



Saint Patrick School

Travel Plan



SAFE ROUTES
TO SCHOOLS
MARIN COUNTY



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1. Purpose

1.1. SR2S Planning, Implementation and Monitoring

The Saint Patrick School Travel Plan is the blueprint for identifying and prioritizing Safe Routes to School (SR2S) programs, resources, and capital improvements. The Travel Plan also documents program activities and impacts on school-related travel that can be used to assess the success of the SR2S program over time, and important school-specific transportation policies and operations.

The Travel Plan differs from most plans in that it is not a snapshot in time but a living document; one that is repeatedly updated and modified to reflect school staff, community, and parent input along with technical information and lessons learned. This input is primarily captured by a SR2S task force that meets periodically to identify and address new concerns. For more information on Safe Routes to School partnerships in Marin County, visit www.saferoutestoschools.org

1.2. Marin County Measure A

The Transportation Sales Tax Measure Expenditure Plan approved by voters as Measure A in November 2004 dedicates an estimated \$332 million in local sales tax revenues to transportation needs in Marin County. Approximately \$36.5 million (11%) of the sales tax expenditure has been earmarked to reduce school related congestion and safer access to schools. These funds are allocated to three sub-strategies, or programs:

- Safe Routes to School (SR2S)
- Crossing Guards
- Safe Pathways to School

The Safe Pathways infrastructure program is integral to the success of the overall strategy; it is the capital improvement element of the Safe Routes to School program. As a stated policy in the *Transportation Authority of Marin (TAM) Measure A – Transportation Sales Tax Strategic Plan Update (2009)*, all projects eligible for Safe Pathways funding must be identified in Safe Routes plans. The Saint Patrick School Travel Plan qualifies as such a plan and identifies potential capital projects eligible for Safe Pathways funding.

2. Saint Patrick School Profile

2.1. School Location

120 King Street
Larkspur, CA 94939

In Fall 2007, approximately 97 students lived within walking or biking distance to school. The 38 students from East Corte Madera are not included in this estimate.

Table 1: Enrollment by Place of Residence (% of Families per City)

| Jurisdiction | Percent of Enrollment |
|-----------------------------|-----------------------|
| Larkspur/Corte Madera | 35% |
| San Rafael: | 13% |
| Sausalito/Tiburon/Belvedere | 8% |
| Kentfield/Greenbrae | 5% |
| Mill Valley | 5% |
| Novato or North | 3% |
| Fairfax/San Anselmo/Ross | 2% |
| San Francisco | less than 1% |
| Hercules | less than 1% |

2.2. Enrollment and Demographics

Table 2 shows the enrollment by grade and **Table 3** enrollment by ethnic and racial subgroups for the 2006-07 school year.

Table 2: Enrollment by Grade, 2006-07

| Grade Level | Enrollment |
|--------------|------------|
| Kindergarten | 22 |
| Grade 1 | 32 |
| Grade 2 | 24 |
| Grade 3 | 31 |
| Grade 4 | 30 |
| Grade 5 | 27 |
| Grade 6 | 32 |
| Grade 7 | 33 |
| Grade 8 | 27 |
| Total | 258 |

Table 3: Racial and Ethnic Subgroups, 2006-07

| Racial and Ethnic Subgroup | Number of Students | Percent of Students |
|----------------------------------|--------------------|---------------------|
| African American | 1 | 0.4% |
| American Indian or Alaska Native | 0 | 0% |
| Asian | 7 | 3% |
| Filipino | 0 | 0% |
| Hispanic or Latino | 0 | 0% |
| Pacific Islander | 10 | 4% |
| White (Not Hispanic) | 234 | 89% |
| Multiple or No Response | 10 | 4% |

2.3. Existing Conditions

Entrances to School

- **Primary School Entrance:** Entrances to the school are at King Street, Locust Avenue, and Magnolia Avenue.
- **Pedestrians and Bicyclists:** Information not obtained.
- **ADA Access:** Information not obtained.

