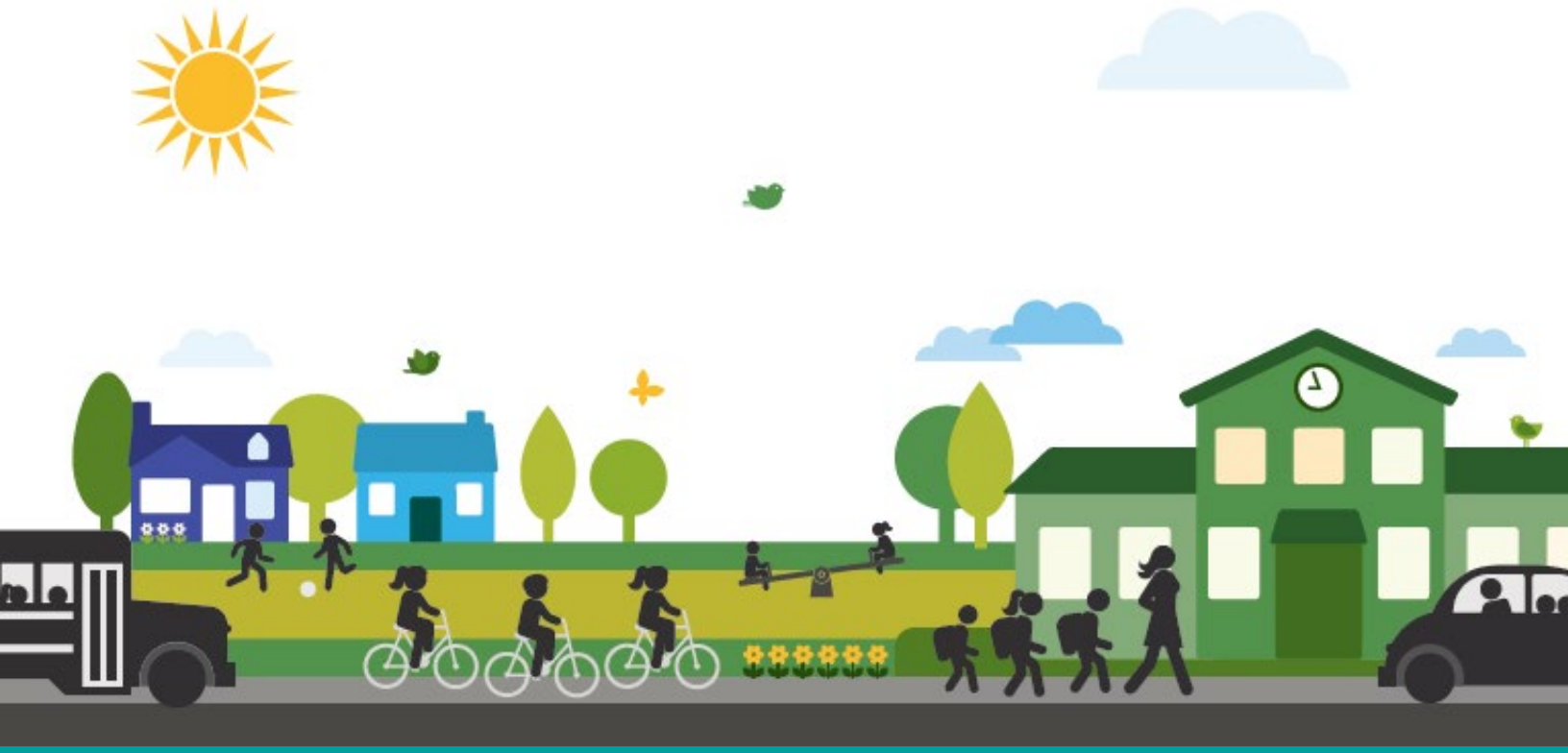

San Mateo County Safe Routes to School

Five-Year Evaluation Report

2015–2016 to 2019–2020 School Years

June 2022

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San Mateo County SAFE ROUTES TO SCHOOL
Healthy Kids • Green Communities • Safe Journeys

SAN MATEO COUNTY OFFICE OF EDUCATION

C/CAG
City/County Association of Governments of San Mateo County

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Chapter 1. Introduction and Program History

Safe Routes to School (SRTS) has deep roots in San Mateo County. Beginning in 2011, the City/County Association of Governments (C/CAG) received regional funding as the County's Congestion Management Agency to develop and implement SRTS activities for the 23 school districts in the county. C/CAG partners with the San Mateo County Office of Education (SMCOE), which administers the countywide SRTS program, making it one of only a handful of educational institutions in California to lead SRTS efforts.

As with many SRTS programs, San Mateo County SRTS program organizes the activities around the "Es" of SRTS, namely education, encouragement, engagement, evaluation, engineering, and more recently equity. The Es and their associated activities support the overarching goal of the San Mateo County SRTS program, which is "to encourage children and their parents to carpool or to take an active mode of transportation to school to reduce traffic congestion and improve air quality."

VISION FOR SAN MATEO COUNTY SRTS

The efforts of SRTS in San Mateo County result in less traffic congestion around schools; improved air quality; a greener, healthier community; and an increase in self-reliance among San Mateo County children who walk and bike to school. SRTS is the catalyst for teaching children traffic safety skills and encouraging them to take an active mode of transportation to school. San Mateo County communities support this initiative with infrastructure that provides safe passage for children.

Purpose of the Evaluation

This Five-Year Evaluation of the San Mateo County SRTS program assesses the program performance from the 2015–2016 through 2019–2020 school years. The report highlights data collected by the program staff, grantees, and partners, as well as regional and state data sources. This report looks back at the previous five years of programming, building on the *San Mateo County Safe Routes to School Five-Year Evaluation (2010-2011 – 2014-2015 School Years)*.

Organization of This Report

The remainder of Chapter 1 provides information about the structure of the program, partnerships, and funding that impact program delivery.

Chapter 2, Data Collection and Methodology, provides a summary of data collected over the past five years as well as that collected specifically for this project, and outlines the analyses conducted for the evaluation.

Chapter 3, Findings, presents the results of the evaluations, considering program engagement and reach, equity focus, school transportation modes, and a safety analysis.

Chapter 4, Next Steps, outlines policy recommendations and program sustainability, which will set up SMCOE and C/CAG to develop a forward-looking Five-Year Strategic Plan for SRTS, which will guide resource distribution and focus staff on key areas of the program.

Goals of the SRTS Program

The overall goal of the San Mateo County SRTS program is to encourage children and their parents to carpool or to take an active mode of transportation to school to reduce traffic congestion and improve air quality. This is achieved through education on pedestrian and bicycle safety as well as awareness of human impact on the environment.

Each partner agency has a separate set of goals for the program, based on their unique roles and reasons for funding the program, shown in Table 1. Given these different goals, this report evaluates success in terms of program engagement and reach, equity, school transportation modes, and safety.

Table 1. Comparison of C/CAG and SMCOE Goals for the San Mateo County SRTS Program

C/CAG's Goals	SMCOE's 2019–2020 Goals
• Increase the number of children safely walking and bicycling to school. • Assist school and community members to identify and address unsafe conditions. • Reduce traffic congestion around schools. • Create safer, calmer streets and neighborhoods. • Develop a sustainable SRTS program in San Mateo County.	• Create program options that reflect the needs of individual schools. • Deliver the SRTS program with an equity lens. • Assist schools and their municipalities in collaboration efforts. • Promote walking and biking culture across the county. • Provide professional development opportunities for SRTS stakeholders, including options for remote learning.

The Six Es

SRTS programs typically focus activities around the six Es framework, which provides a comprehensive, integrated approach to programming and promoting transportation alternatives for the school commute.

The six Es are described here:

- **Education**: Providing students and the community with the skills to walk and bicycle safely, educating them about the benefits of walking and bicycling, and teaching them about the broad range of transportation choices.
- **Encouragement**: Generating enthusiasm and increased walking and bicycling for students through events, activities, and programs.
- **Enforcement**: Deterring unsafe traffic behaviors and encouraging safe habits by people walking, bicycling, and driving in school neighborhoods and along school routes.
- **Engineering**: Creating physical improvements to streets and neighborhoods that make walking and bicycling safer, more comfortable, and more convenient.
- **Evaluation**: Assessing which approaches are more or less successful, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach.

- **Equity**: Ensuring that SRTS initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others.

In June 2020, the Safe Routes Partnership announced that they officially dropped enforcement as one of the SRTS Es and adopted a new E: engagement. This shift addresses equitable access to safe active transportation and has facilitated dialogue about racial equity, accessibility, transportation, community safety, and social justice. SRTS continues to be a community-focused program that draws from the experiences, expertise, knowledge and leadership of students, educators, and community members and aligns with other community-driven initiatives. It is about engaging community members to make walking and biking safe for all children, especially those who live in underserved communities and those who walk and bike out of necessity. While law enforcement will continue to be partners in this effort, enforcement is not the principal factor of a successful SRTS program.

San Mateo County SRTS Program Structure

The San Mateo County SRTS program is a partnership between the C/CAG and the SMCOE (see Figure 1). C/CAG is the funding agency and program administrator for the SRTS program. SMCOE serves as the lead agency managing day-to-day operations and project implementation activities.

To encourage and enable school children to walk, bicycle, carpool, and use transit as means of getting to school, SMCOE provides activities that decrease congestion around school sites, reduce school-related travel emissions, and improve the health, well-being, and safety of student participants. As of 2022, SMCOE has four staff supporting SRTS activities: an SRTS coordinator, a project specialist, an AmeriCorps fellow, and an administrative assistant.

SMCOE administers a grant award program that funds SRTS coordinator positions at school districts. These school district SRTS coordinators organize activities at their schools and work with pre-approved vendors to deliver direct education and encouragement programming to students. SMCOE also provides facilitation, professional development, outreach, and countywide event coordination.

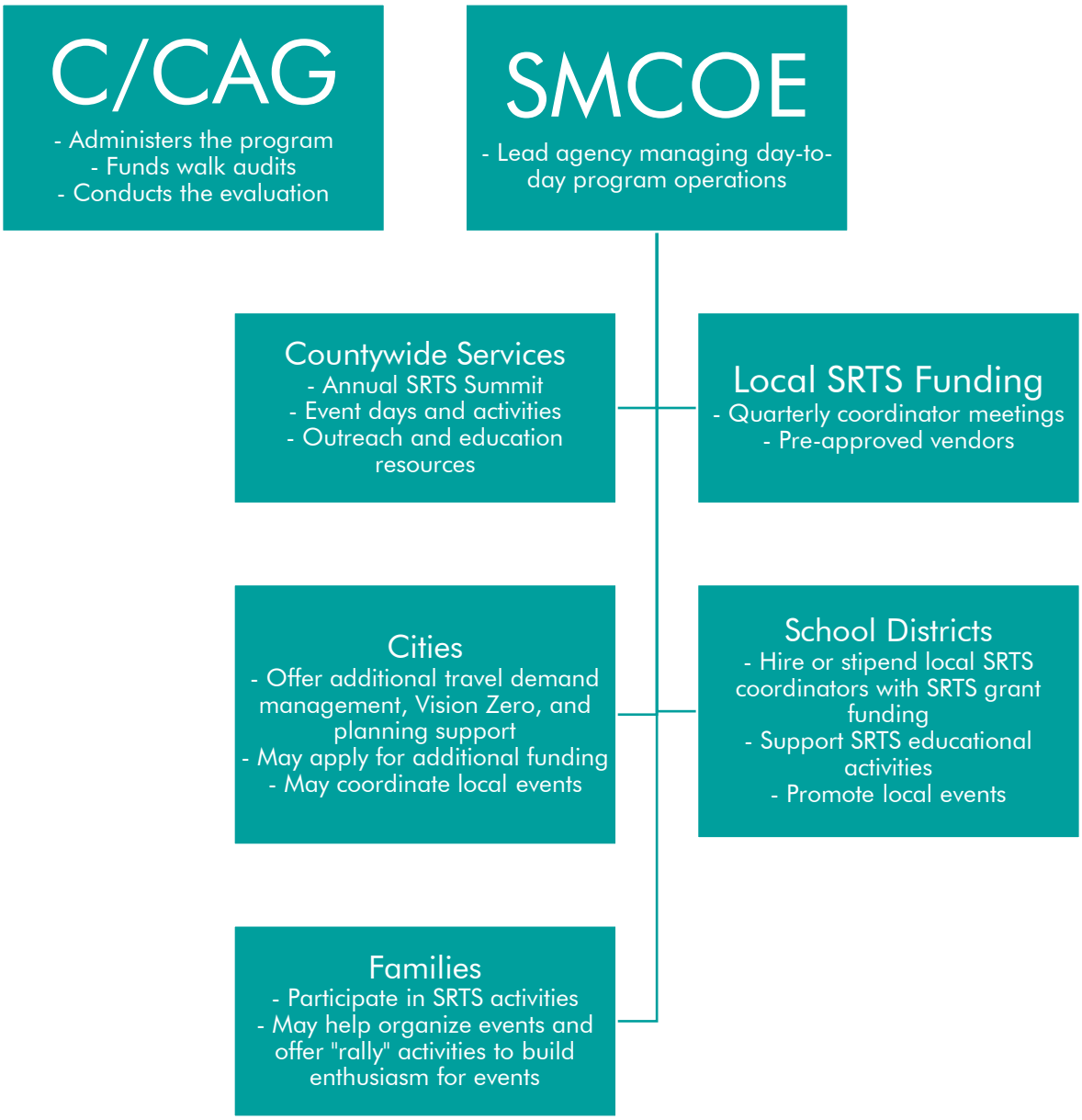


Figure 1. Structure of the San Mateo County SRTS Program

Countywide Partnerships

Support from and support to partners have been the backbone of the San Mateo County SRTS program. The program has not only enjoyed broad partner support for implementation of project activities, but also has in turn provided learning opportunities to its partners. Partner agencies and organizations include:

- Accent on Languages
- Active Transportation Resource Center
- Alta Planning + Design
- Bay Area BikeMobile
- Bay Area Children's Theatre
- Bay.org
- Beeline Bikes
- Belle Haven Action
- California Office of Traffic Safety (OTS)
- Caltrans
- City of Brisbane
- City of Daly City
- City of East Palo Alto
- City of Half Moon Bay
- City of Menlo Park
- City of Millbrae
- City of Pacifica
- City of Redwood City
- City of South San Francisco
- Community Trust
- County of San Mateo
- Ecology Action
- KidPower
- Kimley-Horn
- Marine Science Institute
- Metropolitan Transportation Commission
- MusicNotes
- Parents for Safe Routes
- Parisi Transportation Consulting
- Peninsula Health Care District
- Peninsula YMCA–YBikes
- Perfection on Wheels
- Recycle Works
- Redwood City 20/20
- Reimagine SamTrans
- Richmond Blue Print
- Safe Kids Coalition
- Safe Moves
- SamTrans – Art Takes a Bus Ride
- San Mateo County Health Policy and Planning
- San Mateo County Health System
- San Mateo County Office of Sustainability
- San Mateo County Transportation Authority
- Sequoia Healthcare District
- Shows That Teach
- Silicon Valley Bicycle Coalition
- Spare the Air Youth
- Stanford Children's Health
- Stanford University
- Strategic Energy Innovations
- Transportation Equity Allied Movement
- UC Davis Cooperative Extension
- Wheel Kids

VISION ZERO EFFORTS AND SRTS

Vision Zero efforts, which aim to eliminate all traffic deaths and serious injuries, are gaining momentum nationally and in San Mateo County communities. SRTS and Vision Zero are closely aligned because they prioritize the safety of people, complete streets, and greener communities in working toward healthier places to live.

The City of San Mateo adopted a Vision Zero policy in the 2015 Sustainable Streets Plan, and Daly City adopted the County's first Vision Zero Action Plan in 2020, while South San Francisco adopted Vision Zero goals in 2021. SRTS can support those efforts by involving students and school communities in safety campaigns and messaging and identifying needed improvements, as well as other outreach and support for Vision Zero activities.

Further reading: www.saferoutespartnership.org/resources/report/vision-zero-and-safe-routes-school and https://bikesiliconvalley.org/resources/vision-zero-toolkit/.

School Districts

San Mateo County SRTS conducts outreach and provides technical assistance to all districts. Of the 23 districts in the county, 17 have received grants to deliver SRTS activities. Many others have received direct support or meeting facilitation, participated in SRTS events, and received other services from the SRTS program.

