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TRANSMITTAL

To	
From	**Tom Tomeoni**
Date	**11/20/08**
Re	**HRER – SMMUSD Measure BB Program**

Please find enclosed one (1) copy of the Historic Resources Evaluation Report for the Santa Monica Malibu Unified School District Measure BB Program.

Tom Tomeoni
Program Manager

HISTORIC RESOURCES EVALUATION REPORT FOR THE SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT MEASURE BB PROGRAM

Lead Agency:

Santa Monica-Malibu Unified School District
1651 Sixteenth Street
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Prepared by

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November 2008

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EXECUTIVE SUMMARY

The goal of this Historic Resources Evaluation Report (HRER) is to present the results of a comprehensive survey of District facilities while also identifying preservation practices to help reduce and avoid significant impacts on historic resources associated with improvements proposed under Measure BB. More specifically, this HRER was prepared to accomplish three basic objectives: 1) to comprehensively survey and evaluate the schools within the District for their eligibility as historical resources at the federal, state and local level; 2) to provide a preliminary assessment of potential impacts to identified historical resources under the California Environmental Quality Act (CEQA); and 3) to provide recommendations and guidance for the treatment and preservation of the District's historic resources.

A. SURVEY RESULTS

A total of 17 District schools were evaluated for eligibility for listing in the National Register, California Register and as Santa Monica City Landmarks. None of the schools appear eligible for listing in the National Register. The eligibility evaluations were based upon the architectural integrity and historic significance of each site or campus as a whole. Each school site in its entirety was evaluated for potentially eligibility as an individual resource and as a potential contributor to a thematic district. In addition, buildings, structures and landscape features within each site were also evaluated for their potential significance as individual resources against federal, state and local evaluation criteria. The original site plans and building layouts as well as the historic buildings and landscape features presently intact on the school sites were fully considered as a part of the evaluation. To be considered for eligibility, a school ~~needed to~~ retain the integrity of its site plan with the majority of the historic buildings on the site remaining intact. The results of the historic resources evaluation are presented in Table 4 on page 213.

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Of the 17 District schools evaluated, a total of eight schools were found to be contributors to a local Potential Thematic District of Santa Monica Schools: Santa Monica High, McKinley Elementary, Olympic High, Roosevelt Elementary, Washington West, Franklin Elementary, John Adams Elementary, and Grant Elementary. These eight schools were also found to be eligible as individual local resources. Of these, five schools were previously identified in 1993 as contributors to a thematic district, with Santa Monica High, Olympic High and the former Washington Elementary School on the southern portion of the Washington West site, newly identified as eligible district contributors. A total of 12 schools were found to be individually eligible for the California Register: Santa Monica High, McKinley Elementary, Olympic High,

Roosevelt Elementary, and Washington Elementary at Washington West, Franklin Elementary, John Adams Elementary, Grant Elementary, Webster Elementary, Juan Cabrillo Elementary, Malibu High, and Point Dume Elementary.

Six school sites were found ineligible as historical resources, pursuant to CEQA: Lincoln Middle, Washington Primary at Washington West, Washington East (The Growing Place), Will Rogers Elementary, Edison Elementary, and Muir/SMASH.

The buildings, structures and landscape features found eligible based on their potential significance as individual resources include: Barnum Hall on the grounds of Santa Monica High School, a previously designated City Landmark; and, two other buildings and one structure at Santa Monica High including the Academic Building (History Building), the Library and Classroom Building (English Building), and the Memorial Theater (Greek Theater), respectively.

B. CEQA CONSIDERATIONS

Based on a general understanding of improvements being considered for the District's campuses, the vast majority of Measure BB improvements do not involve expanding schools, but are focused on health, safety and technology upgrades, replacement of "relocatable" classrooms with permanent classrooms, and addressing deficiencies that do not meet District space standards. Therefore, it is expected that most campus improvements proposed for historic schools will be relatively minor and can be feasibly carried out in conformance with the Secretary of the Interior's Standards. Pursuant to the CEQA Guidelines, if conformance with the Standards can be achieved in the approach to District facility improvements, significant impacts on historic resources would be avoided and no analysis of historic issues under CEQA would be required.

Based on the results of this survey and our understanding of improvements being considered, CEQA documentation may be required for Santa Monica High School, and Malibu High School. For Santa Monica High School, which has been identified as an individually eligible historical resource and a contributor to the thematic district, it appears that the vast majority of significant resources on the campus will be feasible to preserve and will also benefit from upgrades and rehabilitation. However, due to severe physical constraints posed by the campus combined with the need to meet fundamentally important educational objectives, it may not be possible to preserve all of the campus's significant historic resources. In the event individually eligible or contributing buildings, structures, landscapes or objects on the Santa Monica High campus are proposed for demolition, this would result in a significant unavoidable impact requiring preparation of an EIR. As with all of the historically significant campuses, other improvements short of demolition would require review of project plans by a qualified

historic preservation professional to ensure the project conforms to the Secretary of the Interior's Standards. Similarly, for Malibu High School, which has been identified as an individually eligible historical resource, it is our understanding that it may not be feasible to preserve the façade of the school if the core educational objectives of the campus are to be realized. The façade of the school is a primary character-defining architectural feature that conveys the historical associations and significance of this individually eligible resource. Therefore, demolition of the façade would result in a significant unavoidable impact requiring preparation of an EIR.

I. INTRODUCTION

This Historic Resources Evaluation Report (HRER) for the Santa Monica-Malibu Unified School District ("SMMUSD" or "District") evaluates historic resources and sets forth recommended guidance and procedures to help support implementation of the District's Measure BB bond program ("Measure BB") as well as other potential future development at historic schools.

A. SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

The District, which was established in 1875, currently includes 17 school sites that serve the two distinct non-contiguous cities of Santa Monica and Malibu. The District encompasses approximately 25 square miles extending from the northern city limits of Malibu at the Ventura County line to the southern city limits of Santa Monica (see Figure 1, Regional Location Map, on page 2, and Figure 2, District Location Map, on page 3). The cities of Santa Monica and Malibu are separated by the City of Los Angeles community of Pacific Palisades, which is served by the Los Angeles Unified School District. The City of Santa Monica is a dense, compact urban community of over 10,000 people per square mile, while the City of Malibu is more rural and has a density of just 632 people per square mile. Today, the District serves approximately 12,200 students on sixteen sites ranging from large campuses like Santa Monica High School, with over 3,200 students, to compact elementary school sites like Point Dume Marine Science School, with a current enrollment of approximately 290 students. School Locations for and a listing of District schools are provided in Figure 3 on page 4 and in Table 1 on page 5.

B. MEASURE BB

In November 2006, the voters of the District approved Measure BB supporting the issuance of a $268 million bond to improve health, safety and class instruction by repairing and renovating outdated facilities. The actions funded through this measure, referred to as Measure BB Projects, are intended to address the most pressing facility needs within the District. As provided in the language of Measure BB, the improvements include health and safety upgrades, innovations to allow greater use of technology in the classroom, replacement of "relocatable" classrooms with permanent classrooms, and addressing deficiencies that do not meet District space standards. Presently, school facility improvements under the District's BB Bond fund are in the planning and design stage. Based on input received to date, it is our understanding that the District supports

Figure 1
Regional Location Map

Source: PCR Services Corporation, 2008

Figure 2
Santa Monica-Malibu
Unified School District Location Map

	School	Location
1	Edison Elementary	2425 Kansas Ave., Santa Monica 90404
2	Franklin Elementary	2400 Montana Ave., Santa Monica 90403
3	Grant Elementary	2368 Pearl St., Santa Monica 90405
4	John Muir Elementary	2526 Sixth St., Santa Monica 90405
5	Juan Cabrillo Elementary	30237 Morningview Dr., Malibu 90265
6	McKinley Elementary	2401 Santa Monica Blvd, Santa Monica, 90404
7	Point Dume Marine Science Elementary	6955 Fernhill Dr., Malibu 90265
8	Roosevelt Elementary	801 Montana Ave., Santa Monica 90403
9	Webster Elementary	3602 Winter Canyon, Malibu 90265
10	Will Rogers Elementary	2401 14th St., Santa Monica 90405
11	John Adams Middle	2425 16th St., Santa Monica 90405
12	Lincoln Middle	1501 California Ave., Santa Monica 90403
13	SMASH Alternative School	2525 Fifth St., Santa Monica 90405
14	Malibu Middle/High	30215 Morningview Drive, Malibu 90265
15	Santa Monica High	601 Pico Blvd., Santa Monica 90405
16	Olympic High School	721 Ocean Park Blvd., Santa Monica 90405
17	Washington East/West	2802 4th Street, Santa Monica 90405

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0 .5 1 Miles

Source: Thomas Bros., PCR Services Corporation, 2007.

Figure 3
Santa Monica-Malibu Unified School District
School Facilities Location Map

SMMUSD

Table 1

Santa Monica-Malibu Unified School District Existing Schools Listed in Chronological Order by Construction Date

School	Location	Date
Santa Monica High	601 Pico Boulevard, Santa Monica, 90405	1912; Greek Theater 1920-1921; school additions 1930; Men's Gym addition 1933; school reconstruction and additions 1933, 1935-1937; Barnum Hall 1938; Shop 1948-1949; Science and Homemaking 1954-1956; Boy's Athletic Field and Campus Enlargement 1954; Science alterations 1958; Cafeteria, Music, Student Services, Girl's Gym 1958; 1958-1959 campus plan and landscape reconfiguration; Shop Addition 1960; Administration 1961; Greek Theater Addition 1968; Natatorium and Enlargement of Memorial Theater 1969; Library and Classroom Building 1970-1971; English Building Alterations 1971-1972; school additions/alterations 1975-1976, 1981-1982, 1984-2002
McKinley Elementary	2401 Santa Monica Boulevard, Santa Monica, 90404	1923; rehabilitated 1935-36; additions/alterations 1951, 1965, 1968, 1973, 1976, 1980-1981, 1985, 1989-1990, 1992-1994, 2000-2001
Lincoln Middle (Lincoln Junior High School)	1501 California Avenue, Santa Monica, 90403	1922-1924; rehabilitation and reconstruction 1933-1936; additions/alterations 1947, 1953, 1955-1956, 1958-1960, 1963-1964, 1968-1972, 1974, 1976, 1984, 1987, 1989-2002
Olympic High (Originally John Muir Elementary)	721 Ocean Park Boulevard, Santa Monica, 90405	1923-1925; structural upgrade 1935; rehabilitation 1935-1938; additions/alterations 1946, 1952-1953, 1961, 1967-1971; 1984 Santa Monica Continuation High School; 2001 Pine Street Child Care Center
Roosevelt Elementary	801 Montana Avenue, Santa Monica, 90403	1934; additions/alterations 1939, 1958-1959, 1968-1969, 1982, 1985, 1992-1993, 1997, 2001
Washington West (Washington Elementary School and Washington Primary)	2802 4th Street, Santa Monica 90405	Washington Elementary, ca. 1934-1935. Washington Primary, ca. 1953-1954; Cafetorium, 1954. Additions/alterations at Washington Primary, 1967-1968, 1984, 2000, 2005
Washington East (The Growing Place)	401 Ashland, Santa Monica 90405	Ca. 1953-1954; additions/alterations 1967-1968, 1984, 2000, 2005
Franklin Elementary	2400 Montana Avenue, Santa Monica, 90403	1927; reconstruction 1935-1937; additions/alterations 1948-1952, 1954, 1958, 1970, 1975, 1983-1984, 1989, 1990, 1992-1993, 1997, 2000-2001

Table 1 (Continued)

Santa Monica-Malibu Unified School District Existing Schools Listed in Chronological Order by Construction Date

School	Location	Date
John Adams Middle	2426 16th Street, Santa Monica, 90405	1935-1936; additions/alterations 1938, 1940, 1948, 1951-1954, 1967-1971, 1978, 1983, 1988-1991, 1992-1995, 2000-2002
Grant Elementary	2368 Pearl Street, Santa Monica, 90405	1936; additions/alterations 1939-1940, 1945, 1951, 1953-1954; 1969, 1986, 1988-1989, 1992-1993, 1995, 1997, 1999-2001
Webster Elementary	3602 Winter Canyon, Malibu, 90265	1948; additions/alterations 1951-1952, 1958, 1961, 1964, 1966, 1971, 1993, 1996-1998, 2000-2001, 2008
Will Rogers Elementary	2401 14th Street, Santa Monica, 90405	1948-1949; additions/alterations 1970, 1983, 1990, 1992, 1995, 1997, 1999, 2000-2001
Edison Elementary	2425 Kansas Avenue, Santa Monica 90404	1950-1954; additions/alterations 1968-1969, 1989, 1993-1994, 2000-2002
Juan Cabrillo Elementary	30237 Morning View Drive, Malibu, 90265	1954-1956; additions/alterations 1958, 1960, 1964-1965, 1971, 1991-1995, 2001, 2003
Malibu Middle/High (Originally Malibu Park Junior High)	30215 Morning View Drive, Malibu, 90265	1959-1968; additions/alterations 1978, 1986, 1992-2003
Point Dume Marine Science Elementary	6955 Fernhill Drive, Malibu, 90265	1966-1967; additions/alterations 1996, 1998, 2000, 2001
Muir/SMASH: John Muir Elementary (Ocean Park Elementary School) and Santa Monica Alternative School House (SMASH)	2526 Sixth Street and 2525 Fifth Street Santa Monica, 90405	1992-1996 Ocean Park Elementary School; SMASH 1996-1997; additions/alterations 2002

Source: PCR Services Corporation, 2008

preserving its historic resources and carrying out Measure BB improvements in a manner that will avoid or reduce to the extent feasible potential impacts to historic resources. As further described in Chapter 5 of this HRER, the majority of facility improvements are not geared toward expanding schools due to long-range forecasts of relatively flat or declining enrollment, but rather most campus improvements will be relatively minor and are expected to be carried out without significant impacts to historic resources. There are however a number of schools where facility improvements will be more substantial, and where it may not be feasible to fully avoid impacts to all historic resources due to cost issues and/or an inability to fulfill important educational goals in concert with historic preservation. Whether improvements are minor or more involved, for all schools identified as historic resources, facility improvements will need to be evaluated and monitored by a qualified historian to ensure impacts are avoided or reduced where feasible.

C. GOALS AND OBJECTIVES FOR THE HISTORIC RESOURCES INVESTIGATIONS

A potential thematic district of six historic schools (McKinley Elementary; Franklin Elementary; Roosevelt Elementary; Grant Elementary; Madison Elementary-currently leased to SMC; and John Adams Middle) was identified in a 1993 survey. A copy of the California Department of Parks and Recreation Historic Resources Inventory forms for the potential thematic district is provided in Appendix A. It is in recognition of the resources identified in this survey and of the need to address potential historic resource impacts associated with implementation of Measure BB improvements that this HRER has been prepared.

The goal of this HRER is to conduct a comprehensive and up-to-date survey of District facilities while identifying preservation issues early in the planning process to help reduce and avoid potentially significant impacts on historic resources. More specifically, this HRER was prepared to accomplish three basic objectives: 1) to comprehensively survey and evaluate the schools within the District for their eligibility as historical resources at the federal, state and local level; 2) to provide a preliminary assessment of potential impacts to identified historical resources under the California Environmental Quality Act (CEQA); and 3) to provide recommendations and guidance for the treatment and preservation of the District's historic resources.

Under CEQA, the term "historical resources" includes individual resources, groupings or districts listed in or determined eligible for listing in, or recommended eligible through survey evaluation for listing in the National Register of Historic Places (National Register), the California Register of Historical Resources (California Register) or a local register of historical resources (i.e. City of Santa Monica Historic Resources Inventory). The survey evaluated school sites over 45-years in age as well as newer schools of exceptional importance in history and/or architecture, in accordance with federal, state and local eligibility criteria. The preliminary impact assessment focused on Measure BB school sites where potential impacts to historic resources may occur, based on District input and general concept plans for Measure BB improvements at individual schools.

This HRER evaluates the historic significance of the District as whole, its various campuses, and individual buildings on these campuses. It also includes a set of recommendations that build on the *Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring and Reconstructing Historic Buildings* (the "Secretary of the Interior's Standards and Guidelines"),[1]

[1] *The Secretary of the Interior's Standards for the Treatment of Historic Properties, published in 1992, were reviewed by a broad cross-section of government entities and private sector organizations. The 1995 Guidelines for Preserving, Rehabilitating, Restoring and Reconstructing Historic Buildings, by Kay D. Weeks and Anne E.*
(Footnote continued on next page)

as well as general guidance for treatment of individual campuses and a process for implementation and monitoring to ensure conformance with the Secretary of the Interior's Standards and Guidelines.

D. REPORT CONTENT AND ORGANIZATION

This HRER consists of six chapters, beginning with this Introduction as Chapter I. Chapter II, Methods, provides a discussion of the process used to evaluate the historic significance of the District schools. Chapter III, Historic Context, presents a brief history of the District and the region it serves, introduces the schools in the District and discusses their architects, property types and styles. Chapter IV, Historic Evaluation Findings and Conclusions, provides the criteria for evaluation and presents the evaluation results for the schools and the thematic district. Chapter V, CEQA Considerations, discusses pending facility improvements, presents the CEQA Impact Thresholds for historic resources, and discusses potential impacts to historic resources. Chapter VI, Guidance and Recommendations for the Preservation, Management and Treatment of Historic Resources, sets forth the Secretary of the Interior's Standards, and provides long-term management recommendations for historic preservation, for both the thematic district as well as the treatment of individual campuses. Chapter VI includes a bibliography of sources consulted in the preparation of the report.

This report was prepared by Margarita Jerabek Wuellner, Ph.D., Director of Historic Resources/Principal Architectural, PCR Services Corporation (PCR). Project support was provided by Jon Wilson, M.A., Senior Architectural Historian, and Ron Norton, Assistant Historian/Archaeologist. PCR's architectural historians meet and exceed the Secretary of the Interior's Professional Qualification Standards in history, architectural history and historic architecture. Professional qualifications for key personnel are provided in Appendix B.

Grimmer, were developed in cooperation with the National Conference of State Historic Preservation Officers and reviewed by individual State Historic Preservation Offices nationwide.

II. METHODS

A. FIELD SURVEY METHODS

Each school site was visited, thoroughly examined and digitally photographed. Field survey methods consisted of a comprehensive intensive survey of each of the 17 school sites shown on Figure 3 and listed in Table 1. School buildings and associated landscape features with sufficient age and architectural integrity to be recorded and evaluated were photographed through digital 35mm color photography, studied in the field, mapped, and notes were taken. The survey data collected in the field was then analyzed in conjunction with the historical research data.

B. RESEARCH METHODS

The historical resources investigations included archival records searches and literature reviews to determine: (i) if known historical resources sites have previously been recorded within a one-half mile radius of the school sites; (ii) if the school sites have been systematically surveyed by historians prior to the initiation of the study; and/or (iii) whether there is other information that would indicate whether or not the school sites are historically sensitive or if proposed improvements may pose indirect impacts to adjacent historic resources. PCR conducted a records search at the South Central Coastal Information Center (CHRIS-SCCIC) housed at California State University, Fullerton. This records search included a review of all previous historical resources investigations within the school sites and within a one-mile radius of the project sites. In addition, the California Points of Historical Interest (PHI), the California Historical Landmarks (CHL), the California Register of Historic Places (California Register), the National Register of Historic Places (National Register), and the California State Historic Resources Inventory (HRI) were also reviews. The City of Santa Monica Historic Resources Inventory was reviewed for information on previous local surveys and designations.

Historical background research was conducted to obtain information on the history of the region, the Santa Monica-Malibu Unified School District, individual schools, and District architects. Local trends and patterns of history, important events, significant persons, architects and builders, and the overall architectural development of the District schools were studied in order to develop a historic context for evaluation of the schools (see Chapter III, Historic Context). The historic context identifies and documents significant themes associated with the District, including Santa Monica community development, Malibu community development, the history of the District as a whole, individual schools, architectural styles, building typologies,

and school architects. Focused, property-specific documentary research was conducted to obtain information necessary for evaluating the architecture and significance of the individual schools. Sources consulted included the architectural drawings collections, photographs and manuscript files in the District archives and online through the Blair Graphics PlanWell site; the local history and photograph collections of the Santa Monica Public Library; City of Santa Monica building permits; Los Angeles County Assessor's Records; the architectural research collections in the Arts Library, University of California, Los Angeles; and local history sources in the Los Angeles Public Library. Site-specific research included but was not limited to review of Sanborn Fire Insurance maps, building permits, architectural drawings, historic photographs, newspaper articles, annual school yearbooks, and published sources on local history.

C. EVALUATION METHODS

Ordinances, statutes, regulations, bulletins, and technical materials relating to federal, state, and local historic preservation, designation assessment processes, and related programs were reviewed and analyzed. The criteria of the National Register and the California Register, as well as City of Santa Monica Landmark criteria were employed to evaluate the potential historical and architectural significance of each school site and the District as a whole. The survey follows the multiple-property evaluation methodology, in accordance with the standards and guidelines set form by the National Park Service (NPS) and the Office of Historic Preservation (OHP), including the *Secretary of the Interior's Standards for Preservation Planning*; National Register Bulletin 24: *Guidelines for Local Surveys: A Basis for Preservation Planning*; National Register Bulletin 16: *How to Complete the National Register Registration Form*; National Register Bulletin 16B: *How to Complete the National Register Multiple Property Documentation Form*, and the OHP's *Instructions for Recording Historical Resources*.

Aspects of the analysis included historic associations, architectural merit, and relationships to larger patterns and trends in the area. Because of the complex layers of history that are physically apparent today in the built environment, the integrity analyses measured existing conditions to assess whether the school sites and buildings are presently sufficiently intact to convey their significant associations with the important historical patterns and architectural trends of the District as a whole and the individual schools. The school properties possessing sufficient physical integrity were then evaluated within their applicable associated thematic contexts using federal, state and local evaluation criteria. Buildings, structures and landscape features within each school site were evaluated for their significance as individual resources and for their eligibility as contributors to the significance of the associated school property as a whole. Based upon preliminary concept plans, a preliminary assessment of potential impacts of the proposed Measure BB improvements under CEQA was conducted with consideration of Section 15064.5 of the CEQA Guidelines.

III. HISTORIC CONTEXT

Historic contexts are defined as "those patterns or trends in history by which a specific occurrence, property, or site is understood and its meaning (and ultimately its significance) is made clear." A context may be organized by theme, geographic area, or chronology; regardless of the frame of reference, a historic context is associated with a defined area and an identified period of significance. Historic contexts are linked to physical historic resources through the concept of property types. A property type is "a grouping of individual properties characterized by common physical and/or associative attributes."

A. IN THE BEGINNING

Human occupation of the Santa Monica and Malibu region may date back to at least 10,000 years ago, possibly earlier. Ethnographically recorded Native American groups include the Gabrielino and Chumash. In 1769 following the discovery of the California coast by Spanish explorers, a party of missionaries began to colonize California, creating missions one day's journey apart throughout the state. Some soldiers of these early exploration parties were the recipients of large land grants which they received in payment from the Spanish crown for their services. These land grants were the beginning of the rancho system in California. In 1822, when California became Mexican territory, the area around Santa Monica was still unclaimed. The nearest rancho was at Malibu, a piece of which had been granted to Jose Tapia in 1804. In 1828, a place called "Santa Monica" in the area now known as Santa Monica Canyon was granted to Xavier Alvarado and Antonio Machado. The land later passed into the hands of Ysidro Reyes and Francisco Marquez. In 1828, Don Francisco Sepulveda took possession of a place called "San Vicente," which included the area of the future town site of Santa Monica and stretched from Santa Monica Canyon on the north to Pico Boulevard on the south, extending east to present-day Westwood.[2]

The first building in what is now Santa Monica was an adobe built by Ysidro Reyes in 1839, located near Seventh Street and Adelaide Drive (demolished in 1906). Throughout the 1840s, the Reyez and Marquez families disputed the Sepulveda claim. The dispute was settled in 1851, a year after California became part of the United States, with Sepulveda receiving deed to 30,000 acres known as "Rancho San Vicente y Santa Monica." The Reyez-Marquez families were deeded the 6,000 acres known as "Boca de Santa Monica." By the 1860s, parts of Boca de

[2] *Johnson Heumann Research Associates, Santa Monica Historical Resources Inventory, 1985-1986, page 2.*

Santa Monica, particularly Santa Monica Canyon, had become a popular summer campground. The flat expanse on the mesa, however, received little attention until Colonel R. S. Baker purchased the Sepulveda Ranch in 1872 for a sheep ranch, later also acquiring some of the Reyes-Marquez property to the northwest. In 1874, Colonel Baker acquired a partner, Senator John Percival Jones, who came to be known as the founder of Santa Monica. Jones and Baker organized the Los Angeles and Independence Railroad to link the mines of Colorado and Nevada to the ocean, and secured the right-of-way and began construction of a wharf.[3]

B. COMMUNITY DEVELOPMENT

1. Santa Monica

In 1875, the original townsite of Santa Monica was surveyed, including all the land extending from Colorado Street on the south to Montana on the north, and from 26th Street on the east to the Pacific Ocean on the west. Also that year, the Santa Monica School District was organized, and the first school was called to order on March 6, 1876. Between 1887 and the 1920s, the community operated primarily as a tourist attraction, visited mostly by wealthy patrons. Those areas just outside of the incorporated city limits were semi-rural in setting and were populated with scattered residences. The Arcadia Hotel was one of the first large hostelries to be erected within the city limits when it was constructed during the economic "boom" of the 1880s. It was located on the shoreline bluff just south of the arroyo separating Railroad Avenue (now Colorado Avenue) from the south end of the City. Situated at the western end of the Southern Pacific Railroad's intercontinental line, the Arcadia Hotel welcomed upscale guests from throughout the United States, especially during the winter months. By 1889, another large residential building, the stately two-and-one-half-story residence of the City's founder, Senator John P. Jones, known as "Miramar" for its views of the ocean, was built on a parcel occupying the majority of the block between Ocean Avenue, 2nd Street, Nevada Avenue (now Wilshire Boulevard), and California Avenue within the survey area.[4]

Transportation branches of the Santa Fe Railroad (identified as the Southern California Railroad on early Sanborn maps) terminated at the arroyo, and a Port of Los Angeles Branch of the Southern Pacific Railroad ran along the shoreline below the Palisades north of the arroyo. Although a large wharf had been built at the terminus of the Southern Pacific Railroad tracks, by 1895, Santa Monica had already lost the battle of where the region's major port would be located to San Pedro.

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[3] *Ibid, page 3.*

[4] *The history of community development in Santa Monica is excerpted from PCR Services Corporation, "Historic Resources Inventory Update: North of Wilshire Boulevard Area, City of Santa Monica," prepared for the City of Santa Monica, City Planning Division, Santa Monica, California, June 2007.*

Regardless, convenient railroad access to Santa Monica, significantly enhanced by the inauguration of the Pacific Electric Railway's "Balloon Route" to the City from downtown Los Angeles in the early 1900s, cemented Santa Monica's reputation as an easily-accessible seaside resort. To provide building materials for the growth of Santa Monica and the Los Angeles region, an enormous lumber mill and yard had been constructed on the north side of Railroad Avenue (with spur track access to the Southern Pacific Railroad) in Santa Monica in 1889.

Sanborn maps for Santa Monica dated 1887 through 1895 depict the slow but steady growth of a community that was clustered primarily within the blocks between Washington Avenue on the north, 7th Street on the east, Railroad Avenue (now Colorado Avenue) on the south, and Ocean Avenue on the west. Modest one-story dwellings predominated in the City with a small commercial section centered on 2nd and 3rd Streets. The portion of Santa Monica lying north of Nevada Avenue (present-day Wilshire Boulevard) was almost entirely unimproved. Similar to the rest of Santa Monica, the few blocks north of Nevada Avenue near the ocean contained a smattering of modest single-family residences and small commercial establishments, including a beer garden, saloons, lodgings, a barbershop, ice depot, liveries, a general store, and a branch of Wells Fargo Bank.

The town lots on Sixth Street between Oregon and Arizona avenues were donated to the school district by Senator John P. Jones and Col. Robert S. Baker, who had developed the original townsite of Santa Monica. The first school building was erected on these lots in the summer of 1876.[5] By the time Santa Monica was twenty years old, the school system included the Sixth Street School, with its eight rooms, and two one-room schools, one school in the South Side area and another in Santa Monica Canyon.[6]

On Ocean Avenue, by 1895, the majority of parcels were still vacant with only a few modest single-family houses having been erected facing the Palisades, which had already been designated as a public park. By 1895, another public park (now Reed Park) had been established within the survey area covering the entire block bordered by Nevada Avenue (now Wilshire Boulevard), California Avenue, and 7th Street, and 8th Street (now Lincoln Boulevard). Both of these public parks remain extant.

Presaging Santa Monica's growth as a recreational area after the turn-of-the-twentieth-century, the large North Beach Bathhouse with its enclosed plunge was erected on the ocean's edge west of the Palisades in 1894 just north of the mouth of the arroyo. With the coming of the Pacific Electric Railroad to Santa Monica and the bay region in 1905, other amusements were

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[5] *Santa Monica Evening Outlook, July 8, 1950, p.6-G.*

[6] *Ibid.*

quickly constructed along the beach below the Palisades, including bowling alleys and curio shops, to meet the increasing tourist demand. By 1909, the North Beach Bathhouse had been joined by a "Pleasure Wharf" located where the Santa Monica Pier is today. Other recreational piers, boardwalks, and amusement parks were erected in the nearby communities of Ocean Park and Venice of America, which added to the attraction of the Santa Monica bay as a tourist destination for Southern Californians.

Architecturally, from the late nineteenth century through the first decade of the twentieth, the quaint massed-plan vernacular cottage and bungalow became the dominant building types in Santa Monica and Southern California. Then, starting around 1907, Craftsman style architecture became ubiquitous in residential construction. By the late 1910s and into the 1920s, the Craftsman style was often melded with revival styles such as the Colonial Revival. Starting in the early 1920s, architectural development in Southern California solidly embraced a number of highly popular period revival styles of architecture. In particular, the Spanish Colonial Revival style was especially popular and would effectively define Santa Monica's built environment during the City's greatest period of economic growth, the 1920s.

By 1909, continued population growth required the construction of the Roosevelt School on a large parcel on the east side of 6th Street between Montana and Idaho Avenues. The choice of this portion of the City for an expansive school site was partially predicated on the availability of large swaths of vacant land in the north of Wilshire area east of 6th Street at that time. Similarly, choosing the site for Lincoln Junior High School (now Middle School) within the area that occupies the block between Washington and California Avenues, and 14th and 16th Streets was made easier by the large site's unimproved status.

The 1918 Sanborn maps depict Santa Monica just after World War I and immediately prior to the building boom arising from the widespread acceptance of the automobile in the 1920s. The maps confirm the increasing ubiquity of motorcars with the appearance of detached automobile garages located at the rear of numerous residential parcels, typically with access from rear alleys. The single-family dwelling continued to be the dominant building type in 1918. Nonetheless, the 1918 Sanborn maps failed to depict the northeast portion of area east of Euclid and north of Washington Avenues, a large area still primarily unimproved at that time. Additionally, Wilshire Boulevard, which would become a major commercial thoroughfare starting in the 1920s, was almost exclusively residential in 1918. Although more parcels on Ocean Avenue north of Wilshire Boulevard had been improved since 1909, there remained a surprising number of vacant lots in 1918, nine years later.

Between 1918 and 1950, a 32-year time period covering the Roaring Twenties, the Great Depression, World War II, and the early Postwar era, Sanborn maps illustrate Santa Monica's phenomenal growth from a resort town to a densely populated urban area with a core commercial

and industrial base. Santa Monica's 1920's-era building boom resulted in homes being constructed in all parts of the survey area for year-round residents. Additionally, with land values increasing in the blocks nearest the ocean, stately residences, such as Senator Jones' Miramar compound, were demolished and replaced with denser development prior to the Second World War.

As relates to the City's economic development, in the first decades of the twentieth century a central business district was established between Wilshire Boulevard and Colorado Avenue, at 2nd, 3rd, and 4th Streets. This area expanded rapidly to the north and east after World War I as the demand for products and services swelled with the City's population growth. Typical was Santa Monica's stretch of Wilshire Boulevard, a previously residential thoroughfare forming the survey area's southern boundary that was transformed into one of the City's premier commercial streets between 1918 and 1950. Businesses such as drive-in corner markets, furniture stores, a bowling alley, and numerous auto-related services were some of the commercial enterprises represented on Wilshire Boulevard by 1950. Similarly, but with more modest commercial buildings than those on Wilshire Boulevard, a 10-block stretch of Montana Avenue between 7th and 17th Streets on the survey area's northern boundary became a commercial strip during this time period.

In addition to increasing numbers of small and medium-sized businesses, Santa Monica saw the arrival of large companies such as Merle Norman Cosmetics and Douglas Aircraft starting in the 1920s. In the years immediately prior to America's entry into World War II, Santa Monica's economic development escalated as Douglas Aircraft received increasing numbers of government contracts. With more jobs came more workers to live in Santa Monica, many of whom were housed in the numerous multi-family dwellings being constructed throughout Santa Monica at that time.

As Santa Monica continued to grow in wealth and population during the 1920s, local congregations raised funds to erect impressive ecclesiastical buildings, Jewish temples, and religiously affiliated schools in various parts of the City. One of the largest was Saint Monica's Roman Catholic Church and school that now occupies the entire block between 7th Street and Lincoln Boulevard, and California to Washington Avenues, since the compound's first buildings were completed in 1925. Other large church properties include Trinity Baptist Church, erected in 1924 and located at 1015 California Avenue, and First United Methodist Church located at 1008 11th Street, the first building of which was constructed in 1939 with the property extensively enlarged with numerous buildings in the 1950s.

Concomitant with Santa Monica's population growth was the need for additional school facilities and civic buildings to serve the public. The original Roosevelt School on 6th Street near Montana Avenue was demolished and a new Roosevelt Elementary School erected nearby on the

north side of Montana Avenue at Lincoln Boulevard prior to 1950. The sprawling Lincoln Junior High School (now Middle School) campus was built during the 1930s occupying the entire block between California and Washington Avenues, and 14th and 16th Streets. Additionally, an important civic building that has served Santa Monica since 1929 is the Miles Playhouse, a Spanish Colonial Revival style City Landmark located in the survey area's Lincoln Park (now Christine Emerson Reed Park) that was designed by Santa Monica's own master architect John Byers.

Santa Monica's dramatic 1920s building boom was fueled by the rapid influx of blue and white-collar workers, retirees, and widows to the City throughout the decade. To satisfy the demand, apartment/bungalow courts, duplexes, fourplexes, and apartment buildings were erected on unimproved parcels, particularly in the neighborhoods east of Euclid and north of California Avenues that had remained sparsely populated. These multi-family residences were typically owned by entities ranging from small mom-and-pop investors to large-scale investment syndicates. The buildings were typically dressed in Spanish Colonial and Mediterranean Revival architectural styles until the mid-1930s, when the Streamline Moderne style came to predominate. The Streamline Moderne style, with its flat roofs, curved corners, and pronounced horizontality, was most commonly applied to apartment courts and two-story apartment buildings during its brief period of popularity in Santa Monica (1935-1941).

Perhaps the most aesthetically pleasing and highly regarded buildings to emerge from Santa Monica's 1920s-era construction boom were the handful of elegant apartment/hotels that appeared in the residential blocks nearest the beach. These stylish residences employed a wealth of elements culled from the romantic adaptation of the Spanish, Moorish, Italian Renaissance, and Churrigueresque styles, as well as the then-popular Art Deco style. Four or five stories in height and occupying multiple parcels, apartment/hotels satisfied the demand for sophisticated accommodations for wealthier tenants who wished to be located near the sea and the nearby amenities of Santa Monica's downtown. Many of these buildings were designed by renowned southern California architects and have since been designated City Landmarks or have been found to appear eligible for listing on local, state, or federal historic registers, such as the Embassy Apartments (1001 3rd Street, architect Arthur E. Harvey), the El Cortez Apartments (827 4th Street, architect Max Maltzman), the Charmont Apartments (330 California Avenue, architects Max Maltzman/Lewis Winer), and the Sovereign Apartments (205 Washington Avenue, architect Curt Meyer-Radon).

On March 10, 1933, at 5:55 pm a major earthquake shook Southern California, causing extensive damage to the buildings throughout the Santa Monica area. The area impacted extended from Long Beach on the south, where the quake was centered to as far north as Pasadena, where major buildings also suffered severe damage.

At a magnitude of 6.3, the Long Beach earthquake was not particularly large but it was the second-deadliest in California history after the 1906 Great San Francisco Earthquake. The Long Beach earthquake claimed 120 lives and caused $50 million (1933 dollars) in property damage. Schools in particular were severely damaged. A major impetus for change in public safety policy was the fact that 70 schools were destroyed and 120 damaged, leading to the passage of important legislation and improved design and construction practices for schools. Only one month after the quake struck, the State Legislature passed what came to be known as the Field Act that required earthquake-resistant design and construction for all public schools, kindergarten through community college. The Field Act specified that the State Architect would review and approve all public school plans and specifications, and generally oversee all construction work. Since the passage of the Field Act, no school built under the Act's guidelines has failed in an earthquake. The Field Act has been updated to include retrofits since 1933; as of 1974, all pre-Field Act schools in the greater Los Angeles area including those in Santa Monica have been retrofitted.[7] After World War II, when southern California was flooded with returning veterans and their families seeking homes, the demand for housing continued to be high in Santa Monica, and apartment construction in particular escalated. A marked change in the character of neighborhoods throughout the area occurred in the late 1950s and 1960s, when older buildings began to be replaced by multi-story Modern apartment buildings. The population influx also resulted in the enlargement of existing schools and the construction of new schools to accommodate the large numbers of school children residing in the Santa Monica-Malibu Unified School District. The history of the District and the schools is presented below in Sections C and D.

2. Malibu

The first accounts of the Malibu area came from the explorations of the Spaniard Juan Cabrillo, who set sail from Navidad, Mexico in June 1542. In October 1542, Cabrillo anchored in the small bay of Malibu Lagoon, claiming the landfall for the King of Spain, naming it "Pueblo de las Canoas" (Town of the Canoes), because of the many impressive Chumash canoes which came to his ships to greet him.[8]

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[7] *California Department of Conservation, "Long Beach Earthquake of 1933 Leads to School Safety Rules," News Release #2008-06, March 7, 2008. http://www.consrv.ca.gov/index/news/2007%20News%20Releases/Pages/LongBeachEarthquakeof1933Revisited.aspx*

[8] *Information on the history of Malibu is excerpted from Malibu Complete, edited by Chuck Chriss, 2005-2008; http://www.malibucomplete.com/mc_history.php. Sources used to compile this history include Marian Hall, Malibu: California's Most Famous Seaside Community (Santa Monica, California: Angel City Press, 2005); Julius Shulman and Juergen Nogai. Malibu: A Century of Living by the Sea (New York : H.N. Abrams, 2005); Ronald Rindge, WWII Homeland Defense: U.S. Coast Guard Beach Patrol in Malibu, 1942-1944; and the City of Malibu General Plan.*

More than 200 years later, an expedition by Juan Bautista de Anza made camp February 22, 1776, "on a fine stream under the oak trees in the vicinity of today's Malibu Creek State Park." They recorded that young Jose Bartolome Tapia, eldest of nine children of a soldier's family, rode his horse along an old Indian trail, following the creek through a beautiful canyon until he could see the lagoon and beach. Years later, around 1800, Tapia applied for a grant of the land he saw as a youth, as a reward for his Army service. The grant was made in 1805, with the name "Rancho Topanga Malibu Sequit." In 1848, Leon Victor Prudhomme, who married Tapia's granddaughter, acquired title to the Rancho Malibu, which comprised about 14,000 acres of land bounded on the north by the "Sierra Mayor", on the south by the Pacific Ocean, on the east by the Rancho Santa Monica, where it joins the Canada de Topanga, and on the west by the mouth of the San Buenaventura River.

In 1852, Prudhomme put in his claim for the Rancho Malibu but could not document the Tapia title and his ownership. After the Gold Rush boom ended in 1857, he sold his undefined interest in the land to Don Mateo Keller (born Matthew Keller in Ireland in 1811), who obtained full title to 13,330 acres in 1864. In 1892 Frederick Hastings Rindge and May K. Rindge, the fourth and last owners of the entire Rancho Malibu, purchased this 13,330-acre tract from Mathew Keller for a price of $10 per acre. Rindge later expanded the ranch to 17,000 acres by purchasing adjacent land held by homesteaders and other Spanish land grants. Some homesteaders held on to their claims, however, such as the Decker family in the canyon that now bears their name.

Rindge built a large ranch house (destroyed by fire in 1903) in Malibu Canyon beneath present-day Serra Retreat to serve as a headquarters for the cattle ranch. Following Frederick Rindge's death in 1905, May K. Rindge took over the management of the Malibu Ranch. In 1904, the Southern Pacific Railroad applied to the Interstate Commerce Commission (ICC) to build tracks linking the Long Wharf in Santa Monica with their northern tracks at Santa Barbara. The connection proposed was a straight line right through the Malibu ranch. ICC law prevented condemning a right-of-way parallel to an already existing railroad. The Rindges built a private railroad through Rancho Malibu as a method to prevent the construction of the Southern Pacific line. The Rindge railroad consisted of 15 miles of standard gauge tracks called the Hueneme, Malibu and Port Los Angeles Railway and was completed in 1908. The railway remained in use until the 1920s for shipping grains and hides from the ranch operations via the Malibu Pier.

An extended battle for a public coast road through Malibu began in 1870 and continued through a series of lawsuits between the County of Los Angeles and May Rindge in state and federal courts that finally ended in 1921. On June 11, 1923, Mrs. Rindge lost her case in the United States Supreme Court, and a road easement was granted to the State of California through the Malibu Ranch. The state highway right-of-way followed the route of the County Road in some places and in other places it was constructed parallel to it. The State eventually was awarded title to the right-of-way through the Malibu Ranch in 1925 by the Superior Court and

the final order of condemnation was issued two years later. Originally named "Roosevelt Highway," the new Pacific Coast Highway opened to the public between Santa Monica and Oxnard in June 1929. Mrs. Rindge created the Marblehead Land Company to manage the sale and lease of property in Malibu to outsiders to raise cash to pay her extensive legal and tax bills.

In 1924, the Rindge Dam was constructed on Malibu Creek, and in 1928 May Rindge started construction of a great 50-room house on "Laudamus Hill" in Malibu Canyon overlooking the sea. Malibu Potteries was started by Mrs. Rindge to make tiles, a commercial venture to add to ranch revenue and also as building materials for Laudamus Hill and a second home on "Vaquero Hill" (today's Malibu Lagoon Museum) for her daughter, Rhoda Rindge Adamson. During the Great Depression of the 1930s, losses accumulated on the once prosperous property. Upon her death on February 8, 1941, May Rindge's land was in insolvency and she was practically without funds. Her unfinished "castle" along with 26 acres of land and thousands of crated Malibu Potteries tiles were sold to the Franciscan Order for $50,000 (today's Serra Retreat House, rebuilt after a 1970 brush fire).

The process of subdividing the vast Malibu Rancho began in 1926 with the Marblehead Land Company. The Las Flores Inn was built around 1915 to serve tourists driving up the coast. Homes began to be built along the Coast Road, including a ranch house built in 1922 by Claude Parker on the site that is now the Getty Villa Museum. In 1928, Leon Kauffman built the Villa de Leon, a landmark estate on the bluffs of Castellammare at Coastline Drive above Claude Parker's property. During the 1920s, scattered commercial establishments sprang up along the coast, such as Thelma Todd's Sidewalk Cafe at 17575 Pacific Coast Highway, and the Topanga Beach Auto Court. Just west of Topanga Beach, Greta Garbo built a Mediterranean Revival style residence, La Esperanza, on 86 feet of beach frontage.

In 1926, the Marblehead Land Company sold the La Costa beachfront and hillside to developer Harold Ferguson for the sum of $6 million. Ferguson created the La Costa Beach Club for land-side property owners. He laid out the La Costa development and gave the streets their names that remain today: Rambla Pacifico, Las Flores, and Rambla Vista. However, the La Costa project collapsed financially and the Marblehead Company repossessed the property. The project was stalled during the Depression years and the Marblehead Company finally declared bankruptcy in 1936.

Starting in 1926, the Marblehead Company offered beach lots to movie stars of the day, working with Art Jones to handle the leasing. To maintain control, there were no sales but thirty feet of ocean frontage could be leased for $30.00 per month on a ten year lease ($1/foot/month was the promotion). Swedish silent film star Anna Q. Nielson was the first to sign up followed quickly by Clara Bow, Ronald Colman, Bing Crosby, Harold Lloyd, Delores del Rio, Warner Baxter, Constance Bennett, Gary Cooper, Jack Warner, Mervyn Leroy, John Gilbert, Gloria

Swanson, Barbara Stanwyck and many others. Studio carpenters were brought in to build cottages, at an average cost of $2,600, and the "Malibu Beach Motion Picture Colony" was born. Ten years later the original Malibu Colony leases expired and residents were able to purchase their lots. Ownership led to expansion including larger homes, tennis courts and other luxuries. The Malibu Colony, as it is known today, has become world famous as a beach retreat for movie and entertainment personalities.

During the 1920s and 1930s, homesteads and small communities were established in the mountain and valley areas in Decker Canyon, Malibu Lake and Monte Nido. Malibu's brick courthouse replaced the original one room building in 1933, and still stands on Pacific Coast Highway, currently used as an office building. Malibu landmarks during the 1930s included the home of silent film actress, Pauline Fredrick, at Trancas Canyon beach, which featured a lighthouse and boathouse. Merchant Fred Roberts acquired land and built a fabulous home in Solstice Canyon (destroyed by fire in 1982), which is now a state park. The Malibu Inn was opened across from the Colony, and when the highway was relocated, moved to its current address across from the Malibu Pier. Olas Grandes Inn, across from La Costa Beach Club, was opened and later moved to the foot of Rambla Vista where stores today occupy the same building. By the end of 1930, about 140 homes were recorded in Malibu by the County Assessor.

A general development plan for Point Dume, published in 1939, identified the area as suitable for a 138-acre golf course, polo field, tennis center and hotel retreat. It was sold off in large tracts, flattened and subdivided. Each lot came with deeded beach rights. However, sales of the lots slowed to a near halt during the war years.

During the 1940s, realtor Louis T. Busch worked with the Marblehead Land Company to subdivide the Rindge property and find buyers. Gradually all of the original Malibu Rancho land was sold off to individuals, developers, farmers, or commercial interests. Commercial development continued along Roosevelt Highway. The Albatross hotel and restaurant was built at Las Flores beach in 1941. The Malibu Trading Post was established at Trancas Canyon in west Malibu in the early 1940s to service travelers on that stretch of the highway. However, other than in the Malibu Colony, homes in Malibu were few in number, limited to Las Flores (then the town commercial center), La Costa, Malibu Heights (about 14 homes northwest of Art Jones' original Malibu Inn) plus scattered homes along the beach.

During World War II, the Army began beach patrols in California, including Malibu. In August 1942, the U.S. Coast Guard Beach Patrol established eight stations along the Malibu Coast with Headquarters in the Adamson Pool House at Malibu Point (now the Malibu Lagoon Museum). The Beach Patrol remained active until July-August 1944. During the war, long military convoys were a common sight rolling through Malibu in transit from Pt. Mugu to Long

Beach. Pt. Dume was used by the military as the northern observation point for Santa Monica Bay, with anti-aircraft gun emplacements, continual patrols and target practice. A joint lookout tower for the fire department and the Coast Guard was at the tip of Point Dume, near today's intersection of Birdview Avenue and Cliffside Drive. In 1941, the Marblehead Company defaulted on Los Angeles County taxes due on Zuma Beach property. The County foreclosed, created the public Zuma Beach, and demolished the few beach homes for the existing public beach.

In 1948, the International Modern-style Holiday House was built by director Dudley Murphy on the cliffs overlooking the ocean at 27400 Pacific Coast Hwy., designed by Richard Neutra. The hotel now houses Geoffrey's Restaurant with condos on upper floors.

The 64-acre Getty Villa site in eastern Malibu was purchased by J. Paul Getty in 1945 from Claude Parker, who had built a ranch house there in 1922. In 1953, Getty opened one wing of the house to the public as an art museum, expanding with a new section in 1957. The Getty Villa in Malibu, which currently houses part of the collections of the J. Paul Getty Museum, is a reconstruction and adaptation of the Roman Villa dei Papiri at Herculaneum, which was buried by the eruption of Mt. Vesuvius in 79 AD. The Villa opened to the public in 1974.

Photos of Malibu in the late 1940s and early 1950s show miles of coastline, even near the pier, with scattered buildings and almost no development on the hillside slopes. The area was agrarian in character, with cattle still grazing during the 1940s on the broad slopes near Ramirez Canyon down to Paradise Cove and on Point Dume. Malibu's last cattle ranch was located up Bonsall Canyon (Zuma) and remained in operation into the 1980s. The Malibu slopes were also used for dry farming and fields of lima beans, tomatoes and other crops that could grow without irrigation covered the hills.

When surfing at Malibu began in the 1920s and 1930s, the beaches were isolated and deserted; however, when experienced surfers returned from World War II and went to Malibu, they found the formerly secluded beaches "crowded" by as many as ten surfers at a time. By 1949, "a crowd of surfers" in Malibu meant 25 surfers.

