



FRESNO COUNTY

SAFE

TO

ROUTES

SCHOOL

PLAN

SEPTEMBER 2025

DISCLAIMER

Further traffic studies and analysis would be needed to warrant some of the recommendations included in this plan. Funding for further studies, analysis, and construction is not currently allocated or secured, but this plan can assist with applying for future funding opportunities.

ACKNOWLEDGMENTS

FRESNO UNIFIED SCHOOL DISTRICT

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FRESNO COUNTY BOARD OF SUPERVISORS

- Brian Pacheco, District 1
- Garry Bredefeld (Vice Chairman), District 2
- Luis Chavez, District 3
- Buddy Mendes (Chairman), District 4
- Nathan Magsig, District 5

ADDITIONAL THANKS

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- Office of Traffic Safety
- Communities of West Park, Del Rey, and Cantua Creek

Fresno County Public Works & Planning, Design Division would like to extend our sincere gratitude to all the schools that participated in the Safe Routes to School planning process. Your collaboration, feedback, and commitment to student safety were essential in shaping a plan that reflects the needs and priorities of the community. Special thanks to all the school administrators, staff, teachers, parents, and students from each of the schools that participated. Your engagement helped ensure that the plan promotes safe, accessible, and equitable routes for all students. We appreciate your dedication to creating a safer environment for walking and biking to school.

Information contained in this document is for planning purposes and should not be used for final design of any project. All results, recommendations, concept drawings, cost opinions, and commentary contained herein are based on limited data and information and on existing conditions that are subject to change. Further analysis and engineering design are necessary prior to implementing any of the recommendations contained herein.

Prepared by

TOOLE
DESIGN

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PROJECT OVERVIEW

In 2025, Fresno County Public Works and Planning initiated a project funded by the California Office of Traffic Safety to evaluate traffic safety conditions around 15 Fresno County schools. The project included on-the-ground site assessments at all 15 schools as well as in-person and virtual community engagement.

The outcome of the project is this action-oriented Safe Routes to School (SRTS) plan with engineering, policy, and program strategies to improve traffic safety around each of the schools plus grant-ready concept designs.

SITE ASSESSMENTS

For each school, the consultant team assessed student arrival and dismissal and conducted a walk audit around the campus and surrounding streets, focusing primarily on key student travel routes. Where relevant, school bus stops were also assessed. Site assessments took place in March and April 2025.

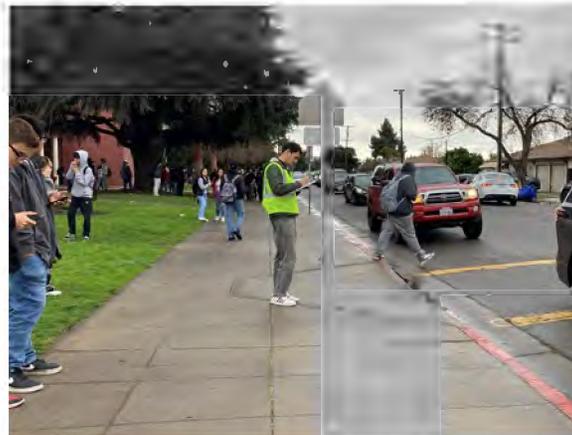
ARRIVAL AND DISMISSAL OBSERVATIONS

During arrival and dismissal observations, the consultant team:

- Observed arrival patterns for 30-45 minutes before the first bell
- Observed dismissal patterns for 15 minutes before the dismissal bell until 30 minutes after the bell
- Observed traffic patterns for people driving, taking the bus, walking, and bicycling
- Assessed behavioral and infrastructure safety
- Spoke to crossing guards/attendants about issues and opportunities

WALK AUDITS

Walk audits took place during school hours and lasted 45 minutes-1.5 hours, depending on the extent of the pedestrian network around the school. In addition to the consultant team, typical attendees included school principals or vice principals, other school leaders, school district officials, and safe routes to school leaders. During audits, attendees observed and discussed traffic patterns, student travel routes, and street infrastructure. The consultant team assessed and documented street infrastructure using Fulcrum, a GPS-linked app.



A consultant team member takes notes during dismissal

This plan is part of the international Safe Routes to School (SRTS) movement that works to make it safe, convenient, and fun for students and families to walk and roll to school. “Rolling” includes bicycling and using other devices with wheels like scooters, skateboards, and wheelchairs.

2025 SCHOOLS

- Addams Elementary School
- Calwa Elementary School
- Cantua Elementary School
- Caruthers High School
- Caruthers Elementary School
- Del Rey Elementary School
- Fipps Primary School
- Powers-Ginsburg Elementary School
- Riverdale High School
- Riverdale Elementary School
- Tranquillity High School
- Tranquillity Elementary School
- Washington Colony Elementary School
- Washington Union High School
- West Park Elementary School

SPRING 2025 SRTS LOCATIONS



★ 2025 Schools

0 7.5 15 mi

COMMUNITY ENGAGEMENT

The project team conducted pop-up events at five of the participating schools, spoke with the public on community walks at three of the schools, and collected feedback via an online survey and interactive map at all 15 schools to get input from students, families, and teachers on their experiences traveling to and from school. Survey questions were customized to the respondent (students, teachers, parents/caretakers, and neighbors) and asked about travel behavior and safety concerns, and respondents could provide location-specific input on the map.

TOP SAFETY ISSUES

Speeding and unsafe crossings were the most common concerns across all engagement efforts. Below are the top issues mentioned by students, parents, school staff, and other community members.

Speeding was identified as an issue at nearly every school.

- **Caruthers:** The intersection of Tahoe Avenue & Raider Avenue was the most cited for speeding concerns with 17+ in-person comments requesting an all-way stop and lighting.
- **Riverdale:** Mount Whitney Avenue, Haslam Avenue, and Stathem Street were noted for drivers speeding and failing to yield to pedestrians trying to cross.
- **Easton (Washington Union High and Washington Colony Elementary):** Lincoln Avenue was noted for speeding and unsafe pedestrian crossings.

Safety at crossings was a Countywide concern, including drivers not yielding to pedestrians, lack of high visibility crossings, and lack of lighting at night.

Parents also reported **traffic congestion and unsafe vehicle maneuvering** at arrival and dismissal for nearly every school.

Please see Appendix A for a full summary of public engagement activities.



A consultant team member gets school travel input from students at Cantua Elementary School

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BASIS FOR INFRASTRUCTURE RECOMMENDATIONS

This plan recommends a set of high-impact safety interventions for each school that are focused on slowing speeds and protecting the most vulnerable street users – those walking and bicycling, and especially children.

SAFE SYSTEM APPROACH

The recommendations are grounded in the Federal Highway Administration’s Safe System Approach, which recognizes that:

- Death and serious injury are unacceptable;
- Humans make mistakes;
- Humans are vulnerable and there is a limit to what the human body can withstand;
- Responsibility is shared among all roadway users;
- Safety requires proactive design and policy, not reactive measures; and
- Redundancy is crucial. If one safeguard fails, another should be in place to counteract mistakes of roadway users.¹

Accepting that humans make mistakes means that we must design our streets in a way that prevents fatal and serious injuries from occurring in the first place. We must recognize that children and youth are still learning and still growing; they have not fully developed their cognitive abilities and attention systems and therefore are especially vulnerable when it comes to traffic safety. Not only is their awareness less acute than that of adults’, but they also have not fully developed critical thinking skills to help guide their decisions. Furthermore,

younger children are small, and their visual perception is limited.

In response to this, four key strategies guide our recommendations:

SEPARATION OF STREET USERS IN TIME

For example, leading pedestrian interval (LPI) traffic signal phases give pedestrians time to cross before drivers can turn.

SEPARATION OF STREET USERS IN SPACE

For example, separated bikeways include a vertical barrier (post or curb) separating people biking from vehicles.

REDUCTION OF VEHICLE SPEEDS

For example, posted speed limits (and signs in general) do not ensure compliance and must be complemented by design that supports the desired behavioral outcomes. Features that narrow the road, such as curb extensions, encourage drivers to slow down.

INCREASED ATTENTIVENESS AND AWARENESS

For example, “Gateway treatments” alert drivers they are entering a school zone by including features that temporarily narrow the road, such as mini-roundabouts, curb extensions, or medians, that accompany ample school zone signage.

¹ U.S. Department of Transportation Federal Highway Administration. Safe System Approach for the Urban Core Informational Report. https://highways.dot.gov/sites/fhwa.dot.gov/files/2023-11/fhwasa23001_508%28r2%29.pdf

SAFE SPEEDS

While we have identified specific places where posted speed limit reductions would be beneficial, we encourage lowering posted speed limits Countywide, especially on streets adjacent to schools. Assembly Bill 43, introduced in 2021, allows California cities to reduce the speed limit to 25 MPH in business and residential districts without a traffic study. Additionally, the California State Motor Vehicle Code 5 allows cities to reduce the standard school zone speed limit of 25 MPH to 15 MPH within 500 feet of schools for streets that are 30 MPH or less. We recommend reducing overall speed limits for streets adjacent to schools to 30 MPH where feasible, then reducing the school zone speed limit to 15 MPH. However, even speeds of 30 MPH come with great risks for pedestrians: A study by the AAA Foundation for Traffic Safety found that the average risk of severe injury or fatality for pedestrians struck by a motor vehicle traveling 30 MPH is 40 percent, as illustrated in the graphic.²

When a person is driving at...



It takes!...



This is their field of vision.



Pedestrians hit at this speed have a...



¹ Includes 2.5 seconds braking reaction time.

SOURCES

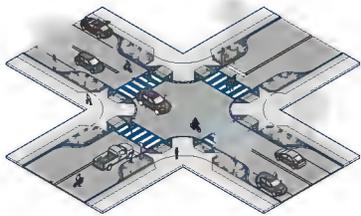
Bartmann, A., Spijkers, W., and Hess, M. 1991. Street Environment, Driving Speed and Field of Vision. Vision in Vehicles III. W. A. Leaf, W.A. and Preusser, D.F. Literature Review on Vehicle Travel Speeds and Pedestrian Injuries Among Selected Racial/Ethnic Groups. DTNH22-97-D-05018 Task Order 97-03. U.S. Department of Transportation, 1999.
 AASHTO Green Book—A Policy on Geometric Design of Highways and Streets, 7th Edition. American Association of State and Highway Transportation Officials, 2018.
 Tefft, B. 2013. Impact Speed and a Pedestrian's Risk of Severe Injury or Death. Accident Analysis & Prevention, 50(87): 1-8. DOI: 10.1016/j.aap.2012.07.022

² Tefft, 2013. Impact speed and a pedestrian's risk of severe injury or death. AAA Foundation for Traffic Safety.

INFRASTRUCTURE TREATMENT GUIDE

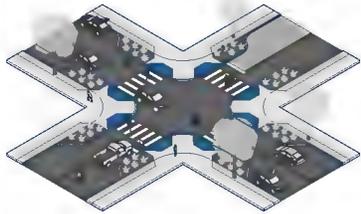
The following guide provides a primer to the infrastructure treatments we recommend to improve the safety of students walking and biking to school.

CROSSING TREATMENTS



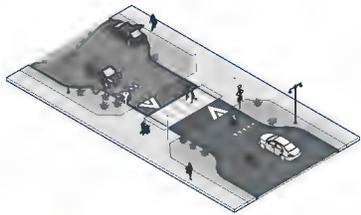
HIGH-VISIBILITY CROSSWALK

Improves a driver's awareness of a crossing location through a striping design that includes continental crosswalk markings (i.e., parallel to the direction of travel for drivers). Crosswalks should be yellow if within 600' of school grounds.



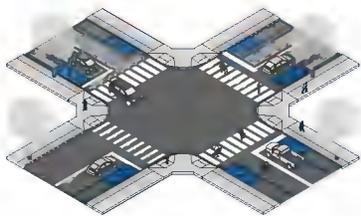
DIRECTIONAL CURB RAMP

Provides one dedicated curb ramp at each end of every crossing. All curb ramps should have detectable warning surfaces to alert pedestrians with vision disabilities that they are entering a vehicular space. Blended transitions are also acceptable instead of directional curb ramps.



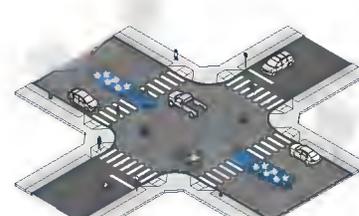
PEDESTRIAN-SCALE LIGHTING

Provides an appropriate level of lighting at an established crossing at night or low-light conditions. At crossing locations, pedestrian-scale lighting should be placed in front of the crosswalk to illuminate a pedestrian to drivers.



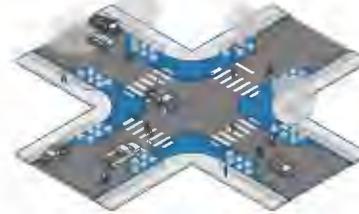
DAYLIGHTING

Improves visibility at intersections and mid-block crossing locations by removing visual obstructions near the crossing. Daylighting often includes the spot removal of parking spaces, accomplished via red curb, signage, and removal of parking space pavement markings.



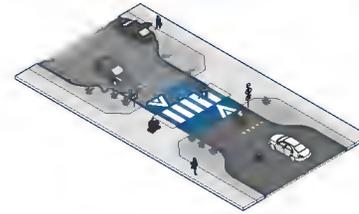
MEDIAN REFUGE

Provides a protected space for pedestrians to stand and wait in the middle of a two-way street so pedestrians only need to cross one direction of travel at a time.



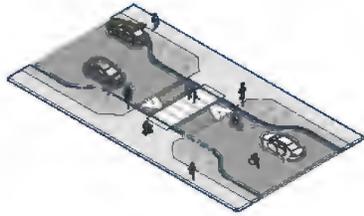
CURB EXTENSIONS

Extend the sidewalk into the street to reduce the crossing distance, limiting the exposure of crossing pedestrians and enhancing the sight distance between pedestrians and motorists.



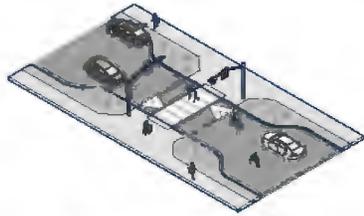
RAISED CROSSING

Reduces vehicle speeds and increases visibility of pedestrians by ramping up the roadway to sidewalk height at a crosswalk. Raised crossings are often placed at mid-block crossing locations and are particularly useful around schools where children are expected to cross frequently.



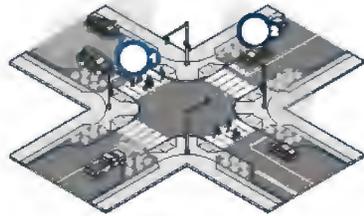
RECTANGULAR RAPID FLASHING BEACON (RRFB)

Rectangular-shaped yellow lights indicators that flash when a pedestrian activates it via pushbutton or pedestrian detection. Results in increased yielding rates of drivers at crosswalks and increased visibility of pedestrians. RRFBs are typically used with a crossing warning sign and are placed on both ends of the crossing and in the crossing island, if present.



PEDESTRIAN HYBRID BEACON (PHB)

Includes one yellow and two red lenses on a signal pole to stop traffic when pedestrians are present. PHBs are activated by a pedestrian push button or pedestrian detection.



LEADING PEDESTRIAN INTERVAL (LPI)

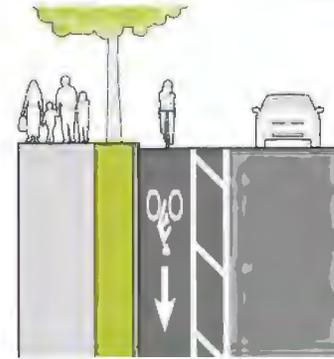
Increases pedestrian visibility to turning vehicles by providing a green light for pedestrians three to seven seconds before drivers are given a green light indication.

SHARED FACILITIES AND BIKEWAYS



SHARED USE PATH

Typically located at sidewalk level, shared use paths may run alongside roads or be entirely off-road, such as a paved trail running through a park or stream valley.



BUFFERED BIKE LANES

Buffered bike lanes are painted bike lanes with an additional painted buffer space to provide increased separation between bicyclists and motorists.



SEPARATED BIKE LANES

Separated bike lanes are bike lanes separated from motor vehicles by a physical barrier with a vertical element (e.g., flexible posts, bollards, planters, parked vehicles, curbs). They may be one- or two-way facilities.

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SCHOOL COMMUNITY PROFILES

In this chapter, each school or school community is profiled, featuring a summary of existing travel patterns, what we heard from the community, and programmatic and infrastructure recommendations.

Detailed infrastructure treatments are recommended based on site assessments and community input.³ Most curb ramps at intersections identified in the recommendations need to be updated to meet ADA-compliance, therefore specific instances were not noted. This includes converting diagonal ramps to directional ramps and ensuring all ramps have detectable warning surfaces. Specific programs and policies are recommended for each school, based on whether the school population lives within walking distance or must travel a longer distance to reach the school.

Across all school districts, we recommend:

- Skills-based, age-appropriate pedestrian and/or bicycle safety education
- Parent and staff safety education
- Written arrival and dismissal procedures
- Safety training requirement for (high school) student parking passes

A detailed guide to programmatic and policy recommendations can be found in Appendix B.



A consultant team member gets input on school travel from students at Caruthers High.

3 All recommendations in this report are planning level only and require further analysis to determine feasibility. Furthermore, funding allocation is necessary for implementation.

ADDAMS ELEMENTARY SCHOOL

TRAVEL CONDITIONS

LAND USE

Addams Elementary has a relatively large enrollment area spanning approximately two-by-two miles. It is located on the western border of the City and County, near the freeway, and has a rural-industrial land use context with wide streets lacking sidewalks in many places.

OBSERVATIONS

Crossing guards are present at Lafayette Avenue/McKinley Avenue during arrival and dismissal, at the Hughes Avenue mid-block crossing during arrival only, and at Lafayette Avenue/Carmen Avenue during dismissal only. Despite the crossing guards, crossing intersections still present the challenges of heavy truck traffic and limited stop control. Sidewalk gaps on the north side of McKinley Avenue force people to walk in the street close to fast-moving vehicles. During arrival, vehicles stop in both the right turn lane and bus loading zone, obstructing traffic.

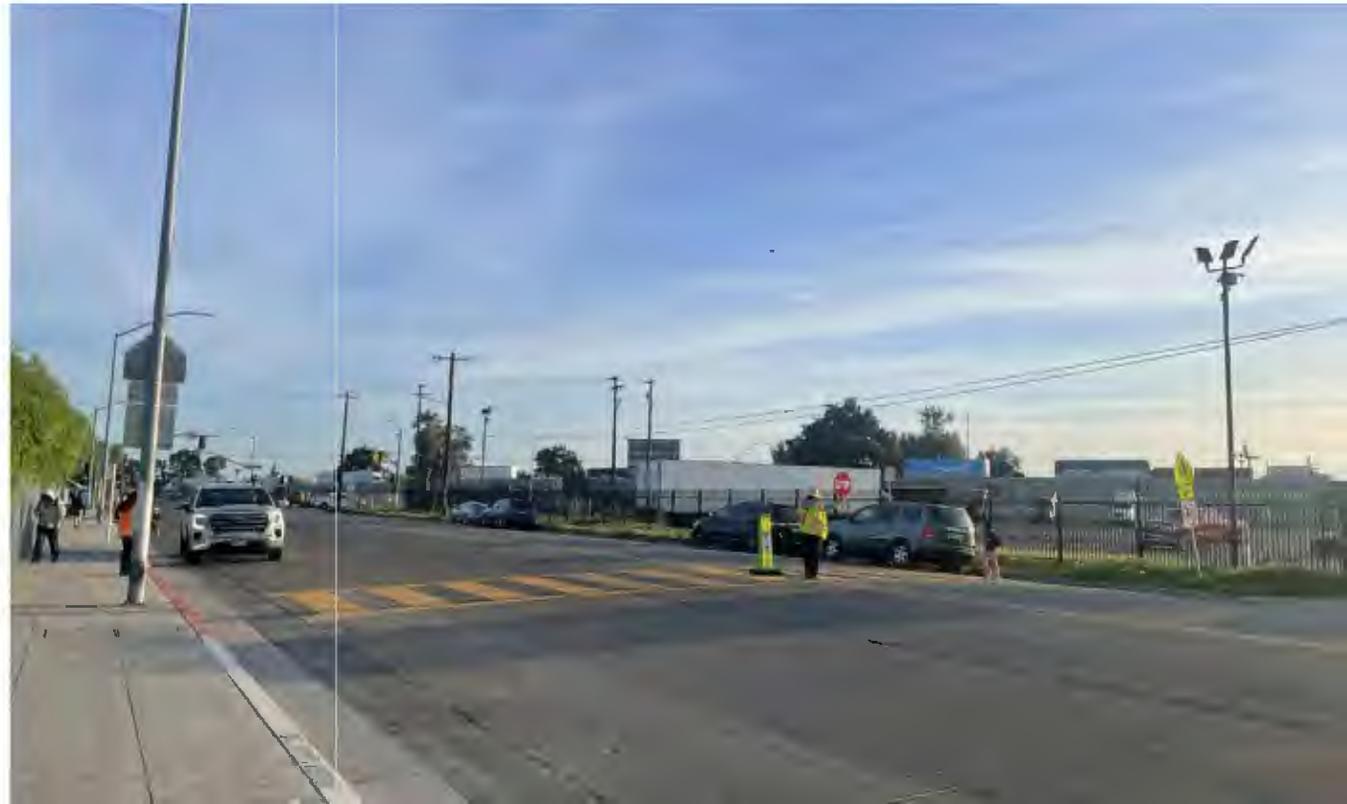
WHAT WE HEARD

Staff and parents both reported that the Lafayette Avenue/McKinley Avenue crossing could benefit from improved visibility and additional traffic control measures, such as a signal or flashing beacon. Staff mentioned that

the high school buses load and unload on Hughes Avenue where the sidewalk is narrow and does not have capacity for all the students. Some parents mentioned that the lack of visibility for vehicles turning from Home Avenue and Carmen Avenue onto Lafayette Avenue have caused several issues in the past.

RECOMMENDATIONS

Since many students walk to school, and there is the potential for even more students to walk or bike, recommendations focus on improving sidewalks, crossings, and bicycle facilities. To complement the infrastructure recommendations, we recommend that Addams Elementary host walking and biking safety assemblies to encourage safe behavior and Walking School Buses, the latter which the school is already in the process of implementing through Fresno Unified School District's Community Schools program.