- Bayshore School District School District (SD)
- Belmont-Redwood Shores Elementary SD
- Brisbane Elementary SD
- Burlingame Elementary SD
- Cabrillo Unified SD
- Jefferson Elementary SD
- Las Lomitas SD
- Menlo Park City Elementary SD
- Millbrae Elementary SD
- Portola Valley Elementary SD
- Ravenswood City Elementary SD
- San Carlos Elementary SD
- Pacifica SD
- Redwood City SD
- San Mateo Foster City SD
- Sequoia Union High SD
- South San Francisco Unified SD
- St. Veronica Elementary

SRTS Coordinators

SRTS coordinators are designated staff who support SRTS programming as part of their position. They are essential to the success of local SRTS programs, working with district staff and local school communities to organize and promote activities. Coordinators can support district and school administrators in meeting the following grant requirements:

- Attending quarterly meetings
- Working closely with school administration to facilitate and collect student tallies and parent/caregiver surveys
- Complying with SRTS funding guidelines and restrictions
- Providing quarterly activity reports and coordinating with the Business Office for financial reports
- Working with administrators to determine and execute SRTS program plans
- Scheduling and contracting with approved vendors
- Providing communication and support for encouragement events
- Coordinating with City/County and jurisdiction for safe infrastructure around schools
- Troubleshooting safety concerns from parents and administrators
- Facilitating the SRTS application process

SRTS coordinators may be school district or city staff, or other agency staff serving in that capacity. For example, SMCOE provides funding to districts to supplement staff time to support SRTS activities (see the following section). SMCOE also provides funding to hire SRTS coordinators directly in some cases.

Program Funding

The San Mateo County SRTS program is funded through a variety of sources:

- The C/CAG-sponsored Measure M imposed an annual fee of $10 on motor vehicles registered in San Mateo County for transportation-related traffic congestion and water pollution mitigation programs.
- Metropolitan Transportation Commission's Climate Initiative Program, which is federally funded by the Federal Congestion Mitigation and Air Quality Improvement Program.

In addition, SRTS staff have successfully applied for the following grants, which enable them to provide more services to more communities:

- **California Active Transportation Program Cycle 1**: In 2014, SMCOE won a California Active Transportation Program (ATP) grant, which funded the development of the Safe Routes for Health and Wellness campaign in 2018 to 2022. Safe Routes for Health and Wellness seeks to create and foster a culture of active transportation at underserved schools in San Mateo County. This funding made standards-aligned curriculum available to all schools in San Mateo County, and fostered stronger communication and partnerships between City/County personnel and their respective schools.
- **California OTS**: In May 2020, the San Mateo County SRTS program was awarded a grant from the California OTS for the third year in a row. This grant has allowed the program to focus on priority schools in under-resourced areas of the county where the majority of students receive free and reduced price meals. Students in low-income areas often walk and bike to school out of necessity. The OTS grant has enhanced the equity lens of the SRTS program by providing more access to education and encouragement, community engagement, walk audit assessments, and free bike helmets to schools with a high rate of bike/pedestrian collisions within a quarter-mile radius of the school and with high rates of poverty.
- **SRTS and Green Streets Infrastructure Pilot Program**: In 2017, C/CAG funded 10 SRTS infrastructure projects at 12 San Mateo County schools. The projects supported efforts to reduce pollutants coming directly from vehicles through support of walking, biking, and transit.

Local SRTS Efforts Funded by Other Organizations

In addition to the countywide SRTS efforts, several local communities have received or allocated funding in support of local SRTS programs:

- **Menlo Park SRTS Plan**: The City of Menlo Park identified SRTS as a top-five priority and conducted outreach to develop a Safe Routes to School Strategy in 2019 and hire an SRTS coordinator.
- **San Carlos SRTS Plan**: Beginning in 2019, the San Carlos SRTS project developed SRTS Improvement Plans and created suggested routes to school maps for six schools in San Carlos.
- **San Bruno SRTS Plan**: The San Bruno SRTS Plan is identifying infrastructure improvements and proposing program activities such as education and enforcement needed to improve safety conditions at 12 schools within the San Bruno Park School District and San Mateo Union High School District. The SRTS Plan will be completed by the end of 2022.

SRTS Grants Administered by the San Mateo SRTS Program

SMCOE administers a yearly grant for local school districts and jurisdictions to provide a stipend to an existing staff person to add SRTS duties or to hire a dedicated SRTS coordinator and implement SRTS activities. Table 2 provides an overview of funding allocated in the past five years.

Table 2. San Mateo County SRTS Funding to School Districts, 2015–2016 through 2019–2020 School Years

District/Agency	2015–2016	2016–2017	2017–2018*	2018–2019	2019–2020
Belmont-Redwood Shores SD	$47,000	$21,500	N/A	$27,000	$21,000
Brisbane Elementary SD	$12,256	$12,500	N/A	$16,000	$10,000
Burlingame Elementary SD	$62,500	$21,500	N/A	$27,000	$17,000
Cabrillo Unified SD	$57,000	$31,000	N/A	$33,000	$30,000
City of South San Francisco	$33,000	$10,000	N/A	N/A	N/A
South San Francisco Unified SD	N/A	N/A	N/A	$12,000	N/A
Jefferson Elementary SD	$19,000	$26,000	N/A	$24,000	$8,500
La Honda-Pescadero	N/A	N/A	N/A	$22,000	N/A
Las Lomitas Elementary SD	N/A	$15,000	N/A	$14,000	$8,000
Menlo Park City SD	$13,000	N/A	N/A	$16,000	$10,000
Millbrae SD	$46,250	$22,000	N/A	N/A	N/A
Pacifica SD	$35,000	$30,000	N/A	$26,000	$17,000
Portola Valley	$12,550	N/A	N/A	N/A	N/A
Ravenswood City SD	$52,000	$14,444	N/A	$26,000	N/A
Redwood City 2020	$60,000	$35,000	N/A	$35,000	$43,500
San Mateo - Foster City	$68,000	$31,000	N/A	$42,000	$30,000
San Carlos SD	$28,000	$21,500	N/A	$27,000	$17,000
Sequoia Union High SD	$30,770	$24,000	N/A	$14,000	$28,000
Total	$576,326	$315,444	N/A	$361,000	$240,000

** Funding was not awarded in fall 2017 because it was the end of a five-year grant cycle with Caltrans. The new funding was awarded in late fall 2017 and Memoranda of Understanding were sent out in January 2018 for January 2018 to June 2019 (1.5 years).*

N/A: not applicable

In addition to the funding for coordinators, SMCOE awarded approximately $20,000 of mini-grants in 2017–2018 and 2018–2019, shown in Table 3.

Table 3. Mini-Grant Awards

Name of School	Name of Project (if applicable)	Amount Requested	Amount Awarded
Woodside High School	Bike Shed Program	$5,000	$5,000.00
Woodrow Wilson	Safe Walking Program	$5,000	$3,572.00
Redwood High School	YBike Bike Shed	$5,000	$5,000.00
Parkway Heights Middle School	N/A	$5,000	$3,000.00
George Washington Elementary	N/A	$1,635	$2,178.00

N/A: not applicable

Chapter 2. Data Collection and Methodology

This chapter outlines the data used in this evaluation, including stakeholder input, and the methodology used for the findings in the following chapter.

This evaluation report relies on data collected by San Mateo County Office of Education (SMCOE) Safe Routes to School (SRTS) staff over the five-years under consideration. In addition, the evaluation team conducted a series of outreach events for this evaluation report and SRTS Strategy. The evaluation team worked closely to engage with various stakeholders through several platforms.

Data Collection

This evaluation report uses data from a variety of sources, shown in Table 4. Due to the COVID-19 pandemic, widespread school closures from March 2020 through spring 2021 prevented typical data collection. SMCOE and local SRTS staff collected other data about participation and interest in other activities offered during this time.

Table 4. Data Collected

Data Source	Time Period/ Frequency	Description and Considerations	Responses
Student Travel Tallies	2014–2015; 2018–2019	Students raise their hands or complete a travel survey to indicate how they got to and from school. Teachers or SRTS coordinators typically collect this data.	215,388
Parent/ Caregiver Surveys	2016–2017; 2018–2019	Online English and Spanish surveys asked caregivers how their students travel to and from school, the distance their family lives from school, challenges associated with walking and biking, and their overall attitudes toward active modes of transportation.	13,656
Partner Survey	Fall 2021	The evaluation team developed this online survey to solicit feedback from SRTS practitioners and partners.	19
Focus Groups/ Interviews	Fall 2021	The evaluation team conducted one focus group and held nine interviews for this evaluation report.	15 focus group recipients; nine interviews
Funding Allocations	Annual	SMCOE tracks the countywide SRTS funding provided to local districts and other eligible entities in support of SRTS coordinator positions and other local efforts.	N/A

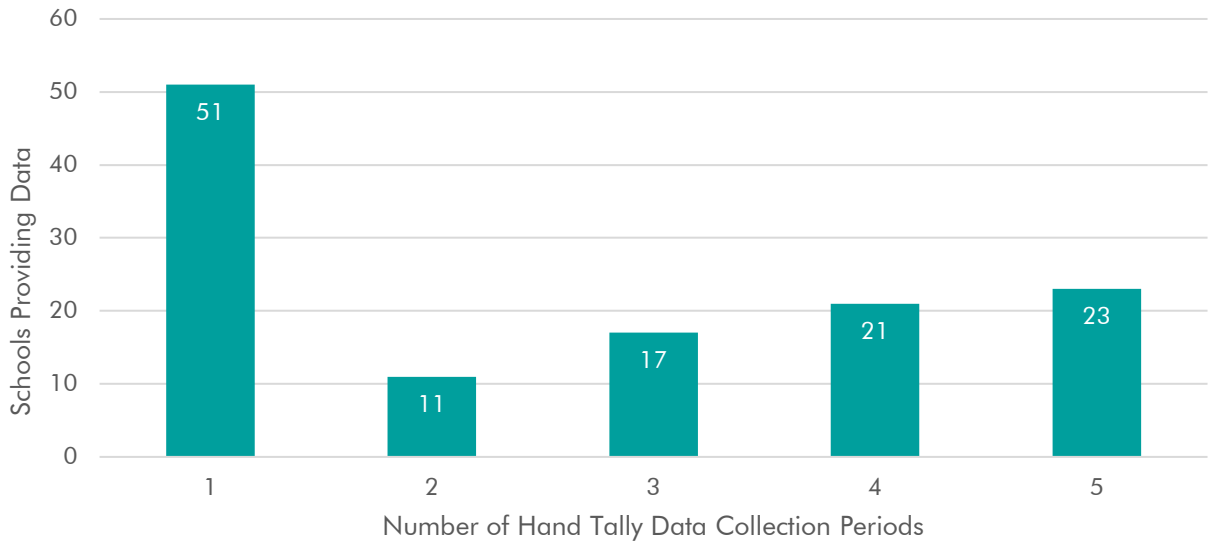
N/A: not applicable

Data Limitations

The student travel tally process is a volunteer effort that schools decide whether or not to participate in. As such, data collected is dependent on a school's ability to participate at the time of the hand tally process. Since schools must opt in, student travel tallies are not collected consistently from each school every year—and within those schools, different grades and classrooms may provide data. Each teacher must be willing and have the capacity to collect the data, and many teachers opt out, despite the tallies being a requirement of the funding. Some communities focus on one tally data collection period a year, to reduce the data collection burden on teachers.

Figure 2 shows that the majority of schools provided data during only one time period over the five-year period under analysis. Due to the wide variation in schools represented during each data collection period, a year-by-year chart is not representative of the overall population.

Only 33 schools have data in both 2015–2016 and 2019–2020 school years and have been included in the five-year comparison analysis.



Source: Hand Tally Data 2015–2016 to 2019–2020

Figure 2. Number of Hand Tally Data Collection Periods per School, 2015–2016 through 2019–2020

Additional notable data considerations include the following:

- Each schools' land use, transportation options, and program engagement vary, so it is difficult to compare mode shift for different groups of schools.
- Parent/caregiver survey data are self-reported and may over-report parents who are favorable toward active transportation modes.
- Historical data did not always exist for all schools in the analysis.

Stakeholder Feedback

The evaluation team conducted outreach to learn about stakeholders' likes, needs, and opportunities related to the San Mateo County SRTS program.

Community Advisory Committee

SMCOE convened a Community Advisory Committee (CAC) to guide the development of this evaluation, along with development of a youth-based high-injury network and a Five-Year Strategic Plan. The evaluation team met with the CAC every other month, and held a focus group conversation with 15 members of the CAC in November 2021 to assess the current program and identify challenges and opportunities. Participants included various partners (City/County staff, local organizations, volunteers) and a few SRTS coordinators that received SRTS grant funding from SMCOE.

Stakeholder Key Informant Interviews

The stakeholder key informant interviews aimed to solicit feedback from the SRTS program, more specifically, within the context of the pandemic and existing challenges and opportunities. In general participants appreciate the SRTS program, program staff, and the variety of program resources offered.

The major takeaways were as follows:

- Adapting to virtual SRTS resources helped students walk and roll more, even if bus ridership declined.
- SMCOE SRTS staff are flexible and understanding. They provided bilingual events and resources and overall impressed participants.
- The program benefitted SamTrans by serving as a middleman between schools and regional departments.
- The program was leveraged to expand their regional network and was intentional about SRTS funding based on needs.

The key informants recommended three changes for the program:

1. Funding for infrastructure improvements
2. Longer grant cycles to continue SRTS momentum
3. More public transportation options

All three suggested changes are beyond the SRTS staff's decision-making authority, but it may be possible to coordinate with other agencies or solicit other funding to address these issues. For example, SMCOE secured technical assistance funding for walk audits to identify infrastructure recommendations. In addition, in 2019 SamTrans struggled to get information about school start times for the School Tripper buses, and SMCOE supported a meeting with school staff and SamTrans to convey the necessary information.

Partner Surveys

In December 2021, the evaluation team created a survey to obtain feedback from partners about the SRTS program. A total of 19 surveys were completed. The majority of the respondents (53%) had participated in countywide walking/biking encouragement events; 47% participated in assemblies or in-class workshops for students. In addition, the majority of survey respondents funded their efforts to help students walk or bike to school safety through San Mateo County SRTS grant funding (63%). Other participants used City general funds (21%), and the Office of Traffic Safety (OTS) Grant (16%) to fund SRTS programming.

Some of the implemented policies and infrastructure include designated bike parking or bike racks (68%), crossing guards (58%), SRTS supportive policies (53%), student safety patrol (32%), and SRTS infrastructure improvements (32%) in the last five years.

School Prioritization Analysis

In 2017, the San Mateo County SRTS program partnered with San Mateo County Health to develop *Creating Safer Streets Near Schools*, which identified schools in high poverty areas close to intersections with a high amount of pedestrian and bicyclist collisions. That analysis also considered historical SRTS funding to determine which schools were receiving funding, and which could benefit from additional technical assistance. The analysis resulted in prioritizing 10 public schools.

This 2022 analysis updates the approach with recent collision data, and uses free and reduced price meal eligibility rates, which are collected at the school level (Table 5). The previous poverty metric assumed that families attend the school they live closest to, which is not always the case. Some schools that serve wealthier families may be located in neighborhoods that may be high need and vice versa: College Park in the San Mateo-Foster City School District is a low-need school in a high-need neighborhood. Many students from the neighborhood ride the bus to other schools and would still benefit from infrastructure improvements in their neighborhood.

Table 5. Comparison of the School Prioritization Analysis Process, 2017 and 2022

Analysis Approach	2017 School Prioritization	2022 School Prioritization
High numbers of collisions near schools	SWITRS, 2009–2013 data, collisions within ¼ mile of schools	SWITRS, 2014–2020 data, collisions within ¼ mile of schools
High poverty rates near schools	American Community Survey, 30% or more households below 200% of the Federal Poverty Level by Census Tract	California Department of Transportation free and reduced price meal data, 2020–2021 school year, schools over 75% eligibility

Collision data from the California Statewide Integrated Traffic Records System (SWITRS) was collated and analyzed to establish a "snapshot" of the high-injury network surrounding San Mateo County public schools. High-collision schools were defined as those above the 85th percentile of bike and pedestrian collisions within a quarter-mile radius of schools. To calculate these schools at or above the 85th percentile, ArcGIS was used to map bike and pedestrian collisions within a quarter-mile buffer of all 172 public schools. The collisions were then spatially joined to the quarter-mile buffer, giving the count of bicycle and pedestrian collisions within a quarter-mile radius from each school. Schools with bicycle and pedestrian collisions counts above the 85th percentile of all schools were selected as high-collision schools. These schools represented a small percentage of schools but accounted for a larger share of all the collisions occurring in the county from 2014 to 2020.

