Paving the Way for Safe Routes to School:
Cedar Lane Elementary
Walkability and Active Design Audit
March 2015

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ACKNOWLEDGMENTS

With a special thank you to the participants who contributed to this report and their continued support in promoting safe routes to Cedar Lane Elementary.

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SCHOOL INFORMATION

Cedar Lane Elementary is located at 481 Cedar Lane in Linda, California. For the 2013-2014 school year, 509 students were enrolled, of which 96.5% were eligible for free or reduced price meals.¹ The 2013-2014 attendance boundary is shown below.

Mode Split

Using the National Center for Safe Routes to School Student Travel Tally², in-class tallies of student travel mode were conducted over a period of three days in November 2013. The tally results are shown below.

<table>
<thead>
<tr>
<th></th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday AM</td>
<td>399</td>
<td>20%</td>
<td>2%</td>
<td>18%</td>
<td>56%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Tuesday PM</td>
<td>399</td>
<td>22%</td>
<td>3%</td>
<td>24%</td>
<td>48%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Wednesday AM</td>
<td>368</td>
<td>17%</td>
<td>3%</td>
<td>17%</td>
<td>60%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Wednesday PM</td>
<td>365</td>
<td>18%</td>
<td>3%</td>
<td>25%</td>
<td>50%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Thursday AM</td>
<td>371</td>
<td>16%</td>
<td>2%</td>
<td>16%</td>
<td>61%</td>
<td>3%</td>
<td>0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Thursday PM</td>
<td>368</td>
<td>20%</td>
<td>2%</td>
<td>25%</td>
<td>50%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.

Cedar Lane Mode Share Split

Existing Conditions
The town of Linda is a census designated area in Yuba County. Sidewalks and bike lanes tends to be scarce and intermittent when provided. Often, it is the case that where sidewalks are inconsistent, to maintain a consistent path of travel, pedestrians choose to walk within the roadway for the entirety of their trip. Drainage ditches throughout the community are often muddy or flooded, forcing pedestrians and bicyclists into the middle of a street. There are almost no trees along Alicia Avenue leading up to the school. Many of the main roadways are in need of repaving to eliminate cracks and crumbling shoulders. Crosswalks, stop bars, lane markings, and other striped roadway information have faded in several locations. There are no signalized intersections within walking distance of the school. Often, intersection design is unaccommodating to pedestrians with no paved waiting areas and unsafe crossing locations.

Parent Concerns

National Center for Safe Routes to School Parent Survey
Parents’ attitudes toward walking and biking were surveyed using the National Center for Safe Routes to School Parent Survey. Out of 503 surveys, 144 were returned (29%).

Key Results:

- The issues most frequently reported to affect the decision to not allow a student to walk or bike to/from school are the violence or crime (74%), the speed of traffic along the route (68%), and the weather or climate (63%) by parents of children who do not walk or bike to/from school.
- There is an inverse relationship between the distance a student lives from school and the likelihood they have asked permission to walk or bike to school. Students that live within a mile of school are more likely to ask permission to walk and bike while students that live 1 mile or more from school are less likely to ask permission to walk or bike.
- The majority of parents, 31% estimated the distance between home and school was less than ¼ of a mile.
- The majority of parents reported the family vehicle as the typical mode of arrival (58%) and departure (50%) from school.
- The majority of parents reported the family vehicle as the typical mode of school arrival and departure, regardless of distance student lives from school.

Parent Survey Results:

The concern voiced most by parents is the violence or crime in the Linda neighborhood surrounding Cedar Lane Elementary. Many parents expressed trepidation about letting their children walk along Alicia Avenue, Feather River Boulevard, and Riverside Drive due to the lack of sidewalks. Studies have shown that residents of neighborhoods with sidewalks are 47 percent more likely to be active at least 30 minutes a day.

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are a fundamental community investment that enhances public health and maximizes social capital.\textsuperscript{5} Parents are also hesitant to let their children walk or bike to and from school because of the lack of crossing guards at main intersections near the school. Some parents refused to let their children walk or bike to and from school because of drug use and violence in the neighborhood.

**IDENTIFYING BARRIERS TO WALKING AND BIKING**

Infrastructure and non-infrastructure barriers to walking and biking to school were identified through a walk audit, field observations, and discussions with school staff, parents, and community members.

