City of Mendota

Safe Routes to School Master Plan

June 2023

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CITY OF MENDOTA SAFE ROUTES TO SCHOOL

Special thanks to all who contributed to the Master Plan

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Introduction

The City of Mendota is a rural agricultural community located in Fresno County, California. The City's relatively dense compact design makes it well-suited for alternative transportation methods, beyond the personal automobile. At the same time, however, street design in the City is not always conducive to safe pedestrian or bicyclist activity. Increasing alternative transportation options is especially important for students, who may not yet be able to drive themselves to and from school. Increasing the safety of routes to school creates more options for families trying to get students to school and improves the transportation network for all users.

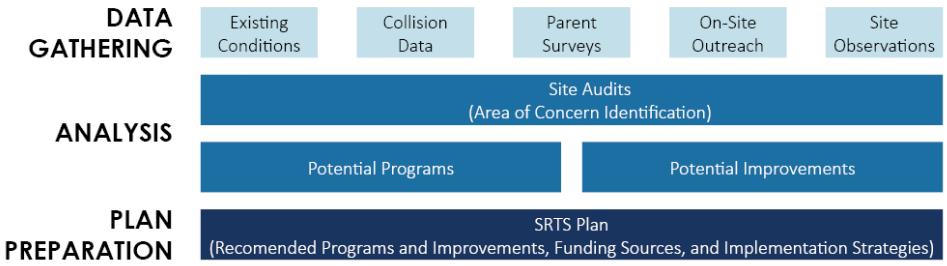
Plan Organization

The City of Mendota received an Active Transportation Program grant from Caltrans to complete a Safe Routes to School (SRTS) Master Plan for the community. SRTS is a nationally-recognized approach for increasing the safety of students on their way to and from school. SRTS programs increase health and safety by planning and implementing physical improvements, as well as education and enforcement programs, among other activities. The SRTS Master Plan identifies existing safety concerns and proposes implementation activities to address those concerns. Not only does the plan guide the City in implementing SRTS projects, it also positions the City to procure additional grant funding for transportation activities in Mendota.

Five Mendota Unified School District (MUSD) schools are included in the plan: McCabe Elementary School, Mendota Elementary School, Washington Elementary School, Mendota Junior High School, and Mendota High School. These five schools are split into four school sites, with the junior high and high schools being located directly adjacent to one another. In some cases the junior high and high schools are discussed together due to their proximity.

The Planning Process

Several tasks informed the development of the City of Mendota SRTS Master Plan. The project team began by gathering data about existing conditions and collision history. During this information gathering phase, the project team also conducted extensive public outreach, which included surveys distributed to all MUSD parents and an in-person event at each school included in the plan. Public outreach continued throughout the planning process, with consistent updates to the project webpage, a webinar, and a SRTS video. The data gathered and analyzed during the information gathering phase ultimately contributed to site audits, which are detailed looks at each school site outlining areas of concern in the vicinity. The site audits, in turn, informed the development of improvement strategies, the projects and programs outlined in the plan. Finally, the project team developed strategies for prioritizing the implementation of the identified improvements and programs, as well as potential funding sources.



The Six Es

The Safe Routes to School program is organized around the Six Es. The Six Es framework has changed over time, with various attributes being added and removed as best practices have developed. Each piece of the framework was considered throughout the plan, factoring into existing conditions and safety analysis as well as improvement and program recommendations.

Safe Routes to School and The Six Es

The Safe Routes to School program is organized around the Six Es, including:

Engagement. Engaging students, families, teachers, administrators, and community stakeholders is a vital first step in successful SRTS planning to fully understand the concerns and desires of the community. SRTS plans should also include ongoing opportunities for engagement to help track how these concerns and desires change over time.

Equity. SRTS plans should be designed to benefit all community members. Programs and policies should provide benefits to and increase access to alternative transportation methods for students regardless of income, race, gender, or ability.

Engineering. Engineering relates to the implementation of physical improvements to the community that make walking, bicycling, and other alternative transportation methods safe, comfortable, and convenient.

Encouragement. SRTS plans should include programs and other recommendations to increase excitement for alternative transportation methods by highlighting increased convenience and safety.

Education. Programs should provide students and the community with the opportunity to learn about road safety and the benefits of alternative transportation methods.

Evaluation. This iteration of the SRTS plan provides recommended programs and improvements based on information gathered at a particular point in time. As recommendations get implemented and as community needs change, the necessary programs and improvements may change as well. As such, successful SRTS plans provide ways to monitor and assess these changing situations.

Existing Conditions

There are several factors which influence how safe it is for students to walk, bike, or ride to school. Understanding the existing conditions in Mendota is key to proposing programs and improvements that will address the primary safety concerns for the City. This section discusses existing infrastructure and its conditions, as well as policies and programs that affect transportation safety.

Demographics

The 2020 United States Census recorded a population of 12,595 in the City of Mendota. Approximately 39% of this population is 18 years old or younger. According to the California Department of Finance, the City population is growing by around 2% each year. There are 2,838 households in Mendota, with an average of 4.29 people per household. 47.5% of units are owner-occupied, and monthly housing costs with a mortgage are on average approximately $1,254. Monthly average rents are $764.

The City of Mendota is primarily Hispanic or Latino, who account for 96% of the population. 3.6% of the population is white alone and not Hispanic or Latino, though in total 35.9% of the population is white. 0.3% of the population is Black or African American and 0.1% of the population is Native American. 88.5% of households use a language other than English at home.

Schools

Schools in Mendota are operated by the MUSD. The district operates three elementary schools, a junior high school, a high school, and a continuation high school. Washington Elementary School is located in the central grid of the City, surrounded by residential and commercial uses. McCabe Elementary School is located on the west side of State Route (SR) 33, surrounded by residential and recreational uses. Mendota Elementary School, located on the north side of the City, was originally designed to be a walkable school campus, and thus includes limited vehicular traffic access points. The school is surrounded by residential uses, with some health services uses directly adjacent as well.

While each of the schools were originally intended to serve the students that live nearby, MUSD has since restructured its elementary school program to meet the needs of the growing number of students in Mendota. Each campus serves a certain range of grades, with not every school offering every grade each year, meaning students are likely to attend an elementary school located outside the neighborhood in which they live for at least a portion of their primary school career.

Mendota Junior High School and Mendota High School are located on adjacent campuses on the south side of the City, with residential uses located on the north side of Belmont Avenue. All MUSD students attend these schools for junior and senior high school. Mendota Community High School is located on the west side of SR 33, near McCabe Elementary School. It serves as the campus for the high school continuation program.

Infrastructure

Understanding where mobility infrastructure networks are present and, more importantly, where there are gaps helps identify where future improvements are needed most. Physical features that help people move around the community, such as roads, bike lanes, sidewalks, and transit networks, among others, are all considered in the plan. The plan is centered around creating safe routes to school and thus infrastructure is considered with that focus. Infrastructure considerations that are not related to routes to school are not discussed in the plan.

Street Right-of-Way

While people often think of the travel lanes as the primary component of the street, the right-of-way also extends beyond the road itself and may include features such as travel lanes, bike lanes, landscaping strips, and sidewalks, among others.

It should also be noted that not all roads in Mendota are under the jurisdiction of the City. Some roads are controlled by the California Department of Transportation (Caltrans), which requires a different process for making improvements in the public right-of-way. Additional coordination and approvals with the agency are necessary to make improvements to a Caltrans right-of-way.

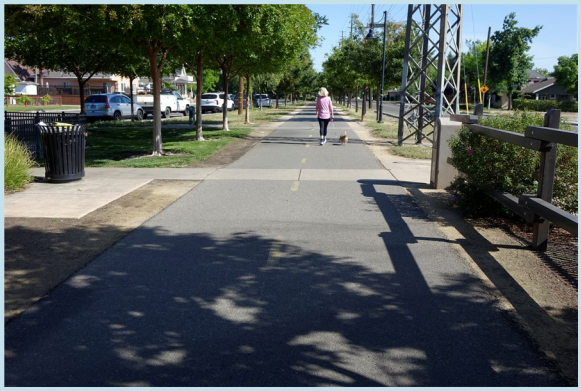
Bicycle Facilities

Bike lanes are vital to creating a safe biking environment. Protected bike lanes, with bollards or other barriers between vehicular and bicycle traffic, are the safest option, but other lane types may also be appropriate depending on the type of traffic and vehicular speed on the street. However, bike lanes are not the only bike infrastructure necessary to make it a viable transportation method. Necessary support infrastructure primarily includes bike parking at key destinations, in this case at the schools. Lockers and showers may also be helpful support infrastructure, though may not be as significant in the context of safe routes to school.

Existing bicycle infrastructure in Mendota is extremely limited. A recent road diet along State Routes 33 and 180 added 1.74 miles of bike lanes on both sides of these streets. Additionally, there is a striped lane on both sides of Belmont Avenue that is present only in front of the middle and high school campuses, providing another 1.2 miles of bike lane in the City. However, these bike lanes do not connect to a wider network of lanes, providing limited safety benefits for students who may be biking to school. Bike parking is present at all of the Mendota Unified School District schools. Mapping of the existing bicycle facilities in Mendota was completed by Fresno Council of Governments (Fresno COG) in 2017 and can be seen in ***Figure 1: Existing Bicycle Facilities***. This figure does not include the recent road diet along the state routes.

Bike Lanes

There are four classifications of bike lanes:



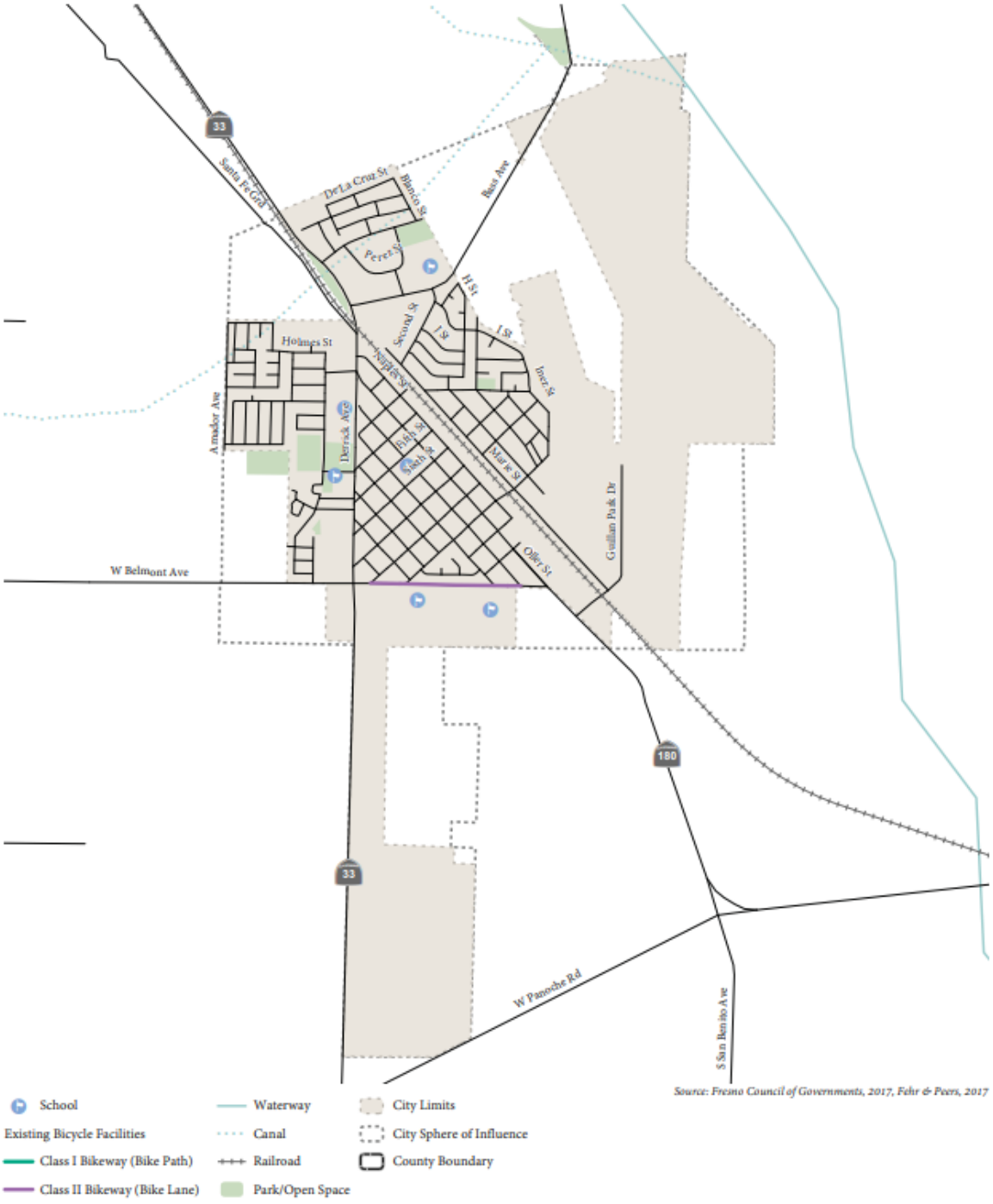
Class I: *Completely separated right of way for bicycles and pedestrians, such as a paved multi-use trail*

Class II: *On-street striped lane for one-way bicycle travel*

Class III: *Shared on-street facility for bicycles and vehicles, marked with signage*

Class IV: *Physically separated bicycle facilities that are distinct from the sidewalk, such as an on-street bike lane separated from vehicle lanes by bollards or street parking*

Figure 1: Existing Bicycle Facilities



Source: Fresno County Active Transportation Plan, 2017 (Fresno COG)

Pedestrian Facilities

Sidewalks are the most significant infrastructure piece when considering if walking is a feasible transportation option. Sidewalks should be wide enough to accommodate pedestrian traffic levels, as well as mobility aids such as wheelchairs. Curb extensions/bulb-outs at crossings can increase safety, along with pedestrian islands and signals. Ramps are also necessary for sidewalks to be feasible for people who use mobility aids or strollers and can also be used to enhance pedestrian safety when properly designed.

Pedestrian Ramps

Directional pedestrian ramps point in both crossing directions, rather than towards the center of the intersection, and are preferred.

Non-directional ramps point towards the center of the intersection and can be especially difficult to navigate for people using mobility aids or strollers.

Sidewalks are present throughout most of the City. While there are some gaps where sidewalk is not present on one side of the street, there are very few road segments where sidewalk is not developed on at least one side. Gaps that do exist last less than one block. Existing pedestrian facilities were mapped by Fresno COG in 2017 and can be seen in ***Figure 2: Existing Pedestrian Facilities***. No sidewalks have been constructed to address the noted gaps since 2017.

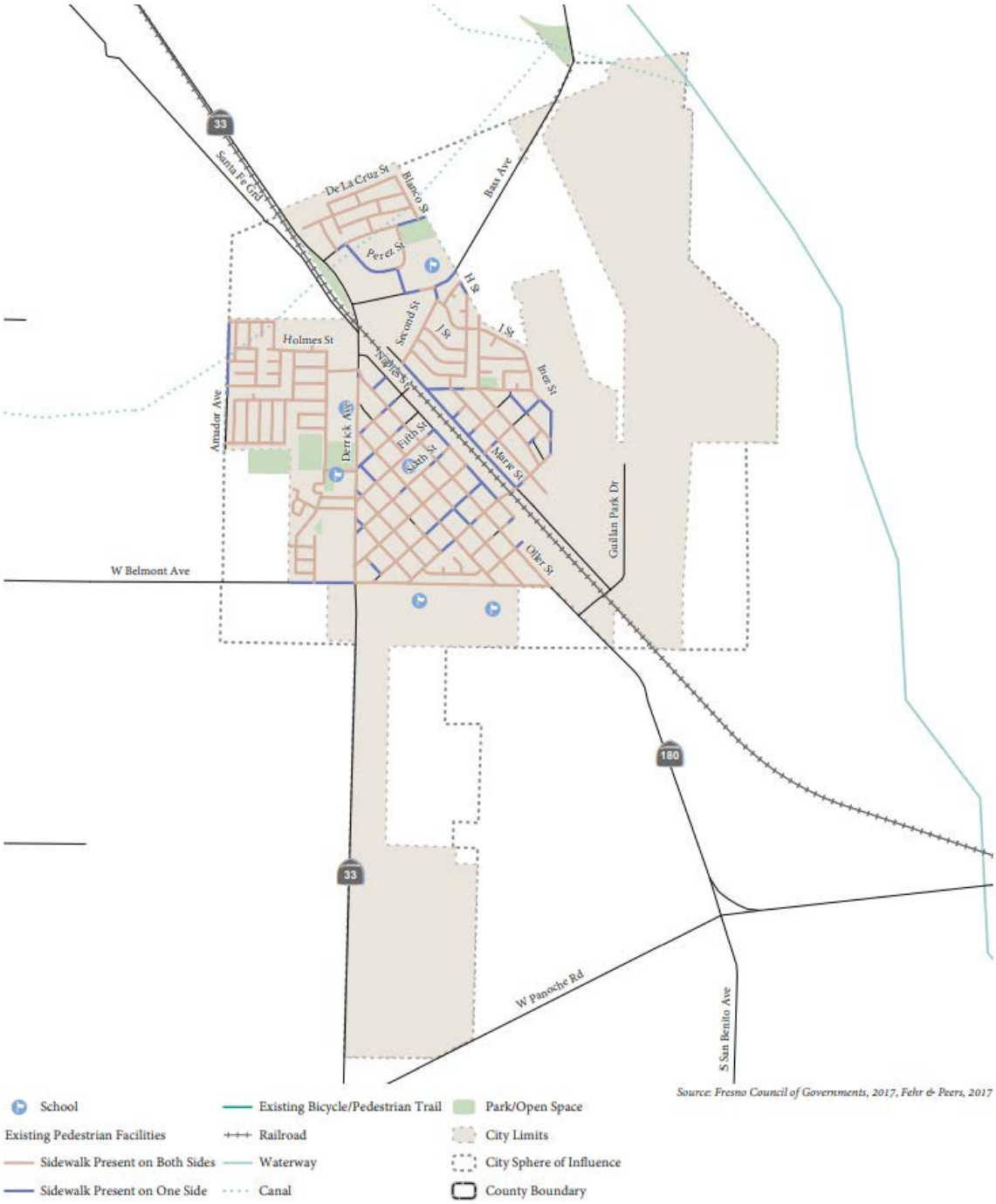
Directional crossing ramps, which direct foot traffic onto the street people are intending to cross rather than into the middle of the intersection, are ideal for pedestrian safety. These are present at intersections that have been more recently improved. However, most intersections in Mendota have single pedestrian ramps, where one ramp is located at each corner and used to cross either of the intersecting streets. These ramps direct pedestrians towards the middle of the intersection where traffic is moving, which can pose a risk to pedestrian safety.

Transit

Transit in Mendota is operated by Fresno County Rural Transit Agency. The Westside Inter-City Transit line stops at three bus stops in Mendota, traveling from Firebaugh to Fresno and vice versa. The bus comes through once in the morning and once in the afternoon for each direction, meaning the bus stops a total of four times at each of the three bus stops. As such, it is not a viable transportation option to schools. Instead, school bussing is operated by the school district through the transportation department.

CalVans facilitates carpools in the region by providing vans to groups of employees wanting to travel together. However, CalVans requires people to operate their own vans, meaning a CalVans carpool is not a feasible option for students trying to get to school.

Figure 2: Existing Pedestrian Facilities



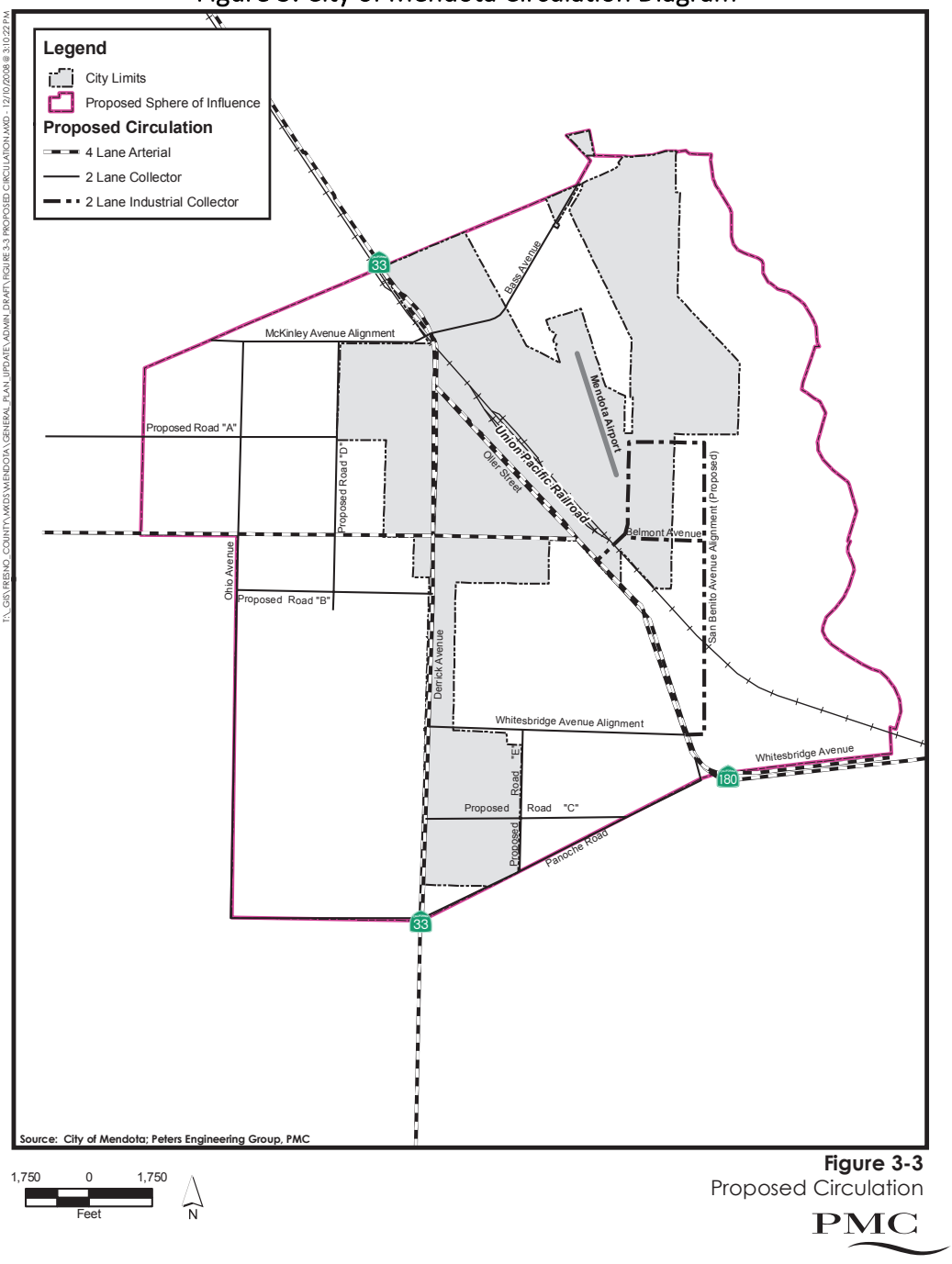
Source: Fresno County Active Transportation Plan, 2017 (Fresno COG)

Roadway Network

Two agencies have jurisdiction over roadways in the City of Mendota: the City itself and Caltrans. There are three streets designated as arterials in the City of Mendota, which accommodate the highest traffic volumes and are major circulation routes through the City. Two of these arterials, SR 33 and SR 180, are Caltrans right-of-way, meaning they are operated and maintained by the state agency rather than the City. The City has an agreement with Caltrans whereby the City maintains the lighting and trees along the right-

of-way and Caltrans maintains the physical facilities of the street, including sidewalks. The remaining arterial is Belmont Avenue, which connects the two state routes at the southern end of the City. While the streets all serve the same purpose within the circulation network in Mendota, right-of-way under Caltrans jurisdiction requires a different process for improvements than roads under City jurisdiction. Making safety improvements on SR 33 or SR 180 will require greater coordination and approvals with Caltrans. Mendota street designations are included in ***Figure 3: City of Mendota Circulation Diagram***.

Figure 3: City of Mendota Circulation Diagram



Source: Mendota General Plan, 2009 (City of Mendota)

Programs and Policies

This section describes the programs and policies from the City and school district that relate to transportation safety and safe routes to school. The City of Mendota encourages programs that increase transportation safety. The City also has policies in its General Plan that facilitate transportation safety best practices. MUSD has policies in place that discuss transportation to school and school facilities. City and MUSD policies are described further below.

Caltrans operates several programs, including grant programs, that are relevant to the implementation of selected transportation safety improvements, especially on Caltrans right of way (i.e., SR 33 and 180). Caltrans policies and standards also relate to how streets are designed. Although Caltrans policies and programs should be considered during transportation improvement projects, they are not discussed in more detail here due to their broad range of topics and applicability.

City Programs

While the City of Mendota does not currently operate any programs that regularly work to increase transportation safety for school children, it does encourage one-time events and the establishment of ongoing programs. One-time events are hosted relatively regularly with the cooperation of the City. Past events have been coordinated with organizations such as The Wonderful Company and Teens That Care and involved the provision of free bicycle helmets and educational materials about bicycle and street safety to children in the community. The typical one-time event in Mendota involves partnerships between the City, MUSD, community groups, and law enforcement.

City Policies

The General Plan discusses the provision of adequate school sites to meet the educational needs of students in the City. Goal LU-21 also requires, “safe and efficient access to school facilities.” This goal is connected to one policy: Policy LU-21.1. It states that, “the City shall develop a Safe Routes to School Program which includes a coordinated development of trails and bicycle lanes, where possible, to provide improved access to school and recreational facility locations.” This goal and policy establish the need for transportation safety features, especially in relation to schools, and have helped facilitate the development of the SRTS Master Plan. Goals and policies elsewhere in the General Plan help establish the strategies for improving safety included in the plan.

The City’s General Plan actively encourages alternative transportation, including walking and biking. The General Plan includes several goals and policies related to providing safe and comfortable opportunities for these transportation modes. These goals and policies include:

Goal C-3. Provide a City-wide system of safe, efficient and attractive bicycle and pedestrian routes for commuter, school and recreational use.

Policy C-3.1. Increase the City’s network of bicycle paths as viable alternatives to vehicular transportation, especially for access to neighborhoods, commercial centers, schools, parks and other key activity centers.

Policy C-3.2. Explore opportunities to install bicycle and pedestrian paths that provide connections to surrounding neighborhoods, parks and open space areas.

Policy C-3.3. Emphasize use of pedestrian pathways and sidewalks as an integral part of the City’s circulation system.

Policy C-3.5. Require bicycle and pedestrian connections to public transit systems at stops, stations, and terminals; carpool/vanpool park-and-ride lots; and activity centers (e.g., schools, community centers, medical facilities, senior residences, parks, employment centers, high-density residential areas, commercial centers).

Policy C-3.6. To increase bicycle use, the bicycle system shall consist of on-road striped bicycle lanes and off-road bicycle trails, whenever feasible (Class I and II).

Policy C-3.7. Provide greater public awareness of the City's bikeways and encourage the use of bikeways through signage, logos, maps, coordination with bicycle advocacy groups, advisory committees, and special events.

Goal C-6. Develop Pedestrian-Oriented Streetscapes by encouraging Community Design Principles and standards which de-emphasize automobiles.

Policy C-6.1. Promote the design of streets and buildings that make the City's streets more attractive and inviting for pedestrians, bicyclists, and public transit users. New development should promote the use of these modes of transportation by including amenities such as sidewalks, bike lockers, and bus shelters.

MUSD Policies

MUSD has several district-level policies that relate to safe routes to school. Students are required to wear helmets while biking, skateboarding, scootering, etc., to and from school (MUSD Policy 5142). Schools may also employ crossing guards, which helps increase safety during high-traffic times, namely school drop-off and pick-up (MUSD Policy 5142). The school district also requires all schools to have comprehensive school safety plans and these plans must address safe ingress and egress (MUSD Policy 0450). These policies focus on protocols for accessing school buildings rather than how students travel to and from school. The schools primarily have the same policies to meet this requirement, with slight differences regarding access to the school buildings themselves. For the purpose of safe site access, the relevant policy reads,

> The school site Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of students. Supervision is provided by school staff prior to the start of school. Adult supervision is also provided at the end of the day as students depart.

Mendota Unified School Board Regulation 3541, most recently updated in 2013, establishes the thresholds for the provision of school-sponsored transportation. If students live a greater distance from the school campus than the thresholds established in Table 1: Transportation Service Thresholds, they are eligible for transportation services. The regulation also establishes that "the Superintendent or designee shall design transportation routes and stops to promote the safety of students and maximum efficiency in the use of buses." The Superintendent or their designee is also able to authorize transportation services at shorter distances if they identify hazards or safety problems that make walking infeasible.

Table 1: Transportation Service Thresholds

Student Grade	Distance to School
Kindergarten – 3rd Grade	¾-mile
4th Grade – 8th Grade (if attending an elementary school)	One mile
7th Grade – 9th Grade (if attending a junior high school)	One mile
9th Grade – 12th Grade (if attending a high school)	Two miles

Collision Data

The project team also analyzed incident data from the Transportation Injury Mapping System (TIMS) as part of the information gathering phase in order to identify potential safety concerns. From January 1, 2015, to December 31, 2021, the City of Mendota reported a total of 98 collisions, resulting in 5 fatalities and 122 injuries. Most of these collisions, a total of 60 (61.2%), occurred along either State Route (SR) 33 or SR 180. The collision data is summarized in more detail in the *Safety Analysis* contained in ***Appendix A***. That report also identifies concerns and potential physical improvements to address those concerns. The recommended improvements identified in the safety data analysis were also incorporated into the plan.

Public Outreach

Community input is critical in identifying safety concerns related to safe routes to school. Although safety data can help identify areas of concern, hearing directly from students and parents traveling to and from schools can help identify safety concerns that may otherwise not be reflected in the data. To engage directly with students and parents, a variety of outreach activities were implemented including parent surveys, as well as on-site outreach events at each of the five school sites. Input received through these activities directly informed the identification of areas of concern, preparation of the school site audits, and recommended programs and improvements identified in the plan. The project team also met with the City's Public Safety Subcommittee to confirm collision data and analysis and identify any remaining areas of concern. This input is also reflected in the school site audits and recommended programs and improvements, discussed later in the plan. Outreach continued throughout the plan's development and the public was kept aware of progress through a webinar, a project highlight video, and regular updates to the project webpage.

