

VI. GOAL 2 - ESTABLISHING AND ENHANCING SAFE ROUTES TO SCHOOL

Introduction

Safe Routes to School (SR2S) refers to a variety of multi-disciplinary programs aimed at promoting walking and bicycling to school, and improving traffic safety around school areas through education, incentives, increased law enforcement, and engineering measures. Safe Routes to School programs typically involve partnerships among municipalities, school districts, community and parent volunteers, and law enforcement agencies. Santa Barbara's SR2S efforts are a vital component of the Santa Barbara Pedestrian Master Plan, as they will facilitate the implementation and funding for specific improvements that will help meet the Plan goals of increasing pedestrian safety and walking.

Although *Goal 2 – Establishing and Enhancing Safe Routes to School* is Chapter VI of the Pedestrian Master Plan, it is important that this chapter serve as a resource document for those wanting to establish or get involved in a Safe Routes to School program in Santa Barbara. For this reason, this chapter is structured with enough background information so that it can serve as a single resource document for SR2S efforts in the city. This chapter can be printed separately and distributed under its own cover to provide a comprehensive overview of the various elements of a SR2S program.

Policy 2.1 The City shall assist in the development of a Safe Routes to School program

The City has a vested interest in encouraging school children to lead active lifestyles. Safe Routes to School programs offer ancillary benefits to neighborhoods by helping to slow traffic and provide reasonable facilities for walking by all age groups.

Among the goals of SR2S programs are improved health and fitness for children, decreased traffic and air pollution, and improved safety. SR2S programs promote walking and bicycling to school through educational efforts and incentives that stress safety and fun for the participants. SR2S programs also address the safety concerns of parents by encouraging greater enforcement of traffic laws, educating the public, and exploring ways to create safer streets.

Comprehensive Safe Route to School programs are often described in terms of the “4 E’s”:



- **Education** – Students are taught bicycle, pedestrian, and traffic safety skills, and educational campaigns aimed at drivers are developed.
- **Encouragement** – Events and contests such as frequent commuter programs are used to encourage more walking, bicycling, or carpooling through fun and incentives.
- **Enforcement** – Various techniques are used by law enforcement to ensure that traffic laws are obeyed.
- **Engineering** – Signing, striping, and infrastructure improvements are constructed to improve the safety of pedestrians, bicyclists, and motorists along school commute routes.

Why do we need SR2S?

An active SR2S program will increase the number of students who walk and/or bicycle to school in Santa Barbara, to improve health and fitness of children, to improve safety along school commute routes, and to reduce traffic during school drop-off and pick-up periods. Although most children walked or biked to school pre-1980's, the number of children walking or bicycling to school has sharply declined since, due to urban growth patterns and design which have made it less safe to do so, in addition to other factors such as childhood inactivity patterns and changes in lifestyle emphasizing more driving. The SR2S program will show that walking and biking to school can be safe and healthy alternatives to being driven, and can provide a sense of independence for children who may otherwise be restricted by school bus or parents' schedules.

What are the benefits of a SR2S program?

The primary benefit of implementing a SR2S program is the resulting increase in safety for children walking and riding bicycles to school. A comprehensive strategy based on a cooperative effort between school officials, parents, residents, and city planning staff will ensure that specific school-related traffic calming projects and pedestrian and bicycle improvements will become priority projects eligible for State, Federal, or other grant funding. The involvement of various stakeholders throughout the Safe Routes process increases the likelihood for implementation of needed safety improvements.



While the primary focus of a SR2S program is improving safety for children walking and biking to school, these safety benefits often extend to all age and activity groups and their parents. A SR2S program helps integrate physical activity into the everyday routine of school children. Health concerns related to sedentary lifestyles have become the focus of efforts both statewide and nationally to reduce health risks associated with being overweight. Identifying and improving routes for children to safely walk and bicycle to school is one of the most cost-effective means of reducing weekday morning traffic congestion and can help reduce auto-related pollution.

Strategy 2.1.1 Provide coordination between local organizations, schools, the community, parents, neighborhoods, and City departments

Local Coordination and Involvement

In order to be successful, a SR2S program in Santa Barbara will need buy-in from individuals and organizations throughout the community. Ideally, the program grows from a demand in the community. In Santa Barbara, for example, grass roots advocacy for SR2S is a component of the Coalition for Sustainable Transportation. While each individual school will have unique concerns and goals for developing a SR2S program, an organizational strategy that promotes the sharing of ideas between schools can be more effective than several isolated school groups. The key components of an effective SR2S program include champions (individuals at each school who spearhead their school's organizing effort), stakeholders (a team of people from an individual school), and a task force made up of representatives of all the stakeholder teams in the community. The following is a description of the key components.

COAST

The Coalition for Sustainable Transportation (COAST) is a non-profit organization dedicated to the development of sustainable transportation in the Santa Barbara region. Because of the initiative of the City and County of Santa Barbara, and notable support from the Santa Barbara Bicycle Coalition and the Santa Barbara Area Council of PTAs, COAST has been developing the Safe Routes to School programs in the area for several years. After two years of coalition building, made possible by a California Department of Health Services grant to the Bicycle Coalition, COAST coordinates the efforts of 20 agency and community partners, including the Santa Barbara Bicycle Coalition, the PTA Safety Committee, various government and law enforcement agencies, Traffic Solutions, and the Diabetes Resource Center, who together make up the SR2S Task Force. The COAST SR2S program has developed a school zone safety package, a public awareness program that includes two bilingual public safety announcements, and an education and safety-training program. COAST also distributes low-cost bicycle helmets (free to low-income children) provided by the County Public Health Department.

Champions

Champions from each school provide the basis for a successful SR2S program. Whether they are a school teacher or official, a concerned parent, or even a student, champions organize an individual school's stakeholder team, coordinate activities within their school, and work with other schools to ensure coordination and community buy-in.

Stakeholders – The SR2S Team

Because many of the traffic problems at City schools are generated by the schools themselves, an active and committed team, including school administration, children, and parents, is essential. There is a need within each school district to establish an organization concerned with student commuting. Through such an organization, the school district itself can be responsibly involved in safety issues and the processing of requests for



traffic controls as well as for safety programs and the coordination of activities within and between the community and public agencies. A SR2S team includes all of the stakeholders from a single school, and may include parents, children, teachers, school officials, and neighbors. The team should seek to gain official school status, either as an individual organization or as a committee of the PTA or other appropriate organization, and ensure that school officials are willing to help promote events and contests. The team initiates a school's efforts by gathering as much information about their school and surrounding area as possible, organizes incentive-based events and contests to encourage students to try walking and biking to school, and promotes the program through school newsletters and other means to reach parents and students.

Task Force

The City's role in the SR2S process is to provide resources to support the local COAST-coordinated SR2S task force. The SR2S task force should involve neighbors, representatives from the schools' SR2S teams, city and school staff members, and elected officials. Additionally, the task force should include representatives from the City's Police, Community Development, and Public Works Departments. The task force can make recommendations to City officials that apply to the whole community, including design guidelines, infrastructure enhancements, enforcement programs, and community outreach and educational campaigns.

The City of Santa Barbara's Public Works and Police departments will play a big role in the development and maintenance of a SR2S program. Public Works personnel trained in engineering safe school travel improvements – be it short-term and low-cost measures such as signing and pavement markings or longer-range and higher-cost improvements like sidewalk construction and intersection reconstruction – are an integral part of any successful SR2S program. Police officers play an equally important role, from enforcing traffic laws within school zones to training children at bicycle rodeos.

Private Schools

It is the City's intent to work with private schools to find opportunities to enhance walking to and from school if possible.

Strategy 2.1.2 Implement citywide and school specific education and encouragement programs

Educational Measures

Curriculum programs implemented in schools can teach children the basics regarding pedestrian and bicycle safety. Classroom educational materials should be presented in a variety of formats (safety videos, printed materials, and classroom activities), and should continually be updated to make use of the most recent educational tools available. Classroom education programs should also be expanded to promote the health and environmental benefits of bicycling and walking. Outside schools, educational materials should be developed for different audiences, including elected officials (describing the benefits of and need for a SR2S program), and parents (proper school drop-off procedures and safety for their children). Educational programs should be linked with events and incentive programs when appropriate, and students should be included in task force activities, such as mapping locations for improvements. Involving students can serve as an educational tool and can also provide the task force with meaningful data that is useful for prioritizing improvement locations.

COAST coordinates pedestrian and bicycle instruction through the Santa Barbara Bicycle Coalition Cycle Smart Coordinator and several law enforcement agencies.

The City should play a key role in developing a standard safety handbook that incorporates the best elements of those currently in use, and make it available to each school in a digital format so they may be customized as needed. Each school should develop a school area pick-up/drop-off circulation map of the campus and immediate environs to include in the handbooks, clearly showing the preferred pick-up, drop-off and parking patterns and explaining in text the reason behind the recommendations. This circulation map should also be a permanent feature in all school newsletters. More ideas for classroom activities and lessons, including lessons tailored to specific subject areas, can be found through the National Highway Traffic Safety Administration's (NHTSA) website.



Encouragement Measures and Incentives

Programs that may be implemented include a “Walking School Bus Program,” which involves parents taking turns walking (or bicycling in a “Bike Train”) with groups of children to school. A good opportunity to kick-off a SR2S program is during International Walk to School Day, held annually in early October. Organized Bike and Walk to School Days should be held monthly or weekly to keep the momentum going and encourage more children and their parents to walk or bike to school. Prizes or drawings for prizes offered to participants have been used in some schools as an incentive. Events related to bicycling and walking should be incorporated into existing curricula when practical. Involving local celebrities or publishing the names of student participants in events can be an effective means of encouraging student involvement. Another key to successful events is promotion. Ensuring that parents are aware of events, whether classroom-specific or district-wide, is key to gaining maximum student participation.

Other contests and event ideas to encourage bicycling and walking to school include: competitions in which classrooms compete for the highest proportion of students walking or biking to school, themed or seasonal events, and keeping classroom logs of the number of miles biked and walked by children and plotting these distances on a map of California or the US.

Steps to Start a Walking School Bus:

- Form a working group.
- Invite parents, students, the school principal, teachers, and local businesses to explore routes, coordinators, resources, and sponsors.
- Recruit walking school bus “drivers.” Ask neighbors and families of students to take a turn as a volunteer in the mornings or afternoons.
- Organize the walking school bus drivers.
- Work out a regular schedule among the drivers; determine who can walk with the students and when. Create back-up plans with substitute drivers.
- Designate walking school bus routes.
- Many parents already know how best to get around their neighborhood on foot, but in some instances routes may need to be mapped out. Work with the police department and the school to determine the best routes.
- Promote the walking school bus.
- Once the drivers and routes are set, let everyone in the neighborhood know about the project. More walking school buses will create safer communities and healthier children.

Strategy 2.1.3 Implement enforcement, operational, and engineering measures as feasible on identified routes

Enforcement Measures

The Santa Barbara Police Department patrols school zones and conducts crosswalk enforcement regularly. Additionally, last year, the Santa Barbara City Council took the first step toward enhancing enforcement of school safety by implementing AB1886, a double fine for school zone traffic violations. The SR2S task force and stakeholder teams should develop priority areas in need of enforcement. One option to avoid the cost of providing physical police presence is to use innovative signage, such as in-roadway crosswalk signs or in-roadway warning lights, to alert motorists that children may be crossing, or speed feedback signs that indicate to motorists their current speed. Neighborhood speed watch programs, in which community members borrow a radar device and use it to record the license plate numbers of

speeding vehicles, can also be effective. Although no official citations are issued, the Police Department sends letters to registered owners of vehicles observed speeding asking them to slow down.

Speeding is not the only motorist problem that must be enforced. Targeted enforcement programs can also encourage motorists to yield to pedestrians at crosswalks, and help reduce illegal parking on streets or unsafe school parking lot behavior. The SR2S task force should work to develop enforcement measures that are feasible for particular problem locations and also to develop recommendations for enforcement at a broader community level.

Finally, enforcement efforts should not only be aimed at motorists, but should also ensure that bicyclists and pedestrians obey traffic laws. Schoolchildren may not realize that behaviors such as jaywalking, riding against traffic, or running stop signs puts them at higher risk for a vehicle collision. As part of their regular enforcement, the Santa Barbara Police Department should ensure sure that children walking or bicycling to school are obeying traffic laws, and use the enforcement as an opportunity to educate them on the proper behavior.

Operational and Engineering Measures

Traffic control measures, which include signage, stenciling and devices such as traffic signals and overhead flashers, can be a sensitive subject for school zones. In some cases, parents, schools, and school-based organizations have ideas for improvements that conflict with or exceed sound engineering practices. The best solution to ensure the safety of students and all roadway users is to adhere to accepted engineering practices. Traffic engineering analysis reveals that unnecessary control measures tend to lessen the respect for those controls that are needed. It is important to stress the point that effective traffic control can best be obtained through the uniform application of realistic policies, practices, and guidelines developed through properly conducted engineering studies. A decision to use a particular device at a particular location shall be made on the basis of an engineering and/or traffic survey.

Of equal importance is the maintenance of traffic control devices. Devices should be properly maintained to ensure legibility, visibility, and functionality. Furthermore, if a device is found to be ineffective, it should be removed. Finally, devices used on a part-time basis, such as warning flashers, should be in operation only during the time periods when they are required – when children are present; otherwise they risk being ignored by motorists who believe they are improperly functioning. During school field visits, staff noted a lack of consistency in the application/presence of school area advance warning signage (Caltrans Installation A, as shown in Figure VI-1 and Figure VI-2), pavement legends, crosswalk types, and curb ramps. It is recommended that the City develop consistent policies for installing these features, including distance from the school for installing the warning signage, crosswalk types (when to install standard vs. ladder striping), and when high-visibility signage is appropriate. See the Crosswalk Toolbox in Chapter VIII for guidelines on installation of these elements. Ongoing maintenance of signs and markings can be undertaken independently of the task force, or upon request.

To provide safe access for children on their way to school, school sites should have designated pedestrian access points. Roadway geometry should be designed to minimize travel speeds to 15-20 mph. Slowing or calming vehicle traffic may be accomplished with raised crossings, traffic diverters, roundabouts, on-street parking, and other land use and engineering designs. The City's Sidewalk Infill Program will continue to use school access as a prioritizing criterion for completion of the sidewalk network. In addition, many intersection locations prioritized for inclusion in future public works improvement projects are also proximal to school zones on suggested routes to school. The top

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**Figure 7B-102. Example of Signing for Traffic Control in School Areas
(Sheet 2 of 2)**

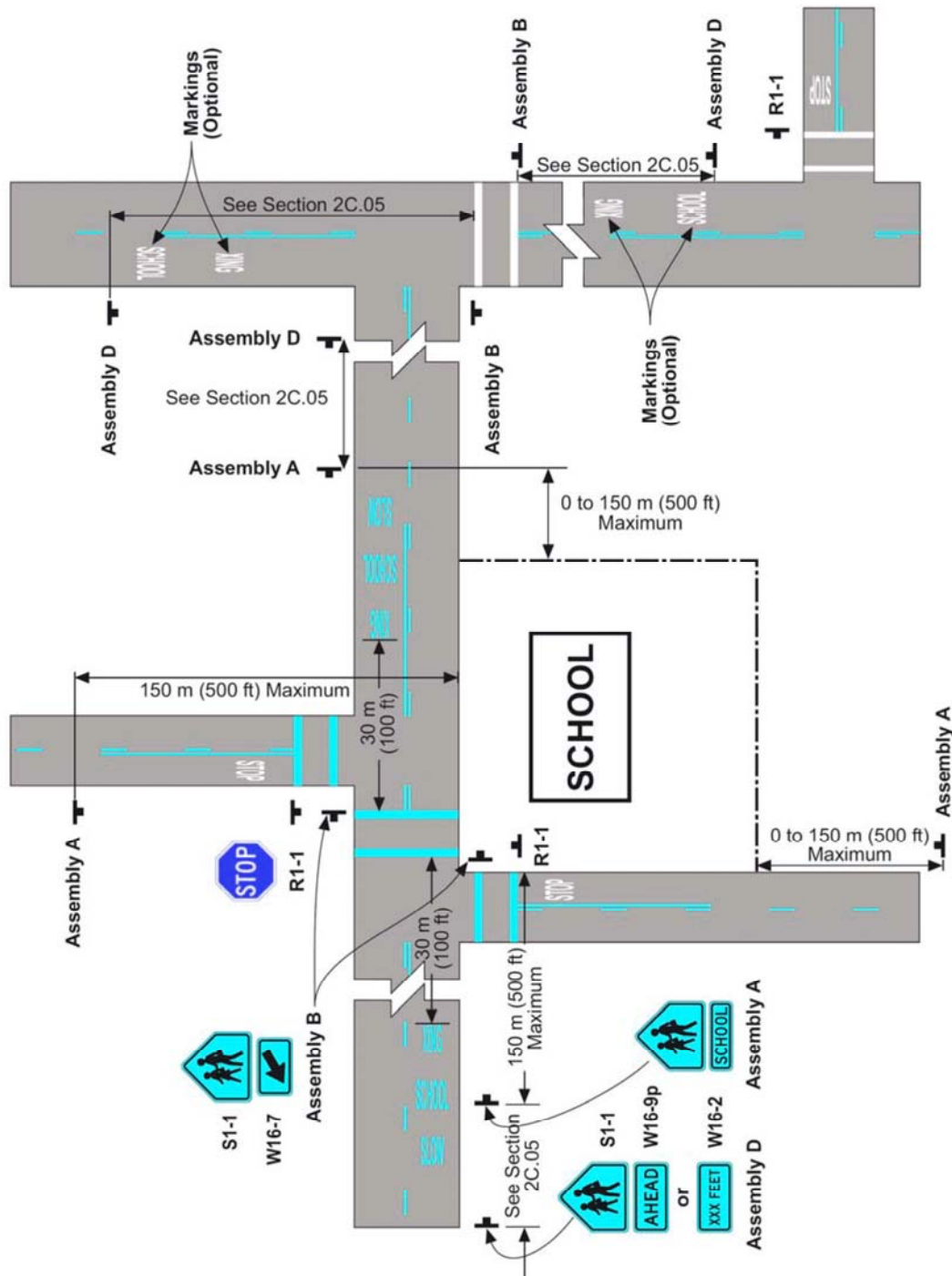


Figure VI-2. MUTCD 2003 California Supplement Figure 7B-102, Sheet 2 of 2

Policy 2.2 The City shall develop and maintain maps that identify the most appropriate routes for children to walk to school

Suggested Route to School maps are one of the most cost-effective and tangible means available of encouraging school children to walk or bike to school. The purpose of the maps is to provide school officials, parents, and students with a tool to help plan the best walking and bicycling routes to and from school. The maps help to illustrate traffic controls, crossing guard locations, and the presence of sidewalks, pathways, or bicycle facilities along routes leading to the school. In addition to being used as a resource for parents and school staff in planning and encouraging walking and bicycling to school, Suggested Route to School maps can serve as a tool for City staff to identify the location of needed transportation infrastructure improvements in school areas.

