La Puente
Safe Routes to School Plan

JANUARY 2023

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01.
Introduction

Vision & Goals

The La Puente Safe Routes to School (SRTS) Plan is the culmination of extensive outreach, engagement, and data collection and analysis. The vision for this effort is to develop an SRTS Plan for 16 public and private schools within or on the edge of the City that will make walking, biking, and rolling to school safer and more comfortable for students and families. The participating schools from Bassett, Hacienda La Puente, and Rowland Unified School Districts, in addition to two private parochial schools, included:

- Bassett High School
- Del Valle Elementary School
- Fairgrove Academy
- Hurley Elementary School
- La Puente High School
- Lassalette Middle School
- Nelson Elementary School
- St. Joseph School
- St. Louis of France School
- Sierra Vista Middle School
- Sparks Elementary School
- Sparks Middle School
- Sunkist Elementary School
- Sunset Elementary School
- William Workman High School
- Workman Elementary School

Overall, this SRTS Plan aims to advance the following goals:

1. Encourage and promote students to walk, bike, or roll to school
2. Decrease the City's high levels of obesity and diabetes
3. Identify safe and accessible paths from home to school for both school-age students and parents
4. Provide connectivity to transit facilities, points of interest, and parks within the school enrollment areas and citywide
5. Ensure that community stakeholders and city leaders understand the SRTS Plan process and results
6. Develop well-vetted and supported project recommendations through meaningful public engagement
7. Make the City highly-competitive for future grants and other funding opportunities

How to Use This Plan

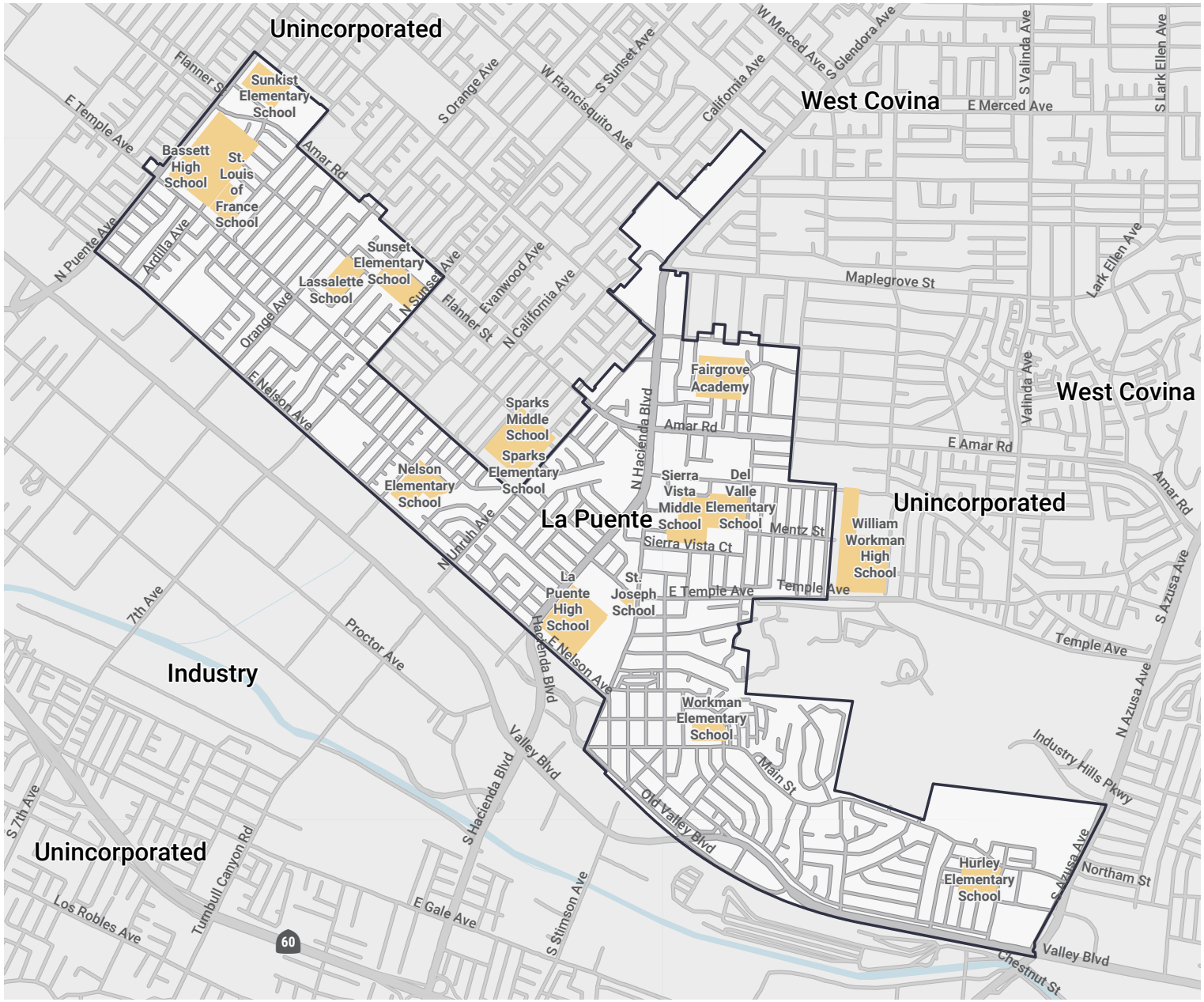
The SRTS Plan documents the activities, data collection, and analyses for the City of La Puente that resulted in actionable infrastructure and non-infrastructure recommendations. Various stakeholders can use the SRTS Plan to identify the content that is important and relevant to them, including:

Parents/Caregivers can use the SRTS Plan to understand the conditions at their student's school and to become familiar with suggested routes for walking and biking to school.

School District staff can use the SRTS Plan to continue or develop programs that educate and encourage students and parents/caregivers to seek alternatives to automobile trips to school. They can also use the findings in the SRTS Plan to obtain grant funding or achievement awards.

City of La Puente staff can use the SRTS Plan to identify issues and opportunities related to suggested routes for walking and bicycling and to prioritize potential short-term and long-term infrastructure improvements. Staff can also use this SRTS Plan to pursue SRTS funding opportunities.

Map 1 School Locations



Schools

La Puente City Boundary

What is SRTS?

SRTS is a strategy that improves pedestrian and bicycle travel conditions around schools in order to increase opportunities for students and their families to use active modes of transportation to get to and from school. SRTS is typically divided into two categories, infrastructure and non-infrastructure. Infrastructure, also called engineering, seeks to improve the physical built environment that makes active modes of travel safe, convenient, and comfortable. Infrastructure is an important part of SRTS because it allows communities to design and build sidewalks, paths, crossings, and streets that are safer for all users and more conducive to using active modes of transportation. Non-infrastructure, also called encouragement or education, complements infrastructure by promoting activities that make active modes of travel to school more attractive, fun, and interesting while also teaching skills to do so safely.

SRTS is a critical part of building healthier, safer, and more equitable communities. SRTS has myriad benefits, including:

- Improved safety for pedestrians and bicyclists
- Reduced traffic congestion
- Improved air quality
- Improved health
- Improved academic achievement
- Fundamental and lifelong pedestrian skills learned
- Benefit to the local economy
- Better sense of community
- More transportation options for everyone
- Strengthened family bonds

Policy and Planning Context

A comprehensive review of plans and policies ensures consistency and highlights opportunities for the La Puente Safe Routes to School (SRTS) Plan to leverage related goals, policies, and implementation measures, and to identify and fill in policy gaps as needed. The following sections of the memorandum summarize the policy items that relate specifically to walking, biking, and school safety within the City of La Puente.

Altogether, the many plans and policies pertaining to La Puente advance the agenda of building a more connected, safe, and pedestrian- and bike-friendly City. They highlight the need for considerations of expanded transportation options and safety around school sites, as well as the important role safe routes to school programs play in fostering more active lifestyles. Informed by the existing plans and policies, the La Puente SRTS Plan is another tool working towards realizing the City of La Puente and the greater SCAG region's vision of a more sustainable and safe community supported by a variety of mobility options. The SRTS Plan provides goals and policies, as well as actionable recommendations that help the vision of the Plan become realized.

Local Plans and Policies

This section is a summary of the local transportation and land use plans that provide a policy framework for the development of the La Puente SRTS Plan. The Plan supports connecting bicycle and pedestrian facilities to activity centers such as schools, hosting cycling education and encouragement programs at schools.

CITY OF LA PUENTE GENERAL PLAN (2004)

The City of La Puente General Plan supports the City's vision to promote business, the arts, lifelong learning, and a healthy community. To reduce dependence on automobile travel and offer more balanced transportation options in La Puente, the General Plan supports multi-modal transportation options for all demographics and abilities.

Organized by element, the following section lists the General Plan policies that call for safe, convenient active access to schools.

Circulation and Infrastructure Element

The Circulation and Infrastructure Element details the City's goals of creating alternative transportation modes to meet future travel demands integrated with the regional transportation network and improve traffic flow.

To promote safe, efficient, and accessible use of active transportation infrastructure at schools, the Circulation and Infrastructure Element outlines the following goals, objectives, and policies for La Puente.

Goal 2: A safe and efficient local street system that is attractive and meets the needs of the community.

- Policy 2.2: Apply creative traffic management approaches to address congestion in areas with unique problems, particularly in the vicinity of schools, businesses with drive-through access, and locations where businesses interface with residential areas.
- Policy 2.5: Use traffic-calming measures and devices (e.g., sidewalks, speed humps, and signals) that create safe routes through neighborhoods for pedestrians.

Goal 3: Diverse alternative modes of transportation that are safe, efficient for commuters, responsive, and available to persons of all income levels and disabilities.

- Policy 3.3: Maintain and expand sidewalk installation and repair programs, particularly in areas where sidewalks link residential neighborhoods to local schools, parks, and shopping areas.
- Policy 3.5: Maintain a citywide bicycle route and maintenance plan that promotes efficient and safe bikeways integrated with regional bicycle systems.

Community Resources Element

Goal 2: A continuum of education programs that provide children, adolescents, adults, and the workforce with quality education, vocational training, and retraining.

- Policy 2.1: Promote a collaborative relationship between the City and local school districts to maximize use of school facilities and services for young people, families, and seniors.

Goal 4: Conservation of La Puente's natural resources, improvement of air quality, and energy conservation.

- Policy 4.4: Encourage alternative modes of transportation, such as walking, bicycling, public transportation, and carpooling.

In addition to those listed above, the General Plan contains several policies that encourage the development of infrastructure projects and programs but do not focus specifically on school areas. **Table 1** summarizes these goals and policies within the General Plan.

LA PUENTE MUNICIPAL CODE

The City of La Puente's Municipal Code promotes pedestrian centric ordinances to foster and facilitate safe pedestrian movement and roadway crossings.

Chapter 6.36 Pedestrians

6.36.010 Crosswalks—Establishment and maintenance.

- The City Traffic Engineer shall establish, designate and maintain crosswalks at intersections and other places by appropriate devices, markings, or lines upon the

Table 1. General Plan Active Transportation Policies

Element	Goals/Policies	Page in General Plan
Community Development	Goal 1: Policy 1.4, Policy 1.8	CD-22
	Goal 5: Policy 5.6	CD-37
Circulation and Infrastructure	Goal 1: Policy 1.4	CI-15
	Goal 2: Policy 2.3, Policy 2.4	CI-20
	Goal 4: Policy 4.2	CI-29
Community Resources	Goal 1: Policy 1.5	CR-5
	Goal 3: Policy 3.1, Policy 3.2, Policy 3.3, Policy 3.4	CR-11
	Goal 4: Policy 4.2	CR-14

surface of the roadway when vehicular and pedestrian traffic movement require the same for the safety of the public.
(Ord. 1 § 3450, as amended by Ord. 40; May 20, 1957)

6.36.020 Pedestrians must use crosswalks.

- No pedestrian shall cross a roadway other than by a crosswalk in any business district.
(Ord. 15, 1956: Ord. 1 § 3451, 1956)

6.36.030 Crossing roadway at right angles.

- No pedestrian shall cross a roadway at any place other than by a route at right angles to the curb or by the shortest route to the opposite curb except in a marked crosswalk.
(Ord. 15, 1956: Ord. 1 § 3450, 1956)

6.36.040 Standing or walking in roadways.

- No person shall stand or walk in any roadway other than a safety zone or in a crosswalk if such action interferes with the lawful movement of traffic. This section shall not apply to any public officer or employee, or employee of a public utility when necessarily upon a street in line of duty.
(Ord. 15, 1956: Ord. 1 § 3453, 1956)

Regional and Countywide Plans

This section includes a summary of the San Gabriel Valley Regional Active Transportation Plan, as well as The Connect SoCal Regional Transportation Plan with appendices, focused on Active Transportation and Public Health developed by the Southern California Association of Governments (SCAG) to promote healthy living.

SAN GABRIEL VALLEY REGIONAL ACTIVE TRANSPORTATION PLAN (2019)

The San Gabriel Valley Regional Active Transportation (AT) Plan and Greenway Network Study was created to guide the development and maintenance of a comprehensive active transportation network and supportive non-infrastructure programs within the cities of Glendora, Irwindale, La Puente, Monrovia, and Montebello for the next 20 years while identifying priority off-street greenway corridors for development throughout the entire San Gabriel Valley.

As outlined in the AT Plan, multi-modal infrastructure recommendations are identified to support and promote walking and biking in La Puente. The La Puente SRTS Plan directly aligns with the goals and strategies set forth in the AT Plan, supporting the visions of expanded mobility options within the City. Listed below are the overall Goals of the AT Plan.

Goal 1: Create an Active Transportation-Friendly San Gabriel Valley

- Create an active transportation-friendly environment throughout the San Gabriel Valley region for all types of people walking, bicycling, and using other active modes and for all trip purposes through engineering/infrastructure solutions and integration of walking, bicycling, and public transit as a means of improving regional health, increasing road safety, and reducing carbon emissions.

Goal 2: Create a Safer Environment for Walking, Bicycling, and Using Other Active Modes in the San Gabriel Valley

- Create a safer environment for walking, bicycling, and using other active transportation modes throughout the San Gabriel Valley region for all types of people and for all trip purposes through addressing the non-infrastructure "E's" (Equity, Education, Encouragement, Enforcement, Evaluation).

Goal 3: Encourage Walking, Bicycling, and Using Other Active Modes as Part of the San Gabriel Valley's Culture

- Create a strong pedestrian- and bicycle-friendly culture throughout the San Gabriel Valley region as a way to double the rate of walking trips and triple the rate of bicycling trips by 2040.

SCAG CONNECT SOCAL – THE 2020-2045 REGIONAL TRANSPORTATION PLAN/ SUSTAINABLE COMMUNITIES STRATEGY

The Connect SoCal 2020–2045 Regional Transportation Plan (RTP/SCS) provides a framework for a regional transportation system that expands mobility options, advances sustainability goals, and seeks to improve the quality of life for over 19 million people who live in the SCAG metropolitan region. The goals of Connect SoCal fall into four core categories: economy, mobility, environment and healthy/ complete communities. The plan lists goals related to housing, transportation technologies, equity and resilience coupled with performance measures and targets. The goal of Connect SoCal is to be the reference and guiding document for prioritizing transportation projects, encouraging behavior change and furthering regional strategies that can shape Southern California's transportation and land use development in the future. The plan is supported by 20 technical reports that provide additional data and material, two of which, Active Transportation and Public Health, were reviewed as well.

SCAG CONNECT SOCAL – THE 2020-2045 REGIONAL TRANSPORTATION PLAN/ SUSTAINABLE COMMUNITIES STRATEGY ACTIVE TRANSPORTATION APPENDIX (2019)

The role of the Active Transportation (AT) Technical Report is to support the 2045 Regional Transportation Plan and outline some of the most prominent reasons for investing in active transportation and reviews the impacts that supporting active modes can have on regional transportation mode share and how the development of active transportation infrastructure intersects with issues of equity, safety, demographic changes, public health, land use, and climate change. The goals stated in the AT Appendix, priorities creating healthy, economically competitive, and sustainable communities which are in line with the La Puente SRTS Plan

SCAG CONNECT SOCAL – THE 2020-2045 REGIONAL TRANSPORTATION PLAN/ SUSTAINABLE COMMUNITIES STRATEGY PUBLIC HEALTH APPENDIX (2019)

The Public Health Technical Report presents an overview of health outcomes in the SCAG region as they relate to the built environment. The multimodal transportation and land use strategies of Connect SoCal include many benefits for improving health outcomes and present opportunities to ensure investments result in equitable health outcomes and benefit all populations in the region. The report presents many opportunities to enhance the regional transportation system, promote and encourage siting housing in compact, walkable neighborhoods, encourage the use of active transportation, improve access to transit, and reduce criteria pollutants and greenhouse gas emissions all of which contribute to the identified health outcomes.

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PUENTE CREEK BIKEWAY PROJECT (ONGOING)

The Los Angeles County Department of Public Works is developing plans and designs for a two-mile long Class I Shared-Use Path along the Puente Creek Channel access road between Hacienda Boulevard and Rimgrove Drive, spanning the cities of La Puente and Industry and the unincorporated Valinda neighborhood. The project is one of the first implementation projects emerging from the San Gabriel Valley Greenway Network and will serve as a model of County-City collaboration for future greenway projects in the region. In La Puente, the path will serve as an active transportation spine that will intersect with other planned pedestrian and bicycling improvements to create a more sustainable transportation network.

COUNTY OF LOS ANGELES BICYCLE MASTER PLAN (2012)

The County of Los Angeles's Bicycle Master Plan lays out a vision for a robust, transit-accessible, and regionally connected bike network that helps promote biking as a viable alternative to automobile travel. The Plan supports connecting bicycle facilities to activity centers such as schools, hosting cycling education and encouragement programs at schools, and expanding the Safe Routes to School Program throughout the County. The Plan evaluates the bikeway needs of the County and provides project recommendations and programs that address the non-infrastructure "E's" (Equity, Education, Encouragement, Enforcement, Evaluation).

METRO LONG RANGE TRANSPORTATION PLAN (2020)

This plan was created as a comprehensive effort to improve mobility in the County of Los Angeles across four priority areas while taking into consideration how COVID-19 has affected the way people get around. The plan highlights policies and actions that intend to provide:

- better transit with seamless trips for riders,
- create less congestion so traffic flows more freely and travel times are more certain,
- design complete streets for greater accessibility for everyone, and
- foster access to opportunities to better connect everyone to their needs.

02.
Stakeholder Engagement

Stakeholder Engagement

Introduction

Community and stakeholder participation played a central role in shaping the SRTS Plan. From the outset of the project, staff sought to engage and center the perspectives of La Puente SRTS stakeholders, including district and school administrators and staff, parents/caregivers, students, and residents.

Input opportunities included both in-person events as well as online tools, which were promoted through city channels, including the city website, social media pages, text banking, and mailers.

Social Media
➔34,000+ impressions

Text Banking
➔40,000+ text messages sent

Mailers
➔8,000 flyers mailed

This chapter provides an overview of engagement opportunities and a summary of key trends of feedback received. The five main methods for collecting community feedback, shown in **Table 2**, included a parent/caregiver survey, interactive web map, virtual workshops, pop-up outreach, and focus groups/interviews.

Table 2. Outreach Methods

Outreach Method	Audience / Participants
Parent/Caregiver Survey	All parents or caregivers in the Bassett, Hacienda La Puente, and Rowland Unified School Districts (767 surveys collected)
Webmap	La Puente parents/caregivers and residents (132 individual comments, pins, and suggestions)
Virtual Workshops	La Puente parents/caregivers and residents (2 virtual workshops)
Pop-Up Outreach	Parents/Caregivers and students (32 total pop-up events – at least one at each school)
Focus Groups/Interviews	Hurley Elementary Crossing Guard Interviews (2) Sunkist Elementary Coffee with the Principal Sparks Middle Student Leaders

Parent/Caregiver Survey

Parents'/caregivers' knowledge and attitudes about their students' travel habits, including walking and biking to school, were analyzed from parent/caregiver surveys collected at the beginning of the project. The survey was an online questionnaire in English and Spanish sent to all parents or caregivers in the Bassett, Hacienda La Puente, and Rowland Unified School Districts. In total,

➔ 767 surveys were collected from parents/caregivers at the 17 schools participating in the program.

The survey asked parents how their student currently travels to and from school, the distance their family lives from school, challenges associated with walking and biking, and their overall attitudes toward active modes of transportation.

Results indicated that 31% of students live ¼-mile or less distance from school, and another 19% live within ¼ to ½-mile. Nearly 40% of respondents reported that their student typically walks to school, while 66% drive their student to school. When asked about concerns regarding students' ability to walk, bike, or roll to/from school, the top concerns were unsafe intersections, speeding traffic along their route to school, violence/crime in the neighborhood, too much traffic along the route, and a lack of crossing guards. Additionally, 25% of respondents reported that they would consider walking, biking, or rolling to/from school with their student because it encourages an active, healthy lifestyle, and 18% said it is fun for their family. All survey results can be found in **Appendix A.**

Web Map

An online map gave La Puente parents/ caregivers and residents the chance to share their concerns about walking, biking, and rolling at specific locations near the participating schools, and make suggestions about where and what kind of improvements should be made. The online map received

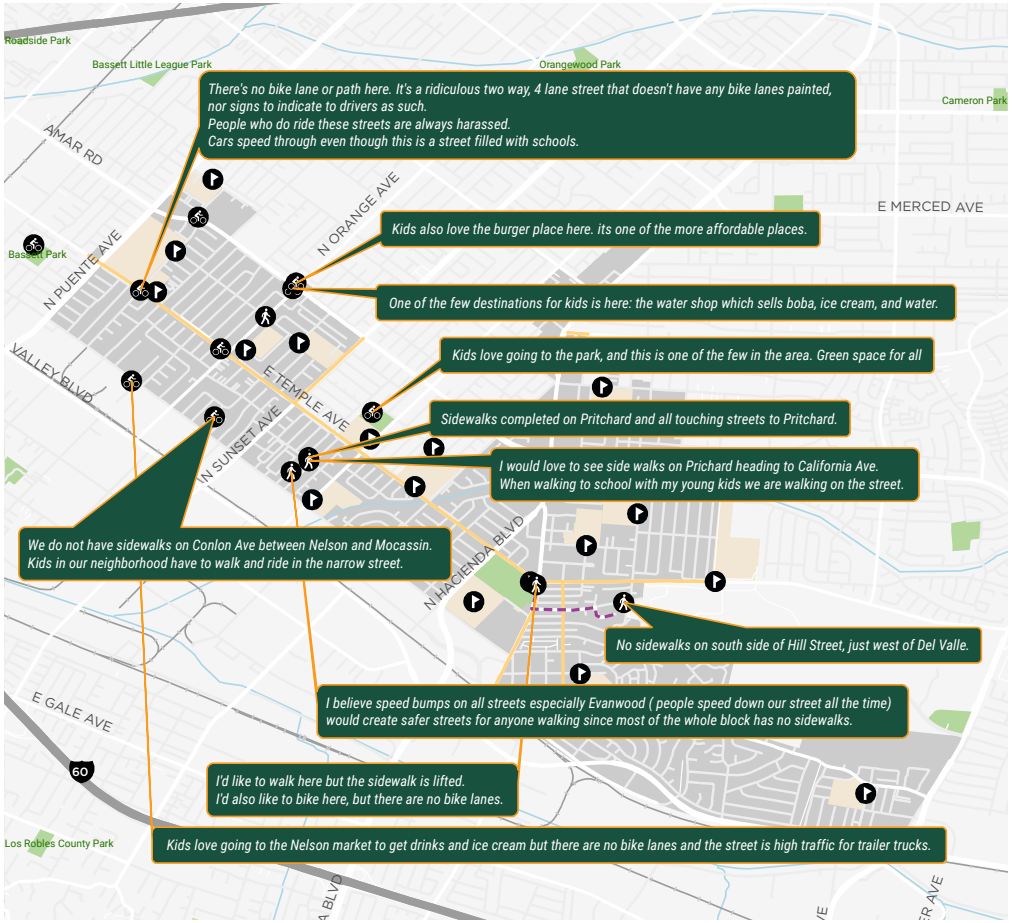
➔132 individual comments, pins, and suggestions

and numerous "like" votes between April 2021 and March 2022. Comments included input about:

- Sidewalk conditions
- Desired new and improved crossings, including flashing beacons
- Unsafe driver behavior, such as speeding and encroaching on crosswalks
- Lack of bike infrastructure
- Desired traffic calming elements, such as curb extensions
- Locations with a history of bicyclist– and pedestrian–involved collisions
- Destinations near schools that students like to walk, bike, or roll to

This feedback shaped the development of the safe routes to school improvements in this Plan.

