

Walnut Park Safe Routes to School Action Plan

2018



Berkeley SafeTREC
SAFE TRANSPORTATION RESEARCH AND EDUCATION CENTER



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1. INTRODUCTION

Community organizations, local agencies, and community members have been working to improve health, safety, and quality of life for residents including children and youth throughout Walnut Park. Safe Routes to School aims to create safe, convenient, and fun opportunities for students to walk, bike, and roll to and from school. This includes a wide variety of programs and projects, from creating enhanced street crossings and maintaining sidewalks to education and encouragement programs that teach children how to walk and bicycle safely to school.

Supporting students walking, biking, and rolling to and from school is a top community priority. Schools in Walnut Park have participated in events such as Walk to School Day. Communitywide, the County of Los Angeles, with technical assistance from the Southern California Association of Governments, hosted a Go Human demonstration event in June 2018. Through the [Community Pedestrian Plan for Walnut Park](#) included in the [Step by Step LA County: Pedestrian Plans for Unincorporated Communities](#), the County of Los Angeles has proposed infrastructure improvements near and along routes to schools in Walnut Park. In addition, the Plan includes short, medium and long term steps to enhance the County's Safe Routes to School efforts, including developing a website to provide resources such as suggested routes to school maps, how to request a crossing guard, info on infrastructure projects. However, there is not a formal Safe Routes to School program or framework established at any of the schools that serve Walnut Park.

A. THE SAFE ROUTES TO SCHOOL LAUNCH PROGRAM

In the spring of 2018, the YWCA Greater Los Angeles (YWCA GLA) and community partners began participating in the Safe Routes to School Launch Program, a joint project of the Safe Routes to School National Partnership (National Partnership) and UC Berkeley Safe Transportation Research and Education Center (SafeTREC) designed to help start strong and sustainable Safe Routes to School programs in California communities. As part of the Safe Routes to School Launch Program, the National Partnership gathered and analyzed data and local policies and interviewed key stakeholders. A workshop brought together representatives from the County of Los Angeles Departments of Public Health and Public Works, Office of First District Supervisor Hilda Solis, California Highway Patrol, and community members to learn

about Safe Routes to School and discuss strategies for developing a robust, comprehensive program in Walnut Park.

B. ABOUT THIS ACTION PLAN

This Safe Routes to School Action Plan is intended to guide Walnut Park in developing a robust and sustainable Safe Routes to School program that addresses local needs. The Action Plan was developed based on planning and input that took place at the Safe Routes to School Launch Workshop, the National Partnership's assessment of current conditions, community needs and capacity, and a series of conversations with key stakeholders. Recommendations in the Action Plan are based upon the components needed to build a successful Safe Routes to School initiative and sustainable program. The most successful Safe Routes to School initiatives incorporate the Safe Routes to School Six E's framework: education, encouragement, engineering, enforcement, evaluation, and equity.

The Action Plan begins with a summary of current conditions related to walking and biking to school, including existing policies, plans, programs, and infrastructure. The second section of the Action Plan outlines recommended strategies and actions to be undertaken in Walnut Park during the first implementation year (2018-2019) as well as additional longer-term actions in years two through five. A summary matrix includes potential implementation leaders and partners and suggested resources. Finally, a brief discussion of funding resources for implementation is provided. Additional information is provided in a number of appendices:

- Appendix A: Action Plan Matrix
- Appendix B: Existing Policies and Plans
- Appendix C: Pedestrian and Bicycle Collision Data
- Appendix D: Workshop Summary

The Six E's of Safe Routes to School

Research shows that comprehensive Safe Routes to School initiatives are effective at increasing physical activity and reducing injuries for children. A comprehensive approach requires embedding Safe Routes to School into many aspects of a community. The Six E's of Safe Routes to School are a convenient way to summarize the key components of a comprehensive, integrated approach. The Six E's of Safe Routes to School include:

- **Education** – Teaching students and community members about the broad range of transportation choices, providing them with the skills to walk and bicycle, and educating them about how to be safe from traffic, crime, and other threats while using different methods of transportation.
- **Encouragement** – Using events and activities to promote walking, bicycling, public transportation, and being physically active.
- **Engineering** – Creating physical improvements to the streetscape and built environment that make walking and bicycling more comfortable and convenient, and that also decrease the risk of injury from motor vehicles or people, increasing street safety.
- **Enforcement** – Addressing traffic dangers and crime concerns in the neighborhood around the school and along school routes through work with local law enforcement, crossing guards, and community members.
- **Evaluation** – Assessing which approaches are more or less successful, ensuring that a program or initiative is decreasing health disparities and increasing equity, and identifying unintended consequences or opportunities to improve the effectiveness of an approach for a given community.
- **Equity** – Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income communities, communities of color, students of all genders, students with disabilities, and others.

2. WALNUT PARK TODAY

This section provides an overview of the current conditions in Walnut Park. It describes the current policies and plans, Safe Routes to School and related programs, existing infrastructure for walking and bicycling, and collision history in the unincorporated county area.

A. OVERVIEW

Currently, most students in Walnut Park arrive to school via car or walking. Los Angeles Unified School District (LAUSD) schools that serve Walnut Park include: Walnut Park Elementary School, Hope Street Elementary School, Gage Middle School, Walnut Park Middle School, State Street Elementary School, Liberty Boulevard Elementary School, and Huntington Park High School. Additionally, two LAUSD authorized public charter schools, Alliance Margaret M. Bloomfield High School and Academia Moderna are located in Walnut Park. The nine schools have a combined enrollment of approximately 7,495 students. Safe Routes to School initiatives would fit in with other community initiatives, such as efforts by the County to improve bicycle and pedestrian facilities communitywide. Many areas of the County's Community Pedestrian Plan for Walnut Park consider the important role of schools in the community. While the County is considering infrastructure changes, there are opportunities to advance Safe Routes to School at individual schools and across the community through partnerships, policies, and program implementation.

B. COMMUNITY HEALTH AND WELLNESS

Safe Routes to School has the potential to address health challenges related to physical inactivity for students as well as the broader community. Around 15 percent of children ages 2-11 are overweight in Walnut Park, compared to 12 percent in Los Angeles County. Among Walnut Park residents ages 12-17, 40 percent are overweight or obese versus 38 percent countywide. Adult obesity rates are also higher in Walnut Park than the county average—36 percent versus 26 percent, respectively.¹ These health disparities have prompted the County to take action through policies and planning, and to think critically about how it prioritizes investments in walking and biking infrastructure. Organizations like the YWCA GLA are also working on numerous initiatives at the community level to improve health and wellness for community members.



¹ [http://www.publichealth.lacounty.gov/place/stepbystep/docs/5_Walnut_Park_Community_Ped_Plan_\(Summer%202017\).pdf](http://www.publichealth.lacounty.gov/place/stepbystep/docs/5_Walnut_Park_Community_Ped_Plan_(Summer%202017).pdf)

C. EXISTING INFRASTRUCTURE FOR WALKING AND BIKING

Walnut Park is a small, unincorporated community in Los Angeles County that encompasses less than one square mile. As one of the densest communities in the county, Walnut Park consists primarily of residential areas, in addition to commercial areas along major roads, including Pacific Boulevard and Florence Avenue. For the most part, key services and local amenities, including Walnut Nature Park, are within walking distance from the residential areas. Yet issues with accessibility and community perceptions of safety make it challenging for residents to rely on active transportation to move around the around community efficiently.

The Community Pedestrian Plan for Walnut Park developed by the County of Los Angeles features an analysis of the existing pedestrian environment based on data and walk audits. Findings indicate that traffic volumes on roads that residents rely on for access to commercial goods and services, like Pacific Boulevard, are high. Additionally, vehicle speeds exceeding the posted limit are also common. Collision data confirms that these issues result in barriers to walking and can have serious health and safety implications.

Most streets in Walnut Park have sidewalks in place, but residents still experience challenges getting around on foot in many areas. These challenges include sidewalk gaps, narrow sidewalks, undesirable levels of lighting, and sidewalk obstructions. The plan found that marked crosswalks exist primarily at intersections along major and minor streets. There are also opportunities to enhance line-of-sight, and address deteriorating striping, lack of signage, and American with Disabilities Act (ADA) compliance. Traffic signals are in place at most major intersections, but some signals at intersections controlled in part or whole by neighboring jurisdictions lack countdown pedestrian signals. Lack of pedestrian-scale lighting is another challenge that residents identify as a barrier to pedestrian activity, as currently most lighting in the community is oriented towards the street and not sidewalks. A lack of tree canopy along sidewalks throughout Walnut Park also deters residents from walking.

As part of the development of the Community Pedestrian Plan for Walnut Park, two community workshops and walk audits were conducted. Workshop participants identified the following concerns and opportunities:

- Need for more traffic enforcement
- High level of crime in the community
- Issues related to homeless encampments
- Unattractive pedestrian environment
- No buffer or physical barrier between the sidewalks and street
- Lack of safe passages for students
- Narrow sidewalks
- Desire for pedestrian-scale lighting on major streets

Workshop participants also identified the following requests for pedestrian improvements:

- Traffic calming measures
- Pedestrian lighting
- Walking paths
- Continental crosswalks

- Street trees
- Median refuge islands
- Pedestrian-activated warning systems
- Countdown pedestrian signals

In addition, a community survey identified the following challenges with walking in Walnut Park:

- Undesirable levels of lighting
- Fear of theft or robbery
- Fear of physical violence
- Undesirable number of marked crosswalks

Potential solutions identified by survey participants included:

- Additional lighting and more community policing
- Better maintained sidewalks
- More trees and shade along sidewalks
- Intersection enhancements

A series of proposed pedestrian improvement projects were developed based on community input on key concerns and opportunities for improvement. The proposed projects include crossing enhancements, sidewalk improvements, increased accessibility, curb extensions, and identifying areas that need further study. A detailed breakdown of these improvements, including estimated cost can be found in the Community Pedestrian Plan for Walnut Park. Figure 1 shows an overview of the proposed pedestrian enhancements.

There are few bicycle facilities in Walnut Park. The County of Los Angeles Bicycle Master Plan examines existing facilities and outlines a proposed network for unincorporated areas of the county. Figure 2 shows these facilities for the Metro Planning Area, includes Walnut Park. Similar to most other unincorporated communities in this planning area, there are no existing bike networks. Proposed facilities include primarily Class II bike lanes.

