Walk Audit Report

SafeRoutes
Napa County

NORTHWOOD
ELEMENTARY SCHOOL

NORTHWOOD ELEMENTARY SCHOOL

2214 BERKS STREET NAPA, CA

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EXECUTIVE **SUMMARY**

THE NAPA COUNTY SAFE ROUTES TO SCHOOL PROGRAM

The Napa County Safe Routes to School (SRTS) Program is a partnership between the Napa County Office of Education (NCOE), Napa County Bicycle Coalition (NCBC) and Napa Valley Transportation Authority (NVTA). Since 2008, the Program has provided high-quality bicycle and pedestrian safety education and encouragement programs and has worked closely with the public agency and school stakeholders to make walking and bicycling safer and more accessible for children throughout Napa County.

According to 2015 California Office of Traffic Safety (OTS) data, the data available when the SRTS program was applying for grant funding, Napa County ranked 1st in per capita number of collisions of bicyclists under the age 15, 2nd in total fatal and injury-causing collisions, and 3rd in overall pedestrian collisions. According to the most recent OTS data (2018), Napa County ranked 8th for bicyclist collisions statewide (58 counties), 7th for speed-related collisions, and 6th for total fatal and injury-causing collisions. A decades-long decline in the number of students walking and biking to school, as well as increased awareness of the significant traffic congestion, air pollution, and related issues associated with students being driven to school galvanized local agency partners to expand the existing program.

> The goal of the Walk Audit Report is to **identify, evaluate, prioritize, and offer solutions** to infrastructure and non-infrastructure barriers to students safely walking and biking to school in Napa County.

In 2017, the Napa County SRTS program secured funding through the Caltrans Active Transportation Program (ATP) and One Bay Area Grant (OBAG) Cycle II programs to expand education programs and initiate a series of evaluations at each public school countywide. NCOE has been leading education and engagement programs under the current program, while NCBC has led evaluations of active transportation barriers at all 36 school sites.

WHY SAFE ROUTES TO SCHOOL?

Safe Routes to School is national initiative committed to increasing the number of students who walk or bike to school, and making it safe, convenient, and fun for kids to do so. In doing so, SRTS aims to improve kids' safety and increase health and physical activity. Concerned by the declining number of students walking and biking to school over recent decades and the related long-term health and traffic consequences, Congress made federal funding available for SRTS programs nationwide in 2005. Since then, SRTS programs have been implemented at more than 14,000 schools in all 50 states.

Studies have linked SRTS programs to increased walking and biking to school[ab] and reduced pedestrian-motorist collisions[cd]. This can lead to safer, healthier, and more focused students, while also benefitting local and school communities.

Regularly walking or biking increases children's daily levels of physical fitness and improves their cardiovascular health[e].

Student health has been linked to improved academic performance[fg]. When students walk or bike to school, the fresh air and exercise allow them to arrive refreshed, energized and ready to focus. Children have a greater sense of spatial awareness and knowledge when they are actively engaged in their transportation, allowing them to better recognize and navigate their neighborhoods independently[h]. Families are also provided with a low-cost transportation option that can significantly reduce their annual expenses[i].

When a greater share of students walk or bike to school, local and school communities benefit too. Fewer cars being driven to school can improve the air quality of surrounding neighborhoods by decreasing air pollutant emissions and increase street safety through reduced traffic congestion and noise pollution. This can also improve campus safety and reduce circulation hazards around the school site. Walking or biking is a reliable form of transportation, which can reduce student absence and tardiness. By reducing the number of short-distance school bus trips, increased student walking and biking can also help school districts save funds by decreasing costly bus service.

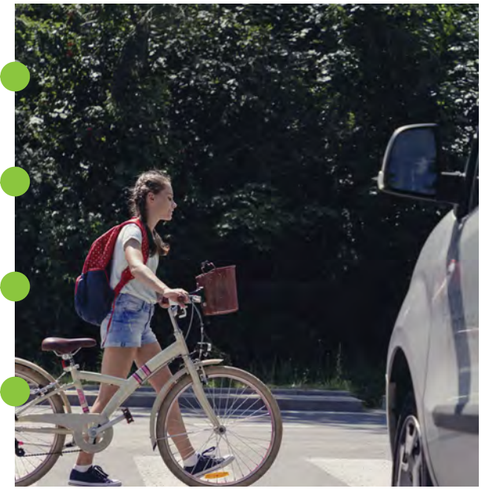
Schools and the community benefit immensely when students choose to walk or bike.

Student health has been linked to improved academic performance.

Walking or biking can provide a reliable form of transportation, leading to reduced student absence and tardiness.

Children arrive ready to learn and are less likely to experience discipline issues.

Fewer cars dropping off and picking up students improves campus safety and reduces circulation hazards.



THE SIX E'S

Safe Routes to School programs originally followed a comprehensive approach that addressed the "Five E's" – education, encouragement, enforcement, evaluation, and engineering. In 2017, when the Napa County SRTS program obtained funding to perform Walk Audit evaluations, the "Five E's" had recently been altered to add a sixth "E" – equity. In June 2020, after a significant portion of the Walk Audit evaluation work had been completed, the "Six E's" framework was again altered, dropping enforcement and adding engagement. These changes were led by the Safe Routes to School National Partnership.

The current "Six E's" framework is described below. Although enforcement is no longer one of the "Six E's", a brief definition of enforcement is included, as it was part of the approach used by the Napa County SRTS program during the majority of the Walk Audit evaluation process. Enforcement statistics are not emphasized in this report, as this element needs more study and review.

Engagement
Listen to community members and work with existing community organizations.

Equity
Recognize the unique barriers that different people face in living healthy, fulfilled lives, and craft policies, programs, and overall approaches with those various challenges and needs in mind.

Engineering
Design streets and schools for walkers and bikers to use safely and conveniently.

Encouragement
Promote walking and biking in the school community through events, programs and incentives.

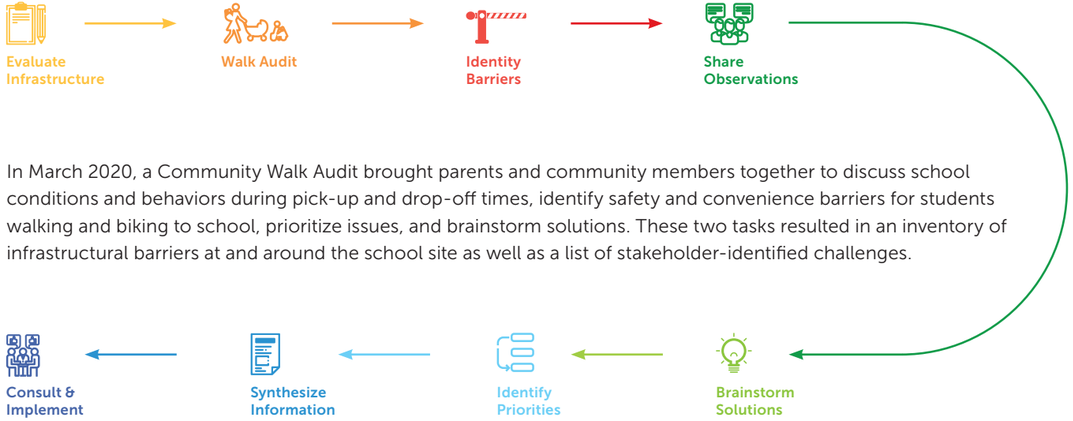
Education
Ensure that everyone learns how to travel safely and why biking and walking are important.

Evaluation
Track progress toward our shared safety goals, develop programs accordingly.

Enforcement (no longer an "E'):
Enforce traffic safety laws and school policies and target risky behaviors. No longer recommended as foundational to the start, maintenance, or growth of Safe Routes to School programs.

REPORT PROCESS

The SRTS team conducted a comprehensive evaluation of the barriers to students walking and biking to and from Northwood Elementary School, starting in the summer of 2018. Information on physical and behavioral challenges was collected in two phases. In August 2018, the SRTS team completed an initial infrastructure audit of the school site and the surrounding neighborhood within a half-mile of the school. SRTS team members walked and rode bicycles throughout the school neighborhood, taking photographs of barriers and logging them into Fulcrum, a GPS-enabled data collection smartphone app.



In March 2020, a Community Walk Audit brought parents and community members together to discuss school conditions and behaviors during pick-up and drop-off times, identify safety and convenience barriers for students walking and biking to school, prioritize issues, and brainstorm solutions. These two tasks resulted in an inventory of infrastructural barriers at and around the school site as well as a list of stakeholder-identified challenges.

A report draft was shared with the Napa Valley Transportation Authority, the Napa County Office of Education, law enforcement, public works and planning representatives from the City of Napa, the local school district, and school stakeholders, and their feedback was incorporated into the final version. As part of the larger countywide project, the SRTS team engaged EMC Research, a national public opinion research firm to conduct a comprehensive survey of parents' perceptions around walking and biking to school (see Appendix A). The Walk Audit report outlines the information gathered during this multi-year process and provides recommendations for improvements.

NORTHWOOD ELEMENTARY SCHOOL
SCHOOL SUMMARY

Principal	Sarah Knox (previous) Suzanne Flint (current)
First Bell	8:00 AM
Last Bell	2:25 PM (1:25 PM on Wed.)
District	Napa Valley Unified

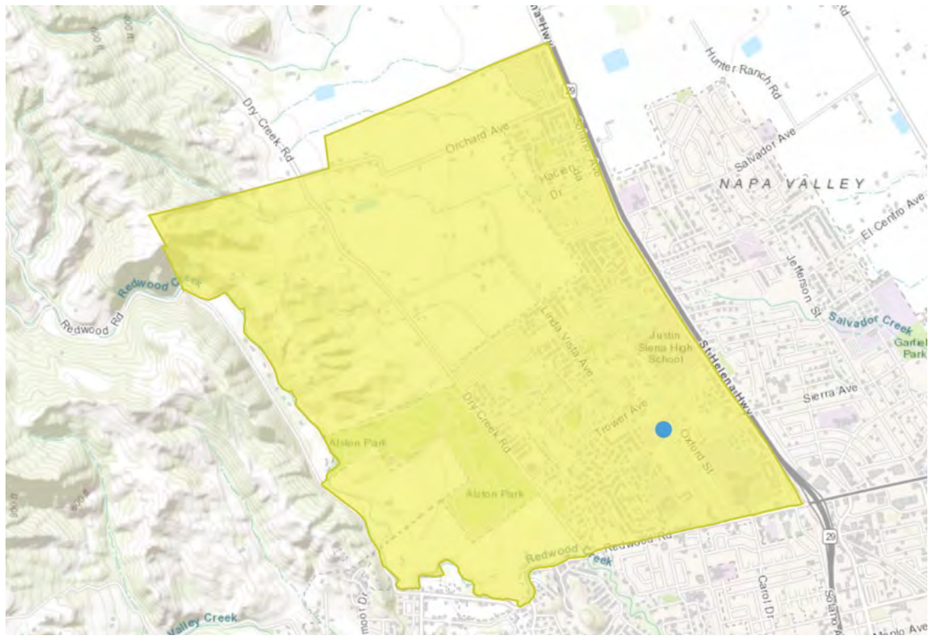
Grades	K-5
Enrollment	390
Street	2214 Berks Street
City	Napa, CA 94558

Overall Facility Rating[j]: Good

While NVUSD has an open enrollment policy, Northwood's default enrollment area covers a large portion of northwest Napa, bordered by SR 29 to the east, Redwood Road to the south and west, and just north of Orchard Avenue to the north.

Through the open enrollment policy, families may apply to NVUSD for their student to attend a school other than their school of residence. Out-of-district students may also apply through the open enrollment process. This often results in students living farther away from school, making them more likely to rely on driving for transportation. At schools where open enrollment students constitute a high proportion of their enrollment, this can cause higher vehicular traffic volumes around the school during pick-up and drop-off.

According to the most recent data (2020-21 school year), 31.0% of students attending Northwood Elementary reside outside of the school's enrollment boundary.



Map 1: Enrollment boundary (shaded yellow) of Northwood Elementary School (school location marked by a blue dot)

DATA

No data currently exists regarding the number of students who walk or bike to school at Northwood Elementary School. However, the school's office manager estimated that a significant portion of students, possibly up to 50%, walk or bike to school during good weather.

According to the results of the countywide EMC Research survey conducted in Spring 2021, 16% of respondents report that their K-8th grade children primarily walk to and/or from school and ~4% primarily bike. While nearly half (43%) say that their child has walked or biked to/from school at some point, 73% report using a single-family vehicle as the primary transportation method to and from school.

Total Enrollment by Group (2019-20)

ETHNICITY	NORTHWOOD ELEMENTARY SCHOOL	DISTRICT
American Indian or Alaska Native	0.8%	0.2%
Asian	0.8%	2.4%
Filipino	1.3%	6.9%
Hispanic or Latino	39.2%	55.6%
White	55.1%	28.4%
Native Hawaiian or Pacific Islander	0.3%	0.2%
Two or More Races	2.6%	4.0%
EXPERIENCE		
Socioeconomically Disadvantaged	40.6%	51.2%
English Learners	14.1%	20.5%
Students with Disabilities	19.1%	12.5%
Foster Youth	1.0%	0.4%
Homeless	0.8%	1.1%

Figure 2: Enrollment Data by Group

Countywide K-8 Primary Transportation to/from School (EMC Research)

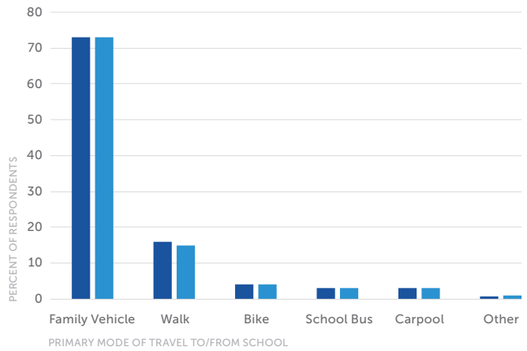


Figure 1: EMC Research Polling Results

Note: *Data from EMC Research survey represents countywide behaviors, and school or city-level breakdowns are not available. See Appendix A for details on survey methods and respondent profiles.*

Student Enrollment by Grade Level (2019-2020)

	NUMBER OF STUDENTS
Kindergarten	69
Grade 1	50
Grade 2	80
Grade 3	53
Grade 4	65
Grade 5	73
Total	**390**

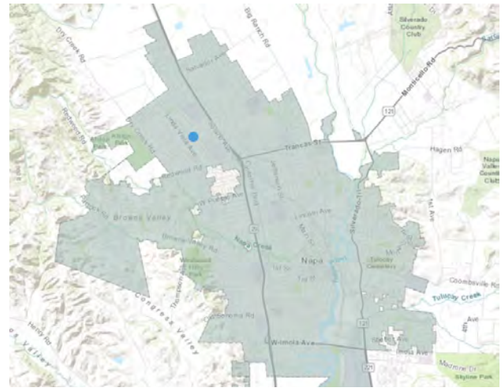
Figure 3: Enrollment Data by Grade

NEIGHBORHOOD CONTEXT

Northwood Elementary School is located in northwest Napa on Berks Street, in the middle of a residential area. The school is bordered by Berks Street to the south, Oxford Street to the east, Trower Avenue, an arterial, to the north, and Linda Vista Avenue, a collector, to the west. The school is primarily surrounded by single-family residences, though there are also a handful of churches in the area, as well as Redwood Middle School to the southeast and Justin-Siena High School to the northeast.

The neighborhoods to the south were built from the 1940s-1960s, with the majority being built in the 1950s, though some were built in the 2000s. The residences to the east and north ranged from the 1950s-2010s, but those to the east were primarily built in the 1960s-1970s and those to the north in the 1970s-1990s. The neighborhoods to the south were built in the 1960s-1970s and 1990s-2000s. Variations in construction periods may result in variations in infrastructure in the school area.

The street patterns around the school are a mix of warped parallel and fragmented parallel with lots of lollipops. Warped parallel and fragmented parallel street patterns decrease walkability by increasing block size, and lollipops reduce pedestrian route choice and interconnectivity.



Map 2: Northwood Elementary School (marked by a blue dot) is located in northwest Napa.

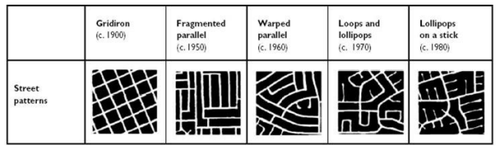


Figure 4: Street Patterns (Source: Southworth, 1997)

EXISTING **CONDITIONS**

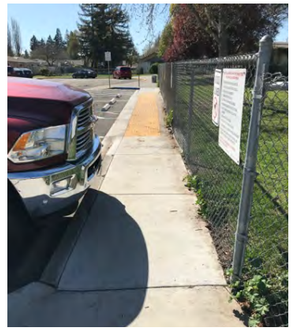
The Safe Routes to School Team conducted an initial evaluation of the school site and surrounding area prior to conducting the Community Walk Audit. The Fulcrum App software was used to map and record significant point and segment issues within a half-mile range of the school. The team also collected information on local and school transportation policies and programs from conversations with the school's staff and administrators, as well as documents from the school and City websites.

