Attachment 1

Mountain View Safe Routes to School Program

2023-2024 Final Report

City of Mountain View

NELSON NYGAARD

move safe

Contents

01 Introduction

Safe Routes to School in Mountain View

Background

In 2011, Mountain View launched a Safe Routes to School (SRTS) program to promote walking and bicycling to school for students and families in the city. The program is currently supported by a grant from the 2016 VTA Measure B Education/ Encouragement Program.

The program vision is: **Students in Mountain View arrive at school safely, happily and ready to learn.** Mountain View's program, like programs across the country, includes the "Six Es."

Figure 1: The Six Es of Safe Routes to School Programs

1. Education

Teach students and families safe walking and biking skills and about the benefits of walking and biking.

2. Encouragement

Encourage students and families to walk and bike to school through activities and events.

3. Engineering

Improve the built environment to make active transportation routes to school safe, convenient, and comfortable.

4. Enforcement

Enforce safer behaviors by all roadway users, such as providing for crossing guards and safety patrols.

5. Evaluation

Assess school travel data and program activities to track progress and improve the program.

6. Equity

Prioritize schools and communities with highest needs and those that have been historically underserved.

Mountain View SRTS Program Goals

Safe Routes to School efforts aim to enhance student safety, increase participation in active transportation, and foster a sense of community. The program focuses on achieving the following goals:

Increase student safety and eliminate traffic-related fatalities and injuries involving school children.

Increase participation in active transportation and healthy lifestyles by making walking and biking to school a safer, more appealing transportation alternative.

Enable and encourage students and parents to walk and bike to school, resulting in reduced motor vehicle volumes and pollution in the vicinity of schools.

Build community and deliver services that enhance belonging, support, and involvement, particularly among at-risk students.

Deliver services in a manner that is equitable, effective, efficient, transparent, and allows for continuous improvement.

To support these goals, program activities were developed and delivered, including safety training, community events, and educational initiatives, which are listed in **Table 1.**

Table 1. Safe Routes to School Activities Related to Program Goals, 2023-2024

Approach	Program Activities	Increase Student Safety	Increase Participation	Enable & Encourage	Build Community	Deliver Services
Education and Encouragement Bike Rodeos	• 813 K-8 students received training in bike rodeos and safe walking. • 78% of the elementary and middle schools participated in bike rodeos.	✓	✓	✓		✓
Education and Encouragement Safety Assembly	• 3,196 K-12 students participated in safety assemblies, including all Mountain View elementary and middle schools.	✓	✓	✓		✓
Education and Encouragement Music Notes	• 1,100 Middle School students participated in four Music Notes Assemblies.	✓	✓	✓		✓
Encouragement Monster Bash	• 200 families participated in Monster Bash safety activities, including: 40 participants in the family bike ride, 80 participants in the bike rodeo, and 30 bike repairs completed.	✓	✓	✓	✓	✓
Encouragement Bike to Boba	• 40 teenagers participated in the Bike to Boba rides organized with the Mountain View Teen Center.	✓	✓	✓	✓	✓

Approach	Program Activities	Increase Student Safety	Increase Participation	Enable & Encourage	Build Community	Deliver Services
Encouragement Community Events	• **Shoreline Celebration:** Hosted pedestrian safety activities, attended by 50 community members. • **Christmas Tree Lighting:** Included helmet giveaway, pedestrian and bike safety information, and was attended by 20 participants. • **Earth Day activity:** Engaged 50+ student participants included pedestrian and bike safety information, an interactive safety quiz, and project details.	✓		✓	✓	✓
Encouragement Back to School	• Staff attended Back to School events to encourage parents to walk and bike to school, increasing the program's visibility.	✓		✓	✓	
Education Lesson Plans	• Locally specific SRTS lesson plans were drafted and currently under review for grades 4, 7 and 11.	✓				✓
Encouragement and Equity Key Resources	• Key materials and resources were available in English, Spanish, Chinese and Russian including youth and parents safety booklets and flyers on helmet use.	✓			✓	✓
Evaluation Parent/Caregiver Surveys	• 153 community members completed Parent/ Caregiver Surveys, 67% of respondents allowing their students to commute to school using active transportation.	✓	✓		✓	✓

Approach	Program Activities	Increase Student Safety	Increase Participation	Enable & Encourage	Build Community	Deliver Services
Evaluation Student Travel Tally	• 3,791 students participated in travel tallies, an increase compared to 2022.					✓
Encouragement City Staff Workshops	• City staff worked closely with the school district to ensure increased participation in the program from all elementary and middle schools.	✓	✓	✓	✓	✓
Encouragement SRTS Coordinating Committee	• Four SRTS Coordinating Committee meetings were held to encourage parent's participation in Safe Routes to School. • Resources, such as helmets and bike lights, were provided to parent volunteers as part of the walk and roll efforts.	✓	✓	✓	✓	

Performance Measures:

Associated Performance measures were used to track progress, focusing on student participation, parent engagement, and safety outcomes.

1. Number of students participating in program activities, by school.
2. Number of program activities by school.
3. Rates of parents/ caregivers who allow their students to commute to and from school, by school actively.
4. Rates of participation in student travel tally.

These metrics help assess the effectiveness of the program and guide continuous improvement efforts. The results for these measures are detailed in Section 5: "Data Collection and Program Evaluation."

SRTS Program Partners

The Mountain View SRTS program is led by the City's Public Works Transportation Team with a half FTE Transportation Planner position dedicated to ensuring the program's success and building strong relationships with Police and the school community. Other Public Works staff provide technical support and involvement in the program.

SRTS Coordinating Commitee

- Committee meetings held quarterly throughout the school year with participation from school and school district staff, parents and caregivers, Mountain View City staff, and consulting staff.
- Topics ranged from safety education lesson plan needs to infrastructure concerns.

School Districts

- All school districts were engaged early in the development and implementation of SRTS activities.
- The districts took responsibility for scheduling safety training while the schools conducted hand tallies and distributed parent surveys.
- Other cities in Santa Clara County having successful SRTS programs including Los Altos also have schools with students from Mountain View and vice versa.

