Encouragement	<b>Bookmark.</b> Bookmarks are a fun and easy way to share walking and biking messages with students.	Flyer	Appendix H
	<b>Punch Card.</b> Individual cards for students to get “punched” when they walk or bike to school. Can be used to track participation and have students entered into a drawing when their punch card is full.	Flyer	Appendix I
	<b>Suggested Route Map.</b> Suggested walking and/or biking route maps are a great way to get families and students thinking about walking or bicycling to school as a viable option one or more days a week. They can also include “park and walk” locations to help reduce vehicle traffic at pick-up and drop-off.	Flyer	Appendix J


Subject	Description	Material Type	Example
Enforcement	<b>Crossing Guard Tip Sheet.</b> Based on the California School Crossing Guard Training Program Guidelines, this tip sheet will present important tips for Crossing Guards to perform their duties properly and safely.	Flyer	New resource, not yet created.
	<b>I Drive 25 Campaign/Pledge.</b> Reminds parents and caregivers of their responsibility to drive safely in school zones and a “pledge” to do so.	Brochure, Car Decal	Appendix K
	<b>School Board Policy.</b> For SJUSD, adopt the California School Board Association’s sample board and administrative regulations BP/AR 5142.2 – Safe Routes to School Program. SJUSD currently has not adopted this policy. Including SRTS language in a school board policy can be an important first step towards supporting SRTS activities in schools throughout the district.	Policy Paper	Appendix L

# Tired of Traffic?




**This school year, develop new habits!**  
Parents are getting out of their cars,  
reducing traffic and avoiding the carline.  
Won't you join them?

**Start the year off right. Choose one of these alternatives:**  
**Carpool – Walking – Bicycling – Transit or School Bus**




SAFE ROUTES  
TO SCHOOLS  
MARIN COUNTY

For more information call 456-3469 ext. 2#



TAM  
Transportation Authority of Marin  
www.tam.ca.gov



**Dear Parent,**  
Now is the time to begin planning your options for transporting your child to and from school. The long line of cars to pick up and drop off children creates a great deal of stress for parents, traffic congestion for everyone and often poses a danger to the children. There are other options for transporting your children to school that can benefit everyone including your children. Please explore these options and make a choice that works for you and your child.

**WALKING or BIKING**  
If you live close enough to school, consider walking or biking with your children to school, or if they are old enough, let them walk or bike with their friends. This will allow you to spend quality time with your children while giving them some healthful exercise before class. Children arrive at school alert and ready to learn. California Department of Health Services has conducted studies that have shown that children who are physically fit score better on tests.

**CARPOOL**  
Find other parents to share the driving of your children to school. This reduces the number of cars in the queue every day, and gives you more time to attend to other needs in the morning.

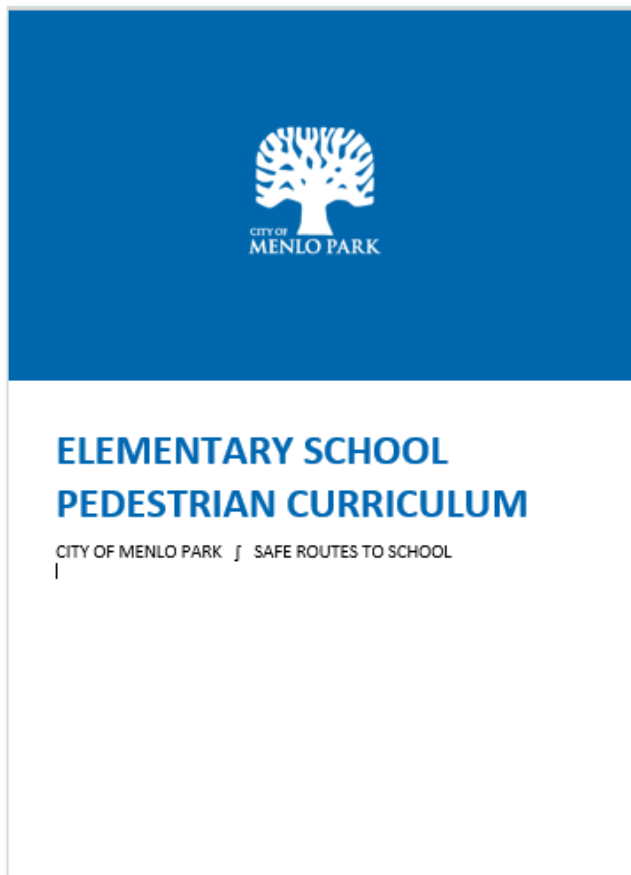
**TRANSIT**  
If your school offers bus services or there is public transit to your school, this is an easy and safe way for your children to get to school, especially for those who live too far away to walk and bike. Please inquire at your school about bus services.

