

# Pomona Safe Routes to School Action Plan

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FINAL 2018



Berkeley SafeTREC  
SAFE TRANSPORTATION RESEARCH AND EDUCATION CENTER



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## 1. INTRODUCTION

Agencies and organizations in Pomona, in collaboration with community members, have been working to improve health, safety, and quality of life for residents including children and youth across the city. The City of Pomona passed a Healthy Eating Active Living (HEAL) resolution and adopted an Active Transportation Plan in 2012. Both of these documents set out actions to improve conditions for walking and bicycling and support healthier kids. Safe Routes to School aims to create safe, convenient, and fun opportunities for students to walk, bike, and roll to and from school. Safe Routes to School initiatives include a wide variety of programs and projects, from creating safer street crossings and maintaining sidewalks to education programs that teach children how to walk and bicycle safely to school.

Supporting students walking and bicycling to and from school was identified as a community priority and the HEAL resolution included future direction to adopt a citywide Safe Routes to School plan in partnership with the Pomona Unified School District. Students from Cal Poly Pomona worked with one school to facilitate Safe Routes to School activities. Pomona Valley Bicycle Coalition has conducted community education events with children. However, there is not a formal Safe Routes to School program or framework established at any of the schools in Pomona or across the city or school district.

### A. THE SAFE ROUTES TO SCHOOL LAUNCH PROGRAM

In spring 2018, the Pomona Valley Bicycle Coalition, the City of Pomona, 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 Pomona Valley Bicycle Coalition, Bike SGV, Day One, the City of Pomona, and community members to learn about Safe Routes to School and discuss strategies for developing a robust, comprehensive program in Pomona.

## B. ABOUT THIS ACTION PLAN

This Safe Routes to School Action Plan is intended to guide Pomona in initiating a strong 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 in the City and community organizations, 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 Pomona during the first year of implementation (2018-2019) as well as additional longer-term actions to be considered over the next five years. 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
- Appendix E: Community Organization Contacts

### 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. POMONA TODAY

This section provides an overview of the current conditions in Pomona. 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 city.

### A. OVERVIEW

Currently, most students in Pomona get to school by walking or are dropped off by car. While some students get to school on foot, families have expressed concerns about traffic and safety. At a Community Pedestrian and Bicycle Safety Training workshop in 2017, participants expressed a need to engage school age students, parents, and school staff in pedestrian and bicycle safety through education and encouragement campaigns and building capacity through local Safe Routes to School advocates at the district level, school level, and with parents. The City’s Active Transportation Plan identified a number of infrastructure improvements that would support walking and bicycling to school, as well as supportive education, encouragement, and enforcement programs. While the City is implementing infrastructure changes, there are opportunities to advance Safe Routes to School at individual schools and across the city and school district 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. Just over 50 percent of fifth graders, and approximately 47 percent of seventh and ninth graders in Pomona Unified School District are overweight or obese – much higher than the percentage of overweight and obese students in Los Angeles County and the state.<sup>1</sup> Adult obesity and physical inactivity rates (29.2 and 28.5 percent, respectively) are also higher in Pomona than the state averages.<sup>2</sup> These health disparities have prompted the City to take action through policies and planning such as the Healthy Eating Active Living (HEAL) resolution. A number of organizations, such as Day One, are also working at the community level to improve health and wellness for community members.

### C. EXISTING INFRASTRUCTURE FOR WALKING AND BIKING

The city of Pomona encompasses approximately 23 square miles and is primarily suburban. The topography in the core of the city is relatively flat and the streets are laid out in a grid. There are hills towards the western and northern edges of the city and the curvilinear streets there reflect the topography. The City’s Active Transportation Plan notes “the lack of a safe, well-connected, and accessible network of bikeways, sidewalks and pedestrian crossings presents an obstacle to active

transportation in Pomona.” The inventory of existing infrastructure in 2012 found only 3.28 miles of bikeway facilities. Many streets in the city do not have sidewalks with missing sidewalk totaling about 35 miles.

The Active Transportation Plan identified routes for new bicycle infrastructure to build out a robust network throughout the city (Figure 1). The City has begun to implement the plan as funding resources are available. In addition, the City has embarked on a sidewalk construction program to close the gaps in the sidewalk network. In the Active Transportation Plan. The Active Transportation Plan also took a closer look at ways to improve bicycle access to Pomona’s 12 middle and high schools. The City anticipates doing similar infrastructure studies around the elementary schools when they are able to prioritize this type of planning effort, which could potentially be accelerated with encouragement from the District.



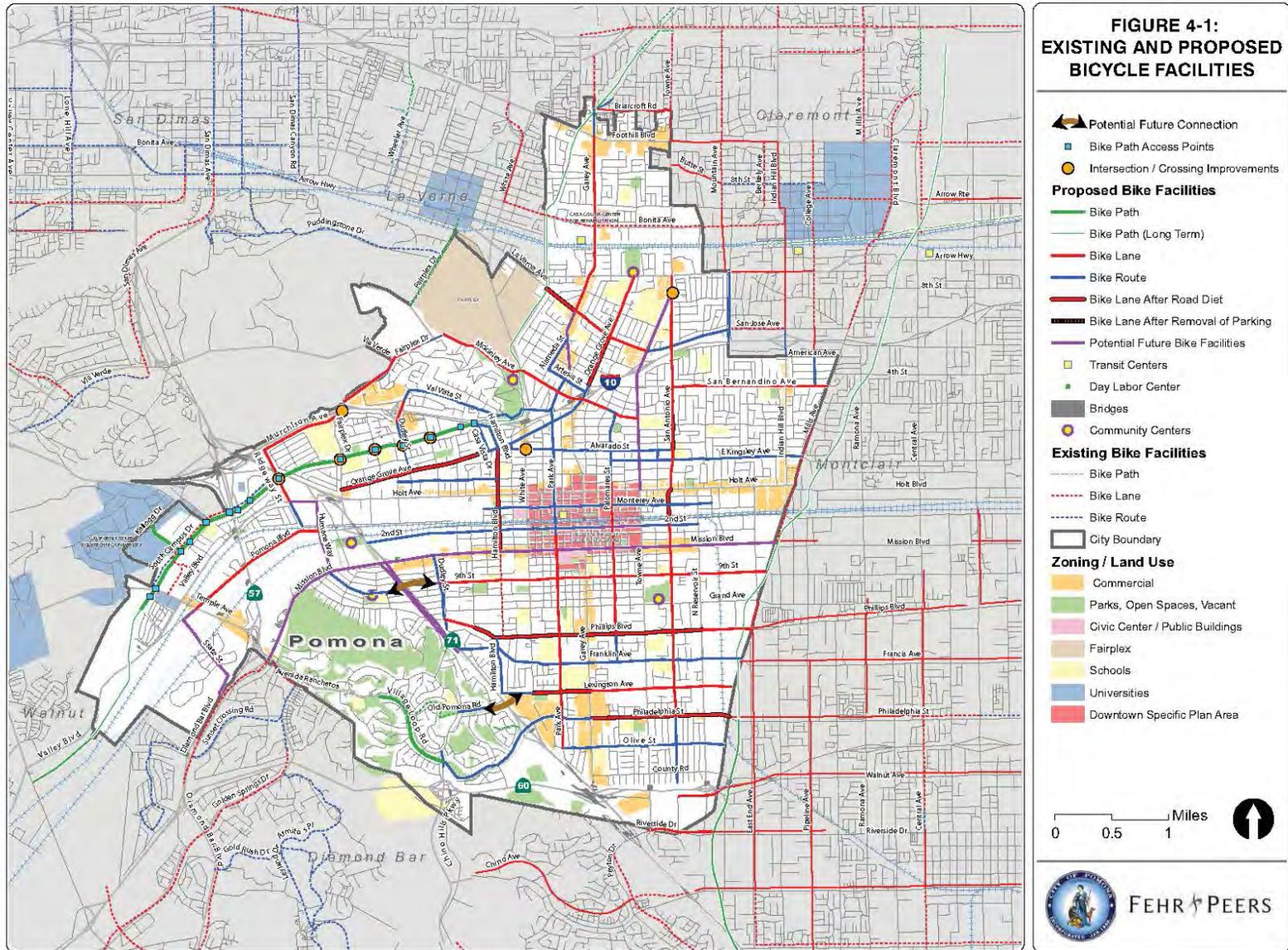
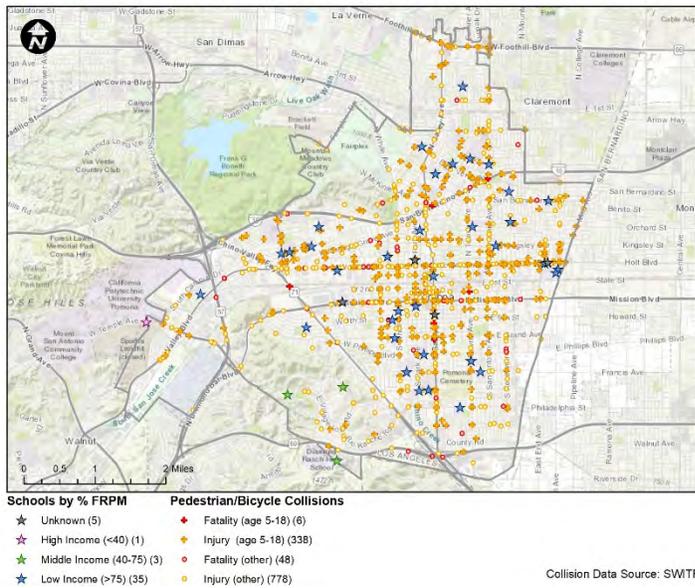


Figure 1. Existing and Proposed Bicycle Facilities

## D. PEDESTRIAN AND BICYCLE COLLISION HISTORY

Pomona - Pedestrian or Bicycle Collisions (2007-2016)



Between 2012 and 2016, there were a total of 327 injuries and fatalities resulting from collisions involving pedestrians and 351 resulting from collisions involving bicycles in Pomona. Generally in California, there are a greater proportion of fatal and severe pedestrian collisions compared to a large proportion of less severe bicycle collisions. In Pomona, there were slightly more injuries and fatalities resulting from collisions involving bicycles than pedestrians. Severity is greater for non-school-age-victim pedestrian collisions than for school-age pedestrian collisions. Pedestrian collisions, whether involving school-age victims or not, are mostly concentrated along major roads. Collisions involving fatal and severe injuries are even

more concentrated along these roads, where traffic moves at higher speeds. Three major roads stand out: Mission Boulevard, Holt Avenue, and Garey Avenue. The area around the intersections of these roads in the center of town also has a concentration of pedestrian collisions involving school-age victims.

Though there are many bicycle collisions involving school-age children, there are no fatal bicycle collisions in this five-year period involving school-age children. With fatal and severe injuries taken together, however, the severity is similar across age groups. The high number of bicycle collisions involving school-age children is worth noting. There are more bicycle collisions than pedestrian collisions involving school-age children (119 bicycle and 78 pedestrian). Bicycle collisions involving school-age victims are often somewhat scattered in neighborhoods, while bicycle collisions that do not involve school-age victims are more concentrated along major roads. Bicycle collisions involving school-age victims are clustered in four areas: in the center of city, around Park Avenue and Mission Boulevard; south of the center of the city along and around Grand Avenue; in the northeast portion of the city, around the intersection of San Antonio Avenue and Kingsley Avenue; and at the northern end of the city, in the neighborhood north of the 10/San Bernardino Freeway and east of Garey Avenue. Bicycle collisions not involving school-age victims are concentrated along Mission Boulevard, Holt Avenue, and Garey Avenue.

Collision victims who are pedestrians are disproportionately Hispanic or Black (78.6 percent of pedestrian victims, while making up 61.4 percent of all victims), while collision victims who are bicyclists are disproportionately Hispanic or White (84.3 percent of bicyclist victims, while making up 69.8 percent of all victims). Finally, over 80 percent of victims in bicycle collisions are male. Just under 60 percent of victims in pedestrian collisions are male.

More information about the collisions, including citywide and school area maps, are provided in Appendix C.

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

The City of Pomona and Pomona Unified School District have adopted policies and plans that incorporate and support Safe Routes to School, but implementation of the actions and strategies contained in these policies has been limited. The City of Pomona includes discussion of Safe Routes to School within its Active Transportation Plan. This plan outlines non-infrastructure programs that support Safe Routes to School along with community wide walking and bicycling, as well as specific infrastructure changes to improve bicycle access at the middle and high schools. The plan notes that infrastructure assessments at each elementary school are planned for the future, but the City has not done this yet. The City's General Plan generally supports walking, bicycling, and Safe Routes to School, but there are opportunities to provide more specific actions and prioritize schools within the City's overall transportation network decisions. The City also adopted a HEAL City Resolution that specifically identifies an action to develop a Safe Routes to School plan, but this has not happened.

Pomona Unified School District adopted a standalone Safe Routes to School policy in 2009 and includes language that supports walking and bicycling to school in its wellness policy. However, the language in both policies is fairly weak and non-specific. There is opportunity to address implementation, strengthen language, and also incorporate Safe Routes to School into other district policies such as transportation and school facilities planning and school siting policies.

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

## F. SAFE ROUTES TO SCHOOL PROGRAMS AND OTHER SAFE ROUTES TO SCHOOL-RELATED EFFORTS

While the City of Pomona has identified Safe Routes to School as a strategy within city policies and plans, there have been few implementation efforts around Safe Routes to School. From 2015 to 2016, an urban and regional planning class from Cal Poly Pomona engaged Kingsley Elementary School in various Safe Routes to School activities. First, the program engaged with students and parents to learn more about challenges and to develop community-driven Safe Routes to School solutions. With strong support from the school principal, a range of solutions were implemented, such as, walk audits, speed and traffic observations, pedestrian counts, educational presentations, and a pick up/drop off program. During one community event, the Pomona Valley Bicycle Coalition taught bike skills and bike safety to the students on the campus during a Saturday program. The success at Kingsley Elementary could not be sustained as ultimately a change in principal leadership led to challenges with continuing the program. Similar efforts were conducted at Philadelphia School, but due to communication challenges with school administration and District scheduling, no sustained initiatives ever got off the ground. A number of organizations are actively promoting walking and bicycling in the community, but there has not been a specific focus on working with youth or the schools to date.



## Community Profile: City of Pomona

**Population:** 151,807

**Land area:** 22.96 square miles

**Race and ethnicity:**

- White 12.5%
- Black or African American 6.8%
- Asian 8.3%
- American Indian and Alaska Native 0.2%
- Native Hawaiian or Other Pacific Islander 0.2%
- Some other race 0.2%
- Two or more races 1.3%
- Hispanic or Latino 70.5%

**Languages spoken at home\*:**

- English only 35.1%
- Spanish 55.4%
- Asian and Pacific Islander Languages 7.5%

*\*2016 Five-Year American Community Survey*

**Poverty status\*:**

General population: 21.5% living below poverty level

Ages <18 years old: 30.1% living below poverty level

**School district:** Pomona Unified School District

- Total enrollment: 23,635 (2017-2018)
- 21 Elementary Schools (K-6)
- 5 K-8 Schools
- 4 Middle Schools (7-8)
- 8 High Schools (9-12)
- 3 Other Schools

**Free or Reduced Price Meals Eligibility:**

83.8 % (2016-2017)

### G. COMMUNITY WORKSHOP OVERVIEW

The community workshop held on June 7, 2018 revealed numerous findings that inform this Action Plan. A few key themes that came forward include:

- Safety – concerns around traffic safety as well as personal safety are barriers to walking and biking to school.
- Community interest – a number of individual community members and organizations in the city are interested in supporting walking and biking to school, but leadership and coordinated efforts have not been established.
- Integration with City projects, plans, and policies – the City has a number of projects and planning efforts underway that Safe Routes to School can be elevated in.



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

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

The City of Pomona and Pomona Unified School District have outlined policies related to Safe Routes to School, but there has been very little implementation. Small-scale activities have been tested at one school (Kingsley Elementary School), but activities have not been sustained because of a lack of ongoing leadership and support. However, community organizations like the Pomona Valley Bicycle Coalition and Day One are interested and poised to begin developing a Safe Routes to School program that can grow to be comprehensive and in multiple schools. These community organizations are ready to work with community members, the City, and the School District 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 improvements. 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 to two target schools in the first year (2018-2019) and then expansion efforts for years two to five. 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. In Appendix A, a matrix summarizes the strategies and actions along with suggested timelines, 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. Workshop participants discussed initial steps to bring together key community leaders and partners to develop a structure and begin coordinating activities.

##### *Recommended strategies and actions for year 1:*

1. Determine an initial Safe Routes to School program lead, such as the Pomona Valley Bicycle Coalition or Day One. This group will take the lead in convening initial key partners.



2. Establish a Safe Routes to School task force. Recruit members from the City, School District, community leaders, and community organizations. Meet bi-monthly or quarterly as program momentum is built.\*

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

3. Outreach to principals to generate interest in participating in initial activities at one to two target schools. Outreach to principals who showed initial interest in the Safe Routes to School Launch Workshop (Kingsley Elementary School and Kellogg Polytechnic Elementary School), as well as Philadelphia Elementary School which participated in previous activities with Cal Poly Pomona.\*

#### *Recommended strategies and actions for years 2 to 5:*

4. Expand outreach and program to additional schools as interest grows.
5. 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.
6. Conduct outreach on Safe Routes to School to school PTAs, community groups, etc.
7. Schedule regular trainings for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.
8. Include Safe Routes to School messaging and resources on the city and school district webpages.
9. Include a City transportation staff person or other staff involved in active transportation in the District Wellness Committee.
10. As the program expands across multiple schools, work with the City and School District 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 Pomona, the Pomona Valley Bicycle Coalitions leads limited education activities in the community including bike skills and bike safety workshops.

#### *Recommended strategies and actions for year 1:*

1. Engage the Pomona Valley Bicycle Coalition's League Certified Instructors (LCIs) in providing bike and pedestrian safety and bike skills trainings at target schools. This could occur as special events during school or as an after school or weekend event. Try to pair educational activities with other school or community events.
2. Work with school principals and City staff to develop and distribute traffic safety education materials for families that includes information related to pick-up/drop-off procedures as well as general safety at and around schools. Aim to provide information at two schools in the first year.
3. Establish a volunteer pool or program of LCIs or other trained instructors to provide school-based education programs.

*Recommended strategies and actions for years 2 to 5:*

4. Assess resources including staffing and equipment that would be needed to provide bike and pedestrian education at multiple schools with the goal of providing safety and skills training for multiple grades at every school. Establish a plan to scale up educational efforts to achieve this.
5. Conduct community education events such as family bike nights, festivals, or bike maintenance workshops.
6. Work with high school students, students from Cal Poly Pomona, and/or others to create signage and public service announcements (PSAs) focused 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 strategies and actions for year 1:*

1. Assist target schools in participating in International Walk to School Day (October) and National Bike to School Day (May). Provide principals and volunteers/champions at each school with information on the range of activities that could be organized for each day.\*
2. Survey school leaders to identify what types of competition or incentive programs would likely be successful at target schools. Programs could include frequent walker punch cards or mileage competitions.

*Recommended strategies and actions for years 2 to 6:*

3. Identify designated remote drop-off/pick-up locations near target schools to reduce traffic congestion in the immediate school area. Promote the locations by providing information to families.
4. Increase Walk to School and Bike to School Day participation citywide.
5. After participating in Walk to School or Bike to School Days, encourage students to keep walking and biking through monthly or weekly themed days.
6. Establish walking school bus and/or bike train programs at each school to support students walking or biking to school within about a half mile of the campus.
7. Review current arrival and dismissal procedures at each school 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 improvements to the neighborhood that make walking and bicycling more comfortable, convenient, and safe. The City of Pomona has identified improvements to

support walking and biking across the city through its Active Transportation Plan. Focused assessment of bike access at the middle and high schools was included in the Active Transportation Plan. Improvements have been implemented as funding becomes available.

*Recommended strategies and actions for year 1:*

1. Continue to identify opportunities to include Safe Routes to School improvements in existing projects and funding applications.
2. Assess and secure resources to conduct and/or expand focused assessments to include all of the elementary schools.
3. Conduct walkability and bikeability assessments around target schools with City staff, School District staff, school staff, students, and families to identify areas needing improvements such as sidewalk gaps and difficult street crossings.
4. Conduct arrival and dismissal observations at target schools with City staff, School District staff, school staff, students and families to identify areas for improvement.\*



*Sample Walk Audit Worksheet*

*Recommended strategies and actions for years 2 to 5:*

5. Before program expansion or at the start of program expansion to additional schools, conduct walkability and bikeability assessments.
6. Based on the walkability and bikeability assessments, identify opportunities to increase convenient access on campus for students walking and bicycling. 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 adjacent trails, parks, and other walkways from the neighborhoods.
7. Develop a citywide comprehensive Safe Routes to School Plan that identifies and plans for infrastructure improvements.
8. Develop suggested walking and biking route maps for participating schools and distribute online and via newsletters.

**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 structured to be community led. The Pomona Police Department currently has a specific division that deals with issues

around schools and responds to requests for focused enforcement needs throughout the year. Additionally, the Pomona Police Department manages and staffs the City's crossing guard program.

*Recommended strategies and actions for year 1:*

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.

*Recommended strategies and actions for years 2-5:*

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 additional adult crossing guards at intersections near schools where students and families express difficulty crossing the street. Expand coordination between the Pomona Police Department and City Public Works Department to ensure that community crossing needs are addressed.

## **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 strategies and actions for year 1:*

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 strategies and actions for years 2 to 5:*

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 citywide 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 strategies and actions for year 1:*

1. Ensure that education and encouragement materials are provided in Spanish. Work with the schools to identify additional language needs.

### *Recommended strategies and actions for years 2 to 5:*

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 improvements.
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 city, 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 City of Pomona has strong policies and plans supporting active transportation; however, it could make a stronger connection to prioritizing schools within active transportation projects. The Pomona Unified School District has a district Safe Routes to School policy, but the policy has not resulted in citywide program efforts. Both agencies have solid foundations for creating a Safe Routes to School policy at the City level that works with the District.

### *Recommended strategies and actions for year 1:*

1. Implement education, encouragement, and communications activities described in the Student Wellness Policy. Use these activities to support Safe Routes to School initiatives.
2. Identify resources to implement the district Safe Routes to School policy.
3. Identify opportunities to prioritize schools within the implementation of the City's General Plan or in updating the General Plan.

### *Recommended strategies and actions for years 2-5:*

4. Include a Safe Routes to School coordinator or city transportation professional in the School Health Council/Committee.

5. Implement the actions outlined in the HEAL resolution, Active Transportation Plan, and General Plan to support Safe Routes to School. This includes developing a comprehensive Safe Routes to School Plan as identified in the HEAL resolution.
6. Include schools in prioritization of pedestrian and bicycle network projects and improvements.

## **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. The City of Pomona will receive approximately \$2.2 million in local return annually. 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

The City of Pomona 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 in the Pomona Unified School District and 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 City is actively taking advantage of its Active Transportation Plan through 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 over the next five years, Pomona 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.

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<sup>1</sup> kidsdata.org

<sup>2</sup> 500 Cities Project: Local Data for Better Health, 2014

## APPENDIX A. ACTION PLAN MATRIX

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<i>Program Structure, Operations, and Coordination</i>				
1. Determine an initial Safe Routes to School program lead, such as the Pomona Valley Bicycle Coalition or Day One. This group will take the lead in convening initial key partners.	Fall 2018	Pomona Valley Bicycle Coalition and Day One	City of Pomona	
2. Establish a Safe Routes to School task force. Recruit members from the City, School District, community leaders, and community organizations. Meet bi-monthly or quarterly as program momentum is built.*	Fall 2018	Pomona Valley Bicycle Coalition and Day One	City of Pomona and Pomona Unified School District	<a href="#">Building Momentum for Safe Routes to School: A Toolkit for School Districts and City Leaders</a>
3. Outreach to principals to generate interest in participating in initial activities at one to two target schools. Outreach to principals who showed initial interest in the Safe Routes to School Launch Workshop (Kingsley Elementary School and Kellogg Polytechnic Elementary School), as well as Philadelphia Elementary School which participated in previous activities with Cal Poly Pomona.*	Fall 2018	Pomona Valley Bicycle Coalition and Day One		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
4. Expand outreach and program to additional schools as interest grows.	2019-2020 and beyond	Safe Routes to School Task Force (once established)		
5. 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.	2019-2020 and beyond	Safe Routes to School Task Force (once established)	Pomona Unified School District, schools	
6. Conduct outreach on Safe Routes to School to school PTAs, community groups, etc.	2019-2020 and beyond	Safe Routes to School Task Force (once established)		<a href="#">How to be a Parent Champion for Safe Routes to School</a>
7. Schedule regular trainings for family members, school staff, and other volunteers and champions on implementing Safe Routes to School activities.	2019-2020 and beyond	Safe Routes to School Task Force (once established)		
8. Include Safe Routes to School messaging and resources on the city and school district webpages.	2019-2020 and beyond	Pomona Unified School District, schools		
9. Include a City transportation staff person or other staff involved in active transportation in the District Wellness Committee.	2019-2020 and beyond	Pomona Unified School District	City of Pomona	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
10. As the program expands across multiple schools, work with the City and School District 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.	2019-2020 and beyond	Safe Routes to School Task Force (once established)		
<b>Education</b>				
1. Engage the Pomona Valley Bicycle Coalition's League Certified Instructors (LCIs) in providing bike and pedestrian safety and bike skills trainings at target schools. This could occur as special events during school or as an after school or weekend event. Try to pair educational activities with other school or community events.	2018-2019	Pomona Valley Bicycle Coalition		
2. Work with school principals and City staff to develop and distribute traffic safety education materials for families that includes information related to pick-up/drop-off procedures as well as general safety at and around schools. Aim to provide information at two schools in the first year.	2018-2019	Safe Routes to School Task Force (once established)	City of Pomona, schools	
3. Establish a volunteer pool or program of LCIs or other trained instructors to	2018-2019	Pomona Valley Bicycle Coalition		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
provide school-based education programs.				
4. Assess resources including staffing and equipment that would be needed to provide bike and pedestrian education at multiple schools with the goal of providing safety and skills training for multiple grades at every school. Establish a plan to scale up educational efforts to achieve this.	2018-2019	Safe Routes to School Task Force	Pomona Valley Bicycle Coalition, Pomona Unified School District, schools	
5. Conduct community education events such as family bike nights, festivals, or bike maintenance workshops.	2019-2020 and beyond	Pomona Valley Bicycle Coalition		
6. Work with high school students, students from Cal Poly Pomona, and/or others to create signage and public service announcements (PSAs) focused on pedestrian and bicyclist awareness and safety at and around schools.	2019-2020 and beyond	Pomona Unified School District or City of Pomona	Cal Poly Pomona students or others	
<b>Encouragement</b>				
1. Assist target schools in participating in International Walk to School Day (October) and National Bike to School Day (May). Provide principals and volunteers/champions at each school with information on the range of activities that could be organized for each day.*	2018-2019	Safe Routes to School Task Force	Schools	<a href="#">Walk and Bike to School Day</a> website

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
2. Survey school leaders to identify what types of competition or incentive programs would likely be successful at target schools. Programs could include frequent walker punch cards or mileage competitions.	2018-2019	Safe Routes to School Task Force	Schools	
3. Identify designated remote drop-off/pick-up locations near target schools to reduce traffic congestion in the immediate school area. Promote the locations by providing information to families.	2019-2020 and beyond	City of Pomona	Schools	
4. Increase Walk to School and Bike to School Day participation citywide.	2019-2020 and beyond	Safe Routes to School Task Force	Schools	<a href="#">Walk and Bike to School Day</a> website
5. After participating in Walk to School or Bike to School Days, encourage students to keep walking and biking through monthly or weekly themed days.	2019-2020 and beyond	Safe Routes to School Task Force		
6. Establish walking school bus and/or bike train programs at each school to support students walking or biking to school within about a half mile of the campus.	2019-2020 and beyond	Safe Routes to School Task Force		<a href="#">Step By Step: How to Start a Walking School Bus at Your School</a>  <a href="#">The Wheels on the Bike Go Round &amp; Round: How to Get a Bike Train Rolling at Your School</a>

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
7. Review current arrival and dismissal procedures at each school for potential changes such as staggered dismissal to reduce conflicts between students walking and biking with car pick-up/drop-off.	2019-2020 and beyond	Pomona Unified School District, schools	City of Pomona	
<b>Engineering</b>				
1. Continue to identify opportunities to include Safe Routes to School improvements in existing projects and funding applications.	2018-2019	City of Pomona		
2. Assess and secure resources to conduct and/or expand focused assessments to include all of the elementary schools.	2018-2019	City of Pomona		
3. Conduct walkability and bikeability assessments around target schools with City staff, School District staff, school staff, students, and families to identify areas needing improvements such as sidewalk gaps and difficult street crossings.	2018-2019	Safe Routes to School Task Force, City of Pomona	Pomona Unified School District, schools	<a href="#">Let's Go For A Walk: A Toolkit for Planning and Conducting a Walk Audit</a>
4. Conduct arrival and dismissal observations at target schools with City staff, School District staff, school staff, students and families to identify areas for improvement.*	2019-2020 and beyond	Safe Routes to School Task Force, City of Pomona	Pomona Unified School District, schools	<a href="#">Keep Calm and Carry On to School: Improving Arrival and Dismissal for Walking and Biking</a>
5. Before program expansion or at the start of program expansion to additional schools,	2019-2020 and beyond	Safe Routes to School Task Force, City of Pomona	Pomona Unified School District, schools	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
conduct walkability and bikeability assessments.				
6. Based on the walkability and bikeability assessments, identify opportunities to increase convenient access on campus for students walking and bicycling. 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 adjacent trails, parks, and other walkways from the neighborhoods.	2019-2020 and beyond	Pomona Unified School District, schools		
7. Develop a citywide comprehensive Safe Routes to School Plan that identifies and plans for infrastructure improvements.	2019-2020 and beyond	City of Pomona	Pomona Unified School District	
8. Develop suggested walking and biking route maps for participating schools and distribute online and via newsletters.	2019-2020 and beyond	City of Pomona	Pomona Unified School District, schools	<a href="#">Guide to Creating Walking Route Maps for Safe Routes to School</a>
<b>Enforcement</b>				
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.	2018-2019	City of Pomona Police Department	Pomona Unified School District, schools	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
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.	2019-2020 and beyond	Safe Routes to School Task Force	Schools	<a href="#">AAA School Safety Patrol Program</a>
3. As part of overall school route and improvement plans, assess needs for additional adult crossing guards at intersections near schools where students and families express difficulty crossing the street. Expand coordination between the Pomona Police Department and City Public Works Department to ensure that community crossing needs are addressed.	2019-2020 and beyond	City of Pomona Police Department	City of Pomona Public Works	
<b>Evaluation</b>				
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.*	2018-2019	Safe Routes to School Task Force	Schools	<a href="#">National Center for Safe Routes to School Database</a>
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.	2018-2019	Safe Routes to School Task Force		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
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.	2019-2020 and beyond	Safe Routes to School Task Force		
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.	2019-2020 and beyond	Safe Routes to School Task Force	Schools	<a href="#">National Center for Safe Routes to School Database</a>
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 citywide or at specific locations.	2019-2020 and beyond	City of Pomona		<a href="#">UC Berkeley TIMS</a>
6. Share program participation and evaluation results with schools and community members through newsletters or other materials.	2019-2020 and beyond	Safe Routes to School Task Force		
<b>Equity</b>				
1. Ensure that education and encouragement materials are provided in Spanish. Work with the schools to identify additional language needs.	2018-2019	Safe Routes to School Task Force	Schools	

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
<p>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 improvements.</p>	<p>2019-2020 and beyond</p>	<p>Safe Routes to School Task Force, City of Pomona</p>		
<p>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.</p>	<p>2019-2020 and beyond</p>	<p>Safe Routes to School Task Force</p>		
<p><i>Policy</i></p>				
<p>1. Implement education, encouragement, and communications activities described in the Student Wellness Policy. Use these activities to support Safe Routes to School initiatives.</p>	<p>2018-2019</p>	<p>Pomona Unified School District</p>		

STRATEGIES AND ACTIONS	TIMELINE	IMPLEMENTATION LEAD	SUPPORTING PARTNERS	RESOURCES
2. Identify resources to implement the district Safe Routes to School policy.	2018-2019	Pomona Unified School District		
3. Identify opportunities to prioritize schools within the implementation of the City's General Plan or in updating the General Plan.	2018-2019	City of Pomona	Day One	
4. Include a Safe Routes to School coordinator or city transportation professional in the School Health Council/Committee.	2019-2020 and beyond	Pomona Unified School District		
5. Implement the actions outlined in the HEAL resolution, Active Transportation Plan, and General Plan to support Safe Routes to School. This includes developing a comprehensive Safe Routes to School Plan as identified in the HEAL resolution.	2019-2020 and beyond	City of Pomona		
6. Include schools in prioritization of pedestrian and bicycle network projects and improvements.	2019-2020 and beyond	City of Pomona		

## APPENDIX B. EXISTING POLICIES AND PLANS

### A. INTRODUCTION

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

### B. POLICIES OF THE POMONA UNIFIED SCHOOL DISTRICT

The policies and practices put in place by the Pomona Unified School District have the potential to affect the travel habits and long-term health of students, their families, and the greater community. The Pomona Unified School District has 41 schools, serving over 23,000 students. Pomona's neighborhood-oriented schools make biking and walking to school a viable and attractive alternative to driving. A survey conducted by the Los Angeles County Department of Public Health staff in 2012 at three schools (76 total classrooms) indicates an average of 31 percent of student arrive to school on foot and 2 percent arrive by bicycle.<sup>1</sup>

The Board of Education adopted a Safe Routes to School policy in 2009. In addition, the School District has policies supporting health, wellness, and academic achievement for students. These policies 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. Safe Routes to School Policy

The Board of Education adopted a Safe Routes to School Policy in August 2009. It reads:

*The Governing Board recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning, the Superintendent or designee shall develop and implement strategies to establish and promote safe routes to school program activities.<sup>2</sup>*

#### *Areas for Improvement:*

While the policy provides a strong foundation for Safe Routes to School efforts, the District has not taken specific actions to implement the policy. Identifying a lead staff person or coordinator to implement the policy and coordinating with the City of Pomona and community organizations will allow the District to fulfill the intent of this foundational policy.