Suggested Route to School Maps were prepared for all 18 public elementary, junior high, and high schools in the City of Santa Barbara. Map VI-1 through Map VI-18 show the suggested routes to school for all schools.

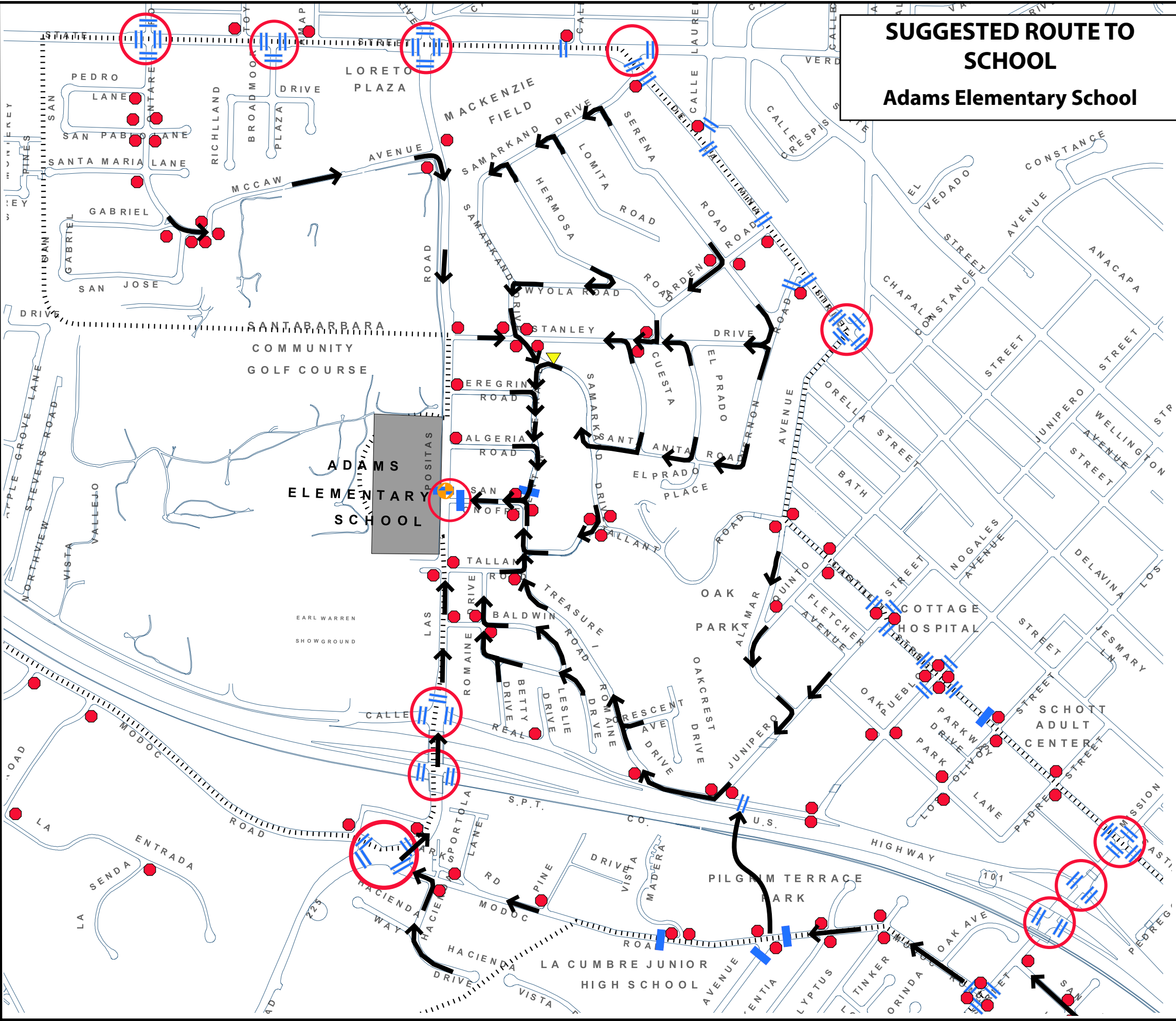
Strategy 2.2.1 Obtain input and buy-in by individual school principals for the walking route maps

The Suggested Route Maps are intended to reflect a partnership between City and school officials. Each map will be reviewed and signed by both the School Principal and a City Traffic Engineer to ensure that they accurately reflect both the physical roadway conditions around the school and the walking patterns of students. The maps will need to be revised over time to reflect changes in the roadway network, such as new traffic control or crosswalk locations. It is recommended that the maps be reviewed by the school officials at the beginning of each school year in order to confirm that the Suggested Routes shown are still the best ways for children to walk and bicycle to the school. Additional review and practice runs by parents and the Transportation and Circulation Committee are a key component to the successful use of the maps.

Strategy 2.2.1 Provide maps to City schools for distribution

For each school, staff conducted a field visit to inventory the traffic controls, signage, crosswalks, and other physical conditions on streets surrounding the school. Factors for determining the “best” routes to a school along the street grid included the presence of traffic controls, crosswalks, or crossing guards at key crossing locations, and presence of sidewalks or bike lanes along street segments. In some cases, roadside paths or known off-street cut-throughs (such as a path leading to the back of a school) are noted as suggested routes. The suggested routes extend a distance of about one-half mile for elementary schools, and about one mile for junior high and high schools.

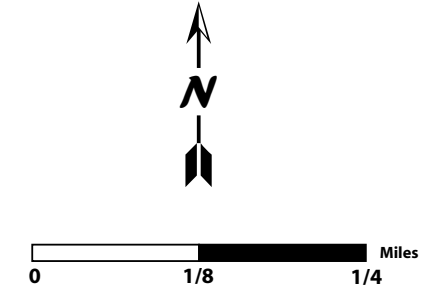
Maps should be handed out to parents at the beginning of each school year, posted prominently at each school in a location such as the main office, and made available on the school’s website. Other locations for posting or distribution of the maps might include local libraries and neighborhood community centers.



SUGGESTED ROUTE TO SCHOOL
Adams Elementary School

LEGEND

- SCHOOL ATTENDANCE BOUNDARY
- STOP SIGN
- YIELD SIGN
- SCHOOL CROSSWALK
- CROSSWALK
- TRAFFIC SIGNAL
- CROSSING GUARD
- PEDESTRIAN ROUTE

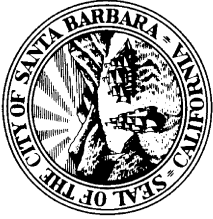
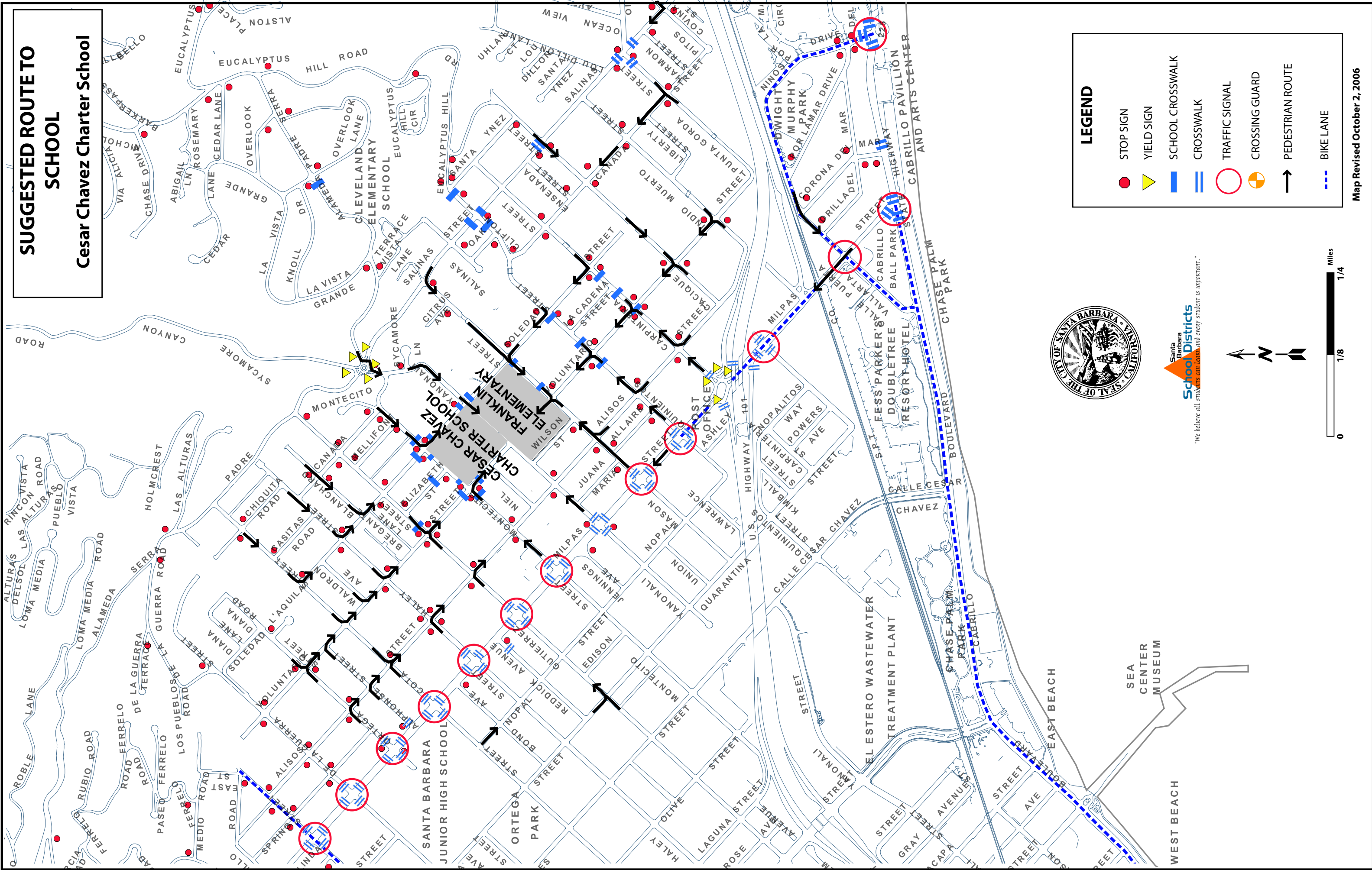


Santa Barbara
School Districts
"We believe all students can learn, and every student is important."



Map Revised October 2, 2006

SUGGESTED ROUTE TO SCHOOL
Cesar Chavez Charter School



"We believe all students can learn, and every student is important."



0 1/8 1/4 Miles

Map Revised October 2, 2006

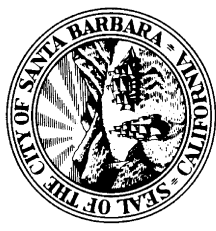
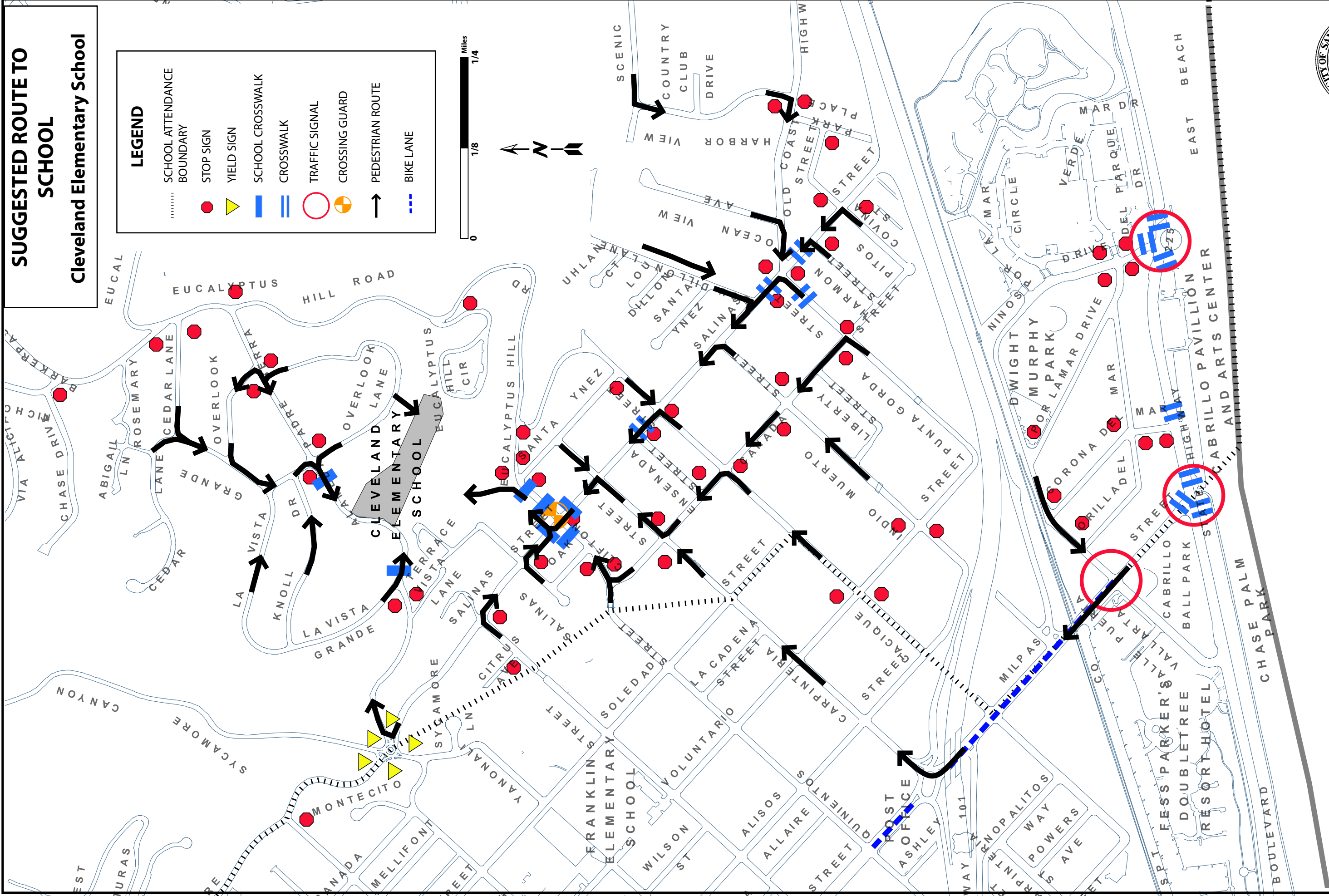
SUGGESTED ROUTE TO SCHOOL

Cleveland Elementary School

LEGEND

- SCHOOL ATTENDANCE BOUNDARY
- STOP SIGN
- YIELD SIGN
- SCHOOL CROSSWALK
- CROSSWALK
- TRAFFIC SIGNAL
- CROSSING GUARD
- PEDESTRIAN ROUTE
- BIKE LANE

0 1/8 1/4 Miles



Santa Barbara
School Districts

"We believe all students can learn and every student is important."