Cross Streets

- **Cross Street:** Magnolia Avenue and King Street

Traffic Controls

- The intersection of King Street/Magnolia Avenue, at the southeast corner of the school, is all-way stop controlled.
- The intersection of King Street/Locust Avenue, at the southwest corner of the school, is a T-intersection, stop-controlled on the Locust Avenue (southbound) approach.
- The intersection of Locust Avenue/Ward Street, northwest of the school, is all-way stop controlled.
- The intersection of Magnolia Avenue/Cane Street, which abuts the eastern side of the school, is stop-controlled on the Cane Street (westbound) approach.
- The intersection of Magnolia Avenue/Ward Street, northeast of the school, is signalized.

Crosswalks

Marked crosswalks are provided at the following locations near the school:

- King Street/Magnolia Avenue has white high-visibility (solid) crosswalks on all four legs.

- King Street/Locust Avenue has a yellow high-visibility (ladder) crosswalk on north and east legs.
- Magnolia Avenue/Cane Street has white high-visibility (solid) crosswalks on all three legs.
- Magnolia Avenue/Ward Street has white high-visibility (solid) crosswalks on all four legs.
- Locust Avenue/Ward Street has white transverse crosswalks on all four legs.

Crossing Guards

- **Location of TAM Crossing Guards:** A TAM-funded crossing guard stationed at the intersection of Magnolia Avenue/King Street serves St. Patrick School.
- **School Crossing Guards:** Information not obtained.

Transit

- **School Bus Availability:** Saint Patrick has no regular bus service.
- **Public Transit Availability:** The nearest public bus routes to St. Patrick School are Golden Gate Transit Routes 18, and 22, which stop at Magnolia Avenue and Ward Street just a half block north of the school. The Twin Cities Shuttle Golden Gate Transit Route 221 Avenue runs every 35 minutes from 11am to 6:30 pm.
- **Special Transit Needs Offered:** Information not obtained.

Bike Racks

- **Location of Bike Racks:** Adjacent to the upper playground
- **Number of Bike Spaces:** 50
- **Rack Condition and Security:** Information not obtained.

2.4. Policies

School loading policies are summarized below. **Appendix A** provides the full policies as outlined in the school handbook.

- **MORNING DROP-OFF PROCEDURE:**
 - **Option 1:** Passenger Loading Zone on the east side of Locust Avenue Street from the corner of King Street to the first driveway.
 - **Option 2:** Use the Drive Through in the Lower Lot. Simply drive up to the unloading zone and drop your children off.

○ **AFTERNOON PICK-UP PROCEDURE:**

- All gates will be unlocked at 3:00 PM.
- Children in grades K-5 are to be picked up in the lower schoolyard.
- Cars using the valet lane should pull up to the drop zone and give the teacher the name of the child/children to be picked up.
- Grades 6-8 should be picked up in the Locust Avenue loading zone. Follow the same procedure as for morning drop-off.

Parking

- **Parking before school:** Please use the lower yard. The lower yard must be cleared of all vehicles by 8:45am.
- **Staff and General Parking:** Teachers and school staff can park in the upper lot in an area alongside Healy Hall. The gate to this area is off of Magnolia Avenue.

Bicycling

Students who ride bikes to school should walk their bikes onto the upper yard and lock them to the bike rack.

2.5. Classroom Education

St. Patrick participates in the Safe Routes to Schools education program. Annual classes include:

- Stop Look and Listen
- Walk Around the Block
- Helmet Safety
- Traffic Safety Game Show Assembly
- Bike Rodeo: The Twin Cities Police Department works with the school district to provide officers for education during Safe Routes to Schools Rodeos.

The Twin Cities Police Department provides officers for Bike Rodeos. Officers are also available to speak with students and/or parents on traffic safety. The Twin Cities Police also offer the RADkids program through the Larkspur and Corte Madera Recreation departments. RADkids teaches youth how to cope with personal safety situations.

2.6. Encouragement Programs

The school offers the following encouragement programs:

- Monthly Bike/Walk to School Days in the fall and spring
- International Walk to School Day--October
- Frequent Rider Miles Contest in the spring

2.7. Student Surveys

Student surveys have been conducted since the 2001-02 school year in the spring and fall. Students are asked how they travel between home and school. **Table 4** shows the survey results through Fall 2010. Blank entries indicate that data was not collected.

