ACTIVE TRANSPORTATION PROGRAM - CYCLE 2

Application Form for Part A

Parts B & C must be completed using a separate document

PROJECT unique APPLICATION NO.: 07-Los Angeles Unified School District-1

Auto populated

Total ATP Funds Requested: $ 1,359,013 (in 1000s)

Auto populated

Important: Applicants must follow the CTC Guidelines and Chapter 22 of the Local Assistance Program Guidelines, and include attachments and signatures as required in those documents. Ineligible project elements may result in a lower score/ranking or a lower level of ATP funding. Incomplete applications may be disqualified.

Applicants are expected to use the corresponding "step-by-step" Application Instructions and Guidance to complete the application (3 Parts):

Part A: General Project Information
Part B: Narrative Questions
Part C: Application Attachments

Application Part A: General Project Information

Implementing Agency: This agency must enter into a Master Agreement with Caltrans and will be financially and contractually responsible for the delivery of the project within all pertinent Federal and State funding requirements, including being responsible and accountable for the use and expenditure of program funds. This agency is responsible for the accuracy of the technical information provided in the application and is required to sign the application.

IMPLEMENTING AGENCY'S NAME:

Los Angeles Unified School District

IMPLEMENTING AGENCY'S ADDRESS	CITY		ZIP CODE
333 S. Beaudry Avenue	Los Angeles	CA	90017

IMPLEMENTING AGENCY'S CONTACT PERSON:

Chad Fenwick

CONTACT PERSON'S TITLE:

Advisor, Physical Education K-12

CONTACT PERSON'S PHONE NUMBER:

213-241-4556

CONTACT PERSON'S EMAIL ADDRESS :

chad.fenwick@lausd.net

Project Partnering Agency: Entities that are unable to apply for Active Transportation Program funds or that are unable to enter into a Master Agreement with the State must partner with an eligible applicant that can implement the project. **In addition, entities that are unfamiliar with the requirements to administer a Federal-Aid Highway Program project may partner with an eligible applicant that can implement the project.**

If another entity (Partnering Agency) agrees to assume responsibility for the ongoing operations and maintenance of the facility, documentation of the agreement (e.g., letter of intent) must be submitted with the project application, and a copy of the Memorandum of Understanding or Interagency Agreement between the parties must be submitted with the first request for allocation. For these projects, the Project Partnering Agency's information shall be provided below.

(The Grant Writer's or Preparer's information should not be provided)

PROJECT PARTNERING AGENCY'S NAME:

PROJECT PARTNERING AGENCY'S ADDRESS	CITY		ZIP CODE

PROJECT PARTNERING AGENCY'S CONTACT PERSON:	CONTACT PERSON'S TITLE:

CONTACT PERSON'S PHONE NUMBER:	CONTACT PERSON'S EMAIL ADDRESS :

MASTER AGREEMENTS (MAs):

Does the Implementing Agency currently have a MA with Caltrans?	☐ Yes ☒ No
Implementing Agency's Federal Caltrans MA number	N/A
Implementing Agency's State Caltrans MA number	N/A

* Implementing Agencies that do not currently have a MA with Caltrans, must be able to meet the requirements and enter into an MA with Caltrans prior to funds allocation. The MA approval process can take 6 to 12 months to complete and there is no guarantee the agency will meet the requirements necessary for the State to enter into a MA with the agency. Delays could also result in a failure to meeting the CTC Allocation timeline requirements and the loss of ATP funding.

PROJECT NAME: (To be used in the CTC project list)

Los Angeles Unified School District Middle School Bicycle Safety Physical Education Program

Application Number: 1 **out of** 1 **Applications**

PROJECT DESCRIPTION: (Max of 250 Characters)

To provide bicycle safety education for middle school youth by training Physical Education instructors to run a bicycle safety education program as part of PE classes. Establish bike clubs and organize rides at each school.

PROJECT LOCATION: (Max of 250 Characters)

Various Locations throughout Los Angeles County (see attached list of Middle Schools)

Will any infrastructure-improvements permanently or temporarily encroach on the State right-of-way? ☐ Yes ☒ No

If yes, see the application instructions for more details on the required coordination and documentation.

Project Coordinates: (latitude/longitude in decimal format) Lat. 34.642140 /long. -118.251643

Congressional District(s):	40	34	29					
State Senate District(s):	24	18	26	**State Assembly District(s):**	63	39	59	
Caltrans District(s):	07							
County:	Los Angeles County							
MPO:	SCAG							
RTPA:	Other							
MPO UZA Population:	Within a Large MPO (Pop >200,000)							

ADDITONAL PROJECT GENERAL DETAILS: (Must be consistent with Part B of Application)

ESTIMATION OF ACTIVE TRANSPORTATION USERS

Existing Counts:	**Pedestrians**	11,822	**Bicyclists**	403
One Year Projection:	**Pedestrians**	11,822	**Bicyclists**	732
Five Year Projection:	**Pedestrians**	11,822	**Bicyclists**	1,061

BICYCLE AND/OR PEDESTRIAIN INFRASTRUCTURE (Check all that apply)

Bicycle: **Class I** ☐ **Class II** ☐ **Class III** ☐ **Other** _____

Pedestrian: **Sidewalk** ☐ **Crossing** ☐ **Other** _____

Multiuse Trails/Paths: **Meets "Class I" Design Standards** ☐ **Other** _____

DISADVANTAGED COMMUNITIES

Project contributes toward the Disadvantaged Communities funding requirement: the project must clearly demonstrate a direct, meaningful, and assured benefit to a community that meets any of the following criteria: ☒ Yes ☐ No

If yes, which criterion does the project meet in regards to the Disadvantaged Community (mark all that apply):

Household Income	☐ Yes	☒ No	**CalEnvioScreen**	☐ Yes	☒ No
Student Meals	☒ Yes	☐ No	**Local Criteria**	☐ Yes	☒ No

Is the majority of the project physically located within the limits of a Disadvantaged Community: ☒ Yes ☐ No

CORPS

Does the agency intend to utilize the Corps: ☒ Yes ☐ No

PROJECT TYPE (Check only one: I, NI or I/NI)

Infrastructure (I) ☐ **OR Non-Infrastructure (NI)** ☒ **OR Combination (N/NI)** ☐

"Plan" applications to show as NI only

Development of a Plan in a Disadvantaged Community: ☐ Yes ☒ No

If Yes, check all Plan types that apply:

- ☐ **Bicycle Plan**
- ☐ **Pedestrian Plan**
- ☐ **Safe Routes to School Plan**
- ☐ **Active Transportation Plan**

Indicate any of the following plans that your agency currently has: (Check all that apply)

Bicycle Plan ☒ Pedestrian Plan ☐ Safe Routes to School Plan ☒ Active Transportation Plan ☐

PROJECT SUB-TYPE (check all Project Sub-Types that apply):

☒ **Bicycle Transportation** **% of Project** 100.0 % (ped + bike must = 100%)

☐ **Pedestrian Transportation** **% of Project** _____ %

☒ **Safe Routes to School** *(Also fill out Bicycle and Pedestrian Sub-Type information above)*

How many schools does the project impact/serve: 30

If the project involves more than one school: 1) Insert "Multiple Schools" in the School Name, School Address, and distance from school; 2) Fill in the student information based on the total project; and 3) Include an attachment to the application which clearly summarizes the following school information and the school official signature and person to contact for each school.

School name:	Multiple Schools
School address:	Multiple Schools
District name:	Los Angeles Unified School District
District address:	333 S. Beaudry Avenue, 25th Floor, Los Angeles, CA 90017
Co.-Dist.-School Code:	19 64733 000000

School type (K-8 or 9-12 or Both) K-8 Project improvements maximum distance from school 0.0 mile

Total student enrollment:	36,600
% of students that currently walk or bike to school%	1.1 %
Approx. # of students living along route proposed for improvement:	36,600
Percentage of students eligible for free or reduced meal programs **	88.3 %

**Refer to the California Department of Education website: http://www.cde.ca.gov/ds/sh/cw/filesafdc.asp

A map must be attached to the application which clearly shows the limits of: 1) the student enrollment area, 2) the students considered to be along the walking route being improved, 3) the project improvements.

☐ **Trails (Multi-use and Recreational):** *(Also fill out Bicycle and Pedestrian Sub-Type information above)*

Trails Projects constructing multi-purpose trails and are generally eligible in the Active Transportation Program. If the applicant believes all or part of their project meets the federal requirements of the Recreational Trails Program they are encouraged to seek a determination from the California Department of Parks and Recreation on the eligibility of their project to complete for this funding. This is optional but recommended because some trails projects may compete well under this funding program.

For all trails projects:

Do you feel a portion of your project is eligible for federal Recreational Trail funding? ☐ Yes ☒ No

If yes, estimate the total projects costs that are eligible for the Recreational Trail funding: _____

If yes, estimate the % of the total project costs that serve "transportation" uses? _____ %

Applicants intending to pursue "Recreational Trails Program funding" **must submit** the required information to the California Department of Parks and Recreation prior to the ATP application submissions deadline. (See the Application Instructions for details)

PROJECT STATUS and EXPECTED DELIVERY SCHEDULE

Applicants need to enter **either** the date the milestone was completed (for all milestones already complete prior to submitting the application) **or** the date the applicant anticipates completing the milestone. Applicants should enter "N/A" for all CTC Allocations that will not be requested as part of the project. Per CTC Guidelines, all project applications must be submitted with the expectation of receiving partially federally funded and therefore the schedule below must account for the extra time needed for federal project delivery requirements and approvals. *See the application instructions for more details.*

The agency is responsible for meeting all CTC delivery requirements or their ATP funding will be forfeited.
For projects consisting of entirely non-infrastructure elements are not required to complete all standard infrastructure project milestones listed below. Non-infrastructure projects only have to provide dates for the milestones identified with a " * " and can provide "N/A" for the rest.

MILESTONE:	DATE COMPLETED	OR	EXPECTED DATE
CTC - PA&ED Allocation:	N/A		N/A
* CEQA Environmental Clearance:			August 2016
* NEPA Environmental Clearance:			August 2016
CTC - PS&E Allocation:	N/A		
CTC - Right of Way Allocation:	N/A		
* Right of Way Clearance & Permits:			July 2016
Final/Stamped PS&E package:	N/A		
* **CTC - Construction Allocation:**			July 2016
* Construction Complete:			June 2018
* Submittal of "Final Report"			December 2018

PROJECT FUNDING (in 1000s)

Per CTC Guidelines, Local Matching funds are not required for any ATP projects, but Local Leveraging funds are strongly encouraged.

See the Application instructions for more details and requirements relating to ATP funding.

ATP funds being requested for this application/project by project delivery phase:

ATP funds for PA&D:	$0	
ATP funds for PS&E:	$0	
ATP funds for Right of Way:	$0	
ATP funds for Construction:	$0	
ATP funds for Non-Infrastructure:	1,359,013	*(All NI funding is allocated in a project's Construction Phase)*

Total ATP funds being requested for this application/project: 1,359,013

Local funds leveraging or matching the ATP funds: $0

For local funding to be considered Leveraging/Matching it must be for ATP eligible activities and costs. Per CTC Guidelines, Local Matching funds are not required for any ATP projects, but Local Leveraging funds are strongly encouraged. See the Application instructions for more details and requirements relating to ATP funding.

Additional Local funds that are `non-participating' for ATP: $0

These are local funds required for the overall project, but not for ATP eligible activities and costs. They are not considered leverage/match.

TOTAL PROJECT FUNDS: 1,359,013

ATP - FUNDING TYPE REQUESTED:

Per the CTC Guidelines, All ATP projects must be eligible to receive federal funding. Most ATP projects will receive federal funding, however some projects may be granted State only funding (SOF) for all or part of the project.

Do you believe your project warrants receiving state-only funding? ☐ Yes ☒ No

If "Yes", provide a brief explanation. (Max of 250 characters) Applicants requesting SOF must also attach an "Exhibit 22-f"

ATP PROJECT PROGRAMMING REQUEST (PPR): In addition to the project funding information provided in Part A of the application, all applicants must complete the ATP Project Programming Request form and include it as Attachment B. More information and guidance on the completion and submittal of this form is located in the Application Instructions Document under Part C - Attachment B.

ACTIVE TRANSPORTATION PROGRAM - CYCLE 2

Part B: Narrative Questions

(Application Screening/Scoring)

Project unique application No.: 07-Los Angeles Unified School District-1

Implementing Agency's Name: Los Angeles Unified School District

Important:

- *Applicants must ensure all data in Part B of the application is fully consistent with Part A and C.*
- *Applicants must follow all instructions and guidance to have a chance at receiving full points for the narrative question and to avoid flaws in the application which could result in disqualification.*

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Part B: Narrative Questions
Detailed Instructions for: Screening Criteria

The following Screening Criteria are requirements for applications to be considered for ATP funding. Failure to demonstrate a project meets these criteria will result is the disqualification of the application.

1. **Demonstrated fiscal needs of the applicant:**

Without this ATP grant funding, Los Angeles Unified School District (LAUSD) lacks the ability to engage students in sustainable bicycle safety education for middle school youth that promotes healthy living, fun, and a multimodal active transportation options for a new generation of Angelenos.

To provide a comprehensive education program whose impact sustains itself beyond the time spent riding in the classroom, the funding will be utilized to train Physical Education (PE) instructors to run a bicycle safety education program as part of PE classes, supply participating schools with a fleet of bicycles and equipment needed for the classes, and encouragement activities such as establishing a school bicycle club and organized group rides to keep the youth engaged in active transportation beyond the classroom.

The program being proposed seeks to provide bicycle education at middle schools for youth between the ages of 11 and 13. Targeting this age group is important because these youth are in a transition from childhood to adulthood and cannot yet drive. Teaching them about active transportation and bicycling as a means of transportation and a tool of independence, is key to a cultural shift before these youth begin driving. Eventually, the youth will begin competing with vehicular traffic for road space, but most young commuters are not exposed to any training that prepares them for traffic situations. Youth are being sent out onto our streets with no knowledge of the rules of the road and with little to no protection in a potentially life-threatening environment. Along with this lack of knowledge, our targeted middle schools are located in low-

income communities where bicycles, training, and bicycle maintenance are often unaffordable. This proposed ATP program seeks to address these economic barriers.

The current obstacles to a school-based bicycle education program as part of PE are equipment (bicycles, helmets, etc.), storage for the bicycles and bicycle safety training for PE Teachers that would enable them to teach a bicycle education unit. LAUSD is seeking to provide the teaching expertise for our PE teachers by contracting the Los Angeles County Bicycle Coalition (LACBC) to oversee, through their Education Program, a partnership with Youth Educational Sports, Inc. (YES) to train our teachers to become School Cycling Instructors and teach their bike safety curriculum to our middle school students. Complementary encouragement activities will also be provided by LACBC. This ATP request is for start-up costs (training and equipment) and is a one-time funding need to establish the program. Funding for the startup costs required for equipment and educational programming is not currently within the LAUSD budget. Due to the 2008 economic crisis, the LAUSD physical education budget was reduced to zero dollars. New projects have only been provided through grant opportunities. The ATP funding will allow LAUSD to teach safe bicycle riding skills to as many as 36,600 middle school students over two years. In addition, using a Train the Trainer model, YES will train up to 90 PE teachers to become School Cycling Instructors thereby eliminating the need to contract with YES beyond the terms of this grant. The one-time purchase cost for equipment and 65 bicycles per school will be lowered to maintenance costs in subsequent years, which can be offset by maintenance performed by the students themselves or absorbed through fundraising efforts in the community. Finally, establishing bicycle clubs over the term of the grant will create a culture of bicycle riding on each of our targeted campuses. We hope to leverage the ATP resources and ultimate success of the program to encourage LAUSD include bicycling as part of the PE budget beyond the span of this grant.

2. Consistency with Regional Plan.

The proposed Active Transportation Program is consistent with the 2012-2035 Southern California Association of Governments (SCAG) Regional Transportation Plan (RTP), adopted in April 2012. The RTP states, "Walking and bicycling are essential parts of the SCAG transportation system, are low cost, do not emit greenhouse gases, can help reduce roadway congestion, and increase health and the quality of life of residents. As the region works toward reducing congestion and air pollution, walking and bicycling will become more essential to meet the future needs of Californians" and "Safe Routes to School Programs can play a critical role in eliminating some of the vehicle trips that occur during peak periods to drop off or pick up students by ensuring safe routes to bike or walk to school." 2012-2035 RTP/SCS Chapter 2: Transportation Investments http://rtpscs.scag.ca.gov/Documents/2012/final/f2012RTPSCS.pdf

In the letter dated April 14, 2014 from Southern California Associations of Government, they outlined the ATP goals as SCAG goals. The plan was voted on and adopted on April 3, 2014. (Attachment I-2-A). The ATP-SCAG goals listed below are the same goals this project addresses and hopes to accomplish:

- Increase the proportion of trips accomplished by biking and walking.*
- Increase the safety and mobility of non-motorized users.*
- Achieve greenhouse gas reductions.*
- Enhance public health, including reduction of childhood obesity….through Safe Routes to School Program funding.*
- Ensure that disadvantaged communities fully share in the benefits of the program.*
- Provide a broad spectrum of projects to benefit many types of active transportation users.
- Non-infrastructure funding is available for start-up or pilot projects that support education, encouragement, and enforcement activities-not ongoing efforts.*

* All the above are addressed in the project from training and encouraging safe student walkers and bikers; to bicycle trips introducing multi-modal transportation while decreasing greenhouse gases; to introducing an obesity reducing activities; to ensuring sustainability in disadvantaged communities for long time benefits.

This project is also consistent with the Education and Encouragement section of the adopted 2012 City of Los Angeles Safe Routes to School Strategic Plan (Attachment I-2-B) and 2010 City of Los Angeles Bicycle Plan.

Part B: Narrative Questions
Detailed Instructions for: Question #1

QUESTION #1

POTENTIAL FOR INCREASED WALKING AND BICYCLING, ESPECIALLY AMONG STUDENTS, INCLUDING THE IDENTIFICATION OF WALKING AND BICYCLING ROUTES TO AND FROM SCHOOLS, TRANSIT FACILITIES, COMMUNITY CENTERS, EMPLOYMENT CENTERS, AND OTHER DESTINATIONS; AND INCLUDING INCREASING AND IMPROVING CONNECTIVITY AND MOBILITY OF NON-MOTORIZED USERS. *(0-30 POINTS)*

Project Overview

LAUSD, in collaboration with LACBC, propose a bicycle safety education program that targets 30 LAUSD middle schools. LAUSD will be the lead agency for this work and plans for this 18-month, LACBC coordinated project to serve 36,600 students. These targeted 30 schools (Attachment I-1-A) are based on LAUSD and Los Angeles Department of Transportation (LADOT) priority lists, as well as schools that have indicated an interest to participate.

A. Describe the following:

-Current and projected types and numbers/rates of users. (12 points max.)

LAUSD does not currently have the resources to conduct walk or bike counts at its schools. This project will be the first effort of the District to reach this many schools and comprehensively address active transportation and bicycling to and in school through curriculum. However, we view this funding as an investment in conducting bicycle and pedestrian counts which will provide an opportunity for LAUSD to develop this methodology, get more students riding bikes and further encourage Safe Routes to Schools (SRTS) investments.

Due to the lack of counts, it's currently unknown how many students bike to each of the 30 middle schools identified in this proposal. However**, the active transportation data for Los Angeles County and California show that there is need for more biking to school and highlights the potential for growth.** In Los Angeles County, 1.1% of school age children bike to school, which is lower than the statewide average

(Nancy McGuckin, “Analysis Brief: Travel to School in Los Angeles County” Attachment I-1-B). The statewide rate of school age children who bike to school is 2.0%

Estimate of Increased Biking: Through education and encouragement, we expect to double the number of students that ride to our 30 schools. In the absence of counts, we assume the rates for the 30 schools mirror the LA County rate of 1.1%. Our expectation is that by the end of the grant period the rate at the 30 schools will double to reflect the statewide rate (2.0%). Based on the current number of students enrolled in our 30 targeted middle schools, this would equate to an increase from an estimated current 403 students biking to school to a target of 732 students biking to school regularly by the end of the ATP cycle, or 329 new regular student bicyclists.

This expected doubling based on our programmatic intervention is consistent with ridership increases from other interventions and demographic changes. Data from the state reflecting current numbers of users include findings such as: “Results from the California Household Travel Survey – the largest and most complex review of its kind – show that the percentage of California residents walking, biking, or using public transportation on a typical day has more than doubled since 2000...Nearly 23% of household trips were taken by walking, biking, and public transportation. In 2000, that share was only 11 percent.” (Caltrans Press Release, March 10, 2014. (Attachment I-1-C) We also found that based on data from the US Census Bureau, American Community Survey, bicycle commuting in LA increased by 72% from 2000 to 2011. Lastly, our encouragement and outreach partner LACBC has conducted two recent bike and pedestrian counts, one in 2011 and another in 2013. At count locations observed in both years, while overall bicycle ridership increased by only 7.5%, a 103% increase in bicycling was observed on major streets where bike lanes were added and data was collected before and after installation. On minor streets where Shared Lane Markings (“sharrows”) were installed, an increase in bicycling of 132% was observed on streets where before and after data was collected. (Bicycle Findings &

Recommendations from the 2013 L.A. Bicycle and Pedestrian Count (Attachment I-1-D)

A tally of how many students walk or bike to each of the schools is proposed as a part of this project using the National Center for Safe Routes to School Two-Day Tally sheet (Attachment I-1-E). LAUSD and LADOT are currently developing a collaborative process for streamlining and standardizing onsite procedures for school tallies. We will be able to track attendance in classes as well as participant numbers in the bicycling clubs, group rides and through follow-up surveys on ride behavior for individual students to asses the numbers of students riding beyond the duration of the program. Once we conduct the initial tally, we may revise our program objective to reflect a reasonable increase over the newly established baseline.

The need for robust education in schools was identified in the 2010 City of LA Bicycle Plan, which calls for the coordinated installation of over 1,600 miles of bicycle paths, lanes and routes across the city. The City's Safe Routes to School Strategic Plan (Attachment I-2-B) builds on the Bicycle Plan by prioritizing a network of bicycle and pedestrian safety improvements within a half-mile radius of high-priority schools, designated as such by student proximity, low-income households and nearby collision rates. These plans are both well underway for implementation, with the city installing over 300 miles of new bikeways since 2010. The students taught through this program will have a continuously expanding network of bicycle infrastructure to use both within their neighborhoods and to regional destinations as they grow older and become more confident riders. (Attached map E-1 with target schools and implemented bike infrastructure) New attention on the Bicycle Plan's neighborhood network will offer low-stress routes connecting to schools, parks, libraries and other local destinations for youth. The rides during PE class and after school will take advantage of new bicycle facilities and demonstrate proper use of bike lanes, sharrows and bike parking.

B. Describe how the project links or connects, or encourages use of existing routes (for non-infrastructure applications) to transportation-related and community identified destinations where an increase in active transportation modes can be realized, including but not limited to: schools, school facilities, transit facilities, community, social service or medical centers, employment centers, high density or affordable housing, regional, State or national trail system, recreational and visitor destinations or other community identified destinations via: (12 points max.)

- **a. creation of new routes**
- **b. removal of barrier to mobility**
- **c. closure of gaps**
- **d. other improvements to routes**
- **e. educates or encourages use of existing routes**

This will provide bicycle safety education and encouragement for middle school youth by training PE instructors to run a bicycle safety education program. Middle school youth are becoming more independent making the timing right to introduce bicycling as a viable and affordable transportation option. This program will educate the students to ride bicycles safely and use bicycles in conjunction with public transportation.

The program consists of organizing 4 training sessions in the first year for 15 schools and 4 training sessions the second year for 15 schools. These training sessions will be conducted by Youth Educational Sports, Inc. (YES, Inc.), which has provided successful innovative pedestrian and bicycle programs for schools, grades K-12, including creating the Bike Lessons and Safety Training (BLAST) program for LAUSD. Each school would send 3 PE teachers to a one-day training session. School Cycling Instructors (SCIs) who have already been trained to teach bicycle safety education would lead the training sessions, teaching the PE instructors how to teach the material. Following the training sessions, the PE instructors would then be able to teach bicycle safety education as a unit of PE class. This program will also seek to train at least 1 Physical Education teacher per school to become a School Cycling Instructor so that each SCI trained PE teacher can train additional teachers at their own school. Incorporating the bicycle education into class, allows more students to be reached than by offering an optional after-school program.

Encouragement activities should always follow education. They enable students to put what they learn into practice, to develop their skills, and to increase the likelihood that

the students will make bicycling a regular part of their lifestyle. The program seeks to establish a bicycle club at each school to reinforce what they learn in the PE unit and to encourage students to ride outside the school setting. LACBC would assist with establishing the bicycle clubs and would organize four after-school rides per school per year. LACBC will identify a faculty member to act as club advisor to help ensure the club continues each year. All of the bikes, repair equipment, and educational materials would remain at each school for continual use.

LACBC would also provide training to interested students and faculty members on running the club, performing basic bike maintenance, organizing and marshaling group rides safely, integrating bicycle transportation with public transit, and identifying good bicycling routes to key local destinations in the community. For rides, LACBC will use existing bicycle infrastructure such as bike lanes, sharrows, and bike routes in the neighborhoods surrounding each school. It is important to demonstrate safe route connectivity for first mile, last mile for those students who may integrate their bike riding with the bus or train.

The introduction of these activities outside the school setting will encourage students to continue riding on their own and serve to get the students excited about bicycling for both recreation and transportation. Teaching basic bike repair to the students and faculty creates opportunities for partnerships with local bike shops and further supports self-sufficiency among students. For students who do not own bikes, LACBC can work with each school to help acquire low-cost bicycles through business relationships and sources such as universities, police departments and Metro which periodically clear unclaimed bikes from their storage. This provides an additional opportunity to teach bike repair to the students as part of bicycle club activities and incentivizes students to “earn” a bike by fixing it.

C. Referencing the answers to A and B above, describe how the proposed project represents one of the Implementing Agencies (and/or project Partnering Agency’s) highest unfunded non-motorized active transportation priorities. (6 points max.)

The purpose of this ATP program is to make bicycle education a permanent part of LAUSD Physical Education and to encourage everyday bicycle riding among students. LAUSD's "Blueprint for Wellness" (Attachment I-3-A) includes a full chapter about the importance of quality Physical Education.

Beyond required participation in PE for middle school students, the Blueprint emphasizes strong support for PE and the importance of physical activity opportunities before and after school. It recommends that after school programs "should provide more opportunities for students to extend and refine the skills that were learned in the physical education programs" and offers the following strategies that align with this proposal:

"Extracurricular physical activity programs for elementary, middle, and high school students are offered before and after school in a variety of supervised activities in physical activity clubs or intramural programs."

"After-school childcare and enrichment programs are provided with adequate outdoor space and equipment where moderate-to-vigorous physical activity is encouraged and provided for all participants." (Blueprint for Wellness, pg.15 - Attachment I-3-A)

The Blueprint also addresses goals and strategies for parent and community involvement which calls for schools to "support parents' efforts to provide daily physical activity for their children" and encourages "other school-based physical activity opportunities before, during, and after the school day and to support parents' efforts to provide their children with opportunities to be physically active outside of school." (pg. 34 - Attachment I-3-A)

The Blueprint includes health education goals with "nutrition and physical activity" as one of six content areas to prioritize. Within this content area, it articulates a strategy in which "schools are encouraged to pursue strategies to incorporate additional nutrition

education and physical activity promotional resources from government and nonprofit partners." (pg. 18 - Attachment I-3-A)

Programs similar to this proposal have been successfully piloted at three schools in LAUSD: Marina Del Rey Middle School, Audubon Middle School, and Patrick Henry Middle School.