## 2. District Wellness Policy

The Board of Education adopted a District Wellness Policy in May 2006. It was last reviewed in June 2017. The Pomona Unified School District Wellness Policy links student achievement with the importance of physical and emotional health. The policy supports a healthy school environment with access to physical activity and nutritious food. 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.

### *Good Language:*

Within the District Wellness Policy, there is limited language on Safe Routes to School, providing general support but no explicit commitments. The policy encourages creating a School Health Council/Committee to review the Wellness Policy and implementation. Committee members are to include parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public. Strong language and support for student physical activity in and outside of school states:

*Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.<sup>3</sup>*

Policy encourages wellness messaging and use of multiple district platforms for displaying messaging to promote the Wellness Policy. The policy reads:

*The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.<sup>4</sup>*

### *Areas for Improvement:*

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

- Including a city transportation professional or Safe Routes to School community leader in the School Health Council/Committee.
- Providing resources for safe and accessible options for walking and biking to school.
- Linking school travel options in wellness goals and actions.
- Including active transportation when reinforcing students' understanding of healthy lifestyles.
- Spelling out more detailed actions to support Safe Routes to School.

## 3. Transportation Policy

The Board of Education adopted a Transportation Policy in November 1987. Policy on student transportation is strictly limited to transportation to offsite school activities such as field trips.<sup>5</sup>

### *Areas for Improvement:*

Support for Safe Routes to School could be strengthened in the District'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.

#### **4. Facilities Planning/School Siting Policy**

The Board of Education does not currently have a facilities planning or school siting policy.<sup>6</sup> Below are recommendations for future policy language.

##### *Language Recommendations:*

Support for Safe Routes to School could be provided in policy around facilities planning and school siting by including:

- Evaluating transportation options for students and staff during siting and design processes.
- Including Safe Routes to School staff, volunteers, and City transportation staff in siting procedures.
- Requiring new school sites have safe and accessible transportation options for students that include walking and biking to and from school.
- Including proximity to students’ residences as a significant consideration.
- Requiring school design to be supportive of biking and walking, through amenities on campus and prominently featured and abundant supportive connections to surrounding neighborhoods.
- Incorporating consideration of the General Plan and Active Transportation Plan into school siting policy as a mechanism for contributing to community needs.

### **C. CITY OF POMONA PLANS AND POLICIES**

Policies and plans from the City of Pomona were also reviewed as part of the Safe Routes to School National Partnership’s policy scan. These include the City’s Active Transportation Plan, HEAL Resolution, and General Plan. While the City has a number of plans and policies that reference Safe Routes to School, these documents could be revised to include stronger Safe Routes to School-specific language.

#### **1. Active Transportation Plan: Bicycle Master Plan and Pedestrian Master Plan**

The City adopted the *Active Transportation Plan: Bicycle Master Plan and Pedestrian Master Plan* in November 2012. Objectives to improve safety and access for walking and bicycling in Pomona are emphasized. An assessment for enhancing bicycle access to each middle and high school is included in the plan. Opportunities for creating bike lanes, crosswalks, and reducing speed near schools to support Safe Routes to School is acknowledged in the plan. Examples of support are included below.

- **Chapter 4: School area bicycle improvements**
  - Improve bicycle access to Pomona’s 12 middle and high schools.
  - At a later date, this analysis may be expanded to include Pomona’s elementary schools.
  - Recommendation include infrastructure to improve comfort, safety, access, improvements to school bicycle networks, and increased bicycle parking at each school.
- **Chapter 6: Proposed programs to encourage safe walking and bicycling**
  - Safe Routes to School.

- Bicycling Guide for Kids Brochure.
- Walking School bus and bicycle trains.
- Walking Mascots.
- Corner Captains.
- Teen driving cycling and pedestrian education.
- Speed enforcement in school zones.
- **Appendix C: Pomona Pedestrian Policies and Principals**
  - 7D.P17 Ensure that new developments provide an integrated pattern of streets and pedestrian paths that provide connections between neighborhoods.
  - 7D.P9 Prepare an Active Transportation Plan to improve neighborhood connectivity for bicycles, pedestrians, and neighborhood electric vehicles (NEV).

*Areas for Improvement:*

Support for Safe Routes to School could be strengthened in the *Active Transportation Plan: Bicycle Master Plan and Pedestrian Master Plan* by:

- Expanding the bicycle access assessments to include the elementary schools.
- Including schools in pedestrian policies and principals.
- Creating a city Safe Routes to School Task Force to address issues of mobility near and around schools.
- Including a Safe Routes to School Plan or prioritization of schools in bicycle and pedestrian projects.

### **3. Healthy Eating Active Living City Resolution**

The City adopted a HEAL City Resolution in 2012. The resolution specifically calls out adopting a citywide Safe Routes to School plan in partnership with the School District. Additional actions to improve health and active living including walking and biking in Pomona are emphasized in the resolution below.

*NOW, THEREFORE, BE IT RESOLVED that the City Council hereby recognizes that obesity is a serious public health concern to the wellbeing of youth and families in the City of Pomona. While individual health relies on certain necessary lifestyle changes, the City plays a significant role in recognizing and addressing the influence of community factors on health including: local access to healthy foods, safe places to play and be active and opportunities for people to walk and bike within their neighborhoods.*

*SECTION 1. The City Council recognizes the important role in obesity prevention and the influence of community factors on health. The City of Pomona can improve the physical activity and food environments and contribute to healthy living among their employees and residents through land use and built environment, healthy food access and employee wellness.*

*I. LAND USE AND BUILT ENVIRONMENT BE IT FURTHER RESOLVED that the City of Pomona planners, engineers, community services and community development personnel be responsible for the development, design and use of parks, neighborhoods, streets, and business areas to support healthy living through: ● Prioritize capital improvements projects to increase the*

*opportunities for physical activities in existing areas; and • Include a health element in the general plan update; and • Adopt a city wide Safe Routes to School (SRTS) plan in partnership with the Pomona Unified School District; and • Adopt a comprehensive Active Transportation Plan (ATP) including bike and pedestrian plans; and • Continue to develop bike lanes and walking trails; and • Continue to provide and maintain the twenty six neighborhood parks for outdoor recreational activities that encourage walking, biking and other forms of physical activity; and • Continue to partner with community organizations to offer recreational youth and adult sports leagues within those Parks; and • Continue to offer and maintain equipment at the City's parks including: 22 basketball courts, 12 soccer fields, 13 baseball/softball fields, 9 tennis courts, 2 swimming pools and 25 sets of play equipment; and • Promote and partner on health related community events such as Ciclavia, and health and resource fairs; and • Continue to encourage mixed-use and transit-oriented development; and*

#### **Areas for Improvement:**

While the HEAL resolution specifically identifies Safe Routes to School planning as an action item, the City has not moved forward with this. Working in partnership with the District to develop and adopt a citywide Safe Routes to School plan will advance efforts to provide infrastructure and programs that support students walking and bicycling.

#### **4. General Plan**

The City of Pomona updated its General Plan in March 2014. The General Plan includes a vision for the City's future. Diversity, transportation network, and safety are highlighted in the City's vision. Goals, programs, and policies supporting Safe Routes to School are included below.

- **6-D Neighborhood Edges**
  - Policy 6D.G8: Protect pedestrian safety along heavily trafficked arterials, with special attention given to access around schools, Downtown and other mixed-use areas, and neighborhood business districts.
- **6-G Residential Neighborhoods**
  - Policy 6G.G8 Residential Neighborhoods: Ensure safe, family-oriented, human-scaled, walkable and livable residential neighborhoods.
  - Policy 6G.P7 Residential Neighborhoods: Along major corridors, rather than using sound or perimeter walls for privacy and noise reduction, utilize broad setbacks with ample landscaping, pedestrian/bicycle facilities, frontage roads and medians to provide protected residential areas that are open and accessible, and that promote neighborhood permeability.
- **7-C Open Space Network**
  - Policy 7C.P1 Open Space Network: Identify parks requiring improved accessibility and connectivity to neighborhoods.
  - Policy 7C.P5 Open Space Network: Achieve park standards through a combination of dedications, in-lieu fees, and other mechanisms such as grant opportunities, developer incentive programs, transfer of development rights programs, and joint use opportunities with Pomona Unified School District.
  - Policy 7C.P9 Open Space Network: Strive to provide parks within ¼-mile (approximately five minute walking distance) of all urban (low and high density) neighborhoods.

- Policy 7C.P14 Open Space Network: Pursue joint-use opportunities for the shared use of School District recreation space
- Policy 7C.G17 Open Space Network: Ensure pedestrian and bicycle friendly street environments.
- Policy 7C.G18 Open Space Network: Strengthen and enhance pedestrian linkages from surrounding areas to public open spaces.
- Policy 7C.P24 Open Space Network: Install street trees to provide shade along streets and sidewalks intended for greater pedestrian activity.
- Policy 7C.P26 Open Space Network: Utilize traffic-calming measures such as landscaped medians, well-lit and distinctive pedestrian crosswalks with changes in pavement material, street parking, and street trees to activate shopfronts where ground-floor retail and pedestrian activity is desired.
- **7-D Mobility and Access**
  - Policy 7D.P9 Mobility and Access: Prepare an Active Transportation Plan to improve neighborhood connectivity for bicycles, pedestrians, and neighborhood electric vehicles (NEV).
  - Policy 7D.P9 Mobility and Access: Provide sidewalks on both sides of the street (except in hillside areas).
  - Policy 7D.P22 Mobility and Access: Design traffic calming solutions that accommodate safe circulation for all transportation modes and maintain or increase street connections.
  - Policy 7D.G19 Mobility and Access: Improve pedestrian safety and comfort along City streets, particularly in residential neighborhoods and areas where significant pedestrian activity is envisioned as identified in Section.
  - Policy 7D.P36 Mobility and Access: Develop an Active Transportation Plan that provides guidelines for public corridors, crosswalks, pathways and stairs, as well as policies for pedestrian improvement projects and priorities.
  - Policy 7D.P37 Mobility and Access: Create pedestrian- and bicycle-only mid-block cut-throughs to enhance neighborhood interconnectivity where street connections are limited due to existing cul-de-sac or dead-end conditions, grade separations, property ownership, or topographical challenges.
  - Policy 7D.P40 Mobility and Access: Improve pedestrian crosswalks at street intersections and highlight midblock crosswalks.
  - Policy 7D.P41 Mobility and Access: Prioritize need and establish funding for completing gaps in the sidewalk system, improving street crossings and installing curb ramps where needed to meet ADA specifications.
  - Policy 7D.P45 Mobility and Access: Continue to participate in and implement recommendations of the Safe Route to Schools program
  - Policy 7D.P46 Mobility and Access: Establish a Pedestrian Safety Program that provides pedestrian educational materials and a regularly updated pedestrian safety report.
  - Policy 7D.P47 Mobility and Access: Allocate funds and/or identify funding sources (including the potential formation of assessment districts) for pedestrian and streetscape improvements in existing neighborhoods.
  - Policy 7D.P51 Mobility and Access: Create pedestrian- and bicycle-only cut-throughs to supplement shorter blocks and enhance neighborhood interconnectivity where street

- connections are limited due to existing cul-de-sac or dead-end conditions, grade separation, property ownership or topographical challenges.
- Policy 7D.P54 Mobility and Access: Expand on the existing Bicycle Safety Program including bicycling educational materials and a regularly updated bicycle safety report.

*Support for Safe Routes to School could be strengthened in the General Plan by:*

- Including specific policies and actions for Safe Routes to School.
- Prioritizing schools in neighborhood edges, urban neighborhoods, and residential neighborhood policies.
- Including schools in the following policy: 7C.P9 Open Space Network: Strive to provide parks within ¼-mile (approximately five minute walking distance) of all urban (low and high density) neighborhoods.
- Including schools in the following policy: 7C.G18 Open Space Network: Strengthen and enhance pedestrian linkages from surrounding areas to public open spaces.
- Including schools in the following policy: 7C.P24 Open Space Network: Install street trees to provide shade along streets and sidewalks intended for greater pedestrian activity.
- Prioritizing schools in the following policy: 7D.P9 Mobility and Access: Provide sidewalks on both sides of the street (except in hillside areas).
- Including schools in the following policy: 7D.P40 Mobility and Access: Improve pedestrian crosswalks at street intersections and highlight midblock crosswalks.

## **E. SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP RECOMMENDATIONS**

The City of Pomona has strong policies and plans supporting active transportation; however, it could make a stronger connection to prioritizing schools within active transportation projects. The Pomona Unified School District has a district Safe Routes to School policy. Both agencies have solid foundations for creating a Safe Routes to School policy at the City level that works with the District.

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

- Implement education, encouragement, and communications activities described in the Safe Routes to School and Wellness policies and use these activities to support Safe Routes to School initiatives.
- Include a Safe Routes to School coordinator or city transportation professional in the School Health Council/Committee.
- Include a link to Safe Routes to School messaging and resources on the District website.
- Include the following in future facilities planning/school siting policies:
  - Evaluating transportation options for students and staff during siting and design process.
  - Including Safe Routes to School staff, volunteers, and city transportation staff in siting procedures.
  - Requiring new school sites have safe and accessible transportation options for students that include walking and biking to and from school.

Key considerations for the City of Pomona to strengthen support for Safe Routes to School include:

- Implement the actions outlined in the HEAL resolution, Active Transportation Plan, and General Plan to support Safe Routes to School.

- Include schools in prioritization of pedestrian and bicycle network projects and improvements.
  - Make more direct connections to Safe Routes to School throughout plans.
- 

<sup>1</sup> Active Transportation Plan, November 2012

<sup>2</sup> Pomona Unified School District Board Policies

<https://www.boarddocs.com/ca/pomona/Board.nsf/goto?open&id=8EW7CT4CCA16#>

<sup>3</sup> Pomona Unified School District Board Policies

<https://www.boarddocs.com/ca/pomona/Board.nsf/goto?open&id=8EW7CT4CCA16#>

<sup>4</sup> Pomona Unified School District Board Policies

<https://www.boarddocs.com/ca/pomona/Board.nsf/goto?open&id=8EW7CT4CCA16#>

<sup>5</sup> Pomona Unified School District Board Policies

<https://www.boarddocs.com/ca/pomona/Board.nsf/goto?open&id=8EW7CT4CCA16#>

<sup>6</sup> Pomona Unified School District Board Policies

<https://www.boarddocs.com/ca/pomona/Board.nsf/goto?open&id=8EW7CT4CCA16#>

## APPENDIX C. COLLISION MAPS

### A. INTRODUCTION

This appendix contains additional information regarding collisions involving pedestrians and bicyclists in Pomona, 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 Pomona Unified School District schools (2012-2016)

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

#### All Collisions<sup>1</sup>

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	436	6	-	3	-	-	445
Black	751	59	-	31	-	-	841
Hispanic	4,765	231	-	225	-	4	5,225
Other	533	10	-	9	-	1	553
White	1,567	49	-	50	1	1	1,668
Not Stated	608	14	478	8	23	3	1,134
<b>Total</b>	<b>8,660</b>	<b>369</b>	<b>478</b>	<b>326</b>	<b>24</b>	<b>9</b>	<b>9,866</b>

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	28	1	-	-	-	-	29
Black	50	9	-	3	-	-	62
Hispanic	402	67	-	76	-	1	546
Other	44	4	-	4	-	-	52
White	131	2	-	5	-	-	138

<sup>1</sup> 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.

Not Stated	74	2	35	4	1	1	117
<b>Total</b>	<b>729</b>	<b>85</b>	<b>35</b>	<b>92</b>	<b>1</b>	<b>2</b>	<b>944</b>

### **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	11	6	-	-	-	-	17
Black	23	56	-	-	-	-	79
Hispanic	175	215	-	-	-	1	391
Other	13	9	-	-	-	-	22
White	47	46	-	-	-	-	93
Not Stated	68	14	17	-	4	1	104
<b>Total</b>	<b>337</b>	<b>346</b>	<b>17</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>706</b>

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	4	-	-	-	-	-	4
Black	6	9	-	-	-	-	15
Hispanic	48	74	-	-	-	1	123
Other	5	3	-	-	-	-	8
White	6	1	-	-	-	-	7
Not Stated	14	1	3	-	1	-	19
<b>Total</b>	<b>83</b>	<b>88</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>176</b>

### **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	8	-	-	2	-	-	10
Black	22	-	-	29	-	-	51
Hispanic	143	-	-	211	-	2	356
Other	17	-	-	8	-	-	25
White	47	-	-	47	-	1	95
Not Stated	46	-	6	8	1	1	62

<b>Total</b>	<b>283</b>	<b>0</b>	<b>6</b>	<b>305</b>	<b>1</b>	<b>4</b>	<b>599</b>
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The table below breaks down parties in bicycle collision by race that involved a school-age child (age 5-18).

<b>Race</b>	<b>Driver</b>	<b>Pedestrian</b>	<b>Parked Vehicles</b>	<b>Bicyclist</b>	<b>Other</b>	<b>Not Stated</b>	<b>TOTAL</b>
Asian	2	-	-	-	-	-	2
Black	8	-	-	6	-	-	14
Hispanic	54	-	-	77	-	-	131
Other	5	-	-	3	-	-	8
White	8	-	-	6	-	-	14
Not Stated	16	-	-	3	-	1	20
<b>Total</b>	<b>93</b>	<b>0</b>	<b>0</b>	<b>95</b>	<b>0</b>	<b>1</b>	<b>189</b>

### C. TOP 10 VIOLATIONS - (2013-2017)

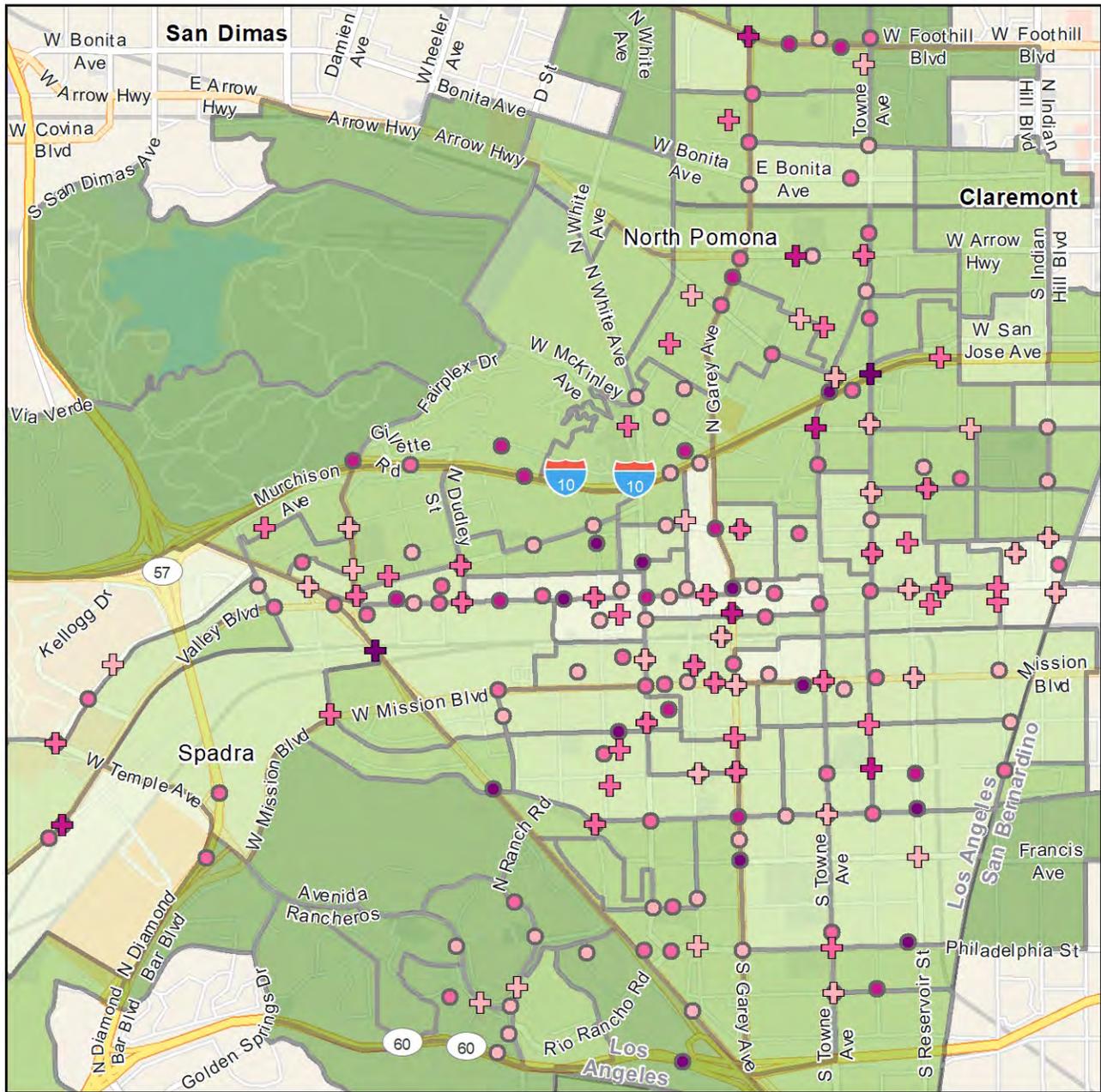
#### Pedestrian

<b>CVC No.</b>	<b>Description</b>	<b>Freq.</b>	<b>Percent</b>
<b>21954</b>	Pedestrian failure to yield right-of-way to vehicles	110	33.4%
<b>21950</b>	Driver failure to yield right-of-way to pedestrians at a crosswalk	106	32.2%
<b>22107</b>	Unsafe turning with or without signaling	18	5.5%
<b>0</b>	Unknown	17	5.2%
<b>21453</b>	Failure to stop at a limit line or crosswalk at a red light. Failure to yield right-of-way to pedestrian when turning on a red light	17	5.2%
<b>22106</b>	Unsafe starting or backing of vehicle	12	3.6%
<b>22350</b>	Speeding on the highway	12	3.6%
<b>21456</b>	Pedestrian failure to yield right-of-way at traffic signal	11	3.3%
	Other violations*	15	4.6%
<b>Total</b>		<b>329</b>	<b>100.0%</b>

**Bicycle**

<b>CVC No.</b>	<b>Description</b>	<b>Freq.</b>	<b>Percent</b>
<b>21650</b>	Failure to drive/ride on right half of the roadway (with some exceptions)	66	21.9%
<b>22107</b>	Unsafe turning with or without signaling	48	15.9%
<b>21804</b>	Driver failure to yield right-of-way when entering/crossing a highway	43	14.2%
<b>21453</b>	Failure to stop at a limit line or crosswalk at a red light. Failure to yield right-of-way to pedestrian when turning on a red light	29	9.6%
<b>0</b>	Unknown	20	6.6%
<b>21801</b>	Driver failure to yield right-of-way when making a left turn or U-turn	19	6.3%
<b>22450</b>	Driver failure to stop at a limit line or crosswalk at a stop sign	17	5.6%
<b>21802</b>	Failure to stop or yield right-of-way at a stop sign.	12	4.0%
<b>22350</b>	Speeding on the highway	10	3.3%
	Other violations*	38	12.6%
<b>Total</b>		302	100.0%

# Pomona Pedestrian Collision Map (2012 - 2016)



## Collision Severity (2012-2016)

### Age 5-18

- + Fatal (3)
- + Injury (Severe) (6)
- + Injury (Other Visible) (37)
- + Injury (Complaint of Pain) (31)

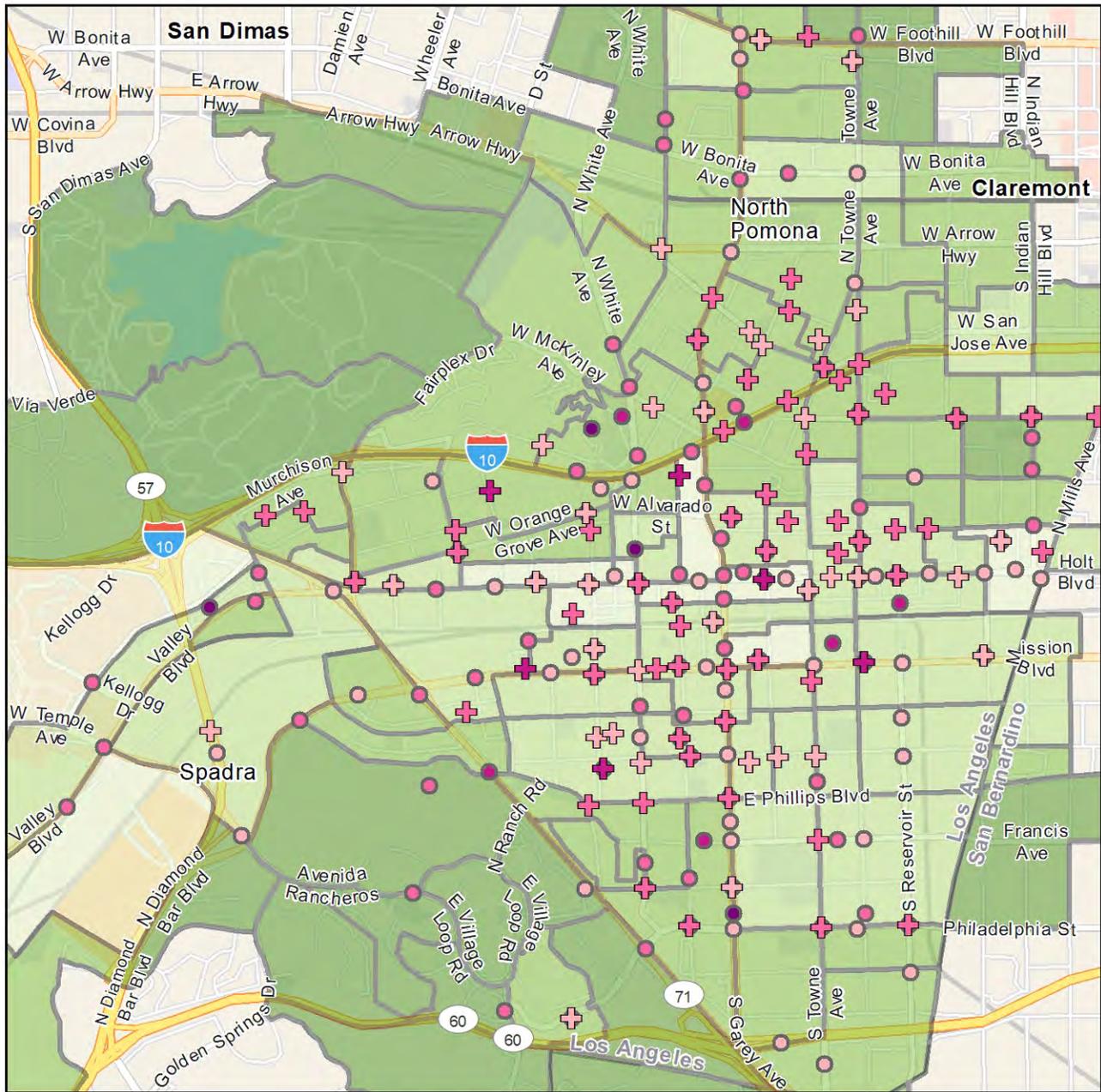
### Other

- Fatal (27)
- Injury (Severe) (23)
- Injury (Other Visible) (105)
- Injury (Complaint of Pain) (91)

