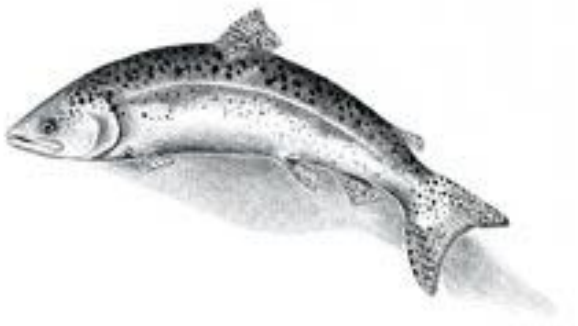
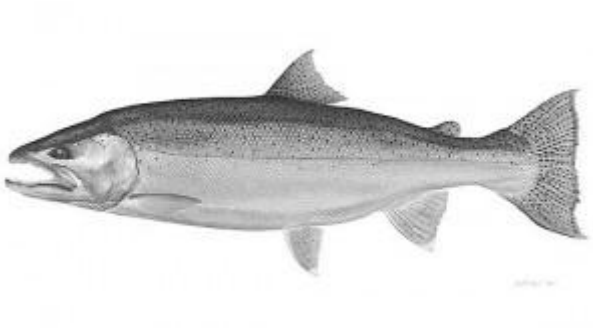
California Department of Fish & Game, Santa Barbara & Resource Conservation District of the Santa Monica Mountains

Site Handbook

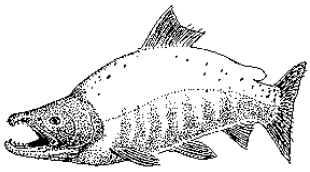


Watershed Stewards Project Mission

The mission of the AmeriCorps Watershed Stewards Project is to conserve, restore, and enhance anadromous watersheds for future generations by linking education with high quality scientific practices.



Steelhead Trout



Sockeye Salmon

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Introduction

Site Description

Site Address

Resource Conservation District of the Santa Monica Mountains
30000 Mulholland Hwy
Agoura Hills, CA 91301

Agency Affiliation

Welcome to the Santa Barbara DFG and Resource Conservation District of the Santa Monica Mountains, one of the most southern WSP sites. The CDFG Southern Steelhead Coastal Monitoring has completed its first year and now has a pilot monitoring plan that needs to be implemented.

Recent watershed restoration and monitoring efforts of the RCDSMM include lifecycle monitoring in Topanga Creek (mark-recapture, instream antenna, gastric lavage, scales, fin clips), monthly snorkel surveys, redd surveys and outmigrant trapping during storm events. Restoration projects primarily focus on revegetation and invasive removal in Lower Topanga. Water quality monitoring is on-going in Malibu Creek.
Plans are in place for 2012 for restoration of Malibu lagoon which will require fish seining, and water quality monitoring.

In addition to monitoring work, the WSP members will assist the co mentoring site, the California Conservation Corps with implementing and monitoring on the ground watershed restoration projects. Additional attendance at local meetings, community outreach and educational events may be desired.

General Ecology

The Santa Monica Mountains rise above Los Angeles, widen to meet the curve of Santa Monica bay, and reach their highest peaks facing the open ocean. The rugged coastline offers narrow sandy beaches and rocky shores. Dense chaparral and fragrant sages cover the canyon walls. Inland, lone valley oaks accentuate the grassy hillsides.
Born from the collision and sliding of the Earth's crustal plates, the mountains are home to some of the most unique and rare natural features and ecosystems in the United States. Part of the Transverse Ranges that stretch from the Mojave Desert to the Channel Islands, these mountains are some 46 miles long and eight miles wide. Volcanic Sandstone Peak, at 3,111 feet above sea level is the highest point in the Santa Monica Mountains.

To the West in the Pacific Ocean are the Channel Islands. Many of the islands are owned by the National Park Service and are open to day-use visitors and over night campers. It's a great base camp for numerous outdoor activities. The nexus of the Mountain and the Ocean offers a great number of recreation activities (surfing, kayaking, hiking, backpacking, mountain biking, road cycling, sailing, fishing, scuba diving, etc…)

Mentor Bios

Dana McCanne is an Environmental Scientist for the California Department of Fish and Game Steelhead Assessment Program in Santa Barbara. Working as a Senior Research Analyst, Biologist, and project Principle Investigator at the Forest Science Project, Institute for Watershed Management and the Institute for River Ecosystems at Humboldt State University, he has over a decade of experience designing and implementing region wide salmonid surveys. He is a member of the California Coastal Salmonid Monitoring Plan Technical Team tasked with developing the statewide salmonid monitoring program.

Chris Lima has been working on Steelhead Trout issues in southern California for over 4 years. Since December, he has been working on monitoring southern California Steelhead as an Environmental Scientist for the California Department of Fish and Game, and previously worked on Steelhead restoration projects as the Fish Habitat Specialist at the California Conservation Corps in Camarillo for over 3 years. Chris has also monitored California Condors for the United States Fish and Wildlife Service's California Condor Recovery Program and as a GIS Wetland and Riparian Habitat Technician for Cal State Northridge's Center for Geographic Studies. As a southern California native, Chris is interested in preserving and restoring the areas rich ecological value that is home to so many unique species and people.

Jill Taylor is a Fisheries Biologist/Fish Habitat Assistant at the California Conservation Corps, Camarillo Center. She grew up in southern California and moved east to Boston to attend the University of Massachusetts graduating with a B.S. in Biology with an emphasis in ecology. After graduating she returned to her hometown in Ojai and started her career in Fisheries working for a local water district doing steelhead monitoring on the Ventura River watershed. Jill now works to restore habitat in creeks in Santa Barbara, Ventura, and Los Angeles counties to benefit steelhead trout. As an avid hiker, she spends a majority of her time away from work exploring the creeks and peaks of the Los Padres National Forest.

Rosi Dagit, Senior Conservation Biologist and Certified Arborist, has been working at the RCDSMM since she moved to Los Angeles in 1987. She has initiated and coordinated numerous research, restoration and monitoring projects throughout the Santa Monica Mountains, starting with studies of Malibu Lagoon, Leo Carrillo State Beach and moving inland to watershed level analysis and sensitive species monitoring. She has published numerous technical papers, as well as a children's book, Grandmother Oak. Currently Rosi serves as a member of the Los Angeles County Environmental Review Board and leader of the Topanga Creek Stream Team. Rosi is also a member of the Los Angeles County Beach Commission, technical advisor for the CA Oak Foundation and former member of the City of Malibu Environmental Review Board.

