

City of Lemon Grove
City Council Regular Meeting Agenda
Tuesday, May 3, 2016, 6:00 p.m.
Lemon Grove Community Center
3146 School Lane, Lemon Grove, CA

The City Council also sits as the Lemon Grove Housing Authority, Lemon Grove Sanitation District Board, Lemon Grove Roadway Lighting District Board, and Lemon Grove Successor Agency

Call to Order

Pledge of Allegiance

Changes to the Agenda

Presentations

Facilitating Access to Coordinated Transportation (FACT) Transportation Presentation

Bike to Work Proclamation

Public Comment

(Note: In accordance with State Law, the general public may bring forward an item not scheduled on the agenda; however, the City Council may not take any action at this meeting. If appropriate, the item will be referred to staff or placed on a future agenda.)

1. Consent Calendar

(Note: The items listed on the Consent Calendar will be enacted in one motion unless removed from the Consent Calendar by Council, staff, or the public. Items that are pulled will be considered at the end of the agenda.)

A. Approval of Meeting Minutes

April 19, 2016 – Regular Meeting

Members present: Sessom, Gastil, Jones, Mendoza, and Vasquez

B. City of Lemon Grove Payment Demands

Reference: Gilbert Rojas, Interim Finance Director

Recommendation: Ratify Demands

C. Waive Full Text Reading of All Ordinances on the Agenda

Reference: Jim P. Lough, City Attorney

Recommendation: Waive the full text reading of all ordinances included in this agenda; Ordinances shall be introduced and adopted by title only

D. Acceptance of the Safe Routes to School Non-Infrastructure Grant

The City Council will consider a resolution accepting the Safe Routes to School Non-Infrastructure Grant project as completed.

Reference: Mike James, Public Works Director

Recommendation: Adopt Resolution

2. Amendment to the Agreement for City Engineer Services

The City Council will consider a resolution amending the existing agreement with Rick Engineering to provide City engineering services.

Reference: Lydia Romero, City Manager and Mike James, Public Works Director
Recommendation: Adopt Resolution

3. Ordinance No. 27 – Maintaining the Current Wastewater Rates for Fiscal Year 2016-2017

The Lemon Grove Sanitation District Board will consider introducing and conducting first reading, by title only, of Ordinance No. 27 that maintains the existing rates for Fiscal Year 2016-2017.

Reference: Mike James, Public Works Director
Recommendation: Introduce Ordinance and Conduct First Reading by Title

4. Amendment to the Agreement for Sanitation Rate Case Study

The Lemon Grove Sanitation District Board will consider a resolution amending the existing agreement with NBS Government Finance Group to provide additional research and recommendations regarding the future fees and processes for the Lemon Grove Sanitation District.

Reference: Mike James, Public Works Director
Recommendation: Adopt Resolution

5. Potential Funding Measure- SANDAG

The City Council will consider SANDAG'S potential funding measure for the November 2016 ballot. This item is to provide the City Council an opportunity to discuss this draft measure and give direction to the appointed SANDAG representatives.

Reference: Mary T. Sessom, Mayor and Jerry Jones Councilmember
Recommendation: Discuss and Provide Direction to SANDAG representatives

City Council Oral Comments and Reports on Meetings Attended at the Expense of the City.

(GC 53232.3 (d) states that members of a legislative body shall provide brief reports on meetings attended at the expense of the local agency at the next regular meeting of the legislative body.)

Department Director Reports (Non-Action Items)

Closed session

Conference with Legal Counsel – Anticipated Litigation
Significant exposure to litigation pursuant to paragraph
(2) or (3) of subdivision (d) of Section 54956.9:
One Case

Adjournment

**MINUTES OF A MEETING OF
THE LEMON GROVE CITY COUNCIL**

April 19, 2016

The City Council also sits as the Lemon Grove Housing Authority, Lemon Grove Sanitation District Board, Lemon Grove Roadway Lighting District Board, and Lemon Grove Successor Agency

Call to Order

Members present: Mayor Mary Sessom, Mayor Pro Tem George Gastil, Councilmember Jerry Jones, Councilmember Jennifer Mendoza, and Councilmember Racquel Vasquez.

Members absent: None.

City Staff present: Lydia Romero, City Manager, David DeVries, Development Services Director; Mike James, Public Works Director; Tim Gabrielson, Interim City Engineer; James P. Lough, City Attorney; Lt. May, Sheriff's Department; Gilbert Rojas, Interim Finance Director; Rick Sitta, Fire Chief; and Lauren Ryan Ojeda, Administrative Analyst.

Pledge of Allegiance - Cub Scout Pack 108 presented a Flag Ceremony.

Changes to the Agenda

Lydia Romero removed Consent Calendar item 1. H Professional Services Agreement Addenda with CityPlace Planning and noted that it will be placed on a future City Council agenda.

Public Comment

Sebastian Mojica, a local student, commented on the disrepair of a wall on Mariposa Lane and asked for permission and a financial contribution from City Council to beautify this wall with artwork.

Dominque Guzman, a local student, showed her sketch for the artwork to be put, by the students, at Mariposa Lane.

Dana Richardson, Lemon Grove Heal Zone, commented on the previous grant to work with the City of Lemon Grove and that they have been granted a new grant to look at Policy and System changes; he expressed gratitude to the City and looks forward to more great things in Lemon Grove.

Yana Beyer commented on her concern for zoning changes and that it will increase traffic on Palm Street and Golden Avenue.

1. Consent Calendar

A. Approval of City Council Minutes

April 5, 2016 Regular Meeting

B. Ratification of Payment Demands

C. Waive Full Text Reading of All Ordinances and Resolutions on the Agenda

D. Financial Audit Services Agreement

E. Amendment to the Agreement for Tree Maintenance Services

F. Agreement for Claims Management Services

G. Code Enforcement Hearing Officers Recruitment

I. Professional Services Agreement with Dudek for the Preparation of a Program Environmental Impact Report for the General Plan Update

Action: Motion by Mayor Pro Tem Gastil, seconded by Councilmember Jones, to approve the Consent Calendar passed, by the following vote:

Ayes: Sessom, Gastil, Jones, Mendoza, Vasquez

Resolution No. 2016-3402: Resolution of the City Council of the Lemon Grove City Council Authorizing an Amendment to the Agreement Between the City of Lemon Grove and Badawi & Associates to Provide Financial Auditing Services

Resolution No. 2016-3403: Resolution of the City Council of the City of Lemon Grove, California Approving a Tree Maintenance Services Agreement Amendment with West Coast Arborists, Inc. for Tree Maintenance Services in the City of Lemon Grove

Resolution No. 2016-3404: Resolution of the City Council of the City of Lemon Grove, California Awarding a Claims Management Services Agreement to George Hills Company

Resolution No. 2016-3405: Resolution of the City Council of the City of Lemon Grove, California Awarding an Agreement to Prepare a Program Environmental Impact Report for the General Plan Update

Mayor Sessom moved item No. 4 up on the agenda.

4. Public Hearing to Consider an Appeal AA1-600-0001 of the Development Services Director Determination Regarding the Denial of a Home Occupation Permit Application for General Gunsmithing

David DeVries stated that on February 16, 2016, James Woods applied for a home occupation permit for general gunsmithing under the business name CJ's Custom Shop. Mr. Woods was informed by staff that the term "gunsmithing" is not specified as a permitted use in any zone in the City and therefore would not be allowed as a home occupation in the Residential Low/Medium Zone. Staff met with Mr. Woods and suggested that a zoning amendment be applied for to allow the City Council to consider gunsmithing and related restrictions as a home occupation or permitted use in commercial zones in the City and the applicant opted for an appeal of the decision to deny the home occupation application. The same day, Mr. Woods was issued an official letter of denial for his home occupation permit from the Development Services Department.

On February 25, 2016, Mr. Woods filed an appeal application stating that the denial of a home occupation permit was unwarranted because it is an acceptable accessory use and in compliance with home occupation provisions, that all required Federal and State permits will be obtained, and other reasons.

The applicant has submitted a letter identifying the justification for the home occupation. Staff has no additional response to the applicant's justification, except that a garage is not allowed to be converted into an office or workshop in a single-family home unless a new two-car garage is provided.

The Municipal Code is constructed as a restrictive code and it identifies only the uses that are allowed by right or by discretionary permit. Where the Municipal Code is silent or a particular use does not meet the functional and/or operational characteristics of an identified allowable use, that use is prohibited. Should the Council wish to continue to categorize the business solely as gunsmithing, a term not found in the LGMC, the Council may uphold the decision of the Development Services Director, further denying the home occupation permit. Should the

Council wish to categorize gunsmithing as maintenance and repair of consumer goods, a permitted use in the General Commercial Zone, the Council may reverse the decision of the Development Services Director and approve the home occupation permit. Under the approval scenario, the home occupation permit would be conditionally issued and, in accordance with the Bureau of Alcohol, Tobacco, and Firearms (ATF) provisions, the home occupation permit for gunsmithing would require a Federal Firearm Licensing (FFL) Level 1 (no selling, only service) license to perform the requested firearm repairs. Additionally, Sheriff licensing requires review and approval.

Mayor Sessom opened the public hearing.

Public Speaker(s)

David Chidlaw

James Woods

Denise and Larry Crow

Gino Bertussi Jr

Action: Motion by Councilmember Jones, seconded by Mayor Pro Tem Gastil, to close the public hearing adopt the resolution reversing the decision of the Development Services Director conditionally approving the home occupation permit for Maintenance and Repair of Consumer Goods at 8204 Blossom Hill Court passed, by the following vote:

Ayes: Sessom, Gastil, Jones, Mendoza, Vasquez

Resolution No. 2016-3408: Resolution of the City Council of the City of Lemon Grove Reversing the Decision of the Development Services Director Conditionally Approving a Home Occupation Permit for Maintenance and Repair of Consumer Goods at 8204 Blossom Hill Court, Lemon Grove, California

2. Public Hearing to Consider Planned Development Permit PDP150-0003, Tentative Map TM0-000-0062, General Plan Amendment GPA-150-0003, and Zoning Amendment ZA1-500-0004 Authorizing a 25-Lot Subdivision and Construction of 22 Dwelling Units on 2.064 Acres at the Southwest Corner of Palm Street and Camino De Las Palmas

David DeVries reported that this project proposes six single-family units and eight twin-homes (two attached single-family units on separate legal lots) for a total of 22 dwelling units. It is designed to provide three detached single-family residences along the Palm Street cul-de-sac and three additional detached single-family residences at the northwest end of the project site on Palm Street adjacent to Liberty Charter High School. The remaining 16 dwelling units are composed of eight twin-homes, which are located along the remainder of the site that is adjacent to Palm Street, along Camino De Las Palmas, and in the center of the site.

The proposed private street will take access from the cul-de-sac portion of Palm Street at two locations. The private street provides sidewalks on both sides and rolled curb and gutter s with increased widths in various areas to provide an enhanced pedestrian environment. Required guest parking will be provided by one on-street parallel parking space and a common parking area with five parking spaces and a bike rack. Other improvements for the project include a project monument sign on the cul-de-sac portion of Palm Street, hardscape, landscaping and irrigation, lighting, a detention basin at the southeast corner of the site, a six-foot high sound wall behind the proposed units on Lots 1 through 9 and the open space area, and stairs and a walkway that provide access from the project to Palm Street to the north.

The State has established Regional Housing Needs Allocation (RHNA) targets for each city in order to ensure adequate housing stock. The RHNA targets create a threshold for cities in order to obtain grant and transportation funding. This project works towards the City's goals of meeting its RHNA figures. Staff projects that these homes will be available to households of above-moderate income level. The project also meets housing policies of the Housing Element as it relates to promoting a mix of housing types and encouraging a balanced mix of housing.

The Lemon Grove Municipal Code allows applicants to request deviations from development standards through the Planned Development Permit process where it can be found that the project provides equivalent benefits and/or achieves efficiencies in use, structures, transportation and/or utility systems. The applicant proposes a pedestrian-oriented infill development with a mix of housing types (single-family homes and twin-homes); large setbacks from Palm Street and Camino De Las Palmas; bicycle racks for each residence and sited throughout the development; an enhanced common open space that provides a recreational area for the project; enhanced landscaping throughout the site; a public art feature; and residences that exceed energy efficiency standards.

In order to accomplish this project design, the applicant requests various deviations from the Zoning and Subdivision Codes, including deviations to the building envelope, setbacks, lot size and dimensions, open space, building height, and public street requirements.

Projects located in residential zones are required to landscape 15 percent of the total lot area. The project proposes a total of 42,123 square feet of landscaping or approximately 47 percent of the gross lot area. Proposed landscaping includes 33 street trees on Palm Street, Camino De Las Palmas, and the cul-de-sac portion of Palm Street. The 17 existing palm trees along the public streets will be retained, with 16 new street trees installed along the three adjoining public streets. An additional 78 trees will be planted on the property including five citrus and plum trees as required by the new landscape provisions. All landscaping along the street and on-site will be maintained by a private Home Owners Association (HOA).

The Trip Generation Analysis that was prepared for this project estimates the project will generate approximately 220 average daily trips (ADT) per day. Based on the San Diego Traffic Engineers' Council (SANTEC) and the Institute of Transportation Engineers (ITE) document *SANTEC/ITE Guidelines for Traffic Impact Studies in the San Diego Region*, a traffic impact study is not required because the project's trip generation is calculated to be less than 1,000 ADT and less than 100 peak hour trips. Additionally, the Trip Generation Analysis determined that the ADT and number of peak hour trips generated by the proposed project does not trigger Caltrans' threshold for a requirement to analyze State highway facilities.

Approximately 90 percent of the trips generated by the proposed project are expected to be distributed onto Palm Street Street, with approximately 50 percent heading west into Lemon Grove and 40 percent heading east toward Spring Valley (County of San Diego). Palm Street is designated as a Class II Collector in the Mobility Element of the General Plan, and the addition of approximately 220 vehicle trips is not expected to have any significant traffic impacts.

The project proposes two-car garages for all units, plus a total of six guest parking spaces, including one parallel space on the private street and five spaces within the private parking area located on the north side of the property. A ceiling-mounted bicycle parking space is provided within each garage, and bike racks will be provided in the common open space area and the private parking area.

State Route 125 and Palm Street are the primary noise sources within close proximity of the project. A noise study was conducted for this project. It shows that predicted exterior noise levels at the proposed building façades and outdoor of the several lots generally along Camino De Las Palmas would all exceed the maximum 65 dB CNEL. As a mitigation measure, a six-foot sound wall will be constructed adjacent to these lots. In addition, the noise study showed that a "windows open" condition will not provide adequate interior noise mitigations at all units. Therefore, a "closed window" condition is required for all units subject to noise levels above 60

dBA CNEL to reduce interior noise levels to comply with the City of Lemon Grove requirements. The "windows closed" condition requires that mechanical ventilation be installed to move air within the structure. As a mitigation measure, specific construction assemblies and mechanical ventilation are required to ensure that the interior levels are reduced below 45 dBA CNEL. These mitigation measures have been included as conditions in the Draft Resolution of Approval.

There is existing curb, gutter, and sidewalk along the frontages of Palm Street, Camino De Las Palmas and the Palm Street cul-de-sac. Additional street trees and landscape are proposed within the four to five foot wide landscape parkway behind the sidewalk.

Appropriate street dedication is already provided on Palm Street and Camino De Las Palmas. There is an existing 52 foot right-of-way width on the Palm Street cul-de-sac where a 56 foot right-of-way width could be required. Staff felt the existing street width was adequate to provide on-street parking, sufficient vehicle travel lanes, and sidewalk and landscape parkway to not warrant additional right-of-way dedication.

Existing overhead utility lines located within the boundaries of the property or within the one-half right-of-way abutting the subject property are required to be placed underground. There is existing power poles located on the property. The service on these poles is to be placed underground, as well as any new services to the project. A condition has been included in the Draft Resolution of Approval requiring the undergrounding of all new services to the proposed project.

The applicant prepared a Hydrology Report, a Hydro Modification Plan (HMP), and a Major Stormwater Management Plan (Major SWMP) for this project. Low impact design, including permeable pavers in driveways and a detention basin will be used to minimize new stormwater created from this project. According to the Hydrology Report prepared for this project, the increase in flow is not anticipated to have significant impacts on the downstream storm drain facilities. The Hydromodification Plan prepared for this project determined that the post-construction hydrologic characteristics of the project simulate the pre-development hydrologic characteristics at the point of compliance, and the project is not required to manage Hydromodification impacts.

Mayor Sessom opened the public hearing.

Public Speaker(s)

Yana Beyer
Roger Basinger
Mark Brencick
Chris Dahrting

After discussion, it was recommended that the developer reevaluate the proposed project.

Action: Motion by Councilmember Jones, seconded by Mayor Pro Tem Gastil, to close the public hearing passed, by the following vote:

Ayes: Sessom, Gastil, Jones, Mendoza
Noes: Vasquez

3. Public Hearing to Consider Planned Development Permit PDP-150-0002, and Tentative Map TM0-000-0061 to Authorize a 14-lot Subdivision with 12 Dwelling Units on a 1.59-Acre Parcel at 6800 Mallard Street

David DeVries stated that in 2008, the City Council approved a request from a different applicant to authorize the subdivision of the property into nine condominiums and a common lot to include a club house, off-street parking, and associated improvements (Tentative Map

TM0057 and Planned Development Permit PDP07-005). After the project's approval by City Council, the project was never pursued.

In June 2015, Infill Development Company purchased the proposed project and thereafter applied for a new tentative subdivision map and planned development that would allow 12 single-family detached homes. Since the project did not substantially conform to previous approvals, new applications were required.

The subdivision proposes 12 residential lots ranging in size from 2,715 to 4,307 square feet, a lot for a private street, and a lot providing common open space and storm water detention facilities. The proposed project consists of 12 detached single-family dwelling units, four of which will be restricted to moderate-income households as a part of a density bonus request. All the proposed dwelling units are two-story and have an attached two-car garage and a two-car driveway (allowing for four cars per lot) consistent with the surrounding single-family homes in the area.

The 15,254 square foot open space lot is located along the east side of the site and includes three bio-retention areas, decomposed granite (dirt trail style) walking paths around the detention area and out to 69th Street, site furnishings, natural climbing structures allowing for all-ages passive and active recreational uses, benches, site lighting, and gathering spaces.

The common open space area is accessed from the development via a walkway along the southern property line of Lot 12 or via 69th Street along the seven foot wide property strip. Additionally, each unit has private open space (back yard) ranging from 759 to 2,248 square feet, providing an additional 13,132 square feet of private usable open space.

The proposed private street will be accessed from Mallard Street. Along the main entry portion, the private street provides four-foot wide sidewalks and a four-foot wide planted parkway with enhanced street lighting, parking is not allowed on either side of the private street. The project requires a 30-foot dedication along the Mallard Street frontage and a three-foot dedication along 69th Street.

The State has established Regional Housing Needs Allocation (RHNA) targets for each City in order to ensure adequate housing stock. This project works towards the City's goals of meeting its RHNA figures by providing four housing units to moderate income households (restricted covenant required) and eight units affordable to above-moderate income households (market rate).

With the proposed density bonus allowed through the City's Density Bonus Ordinance and required by State Density Bonus Law, 12 units are allowed, four of which will be required to be restricted to moderate income households as a part of the density bonus provisions. The proposed density for this project is 9.7 dwelling units per acre, which includes the proposed density bonus. This project is consistent with the City's General Plan because it works toward the Housing Element goals of providing detached single-family homes and provides housing towards the City's Regional Housing Needs Allocation (RHNA) goals.

A total of 12 detached single-family residences are proposed, with two different floor plans, both of which are two-story. Floor Plan 1 provides 1,430 square feet of living area, including three bedrooms and two-and-one-half bathrooms, and a 479 square foot two-car garage/laundry area. Floor Plan 2 provides 1,619 square feet of living area with either three bedrooms plus a loft area or four bedrooms and two-and-one-half bathrooms, and a 446 square foot two-car garage/laundry area. Both plans are Mission style and the materials are a combination of stucco, painted wood siding, plaster columns with stone bases, and asphalt composition shingle roofing. Plan 1 is designed with a gable roof style, while Plan 2 is designed with a hipped roof style on the front and side elevations, and a gable roof viewed from the rear elevation.

The project is located on the north side of Mallard Street on the westerly boundary of the City of Lemon Grove. Areas directly south, west, and north of the project area are located in the Community of Encanto in the City of San Diego. The project includes a private street which will

provide access to the residential lots. The project will generate approximately 120 average daily trips (ADT) based on a trip generation rate of 10 ADT for a single-family residence, or 120 trips for 12 single-family residences. Based on the San Diego Traffic Engineers' Council (SANTEC) and the Institute of Transportation Engineers (ITE) document *SANTEC/ITE Guidelines for Traffic Impact Studies in the San Diego Region*, a Traffic Impact Study is not required because the project's trip generation is calculated to be less than 1,000 ADT and less than 100 peak hour trips. The project does not increase the volume-to-capacity ratio by more than 0.02 per the significance threshold of both the jurisdictions and therefore would not have an impact on adjacent roadway segments. The 69th Street/Mallard Street intersection is projected to operate at Level of Service (LOS) C or better with and without project conditions; therefore, the proposed project would not have a significant traffic impact under future conditions.

Single-family residences require two parking spaces per dwelling unit, with the spaces required to be garaged. The project proposes two-car garages for all units, which meets Code requirements. In addition, each unit is designed with an 18-foot wide by 20-foot long driveway capable of providing off-street parking for two additional vehicles (4 spaces per unit). There will also be eight additional on-street parking spaces provided along Mallard Street.

The City of Lemon Grove Engineering Department is requiring a three-foot dedication along the 69th Street frontage of the subject property. The Engineering Department is not requesting public street improvements within the 14 feet fronting on 69th Street because the improvements may create a safety hazard installed in such a small area.

The Municipal Code requires that all of the overhead utility distribution facilities located within the boundaries of the subdivision or within any half-street width abutting the subdivision be placed underground. There is one overhead utility pole located within the half-street width of Mallard Street abutting the property. A condition has been included in the Resolution which requires that the overhead utilities along Mallard Street and 69th Street abutting the subject property be placed underground. A condition has also been included requiring that the utility connections to the proposed single family dwellings be placed underground.

The existing project site is within the Lemon Grove Sanitation District, but is not connected to the City's sewer system. The City requires that all new dwelling units of the proposed subdivision be connected to a sanitary sewer system. Since the site is surrounded by the City of San Diego on three sides and by Lemon Grove along the 69th Street frontage, the project could either connect to the City of Lemon Grove's or the City of San Diego's sewer system. The applicant opted to connect to San Diego's sewer system. Conditions in the Resolution require that the subdivider obtain a sewer permit prior to the issuance of a building permit for the new residences. The onsite sewer main is required to be private.

The applicant prepared a Drainage Study and a Stormwater Management Plan for this project. The site runoff will be collected within the private street and conveyed to storm water retention areas within the open space area along the east side of the site. According to the Drainage Study prepared for the project, there are no major diversions of drainage that will create nuisances downstream. The project will detain the proposed runoff so that the amount leaving the site will be equal to or less than the amount leaving the site in the existing condition. This will be accomplished by the proposed storm water retention areas on the east side of the project site. The implementation, construction and on-going maintenance of the project components recommended in these reports are included as conditions in the Draft Resolution of Approval.

Mayor Sessom opened the public hearing.

Public Speaker(s)

Robert Ito
David Weiland
Justin Ouye

Robert Robinson
Thresia Routo
Barbara Robinson
Katie Barnhill
Doris McCowan

Action: Motion by Councilmember Jones, seconded by Councilmember Vasquez, to close the public hearing and adopt the resolution passed, by the following vote:

Ayes: Sessom, Gastil, Jones, Mendoza, Vasquez

Resolution No. 2016-3406: Resolution of the Lemon Grove City Council Approving Tentative Map TM0-000-0061 Authorizing the Subdivision of a 1.59 Acre Parcel Into Twelve Residential Lots, One Common Lot for a Private Street, and One Common Open Space Lot on an Undeveloped Site at 6800 Mallard Street, Lemon Grove, California

Resolution No. 2016-3407: Resolution of the Lemon Grove City Council Approving Planned Development Permit PDP-150-0002 Authorizing The Development of a Twelve Unit Single-Family Planned Development Project on a 1.59-Acre Undeveloped Site at 6800 Mallard Street, Lemon Grove, California

5. Authorization to Recruit Three Members of the Community Advisory Commission pursuant to Lemon Grove Municipal Code Chapter 2.08

James Lough reported that on September 15, 2015, the City Council adopted an Ordinance to assign Planning Commission jurisdiction to the City Council. The Ordinance also established the Community Advisory Commission ("CAC"). The CAC is made up of three permanent and a variable number of temporary members. The number and makeup of the temporary membership would change based upon the need for citizen-members as determined on an issue-to-issue basis by the City Council.

The CAC would serve the role as either a Committee or Focus Group with the permanent members serving in the leadership positions for the Committee (*i.e.* Chair and Vice Chair of the overall committee or focus group and chairs of any sub-groups formed). The purpose would be to provide more stability to the Committee/Group with less reliance on staff to assume a leadership role.

The Community Advisory Commission consists of three permanent members who shall be residents of the City. By resolution, the City Council can appoint additional members that serve for a limited duration (temporary) to assist the permanent members in the study of issues assigned to the Community Advisory Commission by the City Council. Limited duration members can be residents, business owners or property owners within the City.

Permanent positions on the Commission shall be appointed by the City Council and shall serve for a period of three years, or until reappointment or appointment of a successor. Temporary members of the Commission shall be appointed for a limited duration by resolution of the City Council that establishes the task to be studied by the Commission or by subsequent resolution. The temporary Commission members shall serve for the length of time designated in the Resolution of the City Council establishing the matter to be studied or as amended by subsequent resolution of the City Council.

The Commission shall have all of the powers and duties established by state law, ordinances and resolutions, which the Council may enact. The City Council, acting as the Planning Commission in all matters, may delegate to the Commission advisory functions on a case-by-case basis by Resolution. It is the duty of the Commission to advise the City Council upon the amendment or revision of the General Plan when requested by the City Council.

The CAC will operate under the spirit of the Brown Act and comply with all public noticing and open meeting requirements. Permanent CAC members will be required to submit conflict of interest forms and complete ethics training.

Since the adoption of the Ordinance establishing the CAC, the City Council has been making changes in the code to reflect the changes in authority. Most of the necessary changes have been made with some held in abeyance to make sure they do not conflict with changes reflected in the General Plan update. This Agenda Item establishes the recruitment process to fill the three permanent positions of the CAC. Each position will eventually have a three-year term. It is recommended that the three members be appointed for staggered terms of one, two and three years. A staggered appointment will help ensure continuity of leadership on the Committee

It is recommended that the Announcement be published once in a newspaper of general circulation; posted on the City's Website and a notice be sent to all persons on the City's electronic mailing list. The deadline for these notices would be April 28, 2016. In addition to adopting the recruitment process, the City Council is asked to give direction to Staff on how it wishes to set up the procedures for the June 21st appointment process. In the past, the City Council has used a variety of methods. It has held interviews of either each candidate or the candidates that have been recommended participate in the interview process by at least two council members. This second process is used when a large number of candidates have applied. Other times, the Council has appointed from the application without interviews. The Resolution does not require any particular method for choosing the three appointees. It is asked that the Council either give direction to Staff at this meeting or wait until June 2nd and decide the process based on the number of applicants. The revisions are as follows: offer these positions to previous Planning Commission members and off the terms for 1 year, 2 years, or 3 years.

Action: Motion by Councilmember Mendoza, seconded by Councilmember Jones, to adopt the resolution with revisions passed, by the following vote:

Ayes: Sessom, Gastil, Jones, Mendoza
Noes: Vasquez

Resolution No. 2016-3409: A Resolution of the City Council of the City of Lemon Grove, California Establishing a Recruitment Process to Appoint the Initial Three Permanent Members of the Community Advisory Commission

City Council Oral Comments and Reports on Meetings Attended at the Expense of the City. (GC 53232.3 (d))

Councilmember Jones attended SANDAG's Transportation Committee meeting.

Councilmember Mendoza attended meetings of the County Board of Education, League of California Cities, Citizens of Courage luncheon, HealZone, and Alcohol Policy Council. Councilmember Mendoza commented on her Lemon Grove Community Walks and would like an update of the Joint Use Agreement with the Lemon Grove School District and the City at the next council meeting.

Councilmember Vasquez attended the League of California Cities Statewide Housing and Economics Development Policy and Alcohol Policy Council Panel meetings along with a Heartland Fire Training Commission meeting.

Mayor Pro Tem Gastil attended MTS, LA/SD/SLO Rail Corridor meeting and a County Board of Education meeting.

City Manager and Department Director Reports

Mike James reported on the upcoming citywide clean-up event April 23rd and 30th.

Chief Sitta reported the goat contractor is back in Lemon Grove for weed abatement.

Lt. May introduced Sgt. Moody.

James Lough clarified the quasi-judicial hearing and commented on the title and summary preparation for a possible medical marijuana dispensary.

Adjournment

There being no further business to come before the City Council, Housing Authority, Sanitation District Board, Lemon Grove Roadway Lighting District Board, and the Lemon Grove Successor Agency the meeting was adjourned at 9:00 p.m.

Susan Garcia

Susan Garcia, City Clerk

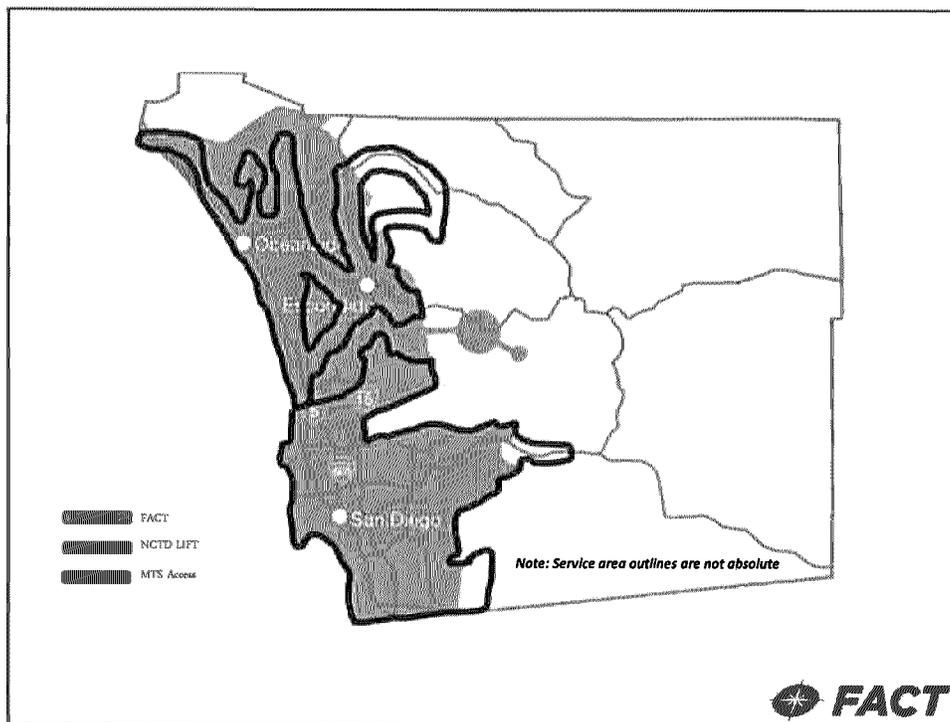


FACT

Mission

Assist San Diego County residents with barriers to mobility to achieve independence through coordination of transportation services.





FACT

Role

FACT is the CTSA* for
San Diego County

*Consolidated Transportation Services Agency
State law designation through a formal contract with
SANDAG



FACT

Role

One stop shop
for transportation assistance

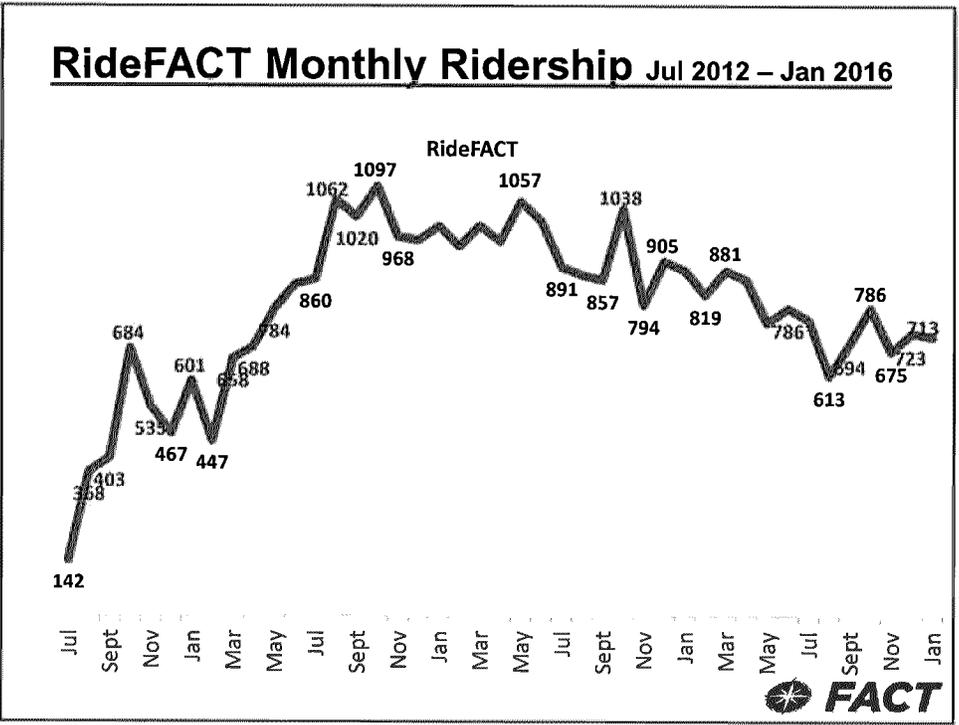
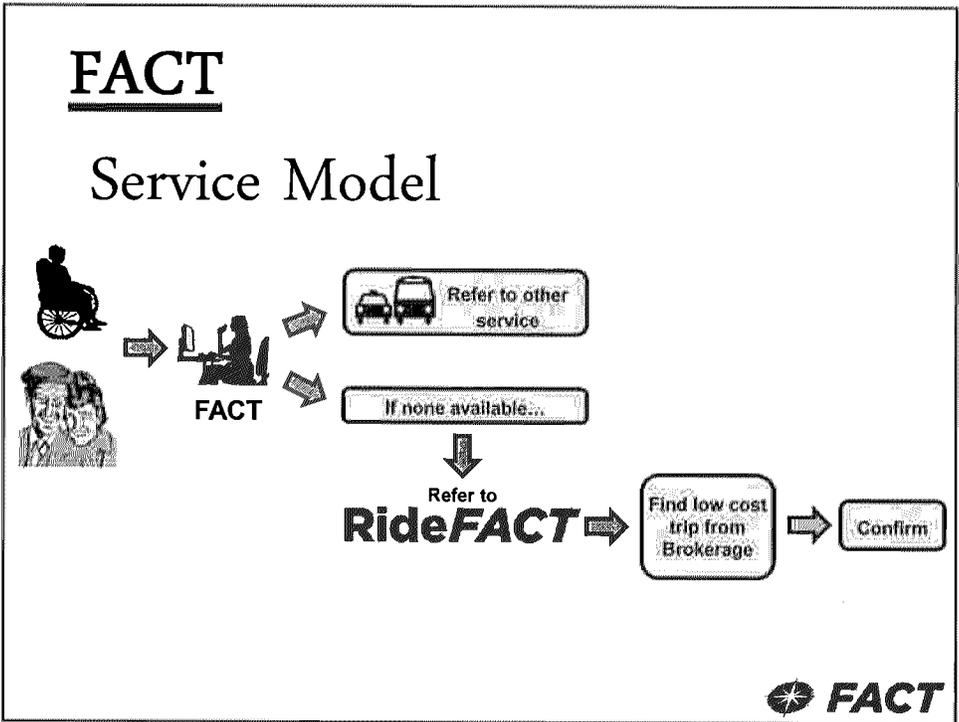


FACT

Services

- Rides
- Free referrals to other transportation





RideFACT Ridership by City/Area

Jul 2014 – June 2015

CITY	TRIPS	CITY	TRIPS	OTHER AREAS	TRIPS
San Diego	7718	National City	465	Other Unincorporated	543
Oceanside	4455	El Cajon	270	Ramona	58
Escondido	3048	La Mesa	205	Spring Valley	52
Poway	2378	Coronado	140	Camp Pendleton	1
Chula Vista	1160	Santee	89		
San Marcos	1097	Solana Beach	113		
Vista	944	Imperial Beach	102		
Encinitas	945	Del Mar	74		
Carlsbad	918	Lemon Grove	28		



RideFACT Cost & Efficiency

Jan 2016

- Purchased cost of one-way trip \$16.29
- Average one-way trip length 11.8 miles



FACT

Clients

- City of Oceanside - Senior Van Service
- SD County Office of Education's Foster Youth Transportation
- First Transit (LIFT service)
- Poway Adult Day Care Center
- ElderHelp



FACT

Brokerage



- AAA Transport
 - Abu Ganti
 - Assisted Multicare
 - Care4U Mobility
 - Home of Guiding Hands
 - Safety First
 - Venture Medical
 - Yellow Cab
- Renewing Life



FACT

Funding Sources

- Contracted service revenues
- FTA grants
- *TransNet* Senior Mini-Grants
- Transportation Development Act (TDA) 4.5 (SANDAG CTSA Contract)



FACT

Governance Board



Hon. Dave Roberts
Chair

Bob Campbell
Vice Chair



LaVonna Connelly
Secretary

Susan Hafner
Treasurer



Hon. John Aguilera
Hon. George Gastil

Phil Monroe
Norine Sigafoose



FACT can assist with:

- Finding the best transportation options
- Providing subsidized trips to eligible riders
- Low cost contracted transportation solutions



Case Study

Impact of FACT's service on City of Oceanside

- Contracted Service implemented Sep 2013
- Approx. 10,000 one way trips delivered through Dec 2015
- Approx. 1,900 registered clients
- Contract term Jul 1 2015 – June 30, 2017



Case Study

Impact of FACT's service on City of Oceanside

	Former Contractor	FACT	Savings
Av Cost trip	\$26.00	\$17.00	-\$9.00
Total cost of 10,000 trips	\$260,000.00	\$170,000.00	-\$90,000
% Cost reduction			35%

* Based on sample data



Case Study

Rider survey conducted by City of Oceanside

- Surveys sent to users of Oceanside Van Service
- Period surveyed – Feb 2014 - Dec 2014
- 194 surveys mailed
- 94 responses received (48% response rate)
- *98% rated the overall experience with service as **excellent** or **good***



Case Study

Survey responses

Survey Questions	Excellent	Good	Fair	Poor
Ride reservation process	60%	35%	3%	2%
On-time pick up	64%	26%	6%	4%
On-time drop off	76%	15%	6%	3%
Was the river courteous?	76%	21%	2%	1%
Was the vehicle clean?	77%	23%	-	-
Driver helpful assisting on/off van?	62%	31%	2%	5%
Overall experience with this program	72%	26%	1%	1%

Contact:

Arun Prem
 Executive Director
aprem@factsd.org

(888) 924-3228
www.factsd.org

Thank you!



City of Lemon Grove Demands Summary

Approved as Submitted:

Gilbert Rojas, Interim Finance Director
 For Council Meeting: 05/03//16

ACH/AP Checks 04/07/16-04/20/16

477,108.15

Payroll - 4/12/16

133,292.53

Total Demands

610,400.68

Check No	Vendor No	Vendor Name	Check Date	Vendor Name	Check Amount	CHECK AMOUNT
CHECK NO	INVOICE NO	VENDOR NAME	CHECK DATE	Description	INVOICE AMOUNT	CHECK AMOUNT
ACH	Refill 4/6/16	Pitney Bowes Global Financial Services LLC	04/07/2016	Postage Usage 4/6/16	250.00	250.00
ACH	4154920380	SDG&E	04/07/2016	Electric Usage:St Light 2/29/16-3/31/16	2,774.26	2,774.26
ACH	3568860625	SDG&E	04/07/2016	Electric Usage:St Light 2/29/16-3/31/16	1,245.91	1,245.91
ACH	Mar16	Wells Fargo Bank	04/11/2016	Bank Service Charge - Feb'16	704.54	704.54
ACH	Mar2-29	California Public Empl Retirement System	04/13/2016	Pers Retirement 3/2/16-3/29/16	60,764.17	60,764.17
ACH	4/13/2016	Pitney Bowes Global Financial Services LLC	04/14/2016	Postage Usage 4/13/16	250.00	250.00
ACH	Apr14 16 Mar31 16	Southern CA Firefighters Benefit Trust	04/14/2016	LG Firefighters Benefit Trust 4/14/16 LG Firefighters Benefit Trust 3/31/16	876.85 876.85	1,753.70
ACH	Apr12 16	Employment Development Department	04/14/2016	State Taxes 4/12/16	8,636.27	8,636.27
ACH	Mar16-Mar29	Calpers Supplemental Income 457 Plan	04/15/2016	457 Plan 3/16/16-3/29/16	3,939.84	3,939.84
ACH	Mar30-Apr12	Calpers Supplemental Income 457 Plan	04/19/2016	457 Plan 3/30/16-4/12/16	4,394.72	4,394.72
ACH	Apr 12 16	US Treasury	04/19/2016	Federal Taxes 4/12/16	33,977.57	33,977.57
ACH	Feb16	Home Depot Credit Services	04/20/2016	Home Depot Charges - Mar'16	487.82	487.82
ACH	4/19/2016	Pitney Bowes Global Financial Services LLC	04/20/2016	Postage Usage 4/19/16	250.00	250.00
5560	w2106-1	All Access Services	04/13/2016	Roller Service & Repair	160.99	160.99
5561	L1072895QD	American Messaging	04/13/2016	Pager Replacement Program- 4/1/16-4/30/16	40.71	40.71
5562	55583	Anthem Blue Cross EAP	04/13/2016	Employee Assistance Program- Apr16	165.00	165.00
5563	Apr16	AT&T	04/13/2016	Phone Service - Apr'16	414.55	414.55
5564	5656239517 5656240010 5656240940 5656243553 5656243553	AutoZone, Inc.	04/13/2016	Repair Parts- Walk Behind Roller Spark Plug Storage Fuel Stabilizer/Starting Fluid Wiper Blade Racer Cover	10.30 3.19 20.28 28.94 13.69	76.40
5565	AF070294	Cal Poly Corporation	04/13/2016	CLG General Plan Update- Partial Payment Request #3	2,500.00	2,500.00
5566	4/14/16	California State Disbursement Unit	04/13/2016	Wage Withholding Pay Period Ending 4/12/16	267.00	267.00
5567	15934685	Canon Financial Services Inc.	04/13/2016	Canon Copier Contract Charge - Apr'16 Basement	81.35	81.35
5568	FRS0000003 HCA0000145	City of El Cajon	04/13/2016	Overtime Reimbursement- Butz 2/20/16 HCFA Assessments - QTR 4 FY15/16	977.34 34,869.00	35,846.34
5569	4/1/16 3/31/16 3/31/16	Cox Communications	04/13/2016	Phone/City Hall- 4/1/16-4/30/16 Internet/Community Ctr- 3/30/16-4/29/16 Peg Circuit Svc- 3/30/16-04/29/16	934.91 75.00 2,941.15	3,951.06
5570	3121	D- Max Engineering Inc.	04/13/2016	6997 San Miguel SWQMP- Erosion Plan Review #1	1,384.20	1,384.20
5571	03160560	DAR Contractors	04/13/2016	Animal Disposal- Mar16	162.00	162.00
5572	79565	Day Wireless Systems Inc.	04/13/2016	E210- Headset Repair	126.20	126.20
5573	Jan-Mar16	Division of the State Architect	04/13/2016	State CASP Fee 1/1/16-3/31/16	257.10	257.10
5574	11332	ECS Imaging	04/13/2016	Laserfiche Annual Renewal - FY17	5,680.00	5,680.00

5575	2016	Environmental Land Management	04/13/2016	Weed Removal on Parcel #503-481-42-00 & #503-483-64-00	1,200.00	1,200.00
5576	4/4-7/16	Esgil Corporation	04/13/2016	75% Building Fees- 4/4/16-4/7/16	3,221.60	3,221.60
5577	365674 53982	EW Truck & Equipment Company, Inc.	04/13/2016	LGPW#32- GapVax Oil & Filter Change	20.65 367.27	387.92
5578	87410	Fire Etc.	04/13/2016	F-500 Encapsulator Suppression	552.96	552.96
5579	Uni- 4/2/16	Gamester, Sean	04/13/2016	Uniform Allowance- Gamester, Sean 4/2/16	140.17	140.17
5580	Hernandez	Hernandez,Rosa	04/13/2016	Refund/ Hernandez,Rosa/ Deposit-LBH-4/2/16	200.00	200.00
5581	00035788	Hudson Safe-T- Lite Rentals	04/13/2016	Daytime Rollup Signs	412.30	412.30
5582	114502 114503 114504	Knott's Pest Control, Inc.	04/13/2016	Monthly Bait Stations-Berry St- Apr'16 Monthly Bait Stations- Civic Ctr Prk- Apr'16 Monthly Bait Stations- Sheriff Stn- Apr'16	70.00 60.00 45.00	175.00
5583	8088571/72/73	LandCare	04/13/2016	Landscape Maintenance- Mar16	9,479.00	9,479.00
5584	Medrano	Medrano,Jaime	04/13/2016	Refund/ Medrano, Jamie/Deposit-LBH- 4/9/16	200.00	200.00
5585	15143	Merz Construction Inc.	04/13/2016	Electrical Repair- Sheriff's Station	255.00	255.00
5586	16-006-01 16-010-02	MJC Construction	04/13/2016	Storm Drain Channel Modifications- 8062 Haven Dr CIP 2016-05 Concrete Repair and Upgrade - Citywide	22,000.00 130,888.60	152,888.60
5587	3/31/16	Molina, Karlin	04/13/2016	Mileage Reimbursement- Molina- Mar24-31,2016	107.68	107.68
5588	43309	Nolte Associates, Inc.	04/13/2016	LGA Realignment-Final Design/Amend No5, 2/1/16-2/27/16	28,129.38	28,129.38
5589	4603	North County EVS, Inc.	04/13/2016	Engine:E210 Service and Safety Inspection	6,339.25	6,339.25
5590	Final/Retn	Nu-Line Technologies LLC	04/13/2016	Sewer CIP Lining -10/31/15-12/31/15 Final Pymt/Retention	12,157.79	12,157.79
5591	WO-26055-1	Office Advantage, Inc.	04/13/2016	Office Supplies	65.66	65.66
5592	16-0393	Pacific HVAC Service	04/13/2016	Thermostat Repair- City Hall	140.00	140.00
5593	131030	Pacific Sweeping	04/13/2016	Street Sweeping/Parking Lot- Mar16	6,051.28	6,051.28
5594	Ramos	Ramos, Miguel	04/13/2016	Refund/ Ramos,Miguel/ Overcharged Stormwater Fee	296.45	296.45
5595	7234	RapidScale Inc.	04/13/2016	UT Records Request	396.00	396.00
5596	17546A(5) 17546A(5) 17546A(5) 17546A(5)	Rick Engineering Company	04/13/2016	Prof Svc: Interim City Services- 1/30/16-2/26/16 Prof Svc: Sewer Upsizing CIP Project- 1/30/16-2/26/16 Prof Svc: Proj Management- LG Realignment-1/30/16-2/26/16 Prof Svc: Connect Main St Project- 1/30/16-2/26/16	5,554.37 840.00 6,425.57 1,697.50	14,517.44
5597	Rivera	Rivera, Jocabed	04/13/2016	Refund/ Rivera,Jocabed/Deposit- Rec Ctr- 4/2/16	200.00	200.00
5598	355820-1	RJ Safety Co Inc.	04/13/2016	Gloves/ Masks	452.14	452.14
5599	Uni- 4/1/16	Schroeder, John	04/13/2016	Uniform Allowance- Schroeder, John- 4/1/16	474.89	474.89
5600	1001	SD Training Officers Association SDCTOA	04/13/2016	Executive Staff Ride Training- 5/2/16	40.00	40.00
5601	Feb22-Mar21	SDG&E	04/13/2016	Gas & Electric 2/22/16-3/21/16	18,712.97	18,712.97
5602	4361	T-Man Traffic Supply	04/13/2016	Curb Paint for LGA	83.98	83.98
5603	876	Telfer Pavement Technologies LLC	04/13/2016	Tack Coat - Lincoln & Kempf St	1,750.00	1,750.00
5604	4016-8	The Sherwin-Williams Co.	04/13/2016	Pump Protector	21.36	21.36
5605	Torres	Torres, Marlene	04/13/2016	Refund/ Torres,Marlene/ Deposit-Rec Ctr- 4/9/16	200.00	200.00
5606	98058	Tristar Risk Management	04/13/2016	Losses Paid- 3/1/16-3/31/16	4,860.38	4,860.38
5607	320160389	Underground Service Alert	04/13/2016	New Ticket Charges - Mar'16	52.50	52.50
5608	Apr12 16 Mar29 16	Vantage Point Transfer Agents-457	04/13/2016	ICMA Deferred Compensation Pay Period Ending 4/12/16 ICMA Deferred Compensation Pay Period Ending 3/29/16	580.77 580.77	1,161.54
5609	4/3/16 3/20/16	Verizon Wireless	04/13/2016	Models-Cardiac Monitors- 3/4/16-4/3/16 EOC Router/Emer Phone Lines/Tablets- 2/21/16-3/20/16	14.18 295.01	309.19
5610	71079265	Vulcan Materials	04/13/2016	Agg & Asphalt Materials for Lincoln St Resurfacing	9,255.23	9,255.23
5611	114202	West Coast Arborists, Inc.	04/13/2016	Crew Rental- Tree Maintenance 3./1/16-3/15/16	960.00	960.00

5612	FSA-2016	Wilson, Christopher	04/13/2016	Reimbursement - FSA 2016- Wilson, Chris	445.00	445.00
5613	Fire- 3/31	AT&T	04/20/2016	Fire Backup Phone Line- 3/1/16-3/31/16	34.25	34.25
5614	Jan-Mar16	California Building Standards Commission	04/20/2016	BSA Fees: Jan-Mar'16	557.10	557.10
5615	May16	California Dental Network Inc.	04/20/2016	Dental Insurance - May'16	353.30	353.30
5616	4/7/2016 4/1/2016 4/7/2016 4/4/2016	Cox Communications	04/20/2016	Calsense Modem Line:2259 Washington- 4/6/16-5/5/16 Main Phone/Fire- 4/1/16-4/30/16 Calsense Modem Line:7071 Mt Vernon- 4/6/16-5/5/16 Phone/Rec Ctr/ 3131 School Ln - 4/4/16-5/3/16	21.08 394.24 19.97 99.94	535.23
5617	Jan-Mar16	Department of Conservation	04/20/2016	SMIP Fees- Jan-Mar'16	1,780.05	1,780.05
5618	29981	Dokken Engineering	04/20/2016	San Miguel TM0054 Map Review - Mar'16 Street Dedication - Mar'16	115.00 235.00	350.00
5619	0408162305	Domestic Linen- California Inc.	04/20/2016	Shop Towels & Safety Mats 4/8/16	96.40	96.40
5620	4/11-14/16	Esgil Corporation	04/20/2016	75% Building Fees- 4/11/16-4/14/16	8,128.61	8,128.61
5621	5-378-34735	Federal Express	04/20/2016	Shipping Costs	89.62	89.62
5622	Uni-4/8/16	Govea, Garrett	04/20/2016	Uniform Allowance- Govea 4/8/16	83.44	83.44
5623	Uni-4/9/16	Hales, Suzanna	04/20/2016	Uniform Allowance- Hales 4/9/16	262.86	262.86
5624	00035905	Hudson Safe-T- Lite Rentals	04/20/2016	12x18 Dogs Must Be Leashed Signs	217.00	217.00
5625	07-2091	Lemon Grove School District	04/20/2016	Fuel Services- Fire Stn- Mar'16	1,070.04	1,070.04
5626	416000010	NBS	04/20/2016	Sanitation District Rate Study - thru Mar31, 2016	877.50	877.50
5627	197026 197030 197498 197499 197500 197501	Ninyo & Moore	04/20/2016	Project Inspector Services- Citrus Heights thru Feb26, 2016 Project Inspector Services-100 Celsius thru Feb26, 2016 Project Inspector Services- Citrus Heights thru Mar25, 2016 Project Inspector Services- Mt. Vernon thru Mar25, 2016 Project Inspector Services- Golden Ave Row thru Mar25, 2016 Project Inspector Services- SRTS Palm&Golden thru Mar25'16	308.00 722.50 1,739.75 605.25 749.75 409.00	4,534.25
5628	WO-27436-1	Office Advantage, Inc.	04/20/2016	Office Supplies- City Hall	312.18	312.18
5629	16-0259	Pacific HVAC Service	04/20/2016	AC Repair - City Hall 2/23/16	140.00	140.00
5630	FSA#3	Ryan-Ojeda, Laureen	04/20/2016	FSA #3 Reimbursement- 3/17/16-4/12/16	419.62	419.62
5631	16-327	Solarplacard, Inc.	04/20/2016	E210- Accountability Tag	6.32	6.32
5632	479057 479413 479489 479519	South Coast Emergency Vehicle Services	04/20/2016	E210- Prox Switch E10- Defective Foam Pump E210- Regulator E310- New Gauge	47.21 1,422.15 536.59 607.89	2,613.84
5633	Apr16	Sun Life Financial	04/20/2016	Life Insurance Premium - Apr'16	117.99	117.99
5634	40568 40569 41039	The East County Californian	04/20/2016	40568 Bookkeeping Regulations 3/24/16 40569 Public Hearing Notice 3/24/16 41039 Public Hearing Notice 4/7/16	126.00 252.00 112.00	490.00
5635	STMT 3/22/16	US Bank Corporate Payment Systems	04/20/2016	'03 GMC 2500 Vehicle Repairs AAA Batteries Helmet Lettering- EK Helmet Shield- EK Hotel,Car Rental- EMS Conf- Baltimore, MD 2/24-28/16 Haywar Shipping - Narcotic Re-Distribution New Monitor - Engineering Tablet Case Basic ACA Reporting Service - Russell Paint for Facility Doors Battery Backup- Station Radio Indian Wells Fedex Office - James 2/24/16 Hotel-PARMA Conference- Indian Wells- 2/23-27/26 James Hotel-PARMA Conference- Indian Wells- 2/23-27/26 Russell PAPA Seminar- Landeros/Mendoza/Hunt CSAC Meeting- James Urinals/Closet Kits Day Camp Supplies Extra Large Pump Wedge AA Batteries for SCBA's E210- TIC Retractable Lanyard Replacement	501.44 25.86 409.00 67.50 1,293.00 21.45 111.99 49.33 999.00 79.81 31.99 15.60 776.47 776.47 300.00 170.11 132.47 26.27 50.59 43.11 85.32	7,204.19

Property Records	22.50	
CTS Language Link	660.00	
IIMC Annual Membership- Garcia	195.00	
Easel Pad	37.79	
APA Ca 2015 Legislative /General Plan Update- DeVries	30.00	
National Fire Academy- Drum	416.88	
Credit- Drum	-145.94	
E210- Kestral Battery Door Replacement	5.00	
AA Batteries	16.18	
	477,108.15	477,108.15

**LEMON GROVE CITY COUNCIL
AGENDA ITEM SUMMARY**

Item No. 1.D
Mtg. Date May 3, 2016
Dept. Public Works

Item Title: Acceptance of the Safe Routes to School Non-Infrastructure Project

Staff Contact: Mike James, Public Works Director

Recommendation:

Adopt a resolution (**Attachment A**) accepting the Safe Routes to School Non-Infrastructure Project (Contract No. 2011-14) as complete.