SITE CIRCULATION

Northwood Elementary School has two loading zones. One is a yellow curb in the school's parking lot off of Oxford Street, in front of the main entrance to the school. Motorists enter from Oxford Street, move in a one-way fashion through the loading zone, which is guided by painted white arrows, and exit onto Berks Street. Gates to the parking lot/loading zone are open in the morning for drop off, closed after lunch, and re-opened at the end of the school day, so any parents arriving earlier than school's end time must park along Berks Street or Oxford Street. A sidewalk runs along the edge of the parking lot from Oxford Street to Berks Street, so students entering the school from the loading zone area can access campus either through one of two entrances that flank the main office in front of the loading zone, or via a concrete path that leads to the school's blacktop. The school's bike parking is located off of this concrete path, so student bicyclists must bike on the sidewalk along the parking lot/loading zone or through the loading zone with traffic.

The Oxford Street parking lot/loading zone.

The other loading zone is a white curb located along Oxford Street between Briarwood Street and Berks Street, in front of the school field. Signs indicate that this space is designated for 3-minute student loading during school hours. Students dropped off along this loading zone can either walk south on Oxford Street to access the school via one of the main office entrances listed above, or can head north and access the school through a gated entrance on the north side of the field. A concrete path leads from the gated entrance to the blacktop.



A sidewalk runs from Oxford Street to the front entrance of the school.

The loading zone on Oxford Street (left) and the Oxford Street entrance to the school field (right).

There is also a back entrance to the school on Linda Vista Avenue, though there is no loading zone around this entrance. This entrance is partially gated and partially blocked off by bollards and is intended for student pedestrian and bicyclist access. It opens to a paved path that cuts across the school field to the blacktop.

Northwood Elementary School has two parking lots - one small L-shaped parking lot off of Oxford Street, which includes the loading zone, and the staff-only lot also on Oxford Street on the northeast edge of campus.

The school provides the following circulation policy in their Family Handbook, available on the school website. Reminders of this policy are provided through ParentSquare and the school newsletter on an as-needed basis.

Arrival and Departure Expectations

To ensure the safety of all Northwood students and a positive community culture during drop-off and pick-up, please follow these guidelines:

- **Morning/Drop Off:**
  - Parents are encouraged to walk their children from home or park along Oxford or Berks (or Linda Vista) and walk or bike in.
  - **The Rear Parking Lot is for Buses and Staff Only. No through traffic.**
  - The Front Parking Lot is reserved for Staff Parking and ADA Accessible Parking.
  - We have a Loading/Drop-off zone in front of the school. Drivers must stay in their vehicles at all times. Kinder parents needing to undo child seat restraints should park along the street and walk in with students.
  - Unaccompanied students wait on the Yellow Line in front of the office until 8:00 am bell, then go to their classroom dots until 8:05 am bell.
- **Afternoon/Pick Up:**
  - Parents are encouraged to walk their children home or park along Oxford or Berks (or Linda Vista) and walk in.
  - Gate to Loading/Drop-off zone will open promptly at 2:30 pm. Drivers must stay in their vehicles at all times and continue moving forward.
  - Students picked up late need to wait on the benches in front of school or in the office. Students may not play on the playground after school. We ask students to wait at least 15 minutes before we call someone.
- **Last Wednesday of the Month Mornings:**
  - Students wait out front on the yellow lines for the 8:00 am bell, then move to tables for assembly.
- **Rainy Days:**
  - Students wait in MU room until their teacher picks them up at 8:05 am

Figure 5: Arrival and Departure Expectations Policy

The school enforces circulation rules by distributing its circulation policy to families at the beginning and throughout the year. There is also a Teacher on Duty before and after school who helps students cross Oxford Street. Historically, there has been a crossing guard at the intersection of Oxford Street and Trower Avenue, but recently there has not been a guard stationed at this location.

Bus service through NVUSD is not available for Northwood Elementary students. However, students who live beyond 1.25 miles walking distance and attend their school of residence may apply for transportation through NVUSD. The Vine Transit N line, operated by the Napa Valley Transportation Authority, provides service in north/central Napa, mostly along Trancas Street and Jefferson Street, and has stops on Redwood Road south of the school. Southeast of the school on Solano Avenue is the Vine Transit Redwood Road Park and Ride, which is served by the 10, 11, 11X, and 29 lines.

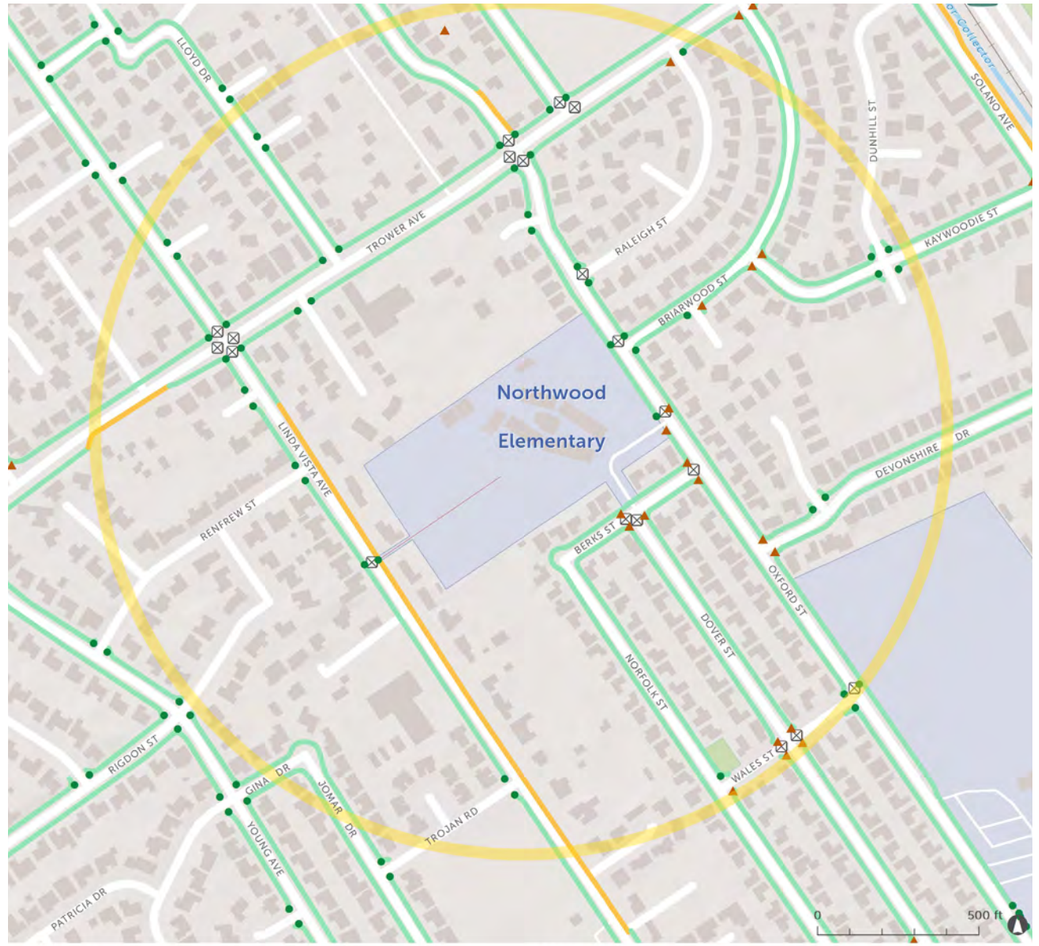
BICYCLE AND PEDESTRIAN INFRASTRUCTURE

Northwood Elementary School provides several bike racks for students in a gated bike corral next to the main office. However, some of the racks are positioned so that only half of their parking capacity is available for use.

MAP OF EXISTING BICYCLE FACILITIES

Map 3: Existing Bicycle Facilities
(Map source: Napa Valley Transportation Authority Napa Countywide Bicycle Plan (2019))

MAP OF EXISTING PEDESTRIAN FACILITIES



Map 4: Existing Pedestrian Facilities
(Map source: Napa Valley Transportation Authority Napa Countywide Pedestrian Plan (2016))

ENCOURAGEMENT AND EDUCATION PROGRAMS

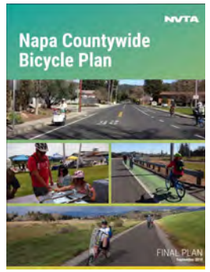
Northwood Elementary School has participated regularly in annual countywide encouragement events, such as Bike to School Day and Walk and Roll to School Day. Bike to School Day and Walk and Roll to School Day are annual encouragement events facilitated by Napa County Safe Routes to School in the spring and fall, respectively, that celebrate students making the healthy choice to walk or bike to school. The school has not expanded its encouragement program beyond these annual events but has hosted a couple of bike rodeos for its students in recent years. Bike rodeos are mainly on-bike lessons where students learn the rules of the road by navigating a roadway-designed obstacle course.

Northwood students during Walk and Roll to School Day 2018 (left) and a 2018 bike rodeo (right).

YEAR	EVENT	STUDENT PARTICIPANTS
2015/16	Bike to School Day	61
2016/17	Bike to School Day	95
2016/17	Bike Rodeo	355
2018/19	Walk and Roll to School Day	210
2018/19	Bike Rodeo	N/A
2018/19	Bike to School Day	104
2019/20	Walk and Roll to School Day	148
2019/20	Bike Rodeo	382

Figure 6: Encouragement and Education Data

EXISTING PLANS



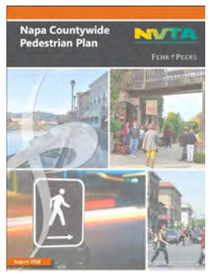
NVTA Napa Countywide Bicycle Plan (2019):

The Napa Countywide Bicycle Plan has some recommended improvements for bicycle facilities around the school site. It recommends completing a Class III Urban Bikeway along both Oxford Street and Linda Vista Avenue.

NVUSD Facilities Master Plan (2016):

NVUSD's Facilities Master Plan lists several projects for Northwood Elementary School. These projects include installation of fencing around the school perimeter, site ADA (Americans with Disabilities Act) improvements, and demolishing and replacing the administration building.

MEASURE H
BUILDING ON OUR VISION
NVUSD



NVTA Napa Countywide Pedestrian Plan (2016):

The Napa Countywide Pedestrian Plan lists one recommended improvement near the school site. The Overpass at Trower Avenue would erect a new bridge over Highway 29 northeast of the school.

NVTA Napa Valley Countywide Transportation Plan: Advancing Mobility 2045 (2021):

The NVTA Countywide Transportation Plan is a long-range plan of countywide transportation priorities that provides a direction for the four- to five-year plan while considering a 25-year planning horizon. This plan is part of the regional planning process for the Regional Transportation Plan by the Metropolitan Transportation Commission. There are 28 projects by the City of Napa listed in the Plan; potentially three listed projects – SR 29 over Trower Avenue, Solano Avenue/Redwood Road Intersection Modifications, and Vine Trail Redwood Road Crossing – impact the school area.

CITY OF NAPA

City of Napa General Plan 2020 (1998) / 2040 (Not Yet Adopted):

The current General Plan for the City of Napa was adopted in 1998; a General Plan update began in 2018 and at the time of this report, is still ongoing. The General Plan update strives to build a more livable, sustainable, and inclusive future for the City of Napa by outlining the City's plan for land use, housing, transportation, climate change, and more. One of the draft guiding principles for the General Plan update is to "increase travel options through enhanced walking, bicycling, and public transportation systems, and promote mobility through increased connectivity and intelligent transportation management."

WALK **AUDIT**

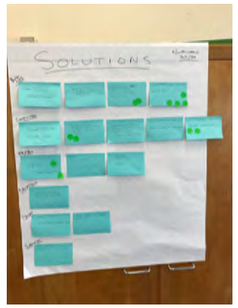
Date: 3/11/20
Day of the Week: Wednesday

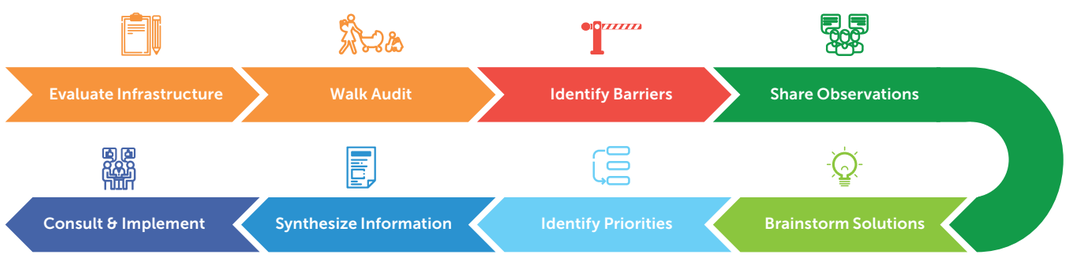
Meeting Time: 1:00 PM
Weather: Sunny

METHODOLOGY

The Community Walk Audit brought school stakeholders together to observe existing conditions during pick-up time, identify barriers to safe walking or biking, and explore solutions. The Walk Audit team consisted of three Northwood Elementary School parents and one NCBC Board member/community member. The group met 30 minutes prior to the school bell for a brief presentation on the SRTS program and the process and purpose of Walk Audits. The team then split up into two groups. One group walked out of the school's front entrance, through the parking lot, east on Berks Street, north on Oxford Street to Trower Avenue, and east on Trower Avenue to Maher Street. The other group walked out of the school's back entrance onto Linda Vista Avenue, headed north on Linda Vista, and west on Trower Avenue. During this walk, participants observed and discussed the physical infrastructure around the school as well as the behavior of motorists, pedestrians, and bicyclists in the school site area. They also shared their own experiences traveling to and from school on foot and by car. Fifteen minutes after the bell, the team returned to the classroom to discuss their observations, map issue areas, and record and prioritize the major barriers identified during the exercise.

During the prioritization exercise, participants wrote down several barriers that were of high priority to them on sticky notes, placed them on a poster on the wall, and organized them into sections based on similar topics. Then, participants were given three round stickers to place on issues that they felt were most important and needed to be solved most urgently. Participants could spread their stickers out or put multiple stickers on one issue. The group then reviewed the major barriers and explored potential solutions to each issue. Participants repeated the prioritization process with potential solutions to the barriers identified.





WALK AUDIT FINDINGS

This section of the report lists the barriers identified by Walk Audit participants during the Walk Audit activity. The barriers listed in the following table are the results of the Walk Audit prioritization activities – the content and language used reflect what Walk Audit participants wrote on their sticky notes.

The barrier identification and prioritization exercise resulted in a list of location-specific and geographically general barriers organized by Vote Score in the table below. Vote Score was determined during the prioritization exercise by the number of stickers and sticky notes addressing a particular issue, with a higher number correlating to a higher Vote Score, indicating a higher importance to Walk Audit participants.

