Carpinteria State Beach

Interpretation Master Plan

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California State Parks
2009

The conceptual drawing above shows the main entrance of Carpinteria State Beach. The colorful banners provide an eye-catching "Welcome!" To the right of the banners, a life-size model of a Chumash *tomol* or plank canoe interprets for visitors the source of the park's name (in 1769, when Spanish soldiers of the Portolá expedition passed through the area they saw Chumash men building a tomol on the beach. The soldiers called the place *"La Carpinteria*," or "The Carpenter Shop.") Providing direction for connecting the park's natural, cultural and recreational resources to its visitors is the aim of this Interpretation Master Plan.

(Concept by Sandra Farrell, © California State Parks)

Carpinteria State Beach Interpretation Master Plan

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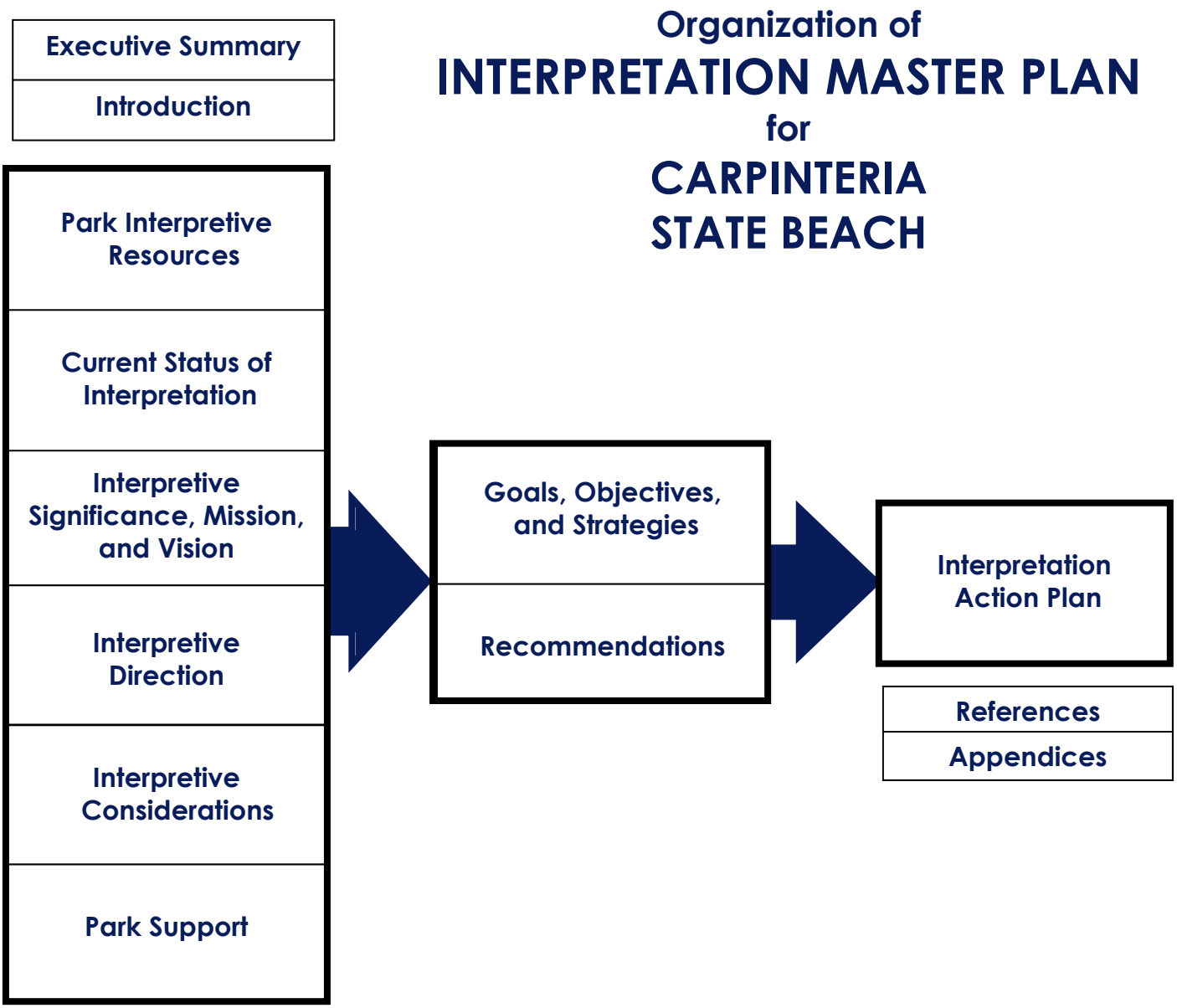
Cover image: Intertidal reef at Carpinteria State Beach, from a photo by John Palmer, California State Parks Photo Archives, © California State Parks

The mission of interpretation at Carpinteria State Beach is to create positive connections between park visitors and the diverse natural, cultural, aesthetic, and recreational resources of southeastern Santa Barbara County from the Northern Channel Islands to the southern slopes of the Santa Ynez Mountains."

Figure 1.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Detailed renderings of the "Existing Conditions" and "Recommendations"

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Representatives from the Channel Coast District Management and Supervisory team provided guidance included **Gerald Weil**, Ventura Sector Superintendent; **Greg Yanchus,** Park Maintenance Chief III; **Jack Futoran**, Public Safety Superintendent, and **Tim Lowe,** Park Maintenance Supervisor.

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...and to **Rich Rozzelle,** Channel Coast District Superintendent, for his interest in and involvement with the development of this IMP and for his on-going support of the big interpretive picture this document strives to reveal.

Wes Chapin
Nancy Mendez

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Figure 2. Aerial photo of Carpinteria State Beach. The popular park is surrounded on three sides by the community of Carpinteria.

Figure 3. Map of Carpinteria State Beach (Map by Eureka Cartography, Berkeley, CA, © California State Parks)

1 Executive Summary

This **Interpretation Master Plan** (IMP) represents the first major attempt to improve the delivery of interpretive services at Carpinteria State Beach since the park's General Plan and Interpretive Prospectus were written 30 years ago.

A **project team** led by the Channel Coast District Interpretive Specialist conducted stakeholder workshops, met with individual community members, consulted with subject-matter experts, and conducted extensive research to collect the information needed to assemble this IMP.

The foundation of the IMP is a detailed summary of the park's natural, cultural and recreational resources, newly developed interpretive mission and vision statements and interpretive themes specific to Carpinteria State Beach, an analyses of visitor needs and expectations, current staffing, facilities, and interpretive opportunities, and a comprehensive Scope of Collections Statement.

Building on this foundation, the IMP identifies ten **major program areas** that will encompass the interpretive improvement effort identified in the plan. These program areas contain ten **Goals** supported by specific **Objectives** intended to guide the successful accomplishment of the Goals.

The final major element of the IMP is an **Interpretation Action Plan** that presents specific **Strategies** for achieving the IMP's Goals and Objectives in prioritized order, together with estimates of time needed to accomplish each strategy and who will need to be involved for success.

Other highlights of this IMP include:

- Six new **Sensitive Resource Interpretation Areas** (SRIAs) that will serve to focus interpretive efforts.
- A **Park-wide Interpretive Trail** that will link the SRIAs.
- A **redesigned Visitor Center**.
- Numerous **program and media strategies** that, among other things, call for a revitalization and expansion of the park's docent program.

This Interpretation Master Plan is intended to provide a road map for Department staff, volunteers, and community stakeholders to use as they work together to achieve the vision for interpretation identified for Carpinteria State Beach:

> High-quality, enjoyable, and relevant interpretive services delivered by park staff, volunteers, concessions, and community members will expand visitors' knowledge of the geology, plants, animals and people of the southeastern Santa Barbara coastal area, enhance the quality of their recreational experience, improve their safety at the park, and increase their appreciation of their role as stewards of the region's resources.

2 Introduction

- **Park History and Significance**
- **Plan Purpose**
- **Project Team**

Carpinteria State Beach is a unit of the California State Park System that retains a traditional charm reminiscent of the mid-20th century. Located within minutes of the urban centers of Santa Barbara and Ventura, the park continues to offer visitors the opportunity to enjoy high-quality outdoor recreation in the setting of a small southern California coastal community much as people have done for decades.

While coastal recreation has been drawing visitors to Carpinteria State Beach for generations, the park also retains remnants and memories of Ice Age fossils, ancient sea-faring people, world explorers, asphalt miners, and auto campers from the 1930s while preserving an invaluable piece of the once-abundant natural environment of the Santa Barbara coast.
This Interpretation Master Plan has been developed to guide the development of interpretive services at Carpinteria State Beach that will capture the park's unique essence and communicate it to the public.

As visitors gain a heightened appreciation of the significance of the park and its resources, their motivation will grow to protect them today and for future generations.

Park History and Significance

Through the efforts of local citizens in the early part of the 20th century, Santa Barbara County entered into an agreement with the State to purchase land for a state park at Carpinteria. Title to the entire original state park plot was passed to the State in February 1932 and the park was then opened to the public.[1]

New acreage has been added to the park nearly every decade following the original purchase. The most recent acquisition was 2.5 acres of property owned by the Southern Pacific Rail Corporation for $700,000.[2] Today,

Carpinteria State Beach preserves an atmosphere reminiscent of a mid-20th-century urban beach park.

Carpinteria State Beach contains 60.08 acres, including 4,685 feet of ocean frontage.[3]

In June 1962, the unit was classified as a state beach by the State Park Commission. A state beach is a category of state recreation unit. The public Resources Code (Section 5019.56) defines these units as follows:

> State recreation units consist of areas selected, developed, and operated to provide outdoor recreational opportunities. Such units shall be designated by the State Park and Recreation Commission by naming, in accordance with the provisions of Article 1 (commencing with Section 5001) and this article relating to classification.
>
> In the planning of improvements to be undertaken within state recreation units, consideration shall be given to compatibility of design with the surrounding scenic and environmental characteristics.[4]

State recreation units may be established in the terrestrial or underwater environments of the State and shall be further classified as one of the following types: …

> (d) State beaches, consisting of areas with frontage on the ocean or bays designed to provide swimming, boating, fishing, and other beach-oriented recreational activities. Coastal areas containing ecological, geological, or scenic resources of significant value shall be preserved within a state wilderness, state reserves, state parks, or natural or cultural preserves.[5]

The significant resources associated with Carpinteria State Beach include natural, cultural, geological, and recreational values. The lagoon at the mouth of Carpinteria Creek and the seaside shoreline provide the unit's most important wildlife habitat. Carpinteria State Beach is within the site of the major Chumash village of Mishopshnow, once a center for the construction of plank boats used to travel to the Channel Islands. The downcoast portion of the unit and adjacent land contains the largest and most well-known tar seep on the Santa Barbara Coast. The beach is extensive, gently sloping, and composed of fine-grained sand ideal for sunbathing, picnicking, beachcombing, fishing, and general beach activities.[6]

Plan Purpose

This Interpretation Master Plan is intended to guide the development and delivery of interpretive services at Carpinteria State Beach for at least 10 years. The Interpretation Action Plan located in Chapter 11 has been developed to complement the park's Annual Implementation Plans, allowing progress to be measured and adjustments to be made on a yearly basis.

Two pending projects will provide an early opportunity to implement several of the recommendations contained in this plan. The first is an interpretive play area in the

northwest corner of the park. This is a collaborative project involving the City of Carpinteria, the Carpinteria Morning Rotary Club, and California State Parks. The second is a series of infrastructure improvements aimed at improving park accessibility. Funds for the latter project come through the department's Accessibility Program and will include day-use and new comfort station improvements to meet accessibility guidelines.

Project Team

IMP Project Team members were Wes Chapin, District Interpretive Specialist, Channel Coast District; Nancy Mendez, Regional Interpretive Specialist, Acquisition and Development Division, Southern Service Center; Scott Cramolini, Supervising State Park Peace Officer (Ranger), Carpinteria State Beach; and Sandra Farrell, Exhibit Designer/Coordinator, Acquisition and Development Division, Southern Service Center.

Workshops, individual meetings, and conference calls were held with a number of park stakeholders. See Appendices J and K for a complete list of participants.

Park staff and campground hosts participated in a meeting to provide initial input on the park's existing conditions and ideas for park improvements. See Appendix L for a complete list of participants.

Park visitors provided input as part of a statewide visitor survey between August 2007 and January 2009. Eileen Hook, Staff Park and Recreation Specialist – Planning Division, provided preliminary data for use in the Interpretation Management Plan. Additionally, visitors were surveyed over a two-day period at the park in February 2009, using a modified version of the statewide visitor survey tool. See Appendices G and H for survey tools and results.

ENDNOTES

[1]Preliminary General Plan: Carpinteria State Beach, Volume 6 of Santa Barbara/Ventura Coastal State Park System General Plan (May 1979), California State Parks, p. 3
[2]California State Park Land Ownership Status (LOS) database – park unit printout (April 28, 2009), Acquisition and Real Property Services Division
[3]California State Park System Statistical Report – 2007/08 Fiscal Year, California State Parks – Statewide Planning Unit, p. 18
[4]Preliminary General Plan, op. cit., p. 7
[5]Ibid., p. 8
[6]Ibid., p. 11-12

3 Park Interpretive Resources

- **Natural Resources**
- **Cultural Features and History**
- **Recreational Assets**
- **Related Resources and Interpretation**

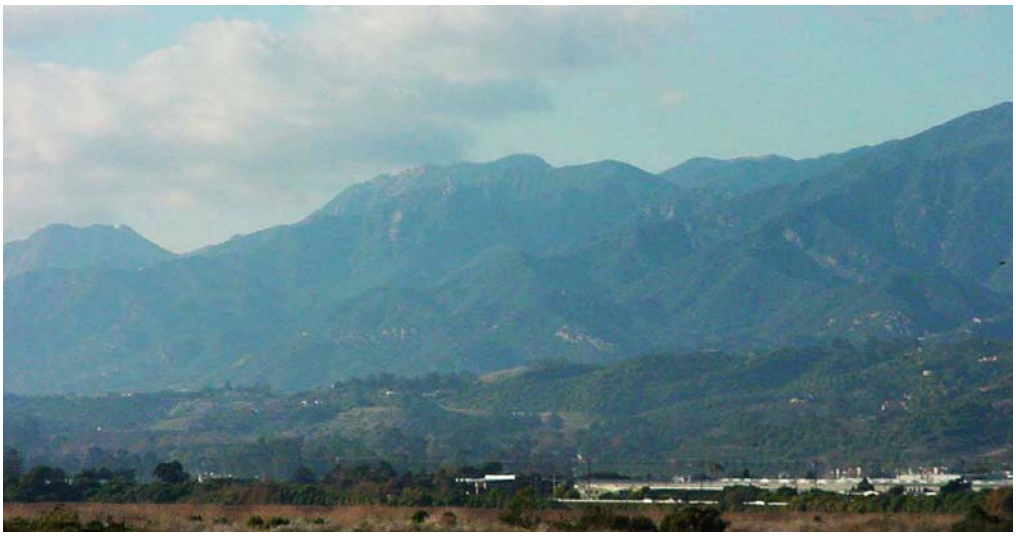
Natural Resources

Physical Features

Carpinteria State Beach lies within the city limits of the coastal community of Carpinteria, twelve miles southeast of Santa Barbara. Surrounded by commercial, residential, and industrial areas, the park consists of sandy beach and dune areas as well as terrace bluffs. Elevations in the unit range from approximately three feet to thirty feet above sea level. The park offers views of the beach, surf zone, the Santa Barbara Channel, and the northern Channel Islands. Grassy areas and towering eucalyptus trees are picturesque features associated with the park's landscape.[1]

Situated at the base of the Santa Ynez Mountains, which lie in the Western Transverse Range Province of Southern California, the park is located on a low-lying alluvial plain composed of unconsolidated silt, sand, and gravel washed down from the upper slopes.[2]

On the eastern park boundary, a small, ephemeral drainage exists. In the central section of the unit, Carpinteria Creek flows from the Santa Ynez Mountains to the ocean. A small lagoon at the mouth of the creek is the remainder of what was once a larger lagoon prior to channelization.[3] Northwest of Carpinteria State Beach is the Carpinteria Salt Marsh, also known as *El Estero*. Historically, the marsh covered more than 500 acres and extended to Carpinteria Creek. Extensive draining to allow for the expansion of agriculture and the encroachment of residential and recreational structures has reduced the size of the marsh to about 230 acres.



Carpinteria State Beach is located on a narrow coastal plain between the Pacific Ocean and the Santa Ynez Mountains. (Image courtesy of City of Carpinteria)

Carpinteria State Beach is located in a region characterized by a type of Mediterranean climate. Like other Santa Barbara coast beaches, its weather is typified by cool summers and mild winters. The mean annual temperature is 45-60° F. During the summer, mean high temperatures range from 75-80°F with lows of 50-57°F. Yearly precipitation averages 14 to 30 inches and 90% of it tends to fall from November to April.[4]

Geologically, the park sits atop Miocene sediments of the Monterey formation called Monterey Shale.[5] These rocks are up-thrust between the north-dipping Red Mountain fault, located approximately one mile offshore to the south, and the south-dipping Carpinteria fault, located less than one-quarter mile to the north.[6] The Monterey formation is visible in the base of the sea cliff and in the intertidal zone. Uncertainty exists as to whether or not the Carpinteria fault is currently active. The Red Mountain fault is known to be active.[7]

Terrace deposits lie on top of the Monterey formation and are visible from beach level in the western edge of Carpinteria State Beach to approximately 30 feet at the top of the sea cliff in the eastern edge of the park.[8] Further east of Carpinteria State Beach, the terrace deposits are named Punta Gorda.[9] These deposits consist of a basal conglomerate, composed of sandstone and fragments of the Monterey formation, overlain by beach, eolian, and alluvial sediments.[10] In some places, the terrace deposits are impregnated with asphalt. Beach sands extend from the base of the sea cliff to the ocean. If the winter is severe, sands are carried offshore and sections of the Monterey formation are exposed.

Natural oil, gas, and tar seeps are common along the coast of Southern California. There are numerous active oil and tar seeps that occur off the shores of Santa Barbara County and active seeps that occur onshore, including several at Carpinteria State Beach. The most active seep in the park is located near the park's eastern boundary, immediately west of the ephemeral drainage. The tar seep is visible in the face of the sea cliff about 20 feet above the beach. Particularly on warm days, liquid asphalt spills onto the beach from this seep. Oil and asphalt also seep from fractures in all of the outcrops of the Monterey Shale and small seeps can be observed in other areas of Carpinteria State Beach.[11]

The Carpinteria asphalt deposit extends from Carpinteria Creek past the eastern Carpinteria State Beach boundary through the City of Carpinteria's Tarpits Park to the Veneco, Inc. property east of the park and lies between the beach and the railroad tracks. The southern part of San Miguel Campground, the park's eastern-most camp area, lies approximately ten feet above the beach on a terrace consisting of this asphalt deposit. The deposit, referred to as bituminous sands, consists of asphalt-impregnated sands of the Punta Gorda terrace, asphalt-impregnated modern beach sands, and small depressions where seepage has accumulated.[12] Near

Monterey pine cone fossils recovered from tar pits near the park (similar to this one recovered from the La Brea Tarpits in Los Angeles) tell us this area once had coniferous forests and a cooler climate. (Image courtesy of U.C. Berkeley, http:/ evolution.berkeley.ed/)

the turn of the twentieth century, it was estimated that the bituminous sands covered a 75-acre area of the future park and were 12 to 25 feet deep.[13]

Paleontological Features

Asphaltum deposits excavated near Carpinteria State Beach have been found to be rich in Pleistocene fossil materials. The numerous fossils found include specimens of terrestrial plants, mammals, birds, insects, and marine invertebrates. The majority of the fauna, excluding the rodents, represent juvenile to sub-adult individuals.[14] No information has been found that indicates that fossils have been recovered within the current boundaries of Carpinteria State Beach.

Recovered mainly during the late 1920s, the Carpinteria fossils are thought to be second only to those from the La Brea deposits in Los Angeles in terms of their importance in deciphering the environmental conditions of Southern California during the Pleistocene.[15]

The Carpinteria deposits are considered to be of special significance since fossil plants have been more commonly found here than at other Pleistocene vertebrate localities.[16] Most of the floral and faunal remains recovered from the Carpinteria deposit indicate that the Pleistocene environment in this area was a coniferous forest. Several species of conifers, as well as cypress, live oak, and low-growing shrubs have been identified.[17]

Species of flora include coast redwood, Bishop pine, Monterey pine, coast live oak, and manzanita.[18]

Numerous bird fossils include California condor, golden eagle, and scrub jay.[19]

Mammal fossils include horse, bison, jackrabbit, coyote, wolf, deer, rat, and badger.[20]

The fact that this community occurred adjacent to the coast supplies intriguing information on maritime effects on the ecology of the terrestrial communities of the Pleistocene age.[21]

Fossiliferous asphalt deposits have been found in only three other locations in California, including Maricopa and McKittrick in Kern County and La Brea in Los Angeles. Other fossiliferous asphalt deposits have been found in Texas, Peru, Trinidad, Iran, Russia, and Poland.[22]

Biological Features

Previous historic activities in and around what is now Carpinteria State Beach, including agriculture, asphalt mining, urban growth, construction of the railroad,

and park development, have had an adverse impact on the native habitats once found in the area of Carpinteria State Beach.

Prior to these developments, plant species once found here were characteristic primarily of the coastal sage scrub and open grassland series, including several species of native grasses, sedges, sages, and buckwheat.[23]

The biodiversity found at Carpinteria State Beach has been reduced by centuries of human activity, but important remnant habitats still remain. Endangered steelhead trout have been seen in Carpinteria Creek in recent years.

Current diversity and number of plant and animal species in the park are limited. The flora consists mostly of introduced plant types including trees, grasses, and herbs such as wattle, eucalyptus, and sea-fig or ice plant.[24] The extensive use of non-native ornamentals and turf grasses create an urban park atmosphere throughout Carpinteria State Beach. Plants from every continent except Antarctica are found in the park.[25] No rare or endangered species of plants are known to occur in the park.[26]

Carpinteria's western ocean frontage consists of 1,500 feet of coastal dunes, an increasingly rare habitat type in southern California. A minor part of the vegetation found on the dunes is comprised of native species such as silver beach weed, but much of the dune environment in the park is covered by dense mats of non-native Hottentot fig.[27] While this "ice plant" species helps to stabilize the dune formations, it has minimal native habitat value. Some sections of the dunes, those directly seaward from the west end of the day-use parking, are subjected to heavy visitor use. In some areas, the inland side of the dunes was vegetated with non-native eucalyptus as well as Monterey pine and Monterey cypress,[28] but several of these trees have died or been removed within the last twenty years as the result of high salt levels in the sandy soil.

In recent years, students from Carpinteria Middle School, assisted by park and District staff, have worked to replace non-native vegetation on the dunes in the day-use area with native dune species and install fencing to direct visitor traffic away from restored areas.

Birds generally common in populated environments, such as the Brewer's blackbird, white-crowned sparrow, house sparrow, and starling, are found in the park. Although mammals are not well represented, the house mouse, Botta pocket gopher, and California (Beechey) ground squirrel are common.[29]

Monarch butterflies migrate to and from the vicinity of the park each year. A privately owned parcel of land north of Santa Rosa Campground has been identified as an important wintering site for these colorful insects.[30]

The shoreline of Carpinteria State Beach supports a variety of animal life. Within the sandy beach habitat various insects, small crustaceans, mollusks, and worms can be found. These creatures are the food source for numerous shorebirds including western gull, sanderling, whimbrel, and willet. Kelp fragments and other organic materials deposited along the shore by wind and wave action come from a small kelp bed which grows offshore beyond the mouth of Carpinteria Creek and provide an important feeding habitat for various shore birds.[31]

An intertidal reef, subtidal reef, and harbor seal hauling-out site, although not located within the boundaries of Carpinteria State Beach, are accessible from the unit and represent significant natural resources. The intertidal reef, marked as the most diverse in Santa Barbara County south of Point Arguello, is relatively rich in marine flora and fauna. The subtidal reef located northwest of the unit, supports similar organisms as well as fish and marine invertebrates which are important to recreational fishermen. Stands of kelp and algae which serve as food for marine invertebrates are found in the subtidal reef. About 2,000 feet southeast of the border of the unit is a small pocket beach used as a hauling-out site by a large number of harbor seals. Only three other areas along the California mainland south of Point Conception are known to be used by such large numbers of harbor seals.[32]

While most of the flatland environs in the unit have been planted with ornamentals, the lagoon at the mouth of Carpinteria Creek supports important wildlife habitat. This area is significantly modified from past channelization and constant visitor disturbance. However, it is still a place for waterfowl, wading birds, and shorebirds to rest and feed. Plants associated with a riparian woodland community are found along the creek, including maple, live oak, sycamore, willow, and cottonwood. The habitat along the banks of the lagoon supplies the striped skunk and raccoon with necessary forage. The endangered steelhead trout has been observed in Carpinteria Creek, and the tidewater goby, another endangered fish, may also occur in the stream and associated lagoon. Brown pelicans can sometimes be seen feeding in the offshore waters.[33]

A partial species list for Carpinteria State Beach is included in Appendix A.

Cultural Features and History

Land Use History

For perhaps 13,000 years, people have lived in this region, enjoying the area's mild climate and exploiting its natural resources that are prevalent here, including its mineral wealth, particularly deposits of thick, tar-like asphaltum.

In addition to its natural resources, this region possesses significant recreational resources, and in the late 19th and early 20th centuries, Carpinteria experienced commercial and residential development, in part because of these recreational resources.

Pre-Millingstone Period (13,000-8,500 Years Before Present [BP])

During what archaeologists variously refer to as the Paleo-Indian, Paleo-Coastal, or Pre-Millingstone Period[34], which lasted from approximately 13,000 to 8,500 years ago, people lived in the Santa Barbara region in small groups, collecting shellfish and harvesting wild seeds. They built watercraft that allowed them to travel to the single large offshore island, Santarosae, when sea level was 150 feet lower than it is today. Cultural evidence from this period is sparse but includes basketry, sea grass cordage, a seed milling stone, beads, chert tools, and a fish-like effigy.[35]

As glacial ice melted and sea level rose, many coastal settlements were submerged, and Santarosae became separate islands that would later be named (from south to north) Anacapa, Santa Cruz, Santa Rosa and San Miguel. Archaeological sites in the region dating to this period include Santa Rosa Island (Arlington Springs, occupied 13,000 years ago), San Miguel Island (Daisy Cove, 11,000 years ago), Vandenberg Air Force Base (9,000 years ago), and near Nipomo (10,000 years ago). These early dates bolster the relatively new hypothesis that proposes that the earliest migration into the New World came down the coast.[36]

Millingstone Period (8,500-6,500 BP)

The first fully definable period of human settlement in the Santa Barbara Channel area, commonly known as "Millingstone Horizon" because of the many milling stones (basin metates and manos) that appeared during this time, lasted from about 8,500 to 6,500 years ago.[37] The period is also known as "Oak Grove," given this name in the 1920s by archaeologist David Banks Rogers in his pioneering studies.[38]

Recent evidence indicates that this period may be much older than first proposed. Terry Jones, et al (2002), reported that the Cross Creek Site (CA-SLO-1797), near the town of Arroyo Grande, contained artifacts typically associated with the Millingstone Horizon and dated about 10,000 years ago.[41] In addition to manos and metates, this period is also marked by hammering tools, which would have served as both a source of flake tools used for scraping, cutting, and planing, and for shaping the metates and manos for optimum grinding efficiency. The groundstone tools were used primarily to grind and pulverize small, hard seeds of grasses and sage, which

The Millingstone Period is named for the stone implements early Californians used to grind wild plant foods. (Image courtesy of Santa Barbara Museum of Natural History)

formed a major part of the diet, as well as nuts, roots, and berries. The numerous fire-affected rocks, recovered in beds found in Millingstone sites, indicate food products were being baked, probably in earth ovens. Shellfish supplied most protein and shellfish remains are abundant on Millingstone sites situated along open coastlines.[39] The distinctive suite of tools and subsistence remains identified from Millingstone sites mark this cultural expression as unique among hunter-gatherer societies, and shows no apparent connection to Late Pleistocene/ Early Holocene Paleo-Indian societies found in other parts of the western U. S.[40] Sites similar in character to the Millingstone Horizon sites of the Santa Barbara Channel region can be found in a broad geographic distribution along the California coastline and its interior valleys.[41]

Early Period (6,500-3,200 BP)

The Early Period lasted from 6,500 to 3,200 years ago.[42] From 6,500 to 5,000 years ago, the climate in the Santa Barbara region, which had been generally cool and wet, as evidenced by abundant fossil pine forests, became warmer and drier. Human population during this period appears to have declined significantly. Few archaeological sites are known from this period.[43]

Archaeological findings from the coastal areas west and east of Carpinteria indicate that prehistoric people at this time were hunting a broader range of marine and terrestrial animals and gathering a more diverse range of plants for food or other uses.[44] Climatic data from the time show that human populations fluctuated as temperatures and precipitation changed. As sea water temperature rose and fell, so too did prehistoric populations along the Santa Barbara Channel coast.[45]

The appearance of stone mortars and pestles around 6,000 years ago[46] indicates use of a broadening range of plant and animal foods at that time .

The mortar and pestle were commonly associated with the processing of acorns gathered from oaks. However, along the coast in and near Carpinteria, these grinding and pulverizing implements were likely also employed to process tubers and roots, such as from plants growing along coastal estuaries, as well as being used to pulverize dried meat.[47]

Large animals such as elk, deer, and sea mammals were hunted by people using large projectile points mounted on darts thrown with the atlatl (throwing stick), while shellfish, particularly California mussels, remained an important dietary

The development of stone mortars and pestles of various sizes allowed early people to process foods such as acorns, roots, tubers, and seeds.
(Image courtesy of Santa Barbara Museum of Natural History)

supplement.[48]

Prehistoric riparian vegetation adjacent to the Carpinteria Creek, which bisects the park, probably consisted of western sycamore (Platanus racemosa), arroyo willow (Salix lasiolepis), black cottonwood (Populous trichocarpa), coast live oak (Quercus agrifolia), cattail (Typha latifoia), bulrush (Scirpus ssp.), and mulefat (Baccharis viminea). Other species may have included ceonothus (Ceonothus megacarpus and C. spisus), chamise (Adenostoma fasciculatum), manzanita (Artostapphhylos confertiflora), scrub oak (Quercus dumosa), and toyon (Heteromeles arbutifolia). Backcountry plants were somewhat more diverse. Commonly occurring native plants were the California sagebrush, coyote brush, poison oak, sages, buckwheat, wild onion, laurel sumac, yucca, elderberry, and prickly-pear.

Many of the above species were utilized as food or as raw material for crafts by the local Chumash.[49] Examples include blue dicks (bulbs as food), Chia (seeds were an important food), elderberry (food, bow making, musical instruments, medicine), holly-leaved cherry (important food), oaks (acorns as food), prickly-pear cactus (fruit as food, juice used as a paint pigment), sage (medicine), bulrush (thatching of houses, mats, medicine, skirts, roots for food), three-leaved sumac (basketry), toyon (berries as food, wood used as tools, arrows, offertory poles), willow (wood used as tools, medicine, bark used to make items), and yucca (base of plant eaten, leaves used for fiber and fishing lines, flowers eaten).[50]

By the end of the Early Period, people speaking a "Proto-Chumash" language had become established in the region, but their relationship with earlier peoples is not yet clear.[51] Anthropologists refer to the people who inhabited this area at the end of the Early Period as Chumash.

Middle Period (3,200-800 BP)

During the Middle Period, 3,200 to 800 years ago, fishing and sea mammal hunting became more important. New inventions, including shell hooks, bone gorges, notched stone sinkers and barbed harpoons, enabled the Chumash to catch a wider variety of fish. Fishing nets and seines were also more common.[52]

Around 2,000 years ago, the Chumash made a significant technological advance with the development of the tomol or plank canoe.[53] Tomol construction required considerable skill and effort.[54] Driftwood logs, often of redwood, were first split and smoothed into planks. Holes were drilled in the planks, which were then sewn together with cordage made from various plant

materials. Asphaltum, a key component of plank canoe construction,[55] was used to seal and caulk the planks, which made the watercraft more seaworthy.

Only chiefs or other wealthy (high status) members of the Chumash communities had the ability to commission the construction of plank canoes. The owners of the canoes held highly influential positions in the community, given the key role of plank canoes in trade along the coastline and out to the Channel Islands.[56]

The tomol or plank canoe was a significant advance that allowed the Chumash to expand trade routes and exploit marine food resources more effectively. (Image courtesy of Santa Barbara Museum of Natural History)

Intensified fishing made possible by the new canoes led to a population increase and large, permanent coastal and island settlements.[57] In addition, more inland camps and larger inland villages are evident. The tomols also allowed the evolution of exchange systems between the islands and the mainland.[58]

For hunting and defense, the bow and arrow replaced the atlatl and dart around 1,500 years ago.[59]
Between 1,100 and 700 years ago, two long droughts affected much of southern California, the Great Basin and rest of the Southwest. Warfare among the Chumash increased at this time because of competition over scarce resources.[60]

Some researchers hypothesize that the complexity of Chumash society increased between 4,500 and 2,000 years ago in response to technological advances and other changes occurring during this period. Objects of "wealth" and status, such as beads and ornaments, decorated hairpins, and ritual items, appear in considerably greater numbers in the archaeological record.[61] Bead styles and ornaments in burial lots changed during this period as well.[62]
However, the extraordinarily complex sociopolitical organization found among the Chumash at the time of historic contact does not fully emerge until later.[63]

The use of asphaltum on basketry and for other uses greatly increased in the region around 2000 BC. Archaeological evidence for its use includes pieces of asphaltum with basketry impressions, tarring pebbles, and cobbles with stains of asphaltum.[64] Asphaltum had other uses besides basketry, e.g., to adhere stone projectile points onto arrow foreshafts and to glue ornaments onto objects as an inlay.[65]

Late Period (800 BP-1769 AD)
During the Late Period from 800 years ago until missionization, two-thirds of the Chumash people lived near the coast, although settlements were also found in oak woodland communities. The size of the settlements increased, and larger

houses became more common.[66]

A fully developed Canaliño culture, named by Rogers, is evident during this time, with highly stylized baskets, tools, hopper mortars, effigies, whistles, points, tarring pebbles, bifaces, planked canoes, and steatite artifacts.[67] There was also a marked change from earlier periods in artifact styles, bead types, and ornaments. Storage of food became more pronounced along with complex wealth redistributions. Chumash of high-status had store houses for food, and most houses probably maintained storage baskets.[68]

Marine fishing remained a major part of Chumash subsistence. Sardines taken with nets were particularly important. Hunting of land animals and gathering of wild plants including acorns and various seeds continued to supplement the marine diet. Growth of seed-bearing plants was promoted through selective burning.[69]

Use of shell-bead money, produced mostly on the Northern Channel Islands, indicates the increased importance of trade among Chumash communities to buffer local shortfalls of wild food resources. Warfare resulting from trespass in hunting-gathering-fishing territories was also prevalent at the time of European contact.[70] Spanish accounts from the 18th century contain many references to warfare among the Chumash. The archaeological evidence of violence dates back at least to the Middle Period.[71] Many factors could cause warfare including witchcraft, territorial infringement, and social infractions such as adultery. It is also known that raiding parties from the Central Valley and possibly from the desert ventured into Chumash territory.

The Chumash social system became complex and hierarchical during this period. Positions were often determined by heredity.[72] All the major villages had several head men and one Chief. The positions could be inherited by daughters or sisters but were usually passed to a male relative.[73] These chiefs could preside over ceremonies, regulate behavior, redistribute wealth, own canoes, control disagreements, initiate warfare, settle disputes, determine sanctions against those who committed a crime, and enforce boundary disputes.[74] The chiefs were in control of most of the wealth and resources, but they were required to distribute the resources amongst the tribe. Specialized positions such as canoe builders had additional status because of their control of trade with the Islands.

Chumash villages were often well organized and neatly laid out. Spanish explorers spoke favorably of the structures that the Chumash built including their houses, which were hemispherical and covered with thatch, grass, or tules.[75] The house interiors were spacious, with bunks and dividers as well as floor mats. Many houses were quite large and could hold 40 to 70 people, possibly including large extended families or families of the chiefs, similar to the communal houses of the Central Valley Yokuts and Northern Pomo.[76]

Complex rituals and ceremonies occurred within villages, including a form of mourning ceremony. The use of a pipe for a rain-making ceremony is known as well as the use of charms.[77] Artifacts were often used to maintain economic, political, and religious subsystems.[78]

A religious or ceremonial plaza was located in most villages. This fenced-in area, with a staked shrine in the middle, was usually in or near the center of a village and was used for ritual dancing and perhaps as a worship location to their deity Sup.

Shamans (priests) were important members of Chumash society. Besides being looked to for healing and for leading ceremonies and special events, shamans also created dramatic and distinctive rock art. These stylized, multi-colored and multi-layered rock paintings represent one of the most distinctive aspects of Chumash culture. Believed by some anthropologists to have been painted by the 'antap, a powerful cult of Chumash shamans, the paintings may represent symbols of mythic figures, natural phenomena, and abstract concepts. The specific meaning of individual paintings remains unknown. Some believe rock-art sites represent shrines or sacred spots because of their locations. They may have been associated with ceremonies that involved the use of hallucinogenic plants such as toloache or Jimson Weed.[79] One of the best preserved of these rock art sites is found at Chumash Painted Cave State Historic Park in the San Marcos Pass above Santa Barbara.[80]

Little else is known about Chumash religion as practiced prior to contact with Europeans.[81] A few of their traditions have survived and continue to be practiced today by some Chumash descendents.

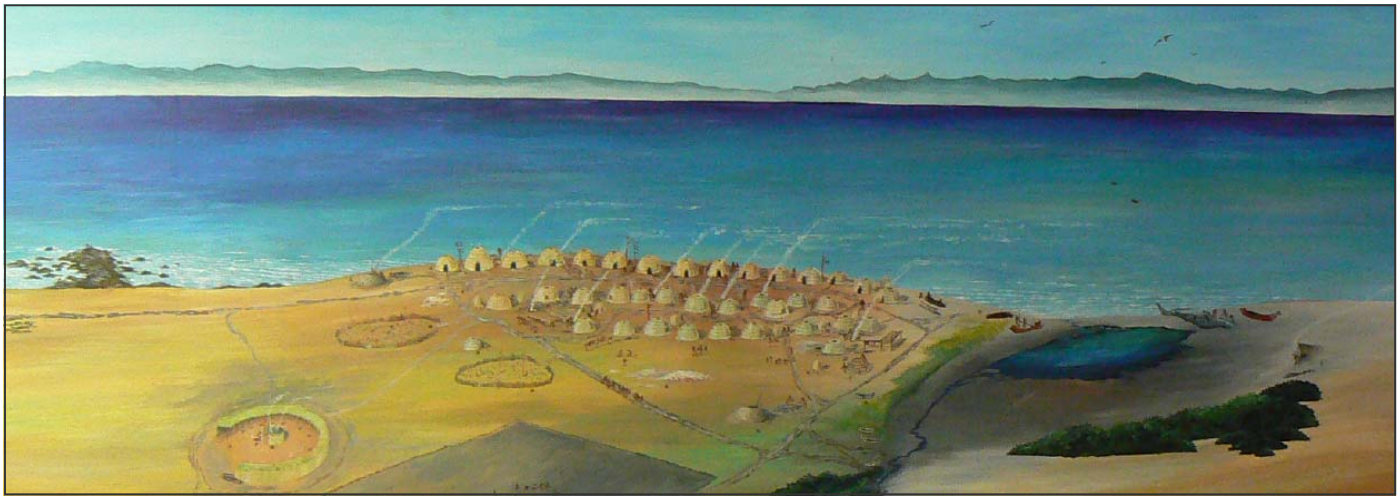
Proto-Historic Period (1542-1769)

The addition to the archaeological record of ethnographic data such as European explorers' diaries, mission records, and early interviews with surviving Chumash descendents has helped archaeologists and anthropologists recognize and define Chumash culture and lifeways during the Proto-Historic (1542-1769) and Historic (1769-today) Periods. Recent scholarship such as that of Dr. Lynn Gamble provides compilation of numerous citations from early Spanish accounts that describe Chumash villages at the time of initial contact.[82]

(The word "Chumash" was not chosen until 1891 by early California linguist John W. Powell, from the word used by the Coastal Chumash for the inhabitants of Santa Cruz and Santa Rosa Islands. The Barbareño Chumash word for themselves was *Wal-wa-ren-na,*[83] although this native word is not generally used today.)

At the time of first contact with Spanish colonial explorers, the Chumash population is estimated to have been at 18,000 to 20,000 people.[84] The effects of European diseases on the Chumash people, especially in the Proto-historic Period, cannot be fully discerned, so this population figure may be inaccurate, even too low for these periods.

During this time the Chumash occupied an area from present-day San Luis Obispo



The Chumash village of Mishopshnow was located near the mouth of what is now called Carpinteria Creek. Soldiers of the Portolá expedition called the place "La Carpintería" (The Carpenter Shop) when they saw Chumash men building plank canoes on the beach.

to Malibu and from the coast to the Carrizo Plain. This area has been further divided into linguistic/geographic dialect areas. The Barbareño Chumash occupied the coastal strip from Point Conception to Punta Gorda in Ventura County, including today's Carpinteria State Beach.[85]

The first Europeans to sail into the Santa Barbara Channel and view the Carpinteria coast were the men of the Spanish exploratory voyage led by Juan Rodriguez Cabrillo. In 1542, Cabrillo visited many points along the coast and the Channel Islands while noting the names of the Chumash villages. At one point during the expedition, Cabrillo's ships anchored offshore of the Chumash village of Mishopshnow at present-day Carpinteria State Beach. Men from the village paddled out to the ships in plank canoes to trade with the Spaniards. Cabrillo noted that the canoes held approximately 12 men and that asphaltum had been used to seal the canoes' seams.[86]

He and his men were generally impressed with the cultural advancement of the Chumash compared with that of other Indian groups they had encountered.