The post-war years were marked by prosperity and growth as businesses such as Malibu Lumber and Frostie Freeze were established (now La Salsa). The expanded population demanded schools, and in 1949 the John Webster School opened in Winter Canyon with 120 students, four staff teachers and six classrooms.

In 1948, the Pacific Coast Highway was rerouted from the area of the Colony over the bluffs to Corral Canyon. The old coast-hugging road became what is now Malibu Road. The post-war boom brought about oceanfront development from the mid-1940s to the mid-1970s,

starting with the Hollywood migration to the Malibu Colony. The first U.S. Post Office opened in Malibu in 1950 in the commercial building at the foot of Rambla Pacifico. Malibu Canyon Road was constructed in 1953, linking Malibu to the San Fernando Valley. Spurred by the increase in transportation and 1950s automobile culture, commercial businesses were opened at Topanga, in central Malibu and Trancas to serve the expanding population. Malibu's second school, Juan Cabrillo Elementary, designed 1954-1956, was opened to ease crowding at Webster, followed a decade later by Malibu Park Junior High School constructed between 1963-1968, now Malibu Middle/High School. Malibu Park Junior High began classes in September 1963 with 300 students. Point Dume Elementary (now Point Dume Marine Science Elementary) was designed in 1966-1967 and completed in 1968.

Natural disasters including earthquakes and fires have historically been one of the elements that have affected the development of the Santa Monica and Malibu communities. The 1933 Long Beach Earthquake rocked the Southland, causing extensive damage to the District schools in Santa Monica as well as the commercial, residential and public building fabric throughout the City. One of the elements affecting land development in the Malibu community was fire. The Newton-Hume-Sherwood brush fires of December 1956 in the Santa Monica Mountains and Malibu destroyed 35,000 acres and 250 structures, despite the best efforts of thousands of fire fighters. The 1956 disaster was followed by two more in 1958-59 that severely burned eight fire fighters and destroyed another 100 homes.

In total, 239 homes were built on Pt. Dume in the 1950s, one of the fastest growing areas. You could buy a small house on a flat acre there for less than $35,000. Other parts of Malibu saw strong growth and steady infrastructure improvements. Malibu's only real industrial site, Hughes Research Laboratories (now called HRL, currently co-owned by Raytheon, Boeing, and General Motors) opened in 1960 on a Malibu Canyon hillside with a world class view. Shortly thereafter, on May 16, 1960, Hughes scientist Theodore Maiman demonstrated the world's first laser at the Malibu lab.

A trunk water line was completed September 1, 1962, serving Malibu as far as Malibu Canyon, ensuring a good supply of public water needed to support the growth. The line was extended, by 1965, to Zuma, Trancas, and Malibu West. From 2,328 in 1950, the Malibu population reached 6,486 in 1960 and grew to 12,376 by 1969. Kanan-Dume road was constructed and opened in 1970, connecting west Malibu with Agoura Hills and the 101 freeway in the Conejo Valley.

With the availability of water and transportation came an increased density of development in Malibu, both residential and commercial. During the 1960s, condominiums were erected on Carbon Beach, and Ranch-style tract homes were developed in Malibu West and on Sunset Mesa. Numerous businesses were established along Pacific Coast Highway and in the

downtown city center, including real estate offices, banks, grocery stores, pharmacies, a Googie-style veterinary hospital,[9] a Modern International style medical office building, a glass company, construction companies, law offices, gas stations, restaurants and hotels. Community services and organizations including several fire stations, a Formalist Modern-style County government building (with a Sheriff's office and jail, court, library, and community meeting rooms), a lifeguard headquarters at Zuma Beach, as well as a variety of churches and the Malibu Beach Club were established during the 1960s and 1970s.

The range and variety of Malibu's architecture is still largely unrecognized due in part to the inaccessibility of the geography and terrain of the area. Over the years, a stunning array of magnificent high-art residential architecture has arisen in Malibu, the history of which has been captured in part by the camera of architectural photographer Julius Schulman.[10] The vernacular rustic beach cottages, Spanish Colonial Revival Adamson House and Serra Retreat, and Eclectic Revival-style beach houses of the 1920s and 1930s gave way to Modern Ranch-style residences, California Modernist residences, and free-form Expressionist architecture. The massive, crenellated Hodges Castle (Castle Kashan), destroyed during the 2007 fire season, stood for thirty years on the hill above downtown Malibu overlooking the Malibu Lagoon State Park. During the 1970s and 1980s, a surprising number of exceptional works of creative architectural individualism were erected during the boom in Malibu's housing market.

With the growth of the community, area residents began to work toward establishing a local government. The original deed restrictions on Malibu land sold by Marblehead Company were about to expire. Outside agencies were proposing freeways along the coast and a nuclear reactor complex in Corral Canyon. An election was scheduled for January 7, 1964 after a petition drive showed enough local support. The vote failed narrowly and the ferment continued, with more controversy and votes until the City of Malibu was finally incorporated March 28, 1991.

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9 *The Googie style was especially popular in Southern California from 1950 through the early 1960s. As development in Los Angeles moved away from downtown into the suburbs, the new focus of urban planning and design was the automobile and the decentralized metropolis. The Googie style responded to the lifestyle changes in the suburbs and attempted to pull-in drivers off the road through the catchy, bold and futuristic architecture. Roadside architecture such as markets, service stations, coffee shops, fast-food restaurants, drive-in theaters and bowling alleys along boulevards and commercial strips were perfect candidates for the Googie style. For additional information on the Googie style see Alan Hess's books, Googie Redux: Ultramodern Roadside Architecture (San Francisco: Chronicle Bks, 1986) and Googie: Fifties Coffee Shop Architecture (San Francisco: Chronicle Bks, 2004).*

10 *Julius Shulman and Juergen Nogai, Malibu, A Century of Living by the Sea (New York: Harry N. Abrams, Inc., 2005).*

C. THE SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Excerpted and summarized from, *A History of the Santa Monica Schools by Donald M. Cleland*, February, 1952.

1. Early Schools, 1876-1887

The Santa Monica School District was organized in 1875, eleven years before the town was incorporated. The District originally included the valleys, plains and mountains embracing La Ballona Rancho on the southwest and the Malibu rancho on the northwest, and everything in-between. As the area was settled and developed, other school districts were formed from time to time, and eventually the geographical boundaries of the Santa Monica School District were reduced to the area of Santa Monica and Malibu.[11] A public meeting was called on December 5, 1875, and a petition signed by thirty-four citizens of Santa Monica was sent immediately to the County Superintendent of Schools with a request to form a school district in Santa Monica. A special edition of the *Outlook* of July 6, 1897, related that "the first school was called to order on Monday morning, March 6, 1876, in the little Presbyterian church that then stood on the corner of Third Street and Arizona Avenue."[12] As the school year closed in June 1876, enrollment in the school had risen to over one hundred pupils with an average daily attendance of nearly seventy.[13]

The town lots on Sixth Street between Oregon and Arizona avenues were donated to the school district by Senator John P. Jones and Col. Robert S. Baker, who had developed the original townsite of Santa Monica. The first school building was erected on these lots in the summer of 1876, and was ready for occupancy upon the opening of school in September of that year.[14] The contract for the first school building was awarded to William Lloyd for $2,850. The building was of frame construction with two classrooms on the first floor and a large room above. The upper room was used for "entertainments, public meetings, and dances." The exterior was of "simple colonial style with clapboard siding and was adorned with an impressive bell-tower."[15]

W. W. Seaman was elected Principal in 1881, and for the next six years the schools made notable advancement under his direction. The class size continued to be large and the need for an additional room and teacher became apparent. The board called for an election on the ninth

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[11] *School District Organization in Los Angeles County, (Los Angeles: Office of the County Superintendent, 1937), p.47.*

[12] *Ibid.*

[13] *Santa Monica Evening Outlook., July 8, 1950, p.6-G.*

[14] *Santa Monica Evening Outlook, July 8, 1950, p.6-G.*

[15] *Board Minutes, June 9, 1876.*

day of March 1888, to submit to the District voters a proposal to raise $1,200 in taxes to obtain the funds needed to complete and suitably furnish the second floor of the school and to furnish it suitably for use of the higher grade.[16]

For thirty years, a 32-inch bell called the town's school children to class, first in the tower of the old Sixth Street School and later in the tower of the Jefferson School to which the bell was transferred when that building was erected in 1906. The bell was removed from the Jefferson tower in 1927, after the Santa Barbara earthquake. After the tower was removed as a safety measure, the bell went into storage where it remained for many years.[17] The bell was made by the Blymer Manufacturing Company of Cincinnati and was purchased from Linforth, Rice and Company of San Francisco. In 1931, Laura G. Crawford, director of public relations for the school district suggested to Garfield Elementary School Principal, Josephine O'Leary, that it would be of historic interest and a special honor to install the bell in the new Garfield Elementary School. The suggestion was adopted as a memory of the past, and the bell was rung on special occasions.[18]

2. Need for Additional Schools

By the time Santa Monica was twenty years old, the school system included the Sixth Street School, with its eight rooms, and two one-room schools, one school in the South Side area and another in Santa Monica Canyon.[19] For over fifteen years the Sixth Street School had been the only public school in the Santa Monica area. Many children traveled long distances to attend classes from the areas now known as Venice and Ocean Park, east from the area of the Soldiers home, and from several canyons north of Santa Monica Canyon. Many children rode horseback, tying their horses to a hitching post in front of the school. Others boarded in town during the week, in order to attend school in Santa Monica, and returned home on weekends.

The Board of Trustees was a select group of efficient school administrators with backgrounds in education as well as finance and business who were trusted with the future of the City's educational system. From about 1890, their great task was to keep one jump ahead of the steadily increasing school enrollment.[20]

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[16] *Board Minutes, Feb. 1, 1888.*

[17] *Pearl, op. cit., p.8.*

[18] *Loc. cit.*

[19] *Santa Monica Evening Outlook July 8, 1950, p.6-G.*

[20] *Santa Monica Evening Outlook, July 8, 1950, p.6-G.*

Prior to 1900 there were several other early schools included in the Santa Monica system, although documentation on the history of these schools is scarce. There was the South Side School in Ocean Park; the Calabasas School (established 1891),[21] located approximately fifteen miles northeast of the short-lived Garripatas Canyon School (1893-1894),[22] now Topanga Canyon School; and the Santa Monica Canyon School (established 1894), located just north of Santa Monica in Santa Monica Canyon. All of these schools, except the South Side School, ceased to exist for a time or withdrew to form or join another district.

The Canyon School, for many years the pride of the trustees, was the center of community activities in the Santa Monica Canyon area. The board granted the use of the school room for church services every Sunday and the school was also used for community entertainments and for an occasional dance. The Canyon School remained a one-room school for many years. Prior to the close of the school year in 1925, the patrons of the Canyon School called for a special election and voted to withdraw from the Santa Monica Schools and become a part of the Los Angeles City Schools.[23] During these years, the attendance at the Canyon School averaged between twenty and thirty children in the grammar grades.

3. South Side School (Washington School)

On the first Monday of September 1890, when the first school opened in south Santa Monica, the citizens of that area felt they were witnessing a miracle. They had repeatedly petitioned the Board of Trustees without results for a school south of Front Street (known today as Pico Boulevard). Now, "a one-room, whitewashed building actually rose on the peak of the hill at Ashland and Fourth streets, surrounded by lonely sand dunes and a few houses."[24] Originally scheduled to open on March 3, 1890, the trustees were compelled to postpone the opening until September due to lack of funds.[25]

Soon thereafter, however, the residents of the South Side again began petitioning the Board of Trustees, this time for better school accommodations for their children. The school contained only the primary grades. South Side parents now petitioned the board to provide facilities so that the upper grade pupils would not have to walk the distance to the Sixth Street School. On July 6, 1895, the board resolved to call an election and submit to the electors of the school district the question of whether a tax of $1,500 should be raised for the purpose of moving

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[21] *Board Minutes, Aug. 31, 1891*

[22] *Pearl, op. cit., p.7.*

[23] *Annual Report, Santa Monica School Board of Trustees, 1924-1925.*

[24] *Pearl, op. cit., p 21.*

[25] *Board Minutes, Feb. 24, 1890.*

the old school building and erecting a new school building for the South Side on Lots 12 and 13, Block F, Santa Fe Tract. The tax was passed on August 5, 1895, and subsequently the board awarded the contract to Charles H. Thomas for the erection of a large one-room frame school building, complete with bell-tower. The contract price was $1,065. The smaller building, later called the annex, was moved to the rear of the lot to make way for a better constructed school which provided seating for fifty-four pupils, although an additional number were soon taken in.[26]

During the 1890s and early 1900s, the Ocean Park area was growing at a rapid pace. The sand dunes surrounding the South Side School soon sprouted with small homes. The increased population overtaxed the capacity of the two small school buildings on the hill. A second story had been planned for the larger building, adding an additional room; but before it could be accomplished it was necessary to send the sixth, seventh, and eighth grades to the Baptist Church where they were readily accommodated. The trustees also rented the Santa Fe Pavilion for the second and third graders. Although parents insisted on the construction of a new schoolhouse, the necessary funds were unavailable until a new election held May 12, 1902, provided the $12,000 in funds for the new building. The school census figures reveal that in 1902 there were 1,084 children of school age in Santa Monica, which represented an increase of 161 over the previous year. Sixty-five percent of the increase had occurred in Ocean Park.[27] When the school was completed, the cost neared $15,000, but included additional lots offered by Trustee Vawter for a low price of $610. The original, smaller school building was purchased by the Ocean Park Catholic church for a caretaker's cottage. The larger one-room building remained for several years and was used as a community center. The board finally sold the building to another church and it was moved to a new site on Seventeenth Street.[28]

The new building was ready for occupancy in November 1902. "Its imposing beauty was enhanced by its commanding position up on the hill." The new school was renamed Washington School. Unfortunately, five years after its completion it burned to the ground on January 2, 1908.[29] That same year, a new Washington School rose out of the ashes of the old, providing the neighborhood with its first brick building. Cement sidewalks were laid around the entire block; the streets were still unpaved at the time. The new two-story building contained twelve rooms and commanded a view of the Santa Monica-Ocean Park strand. The school was built upon a

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[26] *Pearl, Santa Monica City Schools, page 23.*

[27] *Pearl, loc. cit.*

[28] *Ibid, pages 25-26.*

[29] *Personal interview with Elizabeth Hamlin, April 9, 1951; Santa Monica, California.*

grade, permitting for a partial basement. Before three years were passed, the sub-story space had been converted into a classroom.[30]

As visitors to Santa Monica discovered the beauty of the area, they remained in ever-increasing number as permanent residents. The schools found it difficult to keep pace with this phenomenal growth, and the inadequacy of instructional facilities made it necessary, in 1912, to send the eighth grade to the Lincoln School. A year later, the John Adams School took in the seventh and eighth grades making it possible to establish a much needed kindergarten.[31]

In 1919, Washington School added four new primary rooms. The board of trustees acquired additional playground space in 1911, and in 1923 a cafeteria bungalow and lunch pavilion were added. Later, the windows of the pavilion were screened and domestic science classes were held there. According to Mary Baker's report to the superintendent of schools, an "adjustment room"[32] was established in 1929, and the daily supervised playground program began in 1930.[33] The earthquake of 1933 caused considerable damage to the Washington School causing its closure and condemnation. It was demolished in 1934. Class work continued in tents that had been erected on the John Adams Junior High School campus nearby.[34]

The existing Washington Elementary School building on the original Washington school site was constructed in 1935 as a cooperative project of the Works Progress Administration and of the Santa Monica Board of Education. There were two one-story buildings, one housing the kindergarten and primary grades, and the other accommodating the upper grades. In the early 1950s, Washington Elementary School had an average enrollment of nearly 420 children from kindergarten to grade six, and a faculty of fifteen including a full-time principal and remedial teacher. In 1950, bond funds were approved for a new cafeteria-auditorium building for Washington Primary, a new school built during the 1950s adjacent to Washington Elementary on the north.[35] The Cafetorium at Washington Primary was completed in 1954. Together, Washington Elementary and Washington Primary are now known as Washington West. To accommodate the rapidly increasing population growth in the neighborhood during the post-war period, an additional

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[30] *Pearl, op. cit., page 27*

[31] *Ibid, page 27*

[32] *This information is from Mary Baker's report. The function of the "adjustment room" is not clear in her report. One can only conclude that a one-room addition was constructed. The addition may have been located near the playground.*

[33] *Mary E. Baker, Washington School Annual Report (unpublished report to the superintendent of schools, June 1930), page 1.*

[34] *Pearl, op. cit., page 28.*

[35] *From personal interview that took place May 2, 1951, with Sadie Jenkens, secretary to the superintendent of schools since 1921; Santa Monica, California.*

school, now know as Washington East, was built across the street at the corner of 4th Street and Ashland.

4. The First High School

The extension of the elementary grades in 1884 was considered to be the actual date of the founding of the high school. In 1887, the graduates of the two-year extension of the grammar school were referred to as a high school class. The extension of the elementary school was supported by the elementary district under provisions of the common school law. Trustees were authorized to organize high schools under an act of 1866, and under the State Constitution of 1879. What occurred in Santa Monica in this respect was repeated in many California communities prior to the enactment of the Union High School Law of 1891.[36]

The enrollment for the year 1876 was 103 children. In 1885-1886 the enrollment had risen to 198, and by 1895-1896 it had jumped to a high of 669 pupils in the schools. During this time the board members were faced with the necessity of calling special elections to raise the money necessary to meet the needs of the school. The taxes raised each year met only the budgetary needs of the current year, including expenditures for capital outlay.[37] In 1887, however, the annual budget of the district had increased to the point that further building could no longer be financed from the regular school tax. Consequently, the board decided to call the first bond election on August 13, 1887, to have the voters approve $5,000 to build a four-room addition to the original Santa Monica School and to purchase two additional lots for playground use. The electors passed the bond issue and bids were called for immediately. A second wing of two rooms was added in 1893.[38]

Historically, it would appear that the Santa Monica High School had its beginnings in 1884 under the direction of Principal W.W. Seaman, when a third teacher was hired and the Principal began to teach high school subjects to those pupils who had continued to add to their education. Even though those receiving diplomas in 1887 might be regarded as the first class to graduate from the Santa Monica High School, actually it was not until 1894, when the Santa Monica school had been approved and established under the Union High School Law of 1891, with a four-year course of study, that the first class was traditionally graduated from the high school. The high school continued to occupy rooms in the Sixth Street building until 1898.[39]

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[36] *Pearl, op. cit., page 80.*

[37] *Statistical report prepared for the Santa Monica Board of Education. Research file, 1907.*

[38] *Board Minutes, Aug.19, 1887; Feb.25,1888; and July 13,1893.*

[39] *Pearl, loc. cit.*

5. Expansion of the Schools – Lincoln High School

At the turn of the century the City of Santa Monica was growing rapidly and its boundaries were expanding. City infrastructure, streets, sidewalks, sewers, water and electrical systems, public buildings and school facilities demanded significant expenditure of public funds. Thus, the citizenry was faced with many decisions. However, the increase in numbers of school-age children gave the tax-payers little choice but to provide additional schools. In 1897, the first school bond issue approved a $15,000 building program for the Lincoln School, which was to become the first high school. However, it wasn't until 1911 that a new high school was approved for the full expansion of the secondary program, while three earlier bond issues (1905 and 1906) had provided $135,000 to build or replace six elementary school buildings to spread elementary instruction to neighborhoods throughout Santa Monica. The success of school funding was due in great part to the diligent work of the women of Santa Monica who secured the necessary support for the schools. They also insisted that the buildings be constructed of brick to withstand the dangers of fire. Although women did not yet have the right to vote at the time, the school bonds were passed by large majorities, due in great part to the efforts of the Child Study Circle of the Women's Club, for their active interest in the schools of Santa Monica.

In 1891, the trustees set aside the sum of $2,500 for the high school and elected LeRoy D. Brown, Principal. However, classes were still held in the old Sixth Street building. The four-year high school was accredited by the University of California after an inspection of its course of study and an evaluation of the qualifications of its teach staff. Many pupils who would normally have left school at the end of the eighth grade were now afforded the opportunity of completing a full high school course of education. By 1897, the high school rooms on the upper floor of the Sixth Street building were crowded beyond their capacity, as were the three grammar schools in the district. To address this condition, the board of trustees called a bond election to vote the sum of $12,000 for the building of a high school.[40] For the first time, a plan of the school trustees met with public opposition as there were other pressing needs for school improvements. Sentiment against the bonds crystallized, with the opposition leaders counting on the ever malleable Soldiers Home vote to swing the election. The result justified their confidence; the bonds were defeated by a vote of 123 to 147.

On September 4, 1897, another school bond election invited the city to vote the sum of $15,000 for the elementary school district.[41] The trustees carefully refrained from mentioning the need of a high school. The bonds carried by a gratifying majority, and soon a new grammar school began to take form at Tenth Street and Oregon Avenue, where four lots had been acquired.

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[40] *Board Minutes, March 6, 1877.*

[41] *Board Minutes, Aug. 12, 1897.*

The Weekly Signal, which existed for a time as a rival to the *Outlook*, finally revealed that another way had indeed been found to accommodate the need for a high school. It described that new school as an eight-room building, having an upper story with two classrooms, a physical and mechanical laboratory, and an assembly hall, forty by sixty feet in dimension, excluding the 12 x 20-foot stage. "It will be the most convenient hall in Santa Monica," the *Signal* stated. "The whole upper story of the building will be leased to the high school district...."[42] The article appeared just prior to the passing of the final bond issue for the new building, later to be known as the Lincoln School.

The Lincoln High School opened in the spring of 1898, with Nathan F. Smith continuing as Principal.[43] The building was dedicated at the June graduation exercises that same year.[44] The site on which the Lincoln School stood had a 220-foot frontage on Tenth Street and a 150-foot depth on Oregon, extending to an alley. The trustees planned to buy lots on the other side of the alley in order to gain a solid frontage for the school playground. But a lumber merchant nearby objected to the closing of the alley because his teams and wagons found it convenient to turn there. Thus, for a long time, the Lincoln School graced one side of the alley and the playground the other. At a later date, however, the trustees bought the entire block for school use.[45] This site is now occupied by the Madison School (leased to Santa Monica College).

Under Principal Smith's leadership, and later under that of Superintendent D.A. Eckert, the program of the high school progressed and expanded. When the first high school was organized in 1891, only one course of study was offered. Ten years later there were two courses leading to college entrance and one commercial course. From 1902 to 1907, three courses leading to college entrance and one commercial course were offered. In 1907, with the introduction of manual training and domestic science, and greater recognition of music and art, the courses became more elastic and somewhat less rigidly academic.[46]

6. Inauguration of a New Building Program

In 1903, Santa Monica re-annexed the territory cut from it when it dropped to a city of the fifth class. The school district, by action of the board of supervisors, was officially changed to the Santa Monica City School District, and the supervising principal assumed the title of city

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[42] *The Weekly Signal (Santa Monica, California), Apr.24, 1898, p.1.*

[43] *Board Minutes, March 3, 1898.*

[44] *Pearl, op. cit., page 52.*

[45] *Pearl, Santa Monica City Schools, page 53.*

[46] *Loc. cit.*

superintendent of schools.[47] D.A. Eckert, who had been with the schools since 1895 and had held the positions of teacher, vice principal of the Lincoln School, and supervising principal of the Santa Monica schools, was elected as city superintendent for a four-year term.

With the granting of a city charter to Santa Monica in 1906, the schools passed from the jurisdiction of the county superintendent of schools to that of the Santa Monica Board of Education. This change afforded the city an opportunity, through its board of education, to create its own courses of study and establish its own educational policies, in accord with the general school law of the state.

When the controversy over the bonds to build the Lincoln School building arose, many individuals and organizations had rallied to the support of the board of trustees and of the schools. Probably the most influential group, at that time and subsequently, was the Child Study Circle of the Santa Monica Women's Club. Mrs. E. Vawter, wife a former school board member, was chairman of the group; and while the Circle was small, it soon carried great influence in the community for the improvement of child welfare as related to the schools.[48] The women of the Child Study Circle were well aware of the crowded conditions that existed prior to construction of the Lincoln Building and in 1905, when the enrollment of the schools again more than doubled and families were moving into the city at an even greater rate than before, they undertook as this project for the year a study of the building needs of the Santa Monica schools. They had the active endorsement of the board of trustees, and with the fearlessness and determination which later characterized the members of the Parent-Teacher Associations; they urged the school board to present a $60,000 bond issue to the voters with the understanding that they in turn would secure the necessary votes.[49]

By 1905, the community was growing laterally at various points in the city. While the Ocean Park area continued to grow, children were rapidly filling the remainder of the eight rooms that had not been occupied when their "big" building was completed in 1902. In consequence, the trustees requested Superintendent Eckert to make a study of the residence of the pupils attending the schools in order that the property might be purchased and schools located closer to the areas they would serve. Results of the study revealed that the Prospect Hill area, the Irwin Heights section, and the new extension of the central portion of Santa Monica eastward as far as 26th Street, were the faster growing communities and warranted the consideration of the board for the location of schools. The Santa Monica Land and Water Company offered a

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[47] *A city of the fourth class maintained its own schools and the chief administrative officer of the district, the superintendent, was appointed by the board with a four-year contract.*

[48] *Santa Monica Evening Outlook, July 8, 1950, page 6-B.*

[49] *Pearl, op. cit., page 57.*

one-acre site in the Westside district if the school board would locate a school there.[50] This section (Brentwood) was several miles distant from the existing schools and the promoters of the area were anxious to have a school located there in order to attract families to buy land and build homes. The board held the offer in abeyance until the election on the bond issue. After the bonds had been approved, however, the board accepted the offer.

As evidence of the skill and determination of the women of the Child Study Circle, there were three bond issues proposed and passed for school building purposes in a period of eight months. The aggregate amount of these bond issues were $135,000 and each was passed by a substantial vote. The board, thus enabled, immediately set about securing plans and specifications.

7. New Elementary Schools Authorized

The board selected and purchased three new school sites: Garfield School, to consist of eight rooms; McKinley School of four rooms; and the Irwin Heights School of four rooms. After the plans were approved and the bids were in, the women of the Circle again made their plea for child welfare and the improvement of the city when they urged the board to consider the proposal to build the three schools of brick. They pointed out that at slightly more cost the construction of brick buildings would safeguard the children from fire, would patronize local industry thus creating more jobs for the community, and would add three imposing buildings to the city that would be comparable to schools being built in other communities.[51] However, the board determined that it would be financially impossible to buy the property, build three brick schools, furnish and improve the grounds, and pay off the previous bonded indebtedness of the district with the $60,000 that had been raised by the bond issue of September 11, 1905. Again, the women assured the board that if they would present to the voters of the district another issue for an additional $15,000 to complete their plans, the women would secure the necessary votes to pass the bonds. The election was held on December 9, 1905, and the issue was passed with an overwhelming majority.

Assured of the confidence of the voters in their project, the board proceeded to advertise for bids on the three brick buildings. J.F. Atkinson, a Los Angeles contractor, "was awarded the contracts for the building of eight rooms at Michigan Avenue and South Seventh Street, and the

[50] *Board Minutes, July 20, 1905.*

[51] *Pearl, op. cit., page 58.*

building of four rooms at Arizona Avenue and Twentieth Street,"[52] and George D. Snyder of Santa Monica was awarded the contract for the Irwin Heights School.

Construction of the three brick buildings had no more than got under way when the women of the Circle began a movement to build two more buildings: one to provide for children on the north side of town, the other to replace the original Sixth Street building. The main part of the Sixth Street School was over thirty years old and had so many additions that it was poorly lighted, heated, and ventilated. Moreover, its floors and stair treads were so worn as to constitute an accident hazard and its general condition such as to make it a veritable fire trap. With the courage of their convictions, the Circle members again led in the bond campaign.[53] On May 2, 1906, the voters of Santa Monica again turned out to the polls in even larger numbers and approved the bonds by a vote of 288 to 66. The women of the Circle had once more secured a record vote approving another $60,000 worth of school bonds, an almost stupendous sum for the small beach city to assume when it had virtually no industry to help increase its assessed valuation. In 1907, the property value of the Santa Monica School District totaled $194,000 with an outstanding indebtedness of over $129,000.[54]

As a result of the three school bond issues, six new buildings were added to the district in less than two years. The buildings ranged in size from the one-room Westside School to the large eight-room buildings for the Garfield and Jefferson schools.

8. Garfield School

In 1906, Garfield School, a two-story, eight-room brick building, was constructed at Seventh Street and Michigan Avenue in Santa Monica at an approximate cost of $22,828. Named for U. S. President James A. Garfield, the school was honored by the late President's family when James R. Garfield, then Secretary of the Interior, personally presented it with a picture of his father.[55] The picture remains as a valued possession of the school today. Garfield School accommodated first grade through eighth grade students. Initially, this resulted in problems since the size of the playground prevented the older pupils from playing ball because it endangered the smaller ones in their play. Additional property soon provided the necessary play space.

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[52] *Outlook, Feb. 27, 1906, page 1.*

[53] *Santa Monica Evening Outlook, July 8, 1950, page 6-G.*

[54] *Annual Report, Santa Monica City Schools, 1906-07 (unpublished report in files of Santa Monica Board of Education*

[55] *Josephine O'Leary, Garfield School Annual Report (unpublished written report to the superintendent, June 1929; in files of Santa Monica Board of Education), page 4.*

Some school functions that today are accepted as common practice had their inception in the challenges presented at Garfield with its economically and culturally mixed student population. "Spanish Hill" on the south, the Chinese farm children on the north and east, side-by-side with a neighborhood of African American families and a scattering of Italians, Japanese, and Russians all contributed to the character of the area that surrounded the school.[56] The first school cafeteria was established at Garfield School to assist in providing the children with adequate nourishment. The development of the cafeteria program was described as follows:

> *Many of the children came to school hungry because both home and labor conditions were bad. In the belief that a hungry stomach and a fertile brain do not go hand in hand, an attempt was made to remedy the situation. For a time the Imperial Ice Company, through the kindness of Mr. J. Howard Blanchard, the owner and a member of the board of education, furnished and delivered all the skimmed milk we could use. The French Bakery at the corner of Michigan and Seventh Street, gave us all their day old bread. Children who had come to school without food were served warm milk and toast.*
>
> *The crude little cafeteria, it's only cook-stove the school furnace, was a far cry from the modern school cafeterias today, yet it served its purpose. With hard times country wide, the need at Garfield grew. Kind women, among them Mrs. Blanchard, Mrs. Carrie Parker, Mrs. Mae Fogel, and Mrs. Abbott Kinney supplied that need with hot soup that was served to the hungry children without charge.*[57]

The first Parent-Teachers Association in Santa Monica was established at the Garfield School, its first president being Mrs. H.R. Morton. Both Mrs. Fogel and Mrs. D.G. Stephens, who assisted at the first meeting, continued their sponsorship of the organization for a number of years and were instrumental in its spreading to other schools in Santa Monica.[58]

It was at Garfield, too, that Santa Monica's first "opportunity" or un-graded rooms were established, when Superintendent Martin discovered that pupils from the ages of eight to eighteen were still attending the primary grades. The philosophy underlying the program was utilitarian in character, as evidenced by the fact that a part of the "opportunity" training was devoted to instruction in gardening. On a plot of ground adjoining the school, and loaned by its owner for the purpose, the classes planted and harvested vegetable gardens. Part of the produce was used in the school cafeteria and part was sold to provide seeds, fertilizer, and tools for the project.

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[56] *Personal interview with Sadie Jenkins, May 8, 1951; Santa Monica, California.*

[57] *Pearl, op. cit., pages 36-37.*

[58] *Ibid., page 39.*

Garfield had the distinction of providing still another "first" in the Santa Monica schools. Because of the large number of working mothers in the neighborhood who were compelled to leave small children at home unattended, the need for a kindergarten became apparent. Thus, in the fall of 1913, the first kindergarten in Santa Monica was opened with one teacher.[59] Increased enrollment soon required the employment of a second teacher, at which time a second classroom was converted to kindergarten use, offering an attractive, homelike environment in which to continue the program. In 1925, when the regular classrooms were needed again for the regular school program, a domestic science building was moved from the old Lincoln grounds and remodeled to provide a comfortable kindergarten building at Garfield.[60]

By 1922, it was apparent that the Garfield school building was becoming inadequate for the needs of the school, that pupils were handicapped by insufficient or outmoded equipment, and that too little provision was made for "special" classes.[61] In 1933, a new Garfield School containing eight classrooms, a kindergarten, and an auditorium-cafeteria room, was constructed at 1811 Sixteenth Street. The earthquake of 1933 rendered the old building unsafe for occupancy and it was razed.

9. Grant School

The Grant School, established in the Irwin Heights area in 1906, faced similar problems to those that confronted the Garfield School. About 50 percent of its pupils came from Mexican-American homes, many of them non-English speaking, and special classes were thus required for their development.[62] The original school building in the Irwin Heights district was a small, one-room structure erected in 1905. It housed about forty children, grades one through eight, with only one teacher. In view of the range of grades and the large number of children, many of whom spoke no English, the difficulties inherent in the task were self-evident. Moreover, as new homes continued to be built and the school population continued to expand, it soon became apparent that additional classrooms were needed.

It was to meet this need that the board allotted certain of the proceeds from the bond issue of 1906 for the construction of a new four-room school,[63] which contained also an office, a large central hall, and a full basement which was later converted into classrooms and toilet facilities. The school became a community center and many meetings were held in the large central hall.

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[59] *Board Minutes, Aug. 9, 1913.*

[60] *Pearl, op. cit., pages37-38.*

[61] *Personal interview with Josephine O'Leary, May 10, 1951; Santa Monica, California.*

[62] *Pearl, op. cit., page 38.*

[63] *See supra, page 122.*

All of the schools erected in Santa Monica at this time were built around the central hall plan. These halls were approximately 160 square feet in area, with classrooms and coat rooms opening from them. They were used as assembly halls, occasionally for recitations, and often for displays of work of the school. In addition, they made excellent meeting places for community groups of various interests.

Although the original one-room building had been opened as a kindergarten in 1915, and two basement rooms had later been converted into classrooms, it was not until 1924 that the problem of housing pupils in this school became acute. In that year the school population began to rise rapidly, and a two-story addition to Grant School, providing eight classrooms and an auditorium, was erected. At the same time, the 1906 building was modernized and refinished to harmonize with the new addition.[64] The development of the Douglas Company spurred home construction in this area at an alarming rate, and the board took under immediate consideration the possibility of adding more classrooms at Grant School to accommodate the growing pupil population. However, when the advisability of adding more rooms to an already overcrowded site was questioned, it was decided to purchase a new site south of Pico Boulevard and to build a new elementary school.

Thus, in early 1936, the original Grant School was advertised for sale; but when offers fell far below the price expected by the boards, no action was taken. However, a possible solution was suggested when a petition, signed by 543 residents of Santa Monica, was presented to the board on March 9, 1936, requesting "... that the Board take immediate steps to establish a trade school, second to none, in the City of Santa Monica, and utilize for this purpose the grounds and the buildings of the old Grant School."[65] The trade school, called the Santa Monica Technical School, opened in the old Grant building in September 1937. The new Grant Elementary School was located at Twenty-fourth and Pearl streets (2368 Pearl), south of Pico Boulevard. The new school was constructed in 1936, with additions in the 1940s and 1950s to accommodate post-war population growth in the adjacent neighborhood.

10. The First McKinley School

In 1906, growing pains were also felt in the eastern section of the city where the establishment of a brick manufacturing plant and a large bean storage warehouse had resulted in the influx of many new families. The report of the study made by Superintendent Eckert indicated that the need for establishing a school in this area was urgent, and it was to meet this need that the first McKinley School came into being.[66] The site selected covered a half city

[64] *Board Minutes, May 10, 1924.*

[65] *Board Minutes, March 9, 1936.*

[66] *See supra, page 119.*

block on Twentieth Street between Santa Monica Boulevard and Arizona Avenue. The building constructed in 1906 was still standing in 1952, as the Ramsey Military School.[67]

By 1921, it had become apparent that the school had outgrown its quarters. Enrollment had now reached 276 pupils, and there was a staff of eight teachers. Rooms had to be rented in a nearby church, and even the addition of two rooms in the basement of the school could not avert the necessity of instituting double sessions.[68] Moreover, the site was inadequate for a larger school. The board of education, having foreseen the need of the McKinley School area, purchased a bean field situated at the corner of Santa Monica Boulevard and Chelsea Street. The site was chosen because it was the most central point in the district between the old Lincoln (now Madison) School, and the city limits to the east.[69] Here it was that the second McKinley School (existing) was erected, opened in 1923.

For the ensuing five years the old building lay idle. The board planned to sell the property, but no buyer seemed interested. Then, in 1928, it was purchased by the Methodist Church which, in turn, leased the building back to the board of education for the purpose of housing the primary grades of the McKinley, Franklin, and Jefferson schools, and thus relieving their overcrowded condition. The building, temporarily renamed the Twentieth Street School, continued to operate in this capacity for another two years. When additional classrooms were built in the district, the primary grades of the school were transferred and the building was again taken over by the church.

11. Jefferson School

The bond issue of 1906 had provided funds for the construction of three additional schools, the first of which was to replace the original Sixth Street School, grown obsolete and hazardous.[70] The new building, named the Jefferson School, contained eight large classrooms in a two-story brick structure with a full basement. Upon its completion, the old Sixth Street School was razed and the Cincinnati bell that formerly had hung in its tower was transferred to the stately bell-tower of the new school. The building's interior featured a large central hall from which there opened four classrooms on each floor, cloakrooms, and office and storage facilities.

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[67] *Santa Monica Evening Outlook, July 8, 1950, page 6-G.*

[68] *Pearl, op. cit., pages 44-45.*

[69] *Santa Monica Evening Outlook, July 8, 1950, page 6-G.*

[70] *See Supra, page 122.*

For several years the basement was unfinished; but later three classrooms were completed and lavatories were installed to replace the outdoor closets.[71]

Wide staircases connected the three floors, and a natural wood finish was used throughout the building. The new structure was acclaimed by all who visited it as the most modern school building of its time. Special attention had been given the window arrangement to assure maximum natural lighting, while the central hallways and the wide staircases assured the safety of children from the dangers of fire.[72]

By 1927, the enrollment had grown to such numbers that Jefferson School was forced to the use of double sessions. The Madison School was built on the site of the old Lincoln building and the fifth and sixth grade pupils were transferred there from Jefferson School in order to relieve overcrowding. The same year, an addition was built on the front of the building to accommodate the offices of the board of education, which, prior to this date, had occupied rooms on the second floor of the high school. When the high school needed the rooms for instructional purposes, Jefferson School was selected to house the board offices because it was considered a more central location than any other available. The earthquake of 1933 severely damaged the building and it was declared unsafe for regular school use. Thus, in 1936, all of the pupils were removed from the Jefferson building and transferred to other schools. After that time, offices of the board of education, including the professional library, occupied the building.

12. The First Roosevelt School

The second school contemplated by the bond issue of 1906 was built to accommodate elementary pupils on the north side of town, which then was beginning to "boom," and thus eliminate the necessity of having these children walk the distance to the Jefferson School.[73] Although originally consisting of only four rooms on one floor, the building named the Roosevelt School was designed on a plan similar to the Jefferson School. In 1912, an entire second story was added and still later, classrooms and lavatories were installed in the basement. Playgrounds at both the Jefferson and the Roosevelt schools were divided, separating the boys on one side of the building and the girls on the other. The children were even instructed that "boys use one stairway and girls the other."

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[71] *Cora C. Leitzan, Jefferson School Annual Report (unpublished report to the superintendent of schools, June 1927; in files of Santa Monica Board of Education), pages 1-4.*

[72] *Ibid, page 2.*

[73] *Josephine Hodgkins, Roosevelt Annual Report (unpublished report to the superintendent of schools, June 1929; in files of Santa Monica Board of Education), pages 1-2.*

After the earthquake of 1933, the Roosevelt School was declared unsafe for occupancy and the board voted to sell the site and relocate the school plant on an entire city block at the corner of Lincoln Boulevard and Montana Avenue. The new location was closer to the center of the north side population, and provided six acres for buildings and playgrounds. The new school opened in 1937.

13. The Westside School

Until the construction of the Westside School, children of elementary school age had attended the McKinley School, some three miles distant. The one-acre site donated by the Santa Monica Land and Water Company provided suitable space for the one-room school which was built there in 1907. During the time that the school was a part of the Santa Monica School District, it remained a one-room school with an average daily attendance of usually not more than thirty pupils. In 1925, the voters of Westside, then called Brentwood, voted to withdraw from the City of Santa Monica and become a part of the City of Los Angeles City Schools.[74]

14. Santa Monica High School

By 1910, it was clear that the high school had outgrown the "borrowed" Lincoln School building, and that a new building must be provided. The board desired to find a site that was large enough to meet the existing needs of the high school and to allow for future development. On December 12, 1910, a resolution was adopted by the board of education declaring its intention to call an election for a $200,000 bond issue.[75] On the same date, another resolution was adopted declaring the board's intention to establish the high school on Prospect Hill located between Fourth and Sixth Streets and between Michigan and Fremont avenues.[76] Prospect Hill, a spot rich in local history, had been selected for the high school site partly because of its location midway between the two sections interested in it, and partly because of its topographic features. At its crest, the hill stands 120 feet above sea level, and offers a view of the entire city. A visitor once said of the spot:

> *I have seen the best of public sites, both in Europe and America, and some of them on one side are equal to your Prospect Hill; but never have I seen a public building site as good as this on every side, with sea, hills, mountains and valleys so spread out in a continuous panorama.*[77]

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[74] *Board Minutes, Apr. 4, 1925.*

[75] *Board Minutes, Dec. 12, 1910.*

[76] *Ibid.*

[77] *Pearl, op. cit., page 90.*

After a lively campaign, in which the women of the city again played an important part, the election was held on Tuesday, January 24, 1911. Bonds in the amount of $200,000 were voted to this high school district to meet the cost of a new site and the necessary buildings to establish the high school on the top of Prospect Hill. Out of the 875 votes cast, 768 favored the bonds.[78]

The cornerstone of the new high school was laid in a public ceremony held on April 11, 1912, and was witnessed by nearly one hundred county and city superintendents from various parts of the state. A luncheon was served at the Seaside Hotel for the superintendents, city officials, school personnel, and distinguished guests, after which the whole town turned out to witness the ceremonies and the laying of the cornerstone. The formal ceremony was notable because of the full participation of the town, the clergy, and fraternal and civic organizations. The invocation was given by the Reverend J.D.H. Browne, rector of St. Augustine's Episcopal Church. The Reverend Patrick Hawe, pastor of St. Monica's Catholic Church, delivered the prayer of dedication. The cornerstone was laid by Dana R. Weller, past grand master of the Grand Lodge of California, Free and Accepted Masons, and was assisted by members of the order. The benediction was given by the Reverend W.H. Cornett, pastor of the Santa Monica Presbyterian Church.[79] Among other distinguished guests who spoke on that memorable occasion were Edward Hyatt, state superintendent of public instructions, who gave greetings; Mark Keppel, county superintendent of schools, who complimented the people of Santa Monica on their foresight in providing an institution of the caliber of the proposed high school; and Benjamin Ide Wheeler, president of the University of California, who delivered the address of the day.

As a record of the occasion, the following articles were placed in the cornerstone; a copy of the program of the day; the high school course of study; the elementary course of study; a directory of teachers of the Santa Monica School District; the *Los Angeles County School Directory*; the directory of California secondary schools; the city charter; a copy of the *Daily Outlook* and the *Evening Journal*, Santa Monica's two newspapers; pictures of the Santa Monica schools; and *Ingersoll's History of the Santa Monica Bay Region*. Inscribed on the cornerstone were the words: "The Foundation of Every State Is the Education of Its Youth." In 1937, when the building was being remodeled, the metal case that held these documents was opened. The contents were examined, resealed in another metal case, and placed in the new cornerstone.[80]

According to the historic accounts, the three buildings comprising the main section of the high school were of tapestry brick construction, with red tile roofs. These buildings housed, respectively, the academic and administrative departments, manual arts and commerce, and the

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[78] *Board Minutes, Jan.30, 1911.*

[79] *Program, "Laying of the Cornerstone - Santa Monica High School," April 11, 1912 (in files of Santa Monica Board of Education).*

[80] *Santa Monica Evening Outlook, July 8, 1950, page 8-G.*

science, household, and fine arts departments. The academic building stood in the center of the group and contained, besides sixteen classrooms, complete administrative offices, a special recital hall with seating capacity for 110 persons on the second floor, and the school auditorium. Much pride was taken in the auditorium that seated 1,200. Nothing, it was concluded, could have been more complete in the way of an auditorium, with its modern upholstered chairs, fully equipped stage, and dressing rooms.[81]

The manual arts and commerce departments occupied the building facing on Michigan Avenue, which held the foundry, forge, machine shop, and laboratory for practical physics. There were shops for cabinet making, milling, a dry kiln, finishing and fuming rooms, and a large instruction hall. Wood-turning and pattern-making found room in the basement, while the second floor of the building provided space for the commercial department and mechanical drawing.

The structure on the south side of the administration building, facing on Fremont Avenue, housed on the first floor chemistry, with its lecture rooms and laboratories; physics, biology, and botany rooms; a dark room, and an instructors' room. The second floor contained rooms for the fine arts department, and for cooking, sewing, dressmaking, millinery, and other phases of domestic science.

The formal dedication of the new high school took place on February 23, 1913, at two o'clock in the afternoon, Mrs. D.G. Stephens, then president of the board of education, presiding. The Reverend Lislie Lebinger offered the invocation, Superintendent Horace M. Rebok presented the dedicatory address, and Mrs. Stephens made the formal dedication of the school.[82]

In 1916, W.F. Barnum, who had been teaching in the high school since 1914, assumed the principalship. Under his able direction the high school made remarkable progress. He served the school as principal from 1916 until his untimely death on May 13, 1943. The auditorium building, constructed after the earthquake of 1933, was named Barnum Hall in honor of his long and faithful service to the school.

On August 8, 1912, the electors voted another $150,000 for the schools, of which $65,000 had been allotted to the high school for gymnasiums and other improvements.[83] From this bond money a health unit was constructed to serve as an emergency first-aid room and rest room. In 1918, a complete printing plant was installed at a cost of $1,840.

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[81] *Pearl, op. cit., page 91.*

[82] *Program, "Dedication of Santa Monica High School, February 23, 1913" (in files of Santa Monica Board of Education).*

[83] *Board Minutes, Aug. 14, 1912.*

Each year brought a sharply increased enrollment, compelling the construction, in 1924, of a fourteen-room addition at a cost of $132,000. Included in this new building were the necessary library facilities to provide for larger enrollment, the board having estimated that the maximum number of students might reach two to three thousand.[84]

Two memorial gateways, each costing $1,000, adorned the high school grounds. The Williamson D. Vawter Gate and the Robert P. Elliot Gate were announced at the dedication ceremonies of the new high school on February 23, 1913. The Vawter Gate, erected at Fifth Street and Michigan Avenue, was dedicated by the children of W.D. Vawter. Vawter was one of the pioneer citizens of California, a man who had exhibited great interest in the schools of Santa Monica and was well respected in the community. The Robert P. Elliott Gate was presented by Carl F. Schader in honor of his father-in-law who, in an earlier period, had served for two terms on the board of education and was an active civic leader. This gate opened to Pico Boulevard and Fourth Street.

During the years of World War I, when the impact of the conflict was felt strongly by students and faculty, Santa Monica High School engaged in many patriotic activities. Among other things, they raised money for an ambulance to be sent to the French army. The Red Cross sewing class at the school numbered 216 participants, the largest class in the history of the school. So many young patriots joined the armed forces that there were almost twice as many girls as there were boys in the school. The total enrollment dropped to 455, with chemistry the most popular study of the period, and home gardening also proving to be an important interest.[85]

When the war had ended, people of the town discussed building a suitable memorial to the war heroes who had served and who had given their lives in the great conflict. In the spring of 1919, the Board of Education passed the following resolutions:

> *Whereas, the Board of Education deems the erection of an open-air theater on the High School grounds as an integral part of the High School plant, a public necessity for the use of the school and a place of assembly for the citizens of Santa Monica, and whereas the United States, in cooperation with the Allied Nations, has recently won a great victory over Germany and her allies, therefore be it –*
>
> *Resolved that the open-air theater to be erected on the High School grounds shall be a memorial theater, to be dedicated to the honor of soldiers, sailors, and marines who were enlisted in the World War, and to the memory of those who gave their lives in the cause of that war. And be it further –*

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[84] *Pearl, op. cit., p.93.*

[85] *Pearl, Santa Monica City Schools, page 97.*

Resolved that the walls of the Memorial Theater shall bear appropriate tablets, with suitable inscriptions and the name of every soldier, sailor, and marine enlisted from the City of Santa Monica, and from the Santa Monica High School District.[86]

The designers were instructed to mark with a gold star the name of every soldier, sailor, or marine enlisting from Santa Monica who met death in the war.

A bond issue of May 20, 1919, provided $30,000 to meet the costs of the Memorial Bowl, as designed by Allison and Allison, architects. Fitting into the slope of the hill, below the main group of buildings and above the athletic field, the Memorial follows the traditional lines of the old Greek theaters. With concrete foundations and a facade of ornamental brick, it seated approximately 3,000 persons, and was considered at that time the best example of its type to be found in southern California. Facilities for the production of pageants, plays, and aesthetic dances were provided, with a traditional greensward and shallow pool extending from the stage proper. Over the years, dance recitals, rallies, school assemblies, and the annual Spanish Fiesta continued to create colorful spectacles from the Memorial Theater. Today, school assemblies and the annual graduation ceremonies are still held in the open-air theater.