## 2017 Median Household Income

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

# Pomona Bicycle Collision Map (2012 - 2016)



## Collision Severity (2012-2016)

### Age 5-18

- + Injury (Severe) (8)
- + Injury (Other Visible) (64)
- + Injury (Complaint of Pain) (47)

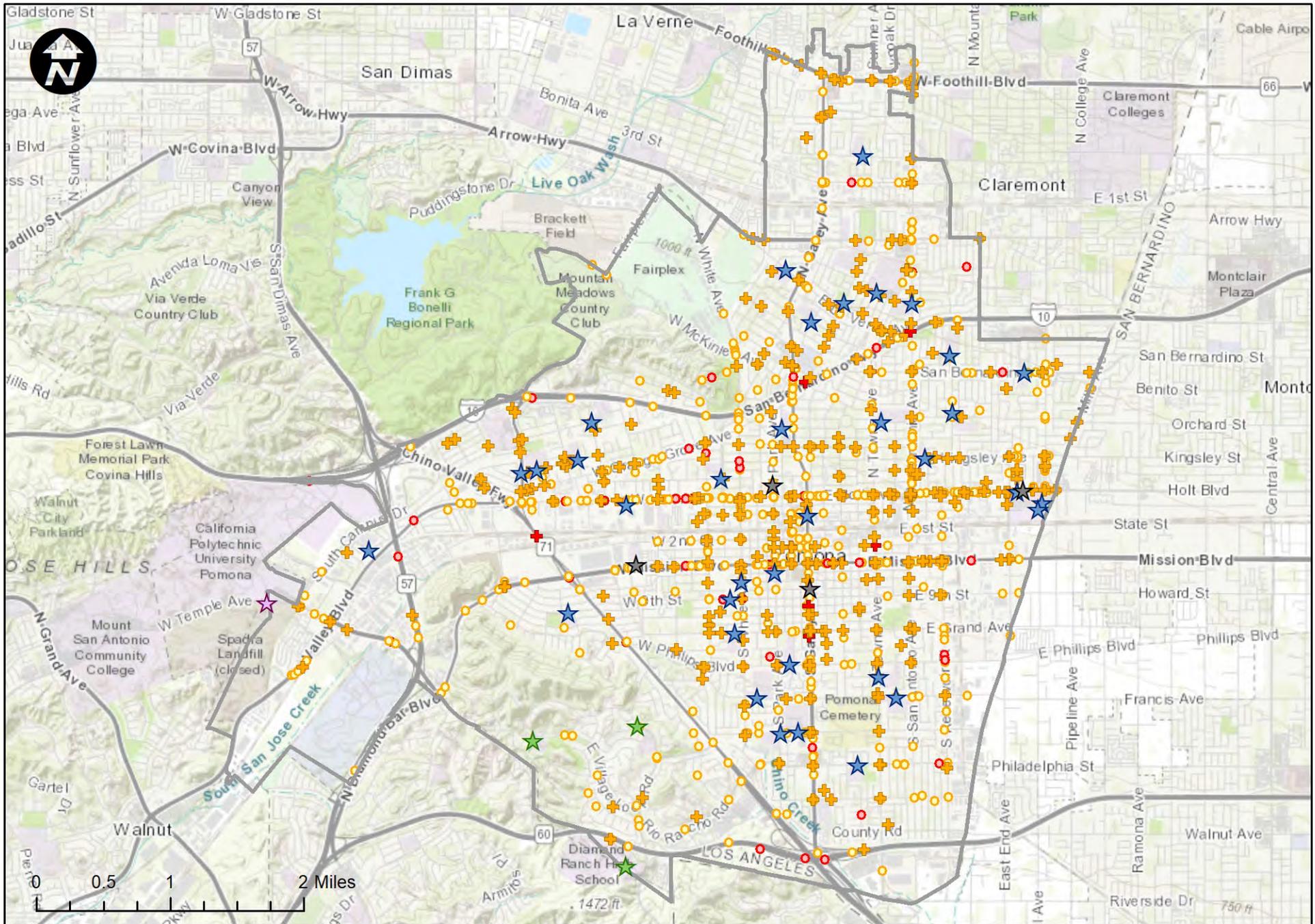
### Other

- Fatal (5)
- Injury (Severe) (13)
- Injury (Other Visible) (113)
- Injury (Complaint of Pain) (101)

## 2017 Median Household Income

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

# Pomona - Pedestrian or Bicycle Collisions (2007-2016)

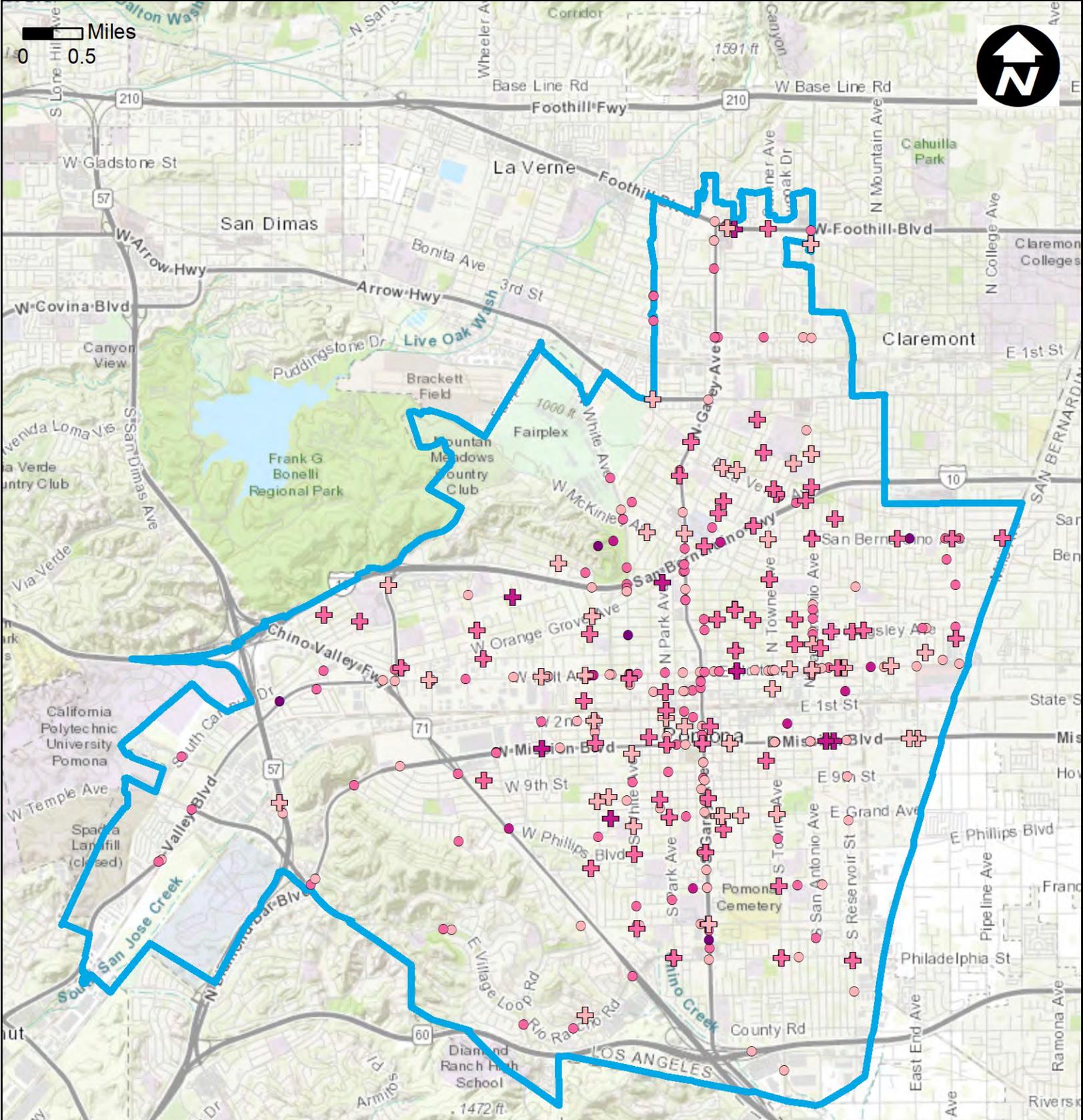
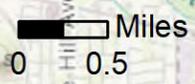


## Schools by % FRPM

- ★ Unknown (5)
- ★ High Income (<40) (1)
- ★ Middle Income (40-75) (3)
- ★ Low Income (>75) (35)

## Pedestrian/Bicycle Collisions

- ✚ Fatality (age 5-18) (6)
- ✚ Injury (age 5-18) (338)
- Fatality (other) (48)
- Injury (other) (778)



**Collision Severity (2012-2016)**

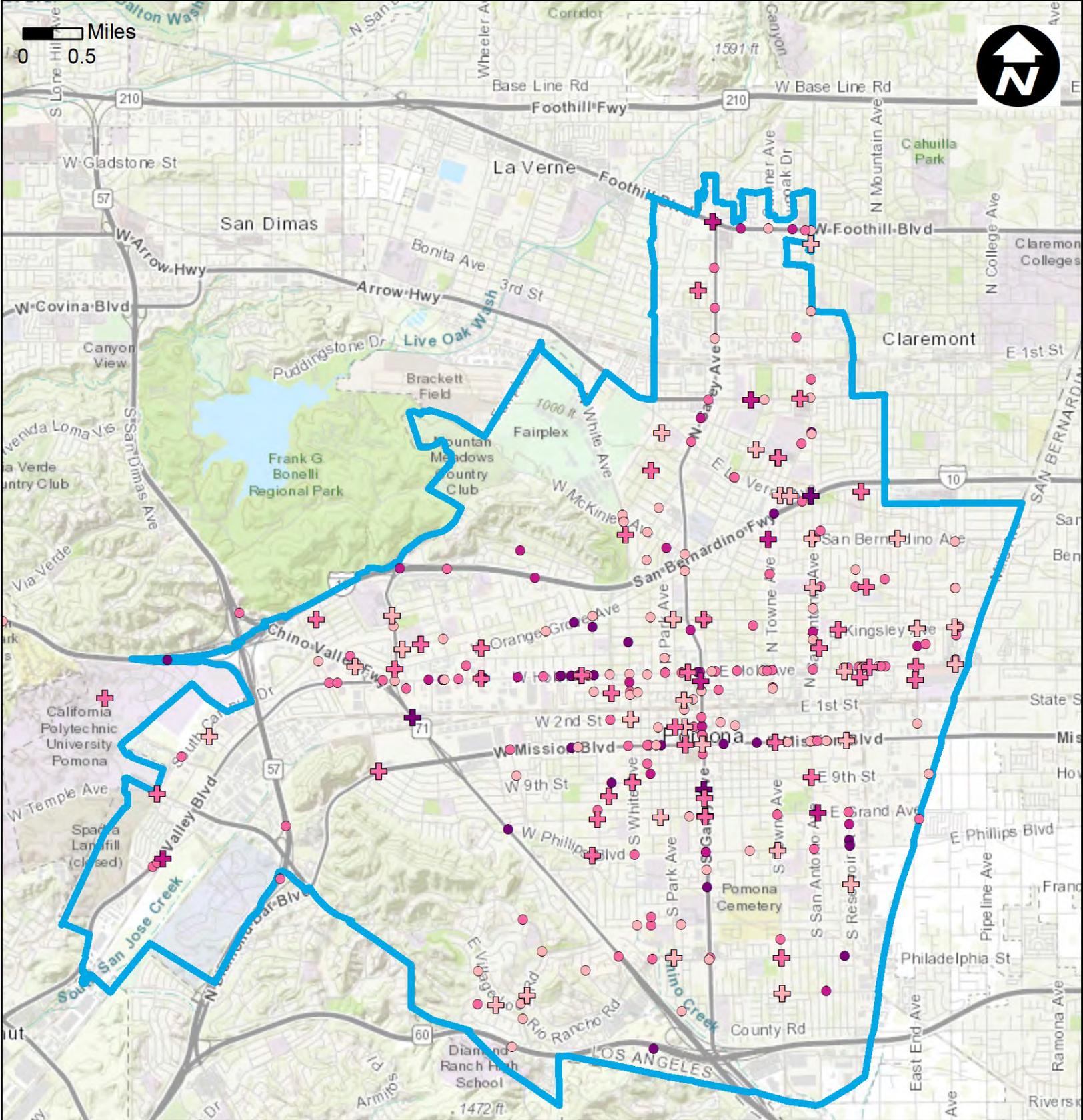
**Age 5-18**

- ✚ Injury (Severe) (8)
- ✚ Injury (Other Visible) (64)
- ✚ Injury (Complaint of Pain) (47)

**Other**

- Fatal (5)
- Injury (Severe) (13)
- Injury (Other Visible) (113)
- Injury (Complaint of Pain) (101)

0 0.5 Miles



### Collision Severity (2012-2016)

#### Age 5-18

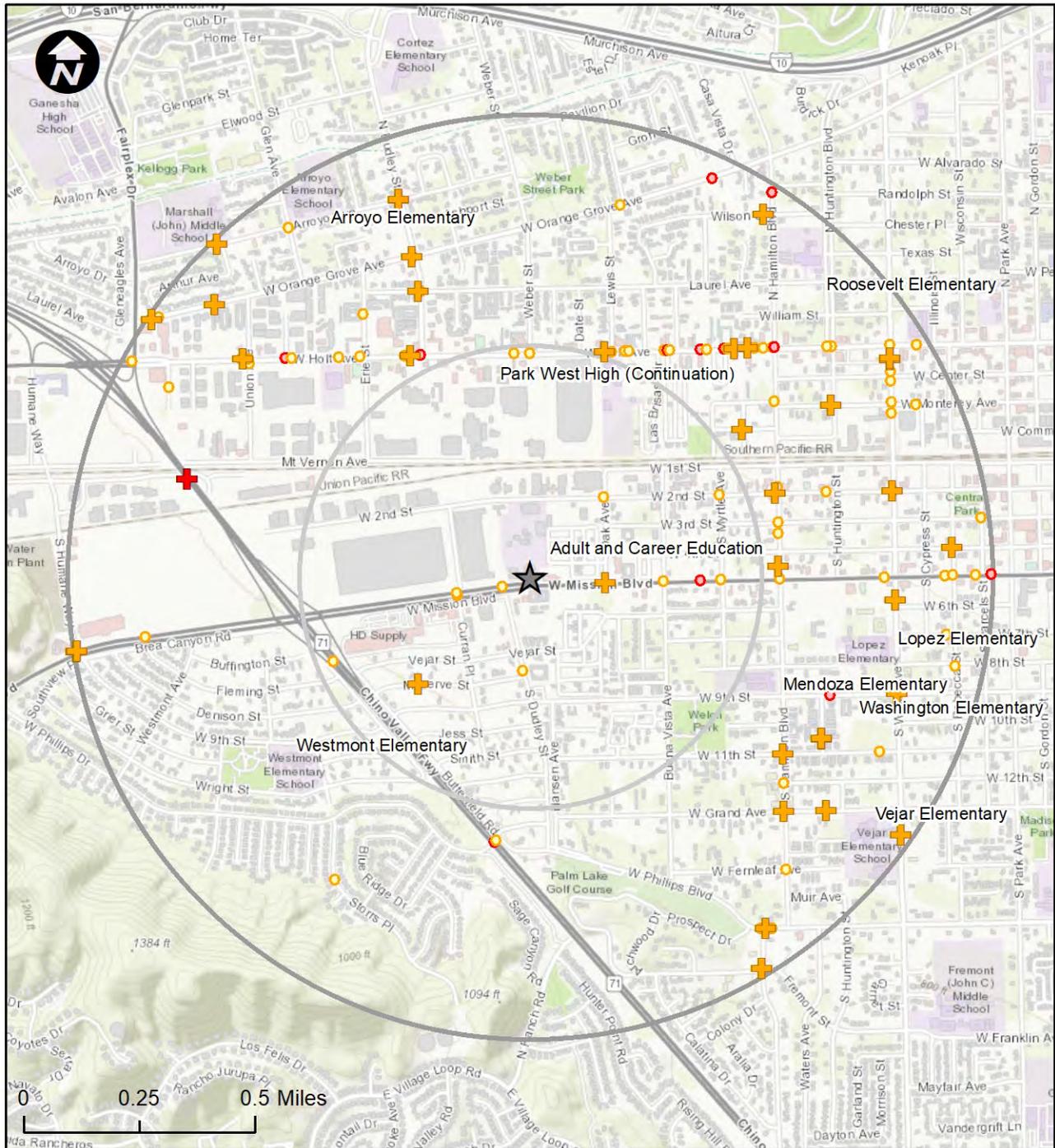
- +** Fatal (3)
- +** Injury (Severe) (6)
- +** Injury (Other Visible) (38)
- +** Injury (Complaint of Pain) (31)

#### Other

- Fatal (28)
- Injury (Severe) (23)
- Injury (Other Visible) (106)
- Injury (Complaint of Pain) (92)

# Pomona - Adult and Career Education Pedestrian or Bicycle Collisions Near School (2012-2016)

1515 West Mission Blvd., Pomona, CA 91766-1233; CDSCode: 19649071937002

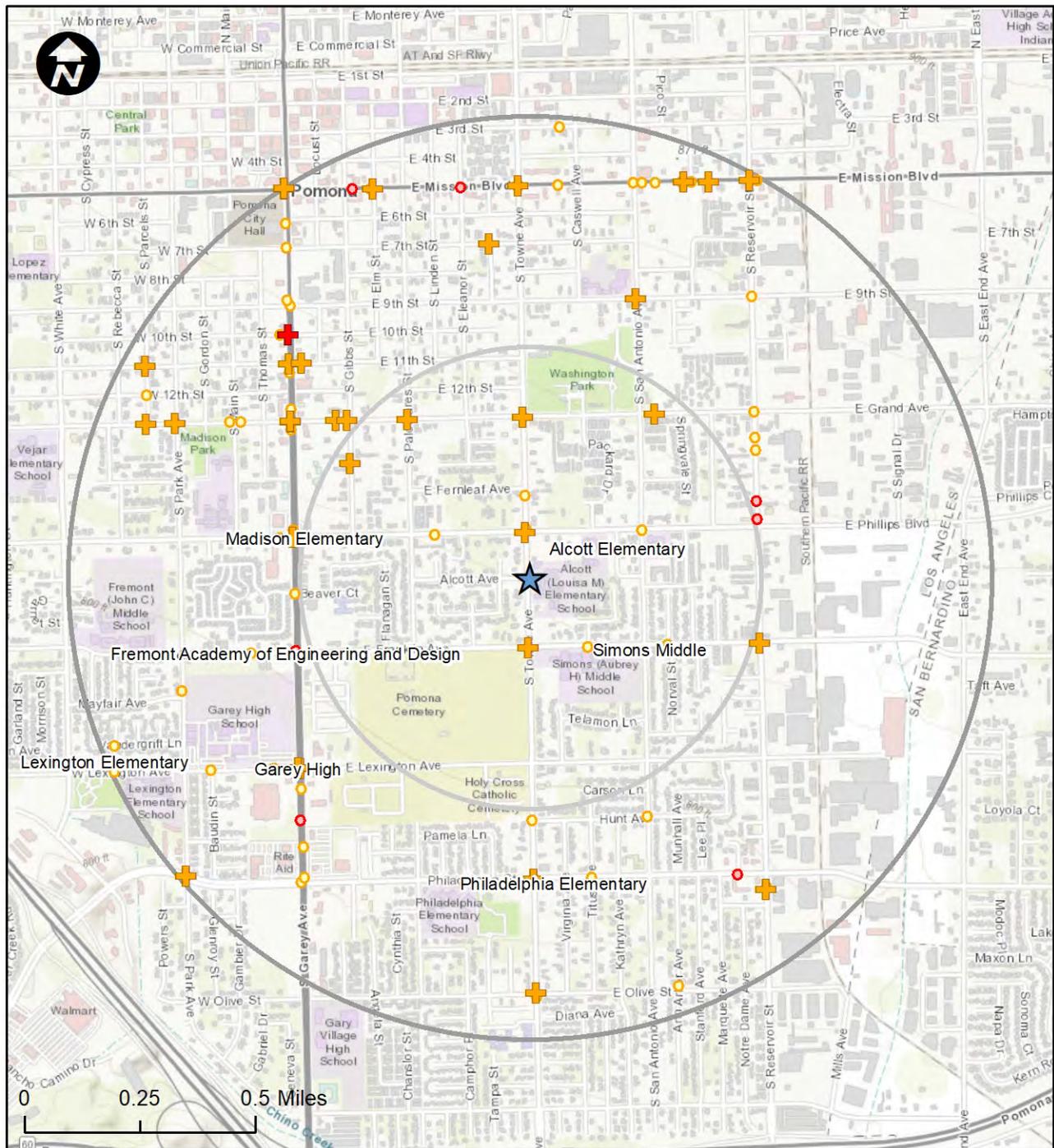


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (36)
- o Fatality (other) (13)
- o Injury (other) (76)

# Pomona - Alcott Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

1600 South Towne Ave., Pomona, CA 91766-5367; CDSCode: 19649076021786

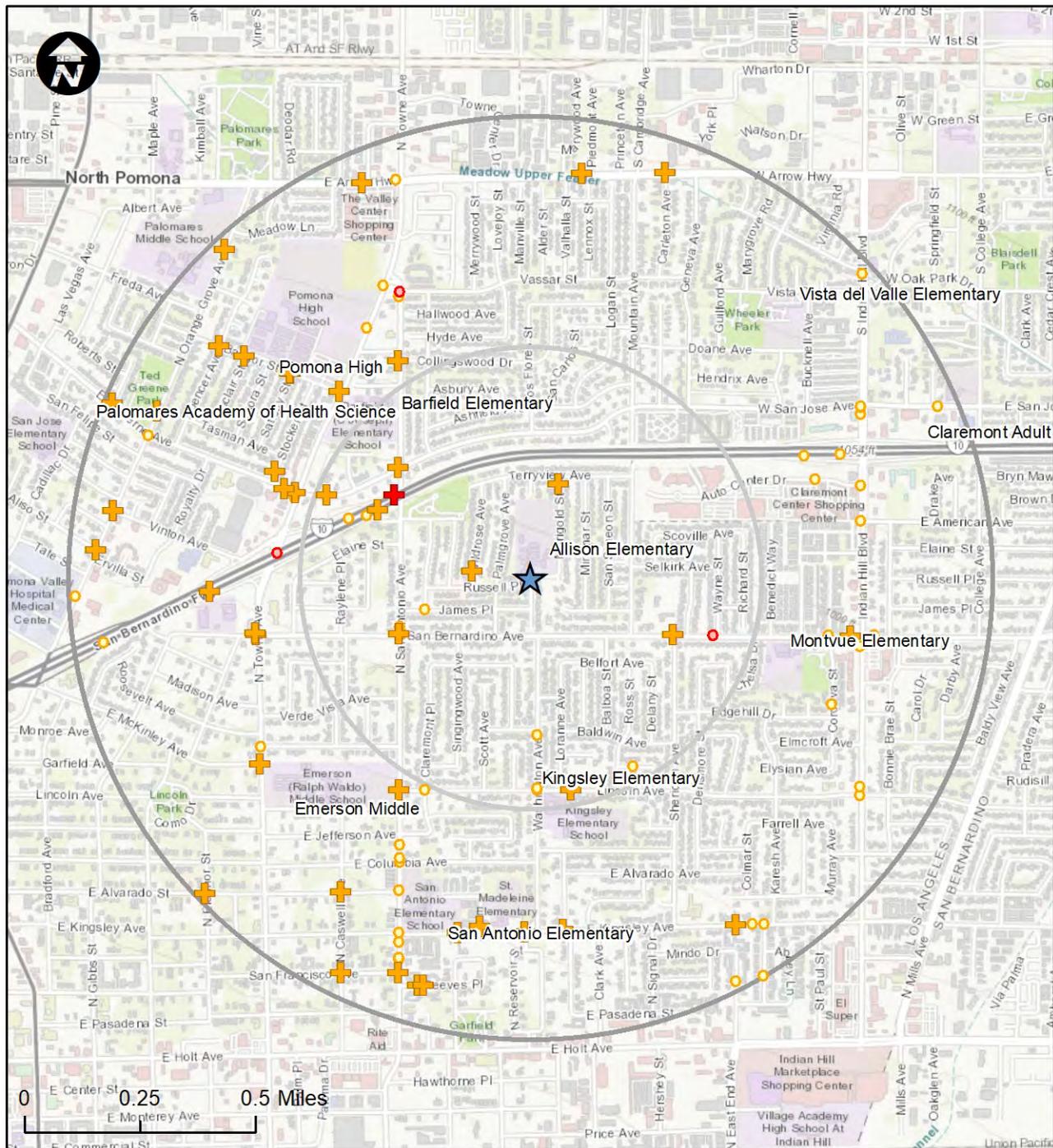


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (34)
- o Fatality (other) (8)
- o Injury (other) (79)

# Pomona - Allison Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

1011 Russell Pl., Pomona, CA 91767-3409; CDSCode: 19649076021794



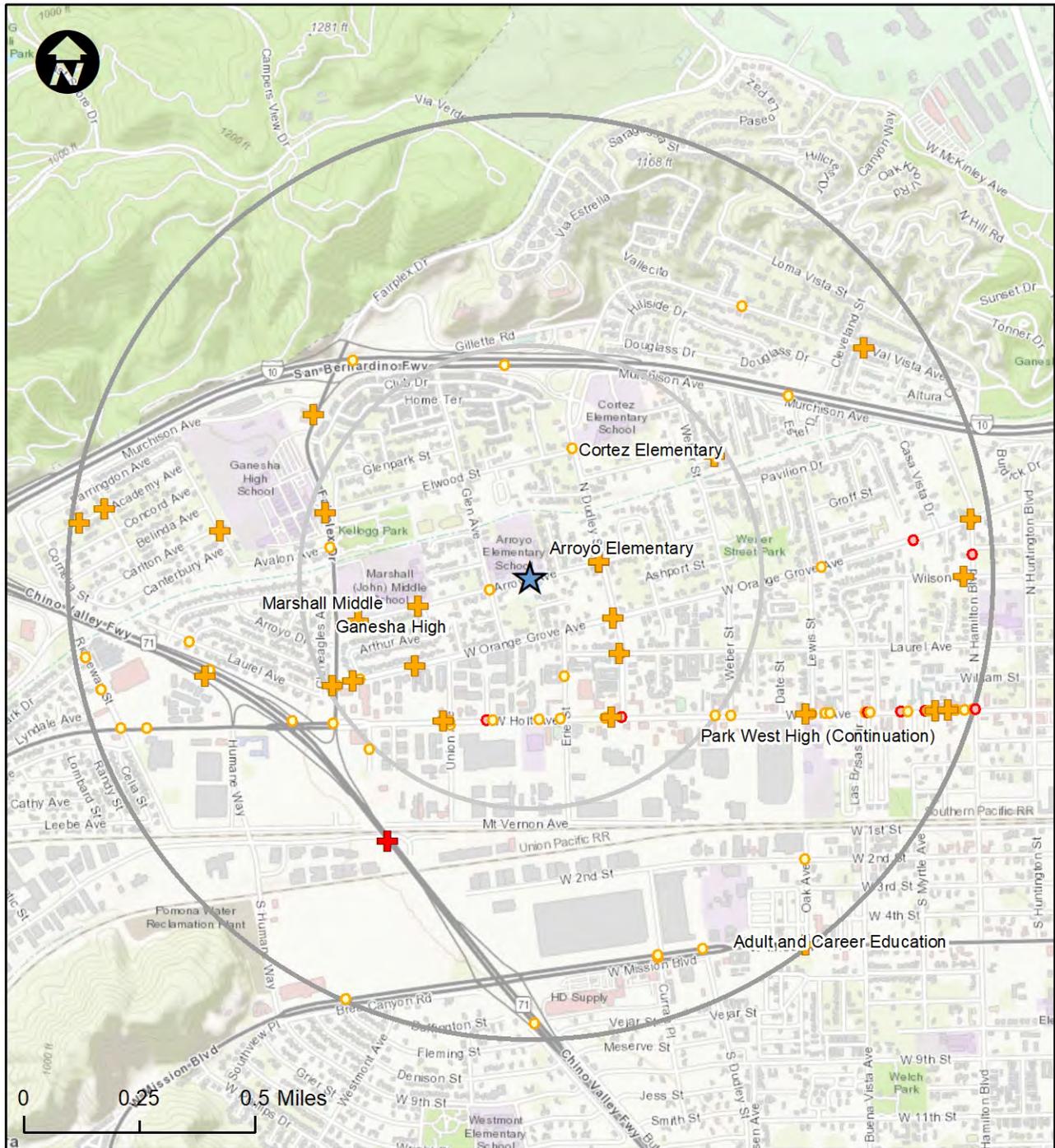
## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (46)
- o Fatality (other) (4)
- o Injury (other) (57)