In 2002, LAUSD middle schools received a traveling bicycle/pedestrian safety program called BLAST (Bike Lessons and Safety Training) conducted out of LAUSD Office of Environmental Health and Safety by YES, Inc. At Marina Del Rey Middle School, the PE Department decided to teach the BLAST program themselves on an annual basis. Since then, the program is still being conducted as a PE Bicycle Unit. The students who are in the Marina Del Rey Oceanography Magnet program use the bicycles to travel 2 miles to the beach to conduct their studies through a bicycle "shared-use' program between the PE Department and the Oceanography Magnet. This program envisions a similar "shared-use" component that enables field trips by bicycle, reinforcing in students' minds that active transportation is a viable option.

Specialized Bicycle company and RTSG Neuroscientists recently conducted a study analyzing the effects of bicycle riding on school children dealing with mental concentration and performance in the classroom. The study selected several schools, including Audubon Middle School located in the Crenshaw neighborhood of South LA and Patrick Henry Middle School in Granada Hills. New bikes were delivered to the schools and students were trained on how to safely them. Community Health Councils (CHC), along with LACBC's Education Director, Colin Bogart, coordinated Audubon educators and administration as well as neighborhood adult volunteers to lead and chaperone on-street PE rides. Overall, students in the study showed improved attention, more "normal" neuroelectric brain activity post-ride, better overall mood, and reduced BMI and waist size. In just one month, average BMI decreased from 19.8 to 19.57 and waist circumference decreased 0.6 inches. These positive aspects were

noticeable after just one ride and the program demonstrated an 87% retention rate with kids. For reference see:
http://www.specialized.com/OA_MEDIA/pdf/Specialized_infographic_2.23.15_novideo.pdf
https://www.youtube.com/watch?v=82t1OM0hL8E

LAUSD's proposed ATP program builds on these efforts, providing a permanent solution to making bicycling part of the physical education at LAUSD. By incorporating the bicycle education into PE class, all the students at each school will have the opportunity to take the bicycle safety unit. This "train the trainer" model is an effective way to reach a large body of middle school students since all the students take a PE class and the education unit as part of PE does not require additional instructional time. Training PE instructors leverages their existing knowledge of physical education as well as their ongoing connections with their students as compared to a visiting instructor. The number of students that can be reached through PE classes exceeds optional after school programs, provides more ride time and guarantees in depth instruction.

The proposed education program will complement the City of LA's' Safe Routes to School Strategic Plan. As part of the Strategic Plan, 63 middle schools were identified among 495 schools with the most need. Thirteen of LAUSD's target middle schools are among the top 30 middle schools on LADOT's priority list, suggesting overlap in each agency's prioritization methodology. LAUSD and LACBC will work with the City of LA to complement and leverage its SRTS Strategic Plan.

Part B: Narrative Questions
Detailed Instructions for: Question #2

QUESTION #2

POTENTIAL FOR REDUCING THE NUMBER AND/OR RATE OF PEDESTRIAN AND BICYCLIST FATALITIES AND INJURIES, INCLUDING THE IDENTIFICATION OF SAFETY HAZARDS FOR PEDESTRIANS AND BICYCLISTS. ***(0-25 POINTS)***

A. Describe the plan/program influence area or project location's history of collisions resulting in fatalities and injuries to non-motorized users and the source(s) of data used (e.g. collision reports, community observation, surveys, audits). (10 points max.)

The LAUSD boundaries include 720 square miles of urbanized LA County, including the entire City of LA as well as all or parts of 31 smaller jurisdictions. From 2007 to 2012, there were over 12,000 bicycle collisions within the school district, largely clustered in the most densely populated neighborhoods. The 30 target schools are located in close correlation with collision hot spots throughout the district, particularly west of downtown Los Angeles, in Southeast LA County and in the San Fernando Valley. (Attachment E-2) Based on SWITRS data obtained through the Transportation Injury Mapping System SRTS Mapping Viewer tool, bicyclist and pedestrian involved collisions from 2007-2012 within a half-mile radius of the targeted schools range from a low of 17 total collisions to a high of 402 (Attachment I-2-C for a school by school breakdown).

In LA County, bicyclists comprise 6.8% of people injured or killed in traffic, despite having only 1.4% mode share (SWITRS 2012; Safe Routes to School National Partnership, Travel in LA County). For youth ages 5-14 and 15-24, motor vehicle collisions were the second leading cause of death in Los Angeles County (Los Angeles County Department of Public Health, Mortality in Los Angeles County 2010 - Attachment I-2-D). The National Highway Traffic Safety Administration reports that bicycle riders ages 10 to 15 suffer the greatest number of crashes involving cars of any age group. The preponderance of this data suggests that targeting youth with specific collision-avoidance skills would significantly reduce the risk of colliding with a motor vehicle and reduce injury and mortality among the target population.

National bicycle crash data compiled by the League of American Bicyclists reveal that the most common collisions in which the bicyclist was at fault include riding against the flow of traffic, turning left from the right side of the road, failure to yield when entering the roadway, failure to stop at red lights or stop signs, and sudden swerves in front of overtaking vehicles. The most common collisions in which the motor vehicle driver was at fault include turning left or right in front of a bicyclist, failure to stop at a red light or stop sign, opening a car door into the path of a passing bicyclist, and failure to yield when entering the roadway (Attachment I-2-E). All of these collision types can be addressed through education.

B. Describe how the project/program/plan will remedy (one or more) potential safety hazards that contribute to pedestrian and/or bicyclist injuries or fatalities; including but not limited to the following possible areas: (15 points max.)

- Reduces speed or volume of motor vehicles in the proximity of non-motorized users.
- Improves sight distance and visibility between motorized and non-motorized users.
- Eliminates potential conflict points between motorized and non-motorized users, including creating physical separation between motorized and non-motorized users.
- Improves compliance with local traffic laws for both motorized and non-motorized users.
- Addresses inadequate traffic control devices.
- Eliminates or reduces behaviors that lead to collisions involving non-motorized users.
- Addresses inadequate or unsafe traffic control devices, bicycle facilities, trails, crosswalks and/or sidewalks.

This ATP program will improve bicycle riding skills of middle school youth at 30 participating LAUSD schools by educating participants on how to ride a bike safely. Bicycling is a healthy and fun physical activity. Without proper bicycle education, young bicyclists typically learn bad riding habits from peers or simply make up their own rules for riding. This leads to dangerous behavior that can cause serious injury, some of which the young bicyclists may not even be aware is wrong. By teaching correct riding behaviors and emergency bike handling skills, an educated bicyclist can ride safely as a lifelong activity. The goal is to introduce bicycle riding safety concepts and techniques. This ATP program is a partnership between LAUSD, YES and LACBC.

YES has created introductory bicycle training program -- Bicycle Lessons And Safety Training (BLAST), for youth ages 10 - 14. The program will introduce, educate and train bicycle safety concepts and techniques for commuting, recreation, and exercise.

Our 30 middle schools we will be using YES-BLAST Vol. 1 Skills Course, which is targeted to any level rider (including the novice rider and special needs student) between the ages of 10 - 14 and is a recommended prerequisite before attempting the YES-BLAST Vol. 2 Track Course. Volume 1, Part 1 and Part 2 take the student from important pre-ride information to basic and advanced bike handling and riding skills. Curriculum credits and table of contents attached (Attachment I-2-F).

The BLAST program inspired the LAUSD to create a policy Memorandum 622 (Attachment I-2-G) where the students had to be trained and must wear a helmet before they were allowed to ride to school to ensure bicyclists are more safe. Marina Del Rey Middle School is the longest lasting example of PE Department introduced bicycle education and safety training as part of the PE program. The Oceanography Magnet at Marina Del Rey understands the value of the training and insists that all of their students go through the program before they can use the bicycles to ride to the beach.

Part B: Narrative Questions
Detailed Instructions for: Question #3

QUESTION #3
PUBLIC PARTICIPATION and PLANNING *(0-15 POINTS)*

Describe the community based public participation process that culminated in the project/program proposal or will be utilized as part of the development of a plan.

This program is a result of conversation among education and transportation stakeholders, with the need for this particular model of in-school education identified by the 2010 City of LA's Bicycle Plan. During the development of that plan and since, stakeholders have identified the need to introduce bicycle/pedestrian safety as a sustainable program that is integrated into school curriculum, not just one-time events. The project's methodology would be introduced at 30 middle schools with an eventual goal of implementing the program district-wide as resources become available. Once launched, each school's program would become sustainably integrated into regular curriculum, allowing for movement to additional sites. See Attachment J for Letters of Support.

A. Who: Describe who was engaged in the identification and development of this project/program/plan (for plans: who will be engaged). (5 points max)

This concept has been reviewed with consultants at recent meetings with: City of Los Angeles Department of Transportation; City of Los Angeles Bicycle Advisory Committee & Citywide Pedestrian Advisory Committee; Los Angeles County Bicycle Coalition; Los Angeles County Metropolitan Transportation Authority; Safe Routes to School National Partnership; LAUSD Board Members, Office of Environmental Health and Safety; LAUSD Office of Curriculum, Instruction and School Support; LAUSD Los Angeles School Police Department; Los Angeles Police Department; Los Angeles County Sheriff's Department; and the Los Angeles County of Department of Public Health. See Attachment J for Letters of Support.

Notification was sent out to all 108 middle schools in the Los Angeles Unified School District to see if this project was something the school and the community would want to undertake. Thirty schools were selected based on pedestrian and bicyclist traffic collisions

and low-income student populations. See the attached list of 30 schools interested/committed to participate (Attachment I-1-A).

B. How: Describe how stakeholders were engaged (or will be for a plan). (4 points max)

The above agency and public stakeholders have participated in development of the City of Los Angeles Safe Routes to School Strategic Plan and Bicycle Plan, both of which call for this sustainable, integrated bicycle safety education model. Both plans included extensive outreach: for the Bicycle Plan, public workshops were held at community-accessible locations throughout the City over the course of two years (2009-2010). The Safe Routes to School Strategic Plan identified key institutional stakeholders to engage, including LAUSD, the Department of Public Health, LAPD, LAUSD School Police and the City's volunteer Pedestrian Advisory Committee, which has representatives appointed by the Mayor and all 15 Council Districts. LACBC participated extensively in developing both plans.

The direct stakeholders for this program are the middle school students, but the PE teachers and school principals are the stewards of the curriculum the students receive. Our best resource for determining content is through the Safe Routes to School Strategic Plan, Blueprint for Wellness and the Master Bike Plan along with the goals of the ATP. Physical Education curriculum is changing from team-based sports to teaching physical activity that can be incorporated into student's daily life as a lifestyle of physical activity -- "Physical education should be taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity…"(p.15 of Blueprint for Wellness - Attachment I-3-A). Bicycling is one of those activities.

School principals and PE teachers were contacted through email, fax and phone calls to confirm interest in bringing bike safety instruction to their schools. They were notified that the Office of Environmental Health and Safety as well as the Office of Curriculum, Instruction and School Support were both very supportive of schools implementing this program for the health and safety of the students. Schools were

notified of the importance of students biking to school to increase physical activity to improve their health and the connection to academic achievement.

In addition, the program concept and curriculum has been presented and well received at the California Association for Health, Physical Education, Recreation and Dance Conferences in 2013 and 2014.

C. What: Describe the feedback received during the stakeholder engagement process and describe how the public participation and planning process has improved the project's overall effectiveness at meeting the purpose and goals of the ATP. (5 points max)

Supportive feedback on this concept has been consistent from all stakeholders since the 2010 Bicycle Plan. When offering students voluntary, one-week-at-a-time bike after school sessions through the BLAST program, it became apparent that there were barriers to attendance such as apprehension, money and/or time. Considering those barriers, YES and LAUSD's Physical Education Advisor determined the benefits of the program would be better served by incorporating bicycling education as part of PE during school hours along with providing necessary equipment, such as working bicycles and helmets. In this way LAUSD mandates that every child will be introduced to the concept of bicycling as one of the options for physical activity and will be more effective at meeting these goals of the ATP:

- **Increase the proportion of biking and walking trips -** Increase the percentage of students riding to school to the state average of 2%
- **Increase safety for non-motorized users -** Teach students safe riding skills for those who bicycle on city streets in traffic.
- **Increase mobility for non-motorized users -** Equipment provided will allow students with economic barriers to ride a bicycle while at school and through the bicycle club.
- **Enhance public health, including the reduction of childhood obesity through the use of projects eligible for Safe Routes to Schools Program funding -** As a cardiovascular activity, bicycling can address LAUSD's "Blueprint for Wellness" recommendation that 50% of PE class time includes moderate-to-vigorous activity, which will reduce obesity.

- **Ensure disadvantaged communities fully share in program benefits (25% of program) -** Across the 30 schools an average 88.33% of students served by this program are eligible for the Free or Reduced Priced Meals Program.

D. Describe how stakeholders will continue to be engaged in the implementation of the project/program/plan. (1 points max)

This program's stakeholder engagement includes outreach to local community organizations, church groups, PTSA's, and the City of LA's Bicycle Advisory Committee's Education Subcommittee. The groups will be will be invited to participate in the program, especially for the organized rides and bicycle club activities. Periodic updates and invitation reminders will be achieved through phone calls, e-mails, and attendance at the meetings of these groups. Feedback and ideas for rides and activities will be welcome and encouraged. Connecting the rides and club activities to existing community events, such as festivals or cultural events, will expand the reach of the program and provide additional opportunities for formal and informal communication with stakeholders. This project is being implemented with LACBC's assistance, bicycle safety education and group ride experts.

Part B: Narrative Questions
Detailed Instructions for: Question #4

QUESTION #4

IMPROVED PUBLIC HEALTH *(0-10 points*)

- **NOTE: Applicants applying for the disadvantaged community set aside must respond to the below questions with health data specific to the disadvantaged communities. Failure to do so will result in lost points.**

A. **Describe the health status of the targeted users of the project/program/plan. (3 points max)**

The students targeted for this program suffer from a lack of physical activity and aerobic conditioning and high risk of injury and/or mortality from collisions with motor vehicles. Motor vehicle collisions are the second leading cause of death for the target age group. According to the California Department of Education Data Quest Physical Fitness Report, in 2013-14, 47.7% of the 7th grade students in LAUSD did not meet the Healthy Fitness Zone for Aerobic Capacity. Of the 7th grade students, 46.6%, had a Body Mass Index that indicated they were overweight (21.3%) or obese (25.3%) (Attachment I-4-A). These students are at elevated risk for cardiovascular disease and other obesity-related illnesses if they don't develop healthy lifestyle habits. Bicycling is a lifestyle activity, not just a sport, increasing the likelihood that program participants will adopt active transportation in their daily lives and apply the knowledge learned in PE class. Integrating regular, moderate physical activity like bicycling into one's daily life is an effective way to increase aerobic capacity, lower BMI and improve mental well-being.

The health data used to identify these health issues is the mandated California Physical Performance Test currently used, called the Fitnessgram. This test is a scientifically based health-related fitness assessment. It consists of six assessments; aerobic capacity, body composition, muscle strength, muscle endurance, flexibility, and trunk extension.

B. Describe how you expect your project/proposal/plan to enhance public health. (7 points max.)

Schools are core centers of the community. Making a cultural change to PE (teaching bicycling as an active lifestyle transportation choice) to change habits

of kids will trickle to the family and then to the community as a whole, thus positively impacting public health.

The implementation of bicycle safety into the middle school physical education curriculum will positively impact the healthiness of our students. Bicycling is an aerobic activity. “Providing students with the opportunity to participate in enjoyable and engaging physical activity such as bicycling is beneficial in increasing aerobic fitness.” (Wright and Karp 2006). Middle school is an extremely important age to capture students’ attention for being physically active the rest of their lives, outside the school setting. For many of the students, this will be the first time they are introduced to a comprehensive physical education program with opportunities to successfully interact with their environment and peers. Middle school physical education programs work most effectively when they are designed for student success and emphasize learning, enjoyment, conceptual knowledge, appropriate challenges, and cooperation. Bicycling is an excellent activity to provide all of these things. Bicycling is one of their means of transportation and this program will encourage and support students to ride bicycles to and from school as well as destinations in their community through the bicycle clubs and organized rides.

According to the Center for Disease Control and Prevention (CDC) in their 9/27/13 New CDC Vital Signs report found the percentage of children aged 6-11 years in the United States who were obese increased from 7% in 1980 to nearly 18% in 2012. Similarly, the percentage of adolescents aged 12-19 years who were obese increased from 5% to nearly 21% over the same period. In 2012, more than one third of children and adolescents were overweight or obese. (Center for Disease Control and Prevention Morbidity and Mortality Weekly Report September 16, 2011 Recommendations and Reports Volume 60 No 5) In the CDC report they identified prevention behaviors such as:

- Healthy lifestyle habits, including healthy eating and physical activity, can lower the risk of becoming obese and developing related diseases.

The report noted schools play a particularly critical role by establishing a safe and supportive environment with policies and practices that support healthy behaviors. Schools also provide opportunities for students to learn about and practice healthy eating and physical activity behaviors. Below is Guideline 4 of their report that emphasizes quality physical education:

- Implement a comprehensive physical activity program with quality physical education as the cornerstone.
- Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities.

The implementation of bicycle safety in middle school will provide students the opportunity to participate in enjoyable, engaging physical activity that is an aerobic and lifelong physical activity. The health benefits of bicycling include building muscle strength and improved muscle tone, improved cardiovascular health, reduced risk of diabetes, weight loss, and increased energy levels.

Part B: Narrative Questions
Detailed Instructions for: Question #5

QUESTION #5
BENEFIT TO DISADVANTAGED COMMUNITIES *(0-10 points*)

A. **Identification of disadvantaged communities: (0 points – SCREENING ONLY**)

To receive disadvantaged communities points, projects/programs/plans must be located within a disadvantaged community (as defined by one of the four options below) AND/OR provide a direct, meaningful, and assured benefit to individuals from a disadvantaged community.

1. The median household income of the census tract(s) is 80% of the statewide median household income
2. Census tract(s) is in the top 25% of overall scores from CalEnviroScreen 2.0
3. At least 75% of public school students in the project area are eligible for the Free or Reduced Priced Meals Program under the National School Lunch Program
4. Alternative criteria for identifying disadvantage communities (see below)

Provide a map showing the boundaries of the proposed project/program/plan and the geographic boundaries of the disadvantaged community that the project/program/plan is located within and/or benefiting.

Option 1: Median household income, by census tract for the community(ies) benefited by the project:
$_____

- Provide all census tract numbers
- Provide the median income for each census track listed
- Provide the population for each census track listed

Option 2: California Communities Environmental Health Screening Tool 2.0 (CalEnviroScreen) score for the community benefited by the project: _____

- Provide all census tract numbers
- Provide the CalEnviroScreen 2.0 score for each census track listed
- Provide the population for each census track listed

Option 3: Percentage of students eligible for the Free or Reduced Price Meals Programs: 88.33 %

- Provide percentage of students eligible for the Free or Reduced Meals Program for each and all schools included in the proposal

At the target 30 schools, 88.33% of the 36,600 students that would be served by this program are eligible for the Free or Reduced Priced Meals Program under the National School Lunch Program. (See Attachment D-1 for a school-by-school breakdown.)

Option 4: Alternative criteria for identifying disadvantaged communities:

- Provide median household income (option 1), the CalEnviroScreen 2.0 score (option 2), and if applicable, the percentage of students eligible for Free and Reduced Meal Programs (option 3)

- Provide ADDITIONAL data that demonstrates that the community benefiting from the project/program/plan is disadvantaged
- Provide an explanation for why this additional data demonstrates that the community is disadvantaged

B. For proposals located within disadvantage community: (5 points max)

What percent of the funds requested will be expended in the disadvantaged community? ____%
Explain how this percent was calculated.

All (100%) of the project benefits schools with student populations that qualify as disadvantaged under the Free or Reduced Price Meals Program criteria. All students at each school take PE and would benefit from the in-class education components. The training, equipment, and encouragement activities would be used to establish self-sustaining programs at each of the schools. In addition, all equipment purchased for each school remains at each school and would be maintained through partnerships with local bike shops in the communities surrounding each school.

C. Describe how the project/program/plan provides (for plans: will provide) a direct, meaningful, and assured benefit to members of the disadvantaged community. (5 points max)

Define what direct, meaningful, and assured benefit means for your proposed project/program/plan, how this benefit will be achieved, and who will receive this benefit.

The direct benefit of this proposed ATP program is bicycle safety education to teach safe riding skills in traffic. This will be achieved by incorporating YES' BLAST curriculum as a unit of LAUSD PE and through the encouragement activities that will be organized by LACBC. These encouragement activities will take place as part of a bicycle club so that students may also continue riding bikes after school. The student populations at the target schools are overwhelmingly low-income people of color, reflecting broader socioeconomic trends within LAUSD. By focusing on youth of color, who are at the greatest risk of mortality by motor vehicle and various health conditions such as diabetes, this program provides a direct benefit to the qualifying disadvantaged community. Young people of color are more likely to walk, bike or use public transit and live in neighborhoods with high rates of motor vehicle collisions (Los Angeles Health Atlas - Attachment I-5-A). A recent national survey commissioned by People for Bikes and conducted by Breakaway Research Group was completed to establish

benchmarks for bicycle riding participation in the U.S. Some of the key findings were that people with low income ride bicycles for transportation and for recreation the most frequently ("U.S. Bicycling Participation Benchmarking Study Report" March 2015, pg 53-54 - Attachment I-5-B). Such findings indicate that bicycle ridership is already higher in disadvantaged communities, which correlates to the increased collision rates documented by the Los Angeles Health Atlas and reinforces the need for focused education programs like that proposed.

Part B: Narrative Questions
Detailed Instructions for: Question #6

QUESTION #6

COST EFFECTIVENESS *(0-5 POINTS)*

A. Describe the alternatives that were considered and how the ATP-related benefits vs. project-costs varied between them. Explain why the final proposed alternative is considered to have the highest Benefit to Cost Ratio (B/C) with respect to the ATP purpose of "increased use of active modes of transportation". (3 points max.)

There are multiple options for providing bicycle safety education in schools. Some programs currently offered at LAUSD schools are one-time student assemblies and/or bike rodeos that provide limited lasting impact on student traffic safety knowledge. We seek to develop a program that is better integrated into the curriculum to improve skill retention. While one-day events are at first cheaper than the up-front investment in equipment and teacher training, in the long run the proposed program will become sustainable within existing PE budgets and not require ongoing outside vendors. By incorporating the bicycle education unit into the PE class, far more students can be reached than by only offering an optional after-school program or a one day program provided by an outside vendor.

Another alternative considered was to develop a program for elementary students. The district has a greater number of elementary schools, each with smaller student cohorts, so the cost of this alternative was considered prohibitive to reach the same number of students as the proposed program. On average a middle school has 1700 students and elementary schools have 800 students. Programs would need to be established at more than twice as many schools to reach the same number of students. An elementary school program would also require additional adult supervision during on-bike instruction, requiring either additional staffing or the expense of training adult volunteers. Additionally, middle school is a better age to teach traffic skills since students' spatial awareness and physical coordination is more developed. The selection of a middle school PE-based curriculum is consistent with the 2010 Bicycle Plan, which calls for regular mobility education to be integrated into schools as a more effective and holistic approach to traffic safety education.

B. Use the ATP Benefit/Cost Tool, provided by Caltrans Planning Division, to calculate the ratio of the benefits of the project relative to both the total project cost and ATP funds requested. The Tool is located on the CTC's website at: http://www.dot.ca.gov/hq/tpp/offices/eab/atp.html. After calculating the B/C ratios for the project, provide constructive feedback on the tool (2 points max.)

$$\left(\frac{Benefit}{Total\ Project\ Cost} \text{ and } \frac{Benefit}{Funds\ Requested}\right).$$

Funds Requested: $1,359,012.60

Net Present Cost of Funds Requested: $1,306,742.88

Total Benefits: $632,523,097.73

Net Present Benefit: $562,302,251.37

Benefit Cost Ratio: 430.31

Feedback for the tool – The automatic population of certain areas as well as the final result is helpful, but overall the tool is very confusing to navigate. It is understandable this is information that ATP needs to capture, but the lack of clear instructions undermines making these funds available to disadvantaged communities. Having access to resources to complete these kinds of technical grant applications is a daunting endeavor for the communities these monies are intended to reach.

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Part B: Narrative Questions
Detailed Instructions for: Question #7

QUESTION #7
LEVERAGING OF NON-ATP FUNDS *(0-5 points*)

A. The application funding plan will show all federal, state and local funding for the project: (5 points max.)

This is an application for a non-infrastructure project. Funds will be used to implement this bicycle safety education curriculum at 30 LAUSD middle schools. No other funding sources will be used in this project.

Part B: Narrative Questions
Detailed Instructions for: Question #8

QUESTION #8

USE OF CALIFORNIA CONSERVATION CORPS (CCC) OR A CERTIFIED COMMUNITY CONSERVATION CORPS *(0 or -5 points)*

Step 1: Is this an application requesting funds for a Plan (Bike, Pedestrian, SRTS, or ATP Plan)?

Yes (If this application is for a Plan, there is no need to submit information to the corps and there will be no penalty to applicant: 0 points)

✓ No (If this application is NOT for a Plan, proceed to Step #2)

Step 2: The applicant must submit the following information via email concurrently to **both** the CCC **AND** certified community conservation corps prior to application submittal to Caltrans. The CCC and certified community conservation corps will respond within five (5) business days from receipt of the information.

- Project Title
- Project Description
- Detailed Estimate
- Project Schedule
- Project Map
- Preliminary Plan

California Conservation Corps representative:
Name: Wei Hsieh
Email: atp@ccc.ca.gov
Phone: (916) 341-3154

Community Conservation Corps representative:
Name: Danielle Lynch
Email: inquiry@atpcommunitycorps.org
Phone: (916) 426-9170

Step 3: The applicant has coordinated with Wei Hsieh with the CCC **AND** Danielle Lynch with the certified community conservation corps and determined the following (check appropriate box):

Neither corps can participate in the project (0 points)

✓ Applicant intends to utilize the CCC or a certified community conservation corps on the following items listed below (0 points).

"Bo Savage of the Los Angeles Conservation Corps has responded that they are able to work with you on this project." - e-mail from Danielle Lynch, CALCC, April 23, 2015

"Edgar Lino, the Conservation Supervisor at our CCC Los Angeles location has responded with the following partnership for your project: Los Angeles Unified School District Sustainable 30 Middle Schools SRTS Project. Please include this email with your application as proof that you reached out to the CCC. Feel free to contact Edgar Lino directly if your project receives funding.

Thank you," - e-mail from Wei Hsieh, California Conservation Corps, May 27, 2015

Applicant has contacted the corps but intends not to use the corps on a project in which either corps has indicated it can participate (-5 points)

Applicant has not coordinated with both corps (-5 points)

The CCC and certified community conservation corps will provide a list to Caltrans of all projects submitted to them and indicating which projects they are available to participate on. The applicant must also attach any email correspondence from the CCC and certified community conservation corps to the application verifying communication/participation.

Part B: Narrative Questions
Detailed Instructions for: Question #9

QUESTION #9
APPLICANT'S PERFORMANCE ON PAST GRANTS AND DELIVERABILITY OF PROJECTS
(0 to-10 points OR disqualification)

A. ***Applicant*: Provide short explanation of the Implementing Agency's project delivery history for all projects that include project funding through Caltrans Local Assistance administered programs (ATP, Safe Routes to School, BTA, HSIP, etc.) for the last five (5) years.**

LAUSD does not have a history of project funding through Caltrans Local Assistance administered programs.

B. ***Caltrans response only*:**
Caltrans to recommend score for deliverability of scope, cost, and schedule based on the overall application.