Parent Surveys

As part of the Safe Routes to School program, a standard parent survey has been established. This survey is used in Safe Routes to School programs and plans throughout the country to determine how families get to school, how long their trips are, and what influences their decisions regarding travel to and from school. The standard parent survey was used for the plan as well and was distributed directly through McCabe Elementary School, Mendota Elementary School, Washington Elementary School, Mendota Junior High School, Mendota High School, and MUSD administrative offices between March and May 2022. Surveys were also available online through the project webpage and promoted at various City events. Surveys were available in both English and Spanish. A total of 225 survey responses were received and are summarized in more detail in ***Appendix B***.

On-Site Outreach

Public outreach events were held at the five Mendota Unified School District schools included in the SRTS Master Plan and are summarized in more detail in ***Appendix C***. Outreach activities were coordinated with

planned school events, including back-to-school nights, parent-teacher conferences, and the homecoming football game.

Table 2: Summary of Public Outreach Events

Location	Event	Date	Time
Washington Elementary School	Back-to-School Night	August 9, 2022	4:30-6:00 PM
Mendota Elementary School	Back-to-School Night	August 11, 2022	4:30-6:00 PM
Mendota Junior High School	Back-to-School Night	August 16, 2022	5:30-7:00 PM
McCabe Elementary School	Parent-Teacher Conferences	October 11, 2022	3:00-5:00 PM
Mendota High School	Homecoming Football Game	October 14, 2022	5:00-7:30 PM

Washington Elementary School

Two project team members were present at Washington Elementary School's back-to-school night on August 9, 2022, from 4:30-6:00 PM. Community concerns identified at the event were primarily related to State Route (SR) 33 and SR 180. Speeding is prevalent along these routes, which makes travel to school difficult. Parents suggested additional push button flashing beacons to address how difficult it was to cross these streets. The intersection of these two routes in the northern area of the City was also a concern identified by parents at the event. Other concerns were related to speeding in pick-up and drop-off areas.

Mendota Elementary School

Three project team members attended the back-to-school event at Mendota Elementary School on August 11, 2022, from 4:30-6:00 PM. Many community concerns came from people who lived in the neighborhood north of the school. Incomplete sidewalks, as well as missing ramps and crosswalks, make it difficult to walk to the school from the neighborhood. Lozano Street was identified as particularly unsafe to cross. Furthermore, stray dogs pose a threat to children walking in the area. Because the neighborhood is so close to the school, residents do not qualify for bussing, making driving the only viable option for many families. Additional comments noted that cars do not stop for children when entering and exiting the school parking lots and that congestion increased after the road diet was completed along SR 33 and SR 180 in June 2022.

Several written comments were also received during the event. While many comments echoed discussion with parents at the event, written comments also identified that cars often block bus areas and speed through bus pick-up and drop-off zones. Additionally, the intersection of SR 33 and SR 180 was identified as particularly dangerous and difficult to navigate. Parents also wanted to see more crossing guards to help their children reach the school.

Mendota Junior High School

Two project team members were present at Mendota Junior High School during its back-to-school night on August 16, 2022, from 5:30-7:00 PM. Parents were especially concerned about students crossing the railroad tracks to get to school. Most students cross at 9th Street, which has incomplete pedestrian facilities. Some students also cross outside of designated crossings, which have no signals or pedestrian safety features. Participants also noted that congestion makes it difficult to turn left off SR 33 and SR 180. The roundabout on Bass Avenue was identified as a safety concern, with participants noting that many people do not know how to properly use a roundabout. Finally, the project team received a written comment asking for more safety measures at school bus pick-up and drop-off zones.

McCabe Elementary School

Two project team members staffed a table at parent-teacher conferences at McCabe Elementary School on October 11, 2022, from 3:00-5:00 PM. The primary concern identified by parents at this event was the behavior of crossing guards around the school. Specifically, parents noted that they repeatedly had problems with the crossing guard on Black Street not paying enough attention when students were trying to cross. Parents also stated that many cars do not stop for pedestrians in that area, which compounded the problem with the crossing guard. Additional comments included noting the prevalence of speeding and a desire for more crosswalk and sidewalk infrastructure in the neighborhood to the west of the school and along SR 33 and SR 180.

Mendota High School

Two project team members attended the homecoming football game at Mendota High School on October 14, 2022, from 5:00-7:30 PM. Several female students stated that their hesitancy to walk to school stemmed from the prevalence of catcalling and a recent rise in solicitation and kidnapping attempts around bus stops. These concerns were also shared by school staff members. Additionally, students felt unsafe walking through back alleys to get to school but still felt they were the safest option. Students identified issues with catcalling, lack of sidewalks, and speeding cars as safety concerns on main roads that lead to them walking in alleys. Several students noted that the prevalence of speeding along Belmont Avenue made it difficult to cross. Students also found it more difficult to cross SR 33 after the road diet went in as drivers, trying to make up time lost near McCabe Elementary School, were now less willing to stop to let them cross.

Several participants also had comments regarding the areas around other schools. The neighborhood to the west of McCabe Elementary School has very limited exits onto SR 33. This has been observed to cause congestion and speeding issues, but several high school students also noted at this event that it requires them to bike significantly out of their way to get to school. Parents also expressed concerns that may be applicable to routes affecting other schools. They noted that people do not know how to use the Bass Avenue roundabout and shared their hesitancy about another being added at the intersection of SR 33 and SR 180. Also, I Street was identified as particularly difficult to cross. While crossing guards are present before and after school to help students cross Bass Avenue, I Street does not have a crossing guard and is difficult for students to navigate.

Observational Data

Project staff conducted a site visit at each of the five schools, giving staff an opportunity to observe physical improvements and driver behavior in the area. Additionally, project staff visited each school to conduct public outreach activities, discussed above under ***Public Outreach***, providing another opportunity for observational data collection. These observations are discussed below and informed the recommended programs and improvements identified in the plan.

Infrastructure Observations

While most infrastructure observations relate to particular intersections or facilities, there were two observations which applied generally throughout the City. First, there were several intersections where crosswalk markings and pedestrian ramps did not align or make intuitive sense. This causes confusion at the crosswalk and may make crossing outside of the crosswalk a more appealing option. The primary example of this was the 6th Street crossing at Washington Elementary near the intersection with Pucheu Street. Second, there were several intersections where site features contributed to dangerous crossing situations. The primary example of this were crossings along Belmont Avenue, where the crosswalk is painted on a slight slope, making the markings difficult to see from a vehicle. Intersections like this are also identified on the site audits.

Infrastructure Observations

Washington Elementary crosswalk with misaligned ramp

Sloped intersection along Belmont Avenue

Driver Behavior

While the project team was unable to observe each school site during arrival and dismissal, project staff did observe general driver behavior in the City as well as dismissal from Mendota High School summer school and dismissal from McCabe Elementary School for parent-teacher conferences. The primary concern noted relative to driver behavior is that cars do not stop for pedestrians. This was observed with pedestrians waiting to cross at crosswalks, as well as with cars turning into school driveways while pedestrians were crossing in the driveway crosswalk. Cars looking to exit the school driveway also tended to stop over the crosswalk, blocking it for pedestrians. Illegal U-turns were also observed on Belmont Avenue during dismissal from the high school.

School Site Audits

In order to focus in on the programs and improvements needed at each school, the project team prepared site audits. As noted in the Introduction, there are four school sites evaluated: one for each of the three elementary schools and one for both the junior high and high school, combined due to their proximity to one another. Each audit examines the area directly surrounding the school and combines existing infrastructure conditions, safety data, public feedback, and project staff observations. The site audits were used to focus feedback and data to be as site-specific as possible and result in improvement-level analysis and allowed project staff to consider each intersection and facility in the area surrounding the school. The site audits were a primary tool for identifying the suggested programs and improvements discussed later in the plan in the ***Recommendations*** section.

The four site audits are included as ***Figures 4*** through ***7*** on the following pages. Infrastructure concerns are identified with colored and numbered dots, each with corresponding locations on the aerial imagery. Non-infrastructure concerns are identified with gray, lettered dots which are not identified on the aerial.

Figure 4: McCabe Elementary School Site Audit

MCCABE ELEMENTARY SCHOOL

1 MISSING CROSSWALK

Some intersections do not have marked crosswalks for the side streets or are missing marked crosswalks entirely.

2 NON-DIRECTIONAL PEDESTRIAN RAMPS

Pedestrian ramps may either point into the center of the road (non-directional) or towards the specific direction of the crossing (directional). Non-directional ramps direct pedestrians into the intersection with cross-traffic, so directional ramps are preferred.

Non-directional ramp at school driveways

Directional ramp on SR 33

3 FLASHING BEACON CONCERNS

The midblock crossing on State Route 33 has a flashing beacon associated with it. However, the lights are located a significant distance from the actual crossing and flash constantly, which makes it difficult for drivers to associate the lights with a pedestrian crossing the street.

State Route 33 Pedestrian Crossing

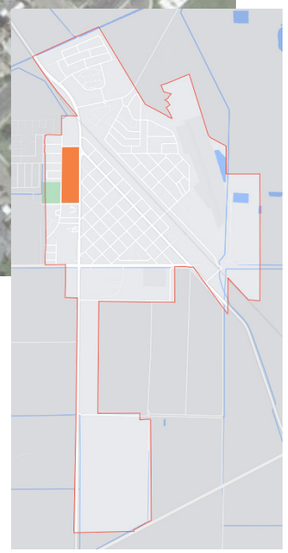
4 CONFUSING SIGNAGE

Pedestrian crossing signage near the State Route 33 midblock crossing and Quince Street crossing creates confusion about where pedestrian activity is likely.

Quince Street Pedestrian Crossing

5 HIGH SPEED CORRIDOR

Street design has contributed to frequent speeding along Oller Street (State Route 180) and Derrick Avenue (State Route 33). A road diet was completed in mid-2022 which reduced the streets to one travel lane in each direction with a bike lane and parking lane where appropriate. Marked crossings were also added as part of this project. The road diet is anticipated to address speeding concerns.



A CROSSING GUARD PROGRAM

Crossing guards are needed for short periods of time during typical working hours, which makes it difficult to find people who are available to work as guards. The schools have identified this as an issue and are working to develop solutions to having limited crossing guards.

Figure 5: Mendota Elementary School Site Audit

MENDOTA ELEMENTARY SCHOOL

1 MISSING CROSSWALK

Some intersections do not have marked crosswalks for the side streets or have no marked crosswalks at all.

2 NON-DIRECTIONAL PEDESTRIAN RAMPS

Pedestrian ramps may either point into the center of the road (non-directional) or towards the specific direction of the crossing (directional). Non-directional ramps direct pedestrians into the intersection with cross-traffic, so directional ramps are preferred.

3 MISSING SIDEWALK

Gaps in the sidewalk network make it difficult to plan routes to school, often requiring people to cross the street midblock or to walk in the street.

4 LIMITED SIGHTLINES

The curve of the street provides little advanced warning of pedestrians who may be crossing the street.

Bass Avenue and I Street

5 HIGH SPEED CORRIDOR

Street design contributes to frequent speeding along Derrick Avenue (State Route 33) and Bass Avenue. A road diet was completed on SR 33 which is anticipated to address speeding concerns.

A CROSSING GUARD PROGRAM

Crossing guards are needed for short periods of time during typical working hours, which makes it difficult to find people who are available to work as guards. The schools have identified this as an issue and are working to develop solutions to having limited crossing guards.

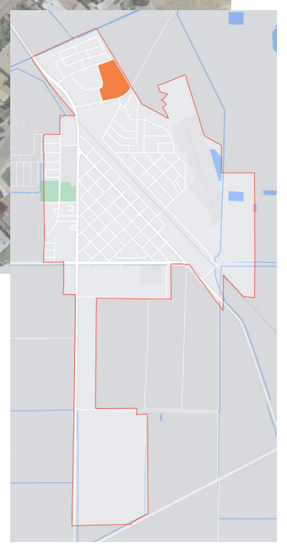


Figure 6: Washington Elementary School Site Audit

WASHINGTON ELEMENTARY SCHOOL

1 MISSING CROSSWALK

Some intersections do not have marked crosswalks for the side streets.

6th and Pucheu

180 and 6th

2 NON-DIRECTIONAL PEDESTRIAN RAMPS

Pedestrian ramps may either point into the center of the road (non-directional) or towards the specific direction of the crossing (directional). Non-directional ramps direct pedestrians into the intersection with cross-traffic, so directional ramps are preferred.

Non-directional ramp at 6th and Quince

Directional ramp at 6th and Pucheu

3 MISALIGNED CROSSWALK

The crosswalk at 6th and Pucheu streets is not aligned with the pedestrian ramp.

6th and Pucheu

4 BLOCKED SIGNAGE

Trees block pedestrian crossing signage from view from the street.

6th and Pucheu

5 HIGH SPEED CORRIDOR

Street design contributes to frequent speeding along Oller Street (State Route 180). A road diet was completed in mid-2022 which reduced the streets to one travel lane in each direction with a bike lane and parking lane where appropriate. Marked crossings were also added as part of this project. The road diet is anticipated to address speeding concerns.

6 MISSING SIGNAGE

Instructional signage at push-button pedestrian crossing at 5th and Pucheu is missing.

5th and Pucheu

A CROSSING GUARD PROGRAM

Crossing guards are needed for short periods of time during typical working hours, which makes it difficult to find people who are available to work as guards. The schools have identified this as an issue and are working to develop solutions to having limited crossing guards.

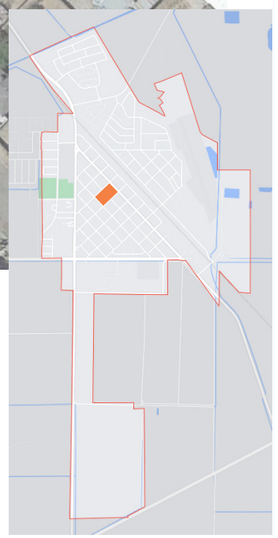


Figure 7: Mendota Junior High & High Schools Site Audit

MENDOTA JUNIOR HIGH & HIGH SCHOOLS

1 MISSING CROSSWALK

Some intersections do not have crosswalks for the side streets.

2 NON-DIRECTIONAL PEDESTRIAN RAMPS

Pedestrian ramps may either point into the center of the road (non-directional) or towards the specific direction of the crossing (directional). Non-directional ramps direct pedestrians into the intersection with cross-traffic, so directional ramps are preferred.

Non-directional ramp at Belmont and Quince

Directional ramp on Belmont

3 CONFUSING INTERSECTIONS

Three-street intersections cause confusion and conflicts between vehicles and pedestrians regarding who should move when. Some ramps do not line up with crosswalks. A project is currently underway to add an overhead beacon at 9th Street and Belmont Avenue, which may help address these concerns, though some additional improvements may be necessary.

9th and Belmont

Quince and Belmont

4 SLOPED CROSSWALKS

Crosswalks along Belmont Avenue are sloped, making it difficult for vehicles to see the entire crosswalk where pedestrians may be crossing.

9th and Belmont

Quince and Belmont

5 HIGH SPEED CORRIDOR

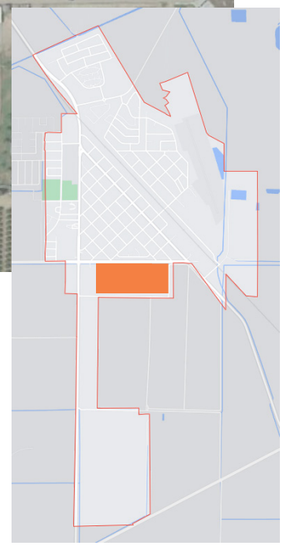
Street design contributes to frequent speeding along Derrick Avenue (State Route 33). A road diet has been completed which reduced the number and width of travel lanes. Additional pedestrian infrastructure is also planned along the corridor which may also address speeding concerns.

6 CONFUSING SIGNAGE

Pedestrian crossing signage is not clearly related to the actual crosswalk.

A CROSSING GUARD PROGRAM

Crossing guards are needed for short periods of time during typical working hours, which makes it difficult to find people who are available to work as guards. The schools have identified this as an issue and are working to develop solutions to having limited crossing guards.



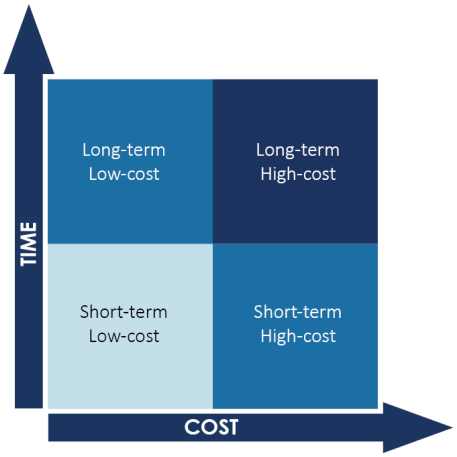
Recommendations

The recommendations included in this section were informed by all the previous phases conducted for the plan. The school site audits were particularly influential since they served as a visual summary of the most important safety concerns for each site. Recommendations come in two forms: programs and improvements.

Evaluation Matrix

Proposed implementation activities are evaluated based on two factors: cost and timeframe. Cost relates to the monetary and resource investment, such as staff time, required to implement the activity, with each implementation activity being identified as either low- or high-cost. Because of fluctuations in material and labor costs, it is difficult to establish specific cost estimates for many of the proposed activities. For this reason, the plan only evaluates cost for proposed programs. While this matrix could be used to evaluate physical improvements at a particular point in time, that analysis should occur when the improvement is proposed to be most accurate. Timeframe relates to how long it would take to establish the proposed activity and is based on factors such as City staff resources, permitting and administrative timelines, construction timelines, and more, with each implementation activity being identified as either short- or long-term.

These two factors are considered in a matrix to help the City prioritize activities based on their existing resources. Low-cost, short-term projects require the least investment of resources from the City. Low-cost, long-term projects and high-cost, short-term projects are considered equally on the matrix, although one could be prioritized over the other based on the resources available at a given time. Finally, high-cost, long-term projects require the highest investment of resources from the City. It may be necessary to seek additional funding sources for these improvements, such as grant opportunities. Funding resources are included below, in ***Funding***.



It is worth noting that this matrix considers only the cost and timeline associated with implementing the first iteration of the relevant activity. Many of the programs, policies, and physical improvements proposed in the plan will result in ongoing commitments from the City, although maintenance and continuing costs associated with the proposed activities are not likely to be more expensive than the initial implementation costs.

Programs and Improvements

Several implementation activities have been identified to help improve the safety and convenience of routes to school in Mendota. Each of the recommended implementation activities relates to at least one of the Six Es identified in the ***Planning Process*** section above, with many relating to two or more. Implementation activities are organized into programs and physical improvements. Programs are further split into priority programs and potential programs. Priority programs are those the City should pursue in the short term, due to the City being well-suited to the particular program or the program addressing a serious safety concern. Potential programs should be considered in the long term and will most often

require other pieces of the plan to have already been implemented before they are suitable for implementation in Mendota.

Often, the activities that are most needed to be implemented in the community will require longer-term investment and may need more planning. The City should identify these high-investment implementation activities and identify resources for them early, since they may require larger budget allocations, grant applications, or similar activities before commencing. The implementation of the activities recommended in the plan, including strategies for prioritization, is discussed in more detail below, in the *Implementation* section below.

Programs

Several types of programs have benefits related to safe routes to school. Programs may be established that help encourage alternative transportation to schools, educate students and parents about safety practices, or that help provide feedback about necessary improvements.

Table 3: Programs

Program	Engagement	Equity	Engineering	Encouragement	Education	Evaluation
Priority Programs						
Bicycle Friendly Community Designation				X		X
Pedestrian and Bicycle Report Card						X
Education Campaign	X			X	X	
Route to School Supervision		X		X		
Community Enforcement				X		
Improvement Monitoring	X					X
Event Programming	X			X	X	
Potential Programs						
Citation Diversion		X			X	
Crossing Guard Program		X				
Bicycle Parking Ordinance		X				
Light and Helmet Program		X		X		
Bike to School Day	X			X		
Vision Zero		X				X
Tactical Urbanism	X	X	X	X	X	X

Priority Programs

There are several programs identified as a priority for Mendota in the plan. Some of these programs are identified as such because they address such a significant concern or would have a large benefit for the community and thus resources should be identified to implement these programs. Other programs are identified as priorities because they would primarily require resources that the City already has access to and could be implemented on a short timeline.

Bicycle Friendly Community Designation

The League of American Bicyclists administers the Bicycle Friendly Community program. To date, more than 500 communities have received the Bicycle Friendly Community designation, which recognizes past efforts and future commitments to improving bicycling infrastructure in the community. The program is structured very similarly to the SRTS program, with five Es (equity, engineering, education, encouragement, and evaluation). Mendota will be in a strong position to apply once pieces of the SRTS plan begin to be implemented. The application process itself may be of a benefit to the City, as it provides specialized feedback on where bicycle infrastructure and programs should be improved and implemented. Being a Bicycle Friendly Community indicates to community members that bicycling is a priority for the City and can also help make the jurisdiction more competitive for funding to further improve these features.

Evaluation Matrix: Low-Cost, Short-Term

Cost: At present, there is no cost associated with applying for the Bicycle Friendly Community program.

Timeline: The City would be in a strong position to apply for the Bicycle Friendly Community designation in the short-term, depending on implementation of the SRTS Master Plan and other implemented improvements. The League of American Cyclists requires cities to re-apply every few years to evaluate progress and confirm the designation is accurate, so retaining the Bicycle Friendly Community assessment is a long-term commitment.

Resource: https://www.bikeleague.org/bfa

Es: Encouragement, Evaluation

Pedestrian and Bicycle Report Card

One benefit of applying for the Bicycle Friendly Community designation is the report card and personalized analysis provided by the League of American Cyclists. This report card would serve as a strong foundation for a regularly-published pedestrian and bicycle report card maintained by the City. This program would prompt the City to evaluate its progress in implementing the plan and improving the pedestrian and bicycle facilities and programs in place on an annual basis. Additionally, crash data from the Transportation Injury Mapping System should be analyzed and reported. The report card should be published so community members are aware of past achievements as well as ongoing and upcoming activities related to pedestrian and bicyclist safety and the implementation of the SRTS Master Plan.

Evaluation Matrix: Low-Cost, Short-Term

Cost: Staff would need to identify a standard template for this report card and conduct analysis on an annual basis in order to publish this report card. While the City would ultimately be responsible for identifying the content on the report card, applying for the Bicycle Friendly Community program may help identify what should be included in the report.

Timeline: The City should publish report cards on an annual basis following the adoption of this plan.

Es: Evaluation

Education Campaign

There are several opportunities to increase awareness of bicycling and road safety through education programs. **Bicycle and pedestrian rodeos** teach students with hands-on experiences. **Bicycling skills classes** can be offered through City programs or through standard MUSD curriculum. School road-safety education opportunities should be sure to include middle and high school students as they learn how to drive and share the road with pedestrians and cyclists. The League of American Cyclists has certified cycling instructors in the area who could be contracted to teach these courses, or community members could consider getting certified. **Promotional material campaigns** can provide pamphlets, yard signs, and other materials to neighbors to remind them of their responsibilities, such as keeping sidewalks clear and unleashed pets within the property, as well as the rules of the road. Students and community members could also be asked to sign a **safe driving pledge** following the receipt of these materials, which would further highlight the importance of safe driving behaviors.

Evaluation Matrix: Low-Cost, Short-Term

Cost: Educational materials can be produced for a relatively low cost, especially when they are distributed electronically. Events and courses are slightly more expensive, but non-profits and other community organizations may have resources available to help sponsor these programs.

Timeline: Education campaigns should coincide with the MUSD school calendar. The beginning of the school year and the resumption of classes after a holiday break are good times to remind everyone of their responsibilities on the road. Materials should be reviewed periodically and updated, if necessary, based on legislative and physical changes in Mendota.

Es: Encouragement, Education, Evaluation

Route to School Supervision Programs

During public outreach efforts, several female students indicated that the prevalence of catcalling and a recent rise in solicitation and kidnapping attempts were a major factor in them deciding not to walk or bike to school. These concerns were also reported by school staff. Two programs are proposed which provide additional supervision around Mendota while students travel to and from school. First, **walking school bus** programs provide designated walking routes and groups of students and adults to travel to school together. This program could also help middle and high school students, who may not need adult supervision, find groups to walk or bike with to help them feel more secure and safe. **Safe passage** programs, sometimes referred to as safe haven programs, provide designated areas along routes to school where students can go for help should something occur while traveling to school. These safe spaces may be local businesses or

homes of vetted adults which are indicated as safe places to stop for assistance. Alternatively, volunteers could be posted at specified, outdoor locations along routes to school during certain times to help supervise travel to school and provide further assistance if necessary.

Evaluation Matrix: Low-Cost, Short-Term

Cost: The cost of route to school supervision programs will vary depending on the availability of volunteers to supervise walking school buses or safe passage programs. Some training and/or background checks may be necessary.

Timeline: The rollout of route to school supervision programs should coincide with the beginning of the school year.

Resource: https://www.saferoutespartnership.org/sites/default/files/resource_files/taking-back-the-streets-and-sidewalks.pdf (more information on safe passage programs on pages 21-24)

Es: Equity, Encouragement

Community-Based Traffic Enforcement Program

Through public outreach events, the community indicated that they wanted to see more enforcement of traffic laws, especially during school arrival and dismissal. Project staff site observation also noted the prevalence of traffic violations that went unenforced at the schools during dismissal. Community-based enforcement programs provide an outlet for community feedback and observation regarding where and when traffic violations are most often seen and helps police forces distribute their resources. This program would establish a method for community members to convey feedback and request traffic enforcement where they feel it is most needed. Additionally, these programs can serve to strengthen the relationship between the police force and the community. Through this program, the police force should also coordinate with MUSD to track what bus routes the schools use, as well as which intersections are staffed by school crossing guards. This will assist police in better distributing their resources during school arrival and dismissal.

Evaluation Matrix: High-Cost, Short-Term

Cost: The establishment of a community-based traffic enforcement program would result in the redistribution or addition of police resources to provide greater enforcement when and where community feedback requested it. Likely, more enforcement would be required near each of the MUSD schools during arrival and dismissal. Staff would need to receive and organize feedback from the community as part of this program.

Timeline: A program should be established to receive community feedback related to traffic violations on a short timeline, with greater enforcement occurring as resources are available.

Es: Equity, Encouragement

Improvement Monitoring Program

As physical improvements are made to the transportation network in Mendota, it is vital to monitor the effects on safety in the community. A monitoring program would evaluate safety data, such as collision

data from the Transportation Injury Mapping System, as well as traffic data from traffic counts or similar data sources. A monitoring program should also invite public feedback related to the areas that receive physical improvements. All of this will help the City determine the effectiveness of implemented improvements and if additional changes are necessary. This monitoring program should also encompass recent projects completed in the City, including the road diets completed by Caltrans on SR 33 and SR 180 in 2022.

Evaluation Matrix: Low-Cost, Short-Term

Cost: A monitoring program would primarily utilize freely available data to determine the effectiveness of implemented improvements. Additional staff resources may need to be devoted to analyzing data and receiving and organizing feedback from the community as part of this program.

Timeline: As improvements have already been implemented, including a road diet on SR 33 and SR 180, a monitoring program should be established in the short-term to begin to evaluate those improvements.

Es: Engagement, Evaluation

Event Programming

The City has recently worked with community groups to host one-time encouragement and education events related to transportation safety. A formal program would monitor opportunities for hosting these events and help facilitate their organization. The City may also consider hosting events, such as city-wide bike days, bicycle rodeos, or helmet giveaways, on their own, with limited involvement from community groups.

Evaluation Matrix: Low-Cost, Short-Term

Cost: Establishing a City to program to monitor opportunities for events should have little to no cost. While hosting events may require expenses, these can also be minimized through community partnerships and grant opportunities.

Timeline: A program to monitor event opportunities should be established in the short term.

Es: Engagement, Encouragement, Education

Potential Programs

The remaining programs identified in the plan are those that do not necessarily address primary concerns for the City, although would still be beneficial in Mendota should certain conditions be met. Although these programs may not be ideal for Mendota at the time of publishing, as Mendota continues to change, the City should return to these programs and identify if these conditions have been met.

Citation Diversion Program

Local police departments in California may offer educational programs to people who receive non-vehicle related citations. While originally this type of program was only able to be offered to minors, AB 902, passed in 2015, allows departments to offer a citation diversion program to any individual who receives a bicycle-

related traffic violation. Program content should cover bicycle and pedestrian rights and responsibilities and can also help relieve the burden of fines and strengthen community relationships between police and the public. At present, there are not enough non-vehicle citations enforced to justify the establishment of this program, but if bicycling becomes more prevalent and more of these citations are issued the City may consider establishing this program.

Resource: https://www.calbike.org/events/past_events/webinar_ticket_diversion_programs/

Es: Equity, Education

Crossing Guard Program

Several community members noted that they would like to see an increase in the number of intersections served by a crossing guard during arrival and dismissal from school in order to increase student safety and visibility. This was echoed by the City of Mendota Safety Committee. However, MUSD administrators indicated that hiring crossing guards is a particular challenge, due to the non-standard hours during which crossing guards are needed. A City program providing trained volunteers or staff may be necessary if the school district is unable to fully cover the relevant intersections during school arrival and dismissal.

The California Active Transportation Resource Center, funded by the Active Transportation Program, offers training courses for crossing guards as well as courses to prepare individuals to train additional guards in their community.

Resource: https://caatpresources.org/train_cot_crossguard.html

Es: Equity

Bicycle Parking Ordinance

Having a place to store a bicycle at daily destinations is also an important part of the bike infrastructure network. As additional bike lanes are established in Mendota, the City should consider a new ordinance or update its zoning ordinance to require bicycle parking be provided at new multi-family, mixed-use, and business developments over a certain size. At present, most bicycle parking in Mendota is at the schools, so additional parking should be considered in multi-family residential and commercial areas.

Es: Equity

Light and Helmet Program

This program would provide lights and helmets to students to encourage bicycling to school and provide helpful safety instruments to people who may not be able to afford them. These programs are also an excellent opportunity to distribute educational materials about rules of the road, safety practices, and the benefits of bicycling. This type of program should be considered when there is a more complete bike lane network connecting residential areas to the schools and other daily destinations.

Es: Equity, Encouragement

Bike to School Day

A designated event for walking and bicycling to school or work is a great way to encourage widespread community participation and demonstrate safety advancements. This type of event is often combined with several other education and outreach programs into a week of activities that encourage alternative transportation methods. MUSD participation would be vital for making these types of activities successful, but alternatives such as a bike-a-long with City staff can also highlight recent improvements and give community members an opportunity to share their experiences using alternative transportation in Mendota.