Item Summary:

On July 5, 2011, the City Council adopted a resolution approving staff to apply for a Safe Routes to School Non-Infrastructure (SRTS-NI) grant. On October 20, 2011, the city received notice that it was awarded \$451,500. Staff worked with Circulate San Diego to develop a plan and to facilitate the expenditures of the grant over a four year period.

During that time Circulate San Diego worked with key stakeholders in the community to produce a SRTS toolkit (**Attachment B**). The toolkit highlights all the key activities and provides feedback from stakeholders in order to help the city become a safer place to walk and bike to school. In December 2015, Circulate San Diego and city staff completed all grant activities. The total grant funds used equaled \$433,909. This project was 100 percent federally grant funded.

Staff recommends that the City Council adopt a resolution (**Attachment A**) accepting the work as complete.

Fiscal Impact:

Safe Routes to School Non-Infrastructure grant funds were used to fund this project.

Environmental Review:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Not subject to review | <input type="checkbox"/> Negative Declaration |
| <input type="checkbox"/> Categorical Exemption, Section | <input type="checkbox"/> Mitigated Negative Declaration |

Public Information:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> None | <input type="checkbox"/> Newsletter article | <input type="checkbox"/> Notice to property owners within 300 ft. |
| <input type="checkbox"/> Notice published in local newspaper | <input type="checkbox"/> Neighborhood meeting | |

Attachments:

- | | |
|---------------|--|
| A. Resolution | B. Safe Routes to School Toolkit (Provided Separately) |
|---------------|--|

Attachment A

RESOLUTION NO. 2016 –

RESOLUTION OF THE LEMON GROVE CITY COUNCIL ACCEPTING THE SAFE ROUTES TO SCHOOL NON-INFRASTRUCTURE PROJECT (CONTRACT NO. 2011-14) AS COMPLETE

WHEREAS, on October 20, 2011, the city was awarded a Safe Routes to School – Non-Infrastructure grant for \$451,500; and

WHEREAS, staff designated Circulate San Diego as the consultant to manage all grant related activities through the city; and

WHEREAS, Circulate San Diego and city staff satisfactorily completed all the grant activities at a project cost of \$433,909; and

WHEREAS, City staff reviewed all final reports, invoices and the final report (toolkit) and determined that Circulate San Diego fulfilled its contractual obligations.

NOW, THEREFORE, BE IT RESOLVED that the City Council of the City of Lemon Grove, California hereby accepts the Safe Routes to School Non-Infrastructure Project (Contract No. 2011-14) as complete. :

/////

/////

Attachment B

A Copy of the Safe Routes to School toolkit was provided separately to the City Council.

An additional copy is available for public viewing at

City Hall, City of Lemon Grove, 3232 Main Street, Lemon Grove, CA 91945

or online at <http://lemongrove.ca.gov/Home/ShowDocument?id=2464>

Lemon Grove

KIDS WALK & ROLL TO SCHOOL

TOOLKIT



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Introduction

INTRODUCTION

SAFE ROUTES TO SCHOOL PROGRAM OVERVIEW

Over the last few decades, the number of students walking and biking to school has declined. There are a number of factors which prevent parents from allowing their children to walk to school. First, schools cover a larger attendance boundary than in the past, resulting in more children living farther away from school. Second, there is an increased fear of crime and danger. Third, high traffic volumes and increased vehicular speed decreases safety in school zones. As a result, many unintended consequences have emerged, such as crashes around schools, obesity, and childhood diabetes, among others. Safe Routes to Schools (SRTS) programs are a part of the solution to these serious issues.

A comprehensive Safe Routes to School (SRTS) Program incorporates what is known as the SRTS Five **E**'s:

- **Education** for students, parents, and the school community
- **Encouragement** around walking and biking safely to school.
- **Enforcement** of traffic laws to increase safety in the school community.
- **Engineering** to improve the built environment in and around schools.
- **Evaluation** to track transportation mode shifts and attitudes.

The Lemon Grove Safe Routes to School Program

The "Lemon Grove Kids Walk & Roll to School" is a 3 year (2013-2015) federally funded non-infrastructure Safe Routes to School program administered by the City of Lemon Grove in partnership with Circulate San Diego (formerly WalkSanDiego), and the Lemon Grove School District. The purpose of the project is to achieve the following:

- Create and implement a comprehensive education and awareness strategy.
- Encourage and empower more children to walk to school.
- Increase the number of parents and children choosing active transportation¹ to get to and from school.
- Provide the tools necessary to empower students and parents to feel safe walking and biking in their community.
- Gather/collect public input used to inform the ongoing community plan update effort.

Between 2013 and 2015, SRTS activities were implemented in six Lemon Grove project schools³. The SRTS Five E's framework was expanded to include Engagement and Empowerment⁴ and the new framework was utilized to achieve the above SRTS goals. The guidance and support of the SRTS Coalition², which include a project and community engagement coordinator, committed parent volunteers and the participation of school staff, as well as other stakeholders contributed to the success of the program.

THE SRTS TOOLKIT

The greatest asset to any SRTS program is its school community stakeholders such as principals, teachers, and parent volunteers. Unfortunately, all Safe Routes to School programs face the serious challenge of volunteer turnover. For this reason, it is important to have a document to guide community stakeholders and volunteers on how to run an SRTS program.

This toolkit is a resource intended to provide a general background of previous SRTS activities and a guide to potential future activities to help keep the Lemon Grove SRTS program sustainable for the long term.

The Toolkit includes strategies and resources grouped by each "E" that can help strengthen the Safe Routes to School program.



WHY SHOULD THIS TOOLKIT BE USED?

On top of all of the benefits mentioned before, active transportation increases student performance in the classroom. Walking and biking increase oxygen to the brain, helping students focus better. Additionally, traffic congestion is the leading cause of student tardiness. SRTS is a solution to multiple issues facing school communities across the United States.

WHO SHOULD USE THIS TOOLKIT

This toolkit is a guide that could be used to start, restart, or compliment Safe Routes to School activities in Lemon Grove schools. Safe Routes to School activities could be as simple as educational messages or as complex as the construction of a major infrastructure project that improves safety at a specific school. The following parties could use this toolkit:

Parents, School Administrators and other Stakeholders

The toolkit includes resources to implement activities that promote walking and biking (also known as active transportation)¹ with the aim to increase physical activity and safety and around schools while decreasing traffic congestion, air pollution, and other related issues.



City of Lemon Grove and the Lemon Grove School District

This guide includes valuable information that can be used to compliment federal and state infrastructure and non-infrastructure grant applications. City of Lemon Grove and the Lemon Grove School District could also use the community input included in this document to understand the most important issues identified in specific school communities.

^{1, 2, 3, 4} – Please refer to Appendix 1 for details.



CHAPTER 1

Getting Started

GETTING STARTED

This toolkit is organized in chapters regarding specific aspects of the Lemon Grove Safe Routes to School Program. These chapters include an overview of how to start, restart, or continue a SRTS project.

STARTING A SRTS PROJECT:

The National Center for Safe Routes to School identifies the following steps to create a Safe Routes to School program:



1. Bring together the right people
2. Hold a kick-off meeting
3. Gather information and identify issues
4. Identify solutions
5. Make a plan (See Five E's example in Appendix 2)
6. Fund the plan
7. Act on the plan
8. Evaluate, make improvement and keep moving

To learn more details about these steps please see Appendix 2.

SUSTAINING A SRTS PROJECT

During the Lemon Grove Walk and Rolls program (2013 -2015), all project schools went through the eight step process described above. During the development of the SRTS activities, different challenges arose at each project school. Regardless of the challenges, each school program identified opportunities to address the schools specific issues. It is important to develop the SRTS program with the schools specific needs in mind.



How to Use This Toolkit:

Chart 1, on the following page shows a list of common community issues and a list of SRTS strategies which address the corresponding issue. Identify the issue and strategy you would like to approach and learn more about them in Chapters 2-7.

Chapters 2-7 describe in detail these specific strategies and include relevant recommendations and resources that help develop and adapt a strategy to each school's needs. These strategies and recommendations will help foster an environment of increased safety for pedestrians and cyclists and can be adopted as standalone projects for each site. Interest and opportunity arise and are most effective when strategies to increase walking and biking are implemented in a holistic way.

The Appendix includes additional resources and funding sources available to complement the strategies and recommendations included in this document.

9 - Lemon Grove Kids Walk & Roll to School

	Education			Encouragement			Enforcement			Engineering			Eval.			Emp.					
	Pedestrian and Bicycle Safety Education Curriculum	Pedestrian and Bicycle Safety Education Activities	Safety Assembly and Special Events	Safety Awareness Campaigns	National Bike to School Day	International Walk to School Day	Walk/Bike to School Groups and Activities (Includes Park and Walk)	SMTS Contests (Tracking Distance Contests, Frequent Walkers Contest, Other Contests)	Law Enforcement Operations	School Crossing Guard Program (Noon Duty Supervisors)	Student Safety Patrol	Enforcement Campaign (Grouped Volunteers, Senior Volunteers, Other Volunteers)	Documenting the Issues (Deficiency Reports, Maps, Walk Audits, Walkability Checklist)	Reporting the Issues (Service Request, Other Requests)	Parent Suggested Routes to School Maps	Student Walkshops	Parent Survey	Student Travel Tally	Inventory and Documentation of Improvements	Outreach And Recruitment	Advocacy
Personal Safety (Bullying, Stranger Danger, Gang Activity, Drugs, etc.)																					
Cars parked illegally																					
High-traffic volumes and congestion																					
Lack of or Traffic lights issues																					
Signage issues																					
Unsafe Vehicle Driver Behavior (speeding and distracted driving)																					
Unsafe conditions at pick-up and drop-off on school grounds																					
Crossing issues (wide intersection, disrespectful drivers, drivers don't stop for pedestrians in crosswalk)																					
Sidewalk issues (lack of sidewalks, walking area obstructed)																					
Sidewalk issues (perception, fences, driveways, cars too close to sidewalk)																					
Lack of Ped/ Bicycle infrastructure																					
Need to increase driver awareness in school zones																					
Poor pedestrian and driver visibility																					
Unsafe student ped/bike behavior																					
Lack of funding for programs																					
Students with disabilities																					
Public Transportation Issues																					

Note: Eval. = Evaluation
Emp. = Empowerment



CHAPTER 2

Education

EDUCATION

This section provides educational resources to be implemented in the community of Lemon Grove. The recommendations aim to teach students, parents, and neighbors safe pedestrian, bicyclist, and driver behavior to increase safety within the school zone and surrounding neighborhoods. These recommendations are meant to act as a reference for educational strategies and are best implemented simultaneously to increase effectiveness. There is a vast amount of curricula that can integrate topics such as health, environment, and transportation into school's daily activities.

PEDESTRIAN AND BICYCLE SAFETY EDUCATION CURRICULUM

There are several academic curricula focusing on walking and biking to school that link the following activities to specific academic subjects like Math, English, Science, Geography, among others.

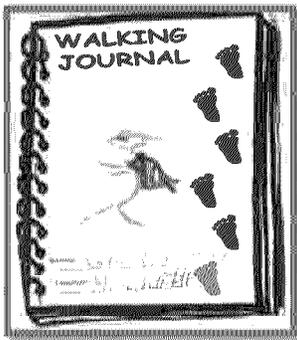


Image:
Charlottesville, VA provided by Alia Anderson

Resources

Appendix 3 – Education, includes:

- The State of Washington Office of Superintendent of Public Education's *Safe Routes to School Bike and Pedestrian Safety Education Program*
- The National Highway Traffic Safety Administration *Child Pedestrian Safety Curriculum*
- Additional links to Academic Curricular Resources including webinars.

All project schools were exposed to pedestrian and bicycling education outside the classroom. Upon completion of the Lemon Grove Walks & Rolls to School program, we recommend the LGSD continues pursuing pedestrian and bicycle education among the school community, especially if it is targeted to classroom activities. For example, middle school students from the Lemon Grove Academy Middle School (LGA) learned about the built environment in their health class and created a presentation of infrastructure needs around the schools which was presented to City of Lemon Grove staff members. As a result of the students' work, the identified issues are presently being addressed by the City of Lemon Grove.

Recommendations:

Parents and other stakeholders:

- Express your interest to the school principal, the Lemon Grove School District (LGSD) Superintendent's office and the Lemon Grove School Board.
- Attend a school board meeting to request the incorporation of pedestrian and bicycle education into the student's academic curriculum. (See Empowerment chapter to learn the best ways to approach decision makers).

School-based recommendations:

- Read resource section of this toolkit and, if appropriate, incorporate the best practices to LGSD academic curriculum.
- Read the funding appendix to find opportunities to help fund the incorporation of a pedestrian and bicycle safety curriculum in your school.
- Engage middle school students in academic activities related to safety and engage them in the decision-making process. Use the LGA model.

PEDESTRIAN AND BICYCLE SAFETY EDUCATION ACTIVITIES

Schools could provide pedestrian and bicycle safety courses to educate children on safe pedestrian behavior, how to cross the street, how to safely inspect and ride a bicycle, and the rules of the road for both pedestrians and bicyclists. Trainings include the benefits of biking and walking, while integrating them to school's daily activities and specific academic subjects such as physical education.

Resources

Appendix 3 – Education, include:

- Information about organizations that provide in-person bicycle and pedestrian training
- Online and interactive resources that could be used inside and outside the classroom to compliment Physical Education classes



All SRTS project schools have been invited to participate in pedestrian and bicycle education activities (Pedestrian Safety Trainings, Bike Rodeos, Neighborhood Rides, and Kids Rides) where hundreds of students have benefited. Students who have been trained in pedestrian and bicycle safety programs greatly improve their knowledge and skills, as a result, greatly improve the safety around schools.

Recommendations:



Parents and stakeholders:

- Express your interest to your school principal and to the LGSD superintendent's office
- Make the toolkit available to the School District Wellness Committee, individual schools, parents, PTA, ELAC, and School Site Council to promote and gain support.
- Communicate with other parents and attend a school board meeting together to request the incorporation of pedestrian and bicycle education into the student academic curriculum.

School-Based Recommendations:

- LGSD could continue implementing these education activities as part of the Physical Education curriculum or as an extracurricular activity.
- Engage afterschool program to hold pedestrian and bicycle education activities.
- If the Lemon Grove School District and individual Schools do not have the human resources available to facilitate these activities, engage third parties (for example, Circulate San Diego, San Diego County Bicycle Coalition, or the Sheriff's department,) to facilitate them.



SAFETY ASSEMBLIES AND SPECIAL EVENTS

Assemblies are a perfect way to present information to a target audience and are a great way to bring pedestrian and bicycle safety awareness in an energetic atmosphere. Assemblies could be targeted to only students, or parents could also be invited.



Resources

Appendix 3 – Education, includes:

- Links to online resources from organizations and the Lemon Grove Sheriff's department
- Pedestrian Safety Education toolkit

The main topic of the assembly could be safety, but also could be connected to a larger celebration like a Safety Patrol or Crossing Guard Recognition, Bike to School Day in May or International Walk to School Day in October. Assemblies are good venues to present safety information as well as school district policies and procedures. During assemblies, a parent, teacher, or a school administrator could present information or could invite a third party such as a nonprofit organization, the police department, or school district staff, to make a presentation.

Recommendations:

Parents and stakeholders:

- Express interest to your school principal, the LGSD superintendent's office and the school board.
- Express your concerns to PTAs, School Site Councils and school administrators who are aware of the events at individual schools.
- Communicate with other parents and attend a school board meeting together to request the incorporation of pedestrian and bicycle safety into assemblies and special events either at the school level or at the district level.
- Research how other school districts incorporate safety information into their daily activities.
- Parent participation and commitment might be required if requests are heeded.

School Based Recommendations:

- Hold safety assemblies or incorporate this topic into another school-wide event such as Fall Festivals, Spring Festivals, Talent Shows, etc.
- Give individual schools the autonomy to decide how to present safety information.
- School District (Decision Maker) and individual Schools can facilitate these activities or involve other third parties such as Circulate San Diego, San Diego County Bicycle Coalition, Lemon Grove Sheriff's Department, or others to present the material.

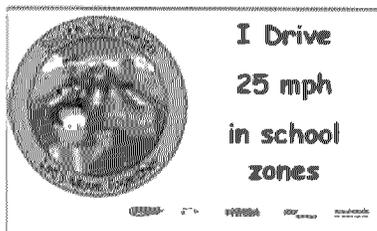
SAFETY AWARENESS CAMPAIGN

Schools can engage students, after school programs and/or parent volunteers to work either inside or outside the classroom to create awareness and education on a neighborhood or community-wide level. Volunteers can develop safety slogans, activities and art while learning about best practices regarding active transportation (pedestrian safety, bicycle safety, etc).

The following are activities that could complement the campaign:

PACE CAR PROGRAM

The concept of the Pace Car Program is simple. Individuals pledge to drive courteously and obey the speed limit on local roadways. Residents participating in the Pace Car Program, sign a pledge to drive responsibly and receive a free bumper sticker or window cling that designates the driver as a Pace Car Program participant. As participation in the program increases, the shift to safer driving behaviors becomes evident.



Resources

Appendix 3 –Education - includes:

- How to Start a Pace Car Program
- Online resources from other Cities and Schools implementing this kind of program.

The purpose of the Pace Car program is to have residents take responsibility for the impact of their own driving by setting the “pace” for safer streets in school areas. Success relies upon the support and participation of the community.

Recommendations:

Parents and stakeholders:

- Read Appendix Education and engage a group of concerned parent volunteers to gain support.
- Express your interest in reducing speeding around your school to the school principal, the SYSD superintendent’s office and school board.
- Communicate with other parents and attend a school board meeting together to request the support of the school district to start this program at your school or even the district level.
- If this activity requires funding, read the funding appendix to learn about potential funding sources.

School Based Recommendations:

- It is recommended that schools with wide streets such as San Altos Elementary implement a campaign to decrease speeding in school zones.
- The resources section provides detailed information about addressing speeding in school zones.

SAFETY AWARENESS SIGNS

Signs are an effective way to reach the community. Signs can be bought, created by adults and/or children.



Resources

Appendix 3 – Education, includes:

- Example of Signs
- Key safety messages

Art created in the classroom or an afterschool program is the perfect opportunity for children to learn about safety practices while expressing their creativity. Their artwork can then be used as signs or banners as part of a community-wide safety campaign. Signs' messages should express the focus of the campaign/activity. For example, Walk to School Day signs should encourage more walking, a safety campaign message should express the need for safety, safety tips, etc.



Parents and other stakeholders:

- Approach school PTAs, local planning groups and other neighborhood groups to promote the idea and gain support for a safety campaign by using signs around your school, the community or any other strategic location.
- Express your interest to your school principal, the SYSD superintendent's office and the school board.

School Based Recommendations:

- The Lemon Grove School District or individual schools could hold a contest to increase student safety awareness. Student-created signs and posters could be placed in school zones to create heightened safety awareness.
- Parents, individual schools and The Lemon Grove School District could to promote a community- wide campaign where the business district, the community and the local jurisdiction participate in different aspects of a campaign.
- The resources section provides additional ideas for community safety awareness campaigns.



GENERAL SAFETY AWARENESS

Education material and messages could be shared in many forms and mediums such as flyers, bookmarks, school, school district websites, social media, newsletters, and school district policies.



Resources

Appendix 3 - Education includes:

- Safety Tips
- Spanish and English Material
- Links to Videos and Online Resources

The production of specific educational materials in different media could help promote safety around school before, after and during school hours. Some specifics include: school policies and procedures such as drop-off and pick up and bicycling to school on an easy to reference bookmark. General information, such as the benefits of walking and biking or tips to reduce the chance of an accident, could be posted on an individual school's Facebook page.

Parents and stakeholders:

- Approach your school principal to bring up ideas about specific safety messaging for a safety campaign
- Communicate with other parents and attend a school board meeting together to request the support of the school district to start this program at your school or even the district level.

School Based Recommendations:

- Students and teachers could design flyers, brochures, bookmarks or buttons with specific safety messaging in English and Spanish and distribute information to the school community.
- Students and teachers could create social media campaigns around specific safety messaging
- School District could create flyers or social media safety messaging and distribute bilingual information throughout the district





CHAPTER 3

Encouragement

ENCOURAGEMENT

This section provides recommendations and resources that can be implemented at the school district and school site level that promote and encourage students to be physically active and walk, bike or skate to school. SRTS Encouragement activities focus on behavior changes and consistency; a student doesn't have to be the best athlete or the fastest runner to participate in the program or even to win encouragement items. The following recommendations are examples of various strategies that engage students and families in the Safe Routes to School initiative. It is recommended to implement more than one activity at the same time to increase effectiveness of the program.

NATIONAL BIKE TO SCHOOL DAY

Held annually as a part of Bike Month Celebrations in May, National Bike to school day is a good way to encourage school communities to take part in a national movement where people ride their bike to and from school.



Students from the Lemon Grove Community put their newly learned bicycle skills into practice at Mount Vernon School.

Resources

Appendix 4 – Encouragement - includes:

- Information from organizations relevant to National Bike to School Day (Date, Ideas, Tips, etc)
- Links to resources (including funding resources) that could be used to compliment National Bike to School Day.

National Bike to School Day participants can earn encouragement items or participate in a raffle for a larger prize, such as a bicycle. (See funding chapter and appendix 4 for more info). Schools could combine this activity with bicycle safety courses (also known as bike rodeos) to educate children and adults on safe bicycle riding.

Recommendations:

Parents and stakeholders:

- If interested in celebrating National Bike to School Day and don't know where to start, please read this section's appendix and the General Recommendations Appendix to help plan your event.
- Engage students already biking and skating to school. Start with meeting students at the school's bike rack.
- Identify which parents are already biking with their children to school. Engage them about the routes they use, the general issues they face, and their interest in a bicycle encouragement campaign at the school.

School Based Recommendations:

- National Bike to School Day is a good way to include bicycle education in schools' activities. This could be achieved either inside or outside the classroom, facilitated by school staff, the police department and/or nonprofit organizations that could provide bicycle education to students and parents.
- In 2014-2015 dozens of Lemon Grove students received bicycle education through bicycle rodeos and community rides.
- The LGSD could adopt National Bike to School Day as an official district-wide activity to promote every year.

INTERNATIONAL WALK TO SCHOOL DAY

International Walk to School Day (W2SD) is held annually in October (Walktober). This is a celebration where millions of people around the world walk to school to create awareness of the need for safe pedestrian-friendly communities, and to promote healthier habits and environmental conservation among all students.



Walk to School Day Celebration at Mt. Vernon Elementary

Resources

Appendix 4 – Encouragement, include links to:

- Online Resources on how to organize an International Walk to School Day
- Ideas that compliment W2SD events
- Links to organizations providing funding resources for W2SD events.

International W2SD activities vary from school to school, state to state, and country to country and each school should feel free to determine their own level of participation. For example, in the last 3 years, schools in San Ysidro have incorporated W2SD into Red Ribbon activities under the slogan “Walk to School Away From Drugs” at the end of October.

Recommendations:

Parents and Stakeholders:

- Engage as many parents and volunteers as possible. Volunteers do not need to spend much time on this activity, but it is important to have enough adults to supervise children walking to school.
- Mount Vernon, LGA, San Altos, and San Miguel School’s parent volunteers have been very involved in walking activities. It is recommended that these school volunteers continue their regular walking programs and conduct a special event during W2SD in October.
- If no one at your school has experience coordinating these types of activities, reach out to SRTS parent volunteers at San Miguel, San Altos, or LGA and ask for guidance.
- Read the funding opportunities and the general recommendations appendices to help organize your event.
- Request that the LGSD adopt International Walk to School Day as an official annual activity to promote and include in the school calendar.

School based recommendations:

- All LGSD schools have participated in International Walk to School Day (W2SD) celebration activities. It is recommended that all schools continue organizing and implementing this activity.
- Start planning the program as soon as the school year starts and make it an official school-sanctioned event.
- School District and/or individual schools should engage the noon duty supervisors, PTA’s, SRTS coalitions, principals and other interested parties at every school to create a stronger sense of cohesion between different players working on safety.

Other Recommendations

- Identify and document the pedestrian and bicycle issues and opportunities around your school. Document the number of students walking to school. Share this information with the city. A large amount of students walking and/or multiple infrastructure deficiencies could help increase infrastructure funding in your school community.

WALK/BIKE TO SCHOOL GROUPS AND ACTIVITIES

Walk and Bike Groups can take many forms and have multiple names. Some examples are: Walking School Buses, Walk on Wednesdays, Bicycle Trains, Walk & Roll to School Days and Park and Walks. The concept is generally the same for each group. Parent volunteers meet students at designated stops along a predetermined route and accompany them on their way to school. This significantly helps with safety around schools, encourages community building and physical activity.

Resources

Appendix 4 – Encouragement - includes:

- Online resources and material (guidelines, forms, etc).
- Pedestrian Safety Education information and resources.
- Examples of W2SD in other cities and Schools.

Walk and bike groups could be formed to help organize an event such as International Walk or Bike to School Day, or can form as a result of the momentum generated from these events. Groups could be formal or informal, lead by the school or by parent volunteers. It is recommended to read as many resources as possible to learn best practices from other communities. Appendix 4 provides resources for potential walk and bike groups.

Walking/Biking to School Groups



Example of a walking school bus

Walking School Buses

This could be as informal as a few families taking turns supervising a group of their children walking to school, or as formal as a structured group of trained volunteers creating a schedule, a route with meeting points, and a timetable.

Walking school buses vary depending on volunteer availability. Some could run Monday to Friday and others could be just one day a week.

A Walking School Bus is based on trust. Volunteers should be patient, know the children and their parents, and enjoy sharing their time with children. The resource section contains information about starting, implementing and sustaining a Walking School Bus.

Bicycle Trains

Bicycle Trains follow the same concept as walking school buses, but instead of walking to school as a group, adults and children travel on bicycles. This activity is best suited for older elementary and middle school students. Adult supervision is always suggested; the NCSRTS recommends one adult for every three to six children. The resource section includes more information about Bicycle Trains.

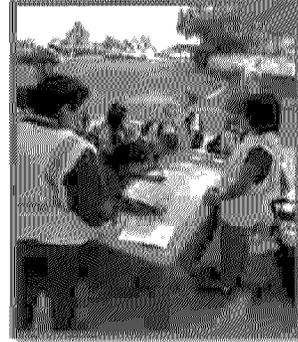


Lemon Grove students participating in a bike train during a bicycle education event.

PARK AND WALK

Park and Walks are an ideal option for parents who, for any reason, have to drive their children to school. They increase safety and decrease traffic congestion in school zones.

Park and Walk activities could be started by a group of parents who meet in a location and walk together to school. Parents can organize with each other and decide which day will be their turn to walk the group to school. This allows parents to avoid traffic and save time.



During W2SD celebrations at Mount Vernon, Lemon Grove Senior Center serves as a park and walk location. Many parents drove to the park and walked to school. According to noon duty supervisors (crossing guards), traffic congestion in front of the school was significantly reduced on this day.

Recommendations:

Parents and stakeholders:

- To learn more about the Walk/Bike to School Groups and Activities, please read Appendix 4.
- Invite your friends to participate; this is a great way to spend time with them.
- Engage other parents; volunteers build excitement and momentum for the project among other parents.

School Based Recommendations:

- All schools involved in the project have organized encouragement activities. School administration should encourage the continuation of these activities when the LG SRTS project is over.
- Mount Vernon and San Miguel Elementary are located in close proximity to parks. These are perfect opportunities to start park and walk groups.
- School District and individual school administrations should support and provide resources to current SRTS volunteers.
- School District and/or individual schools should engage the noon duty supervisor coordinator PTA's, SRTS coalitions, principals and other interested parties at every school to create a stronger sense of cohesion between different players working on safety.
- Encourage middle school students who are currently walking or biking on their own to begin to walk and/or bike in groups. This prevents bullying, and increases visibility and safety.
- Please consult the suggested route maps in the Engineering Section of this document. Circulate San Diego developed these maps with community input. They could be used as a resource to learn which streets are most commonly used and to determine specific walking/biking routes in school zones.

Other Recommendations

- Document the number of students walking to school. A large amount of students walking to school shows the demand for pedestrian infrastructure around the school and can help increase the chances for increased infrastructure funding.
- Monterey Heights lack a core group of volunteers to support a walking and biking program. LGA is physically located within a community that includes adequate infrastructure and amenities such as buffered sidewalks and bicycle lanes. People in these school communities could greatly benefit from active transportation.

SRTS CONTESTS

SRTS contests encourage student creativity and spark interest in SRTS programs. Contests can take many different forms and can be customized to fit schools' needs.

Some examples include:

- Frequent Walker Card Program
- Walking / Mileage Club.
- Tracking the Distance Contest

Resources

Appendix 4 – Encouragement - includes:

- Online resources.
- Suggestions on how to organize contests
- Other key points and tips about SRTS Contests

In addition to the above, the following activities could compliment an encouragement campaign:

TRACKING THE DISTANCE CONTEST



Photo from National Center for Safe Routes to School

This could be a classroom or a school-wide contest that promotes teamwork and can be linked to one or more academic coursework like geography and math. Children keep track of the number of miles they travel while walking, biking, taking the bus or carpooling to school. They then add up the number of miles collectively traveled, as a class, a school, or even a district, until they reach a specific distance. This could be the distance to cross the United States, or the distance to reach the peak of Mount Everest.

Walk and Bike Across America, Climbing Everest and the Golden Sneaker Award are different examples of tracking distance contests. They are great opportunities for students to see just how far they can get by consistently walking and biking. Refer to the resource section for more information about this activity.

FREQUENT WALKER AWARD



W2SD Frequent Walker contest winner at San Miguel Elementary.

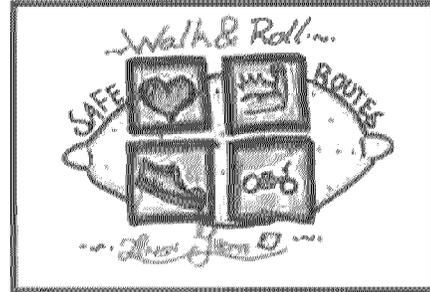
This is a contest that requires students to keep track of the number of times they walk, bike, carpool, or ride the bus to and from school while accumulating points. Every time a student accumulates a certain amount of points, they receive encouragement items and enter their name into a raffle to win valuable prizes.

Volunteers can track each student individually, or teachers can track the entire class. This could be measured weekly or monthly and classrooms could even compete with each other. The winning classroom could receive school-sponsored prizes such as extra time for recess.

OTHER CONTESTS AND ACTIVITIES

The following is a small list of possible contests and activities that any student can participate in:

- Poster contest that promotes what students have learned about pedestrian/bike safety or why a student walks/bikes to school
- Logo design contest
- Skateboard contest



The above activities are meant to engage kids not able to walk or roll to school for reasons outside of their control. They could have an artistic component, or could include physical activity such as a skateboard contest or a before or after school walking club.

Please refer to the resource section to learn more about these and other possible activities.

Recommendations:

Parents and stakeholders:

- Incentive items either need to be donated or bought. Please refer to the funding section for potential funding sources if you are unable to get donations.
- Engage with your child's teacher to gain support for the program.
- Please refer to the appendix Enc 5. for possibilities of different encouragement activities
- Engage other parents; volunteers build excitement and momentum for the project among other parents.
- Refer to this chapter's resource sections for more information.

School Based Recommendations:

- Incorporate more activities and contests to engage students unable to participate in the walk to school activities at Mount Vernon, San Altos, LGA, and San Miguel Elementary Schools. This would create a more holistic approach to the SRTS program.
- School District and individual school administrations should engage the extended education program to incorporate SRTS activities in their curriculum
- San Altos, San Miguel, LGA, and Mount Vernon currently have a mileage club before school. It is recommended to continue this activity.
- Schools who previously implemented a walking/running program are encouraged to restart them. School communities who do not have experience with this kind of activity are encouraged to refer to the resource section or to talk with the mileage program leader at the school for guidance.
- Refer to this chapter's resource sections for more information.



CHAPTER 4

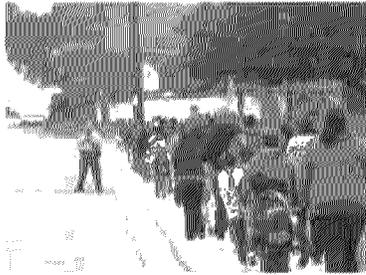
Enforcement

ENFORCEMENT

This section provides recommendations on enforcement activities that can be implemented at the city-wide, school district and school site level. These suggestions can help improve and encourage safe pedestrian, cyclist and driver behavior and help provide a safer environment for students who walk, bike or skate to school. This section looks at enforcement in a holistic way that includes strategies that could be implemented not only by police officers, but also by school staff, volunteers and even students. These recommendations are meant to act as a reference to enforce safety throughout the city, specifically in school zones and suggested routes to school.

LAW ENFORCEMENT OPERATIONS

The Lemon Grove Sheriff's Department is the agency in charge of enforcement operations in the Lemon Grove Community. They can provide enforcement and education to students and the school community.



Officers helping students walk safely to school.

Resources

Appendix 5 –Enforcement, includes:

- Online links to the Lemon Grove Sheriff's Department
- Links to enforcement related resources

The Sheriffs' Department can provide assistance in curbing speeding, drivers not yielding to pedestrians, preventing student jaywalking, and adherence to school pick-up and drop-off procedures.

Recommendations:

School-based recommendations:

- The Lemon Grove Sheriff's Department has two officers who cover the entire City of Lemon Grove. As a result, Sheriff's presence around every single school during drop off and pick up times is very unlikely. Key school personnel such as Noon Duty Supervisors, Safety Coordinators, Principal or others can assume enforcement duties to adhere to LGSD-related school traffic safety.

Recommendations to LGSD:

- Refer to the funding section for possible opportunities to help fund further engagement with the Lemon Grove Sheriff's Department.
- Maintain good communication with the Lemon Grove Sheriff's Department. This is essential to approach the issues specific to each school.
- Due to the potential of LGSD staff turnover, it is recommended that all schools keep a regularly updated record of their officers and direct supervisors names, work schedules and direct phone numbers.

SCHOOL CROSSING GUARDS/ NOON DUTY SUPERVISORS

Adult school crossing guards/ noon duty supervisors can be a major asset in promoting safety within the school zone, specifically at school crossings. They help to ensure that students cross safely. In Lemon Grove, the adult school crossing guard program is coordinated through the noon duty supervisor, but can also be put into practice through parent volunteers.



Crossing guard at Lemon Grove Academy

Resources

Appendix 5 – Enforcement, includes:

- Online links to school crossing guard trainings.
- Links to enforcement related resources

Departments at the city and the school district determine Crossing Guard locations through a comprehensive review of specific safety factors. Due to incurred safety benefits, Crossing Guard placement is subject to review by staff if other locations are deemed more feasible.

Recommendations:

Parents and Stakeholders:

- If you are a parent concerned about safety, refer to the Enforcement Appendix of this toolkit to learn about different volunteer programs such as WATCH DOGS, Operation Safe Passage or even Neighborhood Watch programs.
- If you identify issues with the way current guards manage traffic in a specific school site, make sure to contact the corresponding school and the Lemon Grove School District.

School-Based Recommendations:

- Train your school crossing guards (noon-duty supervisors) every year if possible. Refer to the Enforcement Appendix of this toolkit for crossing guard training resources.
- Noon duty supervisors' coordinator should be involved in SRTS encouragement activities in order to increase awareness and collaboration between SRTS volunteers and noon duty supervisors.
- LGSD to should continue supporting enforcement activities and engage parent volunteers to support noon duty supervisors. Refer to the Enforcement Appendix of this toolkit and find resources for volunteer programs that could support Crossing Guard activities such as WATCH DOGS, Operation Safe Passage or even Neighborhood Watch programs.
- Refer to the funding section of this toolkit for potential funding sources to help improve the crossing guard program at LGSD.

Recommendations to LGSD:

- Adopt a school district policy that indicates specifics such as curriculum and training frequency and other related to the training of crossing guards.

STUDENT SAFETY PATROL

Student Safety Patrols assist with pick-up and drop-off procedures and crossing families. Safety patrol helps create an atmosphere of safety in school zones and a more efficient traffic flow.



Resources

Appendix 5 – Enforcement - includes:

- Links to Safety Patrol Trainings.
- Safety Patrol important information (liability, how to start a program, etc.)

The Student Safety Patrol offers a wide variety of benefits. They contribute to a safer school environment and students who participate learn traffic safety and leadership skills that will last with them for many years to come.

Recommendations:

School Based Recommendations:

- Mount Vernon, San Miguel, LGA Academy, San Altos and Monterey Heights Elementary are schools in Lemon Grove with a safety patrol program and high traffic concerns. It is recommended that the district's Safety Committee update or review the needs of each school. Some schools can decrease traffic issues with the implementation of additional Traffic Safety Assistants.
- Schools who do not have an existing Student Safety Patrol may work with the school district to find appropriate ways to establish a program and educate students to assist with crossing students at arrival and departure times.

District-wide Recommendations:

- The main goal of Safety Patrol is to maintain students' safety. It is recommended that the district's Safety Committee updates its policies and materials to include language that helps establish implement school safety patrol in as many schools as possible.
- LGSD should coordinate with SDPD to review the needs and requirements for establishing a safety patrol at every school.
- If any physical/infrastructure constraint or street configuration prevents the approval of a safety patrol at any of the schools, the district can contact the City of Lemon Grove Engineering Division to overcome these issues. Please refer to the Engineering section of this toolkit.

Other suggestions:

- The extended education program, managed by the LGSD, supervises students before schools starts and after school ends. Explore the possibility of creating a safety patrol supported by existing programs.
- Schools that already have noon duty supervisors, volunteer teachers, and parent volunteers could work with the noon duty supervisor to run the program at the time deemed most by the school. This could be either before school, during lunch time, or after school hours.

ENFORCEMENT CAMPAIGN

An enforcement campaign can highlight multiple safety concerns. For example: traffic safety, crime, etc. Engaging different stakeholders can increase the opportunity to approach the many angles of safety. The following are some of the potential partners that can help increase safety around the school community.

- Senior Volunteers
- Students
- Adults
- School Neighborhood
- Watch DOGS (Dads of Great Students)

Resources

Appendix 5 – Enforcement - includes:

- Online resources.
- Details on different kinds of programs

An enforcement campaign focuses on changing driver, pedestrian and community behavior and can range from messages on a poster to a group of organized volunteers. The following are some examples of the activities that involve volunteers through an enforcement campaign.

ENGAGING VOLUNTEERS

Many parents are already volunteering in school offices and inside classrooms; engage these already active parents in your program by inviting them to participate for 20 minutes. Organized groups of parent volunteers can be trained by the local police department on rules and operating procedures and help implement programs.

There are many ways in which adults volunteer can help with enforcement activities. Sometimes just having an organized group of parents standing around the school perimeter, otherwise known as *eyes on the street*, helps create a safer neighborhood. There are different models of activities already happening around the U.S., some include:



Parent volunteers doing encouragement activities can also support enforcement strategies by bringing eyes on the street. (San Altos Elementary School)

- Watch DOGS (Dads of Great Students)
- Safe Passages
- Parent Volunteers
- Parent Patrol
- Neighborhood Watch



ENGAGING SENIOR VOLUNTEERS



Retired Senior Volunteer Patrol Officer leading a Walking School Bus.

Volunteer senior patrols can help with the flow of traffic during pick-up and drop-off in front of schools and provide invaluable *eyes on the street* to ensure greater safety for students walking and biking to school. They can also support encouragement activities such as Walk to School Days and Walking School Buses.



Retired volunteer senior patrol officer at Monterey Heights Elementary School.

There are many benefits to senior volunteers. For example, they have flexible schedules, are respected by the community, and many have direct contact with the police department through the Retired Senior Volunteer Patrol program.

OTHER ENFORCEMENT ACTIVITIES

Below is a list of activities that could be included as part of an enforcement volunteer program:



Door Openers

Door openers help to speed up drop-off and pick-up time, reduce idling time, and reduce traffic congestion in the school zone. Parent volunteers, school staff, safety patrol or older students can help students exit and enter motor vehicles by opening curb-side doors for students in the drop-off and pick-up zones. This activity helps to reduce the need for parents to exit their vehicles, and reduces the risk of students running unaccompanied into traffic.

Safety Messages

Safety messages are a great way to share information about positive behavior with the school community.

Messages can be delivered in many ways:

- Sign on front yards
- Sign on school fences,
- People holding signs
- On the Internet:
 - School District website
 - School websites
 - Social media campaigns

The beginning of the school year is always a good time to share appropriate procedures (drop-off, pick up, parking procedures, park and walk sites, etc) with parents and students.

Recommendations:

Parents and other stakeholders:

- If you are a parent interested in safety, contact the school. There may be other parents with the same concerns. Together with other parents you could start a safety campaign.
- Many times some activities need some funding. Contact your school PTA, your school administrator or engage local business and organizations for collaboration. Remember many others also want more eyes on the street and safer streets.
- Talk with your student's teacher to get support.

School-Based Recommendations:

- Some of these activities might require some level of funding. Refer to the funding section to learn about potential funding opportunities.
- Engage the local enforcement agency. They can provide additional resources and guidelines to better implement your activity.
- It is always a good idea to learn about and include SYSD policies in your activity in order to justify your requests and educate the school community about procedures and expectations.
- Engage senior volunteers
 - o The City of Lemon Grove Sheriff's Department promotes and administers a Retired Senior Volunteer Patrol. This group of volunteers could be a great safety asset around schools. Other municipalities utilize the Retired Senior Volunteer Patrol to help with the flow of traffic during pick-up and drop off. They are also very helpful during special events such as International Walk to School day and Bike to School day.
 - o School resource officers, the SRTS Coalition and school administrators can provide simple pedestrian and bicycle safety messages to be delivered to students during morning or afternoon announcements. Safety messages could be delivered in the form of flyers, all school announcements, all-call phone blasts, signs and posters could be placed around schools to create a greater awareness.
- Parents, Individual schools and the School District could collaborate to promote a community-wide campaign where business, community and the local jurisdiction participate in different aspects of a safety campaign. The Resource page shows additional ideas for community outreach.
- It is recommended that schools with front or adjacent wide streets such as San Altos and Monterey Heights implement an enforcement campaign that might address the issue of speeding cars, and Lemon Grove Academy implement an enforcement campaign addressing jaywalking.

Lemon Grove School District:

- For any activity, it is recommended to identify a parent volunteer (parent champion) or hire staff who could act as a volunteer coordinator.
- Search for funding to hire a SRTS coordinator at the district who could coordinate safety campaigns and be the point of contact with parents, volunteers, police department and any other stakeholder in regards to safety awareness.
 - o Refer to the funding section of this toolkit to identify potential funding sources.



CHAPTER 5

Engineering

ENGINEERING

Infrastructure is a great deal when talking about safe routes to school. This section provides recommendations on engineering strategies that can be implemented at the city-wide, school district and school site level that enhance and improve the pedestrian and bicycle environment for students who walk, bike or skate to school. Engineering/infrastructure improvements can be divided in two, short term and long term improvements.

Short Term Suggested Improvements

Short-term improvements are considered less costly and able to implement within the city's current budget capacity. Potential short-term recommendations include:



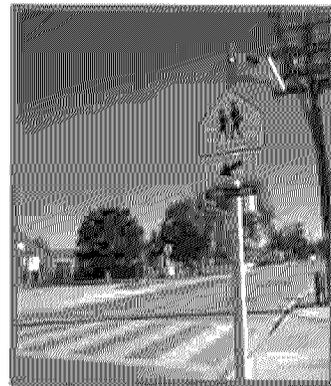
- Marking crosswalks at unmarked intersections
- Converting standard parallel-line crosswalk markings to ladder style
- Lane striping
- Tree trimming
- Signage
- Red curbs
- Pavement markings
- Portable signs

Long Term Suggested Improvements

Long-term improvements are those that are more costly and will be implemented when funding becomes available. Projects that will require grant funding and/or a design phase to implement are classified as long-term suggested improvements. These following long-term suggested improvements could potentially include:

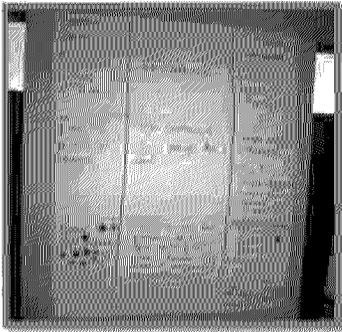
- ADA pedestrian ramps
- Complete sidewalk networks
- Buffered Class II Bike Lanes
- Traffic Calming Improvements
- Pedestrian enhancements such as curb extensions and bulb-outs

The followings are strategies or recommendations to help solve/improve issues related to infrastructure and engineering issues:



DOCUMENTING THE ISSUES

Public agencies must take care of public infrastructure, whether it is a sidewalk, traffic light, lighting, or drainage. Many times the lack of staff or funding does not allow the city to record or to be aware of every single issue. As community members, we can support the city by reporting concerns, making them aware of the issues. The clearer we are, the easier it will be for the appropriate entity to understand and approach the issue.



Resources

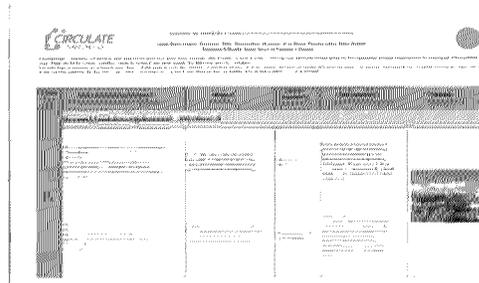
Appendix Eng 1 includes:

- Deficiency Reports for each Lemon Grove School District school.
- Important forms and documenting tools.
- This section presents strategies on how to document issues and select the most important ones.

DEFICIENCY REPORTS

These are written documents where the final product describes and prioritizes issues identified by a group of participants. The reports could be used as a guide to request (the City, to the School, etc.) improvements and solutions around a specific area.

The reports could be used by the local entity to comply with potential community engagement requirements imposed by certain grants increasing the chances to get funding for specific infrastructure needs or by the actual entity to be able to organize the improvements needed within a specific timeframe.



DEFICIENCY MAPS



Similar to the deficiency report, a deficiency map is a tool where a group of participants could identify, describe, and prioritize issues within the map boundary.

Deficiency maps and deficiency reports could complement each other to provide greater clarity in the documentation process and both could be used as a guide to request for improvements and solutions (to the City, to the School, etc) around a specific area and/or location.

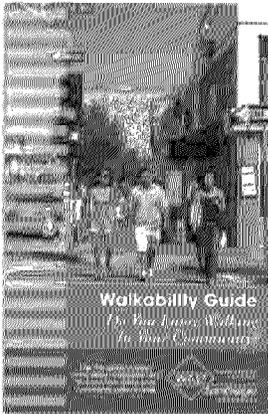
WALK/BIKE AUDITS

A walk/bike audit is a strategy to physically assess the infrastructure around a neighborhood or a specific area. People performing the audit should physically walk the area to make the assessment in terms of its walkability/bikability.



Ideally, a walk should include local residents, school staff, police officers, traffic engineers and local elected officials to properly discuss all the different perspectives about the issues identified.

Remember to document everything found during the walk audit, take notes, picture, video and any other tool that could help you record anything discussed or seen during this exercise.



WALKABILITY CHECKLIST

A great way to document issues individually or during a walk audit is through a WALKABILITY CHECKLIST. Some organizations, like Circulate San Diego, have developed different kind of documents that provide a list of things that people should include in order to properly document the existing condition of street segments and intersections.

An example of this kind of document can be downloaded at <http://www.circulatesd.org/resources/about-walking/walkability-checklist/>

Recommendations:

Parents and stakeholders:

- Engage community members (friends, neighbors, school community, etc). Work together to identify the issues around the school.
- Regardless of the documentation system you choose, once the identified issues are documented, contact the City and give them a copy of your document.
- For more information on how to present the information to the City, please read the next section (reporting issues). If interested in (pushing for an infrastructure change/improvement) making a change in your community, read the empowerment section of this toolkit to learn ways to approach your City staff, school district, etc.

School Based Recommendations:

- PTA, DELAC and/or school administration should take the lead to conduct a walk and bike audit around the school, take pictures, document and prioritize the issues around the school.
- Before requesting an infrastructure improvement, learn about engineering concepts such as traffic calming strategies.

District wide recommendations:

- School District should have a representation at the local planning group.
- School District should adopt a policy that encourages a yearly documentation of issues around school to better approach any potential issues during the school calendar.
- District should buy supplies and materials to better facilitate walk audits such as yellow safety vests and radar guns.

REPORTING ISSUES

Getting to school might involve the use of public and sometime private infrastructure. Most of the time City, School District and any other entity/owners are aware of the lack of or issues with current infrastructure. Reporting issues to the appropriate/corresponding entity is the first step to let them know that the issue is affecting someone and that it needs to be fixed.

Reporting issues could definitely be both an Engineering Strategy and an Empowerment Strategy. For SRTS purposes, the following reporting tools will be included as part of the engineering strategies, while the learning/how to (process) will be part of the empowerment section.

MODES OF REQUESTS

Conventional modes of requests include phone, written, personal and lately, online communications. Whichever means of request you choose it is important make sure to include key information that will allow you to better present and to follow up with your issue.

Recommendations:

Parents and stakeholders:

- Gather a group of neighbors to create a coalition and monitor pedestrian and safety issues within your community. Have them contact the City, and emphasize the safety concerns of the community members.
- Learn about engineering concepts such as traffic calming strategies.
- Read which are the duties or responsibilities of the division you are placing the order to make sure you submitted the request to the appropriate department.
- Refer to Appendix 6, it includes your school missing infrastructure report to learn about issues already reported by your school community.
- Read the Empowerment section to learn strategies about how to contact and how to stay in touch with your City (Councilmember(s), Specific City Department, Community Planning Group, Town Council, School District and other decision makers and staff to ensure the problem is addressed.

School Based Recommendations:

- Involve the school site council, they should constantly request improvements
- Appropriate key staff (School Principal, School Site Council, Superintendent, School Architect, etc) could read the reports and present the findings to the local community planning group in order to request funding for the needed infrastructure improvement priorities around specific school sites.
- Use the any of the documentation options to present appropriate findings to the appropriate City of Lemon Grove Departments, Lemon Grove School District, individual schools, PTA's, parent volunteers, School Site Council or the School District Safety and Wellness Committees.

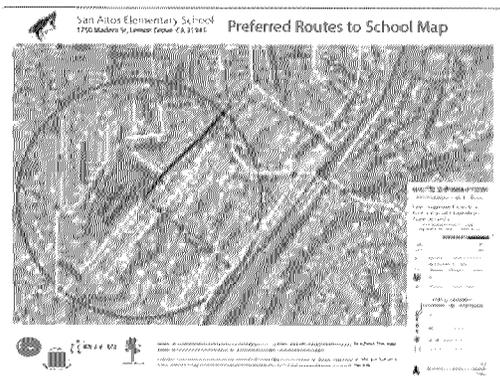
District wide recommendations:

- School District should have a representative in the local planning group, Town Council, etc. will ensure better understanding and participation in the decision making process at the City level.

PARENT SUGGESTED ROUTE MAPS

Suggested Routes maps could simply include one or more routes, but can also incorporate many other elements like level of use, current infrastructure, etc. These maps include routes identified by parents and/or the school community. The purpose of the map is to show which streets are most commonly taken on the way to school. By making people more aware of which streets are more commonly used the sense of safety among the community increases.

One of the many benefits of creating these maps is that the city becomes aware of the level of use of these streets and can focus on making improvements on those routes to increase safety.



Resources

Appendix 6-1 and 6-3– Engineering - include:

- Online resources to SRTS maps
- The Lemon Grove SRTS – Parent Suggested Maps.

In Lemon Grove, suggested route maps were created in a collaborative process with the City of Lemon Grove and the school community. Maps are/have been distributed to parents, teachers and administrators to encourage students walking and biking to school on the parent suggested routes.

Recommendationd:

Parents and stakeholders:

- Get a copy of the parent suggested route map to learn which routes are most commonly taken and try to use them. Creating demand on these streets and documenting this demand could help the City determine priorities for improvements in these areas.
- Encouragement and Enforcement activities could support the use of these routes. Eyes on the streets and the Walking School Bus could be activities easily adapted to the routes.
- Talk with your school's administration and/or the SYSD to potentially include crossing guards or eyes on the street through portion of the route to encourage more walking.
- Engage the police by letting them know the routes people are using to get to school.

School Based Recommendations:

- Support the distribution of these maps.
- Use the map to know where most of the school children are coming from and act appropriately.
- Maps should be presented to appropriate City Lemon Grove Departments, Local Community Planning Group, Lemon Grove School District, individual schools, PTA's, parent volunteers, School Site Council or the School District Wellness Committee.

District wide Recommendations:

- Advocate with the City and Police Department to focus their attention on these routes.
- If route runs through a commercial corridor, engage the corresponding business association.

STUDENT WALKSHOP

The Student walkshop includes a combination of Engineering and Empowerment. The Walkshop includes a traffic education component, a school walk audit, and an empowerment component where middle school students learn about local government functions. Once students are familiar with the three aspects of the project, they create a presentation and learn how to communicate with government officials and decision makers. At the end of the project, they present their school infrastructure issues to the City Council, the School Board, City Managers and/or traffic engineers.



Resources

Appendix 6 – Engineering - includes:

- An example of the report that includes issues and requests presented by students

Recommendations:

Parents and stakeholders:

- Talk with your middle school principal to get excitement about engaging students in the decision making process, and to find an appropriate class to implement this activity (health, government class, ASB, leadership, after school clubs, etc).

School Based Recommendations:

- Middle schools principals could identify and recommend a class or teacher that could incorporate this activity to the academic curriculum of the appropriate class.
- During a staff meeting, middle school principals could present this activity and engage teachers to implement this activity in their class.

District wide Recommendations:

- Incorporate this activity within an appropriate academic curriculum in order to keep requesting improvement or reporting issues around the school.
- Read the resources section above they provide a great amount of valuable information.



CHAPTER 6

Evaluation

EVALUATION

This section provides recommendations on evaluation strategies that can be implemented at the city-wide, school district and school site level that assess mode share, school district policy and city ordinances to evaluate the impacts on the use of active transportation. These recommendations are meant to act as a reference for strategies to evaluate existing trends and future impacts from implementing programmatic and infrastructure improvements.

MODE SHARE EVALUATION

Regardless of the evaluation method that is chosen, questions are always part of the process. For the Safe Routes to School project this is no exception. Safe Routes to School evaluation focuses on identifying current students/parents commuting preferences and may also ask for reasons and concerns that affect their commuting preferences. Evaluation tools might include surveys and tallies to measure the number of responses and results.

After a Safe Routes to School project has been implemented it is important to continue administering evaluation activities to keep track of any trends and approach the issues affecting the commuting preference of each specific school community.

STUDENT TRAVEL TALLY

The student travel tally is a suggested evaluation measure administered by the classroom teacher who asks the students questions about how they arrived to school during sequential days of week. Students raise their hands in response to specific questions, such as “Who rode their bike to school today? Who walked?” The form should be administered twice to acquire baseline data and evaluate programmatic impacts.

The form is titled "Safe Routes to School Student Arrival and Departure Tally Sheet". It includes instructions for use and a grid with columns for "Mode", "Date", and "Time". The grid is designed for recording student responses over a period of time.

Resources

Appendix 7 – Evaluation - includes:

- Details about using the National Center for Safe Routes to School Parent Tally
- National Center for Safe Routes to School evaluation information
- Other Evaluation Resources

Recommendations:

Parents and other stakeholders:

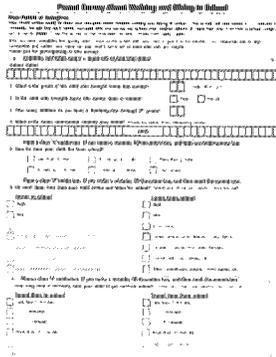
- Together with the SRTS Coalition and the School Administration, implement the survey every year to evaluate the way students arrive to and leave from school.

School-based and LGSD recommendations:

- Use this information and do further research on where students are coming from to get useful data to implement programs to increase safety around schools.

PARENT SURVEY

The survey is generally distributed to parents in their students’ backpacks, through teachers, parent volunteers or through an online survey. This survey should be administered to acquire baseline data and evaluate programmatic impacts.