Figure 1 Web map with comments



Virtual Workshops

The project team hosted two virtual workshops via Zoom on September 29, 2021, and February 9, 2022. During the first workshop, the City presented an overview of the vision and goals of the Plan and existing conditions data collected thus far. Participants were then given an opportunity to share their concerns and provide suggestions for improving conditions and better connecting La Puente's schools and neighborhoods.

Attendees shared a variety of feedback during the workshops. Key themes included:

- Concerns about students walking and biking to school, including traffic safety, crime/violence, and gang activity
- Limited access for people with disabilities, such as poor sidewalk conditions
- Specific locations near schools where improvements are desired, such as along Nelson Avenue
- A desire for more bicycle facilities, such as a network of separated bikeways across the city

Pop-Up Outreach

The project team set up a table at each school—32 pop-ups in total—to inform parents/caregivers about the La Puente SRTS Plan process, answer questions, and receive feedback on their concerns and ideas related to safe routes to school. Each event had a map and a facility type board that asked participants to share their thoughts about traveling to and from school in La Puente and provide their preferred types of improvements for walking, biking, and programs.

The most popular improvement types from the pop-up events included crossing guards, sidewalks, lighting, pedestrian signals, and bicycle facilities (including standard bike lanes, buffered bike lanes, and separated/protected bikeways).

- ➔ **113 Crossing guards**
- ➔ **112 Sidewalks**
- ➔ **112 Lighting**
- ➔ **112 Pedestrian signals**
- ➔ **101 Bicycle facilities**
  (standard bike lanes, buffered bike lanes, and separated/protected bikeways)

Focus Groups & Interviews

The project team conducted a total of five focus group meetings and interviews to hear from key stakeholders directly. The stakeholders represented the Hacienda La Puente Unified School District, community-based organizations, crossing guards, school Principals, and student leaders. The focus group/interview participants shared their concerns, challenges, and travel patterns related to walking and biking to school. Some of the key themes were related to speeding, lighting, sidewalks, driver behavior, crossings, and signals.

Focus Groups and Interviews:

- Hurley Elementary Crossing Guards
- Sunkist Elementary School Principal
- Sparks Middle School Student Leaders
- Hacienda La Puente Unified School District Board Member

03.
Existing Conditions

Existing Conditions

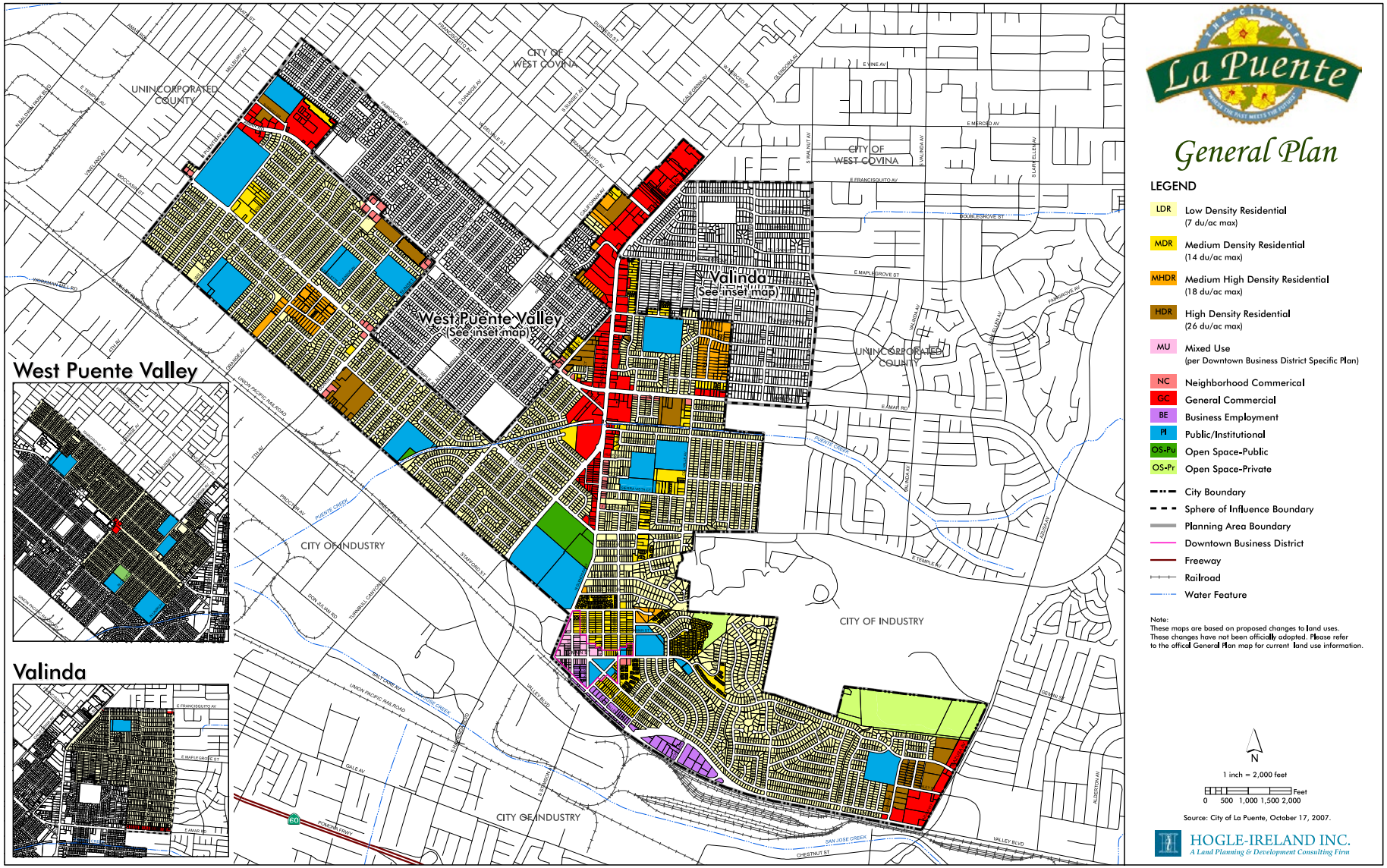
Study Area

The City of La Puente is located in the eastern part of Los Angeles County in the San Gabriel Valley, about 20 miles east of Downtown Los Angeles. La Puente has a population of about 40,000, with a land area of just 3.5 square miles. The self-reported race/ethnicity of La Puente's residents is distributed as follows: 79.9% Hispanic or Latino, 12.9% Asian, 4.2% White, 1.4% African American, 0.9% Native American and Alaska Native, 0.2% Native Hawaiian and Pacific Islander, and 0.2% Other (Source: Census, 2020 5-year estimates). La Puente has a median household income of $66,132, with 12.9% of the population living below the federal poverty line.

Land Use

La Puente's land use is primarily low-density residential, with commercial areas, mixed use, and high density residential uses primarily located along major roadways. The main commercial corridor is located along Hacienda Boulevard. The historic center of La Puente, centered around Main Street, is primarily mixed-use, and includes businesses, City Hall, La Puente Library, and housing. Schools, located primarily in low-density residential areas, are distributed throughout the city. **Map 2** on the next page shows existing land use in La Puente.

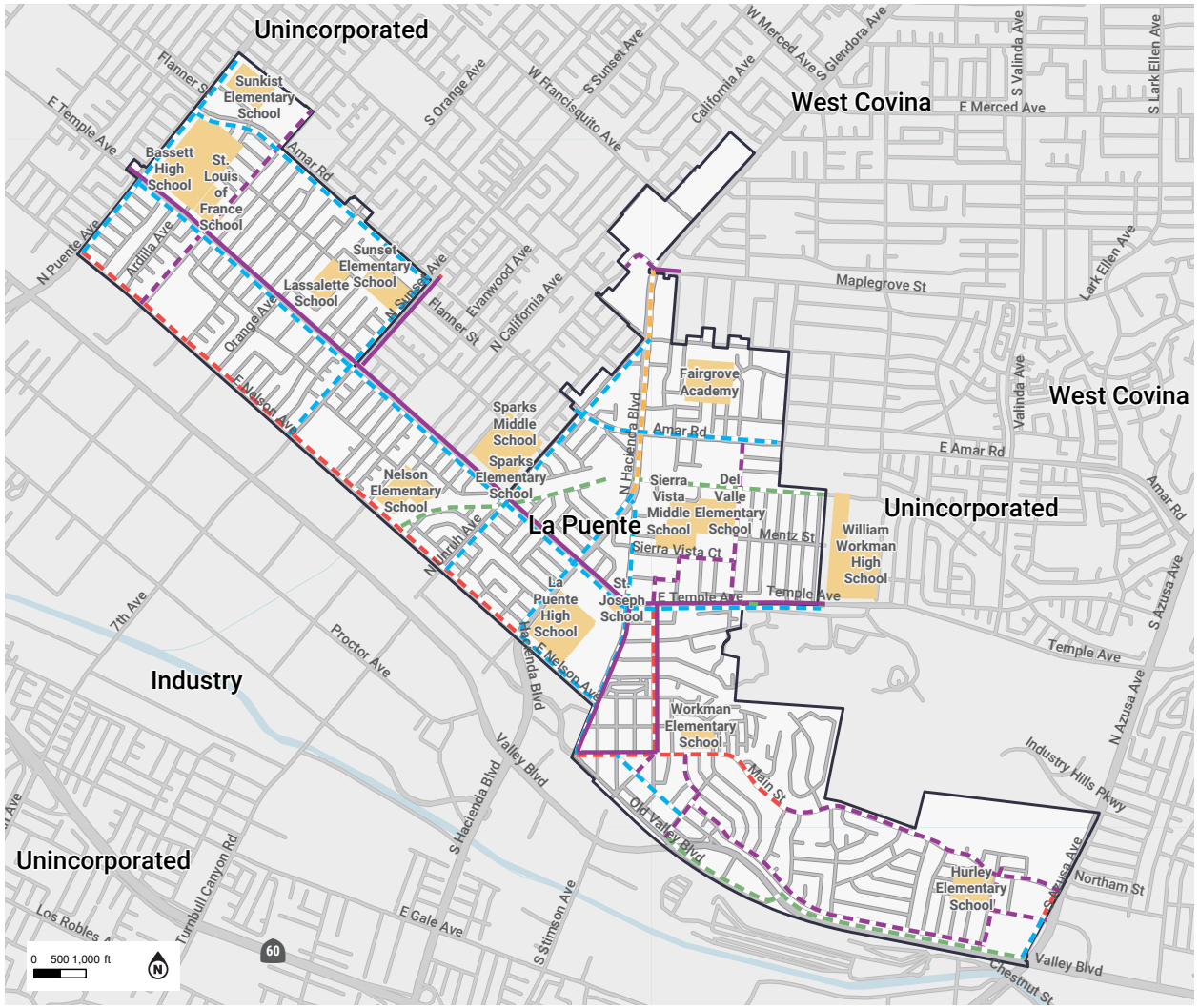
Map 2 Land Use



Existing Bikeways

La Puente has few existing bikeways throughout the city. All of the existing facilities are Class III Bike Routes, many of which are located along major roadways with multiple lanes of traffic and high posted travel speeds. "Previously planned" bikeways, at various stages of planning and implementation, were identified in previous planning efforts and include a connected network of low-stress facilities such as Class IV Separated Bikeways, Class III Neighborhood Greenways (many of which would enhance existing signed Bike Routes), and Class I Shared-Use Paths. The previously planned bikeways, when implemented, will provide many low-stress connections to schools.

Map 3 Bikeways



Existing Bikeways
- Class I Shared-Use Path
- Class II Bike Lane
- Class III Neighborhood Greenway

Previously Planned Bikeways
- Class I Shared-Use Path
- Class II Bike Lane
- Class II Buffered Bike Lane
- Class III Neighborhood Greenway
- Class IV Separated Bikeway
- La Puente City Boundary

Collisions

Collision data was provided by the Statewide Integrated Traffic Records System (SWITRS). It is collected and maintained by the California Highway Patrol (CHP) and contains all crashes reported to CHP from local and governmental agencies. Six years of data (2014–2019) were analyzed throughout the study area to better understand the current collision trends involving people walking and bicycling.

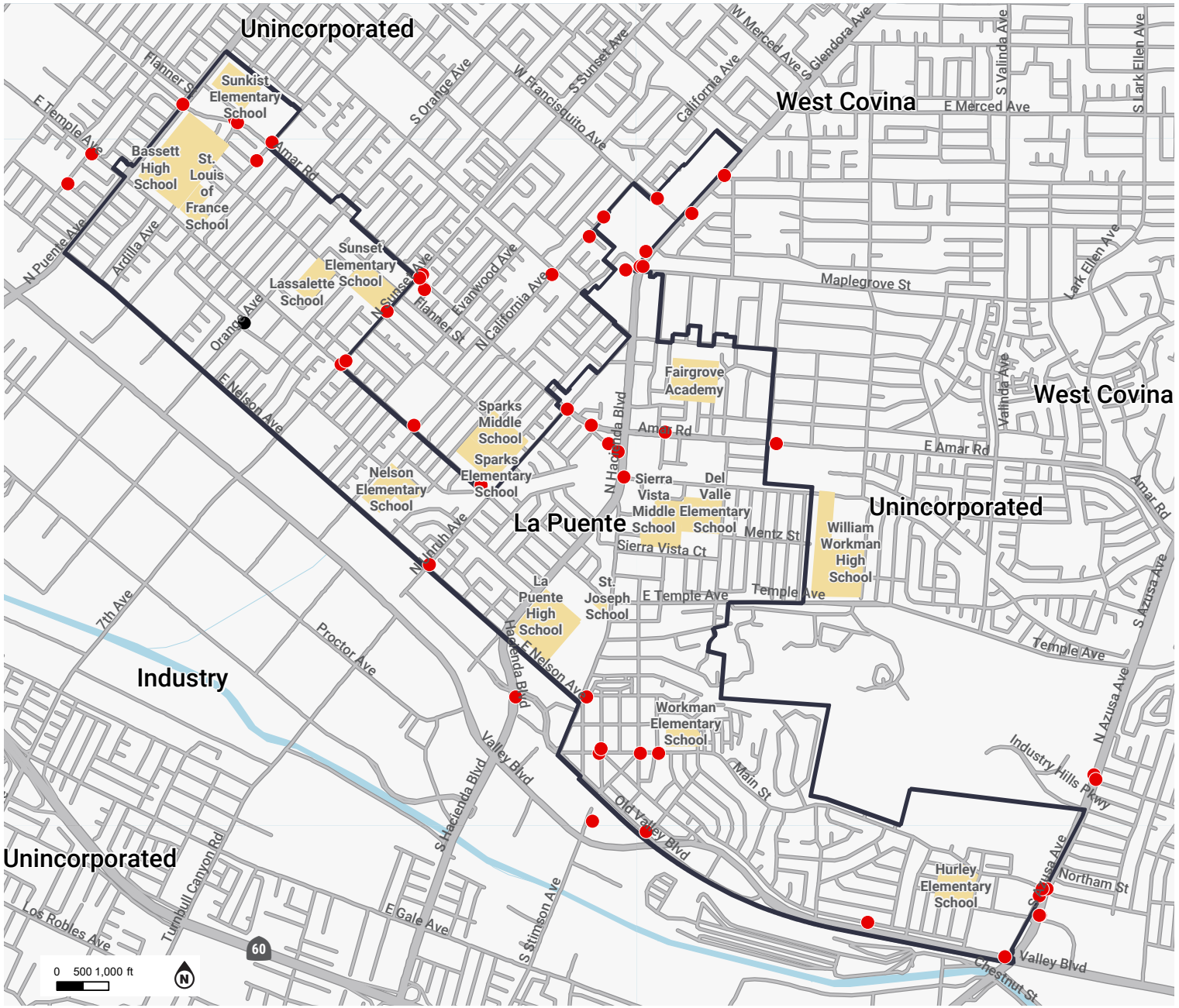
Pedestrian Collisions

In total, 51 pedestrian-involved collisions occurred in the project area. Of the 51 collisions, 50 resulted in an injury and 1 resulted in a fatality. Thirty-seven percent (37%) of collisions occurred between the hours of 6 pm and 10 pm, and 6 total collisions involved alcohol. The pedestrian fatality occurred on Orange Avenue. The majority of pedestrian-involved collisions resulting in injury occurred along major roadways such as Amar Road, Glendora Avenue, and Hacienda Boulevard. A higher number of pedestrian-involved collisions occurred near Sunset Elementary School, Workman Elementary School, and Sunkist Elementary School. **Map 4** on the next page shows pedestrian collisions in La Puente.

Bicycle Collisions

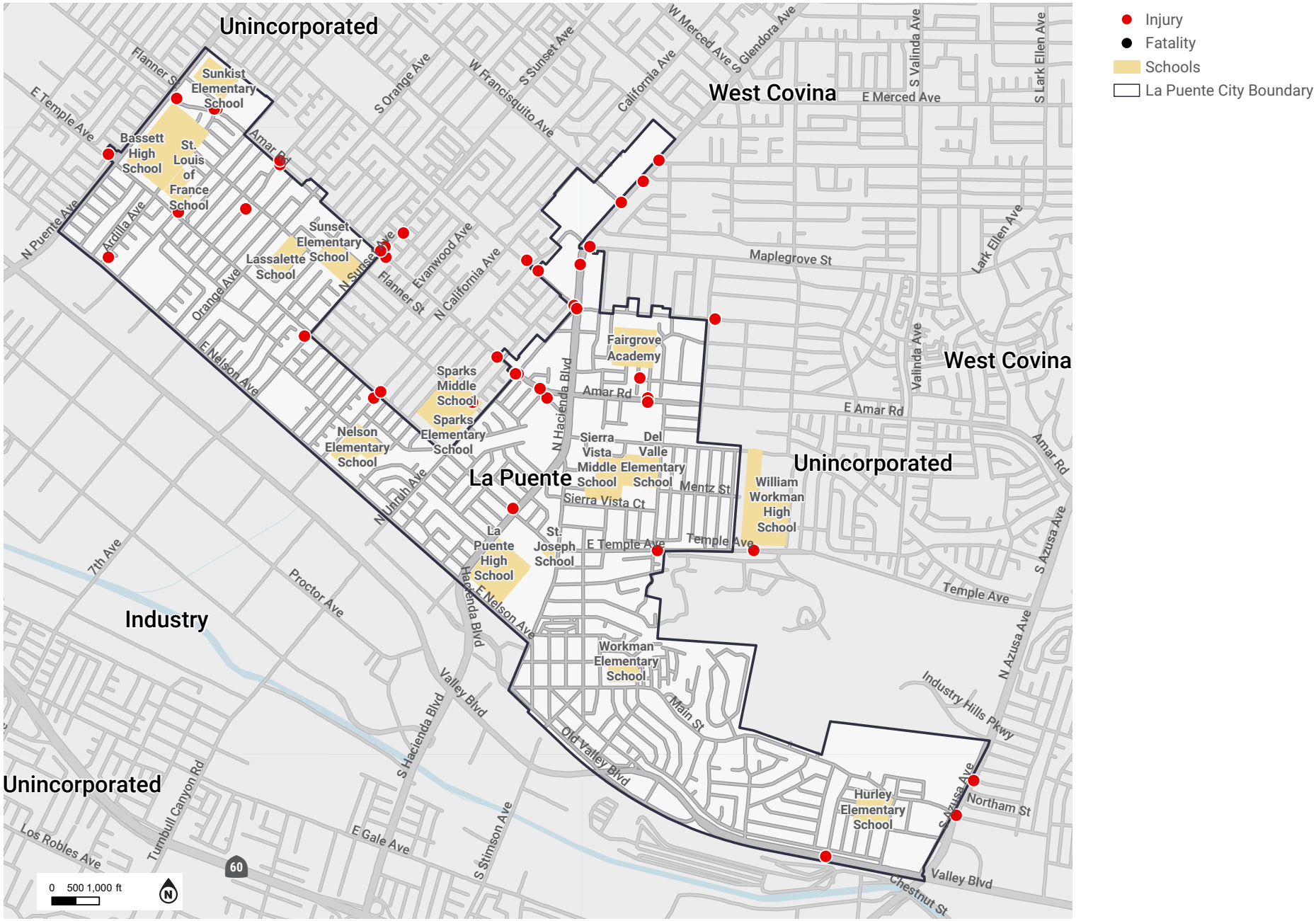
In total, 43 bicyclist-involved collisions occurred in the study area, all of which resulted in injuries. The majority of bicyclist-involved collisions occurred along major roadways such as Hacienda Boulevard, Amar Road, Temple Avenue, and Sunset Avenue. While most bicyclist-involved collisions occurred away from schools, a higher number of bicyclist-involved collisions occurred near Bassett High School, Sunkist Elementary School, Sunset Elementary School, and Fairgrove Academy. **Map 5** shows bicycle collisions in La Puente.

Map 4 Pedestrian Collisions 2014-2019



Injury
Fatality
Schools
La Puente City Boundary

Map 5 Bicycle Collisions 2014-2019



Bicycle and Pedestrian Counts

The project team conducted active transportation counts at 34 locations in La Puente (**Figures 2, 3, and 4**). As shown in **Table 3** below, walking ("Pedestrian Total") was the main form of transportation observed across all locations. People of all ages appeared to be active in their community, but there were far more adults than children counted in total. Bicycle activity was low across all count locations. Assisted mobility users were also identified at 12 locations.

The count location with the highest number of overall active transportation users (223) was at Temple Avenue between Ruthcrest Avenue and Frandale Avenue near William Workman High School.[1] The location with the second highest number of overall active transportation users (132) was at Ardilla Avenue between Flynn Street and Marland Street near Bassett Senior High School. Most of the people counted at these locations were pedestrians. The location with the highest number and percentage of people biking was at Puente Avenue between Amar Road and Temple Avenue adjacent to Bassett Senior High School. **Map 6** on the next page shows bicycle and pedestrian count locations in La Puente , including counts conducted as part of the 2019 Regional Active Transportation Plan.

1 This location is just outside of La Puente city limits, but it was studied due to its proximity to Workman High School.

