GOLETA COMMUNITY CENTER
5679 HOLLISTER AVENUE
HISTORIC RESOURCE EVALUATION
PART I

GOLETA, CALIFORNIA
[16128]
Prepared for
CITY OF GOLETA
NEIGHBORHOOD SERVICES AND
PUBLIC SAFETY DEPARTMENT

Page & Turnbull
imagining change in historic environments through design, research, and technology

DECEMBER 16, 2016
FINAL
335
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I. INTRODUCTION

This Historic Resource Evaluation has been prepared for the City of Goleta Neighborhood Services and Public Safety Department. The City of Goleta owns the Goleta Community Center, which is located at 5679 Hollister Avenue (APN 071-130-009) in Goleta, California (Figure 1). The legal parcel is split between the Goleta Community Center and a maintenance facility and bus yard operated by the Goleta Union School District, which is not part of the evaluation. The Goleta Community Center area of the property has three permanent buildings dating from 1927 to 1959, and one modular portable building dating from at least the late 1960s. A fourth permanent building at the property’s southwest corner was constructed by the Goleta Boys Club in the 1960s and remains in use as the Goleta Boys and Girls Club; it too is not part of this evaluation.

The City is considering short-term and long-term options for the main 1927 community center building (referred to as Building A in this report), and is seeking to understand its historic significance as well as the historic significance of two classroom buildings constructed in the postwar years. The building constructed in 1949-50 is currently used by a Head Start program (Building B) while the 1959 building is used by the Rainbow School day care center (Building C).

Figure 1. Legal parcel at 5679 Hollister Avenue outlined in orange. The shaded area is the Goleta Community Center site while the hatched area is the school district maintenance facility.

1 The property is also known as the Goleta Valley Community Center. A non-profit organization, also called the Goleta Valley Community Center, currently is the operator of the community center. To avoid confusion, the property is referred to in this report as the Goleta Community Center.
METHODOLOGY

This report provides an examination of the current historic status for the Goleta Community Center property, as well as a physical description, historic context, and site history. The report also includes an evaluation of three buildings’ (Buildings A, B, and C) individual eligibility for listing in the National Register of Historic Places (National Register) and the California Register of Historical Resources (California Register). A discussion of the property as a potential historic district is included as well.

Page & Turnbull prepared this report using research collected at various local repositories, including the City of Goleta, the Goleta Valley Historical Society, the Gledhill Library at the Santa Barbara Historical Museum, the Santa Maria Valley Historical Society Museum, and the Los Angeles Public Library, as well as various online sources such as the ProQuest Historic Newspaper and Online Archive of California. It should be noted that historic newspapers serving the Santa Barbara and Goleta areas have not been indexed or digitized.

Inquiries were made to the Santa Barbara County Planning and Development and to the Goleta Union School District, but no resources were provided from either source. Two site visits were conducted in August 2016 to document the site and all buildings. All photographs in the report were taken by Page & Turnbull at the site visits unless otherwise noted.

SUMMARY OF FINDINGS

The 1927 main building (Building A) was originally constructed for the Goleta Union School to replace three existing schools with one modern, centrally located school building. Addition of classroom Buildings B and C in 1945 and 1959, respectively, expanded the campus to accommodate the growing city before new neighborhood schools were built in the late 1950s. The Goleta Union School continued to function through 1975, when enforcement of state laws required seismic retrofits for older schools. The Goleta Union School became the Goleta Valley Community Center in 1978.

Of the three buildings evaluated for individual eligibility, only the 1927 main building (Building A) appears to be eligible for listing in the National Register and the California Register of Historical Resources (California Register). It meets Criterion A/1 for its role in the development of Goleta’s education system as well as in the growth of the town center as the area matured in the early 20th century. As a modern school building consolidating three smaller schoolhouses, it reflected the ambitions of the rural community to build a large-scale, fire- and earthquake-proof educational building for its children and helped to centralize the community as a social gathering place. Although its alterations have impacted its ability to meet Criterion C/3 for its architecture, the building has sufficient integrity under Criterion A/1 to be eligible for the National Register and California Register. Its period of significance is from its original completion date in 1927 to 1958, when additional schools opened and it was no longer the union school.

Although the postwar classroom buildings on the property (Buildings B and C) are competently designed, they do not appear to be individually eligible for the National Register or California Register under any criteria. There does not appear to be a historic district at the site, as only Buildings A and B fall within the period of significance for the Goleta Union School.

Overall, only the 1927 original Goleta Union School building (Building A) at the Goleta Community Center site appears to be eligible for listing in the National Register and California Register. As a result, Building A is considered a historic resource for the purposes of the California Environmental Quality Act.
II. EXISTING HISTORIC STATUS

The following section examines the national, state, and local historical ratings currently assigned to the Goleta Community Center at 5679 Hollister Avenue.

DESIGNATION PROGRAMS

National Register of Historic Places
The National Register of Historic Places (National Register) is the nation’s most comprehensive inventory of historic resources. It is administered by the National Park Service and includes buildings, structures, sites, objects, and districts that possess historic, architectural, engineering, archaeological, or cultural significance at the national, state, or local level.

The Goleta Community Center at 5679 Hollister Avenue is not currently listed in the National Register.

California Register of Historical Resources
The California Register of Historical Resources (California Register) is an inventory of significant architectural, archaeological, and historical resources in the State of California. Resources can be listed in the California Register through a number of methods. State Historical Landmarks and National Register-listed properties are automatically listed in the California Register. Properties can also be nominated to the California Register by local governments, private organizations, or citizens. The evaluative criteria used by the California Register for determining eligibility are closely based on those developed by the National Park Service for the National Register of Historic Places.

The Goleta Community Center at 5679 Hollister Avenue is not currently listed in the California Register.

Local Registers
Prior to Goleta’s incorporation in 2002, it was under the jurisdiction of the County of Santa Barbara. Santa Barbara County maintains a list of designated Landmarks as well as a list of Places of Historical Merit. Individual buildings, structures, sites, works of art, or objects with historic, aesthetic or cultural significance may be listed as a Landmark or a Place of Historical Merit if an application is submitted and approved by the Historical Landmarks Advisory Commission and the Santa Barbara Board of Supervisors. Landmarks recognize buildings or sites at a higher level of significance and are protected by conditions that restrict demolition, removal, alteration or use. Designation as a Place of Historical Merit recognizes the building or site as having historic, aesthetic, or cultural value but does not review or restrict demolition, removal, alteration, or use.

With Goleta’s incorporation, designated Landmarks and Places of Historical Merit within the new city’s boundaries now fall in the jurisdiction of the City of Goleta. The City continues the historic status of Landmarks and Places of Historical Merit, and has the ability to designate structures or sites, including landscape, having special historic, aesthetic, or cultural value to Goleta as locally significant historic resources in its Inventory of Historic Resources. The criteria used for designation is similar to Santa Barbara County, with the inclusion of an additional criterion for rare or specimen plant materials. Goleta is currently developing a historic preservation ordinance as part of the City’s preservation program.
The Goleta Community Center at 5679 Hollister Avenue was not listed as a Santa Barbara County Landmark or Place of Historical Merit, and is not currently listed in the Goleta Inventory of Historic Resources.

PRIOR SURVEYS

California Historical Resource Status Code
Properties listed or under review by the State of California Office of Historic Preservation are assigned a California Historical Resource Status Code (Status Code) of “1” to “7” to establish their historical significance in relation to the National Register or California Register. Properties with a Status Code of “1” or “2” are eligible for listing in either the California Register or the National Register, or are already listed in one or both of the registers. Properties assigned Status Codes of “3” or “4” appear to be eligible for listing in either register, but normally require more research to support this rating. Properties assigned a Status Code of “5” have typically been determined to be locally significant or to have contextual importance. Properties with a Status Code of “6” are not eligible for listing in either register. Finally, a Status Code of “7” means that the resource has not been evaluated for the National Register or the California Register, or needs reevaluation.

The Goleta Community Center at 5679 Hollister Avenue is not listed in the California Historic Resources Information System (CHRIS) database.

Goleta Old Town Revitalization Plan Survey
The properties along Hollister Avenue were surveyed in 1997 for the Goleta Old Town Revitalization Plan developed by Santa Barbara County Planning and Development. The survey looked at individual properties along the Hollister corridor; a windshield survey for those properties in the plan area but not along Hollister was conducted to identify buildings fifty years or older at the time (c. pre-1947 buildings). Farmhouses that were part of Goleta’s farming industry, and housing developments along the south side of Hollister and the Fairfield tract were also surveyed.

Twenty-one buildings along Hollister Avenue were identified as fifty years or older, along with three farmhouses from the late 19th century and 1920s. The properties were surveyed using the National Register and Santa Barbara County criteria for historic resources. Only one 19th century farmhouse (469 Kellogg Way) was found individually eligible for the National Register; there were too many non-contributing buildings within the plan area and along Hollister Avenue to constitute a National Register-eligible historic district.

Several properties were found eligible for listing as Santa Barbara County Landmarks or Places of Historic Merit. The Goleta Community Center at 5679 Hollister Avenue was identified as a Goleta Historic Structure and individually eligible as a County Landmark. The assessment for the Goleta Community Center stated:

5679 Hollister Avenue, Goleta Valley Community Center

This rectangular Mediterranean style building with two wings is constructed of reinforced concrete. It has a gabled main block with hipped roof wings. The original red tiles from its 1937 construction were replaced in the late 1970s with composition roofing when the building was rehabilitated as a community center. The dramatic entrance to the building features a front park with a gazebo, a flagpole with a Vietnam

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War memorial marker, and a semi-circular driveway that leads to the front red-tiled entrance with four Doric columns. Recessed behind the columns are three sets of ten-pane French doors with bottom brass trim, topped by three fixed five-pane glass windows. The front of the main section has two sets of fixed windows each consisting of three panes. There are 18 sets of recessed multi-pane transom windows, ten on the west wing and eight on the east wing. The rear of the building has a patio courtyard on the east wing. The west side patio has been in-filled with classrooms.

This school dates to 1927, having been built to consolidate the Goleta, La Patera, and Cathedral Oaks elementary schools. Designed by the Santa Maria architect Louis N. Crawford, (chosen over the Santa Barbara architect Keith Lockard), it was a Mediterranean style building built around two courtyards. Ten acres of land were sold for the school by John Begg for $22,500, and its construction cost $61,500 (Tompkins 1966: 273; Coombs 1986: 50-51). Over the years the school became not only a place for students to gather but also parents, who used the building for community association meetings, dances, and plays. In 1975 it ceased being a school, because of earthquake safety considerations, and after rehabilitation in 1978, became the Goleta Valley Community Center.

Although its roof has been altered with the replacement of the red tiles with composition roofing, the school retains integrity of location, design, materials, workmanship and setting. It rates high in categories 3, 6, and 7 [of the Santa Barbara County criteria]. It is an excellent example of the Spanish Colonial Revival style, an architectural style significant in southern California in the 1920s and 1930s. It illustrates the importance of the school as a community gathering place. It is Goleta Historic Structure J. It is considered eligible as an individual Landmark.⁴

Given the age of the structure (more than 50 years old) and its listing as a historic structure in the City’s General Plan (based on County designation prior to incorporation), the City of Goleta considers the property a historic resource for the purposes of CEQA.⁴

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³ Ibid. 21-22.
⁴ Email exchange with Goleta Current Planning Manager, Lisa Prasse, AICP, September 13, 2016.
III. PROPERTY DESCRIPTION

The Goleta Community Center is located in an area identified as Old Town Goleta, on the south side of Hollister Avenue between Kellogg Avenue to the east and Rutherford Street to the west (Figure 2). It is in an area that is predominately commercial and industrial, with some multi-family residential developments. Hollister Avenue is one of the main transportation spines with commercial uses in Goleta, with a concentration of retail and restaurant located to the west of the subject property; the Santa Barbara Airport is less than a mile further west. To the east is the north-south 207 Freeway that connects Highway 101 to the University of California at Santa Barbara (UCSB) to the southwest. Behind the commercial retail on the north side of Hollister Avenue is a single-family residential neighborhood that backs up against Highway 101.

Figure 2. Aerial view of the Goleta Community Center site, which is the unshaded area within the orange outline. Source: Google Maps, 2016, edited by Page & Turnbull.
The legal parcel includes a seven-acre western section that is controlled by the City of Goleta for the Goleta Community Center; the eastern section is the Goleta Union School District’s maintenance facilities and school bus lot. A chain-link fence generally separates the maintenance facilities and bus lot from the Goleta Community Center at the rear (south) end. It continues at the front (north) end of the parcel, but is placed at the edge of a shared driveway and along the crescent drive to the street. This report evaluates only the portion of the parcel that is the Goleta Community Center.

East of the school district’s part of the parcel is a hotel at Hollister Avenue and multi-family residential buildings toward the south end. West of the Goleta Community Center is one-story, commercial retail stores along Hollister Avenue with a multi-family apartment complex toward the rear (south). A branch of the San Jose Creek defines the property’s southern boundary, creating an angled corner at the southeast.

SITE DESCRIPTION

The Goleta Community Center site consists of four permanent buildings and one temporary, modular portable building. The Main Building (Building A) is centered in the northern side of the property behind a crescent driveway leading from Hollister Avenue (Figure 3 and Figure 4). The driveway encloses a landscape area at the street front that includes grass lawns, mature trees, a paved patio, gazebo, flag poles, memorial monuments, a seal sculpture, and monument sign for “Goleta Valley Community Center.” A paved parking lot is to the west of the Building A, while a service drive is at the east side adjacent to the fenced maintenance and bus facility operated by the Goleta Union School District.

Figure 3. Aerial image of Goleta Community Center (dashed outline) with the Building A (solid outline and shaded). Source: Bing Maps, 2016, edited by Page & Turnbull.
Building A is connected by two covered walkways at its rear to the Head Start Building (Building B) (Figure 5). The area between these buildings, which now includes fenced play areas, was originally a turfed lawn. Perpendicular to Building B is the Rainbow School in Building C, located toward the center-west side of the property. Also part of the Rainbow School is the modular portable building (Building C1), located north of Building B and C and west of Building A; it also fronts onto the paved parking lot at the front of the site. Between Buildings C and C1 are fenced play areas for the Rainbow School.