**Walk Audit**

A walkability and active design audit was conducted on September 5, 2014. Participants included Cedar Lane Elementary school officials and parents, Marysville Unified School District officials, the Yuba County District Supervisor, Yuba County Child Support, Linda Fire Department, Yuba Sheriff’s Department, and WALKSacramento staff. The main barrier to safe pedestrian travel identified by the walk audit is the lack of pedestrian infrastructure, namely sidewalks.

**Traffic Observations**

Traffic observations were conducted on December 4, 2013 and March 31, 2015. Participants included parents, community members, law enforcement, WALKSacramento staff, and a school administrator. Many of the common traffic observations are listed below:

- The intersection of Alicia Avenue and Feather River Boulevard represents a significant barrier to pedestrian Travel.
- Vehicles travel at high speeds along most roadways, coming to abrupt stops at the intersections.
- Pedestrians and cyclists often choose to travel along the middle of a street to avoid uneven pavement and other obstacles
- The intersection of Alicia Avenue and Cedar Lane Avenue is heavily trafficked. The single pedestrian crossing does not accommodate all pedestrians who choose to cross at this intersection
- Stop bars throughout the community are not advanced far enough to allow for adequate spacing between pedestrians and the front of vehicles.
- Vehicle paths of travel are unclear at the intersection of Alicia Avenue and Riverside Drive.

Yuba Coalition Meetings
The Yuba Safe Routes to School Coalition includes members and staff from local law enforcement agencies, fire departments, public health agencies, schools, city planning and engineering departments and other stakeholder groups and departments. Coalition meetings have been vital in developing an understanding of the built and social environments around Cedar Lane Elementary School.

Walk Audit Route Map
INFRASTRUCTURE RECOMMENDATIONS

The following recommendations apply to both the Marysville Joint Unified School District and Yuba County. The recommendations are in order of priority as determined by members of the Yuba Coalition including staff from: Ella Elementary, Child Support Services, the Olivehurst Fire Department, The Yuba County Sheriff’s department, The Marysville Joint Unified School District’s Facilities Department, and the County Health Department.

<table>
<thead>
<tr>
<th>Location</th>
<th>Recommendation</th>
<th>Justification</th>
</tr>
</thead>
</table>
| Alicia Avenue and Feather River Boulevard | • Develop sidewalks leading to and from the intersection  
• Pave the corners of the intersection and create paved bulb-outs.  
• Pave the pork chop at the north eastern corner  
• Retract the stop bars further from the crosswalks  
• Install trees to provide shading at the intersection  
• Install pedestrian oriented lighting and signage at the intersection  
• Clean up trash  
• Require vehicles to stop before making a right turn from Feather River Boulevard into Alicia Ave. | • This poor sight lines and lengthy crossing distances at this intersection create a barrier for pedestrians, especially young children. The cross walks at the intersection are faded, with no paved sidewalks or waiting areas. Although the intersection has been “squared up” to shorted pedestrian crossing distances, the lack of paved area for pedestrians allows vehicles to encroach upon the pedestrian right of way. To make a two stage crossing, a pedestrian is required to step out of the intersection into unpaved areas or parking lots to wait, effectively removing themselves from a vehicle’s line of sight.  
• Pedestrian bulb-outs will not only provide pedestrians an area to stand before crossing, but will force vehicles to slow at corners when making right turns.  
• At the intersection’s north western corner, pedestrians traveling east along Alicia Avenue are either directed into a dirt patch or first through a parking lot barricaded by wooden logs. Instead, pedestrians choose the most direct route and walk within the right turn lane, placing themselves in danger of oncoming, often rapidly moving, vehicles.  
• The advanced stop bars were observed to be ineffective. If a vehicle’s tires are stopped at the stop bar, it is often the case that the front of the vehicle continues into the pedestrian right-of-way. In addition, several motorists ignored the stop bars all together.  
• The corners of the intersection are littered with trash because the unpaved areas are below grade and collect debris. Pedestrians waiting to cross often must stand in piles of trash. This creates a potential hazard for students and other pedestrians, further discouraging walking or biking.  
• Signage and lighting will help further alert drivers to the presence of pedestrians, especially in the winter months when students may be traveling to and from school in the dark. |
<table>
<thead>
<tr>
<th>Location</th>
<th>Recommendation</th>
<th>Justification</th>
</tr>
</thead>
</table>
| Alicia Avenue and Cedar Lane Avenue | • Install a three-way stop with retracted stop bars  
• Restripe the intersection with high visibility crosswalks  
• Install pedestrian oriented lighting | • This intersection is heavily trafficked as the school site’s main ingress and egress point. Several students cross at this intersection daily and would be better protected with a three way stop and crosswalks at all legs of the intersection.  
• Pedestrians traveling North along Alicia will often cross diagonally at this intersection to reach the school because the crosswalk is not convenient to the pedestrian path of travel. Additional crosswalks will better direct pedestrian travel and alert drivers to their presence. |