The 85th percentile of schools accounted for 15% of all public schools, and 54% of all the bike and pedestrian collisions around these schools (representing 448 total crashes):

- Thornton High (41 crashes)
- Sequoia High (31)
- North Star Academy (27)
- Woodrow Wilson Elementary (27)
- McKinley Institute of Technology (26)
- Spruce Elementary (24)
- Summit Preparatory Charter High (22)
- Hoover Elementary (22)
- KIPP Valiant Community Prep (22)
- Everest Public High (22)
- Jefferson High (22)
- Benjamin Franklin Intermediate (19)
- Rocketship Redwood City (18)
- East Palo Alto Academy (17)
- Washington Elementary (17)
- Burlingame High (17)
- Lomita Park Elementary (17)
- Menlo-Atherton High (16)
- Bayshore (16)
- Cesar Chavez Ravenswood Middle (16)
- San Mateo High (15)
- Thomas R. Pollicita Middle (15)
- Garfield Elementary (15)
- Susan B. Anthony Elementary (14)
- Redwood High (14)
- South San Francisco High (14)

The threshold for the 85th percentile was 14 bike or pedestrian collisions, so schools with 14 or more collisions were included in the top collision count of schools. There were 26 schools with more than 14 bike or pedestrian collisions, and eight of those were identified as priority schools.

Mode Split Analysis Approach

Student travel tallies are typically used to estimate the modes students use to get to and from schools. However, the parent/caregiver surveys provide useful information about the family's distance from home, which greatly impacts the decision to walk or bike. It also provides information about caregivers' perceptions of walking and biking as safe, desirable activities, which is a crucial first step toward behavior change.

To determine change over time, it is important to select as close to the same communities as possible. To that end, the evaluation focused on schools that had sufficient data (30 or more responses) from both time periods.

For the same reason, it is challenging to create a year-by-year mode split comparison, as each time period represents different schools, with very different land use characteristics and rates of walking and biking (see Data Limitations).

Chapter 3. Findings

This chapter summarizes the results of the analyses and feedback received, as described in Chapter 2. The evaluation findings are provided in four categories:

1. Program engagement and reach
2. Equity focus
3. School transportation modes
4. Safety analysis

Program Engagement and Reach

The San Mateo County Safe Routes to School (SRTS) program has grown and evolved in its more than 10-year history. With 23 school districts, more than 180 schools, and nearly 90,000 students in San Mateo County public schools, the program is presented with the challenge of providing SRTS activities and events countywide. Since San Mateo County Office of Education (SMCOE) began managing the program in 2011, more than 100 schools representing 16 school districts have participated in the program. This represents a program reach to more than half of the county's schools and school districts. The list of participating schools and school districts can be found in Appendix A.

SRTS Activities That Support Engagement

The San Mateo County SRTS program offers a robust variety of activities and events to coordinate between SRTS practitioners and community members, including the following SRTS activities that specifically support family and school engagement and coordination:

- **International Walk to School Day**, also known as Walk and Roll to School Day, is an annual event held by schools across the world in early October to encourage students, parents, and the school community to walk, bike, or use another nonmotorized way to get to school.
- **Walk to School Days** are weekly or monthly events such as Wednesday Walk to School, in which schools promote walking school buses, bicycle trains, and park and walk activities to institutionalize positive behaviors and multiply the benefits of the activities, encouraging walking and biking as the preferred mode of travel from home to school.
- **National Bike to School Day** (also known as Walk and Roll to School Day) is an annual event held by schools in May to encourage students, parents, and the school community to walk, bike, or use another nonmotorized way to get to school.
- **Golden Sneaker** events in February and March are a fun way to get children and families walking to school. With this event, students track the number of times they bike, walk, carpool, or use transit as a means of getting to school.
- **Earth Day** is a walk and roll encouragement event that includes forming walking school bus groups to pick up litter along the way.
- **Bike Rack Decorating Contests** encourage more students to ride their bicycles to school. Although it can be held at any time in the school year, it is a great way to promote National Bike to School Day in May. Participating schools receive a bike rack decorating contest starter kit. Schools then decorate their bike racks and include a bicycle safety message as part of their decorations. Schools submit at least one photo of their decorated bike rack, and the winning entry is awarded the Golden Bike Award.

- **Poster Contests** are an opportunity for students to share their artwork highlighting the benefits of walking, rolling, carpooling, and taking transit to school. Winning entries are converted into Walk and Roll to School Day promotional posters and shared with schools countywide.
- **Ruby Bridges Walk to School Day** (RBWTSD) celebrates Ruby Bridges, who became the first African American student to integrate a New Orleans elementary school in November 1960. Since then, she has become an icon in the cause of civil rights. Students from the South San Francisco Unified School District's Martin Elementary School were the impetus behind RBWTSD with a dream to make it a nationwide event. The San Mateo SRTS program took up this mantle and coordinated and promoted RBWTSD throughout the Bay Area and across the country, presenting the initiative at a Bay Area conference and the Safe Routes to School National Conference in Tampa, Florida. The inaugural RBWTSD took place on November 14, 2018, when 14 schools across the county participated. By 2019, 25 schools took part. The State of California now officially recognizes November 14 as RBWTSD.

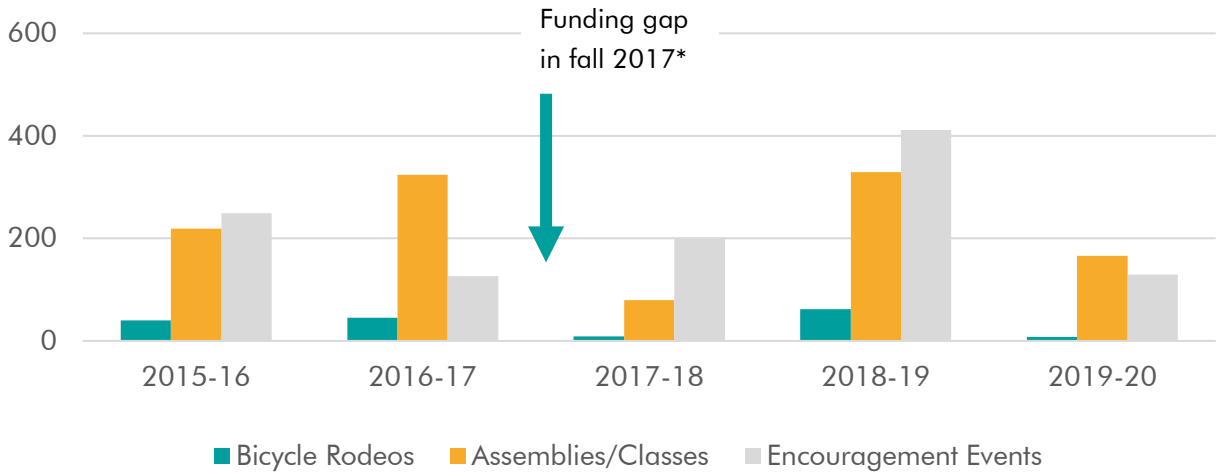
Table 6 shows the events offered during each of the years of this evaluation. Due to the pandemic causing school closures in March 2020, several spring events were canceled. See Impacts of the COVID-19 Pandemic later in this section for more information about SRTS activities during the pandemic.

Table 6. SRTS Events Offered, 2015–2020

Events	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020
International Walk to School Day	x	x	x	x	x
Walk to School Days	x	x	x	x	x
National Bike to School Day	x	x	x	x	x*
Golden Sneaker	x	x	x	x	
Earth Day	x	x	x	x	x
Bike Rack Decorating Contests			x	x	
Poster Contests				x	x
RBWTSD				x	x

** In May 2020, San Mateo County SRTS changed National Bike to School Day to Bike to Anywhere Month since most schools were engaged in distance learning due to the pandemic.*

Figure 3 shows the distribution of the most popular activities. Encouragement events peaked in 2018–2019 prior to the pandemic.



**Due to a gap in the funding, coordinators did not receive funds until January 2018. The funding was then available until June 2019 (1.5 years).*

Figure 3. School Participation in Education and Encouragement Programs

Impacts of the COVID-19 Pandemic

When schools moved to distance learning due to the pandemic, the focus of the work remained—keeping students safe when walking and biking—but the messaging became more inclusive: Safe Routes to *Anywhere*. The evaluation team worked with partners to offer encouragement activities for students in distance learning.

These were some of the resources that responded to new pandemic challenges:

- In lieu of Earth Day and Bike to School Day encouragement events, SRTS promoted **Safe Routes to Anywhere** and **Walk/Bike to Anywhere Days**, which promoted active modes of transportation to local family-friendly destinations.
- ***Baby Yoda's Safe Journey*** is a Star Wars-themed escape room that teaches students how to navigate the streets safely on foot or by bicycle.
- Bilingual guidance helps families know how to maintain safe walking while social distancing.
- **SRTS Story Time** was a live, weekly event in which staff read stories featuring children walking and biking. Every story time event featured games, activities, and traffic safety tips related to the story.
- The team distributed educational materials in partnership with school district **food bank programs**.
- The **Teddy Bear Challenge** encouraged households to place teddy bears in their street-facing windows for children to spot. SRTS promoted this activity widely through the San Mateo Daily Journal's circulation as well as on the website.
- The team developed a series of six **videos** that facilitate teaching safe walking and biking skills, such as how to ride a bike with traffic, how to cross the street safely, and how to properly fit a helmet.

SRTS Activities That Support Coordination

In addition to these school- or community-specific events, the SRTS program conducted several activities to build a community of SRTS providers, to offer technical assistance, and to support community members hosting local SRTS programs. These activities increased the reach of the SRTS program:

- Through the Safe Routes for Health and Wellness Active Transportation Program (ATP) grant, SRTS hired a **project specialist** in 2017 to work with educators, administrators, and community organizations across the county, to implement these resources and to provide additional technical assistance to 14 schools in communities of concern.
- San Mateo County SRTS regularly convened different groups of partners. Examples include:
    - The SRTS coordinators met quarterly.
    - In 2018–2019, an ATP Task Force met quarterly to oversee implementation of the ATP grant.
    - A Community Advisory Committee (CAC) met quarterly from June 2019 through March 2020, and then every other month starting in September 2021.
    - SRTS hosts an annual **SRTS Summit**, which brings practitioners from San Mateo County and beyond together for workshops, a resource fair, and sharing of best practices. This summit is the only one of its kind in the Bay Area.
- In 2018, SMCOE developed three **engagement resources**, with Caltrans ATP funding:
    - A Parent and Community Empowerment Toolkit that outlines the role parents can play in SRTS efforts, by sponsoring rally activities that build enthusiasm and awareness for walking and biking. Prior to the pandemic, staff offered parent workshops for the toolkit activities.
    - A Safe and Supportive Schools Travel Kit that clarifies how representatives from different school district departments can support SRTS to achieve their goals and how the district can support SRTS activities, including addressing bullying and personal safety concerns.
    - A Walk + Roll to School Guide for parents to get ready to walk or bike with their children.
- In 2018–2019, San Mateo County SRTS led a collective impact project with the City of Daly City and Woodrow Wilson Elementary, meeting with representatives regularly to brainstorm and develop an SRTS Action Plan.
- In 2019, the San Mateo Environmental Literacy Collaborative developed the **Resilient Neighborhoods Curriculum** to enable regional educators to implement environmental literacy and standards-aligned curriculum into their classrooms through service learning and a solutionary framework, which empowers students to explore, understand, and tackle real-world transportation issues that impact the environment.
- In 2019, SMCOE worked with SamTrans to hold a meeting to discuss the **School Tripper bus timing** alignment with bell schedules, after the previous survey did not yield the necessary information.

The SRTS staff also expanded their reach beyond San Mateo County by regularly attending and presenting at the Silicon Valley Bicycle Coalition Bike Summit and regional Spare the Air Youth meetings, as well as presenting at conferences such as the 2019 National SRTS Conference in Tampa, Florida, and the Action Changes Things Conference.

SRTS Program Reach

Figure 4 shows the growth of the SRTS program since it began in 2010. In 2014–2015, the SRTS program experienced staff turnover and a gap in leadership from SMCOE, which resulted in less outreach and participation from schools.

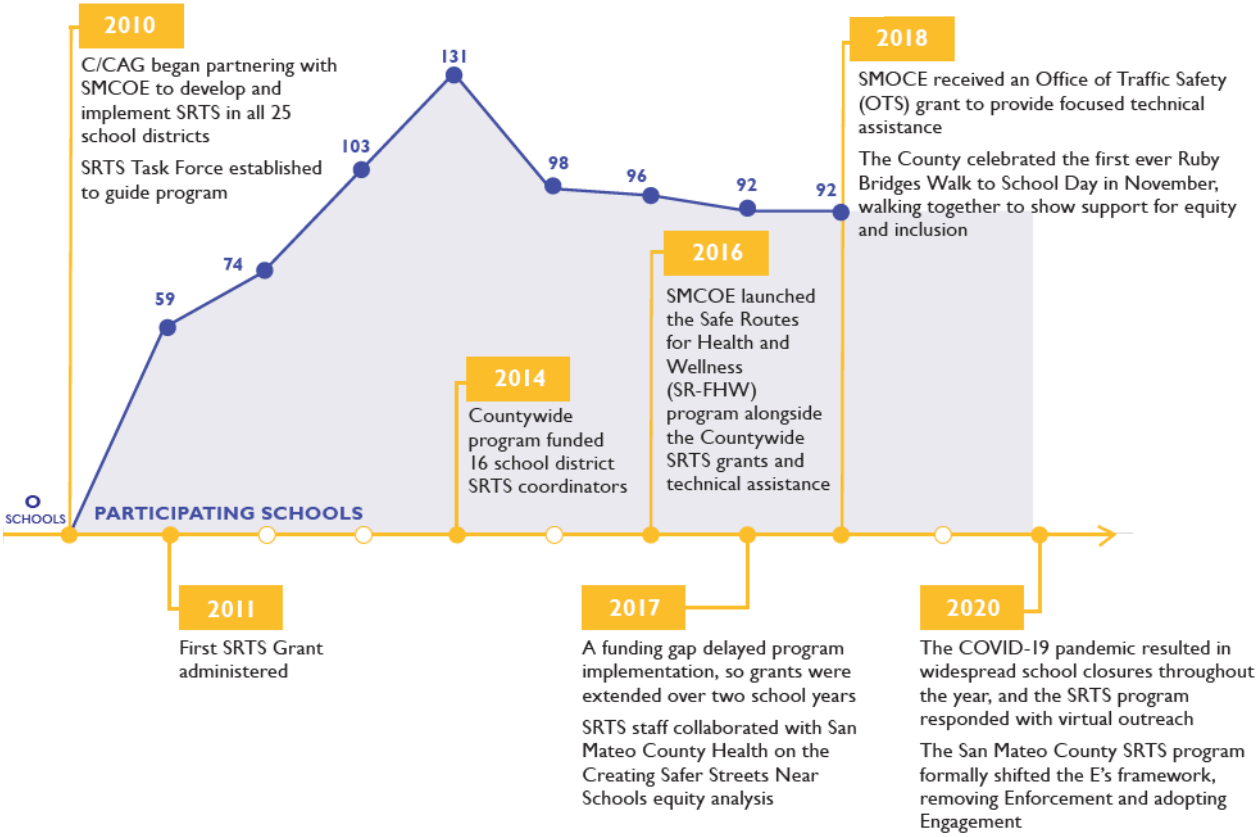


Figure 4. Growth of the San Mateo County SRTS Program

In the past five years, the number of events tracked at participating schools has varied widely (Table 7). The decreased number of events in the 2017–2018 school year was due to a lapse in funding, with new funding awarded in late fall 2017 for January 2018 to June 2019.

Table 7. Events at Participating Schools, 2015–2020

	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020
Elementary/K–6th grade	65	56	59	57	72
K–8th grade	16	22	13	15	19
Middle	15	15	17	13	18
High school	2	3	3	5	8
Total schools supported	98	96	92	90	117
Walkability and bikeability audits	1	9*	0	5	4
Total assemblies, bike rodeos, education	508	495	290	792	312
Total funding awarded	$576,326	$339,944	$356,000**		$240,000

** Eight of the nine walk/bike audits were supported by SRTS coordinators, but funding came from other sources.*

*** Funding was awarded for 1.5 years: January 2018 to June 2019.*

Figure 5 shows the number of activities each school district participated in, over the five-year period. Note that this only includes activities that the SRTS program tracked; several of the Countywide activities and pandemic-related activities did not specifically track which schools participated.