**SUGGESTED ROUTE TO
SCHOOL**
Franklin Elementary School

LEGEND

 SCHOOL ATTENDANCE
BOUNDARY

 STOP SIGN

 YIELD SIGN

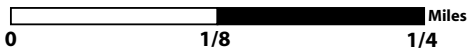
 SCHOOL CROSSWALK

 CROSSWALK

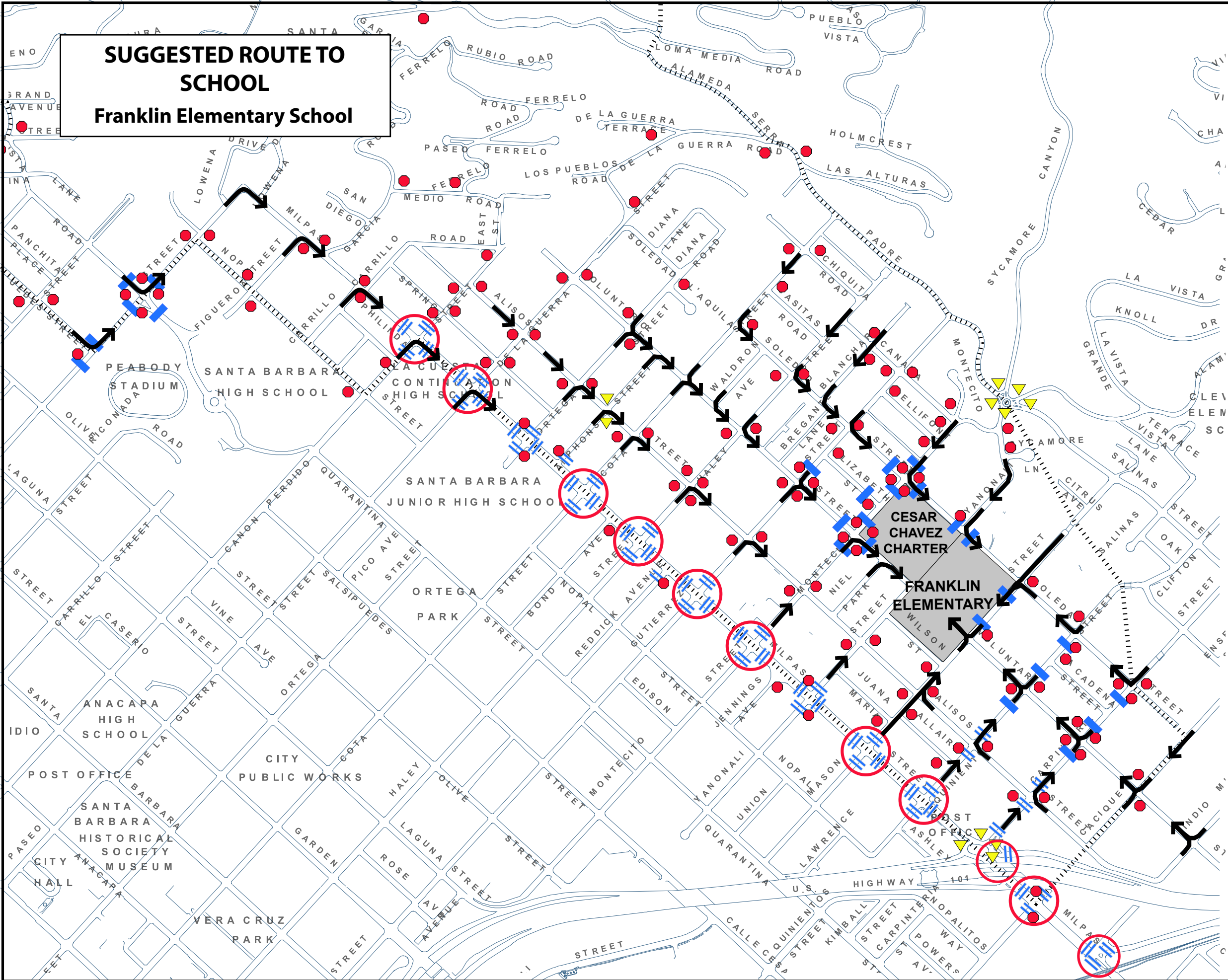
 TRAFFIC SIGNAL

 CROSSING GUARD

 PEDESTRIAN ROUTE



Map Revised June 15, 2006



SUGGESTED ROUTE TO SCHOOL

Harding Elementary School

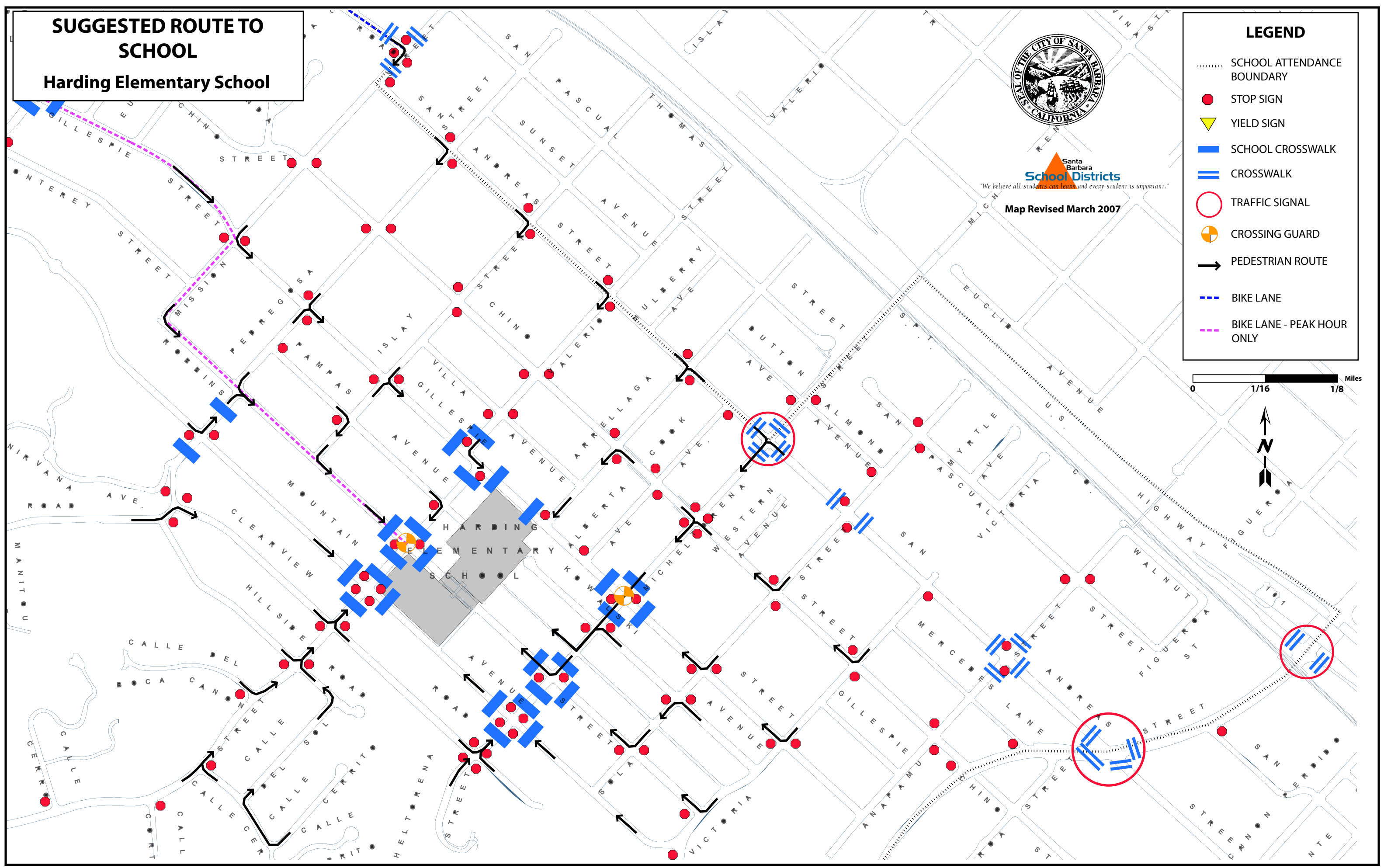


Map Revised March 2007

LEGEND

- SCHOOL ATTENDANCE BOUNDARY
- STOP SIGN
- YIELD SIGN
- SCHOOL CROSSWALK
- CROSSWALK
- TRAFFIC SIGNAL
- CROSSING GUARD
- PEDESTRIAN ROUTE
- BIKE LANE
- BIKE LANE - PEAK HOUR ONLY

0 1/16 1/8 Miles



SUGGESTED ROUTE TO
SCHOOL
Hope School

DRAFT
For Internal Review Only

LEGEND

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SCHOOL ATTENDANCE
BOUNDARY

●

STOP SIGN

▲

YIELD SIGN

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SCHOOL CROSSWALK

▬▬

CROSSWALK

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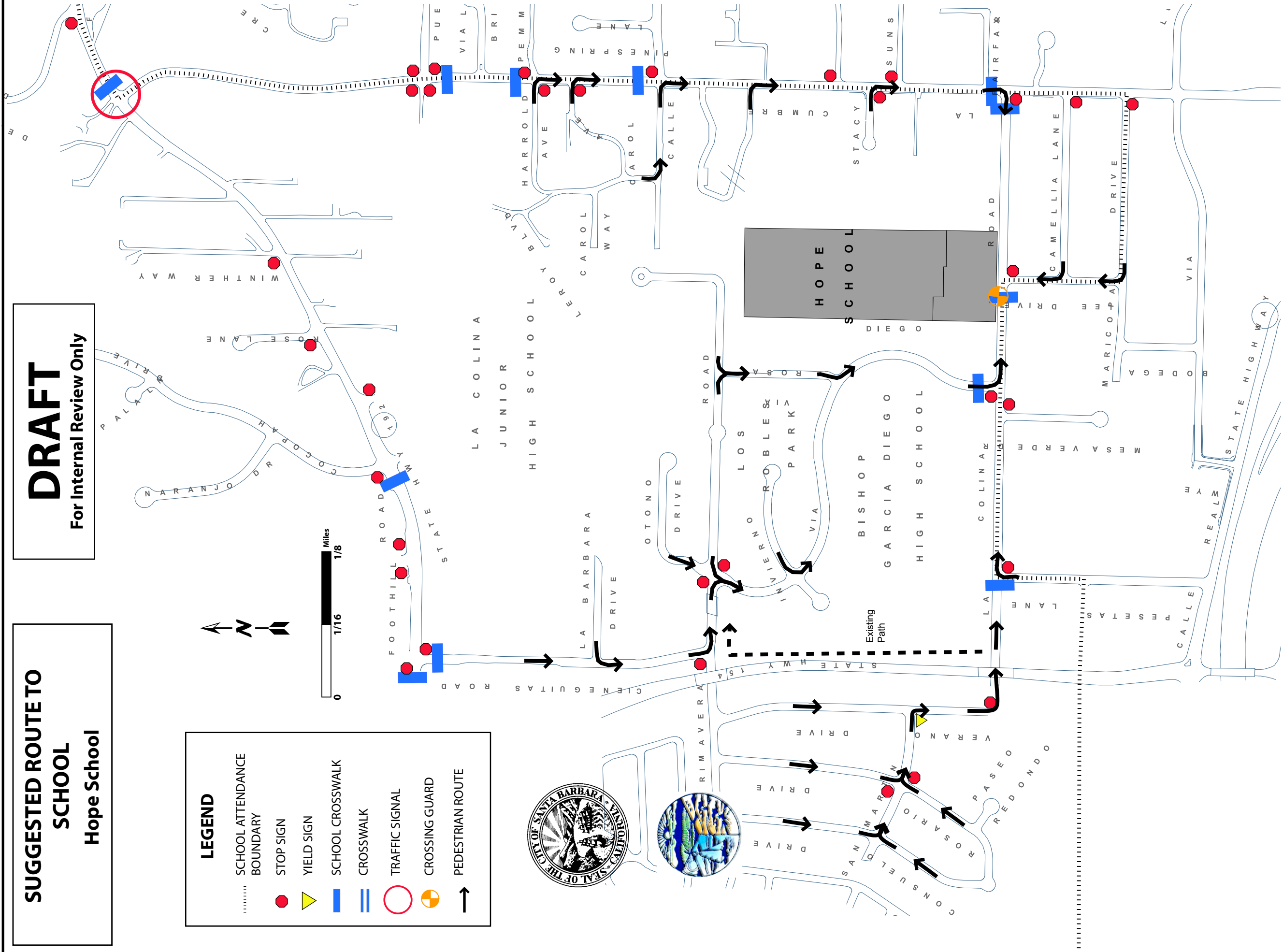
TRAFFIC SIGNAL

⊙

CROSSING GUARD

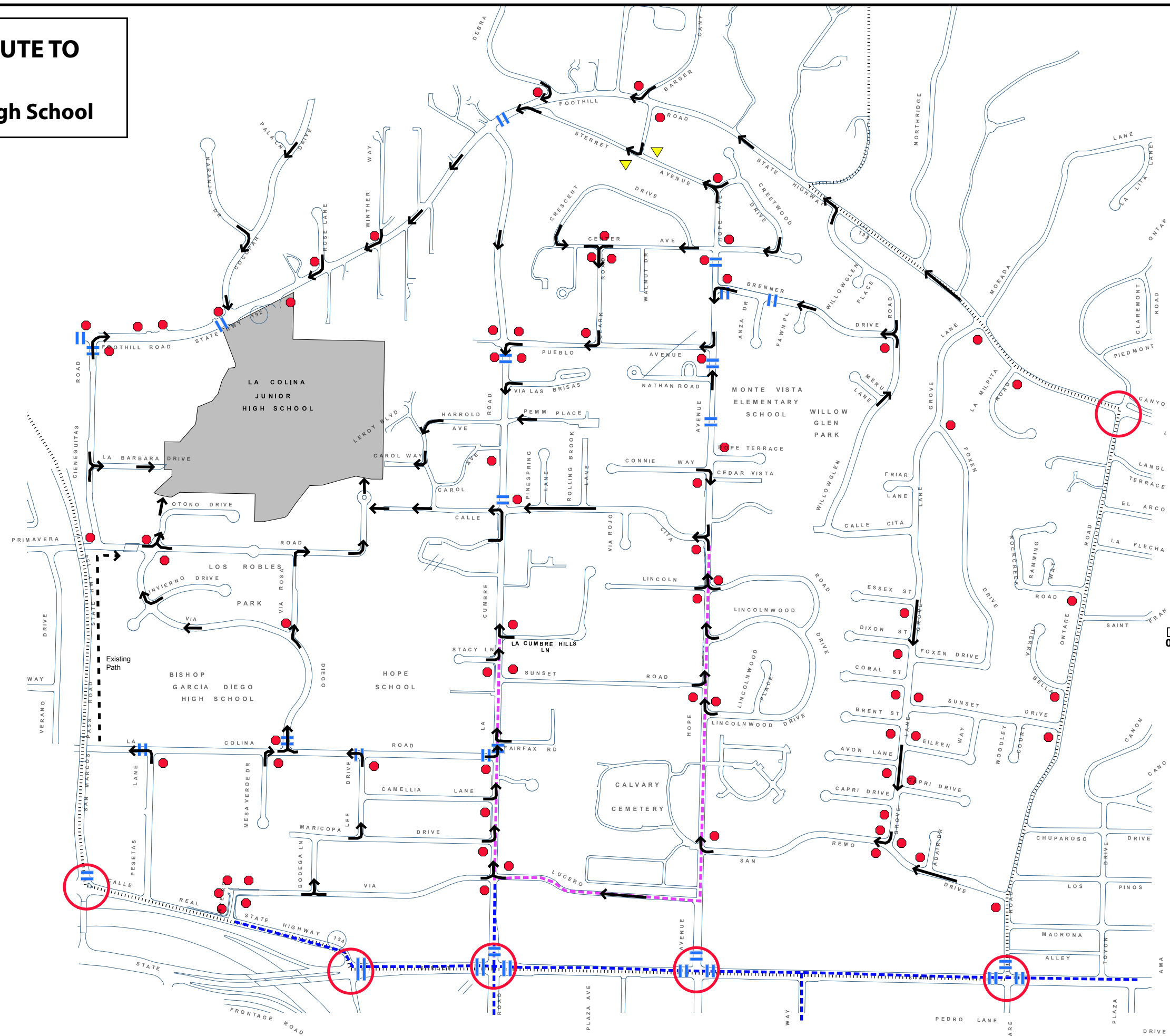
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PEDESTRIAN ROUTE



APPROVED:	APPROVED:
Principal	City Traffic Engineer

**SUGGESTED ROUTE TO
SCHOOL**
La Colina Junior High School



LEGEND

- SCHOOL ATTENDANCE BOUNDARY
- STOP SIGN
- ▲ YIELD SIGN
- SCHOOL CROSSWALK
- == CROSSWALK
- TRAFFIC SIGNAL
- ⊕ CROSSING GUARD
- PEDESTRIAN ROUTE
- - - BIKE LANE
- - - BIKE LANE - PEAK HOUR ONLY



Santa Barbara School Districts
"We believe all students can learn and every student is important."

LEGEND

- STOP SIGN
- ▼ YIELD SIGN
- SCHOOL CROSSWALK
- ▬ CROSSWALK
- TRAFFIC SIGNAL
- ⊕ CROSSING GUARD
- ➔ PEDESTRIAN ROUTE
- - - BIKE LANE
- - - BIKE LANE - PEAK HOUR ONLY



0 1/8 1/4 Miles

Santa Barbara
School Districts
"We believe all students can learn, and every student is important."