Stakeholder-Identified Barriers:

DESCRIPTION	LOCATION	VOTE SCORE
Speeding	General area	6
Large intersection, drivers not looking for pedestrians, no school zone markings	Trower Ave and Linda Vista Ave	5
Limited visibility	General area (Linda Vista Ave midblock crosswalk)	3
Narrow sidewalks	General area	3
Overgrown vegetation/buckled sidewalks	General area	2
No bike lanes	Linda Vista Ave	2
Vehicle speed and volume	Trower Ave	1
Missing sidewalk	Linda Vista Ave	1
Path ends (no sidewalk or crosswalk, busy street)	General area (northbound Linda Vista Ave, eastbound Trower Ave)	1
Congested traffic flow during pick up and drop off	School zone	1
Cars travelling wrong way through parking lot	Parking lot/loading zoned	1

Figure 7: Walk Audit Stakeholder-Identified Barriers

Stakeholder-Identified Treatments:

DESCRIPTION	BARRIER ADDRESSED	LOCATION	PRIORITY
Raised crosswalk	Low pedestrian visibility, poor motorist yielding behavior, speeding	Linda Vista Ave midblock crosswalk	7
Curb extension	Low pedestrian visibility, poor motorist yielding behavior, long crossing distance, speeding	Linda Vista Ave midblock crosswalk	5
Curb extensions	Low pedestrian visibility, poor motorist yielding behavior, long crossing distance, speeding	Oxford St and Trower Ave	4
Curb extensions	Low pedestrian visibility, poor motorist yielding behavior, long crossing distance	Trower Ave and Linda Vista Ave	4
Rectangular Rapid Flashing Beacons	Poor motorist yielding behavior, low pedestrian visibility	Trower Ave and Linda Vista Ave	4
Curb extensions	Low pedestrian visibility, poor motorist yielding behavior, long crossing distance, speeding	Oxford St and Briarwood St	3
Improved "School Xing" signage/ markings	Speeding, low driver awareness of school zone	Linda Vista Ave midblock crosswalk	3
High visibility crosswalks	Low pedestrian visibility	Trower Ave and Linda Vista Ave	1
Additional crosswalks	Path ends (no sidewalk or crosswalk)	Along Linda Vista Ave	1
High visibility crosswalk	Low pedestrian visibility	Linda Vista Ave midblock crosswalk	1
Rectangular Rapid Flashing Beacons	Poor motorist yielding behavior, low pedestrian visibility	Trower Ave and Oxford St	1
Rectangular Rapid Flashing Beacons	Poor motorist yielding behavior, low pedestrian visibility	Oxford St	1
Increased law enforcement presence during school hours	Speeding, unsafe motorist behavior	Trower Ave and Linda Vista Ave	1
Speed feedback signs	Speeding	Linda Vista Ave	1
Improved signage	Cars travelling wrong way through parking lot	School parking lot/ loading zone	1
Widen sidewalks	Narrow sidewalks	Oxford Street from Trower Ave to Berks St	1

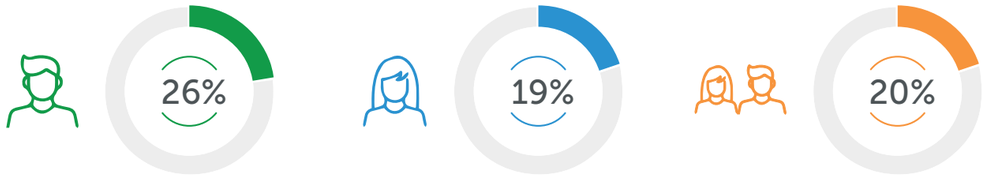
Figure 8: Walk Audit Stakeholder-Identified Treatments

CONTEXT FOR **RECOMMENDATIONS**

IMPACT OF BARRIERS/HAZARDS ON COMMUNITY

Barriers to safe walking and bicycling, both infrastructure and non-infrastructure, can greatly discourage communities from engaging in active transportation. The quality, accessibility, and connectivity of bicyclist and pedestrian travel networks strongly influence the rates of walking and bicycling as a mode of daily transport[1]. Public policies and attitudes, such as traffic-calming measure enforcement and parking limitations, also contribute to the efficacy of pedestrian/bicycle networks. Thus, barriers to accessibility and connectivity must be addressed in order to encourage increased and safe walking and cycling.

Barriers that discourage walking and bicycling prevent communities from gaining the health benefits offered by active transportation. For children, physical activity can improve cognitive function, bone health, cardiorespiratory and muscular fitness, and mental wellness[2]. Adults benefit from lower risk of cardiovascular disease, hypertension, dementia, anxiety, and falls for older adults, as well as improved quality of life, physical function, bone health, and sleep.

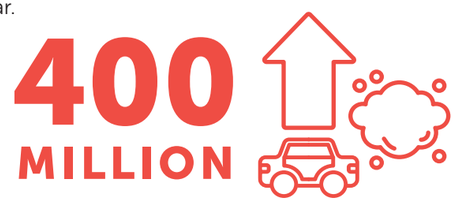


However, only about **26% of men**, **19% of women**, and **20% of adolescents** are meeting the aerobic and muscle-strengthening guidelines developed by the Department of Health. Increased walking and biking to school can help boost that percentage by incorporating physical activity into one's daily routine and encouraging further active transportation choices.

Lack of safe bicycle/pedestrian facilities can also negatively impact the environment, as more people will choose to drive rather than bike or walk. Passenger cars and light-duty trucks produced **over half of the transportation sector emissions in 2017**[3].

The transportation sector produced the most greenhouse gas emission of any economic sector, releasing **up to 29% of total US greenhouse gas emissions** for the year.

Furthermore, **transportation emissions have increased around 400 million metric tons** since 1990 due to increased vehicle demand. Thus, decreasing vehicle use by creating bicycle/ pedestrian networks that are safe from potential hazards and barriers can help mitigate these environmental effects.



In addition to the consequences already discussed, barriers to safe walking and bicycling can lead to increased collisions and conflicts between motorists, pedestrians, and bicyclists. Safety barriers can lead to more people choosing to drive, even if the destination is within walking or biking distance, increasing traffic congestion. Children have fewer opportunities to develop their sense of independence through walking and biking to school, and the community is hindered from enjoying the social and economic benefits of bicycling and walking. Safety barriers and hazards that discourage increased walking and bicycling can considerably impact many different parts of a community, which is why it is so crucial to address and resolve them.

[1] Kuzmyak, Richard J., Dill, Jennifer. "Walking and Bicycling in the United States: The Who, What, Where, and Why." TR News May-June 2012: 4-15. Web. [2] U.S. Department of Health and Human Services. Physical Activity Guidelines for Americans, 2nd edition. Washington, DC: U.S. Department of Health and Human Services; 2018. [3] Sources of Greenhouse Gas Emissions, United States Environmental Protection Agency. Web.

RECOMMENDATIONS

Recommendations were determined by Napa County Safe Routes to School staff, taking into account the feedback and results from the Walk Audit activity, Fulcrum data, existing plans, and local stakeholder input. Priority levels for recommendations were calculated through consideration of vehicle, pedestrian, and bicyclist traffic volumes; vehicular traffic speed; collision history; presence of existing bicycle/pedestrian facilities; proximity to major identified routes to school; high-level potential cost/complexity of recommendation; and Walk Audit participant input.

This section outlines and explains high and medium priority recommendations specific to the school site. School site-specific recommendations of all priority levels can be found in the "Table of Recommendations" section. Universal recommendations that apply to all school sites are described in Appendix B. Recommendations that are focused on infrastructure treatments are denoted by "NAI," and recommendations that suggest programmatic treatments are denoted by "NAP." Please note that implementing these recommendations will often require further evaluation and study, as well as design, right-of-way acquisition, compliance checks with existing laws, and coordination with utility, public safety, and other local government departments.

RECOMMENDATION #NAI-131 – 132, NAI-330, NAI-332: LINDA VISTA AVENUE BICYCLE/PEDESTRIAN ACCESS

Narrative – Linda Vista Avenue is a key north-south collector for the northwest Napa area, spanning from Lone Oak Avenue to the northern City limits and continuing into unincorporated County. Linda Vista Avenue borders Northwood Elementary School campus on the west side and provides direct access to the campus through the school's back entrance just south of Trower Avenue. Further south, Linda Vista Avenue also serves Pueblo Vista Magnet School and West Park Elementary School. As a collector for several neighborhoods, Linda Vista Avenue experiences high volumes of motor vehicle traffic during peak morning and afternoon commute hours in addition to multimodal school-related traffic travelling to one of the many nearby schools. As Linda Vista Avenue is along direct routes to Northwood campus from many of the residences in the school's enrollment boundaries and provides a highly-used access point to campus, this corridor plays a key role in school-related transportation.

IDENTIFIED BARRIERS

- ***Missing sidewalk –*** The northbound Linda Vista Avenue sidewalk from Redwood Road to Trower Avenue is missing, creating a significant gap in the pedestrian network and forcing pedestrians to either walk in the roadway or cross the road in an unmarked location (there is only one crosswalk across Linda Vista along this corridor, and may prevent students from walking altogether.
- ***No bicycle facilities –*** The lack of bicycle facilities on the corridor (from Redwood Road to north city limits) fails to provide a dedicated space for bicyclists and indicate to motorists where to expect bicyclists, making the corridor appear unwelcoming to bicyclists.
- ***No traffic control/traffic-calming –*** Minimal traffic control and the lack of traffic-calming along the long, straight road can facilitate motorist speeding, which reduces motorists' range of vision, decreases motorist yielding behavior, and increases risk of collision.
- ***Low pedestrian visibility –*** Pedestrian visibility at the midblock crosswalk on Linda Vista Avenue leading to the school's back entrance is reduced by the low-visibility crosswalk pattern, poles blocking Rectangular Rapid Flashing Beacon signals, faded "School Xing" paint, and potential for uncontrolled traffic to speed through the crosswalk.

The Linda Vista Avenue midblock crosswalk leads to the school's back entrance (left side of photo).

RECOMMENDATIONS

- ***NAI-131 Sidewalk –*** Install the northbound sidewalk where missing to fill the gap in the pedestrian network.
- ***NAI-132 and NAI-332 Class III bike boulevard –*** From Redwood Road to northern city limits, install a Class III bike boulevard with sharrows, signage, and traffic-calming measures. Reduce posted speed limit from Trower Avenue to northern city limits to 25 mph and implement adequate traffic-calming measures to slow traffic to new speed limit.
- ***NAI-330 Midblock crosswalk***
  - ***High-visibility crosswalk –*** Upgrade the existing crosswalk to a high-visibility school-zone pattern to improve pedestrian visibility and motorist yielding behavior.
  - ***Curb extensions –*** Install curb extensions on both crosswalk curbs to slow traffic, improve pedestrian visibility, and improve motorist yielding behavior. This may require unconventional configuration due to driveways. Move Rectangular Rapid Flashing Beacon signals to curb extensions.
  - ***Paint –*** Paint shark's teeth on Linda Vista Avenue travel lanes to indicate where motorists should stop and yield, and repaint "School Xing" paint to improve driver awareness of school zone crosswalk.

RECOMMENDATION #NAI-334 – NAI-335, NAI-337 – NAI-338: TROWER AVENUE BICYCLE/PEDESTRIAN ACCESS

Narrative – Trower Avenue is a significant east-west arterial on the north side of Napa, spanning from Dry Creek Road to Stover Street and providing connections to other important transportation corridors, including Solano Avenue, SR 29, Jefferson Street, and the Vine Trail shared-use path. Trower Avenue borders the school block on the north side and must be navigated by any students coming from the many neighborhoods north of the school in the school's enrollment boundaries, which includes the multiple mobile home communities off of Solano Avenue. Walk Audit participants identified crossing and traveling along Trower Avenue as a top barrier to students walking and biking to school due to vehicle speeds, volumes, and behaviors.

IDENTIFIED BARRIERS

- ***High-stress bike facilities –*** The existing Class II bike lanes on Trower Avenue from Solano Avenue to Dry Creek Road are stressful due to the lack of separation between bicyclists and high speeds and volumes of vehicle traffic.
- ***Auto-oriented corridor –*** Trower Avenue's current design, featuring wide lanes on a relatively straight corridor with no traffic-calming and little traffic control, prioritizes vehicle speed, volumes, and convenience and facilitates frequent motorist speeding.
- ***High-speeds and volumes of traffic –*** Trower Avenue carries high volumes of high-speed traffic, which many bicyclists and pedestrians do not feel comfortable or safe navigating.

Trower Avenue currently has Class II bicycle lanes.

RECOMMENDATIONS

- ***NAI-334 and NAI-338 Reallocate space –*** Narrow travel and turn lanes from current width (~13 feet) to 10 feet and use reclaimed space to upgrade existing Class II bike lanes to Class II buffered bike lanes or Class IV protected bike lanes where feasible. Paint green conflict markings at major driveways and side streets to improve bicyclist visibility.
- ***NAI-335 and NAI-337 Traffic-calming –*** Install traffic-calming measures along the Trower Avenue corridor, with incorporation of specific SRTS recommendations along the corridor, such as bike facility upgrades, curb extensions, etc.

RECOMMENDATION #NAI-336: TROWER AVENUE AND OXFORD STREET INTERSECTION

Narrative – The Trower Avenue and Oxford Street intersection is a key intersection in the school area. The intersection experiences high volumes of vehicle traffic due to Trower Avenue's role as an arterial corridor, Oxford Street providing access to the front entrances to both Northwood Elementary School and Redwood Middle School, and the vicinity of the crosswalk to corridors such as Solano Avenue and SR 29 and other destinations, including Napa School of Music, and Justin-Siena High School. As one of the closest intersections across Trower Avenue to the school, this intersection is along the route to school for many students travelling north of the school.

IDENTIFIED BARRIERS

- ***High traffic volumes/speeds –*** This intersection experiences high volumes of traffic, particularly during peak school hours. Trower Avenue traffic is uncontrolled and motorists frequently speed through the intersection and fail to yield to pedestrians.
- ***Long crossing distances –*** Long crossing distances across the intersection pushes pedestrians further out of the range of vision of motorists and requires them to be in the roadway for a longer time than necessary, increasing the risk of collisions.
- ***Wide curb radii –*** Wide curb radii facilitate fast motorist turning movements through the intersection.

Uncontrolled traffic on Trower Avenue makes crossing the intersection at Oxford Street challenging for pedestrians.

RECOMMENDATIONS

- ***High-visibility crosswalk –*** Upgrade the existing crosswalks to a high-visibility school-zone pattern to improve pedestrian visibility and motorist yielding behavior.
- ***Curb extensions –*** Install curb extensions on all crosswalk curbs to reduce crossing distance and curb radii, improve pedestrian visibility, and slow motorists through the intersection. Maintain a minimum of 5 feet for existing bike lanes.
- ***Rectangular Rapid Flashing Beacons –*** Install Rectangular Rapid Flashing Beacons for the crosswalk across Trower Avenue to improve motorist yielding behavior, and paint shark's teeth on travel lanes to indicate where motorists should stop.

RECOMMENDATION #NAI-341: TROWER AVENUE AND LINDA VISTA AVENUE INTERSECTION

Narrative – The Trower Avenue and Linda Vista Avenue intersection is the closest intersection across Trower Avenue to the west side of the school campus, and is consequently a key part of direct routes to school for students travelling to neighborhoods northwest of the school. As an intersection between an arterial and collector, both of which serve other nearby schools, the intersection experiences high volumes of vehicles throughout the day, and particularly during peak commute and school hours.

IDENTIFIED BARRIERS

- ***Long crossing distances –*** Long crossing distances across Trower Avenue pushes pedestrians further out of the range of vision of motorists and requires them to be in the roadway for a longer time than necessary, increasing the risk of collisions.
- ***Low-visibility crosswalks –*** The crosswalks are faded and painted with a standard, parallel line pattern, despite being a highly-travelled intersection along key routes to the school.
- ***Unsafe driver behavior –*** Walk Audit participants reported that motorists exhibit unsafe driving behavior due to congestion during peak school hours, including poor yielding behavior, moving quickly through the intersection (particularly for right-turns), and squeezing up to the intersection to make right turns to bypass through traffic and failing to see pedestrians.

The Trower Avenue and Linda Vista Avenue intersection.

RECOMMENDATIONS

- ***High-visibility crosswalk –*** Upgrade the existing crosswalks to a high-visibility pattern to improve pedestrian visibility and motorist yielding behavior.
- ***Curb extensions –*** Install curb extensions on all crosswalk curbs to reduce crossing distance and curb radii, improve pedestrian visibility, and prevent motorists from sneaking up on the right side to make right turns. Maintain a minimum of 5 feet for existing bike lanes.
- ***Limit lines –*** Install advanced limit lines on all travel lanes to indicate to motorists to stop with some distance from the crosswalk, improving pedestrian visibility.
- ***Reduce travel lanes –*** Reduce travel lanes from 12 feet to 10 feet on Trower Ave approaching intersection to slow motorists approaching the intersection and create more road space for pedestrian and bicyclist infrastructure.

RECOMMENDATION #NAI-120: OXFORD STREET MIDBLOCK CROSSWALK

Narrative – The midblock crosswalk on Oxford Street between Briarwood Street and Berks Street is immediately adjacent to the sidewalk leading to the school's front entrance and bike parking corral off of Oxford Street. Due to its placement near a main school entrance, this crosswalk is a natural crossing location for many students travelling along Oxford Street, particularly those who may be travelling to the Vine Trail shared-use path or Redwood Middle School, where students may have siblings. This crosswalk is also located in between the on-street school loading zone on Oxford Street and the entrance to the school parking lot/loading zone.

IDENTIFIED BARRIERS

- ***Uncontrolled traffic –*** Traffic on Oxford Street is uncontrolled, allowing motorists to drive through the intersection without slowing down, reducing yielding behavior.
- ***Low-visibility crosswalk –*** The existing crosswalk across Oxford Street is painted with a standard, parallel line pattern, despite being located in a highly-travelled school zone.
- ***High-traffic area –*** The midblock crosswalk is adjacent to the school loading zone and parking lot entrance, resulting in high traffic volumes around the crosswalk during peak school hours.

The midblock crosswalk across Oxford Street near campus is adjacent to the school loading zone and parking lot entrance.