MV Police Department

- The Police Department deploys School Resource Officers (SROs) who work with schools, students, and parents/caregivers using community-oriented policing concepts, participate in program activities and model safe roadway behaviors.
- The Police Department also manages the City's crossing guard which expanded from nine to 15 between 2019 and 2023.

Parent/Student Volunteers

- Parents and students volunteered their time and skill to host encouragement and engagement events at different schools.
- Parents have also provided valuable input via family surveys.
- Student volunteers from local Scouts troop provided "bear prints" to raise awareness of suggested routes to Landels Elementary.

Program Enhancements in 2023-2024

Based on outcomes of 2019-2023 program, the following changes were successfully incorporated into the SRTS program this year to better meet program goals.

- Continued to partner with Mountain View schools to help schools anticipate and build program offerings into the school year without disrupting instructional time.
- Sent invitations for school participation in early summer to increase potential engagement with parents, students and administrators at Back-to-School events.
- Offered safety training assemblies, bike rodeos and other services to private schools.
- Conducted a peer review, informed by the SRTS Coordinating Committee, to develop locally appropriate and effective Safe Routes to School lesson plans.
- In response to input from schools, the SRTS program and its scheduling was made more flexible and expanded, resulting in successful bike rodeos and community events that effectively promoted walking and biking.
- Reduced the communications burden on school communities by reducing the frequency of parent surveys (from annual to biennial) and student commute tallies (from biannual to annual).
- Partnered with the Teen Center to offer programming for teens.

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In-School Activities

Mountain View SRTS Program staff conducted various in-school activities to increase traffic safety awareness among students in grades K-8 and help them practice their safety skills.

Activities included bike rodeos and safety training covering rules of the road, hazard avoidance, helmet fitting and bike checks. Additional activities including hip-hop assemblies were also offered to middle schools. Table 2 outlines in-school activities during the 2023-2024 school year.

Table 2. Timeline Of All The Events

Date	Program Activity	Location	Quantity	Number of Participants
8/14/23	Rodeo	Springer ES	1	211
9/14/23	Assemblies	Bubb ES	3	150
9/15/23	Assemblies	Imai ES	5	397
9/20/23	Assemblies	Landels ES	4	361
9/21/23	Assemblies	Vargas ES	4	225
10/28/23	Rodeo	Monster Bash	1	118
11/8/23	Assemblies	Stevenson ES	3	439
1/11/24	Assemblies	Theuerkauf ES	5	314
1/12/24	Assemblies	Monte Loma ES	3	290
1/26/24	Assemblies	Mistral ES	3	380
2/16/24	Assemblies	Graham MS	4	600
3/5/2024	Hip Hop Assemblies	Crittenden MS	2	450
3/5/2024	Hip Hop Assemblies	Graham MS	2	650
4/1/24	Rodeo	Landels ES	1 (5 classes)	112
4/2/24	Rodeo	Theuerkauf ES	1 (3 classes)	93
4/3/24	Rodeo	Bubb ES	1 (5 classes)	103
5/3/24	Rodeo	Imai ES	1 (3 classes)	93
5/7/24	Rodeo	Vargas ES	1 (5 classes)	121
5/17/24	Rodeo	Monte Loma ES	1 (4 classes)	80
5/23/24	Assemblies	Crittenden MS	1	40
	Total:		**66**	**5,227**

Bike Rodeos

A school bike rodeo is an interactive skills event where students learn how to safely ride a bike, including helmet fitting, bike checks, rules of the road, avoiding hazards, and hands on training via the “Safe Moves City” obstacle course.

Safe Moves City allows students to experience traffic situations as pedestrians and bicyclists on a child sized course with signs, pavement markings, and traffic hazards that provide age-appropriate challenges. Safe Moves City includes intersection and corridor-based infrastructure such as sidewalks, bike lanes, pavement markings, and traffic control devices as well as a variety of land uses and street users.

An obstacle course and ramp installation challenges students to practice bike handling skills such as braking, steering, and balancing. Students with signed permission forms but no bike, were able to borrow a bike and helmet to participate in this course. Students without a signed permission slip participated in the course on foot.

813 students across grades K-5 participated in bike rodeos. 65% to 100% of the students across all schools had signed permission slips. 38-74% had their own bikes and helmets. As many as 15% of students did not have basic bike handling skills. Increasing the availability of bicycles for students at Landels is a priority for future years, as well as providing scooter bikes with smaller frames for students who are new to bicycling.

Safe Move Lessons:

- Appropriate places to ride and walk.
- Explanation of traffic signs and signals.
- Navigation of intersections, left turns, and right turns.
- Rights and responsibilities of bicyclists and pedestrians.
- Helmet use (proper fit, adjustment).
- Recognition and avoidance of common bicycle and pedestrian collisions.
- Explanation and demonstration of the role of crossing guards.
- Explanation/simulation of traffic environment (infrastructure).
- Understanding of driver, bicyclist, and pedestrian behaviors.
- School transportation/traffic policies (pick-up and drop-off procedures).
- Explanation of the school route/ neighborhood maps and bike racks.
- Importance of bicycling and walking for physical fitness and sustainable communities.
- Rail/train safety (tracks).
- Identification and avoidance of hot spots (crime, bullies, hazards, corners, crosswalks, truck traffic).
- State, county, and city laws/ ordinances.
- Personal/property safety.

Safety Training

Safety training assemblies involve K-8 students in age-appropriate walking and biking safety instruction that combines creativity, improvisation, student participation, and humor to help students learn about bicycling and walking as a fun, safe and effective way to get to school.

Ten safety trainings were conducted during the 2023-2024 school year. Elementary school teachers expressed interest in handouts such as coloring books and simple grade appropriate lesson plans.