Map Created February 7, 2005

APPROVED:

Principal

APPROVED:

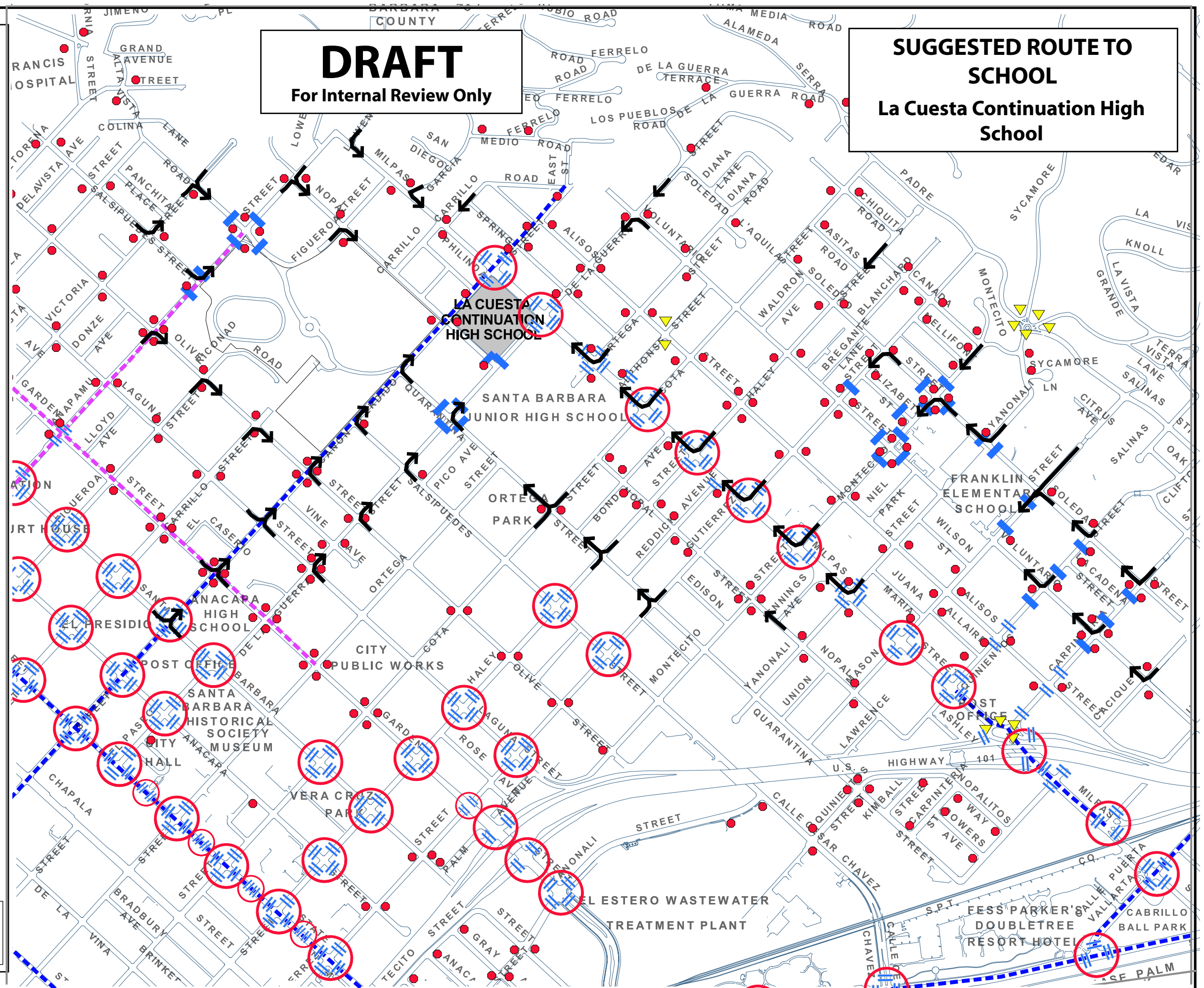
City Traffic Engineer

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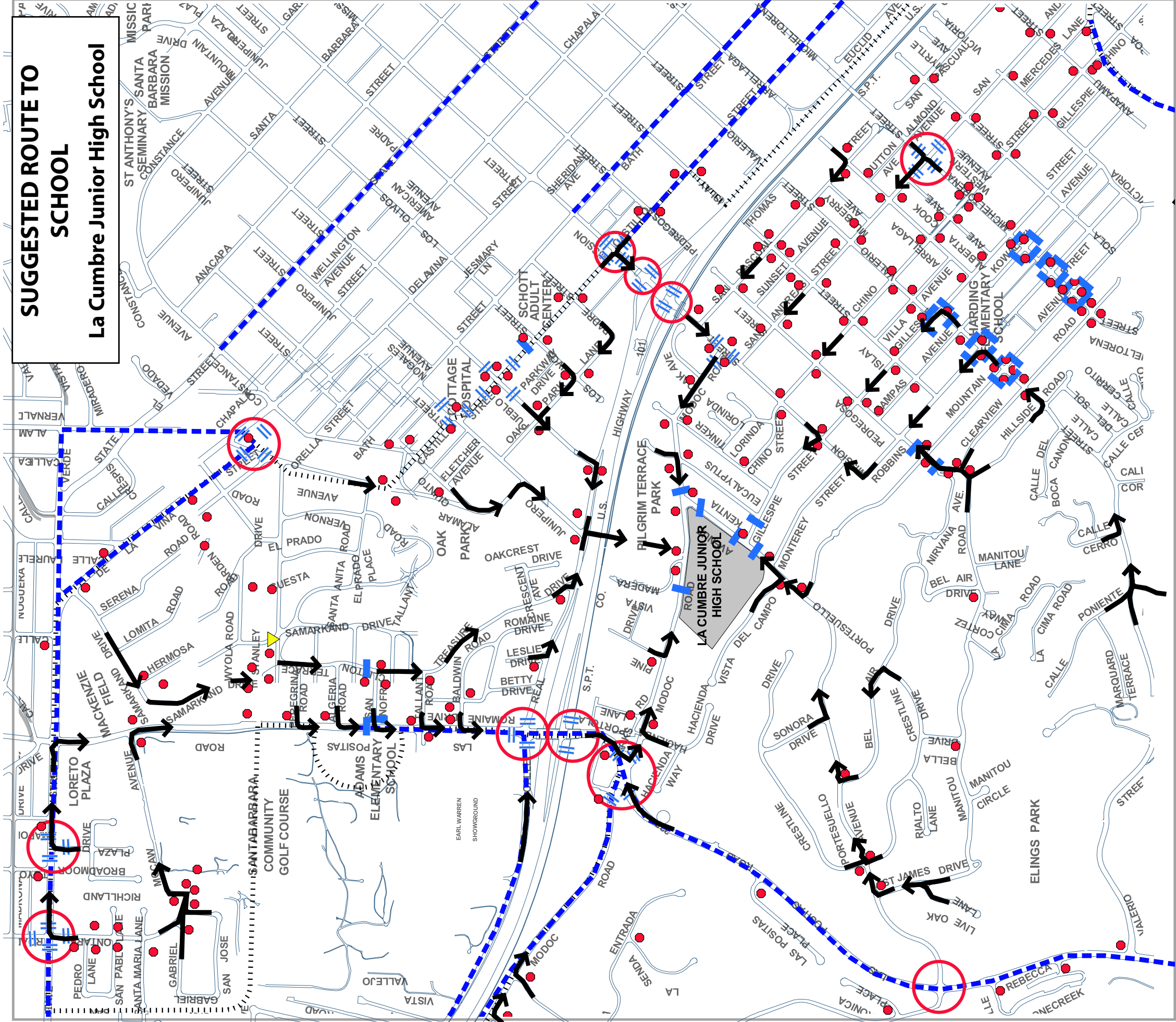
For Internal Review Only

SUGGESTED ROUTE TO SCHOOL

La Cuesta Continuation High School

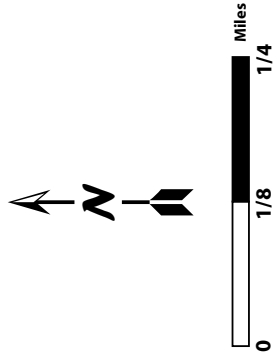


**SUGGESTED ROUTE TO
SCHOOL**
La Cumbre Junior High School



LEGEND

- SCHOOL ATTENDANCE BOUNDARY
- STOP SIGN
- YIELD SIGN
- SCHOOL CROSSWALK
- CROSSWALK
- TRAFFIC SIGNAL
- CROSSING GUARD
- PEDESTRIAN ROUTE
- BIKE LANE
- BIKE LANE - PEAK HOUR ONLY



**SUGGESTED ROUTE TO
SCHOOL**

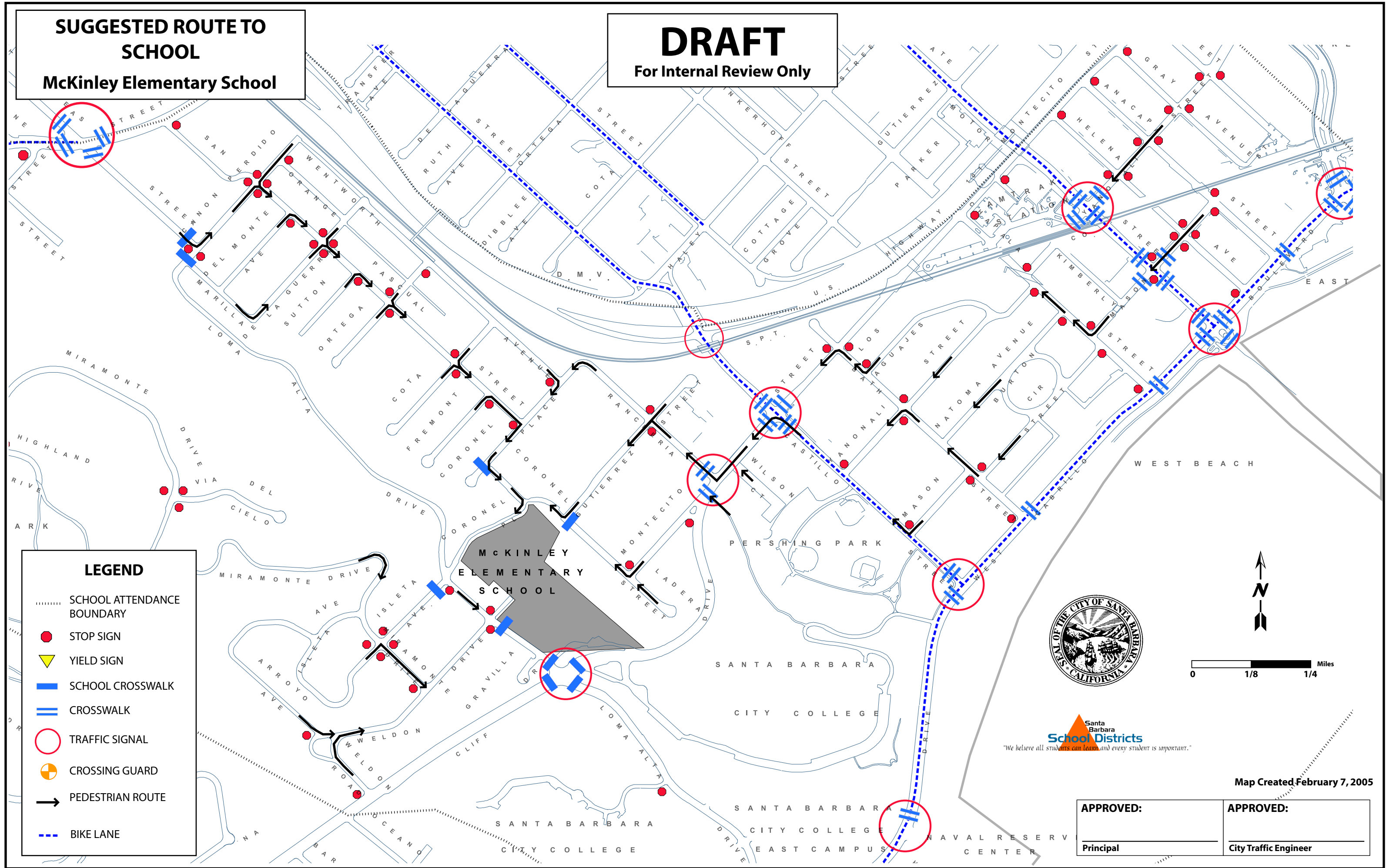
McKinley Elementary School

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For Internal Review Only

LEGEND

- SCHOOL ATTENDANCE BOUNDARY
- STOP SIGN
- ▼ YIELD SIGN
- SCHOOL CROSSWALK
- ▬ CROSSWALK
- TRAFFIC SIGNAL
- ⊕ CROSSING GUARD
- PEDESTRIAN ROUTE
- - - BIKE LANE



Santa Barbara School Districts
"We believe all students can learn, and every student is important."

Map Created February 7, 2005

APPROVED:

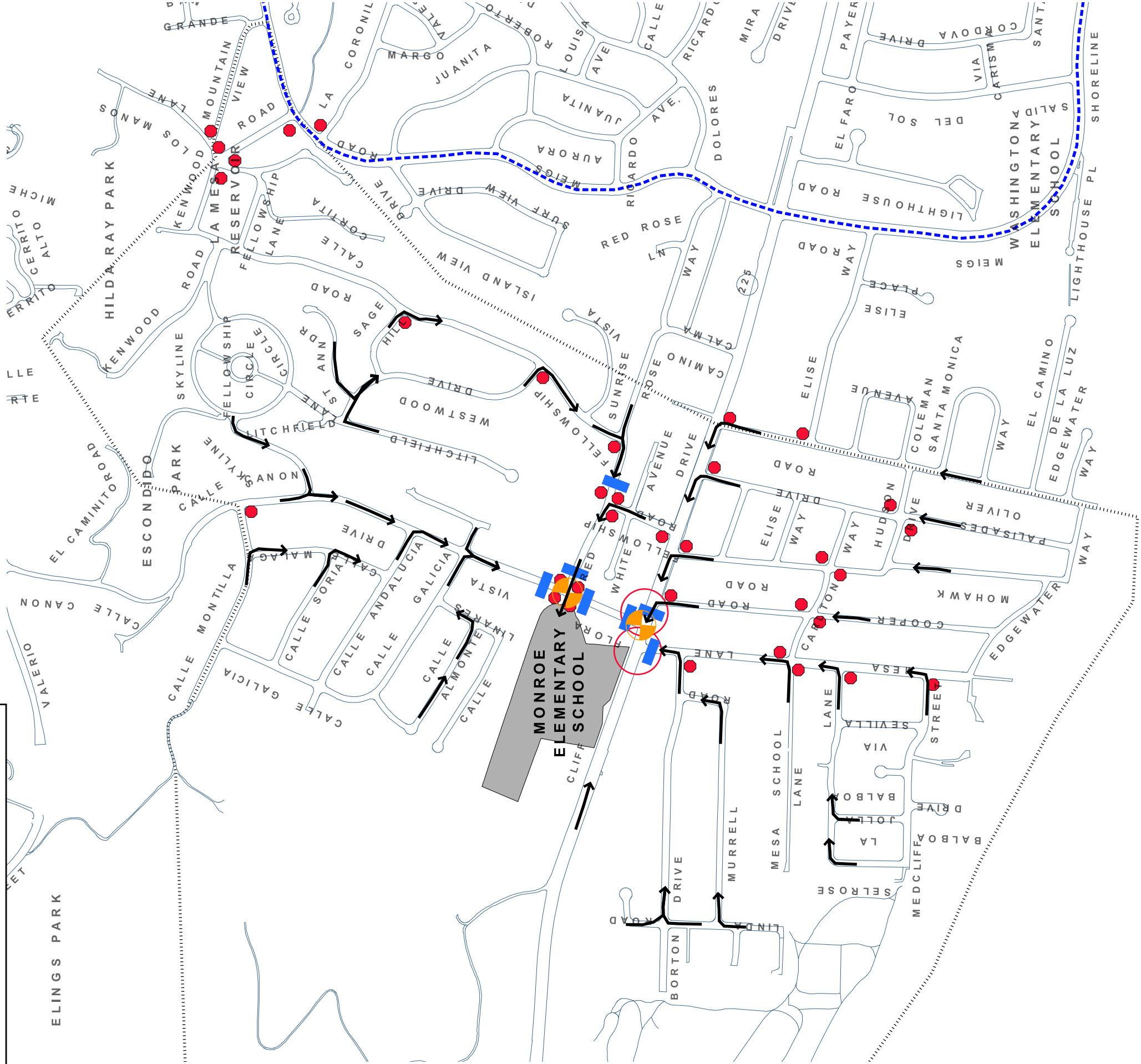
Principal

APPROVED:

City Traffic Engineer

SUGGESTED ROUTE TO SCHOOL

Monroe Elementary School



LEGEND

SCHOOL ATTENDANCE BOUNDARY

STOP SIGN

YIELD SIGN

SCHOOL CROSSWALK

CROSSWALK

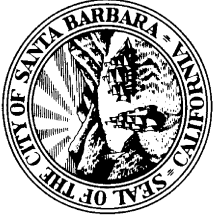
TRAFFIC SIGNAL

CROSSING GUARD

PEDESTRIAN ROUTE

BIKE LANE

BIKE LANE - PEAK HOUR ONLY



"We believe all students can learn and every student is important."