Dedicated May 30, 1921, on Memorial Day, with the U.S. Flagship *Wyoming* at anchor in the bay to participate in the ceremonies, the program opened on the municipal pier, from which flowers were strewn across the waters in honor of the Navy men who had lost their lives in the war. The assemblage then proceeded to Woodlawn Cemetery, where the graves of soldiers buried there were decorated with flowers. The program at the Memorial Theater began at ten-thirty in the morning with members of all branches of the service participating in the dedication. The dedicatory address was delivered by Frederick Wards, dean of the American stage. The unveiling of the memorial tablet closed the ceremonies.[87]

During the reconstruction period, following the earthquake of 1933, the high school campus acquired three new buildings: an auditorium, the boys' gymnasium, and a wing for the art department. The five other main buildings were reconstructed to meet earthquake standards set up for school buildings. All of the buildings were structurally braced to withstand shocks greater than those occurring in 1933 at the quake's center, the Long Beach area. The high gabled roofs were replaced with modern shock-proof, deck-type roofing. By removing much of the

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[86] *Board Minutes, Apr. 21,1919.*

[87] *Program, "Dedication of the Santa Monica High School Memorial Theater, May 30, 1921" (in files of Santa Monica Board of Education).*

dangerous "gingerbread" and reinforcing all of the bearing walls with steel then coating the outside with stucco, these buildings took on an appearance of Modern architecture.[88]

According to Donald Cleland, author of the District history, the entire group of buildings, including the newly added auditorium, gymnasium, and art wing, brought about the real completion of the high school campus. The dream of years had been realized in the new auditorium that was opened in September 1938. Since that time, it has been used for all of the high school functions and was the only auditorium of its size and appointment for all large civic affairs until the construction of the Santa Monica Civic Auditorium.

The foyer of Barnum Hall displays a handsome tile mosaic fifteen by seventeen feet in size, called "The Vikings." The mosaic, together with a mural on the fire curtain over the stage, was the work of a Federal Art Project under the Works Progress Administration. The work was directed by an eminent Santa Monica artist, S. MacDonald Wright, who used the Viking theme to emulate the name chosen many years before by the student body as the name of its athletic teams. Considered among the outstanding features of the interior are its 1,500 comfortable opera chairs, the rich carpeting, the concealed lighting, and the very adequate stage equipment. The size of the stage and the extensive equipment permit the production of almost all types of dramatic or musical performance. In addition to the plays and musicals presented by the high school, the Los Angeles Philharmonic Orchestra, two opera companies, and other theatrical and musical organizations regularly made use of the auditorium for civic events.

D. SCHOOLS IN THE SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

1. Santa Monica High, 601 Pico Boulevard, Santa Monica (Plates 1 through 24)

There have been three major building campaigns that have resulted in the campus we know today, 1912-1930; 1933-1938; and 1951-1960. The first period of construction occurred between 1912 and 1913, when the original Northern Italian Renaissance Revival-style campus buildings were completed, including the Academic Building, Manual Arts and Commerce Building, and the Science, Fine Arts and Homemaking Building. The campus was designed by prominent Los Angeles architects Allison & Allison.[89] Two memorial gateways and two field houses were also a part of this first building campaign.

By 1921, with the addition of an open-air Greek theater, the campus plan we know today was formally established. At this time, the campus plan with central quad was formally laid out. The open-air theater, dedicated in 1921, was situated within the base of an equilateral triangle.

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[88] *Beach Cities Labor Journal (Santa Monica Schools Edition), Oct., 1937, page 2.*

[89] *"High School Will Be Architectural Marvel,"* Los Angeles Times, *May 21, 1922, page VI.*

The apex of the triangle terminated in the central quad. The basic geometry of the 1921 plan was used to organize and locate later additions to the campus through the post-war period. In 1924, the Library and Classroom building (now the English Building) was constructed along 7th Street, behind the Academic Building. Finally, in 1930, one-story wing additions were constructed on the east and south elevations of the Academic Building, by architect Frances D. Rutherford.[90]

Following the Long Beach earthquake, three new buildings were added to the campus, an auditorium (Barnum Hall), the Boys Gymnasium, and the Art Building. Barnum Hall was dedicated to William F. Barnum, who served as principal from 1913 to 1943.[91] Special items of interest in Barnum Hall are the mosaic in the lobby depicting the landing of the Vikings, and the magnificent fire curtain created by artists employed by the Works Progress Administration. The pre-existing buildings, including the main Academic Building (now the History Building) and the Library and Classroom Building (now the English Building) were rehabilitated and reconstructed to meet earthquake requirements. The steeply-pitched gable roofs were replaced with modern built-up deck roofs, and much of the exterior architectural ornamentation was removed. The bearing walls were reinforced with steel, and the exteriors were coated with stucco. These changes, by architects Marsh, Smith & Powell, gave the campus a unified Art Deco/Moderne appearance.

During the post-World War II period, population increases and an enlarged student body necessitated additions to the campus, including a new Administration Building, Cafeteria, Student Services Building, and Science Building. The campus was enlarged to the west and the athletic fields expanded, by incorporating the former Santa Monica College site.[92] These additions were completed by notable Santa Monica architects, Frederic Barienbrock & Andrew F. Murray, along with J. Harold Melstrom & Joe Estep, and John C. Lindsay.

The Science Building, designed by Barienbrock and Murray and constructed between 1954-1956 in the northeastern portion of the campus, replaced temporary structures used since World War II. The two-story International Style Modern building is constructed of reinforced concrete with 12 original classrooms opening onto interior central corridors. The exterior curtain walls are entirely of glass with porcelain enameled spandrels separating the upper and lower floors. The interior suspended ceilings are covered with acoustical tile designed to absorb 90% of the sounds striking the surface. The building is equipped with thermostatically controlled

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[90] *Donald M. Cleland, "A History of the Santa Monica City Schools," typed manuscript, February 1952, page 75. Copy of manuscript provided to PCR by Michael Hill, Community Recreation Facilities Coordinator, SMMUSD.*

[91] *James W. Lunsford, Looking at Santa Monica (Santa Monica, California: the Author, 1983), page 28.*

[92] *Lunsford, Looking at Santa Monica, page 29.*

mechanical heating and ventilation systems. The building was originally furnished with Modern style natural birch cabinets, student desks and laboratory tables.[93]

The landscape design and planting schedule for the 1954 campus expansion plan was completed by landscape architects, Eckbo, Royston & Williams. Based upon the classical geometry of the original plan, the landscape architects developed a Modern site plan and landscape planting plan for the campus, which was expanded to the west and roughly bounded by 5th Street on the south, 7th Street on the north and the freeway on the west. A north-south pedestrian walkway was created along the former Michigan Avenue which was closed to traffic. A new vehicular access driveway and bus turnaround was brought into the center of the newly expanded campus along 6th Street which was closed to street traffic. The driveway terminated in a circular vehicular turn-around and waiting area adjacent to Barnum Hall, at the west end of the original east-west axis now known as the quad. The landscape plan included a new baseball field and tennis courts. A planting plan and planting schedule was included detailing the species of ornamental shrubs and trees to be planted and their intended locations along the new north-south pedestrian walk, around the perimeter of the baseball field, and along the new driveway. In addition, Eckbo, Royston & Williams designed the existing Modern pedestrian plaza located between the Science Building and the Business Building at the former Michigan Avenue entrance, creating a new entrance to the campus. The plaza featured regularly spaced Ficus trees in planters situated around the perimeter of a rectangular green which was traversed by concrete sidewalks. The landscape plan and plantings appear to have been fully carried out and are still largely intact today.

A brief chronological history of building construction from 1912 through 1960 is provided below. Sanborn Maps from 1918, showing the original campus as it was first laid out, and from 1950, after the earthquake repairs and improvements were completed. Historic images and plans, provided below, show the architectural evolution of the campus.

Chronology of Building Construction

- 1912. Cornerstone for Santa Monica High School laid on April 11, 1912, on Prospect Hill.[94]
- 1913. Formal dedication of new high school, February 23, 1913.[95] Three buildings comprised the main part of the campus, along with two memorial gateways, and two

[93] *"$520,000 High School Building Completed," Los Angeles Times, June 17, 1956, page E4.*

[94] *Ibid, page 71.*

[95] *Ibid, page 72.*

field houses.[96] These buildings are shown on the 1918 Sanborn map and in historic photographs and aerial views of the campus.

- The Academic Building (1913) stood at the center (rehabilitated by Marsh, Smith & Powell in 1936, this is the present History Building);
- The Manual Arts and Commerce Departments (1913) occupied the building to the west facing Michigan Avenue (this is the present location of the Business Building);
- The Science, Fine Arts, and Homemaking Departments (1913) occupied the building to the east facing Freemont Avenue (this is the present location of the Library and Language Building along Pico Boulevard);
- Two memorial gateways (1913) adorned the high school grounds, the Williamson D. Vawter Gate, at 5th Street and Michigan Avenue, and the Robert P. Elliott Gate, opening to Pico Boulevard from 4th Street. The original gates are no longer extant;
- An architectural rendering of the original campus plan included in the dedication program brochure, as well as the 1918 Sanborn map and a 1924 aerial view of the campus show that two field houses (1913) were also original to the campus.[97] These two field houses (gymnasiums) were later removed for the construction of the existing Boys and Girls Gymnasiums.

- 1921. A bond issue of 1919 provided funds for the design and construction of an open-air theater (1921) called the Memorial Theater or the Memorial Bowl, to commemorate those from the City of Santa Monica and from the school district who were enlisted in the military or gave their lives in the cause of World War I. Designed by Allison and Allison architects, the Greek theater was dedicated on Memorial Day, May 30, 1921.[98]
- 1924. A new Library and Classroom Building (1924) containing fourteen rooms and library facilities was erected along 7th Street in 1924 (this is the present English Building). Additions to the foundation and first floor of the east and south elevations were constructed in 1930, designed by Frances D. Rutherford. The Library and Classroom Building was rehabilitated by Marsh, Smith & Powell in 1935.
- 1930. One-story wing additions to Academic Building (the present History Building), by Frances D. Rutherford.

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[96] *Ibid, pages 71-72.*

[97] *Funds were allotted to the high school for gymnasiums in 1912. Ibid, page 72.*

[98] *Ibid, page 74.*

- 1933. Long Beach Earthquake.
- 1933-1938. During the reconstruction period following the earthquake, the campus acquired three new buildings,
    - an auditorium (Barnum Hall),
    - the Boys Gymnasium, and
    - a wing for the Art Department, attached to the rear elevation of the Academic Building (History Building).
- 1933-1937. Pre-existing buildings were rehabilitated by the architectural firm of Marsh, Smith & Powell, to meet earthquake standards for school buildings. The drawings documenting these changes are summarized in the table provided in Appendix C.
- 1950. The 1950 Sanborn map shows the extent of the Santa Monica High School campus by that time.
- 1951-1960. During the post-war years, new International-style Modern buildings were added to the campus, the landscape design was modernized, and existing facilities were enlarged.
    - 1954. Alterations to Dean's Office, History Building, 1st Floor, by Frederic Barienbrock & Andrew F. Murray.
    - 1954. Boy's Athletic Field & Campus Enlargement (Baseball Diamond, Tennis Courts, planting schedule, access roads and walks). Frederic Barienbrock & Andrew F. Murray, architects. Landscape plan by Eckbo, Royston & Williams.
    - 1954-1956. Science & Homemaking Building (present Science Building). Frederic Barienbrock & Andrew F. Murray, architects.
    - 1954. Administration Building, J. Harold Melstrom & Joe M. Estep, architects.
    - 1958. Music Building, John C. Lindsay, Architect.
    - 1958-59. Student Services Building and Cafeteria Building. Additions/ renovations to Girl's Gymnasium. John C. Lindsay, Architect.
    - 1960. Additions/renovations to Boy's Gymnasium. John C. Lindsay, Architect.

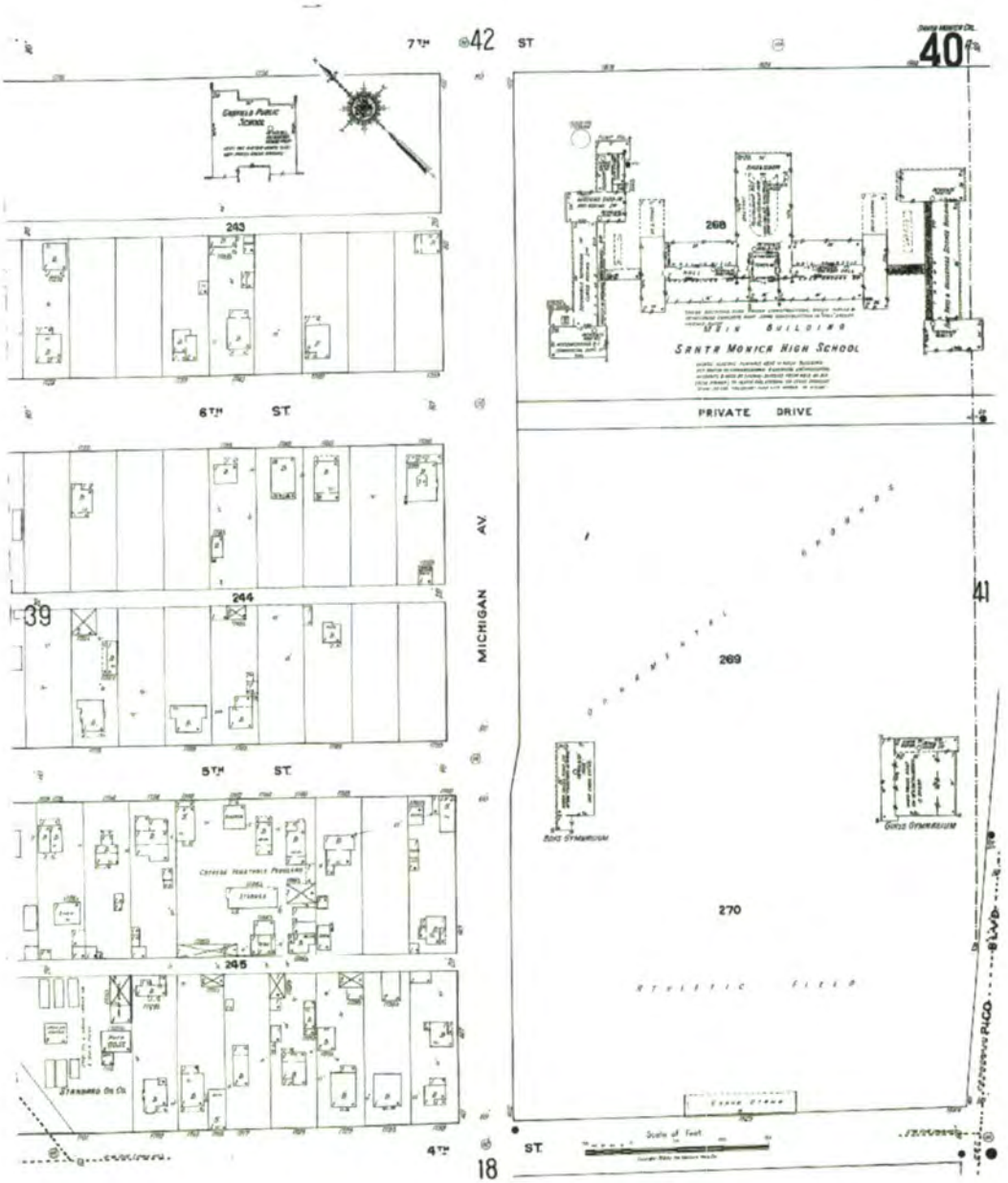


Plate 1. Sanborn Map Showing Santa Monica High School in 1918

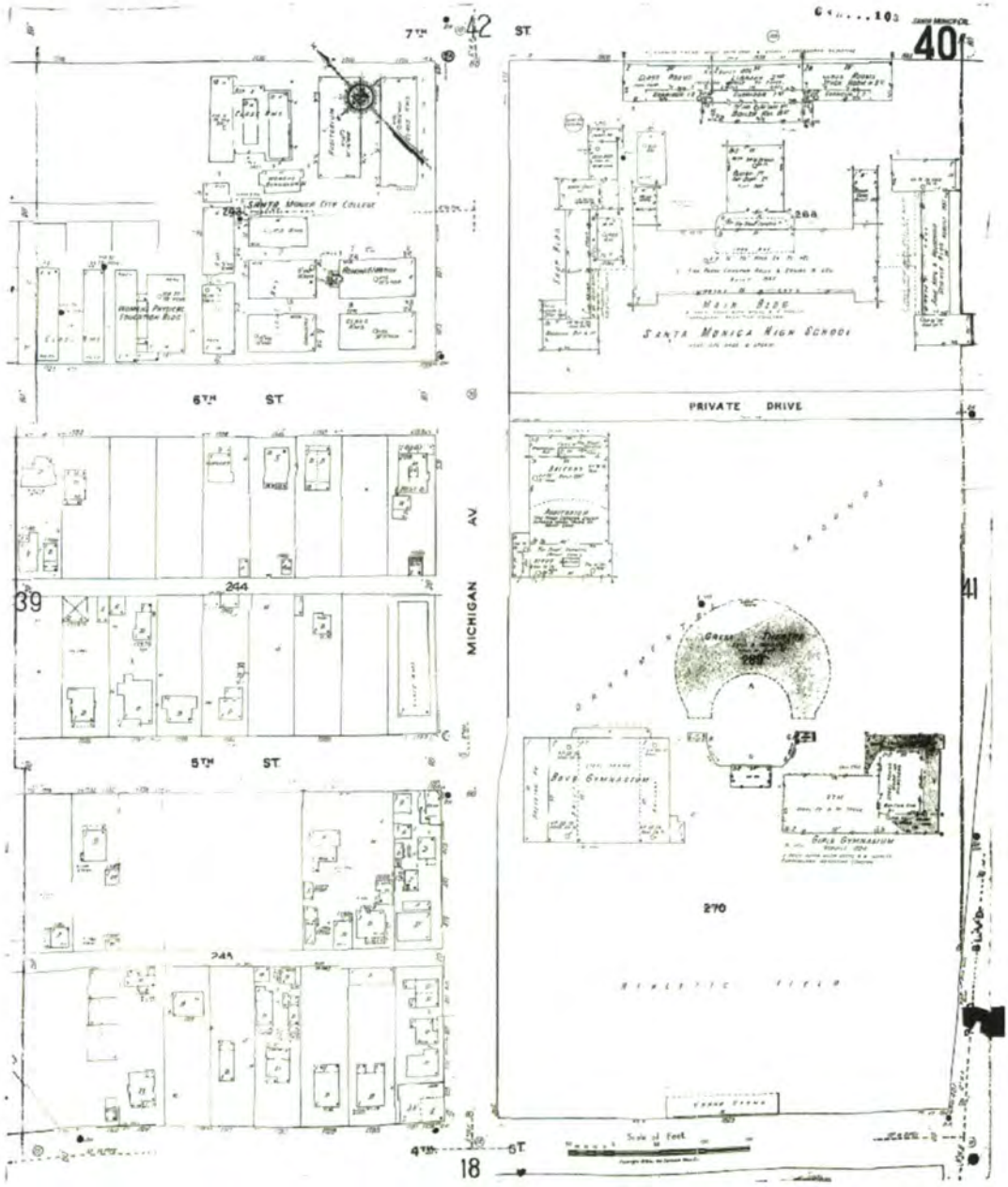


Plate 2. Sanborn Map Showing Santa Monica High School in 1950

HIGH SCHOOL WILL BE ARCHITECTURAL MARVEL.
Los Angeles Times 1886; May 21, 1911; ProQuest Historical Newspapers Los Angeles Times (1881 - 1986)
pg. VI

Stately Buildings in Santa Monica's Magnificent New Polytechnic High School Group.

Sketches prepared by Architects Allison and Allison of Los Angeles for splendid institution that is to crown beautiful Prospect Hill.

HIGH SCHOOL WILL BE ARCHITECTURAL MARVEL.

Santa Monica to Crown Beautiful Prospect Hill With Stately Polytechnic Group—Buildings Will Be Reminiscent of Type Common to Northern Italy—Project Represents Money Outlay of Quarter-Million.

Plate 3. Rendering of Santa Monica High School, May 21, 1911

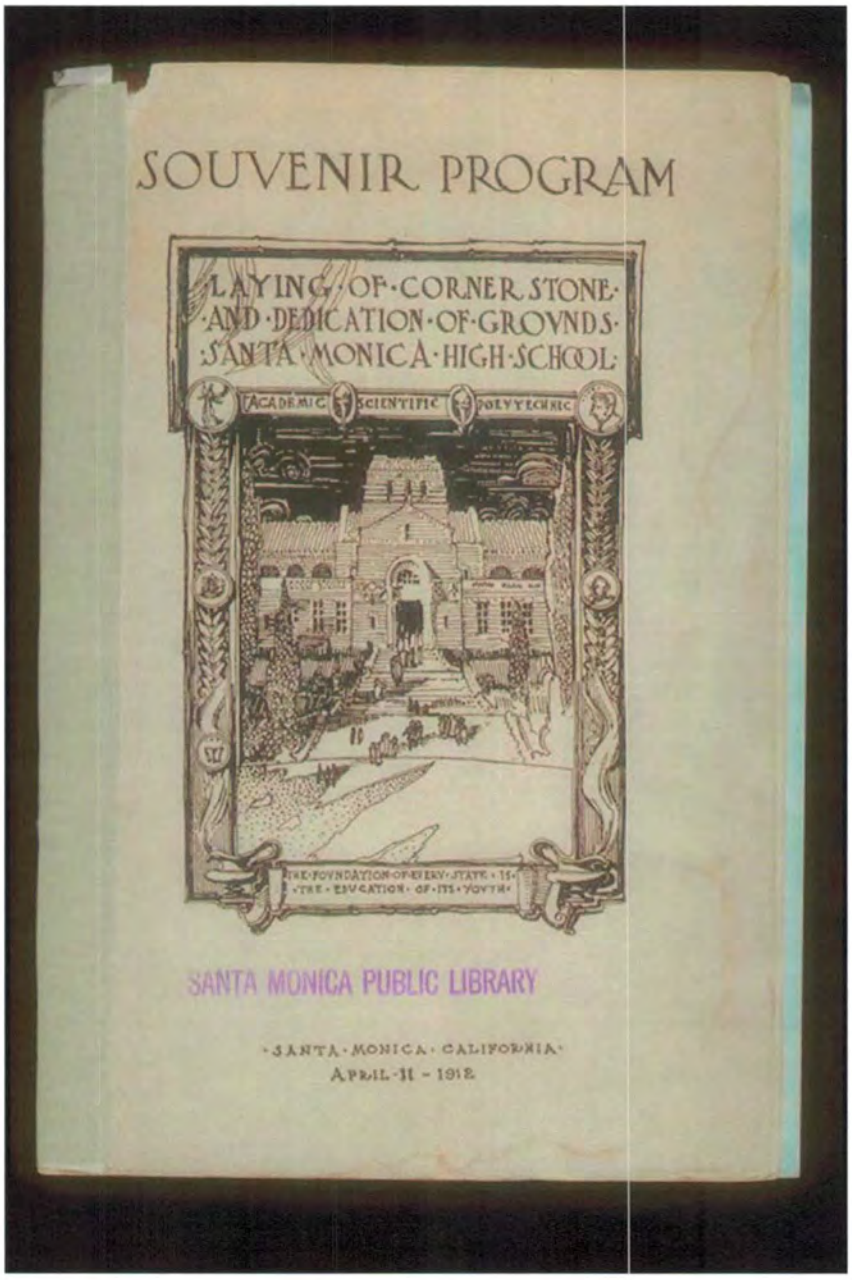


Plate 4. 1912 Dedication Program

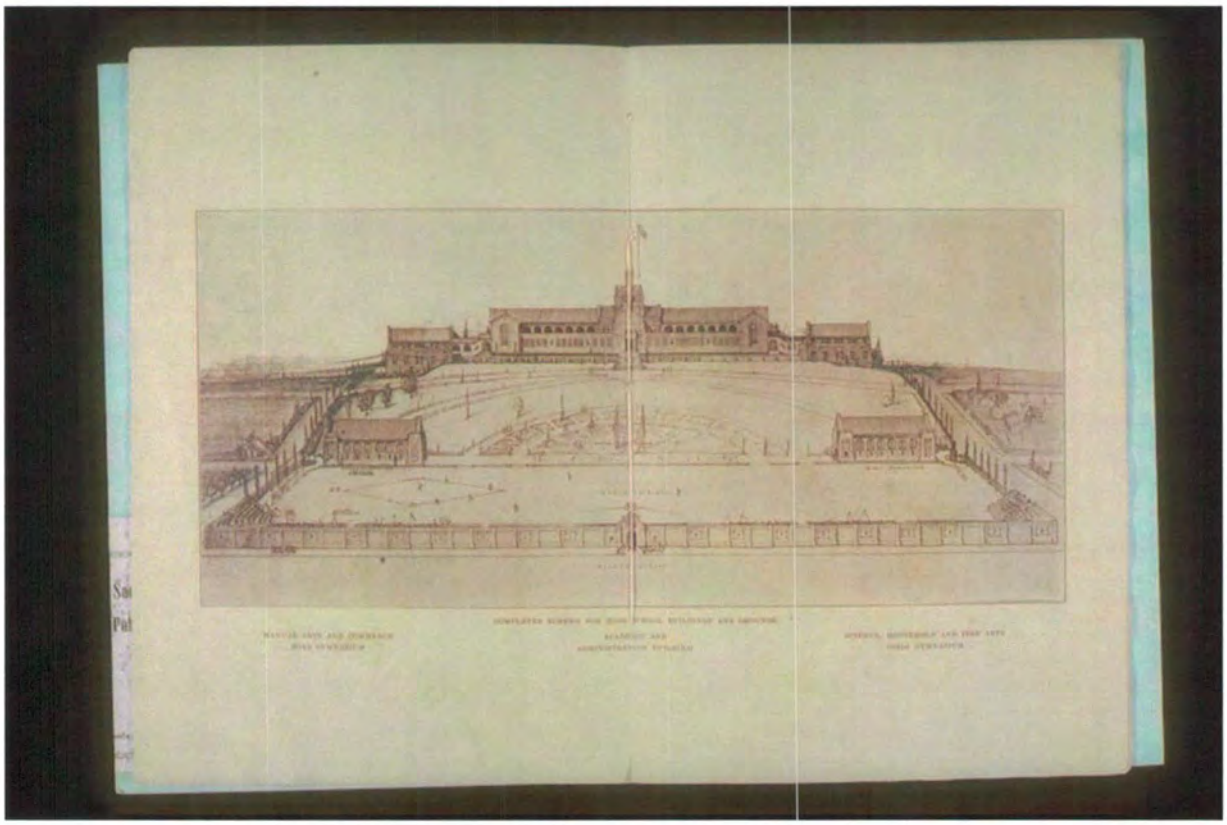


Plate 5. 1912 Conceptual Rendering of the Campus

Plate 6. 1917 Campus

Plate 7. Academic Building, Santa Monica High School, by Allison and Allison, 1912

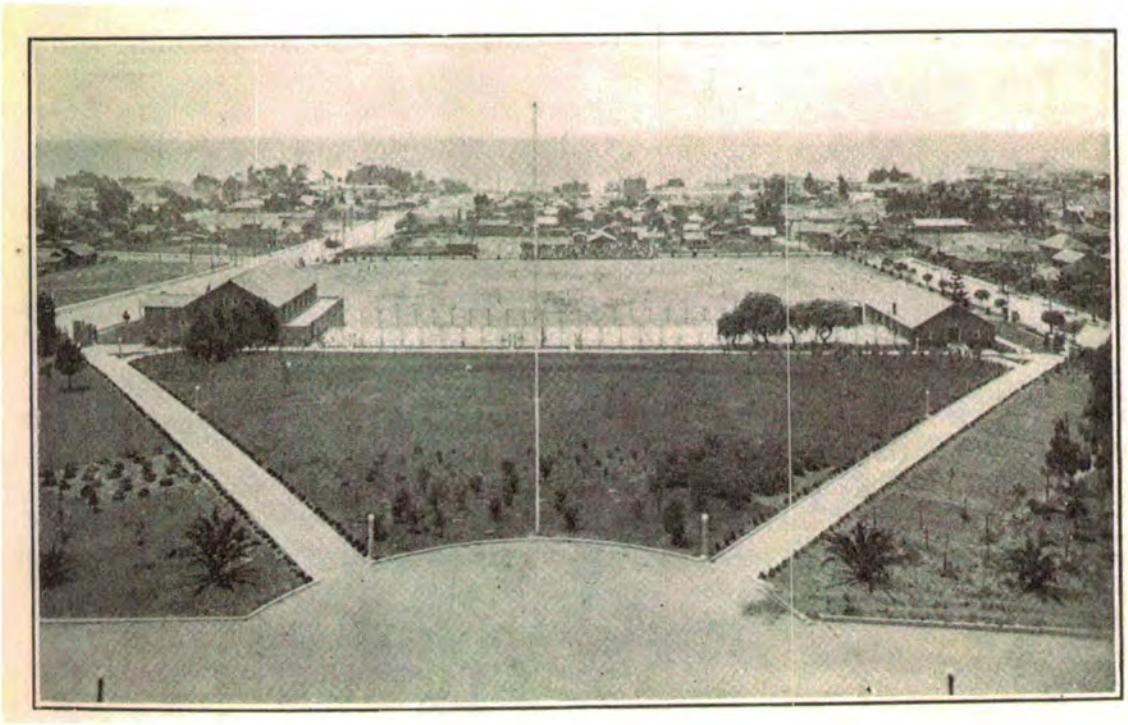


Plate 8. 1917 Campus, View to South from Quad toward Athletic Field

Dedication of the 1917 Samohi Nautilus

To the citizens of Santa Monica who have made the Santa Monica High School
and its student activities possible through their liberal policy toward public education.

The class of 1917 sincerely dedicates this book.

Plate 9. 1917 Campus, View to North Showing Original Landscape and Academic Building with Cloisters and Classroom Wings. Photograph Taken Using Wide-Angle Lens, Creating a Splayed, Fish-bowl Effect

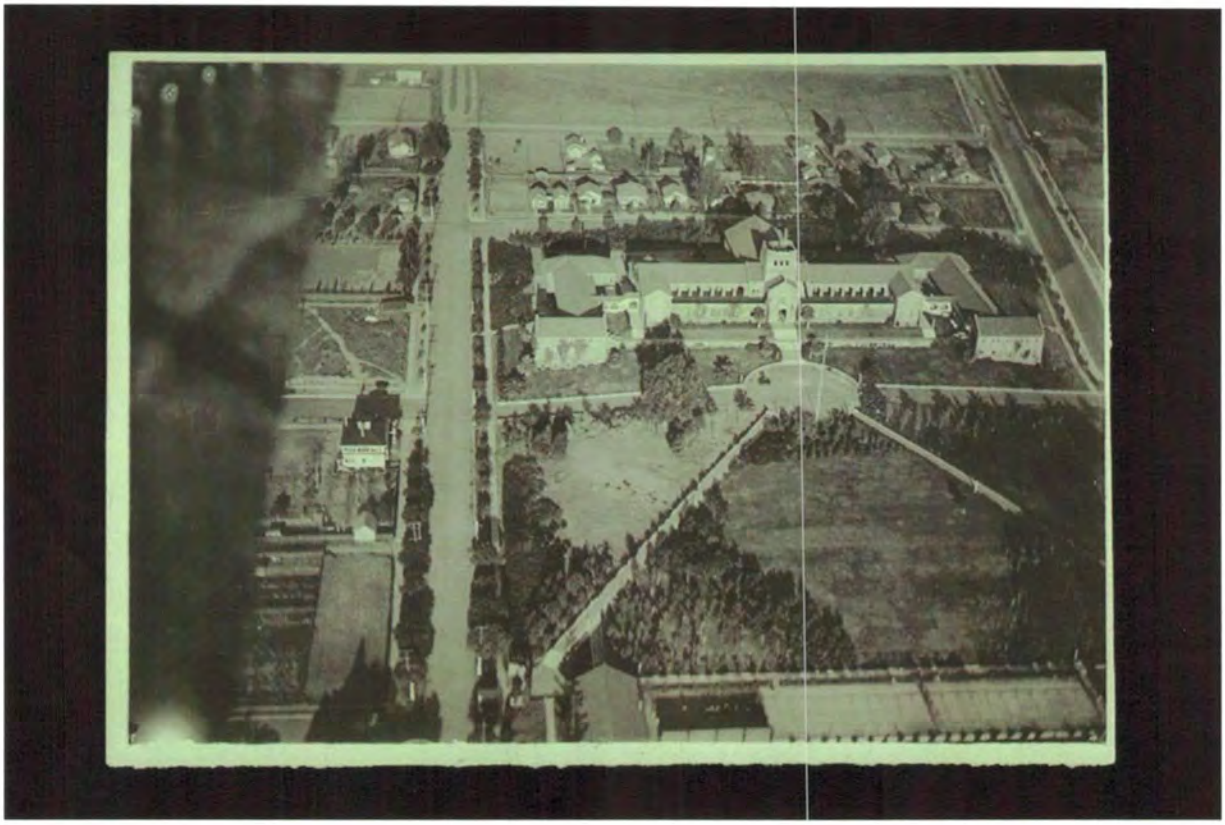


Plate 10. Ca. 1920 Aerial View of the Santa Monica High School Campus, Prior to the Construction of the Greek Theater

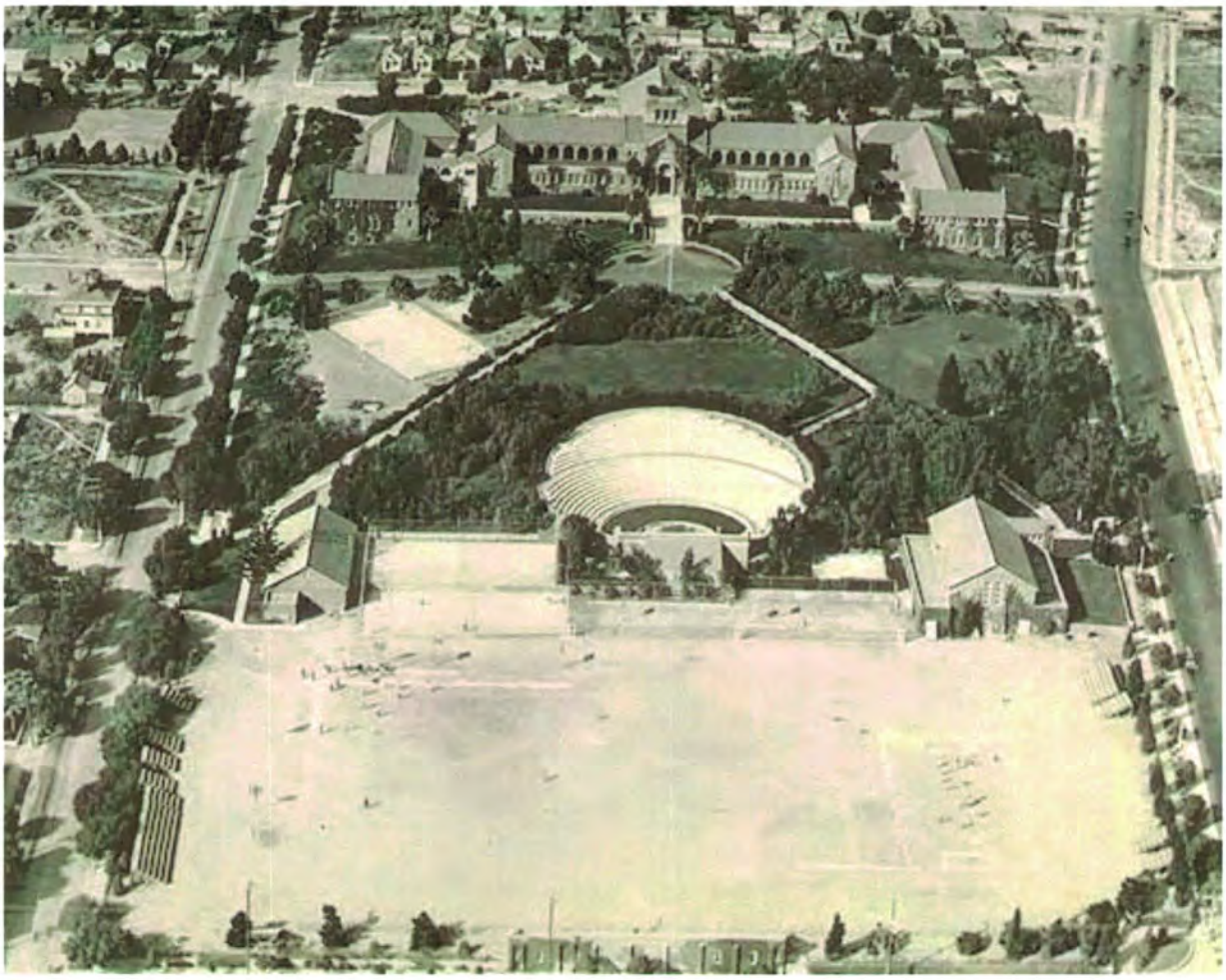


Plate 11. Ca. 1921 Campus Showing the Completed Greek Theater

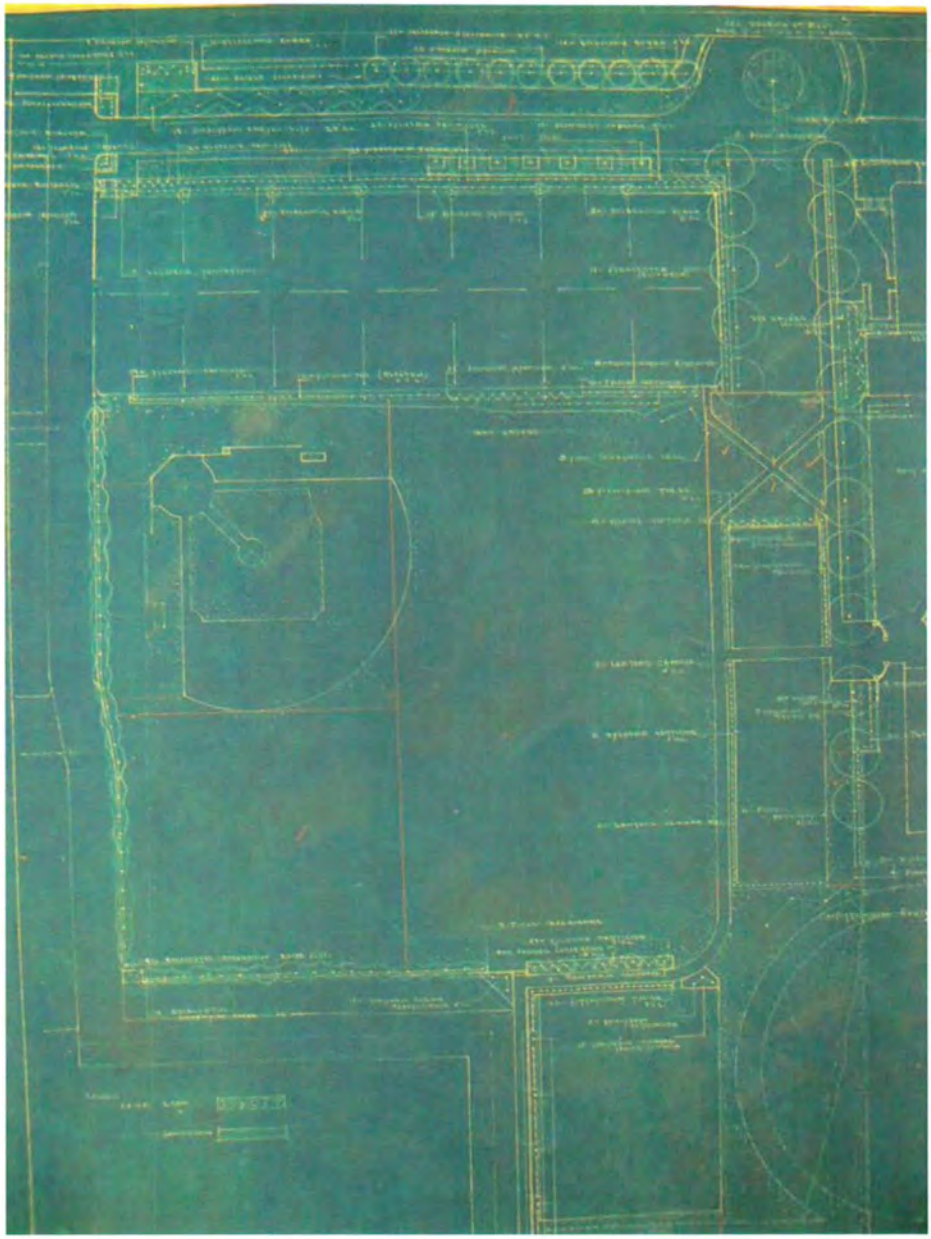
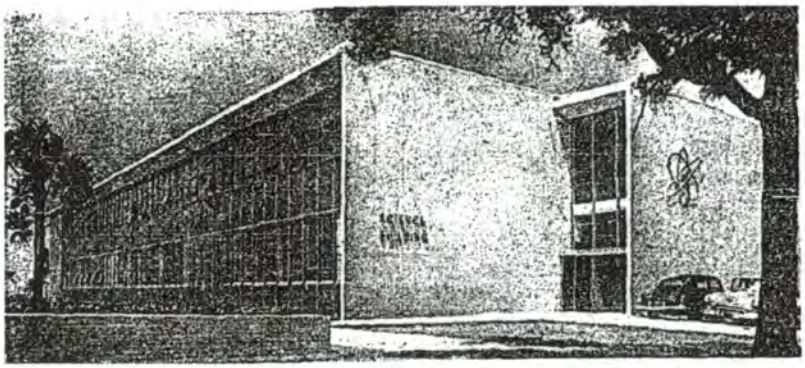


Plate 12. Campus Expansion Plan, Eckbo, Royston and Williams, 1954

$520,000 HIGH SCHOOL BUILDING COMPLETED
Los Angeles Times (1886-Current File); Jun 17, 1956; ProQuest Historical Newspapers Los Angeles Times (1881 - 1986)
pg. E4



READIED—Above is newly completed Science and Home Making Building at Santa Monica High School. Building was designed by Frederic Barienbrock and Andrew Murray and built by Herbert Boldsworthy.

$520,000 HIGH SCHOOL BUILDING COMPLETED

Completion of an important addition to the Santa Monica High School plant has been announced by the Board of Education of the Santa Monica Unified School District.

Architects Frederick Barienbrock and Andrew Murray prepared the designs for the new Science and Home-making Building which comprises an area of 20,241 square feet and costs a total of $520,000. Construction was by Herbert Goldsworthy.

Suspended Ceilings

The new structure, which replaces temporary buildings used since World War II, is built of reinforced concrete. It has two stories with 12 classrooms giving on central corridors. The entire walls are of glass with porcelain enameled spandrels separating the upper and lower floors.

All ceilings are of suspended metal and glass fiber acoustical material capable of absorbing 90% of sounds striking the surface. Heating and ventilation are mechanical, with thermostatically actuated electronic controls.

Cost includes natural birch cabinets and students tables for all science rooms as well as completely furnished and equipped preparation rooms, making the building almost entirely furnished upon completion.

Parker-Zehnder & Associates were structural engineers on the project and Hinkston & Norcross handled electrical and mechanical engineering.

Date for Observance of Realtor Week Set

Realtor Week, celebrated under the auspices of the National Association of Real Estate Boards, will be observed from March 31 to April 6, 1957. Realtor Week in 1956 was proclaimed by scores of State Governors and Mayors.

Plate 13. Science Building, 1956, by Frederic Barienbrock and Andrew Murray

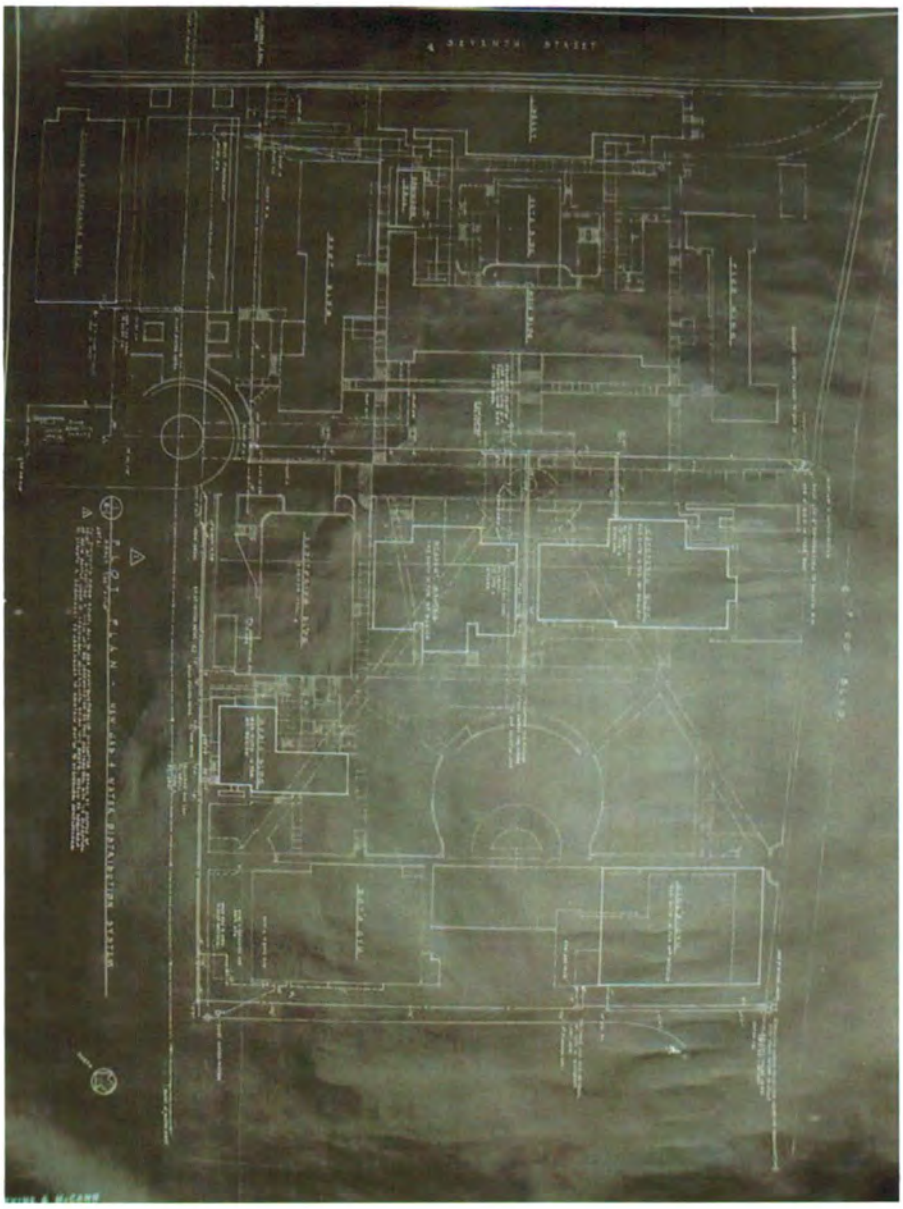


Plate 14. Campus Plan, 1958

Plate 15. History Building, Santa Monica High School

Plate 16. WPA Plaque

Plate 17. Memorial Theater

Plate 18. Boy's Gym

Plate 19. Barnum Hall

Plate 20. Art Building

Plate 21. Science Building and Landscape

Plate 22. Viking

Plate 23. Senior Bench

Plate 24. Detail, Original 7th Street Entrance Portal

2. McKinley Elementary, 2401 Santa Monica Boulevard, Santa Monica (Plates 25 through 34)

McKinley Elementary is an Italian Renaissance Revival style school originally designed by the prominent Southern California architects, Allison and Allison in 1922-1923.[99] After the 1933 earthquake, Parkinson & Parkinson completed the school rehabilitation. New one-story side wings were added to the original main building and two-story new rear building was constructed, creating the existing central courtyard and arched cloisters. The cafeteria building was added to the western side of the site in 1951, designed by Joe M. Estep, who added arcades to connect the cafeteria building with the school. The firm of Powell, Morgridge, Richards & Coghlan was responsible for the school remodeling completed in 1973 through 1976. The main front entrance was closed by a window at this time, the fenestration was replaced throughout, and the exterior staircases were added to the rear of the side wings. The classrooms in the rear wing were enlarged by incorporation of the former corridor.

[99] *Allison & Allison, Rendering of McKinley School, "Another Addition to Santa Monica's School System," Los Angeles Times, December 24, 1922, page V5.*

The McKinley School
Which is being erected at Chelsea street and Santa Monica Boulevard. It will cost more than $190,000 when complete. Allison & Allison are the architects.

Plate 25. Allison & Allison, Rendering of McKinley School, "Another Addition to Santa Monica's School System," *Los Angeles Times*, December 24, 1922, page V5.

Plate 26. McKinley School, View to Southeast, Showing Tents Set up Behind the School After the March 10, 1933 Earthquake.