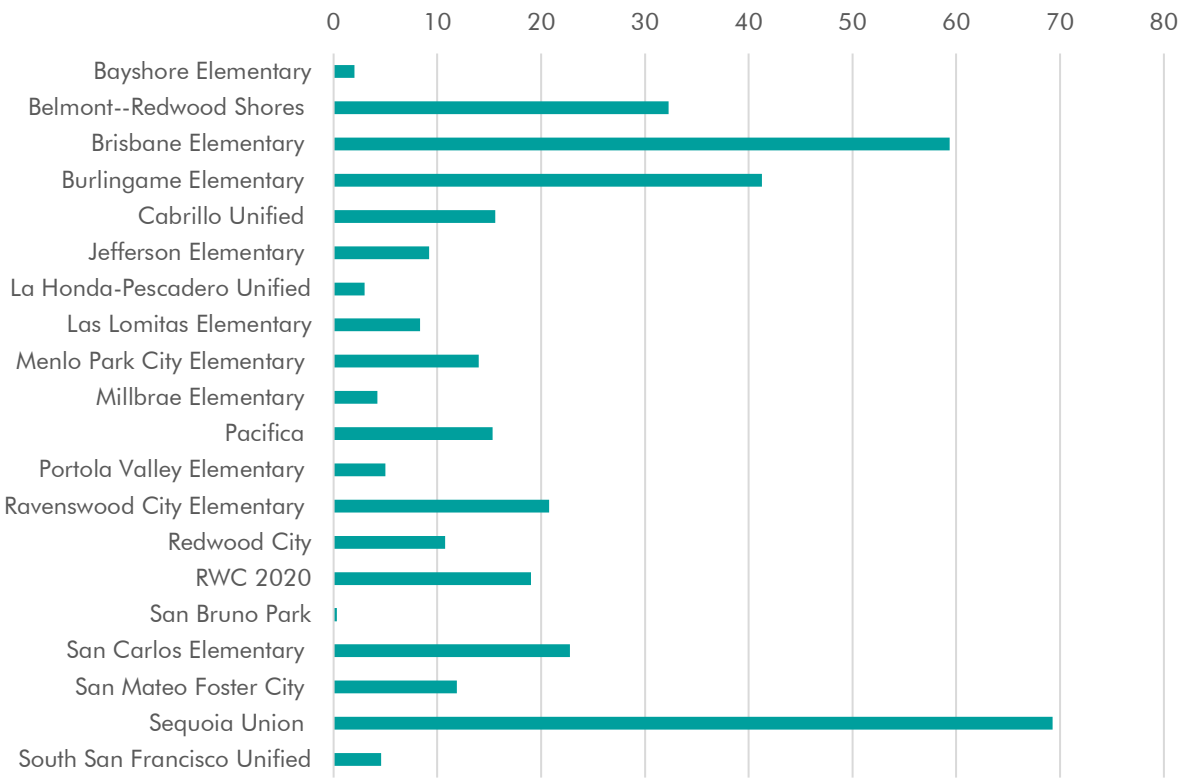
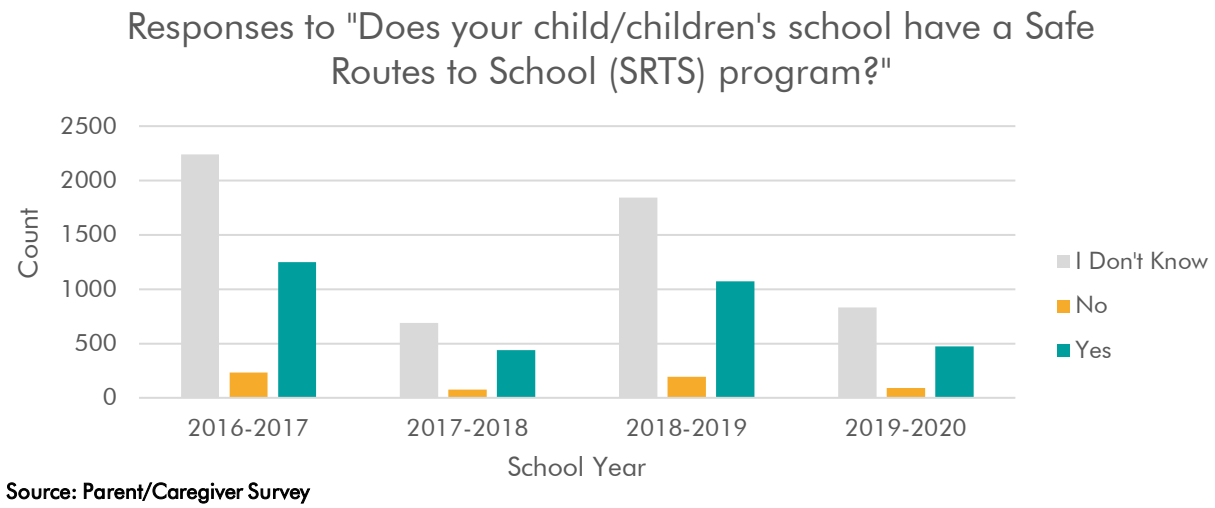


Figure 5. Total Activities by School District, 2015–2020

Partner Feedback and Recommendations

Figure 6 shows parent/caregiver awareness of the SRTS program. While many respondents are unaware of the official program, the last analysis year showed the greatest proportion of aware parents, potentially indicating that parents were more aware of the pandemic-era outreach.



Source: Parent/Caregiver Survey

Figure 6. Awareness of the SRTS Program

Stakeholder feedback generally reflected well on the current program offerings. Stakeholders expressed the following sentiments:

- Stakeholders appreciated San Mateo County SRTS's adaptation of virtual resources and activities.
- SMCOE staff are very flexible, understanding, and always ready to answer questions.
- Staff is accessible. The San Mateo County team structure is helpful: regular meetings, office hours to ask questions or get feedback.
- Collaboration brings many people from different organizations to the table and all the right people together for engagement, education, traffic control/police department to move programs forward.
- Workshops are educational opportunities for city staff (e.g., equity training) to learn what others are doing. New trainings and seminars for infrastructure staff are helpful and informative.
- Grant assistance and funding support (funding from C/CAG) help identify the schools that need extra support.
- Evaluation: Parent surveys are helpful, particularly the write-in comments. Student hand tallies are useful, but do not help build an understanding of how to get more students walking/biking. Conducting tallies once a year is enough.

These key recommendations came from the stakeholder outreach:

- Provide more trainings and workshops for school and city staff
- Focus on parent education (e.g., poor driver behaviors)
- Provide stipends for school champions
- Create a library of best practices from other cities/school districts
- Encourage communication between SRTS coordinators and city staff
- Empower students to get involved in SRTS
- Increase grant timelines

Note that several of these items are already done, such as trainings for school staff, stipends for school champions, and encouraging communication between SRTS coordinators and school staff.

When asked what obstacles have prevented them from organizing SRTS activities, most respondents stated that COVID-19-related changes in learning environment had limited their capacity to organize SRTS events (37%). Figure 7 shows the difficulties participants have experienced from organizing events. Other elements of the program that were found to be challenging include planning events within the grant cycle and finding staffed vendors for on-site events. One participant noted the difficulties of funding a large district and receiving the same funding when the district program was expanded to include more schools.

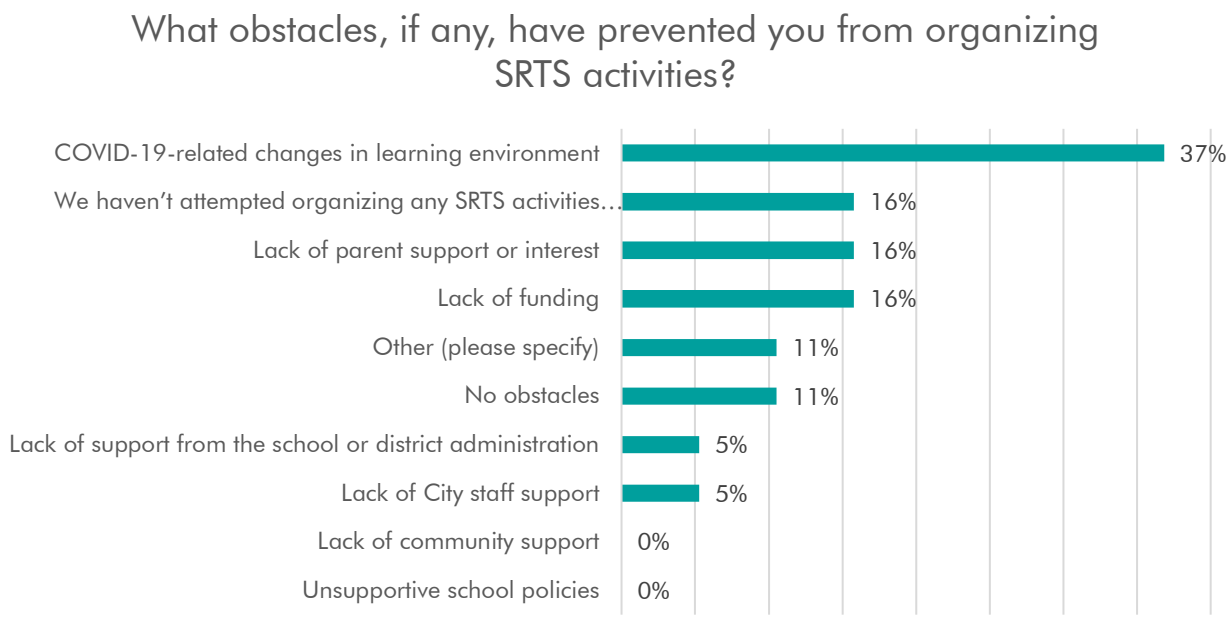


Figure 7. Obstacles Preventing Organizing SRTS Activities

Participants were also asked to rank the 2020 SMCOE SRTS program goals for their municipality/school/district/organization. According to participants, the most valued goal is **increasing parent awareness of safe routes to school** followed by **advocating for equitable and safe streets throughout San Mateo County**. When asked if there are any additional goals SMCOE SRTS program should focus on, some participants mentioned the following:

- Advocacy and push for infrastructure funding to support low-income communities
- Increase in funding
- Develop annual performance measures

See Appendix B for additional Stakeholder Feedback received through this process.

Equity Focus

The San Mateo County SRTS program has maintained a focus on prioritizing program activities and services for schools that meet definitions of representing disadvantaged communities. In 2018, the San Mateo County SRTS program partnered with San Mateo County Health to develop the *Creating Safer Streets Near Schools report*, which identified 15 schools in high poverty areas close to intersections with a high amount of pedestrian and bicyclist collisions. In 2019, this collaborative effort was awarded the Project of the Year by the Silicon Valley Bicycle Coalition. SMCOE has been using this analysis to focus resources on schools with the highest crash rates and that serve lower-income populations.

SRTS Activities That Support Equity

These specific activities have benefitted these schools:

- Office of Traffic Safety (OTS) grant provided $600 worth of traffic safety supplies, offered pedestrian education, free helmets, and traffic safety educational materials.
- The Safe Routes for Health and Wellness ATP grant enabled staff to develop resources designed to encourage sustainable, long-term programming that shifts school culture to promote safe, accessible, and active transportation.
- All public facing SRTS materials were created in both English and Spanish, as well as in Simplified Chinese and other languages upon request.
- Bilingual English/Spanish staff participated in non-school-based SRTS activities and some school-based activities, as needed.

2022 Updated School Prioritization

The San Mateo County SRTS program has benefitted by having a prioritized list of schools to focus efforts and grant solicitations on. However, the data have changed since 2018, and several of the 15 priority schools have closed. This evaluation report includes an update of the school prioritization analysis. See Chapter 2 for the detailed analysis and explanation of this analysis. The results of the school prioritization analysis are shown in Table 8 and Figure 8. This list of schools differs considerably from the prior list. The lack of overlap is due to a combination of school closures and switching eligibility metrics:

1. School closures at Green Oaks Academy, Fair Oaks Elementary School, and Hawes Elementary School
2. Free and reduced price meal eligibility by school is different than the American Community Survey data, which was previously used to identify high-poverty areas.
3. High schools are now eligible for SRTS funding and support and are therefore included in the updated analysis.

Table 8. Comparison of the School Prioritization Analysis Results, 2017 and 2022

School District	2017 School Prioritization	2022 School Prioritization
Jefferson Elementary School District (ESD)	• Westlake Elementary School (ES) • Woodrow Wilson ES	N/A
Ravenswood City ESD	• Belle Haven Elementary School • Green Oaks Academy	• Los Robles-Ronald McNair Academy • Aspire East Palo Alto Charter* • KIPP Valiant Community Prep* • Cesar Chavez Ravenswood Middle • Belle Haven Elementary • Costano Elementary
Redwood City ESD	• Fair Oaks ES • Hawes ES • Hoover ES • Orion Alternative ES	• Hoover Elementary • Connect Community Charter* • KIPP Excelencia Community Prep* • Rocketship Redwood City* • Garfield Elementary • McKinley Institute of Technology • Taft Elementary
San Mateo-Foster City ESD	• College Park ES	N/A
Sequoia Union High School District	N/A	• Everest Public High • East Palo Alto Academy • KIPP Esperanza High*
South San Francisco ESD	• Los Cerritos ES	N/A

N/A: not applicable

** While KIPP schools and other schools on this list are charter schools, San Mateo County SRTS supports all schools, and all can apply for the countywide grant and technical assistance.*

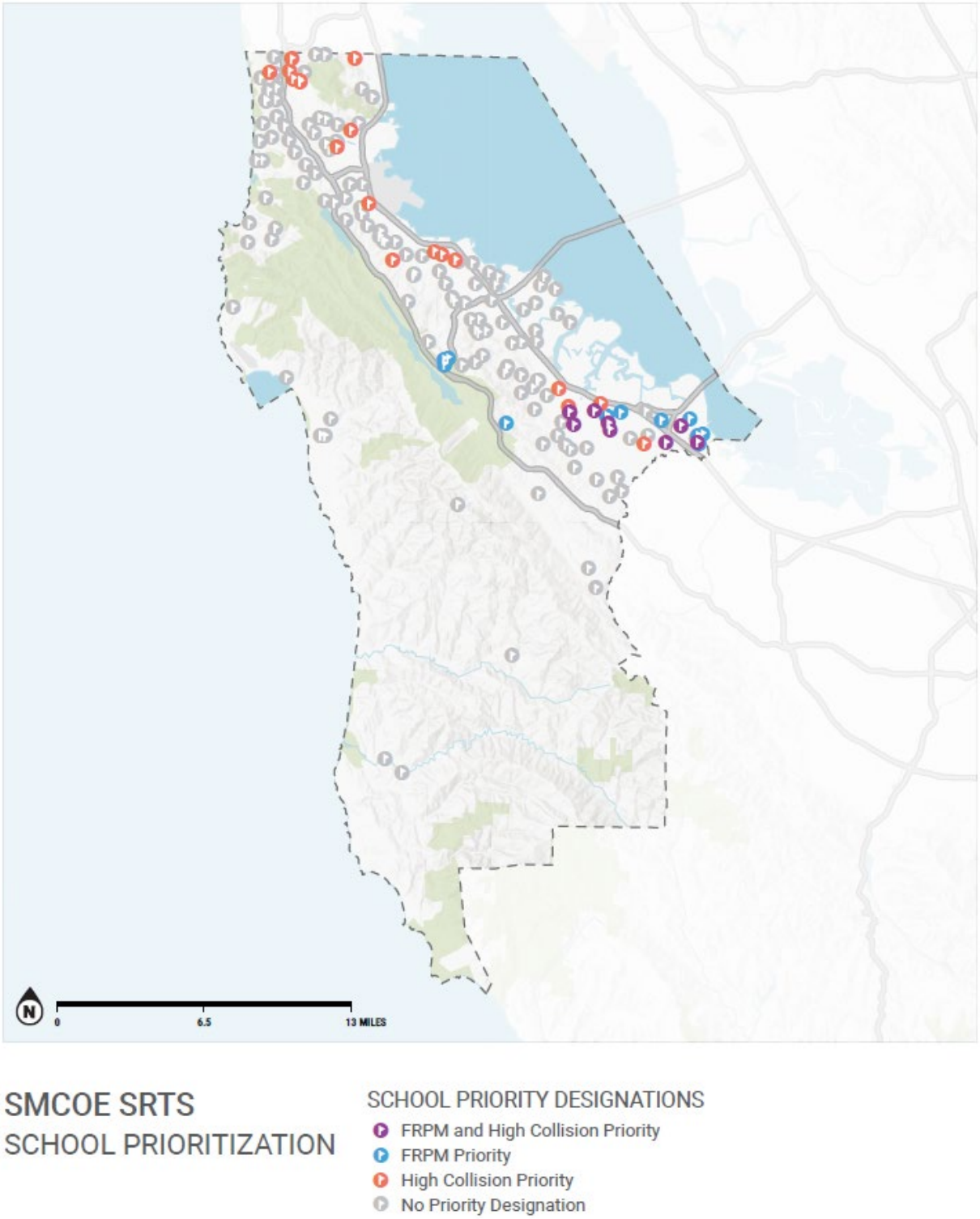


Figure 8. School Prioritization Results

School Transportation Modes

The number of students who walk, bicycle, or use other modes of active and shared transportation such as transit or carpool, is a general indicator of how well these modes are supported by roadway conditions, the school community, and families' comfort. While it is challenging to prove a direct correlation between SRTS activities and mode shift (change of mode split over time), an increase in active or shared trips may indicate a SRTS program's effectiveness.