SUGGESTED ROUTE TO SCHOOL
Monte Vista Elementary School

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LEGEND

SCHOOL ATTENDANCE BOUNDARY

STOP SIGN

YIELD SIGN

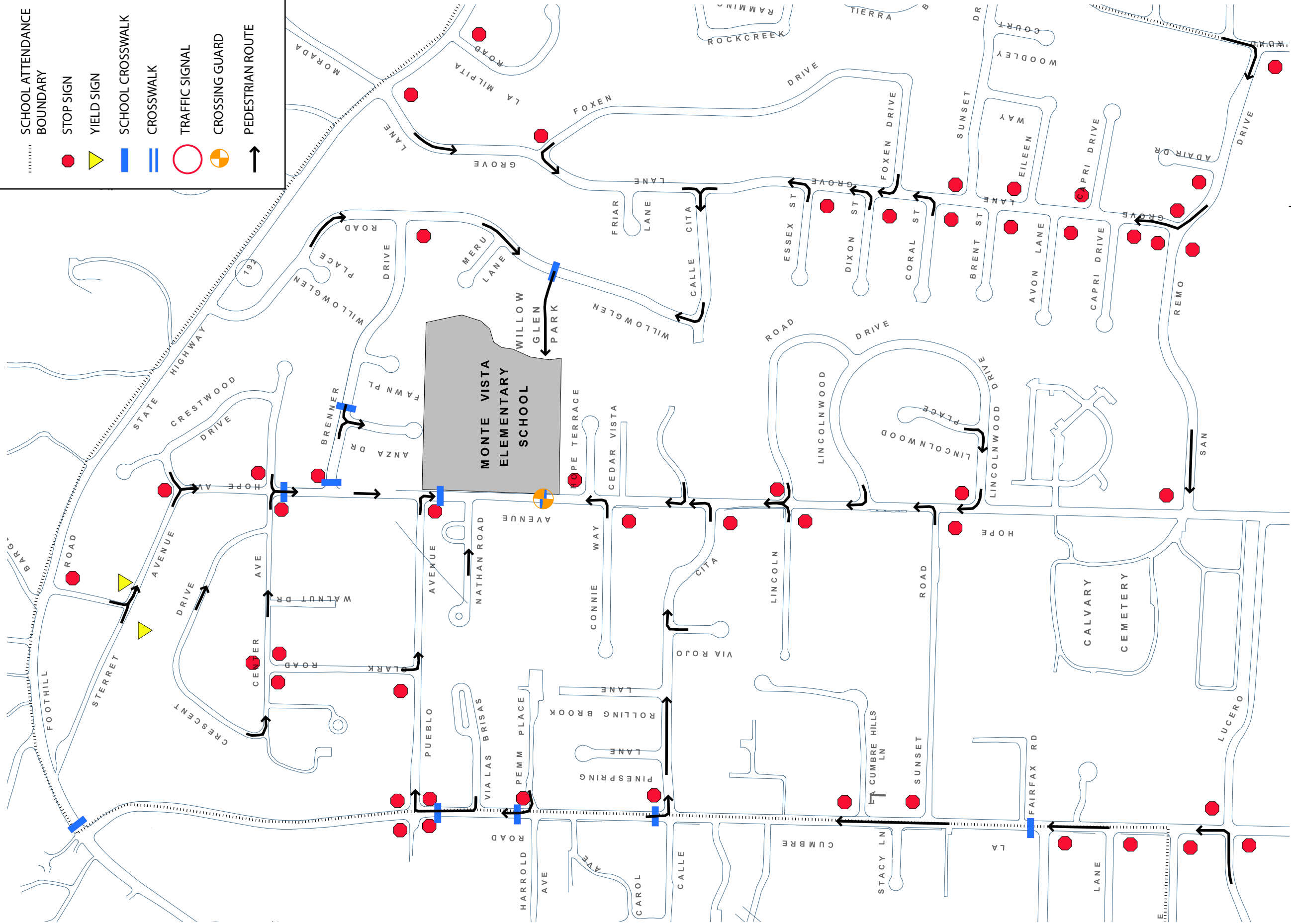
SCHOOL CROSSWALK

CROSSWALK

TRAFFIC SIGNAL

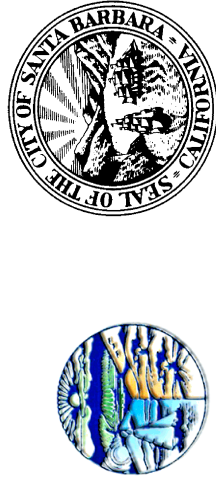
CROSSING GUARD

PEDESTRIAN ROUTE



Map Created February 7, 2005

APPROVED:	APPROVED:
Principal	City Traffic Engineer



DRAFT

For Internal Review Only

SUGGESTED ROUTE TO SCHOOL

Peabody Charter School

LEGEND

- SCHOOL ATTENDANCE BOUNDARY
- STOP SIGN
- ▼ YIELD SIGN
- SCHOOL CROSSWALK
- ▬ CROSSWALK
- TRAFFIC SIGNAL
- ⊕ CROSSING GUARD
- PEDESTRIAN ROUTE



0 1/8 1/4 Miles



Santa Barbara
School Districts
"We believe all students can learn and every student is important."

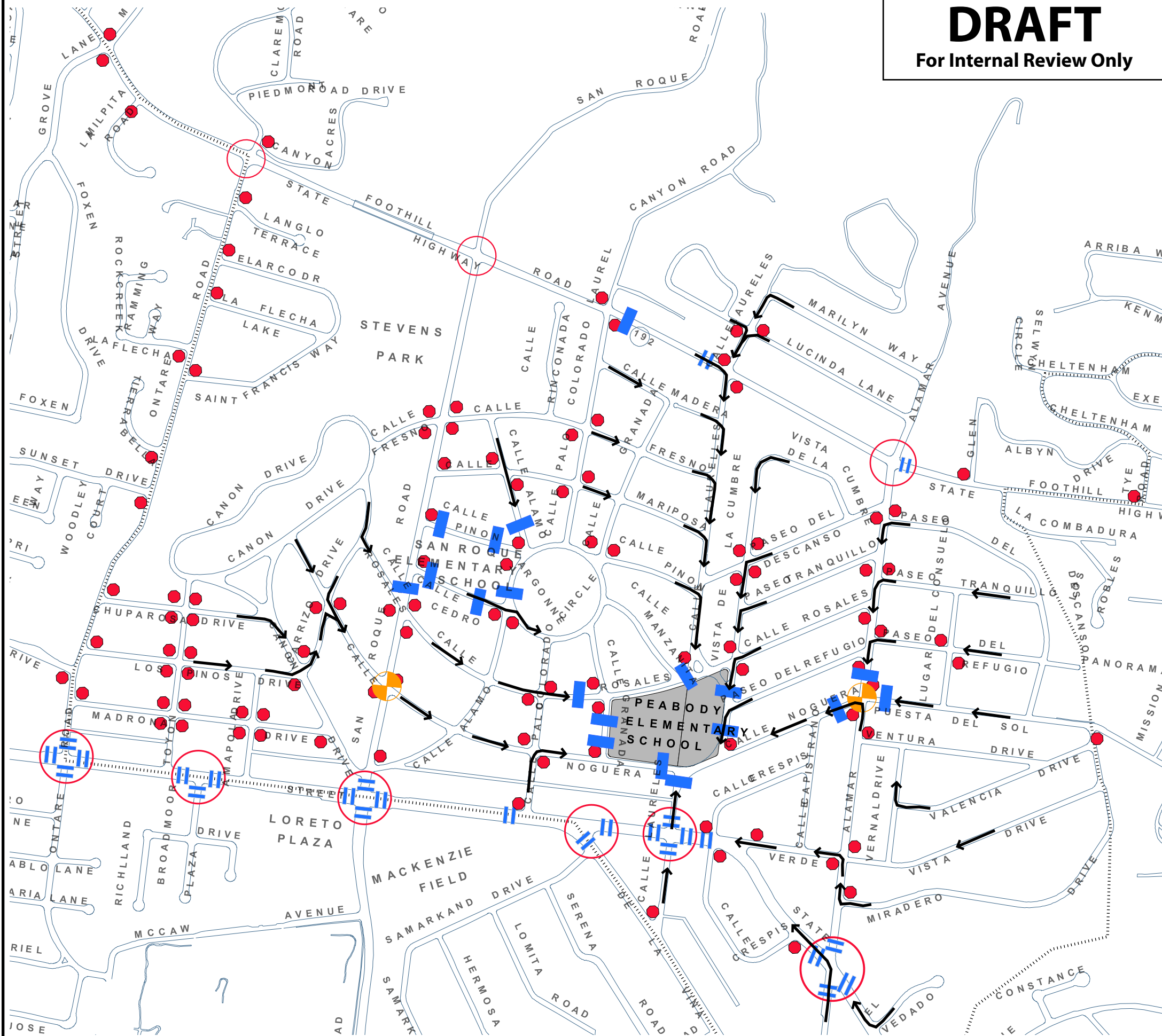
Map Created February 7, 2005

APPROVED:

Principal

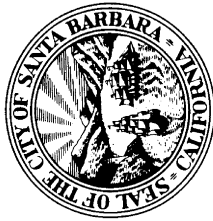
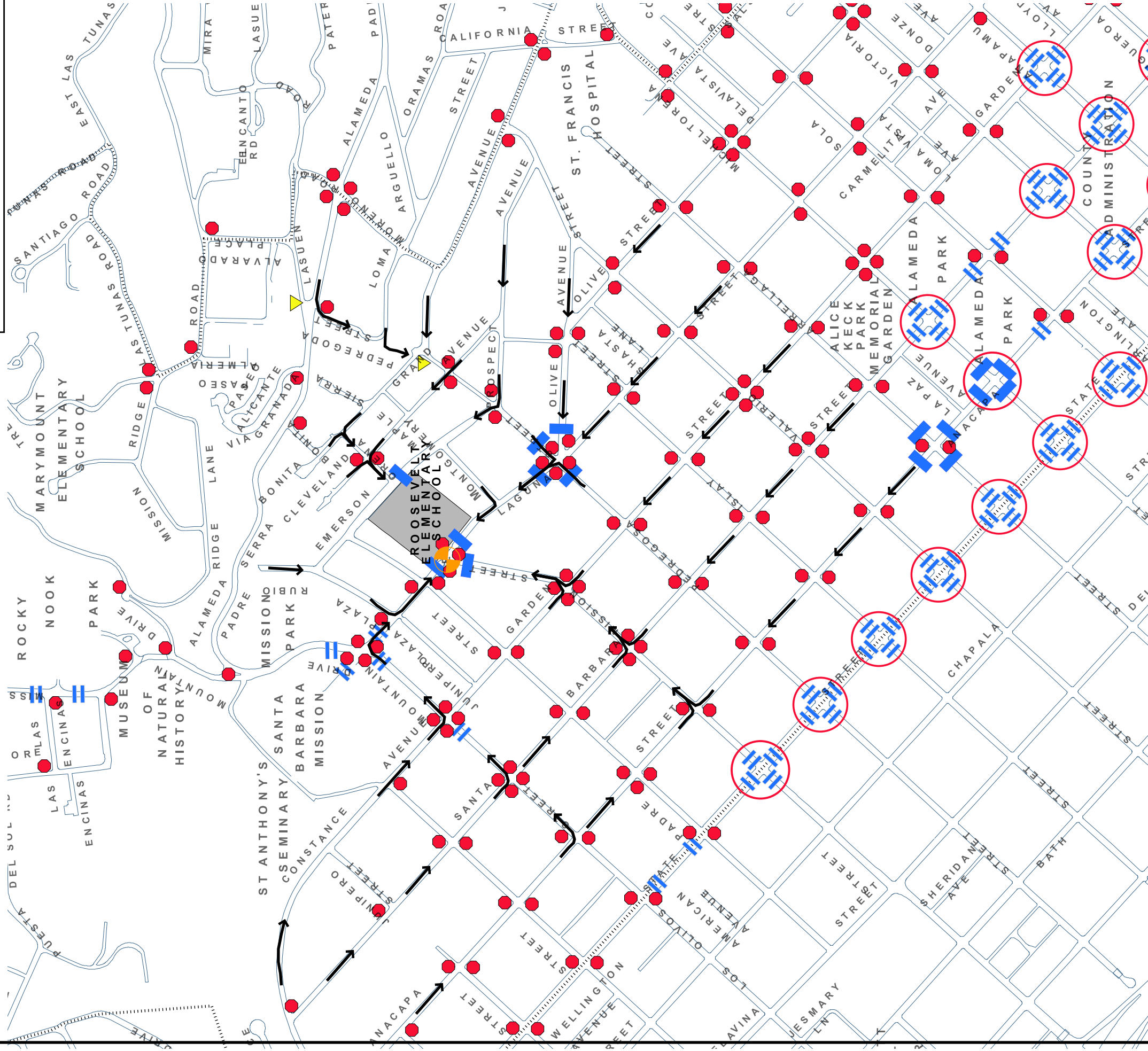
APPROVED:

City Traffic Engineer



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For Internal Review Only

**SUGGESTED ROUTE TO
SCHOOL**
Roosevelt Elementary School



Santa Barbara
School Districts
"We believe all students can learn, and every student is important."

Map Created February 7, 2005

APPROVED:	APPROVED:
Principal	City Traffic Engineer



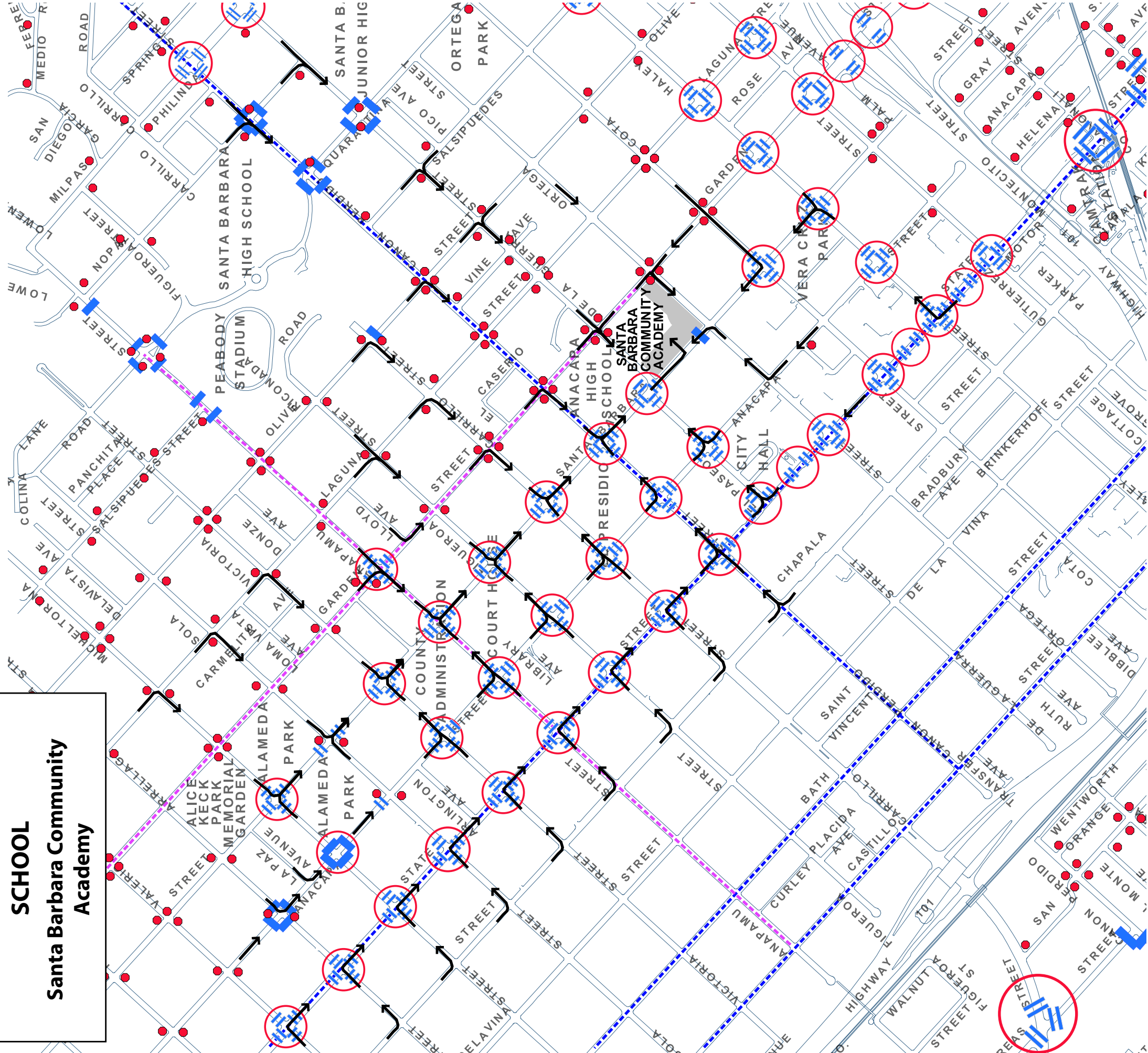
LEGEND

.....	SCHOOL ATTENDANCE BOUNDARY
●	STOP SIGN
▲	YIELD SIGN
■	SCHOOL CROSSWALK
▬	CROSSWALK
○	TRAFFIC SIGNAL
◼	CROSSING GUARD
→	PEDESTRIAN ROUTE

SUGGESTED ROUTE TO

SCHOOL

Santa Barbara Community Academy



LEGEND

- STOP SIGN
- YIELD SIGN
- SCHOOL CROSSWALK
- CROSSWALK
- TRAFFIC SIGNAL
- CROSSING GUARD
- PEDESTRIAN ROUTE
- BIKE LANE
- BIKE LANE - PEAK HOUR ONLY