Resources

Appendix 7 – Evaluation - includes:

- Details about using the National Center for Safe Routes to School survey
- National Center for Safe Routes to School Survey sample copy and other examples.
- Details on benefits and purposes of an evaluation component.

The National Center for Safe Routes to School has developed a survey template that is commonly used, but other for profit companies and nonprofit organizations have developed alternative surveys. Whichever survey one chooses, make sure to use the same survey throughout the SRTS program to keep consistency and to closely track any commuting changes or anomalies and measure program impact.

There are several supplementary or replacement surveys available that approach specific data relevant for a Safe Routes to School project, but the National Center for Safe Routes to School is the only survey that offers free data analysis throughout the life of a SRTS project.

Recommendations:

- Parents and other stakeholders:**
- Together with the SRTS Coalition and the School Administration, implement the survey every year to keep track of the way students arrive to and leave from school.
- School-based recommendations:**
- Engage the LGSD Community to implement the survey every year in order to measure commuting changes in the school community and measure program impact.



CHAPTER 7

Empowerment

EMPOWERMENT AND ENGAGEMENT

This section aims to reduce the communication barriers between residents and local government decision makers. It provides resources that can help residents understand the way government works and key steps in order to participate in the decision making process. The resources included in the empowerment section will empower residents to make changes in their community related specifically related to policies or infrastructure.

COMMUNITY SUPPORT

Whether it is a Safe Routes to School project or a wellness policy, the success of any program or policy is based on the level of community support. Assuring that the community understands the purpose and the benefits of Safe Routes to School Program in a comprehensive way will help to guarantee the project's sustainability.

RECRUITMENT AND ENGAGEMENT

Working as a team is a key strategy for change. You are not alone. Start sharing your concerns about safety, traffic congestion, or whatever else most important to you, with your friends and the school community. You will find that many other people share similar concerns. These people could become the workforce that will help achieve a common goal – safer streets, and a more active and healthier community.

Recommendations:

Parents and other stakeholders:

- Express your interest to the school principal, the Lemon Grove School District Superintendent's office and the Lemon Grove School Board.
- Attend a board meeting to request the incorporation of pedestrian and bicycle education into the academic curriculum.

School-based recommendations:

- Most of the schools have a group of volunteers already active in their community. If additional parents are frustrated about safety, guide them to the parent volunteers and recruit them to help with SRTS.
- Refer to the funding appendix to find opportunities to fund the incorporation of a pedestrian and bicycle safety curriculum in your school.
- Engage middle school students into academic activities related to safety and engage them in the decision-making process. You could use the Lemon Grove Academy Middle School model.

EMPOWERMENT



Lemon Grove Academy Middle School
Students presenting to the City of
Lemon Grove City Manager and Public
Works Director

Sometimes parent advocates become frustrated because they feel city staff and elected officials do not respond to their requests. This section explains the best ways to approach conversations with elected officials. It also specifies the roles that city departments are responsible for, as well as elected officials' job descriptions. Residents will better understand how to present concerns and the best person to present them to.

Resources

Appendix 8 – Empowerment - includes:

- Tips and strategies to approach city staff and decision makers.
- Planning in the Community such as the General Plan, Specific Plans, and Safe Routes to School.

Recommendations:

Parents and other stakeholders:

- Express your interest to the school principal, the Lemon Grove School District Superintendent's office and the Lemon Grove School Board. Attend a board meeting to request the incorporation of pedestrian and bicycle education into the student's academic curriculum. (See Empowerment section to learn the best ways to approach decision makers).
- Get involved in your community planning group or town council to work together for change and to request funding for the needed infrastructure improvement priorities around specific school sites.

School-based recommendations:

- Refer to the resource section of this toolkit and, if appropriate, incorporate the best practices to LGSD academic curriculum.
- Read the funding source section to find possible opportunities to help fund the incorporation of a pedestrian and bicycle safety curriculum. School Districts may decide to adopt the Safe Routes to School board policy and administrative regulations as an implementation tool for a district-wide program. State and federal grants are available for local support, school districts and city governments committed to increasing the number of students who use active transportation.
- Engage middle school students into academic activities related to safety and engage them in the decision-making process. You could use the Lemon Grove Academy Middle School Model

APPENDIXES

APPENDIX 1 | INTRODUCTION

1.- Active Transportation -

According to the Center for Disease Control, Active Transportation is any self-propelled, human-powered mode of transportation, such as walking or bicycling.

Physical inactivity is a major contributor to the steady rise in rates of obesity, diabetes, heart disease, stroke, and other chronic health conditions in the United States. Many Americans view walking and bicycling within their communities as unsafe due to heavy traffic and a scarcity of sidewalks, crosswalks, and bicycle facilities. Improving these elements could encourage active transportation such as children biking to school or employees walking to work. Safe and convenient opportunities for physically active travel also expand access to transportation networks for people without cars, while also spurring investment in infrastructure to increase the comfort of the on-road experience to improve the appeal of active modes to all people.

2.- SRTS Coalition –

Safe Routes to School Coalitions are groups that bring together strategic partners at the local school neighborhood level including the principal, PTA president, school nurse, school Wellness Council, safety patrol, and teachers. This involvement of partners will help maintain the SRTS activities and sustain increased levels of children walking and biking to school and beyond the conclusion of the grant period.

The idea is that each school site will maintain the safe routes to school efforts developed and established by the Lemon Grove Walks & Rolls to School Program to sustain children walking or biking to school. School Coalitions will be educated on SRTS activities, which will allow them to continue the project as a part of school culture.

It is encouraged that partnerships are established or strengthened between the schools and local City (e.g. Public Works, Police Department, Community Development), County (e.g. Health and Human Services Agency) and local organizations (e.g. Circulate San Diego, the San Diego County Bicycle Coalition,), parents and other stakeholders to continue providing resources to sustain the SRTS activities that support children walking and biking to school.

3. – Project Schools –

Mount Vernon School
Lemon Grove Academy
Monterey Heights Elementary School
San Altos Elementary School
San Miguel Elementary School

4.- Engagement and Empowerment –

Engagement and Empowerment is the sixth “E” developed to complement the SRTS Five E’s framework. *Engagement and Empowerment - to increase community and stakeholder participation and influence in the decision-making process at city and school district levels.*

Introduction to Safe Routes to School

Additional Online Resources:

<http://www.saferoutesinfo.org/program-tools/methods-estimating-environmental-health-impacts-srts-programs>

<http://www.saferoutespartnership.org/sites/default/files/pdf/LowIncomeGuide.pdf>

http://www.californiaprojectlean.org/docuserfiles/SRTS_PolicyBrief_FINAL%209_17_09.pdf

<http://guide.saferoutesinfo.org/>

California State PTA- Safe Routes to School

<http://capta.org/focus-areas/community-concerns/safe-routes-to-school/>

APPENDIX 2 | GETTING STARTED

1- Five E's Program Implementation Plan

This Appendix Section includes a format used to create report for all the project schools. The reports are included at the end of the document. Each report recommends program for implementation for each school based on input from the SRTS Coalition and the Five E's Workshop attendees(Five E's refer to Education, Encouragement, Enforcement Engineering, Evaluation).

General Steps to Create a SRTS Project

Online Resources:

National Center for Safe Routes to School

<http://guide.saferoutesinfo.org/>.

http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Steps.pdf

National Highway Traffic Safety Administration

Safe Routes to School

<http://www.nhtsa.gov/people/injury/pedbimot/bike/Safe-Routes-2002/>

For additional tips and tricks, visit the National Center for Safe Routes to School at

<http://guide.saferoutesinfo.org/>

Use the format below to help you identify activities that support children commuting to school safely.
Utilice este formato para identificar actividades que apoyan a los niños llegar a la escuela seguros.

Title: Document or Program Name
Título: Nombre del Documento o del Programa

Enter school name, include number people participating, meeting date(s), etc. /
Escriba el nombre de la escuela, personas participaron, fecha(s) de reuniones, etc.

Vision: Describe what goals you would you like to accomplish through your SRTS program.
Visión Describa las metas que le gustaría lograr con el programa de SRTS.

Use the table below to help you identify activities that will support the Five E's of the SRTS Program. In each section, list activities under each category on the right that can help support commuting to school safely.
Utilice la siguiente tabla para ayudarle a identificar las actividades que apoyarán las cinco E's del Programa SRTS. En cada sección, liste las actividades bajo cada categoría a la derecha que apoya a llegar a la escuela con seguridad.

	Activities/Actividades
Education/ Educación	<p>Students/ <i>(include all activities that might help educate students)</i> Estudiantes: <i>(incluya todas las actividades que crea puedan educar a los estudiantes)</i></p> <p>Parents/ <i>(include all activities that might help educate parents)</i> Padres de Familia: <i>(incluya todas las actividades que crea puedan educar a los padres de familia)</i></p> <p>Neighborhood and Driver/ <i>(include all activities that might help educate neighbors and drivers)</i> Comunidad y conductores: <i>(incluya todas las actividades que crea puedan educar a la comunidad y a los conductores)</i></p>
Encouragement Motivación	<p>Walking promotion/ <i>(include all activities that promote walking)</i> Promover el Caminar: <i>(incluya todas las actividades que promuevan el caminar)</i></p>
Enforcement/ Aplicación de Medidas	<p>School based (with students, parents and community)/ <i>(include all activities that might be enforced through the school)</i> A través de la escuela (con estudiantes, padres de familia y la comunidad: <i>(incluya todas las medidas que puedan aplicarse en la escuela)</i></p> <p>Law Enforcement/ <i>(include all activities that might be enforced by a law enforcement agency)</i> A través de la agencia del cumplimiento de la ley: <i>(incluya todas las medidas que puedan aplicarse por medio de la agencia de seguridad pública)</i></p>
Engineering/ Ingeniería	<p>Plan and install improvements around school for enhanced safety* - <i>(Include infrastructure deficiencies or request that you think might improve safety around school)</i> Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad*: <i>(Incluya cualquier deficiencia o solicitud para mejorar la infraestructura que usted crea mejoraría la seguridad alrededor de la escuela)</i></p>
Evaluation/ Evaluación	<p>Surveys and Tallies/ <i>(include any effort or document that might help track any change in behavior or attitudes around active transportation)</i> Encuestas y Conteos: <i>(incluya cualquier esfuerzo o documento que pudiera medir algún cambio en los patrones de conducta o actitud alrededor del transporte active)</i></p>

Appendix 10 includes the current workplans for all the project schools/
 El Apéndice 10 incluye los planes actuales para las escuelas del proyecto

APPENDIX 3 | EDUCATION (EDU 3)

PEDESTRIAN AND BICYCLE SAFETY EDUCATION CURRICULUM

Online Resources:

The State of Washington Office of Superintendent of Public Education's Safe Routes to School Bike and Pedestrian Safety Education Program

<http://k12.wa.us/healthfitness/SafeRoutes.aspx>

http://www.saferouteswa.org/Data/Sites/2/documents/ospi_final_xiii_full_med.pdf

Marin County Safe Routes to School has developed a valuable curriculum for Elementary and Middle School education complying to California standards.

http://www.saferoutestoschools.org/green_curriculum.html

Highway Traffic Safety Administration

Teachers Guide – Child Pedestrian Safety Curriculum

<http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum>

Walk Boston developed 15 Safe Routes to Schools lesson plans that teach students how walking is good for their bodies and the environment. The lesson plans are for Kindergarten - Grade 5 students, and provide lessons in Health, Math, Social Studies and Science / Technology.

<http://walkboston.org/who-we-are/achievements>

The League of American Bicyclists: <http://bikeleague.org/content/lci-corner-embedding-bicycling-curriculum>

City of Portland – Smart Moves and Kids Curriculum

Educational consultants contracted by the City of Portland Bureau of Transportation developed the curricula below with the assistance of an advisory committee composed of Portland Public Schools administrators, teachers, parents, and Portland traffic-management specialists.

<http://www.portlandoregon.gov/transportation/article/222273>

Safe Routes to School National Partnership

<http://saferoutespartnership.org/state/bestpractices/curriculum>

California Pedestrian and Bicycle Safety Curriculum

<http://www.casaferoutestoschool.org/newtools/#cp>

<http://www.californiahealthykids.org/product/9718>

Webinars:

National Center for Safe Routes to School – Webinar

SRTS Middle School Curriculum: Why it is Important and How to Make an Impact

<http://saferoutesinfo.org/events-and-training/srts-webinars/srts-middle-school-curriculum-why-it-important-and-how-make-impact>

PEDESTRIAN AND BICYCLE SAFETY EDUCATION ACTIVITIES

Additional Online Resources:

Bicycle Rodeo _ San Diego Bicycle Coalition

<http://sdbikecoalition.org/classes-workshops/>

<http://sdbikecoalition.org/our-work/education/>

Police Department

<http://www.sandiego.gov/police/services/units/juvenileservices/essp.shtml>

Pedestrian and Bike Training Resources – California Active Communities.

<http://www.caactivecommunities.org/w2s-year-round-activities/pedestrians-and-bicycle-trainings/>

Pedestrian Safety Training “Walk This Way” – Circulate San Diego (Appendix – Education 1)

<http://www.circulatesd.org/our-work/school-and-youth/>

“Walk This Way” Course

The Walk This Way training sessions teach students pedestrian safety laws, tips and other information relevant to create awareness on pedestrian safety. This training will not only include theory but also practical exercises in which students will be able to learn through participation. The training covers topics included Physical Education, Health and other subjects’ curriculums. Interactive training session includes equipment that provide students the opportunity to apply what they learned in the curriculum. The equipment will simulate real-life situations pedestrians may face, allowing students to practice how to handle such situations in a safe and controlled environment.

Interactive Tools:

Interactive Online education tool for educators

<http://www.pedbikeinfo.org/pedsaferjourney/>

Videos:

Pedestrian and Bicycle Safety Journey

Three videos — one for each of three age groups — accompanied by a quiz or discussion and an educator's resource library can be used as an introduction to pedestrian safety skills or to augment a comprehensive curriculum.

<http://www.pedbikeinfo.org/pedsaferjourney/>

<http://www.pedbikeinfo.org/bicyclesaferjourney/>

SAFETY ASSEMBLIES AND SPECIAL EVENTS

Pedestrian Safety Training – Circulate San Diego (Appendix Education 1)

<http://www.circulatesd.org/our-work/school-and-youth/>

Bicycle Rodeo _ San Diego Bicycle Coalition (Attachment)

<http://sdbikecoalition.org/classes-workshops/>

San Diego Sheriff Department – Lemon Grove Substation

http://www.sdsheriff.net/contact_locations.html

Pedestrian Safety Education Toolkit – WalkBoston

<http://www.walkboston.org/resources/publications/how-plan-pedestrian-safety-training>

SAFETY AWARENESS CAMPAIGN

PACE CAR PROGRAM

Hinsdale Police Pace Car Program - <http://www.villageofhinsdale.org/pd/pacecar.php>

City of El Cerrito – Neighborhood Pace Program

<http://www.el-cerrito.org/index.aspx?NID=528>

Chula Vista Elementary School District – Neighborhood Pace Program

<http://www.cvesd.org/COMMUNITY/Pages/CommunityPrograms.aspx>

GENERAL SAFETY AWARENESS

California Department of Public Health - Safe Routes to School Info – Español

<http://www.cdph.ca.gov/HealthInfo/injviosa/traffic/Documents/BrochureSpan-SR2S.pdf>

U.S. – CDC - Skateboarding Activity Card

<http://www.cdc.gov/bam/activity/cards/skateboard.html>

SAFE KIDS WORLDWIDE - Skating and Skateboarding Tips

<http://www.safekids.org/tip/skating-and-skateboarding-safety-tips>

Driving and Pedestrian Guide – Easter Seals Project Action (English and Spanish)

<http://www.projectaction.org/ResourcesPublications/BrowseOurResourceLibrary/ResourceSearchResults.aspx?org=a2GSpnDbrul=&query=Driver%20&%20Pedestrian%20Guide%20to%20Sharing%20the%20Road%20Safely>

PEDS – Safety Campaigns

<http://peds.org/campaigns/kill-speed-save-lives/>

<http://peds.org/campaigns/safe-routes-to-transit/>

Pedestrian and Bicycle Information Center

<http://www.pedbikeinfo.org/programs/education.cfm>

APPENDIX 4 | ENCOURAGEMENT (ENC 4)

NATIONAL BIKE TO SCHOOL DAY

Online Resources:

The League of American Bicyclists and the National Center for Safe Routes to school team up to support National Bike to School Day efforts.

<http://bikeleague.org/content/tomorrow-bike-school-day>

National Center for Safe Routes to school team up to support National Bike to School Day efforts. - <http://www.saferoutesinfo.org/about-us/newsroom/bike-school-day-2015-registration-now-open>

Find event planning ideas and resources, templates for banners and flyers, and even a place to register events at - <http://walkbiketoschool.org/ready/about-the-events/bike-to-school-day>

The San Diego County Bicycle Coalition could hold a bicycle rodeo or help support a bike ride to school. [SDbikecoalition.org](http://sdbikecoalition.org)

<http://sandiegocountybicyclecoalition.blogspot.com/2012/04/sdcbc-bike-month-events.html>

California Safe Routes to School - National Bike to School Day

<http://www.casaferoutestoschool.org/whats-happening-in-california/national-bike-to-school-day/>

I-Commute – Bike Month

<http://www.icommutesd.com/events/bike-month>

INTERNATIONAL WALK TO SCHOOL DAY

Online Resources:

Walk/Bike to School - How to Plan a Walk to School Day Event

<http://www.walkbiketoschool.org/get-set/how-to-plan-a-walk-to-school-day-event>

I-Walk – List of Resources to make a Walk to School Day Event a success

<http://www.iwalktoschool.org/resources.htm>

National Center for SRTS – 10 tips for Getting Walk to School Media Event Coverage -

http://www.saferoutesinfo.org/sites/default/files/10_Tips_for_Getting_WTS_Media_Coverage.pdf

Walk to school initiatives - Resource

www.walkbiketoschool.org/sites/default/files/WTSDbooklet.pdf

Center for Disease Control (CDC) - KidsWalk to School - A Guide to Promote Walking to School

<http://stacks.cdc.gov/view/cdc/11316>

City of La Mesa Safe Routes to School Program - La Mesa Safe Routes to School Guide

<http://www.casaferoutestoschool.org/wp-content/uploads/2012/04/La-Mesa-SRTS-Guide.pdf>

WALK/BIKE TO SCHOOL GROUPS AND ACTIVITIES

Walking/Biking to School Groups

The Walking School Bus: Combining Safety, Fun and the Walk to School – National Center for Safe Routes to School

http://guide.saferoutesinfo.org/walking_school_bus/pdf/wsb_guide.pdf

National Center for SRTS - Starting a Walking School Bus

<http://www.saferoutesinfo.org/about-us/newsroom/our-newsletter/article/featured-resource-starting-walking-school-bus-tip-sheet>

Centers for Disease Control and Prevention (CDC) -

"KidsWalk-to-School Guide: A Guide to Promote Walking to School."

<http://www.cdc.gov/nccdphp/dnpa/kidswalk/resources.htm>

City of Clearwater, Florida, "How do I Start a Walking School Bus Program?"

<http://www.clearwater-fl.com/gov/depts/parksrec/bikeways/startwalkingbus.asp>

Van Derveer Elementary School, New Jersey, - "Safe Routes to School."

http://www.activelivingresources.org/assets/VanDerveer_wsb_success.pdf

Indiana Area School District, - "Walking School Bus."

<http://www.iasd.cc/Walking%20School%20Bus.htm>

Transportation Authority of Marin - Walk and Roll to School –

<http://www.tam.ca.gov/Modules/ShowDocument.aspx?documentid=493>

Centers for Disease Control and Prevention (CDC), - "Parental Consent Form."

KidsWalk-to-School: A Guide to Promote Walking to School,

<http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk.pdf> (pg. 59)

Pedestrian and Bicycle Information Center, "Walking School Bus: Guidelines for Organizers."

<http://www.walkingschoolbus.org/organizers.pdf>

Pedestrian and Bicycle Information Center,
"Walking School Bus: Guidelines for Talking to Children about Pedestrian Safety."
<http://www.walkingschoolbus.org/safety.pdf>

PARK AND WALK

National Center for Safe Routes to School – Park and Walk
http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm

SRTS CONTESTS

Transportation Authority of Marin - Golden Sneaker Award, Frequent Rider Miles, The Golden Sneaker Award, The Pollution Punch Card, Walk and Roll to School Days, Walk & Bike Across America
<http://www.tam.ca.gov/index.aspx?page=182>

Fire Up Your Feet Challenge - www.fireupyourfeet.org

National Center for Safe Routes to School – Mileage Clubs and Contests
http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm

Appendix 5 | Enforcement (Enf 5)

LAW ENFORCEMENT OPERATIONS

Online Resources:

San Diego Sheriff Department - Lemon Grove Substation.
<http://www.sdsheriff.net/patrolstations/lemongrove.html>

National Center for Safe Routes to School -
<http://apps.saferoutesinfo.org/lawenforcement/federal/enforcement.cfm>

SCHOOL CROSSING GUARDS/ NOON DUTY SUPERVISORS

National Center for Safe Routes to School -
<http://www.saferoutesinfo.org/training/srts-webinars/dont-let-your-guard-down-strategies-keep-your-school-crossing-guard-program-h>

Springfield Training Manual for School Crossing Guards - Document prepared by Springfield Public Works Traffic Engineering, Springfield Police Department and Springfield R-12 School District.
[Http://www.parkboard.org/documentcenter/Home/View/3073](http://www.parkboard.org/documentcenter/Home/View/3073)

Kansas Department of Transportation (KDOT) and the Kansas School Crossing Guard Committee
Kansas guidelines for school crossing guards
[Http://www.wichita.gov/Government/Departments/PWU/trafficdocuments/School%20Crossing%20Guard%20Handbook-KDOT.pdf](http://www.wichita.gov/Government/Departments/PWU/trafficdocuments/School%20Crossing%20Guard%20Handbook-KDOT.pdf)

Washington DC, District Department of Transportation - School Crossing Guard Program
School Crossing Guard Manual
[Https://comp.ddot.dc.gov/Documents/School%20Crossing%20Guard%20Manual%202011-2012.pdf](https://comp.ddot.dc.gov/Documents/School%20Crossing%20Guard%20Manual%202011-2012.pdf)

California Safe Routes to School -
California School Crossing Guard Training Guidelines

<http://www.casaferoutestoschool.org/newtools/#cp>

Webinar

Vermont SRTS Crossing Guard Training –
[Https://www.youtube.com/watch?v=pnmkxkwfz0](https://www.youtube.com/watch?v=pnmkxkwfz0)

STUDENT SAFETY PATROL

Online Resources:

San Diego Sheriff Department - Lemon Grove Substation.

<http://www.sdsheriff.net/patrolstations/lemongrove.html>

[http://www.saferoutesinfo.org/sites/default/files/Personal Security and SRTS.pdf](http://www.saferoutesinfo.org/sites/default/files/Personal_Security_and_SRTS.pdf)

National Center for Safe Routes to School - What is a safety patrol?

<http://www.saferoutesinfo.org/program-tools/what-safety-patrol>

Washington State Traffic Safety Commission - School Zone Safety Kit and Guide

<http://www.seattle.gov/transportation/docs/srts/School-Zone-Safety-Kit.pdf>

ENFORCEMENT CAMPAIGN

Online Resources:

Laurel Elementary - WATCH DOGS and SRTS projects

<https://le-scusd-ca.schoolloop.com/dogs>

WATCH DOGS –

<http://www.fathers.com/watchdogs/watch-dogs-faqs/>

City of La Mesa La Mesa SRTS Guide – Volunteer Patrol

<http://www.casaferoutestoschool.org/wp-content/uploads/2012/04/La-Mesa-SRTS-Guide.pdf>

San Diego Sheriff Department- Senior Volunteer Program

http://www.sdsheriff.net/volunteer_svp.html

Safe Routes Info

http://apps.saferoutesinfo.org/lawenforcement/resources/parent_ed.cfm

Seattle Department of Transportation

<http://sdotblog.seattle.gov/2014/09/26/sdot-partners-in-iwalk-challenge-raises-awareness-of-school-traffic-safety/>

National Center for SRTS - Guide to Student Drop-off and Pick-up -

http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Dropoff-Pickup.pdf

National Center for Safe Routes to School Enforcement Guide

http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Enforcement.pdf

APPENDIX 6 | ENGINEERING (ENG 6)

DOCUMENTING THE ISSUES

DEFICIENCY REPORTS

Use the format below to help you identify activities that support children commuting to school safely.

Utilice este formato para identificar actividades que apoyan a los niños llegar a la escuela seguros.

Title: Document, Program Name, etc.

Titulo: Nombre del Document, del Programa, etc.

**Enter school name, include number people participating, meeting date(s), etc. /
Escriba el nombre de la escuela, personas participaron, fecha(s) de reuniones, etc.**

Use the table below to help you identify issues (include location and description) priorities, comments, request, other key stakeholders' comments, responsible parties' responses, etc. (you can support chart with pictures)

Utilice la siguiente tabla para ayudarlo a identificar problemas (incluya ubicación y descripción del problema), prioridades, comentarios, solicitudes, comentarios de partes interesadas que sean clave, respuestas de las partes responsables, etc. (puede complementar esta tabla con fotografías)

Participant priority/ Prioridad del Participante	Resident Comments/ Comentarios de los Residentes	Ideas/ Ideas	School Comments/ Comentarios de las Escuelas	Department/ Departamento	Support Documents / Documentos de Soporte
Sections below have information on how to prioritize issues	Include a description and location of the problem you consider important	Here you can include the request or idea you have to improve or solve the issue	Here you can include comments or requests from key stakeholders (School Principal, PTA, School District, etc)	Fill this column with you get a response from the appropriate department responsible to follow up with the issue you identified	You can include pictures or other document that would support the identified issue.
<i>Abajo hay una sección que muestra maneras para priorizar los problemas identificados</i>	<i>Incluya una descripción y la ubicación de los problemas identificados como importantes</i>	<i>Aquí puede incluir una solicitud o idea para mejorar o resolver el problema identificado</i>	<i>Aquí puede incluir comentarios o solicitudes de partes interesadas como (El Director de la Escuela, PTA, el Distrito Escolar, etc)</i>	<i>Llene esta columna con la respuesta recibida del departamento que le corresponde resolver el problema identificado.</i>	<i>Aquí puede incluir fotografías o documentos que le den soporte al problema identificado.</i>

Issues prioritization

Online Resources:

National Center for Safe Routes to School Safety-Based Prioritization Guide:

http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/Seng_Prioritizing_Infrastructure_Projects.pdf

MRCOG Project Prioritization Guidebook -

http://www.mrcog-nm.gov/images/stories/pdf/transportation/tip/PPP/LUA_-_Electronic_Version.pdf

National Center for SRTS -

<http://www.saferoutesinfo.org/program-tools/safety-based-prioritization-schools-safe-routes-school-infrastructure-projects-process>

Safe Routes to School Partnership -

http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/Seng_Prioritizing_Infrastructure_Projects.pdf

http://www.mrcog-nm.gov/images/stories/pdf/transportation/tip/PPP/LUA_-_Electronic_Version.pdf

WALK/BIKE AUDITS

Online Resources

National Center for Safe Routes to School - Walk and Bike Audits

http://guide.saferoutesinfo.org/engineering/walking_and_bicycling_audits.cfm

Safe Routes to School Partnership - SRTS Briefing Sheet: Walking and Biking Audits

http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/SRTS_Program_Walking ITE_2012.pdf

WALKABILITY CHECKLIST

Online Resources:

Circulate San Diego Walkability Checklist

<http://www.circulatesd.org/resources/about-walking/walkability-checklist/>

"Walkability Checklist." Bicycle and Pedestrian Information Center,

<http://drusilla.hsrb.unc.edu/cms/downloads/walkabilitychecklist.pdf>

Circulate San Diego – BestWALK (phone application)

<http://www.circulatesd.org/resources/walk-scorecard/sharp-healthcare-regional-walkability-scorecard/bestwalk-description/>

REPORTING ISSUES

SERVICE REQUESTS

Online Resources:

City of San Diego – Traffic Service Request

<http://www.sandiego.gov/tsw/servicerequests/trafficrequest.shtml>

PARENT Suggested MAPS

Online Resources:

National Center for Safe Routes to School, "Safe Routes to School Online Guide: Engineering, school route maps and the tools to create them."

[http://www.saferoutesinfo.org/saferoutesinfo.org/guide/engineering/school route maps and the tools to create them.cfm](http://www.saferoutesinfo.org/saferoutesinfo.org/guide/engineering/school%20route%20maps%20and%20the%20tools%20to%20create%20them.cfm)

Centers for Disease Control and Prevention, "Walkable Routes to School Survey."

<http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk.pdf> (pg. 57)

OTHER GENERAL RESOURCES:

National Center for SRTS - What are some accommodations for students with disabilities?

<http://www.saferoutesinfo.org/program-tools/what-are-some-important-design-guidelines-accommodating-students-disabilities>

California Office of Traffic Safety Safe Routes to School Initiative, California Department of Health Services Local Government Commission - Transportation Tools to Improve Children's Health and Mobility

<http://www.dot.ca.gov/hq/LocalPrograms/TransportationToolsforSR2S.pdf>

National Center for SRTS - STUDENT PICK-UP/DROP OFF PLAN GUIDELINES

<http://www.saferoutesinfo.org/sites/default/files/resources/StudentPickUpDropOffPlanGuidePhoenix.pdf>

APPENDIX 7 | EVALUATION (EVAL 7)

STUDENT TRAVEL TALLY

Online Resources:

National Center for Safe Routes to School - Student In-Class Travel Tally

<http://www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally>

PARENT SURVEY

Online Resources:

National Center for Safe Routes to School – Parent Survey

<http://www.saferoutesinfo.org/program-tools/evaluation-parent-survey>

OTHER EVALUATION TOOLS

National Center for Safe Routes to School - Evaluation

<http://guide.saferoutesinfo.org/evaluation/>

"Walk-to-School Survey." KidsWalk-to-School: A Guide to Promote Walking to School, <http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk.pdf> (pg. 55-56)

"KidsWalk-to-School Participant Evaluation." KidsWalk-to-School: A Guide to Promote Walking to School, <http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk.pdf> (pg. 61)

Safe Routes to School National Partnership - Evaluation Handout

http://saferoutespartnership.org/sites/default/files/pdf/SRTS.Eval.Handbook-Final_9_08.pdf

California Safe Routes to School - Technical Resource Center

<http://www.casaferoutestoschool.org/safe-routes-to-school-basics/preparation/evaluate-your-program/>

National Center for Safe Routes To School – Evaluation Tools

<http://www.saferoutesinfo.org/data-central/evaluation-tools>

APPENDIX 8 | EMPOWERMENT (EMP 8)

COMMUNITY SUPPORT

RECRUITMENT & ENGAGEMENT

Online Resources:

"Step One: Identify Interest." KidsWalk School: A Guide to Promote Walking to School, <http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk.pdf> (pg. 7)

Marin County SRTS - Safe Routes to Schools has collected PDF and Word documents to help Team Leaders get off to a great start with programs and promotions
<http://www.saferoutestoschools.org/toolkit.html#iwalk2012>

Webinar

National Center for Safe Routes to School - The Community Connection: School Travel Plans and Building Community Support - <http://saferoutesinfo.org/program-tools/sustain-program>

National Center for Safe Routes to School - Keys to a Successful SRTS Program: Recruiting and Retaining Volunteers - <http://saferoutesinfo.org/program-tools/sustain-program>

EMPOWERMENT

Online Resources:

Safe Routes to School National Partnership - Safe Routes to School: Helping Communities Save Lives and Dollars - <http://saferoutespartnership.org/sites/default/files/pdf/SRTSNP-2011-Policy-Report.pdf>

Safe Routes to School National Partnership and National Center for Safe Routes to School - Integrating Safe Walking and Bicycling to School into Comprehensive Planning
http://saferoutespartnership.org/sites/default/files/pdf/SRTS_brief_IntegratingCompPlan-FINAL.pdf

Change Lab Solutions - Model General Plan Language Supporting Safe Routes to Schools
http://www.changelabsolutions.org/publications/SRTS_general-plans

Change Lab Solutions – SRTS: Minimizing Your Liability Risk
[http://changelabsolutions.org/sites/default/files/SRTS_Fact_Sheet_FINAL_\(CLS-20120530\)_20100727.pdf](http://changelabsolutions.org/sites/default/files/SRTS_Fact_Sheet_FINAL_(CLS-20120530)_20100727.pdf)

10 Tips for Safe Routes To School Programs and Liability,

<http://www.saferoutesinfo.org/sites/default/files/liabilitytipsheet.pdf>

SRTS Intro - General

Center for Disease Control

<http://stacks.cdc.gov/view/cdc/12279/>

National Center for SRTS –

Taking concrete steps to make walking and bicycling safer will reduce the likelihood of injury, and thereby minimize exposure to liability.

<http://www.saferoutesinfo.org/sites/default/files/resources/liabilitytipsheet.pdf>

Webinars:

Integrating Safe Walking and Bicycling into Comprehensive Planning

<http://saferoutesinfo.org/program-tools/sustain-program>

ADVOCACY TOOLS

FORMATS

The following advocacy tools include a format that will help you to set your goals and identify the steps needed to accomplish them. This section also includes a guide that will help you to explain clearly the specific problems that are affecting you and your community. The additional tools include tips and formats to contact your representatives and city staff by phone, letter and when meeting with them in person. Lastly, you will find a chart that includes contact information and a description of the responsibilities of specific City of Lemon Grove departments and elected officials that could be used as a guide to find an appropriate key person to approach for a problem.

Action Plan

1. What is your goal? Write the walkability problem that we have identified in the top goal section.
2. What are the steps that you should take to achieve this goal?

Think about the following questions to help you formulate your steps:

- What information might you need to achieve your goal?
- Who might you need to contact for this information?
- Who could help you achieve this goal? How do you contact them?

How do I monitor the action plan to make sure we have completed all of the steps?

3. Who will be responsible for each step?
 - Write a name in the, “Who will be responsible for the action,” box.
4. What are some reasonable deadlines to complete these steps?
 - Write dates in the, “Date action will be accomplished,” box.
 - Keep in mind that to meet with someone you will have to take into account their schedule as well (e.g. you may have to wait a week or more to schedule a meeting with City staff).
5. How will you know the step or action has been met?
 - Write in exactly how you will know the step has been completed in this section.

Follow the steps in the Action Plan to keep you on track, so that you don't stray from your goal

CREATING A FACT SHEET

A fact sheet is a guide listing important information about the problem and your solution. You can use a fact sheet to educate community members, government officials, and journalists about the problem. A well-prepared fact sheet is one to two pages maximum. The following page is a Sample Fact Sheet.

Your fact sheet should include:

1. **Background:** Identify the problem to be solved. Write when it became a problem, what affect it has had on you, your family, and the community, and why it continues to be a problem. Include past efforts to address the problem and their outcome. Finally, write what will happen if the problem were resolved.
2. **Project Activities:** List the activities you are doing to address the problem and the goals you hope to accomplish through these activities.
3. **Question and Answer Section:** Think about questions a person might have about the problem or your plans to address the problem. Write those questions and provide answers.
4. **Contact information:** Provide contact information for you (or your group) for people who need more information or want to help.
5. **My Story:** Include a box or blank area for advocates to write or outline their personal experiences with the problem that they can use in a letter or face-to-face meeting.

SAMPLE FACT SHEET

Background

Diabetes can lead to heart disease, blindness, and kidney failure and is the sixth leading cause of death in the United States. Diabetes is related to such factors as obesity, family history of diabetes, physical inactivity, and race/ethnicity. Latinos have a high risk for type 2 diabetes.

Project Activities

The goal of this project is to help decrease the risk of developing diabetes for Latinos living in Westley, California. The project will focus on preventing diabetes in young community members.

As part of this project we will:

- Ask our city government to help make neighborhood parks safe and usable by the adding more lighting and police patrols. This will help cut down on gang and drug activity in the parks.
- Work with local schools to increase the amount of healthy food choices available to students.
- Encourage more young people to be involved in youth sports. We will collect donations from local businesses to help cut the cost of equipment and uniforms so more kids can participate.
- Make healthy food more affordable by creating a community garden where families can grow their own fruits and vegetables.
- Ask for funds from the State to set up a free diabetes screening station at the farm worker health clinic. Early detection and education will help people avoid diabetes complications.

My Walking Story:

Use this area to write down how diabetes has affected you, a community member or someone you know.

Q & A

▲ Why is it important to reduce diabetes?

Diabetes treatments are expensive. In 2002 the average person with diabetes spent \$13,243. This is a very high cost for low-income families or families with more than one diabetic child.

TIPS FOR CONTACTING YOUR REPRESENTATIVE'S OFFICE

1. Find out as much as you can about the problem before you contact your representative:

- Talk to people in your community. Has anyone in your community talked to your representative about this problem before?
- Search old newspapers at the library for stories about the problem. Has your representative talked about this problem before? Promised to do something about it?
- Visit your representative's website (at a computer in the library if you don't have one) and look at the laws they have introduced and how they have voted on similar issues.
- Make a fact sheet with all important information about the problem to hand to advocates, government officials and reporters.

2. Pick the right people to make contact:

- Your representative wants to hear from community members he or she represents. Community members who help you with your advocacy projects should live in the district of the representative you contact.
- People who make good advocates are those you include in your Change Team: community leaders, business owners, adults, families with children, senior citizens, representatives from community clubs and groups, etc.
- Choose people who are most affected by the problem. For example, if the problem is unsafe equipment in playgrounds, your best advocates would be families who use the playgrounds.

3. When you contact your representative:

- Keep your message short and clear.
- Be honest, polite and specific about what you want.
- Give examples to show how this issue affects you, families, and your community, using personal examples and photos.
- Thank your representative and his/her office staff for their time.

The best ways to communicate with your representative are:

- * Face-to-face meetings
- * Phone calls
- * Photos
- * Personal letters
- * Emails
- * Articles and editorials in local newspapers.

Don't do:

- Letters, visits, or phone calls from people outside your community
- Advertisements. An open letter in your newspaper does not have the same meaning as a personal letter from a community member.
- Computer generated, impersonal form letters or emails.
- Mailing brochures, fact sheets, flyers, or newsletters without an attached letter explaining why you sent this information.

CALLING YOUR REPRESENTATIVE

Sometimes work and family schedules can make it hard to meet with your representative. Ask your family, friends, and neighbors to call your representative's office. It is a quick and easy way to show your representative that an issue is important to you.

Prepare Your Community Members

- Create a fact sheet.
- Review the fact sheet with community members before they make their calls.
- Be prepared to send materials to the representative's office after the call

Make the Call

- Give your name and identify yourself as a community member.
- Be clear, honest, polite and make a specific request.
- Never argue with a staff member.
- Offer to send more information about the issue
- Ask for a letter confirming that the representative received your request.
- Thank the person who took your call.
- Record the person's name and date and time of the call.
- Keep track of all contacts with the representative's office. You can use this record to show your representative that you are serious about this issue.

Example: "My name is Ana Vargas, and I live in City Councilman Hueso's district. I would like Councilman Hueso to work with the Parks and Recreation Department to put more lights in city parks in San Ysidro. This will let community members use the parks safely in the evening. Can I send you information about this problem? Would you please send me a letter confirming the representative received my request? May I ask your name? Thank you for your time.

Follow-up

- If you receive a follow-up letter from your representative, send a thank-you letter.
- If you do not receive a follow-up letter, call or write the representative and include information about your original call.

Remember, your representative's office receives many calls every day. It may take time for them to get back to you about your request. You may need to be patient but persistent.



PRACTICE I: CALLING YOUR REPRESENTATIVE

What is the problem? _____

What is your solution?

Who are you contacting?

What are you asking them to do?

► Use the space below to plan what you will say during your call. Your message should be clear, honest, polite, and make a specific request.

Example: "My name is Ana Vargas, and I live in City Councilman _____ district. I would like Councilman _____ to work with the Parks and Recreation Department to put more lights in city parks in San Ysidro. This will make the parks safer for community members to use in the evening. Can I send you more information on this problem? Would you please send me a letter confirming that the representative received my request? May I have your name for my records? Thank you for your time!"

Name of Staff: _____

Date/Time of call: _____

Follow up information: _____

WRITING YOUR REPRESENTATIVE

Connect

- Use their proper title (example: Councilman, Representative, Senator, etc.)
- Identify yourself as a community member.
- Write about your issue and why it is important.
- Share a story or example of how this issue affects you, your children, and your neighborhood.

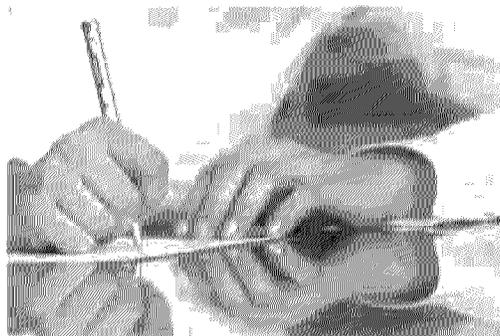
Ask

- Make your message short, clear and specific. (Example: more lights in city parks so they are safer for San Ysidro residents to use in the evening.)
- End the letter with a one or two sentence summary of the problem and what you are asking the representative to do.
- Thank the representative for their time, ask for a response, and personally sign the letter.

Impress

- Keep a positive attitude while being polite and respectful.
- If you receive a response to your letter, follow up with another letter thanking the representative for his or her time.
- If you do not receive a response, follow up with an email, phone call, or another letter.

Remember that it takes time to read and respond to all of the letters that your representative receives each day. You may need to be patient, though persistent, while waiting for them to respond to your request.



PRACTICE 2: WRITING YOUR REPRESENTATIVE

What is the problem? _____

What is your solution? _____

Who are you contacting? _____

What are you asking them to do?

► Practice writing a letter to your representative by filling in the blanks below.

Date: _____

Dear _____:
(Your representative's name and title)

My name is _____, and I live in your district. I am writing to you
(Your name)

because there is a problem that is important to me, my family, and other
community members who live in your district. The problem I am concerned about
is:

(Write a few sentences explaining the issue, why it is important and how it affects life in your community)

I am asking you to _____
(Be specific about what you want your representative to do.)

By doing this you will _____
(Talk about the positive results if he or she does what you are asking.)

By addressing this problem you will improve the lives of everyone who lives in our
community.

Thank you for taking the time to listen to my concerns.

Sincerely,
(Signature and name)

PRACTICE 3: MEETING WITH YOUR REPRESENTATIVE

Step 1: Identify the problem and create your message:

What is the problem? _____

What is your solution? _____

Who are you meeting with? _____

What are you asking them to do? _____

Step 2: Plan and schedule your meeting:

<u>Meeting Plan</u>
Group size: _____
Group spokesperson: _____
People to share personal stories: _____
Person in charge of leaving information after the meeting: _____

<u>Scheduling</u>
Called office on: _____
Scheduler's name: _____
Meeting Date: _____
Meeting Time: _____
Length of meeting: _____
Called back to confirm meeting on: _____

Step 3: Attend your meeting

Step 4: Meeting outcome

What did your representative say about the problem? _____

Did your representative agree to do something about the problem? Yes No (circle one)

If yes, what are they going to do? _____

Is another meeting is needed? _____

Is there another person or agency that you should contact? _____

Step 5: Follow-up

Date thank-you note mailed: _____

MEETING WITH YOUR REPRESENTATIVE

The best way to bring attention to your issue is to meet face-to-face with your representative or a staff person.

Plan

- Prepare a Fact Sheet.
- Form a Change Team
 - Ask people in your community to join your Change Team, such as: community leaders, business owners, adults, families with children, senior citizens, and members of community clubs and groups.
 - Your Change Team should include those most affected by the issue. For example, if the issue is unsafe play equipment in playgrounds you will want to ask children and their parents to attend the meeting.
- Make a meeting plan.
 - Pick a group spokesperson to deliver your message and keep the meeting on track.
 - Plan who will share a personal story and when they will speak.
 - Pick a person to leave information with the representative or the office staff after the meeting.

Contact

- Call the representative's office and ask to speak to the person who handles the representative's schedule.
- Tell the person that:
 - You are a community member,
 - You want to talk to your representative about [a problem]
 - You will need [amount of time]
 - You will bring [number of] community members with you.
- Call to confirm the meeting the day before it is scheduled.

Deliver

- Go to your meeting on time. If possible try to arrive 10 minutes early.
- Thank your representative for meeting with you.
- Share personal stories and explain how your issue affects you, your family, and your community.
- Keep your message short, clear, and specific about what you want.
- Carefully listen to your representative. He or she may not agree with you or may have other ideas about how to address the problem.



Community members meet with Representative Bob Filner to talk about Juvenile Diabetes. (Chula Vista, CA March 25,

Maximize

- Leave your business card, your Fact Sheet and any other materials you have.

Send a thank you letter.

CITY OF LEMON GROVE CONTACT INFORMATION

REASON TO CONTACT/ MOTIVO PARA CONTACTARLOS	CONTACT INFORMATION/ INFORMACIÓN DE CONTACTO	DESCRIPTION/ DESCRIPCIÓN
<ul style="list-style-type: none"> Contact (e.g. phone, email, letter) County Supervisor/City Council members regarding issue/ <i>Contactar (por ejemplo por teléfono, correo electrónico, carta) a los Supervisores del Condado o a los miembros de Cabildo Municipal en relación a un problema</i> Attend City Council meeting to speak on issue of concern/ <i>Para asistir a las juntas de Cabildo Municipal para hablar sobre algún problema que le preocupe</i> 	<p align="center">County Supervisor Supervisor del Condado</p> <p>Dianne Jacob, County Administration Center 1600 Pacific Highway San Diego, CA 92101 (619) 531-5522 Dianne.jacob@sdcounty.ca.gov</p>	<p>The Board of Supervisors conducts regular meetings on <u>Tuesdays and Wednesdays</u> at 9:00am at: <i>El Consejo de Supervisores se reúne cada Martes y Miércoles a las 9:00am en:</i></p> <p align="center">Room 310 / Salon 310 1600 Pacific Highway, San Diego, CA 92101</p>
	<p align="center">Mayor Presidente Municipal Mary Teresa Sessom</p> <p align="center">Mayor Pro Term Sub-Alcalde Jerry Jones</p>	<p>The City Council conducts regular meetings on the first and third Tuesday of each month at 600pm: <i>Las juntas de gobierno se realizan el primer y tercer Martes de cada mes a las 6:00pm:</i></p> <p align="center">Lemon Grove Community Center 3146 School Lane Lemon Grove, CA 91945</p>
	<p align="center">Councilmembers Regidores</p> <p>George Gastil - ggastil@lemongrove.ca.gov</p> <p>Howard Cook - hcook@lemongrove.ca.gov</p> <p>Raquel Vasquez - rvasquez@lemongrove.ca.gov</p> <p>Jennifer Mendoza - jmendoza@lemongrove.ca.gov</p>	

REASON TO CONTACT/ PARA CONTACTARLOS	MOTIVO	CONTACT INFORMATION/ INFORMACIÓN DE CONTACTO	DESCRIPTION/ DESCRIPCIÓN
<ul style="list-style-type: none"> • New crosswalk <i>Nuevos cruces peatonales</i> • New stop sign <i>Nuevas señales de alto</i> • New street light <i>Nuevo alumbrado publico</i> • New traffic signal <i>Nuevos semáforos</i> • Safety concerns regarding pedestrian, bicycle, or motorist activity <i>Preocupaciones sobre la seguridad en cuanto a actividad peatonal, ciclista o vehicular</i> • Street traffic volume <i>Volumen de Tráfico en las Calles</i> • Parks/ Parques <p>To report an issue with: <i>Para reportar un problema con:</i></p> <ul style="list-style-type: none"> • streets in need of repair or resurfacing <i>Calles con necesidad de reparación o recubrimiento</i> • Potholes/ baches • Sidewalks, curbs, alleys/ <i>Banquetas, bordes de banqueta, callejones, etc</i> • Traffic signals or signs/ <i>Semáforos o señales de transito</i> • Signal outages <i>Semáforos fundidos</i> 	<p style="text-align: center;">Development Services Servicios de Desarrollo</p> <p>Director: Carol Dick</p> <p>619-825-3806 cdick@lemongrove.ca.gov</p> <p style="text-align: center;">Engineering Ingeniería</p> <p>City Engineer: Ingeniero de la Ciudad</p> <p style="text-align: center;">Leon Firsht</p> <p>619-825-3825 lfirsht@lemongrove.ca.gov</p>	<p>The Development Service Department purpose is to ensure that projects comply with wthe standards set forth within the Municipal Code./ <i>El propósito del Departamento de servicios de Desarrollo es asegurarse que los proyectos cumplan con los estándares del Código Municipal.</i></p> <p>Engineering Department is responsible for management of a variety of programs including to provide for the planning, design, repair and maintenance of the 68.7 centerline miles that comprise the public street system. <i>El Departamento de Ingeniería es responsable de administrar una variedad de programas que incluyen la planeación, diseño, reparación I mantenimiento de las 68.7 millas que comprenden el sistema de vía publica.</i></p>	
	<p style="text-align: center;">Public Works Obras Publicas</p> <p>Director: Mike James</p> <p>619-825-3814 mjames@lemongrove.ca.gov</p>	<p style="text-align: center;">Counter Hours Horario de Oficina</p> <p style="text-align: center;">7:00 – 10:00am & 3:00 – 6:00pm</p>	

REASON TO CONTACT/ PARA CONTACTARLOS	CONTACT INFORMATION/ INFORMACIÓN DE CONTACTO	DESCRIPTION/ DESCRIPCIÓN
<ul style="list-style-type: none"> To give input on community issues to elected local residents and/or to present an issue in the City of Lemon Grove. <i>Para dar información valiosa a un grupo de residentes de la comunidad que han sido electos y/o para compartir información sobre problemas o preocupaciones relacionadas a la Ciudad de Lemon Grove</i> 	<p style="text-align: center;">Planning Commision – Comision de Planeacion</p> <p>If you are a Lemon Grove resident interested in helping to guide the City into the future, you can apply to participate in this commission</p> <p><i>Si usted es un residente de Lemon Grove interesado en ayudar a guiar el futuro de la Ciudad, usted puede aplicar para participar en esta comisión.</i></p>	<p>The Planning Commission holds public hearings to review and receive public input on local land use projects and advises the City and reviews and acts upon appeal of decision made by the Development Services Director <i>La Comisión de Planeación tiene reuniones públicas para revisar y recibir opinión pública en asuntos y proyectos locales y para dar consejo a la Ciudad y revisar decisiones hechas por el Director de Servicios de Desarrollo.</i></p> <p>The Planning Commission meets at 600pm on the 4th Monday of each month: <i>La Comisión de Planeación se reúne a las 6:00pm de cada 4to Lunes de cada mes:</i></p> <p style="text-align: right;">Lemon Grove Community Center 3146 School Lane Lemon Grove, CA 91945</p>

- Please use this chart only as reference as the elected officials and departments herein included are just a few of the many departments within the jurisdictions (City of Lemon Grove and County of San Diego). Please consider that staff and departments' names herein included could change at some point.

APPENDIX 9 | FUNDING SOURCES

This section provides a list of several potential private, federal, state, local, and other funding options for use by the City of Lemon Grove, the Lemon Grove School District and other potential interested parties to implement infrastructure and non-infrastructure projects.

The following entries are organized categorically and alphabetically. Some entries have websites, e-mail addresses and/or phone numbers, while others do not. Not all entries are applicable to every stakeholder, but this document is also an advocacy resource that could be used to encourage the appropriate entities to apply for grants that would benefit the Lemon Grove Community. All of the information in this guide is subject to change. None of the following entities have guaranteed funding. Please contact each funding source directly before soliciting funding.

PRIVATE FUNDING SOURCES

Albertson's Community Grants: Grants focus on health, nutrition, and hunger relief.

American Heart Association: Voices for Healthy Kids' Strategic Campaign Fund to engage, organize, and mobilize people to improve the health of their communities and reverse the childhood obesity epidemic

American Honda Foundation: Grants focus on youth education: literacy, math, science, technology, environment, job training, etc. ahr@ahm.honda.com

AT&T Foundation: Corporate Contributions – Grants focus on the environment, people: quality of life issues, improving education, advancing community development, underserved groups, and technology innovation

Cliff Bar Family Foundation: Grants focus on conserving wild places and open spaces, advocating for pedestrian and bike-friendly communities, expanding urban forests and restoring watersheds.
<http://clifbarfamilyfoundation.org/Grants-Programs>

Coca Cola Foundation: Community Support Grant - provide access to exercise, physical activity education programs, initiatives that motivate behavior modification, and projects that encourage lifestyle/behavioral changes
<http://www.coca-colacompany.com/our-company/the-coca-cola-foundation>

California Wellness Foundation: Opportunity Fund and/or Promoting Healthy and Safe Neighborhoods
818-702-1900

Chargers Champions: The Grant focuses on improving physical fitness, nutrition and athletic programs in SD County schools

Dr. Scholl Foundation: The Grant focuses on education, social service, healthcare, environmental, civic and culture.

Fed Ex: Social Responsibility Program - education, pedestrian/child safety, health and human services
Fidelity Foundation: The Grant focuses on community development and social services, health, and education projects (budgeted at \$50K+) to organizations with operating budgets of \$500K+

Fire up Your Feet Challenge : A national contest, usually held in the Spring and Fall. Schools track their physical activity and are monetarily rewarded for the amount of physical activity their school has collectively logged. This funding can support all school programs that promote youth physical activity, including field trips. www.fireupyourfeet.org

General Mills: Champions for Healthy Kids - improve physical fitness and nutrition behaviors in youth
Beth Labrador; blabrador@eatright.org; 800-877-1600 ext. 4821

Girard Foundation: K-12 ed in SD - digital learning, charter schools, college and career preparedness, educational leadership
info@girardfoundation.org; 858-551-0881

Hearst Foundation: social service (literacy, youth development), education, health, culture
hearst.sf@hearstfdn.org; 415-908-4500

ING Foundation: Children's education and P.E. (childhood obesity), environmental sustainability
www.ing-usafoundation.com; Luis Abarca, Manager of Community Relations 770-980-6580

Kenneth T. and Eileen L. Norris Foundation: Grant focuses on community, youth, and science education
grants@ktn.org

Lowe's Educational Grant: Grants only for public schools

MetLife Foundation: Grant focuses on health, education, culture, civic affairs, public broadcasting

PTA: Healthy Lifestyles Energy Balance 101 Grant - reduce childhood obesity
programs@pta.org; 703-518-1221

State Farm Insurance - Youth Advisory Board: This grant focuses on Service Learning Grants (environmental responsibility, societal health and wellness issues)

Union Bank Foundation: This grant focuses on community economic development, environment, education, affordable housing in communities where Union Bank has a presence.

Walgreens Community Grant Program: Improve access to community health and wellness, civic and community outreach - grants@walgreens.com

Wal-Mart Foundation: Local Giving Program - Education (adolescent literacy, high school success); health and wellness

Weingart Foundation: SD Small Grant Program - health, human services and education for underserved/disadvantaged

DONATIONS

Donations: Private companies and individuals sometimes make donations to causes they feel strongly about. These are not a reliable source of funding since they are often random and infrequent; however, these types of donations should still be considered a viable potential funding source.

