

Morgan Hill Safe Routes to School Action Plan

FINAL 2017



Berkeley SafeTREC
SAFE TRANSPORTATION RESEARCH AND EDUCATION CENTER



Safe Routes to School National Partnership

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1. INTRODUCTION

The community of Morgan Hill wants to enable children and youth to safely walk and bicycle to and from school and in their neighborhoods, with the goal of improving safety, reducing traffic, and supporting healthier kids. Safe Routes to School aims to create safe, convenient, and fun opportunities for students to walk, bike, and roll to and from school. Safe Routes to School initiatives include a wide variety of programs and projects, from creating safer street crossings and maintaining sidewalks to education programs that teach children how to walk and bicycle safely to school.

The City of Morgan Hill, the Morgan Hill Unified School District, and other agencies, organizations, and community members are working together to improve student transportation through many activities and components of Safe Routes to School. Facilitating students walking, biking, and rolling to and from school has been identified as a priority for the community. The Morgan Hill City Council adopted a resolution supporting Safe Routes to School in 2016. The City and School District participate in the South County United Leaders for Health, which is encouraging robust Safe Routes to School efforts in south Santa Clara County. However, there is not a formal Safe Routes to School program or framework established in Morgan Hill yet.

A. THE SAFE ROUTES TO SCHOOL LAUNCH PROGRAM

In spring 2017, the City and School District began participating in the Safe Routes to School Launch Program, a joint project of the Safe Routes to School National Partnership (National Partnership) and UC Berkeley Safe Transportation Research and Education Center (SafeTREC), designed to help start strong and sustainable Safe Routes to School programs in California communities. As part of the Safe Routes to School Launch Program, the National Partnership gathered and analyzed data and local policies and interviewed key stakeholders. A workshop brought together representatives from the City, School District, schools, community organizations, and community members to learn about Safe Routes to School and discuss strategies for developing a robust, comprehensive program in Morgan Hill.

B. ABOUT THIS ACTION PLAN

This Safe Routes to School Action Plan is intended to guide the Morgan Hill community in developing a robust and sustainable Safe Routes to School program that addresses local needs. The Action Plan was developed based on planning and input that took place at the Safe Routes to School Launch Workshop, the National Partnership's assessment of current conditions, community needs, and capacity in Morgan Hill, and a series of conversations with key stakeholders. Recommendations in the Action Plan are based upon the components needed to build a successful Safe Routes to School initiative and sustainable program. The most successful Safe Routes to School initiatives incorporate the Safe Routes to School Six E framework: education, encouragement, engineering, enforcement, evaluation, and equity.

The Action Plan begins with a summary of current conditions related to walking and biking to school, including existing policies, plans, programs, and infrastructure. The second section of the Action Plan outlines recommended strategies and actions to be undertaken in Morgan Hill during the first implementation year (2017-2018) as well as additional longer term actions in years two through five. A summary matrix includes potential implementation leaders and partners and suggested resources. Finally, a brief discussion of funding resources for implementation is provided. Additional information is provided in a number of appendices:

- Appendix A: Action Plan Matrix
- Appendix B: Additional Community and School Data
- Appendix C: Existing Policies and Plans
- Appendix D: Pedestrian and Bicycle Collision Data
- Appendix E: Workshop Summary
- Appendix F: Community Organization Contacts

The Six E's of Safe Routes to School

Research shows that comprehensive Safe Routes to School initiatives are more effective at increasing physical activity and reducing injuries for children.¹ A comprehensive approach requires embedding Safe Routes to School into many aspects of a community. The Six E's of Safe Routes to School are a convenient way to summarize the key components of a comprehensive, integrated approach. The Six E's of Safe Routes to School include:

- **Education** – Teaching students and community members about the broad range of transportation choices, providing them with the skills to walk and bicycle, and educating them about how to be safe from traffic, crime, and other threats while using different methods of transportation.
- **Encouragement** – Using events and activities to promote walking, bicycling, public transportation, and being physically active.
- **Engineering** – Creating physical improvements to the streetscape and built environment that make walking and bicycling more comfortable and convenient, and that also decrease the risk of injury from motor vehicles or people, increasing street safety.
- **Enforcement** – Addressing traffic dangers and crime concerns in the neighborhood around the school and along school routes through work with local law enforcement, crossing guards, and community members.
- **Evaluation** – Assessing which approaches are more or less successful, ensuring that a program or initiative is decreasing health disparities and increasing equity, and identifying unintended consequences or opportunities to improve the effectiveness of an approach for a given community.
- **Equity** – Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income communities, communities of color, students of all genders, students with disabilities, and others.

2. MORGAN HILL TODAY: A SUMMARY OF CURRENT CONDITIONS

This section provides an overview of the current situation in Morgan Hill. It describes the current policies and plans, Safe Routes to School and related programs, existing infrastructure for walking and bicycling, and collision history in Morgan Hill.

A. OVERVIEW

Currently, most students in Morgan Hill are driven to school, with smaller numbers arriving by bus or by foot or bicycle. Community concerns have arisen over increasing traffic congestion during drop off and pick up, with dangers to students and inconvenience for residents. The Morgan Hill Unified School District has 14 schools, with almost 9,000 students. Morgan Hill has a strong culture of people who enjoy bicycling for recreation, and is home to Specialized Bicycle Components, a major manufacturer of high performance bicycles and components, and Kali Protectives, a bicycle helmet company. Safe Routes to School would fit in with other community initiatives, such as efforts by the City of Morgan Hill to increase the bicycle/pedestrian friendliness of downtown areas, and the City's recent commitment to reducing traffic deaths through a Vision Zero policy. Over 37 percent of fifth graders in Morgan Hill Unified School District are overweight or obese, compared to 34.5 percent of fifth graders in Santa Clara County and 40.3 percent in California.¹ Concerns around health disparities have prompted the City and School District to participate in the South County United for Health group which supports initiatives such as Safe Routes to School that increase physical activity. Safe Routes to School has been an indicated interest of the School District in light of its Safe Routes to School Policy.



Morgan Hill is a family-oriented, vibrant community with bikeways, trails, parks and recreation facilities that support active, healthy lifestyles for youth and families.

(Image: City of Morgan Hill)

B. EXISTING INFRASTRUCTURE FOR WALKING AND BIKING

The City of Morgan Hill encompasses almost 13 square miles and is primarily suburban with some semi-rural areas on the edges of the city. The majority of the newer residential areas within the city and around the schools have complete sidewalks. However, many of the other residential neighborhoods were developed without sidewalks. As students walk further than a couple of blocks from school they may encounter areas where there are no sidewalks.

The City recently adopted a [Bikeways, Trails, Parks and Recreation Master Plan](#), which describes the current bikeways and trails. Refer to Bikeway and Trail Network Map (Figure 1) to see the locations of existing trails and bikeways in relation to schools and other community facilities. Morgan Hill has a bikeways and trails network that is used for both transportation and recreation. Trails adjacent to schools are used by students traveling to and from school. The City's existing bikeways and trails network was developed in segments over time, resulting in a network with gaps. Most of Morgan Hill's existing bikeways are on-street bike lanes. In addition to its on-street bikeways, the City has two multi-use trails— Butterfield Trail (also known as the Butterfield Linear Park) and West Little Llagas Creek Trail – both of which are used by children and families traveling to schools.

During the Bikeways, Trails, Parks and Recreation Master Plan development, community members identified the following:

- Need for improved connections to and between city parks, recreation facilities, and popular destinations like Downtown and the Coyote Creek Trailhead.
- Desire for safe bike and pedestrian routes for all ages and abilities, not just experienced cyclists.
- Need to address wide streets, busy streets, and no bike lanes – the top identified barriers to getting to parks, open spaces, facilities, and trails in Morgan Hill.
- Need to address intersections as a major barrier to active transportation.
- Highway 101 is a major barrier for people walking and people riding bicycles traveling east-west. The lack of safe and comfortable crossing options discourages many people from biking and walking between the city's eastern and western neighborhoods.



CITY OF MORGAN HILL
Bikeway + Trail
Network Map

Legend

Potential Bikeways

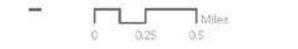
-  Protected Bike Lane
-  Buffered Bike Lane
-  Bike Boulevard
-  Other Potential Bikeway
-  Existing Bike Lane

Trails

-  Existing Multi-use Trail
-  Potential Multi-use Trail
-  Existing Natural Surface Trail
-  Potential Natural Surface Trail

-  Intersection Improvement
-  Potential Bicycle/Pedestrian Bridge

-  Caltrain Station
-  School
-  Major Road
-  Railroad
-  Public Facility
-  City Park
-  Non-recreational Open Space
-  Santa Clara County Park
-  Water Feature
-  City Boundary



Data Sources: City of Morgan Hill Planning Division, Santa Clara County Information Services Department, Digital Globe 

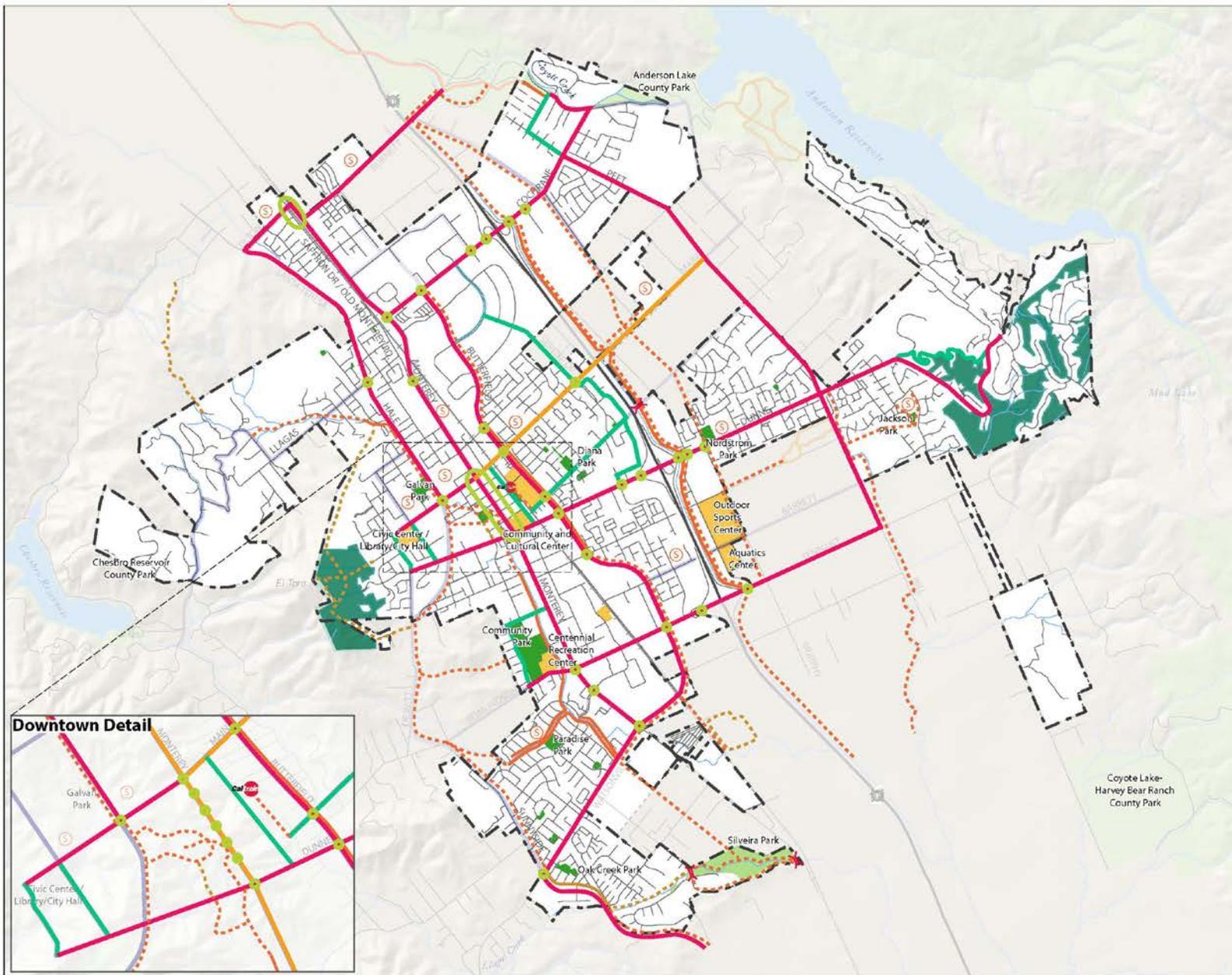
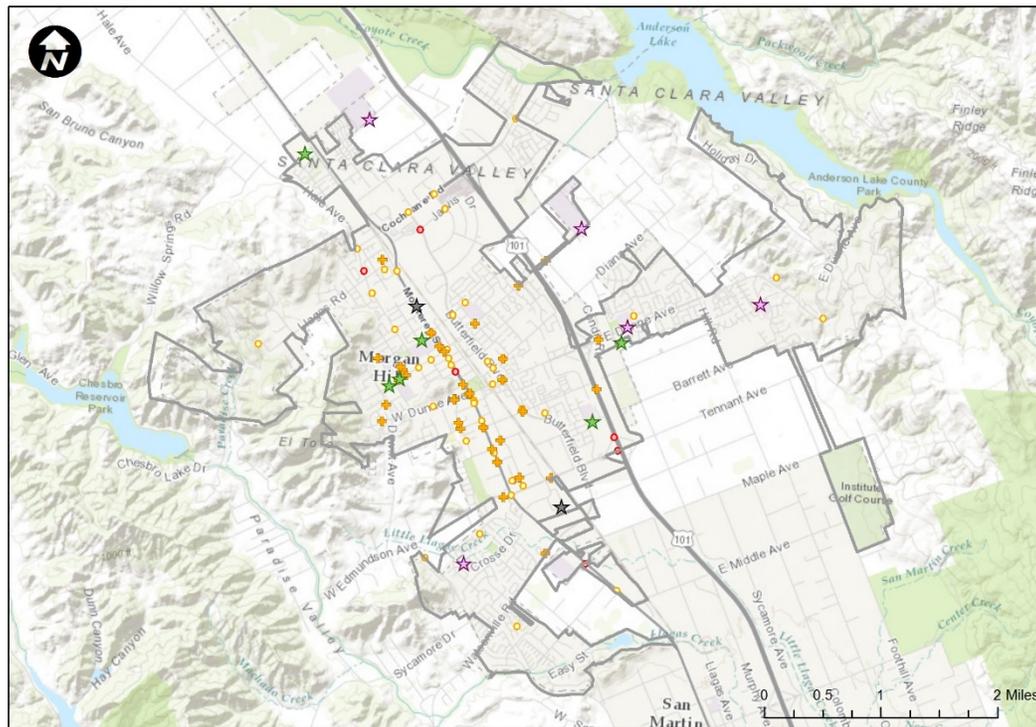


Figure 1. Bikeway and Trail Network Map

C. PEDESTRIAN AND BICYCLE COLLISION HISTORY

From 2006 through 2015, there were 104 collisions involving pedestrians or bicyclists and resulting in an injury or fatality. There were no fatalities and 39 injuries to school age youth (ages 5-18) resulting from these collisions. The majority of collisions occurred along Monterey Road, a major north-south corridor in the City. See Figure 2 for the locations and types of collisions that occurred from 2006 to 2015. Some of the schools had a number of collisions within a close range, whereas others did not. In 42.11 percent of the pedestrian collisions involving youth, the primary collision factor was a pedestrian violation. In 15.89 percent of the pedestrian collisions involving youth, the primary collision factor was the motorist violating the pedestrian right-of-way. The majority of the youth-involved pedestrian collisions occurred during daylight hours (63 percent) and in clear weather (90 percent). In 45 percent of the bicycle collisions involving youth, the primary collision factor was the bicyclist on the wrong side of the road. Of the bicycle collisions involving, 45 percent were during the later after noon hours (3 pm to 5 pm). More information about the collisions including maps showing collisions in proximity to schools are provided in Appendix D.

Morgan Hill - Pedestrian or Bicycle Collisions (2006-2015)



- | | |
|-----------------------------|--------------------------------------|
| Schools by % FRPM | Pedestrian/Bicycle Collisions |
| ★ Unknown (2) | ✦ Injury (age 5-18) (39) |
| ☆ High Income (<40) (5) | ● Fatality (other) (7) |
| ★ Middle Income (40-75) (6) | ● Injury (other) (58) |

Collision Data Source: SWTRS 2006-2015

Figure 2. Collisions

D. LOCAL POLICIES AND PLANS RELATED TO SAFE ROUTES TO SCHOOL

The City of Morgan Hill and the Morgan Hill Unified School District have adopted policies and plans that incorporate and support Safe Routes to School, but these policies have significant potential to be strengthened. The City of Morgan Hill includes discussions of Safe Routes to School within its General Plan and its Bikeways, Trails, Parks and Recreation Master Plan. There is some excellent language in these documents, and clear opportunities to strengthen this language during the next update as well as in implementation. The City Council adopted a resolution supporting Safe Routes to School in 2016, which is a nice first step in committing to Safe Routes to School, but which contains only two fairly limited action steps.

The Morgan Hill Unified School District has included language regarding walking and bicycling to school within its Wellness Policy, although the language is fairly weak. The School District has a much stronger stand alone Safe Routes to School Policy, but does not appear to have implemented this policy significantly. There is opportunity to address implementation, strengthen language, and to also address smart school siting in the Facilities Plan. More information about the existing policies and plans can be found in Appendix C.

E. SAFE ROUTES TO SCHOOL PROGRAMS AND OTHER SAFE ROUTES TO SCHOOL-RELATED EFFORTS

Morgan Hill does not currently have coordinated Safe Routes to School programming, though it has a few limited Safe Routes to School-related efforts. The Morgan Hill Police Department provides traffic safety education presentations in schools and conducts focused traffic enforcement efforts around the schools at the beginning of each school year. The School District has focused on encouraging a couple of schools to participate in Walk to School Day in the fall.

Community Profile

Population*: 40,872

Land area: 12.8 square miles

Race and ethnicity*:

White 49.1%

Black or African American 2.8%

Asian 9.1%

American Indian and Alaska Native 0.9%

Native Hawaiian or Other Pacific Islander 0.5%

Some other race 0.1%

Two or more races 4.7%

Hispanic or Latino 33.7%

Languages spoken at home*:

English only 70.4%

Spanish 19.7%

Asian and Pacific Islander Languages 5.0%

Poverty status*:

General population: 9.8 % living below poverty level

Ages <18 years old: 11.9% living below poverty level

School district: Morgan Hill Unified School District (serves Morgan Hill, San Martin, a small portion of south San Jose, and areas of Santa Clara County)

Morgan Hill Unified School District Schools: 14 total, serving almost 9,000 students

- 6 Elementary Schools (K-5)
- 2 Elementary/Middle School (K-8)
- 2 Middle Schools (6-8)
- 2 Comprehensive High Schools (9-12)
- 1 Continuation High School (10-12)
- 1 Community Adult School

3. THE PATH TO SAFE ROUTES TO SCHOOL: APPROACHES AND ACTIONS

The City of Morgan Hill and the Morgan Hill School District have been implementing activities such as traffic safety presentations and Walk to School Day events that are related to Safe Routes to School. The National Partnership recommends the City and School District build momentum and excitement in the community by continuing these individual activities while at the same time establishing a more formal program framework to grow and sustain Safe Routes to School in more schools and neighborhoods throughout the community.

This Action Plan summarizes recommended strategies and actions. The Action Plan is structured



around the Six E's of Safe Routes to School: education, encouragement, engineering, enforcement, evaluation, and equity. In addition, the Action Plan includes activities related to program structure, operations, and coordination, as well as policy improvements. Recommendations denoted with an asterisk were actions discussed by workshop participants. Because momentum is currently building in Morgan Hill, with funding likely becoming available from Measure B in the coming year, the Action Plan is structured to include ramp up activities for year one (2017-2018 school year); intensive planning and organizational activities for year two; and additional activities for years three to five. While the plan is structured this way, it does not preclude the community from implementing a strategy from the longer term sections earlier if an opportunity arises. In Appendix A, a matrix summarizes the strategies and actions along with suggested timelines, implementation leads, supporting partners, and additional implementation resources.

A. PROGRAM STRUCTURE, OPERATIONS, AND COORDINATION

Establishing a formal program structure with identified responsibilities for various partners is a key component of an effective and sustainable Safe Routes to School Program. This involves determining which organization or agency will take the lead, who will be involved in making program decisions, and how coordination will occur between different groups working on different components of the program. The City of Morgan Hill and the Morgan Hill Unified School District have collaborated on various activities, but no formal program structure has been established.

Recommended strategies and actions for year 1:

1. Determine Safe Routes to School program lead agency (the City or the School District), as well as a staff point person within that agency.
2. Establish a Safe Routes to School task force or designate an existing task force/committee to serve as the Safe Routes to School task force. Recruit members from the City, School District, individual schools, and community organizations. Meet monthly, bi-monthly, or quarterly as program momentum is built.
3. Establish a shared vision and goals for the Safe Routes to School program.*
4. Hire part time or full time paid Safe Routes to School coordinator position; explore additional funding as needed.



Recommended strategies and actions for year 2:

5. Create informational materials about the program that can be distributed to schools and families to recruit volunteers and program champions. Include in these materials information about past activities as well as a menu of options that schools can undertake.*
6. Conduct outreach on Safe Routes to School to school PTAs, community groups, etc.
7. Schedule a training with the Santa Clara County Public Health Department for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.*
8. Include a City transportation staff person or other staff involved in active transportation in the School Health Council/Committee.
9. Include Safe Routes to School messaging and resources on the School District’s Transportation Policy webpage.

Recommendations denoted with an asterisk were actions discussed by workshop participants.

Recommended strategies and actions for year 3 to 5:

10. Create a Safe Routes to School webpage on the lead agency's website or create a standalone program website housing information about the program, educational materials, and ways to get involved.*

B. EDUCATION

Education activities include teaching students and community members about the broad range of transportation choices, providing them with the skills to walk and bicycle, and educating them about how to be safe from traffic, crime, and other threats while using different methods of transportation. Currently in Morgan Hill, the police department leads limited education activities, which include presentations on walking, bicycling, and traffic safety at schools, preschools, and afterschool programs.

Recommended strategies and actions for year 1:

1. Continue educational activities led by the police department at schools, preschools, and after school programs.
2. Develop and distribute traffic safety education materials for families that includes information related to pick up/drop off procedures as well as general safety at and around the schools.*

Recommended strategies and actions for year 2:

3. Identify one to two schools to receive in-class traffic safety education using the Santa Clara County Public Health Department's traffic safety curriculum for kindergarten, 2nd and 4th graders. Coordinate with the Public Health Department to train volunteers or school staff to conduct in-class lessons.*
4. Identify one school to hold a bike rodeo (skills training) using the Public Health Department's bike rodeo curriculum for 4th through 6th grades. Coordinate with the Public Health Department to train volunteers or school staff or coordinate with the Silicon Valley Bicycle Coalition to conduct the rodeos.*

Recommended strategies and actions for years 3 to 5:

5. Expand in-class traffic safety education to reach multiple schools, with the ultimate goal of providing in-class education at every school for multiple grades.
6. Expand bike rodeo program to reach multiple schools, with the ultimate goal of providing a bike rodeo or other skills practice opportunity for every student at their school or through a community event.
7. Conduct community education events such as Family Fun Bike Nights using materials from the Public Health Department.
8. Work with high school students or others to create signage and public service announcements (PSAs) focused on pedestrian and bicyclist awareness and safety at and around schools.

C. ENCOURAGEMENT

Encouragement strategies generate excitement about walking and bicycling safely to school. Children, parents, teachers, school administrators and others can all be involved in special events like International Walk to School Day and ongoing activities like walking school buses and bike trains. Encouragement strategies can often be started relatively easily with little cost and a focus on fun.

Recommended strategies and actions for year 1:

1. Encourage every school to participate in Walk to School Day and Bike to School Day and provide information on a range of activities that could be organized for each day.*
2. Encourage every school to participate in the countywide bike rack decorating contest in conjunction with Bike to School Day sponsored by the Public Health Department.



Bike Rack Decorating Contest (Image: Santa Clara County Public Health Department)

Recommended strategies and actions for year 2:

3. Partner with local businesses to hold a joint Bike to School and Bike to Work event.*
4. Survey each school/Safe Routes to School champion to identify what types of competition or incentive programs would likely be successful at individual schools. Support individual schools in implementing their own competition or incentive program or develop a district/city-wide program. Programs could include frequent walker punch cards or mileage competitions.*
5. Formalize and promote existing remote drop off/pick up locations near schools by providing information to families.