In 1602, Sebastián Vizcaíno, ordered by the Spanish Viceroy to undertake a detailed mapping of the California coast, explored and named the Santa Barbara Channel. He also reported encountering friendly Indians in plank canoes.

Historic Period (1769-Present)

In 1769, Gaspar de Portolá explored the Santa Barbara coast on his land expedition to locate Monterey Bay. Portolá, his Lieutenant Pedro Fages, Engineer Miguel Constansó, and Father Juan Crespi, the expedition's priest, were impressed with the Chumash they met as other explorers before them had been. Fages noted that the Chumash were "of good disposition, affable, liberal, and friendly toward the Spaniard."[87] These men wrote narratives of the customs and appearance of the Chumash, including

those at Mishopshnow, which the soldiers of the expedition named La Carpintería (Carpenter Shop), after they observed several plank canoes being constructed on the beach near what is now called Carpinteria Creek.[88] Accounts from the Portolá expedition indicate that Mishopshnow had 38 houses.[89] Fr. Crespi also made note of the tar seeps next to the beach.[90]

In 1774, Portolá's coastal route was followed by the first of two expeditions led by Juan Bautista de Anza, who had been ordered to establish an overland route to Alta California from Mexico. Anza traveled from Tubac in present-day Arizona to Monterey Bay and then returned in May of the same year. Diary entries from Anza briefly describe the journey between Santa Barbara and Point Conception:

> Monday, April 11.–Shortly after sunrise I set out in the same direction, passing among many docile heathen. Toward the end of the afternoon, having journeyed sixteen leagues, I halted for the night on this side of the Rio de la Carpintería, and of the first village of the Channel of Santa Barbara.
>
> Tuesday, April 12.–At six o'clock I continued along this channel towards the west, until I arrived at this side of the village of Mestletlitán [modern-day Goleta], having traveled sixteen leagues.
>
> Wednesday, April 13.–Along the same channel and in the same westward direction I made fifteen leagues today, halting very close to the village of Los Pedernales.[91]

The following day, the expedition reached Point Conception, whereupon Anza provided descriptions of the Native Americans living along the route:

> All of this channel is thickly populated with heathen, who are more numerous than I have seen in any place between the Colorado River and here. Like most of the heathen they go naked. They are robust and tall, and are fairly well armed with bow and arrow, both of which are small, and they are very timid. They live close together, for each town consists of forty houses or more, which they make round like a half orange. They are much given to trade and to industry, in which respect their equal will not be found in their class of heathen.
>
> Many occupy themselves in building their launches and in making the necessary equipment for them. They make them with two prows, from thirty-six to forty palms long, and of corresponding width. All are made of more than twelve pieces, but so well joined, seamed, and calked that they do not leak. They make them so light that two persons carry them with little difficulty. The tools with which they build them are of flint, with which I saw them making them, and I even bought some. And I was forced to admire both their

ingenuity and their patience. In each village they have fifteen or twenty canoes in use and in each one they were making not less than from seven to ten new ones.

Many other persons occupy themselves in working stones, from which they make vessels for cooking. They hollow them out with such perfection that it appears as if done with a wheel, and this not only with small pieces, but with large ones and of different forms, of which likewise I bought some from them, as well as others made of wood or of hard timber, like oak and madroño [possibly the madrone tree (Arbutus menziesii)]. Their women cooperate equally in these tasks, and especially in making what we call *coritas*, which they use for various purposes, and of which I had never seen finer specimens. All the Indians make them, since the materials of which they construct them are not found in other regions.

In their launches, with which the sea is covered nearly all day, engaged in fishing with hooks made of shell but as perfectly fashioned as those made of iron, these people go to the islands which are to the south of them, some of which I believe must be distant four or five leagues. I have seen in accounts the estimates which they made of these inhabitants of the channel, and they reach eight or ten thousand souls, and in these figures they do not include those who live on the islands or on the mainland at some distance. But of those recognized as Channel Indians it does not seem to me there are so many. All the lands which they occupy are as fertile and beautiful as the regions independent of this channel, and the sight of them is certainly a recreation, especially to one who has witnessed the extreme sterility along the Gulf of California, where there are neither trees nor even useless herbs to be seen, while here, on the contrary, fields as verdant as they are flower-covered touch the very waters of the sea.[92]

During Anza's second expedition to Alta California in 1776, the expedition's priest and chronicler, Father Pedro Font, again noted the canoe construction and the use of asphaltum at Mishopshnow that had been described by earlier expeditions.[93]

A few years later, Fr. Francisco Palou, a Franciscan missionary who served with Junipero Serra in California, noted that the Chumash seemed "extremely intelligent and skillful."[94]

Although the Chumash were much admired by early European explorers and settlers in comparison with other California Indian groups, contact with Europeans led to dramatic and unalterable changes in the lifeways of the Chumash.[95]

Spain's effort to colonize Alta California began in earnest with the establishment of a system of missions, including five in Chumash territory: San Luis Obispo in 1772, San Buenaventura in 1782, Santa Barbara in 1786, La Purísima in 1787, and finally Santa Ynez in 1804. Also in 1782, Spain established a military settlement or presidio in Santa Barbara. The Carpinteria area was placed under the control of Mission Santa Barbara following that mission's establishment.[96]

By the early 1800s, most of the Chumash people had been integrated into the mission system except those who had moved to the mountains and inland valleys. The Spanish missionaries' aim was to teach the Chumash new agricultural techniques, including stock raising, and other trades suitable for initially developing and maintaining the mission system and eventually equipping the Chumash to leave the missions and create self-sustaining communities within the new Spanish colonial society in Alta California.[97]

One issue still being debated by scholars is whether the Chumash culture was in decline before the Spanish mission system altered their traditional lifestyle.[98] Some archaeological evidence indicates that many villages were already abandoned by 1769. It is unclear yet what the cause of this decline might have been. Clearly some previously noted villages were abandoned around 1770 while others had been built.[99] Others postulate that the abandonments could represent a population shift.[100] There were at least 30 Chumash villages along the Santa Barbara coast in 1770[101], and Kroeber listed 41 in the late 19th century with significantly fewer inland.[102] Some scholars argue that resources near villages were overexploited.[103] Still others propose that early contact with explorers as well as trade with Indians from the Southwest and Mexico had already introduced diseases detrimental to the natives in the Proto-Historic Period. Other researchers have hypothesized some cultural factor, or environmental factors[104] and/or increased warfare with neighbors[105] were factors that contributed to the population declines.

An important difference between Pre-Contact Chumash and Mission Period Chumash might be described as "quality of life." Pre-Contact people probably had a more varied and healthier diet, had less sickness, and doubtless more freedom.[106] In addition, early accounts speak well of the Chumash' adaptation to their environment.[107]

Consequently, insurrections and other acts of defiance by the Chumash during the early mission period were uncommon. The revolts at the local missions of La Purísima, Santa Barbara, and Santa Ines, which occurred in 1824, followed a decade of deteriorating conditions in the territory, triggered in part by the decade-long Mexican War for Independence from Spain that isolated frontier Alta California until its conclusion in 1821.

Mexican troops, assisted by the missionaries and local Californios, regained control of the Channel Coast

missions shortly after the rebellion of 1824, but the change to the new Mexican Republican government in California introduced new factors to further weaken the struggling mission system. Whereas during the Spanish Colonial Period all lands were technically owned by the Crown or the Church, new Mexican laws supporting private property ownership and increasing secular control of the territory sped the dismantling of the missions and their support systems for the Chumash.

These new "revolutionary ideals" of Mexican Republicanism enabled and encouraged Mexican Californios to seek private land grants (ranchos), many carved from the best of the former mission grazing lands on which to raise cattle for the newly legalized commercial trade with foreign nations. Trade with foreign ships had been illegal during the Spanish Period. Cattle ranching to produce hides and tallow soon became the economic mainstay for much of California during this period. The fine leather hides from California cattle were in demand and traded for new consumer goods from England and the United States. For the most part, this trade was carried on locally in the various coves along the Channel Coast, including Refugio, Gaviota, and Cojo. In addition to hides, foreign goods were exchanged for tallow and sea otter pelts.

A growing upper class of Californios (gente de razon) sought to obtain more of the mission lands for their private use and profit. The need for large tracts of land to feed the growing herds increased the demand to make the valuable mission lands available and hastened the original colonial plans to eventually disband the mission system. Finally in 1834, after several years of political struggle, Governor José Figueroa issued a proclamation to secularize the missions and allow for the redistribution of their lands and property. After this, the Mexican government quickly moved to redistribute the former mission lands to private individuals, a practice that continued until the American occupation of California began in 1846.

Following secularization, most Chumash still at the missions were suddenly "released" from where they had lived for most or all of their lives and were left to seek work as hired hands, house servants, and tenants on the new ranchos. Their lack of status in the new society left them open to exploitation by their employers. Faced with the general disruption of their former lives at the missions, many succumbed to illness, alcoholism, and prostitution.[108] The few Chumash who were still attempting to preserve their native lifeways had already left the area and were living elsewhere, many in the Tejon area.[109]

During this period, the Carpinteria Valley was divided into two rancho land grants. The land west of Carpinteria Creek, formerly under the control of the Santa Barbara Mission, was divided into large tracts and given to several families from the Santa Barbara Pueblo. East of Carpinteria Creek, the land became part

of Rancho El Rincon granted by Governor José Castro to Teodoro Arellanes on October 1, 1835. Arellanes and his neighbors continued to live on these fertile coastal lands through the closing years of the Mexican Republic.

American Period

The transition of California from Mexican Republic territory to American state was brief and dramatic. United States military forces occupied California during the Mexican-American War that began in1846. In 1848, as part of the Treaty of Guadalupe-Hidalgo, which ended the war, the U.S. purchased Alta California and much of the Southwest from Mexico. Discovery of gold in northern California in 1848 triggered the rush in 1849 that soon brought more than 100,000 fortune seekers into the northern part of what became in 1850 the 31st state in the Union.

The social and economic effects of this rapid Americanization of California significantly altered the lives and livelihoods of the Mexican Californios and the dwindling number of Native American residents. Although these impacts were felt less rapidly in Southern California, legal, social and economic changes made it increasingly challenging for many Californios to hold onto their lands and property.

One of the challenges the Americans established was the California Land Act of 1851, which required all Mexican grant landholders to prove clear title to their lands. Thus in 1852, Arellanes was required to file a petition to confirm his title to the 4,469-acres of land granted to him by the Mexican government. His petition was procedurally rejected the following year. Arellanes and his family appealed this decision to the U.S. Supreme Court, and finally nineteen years later in1872, their claim was cleared. Arellanes and his heirs split the land into smaller parcels, which were eventually sold—in some cases to help pay the debts of the long legal fight.[112]

Although many Southern California rancho owners had profited from selling cattle during the Gold Rush of the 1850s, this profitable period quickly ended. One of the key causes was the prolonged drought of the late 1850s and early 1860s. Many rancheros were ruined when their entire herds starved for lack of feed and also as beef prices plummeted during the Civil War. These large land holders were soon unable to pay their property taxes and many sold off their lands for as little as 25 cents an acre.

New American settlers took advantage of the depressed land prices. Stephen Olmstead, a farmer by trade and regarded as the first American to settle in Carpinteria, purchased the land west of Carpinteria Creek from various owners and began growing beans, grains, and potatoes on his newly acquired land.[110]

Asphalt Mining

In contrast to agricultural uses that had tended to preserve the area's rural environment, commercial exploitation of the petroleum resources in the vicinity of present-day Carpinteria State Beach triggered the area's first significant

development. In 1857, seven years after California became a state, one of the first large-scale attempts to mine tar seeps in California began at Carpinteria. Charles Morrell, a druggist from San Francisco, built "extensive works, well equipped with cast iron retorts, in which the crude material was refined by distillation, and oil produced; but for some reason not known, the enterprise was a failure."[111]

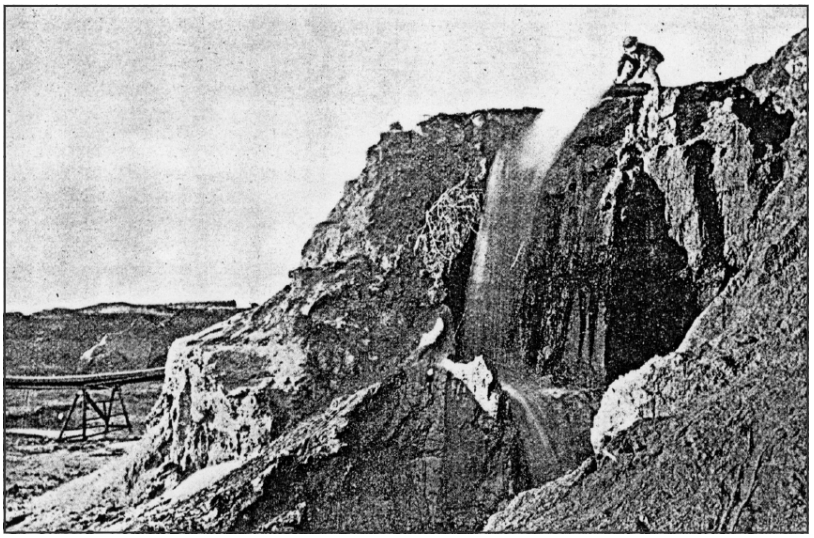
In 1861, under the direction of the state legislature, the California State Geological Survey Party, led by J.D. Whitney, mapped the asphalt deposits at Carpinteria.[112] Whitney described the asphalt deposit along the Carpinteria coast as follows:

> The shales are highly bituminous where the outcrop strikes the sea three miles southeast of Carpinteria and large quantities of tarry asphaltum flows from them. For a mile or more along the shore, the banks abound with it and it saturates the beach sand as it flows into the sea.

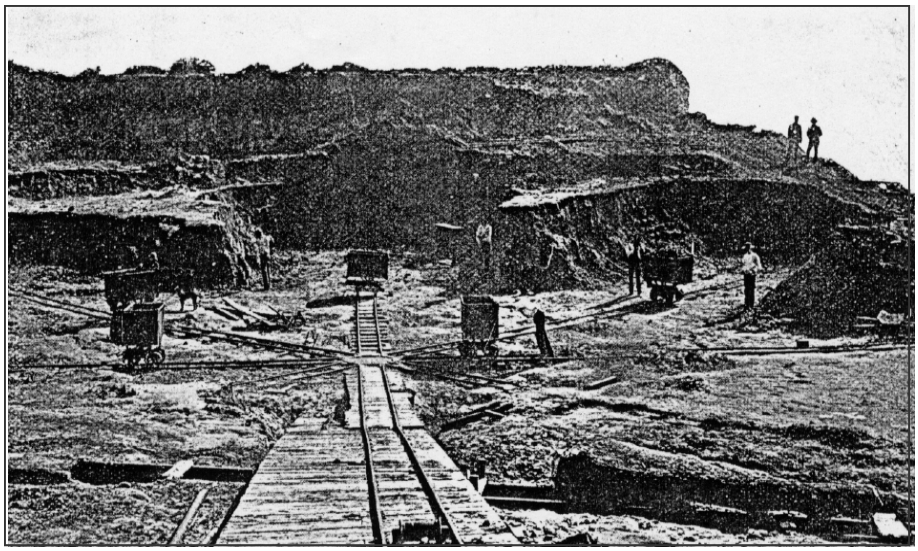
Several attempts to mine the asphalt deposits soon followed. In 1875, the Crushed Rock and Asphaltum Company of San Francisco began mining operations on land leased from Stephen Olmstead and Dr. H.M. Biggs, west of Carpinteria Creek.[113]

In 1891, the California Petroleum and Asphalt Company of San Francisco established the Alcatraz Refinery and Las Conchas Asphalt Mine, east of Carpinteria Creek.[114] Products coming from the refinery were marketed as "Alcatraz Asphalt." The mine was called Las Conchas ("The Shells") because of the large quantity of clam, mussel, and other marine shell overburden, six to eight feet deep, that needed to be removed prior to mining. This shell overburden, in all likelihood midden material from the site of the former Chumash village of Mishopshnow, was removed by hydraulic washing.[115]

The Las Conchas Mine deposit was described as a body of bituminized sands covering 75 acres and measuring 25 feet thick. Mining was accomplished by digging vertical shafts, which would fill with liquid asphalt. The asphalt/sand mixture was then removed with hot spades and put into carts that were hauled by a cable to the upper floor of the refinery. The bituminous sands were



Before asphalt mining could begin at Carpinteria, powerful jets of water had to remove several feet of shell-laden midden material left from centuries of occupation by the Chumash Indians. (Image courtesy of Carpinteria Valley Museum of History)



The Las Conchas Mine, east of Carpinteria Creek, operated from 1891 to 1912. It produced high-grade asphalt that was used to pave streets from San Francisco to Omaha, Nebraska. (Image courtesy of Carpinteria Valley Museum of History)

dumped into a mixer to break up the lumps and then into large vats of boiling water which would separate the thick black tar or maltha (intermediate between asphalt and petroleum) from the sand, as the maltha floated and the sand sank. The sand was then sent through a flume to its point of discharge. The maltha flowed from the surface of the water through a flume to a tank, where it was pumped into another storage tank at a higher elevation. From this storage tank, the maltha ran by gravity into two refining kettles where it was heated, starting at 100 degrees Fahrenheit and finishing at 240 degrees Fahrenheit, driving off vapors and lighter oils. The refined maltha, called flux, was carried by pipes to a mixing department where it was mixed with asphaltum from the La Patera mine. The refined asphaltum was then transported by a steam-jacketed pipe into a barreling tank and then finally into barrels.[116]

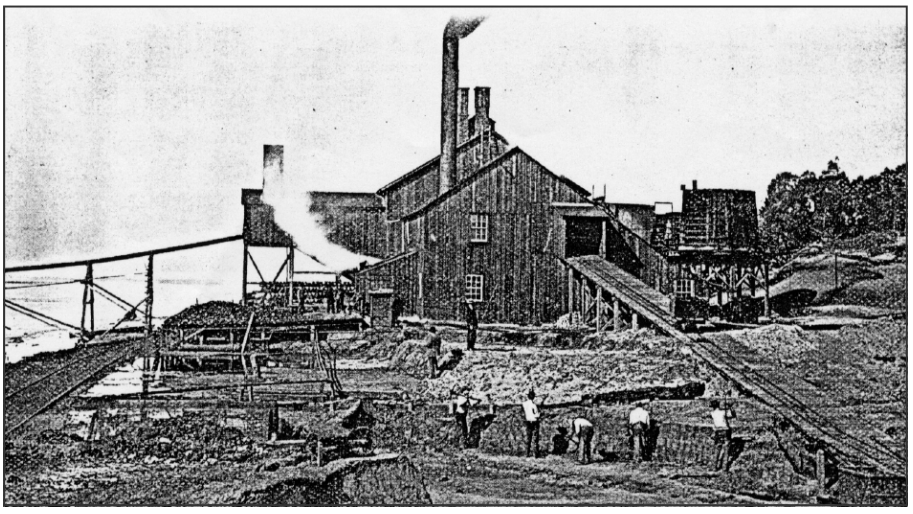
A coopers shop at the refinery made the barrels that were filled with the asphaltum and then shipped by rail or by sea from the Smith Brother's Wharf at Serena, north of Carpinteria. The refinery could produce 75 tons of refined asphaltum in a 24-hour period. Products of the refinery were available in three grades; rock asphalt (60% bitumen), liquid asphalt (pure bitumen), and asphalt paving cement (a combination of rock and liquid asphalt).[117]

According to information provided in an 1895 company pamphlet, titled "Alcatraz Asphalt and Its Uses," the "Alcatraz Asphalt" was vastly superior to the asphalt that came from the island of Trinidad in the Caribbean. "Alcatraz Asphalt" had a greater bitumen content, which required no flux or residuum oil to be added to the product, thus increasing its adhesive properties and strength. Numerous letters of support from city officials, testimonials from assay offices, and private businesses from across the U.S supported these claims. "Alcatraz Asphalt" was used to pave streets from San Francisco to Omaha, line reservoirs and canals, waterproof cellars and basements, coat iron and steel pipes, and for roofing. It was also made into fuel briquettes, printer's ink, paints, and varnishes .[118]

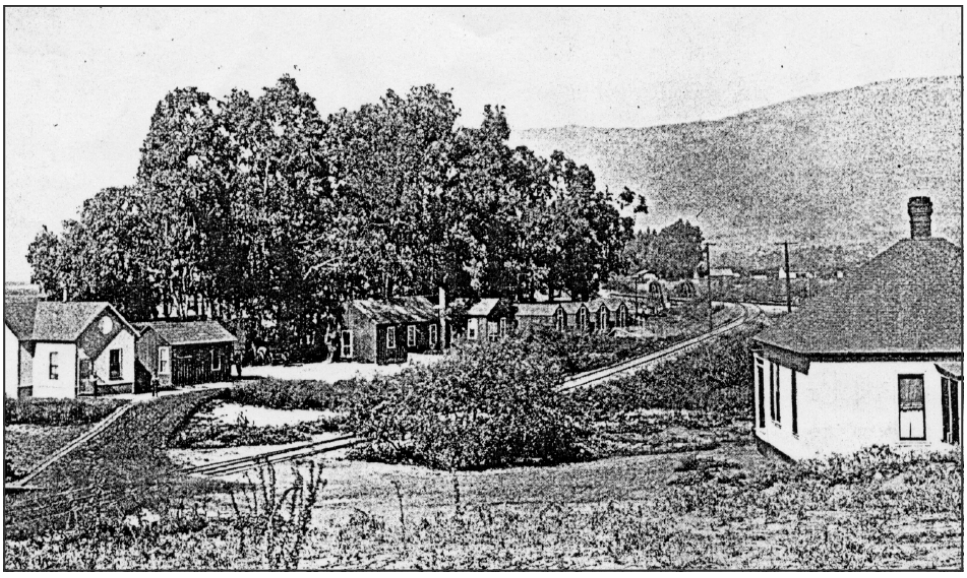
Published accounts by local historians vary greatly as to the number of people employed by the mine and refinery. Some historians suggest 40 men worked at the mine while others have suggested over 600 men were employed. The varying numbers probably reflect different periods during the history of the mine. Housing and a dining room/cafeteria were built near the refinery and several saloons were started west of the operation along Linden Avenue to serve the miners. No historical maps or archival research indicate that workers of the mine and refinery lived within what is now Carpinteria State Beach.[119]

At the turn of the century, the Las Conchas Mine and Alcatraz Refinery started to decline, and by 1903 the works were abandoned. The California Petroleum and Asphalt Company forfeited their claim in December 1905 for failure to pay license taxes. In 1909, Andrew Sattler reopened the Las Conchas Mine and refinery to supply asphalt to the Santa Barbara County Roads Department. The Guarantee Oil Company then acquired a lease on the Las Conchas Mine and refinery. Initially, the company planned to bring asphalt from the Midway fields in Kern County to the refinery but an easier method of transportation for the Midway asphalt was found and the Carpinteria refinery was abandoned. In 1912, the mine and refinery closed permanently. The asphalt pit filled with water from rain, the ocean, and run-off creating a small, brackish pond. Archaeologist D.B. Rogers' 1929 map of the area depicts a false lagoon at the site of the asphalt pits. The pond became a popular, local duck hunting area. Local residents and park visitors also used some of the abandoned pits as a trash dump starting around 1929. Later in 1948, the State Parks Department filled in and capped the asphalt pit and mined area and constructed campground facilities above.[120]

Historically, the Las Conchas Mine and refinery covered nearly six acres. At the present time, the only structures known to remain of this site are part of the (wooden) asphalt retaining wall used to keep seawater out of the mining operations and two brick ovens that miners used in heating their shovels,



At its peak, the Alcatraz Refinery, located between the Las Conchas Mine and Carpinteria Creek, could produce 75 tons of high-grade asphaltum in 24 hours. (Image courtesy of Carpinteria Valley Museum of History)



Miners lived in small cabins near the asphalt mine and refinery. As many as 600 men were employed by the operation. Some of the eucalyptus trees in this photo still stand north of Santa Rosa Campground.
(Image courtesy of Carpinteria Valley Museum of History)

located between Santa Rosa and San Miguel Campgrounds.[121]

Both the Las Conchas Mine Site (CA-SBA-3735H) and the historic dump site (CA-SBA-3763H) are recorded and protected archaeological sites that reflect local and statewide significance for California.[122] They are considered to be potentially eligible to the National or California Registers of Historic Places. As such, the City of Carpinteria has recognized the significance of the sites, listing them together as City Historic Landmark Number 6.[123]

Oil Exploration

In addition to asphalt mining, oil production in Southern California was an important industry that helped bring wealth and development to the region. Production began in Santa Barbara County around the start of the twentieth century. Exploratory wells were drilled near seepages, in an attempt to locate productive and viable oil deposits. Several wells were drilled along the Carpinteria coast, including several at what would become Carpinteria State Beach.[124]

In 1901, the Columbian Oil and Asphalt Refining Company drilled a 1,100-feet deep well on a flat close to the beach, west of Carpinteria Creek. Between 1930 and 1939, six additional wells were drilled within Carpinteria State Beach boundaries. None of these wells was productive and all were closed by the 1940s.[125]

A cement ring used as a platform for a tank footing located in the extreme southeast corner of Carpinteria State Beach represents the remains of one of these oil wells (CA-SBA-3734H). The G.A. McDonald well dug in 1931 to a depth of 1,024 feet is located approximately 20 feet south of this platform. Although it is not a site considered to be eligible for the National or State Registers of Historic Places, it does represent the region's participation in the oil industry.[126]

Carpinteria Beach Auto Camp

In the early 20th Century the resource extractive activities along Carpinteria's beach began to give way to new

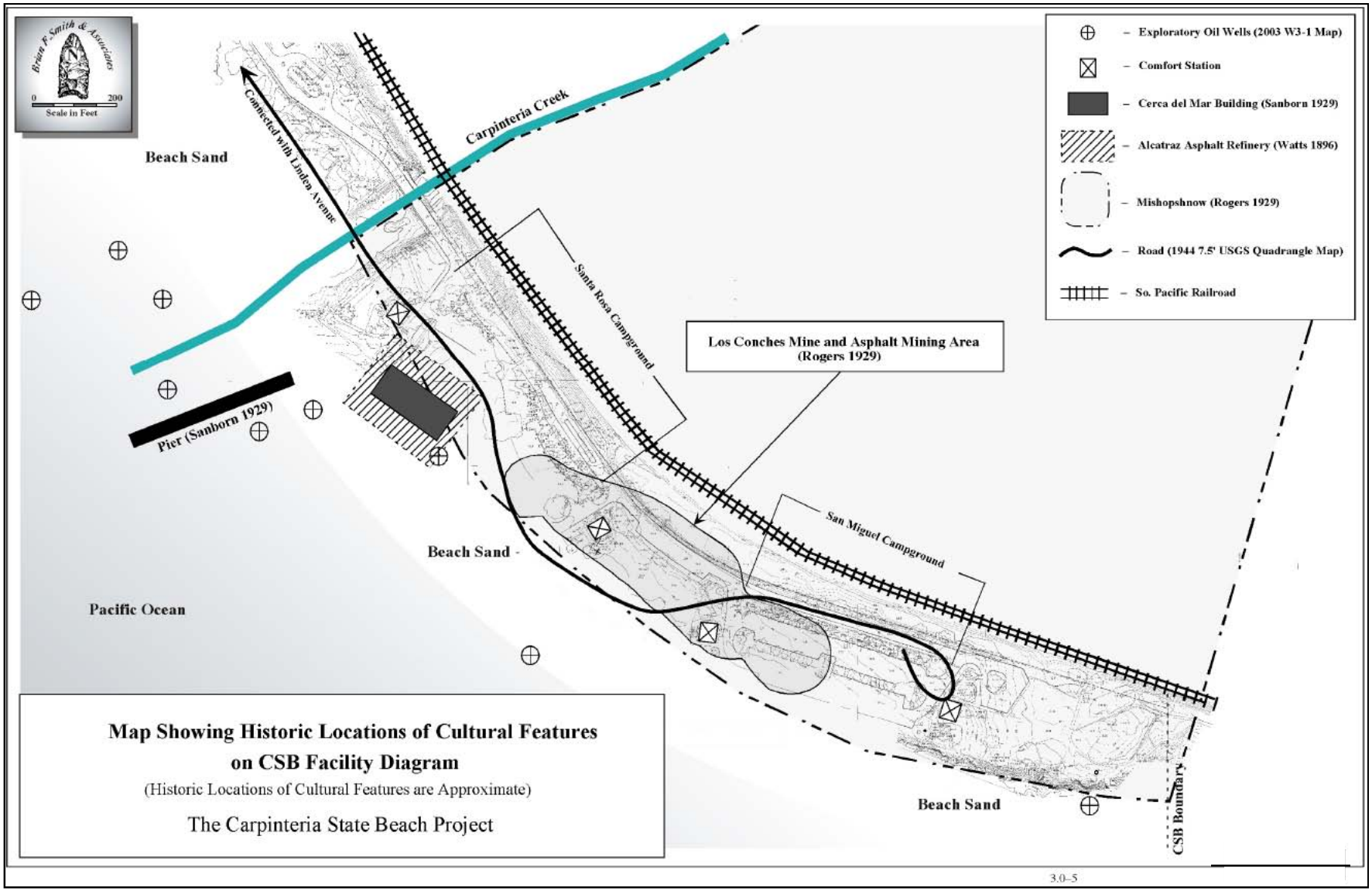


Figure 4. Map showing historic location of cultural features at Carpinteria State Beach.
Source: A Cultural Resource Study of Historical Features at Carpinteria State Beach, Shannon Gilbert, principal author

recreational uses. National trends for growing urban populations yearning to get "Back to Nature," the advent of the 40 hour work week and the subsequent growth of leisure and vacation time, and the personal freedom brought about by affordable automobiles helped fuel the desire for automobile-accessible recreational destinations and facilities. The construction of the Pacific Coast Highway made Southern California's beaches attractive and easy to get to for local and regional visitors alike. The demand became such that from 1912 to 1921, motorists regularly camped along the Santa Barbara County coast in undeveloped campsites without any services. Local leaders and boosters such as the Better Beach Commission of Carpinteria outlined a plan for bringing motorists to "their" beach east of Linden Avenue in the hope that if the motorists camped there they would buy groceries, supplies, and gas from local merchants.

In 1912, the Southern Pacific Railroad said it would cooperate with Carpinteria citizens in the creation of a park south of the railroad. Additionally in 1912, local businessman A. Stretch circulated a petition asking the County Board of Supervisors to stock the beach with Pismo clams as it would help attract visitors to the area. The Board of Supervisors approved the petition, some confessing that they had used horses with plows to harvest clams in their youth, selfishly over-harvesting the local supply.

In 1922, Thomas Fish and his sisters opened the Carpinteria Beach Auto Camp. An advertisement and postcard for the

Early advertisement for the Carpinteria Beach Auto Camp. (Image courtesy of Carpinteria Valley Museum of History)

camp stated that it was a "Fine Safe Bathing Beach" as it had modern plumbing, porcelain laundry trays, mussels for eating, a grocery store, gas for cooking, artesian water, bathing suit rental, and beautiful views."[127] The Auto Camp became the key attraction that civic boosters used to promote Carpinteria as the "World's Safest Beach."

Cerca del Mar Clubhouse & Pier

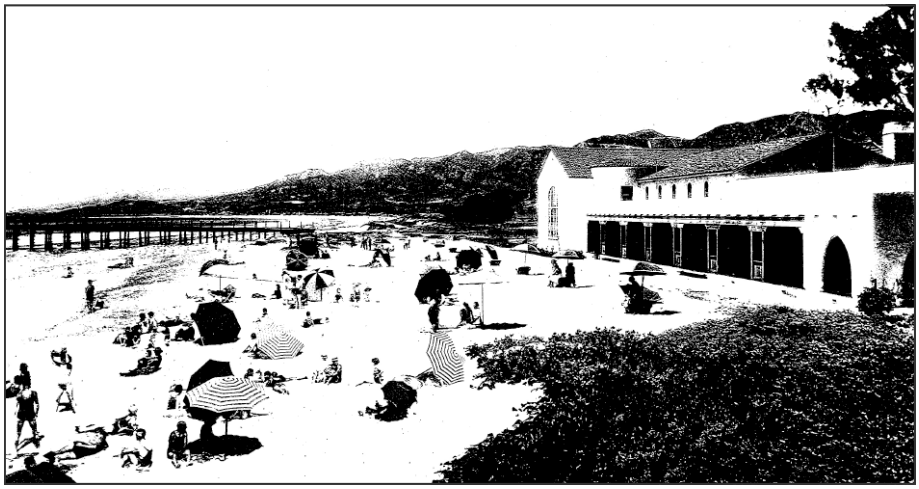
In 1927, several Carpinteria residents led by Edward Coyle organized The Carpinteria Beach Improvement Company, with W.J. Richards as the manager and Carpinteria residents as stockholders. The organizers envisioned a clubhouse and a pier that would serve as an ocean retreat for affluent guests coming from the cities of Ventura, Hollywood, and Los Angeles.

The Cerca del Mar clubhouse was built east of Carpinteria Creek and west of the asphalt mining area by a Santa Barbara

contractor with the last name of Whitaker. The cost of the building was approximately $200,000. The extravagant two-story clubhouse included a ballroom, a dining room that could seat150 people, a lounge with a fireplace, a kitchen, and dressing rooms with lockers. The ballroom was offset from the dining room and kitchen and measured 80 feet by 100 feet. The east wing included the dining room, kitchen, and lounge and measured 90 feet by 184 feet. A two-decked veranda extended across the ocean side of the Mediterranean-Revival-style structure. The club officially opened on August 28, 1928. Club membership was by invitation only at $100 per family and dinners were $1.25 per person. The club was closed after the Improvement Company filed for bankruptcy following Edward Coyle's death in 1929. The building remained unoccupied although it was occasionally used for local meetings and for school dances.[128]

In 1932, Santa Barbara County and the State of California acquired the building and adjacent pier as part of the new Carpinteria State Beach. A year later, repairs to the club house were included in improvements made by work crews funded by New Deal recovery programs. During World War II, soldiers of the U.S. Army Coast Artillery recovering from battle fatigue were billeted in the clubhouse. In 1946, the building was leased for boys and girls camps. In 1948, State Parks directed the State Division of Architecture to raze the ballroom and remodel the rest of the building to house the park's headquarters, restrooms, a beach concession and residences for park employees. The building was completely demolished in 1972.[129]

A pier had been constructed between the clubhouse and Carpinteria Creek. People used the pier to fish for sea bass, perch, and halibut. Initially, construction plans called for a T-shaped pier that would extend 1,000 feet from the beach.



The Cerca del Mar Clubhouse and pier quickly became popular recreational attractions when they opened in 1928. A year later the club closed, although the building continued to be used.

However, the pier was never finished to that shape or length because of the bankruptcy of the Improvement Company and death of Edward Coyle. When demolished in 1972 it was approximately 200 feet long.[130]

Carpinteria State Beach

In 1927, legislation created the California Division of Beaches and Parks to manage state-owned park properties. The following year, California voters passed a State Park Bond to fund acquisition of new parks. On February 18, 1932, as the Great Depression entered its third year, the State and Santa Barbara County acquired parcels totaling 21.20 acres east of Carpinteria Creek that included the Cerca del Mar building and pier to create Carpinteria State Beach. The initial purchase price was $106,010; the State and County split the cost as required by the State Park Bond Act.

During the next few years, the County worked with Beaches and Parks to make initial public-use improvements by funneling New Deal economic recovery program funds to the park. State Emergency Relief Administration and Civil Works Administration crews made up of unemployed local men repaired the Circa del Mar building, installed a new water system, developed a new "bath house," and improved access and parking. [131]

In 1939, Civilian Conservation Corp (CCC) enrollees from La Purisima Mission State Historic Monument were transferred to Carpinteria State Beach where they set up a spike camp to accomplish additional improvement projects.[132] They

A California State Park Ranger assists campers at Carpinteria State Beach in 1952.
(Image ©California State Parks Photo Archives)

constructed parking areas; service buildings; a day-use area with picnic tables, benches, and stoves; comfort stations; campground facilities, including tables, benches, stoves, and cupboards; a water supply system; park perimeter fencing; lagoon bulkheads; and a custodian residence.[133] As was typical of the State Parks' CCC program, the enrollees used National Park Service plans to guide the work. Many of the materials for the new facilities were donated by local merchants and citizens.

The State Park Commission formally opened the new facilities on June 2, 1939. Public enthusiasm for the opening was dampened by the State Legislature's decision to begin charging fees for use of the facilities for the first time. Charges

included "picnicking 25 cents a car per day; parking 25 cents; fishing 25 cents; organization groups 5 cents per person per day; barbeque groups 5 cents per person or 25 cents per car."[134]

Improvement work continued and in 1941 the State Park Commission formally opened the first state-developed campground facilities at Carpinteria State Beach.[135]

None of the New Deal/CCC improvements remain in the park following major redevelopment projects that were undertaken in the 1950s and 1970s. During World War II, the U.S. Coast Guard occupied the park and was in charge of patrolling the area.[136] Following the war, the Circa del Mar building was leased for boys and girls camps.[137]

To meet the growing demand for recreational facilities in post-war California, additional acreage was added to the park. In 1948, the State bought an additional 16.88 acres east of the original purchase for $106,000. 20,000 cubic yards of sand were brought in to fill the asphalt mine and dump area to create space for development of additional recreational facilities. In the same year, the Department built two residences, two comfort stations, three combination restroom/shower buildings, an office, two utility buildings, and two picnic shelters.[138]

In 1959, as the park's campgrounds continued to fill to capacity during the summer seasons, approximately eight acres of beach frontage and the 42 acres between Linden Avenue and Carpinteria Creek were added to the park.[139]

During the 1950s and 1960s little additional development took place. However, the State acquired another 17.6 acres bringing the total size of the park to 51.26 acres. A general plan was developed in the late 1960s to guide future development.[141]

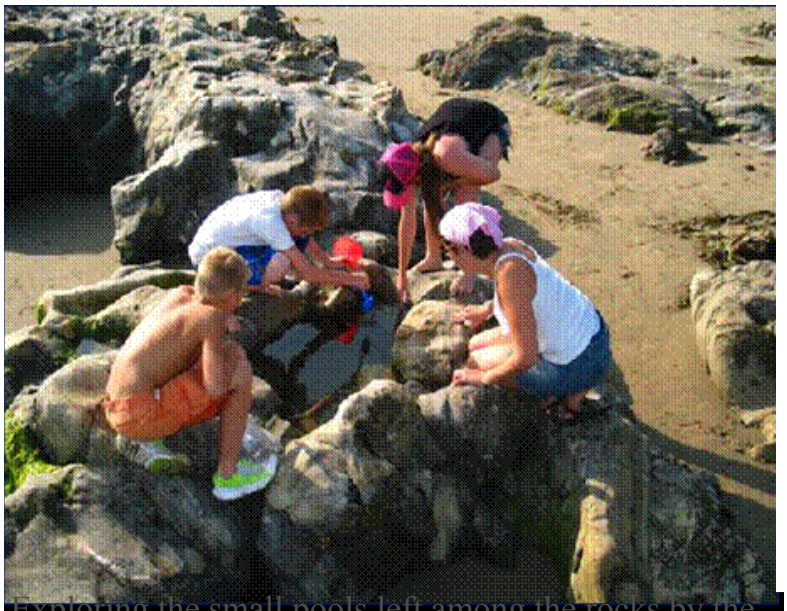
Although styles of vehicles and recreational equipment change, camping has always been a popular activity at Carpinteria State Beach. (Image ©California State Parks Photo Archives)

In 2000, the Department acquired two acres of land along the northern park boundary between Linden and Palm Avenues that had been declared surplus by the Union Pacific Railroad Company. Plans for the property call for the construction of a children's interpretive play area, a bioswale and a pedestrian trail linking Linden Avenue with the park at Palm Avenue and points east.

Carpinteria State Beach has been touted as the "World's Safest Beach" since at least the early 1920s, and it has long been a popular beach and unit of the State Park System. From June 30, 1959 to June 30, 1960, more than half a million people visited the park. By 1987, annual attendance was approaching one million visitors making it one of the most popular State Park units of its size.

Today, the park features four developed campgrounds named for the four main Channel Islands: Anacapa, Santa Cruz, Santa Rosa, and San Miguel. Amenities include a recreational vehicle dump station, recreational vehicle hookups, picnic area, restrooms, showers, and a visitor center. People come to the park to enjoy swimming, fishing, wildlife viewing (seals, seal lions, and gray whales), tide pooling, surfing, walking, bicycling, and camping.[142]

As it approaches the 80th anniversary of its establishment in 2011, Carpinteria State Beach continues to be a significant regional resource and a source of civic pride for the community of Carpinteria.



Exploring the small pools left among the rocks by the receding tide is a popular recreational activity at Carpinteria State Beach.