**DRIVE SAFELY**  
If you chose to drive your children to school, please remember to obey all traffic laws and observe school guidelines for drop off and pick up. Please drive slowly and carefully. Children are unpredictable and you never know when a child might dart out in front of you. Do not block sidewalks or driveways and stop at all crosswalks. Be sure to look right before you turn right to ensure that a child is not crossing the street.

**We look forward to a safe and healthy school year. Please consider one of these alternatives for transporting your child to school. Your choice will contribute to the health and safety of the whole community as well as your own child.**

Appendix B. Example of Neighborhood Safety Sign





### LESSON 4: PRIMARY

**Preparation**

Create a full (four-way stop) intersection using the intersection model and cones.

- Set up the intersecting roads and two crosswalks.
- Add in stop signs one both directions of only on one of the two roads.
- Collect two large items to use as visual barriers such as garbage bins or tumbling mat (placement indicated by "X" on the diagram).
- Place the exercise station materials in each section on the opposite ends of each crosswalk. It is suggested to use the same activities as Lesson 3.

*Figure 4. Pedestrian Kit Lay-out for Lesson 4 Primary with Example Activities*

The diagram shows a four-way intersection. The top and bottom roads are labeled "SCOOTERS OR HULA HOOPS FOR 'CARS'". The left and right roads are labeled "JUMPING JACKS". Each of the four crosswalks has a "VISUAL BARRIER" marked with an "X" and a "JUMP ROPE" activity. Stop signs are placed on the left and right roads.

A photograph showing a teacher and two students at a stationery intersection. The teacher is standing on the left side of the intersection, and the students are on the right. They are using a blue barrier and a jump rope to create a crosswalk.

*Figure 5. Lesson 4 Intersections demo teaching activity at Station Elementary*

LESSON 4: INTERSECTIONS & VISUAL BARRIERS – Primary



## Appendix D. Example of School Champion Toolkit



### IMPLEMENTING A PARENT CHAMPION PROGRAM



Parents participate in outreach efforts to meet other parents and become a part of their child's school community.

#### Don't feel like you have to do everything yourself!

Here are some useful resources for recruiting more volunteers:

- [SRTS Coordinator Manual](#) (Santa Clara County Public Health)
- [Parent Champion recruitment flyer](#) (Alameda County SRTS)

#### RECRUITING PARENT CHAMPIONS

Parents may be motivated by a passion for walking or biking because of traffic concerns, a desire to reduce their environmental impact, or an interest in making connections with other parents. To attract volunteers, explain the benefits of walking, biking, carpooling, and transit programs and how valuable parents are to keeping the program going.

Use a variety of approaches to recruit volunteers. A personal outreach is often most effective to identify Parent Champions. Gatherings where these connections can be made include:

- At Back to School Nights or Orientations
- During drop-off or pick-up times
- During PTA or other parent meetings
- During community events, such as block parties or Farmers Markets

**Be visible!** Publicize the volunteer needs. Recruitment materials can include:

- Flyers posted online, around school, or sent home in backpack mail
- School newsletter blurb
- Asking for recommendations