<http://apps.saferoutesinfo.org/lawenforcement/pdf/Location-Funding.pdf>

<http://www.saferoutestoschools.org/documents/DonationsGuide.pdf>

LOCAL FUNDING SOURCES

TransNet Smart Growth Incentive Program (SGIP): SANDAG administers the Cycle 3 *TransNet* Smart Growth Incentive Program to fund transportation related infrastructure improvement and planning efforts that support smart growth development in Smart Growth Opportunity Areas throughout the region. More information:

<http://www.sandag.org/index.asp?classid=12&projectid=491&fuseaction=projects.detail>

<http://www.sandag.org/index.asp?projectid=296&fuseaction=projects.detail>

TransNet Active Transportation Program (ATGP): ATGP funding encourages local jurisdictions to improve connectivity and accessibility to transit, schools, retail centers, parks, work, and other community gathering places. The grant program also supports education and encouragement activities, as well as bicycle and pedestrian improvements. More information:

<http://www.sandag.org/index.asp?classid=12&projectid=491&fuseaction=projects.detail>

SANDAG iCommute: iCommute includes many services to facilitate alternative transportation.

iCommute offers mini-grants for International Walk to School Day activities in individual schools. More information: <http://icommutesd.com/school/school-default>

SANDAG Grant support for biking, walking to school The funding supports programs that encourage active transportation to and from school and that promote pedestrian safety. Get more details on the [Walk, Ride and Roll to School Web page](#) or contact Antoinette Meier, Senior Transportation Planner, at (619) 699-7381 or antoinette.meier@sandag.org

Local Bond Measures: Local bond measures, or levies, are usually initiated by voter-approved general obligation bonds for specific projects. Funding from bond measures can be used for right-of-way acquisition, engineering, design, and construction of pedestrian and bicycle facilities. Transportation-specific bond measures featuring a significant bicycle/pedestrian facility element have passed in other communities, such as Seattle's "Closing the Gap" measure.

Tax Increment Financing/Urban Renewal Funds: When a public project (e.g., sidewalk improvements) is constructed, surrounding property values generally increase and encourage surrounding development or redevelopment. The increased tax revenues are then dedicated to finance the debt created by the original public improvement project.

Transportation System Maintenance Fee: The revenue generated by a Transportation System Maintenance Fee (sometimes called a transportation maintenance fee or a street user fee) is commonly used for operations and maintenance of the street system, including maintaining on-street bicycle and pedestrian facilities.

Local Improvement Districts (LIDs): Local Improvement Districts (LIDs) are most often used by cities to construct localized projects such as streets, sidewalks, or bikeways. Through the LID process, the costs of local improvements are generally spread out among a group of property owners within a specified area.

Economic Improvement Districts (EIDs): Economic Improvement Districts collect assessments or fees on businesses in order to fund improvements that benefit businesses in the district. These districts may include provisions for pedestrian and bicycle improvements, such as wider sidewalks, landscaping, and ADA compliance. Do a research about a local EID in Lemon Grove, in case there is, contact them for more information.

Community Development Block Grants (CDBG): Grantees may use CDBG funds for activities that include (but are not limited to) acquiring real property; building public facilities and improvements, such as streets, sidewalks and recreational facilities, and planning and administrative expenses.

http://portal.hud.gov/hudportal/HUD?src=/program_offices/comm_planning/communitydevelopment/programs

STATE FUNDING SOURCES

Caltrans Sustainable Transportation Planning Grants: The Strategic Partnerships grants are funded by the Federal Highway Administration (FHWA State Planning and Research, Part I). Caltrans administers the grant to fund planning projects throughout the state. More information:

<http://www.dot.ca.gov/hq/tpp/offices/orip/Grants/grants.html>

Sustainable Communities: grant to fund transportation planning projects that identify and address mobility deficiencies in the multimodal transportation system, encourage stakeholder collaboration, involve active public engagement, and integrate Smart Mobility 2010 concepts.

More information: <http://www.dot.ca.gov/hq/tpp/offices/orip/Grants/grants.html>

Highway Safety Improvement Program (HSIP): The goal is to significantly reduce traffic fatalities and serious injuries resulting from collisions on all public roads by implementing infrastructure-related highway safety improvements. More information: <http://www.dot.ca.gov/hq/LocalPrograms/hsip.htm>

Office of Traffic Safety (OTS) Grants: One of the OTS priority areas includes pedestrian and bicycle safety, including bicycle safety programs. More information: <http://www.ots.ca.gov/Grants/default.asp>

Transportation Development Act Article 3 Funds

Funds may be used for bicycle and pedestrian activities. More information:

<http://www.dot.ca.gov/hq/MassTrans/State-TDA.html>

The Bicycle Transportation Account (BTA): Annual program providing state funds for city and county projects that improve safety and convenience for bicycle commuters. More information:

<http://www.dot.ca.gov/hq/LocalPrograms/bta/btawebPage.htm>

Cool California Funding Wizard: A searchable database to locate funding across state and federal agencies for reducing the impacts of climate change and supporting sustainable communities. More information: <http://www.coolcalifornia.org/funding-wizard-home>

Environmental Justice: Context Sensitive Planning Grants: The Environmental Justice (EJ) and Community-Based Transportation Planning (CBTP) grants are instrumental in developing and studying the sustainability of land use plans that improve the quality of life for many Californians. More information: <http://www.dot.ca.gov/hq/tpp/offices/ocp/cbtp.html>

Safe Routes to School (SRTS) and California Safe Routes to School (SR2S): Caltrans administers funding for Safe Routes to School projects through two separate programs: the state-legislated Program (SR2S) and the federally-legislated Program (SRTS). Under the Federal Safe Routes to School Program, cities, counties, school districts, non-profits, and tribal organizations are eligible for one hundred percent reimbursable funds that target children in grades K-8. Applicants may use funds for construction or for education, encouragement, enforcement, and evaluation activities. Construction must be within two miles of a grade school or middle school. More information: <http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm>

FEDERAL GOVERNMENT FUNDING SOURCES

Individual schools and the Lemon Grove School district should proceed with pursuing funding sources and leveraging their already existing funding according to their internal policies.

US Dept of Education: Carol M. White Physical Education Program - initiate, expand, or enhance physical education programs, including after-school programs for K-12. Carlette Huntley; 202-245-7871

Moving Ahead for Progress in the Twenty-First Century (MAP-21): Funding is intended for capital improvements and safety and education programs, and projects must relate to the surface transportation system. More information: <http://www.fhwa.dot.gov/map21/summaryinfo.cfm>

Transportation Alternatives: Transportation Alternatives (TA) funds may be used for a variety of pedestrian, bicycle, Safe Routes to Schools and other projects. More information: http://www.fhwa.dot.gov/environment/transportation_enhancements/legislation/map21.cfm

Surface Transportation Program: The Surface Transportation Program (STP) provides states with flexible funds which may be used for a variety of highway, road, bridge, and transit projects. A wide variety of bicycle and pedestrian improvements are eligible.

Congestion Mitigation/Air Quality Program: The Congestion Mitigation/Air Quality Improvement Program (CMAQ). These federal dollars can be used to build bicycle and pedestrian facilities that reduce travel by automobile.

Center for Disease Control and Prevention: The Centers for Disease and Control and Prevention (CDC) uses grants and cooperative agreements to fund research and non-research public health programs that advance the Agency's public health mission domestically and abroad to keep Americans safe and healthy where they work, live and play. <http://www.cdc.gov/grants/>

Additional Federal Funding: For up-to-date information about grant programs in all federal agencies, see: <http://www.grants.gov/>

APPENDIX 10 |

PROJECT SCHOOL DOCUMENTATION

Lemon Grove Academy Elementary

- **SRTS Community Input Summary**
- **Parent Preferred Routes Map**
- **4 E's Program Implementation Plan**



Lemon Grove Kids Walk & Roll to School! ¡Los Niños de Lemon Grove Caminan y Ruedan a la Escuela!
LEMON GROVE ACADEMY ELEMENTARY SCHOOL NEIGHBORHOOD VECINDARIO DE LA ESCUELA PRIMARIA LEMON GROVE ACADEMY
Pedestrian & Bicyclist Issues Temas de Peatones y Ciclistas



CirculateSanDiego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input. Community members reported the following pedestrian issues and possible solutions for improving each of these pedestrian issues. (Please note that the numbers in parenthesis indicate the number of votes cast by residents, thus determining the community prioritization level.)
 CirculateSanDiego en asociación con la Ciudad de Lemon Grove y el Distrito Escolar de Lemon Grove realizaron una serie de eventos comunitarios para recopilar información. Los miembros de la comunidad reportaron los siguientes problemas peatonales y las posibles soluciones para mejorar cada uno de esos problemas peatonales. (Por favor note que los números en los parentesis son el número de votos recibidos que dieron los residentes como resultado se determino el nivel de prioridad para la comunidad.)

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Grove Street between Broadway & Lemon Grove Avenue: (Votes/Votos: 12)					
1	High speeds, very dark Alta velocidades, muy oscura	City to evaluate and calm traffic, human scale lighting Ciudad evalúan y apaciguar el tráfico, iluminación escala humana	Agree De acuerdo	The Engineering division will evaluate for additional lighting needs. La división de ingeniería va evaluar para tener luces adicionales de alumbrado	
Broadway between Lemon Grove Avenue & Grove Street: (Votes/Votos: 11)					
2	High speeds, crosswalk not respected because crosswalk is not very visible even though it has lights Alta velocidades, no se respeta el cruce peatonal [no es muy visible el cruce peatonal a pesar de que tiene luz]	Complement the crosswalk with HAWK, Make the crosswalk more visible for driver Complementar cruce peatonal con HAWK, pintar cruce peatonal de alta visibilidad	Agree De acuerdo	Most drivers are aware of the crosswalk and continue to speed. The best COA involves LE response and not the infrastructure focus (e.g HAWK beacon) La mayoría de los conductores están conscientes de los cruces peatonales y continúan con su velocidad. El mejor campo de acción involucra la aplicación de medidas policíacas y no se enfoca en la infraestructura (ej. HAWK - Cruce Peatonal Activado de Alto Intensidad)	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Lemon Grove Way between church and Kinkel Park: (Votes/Votos: 10)					
3	It urges a sidewalk and pedestrian lighting	Instali a sidewalk and pedestrian lighting	Not familiar with concern	No comment.	
	Urge un banqueta y alumbrado	Instale un banqueta y alumbrado	No estoy familiarizado con la preocupación	Ningún comentario	
Golden Avenue & Kempf Street Intersection: (Votes/Votos: 8)					
4	There is a crosswalk that is not really visible and drivers do not respect nor reduce speeds	Install stop sign or increase visibility of crosswalk so that it is respected	Agree concern	The crosswalk is striped and has signage posted. The LGA should encourage all parents to adhere to the post signage. Additional LE presence may aid in changing the driving behavior.	
	Existe cruce peatonal pero no es tan visible y vehículos no respetan ni disminuyen velocidad	Instalar una señal de alto o instalar un cruce más visible para que respeten	De acuerdo con la preocupación	El cruce peatonal está delimitado y tiene señalización. La Escuela LGA debería alentar a todos los padres para que respeten estas señalizaciones. Adicionalmente la presencia de los LE podría contribuir en el cambio del comportamiento de los conductores.	
Golden Avenue & Kempf Street Intersection: (Votes/Votos: 8)					
4	Kempf Street is difficult to cross, cars speeding, no stop sign	Install lighted crosswalk	Agree	In a future grant application the City can include this location for funding	
	Es difícil cruzar Kempf, vehículos a altas velocidades no hay señal de alto	Instalar cruce peatonal iluminado	De acuerdo	En aplicaciones futuras para financiamiento de la Ciudad puede incluir esta ubicación.	

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Priority	Issues identified by Residents	Request	School Comments	City Comments	Pictures
Lincoln Street between Citronella Avenue & Skyline: (Votes/Votos: 7)					
6	<p>No sidewalk, pedestrian are force into the street by parked cars</p> <p><i>No hay banqueta y carros estacionados obligan que peatones caminen en la calle</i></p>	<p>Install a complete sidewalk with buffer zone</p> <p><i>Instalar banqueta completas (con buffer zone)</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks</p> <p><i>En la mayoría de las instancias la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i></p>	
School Lane (Shopping Center): (Votes/Votos: 7)					
6	<p>Cars park in non-parking places blocking the sidewalk</p> <p><i>Los vehículos se estacionan en zonas no designadas para estacionarse obstruyendo la banqueta</i></p>	<p>We need a school drop off zone</p> <p><i>Necesitamos una zona para descender</i></p>	<p>Not familiar with issue</p> <p><i>No estoy familiarizado con el problema</i></p>	<p>If personal vehicles are illegally parked the Sheriff's Department should be notified</p> <p><i>Si los vehículos personales están ilegalmente estacionados el Departamento del Alcaide debe ser notificado</i></p>	
Golden Avenue & Kempf Street intersection: (Votes/Votos: 6)					
8	<p>There is a stop sign, but on the right side it is blocked by over grown bushes</p> <p><i>Hay señal de alto pero pierde visibilidad a la derecha por los plantas de la casa donde se hace el stop</i></p>	<p>Ask home owners to trim bushes to increase visibility</p> <p><i>Pedir a los dueños cortar esas plantas</i></p>	<p>Significant concern</p> <p><i>Muy preocupación significativa</i></p>	<p>The City will evaluate the ownership of the tree/bush and notify the owner</p> <p><i>La Ciudad evaluará la propiedad de los árboles/arbustos y notificará al dueño</i></p>	

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Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
School Lane & Lincoln Street Intersection: (Votes/Votos: 6)					
8	<p>No sidewalk on the Southside of Lincoln Street</p> <p><i>No hay banqueta en la parte sur de Lincoln Street.</i></p>	<p>Look at feasibility of sidewalk installation</p> <p><i>instalar banqueta</i></p>	<p>Major concern</p> <p><i>Gran preocupacion</i></p>	<p>There is sidewalk on the northside of the street which all students should be encouraged to walk where the dedicated safezone exists</p> <p><i>Existe una banqueta en el lado norte de la calle por lo cual los estudiantes deberian ser alentados a caminar donde hay zonas designadas a la seguridad</i></p>	
Golden Avenue: (Votes/Votos: 5)					
10	<p>No sidewalks, unpleasant feel to environment</p> <p><i>No hay banqueta, un entorno no placentero</i></p>	<p>No comment</p> <p><i>No hay comentario</i></p>	<p>Definite concern</p> <p><i>Preocupacion - definitiva</i></p>	<p>The City is attempting to amend its current SRTS application to increase sidewalks in the area</p> <p><i>La Ciudad esta intentando cambiar su actual aplicacion de rutas seguras a la escuela (SRTS) con sus siglas en ingles para incrementar las banquetas en esta area</i></p>	
School Lane between Lincoln Street and Golden Avenue: (Votes/Votos: 4)					
11	<p>Many pedestrians crossing but no pedestrain crosswalk</p> <p><i>Muchos peatones cruzando pero no hay cruce demarcado</i></p>	<p>Install high visibility crosswalk</p> <p><i>instalar cruce demarcado de alta visibilidad</i></p>	<p>Significant concern</p> <p><i>Hay preocupacion significativa</i></p>	<p>Educate students and parents to cross at marked crosswalks rather than mid-block</p> <p><i>Alentar a los estudiantes y los padres de familia para caminar por los cruces demarcados en lugar de cruzar a la mitad de la cuadra</i></p>	

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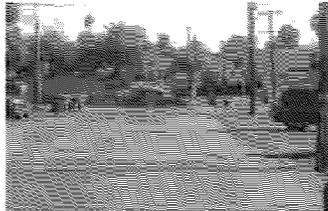
Priority	Issues Identified by Residents	Request	School Comments	CPA Comments	Pictures
11	School Lane in front of the school: (Votes/Votos: 4)				
	<p>Parents and kids crossing at mid-block</p> <p><i>Padres de familia y niños cruzando a mitad de la cuadra.</i></p>	<p>Look at feasibility of mid-block by Sprouts</p> <p><i>Ver que tan factible es poner un cruce peatonal a media cuadra por donde esto el Sprouts</i></p>	<p>Concern</p> <p><i>Una preocupación</i></p>	<p>Educate students and parents to cross at marked crosswalks rather than mid-block</p> <p><i>Educar a los estudiantes y los padres de familia para caminar por las cruces marcadas en lugar de cruzar a la mitad de la cuadra</i></p>	
11	School Lane in front of the school: (Votes/Votos: 4)				
	<p>Parents dropping off don't respect pedestrians or drivers, confusion</p> <p><i>Padres de familia que dejan a los niños en carro no respetan a los peatones ni a otros conductores, hay confusión</i></p>	<p>Educate parents about safety, and students about walking and biking safety</p> <p><i>Educar a los padres de familia acerca de la seguridad y a los estudiantes acerca de la seguridad cuando se camina o anda en bicicleta</i></p>	<p>Significant concern</p> <p><i>Una preocupación significativa</i></p>	<p>No comment.</p> <p><i>Ningún comentario</i></p>	
11	School Lane in front of the school: (Votes/Votos: 4)				
	<p>Cars speeding in front of school</p> <p><i>Altas velocidades vehiculares en frente de la escuela</i></p>	<p>Add a school drop off zone</p> <p><i>Añadir una zona para desbordar</i></p>	<p>Significant concern</p> <p><i>Una preocupación significativa</i></p>	<p>No comment.</p> <p><i>Ningún comentario</i></p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
11	School Lane in front of the school: (Votes/Votos: 4)				
	<p>Very dark at night</p> <p><i>Muy oscura de noche</i></p>	<p>Install human scale lighting</p> <p><i>Instalar iluminación a escala humana</i></p>	<p>Concern</p> <p><i>Preocupación</i></p>	<p>The Engineering division will evaluate for additional lighting needs.</p> <p><i>La división de Ingeniería lo evaluará para las necesidades adicionales de iluminación</i></p>	
11	School Lane & Golden Avenue Intersection: (Votes/Votos: 4)				
	<p>Corner is a blind spot, cars pull into the crosswalk and cannot see</p> <p><i>La esquina es un punto ciego, los vehículos se meten al cruce peatonal y no pueden ver</i></p>	<p>Look at curb extension or other improvements to enhance visibility</p> <p><i>Ver las extensiones en las esquinas o otras mejoras para mejorar la visibilidad</i></p>	<p>Significant concern</p> <p><i>Preocupación significativa</i></p>	<p>This intersection will be addressed during the SR15 project</p> <p><i>Esta intersección será abordada durante el proyecto de Rutas Seguras a la Escuela (SR15) en sus siglas en inglés</i></p>	
11	Lincoln Street between Kempf Street & School Lane: (Votes/Votos: 4)				
	<p>Shrubs on the sidewalk (on the right of the stop sign) are overgrown and there have been incidents where kids hide there and do bad things (kids have been beaten up)</p> <p><i>Los arbustos que están a la izquierda de la franja de parada están demasiado altos y ha habido incidentes de muchachos escondidos haciendo cosas malas (han golpeado niños)</i></p>	<p>Implement Community Prevention Through Environmental Design (CPTED), trim over grown bushes</p> <p><i>Implementar Diseño de Prevención del Delito a Traves del Entorno (CPTED) por sus siglas en inglés, recortar los arbustos</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>The shrubs on the north side of Lincoln are on school district property to maintain</p> <p><i>En su mantenimiento, los arbustos en el lado norte de Lincoln son propiedad del distrito</i></p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Lincoln Street between Kempf Street& School Lane: (Votes/Votos: 4)					
11	Many pedestrians cross but there is no crosswalk	Install a high visibility crosswalk	Agree	There are crosswalks located at the intersections of Lincoln/Kempf and Lincoln/School. Mid block crosswalks in this instance would do more harm than good. Students should be encouraged to walk on the northside of the street where the sidewalk exists.	
	Muchos peatones cruzando pero no hay cruce peatonal	Instalar cruce peatonal de alta visibilidad	De acuerdo	Existen las banquetas localizadas en las intersecciones de Lincoln/Kempf y Lincoln/Escuela. Cruces peatonales a la mitad de la cuadra dañarian mas que beneficiar. Los estudiantes deberán ser aconsejados a caminar por el lado norte de la calle donde se encuentra la banqueta.	
School Lane: (Votes/Votos: 3)					
19	People cross without crosswalk, cars drive too fast, traffic congestion	Make a drop-off zone and leave space open for cars to drive by	Significant concern	The School District must make education and awareness a bigger concern. The Sheriff's Department may be brought into the area to educate and then issue citations. But adding infrastructure will likely not solve the issue because existin safe crossing zones exist and are just not be utilized.	
	La gente cruza sin que haya cruce peatonal, los vehiculos van a altas velocidades, congestionamiento (de trafico)	Que haya una zona para desabordar y dejar espacio para que los vehiculos pasen por ahí	Hay preocupación significativa	El Distrito de la Escuela deberá estar abordando la educación y la concientización con mayor énfasis. El Departamento de Aljucaci (Sheriff) podría acercarse al área para educar y después multar. Añadir infraestructura no resuelve a este asunto porque si existen zonas de cruce seguros solo que no son utilizadas.	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
School Lane between Lincoln Street and Golden Avenue: (Votes/Votos: 3)					
19	Traffic slows and children get out of the car at a double line <i>El tráfico se ralentiza y niños bajan del carro en doble línea</i>	Awareness campaign complemented by Sheriff's Dept and fines <i>Campaña de concientización complementada por el Sheriff y multas</i>	Significant concern <i>Hay preocupación significativa</i>	Agree with the request <i>De acuerdo con la solicitud</i>	
Broadway & Columbus Place Intersection: (Votes/Votos: 3)					
19	Don't respect the crosswalk <i>No respetan el cruce peatonal</i>	Teach to fully respect the stop sign or to mark the crosswalk better <i>Enseñarles a respetar hacer el stop correctamente o a marcar mejor el cruce</i>	Not familiar with concern <i>No estoy familiarizado con la preocupación</i>	Behavioral awareness spearheaded by the Sheriff's Department. <i>Concientización conductual liderada por el Departamento del Alcaide (Sheriff)</i>	
Golden Avenue east of the intersection with School Lane: (Votes/Votos: 2)					
22	Red curb is fading out <i>El borde rojo de la banqueta se está desvaneciendo</i>	Repaint <i>Rever a pintar</i>	Agree <i>De acuerdo</i>	The City will evaluate the red curb and address it accordingly <i>La Ciudad evaluará el borde rojo en la banqueta y abordará el asunto según procediere</i>	
Lincoln Street between Kempf Street & School Lane: (Votes/Votos: 2)					
22	No sidewalk when turning right, and it is difficult to see the pedestrians due to the bushes <i>No hay banqueta al dar vuelta a la derecha y hay poca visibilidad por arbustos (por aver) a los peatones</i>	Install sidewalks and cut bushes <i>Instalar banquetas y cortar arbustos</i>	Agree <i>De acuerdo</i>	Sidewalk exists on the north side of the street. The bushes are on school district property to maintain <i>La banqueta existe en la parte norte de la calle (los arbustos son propiedad del Distrito Escolar y ellos deben dar mantenimiento)</i>	

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Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Lincoln Street & School Lane Intersection: (Votes/Votos: 2)					
22	<p>No crosswalk for pedestrians to use nor is there safety patrol, there is not a sidewalk at all on the south side</p> <p><i>No hay cruce peatonal para que lo utilicen los estudiantes ni tampoco patrulla de seguridad. No hay banqueta en la parte sur</i></p>	<p>Invest in safety patrol at Middle School, place a sidewalk</p> <p><i>invertir en la patrulla de seguridad en la escuela secundaria, instalar una banqueta</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>Sidewalk exists on the north side of the street The District must educate all students/parents to use that side. There is a crosswalk at the intersection</p> <p><i>La banqueta existe en la parte norte de la calle el Distrito deberá educar a los estudiantes/padres para su uso. Existe un cruce peatonal en la intersección</i></p>	
Broadway between Lemon Grove Avenue & Grove Street: (Votes/Votos: 2)					
22	<p>Flashing crosswalk is not respected and drivers can't see it during the day</p> <p><i>No se respeta el cruce peatonal con luces intermitentes y en el día los conductores no lo pueden ver</i></p>	<p>Make the crosswalk more visible</p> <p><i>Hacer el cruce peatonal más visible</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>Increasing the visibility of the sidewalk will not solve the problem. A behavioral change in driving through the Sheriff's Department is the only viable solution.</p> <p><i>Incrementar la visibilidad de la banqueta no resolverá el problema. Un cambio en el comportamiento del conductor a través del Departamento del Alguacil es la única solución viable</i></p>	
Citronella Avenue between Lincoln Avenue & Montana: (Votes/Votos: 2)					
22	<p>There is no sidewalk on the street that I walk</p> <p><i>No hay banqueta en la calle que</i></p>	<p>No comment provided by resident</p> <p><i>No se proporcionó comentario</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i></p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Citronella Avenue between Lincoln Avenue & Montana: (Votes/Votos: 2)					
22	No sidewalk, pedestrian are force into the street by parked cars <i>no hay banqueta y carros estacionados obligan que los niños caminen en la calle</i>	Install a complete sidewalk with buffer zone <i>instalar banqueta completas (con buffer zone)</i>	Agree <i>de acuerdo</i>	In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks. <i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas.</i>	
Central Avenue & School Lane Intersection: (Votes/Votos: 2)					
22	There is no stop sign and no crosswalk for children to use <i>no hay señal de alto y no hay cruce peatonal para que los utilizen los niños</i>	To put a stop sign, install a visible crosswalk <i>poner señal de alto, [instalar un] cruce peatonal visible</i>	Agree <i>de acuerdo</i>	This is a stop sign eastbound Central at School Lane. Additionally, there are crosswalks clearly marked at the 3 way intersection. <i>Esta es una señal de alto en dirección a Central en School Lane. Adicionalmente existen cruces peatonales claramente señalados en la intersección de tres calles</i>	
School Lane by Sprouts: (Votes/Votos: 2)					
22	Confusion by parking lot with driveways <i>confusión por el estacionamiento con entradas</i>	Look at closing some driveways <i>mirar si se pueden clausurar algunas entradas</i>	Concern <i>de preocupación</i>	While this is a concern it involves the businesses and private property. Likely the best solution will involve educating the parents through each school. <i>Mientras esta es una preocupación que involucra a los negocios y la propiedad privada la mejor solución será involucrar a padres y maestros a través de cada escuela</i>	

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Priority	Issues Identified by Residents	Request	School Comments	City Comments	PICTURES
School Lane in front of the school: (Votes/Votos: 2)					
22	Drop-off traffic congestion	Make a school drop off zone to leave open space for cars to drive by	Significant concern	No comment.	
	<i>Congestión vehicular a la hora de entrada a la escuela</i>	<i>Hacer una zona de abordaje y desabordaje para que quede un espacio para que los vehículos pasen por ahí</i>	<i>Hay preocupación significativa</i>	<i>Ningún comentario</i>	
School Lane & Golden Avenue Intersection: (Votes/Votos: 1)					
31	Red curb is faded	Repaint the curb	Concern	The City will evaluate and address it.	
	<i>Borde de banqueta roja se está desvaneciendo</i>	<i>Volver a pintar la banqueta</i>	<i>Hay preocupación</i>	<i>La Ciudad lo evaluará y lo abordará</i>	
Grove Street from trolley tracks to Leon Grove Way: (Votes/Votos: 1)					
31	No sidewalks	install sidewalks on the Westside of street	Agree	In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.	
	<i>No banqueta</i>	<i>Instalar banqueta</i>	<i>De acuerdo</i>	<i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) la falta de fondos 2) Los dueños de la tierra construyen las banquetas</i>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Grove Street from Lemon Grove Way to Broadway: (Votes/Votos: 1)					
31	Missing sidewalk segments <i>El camino no es completo</i>	Install sidewalks on the Westside of street <i>Instalar banquetas en la parte este de la calle</i>	Agree <i>De acuerdo</i>	In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks <i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas.</i>	
Central Avenue & Lemon Grove Avenue intersection: (Votes/Votos: 1)					
31	Drivers do not respect the stop sign <i>Los conductores no respetan la señal de alto</i>	Install cameras <i>Instalar cámaras</i>	Agree <i>De acuerdo</i>	Do not agree Cameras will not help to solve the behavioral driver problem. Again, the Sheriff's proactive enforcement is the solution here. <i>En desacuerdo. Las cámaras no ayudarán a solucionar el problema de comportamiento del conductor. Otra vez, aquí la solución es la intervención del Sheriff.</i>	
Washington Street & Palm Street intersection: (Votes/Votos: 1)					
31	There is no crosswalk <i>No existe cruce de peatonal</i>	Install signs and re-paint a high visibility crosswalk <i>Instalar señalamientos y repintar cruce peatonal más visible</i>	Agree <i>De acuerdo</i>	There are crosswalks located on Palm but not across Washington. The City will evaluate the location as a part of the SRTS construction project. <i>Hay banquetas localizadas en Palm pero no a través de Washington. La Ciudad evaluará la localización como parte de la construcción del proyecto de Rutas Seguras a la Escuela (SRTS por sus siglas en inglés)</i>	

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Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Lemon Grove Avenue: (Votes/Votos: 1)					
31	<p>Incomplete sections of sidewalk</p> <p><i>Secciones de la banquetas estan incompletas</i></p>	<p>No comment provided by resident</p> <p><i>Residente no proporciona comentario</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>Where is the specific concern on LGA?</p> <p><i>¿Dónde es la preocupación específica en LGA?</i></p>	
Washington Street: (Votes/Votos: 0)					
37	<p>There is no sidewalk on all the street and it is dangerous for people walking</p> <p><i>No existe banquetas por toda la calle y es peligroso para las personas al caminar</i></p>	<p>Reduce speeding by installing signs or sidewalk</p> <p><i>Disminuir la velocidad poniendo letreros o banquetas</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i></p>	
School Lane & Lincoln Avenue Intersection: (Votes/Votos: 0)					
37	<p>There is crosswalk but there are visibility problems on the street</p> <p><i>Hay cruce peatonal pero hay en la calle problemas de visibilidad</i></p>	<p>Make the signs more visible</p> <p><i>Hacer más visible los señalamientos</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>What are the specific visibility problems?</p> <p><i>¿Cuáles son los problemas específicos de visibilidad?</i></p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Buena Vista by freeway bridge: (Votes/Votos: 0)					
37	<p>It is too dark to see people walking, and its unsanitary</p> <p><i>Es muy oscura para ver a las personas, es insalubre</i></p>	<p>Place lights and cameras to patrol activity that is happening</p> <p><i>Instalar alumbrado y cámaras para patrullar lo que allí sucede</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>The City is working with Caltrans on a long term solution.</p> <p><i>La Ciudad esta trabajando con Caltrans en una solución a largo plazo</i></p>	
School Lane between Lincoln Street and Golden Avenue: (Votes/Votos: 0)					
37	<p>Visibility Problems</p> <p><i>Problemas de visibilidad</i></p>	<p>Make traffic signs more visible</p> <p><i>Hacer más visibles los señalamientos</i></p>	<p>Concern</p> <p><i>Preocupación</i></p>	<p>What are the specific visibility problems?</p> <p><i>¿Cuáles son los problemas específicos de visibilidad?</i></p>	



Lemon Grove Academy Elementary School
 97 - Lemon Grove Kids Walk & Roll to School
 7866 Lincoln Street, Lemon Grove, CA 91945

Preferred Routes to School Map



Based on a schoolwide survey sent to Lemon Grove Academy Elementary School families, parents indicated their routes to school. This map shows the preferred streets taken to school from people submitting their input.

En base a una encuesta enviada a las familias de la Escuela Primaria Lemon Grove Academy, los padres de familia indicaron la ruta que toman a la escuela. Este mapa muestra los segmentos preferidos por las personas que dieron su información.





**Lemon Grove Kids Walk & Roll to School
Lemon Grove Academy Elementary and Middle Schools/
*Escuela Primaria y Secundaria Lemon Grove Academy***



**Safe Routes to School (SRTS) Program School Plan
*Plan del Programa de Rutas Seguras a la Escuela (SRTS) para la Escuela***

Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with 11 residents and school staff at Lemon Grove Academy Elementary and Middle School at 7885 Golden Avenue, Lemon Grove, CA 91945 on Friday April 25, 2014. This workshop identified activities to support children to safely commute to Lemon Grove Academy Elementary and Middle School.

Circulate San Diego (previamente WalkSanDiego), en asociación con la Ciudad de Lemon Grove realizaron un taller a la comunidad con 11 residentes y personal de las escuela Primarias y Secundarias Lemon Grove Academy en la Escuela Primaria Central ubicada en 7885 Golden Avenue, Lemon Grove, CA 91932 el día 25 de Abril de 2014 para identificar actividades para apoyar a los niños a que lleguen a la Escuela Primaria y Secundaria Lemon Grove Academy.

Workshop participants suggested the following activities to support children safely commuting to school:

Los participantes del taller sugirieron las siguientes actividades para apoyar niños a que lleguen de manera segura a la escuela:

Vision for the Lemon Grove Academy Elementary and Middle School SRTS Program:

Visión para el Programa de Rutas Seguras a la Escuela Primaria y Secundaria Lemon Grove Academy:

- All students walking on Walk to School Day (Friday)/
Que todos los niños caminaran el día de caminata (viernes)
- Sidewalks ½ miles around the school/
Banquetas ½ milla alrededor de la escuela
- More emphasis on SRTS/
Mayor énfasis en rutas seguras a la escuela (SRTS por sus siglas en ingles)

The following activities were suggested for LGA Elementary and Middle School SRTS program:

Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) de la Escuela Primaria y Secundaria Lemon Grove Academy.

	Activities/ Actividades
Education/ Educación	<p>Students/ Estudiantes</p> <ul style="list-style-type: none"> ○ Bike Rodeo/ <i>Rodeo Ciclista</i> ○ Pedestrian safety training for students <i>Entrenamiento de seguridad peatonal para los estudiantes</i> ○ Police to come to the school to talk about personal and traffic safety <i>Policía que venga a la escuela a hablar sobre seguridad personal y de tránsito</i> ○ Incorporate pedestrian safety curriculums into academic classes / <i>Incorporar la seguridad peatonal a los curriculums académicos</i> <p>Parents/ Padres de Familia</p> <ul style="list-style-type: none"> ○ Use flyers and other strategies to educate parents about pedestrian rules/ <i>Utilizar volantes y otras estrategias para educar a los padres en cuanto a reglas peatonales</i> ○ Use a whiteboard and place it in front of the school with SRTS information/ <i>Pizarrón blanco con información relacionada al programa de SRTS</i> ○ Program cards with educational messages to be given to parents / <i>Tarjetas del programa con información educativa para dar padres de familia</i> ○ Educate SRTS volunteers and parents in regards to pedestrian rules/ <i>Educación a los voluntarios y a los padres de familia en cuanto reglas peatonales/</i> <p>Neighborhood and Drivers:/ Comunidad y conductores:/</p> <ul style="list-style-type: none"> ○ A campaign with signs, banners to create awareness/ <i>Una campaña con cartelones y lonas para crear conciencia</i>
Encouragement/ Motivación	<p>Walking promotion/ Promover el Caminar</p> <ul style="list-style-type: none"> ○ Celebrate International Walk to School Day and then: <i>Celebrar el Día Internacional para Caminar a la Escuela, después:</i> <ul style="list-style-type: none"> ○ Organize a Walk to school Day/ <i>Organizar un Día de Caminar a la Escuela</i> ○ Regular Walk to School Days <i>Día de Caminar a la Escuela</i> ○ Prizes and incentives for exemplary students/ <i>Regalos incentivos para estudiantes ejemplares</i> ○ Walking school buses <i>Camioncitos caminantes</i> ○ Prizes from the Sheriff Department – stickers/

	<p><i>Regalos del Departamento del Sheriff – Calcomanias</i></p> <ul style="list-style-type: none"> ○ Bulletin and newsletter announcements/ <i>Anuncios en el boletín de noticias</i> ○ Frequent presence from the Sheriff Department / <i>Presencia frecuente del departamentos del Sheriff</i> ○ Banner with SRTS info/ <i>Lona con info de SRTS</i>
<p>Enforcement/ Aplicación de Medidas</p>	<p>School safety patrol (with students, Crossing guard (parent), and community/ Patrulla de seguridad escolar (con estudiantes, guardias de cruce (padres de familia) y la comunidad:</p> <ul style="list-style-type: none"> ○ Walkie talkies for volunteers for better communication/ <i>Walkie talkies para mayor comunicacion entre voluntarios</i> ○ SRTS Posters/ <i>Letreros de SRTS</i> ○ Bulletin to include rules on how to cross the street/ <i>Boletines con reglas sobre como cruzar</i> ○ Banners/ <i>Pancartas</i> ○ Call parents to inform about the SRTS Program/ <i>Llamadas a los padres de familia en relacional programa de SRTS</i> <p>Law Enforcement (Sheriff’s Department)/ Medidas legales (Departamento del Sheriff)</p> <ul style="list-style-type: none"> ○ Police (Sheriff) presence and Senior Patrol/ <i>Presencia policiaca (Sheriff) y voluntaries (Senior Patrol)</i> ○ Police presense on the streets to avoid drug dealing around Toda Moda/ <i>Presencia de la policia en la calle para evitar a personas vendiendo droga alrededor de Toda Moda</i> ○ Sheriff Department to issue traffic tickets/ <i>Tickets del Sheriff</i>
<p>Engineering Ingeniería</p>	<p>Plan and install improvements around school for enhanced safety* / Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad*</p> <ul style="list-style-type: none"> ○ Previous walkability workshop report includes relevant information/ <i>E l reporte de un taller anterior incluye información relevante</i>
<p>Evaluation/ Evaluación</p>	<p>Surveys and Tallies/ Encuestas y Conteos:</p> <ul style="list-style-type: none"> ○ Evaluation surveys at the beginning, middle and end of the project/ <i>Encuestas de evaluación al inicio, a la mitad y al final del proyecto</i> ○ Classroom tallies at the beginning, middle and end of the project/ <i>Cuentas en salón de clase al inicio, a la mitad y al final del proyecto</i> ○ Use tickets collected on W2SD and other events to keep track of the number of kids walking to school/ <i>Utilizar los boletos colectados en el W2SD y otros eventos para tener un registro del número de niños que caminan a la escuela.</i>

- Lemon Grove Academy Middle School

- SRTS Community Input
Summary**
- Parent Preferred Routes
Map**
- 4 E's Program
Implementation Plan**



Lemon Grove Kids Walk & Roll to School! ¡Los Niños de Lemon Grove Caminan y Ruedan a la Escuela!



**LEMON GROVE ACADEMY MIDDLE SCHOOL NEIGHBORHOOD VECINDARIO DE LA ESCUELA SECUNDARIA LEMON GROVE ACADEMY
Pedestrian & Bicyclist Issues Temas de Peatones y Ciclistas**

CirculateSanDiego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input. Community members reported the following pedestrian issues and possible solutions for improving each of these pedestrian issues (Please note that the numbers in parenthesis indicate the number of votes cast by residents, thus determining community prioritization):
 CirculateSanDiego, en asociación con la Ciudad de Lemon Grove y el Distrito Escolar de Lemon Grove realizaron una serie de eventos comunitarios para recopilar información. Los miembros de la comunidad reportaron los siguientes problemas peatonales y las posibles soluciones para mejorar cada uno de esos problemas peatonales. (Por favor, note que los números en los parentesis son el número de votos totales que dieron los residentes, como resultado se determino el nivel de prioridad)

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Broadway & Lemon Grove Way Intersection: (Votes/Votes: 8)					
1	<p>The cars on Broadway that want to make a turn onto Lemon Grove Way are driving at high speeds and when making the turn create safety issues. There are also visibility problems because of the curve. There are stop signs only on Lemon Grove Way but not on Broadway. There are no speed limit signs and there is a school at a close proximity.</p> <p>Autos en Broadway queriendo dar vuelta a Lemon Grove Way van a altas velocidades y al dar vuelta crean problemas de inseguridad y hay problemas de visibilidad por la curva. Solamente hay señales de alto en Lemon Grove Way pero no en Broadway. No hay límites de velocidad y hay una escuela muy cerca de aquí.</p>	<p>Install traffic calming elements, install a stop sign, improve the crosswalk and make a safer crossing for pedestrians, on Broadway by the curve install a pedestrian ahead warning sign.</p> <p>Instalar elementos reductores de velocidad, señal de alto, mejorar el cruce peatonal y hacer el cruce mas seguro para los peatones, señal de advertencia indicando que por la curva de Broadway cruzan peatones.</p>	<p>Unfamiliar with concern</p> <p>No estoy familiarizado con la preocupación.</p>	<p>Because Broadway is a main arterial street placing any type of traffic control measure would require a significant traffic study. Alternatively, there is sidewalk on both the north and south side of the street. Students are encouraged to continue using the sidewalk until they reach a controlled intersection to cross Broadway.</p> <p>Porque Broadway es una arteria principal en la que instalar cualquier tipo de control vial requerirá un importante estudio de tráfico. Alternativamente, existe una banqueta en ambos lados, norte y sur de la calle. Se aconseja que los estudiantes continúen utilizando la banqueta hasta que se presente a controlar el cruce de la intersección de Broadway.</p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
School Lane between Lincoln Street & Gold Avenue intersections: (Votes/Votes: 6)					
2	<p>Too many driveways, high speeds, and people crossing outside crosswalk</p> <p><i>Muchas entradas vehiculares, altas velocidades y gente cruzando fuera de los cruces peatonales</i></p>	<p>Look at possibility to close some driveways, install traffic calming elements</p> <p><i>Ver posibilidad de cerrar algunas entradas vehiculares, instalar elementos reductores de velocidad</i></p>	<p>Definite concerns</p> <p><i>Definitivamente hay preocupacion</i></p>	<p>The City is attempting to amend its current SRTS application to increase the traffic calming measures in the area</p> <p><i>La Ciudad esta intentando cambiar su aplicacion actual de Rutas Seguras a la Escuela (SRTS por sus siglas en ingles) para incrementar el numero de reductores de velocidad en el area</i></p>	
Around School Area: (Votes/Votes: 5)					
3	<p>No ramps for wheelchairs, sidewalks have big cracks, bushes and trees growing over sidewalks</p> <p><i>No hay rampas en las esquinas, las banquetas están rotas, arboles están creciendo entre las banquetas</i></p>	<p>More sidewalks and ramps</p> <p><i>Mas banquetas y rampas</i></p>	<p>Sidewalk in bad shape</p> <p><i>Banqueta en malas condiciones</i></p>	<p>Need additional information/photographs about where these locations are at. The City will address each location with the appropriate mitigation measure.</p> <p><i>Se necesita informacion adicional/fotografias a cerca de estas ubicaciones. La Ciudad coordinará cada ubicación con medidas apropiadas para mitigar el problema</i></p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Lincoln Street between Kempf Street & School Lane: (Votes/Votes: 5)					
3	<p>Many pedestrians cross at this intersection but there is no crosswalk</p> <p>Muchos peatones cruzando pero no hay cruce peatonal</p>	<p>install a high visibility crosswalk</p> <p>instalar cruce peatonal de alta visibilidad</p>	<p>Concern</p> <p>Hay preocupacion</p>	<p>There are crosswalks located at the intersections of Lincoln/Kempf and Lincoln/School. Mid block crosswalks in this instance would do more harm than good. Students should be encouraged to walk on the northside of the street where the sidewalk exists</p> <p>Existen las banquetas localizadas en las intersecciones de Lincoln/Kempf y Lincoln/School. Cruces peatonales a mitad de la cuadra afectarían más que beneficiar. Se aconseja que los estudiantes caminen por el lado norte de la calle donde hay banqueta</p>	
Lincoln Street east of Kempf: (Votes/Votes: 4)					
5	<p>Lack of sidewalks</p> <p>Falta de banquetas</p>	<p>Complete streets with buffer zone</p> <p>Banquetas completas con area de separacion</p>	<p>Concern</p> <p>Hay preocupacion</p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks</p> <p>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque: 1) la falta de fondos 2) Los dueños de la tierra construyen las banquetas</p>	
Lincoln Street east of LGA Middle: (Votes/Votes: 4)					
5	<p>Overgrown shrubs that even if they are at the inner edge of the sidewalk force people to walk closer to the other edge of the sidewalk, closer to the vehicles because they are afraid of bugs, especially spiders, homeless people sleep behind shrubs</p> <p>Arbustos sobrecrecidos aunque estan al limite de la banqueta [la parte de adentro] hacen que la gente camine a lo orillo de la banqueta [de lado de los vehiculos] por miedo a los bichos [en especial a las arañas], suciedad, indigentes duermen detras de los arbustos</p>	<p>Reduce the shrubs considerably</p> <p>Reducir los arbustos considerablemente</p>	<p>Homeless people have been moved. Shrubs regularly trimmed</p> <p>Los indigentes han sido movidos. Los arbustos se podan de manera regular</p>	<p>No comment.</p> <p>Ningun Comentario</p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Broadway between Lemon Grove Avenue & Grove Street: (Votes/Votes: 4)					
5	<p>High speeds, crosswalk not respected because crosswalk is not very visible even though it has lights</p> <p><i>[Altas] velocidades, no se respeta el cruce peatonal no es muy visible el cruce peatonal a pesar de que tiene luz</i></p>	<p>Compliment the crosswalk with HAWK (High intensity Activated crossWalk), make the crosswalk more visible for driver</p> <p><i>Complimentar cruce peatonal con HAWK (Cruce peatonal activado de alta intensidad), pintar cruce peatonal de alta visibilidad</i></p>	<p>Unfamiliar with concern</p> <p><i>No estoy familiarizado con la preocupación</i></p>	<p>Most drivers are aware of the crosswalk and continue to speed The best course of action involves Law Enforcement response and not the infrastructure focus (e.g HAWK beacon)</p> <p><i>La mayoría de los conductores están concientes de las Cruces peatonales y continúan acelerando. El mejor curso de acción incorpora la aplicación de medidas policíacas y no se enfoca en la infraestructura [ej. HAWK Cruce Peatonal Activado de Alta Intensidad]</i></p>	
Golden Avenue & Kempf Street intersection: (Votes/Votes: 3)					
8	<p>Conflicts between pedestrians and drivers</p> <p><i>Problema entre peatones y vehiculos</i></p>	<p>High visibility crosswalk, curb extension</p> <p><i>Cruce peatonal de alta visibilidad, extension en las esquinas</i></p>	<p>Significant concern</p> <p><i>Preocupación significativa</i></p>	<p>More information regarding this concern is needed.</p> <p><i>Se necesitan más información relacionada a esta preocupación</i></p>	
Golden Avenue between Kempf & Lemon Grove: (Votes/Votes: 3)					
8	<p>No sidewalk on the north side [of the street]</p> <p><i>No hay banqueta del lado norte [de la calle]</i></p>	<p>Install a complete sidewalk</p> <p><i>Instalar una banqueta completa</i></p>	<p>Hazard for pedestrians walking</p> <p><i>Peligro para peatones caminando</i></p>	<p>The City is attempting to amend its current SRTS application to increase the traffic calming measures in the area</p> <p><i>La Ciudad está intentando cambiar su aplicación actual de Rutas Seguras a la Escuela (SRTS por sus siglas en inglés) para incrementar la cantidad de reductores de velocidad en el área</i></p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
8	Citronella Avenue Between Lincoln Avenue & Montana: (Votes/Votes: 3)				
	<p>No sidewalk and pedestrians walk on street because parked cars do not allow them to walk away from traffic</p> <p><i>No hay banqueta y los peatones caminan en la calle por que los autos estacionados no permiten que los peatones caminen lejos de los vehiculos</i></p>	<p>Install a complete sidewalk with buffer zone</p> <p><i>Instalar una banqueta completa con área de separación</i></p>	<p>Not familiar with concern</p> <p><i>No estoy familiarizado con las preocupaciones</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la propiedad construyen las banquetas</i></p>	
11	Lincoln Street between Citronella Avenue & Skyline: (Votes/Votes: 2)				
	<p>No sidewalk, pedestrian are forced into the street by parked cars</p> <p><i>No hay banqueta y los carros estacionados obligan que peatones caminen en la calle</i></p>	<p>Install a complete sidewalk with buffer zone</p> <p><i>Instalar banqueta completa (con área de separación)</i></p>	<p>Concern</p> <p><i>Preocupación</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la propiedad construyen las banquetas</i></p>	
11	Lincoln Street & School Lane Intersection: (Votes/Votes: 2)				
	<p>No crosswalk</p> <p><i>No hay cruce peatonal</i></p>	<p>Install crosswalk (high visibility) for school zone</p> <p><i>Instalar cruce peatonal (de alta visibilidad) para zona escolar</i></p>	<p>Crosswalk is present but not easily noticed</p> <p><i>Hay cruce peatonal pero no es fácil verlo</i></p>	<p>After additional research, the City may consider additional methods to stripe a crosswalk.</p> <p><i>Después de una investigación adicional, la Ciudad podría considerar métodos adicionales para marcar los cruces peatonales</i></p>	

107 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Lincoln Street & Kempf / Skyline Intersection: (Votes/Votes: 1)					
13	<p>Vehicles do not respect pedestrians when they are crossing the intersection, crosswalk in bad shape</p> <p><i>En la intersección los autos no respetan a los peatones cruzando, cruce peatonal en malas condiciones</i></p>	<p>Curb extensions, high visibility crosswalks</p> <p><i>Extensión en las esquinas, cruce peatonal de alta visibilidad</i></p>	<p>Significant concern</p> <p><i>Hay preocupación significativa</i></p>	<p>It is a concern that increased Law enforcement may be able to address</p> <p><i>Es una preocupación que se podría abordar con el incremento de aplicación de medidas policíacas</i></p>	
Parking lot where Toda Moda is located: (Votes/Votes: 1)					
13	<p>People walk throughout and it is dirty and there is human feces, drug paraphernalia, etc – it is a public health problem</p> <p><i>Gente camina por allí y hay suciedad y desecho de personas, jeringas de drogas, etc – es un problema de salud pública</i></p>	<p>The County of San Diego or the appropriate entity must enforce accordingly</p> <p><i>Que el Condado de San Diego o la entidad apropiada enforce de acuerdo</i></p>	<p>Constant concern</p> <p><i>Es una constante preocupación</i></p>	<p>No comment</p> <p><i>Ningun comentario</i></p>	
Golden Avenue & Kempf Street Intersection: (Votes/Votes: 0)					
13	<p>Crosswalk not very visible</p> <p><i>Cruce peatonal no muy visible</i></p>	<p>Increase visibility of crosswalk</p> <p><i>Incrementar la visibilidad del cruce peatonal</i></p>	<p>Significant concern</p> <p><i>Es una preocupación significativa</i></p>	<p>After additional research, the City may consider additional methods to stripe a crosswalk</p> <p><i>Después de una investigación adicional la Ciudad podría considerar métodos adicionales para marcar las líneas de los cruces peatonales</i></p>	



Lemon Grove Walk & Ride Academy
 7866 Lincoln Street, Lemon Grove, CA 91945

Preferred Routes to School Map



ROUTE INFORMATION

Parent Suggested Routes to School /
 Rutas a la Escuela Sugerida por
 Padres de Familia

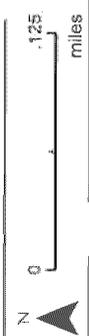
Street segments by level of usage/
 Segmentos de calles por nivel de uso

- Least - Most
- Menos - Mas
- School Access / Acceso a la Escuela
- 5 - 10 Minute Walk to School / 5 - 10 Minutos Caminando a la Escuela
- Parks / Parques
- Trolley Tracks / Vias del Trolley

Safety Features

Elementos de Seguridad

- Crossing Guard / Guardia de Cruce
- Traffic Signal / Semaforo
- Stop Sign / Señal de Alto
- Crosswalk / Cruce Peatonal



Based on a schoolwide survey sent to Lemon Grove Academy Middle School families, parents indicated their routes to school. This map shows the preferred streets taken to school from people submitting their input.
 En base a una encuesta enviada a las familias de la Escuela Secundaria Lemon Grove Academy, los padres de familia indicaron la ruta que toman a la escuela. Este mapa muestra los segmentos preferidos por las personas que dieron su informacion.





**Lemon Grove Kids Walk & Roll to School
Lemon Grove Academy Elementary and Middle Schools/
Escuela Primaria y Secundaria Lemon Grove Academy**



**Safe Routes to School (SRTS) Program School Plan
Plan del Programa de Rutas Seguras a la Escuela (SRTS) para la Escuela**

Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with 11 residents and school staff at Lemon Grove Academy Elementary and Middle School at 7885 Golden Avenue, Lemon Grove, CA 91945 on Friday April 25, 2014. This workshop identified activities to support children to safely commute to Lemon Grove Academy Elementary and Middle School.

Circulate San Diego (previamente WalkSanDiego), en asociación con la Ciudad de Lemon Grove realizaron un taller a la comunidad con 11 residentes y personal de las escuela Primarias y Secundarias Lemon Grove Academy en la Escuela Primaria Central ubicada en 7885 Golden Avenue, Lemon Grove, CA 91932 el día 25 de Abril de 2014 para identificar actividades para apoyar a los niños a que lleguen a la Escuela Primaria y Secundaria Lemon Grove Academy.

Workshop participants suggested the following activities to support children safely commuting to school:

Los participantes del taller sugirieron las siguientes actividades para apoyar niños a que lleguen de manera segura a la escuela:

Vision for the Lemon Grove Academy Elementary and Middle School SRTS Program:

Visión para el Programa de Rutas Seguras a la Escuela Primaria y Secundaria Lemon Grove Academy:

- All students walking on Walk to School Day (Friday)/
Que todos los niños caminaran el día de caminata (viernes)
- Sidewalks ½ miles around the school/
Banquetas ½ milla alrededor de la escuela
- More emphasis on SRTS/
Mayor énfasis en rutas seguras a la escuela (SRTS por sus siglas en ingles)

The following activities were suggested for LGA Elementary and Middle School SRTS program:

Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) de la Escuela Primaria y Secundaria Lemon Grove Academy.

	Activities/ Actividades
Education/ Educación	<p>Students/ Estudiantes</p> <ul style="list-style-type: none"> ○ Bike Rodeo/ <i>Rodeo Ciclista</i> ○ Pedestrian safety training for students <i>Entrenamiento de seguridad peatonal para los estudiantes</i> ○ Police to come to the school to talk about personal and traffic safety <i>Policía que venga a la escuela a hablar sobre seguridad personal y de tránsito</i> ○ Incorporate pedestrian safety curriculums into academic classes / <i>Incorporar la seguridad peatonal a los curriculums académicos</i> <p>Parents/ Padres de Familia</p> <ul style="list-style-type: none"> ○ Use flyers and other strategies to educate parents about pedestrian rules/ <i>Utilizar volantes y otras estrategias para educar a los padres en cuanto a reglas peatonales</i> ○ Use a whiteboard and place it in front of the school with SRTS information/ <i>Pizarrón blanco con información relacionada al programa de SRTS</i> ○ Program cards with educational messages to be given to parents / <i>Tarjetas del programa con información educativa para dar padres de familia</i> ○ Educate SRTS volunteers and parents in regards to pedestrian rules/ <i>Educación a los voluntarios y a los padres de familia en cuanto reglas peatonales/</i> <p>Neighborhood and Drivers:/ Comunidad y conductores:/</p> <ul style="list-style-type: none"> ○ A campaign with signs, banners to create awareness/ <i>Una campaña con cartelones y lonas para crear conciencia</i>
Encouragement/ Motivación	<p>Walking promotion/ Promover el Caminar</p> <ul style="list-style-type: none"> ○ Celebrate International Walk to School Day and then: <i>Celebrar el Día Internacional para Caminar a la Escuela, después:</i> <ul style="list-style-type: none"> ○ Organize a Walk to school Day/ <i>Organizar un Día de Caminar a la Escuela</i> ○ Regular Walk to School Days <i>Día de Caminar a la Escuela</i> ○ Prizes and incentives for exemplary students/ <i>Regalos incentivos para estudiantes ejemplares</i> ○ Walking school buses <i>Camioncitos caminantes</i> ○ Prizes from the Sheriff Department – stickers/

	<p><i>Regalos del Departamento del Sheriff – Calcomanias</i></p> <ul style="list-style-type: none"> ○ Bulletin and newsletter announcements/ <i>Anuncios en el boletín de noticias</i> ○ Frequent presence from the Sheriff Department / <i>Presencia frecuente del departamentos del Sheriff</i> ○ Banner with SRTS info/ <i>Lona con info de SRTS</i>
<p>Enforcement/ Aplicación de Medidas</p>	<p>School safety patrol (with students, Crossing guard (parent), and community/ Patrulla de seguridad escolar (con estudiantes, guardias de cruce (padres de familia) y la comunidad:</p> <ul style="list-style-type: none"> ○ Walkie talkies for volunteers for better communication/ <i>Walkie talkies para mayor comunicacion entre voluntarios</i> ○ SRTS Posters/ <i>Letreros de SRTS</i> ○ Bulletin to include rules on how to cross the street/ <i>Boletines con reglas sobre como cruzar</i> ○ Banners/ <i>Pancartas</i> ○ Call parents to inform about the SRTS Program/ <i>Llamadas a los padres de familia en relacional programa de SRTS</i> <p>Law Enforcement (Sheriff’s Department)/ Medidas legales (Departamento del Sheriff)</p> <ul style="list-style-type: none"> ○ Police (Sheriff) presence and Senior Patrol/ <i>Presencia policiaca (Sheriff) y voluntaries (Senior Patrol)</i> ○ Police presense on the streets to avoid drug dealing around Toda Moda/ <i>Presencia de la policia en la calle para evitar a personas vendiendo droga alrededor de Toda Moda</i> ○ Sheriff Department to issue traffic tickets/ <i>Tickets del Sheriff</i>
<p>Engineering Ingeniería</p>	<p>Plan and install improvements around school for enhanced safety* / Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad*</p> <ul style="list-style-type: none"> ○ Previous walkability workshop report includes relevant information/ <i>E l reporte de un taller anterior incluye información relevante</i>
<p>Evaluation/ Evaluación</p>	<p>Surveys and Tallies/ Encuestas y Conteos:</p> <ul style="list-style-type: none"> ○ Evaluation surveys at the beginning, middle and end of the project/ <i>Encuestas de evaluación al inicio, a la mitad y al final del proyecto</i> ○ Classroom tallies at the beginning, middle and end of the project/ <i>Cuentas en salón de clase al inicio, a la mitad y al final del proyecto</i> ○ Use tickets collected on W2SD and other events to keep track of the number of kids walking to school/ <i>Utilizar los boletos colectados en el W2SD y otros eventos para tener un registro del número de niños que caminan a la escuela.</i>

Monterey Heights Elementary

- **SRTS Community Input Summary**
- **Parent Preferred Routes Map**
- **4 E's Program Implementation Plan**



Lemon Grove Kids Walk & Roll to School! ¡Los Niños de Lemon Grove Caminan y Ruedan a la Escuela!