Recreational Assets

As a recreational unit whose activities are oriented toward the beach and ocean, Carpinteria State Beach offers an excellent place for sunbathing, beachcombing, and general beach play, although the asphaltum that frequently washes up on the sand causes an inconvenience to visitors.[143]

The conditions created by a natural reef found just offshore along much of the unit as well as the effect of the Northern Channel Islands to reduce the energy of the predominant northwesterly ocean swells create an ideal environment for safe swimming and water-oriented activities in the summer months.

The reef attracts abundant marine life, making the area a popular surf-fishing spot and also attractive for scuba diving, although normal underwater visibility is somewhat

limited. The waves are surfed mainly by local enthusiasts and are considered routine. Good surfing is reported downcoast from the unit near the Chevron U.S.A., Inc. pier, and further south, Rincon Point is a location famous among surfing enthusiasts.[144]

Camping and picnicking are other popular activities at the unit. Overnight facilities are the major development at the State Beach. Some of the R.V. campground sites are fully-contained and available for recreational vehicles, tents, and walk-ins.[145]

Other popular recreational activities enjoyed by visitors to the park include bicycling, walking, surfing, skateboarding, and fishing. In addition, many visitors take advantage of the proximity of city services such as shops, restaurants, and a movie theater.[146]

The park's recreational resources in a setting that has remained relatively unchanged for decades combined with the city's small-town atmosphere and amenities are a powerful attraction for the park's visitors.

Related Resources and Interpretation

Numerous resources are available and should be utilized when planning interpretation and education services for Carpinteria State Beach:

- California State Parks Northern and Southern Service Centers
- California State Parks Photographic Archives
- California State Parks Interpretation and Education Division
- Carpinteria Valley Museum of History
- Carpinteria Salt Marsh Park and Preserve
- Carpinteria Seal Rookery Volunteers
- Carpinteria Creek Foundation
- Santa Barbara Museum of Natural History
- Santa Barbara Sea Center
- Santa Barbara Botanical Garden
- Santa Barbara Zoo
- Santa Barbara Maritime Museum
- Channel Islands National Park (CINP)
  - Ventura Harbor Visitor Center
  - Island Naturalist Volunteers
- Island Packers – CINP Concessionaire, Ventura Harbor
- Channel Islands National Marine Sanctuary
  - Santa Barbara Harbor
  - Channel Islands Harbor (Oxnard)
- City of San Buenaventura
  Olivas Adobe – City of Ventura
  Albinger Archaeological Museum
- Ventura County Museum of History & Art

ENDNOTES

[1]Interpretive Prospectus (1979), p. 4
[2]Ibid.
[3]Ibid.
[4]Ibid.
[5]Priestaf, 1979
[6]Edwards, 1987
[7]Interpretive prospectus, p. 4
[8]Edwards, 1987
[9]Jackson and Yeats 1982
[10]Edwards
[11]Ibid.
[12]Ibid.
[13]Gilbert, p. 3.0-13

[14]Gilbert, p. 3.0-3
[15]Interpretive Prospectus, p. 10
[16]Ibid.
[17]Gilbert, p. 3.0-2
[18]Interpretive prospectus, p. 10
[19]Ibid
[20]Gilbert, p. 3.0-3
[21]Interpretive prospectus, p. 10
[22]Op. cit.
[23]Ibid.
[24]Ibid.
[25]W. Chapin, personal communication
[26]Interpretive prospectus, p. 3
[27]Interpretive prospectus, p. 2
[28]Ibid, p. 3
[29]General Plan, p. 11
[30]W. Chapin, personal communication
[31]Interpretive pros p. 3
[32]Ibid.
[33]Ibid.
[34]Gamble 2008: Table 1; Glassow, et al, 2007
[35]King 1990
[36]Johnson, J.R., 1999
[37]Ibid.
[38]Ibid.
[39]Glassow et al, 2007; Rogers 1929; Wallace 1955
[40]Colten and Erlandson 1991:135; Glassow et al. 2007:191-192; Moratto 1984:104-113
[41]Jones 2008:144-146
[42]SBMNH, op. cit.
[43]Jones, op. cit.
[44]SBMNH, op. cit.
[45]Glassow 1997:86-88; Glassow et al. 2007:196-203
[46]Glassow 1997:83-86
[47]Glassow et al. 2007:197
[48]Glassow 1997:86-87; Glassow et al. 2007:197
[49]SBMNH, op. cit.
[50]Blackburn and Anderson 1993; Timbrook 2007; and many others
[51]Plant uses defined from Timbrook 2007
[52]SBMNH, op. cit.
[53]Ibid.
[54]Ibid.
[55]Gamble 2008:156-159
[56]Gamble 2008:30-31, 158, 204
[57]Gamble 2008:235-239
[58]SBMNH, op. cit.
[59]Gamble 2002
[60]SBMNH, op. cit.
[61]Ibid.
[62]Glassow et al, 2007:199
[63]King 1967, 1990
[64]Gamble 2008:51-54
[65]Glassow 1997:81; Glassow et al, 2007:200
[66]Gamble 2008:30-31
[67]SBMNH, op. cit.
[68]Rogers, 1929
[69]Gamble 2008:118-119, 174-175; King 1990:55
[70]SBMNH, op. cit.
[71]Ibid.
[72]Gamble 2008:250-264
[73]Gamble 2008:55-60
[74]Grant 1978b:510-511
[75]Gamble 2008:191-201, 223-226, 264-269, 279-280
[76]Gamble 2008:114-126
[77]cf. Gamble 2008:122-126
[78]King 1990:73-75
[79]Gamble 2008:55-60, 229-230; King 1990:75
[80]Grant 1965, 1978b
[81]Whitley 1996:170-174
[82]Grant 1978b:513
[83]Gamble 2008:70-126
[84]Grant 1978a:507
[85]Gamble 2008:6, 65-70
[86]Grant 1978a:Fig.
[87]Fages 1937:47
[88]Gamble 2008:97-98
[89]Ibid., 98
[90]Ibid., 31
[91]Bolton 1930 Vol. II:102-103
[92]Ibid., 102-105

[93]Gilbert, op. cit.
[94]Palou 1926:3:232
[95]Grant 1978a:506-507
[96]Grant 1978a: 505-506
[97]Gilbert, op. cit.
[98]Brown 1967; Greenwood 1978:523
[99]e.g., Brown 1967
[100]Ibid.
[101]Grant 1978b:Fig. 1
[102]Cook 1943:189
[103]Raab and Larson 1994
[104]Arnold 1992; Kennett and Kennett 2000; Raab and Larson 1997; and others
[105]e.g., Walker et al. 1989
[106]Cook 1943
[107]Gamble 2008; Grant 1978b
[108]Castillo 1978:104-196
[109]Ibid., 106-107
[110]Gilbert, op. cit., 3.0-12
[111]Ibid.
[112]Ibid.
[113]Ibid., pp. 3.0-12-13
[114]Ibid., p. 3.0-13
[115]Ibid., p. 3.0-13
[116]Ibid., pp. 3.0-13-14
[117]Ibid., 3.0-14
[118]Ibid. p. 7.0-2
[119]Ibid., 3.0-15
[120]Ibid.
[121]Ibid., 7.0-2
[122]Ibid., pp. 7.0-2, 4-5
[123]Ibid., p. 3.0-19
[124]Ibid., p. 3.0-15
[125]Ibid., pp. 3.0-15-17
[126]Ibid., p. 7.0-4
[127]Ibid., p. 3.0-16
[128]Ibid., p. 3.0-17
[129]Ibid., pp. 3.0-17-18
[130]Ibid.
[131]Los Angeles Times, January 7, 1934, p. 23, November 15, 1934, p. 8
[132]L.A. Times, op. cit., December 19, 1938, p. 10
[133]Gilbert, op. cit., p. 3.0-18
[134]L.A. Times, op. cit., June 3, 1939, p. A7
[135]Gilbert, op. cit.
[136]Interpretive prospectus, p. 4
[137]Gilbert, op. cit.
[138]Ibid.
[139]Ibid.
[140]Ibid., pp. 3.0-18-19
[141]Interpretive Prospectus, op. cit.
[142]2009 Visitor Survey (2-day)
[143]Interpretive Prospectus, op. cit.
[144]Ibid.
[145]Ibid.
[146]2009 Visitor Survey, op. cit.

4 Current Status of Interpretation

- **Existing Interpretation Planning Documents**
- **Interpretive Collections**
- **Visitor Orientation**
- **Interpretive Facilities and Media**
- **Personal Interpretive Programs**
- **Interpretive Special Events**

Before the interpretation program at Carpinteria State Beach can be improved, it is necessary to identify existing conditions. This chapter provides a detailed overview of the current status of interpretation at the park.

Existing Interpretation Planning Documents

This Interpretation Master Plan for Carpinteria State Beach builds upon two key planning documents. Excerpts from these documents that relate to the park's interpretive program follow.

General Plan (1979)

The **General Plan** for Carpinteria State Beach states that the park "has an array of resources with good interpretive potential. Foremost among these are the recreation potential and the geology – the formation and composition of asphalt and its historical use by the Chumash Indians; industry and tar mining activities; and the importance of the fossils preserved in the asphalt."

The **Declaration of Purpose** states that the unit's archaeological and paleontological resources "will be preserved and interpreted…."

The **Declaration of Resource Management Policy** requires in part that the high paleontological and cultural significance of the existing asphalt seeps be interpreted and that "recreational and interpretive uses of the area that do not detract from, diminish, or harm the natural or cultural values" are to be encouraged.

Among the recommendations listed for the park's facilities are these:

> "Expand the visitor center to accommodate increased displays and programs for local interpretation. Provide interpretive panels in the unit's downcoast portion because of the area's particular significance in paleontology and Chumash history."
>
> "Interpretation [in the day-use area] will be in the form of display panels illustrating the historical and archaeological significance of the area. The panels will be placed at the general areas of importance."

The following interpretive methods are listed:

> "Brochures on subjects of interest…. These should be colorful brochures, focusing on the natural and cultural features"
> "Interpretive walks"
> "Campfire programs including audio-

visual presentations"
"Ranger-led "exploration" walks and demonstration workshops"
"Outdoor interpretive panels, exhibits, and displays"
"Additional exhibits and programs to be housed in the interpretive/visitor center"
"The use of 'whale flags' during whale migration season to let visitors know that whales have been sighted"
"Junior Ranger program"

Carpinteria State Beach Interpretive Prospectus (1979)
Excerpts:
"In developing an interpretive program for Carpinteria State Beach, several methods and media can suitably be employed. Orientation information, brochures, flags, panels, displays, audio-visual presentations, personalized services, and other interpretive programs should all be utilized to enhance the visitor's appreciation and enjoyment of the unit."

"Effective visitor programs which can be appropriately used at Carpinteria State Beach are demonstrations, guided walks, campfire presentations, and youth programs."

"The majority of visitor activities at the State Beach revolve around ocean-oriented recreational pursuits; therefore, safety is a primary interpretive [topic] for the unit."
"Community involvement can be encouraged by publicizing these activities in local newspapers and inviting residents to attend the…programs."

"Considerable emphasis should be placed on programs for the young visitors…."

"The expansion of the visitor center to accommodate increased interpretive programming and displays would greatly benefit the unit. This could be done by providing nearby protected outdoor exhibit space…. The construction of outdoor display areas…would create increased interpretive space which would serve to house important displays as well as provide room for the expansion of subjects such as Pleistocene fossils and the Chumash Indians."

Related Documents
Other documents relating to the planning and delivery of interpretive services at Carpinteria State Beach include the following:

All Visitors Welcome
Aiming for Excellence
Department Administrative Manual
Department Operations Manual
Carpinteria SB Resource Inventory
City of Carpinteria General Plan/Local Coastal Plan (2003)
Channel Islands National Marine Sanctuary Final Management Plan (2009)
Channel Islands National Park General Management Plan (1985)

Interpretive Collections

Carpinteria State Beach maintains a small group of interpretive collections in the park visitor center. A few archaeological objects and one paleontological specimen are displayed in two small cases

and are part of an interpretive exhibit that appears to date to 1977. Several groundstones are also on display on the floor near this exhibit. A collection of live animals is part of the visitor center tidepool exhibit. A variety of interpretive collections are stored in a park office closet. One specimen case and one small plastic bin contain material possibly associated with the Chumash culture. Another box of material contains assorted bottles and debris possibly associated with an historic trash site located in the park.

All of the archaeological and paleontology material appears to be in stable condition with a few exceptions: the seven groundstones on exhibit are vulnerable (located on the floor without any protective covering) and one of the charmstones displayed in the small case has slipped from its support (and is now resting against the other charmstone).

The live animals in the tidepool exhibit are not to be handled by park visitors. Water and filter changing is completed monthly, and lights are set on a timer to provide an optimal environment.

Two natural history specimens, a bobcat and a barn owl, are displayed next to a papier-mâché cave, out of the general public's reach. These natural specimens appear to be in stable condition, although displayed uncovered. The preparation method used on these specimens is unknown. The bobcat is a poor example of a natural history specimen. Its facial appearance is inaccurate, and seems to convey the features of a cartoon character, with exaggerated arched eyebrows, bulging glassy eyes, and an unnatural grin.

Museum records exist for the three objects that were transferred to the park in 1977. No object numbers or museum records have been located for any of the other collections.

Visitor Orientation

A map of existing conditions, including visitor access and circulation, is found on page 52 (Figure 6). As this map shows, visitors enter Carpinteria State Beach at several primary locations:

- The south end of Linden Avenue, known as Linden Square
- The Linden Avenue entrance (day-use area)
- The northwest corner of the park, which is the site for a new interpretive facility called Tomol Interpretive Play Area
- Palm Avenue and the park entrance station
- East end of park at Jellybowl

Visitor orientation within Carpinteria State Beach is complicated by a somewhat confusing circulation design that has been recognized for several years. The main entrance to the park is at the southern end of Palm Avenue in the City of Carpinteria. Palm Avenue is also designated as State Route 224, and is reached by City streets from U.S. 101. Visitors can also enter the park's day-use area from Linden Avenue.

Visitors driving into the park via Palm Avenue arrive at the park's entrance station. The entrance road divides into two lanes at this location, one of which is normally closed to traffic but can be opened when incoming volume demands.

From the entrance station, visitors can turn right into Anacapa Campground, proceed straight ahead to enter the park's day-use area or to exit the park at Linden Avenue, or follow the road to the left, which takes them to Santa Cruz Campground or into the eastern half of the park.

Anacapa and Santa Cruz Campgrounds are laid out in a traditional way with developed campsites and related parking situated adjacent to loop roads.

Enroute to the eastern half of the park, visitors can exit back onto Palm Avenue via an unstaffed exit or continue to Santa Rosa and San Miguel Campgrounds, which are located east of Carpinteria Creek. Two small parking areas are also located in this area of the park at Tarpits and Jellybowl.

Santa Rosa and San Miguel Campgrounds were constructed in the late 1960s-early 1970s and were primarily designed to provide recreational vehicle camping. Campsite spaces are narrow and immediately adjacent to one another, creating a feeling of congestion in these two areas.

All four campgrounds are marked by small signs at the entrance to each.
The park's primary interpretive space consists of a small office/visitor center with adjacent campfire center and Junior Ranger activity area located near Anacapa Campground. This complex is blocked from the rest of the park by mature vegetation, which makes it difficult for most visitors to find it. Installation of various directional signs has been only marginally successful in correcting this deficiency. The complex is accessible by vehicle only from "outside" the main part of the park and parking there is limited to four spaces.

At the entrance station, a large, hand-painted map of the park is mounted on the front wall below the registration windows. Though faded, it provides one of the primary orientation tools available to visitors upon their arrival. In addition, park staff distributes a single-sheet map of the park to the majority of campers. A full-color brochure, which includes a map of the park, is also available on request. Both of these resources are also available on the department's website.

The department's general "California State Parks Map" is also available at the park and online. No additional orientation maps or other aids exist in the park.

Interpretive Facilities

Figure 6 identifies the park's existing interpretive facilities. The Visitor Center Complex contains a small visitor center, an amphitheater/campfire center, and a Junior Ranger activity area known as "Kids' Cove" (See page 40).

Colorful interpretive panels are housed in exhibit shelters located throughout the park. They interpret the park's resources to visitors in a way that is intended to support and reinforce the park's interpretive themes. A planning matrix that shows the relationship between the themes and the panels is found in Figure 7.

Other interpretive facilities include a native plant garden located at the entrance to the Visitor Center and bulletin boards located on several of the park's restrooms.

A new interpretive facility, the Tomol Interpretive Play Area, will be located at the northwest corner of the park. It will combine a children's play area with interpretive themes expressed in the various play structures, landscaping, and interpretive panels and is scheduled to be completed in 2010.

Interpretive panels help visitors better appreciate the special qualities of Carpinteria State Beach. New panels and shelters are scheduled to replace the aging ones in 2009.

Interpretive Media

Interpretive media currently in use at or describing Carpinteria State Beach include:

Brochures

- Free park brochure
- Campground map handout
- An orientation map of the park mounted on the entrance station
- Erasable message boards used at the entrance station
- California State Parks Map
- California State Parks website
- Video: "Carpinteria" by Russ Christoff

Personal Interpretive Programs

Interpretive programs presented at Carpinteria State Beach currently include evening campfire programs, Junior Ranger programs, school programs and similar activities (see Appendix B)

Campfire Programs

Park staff, volunteers, and guest speakers present a variety of programs at the campfire center, primarily during the summer months from late May through early September. Programs feature topics related to the park's natural, cultural and recreational resources as well as other topics related to the park's interpretive themes.

Junior Ranger Programs

Junior Ranger programs for children ages 7 to 12 are offered by park staff and volunteers from June through August. Most of these programs are held or begin at Kid's Cove, an activity area on the west side of the visitor center. These

Visitor Center Complex

A small building (right) houses the park's visitor center and offices. Rot and termites affect the wood portions of the structure.

Though limited in area, the visitor center (right center) has potential to provide a quality orientation for park visitors.

The Junior Ranger activity area, "Kids' Cove," (below) is located next to the visitor center building.

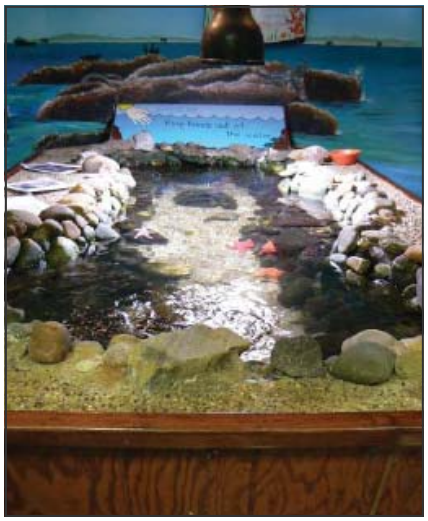
Campfire programs are conducted in the amphitheater (bottom photo).

Visitor Center Exterior

Kids' Cove

Visitor Center Interior

Amphitheater



A salt-water aquarium with live tidepool animals is a popular exhibit in the visitor center, but it is more than 15 years old and does not meet accessibility standards.

California State Park employees and volunteers provide personal interpretation programs to park visitors, including these Junior Rangers.

programs follow the statewide model for Junior Rangers. Most are presented by the park's seasonal interpreter and Camp Hosts with rangers and lifeguards also occasionally presenting programs.

In addition to Junior Rangers, the park also offers programs for children ages 3 to 7. These "Pre-Junior Rangers" are normally presented at the campfire center and are designed to introduce small children and their parents to the park's natural and cultural resources. In recent years, most of the Pre-Junior Ranger programs have been presented by Camp Hosts.
Children attending both Junior Rangers and Pre-Junior Rangers are almost exclusively from the park's campgrounds.

School Programs – In-Park
Interpretive programs presented to schools take place primarily during the spring months when minus tides expose the intertidal reef and make tidepool exploration possible. Such trips frequently start at the park's visitor center where students are oriented to the tidepool exhibit. The number of such programs has declined over recent years as the cost of field trips has risen and as teachers have less time for out-of-class activities.

School Programs – Out-of-Park
This type of program, once presented by park staff several times during a typical school year, is no longer offered primarily because of cuts in staffing.

Safety talks by Lifeguard staff
Park lifeguards present brief (30-minute) safety talks to school and other groups at the park to alert them to beach and ocean hazards.

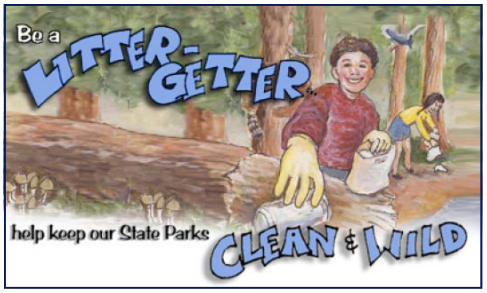
Roving Interpretation
During some minus tides when the intertidal reef is exposed, park staff and Camp Hosts conduct roving interpretive contacts with visitors as they explore the tidepools. These contacts are intended to increase visitor knowledge and appreciation of the tidepools and also to reduce negative impacts from illegal removal of species and from careless behavior in the intertidal area.

Informal Interpretation
Rangers, Maintenance Workers, Lifeguards, seasonal employees and Camp Hosts have brief interpretive

discussions with visitors in the course of their other duties. These informal interpretive contacts are an important part of the visitor experience at Carpinteria State Beach.

Other Activities for Children and Their Families

Children in Nature
Children and their families are encouraged to explore nature in their own neighborhoods with colorful on-line resources that they can download as part of California State Parks' "Children in Nature Campaign" that seeks to reconnect children with the natural world.



Litter Getters
The Litter Getter Program encour-ages children to become stewards of their environment by picking up litter around their campsites and in the park. Colorful stickers, a poster and other awards are presented to children to encourage and reward their efforts.

Interpretive Special Events

Interpretive special events are only occasionally held at Carpinteria State Beach, mostly by non-park groups. These include such activities as astronomy workshops presented by local amateur astronomers. A special event featuring local astronomers, held in Linden Field in April 2009, drew 1,200 people.

While other special events are held at the park, most are not considered interpretive in nature.

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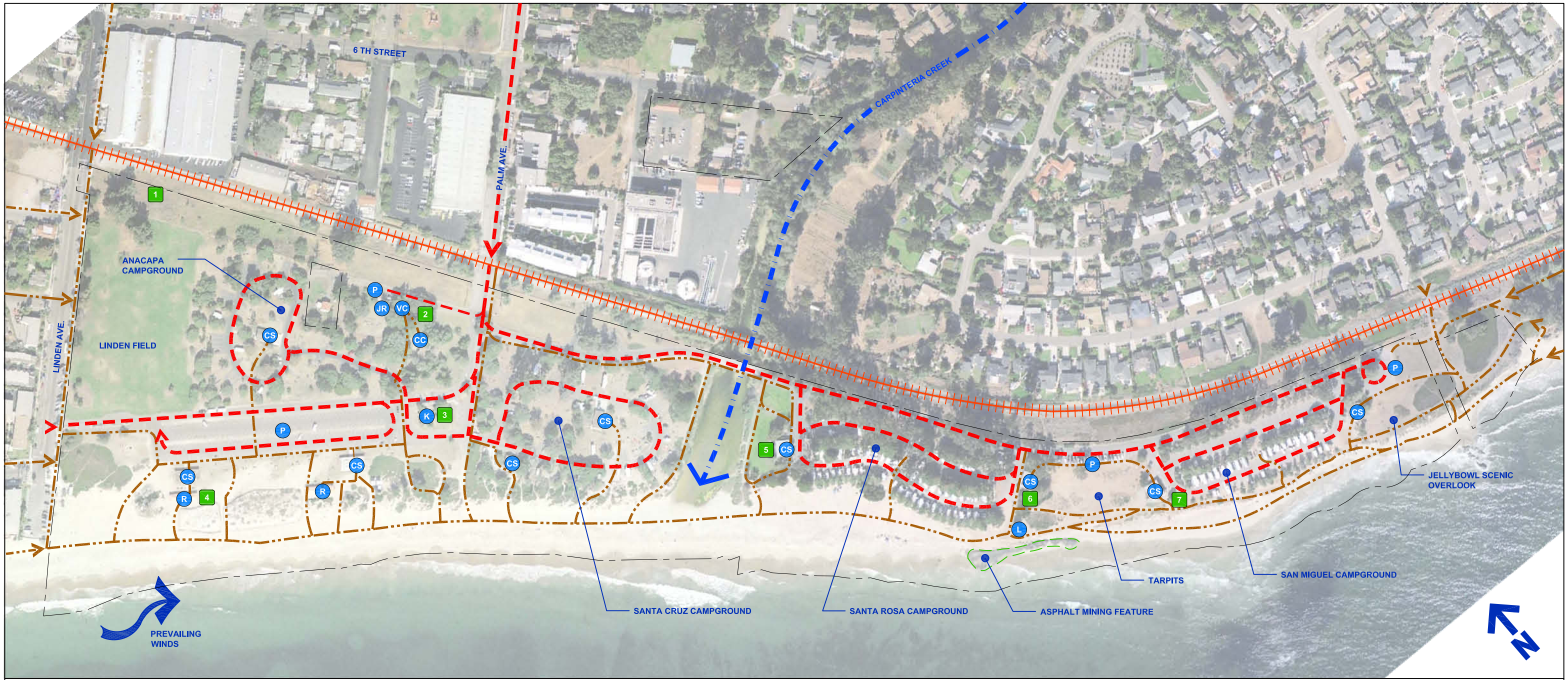


LEGEND:

SYMBOLS:

- VC — VISITOR CENTER
- CC — CAMPFIRE CENTER
- P — PARKING
- CS — COMFORT STATION
- PR — PICNIC RAMADA
- K — KIOSK
- L — LIFEGUARD TOWER
- JR — JUNIOR RANGER ACTIVITY AREA

- RAILROAD
- VEHICULAR CIRCULATION - STREETS & PARK ROADS
- PEDESTRIAN CIRCULATION - DESIGNATED WALKS OR PATHS & VOLUNTEER ROUTES
- CARPINTERIA CREEK
- PARK BOUNDARY

INTERPRETIVE ELEMENTS:

1. FUTURE TOMOL PLAY AREA
2. VISITOR CENTER - INTERPRETIVE PANELS: CHUMASH, SANDY BEACH. TIDEPOOL AQUARIUM. CHUMASH "CAVE" WITH ROCK ART. SALES AREA.
3. INTERPRETIVE SHELTERS: SUBJECTS INCLUDE CHUMASH, BEACH TAR, CITY OF CARPINTERIA, STINGRAYS, ETC.
4. INTERPRETIVE SHELTER: GULLS.
5. INTERPRETIVE PANEL: STEELHEAD TROUT.
6. INTERPRETIVE SHELTER: IN-HOUSE DISPLAYS ON ASPHALT DEPOSITS.
7. FORMER INTERPRETIVE SHELTER: TIDEPOOLS

CALIFORNIA STATE PARKS

CARPINTERIA STATE BEACH

INTERPRETATION MASTER PLAN

EXISTING CONDITIONS

This matrix shows the park's interpretive themes and which exhibits address them. It shows at a glance where gaps exist in interpreting the themes. (* indicates exhibits that are scheduled to be installed in 2009-10.)

Carpinteria State Beach Interpretation Master Plan - Message-Media Matrix for Existing Conditions (07-20-09)

Figure 6

		Entrance Station					Day Use Areas: RR 9		Day Use Areas: Interp Play Area	Day Use Areas: Linden Field	Visitor Center Exterior		Visitor Center - Interior							Campgrounds: San Miguel RR 2		Campgrounds: Santa Rosa RR 3		Campgrounds: Santa Rosa RR 4		Campgrounds: Santa Cruz RR 5		Campgrounds: Santa Cruz RR 6		Campgrounds: Anacapa RR 7		Sensitive Resource Interpretation Areas: Bio-swale	Dunes	Carp. Creek	Tarpits	Tide Pools	Jelly Bowl
	Interpretive Themes	Shelter: Surf Safety*	Shelter: Changing Beach*	Low-profile: Volunteers*	Low-profile: Mosquitoes*	Low-profile: Night Animals*	Shelter: Surf Safety*	Shelter: Surf Safety (Sp.)*			Shelter: Kids' Bill of Rights*	Shelter: Undersea Forest*	Graphic Panel: Chumash (tomol)	Graphic Panel: Tarpits	Artifacts	Graphic Panel: Sandy Beach	Exhibit: Tidepool	Exhibit: Cave w/ rock art	Graphic Panels: Chumash	Shelter: Tidepools*	Shelter: Pacific Flyway*	Shelter: Coastal Birds*	Shelter: Monarch butterflies*	wayside: Surf Safety*	Shelter: Changing Beach*	Shelter: Surf Safety*	Shelter: Surf Fishing*	Shelter: Mosquitoes*	Shelter: Changing beach*	Shelter: Birds of Prey*	Shelter: Do not feed wildlife*			Low-profile panel: Steelhead			
Unifying Theme	Carpinteria State Beach is a unique coastal community, rich in natural, cultural, and recreational resources to be enjoyed and appreciated today and protected for future generations.	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•			
Primary Themes	Carpinteria State Beach marks the site of the settlement of Mishopshnow where the Chumash people developed a complex culture closely tied to their coastal and marine environments.												•	•	•			•	•	•																
	Human use of the natural resources of the Santa Barbara coastal zone, particularly asphaltum, is a major thread that runs through the history of Carpinteria State Beach, from Chumash canoes to asphalt mines to off-shore oil platforms.												•	•	•		•		•							•										
	The coastal environment at Carpinteria State Beach, with its diverse community of living things, is continually exposed to stresses from natural and human sources.		•		•	•						•				•	•	•		•	•	•	•		•		•	•	•	•	•		•			
	The unique and complex features of the earth's surface underlying Carpinteria State Beach have significantly shaped each human culture that has developed here.													•	•																					
	Fossils found in the vicinity of Carpinteria State Beach reveal the surprising and dramatic story of the park's prehistoric past.														•																					
	Today's visitors to Carpinteria State Beach enjoy a tradition of ocean-oriented recreation stretching over thousands of years.	•		•			•	•			•									•	•	•	•	•	•	•	•	•	•	•	•			•			
Secondary Themes	Carpinteria State Beach is part of a unique ecological community that includes the Channel Islands and the Santa Barbara Channel.		•		•	•						•			•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•			•			
	Carpinteria State Beach and the City of Carpinteria form a closely-knit coastal community rich in tradition.	•		•			•	•			•									•				•		•	•							•			

5 Interpretive Significance, Mission, & Vision

- **California State Parks Mission**
- **Declaration of Purpose**
- **Interpretive Significance**
- **Mission of Interpretation**
- **Vision for Interpretation**

California State Parks Mission

The Mission of California State Parks is to provide for the health, inspiration, and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high-quality outdoor recreation.

Declaration of Purpose

In 1979, the State Park Commission adopted the General Plan for Carpinteria State Beach that included the following Declaration of Purpose:

Carpinteria State Beach was established for the public enjoyment of the sandy ocean beach and its ocean-oriented recreational values. Archaeological values in the unit are to be preserved, studied, reported on, and interpreted for public use and enjoyment. Paleontological resources which may exist in the unit are to be preserved and interpreted as well.

Any appropriate outdoor recreational activities can be provided in the unit as long as they do not impair the ocean beach and the marine, archaeological, and paleontological resources. The relationship of the state beach to the City of Carpinteria and to the city's environment will be recognized in all activities authorized, planned, developed, and operated in the unit.

Interpretive Significance

While established primarily because of its outstanding recreational resources, Carpinteria State Beach also possesses high interpretive significance because of the natural, cultural, and aesthetic resources it contains. Interpretation at the park focuses on these resources with important connections to geographically, culturally, and thematically related resources beyond the park boundaries that enhance interpretation of the park.

Important natural resources for interpretation at Carpinteria State Beach include the coastal dunes, Carpinteria Creek including a small lagoon at the creek's mouth, the sandy beach, the natural asphalt deposits, the area's paleontological resources, and an intertidal and subtidal reef system located immediately adjacent to the park's southeastern boundary. As part of a larger regional environment, the park is also linked to the resources of the Santa Barbara Channel, the Northern Channel Islands, and the Transverse Ranges.

Important natural resource stories at Carpinteria State Beach include harbor seal natural history, threats and recovery hopes of the steelhead trout, the importance of the Pacific Flyway for migratory birds, the annual migration of monarch butterflies, rocky intertidal and sandy beach ecology, the interconnectedness of the park to the rest of the regional environment, particularly the Santa Barbara Channel, and the impacts of human activities on the natural environment through the years.

Human use of the natural resources of the Santa Barbara coastal zone, particularly its petroleum resources, provides a strong interpretive thread that ties together the important cultural stories at Carpinteria State Beach. These stories include the lifeways of the Chumash Indians centered on the village of Mishopshnow, the visit in 1769 by the Portolá expedition during which the area received the name "La Carpinteria," the asphalt mining industry of the late 19th and early 20th centuries, and the continuing exploitation of the area's petroleum resources to the present time. Another important cultural story involves the growing importance of the area's recreational resources beginning in the early 20th century.

Aesthetic resources that may be included in interpretation include vistas of the ocean and northern Channel Islands, the cool marine air, coastal sunsets, the sounds of breaking ocean waves, barking seals and calling sea birds, and the increasingly rare small-town traditional atmosphere visitors experience at Carpinteria State Beach.

Beach- and ocean-oriented recreation, including swimming, surfing, beachcombing, fishing, tidepool exploration, and scuba diving, as well as other recreational activities such as picnicking, camping, hiking, and bicycling in the park and on the local trail network, are among the recreational stories which deserve to be interpreted.

Mission of Interpretation

The mission of interpretation at Carpinteria State Beach is to create a positive connection between park visitors and the diverse natural, cultural, aesthetic, and recreational resources of southeastern Santa Barbara County from the Northern Channel Islands to the southern slopes of the Santa Ynez Mountains.

VISION FOR INTERPRETATION

High-quality, enjoyable, and relevant interpretive services delivered by park staff, volunteers, concessions, and community members at Carpinteria State Beach and via remote media, will expand visitors' knowledge of the geology, plants, animals and people of the southeastern Santa Barbara coastal area, enhance the quality of their recreational experience, improve their safety while at the park, and increase their appreciation of their role as stewards of the region's resources.

6 Interpretive Direction

- **Interpretation Goals & Guidelines**
- **Interpretation Themes**
- **Interpretive Periods**
- **Scope of Collections Statement**

The previous chapter described the Interpretive Significance, Mission and Vision of Carpinteria State Beach. This chapter defines broad Interpretation Goals and Guidelines, presents the park's primary and secondary Interpretive Themes and Periods, and introduces the park's Scope of Collections Statement. Taken together, these elements provide the foundation on which the park's interpretation program will be built.

Interpretation Goals & Guidelines

Through a series of workshops and meetings with stakeholders, staff and volunteers, existing conditions and needs as well as possible future interpretation opportunities were identified, helping to inform the following Goals and Guidelines.

The Goals are broad, overall conditions this plan is directed to achieve. The Guidelines are general directions or restrictions that should be kept in mind when accomplishing the Goals. Both are grouped into several broad categories that relate to the park's overall program of interpretive services.

SPIRIT OF PLACE

Goal I: Interpretation will provide for the public understanding, appreciation, and enjoyment of the qualities that define the unique spirit of place found at Carpinteria State Beach.

Guidelines:

- Express the park's unique spirit of place in its interpretive services.
- Support and encourage interpretive activities that promote the park's significant cultural, natural, aesthetic and recreational resources and regional importance to enhance the visitor experience.
- Tell significant stories associated with the park using museum collections and other interpretive objects in compliance with Department policies.

RESOURCES

Goal II: Interpretation will illuminate the significant resources of Carpinteria State Beach so that visitors understand why the park is a valuable natural, cultural, and recreational landscape.

Guidelines:

- Preserve and interpret the personal stories and experiences of the people associated with the area's history.
- Use non-intrusive interpretive techniques to minimize impacts

- around sensitive and fragile resources, complementing the surrounding open space or cultural landscape.
- Interpret the park's landscape as a cultural expression of its history, and the park's cultural history as a human response to the landscape.
- Minimize modern intrusions that take away from the interpretive experience in the park.
- Interpret the restoration of disturbed cultural and natural landscapes.

CONNECTIONS
Goal III: Interpretation will encourage visitors to make meaningful and personal connections with the park's resources.

Guidelines:

- Create spaces throughout the park that foster personal reflection.
- Create an environment that will enable visitors to find their own values in the compelling stories of the park.
- Interpret how cultures have used or developed technologies to exploit area resources, resulting in changes to the environment.
- Interpret how the environment has shaped the cultures of the people who lived in the vicinity of the park.
- Interpret specific ways that global climate change may affect park resources and measures that visitors can take that may help reduce climate change.
- Create special activities year-round tied to the park's natural history, history and/or cultural traditions.
- Explore the possibility of establishing an environmental living/studies program to enhance learning among school age children.

STEWARDSHIP
Goal IV: Interpretation will inspire people to practice stewardship of the resources of Carpinteria State Beach.

Guidelines:

- Create opportunities for visitors to learn how to protect natural and cultural resources within the park and within their daily lives.
- Encourage visitors to safely pursue compatible uses of the park.
- Interpret the relationships between people and the park's listed endangered or threatened species.
- Promote understanding of why protection is needed for sensitive natural and cultural resources.
- Create opportunities for public involvement in park programs.
- Strive to achieve park management goals for public safety, land use, critical resources, human impacts, resource management strategies, and other issues through interpretation.

UNIVERSAL ACCESS
Goal V: Interpretive services will be accessible to all visitors.

Guidelines:

- Offer interpretive facilities, programming, and services that respond to people who have visual, hearing, mobility, or other special needs.
- Identify implementation methods to remove barriers to language, education, and economic class during interpretive planning and development phases.
- Develop training programs that support "All Visitors Welcome" and department accessibility policies at park interpretive programs.

FACILITIES

Goal VI: Park facilities, both existing and future, will support the delivery of interpretive services.

Guidelines:

- Place wayside exhibits at strategic points where visitors can immediately connect with significant park resources.
- Consider adaptive uses of existing buildings to expand available space for interpretation.
- Provide adequate storage space for interpretive objects and program supplies.
- Ensure adequate work space for interpretive staff and docents.
- Develop interpretive spaces/ facilities in the park to provide permanent and/or temporary exhibit spaces for highlighting the park's resources.
- Provide spaces for flexible modes of interpretation and education, such as for plays, poetry readings, lectures, musical performances, art exhibits, festivals, cultural events, and workshops.
- Ensure that the appearance and locating of regulatory, informational, and interpretive signage are treated holistically in order to preserve the park's spirit of place, minimize impacts to the resources, and maximize effectiveness of message delivery.
- Use portable facilities, such as interpretive discovery carts and interpretive concession carts to increase the flexibility and mobility of interpretive services.

PROGRAMMING

Goal VII: Interpretive programming will be visible, readily available, entertaining, and educational.

Guidelines:

- Develop a variety of entertaining, innovative interpretive services to capture the attention of and involve visitors of all ages.
- Whenever practical, utilize permanent and seasonal staff, volunteer docents, and concessionaires to deliver interpretative programming.

DIVERSE AUDIENCES

Goal VIII: Interpretation will reach diverse audiences, including those that have been traditionally underserved.

Guidelines:

- Provide meaningful interpretation that incorporates multiple perspectives, including those of park visitors.
- Offer multi-sensory, multi-lingual interpretive opportunities in a variety of locations and settings throughout the park.
- Develop interpretive facilities and programs to encourage the public to share cultures, experiences, perspectives and histories related to the park.
- Encourage cultural organizations to develop park interpretive programs in the park, emphasizing the contributions of ethnic and cultural groups.
- Encourage interpretive outreach to community groups.
- Work with different community groups and park stakeholders to develop programs and events that will draw diverse audiences to the park.

CAPACITY BUILDING

Goal IX: The capacity of Carpinteria State Beach to provide high-quality interpretive services will be continually strengthened.

Guidelines:

- Ensure that interpretive presenters have access to training and Department resources such as *Aiming for Excellence, All Visitors Welcome*, etc.
- Create opportunities for ongoing research, capturing new information about the area's resources and historic events or traditions that might be interpreted.
- Coordinate the interpretation of local resources through collaborative partnerships with other interpretation and education providers.
- Develop programs aligned with the state's educational standards as well as partnerships with local schools, youth groups, colleges and universities to interpret the park's significant resources.
- Provide ongoing interpretive and resource learning opportunities for park staff, docents, and concessionaires.
- Evaluate traditional, new, and innovative technologies and techniques to determine the most effective methods for communi-cating messages in the park's interpretive and educational programs and facilities.
- Acquire and maintain museum collections for the park to 1) preserve original elements of the cultural and natural environments; 2) preserve documentation of people, events, cultural features, or natural features central to its purpose; and 3) support the interpretation of important themes.

Manage collections in accordance with the policies and procedures

- outlined in the Department's Operations Manual.
- Update the park's Scope of Collections Statement as needed, for example when previously unknown important resources are discovered, new collection needs are defined, or Department collections policy is revised.
- Support and encourage appropriate interpretive concession services that help to promote a better understanding of the park's resources.

LONG-TERM PLANNING
Goal X: The interpretive program at Carpinteria State Beach will employ long-term planning to guide interpretation and education at the park and in the region.

Guidelines:

- Develop planning documents necessary to direct future interpretive development, i.e., specific project and program plans.
- Adjust the park's interpretive and educational programs to keep pace with changes in the park's resources, facilities, and/or visitor demographics.
- Use interpretive teams to develop or update interpretive plans and related reports.
- Monitor changes in visitor and management interests in interpretive programming to determine the most effective way to allocate resources and staff.
- Share resources and exchange ideas with other parks and institutions having related themes and resources.
- Seek regular input from educators about the effectiveness of the park's interpretive and educational programming.