#### TRAINING PARENT CHAMPIONS

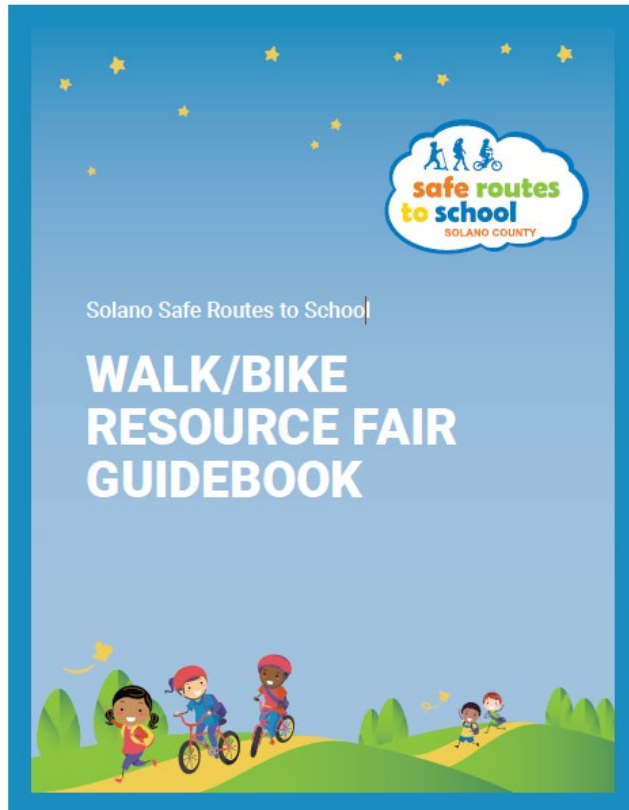
Make sure your Champions feel well-equipped for their roles. Provide an orientation and follow-up trainings throughout the year to help the Champion feel confident and engaged, while developing their skills. Regular group check-ins with all Champions can be a good way of sharing their experiences, resources, and struggles within the group.


**Consider the following training logistics:**

- Hold training sessions at a time that works for your parents; hold more than one if needed to include all Champions
- Provide refreshments to help maintain focus and show Champions they're appreciated
- Offer child care
- Bring together Champions from around the school district, city or county in one training, unless a single school has a lot of parent interest
- Organize carpools to training events
- Invite a translator for non English speaking participants
- Invite a respected member of the community if your trainer is not local to the school

The [City of La Mesa SRTS](#) convenes Parent Champions from different schools for monthly information sharing meetings.







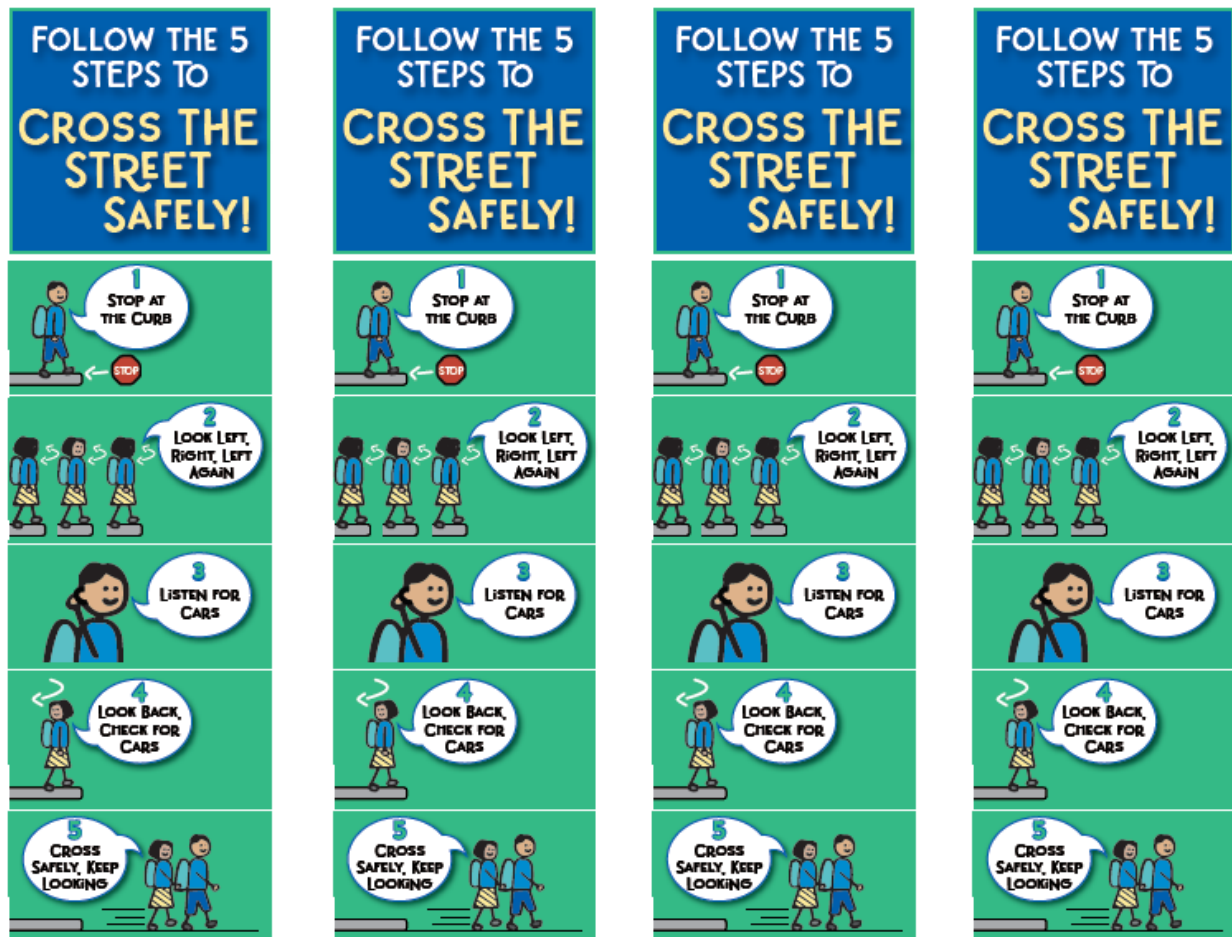
### STATION STEPS:

<p><b>1</b> Ask students why wearing a helmet is important.</p> <p><b>Possible answer:</b> Helmets protect against brain injury, disability, and death.</p> <p><b>2</b> Share that helmet use reduces brain injury risk during a collision. For example, if a student is wearing a properly fitted helmet while riding their bike, scooter, or skateboard and is hit by a car, they would be less likely to have a severe brain injury than someone who was not wearing a helmet.</p> <p><b>3</b> Remind students they need their brain to play video games, read, do school work, and talk!</p> <p><b>4</b> Tell the students that you are now going to briefly talk about proper helmet fit. If you have a helmet, use it to demonstrate the helmet fit as you talk through each of the steps on the laminated Helmet Fit poster.</p> <p><b>5</b> Have one student (or as a group) read each of the following on the laminated Helmet Fit poster:</p> <p><b>1. Eyes.</b> Look up and see the brim of your helmet.</p> <p><b>2. Ears.</b> Straps form a "V" beneath your earlobes.</p> <p><b>3. Mouth.</b> Chin strap is snug when you open your mouth.</p>	<p><b>6</b> Tell students that they are now going to see how a helmet protects their brains.</p> <p><b>7</b> Show students the egg in the clear, sealable plastic baggie.</p> <p><b>8</b> Explain to students that the egg represents their head—the shell is fragile like a skull and the yolk inside is delicate like the brain.</p> <p><b>9</b> You can ask one student to volunteer or you can do the following yourself. With the bagged egg in hand, stand up on the ladder or stool above the large cardboard box or five-gallon bucket.</p> <p><b>10</b> Explain that the box or bucket padded with soft material is like a helmet. Then proceed to drop the bagged egg into the box or bucket. The egg should not break.</p> <p><b>11</b> Now remove all the soft material from the box or bucket and do the egg drop again, this time explaining that this egg drop shows what will happen in a collision if you don't wear a helmet. The egg should break into a gooey mess inside the baggie.</p> <p><b>12</b> If time or resources allow, let more students try the egg drop!</p> <p><b>13</b> Make sure to stamp or place a sticker on each student's Walk/Bike Resource Fair punch card.</p> <p><b>14</b> Get ready for the next group of students!</p>
--	--