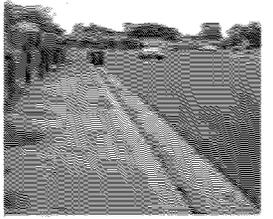
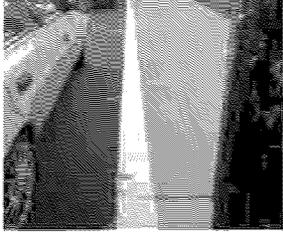
**MONTEREY HEIGHTS ELEMENTARY SCHOOL NEIGHBORHOOD/ VECINDARIO DE LA ESCUELA PRIMARIA MONTEREY HEIGHTS
Pedestrian & Bicyclist Issues/ Temas de Peatones y Ciclistas**

Circulate San Diego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input. Community members reported the following pedestrian issues and possible solutions for improving each of these pedestrian issues. (Please note that the numbers in parenthesis indicate the number of votes cast by residents, thus determining community prioritization.)

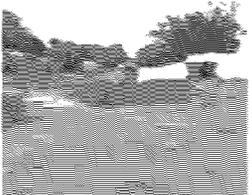
Circulate San Diego, en asociación con la Ciudad de Lemon Grove y el Distrito Escolar de Lemon Grove realizaron una serie de eventos comunitarios para recopilar información. Los miembros de la comunidad reportaron los siguientes problemas peatonales y las posibles soluciones para mejorar cada uno de esos problemas peatonales. (Por favor, note que los números en los parentesis son el número de votos totales que dieron los residentes, como resultado se determinó el nivel de prioridad.)

Priority	Issue Identified by Residents	Request	School Comments	City Comments	Pictures
Canton Drive In Front of Monterey Heights Elementary School: (Votes/Votos: 10)					
1	<p>Traffic congestion during pick up and drop off hours and only one crosswalk for pedestrians to cross safely</p> <p><i>Hay congestamiento vehicular a la hora de entrada y salida de la escuela y solo hay un cruce peatonal para cruzar de manera segura</i></p>	<p>Have city evaluate possibility to install an additional crosswalk on Canton Drive & Taft Street with in-ground lights and activation button</p> <p><i>Que la Ciudad evalúe la posibilidad de instalar un cruce peatonal en la intersección de Canton Drive y Taft Street que incluya luces en el pavimento con botón de activación</i></p>	<p>This is a very dangerous intersection. A crosswalk and school Xing sign should be installed</p> <p><i>Esta es una intersección muy peligrosa. Debería instalarse un cruce peatonal y señales de cruce escolar</i></p>	<p>The Engineering Division will evaluate the location for an additional crosswalk</p> <p><i>La división de ingeniería lo evaluará para la ubicación de cruces peatonales adicionales</i></p>	
Canton Drive & Glencoe Drive intersection: (Votes/Votos: 9)					
2	<p>Crossing Glencoe Drive there is no crosswalk, most cross where the cars stop; ice cream truck parks here, kids run without looking (200 ft is the rule)</p> <p><i>Al cruzar Glencoe Drive no hay cruce peatonal, la mayoría cruza en donde para el vehículo, aquí se estaciona el carro de las neveras, los niños corren sin fijarse (la regla es de 200 pies)</i></p>	<p>Need to realign the intersection and add crosswalks</p> <p><i>Se necesita re-alinear la intersección y agregar un cruce peatonal</i></p>	<p>Sidewalks should be installed</p> <p><i>Se debería instalar la banqueta</i></p>	<p>The Engineering Division will evaluate the location for an additional crosswalk</p> <p><i>La división de ingeniería lo evaluará para la ubicación de cruces peatonales adicionales</i></p>	

114 - Lemon Grove Kids Walk & Roll to School

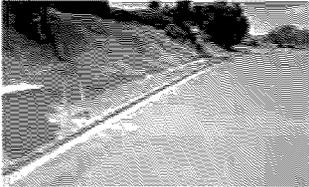
Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Around School/school Neighborhood: (Votes/Votos: 7)					
3	<p>No lighting, so it gets very dark</p> <p>no hay alumbrado por lo que se pone muy oscuro</p>	<p>Install lighting on sidewalks</p> <p>instalar alumbrado en las banquetas (WSD to recommend future scale)</p>	<p>No comment provided by school principal</p> <p>no hubo comentario del director de la escuela</p>	<p>The Engineering Division will evaluate the location for additional lighting</p> <p>La división de ingeniería lo evaluará para considerar adicionales de alumbrado</p>	
Around School/school Neighborhood: (Votes/Votos: 5)					
4	<p>Cars stopping for long periods of time on loading/unloading zone</p> <p>carros estacionándose por largos periodos de tiempo en la zona de carga y descarga</p>	<p>Better enforcement, implement a strategy to approach issue</p> <p>Mejor aplicación de medidas, implementar una estrategia para abordar el problema</p>	<p>Fix and maintain sidewalk in front of school</p> <p>Reparar y dar mantenimiento a la banqueta en frente de escuela</p>	<p>Sheriff's Department should be integrated into the solution for education and then enforcement.</p> <p>El Departamento del Sheriff debería incorporarse a la solución para educación y después implementar otras medidas</p>	
Canton Drive & Bakersfield Street Intersection: (Votes/Votos: 4)					
5	<p>Crosswalk is faded</p> <p>El cruce peatonal está desvanecido</p>	<p>Repaint crosswalk, install in-ground lights on crosswalk with activation button</p> <p>Repintar el cruce peatonal, instalar luces en el pavimento del cruce peatonal que se activen con un botón</p>	<p>Install four way stop</p> <p>Instalar señal de alto en cuatro sentidos</p>	<p>The Engineering Division will evaluate the location for additional traffic control measures.</p> <p>La división de ingeniería lo evaluará para la consideración de medidas de control de tráfico</p>	

115 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
5	Canton Drive west of Monterey Heights Elementary School: (Votes/Votos: 4)				
	<p>School located on top of hill, cars going up don't realize there is a school until they are close and are speeding</p> <p><i>La escuela está ubicada en la cima del cerro y los vehículos no se dan cuenta que hay una escuela hasta que están cerca y para entonces van a alta velocidad</i></p>	<p>Install traffic calming and more school signs</p> <p><i>Instalar elementos para reducir las velocidades vehiculares y más señales de zona escolar</i></p>	<p>Trim bushes to improve view</p> <p><i>Recortar los arbustos para mejorar la visibilidad</i></p>	<p>The City will evaluate the area for additional signage and if needed notify the private property owners of the overgrowth</p> <p><i>La Ciudad evaluará el área para implementar señalamientos adicionales y si se requiere, avisará a los dueños de la propiedad privada sobre el sobrecrecimiento</i></p>	
7	Canton Drive: (Votes/Votos: 3)				
	<p>Sidewalks in bad conditions</p> <p><i>Banquetas en malas condiciones</i></p>	<p>Remodel sidewalk, repair, redo</p> <p><i>Rehacer las banquetas, repararlas, rehacerlas</i></p>	<p>Sidewalks needed</p> <p><i>Necesitan banquetas</i></p>	<p>Where is the specific location of the bad sidewalk?</p> <p><i>¿Cuál es la ubicación específica de la banqueta en malas condiciones?</i></p>	
7	Field Pathway behind school: (Votes/Votos: 3)				
	<p>No lighting, gets very dark</p> <p><i>No hay alumbrado y se pone muy oscuro</i></p>	<p>Install lighting</p> <p><i>Instalar alumbrado (WSD to recommend human scale lighting)</i></p>	<p>Consult with traffic engineer for suggestions on how to best control drop off/pick up</p> <p><i>Consultar con ingeniería de tránsito para sugerencias sobre cómo controlar de mejor manera el abordaje y de abordaje de estudiantes</i></p>	<p>The Engineering Division will evaluate the location for additional lighting</p> <p><i>La división de ingeniería lo evaluará para implementar adicionales de alumbrado</i></p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Canton Drive between Lemon Grove Avenue & Taft Street: (Votes/Votos: 2)					
9	<p>All the way, homes have bushes obstructing sidewalk</p> <p><i>En toda el camino, las casas tienen arbustos que obstruyen la banqueta.</i></p>	<p>Have City to send letter to appropriate parties to solve the issue (trim them)</p> <p><i>Que la Ciudad envíe cartas a las partes apropiadas para que resuelva el problema (que los poden)</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>The Public Works Department will evaluate the area and notify private property owner if there are violation of the City's Municipal Code.</p> <p><i>El Departamento de Obras Públicas evaluará el área y notificará a los dueños de la propiedad privada en caso de existir una violación a los Códigos Municipales de la Ciudad.</i></p>	
Lansing Drive: (Votes/Votos: 2)					
9	<p>No sidewalks</p> <p><i>No hay banquetas</i></p>	<p>Install sidewalks on Lansing</p> <p><i>Instalar banquetas en Lansing</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalk.</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas por 1) La falta de recursos 2) Los dueños de la tierra construyen las banquetas</i></p>	
Lansing Drive: (Votes/Votos: 2)					
9	<p>Overgrown vegetation</p> <p><i>Vegetación sobre crecido</i></p>	<p>Ask homeowners to cutback plants</p> <p><i>Pedir a los propietarios de vivienda que poden sus plantas</i></p>	<p>Sidewalks needed</p> <p><i>Se necesitan banquetas</i></p>	<p>The Public Works Department will evaluate the area and notify private property owner if there are violation of the City's Municipal Code.</p> <p><i>El Departamento de Obras Públicas evaluará el área y notificará a los dueños de la propiedad privada en caso de existir una violación a los Códigos Municipales de la Ciudad.</i></p>	

117 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Canton Drive: (Votes/Votos: 1)					
12	<p>Cars speed near the school</p> <p>Los vehiculos van a altas velocidades cerca de la escuela</p>	<p>Install speed bumps to slow cars down</p> <p>Instalar topes para reducir la velocidad de los vehiculos</p>	<p>Trim bushes to improve view</p> <p>Podar los arbustos para mejorar la visibilidad</p>	<p>The City does not install speed humps to decrease speed. Rather, encourages increased Sheriff's enforcement to educate and then cite if needed.</p> <p>La Ciudad no instala topes para reducir la velocidad. En su lugar, motiva el incremento de la implementación de medidas por parte del (Sheriff) Alguacil para educar y luego multar en caso de ser necesario.</p>	
Marjorie Drive between Woodrow Avenue & Harlan Circle: (Votes/Votos: 1)					
12	<p>Ice plant invading sidewalk</p> <p>Ice plant: Planta Una de Gato invadiendo la banqueta</p>	<p>Have city to trim ice plant or have city to talk to appropriate party to do so</p> <p>Que la Ciudad pade el icoplant (Planta Una de Gato) o que la Ciudad hable con las partes apropiadas para que lo hagan</p>	<p>No comment provided by school principal</p> <p>No hubo comentario del director de la escuela</p>	<p>No comment provided by the City</p> <p>No hubo comentario de la Ciudad</p>	
Canton Avenue Intersection with Elroy Drive, Duppont Drive and Colfax Drive: (Votes/Votos: 1)					
12	<p>Visibility issues, there is a dip to slow cars down but then speed up the hill; Canton Drive up from trolley tracks (no visibility either) come over the hill and you're at the school</p> <p>Problemas de visibilidad, el vado hace que los vehiculos reduzcan su velocidad y despues acelerar en la subida; no hay buena visibilidad subiendo desde las vias del trolley hasta subir cuando estas en la escuela</p>	<p>Talk to city engineers about increasing visibility</p> <p>Hablar con los ingenieros de transito acerca de mejorar la visibilidad</p>	<p>Fix and maintain sidewalk in front of school</p> <p>Arrreglar y dar mantenimiento a la banqueta en frente de la escuela</p>	<p>The Engineer Division will evaluate the area</p> <p>La División de ingeniería evaluará el área</p>	

118 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Canton Avenue from East direction (resibound): (Votes/Votos: 0)					
15	<p>School zone signs may be covered, drivers don't know it's a school zone</p> <p>Es posible que las señales de zona escolar estén cubiertas, los conductores no saben que es una zona escolar</p>	<p>Add signs, cut back vegetation</p> <p>Añadir señales, podar la vegetación</p>	<p>Consult with traffic engineer for suggestions on how to best control drop off/pick up</p> <p>Consultar con ingeniería de tránsito para sugerencias sobre cómo controlar de mejor manera el abordaje y de abordaje de estudiantes</p>	<p>The Public Works Department will evaluate the area.</p> <p>El Departamento de Obras Públicas evaluará el área</p>	
Canton Drive & Bakersfield Street intersection: (Votes/Votos: 0)					
15	<p>Cars park so there is no space for peds on south side of Canton Drive, no crosswalks turning down Canton Drive</p> <p>Los autos se estacionan allí por lo que no hay espacio para los peatones en el lado sur de Canton Drive, no hay cruces peatonales al dar vuelta en Canton Drive</p>	<p>Maybe prevent parking so kids have space to walk</p> <p>Es lo mejor prohibir estacionamiento para que haya espacio para que los niños caminen</p>	<p>Four way stop needed, install crosswalk</p> <p>Se necesita señal de alto en los cuatro sentidos, instalar cruce peatonal</p>	<p>The Public Works Department will evaluate the area</p> <p>El Departamento de Obras Públicas evaluará el área</p>	
Around School/school Neighborhood: (Votes/Votos: 0)					
15	<p>Traffic congestion</p> <p>Tráfico congestionado en el vecindario</p>	<p>Ask school to evaluate possibility to have a staggered release time</p> <p>Pedir a la escuela que evalúe la posibilidad de tener horarios escalonados de salida de los niños</p>	<p>Consult with traffic engineer for suggestions on how to best control drop off/pick up</p> <p>Consultar con ingeniería de tránsito para sugerencias sobre cómo controlar de mejor manera el abordaje y de abordaje de estudiantes</p>	<p>No comment</p> <p>Sin comentario</p>	

119 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
15	Back entrance to campus: (Votes/Votos: 0)				
	<p>Gate is closed in the morning due to lack of supervision, but open in the afternoon</p> <p><i>La puerta esta cerrada por la mañana ya que no hay supervisión, pero está abierta por la tarde</i></p>	<p>Get parent volunteers together with safety vests to supervise the area in the morning</p> <p><i>Conseguir padres voluntarios junto con chalecos para supervisar el área por la mañana</i></p>	<p>install electronic crosswalk with flashing lights</p> <p><i>instalar cruce peatonal electrónico con luces parpadeantes</i></p>	<p>No comment</p> <p><i>Ningún Comentario</i></p>	



**Lemon Grove Kids Walk & Roll to School
Monterey Heights Middle School /
Escuela Secundaria Monterey Heights**



**Safe Routes to School (SRTS) Program School Plan
*Plan del Programa de Rutas Seguras a la Escuela (SRTS) para la Escuela***

Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with 4 residents and school staff at Monterey Heights Elementary at 7550 Canton Drive, Lemon Grove, CA 91945 on Friday November 8, 2013 to identify activities to support children to safely commute to Monterey Heights Middle School.

Circulate San Diego (previamente WalkSanDiego), en asociación con la Ciudad de Lemon Grove realizaron un taller a la comunidad con 4 residentes y personal de las escuela Primaria Monterey Heights ubicada en 7550 Canton Drive, Lemon Grove, CA 91945 el día Viernes 8 de Noviembre de 2014 para identificar actividades para apoyar a los niños a que lleguen a la Escuela Secundaria Monterey Heights.

Workshop participants suggested the following activities to support children safely commuting to school:

Los participantes del taller sugirieron las siguientes actividades para apoyar niños a que lleguen de manera segura a la escuela:

Vision for the Monterey Heights Elementary School SRTS Program:

Visión para el Programa de Rutas Seguras a la Escuela Primaria Monterey Heights:

- More volunteers around the school.
Mas voluntarios alrededor de la escuela.
- More lighting at dark.
Mayor alumbrado cuando este oscuro.
- Sidewalks to be installed on streets east of Monterey Heights Elementary School.
Que se instalen banquetas al este de la Escuela Monterey Heights Elementary.
- Safe paths to get to school [Monterey Heights].
Caminos seguros para llegar a la escuela Monterey Heights Elementary.

The following activities were suggested for the Monterey Heights Elementary School SRTS program:

Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) a la Escuela de la Escuela Primaria Monterey Heights.

	Activities/ Actividades
Education Educación	<p>Students: <i>Estudiantes:</i></p> <ul style="list-style-type: none"> ○ Bike Rodeo. <i>Rodeo Ciclista.</i> ○ Pedestrian safety training for students. <i>Entrenamiento de seguridad peatonal para los estudiantes.</i> <p>Parents: <i>Padres de Familia:</i></p> <ul style="list-style-type: none"> ○ A campaign with signs, banners to create awareness. <i>Una campana con cartelones y lonas para crear conciencia.</i> ● Use School Marquee to make SRTS related communications. <i>Utilizar el letrero escolar para hacer comunicados relacionados al programa SRTS.</i> ● Use school newsletter to send SRTS related education and information to parents. <i>Utilizar el boletín de la escuela para enviar mensajes educativos relacionados a SRTS a los padres de familia.</i> ● Use special events like Fall Festival to make communications to parents. <i>Utilizar eventos como el Festival de Otoño para hacer comunicados a los padres de familia.</i> ● Use the all call (phone system) as a tool to make SRTS educational communications to parents. <i>Utilizar el sistema que envia mensajes telefonicos a los padres de familia como herramienta para enviar mensajes educativos relacionados SRTS.</i> <p>Neighborhood and Drivers: <i>Comunidad y conductores:</i></p> <ul style="list-style-type: none"> ○ I Drive 25mph at school zone program - Pace Car Program and pledge. <i>Programa "Yo manejo a 25 mph en zona escolar" – Programa de Auto que Marca el Paso de la Velocidad y juramento.</i> ○ Use the school marquee to send community messages. <i>Utilizar el anuncio que está en frente de la escuela para hacer mensajes comunitarios.</i> ○ Install community signs (real estate kind of signs) around the school to remind community about safety. <i>Instalar cartelones comunitarios – tipo del que usan los de bienes raíces, alrededor de la escuela para recordar a la comunidad sobre la seguridad.</i>

<p style="text-align: center;">Encouragement Motivación</p>	<p>Walking promotion: Promover el Caminar:</p> <ul style="list-style-type: none"> ○ Celebrate international Walk to School Day and then: <i>Celebrar el Día Internacional para Caminar a la Escuela, después:</i> <ul style="list-style-type: none"> ○ Organize a Walk to school Day. <i>Organizar un Día de Caminar a la Escuela.</i> ○ Regular Walk to School Days. <i>Días de Caminar a la Escuela regulares.</i> ○ Walking school buses. <i>Camioncitos caminantes.</i> ○ Frequent Walker “punch card program”. <i>Programa de Caminante Frecuente con la tarjeta.</i> ○ Create Park and Walk Sites. <i>Crear sitios para estacionarse y después caminar.</i> <ul style="list-style-type: none"> ● Baseball field below school could be a great location. <i>El campo de baseball abajo de la escuela podría ser una gran ubicación.</i> ○ Engage running club before school into SRTS program. <i>Involucrar al club programa de correr antes de la escuela al programa de SRTS.</i> ○ Engage PTA and students into SRTS activities. <i>Involucrar al PTA y a los estudiantes para que participen en actividades des SRTS.</i> ○ Incentive Program: <i>Programa de Incentivos:</i> <ul style="list-style-type: none"> ● Gives prize to students for doing good actions. <i>Incentivos – premios por buenas acciones.</i> ● Pencils, stickers, etc. <i>Lápices, calcomanías, etc.</i> ● A good additional incentive could be a Movie night or an Eagle Buck for all the students who volunteer. <i>Un buen incentivo adicional podría ser una noche de película o un Eagle Buck a los alumnos que participen.</i> ○ Involve a class to adopt this program – similar to what they do at the Sports Olympics. <i>Involucrar a las clases para que alguna adopte este programa tal como lo hacen con las Olimpiadas Deportivas.</i>
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<p>Enforcement <i>Aplicación de Medidas</i></p>	<p>School based (with students, Crossing guard (parent), and community): <i>A través de la Escuela (con estudiantes, guardias de cruce (padres de familia) y la comunidad:</i></p> <ul style="list-style-type: none"> ○ Banners. <i>Lonas.</i> ○ Safe Routes by having parents to put eyes on the street. <i>Rutas Seguras a la Escuela al tener padres voluntaries que vigilen las calles.</i> ○ Parent volunteers to open door for kids being dropped off. <i>Padres voluntarios que abren las puertas de los carros a los niños que se bajan de los carros.</i> <p>Law Enforcement based (Sheriff's Department): <i>A través de Medidas legales (Departamento del Sheriff):</i></p> <ul style="list-style-type: none"> ○ Police presence. <i>Presencia policiaca.</i> ○ Police participation in SRTS program. <i>Participación policiaca en el programa de SRTS.</i> <ul style="list-style-type: none"> ● Gotcha Being good tickets – Sheriff already have a program with the 7/11. Would be important to explore possibility to integrate program to SRTS schools. <i>Atrapado por hacer cosas bien – el Departamento del Sheriff ya tiene un programa con el 7/11. Sería importante explorar la posibilidad de integrar ese programa al programa de SRTS.</i>
<p>Engineering <i>Ingeniería</i></p>	<p>Plan and install improvements around school for enhanced safety: <i>Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad:</i></p> <ul style="list-style-type: none"> ○ Need safer crossings on Canton Drive in front of the school, it is unsafe to cross during drop off and pick up/ <i>Se necesita un cruce peatonal más seguro en Canton Drive frente a la escuela, es inseguro cruzar allí durante horas de inicio de clases y para recoger a los estudiantes de la escuela</i> ○ Previous walkability workshop report includes relevant information/ <i>E l reporte de un taller anterior incluye información relevante</i>

Mount Vernon Elementary

- **SRTS Community Input Summary**
- **Parent Preferred Routes Map**
- **4 E's Program Implementation Plan**



Lemon Grove Kids Walk & Roll to School! ¡Los Niños de Lemon Grove Caminan y Ruedan a la Escuela!

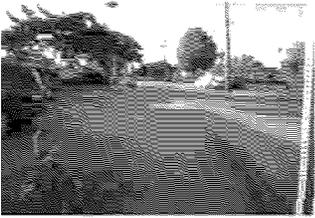
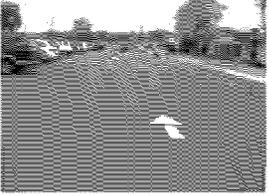


**MOUNT VERNON ELEMENTARY SCHOOL NEIGHBORHOOD VICINDARIO DE LA ESCUELA PRIMARIA MOUNT VERNON
Pedestrian & Bicyclist Issues Temas de Peatones y Ciclistas**

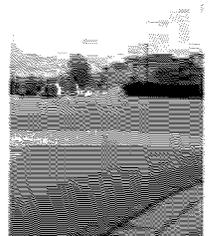
WalkSanDiego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input. Community members reported the following pedestrian issues and possible solutions for improving each of these pedestrian issues. (Please note that the numbers in parenthesis indicate the number of votes cast by residents, thus determining level of community prioritization.)
 WalkSanDiego en asociación con la Ciudad de Lemon Grove y el Distrito Escolar de Lemon Grove realizaron una serie de eventos comunitarios para recopilar información. Los miembros de la comunidad reportaron los siguientes problemas peatonales y las posibles soluciones para mejorar cada uno de esos problemas peatonales. (Por favor note que los números en los paréntesis son el número de votos totales que dieron los residentes, como resultado se determinó el nivel de prioridad.)

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Mount Vernon Street: (Votes/Votos: 13)					
1	<p>Sidewalk only on left side (south side)</p> <p>Solo hay banqueta en el lado izquierdo lado sur</p>	<p>Double sidewalk, sidewalk on both sides on Mt. Vernon</p> <p>Doble Banqueta, banqueta en ambos lados de Mt. Vernon</p>	<p>Fix and maintain sidewalk in front of school</p> <p>Arreglar y dar mantenimiento a la banqueta en frente de la escuela</p>	<p>The Public Works Department will evaluate the area to repair existing sidewalk</p> <p>El Departamento de Obras Públicas evaluará el área para reparar la banqueta actual</p>	
Washington Street & Palm Street intersection: (Votes/Votos: 12)					
2	<p>Big intersection, limited visibility for cars and peds No traffic control, very unsafe and hard to cross for cars, peds, bikes No markings</p> <p>Es una intersección grande. Hay visibilidad limitada para los vehículos y los peatones. No hay control de tránsito, es muy difícil cruzar para los vehículos, peatones y ciclistas, no hay marcaciones</p>	<p>Lighted/signaled intersection, traffic calming, lighted raised-lined crosswalk</p> <p>Una intersección con semáforo y alumbrado público, reductores de velocidades vehiculares, cruce peatonal elevado con luces</p>	<p>This is a very dangerous intersection. A crosswalk and school Xing sign should be installed</p> <p>Esto es una intersección muy peligrosa. Debería instalarse un cruce peatonal y señales de cruce escolar</p>	<p>This area is included in the SRTS grant project and will be addressed when construction occurs.</p> <p>Esta área está incluida en el proyecto de Rutas Seguras a la Escuela (SRTS por sus siglas en inglés) y será abordado cuando la construcción ocurra</p>	

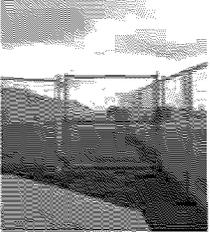
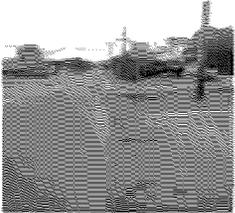
127 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Washington Street between Alton Drive & Mount Vernon Street: (Votes/Votos: 9)					
3	<p>There is no sidewalk and people walk in the street</p> <p><i>No hay banqueta y la gente camina en la calle</i></p>	<p>Install complete sidewalk</p> <p><i>Instalar banquetas completas</i></p>	<p>Sidewalks should be installed</p> <p><i>Se debería instalar la banqueta</i></p>	<p>The City attempted to apply for grant funds to do this but the cost to acquire right of way was too great.</p> <p><i>La Ciudad intentó aplicar por fondos para su realización pero el costo para adquirir el derecho de vía fue muy elevado</i></p>	
Mount Vernon in Front of School: (Votes/Votos: 6)					
4	<p>Double parking while dropping off, line of cars backs up into street from school parking lot, cars driven in exit only drive</p> <p><i>Estacionamiento en doble fila mientras desubordan, se hace una fila de automóviles hasta la calle, se meten los automóviles por los carriles de salida</i></p>	<p>Sign that says "5 second drop off", striping or signage about where to park, education on parking policies, need striping for peds- where to walk</p> <p><i>Se le debería poner un signo que diga 5 segundos para desubordar, poner marcas en el pavimento o señalamiento que indiquen dónde se puede estacionar, educación en cuanto a políticas de estacionamiento, se necesita marcaciones en el pavimento que indiquen por dónde pueden pasar los peatones</i></p>	<p>Consult with traffic engineer for suggestions on how to best control drop off/pick up</p> <p><i>Consultar con ingeniero de tránsito para sugerencias sobre cómo controlar de mejor manera el abordaje y el abajaje de estudiantes</i></p>	<p>No comment.</p> <p><i>Ningún comentario</i></p>	
Cypress Avenue & Alton Drive intersection (northeast corner): (Votes/Votos: 6)					
4	<p>Visibility issues when cars stop, they can't see if another car approaches line to stop is too far back, fence, bushes block visibility, there is no sidewalk</p> <p><i>Problemas de visibilidad cuando los carros hacen alto no ven si otro carro se aproxima, línea de alto está muy atrás o arbustos/fence bloquean visibilidad, no hay banqueta</i></p>	<p>City to ask home to trim bushes Make corner safer working with city/property owners</p> <p><i>Que la Ciudad pida a los dueños de casas que poden sus arbustos. Ciudad que negotiate con propiedad para que la esquina se reconfigure para hacerla mas segura</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>The Public Works Department will evaluate the area</p> <p><i>El Departamento de Obras Públicas evaluará el área</i></p>	

128 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Cypress Avenue between Alton Drive & Mount Vernon Street: (Votes/Votos: 5)					
6	High speeds <i>Alta velocidades</i>	City to evaluate the installation of traffic calming devices <i>Ciudad que evalúe instalación de reducir velocidades</i>	No comment provided by school principal <i>No hubo comentario del director de la escuela</i>	No comment <i>Ningún Comentario</i>	
Entrance to School: (Votes/Votos: 5)					
6	Not enough access, streets around it are closed <i>No hay suficiente acceso, las calles alrededor están cerradas</i>	More access is needed, look into opening up gate between Palm and Mt. Vernon (Liberty Charter) <i>Se necesita más acceso, que se busque abrir la puerta entre Palm y Mount Vernon (Liberty Charter)</i>	No comment provided by school principal <i>No hubo comentario del director de la escuela</i>	No comment <i>Ningún Comentario</i>	
Alton Drive & Skyline Drive Intersection: (Votes/Votos: 5)					
6	High speed and no crosswalk, hard to cross <i>Alta velocidades y no hay cruce peatonal y es difícil cruzar</i>	Install crosswalk with in-pavement lights activated electronically by pedestrians ready to cross <i>Instalar cruce peatonal con señal electrónico activado por los peatones que quieren cruzar</i>	No comment provided by school principal <i>No hubo comentario del director de la escuela</i>	The Engineering Division will evaluate the area for traffic control solutions if applicable. <i>La división de ingeniería lo evaluará el área para separar la ubicación de las soluciones a través de control de tráfico, en caso de aplicar</i>	

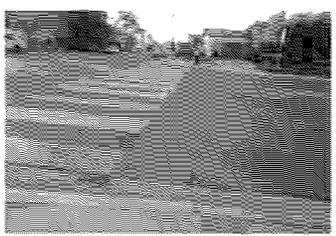
129 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Cypress Avenue between Alton Drive & Mount Vernon Street: (Votes/Votos: 4)					
9	<p>No sidewalks on both sides</p> <p><i>No hay banquetas en ambos lados</i></p>	<p>Install complete sidewalks</p> <p><i>Instalar banquetas completas</i></p>	<p>Sidewalks needed</p> <p><i>Se necesitan banquetas</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas por 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i></p>	
Behind Mount Vernon and Liberty Charter: (Votes/Votos: 4)					
9	<p>Walkway and path is gated and locked</p> <p><i>Sendero y camino peatonal tiene puerta y está cerrada</i></p>	<p>Open gate during school morning and afternoon, have person/staff to monitor the area</p> <p><i>Abrir la puerta en las mañanas y tardes, que haya una persona monitoreando el área</i></p>	<p>Define more "walkable" routes</p> <p><i>Definir rutas más "caminables"</i></p>	<p>No comment</p> <p><i>Ningún comentario</i></p>	
Alton Drive & Skyline Drive Intersection: (Votes/Votos: 4)					
9	<p>Wide intersection, no crosswalk, no street sign/traffic control, 5-way intersection</p> <p><i>Intersección amplia, no hay cruce peatonal, no hay señal de control en la calle/semafora, es una intersección de 5 sentidos</i></p>	<p>Install stop light/sign or crosswalk with in-pavement flashers/some kind of lighting, striping, roundabout, (traffic calming elements)</p> <p><i>Instalar semáforos o señal de alto a cruce peatonal con luces parpadeantes en el pavimento, marcaciones en el pavimento, glorieta (elementos para reducir las velocidades)</i></p>	<p>Sidewalks needed</p> <p><i>Se necesitan banquetas</i></p>	<p>The Engineering Division will evaluate this intersection</p> <p><i>La división de ingeniería evaluará esta intersección</i></p>	

130 - Lemon Grove Kids Walk & Roll to School

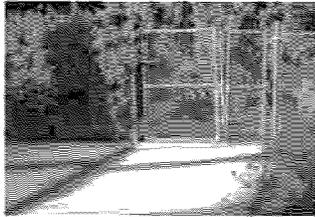
Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Washington Street between Blossom Lane & Lincoln Street: (Votes/Votos: 3)					
12	<p>No sidewalks</p> <p>No hay banquetas.</p>	<p>Install sidewalk</p> <p>Instalar banquetas</p>	<p>Install four way stop</p> <p>Instalar señal de alto en cuatro sentidos</p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks</p> <p>En la mayoría de las instancias la Ciudad no puede instalar banquetas por 1) la falta de fondos 2) los dueños de la tierra construyen las banquetas</p>	
Mount Vernon in Front of School: (Votes/Votos: 3)					
12	<p>Drivers don't see/ respect the crosswalk in front of the school</p> <p>Los conductores no ven/no respetan el cruce peatonal enfrente de la escuela</p>	<p>Install a raised crosswalk</p> <p>Instalar un cruce peatonal elevado</p>	<p>No comment provided by school principal</p> <p>No hubo comentario del director de la escuela</p>	<p>Educate the parents that drop off students at school</p> <p>Educar a los padres cuando dejan a sus hijos.</p>	
Mount Vernon Street between Debco Drive & Washington Street: (Votes/Votos: 2)					
14	<p>Parked cars block access for neighbors, illegal passings</p> <p>Los autos estacionados obstruyen el acceso de los vecinos, los autos se traspasan de manera ilegal</p>	<p>Paint curbs red across the street to prevent this and signs that say "No Parking During School Hours"</p> <p>Paintar las bordes de la banqueta de color rojo para evitar esto e instalar señales que indiquen "No Estacionarse Durante las Horas de Clase"</p>	<p>Install electronic crosswalk with flashing lights</p> <p>Instalar cruce peatonal electrónico con luces parpadeantes</p>	<p>Educate the parents that drop off students</p> <p>Educar a los padres cuando dejan a sus hijos</p>	

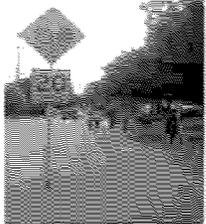
131 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Washington Street & Palm Street Intersection: (Votes/Votos: 2)					
14	<p>Stop sign only on 2 sides and cars on the other two sides go fast and do not stop so pedestrians can cross, no crosswalk</p> <p><i>Aquí solo en 2 lados y carros en los otros dos lados van rápido y no paran para que peatones crucen, no hay cruce peatonal</i></p>	<p>Install 4 way stop, install crosswalk</p> <p><i>Instalar 4 lados, instalar cruce peatonal</i></p>	<p>Four way stop needed, install crosswalk</p> <p><i>Se necesita señal de alto en los cuatro sentidos. Instalar cruce peatonal</i></p>	<p>A traffic study must be performed to determine how a four way stop will impact all other traffic on the roadway.</p> <p><i>Un estudio del tráfico deberá ser realizado para determinar como un alto de cuatro sentidos impactaría al resto del tráfico en la vía.</i></p>	
Lincoln Street between Skyline Drive & Citronella Avenue: (Votes/Votos: 2)					
14	<p>No sidewalk on south side</p> <p><i>No hay banqueta en el lado sur</i></p>	<p>Install complete sidewalks</p> <p><i>Instalar banqueta completa</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas por 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i></p>	
Debeco Drive between Aiton Drive & Mount Vernon Street: (Votes/Votos: 2)					
14	<p>Street curves, low visibility, no sidewalk, confusing row, don't stop for kids, crossing guards there</p> <p><i>Las calles están curvadas y hay poca visibilidad, no hay banqueta, un carril confuso, no se paran para que los niños crucen, hay guardias de cruce peatonal</i></p>	<p>Make it a stop sign intersection</p> <p><i>Convertirse en una intersección con señal de alto</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>No comment with the specific location rather the entire road</p> <p><i>No hubo comentario con la ubicación específica, en lugar de toda la vía.</i></p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Canyon by Crane Street: (Votes/Votos: 2)					
14	<p>There are coyotes and kids walk through canyon</p> <p><i>Hay coyotes y niños caminan por el cañón</i></p>	<p>Involve necessary agencies</p> <p><i>Involucrar a la agencia adecuada</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>No comment</p> <p><i>No hay comentario</i></p>	
Fire Hydrant in front of school and others nearby: (Votes/Votos: 1)					
19	<p>Curb is not painted red so people park and get tickets without knowing they can't park</p> <p><i>El borde de la banquetta no está pintado de rojo y la gente se estaciona y recibe multas sin saber que no se pueden estacionar ahí</i></p>	<p>Paint the curb red</p> <p><i>Pintar el borde de la banquetta roja</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>Individual must also adhere to posted signage, educate parents at the school</p> <p><i>Cada individuo deberá también obedecer los señalamientos puestos, educar a los padres en la escuela</i></p>	
Crane Street: (Votes/Votos: 1)					
19	<p>No sidewalk</p> <p><i>No hay banquetas</i></p>	<p>Install sidewalk</p> <p><i>Instalar banquetas</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks</p> <p><i>En la mayoría de las instancias, la ciudad no puede instalar banquetas por: 1) La falta de fondos 2) La falta de la tierra construyen las personas</i></p>	

133 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Lemon Grove Park between Lemon Grove Park & Senior Center: (Votes/Votos: 1)					
19	<p>Locked gate</p> <p><i>El acceso cerrado</i></p>	<p>Open the gate during morning and afterschool times</p> <p><i>Abrir las puertas durante las mañanas y después de escuela</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>The City is working with Circulate San Diego and the school to coordinate a permanent volunteer to open and close the gates</p> <p><i>La Ciudad está trabajando con Circulate San Diego y la escuela para coordinar a un voluntario para abrir y cerrar las puertas</i></p>	
Washington Street & Blossom Lane Intersection: (Votes/Votos: 1)					
19	<p>No stop sign on 2 ways up hill, no visibility, hard to cross</p> <p><i>No hay señal de alto en dos sentidos al subir el cerro, no hay visibilidad, es difícil cruzar</i></p>	<p>Make a 4 way stop or change to stop lights</p> <p><i>Hacer la intersección que tenga señal de alto en los 4 sentidos, o cambiar a que haya semáforos</i></p>	<p>Trim bushes to improve view</p> <p><i>Podar los arbustos para mejorar la visibilidad</i></p>	<p>The City recently trimmed a tree to improve visibility. A four way stop may not be necessary based on the existing traffic pattern</p> <p><i>La Ciudad recientemente cortó árboles para mejorar la visibilidad. Una señal de alto en los cuatro sentidos podría no ser necesaria basándose en el patrón de tráfico existente.</i></p>	
Washington Street & Alton Drive Intersection: (Votes/Votos: 0)					
23	<p>Big bougainvillea bush blocks and causes visibility issues</p> <p><i>Arbusto (bougainvillea) estaba creando problemas de visibilidad</i></p>	<p>City to trim or ask property to trim</p> <p><i>La ciudad que pide a propietarios que poden los arbustos</i></p>	<p>Sidewalks needed</p> <p><i>Se necesitan banquetas</i></p>	<p>The Public Works Department will evaluate the area</p> <p><i>El Departamento de Obras Públicas evaluará el área</i></p>	

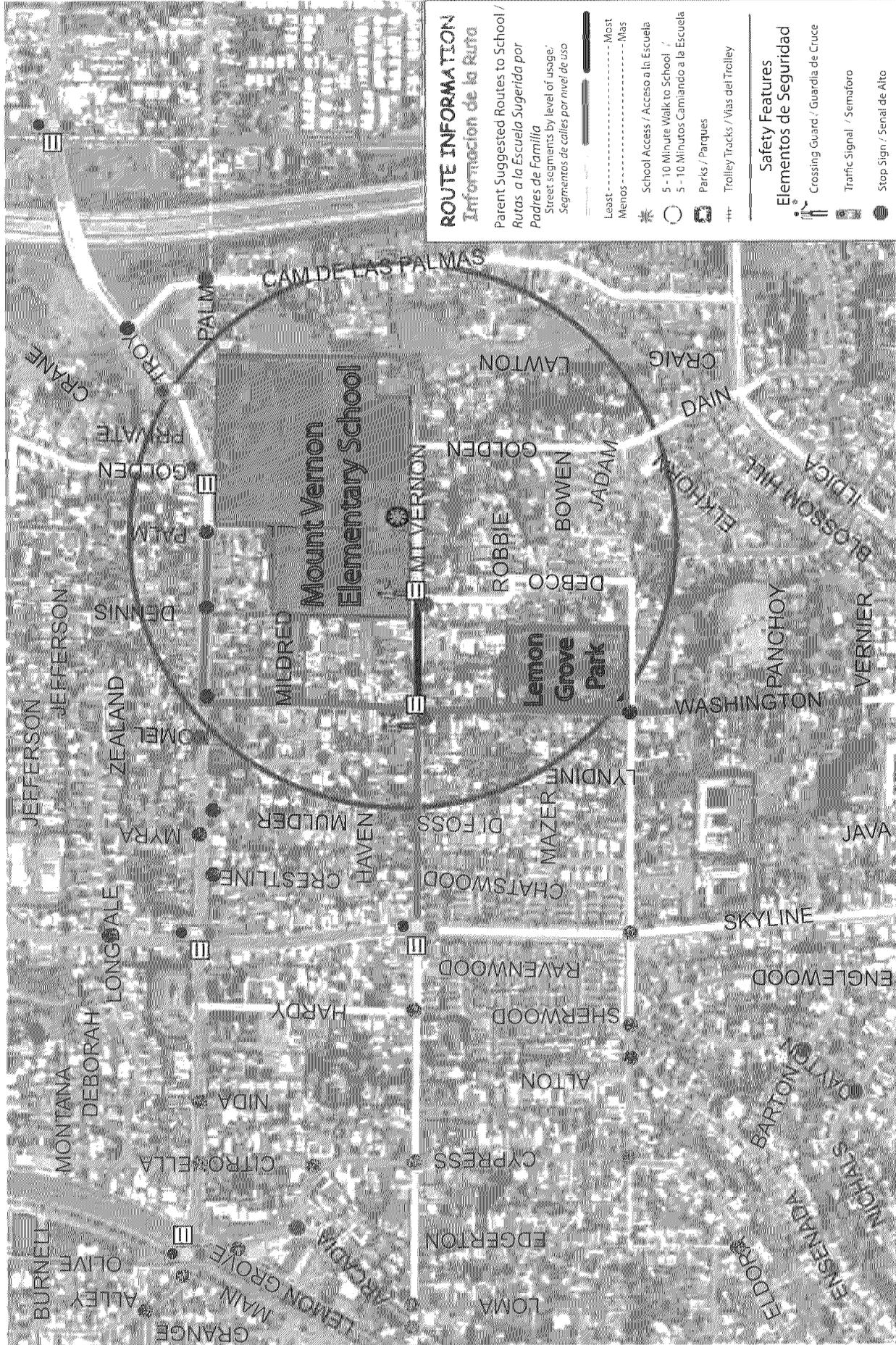
Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Washington Street between Blossom Lane & Altan Drive: (Votes/Votos: 0)					
23	No sidewalk on either side <i>No hay banqueta en ambas</i>	Install a complete sidewalk <i>Instalar banquetas completas</i>	No comment provided by school principal <i>No hubo comentario del director de la escuela</i>	In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks <i>En la mayoría de las instancias, la ciudad no puede instalar banquetas por 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i>	
Altan Drive between Debco & Skyline Drive: (Votes/Votos: 0)					
23	No sidewalks <i>No hay banquetas</i>	Install sidewalk <i>Instalar banquetas</i>	No comment provided by school principal <i>No hubo comentario del director de la escuela</i>	In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks <i>En la mayoría de las instancias, la ciudad no puede instalar banquetas por 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i>	
Lemon Grove Park: (Votes/Votos: 0)					
23	Unleashed dogs <i>Dogs are loose (no tienen correa)</i>	Place signage that indicates that dogs should must be on a leash <i>Place señalamientos de que perros deben tener correa</i>	No comment provided by school principal <i>No hubo comentario del director de la escuela</i>	Signage exists at LG Park stating off leash activity is prohibited. <i>Los señalamientos existen en el Lemon Grove Park indican que la actividad sin correa está prohibida</i>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Lemon Grove Park: (Votes/Votos: 0)					
23	<p>Dogs poop and owners do not pick it up</p> <p>Perros hacen suciedades y gente no recoge los desechos</p>	<p>Place doggie bags</p> <p>Proveer bolsas para desechos de perros</p>	<p>No comment provided by school principal</p> <p>No hubo comentario del director de la escuela</p>	<p>Signage exists at LG Park stating off leash activity is prohibited.</p> <p>Los señalamientos existen en el Lemon Grove Park, indicando que la actividad sin correa está prohibida</p>	
Skyline Drive between Palm Street & Jamacha Road: (Votes/Votos: 0)					
23	<p>Speeding cars</p> <p>Coches a altas velocidades</p>	<p>Traffic calming - roundabouts and/or curb extensions</p> <p>Reduccion de velocidad - glorietas y/o extensiones en los bordillos</p>	<p>Install school xing signs/pedestrian with lights</p> <p>Instalar señales de cruce peatonal con luces</p>	<p>Recommend an increase in Sheriff's Enforcement</p> <p>Se recomienda al Sheriff (algunos) aumentar las medidas policíacas</p>	
Pacific Avenue between Citrus Street & Alford Street: (Votes/Votos: 0)					
23	<p>No sidewalks</p> <p>No hay banquetas</p>	<p>Install complete sidewalk</p> <p>Instalar banquetas completas</p>	<p>No comment provided by school principal</p> <p>No hubo comentario del director de la escuela</p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</p> <p>En la mayoría de las instancias, la Ciudad no puede instalar banquetas por 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</p>	

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Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
23	Around the skate park(M.S.): (Votes/Votos: 0)				
	<p>Dark at night, strangers in the area</p> <p><i>Oscuro por la noche, hay gente extraña por la noche</i></p>	<p>Add more lighting and Sheriffs patrols</p> <p><i>Añadir más alumbrado público y patrulla del sheriff</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>The Engineering Division will evaluate additional lighting.</p> <p><i>La división de ingeniería lo evaluará para ver las necesidades adicionales de alumbrado</i></p>	
23	Citrus Street between Central Avenue & Pacific Avenue: (Votes/Votos: 0)				
	<p>No sidewalks on either side</p> <p><i>No hay banquetas en ambos lados</i></p>	<p>Install Complete sidewalk</p> <p><i>Instalar banquetas completas</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks</p> <p><i>En la mayoría de las instancias la Ciudad no puede instalar banquetas por 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i></p>	
23	Senior Center Parking Lot: (Votes/Votos: 0)				
	<p>Ice cream (truck) parks and kids dart out into the street</p> <p><i>El camion, de nieve se estaciona y los niños salen corriendo hacia la calle</i></p>	<p>Educate kids during safety assembly about crossing safety</p> <p><i>Educar a los niños durante asambleas de seguridad acerca de como cruzar de manera segura</i></p>	<p>No comment provided by school principal</p> <p><i>No hubo comentario del director de la escuela</i></p>	<p>No Comment.</p> <p><i>Ningún Comentario</i></p>	

Preferred Routes to School Map



ROUTE INFORMATION
 Información de la Ruta

Parent Suggested Routes to School /
 Rutas a la Escuela Sugerida por
 Padres de Familia
 Street segments by level of usage:
 Segmentos de calles por nivel de uso

- Least / Menos
- Most / Mas

School Access / Acceso a la Escuela
 5 - 10 Minute Walk to School /
 5 - 10 Minutos Caminando a la Escuela

Parks / Parques
 Trolley Tracks / Vías del Trolley

Safety Features
 Elementos de Seguridad

- Crossing Guard / Guardia de Cruce
- Traffic Signal / Semáforo
- Stop Sign / Señal de Alto
- Crosswalk / Cruce Peatonal

0 0.125 miles

Based on a schoolwide survey sent to Mount Vernon E.S. families, parents indicated their routes to school. This map shows the preferred streets taken to school from people submitting their input.
 En base a una encuesta enviada a las familias de la Escuela Primaria Mount Vernon, los padres de familia indicaron la ruta que toman a la escuela. Este mapa muestra los segmentos preferidos por las personas que dieron su información.





**Lemon Grove Kids Walk & Roll to School
Mount Vernon Elementary School/
Escuela Primaria Mount Vernon**



**Safe Routes to School (SRTS) Program School Plan
Plan del Programa de Rutas Seguras a la Escuela (SRTS) para la Escuela**

Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with residents and school staff at Mount Vernon Elementary School located at 8350 Mount Vernon Street, Lemon Grove, CA 91945 on Tuesday November 19, 2013. This workshop identified activities to support children to safely commute to Mount Vernon Elementary School.

Circulate San Diego (previamente WalkSanDiego), en asociación con la Ciudad de Lemon Grove realizaron un taller a la comunidad con residentes, personal de la escuela en la Escuela Primaria Mount Vernon ubicada en 8350 Mount Vernon Street, Lemon Grove, CA 91945 el 19 de Noviembre de 2013 para identificar actividades para apoyar a los niños a que lleguen a la Escuela Primaria Central.

Workshop participants suggested the following activities to support children safely commuting to school:

Los participantes del taller sugirieron las siguientes actividades para apoyar niños a que lleguen de manera segura a la escuela:

Vision for the Mount Vernon Elementary School SRTS Program:

Visión para el Programa de Rutas Seguras a la Escuela Primaria Mount Vernon:

- **Increase parent involvement/**
Incrementar el involucramiento de los padres de familia.
- **More encouragement and support from school (from the teachers)/**
Mas motivación y apoyo de la escuela (de los maestros).
- **Better infrastructure/**
Mejor infraestructura.

The following activities were suggested for the Central Elementary School SRTS program:

Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) a la Escuela de la Escuela Primaria Central.

	Activities/ Actividades
	<p>Students/ Estudiantes</p> <ul style="list-style-type: none"> ○ Bike Rodeos –engage the after school program (EDP)/ <i>Rodeo Ciclista- involucrar al programa de escuela extendida (EDP por sus siglas en ingles)</i>

<p>Education/ Educación</p>	<p>Pedestrian safety training for students/ Entrenamiento de seguridad peatonal para los estudiantes</p> <ul style="list-style-type: none"> ○ Incorporate pedestrian safety curriculums into academic classes / Incorporar la seguridad peatonal a los curriculums academicos <p>Parents/ Padres de Familia</p> <ul style="list-style-type: none"> ○ A campaign with signs, banners to create awareness/ <i>Una campana con cartelones y lonas para crear conciencia</i> <ul style="list-style-type: none"> ● Install them on way to school and include messages such as “be safe, cross at the crosswalk”/ <i>Instalarlos en el camino a la escuela e incluir mensajes como “actua de manera segura, cruza en los cruces peatonales”</i> ● Educational flyers to be given to parents when they drop children at school/ Volantes educativos a padres cuando dejan a los ninos <p>Neighborhood and Drivers:/ Comunidad y conductores: /</p> <ul style="list-style-type: none"> ○ Install community signs (real estate kind of signs), around the school to remind community about safety, message to include phrases like “ slow down, kids walking” or “Let our kids grow up, SLOW DOWN”/ <i>Instalar cartelones comunitarios – tipo del que usan los de bienes raíces, alrededor de la escuela para recordar a la comunidad sobre la seguridad, que incluyan mensajes como “Baja tu Velocidad, Niños Caminando” o “ Deja que los niños crezcan, REDUCE TU VELOCIDAD” .</i> ○ Use the school marquee to send community messages/ <i>Utilizar el anuncio que está en frente de la escuela para hacer mensajes comunitarios</i> ○ Electronic Feedback signs/ <i>Anuncios en el tableros electrónicos que se pone en las vialidades</i> ○ I Drive 25mph at school zone program - Pace Car Program and Pledge <i>Programa “Yo manejo a 25 mph en zona escolar” – Programa de Auto que Marca el Paso de la Velocidad y juramento</i>
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<p>Encouragement/ Motivación</p>	<p>Walking Promotion/ Promover el Caminar</p> <ul style="list-style-type: none"> ○ Celebrate International Walk to School Day and then: <i>Celebrar el Día Internacional para Caminar a la Escuela, después:</i> ○ Regular Walk to School Days with punch cards element to keep track of kids walking to school <i>Día de Caminar a la Escuela con el uso de tarjetas de perforación para medir el número de niños caminando a la escuela</i> ○ Walking school buses <i>Camioncitos caminantes</i> ○ Incentive Program: <i>Programa de Incentivos:</i> <ul style="list-style-type: none"> ● Contests, frequent walking tickets and punch cards on random days/ <i>Concursos, caminante frecuente, boletos y tarjetas para perforarse en diferentes días</i> ● Incorporate students who can't walk to school but participate in the run club/ <i>Incorporar a los estudiantes que no pueden caminar a la escuela, pero participan en el club de correr</i> ○ Open gate at Mount Vernon Park, next to senior center, so that pedestrians can enter/ <i>Abrir la puerta en Mount Vernon Park, junto al senior center para caminar por ahí</i> ○ Parent volunteers to identify kids whose parents are doing things right and incentivize the students/ <i>Voluntarios que identifiquen quienes son los niños que sus papas hacen procedimientos correctos e incentivar a esos estudiantes</i>
<p>Enforcement/ Aplicación de Medidas</p>	<p>School safety patrol (with students, crossing guard (parent), and community/ Patrulla de seguridad escolar (con estudiantes, guardias de cruce (padres de familia) y la comunidad:</p> <ul style="list-style-type: none"> ○ Banners/ <i>Lonas</i> ○ Parent volunteers to place notices on cars parked incorrectly / <i>Letreros para poner en carros cuando se estacionan en lugares erróneos</i> ○ Parents to note the plate number of cars doing illegal activities/ <i>Padres voluntarios que anoten las placas de los carros que hacen cosas incorrectas (Sra. Topete ya lo está haciendo)</i> ○ Start a shame wall with pictures of cars being parked improperly/ <i>Iniciar un muro de la vergüenza con fotos de carros mal estacionados</i> ○ Set up cones in the parking lot to reconfigure drop-off and pick up procedures/ <i>Poner conos en el estacionamiento para reconfigurar los procedimientos para dejar y recoger estudiantes</i>

	<p>Law Enforcement (Sheriff's Department)/ Medidas legales (Departamento del Sheriff)</p> <ul style="list-style-type: none"> ○ Police presence/ <i>Presencia policiaca</i>
<p>Engineering Ingeniería</p>	<p>Plan and install improvements around school for enhanced safety* / Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad*</p> <ul style="list-style-type: none"> ○ More "school zone" signage that indicates the appropriate miles per hours are needed/ <i>Se necesitan mas señalamientos de zona escolar, indicar millas por hora</i> ○ The crossing at Washington Street & Palm Avenue is used by many pedestrians and it feels very unsafe, more signage is needed/ <i>El cruce en intersección de Washington y Palm es muy utilizado por peatones y es inseguro, se necesita mas señalización</i> ○ Previous walkability workshop report includes relevant information/ <i>El reporte de un taller anterior incluye información relevante</i>
<p>Evaluation</p>	<p>Surveys and Tallies/ Encuestas y Conteos:</p> <ul style="list-style-type: none"> ○ Evaluation surveys at the beginning, middle and end of the project/ <i>Encuestas de evaluación al inicio, a la mitad y al final del proyecto</i> ○ Classroom tallies at the beginning, middle and end of the project/ <i>Cuentas en salón de clase al inicio, a la mitad y al final del proyecto</i> ○ Use tickets collected on W2SD and other events to keep track of the number of kids walking to school/ <i>Utilizar los boletos colectados en el W2SD y otros eventos para tener un registro del número de niños que caminan a la escuela.</i>

San Altos Elementary

- **SRTS Community Input Summary**
- **Parent Preferred Routes Map**
- **4 E's Program Implementation Plan**



Lemon Grove Kids Walk & Roll to School! ¡Los Niños de Lemon Grove Caminan y Ruedan a la Escuela!