Between Buildings B and C at the center of the site is a paved parking lot; which each building’s front façade faces. The service drive provides access to the parking lot as well as the school district’s bus yard. The Boys and Girls Club (Building D) is located at the southwestern corner of the site. It fronts another parking lot between it and Building C. East of the Boys and Girls Club is an open area that includes recreation facilities, such as tennis courts, a basketball court, and a grass field.
Figure 5. Site plan of the Goleta Community Center.
Source: RNT Architects, edited by Page & Turnbull.
GOLETA COMMUNITY CENTER (BUILDING A)

The Main Building (Building A) is a one-story reinforced concrete building composed of three linear masses in the north-south direction and connected by east-west bars at the north and south end creating a roughly H-shaped plan. The building is generally symmetrical about the central monumental front gable mass, which includes the primary entrance and corresponds to an auditorium space (Figure 6). Flanking the central massing to the east and west are hipped-roof wings that originally housed classrooms; they become flat roofs toward the rear (southern) ends (Figure 7 and Figure 8). Between the central massing and the east and west wings were originally two open-air patios; the west patio has been enclosed by a barrel roof.

Figure 6. Front (north) façade of Building A at 5679 Hollister Avenue, looking south.

Figure 7. Front (north) façade’s east wing and connector, looking southeast.

Figure 8. Front (east) façade’s west wing and connector, looking southwest.
The building sits on concrete footings, and its concrete walls are finished with a cement plaster coat. The gabled roofs are covered in composite shingles that replaced the original red clay tiles in 1978; the flat roofs are covered in rolled roofing. The roofs have extended eaves with tongue and groove wood soffits and exposed rafters.

**Primary (North) Facade**

The building’s three linear masses are most visible on the main (north) façade. The symmetrical, five-bay façade includes the tall, front-gable mass at center, the east and west wings at each end, and the bar connectors in between. As the east and west wings project from the rest of the façade, small landscaped lawns with mature trees are on each side of a concrete entry court.

At the center entrance is a three-bay wide shed-roof projection and portico supported by oversized Tuscan columns (Figure 9). Above the columns, the frieze has an arched molding pattern and is inscribed with “GOLETA UNION SCHOOL,” and two arched louvers flanked by four-light windows sit above the shed roof. The entrance is fronted by a monumental tile-covered staircase, flanked by wide tiled cheek walls, that leads up to the portico and entry doors (Figure 10). In the portico, each of the three bays includes a 10-light (or 10-pane) wood paired door with a five-light transom (Figure 11). An accessible ramp and metal handrail is located west of the main stairs. In addition, a carved wood sign hangs in the center bay between the columns reading “GOLETA VALLEY COMMUNITY CENTER” and a sandstone plaque is located in the southeast corner of the portico labeled “GOLETA UNION SCHOOL 1927 A & FM”. At the east and west return sides of the portico is a single three-light casement window.
The connectors between the wings and central gable include five bays of 12-light wood casement windows, each topped by a fabric awning (Figure 12). At the corner between the connector and the wings, a one-bay wide, one-bay deep hipped-roof projection includes two eight-light wood windows on the side facades and two six-light windows recessed in a paired arched opening on the front (north) façade (Figure 13). All windows in the connectors and projections sit above a projected sill band that extends across the wall planes, as does a water table band approximately two feet above grade. The end walls of each wing do not have openings, but include an inset frame relief in the cement plaster topped by an arched pattern.

East and West Side Facades
The east and west facades are similar in composition. They each have four bays: the first bay from the front has a hipped roof, the second bay projects from the rest of the façade’s wall plane and has a cross-gable roof, and the third and fourth bays have flat roofs (Figure 14 and Figure 15). The windows at these facades are typically multi-light vinyl replacement windows with the upper two-thirds fixed and the lower one-third operable. The replacements were swapped in 2008 and do not match the original window design. The front hipped volume includes a group of five tall windows and a single four-light wood window topped by a louver adjacent to the second bay.
Figure 14. Northeast corner of east wing, looking southwest.

Figure 15. West facade of west wing, looking east.
The second bay is the cross-gable mass that has a group of five tall windows and a long rectangular louver in the gable (Figure 16). The flat-roofed portions of the wings include a central wood louver dividing the third and fourth bays, each of which has a group of five tall windows (Figure 17). The west facade differs at the third bay with a double-stacked wood six-light window toward the north end (adjacent to the second bay). Both facades have vents between the roofline and the windows at the third and fourth bays, though the vents have hood covers on the east façade.

**Figure 16. Cross gable project on east wing, looking west.**

**Figure 17. East wing at flat roof, looking northwest.**

**South (Rear) Façade**

The south façade is organized similar to the front (north) façade (Figure 18). The main center gable includes a double door exit from the stage accessed by concrete stairs and a louver in the gable (Figure 19). At the southwest corner eave is an L-shaped parapet resembling a bell tower; the south parapet has one bell opening while the west parapet has two bell openings (Figure 20).

**Figure 18. Eastern half of the south (rear) façade, looking northwest.**
Both the east and west wings have two openings of single-hung four-light windows (Figure 21). The connectors between the wings and the center gable mass have openings with recessed doors that lead from the east and west corridors; covered walkways extend from these doors to connect with Building B and also run along the connectors. The rest of the connectors have a mix of window and door openings corresponding to restrooms and utility closets. At the west connector, adjacent to the center gable mass, is a small addition added at an unknown date (Figure 22). Generally, most of the original wood windows and doors at the south façade have been retained.

Building A Interiors
Building A’s interior is defined by the historic auditorium and stage in the center gabled mass, which has a balcony to account for the taller massing (Appendix A). The east and west wings each have four classrooms, though two classrooms in the west wing have been combined. A corridor along the north (front) end connects all three wings, with administrative spaces and a kitchen also along the corridor. The corridor connects to an east and a west corridor; the east corridor leads to the east patio and continues as an outdoor covered walkway. The west corridor has been enclosed and is adjacent to the barrel-roofed west patio that is currently used as a dining room. Restrooms and utility rooms are at the rear of the building as connectors between the wings.

Generally, the original interior finishes have been retained. The walls at the exterior perimeter are typically plaster on concrete with a wood chair rail; interior walls are wood-framed. The ceilings
have been re-done but appear to be plaster. The floors are typically carpet or laminate flooring, though wood flooring remains. At the entry is a small foyer for the auditorium with decorative wood beams and brackets at the ceiling (Figure 23). At major transitions in the corridors, the doorways include plastered brackets, while six-light panel wood double doors topped by a six-light transom separate the interior corridor from its exterior section (Figure 24).

![Figure 23. Entry corridor in front of Auditorium, looking southwest.](image1)

![Figure 24. Corridor of east wing, looking south.](image2)

Patio and Exterior Corridor
The east patio is bound by a cloistered corridor along the east façade (Figure 25). One of the arched openings leads to the patio, which is partially paved with a large central Australian Willow tree (Figure 26). The west side is the central gable mass, or exterior of the auditorium. It includes five bays of large window openings with multi-light wood windows (Figure 27). One bay has been altered to create a door opening connecting the auditorium and the patio with a 10-light double wood door topped by multi-light awning windows and flanked by unadorned pilasters.

![Figure 25. East arched corridor, looking south.](image3)

![Figure 26. East patio, looking north. Note the large willow tree in the patio.](image4)

The north end of the patio includes two bays of three triple-stacked nine-light wood awning windows; the south façade includes three bays of six-light wood awning windows and a three-paneled wood door topped by a three-light transom (Figure 28). A wood pergola and various furniture and light stands are in the patio.
Dining Room
The dining room was once the west patio similar to the east patio. It was covered by a barrel roof in 1946. The roof has exposed wood framing with a strip of skylights at the apex (Figure 29). The east wall appeared to originally have windows from the auditorium, but now has only one door opening with a decorative concrete surround (Figure 30). A mural has been painted on the east wall. At the south end are original wood windows that would have looked out from the library (now utility room) onto the patio (Figure 31). The arched corridor along the west wall, comparable to the exterior arched corridor at the east patio, has been infilled with single-light windows and a central door (Figure 32).
Auditorium
The auditorium features exposed wood trusses, wood floors, and a wood stage with flanking stairs. The stage surround includes decorative pilasters and brackets (Figure 34). The west elevation includes an arched corridor between the auditorium and the dining room (formerly the west patio); windows are above the arched openings. The east elevation features five bays of multi-light windows and a set of non-original doors leading to the east patio. The rear (north) elevation of the auditorium includes a balcony and metal railing over the main auditorium doors (Figure 35).
Typical Classroom
The original classroom finishes have generally been retained and include wood trim, paneling, and chalkboards in some cases. The classroom doors are typically five-panel wood single doors topped by a single-light transom.

HEAD START BUILDING (BUILDING B)
The Head Start Building (Building B) from 1949-50 is a one story, wood-framed, building with two wings connected by a covered breezeway (Figure 37). Each wing has a side-gabled, composite roof; the covered breezeway has a lower gabled roof between the two wings. The gabled roofs have extended eaves with tongue and groove wood soffits. The linear building sits east-west in plan on a concrete slab (Figure 38). The walls are clad primarily in smooth plaster. A flat-roofed covered walkway spans the main (south) façade and wraps along the east façade of the east wing to extend to the rear façade of the Main Building.
Both wings are rectangular in plan and similar in design, materials, and construction (Appendix A). The east wing is larger with four classrooms and a small bay for mechanical rooms and a janitorial closet at the east end. The west wing was built earlier than the east wing and originally had two classrooms as well as a similar small bay at its east end; one classroom has been divided into offices while the other has an office and staff room. The building’s original layout created regular classroom bays that are still visible on the exterior.

The building fronts the parking lot to the south, with classroom doors along the south façade sheltered below the covered walkway. The doors are typically solid wood with no glass and wood surrounds. The covered walkway has a wood tongue and groove ceiling and is supported by slim metal posts. A band of clerestory wood windows is above the covered walkway.
The classroom bays are seen most clearly with the grouping of clerestory windows on the south façade (Figure 39). Each classroom bay has a center triple clerestory window flanked by double windows. The windows appear to be wood single-light with wood surrounds and trim, but all are covered with black shades except for one set of double windows.

The classroom doors no longer have a regular rhythm of two doors per classroom. In the east wing, a door has been removed from the eastern most classroom and a door added to the classroom second from the east end. The door leading to a janitor’s closet remains at the east end of each wing. Because the doors are slightly above grade, most doors on the south façade have a shallow concrete accessibility ramp lined by a metal railing (Figure 40).

Figure 39: Middle section of the north façade, looking south.

Figure 40: West (rear) façade of north wing, looking east.

The north façade faces the rear of the Main Building and each wing fronts a playground enclosed by fencing (Figure 41). The classroom bays are defined by groupings of wood-framed windows. Each classroom has a grouping of three triple-stacked awning windows flanked by a double triple-stacked awning window (Figure 42). A double window in each classroom of the east wing has been converted to include a solid door to access the playground.

Figure 41: North (rear) façade and playground between Building A and B, looking southeast.

Figure 42: North (rear) façade of west wing, looking south.

The east façade of the east wing faces the driveway and has the covered walkway spanning the façade (Figure 43); the east façade of the west wing is within the covered breezeway (Figure 44). Both façades have two solid doors with low louvers leading into a mechanical room and an electrical
room; the electrical room originally had a furnace that required the chimney extending from the east façade of each wing. A drinking fountain was also originally on these façades.

![Figure 43: East façade of east, looking northwest.](image1)
![Figure 44: Breezeway between east and west wing, looking north.](image2)

The west façade of the west wing faces the playground associated with the Rainbow School (Building C). It has no openings but it has wood board siding below the gable (Figure 45). The west façade of the east wing is in the covered breezeway and also has no openings (Figure 44). A false chimney extends on the façade above the covered breezeway for a mechanical duct.

The covered breezeway has a wood tongue and groove ceiling similar to the covered walkways along the south and east façades. Another covered walkway extends north from the covered breezeway to connect with the rear of the Main Building (Figure 46).

![Figure 45: West façade of west wing looking east.](image3)
![Figure 46: Covered walkway at north (rear) façade, looking south.](image4)

**Building B Interiors**

While still mostly used as classrooms, the interior layout has changed with added restrooms or reconfiguration for offices and staff rooms. Typically, the classroom interiors include an added suspended ceiling and floor with synthetic composition tile. The classrooms retain the original plywood paneling in some locations.
RAINBOW SCHOOL COMPLEX (BUILDING C AND C1)

Building C
The Rainbow School Building (Building C) is a one-story, wood-framed building with two wings connected by a covered breezeway (Figure 47). The entire building has a side gabled roof covered in asphalt shingles and extended eaves with exposed rafters. The linear building sits north-south in plan over a concrete slab. The walls are clad primarily in smooth plaster.

Figure 47: East (front) façade of Building C, looking west.

Figure 48: East (front) facade, looking northwest.

Both wings are rectangular in plan and similar in design, materials, and construction. Built originally as the kindergarten wing, the north wing has one large classroom along with a mechanical room, utility room, and two restrooms, one for staff and one for children. The south wing has three classrooms originally occupied by first-graders; the classroom bays are visible on the exterior. A
flat-roofed covered walkway spans the main (east) façade and extends east to connect perpendicularly with the Head Start Building’s (Building B) covered walkway.

The building fronts the parking lot to the east, with classroom doors along the east façade below the covered walkway. In the south wing, a band of six clerestory windows is in line with a transom above the door, marking each classroom bay. The north wing is similar with a door at each bay and a band of clerestory windows, but the large classroom has nine windows while the mechanical room has metal louvers in two clerestory openings next to three glazed clerestory windows of a restroom. The clerestory windows are typically single-light, metal hoppers with wood surrounds and trim. The doors are typically solid wood with no glass and wood surrounds. The covered walkway includes exposed rafters and is supported by slender steel posts.