Part C: Application Attachments

Applicants must ensure all data in this part of the application is fully consistent with the other parts of the application. See the Application Instructions and Guidance document for more information and requirements related to Part C.

List of Application Attachments

The following attachment names and order must be maintained for all applications. Depending on the Project Type (I, NI or Plans) some attachments will be intentionally left blank. All non-blank attachments must be identified in hard-copy applications using "tabs" with appropriate letter designations

Application Signature Page **Attachment A**
Required for all applications

ATP - PROJECT PROGRAMMING REQUEST (ATP-PPR) **Attachment B**
Required for all applications

Engineer's Checklist **Attachment C**
Required for Infrastructure Projects

Project Location Map **Attachment D**
Required for all applications

Project Map/Plans showing existing and proposed conditions **Attachment E**
Required for Infrastructure Projects (optional for 'Non-Infrastructure' and 'Plan' Projects)

Photos of Existing Conditions **Attachment F**
Required for all applications

Project Estimate **Attachment G**
Required for Infrastructure Projects

Non-Infrastructure Work Plan (Form 22-R) **Attachment H**
Required for all projects with Non-Infrastructure Elements

Narrative Questions backup information **Attachment I**
Required for all applications
Label attachments separately with "H-#" based on the # of the Narrative Question

Letters of Support **Attachment J**
Required or Recommended for all projects (as designated in the instructions)

Additional Attachments **Attachment K**
Additional attachments may be included. They should be organized in a way that allows application reviews easy identification and review of the information.

Attachment A:

Application Signature Page

Part C: Attachments
Attachment A: Signature Page

IMPORTANT: Applications will not be accepted without all required signatures.

Implementing Agency: Chief Executive Officer, Public Works Director, or other officer authorized by the governing board
The undersigned affirms that their agency will be the "Implementing Agency" for the project if funded with ATP funds and they are the Chief Executive Officer, Public Works Director or other officer **authorized by their governing board with the authority to commit the agency's resources and funds.** They are also affirming that the statements contained in this application package are true and complete to the best of their knowledge. For infrastructure projects, the undersigned affirms that they are the manager of the public right-of-way facilities (responsible for their maintenance and operation) or they have authority over this position.

Signature: JBarrett Date:
Name: Angel Barrett Phone: (213) 241-5333
Title: Executive Director e-mail: abarr5@lausd.net

For projects with a Partnering Agency: Chief Executive Officer or other officer authorized by the governing board
(For use only when appropriate)
The undersigned affirms that their agency is committed to partner with the "Implementing Agency" and agrees to assume the responsibility for the ongoing operations and maintenance of the facility upon completion by the implementing agency and they intend to document such agreement per the CTC guidelines. The undersigned also affirms that they are the Chief Executive Officer or other officer authorized by their governing board with the authority to commit the agency's resources and funds. They are also affirming that the statements contained in this application package are true and complete to the best of their knowledge.

Signature: Date:
Name: Phone:
Title: e-mail:

For Safe Routes to School projects and/or projects presented as benefiting a school: School or School District Official
(For use only when appropriate)
The undersigned affirms that the school(s) benefited by this application is not on a school closure list.

Signature: JBarrett Date:
Name: Angel Barrett Phone: (213) 241-5333
Title: Executive Director e-mail: abarr5@lausd.net

For projects with encroachments on the State right-of-way: Caltrans District Traffic Operations Office Approval*
(For use only when appropriate)
If the application's project proposes improvements within a freeway or state highway right-of-way, whether it affects the safety or operations of the facility or not, it is required that the proposed improvements be reviewed by the district traffic operations office and either a letter of support/acknowledgement from the traffic operations office be attached or the signature of the traffic manager be secured in the application. The Caltrans letter and/or signature does not imply approval of the project, but instead is only an acknowledgement that Caltrans District staff is aware of the proposed project; and upon initial review, the project appears to be reasonable and acceptable.

Is a letter of support/acknowledgement attached? _____ If yes, no signature is required. If no, the following signature is required.

Signature: Date:
Name: Phone:
Title: e-mail:

* Contact the District Local Assistance Engineer (DLAE) for the project to get Caltrans Traffic Ops contact information. DLAE contact information can be found at http://www.dot.ca.gov/hq/LocalPrograms/dlae.htm

Attachment B:

ATP – Project Programming Request (ATP PPR)

STATE OF CALIFORNIA ● DEPARTMENT OF TRANSPORTATION

ATP PROJECT PROGRAMMING REQUEST

Date: 5/27/15

Project Information:					
Project Title:	Los Angeles Unified School District Middle School Bicycle Safety Physical Education Program				
District	**County**	**Route**	**EA**	**Project ID**	**PPNO**
07	LA	N/A			

Funding Information:

DO NOT FILL IN ANY SHADED AREAS

Proposed Total Project Cost ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON				679,507	679,506			1,359,013
TOTAL				679,507	679,506			1,359,013

Notes:

ATP Funds **Infrastructure Cycle 2**

Program Code

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON								
TOTAL								

Funding Agency

Notes:

ATP Funds **Non-infrastructure Cycle 2**

Program Code

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON				679,507	679,506			1,359,013
TOTAL				679,507	679,506			1,359,013

Funding Agency

Notes:

ATP Funds **Plan Cycle 2**

Program Code

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON								
TOTAL								

Funding Agency

Notes:

ATP Funds **Previous Cycle**

Program Code

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON								
TOTAL								

Funding Agency

Notes:

ATP Funds **Future Cycles**

Program Code

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON								
TOTAL								

Funding Agency

Notes:

STATE OF CALIFORNIA ● DEPARTMENT OF TRANSPORTATION

ATP PROJECT PROGRAMMING REQUEST

Date: 5/27/15

Project Information:					
Project Title:	Los Angeles Unified School District Middle School Bicycle Safety Physical Education Program				
District	**County**	**Route**	**EA**	**Project ID**	**PPNO**
07	LA	N/A			

Funding Information:

DO NOT FILL IN ANY SHADED AREAS

Fund No. 2: Future Source for Matching — **Program Code**

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON								
TOTAL								

Funding Agency

Notes:

Fund No. 3: — **Program Code**

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON								
TOTAL								

Funding Agency

Notes:

Fund No. 4: — **Program Code**

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON								
TOTAL								

Funding Agency

Notes:

Fund No. 5: — **Program Code**

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON								
TOTAL								

Funding Agency

Notes:

Fund No. 6: — **Program Code**

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON								
TOTAL								

Funding Agency

Notes:

Fund No. 7: — **Program Code**

Proposed Funding Allocation ($1,000s)

Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total
E&P (PA&ED)								
PS&E								
R/W								
CON								
TOTAL								

Funding Agency

Notes:

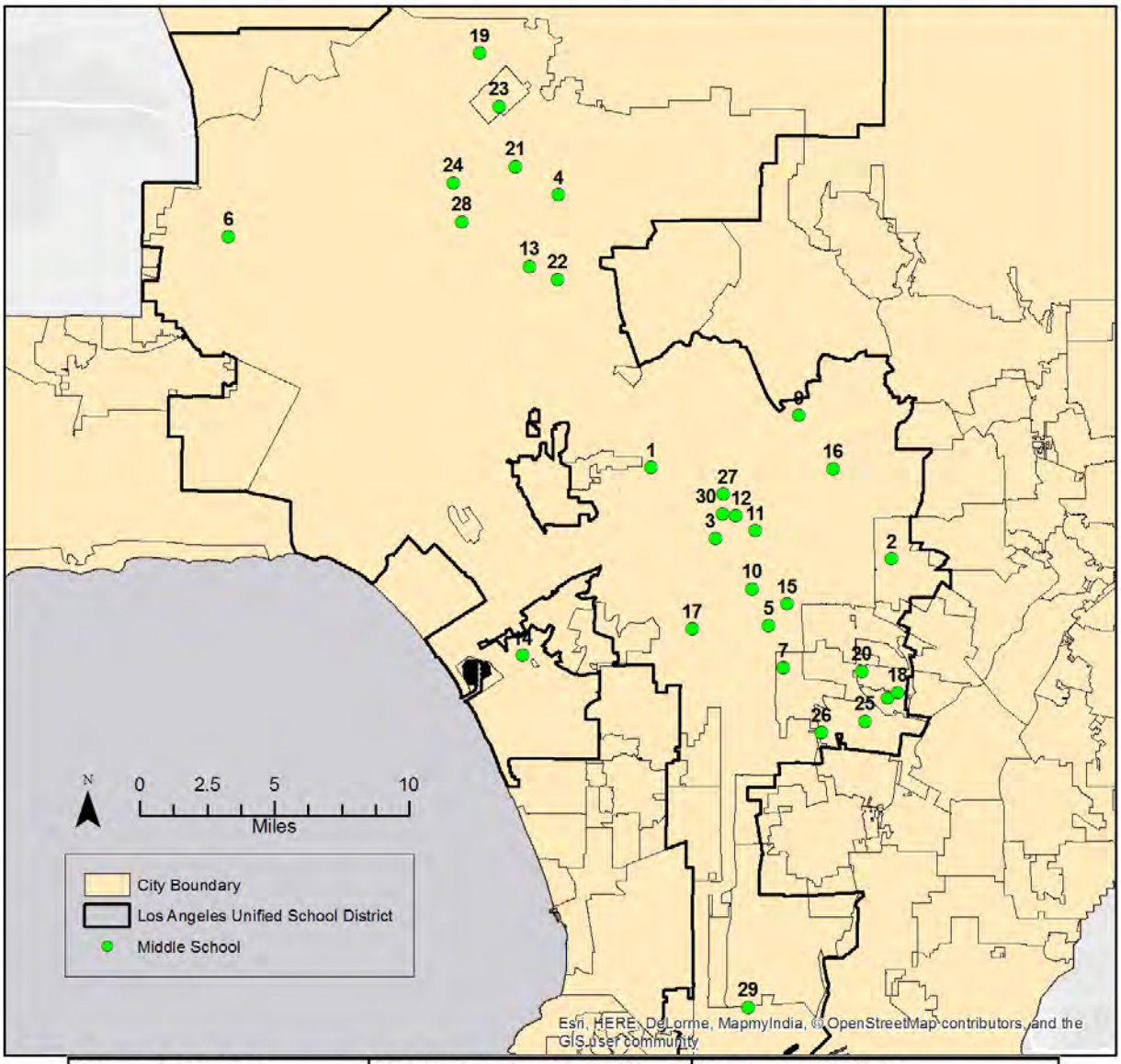
Attachment C:

Engineer's Checklist (N/A)

Attachment D:

Project Location Map

School Sites W/ Percentage of Free/Reduced Lunch



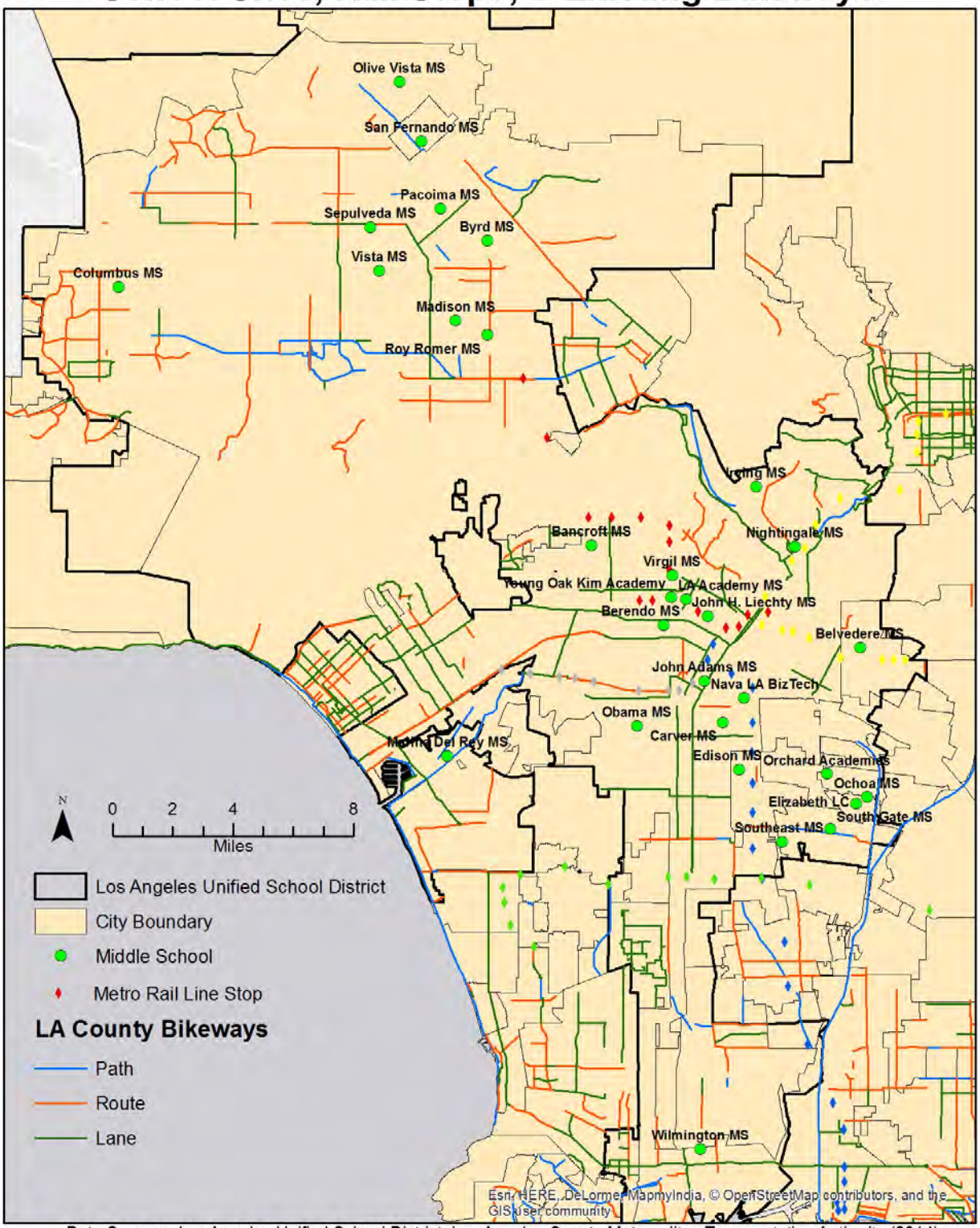
1. Bancroft MS: 87.3%	11. John H. Liechty MS: 86.7%	21. Pacoima MS: 91.2%
2. Belvedere MS: 90.3%	12. LA Academy: 94.4%	22. Romer MS: 89.7%
3. Berendo MS: 91.4%	13. Madison MS: 90.7%	23. San Fernando MS: 85.9%
4. Byrd MS: 88.8%	14. Marina Del Rey MS: 81.6%	24. Sepulveda MS: 84.9%
5. Carver MS: 79.4%	15. Nava LA BT: 96.4%	25. South Gate MS: 88.4%
6. Columbus MS: 83.3%	16. Nightingale MS: 89.3%	26. Southeast MS: 87.3%
7. Edison MS: 96.7%	17. Obama MS: 78.6%	27. Virgil MS: 84.8%
8. Elizabeth LC: 83.8%	18. Ochoa MS: 86.8%	28. Vista MS: 87.9%
9. Irving MS: 81.9%	19. Olive Vista MS: 91.1%	29. Wimington MS: 83.9%
10. John Adams MS: 92.4%	20. Orchard MS: 94.5%	30. Young Oak Kim Academy: 94.8%

Data Sources: U.S. Census Bureau, 2009-2013 5-Year American Community Survey ; Los Angeles Unified School District

Attachment E:

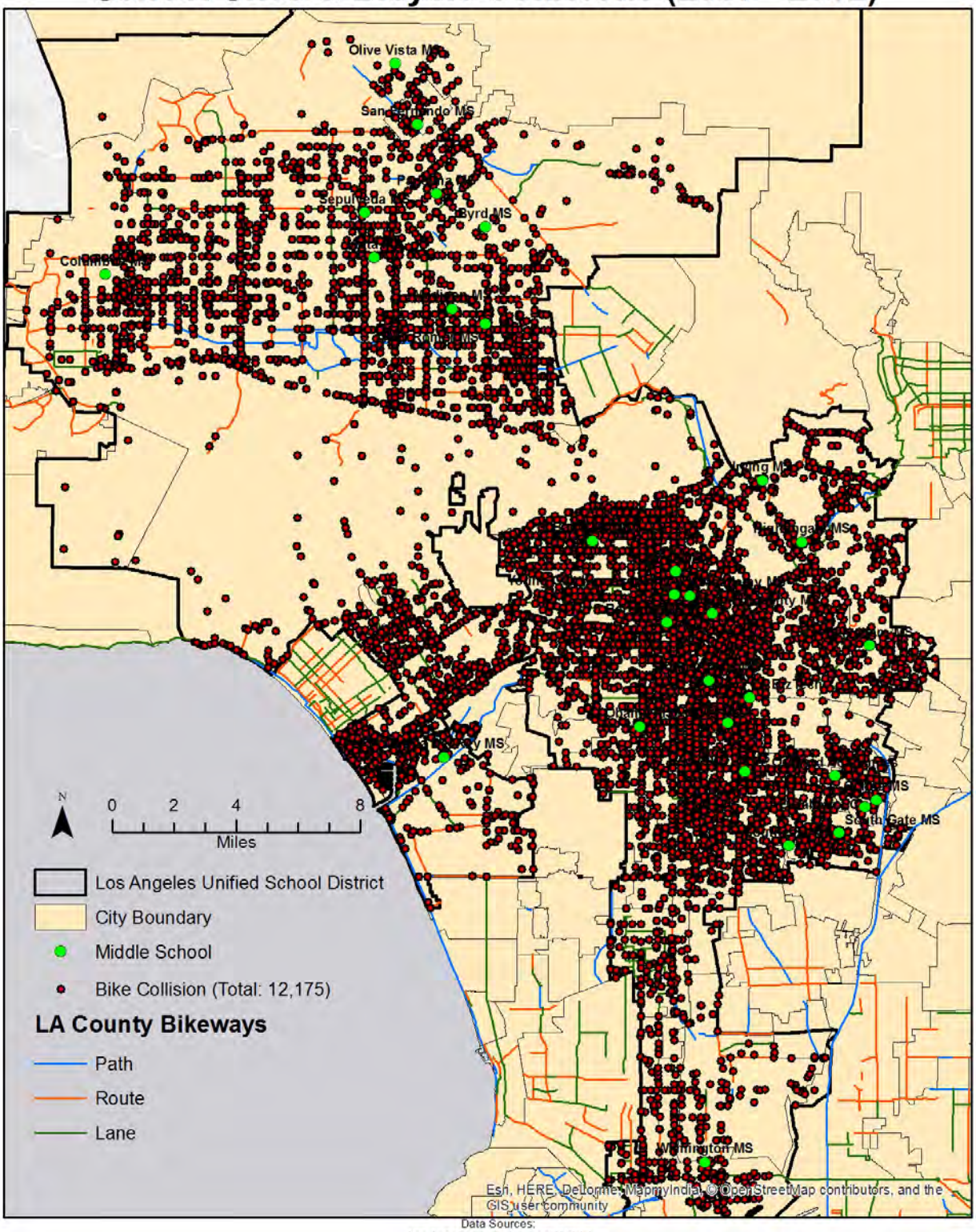
Project Map/Plans showing existing and proposed conditions

School Sites, Rail Stops, & Existing Bikeways



Data Sources: Los Angeles Unified School District, Los Angeles County Metropolitan Transportation Authority (2014)

School Sites & Bicycle Collisions (2007 - 2012)



Data Sources:
Los Angeles Unified School District
Los Angeles County Metropolitan Transportation Authority (2014)
Statewide Integrated Traffic Records System (SWITRS)

Attachment F:

Photos of existing conditions

Photographs of BLAST classes at previous middle schools demonstrating safety skills

Photographs of BLAST classes at previous middle schools demonstrating safety skills

Photographs of LACBC-organized safety classes.

Attachment G:

Project Estimate (N/A)

Attachment H:

Non-Infrastructure Workplan (Form 22-R)

Exhibit 22-R ATP Non-Infrastructure Project Work Plan

Fill in the following items:	
Date: (1)	29-May-15
Project Number: (2)	07-Los Angeles Unified School District-1
Project Location(s): (3a)	Various Locations throughout Los Angeles County (30 Middle Schools)
" " (3b)	
" " (3c)	
Project Description: (4)	To provide bicycle safety education for middle school youth by training Physical Education instructors to run a bicycle safety education program as part of PE classes. Establish bike clubs and organize rides at each school.

Proceed to enter information in each Task Tab, as applies (Task A, Task B, Task C, Task C, etc.)

For Department use only

You will not be able to fill in the following items. Items will auto-populate once you've entered all "Task" tabs that applies:

Task Summary:

Click the links below to navigate to "Task Details" tabs:

Task	Task Name	Start Date	End Date	Cost
Task "A"	Administration and Program Management	Jul-2016	Dec-2018	$ 135,194.40
Task "B"	Equipment Acquistion	July, 2016	Aug-2016	$ 713,664.00
Task "C"	Physical Education Teacher Trainings	Aug-2016	Oct-2017	$ 65,950.20
Task "D"	Encouragement Activities	Sep-2016	Jun-2018	$ 315,878.40
Task "E"	Data Collection	Sep-2016	Sep-2018	$ 128,325.60
Task "F"				$ -
Task "G"				$ -
Task "H"				$ -
Task "I"				$ -
Task "J"				$ -
			GRAND TOTAL	**$ 1,359,012.60**

TASK "A" DETAIL

Task Name (5a):	**Administration and Program Management**		
Task Summary (5b):	Oversight and Management of ATP Program		
Task Schedule (5c):	**Start Date :** Jul-2016	**End Date:**	Dec-2018

	Activities (6a):	**Deliverables** (6b):
1.	Oversee Equipment Acquisition	Manage budget and track purchases
2.	Supervise Assistant Manager	Six Month performance review
3.	Coordinate between YES, Inc. and LAUSD	Schedules
4.	Oversee Data and Survey Collection and Coordinate with Data Consultant	Tally Sheets and Surveys
5.	Oversee Trainings of PE Teachers at beginning of each school year	Attendance Sheets and Certification
6.	Oversee establishment of Bicycle Clubs at each school and Group Rides	Flyers, posters, photographs, maps and attendance sheets
7.	Ensure program management and delivery	Final Report for each year
8.		
9.		
10.		

Staff Costs:

	Staff Title (7a):	**Annual Hours** (7b)	**Rate Per Hour** (7c)	**Total $**
Party 1 -	Program Manager	3,120	$39.00	$ 121,680.00
Party 2 -				$ -
Party 3 -				$ -
Party 4 -				$ -
Party 5 -				$ -
Party 6 -				$ -
			Subtotal Party Costs (6d):	$ 121,680.00
			Indirect Costs (6e):	$ 10,014.40
			Total Staff Costs (6f):	$ 131,694.40

Task Notes (8):

The Program Manager will monitor all aspects of this non-infrastructure program for LAUSD including equipment acquistion, overseeing the scheduling of the PE Teacher Trainings by YES, Inc. for each of the 30 schools and the first teaching session, supervising assistant project manager, implementation and collection of pre and post surveys, data, coordinating analysis of all data wtih Data Consultant,overseeing bicycle club establishment and organization of group rides, and in general, ensuring program management and delivery. The staff rate includes both salary and benefits over the 20 months.

Other Costs:

You will not be able to fill in the following items. The totals for each "Other Costs" category listed below will automatically calculate from information entered in the itemized other costs section:

To fill out an itemized cost for each "Other Cost", click below:

Itemized "Other Costs" Section

Travel (9a):	$ 1,000.00
Equipment (9b):	$ -
Supplies/Materials (9c):	$ 2,500.00
Incentives (9d):	$ -
Other Direct Costs (9e):	$ -
" " (9f):	$ -
Total Other Costs (9g):	$ 3,500.00
TASK GRAND TOTAL (10g):	**$ 135,194.40**

Task "A" Other Costs:

Itemized Travel Cost (8a)

Please provide an itemized "travel" cost estimate for all travel costs applicable to each task

Travel (8a)

	Type of Travel	Expense/Quantity	Total $
1.	Reimbursable mileage to school sites Program Manager	2500	$ 1,000
2.			
3.			$ -
4.			$ -
5.			$ -
6.			$ -
7.			$ -
8.			$ -
9.			$ -
10.			$ -
11.			$ -
12.			$ -
13.			$ -
14.			$ -
15.			$ -
16.			$ -
17.			$ -
18.			$ -
19.			$ -
20.			$ -
	Total	2500	$ 1,000
		Total Travel Cost:	$ 1,000.00

Itemized Equipment Cost (8b)

Please provide an itemized "equipment" cost estimate for all equipment cost applicable to each task

Equipment (8b)

	Type of Equipment	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Equipment Cost:	$ -

Itemized Supplies/Materials Cost (8c)

Please provide an itemized "supplies/materials" cost estimate for all equipment cost applicable to each task

Supplies/Materials (8c)

	Type of Supplies/Materials	Quantity	Units	Unit Cost $	Total $
1.	Office Supplies (general)	1		$2,500	$ 2,500.00
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	1		$2,500	$ 2,500.00
				Total Supplies/Materials Cost:	$ 2,500.00

Itemized Incentives Cost (8d)

Please provide an itemized "incentives" cost estimate for all incentives cost applicable to each task

Incentives (8d)

	Type of Incentives	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Incentives Cost:	$ -

Task "A" Other Costs:

Itemized Other Direct Costs (8e)

Please provide an itemized "other" cost estimate for all other costs applicable to each task

Other Direct Costs (8e)

	Type of Other Direct Costs	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Other Direct Cost:	$ -

Itemized Other Direct Costs (8f)

Please provide an itemized "other direct" cost estimate for all other costs applicable to each task

Other Direct Costs (8f)

	Type of Other Direct Costs	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Other Direct Cost:	$ -

TASK "B" DETAIL

Task Name (5a):	**Equipment Acquistion**		
Task Summary (5b):			
Task Schedule (5c):	**Start Date :** July, 2016	**End Date:**	Aug-2016

Activities and Deliverables:

	Activities (6a):	**Deliverables** (6b):
1.	Program Manager oversees Assistant Manager in working with LAUSD to place equipment order	Supervises work of Assitant Manager
2.	Assistant Manager Coordinates with LAUSD and vendors to purchase equipment for all 30 schools	Equipment is ordered and delivered to each of the 30 schools
3.	Stickers placed on each bicycle and helmet.	Stickers
4.	Program-branded materials produced.	Tablecloths, Banners, Flyers
5.		
6.		
7.		
8.		
9.		
10.		

Staff Costs:

Staff Title (7a):		**Annual Hours** (7b)	**Rate Per Hour** (7c)	**Total $**
Party 1 -				
Party 2 -	Program Manager	260	$39.00	$ 10,140.00
Party 3 -	Assistant Manager	260	$26.00	$ 6,760.00
Party 4 -				$ -
Party 5 -				$ -
Party 6 -				$ -
			Subtotal Party Costs (6d):	$ 16,900.00
			Indirect Costs (6e):	$ 52,864.00
			Total Staff Costs (6f):	$ 69,764.00

Task Notes (8):

The Program Manager and Assistant Manager will coordinate with LAUSD equipment acquisition for all 30 schools. Each bicycle will receive an LACBC sticker. Program-branded materials for each school will also be produced for the start of the program.