Grade K-3

- Appropriate places to ride and walk.
- Walking with a grown-up.
- Explanation of traffic signs/signals.
- Rights and responsibilities of bicyclists and pedestrians.
- Helmet use.
- Explanation of the role of the crossing guard.
- Understanding of driver, pedestrian and bicyclist behaviors.

Grades 4-8

Covered safety and environmental consequences of traffic congestion and pollution, engaging the students at each grade level in active learning by challenging their critical thinking skills.

- Bicycle and pedestrian safety.
- California Vehicle Code laws and regulations.
- Skills necessary to make smart choices in traffic.
- Use of bike racks, bike lanes, bike paths, bike trails.
- Explanation of traffic environment (infrastructure).
- Recognition and avoidance of common traffic collisions.
- Understanding of driver, pedestrian, and bicyclist behaviors.
- Identification and avoidance of hot spots (crime, bullies, congested intersections, constructions areas).
- School transportation/traffic policies.
- Explanation of school routes maps.
- Effects of walking and bicycling on a cleaner environment.
- Importance of bicycling and walking for physical fitness and health.

Hip Hop Assemblies

Crittenden and Graham Middle School students participated in two hip-hop assemblies offered by Music Notes. Music Notes is a group of middle and high school teachers who use hip-hop to create high-energy songs, music videos, and concert experiences that promote various aspects of traffic safety including pedestrian and bike safety.

The students described the hip-hop assemblies as a "*very fun, upbeat and enjoyable learning experience*" that helped them to learn about staying safe while walking or biking to school. The students also mentioned that writing rap songs about safety made the experience of learning "*energetic*," "*cool*," and "*creative*," which otherwise could have been boring.

> *One of my students pointed out that his mom didn't cross the street safely because she didn't look both ways before she crossed. He is going to teach her the correct way!*

Figure 2: Hip Hop Assemblies by Music Notes
Source: www.musicnotesonline.com/saferoutes/

03

Community Based Events

In the past five years, SRTS community-based encouragement events have focused on complementing existing Community Services Department (CSD) programming to "meeting people where they are" in order to effectively and progressively boost community-wide awareness of traffic safety issues and skills.

Table 3. 2023-2024 Community Based Safety Training Events

Date	Location	Age Group	Number of Participants
10/23/23	Monster Bash Bike Circus, Rengstorff Park	All Grades including Preschoolers	82 bike rodeo participants 30 free bike repair recipients ~100 ped crossing participants
4/12/24	Bike to Boba, The View Teen Center	Teenagers	45
6/21/24			
7/19/24			

Figure 3: Bike Circus (left) and BikeMobile free bike repair (right) were popular events at the Monster Bash

Monster Bash

Building on the initial success of integrating the SRTS Bike Circus into Monster Bash in 2022, Mountain View SRTS staff participated in the Monster Bash at Rengstorff Park again on October 28, 2023. In addition, staff and consultants supported a family bike ride to the event from the Mountain View Public Library, as well as providing bike valet parking, and various activities.

The Monster Bash event was attended by 2,500-3,000 people, many of whom interacted with the Bike Circus safety activities including the following:

- **80 students participated in the Safe Moves City bike rodeo**, which represents a four-fold increase from the previous year.
- **100 students participated in the rainbow tunnel and "Cross SAFELY" activity**.
- **35 people received free bike repairs provided by BikeMobile.**
- **30 people used the bike valet** for the event.
- **200 students participated in traffic safety themed craft activities** or engaged with SRTS maps and other transportation materials.

Figure 4: Rainbow Tunnel and 'Cross SAFELY' Activity at Monster Bash

Monster Bash

The dramatic increase in participation rates could be related to more **extensive and bilingual advertising of the event using social media and yard signs** across the city, as well as the **provision of loaner bikes for use at the bike rodeo**, and the progressive benefits of hosting the event for two years in a row.

Staff received positive feedback on the event from parents and bicyclists who appreciated the safety training as well as the free bike repairs.

Figure 5: Spanish Flyer for Monster Bash Bike Circus and Family Bike Ride

Lessons Learned

The Monster Bash event had a few areas that could be improved for future iterations:

- Training staff and volunteers for the event in advance.
- Streamlining contracts, expectations, and logistics between consultants and vendors (particularly including any bike valet vendor).
- Addressing any infrastructure concerns, such as poorly constructed ramps, along routes to the event.

Bike to Boba

The View Teen Center hosts "Bike to Boba", which is a staff-led bike ride where teens visit a different boba shop each month. This free program is open to students in 6th through 12th grade. Information and a calendar for upcoming events are available on the City of Mountain View website and through The View Teen Center's list of activities.

SRTS staff participated in three Bike to Boba rides in 2023-2024, with approximately 15 riders joining each bike ride. These rides were held on three Fridays in 2024 including April 12th, June 21, and July 19. Activites during the SRTS Bike to Boba sessions included:

- An **introduction to the transportation planning profession**.
- **Biking basics**, **benefits of bicycling,** Participation in an **ABC Quick Check** (Air, Brakes, Cranks Chain, Cassette), **helmet fittings**, and **signaling techniques** while biking and **route planning**.
- A quiz-format discussion on the **rules of the road** and **key riding skills**. The quick also covered questions related to **California driving laws**.
- **Giveaways** (such as bike lights) provided to encourage participation and compliance with laws.

Lessons Learned

- Increase advertising about the event to enhance program awareness and encourage more teens to participate.
- Increase staffing during the ride to ensure all students follow the rules of the road, with staff proactively modeling safe biking behaviors, such as stopping at intersections, looking over their shoulders before changing lanes, and giving other riders space.
- Provide clear communication among SRTS and CSD staff regarding their roles and responsibilities before the bike ride.

Bike to Boba

Figure 6. Students receive helmet training (left) and participate in the 'Bike to Boba' event (right).

04

Curriculum Development

Locally specific lesson plans were drafted this year to meet the needs of Mountain View students that were not met by other activities in the SRTS program.

