

TABLES

TABLE 1

FY 2012/13 ROUTE SERVICE HOURS AND HEADWAYS

| Route | Monday - Friday | | Mon-Fri Average Headways (min) | Saturday - Sunday | | Sat-Sun Average Headways (min) |
|--|----------------------------|---------------------------|---|----------------------------|---------------------------|---|
| | 1st trip starts | Last trip ends | | 1st trip starts | Last trip ends | |
| Route 1A / 1B Oxnard - Port Hueneme | 4:45 am | 11:13 pm | 22 | 5:51 am | 9:47 pm | 25 |
| Route 2 Downtown Oxnard - Colonia | 5:20 am | 8:26 pm | 50 | 5:20 am | 8:26 pm | 50 |
| Route 3 J st - Naval Base – Centerpoint Mall | 5:50 am | 8:35 pm | 50 | 5:50 am | 7:55 pm | 50 |
| Route 4A North Oxnard – Ventura Rd | 6:25 am | 8:30 pm | 55 | 6:25 am | 8:30 pm | 55 |
| Route 4B North Oxnard – St. John’ s Hospital | 5:45 am | 8:24 pm | 40 | 5:45 am | 8:24 pm | 40 |
| Route 5 Hemlock - Seabridge | 5:38 am | 8:35 pm | 50 | 5:38 am | 8:35 pm | 50 |
| Route 6 Oxnard – Ventura – Main St | 4:50 am | 10:00 pm | 25 | 5:25 am | 10:08 pm | 30 |
| Route 7 Oxnard College – Centerpoint Mall | 6:05am | 8:57 pm | 55 | 6:55 am | 7:17 pm | 55 |
| Route 8 Oxnard College - OTC | 5:45 am | 9:54 pm | 45 | 6:25 am | 8:35 pm | 45 |
| Route 9 Lemonwood – Centerpoint Mall | 6:19 am | 8:58 pm | 50 | 6:51 am | 7:21 pm | 50 |
| Route 10 Pacific View Mall – Telegraph - Saticoy | 5:27 am | 9:42 pm | 60 | 6:03 am | 8:41 pm | 60 |
| Route 11 Pacific View Mall – Telegraph – Wells Center | 5:36 am | 9:19 pm | 50 | 6:00 am | 7:30 pm | 50 |
| Route 14 Esplanade – RiverPark – Nyeland Acres | 5:40 am | 8:59 pm | 45 | 5:40 am | 8:59 pm | 45 |
| Route 15 Esplanade – El Rio – St. John’s Hospital | 5:58 am | 9:09 pm | 45 | 5:58 am | 9:09 pm | 45 |
| Route 16 Downtown Ojai – Pacific View Mall | 5:08 am | 9:42 pm | 60 | 5:38 am sat 6:05 am sun | 8:42 pm | 60 |
| Route 17 Esplanade – Oxnard College | 6:25 am | 9:50 pm | 50 | 6:25 am | 7:59 pm | 95 |
| Route 18A, 18C, 18D, 18E, 18F School Trippers | See schedule | See schedule | N/A | <i>No weekend service</i> | | |
| Route 19 OTC – 5 th – Airport – Gonzales Rd | 5:15 am | 8:46 pm | 60 | | | |
| Route 20 Lombard – Sturgis Shuttle | 5:44 am | 6:59 am | 25 | | | |
| Route 21 Centerpoint Mall – VTC – Victoria Ave | 5:40 am | 8:44 pm | 30 peak 60 off peak | | | |

TABLE 2

VEHICLE LOAD FACTORS

(Maximum load factor should not exceed 1:1.25 based on seated capacity)