Es: Engagement, Encouragement

Vision Zero

Vision Zero represents the commitment to reducing the number of traffic fatalities and severe injuries in a community to zero. The Vision Zero Network consists of a group of cities that have committed to achieving this metric. Jurisdictions interested in this official recognition must have a public statement committing to the goal of zero fatalities and severe injuries, as well as a Vision Zero Action Plan. Most jurisdictions who have joined the Vision Zero Network to date are larger cities, so it is unclear what this type of commitment looks like in a city such as Mendota, but the City should consider the program in the future as the SRTS Master Plan is implemented.

Resource: https://visionzeronetwork.org/

Es: Equity, Evaluation

Tactical Urbanism

Tactical urbanism is an implementation tool focused on action and leverages temporary, short-term projects to facilitate long-term change. Many tactical urbanism projects can be accomplished with basic materials like paint, traffic cones, and outdoor furniture and built in less than a day. They primarily demonstrate the potential of more permanent improvements in the area and encourage community participation. Times Square's transition from busy street to popular pedestrian plaza was the result of tactical urbanism projects that demonstrated the potential to New York City. As the City identifies safety concerns, it should consider employing tactical urbanism projects to test potential design solutions.

Resource: http://tacticalurbanismguide.com/about/

Es: Engagement, Equity, Engineering, Encouragement, Education, Evaluation

Physical Improvements

Infrastructure projects are described below and mapped on a city-wide map (seen in ***Figure 8: Physical Improvements City Map***) to show generally how improvement recommendations are distributed around Mendota. A detailed map is also provided for each school site (see ***Figures 9*** through ***12***). Infrastructure projects are organized based on the road features being improved. These categories include crosswalks, signage, parking, bicycle infrastructure, travel lanes, and sidewalks. While all of the physical improvements will require engineering to implement, several also have an evaluation component.

Table 4: Physical Improvements

Physical Improvement	Engagement	Equity	Engineering	Encouragement	Education	Evaluation
Add Crosswalk			X			
Re-Apply High-Visibility Striping			X			X
Re-Align Crosswalk			X			
Remove Crosswalk			X			
Adjust and Add Signage			X			X
Adjust Pedestrian Beacon			X			
Advanced Warning Signage			X			
No Parking Zones			X			
Bike Lanes			X			X
Road Diet			X			X
Complete Sidewalk Gaps			X			
Directional Pedestrian Ramps			X			X

Crosswalk Improvements

Add Crosswalk

The addition of crosswalks should be considered in areas where pedestrians frequently cross without pedestrian facilities. This includes some key intersections along routes to school that are currently missing crosswalks.

Es: Engineering

Re-Apply High-Visibility Striping

Some crosswalks have faded significantly and are in need of re-striping. Repaint the identified crosswalk with high-visibility thermoplastic striping.

Es: Engineering, Evaluation

Re-Align Crosswalk

Where crosswalks and pedestrian facilities do not line up, repaint the crosswalk so it is aligned with the existing pedestrian ramp and/or is perpendicular to the roadway to create the shortest possible crossing distance.

Es: Engineering

Remove Crosswalk

Remove the identified crosswalk in order to create a more designated route for pedestrians with clear, protected crossing facilities. Pedestrian traffic will instead be directed to cross at nearby crossings that do not require backtracking to reach notable destinations.

Es: Engineering

Signage

Adjust and Add Signage

Existing signage is either obstructed or provides unclear direction on pedestrian, vehicle, and bicycle interaction at the crossing. Clear the obstructions and/or provide additional signage that clarifies pedestrian and vehicle interactions at the intersection. Consider the addition of push-button controlled illuminated signs to increase visibility.

Es: Engineering, Evaluation

Adjust Pedestrian Beacon

The existing flashing beacons are located a significant distance from the actual crossing and flash constantly rather than when pedestrians are crossing. This makes it difficult to associate the flashing lights with pedestrian activity. Relocate the crossing to align with the school entrance and existing overhead beacon. Modify existing beacons to be activated by remote pedestrian push button so that lights only flash when pedestrians are crossing.

Es: Engineering

Advanced Warning Signage

Notify drivers of upcoming pedestrian crosswalks, especially where speed changes occur or where sightlines are limited.

Es: Engineering

Parking

No Parking Zones

Establish a no parking zone directly in front of crosswalks to help improve line of sight for drivers.

Es: Engineering

Bicycle Infrastructure

Bike Lanes

Bike lanes provide several mobility benefits, such as increasing bicycle safety and slowing vehicle speeds. The design of bike lanes is dependent on existing street design and use, but a complete bike lane network that connects Mendota is ideal for greater alternative mobility options. Conduct additional studies to identify what level of bicycle infrastructure is needed in any given location and which locations should be prioritized for additional infrastructure.

Es: Engineering, Evaluation

Lane Adjustments

Road Diet

Drivers tend to operate their vehicles at the speed they feel safe to do so, no matter what the posted speed limit is. Street design can help reduce driver speed in several ways. Reducing the width of travel lanes or removing travel lanes altogether can help encourage lower driving speeds. Furthermore, reworking lanes can also make traffic move more efficiently through a corridor, even despite lower speeds or reduced lanes.

Several tools can be employed to reduce the number or width of lanes. Bulb-outs or curb extensions could be used to designate parking areas, narrow the travel lane, and augment pedestrian infrastructure at crossings. The addition of a designated left-turn lane, striped parking lanes, and/or bike lanes could all be considered depending on the existing street design and use.

To help address high speeds on state routes through Mendota, Caltrans completed a road diet along SR 33 (Derrick Ave) and SR 180 (Oller Street) in June 2022, which removed travel lanes and added bike lanes. A second project along these routes is planned to add flashing pedestrian beacons and bulb-outs. It may be appropriate to add additional pedestrian facilities following the implementation of these projects, which will require coordination with Caltrans. Furthermore, there may be opportunities for lane reductions on other streets in Mendota, such as Belmont Ave. Further evaluation, following the completion of these projects, will be necessary to determine if additional infrastructure improvements are needed to increase safety. A monitoring program is included in the Priority Programs section of the plan.

Es: Engineering, Evaluation

Sidewalk Improvements

Complete Sidewalk Gaps

Complete the sidewalk network by filling sidewalk gaps. This will usually be accomplished by requiring sidewalk installation from new development, but in some cases the missing piece of the sidewalk network should be prioritized and installed prior to development.

Es: Engineering

Directional Pedestrian Ramps

Pedestrian ramps at intersections may either point into the center of the road (non-directional) or towards the specific direction of the crossing (directional). Non-directional ramps direct pedestrians into the intersection with cross-traffic, so directional ramps are typically preferred. While many locations appear on paper to be good candidates for directional ramps, existing conditions on the ground may make their installation infeasible or impossible if additional infrastructure is needed (such as a bulb-out) or if existing utility poles or other obstacles, such as drainage facilities or trees, are present. Where directional ramps are not feasible, striping should encompass the entire area pedestrians may need to use in order to cross the street in either direction.

Es: Engineering, Evaluation

Improvement Mapping

Maps have been produced for each school site showing in detail where all recommended improvements are located. *Figure 8: Physical Improvements City Map* gives a more general view of improvements on a city-wide scale. Infrastructure projects are organized based on the road features being improved. These categories include crosswalks, signage, parking, bicycle infrastructure, travel lanes, and sidewalks.

Figure 8: Physical Improvements City Map

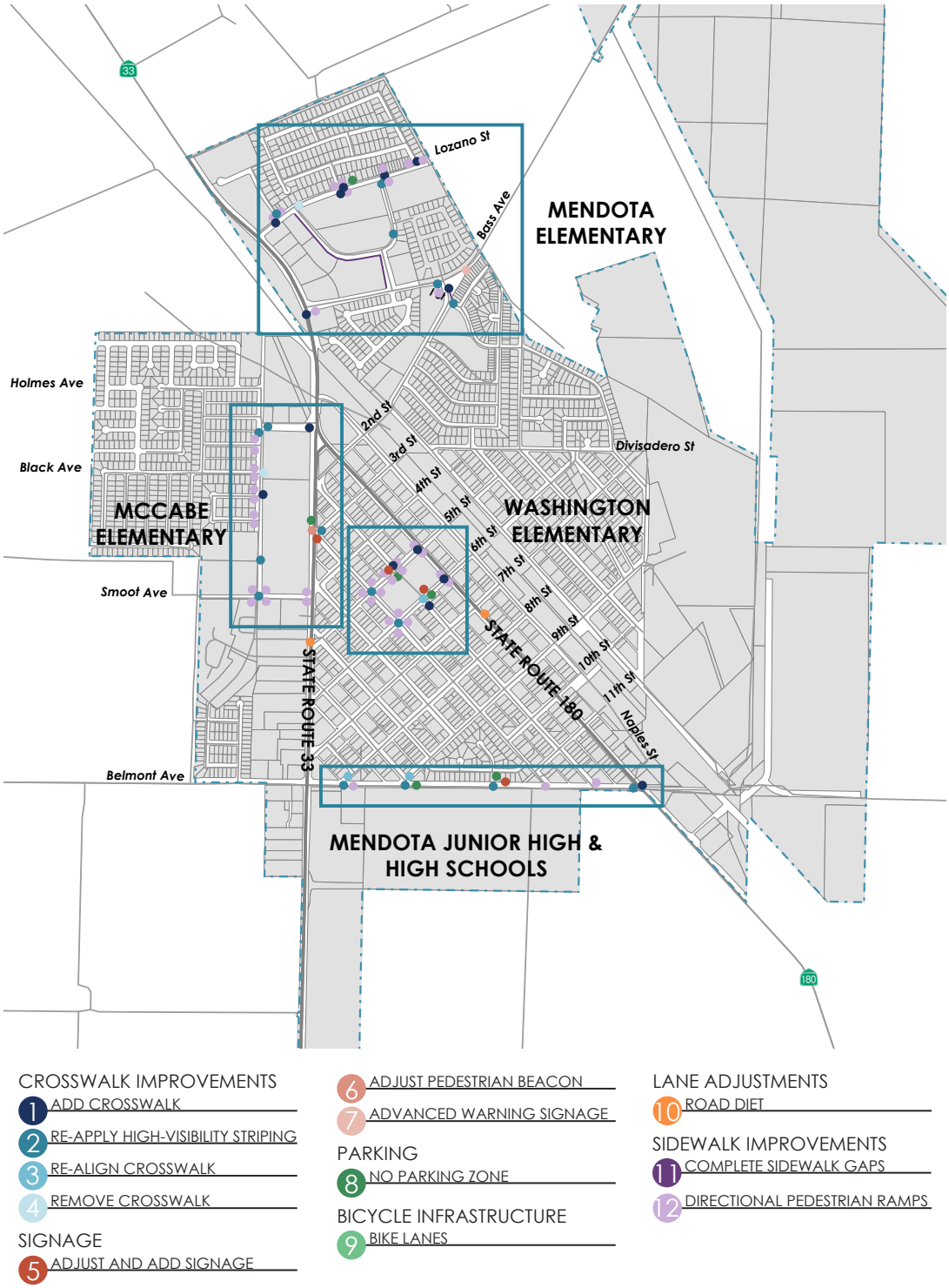


Figure 9: McCabe Elementary School Improvement

MCCABE ELEMENTARY SCHOOL

CROSSWALK IMPROVEMENTS

1 ADD CROSSWALK

2 RE-APPLY HIGH VISIBILITY STRIPING

4 REMOVE CROSSWALK

SIGNAGE

5 ADJUST AND ADD SIGNAGE

6 ADJUST PEDESTRIAN BEACON

Continue to monitor following Caltrans project to determine if adjusting the pedestrian beacon is necessary

PARKING

8 NO PARKING ZONES

BICYCLE INFRASTRUCTURE

9 BIKE LANES

Location pending further analysis

LANE ADJUSTMENTS

10 ROAD DIET

Continue to monitor and evaluate following recent road diet from Caltrans

SIDEWALK IMPROVEMENTS

12 DIRECTIONAL PEDESTRIAN RAMPS

Figure 10: Mendota Elementary School Improvements

MENDOTA ELEMENTARY SCHOOL

CROSSWALK IMPROVEMENTS

1 ADD CROSSWALK

2 RE-APPLY HIGH VISIBILITY STRIPING

4 REMOVE CROSSWALK

SIGNAGE

7 ADVANCED WARNING SIGNAGE

PARKING

8 NO PARKING ZONES

BICYCLE INFRASTRUCTURE

9 BIKE LANES

Location pending further analysis

SIDEWALK IMPROVEMENTS

11 COMPLETE SIDEWALK GAPS

12 DIRECTIONAL PEDESTRIAN RAMPS

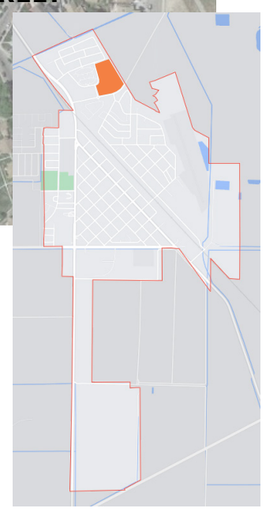


Figure 11: Washington Elementary School Improvements

WASHINGTON ELEMENTARY SCHOOL

CROSSWALK IMPROVEMENTS

1 ADD CROSSWALK

2 RE-APPLY HIGH VISIBILITY STRIPING

3 RE-ALIGN CROSSWALK

SIGNAGE

5 ADJUST AND ADD SIGNAGE

PARKING

8 NO PARKING ZONES

BICYCLE INFRASTRUCTURE

9 BIKE LANES

Location pending further analysis

LANE ADJUSTMENTS

10 ROAD DIET

Continue to monitor and evaluate following recent road diet from Caltrans

SIDEWALK IMPROVEMENTS

12 DIRECTIONAL PEDESTRIAN RAMPS

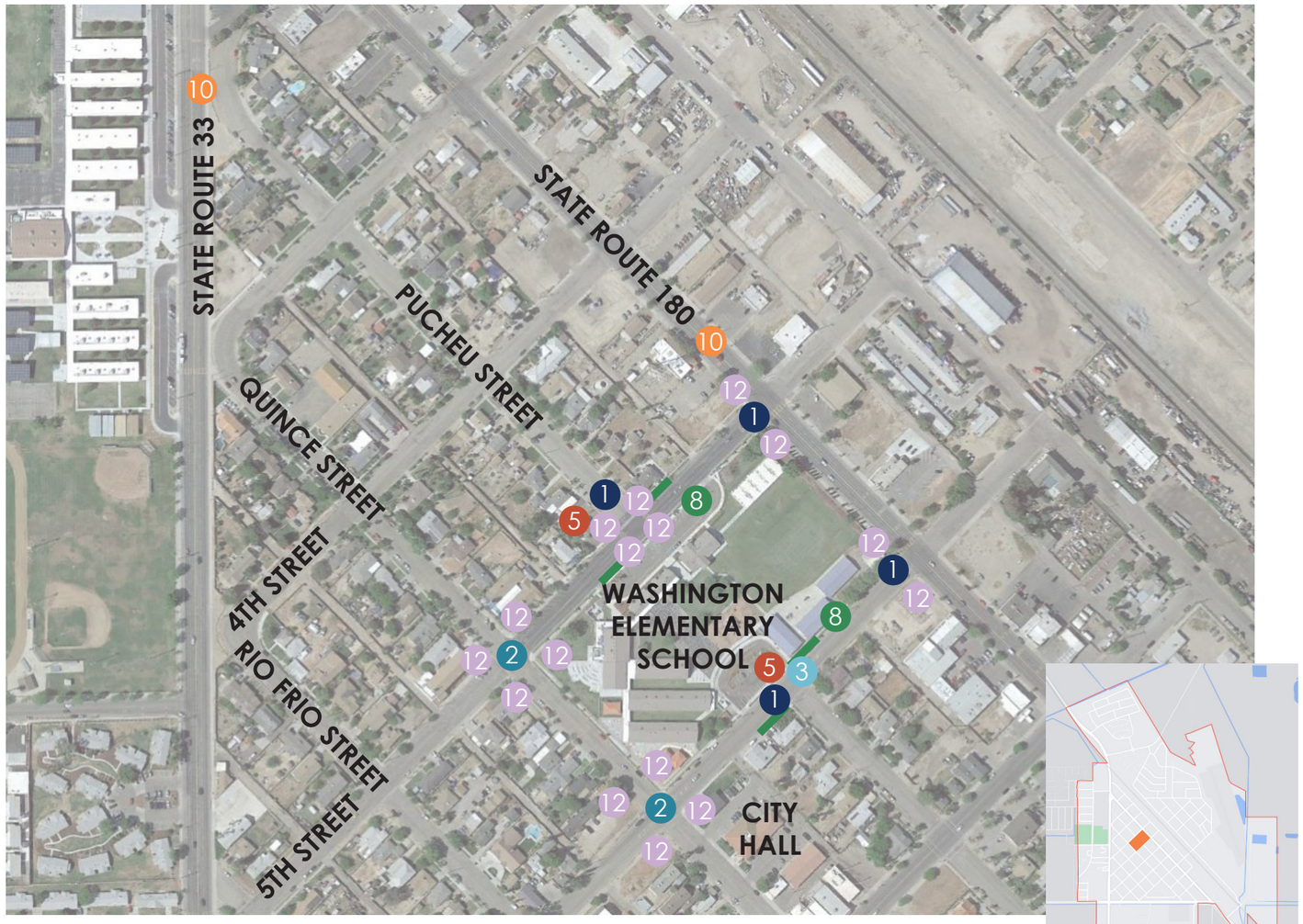


Figure 12: Mendota Junior High & High Schools Improvements

MENDOTA JUNIOR HIGH & HIGH SCHOOLS

CROSSWALK IMPROVEMENTS

1 ADD CROSSWALK

2 RE-APPLY HIGH VISIBILITY STRIPING

3 RE-ALIGN CROSSWALK

SIGNAGE

5 ADJUST AND ADD SIGNAGE

PARKING

8 NO PARKING ZONES

BICYCLE INFRASTRUCTURE

9 BIKE LANES

Location pending further analysis

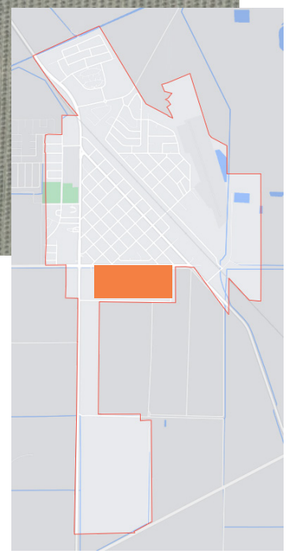
LANE ADJUSTMENTS

10 ROAD DIET

Continue to monitor and evaluate following recent road diet from Caltrans

SIDEWALK IMPROVEMENTS

12 DIRECTIONAL PEDESTRIAN RAMPS



Implementation

Implementation Activities

There is no specific order for implementing the programs and improvements identified in the plan. As activities are implemented, the needs of the community and available resources may change, requiring a shift in what activities should be prioritized.

Generally, activities which require the highest level of investment should be planned for first. High-investment activities are those that require funding beyond what the City could typically include in the annual budget, as well as activities that require a large commitment of staff time to implement. Because allocating the resources needed to implement these high-investment activities will occur on a longer timeline, planning for these activities should be initiated early. Once these high-investment activities are initiated, whether through pursuit of grant funding or allocation of resources from elsewhere, smaller or lower-investment activities identified in the plan should be implemented in the near-term with available resources. The evaluation matrix described above and identified for each of the recommended programs is a good tool for identifying which programs could be prioritized according to this strategy. The City should also consider what other improvements or programs may work especially well when introduced in tandem with other activities to maximize the impact of the program or improvement. For instance, a tactical urbanism project could be used to garner community excitement for an upcoming improvement. Lower-cost programs could also be introduced with new improvements, such as an education campaign on bicycle safety released when a new bike lane is opened.

Ongoing evaluation of transportation safety in Mendota and the community response to programs and improvements is vital to the successful implementation of the plan.

Funding

Implementing many of the programs and physical improvements identified in the plan will require funding beyond the City's current resources. Various federal, State, and local grant programs are available to fund projects that increase active transportation infrastructure and improve road safety conditions. These grants may also include non-infrastructure components which could be used to fund programs identified in the plan. Several of these grants also provide priority funding preference for disadvantaged communities (see sidebar). While not an exhaustive list, an overview of several applicable grant programs is included below. In addition to grant funding, there may also be opportunities for implementation of identified improvements as adjacent properties are developed. General fund dollars may also be appropriate to allocate for certain projects that are not eligible for a specific funding program or could not be implemented in conjunction with a proposed development project.

DISADVANTAGED COMMUNITIES

For a project to qualify for priority funding, the project must clearly demonstrate a benefit to a community that meets any of the following criteria:

The community's median household income is less than 80 percent of the statewide median.

An area identified as among the most disadvantaged 25 percent in the state according (CalEnviroScreen) scores.

At least 75 percent of public-school students in the project area are eligible to receive free or reduced-price meals under the National School Lunch Program.

Highway Safety Improvement Program (HSIP) Funding

The Fixing America's Surface Transportation Act (FAST) was signed into law on December 4, 2015. Under FAST, the Highway Safety Improvement Program (HSIP) was codified as Section 148 of Title 23, United States Code (23 U.S.C §148) to provide federal aid to states for the purpose of achieving significant reduction in fatalities and serious injuries on all public roads. Further funding was provided to this program under the Infrastructure Investment and Jobs Act (IIJA), also known as the Bipartisan Infrastructure Law (BIL), signed into law on November 15, 2021.

California apportions its Local HSIP funds to infrastructure projects that implement nationally recognized crash reduction factors. Projects must demonstrate the project's potential to reduce crashes through data-supported means. The minimum funding amount is $100,000 while the maximum is $10 million. HSIP calls for projects are typically issued every two years, depending on funding availability and progress on the implementation of the previous HSIP cycle's funded projects. The last HSIP call for projects was issued in 2022 with project selection completed in early 2023.

Administrator: Federal funds distributed to states by the Federal Highway Administration, California funds are distributed by Caltrans

Distribution: Competitive

Timing: Every two years (biennially), with the next call for projects in 2024

Active Transportation Program (ATP)

The Active Transportation Program (ATP) is a state grant program that was created by Senate Bill (SB) 99 and Assembly Bill (AB) 101 to advocate for increased use of active modes of transportation. The ATP consolidates existing federal and state transportation programs, including the Transportation Alternatives Program (TAP), Bicycle Transportation Account (BTA), and State Safe Routes to School, into a single program. SRTS infrastructure projects and traffic education and enforcement activities must be located within two miles of a public school or within the vicinity of a public-school bus stop. Funding priority opportunities are also available for areas qualifying as a Disadvantaged Community. The ATP call for projects is typically released in the spring. ATP funds are also available through Metropolitan Planning Organizations (MPOs), though the Fresno Council of Governments (COG) timeline for project selection may vary from State timelines.

Administrator: State funds distributed to regional agencies, regional funds for Mendota are distributed by Fresno COG

Distribution: Competitive

Timing: State call for projects usually released each spring (annually); Fresno COG timeline varies

Road Repair and Accountability Act of 2017 (SB1)

Senate Bill (SB) 1, also known as the Road Repair and Accountability Act of 2017, was signed into law on April 28, 2017. The legislation invests $54 billion over the next decade to improve road conditions,

freeways, and bridges across California. Revenues collected through SB1 funding program address the maintenance backlog on the State's road system and improve road conditions while fairly distributing the economic impact of increased funding. Of these revenues, approximately $26 billion is allocated for cities and counties. These funds are available through a mix of competitive and formula grant programs.

Administrator: SB 1 funds are split into a variety of programs, administered by Caltrans and regional agencies

Distribution: Competitive and formula funding are dependent on the administering program

Timing: Distributed through several programs with various timelines

Surface Transportation Block Grant (STBG)

Surface Transportation Block Grant (STBG) funds are reimbursable federal aid funds, subject to the requirements of Title 23 of the United States code. The BIL also contributes funds to the STBG Program. STBG provides flexible funding that may be used for projects to preserve and improve conditions on any federal-aid highway, bridge and tunnel projects on any public road, pedestrian and bicycle infrastructure, and transit capital projects, including intercity bus terminals.

Eligible costs include preliminary engineering, right-of-way acquisition, capital costs, and construction costs associated with an eligible activity.

Administrator: Regional transportation agencies and regional planning agencies select projects proposed by local and State agencies

Distribution: Metropolitan Planning Organizations and Regional Transportation Planning Agencies select projects for funding. Projects must be in an approved Federal Statewide Transportation Improvement Program, which is updated August 1 of each even-numbered year.

Timing: Federal funds are distributed to each state annually

Safe Streets and Roads for All (SS4A) Grant Program

Established by the BIL, the Safe Streets and Roads for All (SS4A) grant program provides funding for planning and implementation activities designed to reduce transportation-related deaths and serious injuries to zero. Planning grant funds can be used to draft a Safety Action Plan containing strategies for reducing death and injury. Implementation grants are also available to help conduct activities identified in an adopted Action Plan. The fiscal year 2023 Notice of Funding Opportunity is expected in April of 2023 and would be the second of five rounds of funding.

Administrator: SS4A is administered by the United States Department of Transportation

Distribution: Competitive funds are available for both action planning and implementation projects

Timing: Annual call for projects, typically released in spring

Transportation Development Act (TDA) Article 8 and/or Article 3

The Transportation Development Act (TDA) consists of two major sources of funding for public transportation: the Local Transportation Fund (LTF) and the State Transit Assistance (STA) fund. As the Regional Transportation Planning Agency (RTPA), Fresno COG administers the funding. These funds are allocated to member agencies based on population, taxable sales, and transit performance.

Administrator: Funds are distributed annually to counties and transit operators. Counties distribute local funds throughout the county.

Distribution: Most TDA funds are distributed based on population. 50% of STA funds are distributed based on transit operator revenue from the previous year.

Timing: Funds distributed annually

Appendix A

Safety Analysis

CITY OF MENDOTA
SAFE ROUTES TO SCHOOL MASTER PLAN
SAFETY DATA ANALYSIS & RECOMMENDED IMPROVEMENTS

Introduction

The City of Mendota is developing a Safe Routes to School (SRTS) Master Plan through a Caltrans Active Transportation Program (ATP) grant. The primary objectives of the SRTS Master Plan are to increase accessibility and safety for pedestrians, bicyclists, and motorists going to and from schools within the city and to improve student health by actively supporting walking and bicycling to and from school. A secondary objective is to increase driver awareness and promote safe driving habits. From January 1, 2015, to December 31, 2021, the City of Mendota reported a total of 98 collisions, resulting in 5 fatalities and 122 injuries. Most of these collisions, a total of 60 (61.2%), occurred along either State Route (SR) 33 or SR 180.

This summary includes traffic incident data in Mendota, specifically focusing on collisions occurring around the school sites being evaluated as part of the SRTS Master Plan. The Plan will look at McCabe Elementary School, Mendota Elementary School, Washington Elementary School, Mendota Junior High School, and Mendota High School. The data contained in this summary is intended to facilitate a conversation with the Public Safety Committee to gather observational data which may not be reflected in the State incident reporting tools. This summary also draws connections between trends in the incident data and potential infrastructure improvements which will be recommended in the final SRTS Master Plan. Although the final Plan will also include recommended programs and policies, this analysis focuses on physical improvements that relate to the incident data summarized below.

Incident Reporting

Incident data was pulled from the Transportation Injury Mapping System (TIMS). There are a few reasons collisions may not be included in TIMS data. First, collisions may not be reported to police and have no official incident report. Additionally, there may be reporting discrepancies between police departments and TIMS. There is also no way to report a near-miss, and anecdotal evidence of close calls can still be a good indicator of the safety of an intersection or road segment.

Data Collection & Mapping

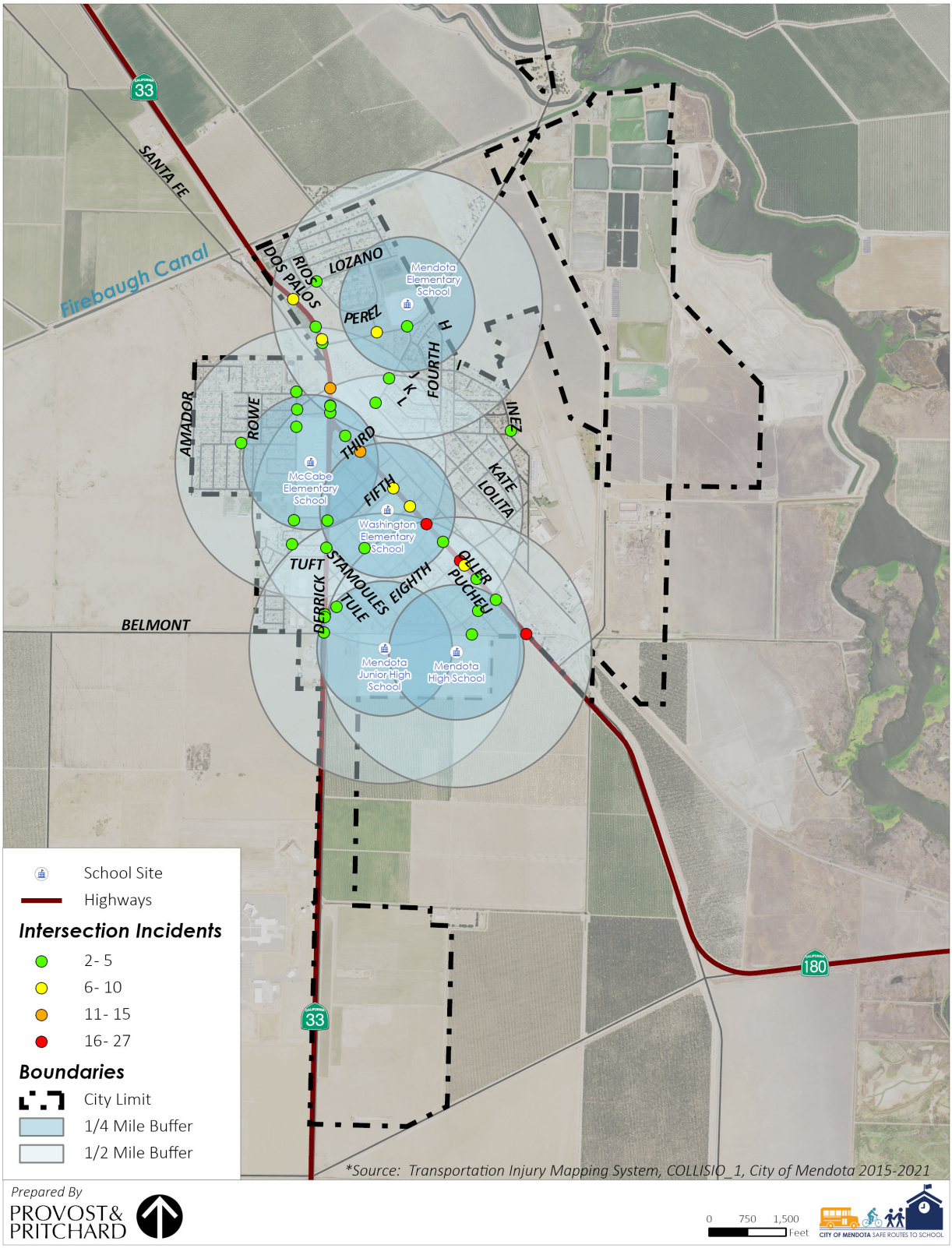
Using historical collision data from the Statewide Integrated Traffic Records System (SWITRS) and the Transportation Injury Mapping System (TIMS) from 2015 through 2021, four maps of occurrences within the City of Mendota were created detailing collision type, collision severity, pedestrian collisions by location, and pedestrian collisions by violation type. Each map is summarized below and can be seen in Figures 2 through 5. The maps provide a city-wide view of the TIMS Data from 2015 to 2021. School sites are buffered on the maps, highlighting collisions that occurred within ¼-mile and ½-mile of a school.