Jenna Krug is a Conservation Biologist with the RCD. She grew up in central New Jersey and earned a B.S. degree in Marine Biology from the University of Rhode Island. After college, she worked as an assistant aquarist at the Pennington Marine Science Center, as a docent at Jenkinson's Aquarium, and as a field chemist for an environmental services company in northern New Jersey. She also spent several seasons during and after college studying population dynamics of marine fishes in the Bahamas.

Before moving to California, she hiked from New Jersey to Maine on the Appalachian Trail in order to raise funds and awareness for hypertrophic cardiomyopathy and the Matthew Krug Foundation. She moved out to California in 2006, and in 2009 earned a M.S. degree in Marine Biology from California State University, Northridge. Along with conducting research at Catalina Island for her master's thesis, she taught introductory biology laboratory courses and assisted with the marine ecology course at CSUN.

Jenna has worked with the RCDSMM since September 2009 conducting surveys of steelhead trout. She is currently working on a water quality monitoring study in Malibu and Topanga Creeks, and is assembling information on local fish species for the RCD education department.

General Calendar of Duties at Santa Barbara

Month	*Location (Field/Office/Classroom)*	*Site Duties*	*Work Load (Moderate, Busy, Light)*	*Typical Work Hours* *10 hour days –* *4 days/wk (M-Th 7:00-5:30)* *8 hour days –* *5 days/wk (M-F 8:00-4:30)*
Fall				
October	Field and Office	Trainings, and education planning, juvenile monitoring, native planting and restoration activities	Moderate	8 hour days – 5 days/wk (M-F 8:00-4:30)
November	Field and Office	Field season preparation, adult and juvenile monitoring, Public outreach, data analysis, native planting and restoration activities, Patagonia Salmon Run	Moderate	8 hour days – 5 days/wk (M-F 8:00-4:30) + a Sunday for Salmon Run
Winter				
December	Field and Office	Adult monitoring, public outreach, data analysis, native planting and restoration activities	Moderate/ Heavy	8 hour days – 5 days/wk (M-F 8:00-4:30) Field work weather dependent and will require flexibility, possibly working nights and weekends.
January	Mostly Field, some Office	Adult monitoring, public outreach, data analysis	Heavy	8 hour days – 5 days/wk (M-F 8:00-4:30) Field work weather dependent and will require flexibility, possibly working nights and weekends.
February	Mostly Field, some Office	Adult monitoring, public outreach, data analysis	Heavy	8 hour days – 5 days/wk (M-F 8:00-4:30) Field work weather dependent and will require flexibility, possibly working nights and weekends.
Spring				
March	Mostly Field, some Office	Adult monitoring, public outreach, data analysis	Moderate/ Heavy	8 hour days – 5 days/wk (M-F 8:00-4:30) Field work weather dependent and will

				require flexibility, possibly working nights and weekends.
April	Field and Office	Adult monitoring, juvenile monitoring, public outreach, data analysis, NPS Science Festival, Earth Day events!	Moderate/ Heavy	8 hour days – 5 days/wk (M-F 8:00-4:30) Field work weather dependent and will require flexibility, possibly working nights and weekends.
May	Field and Office	Adult monitoring, juvenile monitoring, public outreach, data analysis. Great time to have ISP event and/or class room education.	Moderate/ Heavy	8 hour days – 5 days/wk (M-F 8:00-4:30) Field work weather dependent and will require flexibility, possibly working nights and weekends.
Summer				
June	Field and Office	Juvenile monitoring, public outreach, data analysis, project assessment	Moderate	8 hour days – 5 days/wk (M-F 8:00-4:30) Field work weather dependent and will require flexibility, possibly working nights and weekends.
July	Some Field, Mostly Office	Juvenile monitoring, data analysis, project report preparation	Moderate	8 hour days – 5 days/wk (M-F 8:00-4:30)
August	Office	Report preparation	Light	8 hour days – 5 days/wk (M-F 8:00-4:30)

Description of Site Duties

Fish Passage Restoration	In the Fall, the CCC will have multiple habitat restoration projects taking place. Members may be asked to help with different parts of project implementation including photo monitoring, native vegetation planting, willow staking, seeding and installation of erosion control measures. During the Winter and Spring members will be asked to help with ongoing maintenance and monitoring activities associated with the projects, including watering of plants, weeding of non natives, photo monitoring and project effectiveness monitoring.
Spawner, Snorkel, Presence/Absence, and other types of Surveys	Spawner surveys typically take places anywhere from December to April. They involve the hiking of rivers and creeks looking for live and dead adult steelhead as well as the nest that they make when they spawn, known as a redd. These surveys are fun and exciting, often taking you to places that you would otherwise never have the opportunity to hike to. Members will assist with these surveys in Topanga Creek, Malibu Creek, Ventura River and others.
Out reach and Educational Events	Occasionally throughout the year members will be asked to participate in local educational events through tabling with educational information. These may include the Patagonia Salmon Run, the Topanga Earth Day, The Ventura Earth Day and the Ojai Earth Day Festival, Thousand Oaks Arbor Day, Santa Monica Mountains Science Festival, and the Salmonid Restoration Federation Conference.

ISPs and Outreach Events

ISP Information

Each member is required to complete an Individual Service Project (ISP). ISPs involve recruiting at least 13 volunteers from the community to participate in a community outreach or restoration event. There are multiple ISP options depending on what the individual member's interest are. Potential Ideas:

Volunteer Habitat Restoration Events
-Mountains Restoration Trust: Lower Topanga Restoration
-Topanga Creek Stream Team

Planning a Volunteer Clean Up Day
-Topanga Creek
-Malibu Creek

Planning a Community Outreach Event
-Malibu Creek Watershed Day

In Year 18, the members completed a nonnative vegetation removal and planted natives along Carpinteria Creek under the Eighth Street Pedestrian Bridge. They organized the event with the help of the City of Carpinteria, who provided the plants, water, snacks, some tools, gloves, and a port-a-potty for the event. They recruited __ volunteers over two consecutive Saturdays to plant natives on the Calle Ocho side of the bridge. Local community members donated freshly baked cookies on both days and on the second day a local community member donated pizza from a local pizzeria. The members installed drip irrigation at the site following the event and completed another planting day with a local Boy Scouts Troop to remove nonnative vegetation and plant natives on the opposite side of the bridge. See summary below.