Background

Before developing draft curriculum, the team reviewed local road safety analyses and international best practice examples, and consulted with the Coordinating Committee. Committee members provided insights into the most pressing safety challenges faced in Mountain View. City staff and SRTS coordinating committee members identified four key gaps:

- Skills for navigating urban streets.
- Defensive walking and bicycling and being alert.
- Comprehension of safety signage.
- Materials for use at home.

In addition, a review of the Mountain View Local Road Safety Plan found these trends important to consider for student safety:

- People aged 18-24 are over-represented in pedestrian and bicycle crashes compared to their overall population in Mountain View.
- Individuals under 18 are under-represented in total crashes and pedestrian crashes but over-represented in bicycle crashes.
- Out of all crashes 23% are pedestrian involved and caused by drivers violating pedestrian right of way. The most frequent scenario involved drivers making left turns while pedestrians were crossing.

Research

The SRTS team conducted a peer review of five sample school-based transportation safety curricula. The team also assessed the suitability of each curriculum example to meet California Physical Education Model Content Standards (Cal-PEMCS), League of American Bicyclist Smart Cycling "need to know" content, and local instructional needs. The peer review was not limited to SRTS program-related curricula.

Table 4 presents the five peer-reviewed curricula and their key takeaways and Table 5 shows key topics from the research that were considered to meet Mountain View curriculum priorities by grade level and priority area.

Table 4. Key Takeaways from SRTS Best Practice Curricula

SRTS Example	Key Takeaways
Australian Capital Territory – Safe Cycle Lesson Plan	• Self-awareness, risk-taking, and defensive bicycling, with a focus on identifying hazards and route planning for all age groups. • Increased bicycling participation, confidence in bicycling, and safety-related knowledge.
NCDOT "Let's Go NC!" Safety Education Curriculum	• Resources balances skills and learning areas from creative arts to mathematics, to interpersonal and independent decision-making skills. • Content for different age levels and learning abilities related to how to navigate urban environments and practice defensive bicycling with intentionality.
PBOT Train-the-Trainer Classroom Education Program	• Intersects traffic safety curriculum with other standards • ALPACA as a defensive strategy, understanding principles of safety and personal security. • Allows students to take their own initiatives in developing bike safety skills.
New York State DOT Safe Routes to School	• Bicycle and pedestrian lessons to navigate their community, how they are responsible for their health and environment, and how to use traffic signs. • Lessons are tied directly to core contents for NYS education standards and bring traffic safety curricula through classes outside of PE.
City of Ventura Middle School Bicycle Education Curriculum	• California based lessons learned from an implementation standpoint, as it captures some of the coordination and facilitation to make the lesson happen. • Identifies core assessment standards and learning outcomes.

Table 5. Mountain View Curriculum Priorities by Grade Level and Priority Area

Legend	✓ Introduce and/or emphasize	→ Reinforce

MV Priorities	Key Topics and Activities	Grades K-2	Grades 3-4	Grades 5-6	Grades 6-8	Grades 9-12
Basics of Safe Walking and Transportation	Motor vehicles, mass and momentum.		✓	✓	✓	✓
	Physical activity, health and sobriety.		✓	✓	✓	✓
	Crossing safely and driver awareness.		✓	✓	✓	✓
Basics of Bicycling	ABC Quick Check.	✓	✓	✓	→	→
	Helmet fitting.	✓	✓	✓	→	→
	Basic parts of a bicycle.	✓	✓	→	→	→
	Balancing, starting, stopping.	✓	✓	→		
	Laws and safe use of e-bikes, e-scooters and motorized devices.	✓	✓	✓	✓	✓
Understanding Signage	Rules of the road.	✓	✓	✓	✓	→
	Basic signage (stop, yield, crossing).	✓	✓	✓	→	→
	More signage (sharrows, bike routes).				✓	✓
	Navigating bicycle facilities.				✓	✓
	ALPACA principles.	✓	✓	✓	→	→

Legend	✓ Introduce and/or emphasize	→ Reinforce

MV Priorities	Key Topics and Activities	Grades K-2	Grades 3-4	Grades 5-6	Grades 6-8	Grades 9-12
Defensive Biking	Hand signaling and communicating.	✓	✓	✓	✓	✓
	Collaboration and cooperation, interacting with others.	✓	✓	✓	✓	✓
	Scanning and situational awareness.		✓	✓	✓	✓
	Visibility and equipment.	✓	✓	✓	→	→
	Risk and self-awareness.		✓	✓	✓	✓
	Group riding.		✓	✓	✓	✓
Navigating Urban Streets	Walking or riding safely near traffic and parking.	✓	✓	→	→	→
	Crossing the road safely.	✓	✓	✓	→	→
	Navigating intersections and driveways on a bike.		✓	✓	✓	→
	Identifying and navigating hazards.		✓	✓	✓	✓
	Route planning, problems, and map reading.				✓	✓
	Knowing your environment/neighborhood.				✓	✓
	Community bike ride to the park.			✓	✓	✓

Legend	✓ Introduce and/or emphasize	→ Reinforce

MV Priorities	Key Topics and Activities	Grades K-2	Grades 3-4	Grades 5-6	Grades 6-8	Grades 9-12
Advocating for Access	Surveys, interviews and analyzing access patterns.		✓	✓	✓	✓
	Conducting walk audits and seeing the street.				✓	✓
	Understanding transportation planning processes.				✓	✓
	Participating in local government (projects, plans, committees and Council).					✓
	Speeches, songwriting or videomaking workshop on traffic violence and safety messaging.				✓	✓

Lesson Plans

Teaching modules were drafted for Grades 4, 7 and 11. Each lesson within the modules will include:

- Learning objectives .
- Standards alignment.
- Subject matter pre-test.
- PowerPoint presentation.
- Teacher talking points.
- Student activities.
- Parent supplement to reinforce learning.
- Subject matter post-test.

Draft lesson plans are currently being reviewed by the Mountain View Whisman School District. The selected lesson plans across various grade levels will be piloted to evaluate and enhance their effectiveness associated with program goals in future years.