Figure 2 Count by Mode

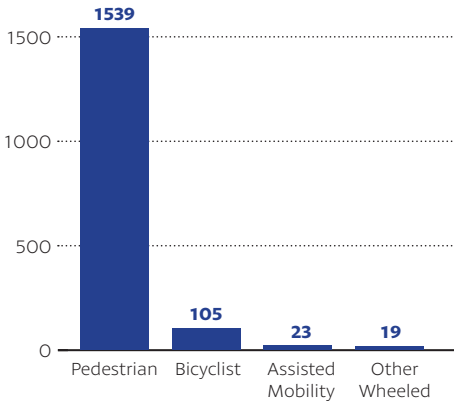


Figure 3 Count by Gender

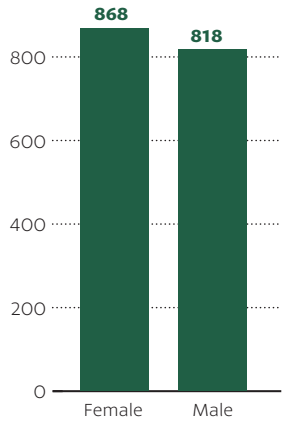


Figure 4 Count by Age

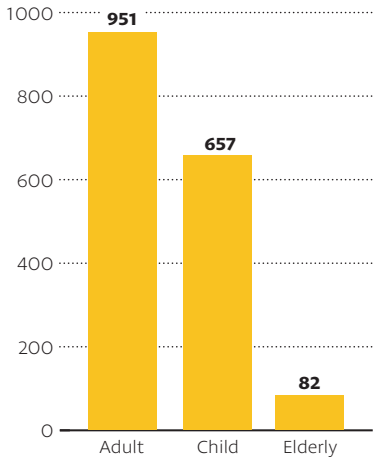
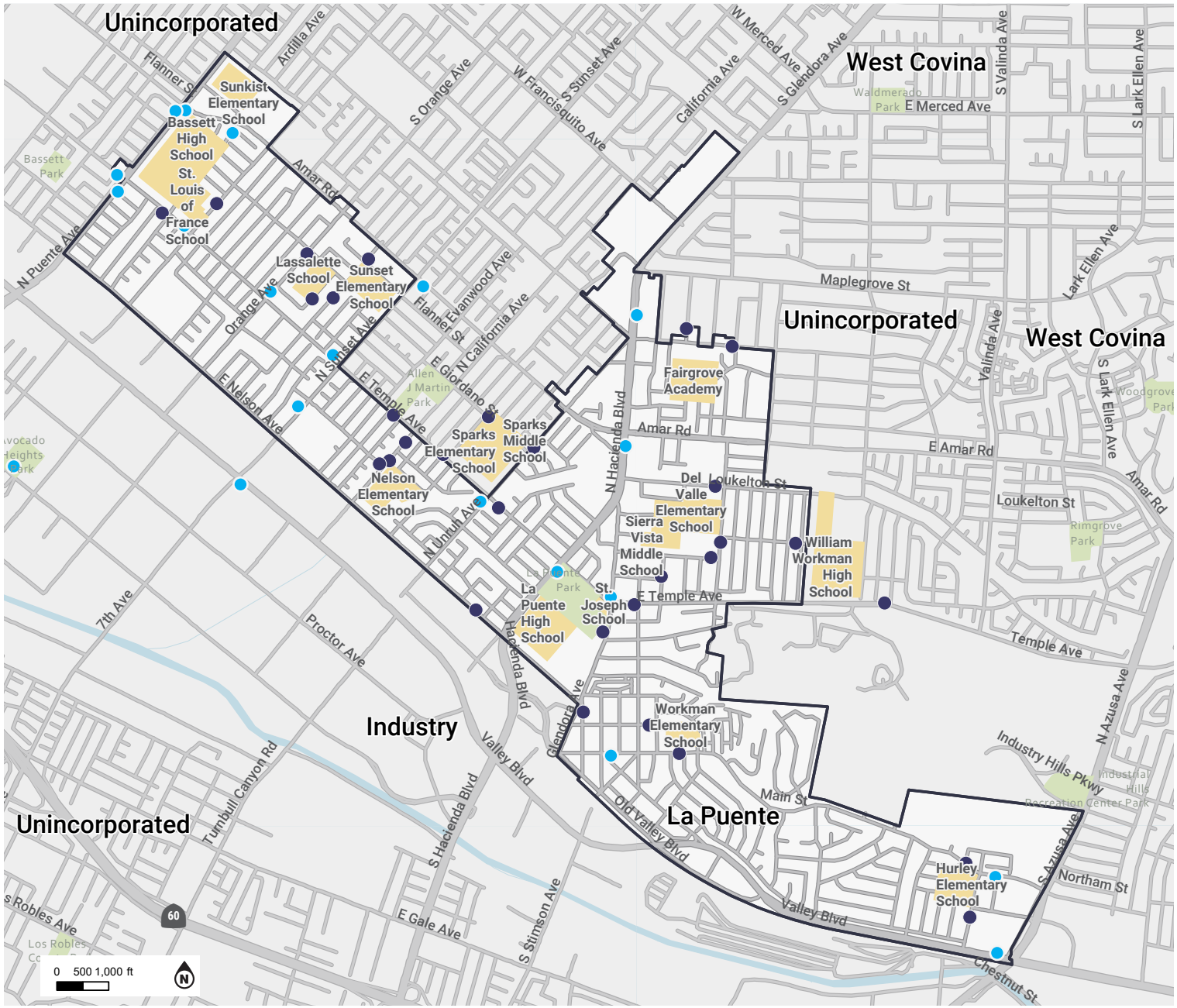


Table 3. Count Location Demographic Totals

	Total	Percentage
Active Transportation Total	1682	
Pedestrian Total	1539	92%
Bicyclist Total	105	6%
Assisted Mobility Device	23	1%
Other Wheeled Device	19	1%
Female Total	868	51%
Male Total	818	49%
Adult Total	951	56%
Child Total	657	39%
Elderly Total	82	5%

Map 6 Count Locations



- Previous Counts (2019 Regional Active Transportation Plan)
- New SRTS Plan Counts
- Schools
- Parks
- La Puente City Boundary

Walk Audits

A walk audit was completed at each school with stakeholders such as parents/caregivers, principals, school staff, and district staff. The purpose of the walk audits was to observe existing transportation infrastructure and circulation patterns around the schools to gain a better understanding of the challenges, safety concerns, and opportunities for walking, biking, and rolling to school. The feedback from walk audit participants heavily informed the infrastructure and non-infrastructure components of each school's project recommendations, as well as the Suggested Routes to School Maps (**Appendix B**).

04.

Proposed Programs, Policies, and Improvements

Proposed Programs, Policies, & Improvements

The recommendations presented in this chapter are the result of more than two years of reviewing walking and biking conditions and listening to project stakeholders to understand mobility challenges around each of the 16 elementary, middle, and high schools in La Puente. This work culminated in a suite of infrastructure, programmatic, and policy recommendations that, once implemented, will support access to safe, convenient, and healthy modes of transportation for students, families, and residents.

Developing recommendations is a multistep process that requires understanding existing conditions, community feedback, and project feasibility, among many other factors. The community provided firsthand accounts of issues and challenges with accessing the schools, as well as expressed what they wanted to see improved moving forward. The project team reviewed and analyzed these components to develop a comprehensive approach to improve safety and active transportation access to the 16 schools included in this Safe Routes to School (SRTS) plan. The team developed projects to support active transportation for students of all ages and abilities, to help create an active transportation environment that is safe and inviting and that encourages and facilitates walking and biking to and from school.

Successful projects and programs incorporate the best practice strategies of SRTS, commonly referred to as the 6 Es. The 6 Es are Engagement, Equity, Engineering, Encouragement, Education, and Evaluation. Each E is meant to remove barriers that prevent students from walking and biking to school and promote safe walking and biking habits. While infrastructure (Engineering) SRTS improvements provide safer and more comfortable routes in the built environment, non-infrastructure (Engagement, Equity, Encouragement, Education, and Evaluation) SRTS programs and policies build enthusiasm and support for active transportation and can be an important first step toward implementing infrastructure improvements.

Infrastructure Improvements

The infrastructure recommendations developed for each school in this SRTS plan are physical design solutions that have been tailored to existing infrastructure conditions around each school, including right-of-way, road widths, intersection geometry, and crosswalk orientation. The project team used field measurements to determine feasibility of and cost estimates for each recommendation.

This is a planning document, providing a high-level blueprint to guide future bicycle and pedestrian improvements throughout La Puente. This plan will show the recommended projects, the prioritized schools based on the prioritization methodology, and an implementation plan with funding opportunities. Each project in this plan will require more detailed project-level analysis, community engagement, and engineering study before it is built. As the City proceeds with more detailed project-level planning, some projects identified in this plan may require refinement.

Recommended Bicycle Facility Types

Different bicycle facilities are best suited for different roadways, based on considerations such as vehicle speeds and volumes, roadway width, and other types of transportation using the space. It is important to note that some of these bicycle facilities also provide benefits for people walking or using assisted mobility devices.

CLASS I SHARED-USE PATHS

Class I shared-use paths are off-street facilities located in a separate right-of-way from the roadway and for the exclusive use of people using bicycles and walking or using assisted mobility devices.

CLASS II BICYCLE LANES

Class II bicycle lanes are on-street facilities dedicated to people using bicycles and are identified with lane striping and pole signs. Class II facilities may be further separated from vehicular lanes or parking lanes by buffers indicated by two- to three-foot diagonal painted striping.

The San Gabriel River Trail, an example of a Class I shared-use path.

A Class II bicycle lane in Arcadia.

A Class III bicycle route in La Puente.

Different designs of Class IV separated bikeways along Foothill Boulevard (Claremont and Los Angeles).

CLASS III BICYCLE ROUTES AND BOULEVARDS

Class III facilities are on-street bicycle routes or boulevards shared with motorists. They are identified with bike route signs and often include shared-use markings, also known as sharrows. Bicycle boulevards also include traffic calming elements, such as traffic circles and diverters.

CLASS IV SEPARATED BIKEWAYS

Class IV facilities are separated from traffic by a vertical barrier, such as a curb, median, or bollards. Also called a "cycle track," Class IV separated bikeways are most helpful on streets with high traffic volume.

Recommended Pedestrian Facilities

While each school's infrastructure recommendations are different, this is an overview of the types of walking improvements that were considered for each school.

SIDEWALK GAP CLOSURES

Sidewalk gap closures improve pedestrian connections, making it easier, safer, and more comfortable to choose walking.

HIGH-VISIBILITY CROSSWALKS

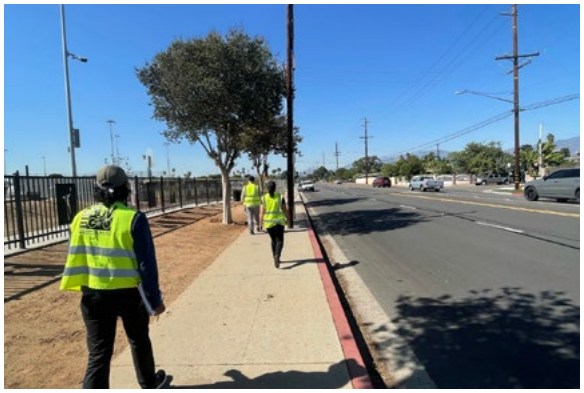
High-visibility crosswalks clearly delineate the right-of-way for those crossing the street through markings that are more visible to drivers than standard crosswalks. In school zones, crosswalks are painted yellow.

RAISED CROSSWALKS

Raised crosswalks help reduce vehicle speeds and provide more visibility to people crossing the street.

CURB EXTENSIONS

A curb extension is an extension of the sidewalk that shortens crossing distance, makes pedestrians more visible to drivers, and can help slow vehicle traffic by visually narrowing the roadway.



A continuous sidewalk outside St. Joseph School.

Example of a raised crosswalk.

A high-visibility crosswalk outside Hurley Elementary School.

Curb extensions at a school crossing in Santa Ana, CA.

Proposed Projects

An RRFB at a crossing near La Puente High School.

Pedestrian hybrid beacons at a crossing near Sierra Vista Middle School.

Example of a traffic circle.

RECTANGULAR RAPID FLASHING BEACONS

Pedestrian-activated flashing LED lights, or rectangular rapid flashing beacons (RRFBs), are typically mounted on existing crosswalk signage and signal to drivers that a pedestrian is about to enter a crosswalk.

PEDESTRIAN HYBRID BEACONS

Pedestrian hybrid beacons are pedestrian-activated flashing LED lights, typically mounted on mast arms above the crosswalk, that signal to drivers that a pedestrian is about to enter a crosswalk. They are preferable to RRFBs on roadways with speeds higher than 40 mph or high traffic volumes.

ROUNDABOUTS AND TRAFFIC CIRCLES

Roundabouts and traffic circles help discourage drivers from speeding and reduce emissions. Because drivers don't come to a complete stop, they do not need to accelerate to continue on their way.

SRTS improvement maps were developed for all 16 participating schools to identify immediate and long-term infrastructure changes to the streets and sidewalks near school campuses. These recommendations are specific to streets in close proximity to school campuses. Proposed improvements are shown in the following maps; due to their close proximity, some schools have been clustered together on a single map (see **Map 6** for the cluster locations).

- St. Louis of France School, Bassett High School, Sunkist Elementary School (**page 38**)
- Sunset Elementary School, Lassalette School (**page 39**)
- Hurley Elementary School (**page 40**)
- Fairgrove Academy (**page 41**)
- Sierra Vista Middle School, Del Valle Elementary School, William Workman High School (**page 42**)
- Sparks Elementary School, Sparks Middle School, Nelson Elementary School (**page 43**)
- La Puente High School, Workman Elementary School, St. Joseph School (**page 44**)

Map 7 Cluster Map

Proposed Safe Routes to School Projects

Cluster Map

Each school in the La Puente Safe Routes to School Plan was placed into one of seven clusters. Safe Routes to School recommendations were made within each cluster, and can benefit each school in the cluster.

La Puente City Boundary
Study School
Clusters

0 500 1,000 ft
Improvements not to scale

Map 8 St. Louis of France School, Bassett High School, Sunkist Elementary School

This figure is intended only for reference, conceptual planning, and informational purposes. This figure should not be used to establish boundaries, property lines, location of objects, or to provide any other information typically needed for final design, construction or any other purpose when engineered plans are required.

Proposed Safe Routes to School Projects

St. Louis of France School, Bassett High School, Sunkist Elementary School

Improvement Detail

1	Install high-visibility crosswalks at Puente Ave. and Temple Ave.
2	Construct sidewalks on the south side of Sauder St., the east sides of VancWig Ave. and Siesta Ave., and the west side of Mayland Ave.
3	Construct sidewalks along Homeward St.
4	Construct sidewalks along Flynn St.
5	Install a high-visibilty crosswalk across Sunkist Dr., and a high-visibility crosswalk with a pedestrian refuge island across Puente Ave.
6	Install shelter at the bus stop on Puente Ave.
	Plant trees for shade along Puente Ave.
7	Upgrade existing midblock crossing on Ardilla Ave. to be a high-visibility crosswalk.
8	Install high-visibility crosswalk across Sunkist Dr.
9	Plant trees for shade along Amar Rd.
11	Plant trees for shade along Ragus St.
12	Install high-visibility crosswalks and leading pedestrian intervals at Amar Rd. and Ardilla Ave.
13	Install high-visibility crosswalks at Puente Ave. and Amar Rd.
14	Install high-visibility crosswalks at each leg of the intersection of Temple Ave. and Willow Ave.
15	Install a Class III Bike Route with signage and sharrows on Ardilla Ave.
	Plant trees for shade along Ardilla Ave.
	Install high-visibility crosswalks at Amar Rd. and Ardilla Ave.
16	Construct curb ramps on either end of the existing crosswalk on Willow Ave.
17	Replace existing RRFB with a HAWK signal at the intersection of Puente Ave. and Sauder St.
18	Install high-visibility crosswalks on Homeward St.
19	Install bench at the La Puente Link stop on Willow Ave.
20	Move existing shuttle stop near Ragus St. to an area with a red curb to prevent cars from parking in front of the stop.
21	Install leading pedestrian intervals and high-visibility crosswalks at Ardilla Ave. and Temple Ave.
	Move crosswalk and curb ramp location so they are not in the path of the residential driveway at Temple Ave. and Ardilla Ave.
	Plant trees for shade along Temple Ave.
22	Plant trees for shade along Meeker Ave.
23	Install a Class IV Separated Bikeway on Temple Ave.

0 220 440 ft

Improvements not to scale

alta

Map 9 Sunset Elementary School, Lassalette School

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Proposed Safe Routes to School Projects

Sunset Elementary School, Lassalette School

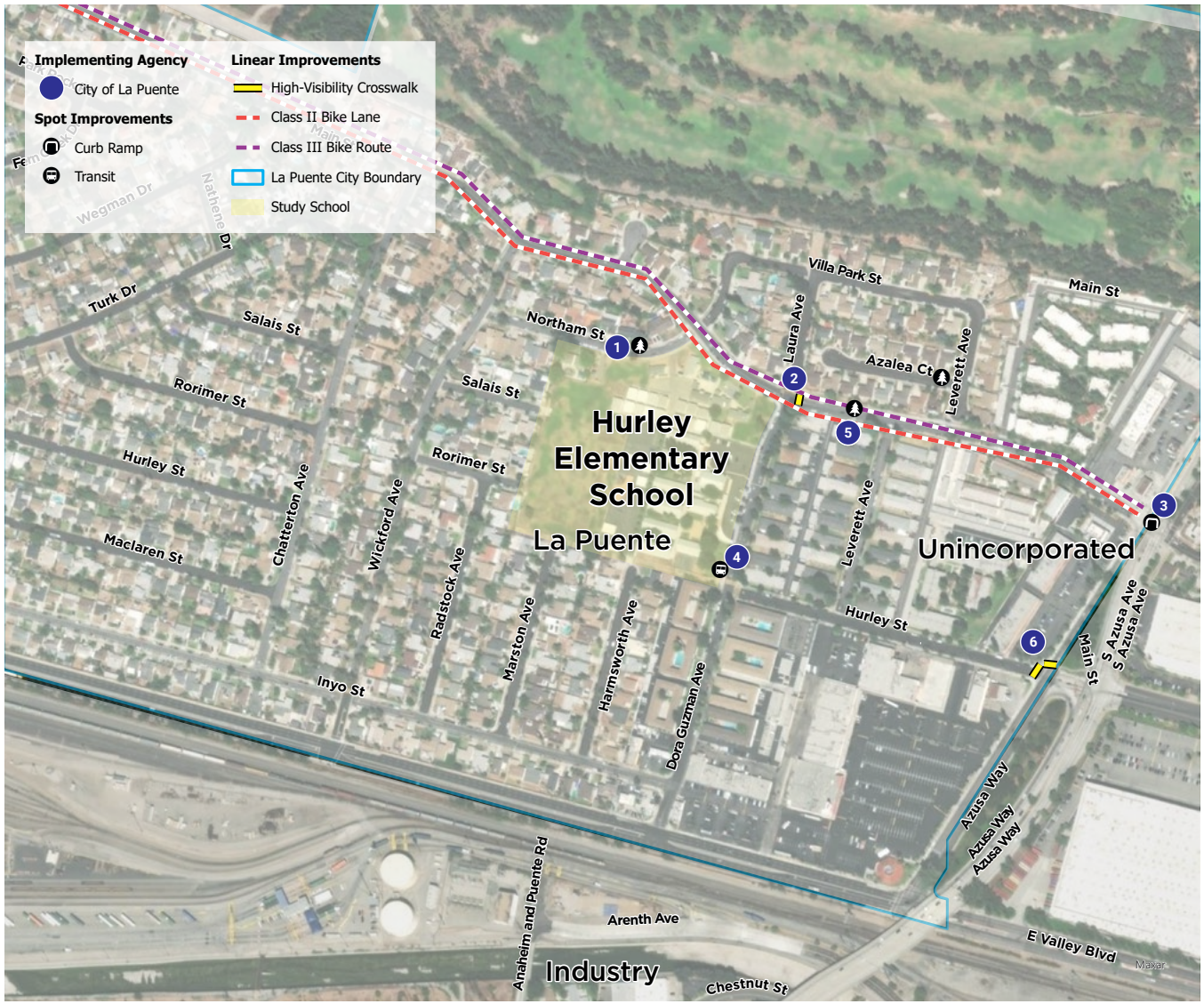
Improvement Detail

1	Install high-visibility crosswalks at all legs of the intersection at Tonopah Ave. and Temple Ave.
	Plant trees for shade along Temple Ave.
2	Plant trees for shade along Orange Ave.
3	Install high-visibility crosswalks at Amar Ave. and Tonopah Ave.
	Plant trees for shade along Amar Rd.
4	Install a high-visibility crosswalk on Homeward St.
	Install a buffered bike lane on Sunset Ave. between Nelson Ave. and Amar Rd.
5	Install high-visibility crosswalks and school crossing signage along Homeward St.
	Plant trees for shade along Homeward St.
6	Construct curb ramps across Flynn St.
7	Plant trees for shade along Tonopah Ave.
9	Plant trees for shade along Sunset Ave.
10	Install a Class IV Separated Bikeway on Temple Ave.
11	Install a Class IV Separated Bikeway on Sunset Ave.

0 110 220 ft

Improvements not to scale

Map 10 Hurley Elementary School



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Proposed Safe Routes to School Projects

Hurley Elementary School

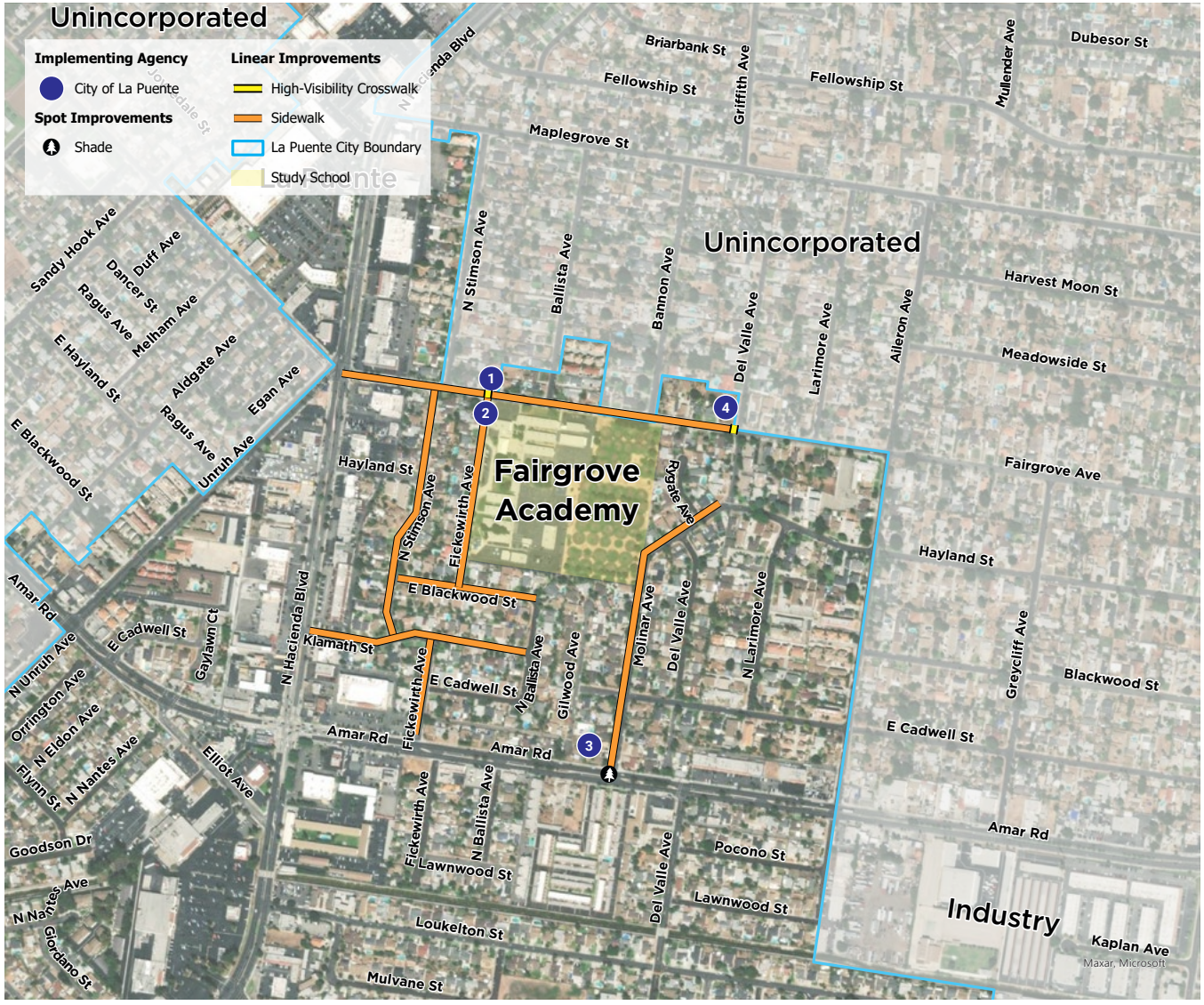
Improvement Detail

1	Plant trees for shade along Northam St.
2	Paint high-visibility crosswalk on the unmarked leg of the intersection at Laura Ave. and Dora Guzman Ave.
3	Construct ADA curb ramps on remaining 3 legs of the Main St. and S Azusa Ave. intersection.
4	Install benches at La Puente Link bus stops.
5	Plant shade trees along Main St. Install a Class II Bike Lane traveling uphill and a Class III Bike Route traveling downhill on Main St.
6	Install high-visibility crosswalks at all legs of the intersection at Hurley St. and Azusa Way.