# Pomona - Arroyo Elementary

## Pedestrian or Bicycle Collisions Near School (2012-2016)

1605 West Arroyo Ave., Pomona, CA 91768-2156; CDSCode: 19649076021802



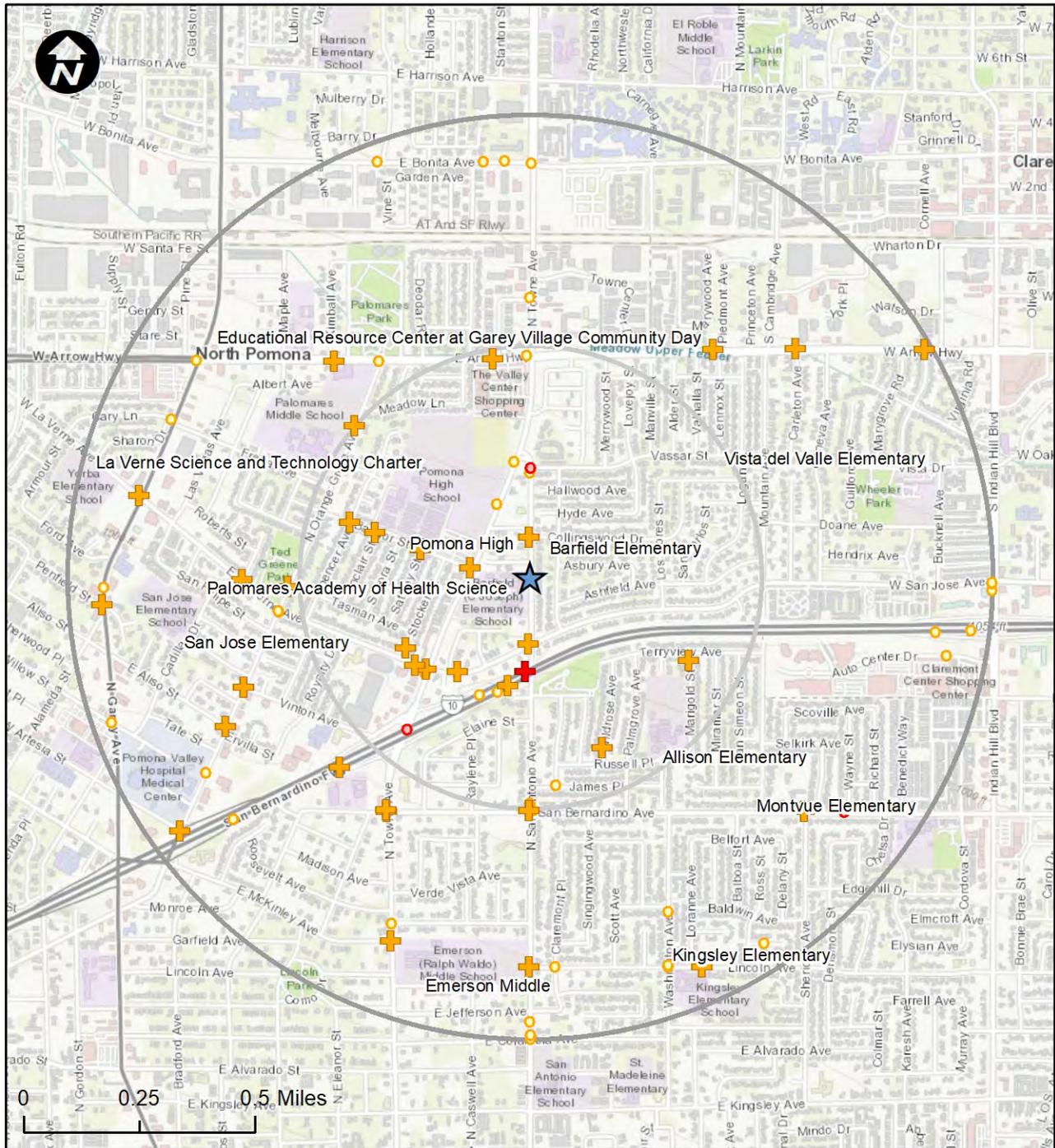
### Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (25)
- Fatality (other) (8)
- Injury (other) (57)

# Pomona - Barfield Elementary

## Pedestrian or Bicycle Collisions Near School (2012-2016)

2181 North San Antonio Ave., Pomona, CA 91767-2403; CDSCode: 19649076021927



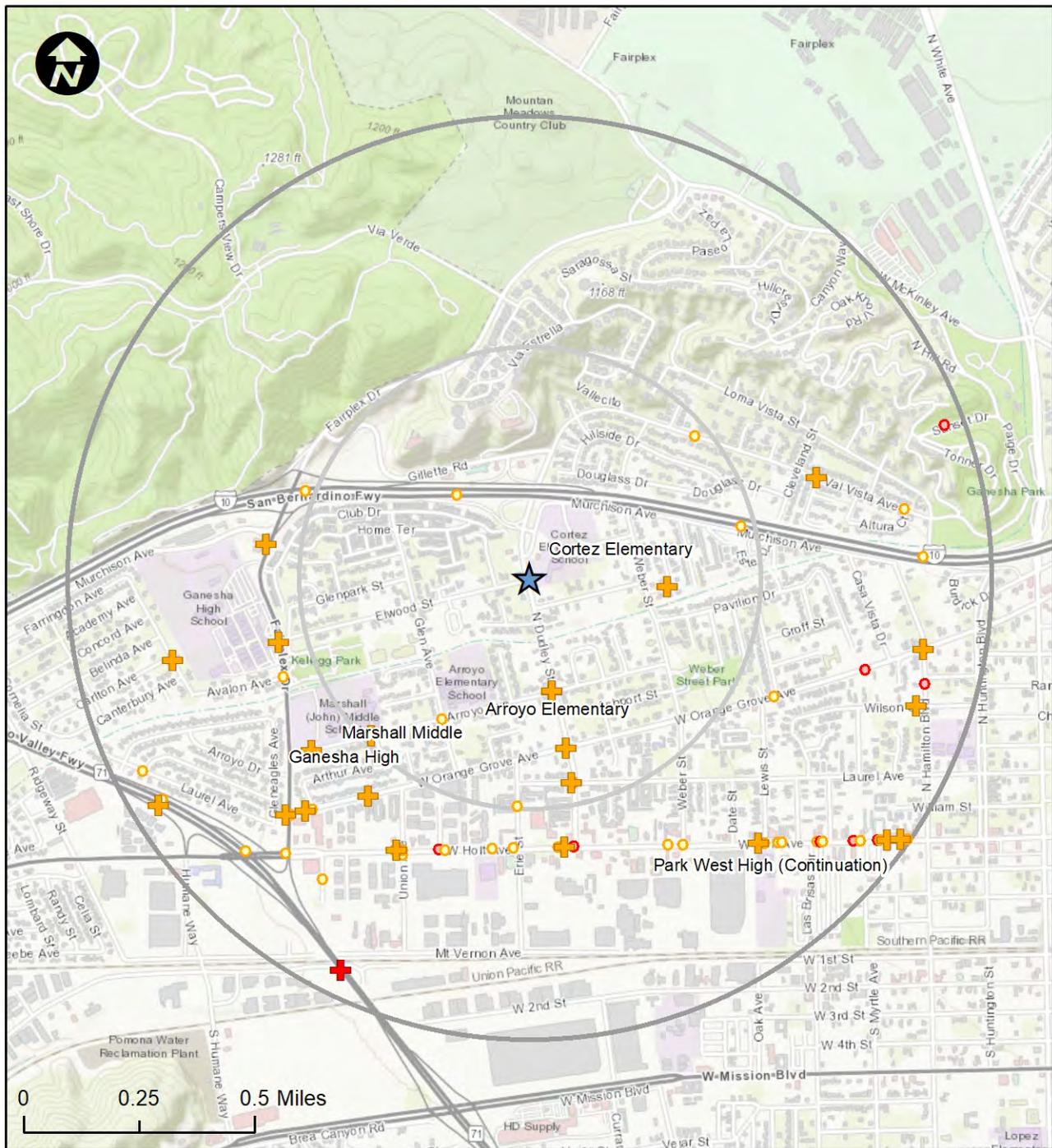
### Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (39)
- o Fatality (other) (4)
- o Injury (other) (47)

# Pomona - Cortez Elementary

## Pedestrian or Bicycle Collisions Near School (2012-2016)

1300 North Dudley, Pomona, CA 91768-2200; CDSCode: 19649070111054



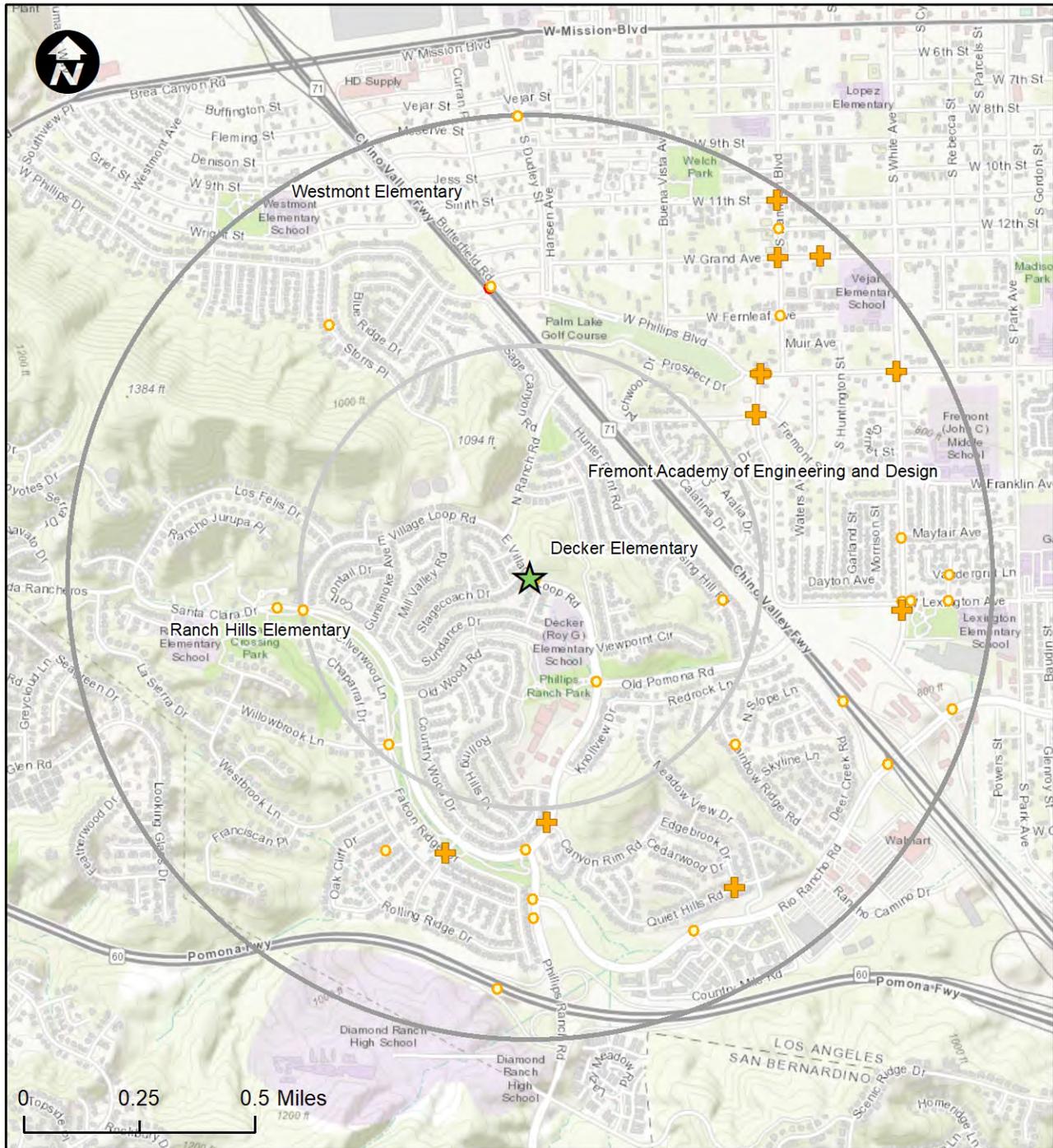
### Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (22)
- Fatality (other) (8)
- Injury (other) (45)

# Pomona - Decker Elementary

## Pedestrian or Bicycle Collisions Near School (2012-2016)

20 Village Loop Rd., Pomona, CA 91766-4893; CDSCode: 19649076101133

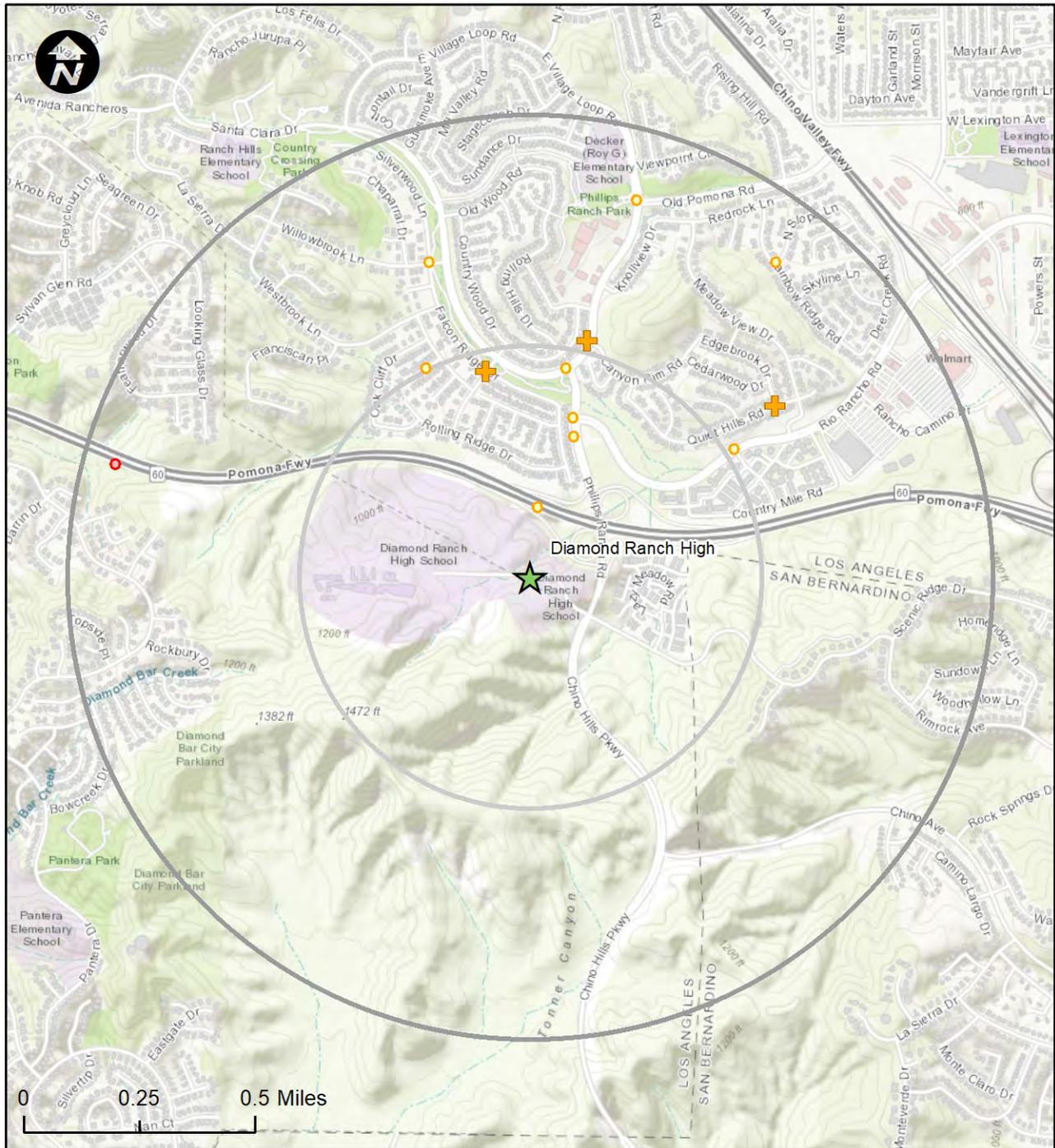


### Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (10)
- o Fatality (other) (1)
- o Injury (other) (30)

# Pomona - Diamond Ranch High Pedestrian or Bicycle Collisions Near School (2012-2016)

100 Diamond Ranch Dr., Pomona, CA 91766-4723; CDSCode: 19649071995901

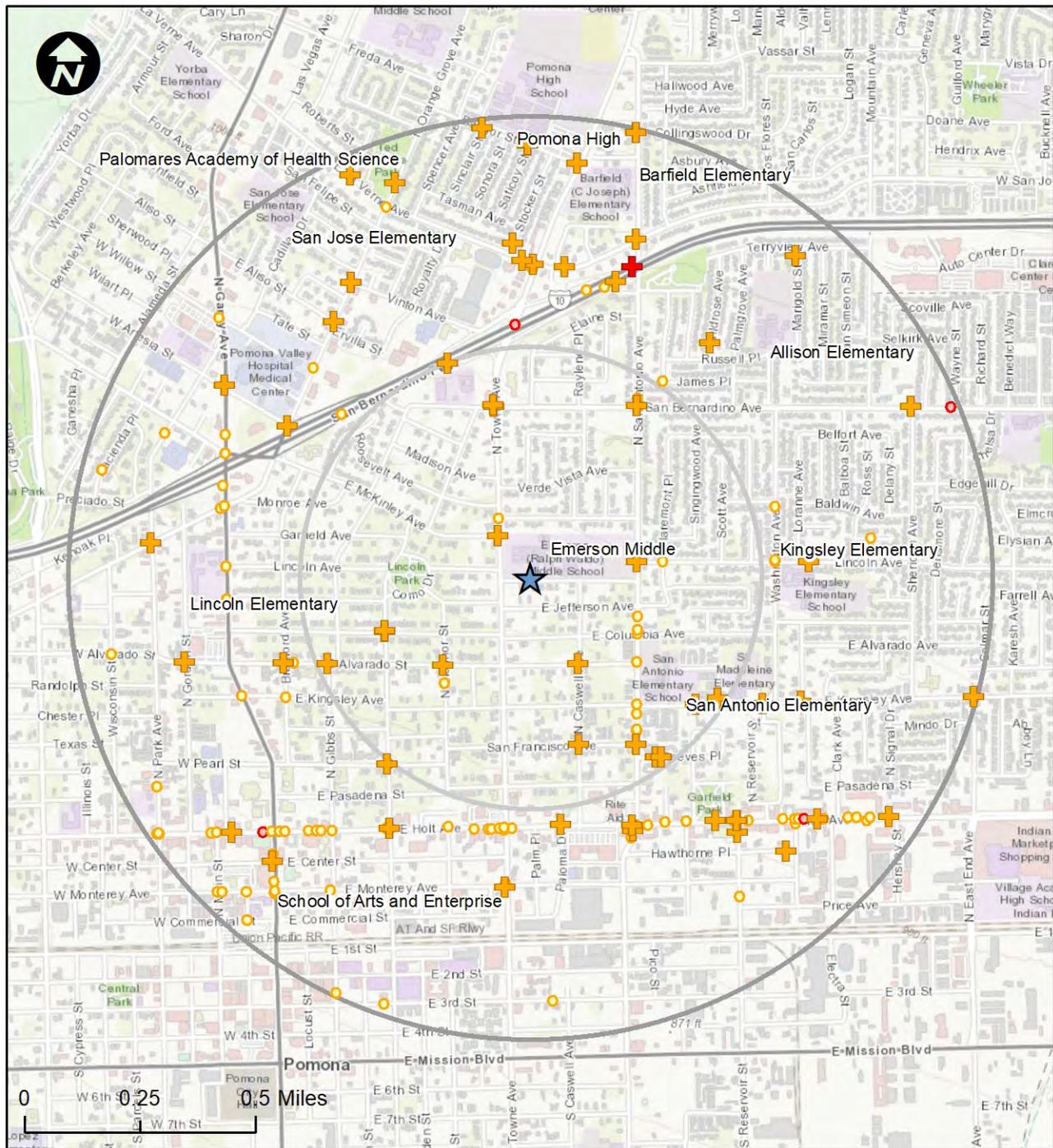


## Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (3)
- Fatality (other) (1)
- Injury (other) (9)

# Pomona - Emerson Middle Pedestrian or Bicycle Collisions Near School (2012-2016)

635 Lincoln Ave., Pomona, CA 91767-4041; CDSCode: 19649076058507

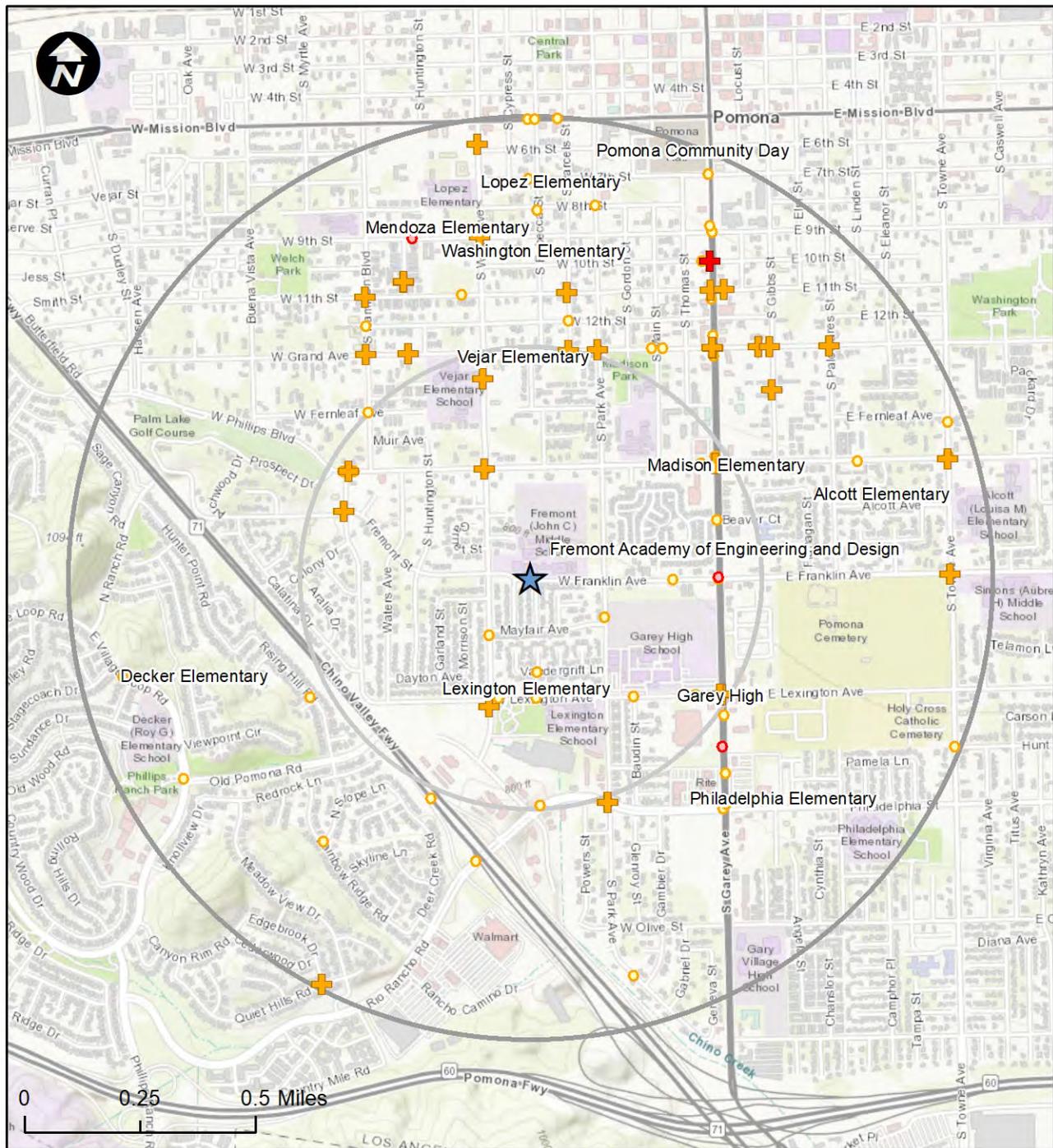


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (65)
- o Fatality (other) (4)
- o Injury (other) (119)

# Pomona - Fremont Academy of Engineering and Design Pedestrian or Bicycle Collisions Near School (2012-2016)

725 West Franklin Ave., Pomona, CA 91766-5168; CDSCode: 19649076061634



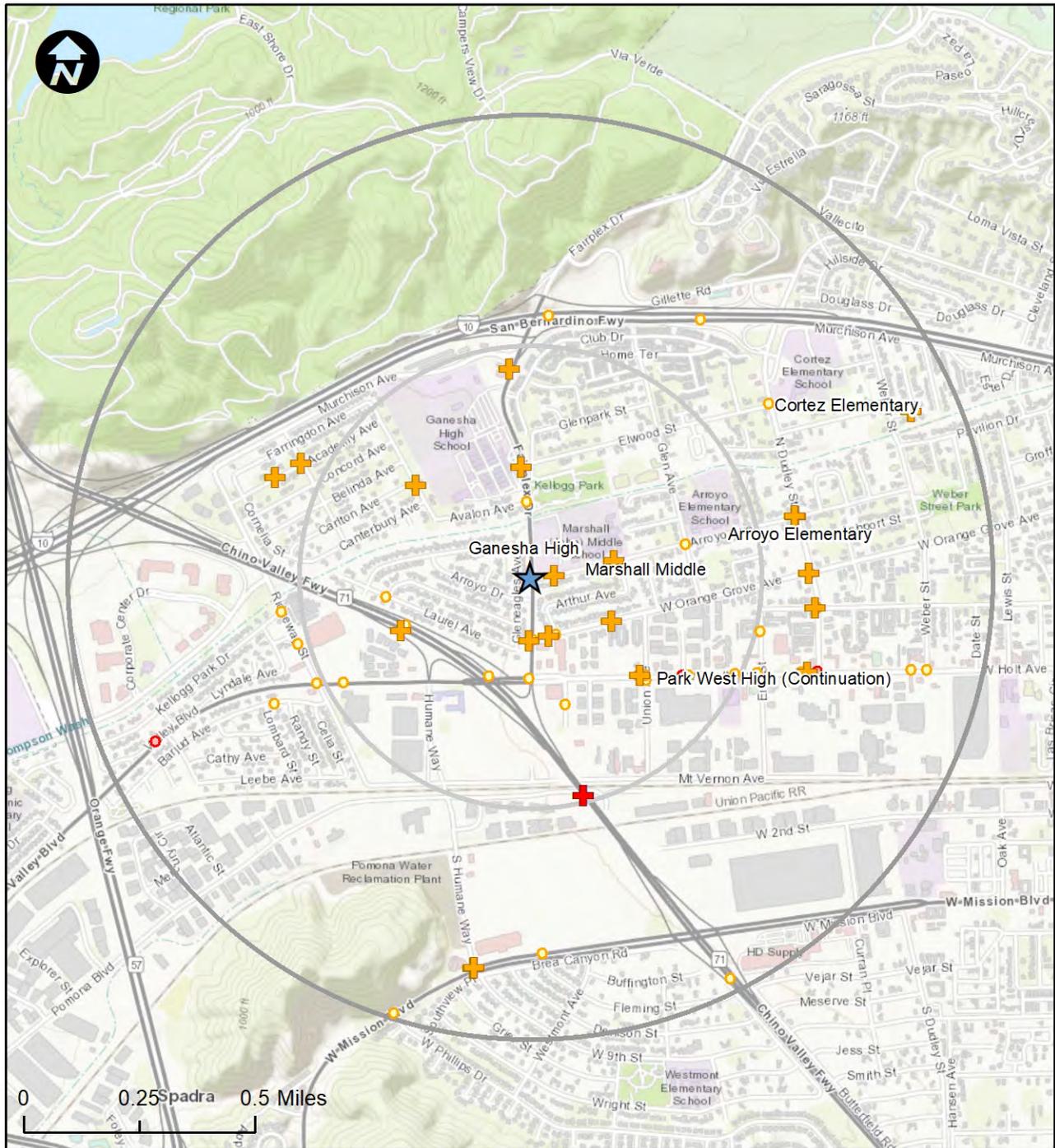
## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (31)
- Fatality (other) (5)
- Injury (other) (65)

# Pomona - Ganesha High

## Pedestrian or Bicycle Collisions Near School (2012-2016)

1151 Fairplex Dr., Pomona, CA 91768-1299; CDSCode: 19649071933175



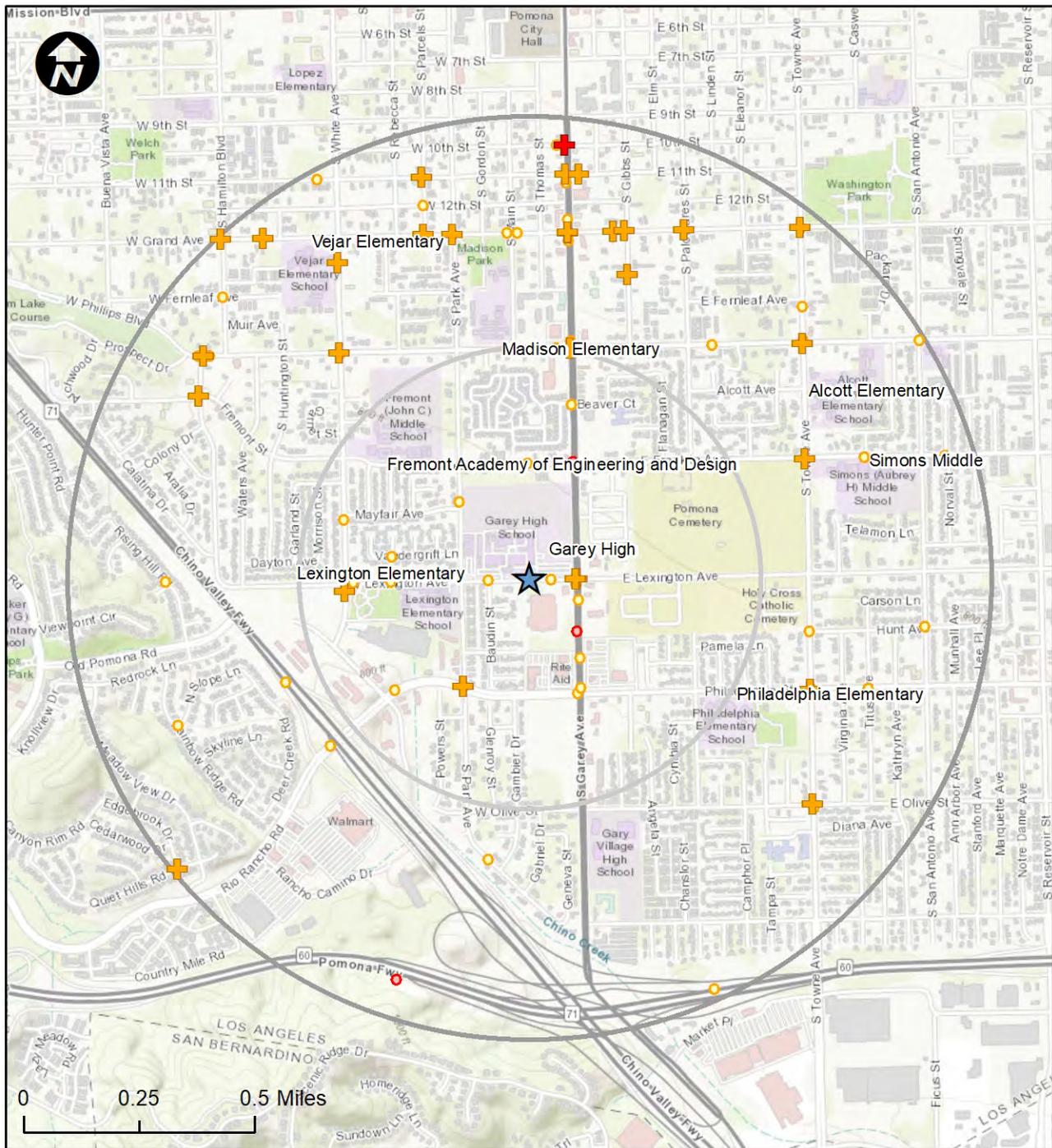
### Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (21)
- Fatality (other) (3)
- Injury (other) (37)