Interpretive Themes

Themes are essential to the development of effective interpretive services. Themes express basic concepts about significant resources through single, complete, easily remembered statements. The use of themes helps differentiate interpretation from simple entertainment or instruction. Themes are a valuable tool for interpreters to use when developing new programs and they help visitors better grasp and remember the interpretive messages being conveyed.

The Interpretive Prospectus and General Plan for Carpinteria State Beach, both written more than 30 years ago, identified the following primary and secondary interpretive themes:

Primary: Ocean-Beach Ecology, Geology, and the Formulation of the Pleistocene Fossils; the Chumash Culture; and Ocean-Oriented Recreation and Safety.
Secondary: Local Industrial Development, and the Channel Islands.

Today these "themes" are considered to be general topics rather than specific themes. The following themes, based on these original "themes," are designed to improve the interpretation of the

resources to which they relate.

In addition, a new Unifying Theme has been developed. The park's primary and secondary themes relate to and support this overarching concept, which should be reflected in all of the park's interpretive messages.

UNIFYING THEME
Carpinteria State Beach is part of a unique coastal community, rich in recreational, natural, and cultural resources to be enjoyed today and protected for future generations.

Primary Themes

- Carpinteria State Beach marks the site of the settlement of Mishopshnow where the Chumash people developed a complex culture closely tied to the coastal and marine environments.
- Human use of the natural resources of the Santa Barbara coastal zone, particularly asphaltum, is a major thread that runs through the history of Carpinteria State Beach, from Chumash canoes to asphalt mines to off-shore oil platforms.
- The coastal environment at Carpinteria State Beach, with its diverse community of living things, is continually exposed to stresses from a variety of sources, both natural and human.
- The unique and complex features of the earth's surface underlying Carpinteria State Beach have significantly shaped each human culture that has developed here.
- Fossils found in the vicinity of Carpinteria State Beach reveal the dramatic story of the park's prehistoric past.
- Today's visitors to Carpinteria State Beach enjoy a tradition of ocean-oriented recreation stretching over thousands of years.

Secondary Themes

- Carpinteria State Beach is an inseparable part of a unique ecological community that includes the Channel Islands and the Santa Barbara Channel.
- Carpinteria State Beach and the City of Carpinteria form a closely-knit coastal community that is rich in tradition.

Interpretive Periods

Part of the interpretive significance of Carpinteria State Beach lies in the scope of its natural and cultural stories. This scope makes it impractical to identify a single interpretive period for the park. Instead, three primary interpretive periods, each linked to a significant part of the park's history have been identified.

Pleistocene Epoch

- This interpretive period covers the time during which the area's paleontological resources, i.e., its plant and animal fossils, were formed in the asphaltum pits that existed in the area at the time.

Chumash Period, 3,200 BC – 1834 AD

American Period 1857 AD – Present

- Asphalt Mining, 1857 - 1912
- Oil exploration, 1901 -1940s
- Recreation (Carpinteria Beach Auto Camp, Circa del Mar Club, and Carpinteria State Beach), 1912 - present

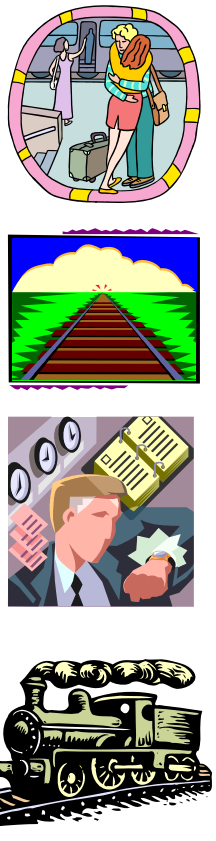
Scope of Collections Statement

Interpretive collections contribute to the park's sense of place and include items original to a site or other objects that support the interpretive themes. Collections can influence and sometimes define the direction of an interpretive project.

The collections at the Carpinteria State Beach can be divided into four major categories: archaeological materials, natural history specimens, paleontology specimens, and live animals. These collections primarily support the park's interpretive themes associated with the area's Chumash culture and with the nearby tidepool ecological community.

This Interpretation Master Plan includes a Scope of Collections Statement that describes the objects in the collections and provides recommendations for improving overall collections management (Appendices C and D).

Figure 7. Interpretation Guidelines, Goals, Objectives and Strategies



The improvement effort identified in this Plan is built on guidelines, goals, objectives and strategies.

Goals are the destination to which you're traveling. They're the big picture, the overall condition you want to achieve. Goals are identified in Chapter 5 and again in Chapter 9.

Guidelines are the tracks that keep you headed in the right direction by defining the direction and setting restrictions on how to achieve your goals.

Objectives are like the schedule that identifies the stops along the way to achieving your goal. Objectives are measurable. They're found in Chapter 9 and also in Chapter 10 where they are called Recommendations.

Strategies are like the engine that powers you along the way. They're the specific actions that will be needed to stay on schedule and reach your destination. Strategies are found in Chapter 11 where they are listed as the tasks that make up the Interpretation Action Plan.

For a complete list of the Goals, Objectives, and Strategies for this Interpretation Master Plan, go to Chapter 9.

7 Interpretive Considerations

- **Visitor Needs and Expectations**
- **Circulation**
- **Special Concerns**
- **Interpretive Opportunities**

Several key factors need to be considered before undertaking a major improvement effort such as the one described in this Interpretation Master Plan. This chapter looks at those factors in detail.

Visitor Needs and Expectations

AUDIENCE ANALYSIS

Present audience

Carpinteria State Beach has been open to the public since 1932, providing a place for visitors to relax and recreate. Attendance figures dating to 1995 record an average of nearly 850,000 park visitors each year.[1] Roughly half of these visitors come to the park for an overnight camping experience. 42% of campers surveyed stay 2-3 nights, while another 42% camp for 4-6 nights.[2]

More than half the day visitors surveyed stayed at the park 1½ to 4 hours. [3]

Recent data indicate that 77% of park visitors are families, with 71% of these groups numbering 2 to 5. More than 80% have been to the park before, and nearly 50% said the park was recommended to them by others.[4]

Age-wise, 30% of visitors are below the age of 25. 19% are 14 or younger. 44% are between 35 and 60. 16% are 60 or older.[5]

67% of visitors surveyed are white/ Caucasian. 40% reported incomes between $75,000 and $149,000.[6]

An equal percentage of visitors to Carpinteria State Beach is coming from the immediate vicinity (Santa Barbara and Ventura counties) and from the Los Angeles region. Visitors also come from other states, including Washington, Colorado, and New York, as well as from countries such as Canada, Germany, and the Netherlands.[7]

The primary activities of visitors at Carpinteria State Beach are camping, relaxing in the outdoors, walking for pleasure, and beach play.[8]

65.7% felt that opportunities to learn about the area's history and natural environment were very important, but fewer than half (41.5%) were very satisfied with the current level of opportunities. 89% said that preserving the park's natural and historical resources was very important, 35% reported exploring the tidepools, and 11% reported viewing the park's wildlife. These data indicate an interest in learning about the park's resources. But fewer than 4% of visitors reported attending formal interpretive programs offered at the park. Only a slightly higher

percentage (7.9%) visited the Visitor Center.[9]

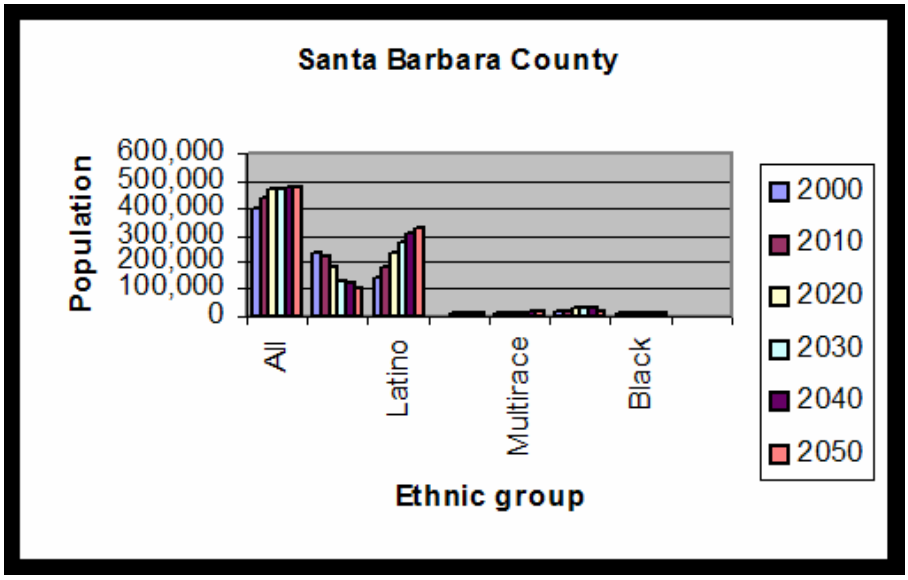


Figure 8. By 2020, Latinos will make up more than half of the population in Santa Barbara County. (Source: Calif. Dept. of Finance)

Potential and Target audiences

Carpinteria State Beach is located in Santa Barbara County, an area known for the preservation and promotion of its Spanish- and Mexican-era histories within one of California's most affluent coastal communities. Over the years, park staff has witnessed a variety of trends that point to a changing visitor demographic.[10] One of the most apparent is the increase in group camping, expanding from what was more commonly an individual family camp experience during the 1970s and 1980s. Although complete data does not exist, another trend has been a decrease in the number of participants to interpretive and educational activities. Finally, visitors coming to the park for day use appear to be increasing in ethnic diversity.

In addition to these trends, data collected from surveys and stakeholder meetings, as well as input generated from meetings with park staff and camp hosts, have helped to identify four key potential and target audiences:

- Latino populations
- School groups
- Neighbors and community
- Campers and day users

Latino populations

California's population is becoming more culturally and ethnically diverse. Census data indicate that by the year 2020, 43% of Californians will be Latino.[11] Projections for Santa Barbara County indicate that Latino populations will surpass White populations by 2020. For nearby Ventura County, this shift will arrive as soon as 2010.[12] As census data and projections show an increasing Latino presence in California, survey results for Carpinteria State Beach indicate that this ethnic group is not among its current audience. While 17% of visitors chose not to answer the ethnic identity question, fewer than 10% who did answer identified their ethnicity as Hispanic or Latino.

Information gathered from stakeholders further identified a potential audience as Latino children and youth. Demographic data provided by Carpinteria Girls, Inc. indicate that 52% of the girls served are Latina.[13] One special education teacher

reported that 60-65% of her students are English as a Second Language (ESL) Latino students. An after-school-programs coordinator noted that the majority of the students are Latino children who speak English as a second language, although there was no language barrier.

School groups
A combination of factors has resulted in the reduction of school groups attending programs at the park, the primary one appearing to be a lack of park staff. As recently as 15 years ago, school programs were provided to students on a regular basis. However, since 2000, staff has not been as available to provide educational programs. Additionally, a State Park Interpreter I position has been vacant since 2007. The number of requests received from educators has also declined during this period, reflecting a national trend.

Educators contacted during preparation of this plan were enthusiastic to be involved with potential programming at Carpinteria State Beach. One teacher was looking forward to re-establishing a dune restoration program at the park. Science seemed to be one of the main subject areas needing enrichment opportunities. However, activities that incorporated art, language, history and math were seen as being potentially appealing to elementary-level teachers. While transportation was expressed as a barrier to some school educators, one local high school teacher reported that this was not an issue, noting that she and her classes often ride the Carpinteria Shuttle.

Neighbors/Community
During a meeting with stakeholders in February 2009, input regarding park audiences revealed a concern that the community was not aware of park programs and activities. Stakeholders expressed an interest in learning about, attending, and contributing to interpretive and educational programming. Ideas for promoting park programs included a newsletter, website updates, and notices in local newspapers.

At a subsequent meeting with park staff and camp hosts, some identified pros and cons about inviting local residents to park programs. One concern was that residents occasionally object to having to pay park entrance fees.

Campers
The park serves approximately 850,000 visitors annually, yet attendance at interpretive programs has steadily declined over the past decade according to park staff. The self-contained method of camping – particularly campers with full hook-ups and access to electronic media – appears to curb the interest in what was once a park tradition – the campfire program.

In a survey conducted at the park, visitors were asked to provide a reason why they did not attend or plan to attend educational/interpretive activities at the park. Although the survey sampling was small, 20% responded that they would

have attended, but didn't know they were offered. One of these respondents noted in the additional comments section of the survey to "Please publicize programs."[14]

Circulation

Currently, visitors arriving by vehicle enter Carpinteria State Beach at two entrances—from Palm Avenue and from Linden Avenue (for the day-use area).

Pedestrians enter the park from several uncontrolled access points throughout the park. Some walk into the western part of the park from adjacent residential areas and from the city's central business district. Others park on city streets such as Linden Avenue and Palm Avenue and enter the park. Visitors enter the eastern portion of the park from Calle Ocho or from Tar Pits Park. Others enter at the west end of the park, continuing their walk from the city-owned beach (see Figure 6).

Special Concerns

NATURAL AND CULTURAL RESOURCES

Numerous sensitive natural and cultural resources exist within or adjacent to the boundaries of Carpinteria State Beach. These resources include archaeological sites as well as sensitive habitats, animals, and plants. California State Parks must ensure that these resources are protected. Education and interpretation should communicate issues of sensitivity and promote protection of these resources within the park.

Natural Environments

Endangered species known to live in or visit the park include the steelhead trout, California brown pelican, California least tern, and western snowy plover, while the California gray whale passes by the park during its annual migrations. Interpretive programs, facilities and media should encourage the protection of all natural resources.

Cultural Heritage

Carpinteria State Beach contains significant cultural sites including portions of the Chumash settlement of Mishopshnow. Park staff should practice cultural sensitivity when planning interpretive services that involve the Chumash culture by consulting with representatives of the Chumash people whenever appropriate and striving to establish trust connections with this group.

Endangered species at Carpinteria State Beach include steelhead trout (above), California brown pelican, California least tern, and western snowy plover.

Park staff should also be familiar with and observe all applicable laws, regulations and department policies pertaining to management, protection, and interpretation of cultural resources at Carpinteria State Beach when planning and developing future interpretive services.

Carpinteria State Beach possesses a rare sense of place that should be preserved and enhanced.

MODIFICATIONS TO BUILDINGS OR SETTING

Carpinteria State Beach possesses an increasingly rare sense of place in California. Its extensive grassy areas, large shade trees, coastal dunes, and wide sandy beach combined with the small-town feel of the adjacent community create a simple, rustic atmosphere that is one of the park's prime resources. Even its buildings, most of which were constructed in the late 1960s, contribute to this sense of place which, once lost, would not be easily recaptured.

Large building complexes such as the combined lifeguard headquarters/park office/joint agency facility previously identified in the Park Infrastructure Database would not be consistent with the effort to preserve the park's setting.

Because of their age and condition, the park's interpretive facilities, including the visitor center, campfire center, and interpretive shelters are in need of significant repairs or replacement. The roof and related supports of the visitor center show evidence of severe termite damage and rot. Many of the interpretive shelters show similar damage as does the projection screen housing at the campfire center.

MULTI-CULTURAL CONSIDERATIONS

California State Parks serves diverse audiences. Visitors represent many ethnic and cultural groups as well as foreign countries. Interpreting cultural and even natural resources to this diverse collection of audiences may present interpreters with potentially controversial issues. This is particularly true at Carpinteria State Beach where one of the park's primary cultural stories involves Native Americans.

Interpretive facilities and programs are powerful media that may affect how visitors view the ethnic groups associated with these stories—not only as they existed in the past, but also as they are perceived today.

Interpretive services should promote an understanding of and respect for belief systems and historical points of view that may be different from those held by most visitors today.

BARRIERS

To the greatest extent possible, visitors with disabilities must receive the same opportunities to access interpretive services as non-disabled visitors.

It is the policy of California State Parks that all interpretive services provided to visitors must meet accessibility requirements as set forth in the current version of the Department's Park Accessibility Guidelines so that all visitors to Carpinteria State Beach are given the opportunity to understand, appreciate and participate in the park's cultural, natural, and recreational heritage.

California State Parks is currently implementing a multi-year Transition Plan to reduce or eliminate existing barriers to beach/water access, camping, picnicking, exhibits/interpretive programs and visitor centers. Future programs, facilities and media will be developed to ensure that all visitors are welcome.

A beach wheelchair is available at Carpinteria State Beach to provide visitors with various disabilities the opportunity to experience the beach environment.

Interpretive media must be available in alternate formats, including large-print versions. Where access to interpretive programs or activities is not possible, reasonable accommodation will be made such as providing alternative experiences. Other accommodations such as signing are available by requesting them in advance.

While an accessible path of travel exists from an adjacent parking space, the visitor center at Carpinteria State Beach does not comply with other accessibility guidelines:

- The entrance threshold exceeds maximum acceptable height.
- Aisle widths around the tidepool display do not meet minimum width requirements.
- Hallway widths are less than minimum standard.
- Neither restroom meets accessibility standards in several categories, and there is not an accessible path of travel from the visitor center to the nearest accessible restroom facility in Anacapa Campground.

The campfire center can be reached by an accessible path of travel from nearby parking as well as from Anacapa Campground. However, it is not equipped with assistive listening devices. Most of the park's interpretive exhibit shelters are not accessible, i.e., they cannot be reached via an accessible path of travel and the roofs of the shelters are less than the minimum height from the ground.

EDUCATION AND STEWARDSHIP

The California State Park System preserves and maintains some of the most significant natural, cultural, aesthetic, and recreational resources in the state, the nation, and the world. Interpreters at Carpinteria State Beach have a responsibility to provide interpretive services that communicate the value of these resources to visitors in a way that

tailors the communication to its intended audiences in order to achieve maximum effectiveness.

A range of educational programs for many different age levels will stimulate interest in the park, encourage return visits, heighten a sense of stewardship, and cultivate future park docents and volunteers.

It is the policy of the Department when planning interpretation intended for school children to consider the California Department of Education's educational frameworks with their associated content standards.

Curriculum-based interpretive programs are important to the development of partnerships with local and regional educational institutions that provide a visitor base dedicated to understanding and engaging in educational programs. Many institutions are located within proximity to Carpinteria State Beach, creating a large potential audience that seeks educational opportunities. Within a 40-mile radius of the park there are numerous pre-school/day-care centers, elementary schools, middle schools, high schools, community colleges, and universities.

The Carpinteria Unified School District (CUSD) includes a pre-school, three elementary schools, a middle school, a high school and an alternative school. The middle school and two of the elementary schools are within walking distance of Carpinteria State Beach.

Historically, the tidepools at Carpinteria State Beach have attracted public and private school classes as well as home-school groups from Ventura and Santa Barbara Counties. In recent years, a cooperative effort between the park and 6th-grade classes at Carpinteria Middle School has been undertaken to restore a portion of the coastal dunes in the park's day-use area. Classes from the University of California at Santa Barbara and Santa Barbara City College occasionally visit the park to engage in study and research, particularly of the intertidal reef area.

In addition to schools and institutions of higher learning, Carpinteria State Beach is used as a study site by institutions such as the Santa Barbara Museum of Natural History as well as by private companies such as Camino Real Naturalists.

Meetings with CUSD educators conducted in April 2009 found a high level of interest in partnership opportunities between CUSD and Carpinteria State Beach and the willingness to work toward achieving them.

Future interpretive and educational planning should evaluate the effectiveness of current programs and promote the aligning of park interpretive and educational programs with state curriculum standards as well as the integration of research findings into new and existing interpretive services.

Because of the significance of the natural, cultural and recreational resources found

at Carpinteria State Beach as well as the broader regional context within which the park exists, it should be considered as an additional site for the department's "Park Online Resources for Teachers and Students" program (PORTS). In addition, both the Ventura and Santa Barbara County Offices of Education have or are developing hi-speed internet access and remote learning capabilities for schools within their jurisdictions that would enable interpretive services at Carpinteria State Beach to be linked to schools in both counties. Connecting to these networks should be pursued.

PUBLIC SAFETY

Ensuring the safety of visitors, volunteers and staff and providing security measures to protect the park's resources are vital for the success of interpretive programs, facilities and media, the protection of cultural and natural resources, and the maintenance of the public welfare.

The following is a partial list of safety concerns at Carpinteria State Beach:

- Swimming safety and tidal zone hazard awareness
- Sunburn
- Rip currents, waves and surf, slippery rocks, near-shore holes
- Jellyfish, rays, seals and sea lions
- Protection of plants and animals
- Stewardship of cultural and natural resources
- Bicycle safety and related issues
- Bluff-related visitor safety
- Compliance with park rules and regulations
- Park facility orientation
- Railroad safety issues
- Hazard recognition and response
- Abandoned landfill, asphalt mine remnants
- Feeding wildlife

A key to ensuring the maximum level of visitor safety and resource protection is providing adequate staffing levels. In addition, park staff should be assisted and augmented by a trained and motivated volunteer corps, including Camp Hosts and docents.

PARK SECURITY

According to park staff, vandalism and graffiti are not major issues. Most visitors treat the park with respect, in part because of regular Camp Host and Ranger presence.

ENVIRONMENTAL ISSUES

Environmental issues that can impact resources and interpretive services at Carpinteria State Beach include seasonal variation in height of tides and wave action, high levels of atmospheric salt from the ocean, variable weather patterns, and changing length of days.

The greatest threat to the Las Conchas Mine site and to the rest of the coastal portion of Carpinteria State Beach is coastal erosion.

The greatest threats to archaeological Site CA-SBA-07 are disturbance caused by animal activity, erosion, and unauthorized trails and other impacts from park visitors. Numerous active rodents are present on

the site and previous rodent tunnels are apparent in all parts of the site. Rodents, such as gophers and ground squirrels, build an extensive network of tunnels and dens below surface which mixes the matrix in which they live. Consequently, rodent activity is detrimental to the subsurface integrity of an archaeological site. There are numerous trails (both designated and "volunteer") that transect in all directions. Local residents access the park through an informal entrance immediately north of the site (Calle Ocho). The trails erode the surface of the site, and artifacts can occasionally be observed along the edges of the trails. Park visitors impact the site by collecting surface artifacts, littering, and allowing their dogs to urinate and defecate on the surface. Additionally, evidence of litter and dog feces promotes the disrespect and denigration of the site.

The annual migration of sand caused by changes in wave height and intensity dramatically changes the appearance of the beach. Large waves typically generated by winter storms erode the sand, depositing it in off-shore bars, leaving the underlying layer of large beach cobbles exposed and making walking on the beach difficult and potentially hazardous. High surf can also make tidepool exploration unsafe. In addition, cultural resources such as the remnants of the asphalt mining as well as the abandoned landfill are exposed to these waves. The return of smaller, lower-energy waves in the spring move the sand back onto the beach restoring the broad, gentle sloping beach the park is noted for.

Precipitation, normally in the form of rain, can occur at the park throughout the year, although most rain falls between October and March. Storms can have an obvious impact on such interpretive services as guided walks. Other weather events that can impact interpretive services include high winds and high temperatures combined with intense sunlight. The winds that blow from the ocean carry high levels of salts, which quickly corrode untreated metal surfaces, shortening their useful life.

MAINTENANCE

Maintenance of the facilities and equipment utilized in interpretive services is important for several reasons. It maximizes the useful life of such facilities and equipment, reducing the need to repair or replace them. It ensures that potential hazards are identified and corrected before causing injury or loss. Equipment that is correctly maintained is more dependable, which reduces the likelihood that programs will be negatively impacted by equipment failure and also increases the confidence of the interpreters using the equipment. Finally, well-maintained equipment and facilities communicate a strong positive message to visitors, increasing support for the interpretive program.

Several sources of concern exist that impact facilities and equipment at Carpinteria State Beach. The high atmospheric salt content can impact not

only metal items on exterior facility surfaces but can quickly degrade sensitive electronic equipment such as video projectors and laptop computers when used in outdoor settings such as the campfire center.

Termites and rot attack wooden portions of structures such as exhibit shelters, roof beams, and other structural elements in the absence of a regular program of maintenance and treatment.

All interpretive facilities should be included in the park's Computerized Asset Management Plan (CAMP) to ensure that adequate resources are available to maintain them and to ensure that maintenance is accomplished according to a set schedule.

Maintenance of interpretive facilities can also relate to the way facilities are managed. For example, the small visitor center at Carpinteria State Beach, combined as it is with office space for the park's rangers and interpreter, requires a space management plan in order to ensure optimum use of available space and to maintain the appearance of the visitor center at the high level appropriate for such a facility and prevent it from being used as a storage space. The existing visitor center/office appears to be inadequate for the space requirements, pointing to the need for additional office and storage space.

Another consequence of the small size of the visitor-center portion of the building is that there is inadequate space to adequately interpret the natural, cultural and recreational resources found at the park as well as in the larger regional setting while retaining space for the existing sales area.

STAFFING

As of August 2009, permanent staff assigned to Carpinteria State Beach included:

1 State Park Peace Officer Supervisor/ Ranger
3 State Park Peace Officers (Ranger)
1 Park Maintenance Supervisor
1 Park Maintenance Worker II
1 Park Maintenance Assistant

These permanent positions are augmented by seasonal staff, particularly during the peak use periods. These include seasonal Lifeguards, Park Aids, and also a seasonal Interpreter.

A State Park Interpreter I position is authorized for Carpinteria State Beach but this position has been vacant since 2007. The Interpreter was responsible for oversight and coordination of the park's overall interpretive program, particularly during the peak use period from mid-May to mid-September. Typical duties included planning, developing, and conducting interpretive activities, scheduling activities presented by staff and volunteers, augmenting staff- and volunteer-presented activities with ones presented by guest speakers, coordinating training for staff and volunteers, evaluating interpretive programs and providing feedback to presenters and to the park's supervisor, preparing reports,

assuring that the park's interpretive facilities are maintained, and other duties necessary to manage an active interpretive program. In addition, expansion of the park's docent program would normally be carried out primarily by this position.

When the Interpreter I position is vacant, these duties are assigned to the seasonal Interpreter when available or to one of the park's Rangers who must mesh the interpretive tasks with other duties of the Ranger position, often at the expense of the interpretive responsibilities.

Currently, no funding for additional California State Parks staff exists, but additional staffing should be considered during the planning phases of future interpretation projects in the park. This is especially important in light of the opportunities to expand the park's interpretation program by expanding its volunteer program and increasing its interface with the community of Carpinteria. Both of these efforts will need additional staff support to be successful.

CONCESSIONS STAFF

Carpinteria State Beach currently has no concessions. The contract for concession operations at the Gaviota Units north of the Carpinteria State Beach includes terms relating to interpretation and the obligations of the concession related to it. If concessions are created at Carpinteria State Beach in the future, it is important that the contracts contain similar language.

VOLUNTEERS AND DOCENTS

Carpinteria State Beach utilizes Campground Hosts extensively to augment the services provided by its permanent and seasonal staff. The park has seven campsites assigned to Campground Hosts, and since Hosts typically serve as couples, this means that up to 14 Hosts may be serving at one time. Hosts normally serve for 3-month periods with rotations occurring in March, June, September and December. The duty statement for Hosts at Carpinteria State Beach includes a variety of interpretation duties that the Hosts may voluntarily participate in.

In addition to Campground Hosts, Carpinteria State Beach utilizes docents to provide interpretation programs. Currently, one docent is active, indicating a need to expand the size of the docent group.

TRAINING AND PREPARATION FOR INTERPRETATION

Interpretation training for all staff and volunteers is essential in order to ensure that interpretation services developed and provided at Carpinteria State Beach are high in quality and effective. Part of this training should include regular formal and informal evaluation of those services as described in the department handbook *Aiming for Excellence*.

Rangers and Lifeguards receive formal interpretation training as part of the basic peace officer academy; the amount of such training is limited and basic. In addition, these staff can receive

supplemental job-related interpretation training throughout their careers from several sources, including continuing training at the department's William P. Mott, Jr. Training Center in Pacific Grove as well as regional and district training. Out-service training is also available, such as university extension courses, correspondence courses, etc.

The State Park Interpreter is eligible to attend formal training at the Mott Training Center as well as training from the other sources listed above.

Seasonal employees, Campground Hosts and docents are normally eligible to attend formal training at the Department's Training Center only on a space-available basis. They currently receive limited training at the park on such subjects as intertidal resources and park history.

The department has produced several training manuals that cover interpretation topics. These manuals are available to all staff and volunteers connected with the interpretation program.

- *Basic Interpretation Learning System*
- *Junior Ranger Handbook*
- *All Visitors Welcome – Accessibility in State Park Interpretive Programs and Facilities*
- *2009 Accessibility Guidelines*
- *Volunteers In Parks Guidelines*
- *Aiming for Excellence – An Evaluation Handbook for Interpretive Services in California State Parks*
- *Museum Collections Management*

Carpinteria State Beach also has a Campground Host manual, which includes limited information on the park's interpretation program.

Interpretive Opportunities

Facilities

Repair or replacement of the park's interpretive facilities presents significant opportunities to improve the quality and extent of the interpretive services provided at the park. At the visitor center, for example, repairing the building's roof would allow the creation of covered outdoor exhibit space. This in turn would allow exhibits in the visitor center that interpret the park's cultural resources, for example, to be moved outside the building, thus increasing space in the building's interior for expanded interpretation of the park's natural resources.

Precious floor space in the visitor center and public access to the exhibits it contains can be preserved by adding additional storage capacity for equipment and supplies outside the building.

Replacing worn-out exterior interpretive shelters creates the opportunity to consider new locations for and/or arrangements of the new shelters in order to improve access to them and contribute to more cohesive and integrated interpretation of the park's stories.

Related Use of Space and/or Facilities

The Tomol Interpretive Play Area and Palm-to-Linden Trail, which will include a

restored bioswale, offer opportunities to expand delivery of interpretive services to visitors using these new areas, both through static interpretive displays and also via personal interpretive services.

Linden Field with its large open turf area offers opportunities for special interpretation events such as an astronomy event that attracted more than 1,200 visitors in 2009.

Developing interpretive services that utilize new technologies such as cell-phones and other electronic media has the potential to reach previously underserved segments of the public.

Other Resources

Carpinteria State Beach is within a short distance of several public and private organizations that can contribute to the improvement of the park's interpretation program, including the following:

- Channel Islands National Park
- Channel Islands National Marine Sanctuary
- Santa Barbara Maritime Museum
- Carpinteria Unified School District
- Santa Barbara City College
- University of California, Santa Barbara
- Cal State University, Channel Islands
- Santa Barbara County Superintendent of Schools
- Carpinteria Valley Museum of History
- Santa Barbara Museum of Natural History
- Santa Barbara Botanical Garden
- Santa Barbara Trust for Historic Preservation

Revenue Generation and Alternative Uses

Several opportunities exist to generate additional revenue at Carpinteria State Beach. Currently, no fees are charged for interpretation services. However, other California State Parks have begun charging fees for interpretive special events and other similar programs beyond traditional activities such as Junior Rangers, walks and campfire programs.

In addition, the use of areas in the park such as the Tomol Interpretive Play Area, Kids' Cove, and the campfire center by private parties or groups on a reservation basis offers additional revenue potential.

ENDNOTES

[1]See Appendix E, "Fiscal Year Attendance-Carpinteria State Beach Attendance: 1995-2008."
[2]See Appendix G, "California State Parks Visitor Survey, 2007-09."
[3]Ibid.
[4]See Appendix H, "Carpinteria State Beach Visitor Survey (2/27-28/2009)."
[5]Ibid.
[6]Op. cit., Appendix G.
[7]Ibid.
[8]Ibid.
[9]Ibid.
[10]Anecdotal information provided by Wes Chapin and Scott Cramolini.
[11]State of California, Department of Finance, *Population Projections for California and Its Counties 2000-2050,* Sacramento, July 2007.
[12]Ibid.
[13]See Appendix F, Girls, Inc. demographic data.
[14]Op. cit., Appendix H.

8 Park Support

- **Public Awareness and Community Involvement**
- **Cooperating Association**
- **Other Partners**

Community involvement is important for the vitality, economic viability, and visibility of a park. This chapter looks at the public's perceptions and the community's relationship to Carpinteria State Beach as well as current and potential sources of support.

Public Awareness & Community Involvement

While urban growth within the City of Carpinteria is not as rapid as in other parts of California, in part because of environmental limits and more recently as a result of an economic recession, pressure to accommodate a growing population will continue. This pressure combined with increases in visitation both at Carpinteria State Beach and in the region represents a potential threat to the resources of the park. Also, as resources become increasingly rare in other parts of California, the role of the park as a refuge for native plants and animals as well as an escape from fast-paced urban life for citizens from throughout Southern California will continue to grow.

The importance of Carpinteria State Beach is recognized by the public at several levels. Carpinteria State Beach's contributions to the area economy and quality of life are recognized by the City of Carpinteria and the Carpinteria Valley Chamber of Commerce, both of which list the park in their promotional materials.

Surveys indicate that Carpinteria State Beach is the primary destination for more than 90% of park visitors, many of whom travel from Los Angeles County and the Inland Empire of Southern California. A similar percentage indicates that they have visited the park more than once; in some cases, multiple times spanning more than one generation. This data reveals a high level of awareness and appreciation of the park. While the majority of visitors come seeking the park's recreational opportunities, interest in learning about the park's natural and cultural resources is also high.

Local and regional schools, private as well as public, utilize Carpinteria State Beach, both as a recreational venue and as a research site for classes involved in natural and cultural history studies. Grade levels range from pre-K through university.

The park is also utilized by private and public organizations such as the Santa Barbara Museum of Natural History and El Camino Naturalists for field trips and as an outdoor classroom.

Events such as the annual Coastal Cleanup Day have consistently drawn

people from the local community. Special community events such as the annual multi-day Avocado Festival draw thousands of visitors to the community of Carpinteria. Attendance at the park increases during such events.

Cooperating Association

Carpinteria State Beach enjoys a long-running partnership with the Friends of Channel Coast State Parks, a 501(c)(3) cooperating association organized in 1984

The Friends of Channel Coast State Parks has been providing major support for the interpretive program at Carpinteria State Beach since 1984.
(Image courtesy of Friends of Channel Coast State Parks)

to support interpretation and educational activities in the District's coastal units, including Carpinteria State Beach. This support includes funding the maintenance of the living tidepool display in the visitor center, paying for guest speakers for campfire programs, providing supplies for Junior Ranger programs, and purchasing audio-visual equipment for use by the park's Rangers and other interpreters. In addition, the Friends provides publications and other educational and interpretation items for sale in the park's small visitor center. The District Interpretive Specialist is designated as the State Park Cooperating Association Liaison and attends the monthly board meetings. Communication between the Friends and the District is frequent and regular. Because the Friends has had limited success obtaining funding from a variety of grant sources, which augments its other income sources, the organization would benefit from additional training and support to increase its grant capacity.

Other important Partners

Carpinteria State Beach enjoys on-going support from the California State Parks Foundation, which regularly contributes to the park's interpretation efforts. For example, in 2009, the Foundation provided funds for the park's seasonal interpreter and for the annual Earth Day event.

The Carpinteria Morning Rotary Foundation continues to be a strong partner with the Channel Coast District at Carpinteria State Beach in connection with the Tomol Interpretive Play Area project.

Other partners include Channel Islands National Park and Channel Islands National Marine Sanctuary, both of which have expressed support for partnering with the park by linking with their volunteer interpreter groups.

Potential partners include the Carpinteria Educational Foundation, the Chumash Foundation, and the Carpinteria Rotary Club (the community's second Rotary organization), which has expressed interest in supporting interpretation at the park.

9 Goals, Objectives & Strategies

In Chapter 5, ten broad interpretive program improvement Goals were identified, along with general Guidelines for directing the improvement effort. In this chapter, specific Objectives and Strategies for accomplishing the Goals are presented.

Together these four elements—Guidelines, Goals, Objectives and Strategies—provide the road map that is intended to guide the overall effort to improve interpretation at Carpinteria State Beach over the next decade and beyond.

Goal I: **Interpretation will provide for the public understanding, appreciation, and enjoyment of the qualities that define the unique SPIRIT OF PLACE found at Carpinteria State Beach.**

Objective I-A. Integrate the park's interpretive themes and stories into its **interpretive facilities** in a way that enhances the park's unique spirit of place.

Strategies:

1. Dev elop and install **custom interpretive panels** to interpret the park's unique themes and stories. (Facilities)
    a. Determine which existing panels should be retained (final location to be determined).
    b. Select locations for panels that optimize their effectiveness.
    c. Panel content may be augmented by other interpretive media, e.g., brochures, etc.
2. Determine the best style of interpretive **panel mountings** to ensure consistency with park's spirit of place.
    a. Replace traditional roofed shelters with low-profile stands as appropriate.
    b. Relocate as needed
3. Develop a self-guiding, **park-wide interpretive trail** that ties together the park's Sensitive Resource Interpretation Areas (see Objective III-A) and other significant resource areas adjacent to or near the park, e.g., Tarpits Park, Seal Rookery, and Salt Marsh Park.

4. U se **designs, materials, and techniques** inspired by the park's interpretive themes and incorporate them into the park's facilities.

5. Create a **signature logo/slogan/message** that expresses the park's uniqueness and promote its use on signs, brochures, and other interpretive and promotional materials.

6. U se **"Channel Islands" motifs** for parks' four campgrounds to create a strong individual identity for each campground.
    a. Interpret Chumash names as well as Spanish names of islands
    b. Includes island names and unique natural resource elements.
    b. Determi ne appropriate use of Chumash symbols.
    c. Use motifs on bulletin boards, restrooms, and other locations

Objective I-B. Provide **interpretive programs and media** that express the park's unique spirit of place.

Strategies:

1. Offer **activities** at the campfire center that recapture the excitement of programs held at this traditional gathering location. (Interpretive Programs and Events)
    a. "Coffee with the Park Staff"
    b. Personal, non-electrified programs

2. I ncorporate **traditional techniques** such as storytelling and enjoyable activities into all interpretive programs to encourage visitors to form warm, friendly feelings toward park and staff.

3. Expand use of **interpretive objects** into programming to interpret the park's significant stories.
    a. Follow Scope of Collections Statement and Department policies and guidelines related to use of museum collections.

Goal II: Interpretation will illuminate the significant RESOURCES of Carpinteria State Beach so that visitors understand why the park is a valuable natural, cultural, and recreational landscape.

Objective II-A. Improve interpretation at **significant resource sites** in the park.

Strategies:

1. Establ ish **Sensitive Resource Interpretation Areas** (SRIAs) at the bioswale, the coastal dunes, Carpinteria Creek, 'Tarpits,' the tidepools, and the 'Jellybowl Scenic Overlook.'

2. De velop **personal and non-personal interpretive services**, e.g., programs, panels, self-guided brochures, etc., related to the park's SRIAs.
    a. Tarpits: asphalt mining industry and other resource extraction, geology, and paleontology
    b. Coastal dunes: environmental restoration, coastal erosion
    c. Jellybowl Scenic Overlook: Chumash culture, Santa Barbara Channel, and Channel Islands
    d. Carpinteria Creek: endangered species, watersheds
    e. Tidepools: coastal ecology, pollution
    f. Bioswale adjacent to Tomol Interpretive Play Area: environmental sustainability

3. Consult with **Chumash descendants** for interpretation at sensitive cultural sites within the park.

4. I nterpret **resource topics** not currently being interpreted adequately.
    a. Park's paleontology, history, Channel Islands/Santa Barbara Channel, railroad, area agriculture (including lima beans and flowers).

Goal III: Interpretation will encourage visitors to make meaningful and personal CONNECTIONS with the resources of Carpinteria State Beach.

Objective III-A. Expand **opportunities for visitors to connect** with the park's resources and stories.

Strategies:

1. Create an **interpretive tool/activity** that ties together the stories revealed in the interpretive shelters/panels to be installed in 2009.
    a. Self-guiding printed material and/or digital information that can be downloaded onto personal electronic equipment.

2. De velop a **botanical guide** to Carpinteria State Beach (5 of 6 continents are represented by plants in park: North and South America, Eurasia, Australia, Africa).

3. De velop new **resource-focused** interpretive activities, workshops, and demonstrations.
    a. Children's activities at the Tomol Interpretive Play Area
    b. Junior Archaeologist program
    c. Kayak tours
    d. Sand Art activity (with interpretive themes)
    e. Chumash games (consult with local Chumash to identify and avoid potential cultural issues)
    f. Surf and fly fishing, photography, and art (drawing, painting) workshops
    g. Offer demonstrations and hands-on activities by Chumash descendents.

Goal IV: Interpretation will inspire people to practice STEWARDSHIP of the resources of Carpinteria State Beach.

Objective IV-A. Incorporate park stewardship and resource protection messages in all interpretive services.

Strategies:

1. Include stewardship and resource protection messages in programs, exhibits, web content, and park publications.

2. I nclude **stewardship and resource protection messages** in training for staff and volunteers involved with presenting interpretive services.

Goal V: Interpretive services provided at Carpinteria State Beach will be accessible to all visitors.

Objective V-A. Evaluate all existing interpretive services and facilities to identify and correct accessibility deficiencies.

Strategies:

1. Use most current California State Parks **Accessibility Guidelines** to evaluate interpretive services, including facilities, programs, and media.

2. Prepare **summary of findings** and develop plan to correct accessibility deficiencies.
3. Use existing or develop new procedures to **review and approve** proposed interpretive services to ensure universal access.

4. Develop a list of **sign-language interpreters** who will be able to assist deaf visitors at activities when requested in advance of their visit to the park.

5. Promote **beach wheelchair** availability for interpretive programs where appropriate.

6. I nstall an **assistive listening station** at campfire center.
    a. Explore opportunity for providing portable assistive listening devices.