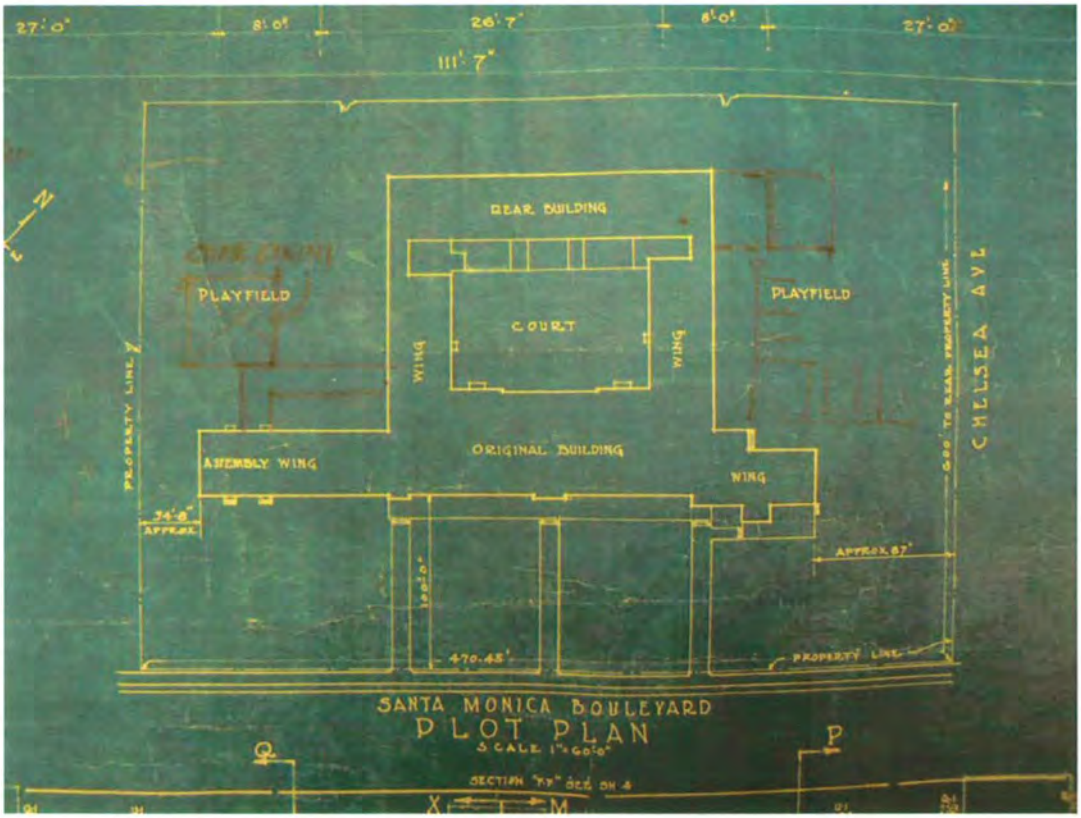


Plate 27. Plot Plan, McKinley School, Showing the Original U-Shaped Building by Allison & Allison, with the Addition of a New Rear Building and Side Wings by Parkinson & Parkinson, 1935.

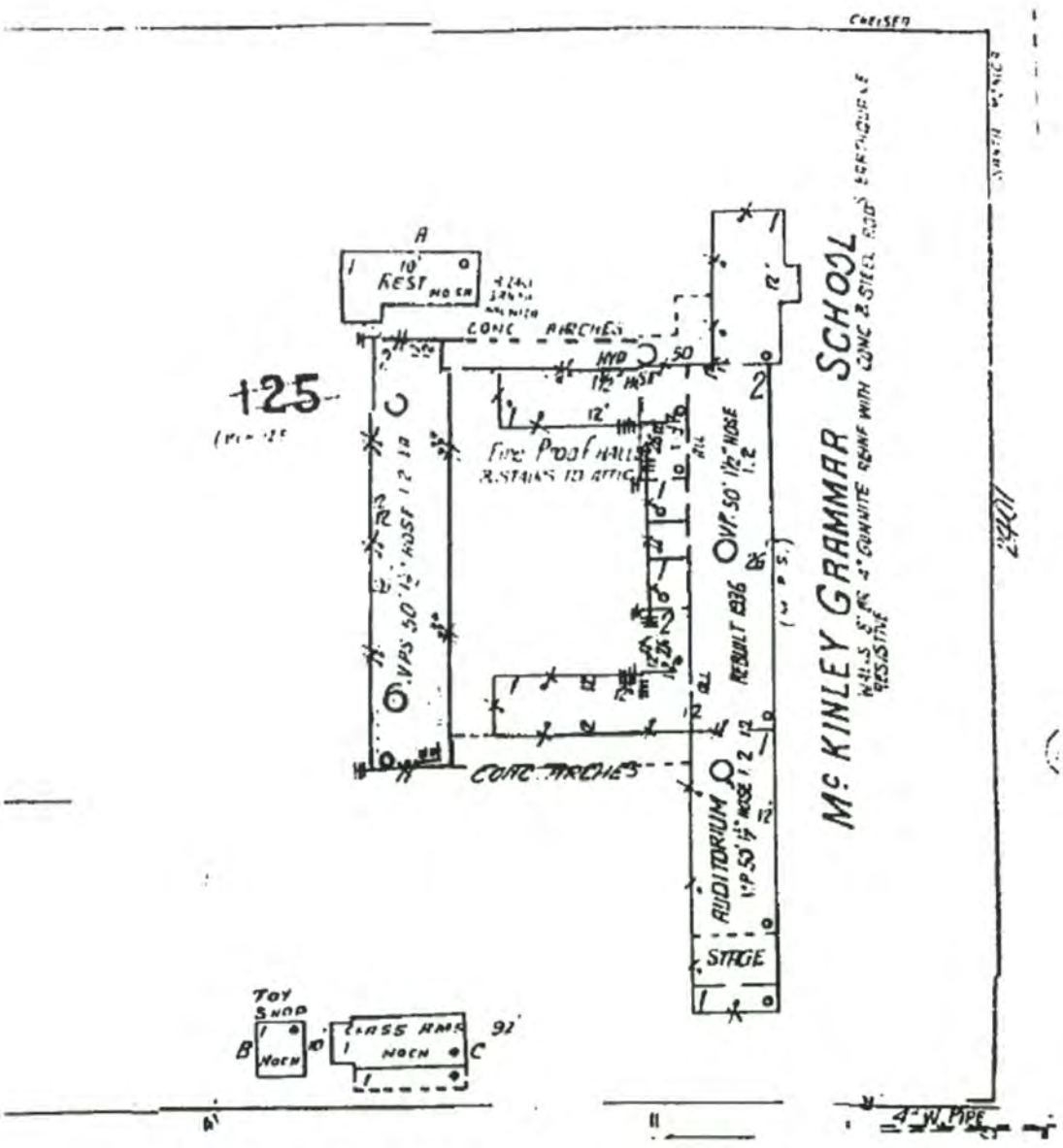


Plate 28. Plan of McKinley Grammar School, Sanborn Map, 1950.

Plate 29. McKinley Elementary

Plate 30. WPA Placque

Plate 31. WPA Sculpture

Plate 32. Cloister Arcade

Plate 33. Exterior Architectural Details

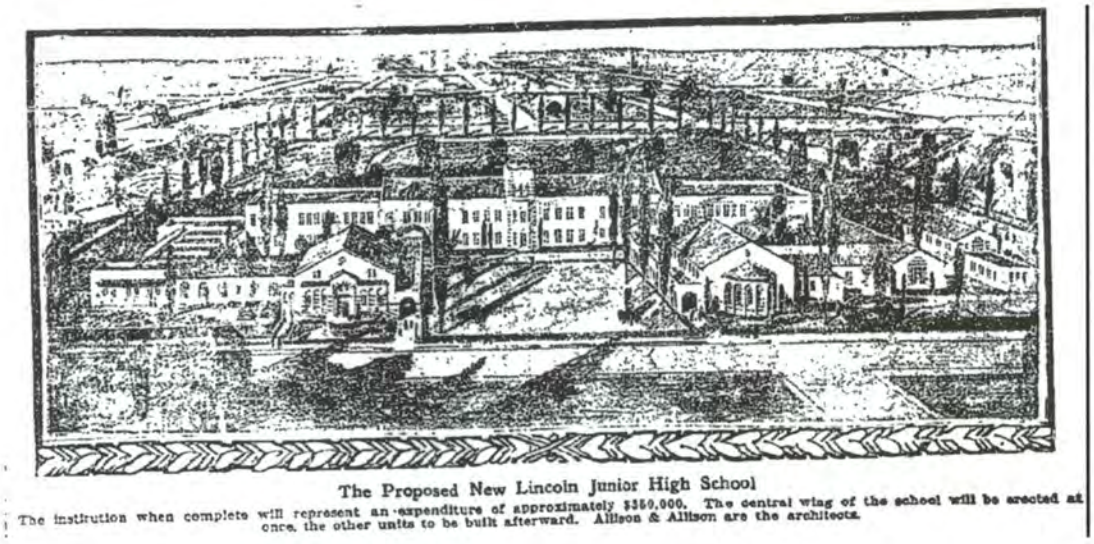
Plate 34. Interior Architectural Details

3. Lincoln Middle (Lincoln Junior High School), 1501 California Avenue, Santa Monica (Plates 35 through 46)

Lincoln Middle School was originally an Italian Renaissance Revival style school designed by Allison and Allison, 1922-1924. In October 1922, the School Board announced that in accordance with the comprehensive building program then being contemplated, owing to the phenomenal growth of the beach cities, preliminary plans were accepted and instructions given to Allison and Allison to proceed with the final working drawings for the new Lincoln Junior High School group. This school was expected to be one of the most up-to-date and completely equipped junior high schools in the state. The plans provided for an academic building containing administrative offices, study hall, library, art rooms, science laboratory, teacher's rest and conference rooms and seventeen classrooms. There was to be a complete shop building for woodwork, furniture repair, cement work, mechanical drawing, sheet metal work, automobile repair, electricity and print shop. In connection with the automobile shop there would be a large parking area for automobiles and bikes. The grounds were to provide an ample campus that would be landscaped with shade trees, low-growing shrubbery and lawn, combining with the arcaded cloisters to produce a quality that would be conducive to healthy school life. The auditorium, seating 600 persons, was to include a stage 24 by 44 feet in size, with separate adjacent rooms for instruction in vocal music and instrumental music. A cafeteria to seat 350 pupils with a complete kitchen was to be located adjoining the domestic science department. The plan also contemplated a separate gymnasium for the girls as well as girls' and boys' athletic fields. The estimated cost of the entire campus group was $350,000. The buildings were to be of masonry construction with tile roofs and all corridors and stairways of fireproof construction.[100]

Initial earthquake reconstruction was completed by Marsh, Smith & Powell in 1933-1934. Rehabilitation of the school was then carried out in 1935 by Parkinson & Parkinson. The 1953 additions, including the Boys Gym and Swimming Pool, were completed by Frederic Barienbrock. Between 1955 and 1959, classrooms additions, a new west wing, a shop building, remodeling of the Administration Building, and a second Gymnasium were constructed by Oscar Joseph & Graeme Joseph.

[100] *"Approve Plans of New School, Will Erect Large School Building at Santa Monica,"* Los Angeles Times, *October 15, 1922.*



The Proposed New Lincoln Junior High School

The institution when complete will represent an expenditure of approximately $350,000. The central wing of the school will be erected at once, the other units to be built afterward. Allison & Allison are the architects.

Plate 35. Proposed Plans for Lincoln Junior High School, Allison and Allison (*Los Angeles Times*, October 15, 1922)

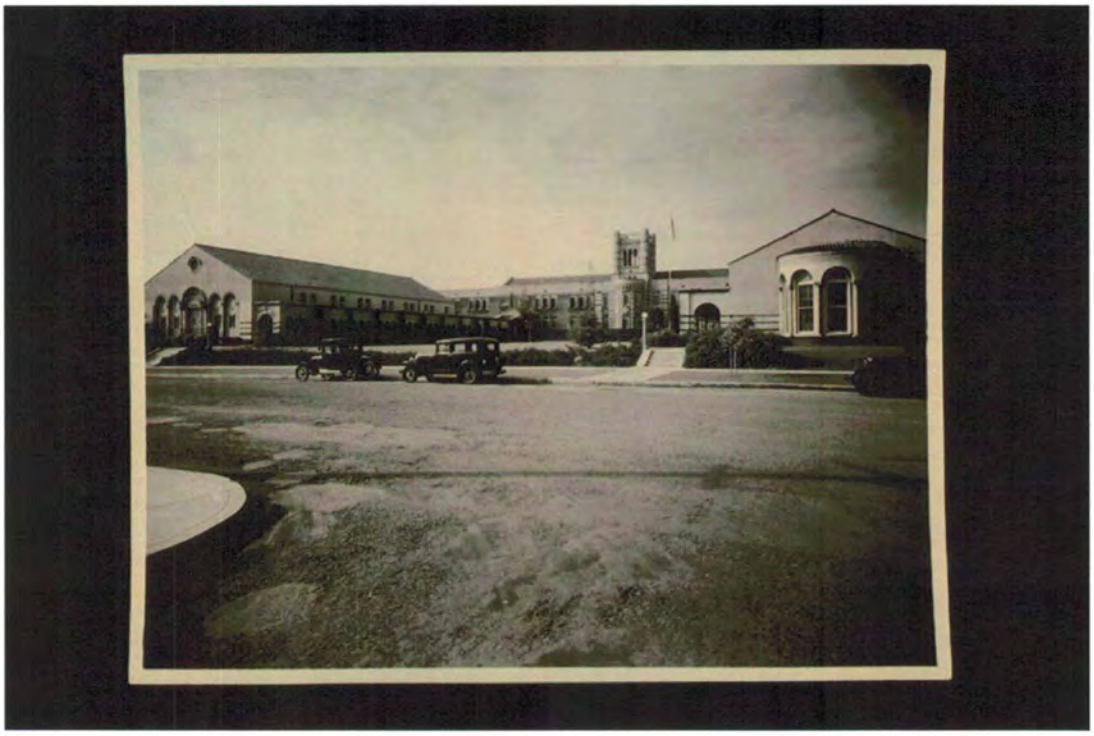


Plate 36. Lincoln Junior High During the Late 1920s.

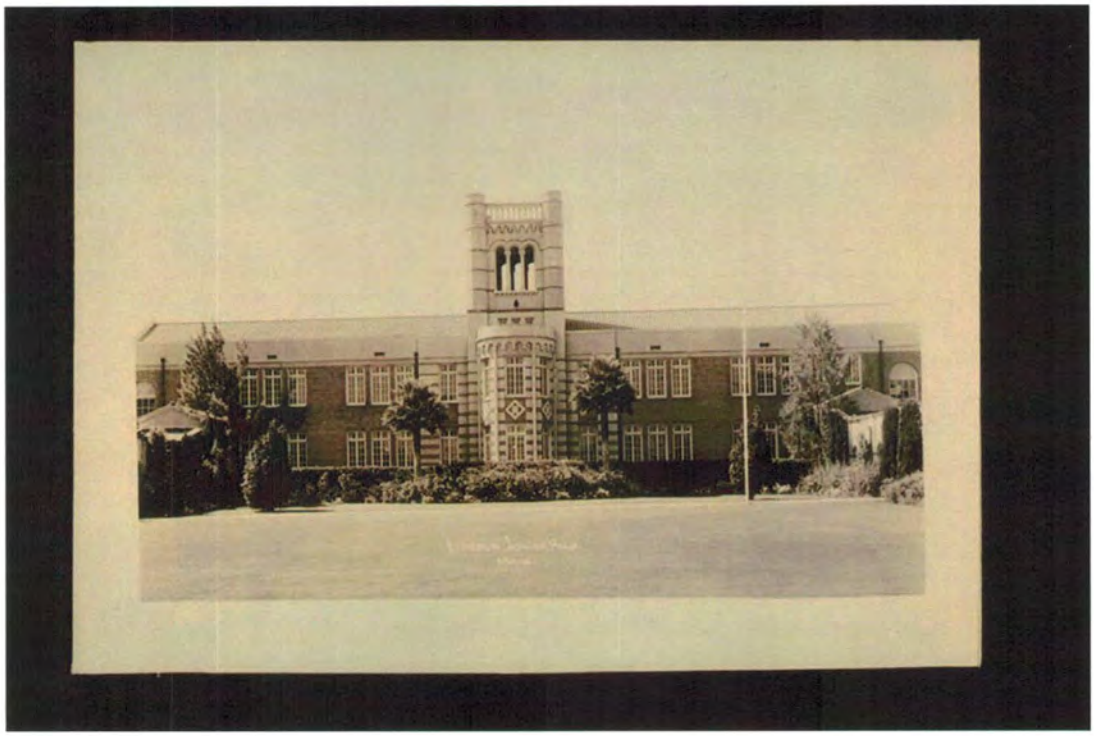


Plate 37. Façade of Main Classroom Building, Lincoln Junior High, Late 1920s.

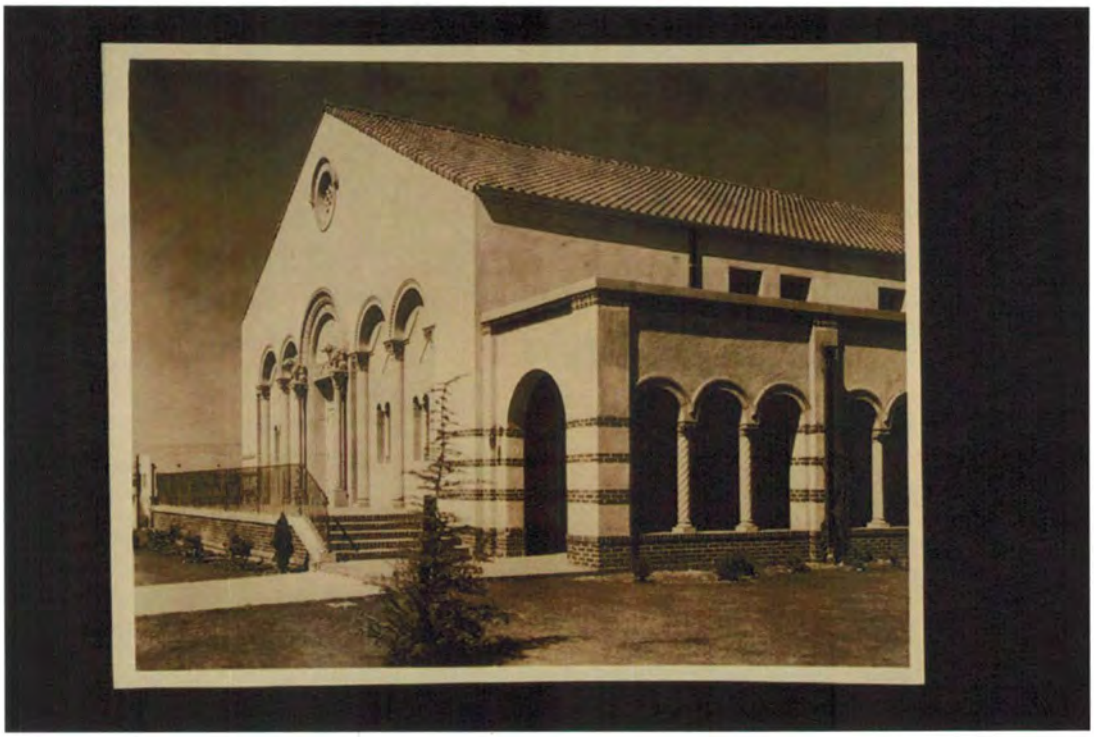


Plate 38. Auditorium, Lincoln Junior High, Late 1920s.

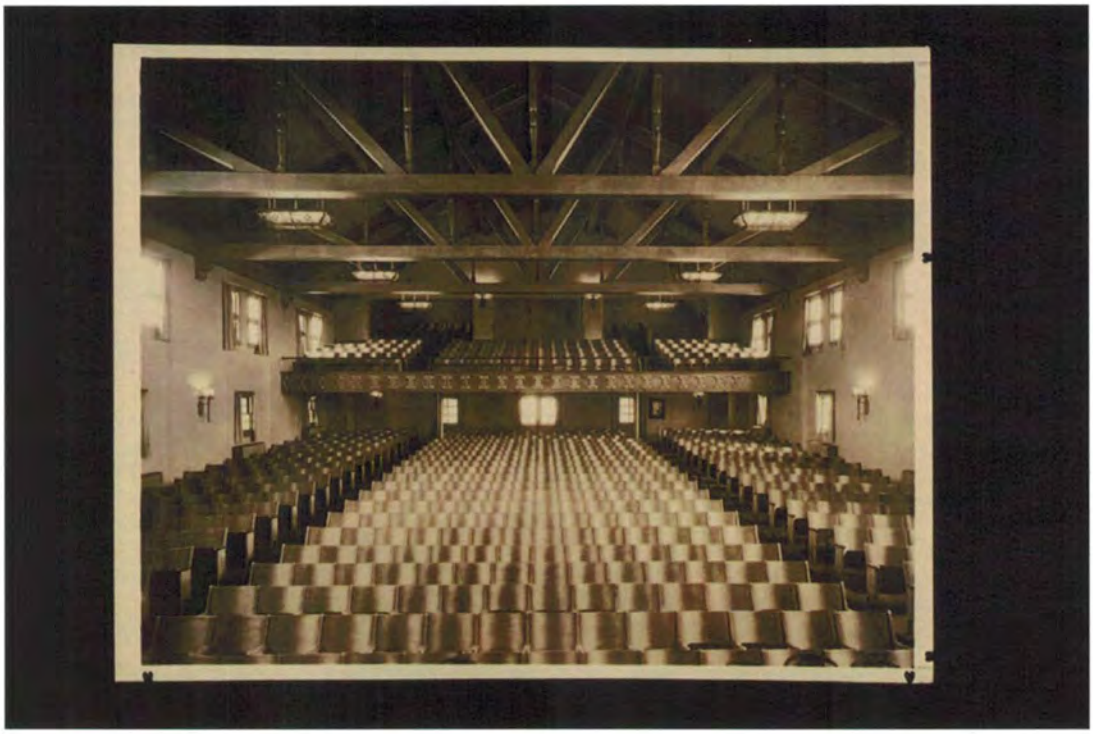


Plate 39. Auditorium Interior, Lincoln Junior High, Late 1920s.

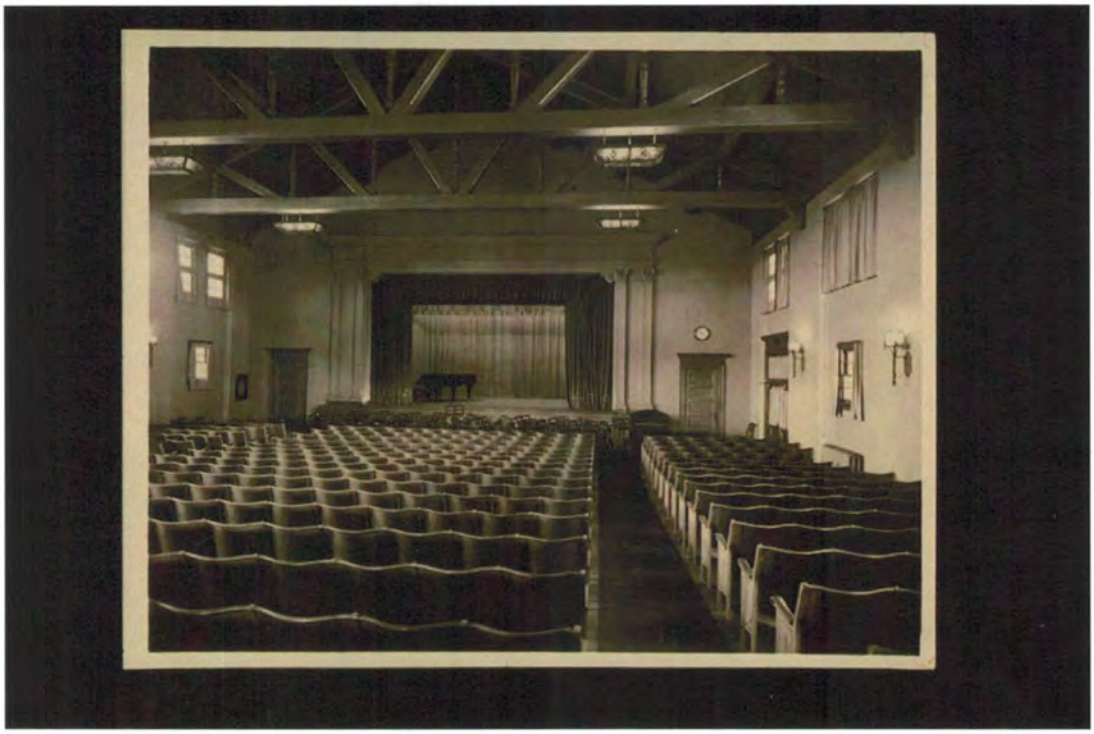


Plate 40. Auditorium Toward Stage, Lincoln Junior High School, Late 1920s.

Plate 41. Cloisters, Lincoln Junior High School, Late 1920s.

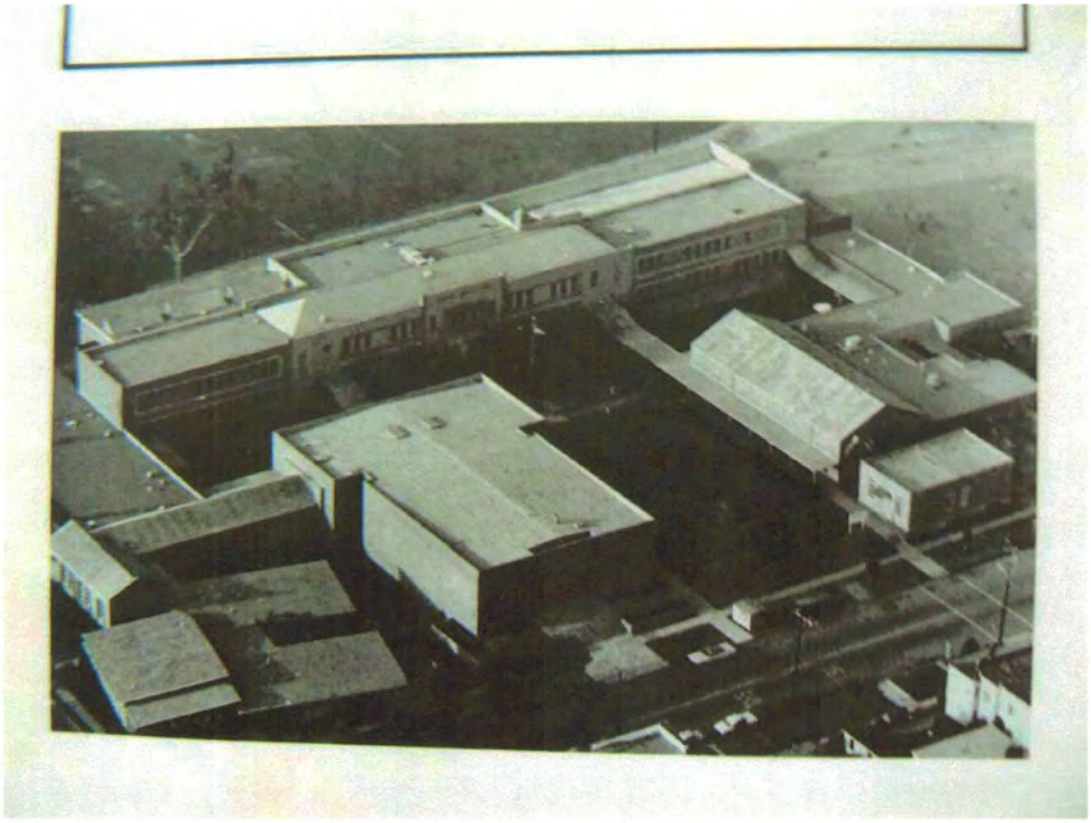


Plate 42. Aerial View of Lincoln Junior High School, ca. 1960s.

Plate 43. Original Main Building, Lincoln Middle School

Plate 44. Remnants of Cloister Paving and Column Footings.

Plate 45. Interior Architectural Details, Main Building

Plate 46. Tripartite Arches Visible on Gable End of Original West Wing

4. Olympic High (former John Muir Elementary), 721 Ocean Park Boulevard, Santa Monica (Plates 47 through 50)

John Muir School appears to have been constructed between 1923 and 1925 most likely by Allison and Allison in the Mediterranean Style. The rehabilitation of John Muir Elementary School was completed in 1935-1938 by Marsh, Smith and Powell. In 1952, Andrew F. Murray completed Library, Cafeteria and Kitchen additions to the original John Muir Elementary school. Relocatables and temporary buildings were added to the site during 1967. The school was renovated between 1967-1971. In 1978, artist Jane Golden painted the existing mural of a mountainous forest scene on the southeast corner of the building along Lincoln Boulevard. During the early 1990s, the Parent Teacher Association began a flea market at John Muir Elementary, now called the Art and Antique Fair. In 2006, the name was changed to the Art + Antique Fair.[101] Since then, the Fair has enjoyed steady growth and community participation. In 2001, the Pine Street Child Care Center was opened on the site.

In 1984, Los Amigos Park was picked as continuation school site for the Olympic Continuation High School.[102] The Santa Monica-Malibu Board of Education, concerned over declining enrollment and a shortage of money voted to close three schools and sell an undeveloped school site. The Board voted to close Madison at 1018 Arizona Avenue; approved the sale of about 80 acres of undeveloped land in the Malibu area purchased years ago as a site for a junior and senior high. The board agreed to relocate students from Juan Cabrillo Elementary to nearby Malibu Park Junior High. The district planned to lease or sell Cabrillo, although the plan was not carried through. It was also agreed to relocate students from John Muir Elementary School in Ocean Park. Muir was criticized by parents because it is located near the busy intersection of Pico and Ocean Park Boulevards. The closures were recommended the previous year by Sage Institute Inc. of Westlake. Sage said the district should close the schools to combat declining enrollment, make the greatest use of facilities and maintain ethnic balance. Ocean Park parents asked the board to close John Muir because the school is located at the busy intersection. The board voted to dispose of the site and build a school at another location. "The children in Ocean Park are being educated on the busiest intersection in Santa Monica and are subjected to excessive noise, automobile fumes, and dangerous crosswalks."[103] In 1992, an article in the Los Angeles Times discussed community involvement in the design for a new school for the Los Amigos site to the south at 2526 Sixth Street, the location of the present new John Muir School.

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[101] *Website: http://www.johnmuirptafair.org/*

[102] *"Los Amigos Park Picked As Continuation School Site," Evening Outlook, September 12, 1984: A,1.*

[103] *John L. Mitchell, "Santa Monica District Votes to Close 3 Schools," Los Angeles Times, February 14, 1985, page WS1.*

Plate 47. John Muir School During the Late 1920s.

Plate 48. Front Entrance

Plate 49. Rear View, John Muir (Olympic High) School Building

Plate 50. Campus Overview, View to East Showing Temporary Classrooms, Original School in Far Right of Photograph

5. Roosevelt Elementary, 801 Montana, Santa Monica (Plates 51 through 57)

The original Roosevelt School, designed by Francis D. Rutherford, located on 6th Street and Montana, was destroyed in the 1933 earthquake. Marsh, Smith, and Powell were selected to design the existing campus in 1933. Completed in 1934, the Modern school reflected the "Santa Monica Plan," incorporating outdoor activity areas immediately accessible to the classrooms, and resulted in part from the experiences of holding classes in tents for a year after the earthquake.[104] The incorporation of outdoor space into school design became the standard for most schools in California, taking advantage of the favorable climate. The school consists of a complex of one-story buildings grouped around interior courtyards. Notable features of the design include exterior corridor sheltered by flat roofs carried on pipe columns. Large banks of windows provide ample natural light and break down the barriers between interior and exterior space. Modern additions to the school were completed in 1939-1940 by Joe M. Estep and are compatible with the design of the 1934 Marsh, Smith and Powell design. Estep was well known in Santa Monica as one of the architects of the new City Hall.[105]

[104] *Lunsford, Looking at Santa Monica, 37.*

[105] *L. Heumann, "Roosevelt School, 801 Montana Avenue," Department of Parks and Recreation Historic Resources Inventory Form, 1993, in "Potential Thematic District, Santa Monica Public Schools,"*

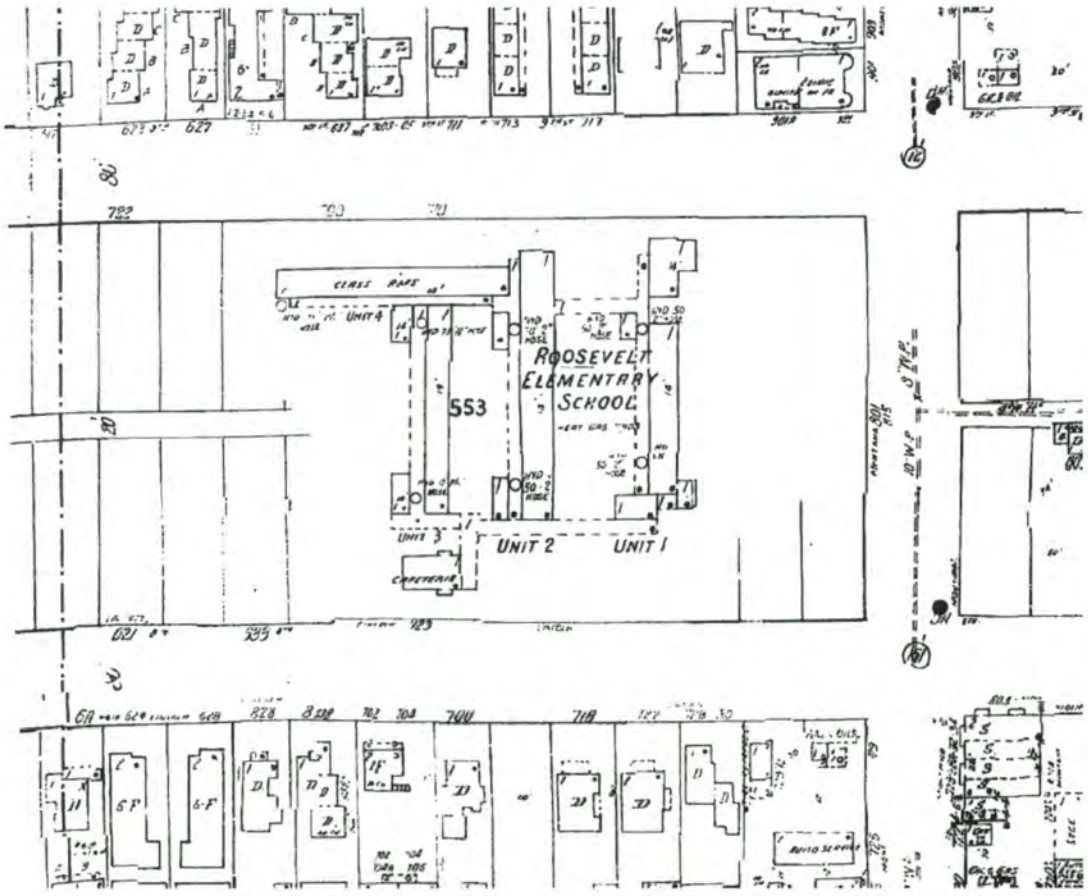

Plate 51. Plan, Roosevelt Elementary School, 1950 Sanborn Map.

Plate 52. Front Entrance, Roosevelt Elementary School

Plate 53. WPA Plaque

Plate 54. Outdoor Classroom Area

Plate 55. Exterior Covered Hallway

Plate 56. Interior Courtyard

Plate 57. Wing Addition and Temporary Classrooms

6. Franklin Elementary (Plates 58 through 64)

The first school built on the site in 1924, designed by Francis D. Rutherford, appears to have been a brick and concrete masonry structure with a tile roof which was destroyed in the 1933 earthquake. Originally from Salt Lake City, Rutherford came to Santa Monica in the early 1920s and received commissions for Franklin and Roosevelt schools. Building permits indicate that temporary tents for school activities were set up on the site in 1933 and 1934. The existing Modern style school was designed by Marsh, Smith and Powell in 1935, including the Primary Building and the Kindergarten. The 1948 additions were completed by H. L. Gogerty, including the Cafetorium and Kindergarten. Marsh, Smith and Powell were also responsible for the 1952 addition. In style, the school is a blend of the late Moderne work of Marsh, Smith and Powell, with the Modern work of H. L. Gogerty from 1948, as well as the later more Modern work of Marsh, Smith and Powell from 1952. Representative of the mature work of H. L. Gogerty, the blend of the two styles shows the evolution of Modernism in Santa Monica over a twenty year period.[106]

[106] *L. Heumann, "Franklin School," Department of Parks and Recreation Historic Resources Inventory Form, in Potential Thematic District, Santa Monica Schools, 1993.*

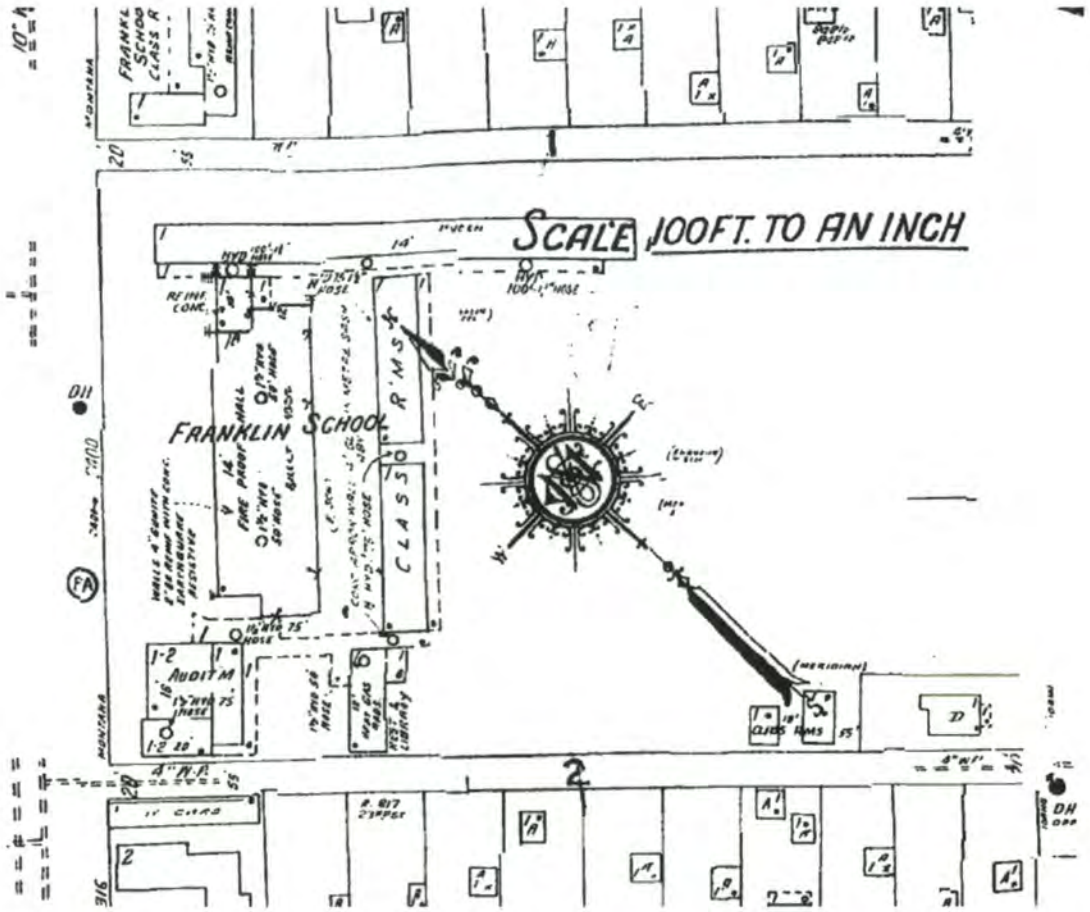

Plate 58. Plan of Franklin School, Shown on 1950 Sanborn Map

Plate 59. Franklin School

Plate 60. WPA Plaque

Plate 61. Detail, Front Entrance

Plate 62. Modern Classroom Addition

Plate 63. Rear Elevation

Plate 64. Temporary Classrooms

7. Washington East/West, 4th Street and Ashland, Santa Monica (Plates 65 through 75)

Established as a school site in 1890, Washington West on the southwest corner of the 4th and Ashland intersection is the oldest existing continuous school site in Santa Monica. The current Washington East/Washington West campus is comprised of two properties divided by 4th Street in the Ocean Park neighborhood of Santa Monica. The Washington West site presently contains two schools separated by a paved playground and surface parking lot, Washington Elementary constructed in the southern portion of the property in 1934, and Washington Primary built on the northern portion of the property in the 1950s.

The location of the existing Washington Elementary building on the southern portion of the Washington West property is the site of the original 19th century schoolhouse, which was destroyed by fire and rebuilt in 1908. The second building at the site was destroyed by the 1933 earthquake. The site of the oldest existing school is currently developed with the former Washington Elementary (vacant), on the southwest corner of the 4th and Ashland intersection (Plates 65 through 67 on pages 102 through 104). The Moderne school was constructed about 1934, by Marsh, Smith and Powell and retains the majority of its integrity and character-defining features, although its condition appears poor.

The Modern style former Washington Primary, also located at Washington West, is situated to the north of the former Washington Elementary at 2802 4th Street on the west side of the street (Plates 68 through 70 on pages 105 through 106). The Modern Cafetorium at the former Washington Primary was completed in 1954 by Frederic Barienbrock and Andrew F. Murray (Plate 69), who most likely also designed the new school built on the site during the mid-1950s. Washington Primary later functioned as the Santa Monica Alternative School House until the early 1980s. The former Washington Primary now houses a two-classroom preschool with about 40 students, a child development complex, and a professional development and leadership center.

Washington East, built across the street from Washington West during the 1950s and 1960s, currently houses a non-profit early childcare programs run by the Growing Place. Architect Pierre Claeyssens was responsible for the 1967 additions to Washington East/West, most likely at Washington East as well as additions to Washington Primary at Washington West (Plates 71 through 75 on pages 107 and 108). The Growing place has occupied the Washington East site since 1984. Another organization, St. Joseph, took managed a preschool at the Washington East site from 2003 until June 2008.

The period of significance for the Washington East/West schools is from 1934-1935, when Washington Elementary was completed by Marsh, Smith and Powell, through 1967 when the additions to the Washington East/West site were completed by Pierre Claeyssens. Washington East/West is a representative example of a mixed Moderne and Modern school grouping consisting of one school constructed during the post-earthquake period of the Golden Age of Schools in Santa Monica and two additional schools constructed during the post World War II period. The 1934 Moderne style Washington Elementary is architecturally notable for its embodiment of the distinctive characteristics of Moderne architecture, materials, and methods of construction. It features a sculptural group carved in relief on the corner block portraying the legend of George Washington chopping down the cherry tree on one side, and George Washington giving the Constitution to the people of the United States on the other. As a whole, the Washington East/West school site is an architectural grouping that reflects the evolution of the District schools in response to local neighborhood growth.

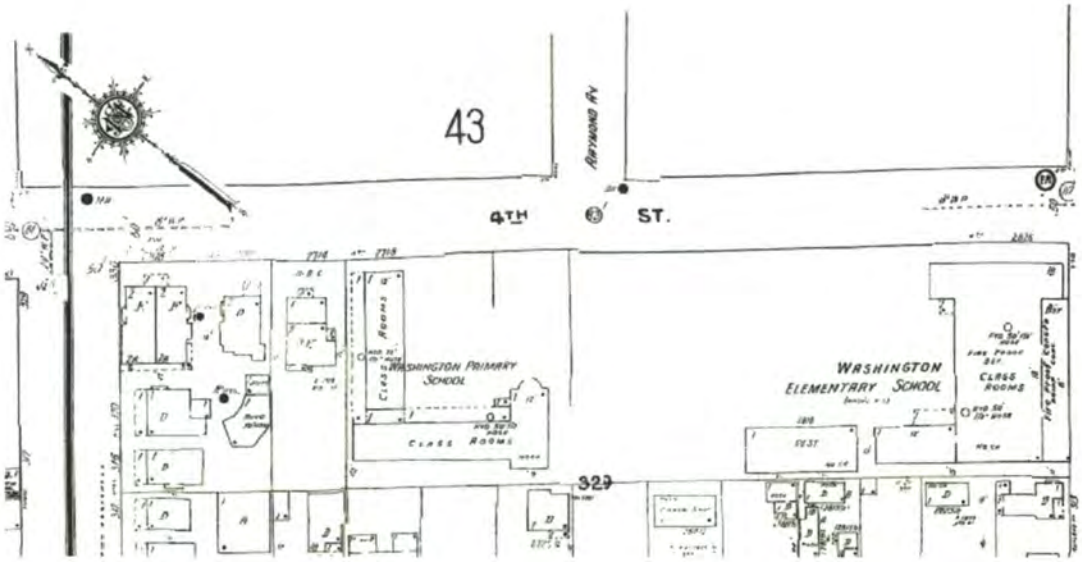

Plate 65. Washington Primary (North) and Washington Elementary (South), Shown on 1950 Sanborn Map

Plate 66. Washington Elementary

Plate 67. Sculptural Relief on Corner Block, Washington Elementary

Plate 68. 2802 4th Street, Former Washington Primary

Plate 69. Modern Cafetorium, Washington Primary

Plate 70. Courtyard, Washington Primary

Plate 71. Washington East (The Growing Place)

Plate 72. Washington East (The Growing Place), 4th Street Elevation

Plate 73. Washington East (The Growing Place), Ashland Street Entrance

Plate 74. Washington East (The Growing Place), Classroom Building

Plate 75. Washington East (The Growing Place), Classroom Building

8. John Adams Middle, 2426 16th Street, Santa Monica (Plates 76 through 89)

The Moderne-style earthquake resistant design of John Adams Middle School was designed by architects Marsh, Smith and Powell in 1935. The one-story layout was chosen partially because of the need to include lateral bracing as required by the Field Act. The decision to construct the entire complex of wood frame was made with the expectation that the homogeneity of the building would produce uniform action of the mass under the influence of an earthquake. The patio, open spaces and placement of the windows provided for air circulation and sunshine. The building was deliberately designed without the usual ornament and architectural features to reduce the chance of injury during an earthquake as well as for aesthetic purposes.[107] The 1938 additions were designed by Edward Cray Taylor & Ellis Wing Taylor. Joe M. Estep, architect, and H.C. Whittlesey, Structural Engineer, designed the Auditorium in 1940. In 1948, Estep was also responsible for the addition of the Shop Building, the Girls Locker Building and Gymnasium. The 1953-1954 classroom additions were completed by Estep and Pierre Claeyssens. Estep also designed the Cafeteria in 1954.

[107] *Herbert J. Powell, Architectural Record, April 1937.*

Plate 76. Original Moderne Style Lettering

Plate 77. WPA Plaque

Plate 78. Primary Courtyard

Plate 79. Streamline Moderne Canopy Detail

Plate 80. Auditorium

Plate 81. Auditorium Interior

Plate 82. Gymnasium

Plate 83. Gymnasium Interior

Plate 84. Interior Courtyard with Mature Palms

Plate 85. Courtyard with Mature Landscape

Plate 86. Entrance Court, Administration Building

Plate 87. Entrance, Administration Building

Plate 88. East Campus, Science Building Addition

Plate 89. East Campus, Quad and Classroom Additions

9. Grant Elementary, 2368 Pearl St., Santa Monica (Plates 90 through 101)

Grant Elementary is a Streamline Moderne two-story school designed by Parkinson and Parkinson in 1936, which replaced an earlier one-story masonry school. The Parkinson and Parkinson plan featured a formalist Modern two-story entrance flanked by an Auditorium and the Administrative offices. The 1936 plan incorporated outdoor terraces or patios adjacent to the classrooms, and a rear courtyard. Joe M. Estep designed the more minimalist Modern style additions to the school in 1939-1949 and 1945, which are compatible with the original Moderne school. In 1953-1954, Pierre Clayssens completed five classrooms and a Kindergarten addition to the rear of the school.

Plate 90. Grant School, ca. 1920s.

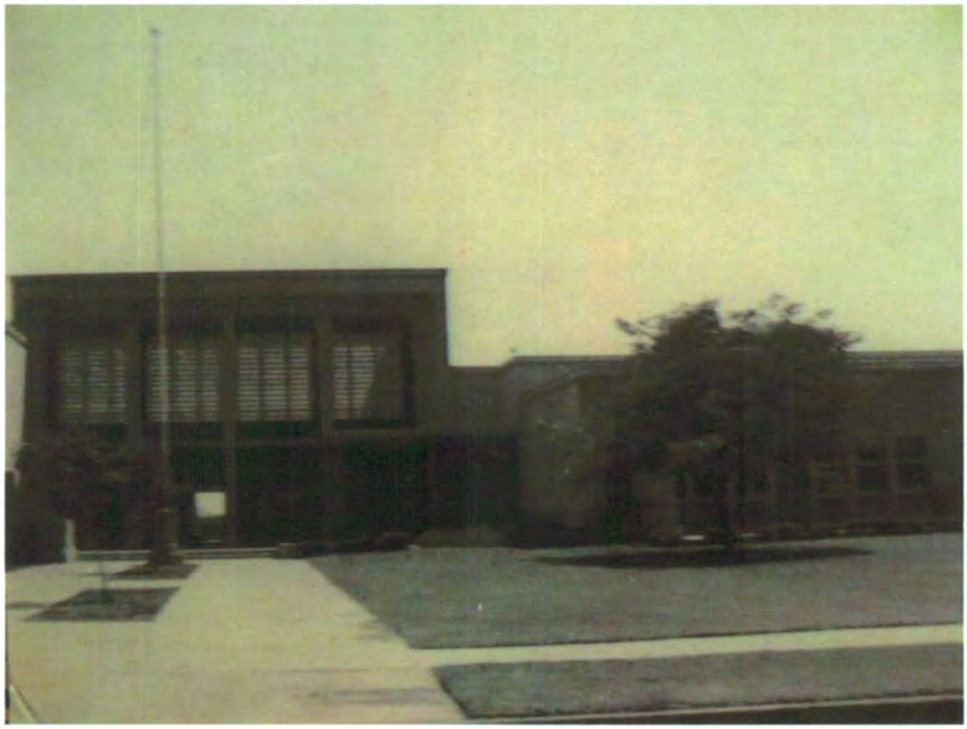

Plate 91. Grant Elementary School, Front Elevation After 1936 Reconstruction.