Other Costs:

You will not be able to fill in the following items. The totals for each "Other Costs" category listed below will automatically calculate from information entered in the itemized other costs section:

To fill out an itemized cost for each "Other Cost", click below:

Itemized "Other Costs" Section

Travel (9a):	$ 250.00
Equipment (9b):	$ 634,950.00
Supplies/Materials (9c):	$ 8,700.00
Incentives (9d):	$ -
Other Direct Costs (9e):	$ -
" " (9f):	$ -
Total Other Costs (9g):	$ 643,900.00
TASK GRAND TOTAL (10g):	**$ 713,664.00**

Task "B" Other Costs:

Itemized Travel Cost (8a)

Please provide an itemized "travel" cost estimate for all travel costs applicable to each task

Travel (8a)

	Type of Travel	Expense/Quantity	Total $
1.	Reimbursal of Mileage for Assistant Manager	500	$ 250
2.			$ -
3.			$ -
4.			$ -
5.			$ -
6.			$ -
7.			$ -
8.			$ -
9.			$ -
10.			$ -
11.			$ -
12.			$ -
13.			$ -
14.			$ -
15.			$ -
16.			$ -
17.			$ -
18.			$ -
19.			$ -
20.			$ -
	Total	500	$ 250
		Total Travel Cost:	$ 250.00

Itemized Equipment Cost (8b)

Please provide an itemized "equipment" cost estimate for all equipment cost applicable to each task

Equipment (8b)

	Type of Equipment	Quantity	Units	Unit Cost $	Total $
1.	Bicycles Single Speed Road 700c (3 sizes)	1050		$250	$ 262,500.00
2.	Bicycles BMX all-aluminum frame	900		$125	$ 112,500.00
3.	Tandem Bicycle For Training	30		$400	$ 12,000.00
4.	Bicycle Helmets	1950		$15	$ 29,250.00
5.	Bicycle Tubes	3000		$3	$ 9,000.00
6.	Bicycle Tires	300		$20	$ 6,000.00
7.	Repair Stand	30		$200	$ 6,000.00
8.	Bike Tires- Liners	1950		$15	$ 29,250.00
9.	Bicycle Tools	30		$95	$ 2,850.00
10.	Bicycle Seat Clamp Adjustment	900		$5	$ 4,500.00
11.	Bicycle Lubricants	300		$12	$ 3,600.00
12.	Bicycle Storage	30		$2,000	$ 60,000.00
13.	Bike Light Sets	1950		$10	$ 19,500.00
14.	Bike Locks	1950		$40	$ 78,000.00
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	14370		$3,190	$ 634,950.00
				Total Equipment Cost:	$ 634,950.00

Itemized Supplies/Materials Cost (8c)

Please provide an itemized "supplies/materials" cost estimate for all equipment cost applicable to each task

Supplies/Materials (8c)

	Type of Supplies/Materials	Quantity	Units	Unit Cost $	Total $
1.	Stickers for Bicycles & Helmets	5000		$0	$ 1,450.00
2.	Tablecoths	30		$150	$ 4,500.00
3.	Banners	30		$50	$ 1,500.00
4.	Flyers	5000		$0	$ 1,250.00
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	10060		$201	$ 8,700.00
				Total Supplies/Materials Cost:	$ 8,700.00

Itemized Incentives Cost (8d)

Please provide an itemized "incentives" cost estimate for all incentives cost applicable to each task

Incentives (8d)

	Type of Incentives	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Incentives Cost:	$ -

Task "B" Other Costs:

Itemized Other Direct Costs (8e)

Please provide an itemized "other" cost estimate for all other costs applicable to each task

Other Direct Costs (8e)

	Type of Other Direct Costs	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Other Direct Cost:	$ -

Itemized Other Direct Costs (8f)

Please provide an itemized "other direct" cost estimate for all other costs applicable to each task

Other Direct Costs (8f)

	Type of Other Direct Costs	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Other Direct Cost:	$ -

TASK "C" DETAIL

Task Name (5a):	**Physical Education Teacher Trainings**
Task Summary (5b):	YES, Inc .trains LAUSD Physical Education Teachers the BLAST Curriculum
Task Schedule (5c):	**Start Date :** Aug-2016 **End Date:** Oct-2017

Activities and Deliverables:

	Activities (6a):	**Deliverables** (6b):
1.	Schedule Training Sessions for PE teachers before school term begins	Assistant Manager schedules 15 schools each Augst for Training Sessions
2.	YES, Inc. School Cycling Instructors teach 4 hour BLAST curricula to PE teachers	Up to 3 PE Teachers get certified to teach BLAST curriculum
3.	YES, Inc. School Cycling Instructors one class period each week for 4 weeks	BLAST curriculum incorporated into PE classes
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Staff Costs:

	Staff Title (7a):	**Annual Hours** (7b)	**Rate Per Hour** (7c)	**Total $**
Party 1 -	Program Manager	260	$39.00	$ 10,140.00
Party 2 -	Assistant Manager	260	$26.00	$ 6,760.00
Party 3 -	YES, Inc. School Cycling Instructors	720	$25.00	$ 18,000.00
Party 4 -	Physical Education Teacher Training Stipend	360	$29.00	$ 10,440.00
Party 5 -				$ -
Party 6 -				$ -
			Subtotal Party Costs (6d):	$ 45,340.00
			Indirect Costs (6e):	$ 4,885.20
			Total Staff Costs (6f):	$ 50,225.20

Task Notes (8):

The Assistant Manager will work with YES, Inc. and LAUSD to set up training sessions for Physical Education Teachers. YES, Inc. will provide training to teachers before school term begins and then will assist with BLAST Curriculum at the beginning of each of two school years.

Other Costs:

You will not be able to fill in the following items. The totals for each "Other Costs" category listed below will automatically calculate from information entered in the itemized other costs section:

To fill out an itemized cost for each "Other Cost", click below:

Itemized "Other Costs" Section

Travel (9a):	$ 500.00
Equipment (9b):	$ -
Supplies/Materials (9c):	$ 13,800.00
Incentives (9d):	$ 1,425.00
Other Direct Costs (9e):	$ -
" " (9f):	$ -
Total Other Costs (9g):	$ 15,725.00
TASK GRAND TOTAL (10g):	**$ 65,950.20**

Task "C" Other Costs:

Itemized Travel Cost (8a)

Please provide an itemized "travel" cost estimate for all travel costs applicable to each task

Travel (8a)

	Type of Travel	Expense/Quantity	Total $
1.	Reimbursal of Mileage for Assistant Manager	500	$ 250
2.	Reimbursal of Mileage for YES, Inc. Instructors	500	$ 250
3.			
4.			$ -
5.			$ -
6.			$ -
7.			$ -
8.			$ -
9.			$ -
10.			$ -
11.			$ -
12.			$ -
13.			$ -
14.			$ -
15.			$ -
16.			$ -
17.			$ -
18.			$ -
19.			$ -
20.			$ -
	Total	1000	$ 500
		Total Travel Cost:	$ 500.00

Itemized Equipment Cost (8b)

Please provide an itemized "equipment" cost estimate for all equipment cost applicable to each task

Equipment (8b)

	Type of Equipment	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Equipment Cost:	$ -

Itemized Supplies/Materials Cost (8c)

Please provide an itemized "supplies/materials" cost estimate for all equipment cost applicable to each task

Supplies/Materials (8c)

	Type of Supplies/Materials	Quantity	Units	Unit Cost $	Total $
1.	Cycling Instructor Certificate	30		$60	$ 1,800.00
2.	YES, Inc. - BLAST Curricula and Student Certificates for Students	51000		$0	$ 5,100.00
3.	YES, Inc. - BLAST P.E. Teacher Curricula	120		$25	$ 3,000.00
4.	YES, Inc. - DVDs of Training	60		$15	$ 900.00
5.	Materials to layout skills courses	30		$100	$ 3,000.00
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	51240		$200	$ 13,800.00
				Total Supplies/Materials Cost:	$ 13,800.00

Itemized Incentives Cost (8d)

Please provide an itemized "incentives" cost estimate for all incentives cost applicable to each task

Incentives (8d)

	Type of Incentives	Quantity	Units	Unit Cost $	Total $
1.	T-Shirts for Trained Physical Education Teachers (3 for each school)	95		$15	$ 1,425.00
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	95		$15	$ 1,425.00
				Total Incentives Cost:	$ 1,425.00

Task "C" Other Costs:

Itemized Other Direct Costs (8e)

Please provide an itemized "other" cost estimate for all other costs applicable to each task

Other Direct Costs (8e)

	Type of Other Direct Costs	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Other Direct Cost:	$ -

Itemized Other Direct Costs (8f)

Please provide an itemized "other direct" cost estimate for all other costs applicable to each task

Other Direct Costs (8f)

	Type of Other Direct Costs	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Other Direct Cost:	$ -

TASK "D" DETAIL

Task Name (5a):	**Encouragement Activities**		
Task Summary (5b):	LACBC works with LAUSD to establish bicycle clubs and lead group rides		
Task Schedule (5c):	**Start Date :** Sep-2016	**End Date:**	Jun-2018

Activities and Deliverables:

	Activities (6a):	**Deliverables** (6b):
1.	Establish Bicycle Clubs at first 15 schools	Announcement, flyers,posters, attendance sheets
2.	Organize 4 group rides throughout year at each school	Flyers, posters, route maps, photographs
3.	After 2 rides conduct maintenance check of bicycles	ABC Quick Check, photographs, record keeping
4.	For Year 2 Establish Bicycle Clubs at next 15 schools and re-activate first 15 clubs	Announcement, flyers,posters
5.	Organize 4 group rides throughout year at all 30 schools	Flyers, posters, route maps, photographs
6.	After 2 rides conduct maintenance check of bicycles	ABC Quick Check, photographs, record keeping
7.	Track Students who join Bicycle Clubs and go on rides	Attendance Sheets
8.		
9.		
10.		

Staff Costs:

	Staff Title (7a):	**Annual Hours** (7b)	**Rate Per Hour** (7c)	**Total $**
Party 1 -	Program Manager	1,560	$39.00	$ 60,840.00
Party 2 -	Assistant Manager	3,640	$26.00	$ 94,640.00
Party 3 -				$ -
Party 4 -				$ -
Party 5 -				$ -
Party 6 -				$ -
			Subtotal Party Costs (6d):	$ 155,480.00
			Indirect Costs (6e):	$ 23,398.40
			Total Staff Costs (6f):	$ 178,878.40

Task Notes (8):

LACBC will help set-up bicycle clubs for 15 schools. LACBC will organize 4 group rides at 15 schools the first year and all 30 the second. LACBC will work with students to do ABC quick maintenance checks of bicycles and coordinate bike maintenance. LACBC will take attendance at group rides.

Other Costs:

You will not be able to fill in the following items. The totals for each "Other Costs" category listed below will automatically calculate from information entered in the itemized other costs section:

To fill out an itemized cost for each "Other Cost", click below:

Itemized "Other Costs" Section

Travel (9a):	$ 500.00
Equipment (9b):	$ 1,500.00
Supplies/Materials (9c):	$ 90,000.00
Incentives (9d):	$ -
Other Direct Costs (9e):	$ 45,000.00
" " (9f):	$ -
Total Other Costs (9g):	$ 137,000.00
TASK GRAND TOTAL (10g):	**$ 315,878.40**

Task "D" Other Costs:

Itemized Travel Cost (8a)

Please provide an itemized "travel" cost estimate for all travel costs applicable to each task

Travel (8a)

	Type of Travel	Expense/Quantity	Total $
1.	Reimbursal of Mileage for Assistant Manager	1000	$ 500
2.			
3.			$ -
4.			$ -
5.			$ -
6.			$ -
7.			$ -
8.			$ -
9.			$ -
10.			$ -
11.			$ -
12.			$ -
13.			$ -
14.			$ -
15.			$ -
16.			$ -
17.			$ -
18.			$ -
19.			$ -
20.			$ -
	Total:	1000	$ 500
		Total Travel Cost:	$ 500.00

Itemized Equipment Cost (8b)

Please provide an itemized "equipment" cost estimate for all equipment cost applicable to each task

Equipment (8b)

	Type of Equipment	Quantity	Units	Unit Cost $	Total $
1.	Safety Gear - Vests for Ride Leaders (5 for each school)	150		$10	$ 1,500.00
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	150		$10	$ 1,500.00
				Total Equipment Cost:	$ 1,500.00

Itemized Supplies/Materials Cost (8c)

Please provide an itemized "supplies/materials" cost estimate for all equipment cost applicable to each task

Supplies/Materials (8c)

	Type of Supplies/Materials	Quantity	Units	Unit Cost $	Total $
1.	Bicycle Club and Ride Production Materials (4 Rides/Year)	180		$500	$ 90,000.00
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	180		$500	$ 90,000.00
				Total Supplies/Materials Cost:	$ 90,000.00

Itemized Incentives Cost (8d)

Please provide an itemized "incentives" cost estimate for all incentives cost applicable to each task

Incentives (8d)

	Type of Incentives	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Incentives Cost:	$ -

Task "D" Other Costs:

Itemized Other Direct Costs (8e)

Please provide an itemized "other" cost estimate for all other costs applicable to each task

Other Direct Costs (8e)

	Type of Other Direct Costs	Quantity	Units	Unit Cost $	Total $
1.	Bicycle Maintenance at Local Bike Shop	1800		$25	$ 45,000.00
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	1800		$25	$ 45,000.00
				Total Other Direct Cost:	**$ 45,000.00**

Itemized Other Direct Costs (8f)

Please provide an itemized "other direct" cost estimate for all other costs applicable to each task

Other Direct Costs (8f)

	Type of Other Direct Costs	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Other Direct Cost:	**$ -**

TASK "E" DETAIL

Task Name (5a):	**Data Collection**
Task Summary (5b):	Data Collection Consultant works with LACBC & LAUSD to conduct pre- and post student travel tallys and surveys and analayzes results
Task Schedule (5c):	**Start Date :** Sep-2016 **End Date:** Sep-2018

Activities and Deliverables:

	Activities (6a):	**Deliverables** (6b):
1.	Student Tallies at Each School	Student Bike and Ped Count Tally sheet from SRTS
2.	Survey of Students before taking PE Bike ED Unit	PE Teachers for each shool conduct & collect surveys give to LACBC
3.	Track Number of Students who take PE Bike ED Unit	Attendance Sheets
4.	Survey Students after taking PE Bike ED Unit	PE Teachers for each shool conduct & collect surveys give to LACBC
5.	Fitnessgram Results Tracked	Conducted by Physical Education Teachers once per year
6.	Collect and Analyze Data	Report produced by Data Consultant
7.		
8.		
9.		
10.		

Staff Costs:

	Staff Title (7a):	**Annual Hours** (7b)	**Rate Per Hour** (7c)	**Total $**
Party 1 -	Program Manager	520	$39.00	$ 20,280.00
Party 2 -	Assistant Manager	1,040	$26.00	$ 27,040.00
Party 3 -	Data Collection Consultant	1	$70,000.00	$ 70,000.00
Party 4 -				$ -
Party 5 -				$ -
Party 6 -				$ -
			Subtotal Party Costs (6d):	$ 117,320.00
			Indirect Costs (6e):	$ 9,505.60
			Total Staff Costs (6f):	$ 126,825.60

Task Notes (8):

LACBC will coordinate with LAUSD PE teachers for student tallies, attendance sheets and surveys. PE teachers will conduct fitnessgrams. LACBC will coordinate with a Data Consultant to accumulate and analyze all of this information.

Other Costs:

You will not be able to fill in the following items. The totals for each "Other Costs" category listed below will automatically calculate from information entered in the itemized other costs section:

To fill out an itemized cost for each "Other Cost", click below:

Itemized "Other Costs" Section

Travel (9a):	$ -
Equipment (9b):	$ -
Supplies/Materials (9c):	$ 1,500.00
Incentives (9d):	$ -
Other Direct Costs (9e):	$ -
" " (9f):	$ -
Total Other Costs (9g):	$ 1,500.00
TASK GRAND TOTAL (10g):	**$ 128,325.60**

Task "E" Other Costs:

Itemized Travel Cost (8a)

Please provide an itemized "travel" cost estimate for all travel costs applicable to each task

Travel (8a)

	Type of Travel	Expense/Quantity	Total $
1.			$ -
2.			$ -
3.			$ -
4.			$ -
5.			$ -
6.			$ -
7.			$ -
8.			$ -
9.			$ -
10.			$ -
11.			$ -
12.			$ -
13.			$ -
14.			$ -
15.			$ -
16.			$ -
17.			$ -
18.			$ -
19.			$ -
20.			$ -
	Total:	0	$ -
		Total Travel Cost:	$ -

Itemized Equipment Cost (8b)

Please provide an itemized "equipment" cost estimate for all equipment cost applicable to each task

Equipment (8b)

	Type of Equipment	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Equipment Cost:	$ -

Itemized Supplies/Materials Cost (8c)

Please provide an itemized "supplies/materials" cost estimate for all equipment cost applicable to each task

Supplies/Materials (8c)

	Type of Supplies/Materials	Quantity	Units	Unit Cost $	Total $
1.	Office Supplies (general)	1		$1,500	$ 1,500.00
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	1		$1,500	$ 1,500.00
				Total Supplies/Materials Cost:	$ 1,500.00

Itemized Incentives Cost (8d)

Please provide an itemized "incentives" cost estimate for all incentives cost applicable to each task

Incentives (8d)

	Type of Incentives	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Incentives Cost:	$ -

Task "E" Other Costs:

Itemized Other Direct Costs (8e)

Please provide an itemized "other" cost estimate for all other costs applicable to each task

Other Direct Costs (8e)

	Type of Other Direct Costs	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Other Direct Cost:	$ -

Itemized Other Direct Costs (8f)

Please provide an itemized "other direct" cost estimate for all other costs applicable to each task

Other Direct Costs (8f)

	Type of Other Direct Costs	Quantity	Units	Unit Cost $	Total $
1.					$ -
2.					$ -
3.					$ -
4.					$ -
5.					$ -
6.					$ -
7.					$ -
8.					$ -
9.					$ -
10.					$ -
11.					$ -
12.					$ -
13.					$ -
14.					$ -
15.					$ -
16.					$ -
17.					$ -
18.					$ -
19.					$ -
20.					$ -
	Total:	0		$0	$ -
				Total Other Direct Cost:	$ -

Attachment I:

Narrative Questions Backup Information

SOUTHERN CALIFORNIA
ASSOCIATION of GOVERNMENTS

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818 West Seventh Street
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90017-3435

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April14, 2014

Mr. Andre Boutros
Executive Director, California Transportation Commission
PO Box 942873
Sacramento, CA 94273-0001

Mr. Boutros

I am happy to report that the Southern California Association of Governments (SCAG) has developed, in consultation with the county transportation commissions, Caltrans and the California Transportation Commission staff a Regional Project Selection Process for the Southern California 2014 Active Transportation Program. The process defers project selection for the regional program to the Commission, as allowed by the ATP Guidelines, except to the extent that SCAG must intervene to meet the specific statutory requirements outlined for the SCAG region by state law. SCAG will not be conducting a supplemental MPO specific call for projects. The Regional Project Selection Process is attached for CTC consideration during the May 20 meeting.

SCAG adopted the Regional Project Selection Process for the California Active Transportation Program (ATP) Cycle 1 at its April 3, 2014 Regional Council meeting. The selection process meets the four criteria for SCAG delineated in SB-99:

1. Consultation with County Transportation Commissions, the CTC and Caltrans in developing a competitive project selection criteria
2. Consideration of Geographic Equity
3. Priority placed on projects consistent with local/regional plans within each county
4. SCAG must obtain concurrence from the county transportation commissions

The Regional Project Selection Process meets these requirements as follows:

- SCAG will not conduct a separate call for projects, but instead use the state call for projects. Projects within the SCAG region not funded through the state program will be considered as part of the MPO program.
- Funding targets have been established for allocation to each county based upon the population within each county to meet the geographic equity requirement.

- SCAG will use the state criteria and scoring as the primary basis for the competitive criteria. State criteria and scoring will account for at least 100 points on a 110 point scale for all Implementation Projects. Planning projects will be scored solely through the use of State criteria and scores.
- Each of the six county transportation commissions in the SCAG region will add up to ten (10) points to supplement the state scores for Implementation Projects, which may include capital and non-infrastructure projects, based on consistency with local/regional plans within their respective county.
- SCAG will add the state score to the local score and determine the ranking of projects within each county up to the total amount allocated for each county, assemble a final regional program of projects ensuring all state requirements are met, and seek approval of the full program by the Board of each county transportation commission and SCAG.
- SCAG will then submit the list of projects to the California Transportation Commission for funding.

We look forward to a successful grant application process. If you have any questions, please contact us at your earliest convenience. Sarah Jepson, our Manager of Active Transportation and Special Programs, can be reached at 213.236.1955.

Sincerely,

Huasha Liu,
Director, Land-Use and Environmental Planning

Cc: David Giongco, CTC
Mitch Weiss, CTC

Safe Routes to School (SRTS) Strategic Plan
City of Los Angeles • Fact Sheet

Principles and Goals

- No child shall be injured or killed by a vehicle when walking or bicycling to/from school.
- Increase the number of students walking and bicycling to school to improve public health and student achievement and relieve traffic congestion.
- Maximize City's competitiveness in funding applications and increase City's share of SRTS-related funds.

Objectives

- Use a data-driven approach to rank order nearly 500 LAUSD schools within the City of LA to identify those with the most need.
- Formalize a kit-of-parts for infrastructure and non-infrastructure strategies to improve the walking and bicycling environment.
- Enhance collaboration and communication between City and LAUSD.

Safe Routes to School is an international initiative to safely increase the number of children who walk or bike to school by providing funding for pedestrian-friendly street engineering, education and encouragement programs directed towards students, parents and our communities.

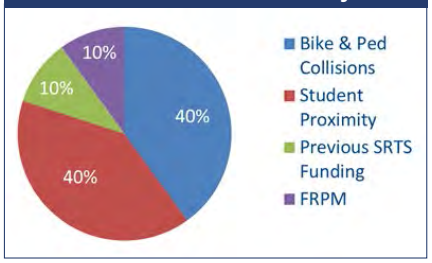
Background

- In LA County, 33% of school-aged children walk/bike to school.
- In the City of LA, school age children (ages 5-17) account for 19% of all pedestrian-related collisions and 18% of all fatally or severely injured pedestrians.
- To date, the City of LA has received only 6% of the Statewide total SRTS (State/Federal) funding, while comprising 10% of the total State population.

Prioritization Methodology

- To make the most of City resources, the SRTS Strategic Plan will initially focus on the Top 50 LAUSD schools with the highest need, prioritized by: (A) # of vehicle-pedestrian/bike collisions; (B) # of students who live within 1/4 mile from school; (C) # of students eligible for Free-Reduced Price Meals; and (D) lack of prior state/federal SRTS funding.
- Templates developed through this Plan will offer a suite of infrastructure (engineering) and non-infrastructure (education, encouragement, enforcement, evaluation) countermeasures and resources schools and communities city-wide can apply within their own neighborhoods.

Prioritization Methodology for LAUSD Schools within the City of LA



Next Steps

- Create and complete individualized School Travel Plans for LAUSD schools within the City of LA, starting with the Top 50, to source funding
- Develop infrastructure and non-infrastructure countermeasures toolbox
- Create GIS-based data and project management tools

LADOT

Moving Los Angeles Forward

2013/05/09

100 S. Main Street, Los Angeles, CA 90012
(213) 972-8406
www.ladot.lacity.org

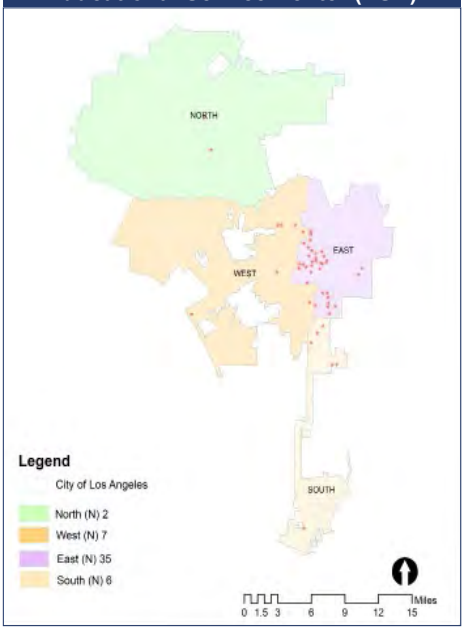
Prioritization Phase One: Top 50 LAUSD Schools with the Most Need

RANK	SCHOOL	SCHOOL TYPE*	COUNCIL DIST.
1	HOLLYWOOD HIGH	HS	13
2	ESPERANZA	ES	1
3	SELMA AVE	ES	13
4	MACARTHUR PARK VIS & PERF ARTS	ES	1
5	BERENDO MIDDLE	MS	1
6	HOBART BLVD	ES	10
7	MAGNOLIA AVE	ES	1
8	HOOVER ST	ES	1
9	LIECHTY MIDDLE	MS	1
10	LOCKWOOD AVE	ES	13
11	POLITI	ES	1
12	75TH ST	ES	9
13	MARIPOSA-NABI PC	ES	10
14	WHITE	ES	1
15	WEST VERNON AVE	ES	9
16	10TH ST	ES	1
17	CARVER MIDDLE	MS	9
18	LEXINGTON AVE PC	ES	13
19	GRANT	ES	13
20	YOUNG OAK KIM ACAD	MS	10
21	DAYTON HEIGHTS	ES	13
22	MANCHESTER AVE	ES	8
23	ASCOT AVE	ES	9
24	GRATTS	ES	1
25	WESTMINSTER AVE	ES	11
26	SHERIDAN ST	ES	14
27	HUERTA	ES	9
28	MENLO AVE	ES	9
29	ALEXANDRIA AVE	ES	13
30	AURORA	ES	9
31	CABRILLO AVE	ES	15
32	66TH ST	ES	9
33	JONES	ES	9
34	HARMONY	ES	9
35	COMMONWEALTH AVE	ES	13
36	UNION AVE	ES	13
37	BREED ST	ES	14
38	VERMONT AVE	ES	8
39	LOS ANGELES	ES	1
40	LAKE ST PS	ES	13
41	PANORAMA CITY	ES	7
42	28TH ST	ES	9
43	LAFAYETTE PARK PC	ES	1
44	ALTA LOMA	ES	10
45	RAMONA	ES	13
46	FLOURNOY	ES	15
47	PARA LOS NINOS GRATTS	CCAES	1
48	DEL OLMO	ES	13
49	VAN NUYS	ES	6
50	112TH ST	ES	15

*ES = ELEMENTARY SCHOOL; MS = MIDDLE SCHOOL; HS= HIGH SCHOOL; CCAES = CHARTER

2013/05/09 / Page 2

Map of the Top 50 by LAUSD Educational Service Center (ESC)



Student Proximity to Enrolled School

School Level	# Students in Top 50 (% of All LAUSD)	# Students in Top 50 living within 1/4 mi. (% of All LAUSD)
ES	29,649 (14%)	19,799 (22%)
MS	4,268 (6%)	879 (12%)
HS	1,032 (1%)	80 (1%)

35% of the total number of LAUSD students living within 1/4 mile of the school in which they are enrolled are represented by the Top 50 Prioritized Schools

The SRTS Kit of Parts and School Travel Plan resources, developed as part of the SRTS Strategic Plan and applied to the rank ordered schools, will be available to school administration and key stakeholders.

List of the Los Angeles Unified School District 30 Middle Schools (2014 Data)

The Average FDFM 76.44% to be considered disadvantage. School population is the main school plus Magnets because they share Physical Education classes. Schools are chosen throughout the district including City of Los Angeles and the other 28 cities within LAUSD boundaries.