Recommended strategies and actions for years 3 to 5:

6. Consider installing signage to denote remote drop off/pick up locations.*
7. Develop walking school bus and/or bike train programs at each elementary school to support students walking or biking to school within about a half mile of the campus. Recruit adult route leaders (volunteers or paid staff) and explore engaging high school students as route leaders. Incorporate remote drop off locations into the routes*
8. Review current arrival and dismissal procedures at each school for potential changes such as staggered dismissal to reduce conflicts between students walking and biking with car pick up/drop off.

D. ENGINEERING

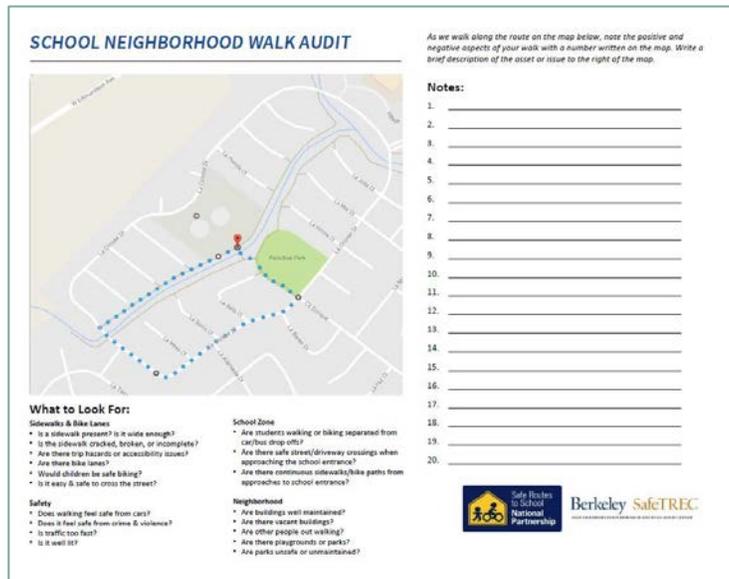
Engineering strategies create physical improvements to the neighborhood that make walking and bicycling more comfortable, convenient, and safe. The City of Morgan Hill and the Morgan Hill Unified School District have worked to identify and address needed improvements for walking and bicycling facilities near schools on an ad hoc basis.

Recommended strategies and actions for year 1:

1. Explore any opportunities to include Safe Routes to School improvements in existing projects.
2. Identify upcoming new plans, revisions to plans, funding opportunities, or other places to insert Safe Routes to School considerations.

Recommended strategies and actions for year 2:

3. Conduct walkability and bikeability assessments around each school with City staff, School District staff, school staff, students, and families to identify areas needing improvements such as sidewalk gaps and difficult street crossings.*
4. Conduct arrival and dismissal observations at each school with City staff, School District staff, school staff, students and families to identify areas for improvement.*
5. Coordinate with adjacent cities and the county regarding engineering and infrastructure changes that will affect student travel across city boundaries to attend school.
6. Based on the walkability and bikeability assessments, identify opportunities to increase convenient access for students walking and bicycling. This may include improvements on campus to provide direct access from the sidewalk to the bike racks and entry doors or opening



Sample Walk Audit Worksheet

gates to allow pedestrian and bicycle access from adjacent trails, parks, and other walkways from the neighborhoods.

Recommended strategies and actions for years 3 to 5:

7. Develop suggested walking and biking route maps for each school.
8. Explore funding and resource needs and opportunities for preparing plans to address the identified areas of concern along school routes and at schools.*
9. Build Safe Routes to School improvements into other transportation improvements and plans.
10. Install bicycle parking facilities at each school in visible and secure locations.

E. ENFORCEMENT

Enforcement activities deter unsafe behaviors of drivers, bicyclists, and pedestrians and encourage safe behaviors in the neighborhood around the school and along school routes. These activities can be conducted by law enforcement, in partnership with law enforcement, or may be structured to be community led. The Morgan Hill Police Department currently conducts focused traffic law enforcement at the start of the school year and responds to requests for other increased enforcement needs throughout the year.

Recommended strategies and actions for year 1:

1. Continue focused traffic enforcement around schools at the start of the school year. Coordinate efforts with individual schools as well as the school district and provide pre- and post-event communication to families and school staff.

Recommended strategies and actions for year 2:

2. Explore schools' interest in developing school safety patrols where students in upper elementary grades and middle/junior high schools receive traffic safety training, teach their peers, and assist with on campus enforcement activities using program materials from AAA.
3. As part of overall school route and improvement plans, assess needs for adult crossing guards at intersections near schools where students and families express difficulty crossing the street.
4. Explore opportunities to coordinate with Vision Zero enforcement activities.

Recommended strategies and actions for years 3 to 5:

5. If needs for adult crossing guards are identified, develop an adult crossing guard program.

F. EVALUATION

Evaluation involves data collection and program tracking to assess which approaches are more or less successful, ensure that a program is meeting its objectives, and identify unintended consequences or opportunities to improve the effectiveness of an approach for the community. The Morgan Hill Unified School District has participated in limited collection of Safe Routes to School data in the past.

Recommended strategies and actions for year 1:

1. Choose one or two schools to pilot student travel tallies.

Recommended strategies and actions for year 2:

2. Coordinate a city and district walk and bike data collection protocol and link to county-wide data collection coordinated by the Public Health Department. This will include collecting information on travel modes through in-class student travel tallies and information about family participation and perceptions of the program through surveys. The county-wide data collection effort uses the travel tally and parent survey tools provided by the National Center for Safe Routes to School.*
3. Track Safe Routes to School education and encouragement program participation at each school. Collection information on overall participation as well as grade level/age and other demographic information. Use this information to assess program effectiveness and identify any needs for improvement.
4. Use mapping tools available from UC Berkeley's TIMS program to map bicycle and pedestrian collisions near schools. Use the collision information to assess changes and identify any needs for improvements citywide or at specific locations.

Recommended strategies and actions for years 3 to 5:

5. Share program participation and evaluation results with schools and community members through newsletters or other materials.*
6. Conduct a yearly assessment of the Safe Routes to School efforts at the end of the school year.

G. EQUITY

Equity involves ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income communities, communities of color, and others.

Recommended strategies and actions for year 1:

1. Using information from the school district, identify languages that materials should be prepared in to reach non-English speaking students and families. Ensure that education and encouragement materials are provided in these languages.

Recommended strategies and actions for year 2:

2. Given limited ability to roll out a Safe Routes to School program at every school from the start, use equity measures, such as health disparities and eligibility for the free and reduced price lunch program, to develop a framework to prioritize schools for education and encouragement program implementation and/or infrastructure improvements.

Recommended strategies and actions for years 3 to 5:

3. Use the results of previous year's evaluation efforts to identify gaps in participation. Develop and implement a strategy to ensure all population groups can participate in the Safe Routes to School program. This strategy may include targeted outreach or adjustments to the programs. Look particularly at students generally underrepresented in active travel; e.g., students of color, female students, and students with disabilities.

H. POLICY

Adopting Safe Routes to School policies or incorporating Safe Routes to School practices into existing city, school, and school district policies helps eliminate barriers and ensure long-term sustainability of the Safe Routes to School program. Policies help institutionalize supportive practices, broadening the reach beyond an individual school or activity to reach children and families across a city or school district. This leads to more consistent implementation between schools and neighborhoods, creates accountability, and establishes formal relationships and responsibilities. In Morgan Hill, the City Council has adopted a resolution supporting Safe Routes to School and has included Safe Routes to School in the General Plan and other planning documents.

Recommended strategies and actions for year 1:

1. Implement the City's Safe Routes to School Resolution and the School District's Safe Routes to School Policy.
2. Incorporate Safe Routes to School into the City's Vision Zero Plan* by:
 - Indicating in the description of City Improvement Projects how they will meet the goals of both Vision Zero and Safe Routes to School.
 - Creating a stakeholders group addressing Vision Zero and Safe Routes to School.
 - When identifying streets and intersections that will be prioritized for infrastructure improvements, enforcement, and programming, include schools, parks, and areas commonly frequented by children and families.
 - Prioritizing children's safety by gathering and analyzing data specifically for all schools in the community to identify those with the greatest safety risks.
 - Increasing investments in Safe Routes to School and establishing a dedicated Safe Routes to School Coordinator.
 - Offering comprehensive bicycle and pedestrian safety education to all children
 - Prioritizing reducing speeding and speed limits around schools.
 - Engaging community groups in Vision Zero and Safe Routes to School.

Recommended strategies and actions for years 3-5:

3. Amend the School District's Facilities Planning/School Siting Policy to include:
 - Evaluating transportation options for students and staff during siting process.
 - Including Safe Routes to School staff, volunteers, and city transportation staff in siting procedures.
 - Requiring new school sites have safe and accessible transportation options for students that include walking and biking to and from school.
4. Include criteria related to schools in prioritization of bikeway network projects and improvements.
5. Include criteria related to schools in prioritization of sidewalk gap closure projects and improvements.

4. POTENTIAL FUNDING RESOURCES FOR IMPLEMENTATION

The following are potential funding sources and mechanisms that may be used to implement the Safe Routes to School Action Plan. The list is not exhaustive as additional funding sources and innovative mechanisms may develop during the life of the plan.

A. CALIFORNIA ACTIVE TRANSPORTATION PROGRAM

The California Active Transportation Program (ATP) consolidates federal transportation funding with state funds to provide local communities with funding for programs and projects that support active transportation. Safe Routes to School non-infrastructure programs such as traffic safety education and encouragement activities, as well as infrastructure improvements can be funded through the program. The funding is provided through a competitive application process. There is a statewide application process as well as a regional component administered by the Metropolitan Transportation Commission (MTC). More information can be found here: <http://www.dot.ca.gov/hq/LocalPrograms/atp/>

B. CALIFORNIA OFFICE OF TRAFFIC SAFETY

The California Office of Traffic Safety (OTS) provides grants to local and state public agencies for programs that help them enforce traffic laws, educate the public in traffic safety, and provide means of reducing fatalities, injuries and economic losses from collisions. Funding can be used for Safe Routes to School education and encouragement programs. Historically, OTS has funded numerous bike rodeo (bike skills practice) programs around the state, often led by law enforcement agencies. Grants are awarded annually. More information can be found here: <http://www.ots.ca.gov/Grants/default.asp>

C. MEASURE B

In 2016, Santa Clara County passed 2016 Measure B, a 30-year, half-cent countywide sales tax to enhance transit, highways, expressways and active transportation. The program is expected to raise over \$6 billion a year, with \$250 million going to active transportation projects and programs. The disbursement details are still being developed, but the City of Morgan Hill is anticipated to receive approximately \$26,000 in 2018 and \$27,000 in 2019 for non-infrastructure active transportation programs which could include Safe Routes to School programs. In addition, funding will be available for infrastructure projects through an application process.

D. VEHICLE EMISSIONS REDUCTIONS BASED AT SCHOOLS

The Vehicle Emissions Reductions Based in School (VERBS) program was created by the Metropolitan Transportation Commission (MTC) and is disbursed by Valley Transportation Authority (VTA). The program is funded with Federal Highways Congestion Mitigation and Air Quality (CMAQ) funds and includes \$6.9 million over the next five years (FY2018-FY2022). Public works departments are eligible applicants, but other agencies may be partners. As of the 2018 call for projects, the funding is for infrastructure projects only. There is a 11.47 percent local match. More information can be found here: <http://www.vta.org/projects-and-programs/programs/call-for-projects-verbs-program-documents>.

E. LOCAL FOUNDATIONS, HEALTH ORGANIZATIONS, AND BUSINESSES

Local foundations, health organizations, and businesses may be sources of funding for implementing Safe Routes to School programs. The benefits of Safe Routes to School for students, families, schools,

and communities often align with foundations and organizations looking to support community health, physical activity, youth development, and neighborhood improvement. In addition, local businesses or businesses headquartered in Morgan Hill such as Specialized Bikes may be willing to sponsor Safe Routes to School activities and provide monetary funding, volunteers, or giveaways. Local funding may be available through the Morgan Hill Community Foundation.

5. CONCLUSION

Morgan Hill is well positioned to launch a strong Safe Routes to School initiative. Support for Safe Routes to School from the City and District, new funding from Measure B that could support a paid Safe Routes to School coordinator or significant education and encouragement efforts, and a strong complementary Vision Zero effort mean that many important pieces are in place for a successful Safe Routes to School effort. By implementing the activities set out in this Action Plan over the next five years, Morgan Hill is poised to build a strong and sustainable Safe Routes to School program and see healthier students and residents, reduced congestion, and a more liveable and safer community.

¹ California Dept. of Education, Physical Fitness Testing Research Files (Dec. 2015), obtained from kidsdata.org

APPENDIX A. ACTION PLAN MATRIX

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<i>Program Structure, Operations, and Coordination</i>				
1. Determine Safe Routes to School program lead agency (the City or the School District), as well as a staff point person within that agency.	2017-2018	City of Morgan Hill and Morgan Hill Unified School District		
2. Establish a Safe Routes to School task force or designate an existing task force/committee to serve as the Safe Routes to School task force. Recruit members from the City, School District, individual schools, and community organizations. Meet monthly, bi-monthly, or quarterly as program momentum is built.	2017-2018	City of Morgan Hill and Morgan Hill Unified School District		<u>Building Momentum for Safe Routes to School: A Toolkit for School Districts and City Leaders</u>
3. Establish a shared vision and goals for the Safe Routes to School program.*	2017-2018	City of Morgan Hill and Morgan Hill Unified School District		
4. Hire part time or full time paid Safe Routes to School coordinator position; explore additional funding as needed.	2017-2018	City of Morgan Hill or Morgan Hill Unified School District (based on designated program lead agency)		<u>Building Momentum for Safe Routes to School: A Toolkit for School Districts and City Leaders</u>
5. Create informational materials about the program that can be distributed to schools and families to recruit volunteers and program champions. Include in these materials information about past activities as well as a menu of options that schools can undertake.*	2018-2019	Morgan Hill Unified School District	City of Morgan Hill	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
6. Conduct outreach on Safe Routes to School to school PTAs, community groups, etc.	2018-2019	City of Morgan Hill and Morgan Hill Unified School District (or Safe Routes to School coordinator once established)		
7. Schedule a training with the Santa Clara County Public Health Department for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities. *	2018-2019	City of Morgan Hill and Morgan Hill Unified School District (or Safe Routes to School coordinator once established)	Santa Clara County Public Health Department	
8. Include a City transportation staff person or other staff involved in active transportation in the School Health Council/Committee.	2018-2019	Morgan Hill Unified School District	City of Morgan Hill	
9. Include Safe Routes to School messaging and resources on the School District's Transportation Policy webpage.	2018-2019	Morgan Hill Unified School District	Safe Routes to School coordinator once established	
10. Create a Safe Routes to School webpage on the lead agency's website or create a standalone program website housing information about the program, educational materials, and ways to get involved.*	2019-2020 or later	City of Morgan Hill or Morgan Hill Unified School District (based on designated program lead agency)		
Education				
1. Continue educational activities led by the police department at schools, preschools, and after school programs.	2017-2018	City of Morgan Hill Police Department		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
2. Develop and distribute traffic safety education materials for families that includes information related to pick up/drop off procedures as well as general safety at and around the schools.*	2017-2018	Morgan Hill Unified School District		
3. Identify one to two schools to receive in-class traffic safety education using the Santa Clara County Public Health Department's traffic safety curriculum for kindergarten, 2nd and 4th graders. Coordinate with the Public Health Department to train volunteers or school staff to conduct in-class lessons.*	2018-2019	Morgan Hill Unified School District (or Safe Routes to School coordinator once established)	Santa Clara County Public Health Department	
4. Identify one school to hold a bike rodeo (skills training) using the Public Health Department's bike rodeo curriculum for 4th through 6th grades. Coordinate with the Public Health Department to train volunteers or school staff or coordinate with the Silicon Valley Bicycle Coalition to conduct the rodeos.*	2018-2019	Morgan Hill Unified School District (or Safe Routes to School coordinator once established)	Santa Clara County Public Health Department, Silicon Valley Bicycle Coalition, local bicycle shops & organizations	
5. Expand in-class traffic safety education to reach multiple schools, with the ultimate goal of providing in-class education at every school for multiple grades.	2019-2020 or later	Morgan Hill Unified School District		
6. Expand bike rodeo program to reach multiple schools, with the ultimate goal of providing a bike rodeo or other skills practice opportunity for every student at their school or through a community event.	2019-2020 or later	Morgan Hill Unified School District	Santa Clara County Public Health Department, Silicon Valley Bicycle Coalition,	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
			local bicycle shops & organizations	
7. Conduct community education events such as Family Fun Bike Nights using materials from the Public Health Department.	2019-2020 or later	City of Morgan Hill or Morgan Hill Unified School District	Santa Clara County Public Health Department, community organizations	
8. Work with high school students or others to create signage and public service announcements (PSAs) focused on pedestrian and bicyclist awareness and safety at and around schools.	2019-2020 or later	Morgan Hill Unified School District (or Safe Routes to School coordinator once established)	Individual schools, teachers	
<i>Encouragement</i>				
1. Encourage every school to participate in Walk to School Day and Bike to School Day and provide information on a range of activities that could be organized for each day.*	2017-2018	Morgan Hill Unified School District	Individual schools, teachers, PTAs	<u>Walk and Bike to School Day</u> website
2. Encourage every school to participate in the countywide bike rack decorating contest in conjunction with Bike to School Day sponsored by the Public Health Department.	2017-2018	Morgan Hill Unified School District	Santa Clara County Public Health Department, individual schools, teachers, PTAs	
3. Partner with local businesses to hold a joint Bike to School and Bike to Work event.*	2018-2019	City of Morgan Hill and Morgan Hill Unified School District	Local businesses, Silicon Valley Bicycle Coalition	<u>Walk and Bike to School Day</u> website
4. Survey each school/Safe Routes to School champion to identify what types of competition or incentive programs would likely be successful at individual schools. Support individual schools in implementing their own	2018-2019	Morgan Hill Unified School District (or Safe Routes to School coordinator once established)	Local businesses and community organizations (potential sponsors)	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
competition or incentive program or develop a district/city-wide program. Programs could include frequent walker punch cards or mileage competitions.*				
5. Formalize and promote existing remote drop off/pick up locations near schools by providing information to families.	2018-2019	Morgan Hill Unified School District	City of Morgan Hill	
6. Consider installing signage to denote remote drop off/pick up locations.*	2019-2020 or later	City of Morgan Hill	Morgan Hill Unified School District	
7. Develop walking school bus and/or bike train programs at each elementary school to support students walking or biking to school within about a half mile of the campus. Recruit adult route leaders (volunteers or paid staff) and explore engaging high school students as route leaders. Incorporate remote drop off locations into the routes*	2019-2020 or later	Morgan Hill Unified School District (or Safe Routes to School coordinator once established)	Santa Clara County Public Health Department	<u>Step By Step: How to Start a Walking School Bus at Your School</u>
8. Review current arrival and dismissal procedures at each school for potential changes such as staggered dismissal to reduce conflicts between students walking and biking with car pick up/drop off.		City of Morgan Hill and Morgan Hill Unified School District		
Engineering				
1. Explore any opportunities to include Safe Routes to School improvements in existing projects.	2017-2018	City of Morgan Hill Public Works Department		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
2. Identify upcoming new plans, revisions to plans, funding opportunities, or other places to insert Safe Routes to School considerations.	2017-2018	City of Morgan Hill Planning, Public Works, and Recreation and Community Services Departments/Divisions		
3. Conduct walkability and bikeability assessments around each school with City staff, School District staff, school staff, students, and families to identify areas needing improvements such as sidewalk gaps and difficult street crossings.*	2018-2019	City of Morgan Hill Public Works Department and Morgan Hill Unified School District	Santa Clara County Public Health Department, individual schools, community organizations/volunteers	<u>Walkability and Bikeability checklists</u>
4. Conduct arrival and dismissal observations at each school with City staff, School District staff, school staff, students and families to identify areas for improvement.*		City of Morgan Hill Public Works Department and Morgan Hill Unified School District		
5. Coordinate with adjacent cities and the county regarding engineering and infrastructure changes that will affect student travel across city boundaries to attend school.	2018-2019	City of Morgan Hill Public Works Department		
6. Based on the walkability and bikeability assessments, identify opportunities to increase convenient access for students walking and bicycling. This may include improvements on campus to provide direct access from the sidewalk to the bike racks and entry doors or opening gates to allow pedestrian and bicycle access from adjacent trails, parks, and other walkways from the neighborhoods.	2018-2019	Morgan Hill Unified School District	Individual schools	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
7. Develop suggested walking and biking route maps for each school.	2019-2020 or later	City of Morgan Hill	Santa Clara County Public Health Department, individual schools, community organizations/volunteers	
8. Explore funding and resource needs and opportunities for preparing plans to address the identified areas of concern along school routes and at schools.*	2019-2020 or later	City of Morgan Hill Public Works, Planning, and Recreation and Community Services Departments/Divisions		
9. Build Safe Routes to School improvements into other transportation improvements and plans.	2019-2020 or later	City of Morgan Hill Public Works Department		
10. Install bicycle parking facilities at each school in visible and secure locations.	2019-2020 or later	Morgan Hill Unified School District		
Enforcement				
1. Continue focused traffic enforcement around schools at the start of the school year. Coordinate efforts with individual schools as well as the school district and provide pre- and post-event communication to families and school staff.	2017-2018	City of Morgan Hill Police Department	Morgan Hill Unified School District	
2. Explore schools' interest in developing school safety patrols where students in upper elementary grades and middle/junior high schools receive traffic safety training, teach	2018-2019	Morgan Hill Unified School District (or Safe Routes to School coordinator once established)	AAA Northern California	<u>AAA School Safety Patrol Program</u>

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
their peers, and assist with on campus enforcement activities using program materials from AAA.				
3. As part of overall school route and improvement plans, assess needs for adult crossing guards at intersections near schools where students and families express difficulty crossing the street.	2018-2019	City of Morgan Hill and Morgan Hill Unified School District		
4. Explore opportunities to coordinate with Vision Zero enforcement activities.	2018-2019	City of Morgan Hill Police Department		
5. If needs for adult crossing guards are identified, develop an adult crossing guard program.	2019-2020 or later	City of Morgan Hill or Morgan Hill Unified School District		<u>California Crossing Guard Training Program</u>
<i>Evaluation</i>				
1. Choose one or two schools to pilot student travel tallies.	2017-2018	Morgan Hill Unified School District	Santa Clara County Public Health Department	<u>National Center for Safe Routes to School Database</u>
2. Coordinate a city and district walk and bike data collection protocol and link to county-wide data collection coordinated by the Public Health Department. This will include collecting information on travel modes through in-class student travel tallies and information about family participation and perceptions of the program through surveys. The county-wide data collection effort uses the travel tally and parent survey tools provided by the National Center for Safe Routes to School.*	2018-2019	Morgan Hill Unified School District (or Safe Routes to School coordinator once established)	Santa Clara County Public Health Department	<u>National Center for Safe Routes to School Database</u>