0 145 290 ft

Improvements not to scale

Map 11 Fairgrove Academy



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Proposed Safe Routes to School Projects

Fairgrove Academy

Improvement Detail

1. Construct curb extensions on the northeast, southeast, and southwest corners, and install high-visiblity crosswalks at the intersection of Fairgrove Ave. and Fickewirth Ave.
2. Construct new sidewalks and widen existing sidewalks along the streets near the school including Klamath St., Fickewirth Ave., Stimson Ave., Blackwood St., Molinar Ave., and Fairgrove Ave.
3. Plant trees to provide shade and traffc calming along Amar Rd.
4. Install an RRFB and advance yield lines at the existing crosswalk on Fairgrove Ave at Del Valle Ave.

0 220 440 ft

Improvements not to scale

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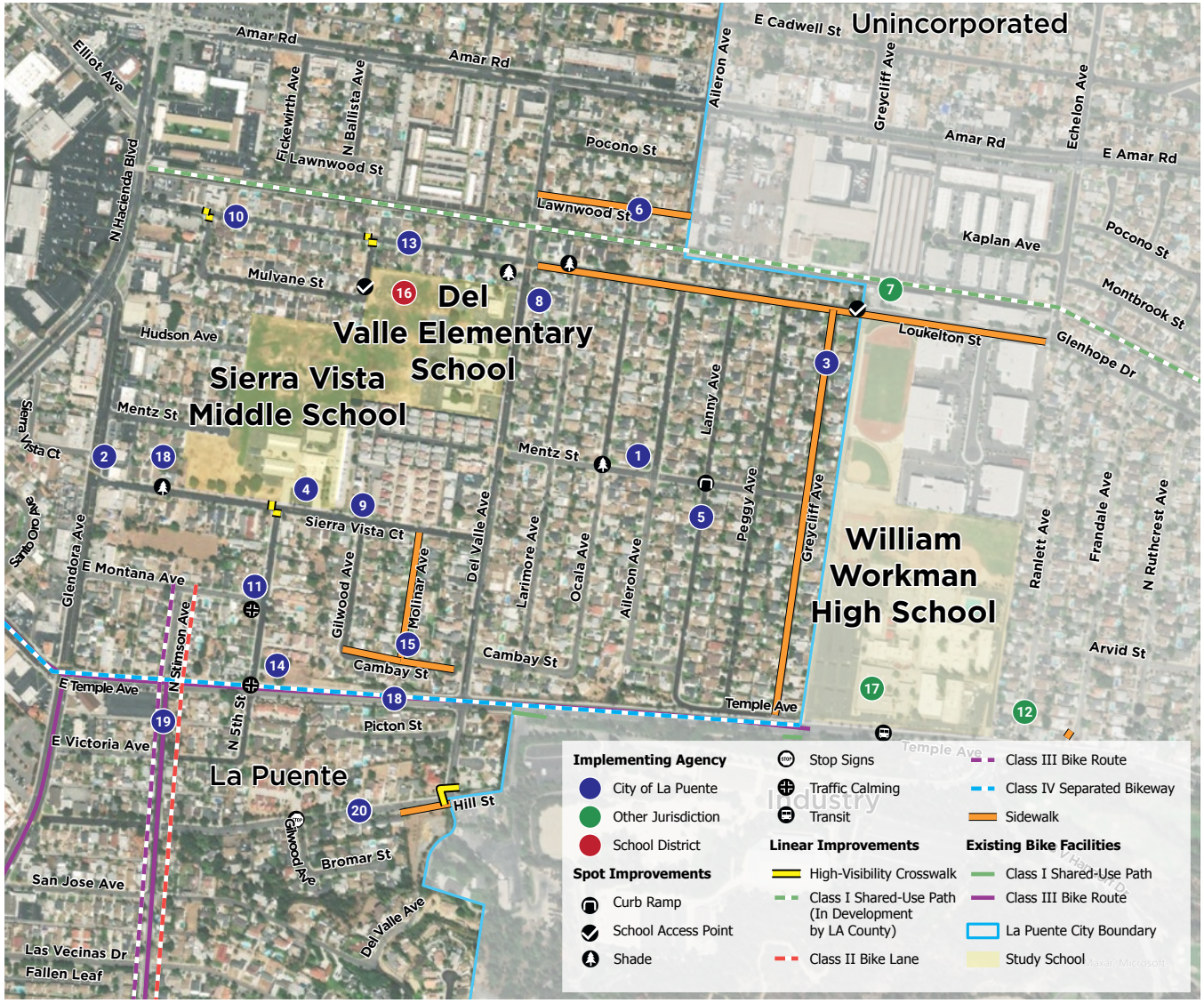
Map 12 Sierra Vista Middle School, Del Valle Elementary School, William Workman High School



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Proposed Safe Routes to School Projects

Sierra Vista Middle School, Del Valle Elementary School, William Workman High School

Improvement Detail

1	Plant shade trees along Mentz St.
2	Replace existing RRFB with a HAWK signal on Glendora Ave.
3	Construct continuous sidewalks on both sides of Greycliff Ave.
4	Replace existing crosswalks with high-visibility crosswalks on Sierra Ct. and 5th St.
5	Construct ADA curb ramps on Mentz St. at the intersections of Lanny Ave., Peggy Ave., and Greycliff Ave.
6	Construct sidewalks on Lawnwood St.
7	Make this an accessible gate along Loukelton St. for students to use to access the school.
8	Install benches at La Puente Link bus stops.
9	Install stop signs at all side streets along Sierra Vista Ct.
10	Install high-visibility crosswalks across Loukelton St. and Stimson Ave.
11	Construct curb extensions on either side of Montana Ave. at 5th St. to slow down turning vehicles.
12	Formalize a walking path on Frandale Ave. from Temple Ave.
13	Install high-visibility crosswalks across both streets at the intersection of Loukelton St. and Ballista Ave.
14	Install an RRFB and high-visibility crossing at Temple Ave. and 5th St.
15	Construct sidewalks along Molinar Ave. and Cambay St.
16	Open school access point on Ballista Ave.
17	Plant trees for shade in the existing tree wells along Sierra Vista Ct.
18	Install a Class IV Separated Bikeway on Temple Ave.
19	Enhance existing Class III Bike Route on Stimson Ave. by adding sharrow markings on pavement on downhill portions, and install a Class II Bike Lane on uphill portions.
20	Add all way stop signs to intersection of Hill St. and Gilwood Ave.
	Construct sidewalk on the south side of Hill St. near the Del Valle Ave. intersection.
	Install high-visibility crosswalks on the north and west legs of the intersection of Del Valle Ave. and Hill St.

0 220 440 ft

Improvements not to scale

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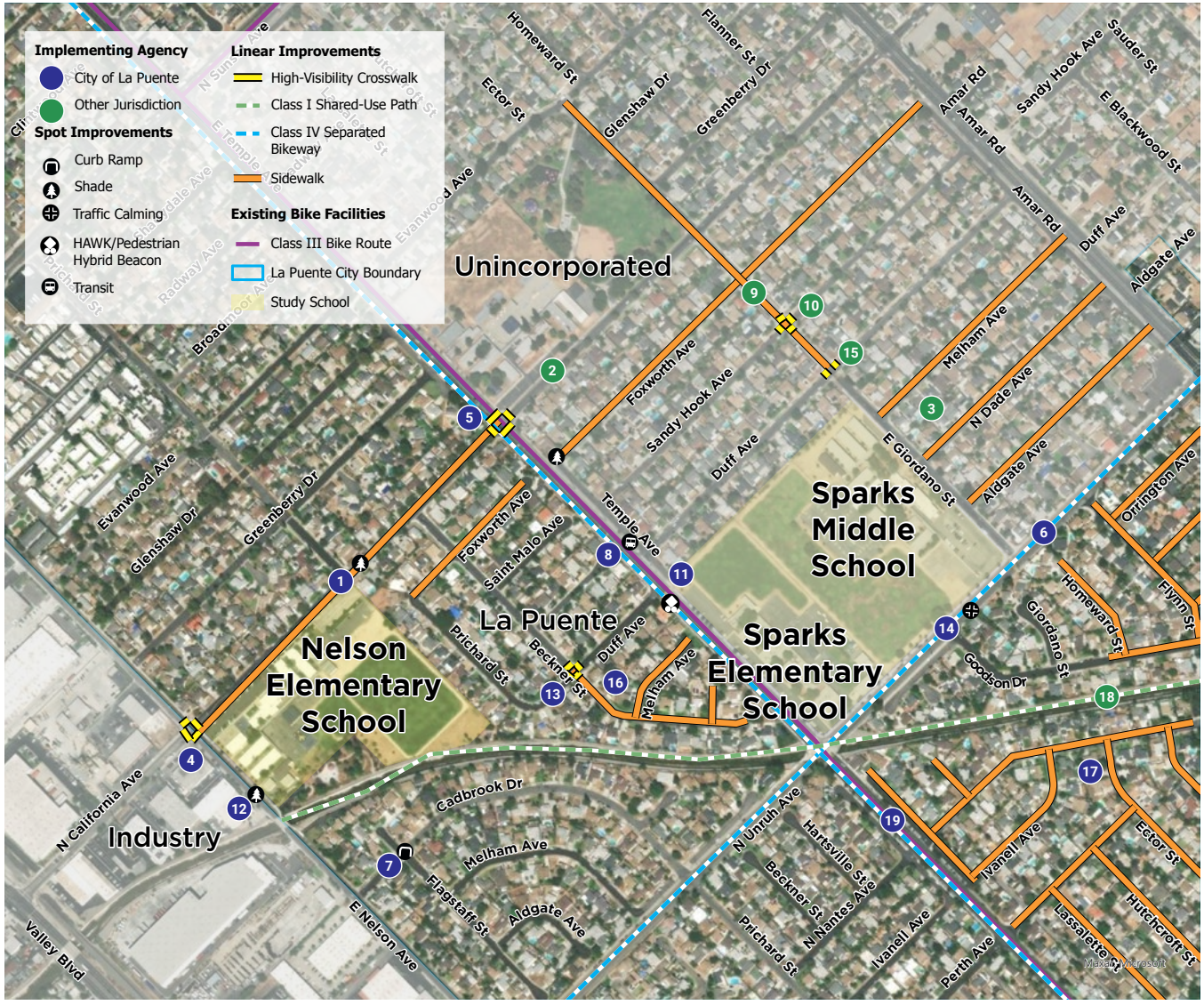
Map 13 Sparks Elementary School, Sparks Middle School, Nelson Elementary School



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Proposed Safe Routes to School Projects

Sparks Elementary School, Sparks Middle School, Nelson Elementary School

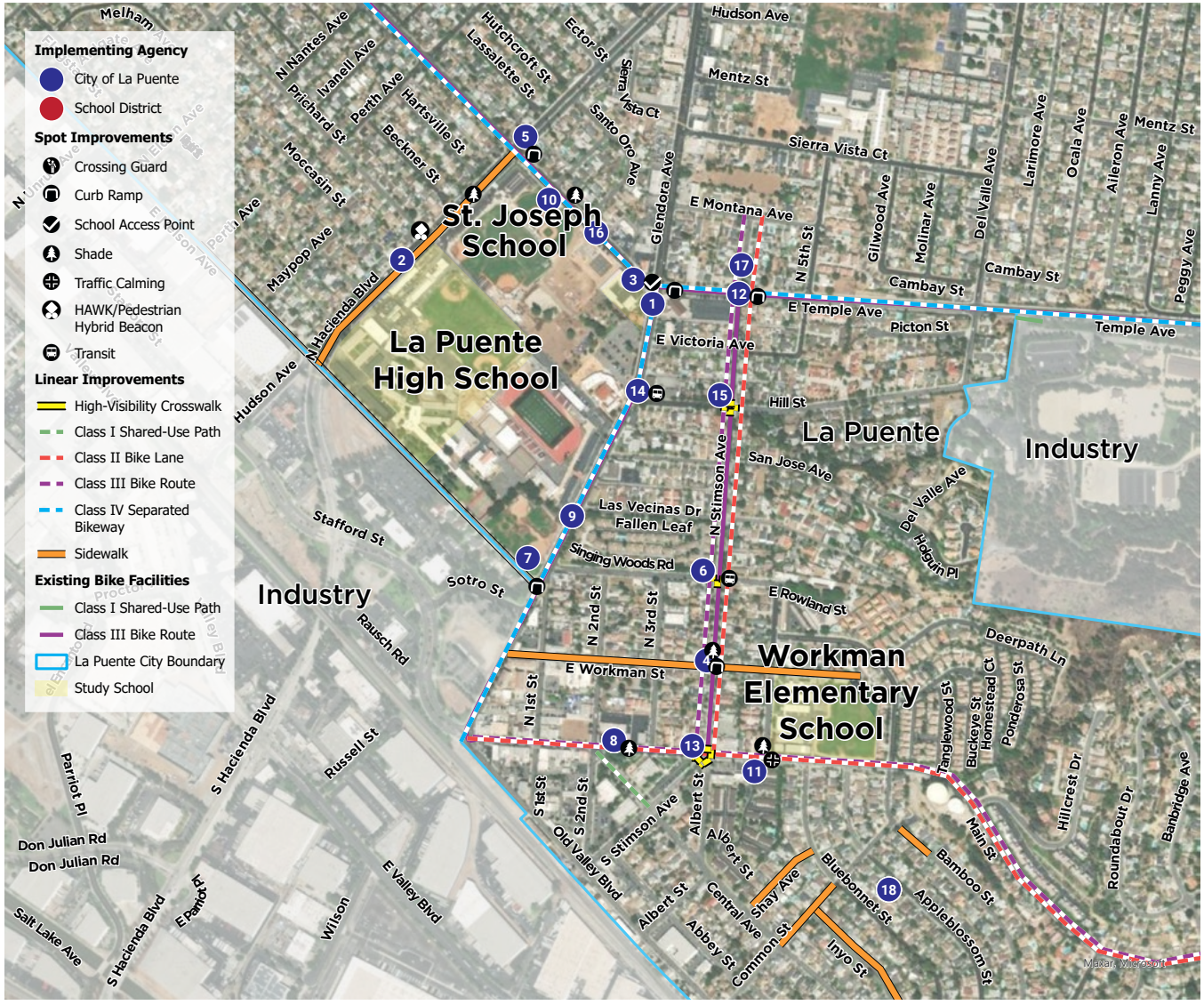
Improvement Detail

1	Construct sidewalks on north side of N California Ave.
2	Construct sidewalks along the north side of Foxworth Ave.
3	Construct sidewalks on Melham Ave., Dade Ave., and Aldgate Ave.
4	Install high-visibility crosswalks at California Ave. and Nelson Ave.
5	Replace existing crosswalks with high-visibility crosswalks at E Temple Ave. and N California Ave.
6	Construct curb extensions across Giordano St. to slow turning vehicle speeds.
7	Construct ADA curb ramps at intersections along Cadbrook Dr. and Flagstaff St.
8	Install shelters and benches at La Puente Link bus stops.
9	Plant trees along E Giordano St.
10	Install high-visibility crosswalks at all legs of the intersection at Giordano St. and Sandy Hook Ave.
11	Install HAWK signal at the intersection of Temple Ave. and Duff Ave.
12	Plant trees for shade along Nelson Ave.
13	Install high-visibility crosswalks on each leg of the intersection of Duff Ave. and Beckner St.
14	Implement a road diet to slow vehicle speeds along Unruh Ave. with a Class IV Separated Bikeway between Nelson Ave. and Fairgrove Ave.
15	Repaint existing crosswalks to be high-visibility at the intersection of Duff Ave. and Giordano St.
16	Construct sidewalks along both sides of Beckner St.
17	Construct sidewalks along various streets in the neighborhoods east of Unruh Ave. and north of Temple Ave.
18	Install a Class I Shared-Use Path along Puente Creek. (Currently being studied by LA County Department of Public Works.)
19	Install a Class IV Separated Bikeway on Temple Ave.

0 180 360 ft

Improvements not to scale

Map 14 La Puente High School, Workman Elementary School, St. Joseph School



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Proposed Safe Routes to School Projects

La Puente High School, Workman Elementary School, St. Joseph School

Improvement Detail

1	Construct perpendicular curb ramps in place of the existing diagonal ramps at Glendora Ave. and Temple Ave.
2	Widen sidewalk on Hacienda Blvd.
3	Install Use Crosswalk signage at school entrance to discourage pedestrians from crossing midblock along E Temple Ave.
4	Construct ADA curb ramps at Stimson Ave and Workman St.
	Widen the sidewalk on Workman St. to be ADA accessible.
5	Construct perpendicular curb ramps in place of the existing diagonal ramps at the intersection of E Temple Ave. and N Hacienda Blvd.
6	Install high-visibility crosswalks at all intersection legs at the intersection of Stimson Ave. and Rowland St.
	Install benches at the La Puente Link bus stops.
7	Construct ADA curb ramps on all legs of the intersection at Nelson Ave. and Glendora Ave.
8	Plant trees for shade on Main St.
	Install a Class II Bike Lane traveling uphill on Main St. and a Class III Bike Route traveling downhill on Main St.
	Install a Class I Shared-Use Path along Central Ave. between Main St. and Stimson Ave.
9	Plant trees for shade along Glendora Ave.
	Install a Class IV Separated Bikeway on Glendora Ave. between Main St. and Temple Ave.
10	Plant trees for shade along Temple Ave.
11	Install an RRFB at the existing crosswalk on Main St.
12	Construct perpendicular curb ramps in place of the existing diagonal ramps at the intersection of Temple Ave. and Stimson Ave.
13	Install high-visibility crosswalks at all legs of the intersection of Albert St., Stimson Ave., and Main St.
14	Install shelter and bench at La Puente Link bus stop.
15	Install high-visibility crosswalks on all legs of the intersection of Hill St. and Stimson Ave.
16	Install a Class IV Separated Bikeway on Temple Ave.
17	Enhance existing Class III Bike Route on Stimson Ave. by adding sharrow markings on pavement on downhill portions, and install a Class II Bike Lane on uphill portions.
18	Construct sidewalk on Bamboo St. at the gap near the intersection of Common St.
	Construct sidewalk on Inyo St. between Common St. and Ferrero Ln.
	Construct sidewalk on Shay Ave. between Central Ave. and Bluebonnet St.
	Construct sidewalk on Common St. between Central Ave. and Bluebonnet St.

0 275 550 ft

Improvements not to scale

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Non-Infrastructure (Program and Policy) Proposed Recommendations

This section outlines the SRTS program and policy recommendations for La Puente. A comprehensive menu of program and policy activities was developed based on school and community needs and priorities, available resources, age/grade level of the students, and SRTS best practices. The La Puente SRTS program and policy recommendations were also informed by a variety of field visits, observations and data collection, and stakeholder engagement activities. **Table 4** shows the menu of the SRTS program and policy recommendations and descriptions, and **Table 5** provides specific recommendations for each participating school.