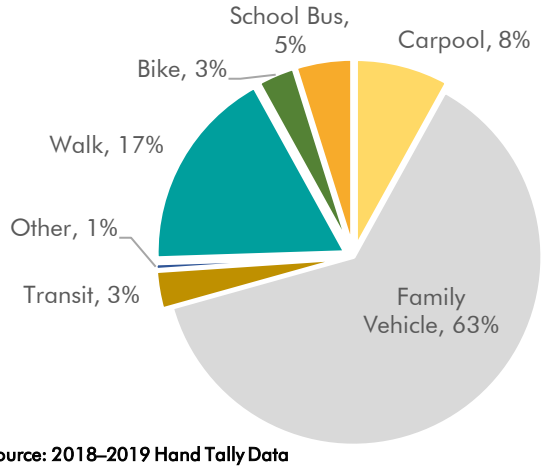
SRTS Activities That Support Mode Shift

More students walking, bicycling, and using other modes of active and shared transportation for the school commute means fewer vehicles and therefore less traffic congestion around school. The San Mateo County SRTS program has a breadth of events and activities intended to shift travel modes out of single household vehicles:

- **Bike Rodeos**. Bike rodeos provide interactive, hands-on bicycle skills education. The San Mateo County SRTS program has provided nearly 200 bike rodeos since 2015.
- **Assemblies and Classes**. The San Mateo County SRTS program provides local schools with a wide range of assemblies and classes that offer fun and engaging education on safe walking and bicycling. The program has provided more than 1,100 assemblies and classes since 2015.

Current Mode Split

Figure 9 shows the most recent mode split for school travel with all data collected in San Mateo County. Mode split indicates how many students use active and shared modes at each school. Active modes include walking and biking (including scooters/skateboards), and shared modes include carpool, transit, and the school bus.

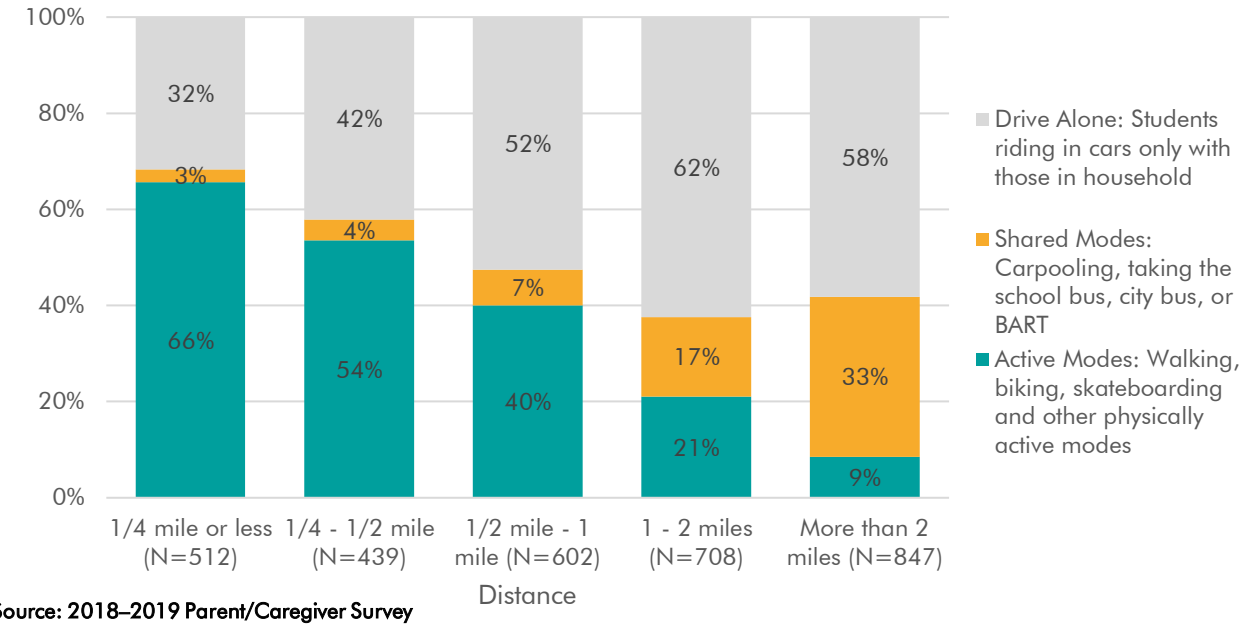


Source: 2018–2019 Hand Tally Data
Note: The graph includes the 65 schools that participated in the 2018–2019 tallies.

Figure 9. Mode split, 2018-2019 hand tallies

Research and logic indicate that families who live closer to school are much likelier to walk or bike. The parent/caregiver survey data can be used to disaggregate families based on how far they live from school. As shown in Figure 10, three-quarters of families who live within a quarter mile of their school currently walk. In addition, many families walk more than a mile to their school.

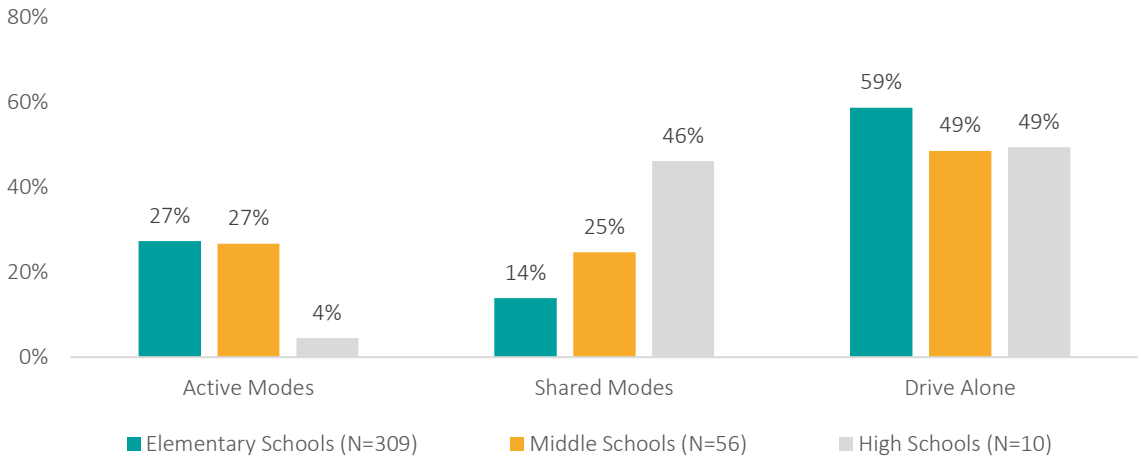
The 24% of families living within a quarter mile of the school who drive, as well as those living within a mile of the school, represent the best opportunities for the SRTS program to shift trips to active or shared transportation.



Source: 2018–2019 Parent/Caregiver Survey
Note: Percentages may not add up to 100% due to rounding.

Figure 10. Mode Split by Distance to School, 2019–2020 Parent/Caregiver Survey

It is important to note that this data includes students from kindergarten through 12th grade, which can differ somewhat in terms of transportation mode split, with older students being more likely to walk or bicycle to school. Older students also have the option of driving themselves to school, which is not tracked separately from "drive alone." Figure 11 shows the mode split by age range during the 2018–2019 school year.

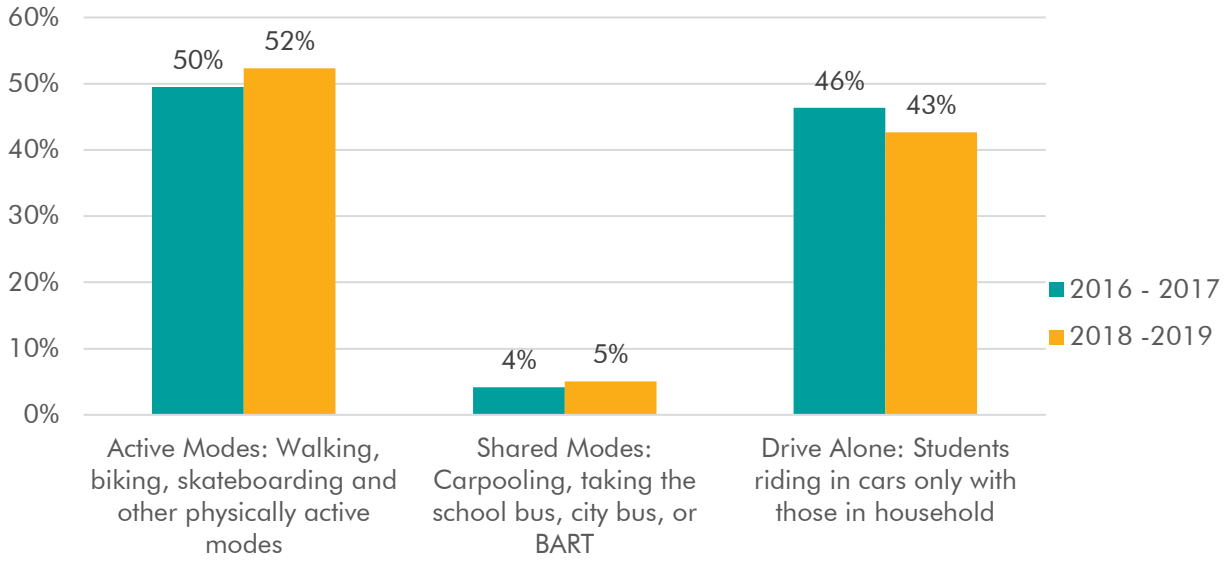


Source: 2018–2019 Hand Tally Data for All Availiable Schools
Note: Percentages may not add up to 100% due to rounding.

Figure 11. Mode Split by School Type (2018–2019)

Change in Modes

Increasing active and shared trips is known to reduce transportation greenhouse gas emissions, reduce congestion, improve health, and benefit school communities in other ways. The five-year analysis of students who live within a mile of their school shows an overall 4% increase in active modes (walking and biking) and a 7% decrease in driving alone to school, illustrated in Figure 12.



Source: 2016–2017 and 2018–2019 Parent/Caregiver Survey
Note: Data represents trips for students who live within one mile of their school. Percentages may not add up to 100% due to rounding.

Figure 12. Change in How Elementary School Students Get to School, Students within One Mile of School

Note that this analysis compares 2016–2017 school year data with 2018–2019 due to the COVID-19 pandemic impacting travel to school in 2020.

Safety Analysis

Transportation safety concerns are typically one of the greatest barriers for families considering walking or biking to school. Both perception ("near misses" without a history of crashes) and reality of crashes may contribute to feelings of the route being unsafe.

It is important for an SRTS program to understand the transportation safety data around schools, in order to provide appropriate levels and types of support. However, collision data are not available right away and can be a challenging metric to use when evaluating a program.

SRTS Activities That Support Safety

The San Mateo County SRTS program has provided several specific activities focused on mitigating these concerns and helping local jurisdictions identify and address unsafe roadway conditions:

- **Helmet Safety** tips and regular helmet giveaways promote and enable helmet use across the county.
- **Walk audits** bring together school representatives, parents/caregivers, jurisdictional staff, community members, and planning and engineering professionals to observe school circulation, travel behaviors, existing infrastructure, and barriers to safe walking and bicycling. A report documents existing conditions, summarizes observed safety challenges and barriers to walking and bicycling, and develops conceptual improvement plans displaying recommended infrastructure improvements. The walk audit also includes programmatic strategies that could increase active transportation trips to school. San Mateo SRTS must seek outside funding for walk audits, as they are not allowable under the main funding streams. **The San Mateo County SRTS program completed walk audits for 19 schools in San Mateo County since 2015.** During the pandemic, the program worked with Mark Fenton, a nationally recognized Transportation and Public Health Consultant, to hold virtual walk audits for communities.
- The **Our Voice Initiative** empowers community members to drive change in their local environments. Using the Discovery Tool mobile app (Figure 13), these "citizen scientists" document features of their communities that impact their ability to lead healthy lives. They then review their own findings, prioritize areas for change, and mobilize to promote improvements that will support community health.

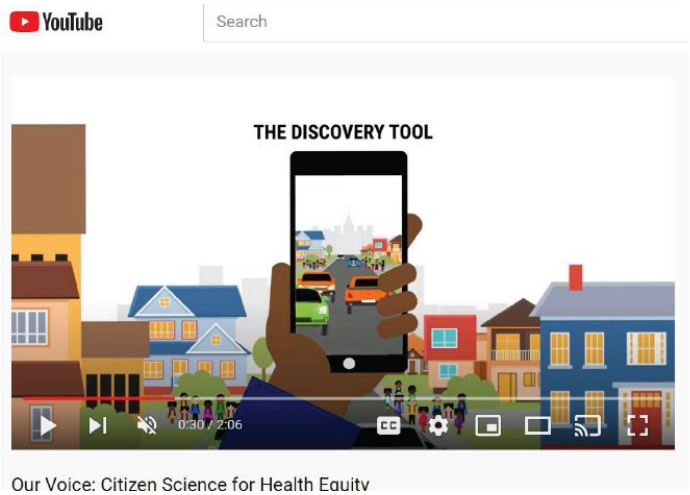


Figure 13. The Our Voice Initiative's Discovery Tool mobile app.

PARTNER FEEDBACK: DESIRE FOR WALK AUDITS

Stakeholders interviewed for this evaluation noted that walk audits (in-person and virtual) are helpful when applying for grant funding and are a great platform to get together with different communities (cities and unincorporated areas). They are a great way to start building relationships.

Additional partner feedback included the following:

- Advocate for bicycle/pedestrian gap infrastructure projects.
- Fund more walk audits for high-need areas, as well as follow-up support for tracking planning projects.
- Provide information about quick-build safety improvements.

- **Suggested Route Maps** help schools to encourage students to walk and bicycle to school safely and more frequently. Suggested route maps display school locations, surrounding streets, and sidewalks and pathways, as well as other relevant information such as stop signs, crossing guard locations, and park and walk locations (Figure 14). They also include active transportation educational messages and tips on how to use the map. **The San Mateo County SRTS program created suggested route maps for 68 schools in 14 school districts since 2015**, most of which have been added to school websites and are disseminated as part of school enrollment packages. All suggested route maps were created in English and Spanish.

Figure 14. Walking route map for Westlake Elementary School.

- **Student Safety Patrols**. During the pandemic, several student safety patrol teams continued to meet virtually, and SRTS stepped in to lead meetings, encourage safety patrollers to think of unique ways to continue promoting safe behaviors when walking and biking, and facilitate meetings between safety patrols in different school districts. Students used this time to share best practices and learn from one another.
- **Bicycle and pedestrian safety trainings** are in-class or after-school bicycle or pedestrian safety trainings that include bicycle rodeos, where children practice bike handling skills on a safety skills course and learn about awareness and communication while biking.

Collision Analysis

Safe and calm streets have fewer collisions. For this reason, it is important to establish a collision baseline for San Mateo County public schools. However, a direct comparison of the number of crashes involving people walking and biking near schools over time is only partially useful. Collision data considerations include the following:

- Families tend to avoid streets that they deem unsafe to walk along or across, resulting in fewer crashes due to few people walking in particular locations.
- Not all crashes involving people walking or bicycles are reported.
- The low number of crashes near schools yields insufficient data for a statistically valid analysis.

- Crash data are typically not available for several years, and this delay in reporting presents challenges for timely analysis that can guide implementation.

The school prioritization analysis, described in Chapter 2, considers bicycle and pedestrian crashes near schools. That analysis showed that, of the 829 total bicycle/pedestrian crashes within one-quarter mile of schools, about a third (272 crashes) involved youth. Of these bicycle/pedestrian and youth-involved crashes, close to two-thirds occurred during school hours, or between 7:00 a.m. and 4:00 p.m. (165 crashes).

Figure 15 shows that three factors caused more than half of all crashes in the county: speeding, improper turning, and failure to yield the right-of way. For collisions involving a bicyclist or pedestrian (active collisions), in the majority of cases, the pedestrian had the right-of way, as shown in Figure 16.