7. Create an **audio tour** of the park that provides flexibility for learning levels, multilingual capabilities, descriptive text for the visually impaired, and volume control.

8. De velop **large-format materials** for interpretive panels and publications.

Goal VI: Park FACILITIES, both existing and future, will support the delivery of interpretive services at Carpinteria State Beach.

Objective VI-A. Make immediate improvements to space utilization and general appearance of the visitor center complex.

Strategies:

1. I nstitute a **"moratorium"** on further visitor center "additions" pending evaluation of needs and options.
    a. Identify a clear process of review and approval for any changes in the visitor center.
        i. Include the District Interpretive Specialist in this process.
    b. Stop adding more items to this interpretive facility until an Interpretive Project Plan has been developed and approved.

2. Reduce clutter and reorganize space in the **sales/work areas**.
    a. Reconfigure sales area and associated work station to provide adequate space for sales items (display and storage), person staffing information station, and visitor flow, while providing overall aesthetically pleasing environment.
    b. Move sales items out of the work space to create a clear visual distinction between the two areas.
    c. Move work/office material out of the public/sales area (e.g., filing cabinets, 'Chumash' notebook and other reference materials).
    d. Place merchandise that supports interpretation/education at eye-level.
    e. Remove clothing merchandise suspended from hangers; fold neatly on top of cabinetry holding similar sales items.
    f. Add a light color (e.g., textured fabric resembling basketry) to the center, recessed portions of the upper cabinets to reduce the drabness of the dark brown.
    g. Replace the Junior Ranger board with something that appears more permanent, pleasing, and engaging to promote this important children's program.
    h. Invite other Districts and/or Service Center to participate in work party to do "Extreme Makeover."

3. I mprove **"first impressions" at visitor center** entrance area.
    a. Lower the 'Open/Closed' sign. Do not center it in the window.
    b. Remove the generic-style 'No smoking' sign and the brochure/pamphlet rack from the door.
    c. Create a graphically-pleasing sign that includes the 'No smoking, eating or drinking' message.
    d. Replace door leading into the visitor center with one that has more glazing (e.g., a French door).
    e. Remove the slat board and merchandise from the window.
    f. Remove the large, faded information map from window.
    g. Add a colorful banner or flag/s to present a more welcoming appearance.
    h. Improve plantings near the front door that will draw visitors toward the visitor center.

4. I mprove **"first impressions" at park office** and vicinity.
    a. Remove the large wooden table next to the park office door.
    b. Mov e miscellaneous items/filing cabinets out of hallway.
    c. Replace trash cans in the park office/visitor center complex (e.g., campfire center) with new receptacles that blend in better with these public spaces.
    d. Add appropriate native plants that will survive with minimal care in the shady areas near the park office doors.

5. I mprove **existing exhibits**.
    a. Remove items that detract from effective interpretation, e.g., papier-mâché ranger and cave, and bobcat).
        Retain concept of 3-dimensional rock surface, but construct with materials that do not attract rodents.
    b. Replace original artwork of Chumash life with new digital reproductions
        i. Use text that complies with accessibility standards for font size, contrast between text and background, reading height, etc.
    c. Remove interpretive aids (e.g., information in plastic sleeves, "The Way it Was" poster board) from permanent display; place appropriate information in a reference notebook or flipbook-type of medium.
    d. Move dry erase board with daily updates to former location of "The Way

it Was" to prevent tidepool mural from being blocked.

e. Incorporate ambient sounds of ocean environment, other natural sounds, and restful music to enhance visitor experience.
f. Construct a platform at least 4-inches above the floor for display of the grinding stones.
g. During remaining time that cave exhibit is utilized, add an interpretive sign to the painted cave exhibit and remove the small green note from this exhibit.
h. Move the television and cart to another location to prevent it from blocking exhibit panels.
i. Repair damage to background mural behind tidepool display.

Objective VI-B. Complete repairs to existing visitor center building.

Strategies:

1. **Repair roof** on park office/visitor center building.
   a. Assess the extent of damage (e.g., termite, rot) to roof and roof supports and correct as needed.
   b. Explore the possibility of slightly expanding the visitor center footprint during roofing repairs to allow additional exhibit space.

2. Replace existing **floor covering** with rubber composite flooring of recycled material or similar non-slip, low-maintenance surface.

3. Replace existing **lighting** with low-voltage, energy-efficient lighting.
   a. Assess location of museum collections (live animals and artifacts) to determine appropriate lighting needs.

Objective VI-C. Locate new interpretive facilities throughout the park to enhance the visitor experience while strengthening resource protection.

Strategies:

1. I dentify **unique characteristics** of each proposed site.

2. Establi sh which **interpretive program objectives** each proposed location optimally supports.

3. Determine **appropriate interpretive facility** based on above strategies.
    a. Take into account maintenance requirements of each location, etc..

Objective VI-D. Improve way-finding signage throughout the park so that it contributes to the park's unique sense of place.

Strategies:

1. Develop concepts for **interpretive "icons"** that can be used throughout the park (develop a graphic language).
    a. Icons should include natural and cultural references, e.g., Chumash tomol, harbor seal, etc.

2. Add to/replace park-wide **directional signage** incorporating new icons.
    a. I nclude visitor center, campgrounds, primary entrance points, etc.
    b. Add a feature (sculpture, banner or sign) to highlight path and direct visitors from kiosk to visitor center.
    c. Replace existing park map mounted on entrance station.
    d. Develop orientation panels to be installed at primary entrance points.

Objective VI-E. Enhance the visitor experience and heighten the park's spirit of place by incorporating interpretive elements into park facilities.

Strategies:

1. Add interpretive content, e.g., text & graphics, to **bulletin boards**.

2. I ncorporate interpretive content, primarily graphics, on the exterior of the **Life guard Headquarters** building to create an "interpretive wall" that blends in with the campground and ocean view aesthetic but does not detract from the safety aspect that the building represents.

3. Add interpretive content to the park's **comfort stations and picnic ramadas**.
    a. Install graphic elements on one or more of the main exterior walls.

        i. Utilize graphic panels and/or tactile panels embedded with elements such as seashells to walls.
    b. Mount cut designs of core-ten steel or similar low-maintenance material that reflect interpretive messages on the iron security gates of the

campground comfort stations to reduce the foreboding appearance of the gates.

4. Design and produce interpretive panels and other materials related to the **Tomol Interpretive Play Area, the bioswale, and the Palm-Linden trail.**

5. De velop **portable interpretive panels** for Lifeguards and other interpreters.

Objective VI-F. Incorporate sustainable design practices in all interpretive facility development.

Strategies:

1. U se **sustainable design, energy-conservation, and green construction techniques** when developing new or improving existing interpretive facilities.

2. U tilize **recycled, durable, and locally produced materials** where feasible.

Objective VI-G. Ensure that the park's interpretive facilities are maintained according to Department standards.

Strategies:

1. Inspect all interpretive facilities annually and report results to park's Maintenance Chief, District Interpretive Coordinator and District Maintenance Chief.
    a. Utilize appropriate inspection tools, e.g., Museum Collection Facility Index (MCFI), District Interpretive Facility Inspection Form, etc.

2. Proactively engage with Management Team to identify specific funding needed to maintain interpretive facilities for this Core Program.

3. Ensure that all interpretive facilities, existing and future, are entered in the Park Infrastructure Database (PID) and Computerized Asset Management Program (CAMP).

Goal VII: Interpretive PROGRAMMING AND MEDIA at Carpinteria State Beach will be visible, readily available, entertaining, and educational.

Objective VII-A. Offer a variety of entertaining, innovative interpretive services to capture the attention of and involve visitors.

Strategies:

1. Increase the use of **storytelling** as an interpretive method.
    a. Research folktales from the park's interpretive periods and incorporate storytelling into the park's interpretive programs.
    b. Cultivate a relationship with local storytellers and utilize them in interpretive programs and training.
    c. Develop interpretive training that incorporates storytelling methods and content in interpretive programs.

2. Increase the number, variety, and authenticity of **craft demonstrations** offered by the park.
    a. Cultivate relationships with local craft demonstrators, e.g., Chumash descendents, and incorporate them into the volunteer base or schedule as guest presenters.

3. Develop and distribute monthly and semi-yearly **programming schedules** for the park, listing all interpretive activities, special events, etc.
    a. Distribute to park visitors and other interested stakeholders.

4. Regularly feature interpretive programs, activities, and special events in the **open areas of the park** such as Linden Field, Tarpits, and the beach.

5. Promote interpretive programming using engaging tools such as the Department's interpretive activity templates.

6. Develop eye-catching tools such as **flags and banners** to be used during programs, activities, and special events.

7. Offer **interpretive activities and demonstrations** during company picnics, family reunions, etc.

Objective VII-B. Develop new interpretive special events for the park.

Strategies:

1. Develop new or join existing **special interpretive events** such as:
   a. World Oceans Day
   b. "International Year of Astronomy" Night
   c. Native Plant Day
   d. Chumash tomol-building Event

Objective VII-C. Produce interpretive materials to stimulate interest in the park, its resources, and its interpretive and educational programs.

Strategies:

1. Develop and produce **period-style promotional materials** that help raise the visitors' awareness of the park's interpretive programs and activities.
   a. Produce period-style "newspapers" from late 1800s (asphalt mining period) and/or 1920s-1930s-1940s (recreational period) that list weekly or monthly schedules.

2. Explore **new technologies** using personal portable electronics, e.g., cell phones, to connect visitors with the park's interpretive services.

Objective VII-D. Develop user-friendly printed materials.

Strategies:

1. Re vise **tidepool teachers' guide** to reflect Southern California environments (standards-based).

2. Dev elop standards-based **coastal dune teachers' guide.**

3. Dev elop standards-based **teachers' guide to geology** of Carpinteria State Beach

4. Re vise **tidepool pamphlet** created by the Crystal Cove Conservancy to meet specific needs at Carpinteria State Beach.

5. Develop interpretive publication that treats the park in a holistic manner, linked to SRIAs and to park-wide interpretive trail.

Objective VII-E. Expand the availability of interactive, electronic multi-media programs.

Strategies:

1. Replace the television monitor in the Visitor Center with a **computer station** to support web-based interpretation, e.g., DVDs, links to NPS website, etc.

2. Develop **web-based interpretation**, e.g., activity pages, pod casts, web-cams, etc.

3. Develop a professionally produced **video** about Carpinteria State Beach as a unique coastal community rich in natural, cultural and recreational resources.
   a. Explore partnership opportunities with the Digital Art Center in the School of Media Arts at Santa Barbara City College and with Carpinteria Rotary Club and Chamber of Commerce.

4. Work with PORTS staff to link Carpinteria schools to **existing PORTS venues**, e.g., Crystal Cove SP and follow up with visits to Carpinteria State Beach.

5. Develop **new PORTS venue** at Carpinteria State Beach.

6. Develop **self-guiding audio tours** using cell phones/MP3 about things at the park that visitors are likely to see, e.g., the seals, the tidepools, the islands, the oil rigs, etc., and publicize the fact that they can dial in to hear them at the kiosk, the VC, and on the restroom bulletin boards.

7. Explore feasibility of linking to Channel Islands NP's **live SCUBA broadcast** from Anacapa Island.

Objective VII-F. Develop District-wide materials to link interpretive themes/messages common to District's parks.

Strategies:

1. Identify interpretive topics and themes **common to all District units,** e.g., natural resources found in the District's State Beaches.

2. Create a **CD/MP3** about Carpinteria State Beach and other District units.

Goal VIII: Interpretation will reach DIVERSE AUDIENCES, including those that have been traditionally underserved, both at Carpinteria State Beach and beyond the park.

Objective VIII-A. Develop new interpretive services to reach underserved audiences.

Strategies:

1. Develop programs to reach **teen-to-under-30** visitors.
    a. "How to take better pictures with your cell phone" activity with a Ranger.

2. Develop programs to reach **Latinos**.
    a. Include bi-lingual materials.

3. Develop programs for **seniors**.
    a. Include Elderhostelers, off-season campers, etc.

4. Link interpretive programs to **FamCamp®.**
    a. Create a progressive, stair-step program to introduce young people and families to nature.
    b. Work with providers at multiple levels, e.g., City (Girls, Inc., Boys and Girls Club, Carpinteria Unified School District's After-School Program), regional (Santa Barbara Museum of Natural History/Sea Center, Santa Barbara Zoo, etc.) and national (Channel Islands National Park, Channel Islands National Marine Sanctuary, Los Padres National Forest, etc.).
    c. Include content about outdoor skills (hiking, camping, etc.) and environmental education via interpretation.

Objective VIII-B. Collaborate with educators and related stakeholders to develop educational programs related to Carpinteria State Beach.

Strategies:

1. Re-establ ish **Dune Restoration Project** with Carpinteria Middle School.

2. Become involved with **existing educational programs** being conducted by public schools, private schools, home-school groups, etc. in Carpinteria area.
    a. Watershed interpretation (Carpinteria Creek Coalition)
    b. Special Education Classes (Carpinteria High School)

c. After-School Programs (Carpinteria Elementary Schools)
d. "Citizen Scientists," "Project BudBurst" (Channel Islands National Park)

3. Pro vide **teacher-training workshops** to equip educators to successfully participate in park-provided educational programs.

4. Design an educational plan to meet California's K-12 educational content standards that fit well with the park's significant interpretive resources.

5. Establ ish **working groups** made up of park staff and educators to ensure success of program development efforts.

6. Ensure that all interpretive services related to pubic schools are **standards-based**.
   a. Consult with Education Departments at UCSB, SBCC for assistance.

7. Provide the park as an **off-campus venue** for classes to use.
   a. Graphic Arts/Digital Design classes, etc.

8. Explore opportunities to link to **interactive web-based programs** conducted by Ventura and Santa Barbara County Offices of Education

9. Expand educational services to **inner-city youth**.
   a. Utilize CalTrans/Amtrak "Kids 'n' Trains" field trip program.
   b. Offer programs that offer **enrichment**, e.g., after-school programs.

Objective VIII-C. Increase outreach to the community of Carpinteria.

Strategies:

1. **Utilize local media** to publicize interpretive activities.

2. Produce interpretive **news releases/column** for local media.

Objective VIII-D. Utilize park's website as an outreach tool.

Strategies:

1. Add **interpretive materials** to park website that can be downloaded (teacher guides, pamphlets, etc.).

2. Promote interpretive **programs and events** on park website.

3. Include **multi-media programs** (webcams, downloadable tours, etc.) on park's website.

Objective VIII-E. Link to California Welcome Center (CWC) in Oxnard.

Strategies:

1. Provide **electronic media content** about Carpinteria State Beach to the CWC for posting on its website.

2. Provide **printed materials** for distribution at CWC, including multi-lingual materials.

Objective VIII-F. Build positive public recognition for the park, its interpretive activities, and its plans for future development of its interpretive services.

Strategies:

1. Add **interpretive activities and demonstrations** to existing park events, e.g., California Coastal Clean-Up and Earth Day.

2. Include **interpretive elements** in activities at Carpinteria State Beach and Rincon Point and at community events, e.g., Avocado Festival, Ventura County Fair and other expos, shows, parades, and festivals.

GOAL IX: The CAPACITY of Carpinteria State Beach to provide high-quality interpretive services will be continually strengthened.

Objective IX-A. Improve the park's collections management program by ensuring that the goals identified in the Scope of Collections Statement (SOCS) are achieved. (See Appendix C for the entire SOCS)

Strategies:

1. Complete the **cataloguing and documentation** of all of the park's museum collections.
    a. Coordinate with a Museum Curator to open the display case associated with the Chumash exhibit panel in the visitor center to confirm that the artifact numbers are on the objects and that these match TMS records.
    b. Work with District Archaeologist to complete cataloguing and documentation using the Department's TMS database.
    c. Coordinate with Service Center archaeologists, historians, and curators as needed to assist in identifying and cataloguing collections.
    d. Invite Chumash elders to provide input regarding appropriateness in displaying, handling, and storing cultural material; include review of objects and exhibit panels to obtain input on accuracy of current text and graphics content.
    e. Invite non-State Parks resource specialists to assist in identifying collections, e.g., staff from Santa Barbara Museum of Natural History, Ty Warner Sea Center, University of California Santa Barbara, and marine-life and salt-water aquaria experts.
    f. Determine if any of the "trade items" are modern replicas intended for hands-on use and if appropriate do not catalog as museum objects but maintain as interpretive objects.
    g. Determine the appropriateness of the live animal specimens in context of anticipated visitor center improvements as described in the park's Interpretation Master Plan.

2. Regularly update and properly maintain museum **documentation**.
    a. Complete inventories of museum collections and update DPR 473s for the facility on an annual basis.

b. Keep documentation in a locked, fireproof cabinet that can be retrieved by those responsible for the collections.
c. Store backup copies of documentation off-site.
d. Identify special needs of collections (e.g., the live animal collection) and incorporate into a distributed park operation plan for emergencies and disasters.

3. Provide regular collections management **training** to staff and selected volunteers to ensure that the Department's collection management policies and procedures are followed. (Interpretive Readiness)
   a. Train staff and volunteers in the appropriate methods of reporting, documenting, and storing on-site finds, i.e., cultural resources.
   b. Support attendance at training programs for key staff responsible for the park's collections.

4. Develop and implement a management plan for the use of **live animals**.
   a. Coordinate details of management plan for the use of live animals in tidepool exhibit with Interpretation and Education Division to ensure that plan is consistent with new policy.

5. E valuate **current and proposed uses** for all museum objects.
   a. Determine appropriateness of current (groundstones exhibited in Visitor Center) and potential (items in storage) objects for hands-on use.
   b. If proposed object use is determined to be appropriate, complete DPR 934, Authorization for Extended Hands-On Use.
   c. Pending recommendations in the Interpretation Master Plan and clarification of object identification, evaluate the possible use of museum collections for new exhibits proposed in the Visitor Center. In particular, appropriateness of use of the bowl mortar (with evidence of asphaltum) and the projectile point (possibly a canoe drill) should be considered. Items in storage from the park's historic trash site should also be evaluated for possible inclusion in new exhibits.

6. Improve and/or add **exhibit enclosures and mounts** in VC to meet conservation and security needs.
   a. Replace existing monofilament with a better support method (e.g., one charmstone has slipped and is resting on the other one).
   b. Replace screws on small display cases with better security hardware.
   c. Create a better method for displaying the groundstones to prevent them from being handled and from resting directly on the floor.
   d. If any of the groundstones are determined to be appropriate for hands-on use, re-evaluate protection needs, including possible methods of anchoring/securing objects to reduce theft.

7. I mprove existing **security** of VC to comply with Department standards.
    a. Provide controlled and documented access to the Visitor Center exhibit area.
    b. Develop a security plan, including regular facility inspections by staff or volunteers and monthly fire extinguisher inspections.
    c. Evaluate the existing security system and add or replace to address additional needs (e.g., smoke detection, fire alarm, monitored system).
    d. Install a fire suppression system that meets the needs of the museum collections.

8. Coordinate with curatorial staff to assess additional **environmental conditions**.
    a. Measure light levels and relative humidity.
    b. Inspect Visitor Center/park office facility for signs of mold or mildew.
    c. Evaluate facility and museum objects for protection from vibration and earth movement, etc.).
    d. Identify additional improvements needed for collections on exhibit and in storage to bring collection management into compliance with Department policies.

9. I mprove **environmental conditions** in VC for collections to comply with Department standards.
    a. Add UV shielding/blocking material on windows to control light and heat.
    b. Add UV sleeves and end caps to fluorescent lamps in the exhibit area.
    c. Add weather stripping and seals to doors and windows.
    d. Purchase a vacuum cleaner with HEPA filters for use in cleaning objects and the facility.
    e. Replace roof, damaged beams, and structural members as needed.
    f. Upgrade or replace heating/ventilation system with a heating, ventilation and air conditioning (HVAC) system.
    g. Explore the possibility of adding screen doors until an HVAC system can be installed to mitigate pest and dust intrusion when doors are kept open to provide cross-ventilation into the building.
    h. Regularly clean or replace filters on the heating/ventilation system.
    i. Post and enforce a no smoking, eating, or drinking notice in the exhibit area.
    j. Adhere to all steps of the park's Integrated Pest Management plan (document pest presence, clean infested areas, etc.).
    k. Trim vegetation around facility so that there is at least a two foot setback from building exterior.
    l. Where feasible, move museum objects so they are stored or exhibited at least 10 feet away from heating/air vents and/or redirect air flow.

10. **I**mprove **storage** of museum objects to comply with Department standards.
    a. Correctly install restraints such as nylon webbing or cords across the front

of open shelving.
b. Move large or heavy objects to lower shelves (do not store on top shelves).
c. Remove objects from lower shelves and/or remove lower shelves so that there is at least a 4" clearance above the floor.
d. Do not store any objects on the floor.
e. Place protective padding materials to inhibit movement of or contact between fragile objects.
f. Replace storage containers with museum/archival quality containers, e.g., acid-free, no out-gassing.

11. **Transfer** any museum object from storage that has no immediate use.
a. Upon completion of museum cataloguing and documentation, evaluate the use of all objects in storage.
b. Any items determined not to have an immediate use for hands-on, exhibit, or study purposes should be transferred to an appropriate storage facility.

Objective IX-B: Establish a proactive recruitment program to ensure that seasonal and volunteer interpreters are well-matched to program and visitor needs.

Strategies:

1. Review and update **duty statements** of staff and volunteers engaged in interpretation program as needed to ensure accurate description of expectations.

2. **Network** with other agencies and organizations to share volunteer opportunities.

3. Develop and use effective **recruiting materials** that communicate interpretive opportunities.
   a. Work with Office of Community Development to develop strategies for reaching into communities through job-fairs, posting opportunities on-line, etc.

Objective IX-C. Provide regular training and evaluation for all staff and volunteers involved with delivering interpretive and educational programs.

Strategies:

1. De velop **seminars and other training** to provide subject-matter learning opportunities related to park's themes and stories.

a. Open some trainings to the public for recruiting purposes.
b. Conduct joint training with similar groups, e.g., Channel Islands National Park.

2. Develop park **training manuals** to inform staff, docents, and concessionaires about the park's history, sites, significant stories, landscapes, historic crafts and trades, interpretive methods, park media, accessibility, and park values.

3. Ensure that all interpretive presenters receive feedback as required by the Department's **RAPPORT standard** for evaluating interpretive performance.

Objective IX-D. Maintain an up-to-date, well-organized reference library accessible to staff, docents, and concessionaires.

Strategies:

1. **Inventory** existing reference materials.

2. Determine **needed references** and prepare a prioritized list of acquisitions.

3. Assign **responsibility for maintaining the library** to one person who will be responsible for setting up and administering the library, including a check-out system.

Objective IX-E. Maintain level of District support for the interpretation program at Carpinteria State Beach.

Strategies:

1. Re-fill the **State Park Interpreter I** position.

2. Increase **temporary-help funding** for seasonal interpreters.

3. Ensure that delivery of interpretive services continues to be a priority for **Rangers and permanent** Lifeguards by providing training, preparation time, and oversight.

4. Ensure Sector continues to provide support from discretionary funds for equipment and materials needed to deliver high-quality personal interpretive services.

Objective IX-F. Expand the park's volunteer interpreter (docent) program.

Strategies:

1. Determine appropriate **position to coordinate expansion** of docent program using one of following strategies.
    a. Expand responsibility of current "Volunteer Coordinator" assignment (Ranger I).
    b. Give responsibility to Interpreter I position when it is re-filled.
    c. Create a volunteer "Docent Coordinator" position.

2. Work with **other agencies** to identify opportunities to integrate our various docent programs.
    a. Consult with Channel Islands National Park and Channel Islands National Marine Sanctuary about Naturalist Corps/Island Naturalist programs to identify opportunities for integrating Carpinteria State Beach docent program with these other agencies' programs.
    b. Consult with Seal Rookery Watch, Salt Marsh Volunteers, Carpinteria Valley Museum of History, etc.

3. Increase interpretation provided by **Camp Hosts**.
    a. Refill "Interpretation Camp Host" position
    b. Explore feasibility of revising Host duty statement to require participation in interpretation program (at least some Host positions)

4. Create Interpretive **Volunteer Advisory Committee** with other agencies and groups who utilize volunteer interpreters (CINP, CINMS, Salt Marsh Park, Seal Rookery, Santa Barbara Museum of Natural History, Santa Barbara Botanical Garden, etc.)
    a. Meet quarterly to identify needs, coordinate recruiting, training, etc.

Objective IX-G. Increase the park's ability to serve non-English-speaking audiences.

Strategies:

1. Recruit **bilingual interpreters** to serve the area's Spanish-speaking audience.

2. Locate and utilize reliable **translation service** when developing interpretive media.

Objective IX-H. Increase use of interpretive concessions.

Strategies:

1. Integrate interpretive element into existing **trailer concession** to interpret historic recreational practices.
    a. Include period trailers, furnishings, etc.
    b. Refer to historic-cottages program at Crystal Cove State Park for possible examples.

2. Evaluate value of establishing **new interpretive concessions** at Carpinteria State Beach.
    a. Identify needs and opportunities based on current services offered by community as well as visitor desires.
    b. Link to interpretive services currently being provided by Blue Dolphin Interpreters and other private and public organizations
    c. Concessions will not compete with existing community services.
    d. Possible concessions include period food concession and traditional Chumash interpretive activities/demonstrations/exhibits, e.g., construction of Chumash houses, plank canoes, etc.

Goal X: The interpretive program at Carpinteria State Beach will employ LONG-TERM PLANNING to guide interpretation and education at the park and in the region.

Objective X-A. Implement a comprehensive planning strategy using appropriate planning tools.

Strategies:

1. I mplement the **Interpretation Action Plan** (IAP) found in Chapter 11.

2. Continue to use the **Unit Implementation Plan** process to assist with implementation of the IAP.

3. Develop Interpretation Project Plan/s and Interpretation Program Plans (where appropriate) for the park's **Sensitive Resource Interpretation Areas** (SRIAs).
    a. Jellybowl Scenic Overlook SRIA
    b. Tarpits SRIA
    c. Coastal Dune SRIA
    d. Carpinteria Creek SRIA
    e. Tidepools SRIA

f. Bioswale SRIA (Tomol Interpretive Play Area)

4. Develop an Interpretation Project Plan for a **Park-wide Trail** that links the park's SRIAs.
   a. Ensure trail complies with current accessibility standards.
   b. Incorporate design concepts described in Objective I-A, Strategy 3.

5. Conduct a **space-utilization study of the existing Visitor Center building** to define current conditions and future needs/opportunities.
   a. Address future need for staff and volunteer work space, storage, interpretive design.
      i. Options may include relocating existing offices to alternative location, increasing size of existing building, etc.

6. Utilizing the study in Strategy 5, develop an Interpretation Project Plan to direct **rehabilitation of Visitor Center Complex**, including Visitor Center, campfire center, and Kids' Cove.
   a. Utilize findings of space-utilization study from Strategy #3 above.
   b. Visitor Center improvements should include or address these and related options:
      i. Relocate some of the interpretive stories, e.g., Chumash, from the present interior exhibit space to other areas of the visitor center complex.
      ii. Employ a multi-sensory approach, utilizing audio of natural sounds and appropriate music as well as visual media.
      iii. Replace existing tidepool exhibit to give visitors a better sense of the significance of the area's marine life, to integrate the tidepool story with the park's other stories, and to improve the overall appearance of this exhibit by adding tactile elements, etc.
      iv. Replace existing interior exhibits or utilize elements of them in new exhibits.
      a) Digitize existing exhibit artwork for possible re-use.
      iv. Move the building's west wall out during roof repairs to extend the gable end of the roof and create additional exhibit space.
      v. Incorporate sky lights and other means to provide natural light and ventilation into the exhibit area.
      vi. Develop new interpretive exhibits around the exterior of the visitor center.

vii. Add 2-3 visitor parking spaces adjacent to visitor center/park office.

c. Kids' Cove and campfire center improvements should include the following:
   i. Reduce extent of chain-link fencing around perimeter of campfire center where feasible.
   ii. Replace existing interpretive shelter at Kids' Cove.
   iii. Replace temporary storage units at Kids' Cove with built-in storage along west wall of visitor center building.

Objective X-B. Establish or strengthen partnerships with allied agencies/groups.

Strategies:

1. P articipate with **Channel Islands National Park and Channel Islands National Marine Sanctuary** in their existing interpretive programs , such as Ocean Stewardship, Jason Project, and Channel Islands Live website.
   a. Carpinteria State Beach could provide content and/or serve as new venue

2. Become active in Santa Barbara chapter of **"Children in Nature" Consortium**.

3. Meet with existing partners such as **Santa Barbara Museum of Natural History and Carpinteria Valley Museum of History** to identify additional opportunities for collaboration.

4. Begin dialogue with groups such as **Salt Marsh Park Volunteers, Carpinteria Creek Committee, Girls, Inc., Boys and Girls Club, and Brooks Institute** to identify partnership opportunities.

Objective X-C. Expand existing support from Friends of Channel Coast State Parks (FCCSP).

Strategies:

1. Create annual and multi-year budgets specifically for the park to **assist FCCSP** in providing consistent revenue support.
   a. Identify target financial goals and potential revenue streams, e.g., annual interpretive events.
   b. Identify specific needs to support park interpretive program, e.g., staff,

materials, and equipment.

2. Provide training for FCCSP Directors to **increase capacity** of this non-profit organization to obtain and administer grants.

3. E valuate appropriateness of **visitor center merchandise** and adjust as needed to meet interpretation goals.
    a. Prepare an inventory listing item description, quantity on hand, and sale price
    b. Obtain a report on inventory movement (i.e., which items sell more often, which tend to stay on the shelves)
    c. Review (or prepare if not yet completed) documentation explaining how various items enhance park interpretation

4. Explore opportunities for FCCSP to provide **interpretive services** now possible because of recent legislation.

Objective X-D. Continue to work with existing partners to complete projects currently underway.

Strategies:

1. Complete the **Tomol Interpretive Play Area** in cooperation with City of Carpinteria and Carpinteria Morning Rotary Club.
    a. Continue to provide project oversight to ensure that project is completed in compliance with Department standards and requirements
    b. Ensure that interpretive elements, e.g., interpretive panels, design motifs, etc., are part of completed project.

2. Complete the **Palm-to-Linden Trail** in cooperation with City of Carpinteria.
    a. Cooperate with City to obtain funding.
    b. Provide project oversight to ensure that project is completed in compliance with Department standards and requirements.
    c. Ensure that interpretive elements, e.g., interpretive panels, design motifs, etc., are part of completed project.

3. Complete **Bioswale Project** in cooperation with City of Carpinteria.
    a. Cooperate with City to obtain funding.
    b. Provide project oversight to ensure that project is completed in compliance with Department standards and requirements.

c. Ensure that interpretive elements, e.g., interpretive panels, design motifs, etc., are part of completed project.

Objective X-E. Develop new sources for additional funds and other resources to enhance interpretive services at Carpinteria State Beach.

Strategies:

1. Continue to partner with established funding sources such as the California State Parks Foundation, Carpinteria Morning Rotary Foundation, and Veneco.
2. Identify new funding sources.
   a. Develop list of interpretive needs (e.g., new video, exhibits, teacher training materials, capital improvements, etc.)
   b. Review potential funding sources that match interpretive needs, e.g., Carpinteria Educational Foundation; Carpinteria Rotary Foundation; Chumash Foundation; local community members; UCSB; and SBCC.

Objective X-F. Follow up with target audiences identified in this plan to determine their needs and interests as they relate to Carpinteria State Beach.

Strategy:

1. Conduct **surveys, focus groups,** etc., of specific target groups.
   a. Latinos, seniors, teens, inner-city youth, 20-somethings, Chumash descendents.

Objective X-G: Conduct regular surveys of visitors and educators to measure effectiveness of interpretive improvements and identify changes in needs and interests.

Strategies:

1. Maintain **Visitor Comment Log** in Visitor Center. (Research, Reports, and Guidelines)
2. Expand use of Department's **Teacher Survey** tool at Carpinteria State Beach.
3. Continue to conduct **park surveys** begun in February 2009.
   a. Portable survey data collectors are available for short-term use from the Planning Division in Sacramento.

i. Work with Planning Division to upload park's survey tool into data collectors.

Objective X-H: Update the Park Infrastructure Database and Computerized Asset Management Program to reflect goals and recommendations identified in this IMP.

Strategies:

1. Evaluate **existing PID projects** for Carpinteria State Beach and revise or remove as appropriate.
2. Develop and add **new PID projects** as appropriate.
3. Update **CAMP** as needed.

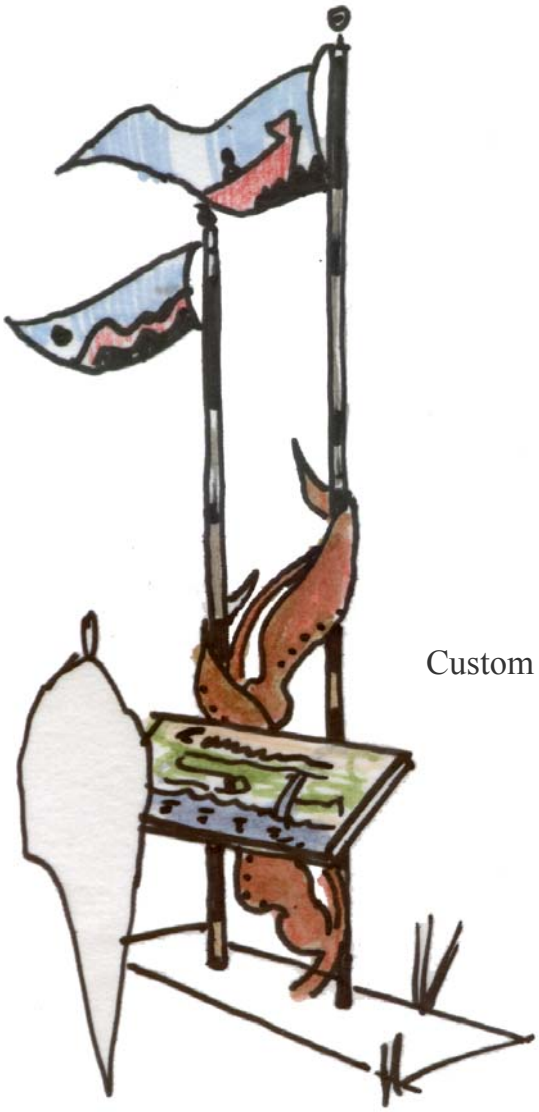
Objective X-I: Ensure on-going oversight and implementation of interpretation plans.

Strategies:

1. Create **Unit Interpretive Improvement Committee** of District Interpretive Improvement Team to monitor progress with interpretive services delivery as identified in IMP, Action Plan, Annual Implementation Plans.
    a. Team to consist of Supervising Ranger, Park Maintenance Supervisor, Ranger Interpretive Coordinator, District Interpretive Specialist, etc.
    b. Meet quarterly to consider program needs (staffing, volunteers, recruiting, training, evaluating, etc.)
    c. Invite community stakeholders to serve as ad hoc members when appropriate for specific terms and purposes.
2. Create **short-term teams** to oversee implementation of Interpretation Project and Program Plans.

Objectives I-A, IV-A, and VI-E call for the integration of Carpinteria State Beach's unique themes, resources and stories throughout the park to enhance the visitor experience.

Thematic elements added to restroom security doors:



Custom interpretive exh

Concepts by Sandra Farrell, ©California State Parks

10 Recommendations

- Spirit of Place
- Resources
- Connections
- Stewardship
- Universal Accessibility
- Facilities
- Programming and Media
- Diverse Audiences
- Capacity
- Long-Term Planning

he Objectives from Chapter 9 are grouped into the major program categories listed above in order to identify specific Recommendations for improvement. The numerals at the end of each Recommendation refer to the Goals and Objectives listed in the previous chapter.

Spirit of Place

- Integrate the park's interpretive themes into its facilities and interpretive media to encourage visitors to make meaningful and personal connections with the park and its resources. I-A.

- Provide interpretive programs that express the park's unique spirit of place. I-B.

Resources

- Improve interpretation at significant resource sites in the park. II-A.

Connections

- Expand opportunities for visitors to connect with the park's resources and stories. III-A.

Stewardship

- Incorporate park stewardship and resource protection messages in all interpretive services. IV-A.

Universal Accessibility

- Evaluate all existing interpretive services and facilities to identify and correct accessibility deficiencies. V-A.

Integrating the park's interpretive themes into its facilities and media encourages visitors to connect with the park and its resources. (Image by Roger Bly, courtesy of T.B. Penick & Sons, Inc.)

Facilities

- Make immediate improvements to space utilization and general appearance of the visitor center complex. VI-A.
- Complete repairs to existing visitor center building. VI-B.
- Locate new interpretive facilities throughout the park to enhance the visitor experience while strengthening resource protection. VI-C.
- Improve way-finding signage throughout the park so that it contributes to the park's unique sense of place. VI-D.
- Enhance the visitor experience and heighten the park's spirit of place by incorporating interpretive elements into all park facilities. VI-E.
- Incorporate sustainable design practices in all interpretive facility development. VI-F.
- Ensure that the park's interpretive facilities are maintained according to Department standards. VI-G.

Programming and Media

- Offer a variety of entertaining, innovative interpretive services to capture the attention of and involve visitors. VII-A.
- Develop new interpretive special events for the park. VII-B.
- Produce interpretive materials to stimulate interest in the park, its resources, and its interpretive and educational programs. VII-C.
- Develop user-friendly printed materials. VII-D.
- Expand the availability of interactive, electronic multi-media programs. VII-E.

Develop District-wide materials to link interpretive themes and messages common to District's parks. VII-F.

Diverse Audiences

- Develop new interpretive services to reach underserved audiences. VIII-A.

This amphitheater at the Muth Interpretive Center in Orange County shows the use of natural materials and low impact construction.

- Collaborate with educators and related stakeholders to develop educational programs related to Carpinteria State Beach. VIII-B.

- Increase outreach to the community of Carpinteria. VIII-C.

- Utilize park's website as an outreach tool. VIII-D.

- Link to California Welcome Center in Oxnard. VIII-E.

- Build positive public recognition for the park, its interpretive activities, and its plans for future development of its interpretive services. VIII-F.

A collaborative program between Carpinteria State Beach and Carpinteria Middle School that has students replacing non-native plants with native plants sows multiple benefits for all involved.

Capacity

- Improve the park's collections management program by ensuring that the goals identified in the Scope of Collections Statement are met. IX-A.

- Establish a proactive recruitment program to ensure that seasonal and volunteer interpreters are well-matched to program and visitor needs. IX-B.

- Provide regular training and evaluation for all staff and volunteers involved with delivering interpretive and educational programs. IX-C.

- Maintain an up-to-date, well-organized reference library accessible to staff, docents, and concessionaires. IX-D.

- Maintain level of District support for the interpretation program at Carpinteria State Beach. IX-E.

- Expand the park's volunteer interpreter (docent) program. IX-F.

- Increase the park's ability to serve non-English-speaking audiences. IX-G.

- Increase use of interpretive concessions. IX-H.

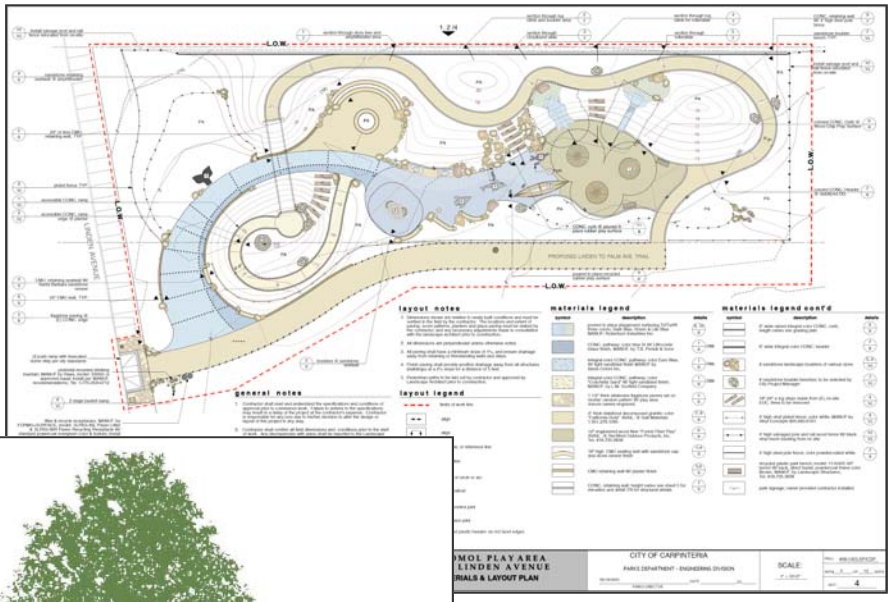
Long-Term Planning

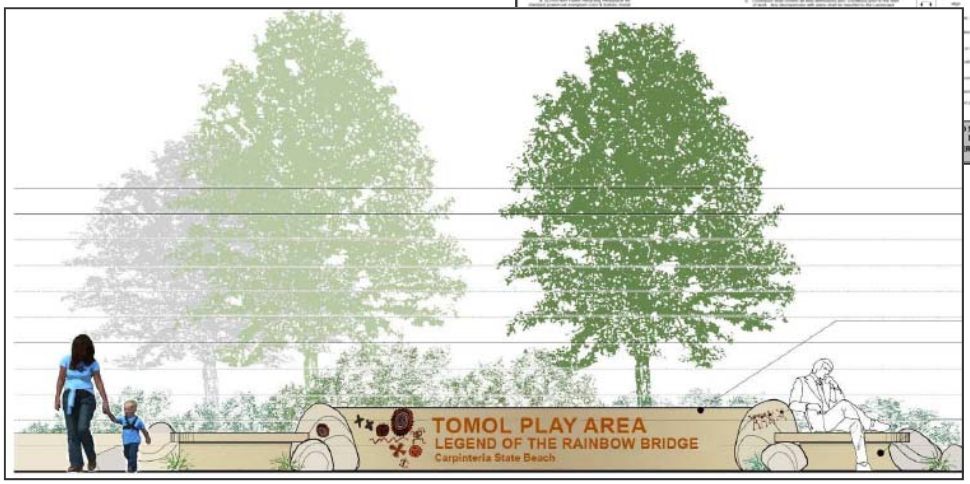
- Implement a comprehensive planning strategy using appropriate planning tools. X-A.