Figure 8 9: Map of proposed pedestrian improvements in Walnut Park

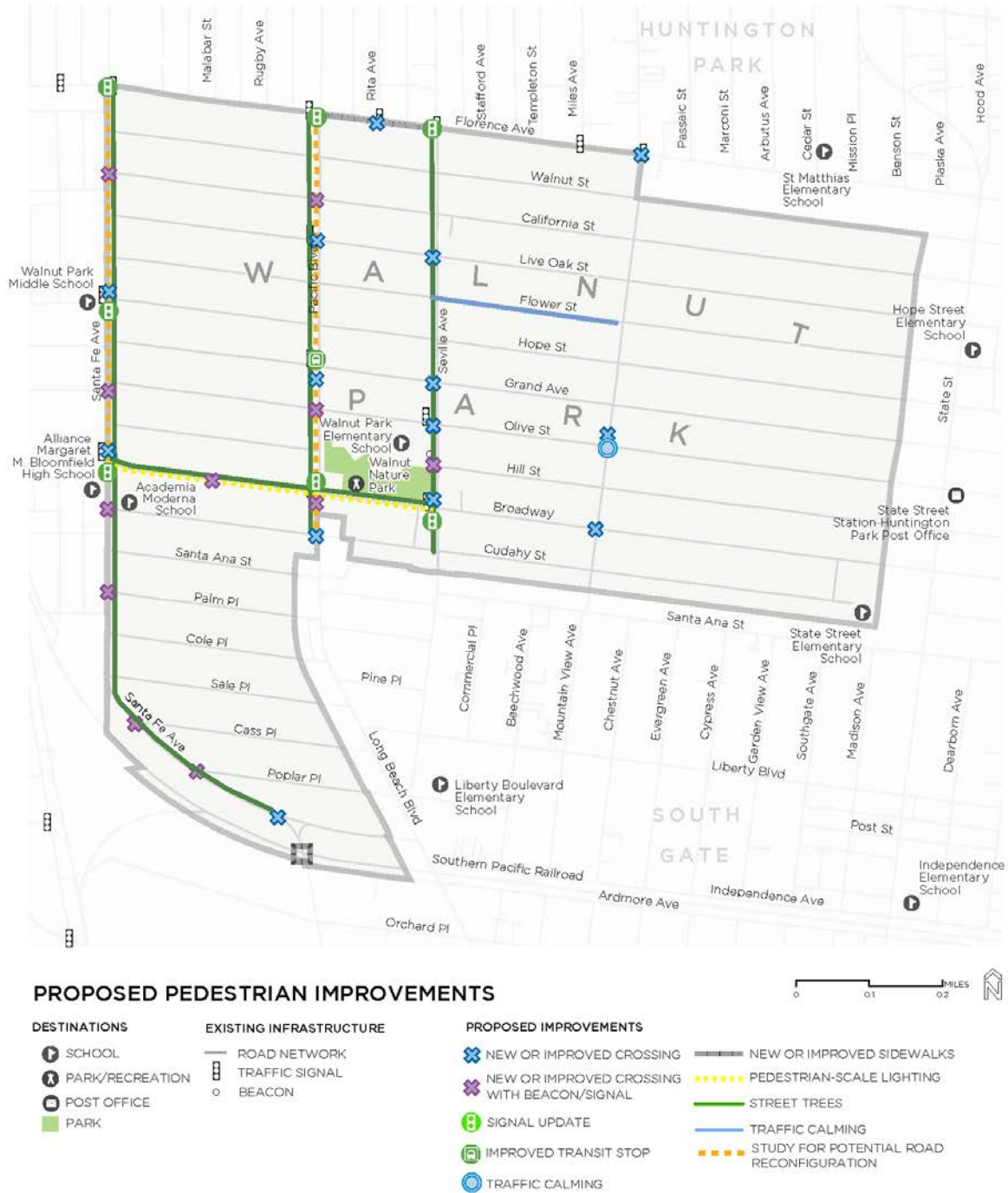


Figure 1.

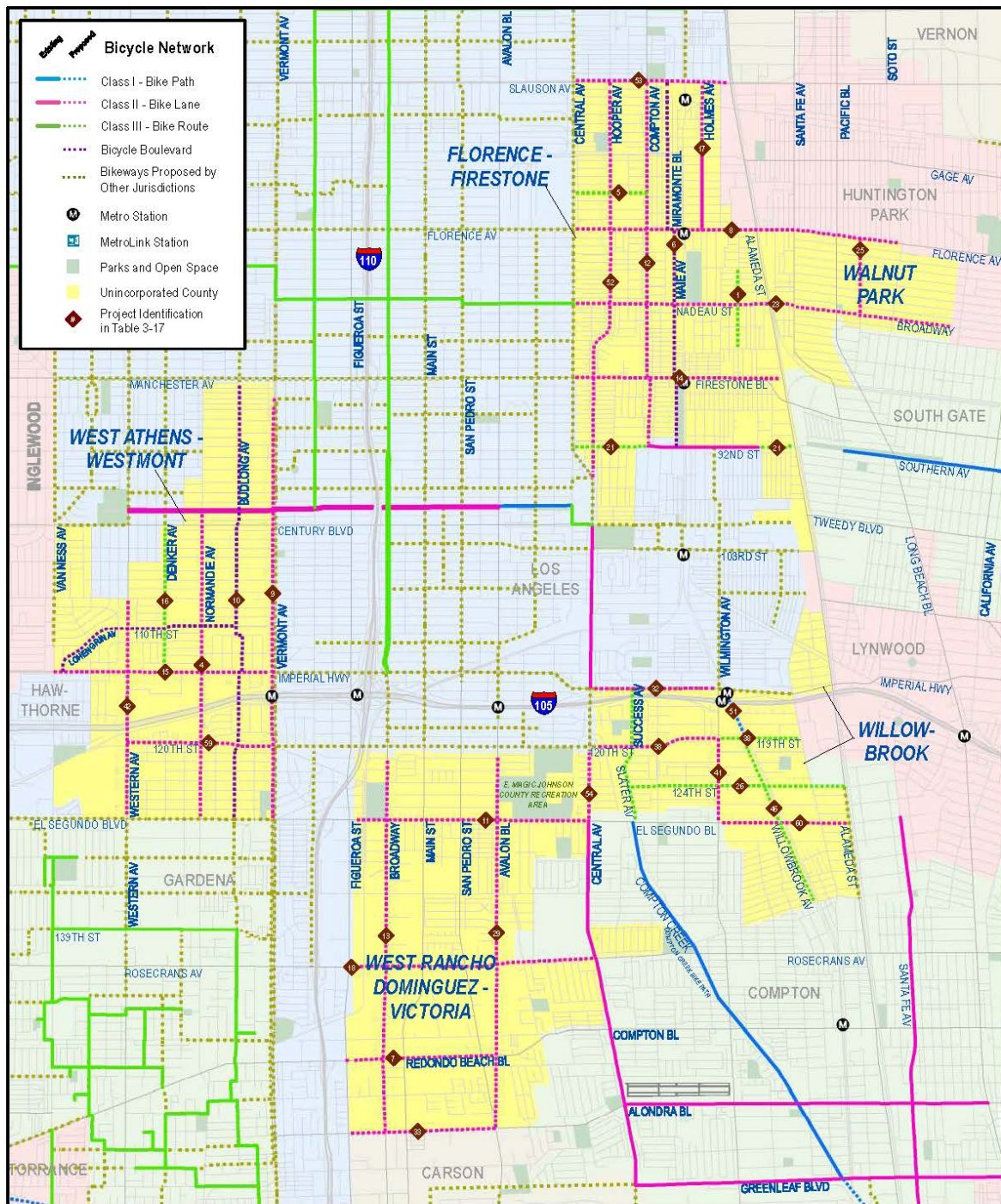


Figure 3-20: Florence-Firestone, Walnut Park, West Athens-Westmont, West Rancho Dominguez-Victoria and Willowbrook Proposed Bicycle Facilities

Los Angeles County Bicycle Master Plan

Source: Los Angeles Metro (2006, 2010); Alta Planning + Design (2010)
Date: 10/13/11

Alta Planning + Design | 88

Figure 2.

D. PEDESTRIAN AND BICYCLE COLLISION HISTORY

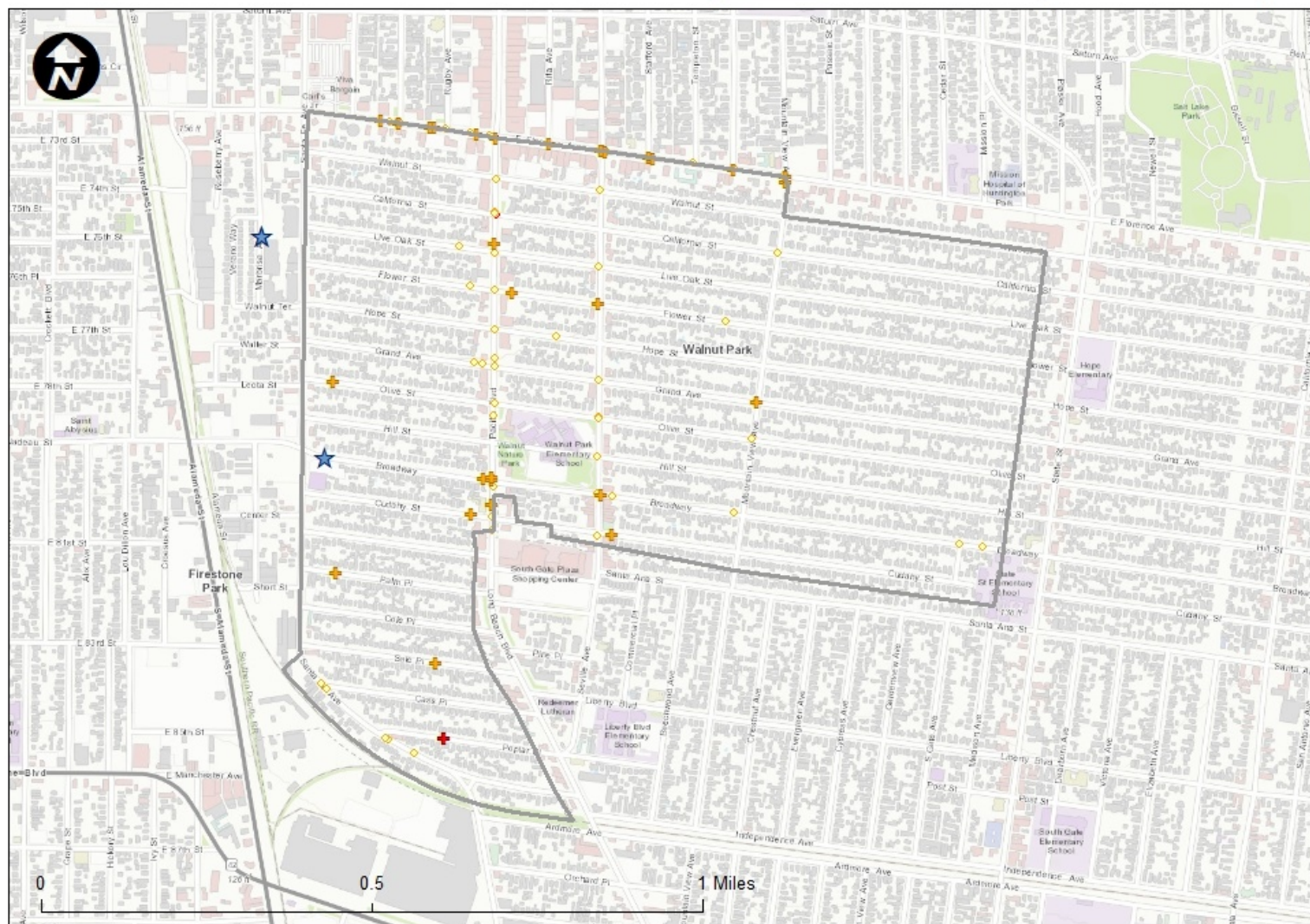
Between 2007 and 2016, there were a total of 78 injuries and 3 fatalities resulting from pedestrian and bicycle collisions in Walnut Park. Overall, pedestrian collisions appear to have declined since 2012, as there have been no pedestrian collisions involving school-age victims since. For pedestrian collisions not involving a school-age victim, the three-year moving average has fallen steadily from a peak of eight collisions in 2011 to a low of three collisions in 2015. In contrast, bicycle collisions appear to have been broadly stable over the past decade, with an average of one to two collisions involving a school-age victim each year and an average of two to three collisions not involving a school-age victim each year.

There were numerous pedestrian collisions along Pacific Boulevard, most of which included severe injuries. On this road, there were clusters of collisions at intersections with Broadway, Grand, and Florence Avenues. Half of all pedestrian collisions that involved school-age victims were located on Pacific Boulevard at intersections with Broadway and Florence Avenues. Most of the other collisions that involved school-age pedestrians occurred on or near Seville and Santa Fe Avenues. With bicycle collisions, there are also clusters at intersections along Pacific Boulevard with Broadway and Florence Avenues. These are also the two intersections where bicycle-involved injury collisions involving school-age victims occurred. Bicycle collisions were also concentrated on other roadways. Many collisions, including the one severe injury collision, occurred on or near Pacific Boulevard. The remaining bicycle collisions were on Broadway or Mountain View Avenues.

Between 2013 and 2017, there were 30 injured victims in 23 pedestrian collisions, including 27 pedestrians and three motor vehicle passengers. Of the 27 pedestrian victims, six (22.2%) were severely injured. About half (13) of these 27 victims of pedestrian collisions were female. Over one-quarter of the victims of pedestrian collisions were 19 years old or younger, including five male and two female victims. There were 22 victims in 21 bicycle collisions during the same time period, including 21 bicyclists and one motor vehicle driver. All victims suffered a minor injury. Of the 21 bicycle victims, 85.7% were male and one-fifth were 19 years old or younger - all of the younger victims were male.

More information about the collisions, including communitywide maps, and data trends, are provided in Appendix C.

Walnut Park - Pedestrian or Bicycle Collisions (2007-2016)



Collision Data Source: SWITRS 2007-2016
Figure 3.