INFRASTRUCTURE RECOMMENDATIONS MAP



-  Intersection / Crossing Enhancements
-  Sidewalk Enhancements
-  Curbside Management
-  Signage / Striping Enhancements
-  Bicycle Facility / Corridor Treatment

INFRASTRUCTURE RECOMMENDATIONS

TABLE 1 Addams Elementary School Recommendations

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
1	W McKinley Ave and N Hughes Ave	Intersection or crossing	Long crossing distance and not enough time for students to cross; crosswalks not high visibility	Increase pedestrian crossing time and include leading pedestrian interval. Restripe existing crosswalks to high visibility crosswalks.	Short	Turning movements may need to be analyzed before reconfiguring intersection. Project located in City of Fresno right-of-way.
				Reconfigure intersection to reduce widths. North curb returns can be relocated south pending truck turn analysis.	Medium	
2	N Hughes Ave at school entrance	Mid-block crossing	Mid-block crossing has no curb ramps and leads directly into utility pole	Relocate crossing further south to avoid conflict with streetlight pole and parkway drain and install ADA-compliant curb ramps and curb extensions. Study possibility of installing PHB.	Medium	Project located in City of Fresno right-of-way.
3	N Hughes Ave (W McKinley Ave to W Hedges Ave)	Signing and striping	Missing advance warning school pavement markings	Install advanced warning school pavement markings.	Short	Project located in City of Fresno right-of-way.
4	N Hughes Ave (~470 south of W McKinley Ave, just past school parking lot)	Curb management	Bus picking up high school students stops just beyond the Addams drop-off loop, contributing to congestion	Relocate the high school bus pick up zone to McKinley Ave so that it doesn't conflict with the Addams Elementary arrival process.	Short	Fresno Unified School District would be implementing agency.
5	W McKinley Ave (N Marks Ave to N Hughes Ave; north side of street)	Sidewalk	No sidewalk	Install 6' sidewalk on north side of W McKinley Ave.	Long	Project located in City of Fresno right-of-way.
6	W McKinley Ave (N Lafayette Ave to N Hughes Ave; south side of street)	Sidewalk	Utility poles located in the middle of sidewalk	Relocate utility poles closer to the curb.	Long	Project located in City of Fresno right-of-way.
7	W McKinley Ave (N Marks Ave to N Hughes Ave)	Bike facility	Class II bike lanes without buffers provides insufficient protection in 40 MPH posted speed limit zone	Reduce lane widths to provide buffer for existing bike lane.	Medium	Project located in City of Fresno right-of-way.

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
8	N Marks Ave (W McKinley Ave to W Olive Ave)	Sidewalk	No sidewalk	Install sidewalk where missing on the east side of N Marks Ave.	Long	Project located in City of Fresno right-of-way.
9	N Marks Ave and W McKinley Ave	Intersection or crossing	Long crossing distance; crosswalks not high visibility	Convert asphalt curb extensions to concrete and tighten the intersection radii. Restripe existing crosswalks to high visibility crosswalks.	Medium	Requires coordination with City of Fresno.
10	N Marks Ave (W McKinley Ave to W Floradora Ave)	Signing and striping	Parking lane is not striped, encouraging high vehicle speeds	Stripe an edge of traveled way line to mark parking lane. Parking lane should be 8' min.	Short	Project located in City of Fresno right-of-way.
11	W Floradora Ave and N Marks Ave	Intersection or crossing	No marked crosswalk near northbound N Marks Ave bus stop	Provide high visibility crosswalk across N Marks Ave for bus stop access. Install RRFB.	Medium	Project located in City of Fresno right-of-way.
12	W McKinley Ave (N Valentine Ave to N Marks Ave)	Sidewalk	No sidewalk	Install 6' sidewalk on the south side of W McKinley Ave.	Long	
13	N Valentine Ave (W McKinley Ave to W Floradora Ave)	Sidewalk	No sidewalk	Install 6' sidewalk on east side of N Valentine Ave.	Long	
14	W McKinley Ave and N Valentine Ave	Intersection or crossing	No marked crosswalks; stop bars are faded and located in intersection (beyond stop signs)	Install high-visibility crosswalks and paint new stop bars at least 4' in advance of stop sign.	Short	

CALWA ELEMENTARY SCHOOL

TRAVEL CONDITIONS

LAND USE

Calwa Elementary is located within the City of Fresno's borders, but some of its students live immediately west of the school in the County. Most students who attend Calwa Elementary live within a mile of school, so traveling to school via active transportation is an option for many. To the north and east, Calwa is surrounded by residential areas. However, County students attending Calwa must cross Cedar Avenue, an arterial with a posted speed limit of 40 MPH.

OBSERVATIONS

During arrival and dismissal, two crossing guards are present to help students cross Cedar Avenue at the signalized midblock crossing near the school. Additionally, two crossing guards are stationed each at Cedar Avenue/Jensen Avenue, and Kaviland Avenue/Page Avenue. Regardless, many students and parents/caregivers were observed crossing Cedar Avenue north of this intersection at Kaviland Avenue where there are no guards nor marked crossings present. Vehicles were observed traveling at high speeds on Cedar Avenue and Jensen Avenue. The intersection of Jensen Ave and Cedar Ave is wide and vehicles make turns at high speeds. More

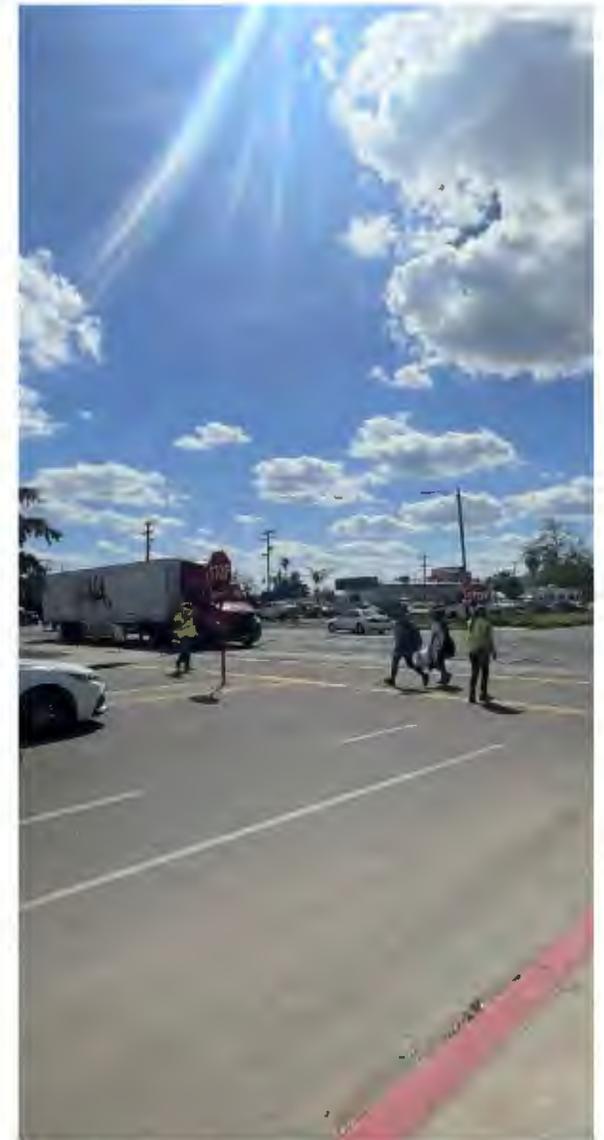
students were observed walking at dismissal, particularly along Jensen Avenue, compared to arrival. Many students getting picked up on Jensen Avenue crossed outside of the crosswalk to reach vehicles parked on the south side of the street.

WHAT WE HEARD

The two crossing guards stationed at Jensen Avenue and Cedar Avenue said that cars will not always stop for them. They reported that there are many unsafe maneuvers taking place at this intersection and vehicles travel at high speeds on both streets. The crossing guards stationed at the mid-block crossing on Cedar Avenue reported feeling unsafe despite the traffic signal and reported that drivers do not always stop on red.

RECOMMENDATIONS

Since many students walk to school, and there is the potential for even more students to walk or bike, recommendations focus on improving crossing safety and reducing vehicle speeds. To complement the infrastructure recommendations, we recommend that Calwa participate in National Walk and Bike to School Days and the development of active transportation maps to help students identify safe routes to walk or bike to school.



INFRASTRUCTURE RECOMMENDATIONS MAP



- Intersection / Crossing Enhancements
- Sidewalk Enhancements
- Bicycle Facility / Corridor Treatment

INFRASTRUCTURE RECOMMENDATIONS

TABLE 2 Calwa Elementary School Recommendations

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
1	E Jensen Bypass and S Cedar Ave	Intersection or crossing	Not enough time for pedestrians to cross	Increase pedestrian crossing time and include leading pedestrian interval	Short	Requires coordination with City of Fresno.
2^	E Jensen Ave and S Cedar Ave	Intersection or crossing	High volume of pedestrians and conflicts with vehicles observed	<p>Convert two-way stop-control to all-way stop-controlled intersection.</p> <p>Replace existing crosswalk with high visibility crosswalk on east and west approaches.</p> <p>Provide new high visibility crosswalks on north and south approaches.</p> <p>Install curb extensions to shorten crossing distances and provide traffic calming.</p>	Medium	<p>Pedestrian movements support installation of all-way stop control, but traffic study needed to analyze impacts on E Jensen Bypass/E Cedar Ave intersection. Requires coordination with City of Fresno.</p>
3	E Jensen Ave at school entrance	Intersection or crossing	Mid-block crossings observed	Install a mid-block crossing at school entrance with high-visibility crosswalk markings and ADA-compliant curb ramps.	Medium	Project located in City of Fresno right-of-way.
4	E Jensen Ave, from S Rowell Ave to S Cedar Ave	Bike facility	Existing bike lanes are underutilized due to conflicts with vehicles	Convert existing bike lanes to parking-protected buffered bike lanes.	Long	Project located in City of Fresno right-of-way.
5	School fence along E Jensen Ave	Sidewalk	School fence blocks pedestrian clear space	Relocate fence to edge of sidewalk.	Medium	Project located in City of Fresno right-of-way.
6^	S Cedar Ave and E Kaviland Ave	Intersection or crossing	Many students crossed here despite no marked crosswalk and discouraging signs	Install high-visibility crosswalk with ADA-compliant ramps at south approach of S Cedar Ave and E Kaviland Ave intersection. Remove “No pedestrian crossing” signs and barriers. Install RRFB.	Medium	Project located in City of Fresno right-of-way.
7	E Kaviland Ave and S Page Ave	Intersection or crossing	Low visibility crosswalk	Replace existing crosswalk with high visibility crosswalk on north approach of intersection.	Short	Project located in City of Fresno right-of-way.
8*^	S Cedar Ave from Eugenia Ave to Mason Ave	Bike facility	No existing bike facility; wide travel lanes	Install Class II buffered bike lanes to provide space for bicycling and narrow travel lanes.	Long	Requires coordination with City of Fresno.

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
9*	E Jensen Ave from S Orange Ave to S Cedar Ave	Bike facility	No existing bike facility; wide travel lanes	Install Class II buffered bike lanes to provide space for bicycling and narrow travel lanes.	Long	
10*	E Jensen Bypass from S Orange Ave to S Cedar Ave	Shared facility	No existing bike or pedestrian facility	Install Class I facility.	Long	

^ The City is currently installing updates here as part of the Cedar Ave Complete Street project.

*Recommendation identified in the Fresno County Regional Active Transportation Plan, 2024.

CANTUA ELEMENTARY SCHOOL

TRAVEL CONDITIONS

LAND USE

Cantua Elementary is located in Cantua Creek, a census-designated rural and agricultural area in Fresno County between Highway 5 and Highway 145. Students who attend Cantua Elementary travel from the adjacent Cantua Creek and Three Rocks communities.

OBSERVATIONS

During arrival, students walked along the narrow and often dust-covered asphalt path on the north side of Clarkson Avenue (the side where the school is located). Vehicles and trucks were observed traveling at high speeds past the school on Clarkson Avenue. During dismissal, three school buses are present, with one making a stop in Cantua and at mobile homes in the area, one making a stop in Three Rocks, and one taking students to the after-school program.

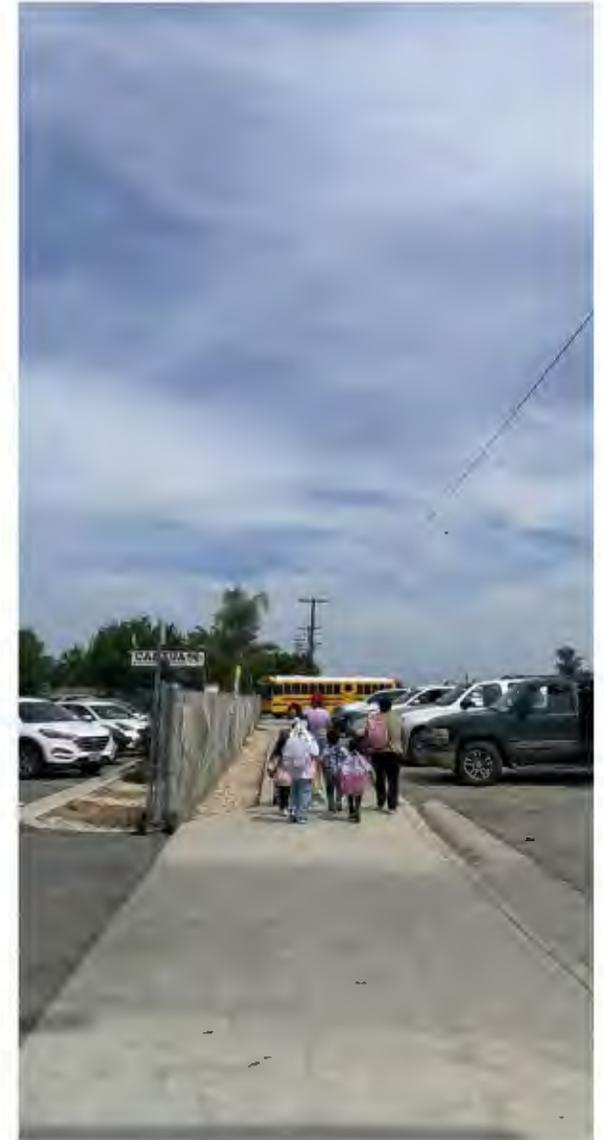
WHAT WE HEARD

Community members expressed several safety concerns including high vehicle speeds and the need to lower speed limits in the area and noted that the intersection of Clarkson Avenue and San Mateo Avenue is unsafe during foggy conditions, resulting in frequent crashes. Students said at the pop-up that they would like

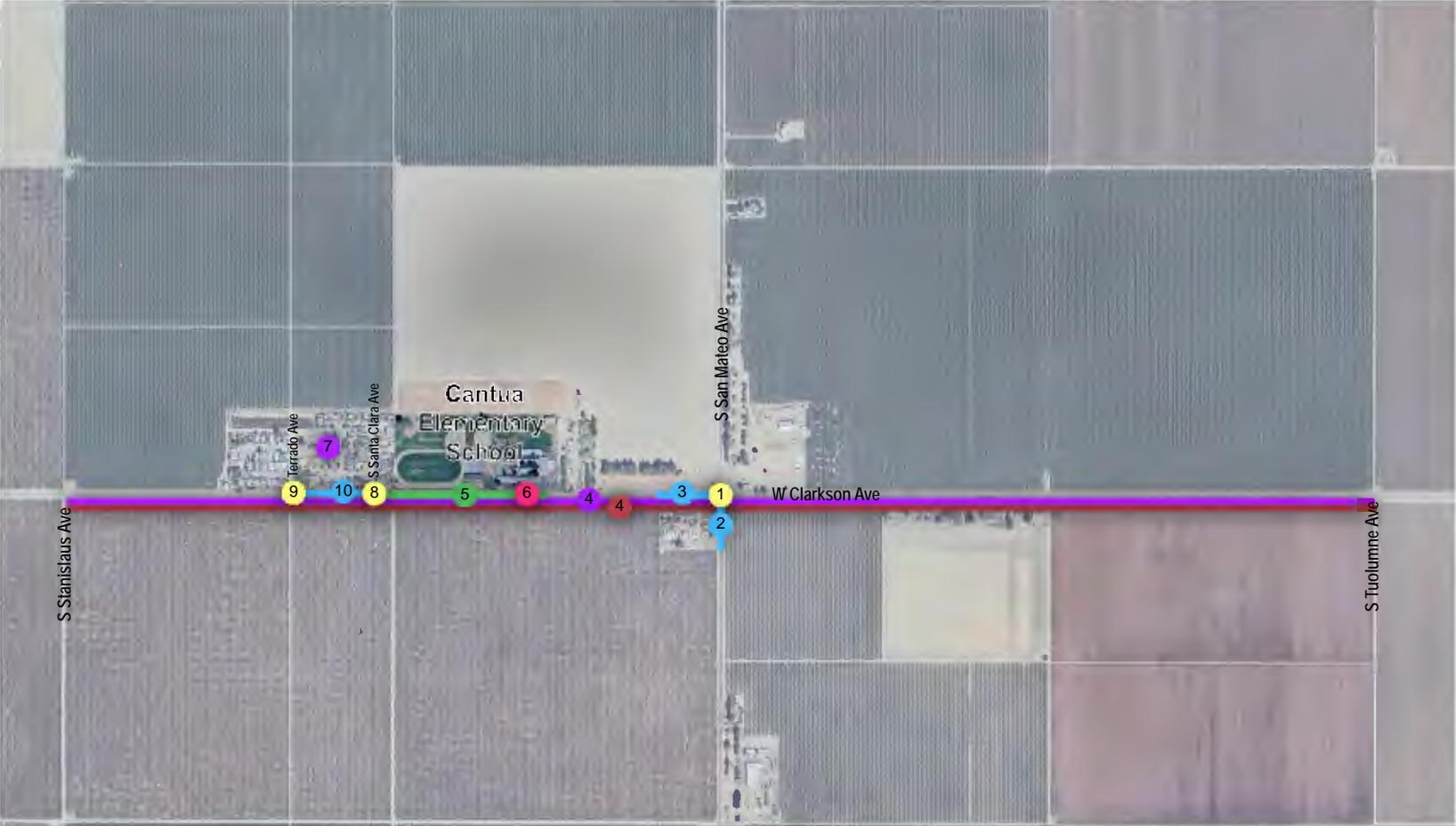
to bike but currently feel unsafe doing so. While no students were observed biking to school, it was mentioned that some students bike for fun. Within the Cantua neighborhood, residents asked for speed humps and increased lighting. The path on Clarkson Avenue is typically muddy during the rainy season. The post office near the intersection of San Mateo Avenue and Clarkson Avenue is a popular destination, but many community members, including older adults, do not feel safe with the current walking conditions.

RECOMMENDATIONS

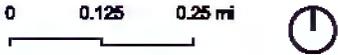
Recommendations for Cantua Elementary focus on improving walking conditions, including sidewalk improvements and crossing enhancements, and reducing speed limits along Clarkson Avenue. To complement the infrastructure recommendations, we recommend active transportation activity books and initiating a community messaging campaign to educate and alert community members to watch for and yield to people walking and biking in the area.



INFRASTRUCTURE RECOMMENDATIONS MAP



- Intersection / Crossing Enhancements
- Sidewalk Enhancements
- Speed Management
- Signage / Striping Enhancements
- Shared Facility / Lighting
- Parking



INFRASTRUCTURE RECOMMENDATIONS

TABLE 3 Cantua Elementary School Recommendations

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations	
1	W Clarkson Ave and S San Mateo Ave	Intersection or crossing	Low visibility crosswalks; history of crashes	Install high visibility crosswalks on all approaches (ideally in conjunction with sidewalk installation recommendations 2 and 3.) Convert 2-way stop-controlled intersection to all-way stop-controlled. Add reflective posts to stop signs and consider flashing lights for increased visibility. Install transverse rumble strips on approach to intersection.	Short	Pedestrian movements and conflicts with vehicles support the installation of all-way stop control.	
2	S San Mateo Ave, from W Clarkson Ave intersection to 400' south	Sidewalk	No sidewalk	Install 5' sidewalk on west side of S San Mateo Ave.	Long		
3	W Clarkson Ave, from S San Mateo intersection to 480' west	Sidewalk	No sidewalk	Install 5' sidewalk on south side of W Clarkson Ave.	Long		
4	W Clarkson Ave, from S Tuolumne Ave to S Stanislaus Ave	Speed management; signing and striping	45 MPH posted speed; no defined edge of traveled way striping; no advance warning signs	Decrease posted speed limit per California Vehicle Code 22358.4. Install edge of traveled way striping and longitudinal rumble strips. Install School Area signs, School Advance Crossing signs, and pavement markings on W Clarkson Ave ahead of the intersection to warn drivers of the school crossing.	Short		Requires an ordinance or resolution to declare prima facie speed limit.
5	W Clarkson Ave, from S Santa Clara Ave to school driveway	Shared facility; lighting	Students reported feeling unsafe on existing path; no street lighting nor bike facilities	Install 12' shared use path with pedestrian scale lighting on north side.	Long		
6	W Clarkson Ave (in front of school)	Parking	Head-in parking in front of school conflicts with vehicles on W Clarkson Ave	Reconfigure parking to be parallel; this will be necessary pending installation of the 12' shared-use path described in recommendation #7.	Medium		
7	Cantua neighborhood streets	Speed management	Speeding in neighborhood	Install speed humps on S Santa Clara Ave, W Latta Ave, and Terrado Ave.	Short		Pending speed study.
8	W Clarkson Ave and S Santa Clara Ave	Intersection or crossing	No crosswalk	Install high visibility crosswalk on north approach.	Short		
9	W Clarkson Ave and Terrado Ave	Intersection or crossing	No crosswalk	Install high visibility crosswalk on north approach.	Short		
10	W Clarkson Ave, from S Santa Clara Ave to Terrado Ave	Sidewalk	No sidewalk	Install 5' sidewalk on north side of W Clarkson Ave.	Long		

CARUTHERS ELEMENTARY & CARUTHERS HIGH SCHOOL

TRAVEL CONDITIONS

LAND USE

Caruthers is census-designated place within Fresno County, just over two square miles, located 15 miles south of downtown Fresno. Caruthers itself is residential, making it a viable place for local students to use active modes of travel. While most students live in Caruthers, the school enrollment boundaries extend into the surrounding agricultural areas.

OBSERVATIONS

CARUTHERS ELEMENTARY SCHOOL

Overall, the school drop-off/pick-up process functions well due to orderly separation of travel modes. During arrival, two crossing guards manage the school entrance on Quince Avenue, one for each drive-through lane, while during dismissal, one crossing guard is present at Quince Avenue and one staff person acts as an unofficial crossing guard at the back gate on Clemenceau Avenue. Despite crossing guard presence, visibility issues on Quince Avenue and the lack of sidewalks on Clemenceau Avenue create unsafe conditions. During dismissal, many students and families walked in the street and crossed outside of the marked crosswalks

(of which there are few). Drivers traveled at high speeds on Clemenceau Avenue and made U-turns during arrival and dismissal.

CARUTHERS HIGH SCHOOL

During arrival and dismissal at Caruthers High School, many students were observed walking, including between the high school and the elementary school, with heavy use of the midblock crosswalk on Raider Avenue. Drivers traveled at relatively high speeds on Raider Avenue and made U-turns during arrival and dismissal. At dismissal, many students crossed Raider Avenue diagonally toward Erie Street (where there is no marked crossing) and across Tahoe Avenue where there is no stop control. Across both schools, safety concerns included missing sidewalks, speeding, and flooding during rain.