Grade 4

1. Be able to safely walk and bike near traffic.
2. Understand how to walk or ride safely near traffic and parked cars.
3. Learn common mistakes drivers make (assuming that kids this age are with their parents).
4. Understand basic and advanced signs and traffic control devices.

Grade 7

1. Be able to walk and bike near traffic safely.
2. Learn common mistakes that drivers make.
3. Understand basic and advanced signs and traffic control devices.
4. Learn how to use innovative bicycle facilities.
5. Learn how to plan routes and read a map.

Grade 11

1. Be able to safely walk, bike and drive.
2. Be able to recall the benefits of an active lifestyle and transportation habits.
3. Identify limitations of a car-centric environment.
4. Design creative solutions for improving transportation safety in their neighborhoods.
5. Demonstrate acumen in map reading, interpretation, and make informed decisions around how to navigate cities and streets.

05

Data Collection and Program Evaluation

Data for the SRTS Program Evaluation was collected using two standardized survey tools provided by the National Center for Safe Routes to School.

1. Student Commute Tally forms to collect student journey to school data.
2. Parent/Caregiver surveys to assess attitudes toward walking and bicycling and on how students travel to and from school.

Mode share results from the two surveys varied significantly, which may be attributed to peer influence amongst students when participating in the in-classroom tallies. The following section contains findings from both surveys.

SRTS Student Travel Tallies

High Level Process

- SRTS Staff provided instructions to each school district about how teachers conduct in-classroom hand tally data collection and data entry.
- The announcement for the survey emphasized the role of teachers in supporting the City's plan to enhance safety and promote responsible travel behavior for both adults and children on city streets.
- Two days of data collection were scheduled for March 26th to March 28th. Because of limited participation, the deadline was extended through April.
- Data collection consisted of teachers asking students to raise their hand when the mode of travel they used to get and from school was called out.
- Mode share percentages were calculated by summing the responses for each mode and dividing by the sum of hands raised.

Student Tally Results

- 3,791 students responded from 178 classrooms, across nine elementary schools, two middle schools, and one high school which represented 59% of enrolled students.
- Elementary Schools, especially Jose Antonio Vargas, Gabriela Mistral and Monta Loma had the highest response rates.

Table 6. Student Travel Tally Response Rate by School

School	Response Rate
Amy Imai ES	68%
Benjamin Bubb ES	26%
Edith Landels ES	44%
Gabriela Mistral ES	77%
Jose Antonio Vargas ES	80%
Mariano Castro ES	65%
Monta Loma ES	76%
Stevenson ES	49%
Theuerkauf ES	58%
Crittenden MS	47%
Graham MS	48%
Mountain View HS	63%

Note: Los Altos High School did not participate in the school travel tally. Staff will be working with them for next year's student tally.

- Figure 6 shows the student mode share by Grade level for 2023-2024. All grade levels report driving to/from school as most common travel mode, but dependency reduces after Elementary School.
- The share of students biking, carpooling or taking transit increased with age, while share of walking decreases in high school.
- Figure 7 shows the student mode share distribution for different Elementary Schools. A high reliance on family vehicles is seen, with all schools exceeding 50% in mode share.
- Stevenson ES in particularly notable with 81% of respondents using family vehicles to get to/from school.

Figure 6: Student Mode Share by Grade Level, Student Tally Survey, 2023-2024

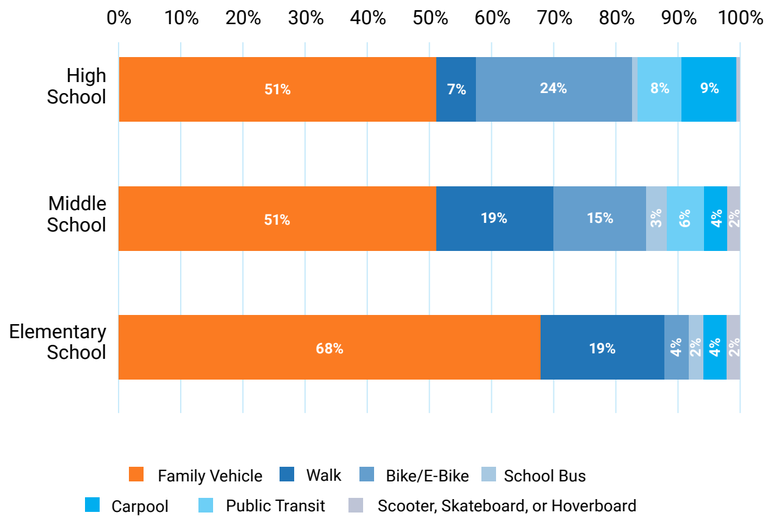
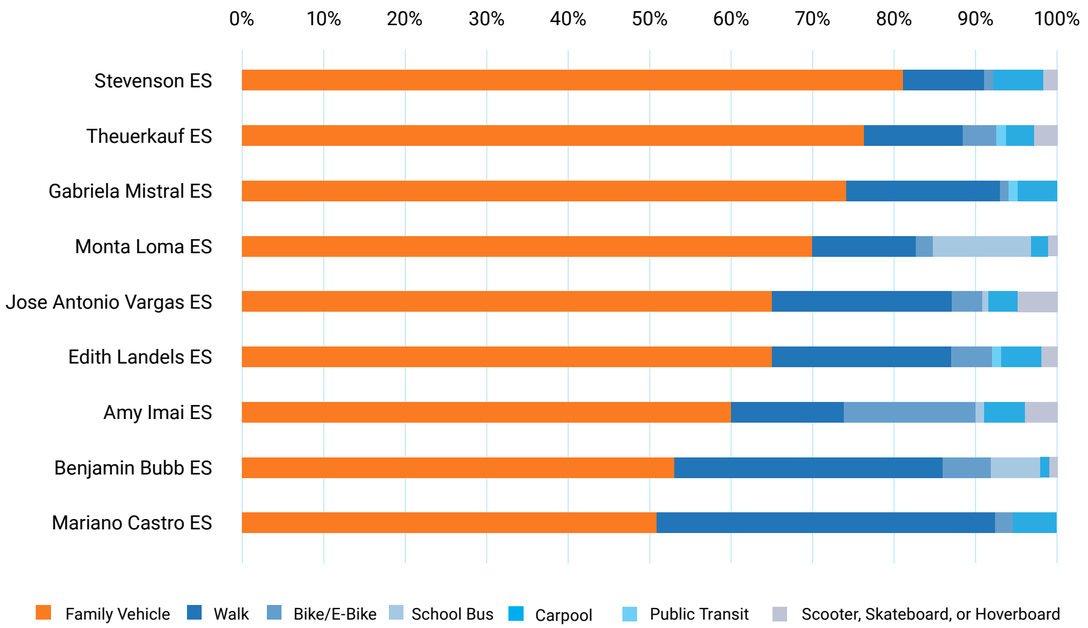