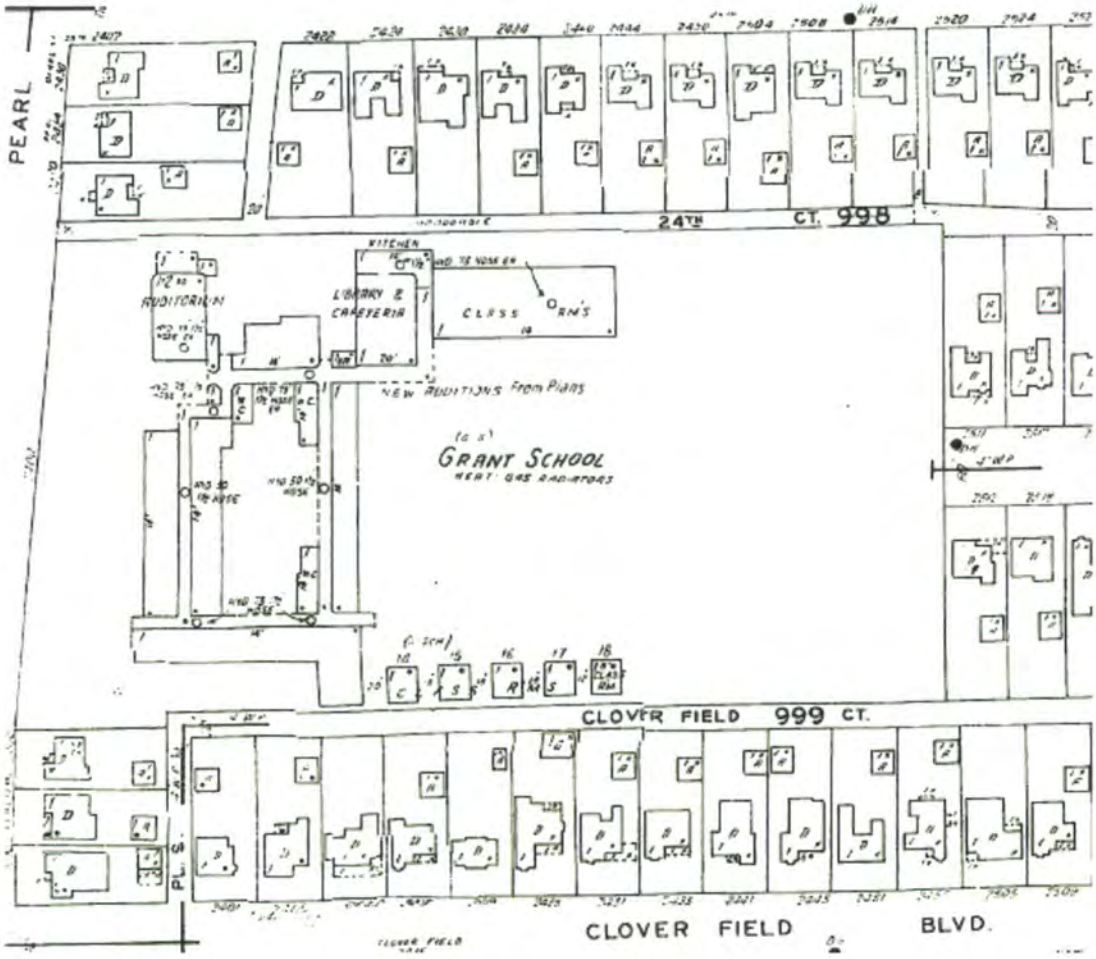

Plate 92. Grant School, Shown on 1950 Sanborn Map

Plate 93. Entrance

Plate 94. WPA Plaque

Plate 95. Administration

Plate 96. Modern Hallway and Courtyard

Plate 97. View Along Hallway Toward Playground With Interior Courtyard on Left

Plate 98. Interior Courtyard With Mature Plantings

Plate 99. Auditorium

Plate 100. Auditorium Interior

Plate 101. Temporary Classrooms on Playground

Plate 102. Classroom Additions Bordering Playground

10. Will Rogers Elementary, 2401 14th Street, Santa Monica (Plates 102 through 105)

The Modern style Will Rogers Elementary School was completed in 1948-1949 by H. L. Gogerty, then at the top of his career. He designed the school lay out, classroom buildings and Administration Building. In 1949-1950, Joe Estep completed four small classroom additions at the ends, to the northeast of the Gogerty's classroom wings. In 1970, Robert Hyle Thomas completed additions and alterations to the school including Library alterations, and additions and alterations to the Administration Building. In 1992, extensive general renovations were undertaken to update the school buildings. Additional renovations and alterations were carried out during the 1990s through 2001.

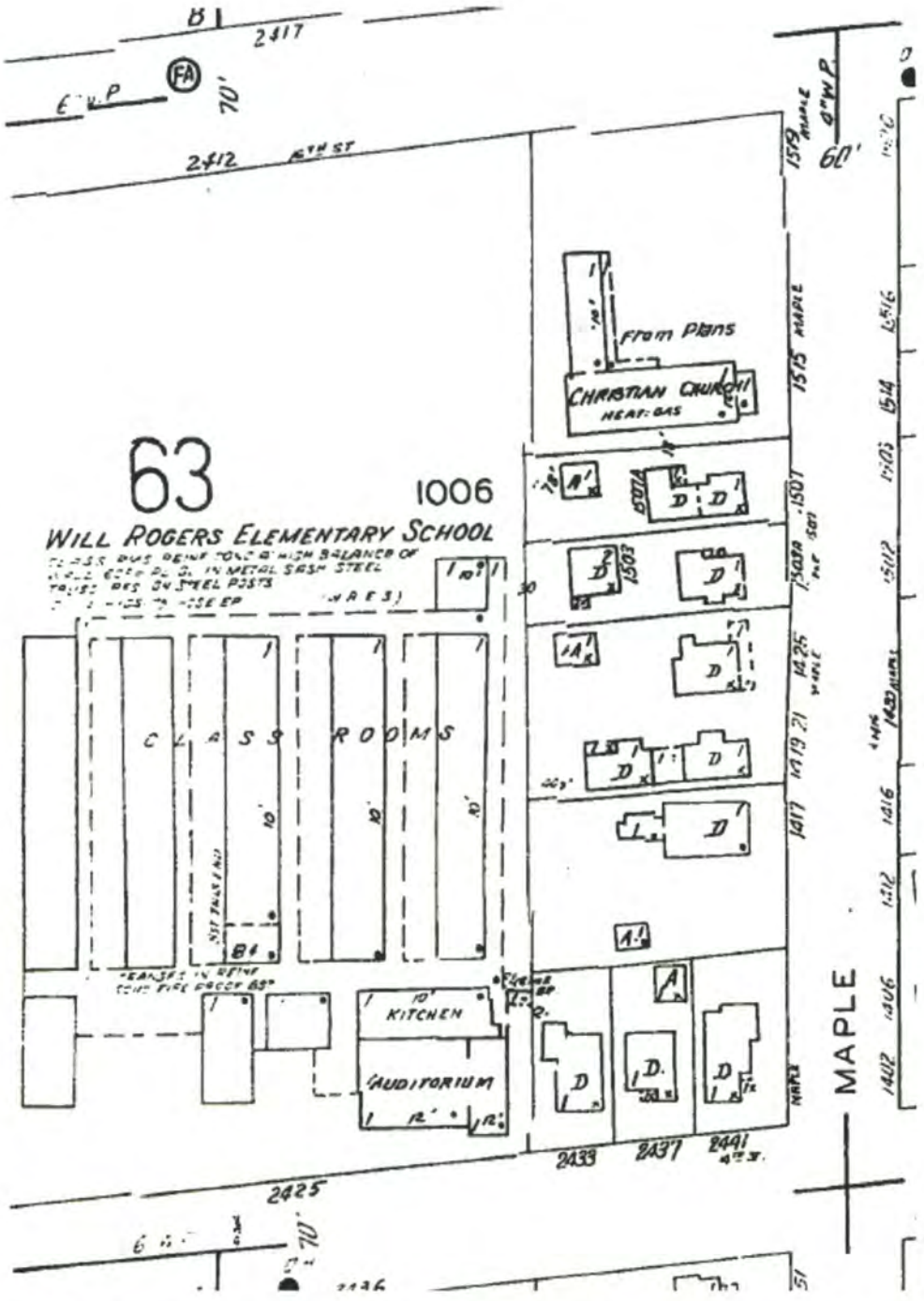

Plate 103. Plan of Will Rogers Elementary School, Shown on 1950 Sanborn Map

Plate 104. Detail, Front Entrance

Plate 105. Façade, Will Rogers School

Plate 106. Rear Elevation, Will Rogers School

11. Webster Elementary, 3602 Winter Canyon, Malibu (Plates 106 through 120)

Webster Elementary, named for Malibu Judge, John L. Webster, is a Streamline Moderne-style school that was designed to be built in stages over a period of years, in response to the growth of the local community. The original section of the school was first laid out in 1948 by H. L. Gogerty at the end of Winter Canyon Road in central Malibu, on the hill below Las Virgenes Road (Malibu Canyon Road). The initial buildings included the Administration Building and classroom wings. Much like the schools in Santa Monica, the buildings were one-story with flat roofs, large banks of windows for light and air, open exterior hallways covered by canopies supported on slender steel posts, and rectangular interior courtyards. The 1951-1952 additions and alterations were completed by Maynard Lyndon, and involved the construction of a Multi-purpose Building, Kitchen, and Classroom Building. Lyndon was also responsible for the 1958 classroom additions, which were compatible with the overall character of the school. The 1961 additions and alterations were completed by Pierre Claeyssens and were slightly more Modern in character, but still in keeping with the original design concept and compatible with the earlier sections of the school.

Plate 107. Office, Webster School

Plate 108. Façade, Webster School

Plate 109. Hallway and Courtyard

Plate 110. Library

Plate 111. Interior Courtyard

Plate 112. Exterior Hallway Turning Corner

Plate 113. Classroom Interior (Fire Damaged)

Plate 114. Hallway

Plate 115. Staircase

Plate 116. Original School Entrance

Plate 117. Entrance Detail

Plate 118. Window Detail

Plate 119. Classroom Additions

Plate 120. Terraced Courtyard

Plate 121. Portable Classrooms

12. Edison Elementary, 2425 Kansas Avenue, Santa Monica (Plates 121 through 124)

Edison is a modest Modern style school similar in plan and layout to Will Rogers. The administrative functions are organized along the front, while rear classroom wings are organized perpendicular to the horizontal front Administration wing. Edison began in 1950 as a group of eight portable classrooms and auxiliary facilities including a library, cafeteria and office designed for the site by Joe M. Estep. The 1951 additions were also by Estep. The individual portable classroom buildings were connected by exterior hallways comprised of covered canopies on slender posts, giving the school a more unified appearance. In 1954, Pierre Claeyssens completed three classrooms and a cafetorium addition. The 1968-1969 additions were completed by Robert Hyle Thomas, and included a storage building, kindergarten and library additions.

Plate 122. Edison School

Plate 123. Front Windows

Plate 124. Cafetorium

Plate 125. Temporary Classrooms at Rear of School

13. Juan Cabrillo Elementary (Plates 125 through 137)

Juan Cabrillo Elementary, designed 1954-1956, was opened to ease crowding at Webster. In 1954, a small elementary school site was laid on the flat mesa overlooking Zuma Beach. The Zuma Mesa Elementary school, as it was first called, was designed by Pierre Claeyssens in 1954-1956. Reflecting the "Santa Monica Plan" developed at Roosevelt Elementary by Marsh, Smith and Powell, but executed in a more minimalist Modern style, the school was organized around rectangular interior courtyards and featured one of the largest playgrounds in the District. The Administration Building was located at the front, northwest corner of the school, and a separate Kindergarten classroom and playground area was located at the opposite front, southwest corner. Lyndon completed similar additional classroom wings in 1958. In 1964, the Santa Monica Board of Education commissioned the firm of Orr, Strange, Inslee and Senefeld to prepare architectural drawings for the construction of three new classrooms and a library for Juan Cabrillo Elementary School. The Library at Juan Cabrillo was the first in a Santa Monica District elementary school designed for this purpose rather than converted from a classroom.[108] Orr, Strange, Inslee and Senefeld's classroom additions were of a similar character, but reflected late modern design influences in the diagonal corner entrances to the classrooms. Transportation of children from the rural community to the school was a necessary consideration which required the construction of a bus garage behind the school to the south east, and bus drop-off and turn-about on the northwest side of the school (now the location of the present Multi-Purpose Room).

[108] *"Malibu School to Get Library, 4 Classrooms,"* Los Angeles Times, *November 12, 1964.*

Plate 126. Juan Cabrillo

Plate 127. Administration

Plate 128. Front Elevation, Original Classroom Building, Cantilevered Overhang

Plate 129. Rear Elevation Original Classroom Building

Plate 130. Hallway Connecting Classroom Buildings at West End

Plate 131. Hallway Connecting Classroom Buildings at East End

Plate 132. Original Kindergarten Playground Landscape

Plate 133. Original Kindergarten, East End Showing Hall Canopy, Slanted and Cantilevered Classroom Roof

Plate 134. Classrooms and Courtyard

Plate 135. Playground, View to West

Plate 136. Playground, View Toward Malibu High

Plate 137. Bus Garages (Old Garage on Right)

Plate 138. Road Between Juan Cabrillo (Left) and Malibu High (Right), View to North

14. Malibu Middle/High (Plates 138 through 159)

In 1958, the Santa Monica Board of Education selected the firm of Orr, Strange, Inslee and Senefeld to draw plans for the Malibu Park Junior High School.[109] Following a decade after Juan Cabrillo, Malibu Park Junior High School was constructed from 1963-1968. Malibu Park Junior High began classes in September 1963 with 300 students. Construction continued after classes started and lasted over the next five years. Planned to be built in stages, the District had originally acquired surplus land for the planned expansion of the school complex, to eventually include separate Junior High and High School facilities.

The 1960 plot plan and the series of plans prepared through 1968 shows the layout we are familiar with today, with a central triangular quad area framed by a health services and counselor building, administration building and library across the front of the school, a class room building on the southeast side of the quad, and a two-story homemaking/science building on the northeast side of the quad. There was a vehicular turnout at the southeast corner of the campus, at the bottom of a long range of stairs. To the northeast were music, graphic arts, photography, wood shop and art buildings. The playing fields and the original gymnasium were located on the series of mesas above the campus proper to the east. A multi-purpose room/auditorium and cafeteria complex was located on the northwest side of the campus adjacent to Juan Cabrillo Elementary, which shared the facility. The gymnasium was built in 1970, and the pool was completed in 1972. The amphitheater was constructed in 1978.

On December 12, 1966, plans to incorporate high school facilities at the existing combined campus of Juan Cabrillo Elementary and Malibu Park Junior High were considered by the Santa Monica Board of Education. At the time, 400 Malibu students attended Santa Monica High School. Ideas to include a new high school on the same site of the other two schools at 30181 Morning View Drive represented a change from original plans for a separate high school facility. The rising cost of land and existing concentrations of population indicated consolidation as an approach that would allow joint use of cafeterias, athletic fields, gymnasia, buses and other facilities needed at all three levels.[110]

In 1984, due to concerns over declining enrollment and shortage of money, the Santa Monica-Malibu Board of Education voted to sell the undeveloped school site of about 80 acres of undeveloped land in the Malibu area purchased years ago as a site for a junior and senior high,

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[109] *"Firm to Draw Plans for School in Malibu,"* Los Angeles Times, *January 5, 1958.*

[110] *"Board to Consider Plan for Malibu School,"* Los Angeles Times, *December 11, 1966.*

and agreed to relocate students from Juan Cabrillo Elementary to nearby Malibu Park Junior High. The district planned to lease or sell Cabrillo, although the plan was not carried through.[111]

In June, 1984, to cope with a dramatic decline in enrollments, the Santa Monica-Malibu Board of Education had to make major changes in the Malibu schools to strengthen the Junior High School and forestall the closing of the elementary school. Elementary school enrollments had been declining, and the decline was hitting the Junior High that year. To forestall school closure, sixth graders from Webster and Cabrillo were switched to a departmentalized curriculum at Malibu Park Junior High.[112] Webster and Juan Cabrillo schools remained open, but Point Dume Elementary was closed for nearly a decade.

During the 1990s, alterations and additions have been made to the school including remodeling of the multi-purpose building into an auditorium, constructing a new gymnasium building, and constructing an additional multi-story classroom building. The new facilities were built in the former lower parking area, on the northwest side of the school adjacent to Juan Cabrillo Elementary.

[111] *John L. Mitchell, "Santa Monica District Votes to Close 3 Schools," Los Angeles Times, February 14, 1985, page WS1.*

[112] *Elaine Woo, "6th Graders to Shift to Junior High," Los Angeles Times, June 3, 1984.*

Plate 139. Façade, Malibu High

Plate 140. East Entrance, Malibu High

Plate 141. Detail, Entrance Façade, Malibu High

Plate 142. Detail, Entrance Portico, Malibu High

Plate 143. Detail, East Wing Façade, Malibu High

Plate 144. Detail, North Elevation of Entrance Portico and West Wing from Quad with Auditorium in Background (Right), View to Southwest

Plate 145. Two-story Classroom Building (1968)

Plate 146. Central Quad, Original Classroom Building in Background (1963)

Plate 147. Outdoor Stage (1968)

Plate 148. Interior, Original Classroom Building (1963)

Plate 149. Cantilevered Roof Over Hall in Front of Original Classroom (1963)

Plate 150. North-South Hall Showing Interior Courtyard (Left) at North End of Original Classroom Building (1963); Two-story Classroom Building (Right) (1968)

Plate 151. View Toward Original Gymnasium Across Garden Court, to Northeast; Shop Building on Left, Photography Building on Right

Plate 152. Pool (Enlarged and Renovated), Showing Youth Center (Addition) in Background and Tennis Courts (Original) on Upper Mesa, View to North

Plate 153. Cafeteria (1966-1968)

Plate 154. Double Height Porch Over Cafeteria Eating Area (1966-1968)

Plate 155. Administration Building and Quad (1968), View From Cafeteria to East

Plate 156. Campus Overview Showing Original Music, Photography, Art and Shop Buildings (1963) in Foreground; Brick Two-story Classroom Building and Auditorium/Cafeteria (1968) in Background, View to South

Plate 157. Campus Overview from Amphitheater Showing Shop/Studio Building (1963) in Foreground, Auditorium/Cafeteria in Background (1968), and New Classroom Building and Gymnasium (Additions) in Background (Center and Right), View to Southwest

Plate 158. Memorial Garden (Addition) with Gymnasium (1968) in Background, View to Northeast

Plate 159. View from Amphitheater Toward New Gymnasium (Addition); Original Gymnasium (1968) on Right, View to West.

Plate 160. Former Parking Area on West Side of Campus Showing New Classroom (Left), New Gymnasium (Center) and Portable Classrooms (Additions); Original Gymnasium (1968) in Background, View to North

Plate 161. Access Road (Original) Between Malibu High and Juan Cabrillo Showing New Gymnasium and ADA Additions, View to South

Plate 162. View from Malibu High Main Campus Toward Juan Cabrillo Showing New Classroom and Gymnasium Additions Constructed in Former Parking Area, View to West

15. Point Dume Marine Science Elementary (Plates 160 through 175)

The project for a master plan for the Point Dume site was awarded in 1964 to architect Maynard Lyndon.[113] Point Dume Elementary (now Point Dume Marine Science Elementary) was designed in a Late Modern style by Lyndon in 1966-1967 and completed in 1968. The school features a split-level plan organized around a central courtyard with orthogonal design elements adding visual interest to the exterior elevations. There is a separate Kindergarten wing and playground. The front of the school faces a landscaped playground which was developed in 1986 as the Malibu Community Center after the school had closed. The planting plan was designed by F. W. Graham and Associates, landscape architects.

Little change occurred to the Point Dume School from the time of its construction until 2000, except for playground and recreational facility improvements. With the reopening of the school, a modernization program for the buildings was undertaken for necessary repairs and updates, with only minor changes to the design of the facility.

[113] *"Architects Hired for Malibu School Work,"* Los Angeles Times, *October 4, 1964.*

Plate 163. Point Dume Elementary

Plate 164. Entrance

Plate 165. Dedication Plaque

Plate 166. Façade, Classroom Buildings

Plate 167. Detail, Classroom Building Facade

Plate 168. Classroom Building Showing Cantilevered Second Floor, Pilotis, and Projecting Window Diagonals

Plate 169. Courtyard Connecting Classroom Buildings

Plate 170. Façade, Classroom Building and Original Tree Plantings

Plate 171. Interior Courtyard

Plate 172. Library and Stairs Down to Playground From Courtyard

Plate 173. Second Interior Courtyard

Plate 174. Detail, Courtyard and Hall Canopies

Plate 175. Detail, Original Courtyard Seating Pedestals

Plate 176. Kindergarten

Plate 177. Detail, Cantilevered Porch

Plate 178. Playground and Community Park

16. Muir/SMASH (Plates 176 through 179)

John Muir Elementary (2526 Sixth Street) and Santa Monica Alternative School (SMASH) (2525 Fifth Street) share the same site between Fifth and Sixth Streets in Ocean Park and comprise a Postmodern-style school complex constructed during the 1990s. In 1985, the Board of Education voted to close the original John Muir Elementary school in Ocean Park (now Olympic High) because of declining enrollment and funding concerns.[114] A new school for the Ocean Park elementary students was built in 1992-1996, the Ocean Park Elementary School, located at 2526 Sixth Street. The Santa Monica Alternative School House (SMASH) was added to the site in 1996-1997. The school site is a good representative example of Postmodern style institutional architecture in Santa Monica. Postmodern architecture became a popular phenomenon in architecture during the 1980s, replacing the unornamented modern styles and often incorporating the use of non-orthogonal angles, unusual surfaces, and witty architectural references.

[114] *"Santa Monica District Votes to Close 3 Schools,"* Los Angeles Times, *February 14, 1985, page WS1.*

Plate 179. Muir/SMASH, Main Entrance Court, View to Northwest

Plate 180. Muir/SMASH, 5th Street Entrance, View to Northeast

Plate 181. Muir/SMASH, Detail Showing Public Art in Playground Area, View to North

Plate 182. 5th Street Elevation and Entrance Portico, View to Southwest

E. SCHOOL ARCHITECTS

David C. Allison and James E. Allison

David C. Allison and James E. Allison were perhaps the foremost architects of schools in southern California during the 1920s. Among their numerous commissions were Santa Monica High School, several buildings at UCLA, Malaga Cove School, Glendora Grammar School, Palo Alto Union High School, Santa Paula High School, Redondo Union High School, Van Nuys High School, Merced Union High School, and Whittier College. Their designs garnered the firm numerous awards, including one for Washington Junior High School in Pasadena. The firm, established in 1910 in Los Angeles, was also known for their designs for many churches, clubs, and other buildings in the region, including the First Congregational Church in Los Angeles, the Variety Arts Building (Friday Morning Club) in Los Angeles, the Westwood Dome Building (Janss Investment Company Building), and One Bunker Hill (Southern California Edison) Building in Los Angeles.[115] The firm was responsible for erecting the original buildings at Santa Monica High School (1912), Lincoln Middle School (1922-1924), McKinley (1923), and the Central Avenue School (1923) at 8th Street and Central (National) Avenue.

Frances D. Rutherford

Frances D. Rutherford, Jr., was a notable Southern California architect who maintained an office at 205 Mills Fraser Building in Santa Monica at the time he prepared the plans for the 1930 addition to the Santa Monica High School.[116] He received a Certificate to Practice Architecture in California in March 1921.[117] Among his notable works were Martha Washington School, Venice, Los Angeles (1924)[118]; two Junior High Schools for the Burbank Unified School District (1928)[119]; and the Hollywood Citizen News Building (1930).

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[115] *"High School at Santa Monica, California," Western Architect, 27 (June 1918): 46, 52, X, pl. 11-15. "Special Departments: cooking, commercial, etc., Santa Monica, California," Brickbuilder, 25 (March 1916): 57-61, plates 37-41. "High School Group, Santa Monica, California," American Architect, Vo. 106, part 2, no. 2027 (October 28, 1914). "Some Phases of Construction: High School Group, Santa Monica, California," American Architect, 106 (November 4, 1914): page 273-277.*

[116] *Francis D. Rutherford, "General Specifications, Addition to the Santa Monica High School for the Santa Monica Board of Education," 1930.*

[117] *"Rutherford Granted Architect's Certificate," Southwest Builder and Contractor, April 1, 1921.*

[118] *"Rutherford and Smith Prepare Plans for Washington, Martha, School, Venice, California," Southwest Builder and Contractor, August 29, 1924.*

[119] *"Rutherford Plans Two Burbank Junior High Schools," Southwest Builder and Contractor, June 22, 1928.*

Parkinson & Parkinson

John and Donald Parkinson were a father-and-son architectural team operating in Los Angeles in the early 20th Century. John Parkinson (b. December 12, 1861, d. December 9, 1935) was born in the small village of Scorton, in Lancashire, England in 1861. At the age of sixteen, he was apprenticed for six years to John J. Bradshaw, a contractor/builder in nearby Bolton, and attended night school at Bolton's Mechanics Institute. Upon completion of his apprenticeship at age 21, he immigrated to North America, eventually settling first in Napa, California. In January 1889, John Parkinson moved to Seattle, where he opened his first architectural practice. Parkinson's early projects included the Olympia Hotel, Olympia (1889; destroyed), the Calkins Hotel, Mercer Island (1889; destroyed), and several residences. After the Great Seattle Fire of 6 June 1889, he secured several important business blocks, the Butler Block (1889-90; altered), and the Seattle First National Bank Building, later called the Interurban Building (1890-92), an exemplary work of Romanesque Revival architecture.[120]

In 1891, Parkinson won the design competition for the B.F. Day School (1891-92; altered), located in the Fremont neighborhood of Seattle. Thereafter the Seattle School Board appointed Parkinson as the Seattle Schools Architect and Superintendent. Parkinson was responsible for all Seattle Schools projects over the next several years, including the Pacific School (1892-93; demolished) and the Cascade School (1893-94; demolished). He also designed the Seattle Seminary (1891-93) at Seattle Pacific University (now known as Alexander Hall); and the Jesuit College and Church (1893-94; altered) at Seattle University (now known as the Garrand Building). His works were frequently published in the professional architectural press. He was an early member of the Washington State Chapter of the American Institute of Architects (predecessor to today's AIA Seattle chapter). He was both architect and developer of the Seattle Athletic Club Building (1893-94; demolished). However, his investments left him financially vulnerable during the national depression that followed the Panic of 1893. Parkinson's schools contract was terminated by the Seattle School Board early in 1894.[121]

Faced with little prospect for work in Seattle, John Parkinson moved to Los Angeles in 1894 and opened his architecture office on Spring Street between Second and Third Streets. By 1896, Parkinson had designed the city's first Class "A" fireproof steel-frame structure: the Homer Laughlin Building at Third Street and Broadway. His 1901 Susana Machado Bernard House and Barn has been designated as a Historic Cultural Monument and listed in the National Register of Historic Places. His design for the 1904 Bradley Block at Fourth Street and Spring became the

[120] *Jeffrey Karl Ochsner, ed., "John Parkinson" in Shaping Seattle Architecture: A Historical Guide to the Architects (Seattle, Washington: University of Washington Press, 1994): 28-32.*

[121] *Ibid.*

first "skyscraper" built in Los Angeles and held the distinction of being the tallest structure until the completion of City Hall in 1928.[122]

In 1905, Parkinson formed a partnership with G. Edwin Bergstrom which lasted for ten years, becoming one of the most prominent architectural firms in Los Angeles important for their many contributions to the early twentieth century urban landscape of Los Angeles. Five years after Bergstrom left to establish his own successful practice, John Parkinson was joined in 1920 by his son, Donald B. Parkinson. Parkinson & Parkinson designed many of Los Angeles' finest buildings during the 1920s and 1930s, which became some of the city's most enduring landmarks. Found on the impressive roster are: the Campus Master Plan and several noted buildings of the University of Southern California (1919-39), the Los Angeles Memorial Coliseum (1923 and 1930-31), [123] Los Angeles City Hall (1928, with Albert C. Martin/structural and John C. Austin/working drawings), Bullock's Wilshire Department Store (1929)[124] Bullock's Westwood Department Store (1931),[125] Federal Reserve Bank in Los Angeles (1931),[126] the a new type of low-cost high school incorporating innovative concrete construction in the Manual Arts High School in Los Angeles, (1935),[127] an addition to the Broadway-Hollywood store for the Broadway Department Store, Inc. (1938), a Transmitter Building for the KNX Radio Station, Columbia Broadcasting System, Los Angeles (1938),[128] Union Station (1939), an important early renovation of Pershing Square in downtown Los Angeles, and the nation's largest cafeteria in the Lockheed Factory Cafeteria, Los Angeles (1943).[129]

Marsh, Smith and Powell

The firm of Marsh, Smith and Powell comprised Illinois natives Norman Foote Marsh and Herbert Powell and Kentucky native David Smith. Marsh (1871-1955), the most prominent of the three, headed the firm and was known for his planning of the canals and pier of Venice, California. Marsh's firm specialized in public buildings, including numerous schools, churches

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[122] *Ibid.*

[123] *"Olympic Stadium in Los Angeles," Architectural Record, 70 (December 1931): 419-424.*

[124] *"Bullock's Wilshire Department Store, Los Angeles," Architectural Record, 67 (January 1930): 51-64.*

[125] *"Bullock's Westwood," Architectural Digest, 8, no. 4 (1932-1933): 47.*

[126] *"Federal Reserve Bank, Los Angeles," Architectural Digest, 8, no. 2 (1932-1933): 50.*

[127] *"New Type of Low Cost School Buildings: Manual Arts High School, Los Angeles, California," Architect and Engineer, 125 (April 1936): 31-33. "School for Manual Arts, Los Angeles, California," Architectural Forum, 65 (October 1936): 350-351. "Manual Arts High School, Los Angeles, California," Architectural Concrete, 2, no. 3 (November 3, 1936): 25-31.*

[128] *"Two Interesting Projects in Southern California," Architect and Engineer, 138 (August 1939): 38-39.*

[129] *"Lockheed Builds Nation's Largest Cafeteria," Architect and Engineer, 156 (February 1944): 16-17. Ochsner, ed., "John Parkinson" in Shaping Seattle Architecture: A Historical Guide to the Architects.*

and libraries throughout California. Marsh was responsible for the design of the City's first high school in Pasadena (1909), South Pasadena Junior High School (1928), as well as Hollywood (Polytechnic) High School and the University of Redlands. He is also noted for the design of Columbia hospital in New York City. The firm was primarily responsible for the majority of earthquake reconstruction and new buildings for the Santa Monica schools during the 1930s, giving the District campuses a new, cohesive appearance exhibiting unified Art Moderne/Streamline Moderne styling. In particular, John Adams Junior High School was recognized as an innovative example of school design. Departing from multi-story schools typically built up until that time, it was a "modern one-story solution, typically Californian with its patios and courts, and its open-air communicating corridors and shelters."[130] John Adams Junior High was also important for its innovative earthquake bracing and was lauded for the aesthetic as well as functional use of natural light, outdoor open spaces and air circulation.[131] Their reconstruction of Madison School, a traditional two-story masonry type building built prior to 1933, was rebuilt as a new two-story school with "gunited" structural walls designed to be earthquake and fire resistant.[132]

H. L. Gogerty

Henry L. Gogerty was a notable and prolific architect who had a long and active career (b. Zearing, Iowa, January 30, 1894; d. 1990) He received a Liberal Arts Certificate from St. John's College, Iowa, in 1913. He graduated from the School of Architecture, University of Illinois in 1917, and earned a certificate of architecture from the University of Southern California. He served in the U.S.A. Signal Corps in 1917-1918, and attending Officers Training School in 1918. In 1923 he established his first practice, H. L. Gogerty Associates, in Long Beach, California. Projects included schools, shopping centers, jails, aircraft hangars and terminals, military installations, and commercial office buildings. In 1925 he entered partnership with Carl Jules Weyl, and together they were successful in building the Highland Park Professional Building (1925) and a residence at 902 North Camden Drive in Beverly Hills (1925). During the late 1920s, Gogerty and Weyl specialized in the Spanish Colonial Revival and Art Deco styles. Gogerty parted from Weyl in 1928, to work on one of the highlights of his careers, the Grand Central Air Terminal in Glendale, featured in *Architect and Engineer* in November and December of 1930. In 1933, he moved his office to Compton, California. During the late 1930s and early 1940s his work included schools in Los Angeles (Dorsey High School, 1936-1938), Visalia (1939-1940), and Trona (1940). Gogerty and C. E. Noerenberg, architects

[130] *"Progress in School Design as Evidenced by the Work of Marsh, Smith & Powell, Architects,"* Architect & Engineer, *(November 1938): 15-22.*

[131] *"John Adams Junior High School, Santa Monica, California,"* Architectural Record, *" 81, (April 1937): 30-33.*

[132] *"Progress in School Design as Evidenced by the Work of Marsh, Smith & Powell, Architects,"* Architect & Engineer, *(November 1938): 15-22.*

and engineers, received particular recognition for the innovative plan and structural advancements of their design for Dorsey High School (1938).[133] Gogerty also designed and developed the gliding acoustical wall, which provided flexible interior classroom construction and re-configuration. The design helped him win a national achievement award in the science of construction from the American Institute of Architects.

He became a member of the Southern California Chapter of the American Institute of Architects in 1941 and a Fellow of the American Institute of Architects in 1953. One of the largest industrial projects he designed was the massive cargo plane assembly buildings for Hughes Aircraft where Howard Hughes's famous "Spruce Goose" was constructed (1941-1952). Among the principal works of this notable Southern California architect were the Naval Ordnance Test Station, Inyo-Kern (1942-1943); Hughes Aircraft Plants in Culver City and Fullerton (1957-1958); Antelope Valley Junior College, Lancaster (1959); and South Hills High School, Covina (1963).[134] In later years, he designed and operated the Desert Air Hotel and Palm Desert Airpark in Rancho Mirage until 1968.[135]

Frederic Barienbrock & Andrew F. Murray

Frederick C. Barienbrock was notable Santa Monica architect who, in partnership with Andrew F. Murray, and later Robert Kliegman, maintained a successful practice during the 1940s-1960s. Barienbrock was a member of the Southern California Chapter of the American Institute of Architects during the 1940s and 1950s. During the 1940s his office was located at 11759 San Vicente Boulevard in Los Angeles.[136] He moved to Santa Monica during the 1950s and maintained an office at 701 Lorenzo Street.[137] By 1962, his office had moved to a more prominent location in the 400 Central Tower Building in downtown Santa Monica.[138] Generally, Barienbrock's practice was characterized by International Style Modern design. Barienbrock and Murray were employed by the District to complete a variety of additions to the schools in Santa Monica. In 1952, Andrew F. Murray completed Library, Cafeteria and Kitchen additions

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[133] *"Many Plan and Structural Innovations in Dorsey High School," Architectural Record, 84 (September 1938): 40-47.*

[134] *American Architects Directory, 1970.*

[135] *Gogerty's work is mentioned in several architectural survey books including David Gebhard and Robert Winter, Los Angeles: An Architectural Guide (Salt Lake City, Utah: Gibbs Smith, 1994), and Paul Gleye, The Architecture of Los Angeles (Los Angeles: Rosebud Books, 1981). ArchitectDB, College of Architecture and Urban Planning, University of Washington, Seattle, Washington. https://digital.lib.washington.edu/php/architectsearch.form.phtml?type=architect.*

[136] *American Architects Directory, 3rd edition, 1970.*

[137] *American Architects Directory, 1st edition, 1955.*

[138] *American Architects Directory, 1962.*

to the original John Muir Elementary school. In 1953, Frederic Barienbrock designed the new Boys Physical Education facilities at Lincoln Junior High School. They completed substantial improvements to Santa Monica High School beginning in 1954 with alterations to the Dean's Office, the Boy's Athletic Field and Campus Enlargement with Eckbo, Royston and Williams, and the new Science Building.[139] Barienbrock and Murray also designed the Cafetorium at Washington West (1954) and it is also likely they designed the Washington Primary school on the site. It appears that about 1950, Barienbrock joined in partnership with Robert Kliegman, Associate Architects. Barienbrock and Kliegman designed the County Building in Santa Monica's Civic Center, a 27,000 square foot structure costing approximately $270,000 in 1950.[140] Together Barienbrock and Kliegman also designed additional facilities for Canyon School (1954), for an estimated cost of $238,000, retaining the original classroom building from 1875 as a library. A prime requisite of the design was to obtain a maximum amount of playground on a narrow and small site, which they accomplished by aligning the class room units in two separate groups served by a single covered corridor.[141] In 1956, Barienbrock and Murray designed the Santa Monica Assistance League Day Nursery at 1443 15th Street. The new 1800 square foot wing addition to the existing nursery was sponsored by the Community Chest and designed to accommodate 35 children, providing day care for first- and second-grade students after school. The Modern International Style brick masonry and glass building featured radiantly heated floors, deep covered porches, and clerestory windows for interior lighting.[142]

John C. Lindsay

Little information is available on Architect John C. Lindsey, AIA. He completed a Modern Ranch style residence n 1952 for his wife, actress Diana Lynn.[143] Lindsay, in association with Orr, Strange and Inslee (see below), designed model apartments for the Home Show in the Pan Pacific Auditorium, 1955.[144] In 1956, again in association with Orr, Strange and Inslee, he constructed the Braemar Towers, 8440 Sunset Boulevard, the second Federal Housing Authority cooperative organized by the Braemar Construction Corporation.[145] Lindsay was also the architect for the Modern International-Style, Student Services Building, Cafeteria, Music Building, Girl's Gym, and additions to the Boy's Gym at Santa Monica High in 1958-1959.

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[139] *"$520,000 High School Building Completed,"* Los Angeles Times, *June 17, 1956. Barienbrock and Murray, Science Building, Santa Monica High School.*

[140] *"Santa Monica Building Branch County Center,"* Los Angeles Times, *July 10, 1950.*

[141] *"Additional Facilities Will Benefit Students,"* Los Angeles Times, *March 7, 1954.*

[142] *"Child Care Nursery Expansion Planned,"* Los Angeles Times, *October 7, 1956.*

[143] *"Long, Low and Livable,"* Los Angeles Times, *August 24, 1952. "Diana Lynn Awarded Divorce from Architect,"* Los Angeles Times, *June 6, 1953.*

[144] *Jean Stewart, "At the Home Show. . . A Model Apartment,"* Los Angeles Times, *June 12, 1955.*

[145] *"Co-operative Apartment Set to Rise in Hollywood,"* Los Angeles Times, *November 25, 1956.*

Edward Cray Taylor & Ellis Wing Taylor

There is limited information available on Edward Cray Taylor (d. 1946)[146] and Ellis Wing Taylor. Edward Taylor completed the Santa Barbara Avenue School for the Los Angeles Unified School District in 1921.[147] Taylor and Taylor completed plans for additions to John Adams Middle School, Units A, B, C, in 1938.

Eckbo, Royston & Williams

The firm of Garrett Eckbo, Robert Royston and Edward Williams was responsible for the mid-1950s enlargement and reconfiguration of the Santa Monica High School landscape plan. At the time, the partnership of Eckbo, Royston and Williams was one of the most forward-looking, innovative and successful Modern landscape architectural firms in California. Garrett Eckbo (b. November 28, 1910, d. May 15, 2000), received his training in landscape architecture at the University of California, Berkeley (B.S. 1935), and Harvard University (M.L.A. 1938). Early in his career he was a Landscape Architect for the Farm Security Administration, Central Valley, California. He was a Professor in the School of Architecture at the University of Southern California, 1948-1956; and Chair of the Department of Landscape Architecture, University of California, Berkeley, 1963-1969. He was a founding member of the Telesis group of architects, landscape architects and urban planners, along with Francis Violich. Edward Williams was the brother-in-law of Garrett Eckbo and founding partner in the firm Eckbo and Williams, Landscape Architects, when they were first established in Los Angeles, 1940-1945, and remained a principal partner with the firm throughout his career. Robert Royston joined the firm during the late 1940s. Among Eckbo's notable works are Central Park, and Community Centre, Project (1938); United States Housing Authority, Public Housing Landscape Plan, Project (1938); Farm Security Administration Housing, Woodville (1941); Marshall Hale House, Hillsborough, California (1947); the Alcoa Forecast Garden, Los Angeles (1958); University of Washington, Seattle, Faculty Club #2 (1958-1960); Shirley Todd House (1960); San Francisco Redevelopment Authority Diamond Heights Housing Project #3 (1962); Mar Vista House Renovation, Mar Vista, Los Angeles, California (1996); Franklin Delano Roosevelt Memorial, Washington, D.C. (1997); U.S. National Park Service, Signers Memorial, Washington, D.C.[148]

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[146] *"Necrology,"* Journal of the American Institute of Architects, *February 1947.*

[147] *"Santa Barbara Avenue School,"* Builder and Contractor, *September 10, 1921.*

[148] ArchitectDB, *College of Architecture and Urban Planning, University of Washington, Seattle, Washington. https://digital.lib.washington.edu/php/architect/search.form.phtml?type=architect*

Joe M. Estep

Joe M. Estep (b. Ohio, March 29, 1888; d. Los Angeles County, March 8, 1959), partner in the firm of Estep and Kelley, Associated Architects, was a successful Los Angeles architect during the late 1920s and early 1930s. Estep and his partner, Arthur Kelley, were first published in the architectural press for their residential work, including the Arthur Letts, Jr. Residence in Holmby Hills (1927),[149] the W. B. Cline House, Beverly Hills, (1930),[150] the architect's own residence (1931), and the Channe Residence in Brentwood.[151] His commercial work included a Drive-in Market, Hollywood Boulevard and North Kingsley Drive (1928).[152] In 1941, Estep partnered with H. Donald West on the design of the Phi Delta Theta fraternity at the University of California, Los Angeles.[153] Estep became a successful school architect during the 1950s for the Santa Monica Unified School District. Influenced by both the Art Moderne as well as International Style Modernism, Estep was able to strike a delicate balance between the two architectural styles in his additions to existing Moderne-style schools. His plans for new Modern schools emphasized the relationship between the interior and exterior spaces organized around open courtyards, made extensive use of large banks of windows, and provided exterior circulation via covered outdoor hallways.

Pierre Claeyssens

Little information is available on Pierre Paul Claeyssens. A member of the Southern California Chapter of the American Institute of Architects, during the 1950s and 1960s he maintained an office at 11941 Wilshire Boulevard, Los Angeles, California.[154] He prepared the initial plot plans for Zuma Elementary School in 1954-1956 (Juan Cabrillo); he worked with Joe Estep at John Adams in 1953, and prepared plans for classroom additions to Grant Elementary in 1953-1954. He designed the Cafetorium and three classrooms for Edison Elementary in 1954. In 1960, the School Board approved the employment of architect Pierre Claeyssens to prepare preliminary drawings for a child care center at 5th Street and Ocean Park Boulevard, made possible by $178,000 in state tax funds.[155] He completed additions to Webster School in 1961,

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[149] *"Arthur Letts, Jr., House, Holmby Hills, Los Angeles,"* Architectural Digest, *1928.*

[150] *"W. B. Cline House, Beverly Hills,"* Architectural Digest, *1930.*

[151] *"Joe Estep works,"* Architectural Digest, *7, no. 1 (1928): 85-93. "Residence of Mr. and Mrs. Jose Estep, Santa Monica, California,"* Architectural Digest, *7, no.2 (1931): 124-125.*

[152] *"Drive-in Market, Hollywood Boulevard and North Kingsley Drive,"* Los Angeles Times, *March 4, 1928, Part V.*

[153] *"Work on Fraternity House Under Way, Phi Delta Theta Adds to U.C.L.A. Greek Row,"* Los Angeles Times, *October 26, 1941.*

[154] American Architects Directory, *1955; 1956, 1962.*

[155] *"School Board Contracts for $925,923 Work,"* Los Angeles Times, *December 4, 1960.*

and constructed additions to Washington West (1967). He appears to have been a competent local architect who designed in a modest variant of International Style Modernism.