**Visual**

![Image of the intersection](image-url)
<table>
<thead>
<tr>
<th>Location</th>
<th>Recommendation</th>
<th>Justification</th>
</tr>
</thead>
</table>
| Alicia Avenue and Riverside Avenue | - Develop an extended paved or vehicle-restricted corner to provide better lane delineation, slow traffic, and reduce confusion at this heavily trafficked intersection. | - The intersection at Alicia Avenue and Riverside Drive is confusing for pedestrians and vehicles because of the amount of non-useable roadway that is formed a result of the two roads coming to a point. Vehicles turning from Alicia Avenue onto Riverside Drive will often not travel all the way to the stop sign first, but simply cut around the corner. This places pedestrians in danger as they make the two stage crossing across both roads.  
- An extended, paved or at least restricted corner at this intersection will provide much better lane delineation, slow traffic around the corner, and provide clearer direction for all modes of traffic. |

**Visual**

![Image of the intersection at Alicia Avenue and Riverside Drive](image-url)
<table>
<thead>
<tr>
<th>Location</th>
<th>Recommendation</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feather River Boulevard and Riverside Ave.</td>
<td>• Consider installing a round-a-bout or other methods to improve pedestrian</td>
<td>• This intersection is severely confusing and creates a significant barrier to pedestrian travel to and from the school. To cross Feather River Boulevard at any location, pedestrians are required to make a multi-stage crossing. There are only three marked crosswalks. The third crosswalk is unsafe, as it is at the late stage of a quick, almost blind, right turn onto Riverside Drive from Feather River Boulevard. There is no yield or stop sign at that location.</td>
</tr>
<tr>
<td></td>
<td>and motorist circulation through this intersection</td>
<td>• Pedestrians are unprotected as they travel to the intersection with no sidewalks or paved corners. The pork chop islands are unpaved and do not contain ADA compliant ramps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Because there are essentially 4 separate intersections at this location, it becomes difficult to determine vehicle travel paths as a pedestrian. A round-a-bout would effectively replace the multiple intersections with a far simplified path of travel for both pedestrians and vehicles.</td>
</tr>
</tbody>
</table>

**Visual**

![Intersection Image]
<table>
<thead>
<tr>
<th>Location</th>
<th>Recommendation</th>
<th>Justification</th>
</tr>
</thead>
</table>
| Arboga Ave. and Jay St. | • Install a three way stop at this intersection and marked crossings at each leg.| • Pedestrians travel along Arboga Avenue on both sides of the road. There are no controlled crossings for pedestrians across Arboga between Feather River Boulevard and Grand Ave, a distance of over half a mile.  
• A crosswalk is already present at this location. An all-way stop would facilitate safe pedestrian crossings. This location is ideal for controlled crossings considering the nearby land uses that include a church, daycare, and commercial market. |

**Visual**

![Aerial view of Arboga Ave. and Jay Street intersection](image)

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<table>
<thead>
<tr>
<th>Location</th>
<th>Recommendation</th>
<th>Justification</th>
</tr>
</thead>
</table>
| Arboga Avenue and Grand Avenue   | • Install an all-way stop  
• Install accessible pork-chop islands  
• Install marked crosswalks at all legs of the intersection. | • Vehicles travel at relatively high speeds along Arboga Avenue. With only two crosswalks, pedestrian travel at this intersection is under-accommodated. Often, because of the lack of paved waiting areas at the corners of the intersection, pedestrians are unseen by motorists who continue through the intersection without stopping long enough.  
• Without pork chop islands, the crossing distance is quite long, and allows for vehicles to make wide, quick turns. An all-way stop, additional crossing opportunities, and paved waiting areas at corners will better facilitate pedestrian travel and safety at this intersection. |
<table>
<thead>
<tr>
<th>Location</th>
<th>Recommendation</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Along Alicia Between Grand Ave. and Riverside Drive</td>
<td>• Install a continuous sidewalk network</td>
<td>• The sidewalk network is either nonexistent or inconsistent along these major roadways and routes to school. Pedestrians, often frustrated with inconsistencies in the sidewalk network choose to walk consistently within the road for the entirety of their trip. Also, along roads with poor drainage and no sidewalks, pedestrians have been observed walking down the center of the road to avoid parked cars, ditches, and uneven paving.</td>
</tr>
<tr>
<td>• Along Arboga Ave.</td>
<td>• Restripe shoulders and bike lanes</td>
<td></td>
</tr>
<tr>
<td>• Along Feather River Boulevard between Riverside Ave. and Alicia Ave.</td>
<td>• Fix drainage issues</td>
<td></td>
</tr>
</tbody>
</table>