# Pomona - Garey High

## Pedestrian or Bicycle Collisions Near School (2012-2016)

321 West Lexington Ave., Pomona, CA 91766-5254; CDSCode: 19649071933324

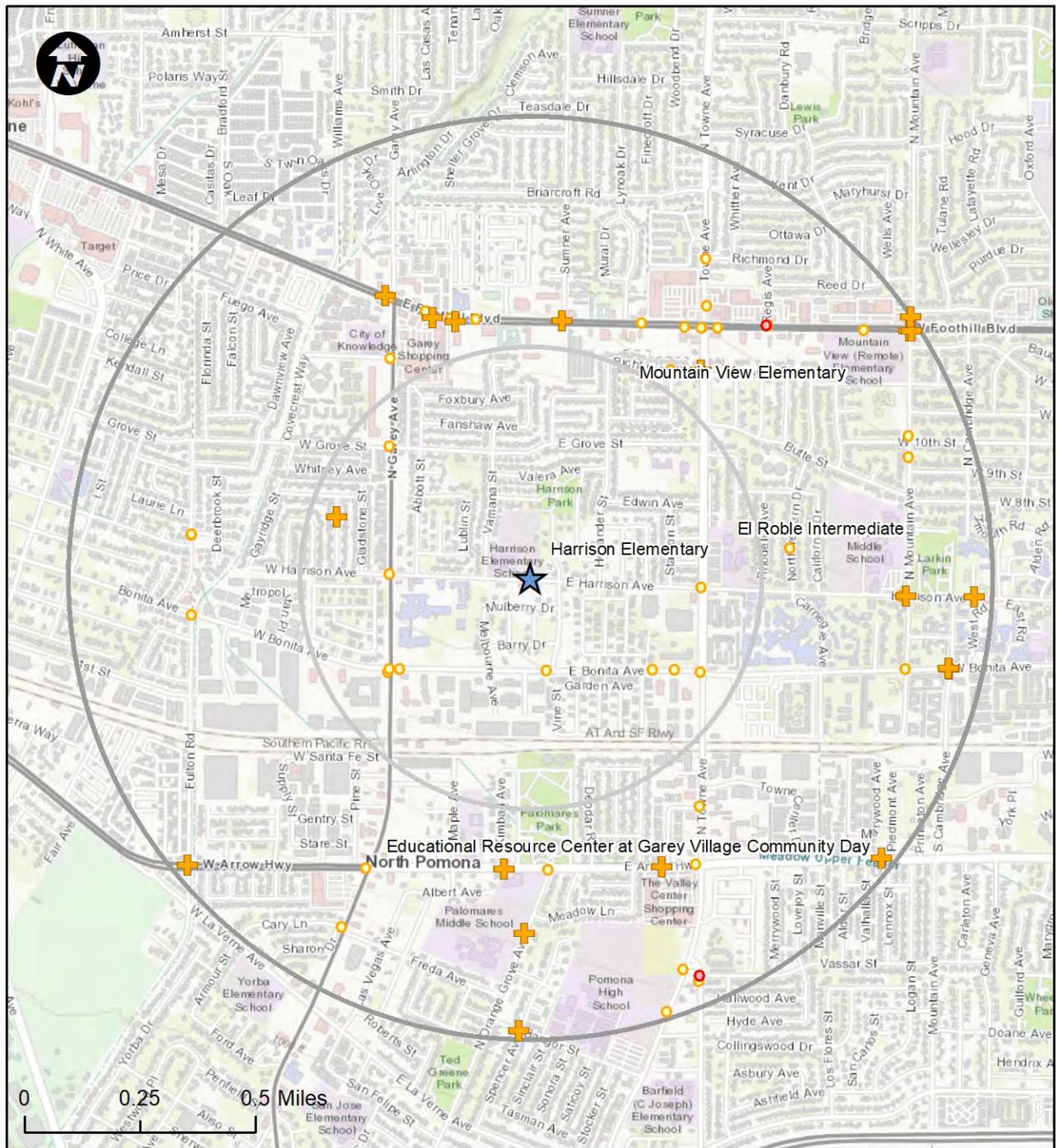


### Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (30)
- o Fatality (other) (4)
- o Injury (other) (60)

# Pomona - Harrison Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

425 East Harrison Ave., Pomona, CA 91767-1913; CDSCode: 19649076021851

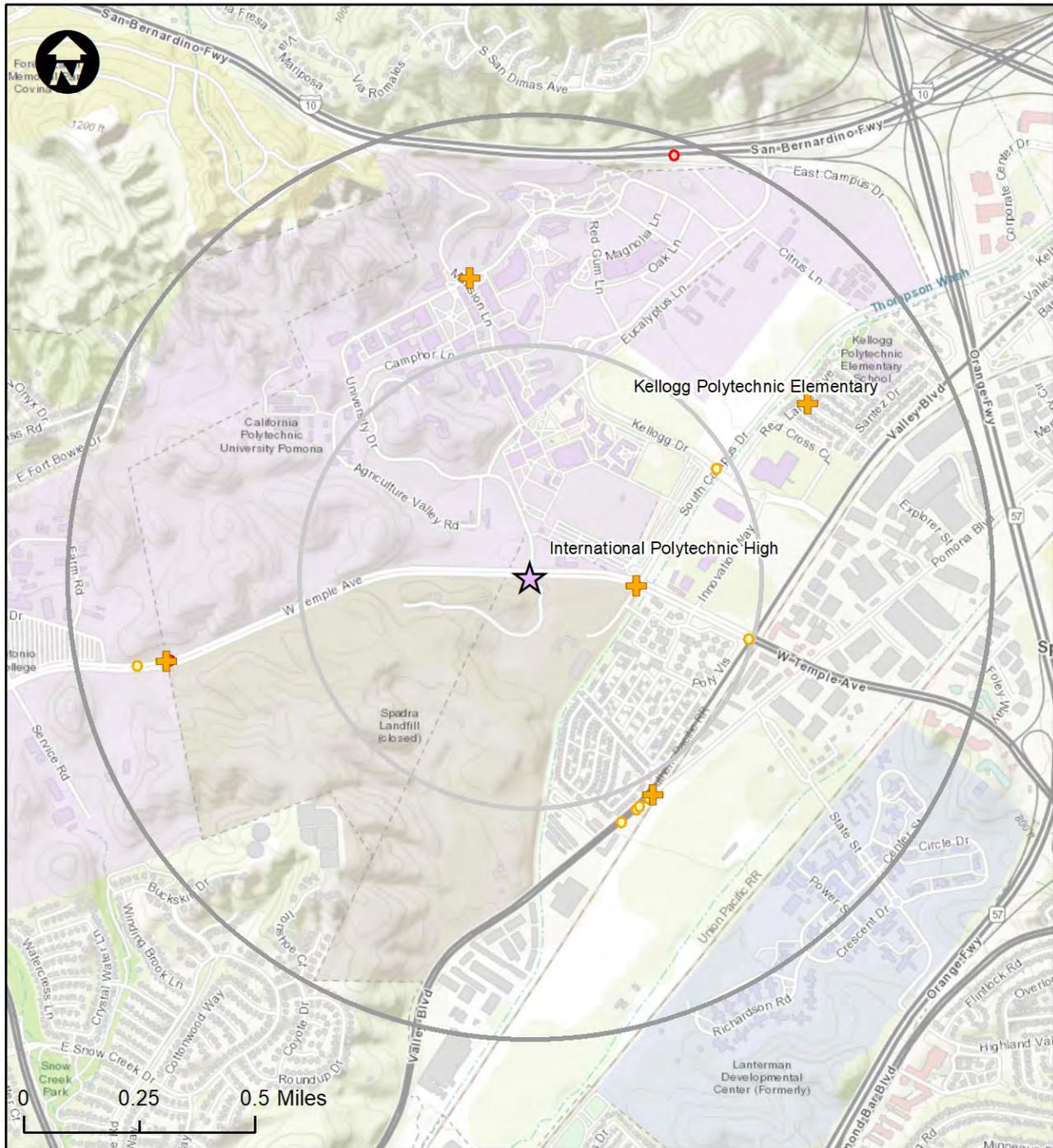


## Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (20)
- Fatality (other) (2)
- Injury (other) (53)

# Pomona - International Polytechnic High Pedestrian or Bicycle Collisions Near School (2012-2016)

3801 West Temple Ave., Bldg. 128-16, Pomona, CA 91768-2557; CDSCode: 19101991995869

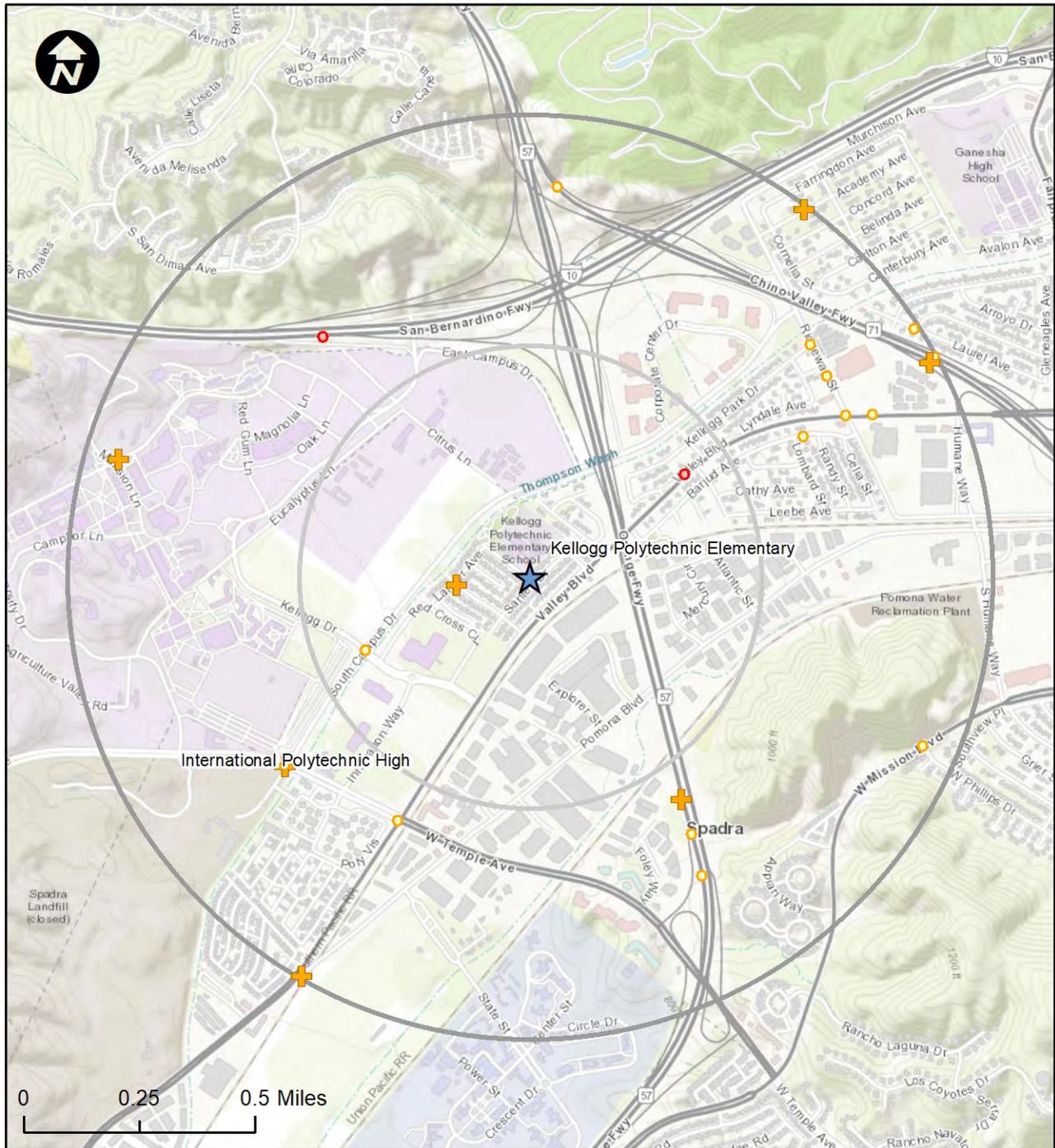


## Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (5)
- Fatality (other) (3)
- Injury (other) (10)

# Pomona - Kellogg Polytechnic Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

610 Medina Ave., Pomona, CA 91768-2517; CDSCode: 19649076021869



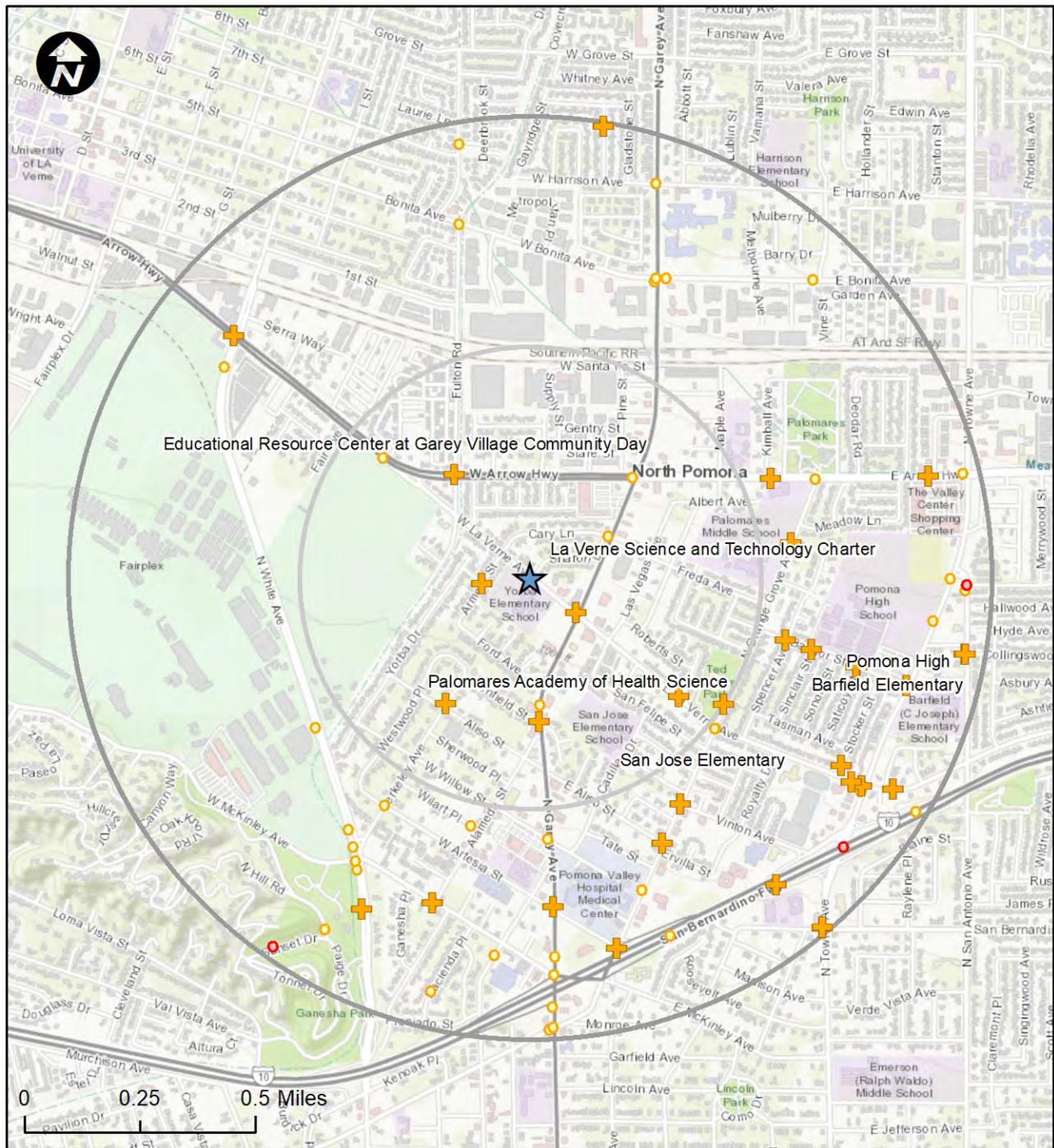
## Pedestrian/Bicycle Collisions within 1 Mile

- ✚ Injury (age 5-18) (7)
- Fatality (other) (3)
- Injury (other) (16)



# Pomona - La Verne Science and Technology Charter Pedestrian or Bicycle Collisions Near School (2012-2016)

250 West La Verne Ave., Pomona, CA 91767-2375; CDSCode: 19649076021984

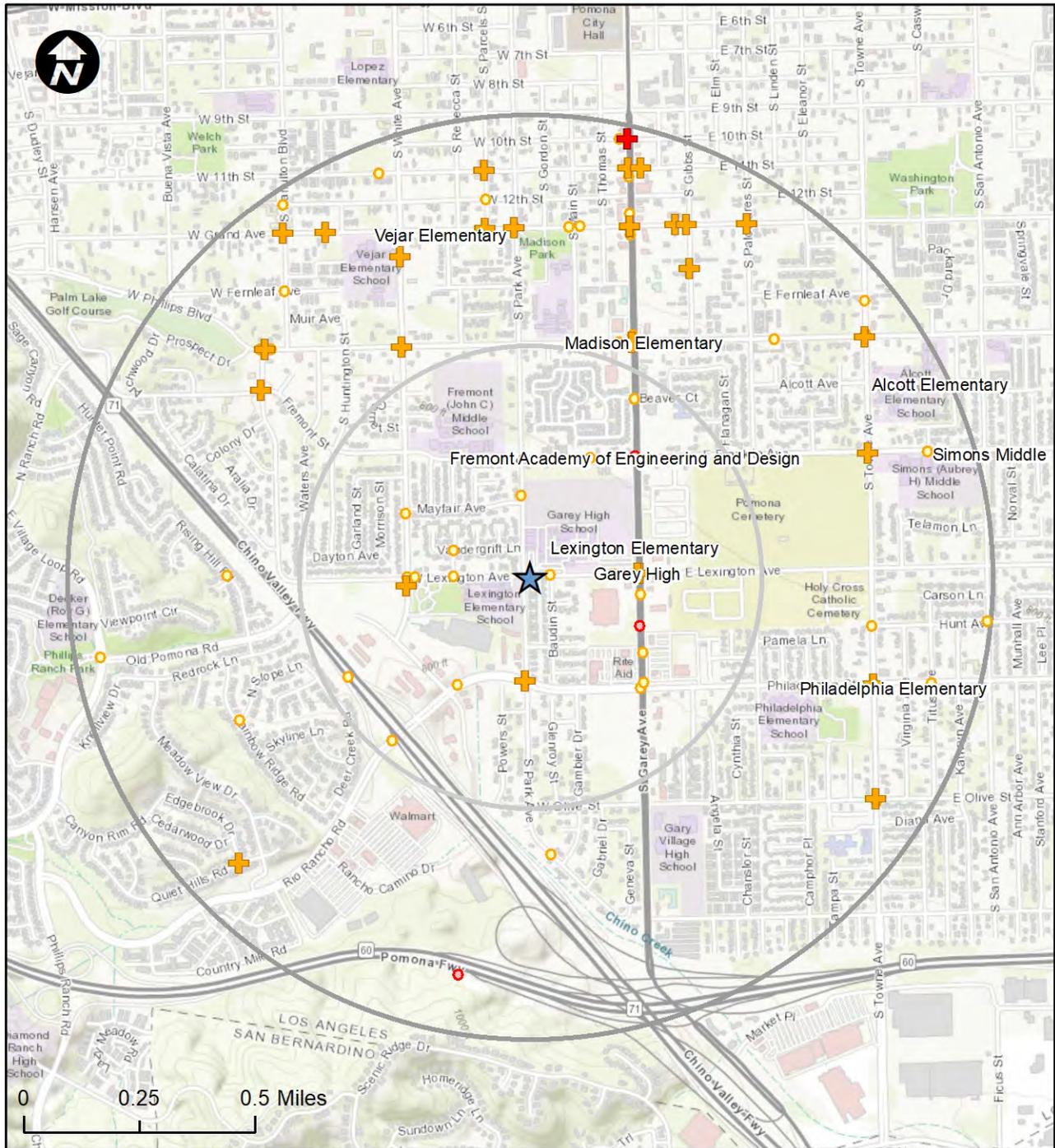


## Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (33)
- Fatality (other) (3)
- Injury (other) (50)

# Pomona - Lexington Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

550 West Lexington Ave., Pomona, CA 91766-5164; CDSCode: 19649076021885

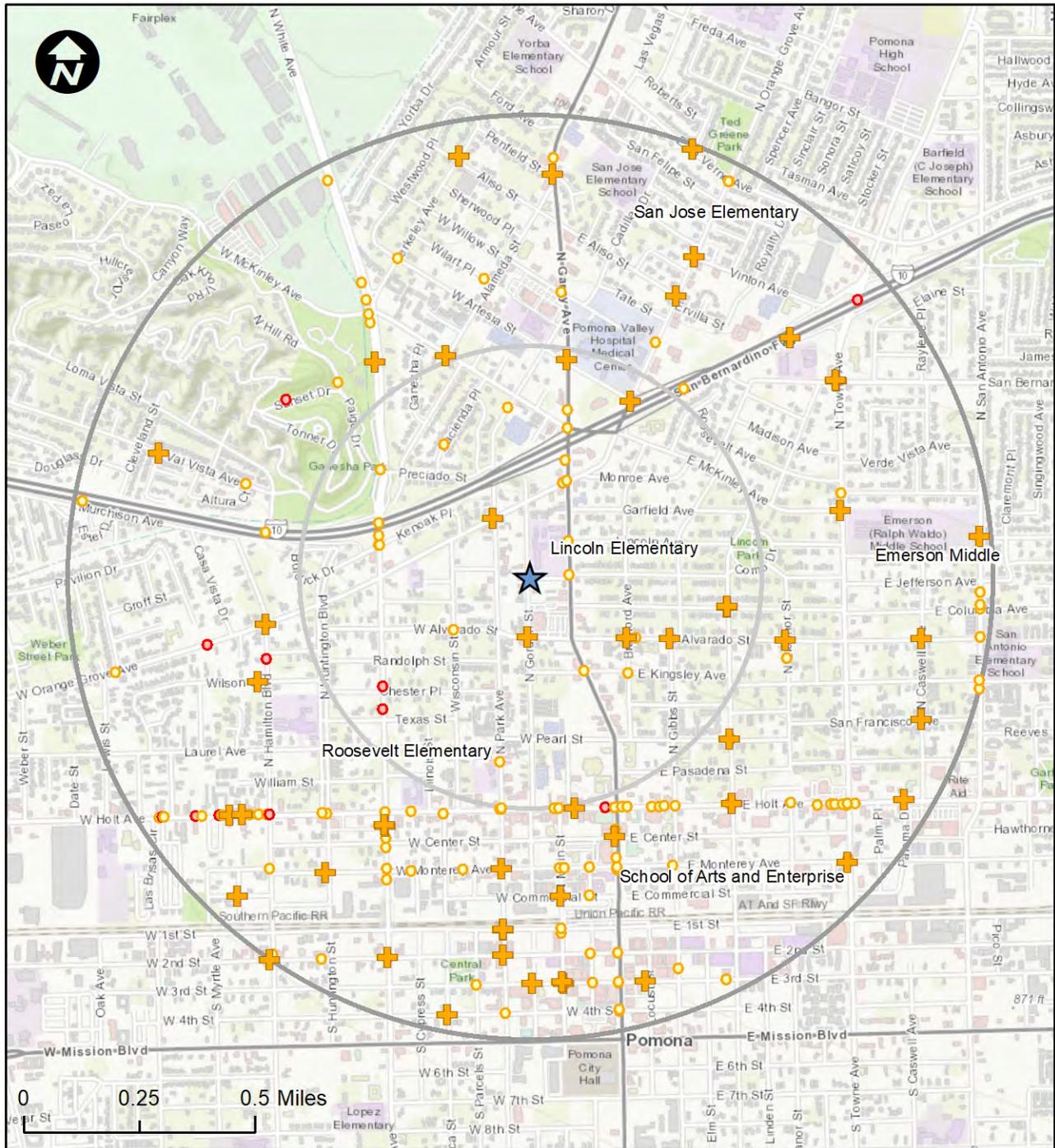


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (29)
- o Fatality (other) (4)
- o Injury (other) (58)

# Pomona - Lincoln Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

1200 North Gordon St., Pomona, CA 91768-3135; CDSCode: 19649076021893



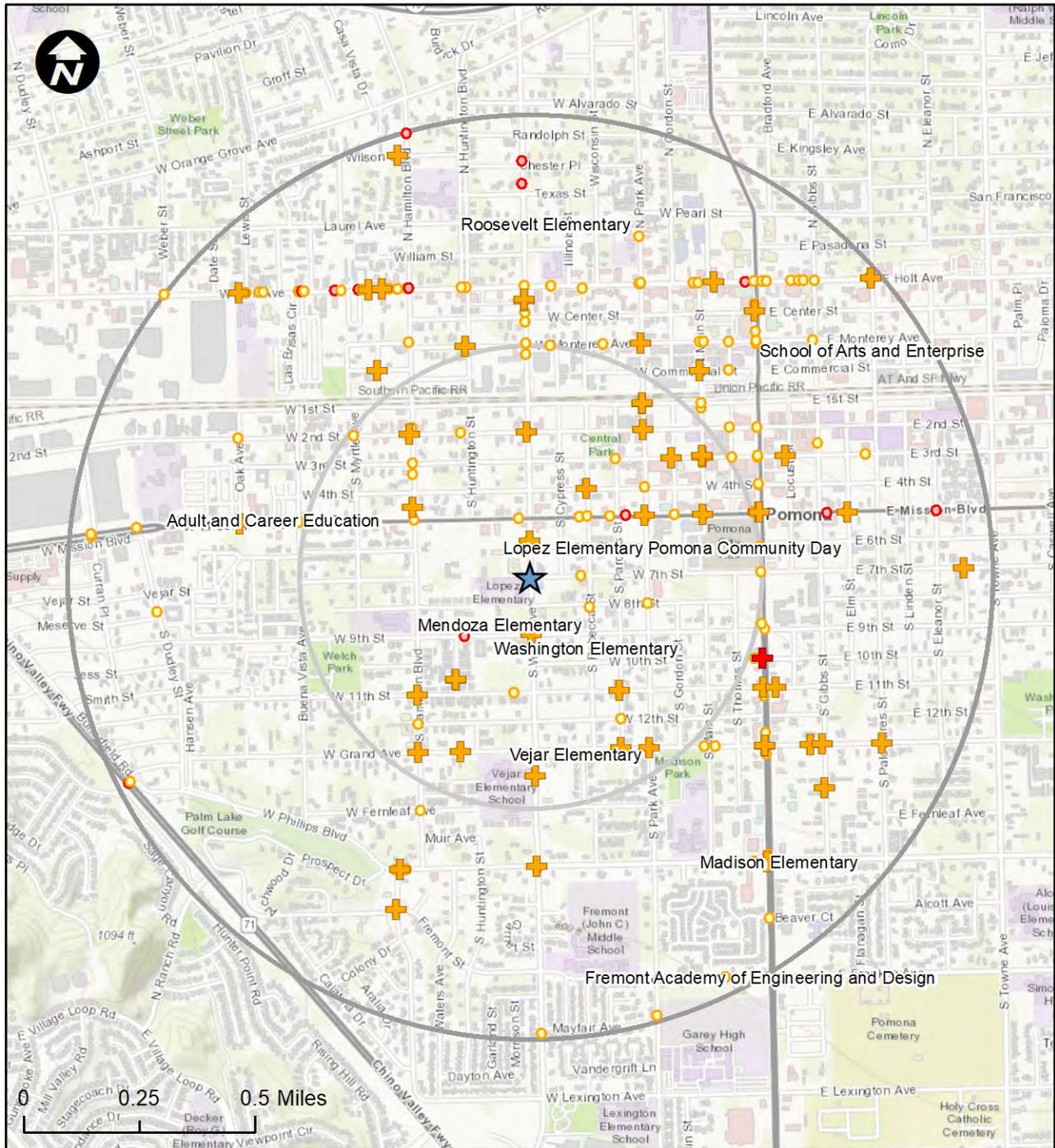
## Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (52)
- Fatality (other) (11)
- Injury (other) (144)

# Pomona - Lopez Elementary

## Pedestrian or Bicycle Collisions Near School (2012-2016)

701 South White Ave., Pomona, CA 91766-2932; CDSCode: 19649070111047

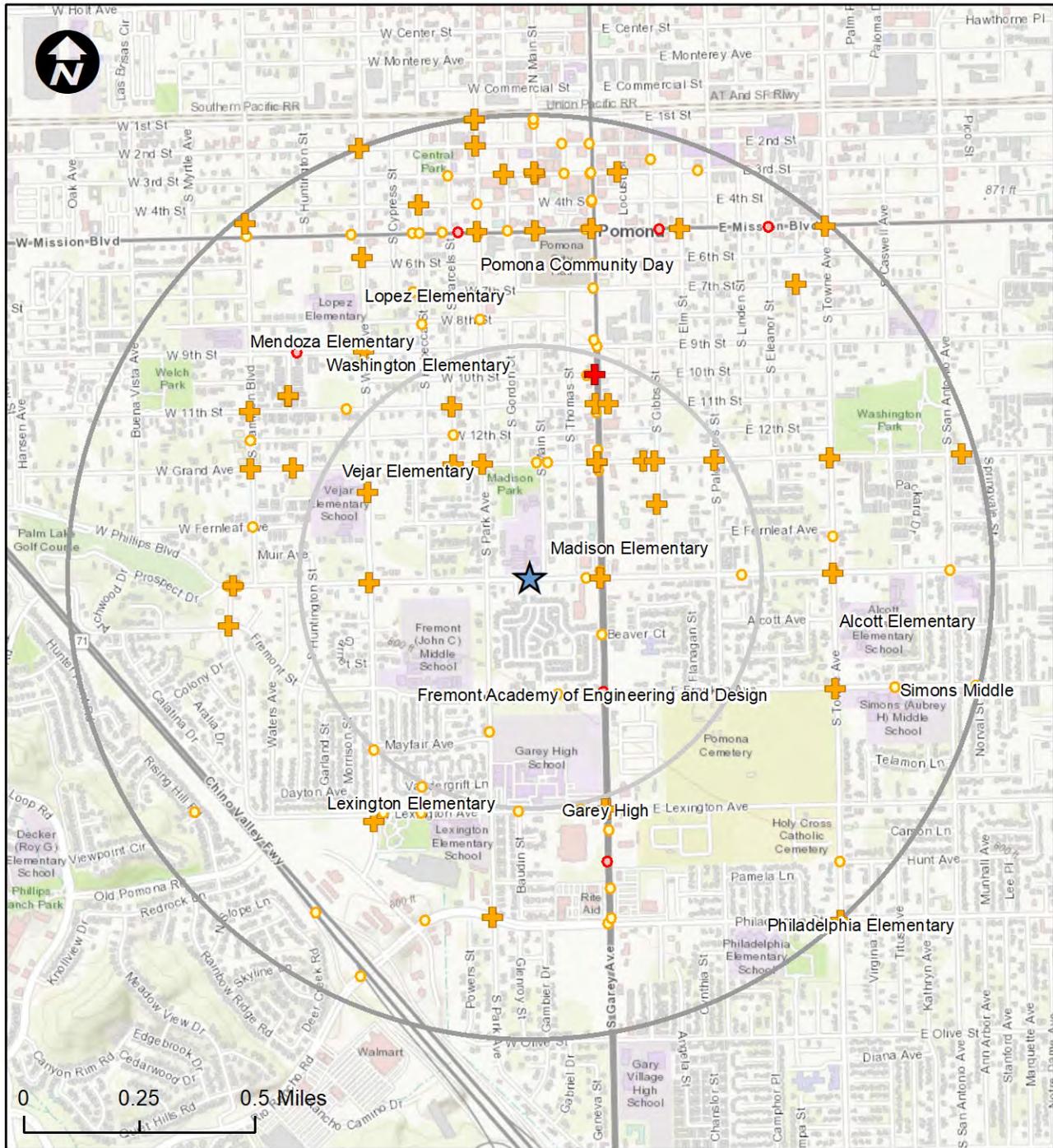


### Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (55)
- o Fatality (other) (15)
- o Injury (other) (135)