| Route | Number of Runs | Number of Passengers | Number of Seats | Load factor |
|--|----------------------------|--|------------------------|--------------------|
| Route 1A Oxnard - Port Hueneme | 4 | 148 | 148 | 1.00 |
| Route 2 Downtown Oxnard - Colonia | 2 <i>Interline (3)</i> | 23 | 74 | 0.31 |
| Route 3 J st - Naval Base – Centerpoint Mall | 2 <i>Interline (2)</i> | 33 | 74 | 0.45 |
| Route 4a North Oxnard – Ventura Rd | 1 | 36 | 37 | 0.95 |
| Route 4b North Oxnard – St. John’ s Hospital | 2 | 110 | 74 | 1.44 |
| Route 5 Hemlock - Seabridge | 1 | 19 | 37 | 0.52 |
| Route 6 Oxnard – Ventura – Main St | 8 | 323 | 296 | 1.09 |
| Route 7 Oxnard College – Centerpoint Mall | 1 | 11 | 37 | 0.29 |
| Route 8 Oxnard College - OTC | 2 | 32 | 74 | 0.44 |
| Route 9 Lemonwood – Centerpoint Mall | 1 | 8 | 37 | 0.22 |
| Route 10 Pacific View Mall – Telegraph - Saticoy | 4 <i>Interline (16)</i> | 33 | 37 | 0.30 |
| Route 11 Pacific View Mall – Telegraph – Wells Center | 2 | 27 | 111 | 0.89 |
| Route 14 Esplanade – RiverPark – Nyeland Acres | 3 <i>Interline (15)</i> | 116 | 148 | 0.25 |
| Route 15 Esplanade – El Rio – St. John’s Hospital | 3 <i>Interline (14)</i> | 16 | 74 | 0.22 |
| Route 16 Downtown Ojai – Pacific View Mall | 4 <i>Interline (10)</i> | 65 | 185 | 0.79 |
| Route 17 Esplanade – Oxnard College | 2 | 17 | 37 | 0.21 |
| Route 18A, 18C, 18D, 18E, 18F School Trippers | 5 | 148 | 148 | 0.35 |
| Route 19 OTC – 5 th – Airport – Gonzales Rd | 1 | 23 | 74 | 0.45 |
| Route 20 Lombard – Sturgis Shuttle | 1 | 33 | 74 | 0.11 |
| Route 21 Centerpoint Mall – VTC – Victoria Ave | 4 | <i>Route not in service until Feb 2013</i> | | |

APPENDICES

APPENDIX 1

LEP Needs Assessment Four Factor Analysis

IDENTIFICATION OF LEP INDIVIDUALS IN GCT SERVICE AREA WHO NEED LANGUAGE ASSISTANCE

DOT Guidance: *“There should be an assessment of the number or proportion of LEP individuals eligible to be served or encountered and the frequency of encounters pursuant to the first two factors in the four-factor analysis.*

An assessment of the number or proportion of LEP individuals eligible to be served or encountered by GCT and the frequency of encounters with GCT is an important first step, because the Language Assistance Plan should be developed to meet the specific need. The assessment involves four steps:

- Identify the proportion of LEP Persons in GCT Service Area
- Determine the Frequency of Contact by LEP Persons with GCT services
- Determine the Nature and Importance of Transit
- Assess the Current Resources Available and the Costs to Provide Language Assistance Services

Limited English Proficiency (LEP)

Individuals, who do not speak English as a primary language AND have a limited ability to read, write, speak, or understand English are Limited English Proficient, or “LEP.” According to the 2011 American Community Survey from the US Census Bureau, 29% of the Ventura County population over the age of 4 speaks Spanish at home, and 63% speak English only. For local jurisdictions within the GCT service area, the percentage of persons who speak Spanish at home increases to 36% in the City of Port Hueneme and 59% in the City of Oxnard (the most populous City in Ventura County).