Orr, Strange, Inslee

The firm of Robert Orr, W. T. Strange, Jr., and Robert Inslee, Los Angeles architects, with offices at 3142 Wilshire Boulevard, were prolific church, hospital and school architects from 1949 through the 1960s. The senior partner and founder of the firm was Robert Orr, who in 1959 was the oldest living graduate ('08) of the College of Fine and Applied Arts of the University of Illinois.[156] Claude L. Senefeld was named a new principal of the firm in 1959.[157] In 1964, Robert Orr passed away at the age of 91 in Glendale. His notable works included General Hospital, the Hall of Justice, and he was supervising architect for Pomona College and the Wilshire Christian Church.[158] The firm's works also included the Administration Building at Pasadena's Fuller Theological Seminary (1952),[159] and the Civic Auditorium in Glendale (1963).[160] Popular church architects, they completed numerous church buildings throughout Southern California including St. Paul's Methodist in Oxnard (1956),[161] Trinity Lutheran Church of Hawthorne (1956),[162] the "modified Gothic" style La Canada Presbyterian Church (1956), [163] Christian Education Building at the Glendale Presbyterian Church (1956),[164] an Educational Building for the First Methodist Church of Burbank (1956),[165] and a "colonial style structure" for the First Church of the Nazarene (1959).[166] Educational facilities designed by the firm included the Olive Vista Junior High School (1957-1958), and an extensive campus at the corner of Tyler Street and Borden Avenue in the Sylmar area of the San Fernando Valley.[167] In 1958, the Santa Monica Board of Education selected the firm to draw plans for the Malibu Park Junior High School.[168] The firm was also responsible for completing the San Juan Capistrano Beach

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156 *"Dean Honored by Old Grads,"* Los Angeles Times, *May 17, 1959.*

157 *"New Principal of Firm Named,"* Los Angeles Times, *July 5, 1959.*

158 *"Death Takes Robert Orr, Architect, 91,"* Los Angeles Times, *December 24, 1964.*

159 *"Fuller Seminary Plans $300,000 Campus Building,"* Los Angeles Times, *April 28, 1951.*

160 *"Glendale to Call for Bids for Renovation of Auditorium,"* Los Angeles Times, *July 28, 1963.*

161 *"Contract for Oxnard Church Unit Awarded,"* Los Angeles Times, *April 24, 1955.*

162 *"Lutherans Will Build Sanctuary,"* Los Angeles Times, *November 6, 1955.*

163 *"Presbyterians to Turn Ground in La Canada,"* Los Angeles Times, *November 20, 1955.*

164 *"Rites to Start Construction of Church Unit,"* Los Angeles Times, *May 13, 1956.*

165 *"Work Begun on Burbank Church unit,"* Los Angeles Times, *August 5, 1956.*

166 *"New Sanctuary,"* Los Angeles Times, *April 5, 1959.*

167 *"Extensive Junior High School Slated for Valley,"* Los Angeles Times, *February 3, 1957.*

168 *"Firm to Draw Plans for School in Malibu,"* Los Angeles Times, *January 5, 1958.*

Elementary School; the original school, built in 1927, was converted to storage and administrative use.[169] An eight-classroom building "on stilts" was proposed by Orr, Strange, Inslee and Senefeld, in 1964, as an addition to the Crescenta Valley High School in Glendale. The architects recommended the elevated structure since the ground area underneath the building was necessary as a valuable space for student circulation.[170] In 1964, the Santa Monica Board of Education commissioned the firm of Orr, Strange, Inslee and Senefeld to prepare architectural drawings for the construction of three new classrooms and a library for Juan Cabrillo Elementary School. The Library at Juan Cabrillo was the first in a Santa Monica District elementary school designed as such rather than converted from a classroom.[171] The second award went to architect Maynard Lyndon (see below) to develop a master plan for the Point Dume site.[172] A year later, Orr, Strange, Inslee and Senefeld designed a new two-story, eight-room building on the Toll Junior High School campus.[173] Also in 1965, Glendale announced a new four-year building campaign for a new Junior High School, additions at Crescenta Valley High and other projects. Architects Orr, Strange, Inslee and Senefeld were named to design permanent additions at Columbus, Verdugo, Woodlands and Freemont Elementary Schools.[174]

Maynard Lyndon

Maynard Lyndon (b. 1907, d. 1999) was awarded Fellow of the American Institute of Architects in 1952. Archival documents on Maynard Lyndon are housed at the Architecture and Design Collection of the University Museum, University of California, Santa Barbara (UCSB). Among his built works are the Los Angeles Unified School District, Apperson Street School (1946); Atchison, Topeka and Santa Fe Railroad, South Hill Street Ticket Office, Los Angeles (1947); the Maynard Lyndon House (1950); Vista Elementary School, Vista, California (1950); and Ralph Bunch Hall, University of California, Los Angeles (1964).[175] In 1964, the Santa Monica Board of Education commissioned architect Maynard Lyndon to develop a master plan for the elementary site located on Point Dume at the intersection of Gray Fox Drive and Fernhill

[169] *"New School Bids Opened,"* Los Angeles Times, *April 9, 1961.*

[170] *"School-on-Stilts Plan Evolved by Architects,"* Los Angeles Times, *September 6, 1964.*

[171] *"Malibu School to Get Library, 4 Classrooms,"* Los Angeles Times, *November 12, 1964.*

[172] *"Architects Hired for Malibu School Work,"* Los Angeles Times, *October 4, 1964.*

[173] *"Plans Revised for New Toll School Building,"* Los Angeles Times, *January 24, 1965.*

[174] *"Glendale in Busy School Building Era,"* Los Angeles Times, *June 21, 1965.*

[175] *ArchitectDB. College of Architecture and Urban Planning, University of Washington, Seattle, Washington. Online database: https://digital.lib.washington.edu/php/architect/search.form.phtml?type=architect.*

Road. The architectural planning included site development for a 10-classroom unit and a planned area for additional 10 classrooms to be constructed in the future.[176]

F. PROPERTY TYPES

1. First Generation School Houses

The earliest schools built in Santa Monica, aside from those classrooms housed in private homes, were typically one- and two-story, vernacular-type wood buildings, typically modeled after rural communal buildings and easily enlarged or otherwise modified to accommodate growth or a range of uses. It was this generation of school construction that introduced the bell tower as a signature element of a school building, perhaps modeling school buildings after early churches. Santa Monica's first school, the Sixth Street School, was opened in May 1876. It was a commodious two-story Neoclassical-style wood-frame building which incorporated the tall windows and high ceilings characteristic of the Victorian era. Only one example of a "first-generation" wooden schoolhouses remains in the area. The Santa Monica Canyon School, which today serves as a library for the Canyon Elementary School, is the oldest school building in Los Angeles still in use. Wooden schoolhouses were the favored construction method beginning in 1875 and lasting through approximately 1910, when they were supplanted by more pretentious, less fire-prone and consequently more permanent masonry structures.[177]

If the wooden buildings had looked to small homes, meeting houses, and churches for design prototypes, their masonry successors seemingly were more influenced by courthouses, city halls, or mansions. No longer constrained to a severely limited number of rooms, these more substantial schoolhouses were two to three stories in height and featured the architectural styles of the day. Entries were usually centrally located, often indicating a central hall plan. Buildings were, for the most part, organized vertically. Except for the occasional front porch, the buildings presented an impressive barrier between the outside and inside worlds. Examples of early twentieth century masonry school houses included the Tudor Revival-style Madison School, the City's first separate high school (1897); Lincoln School at 10th Street and Santa Monica Boulevard (1898), which reflected the influences of Beaux-Arts Classicism as well as the American Arts and Crafts movement; and Garfield School, which in 1913 had the distinction of starting the first kindergarten in Santa Monica.[178]

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[176] *"Architects Hired for Malibu School Work,"* Los Angeles Times, *October 4, 1964.*

[177] *Louise B. Gabriel, Images of America: Early Santa Monica (San Francisco, CA: Arcadia Publishing, 2006), 50..*

[178] *Ibid., 52-53.*

2. "The Golden Age of Schools in Santa Monica"

A large number of the extant school facilities were constructed between the early 1920s and World War II. These second-generation school buildings were of masonry; brick was a popular structural and decorative cladding material, as were hollow clay tile and concrete, the latter often manipulated to resemble stone or other materials. Most often two stories in height, second generation schools were less fortress-like although an institutional appearance was usually maintained. New styles were introduced, including the Romanesque Revival, Italian Renaissance Revival, Spanish Colonial Revival, and Collegiate Gothic Revival. During the 1930s, Moderne styled buildings were favored. As a rule, the school initially would be planned as a single building, with spaces allocated for standardized classrooms; special kindergarten rooms with toilets en suite; principal's and vice principal's offices; and boys' and girls' toilet rooms. Rooms were arrayed off of double-loaded corridors in the most common arrangement, establishing a linear organization to building plans that had been missing in earlier plants. During this period designers were increasingly concerned with the provision of natural light and fresh air, and as a consequence, another signature element of school design became a regular feature: the repetition of bays of windows often stacked three high. Buildings were either massed as single rectangular unit or embellished with wings set perpendicular to the main body of the building, frequently enclosing, all or in part, a courtyard space. Usually auditoriums, or cafeterias if provided, would be located in a wing. Gymnasiums, introduced at the junior high and senior high levels, were housed in separate buildings of more utilitarian design. Similarly, shops were often located in industrial-like buildings, provided with large spaces and open truss roofs.

A new emphasis upon earthquake-resistant structural engineering design and construction guided school building plans after 1933. Earthquake reconstruction efforts for existing buildings encompassed foundation reinforcement, major structural reinforcement and architectural modification, replacement of plaster elements with more modern materials, removal or abrasion of exterior brick or masonry surfaces and application of gunite, and other tasks. The 1930s also witnessed the application of a variety of modern innovations to school plants, reflecting educational reforms of the time and encompassing advances in ventilation, illumination, hygiene, sanitation, school furnishings and landscaping. A new interest, grounded in California's mild climate, was also prevalent, in one story schools, more easily opened to the outdoors and on the provision of loggias and arcades for circulation.

3. Modern Era Schools

After the construction hiatus caused by World War II, the International Style was adopted for schools, as pioneered by Viennese-born architect Richard Neutra in some Los Angeles area schools; the unfamiliar and plain design earned schools of this style the derogatory term

"learning factories." The individual, architect-designed schools of the prewar era gave way to a period of postwar school design that reflected school district-level planning control and a nationwide trend toward standardization. The 1950s and 1960s saw the rise of predominantly one-story, open-plan Modern styles of architecture in Santa Monica and Malibu school construction. This style dispensed with the traditional two-story institutional model, thought to be unappealing and forbidding, in favor of schools of a more informal appearance. One-story design meant the elimination of the wasted space usually needed for corridors and stairwells, and easily accommodated expansion through the addition of new wings, separate structures or portable classrooms. Such ease of expansion was in keeping with the postwar baby boom and corresponding explosion of suburban development, where many of the new schools were necessarily located.

These schools were generally constructed where land was plentiful and are characterized by sprawling, low main buildings or clusters of buildings connected by covered walkways and possessing individual patios or open courtyards, encouraging air circulation and taking maximum advantage of the climate. It was postulated that such a layout was a descendant of the earliest Mission classrooms, held in rooms arranged about patios and under arcades. One-story buildings also substantially reduced the overall superstructure and consequent earthquake and fire risk, as access to the outdoors was readily available. Such architecture was primarily applied to grade schools, while two-story design was still favored for high schools.

G. ARCHITECTURAL STYLES

The diverse development history of the Santa Monica and Malibu communities is reflected in the wide variety of architectural styles and building types prevalent in these two cities. Educational architecture was also strongly influenced by popular taste. Seeking out and commissioning school buildings and campuses from among the region's most prominent architects specializing in educational architecture, the Santa Monica-Malibu schools were local trend setters. The following is an overview of architectural styles associated with the existing District schools.

1. The Mediterranean Revival and the Spanish Colonial Revival

Period revival styles grew in popularity just after World War I, and were patterned after buildings of earlier stylistic periods. The most common revival style in the Southwest was the Spanish Colonial Revival. Inspired by the Panama-California Exposition of 1915 hosted by the city of San Diego, many architects found Southern California the ideal setting for this architectural type. Numerous publications argued in favor of this style for the "Mediterranean environment" of California, including W. Sexton's *Spanish Influence on American Architecture*

and Decoration (1926) and Rexford Newcomb's *The Spanish House for America Its Design, Furnishing, and Garden* (1927). The broader term Mediterranean Revival, used here, encompasses not just the Spanish Colonial Revival style but also Italian Renaissance Revival (see below), Moorish Revival, and other related styles associated with the Mediterranean Region.

Architect Bertram Grosvenor Goodhue's comprehensive set of Spanish Colonial Revival buildings for the Panama-California Exposition catalyzed a region-wide building trend that's Spanish and Moorish influences incorporated yet supplanted the previously popular Mission Revival style. The many Spanish Colonial Revival and Mediterranean Revival commercial, civic and residential buildings became a key component in the forging of regional identity and quest for legitimacy, since the style helped perpetuate powerful myths about California's origins tied to New Spain. Decorative elements that were appropriated from indigenous American cultures (Native American, Mayan, and Aztec) were sometimes incorporated into Spanish Colonial Revival designs to infuse exoticism, along with a certain brand of perceived cultural authenticity. Features such as thick walls, glazed ceramic tile, and clay tile roofs also were appropriate given the warm, dry climate and locally available materials. Variations of the style include the elaborate and highly decorative Churrigueresque style.

The so-called "Mediterranean revival styles" dominated building in Southern California during most of the 1920s and 1930s. Of these, the Spanish, felt to be the most responsive to California's history and climate, was the most popular. A direct outgrowth from the Mission Revival style, the Spanish Colonial's identifying features include a low pitched red tile roof with little or no eave overhang; stucco sheathing; parapets; the incorporation of prominent arches placed above either entry doors, principle windows, or beneath porch roofs; multi-pane, wood-framed casement windows; and the use of ironwork on windows, doors, balconies and roof supports. The Spanish Colonial Revival style would effectively define Santa Monica's built environment during the City's greatest period of economic and residential growth, the 1920s.

2. Italian Renaissance Revival

Closely associated with the Spanish Colonial Revival style, the Italian Renaissance Revival style is a derivative of renaissance-era Italian architecture that differs from Spanish-inspired designs in several identifiable ways. Key features of the Renaissance Revival style include a symmetrical façade; low-pitched, hipped roof; roof typically covered by ceramic tiles; deep overhanging boxed eaves with decorative carved brackets; stucco sheathing; upper-story windows smaller and less elaborate than windows below; extensive use of arches for first story entries and windows; entrances accented by classical columns or pilasters. Examples of schools originally designed in the Italian Renaissance Revival style include Santa Monica High, Lincoln Junior High, and McKinley Elementary. While McKinley remains as an intact example, the original buildings at Santa Monica High and Lincoln Junior High experienced serious earthquake

damage in 1933 and were extensively rehabilitated. Sections of the original east façade of the present English Building at Santa Monica High are visible along 7th Street. At Lincoln, the original main building, central courtyard, remnants of the wings, and the footings of the cloister are still extant but are nearly entirely obscured by later renovations.

3. Art Moderne/Streamline Moderne

The Streamline Moderne (also known as Art Moderne) style was popular during the 1930s when the industrial design profession became increasingly influential in determining the direction of product design. In particular, industrial designers were applying the results of tests involving wind resistance (airstreams) to ocean liners, trains, airplanes, and automobiles by "streamlining" these conveyances with smooth surfaces and curved edges. Soon the new streamlined look was applied to stationary objects such as refrigerators, pencil sharpeners, and buildings. In architecture, the style became known as Streamline Moderne and was characterized by smooth surfaces; flat roofs; curved corners (often with windows that curve around corners); horizontal grooves and balustrades; asymmetrical facades; use of glass block; round windows; and an overall horizontal emphasis to the design. In Santa Monica, the style was applied to residential and commercial architecture as well as institutional and Civic architecture. The vast majority of the District schools and school buildings rehabilitated after the 1933 earthquake as well as new construction during the 1930s and 1940s are representative examples of the Streamline Moderne style. Schools representative of the Streamline Moderne style include John Adams Junior High School, by Marsh, Smith and Powell. Barnum Hall on the Santa Monica High campus is an outstanding example of the Streamline Moderne style and is a designated City Landmark.

4. International Style Modernism, Post-World War II Modern Design Variants, Late Modern Architecture, and Postmodernism

In the post-World War II period in America, Modern architecture became the predominant architectural style applied to buildings of every type. During the 1950s and 1960s, distinct and identifiable stylistic variants of Modernism evolved. The aesthetic closest to the 1920s origins of Modernism in Europe was dubbed the International Style and was identified by its rectilinear form, flat roofs, open floor plans, use of steel and glass, and lack of applied ornamentation. Local variants of Modern design, while based upon International Style tenets, were generally less formal in their expression of Modernist tenets with results that vary widely in terms of materials, form, and spatial arrangements. In Santa Monica, the influence of Modern design was most commonly applied to multi-family residential architecture, while a more sophisticated interpretation of the International Style was utilized in commercial, institutional and Civic architecture. District schools and buildings representative of the International Style

include the Science Building at Santa Monica High by Frederick Barienbrock and Arthur Murray.

During the late 1960s, Modern educational architecture began to incorporate new concepts of spatial organization based upon social and cultural changes as well as new concepts in education. Point Dume Elementary and Malibu Middle/High are examples of Late Modern style schools which illustrate the shift away from the strict horizontality and severity of the earlier International Style toward more robust polygonal forms, incorporation of split-level and multi-level plans, and greater emphasis on outdoor spaces and landscape design as a part of campus architecture. Point Dume Elementary, built in the 1960s, is a particularly good example of the Late Modern move away from formalism, while Muir/SMASH is a good example of Postmodernism from the 1990s. Also described as "neo-eclectic," Postmodern architecture replaced the unornamented modern styles and often incorporated the use of non-orthogonal angles and unusual surfaces. Postmodernism is an international style with roots in the 1950s that became a particularly significant phenomenon during the 1980s and continues to influence present-day architecture. Postmodernity in architecture was heralded by the return of ornament and witty stylistic references. Leading architects such as Robert Venturi, Michael Graves, James Stirling, Terry Farrell, Charles Moore, Hans Hollein, and Arata Isozaki drew on a variety of styles, including Modernism, classicism, and even vernacular domestic architecture. Modern functionality and formalistic design was replaced by diverse aesthetics, eclectic juxtaposition of styles and ornament, contextualism, post-industrial pluralism, and new ways of viewing familiar styles and space.

IV. HISTORIC EVALUATION FINDINGS AND CONCLUSIONS

This section evaluates the significance of the 17 school sites of the Santa Monica-Malibu Unified School District within the periods of significance and historic themes introduced in the previous section. It is the purpose of the historic evaluation to determine if the District as a whole, individual campuses, and/or single buildings satisfy the criteria for listing in the National Register of Historic Places, the California Register of Historical Resources, or the City of Santa Monica Landmarks.

A. REGULATORY SETTING AND CRITERIA FOR EVALUATION

Historic resources fall within the jurisdiction of several levels of government. Federal laws provide the framework for the identification, and in certain instances, protection of historic resources. Additionally, states and local jurisdictions play active roles in the identification, documentation, and protection of such resources within their communities.

Numerous laws and regulations require federal, state, and local agencies to consider the effects of a proposed project on cultural resources. These laws and regulations stipulate a process for compliance, define the responsibilities of the various agencies proposing the action, and prescribe the relationship among other involved agencies (e.g. State Historic Preservation Office and the Advisory Council on Historic Preservation). The National Historic Preservation Act (NHPA) of 1966, as amended; the California Environmental Quality Act (CEQA); the California Register of Historical Resources, Public Resources Code (PRC) 5024, and the City of Los Angeles Cultural Heritage Ordinance (Los Angeles Administrative Code, Section 22.130) are the primary federal and state laws governing and affecting preservation of historic resources of national, state, regional, and local significance. A description of these laws and regulations is provided below.

In analyzing the historic significance of properties located within the survey study area, the criteria of significance for designation under federal, state, and local landmark programs were considered and applied. These criteria are quite consistent from agency to agency and in some instances are virtually duplicative. Additionally, the OHP survey methodology and instructions were used to evaluate the relative significance of properties.

1. Federal Level – National Register of Historic Places

First authorized by the Historic Sites Act of 1935, the National Register of Historic Places (National Register) was established by the National Historic Preservation Act of 1966, as

"an authoritative guide to be used by Federal, State, and local governments, private groups and citizens to identify the Nation's cultural resources and to indicate what properties should be considered for protection from destruction or impairment."[179] The National Register recognizes properties that are significant at the national, state, and local levels.

To be eligible for listing in the National Register, a resource must be significant in American history, architecture, archaeology, engineering, or culture. Districts, sites, buildings, structures, and objects of potential significance must also possess integrity of location, design, setting, materials, workmanship, feeling, and association. Four criteria have been established to determine the significance of a resource:[180]

A. It is associated with events that have made a significant contribution to the broad patterns of our history;

B. It is associated with the lives of persons significant in our past;

C. It embodies 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 and distinguishable entity whose components may lack individual distinction;

D. It yields, or may be likely to yield, information important in prehistory or history.

A property eligible for the National Register must meet one or more of the above criteria. In addition, unless the property possesses exceptional significance, it must be at least fifty years old to be eligible for National Register listing. However, the National Register does not prohibit the consideration of properties less than fifty years in age whose exceptional contribution to the development of American history, architecture, archaeology, engineering, and culture can be clearly demonstrated.

As defined in *National Register Criteria Consideration G: Properties that have Achieved Significance within the Past Fifty Years*, a property achieving significance within the past fifty years is eligible only if it is of *exceptional importance*, or if it is an integral part of a district that is eligible for listing in the National Register.[181]

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[179] *Code of Federal Regulations (CFR), 36 § 60.2.*

[180] *How to Complete the National Register Registration Form, National Register Bulletin, U.S. Department of Interior, National Park Service, 1997. This bulletin contains technical information on comprehensive planning, survey of cultural resources and registration in the National Register of Historic Places.*

[181] *National Register Bulletin: Guidelines for Evaluating and Nominating Properties that have Achieved Significance Within the Past Fifty Years, U.S. Department of the Interior, National Park Service, 1979, Revised 1990, 1996, 1998.*

In addition to meeting the criteria of significance, a property must also have integrity. "Integrity is the ability of a property to convey its significance."[182] According to the *National Register Bulletin*, the National Register recognizes seven aspects or qualities that, in various combinations, define integrity. To retain historic integrity a property will always possess several, and usually most, of these seven aspects. Thus, the retention of the specific aspects of integrity is paramount for a property to convey its significance.[183] The seven factors that define integrity are location, design, setting, materials, workmanship, feeling, and association. The following is excerpted from the *National Register Bulletin, How to Apply the National Register Criteria for Evaluation,* which provides guidance on the interpretation and application of these factors:

- Location is the place where the historic property was constructed or the place where the historic event occurred.[184]

- Design is the combination of elements that create the form, plan, space, structure, and style of a property.[185]

- Setting is the physical environment of a historic property.[186]

- Materials are the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property.[187]

- Workmanship is the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory.[188]

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[182] *How to Apply the National Register Criteria for Evaluation, National Register Bulletin, U.S. Department of Interior, National Park Service, 1997. p. 44.*

[183] *Ibid.*

[184] *"The relationship between the property and its location is often important to understanding why the property was created or why something happened. The actual location of a historic property, complemented by its setting is particularly important in recapturing the sense of historic events and persons. Except in rare cases, the relationship between a property and its historic associations is destroyed if the property is moved." Ibid.*

[185] *"A property's design reflects historic functions and technologies as well as aesthetics. It includes such considerations as the structural system; massing; arrangement of spaces; pattern of fenestration; textures and colors of surface materials; type, amount, and style of ornamental detailing; and arrangement and type of plantings in a designed landscape." Ibid.*

[186] *Ibid, p.45.*

[187] *"The choice and combination of materials reveals the preferences of those who created the property and indicated the availability of particular types of materials and technologies. Indigenous materials are often the focus of regional building traditions and thereby help define an area's sense of time and place." Ibid.*

- Feeling is a property's expression of the aesthetic or historic sense of a particular period of time.[189]

- Association is the direct link between an important historic event or person and a historic property.[190]

In assessing a property's integrity, the National Register criteria recognize that properties change over time, therefore, it is not necessary for a property to retain all its historic physical features or characteristics. The property must retain, however, the essential physical features that enable it to convey its historic identity.[191]

For properties which are considered significant under National Register Criteria A and B, the *National Register Bulletin, How to Apply the National Register Criteria for Evaluation* states that a property that is significant for its historic association is eligible if it retains the essential physical features that made up its character or appearance during the period of its association with the important event, historical pattern, or person(s).[192]

In assessing the integrity of properties, which are considered significant under National Register Criterion C, the *National Register Bulletin, How to Apply the National Register Criteria for Evaluation* provides that a property important for illustrating a particular architectural style or construction technique must retain most of the physical features that constitute that style or technique.[193]

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[188] *"Workmanship can apply to the property as a whole or to its individual components. It can be expressed in vernacular methods of construction and plain finishes or in highly sophisticated configurations and ornamental detailing. It can be based on common traditions or innovative period techniques." Ibid.*

[189] *"It results from the presence of physical features that, taken together, convey the property's historic character." Ibid.*

[190] *"A property retains association if it is the place where the event or activity occurred and is sufficiently intact to convey that relationship to an observer. Like feeling, association requires the presence of physical features that convey a property's historic character. . . Because feeling and association depend on individual perceptions, their retention alone is never sufficient to support eligibility of a property for the National Register." Ibid.*

[191] *Ibid, p.46.*

[192] *Ibid.*

[193] *"A property that has lost some historic materials or details can be eligible if it retains the majority of the features that illustrate its style in terms of the massing, spatial relationships, proportion, pattern of windows and doors, texture of materials, and ornamentation. The property is not eligible, however, if it retains some basic features conveying massing but has lost the majority of the features that once characterized its style." Ibid.*

2. State Level – California Register of Historic Resources

The California Office of Historic Preservation (OHP), as an office of the California Department of Parks and Recreation, implements the policies of the NHPA on a statewide level. The OHP also carries out the duties as set forth in the Public Resources Code (PRC) and maintains the California Historic Resources Inventory and California Register of Historical Resources.[194] The State Historic Preservation Officer (SHPO) is an appointed official who implements historic preservation programs within the state's jurisdictions. Also implemented at the state level, CEQA requires the identification of substantial adverse impacts that may affect the significance of identified historical resources through an environmental review process. Further discussion of OHP survey methodology and specific criteria to determine the significance of a resource are provided in Section III, Part B, of this document.

Created by Assembly Bill 2881 in 1992, the California Register of Historical Resources (California Register) is "an authoritative listing and guide to be used by state and local agencies, private groups, and citizens in identifying the existing historical resources of the state and to indicate which resources deserve to be protected, to the extent prudent and feasible, from substantial adverse change."[195] The criteria for eligibility for the California Register are based upon National Register criteria.[196] Certain resources are determined by the statute to be automatically included in the California Register, including California properties formally determined eligible for, or listed in, the National Register.[197]

The California Register consists of resources that are listed automatically and those that must be nominated through an application and public hearing process. The California Register automatically includes the following:

- California properties listed on the National Register of Historic Places and those formally Determined Eligible for the National Register of Historic Places;
- California Registered Historical Landmarks from No. 770 onward;

[194] *California Public Resources Code § 5024.1(a).*

[195] *Ibid.*

[196] *California Public Resources Code § 5024.1(b).*

[197] *California Public Resources Code § 5024.1(d).*

- Those California Points of Historical Interest that have been evaluated by the OHP and have been recommended to the State Historical Commission for inclusion on the California Register.[198]

Other resources that may be nominated to the California Register include:

- Individual historical resources;
- Historical resources contributing to historic districts;
- Historic resources identified as significant in historical resources surveys with significance ratings of Category 1 through 5;
- Historical resources designated or listed as local landmarks, or designated under any local ordinance, such as an historic preservation overlay zone.[199]

To be eligible for the California Register, a historic resource must be significant at the local, state, or national level, under one or more of the following four criteria:

1. Is associated with events that have made a significant contribution to the broad patterns of California's history and cultural heritage;
2. Is associated with the lives of persons important in our past;
3. Embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of an important creative individual, or possesses high artistic values; or
4. Has yielded, or may be likely to yield, information important in prehistory or history.

Additionally, a historic resource eligible for listing in the California Register must meet one or more of the criteria of significance described above and retain enough of its historic character or appearance to be recognizable as a historic resource and to convey the reasons for its

[198] *Ibid.*

[199] *California Public Resources Code § 5024.1(e).*

significance. Historical resources that have been rehabilitated or restored may be evaluated for listing.[200]

Integrity is evaluated with regard to the retention of location, design, setting, materials, workmanship, feeling, and association. The resource must also be judged with reference to the particular criteria under which it is proposed for eligibility. It is possible that a historic resource may not retain sufficient integrity to meet the criteria for listing in the National Register, but it may still be eligible for listing in the California Register.[201]

3. California Office of Historic Preservation Survey Methodology

The evaluation instructions and classification system prescribed by the California Office of Historic Preservation in its Instructions for Recording Historical Resources provide a three-digit evaluation rating code for use in classifying potential historic resources. The first digit indicates one of the following general evaluation categories for use in conducting cultural resources surveys:

1. Listed on the National Register or the California Register;
2. Determined eligible for listing in the National Register or the California Register;
3. Appears eligible for the National Register or the California Register through survey evaluation;
4. Appears eligible for the National Register or the California Register through other evaluation;
5. Recognized as Historically Significant by Local Government;
6. Not eligible for any Listing or Designation; and
7. Not evaluated for the National Register or California Register or needs re-evaluation.

The second digit of the evaluation status code is a letter code indicating whether the resource is separately eligible (S), eligible as part of a district (D), or both (B). The third digit is a number that is used to further specify significance and refine the relationship of the property to the National Register and/or California Register. Under this evaluation system, categories 1 through 4 pertain to various levels of National Register eligibility. The California Register,

[200] *California Code of Regulations, California Register of Historical Resources (Title 14, Chapter 11.5), § 4852(c).*

[201] *Ibid.*

however, may include surveyed resources with evaluation rating codes through level 5. In addition, properties found ineligible for listing in the National Register, California Register, or for designation under a local ordinance are given an evaluation status code of 6.

4. Local Level-City of Santa Monica Criteria

The City of Santa Monica formally initiated a historic preservation program with its 1976 adoption of the Landmark and Historic Preservation Ordinance. This ordinance established the Landmarks Commission whose powers include designation of Structures of Merit and Landmarks, and recommendation to the City Council for the designation of historic districts. Furthermore, it identified both obligations required of historic property ownership and a broad range of incentives available to owners of historic properties.

Section 9.36.100 of the City of Santa Monica Landmark and Historic Preservation Ordinance authorizes the Landmarks Commission to designate Landmarks or Historic Districts. A geographic area or a noncontiguous grouping of thematically related properties may be designated a Historic District by the City Council. An individually significant property may be designated a Landmark. Such designations may be made provided that the subject property(ies) meet one or more of the following criteria:

9.36.100(a)(1) It exemplifies, symbolizes, or manifests elements of the cultural, social, economic, political or architectural history of the City.

9.36.100(a)(2) It has aesthetic or artistic interest or value, or other noteworthy interest or value.

9.36.100(a)(3) It is identified with historic personages or with important events in local, state or national history.

9.36.100(a)(4) It embodies distinguishing architectural characteristics valuable to a study of a period, style, method of construction, or the use of indigenous materials or craftsmanship, or is a unique or rare example of an architectural design, detail or historical type valuable to such a study.

9.36.100(a)(5) It is a significant or a representative example of the work or product of a notable builder, designer or architect.

9.36.100(a)(6) It has a unique location, a singular physical characteristic, or is an established and familiar visual feature of a neighborhood, community or the City.

5. Evaluation of Properties Less than 50 Years in Age

The survey process undertaken for purposes of this evaluation was conducted per OHP instructions, which gives a 45-year threshold for surveying properties for significance. However, in some cases, properties less than 45 years old are considered potential historical resources due to their exceptional significance.

Under the National Register, properties less than 50 years in age are evaluated against *Criterion Consideration G: Properties That Have Achieved Significance within the Past Fifty Years*.[202] This threshold is not concrete, but was chosen as a reasonable span of time after which a professional evaluation of historical value can be made. The National Register guidelines indicate that any building less than fifty years of age must be considered under Consideration G, which states that "a property (which has achieved) significance within the past fifty years is eligible if it is of exceptional importance."[203] The explanation of the guideline is as follows: Fifty years is a general estimate of the time needed to develop historical perspective and to evaluate significance. Criteria Consideration G guards against the listing of properties of passing contemporary interest and ensures that the National Register is a list of truly historic places.[204] Properties that are less than fifty years old must meet Criteria Consideration G, as must "a property that continues to achieve significance into a period less than 50 years before the nomination." Both of these conditions apply to the subject property for National Register evaluation purposes.

The evaluation criteria of both the California Register and the City of Santa Monica Landmarks Ordinance reflect the lead of the National Register; however, they do not utilize the fifty-year threshold. Properties less than 50 years in age may be considered eligible for listing in the California Register or as a City of Santa Monica Landmark regardless of age, if they retain integrity and rise to the threshold of significance when evaluated against the appropriate applicable criteria.

6. California Coastal Act Requirements

The California Coastal Act of 1976 (Public Resources Code Section 30100 et seq.) was enacted to protect California's coastal resources. The California Coastal Commission is the state agency created to implement the Coastal Act. The Coastal Act directs each local government lying wholly or partly within the coastal zone to prepare a Local Coastal Program (LCP) for

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[202] *How to Apply the National Register Criteria for Evaluation, National Register Bulletin. p. 41.*

[203] *Ibid.*

[204] *Ibid.*

areas within the state's coastal zone. An LCP consists of a local government's land use plans, zoning ordinances and other provisions and policies which implement the Coastal Act at the local level. Many coastal counties and cities in California have developed LCPs as part of their General Plans, enabling administration of the Coastal Act locally and minimizing review that would otherwise be conducted by the Coastal Commission. Since the Coastal Act requires the state to protect coastal resources, many proposed development projects in the coastal zone are required to protect sensitive resources that they might not be required to in areas of California not in the coastal zone.

To date the City of Santa Monica is in the process of developing but has not yet completed its LCP. The Olympic and Washington sites are the only two SMMUSD school sites in the City of Santa Monica that fall within the coastal zone and are subject to the requirements of the Coastal Act. The City of Malibu has an approved LCP and all SMMUSD school sites within the City of Malibu are subject to City of Malibu Local Coastal Plan requirements.

The CCA does not include policies that specifically pertain to historic resources. Furthermore, the City of Santa Monica does not have an approved LCP and the Malibu LCP does not include policies pertaining to historic resources. As a result, there is no guidance related to the Coastal Act and historic resources that applies to the District's schools that lie within the coastal zone.[205]

B. HISTORIC RESOURCES IDENTIFIED

1. Previously Recorded Resources

The first survey of schools in the District was conducted in 1993 during Phase 3 of the Historic Resources Inventory for the City of Santa Monica by Leslie Heumann and Associates. A copy of the historic resources inventory form is provided in Appendix A. Six schools were identified as part of the Santa Monica Public Schools Potential Thematic District: McKinley School (2401 Santa Monica Boulevard); Franklin School (2400 Montana); Madison School (1018 Arizona Avenue); Roosevelt School (801 Montana); John Adams Junior High School (2355-2417 16th Street); and Grant School (2400 Pearl Street). The six schools "which retain their historic appearance" and "represent the historic character of school design in Santa Monica" were selected on the basis of their architectural merit and integrity, association with notable architects, and their historical importance within their respective neighborhoods.

[205] *The Malibu LCP discusses archaeology and uses the word "historic," but does not include language that would be applicable to the schools. The Malibu implementation plan discusses cultural resources primarily in the context of Native heritage and archaeology and paleontology*

According to the thematic district description, individual features of other campuses, including the Greek Theater at Santa Monica High School (1921), and additions to Lincoln School (Parkinson, 1936) "which may be intact could be added to the district."[206]

Review of the City of Santa Monica, "Historic Resources Inventory," last updated June 12, 2008, provides current information on the regulatory status of the schools. The six schools previously identified in the 1993 survey as contributors to the Potential Thematic District, are presently listed in the Santa Monica Historic Resources Inventory as shown on Table 2 on page 191 below, and are currently assigned a California Historical Resource Status Code of "5D1," as contributors to a district that is listed or designated locally. In addition, Barnum Hall, located on the campus of Santa Monica High School, is currently a designated City Landmark.

Preliminary results from the current citywide survey are shown on Table 3 on page 192. Note that Barnum Hall at Santa Monica High has already been designated as a City Landmark, and Santa Monica High School has been recommended eligible as a contributor to the thematic district.[207]

2. Historic Resources Evaluation Findings and Conclusions

The historic resources evaluation assessed the significance of the 13 District schools listed below which meet the 45-year age guideline of the California Register of Historical Resources. These resources were evaluated against the federal, state and local criteria, with the exception of those schools in Malibu, which does not have a local register for historic resources.

Designed between 1959 and 1968, Malibu High does not meet the 50-year age threshold of the National Register and it was therefore necessary to evaluate this resource under National Register Criteria Consideration G. However, Malibu High straddles the California Register 45-year age guideline. The design conception for the school was already developed in 1960. The school development appears to have been carried out following the original plan, achieving full built form in 1968. It was thus necessary to evaluate Malibu High against the applicable California Register Criteria, 1, 2 and 3. Likewise, Point Dume Elementary, completed in 1966-1967, was evaluated under National Register Criteria Consideration G, and California Register Criteria 1, 2, and 3.

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[206] *"Potential Thematic District, Santa Monica Public Schools," California Department of Parks and Recreation, Historic Resources Inventory Form, prepared by Leslie Heumann and Associates, 1993.*

[207] *Email communication provided by Peter Morruzi, Architectural Historian, who is currently conducting the Santa Monica Citywide Survey Update with the firm of ICF Jones & Stokes., Los Angeles, California.*

Table 2

District Schools and School Buildings Listed in the Santa Monica Historic Resources Inventory, June 12, 2008

Street Name	Historic Name	District	Evaluation	Phase
1018 Arizona	Madison Elementary School	Schools	5D1	3
801 Montana	Roosevelt School		5D1	3
2400 Montana	Franklin School		5D1	3
2400 Pearl	Grant School	Schools	5D1	3
601 Pico	Barnum Hall		Landmark	
2401 Santa Monica	McKinley Grammar School	Schools	5D1	3
2355-2417 Sixteenth Street	John Adams Junior High	Schools	5D1	3

Source: PCR Services Corporation, 2008

John Muir Elementary and Santa Monica Alternative School (Muir/SMASH) are recent schools that do not meet the age or significance thresholds of the federal, state or local registers. John Muir Elementary (Ocean Park Elementary) was built in 1992-1996, and Santa Monica Alternative School House was constructed in 1996-1997. Additions and alterations occurred at the site in 2002. Constructed during the 1990s, the Postmodern-style school facilities share the same site. The school site is a good representative example of Postmodern-style institutional architecture in Santa Monica, but is not exceptionally significant and does not meet the threshold of significance for eligibility under Criteria Consideration G of the National Register for properties less than 50 years in age. The evaluation criteria of both the California Register and the City of Santa Monica Landmarks Ordinance reflect the lead of the National Register; however, they do not utilize the fifty-year threshold. Properties less than 50 years in age may be considered eligible for listing in the California Register or as a City of Santa Monica Landmark regardless of age, if they retain integrity and rise to the threshold of significance when evaluated against the appropriate applicable criteria. The school site does not appear eligible for the California Register under any of the applicable criteria—it is not significant in the patterns and trends of California history, it is not associated with a significant person, it is not a distinctive embodiment of Postmodern institutional architecture in California, and it was not designed by a prominent architect. Likewise, the school site is not of exceptional importance in history or architecture of Santa Monica and does not rise to the threshold of significance under any of the applicable criteria. Therefore, no further evaluation of the SMASH (2525 Fifth Street) or John Muir Elementary (2526 Sixth Street) is required to comply with CEQA.

Hence, a total of 15 District schools were identified which required further evaluation, including Malibu High, Point Dume Elementary, as well as the following schools, listed below.

Table 3

Preliminary Results of the Santa Monica Citywide Survey Update

Address	Parcel No.	Name	Evaluation
1310 11th Street	4282012900	Santa Monica Schools Thematic District	5D3
2425 16th Street	4273024900	John Adams Middle	5D3
801 Montana Ave	4280022900	Roosevelt Elementary	5D3
2400 Montana Ave	4277002900, 4277002901	Franklin Elementary	5D3
2368 Pearl Street	4273009900	Grant Elementary	5D3
601 Pico Boulevard	multiple	Santa Monica High	5S1/5D3
2401 Santa Monica Boulevard	4276023900	McKinley Elementary	5D3

Source: PCR Services Corporation, 2008

Santa Monica High:1912; Greek Theater 1920-1921; additions 1930; Men's Gym addition 1933; school reconstruction and additions 1933, 1935-1937; Shop 1948-1949; Science and Homemaking 1954-1956; Boy's Athletic Field and Campus Enlargement 1954; Science alterations 1958; Cafeteria, Music, Student Services, Girl's Gym 1958; 1958-1959 campus plan and landscape reconfiguration; Shop Addition 1960; Administration 1961; Greek Theater Addition 1968; Natatorium and Enlargement of Memorial Theater 1969; Library and Classroom Building 1970-1971; English Building Alterations 1971-1972; additions/alterations 1975-1976, 1981-1982, 1984-2002.

McKinley Elementary: 1923; rehabilitated 1935-36; additions/alterations 1951, 1965, 1968, 1973, 1976, 1980-1981, 1985, 1989-1990, 1992-1994, 2000-2001.

Lincoln Middle: 1922-1924; rehabilitation and reconstruction 1933-1936; additions/alterations 1947, 1953, 1955-1956, 1958-1960, 1963-1964, 1968-1972, 1974, 1976, 1984, 1987, 1989-2002.

Olympic High: 1923-1925; rehabilitation 1935-1938; additions/alterations 1946, 1952-1953, 1961, 1967-1971; 2001 Pine Street Child Care Center.

Roosevelt Elementary: 1934; additions/alterations 1939, 1958-1959, 1968-1969, 1982, 1985, 1992-1993, 1997, 2001.

Washington West: Washington Elementary, 1934-1935; Washington Primary, 1953-1954; additions/alterations 1967-1968, 1984, 2000, 2005.

Washington East: ca. 1953-1954; additions/alterations 1967-1968, 1984, 2000, 2005.

Franklin Elementary: 1927; reconstruction 1935-1937; additions/alterations 1948-1952, 1954, 1958, 1970, 1975, 1983-1984, 1989, 1990, 1992-1993, 1997, 2000-2001

John Adams Middle: 1935-1936; additions/alterations 1938, 1940, 1948, 1951-1954, 1967-1971, 1978, 1983, 1988-1991, 1992-1995, 2000-2002.

Grant Elementary: 1936; additions/alterations 1939-1940, 1945, 1951, 1953-1954; 1969, 1986, 1988-1989, 1992-1993, 1995, 1997, 1999-2001.

Webster Elementary: 1948; additions/alterations 1951-1952, 1958, 1961, 1964, 1966, 1971, 1993, 1996-1998, 2000-2001, 2008.

Will Rogers Elementary: 1948-1949; additions/alterations 1970, 1983, 1990, 1992, 1995, 1997, 1999, 2000-2001

Edison Elementary: 1950-1954; additions/alterations 1968-1969, 1989, 1993-1994, 2000-2002.

Juan Cabrillo Elementary: 1954-1956; additions/alterations 1958, 1960, 1964-1965, 1971, 1991-1995, 2001, 2003.

Periods of Significance and Themes Associated with the District and the Schools

Properties were evaluated against the applicable federal state and local criteria within their period(s) of significance and applicable thematic contexts. The following periods of significance and themes are associated with the District history and schools.

I Theme: Community Development in Santa Monica, a) 1875-1940, and b) 1941-1973.

a) 1875-1940, from the time of the original townsite of Santa Monica was surveyed until the beginning of World War II.

b) 1941-1973, from the beginning of World War II that brought in influx of wartime industry to the area, through the post-war period marked by a rapid increase in population density and concomitant changes in the built environment. 1973 is identified as the general cutoff date which corresponds to the beginning of the oil crisis and the ensuing economic downturn or stagflation leading to recession during 1973-1975 brought on by

the costs of the Vietnam conflict, major price increases particularly for energy, and fear of inflation. The 1973 cutoff date also coincides with the passage of Proposition 13, when funding for schools was entirely revamped and moved to state financing throughout the state.

II Theme: Community Development in Malibu, a) 1800-1925, b) 1926-1945, c) 1946-1973

a) 1800-1925, from the time Tapia applied for and was granted the Rancho Topanga Malibu Sequit until the last year the land grant remained intact.

b) 1926-1945, from the initial subdivision of the Malibu Rancho through the pre-World War II settlement and growth.

c) 1946-1973, from the beginning of the Post-war period when Malibu there was a large population influx into the area, resulting in rapid subsequent growth necessitating the establishment of schools along with other community and public safety organizations and institutions, commercial centers, and residential districts. The year 1973 is identified as the general cut-off date which corresponds to the beginning of the oil crisis and the ensuing economic downturn or stagflation leading to recession during 1973-1975 brought on by the costs of the Vietnam conflict, major price increases particularly for energy, and fear of inflation. The 1973 cut-off date also coincides with the passage of Proposition 13, when funding for schools was entirely revamped and moved to state financing throughout the state.

III Theme: important historical patterns, trends or events that contribute to the significance of the District as a whole in local, state or national history, a)1875-1910; b)1911-1932, c) 1933-1945, d) 1946-1973

a) Early Schools 1875-1910, from the year the District was first organized until 1887, when the need for additional schools became a pressing concern. Property types associated with this theme are First Generation School Houses, typically vernacular wood-frame buildings and one-room school houses.

b) The Golden Age of Schools in Santa Monica (pre-earthquake), 1911-1932, when the pressing need for schools resulted in the construction of second-generation school buildings of masonry brick, often two stories in height and designed in one of a variety of period or eclectic revival styles of the period and region.

c) The Golden Age of Schools in Santa Monica (post-earthquake), 1933-1945, commencing with the Long Beach earthquake that resulted in a new emphasis upon earthquake-

resistant structural engineering design that guided school building plans after 1933, paired with the application of a variety of modern innovations reflecting educational reforms and encompassing advances in technology and design.

d) Modern Era Schools, 1946-1973, saw the rise of predominantly one-story, open-plan Modern styles of architecture in Santa Monica and Malibu school construction, dispensing with the traditional models in favor of a more informal appearance, eliminating wasted space and easily accommodating expansion in keeping with the postwar baby boom and corresponding explosion of suburban development, where many of the new schools were necessarily located.

IV Theme: a work of architecture that embodies the distinctive characteristics of a type, period, or method of construction or that represent the work of a master or notable architect or designer, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction such as a building group or district

Thematic District Survey Update

A survey update compares existing conditions against the conditions recorded at the time of the previous survey and assesses whether or not previously identified resources retain significance, and if additional resources may also now be eligible. The 1993 survey that identified a potential thematic district of Santa Monica Schools is over fifteen years old. Since the time of the survey, schools changes may have occurred including additions, alterations, renovations or changes in use that may affect the existing integrity or significance of the schools identified as contributors to the potential thematic district. Furthermore, additional schools that did not meet the age threshold in 1993 may now have reached sufficient age to require evaluation. Finally, the 1993 survey, conducted during Phase 3 of the Santa Monica Citywide survey, was not a comprehensive District-wide survey. For all of these reasons, it was necessary to conduct a thematic District survey update. The following evaluations consider the current eligibility of each school as an individual resource and as a contributor to the thematic district.

Santa Monica High

The period of significance for Santa Monica High is from the completion of the school in 1912 through 1960, which marks the end of the modernization period for this school. Santa Monica High is associated with several themes including community development in Santa Monica, the Golden Age of Schools in Santa Monica, and Modern Era Schools. It is also architecturally significant for some of its individual buildings and as an entire campus that embodies the distinctive characteristics of the architecture and planning from both the pre-

earthquake period and the post-earthquake period of the Golden Age of Schools in Santa Monica. Finally, it is an important work of the master architects, Allison and Allison, and the master architects Marsh, Smith and Powell, with additions by the notable Santa Monica architects Frederic Barienbrock and Andrew F. Murray, and master landscape architects Eckbo, Royston and Williams. While the campus has been extensively modified over the years it still retains sufficient integrity to convey its historical associations with community development in Santa Monica. Its architecture retains sufficient integrity to covey its significance in association with the Golden Age of Schools in Santa Monica as a significant distinguishable entity whose components may lack individual distinction (campus group), and individual buildings on the campus are also of sufficient historic or architectural merit to rise to the threshold of eligibility as individual resources, such as Barnum Hall which is a designated City Landmark, the Academic Building (History Building), the Library and Classroom Building (English Building), and the Memorial Theater (Greek Theater). Thus, Santa Monica High School appears to be eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Santa Monica and the Southern California region, and under Criterion 3 as a distinctive campus grouping that conveys the significant architectural associations and characteristics of pre-earthquake planning, post-earthquake school architecture and planning, and Modern planning and design. Pursuant to CEQA, Santa Monica High School appears eligible for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS. Santa Monica High School also appears locally significant both individually and as a contributor to a district that appears eligible through survey evaluation, and is assigned a California Resource Historical Status Code of 5B.

In addition to Barnum Hall, other individually eligible buildings include the Academic Building (History Building), and the Library and Classroom Building (English Building). The Memorial Theater (Greek Theater) appears eligible as an individual structure. These buildings and one structure are eligible both as individual resources and as contributors to the eligibility of the campus as a whole. Other historic buildings on the campus do not rise to the same level of individual significance but contribute to the significance of the campus. Contributing buildings include the Art Department, the Boy's Gymnasium, and the Science & Homemaking Building (Science Building). The remainder of the buildings are noncontributing resources including the additions to the Science Building, the Business Building, additions to the athletic facilities (Girl's Gymnasium, Pool), the Music Building and additions, the Administration Building and Cafeteria, and the Library Building.

Contributing landscapes include campus features remaining from the 1912-1925 period including the terracing and remnants of original walls in front of the History Building, the quad space and primary axial campus walks and campus gates; the Athletic Field and remnants of the original 1912 wall; the Greek Theater and associated walks, walls, green spaces and mature tree plantings and memorial plaques; the Modern landscape plaza between the Science Building and

the Business building; and the Modern landscape plan for the 1954 Boy's Athletic Field & Campus Enlargement (Baseball Diamond and perimeter trees, Tennis Courts, driveway and bus turn-around, the north-south walkway along former Michigan Avenue, and the mature plantings and walls originally associated with these features).

Contributing objects include the Viking sculpture located in the courtyard behind the Art Building, and the Senior Bench in the green space west of the Cafeteria.

McKinley Elementary

McKinley Elementary is an Italian Renaissance Revival style school originally designed by the prominent Southern California architects, Allison and Allison in 1922-1923.[208] After the 1933 earthquake, Parkinson & Parkinson completed the school rehabilitation. The cafeteria building was added to the western side of the site in 1951, designed by Joe M. Estep, who added arcades to connect the cafeteria building with the school. The period of significance for McKinley Elementary is from the completion of the school in 1923 through 1936, which marks the end of the earthquake reconstruction for this Golden Age school.

McKinley Elementary is associated with several themes including community development in Santa Monica, District History, and the Golden Age of Schools in Santa Monica. It is also architecturally significant for its individual buildings and as an entire campus that embodies the distinctive characteristics of the architecture and planning from both the pre-earthquake period and the post-earthquake period of the Golden Age of Schools in Santa Monica. Finally, it is an important work of the master architects, Allison and Allison, and the master architects Parkinson & Parkinson. Notable Santa Monica architect Joe M. Estep added the cafeteria, which he connected by arcades with the school and sensitively situated on the campus so that it does not detract from the historic appearance of the main school buildings and interior courtyard.

Renovations and additions to the school over the years, such as the replacement of the original windows and doors, installation of exterior staircases, and reconfiguration of the interior hallway in the rear wing detract from the integrity of the school building, and later building additions detract to some extent from the campus as a whole. Nonetheless, McKinley Elementary still stands as a rare example of a moderately intact Golden Age School in Santa Monica which retains its historic character as a pre-earthquake period school. While the campus and buildings have been modified over the years, the school still retains its main original building, central courtyard, arcaded cloisters, and a WPA period sculpture in the center of the

[208] *Allison & Allison, Rendering of McKinley School, "Another Addition to Santa Monica's School System," Los Angeles Times, December 24, 1922, page V5.*

courtyard. Thus, McKinley Elementary retains sufficient integrity to convey its historical associations with District history and community development in Santa Monica. The architecture and campus retains sufficient integrity to covey its significance in association with the Golden Age of Schools in Santa Monica as a significant distinguishable entity. Thus, McKinley Elementary appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Santa Monica and the Southern California region, and under Criterion 3 as a distinctive campus that conveys the significant architectural associations and characteristics of pre-earthquake planning, and post-earthquake school architecture reconstruction and planning. Pursuant to CEQA, McKinley School appears eligible for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS. McKinley School also appears locally significant both individually and as a contributor to a district that appears eligible through survey evaluation, and is assigned a California Resource Historical Status Code of 5B.