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
3. Use mapping tools available from UC Berkeley’s TIMS program to map bicycle and pedestrian collisions near schools. Use the collision information to assess changes and identify any needs for improvements citywide or at specific locations.	2018-2019	City of Morgan Hill Public Works Department		<u>UC Berkeley TIMS</u>
4. Track Safe Routes to School education and encouragement program participation at each school. Collection information on overall participation as well as grade level/age and other demographic information. Use this information to assess program effectiveness and identify any needs for improvement.	2019-2020 or later	Morgan Hill Unified School District (or Safe Routes to School coordinator once established)		
5. Share program participation and evaluation results with schools and community members through newsletters or other materials.*	2019-2020 or later	Morgan Hill Unified School District (or Safe Routes to School coordinator once established)		
6. Conduct a yearly assessment of the Safe Routes to School efforts at the end of the school year.	2019-2020 or later	City of Morgan Hill and Morgan Hill Unified School District (or Safe Routes to School coordinator once established)		
Equity				
1. Using information from the school district, identify languages that materials should be prepared in to reach non-English speaking students and families. Ensure that education	2017-2018	City of Morgan Hill and Morgan Hill Unified School District		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
and encouragement materials are provided in these languages.				
2. Given limited ability to roll out a Safe Routes to School program at every school from the start, use equity measures, such as health disparities and eligibility for the free and reduced price lunch program, to develop a framework to prioritize schools for education and encouragement program implementation and/or infrastructure improvements.	2018-2019	City of Morgan Hill and Morgan Hill Unified School District		
3. Use the results of previous year’s evaluation efforts to identify gaps in participation. Develop and implement a strategy to ensure all population groups can participate in the Safe Routes to School program. This strategy may include targeted outreach or adjustments to the programs. Look particularly at students generally underrepresented in active travel; e.g., students of color, female students, and students with disabilities.	2019-2020 or later	City of Morgan Hill and Morgan Hill Unified School District		
Policy				
1. Implement the City’s Safe Routes to School Resolution and the School District’s Safe Routes to School Policy*	2017-2018	City of Morgan Hill and Morgan Hill Unified School District		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<p>2. Incorporate Safe Routes to School into the City's Vision Zero Plan* by:</p> <ul style="list-style-type: none"> • Indicating in the description of City Improvement Projects how they will meet the goals of both Vision Zero and Safe Routes to School. • Creating a stakeholders group addressing Vision Zero and Safe Routes to School. • When identifying streets and intersections that will be prioritized for infrastructure improvements, enforcement, and programming, include schools, parks, and areas commonly frequented by children and families. • Prioritizing children's safety by gathering and analyzing data specifically for all schools in the community to identify those with the greatest safety risks. • Increasing investments in Safe Routes to School and establishing a dedicated Safe Routes to School Coordinator. • Offering comprehensive bicycle and pedestrian safety education to all children • Prioritizing reducing speeding and speed limits around schools. <p>Engaging community groups in Vision Zero and Safe Routes to School.</p>	<p>2017-2018</p>	<p>City of Morgan Hill City Manager's Office</p>		

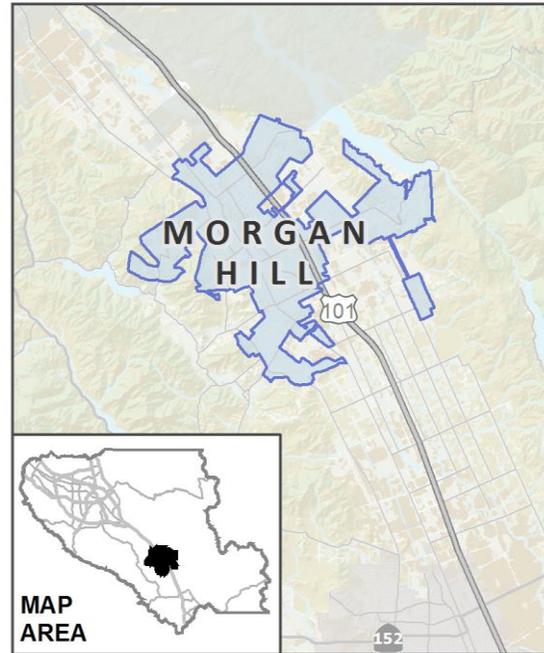
STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<p>3. Amend the School District’s Facilities Planning/School Siting Policy to include:</p> <ul style="list-style-type: none"> • Evaluating transportation options for students and staff during siting process. • Including Safe Routes to School staff, volunteers, and city transportation staff in siting procedures. <p>Requiring new school sites have safe and accessible transportation options for students that include walking and biking to and from school.</p>	2019-2020 or later	Morgan Hill Unified School District		
<p>4. Include criteria related to schools in prioritization of bikeway network projects and improvements.</p>	2019-2020 or later	City of Morgan Hill Public Works Department		
<p>5. Include criteria related to schools in prioritization of sidewalk gap closure projects and improvements.</p>	2019-2020 or later	City of Morgan Hill Public Works Department		

APPENDIX B. COMMUNITY AND SCHOOL DATA

Name	Type	Grades	Enrollment (2016-2017)	Free and Reduced Price Lunch Eligibility (%)
Ann Sobrato High	High	9-12	1,484	29
Barrett Elementary	Elementary	K-6	451	36
Central High (Continuation)	High	10-12	147	53
Charter School Of Morgan Hill	Charter	K-8	631	5
El Toro Elementary	Elementary	K-5	364	44
Jackson Academy Of Music And Math (Jamm)	Middle	K-8	580	30
Lewis H. Britton Middle	Middle	6-8	872	68
Live Oak High	High	9-12	1,163	36
Los Paseos Elementary	Elementary	K-5	521	30
Martin Murphy Middle	Middle	6-8	719	36
Nordstrom Elementary	Elementary	K-5	611	23
P. A. Walsh Steam Academy	Elementary	K-5	492	65
Paradise Valley Engineering Academy	Elementary	K-5	508	25
San Martin Gwinn Environmental Science Academy	Elementary	K-6	578	61

Demographic snapshot

	Morgan Hill	SCC
Population size	37,882	1,781,642
<i>Race/ethnicity</i>		
African American	2%	2%
Asian/Pacific Islander	10%	32%
Latino	34%	27%
White	50%	35%
Foreign-born	19%	37%
Speaks a language other than English at home	30%	52%
Single parent households	9%	7%
Households with children	42%	39%
Average household size	3.04	2.90
<i>Age</i>		
0-5 years	9%	8%
6-11 years	10%	8%
12-17 years	10%	8%
18-24 years	8%	9%
25-34 years	11%	15%
35-44 years	15%	16%
45-54 years	17%	15%
55-64 years	11%	10%
Ages 65 and older	10%	11%



Notes: * + indicates estimate is statistically unstable due to a relative standard error of greater than 30% (*) or less than 50 respondents in the denominator (+). These estimates should be viewed with caution and may not be appropriate to use for planning or policy purposes.

Sources: U.S. Census Bureau, 2010 Census and 2010-2014 American Community Survey 5-Year Estimates

Economic and educational opportunities

Income and job opportunities

	Morgan Hill	SCC
Median household income	\$96,232	\$93,854
Unemployed	4.1%	3.7%
<i>Poverty</i>		
Families below 185% FPL	18%	16%
Children (ages 0-17) below 185% FPL	27%	25%

Notes: * + indicates estimate is statistically unstable due to a relative standard error of greater than 30% (*) or less than 50 respondents in the denominator (+). These estimates should be viewed with caution and may not be appropriate to use for planning or policy purposes.

Sources: U.S. Census Bureau, 2010 Census and 2010-2014 American Community Survey 5-Year Estimates; State of California Employment Development Department, December 2015 downloaded 2/26/16

Opportunities for high quality and accessible education

	Morgan Hill	SCC
Children (ages 3-4) enrolled in preschool or nursery school	50%	57%
Educational attainment (ages ≥ 25 years)		
Less than high school	12%	13%
High school graduate	19%	15%
Some college or associates degree	32%	24%
College graduate or higher	38%	47%

Notes: * + indicates estimate is statistically unstable due to a relative standard error of greater than 30% (*) or less than 50 respondents in the denominator (+). These estimates should be viewed with caution and may not be appropriate to use for planning or policy purposes.

Sources: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Healthy and safe environment

Safe, sustainable, accessible, and affordable transportation options

	Morgan Hill	SCC
Number of vehicle-pedestrian injury collisions, 1 year	11	478
Number of vehicle-bicycle injury collisions, 1 year	4	636
Number of motor vehicle collisions, 1 year	97	6669
Population that resides within a ½ mile of a transit stop with a headway of 15 minutes or less during peak commute hours	36%	65%
Residents who commute to work		
Drove alone	75%	76%
Carpooled	11%	10%
Public transportation	3%	4%
Other	10%	10%
Travel time to work over 30 minutes	56%	37%

Notes: * + indicates estimate is statistically unstable due to a relative standard error of greater than 30% (*) or less than 50 respondents in the denominator (+). These estimates should be viewed with caution and may not be appropriate to use for planning or policy purposes.

Sources: U.S. Census Bureau, 2010 Census and 2010-2014 American Community Survey 5-Year Estimates; Statewide Integrated Traffic Records System, 2004-2013, October 5, 2015; 2012 Transit Stops from the Metropolitan Transportation Commission

Affordable, accessible, and nutritious foods

	Morgan Hill	SCC
Households receiving CalFresh benefits	5%	5%
Average distance (miles) to nearest full-service grocery store	0.76	0.56
Average distance (miles) to nearest farmers' market	1.47	1.60
Number of fast food outlets per square mile	2.6	2.8
Adults who ate 2+ servings of fruit per day in the past 30 days	30%	27%
Adults who ate 3+ servings of vegetables per day in the past 30 days	33%	19%
Adults who ate fast food at least weekly in the past 30 days	56%	38%
Adults whose household shops for fruits and vegetables within community/neighborhood	97%	92%
Adult(s) in family ever received food from a church, a food pantry, or food bank in the past 12 months	11*0%	11%

Notes: * + indicates estimate is statistically unstable due to a relative standard error of greater than 30% (*) or less than 50 respondents in the denominator (+). These estimates should be viewed with caution and may not be appropriate to use for planning or policy purposes.

Sources: Santa Clara County Information Services Department Farmers Markets 2016; InfoUSA, April 2014; Santa Clara County Public Health Department, 2013-14 Behavioral Risk Factor Survey

Affordable and high quality housing

	Morgan Hill	SCC
Households occupied by renters	29%	43%
Households with gross rent 30% or more of household income	60%	46%
Overcrowded households	5%	8%
Multi-unit housing	17%	33%

Notes: * + indicates estimate is statistically unstable due to a relative standard error of greater than 30% (*) or less than 50 respondents in the denominator (+). These estimates should be viewed with caution and may not be appropriate to use for planning or policy purposes.

Sources: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Access to affordable and safe opportunities for physical activity

	Morgan Hill	SCC
Adults who met CDC recommendations for aerobic physical activity in the past month	63%	58%
Average distance (miles) to the nearest park or open space	0.29	0.29

Notes: * + indicates estimate is statistically unstable due to a relative standard error of greater than 30% (*) or less than 50 respondents in the denominator (+). These estimates should be viewed with caution and may not be appropriate to use for planning or policy purposes.

The Centers for Disease Control and Prevention (CDC) suggests that adults ages 18 and older get at least 2 hours and 30 minutes (150 minutes) of moderate intensity aerobic activity (i.e., brisk walking) every week for good health; 1 hour and 15 minutes (75 minutes) of vigorous intensity aerobic activity (i.e., jogging or running); or an equivalent mix of moderate and vigorous intensity activity.

Sources: Santa Clara County Parks and Recreation, 2016; Santa Clara County Public Health Department, 2013-14 Behavioral Risk Factor Survey

Tobacco and smoke-free

	Morgan Hill	SCC
Adults who are current smokers	14*%	10%
Adults who smelled tobacco smoke drifting into home from nearby apartments or from outside in the past 7 days (among adults living in multi-unit housing)	35+*%	28%
Number of tobacco retail outlets per square mile	2.7	3.5

Notes: * + indicates estimate is statistically unstable due to a relative standard error of greater than 30% (*) or less than 50 respondents in the denominator (+). These estimates should be viewed with caution and may not be appropriate to use for planning or policy purposes.

Sources: Santa Clara County Public Health Department, 2013 Behavioral Risk Factor Survey; California State Board of Equalization, April 2016

Safe communities, free of crime and violence

	Morgan Hill	SCC
Average number of violent crimes within 1 mile	0.7	16.04
Number of alcohol retail outlets per square mile	2.3	2.7
Adults who report neighborhood crime, violence, and drug activity is somewhat of or a major problem	37%	42%
Adults with any firearms now kept in or around home	26%	11%
Adults who were ever hit, slapped, pushed, kicked, or hurt in any way by an intimate partner	14*%	12%

Notes: * + indicates estimate is statistically unstable due to a relative standard error of greater than 30% (*) or less than 50 respondents in the denominator (+). These estimates should be viewed with caution and may not be appropriate to use for planning or policy purposes.

Source: Public Engines, Inc., January 1, 2012 to December 31, 2012; California Department of Alcoholic Beverage Control, off site alcohol retailers, April, 2016; Santa Clara County Public Health Department, 2013-14 Behavioral Risk Factor Survey

Health status

	Morgan Hill	SCC
<i>Maternal, child, and infant health</i>		
Births per 1,000 people	14.3	13.5
Low birth weight infants	6%	7%
Preterm births	9%	9%
Overweight or obese mothers in first trimester of pregnancy	47%	38%
Mothers who received early and adequate prenatal care	76%	74%
Teen live births per 1,000 females, ages 15-19	23.6	19.2
<i>Health behaviors</i>		
Adults with health coverage (ages 18-64)	86%	85%
Adults with dental insurance	63%	64%
Adults with fair or poor self-rated health	16%	19%
Adults who have health condition(s) that limit(s) activities	25%	19%
Adults who experienced frequent mental distress in the past 30 days	10*%	9%
Adults who were ever diagnosed with depression	20*%	14%
Adults who are obese	36%	20%
Adults who received a flu shot or nasal flu vaccine in the past 12 months	44%	42%
Adults who engaged in binge drinking in the past 30 days	25*%	14%
Adults who were ever diagnosed with high blood pressure (hypertension)	38%	27%
Adults who were ever diagnosed with asthma	27%	14%
Adults who were ever diagnosed with diabetes	7*%	8%
Adults who had 1+ falls in the past 3 months (ages 45+)	18%	15%
<i>Mortality</i>		
Life expectancy	80.0	83.4
Cancer deaths per 100,000 people	182.8	140.3
Heart disease deaths per 100,000 people	195.7	118.8
Alzheimer's disease deaths per 100,000 people	55.3	34.6
Stroke deaths per 100,000 people	41.7	27.8
Chronic lower respiratory disease deaths per 100,000 people	44.9	25.5
Unintentional injury deaths per 100,000 people	28.0	23.4
Diabetes deaths per 100,000 people	38.0	23.3
Influenza and pneumonia deaths per 100,000 people	14.5	14.3
Hypertension deaths per 100,000 people	17.3	14.6

Notes: Frequent mental distress is an indicator of general mental health and is defined as 14 or more days during the past 30 days on which mental health was not good. Early and adequate prenatal care, also known as the Kotelchuck Index is defined as care initiated by the fourth month and receiving at least 80% of recommended prenatal visits. Chronic lower respiratory disease includes asthma, COPD, bronchitis, and emphysema. * + indicates estimate is statistically unstable due to a relative standard error of greater than 30% (*) or less than 50 respondents in the denominator (+). These estimates should be viewed with caution and may not be appropriate to use for planning or policy purposes.

Sources: Santa Clara County Public Health Department, 2009-2013 Birth Statistical Master File; Santa Clara County Public Health Department, 2013 Behavioral Risk Factor Survey; Santa Clara County Public Health Department, 2009-2013 Death Statistical Master File; U.S. Census Bureau, 2010 Census; Summary File 1, Table PCT12.

APPENDIX C. EXISTING POLICIES AND PLANS

A. INTRODUCTION

Ensuring that Safe Routes to School efforts reach students throughout a school district or city and create changes in school travel over the long term requires that Safe Routes to School considerations be fully incorporated into city and school district policies. The Safe Routes to School National Partnership conducted a policy scan for Morgan Hill, reviewing policies of the Morgan Hill Unified School District as well as the City of Morgan Hill. This report provides an overview of the current policy landscape for Safe Routes to School in Morgan Hill and highlights promising opportunities for updating and improving the commitment to Safe Routes to School.

B. POLICIES OF THE MORGAN HILL UNIFIED SCHOOL DISTRICT

The Morgan Hill Unified School District has 14 schools serving almost 9,000 students. The policies and practices put in place by the Morgan Hill Unified School District have the potential to affect the travel habits and long-term health of students, their families, and the greater community. The Morgan Hill Unified School District has policies supporting health, wellness, and academic achievement for students.

Morgan Hill Unified School District has a wide range of policies and procedures that are adopted by the Board of Education and guide practices at the district and school level. The policies are fairly neutral. They avoid the strong negativity of some policies seen around the nation, but could be strengthened to add in positive language that is more supportive of Safe Routes to School and addresses specific issues and policy points. A number of existing policies are described below, with some suggestions regarding how they could be strengthened.

1. District Wellness Policy

The Board of Education adopted a District Wellness Policy in June 2015. The Morgan Hill Unified School District Wellness Policy links student achievement with the importance of physical and emotional health. The policy supports a healthy school environment with access to physical activity and nutrition. The wellness policy is inclusive and strives to enable a healthy environment among students, parents, teachers, administrators, and the greater community. A core principle of Safe Routes to School is involving students, parents, and the community in understanding the importance of a healthy lifestyle.

Good Language:

Within the District Wellness Policy, there is limited language on Safe Routes to School, providing general support, but no explicit commitments. The policy encourages creating a School Health Council/Committee to review the Wellness Policy and implementation. Committee members are to include parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public. Strong language and support for student physical activity in and outside of school states:

Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.¹

The school district's wellness messaging and use of multiple district platforms for displaying messaging is a significant commitment to promoting the Wellness Policy. The district's commitment is below.

The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.²

Areas for Improvement:

The District Wellness Policy could be more supportive of Safe Routes to School by:

- Including a Safe Routes to School coordinator or City transportation professional in the School Health Council/Committee.
- Providing resources for safe and accessible options for walking and biking to school.
- Linking school travel options in wellness goals and actions.
- Including active transportation when reinforcing students' understanding of healthy lifestyles.
- Spelling out more detailed actions to support Safe Routes to School

2. Safe Routes to School Policy

The Board of Education adopted a Safe Routes to School Policy in November 2012. The policy recognizes the benefits Safe Routes to School provides: reducing vehicle traffic and air pollution near schools and simultaneously providing transportation and physical activity opportunities. The District Safe Routes to School Policy is below.

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:³

1. Education activities that promote safety and awareness, such as:
 - a. Instructing students about pedestrian, bicycle, and personal safety
 - b. Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school
 - c. Offering driver safety education to high school students, parents/guardians, and the community
2. Encouragement strategies designed to generate interest in active transport to school, such as:
 - a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed
 - b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions
 - c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

- a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs
- b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns
- c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or non-motorized scooters wear helmets in accordance with Vehicle Code [21212](#)

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

- a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
- b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
- c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

5. Evaluation to assess progress toward program goals, including:

- a. Gathering and interpreting data based on indicators established by the Superintendent or designee and the Governing Board
- b. Presenting data to the Board, program partners, and the public
- c. Recommending program modifications as needed

Good Language:

The District Safe Routes to School Policy includes strong language showing the intersection between transportation, wellness, and student achievement. The policy includes five of the Six E's of Safe Routes to School: education, encouragement, enforcement, engineering, and evaluation.

Areas for Improvement:

Support for Safe Routes to School could be strengthened in the District's Safe Routes to School Policy by:

- Assigning staff to ensure rigorous implementation of existing provisions
- Including strategies to promote equity.

- Having SRTS Policy reflected on school and district websites.
- Including traffic safety laws and etiquette related to pedestrians and cyclists in student driving education.

3. Transportation Policy

The Board of Education adopted a Transportation Policy in November 2012. Policy on student transportation is strictly limited to busing. Guidelines for student busing eligibility are listed below.

Students shall be eligible for transportation service to and from school if the distance between their school-established bus stop and the school is beyond the minimum listed below⁴:

1. For elementary school students:

Grades K-3: three-fourths mile

Grades 4-8: one mile

2. For students attending middle school:

Grades 7-8: one mile

3. For students attending a four-year high school:

Grades 9-12: two miles

Areas for Improvement:

Support for Safe Routes to School could be strengthened in the District's Transportation Policy by:

- Including walking and bicycling as a means of transportation.
- Including a link to Safe Routes to School messaging and resources on the Transportation Policy webpage.

4. Facilities Planning/School Siting Policy

The Board of Education adopted a Facilities Plan in November 2012. The policy evaluates the condition and adequacy of existing facilities, looks at future enrollments, and the district's vision for education. Within current policy, a school site should serve educational needs as well as have the ability to assist with community needs. The policy states:

The governing board of any school district shall meet with appropriate local government recreation and park authorities to review all possible methods of coordinating planning, design, and construction of new school facilities and school sites or major additions to existing school facilities and recreation and park facilities in the community.⁵

Good Language:

A core principal of Safe Routes to School is encouraging new schools be in appropriate locations that are accessible to the community.

Areas for Improvement:

Support for Safe Routes to School could be strengthened in the Facilities Planning and School Siting Policy by addressing considerations related to smart school siting guidelines, including:

- Evaluating transportation options for students and staff during siting process.
- Including Safe Routes to School staff, volunteers, and city transportation staff in siting procedures.
- Requiring new school sites have safe and accessible transportation options for students that include walking and biking to and from school.
- Including proximity to students’ residences as a significant consideration.
- Incorporating consideration of the General Plan’s Transportation Element and Bikeways, Trails, Parks, and Recreation Master Plan into school siting policy as a mechanism for contributing to community needs.

C. CITY OF MORGAN HILL PLANS AND POLICIES

Policies and plans from the City of Morgan Hill were also reviewed as part of the Safe Routes to School National Partnership’s policy scan. While the City has a number of plans and plans that reference Safe Routes to School, these documents could be revised to include stronger Safe Routes to School-specific language supporting City and School District efforts.

1. Safe Routes to School Resolution

In November 2016, the City Council adopted a resolution supporting Safe Routes to School. The City’s Safe Routes to School Resolution acknowledges the current public health epidemic around sedentary and preventable chronic illnesses affecting children. It acknowledges the community’s growing traffic near and around schools and the correlation of this traffic to climate change and diminishing air quality. To address these growing community concerns, the City’s Safe Routes to School Resolution states the following:

- **WHEREAS**, being able to walk or bicycle to school along safe routes offers an opportunity to build healthful physical activity into daily routines, so that children can arrive at school ready to learn; and
- **WHEREAS**, Safe Routes to School is a national and international movement to create safe, convenient, and fun opportunities for children to bicycle and walk to school, and
- **WHEREAS**, having safer routes to and from schools can decrease pedestrian and bicycling related injuries for students and for the entire community; and
- **WHEREAS**, Safe Routes to School initiatives can strengthen a positive connection between schools and neighborhoods by creating beneficial interactions between children and adults, and
- **WHEREAS**, Safe Routes also help to remove barriers to walking and bicycling to school through improvement of infrastructure and facilities and the creation of education, encouragement, engineering, enforcement, and evaluation programs; and
- **WHEREAS**, the City of Morgan Hill receives Safe Routes to Schools funds from developers through its voter approved Residential Development Control System, and
- **WHEREAS**, the City of Morgan Hill and Morgan Hill unified School District have, and will continue to, collaborate on how to invest those funds in Safe Routes to Schools projects to ensure our existing infrastructure remains safe and to improve connectivity, and

- **WHEREAS**, the City of Morgan Hill City Council is evaluating the benefits of becoming a Vision Zero community, and
- **WHEREAS**, Vision Zero is a multi-national road traffic safety project which aims to achieve a no fatalities or serious injuries in road traffic, and
- **WHEREAS**, the City of Morgan Hill is in the process of updating its Bikeways, Trails, and Parks and Recreation Master Plan that emphasizes a connected and robust trail network is a top priority, including further connecting neighborhoods to schools.
- **NOW THEREFORE, BE IT RESOLVED**, that the City of Morgan Hill continue to prioritize the safety and comfort of school children when approving new development projects and in street modification projects that affect school travel routes; and be it further
- **RESOLVED**, that the City of Morgan Hill will participate in International Walk to School and/or International Bike to School Day, and be it further
- **RESOLVED**, that the City of Morgan Hill will participate in the Safe Routes to School initiative in order to gain the benefits mentioned above and strengthen the quality of life for Morgan Hill students, families, and neighborhoods.

2. Bikeways, Trails, Parks and Recreation Master Plan

The City adopted a new Bikeways, Trails, Parks, and Recreation Master Plan in July 2017. This plan outlines the future development of the City's bikeways, trail, parks and recreation system. The Master Plan supports measures to improve Morgan Hill's alternative transportation and recreation options, health, and environment. Actions and policy to improve safety and access for walking and bicycling in Morgan Hill are emphasized. Examples of these are included below.