RECOMMENDATIONS

- ***Curb extensions –*** Install curb extensions on both sides of crosswalk to reduce crossing distance, improve pedestrian visibility, and slow motorists through the intersection.
- ***Red zone –*** Extend the red zone on southbound Oxford Street north of the crosswalk to prevent motorists from parking close to the crosswalk and obstructing pedestrian visibility.
- ***High-visibility crosswalk –*** Upgrade the existing crosswalk to a high-visibility school-zone pattern to improve pedestrian visibility and motorist yielding behavior.
- ***Rectangular Rapid Flashing Beacons –*** Install Rectangular Rapid Flashing Beacons at the crosswalk to improve motorist yielding behavior and pedestrian visibility.

RECOMMENDATION #NAP-048: BICYCLE AND PEDESTRIAN SAFETY EDUCATION

Narrative – Bicycle and pedestrian safety education is a crucial component of increasing biking and walking mode share at a school site, as it teaches students rules of the road and safe biking and pedestrian behaviors, such as scanning and signaling before turns for bicyclists. This understanding not only improves bicyclist and pedestrian safety, but also increases confidence and comfort for young bicyclists and pedestrians. Common unsafe behaviors that are done unknowingly due to lack of education, such as riding against traffic or failing to stop at stop signs on a bike, are hazardous to students, as this behavior is unpredictable to motorists and can increase risk of collisions. While many of these behaviors can be addressed by improved infrastructure, such as clearly marked bicycle facilities, implementing annual education on bicyclist and pedestrian safety within the school system raises awareness of rules of the road and encourages safe behavior.

IDENTIFIED BARRIERS

- ***Irregular safety education –*** While Northwood Elementary School has provided some bicycle safety education in the past, irregularly provided bicycle/pedestrian safety education can result in unintentional unsafe student bicyclist/pedestrian behavior and a sense of discomfort riding a bike.

RECOMMENDATIONS

- ***Bicycle and pedestrian safety education –*** Provide annual in-school bicycle and pedestrian safety education for all students to ensure that all students are familiar with rules of the road and best safety practices.

Students practice the rules of the road during a bike rodeo at Northwood Elementary School in 2018.

RECOMMENDATION #NAP-050: GROUP ENCOURAGEMENT EVENTS

Narrative – Vehicle congestion in the school zone can be a significant barrier to students walking and biking to school, especially when paired with bicycle and pedestrian infrastructure gaps. While infrastructure recommendations are underway, establishing group encouragement programs, such as walking school buses, bike trains, or carpool networks, can help reduce the number of vehicles in the school zone while improving road user comfort by establishing a greater bicyclist/pedestrian road presence through numbers and providing adult supervision that can be a shared responsibility amongst families.

IDENTIFIED BARRIERS

- ***Infrequent encouragement programs –*** While annual countywide encouragement events are a great place to start, infrequent encouragement events are not effective enough in normalizing active transportation as an everyday mode of transportation.

- ***Congestion in school zone –*** High volumes of vehicle traffic in the school zone during pick-up and drop-off can make the school zone feel chaotic and unwelcoming to bicyclists and pedestrians.

An example of a bike train group led by parent volunteers at El Roble Elementary School in Gilroy. (Photo by Ihui Lopez, Silicon Valley Bicycle Coalition).

RECOMMENDATIONS

- ***Walking bus/bike train/carpool program –*** Develop a walking school bus/bike train program to increase the number of students who walk and bike to school while improving sense of safety by forming an adult-supervised group. A carpool program can also be developed for to reduce the number of cars in the school zone and may be more feasible for students who live outside of the school's enrollment boundaries.

RECOMMENDATION #NAI-340: TROWER AVENUE AND YOUNG AVENUE INTERSECTION

IDENTIFIED BARRIERS

- ***Long crossing distance –*** The long crossing distance across Trower Avenue pushes pedestrians further out of the range of vision of motorists and requires them to be in the roadway for a longer time than necessary, increasing the risk of collisions.

- ***Low pedestrian visibility –*** Pedestrian visibility at the crosswalk is reduced by the low-visibility crosswalk pattern and shade created by tree coverage impacting lighting.

- ***Speeding –*** While there is existing Rectangular Rapid Flashing Beacons at the intersection, motorists frequently speed on Trower Avenue and do not slow down when approaching the crosswalk, reducing motorist yielding behavior and range of vision.

Dappled shade from trees can decrease pedestrian visibility at the Trower and Young crosswalk.

RECOMMENDATIONS

- ***High-visibility crosswalk –*** Upgrade the existing crosswalk to a high-visibility pattern to improve pedestrian visibility and motorist yielding behavior.

- ***Curb extensions –*** Install curb extensions on both sides of the crosswalk and move the Rectangular Rapid Flashing Beacons to the curb extensions to improve pedestrian visibility and motorist yielding behavior, reduce crossing distance, and slow motorists through the intersection.

- ***Shark's teeth –*** Paint shark's teeth on Trower Avenue travel lanes to indicate to motorists where they should stop for pedestrians.

- ***Additional activation light –*** Install additional Rectangular Rapid Flashing Beacon activation light button on the existing pedestrian refuge island to allow pedestrians to extend flashing light time if needed when crossing.

RECOMMENDATIONS #NAI-342 AND NAI-344: NORTHWOOD CAMPUS IMPROVEMENTS

IDENTIFIED BARRIERS

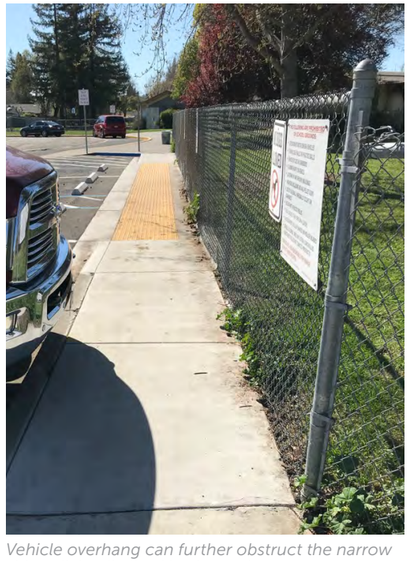
- ***Narrow sidewalk –*** The sidewalk around the parking lot that provides access to the front campus entrances and bike racks from Oxford Street and Berks Street is narrow and does not accommodate high volumes of school-related pedestrian and bicyclist traffic.

- ***No crosswalk –*** There is no crosswalk across the Oxford Street entrance to the parent-use parking lot/loading zone, greatly reducing pedestrian visibility in a highly-travelled area of the school zone.

RECOMMENDATIONS

- ***Widen sidewalk –*** Widen the sidewalk around the parking lot to be a high-volume sidewalk to better accommodate student bicyclists and pedestrians travelling to and from school.

- ***High-visibility crosswalk –*** Paint a high-visibility school-zone crosswalk at the Oxford Street entrance to the parking lot/loading zone to improve pedestrian visibility. Consider the feasibility of a raised crosswalk to discourage motorist queuing across the driveway/crosswalk.



Vehicle overhang can further obstruct the narrow sidewalk leading to Northwood campus.

RECOMMENDATION #NAI-121: OXFORD STREET AND BRIARWOOD STREET INTERSECTION

IDENTIFIED BARRIERS

- ***Uncontrolled traffic –*** Traffic on Oxford Street is uncontrolled, allowing motorists to drive through the intersection without slowing down, reducing yielding behavior.

- ***Low-visibility crosswalk –*** The existing crosswalk across Oxford Street is painted with a standard, parallel line pattern, despite being located in a highly-travelled school zone.

- ***Wide curb radius –*** The wide curb radius on the northeast side facilitates fast motorist turning through the intersection. The geometry of this curb also lengthens crossing distance and pushes pedestrians back, further out of the range of vision of motorists.

Oxford traffic is uncontrolled at the Briarwood intersection.

- ***Missing red zones –*** Missing red zones on the east side allows motorists to park adjacent to the crosswalk, obstructing pedestrian visibility.

RECOMMENDATIONS

- ***Curb extensions –*** Install curb extensions on both sides of the crosswalk across Oxford Street to improve motorist yielding behavior and pedestrian visibility, reduce crossing distance, and prevent motorists from parking adjacent to the crosswalk.

- ***High-visibility crosswalk –*** Upgrade the existing crosswalk to a high-visibility school-zone pattern to improve pedestrian visibility and motorist yielding behavior.

RECOMMENDATION #NAI-118: OXFORD STREET BICYCLE FACILITIES

IDENTIFIED BARRIERS

- ***No bicycle facilities –*** The lack of bicycle facilities on Oxford Street, a key access corridor to Northwood Elementary School, fails to provide a dedicated space for bicyclists and indicate to motorists where to expect bicyclists, making the corridor appear unwelcoming to bicyclists.

RECOMMENDATIONS

- ***Class III bike boulevard –*** Install Class III bike boulevard with sharrows, signage, and traffic-calming measures.

There are no bicycle facilities on Oxford Street.

RECOMMENDATION #NAI-130: REDWOOD ROAD AND LINDA VISTA INTERSECTION

IDENTIFIED BARRIERS

- ***Low-visibility crosswalks –*** The existing crosswalks in the intersection are extremely faded and painted with a standard, parallel line pattern, despite being located in a highly-travelled school zone.
- ***High volume intersection –*** This intersection of an arterial and a collector is a key intersection in the school area, as it is highly travelled on routes to multiple schools in the area and can feel chaotic and challenging during school arrival and dismissal times.
- ***Long crossing distance –*** The offset geometry of the intersection creates long crossing distances across Linda Vista Avenue and exacerbates the long crossing distance across several lanes of Redwood Road traffic. These long distances push pedestrians further out of the range of vision of motorists and require pedestrians to be in the roadway for longer than necessary.

Redwood Road and Linda Vista Avenue intersection looking north.

- ***Wide curb radii –*** Wide curb radii facilitate fast motorist turning motions through the intersection.

RECOMMENDATIONS

- ***Short-term***
  - ***Crosswalks –*** Repaint crosswalks and upgrade to high-visibility school-zone pattern to increase pedestrian visibility.
  - ***Curb extensions –*** Install curb extensions on all four corners to reduce crossing distance, improve pedestrian visibility, and reduce curb radii.
- ***Long-term***
  - ***Intersection redesign –*** Redesign intersection with Redwood Road corridor study, as indicated in adopted Bike Plan, and recommended Redwood Road road diet.

RECOMMENDATION #NAI-136: OXFORD STREET AND BERKS STREET INTERSECTION

IDENTIFIED BARRIERS

- ***Curb positioning –*** The pushed-back north curb creates a long crossing distance across Berks Street and reduces pedestrian visibility by pushing pedestrians further out of the range of vision of motorists. This area may pose a risk of pedestrian-motorist conflicts, as motorists leaving the school loading zone/parking lot exit onto Berks Street, and students may travel south on Oxford Street to travel home or to nearby Redwood Middle School where students may have siblings.

Pushed back curbs at Oxford Street and Berks Street increase crossing distance for pedestrians.

RECOMMENDATIONS

- ***Curb extension –*** Install curb extensions on both crosswalk curbs to reduce crossing distance and improve pedestrian visibility.
- ***High-visibility crosswalk –*** Upgrade the existing crosswalk to a high-visibility school-zone pattern to improve pedestrian visibility and motorist yielding behavior.

RECOMMENDATION #NAI-352: TROWER AVENUE AND SOLANO AVENUE INTERSECTION

IDENTIFIED BARRIERS

The Trower Avenue and Solano Avenue intersection.

- ***Large, busy intersection –*** This intersection of an arterial and a collector is a key intersection in the school area, as it is highly travelled by all modes of transportation, both school-related and non-school related, which can increase road user conflict risk and can feel chaotic and challenging for students. This intersection is both adjacent to SR 29, increasing vehicle volumes, and part of the Vine Trail shared-use path route, which increases volume of bicyclists and pedestrians in the intersection.

- ***Motorist behavior –*** Motorists make fast turns through the intersection and block the Vine Trail crosswalk on the east side when entering the highway. Southbound vehicles pass queued traffic on the right to turn onto westbound Trower Avenue, exacerbating conflict risk with bicyclists and pedestrians.

- ***Missing crosswalk –*** There is no crosswalk across south leg of the intersection, requiring bicyclists and pedestrians travelling to and from the school to cross the intersection three times instead of just once.

RECOMMENDATIONS

- ***Short-term***

  - ***High-visibility crosswalks –*** Upgrade existing crosswalks to a high-visibility school-zone pattern and install a new high-visibility school-zone crosswalk across the south leg of the intersection.

  - ***Paint –*** Install advanced limit lines for all travel lanes and repaint the "Keep Clear" paint in the intersection to improve pedestrian visibility and reduce instances of obstructed crosswalks.

  - ***South curb –*** Improve/increase pedestrian and bicyclist waiting space at the south curb of the Vine Trail crosswalk to improve Vine Trail user visibility, especially for northbound motorists turning east.

- ***Long-term***

  - ***Intersection redesign –*** Redesign intersection to include features that reduce pedestrian/bicyclist crossing distance, slow motorists through intersection, and reduce conflict between motorists turning right and bicyclists/pedestrians on all legs of the intersection.

RECOMMENDATION #NAP-049: ENCOURAGEMENT EVENTS

IDENTIFIED BARRIERS

- ***Infrequent encouragement programs –*** While annual countywide encouragement events are a great place to start, infrequent encouragement events are not effective enough in normalizing active transportation as an everyday mode of transportation.

- ***Congestion in school zone –*** High volumes of vehicle traffic in the school zone during pick-up and drop-off can make the school zone feel chaotic and unwelcoming to bicyclists and pedestrians.

Walk and Roll Wednesdays, such as the one photographed above at McPherson Elementary School in Napa, are an example of fun and easy encouragement events that schools can hold independently.

RECOMMENDATIONS

- ***Encouragement programs –*** Continue to grow participation in annual encouragement events and organize additional encouragement events throughout the year (ex: Walk and Roll Wednesdays) with the goal of increasing frequency of events over time.

ADDITIONAL CONSIDERATIONS

Improvements listed in this section are those within a half-mile radius that are either considered significant to the school area but are not located along routes to the school based on the school's enrollment boundary or were ranked as a higher priority during the Walk Audit for another nearby school. These barriers are listed as high or medium priority due to their impact on routes to nearby schools in the neighboring areas and will be analyzed in more depth in the reports for the affected schools.

RECOMMENDATION #NAI-125: DEVONSHIRE AND OXFORD INTERSECTION

IDENTIFIED BARRIERS

- ***No crosswalk***
- ***Wide curb radii***
- ***Long crossing distance***

RECOMMENDATIONS

- ***Curb extensions***
- ***High-visibility school-zone crosswalk***

Relevant Reports:

- *Redwood Middle School Walk Audit Report*

RECOMMENDATION #NAI-126: DEVONSHIRE AND SOLANO INTERSECTION

IDENTIFIED BARRIERS

- ***No crosswalk impedes access to Vine Trail***
- ***High speeds/volumes traffic***

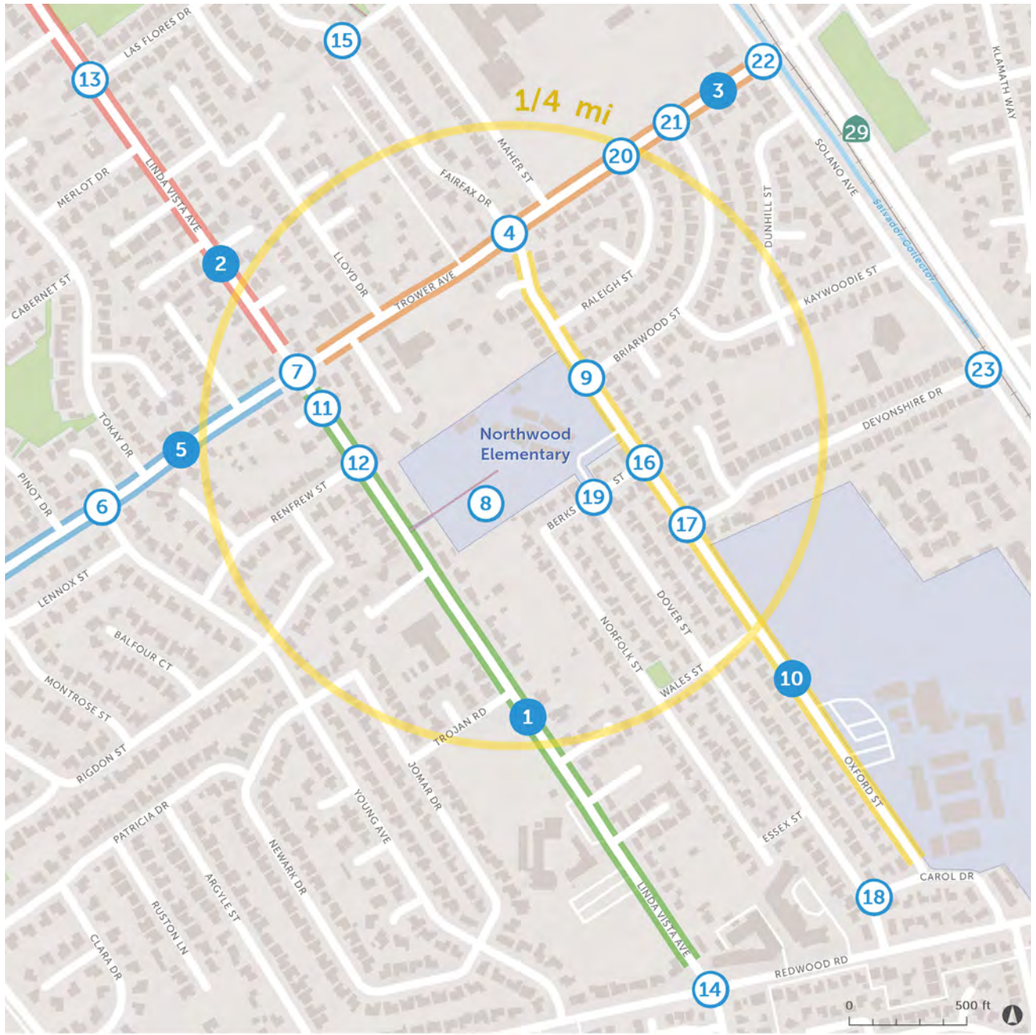
RECOMMENDATIONS

- ***High-visibility crosswalk with Rectangular Rapid Flashing Beacons (Solano)***
- ***Crosswalk across Devonshire***
- ***Southwest curb extension***