The west façade faces an enclosed playground that is further divided by fencing so that each classroom has its own individual play area. The south wing’s west façade has a classroom door adjacent to a band of five double-stacked, metal hopper windows with wood surrounds and trim. A screen of movable metal louvers covers each band of windows. The north wing has one bay of eight double-stacked, metal hopper windows with wood surrounds and trim. Metal louvers also screen the band of windows, which correspond to the large classroom. Between the large classroom and the covered breezeway is a band of clerestory windows for another restroom, similar to those on the main (east) façade.
The north façade of the north wing and south façade of the south wing have no openings except a metal louver at the ridge of the north façade. In the covered breezeway, the south façade of the north wing includes three doors with louvers. The north façade of the south wing does not have any openings.

**Building C Interiors**
The classroom interiors include a suspended ceiling of square acoustic panels with strips of surface-mounted florescent lighting. The floor is a synthetic composition tile. The large classroom in the north wing has restrooms for children in a section of the classroom.

**Building C1**
Building C1 is a one-story structure, located west of Building A, that consists of three modular classroom units. The units are raised off the ground and the walls appear to be scored wood paneling. Each unit has a classroom door accessed by a ramp or steps, a window wall facing the north, and single door at the rear with clerestory windows.
BOYS AND GIRLS CLUB (BUILDING D)

The Boys and Girls Club (Building D) is a one-story, wood-framed building consisting of two flat-roofed rectangular masses fronted by a parking lot on the north façade (Figure 58). The rear southernmost mass is taller and includes the gymnasium. The north mass is longer in the north-south direction and includes classrooms and offices in a U-shaped configuration with east and west wings. The primary entrance is centered below an elevated gabled entry that projects beyond the north (front) façade.
The rectangular building sits north-south in plan over a concrete slab, and the walls are primarily clad in stucco. The flat-roof masses consist of rolled roofing and have extended eaves with stucco soffits. The gabled entry has a metal standing seam roof with exposed trusses supported cast stone columns.

The north façade is symmetrical about the gabled entry and flanked by sets of stairs and the east and west wings. The entrance is a glass storefront entry that is recessed from the front façade; the wings each include two louvers.

The east and west facades are similar in composition. The gabled entry includes three bays of a four single-light band of clerestory windows on each side. On the east side, the one-story mass includes four bays of the band of single-light awning windows, some of which are over exterior access doors and a paired single-light window. The west side is similar to the east with four bays of awning window bands and a single exterior door. The gymnasium includes one paired exterior access door on each side.

The south façade was not accessible.
IV. HISTORIC CONTEXT

GOLETA

Early History
The area of present-day Goleta was first settled thousands of years ago by the ancestors of the Chumash peoples. The Chumash were of a common linguistic group of hunter-gatherers that populated much of the coastal area that is now Santa Barbara and its immediately surrounding counties.\(^5\) When European explorers began travelling up the California Coast, it is likely that some stopped to resupply at the lagoon that later became known as the Goleta Slough. However, the first known account of Goleta is associated with the 1769 land expedition of Gaspar de Portola, who stopped in the area for several days en route to Monterey.\(^6\) The area, defined by the lagoon with its small islands, was named “Mescalitlan,” in reference to an Aztec legend.

The Spanish established a presidio in nearby Santa Barbara in 1782 and a mission in 1786. Americans began arriving in the 1790s as part of the sea otter fur trade. The Channel Islands were a breeding ground for the animals, but the proximity to the presidio of Santa Barbara made landfall for foreign ships impossible. Jose Francisco Ortega, a Spanish soldier and early settler, offered shelter at Refugio Bay, located west of present-day Goleta, to many foreign traders, merchants, and smugglers, effectively establishing the area as an early center for trade. Ortega is believed to have kept his own schooners, known as Goletas, in the lagoon. In 1819, one ran aground near the mouth of the lagoon, and the wreckage is said to have been a fixture of the lagoon, ultimately leading to the name of the lagoon and the city of today.

Following Mexican independence from Spain in 1822, the area began to transform. The land surrounding the Goleta Slough was subdivided into parcels and distributed to families of the presidio, mission lands were secularized, and restrictions on foreigners were lifted. Daniel Antonio Hill, a ship hand from Boston, was the first American to settle in Goleta. Having first arrived in Santa Barbara and established a trading and contracting business, he prospered with the demand for high quality American goods and building materials. Hill eventually married Ortega’s daughter, Rafela Sabrinia Ortega, and settled in Goleta Valley.\(^7\) In 1845, with fears of American annexation rising, Hill managed to acquire Rancho La Goleta, located on mission lands east of the Goleta Slough and stretching to near Santa Barbara.\(^8\)

Another influential early settler was Nicholas Den, an Irish medical student who arrived in the area in 1836. During medical school, Den encountered financial issues, which eventually led him to California via Boston to participate in the lucrative hide and tallow trade. The romantic stories of California and promise of opportunity proved true for Den. By 1841, he had purchased a herd of cattle, as well as large portions of land from the Santa Barbara Mission, and had become a Mexican citizen.\(^9\) The following year, Den applied for Rancho Los Dos Pueblos – approximately 15,000 acres set between the Pacific Ocean and the foothills stretching from Mescalitlan Island to the east and Las Llagas Canyon to the west.\(^10\) The western two-thirds of present-day Goleta is located on the lands of the former Rancho Los Do Pueblos, whereas the eastern third was part of Hill’s Rancho La Goleta (Figure 59).

\(^6\) Walker A. Tompkins, Goleta – The Good Land (Goleta: Goleta Amvets Post No.55, 1966), 7
\(^7\) Ibid., 19-20
\(^8\) Ibid., 36-38
\(^9\) Tompkins, Goleta – The Good Land, 30
\(^10\) Ibid., 32.
American Period

When the Gold Rush subsided in the 1850s, many began to move to other parts of California, including the Goleta Valley. Many homesteaders established small ranches on parcels of lands sold piecemeal from the owners of the former ranchos. Following the death of Daniel Hill in 1865, his wife, Rafaela Ortega, and their children began to divide and sell off portions of Rancho La Goleta to newcomers. Some, like T. Wallace More, acquired hundreds of acres of the former rancho, while others bought roughly one hundred acres each. Notable settlers included Isaac G. Foster, Jr. and Richard K. Sexton, who were both former Gold Rush 49ers. Their settlements became the center for the emerging community of Goleta, which began to increasingly take shape as more homesteaders arrived.

By 1869, there were about 10 redwood houses standing in the newly founded village of Goleta.11 The village was on the main Country Road, which linked to Santa Barbara to the south and to points north; it later became the State Highway and is today’s Hollister Avenue.12 The village developed around the intersection of today’s Patterson and Hollister Avenues. A mile to the west at today’s Fairview and Hollister Avenues, a second village called La Patera was also forming.13 In both villages, businesses and community buildings to support the area’s farm families started to appear. These included a butcher shop, hotel, slaughterhouse, lumberyard, blacksmith, cobbler, and

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13 Tompkins, Goleta—The Good Land, 102-103.
harness shop. Churches and schools also appeared. The first school house was built in Goleta in 1869, while La Patera’s first school was built in 1877; a third school, Cathedral Oaks, was established in 1876 to serve those to the north too far from town.

Goleta Valley remained primarily an agricultural community. The Southern Californian climate and south exposure of the land made an ideal location for the growth of various crops. Some began experimenting, like the horticulturist Elwood Cooper, who became famous for his olive trees and oil, as well as his use of eucalyptus trees. Pampas grass, a popular decoration on parade floats at the time, was planted at a nursery in Goleta owned by Joe Sexton, becoming one of Goleta’s first cash crops. Walnuts were also a major commercial agriculture business, as were lima beans and lemons. By 1874, T. Wallace More constructed and completed a wharf off his property at More Mesa, which served as Goleta’s port, allowing regional farmers to ship goods directly. It continued to be used until 1902.

The town of Goleta continued to grow through the 1880s. New houses were constructed, new enterprises were started, and a new school was built in 1884. This development occurred in a haphazard and unplanned fashion and was often dictated by the prominent land holdings in the area. The heir of T. Wallace More, Jon More, refused to sell any of his land, which was located to the south of the town in the area now known as More Mesa. This forced growth to extend westward, paralleling the foothills and beach. This growth to the west focused development on La Patera as old Goleta began to enter a period of decline.

In 1887, the railroad arrived in Goleta as a connection between Los Angeles and San Francisco. However, the onset of a depression halted construction, and the lines were not linked. Goleta would continue to be the end of the Los Angeles line until 1902, when the original snaking rail line was straightened and the gap between the railways was closed. The completion of the railway spurred economic development and a population boom, most notably of Italian immigrants. With the increase in population and capital, the town began to change. Joseph Sexton constructed the Goleta Hall in 1895 at 5410 Hollister Avenue (Figure 60). The building had an auditorium with balcony seating, as well as a stage crowned by an elaborate proscenium arch; it served as the social center of the community until 1920 when it was demolished. In 1904, the Goleta Woman’s Club was founded, and its active members began contributing to the overall community through a number of efforts, including securing Goleta Beach as a public park. In 1908, the automobile first arrived in Goleta. Road improvements closely followed with Hollister Avenue being paved in 1912.

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14 Tompkins, The Yankee Barbareños, 210-211.
15 Tompkins, Goleta—The Good Land, 137.
16 Ibid. 114.
18 Tompkins, Goleta—The Good Land, 131
19 Tompkins, The Yankee Barbareños, 211.
20 Ibid., 211-212.
21 Excerpted and summarized from Gary B. Coombs, Goleta Depot: The Historic of a Rural Railroad Station (Goleta: Goleta Beautiful Inc., 1982).
22 Tompkins, Goleta—The Good Land, 224-7. According to Tompkins, the advent of the automobile allowed Goleta residents the mobility to see more options for entertainment in Santa Barbara.
23 Ibid. 226-228.
The 1920s and 1930s saw more development around La Patera as a residential tract was platted close to its center and oil was discovered at the western side of the valley in the late 1920s. Oil production became a crucial part of the economy in the Goleta Valley, although Goleta remained primarily an agricultural community. In 1925, the citizens of Goleta voted to merge three of the Goleta Valley schools into a single school district, which resulted in the construction of the Goleta Union School. Completed in 1927, the Mediterranean Revival style building on Hollister Avenue just east of La Patera became a fixture for the community over the following decades. La Patera continued to grow and officially became Goleta when the post office moved to the corner of Hollister and Orange Street in 1933.

In 1940, the federal government, through a cooperative cost-sharing program with Santa Barbara County, began transforming a small airfield west of La Patera into a full commercial airport. The construction of its multiple runways involved in-filling much of the marshland of the Goleta Slough and grading the Mescalititan Island. By 1941, the airport with its Spanish Colonial Revival-style terminal was operational. Following the United States’ entrance into World War II in late 1941, this newly completed airport was repurposed as the Goleta Air Station - a Marine base and training center for pilots heading to the Pacific theater. Barracks, hangars, offices, mess halls, and other support buildings were constructed around the airfield. By 1943, there were over 100 buildings

Figure 60. Map drawn by Horace A. Sexton in 1960 showing Old Goleta and La Patera in 1895. The approximate location of the Goleta Community Center is starred. Source: Justin M. Ruhe, Looking Back cited as “Courtesy of Goleta Valley Historical Society”. Edited by Page & Turnbull.
located on the base. Goleta grew in correlation with the Marine base as personnel flooded the village. Following the conclusion of the war, much of the airfield was converted back as the Santa Barbara Airport. Parts of the base, however, were purchased by Santa Barbara City College for a new campus, which would later become the University of California, Santa Barbara (UCSB). Although neither the airport nor the university are part of Goleta – the airport was annexed by the City of Santa Barbara in 1960 and UCSB remains outside of city boundaries – they are immediately adjacent.

By the end of the war, much of California was undergoing a population boom. Goleta, however, was not. A new alignment for Highway 101 opened in 1947 north of the railroad, siphoning traffic, and business, away from Hollister Avenue. It also had become apparent that limited water access was restricting the growth and development of Goleta. Residents supported the construction of the Bradbury Dam on the Santa Ynez River, which created the reservoir of Lake Cachuma. The infrastructure project, completed by the U.S. Bureau of Reclamation in 1953, provided Goleta Valley with water access that spurred a population boom as well as infrastructure improvements, such as fully paving Hollister Avenue. The city became an attractive location for renewed commercial and residential activity, particularly with the activation of Vandenberg Air Force Base north of Lompoc in 1955. In 1956, the Studebaker-Packard Corporation constructed a campus on Hollister Avenue for the first aerospace company in the area. Other companies in advanced industries soon followed, establishing the community first as a center for the aerospace industry, and later as center for high technology. Kellogg Park north of Hollister Avenue between Kinman and Teczolote Avenues was the first housing development in 1957 with 118 new homes on land previously used to grow flowers for Sexton’s nursery.

The 1960s was a period of growth for Goleta, as housing tracts replaced fields. Reporting a 122 percent growth from 1960 to 1965, the area shifted from agricultural to residential-industrial with more manufacturing and high technology firms arriving. By the 1970s, the growth had reversed, as reflected in decreasing enrollment in the Goleta Union School District. It appears the population started to grow again in the 1990s, though Goleta continued to be a relatively small unincorporated community, serving partially as a bedroom community for the neighboring center of Santa Barbara. After several attempts over its history, Goleta became an incorporated city in 2002.

SCHOOLS IN GOLETA VALLEY

The first school in Goleta Valley started in 1869 as the Rafael School, named after Rafaela Ortega, the widow of Daniel A. Hill. Hill’s son-in-law, T. Wallace More, donated an acre of land on the south side of Hollister Avenue, opposite of Chapel Street, near the center of the town of Goleta on what is today the Goleta Valley Community Hospital. A single room schoolhouse, measuring 16 by 20 feet, was built on the site.