Table 4 Recommended Program and Policy Activities and Descriptions

Activity	Description	Concern/Issue Addressed
Bike/Pedestrian Education	School-based skills and traffic safety instruction can be conducted during PE or an after-school program. Emphasizes development of pedestrian and bicycle traffic safety skills, bike handling skills, safe riding practices ("street smarts"), helmet fit, and bike preparation. **Resources:** Marin County Safe Routes to Schools Safety Curriculum, Marin County Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum, Bike Alliance of Minnesota Teen Driving Curriculum, Marin County	• Students' ability to navigate roadways safely
Contests and Competitions	Students track walking and biking trips to school toward some kind of goal or reward. Trips can be tallied for individuals, classrooms, grades, or the whole school. Track trips using punch cards, tally sheets, or an app for individual or group rewards. **Resources:** Marin County SRTS Contests	• Students' desire to choose active travel
Crossing Guards	Crossing guards are adults who assist students in safely crossing the street near schools. They typically receive specific training, and may be paid staff or volunteers. In La Puente, crossing guards are provided by the school districts, and this Plan encourages the districts to continue funding and staffing their crossing guard programs. **Resources:** California School Crossing Guard Program	• "Stranger danger" • Adult supervision

Activity	Description	Concern/Issue Addressed
Demonstration Projects	Demonstration projects are temporary, short-term, low-cost roadway projects that are used to test, evaluate, and refine potential changes to the street before investment in long-term solutions. They use inexpensive materials such as paint and flexible bollards to try things like curb extensions, median refuge islands, protected bike lanes, and more. **Resources:** Demonstration Project Implementation Guide, Minnesota Department of Transportation Tactical Urbanist's Guide to Materials and Design, Street Plans Collaborative	• Unsafe roadway conditions • Feasibility
Park & Walk	School buses and caregivers drop students at an established location a few blocks from school where students are greeted by school staff or other volunteers and supervised on their walk to school. Park & Walk programs can also follow a dispersed model using nearby neighborhood streets for drop-off and pick-up. **Resources:** Park and Walk, Marin County	• "Stranger danger" • Adult supervision • Convenience of driving • Distance between home/ work and school
SRTS Campaign	SRTS campaigns are meant to educate parents, neighbors, and others to drive slowly and attentively, and watch out for students walking and biking near schools. Campaigns may use a range of strategies to share messaging including yard signs, banners, school communications, and more. **Resources:** A Guide to Starting a Safe Routes to School Campaign at Your School, Seattle Department of Transportation	• Students' ability to navigate roadways safely • Students' desire to choose active travel • Unsafe driver behavior

Activity	Description	Concern/Issue Addressed
School Board Adoption of an SRTS Policy	City and school district policies should take into account school travel and the needs of families using public streets. As a first step, this plan recommends that the school district boards of the three districts operating in La Puente (i.e., Bassett, Hacienda La Puente, and Rowland) adopt the model Board Policy 5142.2, which affirms the need for Safe Routes to School programs and supportive policies and establishes a framework for implementation. **Resources:** Glendale Unified School District Board Policy on Safe Routes to School	• Students' ability to navigate roadways safely • Students' desire to choose active travel • Unsafe driver behavior
School Champion Toolkit	A school champion toolkit is a resource guide to provide parents, caregivers, and other champions information on how to start and grow walking/biking programs at their school sites. **Resources:** Parent Toolkit, Marin County Volunteer Toolkit, Safe Routes to School National Partnership	• Students' ability to navigate roadways safely • Students' desire to choose active travel • Unsafe driver behavior
School Communications	Promote safe walking, biking, and driving behavior and encourage families to walk and bike to school through school communication channels such as newsletters, social media, websites, and in-person events. Use customized, high-resolution graphics and messaging ready to share through electronic platforms or in print. **Resources:** Safe Routes to School Messaging for Pros, Safe Routes to School National Partnership	• Students' desire to choose active travel • Unsafe driver behavior

Activity	Description	Concern/Issue Addressed
Student Safety Patrol	Student volunteers from upper grade level elementary, middle/junior high, and high school who complete traffic safety training and direct students to safely cross vehicle traffic on and adjacent to campus. Typically, patrols are appointed by a teacher or principal with parent approval. **Resources:** AAA School Safety Patrol	• "Stranger danger" • Adult supervision • Unsafe driver behavior • Unsafe roadway conditions
Suggested Routes to School Maps	These customized maps show suggested walking (and, for older students, biking) routes to school along with key information including crossing guard locations, signalized or stop-controlled intersections, approximate route times, key landmarks, and more. **Resources:** Guide to Creating Walking Route Maps for Safe Routes to School, Safe Routes to School National Partnership	• Students' desire to choose active travel • Unsafe roadway conditions
Transit	Older students, like middle and high school students, can take advantage of La Puente Link and Foothill Transit bus services. Many stops are conveniently located near schools, but it will be important that the school districts, City, and Foothill Transit continue to ensure bus and school schedules align. Foothill Transit offers reduced fares for students. **Resources:** La Puente Link Foothill Transit	• Convenience of driving • Distance between home/ work and school • Students' desire to choose active travel

Activity	Description	Concern/Issue Addressed
Walk/Bike Field Trips	Students travel to a field trip destination on foot or by bike, or the field trip could be the walk or bike ride itself. Possible destinations could be nearby parks or natural areas, city hall, a fire department, museum, library, theater, and more. **Resources:** Minneapolis Public Schools Walking and Biking Field Trip Guide	• Students' ability to navigate roadways safely • Students' desire to choose active travel
Walking School Bus	A group of students walk to school together with one or more adults or older students. An informal walking school bus may include parents taking turns walking their kids to school, while a more well-planned program can include designated routes, meeting points, a schedule, and a rotating roster of walking school bus leaders. **Resources:** Safe Routes to School National Partnership Step by Step: How to Start a Walking School Bus at Your School	• "Stranger danger" • Adult supervision • Unsafe driver behavior • Unsafe roadway conditions • Students' ability to navigate roadways safely • Students' desire to choose active travel
Walk to School Day or Bike to School Day	One-day, one-time, before-school walking or biking events involving all students can encourage students to walk to school on a particular day (chosen by the school). Students receive incentives for participation. Other events, such as Cocoa for Carpools, can be incorporated into Walk and Bike to School Days for older students. **Resources:** Marin County Bike to School Day Marin County Cocoa for Carpools	• "Stranger danger" • Adult supervision • Students' desire to choose active travel

Activity	Description	Concern/Issue Addressed
Workshops	Engage parents, guardians, school staff, City engineers and planners, law enforcement, and other SRTS stakeholders through 30- to 60-minute workshops. Workshop goals, activities, and audiences can vary, and may include identifying issues, brainstorming opportunities, sharing information and resources, and more. **Resources:** Engaging Stakeholders in the Safe Routes to School Planning Process	• Students' desire to choose active travel • Unsafe driver behavior

Equity in SRTS

Equity, one of the 6 Es, is woven into all aspects of SRTS planning and developing recommendations. It provides an overarching strategy of acknowledging and addressing obstacles, increasing access to active transportation options, and working toward safe and healthy outcomes for all students, regardless of demographics. La Puente is committed to ensuring that all students, families, and community members have access to safe and healthy transportation options. That is why the following equity strategies and indicators should be considered when implementing SRTS program recommendations:

- **Race:** Percentage of the population that identifies as non-white.
  - » Use images that show that all different kinds of people walk and bicycle—more and less fit people, people of different races and ethnicities. Positive images can help show walking and biking as a mode of choice, not a last resort.
- **Income:** Individuals living at or below 200% of the federal poverty level.
  - » Create partnerships with a variety of stakeholders—especially those who already engage with low-income populations.
- **Limited English Proficiency (LEP):** Percentage of the population that identifies as not speaking English well or at all.
  - » Ensure materials are translated into the most commonly spoken languages other than English.
- **Single-Parent Households:** Number of households with a single parent.
  - » Make specific and simple requests to allow busy families to participate. Encourage families active in SRTS to recruit other families.
- **Disability:** Percentage of the population with a disability.
  - » Accommodate students with physical or mental disabilities who may need extra support to get to school safely by walking, rolling, or biking.

05.
Implementation

Implementing Safe Routes to School in La Puente

The City of La Puente and the school districts served in this plan are limited by financial resources and staff capacity. It may not be feasible for every recommendation in this SRTS plan to be implemented, so a prioritization process is necessary to identify the highest impact and lowest cost projects. This plan uses the following criteria to select high-priority projects across the city and for each school.

Prioritization Metrics and Methodology

This section describes the prioritization framework used to prioritize individual schools or clusters of schools for grant funding, based on need. The prioritization metrics were tailored to address both community needs and regional, county, and statewide policy and funding frameworks. Individual projects are assigned to the school or school cluster that they affect. In this plan, a school cluster is where two or more schools are located close enough that a recommended improvement would benefit both schools. The metrics included:

- Alignment with gaps and needs identified in the City's Active Transportation Plan (ATP)
- Proximity to schools, transit stops, and high-quality transit areas defined in SCAG's 2020 RTP/SCS
- Proximity to the High Injury Network (HIN) (all transportation modes)
- Environmental justice impact (CalEnviroScreen 4.0)
- Percent of student population enrolled in free and reduced-price meals (FRPM) program
- School enrollment total
- Median household income in the school cluster
- Percentage of households with no access to a vehicle in the school cluster
- Age range of students

Table 5 outlines the scoring criteria for each of these prioritization metrics. Scores were computed for each school and then averaged to create a composite need score and ranking for each cluster of schools.

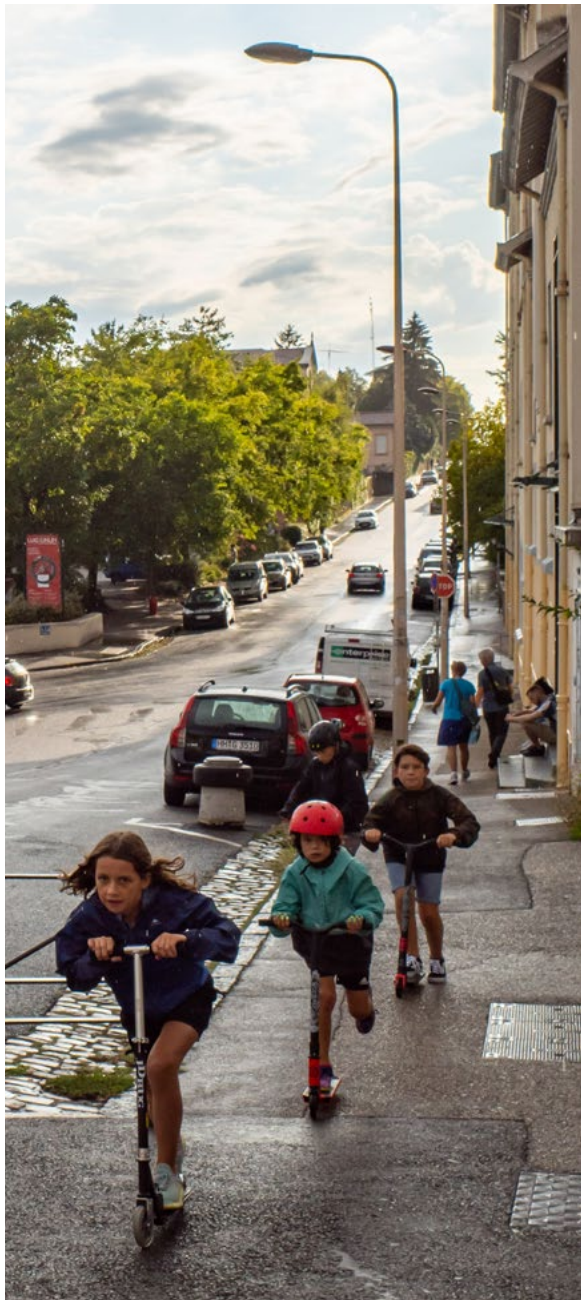


Table 5. Prioritization Criteria and Scoring

Metric	Criteria	Possible Score
Alignment with Gaps and Needs Identified in the City's Active Transportation Plan (ATP) Source: La Puente ATP (2019)	• Do any of the projects overlap projects that are in the City's ATP? Yes = 0.5 pts for bike projects, Yes = 0.5 for pedestrian projects	(0 – 1)
Proximity to Schools, Transit Stops, and High-Quality Transit Areas Source: LA County Open GIS Portal, 2022	• Number of transit stops within ¼ mile of the school, plus 1 if the school cluster is within ¼ mile of a High-Quality Transit Area, normalized to a scale of 0 – 1.	(0 – 1)
Location on High Injury Network (HIN) Source: Southern California Association of Governments, 2022	• Number of roads classified as part of the HIN for all modes, normalized to a scale of 0 - 1.	(0 – 1)
Environmental Justice Impact Source: California Office of Environmental Health Hazard Assessment, 2022	• CalEnviroScreen 4.0 score of the census block group in which the school is located (Proportional mean of CalEnviroScreen score among block groups within ½ mi of the school cluster, normalized to a scale of 0-1)	(0 – 1)
School Enrollment Total Source: California Department of Education, 2022	• Number of students enrolled at school or within school cluster (normalized to a scale of 0 – 1)	(0 – 1)

Metric	Criteria	Possible Score
Percentage of Students Enrolled in Free & Reduced Price Meals (FRPM) Program Source: California Department of Education, 2020	• Number of students eligible for FRPM within the school cluster (percentage of FRPM normalized by school enrollment and normalized to a scale of 0 – 1)	(0 – 1)
Median Household Income Source: 2019 American Community Survey 5-year Estimates	• Median Household Income Percentile *(Proportional mean of Median Household Incomes among block groups within ½ mi of the school cluster, normalized to a scale of 0–1)*	(0 – 1)
Percent Households with No Vehicle Source: 2019 American Community Survey 5-year Estimates	• No vehicle percentile *(Proportional mean of percent 0 vehicle households among block groups within ½ mile of the school cluster, normalized to a scale of 0–1)*	(0 – 1)
Age Range of Students Source: California Department of Education, 2022	• Affected school is Elementary School • Affected school is Middle School • Affected school is High School *(if the affected school is a school cluster, scores are averaged)*	(1) (0.66) (0.33)

Results

Results of the prioritization methodology are shown in the table below, with Hurley Elementary scoring highest, and the cluster including Sierra Vista Middle, William Workman High, and Del Valle Elementary scoring lowest. While this process was used to identify clusters of schools for grant funding—which would then fund implementation for a suite of projects associated with a single school or cluster of schools—it is worthwhile to note that projects may also be implemented through other means as funding becomes available. For example, the City may choose to bundle projects that only require new paint/striping across La Puente.

Table 6. Prioritization Results

Cluster ID	Schools in Cluster	Cluster Ranking
7	Hurley Elementary	1 (Highest)
1	Bassett High, Sunkist Elementary, St. Louis of France School	2
3	Nelson Elementary, Sparks Elementary, Sparks Middle	3
4	La Puente High, St. Joseph School, Workman Elementary School	4
6	Fairgrove Academy	5
2	Lassalette School, Sunset Elementary School	6
5	Sierra Vista Middle School, William Workman High School, Del Valle Elementary School	7 (Lowest)

Cost Estimates

Planning-level cost estimates were developed for each school cluster, as shown in **Table 8**. The construction estimates include 25% contingency, mobilization and demobilization, and traffic control. Design, environmental studies, and construction management costs are not included in these estimates. Additionally, storm drain and utility relocations and adjustments are not included.

Table 7. Prioritization Results

Cluster ID	Schools in Cluster	Total Construction Cost Estimate
7	Hurley Elementary	$266,300
1	Bassett High, Sunkist Elementary, St. Louis of France School	$2,361,300
3	Nelson Elementary, Sparks Elementary, Sparks Middle	$4,514,200
4	La Puente High, St. Joseph School, Workman Elementary School	$3,112,200
6	Fairgrove Academy	$1,425,700
2	Lassalette School, Sunset Elementary School	$639,500
5	Sierra Vista Middle School, William Workman High School, Del Valle Elementary School	$2,038,900

Potential Funding Sources

This section identifies sources of funding for design, implementation, and maintenance of SRTS projects. The descriptions are intended to provide an overview of available options and do not represent a comprehensive list. It should be noted that this section reflects the funding available at the time of writing. The funding amounts, fund cycles, and even the programs themselves are susceptible to change without notice.

State and Federal Grants

AFFORDABLE HOUSING AND SUSTAINABLE COMMUNITIES PROGRAM

Source: State (California Department of Housing and Community Development) through the Greenhouse Gas Reduction Fund, administered by Strategic Growth Council

Types of Projects Eligible: Project areas that achieve greenhouse gas (GHG) emissions reductions and benefit disadvantaged communities. Fifty percent of funds go to affordable housing, and fifty percent go to projects benefiting disadvantaged communities. Projects include Class I, II, III, and IV bike lanes; active transportation projects to encourage connectivity to transit networks; bikeways and sidewalks to affordable housing and transit centers; and installation of dedicated bicycle facilities and pedestrian facilities such as curb extensions.

Link: https://www.hcd.ca.gov/grants-and-funding/programs-active/affordable-housing-and-sustainable-communities

Minimum/Maximum Amount: Minimum $1,000,000 and maximum $30,000,000

Application Deadline: February 2023 (Round 7)

Frequency: Annual

Selection Criteria:

- GHG reductions
- GHG transit
- GHG housing, active transportation, and renewable energy
- GHG efficiency
- Qualitative policy scoring
  - Active transportation improvements
  - Green buildings and renewable energy
  - Housing and transportation collaboration
  - Location efficiency and access to destinations
  - Funds leveraged
  - Anti-displacement strategies
  - Local workforce development and hiring practices
  - Housing affordability
  - Programs

- Narrative-based policy scoring
  - » Collaboration and planning
  - » Community benefit and engagement
  - » Community climate resilience
  - » Community air pollution exposure mitigation

See Affordable Housing and Sustainable Communities Round 6 Final Guidelines

CALIFORNIA ACTIVE TRANSPORTATION PROGRAM

Source: Consolidation of existing federal and state transportation programs including Transportation Alternatives Program, Bicycle Transportation Account, and SRTS. Administered by Division of Local Assistance, Office of State Programs.

Types of Projects Eligible: Construction of bicycling and walking facilities, new or expanded programmatic activities, projects that include a combination of infrastructure and non-infrastructure components, and plans including bicycle, pedestrian, SRTS, or active transportation plan that is located in a Disadvantaged Community.

Link: https://catc.ca.gov/programs/active-transportation-program

Minimum/Maximum Amount: Minimum of $250,000 but does not apply to SRTS projects, recreational trail projects, plans, and quick-build pilot projects.

Application Deadline: PASSED – June 15, 2022 (Cycle 6)

Frequency: Every two years

Selection Criteria:

- Benefit to disadvantaged communities
- Need
- Safety
- Public participation and planning
- Scope and plan layout consistency and cost-effectiveness
- Implementation and plan development
- Context-sensitive bikeways/walkways and innovative project elements
- Transformative projects
- Evaluation and sustainability
- Leveraging
- Corps
- Applicant's past performance

For more details, see 2023 Active Transportation Program Guidelines

HIGHWAY SAFETY IMPROVEMENT PROGRAM

Source: Federal Highway Administration, administered by Caltrans

Types of Projects Eligible: Safety projects on bike facilities, safety projects on pedestrian facilities, installing hybrid pedestrian signals, improving pedestrian and bicycle safety at locations with uncontrolled crossings, plans. See 2021 approved project list.

Link: https://dot.ca.gov/programs/local-assistance/fed-and-state-programs/highway-safety-improvement-program/apply-now

Minimum/Maximum Amount: $10 million maximum and $100,000 minimum with 100%, 90%, or 50% reimbursement

Application Deadline: PASSED – September 12, 2022

Frequency: Every two years (skipped 2020 due to COVID-19)

Selection Criteria: Funding set-asides depending on the project, HR3 eligible projects may have a lower statewide Benefit/Cost Ratio cutoff, maximum Highway Safety Improvement Program funding per agency per cycle. See page 6 of chapter 9 of the Local Highway Safety Improvement Program.

LOCAL PARTNERSHIP PROGRAM

Source: Federal Highway Administration

Types of Projects Eligible: Bicycle and pedestrian facilities, closing sidewalk gaps, installing Class II bike lanes and bicycle tracks, curb extensions, pedestrian enhancements, improvements to lighting and signage, constructing single-lane and multi-lane roundabouts, and expressway pedestrian overcrossings.

Link: https://catc.ca.gov/programs/sb1/local-partnership-program

Minimum/Maximum Amount:
$25 million maximum

Application Deadline: Project nominations and supporting documentation due to the Commission by November 29, 2022

Frequency: Every two years

Selection Criteria:

- Accessibility
- Air Quality and Greenhouse Gases
- Community Engagement
- Cost Effectiveness
- Deliverability
- Projects that leverage funds above the required matching funds amount
- Safety
- System Preservation
- Transportation, Land Use, and Housing Goals
- Vehicle-Miles Traveled

OFFICE OF TRAFFIC SAFETY GRANT PROGRAM

Source: State (California Office of Traffic Safety)

Types of Projects Eligible: Pedestrian and bicycle safety projects including raising awareness about traffic rules, rights, and responsibilities; specifically designed for high-risk populations, including youth and older community members, all in an effort to teach safer driving, bicycling, and walking behaviors. Activities include bicycle trainings and walking courses that make children comfortable getting to and from school. Additional details **here.**

Link: https://www.ots.ca.gov/grants/gems/

Minimum/Maximum Amount: Unspecified

Application Deadline: January 31, 2023

Frequency: Annual

Selection Criteria:

1. Will you use the funds for one of the program areas listed below?
   - Alcohol-impaired driving
   - Distracted driving
   - Drug-impaired driving
   - Emergency medical services
   - Motorcycle safety

- Occupant protection
- Police traffic services
- Pedestrian and bicycle safety
- Roadway safety and traffic records
- Public relations, advertising, and marketing program

2. Can your organization pay project expenses, and then wait 90 days to be reimbursed?

3. Is your organization a public entity?

4. Have you cleared the Single Audit?

5. Do you have a SAM number?

6. Are you able to provide Traffic Safety Data that demonstrates how your program will save lives on CA roadways and be able to demonstrate using performance measures with one-year of funding?

See FFY 2022 OTS Grant Program Manual

RECREATIONAL TRAILS PROGRAM

Source: Federal Highway Administration, administered by California Department of Parks and Recreation

Types of Projects Eligible: Construction of new trails or expanding/linking trails, renovation of existing trails, pedestrian bridges over roads and waterways, development of trailhead facilities, development of trailside features, and landscaping and habitat restoration (depending on circumstances). See FAQ.

Link: https://www.parks.ca.gov/?page_id=24324

Minimum/Maximum Amount: No greater than $2,000,000 per application

Application Deadline:
PASSED – March 1, 2022

Frequency: Annual

Match: Applicant is responsible for obtaining a match amount that is at least 12% of total project cost.

Selection Criteria: Deficiency (of trails), need and benefit of proposed project, connectivity, linkages, number of project users, project user accessibility, access to project, points of interest, sustainable design, diversified use, including stakeholders in project, consistency with other plans, management capacity, and service corps involvement. See FAQ.

SOLUTIONS FOR CONGESTED CORRIDORS

Source: State (California Transportation Commission)

Types of Projects Eligible: Projects must be in the construction phase of a capital project. Projects must be included in a comprehensive multimodal corridor plan and be included in a currently adopted regional transportation plan. See other restrictions on page 4 of the 2022 program guidelines. Potential projects: construction of Class I and Class II bikeways, bicycle facilities, pedestrian improvements, and intersection improvements.

Link: https://catc.ca.gov/programs/sb1/solutions-for-congested-corridors-program

Minimum/Maximum Amount: No minimum or maximum but entire program has a $250,000,000 budget, which funds projects across California

Application Deadline: Project nominations due December 2, 2022

Frequency: Every two years

Selection Criteria:

- Screening criteria
  - » Completed project nomination in accordance with guidelines
  - » Project meets primary purpose of program as detailed in part I, section 1 of the program guidelines
  - » Project included in adopted regional transportation plan
  - » Project included in comprehensive multimodal corridor plan
  - » Project demonstrates that any negative environment/community impacts will be avoided or mitigated
  - » Project demonstrates that all other funds for the project are committed

Evaluation criteria

- Safety
- Accessibility
- Community engagement
- Economic development and job creation and retention
- Air quality and GHGs
- Efficient land use and housing
- Matching funds
- Deliverability
- Collaboration
- Cost-effectiveness

SUSTAINABLE TRANSPORTATION PLANNING GRANTS

Source: State (Caltrans Division of Transportation Planning)

Types of Projects Eligible: SRTS plan, active transportation plan, pedestrian plan, bicycle plan. Additional information here.

Link: https://dot.ca.gov/programs/transportation-planning/regional-planning/sustainable-transportation-planning-grants

Minimum/Maximum Amount: Minimum of $50,000 for disadvantaged communities and $100,000 for all other communities; maximum of $700,000.

Application Deadline: November/December 2022 (exact date TBD)

Frequency: Annual

Selection Criteria:

- Sustainability
- Preservation
- Accessibility
- Safety
- Innovation
- Economy
- Health
- Social equity

See page 4: 2022–23 Grant Application Guide

SUSTAINABLE TRANSPORTATION EQUITY PROJECT

Source: State (California Air Resources Board)

Types of Projects Eligible: Bicycle or pedestrian facilities; active transportation plans; bicycle plans; SRTS plans; capacity building including education, engagement, demonstration projects, campaigns, new bicycle routes (Class I, II, or IV), and supporting infrastructure; bike parking, storage, and repair infrastructure; new walkways that improve mobility/access/safety of pedestrians; street crossing enhancements; and plans

Link: https://ww2.arb.ca.gov/lcti-step

Minimum/Maximum Amount: Unspecified

Application Deadline: FY22–23 Funding Plan is currently being discussed by CARB.