SWITRS & TIMS

SWITRS and TIMS represent integrated systems of data reporting and mapping. SWITRS is the record system tracking incident reports. TIMS is a mapping tool which assists in spatial analysis of the reported incidents. The data is referred to as TIMS data throughout this document.

In addition to Figures 2 through 5, a map of collision instances by intersection was also created to understand generally where collisions were concentrated. The collision instances by intersection can be seen in Figure 1: Collision Frequency at Intersections. While the majority of intersections in Mendota did not have more than five collisions between 2015 and 2021, ten intersections had six or more collisions. These intersections are almost entirely located along one of the state routes, with only the intersection of Barboza Street and Bass Avenue not including a state route. The three intersections with the highest number of collisions, between 16 and 27, were all located along SR 180 (Oller Avenue) at its intersections with Belmont Avenue, 9th Street, and 7th Street.

Figure 1: Collision Frequency at Intersections



Collision Types

The TIMS data reports seven types of collisions:

- A **head-on collision** is a collision of two vehicles that are moving directly towards each other.
- A **sideswipe collision** occurs when the sides of two vehicles traveling in the same or opposite direction make impact. The two vehicles make contact, usually when one driver tries to make a lane change and does not see that there is another car in his blind spot. Other times, sideswipe accidents occur when a distracted, tired, or careless driver drifts into another lane and hits the other car.
- A **rear end collision** occurs when one driver runs into the back of another driver's vehicle. Both vehicles can experience significant damage and the drivers may suffer serious injuries.
- **Broadside collisions** are also referred to as angle collisions or T-bones and most frequently occur at intersections when the front end of one motor vehicle strikes the passenger side of another vehicle at a right angle.
- **Hit object collisions** occur when a vehicle collides with a stationary object.
- **Vehicle/pedestrian collision**s occur when there is physical contact of a pedestrian with a moving vehicle.

Out of 98 collisions throughout Mendota, rear end collisions were the most frequent with 41 occurrences. This was followed by head-on and sideswipe collisions, with 15 and 13 occurrences respectively. There were also 15 collisions between vehicles and pedestrians.[1] Additionally, there were eight broadside collisions and five hit-object collisions. Lastly, there were three motorcycle collisions, which are included within the appropriate categories reported in **Table 1: Collision Type**. No bicycle collisions were reported.

Table 1: Collison Type

Type of Crash	Count	%
Rear End	41	42%
Head-On	15	15%
Vehicle/Pedestrian	15	15%
Sideswipe	13	13%
Broadside	8	8%
Hit Object	5	5%
Not Stated	1	1%

Percentage totals may not equal 100% due to rounding.

Collision Type by School Site

Traffic data for each collision type was reviewed at each of the school sites for the SRTS Master Plan, using a ¼-mile buffer and ½-mile buffer to determine which types of collisions occurred near each school. This is summarized below and detailed in **Table 2: Collision Type by School Site**. **Figure 2: Collision Types** shows where each of the collisions occurred relative to each school site. Washington Elementary had the most collisions within both the ¼-mile and ½-mile buffers.

[1] There are some discrepancies between how data is reported by TIMS. While the collision type category reported 15 collisions between vehicles and pedestrians, pedestrians were identified as involved parties in a total of 17 collisions between 2015 and 2021.

- McCabe Elementary had nine rear end collisions, two vehicle/pedestrian collisions, one sideswipe, and one broadside collision within ¼ mile of the school. There were an additional 33 collisions within the ½-mile buffer, for a total of 46 collisions. In total there were 21 rear end collisions and 9 vehicle/pedestrian collisions within ½ mile of the school.
- Mendota Elementary had five collisions within ¼-mile of the school: three rear end collisions, one broadside collision, and one hit object. There were an additional 21 collisions within the ½-mile buffer, for a total of 26 collisions. The most common collision type within ½ mile of Mendota Elementary was rear end collisions, with 14. There were also two vehicle/pedestrian collisions within ½ mile of the school.
- Washington Elementary had 26 collisions within the ¼-mile buffer of the school, including 7 vehicle/pedestrian collisions. There were also six rear end collisions and five sideswipe collisions within this buffer. There were an additional 32 collisions within the ½-mile buffer, for a total of 58 collisions. In total, there were 22 rear end collisions and 12 vehicle/pedestrian collisions within ½-mile of the school, as well as 9 sideswipes and 8 head-on collisions.
- Mendota Junior High School had three collisions within the ¼-mile buffer: one head-on collision, one sideswipe, and one hit object. There were 36 additional collisions within the ½-mile buffer, for a total of 39 collisions. The most common collision type within ½ mile of the school was rear end collisions, with 14. There were also seven of both head-on and sideswipe collisions and six vehicle/pedestrian collisions.
- Mendota High School had six rear end collisions, one head on collision, one sideswipe collision, and one broadside collision for a total of 9 collisions within the ¼-mile buffer. There were an additional 31 collisions within the ½-mile buffer, for a total of 40 collisions. In total, there were 14 rear end collisions, 9 head-on collisions, and 6 sideswipe collisions within ½-mile of the high school. Four collisions were vehicle/pedestrian collisions.

Table 2: Collision Type by School Site

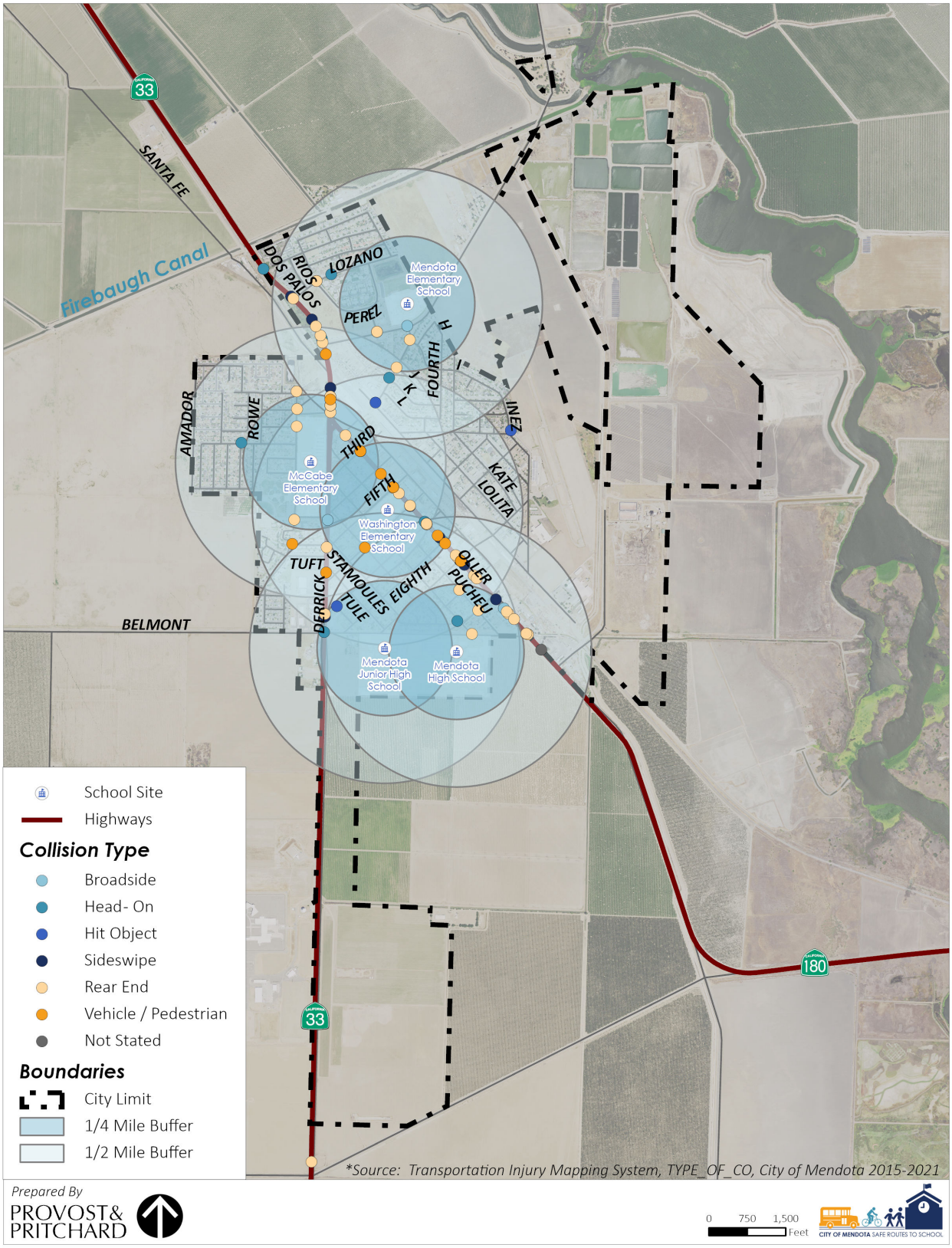
Type of Crash	Distance from School[a]	Counts by School Site[b,c]				
		McCabe Elementary	Mendota Elementary	Washington Elementary	Mendota Junior High	Mendota High
Rear End	¼-mile	**9**	3	6	0	6
	½-mile	12	11	**16**	14	8
Head-On	¼-mile	0	0	**3**	1	1
	½-mile	6	3	5	6	**8**
Vehicle/Pedestrian	¼-mile	2	0	**7**	0	0
	½-mile	**7**	2	5	6	4
Sideswipe	¼-mile	1	0	**5**	1	1
	½-mile	4	4	4	**6**	5
Broadside	¼-mile	1	1	**4**	0	1
	½-mile	2	0	0	**3**	**3**
Hit Object	¼-mile	0	**1**	**1**	**1**	0
	½-mile	**2**	1	**2**	1	**2**
Not Stated	¼-mile	0	0	0	0	0
	½-mile	0	0	0	0	**1**
TOTAL		**46**	**26**	**58**	**39**	**40**

[a] *Counts within ½-mile exclude all incidents located within ¼-mile of school site.*

[b] *Collisions occurring within ¼-mile or ½-mile distance from multiple school sites are counted within the totals for each school. Because of this, the totals in this table are not representative of the total, city-wide number of collisions.*

[c] *Bold, underline numbers indicate the highest occurrence within each category, distance, and by total number of collisions by school site.*

Figure 2: Collision Types



Collision Severity

Collision severity can be defined as the intensity of an impact of a vehicle against another vehicle, object, or person. Although specific qualitative data for each collision is unavailable, resulting injury can indicate how intense a collision was. The more severe the resulting injury, the more severe the collision can be considered, with collisions resulting in fatality being the most severe.

The collision severity map shows the 98 total collisions in Mendota based on the level of resulting injury from the incident. Of the 98 total collisions, five were fatal, with one fatal incident occurring each year between 2017 and 2021. Despite representing only 15% of total collisions in Mendota, 80% (4/5) of fatal collisions were vehicle/pedestrian collisions. Two of these fatal collisions occurred on SR 33 (Derrick Avenue). Collisions resulting in injury occurred uniformly throughout all areas of the city. 4 collisions resulted in severe injury, 32 collisions resulted in visible injury, and 57 collisions were reported with a complaint of pain. Collision severity is mapped in **Figure 3: Collision Severity**.

Table 3: Collison Severity

Collision Severity	Count	%
Fatal	5	5%
Injury (Severe)	4	4%
Injury (Other Visible)	32	33%
Injury (Complaint of Pain)	57	58%

Percentage totals may not equal 100% due to rounding.

Collision Severity by School Site

Traffic data for each collision was reviewed at each of the school sites for the SRTS Master Plan, using a ¼-mile buffer and ½-mile buffer to determine how severe the collisions that occurred near each school were, as summarized below and detailed in **Table 4: Collision Severity by School Site**. **Figure 3: Collision Severity** shows where each of the collisions occurred relative to each school site. Washington Elementary had the most collisions within both the ¼-mile and ½-mile buffers.

- **McCabe Elementary** had 13 collisions within the ¼-mile buffer, 8 that resulted in a complaint of pain, 3 with a visible injury, 1 that resulted in severe injury, and 1 that was fatal. Within the ½-mile buffer, there were 28 collisions that resulted in a complaint of pain, 12 that resulted in visible injury, 4 collisions that were fatal, and 2 with severe injury.
- **Mendota Elementary** had five collisions within the ¼-mile buffer, three that resulted in visible injury, one with a complaint of pain, and one that resulted in severe injury. Within the ½-mile buffer, there were 16 collisions that resulted in a complaint of pain, 6 that resulted in visible injury, 2 with severe injury, and 2 collisions that were fatal.
- **Washington Elementary** had 26 collisions within the ¼-mile buffer, 14 that resulted in a complaint of pain, 9 with a visible injury, 2 that were fatal, and 1 that resulted in severe injury. Within the ½-mile buffer, there were 34 collisions that resulted in a complaint of pain, 17 that resulted in visible injury, 3 with severe injury, and 4 collisions that were fatal.
- **Mendota Junior High School** had three collisions within the ¼-mile buffer, one that resulted in severe injury and two with a complaint of pain. Within the ½-mile buffer, there were 23 collisions that resulted in a complaint of pain, 12 that resulted in visible injury, 2 with severe injury, and 2 collisions that were fatal.

- **Mendota High School** had nine collisions within the ¼-mile buffer, four that resulted in visible injury and five with a complaint of pain. Within the ½-mile buffer, there were 27 collisions that resulted in a complaint of pain, 11 that resulted in visible injury, 1 with severe injury, and 1 collision that was fatal.

Table 4: Collision Severity by School Site

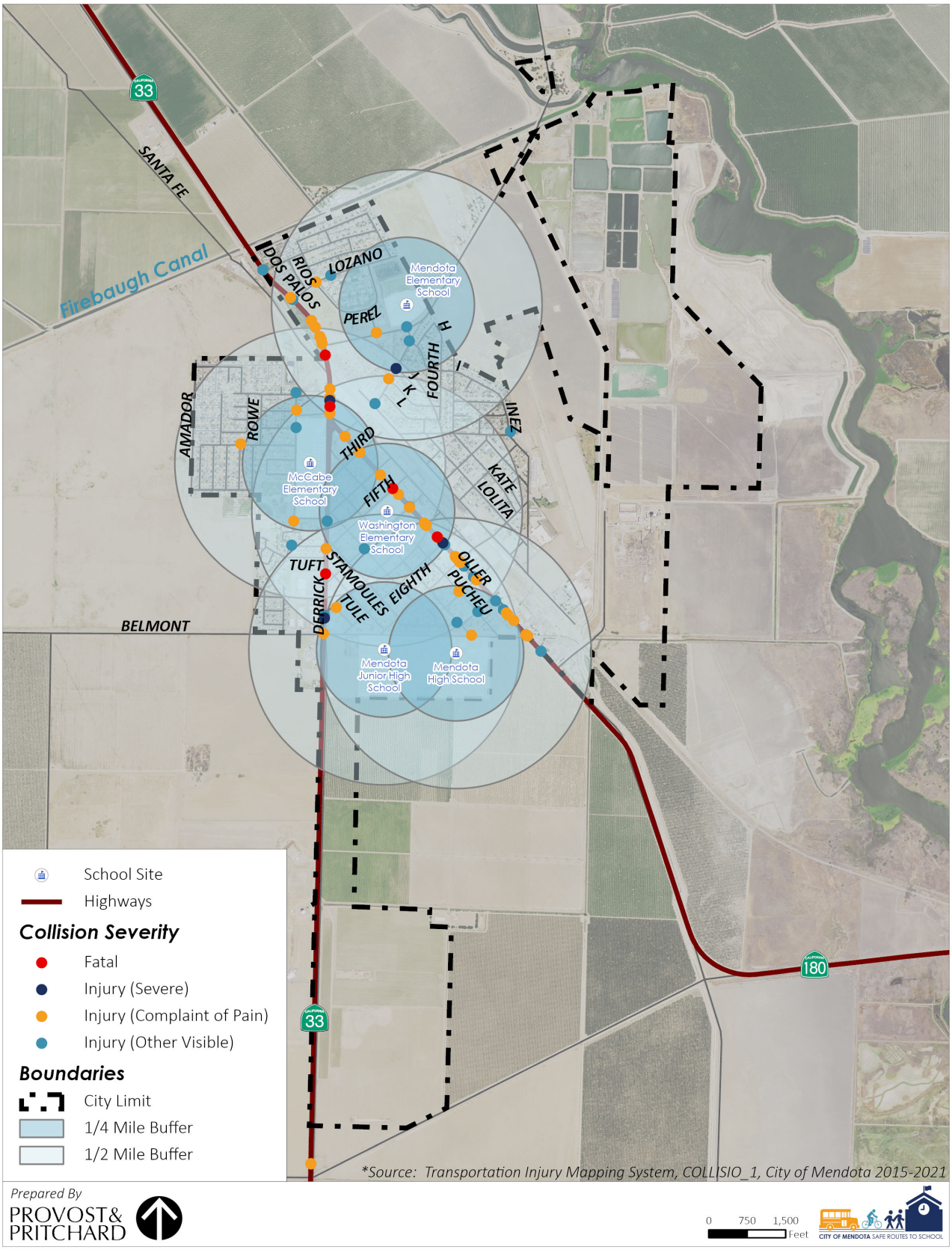
Severity of Crash	Distance from School[a]	Counts by School Site[b,c]				
		McCabe Elementary	Mendota Elementary	Washington Elementary	Mendota Junior High	Mendota High
Fatal	¼-mile	1	0	**2**	0	0
	½-mile	**3**	2	2	2	1
Injury (Severe)	¼-mile	**1**	**1**	**1**	**1**	0
	½-mile	1	1	**2**	1	1
Injury (Other Visible)	¼-mile	3	3	**9**	0	4
	½-mile	9	3	8	**12**	7
Injury (Complaint of Pain)	¼-mile	8	1	**14**	2	5
	½-mile	20	15	20	21	**22**
TOTAL		**46**	**26**	**58**	**39**	**40**

[a] *Counts within ½-mile exclude all incidents located within ¼-mile of school site.*

[b] *Collisions occurring within ¼-mile or ½-mile distance from multiple school sites are counted within the totals for each school. Because of this, the totals in this table are not representative of the total, city-wide number of collisions.*

[c] *Bold, underline numbers indicate the highest occurrence within each category, distance, and by total number of collisions by school site.*

Figure 3: Collision Severity



Pedestrian-Involved Collisions

Pedestrians were involved in 17 of the 98 collisions in Mendota between 2015 and 2021, accounting for 17% of collisions.[2] Pedestrian involvement is summarized in two ways: pedestrian location and violation type. Pedestrian location describes where the pedestrian was within the right-of-way when the collision occurred: pedestrians crossing in a crosswalk, crossing not in a crosswalk, or in the road or shoulder. Violation type identifies an at-fault party and describes the violation that occurred. Pedestrians may be at-fault if they failed to yield the right-of-way to vehicles when crossing outside of designated crossing areas. Drivers may be at-fault if they fail to yield the right-of-way to pedestrians, speed, fail to stop at a limit line or crosswalk, or start or back unsafely.

While pedestrian-involved collisions occurred throughout the city, the majority happened along SR 180 (Oller Street) and SR 33 (Derrick Avenue). Most collisions also occurred when pedestrians were crossing outside of designated crossing areas, with nine such collisions (53% of pedestrian-involved collisions). All pedestrian-involved incidents are mapped in **Figure 4: Pedestrian Location**.

Although nine collisions occurred when a pedestrian was crossing outside of a marked crosswalk, only four collisions were attributed to a pedestrian violation (i.e., pedestrian failure to yield the right-of-way when crossing outside of a marked or unmarked crosswalk). 12 collisions were considered driver violations, with the most common violation being drivers failing to yield the right-of-way to pedestrians crossing at a marked or unmarked crosswalk. Other driver violations include speeding, failure to stop at a limit line, failure to yield right-of-way when turning on a red light, or unsafe starting or backing of a vehicle on a highway. One collision had no violation listed. These incidents are mapped in **Figure 5: Violation**.

Table 5: Pedestrian Collisions by Pedestrian Location

Pedestrian Action	Count	%
Crossing Not in Crosswalk	9	53%
Crossing in Crosswalk at Intersection	6	35%
In Road or Shoulder	1	6%
Not Stated	1	6%

Percentage totals may not equal 100% due to rounding.

Pedestrian Involvement by Location by School Site

Traffic data for each pedestrian collision was reviewed at each of the school sites for the SRTS Master Plan, using a ¼-mile buffer and ½-mile buffer to determine where pedestrians were in the road when collisions occurred near each school, as summarized below and detailed in **Table 6: Pedestrian Involvement by Location by School Site**. **Figure 4: Pedestrian Location** shows where each of the pedestrian involved collisions occurred relative to each school site. Washington Elementary had the most pedestrian collisions within both the ¼-mile and ½-mile buffers.

- **McCabe Elementary** had two pedestrian collisions within the ¼-mile buffer: one that occurred within a crosswalk and one that occurred outside of a designated crossing area. There were 10 pedestrian collisions within the ½-mile buffer: five that occurred in a crosswalk, four that occurred outside of a designated crossing area, and one that occurred in the travel lane or shoulder.

[2] There are some discrepancies between how data is reported by TIMS. While the collision type category reported 15 collisions between vehicles and pedestrians, pedestrians were identified as involved parties in a total of 17 collisions between 2015 and 2021.

- Mendota Elementary had no pedestrian collisions within the ¼-mile buffer and three pedestrian collisions within the ½-mile buffer. Within the ½-mile buffer, one pedestrian collision occurred within a crosswalk while two occurred outside of a designated crossing area.
- Washington Elementary had seven pedestrian collisions within the ¼-mile buffer, three of which were within a crosswalk, three of which were outside of the designated crossing area, and one that occurred in the travel lane or shoulder. There were 12 pedestrian collisions within the ½-mile buffer, five of which occurred within a crosswalk, six that were outside of the designated crossing area, and one that occurred in the travel lane or shoulder.
- Mendota Junior High School had no pedestrian collisions within the ¼-mile buffer and six pedestrian collisions within the ½-mile buffer. Within the ½-mile buffer, one pedestrian collision occurred within a crosswalk, while five occurred outside of the designated crossing area.
- Mendota High School had no pedestrian collisions within the ¼-mile buffer and four pedestrian collisions within the ½-mile buffer. Within the ½-mile buffer, one pedestrian collision occurred within a crosswalk, while three occurred outside of the designated crossing area.

Table 6: Pedestrian Involvement by Location by School Site

Pedestrian Involvement	Distance from School[a]	Counts by School Site[b,c]				
		McCabe Elementary	Mendota Elementary	Washington Elementary	Mendota Junior High	Mendota High
Crossing Not in Crosswalk	¼-mile	1	0	**3**	0	0
	½-mile	3	2	3	**5**	3
Crossing in Crosswalk at Intersection	¼-mile	1	0	**3**	0	0
	½-mile	**4**	1	2	1	1
In Road or Shoulder	¼-mile	0	0	**1**	0	0
	½-mile	**1**	0	0	0	0
Not Stated	¼-mile	0	0	0	0	0
	½-mile	0	0	0	0	0
TOTAL		**10**	**3**	**12**	**6**	**4**

[a] *Counts within ½-mile exclude all incidents located within ¼-mile of school site.*
[b] *Collisions occurring within ¼-mile or ½-mile distance from multiple school sites are counted within the totals for each school. Because of this, the totals in this table are not representative of the total, city-wide number of collisions.*
[c] *Bold, underline numbers indicate the highest occurrence within each category, distance, and by total number of collisions by school site.*

Figure 4: Pedestrian Location

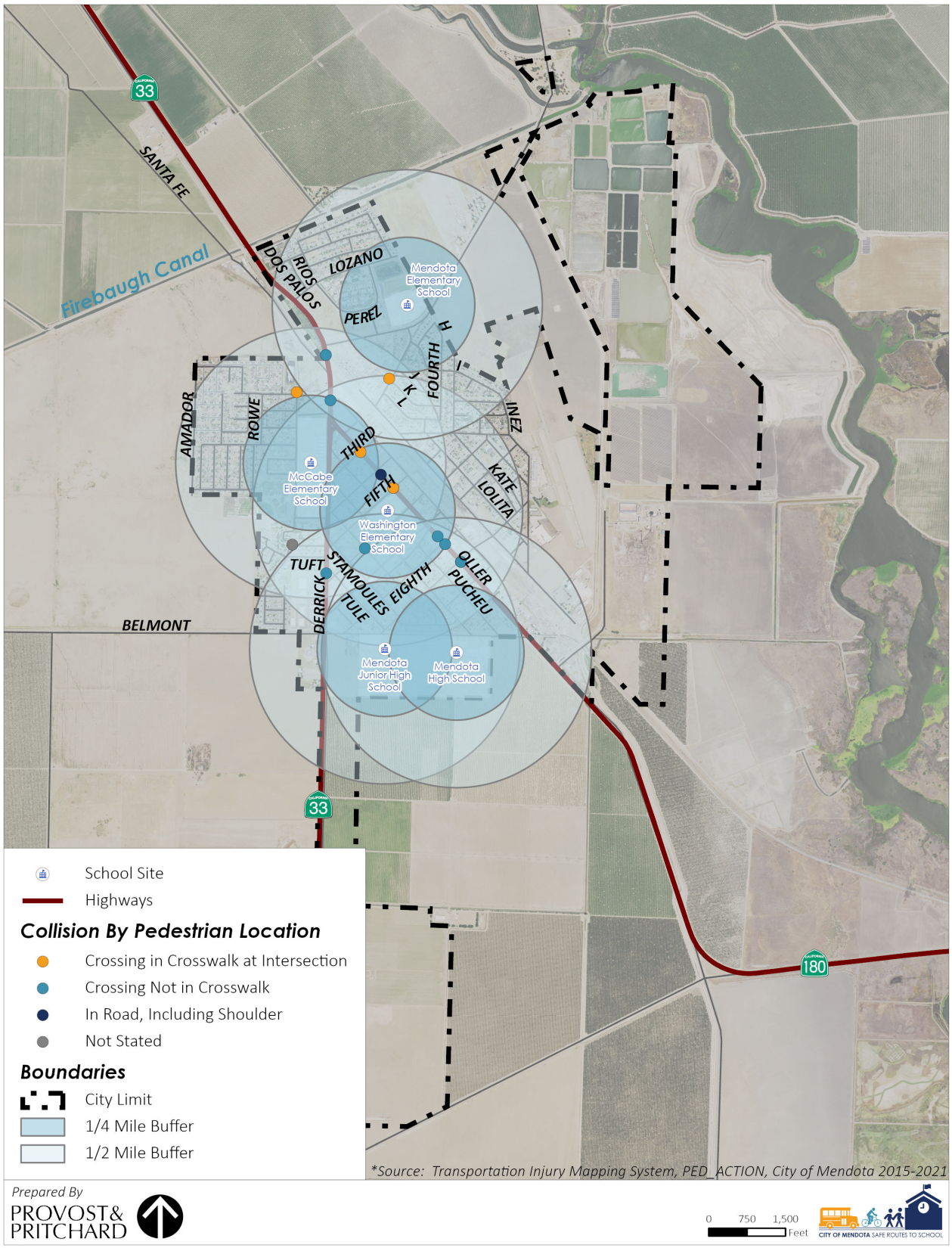


Table 7: Pedestrian Collisions by Violation Type

Party Violation Classification	Violation Description	Count	%
Pedestrian	Pedestrian failure to yield right-of-way to vehicles when crossing outside of a marked or unmarked crosswalk	4	25%
Driver	Driver failure to yield right-of-way to pedestrians at a marked or unmarked crosswalk	5	29%
Driver	Speeding on the highway, driving at a dangerously high speed given highway conditions, or driving at a speed that endangers people or property	3	18%
Driver	Failure to stop at a limit line or crosswalk at a red light or failure to yield right-of-way to a pedestrian when turning on a red light	2	12%
Driver	Unsafe starting or backing of a vehicle on a highway	2	12%
Not Stated	Not Stated	1	6%

Percentage totals may not equal 100% due to rounding.

Pedestrian Involvement by Violation Type by School Site

Traffic data for each pedestrian collision was reviewed at each of the school sites for the SRTS Master Plan, using a ¼-mile buffer and ½-mile buffer to determine who was at fault when pedestrian collisions occurred near each school, as summarized below and detailed in **Table 8: Pedestrian Involvement by Violation Type by School Site**. **Figure 5: Violation Type** shows where each of the violation types occurred relative to each school site. Washington Elementary had the most pedestrian collisions within both the ¼-mile and ½-mile buffers.