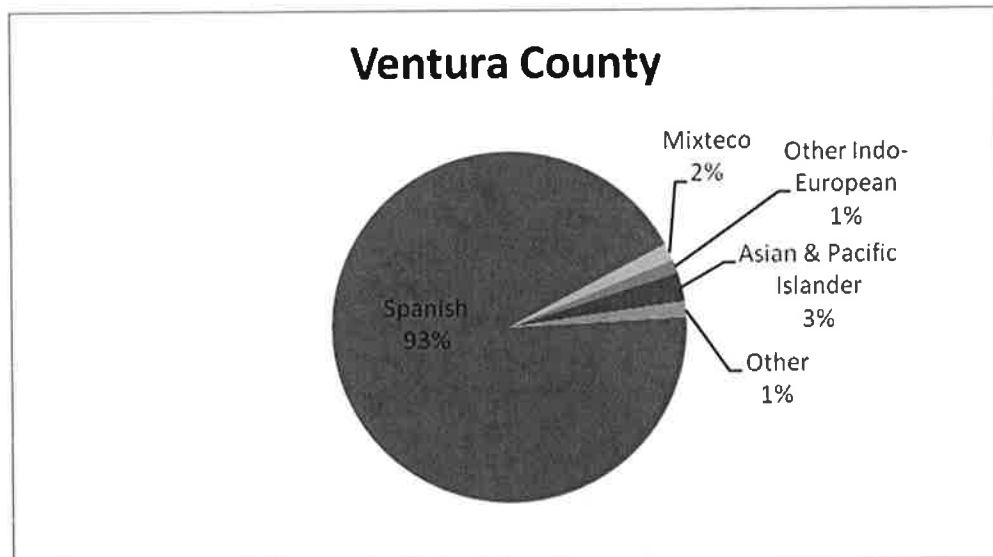
In California, Assembly Bill (AB) 680 requires the California Department of Education (CDE) to notify districts of their schools where languages other than English are spoken by 15 percent or more of the student body and for which translations of parental notifications are needed, pursuant to *Education Code (EC)* Section 48985. These statistics are based upon information districts themselves provide to the CDE: the annual California Basic Educational Data System (CBEDS) report and the annual Spring Language Census or R-30.

GCT recognizes that students are not the only users of transit. However, the annual R-30 survey is the most readily available source of language spoken in the home. Using the California Department of Education year 2011-12 language group data, over 90% of English Learner students (formerly known as LEP) in grades Kindergarten through 12th grade within the GCT service area speak Spanish. English learner students are those students for whom there is a report of a primary language other than English on the

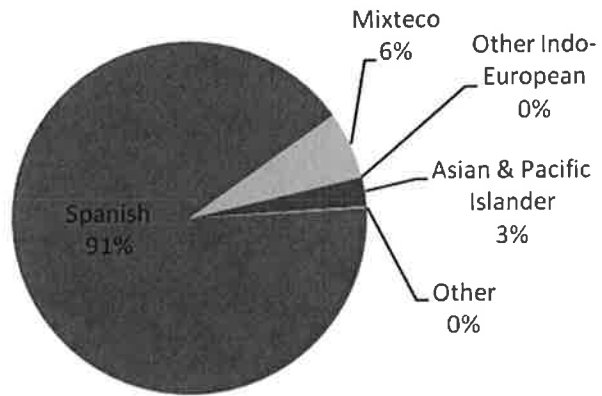
state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through 12th) assessment procedure and literacy (grades 3 through 12 only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

| ENGLISH LEARNER STUDENTS | | | | | | |
|--------------------------|---------|---------|---------------------|--------------------------|-------|--------|
| School Districts | Spanish | Mixteco | Other Indo-European | Asian & Pacific Islander | Other | Total |
| Ventura County | 30,585 | 513 | 403 | 881 | 461 | 32,843 |
| Hueneme Elementary | 3,658 | 246 | 2 | 107 | 7 | 4,020 |
| Rio Elementary | 1,875 | 65 | 8 | 52 | 7 | 2,007 |
| Ocean View | 1,509 | 20 | 2 | 41 | 1 | 1,573 |
| Oxnard | 8,334 | 151 | 13 | 91 | 43 | 8,632 |
| Ventura Unified | 2,408 | 1 | 34 | 57 | 73 | 2,573 |
| Ojai Unified | 363 | 0 | 10 | 5 | 5 | 383 |

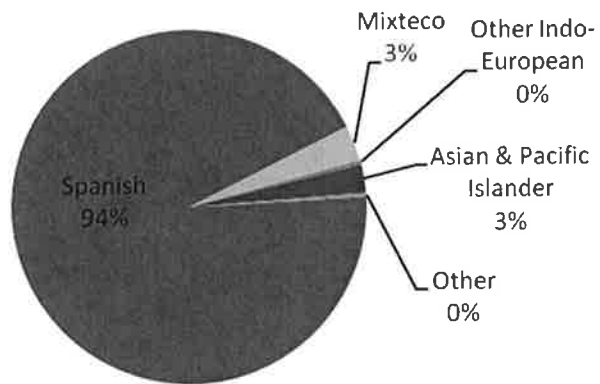
English Learner Students (ELS) is a term formerly known as Limited-English-Proficient (LEP), from the 2011-12 Language Spring CALPADS data (California Basic Education Data System (CBEDS)), California Department of Education. ELS are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through 12th) assessment procedure and literacy (grades 3 through 12 only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.