Frequency: Annual

Selection Criteria: See draft selection criteria and requirements document.

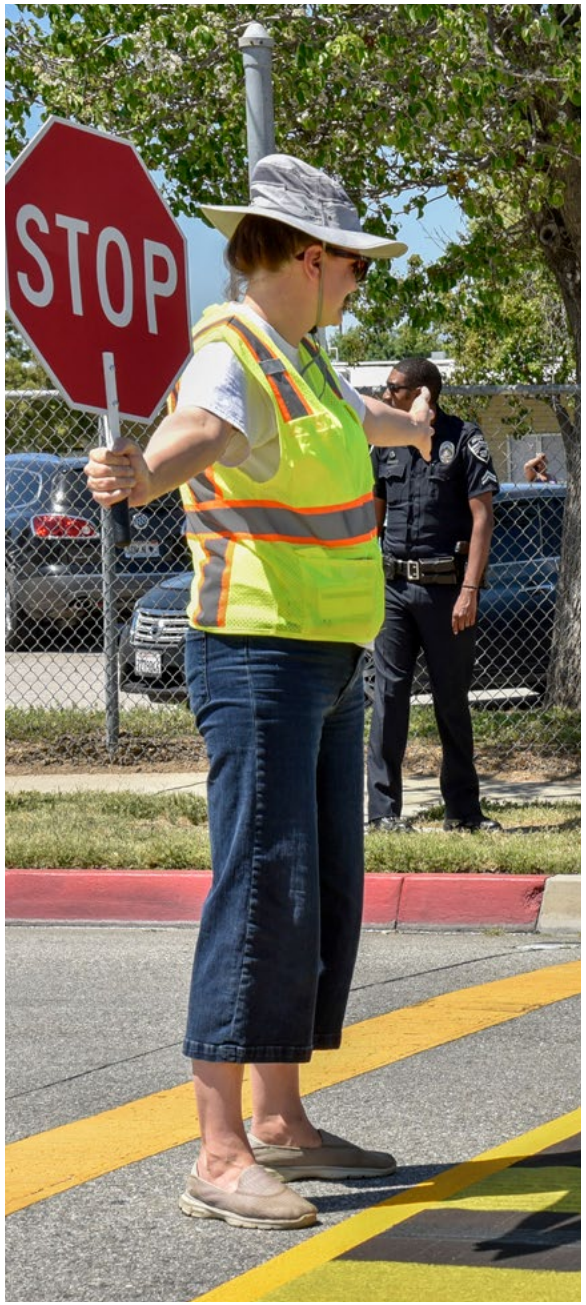
TRANSFORMATIVE CLIMATE COMMUNITIES

Source: Strategic Growth Council and Department of Conservation

Types of Projects Eligible: Bicycle and pedestrian facilities, multi-use paths, urban greenings for pedestrian facilities, creating and considering transportation corridors for better nonmotorized connections, planning activities that meet eligibility criteria (see page 49 of Transformative Climate Communities guidelines)

Link: https://sgc.ca.gov/programs/TCC/

Minimum/Maximum Amount: Unspecified; however, grants typically range between $9 and $66.5 million



Matching: Applicants must leverage additional funding sources that equal a minimum of 50% of the total requested grant funds.

Application Deadline: PASSED – April 22, 2022

Frequency: Annual

Selection Criteria:

- Vision and program objectives
- Transformative requirements and project identification
- Organizational capacity

See 2022 Notice of Funding Opportunity

URBAN GREENING

Source: California Natural Resources Agency

Types of Projects Eligible: Expansion of neighborhood parks and community spaces, green streets and alleyways, recreational trails, and nonmotorized urban trails that provide safe routes for travel between residences, workplaces, commercial centers, and schools

Link: http://resources.ca.gov/grants/urban-greening/

Minimum/Maximum Amount: No minimum or maximum; total grant amount available is $48 million for 2022

Application Deadline: Future deadline is unknown at this time

Frequency: The State anticipates one funding cycle; however, funding cycles are contingent upon the number of competitive applications.

Selection Criteria:

- Statutory and program requirements (Per SB 859)
  - » Project reduces GHG emissions
  - » Project acquires, creates, enhances, or expands community parks and green spaces, AND/OR uses natural systems or systems that mimic natural systems to achieve multiple benefits
  - » Project achieves multiple benefits
- Statutory and program priorities (Per SB 859)
  - » Provide park or recreational benefits to a critically underserved community or disadvantaged community
  - » Proposed by disadvantaged or critically underserved community (project must be located within the disadvantaged community)
  - » Develop partnerships with local community organizations and businesses in order to strengthen outreach to disadvantaged communities, provides access to quality jobs for residents of disadvantaged communities, or provides access to workforce education and training
  - » Uses interagency cooperation and integration
  - » Uses existing public lands and facilitates the use of public resources and investments, including schools
- Disadvantaged communities
- Extreme heat threat
- Statewide Park Development and Community Revitalization Act
- Additional project characteristics
- Project readiness
- Organizational capacity

See 2022 Urban Greening Program Guidelines for more information

Private Grants

AARP COMMUNITY CHALLENGE

Source: AARP

Types of Projects Eligible: Public places, transportation and mobility options that increase connectivity, walkability, bikeability, wayfinding, access to transportation options, and roadway improvements, civic engagement, community development, and coronavirus pandemic recovery.

Link: https://www.aarp.org/livable-communities/community-challenge/info-2022/2022-challenge.html

Minimum/Maximum Amount: Unspecified, but $11,500 average grant award

Application Deadline:
PASSED – March 22, 2022

Frequency: Annual

Selection Criteria:

- Impact
- Execution
- Innovation

See project FAQ.

PEOPLEFORBIKES COMMUNITY GRANT PROGRAM

Source: PeopleForBikes

Types of Projects Eligible:

Link: https://www.peopleforbikes.org/grants

Minimum/Maximum Amount: Unspecified

Application Deadline: October 31 of each year

Frequency: Annual

Selection Criteria:

- Project quality—project scope, applicant's ability to complete project successfully, resources available, alignment between community need and project response and thoughtfulness in location and purpose
- Benefits to the community—population(s) reached, reason and methods for picking this project at this time and potential to increase ridership
- Measurement and evaluation—measurement methodology and applicant's ability to conduct measurement
- Community support and partnerships—reasons for project prioritization, capacity to make the project a success and community, business, and leadership engagement
- Role of PeopleForBikes' funding—ability of our funds to make a difference and a match or leverage of PeopleForBikes funds
- Diversity—geographic, project type, and size of community

STREETS FOR KIDS LEADERSHIP ACCELERATOR

Source: Global Designing Cities Initiative, Streets for Kids

Types of Projects Eligible: Child-focused street design projects. Materials for site implementation, street analysis and redesign, play equipment, kids and community engagement programs, metrics collection, documentation (photos, video), site programming, and local staff support.

Link: https://globaldesigningcities.org/sfk-2-apply/

Minimum/Maximum Amount: Maximum of $20,000

Application Deadline: PASSED – March 2022

Frequency: Annual

Selection Criteria:

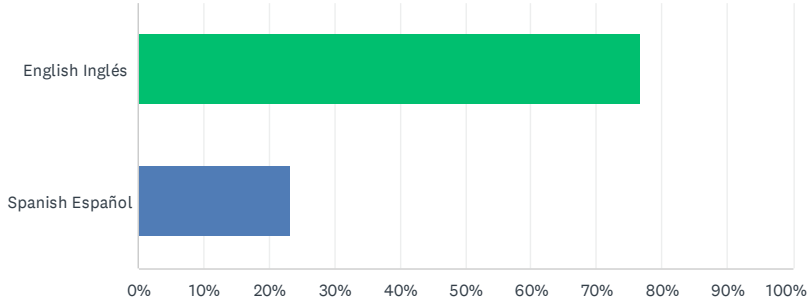
- Catalyze the implementation of street designs that support sustainable mobility choices and quality public spaces that advance the well-being of children and their caregivers
- Provide child-focused guidance on street design and policy
- Build local capacity through trainings and give participants an expanded toolkit to create streets that are safe, enjoyable, and inspirational
- Train practitioners to help envision great streets for kids and see what's possible in cities

06.
Appendices

Appendix A: Parent/Caregiver Survey Results

Q1 Language Preference / Preferencia de idioma

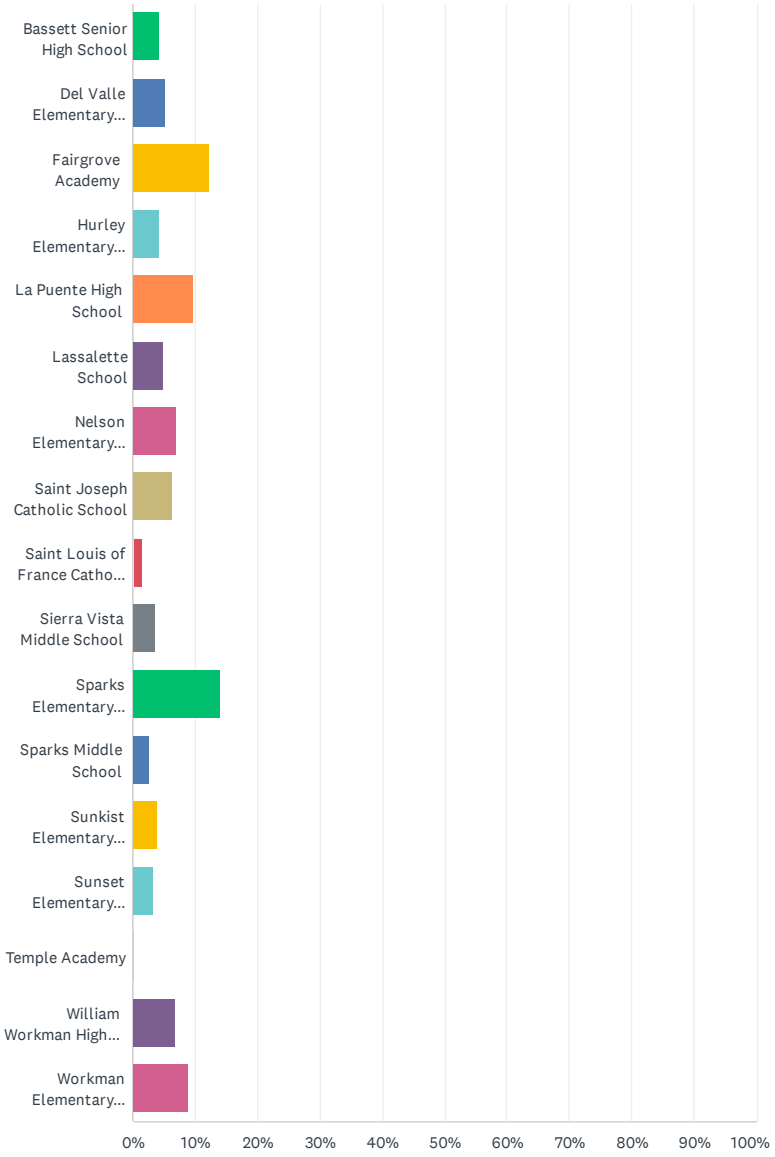
Answered: 782 Skipped: 0



ANSWER CHOICES	RESPONSES	
English Inglés	76.85%	601
Spanish Español	23.15%	181
TOTAL		782

Q2 Please select the school your child attends

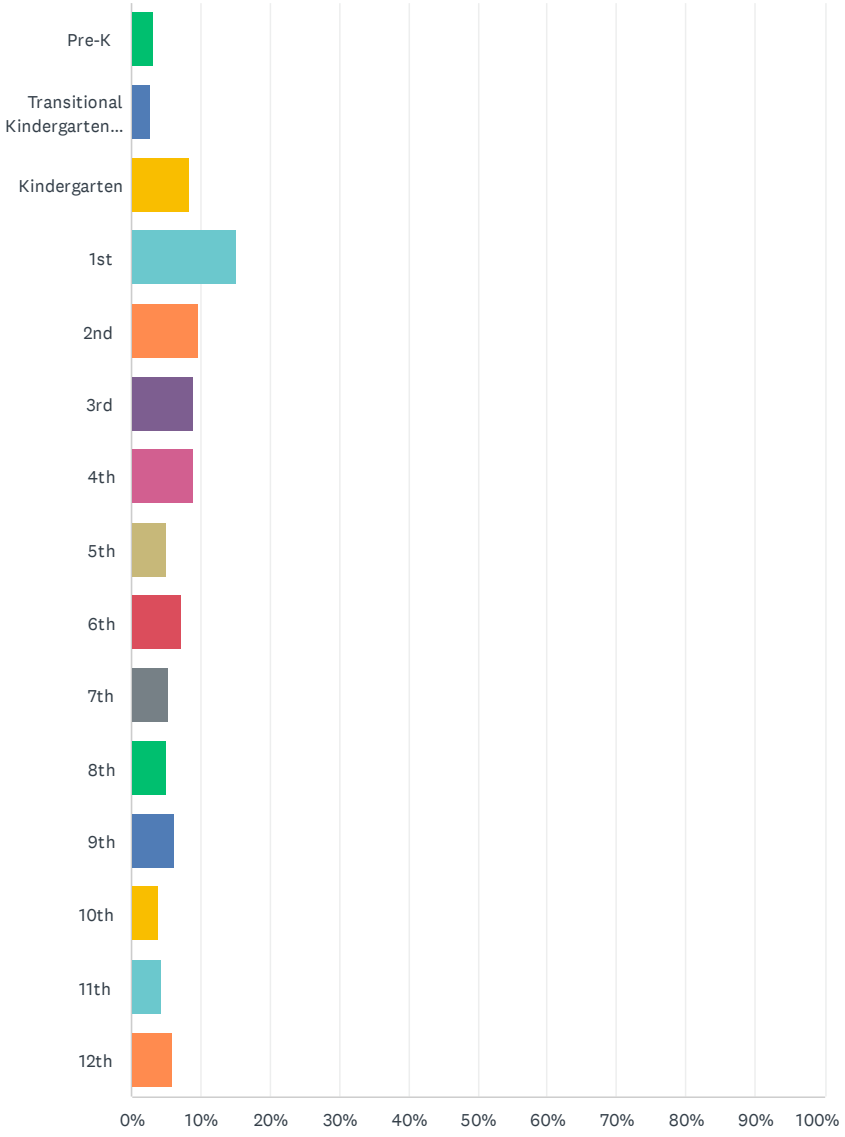
Answered: 325 Skipped: 457



ANSWER CHOICES	RESPONSES	
Bassett Senior High School	4.31%	14
Del Valle Elementary School	5.23%	17
Fairgrove Academy	12.31%	40
Hurley Elementary School	4.31%	14
La Puente High School	9.85%	32
Lassalette School	4.92%	16
Nelson Elementary School	7.08%	23
Saint Joseph Catholic School	6.46%	21
Saint Louis of France Catholic School	1.54%	5
Sierra Vista Middle School	3.69%	12
Sparks Elementary School	14.15%	46
Sparks Middle School	2.77%	9
Sunkist Elementary School	4.00%	13
Sunset Elementary School	3.38%	11
Temple Academy	0.31%	1
William Workman High School	6.77%	22
Workman Elementary School	8.92%	29
TOTAL		325

Q3 What grade is your student in?

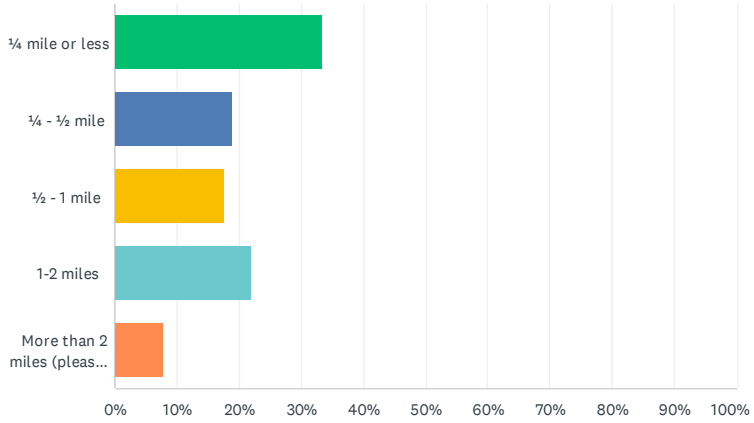
Answered: 335 Skipped: 447



ANSWER CHOICES	RESPONSES	
Pre-K	3.28%	11
Transitional Kindergarten (TK)	2.69%	9
Kindergarten	8.36%	28
1st	15.22%	51
2nd	9.55%	32
3rd	8.96%	30
4th	8.96%	30
5th	5.07%	17
6th	7.16%	24
7th	5.37%	18
8th	5.07%	17
9th	6.27%	21
10th	3.88%	13
11th	4.18%	14
12th	5.97%	20
TOTAL		335

Q4 What is the approximate distance from your home to the school your child attends?

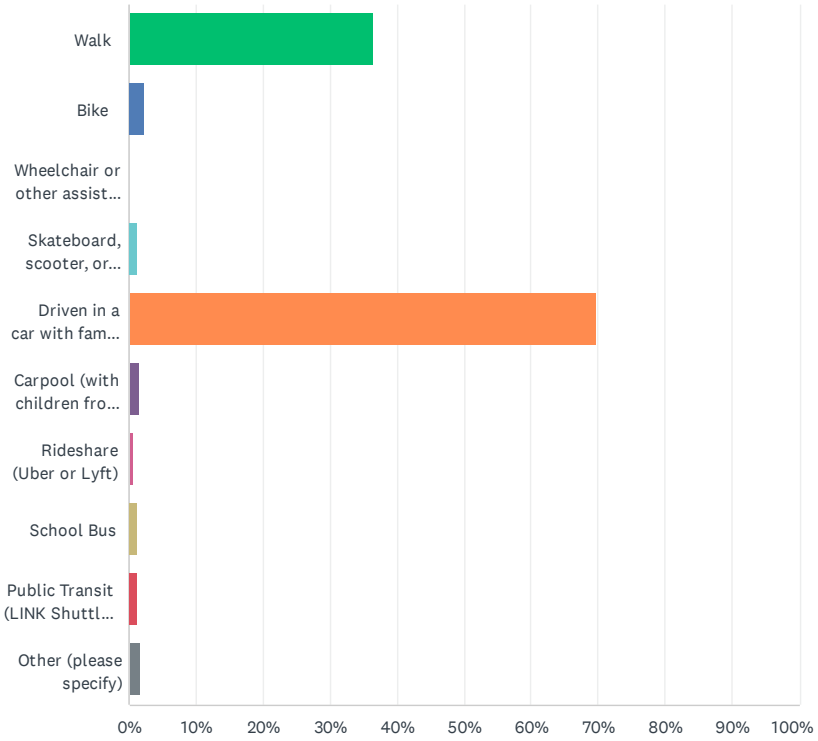
Answered: 338 Skipped: 444



ANSWER CHOICES	RESPONSES	
¼ mile or less	33.43%	113
¼ - ½ mile	18.93%	64
½ - 1 mile	17.75%	60
1-2 miles	21.89%	74
More than 2 miles (please specify)	7.99%	27
TOTAL		338

Q5 How does your child typically get to school on a normal day?

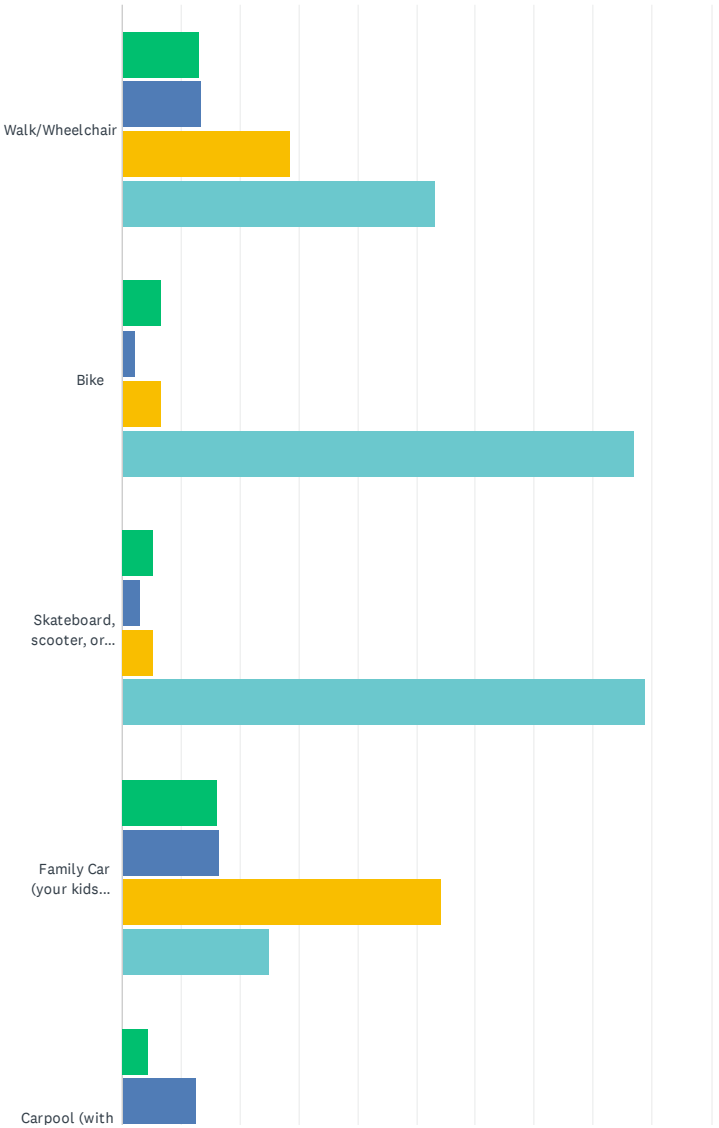
Answered: 338 Skipped: 444

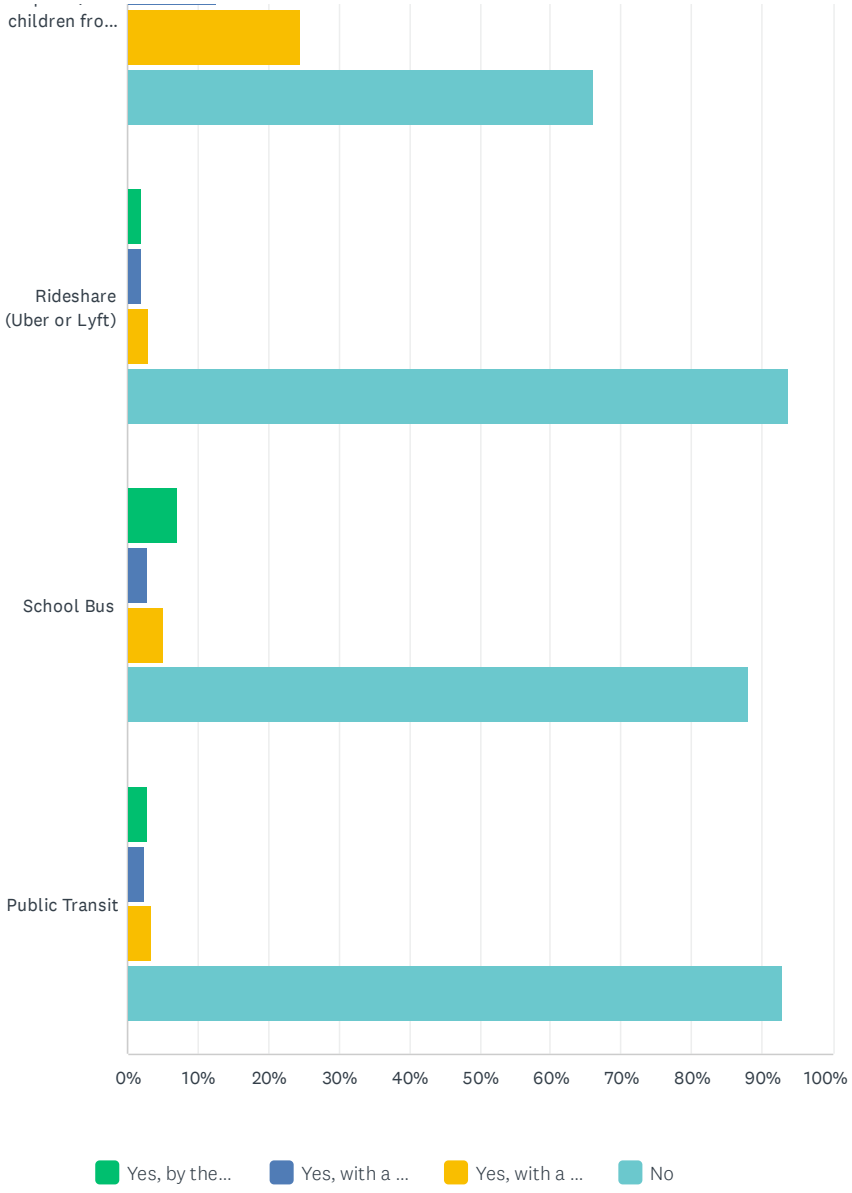


ANSWER CHOICES	RESPONSES	
Walk	36.39%	123
Bike	2.37%	8
Wheelchair or other assisted mobility device	0.00%	0
Skateboard, scooter, or other rolling device	1.18%	4
Driven in a car with family or caretaker only	69.82%	236
Carpool (with children from other families)	1.48%	5
Rideshare (Uber or Lyft)	0.59%	2
School Bus	1.18%	4
Public Transit (LINK Shuttle, Foothill Transit, Dial-a-Ride, etc.)	1.18%	4
Other (please specify)	1.78%	6
Total Respondents: 338		