- **McCabe Elementary** had two pedestrian collisions within the ¼-mile buffer, both considered the fault of the driver. One was attributed to driver failure to stop at a limit line or crosswalk and one attributed to failure to yield the right-of-way. Within the ½-mile buffer around the school, there were eight additional pedestrian collisions, for a total of ten. The primary violation type was driver failure to yield the right-of-way, with five collisions. The driver was also considered at fault for one failure to stop at a limit line or crosswalk, one unsafe starting or backing, and one speeding collision. Two collisions were considered a pedestrian failure to yield the right-of-way to vehicles.
- **Mendota Elementary** had no pedestrian collisions within the ¼-mile buffer and three pedestrian collisions within the ½-mile buffer. One of these collisions was considered a pedestrian failure to yield the right-of-way. The remaining two collisions found the driver to be at fault: one for speeding and one for failure to stop at a limit line or crosswalk.
- **Washington Elementary** had seven pedestrian collisions within the ¼-mile buffer, only one of which was attributed to a pedestrian failure to yield the right-of-way. The remaining six were driver violations, with two collisions attributed to speeding and four attributed to a driver failure to yield the right-of-way. There were 5 additional pedestrian collisions within the ½-mile buffer, for a total of 12 collisions. In total, the pedestrian failure to yield the right-of-way within the ¼-mile buffer is the only pedestrian violation near Washington Elementary. There were two driver failures to stop at a limit line or crosswalk, three instances of speeding causing a collision, and five driver failures to yield the right-of-way. One collision did not have a violation recorded.
- **Mendota Junior High School** had no pedestrian collisions within the ¼-mile buffer and six pedestrian collisions within the ½-mile buffer. Only one of these collisions was considered a pedestrian violation (i.e., failure to yield right-of-way to vehicles). The driver was considered at fault in four collisions: two were speeding violations, one was a failure to stop at a limit line or crosswalk, and one was a failure to yield the right-of-way to a pedestrian. One collision did not have a violation recorded.

- Mendota High School had no pedestrian collisions within the ¼-mile buffer and four pedestrian collisions within the ½-mile buffer. None of these collisions were considered a pedestrian violation. Two were attributed to the driver speeding and one was attributed to a failure to stop at a limit line or crosswalk.

Table 8: Pedestrian Involvement by Violation by School Site

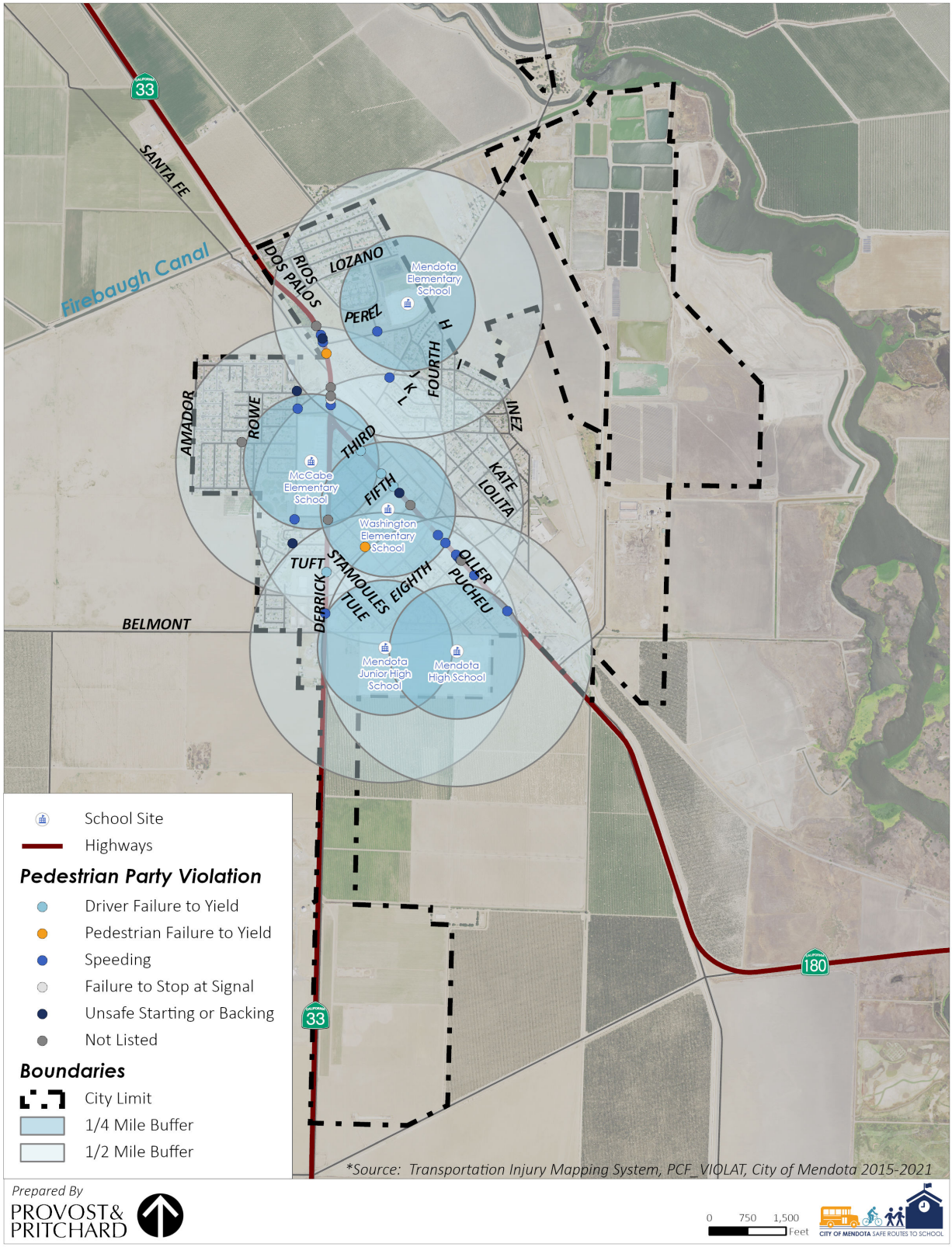
Violation Type	Distance from School[a]	Counts by School Site[b,c]				
		McCabe Elementary	Mendota Elementary	Washington Elementary	Mendota Junior High	Mendota High
Pedestrian Violation						
Failure to Yield	¼-mile	0	0	**1**	0	0
	½-mile	**2**	1	0	1	0
Driver Violation						
Failure to Yield	¼-mile	1	0	**4**	0	0
	½-mile	**4**	0	1	1	0
Speeding	¼-mile	0	0	**2**	0	0
	½-mile	1	1	1	**2**	**2**
Failure to Stop	¼-mile	**1**	0	0	0	0
	½-mile	0	1	**2**	1	1
Unsafe Starting or Backing	¼-mile	0	0	0	0	0
	½-mile	**1**	0	0	0	0
Not Stated	¼-mile	0	0	0	0	0
	½-mile	0	0	**1**	**1**	**1**
TOTAL		**10**	**3**	**12**	**6**	**4**

[a] Counts within ½-mile exclude all incidents located within ¼-mile of school site

[b] Collisions occurring within ¼-mile or ½-mile distance from multiple school sites are counted within the totals for each school. Because of this, the totals in this table are not representative of the total, city-wide number of collisions.

[c] Bold, underline numbers indicate the highest occurrence within each category, distance, and by total number of collisions by school site.

Figure 5: Violation Type



Recommended Improvements

The following recommendations reflect general improvements to the built environment that could address safety concerns that result in collisions. These recommended improvements also have mobility and health benefits, but for the purpose of this analysis are primarily organized by safety concern addressed. These improvement types will be refined by location and identified in the SRTS Master Plan as recommended improvements. The SRTS Master Plan will also identify recommended programs and policy changes in response to public feedback from outreach events. However, the purpose of this Safety Analysis is to focus on physical improvements that may be recommended to address safety issues. Therefore, recommended programs and policy changes are not identified in this document but will be included in the Plan.

Crosswalk Adjustments

53% (9/17) of pedestrian-involved collisions occurred when pedestrians were crossing the street outside of a crosswalk. Additional crosswalks should be considered in the areas where pedestrians are crossing without pedestrian facilities. This may include some key intersections along routes to schools that are currently missing crosswalks, as well as some drive entrances at schools that students must cross.

An additional 35% (6/17) of pedestrian-involved collisions occurred when a pedestrian was crossing within a crosswalk. Improvements to crosswalk design may be employed to address safety concerns. In some locations, existing crosswalks are difficult to see. Re-applying high-visibility striping would help improve the safety of these facilities. Using alternative materials, such as brick, or using alternative striping pull driver attention towards the crosswalk and would improve driver awareness of pedestrians attempting to cross. Bulb-outs or curb extensions can reduce the distance pedestrians need to cross and make pedestrians more visible to drivers before they enter the street. Additionally, some existing crosswalks in Mendota are misaligned with other existing pedestrian infrastructure, including ramps, which poses a safety hazard. Adjusting the location of existing crosswalks to better match the other pedestrian infrastructure in place is also recommended.

Alternative Materials

Changing the material of the crosswalk highlights the prevalence of pedestrians in the area.

Alternative Striping

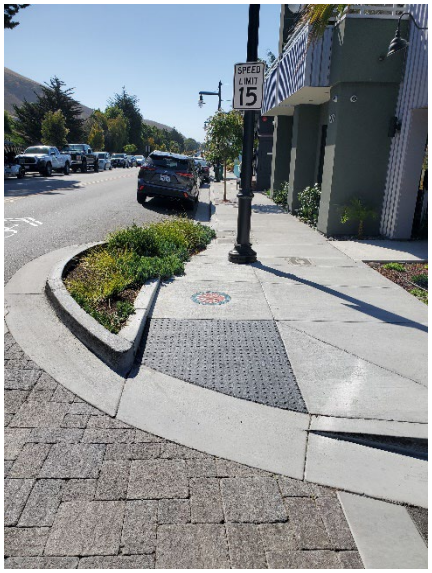
Alternative striping methods can be a less expensive way to highlight pedestrian activity in an area without changing the crosswalk material.

Lane Reduction

18% (3/17) of pedestrian-involved collisions were caused by drivers speeding. Public outreach and City staff accounts noted that speeding is a prevalent problem in Mendota, especially along SR 33, SR 180, and Belmont Avenue. Drivers tend to operate their vehicles at the speed they feel safe to do so, no matter what the posted speed limit is. Street design can help reduce driver speed in several ways. Reducing the width of travel lanes or removing travel lanes altogether can help limit the speed of drivers. Furthermore, reworking lanes can also make traffic move more efficiently through a corridor, even despite lower speeds or reduced lanes.

Several tools can be employed to reduce the number or width of lanes. Bulb-outs or curb extensions could be used to designate parking areas, narrow the travel lane, and augment pedestrian infrastructure at crossings. The addition of a designated left-turn lane, striped parking lanes, and/or bike lanes could all be considered depending on the existing street design and use. Bike lanes also provide additional mobility benefits. The design of bike lanes is also dependent on existing street design and use, but a complete bike lane network that connects Mendota is ideal for greater alternative mobility options. Additional study will be necessary to identify what level of bicycle infrastructure is needed in any given location and which locations should be prioritized for additional infrastructure.

To help address high speeds on state routes through Mendota, Caltrans completed a road diet along SR 33 (Derrick Ave) and SR 180 (Oller Street) in June 2022, which removed travel lanes and added bike lanes. A second project along these routes is planned to add flashing pedestrian beacons and bulb-outs. It may be appropriate to add additional pedestrian facilities following the implementation of these projects, which will require coordination with Caltrans. Furthermore, there may be opportunities for lane reductions on other streets in Mendota, such as Belmont Ave.



Bulb-outs

Bulb-outs extend the curb into the intersection, protecting pedestrians and making them more visible as they prepare to cross the street. They also narrow the visual lane and encourage slower travel speeds.

Parking Protected Lane

Parking protected bike lanes provide an additional barrier between bicyclists and moving traffic.

Green Striping

Green paint is often used to indicate conflict zones in bike lanes, where vehicles and bicyclists are likely to interact. This draws attention to the area and the likelihood for conflict.

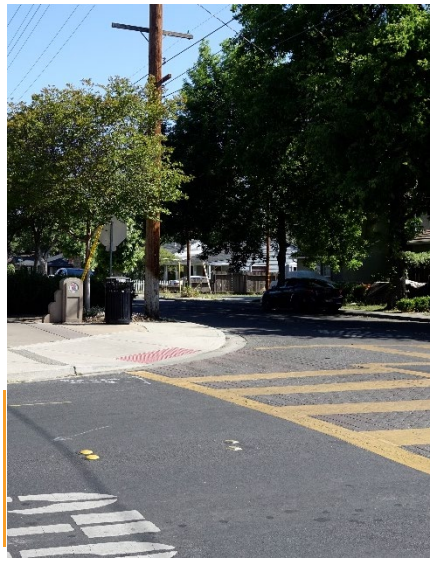
Sidewalk Infrastructure

While only one pedestrian-involved collision occurred in the road or shoulder, site audits and public outreach efforts also indicated that gaps in the sidewalk network pose a safety threat to students walking to school. These gaps require students to walk in the street or cross at unmarked locations in order to remain on the sidewalk. Sidewalk gaps also present accessibility issues, as they are difficult or impossible to navigate with mobility aids such as walkers or wheelchairs.

Pedestrian ramps at intersections may either point into the center of the road (non-directional) or towards the specific direction of the crossing (directional). Non-directional ramps direct pedestrians into the intersection with cross-traffic, so directional ramps are typically preferred. While many locations appear on paper to be good candidates for directional ramps, existing conditions on the ground may make their installation infeasible or impossible if additional infrastructure is needed (such as a bulb-out) or if existing utility poles or other obstacles, such as drainage facilities or trees, are present. Where directional ramps are not feasible, striping should encompass the entire area pedestrians may need to use in order to cross the street in either direction.

Directional Ramps

Directional ramps are preferred to protect pedestrians and separate them from moving traffic.



Adjusted Striping

If a directional crossing cannot be added, striping should encapsulate the area where pedestrians may be within the intersection.

Signage

Signage should be used to address incidents within designated pedestrian crossing areas. Signs can highlight where pedestrian activity is most likely and provide clarity on how pedestrian infrastructure should be used. This may help reduce incidents where drivers fail to yield to pedestrians in crossing areas as well as help pedestrians use crossing infrastructure, such as push-button activated lights. These improvements should also be considered when new crosswalks are being constructed.

In some locations in Mendota, existing signage creates confusion about what pedestrian facilities are present. Flashing pedestrian beacons should be push-button activated and close to crosswalks so lights indicate pedestrian presence in the area. Some locations may also benefit from additional signage, especially where curves or other road infrastructure limit advance visibility.

Flashing Beacon

Flashing beacons can be activated by pedestrians to alert drivers to people crossing the road.

Sign Location

Signs should be located with a clear relationship to an intersection or crossing.

Appendix B

Parent Survey Summary

CITY OF MENDOTA
SAFE ROUTES TO SCHOOL MASTER PLAN
PARENT SURVEY RESPONSE SUMMARY

Memorandum
June 29, 2022

Introduction

The City of Mendota is developing a Safe Routes to School (SRTS) Master Plan through a Caltrans Active Transportation Program (ATP) grant. The primary objectives of the SRTS Master Plan are to increase accessibility and safety for pedestrians, bicyclists, and motorists going to and from schools within the city and to improve student health by actively supporting walking and bicycling to and from school. Secondary objectives include increasing driver awareness and promoting safe driving habits.

As part of the Safe Routes to School program, a standard parent survey has been established. This survey asks about how families get to school, how long the trip takes, and what influences their decisions regarding travel to and from school and is included in **Attachment A**. This memorandum documents the results of the survey, which was distributed directly through McCabe Elementary School, Mendota Elementary School, Washington Elementary School, Mendota Junior High School, Mendota High School, and Mendota Unified School District (MUSD) administrative offices between March and May 2022. Surveys were also made available online through the City of Mendota Safe Routes to School Master Plan website (https://www.ci.mendota.ca.us/saferoutes/) and promoted at various city events.

In total, 225 survey responses were received, in both English and Spanish and from paper and online surveys. Survey responses will be evaluated as part of the SRTS Master Plan.

Summary of Survey Responses

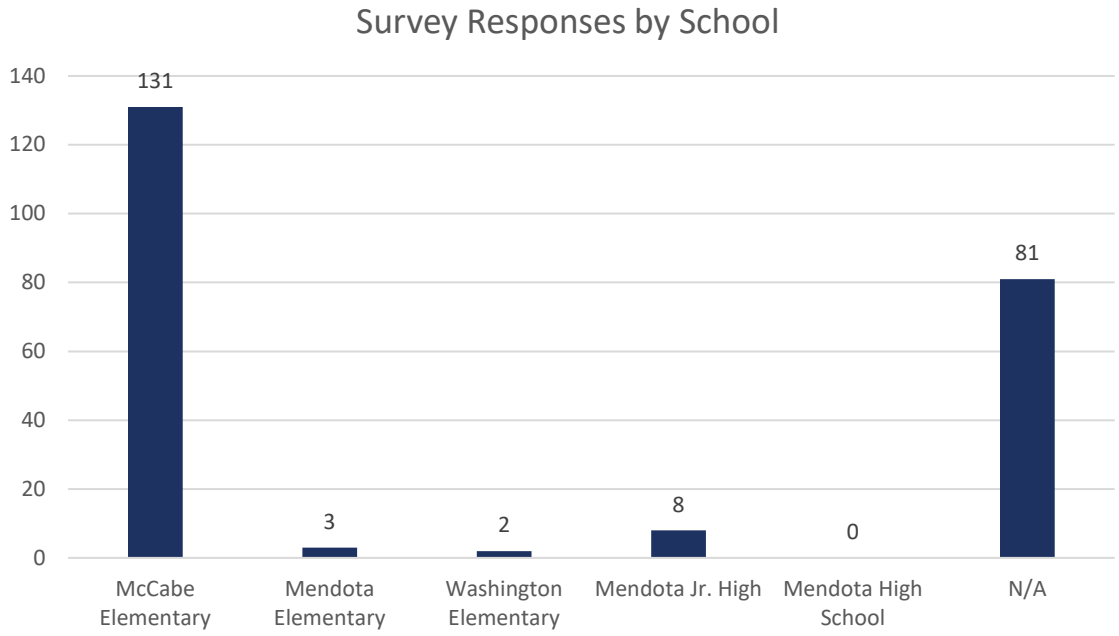
Data collected through the parent survey was organized into two categories. The first category, **Demographic Questions**, includes information such as how far students live from the schools they attend, how long it takes them to travel to school, and how the student usually travels to school. The second category, **Travel Factor Questions**, is more concerned with what about the existing conditions in Mendota stops people from using alternative transportation to reach their destination and asks questions that determine what factors contribute to the decision to walk or bike and how changes to those factors would influence mode choice. Finally, written comments are summarized in **Comments**.

Survey Responses
225 survey responses were collected and compiled. With the different ways the survey could be completed, there are some slight discrepancies in the way the data was recorded. Additionally, some parents completed the survey for multiple children or had multiple responses for questions, such as questions about mode choice, while others did not answer every question. Because of this, question totals will not always equal 225.

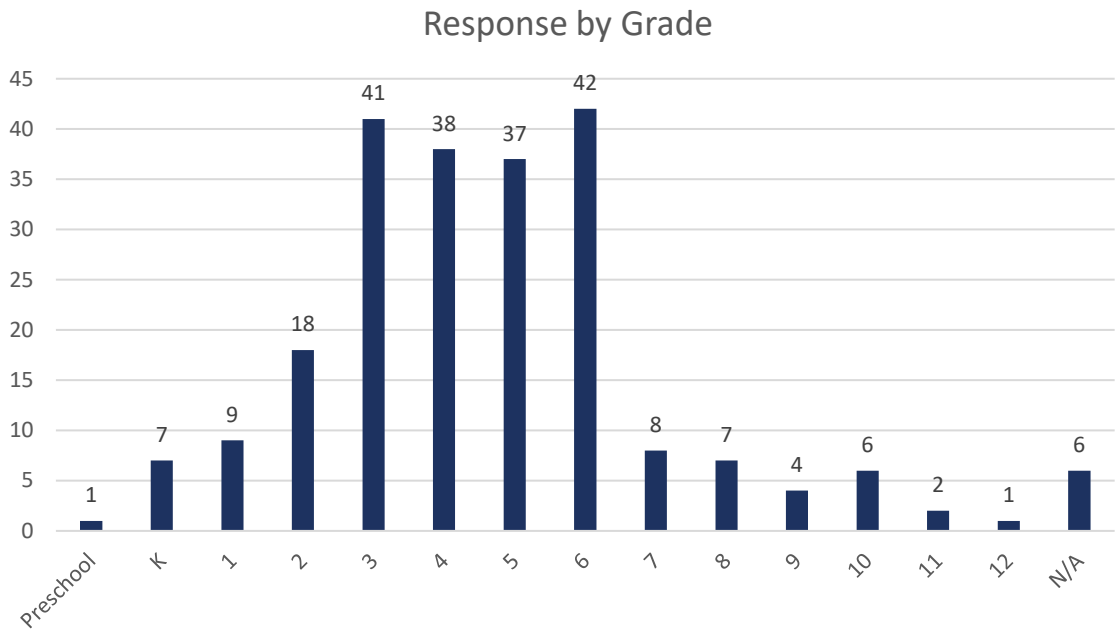
Demographic Questions

The following series of survey questions are intended to understand demographics of MUSD students (i.e., grade, how far they live from school) and how they travel to and from school.

What school does your child attend?[1]

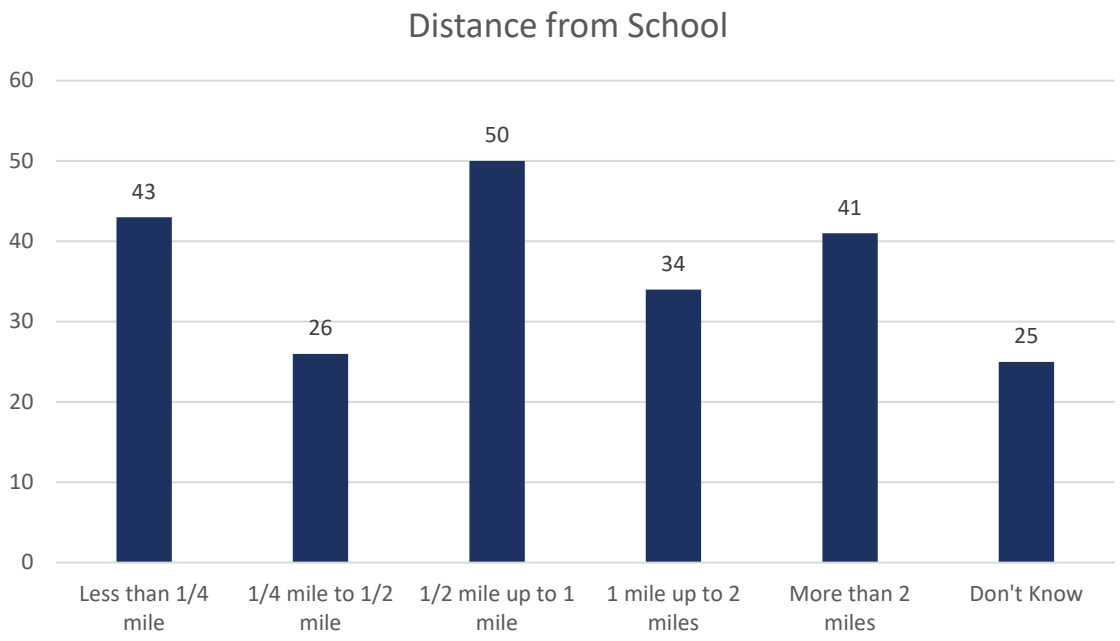


What grade is your child in?

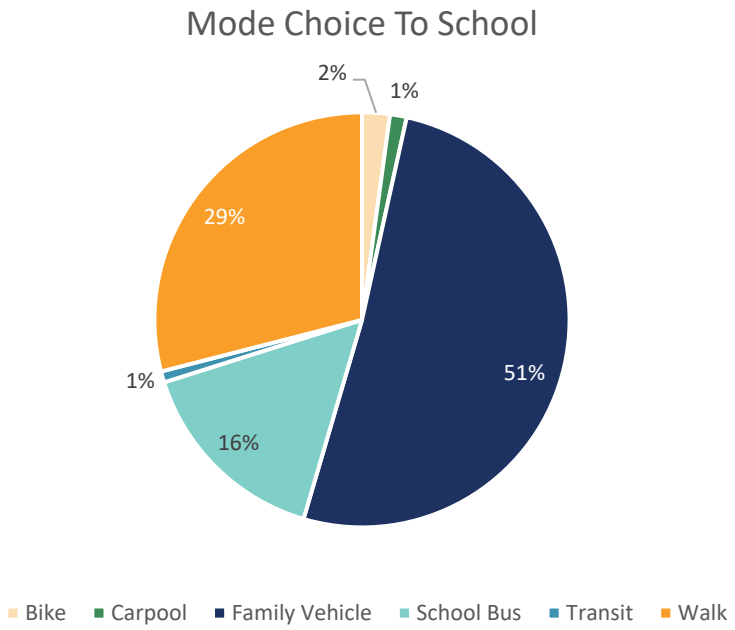


[1] Online surveys did not include this question, so school is unknown for those surveys. While other questions in the survey indicate that most responses pertain to an elementary school student, it is not known which elementary school these students attend.

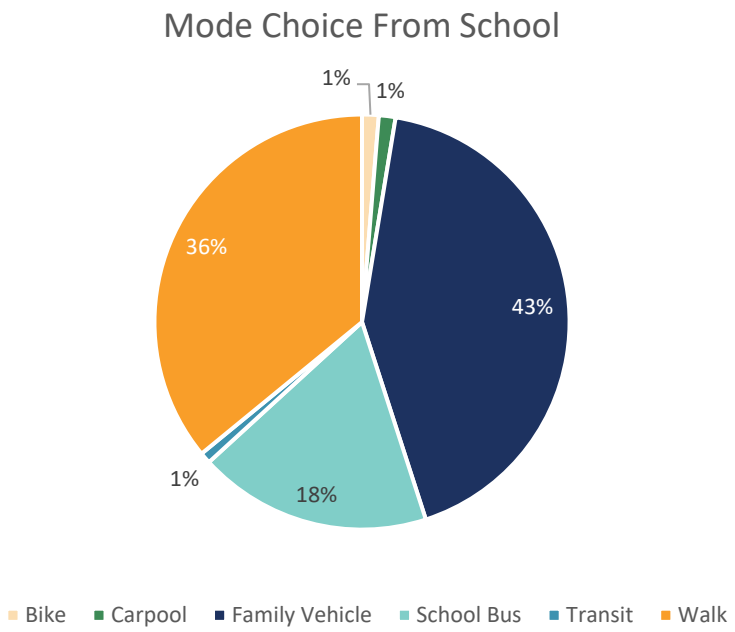
How far does your child live from school?



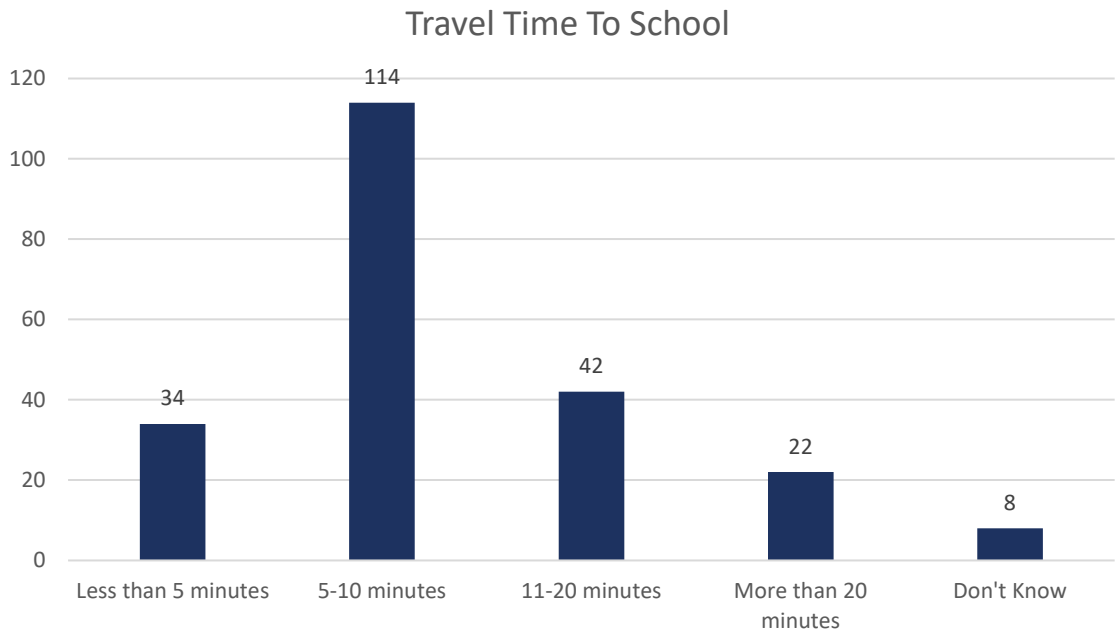
How does your child arrive for school?



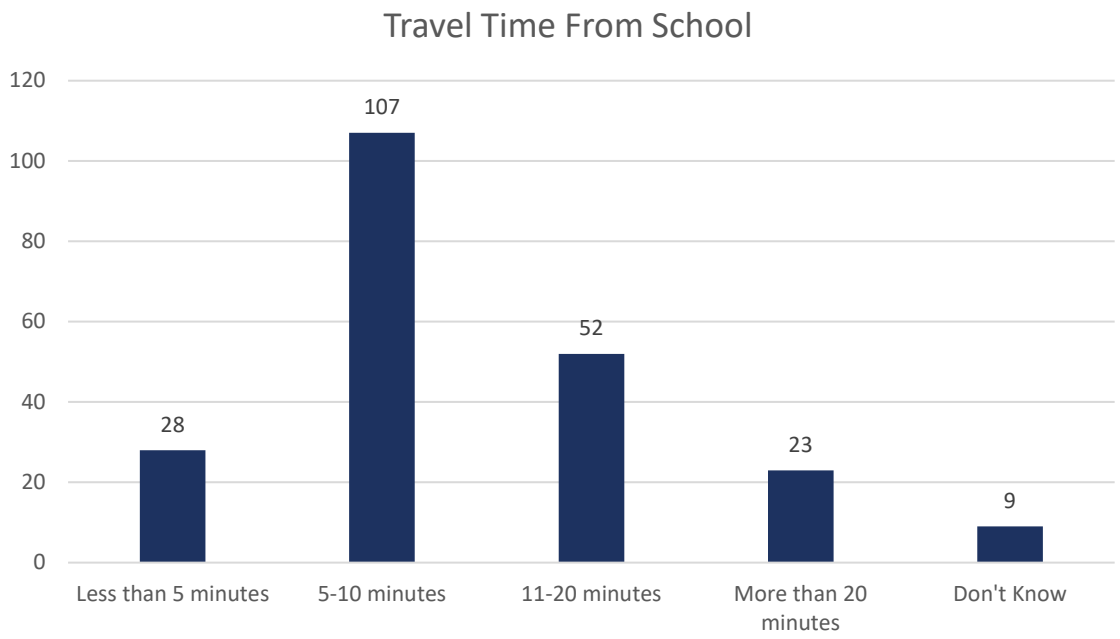
How does your child leave from school?