#	Name	Address	City	ZIP	Free Lunch	Principal	2014 # of Students	Board District	ESC
1.	Adams MS	151 W. 30th Street	Los Angeles	90007	92.4%	Wesley	991	2	E
2.	Bancroft MS	929 N Las Palmas	Los Angeles	90038	87.3%	Rico	867	4	W
3.	Belvedere MS	312 N. Record Ave	Los Angeles	90063	90.3%	Ramirez	1,356	2	E
4.	Berendo MS	1157 Berendo St.	Los Angeles	90006	91.4%	Trujillo	1,042	2	E
5.	Byrd MS	8501 Arleta Ave	Sun Valley	91352	88.8%	Wiltz	1,713	6	N
6.	Carver MS	4410 McKinley Ave	Los Angeles	90011	79.4%	Cotto	1,057	5	XP
7.	Columbus MS	22250 Elkwood St	Canoga Park	91304	83.3%	Clay	790	3	N
8.	Edison MS	6500 Hooper Ave	Los Angeles	90001	96.7%	Garcia	1,199	7	S
9.	Elizabeth LC	4811 Elizabeth St	Cudahy	90201	83.8%	Lenon	1,786	5	S
10.	Irving MS	3010 Estara Ave	Los Angeles	90065	81.9%	Roskam	614	5	E
11.	LA Academy MS	600 S La Fayette Pl	Los Angeles	90057	94.4%	Unknown	1,641	7	E
12.	Lieghty MS	650 S Union Ave	Los Angeles	90017	86.7%	Carrillo	1,183	2	E
13.	Madison MS	13000 Hart Street	No Hollywood	91605	90.7%	Baptiste	1,677	3	N
14.	Marina Del Rey MS	12500 Braddock	Los Angeles	90066	81.6%	Machado	716	4	W
15.	Nava LA Bus &Tech	1420 E. Adams Blvd	Los Angeles	90011	96.4%	Carlos	1,004	2	XP
16.	Nightingale MS	3311 N Figueroa St	Los Angeles	90065	89.3%	Gonzalez	823	5	E
17.	Obama MS	1700 W. 46th St	Los Angeles	90062	78.6%	Bell	860	1	XP
18.	Ochoa MS	5027 Live Oak St	Cudahy	90201	86.8%	Bommarito	1,478	5	S
19.	Olive Vista MS	14600 Tyler Street	Sylmar	91342	91.1%	Wright	1,195	6	N
20.	Orchard Academies	6411 Orchard Ave	Bell	90201	94.5%	Manzo/ Rubalcava	917	5	S

21.	Pacoima MS	9919 Laura Canyon	Pacoima	91331	91.2%	Hamm	1,494	6	N
22.	Romer MS	6501 Laurel Canyon	No Hollywood	91606	89.7%	Serrano	1,212	6	N
23.	San Fernando MS	130 N. Brand Blvd	San Fernando	91340	85.9%	Ortiz	1,248	6	N
24.	Sepulveda MS	15330 Plummer St	North Hills	91343	84.9%	Noble	1,625	6	N
25.	South East MS	2560 Tweedy Blvd	South Gate	90280	87.3%	Sequeira	1,200	5	S
26.	South Gate MS	4100 Firestone Blv	South Gate	90280	88.4%	Mack	2,320	5	S
27.	Virgil MS	152 N Vermont Av	Los Angeles	90004	84.8%	Bommarito	965	2	E
28.	Vista MS	15040 Roscoe Blvd	Panorama City	91402	87.9%	Nardulli	1,373	6	XP
29.	Wilmington MS	1700 Gulf Ave	Wilmington	90744	83.9%	Brutti	1,456	7	S
30.	Young Oak Kim Academy	615 Shatto Pl	Los Angeles	90005	94.8%	Calacion	826	2	E

** LAUSD cannot guarantee that the same school personnel who wanted to do the Project will be at the schools during the second year of the program. But they are committed to doing the program at whatever school they are assigned. Schools located outside of the City of Los Angeles. SRTS City of Los Angeles Schools part of the top 50. Schools to be on standby list if any of the 30 fall out between now and starting the grant.

#OF SCHOOLS IN EACH EDUCATION SERVICE CENTER	#OF SCHOOLS IN EACH BOARD DISTRICT
NORTH 8	1-2
SOUTH 7	2-8
WEST 3	3-3
EAST 11	4-2
XP 5	5-7
XR 1	6-7
	7-3

ANALYSIS BRIEF

TRAVEL TO SCHOOL IN LOS ANGELES COUNTY

Nancy McGuckin
www.travelbehavior.us

Travel behavior of children merits special attention for safety planning, and more recently it has been seen as a way to encourage routine physical activity for school aged children. To learn more about children's travel and parent's attitudes and concerns, the 2009 National Household Travel Survey (NHTS) included a special module dedicated to the topic of travel to school. The State of California purchased additional samples (CA-NHTS) and the information is available for safety analysis, transportation planning, and policy development. This brief uses the 2009 NHTS with the California supplement to describe children's travel to school in Los Angeles County.

In Los Angeles County there are about 1.5 million children aged 5-15. According to the CA-NHTS, over half of these children usually traveled to school in a private vehicle (see Figure 1) and almost one-third usually walked to school. In Los Angeles County 7.7 percent of school children usually rode in a school bus, 3.8 percent used some kind of transit, 1.1 percent reported riding a bike, and another 4 percent did not report how they usually traveled to school or were home-schooled.

Figure 1 – Usual Travel to School by Children (aged 5-15) in the US, California, and LA County

Usual Mode of Travel to School	National	Statewide	LA County
Private Vehicle	**43.6%**	**53.7%**	**51.0%**
School Bus	**37.1%**	**13.1%**	**7.7%**
Walk	**10.7%**	**24.3%**	**32.3%**
Any Transit	**2.1%**	**2.7%**	**3.8%**
Bike	**1.0%**	**2.0%**	**1.1%**
Travel Mode not Reported*	**5.5%**	**4.2%**	**4.0%**

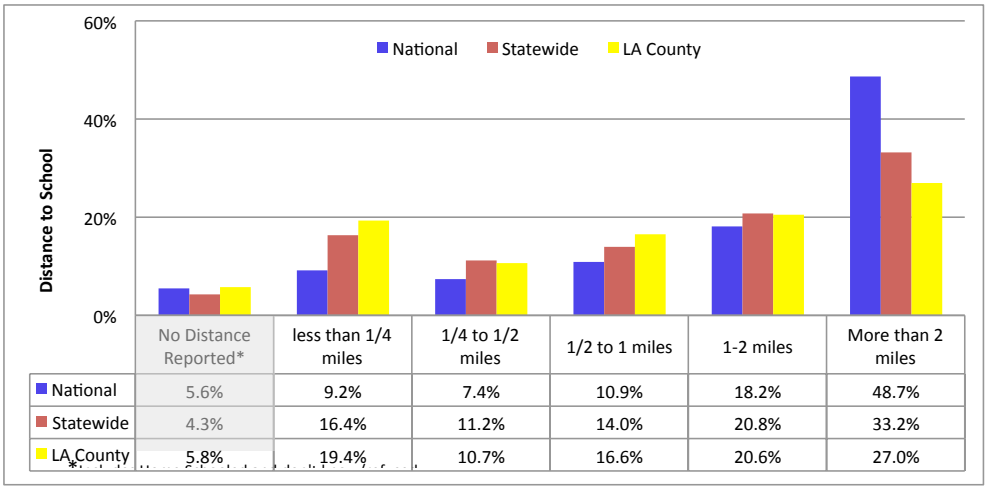
*Includes home-schooled and don't know/refused

Note the sample sizes: 372 reported private vehicle, 139 reported walk, 37 reported school bus, 16 reported transit and only 5 children in the LA County sample reported biking to school.
'Any Transit' includes public and private buses, subway, Metrolink and Amtrak, shuttle bus, ferries, and dial-a-ride

Compared to the State of California and the nation as a whole, children in Los Angeles County were much more likely to walk to school because the county is urbanized and more children live within walking distance (see Figure 2). Over 30 percent of school children in Los Angeles County live within one-half mile of school (19.4 percent less than ¼ mile and another 10.7 percent between ¼ and ½ miles), compared to 16.6 percent for the nation as a whole and 27.6 percent for the State—both of which include rural areas where children often live far from school.

In addition, in Los Angeles County just 27 percent of children live more than two miles from school compared with one-third of children in the State and almost half of the children nation-wide.

Figure 2 – Distance to School for Children 5-15, National, State of CA, and LA County



	No Distance Reported*	less than 1/4 miles	1/4 to 1/2 miles	1/2 to 1 miles	1-2 miles	More than 2 miles
National	5.6%	9.2%	7.4%	10.9%	18.2%	48.7%
Statewide	4.3%	16.4%	11.2%	14.0%	20.8%	33.2%
LA County	5.8%	19.4%	10.7%	16.6%	20.6%	27.0%

Figures 3 and 4 present the relation of children's usual travel mode to school and distance in two different ways.

Figure 3 shows the distribution of travel mode by the distance travelled. For children who lived less than ¼ mile from school, 73 percent usually walked and 24.2 percent rode in a private vehicle. For children whose schools were ¼- ½ miles away, about half reported that they usually walked and the other half rode in a private vehicle. Children who live over one mile from usually rode in a private vehicle (63.4 percent) but a significant portion walked (19.6 percent) or took a school bus (9.1 percent).

Figure 3 – Distribution of Travel Mode by Distance to School for Children in LA County

Usual Mode of Travel to School	Distance Not Reported*	Less than 1/4 mile	1/4-1/2 mile	1/2 - 1 mile	1-2 mile	More than 2 mile	Percent of All by Mode
Private Vehicle	41.6%	24.2%	50.3%	46.8%	63.4%	70.1%	51.0%
School Bus	0.0%	0.0%	0.0%	0.6%	9.1%	21.3%	7.7%
Walk	38.8%	73.0%	48.3%	45.3%	19.6%	1.4%	32.3%
Any Transit	5.6%	0.0%	1.4%	3.0%	5.6%	6.9%	3.8%
Bike**	11.6%	0.3%	0.0%	4.0%	0.0%	0.0%	1.1%
Travel Mode not Reported*	2.4%	2.5%	0.0%	0.3%	2.4%	0.3%	4.0%
All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*Includes Home Schooled and Don't know/Refused
Note the sample sizes: 372 reported private vehicle, 139 reported walk, 37 reported school bus, 16 reported transit and only 5 children in the LA County sample reported biking to school.

Figure 4 shows the distribution of distance traveled for each travel mode. For example, Figure 4 shows that almost 60 percent of children who usually walked to school live less than ½ mile away (43.7 percent under a quarter mile and another 16 percent between ¼ and ½ mile). Another 23.2 percent of children who walked live ½ to 1 mile, and only 12.5 percent of children who walked live one to two miles.

Conversely, almost 20 percent of children who rode in a private vehicle lived less than ½ miles from school (9.2 percent under a quarter mile and 10.6 between ¼ and ½ mile).

Figure 4 – Distribution of Distance by Travel Mode for Children in LA County

Usual Mode of Travel to School	Distance Not Reported *	Less than 1/4 mile	1/4-1/2 mile	1/2 - 1 mile	1-2 mile	More than 2 mile	All
Private Vehicle	2.4%	9.2%	10.6%	15.2%	25.5%	37.1%	100%
School Bus	0.0%	0.0%	0.0%	1.4%	24.2%	74.5%	100%
Walk	3.5%	43.7%	16.0%	23.2%	12.5%	1.2%	100%
Any Transit	4.3%	0.0%	3.9%	13.1%	30.0%	48.8%	100%
Bike**	32.3%	5.3%	0.0%	62.4%	0.0%	0.0%	100%
Travel Mode not Reported*	6.2%	42.4%	0.0%	3.7%	42.0%	5.7%	100%
Percent of All by Distance	0.0%	19.4%	10.7%	16.6%	20.6%	27.0%	100%

*Includes Home Schooled and Don't know/Refused

Note the sample sizes: 372 reported private vehicle, 139 reported walk, 37 reported school bus, 16 reported transit and only 5 children in the LA County sample reported biking to school.

Just under nine percent of the school children in LA County attend private school, and they are likely to live further from school.

According to the most recent Census data the number of school-aged children in Los Angeles County has declined 10.0% from the level in 2000, and the largest losses (-21.0%) were for children aged 5 to 9[1]. These trends are important to note when looking at travel shifts and setting benchmarks for safety and policy initiatives.

The analysis presented here is from the 2009 National Household Travel Survey and the California supplement (add-on). The data are a rich source of information about travel in California and are available for safety analysis, travel demand estimation, and policy development.

This analysis brief was made possible with funding from the Centers for Disease Control and Prevention through the Los Angeles County Department of Public Health.

Nancy McGuckin

See other publications and analysis at:

www.travelbehavior.us

1 Explaining 2010 Census Trends: Aging in California and Los Angeles County, Linda Lou and Dowell Myers at: http://www.usc.edu/schools/price/research/popdynamics/pdf/2011_Myers-Lou_Census-Brief_Aging.pdf

CALIFORNIA DEPARTMENT OF
TRANSPORTATION

Caltrans > News > Press Releases > **2014**

California Department of Transportation

Date: March 10, 2014
District: Headquarters - Sacramento
Contact: Mark Dinger
Phone: Office (916) 654-3145

COMPREHENSIVE TRAVEL SURVEY SHOWS MORE CALIFORNIANS ARE WALKING, BIKING, AND RIDING TRANSIT

SACRAMENTO – Results from the California Household Travel Survey – the largest and most complex review of its kind – show that the percentage of California residents walking, biking, or using public transportation on a typical day has more than doubled since 2000.

“Based on this research, we can make good decisions about transportation that will improve mobility, air quality, and travel choices for all Californians and make our state a better place to live and work,” said Caltrans Director Malcolm Dougherty.

Nearly 23 percent of household trips were taken by walking, biking, and public transportation. In 2000, that share was only 11 percent. This increase includes a dramatic increase in walking trips, which nearly doubled from 8.4 percent to 16.6 percent of trips.

“This increasing interest in many transportation choices is another reason why we are on the path to more sustainability in California,” said California State Transportation Agency Secretary Brian Kelly. “Caltrans will continue improving the state’s transportation system to help ensure Californians have many viable choices for how to travel.”

The 2012 study provides a snapshot of the travel behavior of approximately 109,000 persons from more than 42,000 households in 58 California counties, this included parents driving to work or kids biking to school.

Participants received diaries and recorded where and when they travelled and how they got to and from their destinations on one random day. The average number of trips for a household was 9.2, while the average number of trips per person was 3.6.

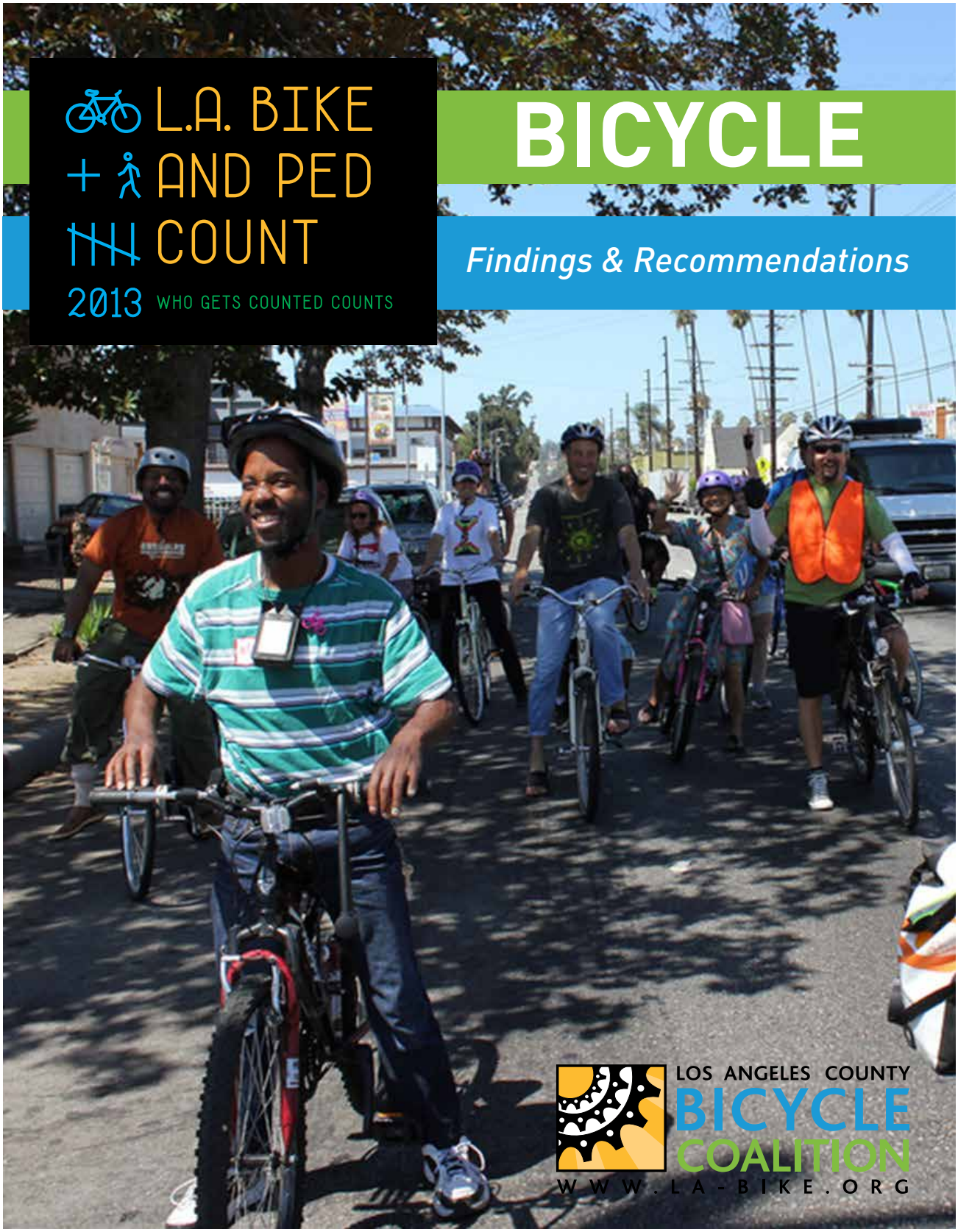
"Californians are increasingly choosing alternatives to driving a car for work and play. That's a shift with real benefits for public health that also cuts greenhouse gases and smog-forming pollution," said Chairman of the California Air Resources Board Mart D. Nichols. "California is committed to supporting this shift with better planning to support sustainable communities and healthier, low-carbon choices for travel."

Last year, legislation was approved creating California’s $129 million Active Transportation Program, which distributes funding for human-powered transportation projects and programs to increase the proportion of trips accomplished by biking and walking.

“Californians are increasingly determined to get places on their own power, and Caltrans is determined to help them do that,” said Dougherty. “Active transportation projects, such as bicycle and pedestrian paths, are an important part of achieving mobility, safety, and sustainability goals for California’s transportation system.”

Caltrans and regional transportation planning agencies will use the CHTS data to forecast future travel demands and greenhouse gas emissions and look for ways to improve transportation to meet the needs of the state’s residents.

The CHTS was a partnership among Caltrans, the California Air Resources Board, the California Energy Commission (CEC), the California Department of Housing and Community Development, the California Department of Public Health, and transportation planning agencies statewide. The survey data will be used by all of the agencies for various purposes. The study was jointly funded by Caltrans, the Strategic Growth Council, CEC, the San Joaquin Valley Air Pollution Control


L.A. BIKE + AND PED COUNT
2013 WHO GETS COUNTED COUNTS
BICYCLE
Findings & Recommendations
LOS ANGELES COUNTY
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COALITION
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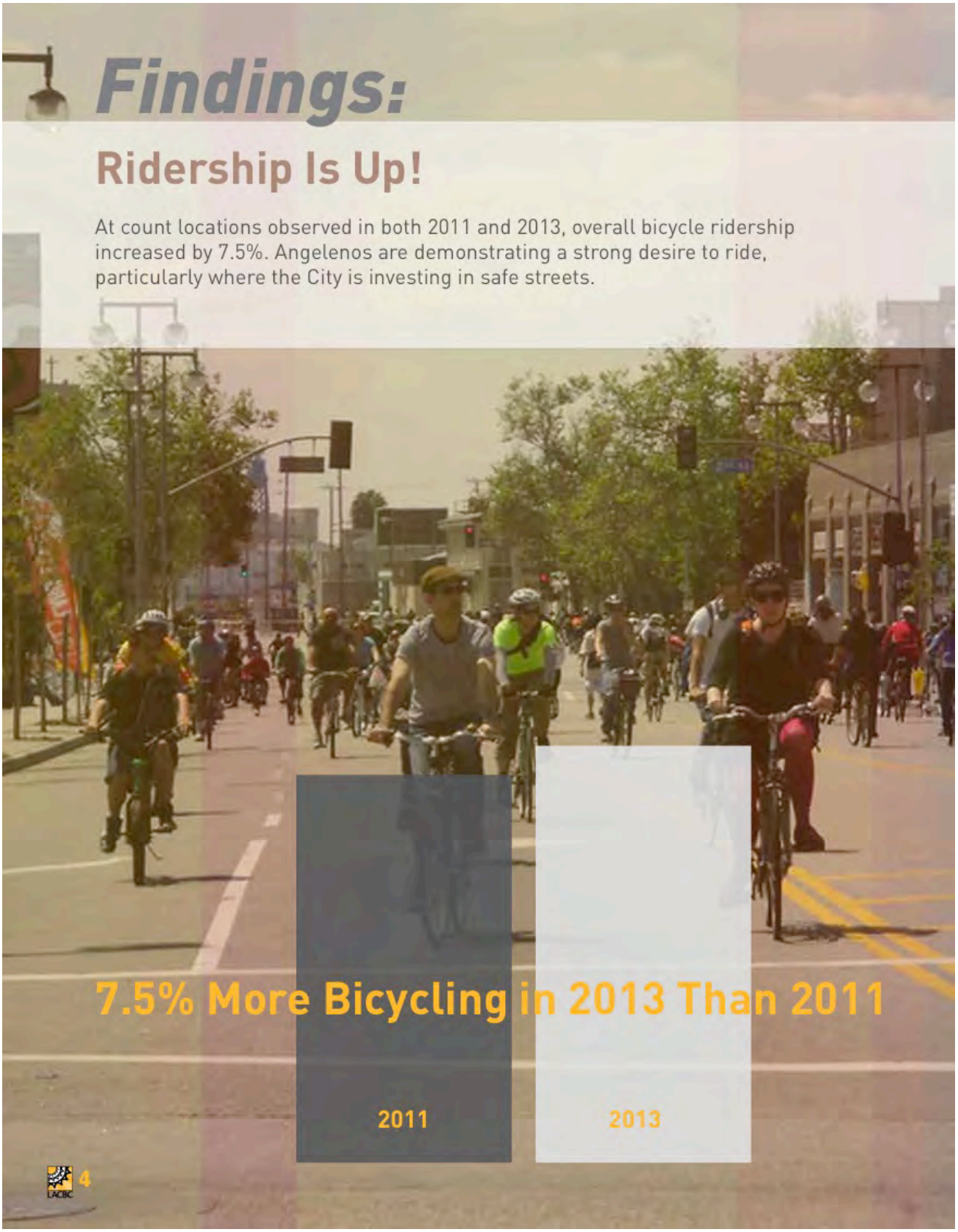
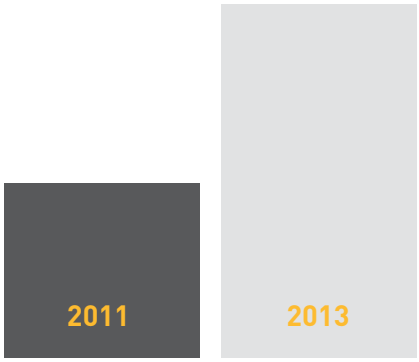

Findings:
Ridership Is Up!
At count locations observed in both 2011 and 2013, overall bicycle ridership increased by 7.5%. Angelenos are demonstrating a strong desire to ride, particularly where the City is investing in safe streets.
7.5% More Bicycling in 2013 Than 2011
2011
2013
4

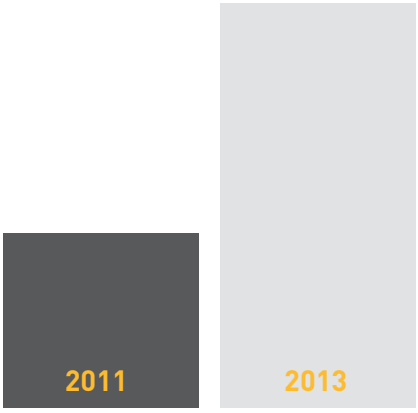
Since the 2010 Bicycle Plan, bike lanes have been added to major streets as part of the Backbone Network. Some of these bike lanes were installed by removing a general traffic lane. On streets with before and after data, a 103% increase in bicycling was observed.

103% More Bicycling After Bike Lanes Installed on Major Streets



Bike Infrastructure Works!

Los Angeles has added many miles of Shared Lane Markings, a.k.a. "sharrows," mostly along minor streets with lower speeds or traffic volumes. On streets with before and after data, a 132% in bicycling was observed. Sharrows likely help bicyclists discover routes they might not otherwise know to take.