# Pomona - Madison Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

351 West Phillips Blvd., Pomona, CA 91766-4433; CDSCode: 19649076021901

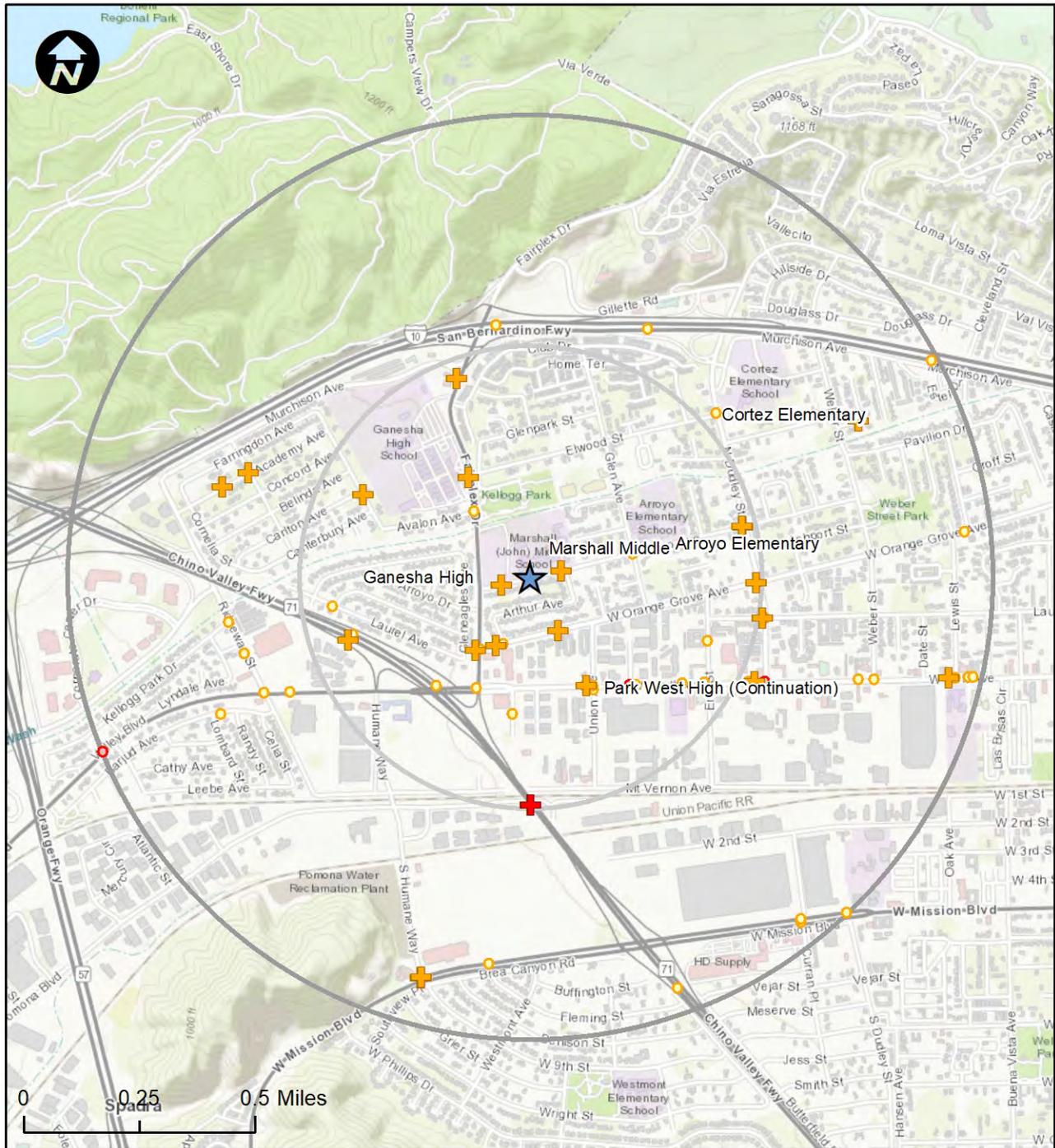


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (51)
- Fatality (other) (8)
- Injury (other) (102)

# Pomona - Marshall Middle Pedestrian or Bicycle Collisions Near School (2012-2016)

1921 Arroyo Ave., Pomona, CA 91768-2018; CDSCode: 19649076058515

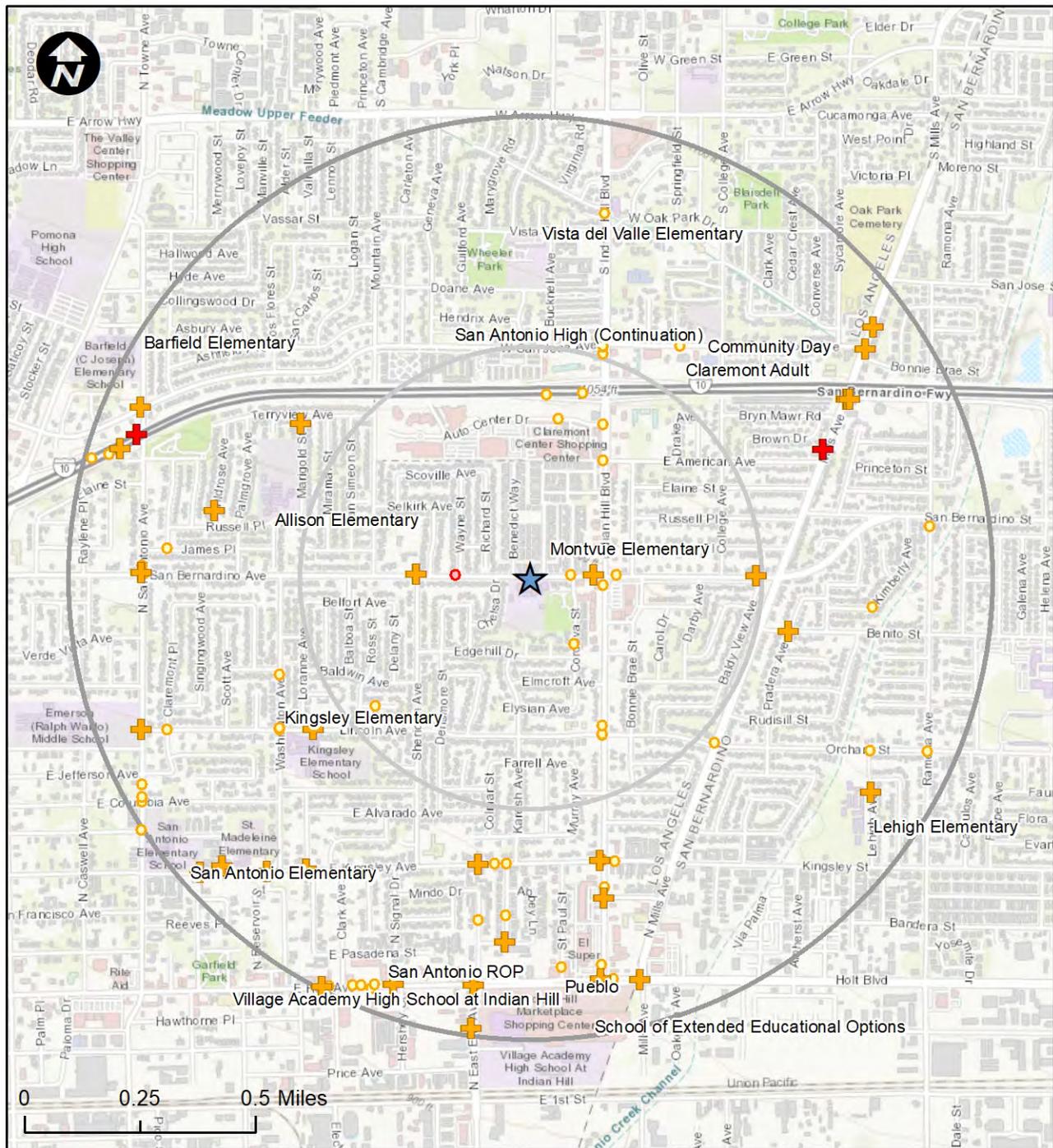


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (22)
- o Fatality (other) (3)
- o Injury (other) (44)

# Pomona - Montvue Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

1440 San Bernardino Ave., Pomona, CA 91767-3546; CDSCode: 19649076021919

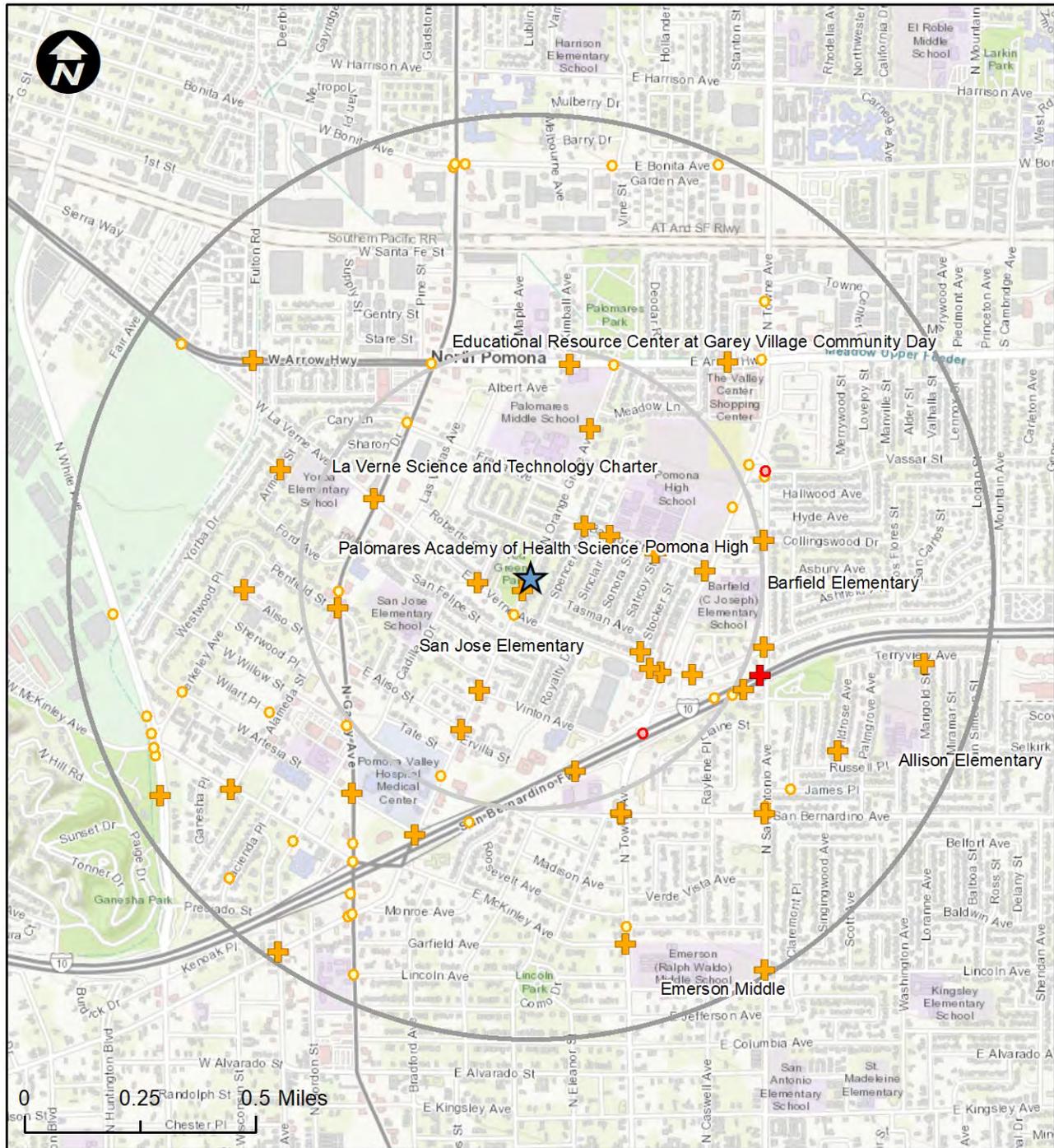


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (2)
- + Injury (age 5-18) (34)
- o Fatality (other) (2)
- o Injury (other) (60)

# Pomona - Palomares Academy of Health Science Pedestrian or Bicycle Collisions Near School (2012-2016)

2211 North Orange Grove Ave., Pomona, CA 91767-2319; CDSCode: 19649076061642

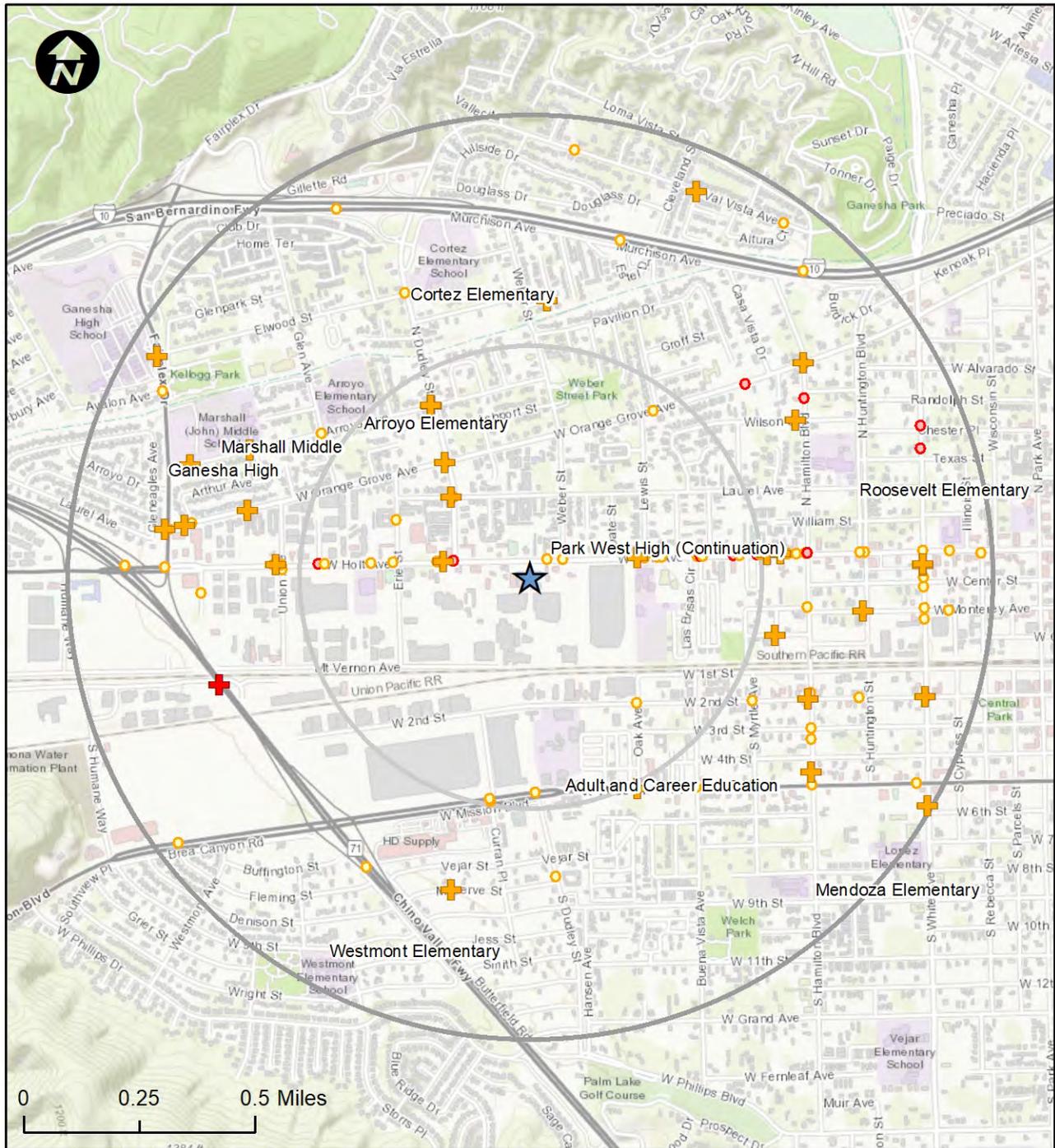


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (40)
- o Fatality (other) (2)
- o Injury (other) (53)

# Pomona - Park West High (Continuation) Pedestrian or Bicycle Collisions Near School (2012-2016)

1460 West Holt Ave., Ste. 100, Pomona, CA 91767-2832; CDSCode: 19649071936772

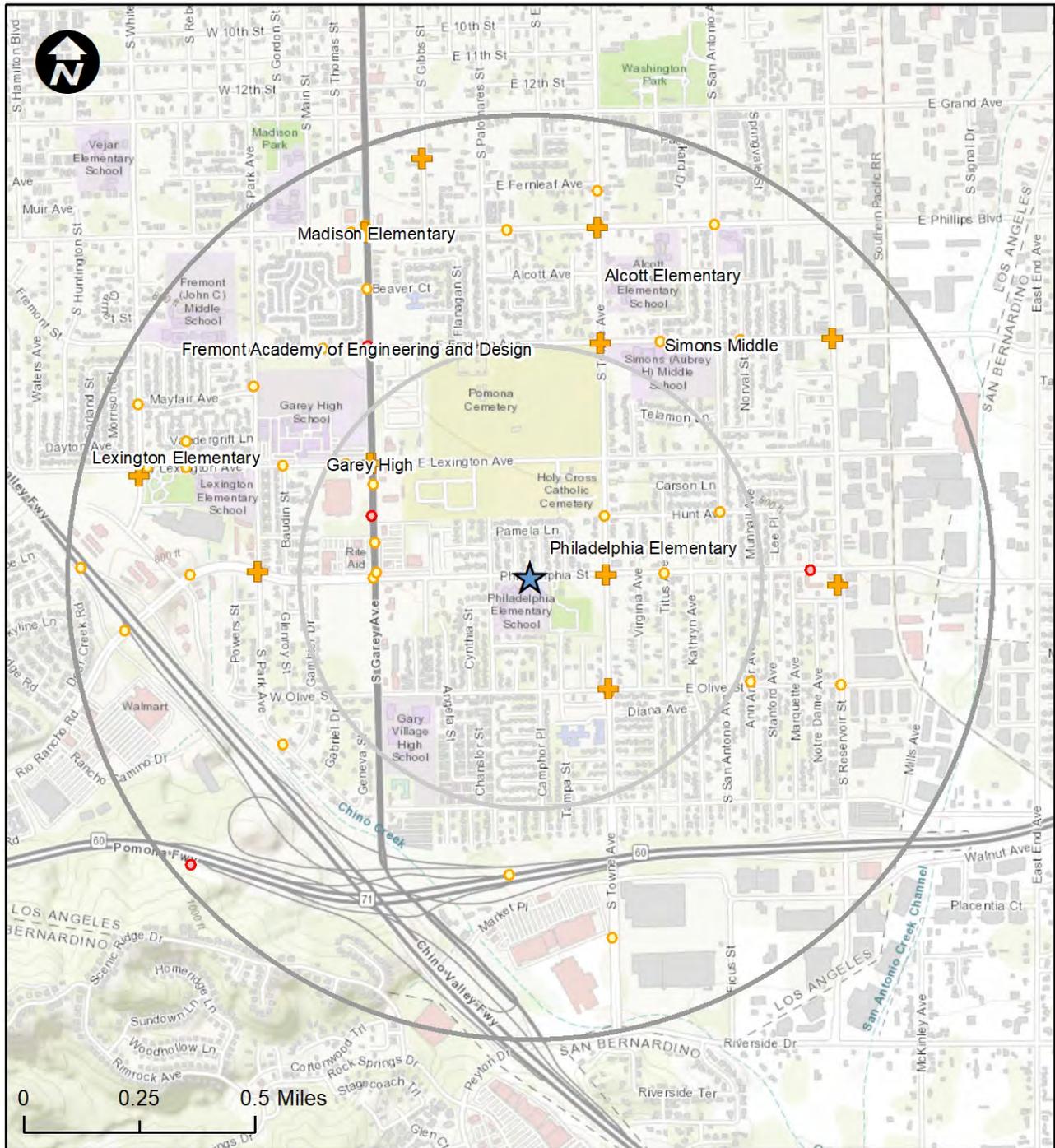


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (29)
- Fatality (other) (11)
- Injury (other) (76)

# Pomona - Philadelphia Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

600 East Philadelphia St., Pomona, CA 91766-5799; CDSCode: 19649076021935

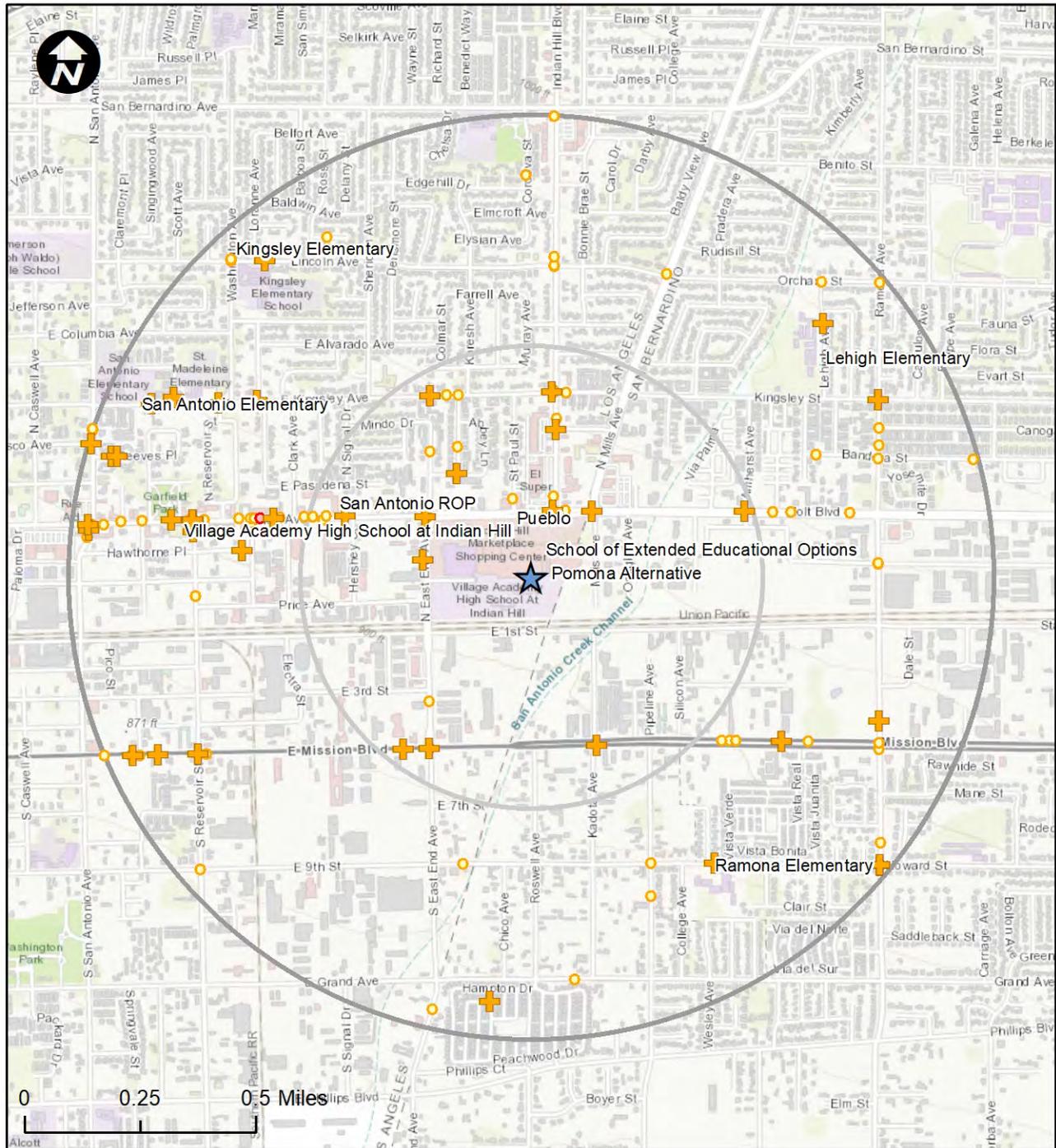


## Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (14)
- Fatality (other) (5)
- Injury (other) (47)

# Pomona - Pomona Alternative Pedestrian or Bicycle Collisions Near School (2012-2016)

1460 East Holt Ave., Ste. 100, Pomona, CA 91767-5851; CDSCode: 19649071995547

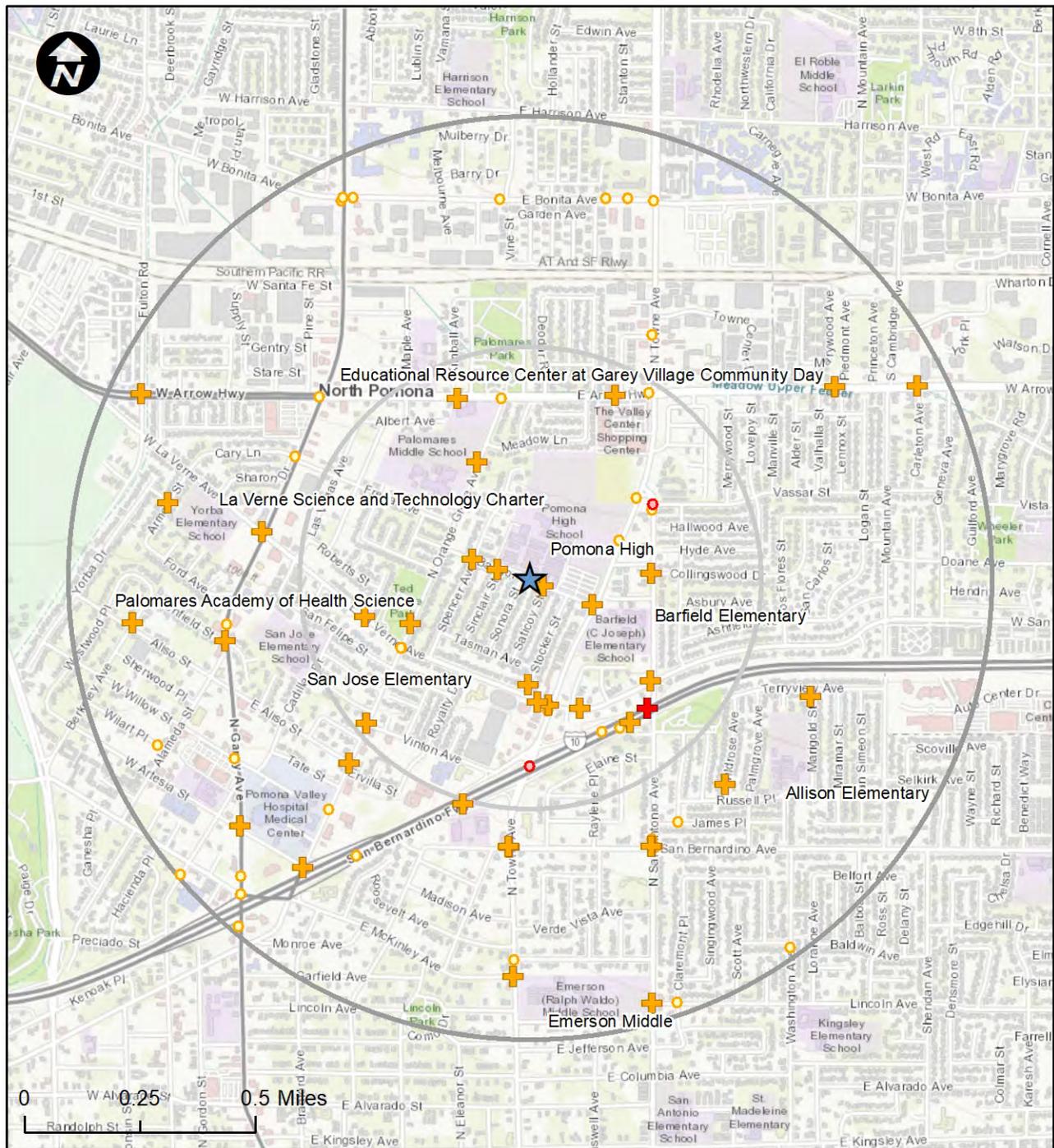


## Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (42)
- Fatality (other) (1)
- Injury (other) (88)