WHAT WE HEARD

The intersection of Tahoe Avenue and Raider Avenue emerged as a primary concern, with repeated requests for an all-way stop, better lighting, and high-visibility crosswalks to address poor nighttime visibility, frequent speeding, and heavy student crossings. High school community members suggested temporarily closing Tahoe Avenue to traffic during sporting events to reduce conflicts between

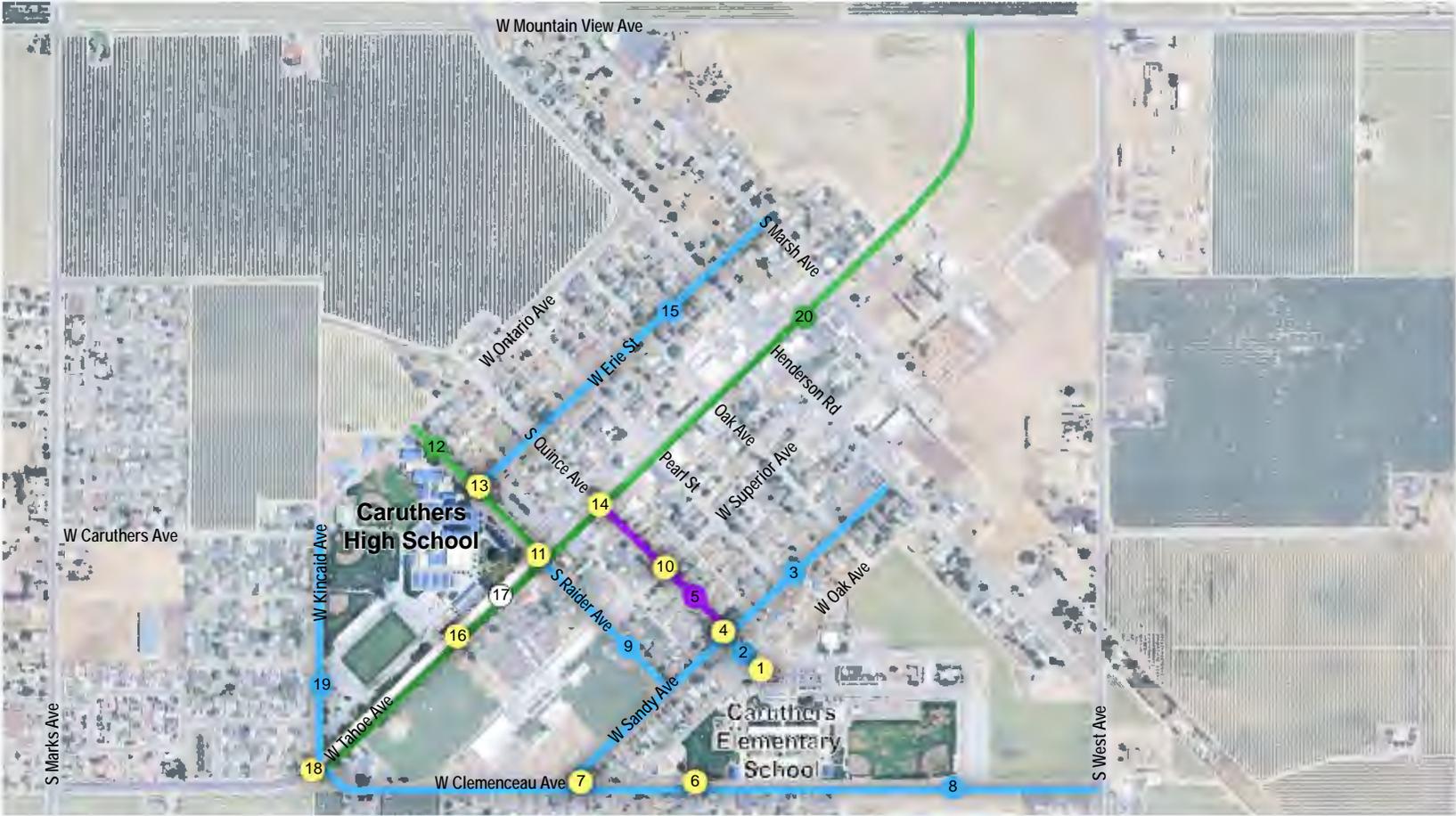
vehicles and heavy foot traffic. Students also requested two new crosswalks on Tahoe Avenue in front of the school. Community members raised safety concerns at locations including Raider Avenue and Erie Street and Tahoe Avenue and Quince Avenue. Additional input highlighted the lack of sidewalks—especially along Raider Avenue east of the high school and on Clemenceau Avenue, which floods during rainy weather—forcing students to walk in the street. Students and staff also expressed interest in more shade, seating, and lighting around the campus, including benches near pickup areas where kids often wait after school.

RECOMMENDATIONS

Due to the residential nature and viability of active travel modes in Caruthers, recommendations focus on improving bicycle and pedestrian conditions, including improved crossings, enhanced bicycle facilities, and sidewalks. To complement infrastructure recommendations, we recommend Walking School Bus and Bike Train programming for elementary school students and Reboot Your Commute program that encourages high schoolers to use more sustainable modes to travel to school whether they live within walking distance or carpooling distance.



INFRASTRUCTURE RECOMMENDATIONS MAP



- Intersection / Crossing Enhancements
- Sidewalk Enhancements
- Speed Management
- Bicycle Facility / Corridor Treatment
- Lighting

INFRASTRUCTURE RECOMMENDATIONS

TABLE 4 Caruthers Elementary & High School Recommendations

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
1	S Quince Ave and W Oak Ave (NW approach of school entrance)	Intersection or crossing	Limited visibility of pedestrians crossing around cars queued on Quince	Restripe crosswalk as high visibility, extending fully across the intersection. Install paint and post curb extensions.	Short	
2	S Quince Ave between W Oak St and W Sandy Ave	Sidewalk	Narrow, and in some places missing, sidewalk along key student route	Install minimum 5' sidewalk on both sides. Existing curb-to-curb width supports a wider sidewalk.	Long	
3	W Sandy Ave from W Clemenceau Ave to S Henderson Rd	Sidewalk	Missing sidewalks	Install 5' sidewalk on both sides of Sandy Ave.	Long	
4*	S Quince St and W Sandy Ave	Intersection or crossing	High volume of pedestrians cross here; crosswalks are missing or low visibility	Install high visibility crosswalks on all approaches. Convert intersection to all-way stop.	Short	Pedestrian movements support installation of all-way stop control.
5	S Quince Ave from W Tahoe St to W Sandy Ave	Speed management	Vehicles speed along Quince Ave	Install mid-block speed humps.	Short	
6	W Clemenceau Ave and mid-block crossing at Fresno EOC Caruthers Head Start	Intersection or crossing	Limited visibility of mid-block crossing; high vehicle speeds observed	Restripe crosswalk as high visibility. Install speed humps in advance of crossing on east approach.	Short	
7	W Sandy Ave and W Clemenceau Ave	Intersection or crossing	Uncontrolled east and west approaches and slip lane encourage fast vehicle turning maneuvers	Remove slip lane. Install centerline on Sandy Ave. Convert intersection to all-way stop and install stop bars. Install crosswalks, curb extensions, and curb ramps.	Short	Preliminary turning movement analysis along emergency vehicle route supports reducing the size of this intersection. Fire truck may overtrack into oncoming lane, should be fine with lights and sirens on.
8*	W Clemenceau Ave, from W Tahoe St to S West Ave	Sidewalk	No sidewalk; wide curb to curb width	Install 5' sidewalk on both sides. Relocate mailboxes to edge of roadway. Ensure stormwater conveyance to detention pond on Tahoe Ave.	Long	Mailboxes on the north side of Clemenceau may need to be relocated.

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
9*	S Raider Ave from W Tahoe Ave to W Sandy Ave	Sidewalk	No sidewalk; wide curb to curb width	Install 5' sidewalk on both sides.	Long	
10	W Superior Ave and S Quince Ave	Intersection or crossing	High volume of pedestrians cross here	Install high visibility crosswalks on all approaches. Convert intersection to all-way stop.	Short	Pedestrian movements and conflicts with vehicles support installation of all-way stop control.
11	W Tahoe Ave and S Raider Ave	Intersection or crossing	High vehicle and pedestrian traffic during arrival and dismissal. Very large intersection encourages speeding	Install curb extensions on all approaches to reduce roadway width. Reduce Raider Ave travel lanes to 11' and turn lanes to 10'. Restripe crosswalks as high visibility. Convert intersection to all-way stop or install RRFB across Tahoe Ave.	Medium	Pedestrian movements and conflicts with vehicles support installation of all-way stop control.
12	S Raider Ave between W Ontario Ave and W Tahoe Ave	Bicycle facility/corridor treatment	Very wide roadway width in front of school encourages speeding	Install angled parking or buffered bike lanes on both sides of roadway. Install centerline. Install sidewalk north of Erie St on both sides.	Medium	Angled parking requires a study to comply with local ordinance.
13	S Raider Ave and W Erie St	Intersection or crossing	High volume of pedestrians cross here	Install high visibility crosswalk across Erie St. Install STOP sign and pavement legend on Erie St.	Short	Pedestrian movements support all-way stop control.
14	W Tahoe Ave and S Quince Ave	Intersection or crossing	High volume of pedestrians cross here	Install high visibility crosswalks on all approaches.	Short	
15	W Erie St from S Raider Ave to S Marsh Ave	Sidewalk	Lack of sidewalk along major pedestrian route	Install 5' sidewalk on both sides.	Long	
16	W Tahoe Ave, mid-block between W Clemenceau Ave and S Raider Ave	Intersection or crossing	Unmarked crossing from sports complex to field	Install high visibility mid-block crossing with RRFB.	Medium	
17	W Tahoe Ave from W Clemenceau Ave to S Raider Ave	Lighting	Lack of lighting	Install pedestrian scale lighting.	Long	Residents may be expected to pay for powering and maintaining lights. A lighting district may need to be created to maintain lighting.
18	W Clemenceau Ave and W Tahoe Ave	Intersection or crossing	High speeds reported traveling eastbound	Install Vehicle Speed Feedback Sign (W13-20) for eastbound traffic	Short	

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
19	S Kincaid Ave from W Clemenceau Ave to W Caruthers Ave	Sidewalk	No sidewalk along major pedestrian route	Install 5' sidewalk along school.	Long	
20*	W Tahoe Ave from W Clemenceau St/W Kincaid Ave to W Mountain View Ave	Bicycle facility	Wide roadway with no bike facilities	Install Class II buffered bike facility.	Medium	

*Recommendation is an identified project by the Fresno County Regional Active Transportation Plan

DEL REY ELEMENTARY SCHOOL

TRAVEL CONDITIONS

LAND USE

Del Rey is a ½-mile square census-designated place three miles southwest of Sanger. The attendance area for Del Rey Elementary extends north to Central Avenue, east to the area between Academy Avenue and Newmark Avenue, south to Adams Avenue, and west to Leonard Avenue. Del Rey itself is residential, with an agricultural production facility on its eastern boundary and is surrounded by rural and agricultural land.

OBSERVATIONS

The school bus loading zone presents several accessibility and safety challenges. There is no curb ramp on Melruna Ave where the First Student bus unloads and the sidewalk is too narrow to accommodate the bus ramp. The narrow sidewalk also means that students end up walking in the street. During dismissal, the location of the bus stop poses conflicts with vehicles waiting to pick students up.

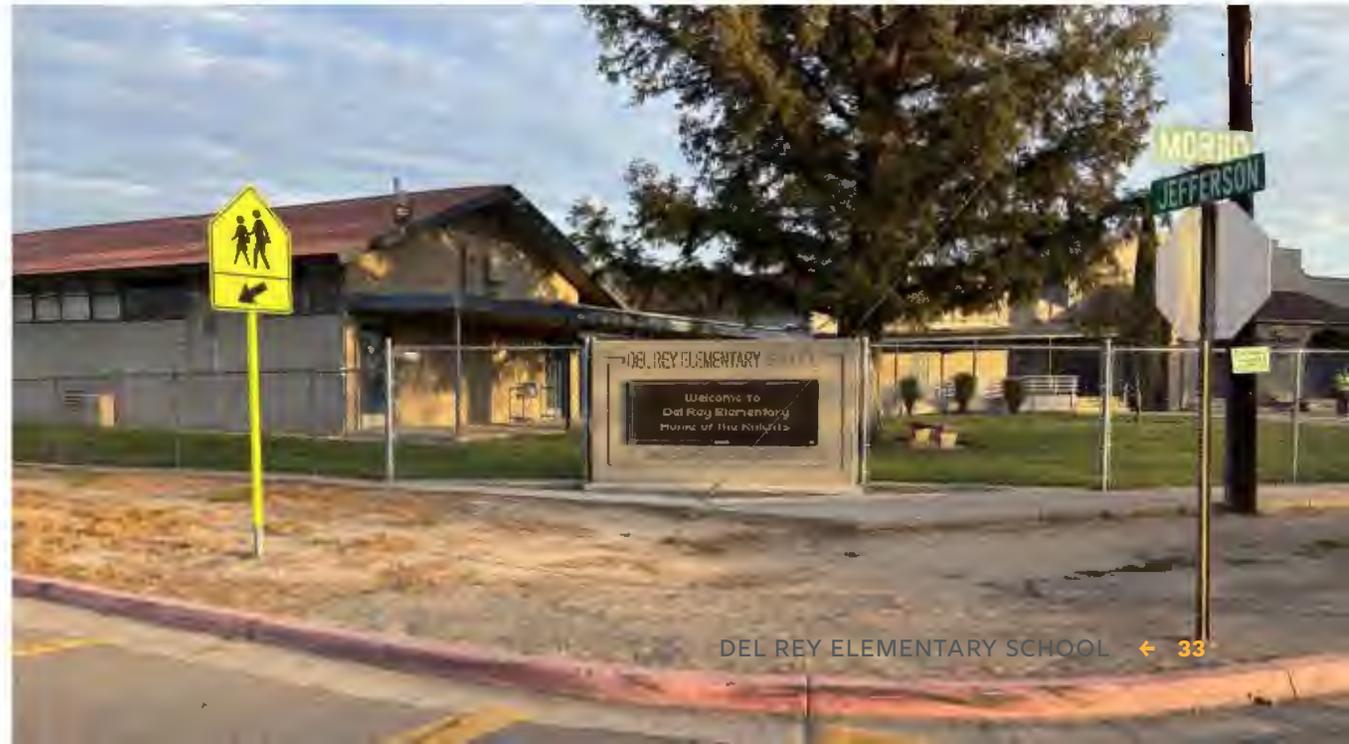
WHAT WE HEARD

More lighting is needed around the school, especially for afterschool programs and evening events. (Feedback is limited to what we heard from school staff as we did not receive input

from the Del Rey community via the online map and survey.)

RECOMMENDATIONS

Infrastructure recommendations focus on improving crossings and sidewalks to serve both local students and those who travel to Del Rey via bus or vehicle. To complement infrastructure recommendations, we recommend transportation storytime and active transportation activity books to educate students about active modes, recognizing that most live too far from school to travel via active modes.



INFRASTRUCTURE RECOMMENDATIONS MAP



- Intersection / Crossing Enhancements
- Sidewalk Enhancements
- Speed Management

INFRASTRUCTURE RECOMMENDATIONS

TABLE 5 Del Rey Elementary School Recommendations

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
1	E Morro Ave in front of school entrance	Sidewalk	Uneven pavement subject to ponding. Planned sidewalk does not extend to curb (see ATP Del Rey Sidewalk Improvements plans)	Repave full width of intermediate sidewalk with concrete. Slope new surface to convey stormwater.	Medium	
2	E Jefferson Ave, west of school property	Signs; speed management	Missing advance warning signage; vehicles have high approach speeds	Install school zone advance warning signs. Install intersection approach rumble strips in the eastbound lane.	Short	
3	E Morro Ave and E Jefferson Ave	Intersection or crossing	Skewed intersection allows for fast vehicle turning	Install curb extensions to tighten the turning radius and restripe centerline. Install curb ramps and high-visibility crosswalks on north and west approaches.	Short	
4	S Melruna Ave at school bus loading zone	Sidewalk	Narrow sidewalk and waiting area for school bus; many students waiting for extended periods of time	Relocate fence along school property at least 3' and widen sidewalk. Enhance waiting area with benches and shelters.	Medium	Existing sidewalk and fence is on school property; will require coordination with school.
5*	E Jefferson Ave and S Carmel Ave	Intersection or crossing	Skewed intersection allows for fast vehicle turning; missing crosswalks and curb ramps	Install crosswalks and curb ramps. Install curb extensions to tighten turn radius.	Medium	
6	E Jefferson Ave from E Morro Ave to S Del Rey Ave	Sidewalk	Missing sidewalk; property fences abut the curb	Install minimum 5' sidewalk, preferably on both sides of the street.	Long	Requires ROW coordination with several property owners along Jefferson.
7	E Morro Ave and S Melruna Ave	Intersection or crossing	Missing curb ramps at marked crossing	Install directional curb ramps and curb extensions on the crossing of Morro Ave.	Medium	County is currently developing a concept design for this location.

*Recommendation is an identified project by the Fresno County Regional Active Transportation Plan

POWERS-GINSBURG ELEMENTARY SCHOOL

TRAVEL CONDITIONS

LAND USE

Powers-Ginsberg Elementary is located within Old Fig Garden, a “County island” encircled by the City of Fresno. The school’s enrollment boundary is relatively large compared to other Fresno Unified schools, about two miles squared. Most of the enrollment area is residential, but the school is bounded on two sides by arterials with posted speed limits of 35 MPH and 40 MPH.

OBSERVATIONS

Arrival ran relatively smoothly, with First Student buses unloading in the corral under staff supervision and vehicles forming three organized lanes, two for drop-off and one for through traffic. Vehicles typically stop at the crosswalk in front of the school, where a crossing guard is present. During dismissal, one crossing guard is located at the school entrance assisting students with crossing in the drive-through lanes, and two to four staff members are located at the school gate on Ashlan Avenue waiting with students who board the First Student bus.

WHAT WE HEARD

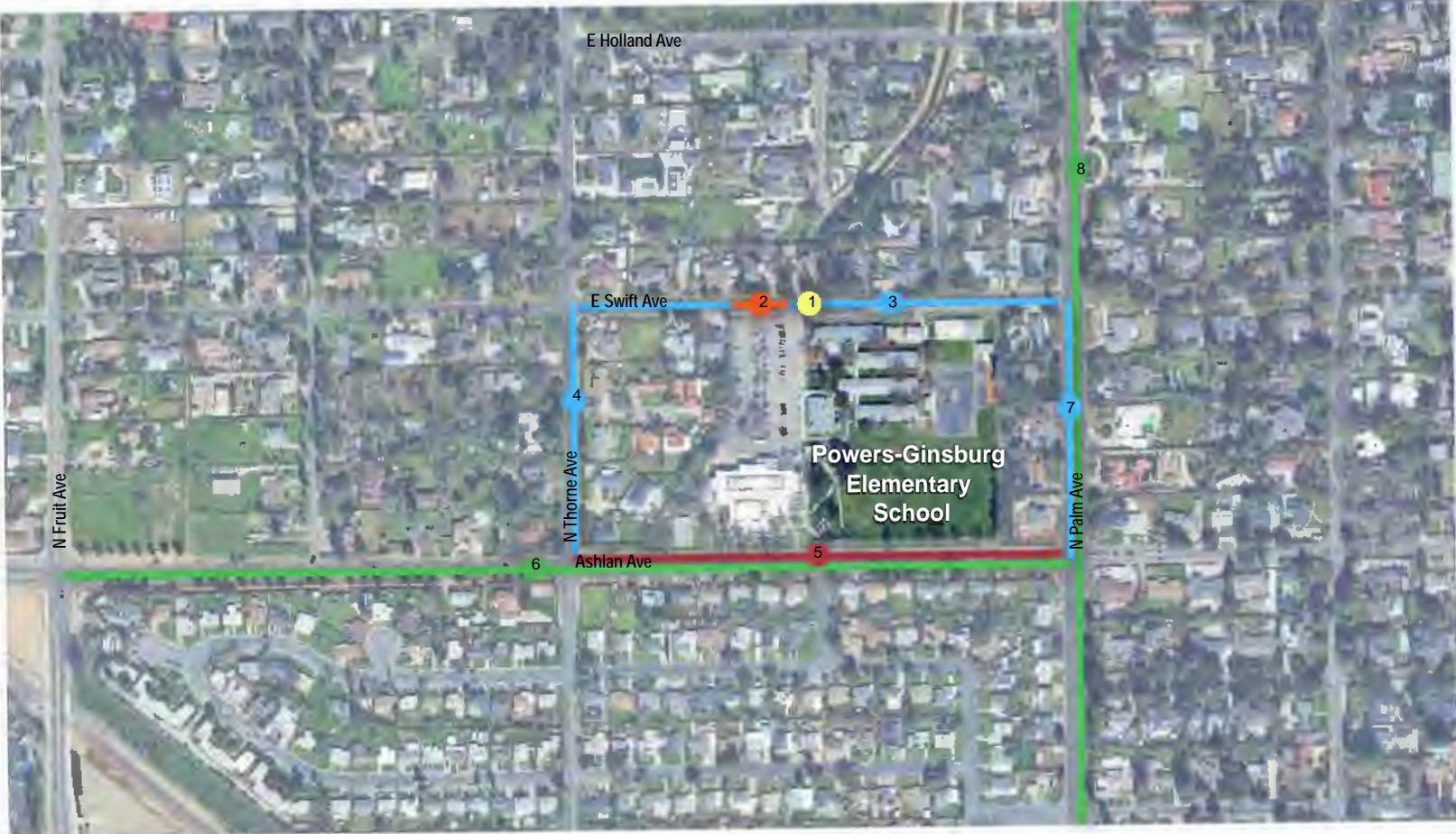
Community members cited heavy traffic during arrival and dismissal and concerns about feeling unsafe crossing Swift Avenue.

RECOMMENDATIONS

Recommendations focus on improving crossing safety, improving sidewalks, and enhancing bicycle facilities. To complement the infrastructure recommendations, we recommend that Powers-Ginsburg participate in National Walk and Bike to School Days and lead students in developing active transportation maps to identify safe routes to walk or bike to school.



INFRASTRUCTURE RECOMMENDATIONS MAP



- Intersection / Crossing Enhancements
- Sidewalk Enhancements
- Curbside Management
- Signage / Striping Enhancements
- Bicycle Facility / Corridor Treatment

INFRASTRUCTURE RECOMMENDATIONS

TABLE 6 Powers-Ginsburg Elementary School Recommendations

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
1	E Swift Ave crosswalk east of school driveway	Intersection or crossing	Wide street encourages high vehicle speeds and enables U-turns; crosswalk not high visibility and missing curb ramps	Install high visibility crosswalk and curb extensions and curb ramp on south side of crosswalk. Install curb ramp on north side of crosswalk, pending sidewalk installation (see Map ID 3).	Medium	
2	E Swift Ave between school driveways	Curb management	Vehicles parked in bus loading zone and between driveways reduce visibility for vehicles exiting driveway; vehicles exiting driveway conflict with pedestrians on sidewalk	Install hatch marks on pavement in bus loading zone to discourage parking. Paint curb red between driveways. Place cones during arrival and dismissal. Install sign prohibiting right turns out of school driveway and station safety staff there to help enforce.	Short	
3	E Swift Ave between Thorne Ave and Palm Ave	Sidewalk	Lacking sidewalk along north side of Swift Ave and west of school on south side of Swift Ave	Extend sidewalk to Thorne Ave on south side of Swift Ave. Install 6' sidewalk on north side.	Long	May require coordination with property owners.
4	N Thorne Ave between E Swift Ave and E Ashlan Ave	Sidewalk	No sidewalk along west side of Thorne Ave; narrow sidewalk on east side	Install 6' sidewalk on west side of Thorne Ave. Widen sidewalk on east side of Thorne Ave to 6'.	Long	May require coordination with property owners.
5	E Ashlan Ave between N Thorne Ave and N Palm Ave	Signing and striping	No SLOW SCHOOL XING signs in either direction; 35 MPH speed limit in school zone	Install SLOW SCHOOL XING and school zone signage with advance warning signs. Remove 35 MPH speed limit sign.	Short	
6	E Ashlan Ave from N Fruit Ave to N Palm Ave	Bike Facility	Wide street encourages vehicle speeding	Reduce travel lane width to 11', reduce turn pocket width to 10', and install buffered bike lanes on both sides.	Short	Requires coordination with City of Fresno.
7	N Palm Ave from E Ashlan Ave to E Swift Ave	Sidewalk	No sidewalk along Palm Ave	Install 6' sidewalk on both sides of Palm Ave.	Long	May require coordination with property owners.
8	N Palm Ave from E Shaw Ave to E Dakota Ave	Bike Facility	Gap in bike facility on High Injury Network (per County Vision Zero Plan)	Restripe Palm Ave to continue separated bike lanes that exist south of Dakota Ave (one travel lane in each direction with separated bike lanes).	Long	May require parking restrictions.