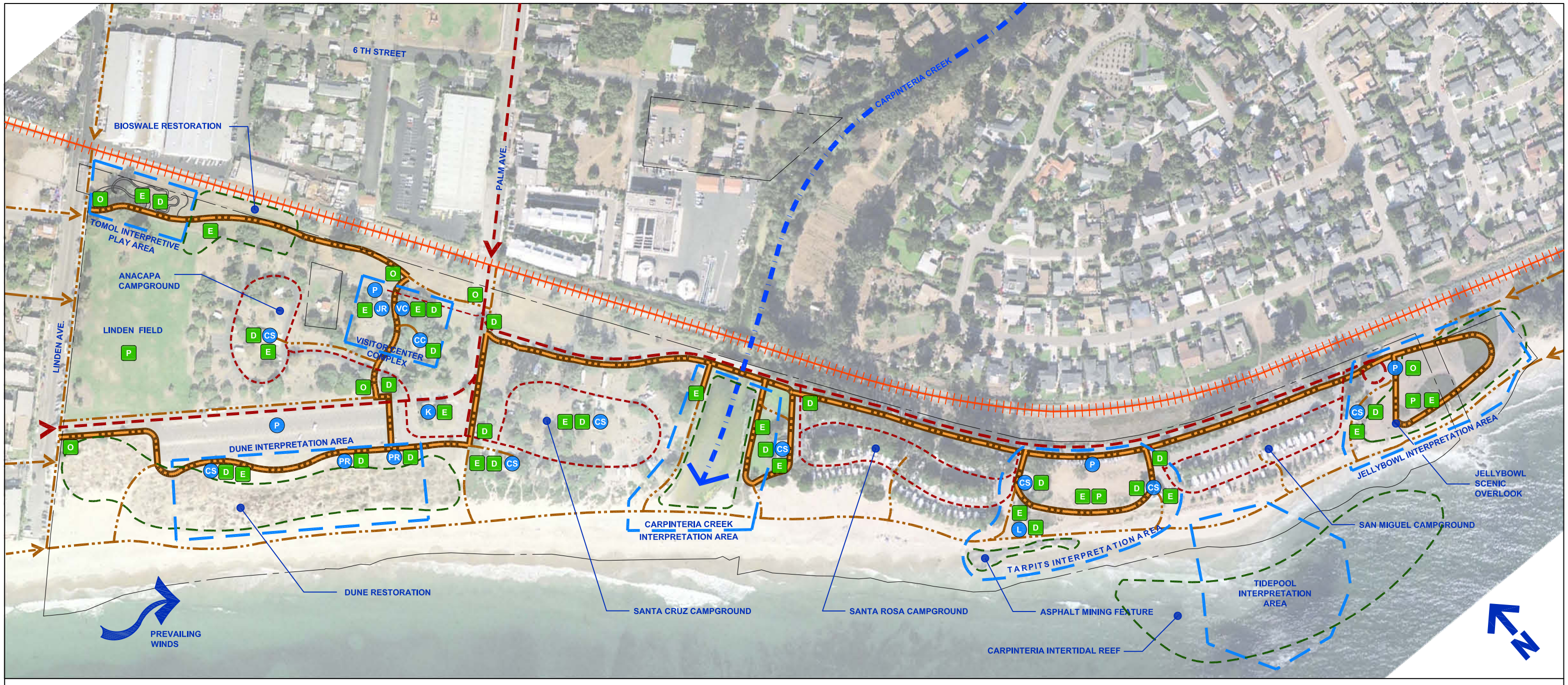
- Establish or strengthen partnerships with allied agencies and groups. X-B.

- Expand support from the Friends of Channel Coast State Parks. X-C.
- Continue to work with existing partners to complete projects currently underway. X-D.
- Develop new sources for additional funds and other resources to enhance interpretive services at Carpinteria State Beach. X-E.
- Follow up with audiences identified in the Interpretation Master Plan (IMP) to determine their needs and interests as they relate to Carpinteria State Beach. X-F.
- Conduct regular surveys of visitors and educators to measure effectiveness of interpretive improvements and identify changes in needs and interests. X-G.
- Update the Park Infrastructure Database and Computerized Asset Management Program to reflect goals and recommendations identified in this IMP. X-H.
- Ensure on-going oversight and implementation of interpretation plans. X-I.

Construction of the **Tomol Interpretive Play Area**, an innovative collaboration between Carpinteria State Beach, the City of Carpinteria, and the Carpinteria Morning Rotary Club, provides a model for future efforts to improve interpretation at Carpinteria State Beach.







LEGEND:

SYMBOLS:

- VC — VISITOR CENTER
- CC — CAMPFIRE CENTER
- P — PARKING
- CS — COMFORT STATION
- PR — PICNIC RAMADA
- K — KIOSK
- L — LIFEGUARD TOWER
- JR — JUNIOR RANGER ACTIVITY AREA

- RAILROAD
- PRIMARY VEHICULAR CIRCULATION - STREETS & PARK ROADS
- SECONDARY VEHICULAR CIRCULATION - CAMPGROUND ROADS
- PEDESTRIAN CIRCULATION - DESIGNATED WALKS OR PATHS
- PARK WIDE INTERPRETIVE TRAIL
- CARPINTERIA CREEK
- PARK BOUNDARY
- INTERPRETATION AREA
- RESOURCE FEATURE

INTERPRETIVE ELEMENTS:

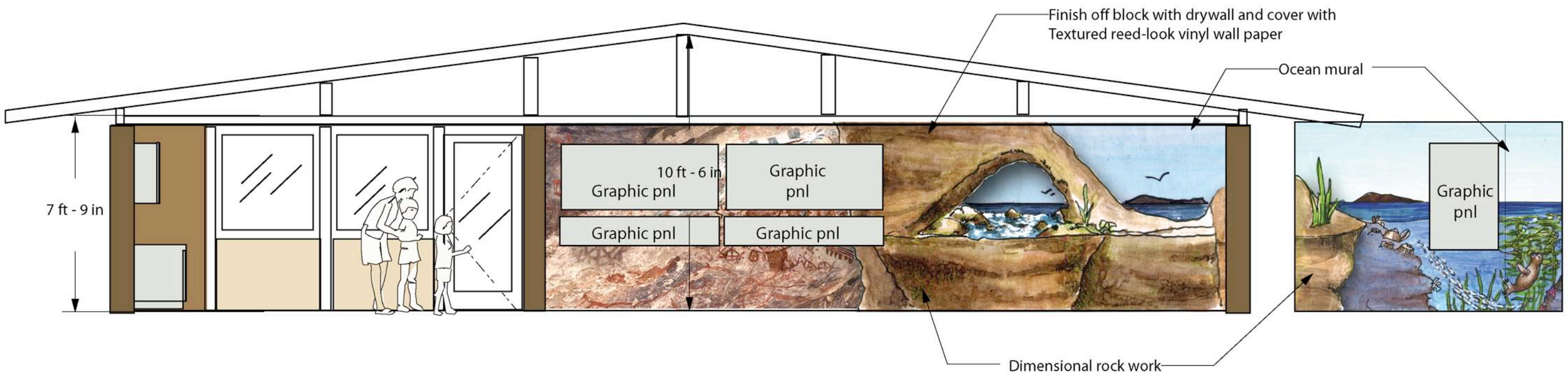
- D — INTERPRETIVE DESIGN FEATURES: (DESIGN MOTIFS, MURALS, ETC.)
- P — INFORMAL PROGRAM AREA
- O — INTERPRETIVE ORIENTATION (MAPS, BANNERS, ETC.)
- E — INTERPRETIVE EXHIBITS (PANELS, DISPLAYS, ETC.)

CALIFORNIA STATE PARKS

CARPINTERIA STATE BEACH

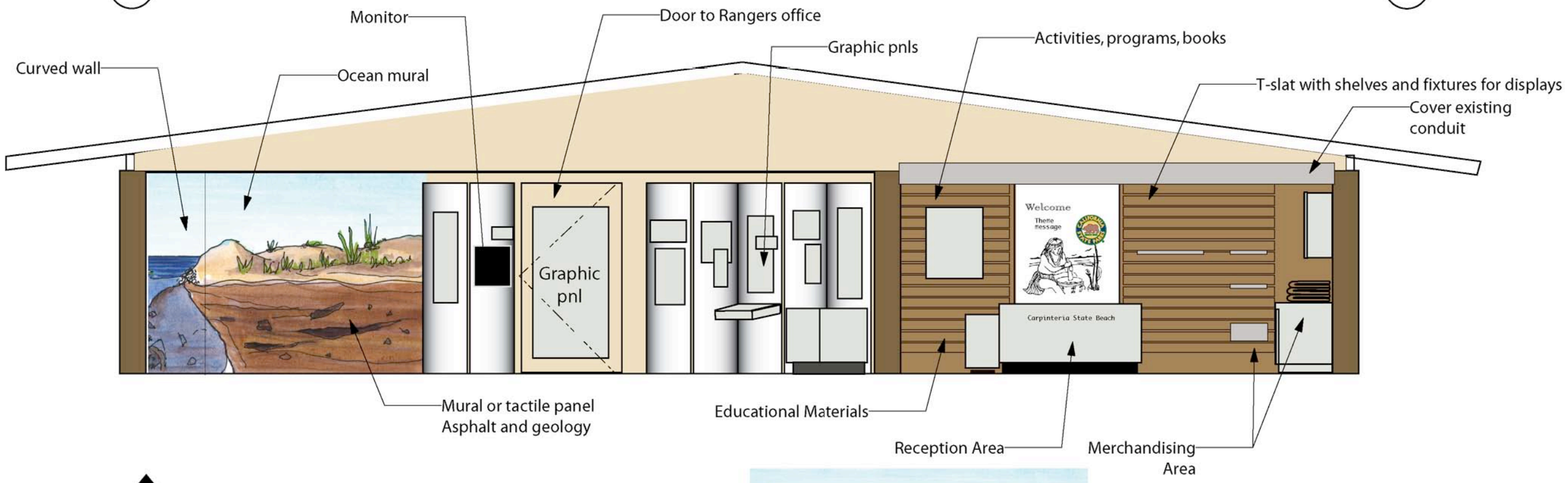
INTERPRETATION MASTER PLAN

RECOMMENDATIONS



1 INTERIOR ELEVATION

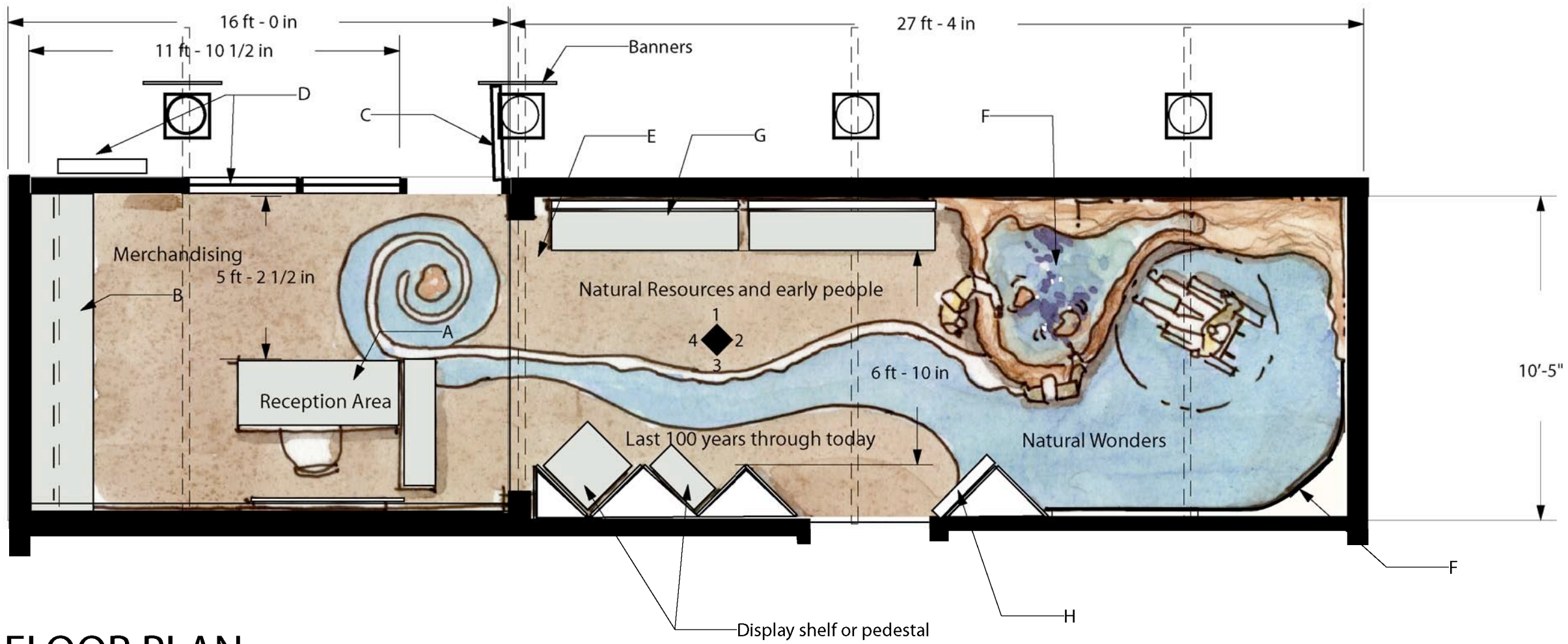
2 INTERIOR ELEVATION



3 INTERIOR ELEVATION

Visitor Center Plan and Elevations

Scale: NTS



FLOOR PLAN

RECOMMENDATIONS

A. Change reception to face visitors entering the VC. Place welcome message and Parks logo behind reception counter. Incorporate donation box into or on top of counter. One either side of the welcome message add T-slat .

B. On all of the wall cabinets and 2/3rd of the base cabinets, replace solid doors with framed glass doors. Add strip light in interior of cabinets and under wall cabinets to light counter. Place folded merchandise in these areas

C. Replace the entry door with a framed glass door to provide additional natural light and clear visibility into Visitor Center

D. Add bulletin board to exterior area and add window to wall area

E. Replace flooring with Eco-floor cushioned recycled floor or similar product. Use two or three colors to create graphic (land / water connections)

F. Add new tide pool and mural behind tide pool that wraps around through the Natural Wonders area

G. New wall panels and reading rails using existing

H. Add LCD monitor and DVD player (other locations possible) Possible touch screen with web feed located in tide pool area to link to NPS and other programs.

Note: Building dimensions need to be confirmed

Visitor Center Plan and Elevations

Scale: NTS

11 Interpretation Action Plan

The Interpretation Master Plan in the preceding chapters is a comprehensive evaluation of the interpretive program at Carpinteria State Beach as well as a proposed program for directing improvement of interpretive services into the next decade. But while the Guidelines, Goals, Objectives and Strategies the plan identifies represent a conceptual framework for improving interpretation at this park, they do not provide a plan for accomplishing the work. That is the purpose of the Interpretation Action Plan.

The **Interpretation Action Plan** (IAP):

- Organizes the necessary improvement tasks into an easy-to-understand structure that includes a preliminary prioritization strategy
- Provides information related to funding associated with each task
- Identifies who will have the responsibility for or will be involved with accomplishing specific tasks
- Projects a timeframe for accomplishing each task.
- Will be updated on a regular basis in order to align it with changing conditions and contingencies.

The individual tasks shown in the IAP on the following pages are abbreviated versions of specific Strategies that were developed to accomplish the Objectives listed in Chapter 9. Each Strategy is found in its entirety in the same chapter, along with the Objectives and the Goals they are designed to help achieve.

Priorities

Each task has been given a priority number from 1 to 3. Note: these numbers are provided only as a tentative order for project development. After identifying the Goals, Objectives and Strategies, the Strategies that would contribute significantly to an overall improved visitor experience and could be accomplished within existing resources and with the least delay were assigned a "1." Those Strategies requiring more support, staff, research, and funding were categorized a "2" or "3."

It is not expected that all the priority "1's" be accomplished within one year. Many of these tasks will require considerable time to research and plan. In addition, staff or necessary funding for development will not be immediately available in all cases.

Priority "1's" may take one to four years or longer. Priority "2's" may need two to six years, and Priority "3's" may require four to six years to accomplish. In addition, priorities may overlap.

Funding

The IAP uses one dollar sign ($) to indicate when a task requires funding as a one-time expense (including staff time), two ($$) if it will need ongoing support, and an asterisk (*) if it includes multiple projects.

While the funding symbols are placed only in the "Management" column since many decisions for seeking or allocating funds or finding support for projects are the role of management, others listed in the IAP will likely also provide support, e.g., the cooperating association.

INTERPRETATION ACTION PLAN

Priority: 1 = Accomplish in next 1-4 years
2 = Accomplish in next 2-6 years
3 = Accomplish in next 4-10 years

Funding:
$ = One-time Expense
$$ = Ongoing Funding
* = Multiple projects

Reference Number (I.A.1):
I = Goal number
A = Objective
1 = Strategy

	Priority	Responsibility												
		Management	Rangers & Lifeguards	State Park Interpreters	Maintenance	Docents	Campground Hosts	Cooperating Association	District	Service Center	Interpretation & Education Div.	Advisory Group	Community Organizations	Other
SPIRIT OF PLACE														
Develop and install custom interpretive panels (I.A.1)	**2**	$$*	▪	▪	▪	▪	▪	▪	▪	▪	▪		▪	
Determine best style of panel mountings (1.A.2)	**2**	$	▪	▪	▪				▪	▪				
Develop park-wide interpretive trail (I.A.3)	**2**	$$	▪	▪		▪	▪	▪	▪	▪			▪	
Use designs, materials, & techniques inspired by park themes (I.A.4)	**1**	$$*	▪	▪		▪			▪	▪				
Create signature logo/ slogan/message to express park's unique spirit of place (I.A.5)	**1**	$	▪	▪					▪					
Use Channel Islands motifs for park's campgrounds (I.A.6)	**2**	$*	▪	▪	▪				▪	▪				
Offer activities at campfire center that recapture excitement (I.B.1)	**1**	$$	▪	▪		▪								
Incorporate traditional techniques, e.g., storytelling into programs (I.B.2)	**2**	$$	▪	▪		▪	▪							
Expand use of interpretive objects in programs (I.B.3)	**1**	$$	▪	▪		▪	▪	▪	▪	▪				
RESOURCES														
Establish **S**ensitive **R**esource **I**nterpretation **A**reas (II.A.1)	**1**	$*	▪	▪	▪	▪	▪	▪	▪	▪			▪	
Develop interpretive services related to **SRIA**s (II.A.2)	**2**	$$*	▪	▪	▪	▪	▪	▪	▪	▪			▪	

INTERPRETATION ACTION PLAN

Priority:
1 = Accomplish in next 1-4 years
2 = Accomplish in next 2-6 years
3 = Accomplish in next 4-10 years

Funding:
$ = One-time Expense
$$ = Ongoing Funding
* = Multiple projects

Reference Number (I.A.1):
I = Goal number
A = Objective
1 = Strategy

	Priority	Responsibility												
		Management	Rangers & Lifeguards	State Park Interpreters	Maintenance	Docents	Campground Hosts	Cooperating Association	District	Service Center	Interpretation & Education Div.	Advisory Group	Community Organizations	Other
RESOURCES														
Consult with Chumash descendents for interpretation at sensitive cultural sites (II.A.3)	1	$$*	▪	▪		▪			▪					
Interpret resource topics not currently being interpreted adequately (II.A.4)	2	$$*	▪	▪		▪	▪	▪	▪				▪	
CONNECTIONS														
Create interpretive tool/ activity to tie together interpretive panels (III.A.1)	2	$	▪	▪		▪	▪	▪	▪					
Develop botanical guide to Carpinteria State Beach (III.A.2)	2	$$	▪	▪				▪	▪					
Develop resource-focused interpretive programs (III.A.3)	2	$$*	▪	▪		▪	▪	▪	▪					
STEWARDSHIP														
Include stewardship and resource protection messages in programs and media (IV.A.1)	1	$$*	▪	▪		▪	▪		▪	▪			▪	
Include stewardship and resource protection topics in training (IV.A.2)	1	$$*	▪	▪		▪	▪		▪	▪			▪	

Priority:
1 = Accomplish in next 1-4 years
2 = Accomplish in next 2-6 years
3 = Accomplish in next 4-10 years

Funding:
$ = One-time Expense
$$ = Ongoing Funding
* = Multiple projects

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UNIVERSAL ACCESSIBILITY														
Use most current Accessibility Guidelines to evaluate interpretive services (V.A.1)	**1**	$	■	■					■					
Prepare summary of findings and develop accessibility plan (V.A.2)	**2**	$	■	■					■					■ ADA
Review and approve new interpretive services to ensure accessibility (V.A.3)	**2**	$	■	■					■					■ ADA
Develop list of sign-language interpreters (V.A.4)	**1**	$	■	■					■					
Promote beach wheelchair (V.A.5)	**1**	$	■	■		■	■							
Install assistive listening device at campfire center (V.A.6)	**1**	$	■		■				■					
Create audio tour of park (V.A.7)	**3**	$	■	■		■	■	■	■		■			
Develop large-format versions of interpretive publications (V.A.8)	**1**	$$	■	■					■					■ DARC
FACILITIES														
Institute "moratorium" on further additions to visitor center (VI.A.1)	**1**		■	■					■					
Reduce clutter and reorganize sales/work area in visitor center (VI.A.2)	**1**	$	■	■			■							

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FACILITIES														
Improve "first impressions" at visitor center entrance area (VI.A.3)	1	$	▪	▪	▪				▪					
Improve "first impressions" at park office and vicinity (VI.A.4)	1	$	▪	▪			▪							
Improve existing exhibits in Visitor Center (VI.A.5)	1	$	▪	▪				▪	▪	▪				
Repair roof on visitor center/ park office building (VI.B.1)	1	$			▪				▪	▪				
Replace flooring in visitor center (VI.B.2)	1	$			▪			▪	▪	▪				
Replace lighting in visitor center with energy-efficient (VI.B.3)	1	$			▪			▪	▪	▪				
Identify unique characteristics of sites proposed for interpretive facilities (VI.C.1)	1	$*	▪	▪	▪	▪	▪		▪	▪			▪	
Establish interpretive program objectives each location meets (VI.C.2)	1	$*	▪	▪		▪	▪		▪	▪				
Develop appropriate interpretive facility for each location (VI.C.3)	2	$$*	▪	▪	▪				▪	▪				
Develop interpretive "icons" (VI.D.1)	1	$*	▪	▪		▪	▪		▪	▪				
Add to/replace directional signage incorporating new icons (VI.D.2)	2	$$*	▪	▪	▪	▪	▪		▪	▪				

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FACILITIES														
Add interpretive content to bulletin boards (VI.E.1)	1	$$	▪	▪			▪	▪						
Add interpretive content to Lifeguard Headquarters (VI.E.2)	2	$$	▪	▪	▪			▪	▪					
Add interpretive content to comfort stations, etc. (VI.E.3)	2	$$*	▪	▪	▪		▪	▪	▪				▪	
Design and install interpretive panels at Tomol Interpretive Play Area, bioswale, and Palm-to-Linden Trail (VI.E.4)	2	$$	▪	▪		▪	▪	▪	▪	▪	▪			
Develop portable interpretive panels for Lifeguards, et al (VI.E.5)	1	$$	▪	▪				▪	▪					
Use sustainable design, energy conservation, and green construction techniques (VI.F.1)	2	$$*			▪				▪	▪				
Use recycled, durable, and locally produced materials when possible (VI.F.2)	2	$$*			▪				▪	▪				
Inspect all interpretive facilities annually and report condition (VI.G.1)	1	$	▪	▪	▪				▪					
Proactively engage Management Team to determine funding to maintain facilities (VI.G.2)	1	$$	▪	▪	▪				▪					
Enter all interpretive facilities in PID and CAMP (VI.G.3)	1	$$	▪	▪	▪				▪					

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PROGRAMMING & MEDIA														
Increase use of storytelling as an interpretive method (VII.A.1)	1	$$	■	■		■	■	■	■					
Increase interpretive craft demonstrations (VII.A.2)	1	$$*	■	■		■	■	■	■					
Distribute monthly, yearly schedules (VII.A.3)	1	$$	■	■		■	■	■						
Conduct programs in open areas of park (VII.A.4)	2	$$	■	■		■	■	■					■	
Use engaging promotional tools, e.g., CSP activity templates (VII.A.5)	1	$$	■	■							■			
Develop eye-catching tools for use at programs (VII.A.6)	1	$$*	■	■		■	■	■	■					
Offer interpretive activities at company picnics, reunions, etc. (VII.A.7)	2	$$*	■	■		■	■	■						
Develop or join interpretive special events (VII.B.1)	1	$$*	■	■		■	■	■						
Develop, produce period-style promotional materials (VII.C.1)	1	$$*	■	■		■	■	■	■					
Explore new technologies to connect visitors with interpretive services (VII.C.2)	1	$$*	■	■		■		■	■		■		■	
Revise Tidepool Teachers' Guide (VII.D.1)	1	$	■	■		■	■		■				■	■ DARC
Develop standards-based Coastal Dunes Teachers' Guide (VII.D.2)	2	$	■	■		■	■		■				■	■ DARC

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PROGRAMMING & MEDIA														
Develop standards-based Teacher's Guide to park geology (VII.D.3)	2	$	■	■		■	■		■				■	■ DARC
Adapt Crystal Cove tidepool pamphlet (VII.D.4)	1	$	■	■		■	■		■				■	■ DARC
Develop interpretive publication to link park-wide trail and SRIAs (VII.D.5)	2	$	■	■		■	■		■	■			■	■ DARC
Replace TV monitor in visitor center with computer station to support web-based interpretation (VII.E.1)	1	$	■	■				■	■		■		■	
Develop web-based interpretation (VII.E.2)	2	$*	■	■		■	■		■		■		■	■
Develop professional video about Carpinteria State Beach (VII.E.3)	1	$	■	■		■	■	■	■				■	
Link park to existing PORTS venues (VII.E.4)	1	$$	■	■		■	■		■		■			
Develop new PORTS venue at Carpinteria State Beach (VII.E.5)	3	$$	■	■		■	■		■		■			
Develop self-guiding audio tours for cell phones, MP3, etc. (VII.E.6)	2	$$*	■	■		■	■	■	■				■	
Explore feasibility of linking to Channel Is. National Park's SCUBA broadcast (VII.E.7)	1	$$	■	■					■				■	
Identify themes common to all District parks (VII.F.1)	1	$	■	■					■					

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PROGRAMMING & MEDIA														
Create CD/MP3 about Carpinteria State Beach and other District parks (VII.F.2)	1	$	▪	▪		▪	▪	▪	▪					
DIVERSE AUDIENCES														
Develop programs for teens to under-30s (VIII.A.1)	1	$$*	▪	▪		▪	▪	▪	▪				▪	
Develop programs for Latinos (VIII.A.2)	1	$$	▪	▪		▪	▪	▪	▪	▪			▪	
Develop programs for Seniors (VIII.A.3)	1	$$	▪	▪		▪	▪	▪	▪	▪			▪	
Link interpretive programs to FamCamp® (VIII.A.4)	2	$$	▪	▪		▪	▪	▪	▪	▪			▪	
Reestablish Dune Restoration Program with Carpinteria Middle School (VIII.B.1	1	$$	▪	▪		▪	▪	▪	▪	▪			▪	
Join existing educational programs offered by other agencies and groups (VIII.B.2)	1	$$	▪	▪		▪	▪	▪	▪	▪			▪	
Provide teacher-training workshops (VIII.B.3)	1	$$	▪	▪		▪	▪	▪	▪	▪			▪	
Align interpretive programs with K-12 content standards (VIII.B.4)	1	$*	▪	▪		▪	▪		▪				▪	
Establish educator working groups to ensure success of educational programming (VIII.B.5)	1	$$*	▪	▪		▪	▪	▪	▪				▪	

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DIVERSE AUDIENCES														
Ensure that all interpretive services are standards-based (VIII.B.6)	1	$$*	▪	▪		▪	▪		▪				▪	
Offer park as off-campus venue for classes (VIII.B.7)	1	$$*	▪	▪					▪				▪	
Link to County Schools web-based networks (VIII.B.8)	1	$$*	▪	▪				▪	▪				▪	
Expand educational services to inner-city youth (VIII.B.9)	1	$$	▪	▪		▪	▪	▪	▪				▪	
Publicize interpretive activities in local media (VIII.C.1)	1	$$	▪	▪		▪	▪		▪				▪	
Produce interpretive news releases and columns (VIII.C.2	1	$$	▪	▪	▪	▪	▪		▪				▪	
Add interpretive materials to park's website (VIII.D.1)	1	$$	▪	▪		▪	▪		▪					▪
Promote interpretive programs and events on park's website (VIII.D.2)	1	$$	▪	▪		▪	▪		▪					▪
Include multimedia programs on park's website (VIII.D.3)	2	$$*	▪	▪		▪	▪		▪					▪
Provide electronic media content to California Welcome Center (VIII.E.1)	1	$	▪	▪					▪					▪
Provide printed materials to California Welcome Center (VIII.E.2)	1	$$	▪	▪					▪					▪
Add interpretive activities to existing park events (VIII.F.1)	1	$$*	▪	▪		▪	▪							

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DIVERSE AUDIENCES														
Include interpretive elements in community events (VIII.F.2)	1	$$*	▪	▪		▪	▪						▪	
CAPACITY														
Complete cataloging and documentation of park's museum collections (IX.A.1)	1	$	▪	▪					▪	▪				
Regularly update and maintain museum documentation (IX.A.2)	1	$$	▪	▪					▪	▪				
Provide collections management training (IX.A.3)	2	$$	▪	▪		▪	▪	▪	▪	▪				
Develop management plan for live animals (IX.A.4)	1	$$	▪	▪	▪	▪	▪		▪		▪		▪	
Evaluate current and proposed uses of all museum objects (IX.A.5)	1	$	▪	▪					▪	▪				▪
Improve/add exhibit mounts and enclosures to meet conservation and security needs (IX.A.6)	1	$	▪	▪	▪			▪	▪	▪				
Improve security of museum collections (IX.A.7)	1	$	▪	▪	▪			▪	▪	▪				▪
Assess environmental conditions of Visitor Center(IX.A.8)	1	$	▪	▪	▪				▪	▪				
Improve VC environmental conditions as needed (IX.A.9)	1	$$	▪	▪	▪			▪	▪	▪				▪
Improve storage of museum collections to comply with Department stndrds. (IX.A.10)	1	$	▪	▪	▪			▪	▪	▪				▪

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CAPACITY														
Transfer any museum objects not planned for use (IX.A.11)	1	$	▪	▪					▪	▪				▪
Review, update duty statements of staff, volunteers (IX.B.1)	1	$$	▪	▪					▪					
Network with other agencies, organizations re: volunteer opportunities, needs (IX.B.2)	1	$$	▪	▪		▪	▪		▪				▪	
Develop recruiting materials re: interpretive opportunities (IX.B.3)	1	$	▪	▪		▪	▪	▪	▪					▪ DARC
Conduct seminars, other training re: park's resources, etc. (IX.C.1)	1	$$*	▪	▪		▪	▪	▪	▪				▪	
Develop training manuals about park's resources (IX.C.2)	2	$*	▪	▪		▪	▪	▪	▪	▪			▪	▪ DARC
Ensure that all interpreters receive RAPPORT evaluations (IX.C.3)	1	$$	▪	▪		▪	▪		▪					
Inventory existing reference materials (IX.D.1)	1	$	▪	▪		▪	▪							
Determine needed references and create prioritized list for acquisition (IX.D.2)	1	$$	▪	▪		▪	▪	▪	▪					
Assign library to one person for maintaining (IX.D.3)	1	$$	▪	▪		▪	▪	▪						
Refill State Park Interpreter I position (IX.E.1)	1	$$	▪	▪					▪					

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CAPACITY														
Increase temporary-help funding for seasonal interpreters (IX.E.2)	1	$$	▪	▪				▪	▪				▪	
Ensure Rangers and Lifeguards continue to interpret (IX.E.3)	1	$$*	▪	▪					▪					
Ensure Sector directs discretionary funds to interpretation (IX.E.4)	1	$$*	▪	▪					▪					
Determine appropriate position to coordinate docent program (IX.F.1)	1	$	▪	▪		▪			▪				▪	
Work with other agencies to I.D. volunteer opportunities (IX.F.2)	1	$$	▪	▪		▪	▪		▪				▪	
Increase interpretation by Camp Hosts (IX.F.3)	1	$$	▪	▪			▪		▪					
Create Docent Advisory Committee (IX.F.4)	2	$$	▪	▪		▪	▪		▪				▪	
Recruit bilingual interpreters (IX.G.1)	1	$$*	▪	▪		▪			▪				▪	
Utilize reliable translation service (IX.G.2)	1	$$	▪	▪		▪	▪	▪	▪				▪	
Integrate interpretive element into trailer concession (IX.H.1)	2	$$	▪	▪				▪	▪					▪
Establish new interpretive concessions (IX.H.2)	2	$$*	▪	▪		▪			▪		▪		▪	▪

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LONG-TERM PLANNING														
Implement the Interpretive Action Plan (X.A.1)	1	$$*	■	■	■	■	■	■	■	■	■		■	■
Continue Unit Annual Implementation Plans (X.A.2)	1	$$*	■	■	■	■	■	■	■					
Develop Project Plans & Program Plans for Sensitive Resource Interpretation Areas (X.A.3)	2	$$*	■	■	■	■	■		■	■	■		■	■
Develop Project Plan for park-wide trail (X.A.4)	2	$	■	■	■	■	■		■	■			■	
Conduct space-utilization study of Visitor Center building (X.A.5)	1	$	■	■	■	■	■		■	■				
Develop Project Plan to rehabilitate Visitor Center complex (X.A.6)	1	$$	■	■	■	■	■		■	■				
Participate with Channel Is. National Park and Marine Sanctuary in their programs (X.B.1)	2	$$*	■	■		■	■	■	■				■	
Join Children in Nature consortium in Santa Barbara (X.B.2)	1	$$	■	■		■	■	■	■		■			
Meet with existing partners, e.g., Santa Barbara Museum of Natural History, to ID new opportunities (X.B.3)	1	$$*	■	■		■	■		■				■	
Meet with potential partners to ID opportunities (X.B.4)	2	$$*	■	■	■	■	■	■	■				■	

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LONG-TERM PLANNING														
Create annual and multi-year budgets to assist Friends of Channel Coast State Parks (FCCSP) (X.C.1)	1	$$	■	■	■	■	■	■	■					
Provide training for FCCSP Directors to increase capacity of organization (X.C.2)	1	$	■	■				■	■				■	
Evaluate visitor center merchandise (X.C.3)	1	$$	■	■		■	■	■	■					
Explore opportunities for FCCSP to provide interpretive services (X.C.4)	2	$	■	■		■	■	■	■		■			
Complete Tomol Interpretive Play Area project (X.D.1)	1	$							■	■			■	
Complete Palm-to-Linden Trail project (X.D.2)	2	$	■	■					■	■			■	
Complete bioswale project (X.D.3)	2	$	■	■					■	■			■	
Continue to partner with existing funding sources (X.E.1)	1	$$*	■	■	■	■	■	■	■				■	■
Identify new funding sources (X.E.2)	1	$*	■	■		■	■	■					■	■
Conduct surveys, focus groups of specific target groups ID'd in this plan (X.F.1)	1	$$	■	■					■	■			■	
Maintain visitor comment log in Visitor Center (X.G.1)	1	$$	■	■			■							

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LONG-TERM PLANNING														
Expand use of Teacher Survey tool (X.G.2)	1	$$	▪	▪		▪	▪		▪					
Continue park surveys (X.G.2)	1	$$	▪	▪		▪	▪		▪					▪
Evaluate existing PID projects for suitability (X.H.1)	1	$	▪	▪	▪				▪					
Develop new PID projects as needed (X.H.2)	1	$	▪	▪	▪				▪					
Update CAMP as needed related to interpretive program (X.H.3)	1	$$	▪	▪	▪				▪					▪
Create standing Unit Interpretive Improvement Committee (X.I.1)	2	$$	▪	▪	▪	▪	▪		▪				▪	
Create short-term teams to oversee implementation of Project and Program Plans (X.I.2)	2	$$	▪	▪	▪	▪	▪		▪				▪	

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APPENDIX A
Partial Species Lists—Flora and Fauna
(Not exhaustive)

FLORA

Native

- Monterey Pine (Pinus radiata)
- Monterey Cypress
- Silver beach weed

Introduced

- Eucalyptus (var. sp.)
- Hottentot fig (Carpobrotus edulis)
- Sea rocket (Cakile edentula)
- Turf grasses (var. sp.)

Historically Occurring

Coast redwood (Sequoia sempervirens)
Bishop pine (Pinus muricata)
Monterey pine (Pinus radiata)
Coast live oak (Quercus agrifolia)
Manzanita (Arctostaphylos sp.)
Western sycamore (Platanus racemosa)
Arroyo willow (Salix lasiolepis)
Black cottonwood (Populous trichocarpa)
Cattail (Typha latifoia)
Bulrush (Scirpus ssp.)
Mulefat (Baccharis viminea)
Ceonothus (Ceonothus megacarpus and C. spisus)
Chamise (Adenostoma fasciculatum)
Scrub oak (Quercus dumosa)
Toyon (Heteromeles arbutifolia)
California sagebrush (Artemisia californica)
Coyote brush (baccharis pilularis)
Poison oak (Toxicodendron diversilobium)
Sages (var. sp.)
Buckwheat (Erigonum fasciculatum)
Laurel sumac (Rhus larina)
Elderberry (Sambucus mexicana)
Prickly-pear (Opuntia occidentalis)

No rare or endangered plant species have been identified in or near Carpinteria State Beach by the Cal Native Plant Society.

FAUNA

Birds

Native

- Blackbirds (var. sp.)
- White-crowned sparrow (Zonotrichia leucophrys)
- American crow (Corvus brachyrhynchos)
- Mourning dove (Zenaida asiatica)
- Brown pelican (Pelecanus occidentalis)
- Least tern (Sterna antillarum)
- Other terns (var. sp.)
- Snowy plover (Charadrius alexandrinus)
- Whimbrel (Numenius phaeopus)
- Marbled godwit (Limosa fedoa)
- American avocet (Recurvirostra americana)
- Sanderling (Calidris alba)
- Willet (Catoptrophorus semipalmatus)
- Mallard (Anas platyrhynchos)
- Northern shoveler (Anas clypeata)
- American coot (Fulica Americana)
- Cormorants (var. sp.)
- Gulls (var. sp.)
- House finch (Carpodacus mexicanus)
- Hummingbirds (var. sp.)
- Snowy egret (Egretta thula)
- Great blue heron (Ardea herodius)
- Black-crowned night heron (Nycticorax nicticorax)
- Green heron (Butorides virescens)
- Great egret (Ardea alba)
- Grebes (var. sp.)
- Teals (var. sp.)
- Redhead (Aythya Americana)

American kestrel (Falco sparverius)
Killdeer (Charadrius vociferous)
Sandpipers (var. sp.)
Phalaropes (var. sp.)
Swifts (var. sp.)
Swallows (var. sp.)
Western scrub jay (Aphelocoma californica)
Belted kingfisher (Ceryle alcyon)
Northern flicker (Colaptes auratus)
Woodpeckers (var. sp.)
Flycatchers (var. sp.)
Black phoebe (Sayornis nigricans)
Common raven (Corvus corax)
Northern mockingbird (Mimus polyglottos)
American robin (Turdus migratorius)
Warblers (var. sp.)
California towhee (Pipilo crissalis)
Juncos (var. sp.)

Introduced

House sparrow (Passer domesticus)
European starling (Sturnus vulgaris)

Historically Occurring

California condor (Gymnogyps californianus)
Golden eagle (Aquila chrysaetos)

Mammals

Native

Mice (var. sp.)
Rats (var. sp.)
Valley pocket gopher (Thomomys bottae)
California ground squirrel (Citellus beecheyi)
Long-tailed weasel (Mustela frenata)
Harbor seal (Phoca vitulina)
Raccoon (Procyon lotor)
Shrews (var. sp.)
California mole (Scapanus latimanus)
Bats (var. sp.)
Rabbits (var. sp.)
Striped skunk (Mephitis mephitis)

Introduced

Opossum (Didelphis marsupialis)
Feral cat (Felis catus)

Historically Occurring

Horse (Equus occidentalis)
Bison (Bison sp.)
Jackrabbit (Lepus sp.)
Coyote (Canis sp.)
Wolf (Canis diris)
Deer (Odocoileus spp.)
Badger (Taxidea sp.).