SAN ALTOS ELEMENTARY SCHOOL NEIGHBORHOOD VICINDARIO DE LA ESCUELA PRIMARIA SAN ALTOS
Pedestrian & Bicyclist issues Temas de Peatones y Ciclistas

Circulate San Diego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input Community members reported the following pedestrian issues and possible solutions for improving each of these pedestrian issues (Please note that the numbers in parenthesis indicate the number of votes cast by residents, thus determining community prioritization)

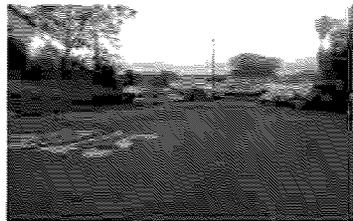
Circulate San Diego, en asociación con la Ciudad de Lemon Grove y el Distrito Escolar de Lemon Grove realizaron una serie de eventos comunitarios para recopilar información. Los miembros de la comunidad reportaron los siguientes problemas peatonales y las posibles soluciones para mejorar cada uno de estos problemas peatonales. (Por favor note que los números en los parentesis son el número de votos totales que arrojaron los residentes, y como resultado se determina el nivel de prioridad)

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
School Back Entrance: (Votes/Votos: 18)					
1	<p>Plans to close back entrance. This will force people to walk around schools where there are no sidewalks. More people will drive creating more traffic congestion</p> <p>Planes para cerrar la entrada trasera, esto ocasionara que la gente rodee para caminar a la escuela en lugares donde no hay banquetas. Mas gente manejara por lo que habrá más congestamiento vial</p>	<p>Speak up at District Board Meeting. School not to close back entrance. More adult supervision on back entrance. Keypad or video? (SD decision?) Open AM/PM but not for preschool families?</p> <p>Ir a hablar a una junta con la Mesa Directiva del Distrito para que la escuela no cierre la entrada trasera de la escuela. Mas supervisión de adultos en la entrada trasera. Video/aparato electrónico? (Decisión del distrito?) Abrir en AM/PM pero no para familias del pre-escolar</p>	<p>This issue pits one concern against another. We are definitely concerned about students have safe routes to walk or ride bikes to School. We are also concerned about the safety of students while they are on campus. More dialogue is needed and perhaps a compromise opening/closing gate</p> <p>Este problema hace chocar un problema con el otro. Nosotros nos preocupamos para que los estudiantes tengan rutas seguras para caminar o ir en bicicleta a la escuela. También nos preocupamos para que los estudiantes estén seguros en las escuelas una vez dentro del campus escolar. Se necesita un mayor dialogo y tal vez compromiso para abrir y cerrar la puerta</p>	<p>No comment</p> <p>Ningún Comentario</p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
2	Madera Street & Massachusetts Avenue Intersection: (Votes/Votos: 6)				
	<p>Dangerous intersection because of lights and crosswalk, goes to island but there's no sidewalk. Very bad for lots of residents</p> <p><i>Intersección peligrosa por las luces y el cruce peatonal, se va a la isleta pero no hay banquetas, muy mala para muchos residentes</i></p>	<p>Realign the crosswalks and make high visibility ladder. Install sidewalks at intersection. Better lighting</p> <p><i>Re alinear los cruces peatonales y hacerlos de alta visibilidad tipo escalera. Instalar banquetas en la intersección, mejor alumbrado</i></p>	<p>Whatever can be done to enhance safety will be appreciated</p> <p><i>Se agradece cualquier cosa que se pueda hacer para mejorar la seguridad</i></p>	<p>The Engineering Division will evaluate the intersection for recommendations to Public Works.</p> <p><i>La división de Ingeniería evaluará la intersección para recomendar recomendaciones a Obras Públicas</i></p>	
3	Massachusetts Avenue from Madera Street to San Altos Place and up to the curve: (Votes/Votos: 6)				
	<p>Blind spots, no crosswalks, no sidewalk on west side of street, speeding cars</p> <p><i>Puntos ciegos (problemas de visibilidad) no hay cruces peatonales, no hay banquetas</i></p>	<p>City to approach this issues</p> <p><i>Que la Ciudad aborde estos problemas</i></p>	<p>There should be a conversation as to what if anything can be done for any students needing to cross the street. The alternative is to walk to Massachusetts and Madera and cross. It has its issues already</p> <p><i>Debería haber una conversación en relación a lo que se puede hacer para los estudiantes que necesitan cruzar la calle. La alternativa es caminar a Massachusetts y Madera y cruzar. Ya hay problemas</i></p>	<p>The long area that is under question makes this response very difficult. This is likely a beginning discussion for the City and School District to decide where the most actively walked areas are so a safe cross walk can be created.</p> <p><i>El área en cuestión hace que esta respuesta sea difícil de contestar. Esta puede ser el inicio de una discusión entre la Ciudad y el Distrito Escolar para decidir donde se ubican las áreas peatonales mas la creación de un cruce peatonal seguro</i></p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
San Altos Place & Placentia Street Intersection: (Votes/Votos: 5)					
	<p>Speeding on San Altos Place, there have been collisions, infrequent stop signs so cars drive at high speeds</p> <p><i>Altas velocidades en San Altos Place, hu habido accidentes, señales de alto no son frecuentes y los autos pueden alcanzar altas velocidades</i></p>	<p>Install stop signs at San Altos & Placentia or some other solution to slow cars down</p> <p><i>Instalar señales de alto en la intersección de San Altos Place y Placentia Street u otra solución que reduzca la velocidad de los vehículo</i></p>	<p>If a stop sign will enhance safety, I agree with the suggestion for improvements</p> <p><i>Si una señal de alto va a mejorar la seguridad, entonces estoy de acuerdo con la sugerencia de mejoramiento</i></p>	<p>Increased enforcement is likely the best solution for this area. While adding stops signs may help, it also increases the likely that the signs will be ran and that additional collisions will incur. While also increasing noise pollution for the local residents.</p> <p><i>Incrementar la implementación de medidas policiaca esta mejor solución para esta área. El incluir señalamientos de alto podría ayudar, también incrementaria la posibilidad de que las señales de alto no sean respetados por lo que podrían ocurrir choques. También se incrementa la contaminación auditiva para los residentes locales</i></p>	
Madera in front of San Altos Elementary: (Votes/Votos: 4)					
	<p>Cars are speeding, even at the raised crosswalk</p> <p><i>Autos a altas velocidades aun en el cruce peatonal elevado</i></p>	<p>Redesign street to slow cars down</p> <p><i>Rediseñar la calle para reducir las velocidades vehiculares</i></p>	<p>I am unsure what it is going to take to slow vehicles down. Maybe once a week have the sheriff to monitor the flow with a speed gun during the critical hours 8 – 8:20 and 2:30 – 2:45</p> <p><i>No estoy seguro de lo que tomara para reducir las velocidades vehiculares. A lo mejor tener al sheriff para que monitoree el flujo con un radar de velocidad entre horas criticas 8:00-8:20 y 2:30 - 2:45</i></p>	<p>Contact Sheriff's for enforcement.</p> <p><i>Contactar al Alguacil para la implementación de medidas policiacas</i></p>	

146 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Madera Street & 69th Street intersection: (Votes/Votos: 4)					
5	<p>No sidewalk or space for pedestrians to walk</p> <p><i>No hay banqueto o espacio para que los peatones caminen</i></p>	<p>Install sidewalks</p> <p><i>Instalar banquetas</i></p>	<p>The district is giving thought to closing the access gate leading to Dartmoor Dr to enhance campus safety. Students will have to use 69th street which has no place for pedestrians to safely walk</p> <p><i>El distrito está pensando en cerrar la puerta de acceso que llega a Dartmoor Dr. atrás de la escuela para mejorar la seguridad. Los estudiantes tendrán que usar 69th Street la cual no tiene espacio para caminar de manera segura</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) la falta de fondos 2) Los dueños de la tierra controlan las banquetas</i></p>	
Primera Street: (Votes/Votos: 1)					
7	<p>High speeding cars, even when parents are out with kids</p> <p><i>Altas velocidades aun cuando los padres de familia están afuera con los niños</i></p>	<p>Slow down signs</p> <p><i>Señales de reducir la velocidad</i></p>	<p>No comment provided by school principal</p> <p><i>No hay comentario de la dirección escolar</i></p>	<p>No comment</p> <p><i>Ningún Comentario</i></p>	
Around San Altos Elementary School: (Votes/Votos: 1)					
7	<p>It gets very dark, there is not enough lighting, even in the parking lot</p> <p><i>Se pone muy oscura, no hay suficiente alumbrado, aun en el estacionamiento</i></p>	<p>Add ped scale lighting around the school and parking lot</p> <p><i>Ayudar alumbrado a escala humana alrededor de la escuela y en el estacionamiento</i></p>	<p>I agree with the suggested improvement</p> <p><i>Estoy de acuerdo con la recomendación para una banqueto</i></p>	<p>Engineering Division can evaluate the area for increased light poles.</p> <p><i>La división de Ingeniería puede evaluar el área para incrementar el alumbrado</i></p>	

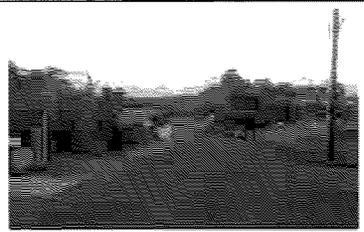
147 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Lower Fields at San Altos Elementary: (Votes/Votos: 1)					
7	<p>No comment provided</p> <p><i>No se brindo comentario</i></p>	<p>create a community destination by making it a joint use facility with fields and lights so families can use it after hours as a park</p> <p><i>Crear un destino comunitario al hacerlo una instalación de uso compartido que tenga campos y alumbrado para que las familias lo utilicen después de escuela como un parque</i></p>	<p>The suggested improvement is a good start for a conversation on this area. I think there are other things to consider, but I am open for a discussion with district leaders and community representative</p> <p><i>La mejora sugerida es un buen inicio para conversar sobre esta área. Yo creo que hay otras cosas a considera, pero estoy abierto a tratarlas con dirigentes del distrito y representantes de la comunidad</i></p>	<p>No comment</p> <p><i>Ningún Comentario</i></p>	
Parking Lot: (Votes/Votos: 0)					
10	<p>Left turn onto Madera is allowed and it creates congestion</p> <p><i>Vuelta izquierda hacia Madera es permitida pero crea congestionamiento</i></p>	<p>Make left turn out of lot illegal</p> <p><i>Hacer que la vuelta a la izquierda saliendo de ese lote sea ilegal</i></p>	<p>Before implementing this suggestion, I prefer more discussion. This suggestion may put drivers complicate things even more depending on what drivers do after they turn left</p> <p><i>Antes de implementar esta sugerencia, yo preferiria que se tratara mas. Esta sugerencia podria complicar mas las cosas para los conductores dependiendo en lo que los conductores hagan después de dar vuelta a la izquierda</i></p>	<p>No comment</p> <p><i>Ningún Comentario</i></p>	

148 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
59th Street: (Votes/Votos: 0)					
10	<p>Too dangerous to ride bikes to school. No sidewalks, no bike lanes</p> <p><i>Muy peligroso para ir en bicicleta a la escuela, no hay banquetas, no hay carriles ciclistas</i></p>	<p>Add sidewalks and BIKE LANES</p> <p><i>Agregar banquetas y CARRILES CICLISTAS</i></p>	<p>I agree with the recommendation for a sidewalk</p> <p><i>Estoy de acuerdo con la recomendación para una banqueta</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i></p>	
59th Street North of Madera Street: (Votes/Votos: 0)					
10	<p>No sidewalk. Cars going too fast</p> <p><i>No hay banquetas, los vehículos van a altas velocidades</i></p>	<p>Install complete sidewalk. City to install appropriate traffic calming-chicanes or curves</p> <p><i>Instalar banquetas completas, que la Ciudad instale elementos reductores de velocidad en las curvas</i></p>	<p>I agree with recommendation for a sidewalk</p> <p><i>Estoy de acuerdo con la recomendación para una banqueta</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i></p>	
Dartmoor Drive between Diventry and Denzroe: (Votes/Votos: 0)					
10	<p>No sidewalk</p> <p><i>No hay banqueta</i></p>	<p>Install a complete sidewalk</p> <p><i>Instalar una banqueta completa</i></p>	<p>I agree with the suggestion for improvements</p> <p><i>Estoy de acuerdo con la recomendación para mejoras</i></p>	<p>In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks.</p> <p><i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i></p>	

149 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Sheena Street: (Votes/Votos: 0)					
10	<p>Not a through street</p> <p><i>No es una calle que cruza</i></p>	<p>No comment provided by resident</p> <p><i>No hay comentario del residente</i></p>	<p>No comment provided by school principal</p> <p><i>No hay comentario de la dirección escolar</i></p>	<p>No comment</p> <p><i>Ningún Comentario</i></p>	
Daventry/Dartmoor/Denstone near 69th Street: (Votes/Votos: 0)					
10	<p>No stop signs and cars are speeding</p> <p><i>No hay señales de alto y los vehículos van a altas velocidades</i></p>	<p>Add stop signs at those 3 streets</p> <p><i>Agregar señal de alto en esas tres calles</i></p>	<p>I leave this decision to the cities traffic management. They are the best position to determine the impact of placing stop signs at these locations</p> <p><i>Dejo esta decisión a los administradores de tránsito de la Ciudad. Ellos están en una mejor posición para determinar el impacto que ocasionaría poner una señal de alto en estas ubicaciones</i></p>	<p>The Engineering Division will evaluate these intersections for recommendations to Public Works.</p> <p><i>La división de Ingeniería evaluará la intersección para hacer recomendaciones Obras Públicas</i></p>	



Lemon Grove Kids Walk & Roll to School
San Altos Elementary School/ Escuela Primaria San Altos



Safe Routes to School (SRTS) Program School Plan
Plan del Programa de Rutas Seguras a la Escuela (SRTS) para la Escuela

Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with residents and school staff at San Altos Elementary School located at 1750 Madera Street, Lemon Grove, CA 91945 on Tuesday October 14, 2014. This workshop identified activities to support children to safely commute to San Altos Elementary School.

Circulate San Diego (previamente WalkSanDiego), en asociación con la Ciudad de Lemon Grove realizaron un taller a la comunidad con residentes y personal de la Escuela Primaria San Altos Elementary ubicada en 1750 Madera Street, Lemon Grove, CA 91945 el 14 de Octubre de 2014 para identificar actividades para apoyar a los niños a que lleguen a la Escuela Primaria San Altos.

Workshop participants suggested the following activities to support children safely commuting to school:

Los participantes del taller sugirieron las siguientes actividades para apoyar niños a que lleguen de manera segura a la escuela:

Vision for the San Altos Elementary School SRTS Program:

Visión para el Programa de Rutas Seguras a la Escuela Primaria San Altos:

- **Madera Street to be safer with cars at lower speeds/**
Que Madera Street sea más segura con menores velocidades vehiculares
- **More sidewalks around school/**
Mas banquetas alrededor de la escuela San Altos
- **More parent involvement/**
Mas participación de los padres de familia

The following activities were suggested for the San Altos Elementary School SRTS program:

Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) a la Escuela de la Escuela Primaria San Altos:.

	Activities/ Actividades
Education/ Educación	<p>Students/ Estudiantes</p> <ul style="list-style-type: none"> ○ Bike Rodeo/ <i>Rodeo Ciclista</i> ○ Pedestrian safety training for students <i>Entrenamiento de seguridad peatonal para los estudiantes</i> ○ Educational material to teach students how to cross properly on the new crosswalk on Madera Street (right in front of the school)/ <i>Material educativo que enseñe a los estudiantes a como cruzar de manera apropiada en el Nuevo cruce peatonal en Madera Street (justo frente a la escuela)</i> <p>Parents/ Padres de Familia</p> <ul style="list-style-type: none"> ○ A campaign with signs, banners to create awareness/ <i>Una campana con cartelones y lonas para crear conciencia</i> ● Use School Marquee to make SRTS related communications/ <i>Utilizar el letrero escolar para hacer comunicados relacionados al programa SRTS</i> ● Use special events like Fall Festival to make communications to parents/ <i>Utilizar eventos como el Festival de Otoño para hacer comunicados a los padres de familia</i> <p>Neighborhood and Drivers:/ Comunidad y conductores:</p> <ul style="list-style-type: none"> ○ I Drive 25mph at school zone program - Pace Car Program and pledge/ <i>Programa "Yo manejo a 25 mph en zona escolar" – Programa de Auto que Marca el Paso de la Velocidad y juramento</i> ○ Use the school marquee to send community messages/ <i>Utilizar el anuncio que está en frente de la escuela para hacer mensajes comunitarios</i>
Encouragement/ Motivación	<p>Walking promotion/ Promover el Caminar</p> <ul style="list-style-type: none"> ○ Celebrate International Walk to School Day and then: <i>Celebrar el Día Internacional para Caminar a la Escuela, después:</i> <ul style="list-style-type: none"> ○ Organize a Walk to school Day/ <i>Organizar un Día de Caminar a la Escuela</i> ○ Walking school buses <i>Camioncitos caminantes</i>

	<ul style="list-style-type: none"> ○ Frequent Walker “punch card program” <i>Programa de Caminante Frecuente con la tarjeta</i> ○ Incentive Program: <i>Programa de Incentivos:</i> <ul style="list-style-type: none"> ● Gives prize to students for doing good actions/ <i>Incentivos – premios por buenas acciones</i> ● Pencils, stickers, etc./ <i>Lápices, calcomanías, etc.</i> ○ Engage running club before school into SRTS program/ <i>Involucrar al club programa de correr antes de la escuela al programa de SRTS</i> ○ Increase awareness about SRTS volunteers/ <i>Incrementar la conciencia del voluntariado e n el programa de SRTS</i>
<p>Enforcement/ Aplicación de Medidas</p>	<p>School safety patrol (with students, Crossing guard (parent), and community/ <i>Patrulla de seguridad escolar (con estudiantes, guardias de cruce (padres de familia) y la comunidad:</i></p> <ul style="list-style-type: none"> ○ Banners/ <i>Lonas</i> ○ An educated and trained safety patrol/ <i>Una patrulla de seguridad educada y bien preparada</i> ○ Signs and cones for drop off area/ <i>Señales y conos para áreas de desabordar</i> <p>Law Enforcement (Sheriff’s Department)/ <i>Medidas legales (Departamento del Sheriff):</i></p> <ul style="list-style-type: none"> ○ Police presence/ <i>Presencia policiaca</i> ○ Electronic Feedback signs/ <i>Anuncios en el tableros electrónicos que se pone en las vialidades</i> ○ Install speed radars on Madera Street,(but police dept does not have one)/ <i>Instalar radares de velocidad en Madera Street, pero el departamento de policía no cuenta con uno</i> ○ Sheriff Department to train safety patrol properly/ <i>Que el Departamento del Sheriff entrene bien a la patrulla de seguridad de la escuela</i>
<p>Engineering Ingeniería</p>	<p>Plan and install improvements around school for enhanced safety* / <i>Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad*</i></p> <ul style="list-style-type: none"> ○ More visible speed limit signs/ <i>Señales de límite de velocidad más visibles</i> ○ On Madera Street the 40 mph speed limit drops to 25mph suddenly within 100ft from Massachusetts and cars are still going fast by the time they get to San Altos Elementary/ <i>En Madera Street el límite de velocidad cambia de 40 mph a 25mph de repente en un rango de 100 pies entrando de Massachusetts y los carros</i>

	<p><i>van rápido cuando llegan al nivel de la escuela San Altos</i></p> <ul style="list-style-type: none"> ○ MTS drivers driving fast and challenging safety patrol/ <i>Los choferes de los camiones de MTS manejan rápido y no obedecen a la patrulla de seguridad</i> ○ Medians to reduce speed on Madera Street/ <i>Camellones para reducir la velocidad en Madera Street</i> ○ Flashing yellow crosswalks need to be replaced with red-green or something that would make drivers to slow down or respect pedestrians/ <i>Las luces parpadeantes amarilla en el cruce peatonal deben remplazarse por unas de color rojo-verde o algo diferente que reduzca la velocidad vehicular o que los conductores respeten a los peatones</i> ○ Previous walkability workshop report includes relevant information/ <i>El reporte de un taller anterior incluye información relevante</i>
<p>Evaluation/ Evaluación</p>	<p>Surveys and Tallies/ Encuestas y Conteos:</p> <ul style="list-style-type: none"> ○ Evaluation surveys at the beginning, middle and end of the project/ <i>Encuestas de evaluación al inicio, a la mitad y al final del proyecto</i> ○ Classroom tallies at the beginning, middle and end of the project/ <i>Cuentas en salón de clase al inicio, a la mitad y al final del proyecto</i> ○ Use tickets collected on W2SD and other events to keep track of the number of kids walking to school/ <i>Utilizar los boletos colectados en el W2SD y otros eventos para tener un registro del número de niños que caminan a la escuela.</i>

San Miguel Elementary

- **SRTS Community Input
Summary**
- **Parent Preferred Routes
Map**
- **4 E's Program
Implementation Plan**



Lemon Grove Kids Walk & Roll to School! ¡Los Niños de Lemon Grove Caminan y Ruedan a la Escuela!



SAN MIGUEL ELEMENTARY SCHOOL NEIGHBORHOOD VECINDARIO DE LA ESCUELA PRIMARIA SAN MIGUEL
Pedestrian & Bicyclist Issues Temas de Peatones y Ciclistas

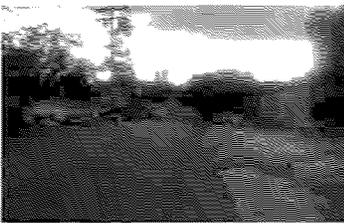
Circulate San Diego, in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a series of community events to collect the following input. Community members reported the following pedestrian issues and possible solutions for improving each of these pedestrian issues. (Please note that the numbers in parenthesis indicate the number of votes cast by residents, thus determining community prioritization.)
 Circulate San Diego, en asociación con la Ciudad de Lemon Grove y el Distrito Escolar de Lemon Grove realizaron una serie de eventos comunitarios para recopilar información. Los miembros de la comunidad reportaron los siguientes problemas peatonales y las posibles soluciones para mejorar cada uno de esos problemas peatonales. (Por favor note que los números en los parentesis son el número de votos totales que dieron los residentes, como resultado se determinó el nivel de prioridad.)

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
1	San Miguel Avenue & Mercury Drive intersection: (Votes/Votos: 5)				
	<p>No stop sign, many kids crossing cars not stopping for peds</p> <p><i>No hay señal de alto, muchos niños cruzan y los vehículos no paran para que crucen los peatones</i></p>	<p>Install a stop sign</p> <p><i>Instalar una señal de alto</i></p>	<p>There are stop signs on north and south side, but not westbound and eastbound</p> <p><i>Hay señales de alto en el lado norte y sur, pero no en sentido este y oeste</i></p>	<p>No Comment</p> <p><i>Ningún Comentario</i></p>	
2	San Miguel Avenue & Mercury Drive intersection: (Votes/Votos: 5)				
	<p>Traffic backs up when people stop to let everyone go, unsafe for crossing here</p> <p><i>Se congestiona el tráfico cuando la gente se para que pasen todos, es inseguro cruzar por aquí</i></p>	<p>Install a 4-way stop (2 way currently)</p> <p><i>Instalar señal de alto en 4 sentidos, actualmente solo hay en 2 sentidos</i></p>	<p>Great idea</p> <p><i>Gran idea</i></p>	<p>The Engineering Division can evaluate the traffic need for a four way stop sign.</p> <p><i>La división de ingeniería puede evaluar las necesidades del tráfico para una señal de alto de cuatro sentidos</i></p>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
San Miguel Avenue & Mercury Drive Intersection: (Votes/Votos: 3)					
3	<p>Safety patrol waits until no cars on intersection</p> <p><i>La patrulla de seguridad se espera hasta que no hay carros en la intersección</i></p>	<p>Better training, better timing to allow ped crossing</p> <p><i>Un Mejor entrenamiento, mejores tiempos que permitan que los peatones crucen</i></p>	<p>Training with Teachers and patrol members needs to happen yearly with Sheriff</p> <p><i>Necesita haber entrenamiento anual del Sheriff con los maestros y los miembros de la patrulla</i></p>	<p>No Comment</p> <p><i>Ningun Comentario</i></p>	
San Miguel Avenue by school: (Votes/Votos: 3)					
4	<p>Cars park on north side, people rather J-walk than going to crosswalk on Mercury because it is unsafe to walk on street (no sidewalk)</p> <p><i>Los vehiculos se estacionan en la parte norte, la gente prefiere cruzar a mitad de la calle que ir a Mercury porque es peligroso caminar en la calle ya que no hay banqueta</i></p>	<p>Install sidewalk</p> <p><i>instalar banqueta</i></p>	<p>Parking needs to be eliminated on north side of San Miguel Avenue there is no space for through traffic heading towards Federal Avenue</p> <p><i>El estacionamiento necesita eliminarse del lado norte de San Miguel Avenue porque no hay espacio para el trafico que se dirige hacia Federal Avenue</i></p>	<p>The SRTS grant project will address some of the parking concerns on San Miguel. However, the parents should be reminded that it hinders a smooth drop off when they stop there.</p> <p><i>El proyecto Rutas Seguras a la Escuela (SRTS por sus siglas en ingles) abordará algunas de las preocupaciones de estacionamiento en San Miguel. Sin embargo, a los padres deberán ser recordados de que interrumpen el flujo de dejar a los estudiantes cuando paran allí</i></p>	

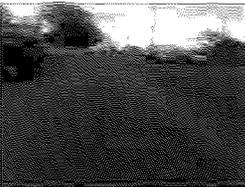
Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Massachusetts Avenue & San Miguel Avenue intersection: (Votes/Votos: 3)					
5	<p>The light to cross isn't long enough for peds</p> <p><i>El tiempo de cruce peatonal en el semáforo no es suficiente para los peatones</i></p>	<p>Extend the walk light for pedestrians</p> <p><i>Extender el tiempo de cruce para los peatones en el semáforo</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>The Engineering Division can evaluate the traffic control device</p> <p><i>La división de Ingeniería puede evaluar el control de tráfico</i></p>	
Massachusetts Avenue & San Miguel Avenue Intersection: (Votes/Votos: 3)					
5	<p>No school zone signage</p> <p><i>No hay señalización de que existe una escuela cerca</i></p>	<p>Install school zone and speed signs</p> <p><i>Instalar señales de escuela y velocidad</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>The Public Works Department will evaluate the area.</p> <p><i>El Departamento Obras Públicas evaluará el área</i></p>	
Massachusetts Avenue between Broadway & Westview Place: (Votes/Votos: 2)					
7	<p>Many bushes trees blocking sidewalk</p> <p><i>Muchos arbustos obstruyendo la banqueta</i></p>	<p>City to talk with owners or have City to trim them</p> <p><i>Que la Ciudad hable con los dueños o que la Ciudad los pade</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>The Public Works Department will evaluate the area.</p> <p><i>El Departamento Obras Públicas evaluará el área</i></p>	

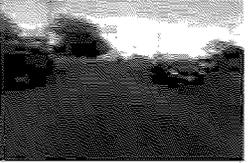
159 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
San Miguel Avenue by school (north side): (Votes/Votos: 2)					
7	Speeding <i>Altas velocidades</i>	Install electronic radars <i>Instalar radares electrónicos</i>	Blinking lights <i>Luzes parpodeantes</i>	Recommend increased Sheriff's enforcement. <i>Se recomienda al Alguacil incrementar la implementación de medidas</i>	
San Miguel Avenue between the school & MacArthur Drive: (Votes/Votos: 2)					
7	No sidewalk <i>No hay banqueta</i>	Install sidewalk <i>Instalar banqueta</i>	Install sidewalk <i>Instalar banqueta</i>	In most instances the City cannot install sidewalk because 1) Lack of funds 2) Ownership of the land to build the sidewalks. <i>En la mayoría de las instancias, la Ciudad no puede instalar banquetas porque 1) La falta de fondos 2) Los dueños de la tierra construyen las banquetas</i>	
Mount Vernon Street: (Votes/Votos: 2)					
7	High speeds (vehicles) east & west of Bonita <i>Altas velocidades vehiculares al este y oeste de Bonita</i>	Install sidewalks <i>Instalar banquetas</i>	No comments provided <i>No hay comentarios</i>	Recommend increased Sheriff's enforcement. <i>Se recomienda al Alguacil incrementar la implementación de medidas</i>	

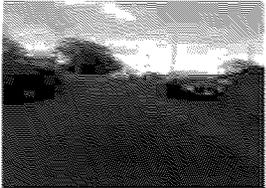
Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
7	Walgreens Shopping Center: (Votes/Votos: 2)				
	<p>Not enough pedestrian infrastructure, not enough lighting</p> <p><i>No hay suficiente infraestructura peatonal, no hay suficiente alumbrado</i></p>	<p>City to have ordinances that would implement more pedestrian infrastructure on private developments (shopping centers)</p> <p><i>Que la Ciudad tenga reglamentos que ocasionen se implementen mayor infraestructura peatonal en desarrollos privados (centros comerciales)</i></p>	<p>No comments provided</p> <p><i>No hay comentarios</i></p>	<p>This is a private property area and the City cannot retroactively mandate that a business install lights after construction.</p> <p><i>Esto es una área de propiedad privada y la Ciudad no puede girar un mandato retroactivo para la instalación de alumbrado después de la construcción</i></p>	
12	Mount Vernon Street & Bonita Street Intersection: (Votes/Votos: 1)				
	<p>Visibility problems when cars going upward on Mount Vernon</p> <p><i>Problemas de visibilidad cuando los vehículos van de subida en Mount Vernon</i></p>	<p>City to make it safer</p> <p><i>Que lo Ciudad lo haga más seguro</i></p>	<p>No comments provided</p> <p><i>No hay comentarios</i></p>	<p>What type of visibility problem? Bushes obstructing signs, line of sight?</p> <p><i>¿Que tipo de problema de visibilidad? ¿Arbustos, señalamientos, obstruyendo, líneas visuales?</i></p>	
12	Massachusetts Avenue: (Votes/Votos: 1)				
	<p>Vehicles speeding</p> <p><i>Velocidad de carros</i></p>	<p>Traffic calming</p> <p><i>Reductores de velocidad</i></p>	<p>Agree</p> <p><i>De acuerdo</i></p>	<p>Sheriff's request for increased traffic enforcement.</p> <p><i>Peticion al Alguacil para incrementar la implementación de medidas policíacas</i></p>	

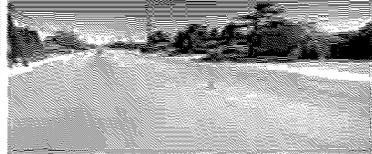
161 - Lemon Grove Kids Walk & Roll to School

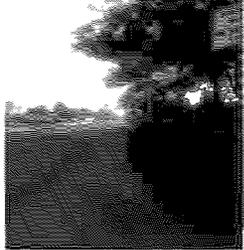
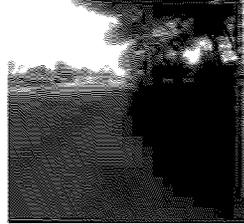
Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Massachusetts Avenue: (Votes/Votos: 1)					
12	No signage warning school nearby <i>No hay señalamiento que indique que hay una escuela cercana</i>	Ask about adding signs <i>Pedir que se agregen señales</i>	Agree <i>De acuerdo</i>	The Public Works Department will evaluate the area. <i>El Departamento de Obras Públicas evaluará el área</i>	
Massachusetts Avenue & San Miguel Avenue Intersection: (Votes/Votos: 1)					
12	Speeding, congestion, no sidewalk on one side, on San Miguel there is no left turn arrow <i>Velocidad, congestionamiento, vuelta a la requerida sobre San Miguel no hay no hay flecha, no hay banqueto en un lado</i>	Put a left turn light in order to make the left turn, put in sidewalk <i>Poner flecha (semáforo) para dar vuelta a la izquierda, instalar banqueto</i>	Agree <i>De acuerdo</i>	The Public Works Department is working with the Engineering Division to create a viable long term traffic control solution. <i>El Departamento de Obras Públicas está trabajando con la División de ingeniería para crear una solución viable de control de tráfico a largo plazo</i>	
San Miguel Avenue between the school & MacArthur Drive: (Votes/Votos: 1)					
12	Speeding cars <i>Altas velocidades vehiculares</i>	Address speeding cars <i>Abordar la velocidad de los vehículos</i>	Install electronic radar <i>Instalar un radar electrónico</i>	Sheriff's request for increased traffic enforcement. <i>Peticion al Alguacil para incrementar la implementacion de medidas</i>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
San Miguel Avenue between the school & MacArthur Drive: (Votes/Votos: 1)					
12	<p>Very curvy road</p> <p><i>Es una calle muy curvada</i></p>	<p>No comment provided</p> <p><i>No se dio ningún comentario</i></p>	<p>No comment provided</p> <p><i>No hay comentario</i></p>	<p>No Comment</p> <p><i>Ningún Comentario</i></p>	
San Miguel Avenue in front of school by church: (Votes/Votos: 1)					
12	<p>In front of the school by the church [there is] no crossing</p> <p><i>No hay cruce en frente de la escuela por la iglesia</i></p>	<p>Paint crossing</p> <p><i>Paintar el cruce peatonal</i></p>	<p>Crossing needs to be installed</p> <p><i>Se necesita que se instale un cruce</i></p>	<p>This will be installed with the SRTS Grant project.</p> <p><i>Esto será instalado con el proyecto de Rutas Seguras a la Escuela (SRTS por sus siglas en inglés)</i></p>	
San Miguel Avenue & Mercury Drive Intersection: (Votes/Votos: 1)					
12	<p>No stop signs</p> <p><i>No hay señales de alto</i></p>	<p>No comment provided</p> <p><i>No se dio ningún comentario</i></p>	<p>No comment provided</p> <p><i>No hay comentario</i></p>	<p>See previous response.</p> <p><i>Ver respuesta anterior</i></p>	
San Miguel Avenue by school (north side): (Votes/Votos: 1)					
12	<p>Not enough school area signs</p> <p><i>No hay suficientes señales de zona escolar</i></p>	<p>Install more school area signs</p> <p><i>Instalar mas señales de zona escolar</i></p>	<p>Huge safety concerns for speeding cross-through traffic</p> <p><i>Una gran preocupación de seguridad por los carros que cruzan a altas velocidades</i></p>	<p>There are existing signs in the area.</p> <p><i>Ya existen señalamientos en el área</i></p>	

163 - Lemon Grove Kids Walk & Roll to School

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
San Miguel Avenue by school (north side): (Votes/Votos: 0)					
21	No sidewalk <i>No hay banqueta</i>	Install sidewalk <i>Instalar banqueta</i>	No comment provided <i>No hay comentario</i>	This will be installed with the SRTS Grant project. <i>Esta será instalado con el proyecto de Rutas Seguras a la Escuela (SRTS por sus siglas, en ingles)</i>	
Massachusetts Avenue & San Miguel Avenue intersection: (Votes/Votos: 0)					
21	Bad traffic light synchronization <i>Mal sincronizados los semáforos</i>	No comment provided by resident <i>Residentes no brindaron comentario</i>	Agree <i>De acuerdo</i>	The Engineering Division will evaluate this area. <i>La division de ingeniería evaluará esto área</i>	
Massachusetts Avenue: (Votes/Votos: 0)					
21	Transit stop near SM has utility pole in the way <i>La parada de transporte público cerca de SM tiene un poste a la mitad de la banqueta</i>	Underground utilities, create space for people to wait for bus <i>Que se entierren las utilidades, crear más espacio para que la gente espere el autobús</i>	Agree <i>De acuerdo</i>	No Comment <i>Ningún Comentario.</i>	

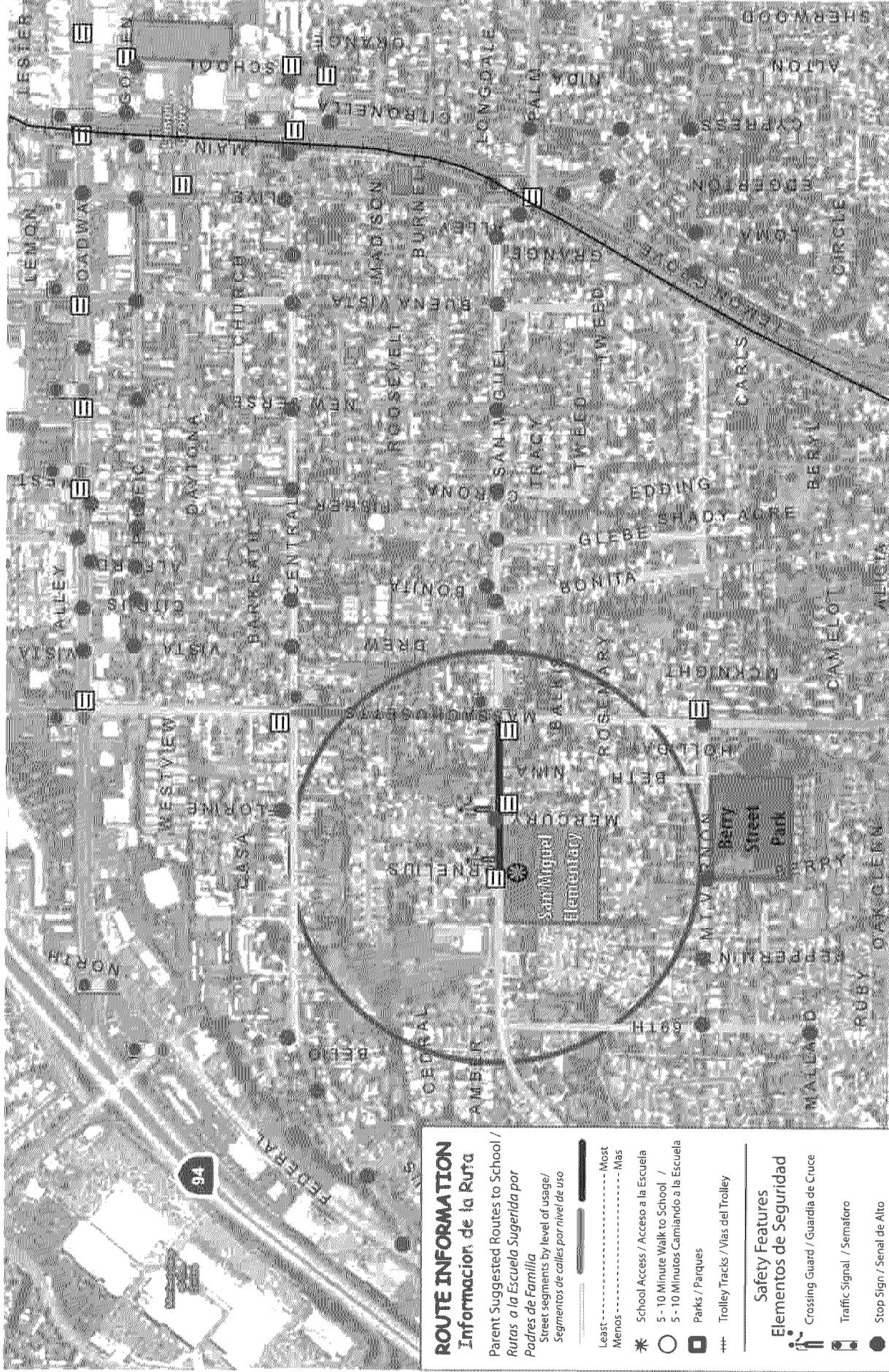
Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
Massachusetts Avenue & Rosemary Lane Intersection: (Votes/Votos: 0)					
21	No crosswalks	No comment provided	Agree	There are two crosswalks at the intersections north and south of Rosemary. Students and parents must be patient and use the existing dedicated safe zones rather than unmarked areas.	
	<i>No hay cruce de peatones</i>	<i>No se dio algún comentario</i>	<i>De acuerdo</i>	<i>Existen dos cruces peatonales en las intersecciones norte y sur de Rosemary. Los estudiantes y padres deberán ser pacientes y usar las zonas existentes dedicadas como zonas seguras en lugar de zonas sin delimitar.</i>	
Mount Vernon Street: (Votes/Votos: 0)					
21	No sidewalks	Install traffic calming	No comments provided	No Comment	
	<i>No hay banquetas</i>	<i>Instalar reductores de velocidad</i>	<i>No hay comentarios</i>	<i>Ningún Comentario</i>	
Mercury: (Votes/Votos: 0)					
21	Speeding and no stop signs	No comments provided	No comments provided	No Comment	
	<i>Velocidad de carros y no hay señales de alto</i>	<i>No hay comentarios</i>	<i>No hay comentarios</i>	<i>Ningún Comentario</i>	

Priority	Issues Identified by Residents	Request	School Comments	City Comments	Pictures
San Miguel Avenue between Massachusetts Avenue & MacArthur Drive: (Votes/Votos: 0)					
21	<p>Parents dropping kids off westbound and parking on northside</p> <p><i>Padres de familia bajando niños en dirección oeste y estacionándose en el lado norte de la calle</i></p>	<p>School zone lifted crosswalk like Broadway, make pick up and drop off on east side street! Eliminates problem on San Miguel Avenue</p> <p><i>Cruce elevado como el de Broadway, poner la zona de para abordaje en el lado este [de la escuela] y se elimine el problema en San Miguel Avenue</i></p>	<p>Flow of traffic in parking lot defined to help traffic congestion</p> <p><i>El Flujo de tráfico en el estacionamiento está definido para ayudar en cuanto al congestionamiento vehicular</i></p>	<p>No Comment</p> <p><i>Ningún Comentario</i></p>	
San Miguel Avenue between Massachusetts Avenue & MacArthur Drive: (Votes/Votos: 0)					
21	<p>People ignore no left turn sign and turn left impeding traffic</p> <p><i>La gente ignora la señal de no vuelta a la izquierda y da vuelta a la izquierda obstruyendo el tráfico</i></p>	<p>Cut tree branch and enforce law, enforcement – get Sheriff out there</p> <p><i>Cortar las ramas del árbol y aplicar la ley, que el Sheriff este allí afuera</i></p>	<p>Address “no turn left sign”</p> <p><i>Abordarlo con una “señal de no vuelta a la izquierda”</i></p>	<p>No Comment</p> <p><i>Ningún Comentario</i></p>	



San Miguel Elementary School
 1466 - Lemon Grove Kids Walk & Roll to School
 7059 San Miguel Ave, Lemon Grove, CA 91945

Preferred Routes to School Map



ROUTE INFORMATION

Información de la Ruta

Parent Suggested Routes to School /
 Rutas a la Escuela Sugeridas por
 Padres de Familia
 Street segments by level of usage /
 Segmentos de calles por nivel de uso

- Least - Menos
- Most - Mas
- * School Access / Acceso a la Escuela
- 5 - 10 Minute Walk to School / 5 - 10 Minutos Caminando a la Escuela
- Parks / Parques
- ++ Trolley Tracks / Vías del Trolley

Safety Features

- Elementos de Seguridad
- Crossing Guard / Guardia de Cruce
- Traffic Signal / Semáforo
- Stop Sign / Señal de Alto
- Crosswalk / Cruce Peatonal



Based on a schoolwide survey sent to San Miguel E.S. families, parents indicated their routes to school. This map shows the preferred streets taken to school from people submitting their input.

En base a una encuesta enviada a las familias the San Miguel, los padres de familia indicaron la ruta que toman a la escuela. Este mapa muestra los segmentos preferidos por las familias que dieron su informacion.



Lemon Grove
 Community Center



**Lemon Grove Kids Walk & Roll to School
San Miguel Elementary School/
Escuela Primaria San Miguel**



**Safe Routes to School (SRTS) Program School Plan
Plan del Programa de Rutas Seguras a la Escuela (SRTS) para la Escuela**

Circulate San Diego (formerly WalkSanDiego), in partnership with the City of Lemon Grove and the Lemon Grove School District, conducted a community workshop with residents, Sheriff Department staff and school staff at San Miguel Elementary School located at 7059 San Miguel Avenue, Lemon Grove, CA 91945 on September 20, 2013. This workshop identified activities to support children to safely commute to San Miguel Elementary School.

Circulate San Diego (previamente WalkSanDiego), en asociación con la Ciudad de Lemon Grove realizaron un taller a la comunidad con residentes, personal del Departamento del Sheriff y de la escuela en la Escuela Primaria San Miguel ubicada en 7059 San Miguel Avenue, Lemon Grove, CA 91945 el 20 de Septiembre de 2013 para identificar actividades para apoyar a los niños a que lleguen a la Escuela Primaria San Miguel.

Workshop participants suggested the following activities to support children safely commuting to school: *Los participantes del taller sugirieron las siguientes actividades para apoyar niños a que lleguen de manera segura a la escuela:*

Vision for the San Miguel Elementary School SRTS Program:

Visión para el Programa de Rutas Seguras a la Escuela Primaria San Miguel:

- **Over 50% of students walking to school**
Mas del 50% de los estudiantes que caminen a la escuela
- **Crosswalks with brighter yellow paint**
Cruces peatonales con pintura amarilla brillante
- **Safer driving in the school zone**
Conductores más seguros en zona escolar
- **More caution at the speed limit signs**
Mayor precaución en las señales de límites de velocidad
- **Culture change toward respect for all modes of transportation**
Cambio de cultura en relación al respeto a todos los medios de transporte
- **Improved driver attitudes/behavior**
Mejora en las actitudes/conductas de los conductores
- **Safer intersections and streets in regards to transportation**
Intersecciones y calles más seguras en términos de transporte
- **A cleaner environment (less polluted)**
Entorno más limpio (menos contaminado)
- **Better pedestrian infrastructure free of barriers**
Mejor infraestructura peatonal libre de obstáculos
- **A more respectful environment between pedestrians and vehicle drivers (more awareness)**
Un entorno más respetuoso entre peatones y conductores (mayor conciencia)
- **Healthier kids**
Niños más saludables

The following activities were suggested for the Central Elementary School SRTS program:
 Las siguientes actividades fueron sugeridas para el Programa de Rutas Seguras (SRTS) a la Escuela de la Escuela Primaria Central.

	Activities/ Actividades
Education Educación	<p>Students: <i>Estudiantes:</i></p> <ul style="list-style-type: none"> ○ Bike Rodeos –engage the extended day program (EDP). <i>Rodeo Ciclista- involucrar al programa de escuela extendida (EDP por sus siglas en ingles).</i> ○ Pedestrian safety training for students. <i>Entrenamiento de seguridad peatonal para los estudiantes.</i> ○ Police to come to the school to talk about personal and traffic safety. <i>Policía que venga a la escuela a hablar sobre seguridad personal y de transito.</i> ○ Pin bottoms with pedestrian and bicycle educational messages for students – e.g. “I Walk to School” and that include students’ information (name, class and grade). <i>Botones con mensajes educativos de seguridad peatonal y ciclista para los estudiantes y que digan “yo camino a la escuela” con su información (nombre, maestro y grado).</i> ○ Assembly with school mascot. <i>Asamblea con la mascota (botarga).</i> <p>Parents: <i>Padres de Familia:</i></p> <ul style="list-style-type: none"> ○ A campaign with signs, banners to create awareness. <i>Una campana con cartelones y lonas para crear conciencia.</i> <ul style="list-style-type: none"> ● Educational flyers to be given to parents when they drop children at school. <i>Volantes educativos para dar a padres cuando dejan a los niños en la escuela.</i> ○ Education through official school webpage or Facebook page. <i>Educación a través de la página oficial de la escuela o a través de la página de Facebook.</i> ○ Messages related to safe driving and other relevant information like - “Did you know that.....(ticket info, statistics, etc.)”. <i>Mensajes relacionados a manejar de manera segura y otra información relevante como - :”sabía usted que:.....(información sobre multas, estadísticas, etc.”.</i>

<p>Education Educación</p>	<p>Neighborhood and Drivers: Comunidad y conductores:</p> <ul style="list-style-type: none"> ○ I Drive 25mph at school zone program - Pace Car Program and pledge. <i>Programa "Yo manejo a 25 mph en zona escolar" – Programa de Auto que Marca el Paso de la Velocidad y juramento.</i> ○ Install community signs- real estate kind of signs, around the school to remind community about safety. <i>Instalar cartelones comunitarios – tipo del que usan los de bienes raíces, alrededor de la escuela para recordar a la comunidad sobre la seguridad.</i>
<p>Encouragement Motivación</p>	<p>Walking promotion: Promover el Caminar:</p> <ul style="list-style-type: none"> ○ Celebrate International Walk to School Day and then: <i>Celebrar el Día Internacional para Caminar a la Escuela, después:</i> <ul style="list-style-type: none"> ○ Organize a Walk to school Day. <i>Organizar un Día de Caminar a la Escuela.</i> ○ Regular Walk to School Days. <i>Día de Caminar a la Escuela.</i> ○ Walking school buses. <i>Camioncitos caminantes.</i> ○ Create Park and Walk Sites. <i>Crear sitios para estacionarse y después caminar.</i> ○ Incentive Program: <i>Programa de Incentivos:</i> <ul style="list-style-type: none"> ● Contests, frequent walking, tickets and punch cards on random days. <i>Concursos, caminante frecuente, boletos y tarjetas para perforarse en diferentes días.</i> ● Gotcha Being good tickets – Sheriff already have a program with the 7/11. Would be important to explore possibility to integrate program to SRTS schools. <i>Atrapado por hacer cosas bien – el Departamento del Sheriff ya tiene un programa con el 7/11. Sería importante explorar la posibilidad de integrar ese programa al programa de SRTS.</i> ● Incorporate students who cant walk to school– no run club any more – maybe something on W2SD. <i>Incorporar a los estudiantes que no pueden caminar a la escuela – ya no hay club de carreras – tal vez el día de caminar a la escuela.</i>

<p>Enforcement Aplicación de Medidas</p>	<p>School based (with students, Crossing guard (parent), and community): <i>A través de la escuela (con estudiantes, guardias de cruce (padres de familia) y la comunidad:</i></p> <ul style="list-style-type: none"> ○ Place messages on cars indicating that they are obstructing the sidewalk – a frequent problema in this área. <i>Poner mensajes en carros estacionados indicando que están obstruyendo la banqueta – un problema muy constante en esta área.</i> ○ Volunteers or kids with posters reminding drivers what to do. <i>Voluntarios o estudiantes que le recuerden a los conductores sobre que hacer.</i> ○ Banners. <i>Lonas.</i> ○ Parent valets with orange vest to open door for kids being dropped off – one parent helping 3 days per week (need about 20 vests). <i>Padres de familia que abran las puertas de los carros a los niños que se bajan de los carros (con chalecos naranja) – un padre de familia que ayude 3 días a la semana (se necesitarían como 20 chalecos).</i> ○ Involve more parents since the City of Lemon Grove has one traffic deputy for all 9 schools (CSO can write some tickets – for blocking sidewalks with car). <i>Involucrar a mas padres de familia ya que la Ciudad de Lemon Grove solo cuenta con un oficial de policía para todas las escuelas (los oficiales de Servicio Comunitario (CSO por sus siglas en ingles) puede escribir ciertas multas)</i> <p>Law Enforcement (Sheriff's Department): <i>Medidas legales (Departamento del Sheriff):</i></p> <ul style="list-style-type: none"> ○ Police presence. <i>Presencia policiaca.</i> ○ Install cameras at traffic lights. <i>Instalar cámaras en los semáforos</i> ○ Install speed radars on Massachusetts Avenue, but police department does not have one. <i>Instalar radares de velocidad en Massachusetts Avenue, pero el departamento de policía no cuenta con uno.</i> ○ Pedestrian Decoys to ticket drivers. <i>Policías en Cubierto – que multen a conductores que hacen infracciones.</i>
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<p>Engineering Ingeniería</p>	<p>Plan and install improvements around school for enhanced safety: Planeación e instalación de mejoras alrededor de la escuela para mejorar la seguridad:</p> <ul style="list-style-type: none"> ○ Crosswalk near church still is needed. <i>Poner una zona para desabordar a los estudiantes.</i> ○ Increased signage west of the school, no school zone or speed limit sign currently. <i>Incrementar el señalamiento de zona escolar al oeste de la escuela, no hay actualmente señal de zona escolar o de límite de velocidad.</i> ○ <i>There is no left turn out of parking lot since construction happened.</i> <i>No hay señal de no vuelta a la izquierda saliendo del estacionamiento desde que se hizo la construcción.</i> ○ Specifically Massachusetts Avenue – left turn is an issue – ask City to evaluate Massachusetts Avenue. <i>Específicamente en Massachusetts Avenue – la vuelta a la izquierda es un problema – pedir a la Ciudad que evalúe Massachusetts Avenue.</i> ○ Extend school zone with signs/speed limits on Mass Avenue. <i>Que se extienda la zona escolar con señales y límites de velocidad a Massachusetts Avenue.</i> ○ A previous walkability workshop report includes relevant information. <i>E l reporte de un taller anterior incluye información relevante.</i>
<p>Evaluation Evaluación</p>	<p>Surveys and Tallies: Encuestas y Conteos:</p> <ul style="list-style-type: none"> ○ Evaluation surveys at the beginning, middle and end of the project. <i>Encuestas de evaluación al inicio, a la mitad y al final del proyecto.</i> ○ Classroom tallies at the beginning, middle and end of the project. <i>Cuentas en salón de clase al inicio, a la mitad y al final del proyecto.</i> ○ Use tickets collected on W2SD and other events to keep track of the number of kids walking to school. <i>Utilizar los boletos colectados en el W2SD y otros eventos para tener un registro del número de niños que caminan a la escuela.</i>

Circulate San Diego
1111 6th Ave Suite 402,
San Diego, CA 92101
(619) 544-9255
www.circulatesd.org



**LEMON GROVE CITY COUNCIL
AGENDA ITEM SUMMARY**

Item No. 2
Mtg. Date May 3, 2016
Dept. City Manager and Public Works

Item Title: Amendment to the Agreement with Rick Engineering Company

Staff Contact: Lydia Romero, City Manager and Mike James, Public Works Director

Recommendation:

Adopt a resolution (**Attachment B**) amending the agreement with Rick Engineering Company to continue to provide city engineer consulting services.

Item Summary:

Since October 2015, the City has worked with Rick Engineering as its interim city engineer and engineering services provider. The original term of that agreement was six months. With the agreement expiring, staff is still in a very precarious position to manage multiple, time sensitive capital improvement projects that may not be completed without the assistance of Rick Engineering.

The staff report (**Attachment A**) describes the engineering division staffing history, details about the existing Rick Engineering agreement, options that staff included in the amendment, and staffs recommendation to amend the agreement with Rick Engineering.