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27 Ibid.
28 Ibid.
29 Tompkins, Goleta – The Good Land, 313.
31 Rhue, “A History of Goleta Valley, California,” Goleta Valley Chamber of Commerce
32 Tompkins, Goleta – The Good Land, 324.
33 Ibid. 335-336.
35 Rhue, “A History of Goleta Valley, California,” Goleta Valley Chamber of Commerce
In 1876, the Cathedral Oaks school started in the foothills to serve children further from town, with the first classes taught in a rented barn; a schoolhouse was built in 1880 at what is now 4974 Cathedral Oaks Road. The La Patera School started in 1877, and a two-story schoolhouse was built in that town. Further west, Dos Pueblos School started in 1878 while the Tecolote school formed in 1891.

New, larger one- and two-story wood buildings replaced these earliest one-room schoolhouses as the population in Goleta Valley slowly grew in the late 19th and early 20th century. By 1917, the average daily attendance at the Goleta (renamed from Rafaela in 1911), La Patera, and Cathedral Oaks schools totaled just over one hundred combined. According to the history that was placed in the cornerstone, the Goleta Union School came about in 1925, when the Goleta PTA held a community meeting to discuss whether Goleta, La Patera, and Cathedral Oaks schools should consolidate into one district. The consensus was to consolidate, and steps were taken by each district to circulate petitions calling for an election. The election was held on June 12, 1925, and the measure passed.

Figure 61. Undated map of the pre-consolidation school areas. The red star marks the approximate location of the Goleta Union School. Source: Goleta Valley Historical Society archives. Edited by Page & Turnbull.

A bond election in April 1926 approved $85,000 that would be used for the purchase of 10 acres of the David Begg tract for $22,500, and the remaining $62,500 would be for constructing the new school. The Goleta Union School opened for classes of primary through eighth grade in the fall of 1927. At the western end of Goleta Valley, the Tecolote school had closed for the lack of students.

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37 Ibid.
39 Ibid. 42.
but with the late 1920s oil boom, Tecolote reopened and consolidated with Den into the Ellwood Union School District in 1929.\textsuperscript{41} The Ellwood district dedicated a new school building in 1933.\textsuperscript{42}

After World War II, the Goleta Union School started to outgrow its building. In June 1949, voters approved a $85,000 bond for adding classrooms to the Goleta Union School. Two classrooms were completed in 1949 and four more in 1950.\textsuperscript{43} By 1952, the seventh and eighth graders started to attend junior high school in Santa Barbara instead of at Goleta Union; Goleta students had always attended high school in Santa Barbara. The Goleta Union School became kindergarten through sixth grade and had an enrollment of 525 students in 1958.\textsuperscript{44}

With the creation of Lake Cachuma in 1953 and the influx of industry and workers spurred by the nearby Vandenberg Air Force Base, Goleta encountered its postwar population boom primarily in the late 1950s and 1960s. By 1955, overcrowding at Goleta Union School led to the need for a new school. Voters approved construction of the new Cathedral Oaks School that year. The new school had 10 classrooms and a large cafeteria about two miles east on Turnpike Road. Designed to accommodate 275 students, Cathedral Oaks School opened in February 1958 with 300 students. By October 1958, it had 427 students and classes held in the cafeteria to deal with the overcrowding.\textsuperscript{45}

To relieve the continuing overcrowding and anticipating additional schools that would be needed, another bond issue was called in 1959 to provide funds to build four new classrooms each at Goleta Union and Cathedral Oaks School, and for the district to purchase a new site in Isla Vista for a new school.\textsuperscript{46} Santa Barbara-based Howell, Arendt, Mosher and Grant were the district’s architect on all these projects.

By 1964, Goleta Union School District had six schools, and two more that would be completed that year. The district also purchased nine additional sites for future schools, with the anticipation that the district needed 17 schools within five years. In 1966, Goleta Union School District annexed the Ellwood School District.\textsuperscript{47}

However, the growth would not last, and the district reached its peak enrollment of 6,827 students in 1972. By then, the Goleta Union School District had 13 schools. The 1970s saw a drastic decline in enrollment, coupled with deadlines to adhere to the Field Act. Passed by the California State Legislature following the 1933 Long Beach earthquake, the Field Act mandated earthquake-resistant construction for California schools. Additional legislation passed in the late 1960s setting inspection and retrofit deadlines for those school buildings constructed before the Field Act.\textsuperscript{48} Faced with the need to close schools and a costly project to upgrade its older buildings to meet the Field Act requirements, the Goleta Union School District decided in 1975 to close Goleta Union School; the 1933 Ellwood school was demolished.\textsuperscript{49}

\footnotesize
\begin{itemize}
  \item \textsuperscript{41}“Schools Days in the Goleta Valley: Further Conservations with Stanley Wade,” \textit{Goleta Historical Notes}, Spring 1988, 22-23.
  \item \textsuperscript{42}Ruhge, \textit{Looking Back}, 43.
  \item \textsuperscript{43}Steve Sullivan, “Home Boom Plagues Goleta Classrooms,” publication unknown, October 23, 1958. Newspaper clipping from the Goleta Valley Historical Society archives.
  \item \textsuperscript{44}Ibid.
  \item \textsuperscript{45}Ibid.
  \item \textsuperscript{46}Ibid.
  \item \textsuperscript{47}Ruhge, \textit{Looking Back}, 43.
\end{itemize}
Several more Goleta elementary schools closed in the 1970s and 1980s before enrollment bottomed in 1985. The late 1990s saw a resurgence of enrollment and some of the closed schools reopened while new schools were also built.

**BUILDING ARCHITECTS**

**Louis N. Crawford**

Louis Noire Crawford (1890-1946) was arguably Santa Maria’s most famous architect. Born in Kentucky, Crawford studied civil engineering at Purdue University in Indiana between 1908 and 1910. After teaching for four years, he returned to school and received a degree in civil engineering from the architecture school at the University of Illinois in 1917. Following additional course work at University of Michigan and the University of California, he became certified to practice architecture in California and Illinois.

Crawford first moved to central California and became vice principal at Lompoc High School from 1917 to 1919, where he also taught wood working, architectural drawing, and athletics. He and his wife, Winifred, relocated to Santa Maria in 1919, where he taught manual arts and coached football. He opened his first architecture office in 1920 in Santa Maria, where he designed several notable homes, schools, and other public buildings. Crawford designed Santa Maria’s Fairlawn School, the West Cypress Street and East Orange Street Kindergarten buildings, the Knights of Pythias Hall, the El Camino School, and the De Martin residence. He also designed several school buildings in central California, including schools in Orcutt, Arroyo Grande, Goleta, Cambria, Cayucos, Los Olivos, Morro Bay, Pismo Beach, and San Luis Obispo (Figure 62).

![Figure 62: The 1927 Vista Del Mar School in Gaviota, an example of Louis N. Crawford’s school buildings in the Central Coast. Source: Santa Maria Valley Historical Society.](image1)

![Figure 63: Santa Maria City Hall designed by Louis N. Crawford and constructed in 1934.](image2)

He appeared to have practiced mainly in the Spanish Colonial Revival or Mediterranean Revival styles, having spent six months abroad in Spain and Morocco in 1929. However, he also practiced other revival styles, such as Tudor and Italian Romanesque. The August 1934 issue of *Architect and Engineer* reports that Louis N. Crawford was elected president of the Santa Barbara chapter of the American Institute of Architects (AIA), succeeding Winsor Soule of Santa Barbara.

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50 “GUSD History,” Goleta Union School District.
51 Summarized from presentation given by Crawford’s daughter, Marjorie Martin, on April 14, 2012 as part of the Valley Speaks series sponsored by the Santa Maria Valley Historical Society and the Santa Maria Public Library. A copy of the presentation slides is in the Santa Maria Valley Historical Society library.
Among his most notable buildings are Santa Maria City Hall (co-designed with Francis Parsons in 1934 and featured in the April 1, 1940 issue of Life magazine, Figure 63) and Santa Maria’s second library in 1941 (as part of the firm Crawford and Daniel Architects).

Winsor Soule F.A.I.A and John Frederic Murphy A.I.A (Soule and Murphry)

Born in New York, Winsor Soule (1883-1954) earned degrees in architecture at Harvard and MIT. Upon graduation he worked as a draftsman for two Boston-based architectural firms, Cram, Goodhue & Ferguson and Allen & Collens, before moving to California.52 He eventually settled in Santa Barbara in 1911 and joined with another East Coast transplant, Russel Ray, to form the Ray and Soule, Architects (1912-1917). Among their well-known works in Santa Barbara was the Young Men’s Christian Association building (1913, demolished 1986) and the Mission Revival house El Cerrito for automobile magnate Clarence Alexander Black just before World War I.53

With Ray joining the military in World War I, Soule remained in private practice.54 He joined with John Frederic Murphy and T. Mitchell Hastings to form Soule, Murphy and Hastings from 1921 to 1925, when it transitioned into Soule and Murphy, Architects from 1926 to 1953. Soule and Murphy specialized in schools and institutional buildings, such as church structures and additions.55 After Murphy retired in 1954, Glen G. Mosher became Soule’s partner in the firm Soule and Mosher. Soule was supervising architect at Santa Barbara College from 1947 to 1952, and was responsible along with Murphy for some early buildings on campus just as the college became UC Santa Barbara.56

John Frederic Murphy (1887-1957) was born in Winterset, Iowa and attended Grinnell College before graduating with a bachelor’s degree in architecture from Columbia University in 1912. After graduation, Murphy worked with the architectural firm of Poudgood, Bird and Tawson in Des Moines, IA. He came to Santa Barbara in 1914, where he was associated with Winsor Soule from 1915 to 1921. In 1921, he became a partner with Soule in the firm Soule, Murphy and Hastings. The firm became Soule and Murphy after Hastings’ retirement in 1926. Murphy himself retired from the firm in 1954. Following his retirement, Murphy served in an advisory capacity as an architectural consultant for the Mutual Building and Loan Association, of which he had been a board director since 1935.57

Soule was an active member of the Santa Barbara community, and one of the architects responsible for its noted Spanish Colonial Revival architecture and architectural harmony.58 Some noted work includes the Board and Batten House, Mrs. Kathryn Emery House (1923), W.E. Hodges House (1923), and Library Building #1 at Santa Barbara College (1923).

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58 “Winsor Soule Dies on Trip.”
Soule and Murphy were prolific in Santa Barbara, designing many residences, commercial buildings, and institutional projects that have become city landmarks. They were primarily known for their Spanish Colonial Revival designs, though it appears the firm embraced modernism in the postwar years. Among Soule and Murphy’s work were the McKinley School (1932) in Santa Barbara, the Santa Barbara Veterans Memorial Building (1927, remodeled 1937), which is listed in the National Register of Historic Places for its distinctive Spanish Colonia Revival design, the Veteran’s Memorial Building in Carpinteria (1936), Emanuel Lutheran Church in Santa Barbara (1940), Carpinteria Community Church (1941), the Ventura branch office of Mutual Building and Loan (1951), the library and chapel of the San Francisco Theological Seminary (1952), and the Science Building at UC Santa Barbara (1954).

Both Soule and Murphy were active members of the Santa Barbara architecture community. Soule was active in the Southern California chapter of the American Institute of Architects (AIA) in the 1920s, and in the Santa Barbara chapter starting in the 1930s along with Murphy; both served as president of the Santa Barbara chapter at various times. Soule became an AIA fellow in 1941 and Murphy in 1957. Soule also served as president of the California State Board of Architectural Examiners from 1943 to 1945 and was a member of California Council of Architects in 1948-1949. Murphy took the lead in forming the Santa Barbara building code after the 1925 earthquake, when the city mandated that all new construction be designed in the Spanish Colonial Revival style. Murphy served on the first Architectural Board of Review; he later served on the City Planning Commission.

**Howell, Arendt, Mosher & Grant**

Based in Santa Barbara, the firm of Howell, Arendt, Mosher & Grant existed from 1956 to 1959. The firm originated as Howell and Arendt in 1946 with Henry Howell (1889-1962) and Wallace Arendt (1917-1975); Howell was Arendt’s father-in-law. Glen G. Mosher (1914) joined the firm in 1956, just a few years after the death of Winsor Soule in 1954 ended their brief partnership, Soule and Mosher. Robert Grant (b. 1928) joined shortly after Mosher, and the firm became Howell, Arendt, Mosher & Grant. In 1959, Howell retired, and the firm operated as Arendt, Mosher & Grant from 1959 to 1975. Later, the firm became Arendt, Mosher, Grant, Pederson, Phillips, before it became Grant, Pederson, Phillips.

During its brief period, the firm designed in an eclectic range of styles. Howell and Arendt were more traditionalists, able to design in the Spanish Colonial Revival style that typified Santa Barbara. Grant was more of a Modernist, while Mosher’s responsibility was the firm’s finances. The four-partner firm produced residential as well as commercial projects, including two residences featured in the *Los Angeles Times’* special Home section highlighting new buildings in Santa Barbara. They also designed the research laboratory for Raytheon Manufacturing Company in Goleta that featured a 300-foot-long electronics test tunnel. Built on land from the Williams Ranch, the building had a 360-foot-long front elevation facing Hollister Avenue. Designed in 1956, it was constructed with lift slab process, with prefabricated window sections in enamel, steel and glass.