Figure 7. Student Mode Share by Elementary Schools, Student Tally Survey, 2023-2024



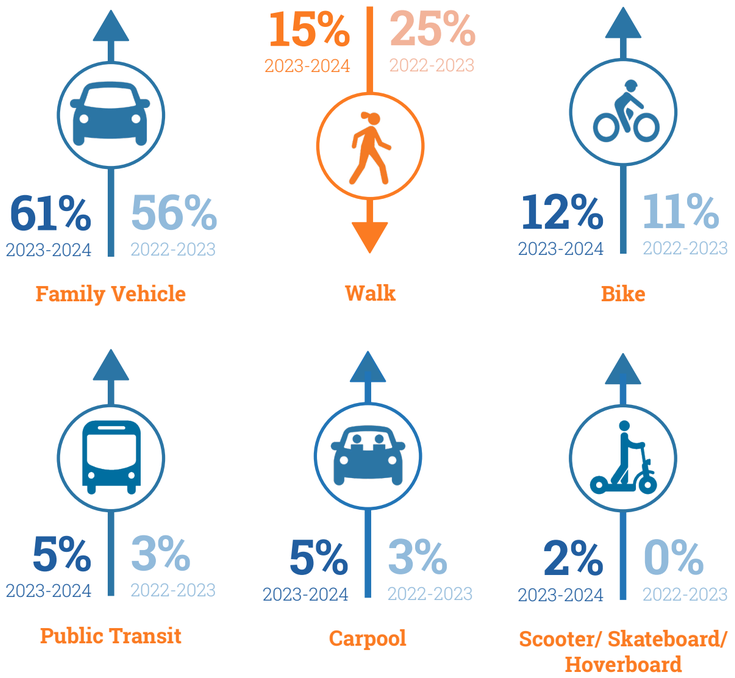
Student Hand Tally Mode Share

- Mode share comparisons between 2022-2023 and 2023-2024 school years are shown in Figure 8.

Lessons Learned

- Changes could be partially attributable to seasonal differences between March and October, the lack of data for Los Altos High School in 2024, and actual changes over time.
- The survey will be conducted in March to maintain consistency in upcoming years.

Figure 8. Mode Share Comparison, Student Tally Survey, 2022-2023 & 2023-2024



SRTS Parent/Caregiver Survey

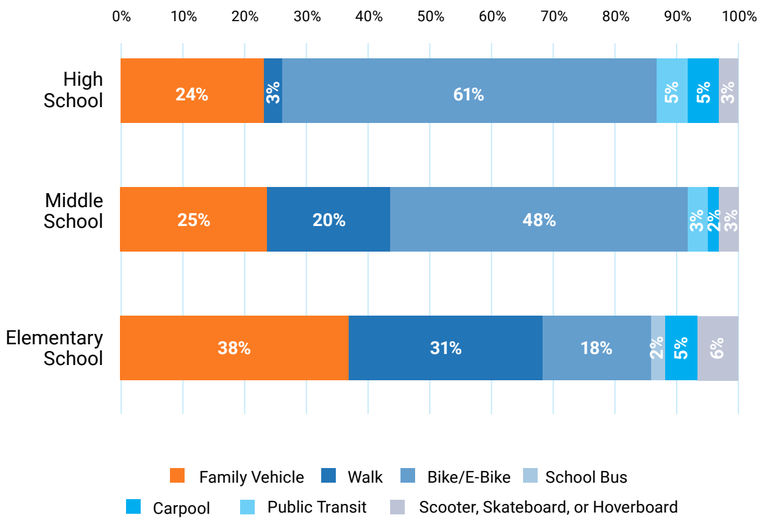
High Level Process

- Conducted from March 26- April 26, 2024.
- Distributed electronically in English and Spanish.

Parent Survey Results

- **Responses were received from 153 parents and caregivers, representing 245 students across all grades.**
- Graham Middle School (92), Mountain View High School (27), and Benjamin Bubb Elementary School (27) had the highest number of responses.
- Travel mode share by grade level are shown in Figure 9.

Figure 9: Student Mode Share by Grade Level, Parent Survey, 2023-2024



Parent Survey Mode Share

- Parent Survey Mode Share comparisons between 2022-2023 and 2023-2024 school years are shown in Figure 10.
- There was no change in share of carpool (3%) and public transit (2%) between 2022-2023 and 2023-2024.
- In contrast to the student hand tallies, parent surveys were associated with a decreased usage of family vehicles and an increase in walking as shown in Figure 9.
- Figure 11 shows that walking is primarily used for very short distances, biking is popular for moderate distances, and family vehicles become increasingly used as distances increase over one mile.