Summary Information:	
1. Member name(s) **Include all co-coordinators**	Allison Krist and Andrea Blue
2. Date submitted	12/2/11
3. Project type *(e.g., bank stabilization, stream clean-up, etc.)*	Non-native vegetation removal and native planting
4. Project title **Include location and/or stream**	Carpinteria Creek Eighth Street Bridge Planting
5. Project date	01/28/12 and 02/04/12
6. Project timeframe	9am-1pm
7. Project location *Include directions or a physical address*	5479 8th Street Carpinteria, CA 93103 **Directions from the 101 South**: Exit Linden Ave. Turn right onto Linden Ave. Turn left onto Carpinteria Avenue. Turn right onto Palm Ave. Turn left onto 8th Street. The site and parking are located at the end of the street. **Directions from the 101 North**: Exit Casitas Pass Road. Turn left

	onto Casitas Pass Road. Turn right onto Carpinteria Avenue. Turn left onto Palm Avenue. Turn left onto 8th Street. The site and parking are located at the end of the street. **Directions from the Carpinteria Avenue Southbound**: Take Carpinteria Avenue south. Turn right onto Palm Avenue. Turn left onto 8th Street. The site and parking are located at the end of the street. **Directions from the Carpinteria Avenue Northbound**: Take Carpinteria Avenue north. Turn left onto Palm Avenue. Turn left onto 8th Street. The site and parking are located at the end of the street. *Maps attached*
8. Project location/landowner(s)	Site is located on either side of the Eighth Street Bridge. The City of Carpinteria owns the property.
9. Project partners *Also include what each partner will be providing for the project or its development*	The City of Carpinteria owns the property, will provide the plants, shovels for planting, access to a port-a-potty (possibly through an outside source), and water and snacks for the volunteers.
10. Mentor approval obtained	x Yes ☐ No

Watershed Information:	
11. Stream name	Carpinteria Creek
12. Watershed name	South Coast (Carpinteria Creek)
13. Salmonids present *Indicate species of salmonid present and historical*	Steelhead (*Oncorhynchus mykiss*)

Project Objectives:	
14. Project need **Clearly describe how the project will improve salmonid habitat and how the need for the project was identified**	The original Eighth Street Pedestrian Bridge was replaced in order to accommodate the increase in pedestrian traffic observed in the area. When the bridge was replaced, several of the surrounding trees were removed during construction. These trees provided shade and reduced runoff and erosion into the stream. The area was also cleared of vegetation during the course of the project and, according to the plans, should be planted with native cover. After the project, several replacement trees and native cover plants were planted to reduce erosion and stabilize the banks underneath the bridge. This site was not irrigated and, as a result, many of the replacement trees and plants did not survive. In addition, many non-native plants have moved into the area, which also may have contributed to the deaths observed in the native plants and trees. These non-natives contribute to erosion into the stream, because during the beginning of the wet season the smilo grass has reduced cover and is able to hold down less soil than plants with more root and/or surface area. As a result of this project, the trees will be replaced providing more shade to the stream to prevent water temperature increases and reduce erosion into the stream. In addition, the native plants will provide more cover for the slopes resulting in less erosion and, with the addition of prickly or unattractive plants, prevent

	pedestrians from trampling the plants and trees.
15. Limiting factors to salmonids remediated by proposed project	☐ Water quantity (lack of flow, diversion, runoff) x Water quality (temperature, chemistry, turbidity) x Riparian dysfunction (lack of shade, excessive nutrients, roughness elements) ☐ Excessive sediment yield (pool and gravel quality) ☐ Spawning requirements (gravel, resting areas-pools) ☐ Rearing requirements (velocity, lack of shelter, pools) ☐ Estuary/ lagoon issues (closure during migration periods) ☐ Fish passage (emigration and immigration)
16. Potential project volunteers	☐ All x Adults and youth ☐ Adults Only ☐ Persons with disabilities Comments:
17. Volunteer recruitment venues (*Please give contact info of intended media source)*	South Coast Habitat Restoration, Carpinteria Creek Watershed Coalition, and City of Carpinteria's email lists. Coastal View advertisement. This will be approved by the City of Carpinteria and passed on through their pre-arranged channels to the Coastal View office.

Media Outreach:

18. Intended media outreach *A minimum of one of the following is **required**: PSA, Press Release, Post Press Release or Media Advisory is required* *Flyers are not required but are recommended as a supplemental publicity tool.*	*Explanation of Media:* **PSA:** Inviting the public to attend the event. Played on the radio. **Media advisory:** Informs the media that the event is taking place and invites them to attend. **Press release:** Tells the story of the event. Distributed through the print media.	Pre-Project: ☐ PSA x Media Advisory ☐ Press Release ☐ Interviews x Flyers	Post-Project: ***deadline for post-event media is 48 hours after completion of the ISP** ☐ Press Release ☐ Interviews
19. Building a publicity campaign *Please outline name and location of media venue you plan to target for your publicity campaign.*	Radio or TV stations: Example: KHSU, KIEM TV	Print media: Example: Times-Standard, North Coast Journal Coastal View	Bulletin board spaces for flyer posting: Example: HSU bulletin boards, Safeway employee lounge

Project Tasks and Results:

20. Site Preparation *Describe any work that will be done to prepare the site prior to the volunteer project.*	Flagging to prevent trespass on private property and for native planting plan. Flagging of safe paths down the slope.
21. Measures to Mitigate Potential Negative Impacts from Volunteer Traffic ***Identify the measures you will take to limit the impact of volunteer traffic from your project on the watershed (ex: erosion into stream, trampling native species, other disturbances).***	Safe paths down the slopes will be flagged for volunteers to prevent slips, soil erosion, and trampling of native vegetation. These paths will be located in areas that are already cleared of vegetation and will be planted last to prevent damage to the new plants.
22. Detailed project tasks *Include specifically what you will have volunteers do. Describe the choice of activities, equipment used, and any refreshments that will be provided.*	The area is approximately 100 feet by 50 feet, split between two sides of the bridges around the abutments. Depending on the weather we may coordinate the planting differently. For warmer weather, we will have volunteers plant on the west side of the bridge in the morning and then later in the day on the east side of the bridge to provide cooler environs for the volunteers. For cooler weather, we will have volunteers plant on one side of the bridge until it is completed. In the planting areas, a flag will be placed with a plant located next to it. The plants will be placed with respect to the restoration plan that accompanies the engineer's design of the bridge and the project biologist's expertise. Once the area is setup, volunteers will remove non-native vegetation using their hands, hand cultivators, and/or small trowels surrounding the flag and plant. After the area has been cleared, a volunteer will dig the appropriately-sized hole for the plant. Once the hole is complete, the volunteer will remove the plant from its pot by pressing on the sides of the pot to loosen it. The plant will then be placed in the hole and filled/covered with dirt that will then be compacted to prevent oxygen from killing the plant's roots. Once the plants have been successfully planted, they will be watered (either using individual buckets or a hose).
23. Expected deliverables *Include specific quantitative results you expect to accomplish (e.g., plant 500 trees, clean up 1 mile of stream, remove 200 sq. ft of invasive species, etc). Also include a description of how this will improve salmonid habitat.*	150 plants in approximately 4,500 square feet including Western Sycamores (*Platanus racemosa*) , California roses (*Rosa californica*), bush monkeyflower (*Mimulus aurantiacus*), mugwort (*Artemisia douglasiana*), California brome (*Bromus carinatus*), Giant Rye (*Leymus condensatus*) Volunteers will be removing mostly smilo grass (*Piptatherum miliaceum).* Plants will be placed in four foot centers according to the biologist's recommendation, unless the plants are smaller than 1 gallon. If the plants are smaller than 1 gallon (depends of the nursery), then more plants will be planted closer together in smaller holes that will require less effort. This area was disturbed in order to replace a barrier to steelhead migration with a pedestrian bridge. During the course of

	the project, several trees were removed and after the project several invasive species moved into the area. Trees provide shade for the stream, which prevents the temperature of the water from rising. In addition trees also reduce runoff and erosion in an area by reducing the amount of water that hits the ground and holding more soil down on a slope through direct root contact and the creation of a leaf litter layer. Some of the previously planted trees did not survive the summer and the non-natives plants may have contributed to the mortality of the other natives that were planted in the area. In addition, the non-natives shade out tree seedlings and contribute to erosion, because during the beginning of the wet season the smilo grass has reduced cover and is able to hold down less soil than plants with more root and/or surface area.
24. Safety training / issues *Include potential safety hazards and what training / equipment you will provide to volunteers prior to beginning work as a preventative safety measure*	Heat related illnesses: Water will be provided for volunteers. In addition, the Eighth Street side of the bridge receives more sun in the afternoon. In order to prevent heat related illnesses we will ask volunteers to work on the Eighth Street side of the bridge in the morning and the Calle Ocho side in the afternoon. Gloves will be provided. We did not see any poison oak at the site, but will warn volunteers of any poison oak nearby and bring a color photo so that volunteers will be able to identify it for themselves. In addition, a planting demonstration will be given at orientation for volunteers to teach volunteers about (1) proper tool safety, (2) the proper way to remove vegetation without damaging any natives, (3) the proper way to plant, and (4) any other procedures for safety.

Additional Project Information:	
25. WSP assistance needed	
26. Comments/info/photos	

ISP Flier

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Weed Warriors Wanted

Saturday January 28, 2012 and February 4, 2012
From 9am-1pm
Meet at the Eighth Street Pedestrian Bridge
Rain or Shine

Join the Carpinteria community in an effort to remove invasive weeds and replace them with beautiful native plants.

Who: Watershed Stewards Project, California Conservation Corps, the City of Carpinteria, and YOU!
What: Pulling non-native weeds and planting native plants
Where: Underneath the Eighth Street Pedestrian Bridge between Eighth Street and Calle Ocho in Carpinteria
Why: To improve habitat for Steelhead and beautify Carpinteria Creek

Please wear closed-toe shoes, pants, and sun protection. Bring gloves if you have them.

Parking is limited, please carpool!

Questions? Contact Andrea Blue at Andrea.Blue@ccc.ca.gov or Allison Krist at Allison.Krist@ccc.ca.gov or Erin Maker at (805) 684-5405 x 415

The Watershed Stewards Project's (WSP) mission is to conserve, restore, and enhance anadromous watersheds for future generations by linking education with high quality scientific practices.
A special project of the California Conservation Corps, WSP is administered by California Volunteers and sponsored by the Corporation for National and Community Service.

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Outreach Information

There are multiple local meetings that will provide a forum to promote your event including the Tri-county fish team, the Ventura SCWRP task force meetings, the Malibu Creek Watershed Council, Santa Monica Mountains Watershed Council, and many others.
The Santa Monica Mountains has multiple opportunities for connecting with local volunteers.
Potential partners: City of Calabasas, City of Agoura Hills, City of Malibu, Topanga, Mountains Restoration Trust, National Park Service, State Parks, Audubon, Channel Islands Restoration, and many more.

Calendar of Outreach Events for Site / Community (Optional)

Patagonia Salmon Run November	Usually takes place the first Sunday in November on the Ventura River, is a small 5K that brings together local environmental groups as well as community members for a family friendly event that tries to promote environmental awareness. Each year the profits from the run benefit a local environmental group. CCC usually tables with information about the southern steelhead, local watershed issues as well as info on the work that they do.
Earth Day April	There are a variety of local Earth Day events in Ventura, Ojai, Thousand Oaks, and Topanga.

Education

Education Notes

There are multiple opportunities to partner up with local schools to fulfill your education requirements. There are also local watershed education programs that members can partner with to reach out to for contacts and resources. Ask RCDSMM mentors, as they have an Educational Program.

The Cate School - Carpinteria

- Science Teacher - *Joshua Caditz, (805) 684-8409 x136*

Carpinteria Middle School

- *Susan Anderson, (805) 684-4107 x 262*

Once upon A Watershed Program – various schools in Ojai

- *David White, (805) 390-0747*

In Year 18, members completed the Real Science curriculum in three classrooms and three lessons in one classroom.