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60 “Noted Architects Will View Housing Projects,” *Los Angeles Times*, May 22, 1941, and “John F. Murphy, Architect, Dies.”
61 Ootley, “Santa Barbara Veterans Memorial Building,” Section 8, page 12.
62 Summarized from Post/Hazeltine Associates, “Phase 1-2 Cultural Resources Study, Historic Resource for 83 Eucalyptus Lane (All Saints By-the-Sea Church), Montecito, California,” prepared for All Saints By-the-Sea Church, August 27, 2015.
63 Ibid. 14.
In the years after Howell left the firm, Arendt, Mosher, & Grant took on a significant amount of institutional work for several school districts, including Goleta, Paso Robles, and Atascadero. The later successor firms also designed the library addition, the Student Center, and the Marine Science Center at UC Santa Barbara.66

BUILDING STYLES AND TYPES

Mediterranean Revival
The Mediterranean Revival style is an eclectic architectural style based loosely on architecture found in the Mediterranean area, such as Spanish Renaissance, Italian Renaissance, and Venetian Gothic architecture. It can also include Classical, French, Spanish Colonial, and Moorish architectural details. Popular from the late 19th century into the 1930s, buildings typically have a rectangular floor plan and feature symmetrical primary facades. The style was commonly used for hotels, apartment buildings, commercial and institutional buildings. Mediterranean Revival elements are most often evidenced through the use of clay tile roofs or shaped parapets, stucco-clad walls, bay or bow windows, arched windows and entries, ornate door and window surrounds, metal balconettes, engaged columns, modillions, and applied medallions or shields.

California School Buildings
According to the California Department of Education, the history of California school facilities in the 20th century is as follows:

Before the 1920s and 1930s, school districts usually bought very small sites because there was little perceived need for outdoor play areas. Then in the late 1920s and 1930s, there was a great surge of interest in physical education, leading to the realization that larger sites were necessary. Before this interest in physical education, many elementary schools with enrollments from 500 to 1,000 were built on one- or two acre sites, and high schools with enrollments of 2,000 to 3,000 seldom had sites more than ten acres. These sites were so small that it was impossible to provide more than a modicum of playground space or outdoor facilities for physical education, and there was no space to expand the existing plant.

Most of the elementary school buildings used during that period in the cities were two- or three- story block masonry buildings above rather high basement spaces, and they contained eight or more classrooms. The rooms were large to accommodate the very large class sizes so common then. The hazards of fire and evacuation of those schools were very great. Many of the buildings have been demolished because they were unsafe. The outdoor play areas were small and inadequate.

Mission Style
From the period roughly between World War 1 and World War 2, great strides were made in the science of school planning. Following World War 1, the trend in California was toward mission-style architecture: the single-story elementary school, one classroom deep on an arcade or open corridor. During the same period schools were expanding their programs to include health and food service facilities, specialized administrative quarters, auditoriums, and libraries. The program expansion frequently included physical education programs that required outdoor education facilities, often occupying 50 to 80 percent of the

66 Post/Hazeltine Associates, "Phase 1-2 Cultural Resources Study, 14."
site. The combination of single-story design and expanding educational programs resulted in the need for larger school sites.

"Finger" Plan
The mission-style school of the 1920s evolved into the "finger" plan school of the 1930s. This plan is characterized by building wings, usually 30 to 40 feet apart that contain four or five classrooms in line with an open corridor on one side and an "outdoor classroom" on the other side. This architecture made possible the use of bilateral daylighting and cross-ventilation. The louvers, baffles, and wide overhangs used for controlling daylight make those buildings easily identifiable. Many buildings are graceful plants with sheltered but non-institutional characteristics. Generally, the buildings are located on ten-acre sites built for about 650 students. Refinements in this "finger" plan concept of elementary schools continued through the 1950s.

Cluster Plan and Open Space Plan
During the 1960s and 1970s, educators and architects questioned the basic configuration of the school and the classroom as a self-contained teaching station. Various patterns of cluster plans were developed that offered great interior flexibility within open space shells; team-teaching and large- and small-group instruction could be accommodated in a variety of patterns. For various reasons the open space plan did not win wide or lasting acceptance and was soon modified to recapture the visual and sound separation provided by the self-contained classroom. The partial return in the 1980s and 1990s to the self-contained classroom combines the flexibility associated with the cluster and open space plans with the relative isolation of the self-contained classroom. This arrangement is accomplished with the use of movable walls, space-function adjacency design, scheduling innovations, and other creative design features.67

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V. PROJECT SITE HISTORY

GOLETA UNION SCHOOL

According to the history that was placed in the cornerstone, the Goleta Union School came about in 1925, when the Goleta PTA held a community meeting to discuss whether the three local one-room schools, Goleta, La Patera, and Cathedral Oaks, should consolidate into one district.\(^6^8\) State law limited school bonds to a percent of the assessed values, and by consolidating, the three schools could raise enough funds to construct a larger, modern school; students could be bussed to the new school.\(^6^9\) The consolidation measure passed in June 1925 with overwhelming support of 126 for to 34 against.\(^7^0\) Five trustees were appointed by the Santa Barbara County Superintendent of Schools to oversee the new district.\(^7^1\) They secured options for several sites for the new school and put the options to an election in February 1926. The election chose the David Begg tract by a large majority. The site was between the Old Goleta and La Patera town centers along Hollister Avenue (Figure 64).

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\(^6^8\) “Masons to Lay Goleta School Cornerstone,” February 25, 1927, publication unknown. Newspaper clipping from the Goleta Valley Historical Society archives.

\(^6^9\) “Goleta Moves for $100,000 School,” Santa Barbara Morning Press, May 23, 1924.

\(^7^0\) “Three Rural School Districts Consolidate,” Santa Barbara Morning Press, June 13, 1925.

\(^7^1\) “Masons to Lay Goleta School Cornerstone.”

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Figure 64: Sanborn Map from 1930 with the Goleta Union School site outlined. Source: Los Angeles Public Library, edited by Page & Turnbull.
A bond election in April 1926 approved $85,000 that would be used for the purchase of 10 acres for $22,500, and the remaining $62,500 would be for constructing the new school. The trustees solicited plans from architects and selected those of Santa Maria-based architect Louis N. Crawford. The circular to build the school included a sketch by Crawford (Figure 65) and said,

In the opinion of your trustees, the school building pictured above is one which embodies all of the essential features of a modern, consolidated elementary school. The building is arranged to take the best advantage of the light and the location, it provides for future growth without damage to present appearance, and it has a dignity of design essential to building of this character.\(^{72}\)

There would be a library and kitchen that could serve refreshments and hot lunches. The auditorium would seat 390 and have a stage and a projection booth. The construction would be earthquake resistant, with fireproof walls and roof, as well as hard maple floors and slate blackboards. “Everything possible will be done to make the building enduring and economical in operation.”\(^ {73}\)

Construction started December 1, 1926, with the cornerstone laid on February 26, 1927 (Figure 66). The Grand Lodge of Masons officiated at the cornerstone ceremony.\(^ {74}\)

![Figure 65: Rendering of the Goleta Union School by Louis N. Crawford. Source: Goleta Valley Historical Society.](image)

![Figure 66: Laying of the cornerstone for the Goleta Union School in February 1927. Source: Steve Sullivan photograph archives, 98.01.427, Goleta Valley Historical Society.](image)

Construction was substantially complete by June 1927. County school superintendent Arthur S. Pope and architect Louis Crawford spoke at the opening held on June 9th.\(^ {75}\) The reinforced concrete building contained eight classrooms along the east and west wings, including rooms for manual and domestic arts; administrative rooms and a library along the east-west corridor toward the front of the building; a central auditorium with a stage; and two open-air patios flanking the auditorium and onto which several classrooms opened along open corridors (Figure 67 and Appendix A). Designed in the Mediterranean Revival style, the building was symmetrical and simply detailed, with varied massing and wings topped by red-tiled roofs. The front entry portico facing the curved, unpaved drive, was the most distinctive feature (Figure 68).

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73 Ibid.

74 “Goleta School Stone Placed,” Santa Barbara Morning Press, February 27, 1927.

75 “Goleta Plans School Party,” Santa Barbara Morning Press, June 8, 1927
Figure 67: Sanborn Map from 1930 showing the Goleta Union School site, including a cafeteria and manual training classrooms that are no longer extant. Source: Los Angeles Public Library.

Figure 68: Early, undated photograph of the Goleta Union School, looking southeast. Source: Goleta Valley Historical Society.
In 1928, the old Goleta school building was moved onto the Goleta Union School site as an auxiliary classroom, as was a building at the former La Patera school.\textsuperscript{76} The Goleta Union School had an initial enrollment of just over one hundred students in primary through eighth grades. Later, the primary, first, and second grades moved into the old Goleta school building. About 1946, a kindergarten class was also started. By then, the enrollment had increased to 250 students.\textsuperscript{77} Also around 1946, the west patio was enclosed with a roof to create a lunch room for the expanding student population (Figure 69).\textsuperscript{78} The school bell was replaced by an IBM automatic clock in 1950.\textsuperscript{79} In 1951, a large granite slab monument was unveiled in the school’s front lawn honoring Goleta’s war dead from World War I to the on-going Korean War.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{Figure69.png}
\caption{Aerial image of the Goleta Union School site in 1947 showing the west patio (right) enclosed with a barrel roof. Source: Historic Aerial.com, 1947.}
\end{figure}

\begin{footnotes}
\item[77] Ibid. 52.
\item[78] Ibid. 53.
\end{footnotes}
Though the Goleta Valley did not experience as drastic a population boom in the immediate post-World War II years as in other areas of Southern California, the Goleta Union School was nevertheless experiencing overcrowding. Soule and Murphy designed a two-room modern classroom addition in 1948, with voters approving an $85,000 bond to add classrooms to the Goleta Union School in 1949.80 The two-room addition at the rear of the 1927 building was completed in 1949, and a four-room addition, also by Soule and Murphy in the same modern design, was completed in June 1950 (Figure 70). The rooms were 30 feet by 24 feet and had floors covered with neutral colored inlaid linoleum with green boarder.81 The lower half of the room was painted differently from the rest, which was white. There were six overhead lights, and one wall was all windows. The building had a central heating system located in the ceiling. One of the rooms was used for the first homemaking classes offered at the school.

![Figure 70: Modern addition by Soule and Murphy at the rear of the 1927 Goleta Union School, looking southwest. Source: Steve Sullivan photograph archives, 98.01.434, dated July 10, 1979, Goleta Valley Historical Society.](image)


81 Untitled newspaper article, dated October 29, 1950, publication unknown. Newspaper clipping from the Goleta Valley Historical Society archives.
By 1952, the seventh and eighth graders started to attend junior high school in Santa Barbara, as Goleta Union School could no longer accommodate them. The Goleta Union School became kindergarten through sixth grade.\(^{82}\) Around this time, it appears that the school district started to use some of the land at the Goleta Union School for the district’s bus yard (Figure 71).

With the opening of the new Cathedral Oaks School in 1958, Goleta Union School was no longer the only school in the Goleta school district. Overcrowding at the school remained an issue, though, and another bond issue was called in 1959 to provide funds to build four new classrooms at Goleta Union. The new classrooms were used for kindergarten in one room and first-graders in the other three rooms.\(^{83}\) Howell, Arendt, Mosher and Grant designed the new building.

In 1960, the Goleta Boys Club lost its rent-free space at the airport, and was offered half an acre on the Goleta Union School site for a new headquarters.\(^{84}\) The Boys Club built a new structure for their use to benefit the youth of Goleta Valley, and added a gymnasium in 1961.\(^{85}\)

Goleta Union School remained an elementary school as the school district added new schools through the 1960s population boom. It appears modular portables or trailers were added to the site by 1967 in the location of Building C1 (Figure 72). Additional trailers were added by the 1970s perpendicular to the first trailers along the northwestern edge of the site.

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\(^{82}\) Sullivan, “Home Boom Plagues Goleta Classrooms.”

\(^{83}\) Ibid.


\(^{85}\) “Addition Approved,” Los Angeles Times, April 12, 1961.
However, as the population, and school enrollment, declined in the 1970s, discussions about closing the school started. The 1927 building was constructed prior to the Field Act, and it would cost $600,000 for upgrades to meet state earthquake standards.\(^86\) The school closed at the end of the school year in 1975, despite opposition from Mexican-American parents concerned about the loss of its special bilingual and bicultural classes.\(^87\) When the school closed, it was remembered as not just a place for learning. It was a place to go on Saturday nights for a dance. It was where lemon growers met, a place for community sessions, a meeting place for scouts and 4-H club members, for community suppers and all kinds of community meetings. The USO was there during World War II for the Marines at the air base.\(^88\)

![Figure 73: The Goleta Union School District offices in modular portables at the subject site in 1979, looking south. Source: Steve Sullivan photograph archives, 98.01.438, dated October 10, 1979, Goleta Valley Historical Society.](image)

![Figure 74: Volunteer work party in 1978 transforming the Goleta Union School into the Goleta Community Center. Note the red tile roof had been removed by this time. Source: Steve Sullivan photograph archives, 98.01.439, dated July 25, 1978, Goleta Valley Historical Society.](image)

**GOLETA COMMUNITY CENTER**

The school board sought options of what to do with the Goleta Union School. Since its closing, portable buildings on site provide headquarter offices for the Goleta Union School district. The district’s maintenance yard remained on the property, as did the Boys Club. As for the former school buildings, the trustees agreed that it would be too expensive to convert the main building into a civic center, and to maintain it. Some wanted to see a center for the community, but did not want the financial liability or management responsibility. Others wanted to see the property sold at market rate, if the financial commitment from the community could not be obtained.\(^89\) In 1977, the Goleta Union School District adopted a plan to dispose of the 10-acre school site. It would be sold at fair market value, and include all the school buildings on the site. At the same time, the trustees appointed a committee of citizens to consider a community use for the property.\(^90\)

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\(^{88}\) Dewey Schurman, “Close of School in Goleta Debated.”


Among those interested were the County of Santa Barbara, who wanted to adapt the school as office space for community services, a private Christian school looking for space for 10 classrooms, and the Goleta Senior Citizens Center. A group also considered using the auditorium as a theater. At the end of 1977, the school district signed a 10-year agreement with the County to establish the Goleta Valley Community Center, also known as the Goleta Community Center. The community center opened in October 1978 after undergoing a $190,000 renovation funded by the County that included roof repairs, bringing the building’s heating, plumbing, and electrical systems up to code, and a handicap accessible ramp at the front entrance. Volunteer work parties helped to clean, paint, and do other minor work. Additional renovations were done in 1981 after successful fundraising campaigns, such as upgrading the auditorium, refinishing the floors and painting the ceiling. Two classrooms were combined into one multi-purpose room with a sliding door divider in early 1983, and the other classrooms were refurbished.