Solano Safe Routes to School | WALK/BIKE RESOURCE FAIR GUIDEBOOK **11**

Appendix G. Example of Walk to School Day



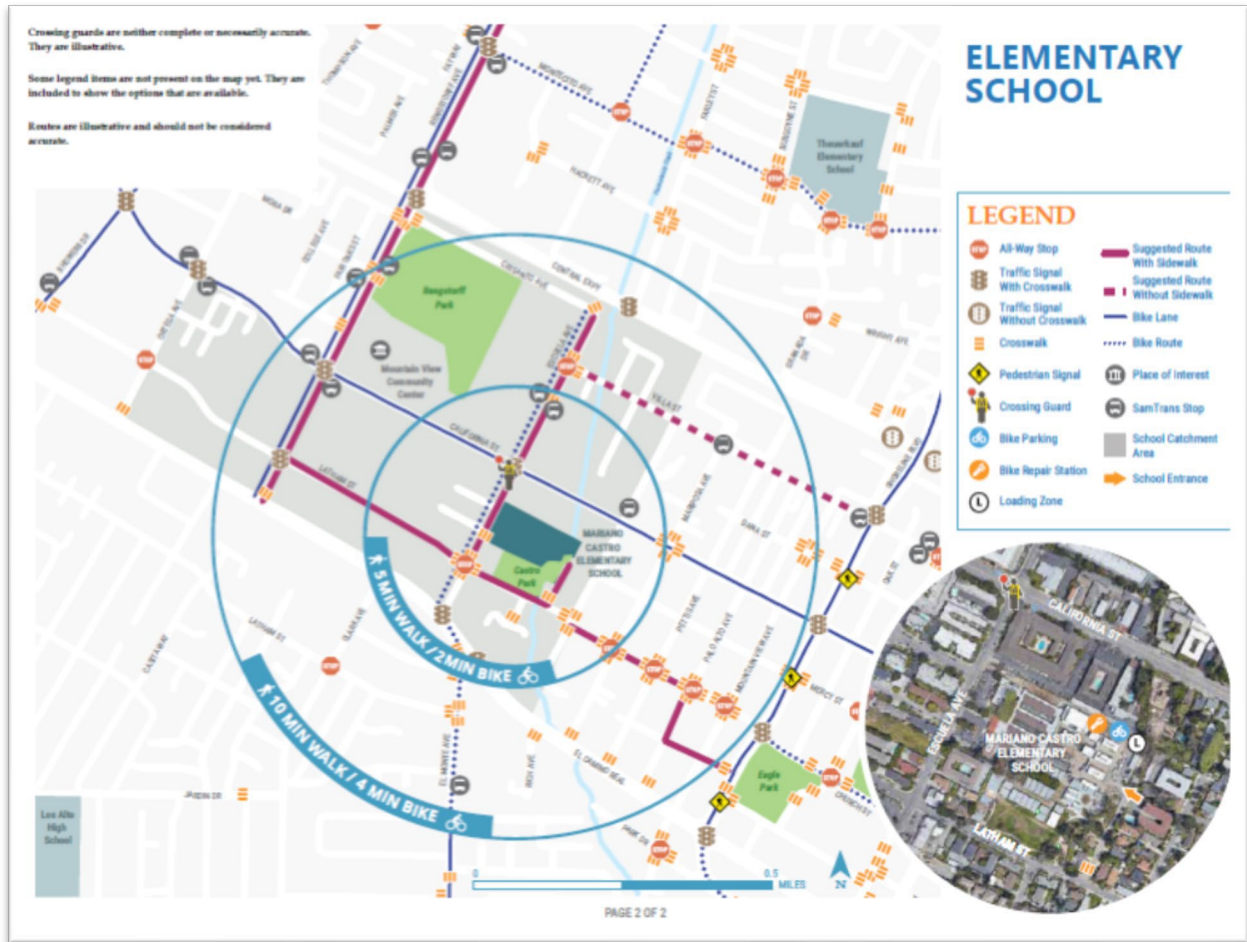















## Appendix I. Example of Punch Card

 <p><b>PUNCH CARD</b> Get your card punched or stamped every day you walk or bike to school!</p> <p>NAME: _____</p> <p>Room #: _____</p> <div><div>1</div><div>3</div><div>5</div><div>7</div><div>9</div><div>2</div><div>4</div><div>6</div><div>8</div><div>10</div></div>	 <p><b>PUNCH CARD</b> Get your card punched or stamped every day you walk or bike to school!</p> <p>NAME: _____</p> <p>Room #: _____</p> <div><div>1</div><div>3</div><div>5</div><div>7</div><div>9</div><div>2</div><div>4</div><div>6</div><div>8</div><div>10</div></div>	 <p><b>PUNCH CARD</b> Get your card punched or stamped every day you walk or bike to school!</p> <p>NAME: _____</p> <p>Room #: _____</p> <div><div>1</div><div>3</div><div>5</div><div>7</div><div>9</div><div>2</div><div>4</div><div>6</div><div>8</div><div>10</div></div>
 <p><b>PUNCH CARD</b> Get your card punched or stamped every day you walk or bike to school!</p> <p>NAME: _____</p> <p>Room #: _____</p> <div><div>1</div><div>3</div><div>5</div><div>7</div><div>9</div><div>2</div><div>4</div><div>6</div><div>8</div><div>10</div></div>	 <p><b>PUNCH CARD</b> Get your card punched or stamped every day you walk or bike to school!</p> <p>NAME: _____</p> <p>Room #: _____</p> <div><div>1</div><div>3</div><div>5</div><div>7</div><div>9</div><div>2</div><div>4</div><div>6</div><div>8</div><div>10</div></div>	 <p><b>PUNCH CARD</b> Get your card punched or stamped every day you walk or bike to school!</p> <p>NAME: _____</p> <p>Room #: _____</p> <div><div>1</div><div>3</div><div>5</div><div>7</div><div>9</div><div>2</div><div>4</div><div>6</div><div>8</div><div>10</div></div>