Figure 10. Mode Share Comparison of Parent Survey, 2022-2023 & 2023-2024

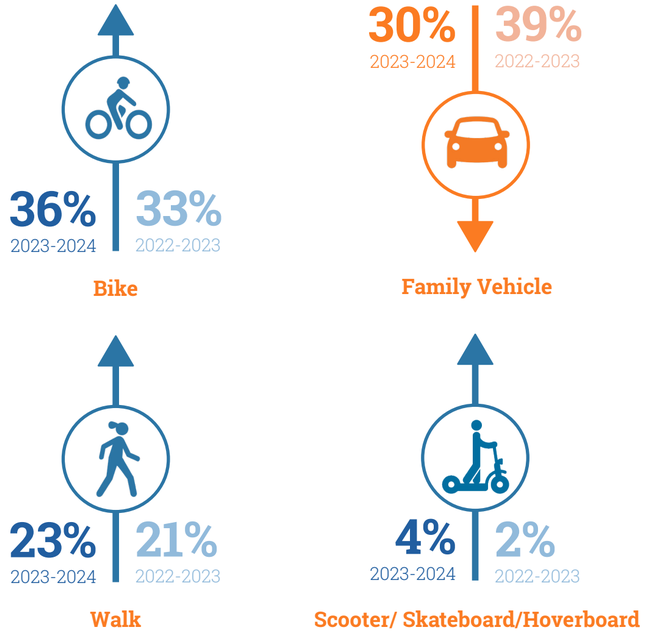
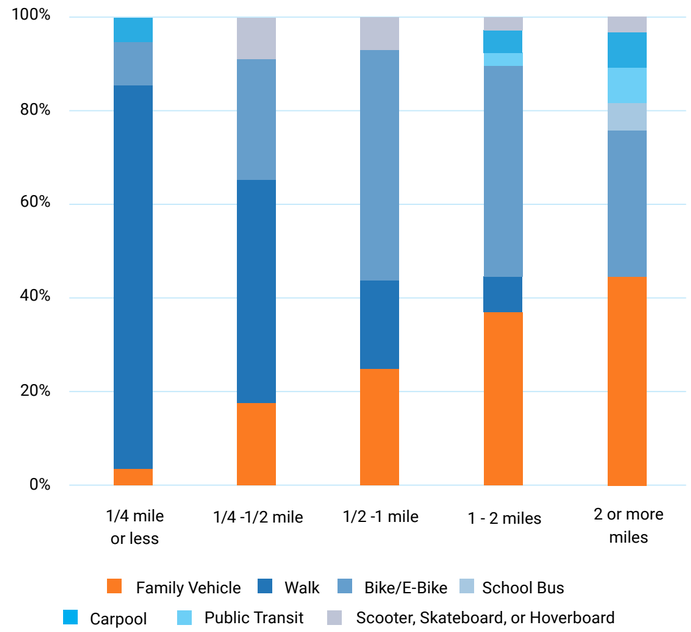


Figure 11. Travel Mode Share By Distance, 2023-2024

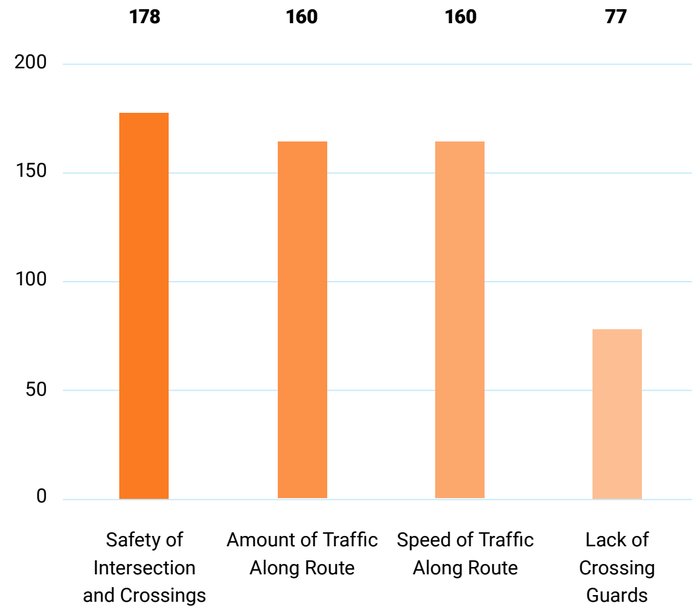


Top Safety Concerns

- Currently, 66% of the parents allow their students to walk/bike to/from school whereas 34% don't. However, there is a positive response rate to potential improvements.
- 77% of parents would allow walking/biking if intersection and crossing safety were improved, while 71% and 70% would do so if speed of traffic and amount of traffic along routes were addressed, respectively.
- Top safety concerns reported by parents are shown in Figure 12.
- The primary concerns influencing parents' decisions are the safety of intersections and crossings, traffic volume, and speed. These concerns are common among both parents who allow and those who do not allow walking or biking.

- Parents who do not allow walking or biking also cite distance and the absence of adult supervision as significant barriers. In contrast, parents who permit walking or biking are more concerned with the lack of crossing guards and weather conditions.
- Other concerns include dangerous driver behavior like speeding and distracted driving, chaotic school zones, lack of road safety education, enforcement of traffic laws, and more reliable public transportation options. Cultural factors like peer pressure and a lack of a bike-friendly culture, also play a role.
- The provision of crossing guards, sidewalks, or pathways, along with solutions for addressing the absence of adults to accompany students, could increase parents' willingness to allow walking or biking by more than 55%.

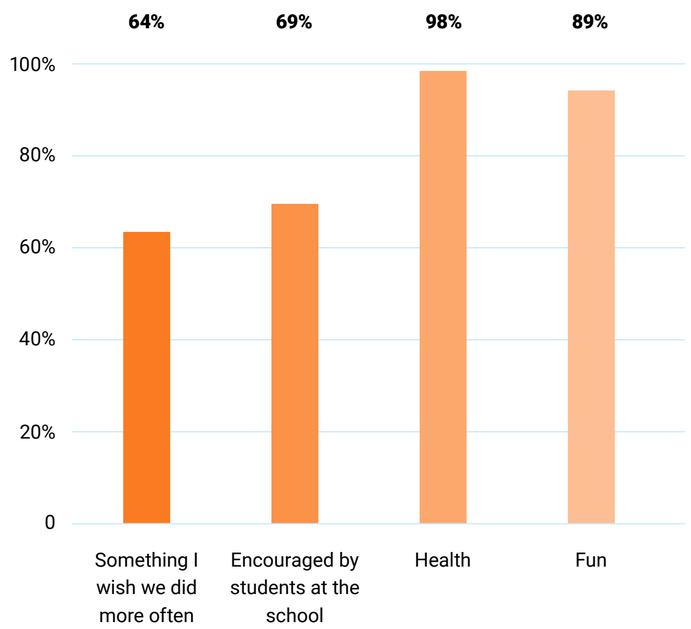
Figure 12: Top Safety Concerns Among Parents And Caregivers, 2023-2024