Under the agreement with the County, the Goleta Union School District provided some operating funds for the community center, which also collected rents from organizations using the space, such as the Rainbow School, which used the space for child care. However, by 1983 the Goleta Union School District, facing budget deficits, moved to sell the property. There was considerable sentiment among residents that the former school building turned community center was a "landmark worth saving." Ultimately, the County of Santa Barbara entered into a $1.3 million, 30-year lease-purchase agreement for seven acres of the 10-acre site in 1983; the school district would retain about three acres for its maintenance and bus yard. The Boys Club lease would be honored, along with other long-term leases such as the Rainbow School. The California Coastal Conservancy provided $410,000 in exchange for establishing a Coastal Resource Information Center at the site in perpetuity.

A non-profit 501(c)(3) organization called the Goleta Valley Community Center eventually incorporated to operate the community center. In 1984, the circular driveway was made one-way to increase parking, while a new parking lot was located behind the main building. A new veterans monument was also placed adjacent to the flagpole. In 1992, the gazebo was constructed on the front lawn. By 1996, the Head Start program also became a long-term tenant at the site, and a playground was created. It appears that the modular portable brought to the site by 1967 remains (Building C1), though others were demolished in 2004.

Currently, the Goleta Community Center continues to provide community spaces for a senior center, dance classes, the Coastal Resource Information Center, and other uses in the main, 1927 building (Building A). The Head Start program is in the 1949-50 Soule and Murphy building (Building B), while the Rainbow School is in the 1959 Howell, Arendt, Mosher & Grant building (Building C) as well as in the one modular portable that remains at the property (Building C1).

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95 Ibid. 37.
96 Rouse, “Goleta Union School,” 58.
97 “School Board Oks Offer to Sell Center in Goleta,” Santa Barbara News-Press, June 9, 1983.
99 Ibid. 38.
CONSTRUCTION CHRONOLOGY

Below is a summary of each building’s construction chronology based on architectural plans and building permits provided by the City of Goleta, as well as from the research conducted.

### Building A | 5679 Hollister Avenue (Main Building)

<table>
<thead>
<tr>
<th>Date</th>
<th>Scope of Work</th>
<th>Permit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1927</td>
<td>Building construction completed by architect Louis N. Crawford</td>
<td></td>
</tr>
<tr>
<td>c. 1946</td>
<td>West patio enclosed by roof</td>
<td></td>
</tr>
<tr>
<td>1978-11-06</td>
<td>Re-roofing. It appears the clay tile roofing was replaced at this time.</td>
<td></td>
</tr>
<tr>
<td>1978</td>
<td>Updates to heating, plumbing, and electrical systems; accessible ramp</td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>Upgrades to auditorium, floor refinishing, paint ceiling</td>
<td></td>
</tr>
<tr>
<td>1983</td>
<td>Two class rooms combined to create multi-purpose room</td>
<td></td>
</tr>
<tr>
<td>1991-03-28</td>
<td>Handicapped Toilet Remodel</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>Replace windows with French Doors at auditorium/east patio</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>Deconstruct 40-year-old modular portable 38’x30’ and remove materials at 5679 Hollister (former Head Start building).</td>
<td>#2536</td>
</tr>
<tr>
<td>2008</td>
<td>Replacement windows on east/west facades</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>New acoustical ceiling at 5679 Hollister</td>
<td>#11355</td>
</tr>
<tr>
<td>Unknown</td>
<td>Small rear addition toward the west end</td>
<td></td>
</tr>
</tbody>
</table>

### Building B | 5681 Hollister Avenue (Head Start Building)

<table>
<thead>
<tr>
<th>Date</th>
<th>Scope of Work</th>
<th>Permit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949</td>
<td>Two-classroom addition constructed. Architect Winsor Soule and John Frederic Murphy.</td>
<td></td>
</tr>
<tr>
<td>1950</td>
<td>Four-classroom addition, matching the previous two classrooms, constructed. Architect Winsor Soule and John Frederic Murphy, Structural Engineer Donald F. Shugart</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>Playgrounds created behind the earlier (west) set of classrooms</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Fixtures, Water Heaters, Outlets, at 5681 Hollister</td>
<td>#0733, 0734</td>
</tr>
<tr>
<td>2004</td>
<td>Remodel and Addition of Restrooms and Tenant Improvements at 5681 Hollister. This remodeling for the Head Start program may be related to other visible but undated changes:</td>
<td>#2384, 2385, 2387, 2388</td>
</tr>
<tr>
<td></td>
<td>* Altered rhythm of door pattern at south façade; one removed and one added</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Door added to each classroom’s north façade on the east wing to access the playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Accessible ramps added at each south façade door</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Drop ceilings added to classroom interiors; clerestory windows at south façade may have been covered at the same time.</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Miscellaneous Heating Ventilation Air Conditioning (HVAC) at 5681 Hollister</td>
<td>#8997</td>
</tr>
</tbody>
</table>
Building C | 5689 Hollister Avenue (Rainbow School)

<table>
<thead>
<tr>
<th>Date</th>
<th>Scope of Work</th>
<th>Permit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Storm Drain Repair</td>
<td>#7182</td>
</tr>
</tbody>
</table>

Building D | 5701 Hollister Avenue (Boys and Girls Club)

<table>
<thead>
<tr>
<th>Date</th>
<th>Scope of Work</th>
<th>Permit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>Boys Club construction</td>
<td></td>
</tr>
<tr>
<td>1961</td>
<td>Gymnasium added</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>Remodel existing toilet rooms</td>
<td>#139402</td>
</tr>
<tr>
<td>2001</td>
<td>Additions to east and west sides, new gabled front entrance</td>
<td></td>
</tr>
</tbody>
</table>

Of note is the large tree in the open patio of the main building (Figure 26). It is an Australian willow (Geijera parviflora) that was nominated to the California Big Tree Registry and considered a national champion because it is larger than others of its kind in the country.\(^{100}\) It is not known when the tree was planted in the patio; the 1947 aerial photograph does not show a tree in that location, and it is not readily apparent in the 1953 and 1967 aerials (Figure 69, Figure 71, and Figure 72). The 1958 site plan for the classroom addition shows the patio as a turfed court, though no trees were identified in the plan (Appendix A). The tree appears to be larger than the same species planted as street trees in Santa Barbara in the late 1950s.\(^{101}\)

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VI. EVALUATION

NATIONAL REGISTER OF HISTORIC PLACES

The National Register is the nation’s most comprehensive inventory of historic resources. The National Register is administered by the National Park Service and includes districts, sites, buildings, structures and objects significant in American history, architecture, archeology, engineering, and culture. These resources contribute to an understanding of the historical and cultural foundations of the Nation at the national, state, or local level. Typically, properties over fifty years of age may be eligible for listing in the National Register if they meet any one of the four significance criteria and if they retain sufficient historic integrity to convey that significance. However, properties under fifty years of age may be determined eligible if it can be demonstrated that they are of “exceptional importance.” Other criteria considerations apply to cemeteries, birthplaces, graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed buildings, and properties primarily commemorative in nature. National Register criteria are defined in depth in National Register Bulletin Number 15: How to Apply the National Register Criteria for Evaluation.

The National Register has four basic criteria under which a property may be considered eligible for listing. It can be found significant under one or more of the following criteria:

- **Criterion A (Events):** Properties associated with events that have made a significant contribution to the broad patterns of our history;

- **Criterion B (Person):** Properties associated with the lives of persons significant in our past;

- **Criterion C (Architecture):** Properties that embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant distinguishable entity whose components lack individual distinction; and

- **Criterion D (Information Potential):** Properties that have yielded, or may be likely to yield, information important in prehistory or history.

A property may be considered significant on a national, state, or local level to American history, architecture, archaeology, engineering, and culture.

CALIFORNIA REGISTER OF HISTORICAL RESOURCES

The California Register of Historical Resources (California Register) is “an authoritative guide in California to be used by state and local agencies, private groups, and citizens to identify the state’s historical resources and to indicate what properties are to be protected, to the extent prudent and feasible, from substantial adverse change.”102

California Register is an inventory of significant architectural, archaeological, and historical resources in the State of California. Resources can be listed in the California Register through a number of methods. State Historical Landmarks and National Register-listed properties are automatically listed in the California Register. Properties can also be nominated to the California Register by local governments, private organizations, or citizens.

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102 Public Resources Code Section 5024.1(a)
In order for a property to be eligible for listing in the California Register, it must be found significant under one or more of the following criteria.

- **Criterion 1 (Events):** Resources that are associated with events that have made a significant contribution to the broad patterns of local or regional history, or the cultural heritage of California or the United States.

- **Criterion 2 (Persons):** Resources that are associated with the lives of persons important to local, California, or national history.

- **Criterion 3 (Architecture):** Resources that embody the distinctive characteristics of a type, period, region, or method of construction, or represent the work of a master, or possess high artistic values.

- **Criterion 4 (Information Potential):** Resources or sites that have yielded or have the potential to yield information important to the prehistory or history of the local area, California, or the nation.

The California Register follows nearly identical guidelines to those used by the National Register, but identifies the Criteria for Evaluation numerically (1 through 4) instead of alphabetically (A through D). With the exception of some properties with additional criteria consideration (50 years or less, moved buildings, etc.), properties that meet the National Register criteria typically also meet the California Register criteria and vice versa and are often evaluated together.

The following section examines the eligibility of the three permanent buildings that comprise the Goleta Community Center (Buildings A, B, and C) for individual listing in the National Register and California Register. As a modular portable building, Building C1 is not evaluated individually, but will be discussed in the section below about a potential historic district.

**Criterion A/1 (Events)**

**Building A:** Completed in 1927 as the Goleta Union School, Building A appears eligible for listing in the National Register and the California Register under Criterion A/1 (Events) for its association with the development of Goleta’s education system and the growing centralization around the towns of La Patera and Goleta. The previous school buildings for Goleta, La Patera, and Cathedral Oaks were typically wood-framed, small-scale schoolhouses that served the children of farming families in the far-flung corners of the valley. The distances in the mostly rural region made it impractical for a centralized school in either town center of Goleta or La Patera until a bus system provided a reliable and fast way to get to and from school. With students commuting regularly to the consolidated school, the area around the town centers became more prominent and helped to concentrate growth toward La Patera as the two towns eventually merged.

That the relatively small population in the three districts agreed to combine and tax themselves to build a modern, concrete, fire- and earthquake-safe school reflected the increased importance placed on education and the ambition of the community for their children beyond farm work. The Goleta Union School served as the sole educational facility for the eastern part of the Goleta Valley from its 1927 opening until 1958, when the new Cathedral Oaks School opened to relieve overcrowding. Several more schools followed in the 1960s to serve the booming population in the valley as it transformed from an agricultural to a suburban community. Though the Ellwood School
District had a school serving the western end of Goleta Valley since the 1930s, it was a separate district until it joined the Goleta Union School District in the 1960s.

During this period, Goleta Union School also served as a gathering place in a community that lacked a large, social center once the Goleta Hall was demolished in 1920. Goleta Union School was one of the few large-scale buildings in the area that offered an auditorium for social functions like dances and performances and meeting spaces for local organizations such as the 4-H club and local growers.

As such, Building A appears to meet Criterion A/1 for individual listing in the National Register and California Register as Goleta’s first consolidated school that helped to further develop its town center.

**Building B:** Built between 1949 and 1950, the classroom addition building by Soule and Murphy does not appear to be eligible for listing in the National Register or the California Register under Criterion A/1 (Events). While the need for the building reflects the growing population of Goleta, resulting in overcrowding at Goleta Union School that required additional classroom spaces, the building itself does not appear to be significant in the development of Goleta schools. Its role is more as an addition to the Goleta Union School to accommodate the population growth, rather than a new period in school development. In addition, Goleta grew in the immediate postwar years, but did not experience a substantial boom until the late 1950s after the Lake Cachuma reservoir secured a water source in 1953 and the activation of Vandenberg Air Force Base in 1955 jumpstarted a technology industry in Goleta Valley. The construction of Building B is not associated directly with important events or patterns in the development of Goleta or with Goleta’s education system. As such, Building B does not appear to meet Criterion A/1 for individual listing in the National Register and California Register.

**Building C:** Completed in 1959, the classroom addition building designed by Howell, Arendt, Mosher & Grant does not appear to be eligible for listing in the National Register or the California Register under Criterion A/1 (Events). The addition, like the one built in 1949-50, was to provide additional classroom space to the Goleta Union School. At the same time, additions to the new Cathedral Oaks school was also planned, along with other new schools to accommodate the population growth. The construction of Building C was a reflection of Goleta’s late postwar boom, but does not appear to be a significant aspect of that development pattern. As such, Building C does not appear to meet Criterion A/1 for individual listing in the National Register and California Register.

**Criterion B/2 (Persons)**

None of the buildings at Goleta Community Center appear to be eligible for listing in the National Register or California Register under Criterion B/2 (Persons). Research has not uncovered any historically significant information about any individual persons associated with the site or buildings. Many administrators and teachers have been associated with Goleta Union School but none appear to be individuals who are significant to our past, or whose significance is associated with the subject property. Similarly, many community leaders and activists had a role in transforming the Goleta Union School into the Goleta Community Center, but no one individual appears to be strongly associated with the effort that would meet Criterion B/2.

As such, none of the buildings at the Goleta Community Center appears to be individually significant under Criterion B/2 (Persons) for any association with significant individuals.
Criterion C/3 (Architecture)

**Building A:** The Goleta Union School building may have been eligible for the National Register and the California Register under Criterion C/3 (Architecture) as the work of Louis N. Crawford and as an example of Mediterranean Revival architecture as applied to an institutional building. Crawford was a prominent architect in the area, and designed several similar school buildings throughout the Goleta and Santa Maria Valleys. The buildings he designed in the Spanish Colonial and Mediterranean Revival styles generally were well-balanced and reflected a careful, rational design approach. The Goleta Union School appeared to be fairly early in Crawford’s career. However, alterations to the building have removed key features of the original design, such as the red-tile roof, one of two open patios, and original wood windows at the east and west facades, so that the building no longer has design integrity to be eligible for the National Register or California Register under Criterion C/3. The building could potentially be eligible under this criterion as representative of Crawford’s work and as an example of a Mediterranean Revival school building if its missing or altered features, particularly the red-tile roof, was restored per the Secretary of Interior’s Standards for the Treatment of Historic Properties.