E. LOCAL POLICIES AND PLANS RELATED TO SAFE ROUTES TO SCHOOL

The County of Los Angeles and LAUSD have adopted policies and plans that incorporate and support Safe Routes to School, but these policies have potential to be strengthened. County plans, including Step by Step LA County; Pedestrian Plans for Unincorporated Communities, the Bicycle Master Plan, and the General Plan Mobility Element, feature discussion on Safe Routes to School and different levels of approaches in implementation of such programs. For example, the Step by Step LA County plan provides a series of strategic recommendations to implement a Safe Routes to School Program, while the Community Pedestrian Plan for Walnut Park also identifies specific infrastructure enhancement opportunities near schools in Walnut Park. The County of Los Angeles Bicycle Master Plan and County of Los Angeles General Plan Mobility Element include goals and policies to support bicycle safety, encouragement, education, and community support and could be enhanced upon by more specifically addressing schools and the LAUSD. Outlining strategies that support better coordination and leadership in Safe Routes to School planning would also be beneficial.

LAUSD has a Wellness Policy that includes language that supports Safe Routes to School, although the language is weak and could be improved by addressing implementation, leadership, and collaboration. LAUSD's Transportation Policy is also limited in language and has opportunity to expand its coverage of encouraging walking and biking to school. Additionally, the LAUSD website provides background information on Safe Routes to School and encourages travel along designated safe walking routes near individual school locations.

More information about the existing policies and plans can be found in Appendix B.

F. SAFE ROUTES TO SCHOOL PROGRAMS AND RELATED EFFORTS

The County of Los Angeles currently does not have coordinated Safe Routes to School programming, but provides suggested routes to school maps. In addition, DPW helps coordinate the County's school crossing guard program in partnership with the Los Angeles County Office of Education. Walnut Park is served by LAUSD schools, but the community is not included in strategic communitywide Safe Routes to School planning that the District is a part of. For example, LAUSD is a key partner in the [City of Los Angeles Safe Routes to School Program](#). While the City's effort has led to strategic plans and actions on Safe Routes to School, this coordination does not include the unincorporated communities in the County of Los Angeles. For example, the listing of [Pedestrian Routes to School](#) on LAUSD's website does not include any schools that serve Walnut Park. Still, the City's strategic approach to Safe Routes to



School and inclusion of LAUSD as an essential partner creates a solid foundation for County stakeholders to replicate.

Participation in Safe Routes to School activities in Walnut Park has been limited and overall could use more support from parents and community members. Leadership from community organizations like YWCA GLA helped Walnut Park Elementary School, Walnut Park Middle School, and Academia Moderna Charter School to successfully collaborate and host Walk to School Day events from 2015 to 2017. The County supported these events by providing guidance on

event day activities and programming, such as a walking school bus. The community also had success in June 2018 when the County hosted the Camina en Walnut Park event, in association with the Southern California Association of Governments. The 4-hour long demonstration event brought together community residents and other stakeholders to experience firsthand what biking and walking infrastructure enhancements could look like in their community. The event also exposed residents to education and encouragement programming.

Community Profile: Walnut Park	
Population: 15,966	Poverty status*:
	General population: 20.5% living below poverty level
Land area: 0.75 square miles	Ages <18 years old: 32.1% living below poverty level
Race and ethnicity:	
White 1.7%	
Black or African American 0.2%	
Asian 0.5%	
American Indian and Alaska Native 0.1%	
Native Hawaiian or Other Pacific Islander 0%	
Some other race 0.1%	
Two or more races 0.1%	
Hispanic or Latino 97.4%	
	Los Angeles Unified School District: 1,147 schools total, serving over 734,641 students. Serving Walnut Park:
	<ul style="list-style-type: none"> • 4 Elementary Schools (K-5) • 2 Junior High School (6-8) • 1 High School (9-12) • 2 Charter Schools (K-5 & 9-12)
Languages spoken at home*:	Free or Reduced Price Meals Eligibility
English only 6.9%	<ul style="list-style-type: none"> • Walnut Park Elementary School 93.8% • Hope Street Elementary School 90.8% • Gage Middle School 96.0% • Walnut Park Middle School 94.8% • Huntington Park High School: 94.4% • Alliance Margaret M. Bloomfield High School 93.4% • Academia Moderna 90.8%
Spanish 91.5%	
Asian and Pacific Islander Languages 1.3%	
*2016 Five-Year American Community Survey	



G. COMMUNITY WORKSHOP OVERVIEW

The community workshop held on Saturday July 14, 2018 hosted by Safe Routes to School National Partnership at the YWCA revealed numerous findings that inform this Action Plan. A few key themes that came forward include:

- Traffic safety challenges – Speeding and high traffic volumes create a challenging environment for pedestrians. An increase in police presence and expanded crossing guard locations could enhance the pedestrian environment for students and families to walk to school.
- Opportunities to enhance infrastructure – Sidewalk and street intersections could be enhanced with features that make walking comfortable (e.g. pedestrian-scale lighting, traffic signals, high-visibility crosswalks).
- Opportunities to enhance bicycle facilities – A lack of bike lanes and bike racks at schools make it challenging for students who would like to ride their bikes to school to do so.
- Education opportunities – Residents are engaged in Walnut Park and could benefit from expanded education on the benefits of walking and biking. School curriculum should also educate students on opportunities to make biking and walking to school safer.

A full summary of the workshop can be found in Appendix D.

3. THE PATH TO SAFE ROUTES TO SCHOOL: APPROACHES AND ACTIONS

Implementation of Safe Routes to School initiatives in Walnut Park have been limited to date. Small scale activities have been conducted at a few schools and through local community events, but comprehensive activities have not been sustained because of a lack of ongoing leadership and support. However, community organizations like YWCA GLA, with support from various County entities, are interested and poised to begin developing a Safe Routes to School program that can grow to be comprehensive and in multiple schools. The County brings to the table a host of planning and policy that can support efforts such as Safe Routes to School, in addition to technical knowledge and experience in coordinating and implementing education and safety campaigns. These stakeholders are ready to work with community members to begin activities in all of the Six E's of Safe Routes to School.

This Action Plan summarizes recommended strategies and actions. The Action Plan is structured around the Six E's of Safe Routes to School: education, encouragement, engineering, enforcement, evaluation, and equity. In addition, the Action Plan includes activities related to program structure, operations, and coordination, as well as policy enhancements. Recommendations denoted with an asterisk were actions discussed by workshop participants. The Action Plan includes activities to establish a program framework and start activities at one or two target schools in the short term and then longer term expansion efforts. While the plan is structured this way, it does not preclude the community from implementing a strategy from the longer term sections earlier if an opportunity arises. Implementation of some of the proposed strategies and actions (in particular those pertaining to infrastructure changes) maybe contingent upon environmental analysis, future engineering review, available funding and resources, right-of-way, and obtaining community and political support.

In Appendix A, a matrix summarizes the strategies and actions along with anticipated timeframes, implementation leads, supporting partners, and additional implementation resources.

A. PROGRAM STRUCTURE, OPERATIONS, AND COORDINATION

Establishing a formal program structure with identified responsibilities for various partners is a key component of an effective and sustainable Safe Routes to School Program. This involves determining which organization or agency will take the lead, who will be involved in making program decisions, and how coordination will occur between different groups working on different components of the program. Organizations like YWCA GLA have led various Safe Routes to School activities with support from County agencies, but no formal program structure has been established.

Recommended short term strategies and actions:

1. Determine Safe Routes to School program lead organization. YWCA GLA has taken the lead with activities thus far, but should determine capacity to continue serving as the program lead or to engage other community partners in sharing program leadership. It may also be of benefit to eventually identify a lead staff point person within the lead organization.
2. Establish a Safe Routes to School task force or designate an existing task force/committee to serve as the Walnut Park - Safe Routes to School task force. Recruit members from the County, School District, schools, community leaders, and community organizations. Meet monthly, bi-monthly, or quarterly while building program momentum.
3. Outreach to principals to generate interest in participating in initial activities at one or two target schools.*
4. Establish a shared vision and goals for the Safe Routes to School program.*



Recommended medium and long term strategies and actions:

5. Expand outreach and program to additional schools as interest grows.
6. Create informational materials about the program that could be distributed to community members and families to recruit additional volunteers and program champions. Include information about past activities as well as a menu of options that schools can undertake.*
7. Conduct outreach on Safe Routes to School to school PTAs, community groups, etc.
8. Schedule a training for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.*
9. Include Safe Routes to School messaging and resources on individual school webpages.
10. Include a County transportation staff person or other staff involved in active transportation in the School Health Council/Committee.

Recommendations denoted with an asterisk were actions discussed by workshop participants.

11. As the program expands across multiple schools, work with the County and LAUSD to assess staffing and determine need and ability to establish a part time or full time paid Safe Routes to School coordinator position; explore additional funding as needed.

B. EDUCATION

Education activities include teaching students and community members about the broad range of transportation choices, providing them with the skills to walk and bicycle, and educating them about how to be safe from traffic, crime, and other threats while using different methods of transportation. Currently in Walnut Park, YWCA GLA, in collaboration with local community groups and County agencies, has led limited education activities, which include trainings on how to organize a walk to school day event and programs such as a walking school bus.

Recommended short term strategies and actions:

1. Starting with one or two schools, incorporate bike/pedestrian safety education into in-class, on-campus or after-school programs.
2. Develop and distribute traffic safety education materials for families at each school that includes information related to pick-up/drop-off procedures as well as general safety.*
3. Conduct community education events such as family biking events or festivals to cultivate safe walking and bicycling.*

Recommended medium and long term strategies and actions:



4. Establish a volunteer pool or program that trains additional staff and community members to provide bicycle and pedestrian safety education programs.
5. Expand on-campus traffic safety education, with the ultimate goal of providing on-campus education for multiple grades and at all schools.
6. Work with high school students or others to create signage, social media, and/or other campaigns on pedestrian and bicyclist awareness and safety at and around schools.*

C. ENCOURAGEMENT

Encouragement strategies generate excitement about walking and bicycling safely to school. Children, parents, teachers, school administrators, and others can all be involved in special events like International Walk to School Day and ongoing activities like walking school buses and bike trains. Encouragement strategies can often be started relatively easily with little cost and a focus on fun.

Recommended short term strategies and actions:

1. Continue Walk to School events and grow activities to occur at all of the schools that serve Walnut Park.
2. Survey school leaders to identify what types of competition or incentive programs would likely be successful at each school. Include ideas generated at the workshops on lists of potential programs.

Engage businesses and local government agencies to provide materials and resources to each school to implement incentive programs.*

3. At schools with robust participation in Walk to School Day, encourage continued active transit to school by developing walking school bus programs that run monthly, weekly, or more frequently as interest grows.*

Recommended medium and long term strategies and actions:

4. Identify designated remote drop-off/pick-up locations at or near schools. Promote the locations by providing information to families.
5. Review current arrival and dismissal procedures at schools for potential changes such as staggered dismissal to reduce conflicts between students walking and biking with car pick-up/drop-off.

D. ENGINEERING

Engineering strategies create physical enhancements to the neighborhood that make walking and bicycling more comfortable, convenient, and safe. The County has identified proposed projects around schools as part of its Step by Step LA County: Pedestrian Plans for Unincorporated Communities, but there is not a comprehensive Safe Routes to School plan.

Recommended short term strategies and actions:

1. Continue to identify opportunities to include Safe Routes to School enhancements in existing projects and funding applications.
2. Conduct arrival and dismissal observations at target schools with County staff, School District staff, school staff, students and families to identify areas for enhancement.*

Recommended medium and long term strategies and actions:

3. Implement enhancements along school routes as identified in the Community Pedestrian Plan for Walnut Park.
4. Based on the arrival and dismissal assessments, identify opportunities to increase convenient access for students walking and bicycling on campus. This may include improvements on campus to provide direct access from the sidewalk to the bike racks and entry doors or opening gates to allow pedestrian and bicycle access from walkways and other destinations throughout the neighborhood.
5. Develop or update and maintain suggested route to school maps for schools and distribute online and via newsletters.