### Visual

![Image of a street with no sidewalks and parked cars]
GENERAL RECOMMENDATIONS:

Repaving and Restriping
Several major roadways including Arboga Avenue, Alicia Avenue and Feather River Boulevard are in need of repaving. Cracked and crumbling roads often create barriers to safe, efficient pedestrian travel. Crumbling infrastructure often forces pedestrians out of their paths of travel and sometimes into vehicle lanes.

Crosswalks, lane delineators, and stop bars have faded at several locations throughout the community. Faded crosswalks and lane markings can create a barrier to pedestrian travel and safety. Motorists not aware of crosswalks or stop bars are more likely to impede upon the pedestrian path of travel and put non-motorists in danger.

Lighting
Several lamp posts throughout the community require new light bulbs. Lighting, especially in communities with little pedestrian accommodation, is essential for overall safety.

Aggressive Animals
During the walk audit, several residences were identified as being home to aggressive dogs. Aggressive animals that rush fences can be dangerous, especially to students who may jump away from the animal into the roadway. Local residents should be contacted about their aggressive animals.

ADA Compatibility
Many street corners throughout the community do not have curb ramps that meet the Americans with Disability Act standards. Construct curb ramps and locate tactile guide strips at intersections.

Overgrowth
Overgrowth of shrubbery and landscaping can pose a significant barrier to pedestrian travel, as the overgrowth may require pedestrians to go out of their way, often within the street. Local businesses and landowners should be contacted about trimming their unruly yards.

Parked cars and trash cans
Parked cars and trash bins along roadways without sidewalks can pose yet another impediment to pedestrians. Large objects within the pedestrian path of travel may require pedestrians to travel out of their way, often into the street. Also, larger objects may shield smaller pedestrians (students) from the view of motorists.
APPENDIX A: National Center for Safe Routes to School Parent Survey Form

Parent Survey About Walking and Biking to School

Dear Parent or Caregiver,

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

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child’s name will be associated with any results.

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name:

1. What is the grade of the child who brought home this survey? [ ] Grade (PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9)

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

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

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

   __________ and __________

Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.

5. How far does your child live from school?

   [ ] Less than 1/4 mile
   [ ] 1/4 mile up to 1 mile
   [ ] More than 2 miles
   [ ] 1 mile up to 1 1/2 miles
   [ ] Don’t know

   Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.

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

   **Arrive at school**
   - [ ] Walk
   - [ ] Bike
   - [ ] School Bus
   - [ ] Family vehicle (only children in your family)
   - [ ] Carpool (Children from other families)
   - [ ] Transit (city bus, subway, etc.)
   - [ ] Other (skateboard, scooter, inline skates, etc.)

   **Leave from school**
   - [ ] Walk
   - [ ] Bike
   - [ ] School Bus
   - [ ] Family vehicle (only children in your family)
   - [ ] Carpool (Children from other families)
   - [ ] Transit (city bus, subway, etc.)
   - [ ] Other (skateboard, scooter, inline skates, etc.)

   Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.

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

   **Travel time to school**
   - [ ] Less than 5 minutes
   - [ ] 5 – 10 minutes
   - [ ] 11 – 20 minutes
   - [ ] More than 20 minutes
   - [ ] Don’t know / Not sure

   **Travel time from school**
   - [ ] Less than 5 minutes
   - [ ] 5 – 10 minutes
   - [ ] 11 – 20 minutes
   - [ ] More than 20 minutes
   - [ ] Don’t know / Not sure

   Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.

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

9. At what grade would you allow your child to walk or bike to/from school without an adult? (Select grade between PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

   Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.