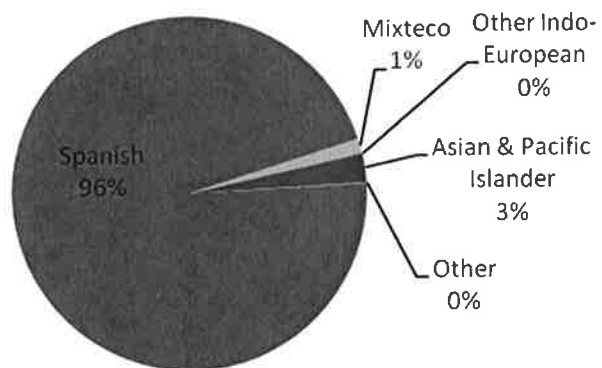
Hueneme Elementary



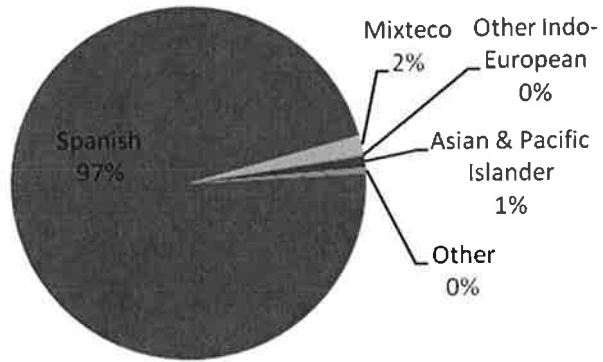
Rio Elementary



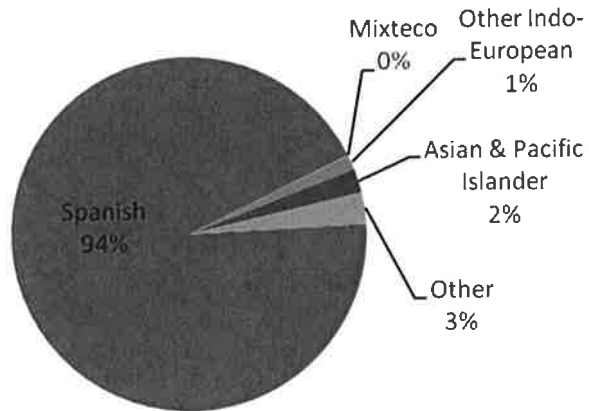
Ocean View



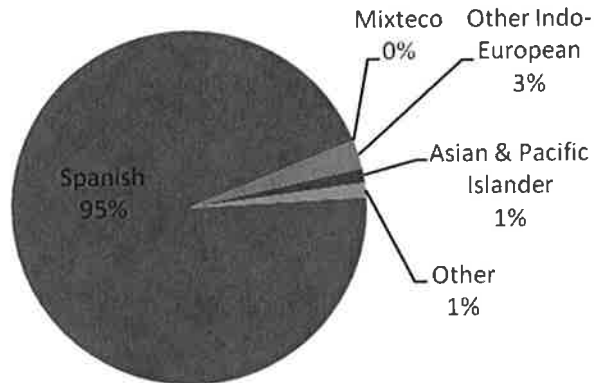
Oxnard



Ventura Unified



Ojai Unified



Number and Proportion of LEP Persons in the GCT Service Area

The U.S. Census Bureau has a range of 4 classifications of how well people speak English. The classifications are 'very well,' 'well,' 'not well,' and 'not at all.' Consistent with federal guidance, this plan considers people who are reported by the Census to speak English 'not well' or 'not at all' as Limited English Proficient persons. The population in the GCT service area is approximately 408,000. Of this population, 58% are minority. Analysis of demographic data from the 2011 American Community Survey conducted by the U.S. Census Bureau shows that as much as 36% or more of the population that reside within the GCT service area may be considered LEP.