- Cecilia Long, Aliso Elementary School, Title I School
  clong@cusd.net 805-684-4539
  The members educated 27 fourth grade students for six lessons. The students were interested and excited about learning. A few students missed several lessons, because they were pulled out of class by teachers for multiple reasons (speech, ESL). The students really enjoyed quizmo and it helped highlight important information from the lesson.

- Alexa Mannion, Aliso Elementary School, Title I School
  alexaginder@yahoo.com 805-684-4539
  The members educated 29 fourth grade students for three lessons. This class was less interested in the topics and more difficult to move through different activities. One of the lessons, we only made it through two activities, because the students had so many questions and off topic comments. The teacher assisted with gaining control of the class, but the students seemed to be less inclined to listen. This class was late on Friday afternoon, which could have contributed to their lack of focus.

- Summer Bray, Summerland Elementary School
  sbray@cusd.net 805-969-1011
  The members educated 24 fourth and fifth grade students for six lessons. These students had many questions about every topic, but were well able to understand the material. They did not seem as excited about the material as the other Summerland class; however they participated in every activity and completed all of the work. The teacher had excellent control of the classroom and provided any assistance as necessary.

- Sarah Anderson, Summerland Elementary School
  grenigrl@hotmail.com 805-969-1011
  The members educated 18 second and third grade students in six lessons. These students were very excited to learn about every topic and seemed to have many questions as well. The biggest problem was keeping them on task and in their seats. These students were more likely to skip ahead during activities and do them improperly.

Site / Region Specific Education Resources

Resource Conservation District of the Santa Monica Mountains

- Stephen Vodantis, Education Program Supervisor rcdsmm.edu@gmail.com

Local Ecology

Descriptions of Local Ecology

The Santa Monica Mountains have dry, warm to humid summers and wet, mild to cool winters. In the summer, the climate is quite dry, which makes the range prone to wildfires. Snow is unusual in the Santa Monica Mountains, since they are not as high as the nearby San Gabriel Mountains.The climate of the Mediterranean ecosystem along with the diverse topography in the Santa Monica Mountains has created a landscape filled with unique natural resources. Over 1,000 plant species provide habitat for approximately 500 mammal, bird, reptile, and amphibian species. There are 12 communities derived from 26 vegetation associations identified in the region. These include coastal salt marsh, coastal strand, coastal sage scrub, chaparral, coast live oak woodland, riparian woodland, valley oak savanna, freshwater ponds/lakes, rock outcrops, and suburban development.

Housing and Local Resources

Housing Contact List

Housing may be more expensive in and around Agoura Hills than some of the more remote WSP sites. To rent a bedroom in a house can run anywhere from $600 to $800. Because of the large number of local colleges and young people, there is rapid turnover in the rental market and members should have no problem finding housing. Shared rooms are somewhat common and can greatly reduce the cost of rent. Just looking several miles in any direction will drastically influence rental costs.

Craigslist
One resource for available housing. http://losangeles.craigslist.org/
Or http://ventura.craigslist.org/

Property Managers

Other:
University listings
Local paper: The Acorn: http://www.theacornonline.com/
Talk to your mentors and co-mentors!

Local Resource Contacts

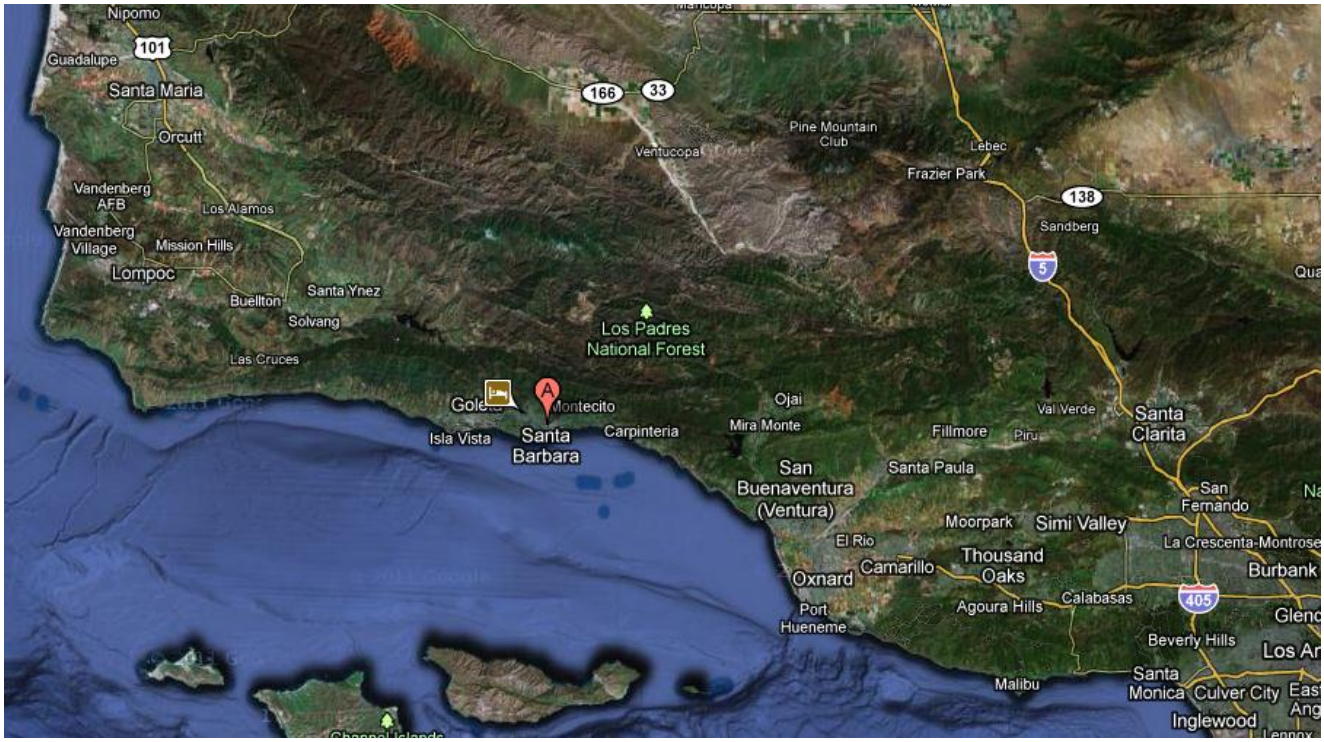
Ventura County Human Services Agency
http://www.vchsa.org