132% More Bicycling After "Sharrows" Installed on Neighborhood Streets

Safe Routes to School Students Arrival and Departure Tally Sheet

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

School Name:

Teacher's First Name:

Teacher's Last Name:

Grade: (PK,K,1,2,3...) 0 2

Monday's Date (Week count was conducted) M M D D Y Y Y Y

Number of Students Enrolled in Class: 1 5

- Please conduct these counts **on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)**
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
- Ask your students as a group the question "**How did you arrive at school today?**"
- Then, reread each answer choice and record the number of students that raised their hands for each. **Place just one character or number in each box.**
- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in each class

Step 2. **AM** – "**How did you arrive at school today?**" Record the number of hands for each answer. **PM** – "**How do you plan to leave for home after school?**" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

SCHOOL BY SCHOOL COLLISION DATA - 5 YEARS

Types of Collision: Bicycle & Pedestrian

Collision Severity: Fatal, Severe Injury, Visual Injury & Pain

Years: 2007-2012 Source: TIMS (SWTRS)

1. ADAMS MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	5	20	32	38	19	**57**
¼ - ½ mi.	4	10	47	62	61	62	**123**
Total	4	15	67	94	99	81	**180**

2. BANCROFT MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	7	16	14	25	13	**37**
¼ - ½ mi.	0	9	57	63	66	63	**129**
Total	0	16	73	77	91	76	**166**

3. BELVEDERE MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	1	0	14	6	14	7	**21**
¼ - ½ mi.	0	5	42	26	45	28	**73**
Total	1	5	56	32	59	35	**94**

4. BERENDO MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	1	11	38	46	55	42	**96**
¼ - ½ mi.	4	19	79	101	114	92	**203**
Total	5	30	117	147	169	134	**299**

5. BYRD MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	1	2	2	5	0	**5**
¼ - ½ mi.	1	3	5	5	9	5	**14**
Total	1	4	7	7	14	5	**19**

6. CARVER MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	1	10	5	13	3	**16**
¼ - ½ mi.	4	9	21	14	34	14	**48**
Total	4	10	31	19	47	17	**64**

7. COLUMBUS MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	0	1	2	3	0	**3**
¼ - ½ mi.	1	6	9	9	19	6	**25**
Total	1	6	10	11	22	6	**28**

8. EDISON MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	1	2	15	16	22	12	**34**
¼ - ½ mi.	3	10	48	48	51	59	**109**
Total	4	12	63	64	73	71	**143**

9. ELIZABETH LEARNING CENTER

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	2	6	8	8	8	**16**
¼ - ½ mi.	1	7	10	23	27	14	**41**
Total	1	9	16	31	35	22	**57**

10. IRVING MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	1	9	12	15	8	**22**
¼ - ½ mi.	0	3	23	11	22	15	**37**
Total	0	4	32	23	37	23	**59**

11. LA LEADERSHIP ACADEMY

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	3	5	36	67	66	45	**111**
¼ - ½ mi.	3	19	124	151	192	109	**297**
Total	6	24	160	218	258	154	**408**

12. LIEGHTY MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	1	14	50	46	75	41	**111**
¼ - ½ mi.	3	17	136	127	188	98	**283**
Total	4	31	186	173	263	139	**394**

13. MADISON MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	1	1	8	5	12	3	**15**
¼ - ½ mi.	0	6	22	32	29	31	**60**
Total	1	7	30	37	41	34	**75**

14. MARINA DEL REY

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	1	3	4	4	4	**8**
¼ - ½ mi.	0	4	7	6	10	8	**17**
Total	0	5	10	10	14	12	**25**

15. NAVA LA BUS & TECH

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	4	10	11	14	11	**25**
¼ - ½ mi.	1	6	27	33	36	31	**67**
Total	1	10	37	44	50	42	**92**

16. NIGHTINGALE MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	0	7	8	9	6	**15**
¼ - ½ mi.	1	6	22	14	22	21	**43**
Total	1	6	29	22	31	27	**58**

17. OBAMA MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	2	5	14	18	23	16	**39**
¼ - ½ mi.	0	5	19	19	25	18	**43**
Total	2	10	33	37	48	34	**82**

18. OCHOA MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	3	5	16	13	11	**24**
¼ - ½ mi.	0	4	6	15	17	8	**25**
Total	0	7	11	31	30	19	**49**

19. OLIVE VISTA MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	0	2	0	2	0	**2**
¼ - ½ mi.	2	3	6	4	12	3	**15**
Total	2	3	8	4	14	3	**17**

20. ORCHARD ACADEMY

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	1	0	6	10	12	5	**17**
¼ - ½ mi.	1	3	18	15	23	14	**37**
Total	2	3	24	25	35	19	**54**

21. PACOIMA MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	1	7	5	8	5	**13**
¼ - ½ mi.	0	5	16	11	18	14	**32**
Total	0	6	23	16	26	19	**45**

22. ROMER MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	2	1	13	13	14	15	**29**
¼ - ½ mi.	4	5	22	30	43	20	**61**
Total	6	6	35	43	57	35	**90**

23. SAN FERNANDO MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	1	8	16	15	10	**25**
¼ - ½ mi.	0	2	3	12	8	9	**17**
Total	0	3	11	28	23	19	**42**

24. SEPULVEDA MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	1	9	11	10	11	**21**
¼ - ½ mi.	0	5	7	9	13	8	**21**
Total	0	6	16	20	23	19	**42**

25. SOUTHEAST MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	2	4	5	6	5	**11**
¼ - ½ mi.	0	5	18	18	24	17	**41**
Total	0	7	22	23	30	22	**52**

26. SOUTH GATE MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	1	2	4	7	9	5	**14**
¼ - ½ mi.	1	2	17	18	14	24	**38**
Total	2	4	21	25	23	29	**52**

27. VIRGIL MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	6	29	28	37	26	**63**
¼ - ½ mi.	5	13	76	71	86	81	**165**
Total	5	19	105	99	123	107	**228**

28. VISTA MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	5	6	8	11	8	**19**
¼ - ½ mi.	1	6	19	32	39	19	**58**
Total	1	11	25	40	50	27	**77**

29. WILMINGTOM MS

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	0	1	9	5	10	5	**15**
¼ - ½ mi.	1	3	8	7	8	11	**19**
Total	1	4	17	12	18	16	**34**

30. YOUNG OAK KIM ACADEMY

Radius	Fatal	Severe Injury	Visible Injury	Complaint of Pain	Pedestrian	Bicycle	**Total**
<¼ mi.	2	8	33	51	63	32	**94**
¼ - ½ mi.	6	24	124	154	181	130	**308**
Total	8	32	157	205	244	162	**402**

MORTALITY IN LOS ANGELES COUNTY 2010

Leading Causes of Death and Premature Death with Trends for 2001-2010

A PUBLICATION OF THE LOS ANGELES COUNTY DEPARTMENT OF PUBLIC HEALTH

County of Los Angeles Public Health

Figure 7. Comparison of the leading causes of death, by age group

Leading causes of death

Age group Number of deaths Age-specific death rate	#1 cause Number of deaths Age-specific death rate	#2 cause Number of deaths Age-specific death rate	#3 cause Number of deaths Age-specific death rate	#4 cause Number of deaths Age-specific death rate	#5 cause Number of deaths Age-specific death rate
<1 year old 617 480 per 100,000	Low birthweight/prematurity 103 80 per 100,000	SIDS* 60 47 per 100,000	Heart defect 34 26 per 100,000	Pregnancy complication 33 26 per 100,000	Delivery complication 24 19 per 100,000
1-4 years old 106 20 per 100,000	Birth defect 24 5 per 100,000	Drowning 10 --	Homicide 10 --	Motor vehicle crash 7 --	Falls 6 --
5-14 years old 160 12 per 100,000	Leukemia 20 2 per 100,000	Motor vehicle crash 19 --	Birth defect 16 --	Homicide 14 --	Brain/CNS† cancer 12 --
15-24 years old 780 52 per 100,000	Homicide 241 16 per 100,000	Motor vehicle crash 116 8 per 100,000	Suicide 89 6 per 100,000	Drug overdose 57 4 per 100,000	Leukemia 24 2 per 100,000
25-44 years old 2,806 96 per 100,000	Suicide 272 9 per 100,000	Homicide 269 9 per 100,000	Drug overdose 217 7 per 100,000	Coronary heart disease 192 7 per 100,000	Motor vehicle crash 180 6 per 100,000
45-64 years old 11,406 478 per 100,000	Coronary heart disease 2,249 94 per 100,000	Lung cancer 700 29 per 100,000	Liver disease 655 27 per 100,000	Breast cancer 490 21 per 100,000	Stroke 478 20 per 100,000
65-74 years old 8,765 1,541 per 100,000	Coronary heart disease 1,844 324 per 100,000	Lung cancer 812 143 per 100,000	Emphysema/COPD 492 87 per 100,000	Stroke 443 78 per 100,000	Diabetes 404 71 per 100,000
75+ years old 31,889 6,411 per 100,000	Coronary heart disease 8,345 1,678 per 100,000	Stroke 2,262 455 per 100,000	Alzheimer's disease 2,132 429 per 100,000	Emphysema/COPD 1,883 379 per 100,000	Pneumonia/influenza 1,557 313 per 100,000
Los Angeles County Total 56,538 615 per 100,000**	Coronary heart disease 12,635 138 per 100,000	Stroke 3,278 36 per 100,000	Lung cancer 2,941 33 per 100,000	Emphysema/COPD 2,622 30 per 100,000	Alzheimer's disease 2,242 25 per 100,000

Notes: Los Angeles County Total includes persons of unknown age.
*Sudden Infant Death Syndrome.
†Central Nervous System.
**Age-adjusted rate.
--Number of deaths is too small to calculate a reliable rate.

MORTALITY IN LOS ANGELES COUNTY 2010

Leading Causes of Death and Premature Death with Trends for 2001-2010

A PUBLICATION OF THE LOS ANGELES COUNTY DEPARTMENT OF PUBLIC HEALTH

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(213) 240-7785 or from
http://publichealth.lacounty.gov/dca/dcareportspubs.htm

Data are available online
http://dqs.publichealth.lacounty.gov

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County of Los Angeles Public Health

October 2013
Publication no: OHAE/EU-2013-1

AVOIDING CRASHES

Why Crashes Happen

Why Crashes Happen: Statistics

Approximately 50 percent of all bicycle crashes are falls. They are often caused by road surface hazards — impact with potholes, storm grates, skidding on wet manhole covers, loose gravel or dirt — or by the front wheel being diverted by railroad tracks, expansion joints or other cracks in the pavement. To avoid these, be alert to the hazards. Be careful turning, braking, or accelerating on a slippery surface. Steer around hazards if you can; the rock dodge technique allows you to do this quickly, as necessary.

Breaking Down Crash Statistics

Most motorist/cyclist collisions involving child cyclists are caused by the child. The causes of motorist/cyclist collisions involving adult cyclists are about evenly distributed between motorists and cyclists.

Research into bicycle crashes has shown that bicyclist crash rates decrease with experience measured by miles or years of cycling. Bicyclists who ride regularly under adverse conditions (rain, darkness, in the mountains, etc.) tend to be more experienced and have lower crash rates than fair-weather riders.

Who is at fault?	Action	%
Bicyclist	Wrong-way riding facing traffic	14%
Bicyclist	Left turn from the right side of the road	11%
Bicyclist	Failure to yield from driveway	9%
Bicyclist	Running a stop sign or signal	8%
Bicyclist	Swerving in front of car	5%
Total Bicyclist		**47%**
Motorist	Left turn in front of the bicyclist	13%
Motorist	Right turn in front of the bicyclist	11%
Motorist	Running a stop sign or signal	8%
Motorist	Opening car door into path of the bicyclist	7%
Motorist	Failure to yield from driveway	6%
Motorist	Didn't see the cyclist	3%
Total Motorist		**48%**
Undetermined		**5%**

Jerrold Kaplan, 1974, William E. Moritz 1996.
The highlighted lines are the only crashes that involve cyclists hit from behind.

You can ride safely in traffic. There are preventive measures that you can take to reduce the likelihood of a crash and avoidance techniques to learn and use if a crash is imminent.

Avoiding Crashes

Sudden Stops

The most serious type of fall is the one caused by a sudden stop that vaults you headfirst over the handlebars. When pedestrians and animals appear quickly in your line of travel, you must make a quick decision on how to deal with the situation. Always maintain control of your bike. When riding in urban settings, keep both hands on the handlebars in the braking position for best control.

Dogs

When a dogs is chasing you, the most serious risk is a collision with the animal. Speak in a loud voice and continue to move away from the dog's territory. Keep riding and talk to the dog to let him know you are human or dismount and put the bicycle between yourself and the dog. You should always report dog attacks or chases.

Wind Blasts

Gusting wind and gusts caused by vehicles can affect cyclists. Large trucks can blast you away in the front and suck you in at the back. You need to correct the lean caused by a wind blast, so maintain sufficient space between yourself and other vehicles, claiming the lane if necessary. Hold the handlebars firmly and lean slightly to compensate for the effect of any gust. Practice and experi-

22 SMART CYCLING: Traffic Skills 101

BLAST Volume 1

Bike Lessons And Safety Training

MEETS NATIONAL STANDARDS AND WITH RUBRICS

Youth Educational Sports, Inc.

E-mail: info@yesports.org

Website: http://yesports.org

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Tana Ball

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California Center for Childhood Injury Prevention
California Department of Public Health
California Office of Traffic Safety
League of American Bicyclist
Los Angeles County Metropolitan Transportation Authority
Los Angeles Department of Transportation
Los Angeles Police Department
Los Angeles Unified School District
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BLAST-BIKE LESSONS AND SAFETY TRAINING

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Order: ***YES-BLAST*** **- VOLUME II**

Skills, Drills and Bicycle Racing

Track Races and Inner Scholastic Competition

Go to: http://yesports.org

FOR YOUR INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Enviromental Health and Safety

DISTRIBUTION:	All Schools	ROUTING: Local District Superintendents Local District Directors of Instruction Local District Operations Coordinators Resident Officers Campus Security
SUBJECT:	MEMORANDUM NO. MEM-622 ENFORCING THE CALIFORNIA SAFETY HELMET LAW	
DATE:	November 24, 2003	
DIVISION:	Office of Environmental Health and Safety	
APPROVED:	ANGELO J. BELLOMO, Director	

For further information, call the School Safe Traffic Zone Unit at (213) 241-7887.

I. BACKGROUND

California state law requires all children ages 17 and under to wear a safety helmet whenever riding a bicycle, scooter, rollerblades, and skateboard. The law requires the riders of motorized scooter and motorized skateboard to be at least 16 years of age and wearing a safety helmet. In 2001, the National Highway Traffic Safety Administration reported 732 fatalities and 45,277 injuries involving pedalcyclists.

II. PROCEDURES

It is imperative that schools implement a policy enforcing the California State Safety Helmet Law. The attached "Transportation Safety Agreement", "Sample Parent Letter", and "IT'S THE LAW" flyer may be useful in establishing a school policy. (see Attachments). Attachments are also available in Armenian, Korean, Chinese, Russian, Vietnamese, Spanish and Tagalog. Materials also available on the Office of Environmental Health and Safety web site *www.laschools.org/oehs*.

In addition to the school initiated policy, arrangements are currently under way to have local law enforment and School Police cite students riding bicycles, scooters, skateboards, motorized scooters, rollerblades, and motorized skateboards without helmets. Law enforcement will also issue a notice for the violators to attend the School Safe Traffic Zone Unit citation diversion class to satisfy the Los Angeles County Superior Courts requirements, where court fees may be waived.

III. EDUCATION PROGRAMS

The School Safe Traffic Zone Unit offers a traffic safety education program and will visit all elementary, middle and high schools during the school year. This program will instruct students in traffic laws and helmet usage. Funding for this program was provided by a grant from the California State Office of Traffic Safety. To schedule a school visit, contact School Safety Traffic Unit at 213-241-7887.

###

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Enviromental Health and Safety

MEMORANDUM NO. MEM-622 ATTACHMENT A
November 24, 2003

(SAMPLE PARENT LETTER)

Dear Parents/Guardians:

To ensure the well-being of all of our children, we are informing you of our policy on bicycle, scooter, skateboard, motorized scooter and motorized skateboard safety. It is imperative that all children are aware of the rules and regulations, the responsibilities and the dangers of riding these vehilces. These teachings must come from both the home and the school. It is our hope that by working together we will help our young people attain the knowledge necessary to ride safely.

Effective immediately, it is the policy of_____School that all students riding bicycle, scooter, skateboard, motorized scooter and motorized skateboard, if allowed to and from school MUST wear a safety helmets. This is a state law, as well as a school rule. These helmets may not be held in the hands of students or carried on handlebars; THEY MUST BE WORN. Any child who enters this campus without a helmet on his/her head will have his/her bicycle, scooter, skateboard, motorized scooter and motorized skateboard confiscated immediately. STUDENTS RIDING MOTORIZED SCOOTERS OR MOTORIZED SKATEBOARDS MUST BE AGE 16 OR OLDER. The vehilce will not be released until a parent comes to campus to retrieve it or the child has a helmet.

Enclosed please find a Bicycle Safety Agreement. If your child rides a bicycle, scooter, skateboard, motorized scooter and motorized skateboard to school, the agreement must be signed by you and your child and returned to the Main Office as soon as possible. If the agreement is not kept, the student will not be allowed to ride his/her vehilce to school.

We ask that you also discuss general traffic safety with your child. Some of the things that we feel are important are: 1) cross the street only where there is a crosswalk 2) when crossing at a stop signal and the light turns green, always wait and make sure there are no cars running the red light before you begin crossing 3) always walk bicycles, scooters and skateboards while crossing the street in a crosswalk 4) do not ride double on vehilces - this is extremely dangerous and against the law 5) know the municipal law of riding on the sizewalks.

Our students are of vital importance to us all. Please help us in educating your child in traffic safety so we may ensure the safety of all.

Sincerely,

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Enviromental Health and Safety

MEMORANDUM NO. MEM-622 ATTACHMENT B
November 24, 2003

TRAFFIC SAFETY AGREEMENT

We, at _____school, agree that keeping our students safe while riding their _____ (bicycles, scooters, skateboard, motorized scooter, and motorized skateboard) to school is a shared responsibility between the school, the parents and the student. This agreement outlines each of our responsibilities.

We, the school agree to . . .

- Teach traffic safety rules
- Have periodic traffic safety instruction
- Enforce traffic safety rules and the California Safety Helmet Law

I, the student agree to . . .

- Follow all traffic safety rules
- Always wear my safety helmet when riding a bicycle, scooter, skateboard, motorized scooter and motorized skateboard
- Keep my bicycle, scooter, skateboard, motorized scooter and motorized skateboard in good repair
- Always lock my vehicle in a bicycle rack while at school
- Only ride one person on a bicycle, scooter, skateboard, motorized scooter and motorized skateboard at a time
- ride a motorized scooter or motorized skateboard only if age 16 or older

We, the parents agree to . . .

- Reinforce traffic safety rules at home
- Provide a safety helmet for my child
- Make certain that my child's bicycle, scooter, skateboard, motorized scooter and motorized skateboard is in good repair
- Support the school in reinforcing the rule requiring the wearing of a safety helmet

We, the undersigned agree to . . .

- Work together to ensure safety when riding bicycles to and from school

_____	_____	_____
Student's Signature	Parent's Signature	Principal's Signature
_____	_____	_____
Date	Date	Date

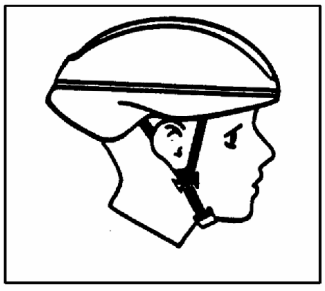
IT'S THE LAW

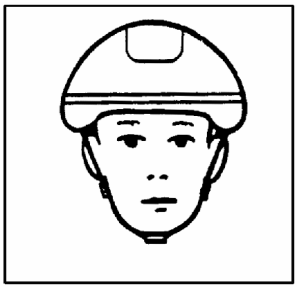
Children ages 17 and under must
wear a safety helmet whenever riding a bicycle, scooter and skateboard.
Children ages 16 and older are allowed to ride motorized scooters and motorized skateboards.

Wearing a safety helmet has been proven to prevent up to 85% of bicycle-related head injuries to children.

Make sure the helmet is fitted properly on the child's head for maximum protection.

- The straps must form a "V" on either side of the ears.
- The chin strap should have a 1/2 inch play.
- The helmet sits just above the eyebrows.





BACKGROUND

The students and families in the Los Angeles Unified School District (LAUSD) and general community members in the District's catchment area face increasing health risks that can affect their wellness and ultimately their quality of life and possibly their life span. LAUSD is committed to providing an environment where students can learn to make healthy choices for lifelong health and achieve in school. Therefore, the LAUSD Board of Education adopted the Policy on Wellness that addresses student wellness for every school in the District. This **Blueprint expands on the Policy on Wellness**. The following research statistics in the areas of Nutrition Services, Physical Education, Health Education, Health Services, School Mental Health, Psychological and Social Services, and Safe Environment reflect the need for a strong and achievable wellness policy.

NUTRITION SERVICES

Studies show that good nutrition increases student achievement. However, studies also show that food insecurity of low-income adults in California has increased from 29.1% in 2001 to 40.0% in 2011.[2] Children in food-insecure households have increased absences and tardiness and demonstrated poorer cognitive functioning resulting in lower test scores. [3] Furthermore, food insecurity may be related to overall poor diet quality[4] and many of the leading causes of death in the United States such as diabetes, heart disease, stroke, obesity, hypertension, and cancer have a nutrition-related component.

PHYSICAL EDUCATION

Children participating in daily physical activity have shown superior academic performance and a more positive attitude toward school. Exercise has been shown to improve scores on short-term memory, reaction time, and creativity. In addition, young persons who exercised daily outperformed other students on exams as stated by the California State Board of Education. Furthermore, considering that lack of physical activity can contribute to obesity, research showed that severely obese children missed more school days than normal-weight children. The mean number of school days missed was 4.2 days for severely obese children and 0.7 days for healthy children over a 30 day period.[5]

HEALTH EDUCATION

The use of illegal substances can negatively impact a student's academic achievement. It should be noted that 29.5% of students were offered, sold, or given an illegal drug on school property during the past 12 months in LAUSD, according to the 2013 Youth Risk Behavior Survey (YRBS). As to the need of violence-prevention curriculum within health education, harassment and bullying have been linked to 75% of school-shooting incidents according to the U.S. Secret Service Report in May 2002.

HEALTH SERVICES

In LAUSD 10% of elementary and 19% of secondary students are identified with visual acuity problems that make reading difficult, and 40% of those will not receive any treatment by the end of the school year. In regard to the impacts of asthma, 27,000 students in LAUSD are taking medications for asthma while in school. It is estimated that over 10% of the children living within LAUSD boundaries have asthma, that many are receiving substandard treatment, and that many are undiagnosed. It is estimated that children with poorly controlled asthma will miss at least 10 school days annually due to their asthma.

Being the number one chronic childhood illness, dental disease is the most prevalent unmet health need of children in the United States. Students served by LAUSD have a high burden of dental disease and unmet oral health needs that affect their attendance. On average LAUSD students miss two days of school per year due to dental disease. Of 2491 children screened from 6 LAUSD elementary schools,

BLUEPRINT FOR WELLNESS: HEALTHY CHOICES FOR LIFELONG HEALTH

Blueprint for Wellness

PHYSICAL EDUCATION

OVERVIEW

A strong correlation exists between physical fitness and academic achievement. Physical education has been part of the required school curriculum in California for decades due to the consensus among the community and legislators that physical activity is essential for children's healthy growth and development. Physical education is the only subject identified in the *California Education Code* with a mandated number of minutes for instruction. It is our responsibility to ensure that quality physical education instruction is provided for all students and complies with state and federal mandates governing physical education.

First Lady Michelle Obama stated in her Let's Move launch on physical and emotional health in February of 2010: "The physical and emotional health of an entire generation and the economic health and security of our nation is at stake. This isn't the kind of problem that can be solved overnight, but with everyone working together, it can be solved. So, let's move!"

Additionally, research shows that providing recess breaks throughout the day can improve students' classroom behavior and attentiveness, that students can accumulate up to 40 percent of their total daily physical activity during recess, and that students who are obese or at increased risk for obesity are least likely to have recess.[12] Therefore, schools should protect recess time from disciplinary measures and from any school activities that would impinge upon recess time.

Therefore, it is imperative for our District to build and provide quality physical education programs that will ensure a strong foundation for students to make good lifestyle choices. Furthermore, our District should proactively seek opportunities to provide physical activity programming at its school sites when schools are not in session for youth and adults within its catchment area as a means of increasing access to safe places for physical activity.

MEANS USED TO PROMOTE WELLNESS

Physical Education Opportunities and Physical Activity

Students in all grades should experience quality physical education in a sequential and comprehensive manner and in an enjoyable, safe, and secure learning environment. An optimum, quality physical education program has the following components:

- Adequate space to maximize practice opportunities for each child.
- Adequate equipment for students to be actively engaged individually, with partners, or in small groups to maximize practice opportunities.
- Physical education time shall be protected from school activities that would impinge on physical education class time.
- Physical fitness development activities with testing provided in the Grades 4–12 with mandated testing for all students in the Grades 5, 7, and 9 and students with disabilities as conditions permit.

- Annual professional development provided for all administrators and teachers of physical education on the appropriate protocols in administering the *FITNESSGRAM* physical performance test.*
- Physical Education Instructional Guides that support a written comprehensive and sequential standards-based physical education curriculum provided for all teachers of physical education for use in their classes.
- Physical education programs ensuring that students will spend at least 50% of the physical education class time participating in moderate-to-vigorous physical activity, whether or not students have dressed-out.
- Physical education class sizes comparable to class sizes in other subject areas.
- Annual professional development for all administrators and teachers of physical education on standards-based instructional practices with instructional unit development and sample lessons.*
- Comprehensive physical education professional development provided for each supervising Educational Service Center and school-site administrator.*
- *FITNESSGRAM* results posted on the District and individual school-site *School Accountability Report Card* (EC 51223), and the District's Performance Meter.
- Certification that all coaches have completed First Aid, CPR, coaching education, and concussion training.

Elementary Physical Education

When basic movement skills are developed at an early age and expanded during childhood and early adolescence, children will gain access to and have more success in a wide variety of physical activities. To promote lifetime activity habits early in life, teachers must select developmentally appropriate activities for elementary-age students. The following are important components of elementary physical education programs:

- Teacher selection of developmentally appropriate activities for elementary-aged students to ensure student success in a wide variety of physical activities and to promote lifetime activity habits early in life.
- FITNESSGRAM physical performance test administered correctly in the Grades 5, 7, and 9 by qualified staff during the month of February, March, April, or May with results reported to the CDE. (EC 60800)
- Physical education facilities designed, developed, and constructed according to the California Department of Education Guide to School Site Analysis and Development.
- Physical education instruction at the elementary level to include 200 minutes of instruction each 10 school days. (EC 51210)
- FITNESSGRAM practice test administered correctly in the Grade 4 by qualified staff during the month of February, March, April, or May without reporting the results to the CDE.
- It is **recommended** that a physical education adviser be provided at each Educational Service Centers/ISIC to provide assistance of physical education programs.*

- It is **recommended** that a single-subject physical education credentialed teacher provide quality physical education instruction for each 300 students at the elementary school level to provide release time for elementary classroom teachers.
- Elementary teachers are **encouraged** to provide information to their students to take home to their parents on the Ask, Advise, and Refer (AAR) protocol for tobacco cessation. AAR information can be found at http://achieve.lausd.net/Page/5643.
- One physical education teacher may not teach more than one classroom of students during the 30-minute physical education instructional period.

Daily Recess

Recess is an important part of the school day for children. Activity breaks enhance participation and learning in the classroom and promote student wellness. Not only does recess provide opportunities for needed physical activity, but this unstructured time also provides opportunities for student decision making and contributes to creativity and social learning. The following are important components of recess:

- Twenty minutes a day of supervised recess is provided with adequate outdoor space and equipment where moderate-to-vigorous physical activity is verbally encouraged and provided for students.
- Extended periods of inactivity (two or more hours) is discouraged for such activities as mandatory school wide testing where students are provided with periodic activity breaks during which they are encouraged to stand and be moderately active (example, juggling scarves).
- Recess time is protected from disciplinary measures and school activities that would impinge on recess time.
- The environment is supportive of all students and promotes developing a positive self-concept. Students are free from criticism or harassment from other students.

Secondary Physical Education 6-12

A developmentally and instructionally appropriate physical education program promotes a physically active lifestyle and student wellness. Physical education provides the physical component of a total education facilitating optimal physical development and student wellness. Physical education focuses on physical development while also integrating the emotional, social, and intellectual components that develop the whole child. Good physical education programs prepare the adolescent to safely meet the physical demands of daily life, to use activity for health benefits for a lifetime, and to enjoy physical activity during leisure time. Safely engaging in physical activity is critical. Between 2005 and 2011, the rate of Los Angeles County residents treated for concussions in emergency departments (ED) increased by 58%. Youth and young adults ages 15-24 years had the highest rates of ED visit for concussions, particularly males, whites, and African-Americans. Among injuries that had an associated activity reported, team sports accounted for nearly half of all concussions.[13] The following components delineate the physical education program for secondary students:

BLUEPRINT FOR WELLNESS: HEALTHY CHOICES FOR LIFELONG HEALTH

Blueprint for Wellness

- Physical education instruction at the secondary level includes 400 minutes of instruction each 10 school days, all year long, for students in middle and high school, including students with disabilities and special health-care needs and those in alternative education settings. (EC 51222)
- A comprehensive and sequential physical education program is provided for students in Grades 9–12 with exposure to the eight core content areas as described in the *California Code of Regulations*, Title 5, §10060.
- The optimum physical education class size average is equal to the norm chart average of the "all other category" identified in BUL-1123-4 and 1123.
- A secondary physical education class size does not exceed the maximum of 52+/–3 students.
- A variety of electives (minimum of 3 to 4) are offered to students currently exempted from 2 of the 4 years of physical education core content classes. (EC 51222(b))
- Physical education core-content classes are provided for all students in Grade 9 except those students enrolled in and competing in athletic programs.
- Physical Education Course One content, identified in the *Physical Education Model Content Standards for California Public Schools*, includes mechanics of movement, effects of physical activity upon dynamic health, aquatics, dance, and individual and dual activities.
- Physical Education Course Two content, identified in the *Physical Education Model Content Standards for California Public Schools*, includes mechanics of movement, effects of physical activity upon dynamic health, combatives, gymnastics/tumbling, and team activities to students for their second year of physical education in Grades 10-12.
- *FITNESSGRAM* physical performance test is administered correctly to all students in Grade 9 by qualified staff during the ~~months~~ of February, March, April, or May with results reported to the CDE. (EC 60800)
- Physical education classes are conducted in a coeducational manner. (Title IX, 106.00, 106.34; 5CCR4930.4931,4940) (EC 200, 201, 220,221.5, 235, 260)
- In order to facilitate standards-based instruction, middle school physical education classes are **recommended** to be articulated by grade level.
- Senior High Schools would be articulated **whenever possible** to ensure that each student receives the CCR Title 5 content.
- All students in Grade 9 must meet five of six assessments (In Healthy Fitness Zone) on the *FITNESSGRAM* test to earn the right to exempt themselves from Physical Education for two years in Grades 10-12 within the mandated testing window. (EC 51241)
- Secondary physical education teachers are **encouraged** to provide information to their students on the Ask, Advise, and Refer (AAR) protocol for tobacco cessation. AAR information can be found at http://achieve.lausd.net/Page/5643.
- Tools are in place to monitor and provide assistance for K–12 physical education programs to
- Meals for athletes are **encouraged** to be made available to schools when students have night games.

maintain compliance with the Education Code and ensure adequacy of physical education facilities and equipment.