RIVERDALE ELEMENTARY SCHOOL, RIVERDALE HIGH SCHOOL & FIPPS PRIMARY SCHOOL

TRAVEL CONDITIONS

LAND USE

Fipps Primary, Riverdale Elementary, and Riverdale High School are located in Riverdale, California, 25 miles southwest of the City of Fresno. Together, they serve a total enrollment of 1,423 students within the Riverdale Joint Unified School District. The enrollment boundary covers over six square miles, spanning the communities of Riverdale, Lanare, Gepford, and Schilling.

Mount Whitney Avenue, a busy east–west arterial and designated truck route in the center of town separates Fipps Primary from the two Riverdale schools. Feland Avenue, a north–south collector, connects Fipps Primary to Mount Whitney Avenue. To the east, Mars Avenue serves as another arterial truck route but lacks adequate pedestrian infrastructure, complicating safe travel for residents and students.

OBSERVATIONS

At Fipps Primary School the main pedestrian crossing is located at Feland Avenue and Luna Drive. Many families parked along Feland Avenue

or Luna Drive and walked with their children to the school entrance. However, vehicles often parked too close to the crossing, and in some cases, in it. Many pedestrians were observed crossing outside of the marked crosswalk near the school entrance despite a crossing guard being stationed there.

Traffic congestion is an issue during arrival and dismissal. Only four vehicles can unload students at a time, leading to long queues. On several occasions, vehicles blocked the crosswalk while attempting to turn left into the lot. Multiple U-turns along Feland Avenue were also observed.

At Riverdale Elementary School, the intersection of Dewey Avenue and Stathem Street is the most heavily used crossing, but it is not stop controlled. The designated drop-off lane is on Stathem Street, but most parents bypassed it and unloaded students directly on the street. U-turns along Stathem Street were common during both arrival and dismissal periods. According to the principal, about half of all students arrive by bus. The northern corner of Sherill Street, where buses load, lacks a curb

ramp, requiring parents with wagons or strollers to manually lift them on and off the curb.

Crossing guards were present only during dismissal and remained outside for only a small portion of the dismissal period. Many students ran across Stathem Street to meet parents parked on the opposite side, with most pedestrians using the crosswalk at Stathem Street and Dewey Avenue. Traffic queues extended onto Dewey Avenue during dismissal, with some drivers pulling over at random spots when traffic becomes too backed up, while others waited in line for ten minutes or longer to pick up students.

Safety concerns included poor lighting, lack of daylighting, lack of speed limit signage, and frequent fog. The area around the school lacks pedestrian infrastructure, with sidewalks provided only directly in front of the school. A project to build sidewalks connecting the three schools was proposed several years ago but was abandoned because it required \$1 million in drainage work and the local community services didn't agree to maintain the sidewalks.

At Riverdale High School, heavy foot traffic was observed at the crossing of Feland Avenue and Mount Whitney Avenue, with a steady stream of students crossing at dismissal. Although a RRFB is in place, the community, students, and school staff have expressed ongoing safety concerns about this crossing, including driver speeding. On the opposite side of the school, along Hazel Avenue, the crossings at Paloma Street and Henson Avenue were frequently used.

WHAT WE HEARD

Overall, most concerns were about speeding, drivers failing to stop, parents not following arrival and dismissal procedures (specifically at Riverdale Elementary School) and drivers making unsafe vehicle maneuvers (such as stopping in the middle of the street to let children out). Locations highlighted the most include Stathem Street, Mt. Whitney Avenue, Feland Avenue, Paloma Avenue, Haslam Avenue, Henson Avenue, and Valentine Avenue. Both school staff and local residents expressed concerns about the intersection of Dewey Avenue and Stathem Street, and one driver even stopped to share how unsafe the intersection feels during arrival and dismissal.

RECOMMENDATIONS

Recommendations focus on improving pedestrian safety and accessibility by constructing sidewalks, installing high-visibility crosswalks, adding curb ramps, and converting key intersections to all-way stops. We recommend active transportation activity books for Fipps

Elementary, school drop-off and pick-up monitors at Riverdale Elementary, and participation in International Walk and Bike to School Days at Riverdale High.



INFRASTRUCTURE RECOMMENDATIONS MAP



- Intersection / Crossing Enhancements
- Sidewalk Enhancements
- Curbside Management
- Speed Management
- Bicycle Facility / Corridor Treatment

INFRASTRUCTURE RECOMMENDATIONS

TABLE 7 Fipps Primary, Riverdale Elementary & High School Recommendations

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
1	S Feland Ave and W Luna Dr;	Intersection or crossing	Vehicles parked close to crosswalk	Install curb extensions with striping or concrete to restrict parking within 20' of either side of crossing. Install high visibility crosswalk.	Short	Pedestrian movements and conflicts with vehicles support all-way stop control.
2	S Feland Ave and W Tiger Ave					
3*	S Feland Ave, between W Luna Dr and W Tiger Ave	Sidewalk	Uplifted sidewalk is a tripping hazard	Repair sidewalk.	Short	
4	S Feland Ave and W Kruger Ave	Intersection or crossing	Vehicles fail to yield to pedestrians	Convert intersection to all-way stop. Install high visibility crosswalk.	Short	
5	W Kruger Ave between S Feland Ave and W Marks Ave	Speed management	Vehicles observed speeding near school	Install school speed limit signs, SCHOOL XING signs, and advance warning.	Short	
6	W Kruger Ave and W Mendes Dr	Intersection or crossing	No marked crosswalks	Install high-visibility crosswalks on all approaches.	Short	
7	W Mendes Dr from S Feland Ave to W Kruger Ave	Sidewalk	No sidewalk	Install 6' sidewalk on both sides.	Long	
8	S Marks Ave and W Kruger Ave	Intersection or crossing	Vehicles do not yield to pedestrians; long crossing distance	Install high-visibility crosswalks on all approaches. Install curb extensions and curb ramps. Install pedestrian refuge island.	Medium	
9	S Marks Ave, from W Kruger Ave to Riverwood Apts. north driveway	Corridor treatment	Very wide roadway encourages speeding	Narrow roadway by striping edge lines to create two 12' lanes.	Short	
10	W Kruger Ave from S Marks Ave to S Monte Ave	Sidewalk	Narrow sidewalk	Widen sidewalk to 6'.	Medium	
11*	Along canal from S Feland Ave to S Marks Ave	Shared facility	Off-street connectivity will improve access to school	Install 10' wide shared use path along canal.	Long	
12*	W Kruger Ave from S Valentine Ave to S Feland Ave	Sidewalk	No sidewalk	Install 6' sidewalk and curb ramps on both sides.	Long	
13*	S Marks Ave from W Mt Whitney Ave to W Kruger Ave	Sidewalk	No sidewalk	Install 6' sidewalk and curb ramps on both sides of street.	Long	

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
13*	W Stathem St and S Dewey Ave	Intersection or crossing	Traffic queues due to unclear right-of-way; vehicles fail to yield to pedestrians	Convert intersection to all-way stop. Restripe crosswalks as high visibility.	Short	Pedestrian movements and conflicts with vehicles support installation of all-way stop control
14*	W Stathem St and S Alva Ave	Intersection or crossing	Vehicles fail to yield to pedestrians	Restripe crosswalks as high visibility. Install crosswalks on all approaches.	Short	
15*	W Stathem St and Sherill St	Intersection or crossing	Traffic queues due to unclear right-of-way; vehicles fail to yield to pedestrians;	Convert intersection to all-way stop. Restripe crosswalks as high visibility. Install crosswalks on all approaches.	Short	Pedestrian movements and conflicts with vehicles support all-way stop control
16		Curb management	No ramp to bus loading zone; metal bench gets hot in the sun	Install curb ramp to bus loading zone. Replace bench or install shade structure.	Medium	Improvements within school ROW will require coordination.
17	S Dewey Ave and W Paloma Ave; Sherill St and W Paloma Ave	Intersection or crossing	High vehicle speeds	Install high-visibility crosswalks on all approaches.	Short	Potential location for all-way stop (two residential intersecting streets.)
18	S Dewey Ave from W Stathem St to W Mt Whitney Ave	Sidewalk	No sidewalk	Install 6' sidewalk and curb ramps on both sides of street.	Long	
19*	Sherill St from Earl St to W Mt Whitney Ave	Sidewalk	No sidewalk	Install 6' sidewalk and curb ramps on both sides of street.	Long	
20*	S Alva Ave from W Stathem St to W Mt Whitney Ave	Sidewalk	No sidewalk	Install 6' sidewalk and curb ramps on both sides of street.	Long	
21	W Mt Whitney Ave and S Feland Ave	Intersection or crossing	High traffic volumes; continuous flow of students during arrival/dismissal; drivers do not stop at beacon	Install high-visibility crosswalks and curb extensions. Replace flashing beacon with PHB.	Medium	Project at this location is currently in design. Concrete curb extensions require inlets and lateral connections to new stormwater system as part of the Mt Whitney Phase I project.
22	W Mt Whitney Ave and Haslam Ave	Intersection or crossing	Crosswalks not high visibility	Install high-visibility crosswalks.	Short	
23	Henson Ave from Haslam Ave to S Hazel Ave	Sidewalk	No sidewalk	Install 6' sidewalk and curb ramps on both sides of street.	Long	
24	Paloma Ave and Hazel Ave	Intersection or crossing	No crosswalk nor curb ramps at popular crossing location	Install high-visibility crosswalks on all approaches. Install curb ramps.	Short	

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
25	W Stathem St and S Hazel Ave	Intersection or crossing	No crosswalk at popular crossing location	Install high-visibility crosswalks on all approaches.	Short	Will require coordination with fire department.
26*	Stathem St from Sherill St to S Hazel Ave	Sidewalk	Lack of sidewalk	Install 6' sidewalk and curb ramps on both sides of street.	Long	
27	Malsbary St and Henson Ave	Intersection or crossing	Wide intersection and reported speeding	Install traffic circle.	Medium	
28*	W Mt Whitney Ave and S Valentine Ave	Intersection or crossing	Lack of crosswalk at popular crossing location	Install high-visibility crosswalk across Valentine Ave.	Short	

*Recommendation is an identified project in the Fresno County Regional Active Transportation Plan.

TRANQUILLITY ELEMENTARY SCHOOL & TRANQUILLITY HIGH SCHOOL

TRAVEL CONDITIONS

LAND USE

Tranquillity is a census-designated place in western Fresno County surrounded by extensive agricultural land and home to about 800 residents. Tranquillity High School and Tranquillity Elementary School serve a combined total of 580 students across broad enrollment areas that extend well beyond the community itself. The Golden Plains Unified School District, which includes these schools, also encompasses the nearby communities of San Joaquin and Cantua Creek.

OBSERVATIONS

At the elementary school, a crossing guard is stationed at the midblock crossing on Daniels Avenue for both arrival and dismissal. Some parents double-park on Daniels Avenue near the crossing, let their children out, and then idle until they see them cross with the guard and enter the school (a behavior that is technically not permitted). During dismissal, parents gather outside the main gate on Daniels Avenue while most students walk north toward the town and surrounding neighborhoods. Additional infrastructure issues include a new clinic at Daniels

Avenue and Randolph Avenue where designated accessible parking conflicts with the sidewalk, as well as a faded “School Zone” road marking on Daniels Avenue that needs repainting.

Many families choose to walk their children to school, emphasizing the need for traffic safety. The intersection of Daniels Avenue and Randolph Avenue was recently improved, narrowing the roadway to help slow vehicles. However, some drivers turning from Randolph Avenue still fail to adequately reduce their speed, at times coming too close to opposing traffic on Daniels Avenue. Students also cross Randolph Avenue to get to and from the high school, but the crosswalk is severely faded and needs restriping.

Most students arrive by bus, using the bus bay on Randolph Avenue. While the bay itself is adequately sized, the sidewalk in this area is too narrow to accommodate the large number of students unloading from the buses. Staff are stationed near Daniels Avenue and Randolph Avenue to open gates and greet students, and some parents also use the bus bay for drop-off.

Near the high school, pedestrian access is limited by a lack of sidewalks on multiple streets surrounding the campus. Only a few students

approach from the north along Juanche Avenue, but near the park there are no sidewalks, forcing students to walk in the roadway. On Randolph Avenue, there is no sidewalk on the south side between Juanche Avenue and Daniels Avenue, and the sidewalk on the north side is extremely narrow. Between Juanche Avenue and S. James Road, neither side of Randolph Avenue has sidewalks. Tuttle Avenue also lacks sidewalks entirely. Adding to these issues, there are no “School Zone” road markings on Randolph Avenue eastbound to make drivers aware of student activity.

During arrival, some drivers stop directly at the crosswalk at Juanche Avenue and Doughty Avenue, blocking pedestrians who are trying to cross. Double parking was observed along Juanche Avenue as parents waited for students.

Dismissal traffic causes similar problems. Drivers often wait along Randolph Avenue to pick up students, at times blocking the crosswalk. However, there is little activity on Juanche Avenue after school since most students take the bus home. Many students wait for the bus near the garage area, but parked cars on the sidewalk take up a significant amount of space and limit pedestrian movement.

Although most students do not walk to school, many students walked to Mom's Drive-In on Juanche Avenue for lunch.

WHAT WE HEARD

Crossing concerns were common noting that drivers frequently fail to stop for pedestrians at the crossing near Doughty Avenue by the high school, the intersection of Scaggs Avenue and Daniels Avenue, and along Silveria Avenue. The principal expressed concerns about traffic safety on Daniels Avenue, noting that motorcycles sometimes speed through the area while parents park along the east side of Daniels Avenue in front of the school office to drop off their children. A comment cited the intersection of Lincoln Avenue and James Road as unsafe for walking, with poor visibility of oncoming traffic when turning west onto Lincoln Avenue. Speeding and heavy vehicle volumes were additional concerns.

RECOMMENDATIONS

Due to crossing challenges and the lack of sidewalks, the recommendations focus on improving pedestrian safety. Proposed recommendations include constructing sidewalks, upgrading crossings, and adding signage and pavement markings to restripe faded crosswalks and enhance visibility. Recognizing that many students do not live close enough to walk or bike to school, we recommend safety training for student parking passes for high schoolers and active transportation activity books for elementary students.



INFRASTRUCTURE RECOMMENDATIONS MAP



- Intersection / Crossing Enhancements
- Sidewalk Enhancements
- Curbside Management
- Signage / Striping Enhancements

INFRASTRUCTURE RECOMMENDATIONS

TABLE 8 Table 8: Tranquillity Elementary & Tranquillity High School Recommendations

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
1	Randolph Ave, south side, from S James Rd to 200' east of Daniels Ave	Sidewalk	No sidewalk	Install 5' sidewalk on south side of Randolph Ave.	Medium	
2	Randolph Ave, north side, from Daniels Ave to 200' east of Daniels Ave	Sidewalk	Narrow sidewalk	Widen sidewalk from 5' to 8'. There is not enough space on the current sidewalk for children boarding buses.	Medium	Improvements may be within school ROW and will require coordination.
3	Randolph Ave, from S James Rd to W Morton Ave	Signing and striping	Faded school pavement markings; existing mid-block crosswalks not high visibility	Restripe school pavement markings. Restripe crosswalks in front of high school as high-visibility crosswalks.	Short	
4	Randolph Ave and Daniels Ave	Intersection or crossing	High pedestrian volume, conflicts with vehicles; crosswalk not high visibility	Convert to all-way stop-controlled. Replace existing stop sign with new retroreflective sign and reflective posts. Install high visibility crosswalks on north and west approaches.	Short	Pedestrian movements and conflicts with vehicles support installation of all-way stop control.
5	Randolph Ave, directly west of Daniels Ave intersection	Curb management	Health center parking spots obstruct sidewalk	Relocate or reconfigure parking so students can use sidewalk instead of walking on roadway. There are three additional ADA parking spots to the west of the Health Center building that can be used instead.	Short	Parking spaces are in private ROW and will require coordination. County is unsure if parking spots were approved or Health Center painted them without approval.
6	Randolph Ave, ~400' NW from Daniels Ave intersection	Sidewalk	Bus drop off/pick up zone adjacent to high school does not have ADA compliant sidewalk	Convert sloped driveway area into an ADA compliant sidewalk. Special needs buses also drop off here and have ramps for students with wheelchairs.	Medium	
7	Randolph Ave	Curb management	Vehicles double-park at crossings and block pedestrian travel	Install red curb between existing crosswalks at high school entrance.	Short	

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
8	Juanche St, from Doughty Ave to Williams Ave	Sidewalk	Sidewalk gaps	Install sidewalk to fill gaps on west side of street.	Long	Sidewalk on the east side is not feasible due to existing trees and conflicts. Parents already park here to drop off and pick up. Defining a loading zone will help keep them out of red curb areas.
9	Tuttle Ave/School Ave from Juanche St to Scaggs Ave	Sidewalk	Sidewalk gaps	Install sidewalk to fill gaps along school frontage.	Medium	
10	Juanche St and Doughty Ave	Intersection or Crossing	Crosswalk not high visibility	Restripe existing crosswalk with high visibility crosswalk. Install curb extension on east side of crosswalk at existing red curb. Install daylighting red curb on west side of crosswalk.	Medium	
11	Juanche St	Curb management	Repurpose existing blue curb	Buses do not stop here anymore, so blue curb can be repurposed. Create a vehicle pick-up/drop-off zone in this area.	Short	
12	Daniels Ave (west side)	Curb management	No loading zone	Create a loading zone on the west side of Daniels Ave with signs and painted curb.	Short	
13	Daniels Ave and Scaggs Ave	Intersection or crossing	No crosswalks	Install high visibility crosswalks on west and east approaches.	Short	
14	Morton Ave and Randolph Ave	Intersection or crossing	Speeding vehicles	Add curb extensions to tighten turn radii and make approaches perpendicular.	Long	
15	Morton Ave	Signing and striping	Damaged advance warning signs and faded pavement markings	Install reflective posts on School Area signs, School Advance Crossing signs, and restripe pavement markings.	Short	
16	Randolph Ave (north side), from Juanche St to 125' west of Juanche St	Sidewalk	Gap in existing sidewalk	Install sidewalk on the north side of Randolph Ave to fill gap.	Medium	
17	Juanche St and Randolph Ave	Intersection or crossing	No marked crosswalk to field	Install high visibility crosswalk on east approach. Upgrade east curb ramp to be ADA compliant. Install curb extensions on both sides.	Medium	
18	Daniels Ave and W McKamey Ave	Intersection or crossing	No marked crosswalks	Install high visibility crosswalks on west and east approaches.	Short	
19	Daniels Ave, from W McKamey Ave to Williams Ave	Sidewalk	No sidewalk	Install 5' sidewalk on both sides.	Medium	

WASHINGTON UNION HIGH SCHOOL & WASHINGTON COLONY ELEMENTARY SCHOOL

TRAVEL CONDITIONS

LAND USE

The Washington Unified School District covers a wide area that includes portions of West Park, extends southwest toward Raisin City, south toward Caruthers (ending at Floral Avenue), east to encompass Easton, Oleander, and Bowles, and then north towards parts of the City of Fresno (specifically Brookhaven). Washington Union High School serves students from across the entire district, with a total enrollment of 1,115. In contrast, Washington Colony Elementary School draws only from Easton, with an enrollment of 434 students. The communities within the school district are separated by expanses of agricultural land. Easton, where the two schools are located, is a census-designated place with a population of approximately 2,000.

OBSERVATIONS

Washington Colony Elementary School shifted its drop-off area to the Middle School on Crooks Avenue in April, requiring elementary students to cross Lincoln Avenue with staff or a crossing guard. Few families walk or bike to school

despite many living within walking or biking distance. Though there is a signalized mid-block crosswalk on Lincoln Avenue in front of the school, students also cross at Lotus Avenue where no crosswalk exists. Due to the absence of a designated drop-off area behind the Middle School, some parents drop off their children at Washington Colony and then cross Lotus Avenue with their children. Lincoln Avenue is a busy two-lane freight corridor with congestion from turning vehicles, parked staff cars, and nearby high school traffic.

During pick-up, parents wait on Willamette Avenue where traffic volumes are lower; however, the reduced traffic often leads to higher vehicle speeds, as drivers use this road to bypass congestion on Lincoln Avenue. Additionally, drivers tend to travel at higher speeds on Elm Avenue, which previously served as a highway. The school field remains open after hours for community use, highlighting the need for safe access improvements.

At Washington Union High School, both Lincoln and Elm Avenues were areas of concern. On Lincoln Avenue, issues include speeding,

inconsistent sidewalk coverage, and limited visibility for students crossing. Sidewalk gaps on the north side of Lincoln Avenue forced students to walk in the road. Double parking was observed on westbound Lincoln Avenue during both arrival and dismissal, as parents let students out to cross at Geneva and Lincoln. Although a crossing guard is present at this intersection during arrival and dismissal, the north side lacks a continuous sidewalk beyond the curb ramp.

During dismissal, many students crossed Elm Avenue at Crooks Avenue to reach the convenience store. At the Geneva and Lincoln intersection, large groups of students crossed immediately after the bell. Vehicular circulation patterns were similar to those at arrival, with queues forming in the parking lot and along Elm Avenue.

WHAT WE HEARD

During the pop-up event, high school students provided input on how they travel to school and safety concerns. Of the 63 students surveyed, 32 (51%) reported driving to and from school, 27 (43%) took the bus, and 4 (6%) walked. Among

the drivers, one-third expressed feeling unsafe due to speeding and poor road conditions. Nearly all bus riders reported safety concerns (either personal safety or traffic-related) while waiting at bus stops. Students who walked to school voiced a strong need for better infrastructure, with equal emphasis on sidewalks, reduced vehicle speeds, safer crossings, and improved lighting.