Relevant Reports:

- *Redwood Middle School Walk Audit Report*

MAP OF RECOMMENDATIONS



Map 5: Recommendations

TABLE OF RECOMMENDATIONS

Infrastructure:

	LOCATION	ID #	BARRIER	RECOMMENDATION	COST	PRIORITY
1	Linda Vista Avenue from Redwood Road to Trower Avenue	NAI-131	Northbound sidewalk missing.	Install missing northbound sidewalk.*	$$-$$$	**High**
		NAI-330	Low pedestrian visibility at midblock crosswalk to school back entrance, Rectangular Rapid Flashing Beacon signals blocked by pole and post. Long, straight corridor with no traffic control/calming facilitates speeding, reduces motorist yielding behavior. Faded "School Xing paint."	Upgrade existing crosswalk to high-visibility pattern. Install curb extensions (may require unconventional configuration due to driveways). Move Rectangular Rapid Flashing Beacon signals to curb extensions. Paint shark's teeth on Linda Vista travel lanes. Repaint "School Xing" paint.	$$	**High**
		NAI-132	No bicycle facilities.	Install Class III bike boulevard with sharrows, signage, and traffic-calming.*	$$	**High**
2	Linda Vista Avenue from Trower Avenue to northern city limits	NAI-331	Long, straight corridor with no traffic control/ calming facilitates speeding. Exacerbated by wideness of corridor (especially when street parking is empty). No bicycle facilities.	Implement traffic-calming measures between northern City limit and Wine Country Avenue to gradually slow southbound traffic entering City .	$-$$	**Low**
		NAI-332		Install Class III bike boulevard with sharrows, signage, and traffic-calming measures* to reduce 85th percentile speed from ~30 mph to 25 mph while preserving emergency response access. Reduce posted speed limit from 30 mph to 25 mph.	$$	**High**
		NAI-333	Southbound sidewalk gap between Wine Country Avenue and Vindel Lane.	Fill sidewalk gap.*	$-$$	**Low**
3	Trower Avenue from Solano Avenue to Linda Vista Avenue	NAI-334	Existing bicycle facilities are high-stress, do not meet needs of young/beginner riders on a major arterial.	Narrow travel and turn lanes to 10'. Use reclaimed space to upgrade existing Class II bike lanes to Class II buffered bike lanes or Class IV protected bike lanes, where feasible. Paint green conflict markings at major driveways and side streets.	$$	**High**
		NAI-335	Long, straight, wide corridor with high speeds and volumes of traffic, wide travel lanes (~13 ft), and no traffic control or calming facilitates frequent motorist speeding.	Install traffic-calming measures along corridor, with incorporation of specific SRTS recommendations along corridor (bike facility upgrades, curb extensions, etc.).	$$	**High**

	LOCATION	ID #	BARRIER	RECOMMENDATION	COST	PRIORITY
4	Trower Avenue and Fairfax Drive/Oxford Street Intersection	NAI-336	Large, busy intersection – high volumes and speeds of uncontrolled traffic from Trower. Long crossing distances, wide curb radii facilitate fast motorist turning movement, motorists fail to yield to pedestrians.	Upgrade all crosswalks to high-visibility school-zone pattern. Install curb extensions on all crosswalk curbs (maintaining minimum 5' for existing bike lanes). Install Rectangular Rapid Flashing Beacons for crosswalk across Trower and paint shark's teeth on travel lanes.	$$	**High**
5	Trower Avenue from Linda Vista Avenue to Dry Creek Road	NAI-337	Long, straight, wide corridor with high speeds and volumes of traffic, wide travel lanes (~13 ft), and no traffic control or calming facilitates frequent motorist speeding.	Install traffic-calming measures along corridor, with incorporation of specific SRTS recommendations along corridor (bike facility upgrades, curb extensions, etc.).	$$	**High**
		NAI-338	Existing bicycle facilities are high-stress, do not meet needs of young/beginner riders.	Narrow travel and turn lanes to 10'. Use reclaimed space to upgrade existing Class II bike lanes to Class II buffered bike lanes or Class IV protected bike lanes, where feasible (eastbound lane). Paint green conflict markings at major driveways and side streets.	$$	**High**
		NAI-339	Eastbound sidewalk gap between Tokay Drive and Young Ave.	Fill sidewalk gap.*	$-$$	**Low**
6	Trower Avenue and Young Avenue intersection	NAI-340	Crossing at Young Ave (existing RRFB) has long crossing distance and low pedestrian visibility due to trees/shade impacting lighting. Motorist speeding.	Upgrade crosswalk to high-visibility pattern, install curb extensions on both sides of crosswalk and move Rectangular Rapid Flashing Beacons (RRFB) to curb extensions. Paint shark's teeth on Trower travel lanes. Install additional RRFB activation light button on pedestrian refuge island.	$$	**Medium**
7	Trower Avenue and Linda Vista Avenue intersection	NAI-341	Long crossing distance across Trower, low-visibility crosswalks, poor yielding behavior by motorists (especially right-turns; motorist sneak up on the right and don't see pedestrians already crossing) Speeding (especially through turns).	Upgrade crosswalks to high-visibility pattern, install curb extensions on all four corners, paint stop bars on all travel lanes. Reduce travel lanes from 12 ft to 10 ft on Trower Ave approaching intersection.	$$	**High**

	LOCATION	ID #	BARRIER	RECOMMENDATION	COST	PRIORITY
8	School campus	NAI-342	Narrow sidewalk to front campus entrance through parking lot.	Widen sidewalk through parking lot to high-volume sidewalk.	$	**Medium**
		NAI-343	Vehicles travelling wrong way through parking lot.	Improve circulation signage at parking lot entrance and exit to be clear and visually prominent.	$	**Low**
		NAI-344	No crosswalk across entrance to parent-use parking lot on Oxford Street.	Paint high-visibility crosswalk at Oxford St entrance to parent-use parking lot. Consider feasibility of raised crosswalk to discourage queuing across driveway/ crosswalk.	$	**Medium**
		NAI-345	Not all bike parking spaces available due to positioning of racks, racks unbolted, bike rack missing stalls.	Position bike racks to maximize parking capacity and bolt bike racks to concrete for security. Replace bike rack with missing stalls. Expand parking capacity to meet at least 20% biking mode share threshold given high rate of biking at this school.	$	**Low**
9	Oxford Street and Briarwood Street intersection	NAI-121	No traffic control or calming, low-visibility crosswalk pattern in school zone, wide curb radius on northeast side facilitates fast motorist turning, long crossing distance, missing red zones on east side allows parking next to crosswalk.	Install curb extensions on both sides of crosswalk across Oxford, upgrade crosswalk to high-visibility pattern	$-$$	**Medium**
10	Oxford Street from Carol Drive to Trower Avenue	NAI-117	Narrow southbound sidewalk; narrow northbound sidewalk from north side of school parking lot to Trower Avenue.	Widen northbound sidewalk from north edge of Redwood parking lot to Devonshire Drive (can use median space for the most part). Widen sidewalks on both sides of Oxford from Trower to Briarwood (northbound) and to Berks (southbound).	$$	**Low**
		NAI-118	No bicycle facilities.	Install Class III bike boulevard with sharrows, signage, and traffic-calming measures.*	$	**Medium**
		NAI-120	Midblock crosswalk between Briarwood Street and Berks Street missing traffic controls, poor motorist yielding behavior, low-visibility crosswalk pattern in school zone, adjacent to loading zone and parking lot entrance causes high traffic volumes around crosswalk to school entrance.	Install curb extensions on both sides of crosswalk and extend red zone on southbound Oxford St north of crosswalk, upgrade crosswalk to high-visibility pattern, install RRFB.	$$	**High**

	LOCATION	ID #	BARRIER	RECOMMENDATION	COST	PRIORITY
11	Linda Vista Avenue and Chaudhary Court intersection	NAI-346	No crosswalk across Chaudhary Court.	Paint crosswalk across Chaudhary Court.	$	Low
12	Linda Vista Avenue and Renfrew Street intersection	NAI-347	No crosswalk across Renfrew Street.	Paint crosswalk across Renfrew Street.	$	Low
13	Linda Vista Avenue and Las Flores Drive intersection	NAI-348	No crosswalks, wide curb radii on east side facilitate fast motorist turning movements. Route to Las Flores Park and Community Center.	Install crosswalk across Las Flores Drive with curb extensions on both curbs.	$-$$	Low
14	Redwood Road and Linda Vista intersection*	NAI-130	Faded, low-visibility crosswalk pattern in school zone, high traffic volume intersection, long crossing distances, wide curb radii facilitate fast motorist turning movements.	Short-term: Repaint crosswalks with high-visibility school-zone pattern, install curb extensions on all four corners. Long-term: Intersection will require redesign with Redwood road diet.	$$	Medium
15	Fairfax Drive and Cesar Street intersection	NAI-349	No crosswalk across Cesar Street, high volumes of school-related traffic due to nearby Justin-Siena High School.	Paint crosswalk across Cesar Street.	$	Low
16	Oxford Street and Berks Street intersection	NAI-136	Pushed-back north curb reduces pedestrian visibility and creates longer crossing distance. No ADA-accessible curb ramps for crosswalk.	Install curb extensions and upgrade crosswalk to high-visibility pattern. Install ADA-accessible curb ramps.	$-$$	Medium
17	Devonshire Drive and Oxford Street intersection	NAI-125	No crosswalk across Devonshire Drive, no ADA-compliant curb ramps, wide curb radii and long crossing distance. Potential conflict between pedestrians and school-related motor traffic heading to Solano Ave.	Install curb extensions. Paint high-visibility school zone crosswalk across Devonshire Drive and install ADA-accessible curb ramps on both corners.	$-$$	Medium
18	Carol Drive and Dover Street intersection	NAI-135	Missing ADA accessible curb ramps on both sides of crosswalk, low-visibility crosswalk in school zone.	Upgrade crosswalk to high-visibility pattern. Install ADA-accessible curb ramps on both sides of the crosswalk.	$-$$	Low
19	Berks Street and Dover Street intersection	NAI-137	Faded crosswalks, crosswalks do not have ADA accessible curb ramps.	Repaint crosswalks with high-visibility pattern, install curb extensions for all crosswalks, install ADA-accessible curb ramps.	$-$$	Low
20	Trower Avenue and Raleigh Street intersection	NAI-350	No crosswalk across Raleigh Street, cut-through route for school-related motorists.	Paint crosswalk across Raleigh Street.	$	Low
21	Trower Avenue and Briarwood Street intersection	NAI-351	Cut-through route for school-related motorists, no crosswalk across Briarwood Street.	Paint crosswalk across Briarwood Street.	$	Low
22	Trower Avenue and Solano Avenue intersection	NAI-352	Large, busy intersection - high volumes and speeds of traffic due to highway, arterial, and collector roads. Motorists make fast turns and block the Vine Trail crosswalk when entering the highway. No crosswalk across south leg, requires students to cross three times instead of once on south side. Southbound vehicles passing queued traffic on the right to turn onto westbound Trower exacerbates conflicts with bikes/ pedestrians.	Paint high-visibility school-zone crosswalks and advanced limit lines for all travel lanes. Install high-visibility school-zone crosswalk across south leg. Repaint "Keep Clear" paint. Improve/increase pedestrian/ bicyclist waiting space at south curb of Vine Trail crosswalk to improve Vine Trail user visibility, especially for northbound motorists turning east.	$-$$$	Medium
23	Devonshire Drive and Solano Avenue intersection	NAI-126	No crosswalks at Solano Avenue intersection, impedes access to Vine Trail given high speeds/volumes of vehicle traffic on Solano.	Paint high-visibility crosswalk with Rectangular Rapid Flashing Beacon across Solano Avenue and crosswalk across Devonshire Drive. Install curb extension on southwest corner.	$$	Medium

** = projects included in Napa Countywide Pedestrian Plan (2016) or Napa Countywide Bicycle Plan (2019)*

Programmatic Improvements:

	ISSUE	ID #	RECOMMENDATION	LOCATION	FREQUENCY	COST	PRIORITY
1	Irregular bicycle and pedestrian safety education	NAP-048	Provide bicycle and pedestrian safety education to all students.	School site	Annually	$	High
2	Infrequency of encouragement events, congestion in school zone during pick-up/ drop-off	NAP-049	Continue increasing participation in annual countywide events; hold regular independent events with goal of increasing frequency over time (Walk and Roll Wednesdays).	School site	Annually for countywide, monthly for schoolwide	$	Medium
		NAP-050	Establish bike train, walking school bus, and carpool system to reduce vehicles in the school zone.	School site	Monthly, with goal of increasing frequency	$	High
3	Vehicles travelling wrong way through parking lot, aggressive driving	NAP-051	Continue sending out/ updating circulation policy, make circulation map to accompany that outlines driver circulation and emphasizes safe behaviors.	School area	Distribute annually and/or on as-needed basis	$	Low

COLLISION MAP AND DATA

Map 6: Collision Map (2017-2021) (Source: UC Berkeley Transportation Injury Mapping System: SRTS Collision Map Viewer)

Summary Statistics

RADIUS	FATAL	SEVERE INJURY	VISIBLE INJURY	COMPLAINT OF PAIN	PEDESTRIAN	BICYCLE	TOTAL
< .25 mi.	0	0	1	1	1	1	2
.25-.5 mi.	1	3	3	0	2	5	7
Total	1	3	4	1	3	6	9

Collision List

Case ID	Date	Time	Primary	Secondary	Distance	Direction	Bike	Ped
8386058	2017-06-03	09:11	CAROL DR	REDWOOD RD	0.00	-	Yes	No
8433556	2017-08-21	15:12	OXFORD ST	RALEIGH ST	75.00	N	No	Yes
8627469	2018-05-10	08:00	SOLANO AV	TROWER AV	0.00	-	Yes	No
8802775	2019-02-06	19:01	TROWER AV	MAHER ST	0.00	-	Yes	No
8808459	2019-01-30	18:27	RT 29	TROWER AV	0.00	-	No	Yes
8826588	2019-03-21	20:16	SOLANO AV	TROWER AV	0.00	-	Yes	No
8949845	2019-09-05	06:48	TROWER AV	PINOT DR	0.00	-	No	Yes
9098200	2020-05-02	21:02	SOLANO AV	DUNHILL ST	50.00	E	Yes	No
9144449	2020-08-20	10:20	TROWER AV	YOUNG AV	0.00	-	Yes	No

Figure 9: Collision Data (2017-2021) (Source: UC Berkeley Transportation Injury Mapping System: SRTS Collision Map Viewer)

APPENDICES

FIGURES & MAPS

FOOTNOTES

[a] Noreen McDonald, Ruth Steiner, Chanam Lee, Tori Rhoulac Smith, Xuemei Zhu and Yizhao Yang (2014). "Impact of the Safe Routes to School Program on Walking and Bicycling." Journal of the American Planning Association. Vol 80, Iss 2, p 153-167.

[b] Orion Stewart, Anne Vernez Moudon, and Charlotte Claybrooke (2014) Multistate Evaluation of Safe Routes to School Programs. American Journal of Health Promotion: January/February 2014, Vol. 28, No. sp3, pp. S89-S96.

[c] Peter A Muennig et al., 'The Cost-Effectiveness Of New York City's Safe Routes To School Program', American Journal Of Public Health, iss 0 (2014): 1-6.