Sample Observation Worksheet

E. ENFORCEMENT

Enforcement activities deter unsafe behaviors of drivers, bicyclists, and pedestrians and encourage safe behaviors in the neighborhood around the school and along school routes. These activities can be

conducted by law enforcement, in partnership with law enforcement, or may be community-led. California Highway Patrol currently conducts focused traffic law enforcement at the start of the school year and responds to requests for other increased enforcement needs throughout the year.

Recommended short term strategies and actions:

1. Continue current focused traffic enforcement. Coordinate efforts with schools as well as the School District and provide pre- and post-event communication to families and school staff.



Recommended medium and long term strategies and actions:

2. Explore interest in developing school safety patrols where students in upper elementary grades receive traffic safety training, teach their peers, and assist with on campus enforcement activities using program materials from AAA.
3. As part of overall school route and improvement plans, assess needs for adult crossing guards at intersections near schools where students and families express difficulty crossing the street.*
4. Develop crossing guard training program in both English and Spanish so local residents can be trained to serve as crossing guards at prioritized crossing locations. Explore available supportive funding mechanisms.*

F. EVALUATION

Evaluation involves data collection and program tracking to assess which approaches are more or less successful, ensure that a program is meeting its objectives, and identify unintended consequences or opportunities to improve the effectiveness of an approach for the community.

Recommended short term strategies and actions:

1. At the target schools, conduct student travel tallies at the beginning and end of the school year, using the travel tally tool provided by the National Center for Safe Routes to School.*
2. Track Safe Routes to School education and encouragement program participation at target schools. Collection information on overall participation as well as grade level/age and other demographic information. Use this information to assess program effectiveness and identify any needs for improvement.

Recommended medium and long term strategies and actions:

3. Begin conducting a yearly assessment of Safe Routes to School efforts at the end of the school year. Evaluate program effectiveness, including participation by different population groups, changes in behaviors or perceptions around walking and bicycling, and school and community receptiveness to the program components.
4. Expand student travel tallies to multiple schools as they begin participating, using the travel tally tool provided by the National Center for Safe Routes to School.

5. Use mapping tools available from UC Berkeley's TIMS program to map bicycle and pedestrian collisions near schools. Use the collision information to assess changes and identify any needs for improvements communitywide or at specific locations.
6. Share program participation and evaluation results with schools and community members through newsletters or other materials.

G. EQUITY

Equity involves ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income communities, communities of color, and others.

Recommended short term strategies and actions:

1. Continue to prioritize education and encouragement materials to reach non-English speaking students and families. Ensure that education and encouragement materials are provided in Spanish.*

Recommended medium and long term strategies and actions:

2. Given limited ability to roll out a Safe Routes to School program at every school from the start, use equity measures, such as health disparities and eligibility for the free- and reduced-price lunch program, to develop a framework to prioritize schools for education and encouragement program implementation and/or infrastructure enhancements.
3. Use the results of previous year's evaluation efforts to identify gaps in participation. Develop and implement a strategy to ensure all population groups can participate in the Safe Routes to School program. This strategy may include targeted outreach or adjustments to the programs. Look particularly at students generally underrepresented in active travel; e.g., students of color, female students, and students with disabilities.

H. POLICY

Adopting Safe Routes to School policies or incorporating Safe Routes to School practices into existing county, school, and school district policies helps eliminate barriers and ensure long-term sustainability of the Safe Routes to School program. Policies help institutionalize supportive practices, broadening the reach beyond an individual school or activity to reach children and families across a community. This leads to more consistent implementation between schools and neighborhoods, creates accountability, and establishes formal relationships and responsibilities. The County of Los Angeles has strong policies and plans supporting active transportation, and strong language for Safe Routes to School. The Los Angeles Unified School District has limited language supporting Safe Routes to School within its policies. Both agencies have solid foundations for creating a Safe Routes to School program that involves the County and district. However, overall there remain clear opportunities to strengthen this language during updates as well as in implementation.

Recommended short term strategies and actions:

1. Implement education, encouragement, and communications activities described in LAUSD's Wellness Policy and use these activities to support Safe Routes to School initiatives.
2. Include a Safe Routes to School coordinator or County transportation professional in the School Health Council/Committee.

3. Include a link to Safe Routes to School messaging and resources on the LAUSD's Transportation Policy webpage.

Recommended medium and long term strategies and actions:

4. Work with LAUSD to encourage the inclusion of schools in unincorporated areas of Los Angeles County and other cities in the LAUSD Board or Education resolution that only prioritizes collaboration between LAUSD and the City of Los Angeles. (See: [Supporting Safe Routes to School, Vision Zero, and Walk to School Day \(Res-025-16/17\)](#)).

4. POTENTIAL FUNDING RESOURCES FOR IMPLEMENTATION

The following are potential funding sources and mechanisms that may be used to implement the Safe Routes to School Action Plan. The list is not exhaustive as additional funding sources and innovative mechanisms may develop during the life of the plan.

A. CALIFORNIA ACTIVE TRANSPORTATION PROGRAM

The California Active Transportation Program (ATP) consolidates federal transportation funding with state funds to provide local communities with funding for programs and projects that support active transportation. Safe Routes to School non-infrastructure programs such as traffic safety education and encouragement activities, as well as infrastructure improvements can be funded through the program. The funding is provided through a competitive application process. There is a statewide application process as well as a regional component administered by the Southern California Association of Governments

B. CALIFORNIA OFFICE OF TRAFFIC SAFETY

The California Office of Traffic Safety (OTS) provides grants to local and state public agencies for programs that help them enforce traffic laws, educate the public in traffic safety, and provide means of reducing fatalities, injuries and economic losses from collisions. Funding can be used for Safe Routes to School education and encouragement programs. Historically, OTS has funded numerous bike rodeo (bike skills practice) programs around the state, often led by law enforcement agencies. Grants are awarded annually. More information can be found here: <http://www.ots.ca.gov/Grants/default.asp>

C. MEASURE M

In 2016, Los Angeles County passed Measure M, a half-cent countywide sales tax to enhance bus and rail operations, develop programs for students, seniors, and persons with disabilities, improve highways, expressways, and local roads, and expand opportunities for active transportation. The tax will generate an estimated \$860 million each year for the 88 cities in the County and the Unincorporated County Areas. Eligible projects include: complete streets, green streets, active transportation, traffic control measures (including Safe Routes to School projects), and transit oriented community investments.

D. AMERICA WALKS - COMMUNITY CHANGE GRANT

This grant offers a one-year stipend to communities for projects related to creating healthy, active, and engaged places to live, work, and play. Funded projects should increase walking and walkability. Applications for the 2018 cycle are due on November 2nd. More information can be found here: <http://americawalks.org/applications-open-for-2018-community-change-grants/>

E. LOCAL FOUNDATIONS, HEALTH ORGANIZATIONS, AND BUSINESSES

Local foundations, health organizations, and businesses may be sources of funding for implementing Safe Routes to School programs. The benefits of Safe Routes to School for students, families, schools, and communities often align with foundations and organizations looking to support community health, physical activity, youth development, and neighborhood improvement. In addition, local businesses may be willing to sponsor Safe Routes to School activities and provide monetary funding, volunteers, or giveaways.

5. CONCLUSION

Walnut Park is well positioned to build a strong and sustainable Safe Routes to School initiative. Existing and expanding Safe Routes to School initiatives conducted at schools and community-wide pedestrian safety events, in addition to strong community support from local groups and residents, mean that many important pieces are in place for a successful Safe Routes to School effort. Additionally, the County will soon be taking advantage of the Step by Step LA County: Pedestrian Plans for Unincorporated Communities by pursuing implementation funding and seeking opportunities to align efforts with strategies such as Safe Routes to School. By implementing the activities set out in this Action Plan, Walnut Park is poised to build a strong and sustainable Safe Routes to School program and see healthier students and residents, reduced congestion, and a more livable and safer community.

APPENDIX A. ACTION PLAN MATRIX

Note: Implementation of some of the proposed strategies and actions (in particular those pertaining to infrastructure changes) maybe contingent upon environmental analysis, future engineering review, available funding and resources, right-of-way, and obtaining community and political support.

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
Program Structure, Operations, and Coordination				
1. Determine Safe Routes to School program lead organization. YWCA GLA has taken the lead with activities thus far, but should determine capacity to continue serving as the program lead or to engage other community partners in sharing program leadership. It may also be beneficial to eventually identify a lead staff point person within the lead organization.	Short term	Safe Routes to School Task Force with support from YWCA GLA	Los Angeles County Department of Public Works, Los Angeles County Department of Public Health	
2. Establish a Safe Routes to School task force or designate an existing task force/committee to serve as the Walnut Park - Safe Routes to School task force. Recruit members from the County, School District, schools, community leaders, and community organizations. Meet monthly, bi-monthly, or quarterly as program momentum is built.	Short term	YWCA GLA with other community partners	Los Angeles County Department of Public Works, Los Angeles County Department of Public Health, LAUSD, Walnut Park schools, Sheriff, CHP, Los Angeles County Office of Education, community organizations, community leaders	Building Momentum for Safe Routes to School: A Toolkit for School Districts and City Leaders

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
3. Outreach to principals to generate interest in participating in initial activities at one to two target schools.*	Short term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
4. Establish a shared vision and goals for the Safe Routes to School program.*	Short term	Safe Routes to School Task Force with support from YWCA GLA	Los Angeles County Department of Public Works, Los Angeles County Department of Public Health, LAUSD, Walnut Park schools, community organizations, community leaders	
5. Expand outreach and program to additional schools as interest grows.	Long term	Safe Routes to School Task Force with support from YWCA GLA	LAUSD, Walnut Park schools	
6. Create informational materials about the program that could be distributed to community members and families to recruit additional volunteers and program champions. Include information about past activities as well as a menu of options that schools can undertake.*	Long term	Safe Routes to School Task Force with support from YWCA GLA	Los Angeles County Department of Public Works, Los Angeles County Department of Public Health, LAUSD, Walnut Park schools, community organizations, community leaders	Metro Countywide Safe Routes to School Resource Manual
7. Conduct outreach on Safe Routes to School to school PTA, community groups, etc.	Long term	Safe Routes to School Task Force with support from YWCA GLA	LAUSD, Walnut Park schools	

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
8. Schedule a training for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.*	Long term	Safe Routes to School Task Force with support from YWCA GLA	Los Angeles County Department of Public Works, Los Angeles County Department of Public Health, LAUSD, Walnut Park schools, community organizations, community leaders	
9. Include Safe Routes to School messaging and resources on individual school webpages.	Long term	Walnut Park schools	Safe Routes to School Task Force with support from YWCA GLA	
10. Include a County staff person or other staff involved in active transportation in the School Health Council/Committee.	Long term	Los Angeles County	LAUSD	
11. As the program expands across multiple schools, work with the County and LAUSD to assess staffing and determine need and ability to establish a part-time or full-time paid Safe Routes to School coordinator position; explore additional funding as needed.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Los Angeles County Department of Public Works, Los Angeles County Department of Public Health, LAUSD	
Education				
1. Starting with one or two schools, incorporate bike/pedestrian safety education into in-class, on-campus or after-school programs.	Short term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
2. Develop and distribute traffic safety education materials for families at each school that includes information related to pick up/drop off procedures as well as general safety.*	Short term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
3. Conduct community education events such as family biking events or festivals to cultivate safe walking and bicycling.*	Short term	Safe Routes to School Task Force with support from YWCA GLA	Los Angeles County Department of Public Works, Los Angeles County Department of Public Health, LAUSD, Walnut Park schools, community organizations, community leaders	Roll Up to a Bike Skills Clinic
4. Establish a volunteer pool or program that trains additional staff and community members to provide bicycle and pedestrian safety education programs.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
5. Expand on-campus traffic safety education, with the ultimate goal of providing on-campus education for multiple grades and at all schools.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
6. Work with high school students or others to create signage, social media, and/or other campaigns on pedestrian and bicyclist awareness and safety at and around schools.*	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
Encouragement				