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

   - [ ] Distance
   - [ ] Convenience of driving
   - [ ] Time
   - [ ] Child’s before or after-school activities
   - [ ] Speed of traffic along route
   - [ ] Amount of traffic along route
   - [ ] Sidewalks or pathways
   - [ ] Safety of intersections and crossings
   - [ ] Violence or crime
   - [ ] Weather or climate

   Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.

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

   - [ ] My child already walks or bikes to/from school
   - [ ] My child would like to walk or bike to/from school
   - [ ] My child would not like to walk or bike to/from school

   Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.

12. In your opinion, how much does your child’s school encourage or discourage walking and biking to/from school?

   - [ ] Strongly Encourages
   - [ ] Encourages
   - [ ] Neither
   - [ ] Discourages
   - [ ] Strongly Discourages

   Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.

13. How much fun is walking or biking to/from school for your child?

   - [ ] Very Fun
   - [ ] Fun
   - [ ] Neutral
   - [ ] Boring
   - [ ] Very Boring

   Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.

14. How healthy is walking or biking to/from school for your child?

   - [ ] Very Healthy
   - [ ] Healthy
   - [ ] Neutral
   - [ ] Unhealthy
   - [ ] Very Unhealthy

   Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.

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

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

16. Please provide any additional comments below.

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### Safe Routes to School Students Arrival and Departure Tally Sheet

**Key**

- **Weather**
  - "S" = sunny
  - "N" = rainy
  - "O" = overcast

- **Student Tally**
  - Number in class when count made

- **Walk**
- **Bike**
- **School Bus**

- **Family Vehicle**
  - Only with children from your family
  - Riding with children from other families

- **Carpool**
- **Transit**
  - City bus, subway, etc.

- **Other**
  - Skateboard, scooter, etc.

#### Sample AM

<table>
<thead>
<tr>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Sample PM

<table>
<thead>
<tr>
<th>Climate</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td></td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.**
APPENDIX C: WALKSacramento Traffic Behavior Observation Form

## OBSERVATIONS OF STUDENT SAFETY BEHAVIORS WHEN CROSSING

**School:**

**Date:** / / 

**Observer Name:**

**Address:**

**Begin Time:**

**Notes:**

**Location:**

**End Time:**

### GENERAL QUESTIONS ABOUT INTERSECTION & MOVEMENT SURVEYED:

| a) Is there a signal light at the intersection? | Yes | No |
| b) Is there a crossing signal for the movement surveyed? | Yes | No |
| c) Is the intersection assisted by Crossing Guard/Student Safety Patrol? | Yes | No |
| d) Were the intersections difficult to negotiate? | Yes | No |
| e) Are motorists driving safely and obeying the law? | Yes | No |
| f) In general, are drivers yielding (closest to intersection)? | Yes | No |

### OBSERVATIONS OF SAFETY BEHAVIORS: [Please use one (1) observation line per person]:

<table>
<thead>
<tr>
<th>#</th>
<th>MODE</th>
<th>DEMOGRAPHIC (#)</th>
<th>Notes: Example - Arrived at crossing alone, pair, group. Crossing behind cars.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pedestrian</td>
<td>Preschool (0-5): Yes No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child (6-12): Yes No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teen (13-19): Yes No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adult (19-60): Yes No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior (60+): Yes No</td>
<td></td>
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<td></td>
<td>Other (specify): Yes No</td>
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<td></td>
<td>Crossing at designated crossing?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td></td>
<td>Pushed signal button (individual or group)?</td>
<td>Yes</td>
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<td></td>
<td>Waited for light guard to cross?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td></td>
<td>Looks L/R/L before crossing?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td></td>
<td>Cyclist</td>
<td>Yes</td>
<td>No</td>
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<td></td>
<td>Child (6-12): Yes No</td>
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<td></td>
<td>Teen (13-19): Yes No</td>
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<td></td>
<td>Adult (19-60): Yes No</td>
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<td></td>
<td>Senior (60+): Yes No</td>
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<td>Pedestrian</td>
<td>Preschool (0-5): Yes No</td>
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<td>Child (6-12): Yes No</td>
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<td>Teen (13-19): Yes No</td>
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<td>Yes</td>
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<td>Motorists:</td>
<td># of Motorists passed in No Parking zone:</td>
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<td># of Motorists don’t yield to pedestrians:</td>
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<td># of Motorists U-turn in street:</td>
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<td></td>
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<td>Other Motorist behavior:</td>
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