Q6 Do you ever allow this student to travel to school in the following ways? (Check the applicable boxes)

Answered: 328 Skipped: 454

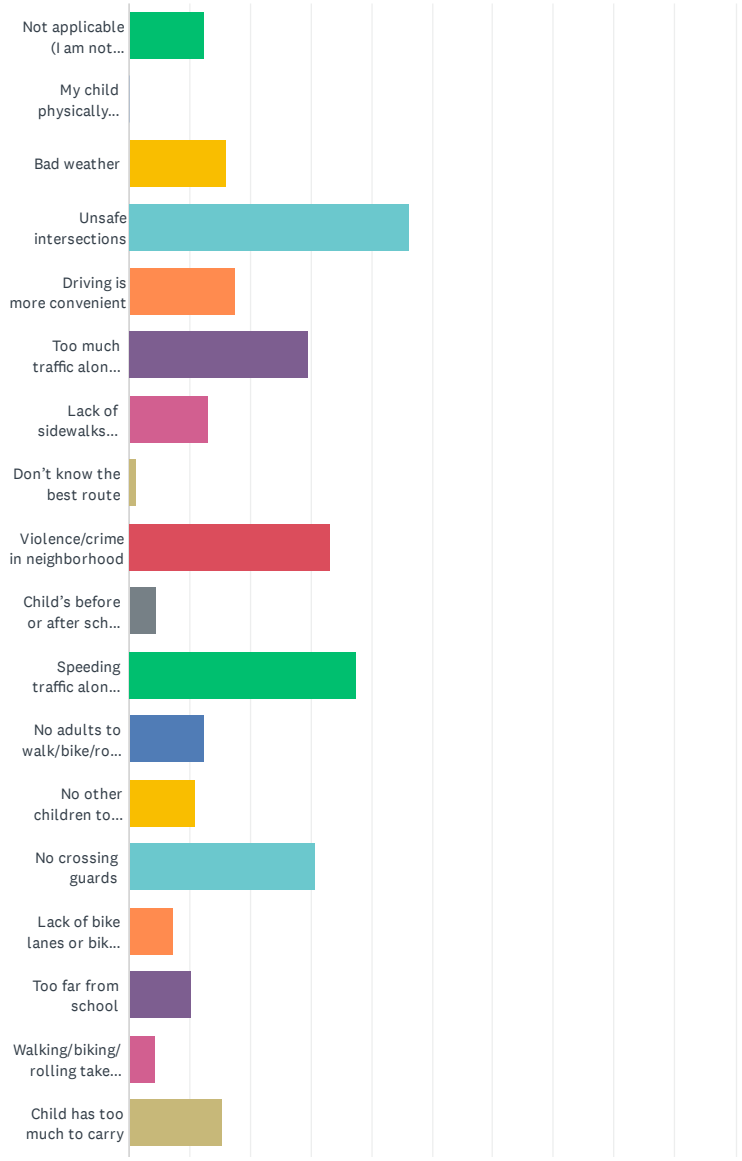


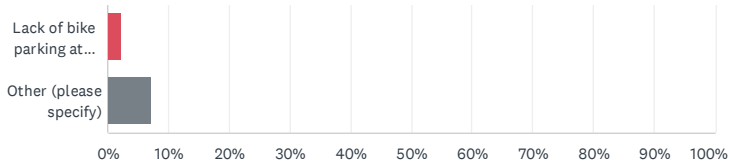

children fro...
Rideshare (Uber or Lyft)
School Bus
Public Transit
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Yes, by the...
Yes, with a ...
Yes, with a ...
No

	YES, BY THEMSELVES	YES, WITH A FRIEND OR SIBLING	YES, WITH A TRUSTED ADULT	NO	TOTAL RESPONDENTS
Walk/Wheelchair	13.00% 39	13.33% 40	28.67% 86	53.00% 159	300
Bike	6.72% 18	2.24% 6	6.72% 18	86.94% 233	268
Skateboard, scooter, or other rolling device	5.38% 14	3.08% 8	5.38% 14	88.85% 231	260
Family Car (your kids only)	16.16% 48	16.50% 49	54.21% 161	24.92% 74	297
Carpool (with children from other families)	4.46% 12	12.64% 34	24.54% 66	66.17% 178	269
Rideshare (Uber or Lyft)	1.92% 5	1.92% 5	3.08% 8	93.85% 244	260
School Bus	6.98% 18	2.71% 7	5.04% 13	87.98% 227	258
Public Transit	2.72% 7	2.33% 6	3.50% 9	93.00% 239	257

Q7 What concerns limit your child's ability to walk, bike, or roll to/from school? (Select your top three concerns)

Answered: 330 Skipped: 452

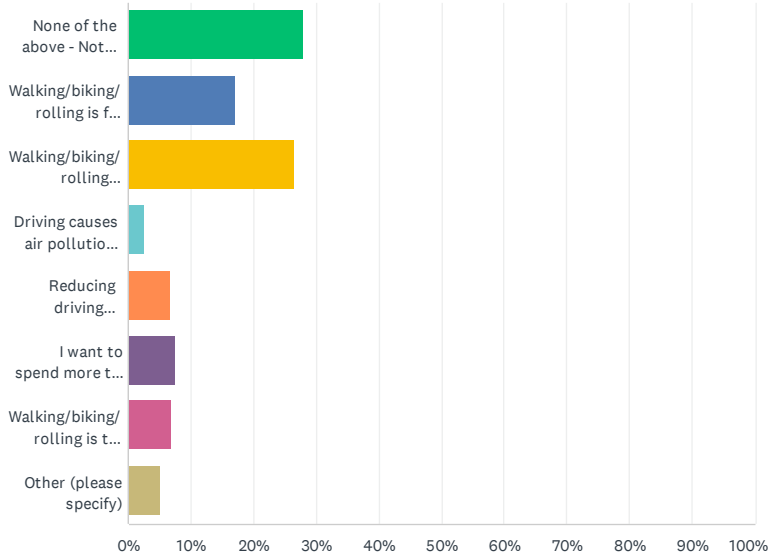




ANSWER CHOICES	RESPONSES	
Not applicable (I am not concerned; my child always walks, bikes, or rolls to school)	12.42%	41
My child physically cannot walk, bike, or roll (due to a disability)	0.30%	1
Bad weather	16.06%	53
Unsafe intersections	46.36%	153
Driving is more convenient	17.58%	58
Too much traffic along route	29.70%	98
Lack of sidewalks and/or paths	13.03%	43
Don't know the best route	1.21%	4
Violence/crime in neighborhood	33.33%	110
Child's before or after school activities (too early/too late)	4.55%	15
Speeding traffic along route	37.58%	124
No adults to walk/bike/roll with	12.42%	41
No other children to walk/bike/roll with	10.91%	36
No crossing guards	30.61%	101
Lack of bike lanes or bike paths	7.27%	24
Too far from school	10.30%	34
Walking/biking/rolling takes too long	4.24%	14
Child has too much to carry	15.45%	51
Lack of bike parking at school	2.42%	8
Other (please specify)	7.27%	24
Total Respondents: 330		

Q8 What is the top reason why you walk/bike/roll with your family or would consider it? (Select one option)

Answered: 318 Skipped: 464



ANSWER CHOICES	RESPONSES	
None of the above - Not interested in walking/biking/rolling	27.99%	89
Walking/biking/rolling is fun for my family	16.98%	54
Walking/biking/rolling encourages an active, healthy lifestyle	26.42%	84
Driving causes air pollution and hurts the environment	2.52%	8
Reducing driving minimizes crashes and congestion	6.60%	21
I want to spend more time with my family	7.55%	24
Walking/biking/rolling is the most affordable option	6.92%	22
Other (please specify)	5.03%	16
TOTAL		318

Q9 Anything else you'd like to share about getting your child to/from school without a car (such as walking, biking, or rolling)?

Answered: 137 Skipped: 645

Q10 How can walkability and street safety be improved around/near your child's school or other schools in La Puente?

Answered: 204 Skipped: 578

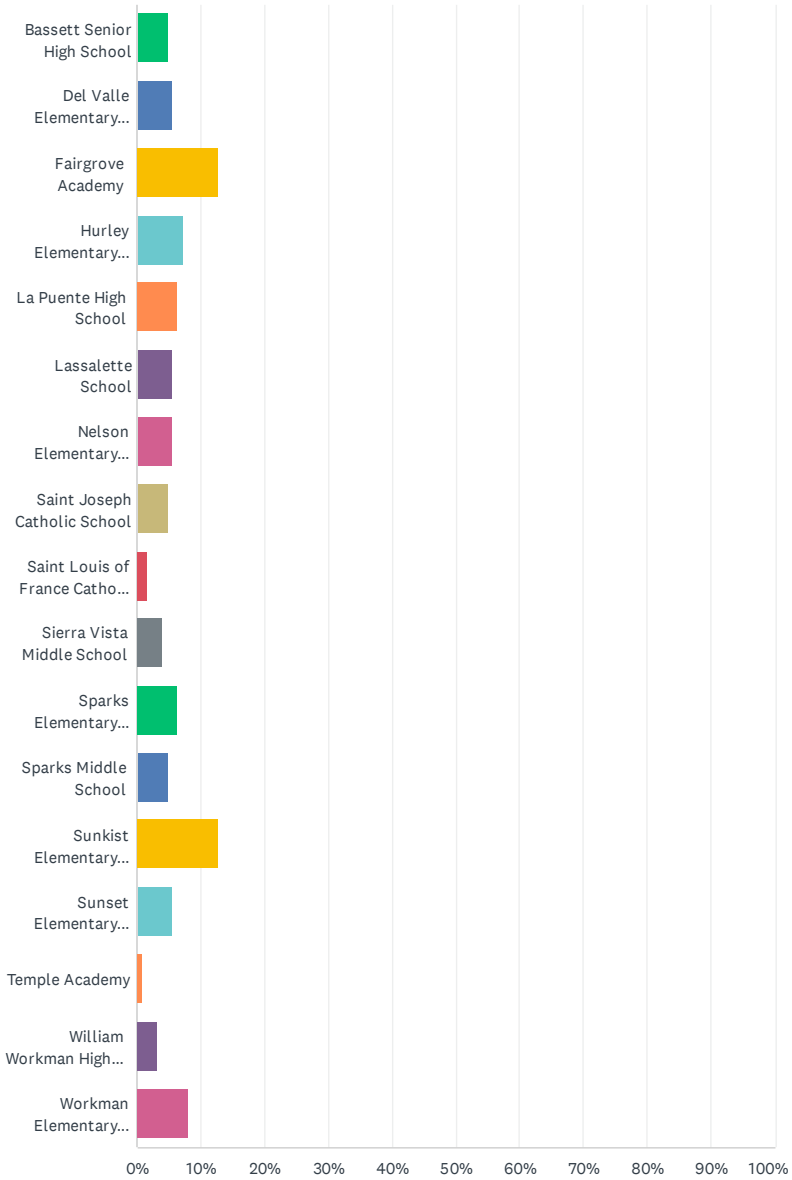
Q11 Want to stay informed about the project? If so, please provide your email address and/or phone number below.

Answered: 195 Skipped: 587

ANSWER CHOICES	RESPONSES	
Name	95.90%	187
Company	0.00%	0
Address	0.00%	0
Address 2	0.00%	0
City/Town	0.00%	0
State/Province	0.00%	0
ZIP/Postal Code	0.00%	0
Country	0.00%	0
Email Address	86.15%	168
Phone Number	78.97%	154

Q12 Por favor seleccione la escuela a la que asiste su hija/o. (Marque solo una caja)

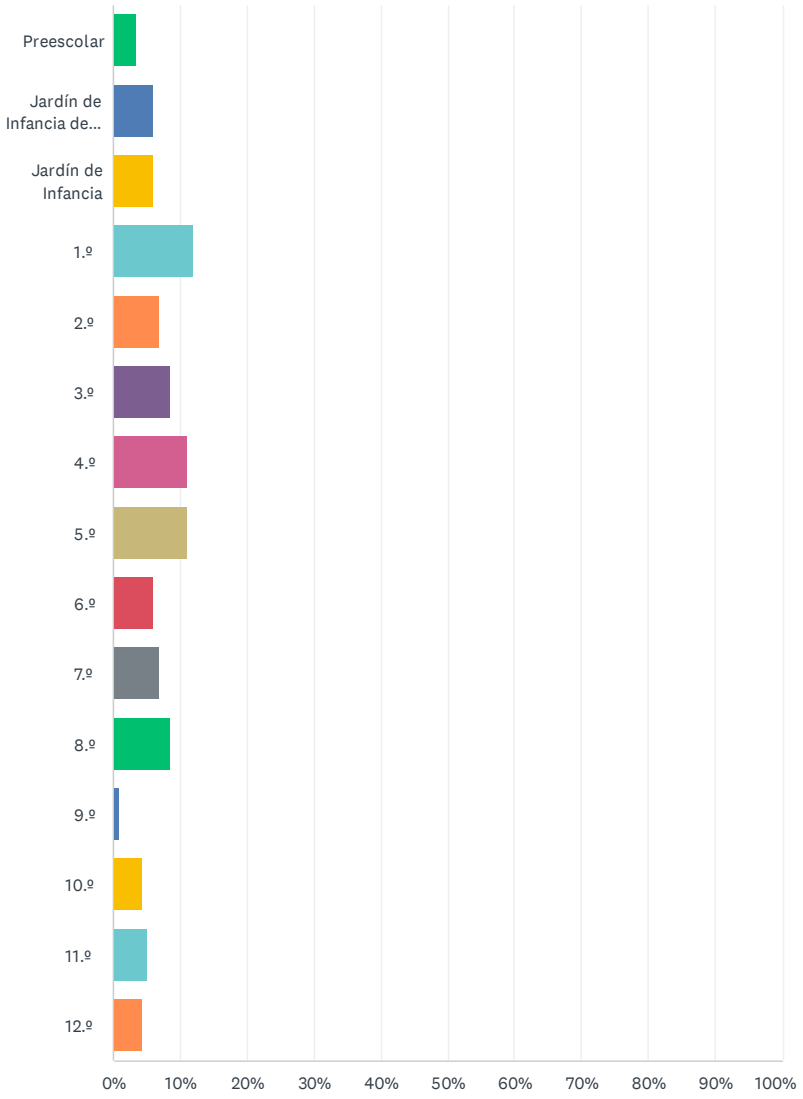
Answered: 125 Skipped: 657



ANSWER CHOICES	RESPONSES	
Bassett Senior High School	4.80%	6
Del Valle Elementary School	5.60%	7
Fairgrove Academy	12.80%	16
Hurley Elementary School	7.20%	9
La Puente High School	6.40%	8
Lassalette School	5.60%	7
Nelson Elementary School	5.60%	7
Saint Joseph Catholic School	4.80%	6
Saint Louis of France Catholic School	1.60%	2
Sierra Vista Middle School	4.00%	5
Sparks Elementary School	6.40%	8
Sparks Middle School	4.80%	6
Sunkist Elementary School	12.80%	16
Sunset Elementary School	5.60%	7
Temple Academy	0.80%	1
William Workman High School	3.20%	4
Workman Elementary School	8.00%	10
TOTAL		125

Q13 ¿En qué grado está su estudiante?

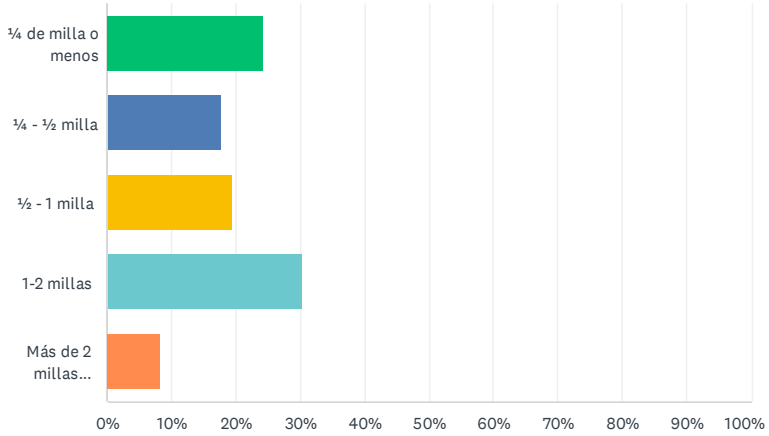
Answered: 118 Skipped: 664



ANSWER CHOICES	RESPONSES	
Preescolar	3.39%	4
Jardín de Infancia de Transición (TK)	5.93%	7
Jardín de Infancia	5.93%	7
1.º	11.86%	14
2.º	6.78%	8
3.º	8.47%	10
4.º	11.02%	13
5.º	11.02%	13
6.º	5.93%	7
7.º	6.78%	8
8.º	8.47%	10
9.º	0.85%	1
10.º	4.24%	5
11.º	5.08%	6
12.º	4.24%	5
TOTAL		118

Q14 ¿Cuál es la distancia aproximada de su casa a la escuela a la que asiste su hija/o?

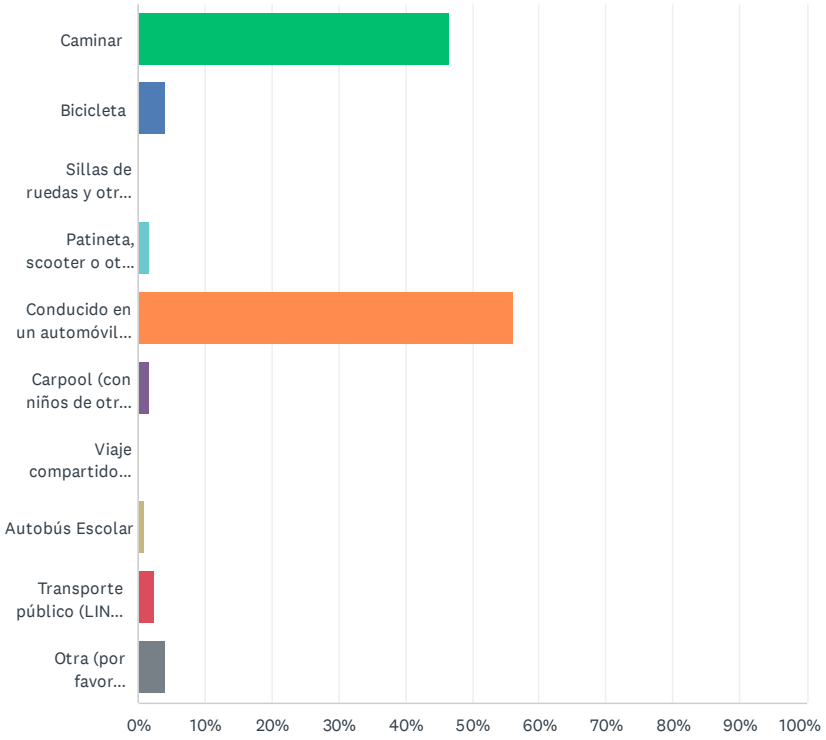
Answered: 119 Skipped: 663



ANSWER CHOICES	RESPONSES	
¼ de milla o menos	24.37%	29
¼ - ½ milla	17.65%	21
½ - 1 milla	19.33%	23
1-2 millas	30.25%	36
Más de 2 millas (especifique):	8.40%	10
TOTAL		119

Q15 ¿Cómo típicamente llega su hija/o a la escuela en un día normal?