Table 4: How Students Got To School

| Fall | | | | | | |
|---------|------|------|-----------------|-------------------|---------|-------|
| Year | Walk | Bike | Bus/ Transit | Family Vehicle | Carpool | Other |
| 2001-02 | 13% | 10% | 0% | 55% | 22% | |
| 2003-04 | 12% | 13% | 0% | 58% | 17% | |
| 2004-05 | 11% | 6% | 0% | 60% | 23% | |
| 2006-07 | 12% | 6% | 0% | 64% | 18% | |
| 2007-08 | 9% | 7% | 1% | 71% | 13% | |
| 2008-09 | 9% | 4% | 0% | 69% | 19% | |
| 2009-10 | 9% | 3% | 0% | 66% | 22% | |
| 2010-11 | 8% | 5% | 0% | 67% | 16% | 4% |
| Spring | | | | | | |
| Year | Walk | Bike | Bus/ Transit | Family Vehicle | Carpool | Other |
| 2001-02 | | | | | | |
| 2003-04 | 8% | 11% | 0% | 62% | 19% | |
| 2004-05 | 9% | 8% | 2% | 56% | 25% | |
| 2006-07 | 8% | 2% | 0% | 73% | 17% | |
| 2007-08 | 9% | 4% | 0% | 69% | 19% | |
| 2008-09 | 10% | 6% | 0% | 65% | 19% | |
| 2009-10 | 7% | 3% | 0% | 68% | 21% | |
| 2010-11 | | | | | | |

Figure 1 charts the travel information in **Table 3**. On average the percentage of students driven alone has increased since 2003, while the percentage of students who walked has decreased.