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
1. Continue Walk to School events and grow activities to occur at all of the schools that serve Walnut Park.	Short term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	Walk and Bike to School Day website
2. Survey school leaders to identify what types of competition or incentive programs would likely be successful at each school. Include ideas generated at the workshops on lists of potential programs. Engage businesses and local government agencies to provide materials and resources to each school to implement incentive programs.*	Short term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
3. At schools with robust participation in Walk to School Day, encourage continued active transit to school by developing walking school bus programs that run monthly, weekly, or more frequently as interest grows.*	Short term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
4. Identify designated remote drop-off/pick-up locations at or near schools. Promote the locations by providing information to families.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
5. Review current arrival and dismissal procedures at schools for potential changes such as staggered dismissal to reduce conflicts between students walking and biking with car pick-up/drop-off.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
Engineering				
1. Continue to identify opportunities to include Safe Routes to School enhancements in existing projects and funding applications.	Short term	Los Angeles County	Safe Routes to School Task Force with support from YWCA GLA	
2. Conduct arrival and dismissal observations at target schools with County staff, School District staff, school staff, students and families to identify areas for enhancements.*	Short term	Safe Routes to School Task Force with support from YWCA GLA	Los Angeles County Department of Public Works, Los Angeles County Department of Public Health, LAUSD, Walnut Park schools, community organizations, community leaders	Arrival and Dismissal Observation Field Exercise Guide
3. Implement enhancements along school routes as identified in the Community Pedestrian Plan for Walnut Park.	Varies	Los Angeles County Department of Public Works	Safe Routes to School Task Force with support from YWCA GLA, Walnut Park schools	
4. Based on the arrival and dismissal assessments, identify opportunities to increase convenient access for students walking and bicycling on campus. This may include providing direct access from the sidewalk to the bike racks and entry doors or opening gates to allow pedestrian and bicycle access from walkways and other destinations throughout the neighborhood.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
5. Develop or update and maintain suggested route to school maps for schools and distribute online and via newsletters.	Varies	Safe Routes to School Task Force with support from YWCA GLA	Los Angeles County Department of Public Works, Walnut Park schools	
Enforcement				
1. Continue current focused traffic enforcement. Coordinate efforts with school as well as the school district and provide pre- and post-event communication to families and school staff.	Short term	California Highway Patrol	Safe Routes to School Task Force with support from YWCA GLA, LAUSD, Walnut Park schools	
2. Explore interest in developing school safety patrols where students in upper elementary grades receive traffic safety training, teach their peers, and assist with on campus enforcement activities using program materials from AAA.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	AAA School Safety Patrol Program
3. As part of overall school route plans, assess needs for adult crossing guards at intersections near schools where students and families express difficulty crossing the street.*	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
4. Develop crossing guard training program in both English and Spanish so local residents can be trained to serve as crossing guards at prioritized crossing	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	California Crossing Guard Training Program

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
locations. Explore available supportive funding mechanisms.*				
Evaluation				
1. At the target schools, conduct student travel tallies at the beginning and end of the school year, using the travel tally tool provided by the National Center for Safe Routes to School.*	Short term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	National Center for Safe Routes to School Database
2. Track Safe Routes to School education and encouragement program participation at target schools. Collection information on overall participation as well as grade level/age and other demographic information. Use this information to assess program effectiveness and identify any needs for enhancements.	Mid term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	National Center for Safe Routes to School Database
3. Begin conducting a yearly assessment of the Safe Routes to School efforts at the end of the school year. Evaluate program effectiveness including participation by different population groups, changes in behaviors or perceptions around walking and bicycling, and school and community receptiveness to the program components.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
4. Expand student travel tallies to multiple schools as they begin participating, using the travel tally tool provided by the National Center for Safe Routes to School.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
5. Use mapping tools available from UC Berkeley's TIMS program to map bicycle and pedestrian collisions near schools. Use the collision information to assess changes and identify any needs for enhancements community-wide or at specific locations.	Long term	Los Angeles County	Safe Routes to School Task Force with support from YWCA GLA	UC Berkeley TIMS
6. Share program participation and evaluation results with schools and community members through newsletters or other materials.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
Equity				
1. Continue to prioritize education and encouragement materials to reach non-English speaking students and families. Ensure that education and encouragement materials are provided in Spanish.*	Short term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
2. Given limited ability to roll out a Safe Routes to School program at every school from the start, use equity measures, such as health disparities and eligibility for the free- and reduced-price lunch program, to develop a framework to prioritize schools	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
for education and encouragement program implementation and/or infrastructure enhancements.				
3. Use the results of previous year's evaluation efforts to identify gaps in participation. Develop and implement a strategy to ensure all population groups can participate in the Safe Routes to School program. This strategy may include targeted outreach or adjustments to the programs. Look particularly at students generally underrepresented in active travel; e.g., students of color, female students, and students with disabilities.	Long term	Safe Routes to School Task Force with support from YWCA GLA	Walnut Park schools	
Policy				
1. Implement education, encouragement, and communications activities described in the LAUSD's Wellness Policy and use these activities to support Safe Routes to School initiatives.	Mid term	LAUSD	Safe Routes to School Task Force with support from YWCA GLA	
2. Include a Safe Routes to School coordinator or County transportation professional in the School Health Council/Committee.	Mid term	LAUSD, Los Angeles County		
3. Include a link to Safe Routes to School messaging and resources on the LAUSD's Transportation Policy webpage.	Mid term	LAUSD		

STRATEGIES AND ACTIONS	ANTICIPATED TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
4. Work with LAUSD to encourage the inclusion of schools in unincorporated areas of Los Angeles County and other cities in the LAUSD Board or Education resolution that only prioritizes collaboration between LAUSD and the City of Los Angeles. (See: Supporting Safe Routes to School, Vision Zero, and Walk to School Day (Res-025-16/17))).	Long term	Safe Routes to School Task Force with support from YWCA GLA	Los Angeles County, LAUSD, South Gate, Huntington Park	

APPENDIX B. EXISTING POLICIES AND PLANS

A. INTRODUCTION

Ensuring that Safe Routes to School efforts reach students throughout a school district or unincorporated county community and create changes in school travel over the long term requires that Safe Routes to School considerations be fully incorporated into County and School District policies. The Safe Routes to School National Partnership conducted a policy scan for Walnut Park, reviewing policies of Los Angeles Unified School District as well as the County of Los Angeles. This report provides an overview of the current policy landscape for Safe Routes to School in Walnut Park and highlights promising opportunities for updating and improving the commitment to Safe Routes to School.

B. POLICIES OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT

The policies and practices put in place by the Los Angeles Unified School District have the potential to affect the travel habits and long-term health of students, their families, and the greater community. The Los Angeles Unified School District has policies supporting health, wellness, and academic achievement for students.

The Los Angeles Unified School District has a wide range of policies and procedures that are adopted by its Board of Education and guide practices at the district and school level. The policies are fairly neutral. They avoid the strong negativity of some policies seen around the nation, but could be strengthened to add in positive language that is more supportive of Safe Routes to School and addresses specific issues and policy points. A number of existing policies are described below, with some suggestions regarding how they could be strengthened.

1. Pedestrian Routes to School

The Los Angeles Unified School District includes a webpage highlighting the designated safe walking routes to school. These maps show the recommended crossings to school. The webpage states:

*Pedestrian school route maps should be distributed to the students and their parents. A copy of the pedestrian school route should be posted in the main office. Parents should instruct their children to follow the arrows shown on the map to the school location. It is recommended that parents and children become familiar with the route to school by walking it together. Obey marked crosswalks, stop signs, traffic signals and other traffic controls.*¹

2. LAUSD's Wellness Policy

The LAUSD Board of Education adopted a Wellness Policy in July 2017. The policy supports a healthy school environment with access to physical activity and nutrition. The wellness policy is inclusive and strives to enable a healthy environment among students, parents, teachers, administrators, and the greater community. A core principle of Safe Routes to School is involving students, parents, and the community in understanding the importance of a healthy lifestyle.

The District Wellness Policy is supportive of Safe Routes to School in the following statements:

Health and Safety Committee

To implement the wellness policy, the District requires all schools to have a school-site Coordinated Health and Safety Committee to address the health needs of their students and ensure a coordinated approach in addressing the wellness and safety of students, parents, staff, and communities. The District ensures that there are Local District Coordinated Health and Safety Committees, and a Central Coordinated Health and Safety Committee to address Local District and District-wide health and safety.

Physical Education

LAUSD recognizes and promotes the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day.

Safe Routes to School

Safe routes to schools are defined and Walk to School Days are kicked off in the fall. All schools are encouraged to participate, but are not mandated. Students and parents are taught about walking school buses. Students and community members are taught about the safe use of bicycles, skateboards and scooters. Parents are encouraged to become active and advocate for 60 minutes of daily physical activity.

Schools will provide opportunities for “active transport” (walking, skating, walking school buses and biking to schools) and shall encourage students to walk or bike to school when feasible. Schools should engage parents in organizing adult supervised groups to facilitate safe walking and biking. This may include assessing walking and biking access to school and exploring ways to improve access. Schools must develop an arrival and dismissal plan to ensure, where possible, safer traffic ingress and egress conditions for students in and around the school campus. Middle school physical education programs are encouraged to teach bicycle safety in their curriculum.²

Strong Language:

Within LAUSD’s Wellness Policy, there is supportive language on Safe Routes to School.

Areas for Improvement:

The District Wellness Policy could be more supportive of Safe Routes to School by:

- Including a Safe Routes to School coordinator or County transportation professional in the School Health Council/Committee.
- Providing resources for safe and accessible options for walking and biking to school.

3. Transportation Policy

The Los Angeles Unified School District has limited information on transportation policy on their website. Most transportation policy pertains to bus riding conduct and eligibility.

Areas for Improvement:

Support for Safe Routes to School could be strengthened in LAUSD’s Transportation Policy by:

- Including walking and bicycling as a means of transportation.
- Encouraging walking and bicycling as the healthiest ways to travel to school.
- Encouraging walking and bicycling to bus stops.
- Exploring opportunities for remote drop-offs by school buses.

- Including a link to Safe Routes to School messaging and resources on the Transportation Policy webpage.
- Providing crossing guards at each school for arrival and dismissal.

C. COUNTY OF LOS ANGELES PLANS AND POLICIES

Policies and plans from the County of Los Angeles were also reviewed as part of the Safe Routes to School National Partnership's policy scan. The County has a number of plans that reference Safe Routes to School and include strong language.

1. Step by Step Los Angeles County: Pedestrian Plans for Unincorporated Communities (July 2018 draft)

The County is currently drafting this plan. The Plan outlines actions, policies, procedures, and programs that the County of Los Angeles (the County) will implement to make walking safer and more comfortable across the unincorporated communities. Examples of supportive goals, action, and policies for Safe Routes to School are included below.

- **Goal 1: Safe Streets:** Eliminate all fatalities and serious injuries involving people walking.
 - ACTION SS-1: Coordinate across County departments, and with the California Highway Patrol, community members, and organizations to implement Vision Zero Los Angeles County to eliminate all traffic-related pedestrian fatalities and serious injuries.
 - ACTION SS-2: Elevate the pedestrian walking experience by enhancing pedestrian crossings and implementing traffic calming measures where feasible and appropriate.
- **Goal 2: Make Walking the Easy and Healthy Choice** Communities, streets, and sidewalks are designed to promote walking and healthy living.
 - ACTION EH-1: Make transportation, land use, and building design or site planning decisions that make walking a logical first choice transportation option for residents and visitors.
 - ACTION EH-2: Design pedestrian-friendly streets to make walking a convenient first choice for daily activities.
 - ACTION EH-3: Provide opportunities for community participation in creating safe and inviting pedestrian environments.
- **Goal 3: Connectivity:** Develop and maintain a complete pedestrian network that links transit, schools, parks, and other key destinations in the community.
 - ACTION C-1: Support projects that improve pedestrian connectivity, reduce walking distances, and enhance safety.
 - ACTION C-2: Create a barrier-free pedestrian network. Maintain pedestrian facilities to ensure they are free of hazards and obstructions.
- **Goal 4: Equity:** Make unincorporated Los Angeles County more walkable for all through equity in public engagement, service delivery, accessibility, planning, and capital investments.
 - ACTION EQ-1: Prioritize the needs of low-income communities of color and the most vulnerable users.