These meals could be consumed before or after contest depending on time of day.

Physical Activity Opportunities Before and After School

Whereas recess is unstructured time, physical education is a structured instructional program with specific goals and objectives, and after-school programs vary between structured and unstructured. The programs after school should provide more opportunities for students to extend and refine the skills that were learned in the physical education programs.

- Extracurricular physical activity programs for elementary, middle, and high school students are offered before and after school in a variety of supervised activities in physical activity clubs or intramural programs.
- Interscholastic sports programs are offered, as appropriate for high school and middle schools, with a wide range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.
- After-school childcare and enrichment programs are provided with adequate outdoor space and equipment where moderate-to-vigorous physical activity is encouraged and provided for all participants.

Physical Activity and Punishment

Physical education should be taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals.

- Physical activity (imposing or withholding of) shall not be used as a disciplinary measure.

Shared Use Facilities

The District recognizes that many of its students and their families live in park-poor areas[14, 15], are disproportionately impacted by obesity, and that school sites offer the only available safe place for physical activity in certain neighborhoods. Research indicates that shared use agreements are a promising strategy for increasing moderate to vigorous physical activity among adults and children in under-resourced communities. Providing physical activity programs may substantially increase after-hours use of school facilities by community members.[16] Therefore, afterschool programs should be made available to the general public, particularly those over 18 years for whom this programming is currently very limited, through any of the District's existing mechanisms for accessing school facilities in order to promote increased physical activity among families and the general public, which can provide youth with positive role-modeling for healthy, life-long physical activity behaviors.

- Schools are **encouraged** to proactively seek opportunities that allow parents and community members to use school facilities for physical activity via youth and adult programming.
- Parent groups and organizations in LAUSD are encouraged to engage in moderate to vigorous physical activity with adequate equipment and within adequate space.

HEALTH EDUCATION

OVERVIEW

LAUSD recognizes the critical relationship between a healthy student and academic achievement. An increasing number of our students are coming to school with a variety of health problems that make it more difficult for them to learn at an optimal level and achieve academically. The District has adopted a comprehensive health education model for our schools. The District monitors health behaviors of our students by implementing and analyzing the findings of the California Healthy Kids Survey (CHKS), School Health Profiles Survey (SHEP), Youth Risk Behavior Survey (YRBS), and any other supplemental surveys. The LAUSD School Board of Education formally adopted California health standards and California Education Code that are in accordance with all legal mandates of the board, state, and federal entities.

Students study six content areas: alcohol, tobacco, and other drugs; growth, development, and sexual health; injury prevention and safety; mental, emotional, and social health; nutrition and physical activity; and personal and community health. These content areas are studied in-depth when students receive a 90-hour full semester course of Health Education, separate from Science, in Grades 7 and 9 using a credentialed health teacher. The California Health Standards and CA Education Code determine what is required to be covered in Grades K-12. The overall goal is to have students achieve health literacy and ultimately lifelong wellness by mastering the knowledge, skills, and behaviors in the following key areas critical to healthy living:

- Acceptance of personal responsibility for lifelong health.
- An understanding of the process of growth and development.
- Respect for and promotion of the health of others.
- Informed use of health-related information, products, and services.

MEANS USED TO PROMOTE WELLNESS

Collaboration

Health Education Programs collaborate actively with Student Health and Human Services, School Operations, the Office of Environmental Health and Safety, the Office of Human Relations, and the Office of the Chief Operating Officer to compare and coordinate activities to reduce duplication of services within LAUSD and efforts to support student wellness and developing safe and supportive schools. In addition, the District will build relationships with community agencies to offer continued supplemental educational campaigns for health, safe schools, and HIV/AIDS education with constant evaluation of best practices for our support services to schools and students. These relationships are also key to implementing a linkage to care protocol in each school. Where LAUSD has a school-based health center or wellness center, staff and faculty are encouraged to promote the use of this resource on the campus.

Promote the Use of Materials on Nutrition

Schools will use the District-adopted health textbooks to promote healthy eating and teach appropriate, long-term eating habits and practices.

Nutrition and Activity Education

In addition to the required segments of nutrition and physical activity during secondary school health courses, the District should expand use of additional resources for educating students about nutritional habits and physical activity patterns via the following:

- The District should offer the USDA-funded LAUSD Network for a Healthy California and HEAL Programs at all eligible school sites.*
- Schools are **encouraged** to pursue strategies to incorporate additional nutrition education and physical activity promotional resources from government and nonprofit partners, such as 5-A-Day, Dairy Council of California, American Cancer Society, American Diabetes Association, Students for Nutrition and eXercise (SNaX), Alliance for a Healthier Generation, and others.

Encouraging Physical Activity

The schools will support parents' efforts to provide daily physical activity for their children. The schools are encouraged to provide information about physical education and other school-based physical activity opportunities before, during, and after the school day and to support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports can include sharing information about physical activity and physical education through a website, newsletter, or take-home materials, special events, or physical education homework.

Counseling and Psychological Services

- The schools encourage parents to participate in the Student Success Team when relevant to their child.
- The schools encourage parents to work together to implement behavior plans and other recommendations. When parents seek additional mental health services that are not available at the school site, parents are encouraged to utilize services at other appropriate District locations, through their private health providers, or through local community agencies.

Resources

- The school will **encourage** publicizing parent trainings on health and nutrition through the school and District websites.
- Schools are **encouraged** to promote sharing-information and providing resources on nutrition at parent centers. The schools are also encouraged to conduct parent and family workshops that are linked to nutrition and suggestions on how to prepare healthy family meals within the family budget.
- Schools should be **encouraged** to develop and maintain school gardens with the support and participation of parents and children. The District will encourage Farmers' Markets to help parents make healthier choices about nutrition.

Community Involvement

The schools are **encouraged** to work with the city and county to draft joint use agreements in order to increase access to safe spaces for the community. Furthermore, the schools are **encouraged** to partner and collaborate with community-based organizations such as the Healthy School Food Coalition and California Center for Public Health Advocacy in order to provide the community with additional resources and services that promote wellness. These partnerships will also allow us to continue to improve our wellness policies.

Physical Fitness Test

Report: --- Select another report here ---

California Department of Education
Statewide Assessment Division
Prepared: 5/30/2015 11:45:06 AM

State: California
County: Los Angeles
District: Los Angeles Unified
School: -- Select One --

2013-14 California Physical Fitness Report
Overall - Summary of Results
Los Angeles Unified District

Additional information can be found at the California Department of Education Physical Fitness Test Web page.

Physical Fitness Area	Total Tested[1] in Grade 5	Number Grade 5 Students in HFZ[2]	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improve-ment	% Grade 5 Students in Needs Improve-ment - Health Risk	Total Tested[1] in Grade 7	Number Grade 7 Students in HFZ[2]	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improve-ment	% Grade 7 Students in Needs Improve-ment - Health Risk	Total Tested[1] in Grade 9	Number Grade 9 Students in HFZ[2]	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improve-ment	% Grade 9 Students in Needs Improve-ment - Health Risk
Aerobic Capacity	44,531	24,222	54.4	36.6	9.0	38,958	20,362	52.3	35.2	12.5	39,004	20,772	53.3	31.4	15.3
Body Composition	44,531	22,230	49.9	20.9	29.2	38,958	20,819	53.4	21.3	25.3	39,004	21,676	55.6	21.9	22.5
Abdominal Strength	44,531	32,254	72.4	27.6	N/A	38,958	28,004	71.9	28.1	N/A	39,004	31,063	79.6	20.4	N/A
Trunk Extension Strength	44,531	38,845	87.2	12.8	N/A	38,958	33,461	85.9	14.1	N/A	39,004	34,750	89.1	10.9	N/A

Upper Body Strength	44,531	26,919	60.5	39.5	N/A	38,958	22,260	57.1	42.9	N/A	39,004	27,055	69.4	30.6	N/A
Flexibility	44,531	29,753	66.8	33.2	N/A	38,958	30,965	79.5	20.5	N/A	39,004	32,957	84.5	15.5	N/A

[1] Includes partially tested students
[2] HFZ is an acronym for Healthy Fitness Zone a registered trademark of The Cooper Institute
** To protect confidentiality scores are not shown when the number of students tested is 10 or less
N/A Not applicable
The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by the Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.
The PFT performance standards are available on the CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page. Information about the FITNESSGRAM is available on the Human Kinetics Web site (Outside Source).

Questions: High School and Physical Fitness Assessment Office | pft@cde.ca.gov | 916-445-9449

California Department of Education
1430 N Street
Sacramento, CA 95814

Health Atlas for the City of Los Angeles

County of Los Angeles Public Health Working For You.

Made possible with funding from the Centers for Disease Control and Prevention through the Los Angeles County Department of Public Health and The California Endowment.

June 2013

raimi+ associates

County of Los Angeles Public Health

Los Angeles Department of City Planning

Key Findings

The *Health Atlas for the City of Los Angeles* provides a data-informed snapshot of health issues and outcomes in Los Angeles. The analysis is the first step in understanding the areas of the City burdened with the most adverse health-related conditions in order to improve health outcomes for all Angelenos. The data will be used to inform the creation of a new Health and Wellness Chapter for the City's General Plan Framework.

The *Health Atlas* illustrates the geographic variation in socio-economic conditions, demographic characteristics, and health factors and outcomes to help City officials understand the issues and identify priorities. The data underscores a key issue: where Angelenos live often influences their health and well-being. Los Angeles is a city with great health disparities and the patterns of inequality are reflected in many of the indicators highlighted in the *Health Atlas*.

Health and wellness is dependent on a complex array of social, economic, lifestyle, and environmental factors. In Los Angeles, the hardship and lack of educational attainment that is prevalent in some of the poorest neighborhoods is often associated with worse health outcomes. Geographic location is such an important indicator of health that a resident born and raised in Brentwood can expect to live 12 years longer than a resident who is born and raised in Watts.

The disparity between the more affluent neighborhoods on the City's Westside and the poorer communities in the central and southern part of Los Angeles are consistently reflected in the data. Some key findings include:

- Residents in communities around South Los Angeles and near downtown Los Angeles are over 70% Non-White and Hispanic, while Non-White and Hispanic residents represent less than 15% of residents in neighborhoods like Bel Air-Beverly Crest and Brentwood-Pacific Palisades. (Chapter 3: Demographic and Social Characteristics)
- Residents in affluent neighborhoods like Bel Air-Beverly Crest and Brentwood-Pacific Palisades make more than 12 times the per capita income of residents in the poorest neighborhoods such as Boyle Heights and South Los Angeles. (Chapter Economic Conditions)
- Over 90% of adults in several Westside neighborhoods have a high school diploma, compared to less than 50% in neighborhoods such as Boyle Heights, South Los Angeles, and Arleta-Pacoima. (Chapter 5: Education)
- Over 30% of children in South Los Angeles, Southeast Los Angeles, Boyle Heights, and in neighborhoods near the Port of Los Angeles are obese, compared to less than 12% of children in Bel Air-Beverly Crest and Brentwood-Pacific Palisades. (Chapter 6: Health Conditions)
- Residents in Westlake and Southeast Los Angeles have less than half an acre of park space available per 1,000 residents. (Chapter 7: Land Use)
- Fatalities from motor vehicle collisions and pedestrian fatalities are higher in areas in the San Fernando Valley, South Los Angeles, Boyle Heights, and Southeast Los Angeles. (Chapter 8: Transportation)
- Less than 10% of adults in South Los Angeles and in some communities near the Port of Los Angeles report eating the recommended five servings of fruits and vegetables a day. (Chapter 9: Food Systems)
- Average annual homicide rates in some higher income neighborhoods were nearly zero, compared to more than 20 homicides per 100,000 residents in Southeast Los Angeles, South Los Angeles, and West Adams-Baldwin Hills-Leimert. (Chapter 10: Crime)
- Over 60% of residents in areas around South Los Angeles are cost-burdened by housing, paying more than 30% of their income on housing costs. (Chapter 11: Housing)
- Several low-income communities in Los Angeles scored in the top 10% of the State's pollution burden scores. (Chapter 12: Environmental Health)
- The concentration of all poor socioeconomic conditions and health issues result in great disparities throughout Los Angeles. (Chapter 13: Community Health and Equity Index).

The *Health Atlas* provides greater depth and analysis of the conditions that contribute to health outcomes in Los Angeles.

1 | Introduction

The *Health Atlas for the City of Los Angeles* articulates the baseline health conditions in the City of Los Angeles and provides a context for understanding how demographic conditions, social and economic factors, the physical environment, access to health care, and health behaviors contribute to the health of Angelenos. It also examines the relationship between factors that identify the areas of the City burdened with the most adverse health-related conditions and key health issues in the community. This document serves as a first step in the process to develop a Health and Wellness Chapter. The Chapter will serve as a framing document for the General Plan Framework. Funding for the *Health Atlas,* Health and Wellness Chapter, and accompanying implementation ordinances and programs is made possible with funding from the Centers for Disease Control and Prevention through the Los Angeles County Department of Public Health.

HEALTH IN LOS ANGELES

The health and well-being of Angelenos is influenced by a wide variety of complex and interrelated factors. We all understand that our behaviors, including what we eat, whether we are physically active, whether we smoke, and how often we see a doctor affects our health. Our health, however, is also influenced by a myriad of other factors. The surrounding physical environment, our social environment, educational and economic opportunities, and exposure to crime and environmental toxins help shape our individual health, as do the choices we make about healthy living and well-being.

In recent years, many studies have also examined the conditions in the environment that affect health outcomes and risks. Research has revealed the links between health and the physical environment, suggesting that variations in land use patterns, urban design, transportation systems, housing, parks, exposure to pollution, and access to healthy foods strongly impact a community's health behaviors and health status. Research has also shown that social and economic conditions have a significant impact on an individual's health and wellbeing. These social determinants of health include education, employment, income and wealth, discrimination, race and ethnicity, immigration, and community safety.[1] Not only are the physical and social determinants drivers of community health, but they also influence our health behaviors. For example, communities with less economic hardship tend to exhibit healthier behaviors, while unhealthy behaviors are more common in communities with greater economic hardships.[2]

The *Health Atlas for the City of Los Angeles* begins to examine the interconnected relationships between health outcomes and the social and physical factors that influence health. It illustrates some of the clear geographic patterns of health inequities across the City, analyzing them within a broader framework of social, economic, and physical factors.

ABOUT THIS ATLAS

The *Health Atlas* provides a snapshot of social, demographic, economic, health, land use, transportation, food system, crime, housing, and environmental health conditions across the City of Los Angeles. Each chapter includes a series of maps and associated indicators examining the differences in communities across the City, and a discussion about how a particular indicator relates to health. Where appropriate, indicators for Los Angeles and neighborhoods within the City are compared to national, state, and county figures. The indicators were selected based on availability of data and known relationships to health behaviors and outcomes. The City will be able to use these indicators to monitor City and neighborhood changes in health conditions over time.

The *Health Atlas* is organized into the following chapters:

- **Chapter 2: Regional Context** includes maps showing all the different geographic scales used in the *Health Atlas*, including City Council Districts, Community Plan Areas (CPAs), Health Districts (HDs), Service Planning Areas (SPAs), zip codes, and U.S. Census Bureau geographic designations.
- **Chapter 3: Demographic and Social Characteristics** examines information on age characteristics, racial and ethnic groups, and linguistic isolation. Data is shown at the census block, census tract, and CPA scales.
- **Chapter 4: Economic Conditions** provides information about the location of economic hardship, income, poverty, and unemployment. Data is shown at the census block, census tract, and CPA scales.
- **Chapter 5: Education** includes information about education attainment, academic performance, and free- and reduced-price lunches. Data is shown at the census tract, CPA, and school scales.
- **Chapter 6: Health Conditions** examines information on life expectancy, causes of death, obese and overweight populations, asthma and other respiratory diseases, birth weight, tobacco use, and access to health care. Data is shown at the Public Use Microdata Area, zip code, HD, SPA, City Council, and census tract scales.
- **Chapter 7: Land Use** assesses data and information on land use, block size and structure, parks and open space, and employment areas. Land use data is shown at the census tract and census block scales.
- **Chapter 8: Transportation** examines information on transportation demand, infrastructure, and safety. Data is shown at the census tract and CPA scales.
- **Chapter 9: Food Systems** incorporates information about the location of healthy and unhealthy food sources, alcohol outlets, and food security program participants and vendors. Data is shown at the census tract and CPA scales.
- **Chapter 10: Crime** describes the physical location of criminal activity within the City and the spatial concentration of specific types of violent crime. Data is shown at the census tract and zip code scales.
- **Chapter 11: Housing** includes data and information on housing density, diversity, overcrowding, and cost. Data is shown at the census tract and City Council District scales.
- **Chapter 12: Environmental Health** assesses information on a number of exposures to pollution and the burdens that many communities face from different environmental pollutants. Data is shown at the census block and zip code scales.
- **Chapter 13: Community Health and Equity Index** combines demographic, socio-economic, health conditions, land use, transportation, food environment, crime, and pollution burden variables into a single index to compare health conditions across the City of Los Angeles. The Index is shown in ten foot by ten foot grid cells.

[1] U.S. Department of Health and Human Services. (2012, September). Social Determinants of Health. Retrieved from http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=39
[2] Los Angeles County Public Health Department. (2013). Social Determinants of Health: How Social and Economic Factors Affect Health.

8 | Transportation

Transportation patterns, habits, and decisions play an important role in the health of individuals and communities. Every day, Angelenos use highways, roads, sidewalks, bikeways, trails, and transit to commute to work, go to school, shop, run errands, and complete numerous other daily activities. The automobile-centric nature of many communities, however, limits the opportunities for active transportation options, such as walking and biking.[123]

A person's travel behavior has both positive and negative effects on health and wellness. An over-reliance on private cars contributes to higher rates of air pollution and respiratory illness.[124] Streets that are not built for or that do not accommodate pedestrians and cyclists encourage higher vehicle speeds,[125] which in turn contribute to more severe collisions that cause injuries and fatalities.[126] Streets that accommodate all modes of travel tend to be safer streets, while also encouraging physical activity and reducing air pollution and greenhouse gas emissions.[127]

MAPS AND INDICATORS

The Transportation Chapter of this *Health Atlas* examines information on transportation demand, infrastructure, and safety. The following list describes the maps and associated indicators included in this section.

- **Percent of Population Driving to Work Alone**: The map shows the percentage of workers age 16 and over who drive alone to work. Data is from the 2010 U.S. Census ACS 5-year Estimates.
- **Percent of Population Carpooling to Work**: The map shows the percentage of workers age 16 and over who carpool to work. Data is from the 2010 U.S. Census ACS 5-year Estimates.
- **Public Transportation Commuters**: The map shows the percentage of workers age 16 and over who take public transportation to work. Data is from the 2010 U.S. Census ACS 5-year Estimates.
- **Bicycle Commuters**: The map shows the percentage of workers age 16 and over who cycle to work. Data is from the 2010 U.S. Census ACS 5-year Estimates.
- **Pedestrian Commuters**: The map shows the percentage of workers age 16 and over who walk to work. Data is from the 2010 U.S. Census ACS 5-year Estimates.
- **Zero Vehicle Households**: The map shows the percentage of households with no vehicle available. Data is from the 2010 U.S. Census ACS 5-year Estimates.
- **Access to High-Frequency Metro Transit Service**: The map shows the population density of census blocks within a half-mile of Metro transit stops where the service frequency is 15 minutes or less during peak hours. Data is from the 2010 U.S. Census, Los Angeles Metro for 2012, and the City of Los Angeles for 2012.
- **Motor Vehicle Crashes with Pedestrians and Bicyclists**: The heat map shows a gradient of motor vehicle collisions with pedestrian and bicyclists ranging from low to high between 2001 and 2010. Collision data is from the Statewide Integrated Traffic Records System (SWITRS), which is collected and maintained by the California Highway Patrol and is distributed through the Transportation Injury Mapping System (TIMS) at U.C. Berkeley.
- **Average Annual Rate of Motor Vehicle Crashes with Pedestrians per 10,000 Residents**: The map shows the average annual rate of motor vehicle crashes with pedestrians per 10,000 residents in a CPA between 2001 and 2010. Collision data is from the SWITRS, which is collected and maintained by the California Highway Patrol and is distributed through the TIMS at U.C. Berkeley.
- **Average Annual Rate of Motor Vehicle Crashes with Bicyclists per 10,000 Residents**: The map shows the average annual rate of motor vehicle crashes involving cyclists per 10,000 residents in a CPA between 2001 and 2010. Collision data is from the SWITRS, which is collected and maintained by the California Highway Patrol and is distributed through the TIMS at U.C. Berkeley.
- **Average Annual Rate of Motor Vehicle Crashes with Pedestrians and Bicyclists Under Age 18 within a Half-Mile of a School per 10,000 Residents Under Age 18**: The map shows the average annual rate of motor vehicle crashes with pedestrians and cyclists under age 18 per 10,000 residents in a CPA between 2001 and 2010. Collision data is from the SWITRS, which is collected and maintained by the California Highway Patrol and is distributed through the TIMS at U.C. Berkeley.
- **Average Annual Motor Vehicle Traffic Death Rate per 100,000 Residents**: The map shows the rate of annual motor vehicle traffic deaths per 100,000 residents at the zip code scale between 2000 and 2009. Data is from the Death Statistical Master File, California Department of Health Services, and the Center for Health Statistics.
- **Transportation Index**: The Index standardizes transportation demand, transportation infrastructure, and injury variables, and then averages them together, yielding a score on a scale of 0-100. Higher values indicate worse transportation conditions. Variables include: percent walk and bike to work (2010), transit riders (2010), transit service frequency (2012), bicycle infrastructure (2012), intersection density (2012), and bike and pedestrian injuries per 10,000 residents (average between 2001-2010).

KEY FINDINGS

COMMUTES

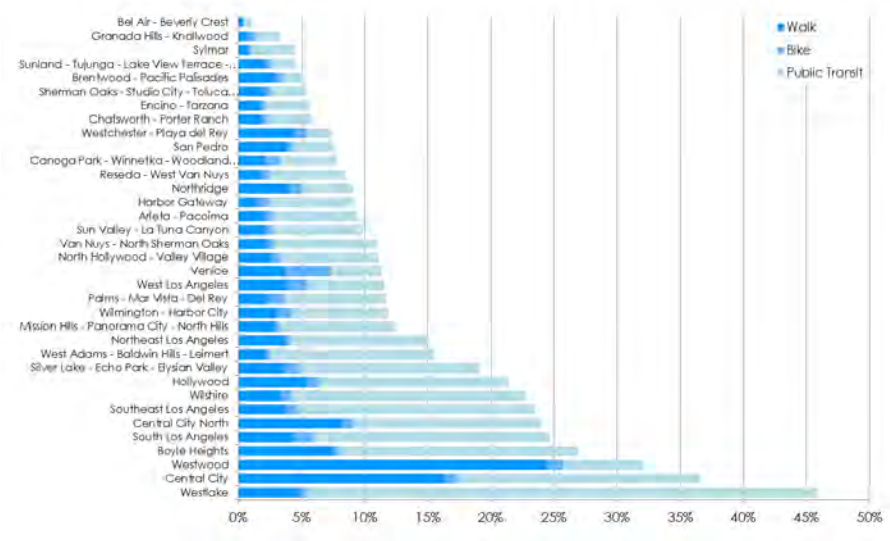
Due to the connections between transit use, active transportation, and general health and wellness, mode share is an important indicator of a community's health. Commute modes, whether driving alone or riding a bike, affect the region's air quality, which in turn has implications for risk factors such as smog and pollution that have been shown to contribute to conditions such as chronic respiratory disease, lung cancer, and heart disease among others.[128]

[123] Ewing, R. and Cervero, R. (2010). Travel and the Built Environment. *Journal of the American Planning Association*, 76: 3, pp. 265-294.
[124] Kim, J. J., et. al. (2004). Traffic-related Air Pollution near Busy Road: The East Bay Children's Respiratory Health Study. *American Journal of Respiratory and Critical Care Medicine*: 170(5), pp. 520-526.
[125] Daisa, J. M. and Peers, J. B. (2010). Narrow Residential Streets: Do They Really Slow Down Speeds? Institute of Transportation Engineers. Retrieved from http://www.ite.org/traffic/documents/AHA97F46.pdf.
[126] Anderson, R. W. G, et. al. (1997). Vehicle Travel Speeds and the Incidence of Fatal Pedestrian Crashes. *Accident Analysis and Prevention*, 29(5), pp. 667-674.
[127] Litman. T. (2010). Evaluating Public Transportation Health Benefits. Victoria Transport Policy Institute for the American Public Transportation Association. Retrieved from http://www.apta.com/resources/reportsandpublications/Documents/APTA_Health_Benefits_Litman.pdf.
[128] U.S. Environmental Protection Agency. (January, 29, 2010). Air Pollution Control Orientation Course. "Effects of Air Pollutants - Health Effects". Retrieved from: http://www.epa.gov/eogapti1/course422/ap7a.html

In 2010, 67% of City of Los Angeles residents drove alone to work (Map 72), 11% carpooled (Map 73), 11% used public transportation (Map 74), 4% walked (Map 75), less than 1% biked (Map 76), 5% worked from home, and 1% traveled by other means. City residents were more likely to use transit, walk, bike, or work from home than the average County resident.

Figure 34 shows the percentage of workers commuting to work by walking, biking, and public transportation for each CPA. The Westlake (46%), Central City (37%), and Westwood (32%) CPAs had the highest proportion of workers commuting by these three active modes. On the other hand, residents in the Bel Air-Beverly Crest, Granada Hills-Knollwood, Sylmar, and Sunland-Tujunga-Shadow Hills-Lake View Terrace-East La Tuna Canyon CPAs used active transportation options at rates below 5%.

Figure 34: Walk, Bicycle, and Public Transportation Commute Mode Share by Community Plan Area in 2010



Source: 2010 Census ACS. Accessed from American FactFinder.