Reptiles, Amphibians

Native

Western fence lizard (Sceloporus occidentalis)
Pacific tree frog (Hyla regilla)
Western toad (Bufo boreas)
California slender salamander (Batrachoseps attenuatus)
Northern alligator lizard (Gerrhonotus coeruleus)
Gopher snake (Pituophis catenifer)
Common garter snake (Thamnophis sirtalis)
Pacific pond turtle (Clemmys marmorata)

Introduced

Bull frog (Rana catesbeiana)

Fish

Native

Steelhead trout (endangered) (Salmo gairdnerii)
Tidewater goby (endangered) (Eucyclogobius newberryi)

Invertebrates

Monarch butterfly (Danaus plexippus)
Insects (var. sp.)
Arachnids (var. sp.)
Crustaceans (var. sp.)

APPENDIX B
Interpretive Activity Data — Comparison for Selected Years

Campfires (July)								
2009								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total Attendance	Average Length	Hrs of Education
9	PIS, Vol.	0	9	5	14	927	1	927
2008								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total Attendance	Average Length	Hrs of Education
5	SPR I, Vol.	2	0	4	6	334	1	334
2006								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total Attendance	Average Length	Hrs of Education
9	Vol, PIS,	0	1	8	9	800	1	800
1999								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total Attendance	Average Length	Hrs of Education
11	SPR I, PIS, VOL	7	4	3	14	920	1	920
1995								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total Attendance	Average Length	Hrs of Education
11	SPR II, PIS, SPR I, PA, LG, VOL	3	9	1	13	950	1	950

Junior Rangers (July)								
# of	Employee	Perm	Seas	Vol	Total	Total At-	Average	Hrs of
20	PIS, Vol.	0	15	17	32	388	0.75	291
2008								
# of	Employee	Perm	Seas	Vol	Total	Total At-	Average	Hrs of
34	SPR I, PA, Vol.	5	12	8	25	342	0.79	270
2006								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total At-tendance	Average Length	Hrs of Education
50	SPI, Vol, PA, SPR I, LG	22	4	12	38	598	0.75	449
1999								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total At-tendance	Average Length	Hrs of Education
43	PIS. SPR I, Vol., LG	7	11	19	37	459	0.75	344
1995								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total At-tendance	Average Length	Hrs of Education
33	PIS, SPR I, Vol, LG	3	20	7	30	427	0.75	320

K-12 School Programs In Park (March)								
2009								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total Attendance	Average Length	Hrs of Education
0	n/a	0	0	0	0	0	0	0
2008								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total At-tend.	Average Length	Hrs of Education
0	n/a	0	0	0	0	0	0	0
2007								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total At-tend.	Average Length	Hrs of Education
6	SPI, Vol	0	6	1	7	300	1.5	450
2000								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total At-tend.	Average Length	Hrs of Education
5	SPR I, Vol	6	0	5	11	140	2.1	294
1996								
# of Programs	Employee Classification	Perm Hrs	Seas Hrs	Vol Hrs	Total Hrs	Total At-tend.	Average Length	Hrs of Education
6	SPR II, Vol	3	0	3	6	243	1	243

Visitor Center
2009
Total Attendance (July)
1040

2008
Total Attendance (July)
1374

2006
Total Attendance (July)
1737

1999
Total Attendance (July)
2105

1995
Total Attendance (July)
2395

APPENDIX C
Scope of Collections Statement

Carpinteria State Beach

Scope of Collections Statement

Prepared by
Nancy A. Mendez, State Park Interpreter II
Acquisition and Development Division, Southern Service Center
Department of Parks and Recreation
State of California

15 June 2009

Approved: _____ Date: 6/15/09
Richard Rozzelle, District Superintendent
Channel Coast District

Introduction

Carpinteria State Beach is located 12 miles southeast of Santa Barbara, at the base of the Santa Ynez Mountains. The park's 4,685 feet of ocean frontage consist of sandy beach, dune areas, and terrace bluffs with views of the Channel Islands. Flowing to the Pacific Ocean through the center of the park is Carpinteria Creek. The park first opened to the public in 1932.

The main or unifying interpretive theme of the park is:

> Carpinteria State Beach is a unique coastal community, rich in natural, cultural, and recreational resources to be enjoyed and appreciated today and protected for future generations.

Carpinteria State Beach lies within the area once inhabited by the Barbareño band of the Chumash Indians at their village called *Mishopshnow*. The area was named *La Carpintería* (the carpentry shop) by soldiers of the Portolá expedition who witnessed the building of canoes (*tomols*) near Carpinteria Creek. The economy of the Chumash focused on maritime resources, and the area's rich asphalt seeps provided the asphaltum or tar they used for building *tomols*, for waterproofing baskets, as an adhesive, and for trade. The asphalt was later mined by various individuals and companies between 1857 and 1912. Asphalt seeps still occur along the park's cliffs and outcrops.

The collections

The collections at the park can be divided into four major categories: archaeological objects, natural history specimens, paleontology specimens, and live animals. Most of the archaeological objects are stored in the park office, although a few are displayed in the Visitor Center. Visitor Center exhibits also include the natural history and paleontology specimens, and the live animals.

Declaration of Purpose

The General Plan identifies this unit's Declaration of Purpose as follows:

> Carpinteria State Beach was established for the public enjoyment of the sandy ocean beach and its ocean-oriented recreational values. Archeological values in this unit will be preserved, studied, reported on, and interpreted for public use and enjoyment. Paleontological resources which may exist in the unit shall be preserved and interpreted as well.
>
> Any appropriate outdoor recreational activities can be provided in the unit as long as they do not impair the ocean beach and the marine, archeological, and paleontological resources. The relationship of the state beach to the City of Carpinteria and to the city's environment will be recognized in all activities authorized, planned, developed, and operated in the unit.

Planning documents used
The following documents and records were consulted in the development of this Scope of Collections Statement:

1. Preliminary General Plan: Carpinteria State Beach, Volume 6 of Santa Barbara/ Ventura Coastal State Park System General Plan, May 1979

2. Carpinteria State Beach Interpretive Prospectus – Channel Coast Area, Department of Parks and Recreation, August 1979

3. A Cultural Resource Study of Historical Features at Carpinteria State Beach, Shannon Gilbert, Project Archaeologist – Brian F. Smith and Associates, March 19, 2004

4. Guide to California State Parks Photographic Archives, 2007 edition

5. Guidelines for Writing a Scope of Collections Statement, March 2009

6. Preliminar y Interpretation Master Plan: Carpinteria State Beach, May 2009

7. Carpinteria State Beach accession records

8. Museum Collections Facility Index (MCFI) reports prepared for Carpinteria State Beach, 2005 and 2007

People consulted
Individuals consulted in the development of this document included:

Carpinteria State Beach
Scott Cramolini, Supervising Ranger
David Wilson, State Park Ranger

Channel Coast District
Wes Chapin, District Interpretive Specialist
Brendon Greenaway, Seasonal Archaeologist

Acquisition and Development Division/Southern Service Center
Marla Mealey, Associate State Archaeologist
Michael Sampson, Associate State Archaeologist

Archaeology, History and Museums Division
Larry Felton, Supervisor – State Archaeological Collections Research Facility
Ann Fry, Museum Curator I – State Museum Resource Center
Paulette Hennum, Museum Curator III – Museum Services and Archives
Winnie Yeung, Museum Curator II – Museum Services Section

Other individuals consulted for related collections include: Wil Jorae, Museum Curator II – California State Parks Photographic Archives; Shyra McClure, Museum Technician – La Purísima Mission State Historic Park; David Griggs, Executive Director – Carpinteria Valley Museum of History; Michael Imwalle, Archaeologist – Santa Barbara Trust for Historic Preservation (for collections at El Presidio de Santa Barbara State Historic Park); Ray Corbett, Associate Curator of Archaeology, and Paul Collins, Curator of Vertebrate Zoology - Santa Barbara Museum of Natural History; Elizabeth Sutton, Assistant Coordinator – Repository for Archaeological and Ethnographic Collections/Department of Anthropology, University of California Santa Barbara; Kristina Foss, Museum Director – Santa Barbara Mission Museum; and, Derek Lohuis, Park Ranger – Channel Islands National Park.

Two websites were used to acquire additional information on related collections: http://www.sbnature.org/seacenter/index.php and http://www.nhm.org/research/vertebrate_paleontology/.

Major interpretive themes, topics, and time periods of the collections

The Visitor Center/Park Office facility contains a small area for exhibits. A series of interpretive panels and collections highlight the Chumash culture. One natural history specimen relates to the prehistoric tar deposits. The live animals in the tidepool exhibit and the other natural history specimens highlight the park's natural resources. Most of the collections in storage appear to be associated with the Chumash culture. One box of material in storage may be associated with an historic trash deposit dating to the park's early development (1930s to 1940s), located in the eastern portion of the park.

Major interpretive themes and interpretive periods that reflect the park's archaeological and paleontology collections are:

Pleistocene Epoch

- Fossils found in the vicinity of Carpinteria State Beach reveal the surprising and dramatic story of the park's prehistoric past.

Chumash Period – 3,200 BP to 1834

- Carpinteria State Beach marks the site of the settlement of Mishopshnow where the Chumash people developed a complex culture closely tied to their coastal and marine environments.

American Period - 1850 to the present

- Today's visitors to Carpinteria State Beach enjoy a tradition of ocean-oriented recreation stretching over thousands of years.

An additional major interpretive theme representing the park's natural history specimens and the live animals is:

- The coastal environment at Carpinteria State Beach, with its diverse community of living things, is continually exposed to stresses from a variety of sources, both natu-

ral and human.

Other interpretive themes identified for the park, but not represented in the park's museum collections, include:

Major interpretive themes

- Human use of the natural resources of the Santa Barbara coastal zone, particularly asphaltum, is a major thread that runs through the history of Carpinteria State Beach, from Chumash canoes to asphalt mines to off-shore oil platforms.
- The unique and complex features of the earth's surface underlying Carpinteria State Beach have significantly shaped each human culture that has developed here.

Secondary interpretive themes

- Carpinteria State Beach is an inseparable part of a unique ecological community that includes the Channel Islands and the rest of the Santa Barbara Channel.
- Carpinteria State Beach and the City of Carpinteria form a closely-knit coastal community that is rich in tradition.

History of the collections

A search on The Museum System (TMS) yielded records for three museum objects. The items described – two charmstones and one string of clamshell disc beads – appear to be the three objects displayed in the Visitor Center. (The display case holding these items has not been opened, therefore object numbers have yet to be confirmed.) Further research in the paper records located at the State Museum Resource Center (SMRC) confirmed the temporary transfer of these three objects to Carpinteria State Beach from the State Indian Museum for display purposes in 1977.

The TMS report notes that the charmstones are part of the C.P. Wilcomb collection. The "BWH" reference in the old number entry for the clamshell disc beads refers to the Benjamin W. Hathaway collection. Both of these collections are associated with objects originally donated to the State Indian Museum in Sacramento. The Wilcomb information further indicates that one or both of the charmstones may be from Point Richmond Mound, and the beads are from King Mound. Additional research has revealed that the Point Richmond Mound is located in Contra Costa County. No museum records have been located for the other objects exhibited in the Visitor Center or stored in the park office.

The live animal collection consists of a small sampling of sea life from the tidepools located near the park. Some of the specimens may have been collected by the University of California Santa Barbara (UCSB) and possibly be from the UCSB Marine Lab.

Collection content summary
Content summaries for the park's four major collection types are as follows:

Archaeological objects
The archaeological collection consists of eleven objects on exhibit and approximately 50+ objects in storage. The items on exhibit include: one string of disk beads; two charmstones; one mortar; one metate; one broken groundstone (could be a mortar or a metate); four pestles; and, one bowl mortar (basket is missing; the dark color patches appear to be evidence of asphaltum). These items appear to be significant to the broader interpretation of California Indian culture. There is no information indicating that any of the objects on exhibit have a more specific association with Chumash culture, although the nearby exhibit panels interpret this cultural group.

The archaeological materials in storage are grouped in three different containers. The first consists of 24 objects in a small presentation case stored in a box labeled 'Chumash Artifacts in Frame.' These objects include: five projectile points, one made of black obsidian; an atlatl point; two bone awls; olivella shell beads (five loose, and several strung together); two olivella shells (possibly unmodified); one abalone pendant; four beads (most likely steatite); and, three modified shell items (possibly fish hook blanks and one ornament). One item of particular significance appears to be a canoe drill.

The second group of items is stored in a 13-inch x 8-inch x 4-inch plastic container labeled 'Chumash Artifacts'. This box contains: five plastic film canisters containing beads; one film canister containing a chert biface labeled V-168 232 (?); one steatite pipe (or necklace bead?) with 'box 3-67-163' written inside the large diameter opening; one small plastic box containing a chert biface labeled 27 (although the object appears to have been broken after it was labeled, indicating this may only be a partial number); and, a steatite artifact (possibly a necklace bead blank). Also inside of this larger plastic container is a smaller container labeled 'Trade Items' which holds: pieces of chert, obsidian and possibly basalt; one half walnut shell filled with asphaltum and abalone pieces; a sea mammal tusk (no sign of modification); one piece of bark that has been stripped and shredded into thin strands; and, some type of cordage that has been twisted together and formed into two small loops. This group of 'Trade Items' appears to be modern replicas of authentic material that may have been used traditionally.

The third group of objects is stored in an unmarked cardboard box and contains a total of 12 items, two of which are broken groundstone pieces, likely mortars. The remaining ten items all appear to be from the park's historic trash deposit site – all have been affected from heat and are now discolored, deformed and melted. These include: One large clear glass bottle, likely a liquor bottle; two medium sized clear glass bottles; three medium green glass bottles; one glass bottle undetermined size and color due to heat but still retaining some writing and etching with some cleaning instructions/directions, likely some cleaning product; one medium clear glass jar; one small white ceramic

makeup/cream jar approximately two inches diameter; and, one rusted glass (?) container medium sized altered heavily.

All of the archaeological materials appear to be in stable condition with a few exceptions: the seven groundstones on exhibit are vulnerable (located on the floor without any protective covering) and one of the charmstones displayed in the small case has slipped from its support (and is now resting against the other charmstone).

Natural history specimens

There are two natural history specimens in the collection. A bobcat and a barn owl are on exhibit in the Visitor Center. Both are displayed in the open approximately 8 feet above the ground, out of the general public's reach. They are within 2-5 feet of a fluorescent light fixture. The bobcat's facial appearance is inaccurate, and seems to convey the features of a cartoon character, with exaggerated arched eyebrows, bulging glassy eyes, and an unnatural grin. This specimen appears to be in stable condition and is mounted on a tree branch. The barn owl is in poor condition (feather loss, etc.). The preparation method used on these specimens is unknown.

Paleontology specimens

One paleontology specimen is part of the collection. A pine cone possibly from Carpinteria's Pleistocene epoch is on exhibit in the Visitor Center. The dark coloring appears to be tar. The specimen is located in a small display case and seems to be in stable condition. No record of this specimen's origins was located.

Live animals

Approximately 12 sea life specimens comprise the park's live animal collection, housed in a sea-water display tank in the Visitor Center. These include nine Bat Stars (*Asterina miniata*), two Barred Surfperch (*Amphistichus argenteus*), and one Short-Spined Sea Star (possibly *Pisaster brevispinus*). A few other specimens may also be in the tank, although their excellent hiding abilities make it difficult to locate them. Among the other live animals possibly in the tank are: three Warty Sea Cucumbers (*Parastichopus parvimensis*), one California Sea Hare (*Aplysia Californica*), and approximately five Brittle Sea Stars. No additions to this collection have made in the past few years, although several young Bat Stars were returned to their natural tidepool environment shortly after they were born earlier this year.

The display tank that houses this collection and the supporting pipes, motors and filters are at least 15 years old and are probably reaching the end of their useful life. Leaks are not uncommon in the piping and repairs have been made several times over the last decade. The display tank is maintained by an aquarium service contractor.

Uses of the collections

The eleven archaeological objects displayed in the Visitor Center are used for exhibit purposes. Because the groundstones are displayed in an unprotected manner, they are

potentially available for hands-on use. The natural history specimens and the paleontology specimen are also being used for exhibit purposes. The live animals are used in the tidepool exhibit primarily to educate visitors about resource protection issues associated with the fragile tidepool environment. Visitors are not allowed to touch the live animals.

The archaeological objects in storage do not appear to have been used for any purpose in the recent past. The small presentation case of Chumash material may have originally been intended for study while the items in the plastic storage container may have been intended for hands-on use. The box of material containing objects possibly associated with the historic trash deposit site appears to have been collected by park visitors. It is unknown if these items had been collected unintentionally (rather than leaving in situ).

Relationship of the park's collections to other State Parks collections

Archaeology Collections in California State Parks

Archaeological material associated with Carpinteria State Beach is stored in two locations. The Acquisition and Development Division/Southern Service Center (San Diego) holds collections related to two separate monitoring projects. The first dates to a project in the park's San Miguel campground in June 2001 and contains an estimated 40 objects associated with the historic trash deposit. The second collection contains an estimated 250+/- objects recovered from a project at Rincon Beach in May 2004. Rincon Beach is located south of the park. Objects recovered include lithic debitage (primarily chert and some quartzite) and a variety of bivalves and gastropod shell fragments.

The second repository for archaeological material associated with the park is the Archaeology, History and Museums Division/State Archaeological Collections Research Facility (West Sacramento). One collection dates to 1969 and includes seven archive boxes containing projectile points of chert and obsidian, core tools, chipped stone, manos and groundstone fragments. Another collection contains an estimated 50 objects – mostly 1930s/1940s bottle glass fragments – from a project in December 2003.

Photographic Collections in California State Parks

Photographic collections related to Carpinteria State Beach are stored in the California State Parks Photographic Archives located in West Sacramento. These materials include one album containing 275 photos and 91 slides, and aerial photographs dating from 1982 to 1994. The photos and slides document park development and activities from the 1930s to the 1970s. Subjects include park facilities (e.g. camping areas; picnic tables and ramadas; roads; lifeguard tower; kiosk/entrance station; and, signs), visitors (e.g. recreating on the beach, at their campsites), events (e.g. Fishing Derby, Sand Castle Festival, Lifeguard Event), interpretation (e.g. visitor center exhibits, wayside exhibits), resources (e.g. Carpinteria Creek, seabirds, dunes), resource issues (e.g. oil pollution, tar seepage, erosion), and park staff. Images of buildings and structures no longer at the park are also documented in this collection, including: the Cerca del Mar clubhouse and pier; camping and picnic facilities constructed by the Civilian Conservation Corp (CCC); the beach playground; and a snack bar.

La Purísima Mission State Historic Park
Additional collections related to the park's broader cultural history are located within the Channel Coast District at La Purísima Mission State Historic Park. This historic site was among the 18th-century Spanish missions in the Santa Barbara area where the Chumash people were relocated. The site maintains archeological materials from the mission grounds. In addition, archival collections contain original mission records, in English and Spanish, including annual and biannual reports, correspondence, inventory lists, and books of confirmations, burials, marriages, and baptisms, ranging from 1787 to 1851.

Relationship of the park's collections to other non–State Parks collections
Carpinteria State Beach (SB) relates to other museums and institutions dedicated to preserving and interpreting the natural and cultural history of the Santa Barbara Channel. Some of these repositories hold collections which enhance the stories told at Carpinteria SB, such as the live animal collections at Channel Islands National Park. Other institutions and repositories have collections that may provide comparative object types which could prove invaluable in identifying the several dozen archaeological objects and the one (supposedly) prehistoric pine cone that have yet to be catalogued. The following provides a brief overview of some of the museums and institutions with collections related to the park's collection.

The Carpinteria Valley Museum of History holds extensive collections related to Carpinteria State Beach, including photographs and archival files. Subject areas related to the park include: asphalt; beach; State Park; auto camp; Cerca del Mar building; and, 1950s low-altitude aerials. Among the museum's primary artifact collections are objects donated by the Rock Family and the Higgins Family. Both collections are associated with the Chumash village of Mishopshnow. Rock Family artifacts were collected in the 1920s in association (loosely) with David Banks Rogers, Curator of Anthropology – Santa Barbara Museum of Natural History. They were donated to the historical society in 1961, with additional artifacts being donated in 1992. The Higgins Family collection from the 1890s was donated to the museum in 1972.

El Presidio de Santa Barbara State Historic Park contains numerous Chumash-related artifacts. While the bulk of the collections relate to the 18th, 19th, and 20th century occupation of the presidio, items are occasionally recovered that were either brought by or traded to the Chumash during the Spanish (1785-1820) then later Mexican (1820-1846) period occupation of the presidio. Chumash-related artifacts within the collections include mano and metate fragments, pestle fragments, projectile points, steatite bowl fragments, and glass and shell beads. No materials are directly associated with Carpinteria State Beach.

Santa Barbara Mission
A variety of Chumash-related collections are held by the mission. The Mission Museum retains collections of items mostly found on site that date to the mission era, including Chumash stone bowls and pestles, hunting tools (e.g. arrowheads and snares), and a

sandal fragment. The Mission Archive-Library holds extant records from the mission era (e.g. baptisms, marriages and funerals), including records related to the Chumash from the settlement at Mishopshnow.

Santa Barbara Museum of Natural History has approximately 75,000 archaeological specimens from 200 sites encompassing the Santa Barbara area and the Northern Channel Islands. The collection represents all major periods of prehistory, from excavations by David Banks Rogers and Phil C. Orr during 1923-1968, and from recent archaeological research by current museum staff. Other holdings include the world's foremost collection of rare Chumash basketry and fiberwork consisting of some 100 archaeological specimens and 44 ethnographic pieces. The museum also houses fossils that were recovered from the Carpinteria Tar Pits during excavations in the early part of the 20th century. This collection contains bird, mammal, reptile, insect, mollusk, and plant fossils from the Pleistocene-aged site in Carpinteria. The Santa Barbara Museum of Natural History owns and operates the Ty Warner Sea Center, located at Stearns Wharf on the Santa Barbara Channel. The center offers numerous marine exhibits and aquaria, with live animal collections that include sea stars, urchins, and limpets.

University of California Santa Barbara
The Department of Anthropology, University of California Santa Barbara (UCSB) began accumulating archaeological and ethnographic collections in the late 1950s, largely the result of an emergent program of archaeological investigations along the mainland coast of the Santa Barbara Channel. Over the years, the department's Repository for Archaeological and Ethnographic Collections has remained focused on local archaeology. The repository staff also maintains several reference collections used in local archaeological research and the department's academic instruction. The repository also houses extensive documentation associated with its collections.

Channel Islands National Park
A number of live animals and natural history (taxidermy) specimens are exhibited in the mainland Visitor Center at Channel Islands National Park (CINP) located in Ventura. Many of the collections represent animals common to both the mainland and the island environments of the Santa Barbara Channel. Live animal collections include California mussels, giant green sea anemones, Garibaldi, black surf perch, spiny lobster, sharks (swell and horn), striped shoreline crabs, sea stars, bat stars, ochre stars, blue knobby stars, and warty sea cucumber. Natural history (taxidermy) specimens include: brown pelican, red tail hawk, western gull, western meadow lark, cormorant, golden eagle, and island fox. CINP will be phasing out their taxidermy collections over the next two years and replacing these natural history specimens with realistic models that can retain truer colors for a longer period of time and reduce overall maintenance such as loss of fur and feathers.

The George C. Page Museum, a part of the Natural History Museum of Los Angeles County, contains the Rancho La Brea collections of Late Pleistocene vertebrate fossils. A separate Vertebrate Paleontology collection also has substantial holdings from this time

period, including collections from Late Pleistocene brea deposits from Carpinteria.

Collection development goals

Recommended priorities for acquisitions

If the following are determined not to be interpretively significant to the park and if their respective exhibits are to remain in the Visitor Center (pending approval of the Interpretation Master Plan), it is recommended that these collections be replaced with appropriate objects/specimens:

- The three objects exhibited in the small display case (replace with Chumash material if possible).

- The live animal specimens in the tidepool display tank (also pending completion of a management plan for the use of live animals).

No other acquisitions are recommended at this time.

Recommended priorities for deaccessions

The bobcat is recommended for deaccessioning as its appearance is unnatural, taking away from its interpretive and educational value. The barn owl is also recommended for deaccessioning because of its poor condition.

Recommended transfers

The box of materials associated with the park's historic trash deposit and all other archaeological material (on exhibit and in storage) determined not to be used for exhibit and/or hands-on purposes are recommended for transfer.

If it is determined that the three objects currently exhibited in the small display case are not culturally or interpretively significant to the park, it is recommended that this temporary transfer be returned to the State Indian Museum.

Collections management goals in priority order

1. Cataloging and documentation

Complete the cataloguing and documentation of all museum collections.

- Coordinate with a Museum Curator to open the display case associated with the Chumash exhibit panel to confirm that artifact numbers are on the objects and that these match TMS museum records.
- Work with District Archaeologist to complete cataloguing and documentation using the department's TMS database.
- Coordinate with Service Center archaeologists, historians, and curators as needed to assist in identifying and cataloguing collections.
- Invite Chumash elders to provide input regarding appropriateness in displaying, handling, and storing cultural material; include objects and exhibit panels to obtain input on accuracy of current text and graphics content.

- Invite non-State Parks resource specialists to assist in identifying collections (e.g. staff from Santa Barbara Museum of Natural History, Ty Warner Sea Center, University of California Santa Barbara; marine-life and salt-water aquaria experts).
- Determine if any of the 'Trade Items' are modern replicas intended for hands-on use and, if appropriate, do not catalog as a museum object/s but maintain as an interpretive object/s.
- Determine the appropriateness of the live animal specimens in context of Visitor Center improvements as described in the park's Interpretation Master Plan.

Regularly update and properly maintain museum documentation.

- Complete inventories of museum collections and update DPR 473s for the facility on an annual basis.
- Keep documentation in a locked, fireproof cabinet that can be retrieved by those responsible for the collections.
- Store backup copies of documentation off-site.
- Identify special needs of collections (e.g. the live animal collection) and incorporate into a distributed park operation plan for emergencies and disasters.

Provide regular collections management training to staff to ensure that the department's policies and procedures are met.

- Train staff and volunteers in the appropriate methods of reporting, documenting, and storing on-site finds (i.e. cultural resources).
- Support attendance to training programs for key staff responsible for the park's collections.

2. Use of Museum Collections

Evaluate the current and proposed uses for all museum objects.

- Determine appropriateness of current (groundstones exhibited in Visitor Center) and potential (items in storage) objects for hands-on use.
- If proposed object use is determined to be appropriate, complete DPR 934, Authorization for Extended Hands-On Use.
- Pending recommendations in the Interpretation Master Plan and clarification of object identification, evaluate the possible use of museum collections for new exhibits proposed in the Visitor Center. In particular, appropriateness of use of the bowl mortar (with evidence of asphaltum) and the projectile point (possibly a canoe drill) should be considered. Items in storage from the park's historic trash site should also be evaluated for possible inclusion in new exhibits.

Develop a management plan for the use of live animals.

- Coordinate details of management plan for the use of live animals in tidepool exhibit with Interpretation and Education Division to ensure that plan is consistent with new policy.

3. Conservation

Improve and/or add exhibit enclosures and mounts to meet conservation and security needs.

- Replace existing monofilament with a better support method (e.g. one charm-stone has slipped and is resting on the other one).
- Replace screws on small display cases with better security hardware.
- Create a better method for displaying the groundstones to prevent them from being handled and from resting directly on the floor.
- If any of the groundstones are determined to be appropriate for hands-on use, re-evaluate protection needs, including possible methods of anchoring/securing objects to reduce theft.

4. Security

Make changes needed to improve existing security.

- Provide controlled and documented access to the Visitor Center exhibit area.
- Develop a security plan, including regular facility inspections by staff or volunteers and monthly fire extinguisher inspections.
- Evaluate the existing security system and add or replace to address additional needs (e.g. smoke detection, fire alarm, monitored system).
- Install a fire suppression system that meets the needs of the museum collections.

5. Environmental conditions

Purchase materials and equipment needed to improve environmental conditions.

- Add UV shielding/blocking material on windows to control light and heat.
- Add UV sleeves and end caps to fluorescent lamps in the exhibit area.
- Add weather stripping and seals to doors and windows.
- Purchase a vacuum cleaner with HEPA filters for use in cleaning objects and the facility.
- Replace roof, damaged beams, and structural members as needed.
- Upgrade or replace heating/ventilation system with a heating, ventilation and air conditioning (HVAC) system.
- Explore the possibility of adding screen doors until an HVAC system can be installed to mitigate pest and dust intrusion when doors are kept open to provide cross-ventilation into the building.

Work with staff to implement needed environmental condition improvements.

- Regularly clean or replace filters on the heating/ventilation system.
- Post and enforce a no smoking, eating, or drinking notice in the exhibit area.
- Adhere to all steps of the park's Integrated Pest Management plan (document pest presence, clean infested areas, etc.).
- Trim vegetation around facility so that there is at least a two foot setback from building exterior.
- Where feasible, move museum objects so they are stored or exhibited at least 10 feet away from heating/air vents and/or redirect air flow.

Coordinate with curatorial staff to assess additional environmental conditions.

- Measure light levels and relative humidity.

- Inspect Visitor Center/park office facility for signs of mold or mildew.
- Evaluate facility and museum objects for protection from vibration and earth movement, etc.).
- Identify additional improvements needed for collections on exhibit and in storage to bring collection management into compliance with Department policies.

6. Storage

Make improvements to storage for museum objects in.

- Correctly install restraints such as nylon webbing or cords across the front of open shelving.
- Move large or heavy objects to lower shelves (do not store on top shelves).
- Remove objects from lower shelves and/or remove lower shelves so that there is at least a 4" clearance above the floor.
- Do not store any objects on the floor.
- Place protective padding materials to inhibit movement of or contact between fragile objects.
- Replace storage containers with museum/archival quality containers (e.g. acid-free, no out-gassing).

Transfer any museum object from storage that has no immediate use.

- Upon completion of museum cataloguing and documentation, evaluate the use of all objects in storage.
- Any items determined not to have an immediate use for hands-on, exhibit, or study purposes should be transferred to an appropriate storage facility.

ENDNOTES

[1]Preliminary Interpretation Master Plan: Carpinteria State Beach, May 2009.
[2]Preliminary General Plan: Carpinteria State Beach, Volume 6 of Santa Barbara/Ventura Coastal State Park System General Plan, May 1979.
[3]The Museum System or TMS is the statewide museum collections database used by California State Parks.
[4]See Figure 9: Carpinteria SB Objects in TMS.
[5]See Figure 10: Temporary Transfer from State Indian Museum to Carpinteria State Beach.
[6]The seven bottles match the description of those examined in 2003 as "…artifacts collected from the trash feature by park visitors and now stored in the CSB Visitor Center..." See page 5.0-11 of Gilbert's *A Cultural Resource Study of Historical Features at Carpinteria State Beach* for additional details, including product and maker's marks.
[7]The photos and slides have been entered in the department's TMS system. An additional 30 images were taken in March 2009 by State Parks Photographer John Palmer.

Figure 1.
Objects from the park's historic trash deposit site.

Figure 2.
Objects stored in a plastic container labeled 'Chumash Artifacts.'

Figure 3.
Objects stored in a box labeled 'Chumash Artifacts in Frame.'

Figure 4.
Objects identified in TMS report as charmstones and clamshell disc beads.

Figure 5.
Prehistoric (?) pinecone in small display case.

Figure 6.
Taxidermy specimens.

Figure 7.
Live animal collections.

Figure 8.
Groundstones displayed on the floor of the Visitor Center.

California State Parks

Carpinteria SB Objects in TMS

Obj. Number	Object Name	Description	Old Number:	Inventory Date
514				
309-186-43L	charmstone	stone; pear shaped; tapered; end, upper, point, flattened; asphaltum ; gray; black;white; [hjh] Charmstone. Pear shaped stone implement which tapers to flattened point on upper end. Greatest diameter towards bottom, that tapers to a blunt point in 1.3 cm space. Upper end still has asphaltum that was used to hang & hold the stone onto cordage (string). Stone is predominantly gray w/ black & white specks. Stone where scratched is white. Display card found in association w/ this charmstone & others indicates found by C.P. Wilcomb, curator Memorial Museum (S.F.) from Point Richmond Mound.; Condition: Many scratches on surface. Brownish smudge near top that may be a portion of the asphaltum.	36376	04/08/1977
309-186-44L	charmstone	stone; smooth; black, speck, gray,white; tapered; end, point, blunt; neck, slender, tapered; [hjh] Smooth predominantly black w/ gray & white specks throughout stone. Tapers to blunt points on both ends. Bottom end tapering much quicker in a 6 cm space while top end tapers gradually in 15 cm space. Top end has very slender gently tapering neck. ; Condition: Small spots show white where at one is pecked or pocked.	40929	04/08/1977
309-2-168	bead	clamshell disc,white; string, rawhide; bead, cylindrical; [hjh] White clamshell disc beads have been strung (non-native) onto a rawhide string in size order -- starting small at 1 end & growing largest at center & gradually tapering in size. Each bead is cylindrical in appearance, most having a greater width than height. Old tag indicates: "King Mound, 150 beads, 30 inches." ; Condition: Beads have been coated w/ a clear substance, presumably by BWH. Crevices in shells have brown substance in them.	BWH-129-AU-1 -SL	04/08/1977

Figure 9

Figure 10

State of California · The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

RELEASE OF INTERPRETIVE OBJECTS – STATE PROPERTY

Page 1 of 1

_____ Permanent transfer from one unit to another within the Department

XXXX Temporary transfer from one unit to another within the Department

From: Ray Westburg (Area Manager) State Indian Museum #309 (Park Unit)

To: Ronald D. McCall, Area Manager III (Area Manager) Carpinteria State Beach (Park Unit)

Via: [signature] (Signature and Title) Inter. Coll. Section #082 (Date) 4/11/77

Received by: John Lawrence Exh. Coordinator (Signature and Title) 4-11-77 (Date)

The following number of objects 3 have been released for the purpose of Display at Carpinteria State Beach

309-2-168 Clam shell disk beads

309-186-43 L Charmstone

309-186-44 L Charmstone

APPENDIX D
Live Animal Use Policy

(Source: DOM Interpretation Chapter [Draft 2009])

0904.8 Use of Live Animals

Animals, both wild and domestic, captivate park visitors of every age and background. Many people come to parks longing for a closer connection with them. Interpreters sometimes use captive wildlife specimens as a living illustration of the park's story and as a tactic for attracting and holding an audience. Heritage breeds of livestock are often kept to enliven a historic landscape, and can serve as a popular multi-sensory exhibit. However, the use of live animals presents a host of ethical, practical and safety considerations that often outweigh these benefits.

0904.8.1 Native Animals Policy

It is the policy of the Department that native animals are to be interpreted and appreciated in their natural habitat, with a minimum of human influence. Exceptions to this policy may be granted by the Deputy Director of Park Operations only after the District Superintendent submits a written management plan for native animal/s that demonstrates:

All appropriate permits are on file at the park for display on request;

Park staffing, budgeting, record-keeping and training protocol will sustain high standards of husbandry and hygiene;

Proper acquisition, emergency evacuation, and disposition of specimens will be ensured;

The animals are not suitable for release, and the species is known to be successfully maintained in captivity;

The species supports the park's interpretive plan and/or themes, and interpretation addresses conservation and the ethical issues of captivity;

The animal/s will not negatively impact employee or visitor health and safety, and

Written procedures in place ensure the animal is not subjected to unnecessary handling, or any handling by untrained staff members or volunteers.

0904.8.2 Domestic Animals Policy

District Superintendents may approve the use of domestic animals to enhance the cultural landscape and interpretation of historic parks or sites when there is a written livestock management plan that demonstrates:

Park staffing, budget, record-keeping and training protocol will sustain high standards of husbandry and hygiene;

The breed/s support the park's interpretive themes and identified historic period;

The animal/s can be properly housed without intrusion on the historic scene;

Livestock will not negatively impact visitor health and safety or park resources; and

Proper acquisition, emergency evacuation, and disposition of animals will be ensured.

0904.8.3 Ownership of Animals Policy

Native or domestic animals kept in state parks for interpretive purposes must be owned and maintained by the Department, unless one of the following exceptions exist:

The animal/s are allowed on Department property pursuant to a concession contract or other written agreement. These agreements must specify a high standard of husbandry and hygiene.

The animal/s are on loan to the Department pursuant to a DPR 922, Gift or Loan of Personal Property. Loaned animals are not exempted from the approvals and written management plan described above.

Use of native or domestic animals owned by Department staff or volunteers must follow the policies in place for personal property as reflected in DAM Chapter 0900 (Property), which includes that they may not be kept at the work site.

0904.8.4 Use of Animals Under a Special Event Permit Policy

Special event permits may allow for the use of native or domestic animals if, at a minimum, the following conditions are in place (additional conditions may be written into the permit):

The animals support the park's interpretive theme/s and interpretive period

The animals will not negatively impact visitor health and safety or park resources

The permittee has obtained all appropriate permits for native animals and these are available for inspection by Department staff upon request.

Appendix E
Fiscal Year Attendance—Carpinteria State Beach: 1995-2008

(Source: California State Parks Planning Division)

Carpinteria SB

Department of Parks and Recreation
Fiscal Year Attendance

Southern Field Division — Channel Coast District

Fiscal year	PAID DAY USE	FREE DAY USE	OVERNIGHT CAMPING	TOTAL ATTENDANCE
1995-1996	83,072	248,391	386,625	718,088
1996-1997	74,080	378,921	368,918	821,919
1997-1998	74,237	339,736	368,709	782,682
1998-1999	61,243	324,008	291,412	676,663
1999-2000	89,413	426,473	164,519	680,405
2000-2001	167,214	334,157	403,378	904,749
2001-2002	144,149	330,764	397,992	872,905
2002-2003	160,325	429,996	455,815	1,046,136
2003-2004	156,131	431,041	433,647	1,020,819
2004-2005	79,820	426,762	366,953	873,535
2005-2006	64,115	301,110	414,597	779,822
2006-2007	78,952	395,655	427,501	902,108
2007-2008	83,280	373,082	421,965	878,327
Total Attendance:	**1,316,031**	**4,740,096**	**4,902,031**	**10,958,158**
Average Attendance:	**101,233**	**364,623**	**377,079**	**842,935**

APPENDIX F
Demographic Data

- 56% of girls served by Girls, Inc. in Carpinteria are between ages of 5 and 12.
- 34% are between ages of 13 and 18.
- 52% are Latina, 44% are Caucasian, 2% are African American, and 2% Asian or Pacific Islanders.
- 56% are from single-parent households.

Source: Girls, Incorporated, Carpinteria, 2009

- There will be 50 million Californians before 2040.
- 80% will live in coastal communities.
- People are moving more frequently.
- Growing population = growing impact on parks and their resources
- California's population is becoming more culturally and ethnically diverse.
    - 37% of California's foreign-born have arrived since 1990.
    - Many of these recent immigrants have limited experience with the ready availability of public lands or the knowledge of how to use them wisely.
- By 2020, 43% of Californians will be Latino
    - Spanish may be spoken in half of California households
- Persons of European descent will decline by 4%
- By 2010, 1 in 5 Californians will be older than 60.
- California's senior population will double by 2020.
    - Generally healthier and more active than any previous generation of seniors, they will continue seeking outdoor recreation experiences.
- California's baby boomers are reaching retirement age.
    - Looking for an amenity-rich and meaningful outdoor recreation experience, increasing the need for programs, facilities, and infrastructure.
    - Boomers are drawn to conservation and heritage causes.

Younger generations are:

- Marrying later, postponing children.
- Remaining friend- and group-oriented longer.
- Seeking experiences rather than acquisitions.
- California's 18-40 year-olds are creating new ways to experience the outdoors.
    - Many of their leisure choices involve technology.

As we Californians grow older, we're also growing younger

- Increase in young people driven largely by immigration
    - 40% of households include kids under 18

Recreation patterns are changing.

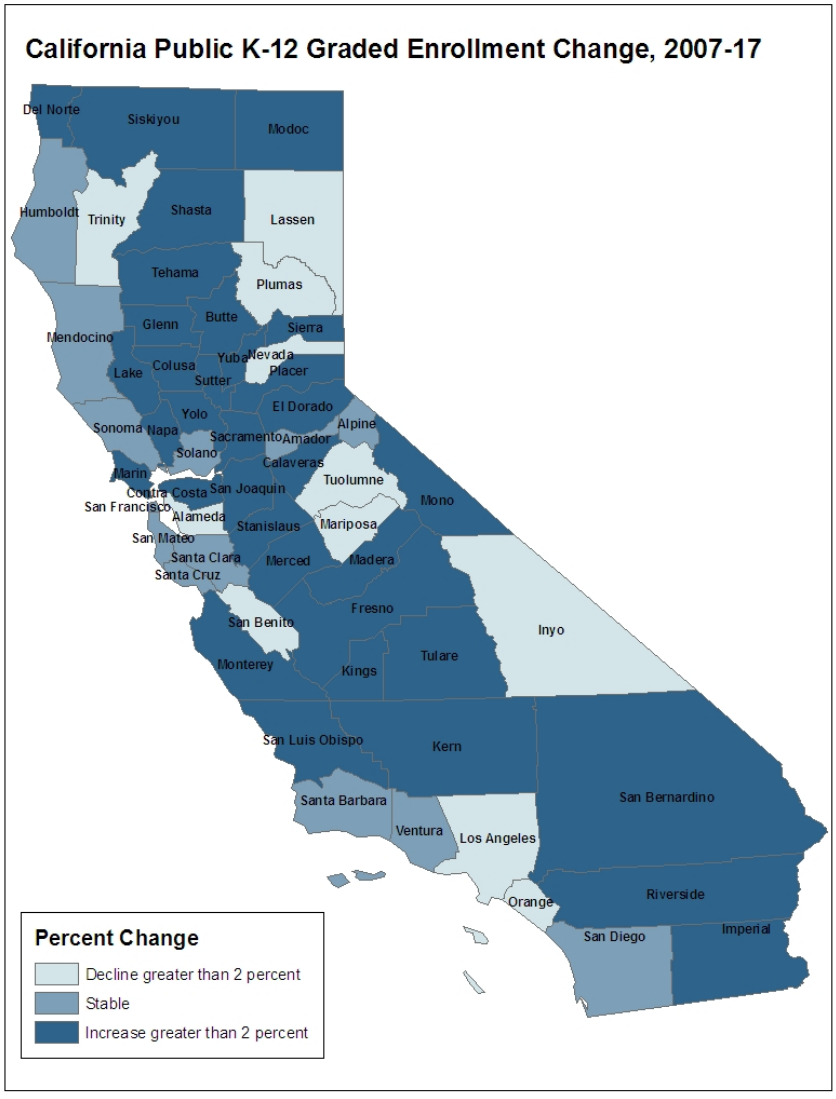
- Californians are recreating less now than 7 years ago.
    - Lack of time and restrictions due to work.
    - "Activity stacking" (work spilling into leisure).