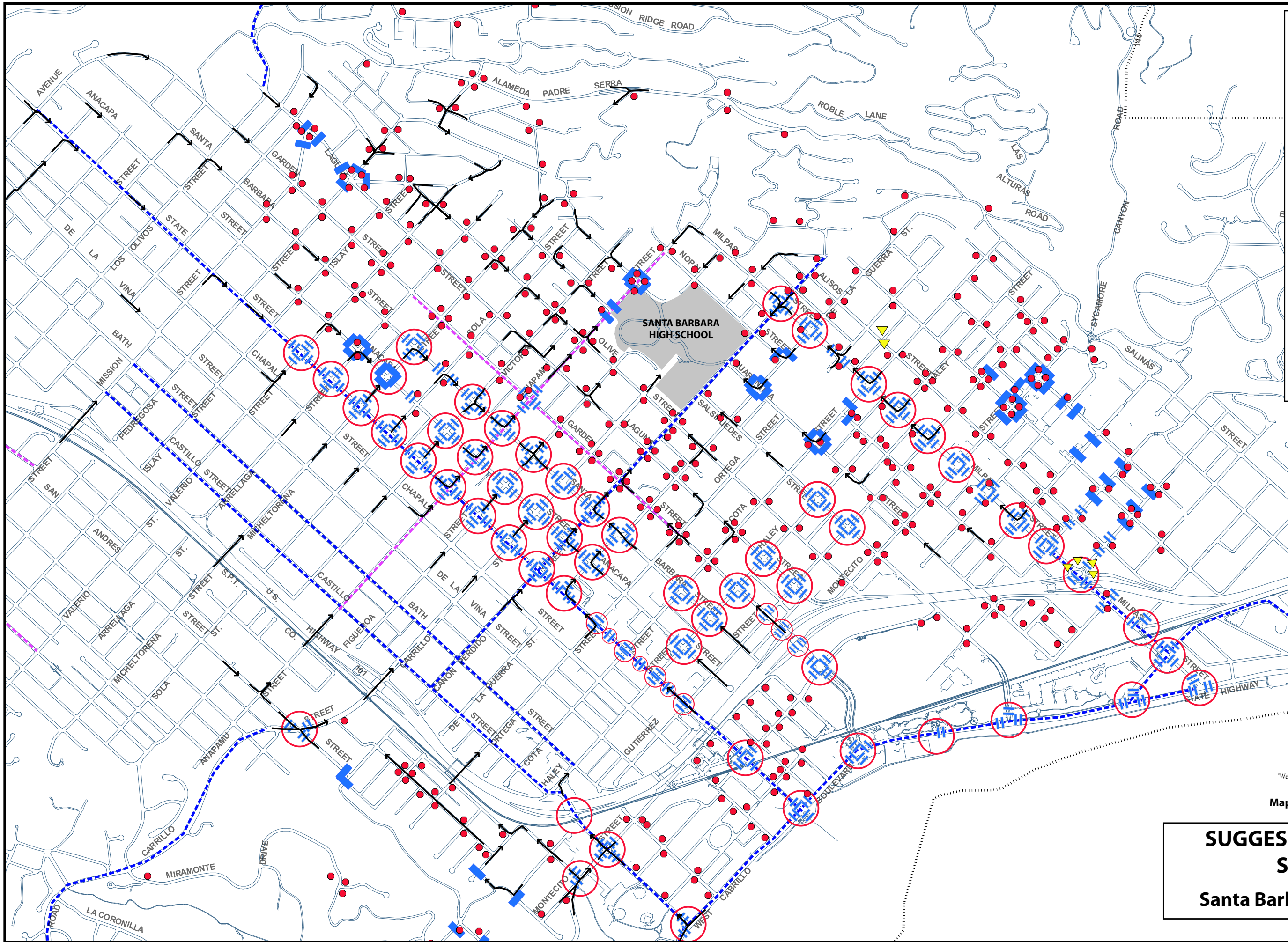


DRAFT
For Internal Review Only



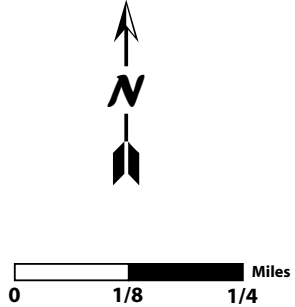
Map Created February 7, 2005

APPROVED:	APPROVED:
Principal	City Traffic Engineer



LEGEND

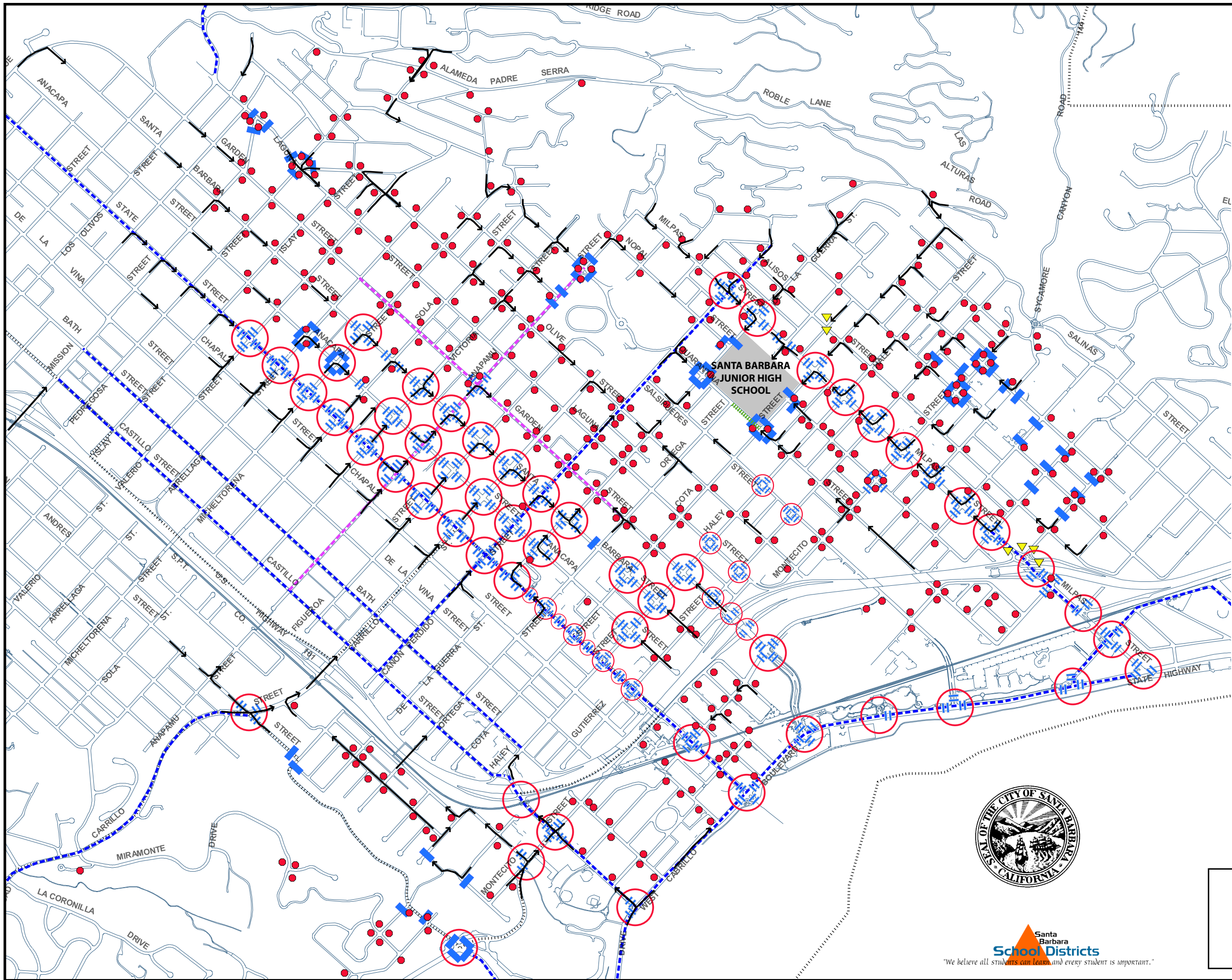
- SCHOOL ATTENDANCE BOUNDARY
- STOP SIGN
- ▼ YIELD SIGN
- SCHOOL CROSSWALK
- ▬ CROSSWALK
- TRAFFIC SIGNAL
- ⬡ CROSSING GUARD
- ➔ PEDESTRIAN ROUTE
- BIKE LANE
- BIKE LANE - PEAK HOUR ONLY



Santa Barbara School Districts
"We believe all students can learn, and every student is important."

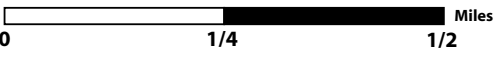
Map updated June 2006

SUGGESTED ROUTE TO SCHOOL
Santa Barbara High School



LEGEND

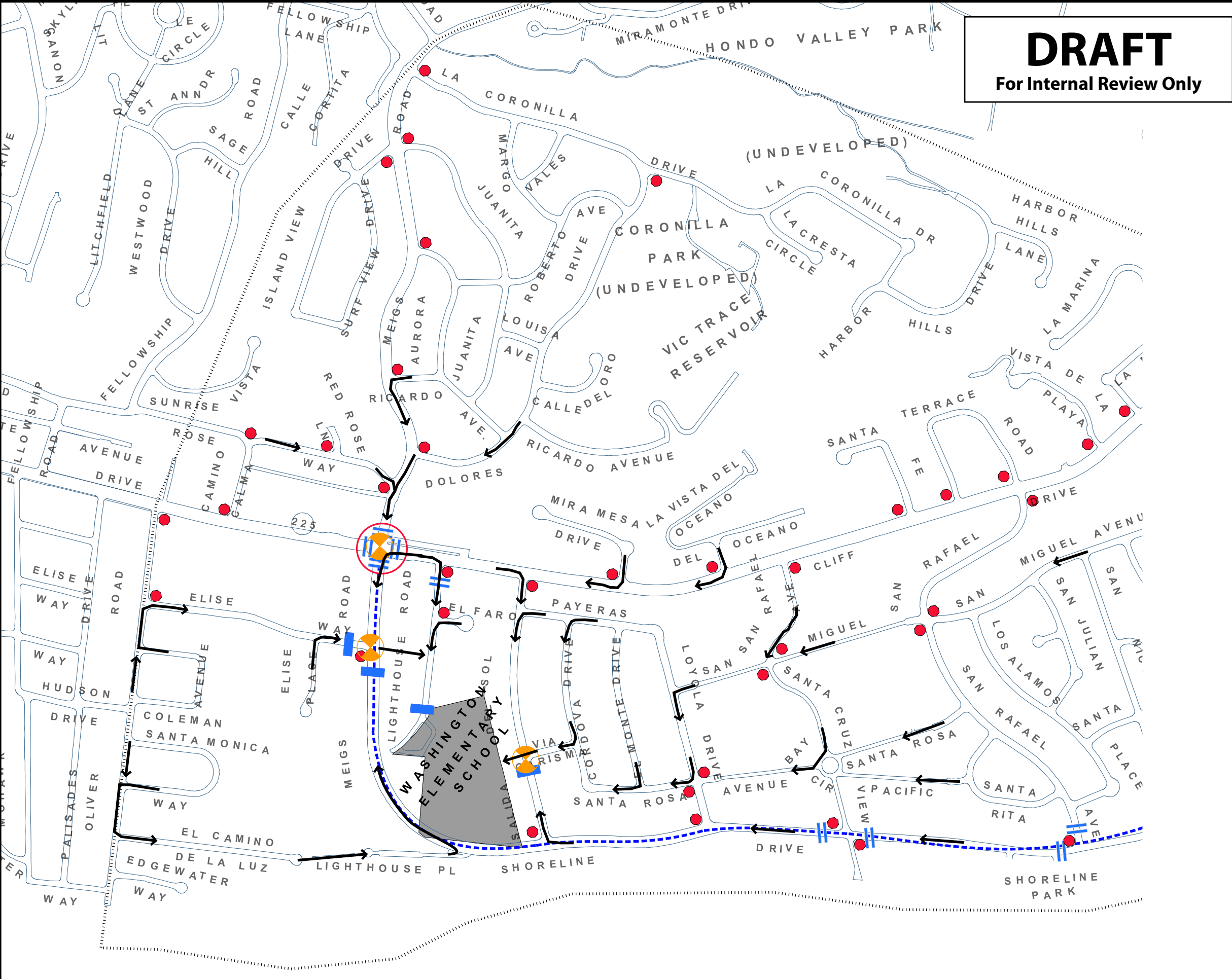
- SCHOOL ATTENDANCE BOUNDARY
- STOP SIGN
- ▼ YIELD SIGN
- SCHOOL CROSSWALK
- ▬ CROSSWALK
- TRAFFIC SIGNAL
- ⊕ CROSSING GUARD
- PEDESTRIAN ROUTE
- - - BIKE LANE
- - - BIKE LANE - PEAK HOUR ONLY
- ||||| BIKE PATH - CLASS I



Map updated June 2006



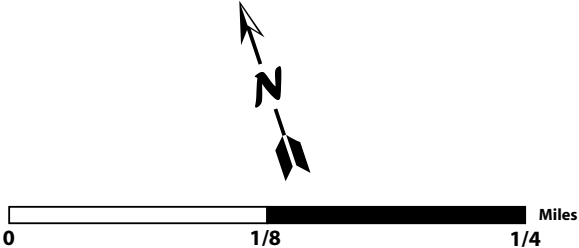
**SUGGESTED ROUTE TO
SCHOOL**
**Santa Barbara Junior High
School**



SUGGESTED ROUTE TO SCHOOL
Washington Elementary School

LEGEND

- SCHOOL ATTENDANCE BOUNDARY
- STOP SIGN
- ▼ YIELD SIGN
- SCHOOL CROSSWALK
- == CROSSWALK
- TRAFFIC SIGNAL
- ⊕ CROSSING GUARD
- PEDESTRIAN ROUTE
- - - BIKE LANE



Map Created February 7, 2005

APPROVED:	APPROVED:
Principal	City Traffic Engineer

The City will assist in developing and distributing suggested route to school maps to local schools as part of the Pedestrian Master Plan and future SR2S efforts, subject to school approval and City resource availability.

Strategy 2.2.3 Review maps every five years and update if appropriate

The maps should be reviewed and updated (as needed) at least every five years.

Policy 2.3 The City shall identify and fund programs and improvements that will make it safer and more attractive for students to walk to school

Strategy 2.3.1 Identify and develop education and encouragement projects working with the school community through the Safe Routes to School program

Education Projects

Educational programs, and especially on-bike training, should be expanded to more schools and for more hours per year. Instruction should include:

Pedestrian Safety Topics

- Crossing the street with an adult
- Crossing around school buses
- Driveways and cars backing up
- Understanding traffic signals
- Walking where no sidewalks exist
- Crossing at intersections and crosswalks
- Walking at night
- Using sidewalks
- Crossing around parked cars

Bicycle Safety Topics

- On-bike skills training
- Night riding (clothes, lights)
- Riding on sidewalks
- Riding defensively
- Importance of wearing helmets
- On-bike skills training
- How to adjust and maintain a bicycle
- Rules of the road
- How to negotiate intersections
- Use of hand signals
- Common crash causes
- How to adjust and maintain a bicycle

Encouragement Measures and Incentives

To ensure the continued success and growth of encouragement programs, the City should provide resources, including incentives, to local schools. Representation at school and community events can increase awareness of the potential for Safe Routes to Schools to improve local quality of life.

Strategy 2.3.2 Identify Capital Improvement Programs (CIPs), working with the school community through the Safe Routes to School program

Development of Capital Improvements

Safe Routes to School capital improvements focus on the design of transportation facilities that provide safe and functional accommodation for bicyclists, pedestrians, and motorists. These improvements measures can help to improve pedestrian safety and access, reduce traffic volumes, and decrease vehicle speeds. These measures may include signage, markings, signals, pathways, and other traffic calming improvements that enhance safety and mobility. Although some engineering solutions are higher-cost infrastructure improvements, many engineering tools can be implemented without large expenditures, such as posting signs, modifying signal timings, or painting crosswalks.

As part of the Safe Routes to School component of the Pedestrian Master Plan, staff selected three schools as Pilot Schools for preliminary assessment and recommendation of improvements to pedestrian, bicyclist, and vehicular circulation. The purpose of working with three pilot schools was to begin to standardize a process for implementing Safe Routes to School citywide. The chosen Pilot Schools were: 1) Monte Vista Elementary; 2) Cleveland Elementary; and 3) La Colina Junior High. These schools were selected because they each had an active SR2S task force in place whose members were active in identifying needed improvement areas. The process outlined through this work with the Pilot Schools will be instrumental in implementing conceptual plans for these schools and developing plans for other schools as they organize their own SR2S teams. Through this process described below, we have learned that there will be no “one size fits all” approach to institutionalizing SR2S planning.

Identifying and Improving Routes to School

Employing a formal process that includes transportation planners and engineers from the Public Works Department, as well as representatives from the Police Department and other local agencies, helps to ensure route integrity and reduce liability. The SR2S task force should coordinate with stakeholder teams from each school and encourage them to take the following steps to implement Santa Barbara’s SR2S program:

1. Set objectives and a reasonable schedule for the teams to accomplish its goals.
2. Determine the preferred basic commute routes to and from schools based on (a) parent and student input, (b) a survey of parent and student commute patterns, (c) city staff and law enforcement input, and (d) observations of actual commuting patterns.
3. Identify commute goals and work to educate stakeholders on key issues. For example, while there may be a perception of safety being a concern, statistics show that walking and

bicycling are just as safe as driving. Yet many parents insist on driving their children even a few blocks to school, thus contributing to the traffic congestion.

4. Study the parking lot and drop-off areas of the school. Is there a pattern where students are walking between cars or through parking lots or drop-off areas to reach the school? Are there management efforts to get parents to follow any specific drop-off protocol? On-site improvements should be coordinated by district representatives.
5. Determine if there are adequate sidewalks and bike lanes on the streets directly serving the school. Are there off-street pedestrian or bicycle paths that lead directly to the school? Are there school access points which encourage students to cross mid-block or at other less desirable locations? Are there gaps in existing walking or biking routes?
6. Identify the first major street crossings along the school's main commute routes. Often many collisions occur at these intersections. Are there crossing guards, adequate traffic controls, or traffic calming measures?
7. Identify locations where students are crossing major or minor streets at mid-block or unprotected locations (i.e., no stop signs or signals). Because children are sometimes hard to see and have difficulty in gauging vehicle speed, these locations can be the focus of improvements.
8. Identify locations where students are forced to cross intersections that have very wide turning radii, where vehicles can accelerate and merge while turning. These are problematic because drivers' attention is focused to the left at merging traffic rather than in front at crosswalks where students may be present.
9. Evaluate intersection designs. Do all intersections have properly designed crosswalks? The crosswalks should be located so that students can wait safely on the sidewalk prior to seeing if they can cross. Is there adequate visibility and lighting given the speed of traffic? Are there adequate warning signs in advance of the crosswalk?
10. Evaluate actual traffic speeds along the school's commute routes. What are the typical speeds of traffic on the major school commute corridors? Are they significantly above or below the posted speed limits? Even if they are below, are travel speeds still too fast for children to cross the street? When was the last speed survey conducted? What is the level of police enforcement, and does it occur throughout the school year? Is it possible to lower speed limits near schools? In other locations, it may be necessary to make physical changes, such as narrowing travel lanes, to slow traffic.
11. Identify both short-term and long-term improvements to facilitate street crossings, improve intersections, and reduce speeding.
12. The task force should assist with prioritizing the needs of each school for the purpose of procuring funding for short-term and long-term operational improvements.
13. Once proposed improvements have been identified, a preliminary design or plan must be completed that describes the project and its cost. For example, a crosswalk improvement would need to be designed so that it can be reviewed and approved by the appropriate agency. Professional assistance may be appropriate for this effort.
14. Often, low-cost and easy-to-implement measures are appropriate. For example, refreshing crosswalk striping, adding high-visibility signage, trimming landscaping that protrudes onto sidewalks, and other short-term measures can make a difference.