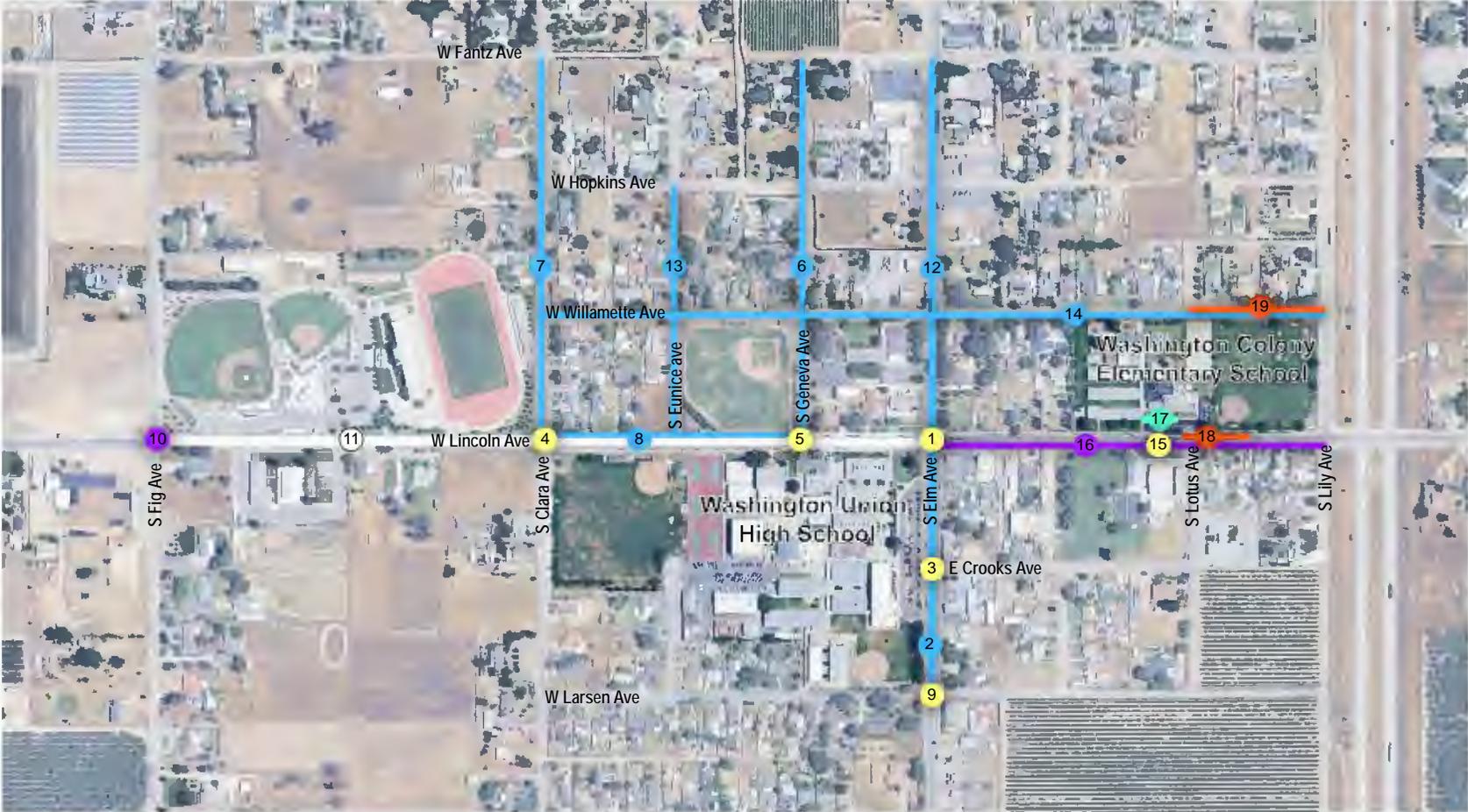
Across all forms of engagement, safety and infrastructure issues were frequently mentioned for both schools, with the Lincoln Avenue and Elm Avenue intersection cited most often.

RECOMMENDATIONS

Recommendations focus on improving connectivity by improving key crossings along Lincoln Avenue, implementing speed management strategies to reduce vehicle speeds, and providing continuous sidewalks that link the two schools with each other and the surrounding neighborhood. This would benefit students who live close enough to walk to school as well as those who travel to school from outside of Easton but still must access off-site facilities and after-school programs. As many students at Washington Colony are required to be dropped off a few blocks from school, we recommend that the school implements a walking and biking safety assembly. We recommend Washington Union High implement the Reboot Your Commute program to encourage sustainable travel to school regardless of whether students live near or far.



INFRASTRUCTURE RECOMMENDATIONS MAP



-  Intersection / Crossing Enhancements
-  Sidewalk Enhancements
-  Curbside Management
-  Speed Management
-  Stormwater Management
-  Lighting

INFRASTRUCTURE RECOMMENDATIONS

TABLE 9 Washington Union High School & Washington Colony Elementary School Recommendations

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
1	E Lincoln Ave and S Elm Ave	Intersection or crossing	Short pedestrian signal phase; faded crosswalk; large curb radii and long crossings	Retime signal to prioritize E Lincoln Ave traffic during drop-off and pick up hours. Lengthen pedestrian phase, add LPI, and install automatic pedestrian recall. Install high visibility crosswalks and curb extensions on all approaches.	Medium	May require traffic study. Intersection may be part of a school bus route requiring turning movement analysis.
2	S Elm Ave, from E Lincoln to E Larsen Ave	Sidewalk	Gaps with missing sidewalk along east side of S Elm Ave	Install missing sidewalk.	Medium	
3	S Elm Ave and E Crooks Ave	Intersection or crossing	High pedestrian crossing volumes; parked vehicles along red curb reduce visibility; pavement legends are faded and crosswalk not high visibility	Restripe crosswalk as high visibility. Install curb extensions on east and west sides of S Elm Ave crossing. Install School Area signs, School Advance Crossing signs, and pavement markings. Install RRFB and repurpose turning lane as refuge island.	Medium	May require traffic study. Intersection may be part of a school bus route requiring turning movement analysis (right turn from Crooks Ave onto Elm Ave).
4	W Lincoln Ave and S Clara Ave	Intersection or crossing	High volume of students crossing to field; low stop sign compliance reported and crosswalk not high visibility	Install RRFB across Lincoln. Install high visibility crosswalks on east and north approaches. Install RRFB across Lincoln.	Medium	
5	W Lincoln Ave and S Geneva Ave	Intersection or crossing	High volume of students crossing to school; crosswalk not high visibility	Install high visibility crosswalks on east and north approaches. Install curb extensions. Install STOP pavement legend on Geneva Ave.	Medium	
6	S Geneva Ave from W Fantz Ave to W Lincoln Ave	Sidewalk	No sidewalk	Install 5' sidewalk on both sides.	Medium	
7	S Clara Ave from W Fantz Ave to W Lincoln Ave	Sidewalk	No sidewalk nor formal bus loading zone	Install 5' sidewalk on west side with parallel parking. Install bus loading zone in front of continuation school and connect to gate.	Medium	
8	W Lincoln Ave from S Clara Ave to S Geneva Ave	Sidewalk	Missing sidewalk	Install 5' sidewalk on both sides where missing.	Medium	

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
9	S Elm Ave and E Larsen Ave	Intersection or crossing	Crosswalk is outside of desire path; vertical obstructions in the road; wide curb radius	Install curb extensions to cross Elm. Install high visibility crosswalk on north approach of intersection. Remove vertical obstructions.	Short	
10	W Lincoln Ave and S Fig Ave	Speed management	Eastbound vehicles have high approach speeds	Install intersection approach rumble strips. Install Vehicle Speed Feedback Sign (W13-20) for eastbound traffic.	Short	
11	W Lincoln Ave from S Fig Ave to S Elm Ave	Lighting	Lack of street lighting; high volumes of vehicles and pedestrians during events at stadium	Install pedestrian scale street lighting.	Long	Residents may be expected to pay to maintain lights; a lighting district may need to be created to maintain lighting.
12*	S Elm Ave from Fantz Ave to Lincoln Ave	Sidewalk	No sidewalk	Install 5' sidewalk on both sides.	Long	
13*	S Eunice Ave from E Hopkins Ave to W Lincoln Ave	Sidewalk	No sidewalk	Install 5' sidewalk on both sides.	Long	
14*	W Willamette Ave from Clara Ave to Lily Ave	Sidewalk	No sidewalk	Install 5' sidewalk on south side where missing.	Long	
15	E Lincoln Ave at Washington Colony Elementary entrance	Crossing	Faded mid-block crossing at existing pedestrian crossing signal	Restripe with continental crosswalk at existing pedestrian crossing signal. Consider installing curb extensions on both sides to provide more visibility and safety for students crossing.	Medium	E Lincoln Ave is a major truck route. Curb extensions will require appropriate widths and vertical deflection for trucks.
16	E Lincoln Ave, from S Elm Ave to S Lily Ave	Speed management	Vehicles speed in both directions on E Lincoln Ave	Install a dynamic speed feedback sign. Replace Speed Limit 35 MPH sign located on E Lincoln Ave across the street from high school with School Zone Speed limit sign. Decrease posted speed limit on approach to school per California Vehicle Code 22358.4.	Short	Requires an ordinance or resolution to declare prima facie speed limit
17	School drop-off loop on E Lincoln Ave	Stormwater management	Drainage structures clog during storm events	Upgrade capacity of drainage structures and system.	Long	Operating and maintenance costs may fall on residents.

ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
18	E Lincoln Ave, east of Washington Colony Elementary driveway	Curb management	On-street parking obstructs visibility of school driveway	Extend red curb daylighting east of school driveway.	Short	
19	W Willamette Ave from basketball court to Lily Ave	Curb management	Student loading zone in front of school causes queuing that spills out onto Lincoln Ave during arrival and dismissal	Relocate or install a secondary student loading zone on W Willamette Ave, away from the heavy traffic and truck route along Lincoln Ave. Some grades could still be dismissed from the front entrance to split traffic between front and back of school.	Short	

*Recommendation is an identified project by the Fresno County Regional Active Transportation Plan

WEST PARK ELEMENTARY SCHOOL

TRAVEL CONDITIONS

LAND USE

West Park is a rural, census-designated place about five miles southwest of downtown Fresno. West Park Elementary has an enrollment of 297 students. The school does not allow students to walk to school due to the limited pedestrian infrastructure; all students must either ride the bus or arrive by car.

OBSERVATIONS

Some parents/caregivers parked a few blocks away and then walked students to the school. Many families crossed at North Avenue and Valentine Avenue, where there is no marked crosswalk, then walked on the east side of Valentine Avenue despite the sidewalk only being located on the west side. A crossing guard was located at the midblock crossing on Valentine Avenue, directly in front of the school, during both arrival and dismissal periods.

The school has a designated drive-through lane in front of the building, roped off for student loading and unloading. This system functions smoothly, with a steady flow of cars and little congestion. However, speeding was reported by staff and confirmed by observations. The speeding vehicles are typically through traffic on Valentine Avenue. Frequent U-turns were also

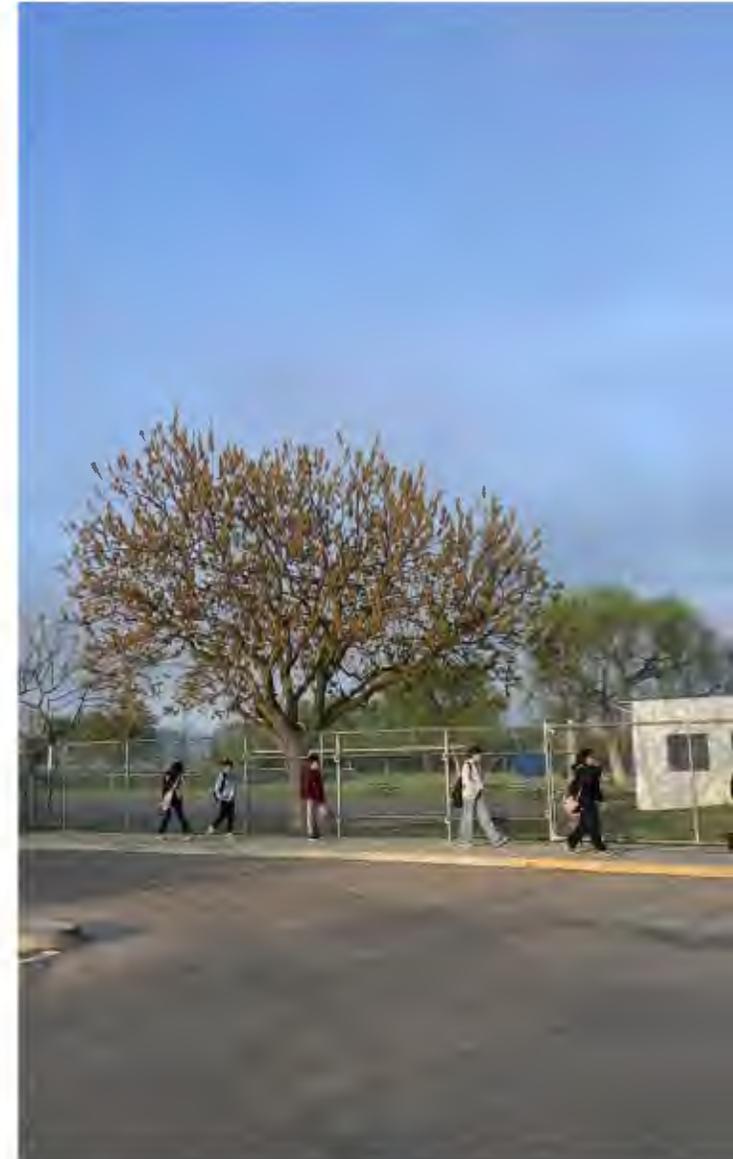
observed in this area. For pre-school arrival, parents park curbside on North Avenue and walk children to the gate.

WHAT WE HEARD

Residents identified walking conditions as the most pressing safety issue. Concerns included frequent collisions, limited visibility during rain and fog, flooding, missing sidewalks, deteriorated asphalt paths, poor lighting, and speeding. Community members expressed concerns about inadequate lighting, ongoing maintenance challenges, and vehicles parking on the asphalt path along Valentine Avenue.

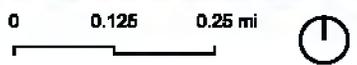
RECOMMENDATIONS

Extremely limited pedestrian infrastructure in West Park prevents students from walking to school, even though many homes are less than a mile away. Site observations and community feedback highlighted the need for sidewalks and safer crossings. As the community enhances its pedestrian infrastructure over time, the pedestrian team recommends the school institute a walking safety assembly for families and active transportation activity books for students.

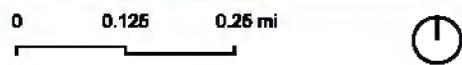
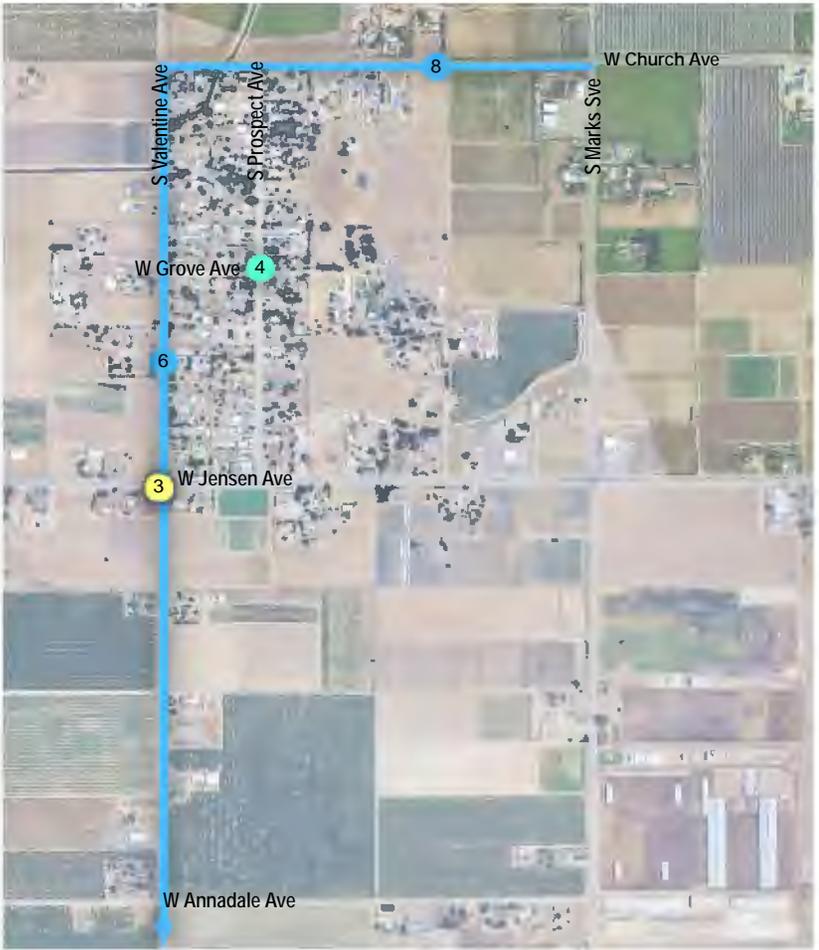


INFRASTRUCTURE RECOMMENDATIONS MAP

W Beran Way north to W Annadale Ave



W Annadale Ave north to W Church Ave



- Intersection / Crossing Enhancements
- Sidewalk Enhancements
- Stormwater Management

INFRASTRUCTURE RECOMMENDATIONS

TABLE 10 West Park Elementary School Recommendations

Map ID	Location	Type	Issue	Recommendation	Timeframe	Considerations
1	S Valentine Ave from W North Ave to W Annandale Ave	Sidewalk	Cars parked on asphalt path and frequent flooding make path unusable	Install asphalt curb along path in front of residences. Improve stormwater ditch on west side of Valentine Ave. Maintain path (clear dirt).	Medium	
2	S Valentine Ave and W North Ave	Intersection or crossing	Safety concerns for pedestrians based on community feedback	Convert intersection to all-way stop. Install high visibility crosswalks on north and west approaches.	Short	Pedestrian movements and conflicts with vehicles support installation of all-way stop control
3	S Valentine Ave and W Jensen Ave	Intersection or crossing	Flashing pedestrian crossing sign difficult to see and not obeyed by vehicles; vehicles have high approach speeds; crash history at intersection	Replace flashing sign with RRFB. Install high visibility crosswalk and curb extensions across Jensen. Install advance crosswalk signage on Jensen Ave to slow vehicles down upon intersection approach, and intersection approach rumble strips on all approaches. Reduce speed from 50 MPH to 40 MPH on Jensen Ave. Install intersection lighting.	Medium	Jensen Ave is a top corridor in the High Injury Network and safety concerns were reported by the public at this intersection. Vehicles traveling at high speeds have reduced visibility approaching crossing. Residents may be expected to pay for powering and maintaining lights; a lighting district will need to be created to maintain lighting.
4	S Prospect Ave and W Grove Ave	Stormwater management	School bus stop prone to flooding	Install stormwater drainage and lighting. Install asphalt pullout for school bus.	Medium	
5	S Valentine Ave and W Beran Way	Stormwater management	School bus stop prone to flooding	Clear out drain in parking lot along Beran Way. If drain is unable to convey stormwater, install stormwater ditch on west side of Valentine Ave and repave parking lot and Beran Way to convey stormwater into ditch.	Short or Medium	Maintaining existing stormwater drain is short term. Installation of a stormwater ditch is medium term.
6*	S Valentine Ave from W Church Ave to W Beran Way	Sidewalk	No sidewalk outside of school frontage	Install 6' sidewalk along west side of S Valentine Ave.	Long	
7*	W North Ave from S Valentine Ave to S Marks Ave	Sidewalk	No sidewalk	Install 6' sidewalk (on both sides of street if feasible).	Long	
8*	W Church Ave from S Valentine Ave to S Marks Ave	Sidewalk	No sidewalk	Install 6' sidewalk (on both sides of street if feasible).	Long	

*Recommendation is an identified project by the Fresno County Regional Active Transportation Plan

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CONCEPT PROJECT SPOTLIGHT

The projects described in this chapter were developed as concept designs for the County to use in current grant funding applications. Most scored among the highest-ranked recommendations in a prioritization process that evaluated the potential for these projects to improve safety, pedestrian and bicycle access to destinations, and equity. All projects address specific locations and challenges that were frequently cited by students, parents, and community members during public engagement as places in need of safety improvements.

PROJECT PRIORITIZATION

To help determine which recommendations to implement first, each infrastructure recommendation was scored according to the prioritization criteria documented in Table 11. The projects selected for concept designs include:

- Lincoln Avenue crossing enhancements (Easton)
- Morro Avenue crossing enhancements (Del Rey)
- Tahoe Avenue & Raider Avenue (Caruthers)
- Valentine Avenue & Jensen Avenue (West Park)

All the concept design projects were among the highest-scoring except Lincoln Avenue. (Higher incomes in Easton inflate the median household income, despite many low-income households living there, so this project did not receive equity points). Nevertheless, the locations along Lincoln Avenue, as well as the other concept design locations, were cited repeatedly by community members across all engagement platforms as locations with safety challenges.

The concept designs will be used as part of grant applications for implementation funding, and as such, are tailored to match the specific funding source. Some grants fund permanent infrastructure while other fund temporary demonstration projects. All concepts except the for the West Park project were designed as temporary demonstration projects.

TABLE 11 Prioritization Criteria

Criteria	Metric	Possible points
Access	Project located in census tract with limited multimodal access to destinations per Caltrans Transportation Equity Index (urbanized areas only); projects located in rural areas considered to have limited multimodal access by default and received 2 points	2 (yes); 0 (no)
Road Safety	Project located within 250' of a reported collision within last five years of available data	1 (yes); 0 (no)
Road Safety	Project location has high traffic/crash exposure per Caltrans Transportation Equity Index (traffic volume >80th percentile and crash exposure >80th percentile)	1 (yes); 0 (no)
Equity	Projects located in a low-income or Tribal Lands census tract.	2 (yes); 0 (no)
TOTAL		6

Temporary demonstration projects are traffic safety improvements that can be installed within weeks or months using temporary materials (such as paint and rubber posts instead of concrete), unlike major capital projects that may take years to plan, design, and construct. In addition to faster and less-expensive implementation, demonstration projects provide the opportunity to test traffic safety improvements that are new to the community before installing permanently.

Paint and post curb extensions (top);
concrete curb extensions (bottom):



LINCOLN AVENUE CROSSING ENHANCEMENTS (WASHINGTON UNION HIGH AND WASHINGTON COLONY ELEMENTARY)

Multiple crossings along Lincoln Avenue in Easton, from Geneva Avenue to Lily Avenue were included in this corridor-level bundle of improvement projects. The consultant team observed high vehicle speeds along this corridor which serves a high volume of students at Washington Colony Elementary School and Washington Union High School. Compounding this challenge, Lincoln Avenue is a truck route. When the consultant team conducted observations in April 2025, all crosswalk markings were faded (as shown in the photo), but they were refreshed in August 2025 with high-visibility crosswalk markings.

Along the Lincoln Avenue school zone from Clara Avenue to Lily Avenue:

- Decrease posted speed limit per California Vehicle Code 22358.4.
- Install a dynamic speed feedback sign within the school zone.
- Replace Speed Limit 35 MPH sign located on E Lincoln Ave across the street from the high school with School Zone Speed limit sign.

At the Lincoln Avenue and Elm Avenue intersection:

- Retime signal to prioritize Lincoln Avenue traffic during drop-off and pick up hours. Lengthen pedestrian phase, add LPI, and install automatic pedestrian recall.
- Install curb extensions and upgrade ramps to be ADA-compliant on all approaches.

At the crossing on Lincoln Avenue outside of the Washington Colony Elementary School entrance:

- Install curb extensions on either side to improve visibility and safety for students crossing.
- Extend painted red curb daylighting east of school driveway.

At the Lincoln Avenue and Geneva Avenue intersection:

- Install an RRFB across Lincoln.
- Install curb extensions and upgrade ramps to be ADA-compliant.
- Install STOP pavement legend on Geneva Ave.

To match current funding opportunities available, a temporary demonstration version of this suite of recommendations was developed as a

concept design excluding long-term elements: curb ramp upgrades, RRFB installation, and speed limit reduction. Temporary curb extensions would be composed of paint with flexposts.

ESTIMATED COST

\$117,114

FEASIBILITY CONSIDERATIONS

- All curb extensions will require appropriate widths and vertical deflection for trucks since Lincoln Avenue is a truck route. In the long term, installing concrete curb extensions will need to account for drainage.
- Regarding the STOP legend at Geneva Avenue, ensure required setback from pedestrian crossing is met (per Manual on Uniform Traffic Control Devices).
- Reprogramming the traffic signal may require crash data, vehicle volumes, turning movement analysis (for school buses), and/or pedestrian volume study. Additionally, this may require upgrading signal infrastructure.
- In the long term, declaring prima facie speed limit requires an ordinance or resolution.

LINCOLN AVENUE AT ELM AVENUE

**RETIME SIGNAL; ADD LPI
AND AUTOMATIC RECALL**



**COUNTY RESTRIPE CROSSWALKS AS HIGH
VISIBILITY IN AUGUST 2025.**

**INSTALL CURB
EXTENSIONS AND ADA-
COMPLIANT CURB RAMPS.**

MORRO AVENUE CROSSING ENHANCEMENTS (DEL REY ELEMENTARY)

This skewed intersection in Del Rey, located at Del Rey Elementary, is designed at a wide angle that allows vehicles to take high-speed turns into crosswalks frequently used by elementary students.