- ACTION EQ-2: Create a pedestrian network that supports people of all abilities – especially youth, seniors and those with disabilities. People have different abilities and requirements for getting around their community, such as wide sidewalks to accommodate strollers, curb ramps to allow for wheelchairs, auditory pedestrian signals to aid the hearing impaired, and adequate crossing times. It is a priority to accommodate the needs of the most vulnerable users because they often have the most limited transportation options.
- Goals 5: Safe Communities: Address real and perceived personal safety concerns to encourage walking.
 - ACTION SC-1: Implement community environmental design and community programs that improve public safety.
- Goal 6: Sustainability and Preservation Pedestrian projects and programs should enhance the natural environment including clean air and water.
 - ACTION SP-1: Improve air quality and reduce greenhouse gas emissions through reduced car dependency.
 - ACTION SP-2: Enhance the natural environment through the greening of pedestrian space by planting trees and vegetation, and the use of efficient materials and processes in sidewalk and street enhancement projects.
- Goal 7: Coordinated County Implementation: County agencies and communities work together to implement pedestrian projects, policies, and programs.
 - ACTION CI-1: Develop shared communications, data collection protocols, and systems so that pedestrian improvements are coordinated across departments, with partner agencies, and with the community.
 - ACTION CI-2: County agencies work together to gather and share useful and timely information related to existing and proposed pedestrian infrastructure. Better integrate participatory planning efforts facilitated by County agencies by sharing resources and contacts.
- Programs: Safe Routes to School
 - Create a Safe Routes to School page on the Department of Public Works website that could include, but is not limited to:
 - Information for parents and school officials about Safe Routes to School programs with links to resources developed by the County, Metro, state and national partners. Examples include how to start a walking school bus program, how to implement events to celebrate International Walk to School Day, and general education materials on walking and bicycling to school safely.
 - Suggested Routes to School Maps GIS page.
 - “Request a Crossing Guard” and information on what qualifies a site for a crossing guard.
 - Descriptions and status of completed, in-progress, and forthcoming infrastructure projects around schools.
 - Descriptions of past and forthcoming Safe Routes to School education programs, such as field-based pedestrian safety education (Walk/Bike Rodeo).
 - Continue working with LACOE to expand the School Crossing Guard program to serve additional school sites as resources allow.

- Partner with LACOE to promote annual Walk to School Day event to school districts serving unincorporated areas using resources developed or provided by the County and Metro on how to organize Walk to School Day.
- DPW and DPH staff will continue to support community-led efforts to organize annual Walk to School Day events by providing walk leader trainings to school champions, and staffing events, providing incentives, connecting school officials to law enforcement partners for traffic control support, and/or other resources as available.
- Collect contact information for key school stakeholders and champions across unincorporated areas to coordinate future programs and project implementation.
- Seek funding to support the development of a County Safe Routes to School Action Plan.
- Develop a Safe Routes to School Action Plan.
- Work with schools to develop updated Suggested Routes to School maps and identify locations where pedestrian infrastructure projects are needed.
- Work with Metro to develop a mechanism for school stakeholders to register and order incentives, request training, and/or coordinate law enforcement support for annual Walk to School Day events.
- Evaluate participation in annual Walk to School Day.
- Evaluate crossing guard placement on an annual basis to consider changing pedestrian conditions, and continue to follow the guidelines and criteria set forth by the Adult Crossing Guard Program and California Vehicle Code 42201 (e).
- Evaluate establishing full-time coordinator position(s) at the County for on-going coordination with school districts and to expand delivery of Safe Routes to School programs.
- Implement the Safe Routes to School Action Plan, and update it regularly.
- Programs: Safe Passages
 - Implement Safe Passage programs in Trauma Prevention Initiative communities and evaluate impact.
 - Identify where Safe Passage programs are being run by school districts and community partners and work with them to identify how the County can help support and sustain these efforts.
 - Utilize information from Safe Passage program volunteers and staff to help understand what infrastructure improvements may be needed to improve personal safety around schools and parks.
 - Develop a model for Safe Passage programs at schools and parks and a strategic plan for scaling up to more communities.
 - Identify funding and policy changes needed to sustain and expand Safe Passage programs.
- Programs: Artistic Streets
 - Develop and adopt a Mural Ordinance.
 - Establish a mural application web-page on the DRP website with information and links cross listed on the Arts Commission and DPW websites.
 - Identify how to fund, structure, and administer a sustainable Traffic Control Box Art Program, including responsibility for developing program and technical guidelines and an online application process.

- Develop a placemaking program with program and technical guidelines and an online application process.
- Develop materials to promote Traffic Control Box Art and other future placemaking programs to community stakeholders.
- Increase efforts to implement robust public engagement and education that enhance communities' understanding of environmental stewardship and basic tree care, as well as the health, social, economic, and environmental benefits the urban forest provides; community engagement and education efforts should focus on low-resourced, disadvantaged communities that experience the lowest tree canopy cover in unincorporated Los Angeles County.
- Community and Pedestrian Plan: Walnut Park Proposed Actions
 - C-2.3: Identify locations where sidewalks do not meet or maintain ADA required widths due to the location of utility boxes or poles and work with utility companies to identify the costs to underground utilities. Work with utilities to identify funding sources required to ensure ADA violations are removed.
 - C-2.4: Prioritize requests related to illegal dumping when a report indicates the material is impeding safe pedestrian travel.
 - SC-1.1a: Identify and secure funding for installation, operation, and maintenance of pedestrian-scale lighting, as described in Chapter 4: Plans and Procedures.
 - SC-1.1b: Once a funding source for pedestrian-scale lighting is secured, provide online information to the public regarding the availability and process for requesting pedestrian-scale lighting.
 - SC-1.3: Work with local businesses to maintain active building frontages (including outdoor restaurant seating) to promote sidewalk vitality and “eyes on the street.” Update the related zoning code, Community Standards Districts, and/or Community Plans as necessary.
 - SC-1.4: Identify areas where illicit activities, such as cruising and prostitution, occur and work with the Department of Public Works to strategically use traffic calming mechanisms with the goal of reducing these activities, where feasible and appropriate.

Support for Safe Routes to School could be strengthened in the Step by Step Los Angeles County Pedestrian Plans for Unincorporated Communities by:

- Creating a county Safe Routes to School Task Force to address issues of mobility near and around schools.

2. County of Los Angeles Bicycle Master Plan

The County adopted a Bicycle Master Plan in March 2012. The County of Los Angeles Bicycle Master Plan proposes a vision for a diverse regional bicycle system of interconnected bicycle corridors, support facilities, and programs to make bicycling more practical and desirable to a broader range of people in the County. Goals, actions, and policies supporting Safe Routes to School are emphasized below.

- Goal 1 - Bikeway System: Expanded, improved, and interconnected system of County bikeways and bikeway support facilities.
 - Policy 1.3 Coordinate with developers to provide bicycle facilities that encourage bicycling and link to key destinations.
 - Policy 1.6 Develop a bicycle parking policy.
- Goal 2 - Safety: Increased safety of roadways for all users.
 - Policy 2.1 Implement projects that improve the safety of bicyclists at key locations.
 - Policy 2.3 Support traffic enforcement activities that increase bicyclists' safety.
 - Policy 2.4 Evaluate impacts on bicyclists when designing new or reconfiguring streets.
 - Policy 2.5 Improve and enhance the County's Safe Routes to School program.
- Goal 3 - Education: Develop education programs that promote safe bicycling.
 - Policy 3.1 Provide bicycle education for all road users, children and adults.
 - Policy 3.2 Create bicycle safety campaigns aimed at educating motorists and bicyclists.
- Goal 4 - Encouragement Programs: Encourage County residents to walk or ride a bike for transportation and recreation.
 - Policy 4.1 Support organized rides or safety events those that may include temporary street closures.
 - Policy 4.2 Encourage non automobile commuting.
- Goal 5 - Community Support: Community supported bicycle network.
 - Policy 5.1 Support community involvement.
 - 5.2 Create an online presence to improve visibility of bicycling issues.
- Chapter 4: Education, Enforcement, Encouragement, Evaluation Programs
 - Education The Plan proposes bicycle education programs that target both youth and adults such as Community Bicycle Education Courses, Youth Bicycle Safety Education, Bicycle Rodeos, and Public Awareness Campaigns for motorists, bicyclists and others.
 - Enforcement The Plan recognizes that traffic enforcement is a necessity to improve conditions for all roadway users. The recommended enforcement programs include Bicycle Patrol Unit and Bicycle Light Enforcement.
 - Encouragement The Plan recognizes that encouragement programs may likely play the biggest part in improving Bicycle Ridership in the County. The Plan recommends a variety of encouragement programs for youth and adults, such as Suggested Routes to School, Family Biking Programs, Bicycling Maps, Valet Bike Parking at Events, Bike to Work Week/Month, Launch Party for New Bikeways, Bike and Hike to Park programs, Bicycle Sharing programs and local partnerships for more bicycle parking.
 - Evaluation Establish a bicycle biennial count program, and to provide annual progress reports on the progress of implementing this Bicycle Master Plan.

Support for Safe Routes to School could be strengthened in future iterations of the Bicycle Master Plan by:

- Including schools and future school sites in Policy 1.3 Coordinate with developers to provide bicycle facilities that encourage bicycling and link to key destinations.

- Encouraging bicycle parking policies for schools.
- Prioritizing schools in Policy 2.3 Support traffic enforcement activities that increase bicyclists' safety. Providing examples of enforcement activities that support safe behavior and provide learning opportunities for unsafe behavior. Including an option for non-police enforcement and alternatives to tickets.
- Prioritizing schools in Policy 3.2 Create bicycle safety campaigns aimed at educating motorists and bicyclists.
- Include schools in Policy 5.2 Create an online presence to improve visibility of bicycling issues.

3. County of Los Angeles General Plan Mobility Element

The County adopted a General Plan in October 2015. The Mobility Element provides an overview of the transportation infrastructure and strategies for developing an efficient and multimodal transportation network. Goals, actions, and policies supporting Safe Routes to School are emphasized below.

- Policy M 1.1: Provide for the accommodation of all users, including pedestrians, motorists, bicyclists, equestrians, users of public transit, seniors, children, and persons with disabilities when requiring or planning for new, or retrofitting existing, transportation corridors/networks whenever appropriate and feasible.
- Policy M 1.2: Ensure that streets are safe for sensitive users, such as seniors and children.
- Policy M 2.1: Provide transportation corridors/networks that accommodate pedestrians, equestrians and bicyclists, and reduce motor vehicle accidents through a context-sensitive process that addresses the unique characteristics of urban, suburban, and rural communities whenever appropriate and feasible.
- Policy M 2.2: Accommodate pedestrians and bicyclists, and reduce motor vehicle accidents by implementing the following street designs, whenever appropriate and feasible: Lane width reductions to 10 or 11 feet in low speed environments with a low volume of heavy vehicles. • Wider lanes may still be required for lanes adjacent to the curb, and where buses and trucks are expected. • Low-speed designs. • Access management practices developed through a community-driven process. • Back in angle parking.
- Policy M 2.3: Accommodate pedestrians and bicyclists, and reduce motor vehicle accidents by implementing the following intersection designs, whenever appropriate and feasible: • Right angle intersections that reduce intersection skew. • Smaller corner radii to reduce crossing distances and slow turning vehicles. • Traffic calming measures, such as bulb-outs, sharrows, medians, roundabouts, and narrowing or reducing the number of lanes (road diets) on streets. • Crossings at all legs of an intersection. • Shorter crossing distances for pedestrians. • Right-turn channelization islands. Sharper angles of slip lanes may also be utilized. • Signal progression at speeds that support the target speed of the corridor. • Pedestrian push buttons when pedestrian signals are not automatically recalled. • Walk interval on recall for short crossings. • Left-turn phasing. • Prohibit right turn on red. • Signs to remind drivers to yield to pedestrians.
- Policy M 2.4: Ensure a comfortable walking environment for pedestrians by implementing the following, whenever appropriate and feasible: • Designs that limit dead-end streets and dead-end

sidewalks. • Adequate lighting on pedestrian paths, particularly around building entrances and exits, and transit stops. • Designs for curb ramps, which are pedestrian friendly and compliant with the American Disability Act (ADA). • Perpendicular curb ramps at locations where it is feasible. • Pedestrian walking speed based on the latest standard for signal timing. Slower speeds should be used when appropriate (i.e., near senior housing, rehabilitation centers, etc.) • Approved devices to extend the pedestrian clearance times at signalized intersections. • Accessible Pedestrian Signals (APS) at signalized intersections. • Pedestrian crossings at signalized intersections without double or triple left or right turn lanes. • Pedestrian signal heads, countdown pedestrian heads, pedestrian phasing and leading pedestrian intervals at signalized intersections. • Exclusive pedestrian phases (pedestrian scrambles) where turning volume conflicts with very high pedestrian volumes. • Advance stop lines at signalized intersections. • Pedestrian Hybrid Beacons. • Medians or crossing islands to divide long crossings. • High visibility crosswalks. • Pedestrian signage. • Advanced yield lines for uncontrolled crosswalks. • Rectangular Rapid Flashing Beacon or other similar approved technology at locations of high pedestrian traffic. • Safe and convenient crossing locations at transit stations and transit stops located at safe intersections.