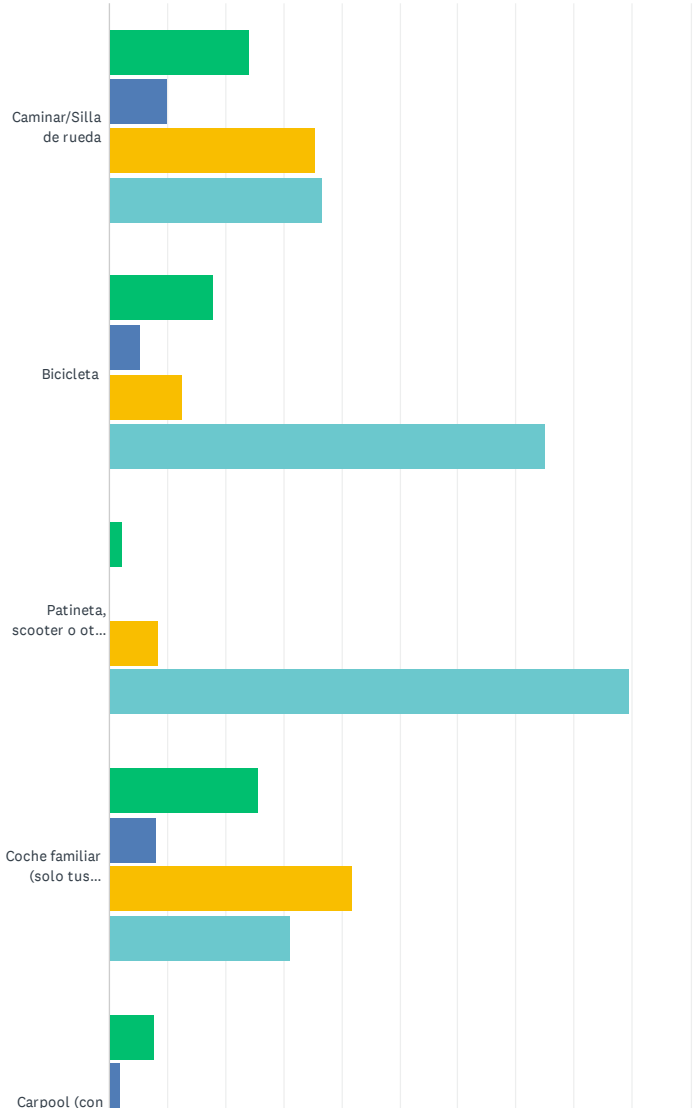
Answered: 125 Skipped: 657

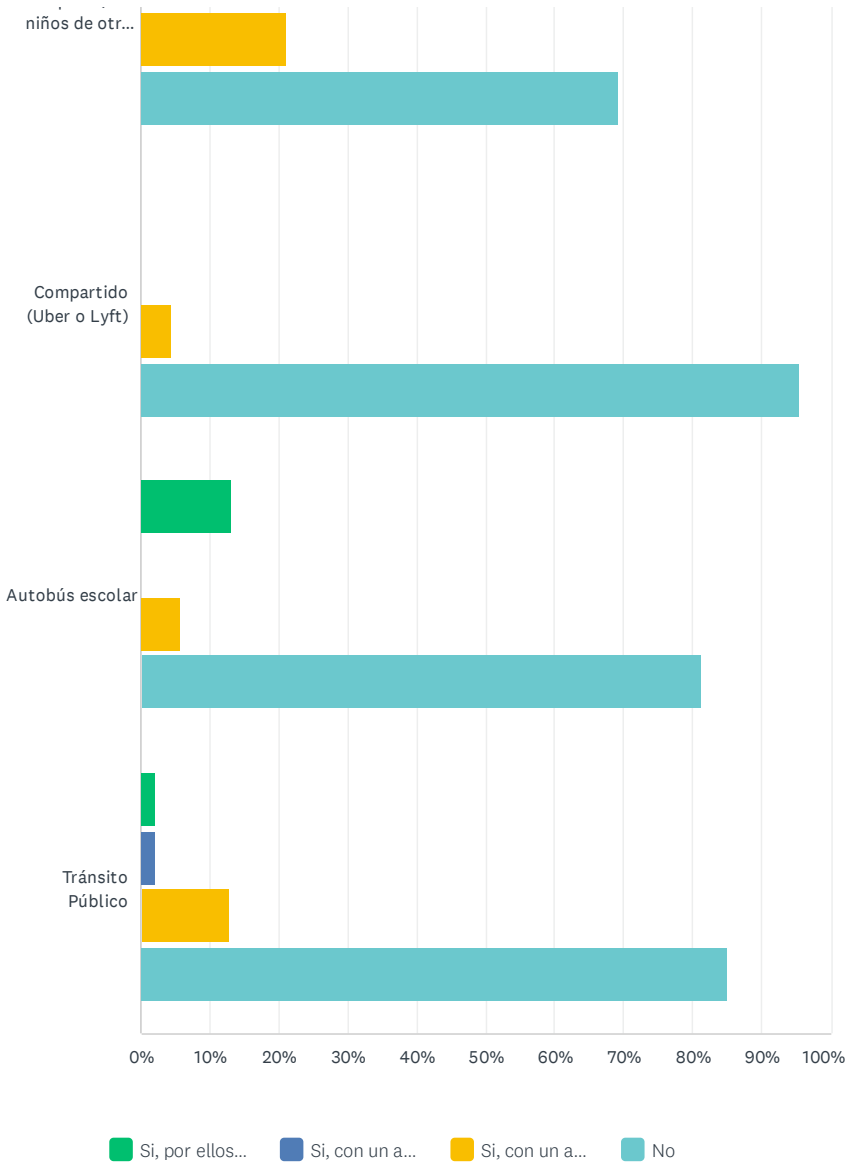


ANSWER CHOICES	RESPONSES	
Caminar	46.40%	58
Bicicleta	4.00%	5
Sillas de ruedas y otros dispositivos de movilidad	0.00%	0
Patineta, scooter o otro dispositivo rodante	1.60%	2
Conducido en un automóvil solo con la familia o el cuidador	56.00%	70
Carpool (con niños de otras familias)	1.60%	2
Viaje compartido (Uber o Lyft)	0.00%	0
Autobús Escolar	0.80%	1
Transporte público (LINK Shuttle, Foothill Transit, Dial-a-Ride, etc.)	2.40%	3
Otra (por favor especifique)	4.00%	5
Total Respondents: 125		

Q16 ¿Alguna vez permite que este estudiante viaje a la escuela de las siguientes maneras? (Marque las casillas correspondiente)

Answered: 112 Skipped: 670

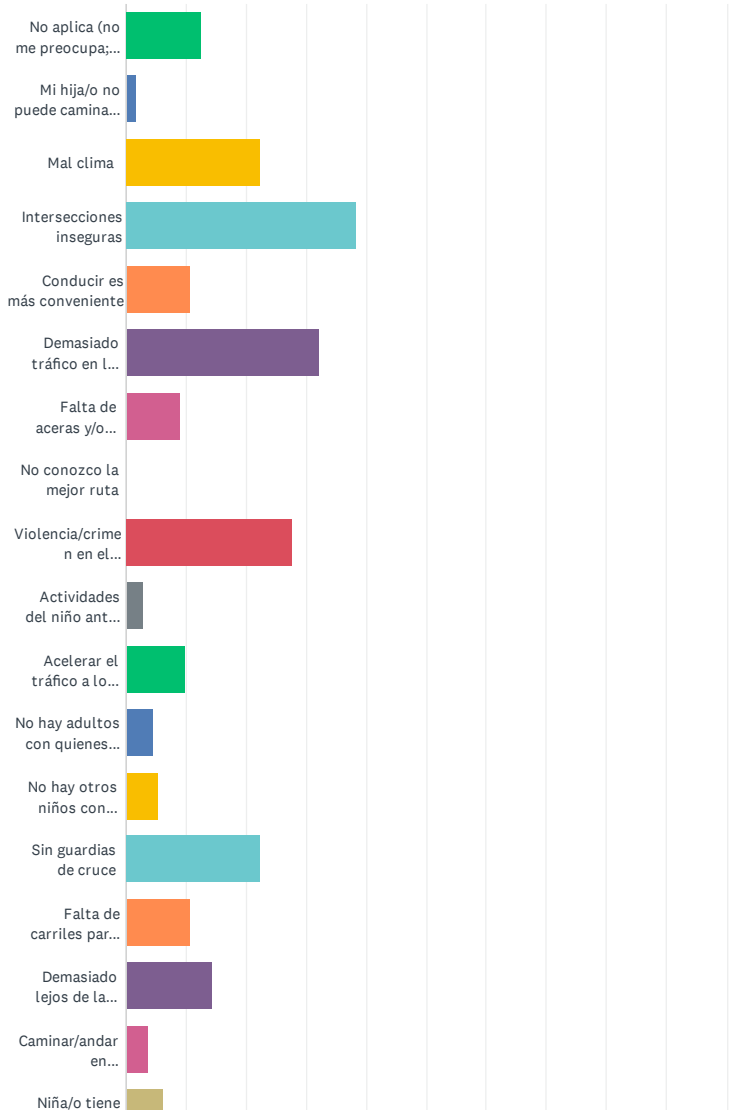


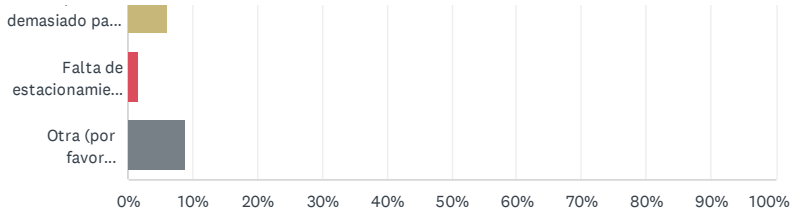

niños de otr...
Compartido (Uber o Lyft)
Autobús escolar
Tránsito Público
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Si, por ellos...
Si, con un a...
Si, con un a...
No

	SI, POR ELLOS MISMOS	SI, CON UN AMIGA/O O HERMANA/O	SI, CON UN ADULTO DE CONFIANZA	NO	TOTAL RESPONDENTS
Caminar/Silla de rueda	24.05% 19	10.13% 8	35.44% 28	36.71% 29	79
Bicicleta	17.86% 10	5.36% 3	12.50% 7	75.00% 42	56
Patineta, scooter o otro dispositivo rodante	2.08% 1	0.00% 0	8.33% 4	89.58% 43	48
Coche familiar (solo tus hija/os)	25.68% 19	8.11% 6	41.89% 31	31.08% 23	74
Carpool (con niños de otras familias)	7.69% 4	1.92% 1	21.15% 11	69.23% 36	52
Compartido (Uber o Lyft)	0.00% 0	0.00% 0	4.44% 2	95.56% 43	45
Autobús escolar	13.21% 7	0.00% 0	5.66% 3	81.13% 43	53
Tránsito Público	2.13% 1	2.13% 1	12.77% 6	85.11% 40	47

Q17 ¿Qué preocupaciones limitan la capacidad de su hija/o para caminar, andar en bicicleta o rodar hacia o desde la escuela? (Seleccione sus tres preocupaciones principales)

Answered: 112 Skipped: 670

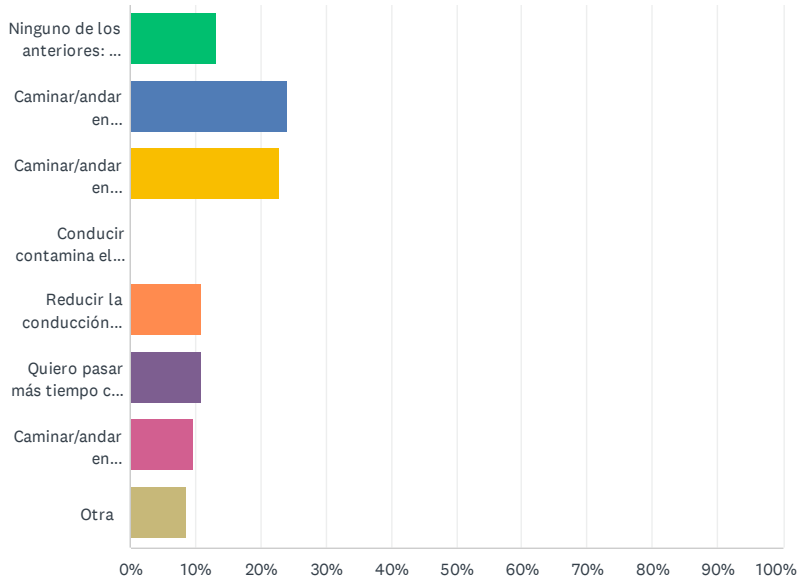




ANSWER CHOICES	RESPONSES	
No aplica (no me preocupa; mi hija/o siempre camina, anda en bicicleta o rueda a la escuela)	12.50%	14
Mi hija/o no puede caminar, andar en bicicleta o rodar físicamente (debido a una discapacidad)	1.79%	2
Mal clima	22.32%	25
Intersecciones inseguras	38.39%	43
Conducir es más conveniente	10.71%	12
Demasiado tráfico en la ruta	32.14%	36
Falta de aceras y/o caminos	8.93%	10
No conozco la mejor ruta	0.00%	0
Violencia/crimen en el vecindario	27.68%	31
Actividades del niño antes o después de la escuela (demasiado temprano/demasiado tarde)	2.68%	3
Acelerar el tráfico a lo largo de la ruta	9.82%	11
No hay adultos con quienes caminar/andar en bicicleta/rodar con	4.46%	5
No hay otros niños con quienes caminar/andar en bicicleta/rodar con	5.36%	6
Sin guardias de cruce	22.32%	25
Falta de carriles para bicicletas o ciclovías	10.71%	12
Demasiado lejos de la escuela	14.29%	16
Caminar/andar en bicicleta/rodar lleva demasiado tiempo	3.57%	4
Niña/o tiene demasiado para llevar	6.25%	7
Falta de estacionamiento para bicicletas en la escuela	1.79%	2
Otra (por favor especifique)	8.93%	10
Total Respondents: 112		

Q18 ¿Cuál es la principal razón por la que caminas/andas en bicicleta/ruedas con tu familia o lo considerarías?

Answered: 83 Skipped: 699



ANSWER CHOICES	RESPONSES	
Ninguno de los anteriores: no me interesa caminar/andar en bicicleta/rodar	13.25%	11
Caminar/andar en bicicleta/rodar es divertido para mi familia	24.10%	20
Caminar/andar en bicicleta/rodar fomenta un estilo de vida activo y saludable	22.89%	19
Conducir contamina el aire y daña el medio ambiente	0.00%	0
Reducir la conducción minimiza los choques y la congestión	10.84%	9
Quiero pasar más tiempo con mi familia	10.84%	9
Caminar/andar en bicicleta/rodar es la opción más asequible	9.64%	8
Otra	8.43%	7
TOTAL		83

Q19 ¿Algo más que le gustaría compartir sobre cómo llevar o traer a su hija/o a la escuela sin automóvil (como caminar, andar en bicicleta o rodar)?

Answered: 44 Skipped: 738

Q20 ¿Cómo se puede mejorar la accesibilidad para peatones y la seguridad en las calles alrededor o cerca de la escuela de su hija/o o otras escuelas en La Puente?

Answered: 57 Skipped: 725

Q21 ¿Quiere mantenerse informado sobre el proyecto? Si es así, proporcione su dirección de correo electrónico y/o número de teléfono a continuación.

Answered: 75 Skipped: 707

ANSWER CHOICES	RESPONSES	
Nombre	86.67%	65
Company	0.00%	0
Address	0.00%	0
Address 2	0.00%	0
City/Town	0.00%	0
State/Province	0.00%	0
ZIP/Postal Code	0.00%	0
Country	0.00%	0
Correo Electronico	46.67%	35
Numero de telefono	84.00%	63

Appendix B: Suggested Routes to School Maps

Legend/Leyenda

- Suggested Routes to School / Rutas Sugeridas a la Escuela
- Crossing Guard / Guardia de Cruce
- Signalized Crossing / Cruce Señalizado
- All-Way Stop / Parada Total
- School Entrance / Entrada a la Escuela
- Existing Bike Routes / Rutas Ciclistas Existente
- School / Escuela
- Parks / Parques
- City Limit / Limites de la Ciudad

HOW TO USE THIS MAP
CÓMO USAR ESTE MAP

This suggested routes to school map is intended to encourage adults and students to consider walking or bicycling to school. Adults are responsible for choosing the most appropriate option based on their knowledge of the different routes and the skill level of their child.

Este mapa de rutas sugeridas a la escuela tiene la intención de incentivar a adultos y estudiantes a considerar caminar o andar en bicicleta a la escuela. Los adultos son responsables de elegir la opción más adecuada en función de su conocimiento de las diferentes rutas y el nivel de habilidad de su hijo/a.

BASSET HIGH SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

Legend/Leyenda

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DEL VALLE ELEMENTARY SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

Legend/Leyenda

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FAIRGROVE ACADEMY

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

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HURLEY ELEMENTARY SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

Legend/Leyenda

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LA PUENTE HIGH SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

Legend/Leyenda

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LASSALETTE SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

Legend/Leyenda

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NELSON ELEMENTARY SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

SIERRA VISTA MIDDLE SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

Legend/Leyenda

- Suggested Routes to School / Rutas Sugeridas a la Escuela
- Signalized Crossing / Cruce Señalizado
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SPARKS ELEMENTARY SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

ST. JOSEPH SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

Legend/Leyenda

- Suggested Routes to School / Rutas Sugeridas a la Escuela
- Crossing Guard / Guardia de Cruce
- Signalized Crossing / Cruce Señalizado
- All-Way Stop / Parada Total
- School Entrance / Entrada a la Escuela
- Existing Bike Routes / Rutas Ciclistas Existente
- School / Escuela
- Parks / Parques
- City Limit / Limites de la Ciudad

HOW TO USE THIS MAP
CÓMO USAR ESTE MAP

This suggested routes to school map is intended to encourage adults and students to consider walking or bicycling to school. Adults are responsible for choosing the most appropriate option based on their knowledge of the different routes and the skill level of their child.

Este mapa de rutas sugeridas a la escuela tiene la intención de incentivar a adultos y estudiantes a considerar caminar o andar en bicicleta a la escuela. Los adultos son responsables de elegir la opción más adecuada en función de su conocimiento de las diferentes rutas y el nivel de habilidad de su hijo/a.

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ST. LOUIS OF FRANCE SCHOOL
SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

SUNKIST ELEMENTARY SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

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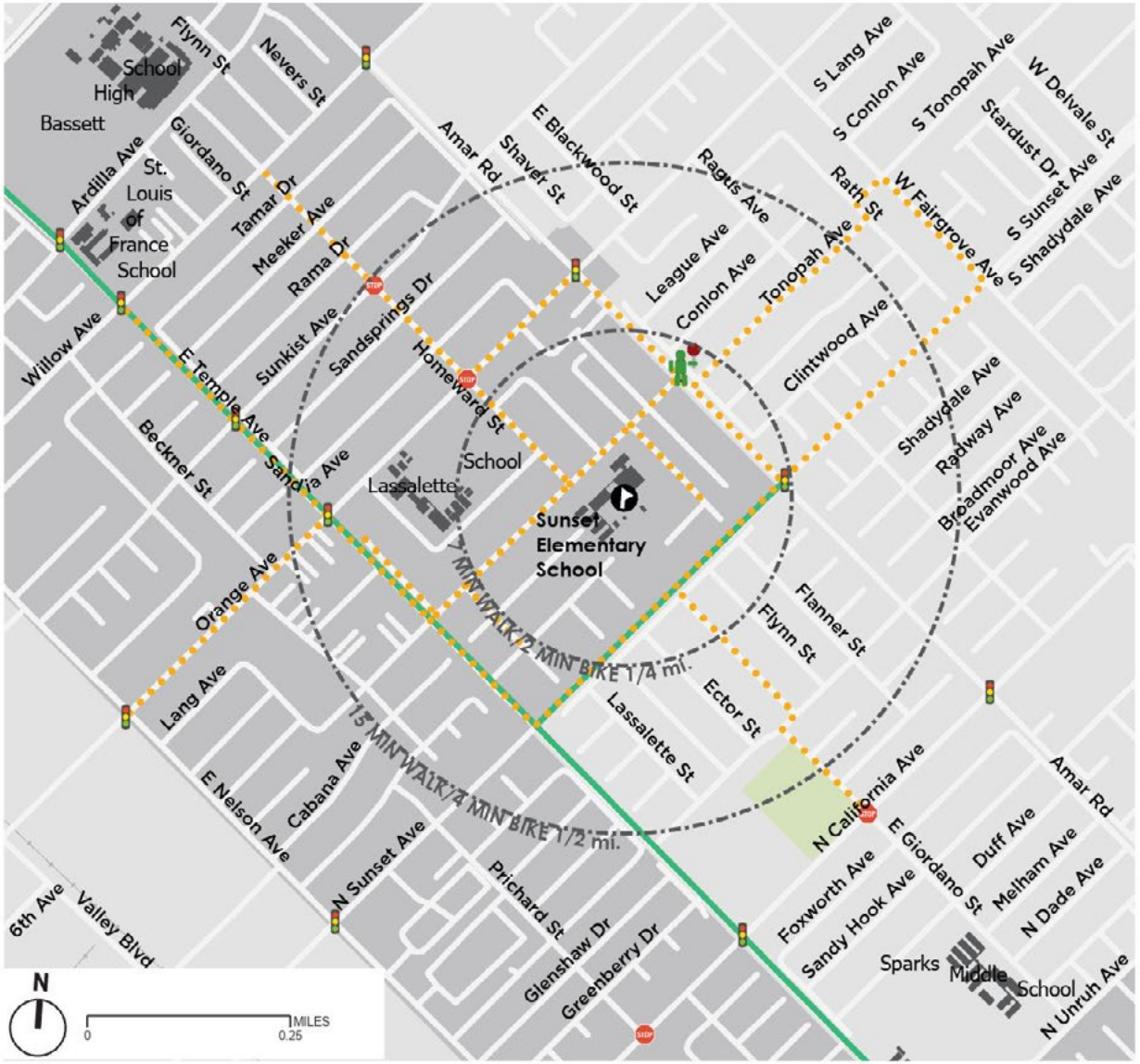

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SUNSET ELEMENTARY SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

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WILLIAM WORKMAN HIGH SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

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WORKMAN ELEMENTARY SCHOOL

SUGGESTED ROUTES TO SCHOOL/RUTAS SUGERIDAS A LA ESCUELA

Appendix C:
City Council Resolution of Adoption

RESOLUTION NO. 23-5773

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF LA PUENTE, CALIFORNIA, ADOPTING THE LA PUENTE SAFE ROUTES TO SCHOOL PLAN

WHEREAS, in March 2018 the Southern California Association of Governments ("SCAG") Regional Council adopted an Authorization to Accept Grant for the SCAG 2017 Local Active Transportation Initiative, which awarded $200,000 for the City of La Puente's Safe Routes To School Plan ("SRTS Plan"); and

WHEREAS, on January 28, 2020, the La Puente City Council approved a Memorandum of Understanding with SCAG to execute all components of the agreement for the preparation and adoption of the La Puente SRTS Plan; and

WHEREAS, in May of 2020, the City contracted Alta Planning and Design, Inc. in association with ActiveSGV as the consultant team to assist City staff to conduct community engagement and data gathering, and to prepare the SRTS Plan; and

WHEREAS, City staff and Alta Planning provided the City Council with SRTS Plan updates on February 23, 2021 and on August 9, 2022; and

WHEREAS, the SRTS Plan identifies a vision and goals that aims to encourage walking, biking, and rolling, decrease obesity and diabetes, identify safe routes between home and school, identify and prioritize infrastructure improvements, and make the City highly-competitive for future grants and funding opportunities; and

WHEREAS, adoption by the City Council demonstrates their commitment to improving safe access to education, a healthy lifestyle, and achieving the overall goals outlined in the La Puente Safe Routes To School Plan.

NOW, THEREFORE, THE CITY COUNCIL OF THE CITY OF LA PUENTE HEREBY FINDS, DETERMINES AND RESOLVES AS FOLLOWS:

SECTION 1. The above recitals are true and correct and are incorporated herein by reference.

SECTION 2. The City Council of the City of La Puente, California does hereby approve the La Puente Safe Routes To School Plan, attached hereto as Exhibit "A".

SECTION 3. The provisions of this Resolution are severable and if any provision, clause, sentence, word or part thereof is held illegal, invalid, unconstitutional, or inapplicable to any person or circumstances, such illegality, invalidity, unconstitutionality, or inapplicability shall not affect or impair any of the remaining provisions, clauses, sentences, sections, words or parts thereof of the Resolution or their applicability to other persons or circumstances.

SECTION 4. That the City Clerk shall certify to the adoption of this Resolution and that the same shall be in full force and effect.

PASSED, APPROVED AND ADOPTED this 24th day of January, 2023, by the following vote:

AYES:	COUNCILMEMBERS:	Klinakis, Munoz, Argudo, Mendoza, Quinones
NOES:	COUNCILMEMBERS:	None
ABSENT:	COUNCILMEMBERS:	None
ABSTAIN:	COUNCILMEMBERS:	None

Charlie Klinakis, Mayor

ATTEST:

Sheryl Garcia, City Clerk


LA PUENTE
SAFE ROUTES ★ RUTAS SEGURAS