To address this:

- Install curb extensions on the north approach to reduce the vehicle turning radius and pedestrian crossing distance.
- Restripe the crosswalks to be high visibility.
- Restripe the Morro Avenue centerline to be perpendicular to the crosswalk.
- Install ADA-compliant curb ramps.

To match current funding opportunities available, a temporary demonstration version of this recommendation was developed as a concept design including the above recommendations (minus the curb ramps, which are part of a permanent build project the County is separately working on) plus temporary curb extensions at the intersection of Morro Avenue and Melruna Avenue. Temporary curb extensions would be composed of paint with flexposts.

ESTIMATED COST

\$55,853

FEASIBILITY CONSIDERATIONS

- All curb extensions will require appropriate widths and vertical deflection for buses and emergency vehicles. In the long term, installing concrete curb extensions will need to account for drainage.

MORRO AVENUE AND JEFFERSON AVENUE

**INSTALL CURB EXTENSIONS
AND ADA-COMPLIANT
CURB RAMPS.**



**RESTRIPE CROSSWALKS AS
HIGH VISIBILITY.**

TAHOE AVENUE AND RAIDER AVENUE CROSSING ENHANCEMENT (CARUTHERS HIGH)

This intersection adjacent to Caruthers High School experiences high vehicle and pedestrian traffic during arrival and dismissal. Additionally, the wide intersection accommodates speeding.

To address these issues:

- Install curb extensions on all approaches to reduce roadway width and crossing distance.
- Reduce Raider Avenue travel lanes to 11' and paint a 10' center turn lane.
- Restripe crosswalks to be high visibility.
- Convert intersection to all-way stop or install RRFB across Tahoe Ave.
- Upgrade curb ramps to be ADA-compliant.

To match current funding opportunities available to the County, a temporary demonstration version of this recommendation was developed as a concept design which includes the above recommendations, except for the all-way stop/RRFB and curb ramp upgrades (both of which would be permanent installations). Temporary curb extensions would be composed of paint with flexposts.

ESTIMATED COST

\$97,318

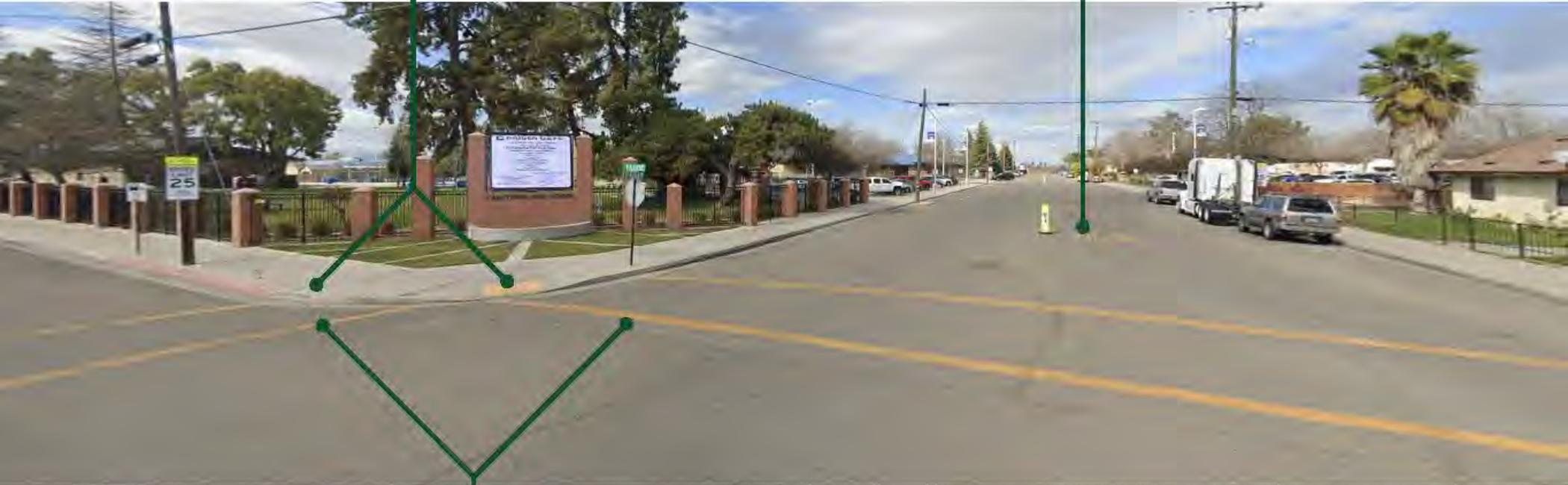
FEASIBILITY CONSIDERATIONS

- All curb extensions will require appropriate widths and vertical deflection for buses and emergency vehicles. In the long term, installing concrete curb extensions will need to account for drainage.
- Regarding the permanent version of this recommendation, installing all-way stop control may require a traffic study. An RRFB may require electrical utility adjustments for push buttons to connect to signal. For either treatment, the County will need to consider potential impacts on traffic delay and adjust nearby signals.

TAHOE AVENUE AND RAIDER AVENUE

INSTALL CURB EXTENSIONS AND ADA-COMPLIANT CURB RAMPS.

REDUCE TRAVEL LANES TO 11' WITH A 10' CENTER TURN LANE.



RESTRIPE CROSSWALKS AS HIGH VISIBILITY.

VALENTINE AVENUE AND JENSEN AVENUE CROSSING ENHANCEMENT (WEST PARK ELEMENTARY)

This intersection near West Park Elementary School, where the asphalt path on Valentine Avenue crosses Jensen Avenue, currently features a standard crosswalk enhanced with flashing pedestrian crossing signs. The flashing pedestrian crossing signs with small flashing LED bulbs around the edge of the sign are not very visible to drivers. Compounding this issue, the crosswalk is not high-visibility and drivers speed on this 50-MPH rural road, even upon approach of the crosswalk, which further limits visibility. Jensen Ave is a top corridor in the County's High Injury Network.

To address these issues:

- Reduce speed on this segment of Jensen Avenue from 50 MPH to 40 MPH and install speed limit reduction advance warning signs.
- Restripe crosswalk to be high visibility.
- Install curb extensions on either side of the crosswalk to reduce roadway width and crossing distance and increase visibility of crossing pedestrians and bicyclists.
- Upgrade the flashing pedestrian crossing signs to an RRFB.

- Install transverse rumble strips and a channelized centerline on Jensen Avenue to slow drivers upon the east and west approaches of the crossing.
- Install lighting at the intersection to increase visibility of crossing pedestrians and bicyclists.

A permanent version of this project was developed as a concept design, including all elements listed above.

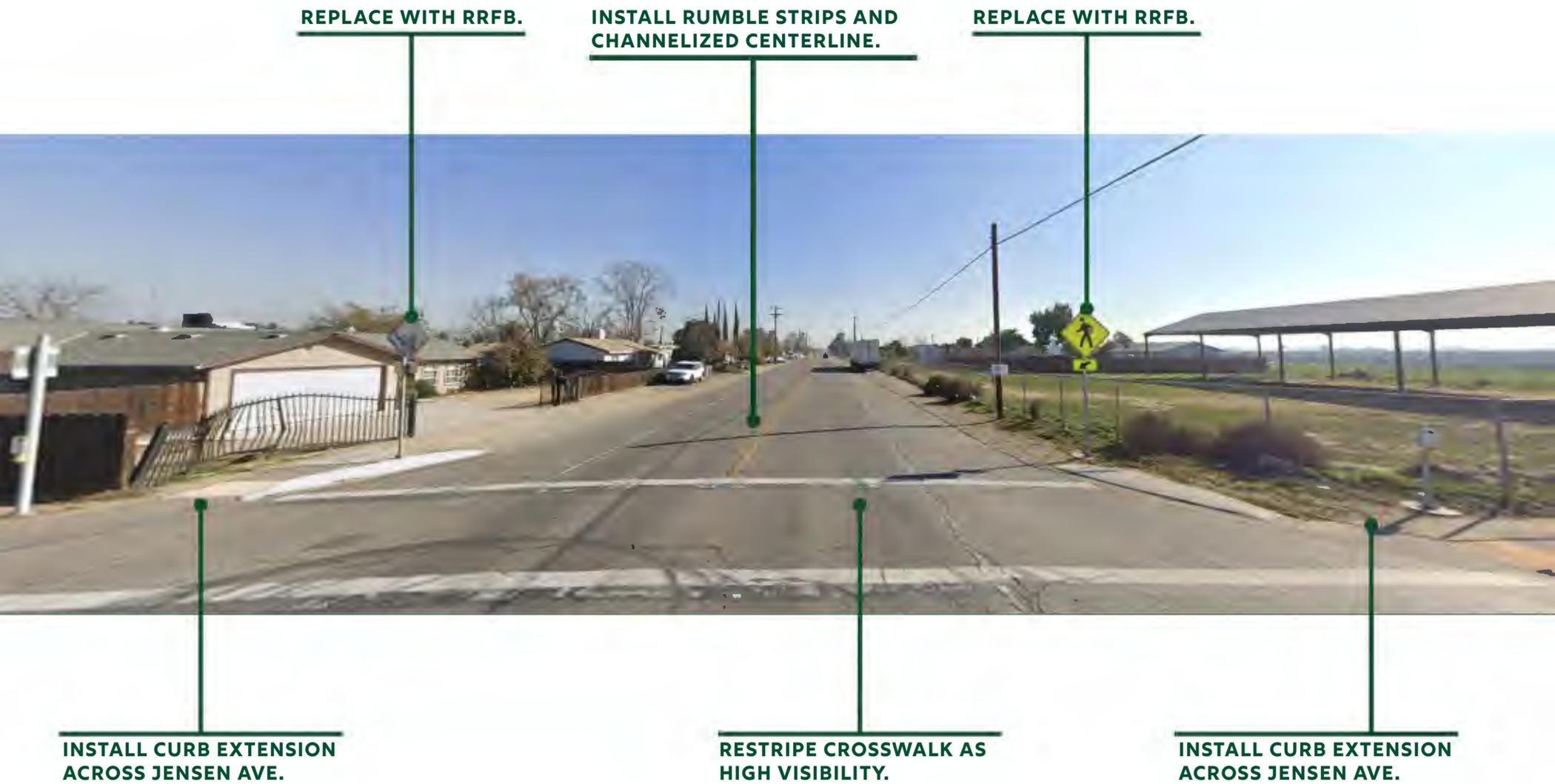
ESTIMATED COST

\$451,014

FEASIBILITY CONSIDERATIONS

- Curb extension installation will need to account for drainage and truck turning movements.
- Residents may be expected to pay for powering and maintaining lights; a lighting district may need to be created to maintain intersection lighting.

VALENTINE AVENUE AND JENSEN AVENUE



5

IMPLEMENTATION

This chapter summarizes the necessary interjurisdictional coordination, potential implementation strategies, and funding opportunities to support the implementation of the infrastructure, programming, and policy recommendations in this plan.

INTERJURISDICTIONAL COORDINATION

Transportation planning projects often span across jurisdictional boundaries, requiring cross-jurisdiction coordination, collaboration, and communication to ensure efficient implementation. The County of Fresno surrounds the City of Fresno and additionally, some “county islands” fall within the boundary of the City. Three of the schools in this cohort (Addams Elementary, Calwa Elementary, and Powers-Ginsburg Elementary) have recommended projects that fall into both City and County jurisdiction. This requires collaboration between both jurisdictions to ensure that the goals of each agency are satisfied. This also means that projects may be delayed or modified from their original inception due to differing processes, design standards, and funding sources between agencies. Furthermore, some projects may require coordination between the County and the local school district or other local landowners.

The Regional Models of Cooperation Handbook from the U.S. Department of Transportation outlines six key principles to help agencies work across jurisdictions in transportation planning¹:

Build Relationships – Start with trust and personal connections between agency staff to make future collaboration smoother.

Ensure Mutual Benefits – Focus on shared goals and outcomes that make cooperation worthwhile for all partners.

Balance Formality & Flexibility – Use formal agreements when needed for structure but keep processes adaptable.

Foster a Culture of Collaboration – Promote the value of working together throughout staff and leadership.

Maintain Diversity of Options – Recognize common ground without forcing agreement on every issue.

Support Equal Participation – Give all partners, regardless of size or resources, an equal voice in decision-making.

IMPLEMENTATION THROUGH EXISTING MAINTENANCE PROCESSES

While many projects require elements of construction/reconstruction or installation of new signal equipment, some of the recommended projects (or elements of the projects) require little more than striping and sign installation, and may be implemented as part of the County’s routine restriping and resurfacing plans. This is a cost- and time-efficient way to implement improvements without having to apply for and procure additional grant funding. We recommend that the County regularly reviews the full list of all recommended infrastructure projects before carrying out their routine restriping and resurfacing. Furthermore, the County should share these recommendations with the City so that they also can review the relevant recommendations and potentially implement them through routine maintenance.

1 Regional Models of Cooperation Handbook. U.S. Department of Transportation, Federal Highway Administration, 2017. FHWA-HEP-17-030. Web. <https://wfrc.org/VisionPlans/UnifiedPlan/fhwahep17030.pdf>.

FUNDING SOURCES

FUNDING FOR INFRASTRUCTURE PROJECTS

Most projects will require funding for implementation. Table 12 lists federal, state, and local grant sources that can support the planning, design, and construction of temporary and permanent infrastructure projects. Recently, California's Active Transportation Program, which funds projects that support walking and biking statewide, has experienced significant budget cuts.

This has required Fresno County to rely heavily on local funding, such as Measure C, to fund infrastructure projects. This has made the acquisition of funding especially competitive due to limited resources at the local level and overall limits the number of projects that can be implemented.

TABLE 12 Federal, State, and Local Competitive Grants

Program	Agency	What it Supports	Description
FEDERAL			
Active Transportation Infrastructure Investment Program (ATIIIP)	Federal Highway Administration	<ul style="list-style-type: none"> Funds Planning and Design projects including developing plans for active transportation networks and active transportation spines. Funds construction projects that provide safe and connective active transportation facilities in an active transportation network or active transportation spine. 	<ul style="list-style-type: none"> Both types of grants can go towards planning, designing, and constructing active transportation networks and active transportation spines. Active transportation networks are active transportation facilities that connect between destinations within a community or metropolitan region, including schools, workplaces, residences, businesses, recreation areas, medical facilities, and other community areas. Active transportation spines are active transportation facilities that connect between communities, metropolitan regions. Funds Planning and Design projects of at least \$100,000. Funds construction projects of at least \$15 million.
Better Utilizing Investments to Leverage Development (BUILD) Transportation Discretionary Grants	U.S. Dept. of Transportation	<ul style="list-style-type: none"> Roads, bridges, transit, rail, ports, or intermodal transportation 	<ul style="list-style-type: none"> Funds capital investments on surface transportation projects that achieve a significant impact for a metropolitan area, region, or the nation. Selection criteria encompass safety, economic competitiveness, quality of life, state of good repair, innovation, and partnerships with a broad range of stakeholders.

Program	Agency	What it Supports	Description
Congestion Mitigation and Air Quality Improvement (CMAQ) Program	Federal Highway Administration	<ul style="list-style-type: none"> Construction of bike lanes, sidewalks, multi-use trails, and pedestrian safety and access improvements 	<ul style="list-style-type: none"> Funds state and local governments for transportation programs and projects that support the Clean Air Act, improving air quality and providing congestion relief.
Community Development Block Grant (CDBG)	Housing and Urban Development (HUD)	<ul style="list-style-type: none"> Neighborhood revitalization, transportation services, public safety programs, drainage facilities, water and sewer improvements, street improvements for pedestrians and bicyclists 	<ul style="list-style-type: none"> Provides communities with resources to address a wide range of unique community development needs by providing decent housing and a suitable living environment, and by expanding economic opportunities, principally for low- and moderate-income persons.
Reconnecting Communities Pilot (RCP)	U.S. Dept. of Transportation	<ul style="list-style-type: none"> Planning Grants fund the study of removing, retrofitting, or mitigating an existing facility to restore community connectivity; conduct public engagement, and other transportation planning activities. Capital Construction Grants are to carry out a project to remove, retrofit, mitigate, or replace an existing eligible facility with a new facility that reconnects communities. 	<ul style="list-style-type: none"> Funds projects that reconnect communities by removing, retrofitting, or mitigating highways or other transportation facilities that create barriers to community connectivity, including to mobility, access, or economic development.
Safe Streets and Roads for All (SS4A)	U.S. Dept. of Transportation	<ul style="list-style-type: none"> Planning, demonstration projects (pilot or quick-build projects), and implementation 	<ul style="list-style-type: none"> Funds regional, local, and tribal initiatives to prevent roadway deaths and serious injuries.

STATE

Active Transportation Program (ATP)	California Transportation Commission	<ul style="list-style-type: none"> Bicycle and pedestrian infrastructure projects 	<ul style="list-style-type: none"> Prioritizes projects in disadvantaged communities that closes gaps in pedestrian and bicycle infrastructure between communities of need. More than half of the 800 projects historically funded by the ATP have been SRTS projects.
California Highway Safety Improvement Program (HSIP)	California Department of Transportation (Caltrans)	<ul style="list-style-type: none"> Infrastructure projects with nationally recognized crash reduction factors (CRFs). Local HSIP projects must be identified on the basis of crash experience, crash potential, crash rate, or other data-supported means. 	<ul style="list-style-type: none"> Funds projects and programs that reduce traffic fatalities and serious injuries by correcting or improving a specific problem. Highly competitive at the state level. Requires an eligible local road safety plan (which can include SRTS infrastructure projects).
California Sustainable Transportation Equity Project (STEP)	California Air Resources Board	<ul style="list-style-type: none"> Funds clean transportation and supporting projects, including public transit and shared mobility services, pedestrian and bicycle infrastructure, urban greening, land use planning and housing policy, workforce development, and clean transportation planning and education. 	<ul style="list-style-type: none"> Funds community-led transportation projects that address local transportation needs, increase access to key destinations, and reduce vehicle miles traveled in disadvantaged or low-income communities.
Sustainable Transportation Planning (STP) Grants	California Department of Transportation (Caltrans)	<ul style="list-style-type: none"> Planning, community engagement, and studies to improve bicycle and pedestrian connections 	<ul style="list-style-type: none"> Funds for communities to do planning, studies, and design work to identify and evaluate projects, including conducting outreach or implementing pilot projects.
Local Streets and Roads Program (LSRP)	California Department of Transportation (Caltrans)	<ul style="list-style-type: none"> Infrastructure projects that improve or add pedestrian crosswalks, accessible sidewalks, road repair, lane reconfiguration, and bike facilities 	<ul style="list-style-type: none"> Provides approximately \$1.5 billion per year to cities and counties for basic road maintenance, rehabilitation, and critical safety projects on the local streets and roads system.

Program	Agency	What it Supports	Description
LOCAL			
Measure C	Fresno County Transportation Authority	<ul style="list-style-type: none"> Funds transportation projects across the region including local streets and roads, highway improvements, transit services, bike lanes, pedestrian pathways, and environmental transportation programs. 	<ul style="list-style-type: none"> Funds projects that improve the overall quality of Fresno County's transportation system.
San Joaquin Valley Air Pollution Control District's Bikeway Incentive Program (Bike Path Program)	California Air Pollution Control Board	<ul style="list-style-type: none"> Bicycle facility projects including: <ul style="list-style-type: none"> Class I: Bicycle paths/trails Class II: Bicycle lane striping Class III: Bicycle route signage and shared-lane markings (e.g., sharrows) 	<ul style="list-style-type: none"> Funds the development or expansion of a comprehensive bicycle-transportation network which will provide a viable transportation option for travel to school, work, and commercial sites.

FUNDING FOR PROGRAMS

Several state grant resources can be leveraged by school districts and other lead/partner agencies to support implementation of non-infrastructure SRTS efforts (Table 13).

TABLE 13 Competitive State Grants Supporting Non-Infrastructure SRTS Efforts

Program	Agency	What it Supports	Description
Active Transportation Program (ATP)	California Transportation Commission	<ul style="list-style-type: none"> Safe Routes Programs (including infrastructure and non-infrastructure) 	<ul style="list-style-type: none"> Funds a wide range of capital and non-capital projects. A strong preference is given to projects in disadvantaged communities that closes gaps in pedestrian and bicycle infrastructure between communities of need. Applicants include jurisdictional agencies as well as schools/school districts.
California Office of Traffic Safety Grants	California Office of Traffic Safety	<ul style="list-style-type: none"> Certain activities under the SRTS, safety/ education and enforcement programs 	<ul style="list-style-type: none"> Funds traffic-safety education, awareness and enforcement programs aimed at drivers, pedestrians, and cyclists.
California Highway Safety Improvement Program (HSIP)	California Department of Transportation (Caltrans)	<ul style="list-style-type: none"> Certain activities under the SRTS, safety/ education and enforcement programs 	<ul style="list-style-type: none"> Funds projects and programs that reduce traffic fatalities and serious injuries by correcting or improving a specific problem. Highly competitive at the state level.
Local Control and Accountability Plan (LCAP)	California Department of Education	Non-infrastructure safe routes to school activities	<ul style="list-style-type: none"> The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address eight key state and local priorities related to school standards, student achievement, parent involvement, and school climate.

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APPENDIX A ENGAGEMENT SUMMARY

In 2025, the County of Fresno Public Works and Planning Department initiated a Safe Routes to School (SRTS) project to evaluate traffic safety conditions around 15 Fresno County schools:

- Addams Elementary School
- Calwa Elementary School
- Cantua Elementary School
- Caruthers High School
- Caruthers Elementary School
- Del Rey Elementary School
- Fipps Primary School
- Powers-Ginsburg Elementary School
- Riverdale High School
- Riverdale Elementary School
- Tranquillity High School
- Tranquillity Elementary School
- Washington Colony Elementary School
- Washington Union High School
- West Park Elementary School

The outcome of this project will be an action-oriented plan with engineering, policy, and program strategies to improve traffic safety around participating schools. A key component of plan development was public outreach and engagement. The goal of outreach was to spread awareness of the project, while the goal of engagement was to get input from students, parents and caregivers, and teachers about issues related to getting to school safely and input on how traffic safety might be improved.

BY THE NUMBERS

- 5 pop-ups tabling events each at different schools across the study area.
- 202 responses to the online survey.
 - 136 parents, 25 students, 25 teachers, and 15 neighbors.
- 96 online interactive map comments.
 - 37 near Washington Union High School & Washington Colony Elementary School
 - 32 near Riverdale Elementary School, Riverdale High School, and Fipps Primary School
 - 9 near Caruthers High School & Caruthers Elementary School
 - 8 near Tranquillity High School & Tranquillity Elementary School
 - 7 near Cantua Elementary School
 - 2 near Powers-Ginsburg Elementary School
 - 1 near Addams Elementary School

KEY FINDINGS

Speeding and unsafe crossings were the most common concerns across all engagement efforts. Below are the top issues and requested improvements from students, parents, school staff, and other community members.

ISSUES

- **Speeding:** Repeatedly identified at nearly every school
 - **Caruthers:** The intersection of Tahoe Avenue & Raider Avenue was the most cited for speeding concerns with 17+ in-person comments requesting an all-way stop and lighting.

- **Riverdale:** Mount Whitney Avenue, Haslam Avenue, and Stathem Street were all cited for speeding and drivers failing to yield.
- **Easton (Washington Union High and Washington Colony Elementary):** Lincoln Avenue was noted for speeding and unsafe pedestrian crossings.
- **Unsafe crossings:** Many issues were noted across the County, such as drivers not yielding to pedestrians, lack of high visibility crossings, and lack of lighting at night.
- Parents also reported traffic congestion and unsafe vehicle maneuvering at arrival and dismissal for nearly every school.