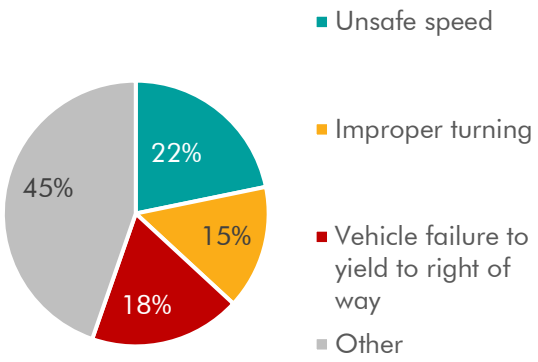


Figure 15. Primary Crash Factor, All Collisions Countywide, 2014–2020 SWITRS Data.

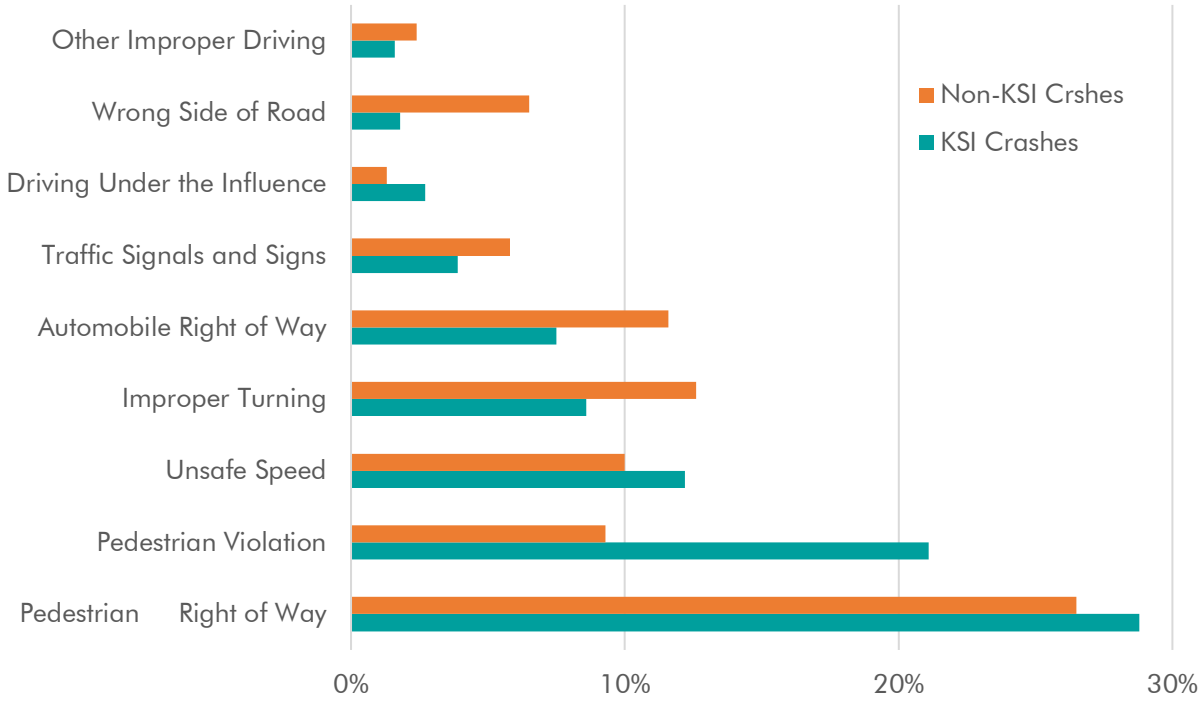


Figure 16. Causes of Active Killed or Severely Injured (KSI) Collisions Countywide, 2014–2020 SWITRS Data.

Parents' and Caregivers' Perceptions of Safety

As previously discussed, families' comfort, or more definitely their lack of comfort and concerns, are general indicators for whether students walk, bicycle, or use other modes of active and shared transportation for the school commute. Shown in Figure 17, in the start of the period under evaluation, the largest barriers were speeding traffic along the route, too much traffic along the route, and unsafe intersections.[1] This finding was the same in the 2019–2020 survey shown in Figure 18, and the top three concerns have been the same for the past six years.

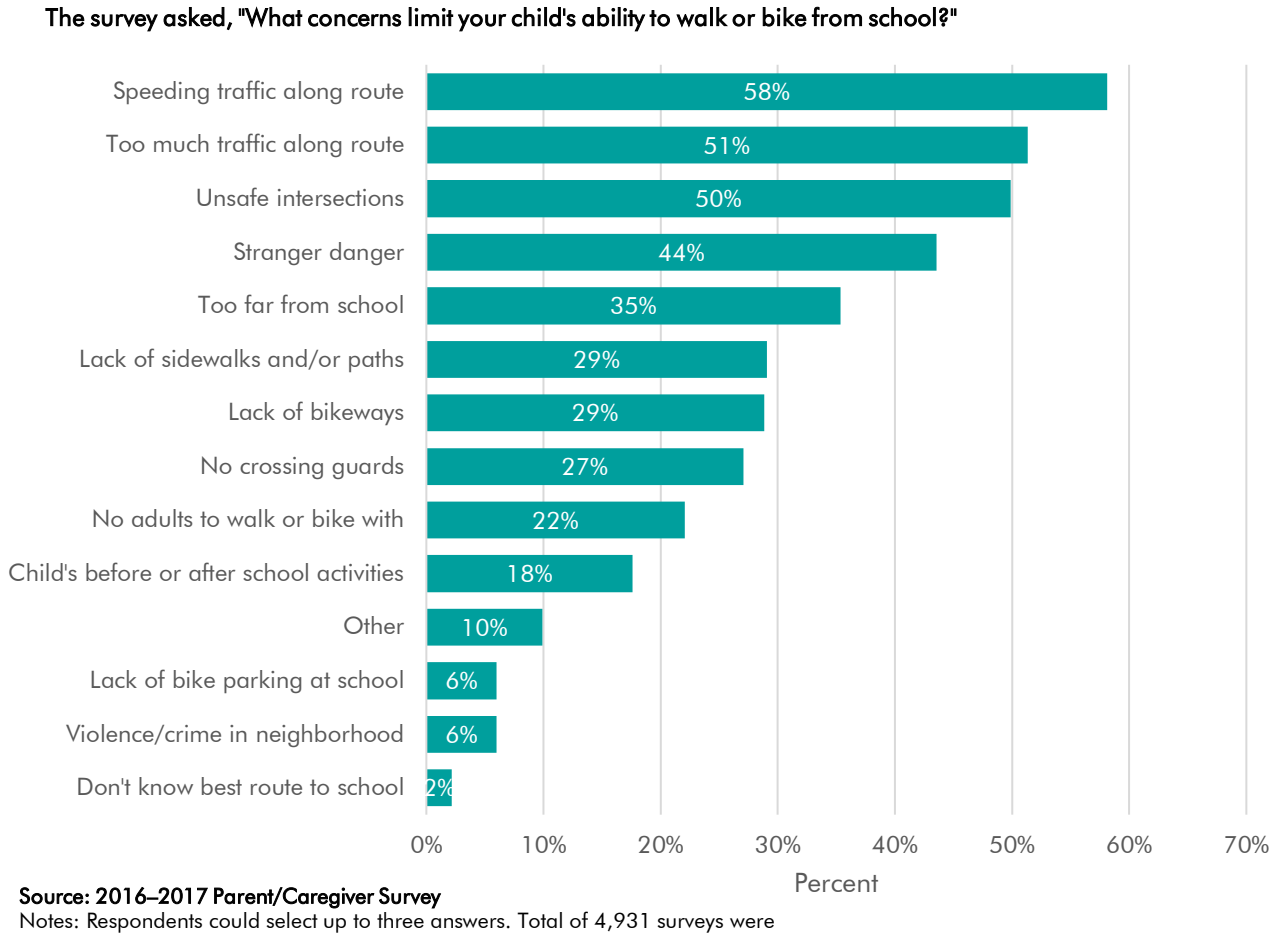


Figure 17. Parent's/Caregiver's Concerns with Walking or Biking to School, 2016-17

[1] *Note that 2016–2017 data were used for this comparison as that is the earliest year for which data were available in English and Spanish.*

The proportion of responses differs greatly from the 2016–2017 and 2019–2020 school years due to the number of response options (since respondents were instructed to select their top three results, and the selections were distributed over more options, each option had a lower proportion of responses).

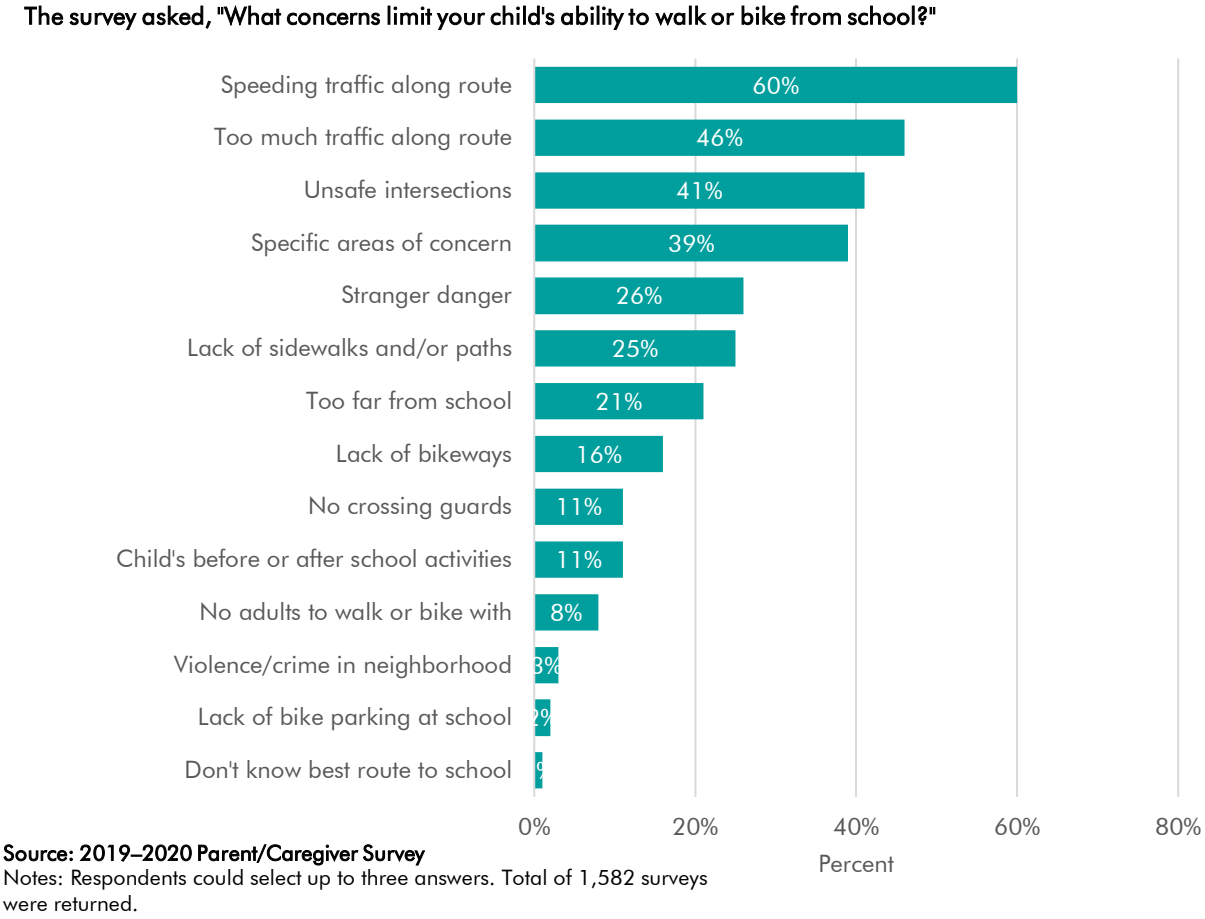
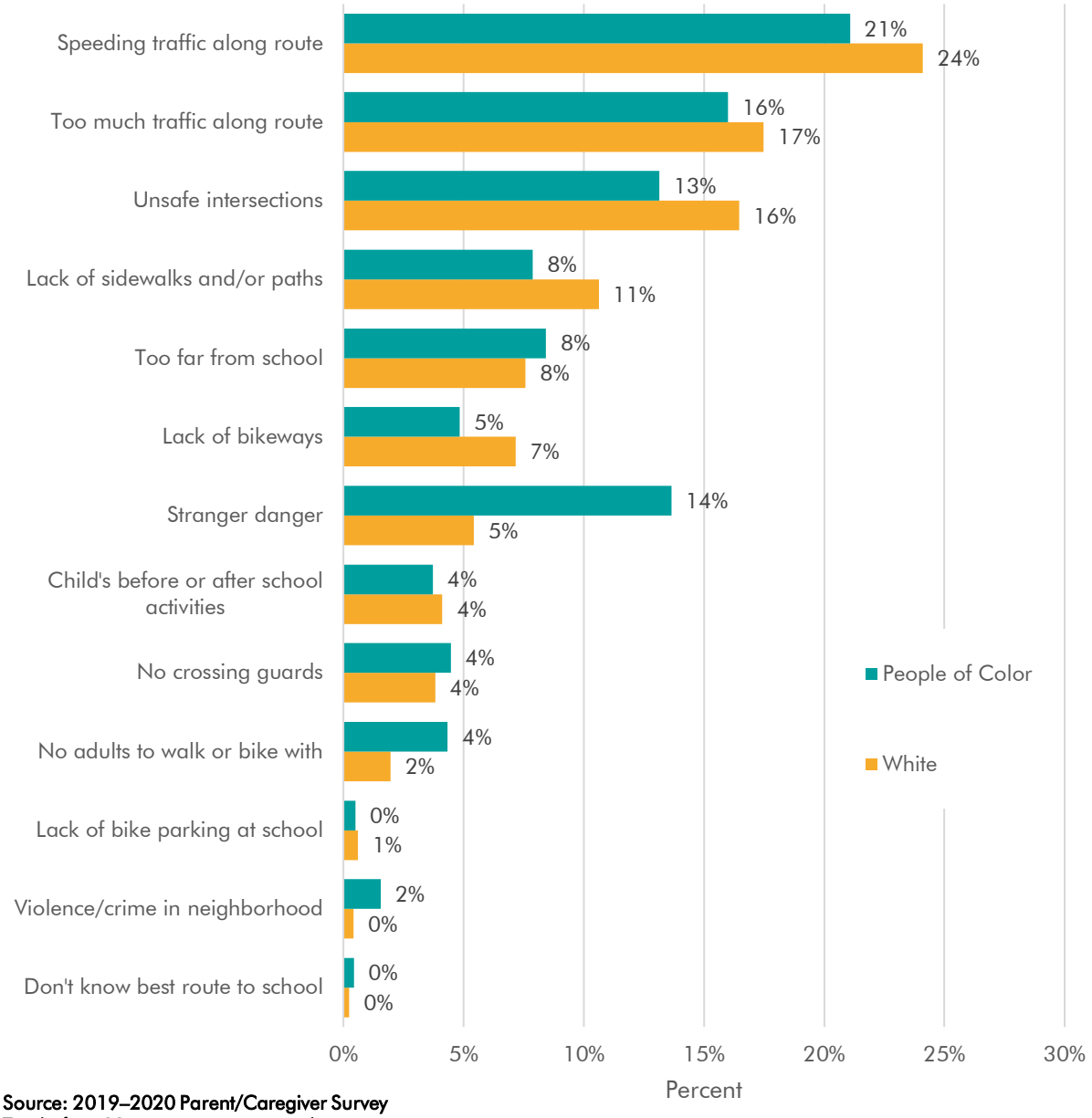


Figure 18. Parent and Caregiver's Concerns with Walking or Biking to School, 2019–2020.

Finally, it can be helpful to consider the barriers that people of different priority groups experience. Figure 19 compares the top barriers to walking or biking for parents/caregivers who identify as white and those who identify as People of Color. The chart shows that white-identifying caregivers are more likely to cite traffic-related barriers (speeding, too much traffic, unsafe intersections, and lack of sidewalks or paths). Conversely, caregivers identifying as People of Color were more likely to cite personal-safety-related issues, including stranger danger, a lack of an adult to walk or bike with, and violence/crime in the neighborhood.

Note that all non-white or Hispanic respondents have been combined due to sample size, including people who identified themselves as white and another race or ethnicity. There were 1,676 respondents identifying as white and 1,613 respondents identifying as People of Color.



Source: 2019–2020 Parent/Caregiver Survey
Total of 1,582 surveys were returned.

Figure 19. Top Concerns for Caregivers Identifying as People of Color and White, 2019–2020 Parent/Caregiver Survey.