Data from the California Department of Education (CDE) annual surveys can help ascertain significant growth or changes in the LEP population since the 2010 Census. There are some limitations in using this data. The CDE data does not offer an "apples to apples" comparison to data from the U.S. Census. A different term entirely (English Learner (EL) and the data from the CDE was provided by school district as a whole, not the smaller census tract level. Nonetheless, this data is useful as a first step in identifying any differences or trends during the past few years from the 2010 Census. Using this source, GCT has determined that 90% of the approximately 21,000 student LEPs identified in the Spring 2012 annual R-30 speak Spanish. Mixteco and Filipino speaking LEPs each represented 1% of the total LEPs within the service area. These LEP populations may be growing. GCT is able to annually review the CDE website to monitor the shift in language needs.

Frequency of Contact with GCT Services

All contacts with GCT are made through its administrative offices, its customer service offices and GCT ACCESS offices located in Oxnard, CA. GCT and GCT ACCESS serve LEP persons daily via our fixed route and paratransit services.

The Nature and Importance of Transit Services Provided by GCT

An LEP person's inability to utilize effectively public transportation may adversely affect his or her ability to obtain health care, education or access to employment." (DOT LEP Guidance Section V (4)). GCT's ridership has a low percentage of choice riders. GCT public transportation services are very much the "to" in their access to employment, healthcare and social services

Current Resources Available and the Costs to Provide Language Assistance

GCT has experienced staff fluent in Spanish that have historically provided language assistance as needed on occasions when a LEP person contacts the transit system. All of GCT's information is provided in Spanish and English, including Notices of Public Meetings and other events.

APPENDIX 2

GCT FIXED-ROUTE GOALS, OBJECTIVES & STANDARDS, PERFORMANCE INDICATORS AND EVALUATION PROCEDURE

A. GOALS, OBJECTIVES AND STANDARDS

Goal 1: Increase Mobility Options in the GCT Service Area

This goal seeks to increase the awareness and attractiveness of GCT fixed-route service.

Objective:

- Maintain and attract new ridership to the GCT fixed-route service.

Minimum Performance Standards:

- During the next five years ridership should achieve an annual average increase equal to or greater than the percentage increase in population.
- When GCT introduces express services, the average transit travel time should be no more than 130% of comparable trip time by automobile.
- Routes should be structured so that transfer activity shall be kept to a minimum, not to exceed 20%.
- Routes should serve all major activity centers that can support fixed-route service (such as major employment centers, shopping centers, colleges, other schools, public and private medical facilities, and other major activity centers)
- Develop an aggressive marketing program directed at all market segments, especially the “choice” rider.

Goal 2: Provide Safe and Reliable Transit Service

The purpose of this goal is to enhance the safety and reliability of GCT transit service so that more of the general public will choose transit for their transportation needs.

Objectives:

- GCT shall operate vehicles that are clean, comfortable and dependable.
- GCT shall provide reliable service.

Minimum Performance Standards:

- 90% of all fixed-route departures should be no more than five (5) minutes late.
- 100% of scheduled departures should be no more than zero minutes early.
- Less than one percent (1%) of all scheduled trips should be missed on any day service is provided.
- Vehicles should be replaced on a schedule consistent with FTA lifecycle guidelines.
- Preventive Maintenance Inspections (PMI) shall be conducted on schedule and consistent with the manufacturers recommendations.
- Maximum load factor should not exceed 1.25 based on seated capacity.
- Operate a minimum of 50,000 miles between preventable accidents.

- Operate a minimum of 10,000 miles between road calls.
- All coach interiors shall be cleaned daily; exteriors shall be cleaned every other day.
- Verified passenger complaints shall not exceed 10 per 100,000 boardings annually.
- Service should be expanded to unserved areas only if it can meet and maintain specific productivity and efficiency standards established prior to implementation.
- Minimum productivity should be 20 passengers per hour on trunk routes, and 10 passengers per hour on local routes.

Goal 3: Provide Efficient and Productive Service

This goal addresses the need to maintain cost-effective services in the GCT service area.

Objective:

- Minimize operating costs and maximize ridership.