- **P2 Maximize park access to ensure community members can comfortably and easily travel to and use the parks closest to their homes.**
 - Action P2.2 Expand the level of service definition to include a walkability standard with a goal that every resident lives within a half-mile walk of a park and residents in higher-density areas of the City live within a quarter-mile walk of a park.
 - Action P2-5. Strive to connect new and existing parks to surrounding neighborhoods and commercial centers via bikeways, multi-use trails, sidewalks and vehicle access including adequate parking.
- **P4. Partner with Morgan Hill Unified School District (MHUSD) to increase access (i.e., keep gates unlocked) to school facilities during non-school hours.**
 - Action P4-1. Develop formal joint use agreements to enhance access and amenities at existing and future school sites. Relevant Sites Nordstrom Park/School, Paradise Park/School, Jackson Park/School, El Toro School, Future Borello School Site, Other Future School Sites.
 - Action P4-2. Consider joint planning for facilities at Paradise and Nordstrom Parks/Schools.
 - Action P4-3. Review opportunities to increase park land and amenities adjacent to Jackson Park/School.
 - Action P4-4. Partner with the school District to land bank for future park sites adjacent to future school sites.
- **P9. Expand opportunities for fitness and health oriented activities for all ages in Morgan Hill parks.**

- Action P9-2. Improve pedestrian and bicycle connections to parks so that users can access parks via active transportation modes.
- Recommendation PR1. Create programming that supports City goals to build community cohesion, support families, and encourage healthy lifestyles.
- Recommendation PR2. Develop and promote programs to serve the entire Morgan Hill community.
- **B1. Create a bikeways and trails network that serves the needs and abilities of cyclists of all ages and abilities, consistent with General Plan Policy TR-8.1.**
 - Action B1-2. Prioritize the creation of all ages and abilities bikeway types including bicycle boulevards on neighborhood streets (local roadways) and protected bike lanes on busy streets (arterial roadways).
- **B2. Develop an interconnected network of bikeways and multi-use trails that safely connect neighborhoods and residences with workplaces, schools, parks, and community destinations, consistent with General Plan Goal TR-8.**
 - Action B2-3. Where feasible and safe, support General Plan Policy TR-8.13 by requiring pedestrian and bicycle public access from a cul-de-sac to an adjacent public amenity, such as a park or school, or from a cul-de-sac to an adjacent street, especially when developing bicycle boulevards.
- **B3. Improve safety for all roadway users by providing bikeways and trails with comfortable separation from motor vehicles and a focus on safety.**
 - Action B3-1. Continue to support the City's adopted Vision Zero Framework to reduce traffic injuries and fatalities. Once adopted, implement strategies to improve safety.
- **B4. Encourage active and safe transportation through education and outreach.**
 - Action B4-3. Provide bicycle education for primary school children. Work with schools to continue and expand the Safe Routes to School.
 - Action B4-4. Support General Plan Action TR-8.G by actively pursuing bicycle safety and promotion programs, encouraging partnership with the police department, MHUSD, bicycle clubs, and other interested agencies and organizations to provide information and resources such as helmet fittings at community events.
- **B6. Provide safe, accessible and convenient bicycle parking and other support services to people travelling by bicycle.**
 - Action B6-1. Monitor bicycle parking facility usage to determine when new or expanded facilities are needed.

Support for Safe Routes to School could be strengthened in the Bikeways, Trails, Parks, and Recreation Master Plan by:

- Creating access to neighborhood parks adjacent to public schools.
- Distributing parks and park amenities equally across the city, enabling more residents opportunities to access them by bike or foot.
- Including Walking School Buses as an opportunity for fitness and health oriented activities for all ages in Morgan Hill parks adjacent to schools.
- Including bicycle parking at the entry of parks to encourage bicycling to parks and improve the aesthetic qualities of the entry.
- Including routes to schools in the prioritization of bikeways and bicycle boulevards.

- Including the school district or a Safe Routes to School Coordinator in the planning and implementation of the bikeway and trail network.
- Including Safe Routes to School resources and programming in active transportation education and outreach for drivers and school children.
- Working with the school district to include bicycle parking facilities at each school in visible and secure locations.
- Including schools in the criteria for project prioritization.

3. General Plan Transportation Element

The City adopted the Morgan Hill 2035 General Plan in 2016. The General Plan Transportation Element includes supportive language for collaboration with the City, County, and the Morgan Hill Unified School District. Complete Streets policy is incorporated into the City’s Transportation Element, acknowledging Complete Streets make Morgan Hill safer, healthier, and more accessible for multimodal transportation for all users. Policies and actions to improve safety and access for walking and bicycling in Morgan Hill are emphasized. Examples of these policies and actions are included below.

- **Policy TR 8-4 Coordinated Bicycle Planning.** Coordinate bicycle planning and development of the bikeways system with the Santa Clara Countywide Trails Master Plan, the Santa Clara Countywide Bicycle Plan, the South County Joint Area Plan, the Santa Clara County Bicycle Technical Guidelines, and the California Department of Transportation Highway Design Manual.
- **Policy TR 8-2 Bicycle Commuting.** Encourage increased use of bicycles for adults commuting to work and for students traveling to school through a safe and efficient bikeways system, enhanced bicycle parking facilities, and bicycle safety and promotion programs, including showers for bicycle commuters at places of employment.
- **Policy TR 8-10 Safe Routes to Schools.** Define safe pedestrian and bicycle routes to all new schools (public and private) during the planning and design process so that these routes can be developed and in place prior to opening the school.
- **Action TR 8-C Bicycle Connections to Schools.** Coordinate with the Morgan Hill Unified School District (MHUSD) and other schools where appropriate in applying for “Safe Routes to School” and other school related grant programs to improve bicycle connections to schools.
- **Action TR 8-G Bicycle Safety and Promotion Programs.** Actively pursue bicycle safety and promotion programs as outlined in the Bikeways Master Plan, encouraging partnerships with the police department, MHUSD, bicycle clubs, and other interested agencies and organizations.
- **Policy TR 9-10 Sidewalk Connectivity.** Improve sidewalk connectivity by installing new sidewalks where they do not exist, consistent with the Trails and Natural Resources Master Plan.
- **Action TR 9-D Partnerships for Pedestrian Safety.** Actively encourage partnerships with the police department, MHUSD, County of Santa Clara and other interested agencies and local organizations to develop safe pedestrian access and trail routes throughout the City.

Support for Safe Routes to School could be strengthened in the Transportation Element by:

- Consider school boundaries and school routes in planning bikeways.

- Listing Safe Routes to School as an identified safety and promotional program. This can be incorporated into existing programs and promotions or stand alone. This will begin to build a community wide understanding of its importance.
- Including a school district representative in development of safe trail access and routes throughout the city. Many students, parents, and teachers will be using trails and pedestrian facilities to travel to and from school.
- Including importance of Complete Streets to and around schools.
- Including criteria related to schools in prioritization of sidewalk gap closure projects and improvements.

4. General Plan City and Neighborhood Form Element

The General Plan City and Neighborhood Form Element incorporates policies and actions that support Safe Routes to School initiatives. Supportive policies and actions are included below.

- **Policy CNF 8-2 Design Features.** Encourage design features and amenities in new development and redevelopment, including, but not limited to:
 - Highly connected street layouts, supporting multiple paths of travel for all modes.
 - Cluster buildings to create useable open space.
 - Abundant landscaping.
 - Comfortable pedestrian facilities that promote a high level of pedestrian activity.
- **Policy CNF 8-11 Pedestrian Spaces.** Encourage the design of attractive outdoor pedestrian spaces that encourage impromptu public gathering places with features such as plazas, interior walkways and paseos, ornamental gates, trellises, lighting, trees and landscaping, seating and fountains.
- **Policy CNF 11-8 Multi-Modal Transportation System.** Require new subdivisions to contain a network of streets, sidewalks, trails, and transit facilities that accommodate all modes of transportation. Methods to achieve this may include:
 - Incorporating complete streets designed for low vehicle speeds.
 - Planting trees along both sides of streets.
 - Installing bus stops, shelters, and benches in or adjacent to the project.
 - Providing safe walking and bicycling routes to schools, parks, and other youth destinations.
- **Policy CNF 11-9 Continuous Sidewalks.** Require continuous sidewalks along both sides of the street frontage.
- **Policy CNF 11-10 Open Spaces.** Require new subdivisions to feature integrated common open spaces, parks, and community facilities that serve as social and design focal points. Open spaces should be a close walking distance from all residents and should be large enough to be useful for residents.
- **Policy 11-28 Bicyclists and Pedestrians.** Require attached residential sites to be designed to accommodate the needs of bicyclists and pedestrians. This may be accomplished by:
 - Providing bicycle and pedestrian connections to adjacent uses with paseos, trails, sidewalks, paths, and similar amenities.
 - Creating attractive connections through landscaping, lighting, benches, other amenities to create safe and visually interesting spaces.
 - Installing bicycle racks and lockers near building entrances, integrated into the design of the project and screened with appropriate landscaping.

Support for Safe Routes to School could be strengthened in the General Plan City and Neighborhood Form by:

- Including Safe Routes to School initiatives in coordination and planning of neighborhood and community development.
- Considering school travel plans in neighborhood and community development.
- Including schools in the list of integrated and open common spaces if the campuses are available for community use.
- Including schools in Policy CNF 11-9. Improved Sidewalk Connectivity.

5. General Plan Healthy Community Element

The General Plan Healthy Community Element incorporates policies and actions that support Safe Routes to School initiatives. Supportive policies and actions are included below.

- **Policy H.C. 1-1 Neighborhood Schools.** Coordinate community development and school development to promote neighborhood schools, which educate neighborhood children and serve as a community resource facility.
- **Policy H.C. 1-2 Coordinate School Development.** Work with the Morgan Hill Unified School District to coordinate planning for school facilities in conjunction with new development, and to identify appropriate locations for future school facilities.
- **Policy H.C. 1-4 Strategic Plan.** Encourage the Morgan Hill Unified School District, Gavilan College, and private schools to develop a strategic plan for and construct schools to coincide with the planned future growth of the City.
- **Policy H.C. 1-6 Efficient Siting.** Site new residential development in areas served by existing schools to allow school facilities to be used most efficiently and to minimize busing needs.

Support for Safe Routes to School could be strengthened in the General Plan Healthy Community Element by:

- Including Safe Routes to School in the coordination and planning of neighborhood schools and community development.
- Considering walking and biking facilities in new residential development to minimize busing needs.

5. Vision Zero Plan (In Progress)

The City is currently working on developing a Vision Zero Plan. The plan will set forth a vision of safer streets and include near term actions for engineering, enforcement, education, master plans, and evaluation. Vision Zero provides an opportunity for Safe Routes to School to be included a broader initiative that is often very visible and high-profile. Concerns about safety are often a major deterrent to parents considering whether to allow their children to walk or bike. The City's Safe Routes to School Resolution adopted in 2016 references the City's Vision Zero efforts. There is great opportunity for the City's Vision Zero Plan to support Safe Routes to School efforts and ensure both initiatives result in transportation safety improvements overall in Morgan Hill.

The Vision Zero Plan can support Safe Routes to School by:

- Indicating in the description of City Improvement Projects how they will meet the goals of both Vision Zero and Safe Routes to School.
- Creating a stakeholders group addressing Vision Zero and Safe Routes to School.
- When identifying streets and intersections that will be prioritized for infrastructure improvements, enforcement, and programming, include schools, parks, and areas commonly frequented by children and families.

- Prioritizing children’s safety by gathering and analyzing data specifically for all schools in the community to identify those with the greatest safety risks.
- Increasing investments in Safe Routes to School and establishing a dedicated Safe Routes to School Coordinator.
- Offering comprehensive bicycle and pedestrian safety education to all children
- Prioritizing reducing speeding and speed limits around schools.
- Engaging community groups in Vision Zero and Safe Routes to School.

E. SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP RECOMMENDATIONS

Morgan Hill and the Morgan Hill Unified School District both have strong policies and plans supporting Safe Routes to School. The District’s Safe Routes to School Policy and City’s Safe Routes to School Resolution and Bikeways, Trails, Parks, and Recreation Master Plan are solid foundations for implementing a district and citywide program.

Key considerations for the Morgan Hill Unified School District to strengthen support for Safe Routes to School include:

- Implement education, encouragement, and communications activities described in the District Wellness Policy and the Safe Routes to School Policy.
- Include a Safe Routes to School coordinator or City transportation professional in the School Health Council/Committee.
- Include a link to Safe Routes to School messaging and resources on the Transportation Policy webpage.
- Amend the Facilities Planning/School Siting Policy to include:
 - Evaluating transportation options for students and staff during siting process.
 - Including Safe Routes to School staff, volunteers, and city transportation staff in siting procedures.
 - Requiring new school sites have safe and accessible transportation options for students that include walking and biking to and from school.

Key considerations for the City of Morgan Hill to strengthen support for Safe Routes to School include:

- Include schools in prioritization of bikeway network projects and improvements.
- Add or amend policies to work with the school district to include bicycle parking facilities at each school in visible and secure locations.
- Incorporate Safe Routes to School into the Vision Zero Plan by:
 - Indicating in the description of City Improvement Projects how they will meet the goals of both Vision Zero and Safe Routes to School.
 - Creating a stakeholders group addressing Vision Zero and Safe Routes to School.
 - When identifying streets and intersections that will be prioritized for infrastructure improvements, enforcement, and programming, include schools, parks, and areas commonly frequented by children and families.
 - Prioritizing children’s safety by gathering and analyzing data specifically for all schools in the community to identify those with the greatest safety risks.
 - Increasing investments in Safe Routes to School and establishing a dedicated Safe Routes to School Coordinator.

- Offering comprehensive bicycle and pedestrian safety education to all children
- Prioritizing reducing speeding and speed limits around schools.
- Engaging community groups in Vision Zero and Safe Routes to School.

¹ <http://www.gamutonline.net/district/morganhill/DisplayPolicy/797803/5>

² <http://www.gamutonline.net/district/morganhill/displayPolicy/797441/5>

³ <http://www.gamutonline.net/district/morganhill/displayPolicy/797878/5>

⁴ <http://www.gamutonline.net/district/morganhill/displayPolicy/797542/5>

⁵ <http://www.gamutonline.net/district/morganhill/displayPolicy/131449/7>

APPENDIX D. COLLISION MAPS

A. INTRODUCTION

This appendix contains additional information regarding collisions involving pedestrians and bicyclists in Morgan Hill, including:

- Race/ethnicity for collision parties (2011-2015)
- Information on primary collision factor and time of day for pedestrian and bicycle collisions (as well as pedestrian action, weather, and lighting for pedestrian collisions) involving youth (ages 5-18) (2006-2015)
- Maps showing collisions in relation to median household income by census tract (2011-2015)
- Maps showing pedestrian and bicycle collisions within one mile of each school (2006-2015)

B. RACE/ETHNICITY FOR COLLISION PARTIES (2011-2015)

All Collisions¹

The table below breaks down parties in all collisions by race across all age groups.

	Driver	Pedestrian	Bicyclist	Unknown	Total
Asian	5	0	2	0	7
Black	1	2	2	0	5
Hispanic	24	25	10	1	60
Other	0	1	1	0	2
White	50	21	31	0	102
Total	80	49	46	1	176

The table below breaks down parties in all collision by race that involved a school-age child (age 5-18).

	Driver	Pedestrian	Bicyclist	Total
Asian	1	0	1	2
Black	1	1	1	3
Hispanic	9	9	4	22
Other	0	0	1	1
White	19	5	13	37
Total	30	15	20	65

¹ SWITRS 2011-2015; Notes: SWITRS reports race at the party level. The data presented does not indicate who is at fault. The number of parties may exceed the number of collisions because there is typically more than one party in a collision.

Pedestrian Collisions

The table below breaks down parties in pedestrian collisions by race across all age groups.

	Driver	Pedestrian	Bicyclist	Unknown	Total
Asian	2	0	0	0	2
Black	1	2	0	0	3
Hispanic	13	25	0	1	39
Other	0	1	0	0	1
White	28	21	1	0	50
Total	44	49	1	1	95

The table below breaks down parties in pedestrian collision by race that involved a school-age child (age 5-18).

	Driver	Pedestrian	Total
Asian	1	0	1
Black	1	1	2
Hispanic	4	9	13
White	6	5	11
Total	12	15	27

Bicycle Collisions

The table below breaks down parties in bicycle collisions by race across all age groups.

	Driver	Pedestrian	Bicyclist	Total
Asian	3	0	2	5
Black	0	0	2	2
Hispanic	11	0	10	21
Other	0	0	1	1
White	22	1	31	54
Total	36	1	46	83

The table below breaks down parties in bicycle collision by race that involved a school-age child (age 5-18).

	Driver	Bicyclist	Total
Asian	0	1	1
Black	0	1	1
Hispanic	5	4	9
Other	0	1	1
White	13	13	26
Total	18	20	38

C. INFORMATION ON PEDESTRIAN AND BICYCLE COLLISIONS INVOLVING YOUTH (2006-2015)

Youth Involved Pedestrian Collision Data²

Number of Collisions by Primary Collision Factor

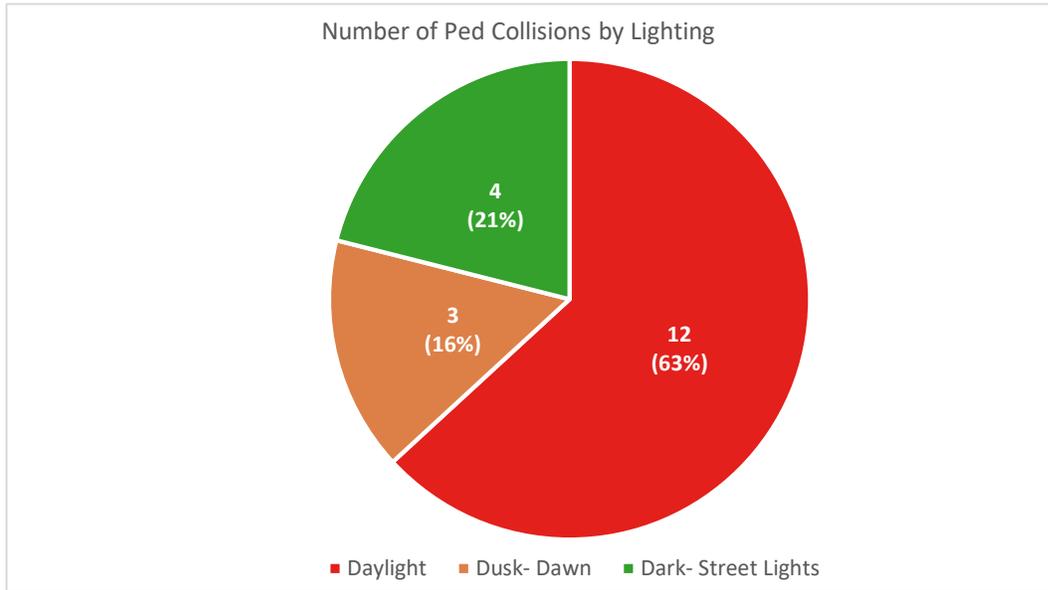
Type of Violation	Collisions N(%)
Pedestrian Violation	8 (42.11%)
Pedestrian Right of Way	3 (15.79%)
-- Not Stated	2 (10.53%)
Unknown	1 (5.26%)
Other Than Driver (or Pedestrian)	1 (5.26%)
Other Equipment	1 (5.26%)
Traffic Signals and Signs	1 (5.26%)
Automobile Right of Way	1 (5.26%)
Unsafe Speed	1 (5.26%)
Total	19 (100.0%)

Pedestrian Action

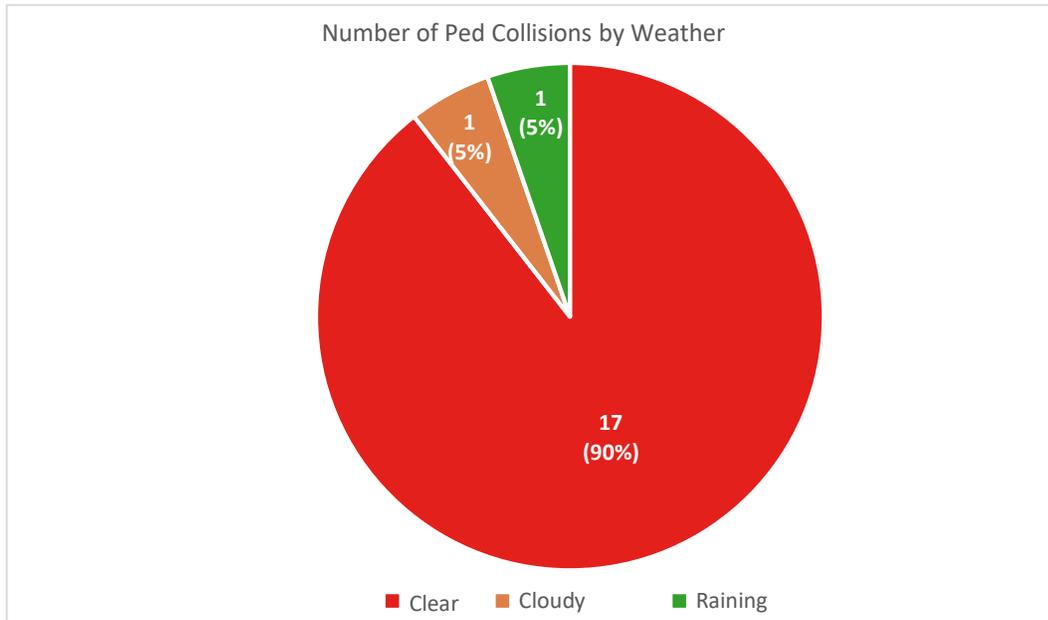
Pedestrian Action	Collisions N(%)
Crossing in Crosswalk at Intersection	8 (42.11%)
Crossing Not in Crosswalk	6 (31.58%)
In Road, Including Shoulder	3 (15.79%)
Crossing in Crosswalk Not at Intersection	2 (10.53%)
--Not Stated	1 (5.26)
Total	19 (100%)