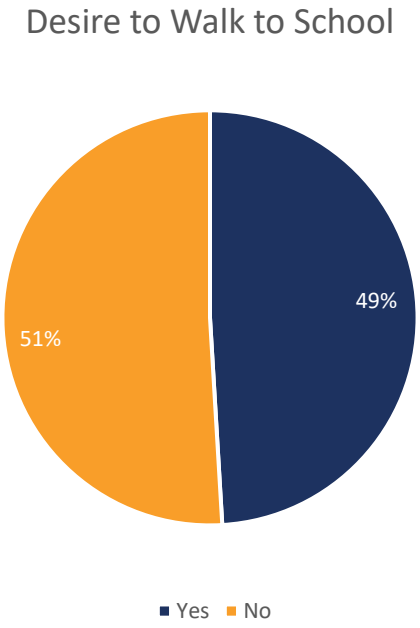
How long does it take to travel to school?



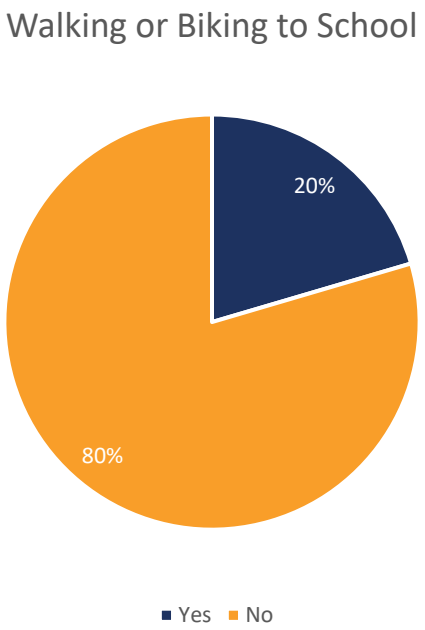
How long does it take to travel home from school?



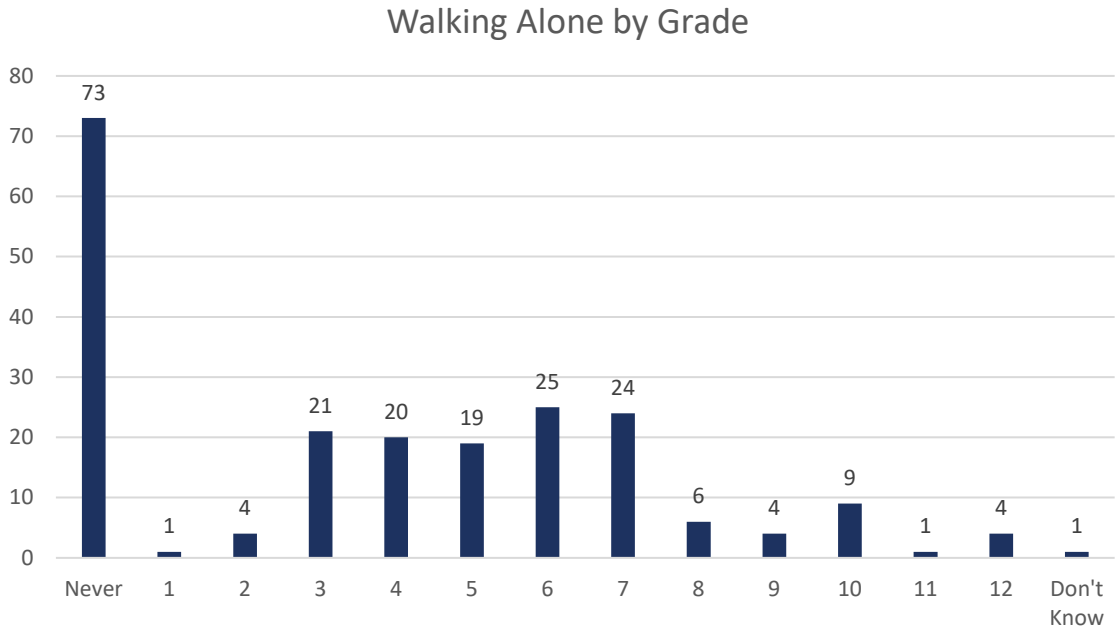
Has your child asked to walk to school?



Does your child currently walk or bike to school?



At what grade would you let your child walk or bike to school alone?



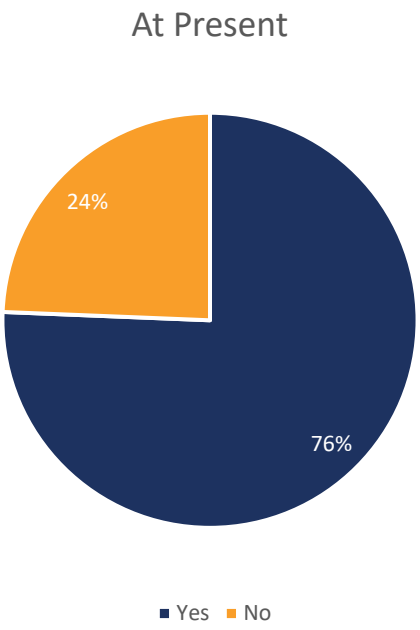
Travel Factor Questions

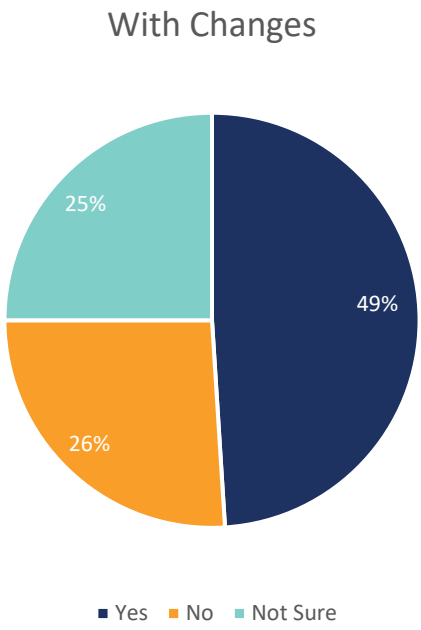
The following series of survey questions is intended to understand what factors influence people's decision to use active transportation methods to get to school, and how changes to those factors would change that decision.[2] An additional summary comparing the travel factors and the likelihood to change based on those factors is included in Travel Factor Summary.

Travel Factors

Distance

Does the distance between home and school influence your decision to allow your child to walk or bike to school? If the distance were changed, would your decision change?

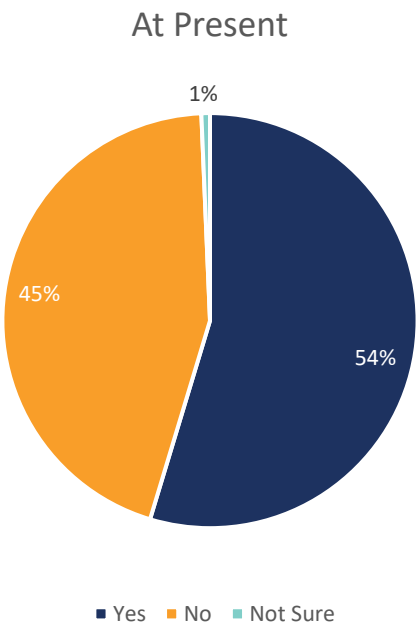


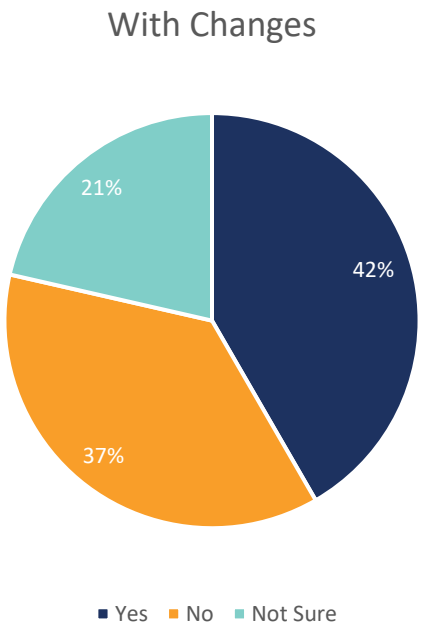


[2] There was a slight discrepancy in how answers were recorded between the online and paper surveys. Because of this, there are fewer responses represented in this summary for questions related to decision changes based on improvements.

Convenience of Driving

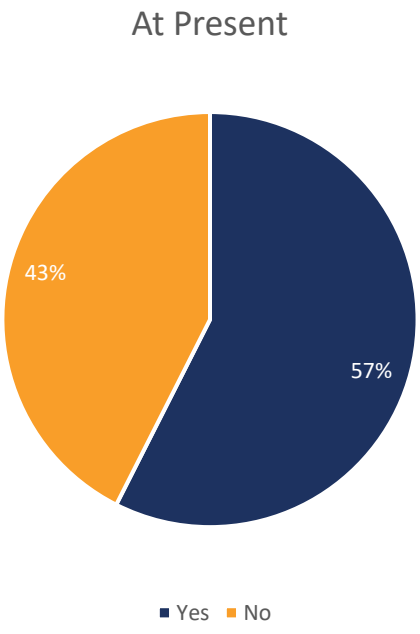
Does the ease of driving influence your decision to allow your child to walk or bike to school? If it were easier to take other transportation modes would your decision change?

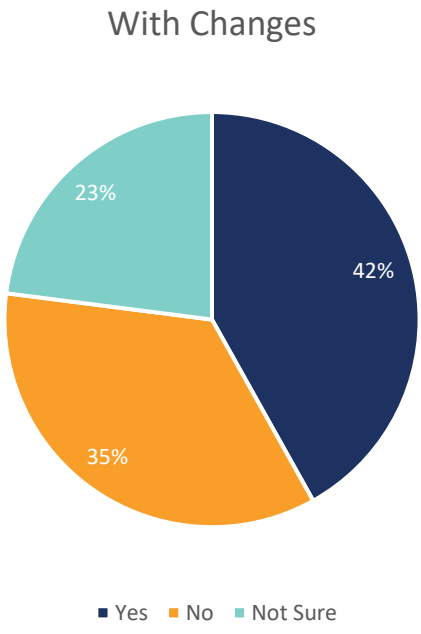




Time

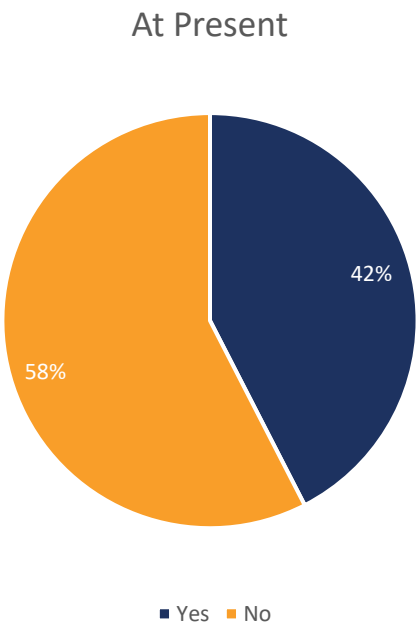
Does the amount of time it takes to drive to school, as opposed to the time for other transportation modes, influence your decision to allow your child to walk or bike to school? If the time of using other transportation modes was reduced, would that change your decision?

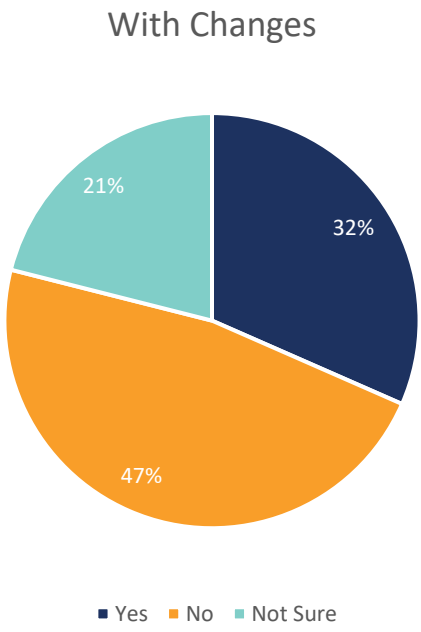




Before- or After-School Activities

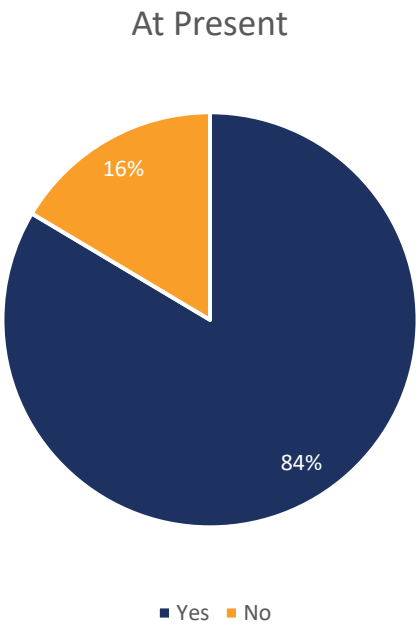
Does your child have before- or after-school activities that influences your decision to allow your child to walk or bike to school? If those activities changed would your decision change?

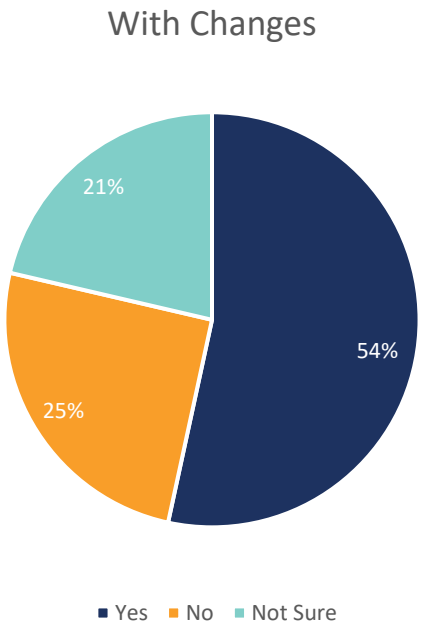




Speed of Traffic

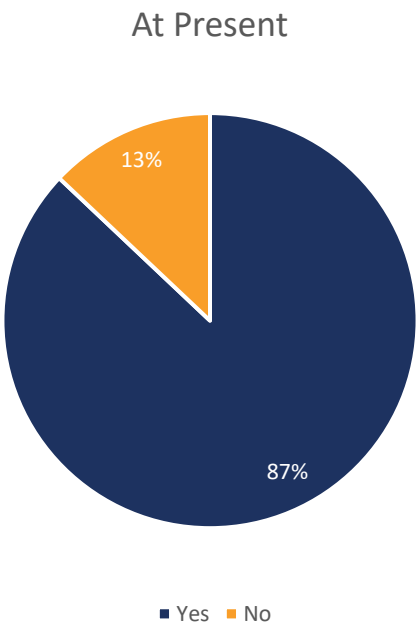
Does the speed of traffic or the presence of speeding drivers influence your decision to allow your child to walk or bike to school? If speed were reduced would your decision change?

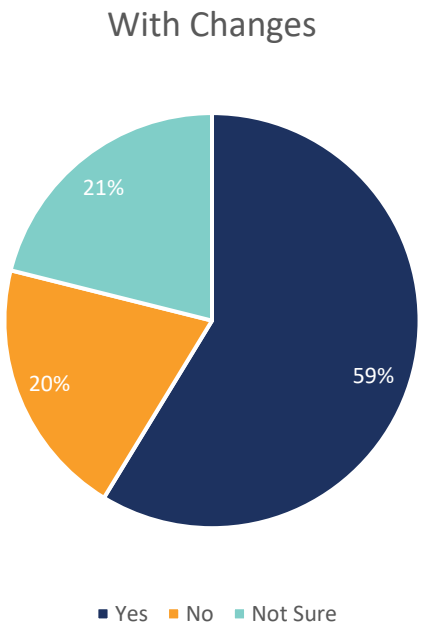




Amount of Traffic

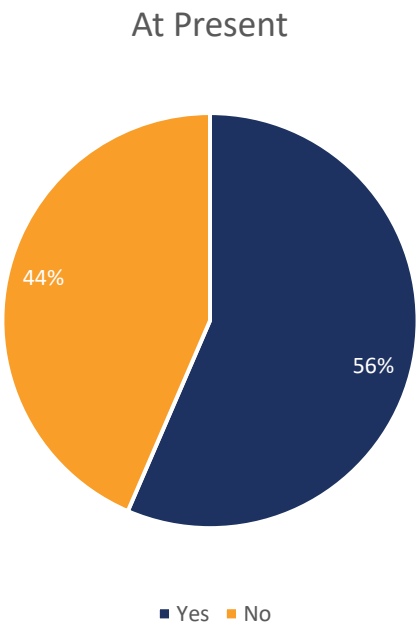
Does the amount of traffic influence your decision to allow your child to walk or bike to school? If the amount of traffic were reduced would your decision change?

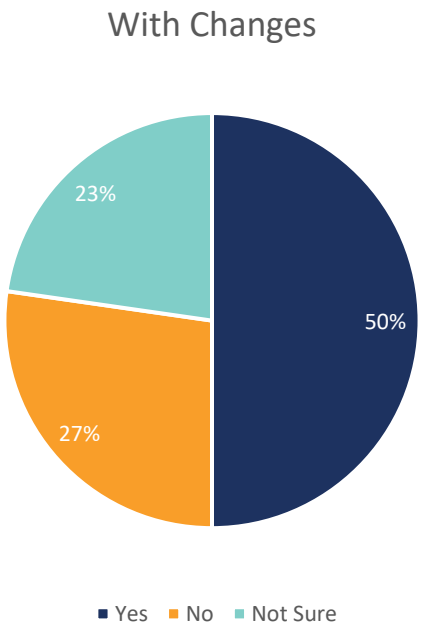




Adult Presence

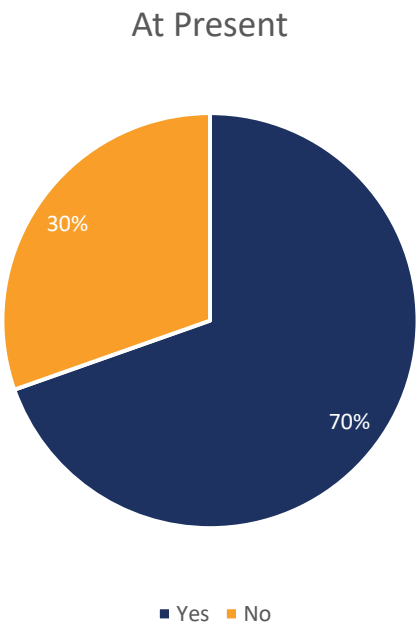
Does having an adult accompanying your child or accompanying your child yourself influence your decision to allow your child to walk or bike to school? If more adults were present along the route would your decision change?

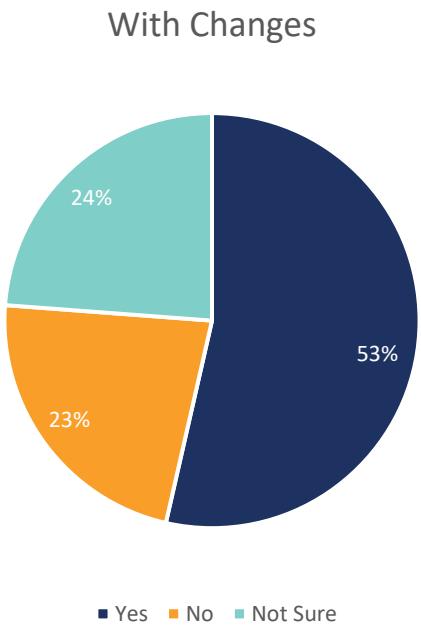




Sidewalks

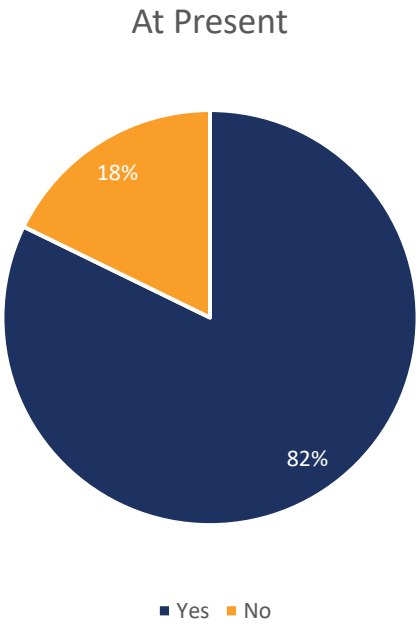
Does the presence or absence of sidewalks along the route influence your decision to allow your child to walk or bike to school? If the sidewalk network were more complete would your decision change?

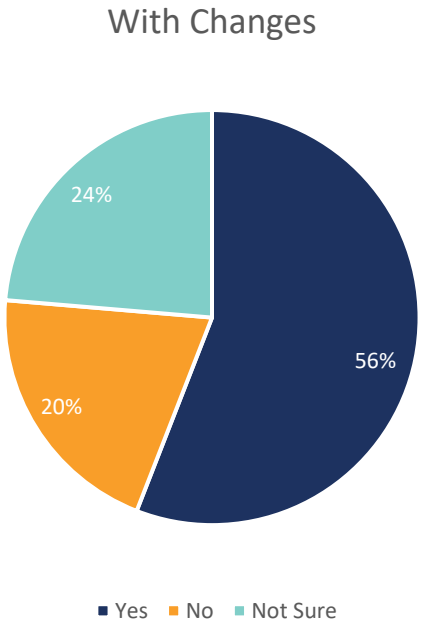




Intersection and Crossing Safety

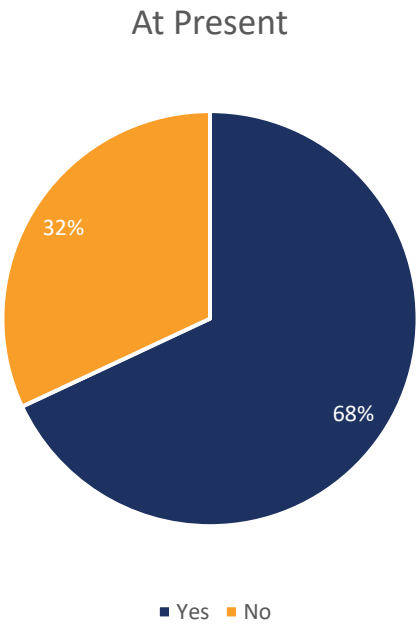
Does the safety of crossing infrastructure at intersections influence your decision to allow your child to walk or bike to school? If intersections were safer for pedestrians and bicyclists would your decision change?

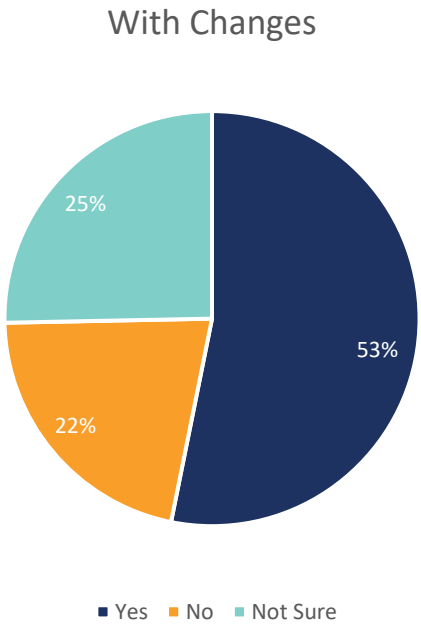




Crossing Guards

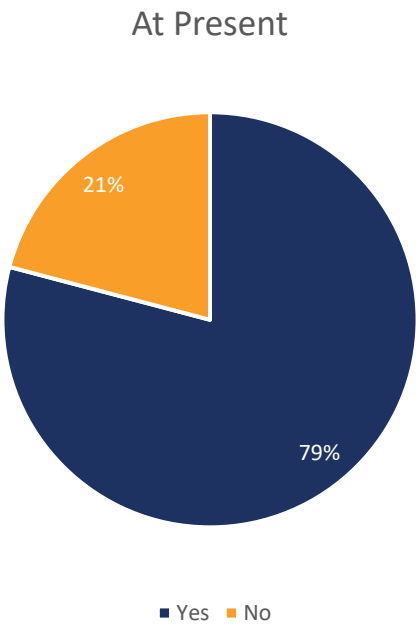
Does the presence of crossing guards influence your decision to allow your child to walk or bike to school? If more crossing guards were present would your decision change?

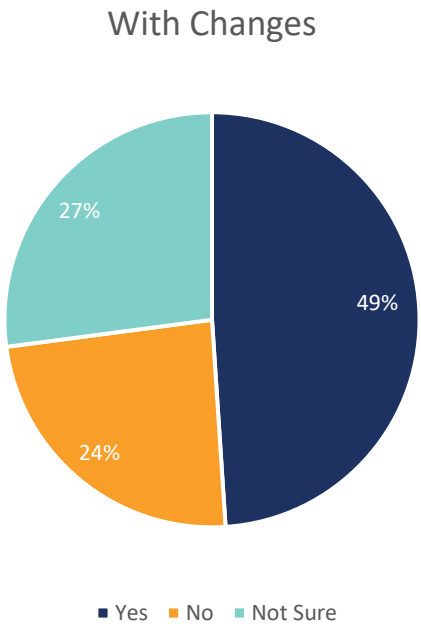




Violence or Crime

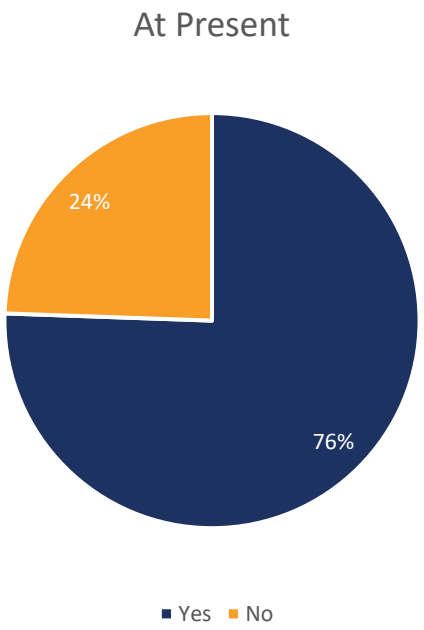
Does the presence of violence or crime along the route influence your decision to allow your child to walk or bike to school? If violence and crime were reduced would your decision change?

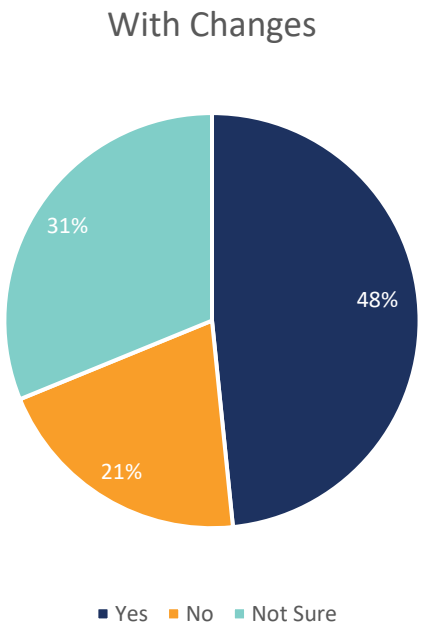




Weather or Climate

Does the weather or climate influence your decision to allow your child to walk or bike to school? If weather or climate impacts were lessened would your decision change?





Travel Factor Summary

The following tables also summarize the responses to the travel factor questions on the survey. The first table ranks the factors by how likely people are to choose their travel mode based on that factor. The second table ranks the factors by how likely people would be to change their travel mode choice if that factor were improved in Mendota. Both tables rank the factors based on the total number of "yes" responses. However, a different number of people answered each portion of the question, so while percent is also provided it may not represent the same ranking as the votes category. Generally, a factor's influence on people's willingness to walk or bike to school and the likelihood for that answer to change based on improvements were about the same.

Table 1: Travel Factor's Influence on Travel Mode

Rank[a]	Travel Factor	Votes	Percent
1	Speed of Traffic	122	84%
2	Amount of Traffic	121	87%
3	Distance	118	76%
4	Intersection and Crossing Safety	111	82%
5	Violence or Crime	106	79%
6	Weather or Climate	102	76%
7	Sidewalks	87	70%
8	Crossing Guards	83	68%
9	Convenience of Driving	82	54%
10	Time	77	57%
11	Adult Presence	61	56%
12	Before- or After-School Activities	45	42%

[a] Ranked in order of greatest influence on travel mode to least influence.

Table 2: Travel Factor's Influence Likelihood to Change

Rank[a]	Travel Factor	Votes	Percent
1	Amount of Traffic	64	59%
2	Speed of Traffic	55	54%
3	Intersection and Crossing Safety	52	56%
4	Distance	49	49%
5	Violence or Crime	47	49%
6	Sidewalks	45	53%
7	Weather or Climate	45	48%
8	Crossing Guards	42	53%
9	Convenience of Driving	35	42%
10	Adult Presence	33	50%
11	Time	31	42%
12	Before- or After-School Activities	18	32%

[a] Ranked in order of greatest influence on travel mode to least influence.

Comments

The survey also provided an opportunity for additional comments. Comments are split into three categories and summarized below. First, some comments added additional detail about the factors that influenced their mode choice decisions. Second, some comments provided more detailed observational information about transportation to and from schools. Finally, some comments made suggestions or provided specific requests and suggestions for improvements. It should be noted that some comments which reflected information that was collected elsewhere in the survey are not also included in this section of the summary.

Mode Choice Decisions

Several comments expressed an unwillingness to allow their child walk or bike to school if it would require them to cross either State Route 33 or State Route 180.

Observational Data

The following observations were made about traffic conditions related to schools:

- There are significant distances between crosswalks
- Cars do not stop for pedestrians in crosswalks, even when crossing guards are present
- People do not cross within designated crosswalks
- Between people traveling to work and school, traffic is worst in the mornings
- Driver speed is consistently dangerous
- Drivers do not respect bike lanes
- Stray dogs are a concern

Suggestions

The following suggestions were included in the comments:

- Installation of additional Pedestrian Rapid Flashing Beacons
- Additional crossing guards on the route to school
- Additional training for crossing guards
- Increased police presence during arrival and dismissal
- Installation of speed bumps
- Additional bike lanes
- Education program for drivers on best safety practices
- Additional school bus routes
- Inclusion of section about accommodations for people with disabilities into the final plan

CITY OF MENDOTA

SAFE ROUTES TO SCHOOL MASTER PLAN

SURVEY RESPONSE SUMMARY

Attachment A

Parent Surveys

PARENT SURVEY ABOUT WALKING AND BIKING TO SCHOOL

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, you can send it back to the school with your child, give it to the teacher, or drop off at Mendota City Hall during normal business hours 8am - 5pm, Mon – Fri. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.