Los Angeles County Social Services
http://www.ladpss.org

Agoura Hills Library
http://ci.agoura-hills.ca.us/index.aspx?page=397

Community Information

Map of Area



Location

Agoura Hills is an affluent city in Los Angeles County, California, and has the ZIP code 91301. Agoura Hills is in the eastern Conejo Valley between the Simi Hills and the Santa Monica Mountains. This city on the Ventura Freeway (U.S. Route 101) straddles the border between the county of Los Angeles to the east, west and south and Ventura County to the north. It is about 30 miles (48 km) northwest of Downtown Los Angeles and less than 10 miles (16 km) west of the Los Angeles City limits (Woodland Hills). Agoura Hills and unincorporated Agoura sit next to Calabasas, Malibu, Oak Park, and Westlake Village.

Topanga is a census-designated place[2] in western Los Angeles County, California, USA. It is located in the Santa Monica Mountains. Occupying Topanga Canyon, it is often referred to by that name. Topanga is bounded on three sides by State Park or conservancy lands, and on the south by the Pacific Ocean and a small strip of Malibu, which is the main community to the west. On the east is Pacific Palisades. Topanga had a population of 8,289 as of 2010. The ZIP code is 90290 and the area code is primarily 310, with 818 only at the north end of the canyon. It is in the 3rd County Supervisorial district.

Topanga Creek drains Topanga Canyon and is the third largest watershed entering the Santa Monica Bay.[3] The creek is one of the few remaining undammed waterways in the area, and is a spawning ground for steelhead trout. The area typically receives about 22" of rain annually.[4] Topanga State Beach[5] lies on the coast at the outlet of Topanga Creek. Topanga Canyon Boulevard, State Route 27, is the principal thoroughfare, connecting the Ventura Freeway (US 101) with Pacific Coast Highway (SR 1). The southern portion of the boulevard largely follows Topanga Creek. North of the Old Topanga Canyon Road intersection, the boulevard traverses the Santa Monica Mountains.

Topanga Canyon contains lands of both Topanga State Park, which is the largest park in the Santa Monica Mountains, and the Santa Monica Mountains Conservancy. It is part of the Santa Monica Mountains National Recreation Area.

Community Demographics

Agoura Hills:
The population was 20,330 at the 2010 census, down from 20,537 at the 2000 census. The racial makeup of Agoura Hills was 17,147 (84.3%) White, 267 (1.3%) African American, 51 (0.3%) Native American, 1,521 (7.5%) Asian, 24 (0.1%) Pacific Islander, 590 (2.9%) from other races, and 730 (3.6%) from two or more races. Hispanic or Latino of any race were 1,936 persons (9.5%).The 2010 census reported that 20,242 people (99.6% of the population) lived in households, 15 (0.1%) lived in non-institutionalized group quarters, and 73 (0.4%) were institutionalized. There were 7,327 households, out of which 2,799 (38.2%) had children under the age of 18 living in them, 4,565 (62.3%) were opposite-sex married couples living together, 726 (9.9%) had a female householder with no husband present, 302 (4.1%) had a male householder with no wife present. There were 263 (3.6%) unmarried opposite-sex partnerships, and 36 (0.5%) same-sex married couples or partnerships. 1,346 households (18.4%) were made up of individuals and 438 (6.0%) had someone living alone who was 65 years of age or older. The average household size was 2.76. There were 5,593 families (76.3% of all households); the average family size was 3.15.

The population was spread out with 4,904 people (24.1%) under the age of 18, 1,582 people (7.8%) aged 18 to 24, 4,465 people (22.0%) aged 25 to 44, 7,089 people (34.9%) aged 45 to 64, and 2,290 people (11.3%) who were 65 years of age or older. The median age was 42.4 years. For every 100 females there were 97.2 males. For every 100 females age 18 and over, there were 94.6 males.The median household income was $106,886; the per capita income was $53,776.

Topanga:
The 2010 United States Census[16] reported that Topanga had a population of 8,289. The population density was 433.2 people per square mile (167.2/km²). The racial makeup of Topanga was 7,313 (88.2%) White, 117 (1.4%) African American, 35 (0.4%) Native American, 353 (4.3%) Asian, 3 (0.0%) Pacific Islander, 125 (1.5%) from other races, and 343 (4.1%) from two or more races. Hispanic or Latino of any race were 534 persons (6.4%).The Census reported that 8,289 people (100% of the population) lived in households, 0 (0%) lived in non-institutionalized group quarters, and 0 (0%) were institutionalized.

There were 3,442 households, out of which 996 (28.9%) had children under the age of 18 living in them, 1,772 (51.5%) were opposite-sex married couples living together, 262 (7.6%) had a female householder with no husband present, 140 (4.1%) had a male householder with no wife present. There were 239 (6.9%) unmarried opposite-sex partnerships, and 49 (1.4%) same-sex married couples or partnerships. 903 households (26.2%) were made up of individuals and 256 (7.4%) had someone living alone who was 65 years of age or older. The average household size was 2.41.There were 2,174 families (63.2% of all households); the average family size was 2.87.

The population was spread out with 1,682 people (20.3%) under the age of 18, 333 people (4.0%) aged 18 to 24, 1,917 people (23.1%) aged 25 to 44, 3,188 people (38.5%) aged 45 to 64, and 1,169 people (14.1%) who were 65 years of age or older. The median age was 46.1 years. For every 100 females there were 97.9 males. For every 100 females age 18 and over, there were 96.2 males.

Community Service

The Red Cross - http://redcrossla.org/
L.I.F.E. Animal Rescue – http://www.lifeanimalrescue.org/
YMCA - http://www.sevymca.org/triunfo/
MANNA, the Conejo Valley Food Bank - http://www.mannaconejo.org/
Habitat For Humanity - http://www.humanityca.org/
Agoura Hills Public Library - http://www.colapublib.org/libs/agourahills/index.php
United **C**ancer Advocacy Action Network- http://ucaan.org/
Agoura Hills Community Service List - http://www.americantowns.com/ca/agourahills-volunteer-organizations

The Habitat for Humanity Restore and Agoura Hills Public Library require a short training or orientation prior to volunteering. If you are organizing hours for a national service day, it is best to complete the training(s) at the beginning of the term. In addition, many of the volunteer hours fall during regular business hours. It is best to organize your volunteering well in advance, so you can work with the organization and notify your mentors if you need to complete your service during the week.