Minimum Performance Standards:

- Carry a minimum of 28 passengers per hour system-wide.
- Recover at least 25% of operating costs from passenger fares system-wide.
- Annual increases in operating cost per vehicle hour should not exceed the CPI for the Ventura County region.

Goal 4: Provide a Seamless Transit Service in the Region

This goal maximizes convenience for passengers who transfer between systems.

Objective:

- Coordinate with other regional and local transportation providers.

Minimum Performance Standards:

- Coordinate schedules with VISTA to minimize wait times between systems.
- Coordinate fares with VISTA and Metrolink, including transfer fare agreements.
- Continue to provide guidance to all jurisdictions regarding bus stop amenities, including benches, shelters, and signage that includes schedule information for each system serving the transfer point.

B. PERFORMANCE INDICATORS AND EVALUATION PROCEDURE

PERFORMANCE MEASURES: Unlinked passengers per service mile, unlinked passengers per service hour, operating revenue per service mile, operating revenue per service hour, farebox recovery rates.

Performance Compared to System Average

Recommended Action

Over 110%

Analyze route for possible service level improvements.

| | |
|------------------|---|
| 90-100% | Satisfactory performance. |
| 70-90% possible. | Analyze route segments and improve efficiency if possible. |
| Less than 70% | Analyze route and take some action to increase ridership or decrease cost. If route continues to operate at this level, consider elimination of service unless the route is meeting a GCT policy objective. |

PERFORMANCE MEASURES: Operating subsidy per service mile, operating subsidy per service hour, operating cost per unlinked passenger, operating subsidy per unlinked passenger.

Performance Compared to System Average

Recommended Action

| | |
|-----------|---|
| Under 90% | Analyze route for possible service level improvements. |
| 90-100% | Satisfactory performance. |
| 110-130% | Analyze route segments and improve efficiency if possible. |
| Over 130% | Analyze route and take some action to increase ridership or decrease cost. If route continues to operate at this level, consider elimination of service unless the route is meeting a GCT policy objective. |

It has been found that this evaluation methodology is successful for the GCT system. It allows GCT to be sensitive to its role as a regional transit provider and its most important passenger – while also being cognizant of the economic performance of the routes.

APPENDIX 3

GOLD COAST TRANSIT PUBLIC PARTICIPATION PLAN

The main objectives are to:

- Comply with the public involvement and environmental justice requirements of the Federal and State regulations,
- Provide specific opportunities for local citizens and citizen-based organizations to discuss their views and provide input on the subject areas addressed in plans, projects or policies of GCT
- Inform and educate citizens and other interested parties about ongoing GCT planning activities, and their potential role in those activities.
- Work with other local and state organizations that have similar goals and requirements.

Experience has shown difficulty in reaching a large span of the population and keeping them involved. Federal and State regulations require us to provide the public with information and to reach out and include traditionally under-served populations. This document has been prepared to serve that purpose. All public participation opportunities are available with language assistance in Spanish.

A. General Public Relations

General public relations may be defined as any action that might reach any citizen, whether or not that citizen has specific interest or knowledge regarding transportation planning. This group of techniques includes the followings: announcements in the form of press releases targeted at newspapers; posters or pamphlets displayed in public places; frequent news updates on social networking sites such as Facebook and Twitter; and flyers distributed on the buses announcing proposed changes. Meetings or hearings that are held in public places and covered by the media can act as general public relations. These techniques are great ways to keep the general public aware of the presence of the planning organization and the status of specific projects so that they may develop an interest and choose to become better informed or actively involved.

B. Events

There are a broad variety of ways to educate and engage the public. In general, the earlier public involvement is sought, the better. It is also a better use of citizens' free time to participate in a process that will determine the direction of a service change that may take months to complete. Citizens may get frustrated when they are invited to join late in the process - when the values and goals have already been decided and the details have been hammered out. The following tools are arranged from most participatory to least.

Special Events are held to bring attention to a specific activity or issue. Special events may take the form of a fair or special educational lecture at a business or school. Special events are a great way to expose a large number of people to a project, program or service planning.