SKIP THE PAPER RETURN AND FILL OUT THIS SURVEY ONLINE!
SCAN THE QR CODE BELOW OR VISIT WWW.CI.MENDOTA.CA.US

CAPITAL LETTERS ONLY — BLUE OR BLACK INK ONLY

School Name:

1. What is the grade of the child who brought home this survey? ☐☐ Grade (PK, K, 1, 2, 3...)

2. Is the child who brought home this survey male or female? ☐ Male ☐ Female

3. How many children do you have in Kindergarten through 8th grade? ☐☐

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)

AND

Place a clear 'X' inside box. if you make a mistake, fill the entire box, and then mark the correct box.

5. How far does your child live from school?

- ☐ Less than 1/4 mile
- ☐ 1/4 mile up to 1/2 mile
- ☐ 1/2 mile up to 1 mile
- ☐ 1 mile up to 2 miles
- ☐ More than 2 miles
- ☐ Don't know

Place a clear 'X' inside box. if you make a mistake, fill the entire box, and then mark the correct box.

6. On most days, how does your child arrive and leave for school? (Select one choice per column, mark box with X)

ARRIVE AT SCHOOL	*LEAVE FROM SCHOOL*
☐ Walk	☐ Walk
☐ Bike	☐ Bike
☐ School Bus	☐ School Bus
☐ Family Vehicle (only children in your family)	☐ Family Vehicle (only children in your family)
☐ Carpool (Children from other families)	☐ Carpool (Children from other families)
☐ Transit (city bus, subway, etc.)	☐ Transit (city bus, subway, etc.)
☐ Other (skateboard, scooter, inline skates, etc.)	☐ Other (skateboard, scooter, inline skates, etc.)

Place a clear 'X' inside box. if you make a mistake, fill the entire box, and then mark the correct box.

7. How long does it normally take your child to get to/from school? (Select one choice per column, mark box with X)

TRAVEL TIME TO SCHOOL	*TRAVEL TIME FROM SCHOOL*
☐ Less than 5 minutes	☐ Less than 5 minutes
☐ 5-10 minutes	☐ 5-10 minutes
☐ 11-20 minutes	☐ 11-20 minutes
☐ More than 20 minutes	☐ More than 20 minutes
☐ Don't know / Not sure	☐ Don't know / Not sure

Place a clear 'X' inside box. if you make a mistake, fill the entire box, and then mark the correct box.

8. **Has your child asked you for permission to walk or bike to/from school in the last year?** ☐ Yes ☐ No

9. **At what grade would you allow your child to walk or bike to/from school without an adult?**
(Select a grade from PK, K, 1,2,3...) ☐☐ grade **(or)** ☐ I would not feel comfortable at any grade

Place a clear 'X' inside box. if you make a mistake, fill the entire box, and then mark the correct box.

10. **What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/ from school?** (Select ALL that apply)

- ☐ Distance
- ☐ Convenience
- ☐ Time
- ☐ Child's before or after-school activities
- ☐ Speed of traffic along route
- ☐ Amount of traffic along route
- ☐ Adults to walk or bike with
- ☐ Sidewalks or pathways
- ☐ Safety of intersections and crossings
- ☐ Crossing guards
- ☐ Violence or crime
- ☐ Weather or climate

11. **Would you probably let your child walk or bike to/from school if this problem were changed or improved?**
(Select one choice per line, mark box with X)

☐ My child already walks or bikes to/from school

☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	
☐ Yes	☐ No	☐ Not Sure	

Place a clear 'X' inside box. if you make a mistake, fill the entire box, and then mark the correct box.

12. **In your opinion, how much does your child's school encourage or discourage walking to/from school?**
☐ Strongly Encourages ☐ Encourages ☐ Neither ☐ Discourages ☐ Strongly Discourages

13. **How much fun is walking or biking to/from school for your child?**
☐ Very fun ☐ Fun ☐ Neutral ☐ Boring ☐ Very boring

14. **How healthy is walking or biking to/from school for your child?**
☐ Very Healthy ☐ Healthy ☐ Neutral ☐ Unhealthy ☐ Very Unhealthy

Place a clear 'X' inside box. if you make a mistake, fill the entire box, and then mark the correct box.

15. **What is the highest grade or year of school you completed?**

- ☐ Grades 1 through 8 (Elementary)
- ☐ Grades 9 through 11 (Some high school)
- ☐ Grades 12 or GED (High school graduate)
- ☐ College 1 to 3 years (Some college or technical school)
- ☐ College 4 years or more (College graduate)
- ☐ Prefer not to answer

16. **Please provide any additional comments below.**

_____

_____

_____

_____

_____

_____

CITY OF MENDOTA SAFE ROUTES TO SCHOOL

ENCUESTA SOBRE IR CAMINANDO O ANDANDO EN BICICLETA A LA ESCUELA
- Para Padres -

Estimado Padre o Encargado,

La escuela donde su hijo/hija asiste desea saber sus opiniones sobre niños caminando y andando en bicicleta a la escuela. Esta encuesta tomará entre 5 y 10 minutos para completar. Le pedimos a las familias que completen sólo una encuesta por escuela a la que asisten sus niños. Si recibe más de un formulario de la misma escuela, por favor complete solo una encuesta, la del niño que cumpla años en la fecha más próxima al día de hoy.

Después de completar esta encuesta, puede enviarlo a la escuela con su hijo, dárselo al maestro o dejarlo en el Ayuntamiento de Mendota durante el horario comercial normal de 8 a. m. a 5 p. m., de lunes a viernes.

OMITA LA DEVOLUCIÓN DE LA ENCUESTA EN PAPEL Y COMPLETE ESTA ENCUESTA EN LÍNEA! ESCANEE EL CÓDIGO QR A CONTINUACIÓN O VISITE WWW.CI.MENDOTA.CA.US

LETRA MAYUSCULA SOLAMENTE USE TINTA AZUL O NEGRA

Nombre de la Escuela:

1. **¿En qué grado esta el niño que trajo esta encuesta al hogar?** ☐☐ Grado (PK, K, 1, 2, 3...)
2. **¿El niño que trajo a casa la encuesta es niño o niña?** ☐ Niño ☐ Niña
3. **¿Cuántos niños tiene usted entre Kindergarten y el 8vo grado?** ☐☐
4. **¿Cuál es la intersección más cerca de su casa?** (el cruce de las dos calles)

Y

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

5. **¿A qué distancia vive su niño de la escuela?**
   - ☐ Menos de 1/4 milla
   - ☐ Entre 1/4 y ½ milla
   - ☐ media milla hasta 1 milla
   - ☐ Entre 1 y 2 millas
   - ☐ Más de 2 millas
   - ☐ No lo sé
6. **La mayoría de los días, ¿cómo va su niño a la escuela y cómo regresa a la casa después de la escuela?**

LLEGA A LA ESCUELA	REGRESA A CASA
☐ Caminando	☐ Caminando
☐ Bicicleta	☐ Bicicleta
☐ Autobús escolar	☐ Autobús escolar
☐ Vehículo de la familia (solo con niños de la familia)	☐ Vehículo de la familia (solo con niños de la familia)
☐ Compartiendo el viaje en auto con niños de otras familias	☐ Compartiendo el viaje en auto con niños de otras familias
☐ Tránsito (autobús de la ciudad, subterráneo, etc.)	☐ Tránsito (autobús de la ciudad, subterráneo, etc.)
☐ Otro (patineta, monopatín, patines, etc.)	☐ Otro (patineta, monopatín, patines, etc.)

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

7. **¿Cuánto tiempo le toma a su niño para ir y regresar de la escuela?** (una respuesta por columna con una "X" en la caja)

TIEMPO DEL RECORRIDO A LA ESCUELA	TIEMPO DEL RECORRIDO PARA LLEGAR A CASA
☐ Menos de 5 minutos	☐ Menos de 5 minutos
☐ 5 a 10 minutos	☐ 5 a 10 minutos
☐ 11 a 20 minutos	☐ 11 a 20 minutos
☐ Más de 20 minutos	☐ Más de 20 minutos
☐ No lo sé / No estoy seguro/a	☐ No lo sé / No estoy seguro/a

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia desde la escuela? ☐ Sí ☐ No

9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela?
(seleccione un grado entre PK,K,1,2,3...) ☐☐ grado **(o)** ☐ No me sentiría cómodo/a en ningún grado

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X".

10. ¿Cuáles de las siguientes situaciones afectaron su decisión de permitir, o no permitir, que su niño camine o ande en bicicleta hacia o desde la escuela? (marque todas las que correspondan)

11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elija una respuesta por línea)

☐ Mi hijo(a) ya viaja a pié o en bicicleta a/desde la escuela

10.	11.		
☐ Distancia	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Conveniencia de manejar	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Tiempo	☐ Sí	☐ No	☐ No estoy seguro/a
Actividades antes o después de la escuela	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Velocidad del tránsito en la ruta	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Cantidad de tránsito en la ruta	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Adultos que acompañen a su niño	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Aceras o caminos	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Seguridad de las intersecciones y cruces	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Guardias de cruce peatonal	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Violencia o crimen	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Tiempo o clima	☐ Sí	☐ No	☐ No estoy seguro/a

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

12. En su opinión, ¿cuánto apoyo provée la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?
☐ Anima Fuertemente ☐ Anima ☐ Ni uno ni otro ☐ Desalienta ☐ Desalienta Fuertemente

13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?
☐ Muy Divertido ☐ Divertido ☐ Neutral ☐ Aburrido ☐ Muy Aburrido

14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?
☐ Muy Sano ☐ Sano ☐ Neutral ☐ Malsano ☐ Muy Malsano

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

15. ¿Cuál es el grado o el año más alto de educación que usted terminó?
☐ Grados 1 a 8 (Escuela primaria)
☐ Grados 9 a 11 (alguna High School/secundaria)
☐ Grado 12 o GED (graduado High School/secundaria)
☐ *Universidad 1 a 3 años (alguna universidad o escuela técnica)*
☐ Universidad 4 años o más (graduado de la universidad)
☐ Prefiero no contestar

16. Por favor proporcione comentarios adicionales:

____
____
____
____
____
____

CITY OF MENDOTA SAFE ROUTES TO SCHOOL

Appendix C

Public Outreach Summary

CITY OF MENDOTA
SAFE ROUTE TO SCHOOLS MASTER PLAN
OUTREACH SUMMARY

Memorandum
DECEMBER 7, 2022

Overview

As identified in the Public Participation Plan developed for the Safe Routes to School (SRTS) project, public outreach events were held at the five Mendota Unified School District schools included in the SRTS Master Plan. Outreach activities were coordinated with planned school events, including back-to-school nights, parent-teacher conferences, and the homecoming football game.

This memorandum summarizes comments received during the public outreach events. Feedback is organized by school event. This summary will be used to inform the recommended improvements and programs identified in the SRTS Master Plan. Poster responses received at each school site are included in Attachment A. Attachment A also includes the comment notes from each event, organized into two sections. Community Feedback includes notes from the conversations team members had with participants at each event while Comment Cards includes the written responses received. Several participants shared their comments in both forms. Written comments received in Spanish have been translated to English.

Summary of Input Received

At each event, project team members used two posters to encourage public feedback about where changes may be needed in the City. The first poster asked where students live so project staff could estimate routes taken to school. The second poster asked people to identify any areas where they felt unsafe on their trip to school. Both posters asked people to identify their travel mode (i.e., driving, bus, walking, biking) by selecting the appropriately-colored sticker. Project staff were available to receive additional feedback, both through conversation and written comment cards.

Summary of Events

Location	Event	Date	Time
Washington Elementary School	Back-to-School Night	August 9, 2022	4:30-6:00 PM
Mendota Elementary School	Back-to-School Night	August 11, 2022	4:30-6:00 PM
Mendota Junior High School	Back-to-School Night	August 16, 2022	5:30-7:00 PM
McCabe Elementary School	Parent-Teacher Conferences	October 11, 2022	3:00-5:00 PM
Mendota High School	Homecoming Football Game	October 14, 2022	5:00-7:30 PM

Washington Elementary School

Two project team members were present at Washington Elementary School's back-to-school night on August 9, 2022, from 4:30-6:00 PM. Community concerns identified at the event were primarily related to State Route (SR) 33 and SR 180. Speeding is prevalent along these routes, which makes travel to school difficult. Parents suggested additional push button flashing beacons to address how difficult it was to cross these streets. The intersection of these two routes in the northern area of the City was also a concern identified by parents at the event. Other concerns were related to speeding in pick-up and drop-off areas.

Mendota Elementary School

Three project team members attended the back-to-school event at Mendota Elementary School on August 11, 2022, from 4:30-6:00 PM. Many community concerns came from people who lived in the neighborhood north of the school. Incomplete sidewalks, as well as missing ramps and crosswalks, make it difficult to walk to the school from the neighborhood. Lozano Street was identified as particularly unsafe to cross. Furthermore, stray dogs pose a threat to children walking in the area. Because the neighborhood is so close to the school, residents do not qualify for bussing, making driving the only viable option for many families. Additional comments noted that cars do not stop for children when entering and exiting the school parking lots and that congestion increased after the road diet was completed along SR 33 and SR 180 in June 2022.

Several written comments were also received during the event. While many comments echoed discussion with parents at the event, written comments also identified that cars often block bus areas and speed through bus pick-up and drop-off zones. Additionally, the intersection of SR 33 and SR 180 was identified as particularly dangerous and difficult to navigate. Parents also wanted to see more crossing guards to help their children reach the school.

Mendota Junior High School

Two project team members were present at Mendota Junior High School during its back-to-school night on August 16, 2022, from 5:30-7:00 PM. Parents were especially concerned about students crossing the railroad tracks to get to school. Most students cross at 9th Street, which has incomplete pedestrian facilities. Some students also cross outside of designated crossings, which have no signals or pedestrian safety features. Participants also noted that congestion makes it difficult to turn left off SR 33 and SR 180. The roundabout on Bass Avenue was identified as a safety concern, with participants noting that many people do not know how to properly use a roundabout. Finally, the project team received a written comment asking for more safety measures at school bus pick-up and drop-off zones.

McCabe Elementary School

Two project team members staffed a table at parent-teacher conferences at McCabe Elementary School on October 11, 2022, from 3:00-5:00 PM. The primary concern identified by parents at this event was the behavior of crossing guards around the school. Specifically, parents noted that they repeatedly had problems with the crossing guard on Black Street not paying enough attention when students were trying to cross. Parents also stated that many cars do not stop for pedestrians in that area, which compounded the problem with the crossing guard. Additional comments included noting the prevalence of speeding and a desire for more crosswalk and sidewalk infrastructure in the neighborhood to the west of the school and along SR 33 and SR 180.

Mendota High School

Two project team members attended the homecoming football game at Mendota High School on October 14, 2022, from 5:00-7:30 PM. Several female students stated that their hesitancy to walk to school stemmed from the prevalence of catcalling and a recent rise in solicitation and kidnapping attempts around bus stops. These concerns were also shared by school staff members. Additionally, students felt unsafe walking through back alleys to get to school but still felt they were the safest option. Students identified issues with catcalling, lack of sidewalks, and speeding cars as safety concerns on main roads that lead to them walking in alleys. Several students noted that the prevalence of speeding along Belmont Avenue made it difficult to cross. Students also found it more difficult to cross SR 33 after the road diet went in as drivers, trying to make up time lost near McCabe Elementary School, were now less willing to stop to let them cross.

Several participants also had comments regarding the areas around other schools. The neighborhood to the west of McCabe Elementary School has very limited exits onto SR 33. This has been observed to cause congestion and speeding issues, but several high school students also noted at this event that it requires them to bike significantly out of their way to get to school. Parents also expressed concerns that may be applicable to routes affecting other schools. They noted that people do not know how to use the Bass Avenue roundabout and shared their hesitancy about another being added at the intersection of SR 33 and SR 180. Also, I Street was identified as particularly difficult to cross. While crossing guards are present before and after school to help students cross Bass Avenue, I Street does not have a crossing guard and is difficult for students to navigate.

CITY OF MENDOTA

SAFE ROUTE TO SCHOOLS MASTER PLAN

POSTER RESPONSES BY SCHOOL

ATTACHMENT A

Outreach Event Poster Responses and Comments

Washington Elementary School

Community Feedback

- State routes remain the biggest concern with getting to school safely.
- Parents would like to see additional flashing beacons along state routes.
- The intersection of SR 33 and SR 180 is especially dangerous.
- Parents would like to see areas specifically for school bus pick up and drop off.
- Parents have concerns with speeding along current pick up and drop off areas.

Figure 1: Washington Elementary School Travel to School Map

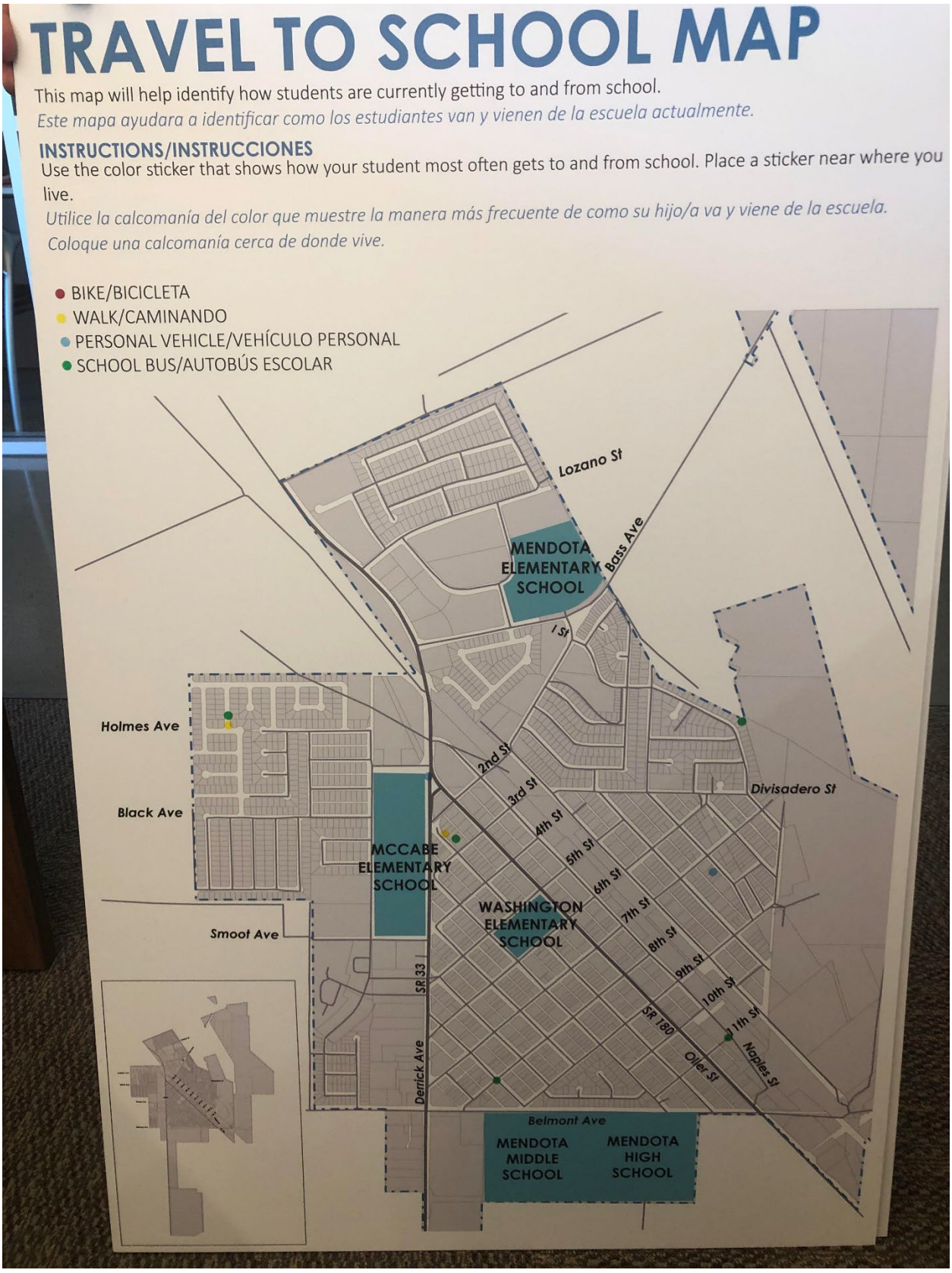
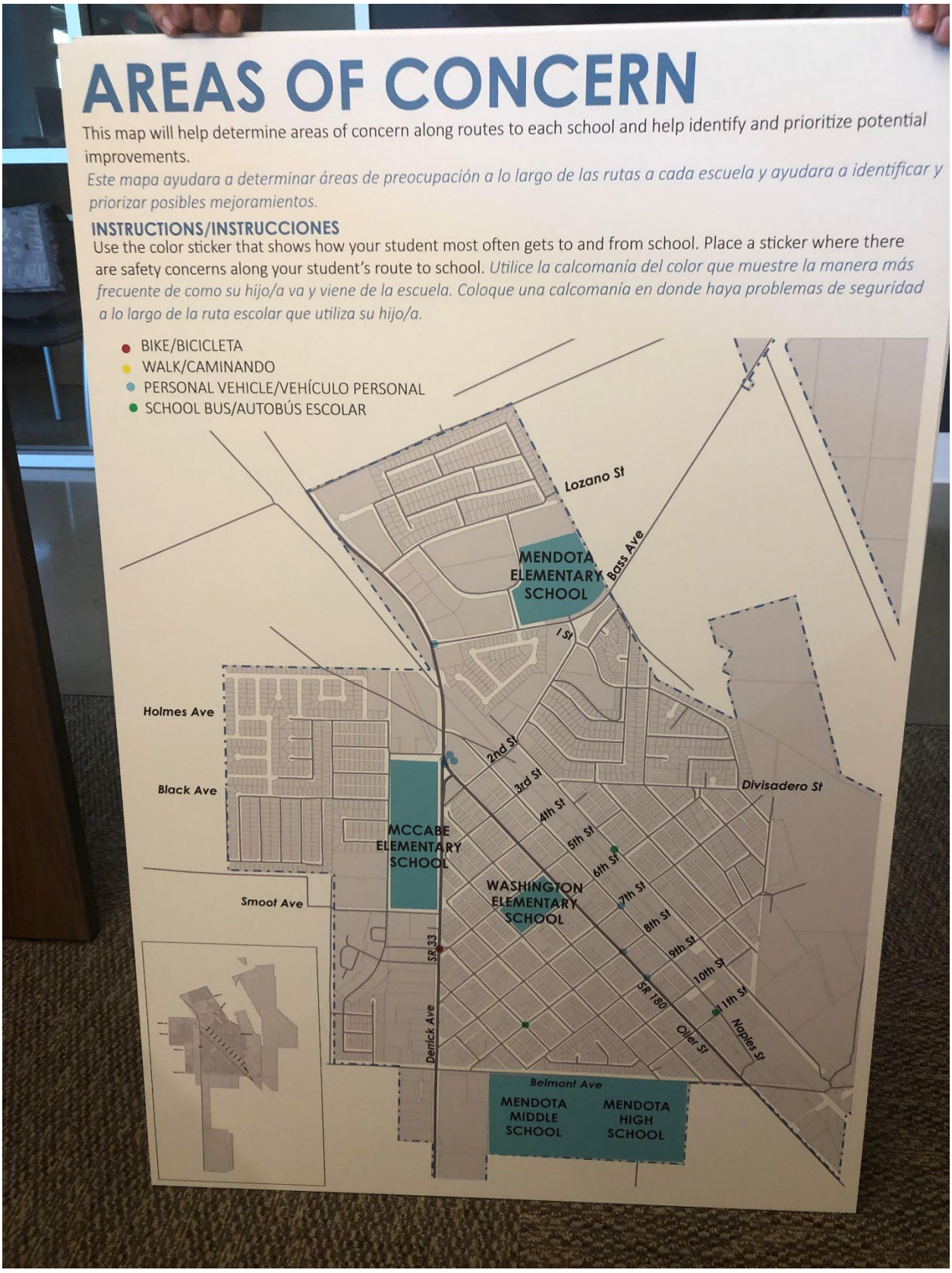


Figure 2: Washington Elementary School Areas of Concern Map



Mendota Elementary School

Community Feedback

- Cars do not stop for children when entering and exiting the school parking lots.
- Parents have congestion concerns following the road diet on SR 33 and 180.
- Missing sidewalks, ramps, and crosswalks north of Mendota Elementary School mean even though the school is nearby, walking to school is dangerous.
    - Families in this neighborhood are close enough to the school to not qualify for school buses.
- Stray dogs are an issue for kids who walk to and from school.

Comment Cards

- There is a need for crossing guards to ensure children safety while crossing streets to get to school.
- In the mornings there are cars speeding through school bus pick-up areas, for example the bus stop near Marie Street.
- Unfinished sidewalk at Blanco and Lozano Streets are a hazard for children walking to school.
- McCabe Street and Derrick Avenue need a stop light to help traffic flow. Roundabout won't help as much as a traffic light would.
- Cars entering bus lane quickly, not leaving bike lane, too much traffic in round about.
- Bus needed for area north of the school, especially since crossing Lozano is dangerous. Dogs loose on streets where school kids walk.

Figure 3: Mendota Elementary School Travel to School Map

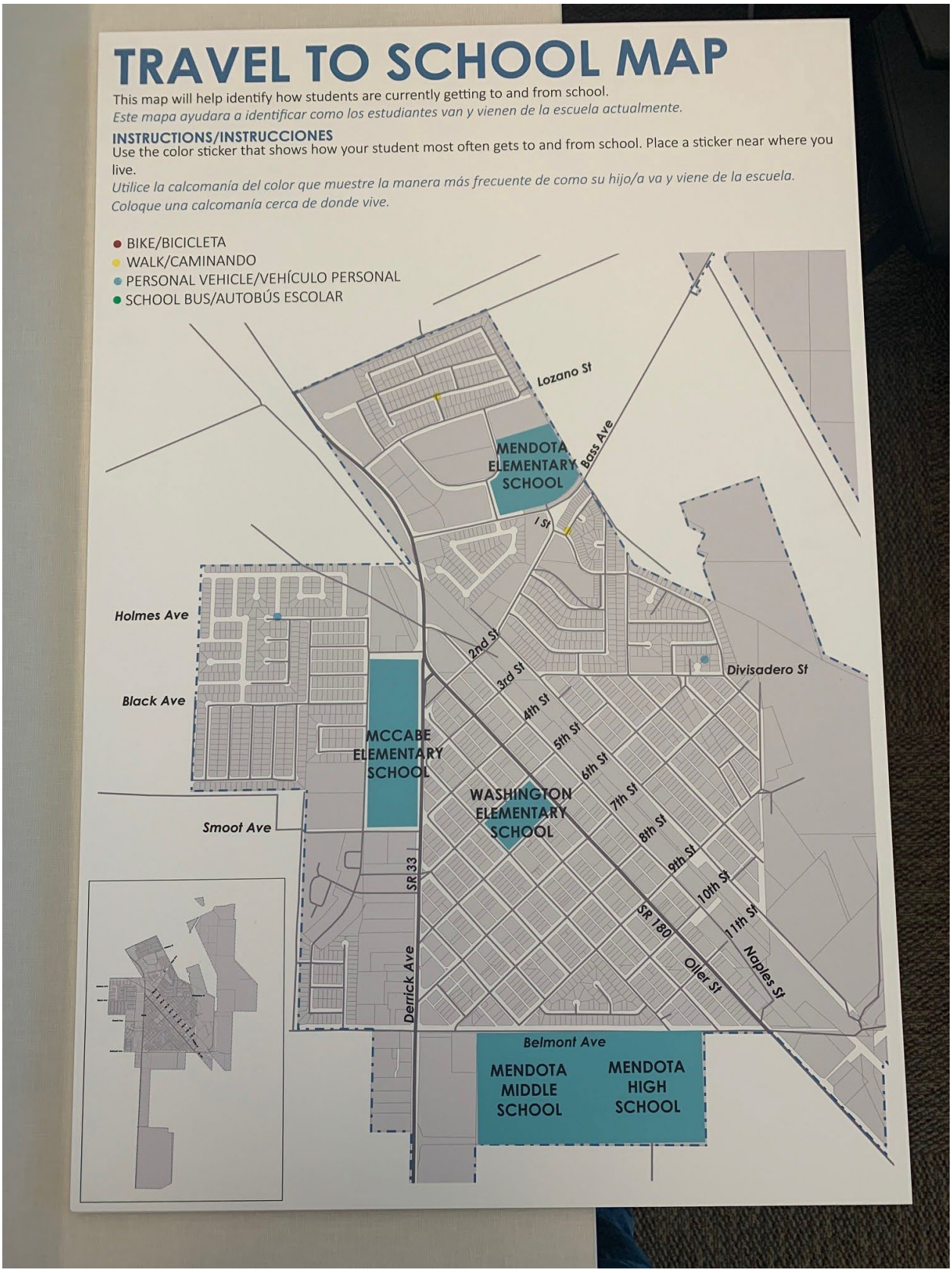
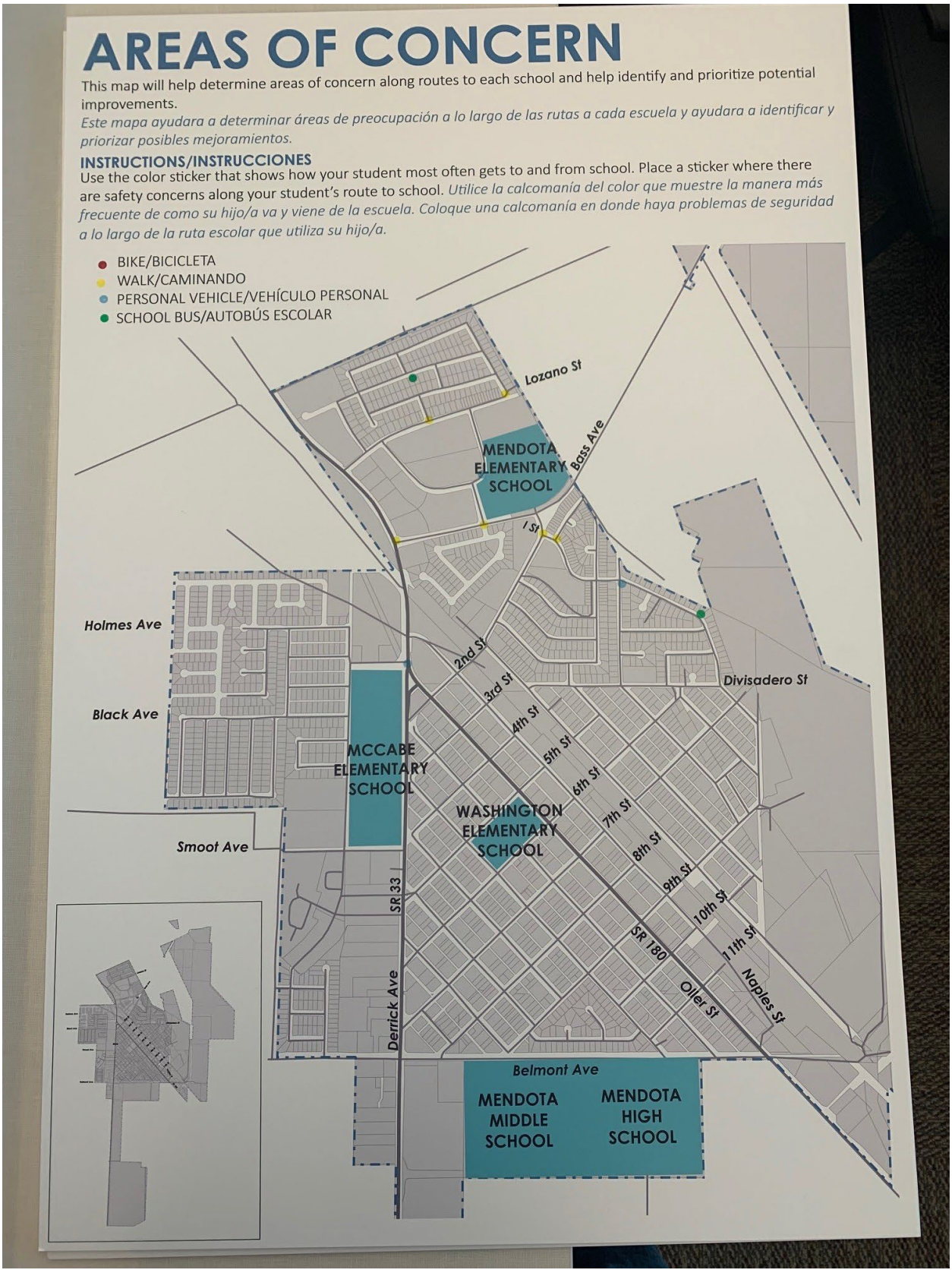


Figure 4: Mendota Elementary School Areas of Concern Map



Mendota Junior High School

Community Feedback

- The roundabout on Bass Avenue is dangerous; cars and trucks go too fast and do not know how to use it.
- Crossing the railroad tracks is difficult. Many people cross at 9th Street where pedestrian facilities are missing.
- Traffic can make it extremely difficult to turn left on the state routes.