Lincoln Middle

Lincoln Middle is an extensively altered Italian Renaissance Revival style school. Lincoln Middle School was originally an Italian Renaissance Revival style school designed by Allison and Allison, 1922-1924. Initial earthquake reconstruction was completed by Marsh, Smith & Powell in 1933-1934. Rehabilitation of the school was then carried out in 1935 by Parkinson & Parkinson. The 1953 additions, including the Boys Gym and Swimming Pool, were completed by Frederic Barienbrock. Between 1955 and 1959, classrooms additions, a new west wing, a shop building, remodeling of the Administration Building, and a second Gymnasium were constructed by Oscar Joseph & Graeme Joseph. Earthquake reconstruction, extensive rehabilitation, and numerous later additions to the campus detract significantly from its integrity as a potential historical resource.

The period of significance for Lincoln Middle School is 1922 to 1935, from the construction of the school through the end of the earthquake reconstruction for this Golden Age school. Lincoln Middle School is associated with several themes including community development in Santa Monica, District History and the Golden Age of Schools in Santa Monica. However, due to the extensive losses and alterations that obscure remaining original building fabric, the school does not appear eligible based upon its architectural merit. Similarly, the extensive changes to the campus by additions and alterations detract significantly from its eligibility as campus from the Golden Age of Schools in Santa Monica. Although, Lincoln Middle School remains important for its contributions to District history and local community history, the campus and buildings do not retain sufficient integrity to convey the property's historical associations from its period of significance. Only a minority of identifiable features from the period of significance remain, including the main building, courtyard, brick paving, column footings from the original cloisters, and remnants of the original wings. Thus, although

historically important, Lincoln Middle School lacks sufficient integrity to meet the threshold of eligibility under any of the applicable criteria. Pursuant to CEQA, Lincoln Middle School appears ineligible for listing as an historical resource at either the federal, state or local levels and is therefore assigned a status code of 6Z.

Olympic High (former John Muir Elementary)

John Muir School (Olympic High) is a one-story Mediterranean-style concrete masonry school with a terra-cotta barrel tile roof constructed between 1923 and 1925, most likely by Allison and Allison. The rehabilitation of John Muir Elementary School was completed in 1935-1938 by Marsh, Smith and Powell. In 1952, Andrew F. Murray completed Library, Cafeteria and Kitchen additions to the original John Muir Elementary school. Relocatable and temporary buildings were added to the site during 1967. The school was renovated between 1967-1971. The period of significance for John Muir (Olympic) School is from about 1925 through 1938 which is associated with the original completion and earthquake reconstruction for this Golden Age school. John Muir (Olympic) is associated with several themes including community development in Santa Monica, District History, and the Golden Age of Schools in Santa Monica. The original school building is also architecturally significant for its embodiment of the distinctive characteristics of the period revival architecture, materials, and methods of construction from the pre-earthquake period as well as post-earthquake retrofit from the Golden Age of Schools in Santa Monica. Finally, it is an important work of the master architects, Allison and Allison, and Marsh, Smith and Powell.

The Library, Cafeteria and Kitchen additions completed in 1952 by Andrew F. Murray, along with later alterations, additions and neglect brought about by changes in use have eroded to a degree the integrity of the campus as a whole. Yet, the school still stands as a rare survivor and a distinctive, identifiable example of a Mediterranean Revival Golden Age school in Santa Monica which retains its historic appearance as a pre-earthquake period school. John Muir Elementary (Olympic) retains sufficient integrity to convey its historical associations with District history and community development in Santa Monica. The architecture and campus retains sufficient integrity to covey its significance in association with the Golden Age of Schools in Santa Monica as a significant distinguishable entity. Therefore, John Muir Elementary (Olympic High) appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Santa Monica and the Southern California region, and under Criterion 3 as a distinctive campus that conveys the significant architectural associations and characteristics of pre-earthquake architecture and planning, and post-earthquake school architecture reconstruction and planning. Pursuant to CEQA, John Muir Elementary (Olympic) School appears eligible for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS. John Muir Elementary (Olympic) School also appears locally significant both individually and as a contributor to a

district that appears eligible through survey evaluation, and is assigned a California Resource Historical Status Code of 5B.

Roosevelt Elementary

After the original Roosevelt School was destroyed in the 1933 earthquake, Marsh, Smith, and Powell were selected to design the existing Roosevelt campus in 1933. Completed in 1934, the Modern school reflects the forms, spaces and ideas of "Santa Monica Plan," incorporating outdoor activity areas immediately accessible to the classrooms. The incorporation of outdoor space into school design became the standard for most schools in California, taking advantage of the favorable climate. The school consists of a complex of one-story buildings grouped around interior courtyards. Notable features of the design include exterior corridor sheltered by flat roofs carried on pipe columns. Large banks of windows provide ample natural light and break down the barriers between interior and exterior space. Modern additions to the school were completed in 1939-1940 by Joe M. Estep and are compatible with the design of the 1934 Marsh, Smith and Powell design. Estep was well known in Santa Monica as one of the architects of the new City Hall.

The period of significance for the school is 1934-1940, from the time the school was originally designed and constructed through the period in which it was fully completed. Roosevelt school is a distinctive, outstanding example of a Modern school constructed during the post-earthquake period of the Golden Age of Schools in Santa Monica. Roosevelt School is associated with several themes including community development in Santa Monica, District History and the Golden Age of Schools in Santa Monica. The original school building is also architecturally significant for its embodiment of the distinctive characteristics of Modern architecture, materials, and methods of construction incorporating exterior space and landscape design into the campus plan. Finally, it is an important work of the master architects, Marsh, Smith and Powell. The additions by Estep are compatible with the original architecture and plan. Roosevelt Elementary School retains a relatively high degree of architectural integrity, despite the replacement of the original fenestration (windows) and doors. Roosevelt Elementary appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Santa Monica and the Southern California region, and under Criterion 3 as a distinctive campus that conveys the significant architectural associations and characteristics of Modern architecture and planning, and post-earthquake school architecture. Pursuant to CEQA, Roosevelt Elementary School appears eligible for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS. Roosevelt Elementary School also appears locally significant both individually and as a contributor to a district that appears eligible through survey evaluation, and is assigned a California Resource Historical Status Code of 5B.

Washington East/West

Established in 1890, the Washington East/West site at the corner of 4th Street and Ashland is the oldest continuous school site in Santa Monica. The existing buildings Washington Elementary and Washington Primary comprise what is now known as Washington West, along the west side of 4th Street. Washington East, currently under lease to The Growing Place, is located across the street at 401 Ashland, along the east side of 4th Street. Washington Elementary is located on the site of the original schoolhouse constructed in 1890. The Moderne school was constructed about 1934, and was designed by Marsh, Smith and Powell. The Modern style Washington Primary is situated to the north of Washington Elementary at 2802 4th Street on the west side of the street. The Modern Cafetorium at Washington Primary was built in 1954 by Frederic Barienbrock and Andrew F. Murray, who most likely also designed the primary school. Pierre Claeyssens was responsible for the 1967 additions to the Washington East/West at Washington Primary and at Washington East. The period of significance for the Washington East/West schools is from 1934-1935, when Washington Elementary was completed by Marsh, Smith and Powell, through 1967 when the additions to the Washington East/West site were completed by Pierre Claeyssens.

Washington East/West is a representative example of a mixed Moderne and Modern school grouping consisting of one school constructed during the post-earthquake period of the Golden Age of Schools in Santa Monica and two additional schools constructed during the post-World War II period. Washington East/West Schools are associated with several themes including community development in Santa Monica, District History, the Golden Age of Schools in Santa Monica, and Post-war School Modernization. The primary resource is the Moderne style Washington Elementary, which is architecturally notable for its embodiment of the distinctive characteristics of Moderne architecture, materials, and methods of construction. Washington Elementary was designed by master architects, Marsh, Smith and Powell. Washington Elementary retains the majority of its character defining features and has a high level of integrity. The windows appear intact, although the doors appear to be replacements. The Modern design of Washington Primary at Washington West by Barienbrock and Murray, and additions and alterations to the Washington East/West school sites by Pierre Claeyssens are compatible and do not detract from the original architectural character of the 1930s Washington Elementary building. As a whole, the Washington East/West school site is an architectural grouping that reflects the evolution of the District schools in response to local neighborhood growth.

Washington Elementary appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Santa Monica and the Southern California region, and under Criterion 3 as a distinctive work of architecture by Master architects, Marsh, Smith and Powell, that conveys the significant architectural associations and characteristics of mid-1930s

Moderne style architecture and planning, and post-earthquake school architecture. Pursuant to CEQA, Washington Elementary appears eligible for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS. Washington Elementary also appears locally significant both individually and as a contributor to a thematic district that appears eligible through survey evaluation, and is assigned a California Resource Historical Status Code of 5B.

The adjacent schools which are additions to the Washington East/West school site by Barienbrock and Murray, and by Pierre Claeyssens, are typical representative examples of modest Modern school buildings designed by notable local architects. They have been altered and updated over the years to accommodate changes in use. Nonetheless, they are architecturally compatible with the 1930s Washington Elementary school and do not detract from its qualities of significance as an individual resource or as a contributor to the thematic district. However, in contrast to the Moderne style Washington Elementary, the two modest International style Modern schools are not individually eligible under Criteria 1 or 3, and they do not possess sufficient historic or architectural merit to be eligible as contributors to the thematic district. Therefore, it is recommended the two Modern schools each be assigned a California Resource Historical Status Code of 6Z as individually ineligible schools, as non-contributors to the school grouping, and as schools ineligible for local listing in the thematic district.

Franklin Elementary

The existing Modern style school was designed by Marsh, Smith and Powell in 1935 and completed in 1937 by the Works Progress Administration. The 1948 additions were completed by H. L. Gogerty, including the Cafetorium and Kindergarten. Marsh, Smith and Powell were also responsible for the 1952 additions. In style, the school is a blend of the late Moderne work of Marsh, Smith and Powell of 1935, with the Modern work of H. L. Gogerty of 1948, and the later work of Marsh, Smith and Powell of 1952. The blend and variation of styles shows the evolution of Modernism in Santa Monica over a twenty year period.[209]

The period of significance for Franklin Elementary is 1935-1952, from the initiation of the first phase of school construction through its completion in 1952. Designed by master architects, Marsh, Smith and Powell with additions by notable Southern California architect H. L. Gogerty, Franklin Elementary is a distinctive, outstanding example of a Moderne/Modern Elementary School campus complex constructed during the post-earthquake period of the Golden and Modern Ages of Schools in Santa Monica. Franklin Elementary School is associated with several themes including community development in Santa Monica, District History, the

[209] *L. Heumann, "Franklin School," Department of Parks and Recreation Historic Resources Inventory Form, in Potential Thematic District, Santa Monica Schools, 1993.*

Golden Age of Schools, and the Modernization of Schools in Santa Monica. Franklin Elementary is architecturally significant as an embodiment of the distinctive characteristics of Moderne/Modern architecture, materials, and methods of construction, in its use of concrete, Moderne streamline detailing, symmetrical massing, and incorporation of courtyards and patios. The Modern additions by Gogerty complement the original building. Franklin Elementary School retains a moderate level of integrity. The windows have been replaced throughout and many of the doors appear to be replacements.

Franklin Elementary School appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Santa Monica and the Southern California region, and under Criterion 3 as a distinctive work of architecture by Master architects, Marsh, Smith and Powell, and notable local architect H. L. Gogerty that conveys the significant architectural associations and characteristics of Modern architecture and planning, and post-earthquake school architecture. Pursuant to CEQA, Franklin Elementary School appears eligible for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS. Franklin Elementary School also appears locally significant both individually and as a contributor to a district that appears eligible through survey evaluation, and is assigned a California Resource Historical Status Code of 5B.

John Adams Middle

The Moderne-style earthquake resistant design of John Adams Middle School was designed by architects Marsh, Smith and Powell in 1935. The one-story layout, lateral bracing and wood frame are innovations designed to reduce the chance of injury during an earthquake. The informality, openness and lightness of the plan served both functional and aesthetic purposes. The 1938 additions were designed by Edward Cray Taylor & Ellis Wing Taylor. Joe M. Estep, architect, and H.C. Whittlesey, Structural Engineer, designed the Auditorium in 1940. In 1948, Estep was also responsible for the addition of the Shop Building, the Girls Locker Building and Gymnasium. The 1953-1954 classroom additions were completed by Estep and Pierre Claeyssens. Estep also designed the Cafeteria in 1954. The period of significance for John Adams Middle School is 1935-1948, from the initiation of the first phase of school construction through its completion in 1948.

Designed by master architects, Marsh, Smith and Powell with additions by notable Southern California architects Joe Estep and Pierre Claeyssens, John Adams Middle School is a distinctive, outstanding example of a Modern Middle School campus complex constructed during the post-earthquake period of the Golden and Modern Ages of Schools in Santa Monica. John Adams Middle School is associated with several themes including community development in Santa Monica, District History, the Golden Age of Schools, and the Modernization of Schools

in Santa Monica. John Adams Middle School is architecturally significant as an embodiment of the distinctive characteristics of Modern architecture, materials, and methods of construction, in its use of concrete, Moderne streamline detailing, light, air, open space, and incorporation of courtyards. The Modern additions by Estep masterfully complement the original building. John Adams Middle School retains a moderate to high level of integrity. Many of the windows and doors have been replaced.

John Adams Middle School appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Santa Monica and the Southern California region, and under Criterion 3 as a distinctive work of architecture by Master architects, Marsh, Smith and Powell, and notable local architect Joe M. Estep that conveys the significant architectural associations and characteristics of Modern architecture and planning, and post-earthquake school architecture. Pursuant to CEQA, John Adams Middle School appears eligible for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS. John Adams Middle School also appears locally significant both individually and as a contributor to a district that appears eligible through survey evaluation, and is assigned a California Resource Historical Status Code of 5B.

Grant Elementary

Grant Elementary is a Streamline Moderne two-story school designed by Parkinson and Parkinson in 1936 and completed by the WPA in 1940. The formalist Modern two-story entrance is flanked by an Auditorium and the Administrative offices. The plan incorporates outdoor gardens and patios adjacent to the classrooms and interior courtyards. Joe M. Estep designed the Modern style additions to the school in 1939-1940 and 1945. In 1953-1954, Pierre Clayssens completed five classrooms and a Kindergarten addition to the rear of the school. The period of significance for Grant Elementary School is 1936-1945, from the initiation of the first phase of school construction through its completion in 1945.

Grant Elementary is a distinctive, outstanding example of a Streamline Moderne school by Parkinson and Parkinson with Modern additions by Joe Estep constructed during the post-earthquake period of the Golden and Modern Ages of Schools in Santa Monica. Grant Elementary School is associated with several themes including community development in Santa Monica, District History, the Golden Age of Schools, and the Modernization of Schools in Santa Monica. Grant Elementary School is architecturally significant as an embodiment of the distinctive characteristics of Streamline Moderne architecture, materials, and methods of construction, space and landscape planning, and use of concrete. The Modern additions by Estep masterfully complement the original building. Grant Elementary School retains a high level of integrity. The school retains many of the windows and doors, exterior features and finishes, and

mature landscape plantings. Grant Elementary School appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Santa Monica and the Southern California region, and under Criterion 3 as a distinctive work of architecture by Master architects, Parkinson and Parkinson, and notable local architect Joe M. Estep that conveys the significant architectural associations and characteristics of Modern architecture and planning, and post-earthquake school architecture. Pursuant to CEQA, Grant Elementary School appears eligible for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS. Grant Elementary School also appears locally significant both individually and as a contributor to a district that appears eligible through survey evaluation, and is assigned a California Resource Historical Status Code of 5B.

Webster Elementary

Webster Elementary, named for Malibu Judge John L. Webster, is a Streamline Modern style school that was built in stages over a period of years, in response to the growth of the local community. The original section of the school was first laid out in 1948 by H. L. Gogerty. Much like the schools in Santa Monica, the Webster School buildings are one-story with flat roofs, they have large banks of windows for light and air, open exterior hallways covered by canopies supported on slender steel posts, and rectangular interior courtyards. The 1951-1952 additions and alterations were completed by Maynard Lyndon, and involved the construction of a Multi-purpose Building, kitchen, and classroom building. Lyndon was also responsible for the 1958 classroom additions, which were compatible with the overall character of the school. The 1961 additions and alterations were completed by Pierre Claeyssens and were slightly more Modern in character, but still compatible with the earlier Moderne school. The period of significance for Webster Elementary is 1948 through 1961, from the initiation of the first phase of school construction through its completion in 1961.

Webster Elementary is a distinctive, outstanding example of a Streamline Moderne school designed by notable Southern California architect H. L. Gogerty, with additions by Modern architects Maynard Lyndon and Pierre Claeyssens constructed during the Modern Era of District Schools. Webster Elementary was the first public school established in Malibu and is associated with several themes including community development in Malibu, contributions to District History, and the Modern Era of District Schools. Webster Elementary School is architecturally significant as an embodiment of the distinctive characteristics of Streamline Moderne architecture by H. L. Gogerty, materials, and methods of construction, space and landscape planning, and use of concrete, glass and steel. The Modern additions Maynard Lyndon and Pierre Claeyssens masterfully complement the original buildings on the campus. Webster Elementary School retains a high level of integrity. The school retains many of the windows and doors, exterior features and finishes, and mature landscape plantings. Webster Elementary School appears eligible for the California Register under Criterion 1 for its

association with events that have made a significant contribution to District history and the broad patterns of history and culture in Malibu and the Southern California region, and under Criterion 3 as a distinctive work of architecture by notable Southern California architect H.L. Gogerty, with additions by Maynard Lyndon and Pierre Claeyssens. The school conveys the significant architectural associations and characteristics of Modern architecture and planning, and post-earthquake school architecture. Pursuant to CEQA, Webster Elementary School appears eligible for the California Register under Criteria 1 and 3 as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS.

Will Rogers Elementary

The Modern style Will Rogers Elementary School was completed in 1948-1949 by H. L. Gogerty who designed the plan, classroom buildings and Administration Building. In 1949-1950, Joe Estep completed four small classroom additions at the ends, to the northeast of the Gogerty's classroom wings. In 1970, Robert Hyle Thomas completed additions and alterations to the school including Library alterations, and additions and alterations to the Administration Building. In 1992, extensive general renovations were undertaken to update the school buildings. Additional renovations and alterations were carried out during the 1990s through 2001. The period of significance for Will Rogers Elementary is 1948-1949, from the commencement of the project to its completion by H. L. Gogerty.

Will Rogers Elementary is a modest representative example of a Modern style school by H. L. Gogerty. The 1970 alterations by Robert Hyle Thomas detract significantly from the integrity of the primary school buildings. Extensive later renovations also detract from Gogerty's original design intent. Constructed during the Modern Era of District Schools in Santa Monica, Will Rogers Elementary is associated with several themes including community development in Santa Monica, contributions to District History, and the Modernization of District Schools. However, Will Rogers Elementary School is a modest example of a Modern school that lacks sufficient architectural characteristics and integrity to convey its significant associations. Will Rogers Elementary does not appear eligible for listing in the California Register under either Criteria 1 or 3. The school had been extensively altered and lacks the necessary significant architectural associations and characteristics of Modern architecture and planning, and post-earthquake school architecture. Although it was designed by H. L. Gogerty, it is not a distinctive or outstanding example of his work. Pursuant to CEQA, Will Rogers Elementary School does not appear eligible for the National Register, California Register, or locally as an individual property or as a contributor to a potential district, and is assigned a California Resources Historical Status Code of 6Z.

Edison Elementary

Edison is a modest Modern style school similar to Will Rogers. The administrative functions are organized along the front, while rear wings are organized perpendicular to the front Administration wing. Edison began in 1950 as a group of eight portable classrooms and auxiliary facilities including a library, cafeteria and office designed for the site by Joe M. Estep. The 1951 additions were also by Estep. The individual portable classroom buildings were connected by exterior hallways covered by canopies on slender posts, giving the temporary school a more unified appearance. In 1954, Pierre Claeyssens completed three classrooms and a cafetorium addition. The 1968-1969 additions were completed by Robert Hyle Thomas, including a storage building, kindergarten and library additions. The period of significance for Edison Elementary is 1950 -1954, from the commencement of the project by Estep to its completion by Claeyssens.

Edison Elementary is a modest example of a Modern school by architects Estep and Claeyssens. The school was constructed during a period of high demand for classroom facilities. The permanent buildings were added later. The 1968-1969 additions by Robert Hyle Thomas detract significantly from Estep's original concept and design for the primary school buildings and the campus plan. Constructed during the Modern Era of District Schools in Santa Monica, Edison Elementary is associated with several themes including community development in Santa Monica, contributions to District History, and the Modernization of District Schools.

However, Edison Elementary School is a modest example of a Modern school that lacks sufficient architectural merit or integrity to convey its significant associations. The layout and design of the campus and buildings are not of sufficient architectural merit or quality to convey the necessary significant architectural associations and characteristics of Modern architecture and planning, and post-earthquake school architecture. Although designed by Joe M. Estep and Pierre Claeyssens, Edison Elementary is not a distinctive or outstanding example of their work. Edison Elementary does not appear eligible for listing in the California Register under either Criteria 1 or 3. Pursuant to CEQA, Edison Elementary School does not appear eligible for the California Register as an individual property or as a contributor to a potential district and is assigned a California Resources Historical Status Code of 6Z.

Juan Cabrillo Elementary

Juan Cabrillo Elementary, designed 1954-1956, was laid on an open, flat mesa overlooking Zuma Beach. Designed by Pierre Claeyssens, the design of the school incorporates the "Santa Monica Plan" developed at Roosevelt Elementary by Marsh, Smith and Powell. Executed in a minimalist Modern style, the classroom wings are laid out to create rectangular interior courtyards. In addition, the "expandable" school was designed to be built in phases and

has classroom wing additions by Maynard Lyndon in 1958 and Orr, Strange, Inslee and Senefeld in 1964. The Library at Juan Cabrillo was the first in a Santa Monica District elementary school designed as such rather than converted from a classroom.[210] Orr, Strange, Inslee and Senefeld's classroom additions and library are compatible, although slightly more modern in design with diagonal corner entrances to the classrooms. The period of significance for Juan Cabrillo Elementary School is 1954-1964, from the initiation of the first phase of school construction through its completion in 1964.

Juan Cabrillo Elementary is a good representative example of a Modern "expandable" school influenced the "Santa Monica Plan" by Pierre Claeyssens and Maynard Lyndon with additions by Orr, Strange, Inslee and Senefeld. Juan Cabrillo Elementary School is associated with several themes including community development in Malibu, District History, and the Modernization of District Schools. Juan Cabrillo Elementary School is representative of the typical characteristics of Modern architecture, materials, and methods of construction, space and landscape planning, and use of concrete. The Modern additions by Orr, Strange and Inslee complement the original building. Juan Cabrillo School retains a high level of integrity. Juan Cabrillo Elementary School appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Malibu and the Southern California region, and under Criterion 3 as a representative type of "expandable" school incorporating the "Santa Monica Plan" and as an example of a notable work of architecture by Modern architects Pierre Claeyssens and Maynard Lyndon that conveys the necessary significant architectural associations and characteristics of Modern architecture and planning, and post-earthquake school architecture. Pursuant to CEQA, Juan Cabrillo Elementary School appears eligible under Criterion 1 and 3 for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS.

Malibu High

In 1958, the Santa Monica Board of Education selected the firm of Orr, Strange, Inslee and Senefeld to draw plans for the Malibu Park Junior High School.[211] Construction was planned to occur in stages and began in 1963 and continued through 1968. Classes began in September 1963 with 300 students. The 1960 plot plan and concept drawings appear to have been fully carried out by 1968. The gymnasium was built in 1970, a pool was completed in 1972, and an amphitheater was constructed in 1978. The period of significance for Malibu High is 1958-1978, from the initiation of the first phase of school construction through its completion in 1978.

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[210] *"Malibu School to Get Library, 4 Classrooms,"* Los Angeles Times, *November 12, 1964.*

[211] *"Firm to Draw Plans for School in Malibu,"* Los Angeles Times, *January 5, 1958.*

The main campus is organized around a triangular quad or open green space. The classroom one- and two-story buildings frame the quad on the east and northeast sides. The auditorium and cafeteria occupy the northwest corner of the campus. A north-south spine off the east side of the quad, consisting of a covered hallway with a concrete canopy supported by steel posts, provides access to the music rooms, drafting rooms, photography classrooms, art studios and shops organized along this spine. The architectural hierarchy of the campus is reflected in the formal design and contrasting materials (brick and stucco) of the administrative offices, library, two-story classroom building, auditorium and cafeteria, and gymnasium, in contrast to the more utilitarian character of the one-story classroom wing on the east side of the quad, the music building, art and shop building, and the drafting and photography buildings along the north-south spine. The latter were built during the early phases of construction, while the formal public areas of the campus (administrative wings, two-story classroom building, auditorium/cafeteria, gymnasium/athletic complex) took longer to complete. The exterior building materials are brick veneer, stucco, tinted and untinted concrete. Contrasting panels of brick and stucco are used on the broad rectangular wall surfaces of the building exteriors, and the tinted concrete is used for the entrance walk, staircases, sidewalks, and patios of the school. Large banks and ribbons of windows are used to light the classrooms and offices with natural light from the central quad, and additional lighting is provided by fluorescent lighting.

The primary elevation of the school faces Morning View Drive to the south. The main entrance is defined by a Formalist Modern portico flanked by wings on each side, a composition inspired by the Neoclassical precedents upon which this variant of the International style was based. The main entrance portico features twelve colossal, double-height square columns, a wide concrete staircase with unusual steps having very low risers and deep treads, and a massive square central planter originally featuring tall exotic plantings (later replanted) which is open to the sky through a square opening in the center of the flat roof that covers the portico. The administrative, health and counseling offices are located in the wing on the west side of the main entrance; and the library is located in the wing on the east side. The primary façade (south) of the two wings are architecturally embellished by colonnades of colossal square columns similar to those supporting the portico, and each wing has a ribbon of clerestory windows consisting of paired two-light metal transoms. The brick planters along the front of the building are also original, providing a visual transition from the parking area below. They are planted with mature bird of paradise (original), palms (later plantings) and evergreen shrubs (original). The wings are terminated at each end by intersecting rectangular volumes containing the main library reading room on the east, and the health and counseling center on the west.

During the 1990s, alterations and additions were made to the school including remodeling of the multi-purpose building into an auditorium, construction of a new gymnasium building, and construction of an additional multi-story classroom building. The new facilities were built in the former lower parking area, on the west side of the school adjacent to Juan Cabrillo Elementary.

Remodeling of the auditorium consisted primarily of interior renovations to the building, replacing the wood multi-purpose room floor with auditorium seating, and reconfiguring the exterior entrances to accommodate the change in floor levels and ADA access requirements. The former connection between the auditorium and the adjacent cafeteria was closed (bricked); however, the original cafeteria and covered outdoor eating area were retained intact.

The new gymnasium was built as an addition to the athletic complex, adjacent on the south of the original gymnasium. The original gymnasium was retained intact. The new gymnasium was built at the northeast corner of the parking area on the west side of the Malibu Park Junior High campus, along the access road between the junior high and Juan Cabrillo Elementary. The new gymnasium was connected to the front of the original gymnasium, obscuring part of the lower portion of the front elevation of the original gymnasium, and requiring removal of the steep concrete staircase that originally provided access from the main campus to the athletic complex on the mesa above. The amphitheater, originally built into the steep grade between the main campus and the upper mesa, also provided a means of direct access to the athletic complex and was retained. A memorial garden was added adjacent to the amphitheater to beautify this area of the campus. After the new gymnasium was completed, circulation was reconfigured to provide primary access to the athletic complex via the access road.

The new multi-story classroom building and several portable classrooms were added to the campus in the former parking area adjacent to the new gymnasium. The former parking area was reconfigured for open space and pedestrian circulation. The original classroom, shop and art buildings were retained intact and were not physically impacted by the new additions. The parking was reconfigured and moved to the mesa above, west of the athletic complex.

Malibu High is a representative example of a Modern school design by the Southern California architects Orr, Strange, Inslee and Senefeld. Malibu High is associated with several themes including community development in Malibu, District History, and the Modernization of District Schools. The architecture of Malibu High is representative of the characteristics of Modern architecture, materials, and methods of construction, space and landscape planning, and use of concrete of the 1960s. The amphitheater and swimming pool are complimentary additions and were part of the original master plan concept for the campus. The later additions, including a new gymnasium and classroom building in the west parking lot detract to an extent from the unity of the original school design on the western edge of the campus and are noncontributing buildings. The campus plan as a whole was largely unaffected by these additions. Today, Malibu High retains a moderate to high level of integrity. The campus retains the majority of its integrity intact, including its location, design, setting, workmanship, materials, feeling and association. Malibu High School appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Malibu and the Southern California region. Pursuant to

CEQA, Malibu High appears eligible under Criterion 1 for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS.

Designed and under construction prior to 1963 when the first building phase was completed and the school was opened, Malibu High meets the 45 year survey threshold of the California Register, but does not meet the 50-year age consideration of the National Register. Under the California Register, properties may be considered eligible for listing regardless of age, if they retain integrity and rise to the threshold of significance when evaluated against the applicable criteria. While Malibu High meets the threshold of significance for listing on the California Register under Criterion 1, it does not appear eligible under criteria 2 or 3. It is not associated with the life of a person important in our past at the state, regional or local level (Criterion 2). As an individual work of architecture, Malibu High is a good representative example but does not embody the outstanding or exceptionally distinctive characteristics of a Modern school campus, nor does it represent the work of a notable or influential architect or possess high artistic values; therefore, Malibu High does not meet the threshold of significance under Criterion 3. When assessed within the body of work completed by the firm of Orr, Strange, Inslee and Senefeld, it does not appear Malibu High was a particularly significant or influential project in the history of the firm, which specialized in large-scale institutional projects in the San Fernando Valley. The local architectural context contains numerous examples of works by Modern and contemporary masters as well as notable local architects. While the Malibu High campus incorporates some of the same architectural themes reflected in other earlier Modern District schools, neither Malibu High nor the firm's work as a whole appear to have contributed significantly to the development of institutional or Modern educational architecture in the District or the state, region or locality.

Point Dume Elementary

Maynard Lyndon was awarded the project for the Point Dume site in 1964,[212] designed the school in 1966-1967 and completed it in 1968. The school features a split-level plan organized around a central courtyard. There is a separate Kindergarten wing and playground. The front of the school faces a landscaped playground which was later developed in 1986 as the Malibu Community Center after the school had closed. The planting plan was designed by F. W. Graham and Associates, landscape architects. Little change has occurred to the architecture of Point Dume School from the time of its construction until 2000, except for playground and recreational facility improvements. When the school was reopened, a modernization program was undertaken for necessary repairs and updates, with only minor changes to the design of the

[212] *"Architects Hired for Malibu School Work,"* Los Angeles Times, *October 4, 1964.*

facility. The period of significance for Point Dume Elementary is 1964-1968, from the initiation of the first phase of school construction through its completion in 1968.

Point Dume Elementary is a distinctive, exceptional example of the work of Modern architect Maynard Lyndon. Point Dume Elementary is associated with several themes including community development in Malibu, District History, and the Modernization of District Schools. The architecture of Pointe Dume Elementary is an outstanding example 1960s school design, incorporating the necessary primary characteristics of Modern architecture, materials, and methods of construction, space and landscape planning of the late 1960s. Pointe Dume Elementary retains a high level of integrity. Point Dume Elementary appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad patterns of history and culture in Malibu and the Southern California region. Point Dume Elementary appears eligible for the California Register under Criterion three as a distinctive, outstanding example of a late 1960s Modern school by Maynard Lyndon. Pursuant to CEQA, Point Dume Elementary appears eligible under both Criteria 1 and 3 for the California Register as an individual property through survey evaluation, with a California Resources Historical Status Code of 3CS.

3. Conclusion

A total of 17 District schools were evaluated for eligibility for listing in the National Register, California Register and as Santa Monica City Landmarks. None of the schools appear eligible for listing in the National Register. The results of the historic resources evaluation are presented in Table 4 on page 213.

Of these resources, a total of eight schools were found to be contributors to a local Potential Thematic District of Santa Monica Schools: Santa Monica High, McKinley Elementary, Olympic High, Roosevelt Elementary, the mid-1930s Washington Elementary (presently vacant) at the Washington West site, Franklin Elementary, John Adams Elementary, and Grant Elementary. These eight schools were also found to be eligible as individual local resources (see below). Of these, five schools were previously identified in 1993 as contributors to a thematic district, McKinley, Roosevelt, John Adams, Franklin, Grant. Additionally, Santa Monica High was identified as a contributor to the thematic district in the current Citywide survey update.

A total of 12 schools were found to be individually eligible for the California Register: Santa Monica High, McKinley Elementary, Olympic High, Roosevelt Elementary, Washington Elementary on the Washington West site, Franklin Elementary, John Adams Elementary, Grant Elementary, Webster Elementary, Juan Cabrillo Elementary, Malibu High, and Point Dume Elementary.

Table 4

Evaluation Results

Name	Applicable Criteria	Status Code	District	Individual
Santa Monica High	1, 3	3CS, 5B	Yes	Yes
McKinley	1, 3	3CS, 5B	Yes	Yes
Lincoln	NA	6Z	No	No
Olympic	1, 3	3CS, 5B	Yes	Yes
Roosevelt	1, 3	3CS, 5B	Yes	Yes
Washington Primary at Washington West Site	NA	6Z	No	No
Washington Elementary at Washington West Site	1, 3	3CS, 5B	Yes	Yes
The Growing Place at Washington East Site	NA	6Z	No	No
Franklin	1, 3	3CS, 5B	Yes	Yes
John Adams	1, 3	3CS, 5B	Yes	Yes
Grant	1, 3	3CS, 5B	Yes	Yes
Webster	1, 3	3CS	No	Yes
Will Rogers	NA	6Z	No	No
Edison	NA	6Z	No	No
Juan Cabrillo	1, 3	3CS	No	Yes
Malibu High	1	3CS	No	Yes
Point Dume	1, 3	3CS	No	Yes
Muir/SMASH	NA	6Z	No	No

Source: PCR Services Corporation, 2008

Six school sites were found ineligible as historical resources, pursuant to CEQA: Lincoln Middle, Washington Primary at Washington West, Washington East currently occupied by The Growing Place, Will Rogers Elementary, Edison Elementary, and Muir/SMASH.

V. CEQA CONSIDERATIONS

School facility improvements proposed under Measure BB are in still in the planning and design stage; therefore, a facility by facility assessment of potential impacts on historical resources associated with these improvements is not currently feasible. Nonetheless, enough is known about the nature and general extent of the improvements to provide observations, highlight issues that may need special consideration, and offer recommendations that relate to CEQA compliance.

A. CEQA IMPACT THRESHOLDS

Section 15064.5(b) of the California Environmental Quality Act (CEQA) Guidelines states that a project involves a "substantial adverse change in the significance of a historical resource" when one or more of the following occurs:

- Substantial adverse change in the significance of a historical resource means physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of a historical resource would be materially impaired.

- The significance of a historical resource is materially impaired when a project:

  a. Demolishes or materially alters in an adverse manner those physical characteristics of a historical resource that convey its historical significance and that justify its inclusion in, or eligibility for, inclusion in the California Register of Historical Resources; or

  b. Demolishes or materially alters in an adverse manner those physical characteristics that account for its inclusion in a local register of historical resources pursuant to Section 5020.1(k) of the Public Resources Code or its identification in a historical resources survey meeting the requirements of Section 5024.1(g) of the Public Resources Code, unless the public agency reviewing the effects of the project establishes by a preponderance of evidence that the resource is not historically or culturally significant; or

  c. Demolishes or materially alters in an adverse manner those physical characteristics of a historical resource that convey its historical significance and that justify its eligibility for inclusion in the California Register of Historical Resources as determined by a lead agency for purposes of CEQA.

The Secretary of the Interior's Standards for Rehabilitation (Standards) are codified at 36 Code of Federal Regulations (CFR) Section 67.7. In most circumstances, the Standards are relevant in assessing whether there is a substantial adverse change under CEQA. Section 15064.5(b)(3) of the CEQA Guidelines states in part that ". . . a project that follows the Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings or the Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings (1995), Weeks and Grimmer, shall be considered as mitigated to a level of less than a significant impact on the historic resource," and therefore may be considered categorically exempt.

B. POTENTIAL IMPACTS TO HISTORIC RESOURCES

In considering the implications of facility improvements and the potential need to comply with CEQA it is important to emphasize that CEQA Guidelines, Section 15064.5(b)(3) indicates that projects that follow the "The Secretary of Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings or the Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings (1995), Weeks and Grimmer" ("Standards") shall be considered to have mitigated and avoided significant impacts on historic resources. Furthermore, as specified under Section 15331 of the CEQA Guidelines, projects that conform to the Standards are considered categorically exempt from CEQA in regards to historic resources. In short, in any given circumstance where conformance with the Standards can be achieved in the approach to District facility improvements, significant impacts on historic resources would be avoided and no analysis of the issue would be required under CEQA.

It is our understanding that the District supports preserving its historic resources and carrying out Measure BB improvements in conformance with the Standards to the extent feasible. Given that the vast majority of improvements does not involve expanding schools, but are focused on health, safety and technology upgrades, replacement of "relocatable" classrooms with permanent classrooms, and addressing deficiencies that do not meet District space standards, it is expected that most campus improvements will be relatively minor and can be feasibly carried out in conformance with Standards. Although plans are generally at a concept level and still in process, based on what we know to date, there is a subset of schools where it may not be feasible to fully comply with Standards due to cost issues and/or an inability to fulfill important educational goals. In these instances compliance with CEQA would be required through either a Mitigated Negative Declaration or an Environmental Impact Report (EIR). Furthermore, if non-compliance with Standards includes demolition of those physical characteristics that convey a properties historical significance and that justify its inclusion in, or eligibility for listing in the National or California Register of Historical Resources, or as a local Landmark, such impacts would not be fully mitigated under CEQA and an EIR would need to be

prepared. With this understanding, the following provides an overview and general assessment of potential CEQA implications associated with the District's schools. It should be recognized that a true assessment and findings regarding the potential for impacts on the District's historical resources will need to be based on reviews of individual campus proposals once plans for improvements are fully defined.

Based on the results of this survey and a general understanding of improvements being considered for the District's campuses, CEQA documentation may be required for Santa Monica High School, and Malibu High School. For Santa Monica High School, which has been identified as an individually eligible historical resource and a contributor to the thematic district, it appears that the vast majority of significant resources on the campus will be feasible to preserve and will also benefit from upgrades and rehabilitation. However, due to severe physical constraints posed by the campus combined with the need to meet fundamentally important educational objectives, it may not be possible to preserve all of the campus's significant historic resources. In the event individually eligible or contributing buildings, structures, landscapes or objects on the Santa Monica High campus are proposed for demolition, this would result in a significant unavoidable impact under CEQA, requiring preparation of an EIR. As with all the significant campuses, other improvements short of demolition would require review of project plans by a qualified historic preservation professional to ensure the project conforms to the Standards. For Malibu High School, which has been identified as an individually eligible historical resource, it is our understanding that it may not be feasible to preserve the façade of the school if the core educational objectives of the campus are to be realized. The façade of the school is a primary character-defining architectural feature that coveys the historical associations and significance of this individually eligible resource. Therefore, demolition of the façade would result in a significant unavoidable impact under CEQA requiring preparation of an EIR.

VI. GUIDANCE AND RECOMMENDATIONS FOR THE PRESERVATON, MANAGEMENT AND TREAMENT OF HISTORIC RESOURCES

A. SECRETARY OF THE INTERIOR'S STANDARDS

It is recommended that the District adopt as policy the use of the Secretary of the Interior's Standards for Rehabilitation (Standards) of Historic Buildings for all schools identified in the previous section as historically significant. These Standards are used by the United States Department of the Interior, National Park Service (NPS) and other federal, state, and local agencies in reviewing and approving work to be performed on historic buildings. The Standards were written to "assist the long-term preservation of a property's significance through the preservation of historic materials and features. The Standards pertain to historic properties of all materials, construction types, sizes, and occupancy and encompass the exterior and interior of the buildings. They also encompass related landscape features and the building's site and environment, as well as attached, adjacent, or related new construction." The ten Standards are:

1. A property will be used as it was historically or be given a new use that requires minimal change to its distinctive materials, features, spaces, and spatial relationships.

2. The historic character of a property will be retained and preserved. The removal of distinctive materials or alteration of features, spaces, and spatial relationships that characterize a property will be avoided.

3. Each property will be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or elements from other historic properties, will not be undertaken.

4. Changes to a property that have acquired historic significance in their own right will be retained and preserved.

5. Distinctive materials, features, finishes, and construction techniques or examples of craftsmanship that characterize a property will be preserved.

6. Deteriorated historic features will be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature will match the old in design, color, texture, and, where possible, materials. Replacement of missing features will be substantiated by documentary and physical evidence.

7. Chemical or physical treatments, if appropriate, will be undertaken using the gentlest means possible. Treatments that cause damage to historic materials will not be used.

8. Archaeological resources will be protected and preserved in place. If such resources must be disturbed, mitigation measures will be undertaken.

9. New additions, exterior alterations, or related new construction will not destroy historic materials, features, and spatial relationships that characterize the property. The new work shall be differentiated from the old and will be compatible with the historic materials, features, size, scale and proportion, and massing to protect the integrity of the property.

10. New additions and adjacent or related new construction will be undertaken in such a manner that, if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.

The Standards and the accompanying guidance (see below), provide a philosophical basis for rehabilitation of historical buildings rather than a prescriptive manual. The guidelines stress identification, retention, and protection of historic materials and features, emphasize repair over replacement, and discuss strategies for replacement when it becomes necessary. Alterations and additions, as well as energy, accessibility, and life safety issues are also considered. Guidance is provided on the following topics:

- Building Exterior (masonry; wood; architectural metals; roofs; windows; entrances and porches; storefronts)
- Building Interior (structural systems; spaces, features, and finishes; mechanical systems)
- Building Site
- Setting
- Energy Efficiency
- New Additions to Historic Buildings
- Accessibility Considerations
- Health and Safety Considerations

B. STATE HISTORICAL BUILDING CODE

A tool that is available to "qualified historic buildings" which can be useful in achieving modernization goals while conforming to the Standards is the State Historical Building Code (SHBC). The State Historical Building Code is intended to provide flexibility to owners of historic buildings in meeting code requirements. This code is designed to protect the integrity of historic buildings while addressing life safety issues. The SHBC and its regulations are performance-oriented rather than prescriptive as are most building codes. Jurisdictions must use the SHBC when dealing with qualified historical buildings, structures, sites, or resources in permitting repairs, alterations and additions necessary for the preservation, rehabilitation, relocation, related reconstruction, change of use or continued use of a qualified historical building. A qualified historical building has been defined as designated structures declared eligible or listed on official national, state, or local historic registers or official inventories such as the National Register of Historic Places, State Historic Landmarks, State Points of Historical Interest, and officially adopted city or county registers or inventories of historical or architecturally significant sites, places, or landmarks. Under the provisions of the SHBC, new work shall conform to prevailing code, while all the elements of the existing structure are afforded the flexibility of reasonable and sensitive alternatives. The SHBC alternative building standards and regulations are intended to facilitate the restoration so as to preserve original or restored architectural elements and features, to encourage energy conservation and a cost-effective approach to preservation, and to provide for the safety of occupants.

C. AMERICANS WITH DISABILITIES ACT

Additionally, qualified historic buildings are allowed special treatment under the Americans With Disabilities Act (ADA) under certain circumstances. Signed into law in July 1990, this civil rights statute applies to employment, as well as access to public structures and services or "public accommodations" owned or operated by private entities. In general, alterations to buildings subject to ADA must provide for disabled access. However, there are special rules and minimum access requirements where an alteration "would threaten or destroy the historic significance" of an historic building. Historic buildings include those eligible for listing in the National Register of Historic Places or designated under State or local law. To use the minimum requirements, consultation is required with the State Office of Historic Preservation.

1. Implementation

a. Character-Defining Features

Application of the Secretary of the Interior's Standards and Guidelines is dependent on the identification of character-defining features. "Character" refers to all those visual aspects and physical features that comprise the appearance of every historic building. Character-defining elements include the overall shape of the building, its design, materials, craftsmanship, workmanship, decorative details, interior spaces and features, as well as the various aspects of its site and environment. Each proposed action in light of the Districts facility improvements associated with historically significant schools should be considered in light of its potential effect on character-defining features. Character defining features and solutions to specific issues arising from application of the Standards, will in large part need to be identified on a case-by-case basis through consultation between project architects and a qualified architectural historian or historic architect.

b. Monitoring Process

In order to ensure adherence to contemplated District policy of conformance with the Standards, and because potential conflicts between occasionally opposing historic goals, budgetary realities, and site constraints may occur, consultation with qualified historic preservation professionals should take place at several points during implementation of the Measure BB improvements. A minimum of three consultations are recommended for each historic campus affected by Measure BB improvements. Depending on the District's scheduling of milestones, these reviews could take place during schematic design, design development, and prior to any plan submittal or re-submittal. This would permit the historic preservation professional to provide guidance early enough in the process when issues arise to allow changes to be made without unnecessary expense and loss of time. Additionally, regular construction monitoring will be important at certain historic schools.

2. Procedures for Treatment of Historic Resources

To ensure that Measure BB improvements and other potential District projects in the future are undertaken in a manner that will avoid to the extent feasible, historic resource impacts under the Environmental Quality Act (CEQA), it is recommended that the District implement the following procedures:

- Rehabilitation, upgrades, and new construction for schools identified as significant historic resources in this HRER should be undertaken in conformance with the Secretary of Interior's Standards.

- For schools identified as significant historic resources, site specific master plans, Measure BB improvement plans, and other discretionary plan approvals should be subject to environmental review and to evaluation by a historic preservation professional to ensure that impacts on historic resources are avoided or mitigated through conformance with the Standards.

- If circumstances arise where facility improvements for the District's significant historic resources cannot be feasibly undertaken in conformance with the Standards, the District should, through the environmental review process and with the assistance of a historic preservation professional, develop and implement mitigation measures to reduce adverse effects to the extent feasible. If feasible mitigation measures are not available that would reduce impacts on historic resources to less than significant levels, an Environmental Impact Report (EIR) would need to be prepared.

- To ensure that plans for school rehabilitation, upgrades or new construction are implemented in accordance with the Standards, the District should implement a historic resources monitoring program to be conducted by an independent consulting historic preservation professional. The monitoring program should include consultation with a historic preservation professional during plan review, following review by the State Architect, prior to finalization and approval of plans, and when required during plan implementation and construction.

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APPENDICES

Appendix A. Santa Monica Public Schools, Potential Thematic District, Historic Resources Inventory Forms, Prepared by Leslie Heumann & Associates, 1993

Appendix B. Professional Qualifications

Appendix C. Architectural Drawings Research Results

APPENDIX A
SANTA MONICA PUBLIC SCHOOLS, POTENTIAL THEMATIC DISTRICT, HISTORIC RESOURCES INVENTORY FORMS, PREPARED BY LESLIE HEUMANN & ASSOCIATES, 1993

State of California - The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
OFFICE OF HISTORIC PRESERVATION

HISTORIC RESOURCES INVENTORY

IDENTIFICATION AND LOCATION

1. Historic name [Potential Thematic District]

Ser. No. _____ - _____ -
National Register Status 5D1
Local Designation _____

*2. Common or current name Santa Monica Public Schools

*3. Number & street See continuation sheets Cross-corridor _____
City Santa Monica Vicinity only _____ Zip _____ County LAN

4. UTM zone 11 A _____ B _____ C _____ D _____

5. Quad map No. _____ Parcel No. Multiple Other _____

DESCRIPTION

6. Property category District If district, number of documented resources 6

*7. Briefly describe the present physical appearance of the property, including condition, boundaries, related features, surroundings, and (if appropriate) architectural style.

The Santa Monica Public Schools Thematic District contains six schools city-wide which retain their historic appearance: McKinley School (2401 Santa Monica Boulevard), Franklin School (2400 Montana Avenue), Madison School (1018 Arizona Avenue), Roosevelt School (801 Montana Avenue), John Adams Junior High School (2355-2417 17th Street), and Grant School (2400 Pearl Street). Five of the campuses reflect the influence of the PWA Moderne style which was popular in the years following the 1933 earthquake when they were either constructed or rebuilt. The sixth, McKinley, although rehabilitated following the earthquake, retains its original Spanish Colonial Revival styling. All of the schools have been altered to some degree since the late 1930s, many having received additional buildings in 1940 and 1948. These six schools were identified as contributors to the thematic district based on their overall integrity. However, individual features of other campuses, including the stadium and bleachers at Santa Monica City College (Marsh, Smith and Powell, 1947), the open air theater at Santa Monica High School (1921), and the additions to Lincoln School (Parkinson, 1936) which may be intact could be added to the district.

*Attach photo envelope here
Put address and photo date on rear of photo

8. Planning agency
City of Santa Monica

9. Owner & address
Santa Monica Unified
School District

10. Type of ownership Public

11. Present use Public

12. Zoning Public

13. Threats _____

Send a copy of this form to: State Office of Historic Preservation, P.O. Box 942896, Sacramento, CA 94296-0001

*Complete these items for historic preservation compliance projects under Section 106 (36 CFR 800). All items must be completed for historical resources survey information.