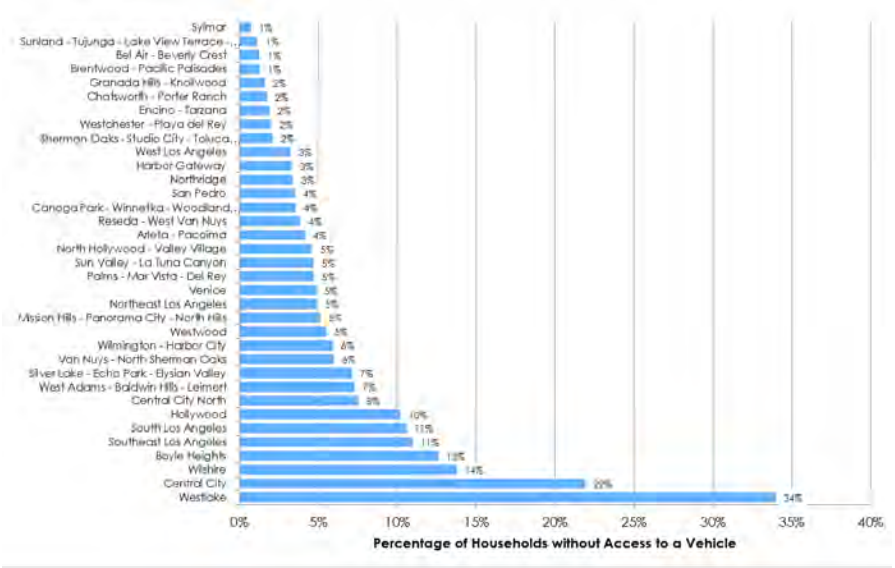
The percentage of the population taking public transportation to work was highest in Westlake (40%), followed by Central City, Boyle Heights, South Los Angeles, Wilshire, and Southeast Los Angeles at 19%. Five other CPAs had transit mode shares above the City average. The CPAs with the highest percentages of workers who walked to work were Westwood (24%) and Central City (16%). By far, the Venice CPA had the highest rate of bicycling to work (4%), which was twice as high as the next highest CPA (South Los Angeles at 2%) and four times the City average. Venice had about 7 linear miles of Class I and Class II bicycle facilities, ranking it among the top three CPAs in linear miles of bike facilities per 10,000 residents. The Bel Air-Beverly Crest CPA had the lowest share of workers commuting to work by walking, biking, and using public transportation (all less than 1%).

ZERO-VEHICLE HOUSEHOLDS

Zero-vehicle households do not own or have regular access to an automobile. Households without access to a car have more difficulty accessing jobs, schools, shopping areas and medical care. This is particularly true in lower density areas, since households must rely on transit, walking, biking, or carpooling. The proportion of households without access to a vehicle was 7% for the City and 5% for the County in 2010.

Figure 35 shows the percentage of households without access to a vehicle by CPA. The Westlake (34%) and Central City (22%) CPAs contained the highest proportions of zero-vehicle households, followed by Wilshire (14%), Boyle Heights (13%), South Los Angeles (11%), Southeast Los Angeles (11%), and Hollywood (10%). The Wilshire CPA had the largest number of households without access to vehicles (over 20,000). All of these CPAs had relatively high levels of transit service and above average levels of walkability. The CPAs with lowest proportions of zero-vehicle households included Sylmar, Sunland-Tujunga-Shadow Hills-Lake View Terrace-East La Tuna Canyon, Bel Air-Beverly Crest, and Brentwood-Pacific Palisades (1%), and these CPAs all had lower population and employment densities. Map 77 shows the percentage of households without access to a vehicle.

Figure 35: Zero Vehicle Households by Community Plan Area in 2010



Source: 2010 Census ACS. Accessed from American FactFinder.

ACCESS TO TRANSIT

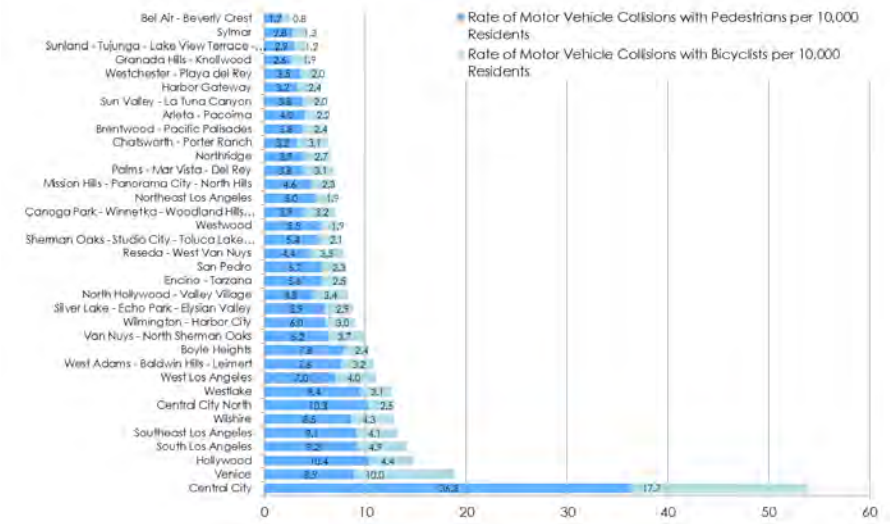
About 75% of the City's residents lived within a half-mile of a transit stop along a high frequency Metro transit line in 2010. High frequency lines have transit service every 15 minutes or less during the peak commute hours. This included nearly 100% of the population in the Central City, Westlake, Wilshire, Westwood, and Boyle Heights CPAs and over 90% of residents of the South Los Angeles, Central City North, West Adams-Baldwin Hills-Leimert, and Southeast Los Angeles CPAs. Less than 5% of residents in Bel Air-Beverly Crest, San Pedro, and Granada Hills-Knollwood lived near high frequency transit lines. Map 78 shows the population density of census blocks with one-half mile of a high frequency transit stop.

INJURIES AND FATALITIES FROM COLLISIONS WITH MOTOR VEHICLES

Transportation safety is an important indicator of public health. Automobile collisions result in significant health, economic, and transportation burdens for families and in societal costs. In 2010, there were over 219 fatal collisions and 24,780 injury collisions recorded in the City of Los Angeles. These collisions included 2,612 incidents with pedestrians (6.89 collisions per 10,000) that resulted in 100 fatalities, and 2,076 incidents with bicyclists (5.47 collisions per 10,000) that resulted in 11 fatalities. Vehicle to vehicle collisions resulted in 108 fatalities in 2010. As shown on Map 79, the zip codes adjacent to the South Los Angeles, Southeast Los Angeles, West Adams-Baldwin Hills-Leimert, Sun Valley-La Tuna Canyon, Sunland-Tujunga-Shadow Hills-Lake View Terrace-East La Tuna Canyon CPAs had some of the highest annual motor vehicle collision-related mortality rates per 100,000 residents (vehicle to vehicle collisions).

Between 2001 and 2010, the highest number of motor vehicle collisions with pedestrians was approximately 2,500 in both the South Los Angeles and Southeast Los Angeles CPAs. As shown in Figure 36 and on Map 80, 11 CPAs had average annual rates of collisions with pedestrians that were higher than the citywide figure. The average annual rate of pedestrian collisions per 10,000 residents was highest in Central City (36.3), followed by Central City North (10.3) and Hollywood (10.4). In general, the CPAs with the highest average annual collision rates also tended to be among the CPAs with the highest share of workers that commute by walking. For example Central City had the second highest percentage of workers commuting by walking, Central City North had the third highest share, and Hollywood had the fifth largest share. The higher incidence of pedestrian injuries and fatalities in these communities is likely a reflection of both the infrastructure conditions and the higher rates of pedestrian activity that increase exposure to collisions.

Figure 36: Average Annual Rate of Motor Vehicle Collisions with Pedestrians and Bicyclists per 10,000 Residents by Community Plan Area between 2001 and 2010



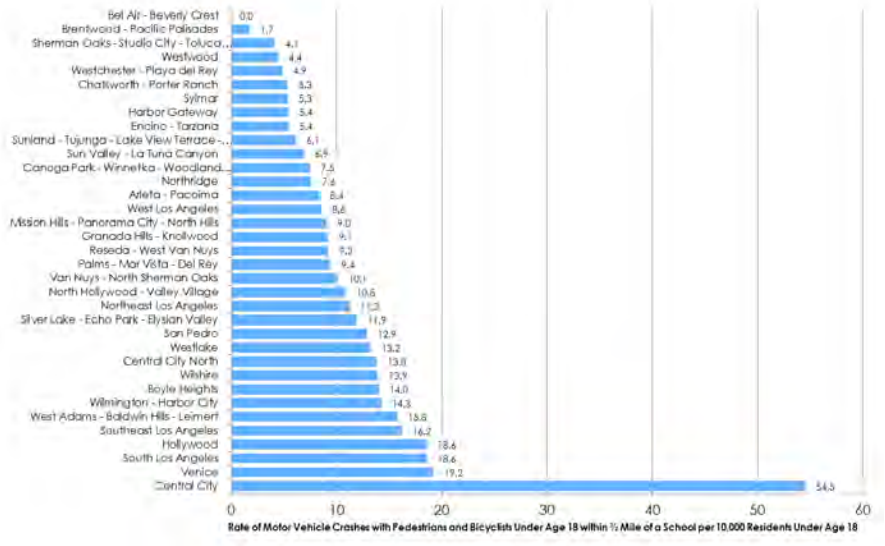
Source: SWITRS collision data was collected from TIMS at U.C. Berkeley (2001-2010), compared to 2010 U.S. Census data, and analyzed by Raimi + Associates in 2012.

Between 2001 and 2010, South Los Angeles, Southeast Los Angeles, and Wilshire CPAs reported more than 1,100 collisions between motor vehicles and bicycles. As shown on Map 81, the average annual rate of collisions with bikes per 10,000 residents was highest in Central City (17.6) and Venice (10). By far, the Venice CPAs has the highest proportion of residents that biked to work (4%).

Map 82 combines motor vehicle collisions with pedestrian and cyclists into a single heat map, showing the density of collisions across the City. The highest concentrations of collisions were in the Wilshire, Westlake, Hollywood, and Central City CPAs.

Children under age 18 accounted for a significant proportion of injury accidents (27%) in 2010. Figure 37 and Map 82 both show the average annual rate of collisions with pedestrians and bicyclists under age 18 within a half-mile of a school for each CPA. The CPAs with the highest rates were Central City, Venice, Hollywood, and South Los Angeles and Southeast Los Angeles (greater than 18 per 10,000 residents under age 18). The Bel Air-Beverly Crest (0) and Brentwood-Pacific Palisades (1.7) CPAs had the lowest rates of collisions with pedestrians and bicyclists under age 18 within a half-mile of a school.

Figure 37: Average Annual Rate of Motor Vehicle Collisions with Pedestrians and Bicyclists under Age 18 within ½ Mile of a School per 10,000 Residents under Age 18 by Community Plan Area between 2001 and 2010



Source: SWITRS collision data was collected from TIMS at U.C. Berkeley (2001-2010), compared to 2010 U.S. Census data, and analyzed by Raimi + Associates in 2012.

TRANSPORTATION INDEX

The Transportation Index standardizes transportation demand, transportation infrastructure, and injury variables, and then averages them together, yielding a score on a scale of 0-100. Higher values indicate worse transportation conditions. Variables include:

- **Non-Auto Commuting**: Percentage of workers walking and biking to work (Map 75 and Map 76).
- **Transit Ridership**: Total daily boardings at Metro transit stops.
- **Street Connectivity**: Intersections per square mile (Map 54).
- **Bicycle Facilities**: Linear miles of class I and II bicycle facilities.
- **High-Frequency Metro Bus Service**: Bus stops with transit frequencies less than 15 minutes during peak commute periods.
- **Collisions**: Motor vehicle crashes with pedestrians per 10,000 residents and motor vehicle crashes with bicyclists per 10,000 residents (Map 80 and Map 81).
- **Collisions near Schools**: Motor vehicle crashes with pedestrians and bicyclists within one-half mile of schools where the victim was age 18 and under per 10,000 residents (Map 83).

Map 84 shows the Transportation Index score for each census tract. The census tracts with the best scores (closest to zero) are located adjacent to Downtown Los Angeles and along the primary Metro rail corridors, which include tracts in the Westlake, Central City, South Los Angeles, Southeast Los Angeles, Hollywood, Wilshire, Silver Lake-Echo Park-Elysian Valley, North Hollywood-Valley Village, and Van Nuys-North Sherman Oaks CPAs. The census tracts with the lowest Transportation Index scores are dispersed across the City. Areas with lower scores include the Santa Monica Mountains, Granada Hills-Knollwood, Sylmar, Van Nuys-North Sherman Oaks, and Southeast Los Angeles.

U.S. Bicycling Participation Benchmarking Study Report

Conducted by Breakaway Research Group
Commissioned by PeopleForBikes
Released March 2015

peopleforbikes™

Advisory Board

- Special thanks go to the following for consulting on methodology:
  - Ralph Buehler: Associate Professor, Urban Affairs & Planning, Virginia Tech
  - Charles Chancellor: Associate Professor, Department of Parks, Recreation, and Tourism Management, Clemson University
  - Jennifer Dill: Professor, Nohad A. Toulan School of Urban Studies & Planning, Portland State University
  - Susan Handy: Professor, Department of Environmental Science and Policy, University of California at Davis
  - Kevin Krizek: Professor, Programs in Environmental Design & Environmental Studies, University of Colorado
  - Anne Lusk: Research Scientist, Harvard School of Public Health
  - Nancy McGuckin: Travel Behavior Analyst
  - Chris Monsere: Associate Professor, Civil and Environmental Engineering, Portland State University
  - Elliot Rossen: Executive Vice President, Market Opportunities and Innovation, GfK Consumer Experiences North America
  - Dean Runyan: President, Dean Runyan and Associates
  - Elaine Zanutto: Vice President of Methods and Analytics, Naxion

Methodology

- A 10-minute online survey was conducted in November/ December 2014
  - A total of 16,193 U.S. adults ages 18+ completed the survey
  - Adults with children ages 3-17 in their homes also reported on a total of 8,858 children
  - This sample provides an overall margin of error +/- less than 1% at a 95% level of confidence
- Bicycling participation was measured in the context of 10 activities including leisure activities, chores, and sports*
- The sample was weighted to represent the U.S. population ages 3+ for gender, age, region, ethnicity, and income
- To control for response bias, those who reported having visited a fictional website were terminated from the survey**

*Research suggests that asking about a single activity inflates reported participation whereas asking about an activity like bicycling in the context of more than 25 other activities artificially reduces reported participation.
**Pre-test results revealed that 58% of those who report having visited a fictional website report having participated in all activities, compared to only 5% of those who didn't report having visited a fictional website. These results indicate that the fictional website metric is an effective indicator of response bias.

Those with incomes under $20K rode for recreation most frequently

Q4. How many of those days did you participate in each of the following types of bicycling? Recreation Riding (base recreational bicyclists)										
		Income					Ethnicity			
	Total	Under $20K	$20K to < $40K	$40K to < $60K	$60K to < $100K	$100K+	White	Black	Hispanic	Other
Unweighted Base	*10540*	*6030*	*1044*	*945*	*1321*	*1200*	*8050*	*707*	*769*	*1014*
Ridden 1-5 days	33%	29%	43%	38%	39%	39%	32%	37%	32%	40%
Ridden 6-12 days	14%	14%	16%	18%	15%	15%	15%	14%	14%	15%
Ridden 13-18 days	4%	4%	4%	5%	5%	5%	5%	3%	4%	4%
Ridden 19-24 days	7%	7%	6%	5%	6%	5%	7%	5%	6%	6%
Ridden 25-103 days	31%	33%	25%	28%	28%	29%	31%	30%	31%	28%
Ridden 104+ days	10%	13%	6%	6%	7%	7%	10%	10%	12%	8%

Those with incomes under $20K also rode for transportation most frequently

Q4. How many of those days did you participate in each of the following types of bicycling? Transportation Riding (base transportation bicyclists)										
		Income					Ethnicity			
	Total	Under $20K	$20K to < $40K	$40K to < $60K	$60K to < $100K	$100K+	White	Black	Hispanic	Other
Unweighted Base	*4478*	*2367*	*593*	*440*	*577*	*501*	*3275*	*326*	*341*	*536*
Non-riders										
Ridden 1-5 days	40%	37%	48%	43%	43%	42%	37%	47%	42%	41%
Ridden 6-12 days	14%	14%	14%	15%	16%	16%	16%	12%	12%	13%
Ridden 13-18 days	4%	4%	5%	7%	3%	4%	4%	6%	7%	1%
Ridden 19-24 days	6%	6%	5%	6%	6%	9%	6%	4%	6%	6%
Ridden 25-103 days	25%	27%	19%	19%	25%	23%	25%	23%	24%	29%
Ridden 104+ days	11%	12%	10%	11%	7%	7%	12%	8%	9%	10%

Attachment J:

Letters of Support

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0063
(916) 319-2063
FAX (916) 319-2163

DISTRICT OFFICE
12132 SOUTH GARFIELD AVENUE
SOUTH GATE, CA 90280
(562) 529-3250
FAX (562) 529-3255

Assembly
California Legislature

ANTHONY RENDON, PH.D.
ASSEMBLYMEMBER, SIXTY-THIRD DISTRICT

COMMITTEES
CHAIR: UTILITIES AND COMMERCE
APPROPRIATIONS
NATURAL RESOURCES
PUBLIC EMPLOYEES, RETIREMENT AND SOCIAL SECURITY
WATER, PARKS AND WILDLIFE
JOINT LEGISLATIVE AUDIT

May 29, 2015

Malcolm Dougherty, Director
California Department of Transportation
P.O. Box 942873
Sacramento, CA 94273

Re: LAUSD Middle School Bicycle Safety Physical Education Program, Active Transportation Program Cycle 2

Dear Director Dougherty:

I am pleased to support the Los Angeles Unified School District's application to the Active Transportation Program (ATP) for a bicycle safety education program in 30 low-income middle schools throughout the school district, including five middle schools in my Assembly District.

I have spent much of my career, both as a member of the Assembly and as a nonprofit executive director, working to promote healthy lifestyles for children in southeast Los Angeles County, an area with disproportionately high childhood obesity rates and limited opportunities for outdoor recreation. Encouraging, teaching, and supporting safe bicycling will provide children and their families with the knowledge and skills to pursue a form of transportation that supports good health, reduces congestion, improves air quality, and saves families on transportation expenses – a significant portion of household budgets in my Assembly District.

The school district will use the ATP funding to train physical education teachers to teach bicycle safety as part of physical education classes at selected middle schools and to establish bicycle clubs and organized group rides for students to ensure students take what they learn in class and practice riding safely on city streets. The district selected these schools based on demonstrated need and interest, including the number of students from low-income households, student proximity to campus, and other factors.

Director Malcolm Dougherty
May 29, 2015
Page 2

I endorse the LAUSD's efforts and contribution towards a sustainable transportation future, and respectfully request a favorable consideration of the LAUSD Middle School Bicycle Safety Physical Education Program for ATP funding.

Sincerely,

ANTHONY RENDON
Assemblymember, 63rd District

COUNTY OF LOS ANGELES
Public Health

JONATHAN E. FIELDING, M.D., M.P.H.
Director and Health Officer

CYNTHIA HARDING, M.P.H
Chief Deputy Director

Cardiovascular and School Health Program
ELOISA GONZALEZ, M.D., M.P.H, Director
3200 Wilshire Blvd., Suite 1400, South Tower
Los Angeles, California 90005
Tel. (213) 351-7887 • Fax (213) 637-4879

www.publichealth.lacounty.gov

May 30, 2015

Malcolm Dougherty
Director
California Department of Transportation
P.O. Box 942873
Sacramento, CA 94273

RE: Caltrans Active Transportation Program Grant Application

Dear Mr. Dougherty:

On behalf of Cardiovascular and School Health (CVSH) in the Los Angeles County Department of Public Health, I am pleased to support the Youth Educational Sports, Inc. (YES, Inc.) *Caltrans Active Transportation Program (ATP)* grant application to implement a train-the-trainer program at 30 Los Angeles Unified School District (LAUSD) middle schools for physical education teachers to provide an annual kickoff student assembly and 4-week traffic safety, bicycle assembly, and riding skill unit. CVSH believes the proposed intervention shows promise in increasing safe physical activity by addressing unsafe traffic behaviors among youth. If integrated strategically, the proposed program may lead to safe traffic practices and increased physical activity among targeted youth, possibly through adulthood.

The proposed projects aligns with CVSH's efforts to address the root causes of health disparities and preventable disability. During the past 6 years, our Program and Division of Chronic Disease and Injury Prevention have worked diligently to prevent obesity, related chronic diseases (heart disease, stroke, diabetes), and their risk factors (tobacco use, poor nutrition, and inadequate physical activity) through policies, system, and environmental change interventions. In these initiatives, CVSH partners with a number of organizations across multiple sectors, including school districts, to make important changes to the school and built environment, which strongly influences healthy eating and active living. If funded, CVSH could contribute to the project in a number of ways, including providing some technical assistance on program planning and selected evaluations, and review of program materials, as necessary.

In summary, CVSH is pleased to support YES, Inc.'s *Caltrans ATP* grant application and looks forward to helping YES, Inc. address the obesity epidemic by increasing safe physical activity via education on traffic safety and bicycle riding skills in LAUSD.

Mr. Malcolm Dougherty
Caltrans Active Transportation Grant
Page 2 of 2

Sincerely,

Eloisa Gonzalez, M.D., M.P.H.
Los Angeles County Department of Public Health
Director, Cardiovascular and School Health

cc: Tony Kuo, M.D., M.S.H.S.
Ruth Bell, M.S., H.F.S.

Los Angeles County
Metropolitan Transportation Authority

One Gateway Plaza,
Los Angeles, CA 90012-2952

Phillip A. Washington
Chief Executive Officer
213.922.7555 Tel
213.922.7447 Fax
washingtonp@metro.net

Metro

May 19, 2015

Malcolm Dougherty
Director
California Department of Transportation
P.O. Box 942873
Sacramento, CA 94273-0001

Re: Letter of Support for 30 Middle Schools SRTS Project Active Transportation Program (ATP) Application

Dear Director Dougherty:

The Los Angeles County Metropolitan Transportation Authority (Metro) is pleased to support the Active Transportation Program (ATP) funding request for the 30 Middle Schools SRTS Project in the Los Angeles Unified School District (LAUSD). This project will train Physical Education Teachers to teach bicycle safety as part of Physical Education classes at 30 LAUSD middle schools, and establish bicycle clubs and organized group rides to ensure self-sustaining programs at each school.

Metro is committed to promoting sustainability through the implementation of policies, programs, and projects that increase safety and mobility, enhance public health, and help achieve greenhouse gas reduction goals across all of our communities. To this end, active transportation is a key planning priority for Metro.

The 2012-2035 Regional Transportation Plan/Sustainable Communities Strategies (RTP/SCS) adopted by the Southern California Association of Governments (SCAG) identifies active transportation as a key component. In furthering regional goals, Metro has developed multiple initiatives and programs to address the challenges associated with bicycling and walking trips, including the Bicycle Transportation Strategic Plan, Complete Streets Policy, the Countywide Sustainability Planning Policy, the First/Last Mile Strategic Plan, the Safe Routes to School Pilot Program, and financial commitments as part of the Long Range Transportation Plan (LRTP) and the biannual Call for Projects.

This project is consistent with the SCAG RTP/SCS and the LRTP, as well as the shared priorities and goals of our agency and the ATP. We endorse the LAUSD's efforts and contribution towards a sustainable transportation future, and respectfully request a favorable consideration of the 30 Middle Schools SRTS Project for the ATP grant.

Sincerely,

Phillip A. Washington
Chief Executive Officer

Los Angeles County Bicycle Coalition
634 S. Spring St. Suite 821
Los Angeles, CA 90014
Phone 213.629.2142
Facsimile 213.629.2259
www.la-bike.org

Bicycle Coalition at UCLA
Carson Bicycle Coalition
Culver City Bicycle Coalition
Downey Bicycle Coalition
Montebello Bicycle Coalition
Pomona Valley Bicycle Coalition
Santa Clarita Valley Bicycle Coalition
Santa Monica Spoke
USC Bicycle Coalition
Walk Bike Burbank
Walk Bike Glendale
West Hollywood Bicycle Coalition

May 28, 2015

Malcolm Dougherty, Director
California Department of Transportation
P.O. Box 942873
Sacramento, CA 94273

Support for LAUSD Middle School Bicycle Safety Physical Education Program
Active Transportation Program Cycle 2

Dear Director Dougherty:

The Los Angeles County Bicycle Coalition (LACBC) is proud to support and partner with the Los Angeles Unified School District in their effort launch a bike safety education program in 30 low-income middle schools throughout the school district. This project will train Physical Education teachers to teach bicycle safety as part of Physical Education classes at 30 LAUSD middle schools, and establish bicycle clubs and organized group rides for students to ensure students take what they learn in class and practice riding safely on city streets. By including the program as part of standard P.E. curriculum, this program can be self-sustaining at each school. ATP funding would be used for equipment, training and other start-up costs needed to successfully launch the program in 30 schools, which were selected based on demonstrated need and interest, including the number of students from low-income households, student proximity to campus, and other factors.

LACBC is currently the leading provider of adult bicycle safety education in Los Angeles County and we look forward to working with LAUSD to establish a sustainable program in the target middle schools. This program will provide young people with the skills and knowledge needed to take advantage of our region's growing bicycle network. When more students ride for transportation and recreation, our communities benefit from better health, less congestion, and cleaner air.

We offer our full support and partnership to this project. If you have any questions, I can be reached at (213) 629-2142, ext. 127. Thank you for your consideration.

Sincerely,

Eric Bruins
Planning & Policy Director

Youth Educational Sports, Inc.

May 22, 2015

Malcolm Dougherty
Director
California Department of Transportation
P.O. Box 942873
Sacramento, CA 94273-0001

Re: Letter of Support for 30 Middle Schools SRTS Project Active Transportation Program (ATP) Application

Dear Director Dougherty:

Youth Educational Sports, Inc. (YES) is pleased to support the Active Transportation Program (ATP) funding request for the 30 Middle Schools SRTS Project in the Los Angeles Unified School District (LAUSD). This project will train the Physical Education Teachers to teach bicycle safety as part of the Physical Education classes at 30 disadvantaged middle schools in the Los Angeles County; establish school cycling clubs and organized group rides to promote an alternative mode of transportation.

YES is committed to implementing sustainable education programs to improve traffic safety behavior, fight childhood obesity, and introducing a healthy lifestyle activity. To this end, training educators about the benefits of introducing bicycling into the yearly Physical Education class schedule *so all students at the schools receives an annual bicycle safety program*, a priority for YES. By the time these students reach high schools they will have master and learned the correct bicycle skills so they will feel comfortable commuting to school and to do so safely following the rules and traffic laws.

The Physical Education Teachers will be trained how to teach cycling using the YES-BLAST (Bike Lessons and Safety Training) Volume 1 Curriculum; a curriculum that satisfy the National Standards and Common Core as a Physical Education program. An additional benefit is the ATP SRTS LAUSD Project will show case the feasibility of a sustainable bicycle safety program, taught by child sport specialist the Physical Education Teachers and should be replicated at other school districts.

YES congratulates LAUSD for their forward thinking; realizing what benefits this project can give and is planning to advance the sustainable program to all 108 middle schools. YES respectfully request a favorable consideration of the 30 Middle Schools SRTS Project for the ATP grant.

Sincerely,

Tana Ball

Tana Ball,
Executive Director

P.O. Box 4384, Chatsworth, CA 91313-4384, (818) 292-0779, FAX (818) 993-1916,
http://yesports.org, info@yesports.org

Attachment K:

Additional Attachments (N/A)