15. With a plan and cost estimate, the project still needs a sponsor. Typically, this would be the jurisdiction, which is best connected to available funding sources and familiar with the State and Federal procedures necessary to obtain funding. The project sponsor will need an official authorization and confirmation that (a) the right-of-way for proposed improvements is publicly owned, (b) City staff have reviewed and approved the project, and (c) no negative impacts have been identified. With this in hand, the project sponsor can seek funding, which usually requires a 10% or greater matching amount from a local agency. Caltrans has a SR2S grant program specifically for construction projects at or near schools. More information on this program is available from Caltrans, and can be found at: www.dot.ca.gov/hq/LocalPrograms/saferoute2.htm

Development of Conceptual Improvement Plans for Pilot Schools

Using the above list, the consultant team compiled a list of “hot spots” at each Pilot School, based on direct input from the city staff, school officials, and task force members. The hot spots consisted of locations where ongoing traffic circulation or safety problems had been identified. Hot spot issues noted included locations of frequent speeding, vehicles ignoring traffic controls, lack of sidewalks, lack of crosswalks, crossing sight distance problems, and other issues related to roadway crossings.

Once the consultant team had compiled the hot spot list, they conducted a field review at each school to confirm and evaluate the identified problem areas. During the field visit, staff noted traffic conditions, traffic controls, the presence and condition of sidewalks, crosswalks and signage, and the locations of crossing guards. For the identified problems that were confirmed, and any additional problems noted in the field, the consultant team developed recommendations to address the problem. In some cases, the identified problems could best be addressed with increased enforcement or other low-cost, non-engineering measures. In other cases, engineering improvements may be determined to be the most appropriate solution. Staff developed both short- and long-term recommendations: short-term recommendations focused on easy solutions that could be implemented relatively quickly; and long-term solutions are those that would require a greater amount of engineering/construction and a greater expense.

Recommended types of improvements included:

Short Term	Long Term
- Warning signage	- Sidewalks
- High-visibility crosswalks	- Curb ramps
- Advance stop line	- Curb extensions
- Advance yield line	- Pedestrian refuge islands
- In-street yield to pedestrian sign	- Pedestrian crossing beacon light
	- Bus stop relocation
	- Intersection realignment

For each school area or intersection “hot spot” where engineering improvements were recommended, the consultant team prepared a conceptual plan to illustrate the proposed improvement on an aerial

photograph. Figure VI-3 through Figure VI-13 show sample concept plans prepared for the Pilot School project.

The SR2S Pilot School study only involved three of the city's 18 public schools, and is intended as a first step in a citywide Safe Routes to School effort. The process outlined above – identification of “hot spots,” field visit to assess problem areas, and development of conceptual recommendations – is intended to serve as a template to be used by other schools in implementing their own SR2S programs. Formation of a SR2S Task Force at each school is a crucial first step in the process, as it will allow the stakeholders to come together to set objectives, begin to identify the key problems and safety concerns, make a school-based commitment to solving problems, and start to develop solutions to improve the safety of children walking and bicycling to school. COAST can assist in the development of school-based teams and acts as the liaison between school, city and other relevant stakeholders as the program develops.

It should be noted that community members have expressed concerns about a number of other schools throughout Santa Barbara. Some of these other schools were solicited to be a part of the SR2S planning efforts, but were not yet ready to commit resources to the effort. Transportation Operations regularly works with the community to resolve complaints regarding these and other schools as part of daily operations. Traffic safety issues are addressed as a regular part of transportation operations' work, and SR2S planning efforts will be undertaken at these schools when they have school-based teams to work with COAST and the City.

In addition to working on developing the improvement plan recommendations described below, pilot school teams have been active in educational and encouragement projects including writing newsletter articles, conducting bike rodeos, and participating in ongoing efforts to reward active travel to school.

Cleveland School

Figure VI-3 through Figure VI-6 illustrate conceptual improvements for Cleveland Elementary school.

Recommendations were made for four locations in the vicinity of Cleveland School. To the south of the school, the 5-legged intersection of Alameda Padre Serra, Sycamore Canyon, Montecito, and Salinas, which is controlled by a roundabout. Currently, the crosswalk across Salinas is aligned at an angle, increasing the crossing distance and forcing pedestrians to look over their shoulder to check for traffic when stepping off the curb. It is recommended that this crosswalk be realigned to 90-degrees to Salinas Street to shorten the crossing and improve visibility, and the refuge median be modified as appropriate for the realigned crossing.

At Eucalyptus Street and Santa Ynez, a pathway leads up the hill to a back entrance to Cleveland School. A number of missing sidewalk segments and missing curb ramps were identified. It is recommended that the STOP sign and limit line on Eucalyptus southbound be relocated to the south. Currently, motorists have a tendency to roll past the stop sign in order to check cross traffic on Santa Ynez.

At Salinas and Clifton, two existing crosswalks are present across Salinas. Due to a rise in the road approaching the intersection in the eastbound direction, it is recommended that the western crosswalk be removed. The eastern crosswalk should be enhanced with high visibility striping, and advance limit lines provided on both sides of the intersection. Finally, in order to decrease the crossing distance, it is recommended that curb extensions be provided at the eastern leg of this intersection.

At Alameda Padre Serra and the Cleveland School entrance, the primary issue was related to sight distance along APS, making it difficult for vehicles exiting the school driveway to be seen by cars on APS. It is recommended that an illuminated sign be installed on southbound APS to alert motorists of vehicles exiting the school driveway. This sign would be illuminated by sensors in the school driveway. As a long-term measure, it is recommended that the school driveway be moved to the southern end of the parking lot in order to increase sight distance. In addition, the APS sidewalk on the Cleveland side of the street is narrow and obstructed by overgrown landscaping. The landscaping should be trimmed and the sidewalk expanded or replaced.



Looking north along APS from south of driveway

LOCATION: Alameda Padre Serra at Cleveland School entrance

RECOMMENDATIONS:

Install magnetic or optical detection to determine if automobiles are exiting driveway

Provide lighted sign north of driveway to alert southbound APS drivers of vehicle exiting driveway

Relocate school driveway to the south (long-term)

**Driveway Improvements
(Cleveland School)**

Figure VI-3. Sample Concept Plan for Cleveland School (Alameda Padre Serra)



Figure VI-4. Sample Concept Plan for Cleveland School (Alameda Padre Serra & Salinas/Sycamore/Montecito)

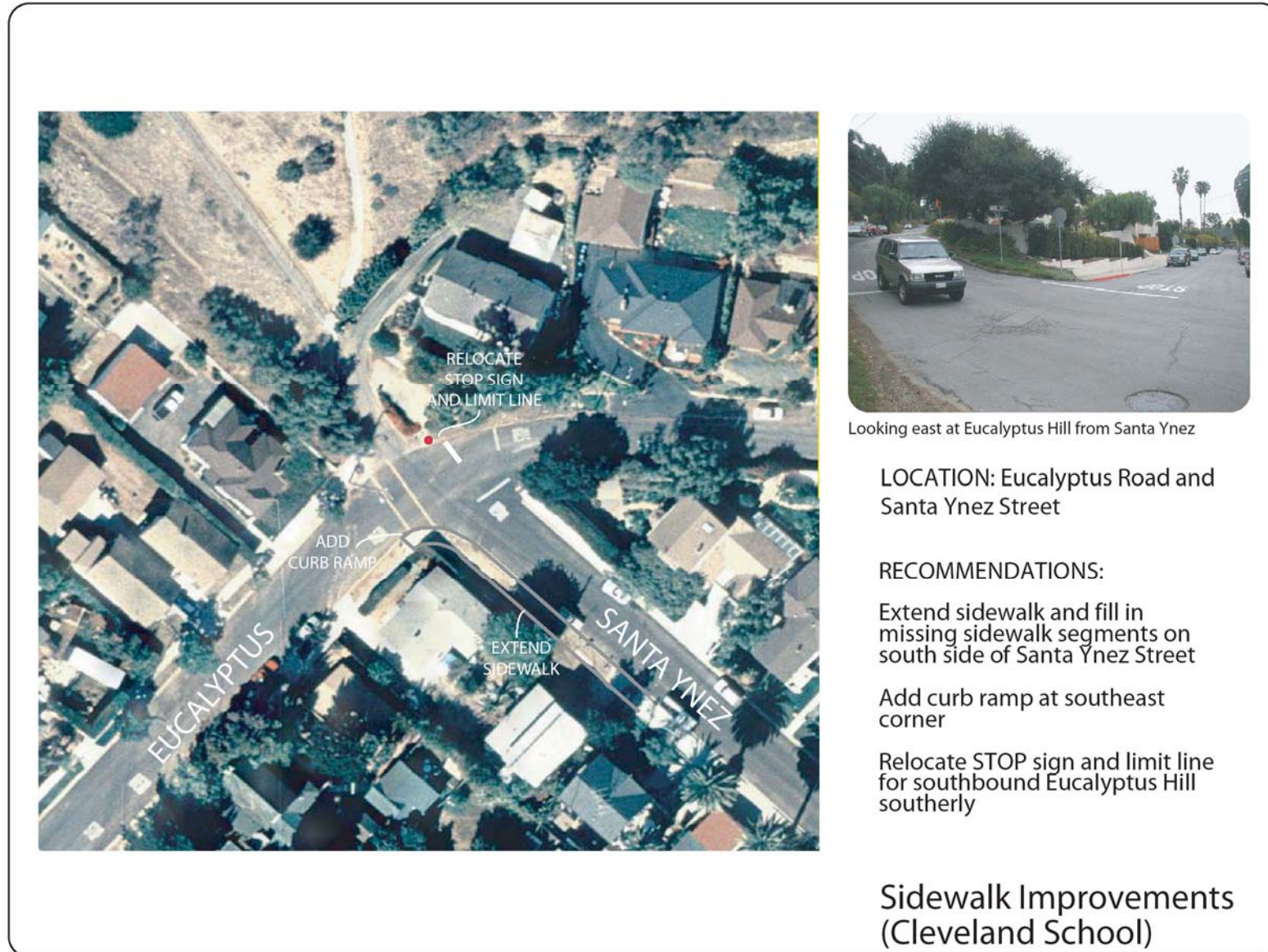


Figure VI-5. Sample Concept Plan for Cleveland School (Eucalyptus Hill Road & Santa Ynez Street)



Looking northeast across Salinas St. from Clifton St.

LOCATION: Salinas at Clifton

RECOMMENDATIONS:

Remove crosswalk across western approach to the intersection

Provide high-visibility crosswalk on eastern leg of intersection

Provide advance limit lines for Salinas Street crosswalk

Add curb extensions on Salinas Street

Curb Extensions and High Visibility Crosswalk
(Cleveland School)

Figure VI-6. Sample Concept Plan for Cleveland School (Salinas Street & Clifton Street)

La Colina Junior High School

Figure VI-7 and Figure VI-8 illustrate conceptual improvements for La Colina Junior High school.

Recommendations were made for two locations for La Colina Junior High. At the intersection of Foothill Road and Cieneguitas Road, the northwest corner curb radius is set back compared to the northeast corner. As a result, sight distance is limited for a pedestrian on the northwest corner wishing to cross at the crosswalk across Foothill Boulevard. This configuration also facilitates motor vehicles making higher speed right turns from Cieneguitas onto Foothill. It is recommended that curb extensions be installed on both sides of Foothill Boulevard on the western leg in order to shorten the crossing length, improve sight distance, and tighten the curb radius for right turning vehicles. As part of the curb extensions, the existing crosswalk across the southern leg of Cieneguitas should be relocated to the north to line up with the new curb extension. Advance limit lines should be installed in advance of all crosswalks.

At Foothill Boulevard and Cocopah Drive, pedestrian crossing beacons are recommended to increase the visibility of the crosswalk across the western leg of this intersection. It is also recommended that the westbound bus stop be relocated to the east side of Cocopah, in order to allow for the installation of curb extensions on the north side of Foothill at the crosswalk. The City should study whether it is possible to remove the right-turn lane on the south (eastbound) side of Foothill so that curb extensions can be installed on the south landing of the crosswalk as well.

In addition to the improvements outlined on the plans, it is recommended that the County install sidewalks on Foothill east of La Colina to La Cumbre Road.



Looking east from northwest of intersection.

LOCATION: Foothill and Cieneguitas

RECOMMENDATIONS:

Add curb extensions on Foothill Road, west of Cieneguitas Road

Begin second westbound travel lane further to the west

Relocate crosswalk across south side of Cieneguitas Road

Provide advance limit line on Cieneguitas Road

Curb Extensions and High Visibility Crosswalk (La Colina Jr. High)

Figure VI-7. Sample Concept Plan for La Colina Junior High School (Foothill Road & Cieneguitas Road)



Looking east along Foothill Road toward Cocopah.

LOCATION: Foothill at Cocopah

RECOMMENDATIONS:

Provide pedestrian crossing beacon on mastarm pole

Add curb extensions on north side of Foothill, west of Cieneguitas

Relocate westbound bus stop
If eastbound right-turn lane can be eliminated, add curb extension on south side of Foothill

Add curb ramps on Foothill Drive

**Pedestrian Crossing Beacon
(La Colina Jr. High)**

Figure VI-8. Sample Concept Plan for La Colina Junior High School (Foothill Road & Cocopah Drive)

Monte Vista Elementary

Figure VI-9 through Figure VI-12 illustrate conceptual improvements for Monte Vista Elementary school.

Recommendations were made for four locations in the vicinity of Monte Vista Elementary School. At Hope and Center, recommendations include installing sidewalks along the east side of Hope, and installing curb ramps. In addition, an advance limit line should be provided at the crossing of Center Street at Hope.

On Hope Avenue south of the school entrance, an existing crosswalk is present with an in-pavement yield to pedestrian sign. During field observations, motorists coming down the hill (southbound) on Hope were observed veering into the bike lane as a response to the in-pavement sign, but no reduction in speed was observed. It is recommended that instead of a single centerline in-pavement sign, two sets of in-pavement signs be provided, one along each edgeline. This would eliminate the ability of cars to use the shoulder area to maintain speed past the signs. In addition to the new signs, advance limit lines are recommended at the crosswalk.

At the intersection of Harrold, La Cumbre, and Pemm, a new sidewalk is recommended along the east side of the La Cumbre. It is recommended that the existing crosswalk be relocated to the southern leg of this intersection, and that curb extensions be installed to shorten the crossing distance.

At the intersection of Willowglen Road at Willowglen Park, an existing crosswalk is present which extends directly into a curbside hedgerow. It is recommended that this crosswalk be relocated to the south to provide a direct connection to the sidewalk, that curb extensions be installed to shorten the crossing distance, and that a high visibility crosswalk be installed.

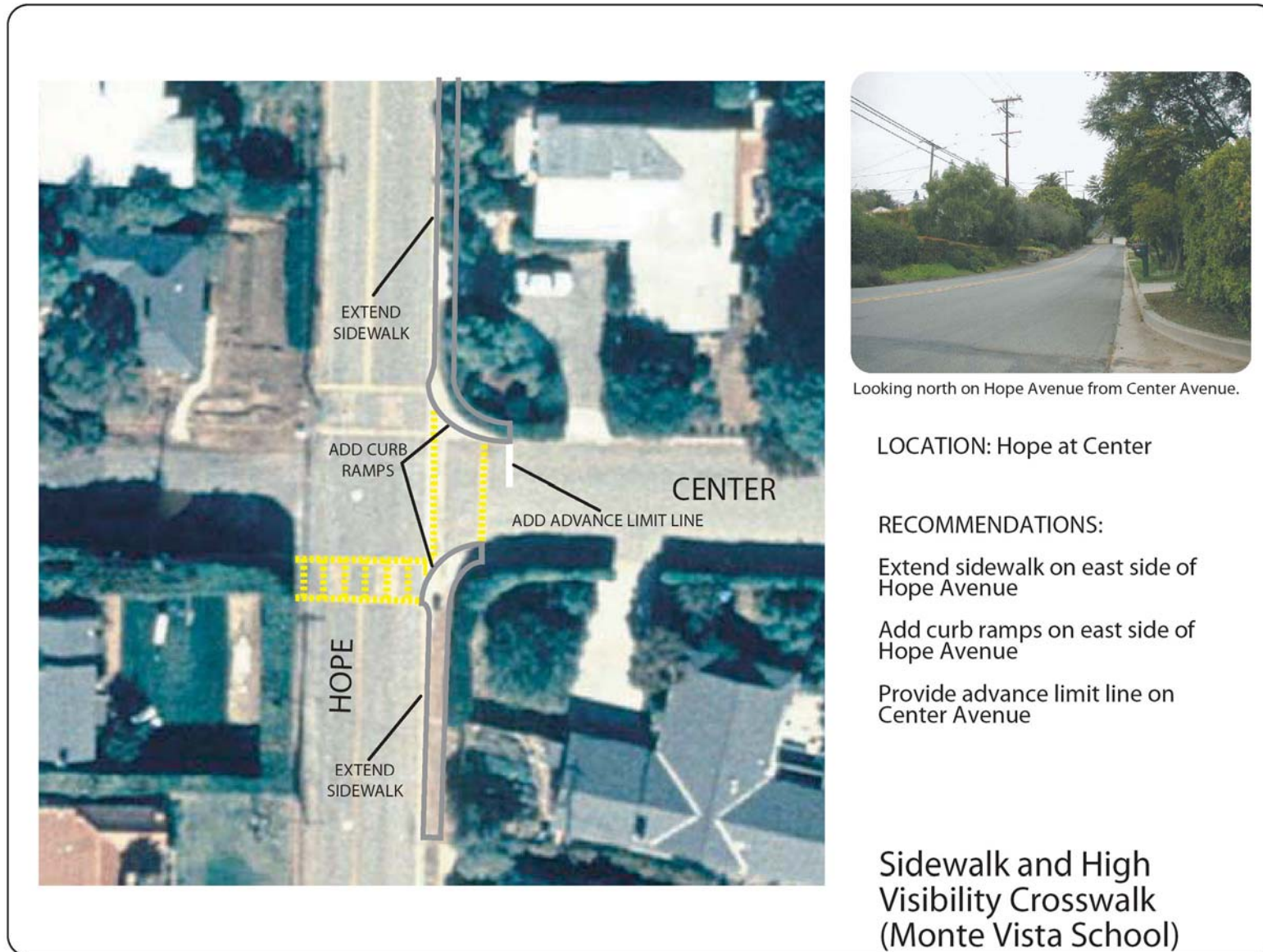


Figure VI-9. Sample Concept Plan for Monte Vista School (Hope Avenue & Center Avenue)