Fiscal Impact:

The estimated agreement total for engineering services totals \$330,000 for 14-months.

Environmental Review:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Not subject to review | <input type="checkbox"/> Negative Declaration |
| <input type="checkbox"/> Categorical Exemption, Section _____ | <input type="checkbox"/> Mitigated Negative Declaration |

Public Information:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> None | <input type="checkbox"/> Newsletter article | <input type="checkbox"/> Notice to property owners within 300 ft. |
| <input type="checkbox"/> Notice published in local newspaper | <input type="checkbox"/> Neighborhood meeting | |

Attachments:

- A. Staff Report
- B. Resolution

LEMON GROVE CITY COUNCIL STAFF REPORT

Item No. 2

Mtg. Date May 3, 2016

Item Title: **Amendment to the Agreement with Rick Engineering Company**

Staff Contact: **Lydia Romero, City Manager and Mike James, Public Works Director**

Discussion:

Prior to October 2015, turn over within the city's engineering division created a significant reduction to the productivity of the city's capital improvement program. In October 2015, the City Council approved an agreement with Rick Engineering Company (Rick Engineering) to serve as the interim city engineer and provide general engineering services. In order to better understand what the proposed amendment (**Attachment B – Exhibit 1**) includes, staff felt it was important to review what services Rick Engineering has provided under the current agreement.

Current Scope of Work:

The following information highlights the services that are currently being provided by Rick Engineering under the current agreement.

1. *Interim City Engineer:* Provides 8-10 hours per week working in City Hall. Under general direction of the Development Services Director (now Public Works Director), plan, organize, and direct the design and construction, of the City's street, drainage, and sanitation infrastructure, various engineering programs, subdivision map and improvement plans examination, traffic and transportation program.
2. *Capital Projects and Land Development Services:* These services focus on various tasks or projects that may occur during the contract term as directed by the City Manager, Development Services Director or Public Works Director. Example of those duties include engineering review and approval of tentative maps, tentative parcel, final maps, parcel maps, record of survey, grading plans, building permits and improvement plans for conformance with applicable city design standards, the California Subdivision Map Act, Regional Water Quality Control Board permit requirements, and the Lemon Grove Municipal Code requirements.
3. *Bid and Construction Support Services:* With specific and separate authorization by the City, Rick Engineering would provide contract administration during the course of construction of city capital improvement projects to include construction observation to assure compliance with contract documents, review and approval of contractor request for payment, and issuance of certification of completion. Also review and respond/approve all construction submittals, RFIs and construction issues that may arise.
4. *Lemon Grove Avenue Realignment Project Management:* With specific direction from the Public Works Director, Rick Engineering assists the City by managing all tasks associated with moving forward with the Lemon Grove Avenue Realignment Project that may include: Overseeing NV5 design progress, coordinate all utility coordination meetings, and facilitate all permits necessary to begin construction.

Attachment A

5. *Other Services As Needed:* Other services as listed that are not included in the original cost estimate that may be performed by Rick Engineering include:
 - a. *Urban design and planning,*
 - b. *GIS services,*
 - c. *Assessment engineering,*
 - d. *Flood control studies,*
 - e. *Landscape architecture,*
 - f. *Survey and mapping,*
 - g. *Other studies, investigations, and reports, as directed,*
 - h. *Traffic engineering, and*
 - i. *Civil design services.*

6. *Cost Estimate:* The following estimated labor for the above described work. Labor charges for work shown are on a time and material basis in accordance with the current schedule of hourly rates. Any printing and miscellaneous processing fees are extra and not a part of this agreement. These amount are not to exceed with prior authorization:

<u>Work Description</u>	<u>Budget</u>	<u>Amendment</u>
a. <i>Interim City Engineer</i>	\$50,000	\$50,000
b. <i>Capital Projects and Land Development Services</i>	\$75,000	\$75,000
c. <i>Construction Management Services</i>	\$25,000	\$0
d. <i>Lemon Grove Realignment Services</i>	<u>\$36,000</u>	<u>\$61,000</u>
<i>Total</i>	\$186,000	\$186,000

As of the date of this report, Rick Engineering has expended \$97,659. Any unexpended allocation in Fiscal Year 2015-16, will carry over to FY 2016-17 as an available funding source for this agreement.

Amended Scope of Work:

Beginning in March 2016, Rick Engineering and city staff met to discuss the existing scope of services and how it should be modified to better serve the city's needs through the next fiscal year. The proposed scope is very similar to the current scope and is summarized below.

1. *City Engineer:* Plan, organize and direct the design and construction of the City's street, drainage and sanitation infrastructure, various engineering programs, subdivision map and improvement plans examination, transportation program and participate as a part of the City's management team.
2. *Attend City Council Meetings (As-needed):* Attend City Council meetings and in support of city projects, policies, programs and city engineer duties and responsibilities. This is may equal up to 30 meetings at three hours per meeting.
3. *Capital Projects and Land Development Services:* Continuing under the same model as the last five months, this area of work can be utilized by various tasks or projects that may occur during the project period. Elements of consultant services will be developed as the needs are identified by city staff. Possible areas of work may include engineering review, approval of tentative maps, tentative parcel, final maps, parcel maps, record of

Attachment A

survey, grading plans, building permits, and improvement plans for conformance with applicable city design standards, California Subdivision Map Act, Regional Water Quality Control Board Permit requirements, and the Lemon Grove Municipal Code Requirements. Additional work items may include work on the capital improvement program, transportation/traffic engineering services, and public utility coordination.

4. *Bid and Construction Support Services:* Provide contract administration during the course of construction of City capital improvement projects to include construction observation to assure compliance with contract documents, review and approval of contractor requests for payment, and issuance of certificates of completion, review and respond/approve all construction submittals, RFIs and construction issues that may arise, and assist in bid process including bid opening, review of bids, and recommendation for contract award.
5. *Lemon Grove Avenue Realignment Project Management:* Continue to systematically move the project from design and advertisement to contractor selection, award and construction of the realignment and underground utility district. Rick Engineering is playing the vital role in total project coordination with city staff, utility companies, MTS and Caltrans.
6. *Metro Wastewater Commission/JPA Project Management Services (As-needed):* An ancillary duty of the former City Engineer and interim City Engineer was to attend the Metro Technical Advisory Committee and Joint Powers Authority meetings. This added service will recommend a wastewater experienced engineer from Rick Engineering to serve (as-needed) in the City's role and to support the City Council's appointee on the Metropolitan Wastewater Joint Powers Authority.
7. *Other Services As Needed:* Other services as listed that are not included in the original cost estimate that may be performed by Rick Engineering include:
 - a. *Urban design and planning,*
 - b. *GIS services,*
 - c. *Assessment engineering,*
 - d. *Flood control studies,*
 - e. *Landscape architecture,*
 - f. *Survey and mapping,*
 - g. *Other studies, investigations, and reports, as directed, and*
 - h. *Traffic engineering.*

Financial Summary

As previously noted, the total agreement cost estimate is proposed not to exceed \$330,000. The agreement is based on multiple types of work anticipated to be performed during the term of the agreement. Each type of work and the respective cost estimate shown are based on a time and material basis in accordance with the current schedule of hourly rates. Any printing and miscellaneous processing fees are extra and not a part of this agreement.

Attachment A

These amounts will not be exceeded without prior authorization:

<u>Work Description</u>	<u>Budget</u>
City Engineer	\$140,000
Attend City Council Meetings (as-needed)	\$20,000
Capital Projects and Land Development Services	\$75,000
Bid and Construction Support Services	\$20,000
Lemon Grove Realignment Project Mgmt Services	\$50,000
Metro Wastewater Commission/JPA Project Mgmt (as-needed)	<u>\$25,000</u>
<i>Total</i>	<i>\$330,000</i>

Because the City Engineer position impacts multiple departments and divisions within the City staff felt it was appropriate to allocated the agreement costs based on the anticipate work to be funded. This is identical to the methodology for allocating full time staffing costs. The table below outlines the funding sources that are proposed for this agreement:

<u>Funding Source</u>	<u>Budget</u>
Integrate Waste Fund	\$16,500
Lighting District Fund	\$16,500
Stormwater Fund	\$16,500
General Fund	\$33,000
Community Development Fund	\$49,500
Gas Tax Fund	\$82,500
Sanitation Fund	<u>\$115,500</u>
<i>Total</i>	<i>\$330,000</i>

This proposed funding plan is consistent with the how the full time City Engineer position was funded when it was an internal employee. The plan is consistent with the current and anticipated scope of work that Rick Engineering will provide during the term of the amended agreement.

Proposed Term:

Staff is proposing an contract term of 15 months (to June 30, 2017) with the option to extend the agreement for an additional 12-months based on need to complete any outstanding priority projects listed in the City's Five Year Capital Improvement Program.

Conclusion:

That the City Council adopts a resolution (**Attachment B**) amending the existing agreement with Rick Engineering Company.

Attachment B

RESOLUTION NO. 2016 -

RESOLUTION OF THE CITY COUNCIL OF THE CITY OF LEMON GROVE, CALIFORNIA AMENDING THE AGREEMENT WITH RICK ENGINEERING COMPANY FOR CITY ENGINEERING SERVICES

WHEREAS, on October 20, 2015 the City Council awarded a six month agreement to Rick Engineering Company for Interim City Engineer and Engineering Services in an amount not to exceed one hundred eighty-six dollars and zero cents; and

WHEREAS, prior to this agreement the city engineer position was vacant since June 22, 2015; and

WHEREAS, the engineering division is essential for ensuring timely, safe and professional responses to the city as well as to preserve commitments to both public and private development projects; and

WHEREAS, since October 20, 2015, Rick Engineering staff has provided timely, high quality services that professional and thorough; and

WHEREAS, in response to staff request, Rick Engineering Company has agreed to continue to serve as the city engineer and help to staff other as-needed engineering services through June 30, 2017 for an amount not-to-exceed three hundred thirty thousand dollars and zero cents (\$330,000.00); and

WHEREAS, staff believes that Rick Engineering has provided excellent services and will continue to do so for the duration of the amended agreement.

NOW, THEREFORE, BE IT RESOLVED that the City Council of the City of Lemon Grove, California hereby:

1. Approves an amendment to the scope of work (**Exhibit 1**) with Rick Engineering Company; and
2. Extends the agreement through June 30, 2017 with the option to extend for one (1) calendar year thereafter; and
3. Authorizes the City Manager or designee to execute and manage all contractual documents.

/////

/////

Attachment B – Exhibit 1



April 22, 2016
Revised April 27, 2016

Mr. Mike James
Public Works Director
City of Lemon Grove
3232 Main Street
Lemon Grove, CA 91945

**SUBJECT: CITY ENGINEER CONSULTING SERVICES & ON-CALL PROJECT
MANAGEMENT AND DESIGN SERVICES (J-17546)**

Dear Mike:

Rick Engineering Company is excited to be able to continue to support the City of Lemon Grove by providing City Engineer and consulting engineering services. This has included providing many varied responsibilities including oversight of engineering and field staff, entitlement review, Building Department plan review, improvement and grading plan and map review, coordination for City compliance with the Jurisdiction Urban Runoff Management Plan and project management for various capital improvement projects.

Edgar Camerino from our office will continue to provide project management to assist and manage the Lemon Grove Avenue Realignment Project. This scope of work includes design coordination, bid document preparation, utility agency coordination and approvals, project management, consultant oversight and construction oversight services.

In addition, we have included a well-respected water/wastewater consultant Dexter Wilson with Dexter Wilson Engineering to work with our team and provide the City of Lemon Grove with a liaison member to the Metro Wastewater Commission/JPA.

As discussed, the City is interested in continuing the services of Rick Engineering Company for the City Engineer position but to also provide additional design and project management services for various CIP projects that may arise over the next fifteen months.

Scope of Work

A. City Engineer

Provide City Engineer consultation services for 15 months. This assumes providing approximately 10 hours per week working at the City of Lemon Grove. The time estimate for this service is approximately 600 hours on a time and material basis. The overview of services is as follows:

Under the general direction of the Public Works Director - plan, organize and direct the design and construction, of the City's street, drainage, and sanitation infrastructure, various engineering programs, subdivision map and improvement plans examination, transportation program; participates as a member of the City's management team; to coordinate assigned activities with other department and outside agencies; and to provide responsible and complex administrative support to the Public Works Director; and performs related work as required.

Attachment B – Exhibit 1

Mr. Mike James
April 27, 2016
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Representative Duties:

The following duties are typical for this position. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

- Provide City Engineer services consistent with Government Code Section 66416.5 definition of “City Engineer” and Business and Professional Code § 6730.2. All work performed must meet current accepted engineering practices and consistent with City, State and Federal regulations.
- Assume full management responsibility for all Engineering Division services and activities including engineering, the maintenance of streets, parks and public buildings, fleet maintenance, traffic engineering and safety and wastewater and storm drainage systems maintenance; recommend and administer policies and procedures.
- Manage the development and implementation of division goals, objectives, policies and priorities for each assigned service area.
- Assess and monitor work load, administrative and support systems, and internal reporting relationships; identify opportunities for improvement; direct and implement changes.
- Establish, within City policy, appropriate service and staffing levels; monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures; allocate resources accordingly.
- Plan, direct, and coordinate, through subordinate level staff, the Engineering Division’s work plan; assign projects and programmatic areas of responsibility; review and evaluate work methods and procedures; meet with key staff to identify and resolve problems.
- Select, train, motivate, and evaluate assigned personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures.
- Participate in the development and administration of the department budget; approve the forecast of funds needed for staffing, equipment, materials, and supplies; approve expenditures and implement budgetary adjustments as appropriate.
- Provide direction and supervisory assistance subordinates in their performance of project design, construction, compliance with codes and statutes, and maintenance of Public Works facilities; analyze and develop engineering criteria for design of infrastructure projects.
- Review, oversee and participate in approval of private development; ensure that subdivision plats, maps, surveys, parcel maps, and plans for lot grading and construction of public improvements comply with applicable statutes and meet established engineering standards.

Attachment B – Exhibit 1

Mr. Mike James
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- Direct the preparation, presentation, implementation, and maintenance of the City's Capital Improvement Program; oversee the design and construction of capital improvement projects; direct the preparation of maps, plans specifications, construction administration, contract documents and cost estimates of proposed projects; supervise and perform construction bid, and operation reviews.
- Evaluate and recommend professional engineering consultants and contracts.
- Meet with the public in small and large groups to discuss City public works policies, practices and problems; explain, justify and defend department programs, policies and activities; negotiate and resolve sensitive and controversial issues.
- Represent the City and Engineering Division to other departments, elected officials, outside agencies, and various local and regional committee and professional organizations; coordinate assigned activities with those of other departments and outside agencies and organizations.
- Provide staff assistance to the Public Works Director, City Manager and City Council; prepare and present staff reports and other necessary correspondence.
- Attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of public works administration and professional engineering; maintain departmental awareness of stat-of-the-art developments in management and the fields of specialty review legislation affecting public works.
- Respond to and resolve difficult and sensitive citizen inquiries and complaints.
- Perform related duties as required.

Abilities/Skills/Knowledge:

- Ability to plan, organize and direct projects and programs in the following functional areas: engineering, streets and storm drains, sanitary sewers, related public works, traffic systems and facilities maintenance;
- Ability to develop and implement comprehensive plans to satisfy the City's immediate and future needs for public works;
- Ability to evaluate safety needs and establish training programs;
- Ability to deal effectively with the Public Works Director, City Manager, City Council, public, developers, other City departments and public agencies in coordinating activities and resolving problems;
- Managerial and administrative ability;
- Extensive knowledge of civil engineering and land surveying practices, principles and design;

Attachment B – Exhibit 1

Mr. Mike James

April 27, 2016

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- Extensive knowledge of modern principles, methods, solutions, terminology, equipment and materials in the public works field;
- Thorough knowledge of laws and regulations relating to public works construction, operation and maintenance;
- Ability to communicate effectively, orally and in writing.

Experience: At least five years' experience in public engineering and managing public works projects and supervising construction, maintenance, professional, technical and administrative staff.

Education: Equivalent to at least a Bachelor's Degree with a major in civil engineering. Graduate study in civil engineering or public administration is desirable.

License or Certification: Registration as a Professional Civil Engineer in California is required; possession of a Licensed Land Surveyor Certificate is desirable.

Possession of or ability to obtain, prior to employment, a valid Class C California driver's license with a safe driving record.

Contacts and Relationships: Employee has contact with a variety of individuals representing public and private agencies and businesses. The employee is the primary City contact on division programs and serves as spokesperson for the City in matters pertaining to the division's policies, plans and objectives. Many of the contacts involve sensitive matters requiring exercise of the highest degree of discretion and good judgment.

Accountability: Employee is accountable for the efficiency of division personnel and quality of the services provided by the department. Employee handles major technical and administrative problems which may arise as a result of the department's activities. Innovative ideas for the improvement of services are expected.

Working Conditions: Work is performed mostly in office settings. Some outdoor work is required in the inspection of various land use developments, construction sites or public works facilities. The noise level in the work environment is usually quiet to moderate.

Physical Conditions: Shall possess the physical, mental and emotional ability to perform the essential duties of the position without the threat of hazard to self or others.

While performing the duties of this job, the employee is occasionally required to stand; walk; use hands to finger, handle, feel or operate objects, tools, or controls; and reach with hands and arms. The employee is occasionally required to sit, climb or balance; stoop, kneel, crouch or crawl; talk or hear; and smell. Hand-eye coordination is necessary to operate computers and various pieces of office equipment.

The employee must occasionally lift and/or move up to 25 pounds.

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April 27, 2016
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B. City Council Meetings

Attend City Council meetings in support of Council presentations and communication for projects, policies, programs and City engineering responsibilities. This is assumed to be 30 meetings at 3 hours per meetings.

C. Capital Projects and Land Development Services

As the scope of work is unknown at this time, we discussed providing an estimated budget that can be utilized by the various tasks or project that may occur over the next 15 months. The scope and budget includes \$75,000 (approximately 400 hours) of engineering services for the various negotiated tasks that may arise.

As elements of consultant services become evident, a plan of action will be formulated to tackle the various projects and tasks to meet the needs and schedule of the City of Lemon Grove.

As the specific scope of work, schedule and deliverables is not defined at this time, the City Engineer will identify each task working closely with City staff and in particular, the Land Development Services Director, City Manager and Public Works Director to coordinate the tasks needed. Once identified and determined to be needed, a design team will be assembled with the right technical and management expertise for the task. A detailed task order of work, fee matrix with hours and schedule will be developed and submitted to the City for approval and a Notice to Proceed to be issued. The City Engineer or designated Rick Engineering Project Manager will track the task order, give weekly status reporting, have regular task communications and deliver the task on schedule and budget to the City Engineer and the City of Lemon Grove Management Team.

The following services that may be performed include but not limited to the following:

- Engineering review and approval of Tentative Maps, Tentative Parcel, Final Maps, Parcel Maps, Record of Survey, Grading Plans, Building Permits (where required) and Improvement Plans for conformance with applicable City Design Standards, the California Subdivision Map Act, the Regional Water Quality Control Board Permit Requirements, and the Municipal Code Requirements. Prepare redline plan comments, written comments and recommendations relative to plan compliance to applicable codes and regulations.
- Coordinate plan reviews as applicable with various public utility companies and whose facilities encroach in the public right-of-way.
- Coordinate consultant reviews as applicable.
- Engineering review and approval of Hydrology and Hydraulic reports, Water Quality Technical Reports, Storm Water Pollution Prevention Plans, Geotechnical Reports and other technical reports as required for project approvals.
- Preparation of Capital Improvement Plans, specifications and estimate.
- Transportation/Traffic engineering services to evaluate and provide solutions for traffic issues city wide.
- Water Resource Engineering to evaluate and provide solutions to drainage issues city wide.

Attachment B – Exhibit 1

Mr. Mike James
April 27, 2016
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D. Bid and Construction Support Services

Upon specific and separate authorization by City, provide:

1. Contract administration during the course of construction of City capital improvement projects to include construction observation to assure compliance with contract documents, review and approval of contractor request for payment, and issuance of certificates of completion.
2. Review and respond/approve all construction submittals, RFI's and construction issues that may arise.
3. Assist in bid process including bid opening, review of bids, and recommendation for contract award.
4. Engineering administrative support during construction phase of capital improvement projects.
5. Project surveying, as needed.

E. Lemon Grove Avenue Re-alignment Project Management

The following are the anticipated tasks to assist the City of Lemon Grove (City) and NV5 to obtain approvals/permits from Caltrans, MTS, and the affected utility companies for the subject project. In addition, provide project management services to complete the design during the bid, award, construction and close-out of the Lemon Grove Avenue Re-alignment Project. The City retains the right to cancel the Lemon Grove Re-alignment project at any time and to reassign these tasks as required.

- Project management services for design
 - Assist the City and oversee the City's design consultant, NV5, to obtain approvals from MTS.
 - Assist the City and oversee the City's design consultant, NV5, to finalize and obtain approvals for the 20A Utility District.
- Project management services for construction
 - Attend Design Coordination Meetings with City, Design and Construction teams.
 - Preparation of bid documents.
 - Hold pre-bid meetings.
 - Attend utility coordination meetings.
 - Attend construction meetings.
 - Provide project reporting to City of Lemon Grove as required to update on project status.
 - Provide project closeout oversight.
 - Provide grant funding coordination.
 - Assist the City Construction Management and Inspection staff with potential Request for Information (RFI) submittals (up to 10 RFI's). Assume 20 hours of an engineer's time.
 - Attend up to two (2) meetings (Pre-Bid & Bid Opening) at 3 hours each for 10 hours of an engineer's time.

For budgeting purposes we have assumed 16 hours per month for 12 months for approximately 200 hours.

Attachment B – Exhibit 1

Mr. Mike James
April 27, 2016
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F. Metro Waste Water Commission/JPA Project Management Services

Provide City of Lemon Grove representation at the monthly metro water JPA meetings, commission meetings, and monthly TAC meetings and prepare written summary reports to the City of Lemon Grove Management Team. He will also provide Policy Guidance for the City of Lemon Grove Management Team and City Council regarding overall water, sewer, and recycled water issues. For this service, we will utilize a specialized water/wastewater subconsultant – Dexter Wilson with Dexter Wilson Engineering as identified in our on-call engineering organizational chart. He has over 35 years' experience and is a well-respected expert in the design and policy of water and wastewater systems and regional water and sewer infrastructure systems.

G. Other Services not specifically included in the Engineering tasks noted in "B" above

Upon specific and separate authorization by City, provide other engineering services as listed below:

1. Urban design and planning.
2. GIS services.
3. Assessment engineering.
4. Flood control studies.
5. Landscape architecture.
6. Design survey and mapping.
7. Other studies, investigations, and reports, as directed.
8. Traffic engineering.

Fees and Billings

The following is an estimated labor fee for the above-described work. Labor charges for work shown below are on a time and material basis in accordance with the current Schedule of Hourly Rates (attached), not to exceed the following amounts without your prior authorization:

A.	City Engineer	\$140,000.00
B.	City Council Meetings	\$20,000.00
C.	Capital Projects and Land Development Services	\$75,000.00
D.	Bid and Construction Support Services	\$20,000.00
E.	Lemon Grove Re-Alignment Project Management Services	\$50,000.00
F.	Metro Waste Water Commission/JPA Project Management	\$25,000.00
	Total	\$330,000.00

Any printing and miscellaneous processing fees are extra and not a part of this agreement. Also not included are any items not specifically referred to above.

Services Not Included

1. Geotechnical Services
2. Environmental Services
3. Public Agency fees
4. Dry utility design services
5. Financial services
6. Additional Services Not Included in the Scope of Work

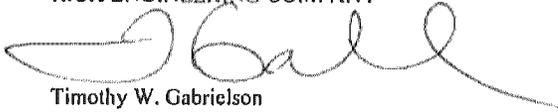
Attachment B – Exhibit 1

Mr. Mike James
April 27, 2016
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If notice is delayed for any reason beyond sixty (60) days, it is understood by the parties that the terms and conditions contained herein are subject to revision.

If you have any questions regarding this agreement, please contact me at 619-688-1435. Thank you for requesting Rick Engineering Company to provide these services.

Sincerely,
RICK ENGINEERING COMPANY



Timothy W. Gabrielson
R.C.E. 51503
Associate Principal

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APPROVED:

BY: _____

DATE: _____

Attachment B – Exhibit 1



Hourly Rates – California Offices February 27, 2016 – August 26, 2016

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Principal Consultant (Special Projects)	\$ 250.00	Principal Water Resources Designer	\$130.00
Principal	235.00	Associate Water Resources Designer	120.00
Associate Principal	220.00	Assistant Water Resources Designer	110.00
Associate/Manager	205.00		
Expert Witness	400.00	GIS Manager	\$180.00
Court Appearance per half day or part	1,600.00	GIS Coordinator	150.00
		Principal GIS Analyst	120.00
Principal Project Engineer/Manager	180.00	Associate GIS Analyst	115.00
Associate Project Engineer/Manager	165.00	Assistant GIS Analyst	103.00
Assistant Project Engineer/Manager	150.00	Principal Graphics Designer	110.00
Principal Engineering Designer	130.00	Associate Graphics Designer	105.00
Associate Engineering Designer	120.00	Assistant Graphics Designer	90.00
Assistant Engineering Designer	110.00		
Principal Engineering Drafter	110.00	Field Supervisor	\$180.00
Associate Engineering Drafter	95.00	One-person Survey Party	140.00
Assistant Engineering Drafter	85.00	One-person Survey Party with Robotics	190.00
		Two-person Survey Party	210.00
Principal Construction Engineer/Manager	\$180.00	Three-person Survey Party	270.00
Associate Construction Engineer/Manager	165.00		
Assistant Construction Engineer/Manager	150.00	3D Laser Scanning Crew (One-Person)	\$220.00
Principal Construction Technician	130.00	3D Laser Scanning Crew (Two Person)	260.00
Associate Construction Technician	120.00		
Assistant Construction Technician	110.00	Principal 3D Laser Scanning Project Manager	\$180.00
		Associate 3D Laser Scanning Project Manager	165.00
Senior Transportation/Traffic Engineer	\$205.00	Assistant 3D Laser Scanning Project Manager	150.00
Principal Transportation/Traffic Engineer	180.00	Principal 3D Laser Scanning Specialist	130.00
Associate Transportation/Traffic Engineer	165.00	Associate 3D Laser Scanning Specialist	120.00
Assistant Transportation/Traffic Engineer	150.00	Assistant 3D Laser Scanning Specialist	110.00
Principal Transportation/Traffic Designer	130.00	Principal 3D Laser Scanning Technician	110.00
Associate Transportation/Traffic Designer	120.00	Associate 3D Laser Scanning Technician	95.00
Assistant Transportation/Traffic Designer	110.00	Assistant 3D Laser Scanning Technician	85.00
Principal Urban Designer	\$210.00	Photogrammetry Supervisor	\$140.00
Principal Project Planner	185.00	Principal Photogrammetrist	115.00
Senior Associate Planner	165.00	Associate Photogrammetrist	105.00
Senior Planner	155.00	Assistant Photogrammetrist	100.00
Associate Planner	130.00		
Assistant Planner	110.00	Computing & Mapping Director	\$180.00
		Principal Survey Analyst	165.00
Principal Landscape Architect	\$210.00	Associate Survey Analyst	130.00
Principal Project Landscape Architect	185.00	Assistant Survey Analyst	105.00
Senior Associate Landscape Architect/Manager	155.00		
Associate Landscape Architect/Manager	140.00	Associate Project Administrator	\$70.00
Assistant Landscape Architect/Manager	120.00	Assistant Project Administrator	60.00
Principal Landscape Designer	110.00	Administrative Assistant	65.00
Associate Landscape Designer	105.00		
Assistant Landscape Designer	95.00		
Principal Environmental Project Manager	165.00		
Associate Environmental Project Manager	150.00		
Assistant Environmental Project Manager	130.00		
Principal Environmental Specialist	117.00		
Associate Environmental Specialist	112.00		
Assistant Environmental Specialist	107.00		
Environmental Technician	84.00		

Rates subject to change for prevailing wage contracts

When authorized, overtime shall be charged at the listed rates times 1.5

Unless otherwise agreed upon, we shall charge for printing, reproduction, deliveries, transportation, and other expenses

A ten (10) percent fee for administration, coordination and handling will be added to all subcontracted services

**LEMON GROVE SANITATION DISTRICT
AGENDA ITEM SUMMARY**

Item No. 3
Mtg. Date May 3, 2015
Dept. Public Works

Item Title: **Ordinance No. 27 – Maintaining the Current Wastewater Rates for Fiscal Year 2016-2017**

Staff Contact: Tim Gabrielson, Interim District Engineer and Mike James, Public Works Director

Recommendation:

Introduce and conduct the first reading, by title only, of Ordinance No. 27 (**Attachment C**) maintaining current wastewater rates for Fiscal Year 2016-2017.

Item Summary:

On June 2, 2014, the Sanitation District Board (Board) passed Ordinance No. 26 reducing the previously approved wastewater rate increase from 3.75 percent to 1.72 percent for Fiscal Year 2014-2015 (FY 2014-15) and FY 2015-16. The rates from a wastewater rate case study, conducted in FY 2010-11 will expire on June 30, 2016. Based on a technical memorandum (**Attachment B**) prepared by the District’s consultant, staff recommends maintaining the current rate for FY 2016-17.

The staff report (**Attachment A**) details the District’s background information regarding previous rate adjustments as well as staff’s recommendation to maintain the current rate for FY 2016-17 by introducing Ordinance No. 27 (**Attachment C**) and conduct the first reading, by title only, maintaining current wastewater rates for Fiscal year 2016-2017.

Fiscal Impact:

None.

Environmental Review:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Not subject to review | <input type="checkbox"/> Negative Declaration |
| <input type="checkbox"/> Categorical Exemption, Section | <input type="checkbox"/> Mitigated Negative Declaration |

Public Information:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> None | <input type="checkbox"/> Newsletter article | <input type="checkbox"/> Notice to property owners within 300 ft. |
| <input type="checkbox"/> Notice published in local newspaper | <input type="checkbox"/> Neighborhood meeting | |

Attachments:

- A. Staff Report
- B. Wastewater Enterprise District Rate Memorandum
- C. Ordinance No. 27

Attachment A

LEMON GROVE SANITATION DISTRICT STAFF REPORT

Item No. 3

Mtg. Date May 3, 2016

Item Title: **Ordinance No. 27 – Maintaining the Current Wastewater Rates for Fiscal Year 2016-2017**

Staff Contact: Tim Gabrielson, Interim District Engineer and Mike James, Public Works Director

Discussion:

On June 2, 2014, the Sanitation District Board (Board) passed Ordinance No. 26 reducing the previously approved wastewater rate increase from 3.75 percent to 1.72 percent for Fiscal Year 2014-2015 (FY 2014-15) and FY 2015-16. These rates were part of the 2011 wastewater rate case study performed to evaluate the current sewer rates relative to the anticipated capital operational and maintenance obligations in the future years.

The rates established in the 2011 wastewater rate case study will end June 30, 2016. Staff advertised a request for qualifications for a current wastewater rate case study on September 24, 2015 and the Board awarded the contract to NBS Government Finance Group (NBS) on December 1, 2015. After reviewing the District's revenues and expenditures and working with staff, NBS determined in a memorandum (**Attachment B**) that the current rate should be maintained through FY 2016-17 for the following reasons:

- The District is not anticipating any increases in expenditures, and
- The District Board has adequately built its reserve funds to anticipate any unforeseen incident that may increase Metro Wastewater charges to the District for transportation and treatment of flow, and
- The current rates and reserve levels are sufficient to meet the projected funding requirements.

While performing its initial analysis, NBS noted that the District is one of only three City of San Diego Metro Wastewater Joint Powers Authority member agencies that still assign a flat fee rate based on a set amount of gallons of water used per day per dwelling unit, the others being the City of Coronado and the County of San Diego. While not incorrect, the District has maintained this methodology since it formed in 1989. By maintaining the current wastewater rate for FY 2016-17 NBS will have additional time to perform a more detailed comparison and study that will explore other rate methodologies other than a flat rate. This will be the focus of the second phase of the wastewater rate study that staff will present for the District Board discussion and direction on May 3, 2016.

Conclusion:

Staff recommends that the Sanitation District Board introduce and conduct the first reading, by title only, of Ordinance No. 27 (**Attachment C**) maintaining the current wastewater rates for Fiscal Year 2016-2017.



San Francisco - Regional Office
870 Market Street, Suite 1223
San Francisco, CA 94102

Davis - Regional Office
140 B Street, Suite 5-292
Davis, CA 95616

Temecula - Corporate Headquarters
32605 Temecula Parkway, Suite 100
Temecula, CA 92592

Toll free: 800 676 7516

nbsgov.com

TECHNICAL MEMORANDUM

**TO: STEPHANIE BOYCE, ENGINEERING TECH III
CITY OF LEMON GROVE**

**FROM: KIM BOEHLER, NBS ASSOCIATE DIRECTOR
GREG HENRY, UTILITY RATE ANALYST**

SUBJECT: SUMMARY OF PRELIMINARY FINANCIAL PLAN RESULTS FOR SANITATION DISTRICT

DATE: APRIL 27, 2016

PURPOSE

Lemon Grove Sanitation District (District) retained NBS in December 2015 to conduct a comprehensive rate study for a number of purposes, including meeting long-term revenue requirements, providing revenue stability and adequate funding for capital improvements, and evaluating the rate structure and complying with certain legal requirements¹, including Proposition 218.

Based on the financial information provided by the District, NBS believes that current rates and reserve levels are sufficient to meet projected funding requirements without a rate increase during FY 2016/17. The tables and descriptions of the financial plan presented in this technical memorandum include preliminary recommendations for rate increases beyond FY 2016/17, to demonstrate the long term impact of the District forgoing a rate adjustment this upcoming fiscal year. However, these values will likely be altered as the rate study moves forward and budget projections are finalized. More detailed results of this initial financial plan are included in the appendix to this memorandum.

The financial forecast presented in this study generates sufficient revenue to meet projected funding requirements, including funding \$7.3 million² in the five year capital improvement program for FY 2016/17 to FY 2020/21. The District is also currently reviewing alternative rate structures and methods for calculating equivalent dwelling units (EDUs). This will be detailed further in Phase 2 of this study.

¹ *Legal requirements such as those imposed by the recent San Juan Capistrano court case (Capistrano Taxpayers Association, Inc. v. City of San Juan Capistrano, Opinion G048969, Superior Ct. No 30-2012-00594579, Filed April 20, 2015).*

² *The \$7.3 million in planned capital improvements is listed in Figure 2 and is in current, FY 2015/16 values. Projected cost inflation has been added for purposes of this analysis.*

Attachment B

KEY STUDY ASSUMPTIONS

Inflation and Growth Projections: To develop a 10-year financial plan for the sanitation utility, the following projected inflation and customer growth assumptions were used:

- ✓ According to City projections, customer growth per year from FY 2017/18 through FY 2021/22 is approximately: 0.27 percent, 0.27 percent, 3.17 percent, 0 percent, and 0 percent.
- ✓ General costs are inflated at 3 percent annually.
- ✓ Labor costs and retirement benefit costs are inflated at 3 percent annually
- ✓ Health benefits costs are inflated at 4 percent annually
- ✓ Natural gas costs are inflated by 4 percent annually.
- ✓ Electricity costs are inflated by 4.4 percent annually.
- ✓ San Diego Metro costs are inflated at 6.7 percent in FY 2016/17 and 2017/18, 6.9 percent in FY 2018/19, and 3 percent thereafter
- ✓ Sewage Transportation costs are inflated at 1.6 percent annually.
- ✓ No inflation is added to other budget items, such as Sewer Capacity Fee revenue.

The following sections provide an overview of the financial forecast.

DISTRICT REVENUE REQUIREMENTS

It is important for municipal utilities to maintain reasonable reserves in order to handle minor emergencies, fund working capital, maintain a good credit rating, and generally follow sound financial management practices. Rate increases are governed by the need to meet operating and capital costs, and maintain sufficient reserve funds. The current condition of the District, with regard to these objectives, is as follows:

- **Meeting Net Revenue Requirements:** The sanitation District currently collects sufficient revenue to fund all operating expenses. However, due to non-operating expenses (namely, capital projects), reserves are expected to slowly be depleted over time, if no adjustment is made to rates in the next 5 years. For FY 2016/17 through 2020/21, the projected net revenue requirement (that is, total annual expenses plus rate-funded capital costs, less non-rate revenues) ranges from approximately \$4.8 million to \$5.5 million. It is assumed in the analysis that the utility will continue with a consistent level of expenditures in future years, and that minor increases to rate revenue (2.0 percent annually) will be needed beginning in FY 2018/19.
- **Building and Maintaining Reserve Funds:** The District should maintain sufficient reserves for the utility. NBS recommends that the District consider increasing its *minimum* reserve fund targets to the metrics described below. As the study continues, these targets may be modified if needed, like all other assumptions made in this study and a revised financial plan will be provided during the second phase of this study.
 - ✓ **Operating Reserve** – should equal 180 days of the Utility's budgeted annual operating expenses, which is equal to a 6-month (or 50 percent) cash reserve for normal operations. An Operating Reserve is intended to promote financial viability in the event of any short-term fluctuation in revenues and/or expenditures, such as those caused by weather patterns, the natural inflow and outflow of cash during billing cycles, natural variability in demand-based revenue streams (for example, volumetric charges), and—particularly in periods of economic distress—changes or trends in age of receivables. NBS recommends increasing the operating reserve above the existing target of 40 percent.

The Government Finance Officers Association (GFOA) recommends that an enterprise fund begin with an operating reserve target of 90 days and adjust based upon "the particular characteristics"³ of that fund. The following are the primary characteristics of the District that lead to NBS' recommendation of a higher (180-day) operating reserve:

³ *Determining the Appropriate Levels of Working Capital in Enterprise Funds*, <http://www.gfoa.org/determining-appropriate-levels-working-capital-enterprise-funds>

- **Cash cycles** – The District experiences high peaks and valleys in its cash position throughout the year due to semi-annual revenue collection.
 - **Control over expenses** – The District has limited control⁴, of San Diego Metro's (Metro) costs, which are 30 to 40 percent of the District's total expenditures.
 - **Transfers out** – The District pays an overhead expense to the general fund for administration costs.
- ✓ **Rate Stabilization Reserve** – is currently maintained and equal to 1 year of Metro costs, per existing District practice NBS recommends that the District maintain this reserve as a hedge against the need for unexpected future rate increases
 - ✓ **Establishing a Capital Rehabilitation & Replacement Reserve** – a capital reserve should typically be equal to a minimum of 3 percent of net depreciable capital assets, which equates to a 33-year replacement cycle for capital assets. This target serves simply as a starting point for addressing long-term capital system replacement needs. Total net depreciable capital assets valuation used to establish this reserve target should include 1.31 percent of Metro's net depreciable capital assets. The 1.31 percent represents the District's expected share of Metro's of FY 2016/17 Capital Improvement Costs
 - ✓ **Establishing a Connection Fee Fund:** NBS recommends that the District create a separate fund to maintain connection fee revenue pursuant to California Government Code §66013(6)(c), which states:

"A local agency receiving payment of a charge as specified in paragraph (3) of subdivision (b) [the connection fee] shall deposit it in a separate capital facilities fund with other charges received, and account for the charges in a manner to avoid any commingling with other moneys of the local agency, except for investments, and shall expend those charges solely for the purposes for which the charges were collected. Any interest income earned from the investment of moneys in the capital facilities fund shall be deposited in that fund."

Figure 1 summarizes the sources and uses of funds, net revenue requirements, and preliminary recommended annual percent increases in total rate revenue for the next 5 years. As these figures show, should the District forego a rate increase for FY 2016/17 the fund should still expect surpluses in subsequent years. These surpluses are used to maintain reserves at recommended levels and to fund the District's capital improvement program.

Figure 1. Summary of Revenue Requirements

Summary of Sources and Uses of Funds and Net Revenue Requirements	Budget	Projected				
	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	FY 2019/20	FY 2020/21
Sources of Sewer Funds						
Rate Revenue Under Prevailing Rates	\$ 5,903,000	\$ 5,903,000	\$ 5,919,053	\$ 5,935,106	\$ 6,123,159	\$ 6,123,159
Other Operating Revenue	587,434	3,000	3,008	3,016	3,112	3,112
Interest Earnings (in Operating & Capital Reserves)	21,800	6,178	12,305	19,350	27,090	34,888
Total Sources of Funds	\$ 6,512,234	\$ 5,912,178	\$ 5,934,366	\$ 5,957,473	\$ 6,153,360	\$ 6,161,158
Uses of Sewer Funds						
Operating Expenses	\$ 4,941,700	\$ 4,921,045	\$ 5,160,479	\$ 5,418,515	\$ 5,581,746	\$ 5,749,924
Prepayment PERS	1,828,316	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Rate-Funded Capital Expenses	-	-	-	-	-	-
Total Use of Funds	\$ 6,770,016	\$ 4,921,045	\$ 5,160,479	\$ 5,418,515	\$ 5,581,746	\$ 5,749,924
Surplus (Deficiency) before Rate Increase	\$ (257,782)	\$ 991,132	\$ 773,887	\$ 538,958	\$ 571,615	\$ 411,234
Additional Revenue from Rate Increases	-	-	-	118,702	247,376	374,786
Surplus (Deficiency) after Rate Increase	\$ (257,782)	\$ 991,132	\$ 773,887	\$ 657,660	\$ 818,990	\$ 786,021
Projected Annual Rate Increase	0.00%	0.00%	0.00%	2.00%	2.00%	2.00%
Cumulative Rate Increases	0.00%	0.00%	0.00%	2.00%	4.04%	6.12%
Net Revenue Requirement	\$ 6,160,782	\$ 4,911,368	\$ 4,145,169	\$ 5,895,114	\$ 5,551,544	\$ 4,711,924

⁴ Through the Metro Wastewater Joint Powers Authority (JPA)

Attachment B

Figure 2 summarizes the sources of funding that will be used to fund the District's Capital Improvement Program. As this figure shows, the District will be able to fully fund the planned capital expenditures with funds held in reserves.

Figure 2. Capital Funding Summary

Capital Funding Summary	Budget		Projected			
	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	FY 2019/20	FY 2020/21
Sources of Capital Funding:						
Capital Rehabilitation & Replacement Reserve	\$ 742,500	\$ 1,493,500	\$ 1,432,215	\$ 1,475,181	\$ 1,519,437	\$ 1,565,020
Rate Revenue	-	-	-	-	-	-
Total: Sources of Capital Funding	\$ 742,500	\$ 1,493,500	\$ 1,432,215	\$ 1,475,181	\$ 1,519,437	\$ 1,565,020
Planned Capital Expenditures:						
Annual Sewer Maintenance Rehab (Design)	\$ 80,000	\$ 103,000	\$ 106,090	\$ 109,273	\$ 112,551	\$ 115,927
Annual Sewer Maintenance Rehab (Construction)	662,500	1,039,000	1,060,900	1,092,727	1,125,509	1,159,274
Sanitary Sewer Master Plan Update	-	103,000	-	-	-	-
Sewer Main Maintenance	-	257,500	265,225	273,182	281,377	289,819
Total: Planned Capital Expenditures	\$ 742,500	\$ 1,493,500	\$ 1,432,215	\$ 1,475,181	\$ 1,519,437	\$ 1,565,020

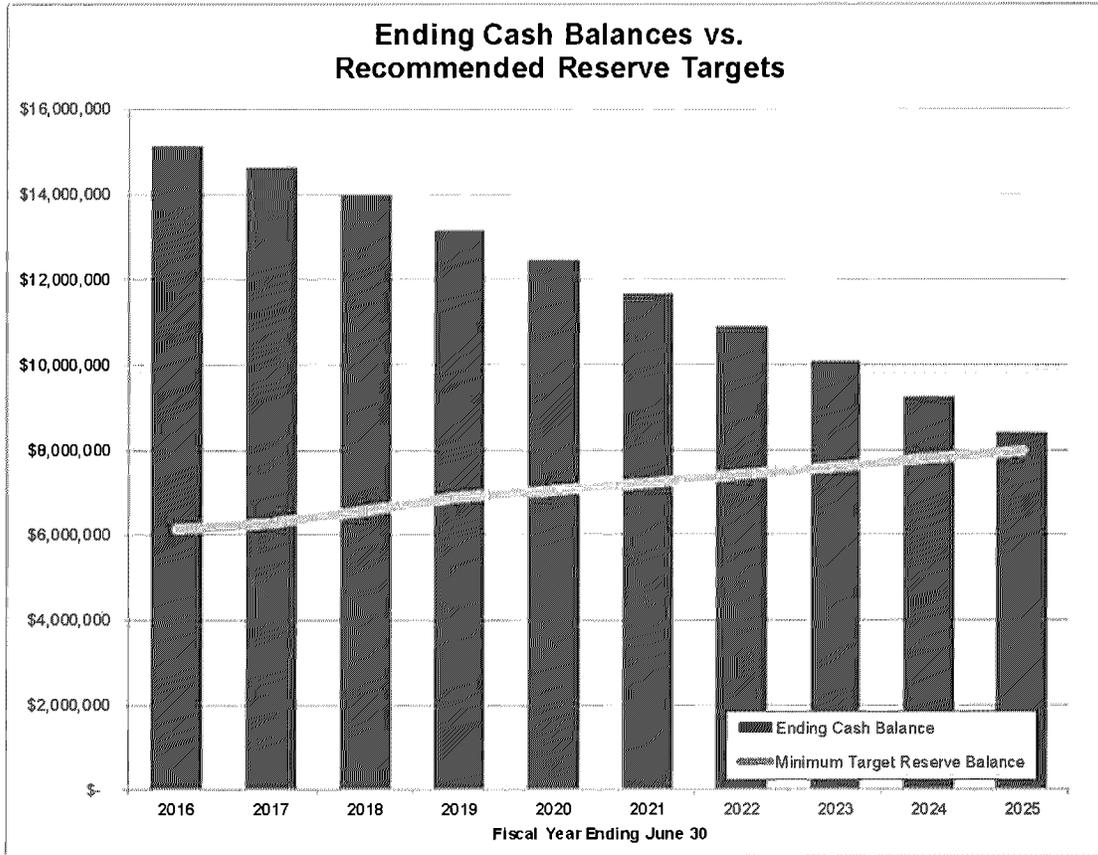
Figure 3 summarizes the projected reserve fund balances and reserve targets for the next 5 years. The impact of the reserve funded capital projects can be seen, drawing down the Capital Rehabilitation & Replacement Reserve more than 33 percent by FY 2020/21. Figure 3 also shows the Rate Stabilization Reserve target increasing, as San Diego Metro costs are expected to increase over the next 5 years.

Figure 3. Summary of Reserve Funds

Beginning Reserve Fund Balances and Recommended Reserve Targets	Budget		Projected			
	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	FY 2019/20	FY 2020/21
Operating Reserve						
Ending Balance	\$ 2,471,000	\$ 2,461,000	\$ 2,580,000	\$ 2,709,000	\$ 2,791,000	\$ 2,875,000
Recommended Minimum Target	2,471,000	2,461,000	2,580,000	2,709,000	2,791,000	2,875,000
Capital Rehabilitation & Replacement Reserve						
Ending Balance	\$ 10,341,518	\$ 9,694,340	\$ 8,751,830	\$ 7,623,798	\$ 6,756,988	\$ 5,807,095
Recommended Minimum Target	1,354,500	1,357,300	1,358,300	1,360,400	1,363,800	1,368,500
Rate Stabilization Reserve						
Ending Balance	\$ 2,310,600	\$ 2,465,410	\$ 2,630,593	\$ 2,812,104	\$ 2,896,467	\$ 2,983,361
Recommended Minimum Target	2,310,600	2,465,410	2,630,593	2,812,104	2,896,467	2,983,361
Total Ending Balance	\$ 15,123,118	\$ 14,620,750	\$ 13,962,423	\$ 13,144,001	\$ 12,444,455	\$ 11,665,456
Total Recommended Minimum Target	\$ 6,136,100	\$ 6,283,710	\$ 6,568,893	\$ 6,881,504	\$ 7,051,267	\$ 7,226,861

Figure 4 shows the ten-year projection of reserve fund balances compared to target reserves for the Utility. This figure demonstrates that existing reserve funds will be spent down over the next 5 years on capital improvement projects, and by the end of the ten-year period, reserves will be very close to the minimum reserve targets.

Figure 4. Ten Year Reserve Fund Projection



Attachment B

CONSULTANT RECOMMENDATION

NBS recommends that Lemon Grove Sanitation District maintain the existing sewer rates for FY 2016/17, until Phase 2 of the rate study is completed. The financial plan presented in this technical memorandum demonstrates that the utility is projected to meet its annual revenue requirements and maintain healthy reserves, without a rate adjustment, for approximately 2 years. Upon completion of the study, NBS will provide the District with recommendations and proposed sewer rates for a 5-year period.

Note: The attached Technical Appendix provides more detailed information on the analysis of the revenue requirements that have been summarized in this report.

NBS' PRINCIPAL ASSUMPTIONS AND CONSIDERATIONS

In preparing this memorandum and the opinions and recommendations included herein, NBS has relied on a number of principal assumptions and considerations with regard to financial matters that may occur in the future. This information and assumptions, including Lemon Grove Sanitation District's budgets, capital improvement costs, and information from District staff were provided by sources we believe to be reliable, although NBS has not independently verified this data.

While we believe NBS' use of such information and assumptions is reasonable for the purpose of this report and its recommendations, some assumptions will invariably not materialize as stated herein and may vary significantly due to unanticipated events and circumstances. Therefore, the actual results can be expected to vary from those projected to the extent that actual future conditions differ from those assumed by us or provided to us by others.

TECHNICAL APPENDIX

Attachment B

CITY OF LEMON GROVE
SEWER RATE STUDY
Financial Plan and Reserve Projections
Preliminary Draft: Do Not Cite or Distribute

Financial Plan & Reserve Summary

**TABLE 1
FINANCIAL PLAN AND SUMMARY OF REVENUE REQUIREMENTS**

RATE REVENUE REQUIREMENTS SUMMARY	Budget		Projected							
	FY 2016/16	FY 2016/17	FY 2017/18	FY 2018/19	FY 2019/20	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Sources of Sewer Funds										
Rate Revenue Under Current Rates (1, 2)	\$ 5,903,000	\$ 5,903,000	\$ 5,919,053	\$ 5,935,106	\$ 6,123,159	\$ 6,123,159	\$ 6,123,159	\$ 6,123,159	\$ 6,123,159	\$ 6,187,371
Other Operating Revenue	587,434	3,000	3,008	3,016	3,112	3,112	3,112	3,112	3,112	3,145
Interest Earnings (in Operating Reserve) (3)	21,800	6,179	12,305	19,350	27,090	34,686	43,125	51,835	61,020	62,860
Total Sources of Funds	\$ 6,512,234	\$ 5,912,179	\$ 5,934,366	\$ 5,957,473	\$ 6,153,360	\$ 6,161,158	\$ 6,169,395	\$ 6,178,105	\$ 6,187,290	\$ 6,253,376
Uses of Sewer Funds										
Operating Expenses (4):										
Salaries	\$ 795,000	\$ 795,000	\$ 818,850	\$ 843,416	\$ 868,718	\$ 894,780	\$ 921,623	\$ 949,272	\$ 977,750	\$ 1,007,082
Benefits	331,900	248,895	255,651	264,723	274,124	283,865	293,959	304,419	315,259	326,492
Other Operating Expenses	2,949,800	3,014,150	3,195,028	3,392,697	3,493,695	3,597,714	3,704,845	3,815,181	3,928,820	4,045,859
Transfers	865,000	865,000	890,950	917,679	945,209	973,565	1,002,772	1,032,855	1,063,841	1,095,756
Subtotal: Operating Expenses	\$ 4,941,700	\$ 4,921,045	\$ 5,160,479	\$ 5,418,515	\$ 5,581,746	\$ 5,749,924	\$ 5,923,199	\$ 6,101,728	\$ 6,285,669	\$ 6,475,189
Other Expenditures:										
Prepayment PERS	\$ 1,828,316	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Debt Service	-	-	-	-	-	-	-	-	-	-
Future Debt Service	-	-	-	-	-	-	-	-	-	-
Rate-Funded Capital Expenses	-	-	-	-	-	-	-	-	-	700,727
Subtotal: Other Expenditures	\$ 1,828,316	\$ -	\$ 700,727							
Total Uses of Sewer Funds	\$ 6,770,016	\$ 4,921,045	\$ 5,160,479	\$ 5,418,515	\$ 5,581,746	\$ 5,749,924	\$ 5,923,199	\$ 6,101,728	\$ 6,285,669	\$ 6,801,017
plus: Revenue from Rate Increases	-	-	-	118,202	247,379	374,786	504,745	670,445	840,293	1,025,008
Annual Surplus/(Deficit)	\$ (257,782)	\$ 991,134	\$ 773,887	\$ 538,958	\$ 571,614	\$ 411,234	\$ 245,196	\$ 86,377	\$ 211,621	\$ 452,367
Net Revenue/(Cost) From Rate Increases	\$ 257,782	\$ -								
Total Rate Revenue After Rate Increases	\$ 6,903,000	\$ 5,903,000	\$ 6,010,000	\$ 6,003,000	\$ 6,370,534	\$ 6,497,943	\$ 6,627,004	\$ 6,783,601	\$ 6,903,441	\$ 7,212,378
Projected Annual Rate Revenue Increase	0.00%	0.00%	0.00%	2.00%	2.00%	2.00%	2.00%	2.50%	2.50%	2.50%
Assumptions to Calculate Rate Revenue Requirements	0.00%	0.00%	0.00%	2.00%	2.00%	2.00%	2.00%	2.50%	2.50%	2.50%
Cost Inflation After Fuel, Oil, Gas	N/A									

1. FY 2015/16 revenues are from the City's annual budget file (Budget Year: 2015-16.pdf)
 2. For the purposes of this analysis, NBS has assumed 0.00% growth as a conservative estimate.
 3. Interest earnings are per the City's Summary Budget in FY 2015/16 and calculated in the Financial Plan for all future years.
 4. The FY 2015/16 operating expenses are from the City's budget. Inflationary factors are applied to these expenses to project costs in 2016/17 and beyond.