**Building B:** Building B does not appear to be eligible for listing in the National Register or California Register under Criterion C/3 (Architecture). While the building appears to be an example of the typical Modern classroom building type associated with the “finger” plan for 1930s to 1950s California schools, it does not appear to be a particularly noteworthy example. Research of architectural publications did not find articles related to its design or construction. The architects Soule and Murphy are better known for their traditional, Spanish Colonial Revival designs than for their postwar Modern work. However, the context for postwar Modern design in Goleta has yet to be developed and new information may be uncovered that would better place this building in context.

**Building C:** Building C does not appear to be eligible for listing in the National Register or California Register under Criterion C/3 (Architecture). It is a later example of the mid-century “finger” plan California classroom design, and has some notable features, such as the louvers at the west windows. However, the design does not appear to be distinctive or significant in Modern or school design in the area. Howell, Arendt, Mosher & Grant appear to be significant architects in the region, and designed several other new, Modern campuses for the Goleta Union School District that are better examples of their work than Building C. Overall, Building C does not appear to meet the Criteria C/3 for individual listing in the National Register or California Register.

Criterion D/4 (Information Potential)

The “potential to yield information important to the prehistory or history of the local area” typically relates to archaeological resources, rather than built resources. When Criterion D/4 does relate to built resources, it is for cases when the building itself is the principal source of important construction-related information. Based on historic research, Criterion D/4 is not applicable to any of the buildings at the Goleta Community Center.

Overall, it appears only Building A is individually eligible for listing in the National Register and California Register under Criterion A/1 for its role in the development of Goleta and its education system.
INTEGRITY

In addition to qualifying for listing under at least one of the National Register or California Register criteria, a property must be shown to have sufficient historic integrity in order to be considered eligible for listing in the National Register and California Register. The concept of integrity is essential to identifying the important physical characteristics of historic resources and hence, in evaluating adverse changes to them. Integrity is defined as “the authenticity of an historical resource’s physical identity evidenced by the survival of characteristics that existed during the resource’s period of significance.”

According to the National Register Bulletin Number 15: How to Apply the National Register Criteria for Evaluation, these seven aspects are generally defined as follows:

- **Location** is the place where the historic property was constructed.
- **Design** is the combination of elements that create the form, plans, space, structure and style of the property.
- **Setting** addresses the physical environment of the historic property inclusive of the landscape and spatial relationships of the building/s.
- **Materials** refer to the physical elements that were combined or deposited during a particular period of time and in a particular pattern of configuration to form the historic property.
- **Workmanship** is the physical evidence of the crafts of a particular culture or people during any given period in history.
- **Feeling** is the property’s expression of the aesthetic or historic sense of a particular period of time.
- **Association** is the direct link between an important historic event or person and a historic property.

Integrity is a “yes” or “no” determination. A historic property either has adequate integrity, or it does not. To retain historic integrity, a property will often possess several, if not all of the aforementioned aspects. Specific aspects of integrity may also be more important, depending on the criteria for which it is significant.

It is important to note that historic integrity is not synonymous with condition. A building or structure can possess all or many of the seven aspects of integrity, even if the condition of the materials has degraded. Condition comes into consideration when there is a substantial loss of historic material or other character-defining features.

The integrity of each building at the Goleta Community Center is discussed below.

**Building A:** Building A has undergone a number of alterations that has affected its design integrity. Most notably, its distinctive red-tile roof that was a character-defining feature of its Mediterranean Revival style has been replaced with rolled roofing. One of its open patios has been enclosed as well, and original wood windows on the east and west façades have been replaced, which affected Louis Crawford’s original design. For these reasons, Building A no longer retains sufficient design integrity to be eligible for the National Register or California Register under Criterion C/3 for its architecture.

However, Building A does retain sufficient integrity to convey its significance for its importance to Goleta’s 1920s development and education system under Criterion A/1. It has not been moved and retains its relationship to Hollister Avenue as setback behind a semi-circular landscaped area and
driveway. The land around the property has changed from agricultural to commercial development, and new buildings have been constructed on the site, but no new development has encroached on Building A in a way that significantly affects its spatial relationship with Hollister Avenue or its character-defining landscapes.

The loss of the red-tile roof affects the building’s design integrity, as discussed above, but the building’s form, massing, composition, and plan retains sufficient integrity to be recognizable as the Goleta Union School built in 1927. Similarly, its material and workmanship integrity has been reduced with the loss of the roof and some exterior windows, but it retains its reinforced concrete walls and decorative elements such as the front portico to have sufficient integrity of material and workmanship. Most importantly, Building A retains its feeling and association as the Goleta Union School when it was constructed in 1927 and through its period of significance as the main school in Goleta until 1958.

Although Building A does not retain sufficient design integrity for Criterion C/3, it does retain sufficient integrity of location, design, setting, materials, workmanship, feeling and association for the building’s significance under Criterion A/1.

Building B: Although Building B did not meet any of the criteria for significance, its integrity is discussed for reference. The building has integrity of location, as it has not been moved. Its setting has been changed, with the enclosed playgrounds at its north side that alters the once open relationship between Building B and Building A. The playgrounds have also necessitated introducing doors at the north façade that originally were only windows. This change, along with adding the disabled access ramps at the classroom doors and the insertion of drop ceilings that conceal the southern clerestory windows on the interior, have impacted the design of the building. The reconfiguration of the plan has also impacted its material and workmanship, as has the removal of louvers from the south clerestory windows. Although the building’s form, massing, and composition has not changed, its feeling as a mid-century California Modern school building is not as clear, particularly on the interior. It remains a building used mainly for education, and it retains its association. Overall, the setting, design, material, workmanship, and feeling of Building B have been impacted by changes over time.

Building C: Similar to Building B, Building C does not meet any significance criteria, but a discussion of its integrity is included for reference. Building C has not been moved and it retains its integrity of location. It has not been significantly altered on the interior or exterior to affect its design, materials, or workmanship. Its setting has changed minimally, with the addition of Building C1 to the north that altered its spatial relationship with Building A, but the change does not affect the setting significantly. Similarly, the play area west of the building has been divided further, but it remains a play area as originally intended. The building retains its feeling and association as a mid-century classroom building. Overall, the integrity of Building C has not been significantly affected by changes over time.

In summary, Building A retains sufficient integrity to convey its significance under Criterion A/1 as Goleta’s first consolidated school that helped to further develop its town center in the 1920s. It does not retain sufficient integrity to convey its significance as an example of Mediterranean Revival style or as a work of Louis N. Crawford under Criterion C/3.

Buildings B and C were not found to meet any of the criteria for individual listing in the National Register or California Register. Nonetheless, Building C likely retains integrity as a mid-century
California Modern “finger” plan classroom building. Building B’s integrity as the same property type has been affected by alterations over time and is not as clear as Building C.

**HISTORIC DISTRICT CONSIDERATIONS**

*National Register Bulletin Number 15: How to Apply the National Register Criteria for Evaluation* defines a historic district as “possess[ing] a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development.” By that definition, the Goleta Community Center with its concentration of buildings and landscape features could be considered a district. However, the district must also be significant as well as retain integrity in order to be eligible for the National Register and California Register.

The historic boundaries of the Goleta Community Center site encompass a 10-acre parcel purchased for the Goleta Union School. About three acres of the site have been used for a school district maintenance and bus facility since at least the 1950s. The southwest corner of the property has also been leased to the Goleta Boys and Girls Club since the 1960s, with the organization constructing its own building in that location. The buildings and site features associated with the maintenance and bus facilities and with the Boys Club do not relate historically or aesthetically to the Goleta Union School buildings and would not be part of a potential historic district.

The remaining buildings, Buildings A, B, C, and C1, are related to the educational purpose of the Goleta Union School. However, Building C and C1 were added to the site after the identified period of significance for the Goleta Union School, 1927 to 1958. It was during this period that the Goleta Union School functioned as the consolidated school building for Goleta and is most associated with the development of the town center. After 1958, additional schools were built to serve new residential neighborhoods throughout Goleta, which reduced the impact of the Goleta Union School on the community. As such, Building C, built in 1959, and Building C1, added to the site at an unknown date but by 1967, fall outside the period of significance for a potential historic district.

With only Building A and Building B remaining, there does not appear to be a sufficient concentration of features to constitute a historic district.
VII. CHARACTER DEFINING FEATURES

For a property to be considered historic, the essential physical features (or character defining features) that enable a property to convey its historic integrity must be evident. To be eligible, a property must clearly contain enough of those characteristics, and these features must also retain a sufficient degree of integrity. This includes:

Character-defining features, which are those elements or architectural components that establish the visual character of the property.

Significant spaces, which are rooms or spaces that are important to a property because of their size, height, proportion, configuration, and function.

The character-defining features and significant spaces of the identified Main Building (Building A) include the following:

Exterior:
- One story massing with taller central massing
- Exterior bilateral symmetry
- H-plan layout with three linear wings and east patio
- Front gable at central massing
- East and west wings with hipped, cross-gabled, and flat roofs
- Overhanging eaves and exposed rafters
- Reinforced concrete walls with cement plaster finish
  - Water table and extended sill lines
  - Decorative arched pattern in cement plaster
- Proportioning and rhythm of fenestration patterns.
  - Wood windows and frames, including in the east and (originally) west patios
- Central monumental portico with
  - Columns
  - Entry bays with multi-light doors and transoms
  - Stepped approach
- Two-sided bell tower
- Exterior corridor with arched openings at east patio

Interior:
- General organization of classroom spaces in east and west wings and auditorium in the central wing
- Corridors connecting along the south, east and west
  - Plastered walls with chair rail
  - Decorative plaster brackets and archways.
  - Multi-light doors and transoms leading to east exterior and west (originally exterior) corridors
  - Arched openings along the west corridor (originally exterior)
- Decorative beams at entry.
- Decorative concrete door surround in the enclosed dining room (originally west patio)
- Wood paneled doors with and without transoms throughout
- Wood floors, where extant
- Auditorium features
Exterior:  
- Exposed ceiling and trusses  
- Arched west corridor  
- Stage surround  
- Concrete balcony  
- Wood floor

Site/Landscape:
- Centered location set back from Hollister Avenue.
- Semi-circular driveway
- Landscaped area inscribed by semi-circular driveway at street front
- Tall flag pole in the landscaped area
- Open space flanking the east and west sides of the building
VIII. CONCLUSION

Originally constructed as the Goleta Union School in 1927, the main building at the Goleta Community Center site (Building A), appears to be eligible for listing in the National Register of Historic Places (National Register) and the California Register of Historical Resources (California Register) under Criterion A/1. As a large-scale, permanent building that consolidated three small school districts into one, Building A was important in the development of Goleta’s education system as well as in the growth of the town center as the area matured in the early 20th century. It reflected the ambitions of the rural community to build a modern, fire- and earthquake-proof educational building for its children and helped to centralize the community as a social gathering place. No significant individual has been identified with Building A to meet the Criterion B/2.

The building as originally designed may have been eligible as a work of local master architect Louis N. Crawford and as an example of the Mediterranean Revival style, but alterations to the building, most notably the loss of the red-tile roof, have impacted its integrity so that it no longer is eligible under Criterion C/3 for its architecture. Despite the loss of its distinctive red-tile roof, the building retains sufficient integrity to convey its importance as the Goleta Union School with a period of significance from 1927 to 1958, when additional schools were built to accommodate Goleta’s late postwar boom. As such, remains eligible for the National Register and California Register, and is considered a historic resource under the California Environmental Quality Act (CEQA).

The building currently housing the Head Start program (Building B) was built in two phases in 1949 and 1950 as a classroom addition to the 1927 main building. Designed by Santa Barbara-based architects Soule and Murphy in a Modern style as a classroom typical for “finger” plan California schools common from the late 1930s to the 1950s, the building does not appear to be eligible under any criteria for the National Register or California Register. It is not associated with any significant historic events or patterns, as Goleta’s main postwar growth occurred in the late 1950s to 1960s. It is not associated with any specific historic person. As a California Modern school building, it is a fair example that has been affected by alterations that have impacted its integrity. Although the building’s exterior reads as a Modern building, it no longer conveys that feeling in the interior spaces.

The building that houses the Rainbow School (Building C) was built as a classroom addition for kindergarten and first grade classes in 1959. Designed by Santa Barbara-based Howell, Arendt, Mosher & Grant, the building is later Modern, “finger” plan-type school building, but does not appear to be eligible under any criteria for the National Register or California Register. It was built during Goleta’s postwar boom, but as an addition to the existing Goleta Union School, its association with the population growth is not as strong as those new schools built specifically to serve new residential neighborhoods. It is not associated with a specific historic events or persons. As an example of its type, it is a competent design but not a distinguished work by Howell, Arendt, Mosher & Grant, who were responsible for other school campuses in Goleta.

Although there are several buildings at the Goleta Community Center site, only the four buildings are associated directly with the Goleta Union School. Of those four, two buildings, Building C and the modular portable Building C1, fall outside the period of significance. With only Building A and Building B remaining, there is not a sufficient concentration to comprise a historic district.

Overall, only the 1927 original Goleta Union School building (Building A) at the Goleta Community Center site appears to be eligible for listing in the National Register and California Register. As a result, Building A is considered a historic resource for the purposes of CEQA.
IX. REFERENCES CITED

Books


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**Documents, Reports, Presentations and Correspondence**

Baldwin, Randy. Email message to author, San Marcos Grower, November 30, 2016.