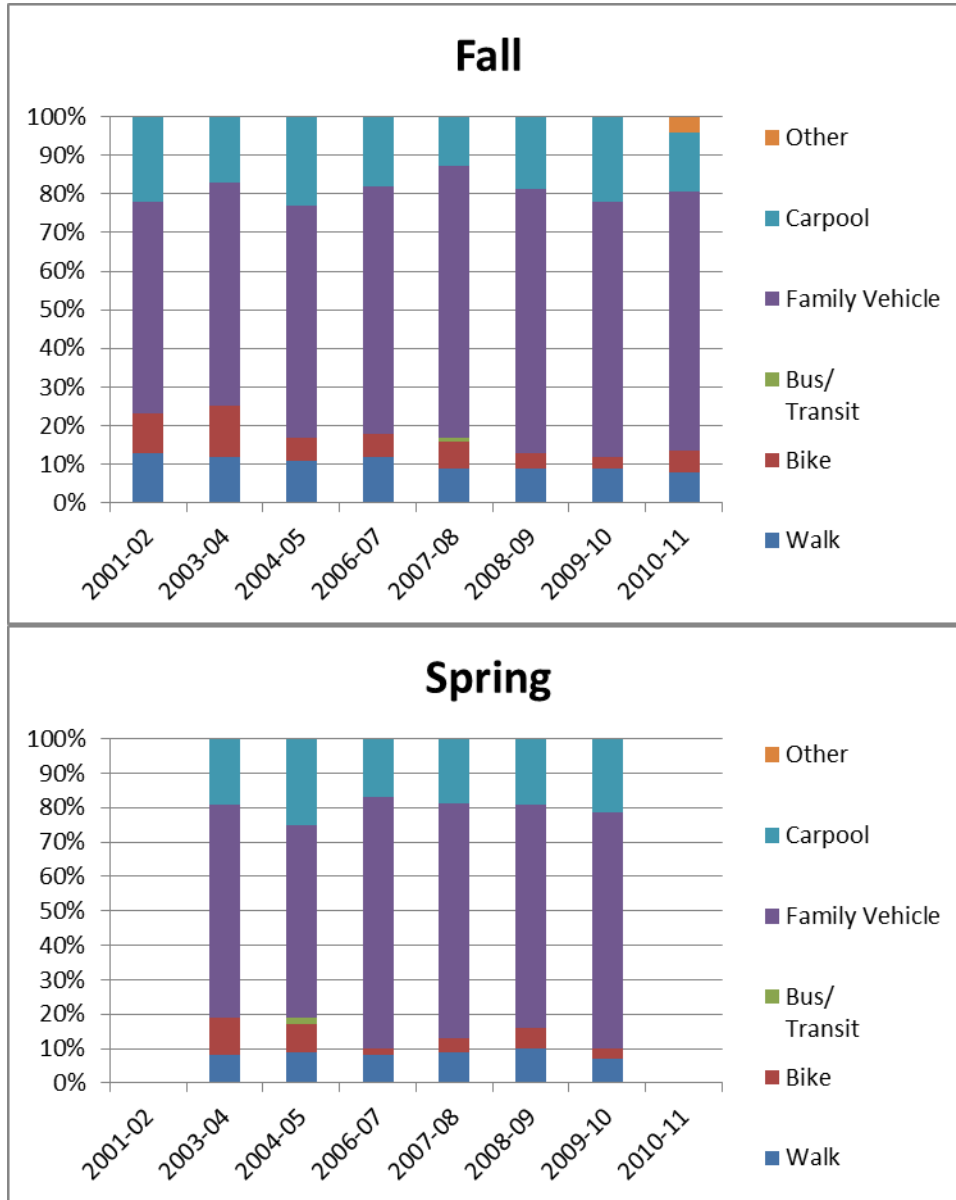


Figure 1: How Children Got To School

3. Barriers and Opportunities

3.1. Parent Survey

Team leaders administered volunteer parent/guardian surveys as part of the 2007-2008 travel plan process. The survey was distributed at school. Parents and guardians could either return the completed survey to the school or complete it online through a link on the Transportation Authority of Marin homepage. Saint Patrick Elementary returned 135 parent surveys.

Distance Traveled to School

Most respondents lived over two miles from the school. Twelve percent lived within walking distance of the school, which is generally considered to be one quarter mile or less.

Table 5: Distance Traveled to School

| Distance | # of Respondents | % of Respondents |
|----------------|------------------|------------------|
| 1/4 or less | 18 | 12% |
| 1/4 - 1/2 mile | 12 | 8% |
| 1/2 - 1 mile | 10 | 6% |
| 1 - 2 miles | 20 | 13% |
| Over 2 miles | 73 | 47% |

Means of Travel to and from School

Most respondents reported driving to and from school. When comparing to and from commuting behaviors, there is little variation, with the exception of carpooling. While 13 percent of respondents reported carpooling to school everyday, only seven percent reported carpooling from school.

Table 6: Means of Travel to and from School

| | Every Day | | 3-4 Days/Week | | 1-2 Days/Week | | Not Often | |
|---------------|-----------|------|---------------|------|---------------|------|-----------|------|
| | To | From | To | From | To | From | To | From |
| Walks | 7% | 9% | 5% | 2% | 4% | 7% | 5% | 8% |
| Bikes | 3% | 3% | 1% | 1% | 3% | 4% | 8% | 11% |
| Driven | 59% | 53% | 10% | 9% | 4% | 6% | 0% | 0% |
| Carpool | 13% | 7% | 4% | 4% | 2% | 9% | 0% | 1% |
| Bus | 0% | 0% | 4% | 0% | 0% | 0% | 1% | 0% |
| Local Shuttle | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% |

Barriers to Biking and Walking to School

The top three cited barriers to biking and walking to school were “it’s too far,” “dangerous intersections,” and “too much to carry,” respectively. “Lack of safe bicycle parking,” “scary dogs,” “bullies,” and “child won’t follow safety rules” were the least cited barriers.

Table 7: Barriers to Biking and Walking to School

| Barrier | % of Respondents |
|-------------------------|------------------|
| It's too far | 57% |
| Dangerous intersections | 38% |
| Too much to carry | 33% |
| Child is too young | 29% |
| Speeding cars | 27% |
| Stranger danger | 22% |
| Running late/tardiness | 21% |

| Barrier | % of Respondents |
|---|-------------------------|
| Unsafe or lack of sidewalks and/or bikeways | 18% |
| Weather | 16% |
| It's too steep | 10% |
| On the way to work | 9% |
| Bullies | 1% |
| Scary dogs | 1% |
| Lack of safe bike parking | 1% |
| Child won't follow safety rules | 1% |
| Other | 0% |

Benefits from Biking and Walking to School

Respondents cited “improved health,” “better for the environment,” and “child learns responsibility and independence” as the top three benefits from walking and biking to school.