[d] David Ragland, S Pande, J Bigham and FJ Cooper. (2014, January). Ten years later: examining the long-term impact of the California Safe Routes to School program. Presented at the Transportation Research Board 93rd Annual Meeting, Washington DC. Available at http://docs.trb.org/prp/14-4226.pdf.

[e] Davison K, Werder J and Lawson, C. "Children's Active Commuting to School: Current Knowledge and Future Directions." Preventing Chronic Disease, 5(3): A100, July 2008.

[f] Hillman CH, Pontifex MB, Raine LB, Castelli DM, Hall EE, Kramer AF. The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. Neuroscience. 2009;159(3):1044-1054. doi:10.1016/j.neuroscience.2009.01.057

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[h] Appleyard, B. (2017). The meaning of livable streets to schoolchildren: An image mapping study of the effects of traffic on children's cognitive development of spatial knowledge. Journal of Transport & Health, 5.

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[j] Overall Facility Rating determined from 2019-20 School Accountability Report Card

APPENDIX A

EMC Survey Toplines

Safe Routes to School Walk Audit Report and Active Transportation Action Plan

Evaluation: Research & Methodology

- **Purpose: Gain insight into parent practices, perceptions, and attitudes around children walking and riding bicycles to and from school; explore barriers to behavior change**
- **Quantitative survey of 459 parents of K-8 students in Napa County**
  - Conducted online and by telephone, offered in English and Spanish
  - Conducted March 11 – April 12, 2021
  - Participants recruited via communications from school districts and targeted online and telephone contacts
  - *Survey methods were designed to include as many participants as possible; not a random sample*
- **Qualitative follow-up research**
  - One online focus group with 7 participants in English; 4 in-depth telephone interviews in Spanish
  - Conducted May 20 – 28, 2021
  - Targeted parents who lived within two miles of their school site and would like their children to walk or bike to school

Survey of Parents/Guardians of at least one child in K-8th Grade
Napa County, California
Hybrid Email-to-Web/Text-to-Web/Live Telephone Survey
Conducted March 11-April 12, 2021
n=459
EMC Research #21-6420

All numbers in this document represent percentage (%) values, unless otherwise noted.
Please note that due to rounding, percentages may not add up to exactly 100%.

INTRO: Your opinions are important! Thank you for participating in this survey EMC Research is conducting on behalf of the Napa County Safe Routes to School program in partnership with local school districts. You may have been contacted previously to complete this survey via telephone and we ask each individual only complete the survey once.

Your responses will remain completely confidential. Please try to answer every question even if you're not sure. If you need to, you may skip a question.

1. Are you the parent or guardian of any children currently attending kindergarten through eighth grade in one or more of the school districts located in Napa County below? *Please select the District(s) that your K-8th grade student(s) is/are currently enrolled in, check all that apply.* **(MULTIPLE RESPONSES ACCEPTED)**

Calistoga Joint Unified School District	0
Howell Mountain Elementary School District	-
Napa Valley Unified School District	97
Pope Valley Union Elementary School District	0
Saint Helena Unified School District	2
Another District or school in Napa County (please specify)	1
None of the above → **TERMINATE**	-
(No response) → **TERMINATE**	-

2. Please indicate below what grade(s) your child/children are in. *Please select all that apply.* **(MULTIPLE RESPONSES ACCEPTED)**

Kindergarten	22
1st grade	17
2nd grade	15
3rd grade	20
4th grade	15
5th grade	15
6th grade	14
7th grade	12
8th grade	9
9th through 12th grade → **TERMINATE IF ONLY RESPONSE SELECTED**	14
(No response) → **TERMINATE**	-

(IF MORE THAN ONE K-8 STUDENT: "Although you have multiple children in K-8, we ask that you please think about your **oldest K-8** child when answering the next questions."**)**

For these next few questions, please think back to when your **(**child was**/**children were**)** attending school **before** the COVID-19 pandemic.

3. On most days, what was the primary way your **(**K-8 child**/**oldest K-8 child**)** travelled **to** school?

Family vehicle (only children in your family)	73
Carpool (children from other families)	3
School bus	3
Other public transportation	0
Bike	4
Walk	16
Other (scooter, skateboard, inline skates, etc.)	0
(No response)	0

4. And on most days, what was the primary way your **(**K-8 child**/**oldest K-8 child**)** travelled **from** school?

Family vehicle (only children in your family)	73
Carpool (children from other families)	3
School bus	3
Other public transportation	1
Bike	4
Walk	15
Other (scooter, skateboard, inline skates, etc.)	0
(No response)	0

5. How long did it normally take your **(**K-8 child**/**oldest K-8 child**)** to get to/from school?

Less than 5 minutes	18
5-10 minutes	42
11-15 minutes	22
16-20 minutes	8
More than 20 minutes	9
(No response)	0

6. Has your **(**K-8 child**/**oldest K-8 child**)** ever walked or biked to/from school?

Yes	43
No	56
(No response)	0

7. **(ONLY ASKED IF Q6=1, 'Yes, has walked/biked to/from school')** In what grade did your child begin to walk or bike to/from school? **(n=199)**

Pre-school	7
Kindergarten	30
1st grade	9
2nd grade	6
3rd grade	10
4th grade	8
5th grade	9
6th grade	13
7th grade	6
8th grade	1
9th through 12th grade	1
(No response)	2

8. Thinking generally, what grade would you feel comfortable with a child walking or biking to/from school?

Pre-school	1
Kindergarten	5
1st grade	2
2nd grade	2
3rd grade	5
4th grade	14
5th grade	12
6th grade	16
7th grade	10
8th grade	7
9th through 12th grade	13
I would not feel comfortable at any grade	14
(No response)	1

9INT. Continuing to think about times **before** the COVID-19 pandemic, please indicate how comfortable **you** were with your **(**K-8 child**/**oldest K-8 child**)** doing each of the following.

SCALE:	Very Comfortable	Somewhat Comfortable	Not too Comfortable	Not at all Comfortable	(No Response)	Total Comfort.	Total Not Comfort.
(RANDOMIZE)							
9. Taking a bus to school	32	33	17	15	3	**65**	**32**
10. Walking to school without an adult	8	18	19	54	1	**26**	**73**
11. Riding a bike to school without an adult	7	17	22	53	2	**23**	**75**
12. Walking to school with an adult	66	19	6	8	1	**85**	**14**
13. Riding a bike to school with an adult	45	29	11	13	2	**74**	**24**
(END RANDOMIZE)							

14. **(ONLY ASKED IF Q10=3 OR 4, 'not comfortable')** What would you say is the **main** reason you were not comfortable with your **(**K-8 child**/**oldest K-8 child**)** **walking** to school without an adult?
(VERBATIM RESPONSES CODED INTO BELOW CATEGORIES) (n=335)

Worry for child's safety/Crime	28
Not old enough	19
Live too far away	17
Traffic/Busy streets	11
Street crossing/Intersections	6
Not enough sidewalks	5
Crossing Highway 29	3
Other	8
Don't know	1

15. **(ONLY ASKED IF Q11=3 OR 4, 'not comfortable')** What would you say is the **main** reason you were not comfortable with your **(**K-8 child**/**oldest K-8 child**)** **riding a bike** to school without an adult?
(VERBATIM RESPONSES CODED INTO BELOW CATEGORIES) (n=324)

Worry for child's safety/Crime	29
Not old enough	18
Traffic/Busy streets	13
Live too far away	9
Street crossing/Intersections	5
Crossing Highway 29	4
Can't ride a bike	4
Not enough sidewalks	3
No bike lanes	3
Other	10
Don't know	1

For these next few questions, please think back to when your **(**child was**/**children were**)** attending school **before** the COVID-19 pandemic.

16INT. Please indicate whether you agree or disagree with each of the following statements.

SCALE:	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	(No Response)	Total Agree	Total Disagree
(RANDOMIZE)							
16. I would generally like my K-8 **(**child**/**children**)** to be able to walk or bike to/from school.	43	32	12	12	0	**76**	**24**
17. My K-8 **(**child enjoys**/**children enjoy**)** walking and/or biking places.	57	31	8	4	0	**88**	**12**
18. I would never let my K-8 **(**child**/**children**)** walk or bike to/from school.	20	24	27	28	0	**44**	**55**
19. It is safe for children to walk or bike in my area.	13	45	22	20	-	**58**	**42**
20. There are enough bike paths and sidewalks for my K-8 **(**child**/**children**)** to walk or bike to/from school.	13	27	20	39	1	**40**	**60**
21. I am concerned about speeding or distracted drivers if/when my **(**child**/**children**)** walk or bike to/from school.	81	15	2	2	0	**96**	**4**
22. The school is too far away for my K-8 **(**child**/**children**)** to walk or bike there.	37	19	15	29	0	**55**	**45**
23. My K-8 **(**child**/**children**)** cannot bike to and from school because of their before- or after-school commitments.	13	26	25	35	1	**39**	**60**
24. Walking or biking to and from school is a good way for my K-8 **(**child**/**children**)** to get physical exercise.	69	25	3	3	1	**93**	**6**
25. Walking or biking to and from school is a good way for me to spend quality time with my K-8 **(**child**/**children**)**.	55	30	7	6	1	**85**	**14**
26. I would only allow my K-8 **(**child**/**children**)** to walk or bike to and from school if I, or another adult, can accompany them.	54	25	12	8	0	**79**	**21**
(END RANDOMIZE)							

27INT. Next, you will see some things that local schools and other organizations could do that may affect how you feel about your **(**K-8 child**/**oldest K-8 child**)** biking to school once the COVID-19 pandemic has ended. For each, please indicate if the item would make you feel more comfortable about allowing your **(**K-8 child**/**oldest K-8 child**)** to walk or bike to school once the COVID-19 pandemic has ended.

SCALE:	Much More Comfortable	Somewhat More Comfortable	A Little More Comfortable	(No Difference)	(Don't Know)
(RANDOMIZE)					
27. Limit how much children have to carry in their backpacks	36	25	14	24	1
28. Provide children and parents with information and maps on safe routes to and from school	37	24	16	22	1
29. Offer free bicycle safety courses for children to learn how to ride safely on local streets	43	21	21	15	0
30. Provide opportunities for children to practice biking in a car-free environment	42	23	14	20	-
31. Offer free pedestrian safety classes for children	39	20	21	19	1
32. Provide crossing guards at major intersections	62	22	10	6	-
33. Organize groups of students to walk or bike to/from school together	42	26	17	14	1
34. Provide a local parent or adult volunteer to walk or bike with children to/from school	36	27	15	20	1
35. Add designated bike lanes to roads	46	24	15	14	-
36. Improve the condition of existing bike lanes	47	23	14	16	1
37. Add more bike paths that are separated from the road	62	17	11	9	0
38. Add more sidewalks	53	21	13	12	1
39. Fix missing or broken sidewalks	56	19	15	10	1
40. Increase the visibility and safety of crosswalks	61	20	11	8	0
41. Increase the police presence on routes that lead to schools	52	23	13	12	1
42. Reduce the speed of traffic on streets that kids use to walk or bike to school	53	21	15	11	1
(END RANDOMIZE)					

43. Is there something else that could be done that would make you feel more comfortable about allowing your **(**K-8 child**/**oldest K-8 child**)** to walk or bike to school once the COVID-19 pandemic has ended? **(VERBATIM RESPONSES CODED INTO BELOW CATEGORIES)**

Nothing/No additional comments	42
Add or improve bike paths/Sidewalks/Crosswalks	15
Increase crossing guards/Supervision/Police presence	11
School is too far away/Can't use active modes	9
Speeding concerns/Increased road law enforcement	5
Increase safety related to Highway 29	2
Already walks/bikes/etc.	2
Provide bikes/Equipment/Storage	2
Other	10
Don't know/Refused	2

44. About how far does your **(**K-8 child**/**oldest K-8 child**)** live from school? If you're not sure, give your best guess.

Less than ½ mile	14
½ mile up to 1 mile	19
1 mile up to 2 miles	21
2 miles up to 3 miles	14
3 miles up to 5 miles	15
5 miles or more	16
(No response)	1

45. Does your **(**K-8 child**/**oldest K-8 child**)** currently have their own working bicycle?

Yes	79
No	21
(No response)	-

46. Did you ride a bicycle when you were your K-8 **(**child's**/**children's**)** age?

Yes	78
No	21
(No response)	0

These last questions are for statistical purposes only. Your responses will remain completely confidential.

47. Do you identify as…

Male	14
Female	83
Non-binary	-
Another gender identity	-
Prefer not to respond	3

48. What year were you born? **(YEARS CODED INTO CATEGORIES)**

18-29 (2003-1992)	5
30-39 (1982-1991)	36
40-49 (1972-1981)	45
50-64 (1957-1971)	12
65 or older (1956 or earlier)	1
Prefer not to respond	1

49. Do you consider yourself to be…

Hispanic or Latino	38
White or Caucasian	41
African American or Black	1
Asian or Pacific Islander	7
Something else	3
Prefer not to respond	10

50. Do you…

Own or are buying the home or apartment where you live	55
Rent or lease	35
Prefer not to respond	10

THANK YOU!

APPENDIX B

Universal Recommendations

Safe Routes to School Walk Audit Report and Active Transportation Action Plan

Appendix B
Napa County SRTS Walk Audit Report
Universal Recommendations

The Napa County Safe Routes to School (SRTS) Walk Audit Report Universal Recommendations apply to all public schools in Napa County, which reflects the schools served under the SRTS program. Universal recommendations are meant to supplement site-specific recommendations and address common barriers in the bicycle/pedestrian network around schools in a concise and consistent manner.

Universal Recommendation 1: High-Visibility School Zone Crosswalks

Federal Highway Administration data[1] indicates that high-visibility crosswalk striping improves the visibility of crosswalks compared to standard parallel lines and can improve yielding behavior by drivers[2]. Additionally, crosswalk visibility enhancements, which include but are not limited to high-visibility crosswalks, can reduce crashes by 23-48%[1].

- Recommendation: High-visibility (continental or ladder pattern) crosswalks should be implemented at the following locations:
    - Utilizing the California Vehicle Code (CVC) §21368 requirements for designating crosswalks as "school zone" crosswalks (painted yellow), all school zone crosswalks;
    - And, all marked crosswalks at an intersection with a designated collector or arterial roadway within 1320 feet (0.25 miles) of a school (following the same measuring method as CVC §21368)

This recommendation applies to existing and future crosswalks. It does not provide guidance for new crosswalk warrants; it is primarily focused on the improvement of crosswalks within the roughly ¼ mile radius examined through the Walk Audit process.

Universal Recommendation 2: Intersection Daylighting

Daylighting is the practice of removing visual barriers, including parked vehicles, within a certain distance of a crosswalk or intersection to greatly improve visibility for pedestrians, bicyclists, and motorists. The National Association of City Transportation Officials recommends removing parking within 20-25 feet of an intersection. Daylighting can be accomplished through permanent infrastructure, such as concrete curb extensions, or more cost-effective materials, such as paint and bollards.

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[1] https://safety.fhwa.dot.gov/ped_bike/step/docs/TechSheet_VizEnhancemt_508compliant.pdf

2 Pulugartha, S. S., V. Vasudevan, S. S. Nambisan, and M. R. Dangeti. Evaluating the Effectiveness on Infrastructure-Based Countermeasures on Pedestrian Safety. Presented at the 91st Annual Meeting of the Transportation Research Board, Washington, D.C., 2012.

- Recommendation: Daylighting strategies should be implemented at the following intersections:
    - Those that are in the school zone as defined by CVC §21368;
    - Those that are intersections with a designated collector or arterial roadway within 2640 feet (0.5 miles) of a school (following the same measuring method as CVC §21368).

Universal Recommendation 3: Sidewalk Width Adjacent to School Campus

A barrier frequently identified during Walk Audits throughout the county was that sidewalks immediately adjacent to the school were too narrow for the high volumes of pedestrians generated during school arrival and dismissal times. Most of these sidewalks were roughly 4 feet wide, including space for utility and signage poles. While these sidewalks may meet specific municipal standards, they do not accommodate high volumes of school-related pedestrians and can deter or prevent students from walking to school if they travel with their families, in groups, or use a mobility assistance device. This is especially so when sidewalks are obstructed by utility poles, signal boxes, and other objects.

- Recommendation: All sidewalks that lead to a school campus entrance should be a minimum of 6 feet wide within at least 250 feet of the school entrance; if a school has only one entrance, the sidewalk leading to that entrance should be a minimum of 8 feet wide within 250 feet of that entrance.