Martin, Marjorie. Presentation at the Valley Speaks series sponsored by the Santa Maria Valley Historical Society and Santa Maria Public Library. April 14, 2012.


Prasse, Lisa. Email message to author, City of Goleta, September 13, 2016.

Post/Hazeltine Associates. *Phase 1-2 Cultural Resources Study, Historic Resource for 83 Eucalyptus Lane (All Saints By-the-Sea Church), Montecito, California*. Prepared for All Saints By-the-Sea Church, August 27, 2015.

Ritter, Matt. Email message to author, Professor of Biology, Biology Department, Cal Poly San Luis Obispo, November 30, 2016.


**Online Materials**


X. APPENDIX

- Appendix A: Select Original Building Plans for Buildings A, B, and C
- Appendix B: Current Floor Plans for Buildings A, B, and C
- Appendix C: Images of Selected Architectural Terms
- Appendix D: Historic Aerials Photographs
- Appendix E: Historic Photographs
- Appendix F: Qualifications
APPENDIX A

SELECT ORIGINAL BUILDING PLANS FOR A, B, C
Original Elevations, Building A, 1926
Reproduced with unrealized new project, c. 1978.
Source: City of Goleta
Original Elevations, Building A, 1926
Reproduced with unrealized new project, c. 1978.
Source: City of Goleta
Original Roof Plan, Building A, 1926
Reproduced with unrealized new project, c. 1978
Source: City of Goleta
Original drawings, Building B, 1949
Source: City of Goleta
Historic Resource Evaluation - Part 1

Final

Goleta Community Center
5679 Hollister Avenue, Goleta, California

Goleta Community Center
5679 Hollister Avenue, Goleta, California

Original drawings, Building B, 1949
Source: City of Goleta

Original drawings, Building B, 1949
Source: City of Goleta

Original drawings, Building B, 1949
Source: City of Goleta

December 16, 2016

Page & Turnbull, Inc.
Original Drawings, Building C, 1958
(Original floor plan missing. Sheet M-1 included for reference)
Source: City of Goleta
APPENDIX B

CURRENT FLOOR PLANS FOR BUILDINGS A, B, C
APPENDIX C

IMAGES OF SELECTED ARCHITECTURAL TERMS
Historic Resource Evaluation - Part 1
Goleta Community Center
5679 Hollister Avenue, Goleta, California

December 16, 2016
Page & Turnbull, Inc.

1. Transom
2. Front gable
3. Frieze
4. Portico (porch)
5. Sill band
6. Bay
7. Eave
8. Arched pattern
9. Relief
10. Water table
1. Pilaster (attached column)
2. Rafter
3. Multi-light (multiple panes of glass)
4. Paneled door with transom
5. Chair rail
6. Single light (single pane of glass)
7. Plastered bracket
18 Tongue and groove ceiling
19 Breezeway
20 Clerestory

Images of common roof shapes and window types are on the following pages.
APPENDIX D

HISTORIC AERIALS PHOTOGRAPHS
1947 Aerial Photograph
Source: HistoricAerials.com
Laying the cornerstone for the Goleta Union School in 1927.
*Source: Goleta Historical Society, Steve Sullivan files, 98.01.427, dated 1976.*

Undated photograph of the Goleta Union School.
*Source: Goleta Historical Society, Steve Sullivan files, 98.01.429,*
*Robert Albright Photography.*
Students in front of the Goleta Union School, September 15, 1931.

Source: Goleta Historical Society, school files.
Undated photograph of the Goleta Union School.
Source: Goleta Historical Society, Steve Sullivan files, 98.01.430.

Faculty and staff in the east patio of Goleta Union School, May 1951.
Source: Goleta Historical Society, school files.

The Goleta Union School on October 5, 1978.

Source: Goleta Historical Society, Steve Sullivan files, 98.01.428.
Goleta Union School principal Ian J. Crow with Mrs. Chester Rich, the first PTA president, principal at the time of the school’s opening Hall D. Caywood, and Mrs. Isabella Waugh who taught at the school (l-r), 1976.

Source: Goleta Historical Society, Steve Sullivan files, 98.01.424, Santa Barbara Press.

Principal Ian J. Crow, first PTA president Mrs. Chester Rich, teacher Mrs. Isabella Waugh, and former principal Hall D. Caywood (l-r), 1976.

Source: Goleta Historical Society, Steve Sullivan files, 98.01.425, Santa Barbara Press.
Former principal Hall D. Caywood, teacher Mrs. Isabella Waugh, first PTA president Mrs. Chester Rich, and principal Ian J. Crow (l-r), 1976.  
Source: Goleta Historical Society, Steve Sullivan files, 98.01.426, Santa Barbara Press.

Former principal Hall D. Caywood, teacher Mrs. Isabella Waugh, first PTA president Mrs. Chester Rich, and principal Ian J. Crow (l-r) in the enclosed patio, 1976.  
Source: Goleta Historical Society, Steve Sullivan files, 98.01.422, Santa Barbara Press.
Sorting books in the auditorium, c.1976.
Source: Goleta Historical Society, Steve Sullivan files, 98.01.431, photo by Rafael Maldonado.

The north facade of the 1949-50 classroom building, as seen from the rear of the main building, July 10, 1979.
Source: Goleta Historical Society, Steve Sullivan files, 98.01.434.
Rear (south) facade of the main building with the two-sided bell tower, c.1979.  
Source: Goleta Historical Society, Steve Sullivan files, 98.01.435.
Mural and concrete door surround in the enclosed west patio (dining room), September 6, 1979.

Source: Goleta Historical Society, Steve Sullivan files, 98.01.436, Ray Borges Photos.
Modular portable buildings housing Goleta Union School District offices at the front west parking area of the Goleta Valley Community Center (formerly Goleta Union School), October 10, 1979. 
APPENDIX F

QUALIFICATIONS
John D. Lesak, AIA, LEED AP, FAPT, is a Principal with Page & Turnbull and manager of the Los Angeles area office. With an interdisciplinary education in architecture, engineering, and materials science, John has specialized in the preservation, rehabilitation, repair, and reuse of historic structures since 1993. He has worked with numerous public clients throughout California and the U.S., including the U.S. General Services Administration, California State Parks, the University of California, and state municipalities including the cities of Los Angeles, West Hollywood, San Ysidro, Pasadena, Fullerton, Colma, San Diego, and Riverside.

During the course of his career, he has been privileged to serve as a historic architect on a number of award-winning preservation projects. He has co-authored published papers and lectured on seismic impacts, deterioration mechanisms and restoration of historic cladding systems. Concerns over the socio-cultural impact of environmental degradation led John to co-found and serve as past US-chair of Association of Preservation Technology International (APTI's) Sustainable Preservation Technical Committee. John has written and/or lectured on the relationship between green building and historic preservation for the APTi, Traditional Building magazine, the National Trust for Historic Preservation, the California Preservation Foundation, and the Municipal Green Building Conference and Expo. John currently teaches Architecture 557: Sustainable Conservation of the Historic Built Environment as a part-time faculty member at the University of Southern California – School of Architecture.

John meets the Secretary of the Interior’s Professional Qualification Standards for Architecture and Historic Architecture.

PROJECT EXPERIENCE

- University of California, Los Angeles, CA.
  - Sunset Canyon Recreation Center, Historic Resource Evaluation (HRE)
  - University Extension Building, Historic Resource Evaluation (HRE)
  - Lab School, Peer Review (HRE)
- US General Services Administration
  - 11000 Wilshire Boulevard, Los Angeles, CA. Historic Resource Evaluation (HRE) and historic artifact inventory and treatment recommendations.
  - Point Fermin Light Station, San Pedro, CA. Historic Resource Analysis and Survey.
  - San Ysidro Border Crossing. Feasibility studies for relocation, interim use and adaptive re-use of historic border station.
  - US General Services Administration. Historic Building Preservation Plan Updates (multiple projects nationwide)
- SurveyLA Pilot Surveys, Los Angeles, CA
- AltaSea, City Dock #1 Master Plan Consultation, San Pedro, CA
- Orange Coast College Historic Structures Report, Costa Mesa, CA
- Greek Theatre, Griffith Park, Los Angeles, CA. Historic Preservation Consultant
- Old Orange County Courthouse Facade Repair and Maintenance, Santa Ana, CA
- Glendora City Hall, Glendora CA. Section 106. Principal-in-Charge
- City of Riverside On-call Cultural Resources Consultation, Riverside, CA
- San Ysidro Reconnaissance Survey and Historic Context Statement, San Ysidro, CA
As a Cultural Resources Planner, Flora researches and evaluates sites for their historic status eligibility, prepares a variety of reports including Historic Resources Evaluation Technical Reports, Context Statements, Preservation Plans, and Landmark Nominations, reviews projects for their compliance with applicable standards and guidelines, and assists with conditions assessments and treatment guidelines. Her experience with historic sites ranges from mid-19th century adobe structures to mid-20th century modern buildings. She works to integrate historic preservation with urban planning, sustainable design, and community development and incorporating diverse cultural resources more fully into the field.

Flora was most recently a Preservation Advocate for the Los Angeles Conservancy, where she spent over five years applying a wide range of historic preservation methods, practices, and tools from the Secretary of the Interior’s Standards to Section 106 to CEQA and local ordinances. Her responsibilities included assessing the eligibility of potential historic resources for local, state, and national historic designation in determining the Conservancy’s advocacy strategy, and evaluating the impact to historic resources from proposed development projects and planning policy. She also researched, reviewed, and assisted in preparing various nominations and provided technical support to the public. Additionally, Flora has served on the national board of Docomomo US, a non-profit organization dedicated to the documentation and conservation of buildings, sites and neighborhoods of the modern movement, since 2012.

Flora meets the Secretary of the Interior’s Professional Qualification Standards for Architectural Historian.

SELECT PROJECT EXPERIENCE

**Historic Resource Evaluations (HRE)**
- University of California, Los Angeles, CA
  - Sunset Canyon Recreation Center, HRE.
  - University Extension Building, HRE.
  - Faculty Center, HRE.
- 1675 Howard Street, San Francisco, CA, HRE, Part II.
- 2580 Broadway Street, San Francisco, CA, HRE Part I & II.
- 1146 Tower Road, Beverly Hills, CA, HRE.
- 324 Florida Avenue, San Bruno, CA, HRE.
- 357 N. Beverly Drive, Beverly Hills, CA, HRE.
- 425-429 N. Palm Drive, Beverly Hills, CA, HRE.
- Point Fermin, San Pedro, CA, Historic Resource Analysis
- 9720 Wilshire Blvd (Perpetual Savings Building), Beverly Hills, CA, HRE.
- 110 Rancho Road, Sierra Madre, CA, HRE.
- Grand View Properties, Los Angeles, CA, HRA.

**DPR Forms / Supplemental Information Forms**
- 79 Midcrest Way, San Francisco, CA Supplemental Information Form
- 1564 S. Santa Anita Ave., Arcadia, CA, DPR Forms A and J,

**Feasibility / Design Studies**
- AltaSea at City Dock No. 1, Los Angeles, CA
- US Courthouse, 312 N. Spring Street, Los Angeles, CA
- LA Plaza Cultural Village, Los Angeles, CA
- Anderton Court, Beverly Hills, CA

**Historic Resource Technical Reports**
- Weddington House, North Hollywood, CA
- Sears Building, Westfield Topanga, Los Angeles, CA
Kimberly’s passion for sensitive architectural design in historic buildings and their surrounding urban framework stems from her travels across the country and studies in Europe. By immersing herself in the story of each project, she uses its past history to inform the future design decisions. She is particularly interested in the roll of sustainable practices in underutilized and abandoned buildings.

Kimberly’s recent professional work at firms in Columbus, OH and Philadelphia, PA focused on specialized historic preservation projects that ranged from State Capitols to local treasures, design guidelines and resource surveys. From preparation of feasibility and master plans to full construction documents, Kimberly utilizes her skillset and background to deliver a thoughtful approach to her projects.

Kimberly meets the Secretary of Interior’s Professional Qualifications Standards for Architecture and Historic Architecture.

**PROJECT EXPERIENCE**

**Preservation Architecture**
- Hillside Residence, Pasadena, CA. Single family residence renovation.
- Leo Carrillo Ranch Historic Park, Carlsbad, CA. Stables rehabilitation and chicken coop reconstruction for event center/restrooms.
- Dam Keeper’s House and Amphitheater, Grigg’s Reservoir, Columbus, OH. Restoration and addition for event center.*
- LeVeque Tower Offices, Columbus, OH. Tenant improvements at office and condos.*
- Roxboro House at Philadelphia University, Philadelphia, PA. Renovation/restoration for the Senator Arlen Specter Center.*
- Washington Crossing Historic Park, Bucks County, PA. Site Improvements.*

**Preservation Planning**
- City of Torrance, CA. Historic Preservation Ordinances and Preservation Plan.
- City of Cape May, NJ. Intensive-level Survey.*
- City of Paterson, NJ. Design Guidelines.*
- City of Oak Park, IL. Design Guidelines.*
- City of Paterson, NJ. Design Guidelines.*
- City of Paterson, NJ. Design Guidelines.*

**Historic Resource Evaluations (HRE)**
- University of California, Los Angeles, CA
  - Franz Hall Tower, HRE.
  - Warren Hall, HRE.

**Conditions Assessment / Re-Use Studies**
- Caltech Kerckhoff Marine Lab, Corona del Mar, CA. Feasibility Study for rehabilitation of existing marine biology research center.
- The Ridges at Ohio University, Athens, OH. Historic Lunatic Asylum. Conditions assessment for immediate repairs and Comprehensive Master Plan.*
- Children’s Museum, Stager-Beckwith Mansion, Cleveland, OH. Feasibility study for renovation of a historic estate.*
- Wyandot County Courthouse, Upper Sandusky, OH. Scope assessment of tower and envelope.*
- Carnegie Library, 8th & K, Washington, DC. Envelope study.*
- New Jersey Executive State House, Trenton, NJ. Envelope Repair and Preservation Plan.*

*Work performed at prior firm.