IMPROVEMENTS

- **Traffic Calming & Signage:** Community members requested all-way stops, new stop signs, and slower speeds to combat driver speeding issues.
- **Sidewalks:** New or improved sidewalks was the most popular improvement requested (78 respondents). Missing or broken sidewalks were identified at Stathem Street, Feland Avenue, Clarkson Avenue, and multiple intersections in Easton and Caruthers.
- **Lighting:** Lighting was mentioned as a concern in Easton, Riverdale, Tranquillity, and Cantua, especially for improving safety after evening events.
- **Crosswalks & Crossing Guards:** Requests for high-visibility crosswalks and crossing guards were frequent at Doughty & Juanche Avenues, Tahoe Avenue, Elm Avenue, and several intersections along Mt. Whitney Avenue.

SUMMARY OF IN-PERSON ENGAGEMENT

PROJECT OUTREACH

To spread public awareness about the project, the Fresno County Public Works and Planning team issued a press release, which was picked up by local news outlets. ABC30, Telemundo, CBS47 and KSEE24 all featured short news segments with interviews from parents and Fresno County staff and footage from the walk audits. A bilingual (English/Spanish) informational project flyer was also developed for distribution at schools.

COMMUNITY WALKS

Engineering walk audits (limited to project staff, school officials, and County Public Works staff) were conducted at all schools that participated in this project. In response to unexpected public attendance at the West Park Elementary engineering walk audit in March 2025, two community walks to gather public input on traffic safety were held in April 2025 at Tranquillity and Cantua Creek, where significant community interest was anticipated.

During the Cantua Elementary School walk, community members expressed several safety concerns and requests. They emphasized the need to lower speed limits in the area and noted that the intersection of Clarkson Avenue and San Mateo Avenue is especially dangerous

during foggy conditions, with frequent collisions. Children are interested in biking on Clarkson Avenue, but feel it is unsafe. Residents requested speed humps within the Cantua neighborhood since children often play in the streets. They also noted the need to install more streetlights, repair broken streetlights, and add a bus stop to better serve families in the area.

During the Tranquillity community walk, with CalBike and school staff in attendance, participants raised concerns about speeding and motorcycle racing on Randolph Avenue, as well as the lack of sidewalks along the road. It was also noted that a project is being planned to address these issues and improve safety along the corridor.

At the West Park Elementary School Community Walk, residents highlighted major safety concerns for students walking to school. Frequent collisions at Marks & Jensen Avenues, Valentine & North Avenues, and Jensen & Valentine Avenues, combined with poor visibility during rain and fog, put children at significant risk. Flooding on Prospect Avenue, Grove Avenue, Valentine Avenue, and Beran Way often forces students into the road, while missing sidewalks, damaged asphalt paths, poor lighting, and speeding further endanger pedestrians. Vehicles are regularly parked directly on the Valentine Avenue asphalt path, and bus stops located at

busy intersections add to the hazards. Beran Way experiences severe flooding, poor lighting, and fast-moving traffic through residential areas, worsening safety issues for children walking or waiting for buses.

TABLE 1 Community Walk Locations

School	Date
Cantua Elementary School	April 22, 2025
Tranquillity Elementary School	April 23, 2025
West Park Elementary School	March 26, 2025

POP-UPS

Pop up events were held at five schools during lunch including Caruthers High, Washington Union High, Riverdale High, Cantua Elementary, and Tranquillity High. Students were invited to provide feedback on map boards following prompts about travel modes, safety challenges, and solutions they would like to see for their school. Bilingual staff fluent in English and Spanish were present to ensure all community members could share their perspectives.

TABLE 2 Pop Up Events

School	Date
Cantua Elementary School	March 25, 2025
Washington Union High School	March 26, 2025
Caruthers High School	April 22, 2025
Riverdale High School	April 23, 2025
Tranquillity High School	April 24, 2025

CANTUA ELEMENTARY SCHOOL

At Cantua Elementary, students expressed interest in adding a bike lane on W. Clarkson Avenue and a bus stop on W. Latta Avenue. Most comments, however, focused on broader community improvements, such as adding a park, track, pool, and local stores.

CARUTHERS HIGH SCHOOL

When discussing issues around Caruthers High, the intersection of Tahoe Avenue and Raider Avenue emerged as a key area of concern, with at least 17 comments placed directly at the intersection and another nine in the immediate vicinity. Feedback emphasized the need for an all-way stop and lighting, while also noting frequent speeding in the area. Students also requested the addition of two crosswalks on Tahoe Avenue east of the intersection, directly in front of the school. Other hotspots included the intersections of Raider Avenue/Erie Street and Tahoe Avenue/Quince Avenue.

FIGURE 1 Cantua Elementary School Pop Up

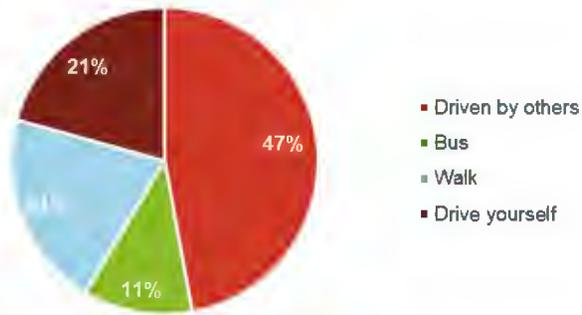


FIGURE 2 Caruthers High School Pop Up



In addition to identifying safety concerns, the project team asked students about how they typically travel to school. A total of 59 students (68%) reported driving themselves or being driven by others. Another 18 students (21%) indicated that they walk or bike to school, and 10 (11%) take the school bus.

FIGURE 3 Caruthers High School Commute Mode Share



When asked if they feel safe (referring to either personal safety or traffic safety) while waiting for the bus, only one out of 11 students said they do not. However, eight students reported feeling only somewhat safe. This could contribute to the low number of students arriving to school via bus.

Students expressed interest in seeing more sidewalks, seating, shade, and lighting around the school.

WASHINGTON UNION HIGH SCHOOL

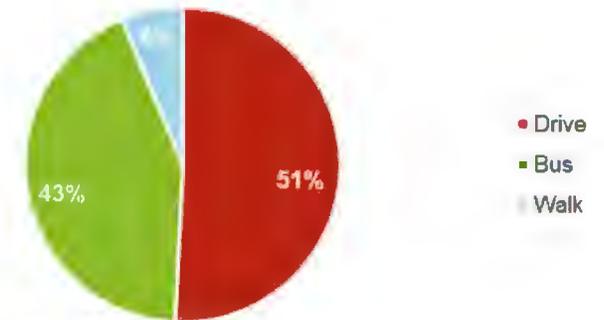
Students highlighted many safety and infrastructure concerns around Washington Union High School, with the intersections of Lincoln Avenue at Geneva Avenue and Elm Avenue receiving the most attention. At Lincoln Avenue and Geneva Avenue, comments focused on speeding, a pedestrian collision, heavy traffic, and vehicles running stop signs. Ten comments were placed directly at the intersection, with five more nearby. North of the intersection at Elm Avenue and Lincoln Avenue, six comments requested the addition of sidewalks. At Elm Avenue and Crooks Avenue, multiple comments pointed to speeding and poor visibility. Additional requests for sidewalks and better lighting were made along Larsen Avenue, and two comments were left on Clara Avenue citing speeding as a concern. Other locations across the map were also marked, but the specific issues were unclear, including six comments near a home at Larsen Avenue and Eunice Avenue, five near the school bus loading area and basketball courts, and four along Poppy Avenue.

When asked about their mode of travel to school, students reported an almost even split between those who drive and those who either walk or take the bus. Specifically, 32 students (51%) drive to and from school, 27 students (43%) take the bus, and 4 students (6%) walk.

FIGURE 4 Washington Union High School Pop Up



FIGURE 5 Washington Union High School Commute Mode Share



Out of the 32 students who drive to school, 10 reported feeling unsafe due to speeding and poor road conditions. Among bus riders, most (23 out of 27) stated they do not feel safe (referring to either personal safety or traffic safety) while waiting for the bus. To address the bus safety concerns, students recommended the following improvements:

- Seating (11 votes)
- Sidewalks (four votes)
- Lighting (three votes)

The few students who walk to school expressed a nearly equal need for sidewalks, reduced vehicle speeds, safer crossings, and better lighting. No students reported biking or skating to school. The reasons cited include speeding vehicles and stray dogs.

RIVERDALE HIGH SCHOOL

At Riverdale High, walking is the most common mode of transportation among those who participated in the pop-up, with 16 students (41%) reporting that they walk to school. Twelve (31%) reported that they drive, and 11 (28%) take the school bus.

The top reported safety concerns were speeding, congestion during pick-up and drop-off times, and drivers failing to yield to pedestrians on Mt. Whitney Avenue.

Students said they would like to see the following improvements in Riverdale:

- Wider, continuous sidewalks on Mt. Whitney Avenue
- Crossing improvements at Mt. Whitney Avenue and Feland Avenue
- Crossing improvements at Mt. Whitney Avenue and Marks Avenue.
- Traffic calming to reduce speeding on Hazel Avenue and add new crosswalks at Hazel Avenue and Henson Avenue and Hazel Avenue and Paloma Street.
- Improved lighting and a new sidewalk along Stathem Street.
- Stop signs added at intersections on Haslam Avenue, especially at Henson Avenue and Paloma Street

When asked to vote on recommendations to improve safety, most students identified lighting as the most critical need, especially after evening games.

FIGURE 6 Riverdale High School Pop Up



FIGURE 7 Riverdale High School Commute Mode Share

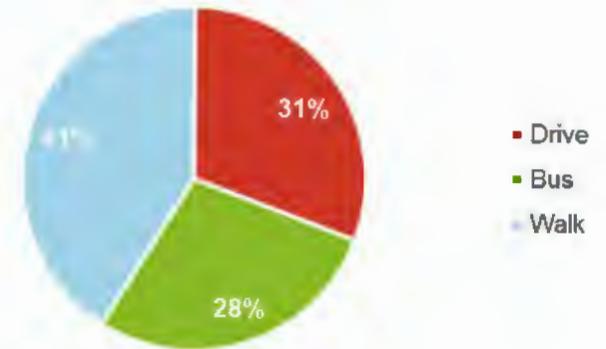
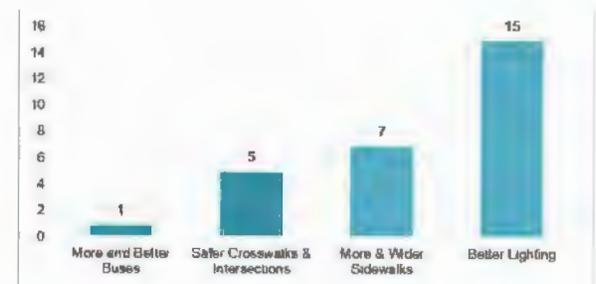


FIGURE 8 Washington Union High School Improvements



TRANQUILLITY HIGH SCHOOL

The most common mode of travel among participants at the Tranquillity High pop-up was the school bus, used by 36 students (62%). Far fewer students reported other modes, with 13 (22%) driving and eight (14%) walking. The project team also spoke with one student who bikes to school, while at several other schools no students reported biking.

When asked about issues near their school, students mentioned streets with potholes and dips, speeding, and unsafe crossings. They recommended adding a high-visibility crosswalk and crossing guards at Doughty Avenue and Juanche Avenue, as well as at the midblock crossing on Randolph Avenue near the school. Consistent with the large share of participants who take the bus, the most requested improvement was more and better buses (28 votes). The next most requested improvement was better lighting (17 votes), as students noted it is difficult and unsafe to get home after evening games.

FIGURE 9 Tranquillity High School Pop Up



FIGURE 10 Tranquillity High School Commute Mode Share

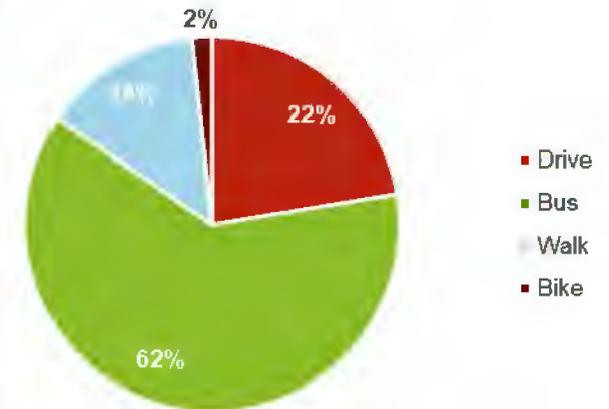
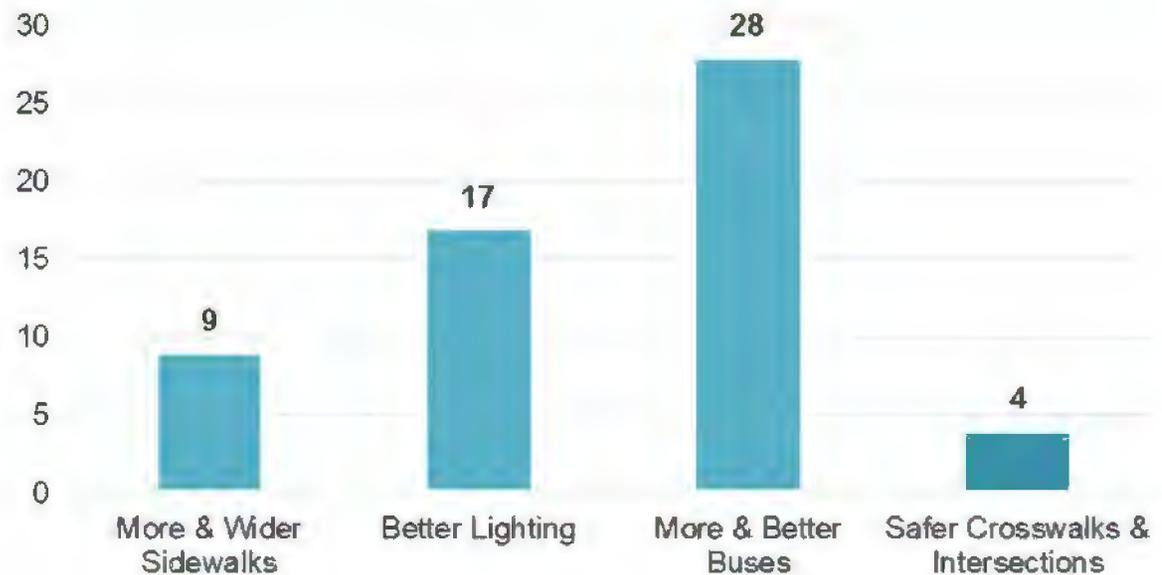


FIGURE 11 Tranquillity High School Improvements



SUMMARY OF ONLINE ENGAGEMENT

A community survey and interactive online map, available in English and Spanish, was open from March 24, 2025 through August 7, 2025. The brief survey asked respondents to share basic demographic information as well as their primary mode of transportation and factors that influence their travel choices. The interactive online map allowed respondents to comment on specific streets and intersections, organized by cars and traffic issues, crossing issues, and sidewalk issues. In total the project team received 202 online survey comments and 96 map comments.

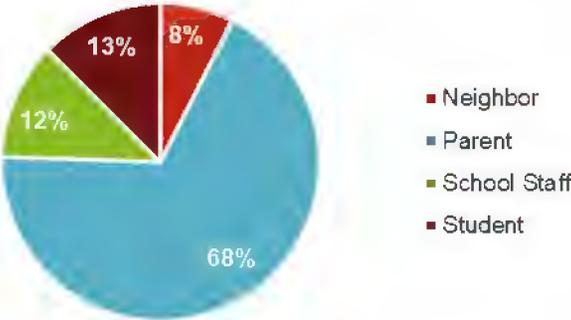
SURVEY RESULTS

The survey asked respondents to provide basic demographic information, identify students' primary mode of transportation to and from school, indicate their preferred method of transportation, and share which factors might encourage them to walk or bike to school more frequently.

DEMOGRAPHICS

The survey was catered towards students, parents, school staff, and neighbors. Parents represented the largest share of respondents, making up 68% (136 responses). Students and teachers followed, accounting for 13% and 12% of the responses, respectively. Neighbors represented 8% of the respondents.

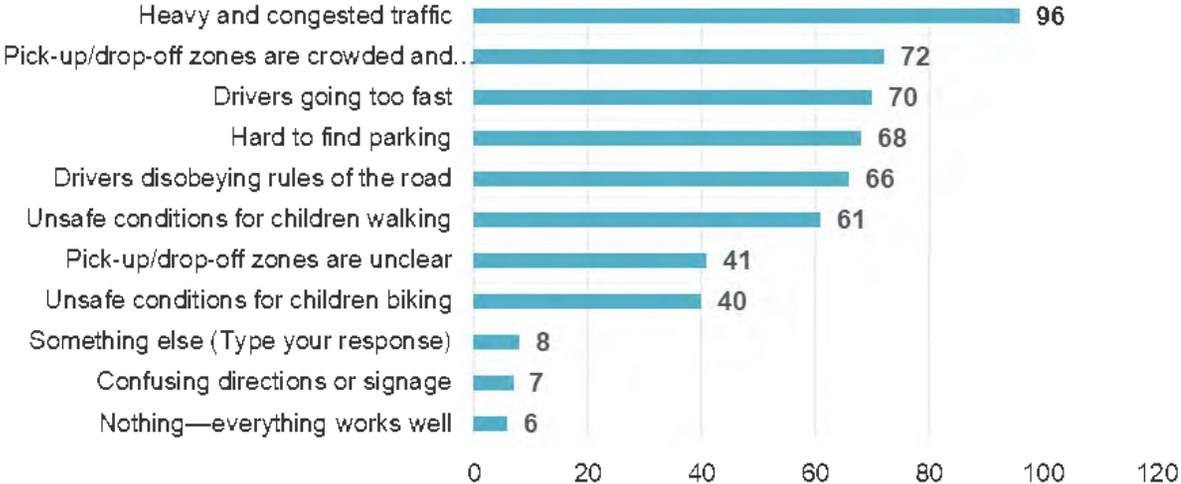
FIGURE 12 Respondent breakdown



PICK-UP AND DROP-OFF ISSUES

Parents and teachers provided feedback about arrival and dismissal issues (students and neighbors were not asked this question). Parents submitted 443 responses and teachers 97, for a combined total of 540 (because this was a multiple-select question, the number of responses is greater than the number of participants). The top three concerns identified were heavy and congested traffic (96 responses), crowded and slow pick-up/drop-off zones (72), and drivers going too fast (70).

FIGURE 13 Which of the following issues do you see during arrival and dismissal? Choose all that apply.



TRAVEL CHOICES

Students, parents, and school staff were all asked about their usual mode of transportation to and from school and could select as many choices as applicable. Of the 316 total responses, parents accounted for 252, students 39, and staff 25. Combined, all driving modes accounted for 148 responses. The second most common mode was taking the school bus or transit, with 56 responses.

Following this question, students, parents, and teachers were asked what would encourage them and others to walk or bike to school more often and could choose as many options as they liked. This question received a strong response, with parents making 449 selections, teachers 94, and students 71, for a total of 602.

In general, respondents indicated that improved infrastructure and driver compliance with traffic laws would encourage more walking or biking. The solutions for walking or biking more included improved sidewalks (78 responses), safer and more convenient crossings (70), drivers yielding to pedestrians (68), and slower vehicle speeds (68). These priorities closely aligned with the most common issues raised in the interactive map.

FIGURE 14 When you go to school how do you get to or from school most days? / How does your child(ren) get to/from school most days? Click all that are true.

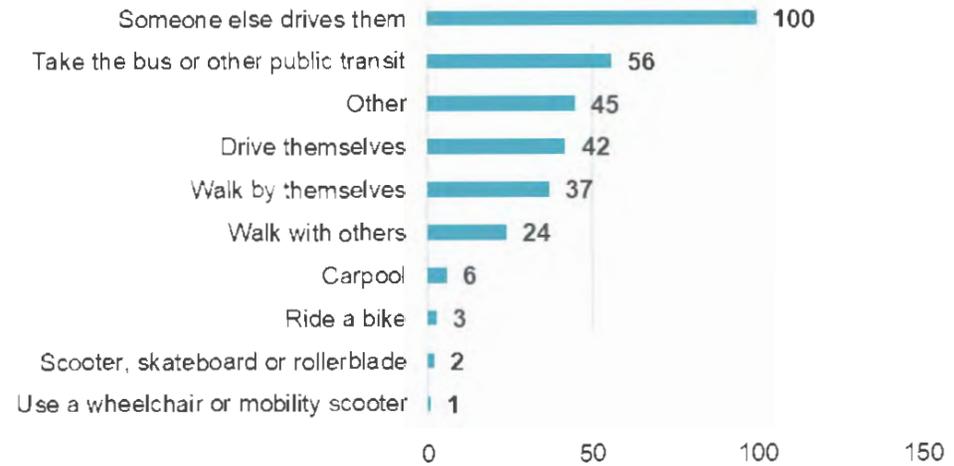
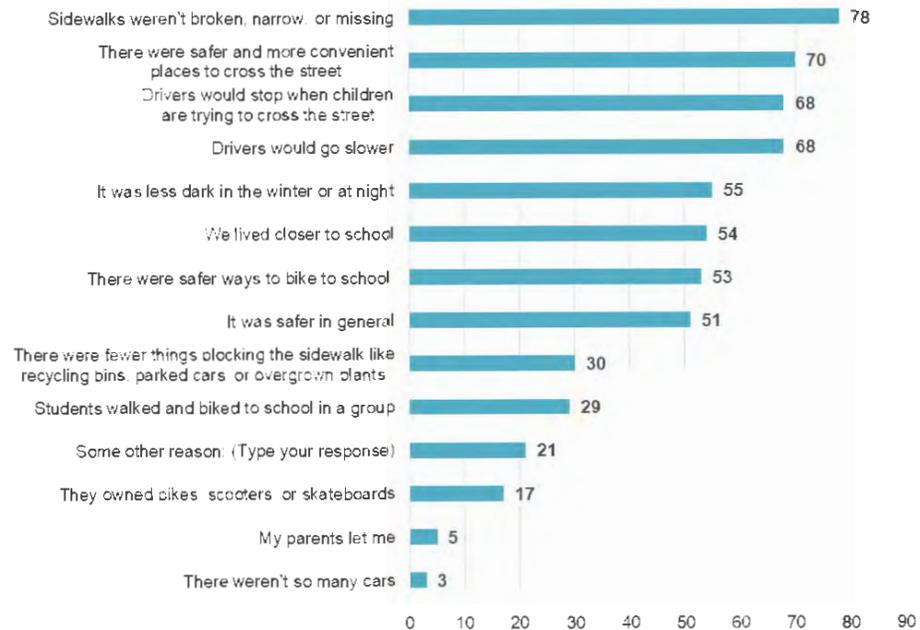


FIGURE 15 I/my child/my students would walk or bike to school more if... (click as many as you like)



LOCATION-SPECIFIC FEEDBACK

The interactive online map allowed respondents to comment on specific streets and intersections, organized by car and traffic, crossings, and sidewalk issues. Engagement levels varied widely across the schools, with some receiving only a single comment while others had more than 30. Three schools, Calwa Elementary, Del Rey Elementary, and West Park Elementary, received no comments. Any pins placed outside the study area were not included in the analysis.

ADDAMS ELEMENTARY SCHOOL

One comment noted speeding on Lafayette Avenue.