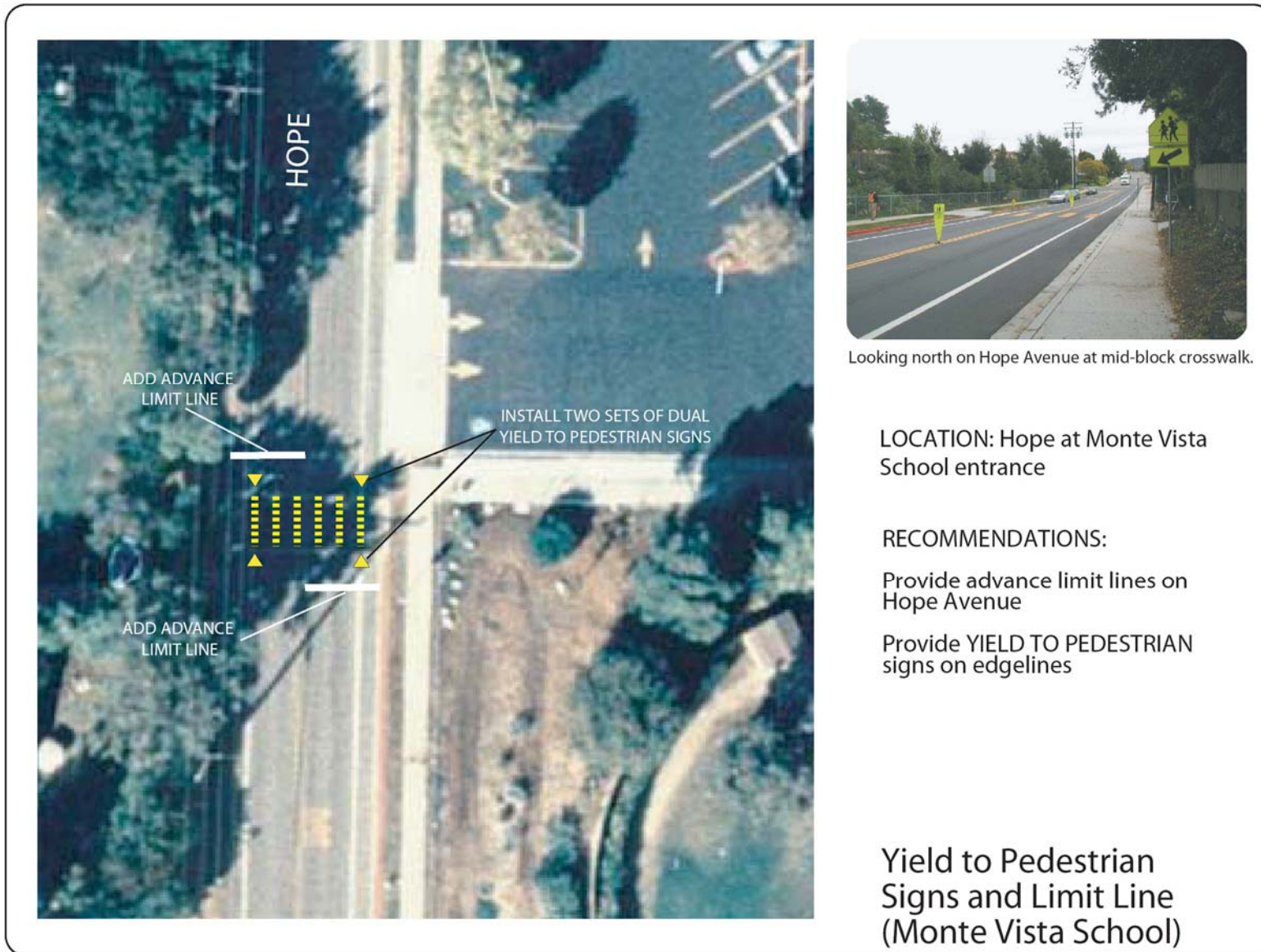
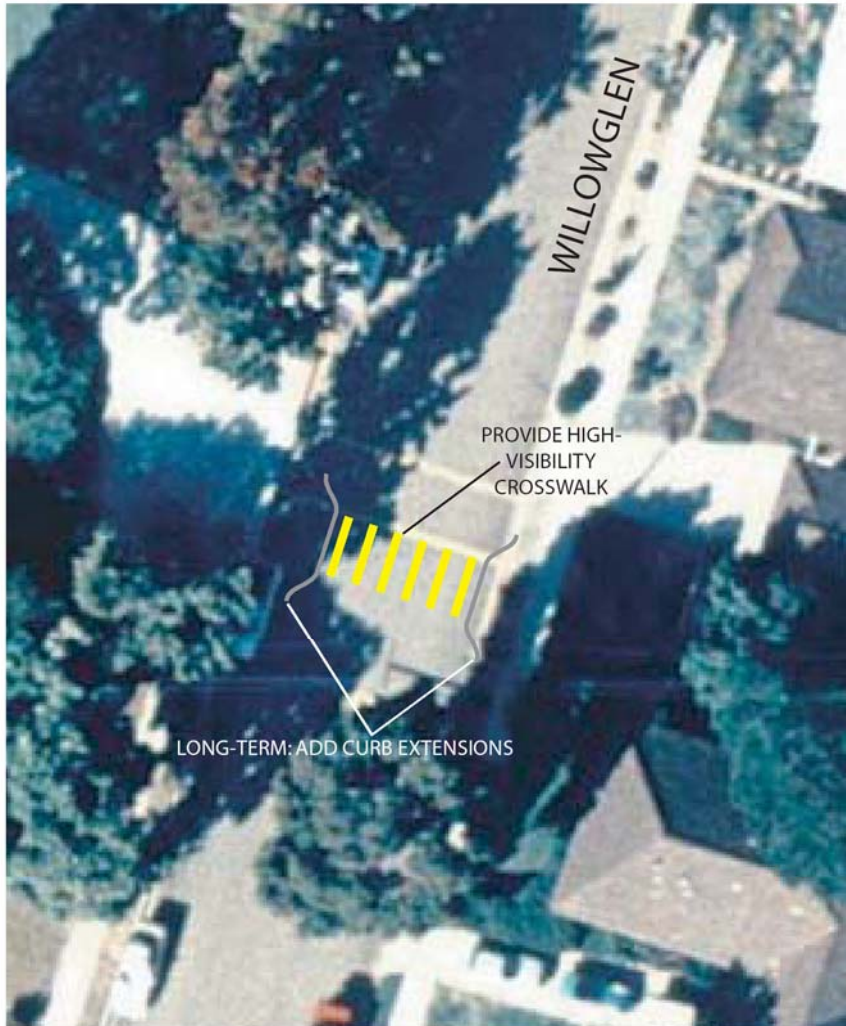


Figure VI-10. Sample Concept Plan for Monte Vista School (Hope Avenue)



Figure VI-11. Sample Concept Plan for Monte Vista School (La Cumbre Road & Harrold/Pemm)



Looking across Willowglen Road at crosswalk.

LOCATION: Willowglen Rd. at Willowglen Park

RECOMMENDATIONS:

Provide high-visibility crosswalk

Move crosswalk southerly and add curb extensions (long-term)

Curb Extensions and High Visibility Crosswalk (Monte Vista School)

Figure VI-12. Sample Concept Plan for Monte Vista School (Willowglen Road at Willowglen Park)

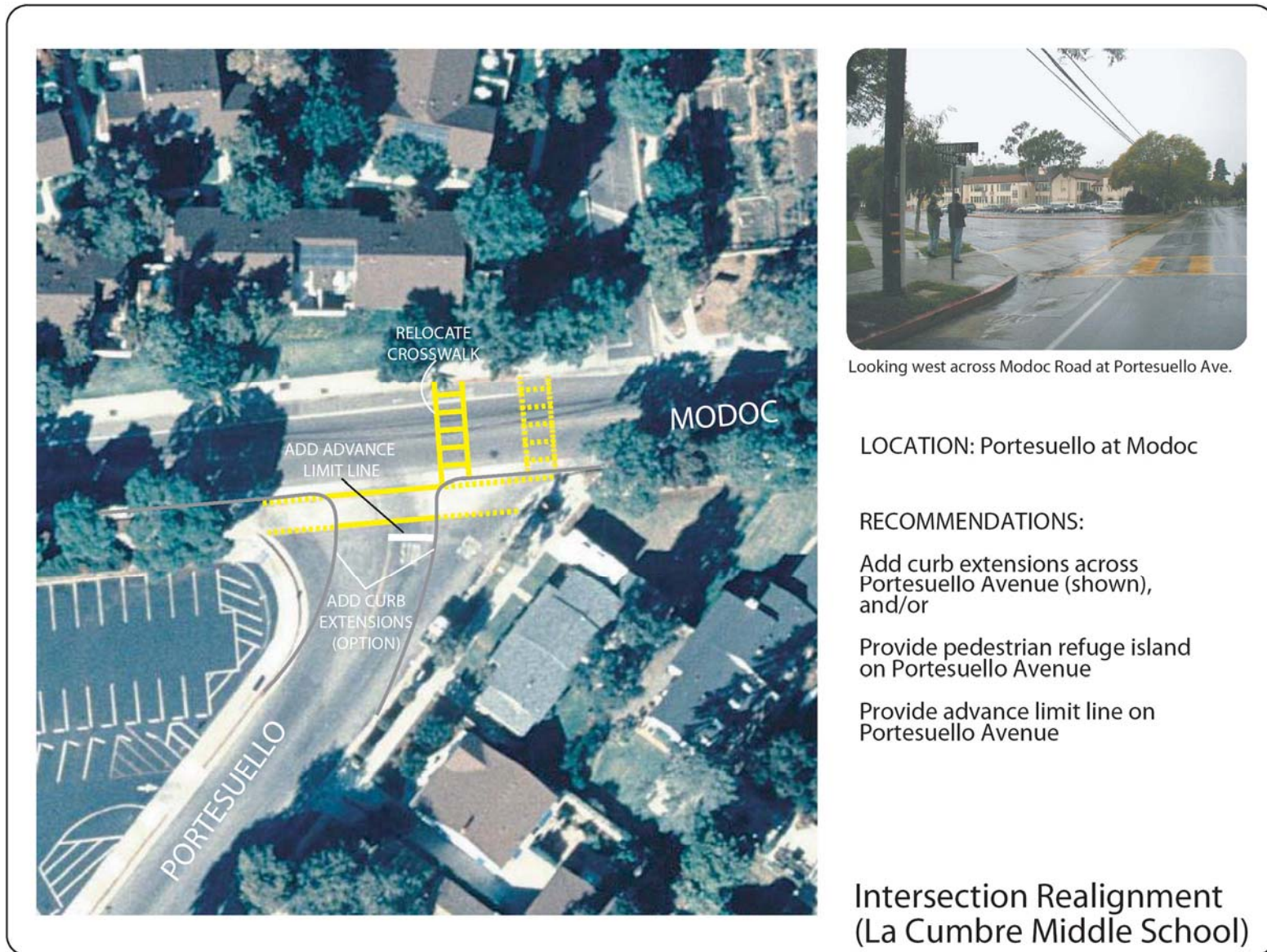


Figure VI-13. Sample Concept Plan for La Cumbre Middle School (Modoc Road & Portesuello Avenue)

Strategy 2.3.3 Apply for Safe Routes to School state funding and other grants to construct and implement educational and encouragement programs and capital improvements

Funding

While much of the initial work involved in starting a SR2S program can be conducted by stakeholder team volunteers, eventually funding will be needed to plan and implement physical improvements, hold events, and develop and implement educational programs and materials. In addition to resources committed by the City of Santa Barbara for programmatic and capital improvements, funding should be pursued from a variety of sources.

Program Funding

As Santa Barbara's SR2S program develops, funding will be needed to support the overall program, including a paid staff coordinator, purchasing incentives, printing newsletters, staffing events, and developing educational materials. Both school-based and program-based funding will be essential for success. When program funding is pursued, it should be emphasized that a SR2S program improves the entire community by relieving traffic congestion, contributing to cleaner air, creating alternative transportation routes, and improving the health and safety of children and the entire community. The program's affiliation with COAST, a non-profit organization, makes it eligible to receive tax-deductible donations (important to most donors). COAST currently fundraises and solicits in-kind contributions to pay for staff time, event costs, educational materials, and for costs associated with the pedestrian and bicycle safety trainings offered to schools. In order to maintain and expand the program, new sources of funding need to be obtained. Other possible funding sources include:

- *Corporations and Businesses.* Local corporations and businesses may be able to provide cash, prizes, and/or donations, such as printing services, through community giving or other programs. Parents or other members of stakeholder teams may be a good source for contacting companies.
- *Foundations.* There are institutions throughout the country that provide funding to non-profit organizations. The Foundation Center is a national organization dedicated to collecting and communicating information about philanthropy in the U.S., and is an excellent source for researching potential foundation funding sources. Potential foundation funding sources can be searched by geographic region and by category. Some categories that may be applicable include transportation, health, environment, and community building.
- *Individuals.* Statistically, individuals give more money than corporations and foundations combined. A local fund drive can quickly reach a large number of people if outreach is conducted by stakeholder team members.
- *Events.* Many SR2S programs have raised funds by holding special events, often using a related themed event such as a walkathon or a bicycling event. More traditional fundraising efforts, such as bake sales, concerts, talent shows, etc., can also help raise funds.
- *Parent Teacher Associations (PTAs) and School Districts.* Many PTAs have funds to distribute to school programs, and often schools have their own safety funding sources. Stakeholder teams should work with local PTAs and school districts to see if there is a method for applying for a grant.

- *City and County Funds.* Some cities and counties allocate funds to support SR2S programs. Some also allocate a portion of their local Transportation Enhancement funds to SR2S educational programs.
- *State Funds.* Each state receives Federal Highway Safety Funds, also called 402 Funds. Although each state handles this program differently, most funding is available on a competitive basis for projects that increase road safety. In California, a variety of bicycle helmet subsidy programs are available and should be pursued to provide low-cost approved helmets for all school children who ride bicycles. Low-cost (and free) helmets are currently available at Santa Barbara County Emergency Medical Services or Cottage Hospital Emergency Room.

Capital Funding

Capital funding for infrastructure improvements is available from a variety of sources. Usually, public agencies must initiate changes in the public right-of-way. The SR2S task force should work with the City to ensure that all potential funding sources are pursued, and can help prioritize projects for funding and implementation. In addition to funding projects as part of the Capital Improvements Program, some sources of funds that Santa Barbara may be able to pursue at the federal level include the Transportation Enhancements portion of the Transportation Equity Act for the 21st Century (TEA-21), and the Congestion Mitigation and Air Quality (CMAQ) funds also available through TEA-21. Several other funding opportunities for bicycle and pedestrian improvements exist through TEA-21.

At the state level, Caltrans' Local Assistance Program, Bicycle Transportation Account, and SR2S Account are potential sources of funding. Funds are also available from the California Walk to School Headquarters, a project of the California Center for Physical Activity within the California Department of Health Services. The City has successfully competed for this funding on various occasions and shall continue to aggressively pursue funding for SR2S projects at pilot schools and other schools within the city. The Santa Barbara County Association of Governments (SBCAG) is responsible for distributing federal and state transportation funding within Santa Barbara County, and also operates a Regional Improvement Program that funds pedestrian and bicycle projects. SBCAG also oversees Santa Barbara County's Measure D ½ cent sales tax revenues, of which a portion is earmarked for local transportation projects. The Santa Barbara County Air Pollution Control District occasionally has grant funds available for bicycle and pedestrian improvements as well.

Resources

Below is a listing of key sources of information:

Coalition for Sustainable Transportation (COAST)

PO Box 2495
Santa Barbara, CA 93120
info@coast-santabarbara.org

Safe Routes to School Clearinghouse

Center for Health Training
614 Grand Avenue, Suite 400
Oakland, CA 94610

Tel: 877-4SAFERT
www.dhs.ca.gov/routes2school

The National SAFE KIDS Campaign

1301 Pennsylvania Ave., NW, Suite 1000
Washington, DC 20004-1707
Tel: 202-662-0900
www.safekids.org

Pedestrian and Bicycle Information Center (PBIC)

The University of North Carolina Highway Safety Research Center
730 Airport Road, Suite 300
Campus Box 3430
Chapel Hill, NC 27599-3430
Tel: 919-962-2202
www.pedbikeinfo.org
www.bicyclinginfo.org

National Walk to School Day

www.walktoschool-usa.org
International Walk to School Day
www.iwalktoschool.org

California Walk to School Day Headquarters

CA Department of Health Services
E-mail: Walkday@dhs.ca.gov
Tel: 888-393-0353
www.cawalktoschool.com

National Highway Traffic Safety Administration

400 Seventh Street, SW
Washington, DC 20590
Tel: 202-366-0910
www.nhtsa.gov

Safe Routes to School Program

California Department of Transportation
PO Box 942873
Sacramento, CA 94273-0001
Tel: 916-654-5266
www.dot.ca.gov/hq/LocalPrograms/