Universal Recommendation 4: Class III Bike Boulevard Traffic-Calming

Class III bicycle boulevards are on-street bicycle facilities that have traditionally been marked by signage and share-the-road stencils ("sharrows") painted in the vehicle travel lane. Class III facilities do not provide any separation between bicyclists and motorists and instead indicate to road users that bicyclists and motorists must share the road. Such facilities are intended to be installed on low-speed (25 mph or less*) and low-volume (<3,000 vehicles/day*) roadways; however, the current practice of implementing only signage and sharrows for Class III routes frequently does not meet the comfort and safety perception needs of the "Interested but Concerned" user profile of bicyclists, which includes an estimate of 51%-56% of the population and is typically the profile assumed for most school-age children. To create a lower stress bicycle network, the Federal Highway Administration describes improving bicycle boulevards by "slowing motor vehicle speeds and implementing other speed management measures."

- Recommendation: All Class III bicycle boulevards should be marked with sharrows and signage and must be treated with traffic-calming strategies to enforce the desired speed limit and prevent motorist speeding. Class III bicycle boulevards adjacent to school campuses or along roadways that facilitate

motorist speeding (long, straight, and/or minimal traffic control) should be prioritized for traffic-calming treatments.

* Metrics established by the Federal Highway Association in their 2019 Bikeway Selection Guide.

Universal Recommendation 5: Curb Ramps (Americans with Disabilities Act)

Some of the early Walk Audit reports specifically call out intersections or other pedestrian access points where curb ramps compliant with the Americans with Disabilities Act were missing, which creates a significant connectivity barrier for pedestrians who use mobility assistance devices. However, following these reports, the Napa County Safe Routes to School team recognized that many intersections and pedestrian access points were missing these curb ramps and that individually identifying each missing curb ramp would be redundant, particularly given data from the Napa Countywide Pedestrian Plan (2016). Consequently, though some early reports do mention lack of accessible curb ramps, a universal recommendation was created to address this important pedestrian barrier while avoiding redundancy in reports.

- Recommendation: In alignment with the Americans with Disabilities Act, when implementing recommendations made in Napa County Safe Routes to School reports that impact the curb at intersections, pedestrian crossings, or other pedestrian access points, curb ramps that are compliant with the Americans with Disabilities Act should be installed.

APPENDIX C

Quick Build Brochure

Safe Routes to School Walk Audit Report and Active Transportation Action Plan

QUICK-BUILD BIKEWAY NETWORKS FOR SAFER STREETS

Delivering Safer Streets in Weeks or Months, Instead of Years

How to Meet Public Demand for Safe Bikeway Networks—Affordably, Quickly, and Inclusively

Photo credit: Alta Planning + Design

CASE STUDY

Adeline Street in Berkeley got protected bike lanes 20 years ahead of schedule, when Bike East Bay worked closely with the city to incorporate planned lanes into the repaving schedule, saving time and money by simply adding bike infrastructure to an existing project, one funded through a local infrastructure bond measure. The City of Berkeley garnered extensive public input on the Adeline Corridor, making this a great example of quick-build speeding up existing bike infrastructure planning, bringing bike lanes to Berkeley in 2019 instead of 2039.

WHY QUICK-BUILD? WHY NOW?

Biking is up in many communities in California, including those that started with low rates of bicycling, as people seek out healthy and safe transportation and recreation. Californians are discovering they can be healthier and happier simply by getting out on two wheels.

Meanwhile, agency budgets are down. Plans to spend millions on infrastructure may no longer be realistic. More than ever, the public demands that transportation projects are equitable and responsive to the needs of neglected communities.

Quick-build is a method of building bike and pedestrian safety improvements—protected bike lanes, pedestrian crossings, slow streets, parklets, and more—now, within your budget. In challenging times, quick-build projects are crucial to building trust in the government's ability to deliver public benefit. And quick-build infrastructure can engage the public better than ever, and be more inclusive and equitable than traditional infrastructure.

> *"We as transportation experts need to be thinking strategically about whether or not we need to spend three years talking about doing something important, or three weeks to just try something."*
>
> — Warren Logan
>
> *Transportation Policy Director of Mobility and Interagency Relations at Oakland Mayor's Office*

WHAT IS QUICK-BUILD?

The Basics

- Quick-build projects use materials that can be installed quickly and at low cost. Build projects from posts, planters, and stripes of paint, not new pavement or curb alignments.
- **Quick-build projects are installed on a trial basis.** Temporary installations allow for adjusting or removing elements in response to public feedback. Successful projects may become permanent, exactly as installed, or upgraded with more durable materials.
- **Quick-build should incorporate rigorous community engagement.** A project on the ground can serve much more effectively than a PowerPoint or rendering for trying something out and allowing community residents to respond. Gather feedback and input, and change designs accordingly.

Materials

From paint, traffic cones, and A-boards to concrete curb barriers, planters, and temporary raised crosswalks, a wide variety of materials work well for creating quick-build projects. The full Quick-Build Toolkit provides thorough, detailed descriptions of materials that can make for an effective and inexpensive project to meet your community's needs.

Photo credits, top to bottom: Alta Planning + Design; Real Hartford; Alta Planning + Design; Street Plans Collaborative

CASE STUDY

In August of 2020, the City of San Luis Obispo converted one of the three motor vehicle lanes of downtown Higuera Street into a buffered bike lane, as part of Open SLO, the city's pilot program to expand the use of public spaces (with parklets and bike/ped spaces) during the COVID-19 pandemic. The project was installed with paint, took less than a week to install, and cost a mere $15K instead of the more than $150K it would have taken to put in a traditional bike lane by sealing and restriping the whole street as the city would normally do.

Photo credit: Bike SLO County

WHO?

Your Quick-Build Project Team

Team leader. Quick-build projects need a "chief" (usually city staff) tasked with project facilitation, keeping the momentum going, establishing lines of communication, and accepting and evaluating feedback.

Community leaders. Because evaluation and adjustment are essential for successful quick builds, make sure community leaders are on board from the beginning. Look to businesses, residential associations, places of worship, and nearby schools. Bring in bike/ped advocacy organizations and other CBOs, including those based in disadvantaged communities and led by people of color.

Department liaisons. Your project may impact transit, street sweeping, parking enforcement, maintenance, waste management and recycling, and emergency response. Involve other agencies as necessary to ensure you don't forget a critical aspect.

Elected Officials. They have the power to marshal funding for quick-build projects. They will hear from constituents, so communication channels between the project team and electeds must be open for effective project evaluation.

Communications. Ideally, include a dedicated communications person on your team. Because this is a new method, and people are used to years of discussion, publicize quick-build's temporary nature. Talk about the project's intended benefits, and listen to feedback about the actual impacts.

Community Engagement

Community engagement is essential and also very effective, because it's easy to engage people in providing feedback on real-world solutions that they can see and use. Here are the keys:

- Start engaging with the community before you install the project so that residents' opinions are included from the get-go.
- Be inclusive in your outreach, including perspectives from disadvantaged communities and people of color.
- Emphasize the project's temporary nature, and the ability to change the project after it's installed.
- Implement effective feedback mechanisms during the project, making sure to plan and budget for project adjustments in response to input.

CASE STUDY

The El Cajon Boulevard Business Improvement Association ("The Boulevard") got city councilmembers and the mayor on board to fund a pilot bus and bike lane along a 3-mile stretch of San Diego's El Cajon Boulevard. The Boulevard staff brought in diverse stakeholders and built on longstanding relationships to push the city to dedicate a lane for El Cajon Boulevard's new bus rapid transit line, and got bikes included on this Vision Zero corridor. The entire three-mile project, which launched in January 2020, cost $100K, funded by San Diego's general fund.

Photo credit: Holly Raines

WHERE?

Which Projects are Best for Quick-Build?

Some projects are better than others for the quick-build method.

- **Look to existing plans.** Your community's current active transportation plan already identifies key improvements and priorities. Most such plans will take decades to complete with traditional methods and funding. Quick-build can take those plans to reality much sooner.
- **Fill gaps in the bikeway network, especially now when more people are bicycling.** Look to improve intersections that are dangerous to navigate, short sections of crosstown routes that use busy streets, or long sections of streets that could become "slow streets" to connect neighborhoods.
- **Put disadvantaged communities first.** If your plan doesn't already incorporate an equity analysis to set priorities, this is your chance. Look at a model plan like Oakland's "Let's Bike Oakland" bicycle plan which incorporates a framework of equity and a focus on improving well-being for the city's most vulnerable groups.

If a project is funded and on schedule to be built within a year or two, turn your attention to projects that will take years without quick build. Projects that require expensive modifications—new traffic signals, bridges, reconfigured curbs—are not good quick-build candidates.

Photo credit: Alta Planning + Design

Funding for Quick-Build

POTENTIAL FUNDING SOURCES IN CALIFORNIA

Available funding for quick-build projects varies a lot from one municipality to the next. But here are a few ideas.

- Public works departments' essential repaving and repair projects are great opportunities to put in quick-build projects at low cost.
- Local and regional funds such as general fund, sales tax revenue, and Air Quality Management District funds can be used for quick-build projects.
- Tack on costs to another publicly-funded transportation project, or even a private project. For example, a development project that is required to repave and stripe new bike lanes might install a protected bike lane using quick-build materials instead.
- In 2020, the **Active Transportation Program** piloted a special quick-turnaround funding pot for quick-build projects, with an earlier (summer) deadline. Keep an eye on the ATP to see if they continue to offer this funding in future years. CalBike will be pushing them to do so.
- PeopleForBikes has a **small grant program** for infrastructure projects.
- AARP's **Community Challenge grant** could fund a quick-build project.

This resource was prepared in partnership with Alta Planning + Design. For more information see our complete **Quick-Build Guide**.

CALIFORNIA BICYCLE COALITION

APPENDIX D

Bike Parking Guidance

Safe Routes to School Walk Audit Report and Active Transportation Action Plan

ESSENTIALS OF

BIKE PARKING

Selecting and installing bicycle parking that works

apbp

Association of Pedestrian and Bicycle Professionals

Expertise for Active Transportation

Essentials of Bike Parking
Revision 1.0, September 2015

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Cover image: *Sign D4-3 from Standard Highway Signs, 2004 Edition, http://mutcd.fhwa.dot.gov/ser-shs_millennium_eng.htm*

APBP is an association of professionals who plan, implement and advocate for walkable and bicycle-friendly places.

Association of Pedestrian and Bicycle Professionals

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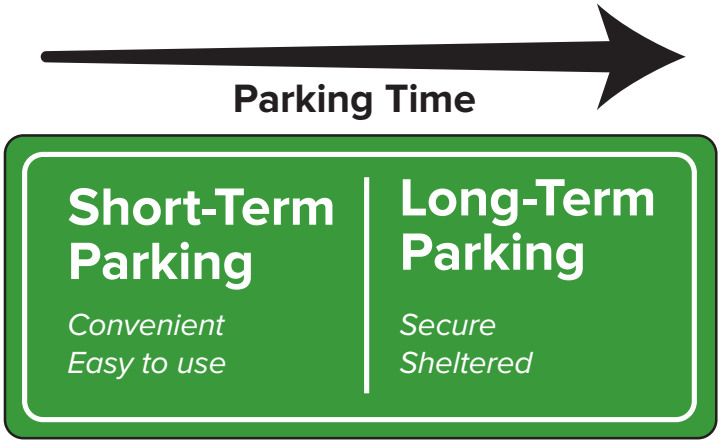
TABLE OF CONTENTS

INTRODUCTION

Among the necessary supports for bicycle transportation, bike parking stands out for being both vital and easy. Still, it requires some attention to get it right. Bike parking may go unused if it's not more appealing to users than the nearest sign post. A minor mistake in installation can make a quality rack unusable. The variety of bicycle sizes, shapes, and attachments continues to increase, and good bike parking should accommodate all types.

The Association of Pedestrian and Bicycle Professionals (APBP) prepared this guide for people planning to purchase or install bike parking fixtures on a limited scale. It is a brief overview of APBP's comprehensive *Bicycle Parking Guidelines* handbook, available at www.apbp.org.

This guide divides bike parking into short-term and long-term installations. These two kinds of parking serve different needs, and the starting point for most bike parking projects is recognizing whether the installation should serve short-term users, long-term users, or both. If users will typically be parking for two hours or longer, they are likely to value security and shelter above the convenience and ease that should characterize short-term parking.



SHORT-TERM PARKING

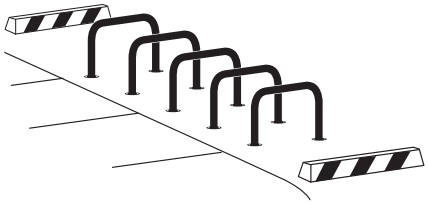
Effective bike parking for short-term users depends on two main factors: 1) proximity to the destination and 2) ease of use.

Short-term parking is designed to meet the needs of people visiting businesses and institutions, and others with similar needs—typically lasting up to two hours. Short-term users may be infrequent visitors to a location, so the parking installation needs to be readily visible and self-explanatory.

INVERTED U

POST & RING

CORRAL



SITE PLANNING

Location

Short-term bike parking should be visible from and close to the entrance it serves—50' or less is a good benchmark. Weather-protected parking makes bicycle transportation more viable for daily and year-round use, and it can reduce the motivation for users to bring wet bicycles into buildings. Area lighting is important for any location likely to see use outside of daylight hours.

Security

All racks must be sturdy and well-anchored, but location determines the security of short-term parking as much as any other factor. Users seek out parking that is visible to the public, and they particularly value racks that can be seen from within the destination. Areas with high incidence of bicycle theft may justify specific security features such as specialty racks, tamper-proof mounting techniques, or active surveillance.

Quantity

Many jurisdictions have ordinances governing bike parking quantity. APBP's full *Bicycle Parking Guidelines* offers complete recommendations for the amount and type of parking required in various contexts. In the absence of requirements, it's okay to start small—but bear in mind that perceived demand may be lower than the demand that develops once quality parking appears.

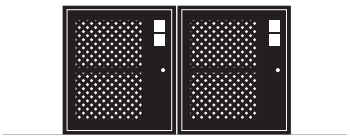
BIKE CORRALS

Some cities with limited sidewalk space and strong bicycle activity place bike parking in on-street "bike corrals" located in the street area adjacent to the curb. Bike corrals can sometimes make use of on-street areas that are unsuitable for auto parking. When replacing a single auto parking space, a corral can generally fit 8 to 12 bicycles. APBP's full *Bicycle Parking Guidelines* provides details about designing and siting bike corrals. **apbp.org**

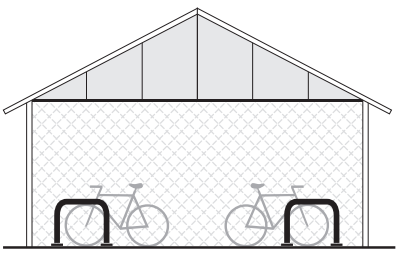
LONG-TERM PARKING

Users of long-term parking generally place high value on security and weather protection. Long-term parking is designed to meet the needs of employees, residents, public transit users, and others with similar needs. These users typically park either at home or at a routine destination such as a workplace. They often leave their bicycles unmonitored for a period of several hours or longer, so they require security and weather protection that let them park without unreasonable concern for loss or damage.

Long-term parking can take a variety of forms, including a room within a residential building or workplace, a secure enclosure within a parking garage, or a cluster of bike lockers at a transit center. Some long-term parking is open to the public—such as a staffed secure enclosure at a transit hub—and some of it is on private property with access limited to employees, residents, or other defined user groups.



BIKE LOCKERS



SHELTERED SECURE ENCLOSURE

SITE PLANNING

Location

Appropriate locations for long-term parking vary with context. Long-term parking users are typically willing to trade a degree of convenience for weather protection and increased security. Long-term installations emphasize physical security above public visibility. Signage may be needed for first-time users.

Security

Security is paramount for quality long-term parking. Access to parked bicycles can be limited individually (as with lockers) or in groups (as with locked bike rooms or other secure enclosures). Options for access control include user-supplied locks, keys, smart cards, and other technologies.

Quantity

Refer to local ordinances or the comprehensive APBP *Bicycle Parking Guidelines* to determine the amount and type of parking required for various contexts.

SPECIAL CONSIDERATIONS FOR LONG-TERM PARKING

In many ways, short-term and long-term parking function similarly and are served by the same guidelines. Some exceptions are noted below.

Density

The competition of uses for high-security and sheltered locations creates particular pressure on long-term parking to fit more bicycles in less space. When parking needs cannot be met with standard racks and spacing recommended in this guide, consider rack systems designed to increase parking density. See the high-density racks table on page 7. Note that increasing density without careful attention to user needs can create parking that excludes people because of age, ability, or bicycle type. This may result in people parking bicycles in other less desirable places or choosing not to bike at all.

Bicycle design variety

Long-term parking facilities should anticipate the presence of a variety of bicycles and accessories, including—depending on context—recumbents, trailers, children's bikes, long-tails, and others. To accommodate trailers and long bikes, a portion of the racks should be on the ground and should have an additional 36" of in-line clearance.