² SWITRS 2006-2015

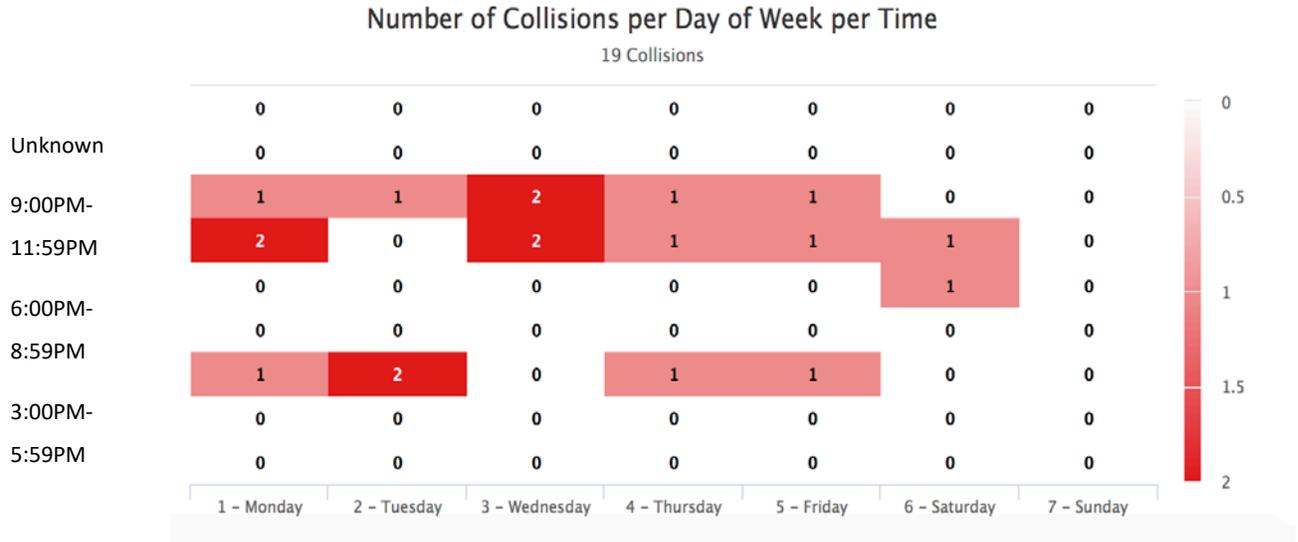
Lighting



Weather



Time of day/day of week

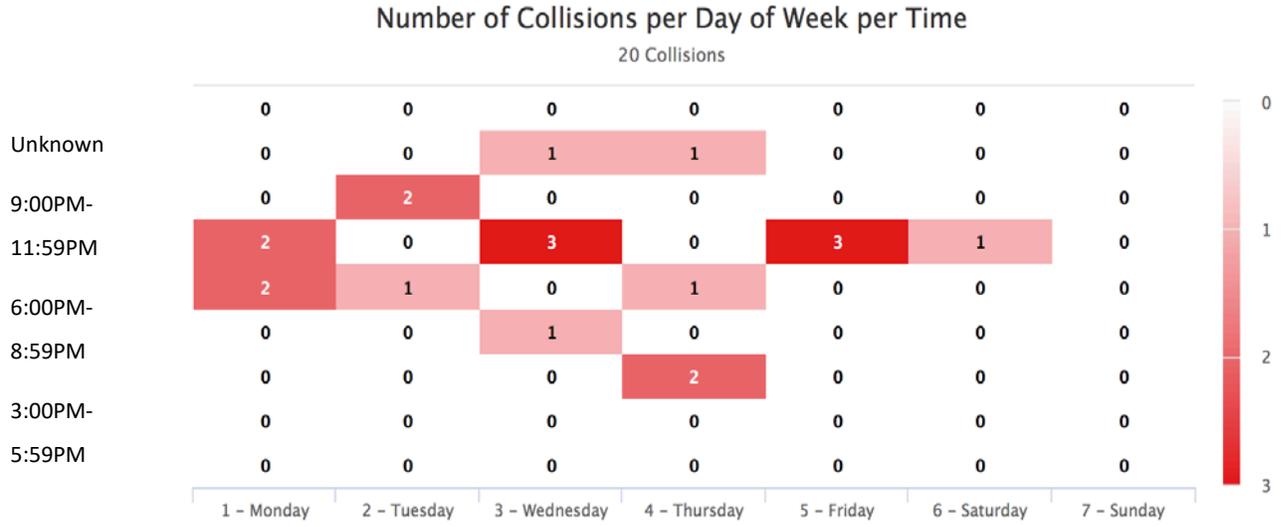


Youth Involved Bicyclist Collision Data

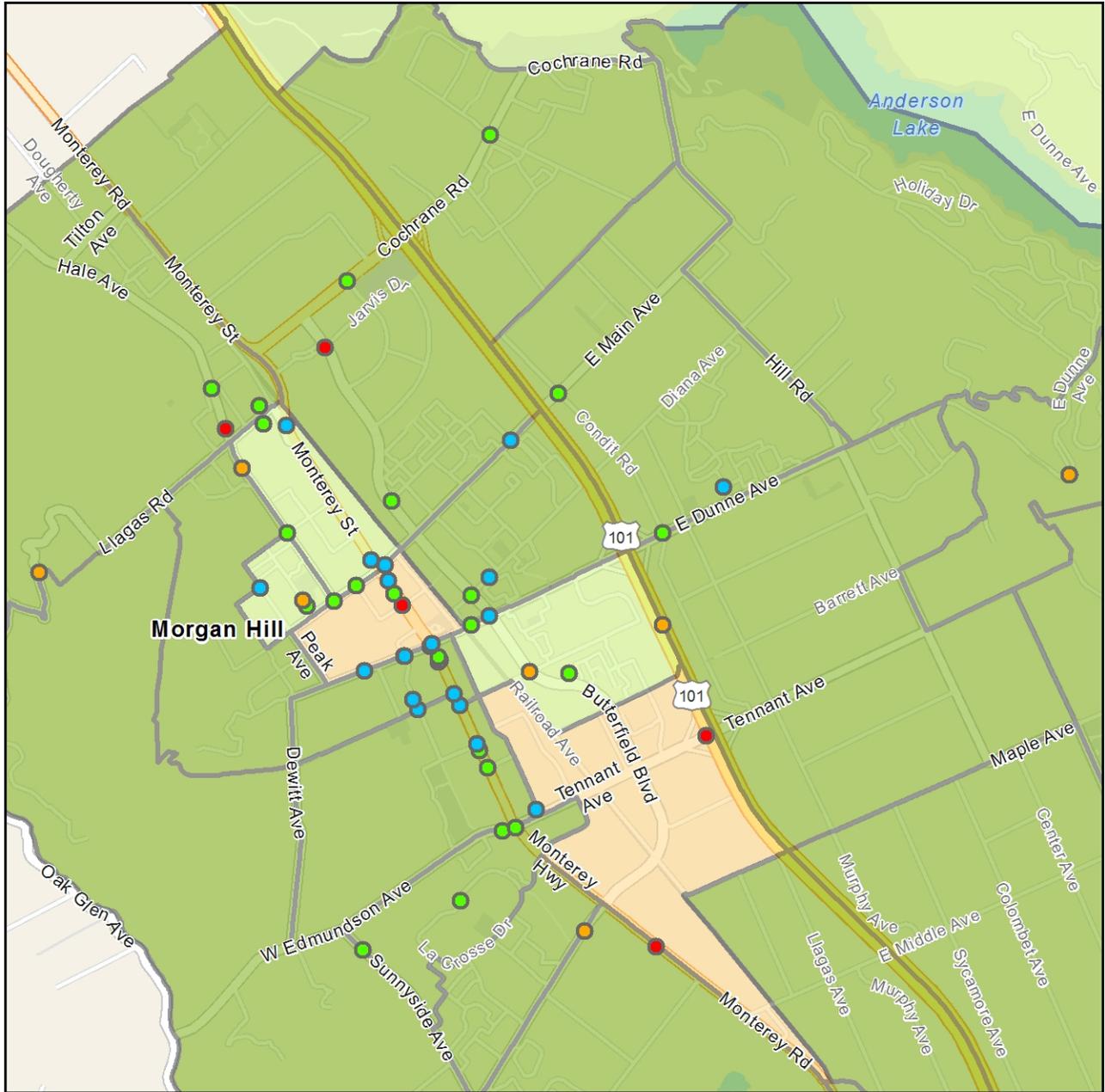
Primary Collision Factor

Type of Violation	Collisions N(%)
Wrong Side of Road	9 (45%)
-- Not Stated	3 (15%)
Traffic Signals and Signs	3 (15%)
Improper Turning	2 (10%)
Other Improper Driving	1 (5.0%)
Other Hazardous Violation	1 (5.0%)
Impeding Traffic	1 (5.0%)
Total	

Time of Day/Day of Week for Bicyclist Collisions



Morgan Hill Bicycle/Pedestrian Collision Map (2011 - 2015)



Collision Severity (2011-2015)

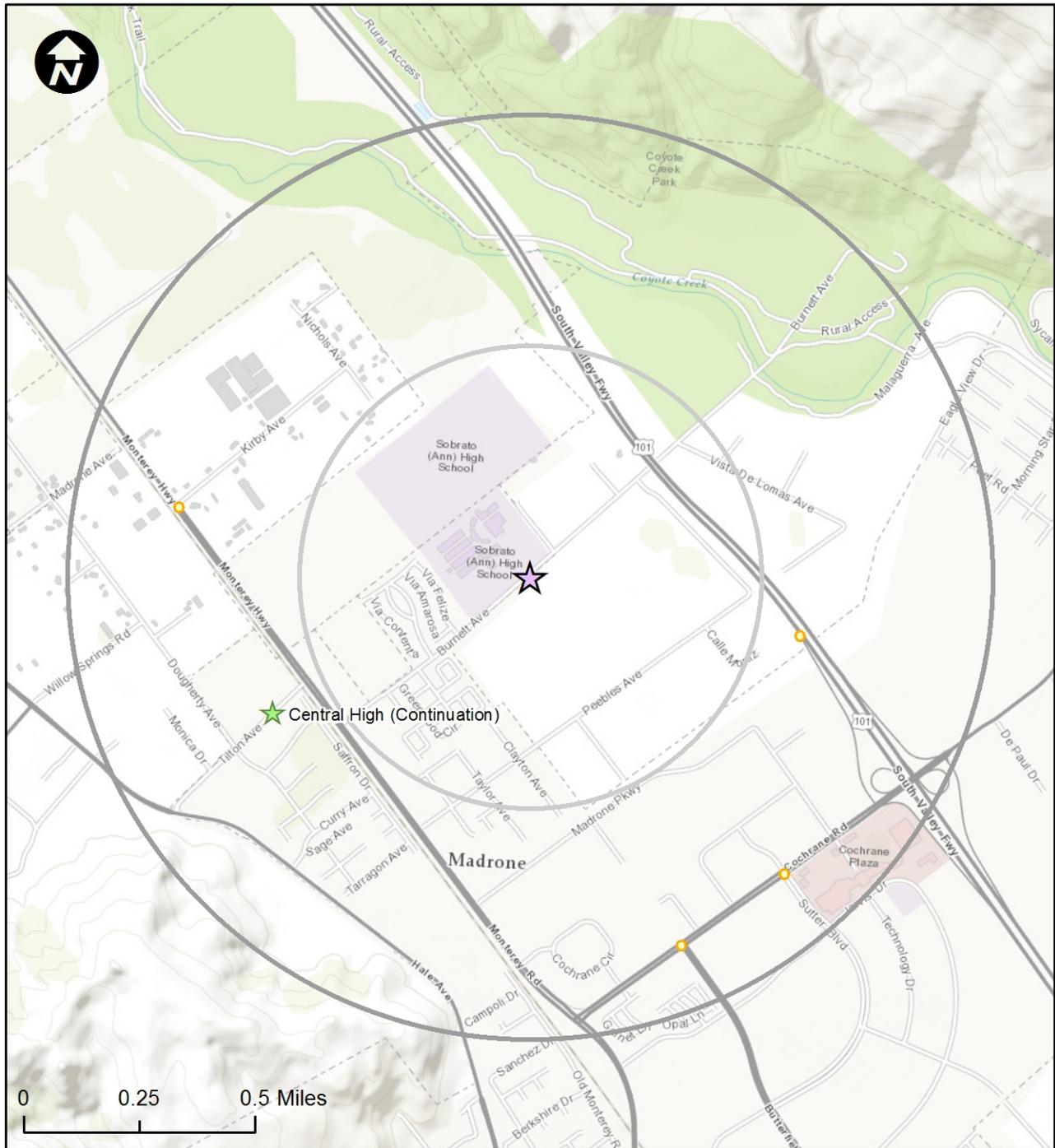
- Fatal (5)
- Injury (Severe) (11)
- Injury (Other Visible) (31)
- Injury (Complaint of Pain) (20)

2016 Median Household Income

- 35K - 50K
- 50K - 75K
- > 75K

Morgan Hill - Ann Sobrato High Pedestrian or Bicycle Collisions Near School (2006-2015)

401 Burnett Ave., Morgan Hill, CA 95037-2641; CDSCode: 43695830102368



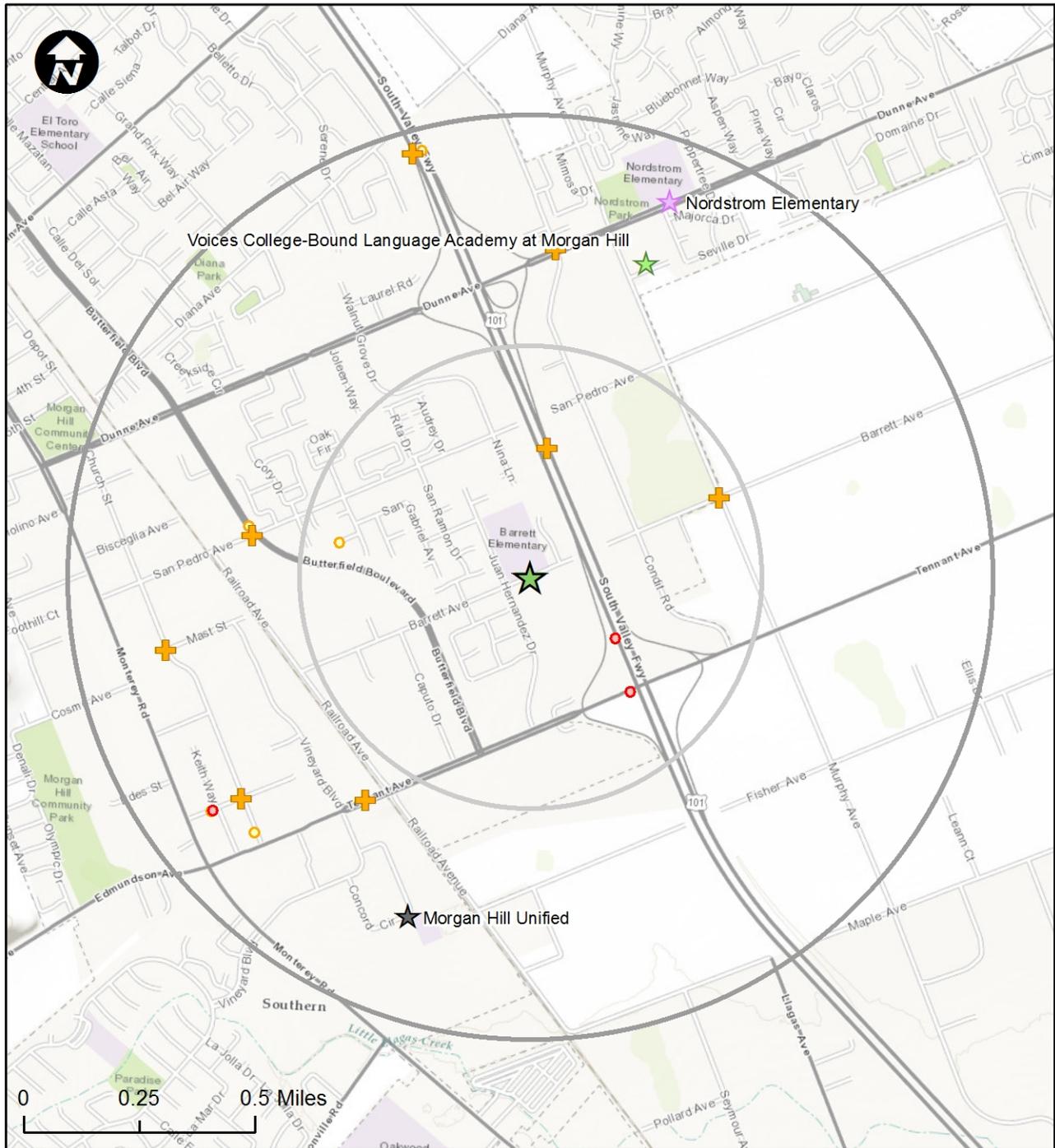
Schools by % FRPM

- ★ High Income (<40) (1)
- ★ Middle Income (40-75) (1)
- Injury (other) (4)

Morgan Hill - Barrett Elementary

Pedestrian or Bicycle Collisions Near School (2006-2015)

895 Barrett Ave., Morgan Hill, CA 95037-5206; CDSCode: 43695836118376



Schools by % FRPM

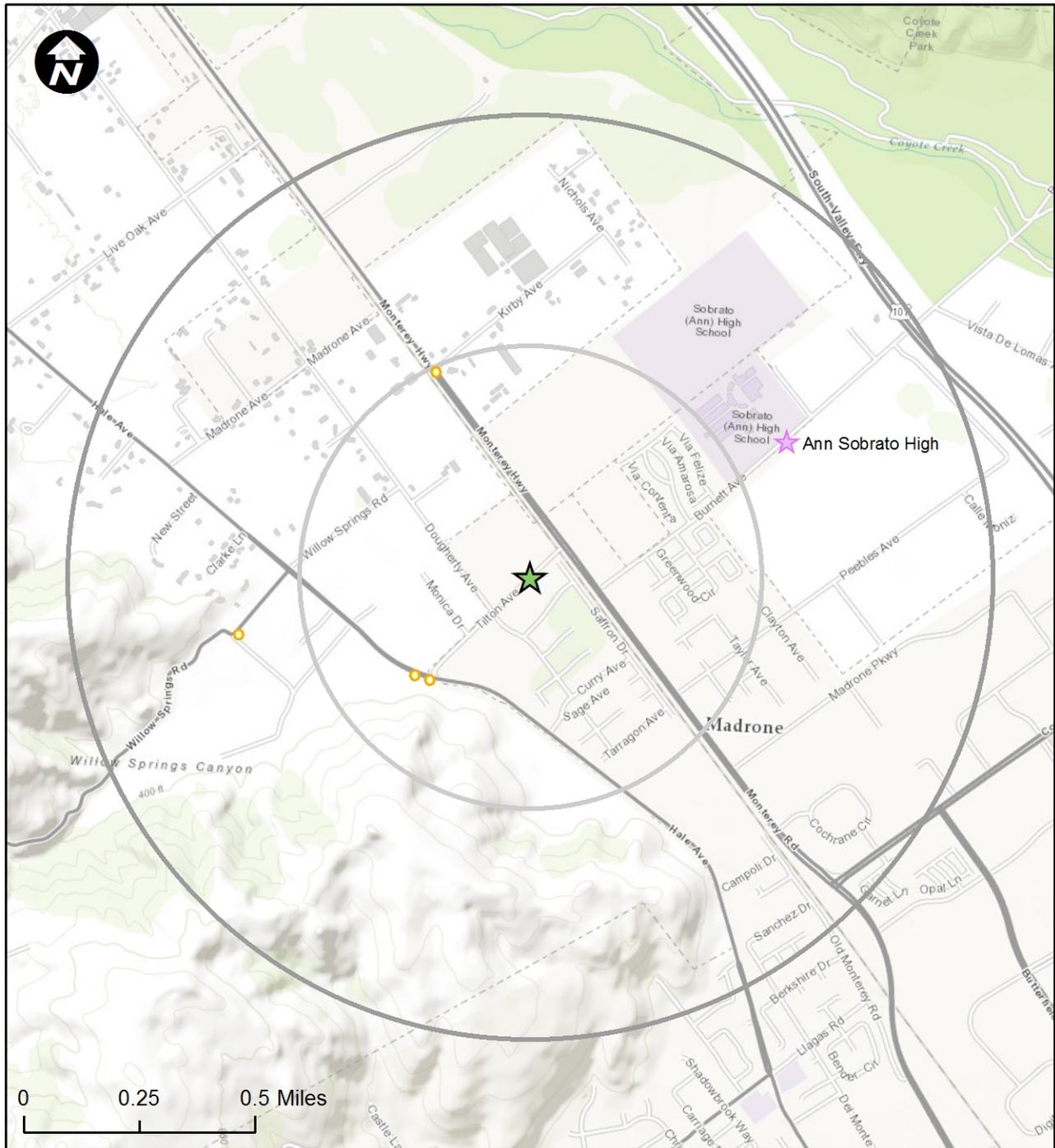
- ★ Unknown (1)
- ★ High Income (<40) (1)
- ★ Middle Income (40-75) (2)

Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (8)
- Fatality (other) (3)
- Injury (other) (8)

Morgan Hill - Central High (Continuation) Pedestrian or Bicycle Collisions Near School (2006-2015)

85 Tilton Ave., Morgan Hill, CA 95037-2504; CDSCode: 43695834334488

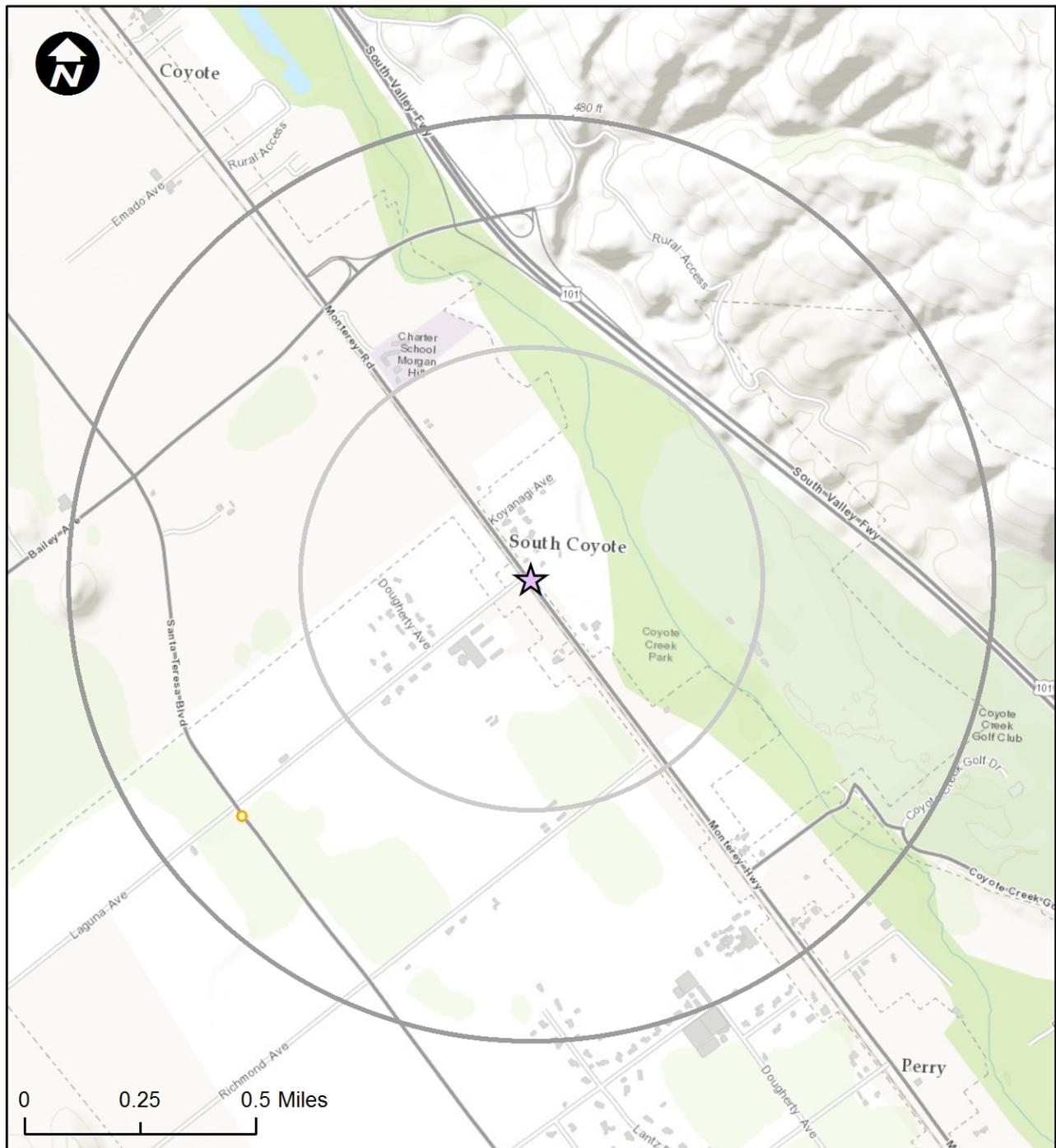


Schools by % FRPM

- ★ High Income (<40) (1)
- ★ Middle Income (40-75) (1)
- Injury (other) (4)

Morgan Hill - Charter School of Morgan Hill Pedestrian or Bicycle Collisions Near School (2006-2015)

9530 Monterey Rd., Morgan Hill, CA 95037-9356; CDSCode: 43695836118541

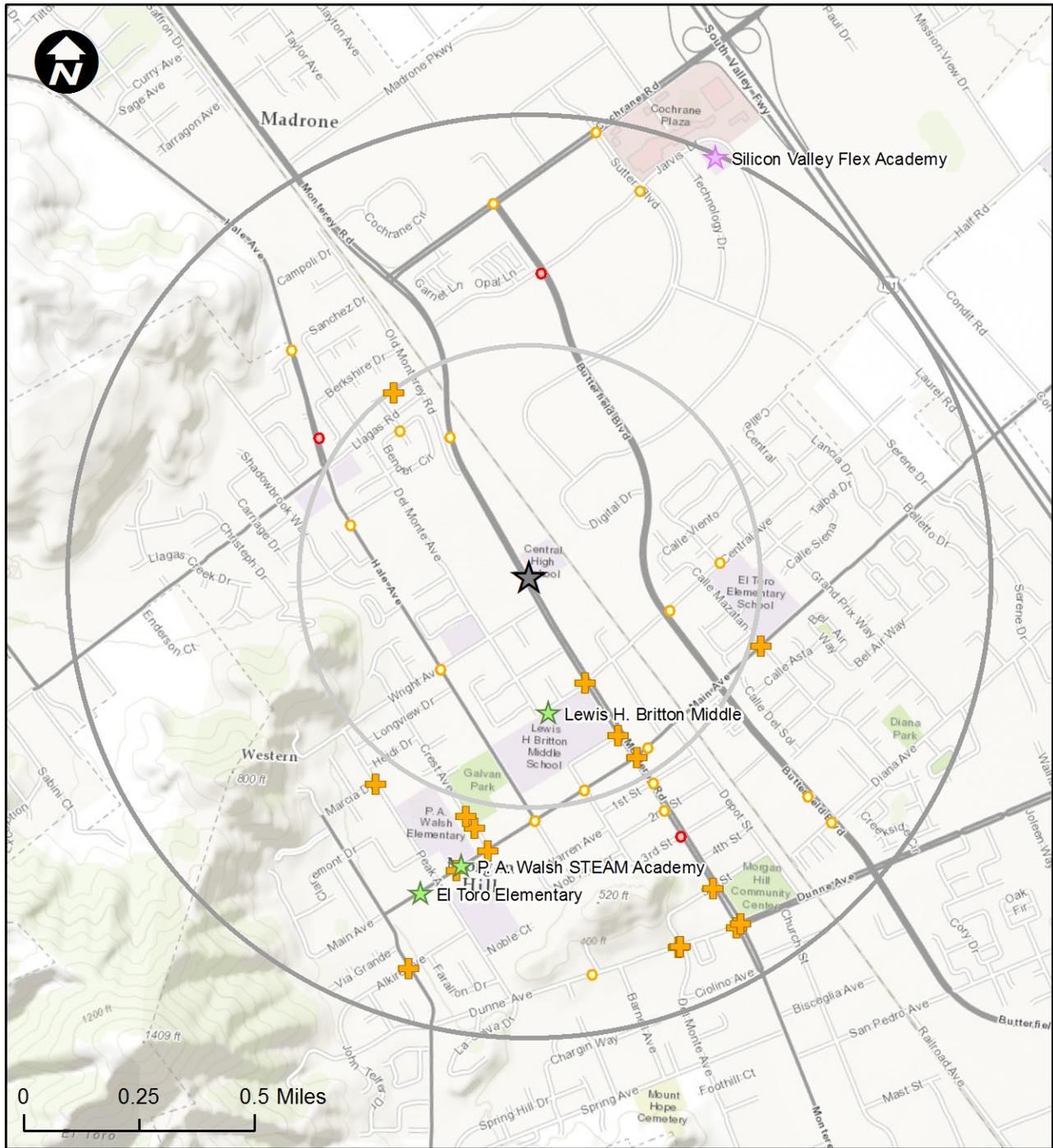


Schools by % FRPM

- ★ High Income (<40) (1)
- Injury (other) (1)