CANTUA ELEMENTARY SCHOOL

Most of the Cantua feedback was about sidewalks, with four comments highlighting the lack of sidewalks along the entire school frontage and on Clarkson Avenue. Two comments expressed feeling unsafe crossing Clarkson Avenue, with the lack of lighting and drivers not yielding to pedestrians cited as concerns. One respondent stated they do not feel safe biking along Clarkson Avenue because there is no sidewalk or paved shoulder to ride on.

CARUTHERS HIGH SCHOOL & CARUTHERS ELEMENTARY SCHOOL

Nine comments were submitted, with most noting crossing concerns. Two comments at the intersection of Tahoe Avenue and Raider Avenue noted that cars do not stop for pedestrians and requested a four-way stop. Additional concerns were raised at Clemenceau Avenue and Kincaid Avenue, where drivers reportedly fail to yield, and at Missouri Avenue and Kincaid Avenue, where respondents cited speeding, lack of crosswalks, and no yield signs. One other comment expressed that crossing Clemenceau Avenue in general does not feel safe. Three comments noted the lack of sidewalks on Clemenceau Avenue and Oak Avenue.

POWERS-GINSBURG ELEMENTARY SCHOOL

The two comments for Powers-Ginsburg Elementary cited heavy traffic during pick-up and drop-off and concerns about feeling unsafe crossing Swift Avenue.

RIVERDALE ELEMENTARY SCHOOL, RIVERDALE HIGH SCHOOL, AND FIPPS PRIMARY SCHOOL

Of the 32 map comments submitted, nearly half were about issues related to cars and traffic. Five comments were concentrated on Stathem Street, including concerns about speeding, drivers failing to stop, parents not following

drop-off and pick-up procedures (specifically at Riverdale Elementary School) and drivers making unsafe vehicle maneuvers (such as stopping in the middle of the street to let children out). Additional concerns on Stathem Street included a lack of regulatory signage at intersections with Valentine Avenue and Haslam Avenue. Specific intersections highlighted include:

- Stathem Street and Valentine Avenue
- Stathem Street and Haslam Avenue
- Henson Avenue and Dewey Avenue
- Paloma Avenue and Valentine Avenue
- Paloma Avenue and Haslam Avenue
- Henson Avenue and Valentine Avenue
- Henson Avenue and Islam Avenue

Many respondents expressed feeling unsafe crossing due to drivers failing to stop or drivers speeding. Locations identified included Bradley Street and Alva Avenue, Sherill Avenue and Mt. Whitney Avenue, Feland Avenue and Mt. Whitney Avenue, Feland Avenue and Luna Drive, Marks Avenue and Terry, and Brawley Avenue. Speeding and dangerous vehicle maneuvers were also reported near Fipps Primary School on Feland Avenue. Several comments on Stathem Street noted missing sidewalks.

TRANQUILITY HIGH SCHOOL & TRANQUILITY ELEMENTARY SCHOOL

A total of eight comments were submitted on the map. Crossing the street generated the most concern, with four comments noting that drivers frequently fail to stop for pedestrians at the crossing near Doughty Avenue by the high school, the intersection of Scaggs Avenue and Daniels Avenue, and along Silveria Avenue. Another respondent cited the intersection of Lincoln Avenue and James Road as unsafe for walking, with poor visibility of oncoming traffic when turning west onto Lincoln Avenue.

Cars and traffic issues were raised in three comments, focused on speeding and heavy volumes. Near the elementary school, one respondent observed that pick-up and drop-off activity was poorly organized and reflected a lack of awareness of basic safety practices.

Only one comment was left regarding sidewalks, specifically noting the lack of sidewalks along James Road.

WASHINGTON UNION HIGH SCHOOL & WASHINGTON COLONY ELEMENTARY SCHOOL (EASTON)

The Easton schools received 37 map comments. Many were about missing sidewalks on Elm Avenue and Lincoln Avenue. One comment on Lincoln Avenue also called for improved lighting so people can walk and cross safely after evening games. Twelve comments cited concerns about speeding, drivers failing to stop for pedestrians, and heavy traffic volumes. Most of these were concentrated on Lincoln Avenue, plus one comment each on Larsen Avenue, Clara Avenue, and Willamette Avenue.

B

APPENDIX B RECOMMENDED SAFE ROUTES TO SCHOOL PROGRAMS AND POLICIES

This chapter identifies programs and policies that best respond to Fresno County's varied land use contexts and traffic safety challenges.

Programs and policies are organized by the Safe Routes to School “E”s framework (see inset) and are tailored to address the following four issues that impact school travel:



DRIVER BEHAVIOR



SAFETY KNOWLEDGE



COMMUNITY CULTURE



BUILT ENVIRONMENT

THE “E”S OF SAFE ROUTES TO SCHOOL

Engagement: Listening and involving students, families, teachers, and school leaders in program development and implementation, and working with existing community organizations to build intentional, ongoing opportunities to engage with the program.

Equity: Ensuring that safe routes initiatives benefit all demographic groups, paying particular attention to low-income students, students of color, students with disabilities, unhoused students, and others.

Engineering: Creating physical improvements to streets and neighborhoods that make walking and bicycling safer, more comfortable, and more convenient.

Encouragement: Generating enthusiasm and increased walking and bicycling for students through events, activities, and programs.

Education: Providing students and the community with the skills to walk and bicycle safely, educating them about benefits of walking and bicycling, and teaching them about the broad range of transportation choices.

Evaluation: Assessing the success of different approaches, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach.

Enforcement: Reinforcing safe behaviors (while paying attention to potential equity impacts and reconsidering any strategies that might negatively impact communities of color).

PROGRAM AND POLICY RECOMMENDATIONS BY SCHOOL

There are hundreds of SRTS policies and programs, but not all are appropriate or effective for every school. For example, encouragement events designed to get students walking to school would not be appropriate at rural schools with large enrollment areas that require school buses to safely transport students over long distances. Additionally, programs and policies that are successful for elementary students and families are different from those that are necessary and effective for high schools. To ensure that the policy and program recommendations in this plan have the highest chance of success, the consultant team developed four “school type” profiles corresponding to the schools assessed in this project. School types are defined by the grade level and attendance boundary (neighborhood schools have many students within walking or biking distance, while regional schools draw from a larger area, requiring students to travel to school via bus or vehicle). Policies and program recommendations are customized for each of the school type profiles.

Table 1 lists the policy and program strategies most appropriate for each school type. Based on national best practice and consultant expertise, recommendations in **bold** are likely to be most effective and can be considered higher priorities. Caruthers and Riverdale Schools have

been listed as “neighborhood schools” but there are also many students who travel from outside of the local community, effectively making these regional schools as well. That means that programs from both neighborhood and regional categories should be tailored to their respective groups to serve all commuter types. Full descriptions of each program are available in Table 2.

For all schools, we recommend:

- Skills-based, age-appropriate pedestrian and/or bicycle safety education
- Parent and staff safety education
- Written arrival and dismissal procedures
- Safety training requirement for (high school) student parking passes

TABLE 1 Program and Policy Recommendations by School Type

<p>NEIGHBORHOOD ELEMENTARY SCHOOLS (NES) Addams Elementary, Calwa Elementary, Cantua Elementary, Caruthers Elementary, Powers-Ginsburg Elementary, Riverdale Elementary, Washington Colony Elementary School</p> <ul style="list-style-type: none"> • Active transportation route maps* • Bike rodeos* • Green Commute program* • Golden Sneaker/Golden Bicycle competition* • Walk to School Day and Bike to School Day* • Safety concern forum • School drop-off and pick-up monitors • Traffic gardens • Walking and biking safety assembly* 	<p>REGIONAL ELEMENTARY SCHOOLS (RES) Del Rey Elementary, Fipps Primary, Tranquillity Elementary, West Park Elementary</p> <ul style="list-style-type: none"> • Activity books • Safety concern forum • Transportation storytime • School drop-off and pick-up monitors
<p>NEIGHBORHOOD HIGH SCHOOLS (NHS) Caruthers High, Riverdale High</p> <ul style="list-style-type: none"> • Active transportation route maps* • Green Commute program* • Golden Sneaker/Golden Bicycle competition* • International Walk to School Day and Bike to School Day* • Park and Walk • Reboot Your Commute • Safety training for student parking passes • Youth Task Force 	<p>REGIONAL HIGH SCHOOLS (RHS) Tranquillity High School, Washington Union High</p> <ul style="list-style-type: none"> • Reboot Your Commute • Park and Walk • Safety training for student parking passes • Youth Task Force

DISCLAIMER: Programs denoted with asterisks are intended for students who live within walking or biking distance to school and do not have to cross major arterials with limited crossing enhancements.

PROGRAM AND POLICY GUIDE

Detailed descriptions of all policies and programs are provided in Table 22. School staff and administrators are encouraged to review the recommended programs for their school (Table 1) alongside this full menu and select or modify programs as necessary.

TABLE 2 Recommended Policies and Programs

Policy or Program	Description	Key Issue	Type	Lead agency	Target grade level	School Type
EDUCATION						
Parent and staff safety education campaign	<ul style="list-style-type: none"> School principals and staff understand how to establish expectations for behavior from students. They can also establish expectations for behavior to parents. Prepare and distribute information packets/tip sheets to caregivers and school staff at the beginning of the school year containing materials that emphasize safe behaviors such as adhering to school zone speed limits, being alert for pedestrians and bicyclists, and respecting the school crossing guard(s). 		Program	<ul style="list-style-type: none"> School School District 	All	All
Written arrival and dismissal procedures	<ul style="list-style-type: none"> Prepare and distribute information packets/tip sheets to caregivers and school staff at the beginning of the school year containing school arrival and dismissal rules, procedures, and maps (including bicycle/pedestrian circulation). Encourage parents to reach out to other parents who live near them to create carpool arrangements. 		Program	<ul style="list-style-type: none"> School School District 	All	All
Safety training for high school student parking passes	<ul style="list-style-type: none"> Require mandatory safety training for high school students to undergo safety training to receive a parking pass. This can utilize similar materials as the parent/staff safety training. 		Policy	<ul style="list-style-type: none"> School 	HS	All
Traffic safety training for bus operators	<ul style="list-style-type: none"> Require school bus operators to complete a unit on sharing the road with pedestrians and bicyclists as part of their training and periodic refresher training. 		Policy	<ul style="list-style-type: none"> School District 	All	All

Policy or Program	Description	Key Issue	Type	Lead agency	Target grade level	School Type
Active transportation route maps	<ul style="list-style-type: none"> Develop and distribute walking and bicycling route maps that identify sidewalks, bike lanes, crosswalks, crossing guard placements, and other relevant conditions in the area around the school, as well as estimated walk/bike times. 		Program	<ul style="list-style-type: none"> School School District 	3-5 MS HS	Neighborhood
Message campaign for neighbors or drivers near the school	<ul style="list-style-type: none"> Use yard signs, neighborhood news-letters, or flyers to communicate with neighbors and drivers the need to watch for/yield to pedestrians and cyclists, drive slowly, keep sidewalks clear, and prune vegetation. 		Program	<ul style="list-style-type: none"> School 	All	Neighborhood
Walking and biking safety assembly	<ul style="list-style-type: none"> These single-day events can be held in conjunction with Walk and Bike to School Day. Guest speakers teach the students pedestrian and bicycle safety skills that they can use when walking and biking to school. 		Program	<ul style="list-style-type: none"> School 	3-5	Neighborhood
Activity books	<ul style="list-style-type: none"> These engaging books include activities, worksheets, and illustrations to share information on walking, rolling, and biking with younger students. 		Program	<ul style="list-style-type: none"> School School District 	K-2 3-5	All
Transportation storytime	<ul style="list-style-type: none"> School staff can organize transportation storytime, in which high school students read stories to K-2 classes to encourage them to walk, bike, and take transit with their families. 		Program	<ul style="list-style-type: none"> School School District 	K-2 3-5 [HS]	All
Bike rodeos*	<ul style="list-style-type: none"> Bike rodeos teach children skills related to walking and bicycling safely, which can increase their and their parent's confidence for biking or walking to school. 		Program	<ul style="list-style-type: none"> School School District Fresno County Bicycle Coalition 	3-5	Neighborhood
Traffic gardens*	<ul style="list-style-type: none"> A traffic garden is a set of small-sized streets with scaled-down traffic features where children can practice and learn about biking skills, road safety, and how traffic works. They offer a controlled environment for children to gain confidence and learn how to safely walk, roll, and ride bicycles. 		Program	<ul style="list-style-type: none"> School School District Fresno County Bicycle Coalition 	K-2 3-5	Neighborhood

Policy or Program	Description	Key Issue	Type	Lead agency	Target grade level	School Type
Bike maintenance classes	<ul style="list-style-type: none"> • These courses can teach students of varying ages how to perform basic fixes and maintenance on their bike. Classes may cover bike parts, essential tools, a safety check, flat fixing, brake adjustments and chain resetting, cleaning and lubrication. 		Program	<ul style="list-style-type: none"> • School • Local bike shops 	MS HS	All
Family cycling workshop*	<ul style="list-style-type: none"> • Family cycling workshops gather children and parents in a class with lessons and games on how to fit a helmet, check safety of a bike, communicate with other road users, ride in a straight line and avoid obstacles, and safely navigate streets and intersections. 		Program	<ul style="list-style-type: none"> • School • School District • Fresno County Bicycle Coalition 	3-5 MS	Neighborhood
Skills-based, age-appropriate pedestrian and bicycle safety education for students	<ul style="list-style-type: none"> • Students should receive age-appropriate pedestrian and bicycle education inside and outside of the classroom that is regularly reinforced (e.g., annually) and provides opportunities for skills practice • School-based education works best when integrated into the PE or Health curriculum. This can include • personal safety education to address concerns about bullying, stranger danger, and child abduction. • K-2: Where to walk, crossing the street safely, not running into the street • 3-5: Making sure bikes/brakes work, not looking down at pedals while starting, following the rules of the road/traffic signs • MS: Empowers students with skills to be independent, follow the rules of the road/traffic signs, safety projects • Biking for transportation, motorist safety, safety projects and leadership, special unit on traffic safety in health, science, or social studies 		Program Policy	<ul style="list-style-type: none"> • School District 	All	All
Drive Safe Campaigns/Pace Car Program	<ul style="list-style-type: none"> • Some parents and student drivers are not aware of how their driving behavior can put others at risk. Encourage parents and high school students to sign a safe driving pledge to abide by traffic laws, avoid distracted driving, drive at a safe speed, and respect pedestrians and bicyclists (e.g., by passing at a safe distance). Program participants pledge to drive the speed limit on neighborhood streets, respect pedestrians and bicyclists, and display the Pace Car bumper sticker. 		Program	<ul style="list-style-type: none"> • School • School District • Fresno County Sheriff's Office 	All	All

Policy or Program	Description	Key Issue	Type	Lead agency	Target grade level	School Type
ENCOURAGEMENT						
Publicity for SRTS safety efforts	<ul style="list-style-type: none"> • Provide parents with an informational flyer or email about the SRTS program and what they can do to support it. This may include regular reminders to caregivers encouraging walking and biking to school. • However, this also needs to be very sensitive to income disparities and cultural norms. Deliver presentations on SRTS to school PTA / PTO groups. Establish social media accounts for disseminating information on school division SRTS activities. Distribute an e-newsletter on SRTS activities via a listserv or email marketing service. Deliver presentations on SRTS activities at meetings involving parents, staff, other community members and community leaders. Collaborate with local media to get the word out. Develop a list of potential partners within the community who could help implement elements of a division-wide SRTS program and reach out to them. 		Program	<ul style="list-style-type: none"> • School • School District 	All	All
Advertising campaign to promote active travel to school*	<ul style="list-style-type: none"> • Explicitly encourage students to walk, roll, and bike to school as a form of physical activity. 		Program	<ul style="list-style-type: none"> • School • School District 	All	Neighborhood
After school bike clubs or summer camps*	<ul style="list-style-type: none"> • These activities further develop the bike culture in the school community by educating and encouraging students to bike as a form of physical activity. 		Program	<ul style="list-style-type: none"> • School • School District 	MS HS	Neighborhood
International Walk to School Day and Bike to School Day*	<ul style="list-style-type: none"> • International Walk to School Day is held in October to celebrate walking to school; Bike to School Day is held in May and celebrates biking to school, although typically children both walk and bike on both days. Walk and Bike to School Days encourage families to try out walking in a supportive environment. It might be only one day, but it allows staff and parents to envision what it might look like if most students who aren't bussed were to walk or bike to school. It may result in minor mode shift, but it's more about social norming and shifting opinions. This is a heavy lift for many schools, especially low-income schools, so it should be supported or encouraged at the County or School District level. Once established, they can lead to monthly walking/bicycling events to maintain momentum and enthusiasm. 		Program	<ul style="list-style-type: none"> • School • School District • Fresno County Bicycle Coalition 	All	Neighborhood

Policy or Program	Description	Key Issue	Type	Lead agency	Target grade level	School Type
Green Commute program*	<ul style="list-style-type: none"> Track and reward students who have “green commutes” (walk, roll, skateboard, bike, or take transit) with incentives or prizes. Green commute programs require a system for tracking student trips. For example, students can be assigned a punch card that volunteers or teachers can punch each time a trip is completed. 		Program	<ul style="list-style-type: none"> School School District 	3-5 MS HS	Neighborhood
Golden Sneaker/ Golden Bicycle competition*	<ul style="list-style-type: none"> Reward the class with the highest participation during Walk to School Day, Bike to School Day, or a frequent walker/bicyclist program. 		Program	<ul style="list-style-type: none"> School School District 	3-5 MS HS	Neighborhood
Walking school buses and bike trains*	<ul style="list-style-type: none"> Walking school buses and bike trains are groups of children who walk or bicycle to school together with adult supervision. Organize parent or community volunteers to “pick up” students on their walk or bike ride to and from school. 		Program	<ul style="list-style-type: none"> School School District 	3-5 MS	Neighborhood
Reboot Your Commute	<ul style="list-style-type: none"> Reboot Your Commute is an event that encourages high school students to walk, bicycle, carpool, or take transit to school. These events can be hosted School District-wide and held over a month-long time frame. Students can write or draw on display boards to publicly share their reasons for and experience walking, rolling, bicycling, taking transit, or carpooling to school. The event can also be paired with giveaways. 		Program	<ul style="list-style-type: none"> School School District 	HS	All
Youth Task Force	<ul style="list-style-type: none"> Developing a Youth Task Force with high school student representatives who care about transportation, climate change, and health can be a great way to establish young local leaders. Student members of the Youth Task Force plan events and activities to encourage walking and biking to school. Work with high school students and/or others to create signage, social media, and/or other campaigns on pedestrian and bicyclist awareness and safety at and around schools. 		Program	<ul style="list-style-type: none"> School School District 	HS	All
Safe Routes to School Task Force	<ul style="list-style-type: none"> Establish a SRTS task force or designate an existing task force/committee to serve as a SRTS task force. Recruit members from the county, school district, schools, community leaders, and community organizations. Use this task force to coordinate efforts across schools and share resources. Meet bi-monthly or quarterly as program momentum is built. Expand the task force to include additional neighborhoods as the program grows. 		Program	<ul style="list-style-type: none"> School District 	All	All
Park and walk*	<ul style="list-style-type: none"> This program encourages parents to park or drop-off students at a designated location from which students can walk or bicycle to school, either with their parent or as part of a walking school bus or bicycle train. 		Program Policy	<ul style="list-style-type: none"> School 	All	All

Policy or Program	Description	Key Issue	Type	Lead agency	Target grade level	School Type
ENFORCEMENT						
Crossing guards	<ul style="list-style-type: none"> Place crossing guards at elementary schools and middle schools to facilitate safe access to the school property. Consider partnering with Safe 2 School to organize crossing guard training, recruit additional crossing guards, or encourage parents to volunteer as crossing guards or to direct traffic. 		Program	<ul style="list-style-type: none"> School 	K-2 3-5 MS	All
School drop-off and pick-up monitors	<ul style="list-style-type: none"> Ask school personnel to assist with drop-off and pick-up by standing at key locations and providing direction to parents and children. This will reinforce school procedures on and around the school campus. 		Program	<ul style="list-style-type: none"> School 	All	All
Speed feedback signs	<ul style="list-style-type: none"> Digital signs located near schools show the speed that vehicles are traveling. 		Program	<ul style="list-style-type: none"> School District County of Fresno Public Works 	All	All
ENGINEERING						
School bonds	<ul style="list-style-type: none"> Consider trying to pass a school bond to fund school facility upgrades and Safe Routes to School capital infrastructure projects, such as pathways and sidewalks leading to and through the campus and bike racks. This can also be used to fund facility maintenance and repair. 		Policy	<ul style="list-style-type: none"> School District County of Fresno 	All	All
Pop-ups/ temporary demonstrations	<ul style="list-style-type: none"> Installing temporary infrastructure treatments like crosswalks, curb extensions, and roundabouts can show how easy it is to make changes that make it safer and more inviting for children to walk and bicycle to school. Temporary demonstration projects allow the County to collect feedback from the public and refine the treatment before installing it permanently. 		Program	<ul style="list-style-type: none"> School District County of Fresno Public Works 	All	All
EVALUATION						
Evaluation and performance monitoring	<ul style="list-style-type: none"> Regularly evaluate effectiveness of pedestrian and bicycle infrastructure on and near school campuses to ensure that it is well-maintained, and any safety hazards are addressed. Establish goals and performance targets, and then regularly assess progress toward meeting them. 		Policy	<ul style="list-style-type: none"> County of Fresno Public Works 	All	All

Policy or Program	Description	Key Issue	Type	Lead agency	Target grade level	School Type
Forum for safety concerns	<ul style="list-style-type: none"> Establish a virtual forum for parents, teachers, staff and students to report pedestrian and bicycle safety concerns. 		Program	<ul style="list-style-type: none"> School School District 	All	All
Surveys on travel behavior to and from school and barriers to walking and biking	<ul style="list-style-type: none"> Continue to collect mode share data for the school and determine how travel patterns may shift as a result of SRTS efforts. 		Program	<ul style="list-style-type: none"> School 	All	All
EQUITY						
Identification of participation gaps	<ul style="list-style-type: none"> Use the results of evaluation efforts to identify gaps in participation. Develop and implement a strategy to ensure all population groups feel comfortable participating in the SRTS program. This strategy may include targeted outreach or adjustments to the programs. Look particularly at students generally under-represented in active travel: e.g., students of color, female students, and students with disabilities. 		Program	<ul style="list-style-type: none"> School School District 	All	All
Free bicycle helmets and bike locks	<ul style="list-style-type: none"> Schools might partner with another community organization to acquire and fit the helmets for students who do not have them. Helmet and bike lock giveaways should be coordinated with bicycle safety education or skills practice and should include instruction on helmet safety. 		Program	<ul style="list-style-type: none"> School School District County Sherrif's Office Fresno County Bicycle Coalition 	3-5 MS HS	All
Lock library*	<ul style="list-style-type: none"> Maintain a library of bicycle locks to be available for students locking their bikes at school. 		Program	<ul style="list-style-type: none"> School School District 	3-5 MS HS	NES NMS NHS
Spanish translation of Safe Routes to School materials	<ul style="list-style-type: none"> Ensure materials reach non-English speaking students and families by developing education and encouragement materials in Spanish. 		Program	<ul style="list-style-type: none"> School School District 	All	All

DISCLAIMER: This program should be targeted to students who live within walking or biking distance to school and do not have to cross major arterials with limited crossing enhancements. If most students at the school must cross these roadways, this program or policy should be of lesser priority.

**FRESNO COUNTY SAFE ROUTES TO
SCHOOL PLAN**