Performance criteria

The bike rack criteria in the next section apply to racks used in any installation, regardless of its purpose. Long-term installations often use lockers and group enclosures not discussed in this guide. Such equipment raises additional considerations that are discussed in detail in APBP's full *Bicycle Parking Guidelines*. **apbp.org**

INSTALLATION

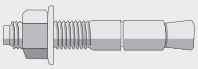
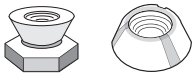
Selecting an appropriate installation surface and technique is key to creating bicycle parking that remains secure and attractive over time.

INSTALLATION SURFACE

A sturdy concrete pad is an ideal surface for installing bicycle parking. Other surfaces often encountered include asphalt, pavers, and soft surfaces such as earth or mulch. These surfaces can accommodate in-ground mounting or freestanding bike racks such as inverted-U racks mounted to rails. See APBP's *Bicycle Parking Guidelines* for details. **apbp.org**

INSTALLATION FASTENERS

When installing racks on existing concrete, consider the location and select appropriate fasteners. Drill any holes at least three inches from concrete edges or joints. Some locations benefit from security fasteners such as concrete spikes or tamper-resistant nuts on wedge anchors. Asphalt is too soft to hold wedge and spike anchors designed for use in concrete. Installing bike parking on asphalt typically requires freestanding racks and anchor techniques specific to asphalt.

FASTENERS		
CONCRETE SPIKE		Installs quickly in concrete with a hammer. Tamper-resistant. Removal may damage concrete and/or rack.
CONCRETE WEDGE ANCHOR		Allows for rack removal as needed. Not tamper-resistant, but can accommodate security nuts (below).
SECURITY NUTS		Use with concrete wedge anchors. Security nuts prevent removal with common hand tools.

INSTALLATION TECHNIQUES

When installing racks on existing concrete, choose those with a surface-mount flange and install with a hammer drill according to the specifications of the mounting hardware selected. When pouring a new concrete pad, consider bike parking fixtures designed to be embedded in the concrete. Because replacing or modifying an embedded rack is complicated and costly, this installation technique requires particular attention to location, spacing, rack quantity, and material.

BICYCLE RACK SELECTION

PERFORMANCE CRITERIA FOR BIKE PARKING RACKS

These criteria apply to any rack for short- or long-term use.

CRITERIA	DETAILS
Supports bike upright without putting stress on wheels	The rack should provide two points of contact with the frame—at least 6" apart horizontally. Or, if a rack cradles a bicycle's wheel, it must also support the frame securely at one point or more. The rack's high point should be at least 32".
Accommodates a variety of bicycles and attachments	The racks recommended on page 6 ("racks for all applications") serve nearly all common bike styles and attachments—if installed with proper clearances (see placement section). Avoid designs and spacing that restrict the length, height, or width of bicycles, attachments, or wheels.
Allows locking of frame and at least one wheel with a U-lock	A closed loop of the rack should allow a single U-lock to capture one wheel and a closed section of the bike frame. Rack tubes with a cross section larger than 2" can complicate the use of smaller U-locks.
Provides security and longevity features appropriate for the intended location	Steel and stainless steel are common and appropriate materials for most general-use racks. Use tamper-resistant mounting hardware in vulnerable locations. Rack finish must be appropriate to the location (see materials and coatings section).
Rack use is intuitive	First-time users should recognize the rack as bicycle parking and should be able to use it as intended without the need for written instructions.

RACK STYLES

The majority of manufactured bike racks fall into one of the categories on pages 6-8. Within a given style, there is wide variation among specific racks, resulting in inconsistent usability and durability. APBP recommends testing a rack before committing broadly to it.

RACKS FOR ALL APPLICATIONS

When properly designed and installed, these rack styles typically meet all performance criteria and are appropriate for use in nearly any application.

INVERTED U
also called staple, loop

Common style appropriate for many uses; two points of ground contact. Can be installed in series on rails to create a free-standing parking area in variable quantities. Available in many variations.

POST & RING

Common style appropriate for many uses; one point of ground contact. Compared to inverted-U racks, these are less prone to unintended perpendicular parking. Products exist for converting unused parking meter posts.

WHEELWELL-SECURE

Includes an element that cradles one wheel. Design and performance vary by manufacturer; typically contains bikes well, which is desirable for long-term parking and in large-scale installations (e.g. campus); accommodates fewer bicycle types and attachments than the two styles above.

This guide analyzes the most common styles of bike racks, but it is not exhaustive. Use the performance criteria on page 5 to evaluate rack styles not mentioned. Custom and artistic racks can contribute to site identity and appearance, but take care that such racks don't emphasize appearance over function or durability.

HIGH-DENSITY RACKS

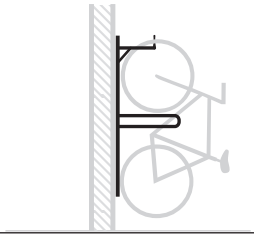
These rack styles do not meet all performance criteria but may be appropriate in certain constrained situations.

High-density rack systems can maximize the use of limited parking space, but they don't work for all users or bicycles. If installing these racks, reserve additional parking that accommodates bicycles with both wheels on the ground for users who are not able to lift a bicycle or operate a two-tier rack, or for bikes that are not compatible with two-tier or vertical racks.

STAGGERED WHEELWELL-SECURE

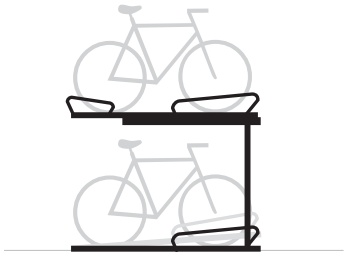
Variation of the wheelwell-secure rack designed to stagger handlebars vertically or horizontally to increase parking density. Reduces usability and limits kinds of bikes accommodated, but contains bikes well and aids in fitting more parking in constrained spaces.

VERTICAL



Typically used for high-density indoor parking. Not accessible to all users or all bikes, but can be used in combination with on-ground parking to increase overall parking density. Creates safety concerns not inherent to on-ground parking.

TWO-TIER



Typically used for high-density indoor parking. Performance varies widely. Models for public use include lift assist for upper-tier parking. Recommend testing before purchasing. Creates safety concerns not inherent to on-ground parking, and requires maintenance for moving parts.

RACKS TO AVOID

Because of performance concerns, APBP recommends selecting other racks instead of these.

WAVE
also called undulating or serpentine

Not intuitive or user-friendly; real-world use of this style often falls short of expectations; supports bike frame at only one location when used as intended.

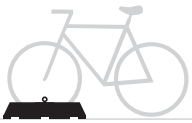
SCHOOLYARD
also called comb, grid

Does not allow locking of frame and can lead to wheel damage. Inappropriate for most public uses, but useful for temporary attended bike storage at events and in locations with no theft concerns. Sometimes preferred by recreational riders, who may travel without locks and tend to monitor their bikes while parked.

COATHANGER

This style has a top bar that limits the types of bikes it can accommodate.

WHEELWELL



Racks that cradle bicycles with only a wheelwell do not provide suitable security, pose a tripping hazard, and can lead to wheel damage.

BOLLARD

This style typically does not appropriately support a bike's frame at two separate locations.

SPIRAL

Despite possible aesthetic appeal, spiral racks have functional downsides related to access, real-world use, and the need to lift a wheel to park.

SWING ARM SECURED

These racks are intended to capture a bike's frame and both wheels with a pivoting arm. In practice, they accommodate only limited bike types and have moving parts that create unneeded complications.

RACK MATERIALS & COATINGS

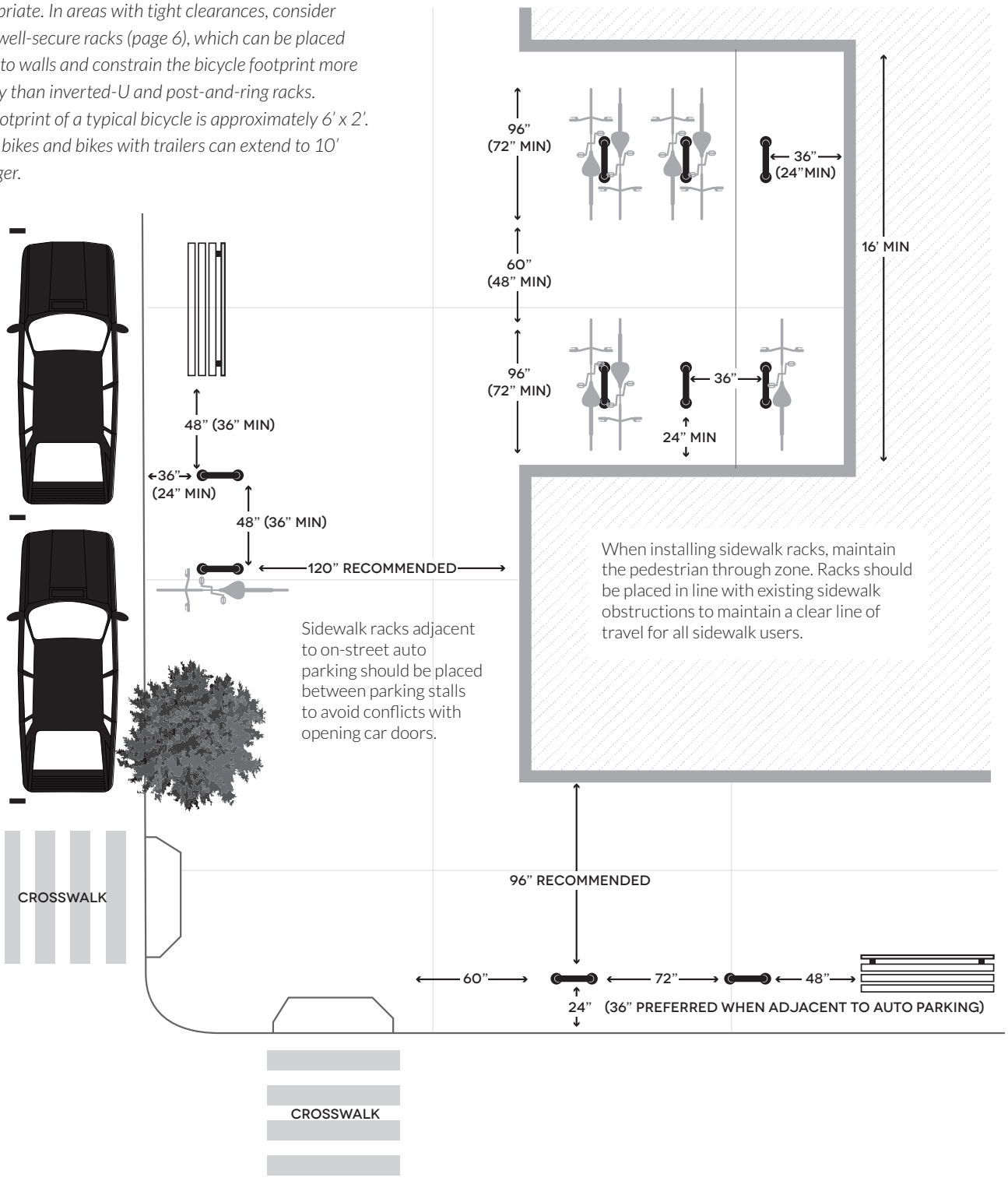
Most bicycle parking racks are made of carbon steel or stainless steel. Carbon steel requires a surface coating to resist rust while appropriate grades of stainless steel need no coating. Not all materials and coatings with the same name perform equally. Square tubing provides a security advantage as round tubing can be cut quietly with a hand-held pipe cutter. Before purchasing racks, talk to suppliers about your particular conditions and choose a material and coating that suit your needs. The following are common choices, depending on local considerations and preferences.

RACK MATERIAL – COATING	RELATIVE PURCHASE COST	DURABILITY	CAUTIONS
Carbon steel - galvanized	Usually lowest	Highly durable and low-maintenance; touch-up, if required, is easy and blends seamlessly	Utilitarian appearance; can be slightly rough to the touch
Carbon steel - powder coat* (TGIC or similar)	Generally marginally higher than galvanized	Poor durability	Requires ongoing maintenance; generally not durable enough for long service exposed to weather; not durable enough for large-scale public installations
Carbon steel - thermoplastic	Intermediate	Good durability	Appearance degrades over time with scratches and wear; not as durable as galvanized or stainless
Stainless steel - no coating needed, but may be machined for appearance	Highest	Low-maintenance and highest durability; most resistant to cutting	Can be a target for theft because of salvage value; maintaining appearance can be difficult in some locations

** When applied to carbon steel, TGIC powder coat should be applied over a zinc-rich primer or galvanization to prevent the spread of rust beneath the surface or at nicks in the finish.*

PLACEMENT

The following minimum spacing requirements apply to some common installations of fixtures like inverted-U or post-and-ring racks that park one bicycle roughly centered on each side of the rack. Recommended clearances are given first, with minimums in parentheses where appropriate. In areas with tight clearances, consider wheelwell-secure racks (page 6), which can be placed closer to walls and constrain the bicycle footprint more reliably than inverted-U and post-and-ring racks. The footprint of a typical bicycle is approximately 6' x 2'. Cargo bikes and bikes with trailers can extend to 10' or longer.



APPENDIX E

Recommendation
Cost Range Estimates

Safe Routes to School Walk Audit Report and Active Transportation Action Plan

Appendix E: Recommendation Cost Range Estimates

Cost estimate was one of many factors considered when prioritizing recommendations for Napa County Safe Routes to School Walk Audit reports. Recommendations in which a high cost estimate would considerably delay implementation of the recommendation may have been given a lower priority level in order to prioritize recommendations that are lower cost and therefore more likely to be installed more quickly. Cost was considered on a high-level scale; real cost ranges of recommendations may differ from cost range estimates included in Walk Audit reports.

Cost range estimates for Safe Routes to School Walk Audit recommendations are as follows:

$	< $25,000
$$	Between $25,000 and $250,000
$$$	$250,000 to $1 million
$$$$	> $1 million

APPENDIX F

Next Steps

Safe Routes to School Walk Audit Report and Active Transportation Action Plan

From Recommendations to Action: Next Steps

Napa County Bicycle Coalition (NCBC) has concluded the final task under the Napa County Safe Routes to School Program in coordination with the Napa County Office of Education, funded under the One Bay Area Grant and the Active Transportation Program.

Evaluation of active transportation barriers at school sites are complete and final reports of recommendations for each school in Napa County will be published in the spring of 2022. The NCBC team is already planning the next phase of Safe Routes to School that will help bring these recommendations into reality. Supported by a "Quick Strike" grant through the Metropolitan Transportation Commission (MTC), NCBC will continue its SRTS work over the course of this next year.

NCBC SRTS Quick Strike Program Elements (2022-2023):

- Engage parents in advocating for implementing the recommendations. Hold safety summits at various school sites that raise awareness of the recommendations and provide a forum for parents to discuss strategies and to plan next steps. Work with schools and other stakeholders to implement recommendations. Build a Safe Routes to School (SRTS) Advisory Committee, including "parent champions" from key school sites, to help guide the SRTS program into the next phase of growth and engagement and to help ensure the long-term viability of the program, providing a structure both for stakeholder feedback and input, as well as for increased local investment in future program activities.
    - Action Steps:
        - Hold up to seven safety summits at various school sites
        - Form SRTS advisory committee
- Provide education and encouragement programming at elementary and middle schools that includes bike rodeos throughout the year, Bike Month (and Bike to School Day) in the spring, and Walk and Roll to School Day in the fall. This programming aims to increase the number of students who walk or bike to school and to ensure that, as barriers are removed and facilities are improved, youth have the skills and confidence to take advantage of improvements.
    - Action Steps:
        - Hold up to 14 Bike Rodeos at elementary and middle schools
        - Provide outreach and support for Walk and Roll to School Day and Bike Month activities at up to seven school sites
        - Support local Agricultural & Hospitality Industry workers with bicycle safety education
- Conduct community-based safety education programming that reaches identified populations of concern. Through bilingual Family Biking Workshops, community rides in partnership with other local organizations, and safety education outreach to agricultural

and hospitality workers, NCBC will tailor our programming to help engage the full spectrum of our community.

    - Action Steps:
        - Conduct up to nine bilingual Family Biking Workshops
        - Conduct up to six community events and rides

- Secure future funding for the Safe Routes to School Partnership (SRTS). We believe that every student should be able to safely walk or ride a bike to school. The SRTS program provides vital safety education, encouragement, and community engagement programs to thousands of students annually while advocating for facilities that make active transportation safe and accessible. SRTS will be a key force in helping to make the Walk Audit recommendations a reality. Napa County is one of the only counties in the region that lacks dedicated, long-term funding for these programs and efforts, and without that support implementing the recommendations will face more barriers.
    - Action Steps:
        - Apply for competitive and discretionary grant funding
        - Seek funding support from jurisdictions
        - Seek funding support from community health
        - Provide annual program reports to stakeholders