Morgan Hill - Community Adult Pedestrian or Bicycle Collisions Near School (2006-2015)

17940 Monterey St., Morgan Hill, CA 95037-3660; CDSCode: 43695834330072



Schools by % FRPM

- ★ Unknown (1)
- ★ High Income (<40) (1)
- ★ Middle Income (40-75) (3)

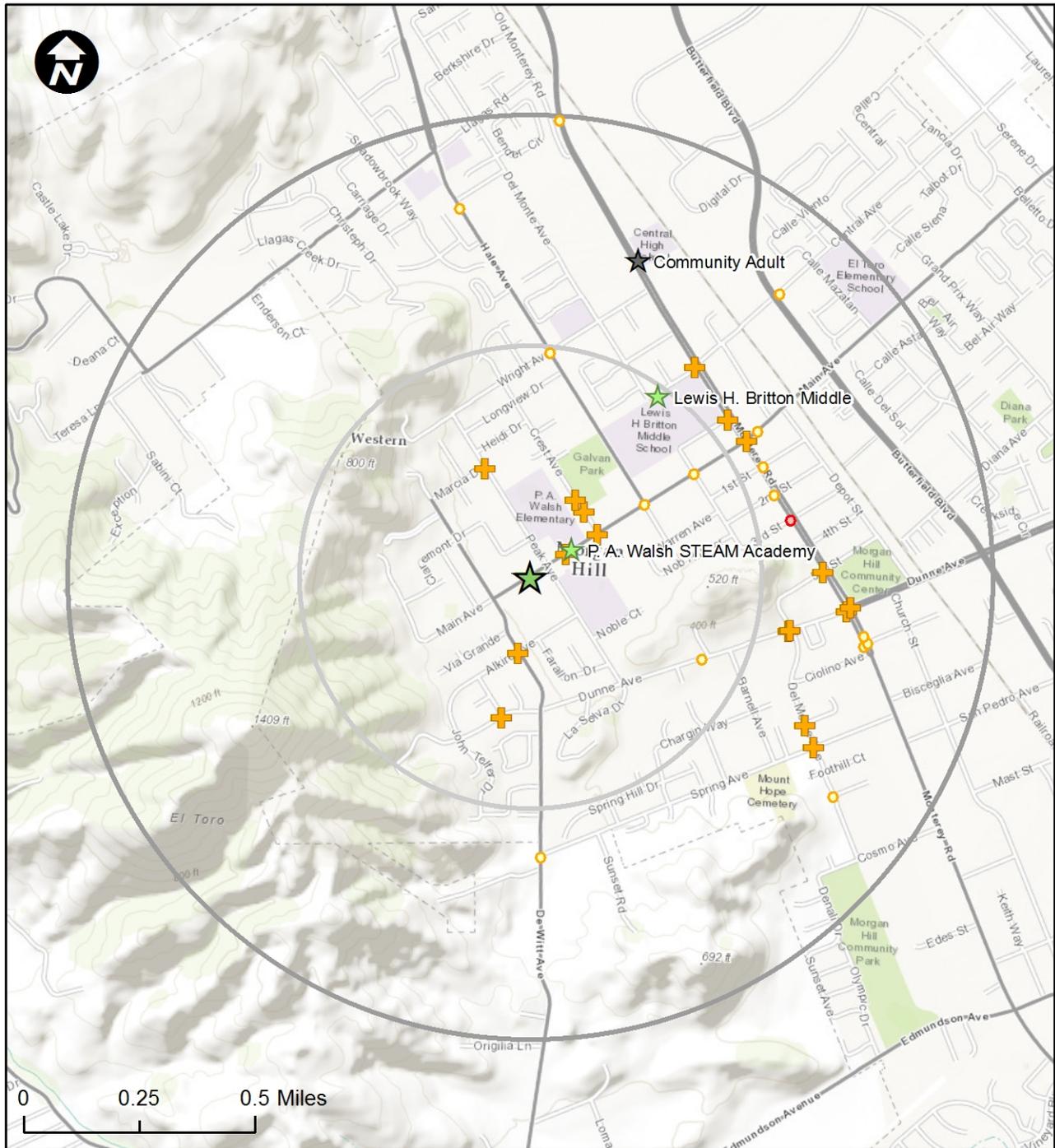
Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (18)
- Fatality (other) (3)
- Injury (other) (29)

Morgan Hill - El Toro Elementary

Pedestrian or Bicycle Collisions Near School (2006-2015)

455 East Main Ave., Morgan Hill, CA 95037-3745; CDSCode: 43695836109375



Schools by % FRPM

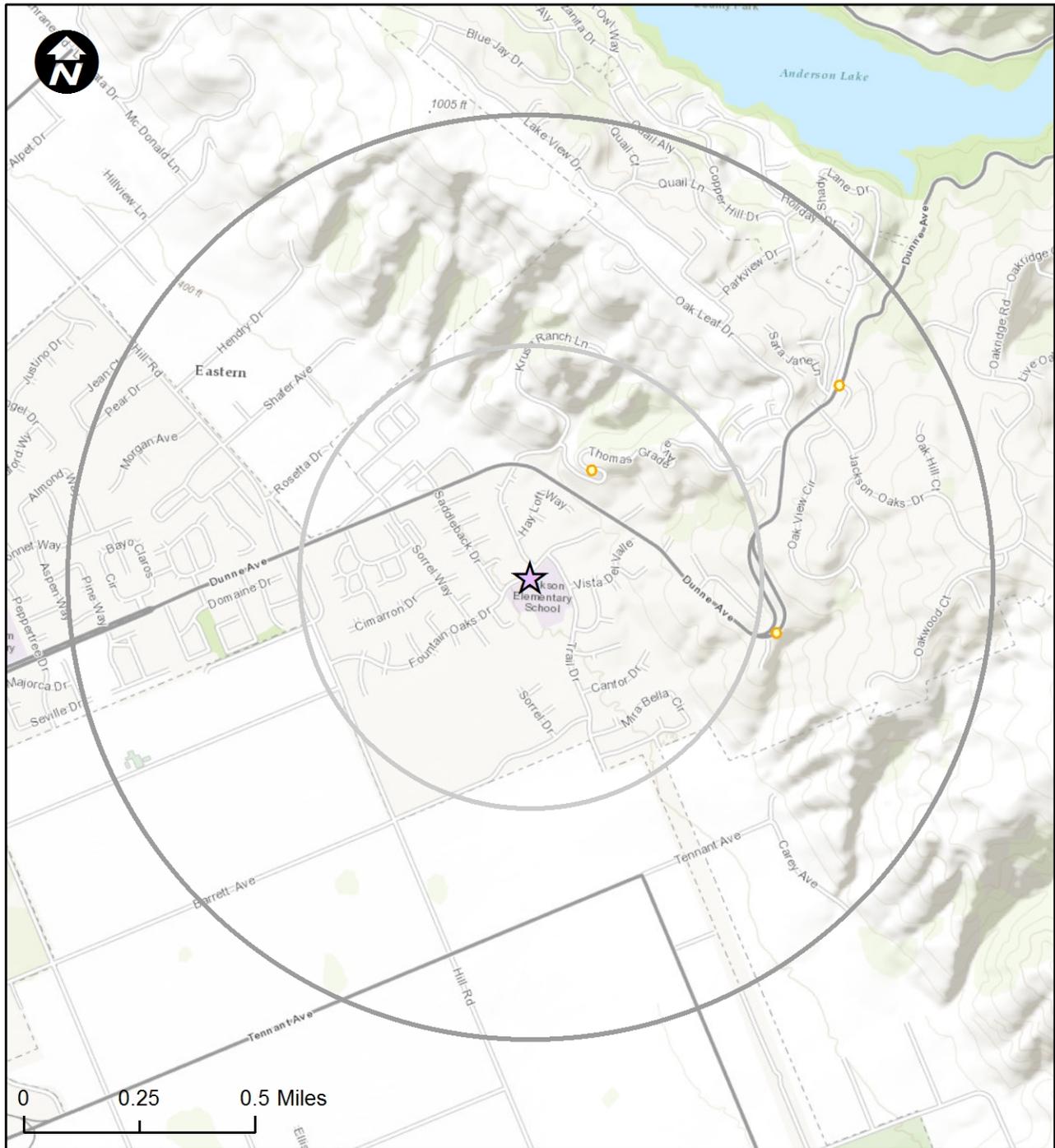
- ★ Unknown (1)
- ★ Middle Income (40-75) (3)

Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (19)
- Fatality (other) (1)
- Injury (other) (22)

Morgan Hill - Jackson Academy of Music and Math (JAMM) Pedestrian or Bicycle Collisions Near School (2006-2015)

2700 Fountain Oaks Dr., Morgan Hill, CA 95037-3907; CDSCode: 43695836098263

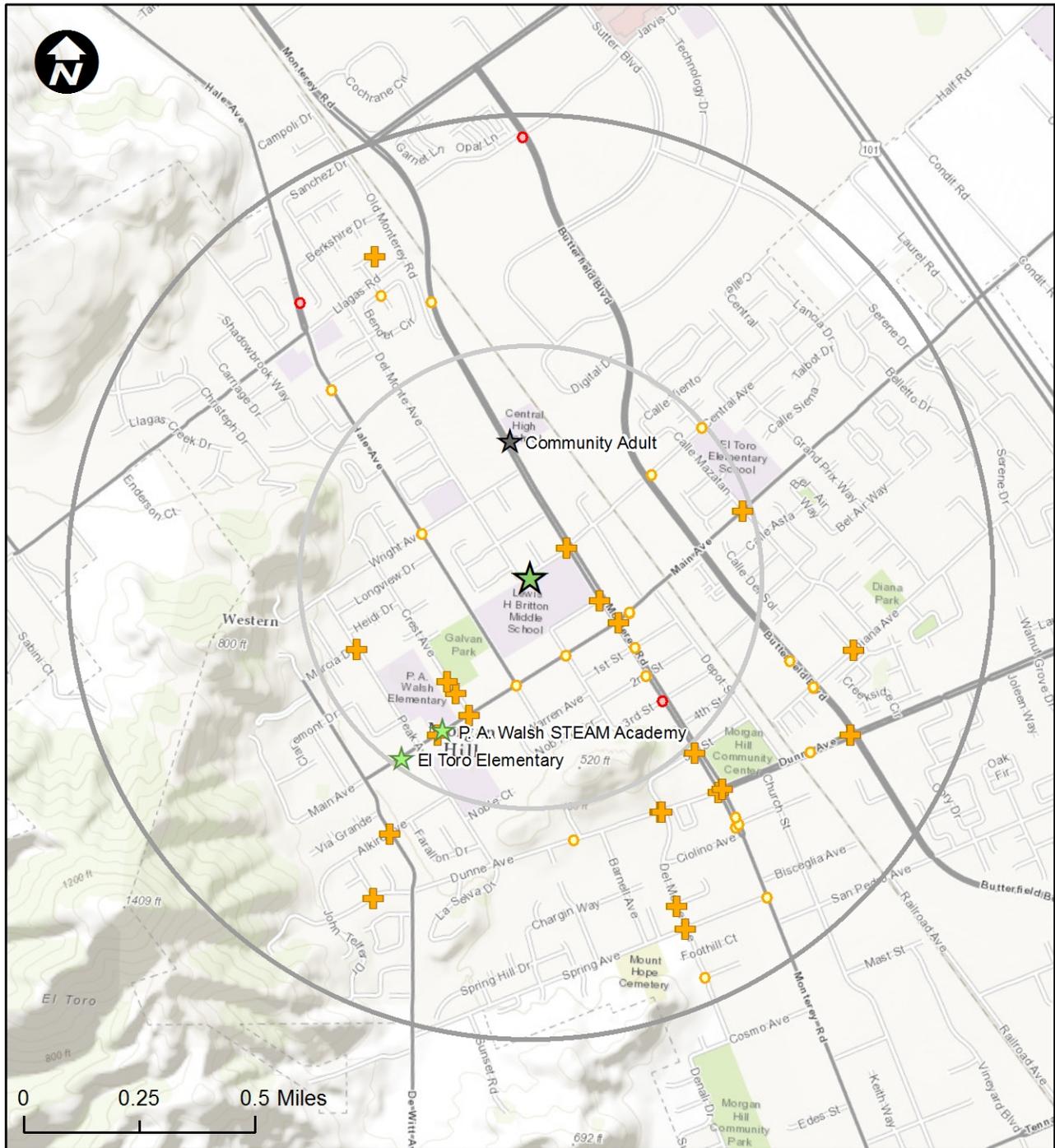


Schools by % FRPM

- ★ High Income (<40) (1)
- Injury (other) (3)

Morgan Hill - Lewis H. Britton Middle Pedestrian or Bicycle Collisions Near School (2006-2015)

80 West Central Ave., Morgan Hill, CA 95037-4302; CDSCode: 43695836095384



Schools by % FRPM

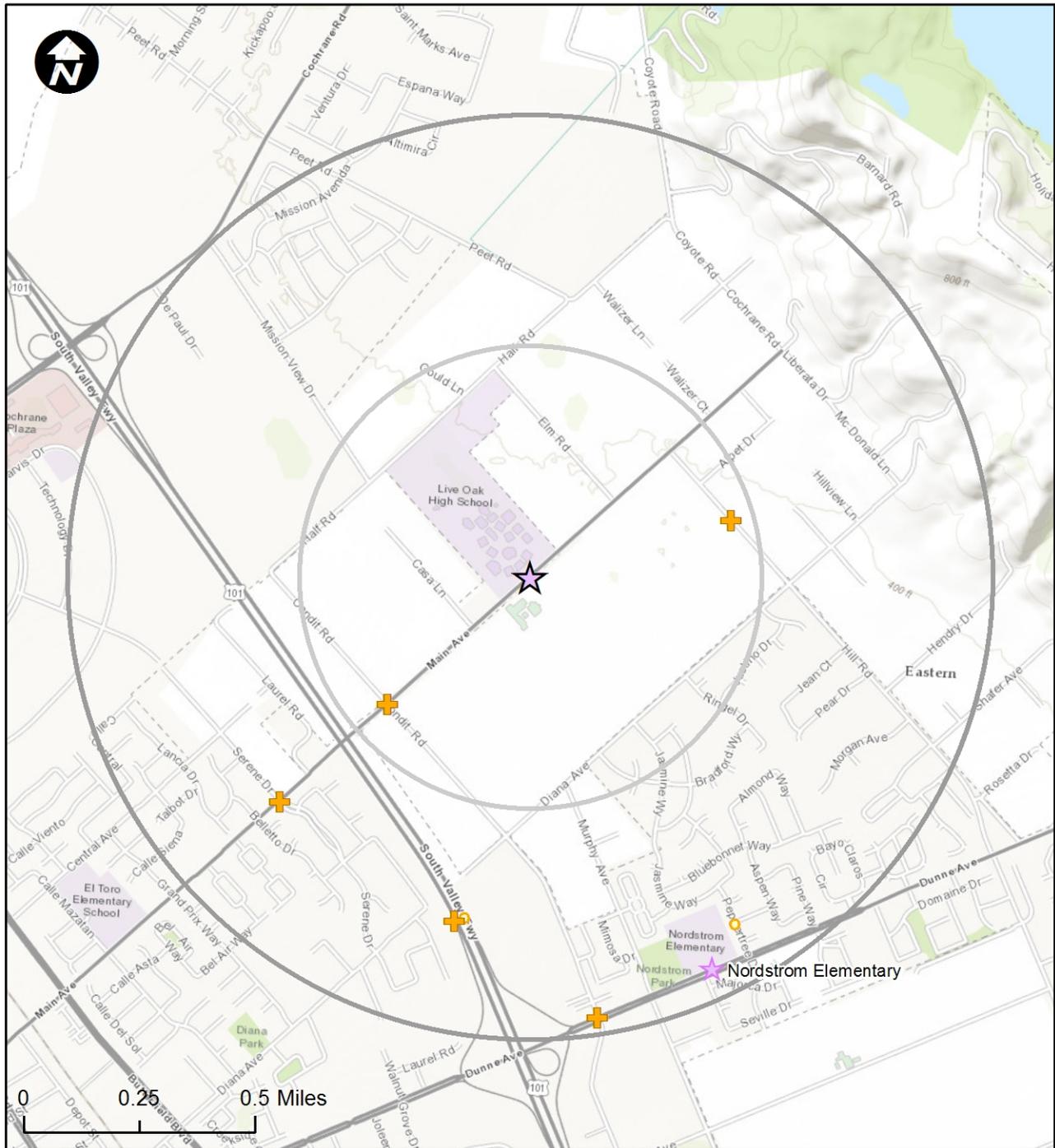
- ★ Unknown (1)
- ★ Middle Income (40-75) (3)

Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (25)
- Fatality (other) (3)
- Injury (other) (34)

Morgan Hill - Live Oak High Pedestrian or Bicycle Collisions Near School (2006-2015)

1505 East Main Ave., Morgan Hill, CA 95037-3217; CDSCode: 43695834333951



Schools by % FRPM

★ High Income (<40) (2)

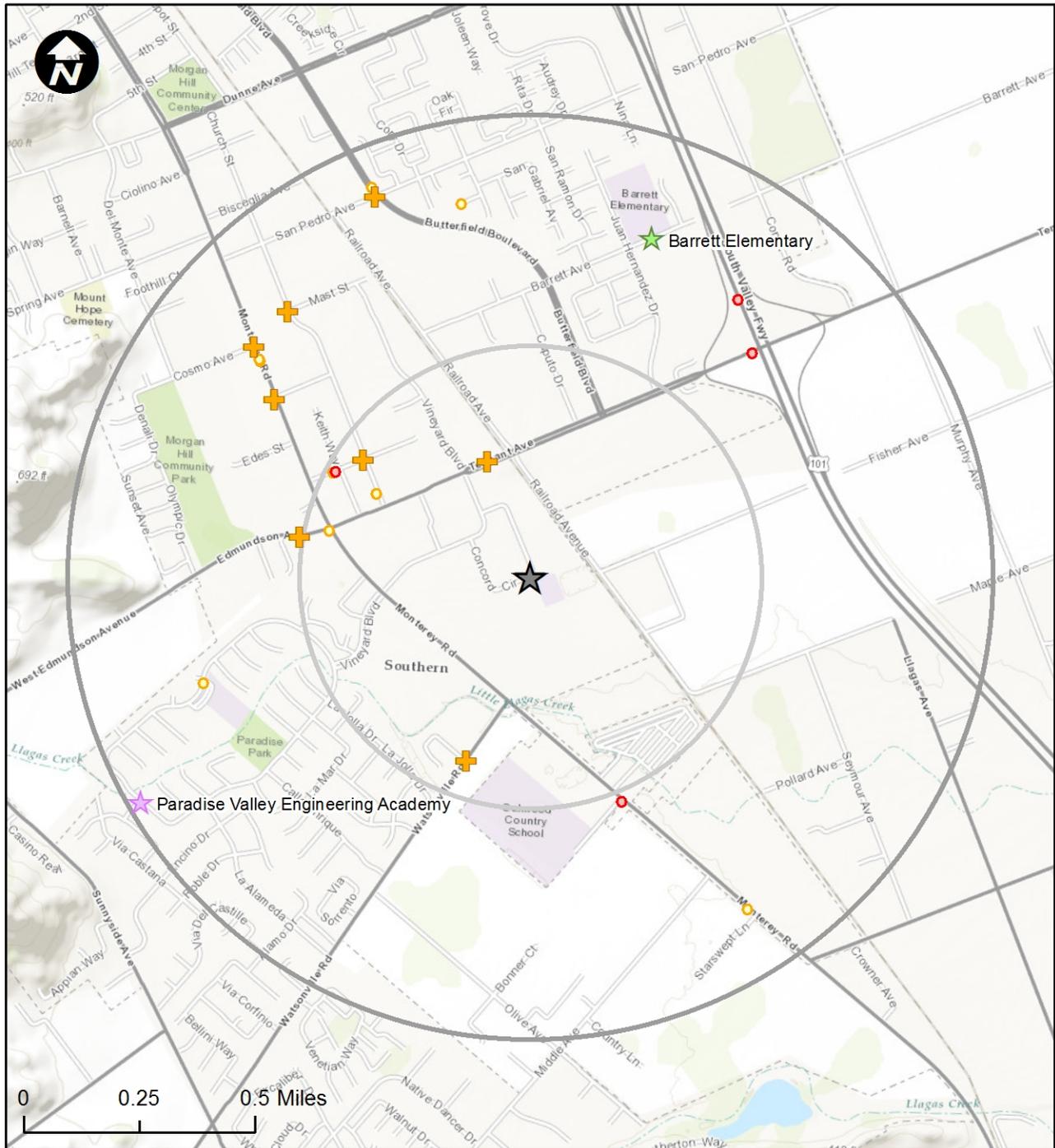
Pedestrian/Bicycle Collisions within 1 Mile

⊕ Injury (age 5-18) (6)

○ Injury (other) (4)

Morgan Hill - Morgan Hill Unified Pedestrian or Bicycle Collisions Near School (2006-2015)