- Policy M 2.5: Ensure a comfortable bicycling environment by implementing the following, whenever appropriate and feasible: • Bicycle signal heads at intersections. • Bicycle signal detection at all signalized intersections. • Wayfinding signage. • Road diet techniques, such as lane narrowing, lane removal, and parking removal/restriction. • Appropriate lighting on all bikeways, including those in rural areas. • Designs, or other similar features, such as: shoulder bikeways, cycle tracks, contra flow bike lanes, shared use paths, buffered bike lanes, raised bike lanes, and bicycle boulevards.
- Policy M 2.6: Encourage the implementation of future designs concepts that promote active transportation, whenever available and feasible.
- Policy M 2.7: Require sidewalks, trails and bikeways to accommodate the existing and projected volume of pedestrian, equestrian and bicycle activity, considering both the paved width and the unobstructed width available for walking.
- Policy M 2.8: Connect trails and pedestrian and bicycle paths to schools, public transportation, major employment centers, shopping centers, government buildings, residential neighborhoods, and other destinations.
- Policy M 2.9: Encourage the planting of trees along streets and other forms of landscaping to enliven streetscapes by blending natural features with built features.
- Policy M 2.10: Encourage the provision of amenities, such as benches, shelters, secure bicycle storage, and street furniture, and comfortable, safe waiting areas near transit stops.
- Policy M 2.11: In urban and suburban areas, promote the continuity of streets and sidewalks through design features, such as limiting mid-block curb cuts, encouraging access through side streets or alleys, and promoting shorter block lengths.
- Implementation Program M-3: **Safe Routes to School Program**
 - Develop Safe Routes to School programs that address pedestrian and bicycle safety for a two-mile radius around all elementary, middle and high school facilities.
 - Identify low income communities and/or communities with high rates of bike/pedestrian injury and prioritize these for Safe Routes to Schools grants.

- Within high priority areas, identify schools in great need of bike/pedestrian improvements.
- Submit grant proposals for high priority schools/areas.

E. SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP RECOMMENDATIONS

The County of Los Angeles has strong policies and plans supporting active transportation, and strong language for Safe Routes to School. The Los Angeles Unified School District has limited language supporting Safe Routes to School within its policies. Both agencies have solid foundations for creating a Safe Routes to School plan that involves the County and District.

Key considerations for the Los Angeles Unified School District to strengthen support for Safe Routes to School include:

- Implement education, encouragement, and communications activities described in the District Wellness Policy and use these activities to support Safe Routes to School initiatives.
- Include a Safe Routes to School coordinator or County transportation professional in the School Health Council/Committee.
- Include a link to Safe Routes to School messaging and resources on the Transportation Policy webpage.

Key considerations for the County of Los Angeles to strengthen support for Safe Routes to School include:

- Creating a County Safe Routes to School Task Force to address issues of mobility near and around schools.

¹ Los Angeles Unified School District <https://achieve.lausd.net/Pedestrian-School-Routes>

² Los Angeles Unified School District <https://achieve.lausd.net/Pedestrian-School-Routes>

APPENDIX C. COLLISION MAPS

A. INTRODUCTION

This appendix contains additional information regarding collisions involving pedestrians and bicyclists in Walnut Park, including:

- Race/ethnicity for collision parties (2013-2017)
- Top 10 violation data for pedestrian and bicycle collisions (2013-2017)
- Maps showing collisions in relation to median household income by census tract (2012-2016)
- Maps showing pedestrian and bicycle collisions and injury severity (2012-2016)
- Maps showing pedestrian and bicycle collisions within one mile of five Los Angeles Unified School District schools serving Walnut Park (2012-2016)

B. RACE/ETHNICITY FOR COLLISION PARTIES (2013-2017)

All Collisions¹

The table below breaks down parties in all collisions by race across all age groups.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	5	-	-	-	-	-	5
Black	5	1	-	-	-	-	6
Hispanic	67	6	-	2	-	-	75
Other	13	-	-	-	-	-	13
White	30	2	-	1	-	-	33
Not Stated	8	-	9	-	-	-	17
Total	128	9	9	3	0	0	149

The table below breaks down parties in all collision by race that involved a school-age child (age 5-18).

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	1	-	-	-	-	-	1
Black	-	1	-	-	-	-	1
Hispanic	10	4	-	1	-	-	15
Other	3	-	-	-	-	-	3

¹ SWITRS 2013-2017; Notes: 2015-17 SWITRS data is provisional as of March 2018. SWITRS reports race at the party level. The data presented does not indicate who is at fault. The number of parties may exceed the number of collisions because there is typically more than one party in a collision.

White	4	1	-	-	-	-	5
Not Stated	1	-	4	-	-	-	5
Total	19	6	4	1	0	0	30

Pedestrian Collisions

The table below breaks down parties in pedestrian collisions by race across all age groups.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	-	-	-	-	-	-	0
Black	-	1	-	-	-	-	1
Hispanic	3	6	-	-	-	-	9
Other	-	-	-	-	-	-	0
White	3	2	-	-	-	-	5
Not Stated	2	-	1	-	-	-	3
Total	8	9	1	0	0	0	18

The table below breaks down parties in pedestrian collision by race that involved a school-age child (age 5-18).

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	-	-	-	-	-	-	0
Black	-	1	-	-	-	-	1
Hispanic	1	4	-	-	-	-	5
Other	-	-	-	-	-	-	0
White	2	-	-	-	-	-	2
Not Stated	1	-	-	-	-	-	1
Total	4	5	0	0	0	0	9

Bicycle Collisions

The table below breaks down parties in bicycle collisions by race across all age groups.

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	-	-	-	-	-	-	0
Black	-	-	-	1	-	-	1
Hispanic	2	-	-	3	-	-	5
Other	1	-	-	-	-	-	1

White	1	-	-	1	-	-	2
Not Stated	1	-	-	-	-	-	1
Total	5	0	0	5	0	0	10

The table below breaks down parties in bicycle collision by race that involved a school-age child (age 5-18).

Race	Driver	Pedestrian	Parked Vehicles	Bicyclist	Other	Not Stated	TOTAL
Asian	-	-	-	-	-	-	0
Black	-	-	-	1	-	-	1
Hispanic	1	-	-	2	-	-	3
Other	1	-	-	-	-	-	1
White	1	-	-	-	-	-	1
Not Stated	-	-	-	-	-	-	0
Total	3	0	0	3	0	0	6

C. TOP 10 VIOLATIONS - (2013-2017)

Pedestrian

CVC No.	Description	Freq.	Percent
21954	Pedestrian failure to yield right-of-way to vehicles	4	50.0%
21950	Driver failure to yield right-of-way to pedestrians at a crosswalk	3	37.5%
22107	Unsafe turning with or without signaling	1	12.5%
Total		8	100.0%

Bicycle

CVC No.	Description	Freq.	Percent
21801	Driver failure to yield right-of-way when making a left turn or U-turn	2	40.0%

21650	Failure to drive/ride on right half of the roadway (with some exceptions)	2	40.0%
21804	Driver failure to yield right-of-way when entering/crossing a highway	1	20.0%
Total		5	100.0%

Walnut Park Pedestrian Collision Map (2012 - 2016)



Collision Severity (2012-2016)

Age 5-18

- + Injury (Other Visible) (4)
- + Injury (Complaint of Pain) (2)

Other

- Injury (Severe) (7)
- Injury (Other Visible) (3)
- Injury (Complaint of Pain) (8)

2017 Median Household Income

- < 35K
- 35K - 50K
- 50K - 75K

Walnut Park Bicycle Collision Map (2012 - 2016)



Collision Severity (2012-2016)

Age 5-18

+ Injury (Other Visible) (2)

Other

● Injury (Severe) (1)

● Injury (Other Visible) (5)

● Injury (Complaint of Pain) (3)

2017 Median Household Income

□ < 35K

□ 35K - 50K

□ 50K - 75K

Walnut Park - Pedestrian or Bicycle Collisions (2007-2016)



Schools by % FRPM

Pedestrian/Bicycle Collisions

★ Low Income (>75) (3)

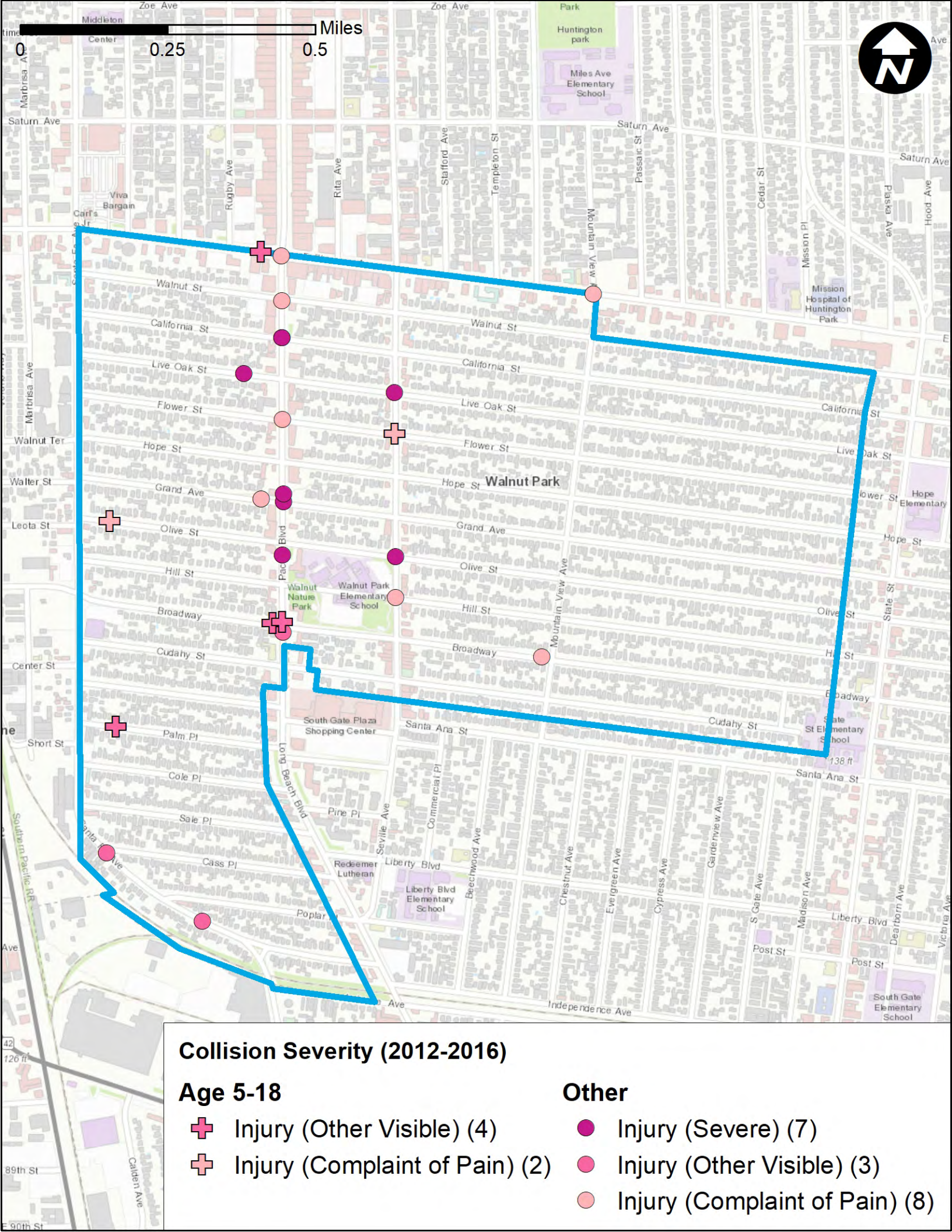
✚ Fatality (age 5-18) (1)