Entertainment and Community Events

Resources for Affordable Entertainment Options

The Canyon Club– small concert/show venue in Agoura Hills.

Conejo Recreation and Park District: volleyball, basketball, softball, soccer, kickball & more…

The great outdoors! Tons of great places to see!
Agoura Hills/Calabasas Community Center- Athletics, Classes, etc.
California Science Center
Agoura Hills Concerts in the Park
Thousand Oaks Civic Arts Plaza
The Getty Museum
Griffith Park Observatory
La Brea Tar Pits
Santa Monica Pier

Recurring Event List

Local Farmers Markets (awesome year round farmers market) – Agoura Hills, Westlake, and Oxnard on Sundays, Thousand Oaks on Thursdays, Saturdays in Calabasas, Camarillo, and Ventura.

Conejo Valley Days
Thousand Oaks Arts Festival
Topanga Days
Reyes Adobe Days
Halloween Harvest Festival- Pierce College

Helpful Hints

Agoura Hills is centrally located with lots to do and see. Malibu, Santa Monica, Los Angeles, Ventura and Thousand Oaks are all nearby and offer abundant nightlife activities. Public open space virtually surrounds the entire urban and suburban area with ample opportunities for outdoor recreating. These places include the beach, Santa Monica Mountains, Los Padres National Forest, Angeles National Forest. Make the most of your time off.
Sign up for food stamps early the process takes some time.
Be prepared for field work. Proper gear and layers makes a difference.
Ask your mentors if you need anything.

Attachments

Contact Lists

Supervisor
Mary Larson
DFG – Senior Fisheries Biologist Supervisor
562-342-7186

Mentor
Dana McCanne
DFG – Associate Biologist
805-892-2352

Chris Lima
DFG– Environmental Scientist
805-568-1323

Co-Mentor
Jill Taylor
CCC – Fish Habitat Specialist
805-288-3519

Co-Mentor
Rosi Dagit
RCDSMM- Senior Conservation Biologist
310-455-7528

Jenna Krug
RCDSMM- Conservation Biologist
818-597-8627

Ed Logs & Information

Watershed Stewards Project *Real Science* Education Log		
Section 1: Basic Education Info. Required	**Member Name**	**<u>Andrea Blue and Allison Krist</u>**
	Dates of *Real Science* Visits *mm/dd/yyyy* ***to*** *mm/dd/yyyy*	*03/19/2012 to 04/16/2012*
	School Name	*Summerland Elementary School*
	Teacher Name	*Summer Bray*
	Grade Level	Fourth and Fifth Grades
Section 2: Narrative Required	**<u>Was teaching this class a positive experience?</u>** If not, please include a note about the issues. (i.e the school uses WSP for consecutive years and the students already know our curriculum, teacher is difficult to work with, etc.)	
	Teaching Real Science in Ms. Bray's class was great. These students seemed interested in the underlying processes (such as weathering and erosion), more time could be spent on how these processes work. Several of the students did not seem challenged by the information and perhaps could have benefitted from a higher level lesson plan. The students had tons of questions related to the topic and that sometimes ate up 10-15 minutes of class time. Overall the students enjoyed the activities and were very respectful. The teacher was very hands off, but assisted us if any student was not paying attention or was distracting others.	
	Please include the lessons that you taught plus any information that will be helpful to next year's members: (i.e. this school is extremely sensitive about ranching issues, this teacher really likes the macro-invertebrate lesson, this teacher is hands on/hands off, etc.)	

	Week 1: Watersheds and Land use – Handout and Enviroscape: The students filled out the worksheet by following along with a drawing on the whiteboard detailing the portions of a watershed. We then used the enviroscape to talk about land use within the watershed and effective ways to prevent pollution into our streams. We did not use the word non-point source or point source, because the students from Aliso Elementary could not understand these terms and the students already had a difficult time understanding the concept of a watershed. The students had a very difficult time understanding the watershed concept, but understood all of the parts of a watershed. The students were very interested in fires, because they tend to be very visible and memorable. Afterwards, we created quizmo questions and gave the students stickers they could put on their nametag for correct answers. Ms. Bray would have liked more detail about weathering and erosion for this lesson.
	Week 2: The Water Cycle – Water cycle handout and Incredible Journey Game (pg 128): Each student received a handout of the water cycle with related questions. We explained the different states of water and how it moves from one state to another. We then explained the water cycle and the students filled in the worksheet. After the students filled out the worksheet we gave them pieces of the water cycle and had them place them in the correct spot on the water cycle board. After the students completed these two activities we completed the Incredible Journey Game. Each student started at an assigned station and then moved to the next station according to their roll of the dice. After the students picked up beads from several stations, we had a few students share their journey through the water cycle. The students really liked this activity and especially liked their bracelets. Afterwards, we created quizmo questions and gave the students stickers for correct answers. The students understood precipitation, evaporation, and transpiration, but they had a difficult time with condensation.
	Week 3: Salmonid Life Cycle – Life cycle worksheet followed by the Life Cycle Pageant, and Life Cycle Rochambeau: The students filled in each stage of the life cycle on the worksheet, while Andrea Blue and Allison Krist talked about each stage. Each stage was drawn on the board in a cycle with a label for the students to see. If the information was not written on the board the students would not write it down and would not remember it later. We then selected several students to perform the Life Cycle Pageant for the rest of the class. The students who were not selected were very disappointed until they started playing the game. We had each student stand up and perform each body movement inside the classroom before we took the students outside to play the game. They really enjoyed the game and it was most of the students' favorite activity. The students might benefit more from a more in-depth discussion of the different species.
	Week 4: Salmonid Anatomy and Physiology – Worksheet (pg 290), Felt board, and Fish Prints: The students were given pieces to the anatomy felt board and were then asked to place them in the proper position. As the students placed the pieces, Andrea Blue explained the purpose of the body part and the students filled in their own worksheet. The students went outside after this activity to create a fish print. Afterwards, we created quizmo questions and gave the students stickers for correct answers.