Chapter 4. Next Steps

The San Mateo County Safe Routes to School (SRTS) program has grown and evolved in its more than 10-year history. Over the five-year evaluation period, the program reached the majority of schools and districts across the county, building on previous offerings, and including innovative programming each year.

The spring of 2020 brought historic school closures with the COVID-19 pandemic. SRTS pivoted and offered several new, beneficial activities to support community members in being active while sheltering in place. This chapter provides an overview of recommended areas for the SRTS program to consider, which will be expanded upon in the Five-Year Strategy.

Policy Recommendations

Based on the findings in this evaluation report, the San Mateo County SRTS program should consider investments in the following areas:

- **Continue using an equity lens to prioritize** high-need communities, staff support, resource generation, new program activities, new collaborations, and additional funding. This evaluation lacked the data to consider language needs and SRTS offerings, as well as accessibility and inclusion in SRTS activities or educational programs.
- **Focus on parent education** to improve driver behavior near schools. Based on the crash data, most crashes involving youth involve the pedestrian correctly walking in the street and the driver's poor behavior resulting in the crash.
- **Continue and expand outreach, engagement, and coordination** among practitioners, community members, municipalities, and schools to build their capacity and technical expertise for delivering SRTS programming. Promoting walking and biking, as well as busing, as safe and healthy alternatives that reduce traffic congestion can increase partnerships around the county.
- **Communicate the connection back to the SRTS program's goals as staff seize new opportunities that arise.** The SRTS program has been adept at changing to the community's needs and securing additional funding. Partners would benefit from additional messaging about how all the pieces fit together and contribute to a comprehensive program that is moving in a particular direction.
- **Consider longer countywide grant timelines and alternative funding structures** to enable district- and city-level SRTS programs to plan with a longer time horizon and increase their impacts and engagement with their school communities. This change would require SMCOE and City/County Association of Governments (C/CAG) to collaborate on a longer Work Plan and funding cycle at the county level before it could be passed along to the Measure M-funded local SRTS grantees. It could also include SMCOE hiring contractor support to provide additional location-specific technical assistance to communities that have not received direct grant funding to support SRTS activities.

- **Coordinate with SamTrans on transit engagement activities**, alongside scheduling and other coordination. Outreach activities can promote busing as a safe and desirable way for children to get to school. Particularly as the pandemic wanes, families may continue being hesitant to resume transit riding and would benefit from encouragement and education about how best to prepare to ride the bus.

- **Continue working with partners to identify funding and resources for walk audits, infrastructure planning coordination, and quick-build or demonstration projects** that improve walking and biking access to schools. Leverage strong existing partnerships with the County and local jurisdictions to coordinate on planning efforts and funding opportunities. This could include providing grant-writing support, convening community meetings to solicit buy-in to projects, attending planning meetings for local efforts, and working with funders to identify opportunities for technical assistance and project implementation.

Moving forward, it will be important to consider these new goals in establishing a strategy for the next five years of the program.

Recommendations for Future Evaluation

The following recommendations would support data collection that would guide the SRTS program and support continuous, data-driven improvements and minimize effort in analyzing the data:

- **SMCOE should continue to collect data on mode split, attitudes toward walking and biking, how easy the program materials are to use, and what other support stakeholders desire**. Consider adding questions to the parent/caregiver surveys, questionnaires as part of post-meeting or training evaluations, and teacher or administration surveys that target these specific areas.
- **Consider surveying school administrators** to better understand how school staff think about and value the SRTS program. The survey could ask questions about the application process, countywide services provided, and local-level activities and events offered. In particular, understanding how school officials fit SRTS into their school day or community communications can enable the evaluation team to develop the most helpful resources possible.
- **Provide data collection incentives and increase promotion of data collection, to collect more data from the same schools**. To make a robust comparison between years, it is necessary to have schools with data in the same time period, so outside variable and externalities involved with different schools are captured. The majority of schools participating in tallies or surveys during this five-year time period only appeared in the data once. Consider focusing on a subset of schools for data collection.
- **Include a school district key in the hand tally and parent/caregiver data**. A County-District-School code is a unique identifier for each school, which would enable relating the SRTS data to other sources from the U.S. Department of Education. Ideally, the each school district's key should be a number, rather than the name of a school district.
- **Simplify the parent/caregiver survey, focusing on the most important information**. Consolidating as many questions as possible would allow for a faster and simpler data analysis procedure. Consider which questions yield actionable information, or provide insights into how the SRTS program is operating. At the same time, adding a question about race and ethnicity would enable SRTS to differentiate concerns and how families get to school, which would deepen understanding of equity issues. In addition, using a behavior change model to evaluate readiness would provide more information about what interventions may be most beneficial to families across San Mateo County.

Appendix A. Event Participation

The San Mateo County Office of Education (SMCOE) tracks SRTS activities by district, based on the work plans provided to for county SRTS grant applications and reporting. Activities include only those funded by the countywide program, not local programs such as provided in Menlo Park, or local or regional programs offered by other partners and separately funded.

Table 9. Event Participation by District, 2015-2020

District	Bicycle Rodeos	Assemblies/ Classes	Encouragement Events	Route Maps
2015-2016				
Belmont--Redwood Shores Elementary (SD)	5	6	72	7
Brisbane Elementary (SD)	1	5	39	0
Burlingame Elementary (SD)	1	72	6	6
Cabrillo Unified (district)	4	22	6	2
Jefferson Elementary (SD)	1	16	10	0
Menlo Park City Elementary (SD)	1	3	1	4
Millbrae Elementary (SD)	0	1	3	0
Pacifica (district)	0	17	7	6
Portola Valley Elementary (SD)	1	0	8	1
Ravenswood City Elementary (SD)	0	39	20	0
Redwood City 2020	6	15	21	6
San Carlos Elementary (SD)	6	15	41	3
San Mateo Foster City (district)	8	6	7	20
Sequoia Union High School District	0	1	4	0
South San Francisco Unified SD	6	1	4	6
2016-2017				
Belmont--Redwood Shores Elementary (SD)	2	4	24	0
Brisbane Elementary (SD)	4	4	38	0
Burlingame Elementary (SD)	1	9	5	0

District	Bicycle Rodeos	Assemblies/ Classes	Encouragement Events	Route Maps
Cabrillo Unified (district)	2	7	5	0
Jefferson Elementary (SD)	1	28	14	0
Millbrae Elementary (SD)	1	7	9	0
Pacifica (district)	6	8	10	0
Ravenswood City Elementary (SD)	2	1	4	0
RWC 2020 (now Redwood City Together), applying for funding on behalf of Redwood City SD	7	51	4	0
San Carlos Elementary (SD)	0	24	2	0
San Mateo Foster City (district)	18	33	2	0
Sequoia Union High School District	0	145	5	1
South San Francisco Unified SD	1	3	4	0
2017-2018				
Belmont--Redwood Shores Elementary (SD)	0	0	36	
Brisbane Elementary (SD)	0	0	6	
Burlingame Elementary (SD)	0	29	10	
Cabrillo Unified (district)	5	0	12	
La Honda-Pescadero (district)	0	0	9	
Las Lomitas (district)	0	0	6	
South San Francisco Unified SD	0	0	2	
Menlo Park City Elementary (SD)	3	0	8	
Sequoia Union High School District	0	2	3	
Pacifica (district)	0	0	12	
Ravenswood City Elementary (SD)	0	0	14	
Redwood City	1	7	14	
San Carlos Elementary (SD)	0	18	14	
San Mateo Foster City (district)	0	23	40	
Jefferson Elementary (SD)	0	1	15	

District	Bicycle Rodeos	Assemblies/ Classes	Encouragement Events	Route Maps
2018-2019				
Belmont--Redwood Shores Elementary (SD)	7	2	38	
Brisbane Elementary (SD)	3	3	39	
Burlingame Elementary (SD)	1	71	25	
Cabrillo Unified (district)	4	2	16	
Jefferson Elementary (SD)	2	8	20	
La Honda-Pescadero (district)	0	0	0	
Las Lomitas (district)	1	9	3	
Menlo Park City Elementary (SD)	4	3	18	
Pacifica (district)	6	6	14	
Ravenswood City Elementary (SD)	0	0	2	
Redwood City	4	23	50	
San Carlos Elementary (SD)	6	1	37	
San Mateo Foster City (district)	23	17	22	
Sequoia Union High School District	1	183	92	
South San Francisco Unified SD	0	1	35	
2019-2020				
Bayshore SD	0	2	0	0
Belmont--Redwood Shores Elementary (SD)	0	0	23	0
Brisbane Elementary (SD)	1	5	29	0
Burlingame Elementary (SD)	0	52	1	0
Cabrillo Unified (district)	0	4	5	0
Jefferson Elementary (SD)	0	20	5	3
Las Lomitas (district)	0	1	3	2
Menlo Park City Elementary (SD)	1	7	3	0
Ravenswood City Elementary (SD)	0	0	1	0
Redwood City	0	3	27	0

District	Bicycle Rodeos	Assemblies/ Classes	Encouragement Events	Route Maps
Sequoia Union High School District	0	38	3	0
San Bruno Park	0	0	0	1
San Carlos Elementary (SD)	0	29	9	0
San Mateo Foster City (district)	5	0	21	0
South San Francisco Unified SD	1	5	0	0

Appendix B. Stakeholder Feedback

SMCOE Community Advisory Committee Focus Group

The SMCOE Community Advisory Committee (CAC) serves as a guiding body for the SRTS program. The evaluation team held a conversation with members of the CAC to assess the current program and identify challenges and opportunities. In November 2021, a focus group was conducted with 15 participants engaged in countywide programming and who partnered with schools on events. Participants included various partners (city/county staff/local organizations, volunteers) and a few SRTS coordinators that received SRTS grant funding from SMCOE.

Based on the feedback provided by the focus group, many expressed a desire for more trainings and workshops for school and city staff. Participants would also like to see parent outreach and educational opportunities such as the development of resources/trainings/campaigns to educate parents on how to become a SRTS Champion, driver behavior, and SRTS events. In addition, participants would like the program to develop strategies to engage parents in SRTS programming, such as providing stipends for school champions and understanding the barriers of walking and rolling to school. Participants would like to continue to encourage and facilitate partnerships between cities, school districts, and organizations (e.g., best practices review, network, and project recognition). Overall, there was a consensus to provide more funding for infrastructure improvements.

To simplify the breadth of information collected during the focus group, feedback was gathered into key theme categories:

- Most beneficial services
- What can be improved
- Challenges and concerns
- Opportunities and suggestions

The following existing and potential services were identified as being beneficial to stakeholders:

- Walk audits (in-person and virtual) are helpful when applying for grant funding, a great platform to get together with different communities (cities and unincorporated areas). A great way to start building relationships.
- Staff is accessible. The San Mato County team structure is helpful: regular meetings, office hours to ask questions or get feedback.
- Collaboration brings many people from different organizations to the table and all the right people together for engagement, education, traffic control/police department to move programs forward.
- Workshops are educational opportunities for city staff (e.g., equity training) to learn what others are doing. New trainings and seminars for IN staff are helpful and informative.
- Grant assistance and funding support (funding from C/CAG) help identify the schools that need extra support.
- Evaluation: Parent surveys are good, especially in the comment section. Student hand tallies are helpful, but we need to understand how to get more students walking/biking. Conducting tallies once a year is enough.
- Program is excellent! Good breadth of vendors.

Stakeholder identified the following areas of potential improvement:

- Incentives: Many giveaways are helpful but have environmental concerns (lots of stuff). Items that can be given away include reflective patches on the backpacks and pencils. Pins may be less useful. The group suggested purchasing larger items if there is available funding.
- Maps: Find ways to make and update maps quicker to reflect the changes in the field.
- Develop more technical resources for walking and biking safety at a county level for cities to use (and don't duplicate with local resources).
- Highlight what is being done in other cities. The quarterly meetings are not enough to share all the work done.

The following challenges and concerns were identified:

- Pandemic: School administrations are not prioritizing SRTS with the pandemic right now. Many vendors offer virtual learning events and have limited capacity for in-person events. There is a challenge of doing fun and engaging activities during the pandemic.
- Biking educational outreach is not relatable to all families, especially those who don't typically bike to commute. How do we engage these students and families?
- Infrastructural barriers: narrow/lack of sidewalks, hills, discontinuous ped/bike networks.
- Schools have had a decent amount of funding for education. But not enough money for infrastructure improvements.
- Lacking direct student educational programming. How do we increase knowledge & awareness with classroom programming?
- Parent involvement is a challenge. There is a need for driver safety outreach in addition to bike and ped safety outreach.

Stakeholder offered the following opportunities and suggestions:

- Fund more walk audits for high need areas.
- Stipends for school champions to organize events (e.g., Walk to School Days) that implement a more sustainable process.
- Working with different communities is essential for partnerships and encourages other cities to follow the same model. Suggestion to have "library source" with best practices from other cities/school districts and updated regularly.
- The program should focus on parent education (e.g., poor driver behaviors).
- Encourage communication between SRTS coordinators and city staff. Helpful when a city needs to prioritize city projects. Include school district representatives on B/PAC. Train and educate coordinators on how to get involved with cities and staff.
- Further advocacy through SRTS to fill bike/ped infrastructure gaps.
- Revise timelines for grant use:
    - Infrastructure - multiple years, longer timelines. 1-2 years is not unreasonable.
    - Non-infrastructure - one year, for annual events. Should be able to spend it over the year.

SMCOE Stakeholder Key Informant Interviews

The SMCOE SRTS evaluation team conducted a series of stakeholder key informant interviews, listed below, with program participants via video conferencing.

- Cabrillo School Unified
- City of San Mateo
- SRTS coordinators
- SamTrans
- San Mateo Foster City School District
- San Mateo County Health
- Stanford Children's Health

As in previous evaluation cycles, interview questions focused on participants' experiences with the program. In addition, particular emphasis was placed on understanding challenges from COVID-19 and identifying existing challenges and opportunities with the program.

The goals of the stakeholder key informant interviews were:

- Solicit feedback on the SMCOE SRTS program.
- Understand the value and role the SRTS program has played for families during the COVID-19 pandemic.
- Identify the existing challenges and opportunities with the SRTS program.

Stakeholder Key Informant Interview Results

Evaluation team staff conducted stakeholder key informant interviews with nine participants during November and December 2021. Each interview session lasted 30 minutes. Participants included school-based SRTS Champions and government-based SRTS Champions.

In general, participants overwhelmingly expressed how much they **appreciate the SRTS program, program staff, and the variety of program resources offered.** To simplify the breadth of information collected during these interviews, feedback was collated into key theme categories. These key themes are:

- COVID-19 Impact
- General Program (non-COVID-19)
- Beneficial Program Elements
- Improvements/Needs/Changes

These key themes are summarized in Table 10.

Table 10. Key Themes from Stakeholder Interviews

Theme	Feedback
COVID-19 Impact	• Adapted to virtual SRTS resources and activities smoothly. This was much appreciated.
	• COVID-19 made it more challenging to keep students engaged in the program. Although programming is currently available in-person, some participants have found it difficult to schedule events due to COVID-19 spikes.
	• Although the pandemic made people walk and roll more, bus ridership has been low. There is interest in having the program fund walking school buses.
General Program (Non-COVID-19)	• The pandemic made people bike, walk, and scooter more. The program should figure out how to capitalize on this.
	• SMCOE staff are very flexible, understanding, and are always ready to answer questions.
	• SMCOE SRTS has consistently offered bilingual events/resources, which are much appreciated.
	• The program brings light to issues that do not get the attention of various stakeholders.
	• Participants are impressed by the varying activities the program offers.
Beneficial Program Elements	• Participants have leveraged the program to expand their regional network due to SMCOE meetings/gatherings.
	• The SMCOE SRTS program has become a middleman between schools and regional departments such as SamTrans.
	• The program is intentional about funding SRTS programs based on need.
	• Participants valued the online walk audit app, which garnered high participation from parents.
Improvement/ Needs/Changes	• Participants want funds to support infrastructure improvements.
	• Participants would like to see longer grant cycles to continue SRTS momentum.
	• Although SamTrans is designed around school schedules, there is a need for more public transportation. [This is outside the purview of the countywide SRTS program].
	• Participants would appreciate having more support or direction on program evaluations, specifically measuring mode shift.
	• Participants would like to bring in youth to leadership opportunities.
	• Interest in expanding funding opportunities that serve underserved students.
	• Participants would like to see more follow-up actions after walk audits and begin tracking planning projects.