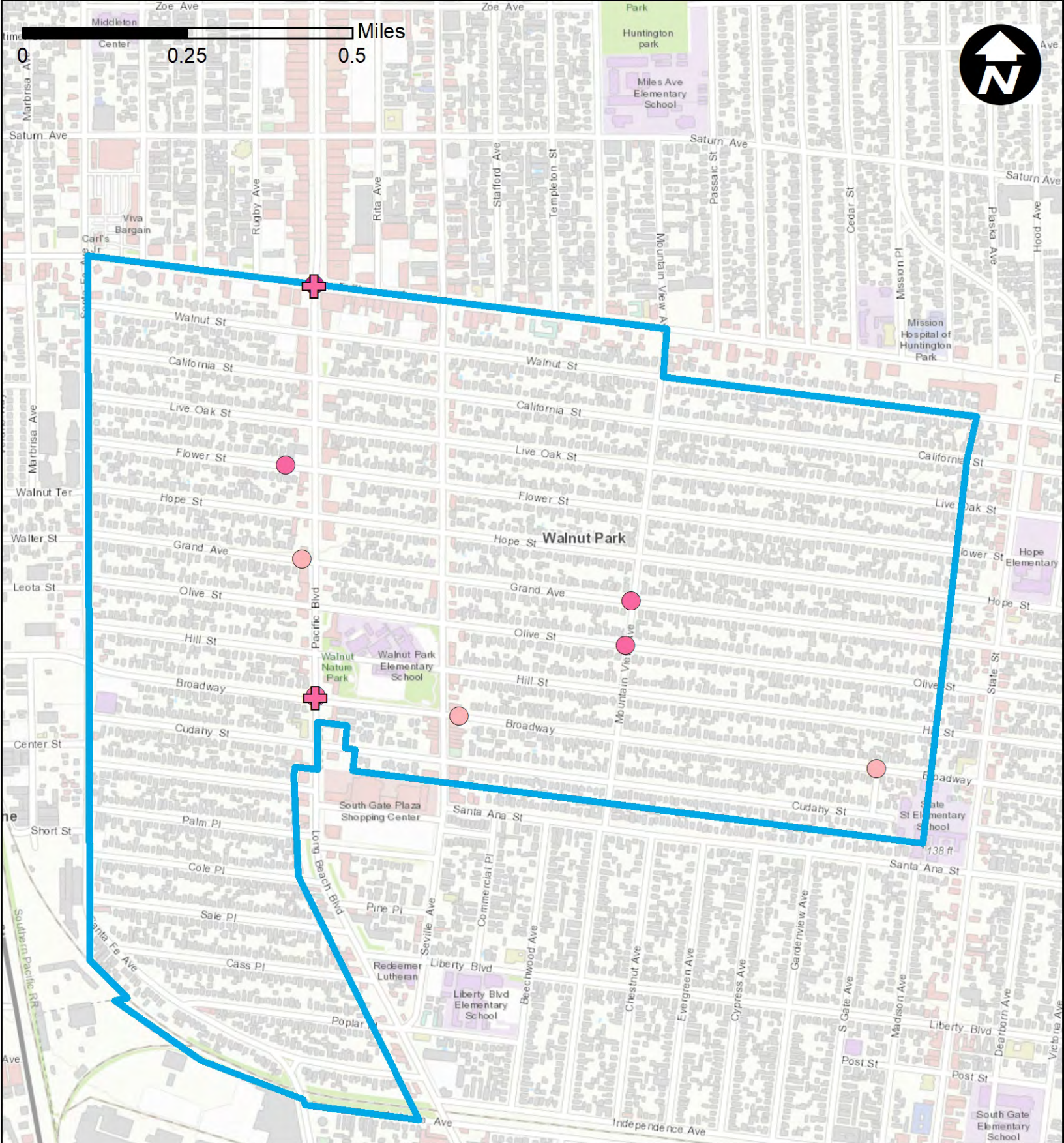
✚ Injury (age 5-18) (31)

◆ Fatality (other) (2)

◆ Injury (other) (72)

Collision Data Source: SWITRS 2007-2016





Collision Severity (2012-2016)

Age 5-18



Injury (Other Visible) (2)

Other



Injury (Severe) (1)



Injury (Other Visible) (5)



Injury (Complaint of Pain) (3)

APPENDIX D. SAFE ROUTES TO SCHOOL WORKSHOP SUMMARY

On Saturday July 14, 2018, a Safe Route to School Launch Workshop was held at YWCA Greater Los Angeles - Supervisor Gloria Molina Community Empowerment Center in Walnut Park. Workshop participants included representatives from the YWCA Greater Los Angeles, LA County Department of Public Health, LA County Department of Public Works, First District Los Angeles County Board of Supervisors, California Highway Patrol, and community members. This summary includes the notes from the individual and group exercises conducted during the workshop.

CHALLENGES AND OPPORTUNITIES POST IT NOTE EXERCISE

Participants were asked to write down on Post It Notes what they feel are top challenges and opportunities to improve student transportation in the Walnut Park. Comments are provided verbatim.

Topic	Specific Issue
Challenge	Safety
	Walking
	Loose dogs or not on leash
	Speeding
Opportunity	Chaperon
	Better crosswalks
	Friendly faces
	Buddy System

HOW I USUALLY GET TO SCHOOL

Participants were asked to indicate on a poster board their most frequent mode of travel to schools in Walnut Park.

Travel Mode	Count
Walk	11
Bike	0
Scooter/skateboard	2
Bus	0
Car	10

BEES TO THE E'S EXERCISE

Participants were asked to write down on Bee notes their recommendations as to how the 6 E's of Safe Routes to School could be implemented in Walnut Park. Comments are provided verbatim.

E	Bee
Education	Educate children and drivers the law and guidelines
	Walking club at schools and community center. Bike education.

E	Bee
Encouragement	It's our opinion that we should motivate students to have a better future and not have friends who do drugs, and find them in sports in their community and participate in community activities / Nuestro opinamos, yo opino que motivar los estudiantes ya que estoria lo mas importante para un futuro mejor y no tener amigos que hagan drogas y encuentrenlos en deportes en su comindad y participar en las actividades de la comunidad
	They can create a website for parents and administrators to promote SRTS. Have people that work in SRTS go to schools and give a presentation on how to get to school safe.
	Community communication
	Informing the benefits of walking to school to encourage families to walk more. Having presentations like the one today to spread the word at schools.
	Walking together is safer
	Walking school bus, golden shoe award / <i>Autobus caminando premio zapatillo de oro</i>
	Walking school bus
	Mentality of mothers of young families say they won't drive their kids to school / <i>Mentalidad de madres de familia jovenes dicen: yo les doy a mis hijos lo que a mi no me dieron, transportacion en carro</i>
	Find routes where there is less traffic and commotion. Have more high school kids involved in the community! This will benefit them as well. Know which streets are a safe route to go through. Have a workshop in high schools.
	Golden shoe award**
Enforcement	At many middle school students cross illegally. Also more crossing guards are needed for these students. Cross walk with flashing lights needed.
	Walk and cross in marked places and not in the middle of the block / <i>Caminar y crusar en lugares permitidos no a mitad de la cuadra</i>
	Don't double park to drop kids at school / <i>No estacionarse en doble fila al dejar los ninos en la escuela</i>
	Safety patrol. I would like to see more crossing guards at Walnut Park Elementary School, specifically on Pacific Blvd & Broadway because it's a busier street
	Police presence before or after school hours can help reduce speeding cars, accidents, and other nonsense. Creating a platform for the community to come together and address concerns. Increasing the frequency of events that encourage walking to school instead of only participating in October.
Engineering	Would love to see kids bike riding to school. I have a 5 yr old that would enjoy this. Maybe our schools can design a place where children can leave the bicycles and helmets while they're at school.
	Install more lighted signals with better visibility / (Ingenieria) Instalar mas senales luminosas con mejor visibilidad

E	Bee
	Bike racks @ elementary, safe bike lanes
	Ampliar las calles. Widen streets
	At Grand and Pacific the light is too quick for all children that need to cross to WP Elementary
	A light to cross to school for elementary schools are very important / <i>Una luz para cruzar a la escuela para las escuela elementarias son muy importante</i>
	Share transportation. Walk to the school. Modify the local bus route at the entrance and exit of the school / Compartir transportacion. Caminar a la escuela. Modificar la ruta de autobuses locales en la entrada y salida de la escuela.
Equity	Crossing guard training needs to be made available in Spanish so local residents can be trained
Evaluation	--

ACTION PLANNING EXERCISE

Participants worked in groups to identify goals, actions, key steps, and potential implementation leaders to support Safe Routes to School in Walnut Park. Comments are provided verbatim.

Group 1

Priority	Recommendation
Goals:	Activities: communicate with community obtain positive results and ensure that we all comply with the security rules / <i>Actividades: con la comunidad asi como la comunicacion para obtener</i>
	Educate: people and the children so that the programs work better / <i>Educar: a las persona y a los ninos para que los programas trabajen mejor</i>
Actions and Key Steps:	Work with more community groups and get more involved in fringe activities that lead to improvements in our community / <i>Trabajar con mas grupos comunitarios y envolverse mas en actividades friscas que conlleve a mejoras a nuestra comunidad</i>
	More communication / <i>mas comunicacion</i>
	Come together to be more informed / <i>venir a las juntos para estar mas informados</i>
	Invite more people to the meetings / <i>invitar mas gente a las juntas</i>

Group 2

Priority	Recommendation
Goals:	Police violence? / <i>Violencia de policia</i>
	Safe pedestrian cabs with more noise for traffic in schools / <i>Causes peatonales seguras masuisilancia para el trafico en las escuelas</i>
	Racks for bicycles and lights / <i>Rulas para biciletas y luces</i>
	Routes for the elderly / <i>Rutas para la tercera edad</i>
Actions and Key Steps:	More activities after school / <i>Mas actividades despues de escuela</i>
	Programs on Saturday / <i>Programas en el dia sabado</i>
	Extracurricular classes at schools / <i>Clases extracurciulares en las escuela</i>
	Summer classes / <i>Clases de verano</i>
	Develop an action plan and receive it in advance / <i>Desarrollas un plan de accion y recibir allenda</i>

Group 3

Priority	Recommendation
Goals:	Identify drop off zones, before school avoid congestion of cars / <i>Identificar zonas de "drop off" vamos cuadros. Antes de la escuela para evitar aglomeracion de carros. En el plende de la escuela.</i>
Actions and Key Steps:	Make groups walk to school / <i>Hacer grupos para ir caminando a la escuela</i>
Key Leaders and Partners:	Parents / <i>Padres</i>
	Volunteers / <i>Voluntarios</i>
	Grandparents / <i>Abuelos</i>
	Kids / <i>Nineras</i>
	Family members / <i>Familiares</i>

Group 4

Priority	Recommendation
Goals:	Safe routes for bicycles / <i>Rutas seguras para bicicletas</i>
	Bicycle parking / <i>Estacionamientos para biciletas</i>
	Lights for pedestrian crossing / <i>Luces para cruzar los peatones</i>
Actions and Key Steps:	Park activities: soccer, laps, swimming, basketball, senior races

Group 5

Priority	Recommendation
Goals:	Volunteers to cross students and general public near the school and an incentive / <i>Voluntarios para cruzar estudiantes y el publico en general cerca de la escuela y un incentivo</i>
Actions and Key Steps:	Walk to school / <i>Caminar a la escuela</i>
	Bike to school with other people / <i>Compartir el viaje a la escuela ir en bicicleta</i>
	Modify bus route during student entry and exit times / <i>Modificar ruta de autobuses dentro la hora de entrada y salida de estudiantes</i>
Key Leaders and Partners:	Parents / <i>Padres</i>
	Grandparents and siblings / <i>Abuelos y hermanos</i>
	Students / <i>Estudiantes en general</i>
	Communities for a Better Environment Huntington Park – meet Wednesdays 6-8pm