Perception about Walking and Biking

- Overall, there is a positive perception of walking and biking to school among parents and caregivers, especially when it comes to health benefits and fun (Figure 12).
- 98% of respondents agreed that walking and cycling benefited the students' health, while 89% agreed that it is a fun and enjoyable activity.
- 69% of parents felt encouraged by students at the school to allow for more walking and biking, and 64% agreed that they would like to do it more.

Figure 12: Perception of Walking and Biking among Parents and Caregivers, 2023-2024



06

Lessons Learned

The Safe Routes to School program has made significant strides in promoting safer and more sustainable transportation options for students, and continues to evolve and adapt to the needs of students, parents, and schools. The following lessons learned highlight key areas of improvement and outline potential next steps to further strengthen the program's impact.

Program Coordination Improvements

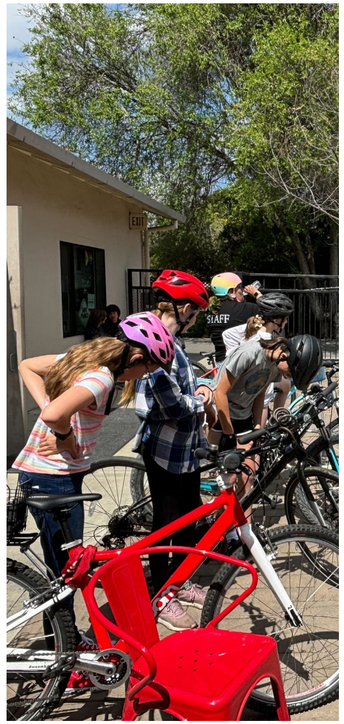
1. **Implementing a shared calendar and establishing a single point of contact** are beneficial for program management and communication. These improvements are likely to enhance coordination between different stakeholders and streamline program operations.
2. **Sending notifications earlier in the summer** has helped better engage with parents, students, and administrators at Back-to-School events. This change allows schools to anticipate and build program offerings into their school year without disrupting instructional time.
3. **Expand program offerings to private schools** to increase the potential reach of program offerings. However, no private school have accepted SRTS services in 2023-2024.

Safety Training and Community Events

1. Bike Rodeo: A notable percentage of students (9% to 17%) with permission forms did not know how to ride a bicycle, which highlights the need for **more basic cycling education.**
2. Regular **participation at citywide events, particularly Monster Bash, are critical for reaching thousands of people.**
3. Riding behavior observed during the Bike to Boba event suggests a **need for clearer communication of rules** about the ride.
4. There is a **need for targeted driver education** in Mountain View. For example, **tailored workshops with high schools** could be explored as venues for this, potentially as a condition of securing parking permits.
5. As schools make strides in reducing the driving mode share, the City could consider an annual event to **reward the schools with the lowest car mode share and/ or the greatest improvement.**

Program Evaluation Process and Insights

1. To capture a broader range of transportation patterns, surveys should include questions such as “Does your student drive to school?” This would help in **tracking driving patterns among students.**
2. Establishing **a consistent and accessible mode share dashboard with a benchmark goal** for each school on the program website would provide clearer insights into transportation trends, assist in comparing data across schools, and measure the impacts of interventions.
3. Student tally surveys showed an increase in dependency on family vehicles (56% to 61%) and a decrease in active transportation (36% to 24%) from 2022 to 2023. Parent surveys, however, indicated a reduction in family vehicle use (39% to 30%) and an increase in biking (33% to 36%). **A higher proportion of parents of students who walk and ride to school are motivated to respond to the survey, which may indicate greater concerns for these school access modes.**
4. Parent surveys revealed important safety concerns and perceptions related to walking and biking to school. These insights should be used to inform targeted interventions and enhance overall student safety.
5. Connect performance metrics with other ongoing work by **conducting analysis of crash data annually to inform program progress, reporting on crashes involving school-aged victims by severity.**



Curriculum Development

1. Input from instructors is crucial for developing an effective and practical curriculum.

Equitable Program Delivery

1. Unequal or disproportionate participation in the hand tallies and parent surveys can lead to incomplete insights and should be addressed by **incentivizing participation from diverse groups.**
2. Look for opportunities to ensure that students from the most vulnerable communities inform future programs.
3. Incentives to increase participation from students and parents in all schools should include **developing training and advocacy materials in multiple languages and using messaging that appeals to diverse cultural backgrounds.**
4. Increase the availability of small and pedal-less bicycles for bike rodeos, to allow participation by students who have not been taught to ride.
5. Focused interventions that address the **traffic safety concerns of vulnerable students, such as those with visual impairments and ambulatory or developmental disabilities, should be incorporated into the program.**
6. Based on broader knowledge and best practices in mobility safety, focused interventions that acknowledge the diversity in mobility experiences for different students should also be prioritized. For example, **incorporating solutions for overcoming personal safety concerns for girls from gender-based violence in addition to traffic safety concerns.** This may also apply to infrastructural recommendations, including **improved lighting and implementation of Crime Prevention through Environment Design (CPTED) strategies.**
7. Collaborative initiatives can help overcome the top-down implementation of the SRTS program. For example, **collaborating with local non-profit organizations could raise awareness around the transportation needs of unhoused students or students with disabilities in the area**, or recruited students champions from diverse backgrounds could help overcome language or cultural barriers in the program curriculum.

City of Mountain View