## Appendix J. Example of Suggested Route Map



## Appendix K. Example of I Drive 25 Campaign Pledge

<h3>Why should you drive 25 in a school zone?</h3> <p><i>¿Por qué debería manejar a 25 en una zona escolar?</i></p>	<h3>What can you do?</h3> <p><i>¿Qué puede hacer?</i></p>	
<p><b>SLOWER CAR SPEEDS:</b></p> <div><p>Are safer for people walking and biking, for children and the elderly, and even for other drivers. <i>Es más seguro para personas que caminan y andan en bicicleta, para niños, adultos mayores y otros conductores.</i></p></div> <div><p>An opportunity to show you care about your neighbors and your community. <i>Una oportunidad para demostrar que se preocupa por sus vecinos y su comunidad.</i></p></div> <div><p>Make people feel comfortable walking or biking for health and transportation. <i>Hace que las personas caminando o en bicicleta por la salud y transporte se sientan cómodas.</i></p></div> <div><p>Driving slower will allow you to see and react more quickly to people or objects in the street. <i>Manejar más despacio le permite ver y reaccionar más rápido a personas u objetos en la calle.</i></p></div>	<div><p>Drive at or below the posted speed limit, which is 25 MPH in school zones. <i>Maneje al o por debajo del límite de velocidad indicado, que es 25 MPH en zonas escolares.</i></p></div> <div><p>Pay attention to crossings, crosswalks, and intersections. All intersections are legal crosswalks. <i>Preste atención a los cruces, los cruces peatonales y las intersecciones. Todas las intersecciones son cruces peatonales legales.</i></p></div> <div><p>Stop at limit line before entering intersection. <i>Deténgase en la línea de alto antes de la intersección.</i></p></div> <div><p>Share the road safely with people walking and bicycling. <i>Comparta el camino de forma segura con personas que caminan y andan en bicicleta.</i></p></div> <div><p>Give yourself enough travel time so that you are not sacrificing courtesy or safety. <i>Salga con tiempo suficiente de viaje para no sacrificar el tiempo y seguridad de otros.</i></p></div> <div><p>Display the "I CAN DRIVE 25" decal on your car. <i>Mostrar la calcomanía "Puedo Manejar a 25" en su automóvil.</i></p></div>	



## CSBA Sample Board Policy

Students

BP 5142.2(a)

### SAFE ROUTES TO SCHOOL PROGRAM

**Note:** The following optional policy may be revised to reflect district practice. Districts are encouraged to review CSBA's policy brief, *Safe Routes to School: Program and Policy Strategies for School Districts*, when developing policy on this topic. In addition, districts should consult legal counsel and/or the district's insurance provider regarding any potential liability issues.

Both state and federal grants are available to support local efforts to increase the number of students walking and bicycling to school and to make it safer for them to do so. The federal Safe Routes to Schools (SRTS) program supports both infrastructure and noninfrastructure projects and focuses on grades K-8 (23 USC 148). The state program, referred to as SR2S, provides funding to cities and counties for infrastructure projects in the vicinity of K-12 schools, with up to 10 percent expenditure allowable for noninfrastructure activities (Streets and Highways Code 2333.5). Funding for both federal and state programs is distributed through the California Department of Transportation's (Caltrans) Division of Local Assistance. Questions about program administration may be directed to the Caltrans regional coordinator.

Strategies to promote walking, bicycling, and other forms of active transport to school may be referenced in the district's school wellness policy, adopted pursuant to the federal Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act of 2004 (42 USC 1751 Note), which is required to include goals for physical activity; see BP 5030 - Student Wellness. Strategies may also be included in the district's comprehensive safety plan adopted pursuant to Education Code 32262; see AR 0450 - Comprehensive Safety Plan.

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning, the Superintendent or designee shall develop and implement strategies to establish and promote safe routes to school program activities.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3510 - Green School Operations)*

*(cf. 3514 - Environmental Safety)*

*(cf. 5030 - Student Wellness)*

*(cf. 5142 - Safety)*

The Superintendent or designee may identify a program coordinator or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

*(cf. 1020 - Youth Services)*

*(cf. 1220 - Citizen Advisory Committees)*