Comment Cards

- Would like to see bike trail on Bass Avenue to reach nearby park.
- These streets are a mess people need to pay more attention to their kids. Police should be more alert when kids cross big streets dodging traffic, which is very dangerous. McCabe street comes out to 33 and 33 to 180 is horrible.
- Students cross railroad tracks at 9th and Marie Streets.
- School bus pick-up and drop off zones need more safety measures.

Figure 5: Mendota Junior High School Travel to School Map

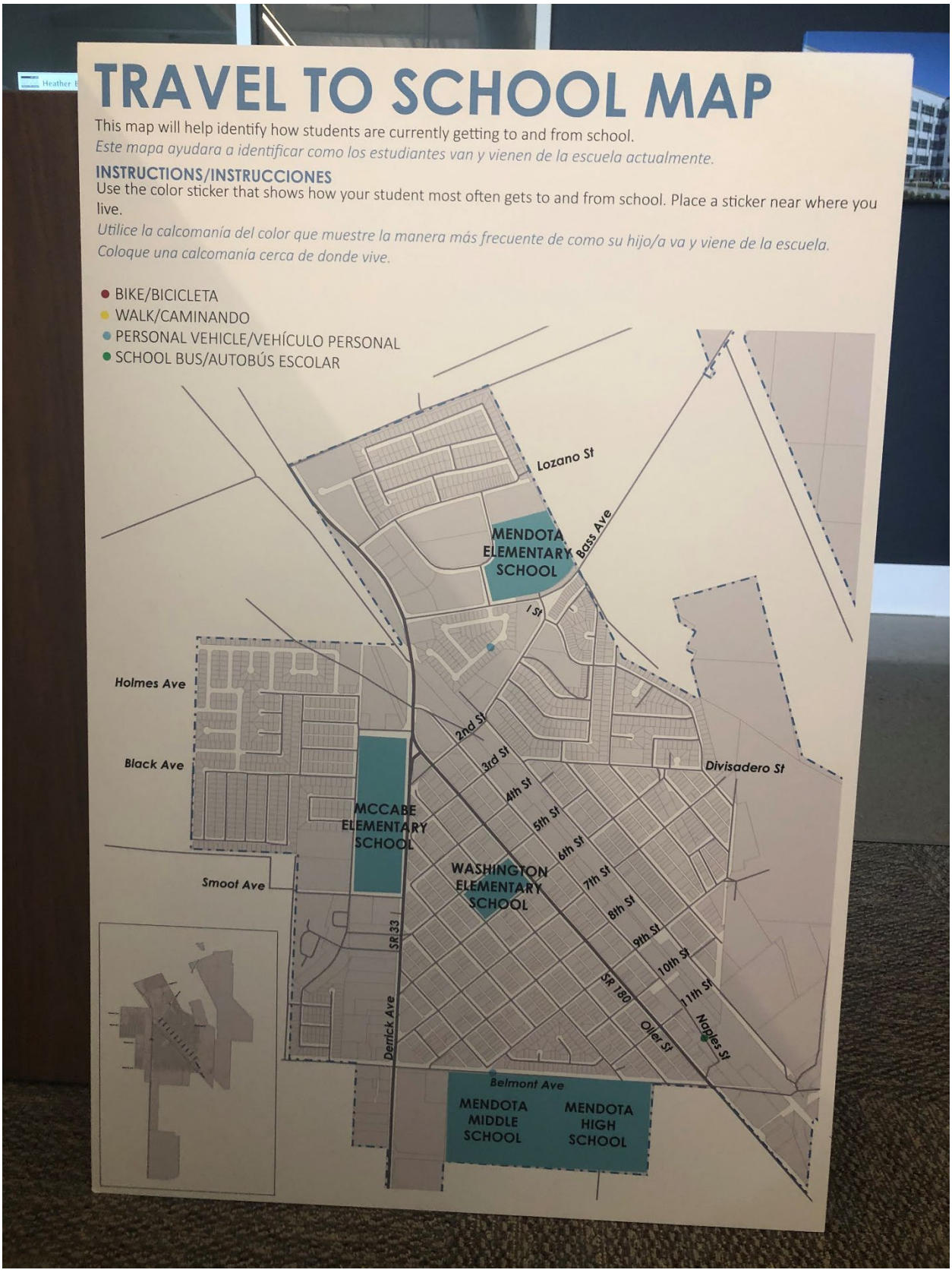
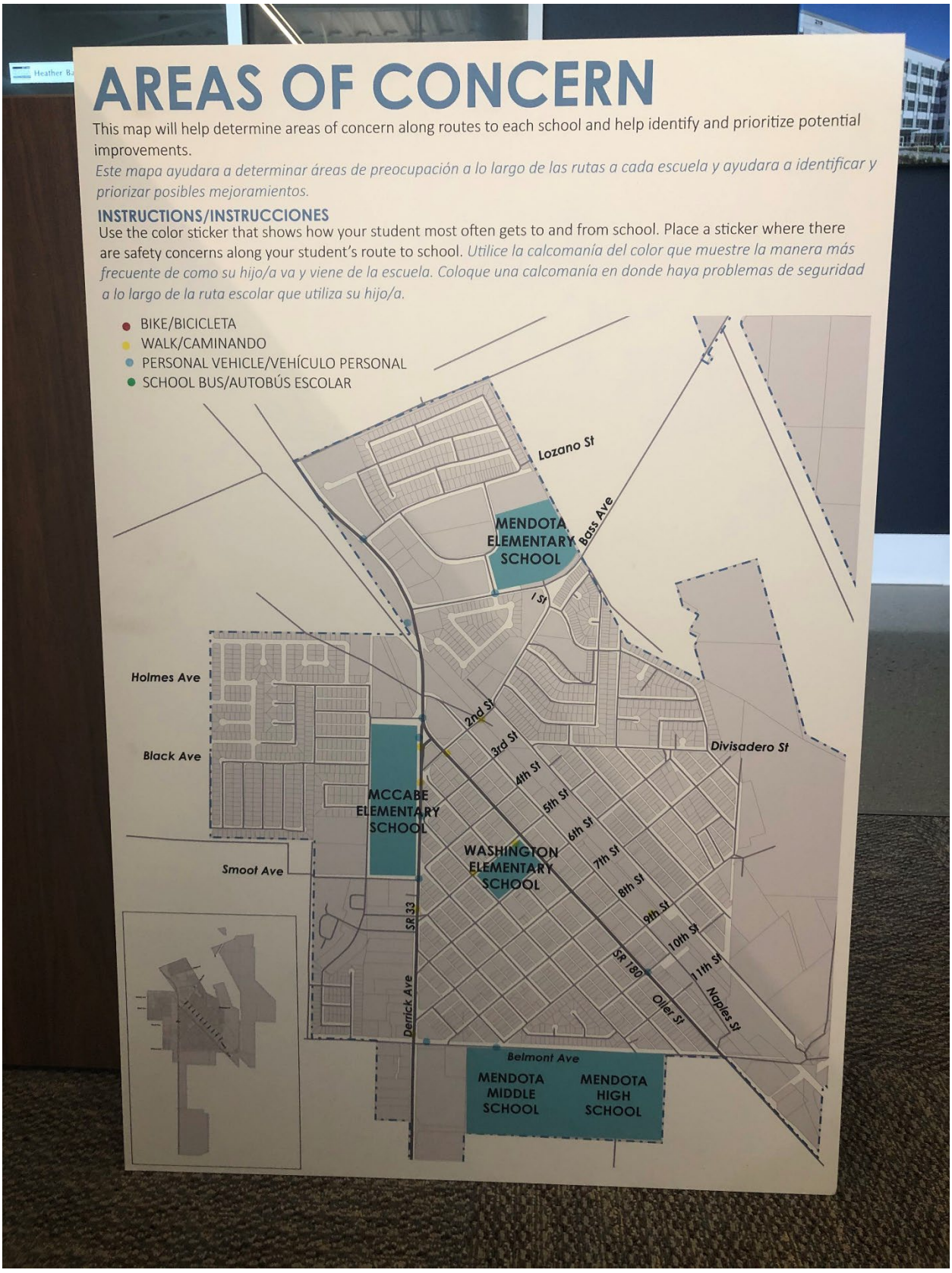


Figure 6: Mendota Junior High School Areas of Concern Map



McCabe Elementary School

Community Feedback

- Speeding is prevalent.
- When police are present, driving behavior is much better.
- Crossing guards are on their phones and inattentive.
- Cars do not stop for pedestrians coming from the neighborhood to the west of the school.
- Sidewalks and curbs on Black Avenue are not safe for biking to school.
- More accessible crosswalks are needed to cross SR 180 and SR 33 to reach the elementary school.

Comment Cards

- Better training for crossing guards, more police patrol, crossing guard on Black Street needs to stay focused and off phone.

Figure 7: McCabe Elementary School Travel to School Map

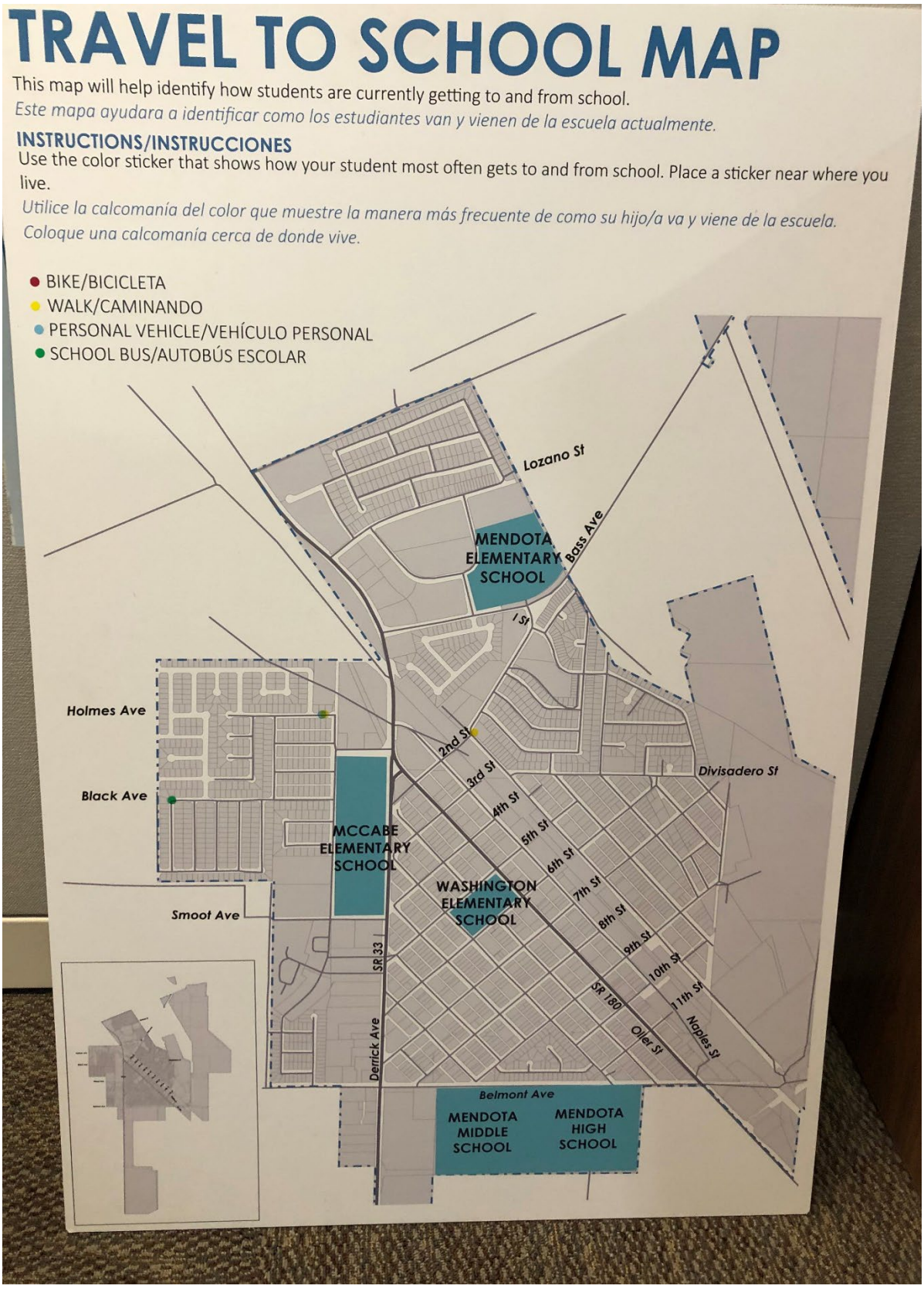
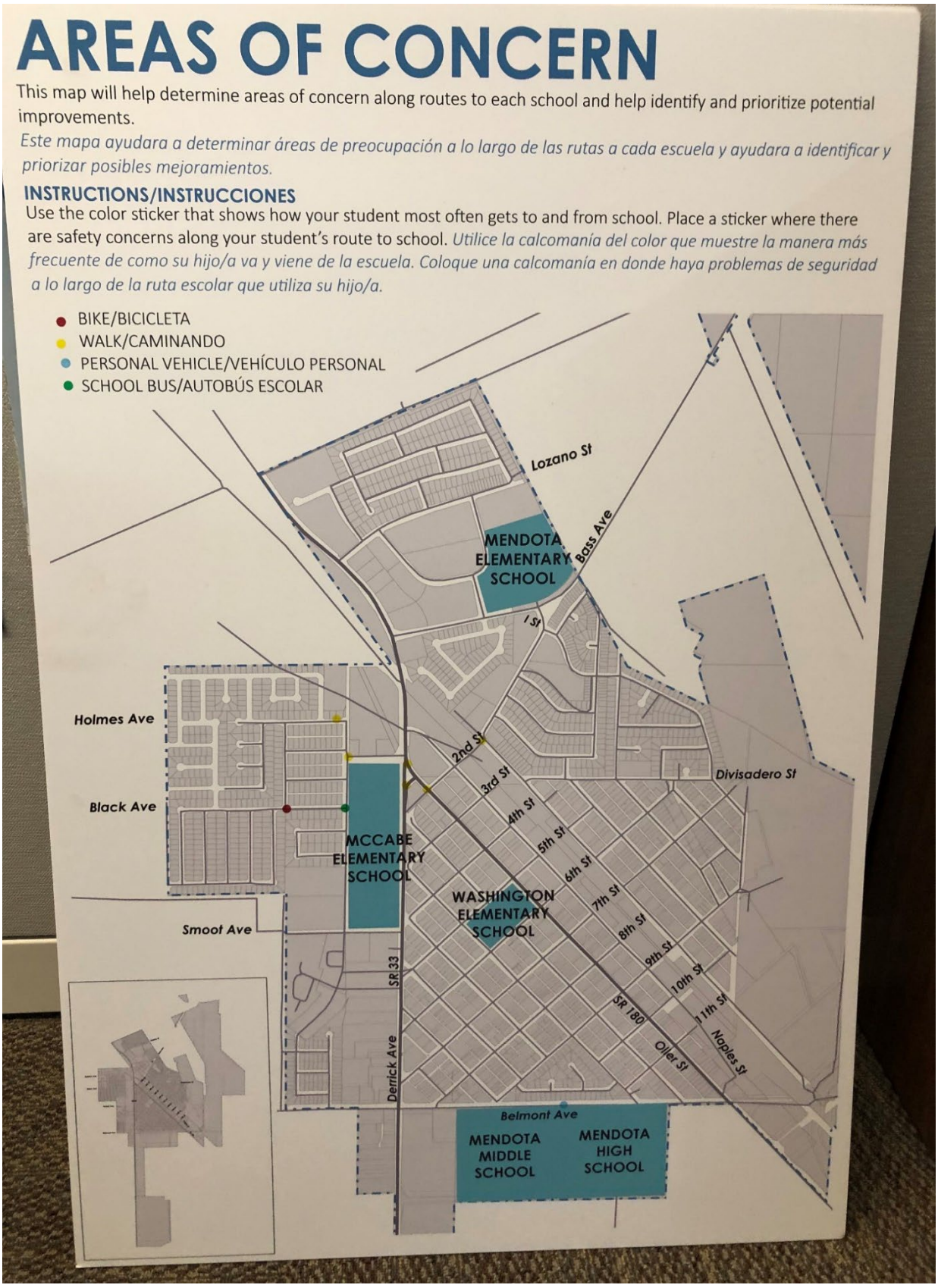


Figure 8: McCabe Elementary School Areas of Concern Map



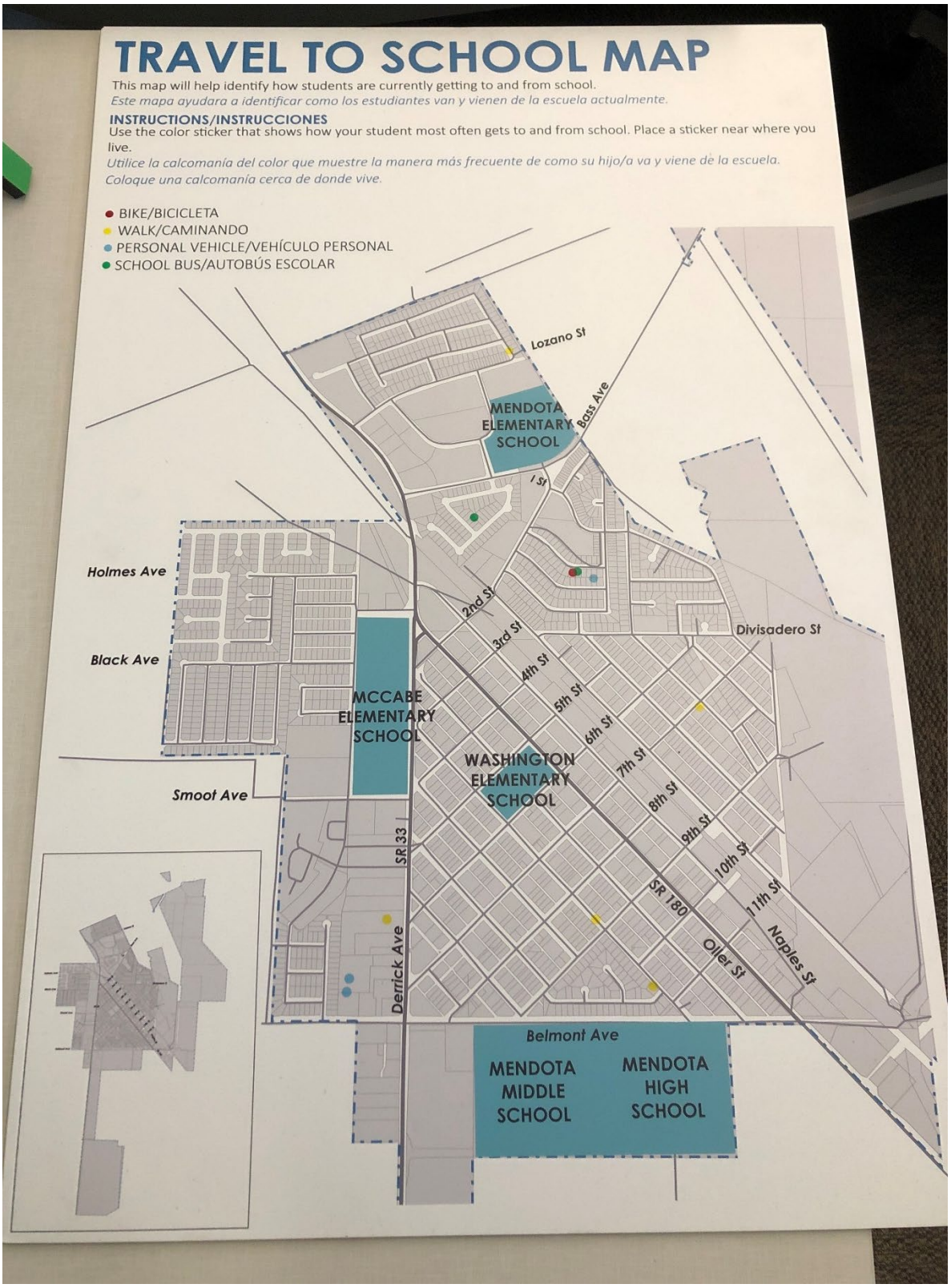
Mendota High School

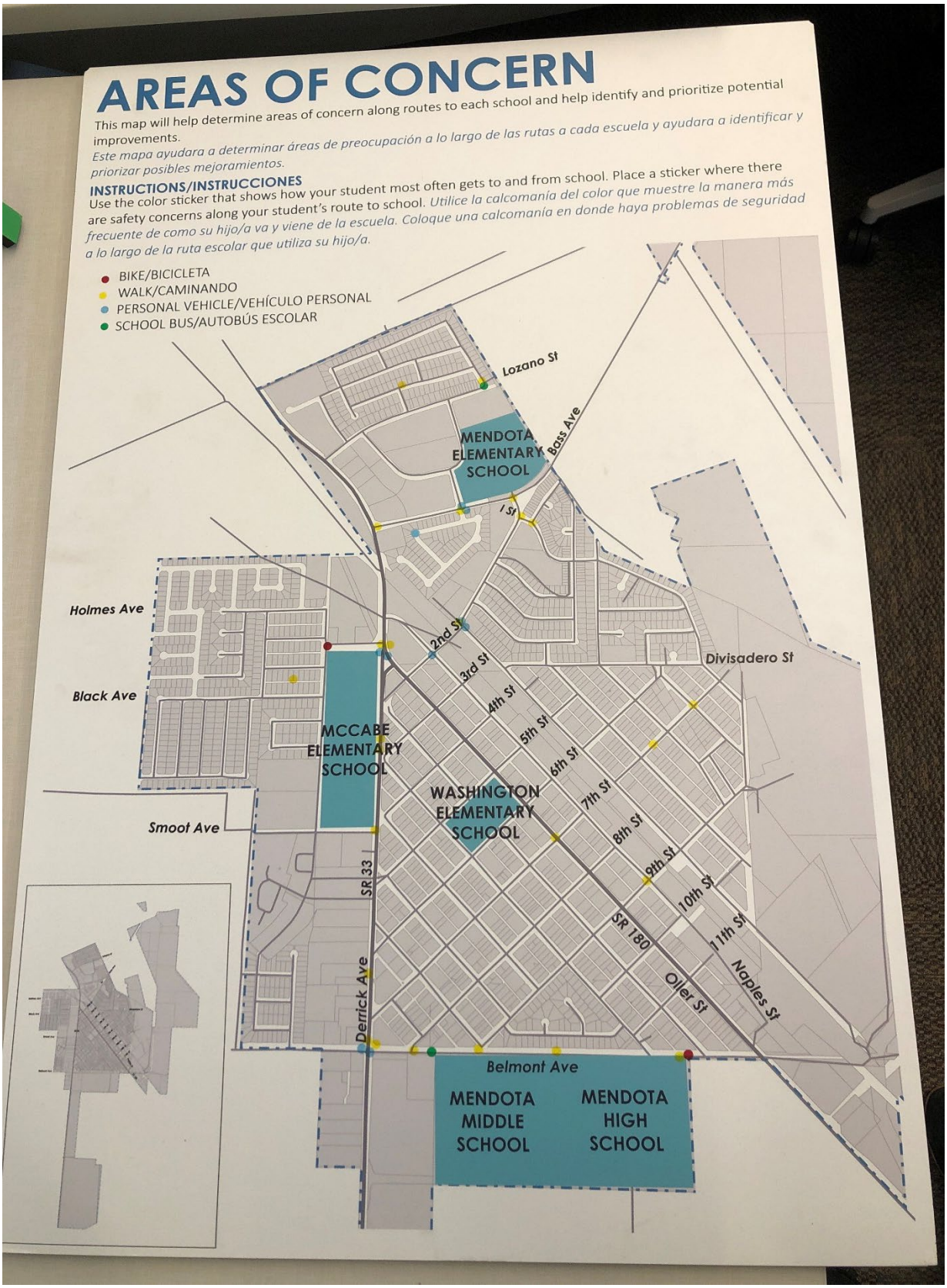
Community Feedback

- Speeding is prevalent.
- Harder to cross SR 33 south of McCabe Street after the road diet went in, drivers try to make up time after drop-off and speed/don't stop for pedestrians.
- Kidnapping attempts near bus stops.
- Catcalling makes it difficult for girls to walk; especially bad on the way to school.
- People do not know how to use traffic circles, don't like the one on Bass Avenue and are hesitant about one being put in at SR 33/180.
- Lack of roads leading out of neighborhood west of McCabe Street also limits biking.
- Crossing the railroad is dangerous.
- Speed on Belmont Avenue makes it difficult to cross.
- Students do not feel safe having to walk through alleys but feel like they must as there is no quicker way to get to school. They feel like the main streets are less safe due to having trouble with people catcalling, lack of sidewalks (infrastructure), and cars constantly speeding in streets.
- More officers patrolling would be beneficial during school let out hours.

Comment Cards

- I Street unsafe to crosswalk during after-school hours [can cross Bass Avenue at I Street but it is dangerous to cross I Street itself].


TRAVEL TO SCHOOL MAP
This map will help identify how students are currently getting to and from school.
Este mapa ayudara a identificar como los estudiantes van y vienen de la escuela actualmente.
INSTRUCTIONS/INSTRUCCIONES
Use the color sticker that shows how your student most often gets to and from school. Place a sticker near where you live.
Utilice la calcomanía del color que muestre la manera más frecuente de como su hijo/a va y viene de la escuela.
Coloque una calcomanía cerca de donde vive.
BIKE/BICICLETA
WALK/CAMINANDO
PERSONAL VEHICLE/VEHÍCULO PERSONAL
SCHOOL BUS/AUTOBÚS ESCOLAR
Lozano St
MENDOTA ELEMENTARY SCHOOL
Bass Ave
1 St
Holmes Ave
2nd St
3rd St
4th St
5th St
6th St
7th St
8th St
9th St
10th St
11th St
Divisadero St
Black Ave
MCCABE ELEMENTARY SCHOOL
WASHINGTON ELEMENTARY SCHOOL
Smoot Ave
SR 33
Derrick Ave
SR 180
Oller St
Naples St
Belmont Ave
MENDOTA MIDDLE SCHOOL
MENDOTA HIGH SCHOOL


AREAS OF CONCERN
This map will help determine areas of concern along routes to each school and help identify and prioritize potential improvements.
Este mapa ayudara a determinar áreas de preocupación a lo largo de las rutas a cada escuela y ayudara a identificar y priorizar posibles mejoramientos.
INSTRUCTIONS/INSTRUCCIONES
Use the color sticker that shows how your student most often gets to and from school. Place a sticker where there are safety concerns along your student's route to school. Utilice la calcomanía del color que muestre la manera más frecuente de como su hijo/a va y viene de la escuela. Coloque una calcomanía en donde haya problemas de seguridad a lo largo de la ruta escolar que utiliza su hijo/a.
BIKE/BICICLETA
WALK/CAMINANDO
PERSONAL VEHICLE/VEHÍCULO PERSONAL
SCHOOL BUS/AUTOBÚS ESCOLAR
Lozano St
MENDOTA ELEMENTARY SCHOOL
Bass Ave
1st
Holmes Ave
2nd St
3rd St
4th St
5th St
6th St
7th St
8th St
9th St
10th St
11th St
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Black Ave
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WASHINGTON ELEMENTARY SCHOOL
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Derrick Ave
Oller St
Naples St
Belmont Ave
MENDOTA MIDDLE SCHOOL
MENDOTA HIGH SCHOOL