- Parents want recreation that will improve their children's chances to compete in school and in work.
- Women, married and single, seeking more diverse recreation opportunities.

Technology is changing how Californians recreate.

- Technological changes often create new activities.
  - Geocaching, mountain boarding, slack-lining.
  - New materials enable users to advance their abilities and also increase number of users.
- New activities require new lands, facilities, programs and services.
- Boomers want amenity-rich and exciting experiences using advanced goods
  - Not just on weekends, but week-long.
  - Internet use is now mainstream.

Sources: California Department of Finance and California Outdoor Recreation Resources Plan



Appendix G
California State Parks Visitor Survey, 2007-09

(Source: California State Parks Planning Division)

PRELIMINARY DATA FOR CARPINTERIA STATE BEACH

Table 1. Itinerary of Visitors.

Itinerary	Carpinteria
Primary stop	86%
One of many stops	14%

Table 2. Group Size of Visitors.

Number in Group	Carpinteria
1	8%
2	37%
3 – 5	34%
6 – 10	15%
11 – 19	4%
20 or more	2%

Table 3. Group Characteristics of Visitors.

Number in Group	Carpinteria
Friends	29%
Family	77%
School group	0%
Tour group	0%
Club	1%
Other	.08%

Table 4. Group Characteristics of Visitors.

Visited Previously	Carpinteria
Yes	88%
No	12%
Don't know/maybe	0%

Table 5. Camping vs. Day Visits.

Type of trip	Carpinteria
Day	17%
Overnight	83%

Table 6. Number of nights camped.

Number of Nights	Carpinteria
1	6 %
2-3	42%
4-6	42%
7-10	8%
More than 10 nights	2%

Table 7. Length of Visit for Day Visitors.

Length of Visit	Carpinteria
15 – 30 minutes	3.5%
31 – 60 minutes	24.4%
1 ½ - 2 hours	31.4%
2 ½ - 4 hours	37.2%
4 – 10 hours	3.5%

Table 8. How Visitors Learned about Carpinteria.

Information Source	Carpinteria
Lived nearby	24.3%
Recommended by others	46.2%
Tour book	3.2%
Internet	10.3%
Newspaper	0.4%
Travel agency	0.4%
TV/Radio	0%
Road sign	1%
Magazine or publication	0.2%
By chance	12.3%
Don't remember	2%
Other	4%

Table 9. Primary Activities of Visitors at Carpinteria.

Activity	Carpinteria
Beach play	3.2%
Body surfing	0.2%
Sunbathing	0.4%
Surfing	2.6%
Bird watching	0.4%
Nature/Interp Trails	0.2%
Photography	0.6%
Relaxing in the Outdoors	18.8%
Tide Pool Exploration	1.4%
Mountain Biking	0.2%
Biking on Paved Surfaces	0.2%
Camping	60.6%
Fishing	0.8%
Jogging/Running	0.6%
Picnic	0.6%
Walking for Pleasure	6.2%
Junior Ranger	0.2%
Other	1%

Table 10. Water Activities of Visitors at Carpinteria.

Activity	Carpinteria
Beach play	46%
Boating	0.2%
Body surfing/wakeboarding	7.7%
Canoeing/kayaking	3.4%
Jet skiing	0%
Sail boating	0%
SCUBA/snorkeling	0.8%
Sunbathing	13.2%
Surfing	12,2%
Swimming	16.6%
Tubing	0.4%
Water play/wading	8.7%
Water skiing	0%
Windsurfing	0.2%
Other	2.4%

Table 11. Nature-oriented Activities of Visitors at Carpinteria.

Activity	Carpinteria
Bird watching	8.9%
Nature walks/interp trails	12.3%
Photography	7.9%
Relaxing outdoors	61.5%
Tide pool exploration	35%
Wildlife viewing	11.3%
Stargazing	7.3%
Wildflowers	5.4%
Other	1.8%

Table 12. Recreation Activities of Visitors at Carpinteria.

Activity	Carpinteria
Backpacking	0.4%
Mountain biking	7%
Biking on paved surfaces	20%
Camping	70%
Fishing	5.4%
Hiking	9.1%
Horseback riding	0.2%
Horseshoes	0.8%
Jogging/running	4%
Kite flying	2.4%
Motorcycle riding	0%
Picnicking	10.3%
Rollerblading	1.2%
Scooters	3.4%
Skiing	0%
Sledding	0%
Snow play	0%
Throwing Frisbee/Frisbee golf	4%
Volleyball/badminton	2.2%
Walking for pleasure	45%
Other	6.6%

Table 13. Educational and Interpretive Activities of Visitors at Carpinteria.

Activity	Carpinteria
Campfire program	3.2%
Historical sightseeing/Tour	1.4%
Junior ranger	3.6%
Junior lifeguard	1.2%
Living history program	1.4%
School program or activity	0.8%
Self guided trail/Tour	3.8%
Visitor center/Museum	7.9%
Native American history program	2.2%
Other	0.6%

Table 14. Electronic Use of Visitors at Carpinteria.

Activity	Carpinteria
Geocaching	0.4%
Wi-Fi	3.6%
GPS	1.6%
Other	0.4%

Table 15. Visitors' Interest in Using Alternative Accommodations at Carpinteria

Alternative Accommodation Option	Carpinteria
Yurt	34%
Tent or canvas frame tent	34%
Rustic wooden cabin	21.5%
Floating campsite	2.2%
Multi-family or small group site	48%

Table 16. Overall Carpinteria Visitor Responses Related to Levels of Satisfaction

Aspect of park visit	NA	Very Unsatisfied	Somewhat Unsatisfied	Neutral	Somewhat Satisfied	Very Satisfied
Preserve natural and historic resources	2.6%	0.2%	1.8%	2.6%	20.8%	71%
Overall condition of facilities	2.4%	3%	3.6%	2.8%	22.5%	66%
Quality of recreational opportunities	4.6%	0.2%	0.8%	2.6%	14.8%	76.6%
Feeling of safety and security	0.8%	0.4%	1.2%	2.8%	15%	80%
Learn about area's history	19.4%	0.6%	4.25%	9.7%	24.1%	41.5%
Courtesy and helpful-ness of staff	9.7%	0.6%	1.8%	2%	6.8%	78.4%
Availability of state park staff	13.1%	1%	0.6%	2.2%	7.4%	75.6%
Fees paid vs. value of experience	11.1%	0.8%	2.2%	2.6%	22.7%	60.6%
Quality of park con-cessions	88.2%	0.4%	0.4%	8.1%	0.4%	2.4%

Table 17. Gender of Visitors at Carpinteria

Gender	Carpinteria
Female	34%
Male	47%
No answer	18%

Table 18. Age Ranges of Visitors at Carpinteria

Age	Carpinteria
1-9	12%
10-14	7%
15-24	11%
25-34	9%
35-44	15%
45-54	19%
55-59	10%
60-64	9%
65-74	6%
75 and older	1%
No Answer	6%

Table 19. Age of Visitor Interviewed at Carpinteria

Age	Carpinteria
18-24	5%
25-34	9.7%
35-44	16.8%
45-54	22.7%
55-59	10.3%
60-64	11.5%
65-74	5.8%
75 and older	1.4%
No Answer	16%

Table 20. Carpinteria Park Visitors Responses Related to Levels of Satisfaction Compared to Ratings of Importance

Aspect of park visit	NA	NA	Very Unsat-isfied	Very Unim-portant	Somewhat Unsatisfied	Somewhat Unimpor-tant	Neutral	Neutral	Somewhat Satisfied	Somewhat Important	Very Satis-fied	Very Impor-tant
Preserve natural and historic resources	2.6%	0.2%	0.2%	0%	1.8%	0.8%	2.6%	2.2%	20.8%	6.4%	71%	89%
Overall condition of facilities	2.4%	0.8%	3%	0%	3.6%	0.4%	2.8%	1.8%	22.5%	5.4%	66%	91%
Quality of recreational opportunities	4.6%	0.6%	0.2%	1%	0.8%	1.4%	2.6%	3.4%	14.8%	13.1%	76.6%	80%
Feeling of safety and security	0.8%	0.4%	0.4%	0.6%	1.2%	0.2%	2.8%	0.8%	15%	4.4%	80%	93%
Learn about area's history	19.4%	3.2%	0.6%	3.2%	4.25%	2.6%	9.7%	7.5%	24.1%	17.4%	41.5%	65.7%
Courtesy and helpfulness of staff	9.7%	2%	0.6%	0.4%	1.8%	0.4%	2%	1.4%	6.8%	7.9%	78.4%	87.6%
Availability of state park staff	13.1%	3.4%	1%	0.6%	0.6%	1.8%	2.2%	3%	7.4%	10.7%	75.6%	80.1%
Fees paid vs. value of experience	11.1%	5%	0.8%	2%	2.2%	4.8%	2.6%	3.6%	22.7%	13.7%	60.6%	70%
Quality of park concessions	88.2%	66.5%	0.4%	10.9%	0.4%	1.2%	8.1%	9.5%	0.4%	2.4%	2.4%	9.5%

Table 21. Combined Income

Income Level	Carpinteria
Less than $14,999	1.8%
$15,000 to $24,999	2%
$25,000 to $34,999	3.4%
$35,000 to $49,999	4%
$50,000 to $74,999	14.1%
$75,000 to $99,999	22.3%
$100,000 to $149,000	21.2%
$150,000 and over	6.4%
No answer	24%

Table 22. Ethnicity of Visitors Interviewed at Carpinteria

Ethnicity	Carpinteria
Hispanic or Latino	7.7%
Asian	0.8%
Black or African American	0.6%
White / Caucasian	67.7%
American Indian and/or Alaska Native	.0.2%
Native Hawaiian and other Pacific Islander	0%
Other / Multi-racial	5.6%
No answer	17%

Table 23. Residence of Visitors (by Zip Code)

Totals (by # of Instances)
County Totals
Alameda - 2
Butte - 1
Fresno - 2
Humboldt - 1
Kern - 12
Los Angeles - 173
Mendocino - 1
Napa - 1
Orange - 30
Placer - 2
Riverside - 11
Sacramento - 5
San Bernardino - 24
San Diego - 7
San Joaquin - 1
San Luis Obispo - 3
San Mateo - 1
Santa Barbara - 75
Santa Clara - 2
Solano - 1
Sonoma - 1
Stanislaus - 1
Tulare - 3
Ventura - 101
Yolo - 1

State Totals (Does not include California)
Colorado - 7
Michigan - 1
Minnesota - 1
Montana - 2
Nevada - 3
New Mexico - 1
New York - 1
Oregon - 2
Virginia - 1
Washington - 5
Country Totals
Canada - 3
Germany - 1
The Netherlands - 2

Appendix H
Carpinteria State Beach Visitor Survey (2/27-28/2009)

Survey Questions

1. What's your zip code?
   If not from the U.S., what country are you from?

2. How many are in your group, including yourself on this trip?
   (If alone, go to question #4)

3. Are you here with: (check √ **all** that apply)
   Friends — Part of a commercial tour
   Family — A club/organization field trip
   School/study group — Other:

4. Have you been to this State Park before this visit? Yes No Don't remember/maybe

5. How did you learn about this park? (check √ all that apply)
   Grew up nearby/live nearby — Newspaper — Magazine or publication
   Recommended by family or friends — Travel agency — By chance (drove by, etc.)
   Tour book/map (e.g., CSAA guide) — TV/radio — Don't remember
   Internet/State Parks web site — Road sign — Other:

6. Is this State Park your primary destination or is this one of several stops along an extended trip?
   primary destination one of several stops

7. Are you camping here or on a day trip to the park?
   Day: how many hours do you expect to be here? (skip to Q9)
   Camping: If camping, how many nights will you be here?

8. If camping, during this visit will you/did you use any of these items? *(check* √ **all** that apply)
   Tent
   Car top Camper /camper shell
   Tent trailer
   Trailer / 5th wheel
   Motor home
   Hookups –sewer, water, elec., etc.)
   Generator
   Other _

9. What activities did you do **or** do you expect to do at this State Park? (*check* √ **all** that apply)

Nature Oriented Activities	**Educational/Interpretive Activities**
16-Bird watching	46-Campfire program
17-Nature walks/interpretive trails	47-Historical sightseeing/tour
18-Photography	48-Junior Ranger
19-Relaxing in the outdoors	49-Junior Lifeguard
20-Tide pool exploration	50-Living history program
21-Wildlife viewing	51-School program or activity
22-Stargazing	52-Self-guided trail / tour
23-Wildflowers	53-Visitor center/museum
24-Other: _____	54-Native American history program
	55-Other: _____

Which of these is the primary activity of your group as a whole? _____

10. If you didn't attend any of the interpretive/educational programs, why not?

11. Based on what you've experienced at this park so far, are there activities and programs you might like here at this park but that aren't currently available?

Activities:

Programs:

[Researcher – wait for an answer, and only suggest park-specific examples to guide visitors if they ask for examples, otherwise move on. An example of a park activity would be volunteer efforts such as tree plantings. An example of a program would be a camp fire talk led by a ranger.]

Are there any additional amenities you would like to have in this State Park beyond what are currently offered?

[Researcher – wait for visitors to respond, and then only if they ask for guidance, suggest park-specific examples depending on where you're working. These could be amenities such as trails and educational/interpretive opportunities.]

The next question is about a few aspects of your visit to this State Park, and I'd like to know two things about each one: how satisfied you are with each one, and how important that aspect of the park is to you.	Very Satisfied	Somewhat Satisfied	Neither satisfied or unsatisfied	Somewhat Unsatisfied	Very unsatisfied	Don't Know / Not Applicable		Very Important	Somewhat Important	Neither important or unimportant	Somewhat Unimportant	Very unimportant	Don't Know / Not Applicable
12.1 Efforts to preserve the natural or historic resources here													
12.2 Opportunities to help you learn about the area's history and natural environment													

What other comments would like to share with us about this park?

The following survey items are designed to give us a better idea of the characteristics of State Park visitors. Please note that your responses are anonymous and you are not identified in any way with this information.

1. What is your gender? Male Female

2. Your age?

___ 18-24 years ___ 55-59 years
___ 25-34 years ___ 60-64 years
___ 35-44 years ___ 65-74 years
___ 45-54 years ___75 years and over

3. What is the age range for **each other member** of the party you came with today? How many in your party are:

___ 1 - 9 years ___ 45-54 years
___ 10-14 years ___ 55-59 years
___ 15-24 years ___ 60-64 years
___ 25-34 years ___ 65-74 years
___ 35-44 years ___ 75 years and older

4. In terms of your racial/ethnic identity, which group do **you individually** belong to? (choose one)

Hispanic or Latino White / Caucasian Other / Multi-racial
Asian American Indian and/or Alaska Native
Black or African American Native Hawaiian and other Pacific Islander

5. What is your **combined household** income?

Less than $14,999 $35,000 to $49,999 $100,000 to $149,000
$15,000 to $24,999 $50,000 to $74,999 $150,000+
$25,000 to $34,999 $75,000 to $99,999

Please hand to the researcher once you are finished. Thank you for your time.

Carpinteria State Beach Visitor Survey, Feb '09—Demographic Data of Respondents

		Cumulative
Gender	Male	**17**
	Female	**15**
Age	18-24	**1**
	25-34	**3**
	35-44	**7**
	45-54	**12**
	55-59	**1**
	60-64	**0**
	65-74	**7**
	75+	**0**
Age (others)	1-9	**19**
	10-14	**12**
	15-24	**10**
	25-34	**10**
	35-44	**11**
	45-54	**14**
	55-59	**3**
	60-64	**2**
	65-74	**23**
	75+	**0**
Ethnicity	Hisp/Lat	**5**
	Asian	**0**
	Black/	**0**
	Wh/Cauc	**24**
	Am In/	**0**
	Nat Haw/	**1**
	Other/Multi	**2**
Combined Income	>$14,999	**1**
	$15,000-	**1**
	$25,000-	**2**
	$35,000-	**4**
	$50,000-	**5**
	$75,000-	**6**
	$100,000-	**6**
	$150,000+	**5**

1	Zip Code	2	# in group	3	Here with:	4	Been before?	5	How learn?	6	Primary dest?	7	Camp/ Day	8	Camp Equip
	91024		4		Frnds, famly		Y		Recomm		Primary		C-2		Trl/5th wheel
	91354		14		Frnds, famly		Y		Recomm		Primary		C-2		Tent
	93311		6		Family		Y		Internet/SP web		Primary		C-2		Tent trlr
	91362		2		Family		Y		Nearby		Primary		C-3		RV hookups
	91739		4		Family		Y		Recomm		Primary		C-2		RV hookups
	91016		15		Frnds, famly		Y		Recommended		Primary		C-2		RV hookups
	93063		2		Family		Y		Grew up, live		Primary		C-2		RV hookups
	91321		20		Frnds, famly		Y		Recommended		Primary		C-7		RV hookups
	91307		12		Family		Y		Recommended		Primary		C-2		Tent trlr, gen
	90249		2		Frnds.		Y		Grew up, live		Primary		C-2		Pop-up van
	91343		17		Frnds, famly		Y		Rec, Internet		Primary		C-2		RV hookups
	91381		4		Frnds		Y		Grew up, live		Primary		C-2		Tent
	91406		7		Frnds, famly		Y		Grew up, Rec		Primary		C-2		Tent
	93951		5		Family		N		Intrnt/SP web		Primary		C-2		Trl/5th wheel
	91321		7		Frnds, famly		Y/N		Recommended		Primary		C-2		RV, generator
	93644		2		Family		Y		Grew up, live		Primary		C-7		RV, hookups
	Ohio		1		N/A		Y		Recom, tourbook		Primary		C-7		RV hookups
	91320		2		Family		Y		Recommended		Primary		C-7		RV hookups
	93535		2		Family		Y		Recommended		Primary		C-3		RV generator
	48348		1		N/A		N		Map		One of several		C-14		Tent
	90660		2		Family		N		By chance		Primary		C-2		Camper shell
	01020		2		Friends		N		Recommended		Primary		C-2		Tent
	81416		4		Frnds, famly		Y		Recommended		One of several		C-6		Tent
	93536		6		Frnds, famly		Y		Recommended		Primary		C-3		Trl/5th wheel
	93063		2		Frnds, famly		Y		Grew up, live		Primary		C-2		Camper shell
	91311		4		Frnds, famly		Y		Grew up, live		Primary		C-2		RV generator
	98801		2		Family		N		Recommended		One of several		C-7		RV
	92867		2		Frnds, famly		Y		Recommended		Primary		C-7		RV hookups
	93510		2		Frnds, famly		Y		Grew up, live		Primary		C-7		RV hookups
	91214		2		Frnds, famly		Y		Grew up, live		Primary		C-11		Trl/5th wheel
	91350		2		Frnds, famly		Y		Grew up, live		Primary		C-3		Trl/5th wheel
	91354		4		Frnds, famly		Y		Recommended		Primary		C-4		Trl/5th wheel
	92620		2		Frnds, famly		Y		Recommended		Primary		C-6		RV hookups
	93265		10		Frnds, famly		Y		Grew up, live		Primary		C-3		Tent trailer, gen

Carpinteria State Beach Visitor Survey, Feb '09—Question 9, Raw Responses

9	Nature Activities	Ed/Interp Activities	Recreational Activities	Primary
	All exc BW, tidepool	None	BP	Relaxing
	All exc tidepool, wildflwrs	None	BP	Relaxing
	All exc photo, wildflwrs	None	BP	Beach play
	All exc wildlf view, wldflwrs	None	Biking	Relaxing
	All exc BW, photo, wldlf, wldflwrs	CF, SG	Surf, BP, Biking	Fam bonding
	All exc BW	None	BP, Biking	Relaxing
	All	None	Walking	Relaxing
	Ph, R, WV, SG	None	BP, B, Games	Biking
	All	None	Sw, BP, Fishing, B	BP
	Relaxing in outdoors	None	None	Relaxing
	All exc BW	None	Sw, BP, Biking	Relax, socializing
	All exc BW, TP, WF	None	Sw, BP, Surf, Biking	Relaxing
	All	CF, SG	Sw, BP, Ball, Skatebrdg	Walk, Relx
	All exc BW	VC	BP, Biking, Walking	Relaxing
	NW, R, WV, SG	CF	BP, Hiking, Bocci, Kites, Bikes	Stargzng, Biking
	R, TP w kids, SG	JR	No reply	Relaxing
	R, SG	None	None	Relaxing
	NW,P,R,TP,WV,SG,seals,dolphs	Antiquing,farmers mkt	No reply	No reply
	All + seals	CF,SG,VC,NA history	SW summer,BP,Surf,Barbeque!	No reply
	NW,R,TP,WV,SG,WF	Hist Tour,SG,Native Am	No reply	Walking, Biking
	NW,R, SG, Drinking	None	Biking	Biking
	Ph,R,TP,WV,SG,WF	None	BP,Fishing,Kite flying	Fishing
	All	Hist tour,VC	BP, Walking	Wildlife viewing
	All exc BW,WF	CF,Hist tour,VC	Sw,BP,Bikes, skateboarding	Relaxing
	All	All exc JR, JG	Walking	No reply
	All	All exc JR, JG	BP, Surfing, Biking	No reply
	All exc Ph,WV	None	None	Walking
	NW,Ph,R,TP,WV,	None	Sitting on the beach	Relaxing
	R,SG	None	Walk dogs	Visit frnds, relax
	R,TP,WV,SG,WF	None	BP,Fishing,Biking	Cards,Bike,games
	All	None	BP	Walk on beach
	Ph,R,SG	None	BP,jogging	Eat,relax,drink
	NW,R	SG	No reply	Talk,sit,relax
	All	School,SG,VC	Sw,BP,Surfing,Biking, Scooters	Nature oriented

Key

NATURE ACTIVITIES: BW—Bird watching, NW—Nature walks/interpretive trails, Ph—Photography, R—Relaxing in outdoors, TP—Tidepool exploration, WV—Wildlife viewing, SG—Stargazing, WF—Wildflowers

EDUCATIONAL/INTERPRETIVE ACTIVITIES: CF—Campfire program, Hist Tour—Historical sightseeing/tour, JR—Junior Ranger, JG—Junior Lifeguard, School—School program or activity, SG—Self-guided trail/tour, VC—Visitor center/museum, Native Am—Native American history program

RECREATIONAL ACTIVITIES: BP—Backpacking, SW—Swimming, Surf—Surfing

Carpinteria State Beach Visitor Survey, Feb '09—Questions 10-11, Raw Responses

10	If you didn't attend interpre-tive activities, why not?	11	Any new activities you'd like?	Any new programs you'd like?
	Prefer another way		None	None
	Prefer another way		None	None
	Would have, didn't know		None	None
	Too late at night		None	Sunday morn worship, longer VC hours
	n/r		None	None
	Not interested		None	Cabana boys
	Not interested		None	None
	Would have, didn't know		None	None
	Not interested		None	None
	Not interested		None	None
	Not interested		Rental equip	None
	Not interested		None	None
	N/A		More kids things, playground	None
	Would have, didn't know		None	None
	No reply		None	None
	Leg problem, age		None	None
	Not interested		None, fine as it is	Improve/replace reservation system
	Not interested		Open bar, wine tasting :)	None
	N/A		More hookups in San Miguel	Organize fiesta nite (pot luck, music)
	No reply		Likes park way it is	None
	Not interested		Like it as it is	None
	Would have, didn't know		None	None
	Prefer another way		None	None
	N/A		Nature trails	None
	N/A		None	None
	N/A		None	None
	Would have, didn't know		None	None
	Not interested		None	None
	Not interested		None	None
	Would have, didn't know		None	None
	Prefer another way		No	No reply
	Not interested		No	No reply
	Would have, none offered		None	None
	Would have, didn't know		No reply	No reply

Carpinteria State Beach Visitor Survey, Feb '09—Questions 12.1-12.2, Raw Responses

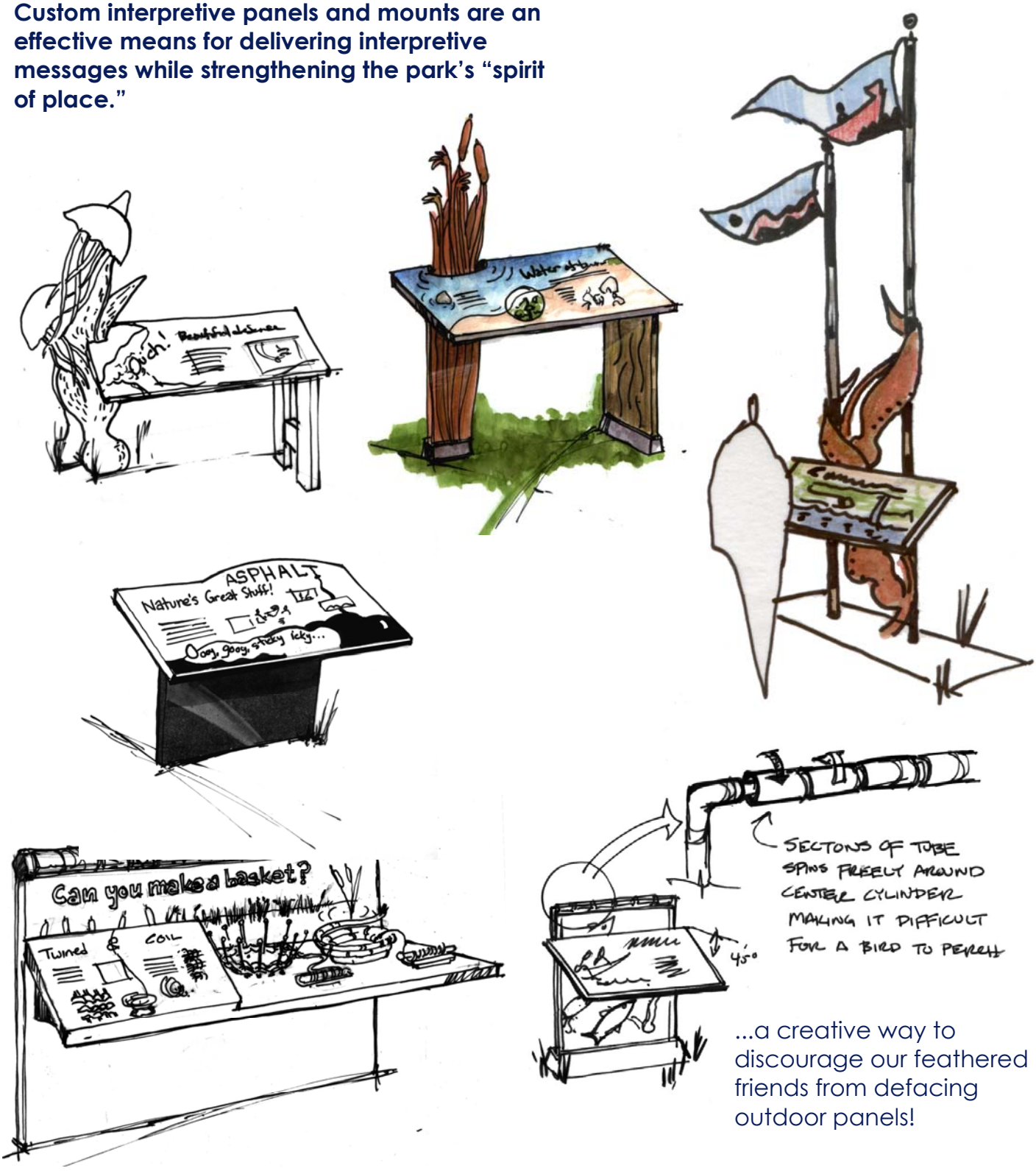
12.1	Preserve/Satisfied	Preserve/Important	12.2	Opportunities/Satisfied	Opportunities/Important
	Very satisfied	Very Important		Very satisfied	Very important
	Very satisfied	Very Imp		Neither	Neither
	Very satisfied	Very Imp		Very sat	Very imp
	Very satisfied	Very Imp		Neither	Neither
	Very satisfied	Very Imp		Somewhat sat	Somewhat imp
	Very satisfied	Very Imp		Don't know	Somewhat imp
	Somewhat satisfied	Very Imp		Neither	Neither
	Very satisfied	Very Imp		Somewhat sat	Somewhat imp
	Somewhat satisfied	Somewhat Imp		Somewhat sat	Somewhat imp
	Very satisfied	Very Imp		Very sat	Very imp
	Don't know	Very Imp		Don't know	Neither
	Very satisfied	Very Imp		Somewhat sat	Somewhat imp
	Very satisfied	Very Imp		Somewhat sat	Very imp
	Very satisfied	Very Imp		Neither	Neither
	Very satisfied	Very Imp		Somewhat sat	Very imp
	Very satisfied	Very Imp		Very sat	Very imp
	Somewhat satisfied	Very Imp		N/A	N/A
	Somewhat sat	Very Imp		Don't know	Don't know
	Very satisfied	Very Imp		Very sat	Very imp
	Very satisfied	Very Imp		Somewhat uns	Very imp
	Somewhat satisfied	Very Imp		Very sat	Very imp
	Don't know	Very Imp		Somewhat sat	Somewhat imp
	Very satisfied	Very Imp		Somewhat sat	Somewhat imp
	Very satisfied	Very Imp		Neither	Neither
	Very satisfied	Somewhat Imp		Somewhat sat	Very imp
	Very satisfied	Very Imp		Somewhat sat	Neither
	Very satisfied	Very Imp		Somewhat sat	Very imp
	Very satisfied	Very Imp		Neither	Somewhat imp
	Very satisfied	Very Imp		Somewhat sat	Neither
	Very satisfied	Very Imp		Don't know	Don't know
	Very satisfied	Very Imp		Neither	Neither
	Very satisfied	Very Imp		Very sat	Somewhat imp
	Neither	Neither		Neither	Neither
	Very satisfied	Very Imp		Somewhat sat	Somewhat imp
	Very satisfied	Very Imp		Very sat	Somewhat imp

Question 12.1: How satisfied are you with efforts to preserve the natural or historic resources here? How important is this to you?

Question 12.2: How satisfied are you with opportunities to help you learn about the area's history and natural environment here? How important is this to you?

APPENDIX I
GRAPHIC CONCEPTS

Custom interpretive panels and mounts are an effective means for delivering interpretive messages while strengthening the park's "spirit of place."



...a creative way to discourage our feathered friends from defacing outdoor panels!

Design concepts by Sandra Farrell, ©California State Parks

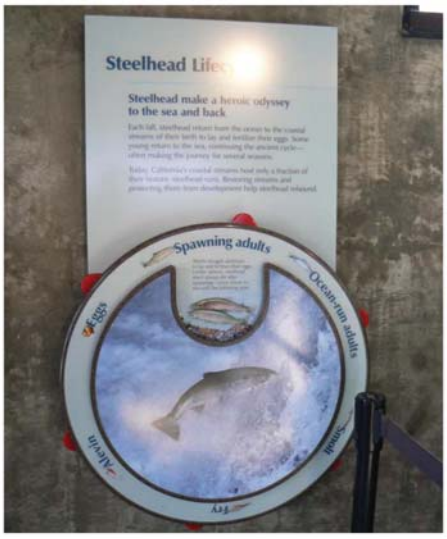
Custom Interpretive Panels and Exhibits—Examples (Recommendation I-A: Develop and install custom interpretive panels)

Monterey Bay Aquarium

Custom interpretive panels, Monterey Bay Aquarium

Photo: DPA

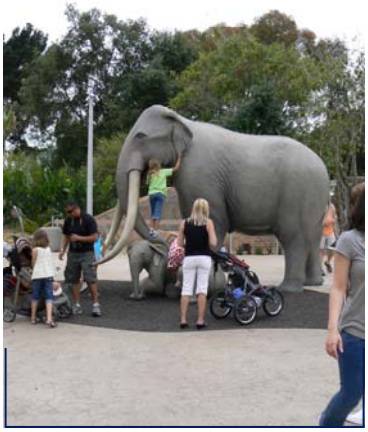
Studies have shown that visitors retain information longer when interpretive panels use shapes that support the message.



Interactive interpretive exhibits, San Diego Zoo

Photo: Tile Artisans

Digital image on ceramic tiles



Photos: Sandra Farrell

(Recommendation I-A: Use designs, materials & techniques inspired by the park's unique themes and stories)

Photos: Sandra Farrell

Photo: TB Penick

Embedded natural objects and related design elements add richness to plain concrete hardscape surfaces.

Photo: Sandra Farrell

Wall treatment on outdoor shower wall at Fletcher Cove Park, Solana Beach.

(Recommendation I-A: Use designs, materials & techniques inspired by the park's unique themes and stories)

Even utilitarian objects like trash receptacles, benches, and picnic tables can contribute to the park's unique sense of place to enhance the visitor experience.

Photo: Blythe Liles

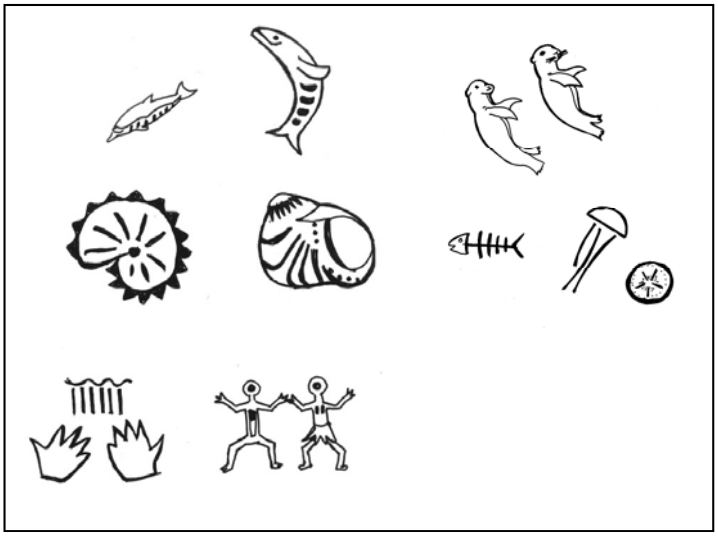
Photo: Quickcrete

Design concepts by Sandra Farrell, ©California State Parks

Natural shapes and colors offer unlimited design options that can be integrated into new or existing park facilities.

(Recommendation I-A: Use designs, materials & techniques inspired by the park's unique themes and stories)

Sense of place can be strengthened for each of the park's four campgrounds, using design elements inspired by the four Channel Islands for which they are named.



A unifying graphic "language" inspired by the park's natural and cultural history should be developed for use on interpretive signage, publications, websites, and facilities.

The heavy iron security gates on the restrooms in San Miguel and Santa Rosa Campgrounds can be made more welcoming by installing interpretive elements unique to each area.

Design concepts by Sandra Farrell,
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Appendix J
List of Participants: Stakeholder Workshops

Two stakeholder workshops were held to gather input during the initial stage of the IMP process. The first was held in the Council Chambers at Carpinteria City Hall on February 2, 2009. The second was held in the amphitheater at Carpinteria State Beach on March 23, 2009. The following is a list of participants who attended one or both of the workshops.

Ms.	Andrea	Adams-Morden	Docent - Carpinteria Salt Marsh	Carpinteria City Parks
Ms.	Karen	Anderson	Director of Education	Santa Barbara Trust for Historic Preservation
Ms.	Shauna	Bingham	Vol/Outreach Coordinator	Channel Islands Natl. Marine Sanctuary
Ms.	Mary	Bolger	Docent	California State Parks, Channel Coast District
Ms.	Jaci	Browdy	After-School Enrichment Prog. Dir.	Girls Inc. Carpinteria
Ms.	Ernestine	DeSoto	Chumash descendent	Santa Ynez Band of Chumash Indians
Mr.	Gary	Dobbins	Editor	Carpinteria Coastal View Newspaper
Ms.	Katie	Dolge		Girls Inc. Carpinteria
Mr.	Ed	Edwards	Geologist	Santa Barbara Astronomical Society
Mr.	Barry	Enticknap	Docent - Naturalist Corps	Carpinteria Rotary Club, Chamber of Commerce
Mr.	Al	Fimlaid	Lifeguard Supervisor	California State Parks, Channel Coast District
Mr.	Mike	Imwalle	Archaeologist	Santa Barbara Trust for Historic Preservation
Mr.	Tom	Jaqua	Director	Friends of Channel Coast State Parks
Ms.	Karen	Kennedy	Educator	Blue Dolphin Program - Camino Real Naturalists
Ms.	Pat	Kistler	Govt Relations Director	Carpinteria Chamber of Commerce
Ms.	Lynda	Lang	President, CEO	Carpinteria Chamber of Commerce
Ms.	Marie	Lindsey	State Park Interpreter	California State Parks
Ms.	Natasha	Lohmus	Biologist	Dept. of Fish and Game
Ms.	Heather	Moffat	Director of Education & Exhibits	Santa Barbara Museum of Natural History
Mr.	Wade	Nomura	Interpretive Play Area Co-Chair	Carpinteria Morning Rotary
Ms.	Roxanne	Nomura	Interpretive Play Area Co-Chair	Carpinteria Morning Rotary
Ms.	Asa	Olsson	Cultural Arts/Teen Program Dir.	Girls Inc. Carpinteria
Dr.	Anne	Peterson	Curator	Santa Barbara Trust for Historic Preservation
Mr.	Jeff	Price	Chief Ranger (retired)	California State Parks, Channel Coast District
Mr.	Matt	Roberts	Director	Carpinteria Parks and Recreation
Mr.	Rich	Rozzelle	District Superintendent	California State Parks
Mr.	Ty	Smith	Cal. State Parks P.O.R.T.S.	California State Parks, Channel Coast District
Dr.	Jan	Timbrook	Curator of Ethnography	Santa Barbara Museum of Natural History
Ms.	Linda	Tornello	State Park Ranger (retired)	State Park Ranger (retired)
Mr.	Steve	Treanor	District Superintendent (retired)	California State Parks, Channel Coast District
Ms.	Julie	Tumamait-Stenslie	Chumash descendent	
Mr.	Bear	Weil	Sector Superintendent	California State Parks, Channel Coast District
Mr.	Paul	Wright	Owner - Island Brewing Co.	Carpinteria Chamber of Commerce
Mr.	Greg	Yanchus	Park Maintenance Chief III	California State Parks, Channel Coast District

APPENDIX K
List of Participants: Individual Interviews

Interviews were conducted with the following individuals during the data-gathering phase of the IMP process.

Ms. Yvonne Menard, Chief of Interpretation, Channel Islands National Park

Ms. Carol Peterson, Education Program Coordinator, Channel Islands National Park

Mr. Gerardo Cornejo, Principal, Carpinteria High School

Ms. Kim Castagna, Educator, National JASON Trainer, Carpinteria Middle School

Ms. Carrie Anderson, Educator, Science Matters Grant Program, Carpinteria Unified School District

Ms. Cindy Rief, Educator, Special Education, Carpinteria Unified School District

Ms. Sharon Velarde, Educator, After-School Program, Carpinteria Unified School District

APPENDIX L
List of Participants: State Park Employee/Volunteer Workshop

The following employees and volunteers participated in an IMP focus group at Carpinteria State Beach on February 25, 2009.

1. Scott Cramolini, State Park Peace Officer Supervisor/Ranger
2. Kevin Escalante, Seasonal Lifeguard II
3. Melinda Lowe, Senior Park Aid
4. Tim Lowe, Park Maintenance Supervisor
5. Don Surratt, Park Maintenance Worker II
6. Cathy Wills, State Park Peace Officer (Ranger)
7. Chuck and Vi Gerolds, Campground Hosts
8. Facilitator: Wes Chapin, District Interpretive Specialist

Appendix M
List of Participants: District Office Review

The following employees participated in a review of draft recommendations at the Channel Coast District Office on April 20, 2009.

1. Rich Rozzelle, District Superintendent, Channel Coast District
2. Gerry "Bear" Weil, Ventura Sector Superintendent, Channel Coast District
3. Jack Futoran, District Public Safety Superintendent, Channel Coast District
4. Tim Lowe, Park Maintenance Supervisor, Carpinteria State Beach
5. Scott Cramolini, Supervising State Park Peace Officer (Ranger), Carpinteria State Beach
6. Nancy Mendez, Regional Interpretive Specialist, Southern Service Center (by phone)
7. Wes Chapin, District Interpretive Specialist, Channel Coast District

Carpinteria State Beach is part of a unique coastal community, rich in natural, cultural and recreational resources to be enjoyed today and protected for future generations.

Unifying Interpretive Theme for Carpinteria State Beach