# Pomona - Pomona High Pedestrian or Bicycle Collisions Near School (2012-2016)

475 Bangor St., Pomona, CA 91767-2443; CDSCode: 19649071937028

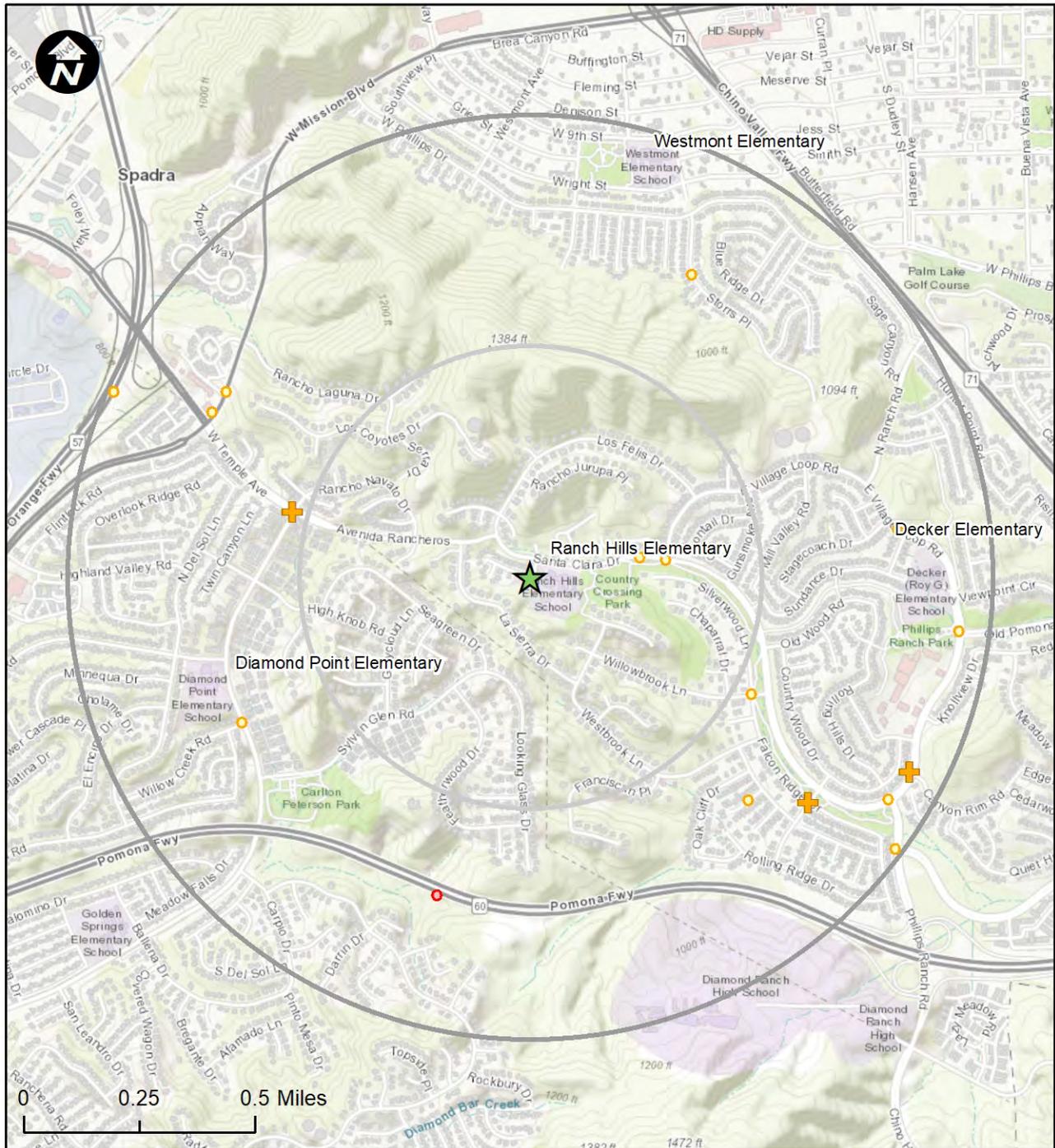


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (39)
- o Fatality (other) (2)
- o Injury (other) (41)

# Pomona - Ranch Hills Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

2 Trabuco Pl., Pomona, CA 91766-3325; CDSCode: 19649076108922

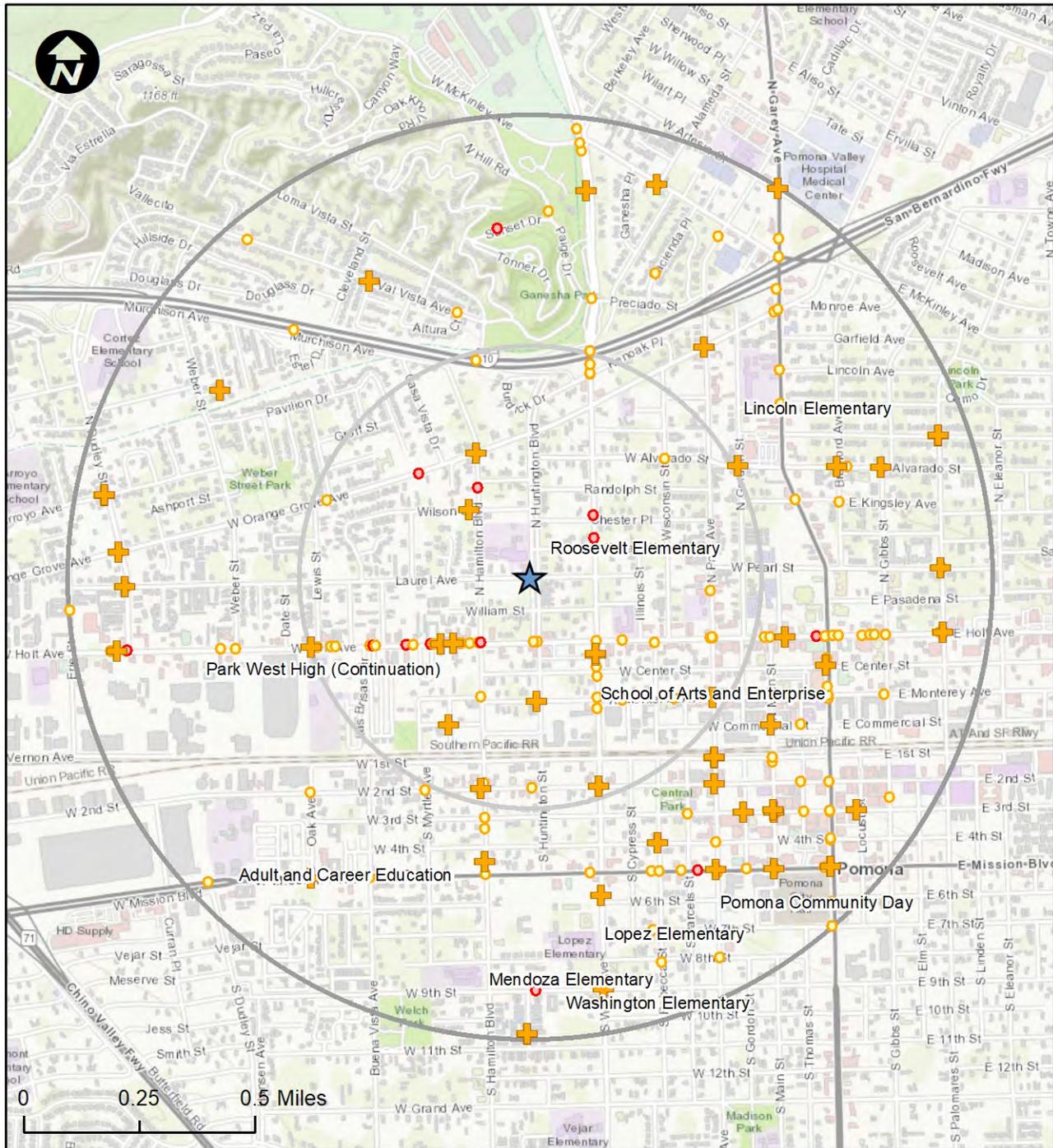


## Pedestrian/Bicycle Collisions within 1 Mile

- ★ Injury (age 5-18) (3)
- Fatality (other) (1)
- ✕ Injury (other) (13)

# Pomona - Roosevelt Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

701 North Huntington Blvd., Pomona, CA 91768-3537; CDSCode: 19649076021943

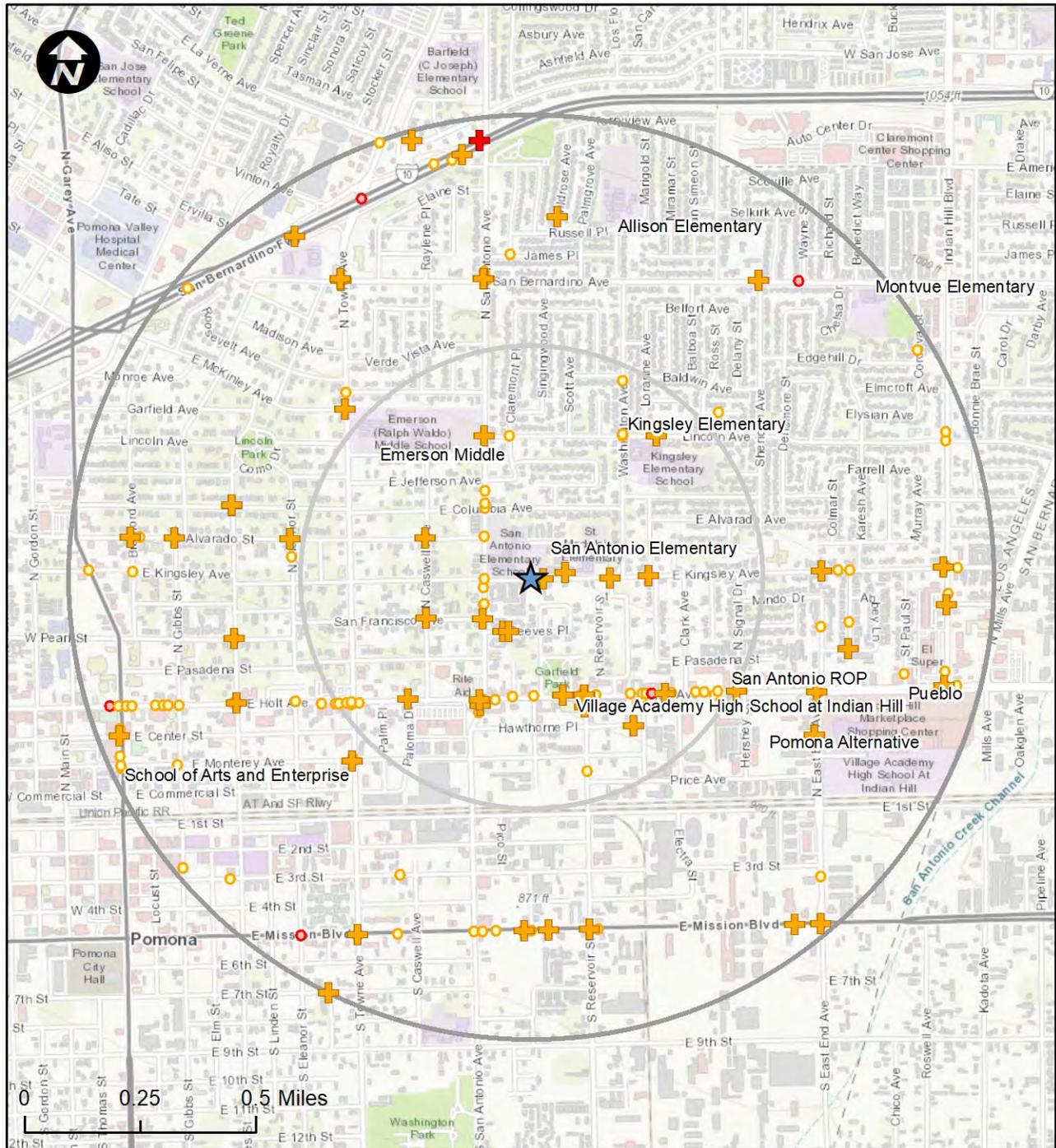


## Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (52)
- Fatality (other) (15)
- Injury (other) (151)

# Pomona - San Antonio Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

855 East Kingsley Ave., Pomona, CA 91767-4919; CDSCode: 19649076112437



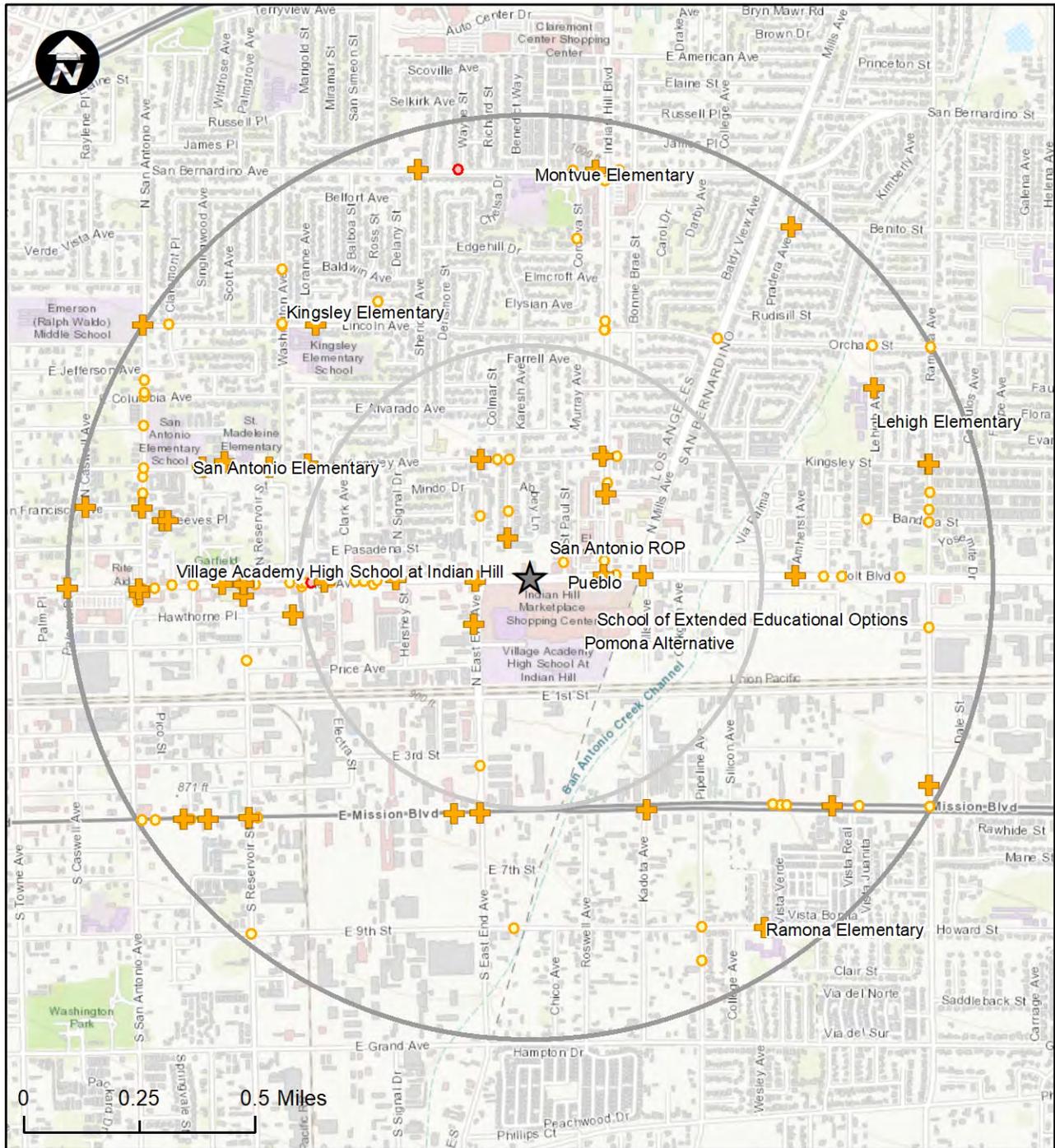
## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (57)
- o Fatality (other) (5)
- o Injury (other) (130)

# Pomona - San Antonio ROP

## Pedestrian or Bicycle Collisions Near School (2012-2016)

1425 East Holt Ave., Ste. 101, Pomona, CA 91767-5821; CDSCode: 19748491995422

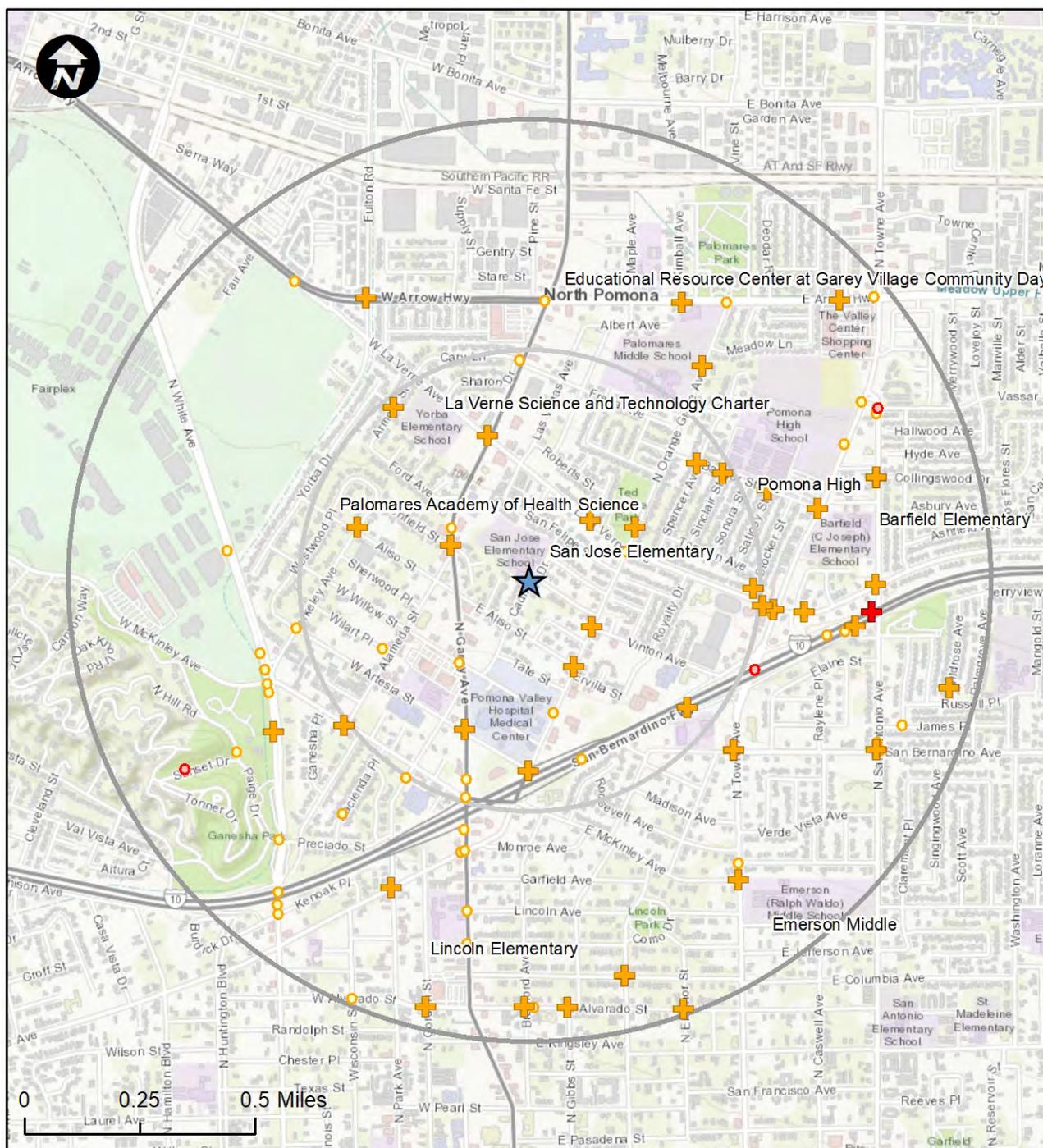


### Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (46)
- Fatality (other) (2)
- Injury (other) (95)

# Pomona - San Jose Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

2015 Cadillac Dr., Pomona, CA 91767-2751; CDSCode: 19649076021950

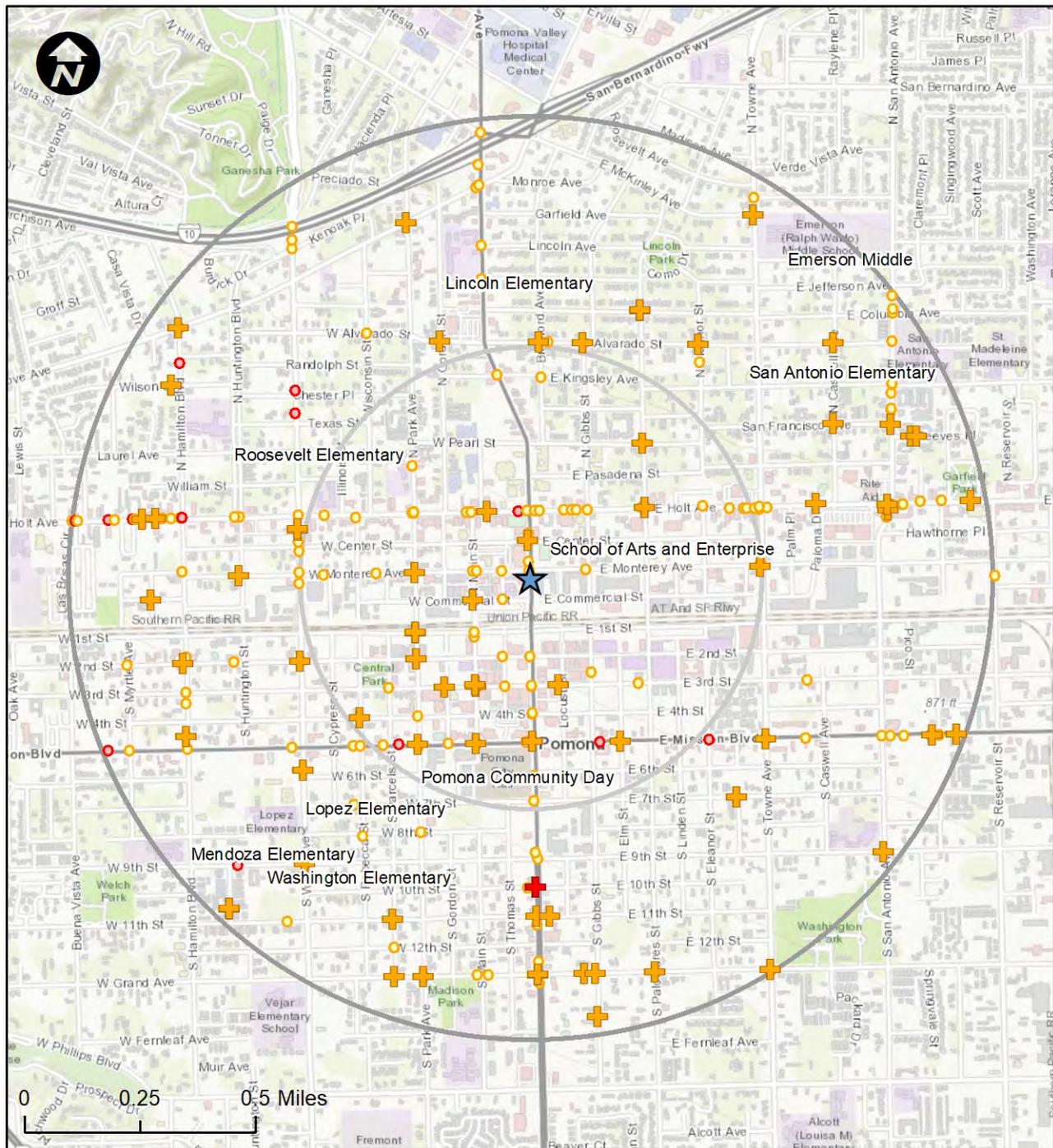


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (44)
- o Fatality (other) (3)
- o Injury (other) (62)

# Pomona - School of Arts and Enterprise Pedestrian or Bicycle Collisions Near School (2012-2016)

295 North Garey Ave., Pomona, CA 91767-5429; CDSCode: 19756971996693

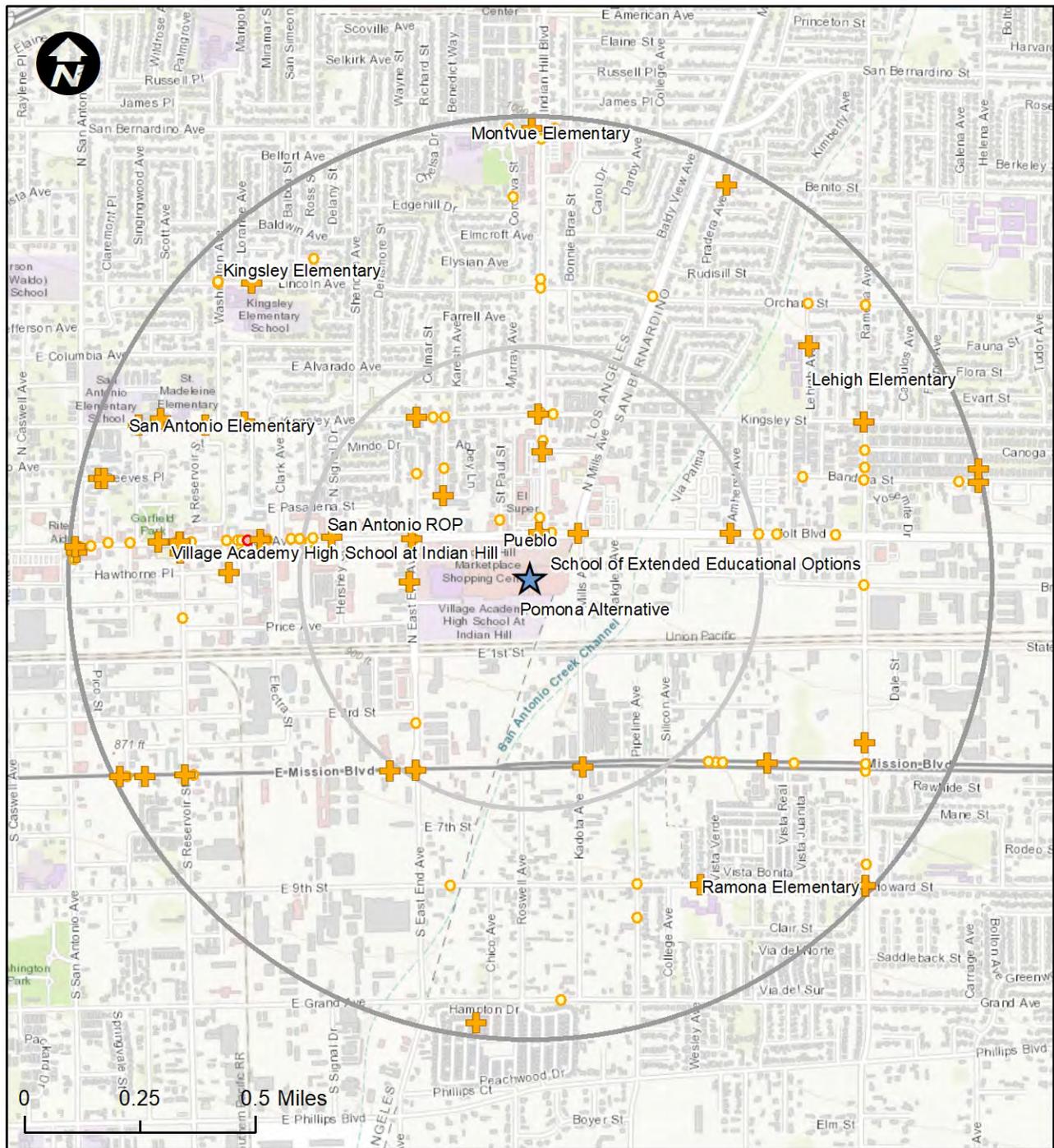


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (70)
- o Fatality (other) (14)
- o Injury (other) (186)

# Pomona - School of Extended Educational Options Pedestrian or Bicycle Collisions Near School (2012-2016)

1460 East Holt Ave., Ste. 100, Pomona, CA 91767-5862; CDSCode: 19649070115170

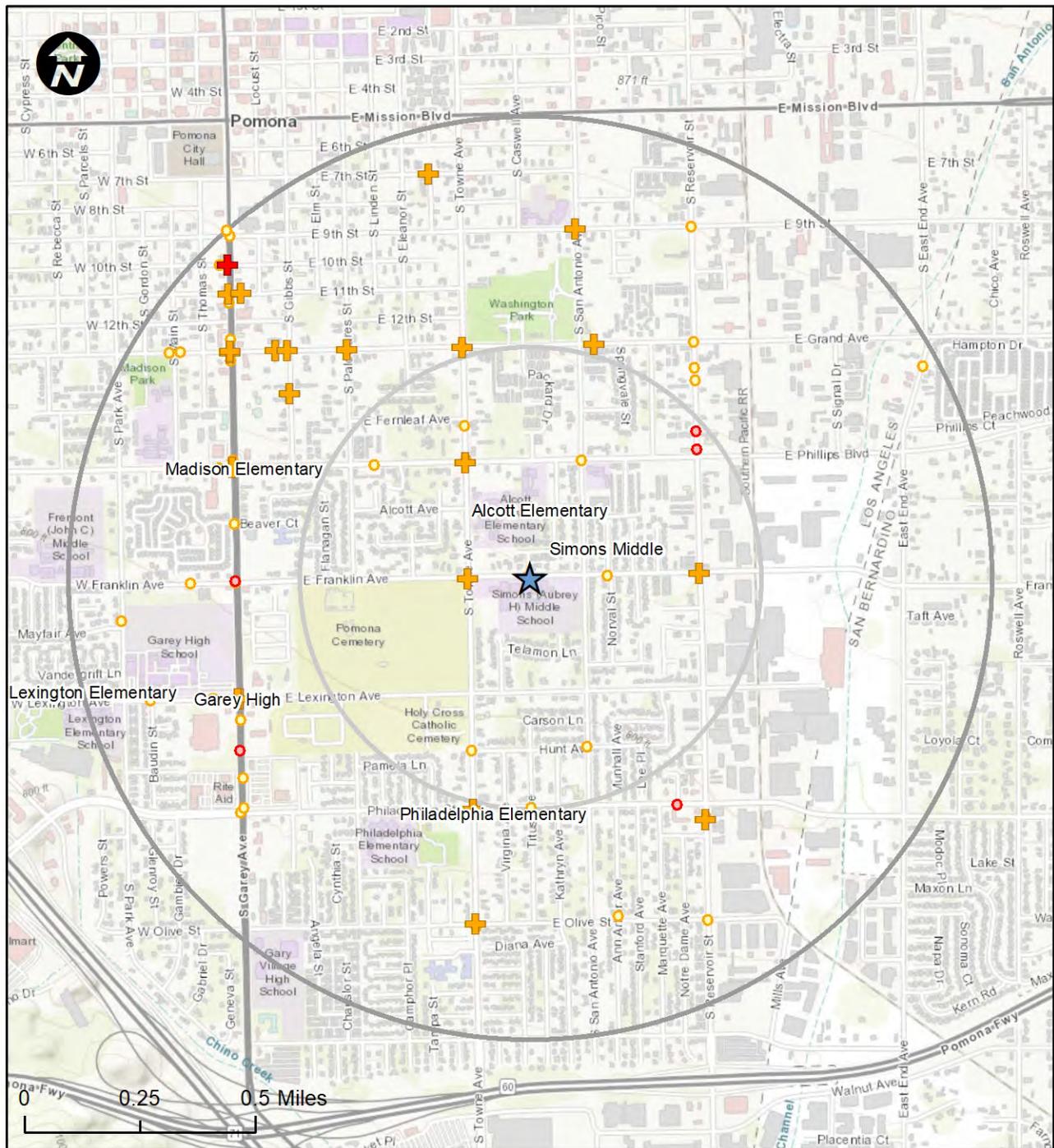


## Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (45)
- o Fatality (other) (1)
- o Injury (other) (85)