**CITY OF LEMON GROVE
SEWER RATE STUDY
Financial Plan and Reserve Projections
Preliminary Draft: Do Not Cite or Distribute**

Financial Plan & Reserve Summary

**TABLE 2
RESERVE FUND SUMMARY**

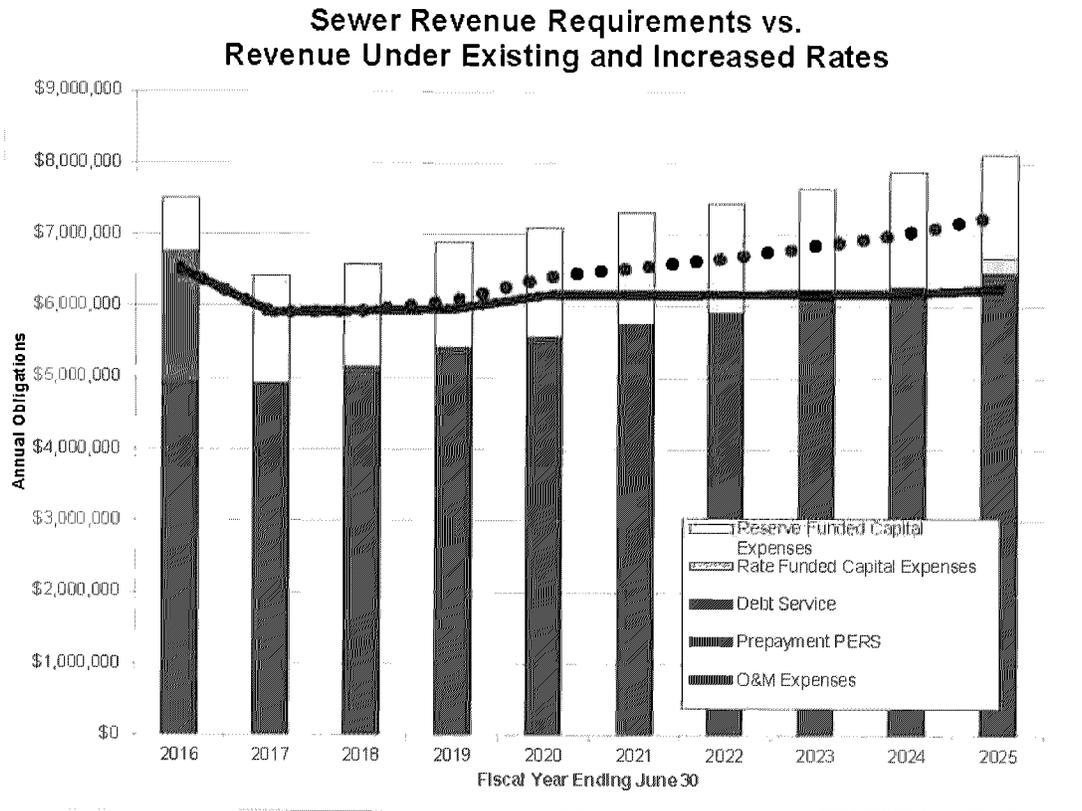
SUMMARY OF CASH ACTIVITY	Budget		Projected							
	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	FY 2019/20	FY 2020/21	FY 2021/22	FY 2022/23	FY 2023/24	FY 2024/25
Total Beginning Cash	\$ 16,123,400									
Operating Reserve										
Beginning Reserve Balance (1)	\$ 10,447,088	\$ 2,471,000	\$ 2,461,000	\$ 2,580,000	\$ 2,709,000	\$ 2,791,000	\$ 2,875,000	\$ 2,962,000	\$ 3,051,000	\$ 3,143,000
Plus: Net Cash Flow (After Rate Increases)	(257,782)	991,132	773,887	657,660	818,990	786,021	750,842	748,821	741,904	596,466
Net: Transfer From / (To) Rate Stabilization Reserve		(154,810)	(165,182)	(181,511)	(84,363)	(88,894)	(89,501)	(92,186)	(94,951)	(97,800)
Less: Transfer Out to Capital Replacement Reserve	(7,718,306)	(846,322)	(489,705)	(347,149)	(652,627)	(615,127)	(574,441)	(565,635)	(554,953)	(403,666)
Ending Operating Reserve Balance	\$ 2,471,000	\$ 2,461,000	\$ 2,580,000	\$ 2,709,000	\$ 2,791,000	\$ 2,875,000	\$ 2,962,000	\$ 3,051,000	\$ 3,143,000	\$ 3,238,000
Target Ending Balance (50% of O&M) (2)	\$ 2,471,000	\$ 2,461,000	\$ 2,580,000	\$ 2,709,000	\$ 2,791,000	\$ 2,875,000	\$ 2,962,000	\$ 3,051,000	\$ 3,143,000	\$ 3,238,000
Capital Replacement & Replacement Reserve										
Beginning Reserve Balance (3)	\$ 3,365,712	\$ 10,341,518	\$ 9,894,340	\$ 8,751,830	\$ 7,623,798	\$ 6,756,988	\$ 6,007,095	\$ 4,870,562	\$ 3,879,894	\$ 2,831,854
Plus: Grant Proceeds	-	-	-	-	-	-	-	-	-	-
Plus: Transfer of Operating Reserve Surpluses	7,718,306	846,322	489,705	347,149	652,627	615,127	574,441	565,635	554,953	403,666
Less: Use of Reserves for Capital Projects	(742,500)	(1,493,500)	(1,432,215)	(1,475,181)	(1,519,437)	(1,565,020)	(1,510,974)	(1,588,303)	(1,602,992)	(1,444,354)
Ending Capital Rehab & Replacement Reserve Balance	\$ 10,341,518	\$ 9,694,340	\$ 8,751,830	\$ 7,623,798	\$ 6,756,988	\$ 6,007,095	\$ 4,870,562	\$ 3,879,894	\$ 2,831,854	\$ 1,791,166
Target Ending Balance (3% net asset) (4)	\$ 1,354,500	\$ 1,357,300	\$ 1,358,300	\$ 1,360,400	\$ 1,363,800	\$ 1,368,500	\$ 1,371,400	\$ 1,375,500	\$ 1,380,900	\$ 1,387,500
Rate Stabilization Reserve										
Beginning Reserve Balance (5)	\$ 2,310,600	\$ 2,310,600	\$ 2,465,410	\$ 2,630,593	\$ 2,812,104	\$ 2,896,467	\$ 2,983,361	\$ 3,072,862	\$ 3,165,047	\$ 3,259,999
Net: Transfer From / (To) Operating Reserve	154,810	154,810	165,182	181,511	84,363	88,894	89,501	92,186	94,951	97,800
Ending Rate Stabilization Reserve Balance	\$ 2,465,410	\$ 2,465,410	\$ 2,630,593	\$ 2,812,104	\$ 2,896,467	\$ 2,983,361	\$ 3,072,862	\$ 3,165,047	\$ 3,259,999	\$ 3,357,799
Target Ending Balance (1 year Moving Costed) (6)	\$ 2,465,410	\$ 2,465,410	\$ 2,630,593	\$ 2,812,104	\$ 2,896,467	\$ 2,983,361	\$ 3,072,862	\$ 3,165,047	\$ 3,259,999	\$ 3,357,799
Ending Balance - Total Restricted Reserves	\$ 16,123,400	\$ 16,300,710	\$ 16,000,230	\$ 15,177,501	\$ 14,271,752	\$ 13,600,536	\$ 13,000,423	\$ 12,400,411	\$ 11,800,411	\$ 11,200,411
Rate Target Ending Balance - Total Restricted Reserves	\$ 16,300,710	\$ 16,300,710	\$ 16,300,710	\$ 16,300,710	\$ 16,300,710	\$ 16,300,710	\$ 16,300,710	\$ 16,300,710	\$ 16,300,710	\$ 16,300,710
Ending Surplus/Deficit Compared to Reserve Targets	\$ (177,310)	\$ (177,310)	\$ (290,480)	\$ (1,123,209)	\$ (1,028,958)	\$ (699,174)	\$ (299,287)	\$ (899,299)	\$ (499,299)	\$ (100,300)
Restricted Reserves										
Connection Fee Reserve										
Beginning Reserve Balance	\$ -	\$ 17,000	\$ 34,043	\$ 51,213	\$ 68,597	\$ 86,283	\$ 104,501	\$ 122,927	\$ 142,018	\$ 161,920
Plus: Interest Earnings	-	43	170	384	686	1,079	1,565	2,151	2,842	3,238
Plus: Connection Fee Revenue	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000
Less: Use of Reserves for Capital Projects	-	-	-	-	-	-	-	-	-	-
Ending Connection Fee Fund Balance	\$ 17,000	\$ 34,043	\$ 51,213	\$ 68,597	\$ 86,283	\$ 104,169	\$ 122,927	\$ 142,018	\$ 161,920	\$ 182,158

1. Beginning cash balance is from the City's General Fund (plus) and Capital Projects Fund (plus) and other funds for FY 2015/16. Source: City of Lemon Grove, Financial Statement Fund 15, 10/1/16.pdf
 2. The operating reserve target ending balance is determined by the formula: 50% of O&M.
 3. Beginning cash balance is from the City's General Fund (plus) and Capital Projects Fund (plus) and other funds for FY 2015/16. Source: City of Lemon Grove, Financial Statement Fund 16, 10/1/16.pdf
 4. Cash is split between Capital Improvement Reserve, Rate Stabilization Reserve, and other funds.
 5. The 3% of Net Asset condition includes Lemon Grove's FY 2012/13 CIP and Stabilization of 1.11% of San Diego Metro and Capital Assets and Lemon Grove owned assets.
 6. The Rate Stabilization Reserve target ending balance is based on the historical rate of 1.11% of Net Asset matching the previous study (page 2).
 7. Historical interest earnings rates were referenced on the California Tax and Finance website for funds included in LARF.
 Future years earnings were conservatively estimated through 2022 and projected into the national 10 year average interest earnings rate.

Attachment B

CITY OF LEMON GROVE
 SEWER RATE STUDY
 Rate Adjustment Charts and Report Tables
 Preliminary Draft: Do Not Cite or Distribute

GRAPH 1

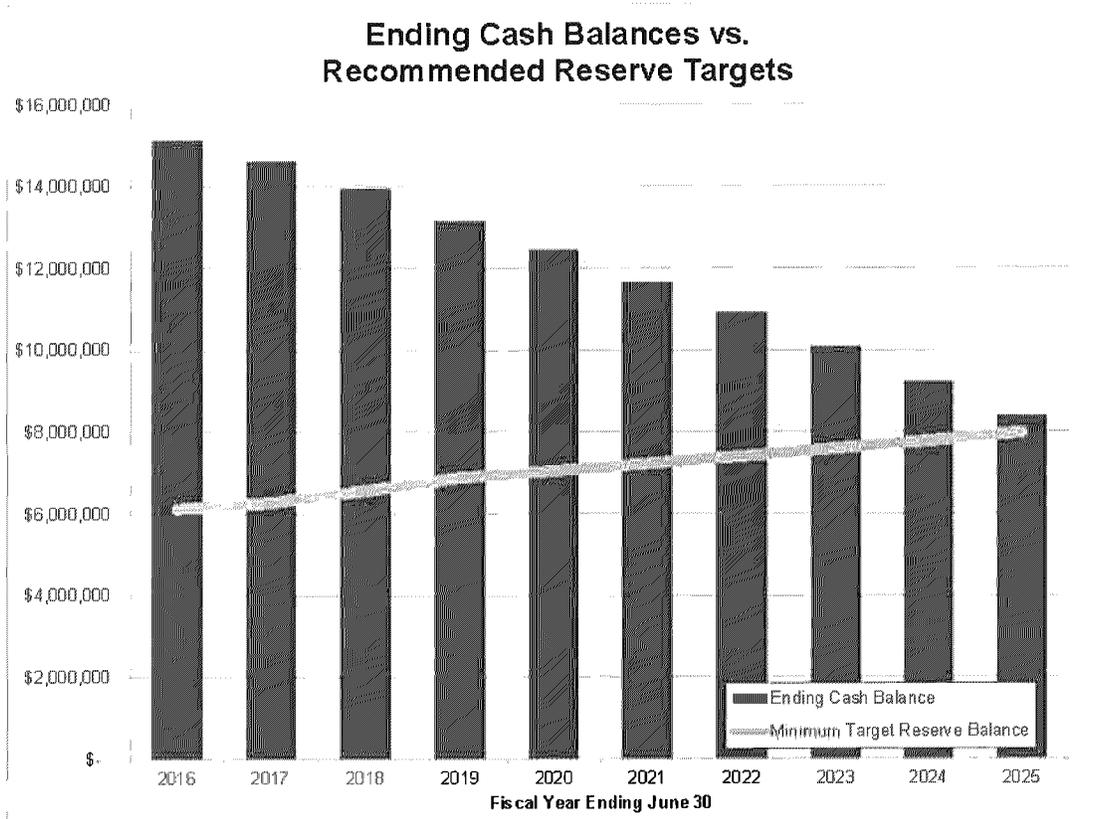


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Charts and Tables
 Page 3 of 11

CITY OF LEMON GROVE
SEWER RATE STUDY
Rate Adjustment Charts and Report Tables
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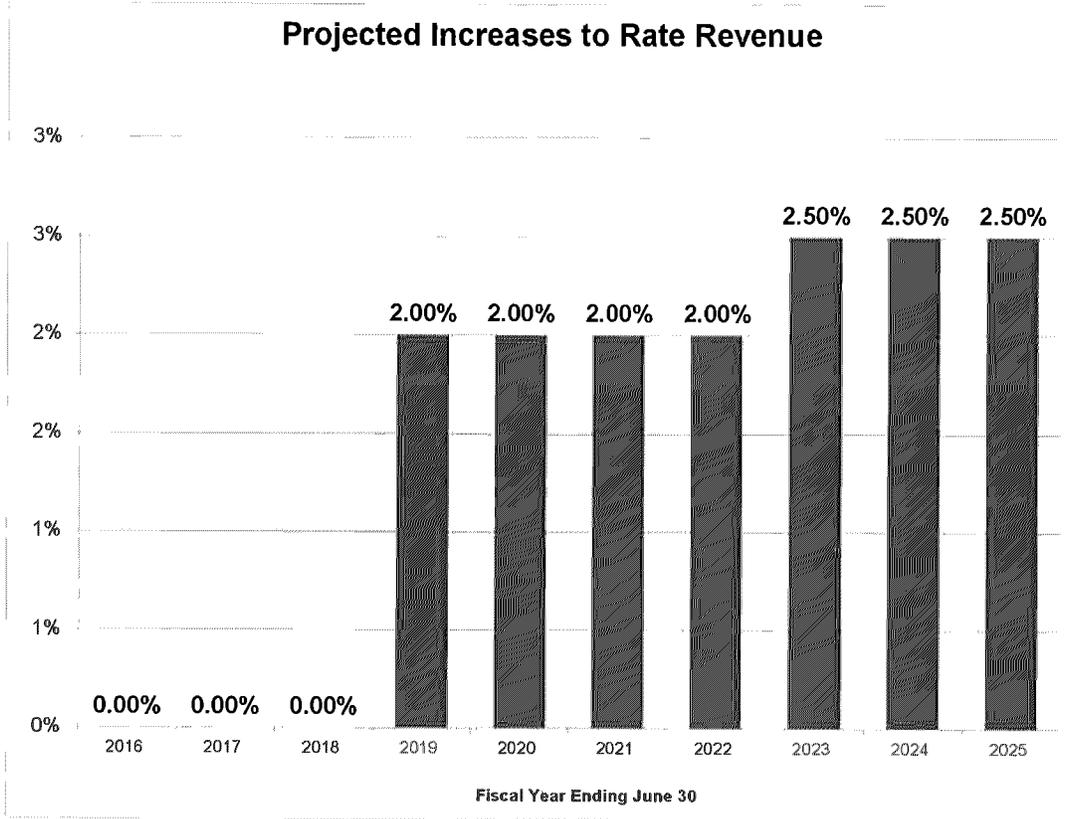
GRAPH 2



Attachment B

CITY OF LEMON GROVE
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Rate Adjustment Charts and Report Tables
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GRAPH 3



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Attachment B

CITY OF LEMON GROVE
SEWER RATE STUDY
Operating Revenue and Expenses
Preliminary Draft: Do Not Cite or Distribute

EXHIBIT 1

**TABLE 3
REVENUE FORECAST (1)**

SOURCES OF REVENUE	Basis	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
R11 Miscellaneous Revenue											
4370 Other Revenue (2)	1	\$ 587,434	\$ 3,000	\$ 3,008	\$ 3,016	\$ 3,112	\$ 3,112	\$ 3,112	\$ 3,112	\$ 3,112	\$ 3,145
R14 Interest & Investment Income											
4420 Interest (3)	See FP	\$ 21,800	\$ 21,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4430 Interest - Property Tax	See FP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
R16 Grant Revenue											
4430 Cost Recovery	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
R17 All Other Revenue											
4595 Sewer Capacity Fee	9	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000
4600 Sewer Service Fee	1	\$ 5,853,000	\$ 5,853,000	\$ 5,868,917	\$ 5,884,834	\$ 6,071,294	\$ 6,071,294	\$ 6,071,294	\$ 6,071,294	\$ 6,071,294	\$ 6,134,963
4605 Sewer Service - LGSD/La Mesa SD	1	\$ 50,000	\$ 50,000	\$ 50,136	\$ 50,272	\$ 51,865	\$ 51,865	\$ 51,865	\$ 51,865	\$ 51,865	\$ 52,409
TOTAL REVENUE		\$ 6,520,234	\$ 5,944,800	\$ 5,939,061	\$ 5,955,123	\$ 6,143,270	\$ 6,207,516				

TABLE 4

REVENUE SUMMARY	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Sewer Operations - 16:										
Sewer Rate Revenue	\$ 5,903,000	\$ 5,903,000	\$ 5,919,053	\$ 5,935,106	\$ 6,123,159	\$ 6,123,159	\$ 6,123,159	\$ 6,123,159	\$ 6,123,159	\$ 6,187,371
Other Operating Revenue	\$ 587,434	\$ 3,000	\$ 3,008	\$ 3,016	\$ 3,112	\$ 3,112	\$ 3,112	\$ 3,112	\$ 3,112	\$ 3,145
Interest Earnings	\$ 21,800	\$ 21,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sewer Capacity Fee	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000
Subtotal: Sewer Operations Revenue	\$ 6,520,234	\$ 5,944,800	\$ 5,939,061	\$ 5,955,123	\$ 6,143,270	\$ 6,207,516				

Attachment B

CITY OF LEMON GROVE
SEWER RATE STUDY
Operating Revenue and Expenses
Preliminary Draft: Do Not Cite or Distribute

EXHIBIT 1

TABLE 5
OPERATING EXPENSE FORECAST (4):

Sewer Fund Operations	Basis	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
E05 Salaries											
5000 Salaries	3	\$ 765,800	\$ 765,800	\$ 788,774	\$ 812,437	\$ 836,810	\$ 861,915	\$ 887,772	\$ 914,405	\$ 941,837	\$ 970,093
5040 Overtime	3	\$ 14,200	\$ 14,200	\$ 14,626	\$ 15,065	\$ 15,517	\$ 15,982	\$ 16,462	\$ 16,956	\$ 17,464	\$ 17,988
5050 Extra Help	3	\$ 15,000	\$ 15,000	\$ 15,450	\$ 15,914	\$ 16,391	\$ 16,883	\$ 17,389	\$ 17,911	\$ 18,448	\$ 19,002
Subtotal: E05 Salaries		\$ 795,000	\$ 795,000	\$ 818,850	\$ 843,416	\$ 868,718	\$ 894,780	\$ 921,623	\$ 949,272	\$ 977,750	\$ 1,007,082
E10 Benefits											
5060 Health Benefits	4	\$ 98,700	\$ 98,700	\$ 102,848	\$ 106,754	\$ 111,024	\$ 115,465	\$ 120,084	\$ 124,887	\$ 129,882	\$ 135,078
5070 Health Benefits - Retirees	4	\$ 15,500	\$ 15,500	\$ 16,120	\$ 16,765	\$ 17,435	\$ 18,133	\$ 18,858	\$ 19,612	\$ 20,397	\$ 21,213
5080 Deferred Comp	3	\$ 1,700	\$ 1,700	\$ 1,751	\$ 1,804	\$ 1,858	\$ 1,913	\$ 1,971	\$ 2,030	\$ 2,091	\$ 2,154
509 Employee Assistance Program	4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5150 Worker's Comp Insurance	3	\$ 30,000	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782	\$ 33,765	\$ 34,778	\$ 35,822	\$ 36,896	\$ 38,003
5160 Medicare Insurance	4	\$ 13,500	\$ 13,500	\$ 14,040	\$ 14,602	\$ 15,186	\$ 15,793	\$ 16,425	\$ 17,082	\$ 17,765	\$ 18,476
5170 Life Insurance	4	\$ 1,200	\$ 1,200	\$ 1,248	\$ 1,298	\$ 1,350	\$ 1,404	\$ 1,460	\$ 1,518	\$ 1,579	\$ 1,642
5180 Long Term Disability	4	\$ 6,000	\$ 6,000	\$ 6,240	\$ 6,490	\$ 6,749	\$ 7,019	\$ 7,300	\$ 7,582	\$ 7,896	\$ 8,211
5190 Retirement	5	\$ 165,300	\$ 80,295	\$ 82,704	\$ 85,185	\$ 87,741	\$ 90,373	\$ 93,084	\$ 95,876	\$ 98,753	\$ 101,715
5200 Unemployment	4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal: E10 Benefits		\$ 331,900	\$ 246,895	\$ 255,651	\$ 264,723	\$ 274,124	\$ 283,865	\$ 293,959	\$ 304,419	\$ 315,259	\$ 326,492
6141 PERS UAL Payments	3	\$ 1,828,316	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6501 Transfer To PERS Unfunded Liab	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal: E05 Benefits - Retirement		\$ 1,828,316	\$ -								
Subtotal: Sewer Fund 15 - Sewer Operations		\$ 2,955,216	\$ 1,041,895	\$ 1,074,501	\$ 1,108,139	\$ 1,142,842	\$ 1,178,645	\$ 1,215,582	\$ 1,253,691	\$ 1,293,009	\$ 1,333,574

CITY OF LEMON GROVE
SEWER RATE STUDY
Operating Revenue and Expenses
Preliminary Draft: Do Not Cite or Distribute

EXHIBIT 1

TABLE 6
OPERATING EXPENSE FORECAST (4):

Sewer Fund Operations	Basis	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
E40 Other Operating Expenses											
5410 Claims Paid	2	\$ 5,000	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510	\$ 23,185	\$ 23,881	\$ 24,597	\$ 25,335
5440 Computer Maintenance	2	\$ 46,800	\$ 46,800	\$ 47,998	\$ 49,438	\$ 50,921	\$ 52,449	\$ 54,022	\$ 55,643	\$ 57,312	\$ 59,031
5470 Contract Services	2	\$ 55,000	\$ 55,000	\$ 56,850	\$ 58,350	\$ 60,100	\$ 61,903	\$ 63,760	\$ 65,673	\$ 67,643	\$ 69,672
5490 Copier Service	2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5620 Emergency Callout & Repair	2	\$ 5,000	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628	\$ 5,796	\$ 5,970	\$ 6,149	\$ 6,334
5640 Equipment	2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5650 Equipment Rental	2	\$ -	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628	\$ 5,796	\$ 5,970	\$ 6,149	\$ 6,334
5655 Estimated Claims Payable	2	\$ 170,000	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510	\$ 23,185	\$ 23,881	\$ 24,597	\$ 25,335
5710 Fuel	7	\$ 9,100	\$ 15,100	\$ 15,704	\$ 16,332	\$ 16,985	\$ 17,665	\$ 18,371	\$ 19,106	\$ 19,871	\$ 20,665
5710 General Expenditure	2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5750 Industrial Enforcement	2	\$ 10,000	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255	\$ 11,593	\$ 11,941	\$ 12,299	\$ 12,668
5760 Insurance - Liability	2	\$ 48,800	\$ 48,800	\$ 50,264	\$ 51,772	\$ 53,325	\$ 54,925	\$ 56,573	\$ 58,270	\$ 60,018	\$ 61,818
5770 Insurance - Property	2	\$ 7,700	\$ 7,700	\$ 7,931	\$ 8,169	\$ 8,414	\$ 8,666	\$ 8,926	\$ 9,194	\$ 9,470	\$ 9,754
5830 Line Cleaning	2	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5960 Litigation Services	2	\$ 60,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531	\$ 69,556	\$ 71,643	\$ 73,792	\$ 76,008
5960 Medical Examinations	2	\$ 400	\$ 400	\$ 412	\$ 424	\$ 437	\$ 450	\$ 464	\$ 478	\$ 492	\$ 507
6020 Membership & Dues	2	\$ 2,000	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251	\$ 2,319	\$ 2,388	\$ 2,460	\$ 2,534
6050 Metro Annual Capacity & Treatment	10	\$ 2,310,600	\$ 2,465,410	\$ 2,630,593	\$ 2,812,104	\$ 2,896,467	\$ 2,983,361	\$ 3,072,862	\$ 3,165,047	\$ 3,259,999	\$ 3,357,799
6040 Mileage	2	\$ 9,000	\$ 9,000	\$ 9,270	\$ 9,548	\$ 9,835	\$ 10,130	\$ 10,433	\$ 10,746	\$ 11,069	\$ 11,401
6050 Sewage Transportation	11	\$ 65,000	\$ 66,040	\$ 67,097	\$ 68,170	\$ 69,261	\$ 70,369	\$ 71,495	\$ 72,639	\$ 73,801	\$ 74,982
6060 Office Supplies	2	\$ 2,000	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251	\$ 2,319	\$ 2,388	\$ 2,460	\$ 2,534
6100 Personnel Recruitment	2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6150 Professional Services	2	\$ 30,000	\$ 72,500	\$ 74,675	\$ 76,915	\$ 79,223	\$ 81,599	\$ 84,047	\$ 86,569	\$ 89,166	\$ 91,841
6160 Protective Clothing	2	\$ 4,000	\$ 4,000	\$ 4,120	\$ 4,244	\$ 4,371	\$ 4,502	\$ 4,637	\$ 4,776	\$ 4,919	\$ 5,067
6170 Repairs & Maintenance	2	\$ 5,400	\$ 5,400	\$ 5,562	\$ 5,729	\$ 5,901	\$ 6,078	\$ 6,260	\$ 6,448	\$ 6,641	\$ 6,841
6180 Repairs & Maintenance - Equipment	2	\$ 10,000	\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,318	\$ 28,138	\$ 28,982	\$ 29,851	\$ 30,747	\$ 31,669
6190 Repairs & Maintenance - Vehicles	2	\$ 10,000	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255	\$ 11,593	\$ 11,941	\$ 12,299	\$ 12,668
6200 Restoration Services	2	\$ 10,000	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255	\$ 11,593	\$ 11,941	\$ 12,299	\$ 12,668
6210 Street Sweeping	2	\$ 18,000	\$ 18,000	\$ 18,540	\$ 19,096	\$ 19,669	\$ 20,259	\$ 20,867	\$ 21,493	\$ 22,138	\$ 22,802
6220 Tools & Supplies	2	\$ 11,000	\$ 11,000	\$ 11,330	\$ 11,670	\$ 12,020	\$ 12,381	\$ 12,752	\$ 13,135	\$ 13,529	\$ 13,934
6230 Traffic Safety Equipment	2	\$ 500	\$ 500	\$ 515	\$ 530	\$ 546	\$ 563	\$ 580	\$ 597	\$ 615	\$ 633
6240 Training	2	\$ 10,000	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255	\$ 11,593	\$ 11,941	\$ 12,299	\$ 12,668
6250 Travel & Meetings	2	\$ 2,000	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251	\$ 2,319	\$ 2,388	\$ 2,460	\$ 2,534
6260 Utilities - Gas & Electric	7	\$ 700	\$ 700	\$ 728	\$ 757	\$ 787	\$ 819	\$ 852	\$ 886	\$ 921	\$ 958
6270 Utilities - Telephone	2	\$ 4,500	\$ 4,500	\$ 4,635	\$ 4,774	\$ 4,917	\$ 5,065	\$ 5,217	\$ 5,373	\$ 5,534	\$ 5,700
6280 Utilities - Water	2	\$ 2,500	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814	\$ 2,898	\$ 2,985	\$ 3,075	\$ 3,167
Subtotal: E15 Other Operating Expenses		\$ 2,949,800	\$ 3,014,150	\$ 3,195,028	\$ 3,392,697	\$ 3,493,685	\$ 3,597,714	\$ 3,704,845	\$ 3,815,181	\$ 3,928,820	\$ 4,045,859
E65 Transfers											
6900 Interfund Transfers - Expenditures (I)	2	\$ 865,000	\$ 865,000	\$ 890,950	\$ 917,679	\$ 945,209	\$ 973,565	\$ 1,002,772	\$ 1,032,855	\$ 1,063,841	\$ 1,095,756
Subtotal: E65 Transfers		\$ 865,000	\$ 865,000	\$ 890,950	\$ 917,679	\$ 945,209	\$ 973,565	\$ 1,002,772	\$ 1,032,855	\$ 1,063,841	\$ 1,095,756
Subtotal: Sewer Fund 15 - Sewer Operations		\$ 3,814,800	\$ 3,879,150	\$ 4,085,978	\$ 4,310,376	\$ 4,438,894	\$ 4,571,279	\$ 4,707,617	\$ 4,848,037	\$ 4,992,661	\$ 5,141,615
Total: Sewer Fund 15 - Sewer Operations		\$ 6,770,016	\$ 4,921,045	\$ 5,160,479	\$ 5,418,515	\$ 5,581,740	\$ 5,749,924	\$ 5,923,199	\$ 6,101,720	\$ 6,285,669	\$ 6,475,189

Attachment B

CITY OF LEMON GROVE
SEWER RATE STUDY
Operating Revenue and Expenses
Preliminary Draft: Do Not Cite or Distribute

EXHIBIT 1

TABLE 7
FORECASTING ASSUMPTIONS:

ECONOMIC VARIABLES	Basis	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Customer Growth (6)	1	--	--	0.27%	0.27%	3.17%	0.00%	0.00%	0.00%	0.00%	1.05%
General Cost Inflation	2	--	--	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Labor Cost Inflation (7)	3	--	--	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Health Benefits Inflation (7)	4	--	--	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%
Retirement Benefits Inflation (7)	5	--	--	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Chemicals (7)	6	--	--	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Gas (7)	7	--	--	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%
Electricity (8)	8	--	--	4.40%	4.40%	4.40%	4.40%	4.40%	4.40%	4.40%	4.40%
No Escalation	9	--	--	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
San Diego Metro (9)	10	--	6.70%	6.70%	6.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Transportation (10)	11	--	1.60%	1.60%	1.60%	1.60%	1.60%	1.60%	1.60%	1.60%	1.60%

1. Revenues for FY 2015/16 & FY 2016/17 are from the District's Budget & updated via staff email. Source files: *Sanitation Budgets.xlsx, budgetEmail.4.13.16.pdf*
2. FY 2016/16 includes a one-time settlement from Padre Dam. Source file: *budgetEmail.4.13.16.pdf*.
3. Interest earnings are per the City's Revenue Summary for FY 2015/16 & FY 2016/17, and are calculated in the Financial Plan for all future years.
4. Expenses for FY 2015/16 & FY 2016/17 are from the District's Budget & updated via staff email. Source files: *Sanitation Budgets.xlsx, budgetEmail.4.13.16.pdf*
Inflationary factors are applied to these expenses to project costs in FY 2017/18 and beyond.
5. Expected Interfund Transfers confirmed via email. Source files: *Sanitation Budgets.xlsx, budgetEmail.4.13.16.pdf*
6. Client provided source file: *Lemon Grove Sewerage Flow Projections.pdf*, and then actual calculations of raw data was completed in source file: *Lemon Grove Growth Projections.xlsx*
7. NBS has assumed conservative inflation factors for labor, health benefits, retirement benefits, chemicals and energy costs (January 26, 2016).
8. The source of the electricity inflation factor is the projected nominal escalation rate for 2008-2020, for Southern California Edison customers as referenced in the following study: *The Future of Electricity Prices in California: Understanding Market Drivers and Forecasting Prices to 2040* by Jonathan Cook, PH.D., Energy Efficiency Center, UC Davis
9. San Diego Metro cost inflation for FY 2017/18 & FY 2018/19 from the City of Imperial Beach Sewer Service Charge & Capacity Fee Study, January 2016, page 2. Then 3% annually
10. The most current base transportation rate adjusted by the average inflation rate for San Diego per United States Department of Labor, Bureau of Labor Statistics Data.
Client provided source file: *City of San Diego-Transportation Rate Feb 2016.pdf*, pg. 2.

CITY OF LEMON GROVE
SEWER RATE STUDY
Capital Improvement Plan Expenditures
Preliminary Draft: Do Not Cite or Distribute

EXHIBIT 2

TABLE 8
CAPITAL FUNDING SUMMARY

CAPITAL FUNDING FORECAST	Budget		Period							
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Funding Sources:										
Grants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Use of Capacity Fee Reserves	-	-	-	-	-	-	-	-	-	-
Use of SRF Loan Funding	-	-	-	-	-	-	-	-	-	-
Use of New Revenue Bond Proceeds	-	-	-	-	-	-	-	-	-	-
Use of Capital Improvement Reserve	742,500	1,493,500	1,432,215	1,475,181	1,519,437	1,565,020	1,510,974	1,556,303	1,602,992	1,444,354
Rate Revenue	-	-	-	-	-	-	-	-	-	200,727
Total Sources of Capital Funds	\$ 742,500	\$ 1,493,500	\$ 1,432,215	\$ 1,475,181	\$ 1,519,437	\$ 1,565,020	\$ 1,510,974	\$ 1,556,303	\$ 1,602,992	\$ 1,645,081
Unrestricted Capital Funds										
Total Project Costs	\$ 742,500	\$ 1,493,500	\$ 1,432,215	\$ 1,475,181	\$ 1,519,437	\$ 1,565,020	\$ 1,510,974	\$ 1,556,303	\$ 1,602,992	\$ 1,645,082
Capital Funding Surplus (Deficiency)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

CAPITAL IMPROVEMENT PROGRAM

TABLE 9
Capital Improvement Program Costs (in Current-Year Dollars) (1):

Project Description	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Federal Blvd Sewer Rehab (Design)	\$ 80,000	\$ 80,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Blvd Sewer Rehab (Construction)	\$ -	\$ 600,000	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sanitary Sewer Master Plan Update (including any GP update)	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sewer Main Maintenance Project (Design)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sewer Main Maintenance Project (Construction)	\$ -	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ -	\$ -
Sewer Main Rehabilitation (Design)	\$ -	\$ 20,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	\$ -
Sewer Main Rehabilitation Project (Construction)	\$ 662,500	\$ 400,000	\$ -	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -
Estimated Future CIP Expenditures (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,265,417	\$ 1,265,417	\$ 1,265,417	\$ 1,265,417
Total: Capital Improvement Program Costs (Current-Year Dollars)	\$ 742,500	\$ 1,450,000	\$ 1,350,000	\$ 1,350,000	\$ 1,350,000	\$ 1,350,000	\$ 1,265,417	\$ 1,265,417	\$ 1,265,417	\$ 1,265,417

Attachment B

CITY OF LEMON GROVE
SEWER RATE STUDY
Capital Improvement Plan Expenditures
Preliminary Draft: Do Not Cite or Distribute

EXHIBIT 2

TABLE 10
Capital Improvement Program Costs (in Future-Year Dollars):

Project Description	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Federal Blvd Sewer Rehab (Design)	\$ 80,000	\$ 82,400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Blvd Sewer Rehab (Construction)	\$ -	\$ 618,000	\$ 1,060,900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sanitary Sewer Master Plan Update (including any GP update)	\$ -	\$ 103,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sewer Main Maintenance Project (Design)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sewer Main Maintenance Project (Construction)	\$ -	\$ 257,500	\$ 285,225	\$ 273,182	\$ 281,377	\$ 289,819	\$ -	\$ -	\$ -	\$ -
Sewer Main Rehabilitation (Design)	\$ -	\$ 20,800	\$ 106,090	\$ 109,273	\$ 112,551	\$ 115,927	\$ -	\$ -	\$ -	\$ -
Sewer Main Rehabilitation Project (Construction)	\$ 662,500	\$ 412,000	\$ -	\$ 1,092,727	\$ 1,125,509	\$ 1,159,274	\$ -	\$ -	\$ -	\$ -
<i>Estimated Future CIP Expenditures</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,510,974	\$ 1,556,303	\$ 1,602,992	\$ 1,651,082
Total Capital Improvement Program Costs (in Future-Year Dollars)	\$ 742,500	\$ 1,493,500	\$ 1,432,215	\$ 1,475,181	\$ 1,539,437	\$ 1,565,070	\$ 1,530,974	\$ 1,556,303	\$ 1,602,992	\$ 1,651,082

TABLE 11
FORECASTING ASSUMPTIONS:

Economic Variables	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Annual Construction Cost Inflation, Per Engineering News-Record L3 ¹	0.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Cumulative Construction Cost Multiplier from 2016	1.00	1.03	1.06	1.09	1.13	1.16	1.19	1.23	1.27	1.30

¹ Budgeted CIP project costs from source file: CIP through 2020-21.pdf

² Estimated future CIP set equal to the average annual capital expenditures for FY 2015/16 through FY 2020/21

³ For reference purposes, the annual Construction Cost Inflation percentage is the 10 year average change in the Construction Cost Index for 2005-2015. Source: Engineering News Record website (<http://enr.construction.com>)

ORDINANCE NO. 27

AN ORDINANCE AMENDING ORDINANCE NO. 26 OF THE LEMON GROVE SANITATION DISTRICT DESCRIBING METHODS FOR CALCULATING SEWER USE CHARGES

The Board of Directors of the Lemon Grove Sanitation District does ordain as follows:

SECTION 1. Ordinance No. 26, Article III shall be amended to read as follows:

ARTICLE III

SEWER SERVICE CHARGES

SECTION 30. ESTABLISHMENT OF SEWER SERVICE CHARGE. There is hereby levied and assessed upon each premise within the district that discharges sewage into the sewer lines of the District and upon each person owning, letting or occupying such premises an annual sewer service charge.

The annual sewer service charge is made up of two components. The first component is generally based on the District's annual cost to collect and transport wastewater, and is equally divided among the number of equivalent dwelling units (EDUs) connected to the District's system. The second component is generally the District's cost for wastewater treatment and disposal as fees paid to the City of San Diego for capacity and use of the San Diego Metropolitan Sewer System, and is allocated to users of the District's system based on the users generation of annual wastewater flow, biochemical oxygen demand, and suspended solids discharged to the District's system.

For the purpose of this ordinance, the discharge characteristics of an average single family user is one EDU and shall be composed of wastewater flow of 240 gallons per day for 365 days per year and constituent levels of sewage strength of 200 milligrams per liter (mg/l) biochemical oxygen demand (BOD) and 200 milligrams per liter (mg/l) suspended solids (SS).

For the purpose of this ordinance, the discharge characteristics of commercial/industrial users is a minimum sewer capacity of 1.2 EDU for each business unit with flow quantity and strength as measured by BOD and SS as set forth in the current edition of the California State Water Resources Control Board (State) publication "*Policy For Implementing The State Revolving Fund For Construction Of Wastewater Treatment Facilities*", or comparable industry standards acceptable to the State and approved by the District's Engineer. Minimum sewage strength capacity per commercial/industrial EDU is 200 mg/l BOD and mg/l SS.

The flow and strength rate EDUs are determined for individual business units as set forth herein in Section 30.3 and are applicable to each of the various District's users under the jurisdiction of this Ordinance. The District's Engineer shall assign flow rates, BOD, and SS based upon the estimated amount of and strength of wastewater that is typically generated for each business unit. The EDUs, flow rates, BOD, and SS so assigned shall be used in computing the sewer service charges.

If potable water delivered through the water meter is used by the District to estimate the volume of wastewater discharged over a period of time, then 90% of water meter flow is estimated to be discharged into the sewer unless the discharger or legal owner presents evidence to the contrary and this evidence is satisfactory to the District's Engineer. The District's Engineer may adjust the charges for wastewater treatment and disposal in proportion to the estimated volume of wastewater discharged to the sewer.

SECTION 30.1 Annual Sewer Service charges shall be determined by the following formula (rounded to the nearest dollar):

Attachment C

$$SSC = (n/N \times D) + (f/F \times M_F) + (s/S \times M_S) + (b/B \times M_b)$$

In the above formula, the following terms have the meanings and definitions as shown:

- n = Number of EDUs assigned to a particular user. EDUs are assigned as follows: 1.0 EDU each for single family dwellings, condominiums, each living unit of a multi-family dwelling, and each space for a mobile home park. Commercial/Industrial users are assigned a minimum of 1.2 EDUs, and additional EDUs may be assigned based upon Section 30.3 of this ordinance.
- f = Flow of a particular user in million gallons per year, based either upon assigned EDUs or water meter records.
- s = Suspended Solids of a particular user in pounds per year, based either upon State standards or comparable industry standards approved by the State.
- b = Biochemical Oxygen Demand of a particular user in pounds per year, based either upon State standards or comparable industry standards approved by the State.
- N = Total number of EDUs in the District. This is a summation of the EDUs assigned to all users.
- D = District budgeted costs for the fiscal year in dollars, to collect and transport wastewater. This is a net cost for District customers after non-operating revenues have been subtracted from the total District budget costs. Such budgeted costs shall include, but not be limited to operation and maintenance costs of pipelines, pump stations, and meter stations; design and construction cost of replacement facilities; and administration costs including fee collection, accounting, record maintenance, planning and code enforcement.
- M = Total District budgeted cost for the fiscal year in dollars, for treatment and disposal of wastewater. Such cost shall include, but not necessarily be limited to, fees paid to the City of San Diego for capacity in and use of the Metro System. The Metro treatment and disposal costs are further divided into cost categories as determined by the City of San Diego and allocated as follows: Flow Cost = M_F (43.7% costs); BOD Cost = M_b (30.1% of costs) and SS Cost = M_S (26.2% of costs).
- F = Total flow in the District in million gallons per year from a summation of users' flows, based either upon assigned EDUs or potable water meter records.
- S = Total Suspended Solids in the District impounds per year, from a summation of users' SS loading, based either upon State standards, or comparable industry standards approved by the State.
- B = Total Biochemical Oxygen Demand in the District impounds per year from a summation of users' BOD loading, based either upon State standards, or comparable industry standards approved by the State.

SECTION 30.2

The SSC for the Lemon Grove Sanitation District for residential units are as follows:

FISCAL YEAR 2016-2017:

<u>Type</u>	<u>EDU Capacity</u>	<u>Estimated Flow</u>	<u>Annual SSC</u>
Single Family	1	240 gpd	\$553.17
Condominium	1	240 gpd	\$553.17
Multi-Family	1	240 gpd*	\$553.17
Mobile Home	1	240 gpd*	\$553.17

*Note that rates may be adjusted to reflect flow based upon potable water records.

SECTION 30.3 Assignment of sewer capacity for Commercial/ Industrial business units shall be assigned in terms of EDUs. The minimum charge per commercial unit shall be 1.2 EDUs or \$600.34 per annum during FY 11/12, \$619.88 per annum during FY 12/13, \$641.54 per annum during FY 13/14, \$652.58 per annum during FY 14/15, and \$663.80 per annum during FY 15/16. Higher charges will be assessed for commercial/industrial EDU's with sewage strength higher than combined 400 mg/l BOD and SS. Flow based sewer capacity to business units shall be assigned as described in Section 50.3.

SECTION 50.3 COMMERCIAL/INDUSTRIAL FACILITIES

Sewer capacity for Commercial/Industrial business units shall be assigned in terms of Equivalent Dwelling Units as follows:

a. Food Service Establishments	<u>EDUs</u>
1) Take-out Restaurants with disposable Utensils, no dishwasher, and no public rest rooms.	3.0
2) Miscellaneous food establishments-ice-cream/yogurt shops, bakeries (sales on premises only).	3.0
3) (I) Take-out/eat in restaurants with disposable utensils, but with seating and public rest rooms.	3.0 minimum
(II) Restaurants with re-usable utensils, seating and public rest rooms.	3.0 minimum

One EDU is assigned for each 6-seat unit as follows:

0 – 18 seats=	3.0 minimum
Each additional 6-seat unit will be assigned	1.0

b. Hotels and Motels	
1) Per living unit without kitchen	0.38
2) Per living unit with kitchen	0.60
c. Commercial, Professional, Industrial Buildings, Establishments not specifically listed herein.	

Attachment C

1)	Any office, store, or industrial condominium or establishment. First 1,000 sq. ft.	1.20
	Each additional 1,000 sq. ft. or portion thereof	0.70
2)	Where occupancy type or usage is unknown at the time of application for service, the following EDUs shall apply. This shall include but not be limited to shopping centers, industrial parks, and professional office buildings.	
	First 1,000 square feet of gross building floor area.	1.20
	Each additional 1,000 square feet of gross Building floor area. Portions less than 1,000 square feet will be prorated.	0.70
d.	Self-service laundry per washer	1.00
e.	Churches, theaters and auditoriums per each 150 person seating capacity, or any fraction thereof. (Does not include office spaces school rooms, day care facilities, food preparation areas, etc. Additional EDUs will be assigned for these supplementary uses.)	1.50
f.	Schools	
	Elementary schools for 50 pupils or fewer	1.00
	Junior High Schools for 40 pupils or fewer values	1.00
	High School for 24 pupils or fewer	1.00

Additional EDUs will be prorated based upon the above values.

The number of pupils shall be based on the average daily attendance of pupils at the school during the preceding fiscal year, computed in accordance with the education code of the State of California. However, where the school has had no attendance during the preceding fiscal year, the Director shall estimate the average daily attendance for the fiscal year for which the fee is to be paid and compute the fee based on such estimate.

SECTION 2. DATE OF LEVY OF NEW CHARGES. The Charges referenced above shall take effect on Ju 1, 2016 in the manner allowed by law.

**LEMON GROVE SANITATION DISTRICT
AGENDA ITEM SUMMARY**

Item No. 4
Mtg. Date May 3, 2016
Dept. Public Works

Item Title: **Amendment to the Agreement with NBS Government Finance Group for the Sanitation District Rate Study**

Staff Contact: Tim Gabrielson, District Engineer and Mike James, Public Works Director

Recommendation:

Adopt a resolution (**Attachment B**) amending the agreement for the Sanitation District Rate Study (Contract No. 2016-01) to NBS Government Finance Group.

Item Summary:

On December 1, 2015, the City Council awarded an agreement for the sanitation district rate study to NBS Government Finance Group (NBS). The intent of this study was to calculate a minimum equivalent dwelling unit for Sanitation District (District) users based on all anticipated district expenditures for a five year period.

In April 2016, NBS presented an initial report to city staff. Components of that report included a rate structure for five years, confirmation of all anticipated expenditures, and a recommendation to continue the study for an additional year to calculate rates other than a flat fee. Each component is further detailed in the enclosed staff report (**Attachment A**).

Fiscal Impact:

If the amendment is approved, staff anticipates the NBS agreement to extend through June 30, 2017 and not to exceed \$67,500.

Environmental Review:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Not subject to review | <input type="checkbox"/> Negative Declaration |
| <input type="checkbox"/> Categorical Exemption, Section | <input type="checkbox"/> Mitigated Negative Declaration |

Public Information:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> None | <input type="checkbox"/> Newsletter article | <input type="checkbox"/> Notice to property owners within 300 ft. |
| <input type="checkbox"/> Notice published in local newspaper | <input type="checkbox"/> Neighborhood meeting | |

Attachments:

- A. Staff Report
- B. Resolution

Attachment B

LEMON GROVE SANITATION DISTRICT STAFF REPORT

Item No. 4

Mtg. Date May 3, 2016

Item Title: Amendment to the Agreement with NBS Government Finance Group for a Sanitation District Rate Study

Staff Contact: Tim Gabrielson, District Engineer and Mike James, Public Works Director

Discussion:

Every four to five years, the Lemon Grove Sanitation District evaluates the Sanitation District rates paid by Lemon Grove Sanitation District users. The rates charged per equivalent dwelling unit (EDU) fund expenditures related to the transfer and treatment of wastewater through the District's sanitary sewer system to the City of San Diego, the cost associated with the annual capital improvement program, and the expense to maintain mandatory reserve funds.

Sanitation District History:

On June 28, 2002, the Board of Directors of the Lemon Grove Sanitation District adopted Resolution No. 183, which determined that an adjustment to the sewer service charge per equivalent dwelling unit (EDU) in the City was necessary to keep pace with inflation, City of San Diego Metropolitan Wastewater Department cost increases, and for both major and minor maintenance of the District's infrastructure.

In 2007, a financial model was created to analyze the various costs needed to operate and manage a sanitary sewer system. Some of those costs included:

1. The City of San Diego's Metropolitan Wastewater Department's (MWWWD) costs to transfer and treat all wastewater they receive from the District,
2. Future MWWWD capital improvement projects,
3. District generated capital improvement projects to operate a sanitary sewer system, and
4. Maintaining a mandatory program cash reserve for unforeseen operational and maintenance events.

On May 17, 2011, the Sanitation District Board (Board) approved a 3.75 percent rate increase for five consecutive years from Fiscal Year (FY) 2011-12 to FY 2015-16. At the time, the Board expressed an interest in reducing the recommended rate increase if at all possible in the future. Two examples when staff returned to the Board with recommended reductions to the annual rate increases occurred on:

- On June 19, 2012, staff presented the Board an opportunity to reduce the previously approved rate increase from 3.75% to 3.25% for FY 2012-13, 3.50% for FY 2013-14 and 3.75% for FY 2014-15 and FY 2015-16 which the Board subsequently approved through the adoption of Ordinance No. 25.
- On June 3, 2014, the Board adopted Ordinance No. 26 which reduced the previously approved sewer rate increase for FY 2014-15 and FY 2015-16 to 1.72%.

In order to ensure an accurate method of calculation is used, staff recommends that periodically the District perform a financial modeling plan. The plan will continue to evaluate current sewer rates relative to the anticipated capital, operational, and maintenance obligations in future years.

Attachment B

NBS Technical Memorandum:

On December 1, 2015, the City Council awarded an agreement for the sanitation district rate study to NBS Government Finance Group (NBS). As in prior studies, the intent of this study was to calculate a minimum equivalent dwelling unit for Sanitation District (District) users based on all anticipated expenditures. In April 2016, NBS presented its initial findings to city staff. Components of that report included a detailed summary of anticipated revenues/expenditures, review of the District's reserve funds, and a brief summary discussion of alternative methodologies to calculate rates other than a flat fee. Those items are summarized in the next section of the staff report listed below.

Summary of Revenues:

NBS does not anticipate any revenue shortfall based on the current amount of expenditures during the next fiscal year. However, when NBS reviewed the District's connection fee it brought to staff's attention that this fee may not be fully capturing the appropriate amounts to fund the District. This item will require an additional amount of analysis to determine if there should be an amendment to the amount of the connection fee. Should the agreement be extended this item will be evaluated.

District Reserve Funds:

The District currently has two reserve funds: Operational Reserves (40% of the total annual operational costs in the District) and Rate Stabilization Reserves (equivalent to one year of Metro Wastewater transportation and treatment costs).

During its review, NBS recommended moderate increases to the levels of reserves due to increasing costs of utilities, possibility of an increase in transportation and treatment costs from the City of San Diego, increase in the facility improvements for the Metro system, and an increase in the amount of the rate stabilization reserves based on the increases previously mentioned.

Options to Calculate District Rates:

Since 1989, the District has used the same methodology to calculate its District user fees. While this methodology is sound, it has been a source of complaints from residential and commercial District users due to a flat fee charge rather than a charge based on the actual amount of water consumed by each user. With increasing conservation efforts mandated by the State and local water districts, staff recommends further analysis to consider alternatives to the District's rate methodology to consider if there are more equitable methodologies for residents and commercial entities in the District. NBS has experience with this type of analysis and worked with staff to prepare the following options with a brief summary of the benefits and drawbacks of each option.

1. Partial Equivalent Dwelling Unit:

- a. *Description:* This method was used by the County of San Diego in 1972. It combined the benefits of a flat fee EDU method with a reduced flat rate based on the type of dwelling unit. The smaller the dwelling unit the smaller the flat fee.
- b. *Benefits:* Enabled for a flat fee processing of payment.
- c. *Drawbacks:* Still not fully equitable based on the amount of water used. With any change in the flat fee method there is the chance that the amount of revenue will increase or decrease based on the type of dwelling units in the District.

Attachment B

2. Consumption Based:

- a. *Description:* This method is fully based on the amount of water each dwelling unit consumes. Fees are calculated based on water usage information from Helix Water District regarding each account in the City.
- b. *Benefits:* This is the most equitable method to calculate each district user's fee because it is based on the household's actual consumption.
- c. *Drawbacks:* There is an added staff intensive component that is necessary to acquire the water usage, confirm the usage amounts of water use per address, and then bill that final amount to the County tax rolls each year. And, the amount of revenue generated by the District fees will change because it will be based on the total amount of consumption rather than a flat fee.

Moving Forward:

NBS satisfactorily reviewed and recommended a rate structure for a five year period as was originally requested by the District Board. However, there are a number of new components that staff now feels should be further analyzed in order to recommend the best methodology to calculate rates, review and assess if sufficient funds for the construction of capital projects is addressed, and recommend the proper level of reserves to fund all District projects while also avoiding any rate spikes to district users. For these reasons, staff believes there is merit to continue working with NBS and create a second phase of work that will provide this analysis.

Cost for Services:

The existing scope of work with NBS lasts until January 5, 2017 with the total fees not to exceed \$43,235. Due to the reduced scope of work that NBS is anticipated to perform in FY 2015-16, the total fee is anticipated fee will not to exceed \$16,500, which is \$26,735 less than originally budgeted. Moving forward to FY 2016-17, staff anticipates NBS will perform additional analysis that will not exceed \$51,000. The total two year proposal of \$67,500 is \$24,265 more than the original agreement amount.

If the extension is approved, NBS will continue to work closely with District staff during the fiscal year to refine its final five year report based on the changes discussed in this report. The five-year analysis and presentation will return to the District Board in March or April 2017 for discussion and final consideration.

Conclusion:

That the Sanitation District Board adopts a resolution (**Attachment B**) amending the professional services agreement for the Sanitation District Rate Study (Contract No. 2016-01) to NBS extending the agreement until June 30, 2017 for an amount not to exceed \$67,500.

Attachment B

RESOLUTION NO. 2016-_____

RESOLUTION OF THE LEMON GROVE SANITATION DISTRICT AMENDING A PROFESSIONAL SERVICES AGREEMENT TO NBS GOVERNMENT FINANCE GROUP FOR THE SANITATION DISTRICT RATE STUDY (CONTRACT NO. 2016-01)

WHEREAS, on June 28, 2002, the Board of Directors adopted Resolution No. 183 to adjust exist sewer rates; and

WHEREAS, in 2007, a financial model was created to analyze the various costs needed to operate and manage a sanitary sewer system; and

WHEREAS, each fiscal year the rates charged per equivalent dwelling unit (EDU) should account for the increased costs associated with transporting and treating wastewater from the District, maintaining the capital infrastructure in the District, and provide necessary fund reserves for unforeseen operational and capital shortfalls; and

WHEREAS, the District anticipates several increases in operational, maintenance, treatment, transportation, and capital improvement costs over the next 5 to 10 years; and

WHEREAS, there is a need to reanalyze the current environment by performing a financial modeling plan that will evaluate current sewer rates relative to the operational and maintenance obligations; and

WHEREAS, the District relies on the expertise of a consulting firm that possesses expertise in completing sanitation rate studies and financial modeling plans; and

WHEREAS, in December 2015, the District evaluated three proposals and determined NBS Government Finance Group was the best-suited consulting firm to complete this project; and

WHEREAS, the District has a need to continue working with NBS Government Finance Group to research and analyze other components of the District's finances beyond the original agreement date of June 30, 2016; and

WHEREAS, the final product of NBS Government Finance Group's analysis will better assist the District to forecast the minimum revenues necessary to support and maintain the District's operations.

NOW, THEREFORE, BE IT RESOLVED that the District Board of the Lemon Grove Sanitation District, Lemon Grove, California hereby:

1. Amends the expiration date of the professional services agreement with NBS Government Finance Group not to proceed beyond June 30, 2017; and
2. Establishes a project budget not to exceed sixty-seven thousand five hundred dollars and zero cents (\$67,500.00); and
3. Authorize the Executive Director or designee to execute the agreement and manage all project correspondence.

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**LEMON GROVE CITY COUNCIL
AGENDA ITEM SUMMARY**

Item No. 5
Mtg. Date May 3, 2016
Dept. Mayor's Office

Item Title: Potential Funding Measure- SANDAG

Staff Contact: Mary Teresa Sessom, Mayor and Jerry Jones, Council Member

Recommendation:

City Council discussion to give direction to SANDAG representatives.

Item Summary:

SANDAG is considering a potential funding measure for the November 2016 ballot. This item is to provide the City Council an opportunity to discuss this draft measure and give direction to the appointed SANDAG representatives.

Fiscal Impact:

None.

Environmental Review:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Not subject to review | <input type="checkbox"/> Negative Declaration |
| <input type="checkbox"/> Categorical Exemption, Section | <input type="checkbox"/> Mitigated Negative Declaration |

Public Information:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> None | <input type="checkbox"/> Newsletter article | <input type="checkbox"/> Notice to property owners within 300 ft. |
| <input type="checkbox"/> Notice published in local newspaper | <input type="checkbox"/> Neighborhood meeting | |

Attachments:

None.