Surveys are an efficient method of gathering input from a large number of people at an early stage of the planning process. This is particularly useful when trying to understand the goals and aspirations of a community before attempting to address any specific problems. As an outreach tool, surveys are a good way to identify citizens who may want to become further involved. Surveys may be administered in person or on the phone or distributed via mail, on the Internet, or at public places. A labor intensive activity, implementation of survey might be aided by volunteers and student interns.

Community Roundtable Meetings are the next highest level of participation. Roundtables include the elements of a wide representation of attendees, including the public, and a discussion-based agenda. Often a speaker may provide information on a given topic or project, and then the group will discuss the topic at length in a large group or small group format. Roundtables have the advantage of providing a forum for extensive interaction between community members and leaders.

Public Hearings are usually held when an agency has completed a plan and needs to present it for public review before moving forward with the plan. If the greater community has been involved from the very start, then a public hearing can be a grand unveiling to be celebrated. As with all of these tools, care must be taken to ensure that the public is made fully aware of the event well in advance, and that the goals and values espoused by the plan are clearly stated.

C. Direct Marketing and Education

Direct marketing and education is meant to reach out and provide specific information to specific parties. For example, landowners, city planners, or leaders of an ethnic community may be sought out and personally invited to come to a meeting. Similarly, lower income groups who do not have access to modern forms of technology, such as a computer equipped with internet or a smart phone may be specifically targeted to be educated about the most recent and significant changes in service or children or families may be targeted to begin a discussion on service improvements within a neighborhood. Direct marketing and education can take place through direct mail or TV, radio, press advertising, or through classroom education, meetings with specific groups of people such as educators, community stakeholders and other community advocates. It can also be through making direct phone calls or meeting with key people who desire to participate in a given process. This is the most labor intensive and potentially most fruitful way to create a diverse and active public participation process.

APPENDIX 4

**APPROVAL OF TITLE VI UPDATE DOCUMENTATION
APPROVED BOARD MEETING MINUTES
FROM APRIL 3, 2013 MEETING**

APPENDIX 5

**PRINTED MATERIALS
ROUTE MAP, SCHEDULES AND BROCHURES**

APPENDIX A
TITLE VI PROGRAM CHECKLIST

Every three years, on a date determined by FTA, each recipient is required to submit the following information to the Federal Transit Administration (FTA) as part of their Title VI Program. Subrecipients shall submit the information below to their primary recipient (the entity from whom the subrecipient receives funds directly), on a schedule to be determined by the primary recipient.

General Requirements (Chapter III)

All recipients must submit:

- Title VI Notice to the Public, including a list of locations where the notice is posted
- Title VI Complaint Procedures (i.e., instructions to the public regarding how to file a Title VI discrimination complaint)
- Title VI Complaint Form
- List of transit-related Title VI investigations, complaints, and lawsuits
- Public Participation Plan, including information about outreach methods to engage minority and limited English proficient populations (LEP), as well as a summary of outreach efforts made since the last Title VI Program submission
- Language Assistance Plan for providing language assistance to persons with limited English proficiency (LEP), based on the DOT LEP Guidance
- A table depicting the membership of non-elected committees and councils, the membership of which is selected by the recipient, broken down by race, and a description of the process the agency uses to encourage the participation of minorities on such committees
- Primary recipients shall include a description of how the agency monitors its subrecipients for compliance with Title VI, and a schedule of subrecipient Title VI Program submissions
- A Title VI equity analysis if the recipient has constructed a facility, such as a vehicle storage facility, maintenance facility, operation center, etc.
- A copy of board meeting minutes, resolution, or other appropriate documentation showing the board of directors or appropriate governing entity or official(s) responsible for policy decisions reviewed and approved the Title VI Program. For State DOT's, the appropriate governing entity is the State's Secretary of Transportation or equivalent. The approval must occur prior to submission to FTA.
- Additional information as specified in chapters IV, V, and VI, depending on whether the recipient is a transit provider, a State, or a planning entity (see below)

Requirements of Transit Providers (Chapter IV)

All Fixed Route Transit Providers must submit:

- All requirements set out in Chapter III (General Requirements)
- Service standards

App. A-2

FTA C 4702.1B

- Vehicle load for each mode
- Vehicle headway for each mode
- On time performance for each mode
- Service availability for each mode

Service policies

- Transit Amenities for each mode
- Vehicle Assignment for each mode