Table 8: Benefits from Biking and Walking to School

| Benefit | % of Respondents |
|--|-------------------------|
| Improved Health | 82% |
| Better for the environment | 68% |
| Child learns responsibility and independence | 60% |
| Reduces traffic around school | 56% |
| Child learns traffic rules | 47% |
| Saves money on gas | 46% |
| child more alert at school | 36% |
| Gets me walking and biking | 30% |
| Less stressful than driving | 24% |
| Gives me more free time | 19% |
| We get to know our neighborhood better | 17% |
| Other (please specify) | 1% |

Encouraging Biking and Walking to School

When asked “would you allow your child to walk or bike to school if...?” most respondents cited having their children “accompanied by other parents” and “crossing guards at dangerous intersections.”

Table 9: Encouraging Biking and Walking to School

| Encouragement | % of Respondents |
|--|-------------------------|
| Accompanied by other parents | 41% |
| Crossing guards at dangerous intersections | 40% |
| When he/she is older | 33% |
| Cars slowed down | 31% |
| Accompanied by other children | 30% |

| Encouragement | % of Respondents |
|--|------------------|
| Safety training was provided for students | 23% |
| Improved sidewalks and paths | 22% |
| More police enforcement | 20% |
| Improved intersections | 20% |
| Other | 13% |
| Park and walk locations where we could walk part way | 11% |
| I would never allow my child to walk or bike to school | 8% |
| Secure bike storage was available | 7% |
| Route maps were provided | 4% |

Encouraging Carpooling to School

Respondents would be most encouraged to carpool to school if they “could find other parent who lived close by.” Thirty-two percent of the respondents already carpool.

Table 10: Encouraging Carpooling to School

| Encouragement | % of Respondents |
|--|------------------|
| We already carpool | 32% |
| You could find other parents to lived close by | 28% |
| You were familiar with the driver | 24% |
| Someone else organized it | 1% |
| Other (please specify) | 1% |

Encouraging Riding the Bus to School

Twenty-four percent of respondents indicated that they would be encouraged to ride the bus if “there was an adult escorting the children” to the bus stop. Only one percent of respondents indicated that their child already rode the bus.

Table 11: Encouraging Riding the Bus to School

| Encouragement | % of Respondents |
|---|------------------|
| There was an adult escorting the children | 24% |
| It was provided for free | 16% |
| It was a yellow school bus | 16% |
| The schedule was more convenient | 10% |
| The cost was reduced | 4% |
| My child already rides the bus | 1% |

Interest in Participating in SR2S Tasks

Very few respondents indicated interest in participating in SR2S tasks. Respondents were most interested in helping with events and contests.

Table 12: Interest in Participating in SR2S Tasks

| Task | % of Respondents |
|---|------------------|
| Help with events and contests | 7% |
| Help identify traffic safety issues | 5% |
| Other | 2% |
| Organize a SchoolPool (walk, bike and/or carpool together) | 1% |

3.2. Walkabouts

Walkabout notes are not available for Saint Patrick School.

4. Programs and Projects

A variety of signage improvements are recommended to improve the visibility and consistency of markings at the crossings in the vicinity of the school. These improvements are at the King Street/Locust Avenue and King Street/Magnolia Avenue intersections. Improvements include signage as well as moving pavement markings closer to the crosswalks. Installation of curb ramps at the King Street/Locust Avenue crosswalk is also recommended. **Appendix A** provides an illustration of these concepts.

5. Implementation Matrix

An implementation matrix with district wide improvements is in the Twin Cities District Plan.

Appendix A: Policies

MORNING DROP-OFF PROCEDURE: You have two choices. You may use the Passenger Loading Zone on the east side of Locust Avenue Street from the corner of King Street to the first driveway. The Loading Zone is in effect from 8:00am until 8:30am. Parent volunteers will assist students in getting safely out of their cars. Please pull up along the white curb and proceed forward to the Parent Volunteer. Students should enter the upper yard by the gate adjacent to the school building. You may also use the Drive Through in the Lower Lot. Simply drive up to the unloading zone and drop your children off.

As there are many children gathering in the upper yard each morning, *playing with balls and/or running through this area is not permitted*. Students are not allowed in the school building before 8:15am unless accompanied by an adult. Supervision of students in the upper yard begins at 8:00am. Students who arrive before 8:00 am are required to check in to Extended Care.