HISTORICAL INFORMATION

*14. Construction date(s) 1924-48 F Original location _____ Date moved _____

15. Alterations & date _____

16. Architect See continuation sheets Builder See continuation sheets

17. Historic attributes (with number from list) 15—Educational Building

SIGNIFICANCE AND EVALUATION

18. Context for evaluation: Theme Institutions Area Santa Monica
Period 1875-1943 Property type Schools Context formally developed? No

*19. Briefly discuss the property's importance within the context. Use historical and architectural analysis as appropriate. Compare with similar properties.

The Santa Monica School District has historically been one of the most important aspects of life in Santa Monica. Almost as old as the town itself, the district was established in 1875 within months of the recording of the subdivision of Santa Monica and the first sale of lots for homesites. In 1876 the first school building to be erected in the young community opened at 6th Street and Arizona on land donated by the town founders, Senator John P. Jones and Colonel Robert S. Baker. Additional schools were built in the 1890s in South Santa Monica (Ocean Park) and in Santa Monica Canyon. Beginning with the construction of Lincoln High School at 10th and Arizona in 1897, a school building boom ensued, resulting in eight new schools in eighteen years. A high point of this activity, which mirrored the growth in residential construction, was the building of Santa Monica High School in 1912.

In 1933, the Long Beach earthquake substantially damaged all of the school buildings in Santa Monica as elsewhere in the region. As a result, the Santa Monica schools were

20. Sources
Santa Monica Building Permits
Los Angeles County Tax Assessment Records
City Directories, Sanborn maps
See continuation sheet

21. Applicable National Register criteria A, C

22. Other recognition _____
State Landmark No. (if applicable) _____

23. Evaluator L. Heumann/Review Committee
Date of evaluation 1992

24. Survey type Comprehensive

25. Survey name Historic Resources Inventory/Phase 3

*26. Year form prepared 1993
By (name) Leslie Heumann & Associates
Organization City of Santa Monica
Address 1685 Main Street
City & Zip Santa Monica 90401
Phone (310) 458 8341

*Sketch map. Show location and boundaries of property in relation to nearby streets, railways, natural landmarks, etc. Name each feature.

Continuation Sheet: Santa Monica Public Schools

Significance:

closed, and classes were held in tents. Between 1934 and 1938, schools were rebuilt, meeting the earthquake safety standards mandated by the Field Act. Most of the reconstructive activity was accomplished with the assistance of the Works Progress Administration, supplemented by local funds. Santa Monica's historic schools thus mirror the architectural fashions of the mid and late 1930s, when architects were shedding traditional styles in favor of the stripped streamlining of the PWA Moderne. This stylistic trend links the schools from the period as well as the practice of facilitating access to the outdoors through individual entrances into classrooms, outdoor corridors, and interior courtyards.

The architects chosen to design the schools were amongst the best in the area. In the 1920s, Francis D. Rutherford of Santa Monica and Allison and Allison of Los Angeles provided the District with designs for Franklin, Madison and McKinley Schools. The reconstruction utilized the services of the premier school architects of the day, Marsh, Smith and Powell, and Parkinson and Parkinson, one of the leaders in architecture in Los Angeles. Subsequently, the District employed Joseph Estep, associate of Donald Parkinson in the design of the Santa Monica City Hall, and H. L. Gogerty for additions to some of the campuses.

These six schools represent the historic character of school design in Santa Monica. Each has been a focal point of their respective neighborhoods since the late 1930s or earlier. All have associations with architects of note as well as with thousands of past and present residents. The thematic district recognizes these contributions to the City.

State of California - The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
OFFICE OF HISTORIC PRESERVATION

HISTORIC RESOURCES INVENTORY

IDENTIFICATION AND LOCATION

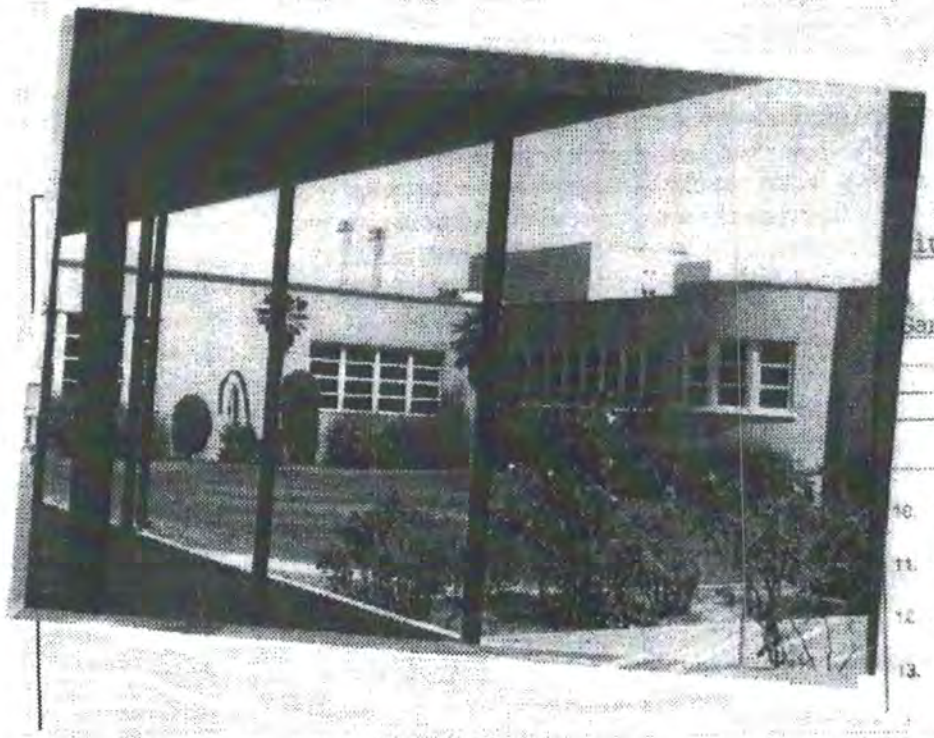
1. Historic name: John Adams Junior High School
*2. Common or current name: John Adams Middle School
*3. Number & street: 2355-2417 16th Street — Cross-corridor: AKA 2425 16th, 2320 17th
City: Santa Monica — Vicinity only: — Zip: 90405 — County: LAN
4. UTM zone: 11 — A: — B: — C: — D:
5. Quad map No.: — Parcel No.: 4273-024-900 — Other:

Ser. No. — National Register Status: 5D1 — Local Designation:

DESCRIPTION

6. Property category: Building — If district, number of documented resources:
*7. Briefly describe the present physical appearance of the property, including condition, boundaries, related features, surroundings, and (if appropriate) architectural style.

John Adams Junior High School occupies the block bounded by 16th and 17th Streets, Pearl Street, and Ocean Park Boulevard. A complex of one and two story buildings arranged around courtyards and exterior walkways, the buildings exhibit the influence of the Moderne style. They are of wood frame construction, sheathed in stucco, and capped by flat roofs. Rounded bays whose curve is wrapped by windows are the most notable Moderne feature. Banks of top-hinged windows, arranged in stacks of three and four, are the dominant feature of the design. The exterior corridors, called "shelters" on the architects' plans, are covered by flat roofs supported by slender pipe columns. Additions made to the campus have reiterated the original design.



9. Planning agency: ity of Santa Monica
Owner & address: Santa Monica School District
10. Type of ownership: Public
11. Present use: Public
12. Zoning: Public
13. Threats:

Send a copy of this form to: State Office of Historic Preservation, P.O. Box 942896, Sacramento, CA 94296-0001

*Complete these items for historic preservation compliance projects under Section 106 (36 CFR 800). All items must be completed for historical resources survey information.

HISTORICAL INFORMATION

*14. Construction date(s) 1935 F Original location _____ Date moved _____

15. Alterations & date _____

16. Architect Marsh, Smith & Powell Builder Unknown

17. Historic attributes (with number from list) 15--Educational Building

SIGNIFICANCE AND EVALUATION

18. Context for evaluation: Theme Institutions Area Santa Monica
Period 1875-1943 Property type Schools Context formally developed? NO

*19. Briefly discuss the property's importance within the context. Use historical and architectural analysis as appropriate. Compare with similar properties.

John Adams Junior High School is significant for its architectural associations and for its contribution to a thematic district of historic public schools in Santa Monica. It was built with WPA assistance in 1935 following the Long Beach earthquake. Architects Marsh, Smith, and Powell were accordingly concerned with producing an earthquake resistant design. In an article in Architectural Record, Herbert J. Powell discussed the choice of a one story layout partially as the result of its amenity to lateral bracing as required by the Field Act. In addition, the decision to construct the entire complex of wood frame was made in the expectation that the homogeneity of the building would produce uniform action of the mass under the influence of an earthquake. Access to open air and sunshine governed the patio plan and the placement of windows. Powell also commented that the building had been "deliberately designed without the usual ornament and decorative architectural features." Marsh, Smith, and Powell were the most successful architects of school buildings in the larger Los Angeles region, with commissions extending from Santa Monica to Upland and beyond, from the mid 1930s through the 1940s. In 1948 Joe Estep, one of the architects of Santa Monica City Hall and the designer of additions to Roosevelt and Grant Schools, added the gymnasium to the campus.

20. Sources
Santa Monica Building Permits
Los Angeles County Tax Assessment Records
City Directories, Sanborn maps
Architectural Record 4/37

21. Applicable National Register criteria A, C

22. Other recognition _____
State Landmark No. (if applicable) _____

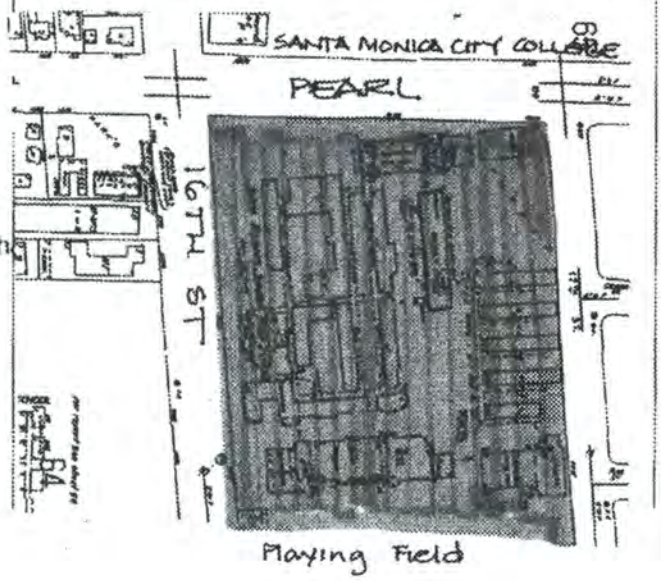
23. Evaluator L. Heumann/Review Committee
Date of evaluation 1992

24. Survey type Comprehensive

25. Survey name Historic Resources Inventory/Ph

*26. Year form prepared 1993
By (name) Leslie Heumann & Associates
Organization City of Santa Monica
Address 1685 Main Street
City & Zip Santa Monica 90401
Phone (310) 458 8341

*Sketch map. Show location and boundaries of property in relation to nearby streets, railways, natural landmarks, etc. Name each feature.



State of California - The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
OFFICE OF HISTORIC PRESERVATION

HISTORIC RESOURCES INVENTORY

IDENTIFICATION AND LOCATION

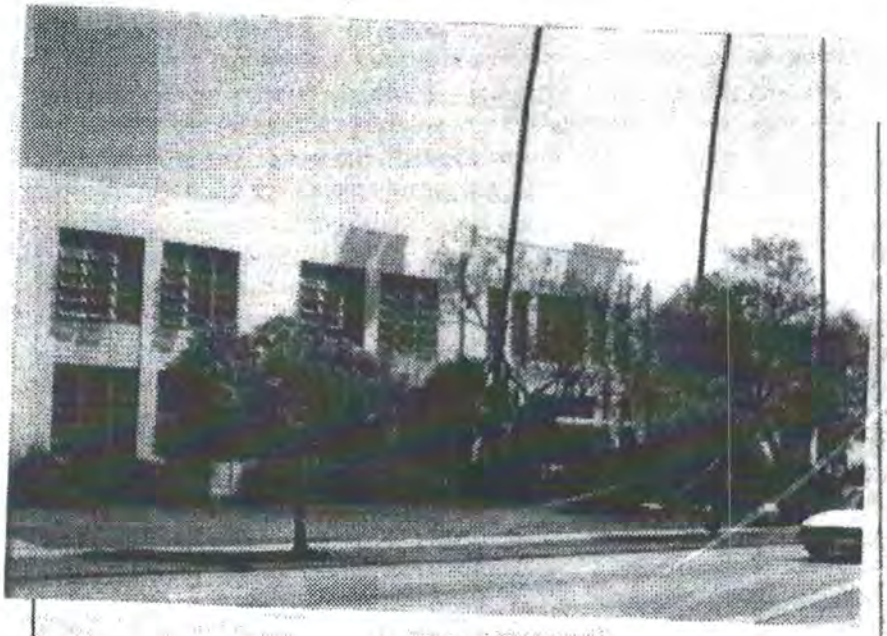
1. Historic name: Madison School
*2. Common or current name: Olympic School
*3. Number & street: 1018 Arizona Avenue — Cross-corridor:
City: Santa Monica — Vicinity only: — Zip: 90401 — County: LAN
4. UTM zone: 11 — A: — B: — C: — D:
5. Quad map No.: — Parcel No.: 0-0-0 — Other:

Ser. No.:
National Register Status: 5D1
Local Designation:

DESCRIPTION

6. Property category: Building — If district, number of documented resources:
*7. Briefly describe the present physical appearance of the property, including condition, boundaries, related features, surroundings, and (if appropriate) architectural style.

The former Madison School occupies the city block bounded by Arizona Avenue, 11th Street, Santa Monica Boulevard, and 10th Street. An E-shaped building, the school faces Arizona Avenue. The one and two story structure displays late Moderne styling. Of reinforced steel and gunite construction, the building is sheathed in stucco and topped by a flat roof. The five bay principal elevation is symmetrical, with a raised parapet marking the slightly recessed central bay and entrance. Banks of top-hinged windows, arranged in vertical stacks of six, are the primary design element. Spandrels below the windows are grooved horizontally and vertically and echo the window divisions in a compressed area. A flat canopy shades the entry. Although the building permit file does not indicate that the original 1925 building has been demolished, no trace of its appearance remains on the exterior. The appearance of the school today dates to 1936 when the building was rebuilt.



8. Planning agency: City of Santa Monica
9. Owner & address: Santa Monica School District
10. Type of ownership: Public
11. Present use: Public
12. Zoning: Public
13. Threats:

Send a copy of this form to: State Office of Historic Preservation, P.O. Box 942896, Sacramento, CA 94296-0001

*Complete these items for historic preservation compliance projects under Section 106 (36 CFR 800). All items must be completed for historical resources survey information.

HISTORICAL INFORMATION

*14. Construction date(s) 1925/37 F Original location _____ Date moved _____

15. Alterations & date _____

16. Architect Francis D. Rutherford/Unknown Builder Western States Const./Unknown

17. Historic attributes (with number from list) 15--Educational Building

SIGNIFICANCE AND EVALUATION

18. Context for evaluation: Theme Institutions Area Santa Monica
Period 1875-1943 Property type Schools Context formally developed? No

*19. Briefly discuss the property's importance within the context. Use historical and architectural analysis as appropriate. Compare with similar properties.

Madison School is significant for its architectural associations and for its contribution to a thematic district of public schools in Santa Monica. It occupies the site of the former Lincoln High School, constructed in 1897. Lincoln became a junior high, eventually moving to a new campus on California and 15th following the establishment of Santa Monica High School. Madison was erected in 1925 to a design by architect Francis D. Rutherford. Originally from Salt Lake City where his practice included several school buildings, Rutherford came to Santa Monica in the early 1920s and received commissions from the Santa Monica School District for Madison and Franklin Schools. According to the History of Santa Monica by Charles Warren, Madison "has been considered by experts one of the best designed school buildings in the United States on account of the dignified character of the architecture, the low cost of construction, and the fact that it has the highest proportion of usable floor space of any elementary school building in Southern California." In fact, the building permit files document the cost of the construction of Madison School as approximately $105,000. Following the 1933 Long Beach earthquake, the school was rebuilt by the WPA and reopened in 1938.

20. Sources
Santa Monica Building Permits
Los Angeles County Tax Assessment Records
City Directories, Sanborn maps
See continuation sheet

21. Applicable National Register criteria A, C

22. Other recognition _____
State Landmark No. (if applicable) _____

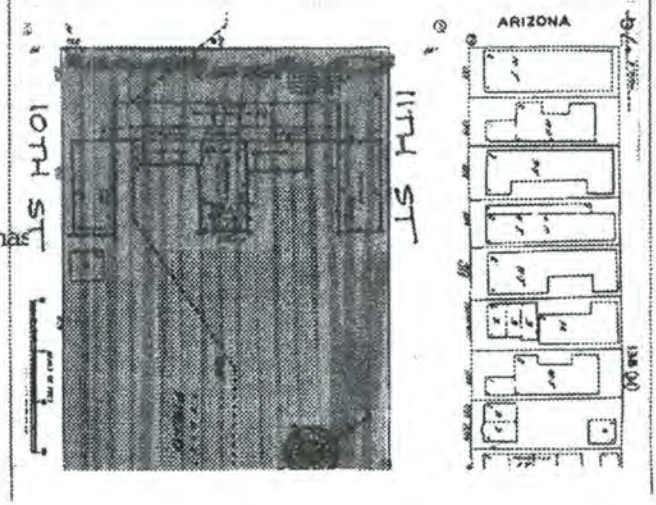
23. Evaluator L. Heumann/Review Committee
Date of evaluation 1992

24. Survey type Comprehensive

25. Survey name Historic Resources Inventory/Phas

*26. Year form prepared 1993
By (name) Leslie Heumann & Associates
Organization City of Santa Monica
Address 1685 Main Street
City & Zip Santa Monica 90401
Phone (310) 458 8341

*Sketch map. Show location and boundaries of property in relation to nearby streets, railways, natural landmarks, etc. Name each feature.



HISTORIC RESOURCES INVENTORY

Continuation Sheet: 1018 Arizona Avenue

Sources:

James Lunsford, Looking at Santa Monica.
Charles Warren, History of Santa Monica Bay Region.
Architect and Engineer, November 1927.
Architect and Engineer, November 1938.

State of California - The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
OFFICE OF HISTORIC PRESERVATION

HISTORIC RESOURCES INVENTORY

IDENTIFICATION AND LOCATION

1. Historic name: Franklin School

Ser. No. ____
National Register Status: 5D1
Local Designation: ____

*2. Common or current name: Franklin School

*3. Number & street: 2400 Montana Avenue — Cross-corridor: ____
City: Santa Monica — Vicinity only: ____ — Zip: 90403 — County: LAN

4. UTM zone: 11 — A: ____ — B: ____ — C: ____ — D: ____

5. Quad map No.: ____ — Parcel No.: 0-0-0 — Other: ____

DESCRIPTION

6. Property category: Building — If district, number of documented resources: ____

*7. Briefly describe the present physical appearance of the property, including condition, boundaries, related features, surroundings, and (if appropriate) architectural style.

Franklin School is a complex of one and two story buildings located on a large parcel on Montana Avenue between 23rd and 25th Streets. In style, the school is a blend of the late Moderne with the early Modern. Stucco sheathes the exteriors of the flat-roofed buildings. The main, two story building juxtaposes the horizontal lines of the parapet fascia, lintel and sill courses with the vertical stacks of four and five top-hinged windows arranged in clusters of six. A rounded canopy with modern letters spelling "Franklin School" attached to the wall above it marks the location of the glazed entry. One story classroom buildings contain rooms with large panels of windows and individual doors to the exterior. Although the building permit file contains no reference to the demolition of the 1924 school first built on the site, the current appearance of the school appears to date from post 1933 construction, either to the [illegible] improvements or to the substantial additions made to the campus in 1948.

8. Planning agency: City of Santa Monica

9. Owner & address: Santa Monica School District

10. Type of ownership: Public

11. Present use: Public

12. Zoning: Public

13. Threats: ____

Send a copy of this form to: State Office of Historic Preservation, P.O. Box 942896, Sacramento, CA 94296-0001

*Complete these items for historic preservation compliance projects under Section 106 (36 CFR 800). All items must be completed for historical resources survey information.

HISTORICAL INFORMATION

*14. Construction date(s) 1924/48 F Original location _____ Date moved _____

15. Alterations & date _____

16. Architect Francis D. Rutherford/H. L. Gogerty Builder J. S. Kobler/Structon

17. Historic attributes (with number from list) 15---Educational Building

SIGNIFICANCE AND EVALUATION

18. Context for evaluation: Theme Institutions Area Santa Monica
Period 1875--1943 Property type Schools Context formally developed? No

*19. Briefly discuss the property's importance within the context. Use historical and architectural analysis as appropriate. Compare with similar properties.

Franklin School is significant for its architectural associations and for its contribution to a thematic district of historic public schools in Santa Monica. It was originally built in 1924 to a design provided by Francis D. Rutherford. Originally from Salt Lake City where his practice included several school buildings, Rutherford came to Santa Monica in the early 1920s and received commissions from the Santa Monica School District for Franklin and Roosevelt Schools. His design for Franklin specified a brick exterior with a tile roof. Additions were made to the school by Rutherford in 1929 and 1930. Like other schools in Santa Monica, Franklin was badly damaged by the 1933 Long Beach earthquake. The school was closed and building permits document the construction of tents for school activities late in 1933 and in 1934. According to James Lunsford in Looking at Santa Monica (page 64), the school was improved by the WPA in 1937. However, permits for several buildings, including a kindergarten, library, "cafetorium," and classrooms, in 1948 seem to indicate the definitive period of construction. Architect H. L. Gogerty, whose reputation rested on several buildings in Hollywood and the Glendale Air Terminal, provided the designs.

20. Sources
Santa Monica Building Permits
Los Angeles County Tax Assessment Records
City Directories, Sanborn maps
Lunsford, Looking at Santa Monica

21. Applicable National Register criteria A, C

22. Other recognition _____
State Landmark No. (if applicable) _____

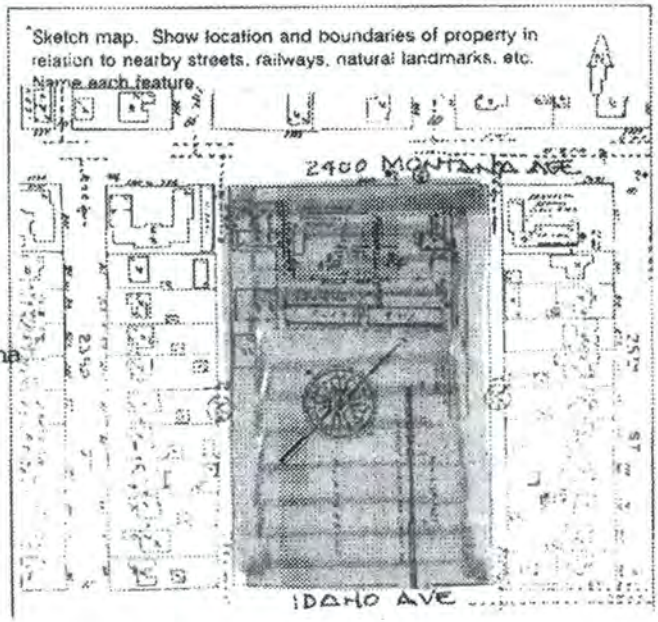
23. Evaluator L. Heumann/Review Committee
Date of evaluation 1992

24. Survey type Comprehensive

25. Survey name Historic Resources Inventory/Pha

*26. Year form prepared 1993
By (name) Leslie Heumann & Associates
Organization City of Santa Monica
Address 1685 Main Street
City & Zip Santa Monica 90401
Phone (310) 458 8341

*Sketch map. Show location and boundaries of property in relation to nearby streets, railways, natural landmarks, etc. Name each feature.



State of California - The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
OFFICE OF HISTORIC PRESERVATION

HISTORIC RESOURCES INVENTORY

IDENTIFICATION AND LOCATION

Ser. No. ____ - ____ -
National Register Status 5D1
Local Designation

1. Historic name Roosevelt School
*2. Common or current name Roosevelt School
*3. Number & street 801 Montana Avenue Cross-corridor AKA 733 Lincoln Blvd.
City Santa Monica Vicinity only Zip 90402 County LAN
4. UTM zone 11 A B C D
5. Quad map No. Parcel No. 0-0-0 Other

DESCRIPTION

6. Property category Building If district, number of documented resources
*7. Briefly describe the present physical appearance of the property, including condition, boundaries, related features, surroundings, and (if appropriate) architectural style.

Roosevelt School occupies the city block bounded by Montana Avenue, Lincoln Boulevard, California Avenue, and 9th Street. It consists of a complex of one story buildings grouped around interior courtyards. The buildings are of wood frame construction, sheathed in stucco, and flat-roofed. Detailing suggests the influence of the Moderne style. Windows are arranged in vertical stacks and the proportions of the individual sash are echoed by horizontal grooving of raised piers. Notable features of the design include exterior corridors sheltered by flat roofs carried on pipe columns, individual access classrooms to the exterior, banks of windows which illuminate the classroom interiors, and the lettering over the main entry to the school.

Planning agency
ity of Santa Monica

Owner & address
anta Monica School District

Type of ownership Public

Present use Public

Zoning Public

12 Threats

Send a copy of this form to: State Office of Historic Preservation, P.O. Box 942896, Sacramento, CA 94296-0001

*Complete these items for historic preservation compliance projects under Section 106 (36 CFR 800). All items must be completed for historical resources survey information.

HISTORICAL INFORMATION

*14. Construction date(s) 1935/40 F Original location _____ Date moved _____

15. Alterations & date _____

16. Architect Marsh, Smith & Powell/Joe Estep Builder Owner/Owner & WPA

17. Historic attributes (with number from list) 15---Educational Building

SIGNIFICANCE AND EVALUATION

18. Context for evaluation: Theme Institutions Area Santa Monica
Period 1875-1943 Property type Schools Context formally developed? No

*19. Briefly discuss the property's importance within the context. Use historical and architectural analysis as appropriate. Compare with similar properties.

Roosevelt School is significant for its architectural associations and for its contribution to a thematic district of historic public schools in Santa Monica. The original Roosevelt School was located a few blocks away on 6th Street and Montana and was destroyed as a result of the 1933 Long Beach earthquake. Architects Marsh, Smith, and Powell, the premier school architects in the region during the late 1930s through the 1940s, were chosen to design the new facility in 1934. According to author James Lunsford (Looking at Santa Monica page 75), the school reflected the "'Santa Monica Plan' incorporating outdoor activity areas immediately accessible to classrooms." This model became the standard for most schools in Southern California, where the climate favored such a design. In 1940, architect Joe Estep designed provided the plans for new buildings at both Roosevelt and Grant Schools. Estep was well known in Santa Monica at the time as one of the architects of the new City Hall.

20. Sources
Santa Monica Building Permits
Los Angeles County Tax Assessment Records
City Directories, Sanborn maps
Ca. Arts & Architecture 9/35

21. Applicable National Register criteria A, C

22. Other recognition _____
State Landmark No. (if applicable) _____

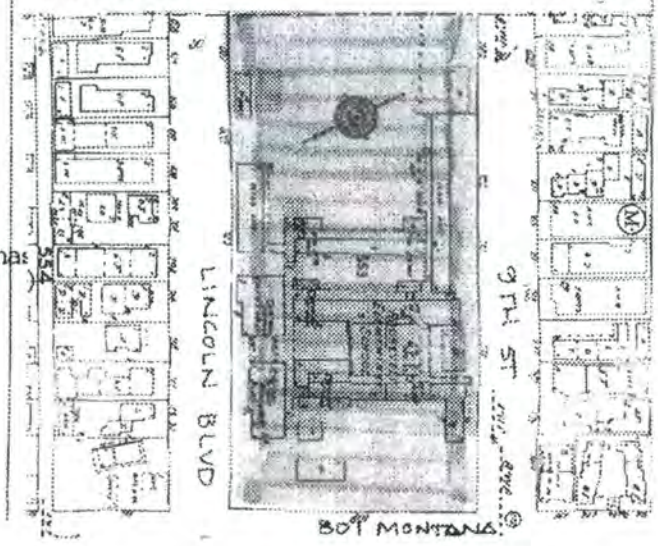
23. Evaluator L. Heumann/Review Committee
Date of evaluation 1992

24. Survey type Comprehensive

25. Survey name Historic Resources Inventory/Phas

*26. Year form prepared 1993
By (name) Leslie Heumann & Associates
Organization City of Santa Monica
Address 1685 Main Street
City & Zip Santa Monica 90401
Phone (310) 458 8341

*Sketch map. Show location and boundaries of property in relation to nearby streets, railways, natural landmarks, etc. Name each feature.



APPENDIX B
PROFESSIONAL QUALIFICATIONS

Margarita J. Wuellner, Ph.D., DIRECTOR, PRINCIPAL ARCHITECTURAL HISTORIAN

Education

- Ph.D., Art History, University of California, Los Angeles, California, 2005
- M.A., Architectural History, University of Virginia, Charlottesville, Virginia, 1991
- Certificate of Historic Preservation, University of Virginia, Charlottesville, Virginia, 1991
- B.A., Art History, Oberlin College, Oberlin, Ohio, 1983

Professional Affiliations

- Society of Architectural Historians
- California Preservation Foundation
- National Trust Forum, Center for Leadership, National Trust for Historic Preservation
- Documentation and Conservation of Buildings, Sites and Neighborhoods of the Modern Movement

Expertise

Margarita J. Wuellner, Ph.D., has over 19 years of experience in the practice of architectural history, historic preservation, and cultural resources management in California, the United States and abroad. She has an extensive background in art and architecture from the eighteenth through twenty-first century. She is a specialist in the study of visual culture, Modernism, urbanism, and cultural landscape. Her qualifications and experience meet and exceed the Secretary of the Interior's Professional Qualification Standards in History and Architectural History.

Dr. Wuellner has received numerous awards and fellowships for her work including the Samuel H. Kress Foundation Fellowship, Art History; American Council of Learned Societies Fellowship; and Edward A. Dickson Graduate Fellowship, University of California.

Experience

Historic Preservation and Cultural Resources Management: Dr. Wuellner has extensive experience in the management, preservation and treatment of historic properties for compliance with Sections 106 and 110 of the National Historic Preservation Act (NHPA), National Environmental Protection Act (NEPA), Section 4(*f*) of the Department of Transportation Act, California Environmental Quality Act (CEQA), and local preservation ordinances. Dr. Wuellner is experienced in the assessment of projects for conformance with the Secretary of the Interior's Standards and has assisted clients with State Historic Preservation Office consultation, Programmatic Agreements, and Memorandum of Agreements.

Dr. Wuellner has over 15 years of experience as a principal investigator, project manager, and technical lead for international, national and regional firms, including EDAW, Inc. and Parsons, Inc. She gained her professional training and experience with John Milner Associates in Alexandria, Virginia, and Land and Community Associates in Charlottesville, Virginia. Since returning to Los Angeles in 1995, she has conducted a wide variety of regional and local projects for compliance with CEQA and local preservation ordinances. These projects have included the completion of city-wide and county-wide surveys, as well as evaluation of regional resources.

Surveys and Historic Contexts: Dr. Wuellner has surveyed thousands of properties and conducted extensive research to document and evaluate the significance of historic resources at the local, state, and national levels. She has designed and implemented a variety of large-scale state-wide, county-wide, and city-wide surveys throughout the United States, as well as transportation, military, industrial, urban, and rural surveys. Dr. Wuellner has conducted numerous projects in California and metropolitan Los Angeles for state and local agencies and private clients. She continues to work on a national basis and recently completed the innovative South Texas Ranching Study for the Texas Department of Transportation (TxDot). Dr. Wuellner is currently conducting two large-scale surveys under contract to the Los Angeles Community Redevelopment Agency. These surveys are evaluating historical resources in communities in East Los Angeles, the Wilshire District/Miracle Mile, and Koreatown.

Professional Publications: Dr. Wuellner has authored over 100 technical reports representative of a full spectrum of historical resources investigations. She has prepared technical reports and historical resources sections for incorporation into Environmental Assessments/EIRs/EISs and other NEPA documents in addition to other stand-alone documents such as National Register nominations and historic preservation plans.

Dr. Wuellner is experienced in the preparation and implementation of mitigation recommendations to reduce potential impacts to historic resources. She has demonstrated experience in the preparation of Historic Structure Reports (HSRs); Historic Buildings Maintenance and Treatment Plans; Historic Preservation Management Plans; Historic American Building Surveys (HABS); Historic American Landscape Surveys (HALS); and Cultural Landscape Reports (CLRs).

Jon L. Wilson, M. Arch., LEED AP, SENIOR ARCHITECTURAL HISTORIAN

Education

- M. Arch., School of Architecture, Tulane University, New Orleans, Louisiana, 2005
- M.A., American Architectural History, University of Mississippi, Oxford, Mississippi, 2000
- B.A., Early American History, Occidental College, Los Angeles, California, 1996
- Graduate Study, Historic Preservation, Graduate School of Architecture, Planning & Preservation, Columbia University, New York, New York, 2002

Continuing Education

- LEED Workshop, U.S. Green Building Council
- Evaluating Historical Resources in the Los Angeles Area, Association of Environmental Professionals

Professional Affiliations

- The American Institute of Architects
- LEED Accredited Professional, U.S. Green Building Council
- Los Angeles Conservancy
- National Trust for Historic Preservation
- American Farmland Trust

Expertise

Jon Lamar Wilson has over eight years of professional and academic experience in the practice of architecture, historic preservation, and architectural history. He has a wide-ranging knowledge of nineteenth and twentieth-century American Architecture, with a specific focus on California and the American South. In particular, Mr. Wilson is an expert in both urban and rural housing types and how they relate to their larger context. His qualifications and experience exceeds those of the Secretary of the Interior's Professional Qualification Standards in History, Architectural History, and Historic Architecture.

Experience

Mr. Wilson has a broad training and professional experience in the practice of Historic Preservation and Cultural Resource Management. He has extensive experience consulting clients on projects for compliance of Sections 106 of the National Historic Preservation Act (NHPA), the California Environmental Quality Act (CEQA), and local preservation ordinances. Mr. Wilson is experienced in the assessment of projects for conformance with the Secretary of the Interior's Standards for the Rehabilitation of Historic Buildings, and has assisted clients with Historic American Buildings Survey (HABS) documentation, Historic Structure Reports (HSR), National Register of Historic Places nominations, California Register of Historical Resources nominations, local historic designation nominations, Historic Preservation Federal Tax Credit applications, preservation design, and feasibility reports.

HABS: Mr. Wilson worked professionally as an employee and a private contractor for the HABS, a historic building documentation department within the National Park Service. His relationship with HABS began after he won the Sally Kress Tompkins Fellowship, an academic research grant jointly awarded by HABS and the Society of Architectural Historians. As an employee of HABS, Mr. Wilson initially worked documenting a colonial governor's rural retreat just outside Philadelphia, Pennsylvania, and then over several years worked in Natchitoches, Louisiana, documenting rural housing patterns and types, and producing an urban history on the development of the town's commercial district.

Mr. Wilson worked at Historic Resources Group (HRG) in Los Angeles prior to joining PCR. At HRG, Mr. Wilson worked for the City of Riverside conducting HABS documentation for the Stalder Building and Brown's Garage, creating a CEQA technical report, a Federal Tax Credit for Historic Preservation application, and design monitoring for the Fox Riverside Theatre, an HSR for the National Landmark Harada House, and a historic interpretation plan for the grain silos at the Riverwalk at La Sierra University.

Surveys: Mr. Wilson has conducted historical and cultural resource surveys for specific plans in Placentia and Santa Ana in Orange County, California, and in Whittier, California. He helped produce the National Register Nomination and design consulting for Santa Anita Park, Conducted Section 106 Review for the City of Los Angeles, authored a California Culture and Historical Endowment (CCHE) grant for the City of El Monte's Southern California Heritage Walk. He conducted a survey of contributing "puestos" to the El Pueblo de Los Angeles Historic Monument. Mr. Wilson produced historic preservation design drawings and conducted design review for multiple historic properties including the Marion Davies Estate, the Lopez Adobe, Orchard Gables, and the Hughes Industrial Historic District. He also produced a Federal Tax Credit for Historic Preservation application for the Lompoc Theatre, and many other documents related to historic preservation and cultural resource management.

APPENDIX C
ARCHITECTURAL DRAWINGS RESEARCH RESULTS

Table 1

Santa Monica High

School	Drawing Date	Architect	Project Title	Sheet Title
SAMOHI	1930	Frances D. Rutherford	Additions to High School	Foundation, 1st Flr., E & S Elevations
SAMOHI	1933	Marsh, Smith & Powell	Structural Bracing Girl's Gymnasium	Foundation Plan & Details, Floor Plan
SAMOHI	April / May 1935	Marsh, Smith & Powell	Rehabilitation Library & Classroom	1st Flr. Plan, 2nd Flr. & Mezz., Elev. Structural
SAMOHI	December 1935/ January 1936	Marsh, Smith & Powell	Rehabilitation Science Bldg. Wing	Plot Plan, 1st Flr. Plan, Elevations
SAMOHI	January / March 1936	Marsh, Smith & Powell	Rehabilitation Santa Monica H.S.– Main	Plot Plan, 1st Flr., 2nd Flr., Cafeteria Wing,
SAMOHI	November 1936 / February 1937	Marsh, Smith & Powell	Auditorium Building	Plot Plan, Main, Mezz.
SAMOHI	August 1951	John F. Shay	Campus Gas & Water Lines	Pipe Plot Plan
SAMOHI	April / May 1954	Frederic Barienbrock	Alterations to Dean's Office	Plot & Floor Plans, Interior
SAMOHI	July 1954	Frederic Barienbrock & Andrew Murray	Boy's Athletic Field & Campus Enlargement	Site Plan, Entrance @ 6th St
SAMOHI	July 1954	Eckbo, Royston & Williams LANDSCAPE	Boy's Athletic Field & Campus Enlargement	Baseball Diamond, Planting Schedule
SAMOHI	1954 September / November	Frederic Barienbrock & A.F. Murray	Science & Homemaking Building	Foundation Plan, Stairway Nos. 1,2,& 3
SAMOHI	1954 August / October	J. Harold Melstrom & Joe M. Estep	Administration Building – Dept. of Education	Foundation Plan, Floor Plan
SAMOHI	October 1958 / February 1959	John C. Lindsay	Student Services Building	Index, Exterior Elevations
SAMOHI	October 1958 / August 1959	John C. Lindsay	Cafeteria Building	Foundation Plan, Floor Plans, Exterior Elevations
SAMOHI	October 1958 / February 1959	J.C. Lindsay / John A. Martin & Associates STRUCT.	Student Services Building	Foundation Plan, Interior Elevations, Typical Wall Sections
SAMOHI	1958 October	John C. Lindsay	Music Building	Floor Plans, Exterior Elevations
SAMOHI	September 1958 / February 1959	John C. Lindsay	Girl's Gymnasium	Foundation Plan, Floor Plans
SAMOHI	January 1960	John C. Lindsay	Boy's Gymnasium	Plot Plan, Foundation Plan, Floor Plan

Table 2

McKinley Elementary

School	Drawing Date	Architect	Project Title	Sheet Title
McKinley Elementary	Nov 1935 / Jan 1936	John Parkinson & Donald Parkinson	Rehabilitation	Plans
McKinley Elementary	May 1951	Joe M. Estep	Cafeteria	Sections

Table 3

Lincoln Middle

School	Drawing Date	Architect	Project Title	Sheet Title
Lincoln Junior High School	November 1933 / January 1934	Marsh, Smith & Powell	Earthquake Reconstruction	Foundation & Basement Plan, Structural Framing
Lincoln Junior High School	December 1935	Parkinson & Parkinson	Rehabilitation of Lincoln Junior High School	Site Plan, Floor Plan
Lincoln Junior High	May 1947	Engineer: O. W. Ott	Heating Renovation	First Floor Heating Plan
Lincoln Junior High School	May 1953 / August 1953	Frederic Barienbrock	Boys Physical Education Facilities	Foundation Plan, Site Plan, Swimming Pool
Lincoln Junior High School	November 1953	Frederic Barienbrock	Cafeteria Wall New Openings	Cafeteria Plan
Lincoln Junior High School	November 1955 / June 1956	Oscar Joseph & Graeme Joseph	6 Classroom Addition 1955	Outside Stairways & Details
Lincoln Junior High School	November 1958 / January 1959	Oscar Joseph & Graeme Joseph	West Wing Additions & Alterations	Roof Plan Schedules & Demolition
Lincoln Junior High School	November 1958 / January 1959	Oscar Joseph & Graeme Joseph	New Shop Building	Plot Plan Schedules & Demolition
Lincoln Junior High School	May 1959 / June 1959	Oscar Joseph & Graeme Joseph	Remodeling Administration Building	First Floor Plan Center Portion, Demolition Plan
Lincoln Junior High School	April 1959	City Wire & Iron Works	Wire Mesh Window Guards	Window Schedules
Lincoln Junior High School	June 1959	Joseph & Joseph	Gymnasium Building	Grading Plan, Plot Plan
Lincoln Junior High School	July 1959	Cunningham & Goin, Inc.	Sany Metal Products	Gates for Cafeteria

Table 4

Olympic High (former John Muir Elementary)

School	Drawing Date	Architect	Project Title	Sheet Title
John Muir Elementary	July / August 1934	Marsh, Smith & Powell	Earthquake Reconstruction	Plot Plan; Roof Framing Plan
John Muir Elementary	March / June 1935	Marsh, Smith & Powell	Rehabilitation of John Muir	Plot; Roof Plan; Elevations
John Muir Elementary	June / November 1935	Marsh, Smith & Powell	Classroom Addition	Plot, Roof Plan; Floor Plan
John Muir Elementary	1938	Edwin Hills	Patio Paving Project	Drainage Map
John Muir Elementary	June 1952 / August 1952	Andrew F. Murray	1952 Additions & Alterations	Library; Cafeteria & Kitchen
John Muir Elementary	May / December 1952	Mech. Engineer: Fred Schmid	Cafeteria Dining Room	Cafeteria Plumbing & Electrical
Olympic Continuation	August 1951	Contractor	Madison Grammar Pipe	Pipe Plot Plan
Olympic Continuation	January / March 1969	Robert Hyle Thomas	1968 Additions & Alterations	Title: Madison; Edison; Grant

Table 5

Roosevelt Elementary

School	Drawing Date	Architect	Project Title	Sheet Title
Roosevelt Elementary	July 1934 / September 1934	Marsh, Smith & Powell	Earthquake Reconstruction	Plot Plan, Kindergarten, Shelter
Roosevelt Elementary	September 1939	Joe M. Estep	Building Units 3 and 4	Plot Plan
Roosevelt Elementary	April 1958	Thomas Anthony	Alterations	Exterior Plans
Roosevelt Elementary	1958	C. Franklin Knowlton	Alterations	Exterior Plans
Roosevelt Elementary	March 1959 / April 1959	Thomas Anthony	Remodel Teachers Lounge	Floor Plan, Health & Work Room
Roosevelt Elementary	January 1968 / March 1968	Robert Hyle Thomas	1967 Additions 5 Classrooms, Library	Site Plans, Doors & Windows
Roosevelt Elementary	1968	Engineer: Wilson & Wilson	1967 Additions 5 Classrooms, Library	Roof Plan

Table 6

Franklin Elementary

School	Drawing Date	Architect	Project Title	Sheet Title
Franklin Elementary	March 1935	Marsh, Smith & Powell	Rehabilitation	Plans, Architectural Integrity
Franklin Elementary	June 1935 / November 1935	Marsh, Smith & Powell	Primary Building	Floor Plan, Foundation Plan
Franklin Elementary	October 1935 / November 1935	Marsh, Smith & Powell	Kindergarten	Plans, Elevations, Interior
Franklin Elementary	Sept 1937 / October 1937	Marsh, Smith & Powell	Primary Building	Roof Framing, Classroom Addition
Franklin Elementary	July 1948	H. L. Gogerty	Additions to Franklin School	Plot Plan, Cafetorium, Kindergarten
Franklin Elementary	September 1948 / October 1948	H.L. Gogerty	Paramount Steel, Long Beach	Steel Erection Drawings: Units: A,C,D
Franklin Elementary	1948	Engineer : Julian T. Stafford	Paramount Steel, Long Beach	Steel Erection Drawings: Trusses
Franklin Elementary	May 1952 / 1952 – June	Marsh, Smith & Powell	1952 Addition	Roof Plan, Exterior Details

Table 7

Washington East/West

School	Drawing Date	Architect	Project Title	Sheet Title
Washington West	1934 July 9	Marsh, Smith & Powell	Earthquake Reconstruction	Plot Plan, Roof Plan
Washington West	1954 Oct 20	Frederic Barienbrock Andrew F. Murray	Cafetorium	Floor Plan Elevations
Washington East	1953 April 24	Andrew F. Murray	1953- 3 Room Addition	Roof Plan Floor Plan Exterior Elevations
Washington East	1967 February 23	Pierre Claeyssens	1967 Additions	Floor Plan Building Sections

Table 8

John Adams Middle

School	Drawing Date	Architect	Project Title	Sheet Title
John Adams Middle School	January 1935	Marsh, Smith & Powell	Earthquake Reconstruction John Adams Jr. High School	Plot Plan; Floor Plans; Elevations; Sections; Library Unit
John Adams Middle School	July / August / October 1938	Edward Cray Taylor & Ellis Wing Taylor	Additions to John Adams Jr. High School	Plot Plan; Elevations Units A,B,&C
John Adams Middle School	September 1940	Joe M. Estep / H.C. Whittlesey Struct. Eng.	Auditorium for John Adams Jr. High School	Plan; Elevations; Longitudinal & Transverse Sects.
John Adams Middle School	February / April 1948	Joe M. Estep / Carl B. Johnson Struct. Eng.	Shop Building	Foundation Plan
John Adams Middle School	February / April 1948	Joe M. Estep	Girl's Locker Bldg. & Gymnasium	Plot Plan; Floor Plan; Elevations; Sections
John Adams Middle School	August 1949	Thomas Anthony & Sheldon Swickard Eng.	Recreation & Facilities	Site Electrical Plot Plan
John Adams Middle School	April 1953	Joe M. Estep & Pierre Claeyssens	1955 Classroom Additions	Plan
John Adams Middle School	April / June 1954	Joe M. Estep Hillman & Nowell Engs.	Cafeteria	Floor Plan; Elevations

Table 9

Grant Elementary

School	Drawing Date	Architect	Project Title	Sheet Title
Grant Elementary	April 1936 / May 1936	John & Donald Parkinson & Parkinson	Grant Grammar School	Plot Plan, Window Changes, Door
Grant Elementary	1936	Structural Engineer : Murry Erick	Grant Grammar School	Roof Framing Plan
Grant Elementary	September 1939	Joe M. Estep	Additions : Grant Grammar School	Sections, Window, Door, Exterior
Grant Elementary	1939	Structural Engineer : H.C. Whittlesey	Additions : Grant Grammar School	Plot Plan
Grant Elementary	April 1945	Joe M. Estep	1945 Additions Grant Grammar	Addition Plans, Library, Roof
Grant Elementary	1945	Engineer: H.C. Whittlesey	1945 Additions Grant Grammar	Addition Plans, Library
Grant Elementary	November 1953 / January 1954	Pierre Claeyssens	5 Classrooms & Kindergarten Addition	Plot and Roof Plan
Grant Elementary	November 1953 / January 1954	Engineer: William Porush	5 Classrooms & Kindergarten Additions	New Classroom Building

Table 10

Will Rogers Elementary

School	Drawing Date	Architect	Project Title	Sheet Title
Will Rogers Elementary	April 1948	H.L. Gogerty Organization & Julian T. Stafford Eng.	Will Rogers Elementary School	Plot Plan; 3 & 5 Class Room Buildings; Administration
Will Rogers Elementary	December 1949/ February 1950	Joe M. Estep	4 Class Room Addition	Plot Plan; Elevations; Sections

Table 11

Webster Elementary

School	Drawing Date	Architect	Project Title	Sheet Title
Malibu Elementary	June 1948	HL Gogerty & Julian Stafford	Malibu Elementary	Plumbing Heating
Webster School	February 1952	Maynard Lyndon	Additions to JL Webster : Multi-Purpose Bldg.	Plot Plan Elevations
Webster School	January 1958	Maynard Lyndon	Additions to JL Webster : Kindergarten	Plot Plan Elevations
Webster School	February 1961	Pierre Claeyssens	Additions & Alterations	Plot Plan Elevations

Table 12

Edison Elementary

School	Drawing Date	Architect	Project Title	Sheet Title
Edison Elementary	April 10 / April 28 1950	Joe M. Estep	8 Portable Classrooms	Plot Plan : Kansas Ave Site
Edison Elementary	September / December 1954	Pierre Claeyssens	3 Classrooms Cafetorium	Orientation, Plot, Floor Plan
Edison Elementary	1954	Engineer: William Porush	Administration New Plan	Floor, Roof Framing
Edison Elementary	1954	Engineers: Hinkston & Norcross	3 Classrooms & Cafetorium Addition	New Classroom Building Plan/ Orientation Plan
Edison Elementary	1969	Robert Hyle Thomas	1968 Additions & Alterations	Library & Kindergarten Addition
Edison Elementary	1969	Structural Engineer: Wilson & Thompson	1968 Additions & Alterations	Storage Plans, Sections & Details