15600 Concord Cir., Morgan Hill, CA 95037-7110; CDSCode: 4369583000000



Schools by % FRPM

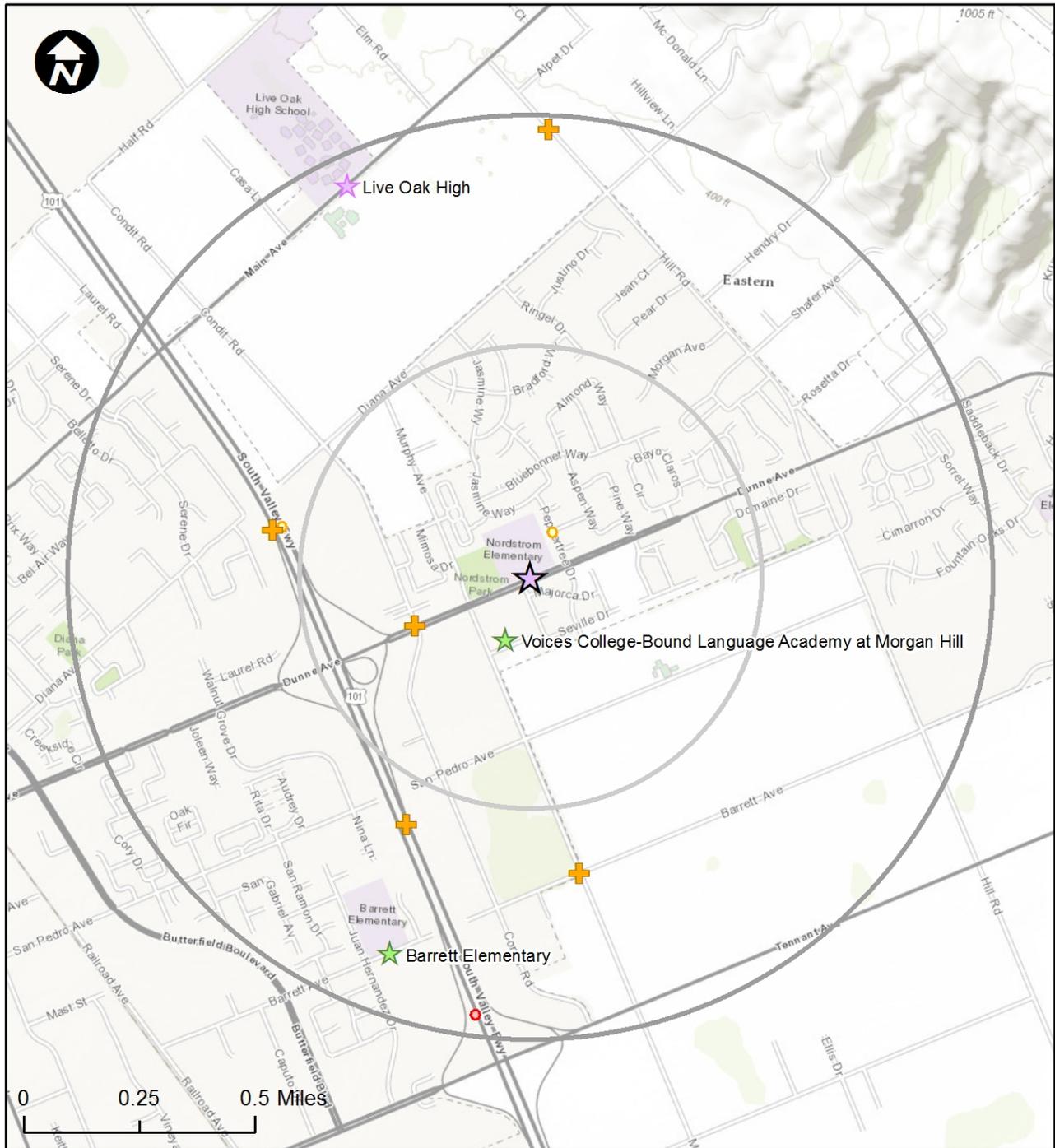
- ★ Unknown (1)
- ★ High Income (<40) (1)
- ★ Middle Income (40-75) (1)

Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (8)
- Fatality (other) (4)
- Injury (other) (11)

Morgan Hill - Nordstrom Elementary Pedestrian or Bicycle Collisions Near School (2006-2015)

1425 East Dunne Ave., Morgan Hill, CA 95037-7029; CDSCode: 43695836047914



Schools by % FRPM

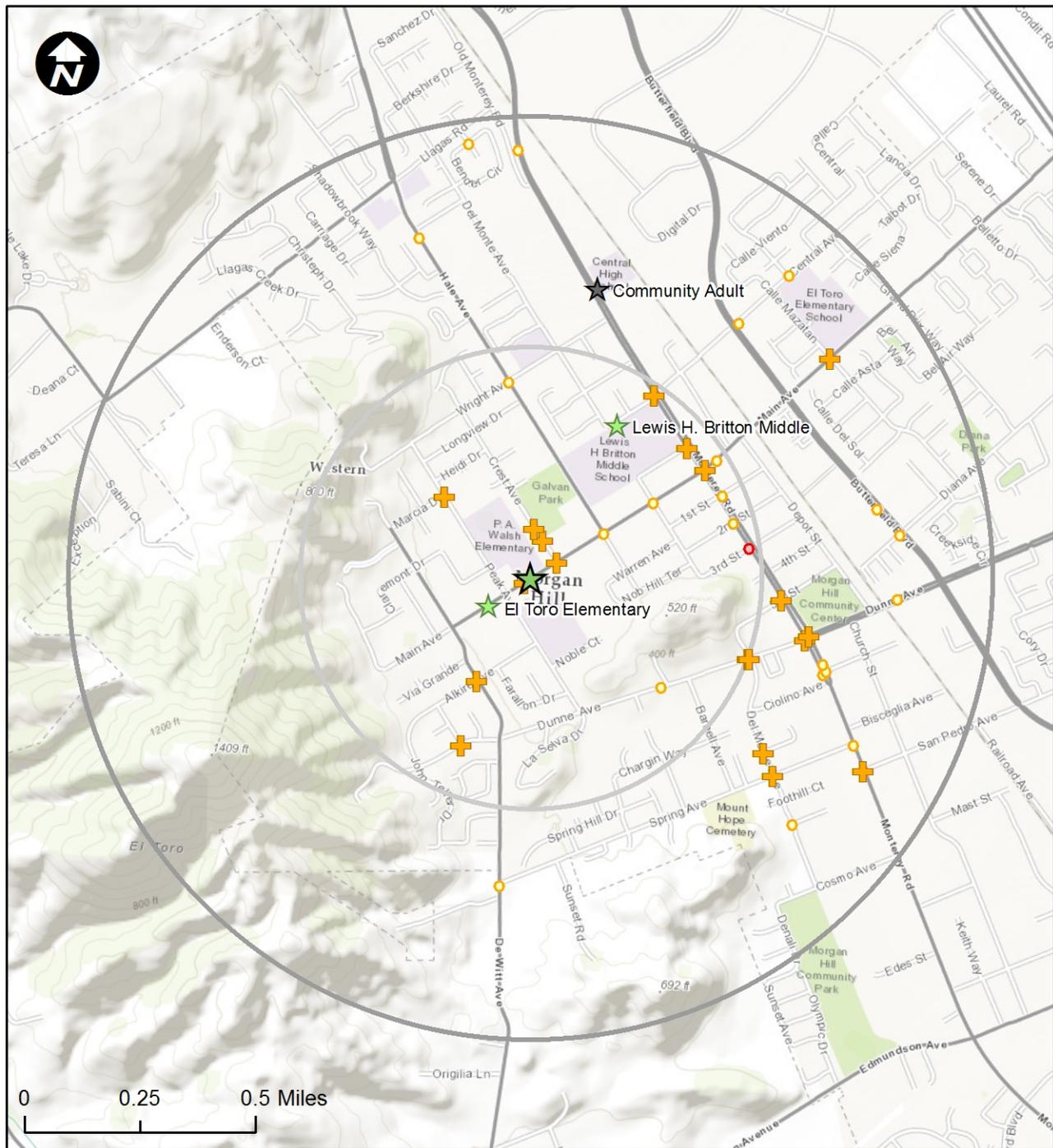
- ★ High Income (<40) (2)
- ★ Middle Income (40-75) (2)

Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (5)
- Fatality (other) (1)
- Injury (other) (4)

Morgan Hill - P. A. Walsh STEAM Academy Pedestrian or Bicycle Collisions Near School (2006-2015)

353 West Main Ave., Morgan Hill, CA 95037-4530; CDSCode: 43695836047922



Schools by % FRPM

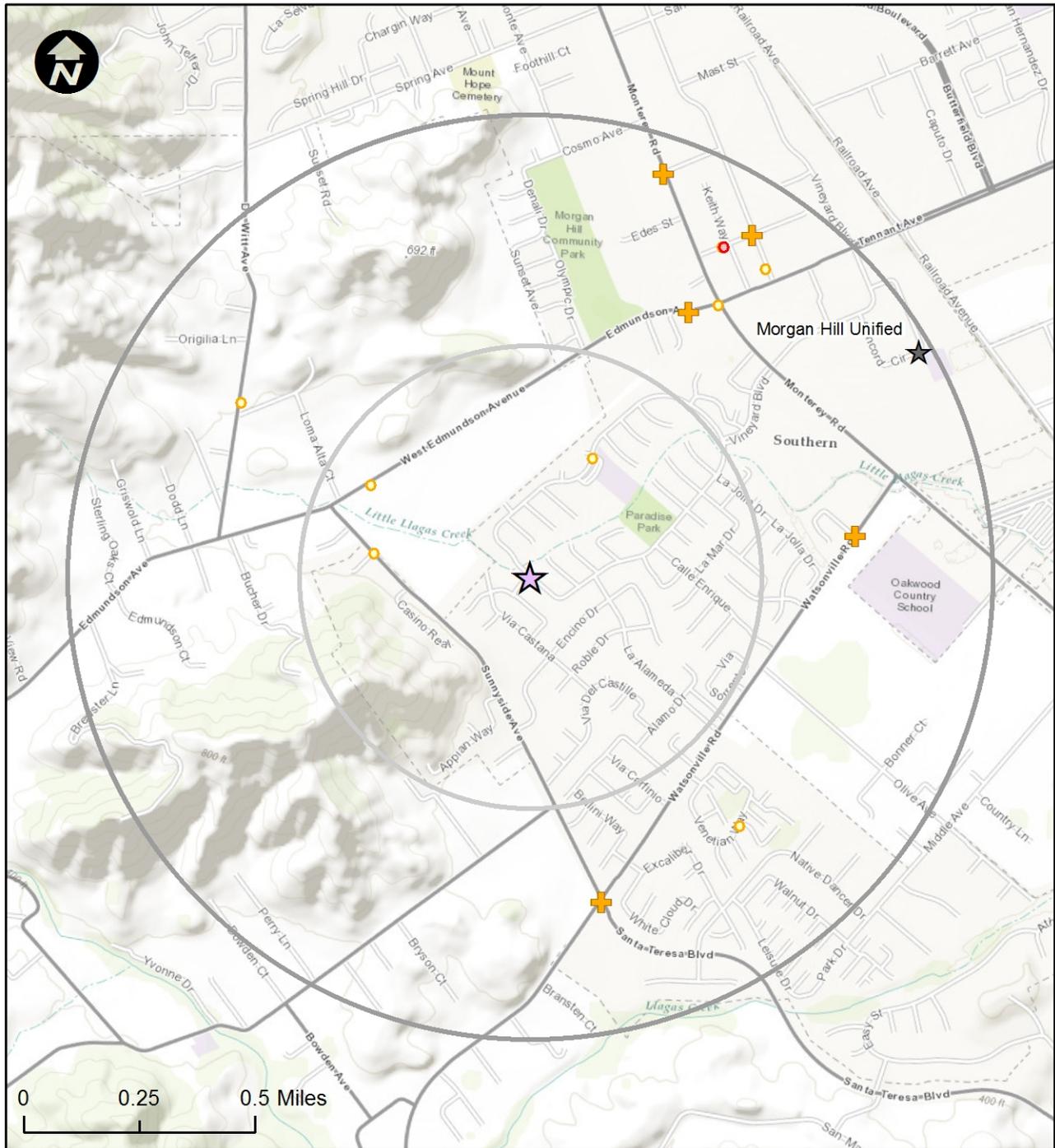
- ★ Unknown (1)
- ★ Middle Income (40-75) (3)

Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (21)
- Fatality (other) (1)
- Injury (other) (34)

Morgan Hill - Paradise Valley Engineering Academy Pedestrian or Bicycle Collisions Near School (2006-2015)

1400 La Crosse Dr., Morgan Hill, CA 95037-5675; CDSCode: 43695836098271



Schools by % FRPM

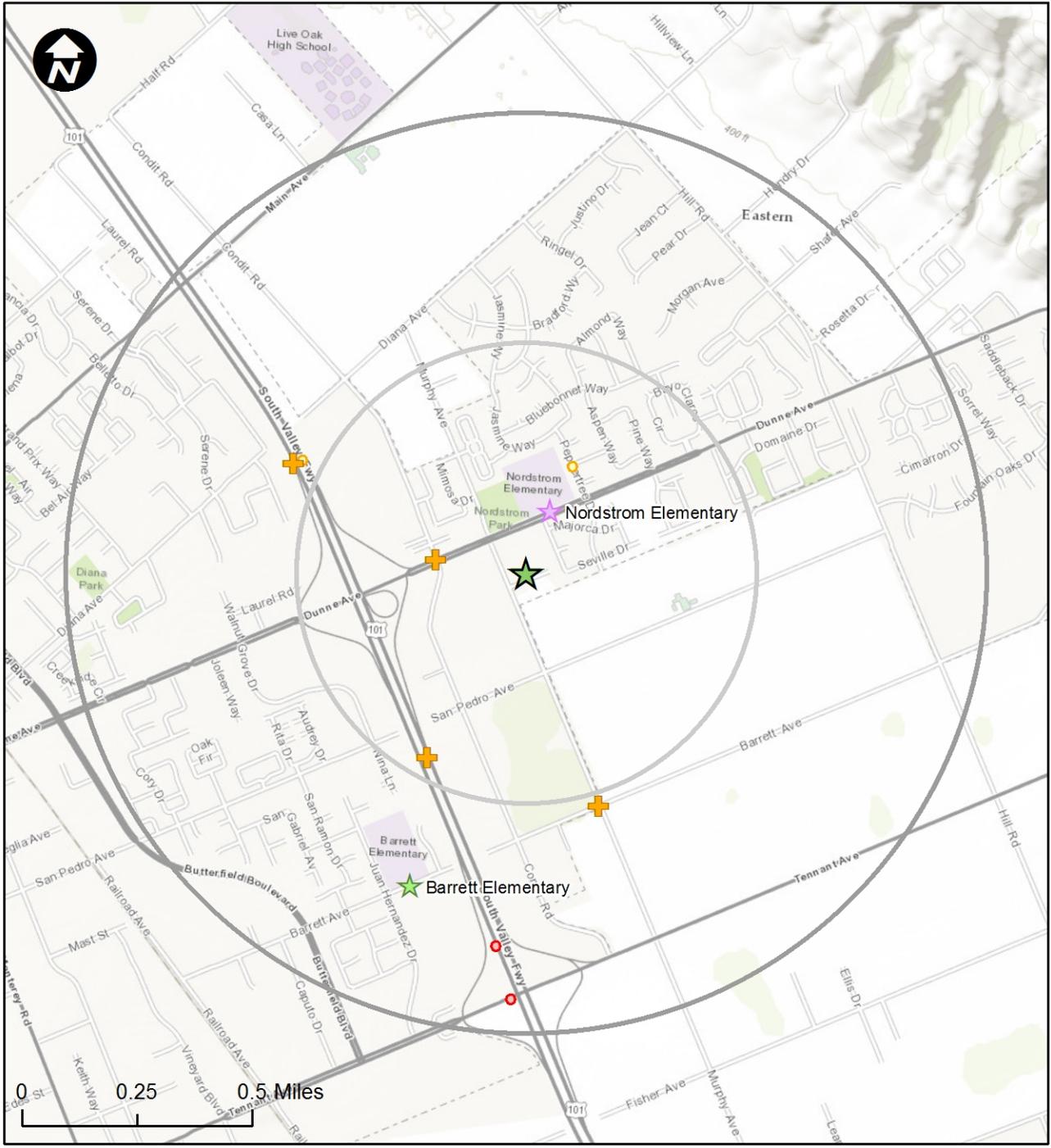
- ★ Unknown (1)
- ★ High Income (<40) (1)

Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (5)
- Fatality (other) (1)
- Injury (other) (9)

Morgan Hill - Voices College-Bound Language Academy at Morgan Hill Pedestrian or Bicycle Collisions Near School (2006-2015)

16870 Murphy Ave., Morgan Hill, CA 95037-9650; CDSCode: 43104390131748



Schools by % FRPM

- ★ High Income (<40) (1)
- ★ Middle Income (40-75) (2)

Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (4)
- Fatality (other) (2)
- Injury (other) (4)

APPENDIX E. SAFE ROUTES TO SCHOOL WORKSHOP SUMMARY

On June 14, 2017, a Safe Route to School Launch Workshop was held in Morgan Hill. Workshop participants included school and school district staff, city staff, public health department staff, parents, and other community members. This summary includes the notes from the individual and group exercises conducted during the workshop.

VISIONING POST IT NOTE EXERCISE

At the beginning of the workshop, participants were asked to write their vision for the Morgan Hill Safe Routes to School program on Post It Notes. The following are the written comments. Comments are provided verbatim.

Safe Routes to School in Morgan Hill is...

- Bike friendly community
- Walk/bike friendly streets
- Students riding bicycles safely with helmets and on correct side of street
- Routes to school that provide safe passage across major thoroughfares and roadways
- All parents of awareness and knowledge of the safe routes for their child to get to and from school
- Ability to walk to school without crossing major traffic routes
- More students walking and bicycling to school than students arriving by individual car
- To encourage more students to come to school using their own power
- All children have the opportunities to walk and bike to school
- Better traffic control in front of schools
- Creating driver awareness of pedestrians and bicyclist
- Reduce traffic flow
- Shorter bus commutes
- MHUSD students and families using walking, biking, or other modes of transportation without fear or trepidation
- Creating a system where parents are comfortable allowing their kids to walk and ride to school

CHALLENGES POST IT NOTE EXERCISE

Participants were asked to write down on Post It Notes what they feel are the top three challenges to student transportation in Morgan Hill. Comments are provided verbatim.

Street Design

- Inconsistent signs/warnings (only work sometimes) on Monterey
- Lack of sidewalks
- Need more bike lanes, facilities
- Dunne Ave – freeway entrance
- No designated dropoff, right now fire lane and parking lot used

Congestion

- Main streets and safety to cross

- Crossing 4 lanes of traffic and Monterey highway
- Heavily used arterial streets are intimidating
- Busy main streets
- Careless parent drivers
- One road entryway (traffic backups)
- We are on a busy part of Santa Teresa Blvd
- Traveling through downtown
- Large population of students/families and small campus
- Student dropoff gets very congested, especially with Los Paseos next door
- Traffic in front of school
- Competition with commute traffic/lots of students being driven by commuting parents

Distance

- Rural community,
- Longer distances to school
- School choice

Time

- Time management
- Perceived lack of time with active transportation

Family Culture

- Helicopter parents
- Parent enabling
- Inertia

Crossing Guards

- No city crossing guards in Morgan Hill

Safety

- No way to monitor route to school
- Parental fear for safety
- Student knowledge of traffic safety
- Bike safety (parents teaching kids)
- Students may not know safe walking and biking skills

School Policy/Culture

- How early school starts
- Heavy backpacks
- Parents have to get kids to multiple schools

OPPORTUNITIES POST IT NOTE EXERCISE

Participants were asked to write down on Post It Notes what they feel are the top three opportunities to improve student transportation in Morgan Hill. Comments are provided verbatim.

Existing Paths/Good street Features

- Portion of our neighborhood has nice park passageway to get to school
- Flat, easy to bike

Improvements to Streets

- Add new sidewalks
- Infrastructure changes for safer streets
- Light rail is near our school but doesn't go South enough

Specialized

- Partnership with Specialized (based in Morgan Hill)

SRTS Program Features: Crossing guards, groups walking/biking, incentives, education

- More crossing guards further away from school
- Partner with local retirees to provide crossing guards at major intersections
- Walking school bus
- Bike train
- Identify areas and options for student to bike and exercise to school
- Possibilities for students who stay at after school programs
- Set up groups for walking and biking. Parents can take turns monitoring group.
- Find families in same neighborhood for walking and biking groups
- School promote walk and bike to school days
- Incentive program at school to encourage walking and biking
- Student safety education

Culture shift

- Road rage reduction
- Supportive city staff engineering, parks, and police, school staff and administration
- Culture shift walking/bicycling to school: more students walking encourage even more to join in

ACTION PLANNING EXERCISE

Participants worked in groups to identify goals, actions, key steps, and potential implementation leaders to support Safe Routes to School in Morgan Hill. Comments are provided verbatim.

Group 1

Our goals for our Safe Routes to School program are...

1. Get representative from each school to champion program.
2. Come up with individual site plans for each school.
3. District wide baseline implementation – promote equality in the program.
4. Online presence

Actions (activities, programs, etc.) and Key Steps

1. Incentive programs and competitions
 - Punch cards
 - T-shirts
 - Trophy
2. Bus-walk-stops (walking bus)
 - Rotating chaperones
3. Designated remote drop off
 - Potentially chaperone at each stop and along the route to school
 - Signage for drop off spots

Steps

- Recruit volunteers to implement programs
- Work with high school students as chaperones for community service hours

Key leaders and partners

- Principal at site
- Parent volunteers
- Teachers
- Local police
- Senior citizens
- Specialized partnership
- BPAC – Bicycle/Pedestrian Advisory Committee

Group 2

Our goals for our Safe Routes to School program are...

- Combine reading/activity incentive program
- Survey families on transportation issues
- Promote walk/bike
- Collaboration with community groups

Actions (activities, programs, etc.) and Key Steps

- Walk audit during drop off/pick up with parents
- In class education – bike etiquette
 - Silicon Valley Bike Coalition
 - Police department – Safe Routes to Coordinator
 - Fire department
 - Walk and roll program
 - Specialized company
 - Public health – train for bike rodeo (Coach Khoa)
 - Middle school students- walking leaders
- Middle school students – walking leaders

Group 3

Our goals for our Safe Routes to School program are...

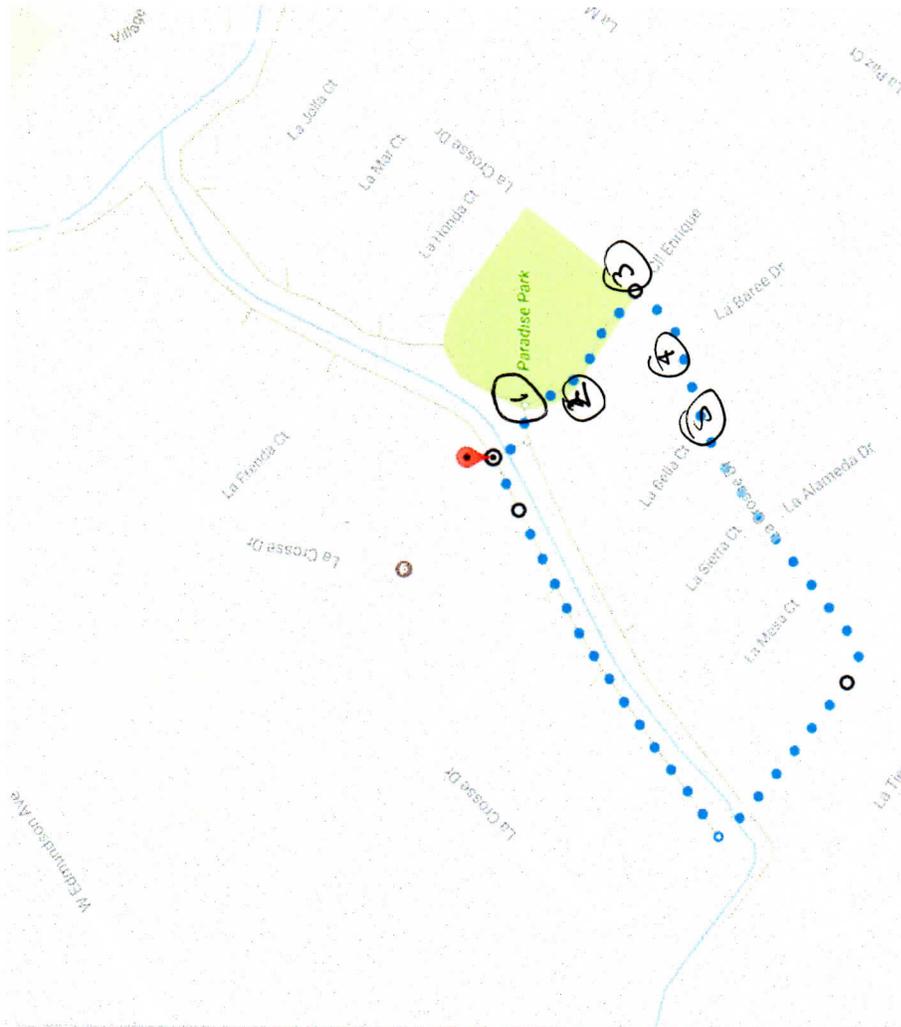
- Develop a more detailed infrastructure plan
- Establish funding and leadership
- Develop long term goal for Safe Routes to School initiative
- Determine the stakeholder groups to work on the plan
- Masterplan the vision
- Create an implementation plan
- Communicate/advertise the Safe Routes to School Plan

Actions (activities, programs, etc.) and Key Steps

- Calendar some events to build momentum and interest
- Develop parent engagement piece
- Share out past activities
- Promote board resolution
- Coordinate with Vision Zero
- Develop a Safe Routes website
- Organize a joint Bike to School/Work event – involve business leaders

SCHOOL NEIGHBORHOOD WALK AUDIT

As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.



What to Look For:

Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are there people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?