# Pomona - Simons Middle Pedestrian or Bicycle Collisions Near School (2012-2016)

900 East Franklin Ave., Pomona, CA 91766-5362; CDSCode: 19649076058523

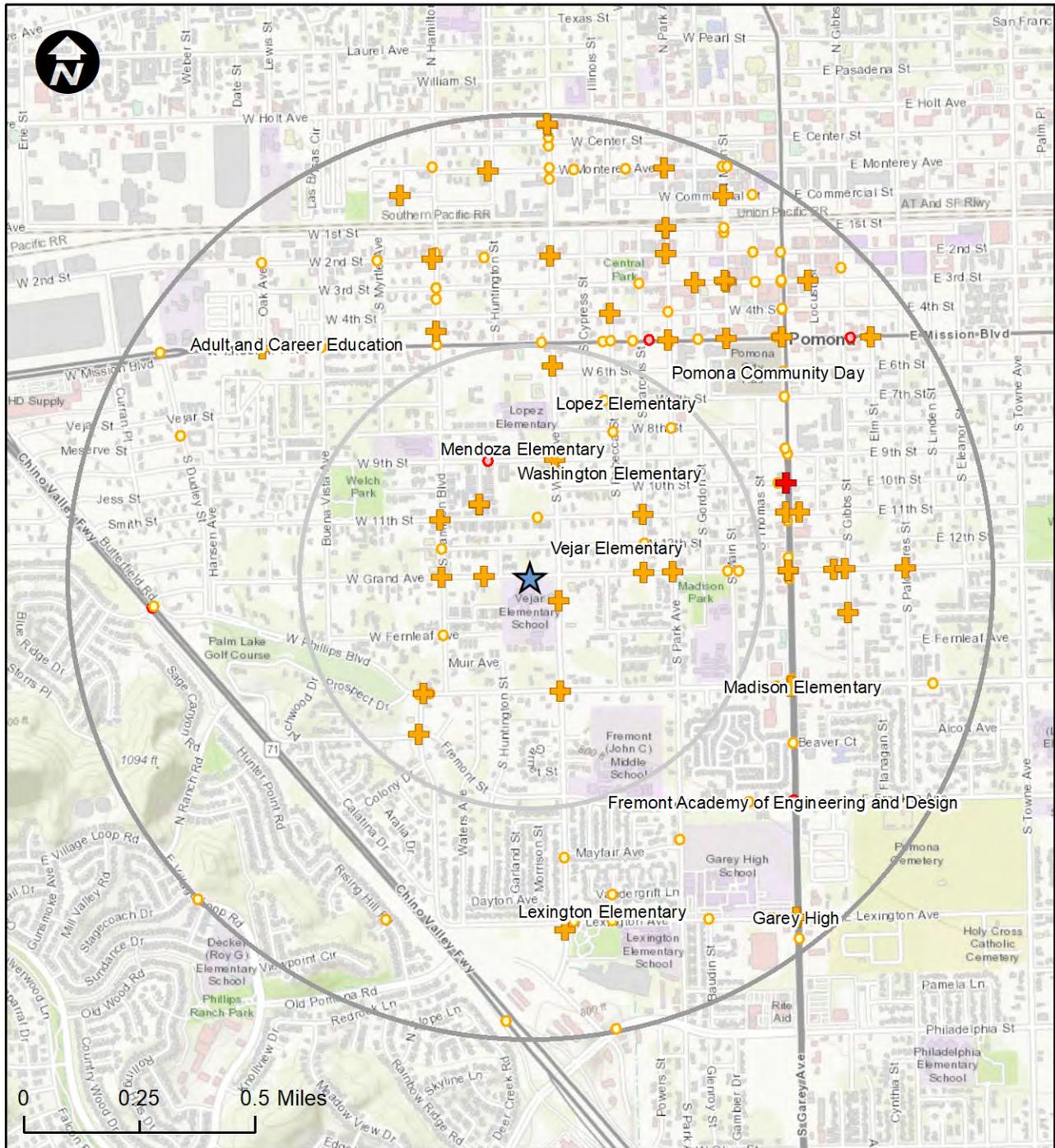


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (22)
- o Fatality (other) (6)
- o Injury (other) (48)

# Pomona - Vejar Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

950 West Grand Ave., Pomona, CA 91766-3325; CDSCode: 19649076108914

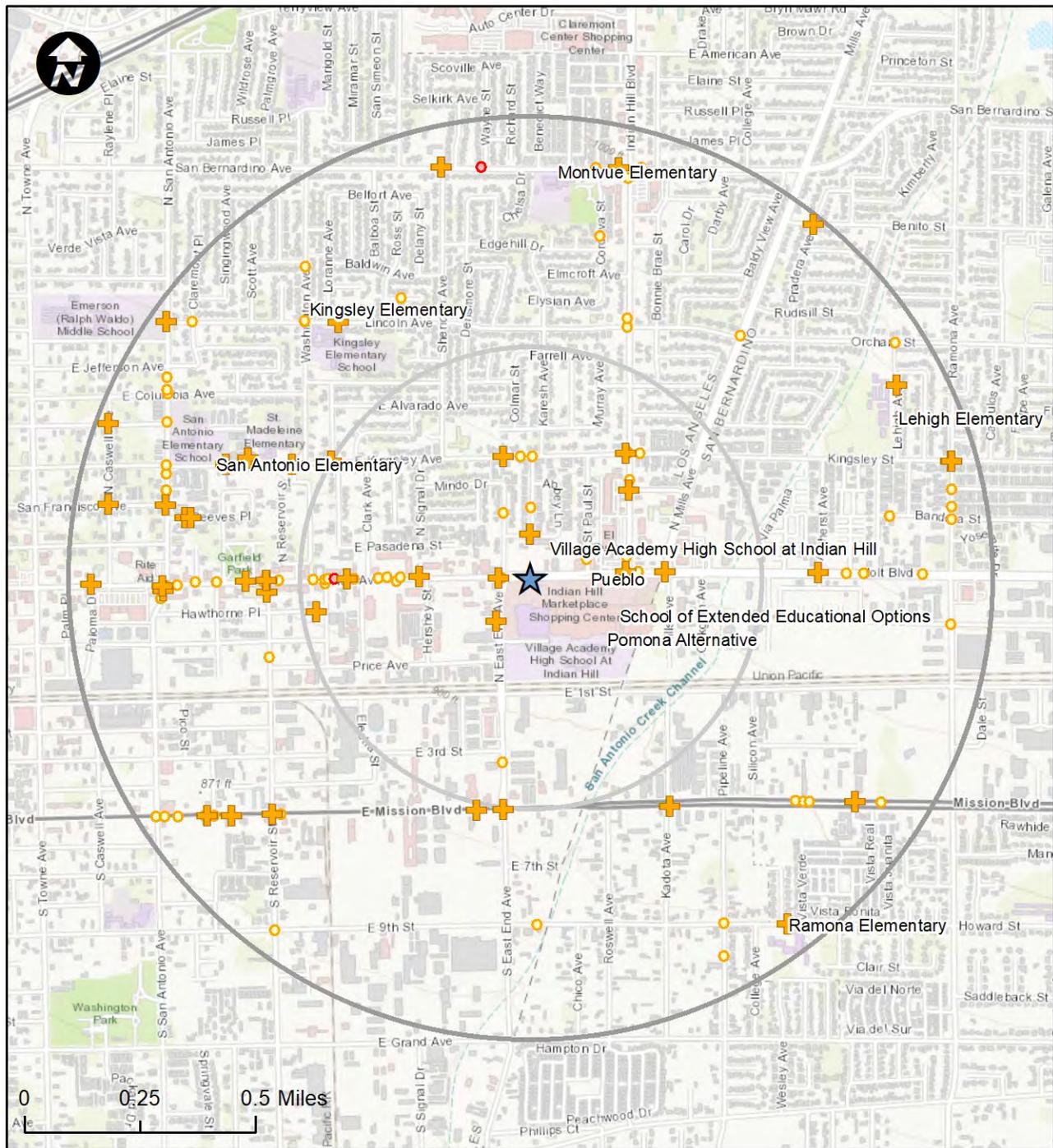


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (49)
- o Fatality (other) (7)
- o Injury (other) (102)

# Pomona - Village Academy High School at Indian Hill Pedestrian or Bicycle Collisions Near School (2012-2016)

1444 East Holt Ave., Pomona, CA 91767-5865; CDSCode: 19649071996495

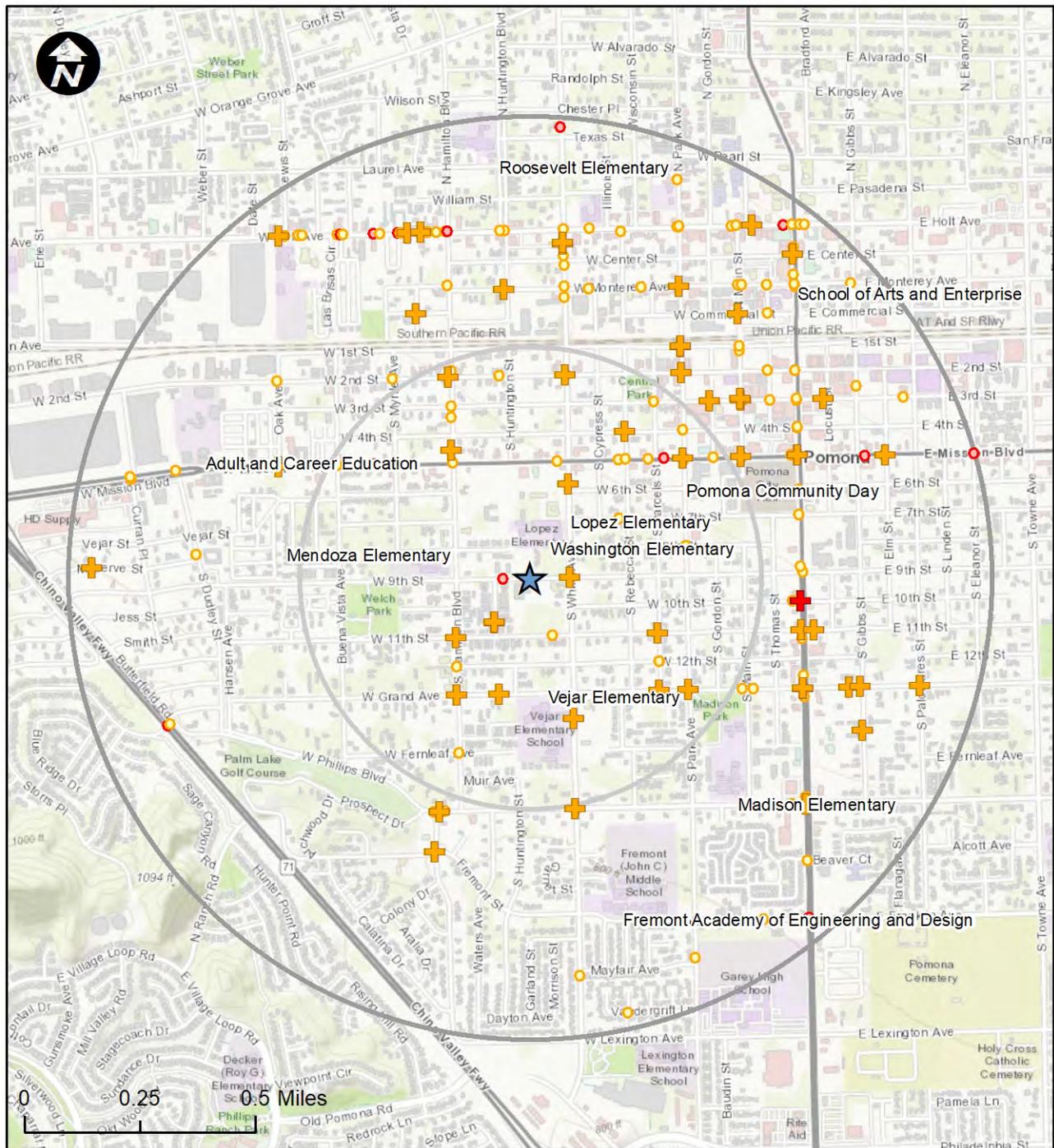


## Pedestrian/Bicycle Collisions within 1 Mile

- + Injury (age 5-18) (46)
- Fatality (other) (2)
- Injury (other) (96)

# Pomona - Washington Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

975 East Ninth St., Pomona, CA 91766-3770; CDSCode: 19649076021968

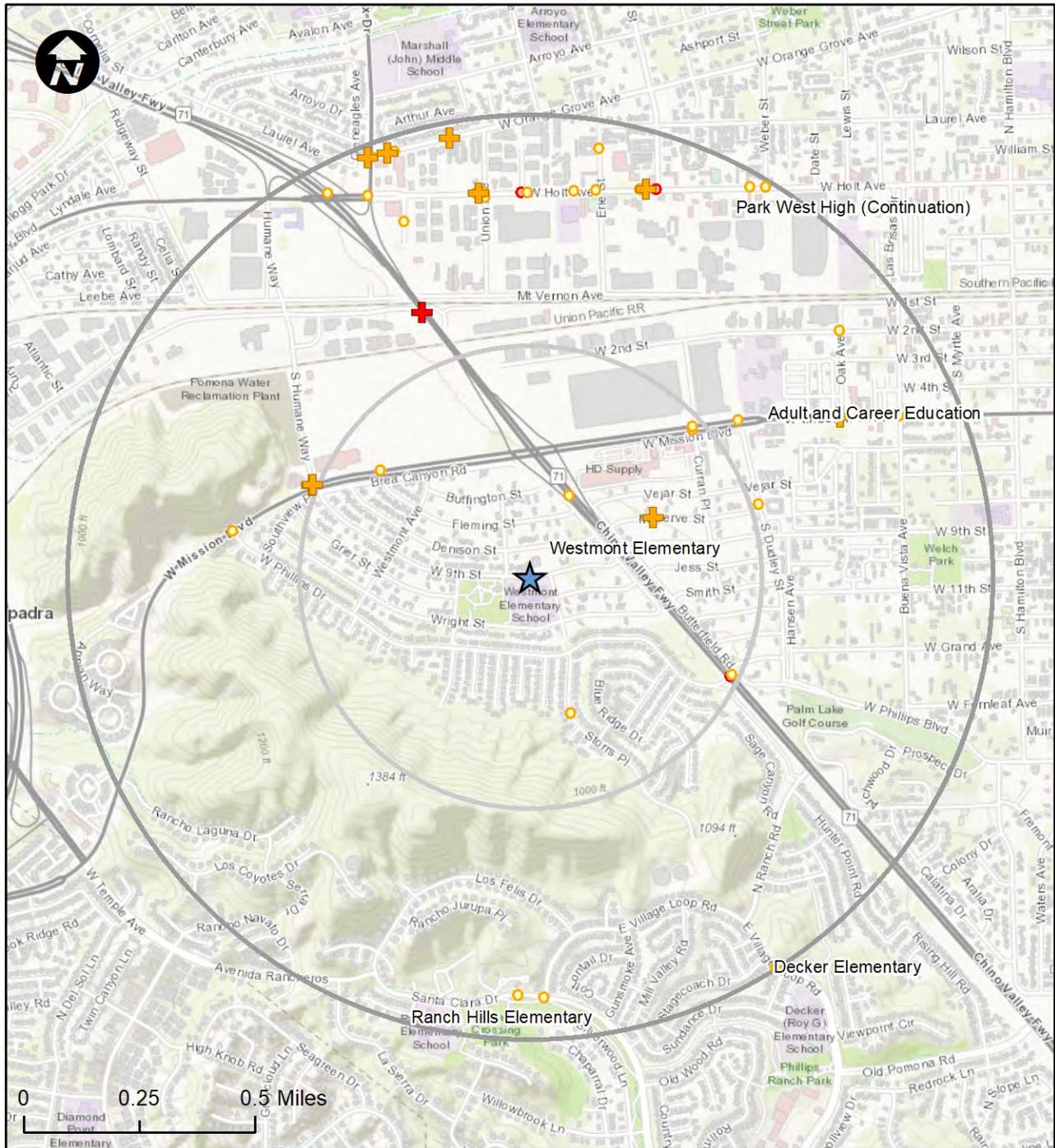


## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (52)
- Fatality (other) (14)
- Injury (other) (129)

# Pomona - Westmont Elementary Pedestrian or Bicycle Collisions Near School (2012-2016)

1780 West Ninth St., Pomona, CA 91766-1058; CDSCode: 19649076021976



## Pedestrian/Bicycle Collisions within 1 Mile

- + Fatality (age 5-18) (1)
- + Injury (age 5-18) (10)
- Fatality (other) (4)
- Injury (other) (35)

## APPENDIX D. SAFE ROUTES TO SCHOOL WORKSHOP SUMMARY

On Wednesday June 7, 2018, a Safe Route to School Launch Workshop was held at the Day One office in Pomona. Workshop participants included city staff and local community organizations. This summary includes the notes from the individual and group exercises conducted during the workshop.

### CHALLENGES POST IT NOTE EXERCISE

Participants were asked to write down on Post It Notes what they feel are the top three challenges to student transportation in the Pomona. Comments are provided verbatim.

Challenge	Specific Issue
Are there routes to school that need improvement?	--
Are there barriers to walking and biking to school?	Perception of danger, lack of safety
What concerns do you have regarding getting students to and from school?	Drop off zones: driver safety, education, infrastructure
	The area around Garey High School and Lexington Elementary is always packed and seems dangerous. I think it could use some work.

### OPPORTUNITIES POST IT NOTE EXERCISE

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

Opportunity	Specific Improvement
How can we make the trip to school safer?	Sidewalk
	Supervision
	Organized parent groups
	Visible bike lanes
	Enforced zoning
	Counts of individuals (kids) that walk in different directions. Identify most used
	Walk your kid to school to make sure that the streets are safe and sidewalks are fixed
What would make it easier to walk or bike to school?	Identify areas of registered offenders
	Mentor-type program
	Walking school buses
	Bike trains
	Group activities
	More bicyclists

Opportunity	Specific Improvement
	Signage, signage, signage!
Are there resources that can help?	--

### 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 Pomona. Comments are provided verbatim.

E	Bee
Encouragement	Skills incentives
	Community building (after school)
	Walking challenge monetary buy-in and return if completed. Make it family-oriented
	Push walk to school day to every elementary
	Family Day – training tips, rides, repair tips
	Create Community Day – create and participate in an event Businesses, families, schools
Education	Include in curriculum
	Share bike safety curriculum to schools
	Youth media (interviews of youth by media to educate about what kids want or face on their route to school)
	Have school officials walk to school with kids to see what issues kids face
	Working with service-learning program to plan a walking school bus with elementary school and school site PTAs
Enforcement	Signs that show “your speed” (do they work?)
	Advocates from different areas within the City/School District: Council Members, PTA advocates, School Board members
	Continued exposure of vision said differently. Same message – different ways.
Engineering	--
Equity	Involve non-traditional groups, like animal control, if pertinent in community to address safety issues in walk/bike to school.
	Work with PTAs and speak with moms to ensure programming takes into account the concerns about girls walking and assure them about safety.
Evaluation	Look into yearly assessment of Pomona through lens of bicycle friendly cities. Step 1: gather data

## ACTION PLANNING EXERCISE

Participants worked in a group to identify goals, actions, key steps, and potential implementation leaders to support Safe Routes to School in Pomona. Comments are provided verbatim.

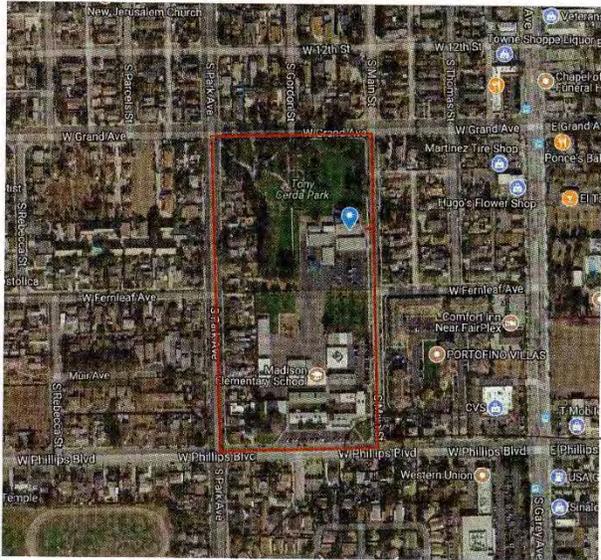
Priority	Recommendation
Our goals for our Safe Routes to School program are:	Establish Task Force
	Events (momentum
	Language in General Plan & Policy
	\$
Actions and Key Steps:	Establish Task Force by September
	Invitation to participate template July/August
	Task Force Meeting: October (Walk to School Day) Kingsley Elementary
	Find out General Plan timeline: Pomona put together recommendation, share data from assessments
Key Leaders and Partners:	Park and Recreation Community Services: Mike Osoff, Adrian, Mary
	Engineering: Rene Guerrero
	PUSD: Fernando Mesa, Community Assistant Superintendent
	Pomona PD: Ronald Chan
	Pomona Risk Management
	Councilmember Rubio Gonzalez
	Parent Leads
	PTA: Chara Swodeck
	American Heart Association, Public Health Department
	Kingsley Elementary
	Pomona Valley Bicycle Coalition
	Day One/We Run Pomona
	Cal Poly Pomona: Gwen Urey
	Cal Poly Pomona: Dr. Kyle Brown

## WALK AUDIT

Participants conducted a walk audit around to learn about strategies in analyzing local conditions around schools and neighborhoods that can support or inhibit safe walking and biking.

Michelle's notes

### SCHOOL NEIGHBORHOOD WALK AUDIT



As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.

#### Notes:

1. Shady dogs
2. wide street
3. no curb cut main & grand
4. no stopping @ crosswalk
5. main - wide enough sidewalk
6. N side grand - trees in street
7. trees on main - shade
8. dog amp out
9. overgrown bank on Park
10. fence & tree cut into SW
11. Park left & Park - no xwalk markings  
lawn intersection
- 12.
13. Phillips - random - flakey light
14. main / Phillips - xwalk hard to see
15. turn base faded
16. no stop sign, no curb cut on S  
all
- 17.
- 18.
- 19.
- 20.

#### What to Look For:

##### Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

##### Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

##### School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

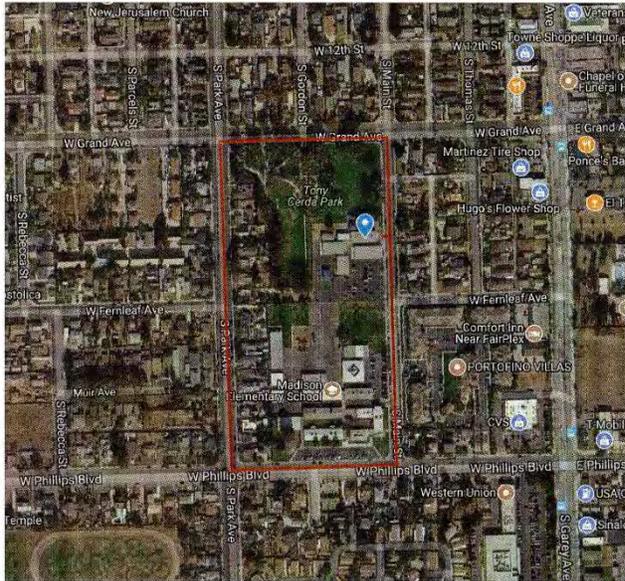
##### Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are other people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?



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# SCHOOL NEIGHBORHOOD WALK AUDIT



As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.

### Notes:

1. No stop sign Grand/madr
2. No ADA ramp grand/ma
3. Stray dogs in
4. No bike lanes on both grand/madr
5. Nice shade on Grand
6. [Park / fernleaf needs a market cross walk]
7. Crosswalk on
8. Main of Phillips not visible
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

### What to Look For:

#### Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

#### Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

#### School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

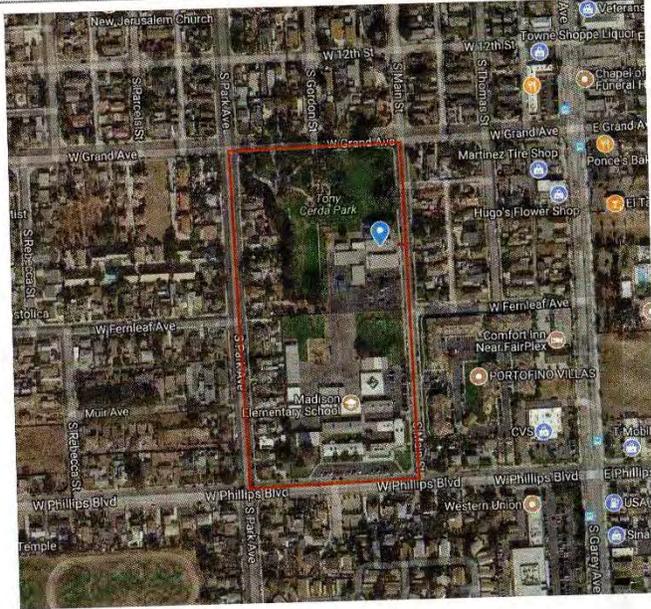
#### Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are other people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?



Demi Espinoza

# SCHOOL NEIGHBORHOOD WALK AUDIT



As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.

### Notes:

1. Wide lane
2. NOT ADA access
3. No Stop Sign
4. Hodge
5. Narrow
6. legal crosswalk
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

### What to Look For:

#### Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

#### Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

#### School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

#### Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are other people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?



# SCHOOL NEIGHBORHOOD WALK AUDIT



## What to Look For:

### Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

### Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

### School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

### Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are there other people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?

As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map

## Notes:

1. IDENTIFIED AREAS FOR WHEELCHAIR ACCESS
2. AREA WITH CLIFFY SIDEWALKS
3. NARROW SIDEWALKS
4. WIDE STREETS
5. STOP SIGNS SUGGESTED IN AREAS AS ABOVE
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



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# SCHOOL NEIGHBORHOOD WALK AUDIT



## What to Look For:

### Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

### Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

### School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

### Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
- Are other people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?

As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.

## Notes:

1. Light pole in SW might obstruct <sup>the</sup>
  2. Main & Grand - while xw is USI
  3. Street (Grand) is really wide
  4. encourages speed. A lot of
  5. kids need to cross. No SWP
  6. ADA accessible.
  - 7.
  8. Club cuts at fork of Grand are a
  9. diagonal.
  - 10.
  11. VELY narrow SW stretch
  12. on Park.
  - 13.
  14. Uncontrolled intersection at the
  15. fork
  - 16.
  17. Pole & plant destruction on P
  18. at Phillips.
  - 19.
  20. Faded xwalk on Main +
- Phillips. No stop sign where  
are fire hydrants



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# SCHOOL NEIGHBORHOOD WALK AUDIT

As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.



**Notes:**

1. no bike lanes
2. X-walk @ Main - issues
3. non-ABA no ramp
4. wheelchair: no visible sidewalk
5. shaded on North
6. Tree sidewalk narrows
7. Xwalk low vis paint no stop
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**What to Look For:**

**Sidewalks & Bike Lanes**

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

**School Zone**

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrance?

**Safety**

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

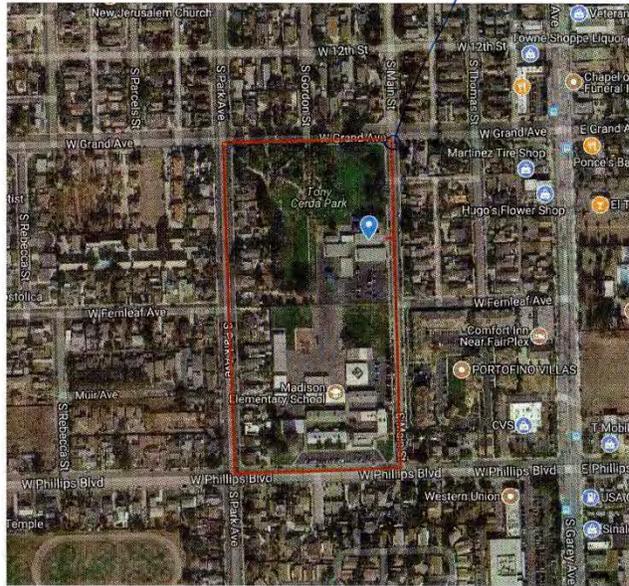
**Neighborhood**

- Are buildings well maintained?
- Are there vacant buildings?
- Are other people out walking?
- Are there playgrounds or parks?
- Are parks unsafe or unmaintained?



# SCHOOL NEIGHBORHOOD WALK AUDIT

*NO HOME NO STOP SIGN*



As we walk along the route on the map below, note the positive and negative aspects of your walk with a number written on the map. Write a brief description of the asset or issue to the right of the map.

### Notes:

1. *Main is parker when there's drop/pick up*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
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16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

### What to Look For:

#### Sidewalks & Bike Lanes

- Is a sidewalk present? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there trip hazards or accessibility issues?
- Are there bike lanes?
- Would children be safe biking?
- Is it easy & safe to cross the street?

#### Safety

- Does walking feel safe from cars?
- Does it feel safe from crime & violence?
- Is traffic too fast?
- Is it well lit?

#### School Zone

- Are students walking or biking separated from car/bus drop offs?
- Are there safe street/driveway crossings when approaching the school entrance?
- Are there continuous sidewalks/bike paths from approaches to school entrances?

#### Neighborhood

- Are buildings well maintained?
- Are there vacant buildings?
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