Bike riders: Students who ride bikes to school should walk their bikes onto the upper yard and lock them to the bike rack.

MORNING EXTENDED CARE DROP-OFF PROCEDURE: For Morning Extended Care, located in the Kindergarten classrooms, children may be dropped off in the upper yard between 7:15am and 8:00am. Enter on Magnolia Avenue; drop off children at the entrance near the patio and exit on King Street.

AFTERNOON PICK-UP PROCEDURE: All gates will be unlocked at 3:00 PM. Children in grades K-5 are to be picked up in the lower schoolyard. There will be a teacher on duty to supervise the lower yard until 3:30pm. Cars using the valet lane should pull up to the drop zone and give the teacher the name of the child/children to be picked up. Alternatively, you can park and walk up the stairs to get your child. Be especially vigilant on the lower lot; watch for children crossing in the valet lane. Grades 6-8 should be picked up in the Locust Avenue loading zone. Follow the same procedure as for morning drop-off. Please do not park and leave your car unattended, blocking everyone else.

For safety reasons, children are not allowed on the play structure after school unless they have checked into Extended Care and are being supervised by the Extended Care staff. Children may not play with balls or tether balls while waiting for their parents. Children may not be on the lower yard unless walking with a parent to their car.

AFTERNOON EXTENDED CARE PICKUP PROCEDURE: Please enter the lower yard on Locust Avenue, park, go up the stairs and sign your child out of Extended Care. If someone other than a family member is picking up your child/children make sure to notify the school and make sure that they have appropriate identification.

UPPER YARD: Cars are not allowed in the upper yard during the school week with the exception of special events. When attending a special event please be respectful of boundaries set by the orange cones. Safety is of critical importance.

FOR THE SAFETY OF OUR STUDENTS, PLEASE

- *Follow the above traffic procedures.*
- *Do not double-park on King Street or Locust Avenue.*
- *Do not drive into the driveway adjacent to the school on Locust Avenue.*
- *Do not drive into or park in the driveway between the rectory and school on King Street.*

Parking

Parking before school: If you need to park your car before school, please use the lower yard. Be aware that there is no supervision in this area before school. Please be vigilant. Watch for students exiting parked cars. The lower yard must be cleared of all vehicles by 8:45am. *Do not double park and let children out on the street. This is very dangerous and impedes traffic flow and visibility for school parents as well as our neighbors.*

- **Staff and General Parking:** Teachers and school staff can park in the upper lot in an area alongside Healy Hall. The gate to this area is off of Magnolia Avenue.

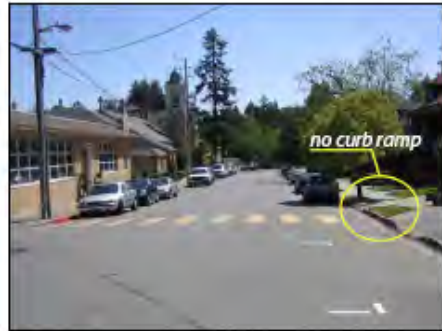
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Appendix B: Engineering Concepts

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SCHOOL AREA SIGNAGE PLAN

EXISTING CONDITIONS



Existing crosswalk on King Street lacks signage

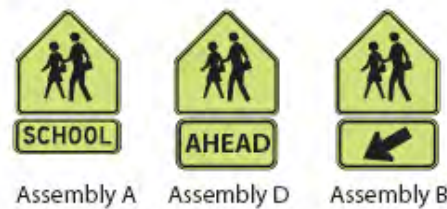


Existing pavement markings on King Street are too far from crosswalk

Recommendations

- Refresh existing crosswalks at King Street and Locust Avenue with thermoplastic pavement markings.
- Reconstruct sidewalk and construct curb ramp on south side of King Street at Locust Avenue.
- Paint new "Slow School Crossing" pavement markings on King Street 100 feet from uncontrolled crossing.
- Do not refresh or maintain existing "Slow School Crossing" pavement markings on King Street.
- Install fluorescent yellow-green school signage on King Street and Locust Avenue per California MUTCD 2006 guidelines.

MUTCD Signage



DRAFT
April 2007

SAFE ROUTES TO SCHOOL IMPROVEMENT PLAN FOR ST. PATRICK'S SCHOOL



Figure 2: School Area Signage Plan