Notes:

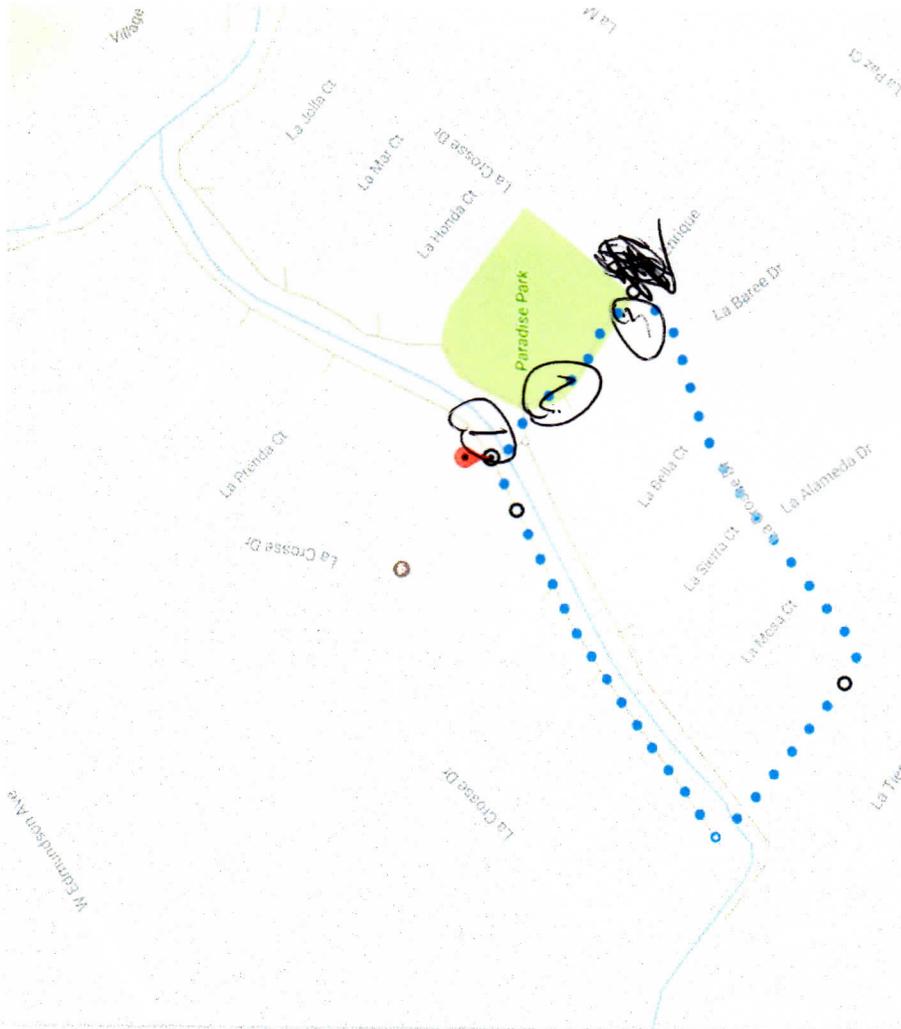
1. lighting absence (safety)
2. drop offs - not well
3. well
4. no bike lane but side
5. crosswalk needs
6. repaving



Template?

SCHOOL NEIGHBORHOOD WALK AUDIT

As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.



Notes:

1. Lighting / safety
2. _____
3. NO SIGNS
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

What to Look For:

Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
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School Zone

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Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

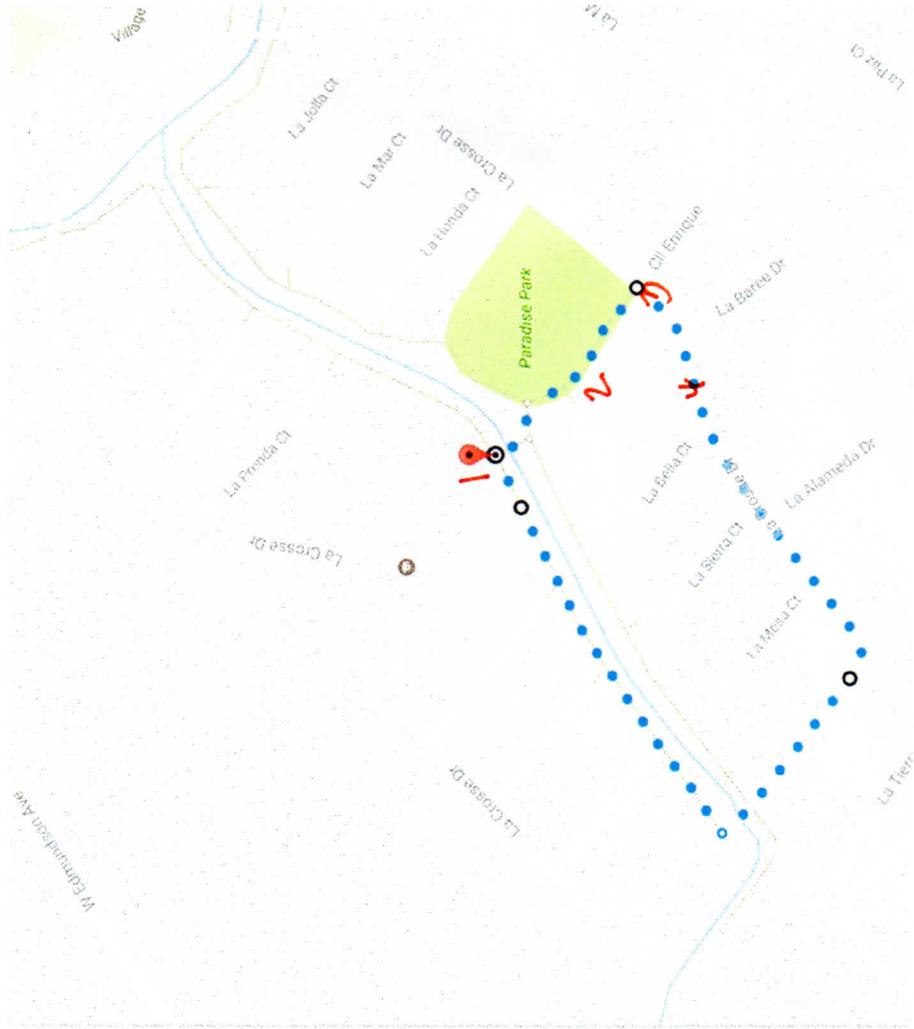
Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are there people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?



SCHOOL NEIGHBORHOOD WALK AUDIT

As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.



Notes:

1. *safety - lighting issue*
2. *remote drop off*
3. *remote drop off*
4. *speed limit / school signs*
5. *potential bike lane*
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

What to Look For:

- ### Sidewalks & Bike Lanes
- Is a sidewalk present? Is it wide enough?
 - Is the sidewalk cracked, broken, or incomplete?
 - Are there trip hazards or accessibility issues?
 - Are there bike lanes?
 - Would children be safe biking?
 - Is it easy & safe to cross the street?

- ### School Zone
- Are students walking or biking separated from car/bus drop offs?
 - Are there safe street/driveway crossings when approaching the school entrance?
 - Are there continuous sidewalks/bike paths from approaches to school entrance?

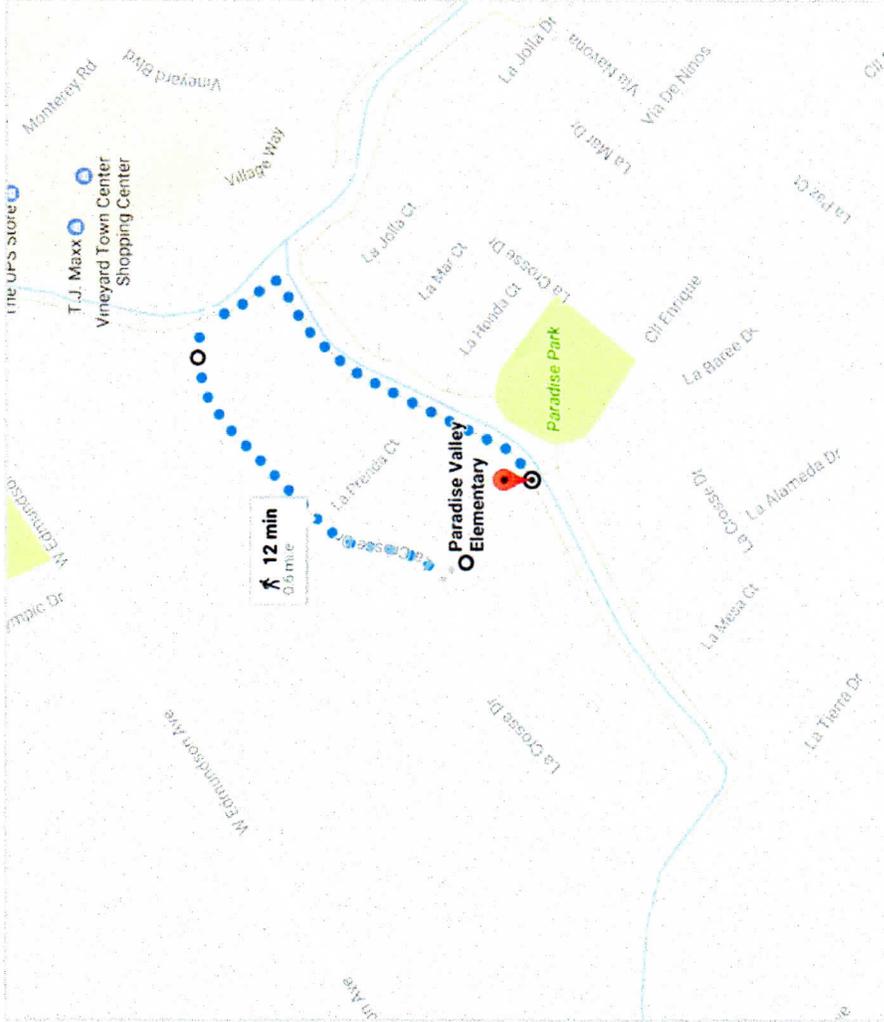
- ### Safety
- Does walking feel safe from cars?
 - Does it feel safe from crime & violence?
 - Is traffic too fast?
 - Is it well lit?

- ### Neighborhood
- Are buildings well maintained?
 - Are there vacant buildings?
 - Are there people out walking?
 - Are there playgrounds or parks?
 - Are parks unsafe or unmaintained?



SCHOOL NEIGHBORHOOD WALK AUDIT

As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.



Notes:

1. has wide road in front of school
2. good sidewalk
3. plenty of dropoff areas
4. green belt trails (connects neighborhoods)
5. lots of places to drop & walk in
6. quiet safer neighborhoods
7. fast cars on wide roads
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

What to Look For:

Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

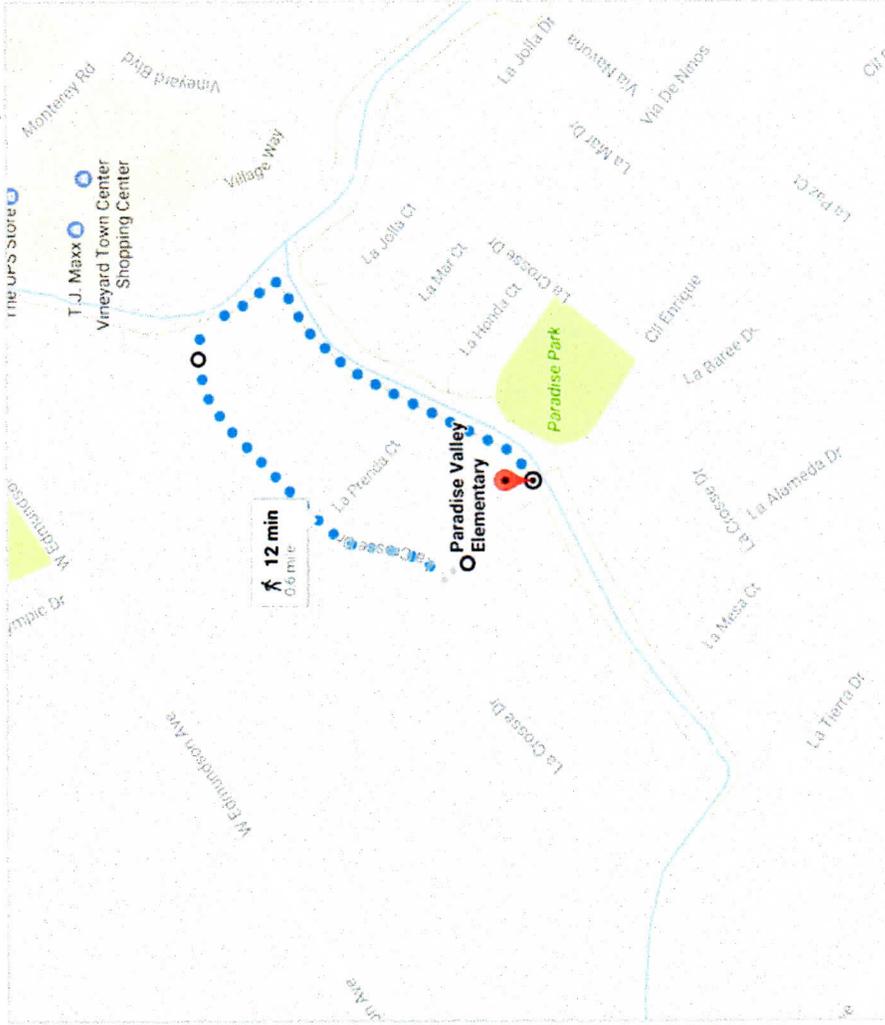
Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are there people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?



SCHOOL NEIGHBORHOOD WALK AUDIT

As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.



What to Look For:

Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are there people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?

Notes:

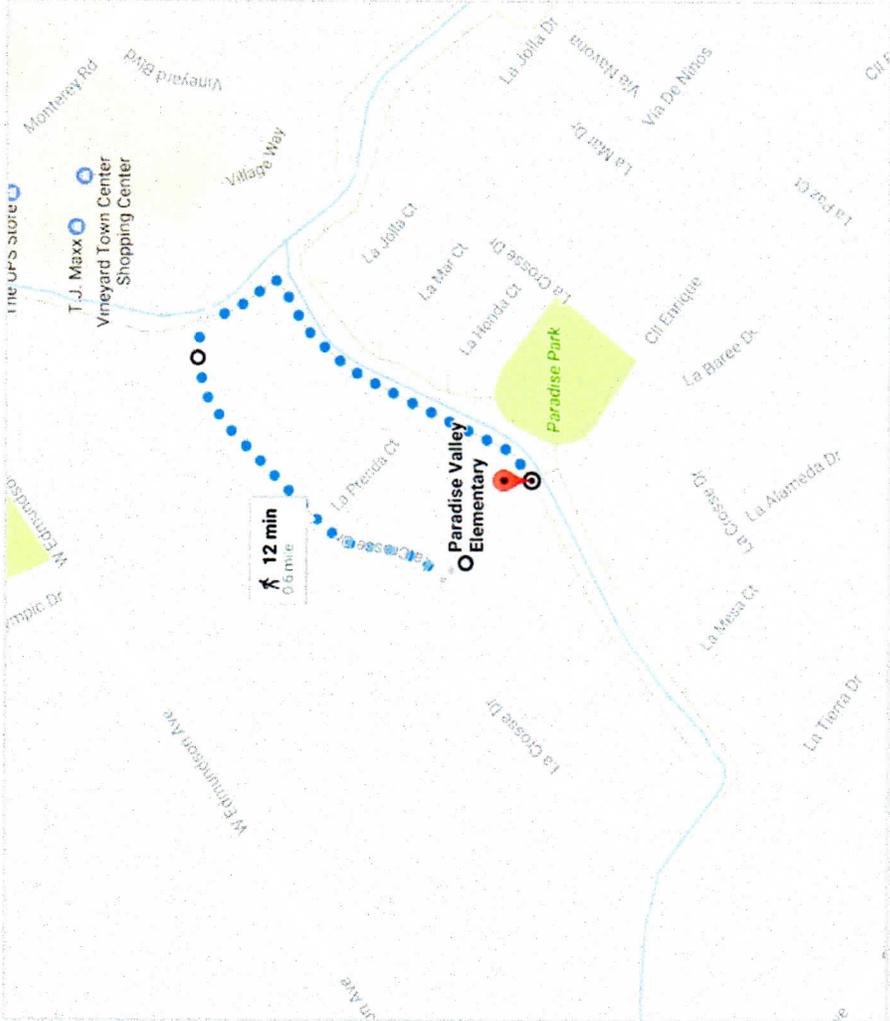
1. NO riding scooter/bikes on campus - potential element
2. bus & parent dropoff @ same location.
3. NO stagger in start/end time for TK-5
4. LA CROSSE IS WIDE! ⊕ HAS sidewalk w/ buffers canopy
5. limited lighting on La Crosse
6. cul de sacs are all connected by bike path (foods in winter)
7. xwalk on a curve across bike path.
8. No lighting on bike trail; many bushes - safety?
9. no barriers on cul de sacs to get to bike path

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



SCHOOL NEIGHBORHOOD WALK AUDIT

As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.



Notes:

1. Small sidewalks near school
2. wide buffer / parking
3. No shade (intermittent)
4. PARK STRIP
5. tree coverage
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

What to Look For:

Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

Safety

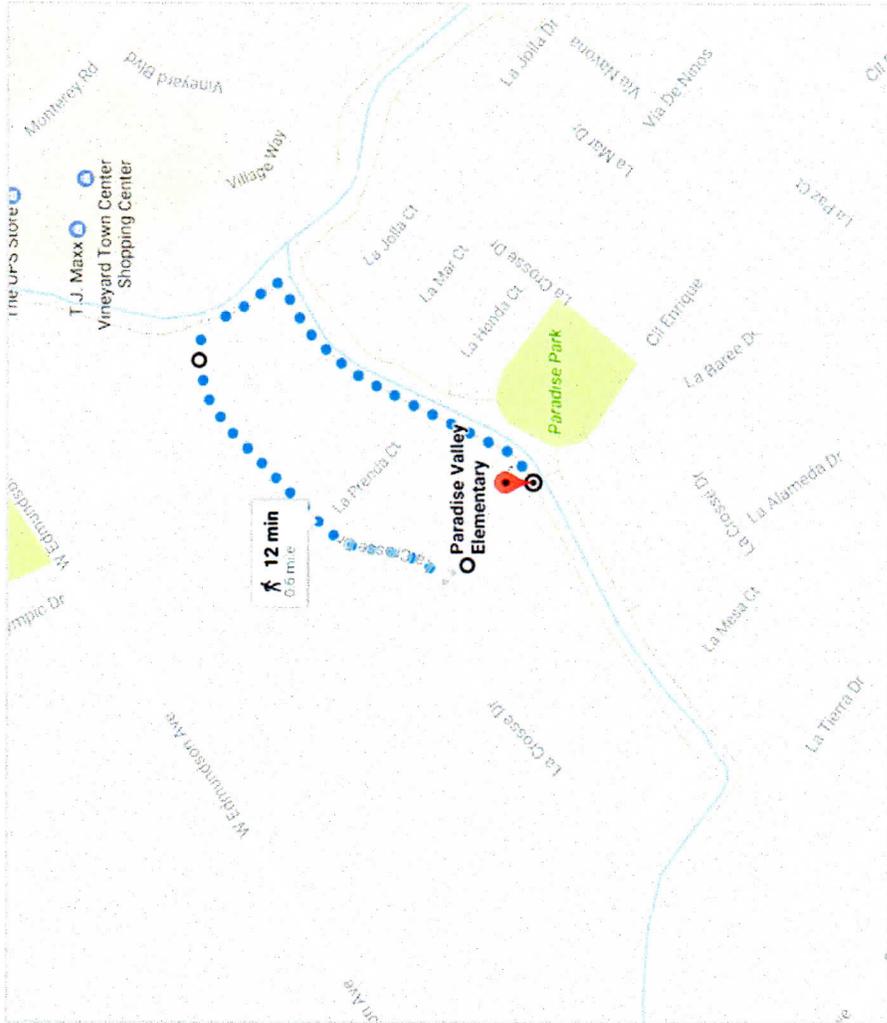
- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are there people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?



SCHOOL NEIGHBORHOOD WALK AUDIT



As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.

Notes:

1. ~~GOOD PATHS~~
2. GOOD PATHS
3. NEED LANDSCAPE MAINTENANCE
4. LIGHTS
5. DESIGNATED DROP OFFS
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

What to Look For:

Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

School Zone

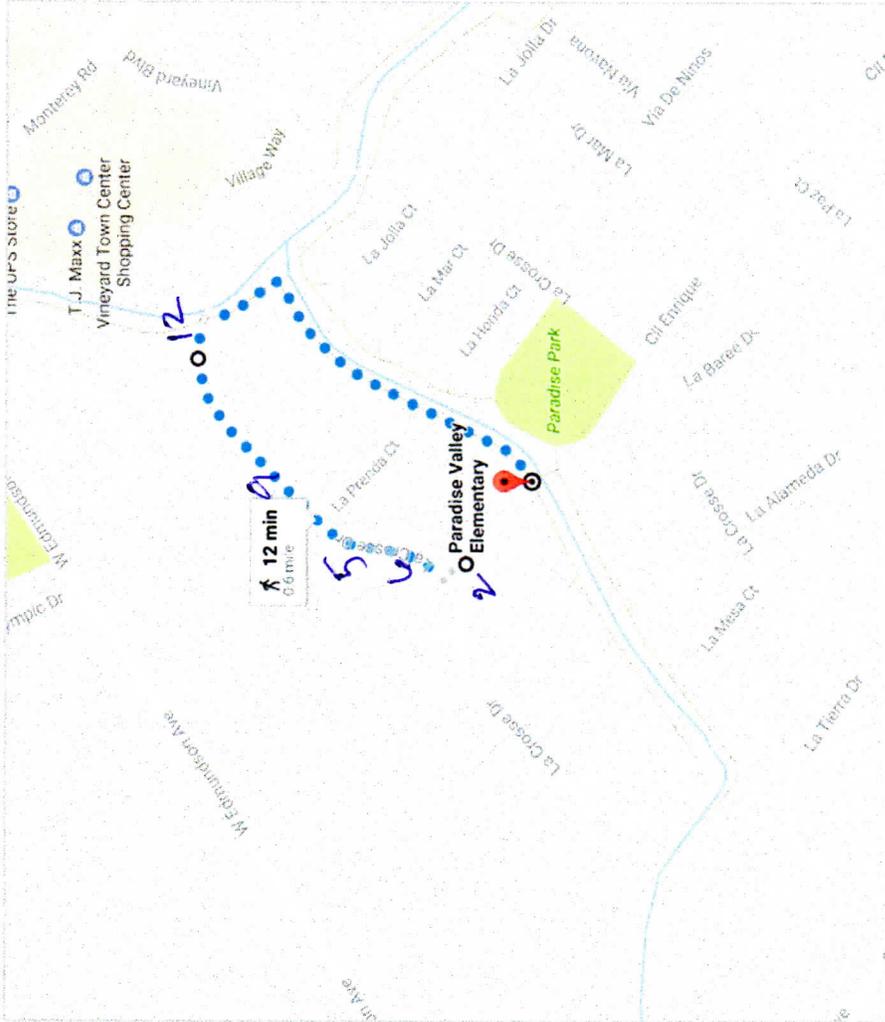
- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are there people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?



SCHOOL NEIGHBORHOOD WALK AUDIT



As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.

Notes:

1. no bike/scooter riding on campus allowed
2. bus drop (4) early AM - no conflicts
3. no staggered dismissal
4. no Xwalk in parking lot, but kids cross
5. speeding
6. heritage tree - ppl don't know what to do -
7. no lighting on campus (back dark)
8. lack of ped-binet lighting
9. lots of bikes xing
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

What to Look For:

Sidewalks & Bike Lanes

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Neighborhood

- Are buildings well maintained?
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- Are parks unsafe or unmaintained?



APPENDIX F. COMMUNITY ORGANIZATIONS

Name	Address	Phone	Website/Email
Community Solutions	16264 Church St, Morgan Hill, CA 95037	(408) 779-2113	
El Torro Youth Association	17620 Crest Ave, Morgan Hill, CA 95037	(408) 779-6002	
Morgan Hill Bicycle and Trails Advisory			julie.behzad@morganhill.ca.gov
Mt. Madonna YMCA	171 W Edmundson Ave, Morgan Hill, CA 95037	(408) 762-6000	
Shifty Cycles and Mobile Bike Repair		(408) 847-9700	
Silicon Valley Bicycle Coalition	96 N 3rd St Suite 375, San Jose, CA 95109	(408) 287-7259	bikesiliconvalley.org
Specialized Bicycle Components	15130 Concord Cir, Morgan Hill, CA 95037	(408) 779-6229	