	Week 5: Salmonid Habitat – Habitat worksheet (pgs 202 and 217) , Habitat Chat (pg 212), and Finishing the Fish Prints: The students were given a habitat worksheet and each stage of the cycle was filled in according to the fish's needs at that stage. We then had volunteers pick out items from the habitat chat bag and explain what the item was and how it related to a fish's habitat. The students then received their dry fish prints and drew habitat around the fish according to their preferences (i.e. if it was a smolt it was in the estuary, if it was an adult it was in the ocean, etc). The students really liked this activity, because they could be as creative as they wanted.
	Week 6: Stream Health – Macroinvertebrates: Worksheet: We reviewed the definition of a macroinvertebrate and their habitat. The students were given two macroinvertebrates and then they filled in the information on the worksheet about their macroinvertebrates and drew them. We then reviewed all of the topics from this and previous lessons before administering the post-test.
	Please complete this form **print out a hard copy** and keep it in your site bin **and email** it to: wsp.etl@ccc.ca.gov (northern and central) or aristotle.ou@ccc.ca.gov (southern)

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Watershed Stewards Project *Real Science* Education Log		
Section 1: Basic Education Info. Required	**Member Name**	**Andrea Blue and Allison Krist**
	Dates of *Real Science* Visits *mm/dd/yyyy* ***to*** *mm/dd/yyyy*	*03/19/2012 to 04/30/2012*
	School Name	Summerland Elementary School
	Teacher Name	Sarah Anderson
	Grade Level	Second and Third Grades
Section 2: Narrative Required	**Was teaching this class a positive experience?** If not, please include a note about the issues. (i.e the school uses WSP for consecutive years and the students already know our curriculum, teacher is difficult to work with, etc.)	
	Teaching Real Science in Ms. Anderson's class was great. The students were a bit unfocused, but it became easier and easier to prevent the off-topic stories and comments with every class. The students had tons of questions related to the topic and that sometimes ate up 10-15 minutes of class time. One student had a difficult time staying in his seat, not distracting other students, and completing tasks. However Ms. Anderson was helpful with managing this student. Overall the students enjoyed the activities and were very respectful.	
	Please include the lessons that you taught plus any information that will be helpful to next year's members: (i.e. this school is extremely sensitive about ranching issues, this teacher really likes the macro-invertebrate lesson, this teacher is hands on/hands off, etc.)	

	Week 1: Watersheds and Land use – Handout and Enviroscape: The students filled out the worksheet by following along with a drawing on the whiteboard detailing the portions of a watershed. We then used the enviroscape to talk about land use within the watershed and effective ways to prevent pollution into our streams. We did not use the word non-point source or point source, because the students from Aliso Elementary could not understand these terms and the students already had a difficult time understanding the concept of a watershed. The students had a very difficult time understanding the watershed concept, but understood all of the parts of a watershed. The students were very interested in fires, because they tend to be very visible and memorable. Afterwards, we created quizmo questions and gave the students stickers for correct answers.
	Week 2: The Water Cycle – Water cycle handout and Incredible Journey Game (pg 128): Each student received a handout of the water cycle with related questions. We explained the different states of water and how it moves from one state to another. We then explained the water cycle and the students filled in the worksheet. After the students filled out the worksheet, we gave them pieces of the water cycle and had them place them in the correct spot on the water cycle board. After the students completed these two activities we completed the Incredible Journey Game. Each student started at an assigned station and then moved to the next station according to their roll of the dice. After the students picked up beads from several stations, we had a few students share their journey through the water cycle. The students really liked this activity and especially liked their bracelets. Afterwards, we created quizmo questions and gave the students stickers for correct answers. The students understood precipitation, evaporation, and transpiration, but they had a difficult time with condensation. They also had a hard time saying the words. We had them repeat them once, but maybe having them say the word more will help them.
	Week 3: Salmonid Life Cycle – Life cycle worksheet followed by the Life Cycle Pageant, and Life Cycle Rochambeau: The students filled in each stage of the life cycle on the worksheet, while Andrea Blue and Allison Krist talked about each stage. Each stage was drawn on the board in a cycle with a label for the students to see. If the information was not written on the board the students would not write it down and would not remember it later. We then selected several students to perform the Life Cycle Pageant for the rest of the class. The students who were not selected were very disappointed until they started playing the game. We had each student stand up and perform each body movement inside the classroom before we took the students outside to play the game. They really enjoyed the game and it was most of the students' favorite activity.
	Week 4: Salmonid Anatomy and Physiology – Worksheet (pg 290), Life Cycle Ring (pg 161), and Fish Prints: The students were given worksheets with displaying the fish's anatomy. The students filled in the information by following along with a drawing on the board. As each line was filled, Andrea Blue explained the purpose of each body part. Some of the students went outside after this activity to create a fish print. The rest of the students completed a life cycle ring using construction paper, glue sticks, and drawing utensils. The students tended to get frustrated very easily if they attached the wrong stages together and if they were not paying attention or skipped ahead. In the end, all of the students finished their ring and were very satisfied with the results.

	Week 5: Salmonid Habitat – Habitat worksheet (pgs 202 and 217), Habitat Chat (pg 212), and Finishing the Fish Prints: The students were given a habitat worksheet and each stage of the cycle was filled in according to the fish's needs at that stage. We then had volunteers pick out items from the habitat chat bag and explain what the item was and how it related to a fish's habitat. The students then received their dry fish prints and drew habitat around the fish according to their preferences (i.e. if it was a smolt it was in the estuary, if it was an adult it was in the ocean, etc).
	Week 6: Stream Health – Macroinvertebrates: Worksheet: We reviewed the definition of a macroinvertebrate and their habitat. The students were given two macroinvertebrates and then they filled in the information on the worksheet about their macroinvertebrates and drew them. We then reviewed all of the topics from this and previous lessons before administering the post-test.
	Please complete this form **print out a hard copy** and keep it in your site bin **and email** it to: wsp.etl@ccc.ca.gov (northern and central) or aristotle.ou@ccc.ca.gov (southern)

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ISP Logs & Information

Outreach Summaries & Information

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