Theme	Feedback
	• Participants would appreciate integrating assemblies and/or materials targeting families and drivers (e.g., how to drive safely, respect the speed limit, etc.).
	• SRTS has to compete with other priorities for local funding, between limited budgets and pandemic-focused priorities, local cities often cannot fund a staff position to carry out SRTS programming.
	• Participants would like a list of on-call vendors to help carry out programs.

In addition to this general program input, interviewees also provided specific recommendations that will be considered in the evaluation report and the forward-looking Strategy.

SMCOE SRTS Partner Survey

In December 2021, the evaluation team created a survey to obtain feedback from partners on the SRTS program. A total of 19 surveys were completed. The majority of the respondents (53%) had participated in countywide walking/biking encouragement events followed by assemblies and/or in-class workshops for students (47%). In addition, the majority of survey respondents funded their efforts to help students walk and/or bike to school safety through San Mateo County SRTS grant funding (63%). Other participants used city general funds (21%) and the Office of Traffic Safety Grant (16%) to fund SRTS programming.

Some of the policies and infrastructure that have been implemented include designated bike parking or bike racks (68%) followed by crossing guards (58%), SRTS supportive policies (53%), student safety patrol (32%), and SRTS infrastructure improvements in the last five years (32%). When asked what obstacles have prevented them from organizing SRTS activities, most respondents stated that COVID-19-related changes in a learning environment had limited their capacity to organize SRTS events (37%). Figure 20 shows the difficulties participants have experienced from organizing events. Other elements of the program that were found to be challenging include planning events within the grant cycle and finding staffed vendors for onsite events. One participant noted the difficulties of funding a large district and receiving the same funding when the district program was expanded to include more schools.

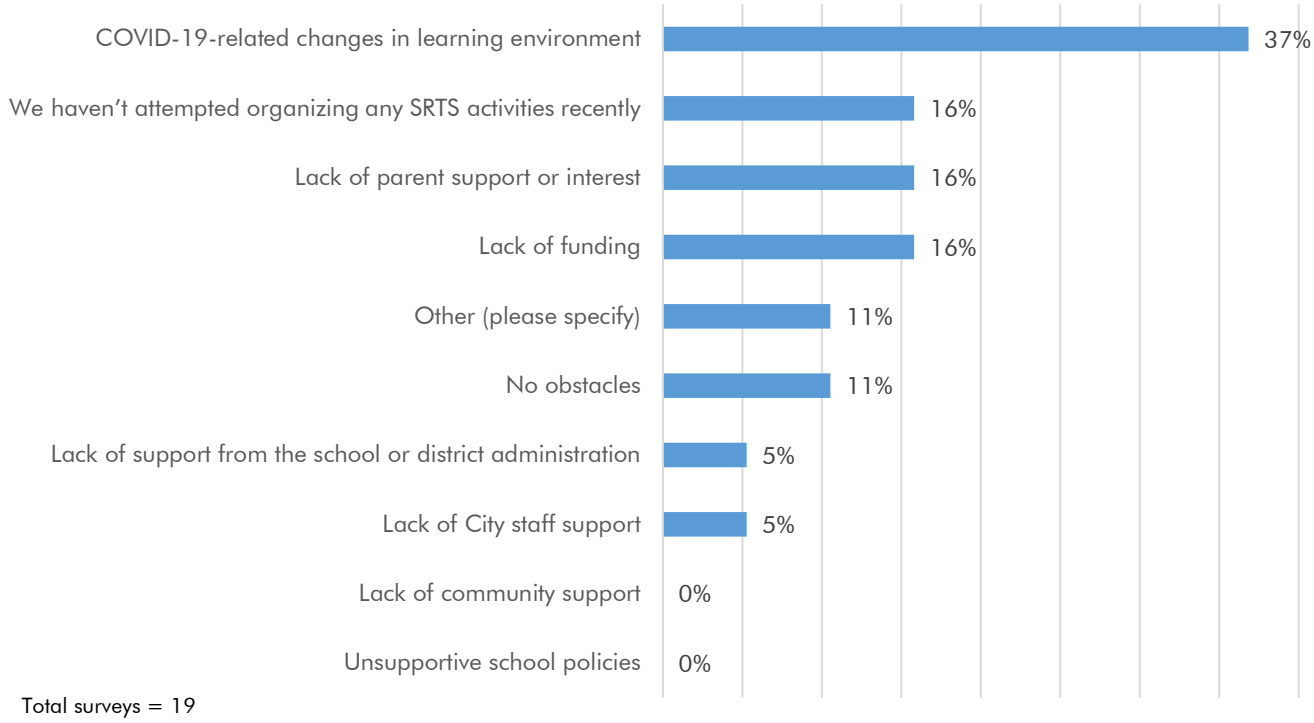


Figure 20. Obstacles Preventing Partners from Organizing SRTS Activities

Participants were also asked to rank the 2020 SMCOE SRTS program goals for their municipality/school/district/organization. According to participants, the most valued goal is increasing parent awareness of safe routes to school followed by advocating for equitable and safe streets throughout San Mateo County. Table 11 lists all ranked program goals. When asked if there are any additional goals SMCOE SRTS program should focus on, some mentioned:

- Advocacy and push for infrastructure funding to support low-income communities
- Increase in funding
- Develop annual performance measures

Table 11. SMCOE SRTS Program Goals Ranked

Rank	SMCOE SRTS Program Goal
1	Increase Parent Awareness of Safe Routes to School
2	Advocate for Equitable and Safe Streets for San Mateo County Children
3	Increase the Sustainability of the SRTS program and embed the SRTS program and philosophy into existing school programs to make walking and biking part of the school curriculum.
4	Assist cities and schools in forming a relationship
5	Promote Walking and Biking among school-aged children/teens
6	Develop Community Advisory Committee Membership
7	Increase Professional Development Opportunities to build the capacity of SRTS partners and district level coordinators.
8	Educate students and their families on safe walking/biking practices
9	Equity Lens: Provide equitable support to schools in San Mateo County, so schools in low-income communities have strong policies, sufficient staffing, and improved infrastructure to provide safe

The survey included a few open response questions such as suggestions or ideas for training topics that SMCOE could provide. Recommendations involved:

- Presentations on different events that can promote biking and walking
- How to start an SRTS program
- Student empowerment
- Traffic safety campaigns
- An overview of quick-build safety improvements

Overall, participants appreciated the program and would like to see more examples of best practices and lessons learned across SRTS programs.

Appendix C. Tally and Survey Data

Table 12. Mode Split to School, Families within 2 Miles, Parent/Caregiver Surveys

School District	School Year	Bicycle	Carpool	Drive Self (High School)	Family Vehicle	Other	Public Transit	Ride Share	School Bus	Walk
Bayshore Elementary	2018-2019	25%	25%	0%	0%	0%	0%	0%	0%	50%
Belmont-Redwood Shores School District	2016-2017	6%	5%	0%	51%	1%	2%	0%	0%	34%
	2018-2019	24%	0%	0%	34%	0%	5%	0%	0%	37%
	Percent Change	18%	-5%	0%	-16%	-1%	3%	0%	0%	2%
Brisbane Elementary	2016-2017	0%	0%	0%	43%	0%	0%	0%	0%	57%
	2018-2019	2%	4%	0%	73%	4%	0%	0%	0%	17%
	Percent Change	2%	4%	0%	30%	4%	0%	0%	0%	-39%
Burlingame	2016-2017	0%	0%	0%	100%	0%	0%	0%	0%	0%
	2018-2019	8%	1%	0%	33%	5%	2%	0%	0%	50%
	Percent Change	8%	1%	0%	-67%	5%	2%	0%	0%	50%
Cabrillo Unified	2016-2017	18%	13%	0%	42%	2%	0%	0%	0%	25%
	2018-2019	13%	3%	3%	31%	0%	5%	0%	0%	46%
	Percent Change	-6%	-10%	3%	-11%	-2%	5%	0%	0%	21%
Hillsborough City Elementary	2016-2017	0%	100%	0%	0%	0%	0%	0%	0%	0%
Jefferson Elementary	2016-2017	0%	2%	0%	65%	0%	3%	0%	1%	30%
	2018-2019	0%	3%	0%	59%	1%	0%	0%	0%	36%
	Percent Change	0%	1%	0%	-6%	1%	-3%	0%	0%	7%
Jefferson Union High	2016-2017	0%	0%	0%	25%	0%	38%	0%	0%	38%
	2018-2019	0%	29%	0%	57%	0%	0%	0%	14%	0%
	Percent Change	0%	29%	0%	32%	0%	-38%	0%	14%	-38%
Las Lomitas Elementary	2016-2017	0%	0%	0%	0%	0%	25%	0%	0%	75%
	2018-2019	12%	0%	0%	24%	6%	0%	0%	26%	32%
	Percent Change	12%	0%	0%	24%	6%	-25%	0%	26%	-43%
Menlo Park City Elementary	2016-2017	44%	0%	0%	22%	0%	0%	0%	33%	0%
	2018-2019	42%	3%	0%	32%	1%	3%	0%	8%	11%
	Percent Change	-2%	3%	0%	10%	1%	3%	0%	-25%	11%
Millbrae Elementary	2016-2017	0%	1%	0%	66%	1%	0%	0%	0%	31%
	2018-2019	0%	2%	0%	57%	0%	0%	0%	0%	40%
	Percent Change	0%	1%	0%	-9%	-1%	0%	0%	0%	9%
Pacifica	2016-2017	9%	6%	0%	66%	0%	2%	0%	0%	18%
	2018-2019	5%	6%	0%	67%	1%	1%	0%	0%	20%
	Percent Change	-3%	0%	0%	1%	0%	0%	0%	0%	2%
Portola Valley Elementary	2016-2017	0%	0%	0%	100%	0%	0%	0%	0%	0%
Ravenswood City Elementary	2016-2017	0%	0%	0%	67%	0%	0%	0%	0%	33%
Redwood City Elementary	2016-2017	4%	8%	0%	60%	0%	1%	0%	0%	26%
	2018-2019	0%	1%	1%	49%	1%	2%	0%	0%	45%
	Percent Change	-4%	-6%	1%	-11%	1%	1%	0%	0%	19%
San Bruno Park Elementary	2016-2017	0%	8%	0%	79%	0%	3%	0%	0%	10%
San Carlos Elementary	2016-2017	9%	4%	0%	42%	4%	2%	0%	0%	39%
	2018-2019	5%	4%	0%	41%	5%	9%	0%	1%	33%
	Percent Change	-3%	1%	0%	-1%	1%	7%	0%	1%	-6%
San Mateo Union High	2016-2017	4%	11%	0%	49%	0%	2%	0%	0%	35%
	2018-2019	13%	13%	13%	0%	0%	13%	0%	0%	50%
	Percent Change	9%	2%	13%	-49%	0%	11%	0%	0%	15%
San Mateo-Foster City	2016-2017	4%	3%	0%	55%	1%	0%	0%	0%	36%
	2018-2019	7%	3%	0%	54%	1%	1%	0%	1%	33%
	Percent Change	2%	0%	0%	0%	-1%	0%	0%	1%	-3%
Sequoia Union High	2016-2017	18%	4%	0%	47%	1%	10%	0%	1%	18%
	2018-2019	45%	2%	9%	17%	1%	6%	1%	3%	15%
	Percent Change	28%	-2%	9%	-30%	0%	-4%	1%	2%	-3%
South San Francisco Unified	2016-2017	1%	4%	0%	68%	0%	0%	0%	0%	27%
	2018-2019	0%	7%	0%	73%	2%	0%	0%	0%	18%
	Percent Change	-1%	3%	0%	5%	2%	0%	0%	0%	-9%

Table 13. Mode Split from School, Families within 2 Miles, Parent/Caregiver Surveys

School District	School Year	Bicycle	Carpool	Drive Self (High School)	Family Vehicle	Other	Public Transit	Ride Share	School Bus	Walk
Bayshore Elementary	2018-2019	25%	0%	0%	50%	0%	0%	0%	0%	25%
Belmont-Redwood Shores School District	2016-2017	5%	7%	0%	54%	2%	2%	0%	1%	29%
	2018-2019	17%	0%	0%	44%	0%	5%	0%	2%	32%
	Percent Change	12%	-7%	0%	-10%	-2%	3%	0%	1%	3%
Brisbane Elementary	2016-2017	0%	0%	0%	38%	0%	0%	0%	0%	62%
	2018-2019	2%	2%	0%	69%	2%	0%	0%	0%	25%
	Percent Change	2%	2%	0%	31%	2%	0%	0%	0%	-37%
Burlingame	2016-2017	0%	0%	0%	100%	0%	0%	0%	0%	0%
	2018-2019	8%	2%	0%	35%	5%	4%	0%	0%	47%
	Percent Change	8%	2%	0%	-65%	5%	4%	0%	0%	47%
Cabrillo Unified	2016-2017	17%	9%	0%	42%	2%	0%	0%	0%	30%
	2018-2019	13%	3%	3%	33%	0%	3%	0%	0%	36%
	Percent Change	-4%	-6%	3%	-8%	-2%	3%	0%	0%	6%
Hillsborough City Elementary	2016-2017	0%	100%	0%	0%	0%	0%	0%	0%	0%
Jefferson Elementary	2016-2017	0%	1%	0%	63%	0%	6%	0%	1%	29%
	2018-2019	0%	2%	0%	59%	0%	0%	0%	0%	37%
	Percent Change	0%	1%	0%	-4%	0%	-6%	0%	0%	8%
Jefferson Union High	2016-2017	0%	0%	0%	25%	0%	38%	0%	0%	38%
	2018-2019	0%	14%	0%	43%	0%	0%	0%	14%	29%
	Percent Change	0%	14%	0%	18%	0%	-38%	0%	14%	-9%
Las Lomitas Elementary	2016-2017	0%	25%	0%	0%	0%	0%	0%	0%	75%
	2018-2019	12%	3%	0%	12%	6%	0%	0%	32%	35%
	Percent Change	12%	-22%	0%	12%	6%	0%	0%	32%	-40%
Menlo Park City Elementary	2016-2017	44%	0%	0%	22%	0%	0%	0%	33%	0%
	2018-2019	42%	5%	0%	30%	2%	3%	0%	6%	11%
	Percent Change	-3%	5%	0%	8%	2%	3%	0%	-27%	11%
Millbrae Elementary	2016-2017	0%	6%	0%	60%	2%	0%	0%	1%	30%
	2018-2019	2%	0%	0%	62%	2%	0%	2%	2%	29%
	Percent Change	2%	-6%	0%	2%	1%	0%	2%	1%	-2%
Pacifica	2016-2017	8%	5%	0%	62%	1%	2%	0%	0%	22%
	2018-2019	5%	5%	0%	65%	1%	2%	0%	1%	20%
	Percent Change	-3%	0%	0%	3%	0%	0%	0%	1%	-2%
Portola Valley Elementary	2016-2017	0%	0%	0%	100%	0%	0%	0%	0%	0%
Ravenswood City Elementary	2016-2017	0%	0%	0%	78%	0%	0%	0%	0%	22%
Redwood City Elementary	2016-2017	3%	7%	0%	61%	1%	2%	0%	0%	24%
	2018-2019	0%	3%	0%	49%	1%	1%	0%	0%	46%
	Percent Change	-3%	-4%	0%	-12%	-1%	-2%	0%	0%	21%
San Bruno Park Elementary	2016-2017	0%	5%	0%	74%	0%	4%	0%	0%	16%
San Carlos Elementary	2016-2017	8%	5%	0%	51%	3%	2%	0%	0%	30%
	2018-2019	5%	3%	0%	50%	4%	9%	1%	2%	27%
	Percent Change	-3%	-2%	0%	-2%	1%	6%	1%	2%	-4%
San Mateo Union High	2016-2017	4%	7%	0%	42%	0%	4%	0%	0%	44%
	2018-2019	13%	0%	13%	0%	0%	25%	0%	0%	50%
	Percent Change	9%	-7%	13%	-42%	0%	21%	0%	0%	6%
San Mateo-Foster City	2016-2017	3%	6%	0%	50%	2%	1%	0%	4%	33%
	2018-2019	6%	4%	0%	53%	1%	1%	1%	2%	32%
	Percent Change	2%	-2%	0%	2%	-2%	0%	1%	-1%	-1%
Sequoia Union High	2016-2017	18%	7%	0%	35%	1%	13%	0%	0%	25%
	2018-2019	46%	4%	11%	13%	1%	9%	0%	1%	14%
	Percent Change	29%	-3%	11%	-23%	0%	-4%	0%	1%	-11%
South San Francisco Unified	2016-2017	1%	1%	0%	63%	0%	0%	0%	0%	31%
	2018-2019	2%	4%	2%	55%	2%	2%	0%	0%	35%
	Percent Change	0%	2%	2%	-9%	2%	2%	0%	0%	4%